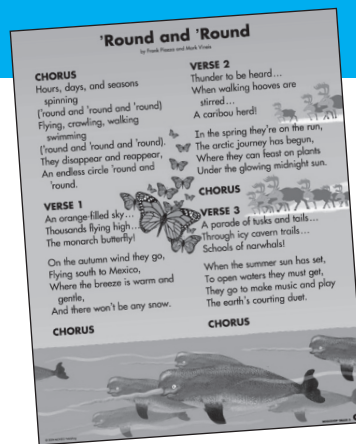


'Round and 'Round

Written by Frank Piazza and Mark Vineis



SUMMARY

'Round and 'round go the seasons of the year, repeating the life cycle of migrating creatures such as the monarch butterfly, the caribou, and the narwhal.

BOOKSHOP MATERIALS

- "Round and 'Round" song chart
- Chart paper
- Pointer (optional)



Let's Sing About It! "Round and 'Round"



Blackline masters (see pages 7 and 8)



indicates possible student responses

SESSION 1

INTRODUCING THE TEXT

- Introduce students to the song by previewing the title of the song and the illustrations on the chart. Discuss what students know about the changing seasons.

Let's read the title of this song and look at the illustrations. It's called "Round and 'Round." What do you think this title could mean? (👤 the animals move 'round and 'round something; maybe the animals go back and forth.) Why do you think animals might go back and forth? (👤 maybe they are looking for something.) Let's think about why the animals could be moving. What about weather? (👤 the weather changes, and the animals may be looking for warmer places when it gets cold or they could be looking for food.) Yes, changing weather could make animals leave one area for another. Let's listen to the song and read the words and then discuss why the animals go 'round and 'round.

READING THE TEXT



Cue the recording to the music-with-singing version of "Round and 'Round."

Encourage students to listen and follow along as you point to each word on the chart as it is sung.

Let's listen to the song now. As we listen, I'll point to each word on the chart as it's sung. Let's see if our ideas about why animals move are correct.

- Next, read the words together with students without the music.
Now let's just read the words together.

TEACHING FOCUS

To help students combine context with relevant prior knowledge to create personal meaning from text

SHARE

Readers are always looking to expand their knowledge of a topic by using what they knew from other reading to help them understand a new text. They may circle phrases they recognize, for example. Discussing your ideas with other readers can help both of you expand your knowledge.



TEACHER TIP

Have dictionaries available and be sure students know how to utilize these tools. If possible, instruct students in the use of online dictionaries as well.

VOCABULARY

Pause at the end of the first line in verse 2. Discuss with students the meaning of the words *caribou*, *herd*, and *hooves*.

Let's look at the words in the verse 2. What kind of animal is this verse talking about? (● caribou) It says there is a herd of caribou and it talks about hooves being stirred. Who can use this information to tell what caribou are? (● animals like buffalo and deer travel in herds; deer feet are hooves; so a caribou must be like a buffalo or deer.) That's very close to the definition. What can we do if we cannot find the definition we need from the context? (● we can use a dictionary.) Let's use a dictionary to look up the word caribou. What does the dictionary tell us about caribou? (● it is a large deer with antlers and lives in North America; it is called a reindeer in Europe.) A caribou and a reindeer are the same animal. Remember to use a dictionary if you cannot discover the meaning of a word from the context.

- Finally, replay the song and invite students to join the singing when they feel comfortable doing so.

Let's listen to the song again. I'm going to sing along. Please join in when you feel able to sing along.

DISCUSSING THE TEXT

- Discuss with students what they know about changing weather and the migration of animals in relation to the seasons.

Let's review our ideas when we previewed the song and the illustrations. (● we thought the animals were moving from place to place maybe because of weather changes or because they were looking for food.) Now that we have finished the song, why do you think the animals are going 'round and 'round? (● they move from place to place as the seasons change; they are looking for warmer places, more food, and to get away from icy water.) What else do you know about animals moving with the seasons? (● I know that when it gets cold here, some of the birds leave and go some place else.) How can you apply this to what you know about the animals in the song? (● I know that butterflies can't live in cold weather, so they need to go someplace warm in the winter; they come back again in the spring; I know that new plants grow in the spring, so I think the caribou are moving to find food when the plants start growing in the spring.) Good thinking! You used what you know about weather changes, seasons, and animal migration to gain meaning from the song.

- Guide students to relate the content to the song title.

How does all of this relate to the title of the song? (● In science we talked about life cycles. They repeat over and over. Seasons do the same thing—they go around and around in a cycle; we also learned that the word cycle has a Greek root that means “ring” or “circle.” So in nature there are lots of cycles going around.) Terrific! I like the way you related this to things you learned in other subject areas—that's a great strategy.

SESSION 2

TEACHING FOCUS

To help students continue to develop, confirm, or adjust predictions or understandings during reading

REFLECTING ON THE TEXT

- Ask students to summarize and reflect on the song they read in the last session. State the focus of the session and tell students they will discuss any new things they have learned from the song.

