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## Using music to create effective curriculum for English language development

Steven John Schulz

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USING MUSIC TO CREATE EFFECTIVE CURRICULUM  
FOR ENGLISH LANGUAGE DEVELOPMENT

---

A Project  
Presented to the  
Faculty of  
California State University,  
San Bernardino

---

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts  
in  
Education:  
Bilingual/Cross-Cultural

---

by  
Steven John Schulz

June 2005

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Approved by:



Dr. Barbara Flores, First Reader

6/8/05  
Date



Dr. Maria Balderrama, Second Reader

## ABSTRACT

In California the numbers of Limited English Speaking Latino students has dramatically increased. This demographic shift has occurred at a time when heightened political pressure to increase standardized test scores, has led to the adoption of scripted literacy programs throughout California that overwhelmingly emphasize the rote practice of isolated skills. The result has been the implementation of a narrow curriculum that completely disregards both the Vygotskyian and the Multiple Intelligences theories of learning and teaching by focusing on prescribed methods aimed at a restricted set of decontextualized skills that appear on state tests.

Research supporting the viability of music to promote language and literacy development as well as the theory of multiple intelligences suggests that any sound educational program employ a multifaceted approach to teaching and learning. This rationale was used for creating and developing a project aimed at developing an enriched and meaningful curriculum for English Language Development. Thus, this project created a thematically based Multiple Intelligence curriculum for English Language Learners that emphasized the use of song.

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## CHAPTER ONE

### BACKGROUND

#### Introduction

Music plays an important role in all cultures. It is an important medium through which human beings express their creativity, emotions and thoughts. In today's society, even before children enter school, they have been exposed to a great deal of songs. Within songs, language is embedded in a context of melody and rhythm thus allowing children to develop verbal abilities through an enjoyable activity. This project proposes to design a curriculum to develop language and literacy for English Language Learners through the use of songs and music that are thematically based.

#### Changing Demographics

Throughout the country, today's schools face the challenge of meeting the educational needs of a school age population that is becoming increasingly comprised of Spanish speaking Latino children (Valencia, 2002). Nowhere in the nation has this trend been more salient than in California, the state that has the greatest concentration of Latinos (Valencia, 2002). In California, the enrollment of students identified as English Language Learners (ELL)

because they lack the English language skills necessary to succeed in the public school system's regular instructional program, has grown in size to account for more than one-fourth (25.6%) of the overall school population (California Department of Education, 2003). The vast majority of these ELL students, 84.3%, are Spanish Speaking Latinos (California Department of Education, 2003).

### Decline of the Arts

#### Impact of No Child Left Behind on the Arts

The change in the demographics of the student population has corresponded to the marginalization of the Arts throughout the nation's schools. The implementation of The No Child Left Behind Act, (NCLB) with its emphasis on assessment and accountability has greatly contributed to the decline of the Arts in public schools. As schools face increased pressure to raise test scores in Reading and Math, administrators and teachers are forced to narrow the curricular focus to address only these subjects while the Arts suffer. In 2003 the National Association of State Boards of Education placed a Study Group in charge of investigating the current status that Art and Foreign Language instruction hold within the public schools in

order to determine how NCLB is effecting these subjects. This investigation concluded that the Arts are increasingly being excluded from the core curriculum. It was uncovered, for example, that the Arts received far less instructional time in comparison to English or Mathematics. Educational research based on data collected from teacher surveys (Carke et al., 2002; Pedulla et al., 2003; Sunderman et al., 2004) confirms that schools in which students face high-stakes testing associated with NCLB, are characterized by a narrow curriculum that stresses only those subjects included on standardized tests while de-emphasizing all other subjects including the Arts.

For minorities and the poor, there are long standing inequities in the amount of art education that these groups receive. Adult surveys used for the purpose of evaluating the state of art education for the National Endowment for the Arts (Mizell, 2002) revealed that minority groups are far less likely to have been exposed to art education throughout their lifetime than their White counterparts. Also, the survey data indicated that income strongly affects the likelihood of having received art education. Furthermore, it was uncovered that "Hispanics" in particular, were less likely to have been

introduced to art education than any other ethnic group even when controlling for demographic characteristics such as socio-economic status (Mizell, 2002). This includes a large number of English Language Learners.

Rather than alleviating these inequities by creating an enriched curricular program that includes the Arts, NCLB is exacerbating these trends by restricting the instructional focus in schools that have higher concentrations of low-income minority students (Guisbond & Neill, 2005). In research prepared for The Civil Rights Project at Harvard University, Sunderman et al. (2004) considered how educators serving low-income minority students responded to questions regarding curricular changes resulting from NCLB. These responses led the researchers to conclude that NCLB leads to practices that tend to narrow the curriculum by neglecting subjects such as the Arts that are not included on standardized tests (Sunderman et al., 2004).

#### Reductions in Funding for the Arts

The marginalization of the Arts within the curricula of the nation's schools has occurred at a time when State Legislatures face pressure to reduce large budgetary deficits. This has resulted in large-scale cuts in state funding for Arts programs throughout the country.

According to The James Irvine Foundation (2005) total state funding for the Arts was nearly cut in half in 2003. Moreover, Kaufman (2005) found that three states, California, Florida, and Michigan accounted for the vast majority of the overall decline in spending on the Arts.

In California, declining financial support for the Arts has been particularly marked. This can be traced to the state legislature's decision to cut the budget of the California Arts Council by 94% for the 2003-2004 fiscal year (California Arts Council, 2005). The California Arts Council, (CAC) plays an important role in supporting Art and creativity throughout the state. It awards grants for artistic endeavors and assists students and teachers with art education programs throughout each school year. The decision to sharply restrict funding for the CAC has caused California to currently be ranked last in the nation for state per capita spending on the Arts (Kaufman, 2005).

#### Decline of Music Education in California Schools

As school districts in California face severe budget cuts and mounting pressure to raise test scores under NCLB several valuable educational programs have shown sharp declines (Music For All Foundation, 2004). Although other academic programs have been negatively affected by the

current socioeducational context, none has been so severely impacted as music. Using the California Basic Educational Data System (CBEDS), the Music for All Foundation (2004) released a report showing that between the 1999 and 2004 school years there has been a 26% reduction in the number of music teachers as well as a 50% decline in the percentage of students involved in music education. The report highlights that these losses have been greater for Music than for any other academic subject. Furthermore, it was mentioned in the report that classes aimed at teaching basic musical concepts to younger children showed the largest drop in student participation rate. This indicates that elementary age school children are less likely to be exposed to music than older students enrolled at the secondary or high school level.

#### Curricular Constraints

As a perceived means of achieving higher standardized test scores called for by NCLB, the State of California only sanctions those literacy programs that restrict classroom instruction to the repetitious drilling of isolated skills. My district utilizes the Open Court Reading Program to meet state requirements for Language

Arts instruction. In an apparent attempt to address standardized test questions, this system relies heavily on numerous workbooks that contain an excessive amount of exercises aimed at rehashing decontextualized skills rather than challenging students to develop unique thoughts or interesting insights. Teachers in my district have been told that they are to dedicate the entire Language Arts block of instructional time to following The Open Court program exactly as it is laid out.

#### Curricular Activities that Disregard Sociocultural Theory

Open Court employs a one-size-fits-all approach in which instructional scripts are to be read verbatim and teachers are restrained from making pedagogical decisions. The Open Court Program completely disregards Vygotsky's theory of learning and development. This instructional approach ignores the Vygotskian principle that instructors need to be allowed the flexibility to adjust mediation so that it is most appropriate for meeting the learner's ever changing educational needs. Moreover, the Open Court practice of providing learning activities that are predetermined by a set of instructions contained in a Teaching Manual further contradicts the Vygotskian idea that good teaching must be focused on a child's potential

to learn ever more complex tasks rather than being constricted to predetermined outcomes.

### Curricular Activities that Contradict the Theory of Multiple Intelligences

The Open Court instructional system also contradicts the Multiple Intelligences theory of learning (Gardener, 1999). According to this theory, effective instruction incorporates a wide range of activities such as Art, Music, and Math so that students are able to engage their particular strengths in the learning process. Open Court emphasizes the use of paper and pencil tasks to such a degree that other learning modalities are completely disregarded. The approach is ones sided; no leeway is given for teachers to integrate Art, Music, Science, or Math into the Language Arts curriculum so that the students can mobilize their strengths and interests in the process of acquiring literacy skills. Opportunities for students to acquire reading, writing and language through authentic experiences chosen according to the child's aptitudes and interests are non-existent.

### Inadequate Approaches to English Language Development

Since the school in which I teach has a student population that is made up of large numbers of Spanish speaking Latinos, I am particularly concerned by the



inadequacy of the Open Court Program to meet the needs of English Language Learners. Although the program includes a separate instructional guide with activities and suggestions intended to assist English Language Learners, the lessons are extremely limited, failing to fully address these students' academic and language needs. Many of these lessons offer simplified activities that stress isolated skills practice. For example, there is a lesson in which the teacher is to write up a series of short "a" words on the board for students to sound out despite the fact that the children have no idea of what the words mean. Open Court's focus on the repeated practice of decontextualized skills offers few opportunities for ELLs to receive the comprehensible input necessary to acquire the English Language (Krashen, 2004). In other words, the Open Court Guide for English Language Learners does not incorporate adequate strategies that emphasize the use of pictures, realia, or hands on activities that offer Spanish-speaking students cues to build comprehension in English. Instead, the prevalent "pedagogy" rests on a methodology of teaching ELL students through repetitive skill and drill exercises that fail to support language acquisition.

## Purpose of the Project

The current oppressive and restrictive educational climate under NCLB has resulted in ineffective practices for teaching language and literacy to ELL students. Given this need, this project proposes to develop an enriched curriculum for English Language Development based on current Multiple Intelligences and Vygotskian theories of learning.

## Definition of Terms

English Language Learner (ELL) - This refers to a child enrolled in the public school system who is not fully fluent in the English language. According to the California Department of Education (2005) these are students that are "not sufficiently proficient in the English language to succeed in the school's regular instructional programs" (p. 3).

English Language Development (ELD) - This term refers to the acquisition of the English Language in both spoken as well as written forms by English Language Learners (ELLs).

Zone of Proximal Development (ZOPD) - This is one of the cornerstones of Vygotsky's Theory of learning and development. Vygotsky (1986) defines the Zone of

Proximal Development as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p.86). The "potential developmental level" to which Vygotsky refers, is the specific set of cognitive abilities that are just beyond the learner's developmental grasp. According to Vygotsky, learning occurs when a child traverses a Zone of Proximal Development by reaching independence on those tasks that in the past could only be accomplished with assistance.

No Child Left Behind (NCLB) - Reauthorized in 2001, this is the Federal Elementary and Secondary Education Act. This legislation requires that all demographic groups within a school achieve a high level of Average Yearly Progress (AYP) on standardized test scores so that all students will reach grade level achievement by 2014. The law levies sanctions and penalties against schools that do not meet their AYP goals.

Language Minority Students - This term refers to school children whose dominant language is perceived as

being lower in status when compared to English. Children who speak Spanish, for example, would be considered to be language minority students within the sociocultural context of the educational system.

Theory of Multiple Intelligences - Recognizing that people are smart in different ways, Howard Gardner (1983) proposed this theory as a means of capturing the multifaceted nature of intelligence. Therefore, this theory asserts that there are several distinct intelligences that individuals possess in differing degrees.

The arts - This term refers to the visual and performing arts. It includes music, dance, theatre and the visual arts.

Music - This term includes singing, rhythmic chants as well as instrumental music.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

#### Introduction

This chapter reviews the theories and research that provided the rationale for the development of this curricular project. In the first section of the review, the sociocultural and Multiple Intelligences theoretical frameworks are examined. Also, some of the inadequate curricular activities currently being implemented in schools are discussed by considering how these lessons disregard the implications of the theoretical frameworks used for this project. In the second section of the review, research related to the role of music in educational contexts is described to gain a better understanding of the empirical support for using this medium to develop language and literacy for students that are learning English.

#### Theoretical Frameworks

##### Sociocultural Theory

Sociocultural theory emerged from the ideas proposed by Russian Psychologist, Lev Vygotsky. In the book, A Vision of Vygotsky, Wink and Putney (2002) offer a succinct explanation of the overriding themes of

Vygotsky's theory of learning and cognitive development. These authors explain the central underlying foci of the Vygotskian perspective as both social and cultural. Wink and Putney (2002) describe the theory as "social" because it is based on the idea that the learner constructs knowledge and understanding within a collaborative activity with those that are more capable. Moreover, Wink and Putney (2002) explain that the theory is "cultural" because Vygotsky concluded that humans use "the cultural tools of communicative signs and symbols" (Wink & Putney, 2002, p. 12), to engage in the collaborative activity from which learning emerges. It is important to note that the "cultural tools of communicative signs and symbols" to which Wink and Putney refer, are any of the representational systems that have been handed down to us. These can be pictures, diagrams, numbers or language in either its oral or written form.

Language as a Tool. Vygotsky viewed language as the single most important cultural tool that humans use to facilitate thought and cognitive development. According to Vygotsky (1986), "Thought undergoes many changes as it turns into speech. It does not merely find expression in speech; it finds its reality and form" (p. 219). For Vygotsky, language is the tool of the mind. Through social

interactions language is learned that allows us to develop thoughts to a fuller potential. Language eventually becomes the primary tool for thought. As this happens, language and thought merge.

For Vygotsky, language first exists on the intermental plane where it is used within a social setting in which the child and adult work on a task together. As the task is worked out the adult uses language as means of mediating or facilitating the child's understanding of the processes involved in the solution of the problem. The child begins to internalize this language and uses it to organize his or her own thinking. At this point language begins to exist on the intramental plane because the child has appropriated it. At first the child may vocalize as problems are worked out but this language eventually becomes internalized as thought. Through his detailed observations of young students, Vygotsky (1986) noted that children develop a "...new faculty to think words instead of pronouncing them" (p. 230).

The Zone of Proximal Development. One of the most influential aspects of Vygotsky's Theory is that of the Zone of Proximal Development, or ZOPD. Vygotsky developed this theoretical construct as a means of better understanding the complex relationship between learning,

development and the sociocultural context. Vygotsky (1978) defined the Zone of Proximal Development as "...the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p. 86). In other words, the learner's independent accomplishments within the ZOPD are considered to be a measure of his or her actual developmental level while those abilities that emerge through assistance represent the child's level of potential development. For Vygotsky, a learner's "potential development" refers to those abilities that are on the verge of fruition.

