University of Northern Iowa

UNI ScholarWorks

2004

Music that teaches

Susan L. Carroll
University of Northern Iowa

Let us know how access to this document benefits you

Recommended Citation

Carroll, Susan L., "Music that teaches" (2004). *Graduate Research Papers*. 1919.
https://scholarworks.uni.edu/grp/1919

Music that teaches

Find Additional Related Research in UNI ScholarWorks

To find related research in UNI ScholarWorks, go to the collection of School Library Studies Graduate Research Papers written by students in the Division of School Library Studies, Department of Curriculum and Instruction, College of Education, at the University of Northern Iowa.

Abstract

Not many materials for librarians are available in a participatory form. Most materials are available for presentation. But research has shown that affective learning, which allows students to participate, has had a positive effect on young children learning their basic skills. This research project will be used for participation. The research project used the standards, benchmarks, and objectives found in library curricula for kindergarten through third graders. These standards were the basis of the lyrics to the songs. Music was composed to complement the lyrics and a songbook was designed which included these songs, illustrations, and suggestions for activities to accompany the songs.

Music That Teaches

The Graduate Research Project

Submitted to the

Department of Curriculum and Instruction

Division of School Library Media Studies

In Partial Fulfillment of the Requirement for the Degree

Masters of Arts

University of Northern Iowa

by

Susan L. Carroll

July 28, 2004

This Research Project by: Susan L. Carroll

Titled: Music That Teaches

Has been approved as meeting the research paper requirements
For the degree of Master of Arts.

7/30/04

Date Approved

Barbara Safford

Graduate Faculty Reader

7-30-04

Date Approved

Kelly Stern

Graduate Faculty Reader

8-24-04

Date Approved

Greg P. Stefanich

Head, Department of
Curriculum and Instruction

Abstract

Not many materials for librarians are available in a participatory form. Most materials are available for presentation. But research has shown that affective learning, which allows students to participate, has had a positive effect on young children learning their basic skills. This research project will be used for participation.

The research project used the standards, benchmarks, and objectives found in library curricula for kindergarten through third graders. These standards were the basis of the lyrics to the songs. Music was composed to complement the lyrics and a songbook was designed which included these songs, illustrations, and suggestions for activities to accompany the songs.

Table of Contents

Chapter One

Introduction

> My bologna has a first name,
> It's O-s-c-a-r.
> My bologna has a second name,
> It's M-a-y-e-r.
> I have to eat it every day,
> And if you ask me why I have to say,
> Because Oscar Mayer has a way
> with b-o-l-o-g-n-a!
> (Oscar Mayer, 1976).

Music that Teaches

Did you learn to spell Oscar Mayer and bologna from the above little ditty?

(Kraft Foods, Inc., 2004, from www.kraft.com). Do you remember *Schoolhouse Rock*

from the 1970s and its songs for children such as *Grammar Rock, Multiplication*

Rock, History Rock, and Science Rock? (Metcalf & Arbetter, 2004, Electronic

version). And in the last decade have you listened to children singing '*I love you, you*

love me. We're a happy family'? (Lyons Partnership, L.P., 2002, Electronic version).

One of the most ubiquitous children's songs, T*he Alphabet Song* (Kluytmans, 1998,

Electronic version), sung to the tune of *Twinkle, Twinkle, Little Star* (Kluytmans,

1998, Electronic version), allows preschoolers to learn their ABCs through singing. It

is the combination of singing along with learning, which is enjoyed by the parents,

teachers, and small children.

"Momma, play us a little ditty." The researcher's children used to always say

that. Actually, they still do. The one thing that they did not realize was that the ditty

was an original. And these self-composed children's songs helped them learn. Piaget

(1951, p. 271-3) agreed that music could help children learn through the combination of aesthetic (appealing to the senses) and cognitive (intellectual or requiring understanding) growth. This kind of learning can be applied to all subjects. This research project will result in a collection of original songs about libraries for you children.

Affective Learning

Bloom identified three domains to the educational process (1975). He recognized these three domains as the Cognitive Domain (requiring understanding or intellectual), the Affective Domain (emphasizing feeling and emotion), and the Psychomotor Domain (concerned with motor skills) (p. 31-42). This research is concerned with the combining of the Affective Domain with the Cognitive Domain to produce a project for school librarians, teachers, parents, and children to enjoy and learn.

It is the Affective Domain that has the most relevance to this project. The Affective Domain allows children to participate and enjoy the learning process. It helps children not only to *receive* the information, but to also *respond* through active participation. The children can make *value* choices to approve, display, exhibit, and share the materials. This results in the *organization* or synthesis of the worth of the materials and builds internally a consistent value system. In other words the *characterization* of affective learning allows children to act, display, practice, and incorporate the learning for a long period of time (Bloom, 1956; Krathwohl, Bloom, & Masia, 1964).

While the non-cognitive aspects of learning have been hard for psychologists to define, these aspects have been generally agreed upon as a domain labeled *affective*. The Affective Domain includes the concepts of emotions, feelings, motivation, and drives. These concepts as well as cognition are considered integral in the process of learning (Barber, 1972). Children learn more when their emotions and perceptions are involved in the process of receiving appropriate and relevant information. And when information is presented to children in a desirable manner, such as music, children learn with more depth (p. 9).

Media Specialists can be innovators by developing and implementing ways to present information that appeals to children in an affective manner. This allows children to increasingly participate in the learning process, and become decreasingly dependent on the innovator (Barber, p. 9). The affective process helps Media Specialists keep traditional lecture presentations to a minimum. It also helps the child to experience information and to successfully interact with the information as well as with peers, adults, and administrators (p. 103). Rachel Carson expressed the affective domain as: "If facts are the seeds that later produce knowledge and wisdom, then the emotions and the impressions of the senses are the fertile soil in which the seeds must grow" (Brooks, p. 202).

History of Children's Music

Fink wrote that there are two major pieces of evidence that show music existed as far back as 3400 years ago. Both sketches of musicians and songs were found in the Syrian city of Ugarit (now Ras Shamra) on clay tablets. Archaeologists in the 1950s found the clay tablets and interpreted them as songs using a 7-tone

diatonic scale as well as harmony. Before the findings, music was thought to begin about 2000 years ago. But the picture of a harp type instrument being strummed and the musical notations of what is believed to be a complete cult hymn changed the concept of the origin of western music (Fink, 2003, Electronic version).

