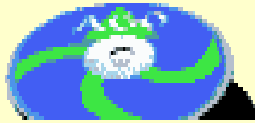


# La musica nell'insegnamento della Lingua 2



Laboratorio n.4  
modulo 3

The following activities rotate around the song "Bow-Wow Says The Dog"



The song, catchy and amusing, takes back further an expensive theme to children, above all of first class, that of the animals.

# Active lexicon



Dog



Cat

Rat



Hog



Owl



Crow



Duck



Cuckoos



# Lesson 1

<b>Activities</b>	<b>Objectives</b>
<ul style="list-style-type: none"><li>• What's in the box?</li> <li>• Listen and do (game, T.P.R.B)</li> <li>• Bow-Wow Says The Dog</li></ul>	<ul style="list-style-type: none"><li>• Arousing the curiosity of children to introduce the new language</li> <li>• Introducing the lexicon, performing English</li> <li>• Listening to a song and miming its content</li></ul>

- The teacher arouses the curiosity of the pupils extracting a little animal from a colored box, followed via via from the others. It is opportune to resort to the Realia even before the flashcards, because the pupils are mostly attracted by what they see and they touch.
- The teacher says the names of the little animals and then shows the flashcards.
- The involvement of the pupils can be realized through the choral repetition, the individual or grouping questions: they are positioned in various points of the classroom and she wonders to the pupils "Point to..." or "Show me...".
- Now it is possible to introduce the chant, because the pupils easily gather the familiarity of the known word.
- It is very important that listening to the chant is slow and repeated more times, plenary and in small groups.
- The assesment of the acquired lexicon can be a simple game, like "Says bow bow; what is it?"

*Bow-Wow Says The Dog*

*Bow-wow, says the dog,  
Mee-ow, mee-ow, says the cat,  
Grunt, grunt, goes the hog,*

*And squeak goes the rat  
Tu-whoo, says the owl,  
Caw, caw, says the crow,*

*Quack, quack, says the duck,  
What the cuckoos say, you  
know.  
(repeat)*

# Lesson 2

## Activities

- Guess what it is (flashcards or Realia)
- Bow-Wow Says The Dog
- Listen and do (games, T.P.R. B)
- Laboratory: project wall

## Objectives

- Recalling the attention on an introduced matter
- Listening to a chant and miming its content
- Crossing again the lexicon
- Matching animal and its habitat

- The warm up consists in the new presentation of the animals of the song through the use of flashcards
- Subsequently the teacher can propose the passage for verses, accompanied by the mimicry: she asks to each group “What does the dog say?...”
- The following song asks for the use of the T.P.R B, because the pupils can mime and reproduce the language of the animals through the body and through the voice.
- An activity of reinforcement can consist of making to listen only to the verses while children have to mime the animal in matter.
- Later she proposes the same game but this time they have to guess and to say the name.
- It is possible **contestualizzare** the animals, with reference to the Geography and the Sciences, proposing to the pupils the realization of a mural placard in which the farm and the sky are reproduced with the animals. This activity foresees the division, in groups of assignment, finalized to the realization of the same product.



# Lesson 3

<b>Activities</b>	<b>Objectives</b>
<ul style="list-style-type: none"><li>•Bow-Wow Says The Dog</li> <li>•Storytelling: “Noah’s Ark”</li> <li>•Laboratory: realizing the “Noah’s Ark”</li></ul>	<ul style="list-style-type: none"><li>•Recalling the attention on an introduced matter</li> <li>•Introducing another animals</li> <li>•Using knowledges learned in other contexts</li><li>•Acquiring new lexicon and realizing that it belongs to an ampler cultural context</li></ul>

- The pupils repeat and mime the song to the motivation.
- The teacher can make reference to the story of Noah, with the aid of the teacher of Religion: the presentation and the call must be done in Italian, then it is possible to reassume the content in English, in very simplified way. "Noah builds an ark to save the animals. Then call them two to the time to make to climb them. Then Noah brings far them." The teacher helps the pupils using by the mimicry.
- After the story there is the dramatization.
- Before however you play to the "Be a/an... ", so the children know their role.
- Subsequently, separated in groups of assignment, the children have to draw the ark on a great cardboard, while others twos twos realize some simple masks of the animal that each represents.
- Finally the teacher (Noah) calls the couples of animals that climb on the ark!!!

## I think that...

- Obviously the last lesson is structured in more parts, because the formalities of realization can be so many, activities are long and the correct space must be reserved to the game-drama, since it foresees the emotional, linguistic, cognitive involvement of the pupils.
- Equally, the temporal scanning of the lessons is always very subjective and flexible, because it is born from the demands and from the formative needs of the pupils.
- Besides the teacher can choose to strengthen some points as the coloration of images rather than the storytelling, the presentation through the flashcards rather than through the Realia, the mimicry rather than the game (T.P.R. B).
- In short, the realization is an experience that it must be lived in primis and elaborated again in continuum.

- In the following lessons, it is possible to introduce also animals that live in different environments, proceeding to the classification of them and finally connecting to a run of environmental education.
- It is possible the use of Toyland, using the living book A and B  
<http://puntoedu.indire.it/bambini/home.htm>
- Activities of reinforcement and verification can be done through the use of the PC and Internet, for example:

[http://www.ladybird.co.uk/games/colouring/colouring\\_content1.html](http://www.ladybird.co.uk/games/colouring/colouring_content1.html)

*That's all!*