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| Down by the Bay: Using Music to Get in the Mood of Phonological Awareness |  |

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|  | **intent:** Give participants an opportunity to activate prior knowledge about phonological awareness and meet tablemates. |
|  | **OUTCOMES:** Participants will meet and talk with tablemates, think about existing knowledge of phonological awareness, and experience a strategy that could be replicated with students.  |
|  | **Materials Required:** * PPT with song lyrics
* Tablemates
* Optional: iTunes version of “Down by the Bay”
* Pretend microphones for each table

 **TIME**: 5 minutes |
| MPj04384510000[1] | **Process:** * Provide a brief introduction to the activity.
* Invite participants to stand and sing the song with you as a whole group. (Trainer may choose to play the iTunes version of “Down by the Bay” in the background while the whole group sings.)
* Trainer pause after the first verse and pick up the pretend microphone; create a new verse, trading out words so that the rhyme and rhythm remain.
* Ask participants if they think the new lyrics work as a new verse. If they agree say, “It’s your turn now.”
* Start again with the whole table group singing the first verse on the slide. Then one tablemate will grab the microphone and take a turn adding a new verse. Each person at the table group should have a turn creating a new verse.

Debrief Questions (Participants share their thoughts about these questions with their tablemates): * Think about what you know about phonological awareness; how is this activity activating our knowledge and skills in phonological awareness?
* This exact activity is in a vignette on page 134 of the Preschool Curriculum Framework. If you were to do this type of activity with your students, how might you set it up?
* How might the microphones be beneficial to replicating this activity with students?
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|  | **SUMMARY**: Participants engage with each other as they activate their prior knowledge of phonological awareness and experience a group strategy that could be replicated with students.  |