The emergence of children's music is attributed to many different places such as England, France, and Africa, where children were taught through poetry, folklore, and songs (Britannica, 2004, Electronic version). But Africa, south of the Sahara, is credited with some of the earliest oral teaching to children with songs in the 18th century (Children's Britannica, 2004, Electronic version). The teaching of poetry, folklore, and songs brought here by African slaves led to children's music in the western society.

Principles of Different Learning Methods and Memory

Piaget (1952) determined that by combining the cognitive (or intellectual), and the affective (or rising from emotions or feelings) styles of learning, children do learn basic reading skills (p. 3). To break this down, children first learn to talk and read by listening to their parents' voices (US Department of Education, 2003). Babies learn the sounds of language from the kind of voices they hear, which are often heard as the sound of lullabies or the affective, sensual appeal of music. Since parents are a child's first teacher, music is a first method of teaching. (US Department of Education Library Services). *Literacy Net* (US Department of Education, 2003) recommends starting music education by combining songs and written lyrics in preschools before five years old. A five to nine year old enjoys all kinds of singing

and dancing and is able to learn the words and rhythms. Children learn recognition of words from musical patterns by repetition. (US Department of Education, 2003).

Music and language are related. "Words are meaning...Words tell us what we are. We are ribbons to the future and, words set to music lead us there" (Bayless & Ramsey, 1987, p. 93). Repeating and showing the words to a familiar and enjoyable song have been shown to result in younger children learning word and phrase recognition quicker. (Lamb & Gregory, 1993, p. 19).

As Piaget stated, children learn in different ways. He concluded that children learn through play, dreams, imitation, and music, as well as logical thinking, reasoning, and judgment (Piaget, 1951, p. 258-9, 271-3).

Library Instruction

School librarians teach students about what materials libraries have and how to use them. A librarian usually gives library instruction to students during a certain period each week. Ingles and McCaque discussed that the method to teach students about a library was to present lessons (p. 11). They admitted that the method of teaching was usually presentation and given in the form of group instruction. But they also agreed that motivation or *purposing* the work of the library could not be secured under these conditions (Ingles & McCaque, p. 17).

In 1994 Kuhlthau agreed with Ingles and McCaque that the underlying object of teaching library research needed to be to find a program that is interesting to students (p. 2). But she believed that students needed to be actively engaged in their own learning (p. 2-4). She discussed that teachers and librarians often emphasize the technical aspects of learning, such as parts of the research paper, how many pages,

and how many books, but neglect the process that students will experience during their search for information (Kuhlthau, p. 4).

LaGuardia demonstrated teaching tips to becoming a library teacher. Her method was again to establish the librarian as the class instructor and to get the students to listen carefully to what the librarian has said. She set up the steps to any *good* presentation, and referred to the students as "your target audience" (p. 63). But again she asked the "$64,000 question" of "how do you teach them?" (p. 62). The "trick" she said was to provide the information so the students can make choices about how to use it (p. 60). She too was concerned that just presentations was not the answer because studies showed that students retain only about 5 percent of a lecture (LaGuardia, p. 60).

Problem Statement

The problem addressed in this research project is that the teaching materials available to librarians are largely for presentation to children rather than participatory by children.

Purpose

This research project will help young children learn by getting them physically involved through singing, dancing, and clapping. At the same time, they will be learning about libraries and what they offer. The project will combine the two styles of learning, emotional appeal and intellectual understanding. This research project is to present a tool for librarians to use to teach in a participatory manner.

Research Questions

The research questions are: Can aspects of library curriculum be set to music? Will it be possible to produce a collection of songs for the K-3 audience? Can different formats of instruments be appropriate for this project? And will librarians be comfortable using music?

Assumptions

Of course, as with any project, there are assumptions made. One assumes that a librarian will want to sing with a young group of children. Each song would teach different materials and services provided by elementary libraries and librarians. For example, one song might explain using the computer to find keywords, titles, and subjects of interest. Another might explain the Dewey system and how it helps organize.

It would add to the enjoyment of the experience to have a small keyboard or guitar or other instruments to accompany the songs, but may not always be possible. This would lead to the assumption that someone may play the music from a CD. Librarians would have to enjoy the enthusiasm of young children jumping, singing, and clapping.

Limitations

The limitations will be writing to an audience of elementary students between kindergarten and third grade. The lyrics need to be appropriate, enjoyable, and understandable for this age group. The materials will be limited to the English language at this point. The materials will also be limited to teaching about useful resources such as books, computers to find books and materials of interest, videos,

magazines, CD-ROMs and the many other media types available from the elementary school library and librarian.

Definitions

Aesthetic-appreciative of, responsive to, or zealous about the beautiful; also responsive to or appreciative of what is pleasurable to the senses.(Shafritz, Koeppe, & Soper, p. 25).

Affective-relating to, arising from, or influencing feelings, emotions and moods. (Corsini, p. 25).

Causal-of or relating to physical or logical necessity. (Corsini, p.146).

CET-the Center for the Enhancement of Teaching.

Cognitive-capable of being reduced to empirical factual knowledge.(Corsini, p. 179).

Copyright-the exclusive legal rights to reproduce, publish, and sell the matter and form (as of a literary, musical, or artistic work). (Britannica, 2004, Electronic version).

Cortex-the surface layer of gray matter of the cerebrum that functions chiefly in coordination of sensory and motor information.(Corsini, p. 152, 227).

DAT-digital audio tape (Edgar, p. 1195).

Harmony-the combination of simultaneous musical notes in vertical music contrasted with horizontal music. (Kennedy, p. 321).

Intellectual-developed or chiefly guided by the intellect rather than by emotion or experience. (Corsini, p 494).

Lyric-the words of a song-often used in plural. (Kennedy, p. 440).

Music-the science or art of ordering tones or sounds in succession, in combination, and in temporal relationships to produce a composition having unity and continuity. (Webster, 1999, p. 950).

Neural-affecting a nerve or the nervous system, situated in the region of or on the same side of the body as the brain and spinal cord. (Corsini, p. 637).

OED-Oxford English dictionary that is produced by the Oxford University Press and available on the web. (OED, 2003).

Psychomotor-pertaining to mind combined with movement or motor skills. (Corsini, p. 785).

7-tone diatonic scale-a series of notes which often consists of degrees and a leading note (a scale). (Austin Symphony, 2003).

Spatial-sensory summation that involves stimulation of several spatially separated neurons at the same time. (Corsini, p. 928).

Temporal-of or relating to the sequence time as distinguished from space (Corsini, p. 987).

