

Creative Singing and Chanting with young EAL Learners



Aliens, Aliens , Aliens love Underpants!



Mud, Mud, Jump, Jump, BUMP!



Outcomes related to singing and chanting sessions

I enjoy exploring and playing with the patterns and sounds of language, and can use what I learn.

LIT 0-01a / LIT 0-11a /

As I listen and talk in different situations, I am learning to take turns and am developing my awareness of when to talk and when to listen.

LIT 0-02a / ENG 0-03a

I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.

LIT 0-09b / LIT 0-31a

I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways.

LIT 0-19a

I have explored numbers, understanding that they represent quantities and I can use them to count, create sequences and describe order.

MNU 0-02a

I use practical materials and can 'count on and back' to help me to understand addition and subtraction, recording my ideas and solutions in different ways.

MNU 0-03a

I enjoy singing and playing along to music of different styles and cultures.

EXA 0-16a

I have the opportunity and freedom to choose and explore ways that I can move rhythmically, expressively and playfully.

EXA 0-08a

I have the freedom to choose and explore how I can use my voice, movement, and expression in role play and drama.

EXA 0-12a

I have the freedom to use my voice, musical instruments and music technology to discover and enjoy playing with sound and rhythm.

EXA 0-17a

Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.

HWB 0-12a / HWB 1-12a / HWB 2-12a / HWB 3-12a / HWB 4-12a

What is the value of a daily singing time?

- ◆ Every child is able to participate at their own level. In particular young children can observe others and will join in when they are ready.
- ◆ Songs with lots of actions allow EAL learners to take part in a non-threatening way and provide a respite from the demands of a new language.
- ◆ Props are vital to provide key clues about the song. Select songs with strong repetitive sections to enable EAL learners to join in over time.
- ◆ Singing times provide an opportunity for EAL learners to be part of a larger group. Some EAL learners tend to become isolated if they are the only speaker of their language.
- ◆ A two minute march or chant while transitioning is also a valuable way to build in language and rhythm.

This worked well

Create a song grid (large paper divided into 6 boxes) an object representing a song is placed in each box. Child then selects a prop and everyone sings the associated song. Include number songs, action songs, rhymes and chants.

Using Chants

- ◆ Chants quickly engage children of all ages and provide a natural way to tune into the sounds of English.
- ◆ Children can hear the tone, beat and rhythm of English which may be very different from their home language.
- ◆ Chanting together (choral) gives children a chance to join in and have a go in a supportive situation. This may be the only time some children will attempt to verbalise in a day to begin with. (Silent period learners)

This worked well

Shake and shake

And shake and shake

And shake and shake

And **STOP!**

This simple chant is very effective and versatile. Make sure the children are moving. Any action works— jump, stomp, spin, flap.

This easily focuses listening particularly the stop and start cues. Some children may hum the pattern of the chant and verbalise **STOP**

This is *clear evidence* of a child listening and tuning

Supporting Home Language Songs

- ◆ Many children already know songs and rhymes in their home languages. This is a rich resource that we can all use.
- ◆ All children can begin to develop an awareness of the richness of languages and diversity of the setting.
- ◆ Exploring home language songs builds self-esteem and families are keen to provide examples when asked.

This worked well

Twinkle, twinkle little star is available in a variety of languages on YouTube. Type Twinkle,



twinkle and the language you are looking for. Most children are already familiar with the tune so it is easy to explore

another language.

Baby Boom Boom

CDs are available in a range of languages.



To say hello in **Arabic** we say *Merhaba*.
To say hello in **Arabic** we say *Merhaba*.
You know, you know, you know,
If you want to say hello,
To say hello in **Arabic** we say *Merhaba*.

Available as a PowerPoint—
Multilingual Singing on our
Glow Tile.



This worked well

Have blow up globe to pass round the circle to begin to develop a sense of the world. Many children have experience of travel. This is a possible opportunity to develop a sense of pride and an awareness of the diversity of languages in the playroom/class.

This is not about finding a country on the globe!