Let's recall the song we heard in the last session. Who can explain the title? (● as the seasons change, animals move from one place to another.) Before we sang this song, we made some predictions about what the song would tell us. When we read and sing the song again, let's continue to check our predictions, adjust them if necessary, and come up with some new ones to help us understand what the song says.

VOCABULARY

Ask students to share their understanding of the word *cavern*. Extend or clarify their understandings at both the word and passage levels.

In line 2 of verse 3, the text says, "through icy cavern trails . . ." Let's talk about the meaning of the word cavern. (● a cave) A cavern is a large cave. Since a narwhal lives in the water, what kind of cavern trails would it find? (● a narwhal maybe follows some kind of underwater trail through underwater caves; the cavern may be formed by the glaciers or icebergs the narwhal goes through to get to open waters and away from the cold.) You have used excellent thinking to figure out what this word probably means in this song.

READING THE TEXT

WORD STUDY

Invite students to use rules of syllabication to pronounce multi-syllabic words.

This song has many words with more than one syllable. Let's look at Verse 1. In the second stanza is the name of a country. We can use what we know about words with more than one syllable to read this word. We can divide it into parts. We'll say the parts. Then we'll say the whole word. Read the parts. (● /Mex/ /i/ /co/) Say the word. (● Mexico) We can read other multi-syllabic words in this song the same way.



Cue the recording to the music-with-singing version of "Round and 'Round." Encourage students to join in the singing as they feel comfortable. Finally, play the music-only version and sing the song with students.

- Pause the song after the first part of Verse 1 and develop predictions with students. Then pause after singing the chorus following Verse 1 to confirm or adjust their predictions.

Let's pause the song. What image do you see? (● thousands of Monarch butterflies flying.) Let's predict where they are flying and why? (● they are going to a warmer place for the winter.) Let's finish the verse and sing the chorus. Now let's check our prediction. (● we were right, the butterflies did fly to a warmer place.) How do you know? (● the text says they are going south to Mexico where the breeze is warm and gentle and there's no snow.) Based on what we learned here, let's make a prediction about the rest of the song. (● we will read about other animals moving as the seasons change and find out why they move.)

S H A R E

Good readers monitor their own comprehension. This means they know what they understand, they know when they suddenly don't understand, and they know what to do to get their understanding back on track.

DISCUSSING THE TEXT

- Invite students to discuss their predictions.

Now that we have finished the song, let's check our predictions. (● we learned about caribou and narwhals who move with the seasons; the caribou move in the spring to find food; the narwhals swim to open water at the end of summer where there is no ice.) How did you know you were right? (● I saw the words spring, feast, plants and the words summer sun has set, open waters.) What new information did you find that you hadn't predicted? (● I didn't know that butterflies or sea animals migrate.) Making, confirming, and adjusting predictions while you read helps you to understand the text.

TEACHING FOCUS

To help students identify main idea and link to overall messages, themes, and/or information from passage, chapter, whole book or text type



TEACHER TIP

Main ideas can be found at different levels, including sentence, paragraphs, sections, as well as the entire book or song.

SESSION 3

RE-ENTERING THE TEXT

- Introduce the focus of this session. Ask students to think again about what the text is trying to tell them about migration.

Let's think about the song "Round and 'Round." Why do you think the song is called "Round and 'Round?" (● the songwriters want to talk about the change of seasons and how animals know when to go and come back; it's like a big circle with the animals going and coming again every year.) Today we will look for the main ideas in this song so we can link them to the song's message or theme.

ANALYZING THE TEXT

- Discuss with students the main ideas of the song and how it links to the theme or message.

A song can have one theme or message but more than one main idea. What is the main idea of the chorus? (● that animals migrating with the seasons, disappearing from one place, then reappearing by coming back is watching a big circle go round and round.) What about the first verse? (● when the Monarch butterflies fly south, it's autumn.) Now let's talk about the main ideas of the first and second verses. (● it's spring when the caribou herd migrates; it's the end of summer when the narwhal goes to open waters.) Using these main ideas, what do you think the message or theme of the song is? (● animal migrations are like a big circle that happens over and over as the seasons change; we can know what season it is by watching animals migrate; the earth's animals have been going round and round on this circle forever.) Good thinking. Identifying the main idea of parts of a text will help you identify the message or theme of a text.

WORD STUDY

Invite students to identify base words and common prefixes to determine the meanings of prefixed words.

Let's take a look at the chorus in this song. There you will find the words disappear and reappear. These two words have something in common. What do you think that is? (● both words have the word appear in them.) That's correct. Appear is the base word in both of these words. Dis- and

re- are prefixes that change the meaning of the base word. Let's share ideas on what appear means. (● appear means "to come into sight or be seen.") The prefix dis- means "not." Who can tell what disappear means? (● to disappear means to go away or not be seen.) Very good! The prefix re- means "again." Who can tell what reappear means? (● reappear means to come into sight again.) Great job! You used what you know about prefixes and base words to discover the meanings of prefixed words.