Significance

The songs and materials deriving from this project will help children learn about elementary school libraries and achieve the curriculum benchmarks, standards, and objectives. The materials will teach children in a more participatory way than just showing and telling them. Also it will be enjoyable and memorable. Each simple song will be something a young mind can memorize through repetition and participation. While many songbooks have been written to help young children learn to read, these materials will also help them learn to appreciate our libraries and their many facets.

Chapter Two

Review of Related Research Literature

Since most teaching tools available to librarians are largely for presentation, these songs and materials will be used to teach in a participatory manner. Lullabies are often our first exposure to music to relax and soothe our infants to sleep. The learning process has already begun with the loving words sung to the babies. Next the songs are simple rhymes set to music such as *the Itsy Bitsy Spider* or *Pop Goes the Weasel*, which gets the small child involved with simple hand movements and clapping. Small children are delighted with these songs, but are also learning words and participation. By two or three, our toddlers and preschoolers are learning the alphabet and small words sometimes through small picture songbooks or educational television shows or preschool. Next is the emergence of songbooks, which through repetition, children learn familiarity and enjoyment. The following research studies are related to this research project and fall into these categories: curriculum, learning, and early children's music.

Kindergarten to Third Grade Library Curriculum

The benchmarks, objectives, and standards of kindergarten to third grade library curriculum will be the basis for the lyrics in the songs of this project. These requirements are based on the commonalities found among the curricula listed in the Appendices A, B, & C.

Kindergarteners will be concerned with finding easy and picture books and identifying their authors. They will learn about care of the library materials, and when and where to return materials. The library workers will explain who they are and how

they can help. The students will learn to recall a story and begin to appreciate reading, listening, viewing, and participating for enjoyment.

First through third graders will build on their knowledge by learning about fiction and non-fiction, authors, illustrators, and subjects. They will learn about using reference materials, both print and electronic forms. They will learn to identify main characters, ideas, events, and to draw conclusions from stories. Medals and awards will be introduced, as will parts of a book such as the index, glossary, and title page.

Kindergartners through third graders will be encouraged to participate in summer programs, and to visit public libraries, area libraries, book fairs, and bookstores. They will learn to read to younger children and to enjoy sharing information. The objectives will help to motivate lower elementary students to become lifetime readers, investigators, and learners (*ICCSD Student Goals/Standards: Standards and Benchmarks.* Iowa City, 2002, http://www.iowa-city.k12.ia.us/District/StudentGoals/libmedia.htm; *Educational Policies Service/ National School Boards Association Coding System for District policies, regulations, and procedures.* Waterloo, IA, 2002, http://offices.waterloo.k12.ia.us/policies/policies.html; & *Kansas Library Media: Media Curriculum Guide.* Kansas, 2004, http://www.usd458.k12.us:82/curriculum/ Library/Library.HTML).

Effects on Learning

Angle (2002) conducted a descriptive study that used quantitative data to set variables in an elementary school in Virginia to determine if music programs did help students achieve better in English, math, and science. He administered to eighth

graders the *Virginia Standards of Learning* tests and then did a stepwise regression analysis to control the variables of other influences. The test group had participated in music classes, while the control group had not. While the correlation rates were not significant in math and science test scores, there was .01 significance in English. His results were that music participation did not impact school-wide achievement. Again Angle (2002) found some precedence for a relationship between music, self-discipline, and reading. (p. 8).

Concerned about the effectiveness of its primary educational system, the Slovak Republic did a research study on pretend play, or the use of affective learning, and children's performance of cognitive skills (Gmitrova, 2003). The research was performed for three months with 51 Kindergarteners in Presov, Slovak Republic. The 51 children were divided into two mixed groups of boys and girls and presented 26 lessons (p. 242). The lessons were observed two hours a day for four days a week. During the two hours, the children would have teacher-directed play which resembled traditional education. The teacher would stand in front of the room and direct the children's activities. The children would respond to the teacher by listening and obeying instructions.

The child-directed play allowed the children to free play in groups. The children chose the lesson games according to their own interests, without teacher intervention. The children progressed at their group chosen pace, and the duration of each game was dependent on the children's interest.

Data were collected regarding the children's affective and cognitive manipulation by using the accepted taxonomies of Bloom's cognitive domain and

Krathwohl's affective domain. A *t* test and two-way ANOVA were used to test the relationship between the domains. The cognitive domain was the first factor based on the teacher-directed play. The child-directed play was used as the affective.

With the two-way ANOVA, a statistically significant difference was found in the children's learning. Both the affective and cognitive domains of the children had higher levels of learning achieved through children choosing their playing. The study suggested a growing evidence of many connections between cognitive competences and pretend play.

Gmitrova (2003) believed if children lack opportunities to free play, their ability to do as well in literacy, mathematics, and science may be diminished. The children in the groups exhibited less reliance on the teacher and on peers for help in problem-solving situations through the use of child-directed play.

Effects on reading.

Wagley (1978) theorized that a program of beginning reading and music would work to successfully combine affective and cognitive growth in order to help daycare students learn to read. Wagley speculated that there would be a difference between young students taught to read with music and without music. She hypothesized that since most methods of teaching were concerned with a cognitive approach, she would use a study directed toward looking at the advantages and benefits of using music for enjoyment and an affective approach to begin reading.

To test her hypothesis, Wagley chose 83 children that were four or five years old from a daycare in North Dallas, Texas (p. 11). The children were divided into two test groups. The experimental group added a song to the lesson of the day. The groups

were monitored for uniformity and time spent with the only difference being the song added.

The Spache Diagnostic Reading Scales were used as the pre and post test document (p. 12). Wagley found through a factorial analysis of variance (ANOVA) that while the students with music showed more enjoyment of the lesson than the students without music; there were no significant difference achieved in reading skills (Wagley, 1978, p. 67).

The teaching of music and reading in this age group did not make a difference with reading skills. It only added enjoyment to learning. But the research showed the enjoyment of music might lead to the future development of reading. Preschool seemed to be too young for the children to have reached a level to relate songs to testing reading skills. She believed that future studies needed to be done over a longer period of time. Wagley's research was limited to three months.

A series of research projects reported by Rauscher, Shaw, Levin, Ky and Wright in 1994 attempted to establish a correlation between music and the development of spatial skills. In 1991 Shaw hypothesized that there is a causal connection between music training and spatial ability. They proposed that music activity strengthens neural firing patterns organized in a spatial-temporal code over large regions of the cortex. Their prediction was that music can be used to develop inherent brain patterns and may be an important element of human intelligence.

