

THRASS SING-A-LONG: TEACHING IDEAS DVD 2008

Duration: 2 hrs 50 mins

Playing the DVD using a DVD player and television

Use the remote control, or the buttons on the front of the DVD player, to move between the main menu, sub menus and the videos (chapters). This DVD uses the PAL colour standard, for most of the televisions located in Africa, Europe and South America. Outside of these areas, televisions that use the NTSC standard may not see the videos in colour, unless the DVD player and TV are able to play both NTSC and PAL.

Playing the DVD using a computer

For the Windows XP operating system, use Windows Media Player (ideally, the latest free version), Real Player (ideally, the latest free version) or commercially available DVD software. For the Windows Vista operating system, for Home Premium and above, use the built-in DVD player. For Mac OSX Tiger or Leopard use the built-in player.

MAIN MENU

1. Suggested Lesson Procedure [20 mins]
2. Introducing Sing-A-Long [90 mins]
3. Features [60 mins]

1. SUGGESTED LESSON PROCEDURE [20 MINS]

Using the Books with the CD [10 mins]

Teaching points with images, narrated by Alan Davies - Page 1, THRASS SAL Lessons 2008

Reinforcement activities [10 mins]

Teaching points with images, narrated by Alan Davies - Page 2, THRASS SAL Lessons 2008

The document and associated PowerPoint are downloadable from www.thrass.co.uk/sing-a-long.htm

2. INTRODUCING SING-A-LONG [90 MINS]

Interactive Book with movement [30 mins]

Janine Plunkett teaching four songs in a farm school - South Africa, June 08

Interactive Book with tiles [20 mins]

Alan Davies teaching one song in a farm school - South Africa, June 08

Books and movement with the CD [40 mins]

Alan Davies teaching one song in a farm school - South Africa, June 08

3. FEATURES [60 MINS]

Sing-A-Long in Barbados [10 mins]

Janine Plunkett with teachers and student teachers - Barbados, April 08

Sing-A-Long in Swaziland [10 mins]

Children are introduced to SAL and some THRASS skills - Swaziland, June 08

SAL Concert: Milton Keynes [5 mins]

Oxley Park Primary School, SING-A-LONG Concert - England, March 08

SAL Concert: North Yorkshire [5 mins]

Western Primary School, SING-A-LONG Concert - England, July 08

Move-A-Long DVD Theme Song [2 mins]

The 'World Premiere' concert performance of Song 45 - South Africa, Jan 08

Interactive Book, Phoneme Machine and class-size Picturechart [28 mins]

Alan Davies with a small group of 7-9 year-olds - England, May 08

SUGGESTED PROCEDURE FOR THRASS SING-A-LONG LESSONS: for teaching children and adults (including parents)

- Use this seven-point procedure (as explained for the first song, Fly little bird) to teach and revise the 44 phonemes (speech sounds) and 120 keygraphemes (spelling choices) of English.
- Model the behaviour yourself (and/or have one or more of your learners perform it for you). Then have everyone in your group or class copy the behaviour.

Essential Resources (as listed on www.thrass.co.uk/resources.htm)
THRASS SING-A-LONG BOOK; THRASS SING-A-LONG CD

1. LOCATE THE PHONEME-BOX IN THE NUMBER INDEX

In the Number Index, point underneath the first phoneme-box and say "Phoneme-Box 1".



2. LOCATE THE PHONEME-BOX IN THE PICTURE INDEX

In the Picture Index, point underneath the first phoneme-box and say "Phoneme-Box 1".



3. LOCATE THE TITLE AND READ IT ALOUD

Turn to Phoneme Song 01. Slide your finger underneath the title and read it aloud - "Fly little bird".



4. LOCATE THE KEYWORDS IN THE YELLOW PHONEME-BOX

In the yellow phoneme-box, point underneath the keyword and say "bird". Point underneath the keyword and say "rabbit". Discuss the keywords with your learners and have them point underneath the pictures in the yellow phoneme-box and in the large colourful illustration (on the opposite page).