From the Vygotskian perspective human development takes place through incremental Zones of Proximal Development. That which can only be done with assistance today will become what a child is capable of carrying out on his or her own in the future. As the child traverses a ZOPD and becomes independent in one area, he or she enters new ZOPDs that encompass more complex concepts and skills.

The dynamics of what takes place within the ZOPD illustrate the Vygotskian notion that social interactions form the basis of all higher mental functions. Within ZOPDs children and adults collaborate in the creation of



deeper understandings. The adult is an expert in the use of the cultural tools that aide our cognitive abilities. As the child interacts with the adult, he or she will appropriate these cultural tools thus allowing for the development of deeper understandings and more powerful thought processes.

Within any meaningful ZOPD, instruction can not be seen as merely imparting knowledge to students. Instead, teaching and learning need to be viewed as inseparable parts of the same dynamic social process. This is highlighted by Vygotsky's use of the Russian word "Obuchenyie" to describe the teaching/learning process. This term refers to both a child's learning as well as the instructor's teaching. It implies that student and teacher are engaged in an active meaning making process.

ZOPDs that promote healthy development are characterized by teachers and students actively participating in the co-construction of knowledge. In other words, both teacher and student are constantly contributing, changing and adjusting so that new understandings can be achieved. A child's background and culture are valued as a base from which to integrate new ideas. As the ZOPD is traversed the child constantly changes as he or she integrates new ideas with preexisting

beliefs. As these changes take place, the teacher must constantly modify the type of assistance and mediation that will best help the child move into the next level of development. Therefore, good instruction can not simply fall back on prescribed methods that offer little room for the one who best knows the students, the teacher, to develop the type of program that will best meet these children's needs.

Teaching to the Potential. Vygotsky believed that instruction should be focused on the higher end of the ZOPD thus facilitating the emerging skills rather than those that the child already knows. This highlights the Vygotskian notion that learning leads development. Vygotsky believed the child is pulled to the next level of development not by repeatedly practicing that which has been mastered but by offering assistance on that which is challenging and new. Within this paradigm, effective teaching must focus on a child's potential rather than on his or her developmental limitations. Vygotsky (1986) notes that instruction "...must be aimed not so much at the ripe as at the ripening functions" (p. 188).

Although the Vygotskian paradigm supports the view that teaching needs to be aimed at a child's potential, many low-income Latino children are enrolled in a school

system that targets low-level skills rather than higher order thought processes. As a perceived solution to improving standardized test scores in reading and writing, prescribed skill and drill literacy programs such as Open Court have come to permeate the educational landscape of low-income children. These approaches run counter to sociocultural theory because they only address the lower end of The ZOPD. The focus of these programs is on the repetitive practice of isolated phonics and grammar skills. By teaching literacy in such a decontextualized manner, students are not being exposed to how adults apply literacy skills through literature, poetry, song lyrics or expository text to enhance and express unique thoughts in creative ways. The result is that negative zones (Diaz & Flores, 2001) are being created that impede rather than empower.

Negative Zones of Proximal Development. An example of the emergence of negative zones can be found in the school in which I teach. Since implementing Open Court, a prescriptive skill and drill approach to literacy, students at my school have been spending most of the instructional day on decontextualized phonics and grammar skills. There are few opportunities to learn literacy skills through reading and writing within a

multitude of genres. The effect has been to inhibit rather than encourage the development of student potential and higher order thinking. Open Court makes extensive use of repetitive workbook pages to teach writing. These workbooks emphasize grammatical and spelling accuracy over developing interesting thoughts in creative ways. This has created restrictive, negative zones (Diaz & Flores, 2001) in which student work amounts to listing or bubbling in answers in order to rehash previously learned skills. As an unfortunate consequence of not being exposed to how deep and creative thoughts can be expressed through various genres of written text, the emergence of these cognitive abilities in our children is being hindered.

The Role of Mediators. In the Vygotskian framework, a mediator is anything that facilitates the performance of certain cognitive or social behaviors. Mediators have many forms. When a child counts on his or her fingers to add numbers, the fingers act as physical mediators by enhancing accurate calculation. Visual cues such as musical notation serve as mediators by helping performers to play and practice a particular piece until it is memorized. The spoken directions that are given to solve a computer dilemma is an example of a verbal mediator by enabling one to fix the problem. Other forms of mediators

are perhaps the important yet non-tangible aspects of the learning environment relating to the expectations and beliefs held by adults involved in the education process.

The role of mediators is extremely important because they facilitate social and cognitive development by assisting children to traverse various ZOPDs. Mediators first exist on the external plane. They are used as supports, to help students make the transition from assisted to independent performance. For children, mediation takes place when they are engaged in meaningful collaboration with adults or more capable peers. Eventually, mediation is no longer needed after it has led the way to a reorganization of mental functions within the child that result in the appropriation of a given cognitive or social behavior.

Since Vygotsky emphasized that all development is co-constructed through active and meaningful social interactions, a broader implication of the role of mediators is that they function to promote an educational context that values students as important and contributing members of a community of learners. For language minority students, these types of mediators are rooted in the attitudes and beliefs projected by the educational system toward their culture, language and abilities. If, for

example, school boards, administrators and teachers view these children as capable students that possess cultural and linguistic assets rather than academic deficits to be overcome, then these attitudes tend to be expressed in classrooms by establishing zones that are conducive to their healthy development. This occurs because positive attitudes towards these children are translated into an educational plan that is focused on exposing them to a challenging and comprehensive curriculum that utilizes the preexisting cultural resources and individual talents that these children bring to the learning environment to co-construct new understandings and insights. In other words, attitudes held by those in the educational system create an instructional approach that is aimed at potential development while encouraging active participation of the students as they create new opportunities for learning.

Valuing the Learner. Although sociocultural theory emphasizes the importance of maintaining a socioeducational context that values the culture and abilities of language minority students, this has been subverted by recent trends in the school system. As a teacher in a school that is comprised of predominantly low-income Latino students, I have witnessed how the

current "Open Court" program, disregards the students' culture by relying only on prescribed activities that are aimed at a narrow range of skills rather than authentic reading and writing experiences that include the child's background. Moreover, instead of reaffirming the abilities of students as capable readers and writers, the mandated and nonsensical skill and drill language arts curriculum of Open Court seems to promote the message that our children have deficiencies that must be overcome in order for them to become fully literate.

Teacher as Sociocultural Mediator. Teachers play a vital role in the healthy development of children. From a sociocultural perspective, the development of a child takes place through social interactions across multiple contexts. The emphasis is on the development of the whole person by including all of the social and personal elements that come together to shape who we are as individuals. By the nature of their role in our society, teachers are intermediaries that connect a child's home and schooling experiences. In this way, teachers are sociocultural mediators (Diaz & Flores, 2001) because they influence how well students integrate the cultural and background knowledge of their home environments with

formal and informal concepts associated with school and the broader society to produce meaningful development.

Moreover, the importance of the role of the teacher is even more evident when one considers the fact that school experiences influence who a child will become in very powerful ways. It is widely recognized, for example, that academic achievement is related to the degree of success or failure that an individual obtains within our society. Because teachers function as mediators within the socioeducational context, they are able to organize ZOPDs that influence cognitive and personal development within the school setting by shaping the nature of the social interactions that take place within the classroom. Because of this, the teacher's attitudes and beliefs are critical for creating optimal ZOPDs for all learners. If, for example, a teacher respects language minority students as capable and recognizes that these children possess linguistic and cultural assets, then meaningful and challenging activities will be organized. The resulting ZOPDs will be oriented toward student potential thus facilitating their development. Teachers that view these students as having academic deficiencies, on the other hand, will tend to create negative zones because the instructional emphasis is on overcoming a child's



perceived shortcomings rather than on his or her potential. Instructional activities become denigrated to meaningless exercises that favor the constant rehashing of skills that these children are perceived as lacking, rather than exposing them to thought provoking and authentic learning experiences.

#### Teacher Beliefs and Pedagogical Knowledge.

Equally important to the creation of optimal ZOPDs is the teachers' beliefs about learning. If a teacher thinks that students learn through isolated skills, then these children will not be presented with genuine material that requires higher order thinking. They will not be challenged and again, negative zones will result as student potential is ignored.

A teacher's pedagogical knowledge greatly influences his or her beliefs about teaching/learning. This, in turn, empowers the teacher to employ instructional practices that will optimize student potential. In other words, a teacher's understanding and knowledge of theories of learning, language and development assist and guide him or her in organizing and mediating various educational activities as well as assessing student progress. A deep understanding of sociocultural theory is particularly important. Because the Vygotskian paradigm recognizes that

students are unique individuals that learn in distinct ways, this theory allows teachers the perspective to identify and utilize multiple tools to facilitate student learning. This ensures that the students' learning needs are met because a variety of meaningful symbols, signs, objects and modalities are used to allow these children to traverse increasingly complex ZOPDs as they co-construct new understandings. Children need to interact with challenges and complexity, not engage in narrow, meaningless and decontextualized activities such as those provided through Open Court.

Critical Analysis of Scripted Programs. Although sociocultural theory does not support the use of rigid instructional programs that impose a predetermined way of teaching children, in recent years language arts instruction in many low-income schools has come to be dominated by these approaches. The school in which I teach exemplifies this trend. The student population is low-income, as indicated by the fact that nearly all of the children qualify to participate in the state-sponsored "free lunch" program. Despite our school showing a steady improvement in our students' scores on the state's annual standardized reading tests, two years ago the district adopted a language arts program, Open Court, that has a

rigidly prescribed instructional methodology. The rationale behind this decision was that this new system would catapult test scores so as to negate the performance gap between rich and poor schools. Unfortunately, those who made the decision to implement Open Court were either unaware or unconcerned by the research findings of Moustafa and Land (2001) showing that the studies supporting the positive effects of this program on reading scores are fundamentally flawed. In fact, some of the problems Moustafa and Land (2001) uncovered within these studies were as blatant as higher pre-test scores for subjects in the Open Court treatment groups or large discrepancies of the socio-economic levels of the participants.

Despite flaws in the research supporting Open Court (Moustafa & Land, 2001) and regardless of the implications of sociocultural theory, Open Court has come to dominate reading instruction in virtually all of the schools in our district. In a one-size fits all approach, teachers are to follow the scripts and routines contained in the program's instructional guides. Moreover, many of the literacy activities that the program offers have little connection to the students' lives because they have been developed by

those who are far removed from the realities of the environment in which instruction takes place.

The result of implementing such a program has been a general deterioration in the morale of both teachers and students. It is common to hear expert teachers mention that they feel useless and have no desire to teach when forced to follow a rigid structure that does not allow them to use their experience and knowledge of the students to develop meaningful learning experiences through real world uses of literacy. Moreover, students have become disenchanted with learning. Since teachers have not been allowed to develop meaningful contexts to assist students to develop literacy, reading and writing have become a series of contrived exercises that completely leave out children's experiences, hopes, and desires by ignoring stimulating activities that incorporate music, art, literature and the sciences. Unfortunately, ZOPDs are being created that stagnate rather than inspire.

The use of Decodable Books. The First Grade Open Court Reading program makes extensive use of decodable books. These contain contrived stories that are designed to merely reinforce a particular phonics skill. In fact, the set standard requires that 80-90 percent of the words in these texts must contain letter-sound relationships

that allow them to be decoded by the students (Allington & Woodside-Jiron, 2002). The books make little sense and contain awkward and unusual words and phrases. The Open Court decodable, Pam's Map, provides an example of this. The story reads as follows: "Pam's map is on the mat. Pam taps the map. Sam stamps on Pam's map. Sam taps Pam's map. Sam pats Pam's map. Pam's map!" These nonsensical texts dilute reading down to a repetitious and mechanical decoding exercise rather than the natural and multifaceted process of creating meaning from the written word. The only purpose of these books is to offer students extensive remedial practice in sounding out words. The use of decodables is even more disturbing when one considers the lack of scientific evidence that supports the use of these materials to promote reading. In fact, after reviewing studies on decodable texts, Educational Researchers, Richard Allington and Haley Woodside-Jiron (2002) concluded that, "...there is no research that suggests that beginning reading texts that have a large number of decodable words are useful, much less scientific" (p. 196).

Use of Meaningless Phonics Activities. Moreover, the First Grade Open Court reading program utilizes an instructional procedure that is called, "blending." As

with the decodable book activity, the focus of this procedure is on repeated decoding practice. For this activity the teacher begins writing one letter of a word at a time. After each letter is written the children are asked to respond with its corresponding sound. Once syllables or words have been completed in this fashion, the students are encouraged to blend the letter sounds together in order to decode what was written. Each blending lesson contained in the First Grade instructional manual includes long lists of words that have the phonetic patterns to be practiced. Teacher directions in the manual indicate that word meaning is not to be emphasized during the lesson so that students can concentrate only on perfecting their decoding skills. Thus, this activity, subjects young children to the monotonous task of sounding out isolated words they do not understand. Granted that the graphophonic system is part of the reading process, but so much emphasis gives the children the illusion that reading is only sounding out words.

#### Use of Meaningless Comprehension Activities.

Other activities that are a part of the Open Court Reading Curriculum are the numerous, mundane and meaningless exercises found in the programs accompanying workbooks. In the workbook entitled "Comprehension and Lanugage Arts

Skills", for example, there are several worksheets that supposedly target reading comprehension. It is unclear exactly how this is achieved because these worksheets do not present anything meaningful to which the children or the teacher can read and respond. The focus of each exercise appears to be aimed at the repeated practice of low-interest decontextualized skills that the students are assumed to lack.

An example that comes to mind, can be seen in a comprehension worksheet that was intended to teach the students to identify the main idea and details within a written passage. Neither students nor teacher were given text to read. The exercises required students to merely circle pictures that went with a topic that the teacher called out. As a teacher, I find it unclear how this decontextualized activity that lacks any connection to a written passage prepares students for interpreting informational text to find the main idea and details. When required to use comprehension activities of this sort, students and teachers never get a chance to actually read a wide variety of texts in order to share ways of interpreting and understanding print. Instead, students are passively filling in answers on a worksheet while teachers check and reinforce correct responses. In

consideration of the shortcomings of this instructional approach for building strategies for understanding text, it should be of little surprise that the research of Moustafa and Land (2002) revealed that students who had been taught using a non-scripted program were better able to answer comprehension questions than children in Open Court classrooms.

