

## iSongs Activities

### **Lip-sync competition**

#### **Novice Level Interpretive Activity:**

1. Students choose a song to lip-sync or perform.
2. Students record themselves performing.
3. Students watch the performances and record a comment on the one they think did the best on whatever criteria you choose.
4. There could be an award for funniest, most realistic, most challenging, etc.
5. The teacher can post the winners.

## iSongs Activities

### Word Recognition

#### Novice Level Interpretive Activity:

1. Choose a theme or topic that you have studied recently or are going to begin investigating.
2. Have students locate and listen to the iSong.
3. Students complete the chart with the appropriate words and their meaning.

iSong Month/Year: \_\_\_\_\_

iSong Title: \_\_\_\_\_

<b>Cognates I recognize:</b>	<b>Meaning:</b>
<b>Words I've learned in class:</b>	<b>Meaning:</b>
<b>Words I can figure out from context:</b>	<b>Meaning:</b>

## iSongs Activities

### Draw Me a Picture

#### Novice Level Interpretive Activity:

1. Choose a theme or topic that you have studied recently or are going to begin investigating.
2. Have students locate and listen to the iSong.
3. Students jot down key words or phrases from the song using the table below.
4. Students draw a picture to represent the song and how it makes them feel.

iSong Month/Year: \_\_\_\_\_

iSong Title: \_\_\_\_\_

<b>People:</b>	
<b>Places:</b>	
<b>Things:</b>	
<b>Actions:</b>	
<b>Feelings:</b>	

## iSongs Activities

### Asking and Answering Questions

#### Novice Level Interpretive Activity:

1. Choose a theme or topic that you have studied recently or are going to begin investigating.
2. Have students locate and listen to the iSong, and read the lyrics provided.
3. Students write questions to ask their classmates about the song.
4. Write one question for each W below if possible.
5. To extend this to **Interpersonal Speaking**, have students ask their questions in class.
6. Have each student answer the questions of at least 2 other students. You may wish to group students and give each group a different song.

iSong Month/Year: \_\_\_\_\_

iSong Title: \_\_\_\_\_

Who?	
What?	
When?	
Where?	
Why?	
How?	

## iSongs Activities

### Song Comparison

#### Intermediate Level Interpretive Activity:

1. Students listen to two songs by the same artist or two songs by artists from the same country.
2. Students complete the chart comparing the two songs.
3. You can provide additional directions about what types of things the students should look for, such as melody, rhythm, tempo, mood, rhyme scheme, theme, how it makes you feel, etc.

Song 1:	Both	Song 2:

## iSongs Activities

### Song Playlist

#### My Favorite

#### Intermediate Level Interpretive Activity:

1. Students browse iSongs for a song that is representative of their own favorite artist or genre of music.
2. Students listen to the song and note what about the song represents the artist or genre.
3. Students write a paragraph with details about how the iSong is similar to one by their favorite artist or in their favorite genre.

iSong Month/Year: \_\_\_\_\_

iSong Title: \_\_\_\_\_

Favorite artist or genre of music: \_\_\_\_\_

#### Notes:

#### Paragraph:

## iSongs Activities

### Intermediate Level Interpretive/Presentational Activity:

1. Students create a personal playlist of 10 songs that fit their personality.
2. For each song, students will write a sentence or two explaining why they like the song or why they identify with it.

Song and Artist	Why I am choosing this song
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

## iSongs Activities

### Music Survey

#### Intermediate Level Interpersonal Speaking Activity:

1. Students create five survey questions to ask their classmates about their musical preferences.
2. At least two questions must reference specific iSongs or artists featured in iSongs.
3. Students ask their questions in class. Each student answers their classmates' questions.
4. Depending on the size of your class, you may want to create groups of 5-10 students to answer each others' questions.
5. Students record their survey questions and responses in a chart similar to the one below.
6. To extend this activity to **Presentation Writing**: Students make a quick bar or pie graph showing the results and write one or two sentences summarizing the results.

	Response #1	Response #2	Response #3	Response #4	Response #5
Question 1:					
Question 2:					
Question 3:					
Question 4:					
Question 5:					



## iSongs Activities

### Compare and Contrast Perspectives

#### Advanced Level Interpretive Activity:

1. Students choose a target language iSong and an English language song about similar themes.
2. Students compare and contrast the themes and cultural perspectives portrayed in each song.
3. Students can use the table below to organize their thoughts before writing several paragraphs detailing their findings.
4. To extend this activity into **Presentational** modes, you could create a Performance activity and have students share their information.
5. Students can respond to each other in class to continue the conversation and answer questions, or offer opinions in the **Interpersonal** mode.

	Target Language Song	Both	English Song
<b>Song and Artist:</b>			
<b>Time period:</b>			
<b>Genre:</b>			
<b>Theme(s):</b>			
<b>Perspectives:</b>			
<b>Stylistic Notes:</b>			

## iSongs Activities

### Music and Social Justice

#### Advanced Level Interpretive Activity:

1. Students choose a current issue related to social justice in the target culture.
2. Students search for iSongs that are related to the issue or represent the issue in some way.
3. Students then search for a song in English that represents that same issue.
4. Students compare how issues of social justice are represented by music in the target culture versus how they are represented in their own culture.

<b>Social Justice Issue:</b>	
<b>iSong Title and Artist:</b>	<b>English Song Title and Artist:</b>

## iSongs Activities

### Theme Song or Soundtrack

#### Advanced Level Presentational Writing and Speaking Activity:

1. Students choose a song and imagine that it is playing as the background music for a movie or TV scene.
2. Students write a description of what is happening in the scene while the song plays.
3. Students should consider these questions as they are writing their description: **(translate to appropriate TL)**
  - a. What emotions does the song evoke?
  - b. What is the primary theme of the song?
  - c. What might the characters be doing at different points in the song?
4. Have students record themselves on Performance reading the description as the song plays in the background.
5. Extend the activity by making it a chain story - one student shares their description of their scene, then another student picks up where they left off with their song and description. See how crazy of a story your students can put together!

## iSongs Activities

### **Add a Verse**

#### **Advanced Level Presentational Writing Activity:**

1. Choose a theme or topic that you have studied recently or are going to begin investigating.
2. Have students locate and listen to the iSong, and read the lyrics provided.
3. Students write an additional verse or two to the song that stays true to the original spirit of the song, or that takes it in a completely new direction.
4. Pay attention to the rhyme scheme and structure of the original song so that yours matches seamlessly!