A small pilot study was conducted in 1993 with ten preschoolers in order to provide supporting behavioral data (Rauscher, Shaw, Levin, Ky and Wright, 1993).

To support the pilot study, further research was conducted in 1994. The following research was done to test again Shaw's theory.

The method used to test the hypothesis was a pilot study using preschoolers (Rauscher, Shaw, Levine, Ky and Wright, 1994). Nineteen preschoolers were provided with music lessons and fourteen who were not. Lessons were fifteen-minute private keyboard lessons, thirty-minute daily group singing lessons, and daily-supervised practice time. The study continued for eight months. Used for measurement was the *Weehsler Standardized Spatial Reasoning IQ Test*. Spatial skills were also measured on both groups before the study and after by the age-standardized test the *Object Assembly Task*. The prediction was that music training would increase spatial-temporal task scores but not affect spatial-logical tasks.

The results suggested a causal relationship between music and spatial task performance. While the findings were not significant, Rauscher recommended music education for all students. She stated that it is unfortunate that science has to show the value of music to education. While the data from the research did not diminish music as an art, it did increase the status of music as an educational tool (Rauscher, Shaw, Levine, Ky & Wright, 1994, p. 8).

Effects of music on math and science.

Benes-Lafferty (1995) studied whether using musical activities along with mathematics instructions improved second graders skills and whether music improved attitudes about learning math. He used 44 second graders from a rural setting. An experimental group of 22 students were picked randomly. The experimental group of students participated in singing songs, using body movements,

chanting and rhyming to learn mathematical concepts with songs such as *The Money Song* (a parody of *Yankee Doodle*).

The control group, the remaining 22 students, used a traditional textbook to learn mathematics. Each day the students of both groups were given a like/dislike record sheet to place a sticker on what they liked or did not like in the math lesson. *Iowa Test of Basic Skills* was used to assess both groups' computational skills and understanding prior to and after the study.

It was hypothesized that musical activities designed for second graders would improve the retention of mathematical concepts and improve attitudes towards the concepts. The study was conducted for 45 days.

The findings indicated that musical activities were an effective way to teach mathematical concepts to second graders. There were no significant findings that skills were improved with songs, but the experimental group showed significantly higher positive attitudes than the control group by the daily like/dislike records. The Benes-Lafferty study concurred with the belief that the use of music with lessons improves young people's attitudes toward learning (1995, p. 1).

Harty and Samuel (1986) designed a study to investigate the relationship between attitudes toward learning and ability in science. Data were collected from 228 elementary students by using four measures of attributes (Harty & Samuel, p. 53).

The purpose of the study was to see if there was a correlational relationship between the four variables of attitudes, interest, curiosity and self-concept, and better

performance in science. Data were collected from 118 girls and 110 boys from one school system by using surveys.

The researchers used surveys that had been used by earlier researchers, (p. 53). The four instruments used in previous research studies were Fisher's *Children's Attitudes Toward Science Survey*, Harty, Andersen, and Enoch's *Children's Interest in ScienceMeasure*, Brookover, Thomas, and Paterson's *Self-Concept of Ability Scale in Science-Form B*, and Harty and Beall's *Children's Science Curiosity Scale*. The four discriminant validity techniques showed that students' grades correlated positively with their interest in and attitudes toward elementary science curriculum (p. 54).

The results showed that attitudes, interest, curiosity, and self-concept were significantly related to performance in the science classroom. The research suggested future teaching methods using affective learning to promote interest and more independent learning of science skills (p. 59).

Authors and Lyricists of Songs for Children

In contrast to Wagley's (1978) and Rauscher's findings (1994), Cynthia Rylant, an author well known for several children's books of poetry, believed children did learn to read and enjoy through poetry, songs, and emotions (1989). She has won numerous awards from her books of poetry for young children. These lyrical books were directly connected to her childhood and learning.

Cynthia Rylant was born June 6, 1954 in Hopewell, Virginia. She lived in a poor area of Appalachia and had no idea what to do after leaving high school. She decided to attend college and attended the University of Charleston. She completed a

Master's degree in English at Marshall University. She got a job working in a children's section of a public library. She became a professional librarian with a Master's from Kent State. Her interest was in writing poetry. Her first book *When I was Young in the Mountains* (1982) received the American Book Award and was a Caldecott Honor Book. Poetry and children were her passions. Cynthia Rylant said that 'books alter our hearts'.

In a 1989 interview, she related that poetry helped express her most intense feelings. She wrote *Waiting to Waltz: A Childhood* (1984), a book of poems to help children from eight to fourteen to learn and enjoy reading because she believes 'children long for the same things and are afraid of the same things, and want someone to write about all of this so we won't feel too crazy or alone' (p. 2). She believes that poetry added insight and acceptance to reading (p. 3).

Cynthia Rylant has won citations and awards from *Publishers Weekly* (*244* p. 178-9), the Newbery medal (*The Horn Book*, *69* p. 416-9), and numerous more awards. She has been described as lyrical and concerned with young people's issues. (Educational Paperback Association, 2003, Electronic form).

Raffi Cavoukin agreed with Cynthia Rylant. He found a connection between singing and reading in young children (*Songs to Read,* 1988). Riane Eisler, the author of *The Chalice, and the Blade* (1987) and *Tomorrow's Children* (2000) wrote about Raffi "That Raffi's songs as those of the troubadours of old, come out of love". Raffi launched a program called *Books for Babies* (2002), in Durham, Ontario libraries that provided parents of very young children with appropriate books and accompanying activities. He spoke at the Oshawa Public Library with Bert Simpson, who is the

Director of Learning Resources for Troubadour Music, about the connection between singing and reading in the early years. The connection is the basis for Raffi's best selling *Songs to Read* (1988) series of children's books. Bert Simpson and Raffi pointed out at this meeting that singing and reading to young children have a positive affect on very young children. Raffi's philosophy is that "songs provide an uplifting balance, and a poignant reminder of what the advocacy (child honoring) is all about" (1999). He proposed that raising a child involves a holistic idea and relates to the entire make up of a child's world. In his speech *Loving Challenge* (1999), he said that while good health is important, so is growing in emotional intelligence and affective learning.

Raffi has won numerous awards in his 25-year career. He has won The Order of Canada in 1983 and several awards from the Numerous Parent's Choice and American Library Association. He has won awards in the recording industry, video awards, and several book awards such as the Book of the Month Club and International Reading Association and many more.