#### Misconceptions About the Teaching of Reading.

The underlying assumptions of Open Court's instructional methods appears to be that low-income language minority students lack the ability to learn to read and interpret our system of written language through authentic and high quality text from a variety of genres. The message seems to be that these students need to overcome deficiencies by repeatedly practicing discrete sets of skills. This is of particular concern in consideration that the mental development of language minority students that receive this curriculum are not being exposed to ZOPDs that facilitate the use of written language as a means of reaching deeper understandings or developing creative expression. Instead, through the implementation of programs like Open Court, negative zones are being constructed that hinder development (Diaz & Flores, 2001).



## Theory of Multiple Intelligences

In the highly influential book, Frames of Mind, Gardner (1983) rejects the prevailing notion that intelligence can be narrowed down to a single measure that can be determined on "paper-and-pencil tests." Gardner (1983) convincingly argues that such exams are extremely limited because they can not capture the wide range of faculties that human beings possess. He explains that such traditional measures of intellectual ability, due to their very nature, are aimed at uncovering the specific set of skills that are used to mark correct responses on an answer sheet. In regards to intelligence testing Gardner (1983) notes, "Among other considerations, the tasks are definitely skewed in favor of individuals in societies with schooling and particularly in favor of individuals who are accustomed to taking paper-and-pencil tests, featuring clearly delineated answers" (p. 16).

Multiple ways of Knowing. Seeking to better encompass the multifaceted nature of human cognitive ability, Gardner (1983) asserted that there are several distinct types of intelligence. For Gardner, people have differing intellectual profiles which are determined by our strengths and weaknesses within each of these intelligences. Gardner (1999) defined an intelligence

as, "...a biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture" (p. 34). This definition addresses the limitations of notions of intelligence that ignore the role of creativity in favor of standardized test scores. Moreover, the word "potential" highlights the difficulty in putting a quantitative measure on any of the human cognitive faculties.

Gardner's investigations in neurobiology, human development, and psychology resulted in the following eight intelligences:

- \* Logical Mathematical Intelligence-This is the intelligence associated with scientific and mathematical reasoning. This entails the abilities to think in abstract symbols or to utilize deductive mental processes to arrive at reasonable conclusions. Those who have a high degree of this intelligence can analyze a problem and carry out any relevant mathematical algorithms or scientific investigations. The professions that are most closely associated with this type of intelligence include mathematicians, scientists and logicians.

- \* Linguistic Intelligence-This intelligence pertains to the ability to understand and manipulate language in all of its various forms. Thus, those who possess this language are adept at using it in written or spoken modalities. Moreover, people who are high in this intelligence possess deep understandings of language's semantics, syntax, phonology and pragmatics. This intelligence entails the ability to express oneself in a rhetorical or eloquent manner. Furthermore, those with this ability are able to use language to debate. Examples of those who exemplify highly developed Linguistic Intelligence within our society would include poets, authors, public speakers, politicians and lawyers.
- \* Spatial Intelligence- This ability refers to the capacity to create and manipulate mental images in order to solve problems or create products. Those professions that rely on this intelligence are surgeons, sculptors, graphic artists and architects.
- \* Bodily-Kinesthetic Intelligence- A person who possess this intelligence is adept at using

mental abilities to coordinate bodily movements. This ability is most commonly associated with athletes, dancers and actors. However, this intelligence is essential to surgeons, crafts persons and mechanics because it entails the use of coordinated motor skills to solve problems or create products.

- \* Interpersonal Intelligence- This refers to the ability to correctly identify and interpret the feelings and intentions of others. This intelligence enables us to successfully work with others. Some of the professions that rely on this intelligence include; teachers, salespeople, political and religious leaders as well as clinicians.
- \* Intrapersonal Intelligence- A person with this ability is able to understand his or her own feelings and motivations. In order to live a fulfilling life, it is important for us as human beings to understand our capabilities and limitations as well as our fears and resentments. Those who possess this intelligence have a deep understanding of themselves and are

thus better able to self-regulate their own lives.

\* Musical Intelligence- Gardner (1983) described this intelligence as "The capacity to perceive, discriminate, transform and express musical forms" (p. 99). This intelligence entails an ability to easily distinguish and manipulate the musical elements of pitch, rhythm, harmonic structure and timbre. People who possess strength in this intellectual domain display talent in a number of different areas related to musicianship including composition, performance and appreciation. Clearly, musicians of all types need acute musical intelligence.

\* Naturalist intelligence- This refers to the skills possessed by people who are adept at recognizing and categorizing that which is found in the natural environment. Those who display this intelligence tend to possess an acute awareness of changes in their environment. Moreover, this type of intelligence is associated with the ability to understand the dynamic and complex relationships that exist between plants, landscapes and animals.

Biologists, zoologists, botanists and geologists tend to possess high degrees of this intelligence.

Role of Academic Skills. Gardner (1999) proposes an educational goal that goes beyond the skills based curricular standards to focus on the development of a deep understanding of "...the physical world, biological world, the world of human beings, the world of human artifacts and the world of the self" (p. 158). Furthermore, Gardner (1999) highlights that the acquisition of academic skills should be used as a means but not an ends in themselves. In other words, reading and writing skills should be acquired as semiotic tools that aide us to deepen our understanding of significant themes, topics and questions. This stance stresses the importance of learning literacy skills within context. Thus, Gardner (1999) validates that the real power of reading and writing is when these skills are employed to enhance or clarify our understanding of a given subject. In consideration of this, it becomes even more disturbing that many districts have implemented language arts programs such as Open Court that feature an isolated skills approach to literacy instruction.

Rejecting Uniform Instructional Approaches.

Recognizing that students are unique because of their

distinct talents, experiences and backgrounds led Gardner (1999) to conclude that children's educational needs could not be taught in a single, uniform manner as advocated in the scripted, "one size fits all" programs like that of Open Court. Instead, he proposes the use of a variety of pedagogical practices, activities and modalities. The instructional focus is on encouraging an in depth exploration of important topics through activities that engage a wide range of intelligences in order to facilitate the emergence of profound understandings. Therefore, activities for a particular theme may include writing and reading stories, deductive reasoning tasks, creating works of art, acting out ideas through physical movement, or singing songs.

Value of Music for Teaching/Learning. Since the focus of this project is on the use of music in the classroom, it is important to note that Gardner recognizes the value of instructional programs that incorporate the development of musical intelligence. In an article from the January 1997, issue of The American School Board Journal, educational research consultant, Susan Black, credits Gardner as saying that "musical intelligence probably carries more emotional, spiritual, and cultural weight than the other intelligences..." (p. 21). Moreover, Black

(1997), states that Gardner has indicated that music is most important because it "...helps some people organize the way they think and work by helping them develop in other areas, such as math, language and spatial reasoning" (p. 21).

#### Summary of Theoretical Frameworks

This section examined both sociocultural theory and the Theory of Multiple Intelligences. It was explained that sociocultural theory is based on the ideas of the Russian Psychologist, Lev Vygotsky. The central feature of this paradigm is that knowledge is socially co-constructed by using the cultural tools that have been handed down to us. Moreover, one of the most influential aspects of Vygotsky's theory, The Zone of Proximal Development, (ZOPD) was described as "...the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86). It was established that development occurs as children traverse the ZOPD thereby appropriating cognitive or social abilities. Also, a mediator was defined as anything that promotes cognitive development by assisting



children to traverse ZOPDs. The vital role of teacher as sociocultural mediator was explored by considering the important influence that teachers have on how well students integrate the cultural and background knowledge of their home environments with formal and informal concepts associated with schooling. It was emphasized that the Vygotskian perspective views healthy ZOPDs as being characterized by the active participation of both teacher and student, the inclusion of all of the students' cultural backgrounds and the instructional aim of addressing student potential by utilizing activities that target the higher end of the Zone. Because scripted programs like Open Court subject students and teacher to uniform activities and isolated skills rather than authentic learning experiences and higher order thinking, it was concluded that these approaches actually impede healthy development by creating negative zones (Diaz & Flores, 2001).

The other theory described in this section was that of Multiple Intelligences. It was explained that this theory was developed by Howard Gardner (1983) as a means of better encompassing the multifaceted nature of cognitive ability. It was pointed out that this theory recognizes that there are several types of intelligences,

all of which people possess in differing degrees. Furthermore, the eight intelligences identified by Gardner (1999) were described. Also, it was explained that Gardner's (1999) belief that as with all academic skills, literacy skills should be used as a means of bettering our understanding of significant themes rather than as ends in themselves. Therefore, the Theory of Multiple Intelligences does not validate Open Court's isolated skills instructional approach. Moreover, the point was made that because Gardner's Theory of Multiple Intelligences views students as unique, therefore requiring a variety of teaching strategies and modalities. Thus, the theory provides no support for programs like Open Court that advocate a single uniform instructional approach. Last, and most importantly, it was noted that Gardner (1997) recognizes the value of instructional programs that incorporate the development of musical intelligence.

#### Research Related to the Role of Music within Educational Contexts

##### Music and Second Language Development

Research studies support the notion that the use of music in the classroom is a viable strategy for developing a second language (Fisher, 2001; Medina, 1993). Fisher

(2001), for example, in a study on the effects of music on biliteracy skills found evidence that young Spanish speaking children who were in classes in which singing was utilized throughout the academic day seemed to show enhanced levels of oral language development in English. In this study, all students were randomly assigned to either kindergarten classes that incorporated singing or classes in which singing was not used. All students stayed in the same class for kindergarten and first grade. Students in both types of classes were assessed on the SOLOM at the beginning of kindergarten and again at the end of the first grade. The SOLOM is used to evaluate a child's oral language proficiency in English. It is administered by the teacher and yields a numeric score based on a child's ability to use proper syntax and vocabulary to effectively communicate with others. At the end of first grade it was found that the students in the classrooms in which singing was used throughout the academic day had significantly better scores on the SOLOM than students in classrooms in which no singing was used.

Research on the effect of music on second language vocabulary acquisition further supports the claim that the use of music in the classroom is a viable strategy for developing a second language. Medina (1993) investigated

the vocabulary acquisition of Spanish speaking students who had low levels of oral proficiency in English. In this study the students were matched according to English Language proficiency and vocabulary development. Then the students were separated into four groups, each of which received a different instructional treatment. The first of these groups listened to a story on a cassette. The second group listened to the song version of the same story. The third group listened to the song version of the story and was shown the pictures and the fourth group served as the control and received no treatment. After each of the groups received their respective treatments for five days they were tested on their vocabulary development.

The results of this study revealed that the scores of vocabulary development for the group that received music and illustrations had the highest amount of vocabulary gain on average. This finding led Medina (1993, p. 15) to conclude that when compared to other forms of instruction "music is a viable vehicle for second language acquisition." Moreover, after considering the implications of her research, Medina (1993) proposed that, "songs can no longer be regarded as recreational devices having little instructional value. Consequently, musical means of

promoting second language acquisition should occupy a more important role in the second language curriculum" (p. 17).

#### Music and Academic Achievement

The research suggests a positive correlation between participation in formal music instruction and academic achievement (Kvet, 1985; Robitaille & O'Neal, 1981; Upitis, Smithrim, Patteson, & Meban, 2001). Robitaille and O'Neal (1981), for example, randomly selected 129 fifth grade students enrolled in band. Then each of these students was paired with a fifth grade student not enrolled in band who had matching scores on the Short Form Test of Academic Aptitude. Scores from The California Test of Basic Skills (CTBS) for each band student in reading and language were compared to the paired non-band student. The CTBS is a standardized test designed to measure academic achievement in several scholastic subjects. The results revealed that the participating band students had an average CTBS reading and language raw score one point higher than that of the matched non-band students. Although these findings were not statistically significant Robitaille and O'Neal (1981) noted that the band students were pulled out of class to participate in music. In other words, the band students had better CTBS scores despite receiving less instructional time.

Further research conducted by Kvet (1985) yielded results that are consistent with those of Robataille and O'Neil (1981). The purpose of Kvet's (1985) research was to determine whether significant differences exist between the academic achievement of students who are excused from the classroom for instrumental music and those who are not. Unlike Robitaille and O'Neal (1981), who matched the students according to academic aptitude only, Kvet (1985) offers a more thorough analysis by considering other factors as well. Kvet (1985), for example, analyzed the achievement data for paired sixth grade instrumental and non-instrumental music students who were matched for sex, I.Q., cumulative academic achievement, race, school attendance and socio-economic status. Like Robitaille and O'Neal (1981), Kvet (1985) found that mean differences between measures of collected Language and Mathematics achievement data, though not statistically significant, slightly favored the instrumental music students even though they received less academic instruction because of being pulled out of class for orchestra or band.

Furthermore, studies on the effectiveness of The Learning Through the Arts Program, LTTA, implemented in Toronto, Canada, to incorporate the arts into classroom instruction has yielded evidence for a connection between

formal music instruction and academic achievement. In an examination of baseline data on LTTA, Upitis, Smithrim, Patteson and Meban (2001) noted that "students who take music lessons outside of school perform significantly better on all language and mathematics measures than their peers who do not take music lessons" (p. 2).

### Music and Memory

Psychological and educational literature suggests a positive relationship between music and memory (Chang, Ho, & Cheung, 1998; Gfeller, 1983; Wolfe, 1993). The research of Chang, Ho, and Cheung (1998), for example, revealed differences between the verbal memories of Chinese University students who had received music training as children and those who had not. This investigation compared two groups of female students attending Hong Kong University. One of these groups had received six or more years of training on a musical instrument before the age of twelve while the other group had not. Both groups were matched according to age, years of education, and grade point average.

The verbal and visual memories of all subjects were assessed. In order to assess verbal memory, each of the subjects was orally presented with a list of sixteen words and asked to recall as many of the list items as possible.

In addition, each subject was assessed on the Benton Visual-Retention Test to determine visual memory. For The Benton Visual-Retention Test, subjects were briefly shown ten figures and asked to draw from memory as many of the figures as possible.

The results of this study showed that there were no significant differences between the visual memories of the two groups of subjects. However, it did reveal that the group of subjects that had early training in music scored significantly better on the verbal memory task. This finding led these researchers to suggest a link between early instruction in music and enhanced verbal memory abilities.

Music Therapy and Memory. Researchers investigating applications of music therapy within educational settings have provided a deeper understanding of the nature of the relationship between music and memory (Wolfe, 1993; Gfeller, 1983). Gfeller (1983), for example, examined the effectiveness of musical mnemonics for enhancing short-term memory. The subjects selected for the study consisted of thirty learning disabled and thirty normal male students between nine and eleven years of age. All of the subjects scored 75% or lower on a pretest of multiplication facts.



