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

Courtney Hartman  
*Georgia Southern University*, ch05706@georgiasouthern.edu

Savannah Hayman  
*Georgia Southern University*, sh04978@georgiasouthern.edu

Nancy M. Arrington  
*Georgia Southern University*, narrington@georgiasouthern.edu

Follow this and additional works at: [https://digitalcommons.georgiasouthern.edu/sotlcommons](https://digitalcommons.georgiasouthern.edu/sotlcommons)

Part of the [Curriculum and Instruction Commons](https://digitalcommons.georgiasouthern.edu/sotlcommons), [Educational Assessment, Evaluation, and Research Commons](https://digitalcommons.georgiasouthern.edu/sotlcommons), [Educational Methods Commons](https://digitalcommons.georgiasouthern.edu/sotlcommons), [Higher Education Commons](https://digitalcommons.georgiasouthern.edu/sotlcommons), and the [Social and Philosophical Foundations of Education Commons](https://digitalcommons.georgiasouthern.edu/sotlcommons)

Recommended Citation

https://digitalcommons.georgiasouthern.edu/sotlcommons/SoTL/2015/2

This presentation (open access) is brought to you for free and open access by the Conferences & Events at Digital Commons@Georgia Southern. It has been accepted for inclusion in SoTL Commons Conference by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.
The Sounds of **Tacky the Penguin** and **Click–Clack–Moo:**
Using Music to Enhance Literacy of Diverse Learners in an Early Childhood Classroom

Courtney Hartman
Savanna Hayman
Dr. Nancy Arrington, Advisor
Georgia Southern University

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).

**How does implementing the Music Literacy project with K-2 students compare with implementing projects with peers in class?**

**How likely are you to use this project in your classroom?**

**How likely are you to use a similar project in your classroom?**

<table>
<thead>
<tr>
<th>How Likely</th>
<th>Somewhat Unlikely</th>
<th>Somewhat Likely</th>
<th>Very Likely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use Project in Your Classroom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use Similar Project in Your Classroom</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

“**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 so all students would be 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).

“**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 part to play the instrument. Setting all the instruments up was fun because I learned about new kinds that I had never heard of or played before (PST#1).**

“**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#1).”

**References**