Raffi Cavoukin was born on July 8th, 1948 in Cairo, Egypt. His family immigrated to Canada in 1958. There he began his career as a singer and songwriter by performing young children's music. He has recorded 13 albums and 3 concert videos. He is well known for *Baby Beluga* (1983), *Wheels on the Bus* (1988), *Five Little Ducks* (1989), and *Down by the Bay* (1987) for baby and toddlers.

His covenant for honoring children states:

'We find these joys to be self-evident. That all children are created whole, endowed with innate intelligence, with dignity and wonder, worth of respect. The embodiment of life, liberty and happiness, children are original blessings, here to learn their own song.'
Raffi (Raffi News, 2003, Electronic form)

Summary

The research project will use the commonalities of the standards, benchmarks, and objectives found in library curricula for kindergarten through third graders from three school districts. These skills will form the basis of the lyrics to the songs. Research by both Angle (2002) and Shaw (1987) found causal or correlational affects on the use of music in teaching reading.

Gmitrova (2003) found that children allowed time for child-directed play, instead of just teacher-directed play, did obtain higher levels of abilities to do literacy, mathematics, and science in later years. Allowing children to choose their play developed better problem-solving skills.

Wagley's research (1978) found that adding music to reading did add enjoyment to learning and that more research needed to be done to correlate positively affective learning and reading skills.

Benes-Lafferty (1995) did research where singing songs, using body movements; chanting and rhyming were added to mathematical concepts. Again higher positive attitudes were found with the students using songs than the group without. Benes-Lafferty (1995) concurred that the use of affective learning with music improved children's attitudes toward learning math.

Harty and Samuel (1986) found more correlational evidence of the relationship of attitudes toward learning and ability. They found that there was a significant relationship between the four variables of attitudes, interest, curiosity and self-concept, and better performance in science.

Rauscher (1994), Rylant (1984), and Raffi (1999) concurred that music is an educational tool to help with emotional intelligence and to develop well-rounded students. School librarians could use the songs and CD as an enjoyable participatory tool with young students to teach library curriculum and to share the vast opportunities of a library.

Chapter Three

Procedures

Most of the instructional materials available to librarians are in a presentation form. This research project is presented as a participatory form. The purpose of the research was to present a tool to enhance the method of teaching library objectives to children from the ages of five to nine by using affective learning. A CD-ROM was added to enhance this method in library centers without instruments available.

This researcher chose instructional content that is appropriate for kindergarten to third grade, such as book awards and other skills in the library curriculum (Appendices A, B, & C). These benchmarks and objectives were the basis for the lyrics of the songs.

Ten tunes, with lyrics about school libraries and the library curriculum, were composed. The Human Participant Protections Education for Research Completion Certificate was obtained by completing the online course. Then permission was obtained from Human Participants Review Committee to try out three of the songs in a classroom with third graders. Student suggestions guided revisions.

Procedure

After the children's feedback, the songs were recorded with an electronic keyboard onto a PC using a music notation software program. The notation of the songs was then exported into another program and printed out on heavy paper. Illustrations and suggested activities for using the songs were added. Then everything was put into a book form. A cover, title page, note page, contents, and acknowledgements were added.

On a digital recording program, tracks were used to add children singers. The different tracks were then burned onto a CD-ROM. It was added to the book to finish the research project.

Chapter 4

Accompanying book and CD-ROM, *Music That Teaches.*

Chapter 5

Summary, Suggestions for Further Research, Conclusions

Summary

Not many materials for librarians are available in a participatory form. Most materials are available for presentation. But research has shown that affective learning, which allows students to participate, has had a positive effect on young children learning their basic skills. This research project will be used for participation.

The research project used the standards, benchmarks, and objectives found in library curricula for kindergarten through third graders. These standards were the basis of the lyrics to the songs. Music was composed to complement the lyrics and a songbook was designed which included these songs, illustrations, and suggestions for activities to accompany the songs.

Suggestions for Further Research

The first suggestion for further research would be to take the finished book into a classroom for a longer period of time. The students could learn each of the songs and perform them. Later they could recall what they remember for lyrics, such as the terminology, concepts, authors, searches, referencing, and so on. The book could be taught by collaborating the music teacher and librarian and their classes. The control group for the experiment could be taught the concepts of library studies without the music and in the more traditional presentation manner. The results of retention and enjoyment could be compared.

Comparing the use of music at different grade levels could be another subject for further research. This could be a study to see what age group learns the most from an affective learning method by using songs.

Conclusions

As an attempt to demonstrate the hypothesis that music teaches, three songs were brought into a classroom setting for a trial. The research project used the standards, benchmarks, and objectives found in library curricula for kindergarten through third graders. These standards were the basis of the lyrics to the songs. They are listed in the Appendices following Chapter Five.

The entire experience of initiating contact with the principal and the music teacher, and sharing the project with a class went very well. They were eager to help and very cooperative. Another teacher passed out the permission forms and collected them. The students worked hard to learn the songs and were respectful and helpful with answers to the questions. The music teacher chose a class, and enjoyed the project as a good break from finishing school days. The students were accepting of the songs and enjoyed them. After they had practiced the songs a few times, the following five questions were asked:

1. Which song did you like the best?

2. Which song didn't you like?

3. What words do you remember?

4. What things did you learn about libraries?

5. Do you have other ideas for songs about your library?

The student provided thoughtful and helpful suggestions to the questions. What was learned in the classroom experience was to cut out intros, to shorten interludes, to slow the tempo down, and to simplify. It was a great experience and gave a direction to continue.

Time limitation was the biggest factor in this research. More could have been tried and done had there been months or even years to conduct the research. All the songs could have been tested in a classroom experience similar to the one done with three songs. With more time to share the songs, more evidence of whether the concepts were retained could have been measured.

The research possibilities of affective learning are limited only by the imagination. If words help a child think a thought, and music helps a child feel a feeling, then a song can help a child feel a thought.

In other words, learning is crucial. But let's not forget, as a child learns with play and song, he participates and enjoys what is taught. So as the music teaches, the learning can also be participatory and fun. One more time, librarians, teachers, and children-*Do the Dewey* with me.

References

Agnes, M. (1999). Webster's new world collegiate dictionary, 4th Ed. New York, NY: MacMillan USA.

Anderson, L. & Krathwohl, D. (2001). *A taxonomy for learning, teaching and assessing: a revision of Bloom's taxonomy of educational objectives.* New York: Longman.