SESSION 4

RE-ENTERING THE TEXT

- Introduce the focus of this session. Have students think about other texts that they have read about migration and seasonal cycles.

So far you have heard, read, and sung the words to a song about seasonal cycles and animals. Share with us any other sources in which we might have read about seasons and animals. (● in science we have read about the change of seasons and why animals move from one place to another; we have also read about what happens to habitats when the seasons change.) Today we will discuss and compare what you have read about seasonal changes and migration in "Round and 'Round" with information in other texts.

ANALYZING THE TEXT

- Discuss with students how the song talks about migration and the seasons as compared to what they have learned in other sources about migration. *What can you tell me about the seasonal cycle of the animals in the song? (● animals seem to know when it's time to leave a place or come back to a place.) How do you know this? (● I read that animals cannot tell time, but they know by the air and by something inside them when it's time to move on or go to a warmer or cooler place; the song also says that the animals know to fly away or swim away or run to a place.) You have done a good job of comparing what you have read in other texts to what you are reading in this song. By doing a text-to-text comparison, you can bring ideas together and form new understandings.*

WORD STUDY

Invite students to determine the meaning of unfamiliar terms such as *a parade of tusks and tails* in Verse 3.

Let's look at the first line of Verse 3. Who can tell me what the songwriters mean by "a parade of tusks and tails"? (● the songwriters are talking about the narwhals; a parade is a line of people or animals moving, and a large group of narwhals in the water move south to warmer waters like a big parade; maybe all you can see of the narwhals are the tusks and tails of their bodies in the water.) That is a good explanation. You can use what you know about the animals and the words in a term to break down what the songwriter is trying to say.

TEACHING FOCUS


To help students synthesize important information or understandings across texts to create new understandings

ELL SUPPORT


Encourage students to bring up peculiar expressions and discuss their meaning. Have ELL students keep a notebook of unusual English expressions they wish to remember.

SESSION 5

RE-READING THE TEXT FOR FLUENCY

-  Use the recording and song chart with the group to help students achieve greater fluency by singing the song several times. Use the music-and-words version at least once; then try using the music-only version.

Let's sing along with the recording and look at the words of the song as we sing it together. Looking at and reading the words on the song chart will help us learn the song. Read the words as I point to them . . . Great. Let's try singing it a few more times. The more we sing it, the more fluent our reading will be. This time, we'll listen to just the music and sing the song ourselves. Who would like to point to the words as the rest of us sing?


-  Use the blackline master of the song lyrics on page 7 to allow students to take turns reading the song to one another.

GRAMMAR

- **Action Verbs:** Write *flying* on the board. Help students identify it as a verb. Note that it is an action verb. Encourage them to find the other action verbs in the song.

Look at the word I have written. It is from the song. What kind of word is flying? (● it is a verb; it shows action.) Flying is an action verb. There are a lot of action verbs in the song. How many can you find? (● spinning, crawling, walking, swimming, disappear, reappear, go, feast, play, courting.) You have found many action words in this song. Let's think about why a song about migrating animals might include lots of action verbs. Who has an idea?

WRITING CONNECTION

-  **Describe an Animal:** Have students work with a partner to add another animal to the song. They will need to do a little research to find an appropriate topic (a migrating animal). You might invite students to copy the song's rhyme and rhythm structure so the students' work can be "sung."
I thought it might be fun for you to work with a partner on another verse for this song. You'll have to choose an animal that migrates so it fits the theme. Try to copy the song structure so we can sing your new verses.

Name: _____ Date: _____



'Round and 'Round

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Chorus

Hours, days, and seasons
spinning
('round and 'round and 'round)
Flying, crawling, walking
swimming
('round and 'round and 'round)
They disappear and reappear,
An endless circle 'round and
'round.

Verse 1

An orange-filled sky . . .
Thousands flying high . . .
The monarch butterfly!

On the autumn wind they go,
Flying south to Mexico,
Where the breeze is warm and
gentle,
And there won't be any snow.

Chorus

Verse 2

Thunder to be heard . . .
When walking hooves are
stirred . . .
A caribou herd!

In spring they're on the run,
The arctic journey has begun,
Where they can feast on plants
Under the glowing midnight sun.

Chorus

Verse 3

A parade of tusks and tails . . .
Through icy cavern trails . . .
Schools of narwhals!

When the summer sun has set,
To open waters they must get,
They go to make music and play
The earth's courting duet.

Chorus



Name: _____ Date: _____

Describe an Animal

Choose a new animal for the song. Write a poem about how it migrates. Then draw a picture of the animal below.

My animal is a _____