The subjects in both the learning disabled group and normal group were randomly assigned to different instructional treatments aimed at teaching the multiplication facts. One of these treatments utilized verbal rehearsal in which students were required to listen to and orally repeat multiplication facts. In another treatment subjects rehearsed the problems by singing them to musical patterns developed by the researcher. Geffler (1983) used two other instructional treatments as well. These treatments involved the modeling and cueing of the subjects on the use of either verbal or musical rehearsal strategies to examine possible interactions between the mode of rehearsal and the use of instructional support. After each of the treatments students were post-tested on the multiplication problems that had been practiced. The findings of this study indicated that only the combination of musical rehearsal with modeling and cueing yielded statistically significant results.

Gfeller (1983) concluded that when musical mnemonics is appropriately applied it "...may be a useful aid to retention for learning disabled as well as normal subjects" (p. 188). Gfeller (1983) further observed that "informal comments by subjects suggested that melodies reminiscent of familiar tunes may have aided recall since

subjects could attach this new musical information to previously learned information" (p. 188).

Wolfe (1993) provides further insight into the nature of the relationship between music and memory through his investigation of the effect of using familiar or unfamiliar melodies to teach sequential verbal material. In his study, Wolfe (1993) used three types of instructional strategies to teach preschool students to remember phone numbers. One of these utilized a spoken mode of instruction in which the students practiced the numbers by saying them aloud. Another strategy required students to sing the numbers to the tune of an unfamiliar melody. A third instructional strategy involved the singing of the numbers with a melody with which the subjects were familiar.

Data for this experiment was collected by examining the number of trials that it took to teach the subjects phone numbers using the various modes of instruction. Results of this investigation indicate that the phone numbers that were learned by being sung with familiar melodies took a significantly fewer number of trials to learn. Moreover, the phone numbers that were sung to unfamiliar songs took just as much time to learn as those practiced through the spoken mode of instruction. These

findings are consistent with the view of memory proposed by Smith (1994). According to Smith (1994) "we can hold meaningful sequences of words in memory far more efficiently than we can hold individual unrelated words" (p. 98). By singing the phone numbers with a familiar melody the information to be learned was connected within this known structure. The numbers to be memorized had become part of an interrelated and meaningful unit thus facilitating the memorization of this verbal string.

#### Music and Literacy Development

Research suggests that the use of music can have a positive impact on the development of reading and writing skills (Boyd Batson, 2000; Colwell 1994; Fisher, 2001; Hurwitz, Woff, Bortnick, & Kokas 1975; Overy 2000; Standley & Hughes, 1997). In an early study, Hurwitz, Woff, Bortnick, and Kokas (1975) investigated the nonmusical effects of exposing first grade students to musical training. This research examined the reading achievement of two groups of first graders. The two groups were chosen carefully so that the subjects were similar in age, intelligence, reading readiness (measured by the Metropolitan Readiness Test) and social class. One of these groups received forty minutes of musical instruction using the Kodlay program while the other group did not.

The Kodaly program is a step-by-step process of teaching rhythmic and melodic musical elements through folk songs. This includes showing students how to sing by connecting lyrics and musical notation within songs with their corresponding sounds. After one year in first grade the data revealed that the group of students exposed to the Kodaly music program showed significantly greater gains in reading as measured by the Metropolitan Achievement Test. Furthermore, Hurwitz, Woff, Bortnick, and Kokas (1975) found that the reading achievement of students receiving Kodaly instruction through the second grade continued to surpass that of the children who did not receive this musical training. These findings add support to the claim that music enhances literacy development.

Music Therapy and Literacy. Studies exploring the application of music therapy to educational settings have revealed that this is a viable strategy to use in the promotion of literacy skills (Colwell, 1994; Overy, 2000; Standley & Hughes 1997). Colwell (1994), for example, investigated the pairing of shared reading with music by examining the effects of this strategy on the reading accuracy of Kindergarten students in a whole language classroom. Shared reading is a typical activity in the whole language classroom. In this activity large print

books are used so that the teacher and students can participate in the reading process. In Kindergarten the teacher typically points to the words as they are read and the students are encouraged to join in. In the Colwel (1994) study, some groups of Kindergarten students participated in the singing of big books set to music while another group of students read the same texts with an instructor. Colwel (1994) found that the groups of students who sang made fewer errors when rereading these books than those children who did not participate in rehearsals utilizing the musical modality. This finding led Colwel (1994) to conclude that "The addition of song rehearsal to the shared reading experience facilitated text reading accuracy by functioning as a structural support" (p. 245).

Another study examining the application of music therapy within educational settings is that of Standley and Hughs (1997). This study evaluated the effects of using music to teach early reading and writing skills to 4 and 5 year olds. In this study, Standley and Hughes (1997) exposed one group of preschool students to reading and writing activities that incorporated music while a matched group of preschool students received the reading and writing lessons without music. This study revealed that

the group that received the music treatment showed evidence of enhanced concepts of print and prewriting skills in comparison to the group of children that were not exposed to music.

Music as a Mediational Tool for Literacy. In a study designed to examine the effects of a period of musical training on dyslexic children's achievement on language and literacy assessments, Overy (2000) found evidence that the use of music in the classroom impacts the literacy development of all students. In this study, Overy (2000) monitored the results of a music program implemented in a first grade classroom in Scunthorpe, England. This program was run by The Voices Organization, a non-profit group that trains teacher participants to use music in the classroom. Overy (2000) included all of the students in the classroom in which the music program was implemented as subjects in her study. At the beginning of this study, student participants were assessed on the DST, Dyslexia Screening Test, in order to determine which subjects were at "strong risk" of dyslexia and those that were not. In addition, all subjects were assessed on the phonological segmentation test from the DST and the W.O.R.D. reading and spelling test at the beginning and again at the end of the academic year. By comparing scores of all students

Person  
obj  
obj

Evidence

Measure

Procedure

participating in the music program to national norms Overy (2000) found "significant improvements in phonological skills" and "spelling" (p. 225). Although the students that were identified as "strong risk" of dyslexia showed the largest improvement, Overy (2000) noted that "...it seems possible that music training could be beneficial to all children learning to read and not just dyslexic children" (p. 227).

Fisher (2001) uncovered evidence that music has an impact on the development of literacy in a second language. In this study, Fisher (2001) compared bilingual Spanish speaking Kindergarten students in classrooms in which music was frequently used to those who were in classrooms that did not use music. Fisher (2001) found that the Kindergartners that were in the classes that frequently used music made greater gains in reading and phonemic awareness in both English and Spanish than those placed in classrooms that did not use music.

Research has suggested that responding to reading through song writing may encourage students to make deeper, more meaningful connections to what is read. Boyd-Batson (2000), for example, examined the way in which gifted bilingual students respond to literature. In this study the distinction was made between efferent reading,

reading

substitutions

in which the primary purpose is to gain basic information and aesthetic reading in which one has a "lived-through" experience. In this case the reading conjures up deep emotions and personal reactions. This study found that a significant number of gifted bilingual students in the research sample responded to literature in an aesthetic manner. In other words the subjects responded in ways that showed that they were relating to what was read on a deep personal level. Of particular interest was that a significant number of these students composed songs in response to what was read.

#### Summary of Research Related to the Role of Music within Educational Contexts

The studies examined lead to several conclusions. The first of these is that music is a viable strategy for developing a second language. Another conclusion that can be drawn is that there is a connection between participation in formal music instruction and academic achievement. Also, the literature suggests a positive relationship between music instruction and verbal memory abilities. Moreover, the use of familiar melodies to teach verbal content has a positive influence on memorization and recall. A final conclusion is that there seems to be a connection between music and literacy development.



## CHAPTER THREE

### DESIGN OF THE CURRICULUM

#### Introduction

In consideration of the important role that music plays within the Multiple Intelligences framework of learning (Gardner, 1999) as well as the research evidence described in the review of related literature indicating that it is a viable means of promoting verbal and literacy skills for English language learners, the decision was made to create a thematically based curriculum for English Language Development (ELD) that emphasizes the use of song.

#### Creating the Song Based Thematic Curriculum

##### Selecting Thematic Content

The subject content of the curriculum was chosen by taking into account the themes presented in the First Grade Language Arts and ELD programs presently being used within the district in which I teach. For Language Arts, our district currently uses The Open Court Reading Program and for ELD, it employs The Hampton Brown Into English Series. While there are many themes that these two programs address, I focused on only four. This was done in order to allow for the development of a greater number of

lessons for each theme thereby increasing the depth and complexity of study within the subject areas. The four themes selected for the curriculum were the following;

1. Animals and their Habitats
2. Agriculture and Farms
3. Transportation
4. Weather

#### Using Thematic Templates to Develop a Multifaceted Approach to Teaching/Learning

Rejecting the one size fits all, rote practice approach to teaching literacy used by Open Court, a system of instructional organization was developed that would use music to open up a topic of study within a particular theme, followed by a series of activities that tap into every student's strengths and interests as a means of facilitating the acquisition of language and literacy skills in English. In order to create meaningful activities that encourage this multifaceted approach to learning, The Gardner's (1999) Theory of Multiple Intelligences was employed as a conceptual guide in developing a mediated structure for creating integrated lessons.

A mediated structure is a powerful visual tool that organizes, makes knowledge visible, and mediates

understanding (Flores, 2004). It is a written structure that provides a schematic skeleton on which ideas can be recorded thereby assisting to make thinking and learning visible. The mediated structure developed for this project was a thematic template. It was used to organize and create conceptually related activities that address and engage all of the eight intelligences proposed by Gardner (1999). The following is a brief description of the intelligences as well as what each entails.

- \* Linguistic Intelligence- This refers to a facility with language in its various forms. Students that possess this intelligence tend to do well on tasks that allow them to use spoken or written language to express thoughts and feelings. Therefore, these learners excel in poetry, writing and debate.
- \* Bodily-Kinesthetic Intelligence- This is the ability to coordinate and manipulate body movements as a means of creative expression or solving problems. Thus, these types of learners do best when encouraged to use movement throughout various scholastic activities. These students tend to do well in athletics, dance and acting.

- \* Logical-Mathematical Intelligence- This entails the capacity to use abstract symbols and deductive mental processes associated with the subjects of Math and Science to analyze and solve problems. Children that possess this intelligence do particularly well on tasks that emphasize Mathematics, Science or Logical thinking.
- \* Spatial Intelligence- This refers to the ability to use mental images of three dimensional space to create products or solve problems. Students that possess this intelligence excel when they are encouraged to use or create graphic or visual representations while learning a particular subject. They tend to be the children that demonstrate enhanced artistic ability because of the ability to create detailed pictures that represent complex relationships.
- \* Interpersonal Intelligence- this entails the ability to recognize and understand the feelings and intentions of others. Students that possess this intelligence demonstrate skill at handling social situations. They do particularly well when allowed to work with others because this

enables them to engage their talents to facilitate group dynamics.

- \* Intrapersonal Intelligence- This refers to the capability to identify and interpret one's own feelings and motivations. These learners express an enhanced understanding and healthy acceptance of themselves. They understand their feelings, fears and resentments as well as their capabilities and limitations. Therefore, these children are better able to self-regulate their own lives. They do well when given some flexibility in selecting and achieving their goals.
- \* Musical Intelligence- This is the ability to perceive, comprehend and manipulate musical forms. These learners do particularly well when participating in tasks involving the musical elements of melody, harmony or rhythm. Students that have this intelligence excel when encouraged to participate in tasks that involve various facets of musicianship.
- \* Naturalist Intelligence- This refers to the capacity to identify and categorize that which is found in the natural environment. Children

that display this intelligence excel in activities that call for an understanding of the dynamic and complex relationships that exist between plants, landscapes and animals.

The template was designed in table format in order to leave separate spaces for planning activities that target each of the intelligences, a place for describing the powerful effect of combining intelligences as well as an area for indicating other information such as the thematic content and the ELD standards (California State Board of Education, 1999) addressed through the teaching/learning experiences.

#### Using Songs and Themes to Organize Meaningful Teaching/Learning Experiences

The subject matter treated within each of these templates is related to one of the four selected themes and centers around a particular song as a point of entry to conceptually related activities. One template was designed around each song used for this curriculum. Also, it was decided that four songs were to be used for every theme addressed in the curriculum. Thus, there are sixteen thematic templates. Criteria determining song selection was based on the relevancy of the lyrics to the thematic content and how well its melodic and harmonic qualities

were likely to stimulate student interest. Table 1 shows a listing of the four songs used for each of the themes (see Appendix).

Table 1. List of Songs by Theme

Themes	Songs Used
Animals and Habitats	<ul style="list-style-type: none"> <li>• The Ants Go Marching</li> <li>• Over in the Meadow</li> <li>• Habitat</li> <li>• The Bear Went Over The Mountain</li> </ul>
Agriculture and Farms	<ul style="list-style-type: none"> <li>• Old MacDonald Had a Farm</li> <li>• Dirt Made My Lunch</li> <li>• John the Rabbit</li> <li>• Hinky, Dinky DD Farm</li> </ul>
Transportation	<ul style="list-style-type: none"> <li>• Driving in My Car</li> <li>• Hard Working Truck</li> <li>• The Train Song</li> <li>• The Wheels on the Bus</li> </ul>
Weather	<ul style="list-style-type: none"> <li>• Wind</li> <li>• So Cold Outside</li> <li>• What Will the Weather Be?</li> <li>• Water in the Air</li> </ul>

In order to clarify how these mediated structures, (Thematic Templates), were used to organize teaching/learning experiences around a particular piece of music, consider the procedure used for the song, "The Ants

Go Marching." The content of this song is aligned with the broader theme of Animals and Their Habitats, and it was used as a conceptual starting point on a thematic template. All other teaching/learning activities developed on this template are related to ants and their environment as well as create opportunities to activate at least one of the eight intelligences. In order to activate Bodily-Kinesthetic Intelligence for example, an activity was placed on the template that calls for students to move like ants while singing. On this same template, another teaching learning experience was designed to engage interpersonal intelligence by involving the students in discussing and describing why and how ants and humans work together as well as considering ways of behaving that help humans to cooperate. This template was used in this fashion until activities targeting the six remaining intelligences had been formulated. At this point the thematic planning for "The Ants Go Marching" was complete and ready to be employed in the classroom.