A ram sam sam (Moroccan Arabic)

A ram sam sam, a ram sam sam

Guli guli guli guli

Guli ram sam sam x2



A rafiq, a rafiq

Guli guli guli guli

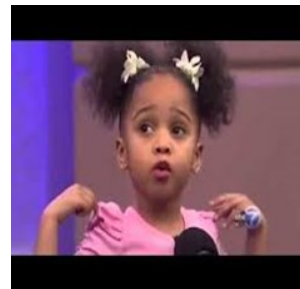
Guli ram sam sam x2

-On the phrase, "A ram sam sam" - Clap hands on your lap.

-On "Guli guli" - Spin hand over hand in a circle.

-On "A rafiq" - Hold hands apart miming pulling apart something gooey.

Childrens Call and Response Song from Ghana



Call : Che Che Kule

Response: Che Che Kule

Call: Che Che Kofisa

Response: Che Che Kofisa

Call : Kofisa Langa

Response: Kofisa Langa

Call : Kaka Shilanga

Response: Kaka Shilanga

Call : Kum Aden De

Response: Kum Aden De

HEY!

Seer Atay Mou-day

(Punjabi transliteration Head and Shoulders)

Seer moonday go-day pa-er, go-day pa-er,

Seer moonday go-day pa-er, go-day pa-er,

Naa-lay akh, naa-lay kan, naa-lay-moo, nah-lay nak,

Seer moonday go-day pa-er, go-day pa-er.

Panie Janie (Tune: Frere Jacques) Polish song

Panie Janie! Panie Janie!

Rano wstań! Rano wstań!

Wszystkie dzwony biją

Wszystkie dzwony biją

Bim, bam, bum,

Bim, bam, bum.

Hola, Hola Spanish Hello song (Tune: In and out the dusty bluebells)

Hola, hola buenas dias.

Hola, hola buenas dias.

Hola a todas.

Vamos a contra mis amiguitos.

Uno, dos, tres, cuatro, cinco, seis, siete, ocho,

nueve, diez.

Two running tigers Tune: Frere Jacques

(Mandarin transliteration) Ref: www.mamlisasworld.com

Liang zhi lao hu

Liang zhi lao hu

Pao de kuai

Pao de kuai

Yi zhi mei you yan jing

Yi zhi mei you wei ba

Zhen qi quai

Zhen qi quai

This worked well

There are lots of songs available on line.

Suggested sites:

www.bpl.bc.ca/kids/embracingdiversity

This site has songs/rhymes available in 15 languages with video clips and words in original language and transliteration.

YouTube: Twinkle, Twinkle little star in Arabic

Clear animation and script shown

Listening song (to the tune of Skip to My Lou)

Listen, listen what can you hear?

Listen, listen what can you hear?

Listen, listen what can you hear on an autumn day?

We hear cars zoom, zoom, beep, beep.

We hear cars zoom, zoom, beep, beep.

We hear cars zoom, zoom, beep, beep on an autumn day.

Add other sounds relevant to the situation.

We hear blackbirds tweet, tweet, tweet, tweet.

We hear children chitter, chatter, chitter, chatter.

We hear children giggle, giggle, giggle.

The noisy farmyard

There's a lot of noise on the farm today,

I wonder what the animals are trying to say.

Look over there, swimming on its back,

Listen to the duck say ...

Look over there playing in the muck,

Listen to the hen say..

Look over there playing in the hay,

Listen to the horse say...



This worked well

Use this as a Chant. Children will intuitively respond with three animal sounds following the example of native speakers.

We are walking in a circle. (Tune: Coming round the mountains)

Children form a circle and hold hands. The song begins with walking, any number of actions can be added following the same format.

We are walking in a circle you and me.

We are walking in a circle you and me.

We are walking in a circle, walking in a circle.

Walking in a circle you and me. And STOP.

This worked well

To keep children engaged vary the movement and model

a range of options. **SPIN SWAY CLICK**

STRETCH TWIST

Hands up chant

Hands up shake, shake, shake-ity , shake-ity. X2

To the back, to the front, to the si-si-side. X2

Hands up on your head and on your own body.

(Adapt as needed.)

Hands go up (Tune: Twinkle, Twinkle)

Hands go up and,

Hands go down!

I can turn myself around.