Angle, M. (2002, p.8-117). *Does music matter? Using school-wide student participation in elective music programs to predict variability in school achievement.*

Barber, W. (1972). *The Affective domain: a resource book for media specialists.* Washington: Gryphon House. p. 9, 103.

Bayless, K. & Ramsey, M. (1987). *Music: a way of life for the young child.* Columbus: Merrill Publishing Company.

Benes-Lafferty, K. (1995). *An analysis of using musical activities in a second grade mathematics class.* Indiana: University of Pennsylvania, unpublished doctoral dissertation.

Bloom, R. (1975). Stating educational objectives in behavioral terms. *Nursing Forum, 14*(1), p. 31-42.

Britannica Student Encyclopedia. (2004). *Literature for children.* Chicago: Encyclopaedia Britannica, Inc Retrieved on March 9,2004, from http://www.britannica.com/ebi/article?eu+297478.htm.

Brookover, W., Erickson, E., & Joiner, L. (1976). Self-concept of ability and school achievement-III. East Lansing, MI: Cooperative Research Project No. 2831, Michigan State University.

Brookover, W., Thomas, S., & Paterson, A. (1964). Self-concept of ability and school achievement. *Sociology of Education, 37* p. 271-78.

Brooks, P. (1972). *The house of life: Rachel Carson at work.* Boston: Houghton Mifflin. p. 202.

Callison, D. (2000, November). Taxonomy. *School Library Media Activities Monthly, 17* n3 p 35-39.

Carson, R. (1965). *A sense of wonder.* New York: Harper & Row.

Corsini, R. (1999). *The dictionary of Psychology.* Ann Arbor, MI: Brunnet/Mazel.

Crocker, R. (1997). *Studies in Medieval music theory and the early sequence* (Collected Studies, 580). Brookfield, VT: Variorum.

Edgar, K. (1976-). *Acronyms, initialisms, and abbreviations dictionary. 1*(part 2), 33rd Ed. Detroit: Gale Research Co.

Educational Paperback Association. (2003). *EPA's Top 100 Authors: Rylant, Cynthia.* New York: H.W. Wilson. Retrieved on March 9, 2004, from http://www.edupaperback.org/showauth.cfm?authid=40.

Eisler, R. (1987). *The chalice and the blade, and tomorrow.* Cambridge, Mass: Harper and Row.

Encyclopaedia Britannica. (2004). *Copyright.* Encyclopaedia Britannica Premium Service. Retrieved on March 8, 2004 from http://www.britannica.com/eb/article?eu=26641.

Fink, R. (2003, March). *Evidence of harmony in ancient music.* Saskatoon, Canada: Greenwich Publishers. Retrieved on March 8, 2004 from http://www.webster.sk.ca/greenwich/evidence.htm.

Fink, R. (2003, March). *The origin of music.* Saskatoon, Canada: Greenwich Publishers. Retrieved on March 8, 2004 from http://www.webster.sk.ca/greenwich/evidence.htm#book.

Fisher, T. (1973). The development of an attitude survey for junior high science. *School Science and Mathematics , 73* p 647-52.

Frykholm, J. (2004, Winter). Teachers' tolerance for discomfort: implications for curricular reform in mathematics. *Journal of Curriculum and Supervision, 19* no.2 p. 125-49.

Gmitrova, V. (2003, Summer). The impact of teacher-directed and child-directed pretend play on cognitive competence in Kindergarten children. *Early Childhood Education Journal, 30* no. 4 p. 241-6.

Hammerman, E. (1987, January). *Research* based objectives for environmental education: consensus on the past; a base for the future. *Science Education, 71* p. 29-40.

Harty, H., Andersen, H., & Enochs, L. (1984). Exploring relationships among elementary school students' interest in science, attitudes toward science, and reactive curiosity. *School Science and Mathematics, 84* p. 308-315.

Harty, H., & Beall, D. (1984). Toward the development of a children's science curiosity measure. *Journal of Research in Science Teaching, 21* p. 425-36.

Harty, H. & Samuel, K. (1986). Exploring relationships among four science teaching-learning affective attributes of sixth grade students. *Journal of Research in Science Teaching, 23* n1 p 51-60.

Ingles, M. & McCaque, A. (1944). *Teaching the use of books and libraries.* New York: The H. W. Wilson Company. p. 11-17.

Iowa Department of Education. (2002, Fall). *ICCSD Student Goals/Standards: Standards and Benchmarks.* Iowa City: Department of Education. Retrieved on March 7, 2004, from http://www.iowa-city.k12.ia.us/District/StudentGoals/libmedia.htm.

Iozzi, L. (Spring 1989). What *research* says to the educator: environmental education and the *affective domain. The Journal of Environmental Education, 20* p. 3-9.

Jarvis, P., Fulghum-Nutters, H. & Shelton, L. (1994). *Smart ways to teach your child.* South San Francisco: South San Francisco Public library. Retrieved on March 9, 2004 on http://literacynet.org/parents.

Kansas State Department of Education. (2004). *Kansas Library Media: Media Curriculum Guide.* Kansas: Department of Education. Retrieved on March 7, 2004, from http://www.usd458.k12.us:82/curriculum/ Library/Library.HTML.

Karp, T. (1983). *Dictionary of music.* Evanston, IL: Northwestern University Press.

Kennedy, M. (1996). *The concise Oxford dictionary of music.* Oxford, NY: Oxford University Press.

Kluytmans, T. (1998). *Alphabet Song.* Victoria, BC, Canada: KIDiddles. Retrieved on March 8, 2004, from http://www.kididdles.com/mouseum/a004.html.

Kluytmans, T. (1998). *Twinkle, Twinkle, Little Star.* Victoria, BC, Canada: KIDiddles. Retrieved on March 8, 2004, from http://www.kididdles.com/mouseum/t023.html.

Kraft Foods Inc. (2004). *Oscar Mayer.* Chicago: Kraft Foods, Inc. Retrieved on March 10, 2004, from http://www.kraft.com.

Krathwohl, D. & Bloom, B. & Masia, B. (1964). *Taxonomy of educational objectives: Handbook II: Affective domain.* New York: David McKay Co.

Krumme, G. (1995/2001). *Major Categories in the Taxonomy of Educational Objectives.* Washington: Association of Washington Geographers. Retrieved

on March 8, 2004, from
http://faculty.washington.edu/krumme/guides/bloom.html.