The specific teaching/learning experiences were developed and chosen by first identifying the essential ELD standards for the state of California. Then, experiences were created that would contextualize these language and literacy skills within thematically based



activities introduced through song. In other words, Gardner's view that basic literacy skills should be used as a means of broadening our understanding of academic content rather than as an ends in themselves, was upheld as educational experiences were developed. In fact, all teaching/learning experiences were designed around the guiding criteria that academic skills must be developed within a meaningful context and for the purpose of enhancing and clarifying the understanding of subject matter.

#### Organizing Teaching/Learning Activities that Are Consistent with the Theory of Multiple Intelligences

Since the Theory of Multiple Intelligences recognizes that all humans tend to learn best when encouraged to use their intellectual strengths, each teaching/learning experience was created to address a different one of the eight intelligences. Thus, in addition to embedding language and literacy skills within a meaningful context, all teaching/learning experiences were designed to allow all students, regardless of their intellectual profile, the opportunity to succeed. In many cases these experiences integrated more than one of the intelligences. This was to be expected given the natural tendency for some intelligences to occur together. These lessons are

more powerful because they include a greater diversity of learning styles, making the curriculum more inclusive and accessible to all students.

#### Organizing Teaching/Learning Activities that Are Consistent with Sociocultural Theory

It was of particular importance that all of the educational activities used within this curriculum were consistent with the Vygotskian concept that learning must lead development. This is why the purpose of the selected curricular activities is not to limit students to rote drill but rather focuses on student potential (Diaz & Flores, 2001) by exposing them to how language and literacy skills can be applied through, literature, expository writing, poetry, song lyrics, etc., to enhance and express unique thoughts in creative ways. It is the sincere belief that focusing on student potential will have a positive effect of promoting a classroom environment that transmits to children that they are fully capable. Moreover, all of the learning activities that were included actively engage the students' backgrounds. As the curriculum was developed, ways of bringing forth students' home experiences were intentionally included in the lessons. This was done as a means of enabling those who implement the curriculum to establish a

socio-educational environment that transmits the strong sense that the learner is valued.

In keeping with Vygotsky (1978), all of the lessons in the curriculum were designed to be flexible enough to allow students and teachers to meaningfully interact through active involvement. Teaching children requires constant adjustments on the part of both the instructor as well as the students. Therefore, no scripts were designed for this curriculum. In fact, each template should be seen as a set of teaching ideas that emerge from songs to encompass a multitude of high interest lessons that encourage students and instructor to engage in the active process of creating meaning (see Appendix for an example of the Blank Template used for planning).

#### Summary

This chapter described the design of my project by examining how this thematically based curriculum for ELD that emphasizes the use of song was created. First, it was explained that all of the curricular themes were chosen from the ELD and language arts programs currently being employed in the district in which I teach. Then, the process of creating thematic templates for organizing multifaceted teaching/learning experiences around songs

was described. Moreover, it was pointed out that the criteria guiding the song selection for this curriculum was based on the relevancy of a song's lyrics to the thematic content being addressed. In order to be consistent with Howard Gardner's Theory of Multiple Intelligences, it was pointed out that the activities organized within the curricular templates were designed to engage a multitude of intellectual strengths to enable all students an opportunity to learn. Finally, it was explained that every effort was made to design lessons that are consistent with the implications of sociocultural theory.

CHAPTER FOUR  
THE CURRICULUM

Introduction

Within this section, I describe specific examples of lessons designed using the thematic templates (see Appendix) used for creating this ELD curriculum. Since these templates have been designed around the songs chosen for this project, each highlights the important role that music plays in the development of language and literacy. In the appendix, these song based thematic templates are organized according to the particular theme (Animals and their habitats, Agriculture and Farms, Weather, Transportation) that they address and placed in the order they are designed to be taught. In other words, the four song based templates that address a particular theme are presented together and within their instructional sequence.

Descriptions of Lessons Developed  
Using Thematic Templates

Thematic Templates 1-4

These templates focus on the theme of Animals and their Habitats. As with all of the other templates used for this curriculum, each of these uses a song as an entry

point into multiple intelligences based activities that embed literacy and language skills within a thematic context of animals and the environment. Moreover, as I developed lessons around each of the four songs, it was determined that the content and lyrical qualities of the specific musical selections facilitated particular types of multiple intelligences activities. The song, "The bear went over the mountain", for example, contains simple, repetitive phrases that are easily memorized. Thus, I decided that the song's lyrical patterns could be used for a lesson in which students create predictable books. For this lesson, students are given books that have the initial song verse of, "the bear went over the mountain to see what he could see. And all that he could see was...." Then, on this same page students draw only the tail of the animal that they want the bear to see. This is followed with a page in which the children write the name and an illustration of the animal that the bear saw. Since this activity involves drawing and written language, it taps into both linguistic and spatial intelligences. Many of the activities engaged several intelligences. This was to be expected since it is common for authentic activities to engage several intelligences.

Due to the nature of their content, the songs used for the theme of Animals and their Habitats led to several lessons that involve the Naturalist intelligence. I used the song, "The Ants Go Marching", for example, to introduce students to a multifaceted activity in which they are first given a diagram of an ant and assisted with labeling the anatomical features that this insect possesses. Then the teacher and students are to go on a nature walk around the school looking for other insects that have anatomical features similar to those of an ant. All of these insects are drawn and described within each student's learning log. In addition, insects would be collected and studied throughout the year. Thus, the scientific concept or "Big Idea" studied would be the commonalities of anatomical structures and characteristics among insects.

#### Thematic Templates 5-8

These templates are organized around the theme of Agriculture and Farms. The templates utilized various songs as a springboard for activities that target a certain aspect of the theme while activating multiple intelligences. The lyrical content of the songs, "John the Rabbit," and "Dirt Made My Lunch," led to the design of activities that focus on agricultural concepts that deal

with growing and harvesting plants for the market. Since the song, "Dirt Made My Lunch," deals with the concept that plants come from the earth, I decided to create an activity around this selection in which students employ both their Naturalist as well as Logical-Mathematical Intelligences. In this lesson, students grow various types of plants in small plastic cups so as to enable them to observe the growth of the roots as well as the other parts of the plant's anatomy. Each day the students use their Naturalist abilities to make detailed observations of the plants. Furthermore, this same activity calls for students to use their Logical-Mathematical abilities to measure their plant's height on a weekly basis and then to translate this data into various types of line and bar graphs. Through this process of learning to design and use these graphs, multiple opportunities are created for students to develop the academic language used for Mathematics and science.

A lesson that emerged from the song, "John the Rabbit," was particularly useful for engaging the Intrapersonal and Linguistic intelligences. For this activity, I proposed that the teacher and students write a letter from either the perspective of John the Rabbit or the farmer stating how they feel. As students participate



to collaboratively write the letter they use their linguistic abilities to express their thoughts. Also, they are encouraged to use their Intrapersonal skills because the activity calls for the students to consider their own feelings and reactions in situations of conflict. As with many of the activities used for this unit, I recognized that this lesson provides opportunities to address student potential and higher order thinking by going beyond letter writing to open up a discussion on how best to deal with how farmers should deal with controlling pests.

The song, "John the Rabbit", was particularly valuable for creating opportunities for students to develop their musical intelligences. In contrast to many of the traditional folk tunes to which students are exposed to at an early age, this song follows a jazz rhythm in which the two and four beats are stressed in each measure giving the music the characteristic swing feel. Therefore, I designed a lesson to develop rhythmic skill by encouraging students to keep rhythm by clapping, snapping or using various percussion instruments to emphasize the two and four beats throughout the song. It is important to note that language acquisition is facilitated through this activity because students are singing the words while keeping the beat of the song.

### Thematic Templates 9-12

These templates focus on Transportation. As with the other themes, each of the musical selections used for Transportation introduces concepts related to the theme through multiple intelligence activities. The template developed around the song, "The Wheels on the Bus", for example, focuses on busses and public transportation. The song lent itself particularly well to the creation of activities that engage Bodily-Kinesthetic intelligence. This was due in part to the fact that there are many actions alluded to throughout the lyrics. In one of the lessons that I developed, students took part in the actions while singing each verse. Thus, as the students sing, "The people on the bus go up and down" they are to move their bodies up and down. In another activity based on the same song, I designed a lesson in which the students create and act out a bus trip that they have taken. Students are to describe their bus trip narratives in words and through actions. In order to facilitate this, the children are given a cardboard bus to carry around to various locations in the room while sharing about their experience. It is important to mention that this pairing of physical actions with the verbal input of songs or

spoken descriptions creates a rich context that enhances language development by facilitating comprehensibility.

Another song that was used to deal with concepts related to transportation was entitled, "The Hard Working Truck." Since this song contains lyrics that describe characteristics of various kinds of trucks, this led me to develop an activity in which the students and the teacher engage their linguistic intelligence to co-construct descriptive paragraphs that tell about the trucks mentioned in the song. Also, this song was instrumental in providing an introduction to an activity that utilized the book, The Ugly Truckling. For this lesson, students sing, "The Hard Working Truck", and brainstorm what they know about trucks. Then, the teacher is to read the students the book, The Ugly Truckling. This book is a modified version of the book, The Ugly Duckling. In this version, the ugly truckling turns out to be an airplane instead of a truck. Since the ugly truckling's siblings treat him quite badly, I decided to create an activity in which the children use Interpersonal Intelligence to consider how others feel when they are teased. This activity calls for students to create alternate ways in which the ugly truckling's brothers and sisters could have treated him so as not to hurt his feelings. This lesson encourages

students that have strong interpersonal skills to use language to express ideas related to a topic that mobilizes their intellectual strengths.

#### Thematic Templates 13-16

These thematic templates addressed the theme of the Weather by using songs that create entry points into various concepts related to the broader topic. The song, "Wind", contains lyrics that provided a springboard for developing activities related to the scientific concepts associated with wind. One such lesson that emerged from the lyrical content of this musical selection involves Logical-Mathematical intelligence. For this activity, students are to create a wind sock out of paper bags, dowels and string. Then they use the windsock to make observations of wind speed and direction. Children can be shown how to enter this data on charts and tables within a weather notebook that they use over several weeks. Also, the charts, and tables can be used by the students to see patterns and make predictions. By taking part in this lesson, children are exposed to academic language associated with scientific study.

Another song, "Water in the Air", was used to develop a thematic template related to the broader theme of the Weather. The focus of this song is on rain and the water

cycle. Thus, I designed a lesson aimed at creating a deeper understanding of these topics while engaging students' linguistic and spatial intelligences. For this activity, the song is used to introduce children to the concept of the water cycle. Then children are assisted to write and illustrate books about the journey of a water droplet. Each of the pages in the story represents a different part of the water cycle. This lesson aides language development by creating opportunities to acquire vocabulary related to the water cycle.

#### Summary

This chapter described specific examples of lessons that were developed using the thematic templates. Because the curriculum was based on the Theory of Multiple intelligences, the lessons that were discussed targeted different cognitive and social strengths in order to enable all types of learners opportunities to be successful. Also, it was demonstrated that the lessons encourage the development of language and literacy skills as a means of creating deeper understandings of the thematic content.

CHAPTER FIVE  
SUMMARY, CONCLUSIONS, AND INSIGHTS

Introduction

As a teacher of English Language Learners, I have always supported the idea of using a variety of multifaceted activities to accommodate students' learning needs. Lessons involving music have played a particularly important pedagogical role within my classroom. In fact, I have tried to include song-based activities throughout the instructional day. This practice has been guided by the notion that singing provides students that are learning English with an enjoyable activity as well as a supportive framework that enhances the acquisition of words, phrases, and complex syntax thereby mediating emerging reading, writing and speaking skills. Thus, this project involved the development of thematically based multimodal curriculum that emphasizes the use of song. The following sections in this chapter include a summary of this project followed by conclusions and insights that were gained through the experience of creating and developing this curricular plan.

## Summary

The belief in the educational value of singing as well as my district's recent adoption of the rigid Open Court literacy curriculum that allows for only repetitive drill and rote practice of isolated skills, led me to pursue a project aimed at developing a multifaceted, thematically based curriculum for English Language Learners that emphasizes the use of song. In order to accomplish this, a mediated structure or thematic template was created that would be used to facilitate the design of the curriculum. A different thematic template was utilized for each of the songs included in this curriculum. The purpose was to use a specific song as a point of entry for a topic of study followed by a series of activities that tap into every student's cognitive strengths in order to facilitate the acquisition of language and literacy. To address the variety of intellectual abilities through which different children learn, teaching/learning experiences included all eight of the intelligences identified by Gardener (1999) (Linguistic, Bodily-Kinesthetic, Logical-Mathematical, Spatial, Interpersonal, Intrapersonal, Musical and Naturalist). Moreover, all language and literacy skills were contextualized by embedding State Standards for English

Language Development within the meaningful context of thematic activities drawn from the current curricular programs employed within the district in which I teach.

The review of related literature provided the rationale for creating the multifaceted song based curriculum. This was accomplished by both examining the theoretical frameworks that form the basis of this type of curriculum as well as describing the research related to the viability of using music within academic settings.

#### Sociocultural Theory

One of the theoretical frameworks that guided this project was sociocultural theory as proposed by Lev Vygotsky (1986). Within the review, it was explained that the central feature of this paradigm is based on Vygotsky's idea that knowledge and understanding is socially co-constructed by using cultural tools such as spoken and written language. The sociocultural principles of the Zone of Proximal Development (ZOPD) and role of mediators were highlighted. The ZOPD was described as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p. 86). It was established that



development occurs as children traverse the ZOPD thereby appropriating cognitive or social abilities. Mediators were defined as anything or anyone who facilitates the negotiation of The ZOPD by assisting student performance (Diaz & Flores, 2001). In this regard, it was pointed out that teachers have a vital role because they serve as sociocultural mediators by influencing how well children integrate the background knowledge of their home environments with the formal concepts presented in school.

It was explained that sociocultural theory upholds that any meaningful curriculum must promote healthy ZOPDs that are characterized by active participation of both teacher and student, the inclusion of all of the students' cultural backgrounds and activate student potential by utilizing activities aimed at the higher end of the Zone. The point was made that the scripted Open Court program currently being used within the educational context in which I teach is inadequate. It was explained that this type of curriculum actually impedes healthy development by creating negative zones (Diaz & Flores, 2001) by both subjecting students and teacher to uniform activities that deter active social participation as well as impeding student potential by including only isolated skills

practice rather than authentic learning experiences that promote higher order thinking.

