Retention Through Song One Teacher's Journey with Song in the Classroom

Susan Hager
Illinois Wesleyan University

Robin Leavitt, Faculty Advisor
Illinois Wesleyan University

Follow this and additional works at: https://digitalcommons.iwu.edu/jwprc

Hager, Susan and Leavitt, Faculty Advisor, Robin, "Retention Through Song One Teacher's Journey with Song in the Classroom" (2012). John Wesley Powell Student Research Conference. 17.
https://digitalcommons.iwu.edu/jwprc/2012/ESposters/17

This Event is protected by copyright and/or related rights. It has been brought to you by Digital Commons @ IWU with permission from the rights-holder(s). You are free to use this material in any way that is permitted by the copyright and related rights legislation that applies to your use. For other uses you need to obtain permission from the rights-holder(s) directly, unless additional rights are indicated by a Creative Commons license in the record and/ or on the work itself. This material has been accepted for inclusion by faculty at Illinois Wesleyan University. For more information, please contact digitalcommons@iwu.edu.
©Copyright is owned by the author of this document.
Guiding Questions
• How can I foster student enjoyment for learning with song?
• How can songs most effectively be used to help students to retain content?

Methodology
• The study took place during my student teaching in my fourth grade classroom of 29 students.
• Data included student work, student journals, lesson plans and field notes.
• Four songs were used during grammar, math and science lessons, three of them set to popular melodies.

“You could make songs for learning!”

Multiplication Song
Factors are the numbers that you multiply
Together they make a factor pair.
The product is the answer of the two of them!
Whoaa, Whoa oa oa o

Multiples are products of a number
You can skip add to find them too!
See how multiplying is made easy now!
Whoa Whoa, oa oa oa o

Results
• When proper foundation for content was given and enough repetitions of songs and chants were administered, students positively retained information.
• All songs were memorized over time by students
• Students who were first skeptical about singing in class became some of the most enthusiastic singers.
• Students of all behavioral and academic levels came to love singing, as well as trying out a few dance moves.
• Students recommended singing to other future students.
• Parents loved hearing their student’s enthusiasm for songs in class.

Purpose
The aim of my self study was to foster an enjoyment for singing songs in the classroom and create a positive learning environment, as well as discover if utilizing songs and chants in the classroom would aid students in retaining content.

“I can name ten linking verbs! Am, is, are, was, were, has been, have been, had been, shall be, will be..”

“You taught us songs that we love!”

Acknowledgements
Endless thanks to my cooperating teacher for providing me not only with materials, but support and encouragement to do my best everyday. I also want to thank my students for all of their hard work and dedication in the classroom.