I can stand up

On one shoe.

I can listen.

So can you.

I can sit. I'll show you how.

Story time/singing time is starting now.

Are you wearing?

Children sit in a circle and 5 pattern cards are turned over.

A child selects a picture e.g. stripes then the song begins.

Are you wearing stripes today, stripes today, stripes today?

Are you wearing stripes today? Yes or no?

Any children wearing stripes come into the middle and skip round everyone sings:

We are wearing stripes today, stripes today, stripes today.

We are wearing stripes today. **YES WE ARE.**

Extend this format to look at clothing.

Provide items in a box such as: wellies, cardigan, tee shirt, shirt, sandals, glasses., bow tie, salwar kameez, kilt.

Picture images provided in resources section.

The secrets song

Adult whispers an action to a child e.g. jumping. The child then goes into the middle of the circle and does the action while everyone sings-

Can you tell me, can you tell me,

What Amina is doing?

(All children respond jumping)

She is jumping, she is jumping and we can jump too. (Everyone stands up and jumps while singing)

Jump around now, jump around, jump around altogether.

Jump around now, jump around now.

And back to your space.

Early stage EAL learners can be shown to images and can point to the action they will do. Sample images are provided in our resource section.

Moving Songs

10 kids in our nursery (Tune: One man went to mow)

Ten kids in our nursery

Went into the garden

Ten kids, nine kids, eight kids, seven kids,

Six kids, five kids, four kids, three kids

Two kids, one kid

And a polar bear went into the garden.

Repeat the song adding a new item each time e.g.

And a friendly dog, a spotty cow, a mucky pig,

And a polar bear went into the garden.

Any items can be added following the same syllable pattern of:

And a (insert 2 syllable word) (insert one syllable word)

Provide props to support vocabulary and number cards.

Can You Move With Me (Tune: Do Yours Ears Hang Low)

Can you wiggle like a worm?

Can you Squiggle Can you squirm?

Can you flutter, can you fly

Like a gentle butterfly?

Can you crawl upon the ground

Like a beetle that is round?

Can you move with me?

This worked well: Children can pick a prop from box and demonstrate movement.

CRAWL FLY SQUIGGLE SQUIRM

Yes, No *Tune: She'll be coming round the mountain*

Do you like to jump in puddles? Yes we do/No we don't.

Do you like to slide on mud?

Do you like to collect sticks and twigs?

Do you like to play hide and seek?

This is based on whatever play children engage in outdoors and can be adapted as needed. The song can be sung as the children play providing an immediate and relevant context for the words.

Developing rhyme through song

EAL learners need lots of opportunities to explicitly hear rhymes supported by props.

Down by the Green (Tune: Down by the Bay)

Down by the Green where the River Clyde flows,

Back to my home I dare not go,

For if I do, my mother will say.. (refrain)

Did you ever see a hare sitting on a chair?

Down by the Green.

(Repeat refrain)

Did you ever see a goat sitting on coat?

Did you ever see a puffin sitting on a muffin?

Did you ever see a lizard sitting on wizard?

This worked well

These rhymes are based on "Oi Frog" by Kes Grey. Any rhyming text can be adapted to fit the song. This format provides an engaging way to cover a wide range of rhyming pairs.

Bananas Bananas.

Bananas, bananas clap, clap, clap.

Bananas, bananas flap, flap, flap.

Bananas, bananas flick, flick, flick.

Bananas, bananas kick, kick, kick.

Bananas, bananas, jump, jump, jump.

Bananas, bananas, bump, bump, bump.

Stress the rhyming words and practise the actions first. Rhyming words can be changed as needed. Try making a deliberate mistake to check for active listening.

This worked well

Create a list of rhyming pairs. Model two options and ask child to select the word. "Would you like to much or hop?"
munch/punch, hop/bop, wiggle/jiggle, dance/prance,

Row , row, row your boat.

Row, row , row your boat.

Gently down the **stream**,

Merrily, merrily,

Merrily, merrily,

Life is but a **dream**.

Row, row , row your boat.

Gently down the **stream**,

If you see a crocodile,

Don't forget to **scream**.