### The Theory of Multiple Intelligences

Another theoretical framework that guided this curricular project was that of the Theory of Multiple Intelligences. It was explained that this theory was developed by Howard Gardner (1983) as a means of better encompassing the multifaceted nature of cognitive ability. Moreover, it was pointed out that Gardner's Theory of Multiple Intelligences views students as uniquely talented, possessing particular sets intellectual strengths through which they learn. Thus, it was concluded that any meaningful curriculum must include multifaceted activities that enable all students, regardless of their learning style, the best possible means of acquiring content and skills. It was emphasized that The Theory of Multiple intelligences provides no support for The Open Court curriculum because it promotes a single, uniform, isolated skills instructional approach that disregards the wide array of ways in which students learn. Lastly, and most importantly, it was noted that Gardner (1997) shares the belief that there is educational value in incorporating music into instructional programs.

## Research Supporting the Viability of Music

Within the review of related literature, the description of research related to the viability of using music within academic settings uncovered several conclusions that support the practice of singing as a way of promoting the acquisition of language and literacy. These conclusions included the uncovering of correlations between participation in formal music instruction, high academic achievement and enhanced verbal memory abilities. Also, it can be concluded from the literature that familiar melodies are a valuable means of facilitating memorization and recall of verbal content. Finally, and most importantly, the literature led to the conclusion that that music is a valuable strategy for developing verbal and literacy skills for those learning English as a second language.

### Conclusions

After using songs to develop this thematically based curriculum for English Language Development several conclusions emerged. The most salient of these, was that songs can be used to facilitate and inspire the organization of teaching/learning experiences that are consistent with both the Vygotskian and Multiple

intelligences frameworks of learning and development. This meant that after using songs to create integrated lessons, the resulting curriculum maintained its focus on student potential while engaging multiple intelligences to enable all children to mobilize their own sets of cognitive strengths to actively participate in the process of learning language and literacy.

#### Meaningful Activities that Address Student Potential

First, as teaching/learning experiences were organized around music, I realized that the emerging activities addressed the Vygotskian principle that meaningful instruction must be aimed at student potential. This occurred as songs were used as a contextual springboard for embedding language and literacy skills within a multitude of thematically integrated activities. Unlike the scripted programs that constrain students to the mere recitation and repetition of isolated skills, using the content of a song allowed for the development of teaching/learning experiences in which language and literacy are used for authentic activities such as creating interesting lyrics or understanding the scientific concepts related to the broader themes of animals, weather, transportation or agriculture. This

curriculum utilizes reading, writing and listening skills as tools for broadening the current scope of thought and creativity thus opening the door to a student's intellectual potential. This differs greatly from the Open Court approach in which children endlessly rehash phonics skills in their workbooks rather than being shown how to apply language and literacy in projects that bring forth intellectual insights.

In addition, the activities that resulted from developing the song based ELD curriculum address student potential by providing non-scripted activities that call for the active participation of both learner and teacher. In contrast to the Open Court curriculum, that makes extensive use of prescribed methods that allow only a predetermined amount of learning, the integrated song based activities provide the teacher and learner with opportunities to create greater possibilities for co-constructing knowledge. Within the song based curriculum, for example, there are no instructional scripts that artificially bind teaching and learning to the constraints of those who are far removed from the classroom. Instead, the song based curriculum provides ideas for using a wide array of integrated activities without restricting teachers to a rigid set of procedures.

This instructional flexibility enables teachers to actively adjust to the learner's potential and provide assistance at the higher end of each child's ZOPD.

### Multiple Ways of Knowing

After the curriculum had been designed around songs, it became evident that the resulting activities were consistent with the Theory of Multiple Intelligences. In other words, using songs as a conceptual starting point, proved to be an effective means of creating integrated teaching/learning experiences that mobilize all of the intelligences. Songs inspired the emergence of multifaceted lessons that involved projects and activities that address all learning styles in the process of English Language development. Curricular activities encouraged linguistic, spatial, musical, logical-mathematical, Bodily-Kinesthetic, intrapersonal, interpersonal and Naturalist abilities in order to allow children to utilize their particular sets of intellectual strengths to develop a wide range of language and literacy skills. Standing in sharp contrast to this song based curriculum are programs like that of Open Court in which paper and pencil tasks are emphasized to such an extent that nearly all other learning modalities are excluded. These types of curricula neglect Multiple Intelligence theory by ignoring the view

that students are predisposed toward different modes of learning. Unlike the song-based curriculum, the one-dimensional system of programs like Open Court discourages potential artists, musicians, biologists, or mathematicians from effectively using their unique sets of talents and abilities to learn language and literacy skills in personally meaningful ways.

## Insights

### Teacher as Professional

An important insight that emerged through the process of completing this project was the inspiration that I felt as the result of actually taking on the active role as professional educator to organize a sound instructional approach. The years of university training and classroom experience were put to use. I was able to apply the Vygotskian and Multiple Intelligences theories learned in my teacher preparation and graduate courses at the University to the socio-educational context in which I teach in order to organize sound teaching/learning experiences. Also, my familiarity of what goes on in the classroom served as an invaluable guide to creating educational activities that are practical for teachers and students. Being empowered to work in a professional

capacity was an uplifting experience that stands in stark contrast to the prevailing prescriptive methods in which teachers are to merely follow scripts from an instructional manual rather than using their pedagogical expertise.

### Teacher as Curricular Expert

Another insight that was gained through this project was that teachers need to be allowed to make curricular decisions. In other words, through this project I was encouraged to utilize the specific knowledge and understandings of the children I teach to determine what would be the best way to utilize students' strengths, interests, backgrounds and cultures to design a meaningful curriculum that inspires rather than stagnates their dreams and aspirations. Moreover, in designing my own song based curriculum, it was impossible not to feel a strong sense of connection and vested interest in that which I was creating. This contrasts greatly with scripted programs such as Open Court that deteriorate the morale of professional educators by marginalizing their ability to make curricular decisions. As an educator working within a school employing the Open Court Program, for example, I have found it difficult to maintain enthusiasm for the current curriculum of which I took no part in creating and



that relies on a set of rote, prescriptive lessons created by those who are far removed from my students' lives.

### Teacher as Advocate

A final insight that emerged from this curricular project was the importance of teachers becoming advocates for meaningful educational processes rather than accepting the inadequate teaching methods inherent in scripted programs such as Open Court. Throughout the development of the curriculum it became apparent that powerful teaching/learning activities were being organized that address high standards of English Language Development while not compromising the integrity of using effective pedagogy. Within these activities, the contributions of the students and the instructor were recognized. All of the activities called for active engagement of both learner and teacher in the process of co-constructing knowledge.

Open Court, and the other scripted programs create what Educator and Nobel Peace Prize Winner, Paulo Freire (1998), refers to as "educational banking." Freire (1998) rejects such a system as creating situations in which students and teachers are dehumanized and held back from fully realizing their intellectual potential. Within such a system, Students come to be viewed as empty vessels that

can be filled with decontextualized information that is to be memorized. This promotes the teaching practice of merely reinforcing students for memorizing predetermined answers or bits of meaningless information. As the Open Court program exemplifies, students are never encouraged to use new skills and information to develop creative ideas or unique thoughts. Thus, this type of educational practice stifles higher order thinking and delays children's abilities to "think for themselves."

As teachers, we participate in the detrimental and dehumanizing "educational banking" approach to learning by passively following scripted programs such as Open Court. Therefore, as a means of advocating for the children we teach, I feel that it is vital that as educators, we reject these instructional programs. Education is a human endeavor in which teachers and students combine knowledge and thoughts to create new understandings of the world in which we live. I agree with Freire (1998) that educators "must abandon the educational goal of deposit-making and replace it with the posing of problems of human beings in their relations with the world" (p. 74).

APPENDIX  
TEMPLATES

Blank Template  
Multiple Intelligences Thematic Template

Theme: Song: Objective: To provide activities that enable all students to learn content while developing literacy skills. E.L.D Standards: CAP 1.3, P.A. 1.6, P.A. 1.7, P.A. 1.10, CAP 1.1, DWR 1.11, DWR 1.15, DWR 1.16	
<b>Linguistic</b>	<b>Bodily-Kinesthetic</b>
<b>Logical-Mathematical</b>	<b>Intrapersonal</b>
<b>Spatial</b>	<b>Interpersonal</b>
<b>Musical</b>	<b>Naturalist</b>
<b>Integration of the Intelligences</b>	

Template 1  
Multiple Intelligences Thematic Template

<p>Theme: Animals and their Habitats          Song: The Ants Go Marching          Objective: To provide activities that enable all students to learn content while developing literacy skills.          E.L.D Standards: CAP 1.3, P.A. 1.6, P.A. 1.7, P.A 1.10, CAP 1.1, D/WR 1.11, DWR 1.15, DWR 1.16</p>	
<p><b>Linguistic</b>          Students identify rhyming words in the song, "The Ants Go Marching." Students brainstorm other rhyming words that could be used to make new verses. Students could change the verse, "The little one stopped to climb a tree," for example, to "The little one stopped to catch a bee." The teacher dictates these verses on chart pads.</p>	<p><b>Bodily-Kinesthetic</b>          Students march like ants as they sing the song.           Students use gestures and actions for the different song verses.</p>
<p><b>Logical-Mathematical</b>          For the Song, The Ants Go Marching, students learn addition facts and strategies by calculating the number of ants after each song verse. Teacher may say, "If the ants went marching 2 by 2 there were 4, what would happen if they marched 2 by 3. Does knowing <math>2+2=4</math> help you calculate <math>2+3</math>?"</p>	<p><b>Intrapersonal</b>          Students dictate or write stories in first person from an ant's perspective. They describe what it feels like to be an ant.</p>
<p><b>Spatial</b>          After dictating changes for, "The Ants Go Marching", groups of students choose a verse on one of the charts to illustrate. Also, students read and sing the verse in order to build fluency.</p>	<p><b>Interpersonal</b>          Students compare and contrast how and why ants and humans work together. Also, with teacher assistance students consider what promotes human cooperation. For 1st graders this can simply mean how we share. Teacher writes student responses on an overhead or chart.</p>
<p><b>Musical</b>          Students sing the song. Also, they are shown how to keep the beat using shakers and tambourines.</p>	<p><b>Naturalist</b>          Students are given a diagram of an ant. Then they label the different anatomical features of an ant and look for the similarities between ants and other insects they find around the school.</p>
<p><b>Combinations of the Intelligences</b>          Several of these activities use combinations of intelligences. Whenever an activity calls for the use of language, for example, it engages linguistic intelligence along with the intelligence that is targeted. The primary purpose is to suggest activities that target at least one of each of the intelligences. If more than one intelligence is activated, it merely enhances learning by creating more profound connections between the content and the learner.</p>	

Singlish Enterprises. (2000). Singlish. Singlish Enterprises Chatsworth :Ca.

Template 2  
Multiple Intelligences Thematic Template

<p>Theme: Animals and their Habitats          Song: The Bear Went Over the Mountain          Objective: To provide activities that enable all students to learn content while developing literacy skills.          E.L.D. Standards: P.A 1.10, CAP 1.1, CAP 1.3, D/WR 1.11, D/WR 1.16, V/CD 1.17</p>	
<p><b>Linguistic</b>          Students make their own predictable book based on the song, "The Bear went over the mountain." After each verse of , The bear went over the mountain to see what he could see. And all that he could see was... students write the name of an animal that the bear saw.</p>	<p><b>Bodily-Kinesthetic</b>          Students use gestures and actions as they sing songs. For the "bear went over the mountain", students stand up and move like a bear while they sing the verse. Also, as students invent new song lyrics they move like other animals.</p>
<p><b>Logical-Mathematical</b>          After teacher modeling, students use picture cards to determine different ways of classifying animals.</p>	<p><b>Intrapersonal</b>          Students fill out close sentences comparing themselves to animals.          I am like a _____ because I</p>
<p><b>Spatial</b>          Students illustrate pages of predictable book activity by drawing the animals that the bear could see.</p>	<p><b>Interpersonal</b>          Through small group activities students use their interpersonal skills.</p>
<p><b>Musical</b>          Students sing the song. Also, they are shown how to keep the beat using shakers and tambourines.</p>	<p><b>Naturalist</b>          Students go on a nature walk around the school looking for and drawing various animals. Then they can categorize these animals within a learning log.</p>
<p><b>Combinations of the Intelligences</b>          Several of these activities use combinations of intelligences. Whenever an activity calls for the use of language, for example, it engages linguistic intelligence along with the intelligence that is targeted. The primary purpose is to suggest activities that target at least one of each of the intelligences. If more than one intelligence is activated, it merely enhances learning by creating more profound connections between the content and the learner.</p>	

Template 3  
Multiple Intelligences Thematic Template

<p>Theme: Animals and their habitats          Song: Habitat (retrieved from <a href="http://songsforteaching.com">http://songsforteaching.com</a>)          Objective: To provide activities that enable all students to learn content while developing literacy skills.          E.L.D Standards: P.A 1.10, CAP 1.1, CAP 1.3, DWR 1.11, DWR 1.16,V/CD 1.17</p>	
<p><b>Linguistic</b>          After teacher introduces different types of habitats students and teacher create a class big book of riddles based on the theme? Students dictate while the teacher writes what they say on a chart pad. An example of one of the riddles could be, "What habitat has lots of salt water, coral and seaweed?" Once students understand the concept they can create their own little books of habitat riddles.</p>	<p><b>Bodily-Kinesthetic</b>          Students participate in a variation of hide and go seek which I call, Predator and Prey. Students that have been chosen to be predators look for students that are the prey. Prey must be seen moving in order to be eaten. For this game students have to choose predators and prey within a particular habitat. Also, students need to move like the animals.</p>
<p><b>Logical-Mathematical</b>          Students sort picture cards in order to categorize animals according to the habitats in which they live.</p>	<p><b>Intrapersonal</b>          Students share about what it would feel like to live in a particular habitat. Teacher can dictate student responses.</p>
<p><b>Spatial</b>          After finishing the big book of habitat riddles, students work in groups to draw the habitats.</p>	<p><b>Interpersonal</b>          When students work in a group to illustrate the big book of riddles they are engaging their interpersonal intelligence.</p>
<p><b>Musical</b>          Students sing the song. Also, they are shown how to keep the beat using shakers and tambourines.</p>	<p><b>Naturalist</b>          Students create webs to describe the characteristics of a particular habitat.</p>
<p><b>Combinations of the Intelligences</b>          Several of these activities use combinations of intelligences. Whenever an activity calls for the use of language, for example, it engages linguistic intelligence along with the intelligence that is targeted. The primary purpose is to suggest activities that target at least one of each of the intelligences. If more than one intelligence is activated, it merely enhances learning by creating more profound connections between the content and the</p>	