Kuhlthau, C. (1994). *Teaching the library research process.* 2nd Ed. Metuchen, NJ, & London. p. 2-4.

LaForgia, J. (July 1988). The *affective domain* related to science education and its evaluation. *Science Education, 72* p. 407.

LaGuardia, C. & Oka, C. (2000). *Becoming a library teacher.* New York: Neal-Shuman Publishers, INC. p. 56-61.

Lamb, S., & Gregory, A. (1993). The relationship between music and reading in beginning readers. *Educational Psychology, 13,* p. 19-26.

Lyons Partnership, L.P. (2002). *Barney and Friends: PBS Kids.* Dallas: HIT Entertainment PLC. Retrieved on March 8, 2004, from http://pbskids.org/barney/.

McGirr, P. (1994) Verdi invades the kindergarten. *Association for Childhood Education International.* Galegroup, *71* n2 p. 74-6.

McLeod, D. (1994, December). Research on affect and mathematics learning in the JRME. *Journal for Research in Science Teaching, 25* p. 637-47.

Merriam-Webster's collegiate dictionary (10th ed.). (1998). Springfield, MA: Merriam-Webster.

Metcalf, B. & Arbetter, T. (2004). *Schoolhouse Rock.* Retrieved on March 5, 2004, from http://www.postdiluvian.org/~gilly/Schoolhouse_Rock/HTML/schoolhouse.html.

Nathall, G. & Alton-Lee, A. (Spring 1995). Assessing classroom learning; how students use their knowledge and experience to answer classroom achievement test questions in science and social studies. *American Educational Research Journal, 32* p.185-223.

Nelson, D. (1983). The cognitive-affective dualism of music learning .United Kingdom: Society of research in psychology of music and music education. *Psychology of Music, 11*(2) p. 67-72.

Notre Dame Catholic School. (2004). *Library Curriculum.* Cresco: IA. Retrieved on March 8, 2004, from http://www.aea1.k12.ia.us/notredame/gradethe.htm.

Oxford English dictionary online. (2003). Oxford: Oxford University Press. Retrieved on May 15, 2003, from http://0-dictionary.oed.com.unistar.uni.edu/cgi/entry_main/00118610?case_id=z62d-zCFG

Piaget, J. (1952). *Autobiography. In E. Boring (ed) History of psychology in autobiography, 4.* Worcester, MA: Clark University Press.

Piaget, J. (1924). *Judgment and reasoning in the child.* London: Routledge & Kegan Paul.

Piaget, J. (1951). *Play, dreams and imitation in childhood.* New York: W.W. Norton & Company Inc. p. 258-9, 271-3.

Publication manual of the American Psychological Association. (5th ed.). (2001). Washington, DC: American Psychological Association.

Raffi News. (2003). *Children's Music and Child Honoring.* Mayne Island, B.C.: Troubadour Music Co. Retrieved on March 8, 2004, from http://www.raffinews.com/news/news.html.

Rauscher, F. (1993). Music and spatial task performance. *Nature, 365,* p. 661.

Russell, B. (1993). *Raffi. Raffi songs to read.* New York: Crown.

Shafritz, J. & Koeppe, R. & Soper, E. (1988). *The facts on file dictionary of education.* New York: Oxford.

Statistical Abstract of the United States. (121st ed.). (2001). U.S. Census Bureau.

Steele, A. (1972). *The community music school: flexibility and accessibility.* US: American Music Therapy Assn.

Teach With Movies. (2004). *Educate and entertain with the music man.* Santa Monica, CA: TeachWithMovies.com. Retrieved on March 9, 2004, from http://www.teachwithmovies.org/guides/music-man.html.

Wagley, M. (1978). *The effects of music on affective and cognitive development of sound-symbol recognition among preschool children.* P. 3-68.

Wagner, P. (1983, October). The nature of paradigmatic shifts and the goals of science education. *Science Education, 67* p. 605-13.

Waterloo Community School District. (2002, January 3). *Educational Policies
    Service/ National School Boards Association Coding System for District
    policies, regulations, and procedures.* Waterloo, IA: Curriculum Development
    and Evaluation.
    Retrieved on March 7, 2004, from
    http://offices.waterloo.k12.ia.us/policies/policies.html.

Appendix A

Media-Library

Iowa City Student Benchmarks

Kindergarten through Second

Understands basic organizational pattern of library media center
Locates parts of a book
Selects a "Just Right" book for personal reading
Respects library media center facility, resources and policies
Listens attentively
Takes part in discussions

Third and Fourth

Explains an information need
Understands the concept of key words
Differentiates between fact and fiction
Identifies main idea from selection read aloud
Uses both text and visuals to understand literature
Selects resources based on interest, need and appropriateness
Respects others' ideas and backgrounds and acknowledges their contributions
Practices proper care and handling of print and non-print media and equipment

Appendix B

Media-Library

Waterloo, Iowa Student Benchmarks, Objectives, and Standards

Kindergarten

1. To learn the purpose of the media center
    -where it is located
    -people who work there and purpose
    -how to check out materials
    -how to and where to return materials on time

2. To learn special authors and literature appropriate to Kindergarten
    -medals and symbols
    -selected authors and illustrators

First

1. To find fiction and non fiction books
    A. Fiction books
        -to find books by alphabetical order by author
    B. Nonfiction books
        -to find by subject

Second and Third

1. To use the card catalog to find books by subject, author, and title
2. To use the electronic card catalog to find books by subject, author, and title
3. To start reading chapter books
4. To learn different fiction genre such as tall tales, mysteries, sports, and poetry
5. To learn about call numbers and to locate nonfiction books
6. To locate favorite authors
7. To learn the purpose of the reference section (both print and electronic forms)
    -encyclopedias
    -dictionaries
8. To learn the parts of a book
    A. Spine
        -title
        -author
        -call information
    B. Title page
    C. Table of contents
    D. Copyright data
    E. Index
    F. Glossary

Appendix C

Basehor-Linwood K-3 Curriculum

Kansas Library-Media Grade Kindergarten District Objectives:

I. The student will demonstrate competence in recognizing when information is needed:

    A. find books they can read
    B. recall content of a story
    C. identify the cover and spine of a book
    D. listen to stories of various types and lengths

II. The student will demonstrate competence in recognizing how to retrieve and evaluate information:

    A. locate picture books
    B. locate easy to read books
    C. locate animal books
    D. identify and use children's periodicals
    E. alphabetize by the first letter
    F. identify the work of the author and the illustrator