5. LOCATE THE KEYGRAPHEMES AND SAY THE PHONEME

Point underneath the 'b' in **bird** and say "The 'b' in bird makes the phoneme /b/". Point underneath the double 'b' in **rabbit** and say "The double 'b' in rabbit makes the phoneme /b/". As you say " 'b' and double 'b' can make the phoneme /b/", point underneath the keygraphemes **b** and **bb** at the bottom of the yellow phoneme-box.
(Optional) Point underneath the Phoneme Symbol at the bottom of the page and say /b/.



6. LOCATE THE KEYWORDS ON THE PAGE

Count the number of times that the word 'bird' (in bold print e.g. **bird** or with a highlighted keygrapheme e.g. **bird**) is on the page, including in the title and the yellow phoneme-box. Then count the number of times that the word 'rabbit' is on the page (as **rabbit** or **rabbit**).



7. LOCATE AND READ THE KEYWORDS AND WORDS

With your group or class, play the Vocal CD and encourage your learners to listen to and sing-a-long with the song until they are familiar with the keywords, words and the tune. Ask questions* about the song and illustration and encourage your learners to point at the pictures and words to provide the evidence for their answers. Revise the song, along with other songs in the book (in any order), until your learners are able to point underneath the keywords and words and read them (both with and without the music). With sufficient practise and revision (including reading as a class, group and in pairs), your learners should be able to just look at the keywords and words and read them.

*Example Questions and Answers are downloadable from www.thrass.co.uk/SAL_QA.htm



TEACHING AND REVISING THE SONGS

Use the phoneme-boxes on the Number or Picture Index, or the song titles in the two Word Indexes, to teach and revise the songs. Discuss the different musical styles and the dance rhythms, especially if your lessons include movement (as would most likely be the case for Music and Physical Education lessons). For individual, group or class performances of the song, in classes, assemblies or concerts (which may be performed in school or in the community), the Vocal or Instrumental CD can be used as a backing track.

REINFORCEMENT ACTIVITIES

If you have some of the other recommended THRASS resources, such as the Move-A-Long With Sing-A-Long DVD, you may also wish to do the reinforcement activities explained overleaf.

REINFORCEMENT ACTIVITIES FOR THRASS SING-A-LONG LESSONS

In addition to using the suggested procedure with the SING-A-LONG BOOK and CD, you may also wish to do the reinforcement activities explained below, if you have some of the other recommended resources (highlighted in bold and listed on www.thrass.co.uk/resources.htm).

1. LOCATE THE PHONEME-BOX IN THE NUMBER INDEX

Use the **Picturechart Class-Size** and then personal or shared copies of the **Picturechart Desk-Size** to point underneath and number the phoneme-boxes. Use the **SING-A-LONG Interactive Book** to click the Number Index and return to it by clicking the yellow phoneme-box.

2. LOCATE THE PHONEME-BOX IN THE PICTURE INDEX

Use the **SING-A-LONG Interactive Book** to click the Picture Index and then click the yellow phoneme-box.

3. LOCATE THE TITLE AND READ IT ALOUD

Use the **SING-A-LONG Interactive Book** to click the Number or Picture Index, or the song titles in the two Word Indexes, to then read aloud the titles. Click the yellow phoneme-box to return to the Number or Picture Index. Click the corner or 'curl the corner, hold and drag' on the Picture Index to use the Word Indexes.

4. LOCATE THE KEYWORDS IN THE YELLOW PHONEME-BOX

Use the **SING-A-LONG Interactive Book** to locate the pictures in the Picture Index, the yellow phoneme-box and the illustration. Use the **Picturechart Class-Size** and the **Picturechart Desk-Size** to point underneath and name the keywords and pictures – and to discuss the keywords and pictures. Use the THRASSWORD Sequences and Grapheme-Word Raps, tracks 1-6 on the **Raps and Sequences CD**, to locate and read the keywords on the picturechart. Use the text-side of the **Phoneme-Grapheme Cards** for reading the keywords. Tumble turn to reveal the pictures. Shuffle the cards and encourage your learners to select the correct keyword or picture. Name and match the **Picture Cards** to the pictures in the **Picture Book**. Shuffle the picture cards and encourage your learners to then select the correct card. To develop hand-eye coordination and fine motor control, encourage young learners to colour-in the outline pictures in the **Colouring Book**.