Template 4  
Multiple Intelligences Thematic Template

<p>Theme: Animals and their Habitats          Song: Over in the Meadow          Objective: To provide activities that enable all students to learn content while developing literacy skills.          E.L.D Standards: P.A 1.10, CAP 1.1, CAP 1.3, DWR 1.11, DWR 1.16,V/CD 1.17</p>	
<p><b>Linguistic</b>          After singing the song, Over in the Meadow, students brainstorm different things that the baby animals needed to learn to do. Then students dictate or write stories about how a baby animal learned how to do something new.</p>	<p><b>Bodily-Kinesthetic</b>          Students use gestures and actions for the different song verses.</p>
<p><b>Logical-Mathematical</b>          Students dictate similarities and differences between human families and animal families while the teacher writes these on an overhead of a Venn Diagram.           Working in groups, students use a handout containing a chart with various columns to categorize the animals in the song. Students and teacher can decide on the different category names to place on the column headings. Students write the names of the animals mentioned in the song under the correct column heading. Students can add more examples to each category.</p>	<p><b>Intrapersonal</b>          After discussing the different things that the animals learned to do in the song, "Over in the Meadow", Students can write or dictate stories about a time when they learned to do something new. They are encouraged to share about how they felt before, during and after learning the new skill.</p>
<p><b>Spatial</b>          After writing about how a baby animal learned to do something new, students illustrate their stories.</p>	<p><b>Interpersonal</b>          As students consider how they learned something new, they are encouraged to consider the important role that others played in helping them. Also, the teacher has the children describe how they can best help others to learn something new.</p>
<p><b>Musical</b>          Students sing the song. Also, they are shown how to keep the beat using shakers and tambourines.</p>	<p><b>Naturalist</b>          As students categorize song animals they are engaging their Naturalist Intelligence.</p>
<p><b>Combinations of the Intelligences</b>          Several of these activities use combinations of intelligences. Whenever an activity calls for the use of language, for example, it engages linguistic intelligence along with the intelligence that is targeted. The primary purpose is to suggest activities that target at least one of each of the intelligences. If more than one intelligence is activated, it merely enhances learning by creating more profound connections between the content and the</p>	



Template 5  
Multiple Intelligences Thematic Template

<p>Theme: Agriculture/Farms          Song: Hinky, Dinky DD Farm (Singlish Enterprises, 2000)          Objective: To provide activities that enable all students to learn content while developing literacy skills.          E.L.D Standards: P.A 1.10, CAP 1.1, CAP 1.3, DWR 1.11, DWR 1.16,V/CD 1.17</p>	
<p><b>Linguistic</b>          After singing the song, students recall the various foods that were grown on the farm. Teacher has children brainstorm other foods that are grown on the farm and lists these on a chart pad. Teacher models how to create a poster that advertises one of the foods that the students mentioned. Students work in small groups to make posters that advertise a particular agricultural product.</p>	<p><b>Bodily-Kinesthetic</b>          Students use gestures and actions as they sing the song, "Hinky Dinky DD Farm."</p>
<p><b>Logical-Mathematical</b>          Teacher brings various vegetables or fruits to class. With teacher assistance and modeling students sort, weigh and count the seeds inside the fruit or vegetables. Bar or line graphs can be created to show the differences between weights and number of seeds for the fruits and vegetables.</p>	<p><b>Intrapersonal</b>          Students share how they would feel about being a farmer.</p>
<p><b>Spatial</b>          With teacher guidance, students create their own books with illustrations showing the life cycle of a fruit bearing plant.</p>	<p><b>Interpersonal</b>          Students employ this intelligence as they work with others creating advertisements. Also, the teacher can tap into this intelligence as students work on the advertisements by asking the children to consider what would inspire others to buy the product.</p>
<p><b>Musical</b>          Students sing the song. Also, they are shown how to keep the beat using shakers and tambourines.</p>	<p><b>Naturalist</b>          Students can grow their own fruit bearing plants. As the children's' plants proceed through the life cycle, students can make detailed observations. This supports the activity in which students create the book showing the life cycle of a fruit bearing plant. Many forms of squash will bear fruit in just a few weeks.</p>
<p><b>Combinations of the Intelligences</b>          Several of these activities use combinations of intelligences. Whenever an activity calls for the use of language, for example, it engages linguistic intelligence along with the intelligence that is targeted. The primary purpose is to suggest activities that target at least one of each of the intelligences. If more than one intelligence is activated, it merely enhances learning by creating more profound connections between the content and the</p>	

Singlish Enterprises. (2000). Singlish. Singlish Enterprises Chatsworth :Ca.

Template 6  
Multiple Intelligences Thematic Template

<p>Theme: Agriculture/Farms          Song: Dirt Made My Lunch (retrieved from <a href="http://songsforteaching.com">http://songsforteaching.com</a>)          Objective: To provide activities that enable all students to learn content while developing literacy skills.          E.L.D Standards: P.A 1.10, CAP 1.1, CAP 1.3, DWR 1.11, DWR 1.16,</p>	
<p><b>Linguistic</b>          Students keep a journal with descriptions of what was done to grow their plants. Each entry has a date and a brief explanation of what was done to care for the plant. Students can include illustrations in their journals as well.</p>	<p><b>Bodily-Kinesthetic</b>          Students use gestures and actions as they sing the song, "Dirt Made My Lunch."</p>
<p><b>Logical-Mathematical</b>          Individually or in groups, students grow plants from seeds. As the plants begin to grow students can measure the height of their plants on a weekly basis. These measurements can be translated into bar and line graphs.</p> <p>Students create webs showing what a plant needs in order to grow.</p>	<p><b>Intrapersonal</b>          With teacher assistance, students write a descriptive paragraph on what it would feel like to be a plant.</p>
<p><b>Spatial</b>          Once the students' plants have grown large enough. They can draw and label the various parts of their plants.</p>	<p><b>Interpersonal</b>          Students employ this intelligence as they work with others.</p>
<p><b>Musical</b>          Students sing the song. Also, they are shown how to keep the beat using shakers and tambourines.</p>	<p><b>Naturalist</b>          Individually or in groups, students grow plants in small, clear plastic cups so as to enable them to observe the growth of the roots as well as the stems and leaves. Sunflowers and beans both sprout quite quickly.</p>
<p><b>Combinations of the Intelligences</b>          Several of these activities use combinations of intelligences. Whenever an activity calls for the use of language, for example, it engages linguistic intelligence along with the intelligence that is targeted. The primary purpose is to suggest activities that target at least one of each of the intelligences. If more than one intelligence is activated, it merely enhances learning by creating more profound connections between the content and the learner.</p>	

Template 7  
Multiple Intelligences Thematic Template

<p>Theme: Agriculture/Farms          Song: John The Rabbit (Singlish Enterprises, 2000)          Objective: To provide activities that enable all students to learn content while developing literacy skills.          E.L.D Standards: P.A 1.10, CAP 1.1, CAP 1.3, DWR 1.11, DWR 1.16,V/CD 1.17</p>	
<p><b>Linguistic</b>          Students write and illustrate their own little books that describe the sequence of events for the song, John the Rabbit. For example, the first few pages of the book could read, "First, John the rabbit ate the red ripe tomatoes. Then, he ate the cabbage. "</p>	<p><b>Bodily-Kinesthetic</b>          Students use gestures and actions as they sing the song, "John the Rabbit."</p>
<p><b>Logical-Mathematical</b>          Teacher reads, "Petter Cottontail" to children. Then students state similarities and differences between this story and the song, "John the Rabbit" while teacher dictates their responses onto an overhead of a Venn Diagram.           In groups, students cut out pictures of fruits or vegetables they would like to use to make a salad from supermarket flyers. Students calculate the cost of their salads using a calculator.</p>	<p><b>Intrapersonal</b>          Through teacher guidance, students write a letter from either the perspective of John the Rabbit or the gardener stating how they feel.</p>
<p><b>Spatial</b>          Students work in groups to make and label a map of the garden in either the book, "Petter Cottontail" or the song, John the Rabbit. Then students create a map of their ideal garden.</p>	<p><b>Interpersonal</b>          Students employ this intelligence as they work with others to make and label a map of the garden.</p>
<p><b>Musical</b>          Students sing the song. Also, they are shown how to keep the beat using shakers and tambourines. As with much jazz music, this song emphasizes the up beat. Because of this, the song presents opportunities for teaching students to keep time by snapping their fingers or clapping their hands on the 2 and 4 beat.</p>	<p><b>Naturalist</b>          Students observe, describe and sort various types of vegetable seeds.</p>
<p><b>Combinations of the Intelligences</b>          Several of these activities use combinations of intelligences. Whenever an activity calls for the use of language, for example, it engages linguistic intelligence along with the intelligence that is targeted. The primary purpose is to suggest activities that target at least one of each of the intelligences. If more than one intelligence is activated, it merely enhances learning by creating more profound connections between the content and the.</p>	

Singlish Enterprises. (2000). Singlish. Singlish Enterprises Chatsworth: Ca.

Template 8  
Multiple Intelligences Thematic Template

<p>Theme: Agriculture/Farms          Song: Old Mc Donald          Objective: To provide activities that enable all students to learn content while developing literacy skills.          E.L.D Standards: P.A 1.10, CAP 1.1, CAP 1.3, DWR 1.11, DWR 1.16,</p>	
<p><b>Linguistic</b>          Teacher reads the book, "Click, Clack, Moo", to the students and models letter writing. Students are given a blank letter format and assisted in writing a letter of complaint from the perspective of one of the farm animals to Farmer Mc Donald.</p>	<p><b>Bodily-Kinesthetic</b>          Students use gestures and actions as they sing songs. As they sing the song, "Old McDonald had a Farm" students can imitate the movements that the farm animals make.</p>
<p><b>Logical-Mathematical</b>          Groups of students cut out pictures of farm animals and place them in order from smallest to largest, heaviest to lightest, slowest to fastest etc. After this, students can compare how they ordered the animals with the numbers showing average, weight, height, speed of each animal. When sharing, students are encouraged to use comparatives and superlatives to discuss how they put the animals in order.</p>	<p><b>Intrapersonal</b>          As students write the letter to Farmer Mc Donald they can use their intrapersonal intelligences.</p>
<p><b>Spatial</b>          Through teacher guidance groups of students design and label their own farms using boxes, cardboard and construction paper.</p>	<p><b>Interpersonal</b>          Students practice this intelligence as they work with others to place farm animals in order from smallest to largest, etc.</p>
<p><b>Musical</b>          Students sing the song. Also, they are shown how to keep the beat using shakers and tambourines.</p>	<p><b>Naturalist</b>          Students use picture cards to sort farm animals according to their characteristics.</p>
<p><b>Combinations of the Intelligences</b>          Several of these activities use combinations of intelligences. Whenever an activity calls for the use of language, for example, it engages linguistic intelligence along with the intelligence that is targeted. The primary purpose is to suggest activities that target at least one of each of the intelligences. If more than one intelligence is activated, it merely enhances learning by creating more profound connections between the content and the</p>	

Template 9  
Multiple Intelligences Thematic Template

<p>Theme: Transportation          Song: Driving in my Car (retrieved from <a href="http://songsforteaching.com">http://songsforteaching.com</a>)          Objective: To provide activities that enable all students to learn content while developing literacy skills.          E.L.D Standards: P.A 1.10, CAP 1.1, CAP 1.3, DWR 1.11, DWR 1.16</p>	
<p><b>Linguistic</b>          After singing the song, teacher has students identify pairs or groups of rhyming words. Organizes these and writes them on a chart pad. Teacher has students suggest other examples of words that rhyme with those that were identified in the song.</p> <p>Students draw pictures of the vehicle of the future. Then they make written descriptions of what this vehicle can do. For those students that need assistance, teacher can dictate their descriptions.</p>	<p><b>Bodily-Kinesthetic</b>          Students use gestures and actions as they sing the song, "Driving in my Car."</p>
<p><b>Logical-Mathematical</b>          Teacher and students create a class graph representing the number of students that come to school each day by car, bus or on foot. Teacher prepares a graph with pictures of a bus, car and person walking on the X axis and the label # of students written along the Y axis. The teacher polls the students on how they get to school. As students respond they are given sticky notes on which they write their names and place them above the appropriate symbol on the graph.</p>	<p><b>Intrapersonal</b>          Students write about what they notice when people drive and then write about what they think they will need to know when they begin to drive. Students share how they will personally deal with the driving experience in a safe manner.</p>
<p><b>Spatial</b>          As students draw pictures of the vehicle of the future they are engaging this intelligence.</p>	<p><b>Interpersonal</b>          Students utilize this intelligence as they work with others.</p>
<p><b>Musical</b>          Students sing the song. Also, they are shown how to keep the beat using shakers and tambourines.</p>	<p><b>Naturalist</b>          After introducing students to how a car's design helps it to go faster, they consider how certain animal adaptations help them to achieve greater speed.</p>
<p><b>Combinations of the Intelligences</b>          Several of these activities use combinations of intelligences. Whenever an activity calls for the use of language, for example, it engages linguistic intelligence along with the intelligence that is targeted. The primary purpose is to suggest activities that target at least one of each of the intelligences. If more than one intelligence is activated, it merely enhances learning by creating more profound connections between the content and the</p>	

