

Dan Crow

Dan Crow's program consists of delightful participatory songs and stories, each concentrating on a skill in phonics or grammar. Based on audience participation, the performance offers a high interest phonic/phonetic approach to reading. It develops positive feelings of self-expression, while creating and improving basic speech and language skills.

Instructional objectives:

1. To improve vocabulary skills
2. To improve communication/listening skills
3. To learn to appreciate the humor and the art of language

Suggestions for preparation:

Questions (to encourage attention):

1. What are the differences between vowels and consonants?
2. What does "phonetic" mean?

Activities (prior to the performance):

1. Listen to the sounds of the alphabet and then discuss how the sounds are produced (voiced "b" vs. unvoiced "p").
2. Recite some tongue-twisters and discuss why such phrases are so difficult.

Vocabulary

Noun: a word that is the name of something (person, place or thing) that can be talked about

Palindrome: a word, phrase, verse or sentence which reads the same backwards as forwards

Homonym: One of two or more words pronounced alike but with different meanings (red, read; pare, pear, pair)

Etymology: The history of a word shown by tracing it or its parts back to the earliest known forms and meanings both in its own language and any other language from which it may have been taken.

Alliteration: The repetition of a sound at the beginning of two or more neighboring words (as in "wild and woolly" or "babbling brook")

Metaphor: A figure of speech in which a word denoting one object is used in place of another to suggest a likeness between them

Mythology: A collection of legendary stories that describe a supernatural being or event or explains a religious belief or practice

Suggestions for follow-up

1. Make a worksheet of the song lyrics and have the students locate and circle the sound for which the song was written.
2. Students can write or offer OTHER WORDS that contain each particular sound. Examples: Things found in the classroom, on the school grounds. at home in the ocean, at the circus, etc.
3. Students can write their own ditties, “silly sound songs” or poems.
4. Art activities can be used in conjunction with the story songs. This can help develop listening skills.
5. Sing, learn and have fun with the songs. Auditory stimulation becomes an important by-product.
6. Go to the garden, playground, circus, zoo etc. and list or discuss the different things you see, hear or smell.
7. Learn some fun words in other languages (i.e. how to say hello, good-bye or thank you)