III. The student will demonstrate competence in recognizing how to use information effectively:

    A. after listening to or reading a story, identify a sequence of events of at least three incidents
    B. follow verbal instruction for equipment use

IV. The student will demonstrate effective communication of information through oral, written, and electronic formats:

    A. participate in and respond to oral language development experiences including nursery rhymes, finger plays, wordless picture books, poetry, and stories that rhyme
    B. retell stories or information orally, pictorially or in writing
    C. share literary selections with classmates
    D. dramatize simple stories
    E. develop listening skills through a variety of media

V. The student will exhibit respect and responsibility for information sources and show consideration for other information users:

 A. check out and return materials to the library media center
 B. demonstrate proper care of materials including how to turn book pages and use a bookmark
 C. encourage students to obtain a public library borrower's card

VI. The student will identify and select materials from a variety of resources for personal enjoyment and to foster life-long learning skills:

 A. locate the library media center with minimal supervision
 B. encourage participation in the public library and summer reading programs
 C. read, listen and view for enjoyment
 D. visit area libraries

Grades 1-2-3, Lower Elementary District Objectives:

I. The student will demonstrate competency in recognizing when information is needed:

 A. use pictures to gain and present information

II. The student will demonstrate competency in recognizing how to retrieve and evaluate information:

 A. locate and identify basic reference materials as sources of information- dictionary, encyclopedia, atlas, almanac, thesaurus
 B. use the card and/or automated catalog to locate materials from which to find information
 C. locate and read a story from a different culture
 D. distinguish between fact and fiction in materials either read, viewed, or listened to
 E. recognize main idea in stories that are read, listened to, or viewed
 F. recognize sequence of events in stories that are read, listened to, or viewed
 G. recognize characters in stories that are read, listened to, or viewed
 H. recognize emotional reactions and motives of story characters
 I. draw conclusions from open ended stories
 J. identify works of recognized illustrators of picture books
 K. use appropriate search strategies to obtain information through electronic technology

III. The student will demonstrate competency in recognizing how to use information effectively:

A. identify and use parts of a book to gather information for classroom assignments-glossary, copyright, publisher, title page, table of contents, index

B. use basic reference materials as sources of information-dictionary, encyclopedia, atlas, almanac, thesaurus

IV. The student will demonstrate effective communication of information through oral, written, and electronic formats:

A. present information gathered from Library Media Center resources orally to a teacher, small group, and class

B. produce visuals such as charts, dioramas, maps, overhead transparencies

C. interpret visuals such as charts, dioramas, maps, overhead transparencies

D. construct a simple map of the library media center

E. read a story to a younger child and parent/adult

V. The student will exhibit respect and responsibility for information sources and show consideration for other information users:

A. check out and return all types of materials without assistance

B. demonstrate proper care of materials including electronic formats

VI. The student will identify and select materials from a variety of resources for personal enjoyment and to foster life-long learning skills:

A. locate the library media center and make visits independently and with a class

B. demonstrate enjoyment of the library media center by reading, listening, and viewing for personal information

C. understand and read chapter books

D. understand the significance of the Caldecott Award

E. read, listen and view for enjoyment

F. visit area libraries

Informed Consent Forms

UNIVERSITY OF NORTHERN IOWA

**HUMAN PARTICIPANTS REVIEW
PARENTAL PERMISSION**

Invitation to Participate: Your child has been invited to participate in a research project conducted through the University of Northern Iowa. The University requires that you give your signed agreement to allow your child to participate in this project. The following information is provided to help you make an informed decision whether or not to participate.

Nature and Purpose: Since materials available to librarians are largely presentation to children rather than participatory by children, this research project will allow children to learn through music and participation.

Explanation of Procedures: Students, during one fifty minute music class period, will listen to, learn and sing songs about library curriculum. The students will be asked to participate only during the one class period on one day. They will be asked for feedback about the songs. The following questions will be asked about the songs:
    1. Which song did you like the best?

    2. Which song didn't you like?

    3. What words do you remember?

    4. What things did you learn about libraries?

    5. Do you have other ideas for songs about your library?

No names will be used in the research project, and the data will not be collected via the web.

Discomfort and Risks: This research carries no more than minimal risks. Extra activities have been planned for children who plan to not participate, or do not receive parental permission, or choose to absent themselves during the activity. These activities will be games, worksheets, flashcards, and puzzles about children's music. No content/curriculum will be missed by participating.

Benefits: No benefits are affected by voluntary or involuntary withdrawal or termination. No direct benefits will be received from the study. But the songs will be enjoyable and teach about library curriculum.

Confidentiality: Information obtained during this study, which could identify your child will be kept confidential. No video or audio recording will be made. The

summarized findings may be read and used in future research projects. However no individual names will be collected or recognizable in the research. **Right to Refuse or Withdraw**: Your child's participation is completely voluntary. He or she is free to withdraw from participation at any time or to choose not to participate at all, and by doing so, your child will not be penalized or lose benefits to which he/she is otherwise entitled.

Questions: If you have questions about the study you may contact or desire information in the future regarding your child's participation or the study generally, you may contact Susan Carroll at 319-277-4924 or the project investigator's faculty advisor Dr. Barbara Safford at the Department of Curriculum and Instruction/ School Library Media Studies, University of Northern Iowa 319-273-2551. You may also contact the office of the Human Participants Coordinator, University of Northern Iowa, at 319-273-2748, for answers to questions about rights of research participants and the participant review process.

Agreement:

> **I am fully aware of the nature and extent of my child's participation in this project as stated above and the possible risks arising from it. I hereby agree to allow my son/daughter to participate in this project. I have received a copy of this form.**

_____   _____
(Signature of parent/legal guardian)   (Date)

_____
(Printed name of parent/legal guardian)

_____
(Printed name of child participant)

_____   _____
(Signature of investigator)   (Date)

University of Northern Iowa

Human Participants Review
Informed Assent
(Sample Child/Minor Assent Form)
For young child approximately 6-10 years old

Project Title: Music That Teaches

Name of Principal Investigator(s): Mrs. Susan Carroll

▪▪

I, _____, have been told that my mom, dad, or the person who takes care of me has said that it is okay for me to take part in an activity about library materials by learning songs about libraries.

I am doing this because I want to. I have been told that I can stop my part in the activity at any time. If I ask to stop or decide that I don't want to do this activity at all, nothing bad will happen to me.

_____   _____
Name   Date