Template 10  
Multiple Intelligences Thematic Template

<p>Theme: Transportation          Song: Hard Working Truck (retrieved from <a href="http://songsforteaching.com">http://songsforteaching.com</a>)          Objective: To provide activities that enable all students to learn content while developing literacy skills.          E.L.D Standards: P.A 1.10, CAP 1.1, CAP 1.3, DWR 1.11, DWR 1.16</p>	
<p><b>Linguistic</b>          After singing song, teacher uses pictures to assist students in identifying the different trucks to which the song verses refer. Students describe each of the trucks while teacher writes their responses on a chart pad or overhead. With teacher support, students write descriptive paragraphs about one of the trucks. After students finish, they illustrate the truck that they described.</p>	<p><b>Bodily-Kinesthetic</b>          Students use gestures and actions as they sing the song, "The hard working truck."</p>
<p><b>Logical-Mathematical</b>          Teacher prepares various types of paper airplanes. Students work in groups to toss the paper airplanes and measure the distance that they flew using a tape measure. Students can record these distances on charts or tables. Then comparisons can be made to determine which type of paper airplane flies the furthest. Students make paper helicopters with varying wingspans. Students drop each of the helicopters from a given height and count the number of rotations each one makes before hitting the ground. Students can then compare the effect of wingspan on the number of revolutions.</p>	<p><b>Intrapersonal</b>          After teacher reads the book, The Ugly Truckling, teacher helps students to recognize that everybody is important and that each person has a special set of talents and capabilities. Then students consider how they cope with situations in which they feel different. Students could write about what they would do if they were the Ugly Truckling.</p>
<p><b>Spatial</b>          As students draw pictures of the truck that they wrote about in their descriptive paragraphs, they are employing this intelligence.</p>	<p><b>Interpersonal</b>          After teacher reads the book, The Ugly Truckling, the children suggest alternative ways in which the The Ugly Trucklings sibling trucks could have treated him so as to not hurt his feelings and help make him feel accepted.</p>
<p><b>Musical</b>          Students sing the song. Also, they are shown how to keep the beat using shakers and tambourines.</p>	<p><b>Naturalist</b>          After students consider how certain airplane designs effect the distance that they can fly, they consider some of the adaptations that help birds to soar through the skies.</p>
<p><b>Combinations of the Intelligences</b>          Several of these activities use combinations of intelligences. Whenever an activity calls for the use of language, for example, it engages linguistic intelligence along with the intelligence that is targeted. The primary purpose is to suggest activities that target at least one of each of the intelligences. If more than one intelligence is activated, it merely enhances learning by creating more profound connections between the content and the</p>	

Template 11  
Multiple Intelligences Thematic Template

<p>Theme: Transportation          Song: The Train Song          Objective: To provide activities that enable all students to learn content while developing literacy skills.          E.L.D Standards: P.A 1.10, CAP 1.1, CAP 1.3, DWR 1.11, DWR 1.16</p>	
<p><b>Linguistic</b>          After singing the song, teacher assists students in writing their own fictional stories about taking a train trip. Before beginning stories, teacher distributes 4 large train car die cuts. Students number each of the train cars 1-4. Students make simple drawings with labels on each to show the sequence of what will happen in their train trip story. On the train car that has the number 1, for example, students draw what will happen first in their story. As a final step students place train cars in order and use their drawings to write a complete story.</p>	<p><b>Bodily-Kinesthetic</b>          Students use gestures and actions as they sing the song, "The Train Song."</p>
<p><b>Logical-Mathematical</b>          Children describe similarities and differences between two trains and big rig trucks, while teacher dictates student responses on an overhead of a Venn Diagram.</p>	<p><b>Intrapersonal</b>          Teacher reads students the story "The Train Ride." Students share how they would feel about traveling alone.</p>
<p><b>Spatial</b>          As students sketch the sequence for their stories about taking a train trip, they are utilizing this intelligence.</p>	<p><b>Interpersonal</b>          Students utilize this intelligence as they work with others.</p>
<p><b>Musical</b>          Students sing the song. Also, they are shown how to keep the beat using shakers and tambourines.</p>	<p><b>Naturalist</b>          Students consider how different types of train engines effect the environment.</p>
<p><b>Combinations of the Intelligences</b>          Several of these activities use combinations of intelligences. Whenever an activity calls for the use of language, for example, it engages linguistic intelligence along with the intelligence that is targeted. The primary purpose is to suggest activities that target at least one of each of the intelligences. If more than one intelligence is activated, it merely enhances learning by creating more profound connections between the content and the</p>	

Template 12  
Multiple Intelligences Thematic Template

<p>Theme: Transportation          Song: The Wheels on the Bus          Objective: To provide activities that enable all students to learn content while developing literacy skills.          E.L.D Standards: P.A 1.10, CAP 1.1, CAP 1.3, DWR 1.11, DWR 1.16,V/CD 1.17</p>	
<p><b>Linguistic</b>          After students sing the song, they brainstorm trips that they have taken on the bus while teacher dictates these on a chart pad. Students are assisted in creating stories that have a logical sequence of events. Then children write stories about bus trips that they have gone on. After the stories have been completed the students illustrate them.</p>	<p><b>Bodily-Kinesthetic</b>          Students use gestures and actions as they sing the song, "The wheels on the bus."           As students retell their bus trip stories by moving the cardboard bus from one place in the room to another, they are engaging this intelligence.</p>
<p><b>Logical-Mathematical</b>          Students use picture cards to determine different ways of classifying various modes of transportation.           Groups of students look through magazines and cut out pictures of vehicles. Then, groups sort vehicles according to the number of wheels they have. Next, students can use construction paper to create a chart with columns for 0, 2, 4, or 6 wheels. Last students glue pictures in correct columns.</p>	<p><b>Intrapersonal</b>          The students that take the bus will interview the bus driver. Then these students share their interviews with the rest of the class. Next, students and teacher co-write a story from a bus driver's perspective. They imagine that they are bus drivers and decide how they would cope with the difficulties of this job.</p>
<p><b>Spatial</b>          Students make buses out of pieces cardboard. The buses are painted and colored. After creating buses they can use them to retell their bus trip stories. Students move bus from one spot in the room to another as they describe their bus trips.           As students illustrate their bus trip stories, this intelligence is engaged.</p>	<p><b>Interpersonal</b>          As students participate in group activities they utilize their Interpersonal Intelligence.</p>
<p><b>Musical</b>          Students sing the song. Also, they are shown how to keep the beat using shakers and tambourines.</p>	<p><b>Naturalist</b>          Students consider the environmental impact that it would have if more people used public transportation.</p>
<p><b>Combinations of the Intelligences</b>          Several of these activities use combinations of intelligences. Whenever an activity calls for the use of language, for example, it engages linguistic intelligence along with the intelligence that is targeted. The primary purpose is to suggest activities that target at least one of each of the intelligences. If more than one intelligence is activated, it merely enhances learning by creating more profound connections between the content and the</p>	



Template 13  
Multiple Intelligences Thematic Template

<p>Theme: Weather          Song: So Cold Outside (retrieved from <a href="http://songsforteaching.com">http://songsforteaching.com</a>)          Objective: To provide activities that enable all students to learn content while developing literacy skills.          E.L.D Standards: P.A 1.10, CAP 1.1, CAP 1.3, DWR 1.11, DWR 1.16,V/CD 1.17</p>	
<p><b>Linguistic</b>          Students and teacher use their observations of temperature, wind speed and how cloudy it is to make predictions about the weather. Teacher dictates student predictions onto a chart pad creating a weather forecast for the rest of the day. Students can take turns reading this forecast.</p>	<p><b>Bodily-Kinesthetic</b>          Students use gestures and actions as they sing the song, "So Cold Outside."           Teacher brings cold weather and warm weather clothing articles to class. Yarn can be used to make two large circles on the classroom floor. Students play a game in which teams compete to categorize the clothing articles into two groups by placing them in one of the circle of yarn. The clothes are separated according to whether or not they are worn in warm or cold weather.</p>
<p><b>Logical-Mathematical</b>          As students participate in the game in which they categorize clothing articles, they use their Logical-Mathematical intelligence.</p>	<p><b>Intrapersonal</b>          Students write a journal entry about a time that they were very cold and how they dealt with it.</p>
<p><b>Spatial</b>          Groups of students illustrate each day's weather forecast.           Students draw pictures and label what people who live in cold temperatures wear.</p>	<p><b>Interpersonal</b>          As students participate in group activities they utilize their Interpersonal Intelligence.</p>
<p><b>Musical</b>          Students sing the song. Also, they are shown how to keep the beat using shakers and tambourines.</p>	<p><b>Naturalist</b>          Through teacher guidance, students create lists or webs that describe adaptations that allow certain animals to survive in the cold.</p>
<p><b>Combinations of the Intelligences</b>          Several of these activities use combinations of intelligences. Whenever an activity calls for the use of language, for example, it engages linguistic intelligence along with the intelligence that is targeted. The primary purpose is to suggest activities that target at least one of each of the intelligences. If more than one intelligence is activated, it merely enhances learning by creating more profound connections between the content and the</p>	

Template 14  
Multiple Intelligences Thematic Template

<p>Theme: Weather          Song: Water in the Air          Objective: To provide activities that enable all students to learn content while developing literacy skills.          E.L.D Standards: P.A 1.10, CAP 1.1, CAP 1.3, DWR 1.11, DWR 1.16</p>	
<p><b>Linguistic</b>          The students sing the song. Then the teacher uses the song to introduce students to the concept of the water cycle. Once students are familiar with this concept, teacher assists children in making a narrative text about the journey of a water droplet. Students can do this by making their own books with each page representing a different part of the water cycle.</p>	<p><b>Bodily-Kinesthetic</b>          Students use gestures and actions as they sing the song, "Water in the Air." After each verse students place hands in front of and slowly lower them while moving their fingers to make a rain gesture.</p>
<p><b>Logical-Mathematical</b>          Students use calculators to subtract the amounts of rainfall for various years in order to compare differences in precipitation levels. Students can write these findings in their weather journals. Example-If there was 22 inches of rain in 1988 and 30 inches in 2005, then students could say there was 8 more inches of rain in 1988 than in 2005.</p>	<p><b>Intrapersonal</b>          Students can write in their journals about why water is important to them and why. They can describe how water makes them feel.</p>
<p><b>Spatial</b>          Students illustrate each page of their water cycle narratives</p>	<p><b>Interpersonal</b>          As students participate in group activities they engage their interpersonal intelligences.</p>
<p><b>Musical</b>          Students sing the song. Also, they are shown how to keep the beat using shakers and tambourines.</p>	<p><b>Naturalist</b>          Students sort plant leaves into two categories. Those that come from plants that can survive in an area of limited precipitation, and those that come from plants that need to live in moist environments. (Broad leaves need a moist environment)</p>
<p><b>Combinations of the Intelligences</b>          Several of these activities use combinations of intelligences. Whenever an activity calls for the use of language, for example, it engages linguistic intelligence along with the intelligence that is targeted. The primary purpose is to suggest activities that target at least one of each of the intelligences. If more than one intelligence is activated, it merely enhances learning by creating more profound connections between the content and the</p>	

Template 15  
Multiple Intelligences Thematic Template

<p>Theme: Weather          Song: What will the Weather Be?          Objective: To provide activities that enable all students to learn content while developing literacy skills.          E.L.D Standards: P.A 1.10, CAP 1.1, CAP 1.3, DWR 1.11, DWR 1.16</p>	
<p><b>Linguistic</b>          Teacher reads several informational books to students on the topic of weather and has students sing the song on several occasions to build background knowledge. Next, teacher brainstorms with students the characteristics of different types of weather. Teacher dictates student responses onto a matrix drawn on the board. Through teacher assistance, students write their own informational books describing different types of weather.</p>	<p><b>Bodily-Kinesthetic</b>          Students use gestures and actions as they sing the song, "What Will the Weather Be?"</p>
<p><b>Logical-Mathematical</b>          Working in groups, students use thermometers to measure the temperature over a given period of time. Then they create bar or line graphs and make predictions.</p>	<p><b>Intrapersonal</b>          Students consider how different types of weather makes them feel. Then students complete close sentences.          (When it is _____ I feel _____ because _____.)</p>
<p><b>Spatial</b>          Students draw and label pictures of their favorite kind of weather.</p>	<p><b>Interpersonal</b>          Students employ this intelligence as they work with others</p>
<p><b>Musical</b>          Students sing the song. Also, they are shown how to keep the beat using shakers and tambourines.</p>	<p><b>Naturalist</b>          Students use picture cards to categorize animals according to the type of weather in which they can survive. Some animals, for example, are sorted into a cold weather column while others are placed in a hot weather column. Then teacher leads students in discussion of the types of adaptations that the two groups of animals have.</p>
<p><b>Combinations of the Intelligences</b>          Several of these activities use combinations of intelligences. Whenever an activity calls for the use of language, for example, it engages linguistic intelligence along with the intelligence that is targeted. The primary purpose is to suggest activities that target at least one of each of the intelligences. If more than one intelligence is activated, it merely enhances learning by creating more profound connections between the content and the</p>	

Template 16  
Multiple Intelligences Thematic Template

<p>Theme: Weather          Song: Wind          Objective: To provide activities that enable all students to learn content while developing literacy skills.          E.L.D Standards: P.A 1.10, CAP 1.1, CAP 1.3, DWR 1.11, DWR 1.16,</p>	
<p><b>Linguistic</b>          The teacher reads students the book, "Hormiguita." This story is about a little ant that tricks the wind into blowing a cloud out of the sun's way. Then teacher can assist students in writing their own story about the wind. Teacher helps students to include character, setting, problem, and resolution by providing children with a mediated structure.</p>	<p><b>Bodily-Kinesthetic</b>          Students use gestures and actions as they sing the song, "Wind." After each verse students blow wind out of their mouths.           With teacher assistance, students build and fly kites. They consider how flying kites helps them to understand the power of the wind.</p>
<p><b>Logical-Mathematical</b>          Students make a windsock out of paper bags, dowels and string. They use the windsock to make observations each day. Wind speed and direction are entered in charts and tables within a weather notebook. Students can use the charts to see patterns and make predictions.</p>	<p><b>Intrapersonal</b>          Teacher helps students to consider ways in which they are like the wind. Teacher could say, "Maria is like the wind because she helps others by giving them a little push when they need help."</p>
<p><b>Spatial</b>          As students participate in the windsock activity they are engaging their spatial skills.</p>	<p><b>Interpersonal</b>          Students engage this intelligence as they work together with other children.           Teacher reads the fable, "The Sun and the Wind." Students discuss the meaning of the fable by considering how persuasion can be stronger than force.</p>
<p><b>Musical</b>          Students sing the song. Also, they are shown how to keep the beat using shakers and tambourines.</p>	<p><b>Naturalist</b>          Students consider the song verse that describes how the wind helps plants to disperse their seeds. Students blow on dandelions so as to see how the wind does this. Then students go on a walk around the school grounds looking for other plants that seem to disperse their seeds in the wind.</p>
<p><b>Combinations of the Intelligences</b>          Several of these activities use combinations of intelligences. Whenever an activity calls for the use of language, for example, it engages linguistic intelligence along with the intelligence that is targeted. The primary purpose is to suggest activities that target at least one of each of the intelligences. If more than one intelligence is activated, it merely enhances learning by creating more profound connections between the content and the</p>	

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