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The Sounds of Tacky the Penguin and Click-Clack-Moo: Using Music to Enhance Literacy of Diverse Learners in an Early Childhood Classroom

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The Sounds of *Tacky the Penguin* and *Click–Clack–Moo*: Using Music to Enhance Literacy of Diverse Learners in an Early Childhood Classroom

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In addition to actively participating in reading through music, concepts of literacy can be taught and/or enhanced through music (Hansen & Bernstorf, 2002).

“*If SoTL is to transform education, it must do so for those who have least benefitted from other movements combined*” (Gilpin, 2009).

“This activity impacted the diverse learners by keeping their interest and it gave them something to do hands on, which really helped them stay focus [sic] and on task” (PST#3).

“During this lesson students needed to pay special attention to their specific roles, listening carefully for their cues to play their instrument. Specific students were assigned certain instruments for a reason...all students were able to stay engaged during the lesson as everyone was actively listening. ‘On top of this, by hearing the sounds and seeing the motions, both visual and auditory learners were able to more closely follow along with the story, thus aiding their comprehension of the text’” (PST#9).

“It also made me think of different aspects of creative arts that could be used to help diverse learners, especially if they are more drama filled or movement/dance filled. It would work best to incorporate all aspects of creative arts in the classroom to make sure that all students enjoy and learn...” (PST#6).

“SoTL involves elements of discovery, integration, and application and ranges from organized and documented reflections on one’s own teaching to elaborate educational studies involving multiple sites (Huber & Hutchings, 2005).

“*It was hard work putting this together and setting this up. But it was worth it. The students loved it and I had a lot of fun reading to them with excitement and helping them know when it was their turn to play the instrument... It helped me see firsthand by being involved that you can teach content in different ways other than a typical lecture*” (PST#2).

“I loved watching the students during this activity as they had such a good time! At first I was rather apprehensive, thinking I would have a hard time controlling the students while they all were playing. However, the lesson far exceeded my expectations. Every student had a smile on their face during this lesson, and it was so lovely to see” (PST#10).”

References