Row, row , row your boat.

Right across the **lake**,

If you see a jellyfish,

Don't forget to **shake**.

Row, row , row your boat.

Gently down the **river**,

If you see a polar bear,

Don't forget to **shiver**.

Row, row , row your boat.

Down to the **shore**,

If you see a lion,

Don't forget to **roar**.

Row, row, row your boat.

Gently out to **sea**.

If you see a big blue whale,

Invite him home for **tea**.

This worked well:

Have a selection of props available to emphasise the rhyming words. Create a water journey map using coloured paper and invite children to write on the map.

SLOWLY SLOWLY

This worked well

Children hold props-a mouse and a snail each .

Listen and move props when music changes

Move around floor-slowly and quickly!

Slowly, slowly very slowly creeps the garden snail

Slowly, slowly very slowly up the wooden rail

Quickly, quickly very quickly runs the little mouse

Quickly, quickly very quickly round about the house

This worked well: Get children moving outdoors. Creep around and look for snails. Move like a snail-slowly and run back to adult (like a mouse)

CREEP RUN SCURRY CRAWL etc

Ref: Playtime Rhymes/Barefoot Books

Make your own chants

Being able to hear and keep a steady beat is an essential step in assimilating the rhythm of English and again presents an very accessible format for young learners. Involving the whole body in keeping the beat helps to focus listening and attention. Adding instruments (drum, tambourine) also increases engagement.

This worked well

Tune: This old man

Aliens, Aliens, Aliens love underpants

Underpants, Underpants,

Aliens love Underpants!

Chant to count syllables in a natural way

Clap as you sing

Count syllables as you sing

Make a chart with photos and numbers

Down in the jungle

Down in the jungle with the beat in your feet.

Think of an animal you'd like to meet.

Think of an animal you'd like to meet. (Child names an animal)

A lion, a lion. She'd like to meet a lion.

Have a selection of jungle props to help children select an animal.

This worked well

Out in the garden with the beat in your feet.

Think of a creature you'd like to meet,
you'd like to meet.....

A worm, a worm.

She'd like to meet a worm.

Add items based on what the children see e.g. a crow, a beetle, a gull.

Add adjectives to extend the language e.g. a flapping crow, a squawking crow.

Help to build auditory memory by recalling all the items listed.

Exploring train chants

A train chant follows a set syllable structure. The first line is said quietly and slowly. With each line the speed and volume increases.

Visual volume and speed images are provided in the resource section.

Ghosts and spiders, ghosts and spiders.

Bats on pumpkins, bats on pumpkins.

Skeletons, skeletons, skeletons.

RATS, RATS, RATS.

Create your own train chant following this syllable structure:

1 syllable word **and** 2 syllable word (repeat)

1 syllable word **on** 2 syllable word (repeat)

3 syllable word (repeated x3)

1 syllable word x3

This can be adapted for a wide range of vocabulary e.g., food, animals, under the sea, transport, weather, in space etc.

This worked well.

Create a chant after frequently hearing a story. This chant is based on Fox's socks by Julia Donaldson.

Poor old fox.

Poor old fox. Poor old fox.

Poor old fox has lost his socks.

He looked in a chest. He looked in a chest.

He looked in a chest and found his..... **vest.**

Poor old fox. Poor old fox.

Poor old fox has lost his socks.

He looked up high. He looked up high.

He looked up high and found his.....**bow tie.**

Poor old fox. Poor old fox.

Poor old fox has lost his socks.

He looked under the mat. He looked under the mat.

He looked under the mat and found his.....**hat.**

Poor old fox. Poor old fox.

Poor old fox has lost his socks.

He looked in a box. He looked in a box.

Create a garden or
playground chant.

Tune: Frere Jacques

Crawling beetles x2

Wiggly worms x2

Ladybirds and spiders x2

Millipedes, millipedes.

This worked well.

Collect lots of insect props to help children expand their vocabulary. Often children use “spider” as a global naming word for any crawling insect.

This format can be adapted to a wide range of topics– weather, food, transport, holidays, jungles, on the farm etc.

Buster, Buster

Buster, Buster climb a tree.

Buster, Buster tap your knees.

