

# Strategy: Chanting and Recitation

## DESCRIPTION

Chanting and Recitation are oral strategies used with repetitive texts. The students, as a group, engage in oral repetition with referring to the written word. Recitation is a strategy that begins with students' repeated reading of a poetic text and progresses to students' oral reciting without the text. The purpose is to develop pronunciation, intonation, and rhythm.

## STEPS to Chanting

1. Teacher recites the lines.
2. Teachers and students recite the lines as many times as needed (usually at least 3).
3. Students recite the lines by themselves.

## STEPS to Recitation

1. Teacher and students read each line of the poem.
2. Teacher erases a few key words and students reread the lines, filling in the missing words.
3. Teacher erases a few more words and students reread the lines, filling in the missing words.
4. Take a break.
5. Come back to students rereading lines with even more missing words until they can recite the whole poem from memory.

## BOOKS

Berkes, M. (2013). *Over in a River: Flowing out to the Sea*.

- Older and all grades. ELL Stage: advanced beginner. AD600L
- Also use with: Singing

Carle, E. (1996). *Brown Bear Brown Bear What do you See?* Henry Holt and Co. (BYR)

- Elementary grades. ELL Stage: early beginner. AD200L
- Also use with: Substitution, Vocabulary Card Games

Carle, E. (1997) *Polar Bear Polar Bear What do you Hear?* Henry Holt and Co. (BYR)

- Elementary grades. ELL Stage: intermediate beginner.

Freeman, T. (2003) *Ten Little Monkeys Jumping on the Bed*. Child's Play.

- Elementary Grades. ELL Stage: intermediate beginner

Gray, R. (2004) *Nonna's Porch*. Little Brown Books for Young Readers.

- Elementary grades. ELL Stage: intermediate beginner
- Also use with: Substitution, Vocabulary

Haskamp, S. (2003). *Five Silly Monkeys*. Piggie Toes PR.

- Elementary grades. ELL Stage: early beginner

Kerley, B. (2010). *You and Me Together: Moms, Dads, and Kids around the World*.

- All grades. ELL Stage: intermediate beginner. 190L
- Also use with: Recitation, Book-After-Book

Lowery, L. (2012). *What can an animal do?* NSTA Kids.

- All grades. ELL Stage: intermediate beginner. 280L
- Also use with: Substitution, Recitation

Nelson, K. (2017). *Blue Sky White Stars*. Dial Books.

- All ages. ELL Stage early beginner.

Ringgold, F. (2016). *We came to America*. Knopf Books for Young Readers.

- Upper grades. ELL Stage: advanced beginner. AD430L
- Also use with: Recitation
- Celebrates USA immigration and the country's diverse immigrant heritage.

Sweeney, L. B. Christy, J. (2015). *When the Wind Blows*.

- All grades. ELL Stage: advanced beginner. 240L
- Also use with: TPR, Recitation, Reenactment
- Poetic

Stevens, C. (2021). *Peace Train*. Harper Collins.

- Older and all grades. ELL Stage: intermediate beginner
- Song

Wang, M. (2005) *Who Stole the Cookie from the Cookie Jar?* Piggie Toes PR.

- Elementary grades. ELL Stage: intermediate beginner
- Also use with: Substitution, Oral Interaction

Young, J. (2013) *My Blue is Happy*. Candlewick.

- All grades. ELL Stage: intermediate beginner. AD520L
- Also use with: Recitation

## LESSON PLAN

### ANCHOR BOOK

Haskamp, S. (2003). *Five Silly Monkeys*. Piggie Toes PR.

### OBJECTIVES

- Comprehension:
  - Students learn to identify the new verbs by pointing to the illustrations and by responding to the words with gestures (jumping, eating, sliding, swinging, spinning).
  - Students will be able to ask about and respond to questions about the pictures in the book “What are the monkeys doing?”

- Students will respond to someone who says a false statement.
  - “The monkeys are sliding.” “No, the monkeys are jumping.”
  - “The monkeys are sleeping.” “No, the monkeys are jumping on the bed.”
- Expression: Students will be able to recite and chant the book together.
- Fluency: Students will be able to recite lines.

#### PREPARATION

- Prepare word cards with a different action verb from the story on each one.

#### PRESENTATION

- Conduct a **Picture Walk** by drawing attention to the illustrations of the text and identifying the action occurring on each page (spinning, jumping, eating, etc).
- Teach the negative: Have the students answer YES/NO questions by either correctly describing the actions in illustrations or falsely describing the actions.
- Write the sentence on the board as follows:  
“YES. The monkeys are \_\_\_\_\_ on the bed.”  
And  
“NO. The monkeys are **not** \_\_\_\_ (sleeping, etc) on the bed.”
- Call on a student to answer you in a complete sentence following the above sentence structure. “YES the monkey is *eating* on the bed. OR “NO. The Monkey is *Not Eating* on the bed.”
- Make a chart with the new words on the board.
- Show the written word cards that you prepared and call on a student to match their card with the ones on the board.
- Call on a classmate to identify the verb verbally OR to act it out.

#### GUIDED PRACTICE ACTIVITY

- Conduct a **shared reading** in which you stop and ask students prior to reading each page such questions as, “What are the monkeys doing?” “How many monkeys are left?” and have them answer in complete sentences.
- Reread with children chanting along.
- Turn the pages as students chant each page by themselves.
- Have the students **Chant** the number of monkeys, “on the bed” and “No More Monkeys \_\_\_\_ on the bed” on each page.

#### POST READING ASSESSMENT

Have a checklist with 4 columns, see below for example.

- Mark an appropriate box based on the child's ability.

Child's Name	Participates in Group Chant	Participates with a sentence stem	Can recite by themselves