5. LOCATE THE KEYGRAPHEMES AND SAY THE PHONEME

Use the Letter Name Sequence and Letter Name Rap, tracks 7 and 8 on the **Raps and Sequences CD**, with the letter-boxes on the **Picturecharts**, to teach the names of the lower-case letters and their capitals. Encourage your learners to also locate and name the letters in the phoneme-boxes. To reinforce the names, letter formation and the location of the keygraphemes, encourage one or more of your learners to trace over a letter or keygrapheme on the **Graphemechart** and then have everyone in your group or class repeat the behaviour on a personal copy of the **Overwrite Chart**. Use the **Spelling Tiles** and/or Letter Tiles (from the **Magnetic Graphemes** box) to construct all or part of the alphabet or keygraphemes and then name the letters. The lower-case Spelling Tiles can be flipped over to reveal their capitals (and vice versa). The printed **THRASS English Calendar Chart** and **interactive THRASS English Calendar Chart** can also be used for locating and naming letters. The printed chart is free and downloadable from www.thrass.co.uk/cart/cc.htm. The interactive chart is free in the **THRASS Phoneme Machine** software, which is downloadable from www.phonememachine.com; where you also need to obtain a Serial Number. Use the Consonant Phoneme Sequence and Rap, tracks 12 and 14 on the **Raps and Sequences CD**, with the phoneme-boxes on the **Picturecharts** to teach and revise the pronunciation of the 24 consonant phonemes. Use the Vowel Phoneme Sequence and Rap, tracks 13 and 15, to teach and revise the 20 vowels. In the **SING-A-LONG Interactive Book**, use the activity 'Move the Graphemes' to produce and revise the phonemes. Tumble turn the **Phoneme-Grapheme Cards** to revise the keygraphemes and their phonemes. The phonemes for all the keywords are pronounced in tracks 18-33 on the **Raps and Sequences CD**. The **Spelling Tiles** can be grouped and/or the blue Consonant Tiles and red Vowel Tiles (from the **Magnetic Graphemes** box) can make this revision task more physical (your learners can create the words and then move and pick up the letters and/or graphemes). Use the **Phoneme Machine** to blend the phonemes in the keywords (in the Word Grid of 500 basewords). To name the letters in the keygraphemes - click the letters. To pronounce the phonemes - click the lips. The Red/Blue option can be used to make consonant graphemes blue and vowel graphemes red. Use the **Phoneme-Grapheme Big Book** and personal or shared copies of the **Phoneme-Grapheme Book** to "blend, read and spell" the 120 keywords, using tracks 18-33 on the **Raps & Sequences CD**.

6. LOCATE THE KEYWORDS ON THE PAGE

Use the indexes to move around the **SING-A-LONG Interactive Book** and count the keywords on the pages. Shuffle the **Phoneme-Grapheme Cards** and have your learners select the correct keyword.

7. LOCATE AND READ THE KEYWORDS AND WORDS

Use the on-screen indexes and interactive page turning in the **SING-A-LONG Interactive Book** to access the songs and to then read the keywords and words by using the audio play and repeat buttons (with or without the LARGE text option). The text is highlighted in time with the vocal or instrumental soundtracks. Play the **Move-A-Long With Sing-A-Long DVD** to revise the songs, read the words and to copy and learn the actions. Then see if your learners can create their own new routines! The **SING-A-LONG Sheet Music Book** has arrangements that are in an easy piano style (which can also be played on other instruments, such as guitar). Young musicians, music teachers and classroom music teachers can have fun with the different musical styles and dance rhythms. In music lessons, ensembles can be created using voice and percussion instruments.