Buster, Buster blow a kiss.

Buster, Buster do not miss.



The mystery box is a simple resource which you can use to support group times etc. The box itself is unimportant - It's what's inside and how it's introduced that counts!

Resources needed:

A Box – shoebox or similar with lid. Hopefully you'll be using it often, so make sure your box is strong and sturdy.

Glue, scissors, paint, fabric, felt-tips and collage.

With the children, decorate your box. Make it as bright, sparkly and attractive as possible! Line the box if you wish, felt fabric pieces work well. Create a label 'Mystery Box'. Once decorated, consider covering your box with sticky back plastic to protect it.

The mystery box song

(tune 'this old man')

Mystery box,

what's inside?

What's that thing you're

trying to hide?

Think about what objects to put inside your box? You could try:

a small selection of props linked to favourite songs and nursery rhymes (then sing the song/rhyme)

an interesting object that links to an on-going interest

a new puppet who has brought a new story to read

a selection of natural, sensory rich objects.

Numbers

Songs provide an excellent way to constantly recap counting patterns, number names and to reinforce number symbol recognition.

Sing a song of numbers Tune: Sing a song of sixpence

Sing a song of numbers,

Count them one by one.

Sing a song of numbers,

We've only just begun.

One-two-three-four-five-six,

Seven-eight-nine-ten.

When we finish counting them,

We'll start them once again.

Provide
number cards to
help with number
recognition.

This worked well.

Take a moment to count in another language. As children become confident counting in their home language their self-esteem and pride grows visibly.

One step, Two step

One step, two step, find my teddy bear,

Three step, four step, going up the stair.

Five step, six step, now start to hop,

Seven step, eight step come to a stop!

Nine step, ten step, going very fast,

Eleven step, twelve step, how long can it last?

Thirteen, fourteen going very slow,

Fifteen, sixteen, not far to go.

Seventeen, eighteen, nearly at the chair,

Nineteen, twenty, have a rest with bear.

Greedy crocodile Tune: What shall we do with the drunken sailor?

I am a greedy crocodile,

Sparkling teeth and charming smile,

Come too near and in a while,

You will be my dinner!

One, two, three, four, five,

One, two, three, four, five,

One, two, three, four, SNAP

You will be my dinner.

Five children stand in the middle of the circle. A child is chosen to use the crocodile puppet to "snap" a child for dinner. Continue counting down to zero.

Catch the Rain on your Tongue

To the tune of If You're Happy and You Know It



Catch the rain on your tongue,
on your tongue

Catch the rain on your tongue,
on your tongue

Catch the rain on your tongue,
Do you think it might be fun?

Dinosaur Roar

To the tune of A Sailor went to Sea



The children found a dinosaur
Can you hear it make a roar?

If you can hear it count to 4,
1, 2, 3, 4, make it roar.

R O A R.



**Unicorn, unicorn gallop with me
Over the stormy Arabian sea
Unicorn, unicorn gallop with me
Over the stormy Arabian sea.**

**Unicorn, unicorn climb with me
Into the dark, mysterious tree
Unicorn, unicorn climb with me
Into the dark, mysterious tree**

Handa's Surprise (Tune: Frere Jacques)

Yellow bananas, yellow bananas

Pineapple, pineapple

Oranges and mangoes, oranges and
mangoes

Tangarines, tangarines

Sea Creatures (Tune: Frere Jacques)

Swimming Dolphins, Swimming Dolphins

Chomping Sharks, Chomping Sharks

Jellyfish and Seaweed, Jellyfish and Seaweed

Seahorses, Seahorses

Superhero Song

To tune of What Shall We Do with the Drunken Sailor



I am a powerful superhero

Spin my web and I count from zero

0, 1, 2, 3, 4, 5

I'm a superhero. (Spiderman)

I am a powerful superhero

Smash my way and I count from zero

0, 1, 2, 3, 4, 5

I'm a superhero. (Hulk)



Diwali Song

There was a princess Sita, Sita, Sita
There was a princess Sita, long, long ago
There was a prince called Rama, Rama, Rama
There was a prince called Rama long, long ago
There was a super monkey, monkey, monkey
There was a super monkey, long, long ago
A wicked demon took Sita, took Sita, took Sita
A wicked demon took Sita, long, long ago
Rama and the monkey rescued her, rescued her
Rama and the monkey (rescued her) long, long ago
There was great rejoicing, rejoicing, rejoicing
There was great rejoicing, long, long ago

In Glasgow we will light
lights, light our lights
In Glasgow we will light
WATCH THEM GLOW!



our lights, light our
our lights AND

This is what we like to... Tune of London Bridge is Falling Down

This is what we like to eat,
For our snack, for our snack
Apples, pears, and bananas
In my tummy

This is what we like to do,
When we play, when we play,
Hopping, skipping, jumping too
In the garden

This is what we like to wear,
When its cold, when its cold
Hats and scarves and wooly mits
Keep us cosy

(This could be adapted to different seasons)



DINOSAUR CHANT

**Dinosaur, Dinosaur stomp with me
Into the murky swampy sea x2
Dinosaur, Dinosaur stretch with me
Over the top of the conifer tree x2
Dinosaur, Dinosaur stretch with me
Around the prehistoric tree X2**

Tune: Old Mac Donald.....

Rabbie Burns he had a farm

EE-I-EE-I-O

And on that farm he found a mouse/moose

Hiding in his house/hoose!

Twas a scared wee mouse/moose

A sleekit wee mouse/moose

A crafty wee mouse/moose

A swift wee mouse/moose

Rabbie Burns he had a farm

EE-EE-I-O

TUNE: Bobby Bingo

There was a farmer long ago and Rabbie was his NAME -O

Rabbie Rabbie Burns

Rabbie Rabbie Burns

Rabbie Rabbie Burns

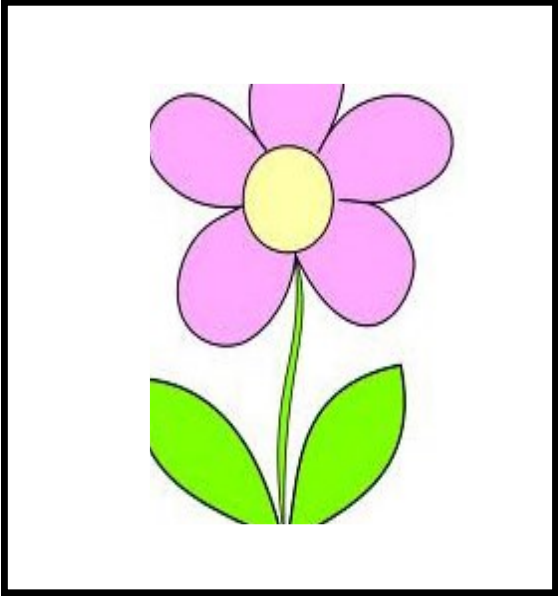
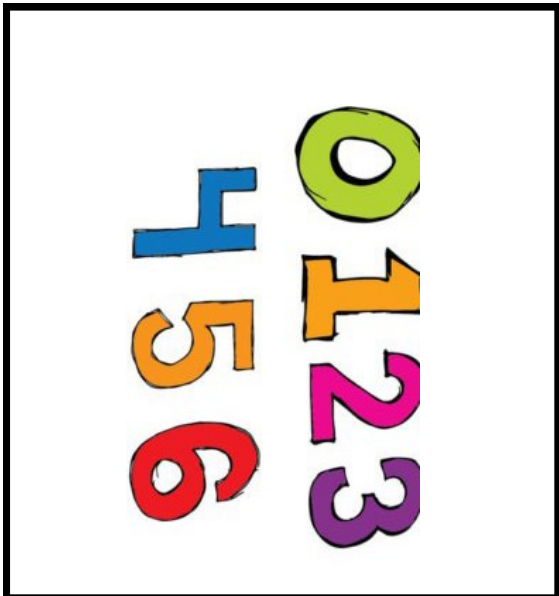
And Rabbie was his NAME -O!





words
have
power

Picture card resources for "Are you wearing?"



Picture card resources for “Are you wearing?”



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Action card resources for Secrets Song

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