PICK A READING PARTNER

2016 PARP TOOLKIT SUPPLEMENT

New York State PTA PARP Award Winning Program from

Oceanside School #5 PTA
Nassau Region

Rocking, Reading, Rapping
### DATA INFORMATION SHEET

Please complete and attach this sheet to your application.  
(This is the second page of your application.)

<table>
<thead>
<tr>
<th>Theme/Title of PARP program</th>
<th>Rocking, Reading, Rapping</th>
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</thead>
<tbody>
<tr>
<td>Name of School (or Library)</td>
<td>Oceanside School #5 PTA</td>
</tr>
<tr>
<td>Name of School District</td>
<td>Oceanside School District</td>
</tr>
<tr>
<td>Grade levels participating in PARP program</td>
<td>Grades 1-6</td>
</tr>
<tr>
<td>Total number of students in participating grade levels</td>
<td>565</td>
</tr>
<tr>
<td>Estimated number of students participating</td>
<td>510</td>
</tr>
<tr>
<td>Length of program (weeks/months)</td>
<td>2 weeks</td>
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### Budget Information:

A PARP program can be supported by PTA funds or other means. Below we are looking for what funds you used to run your program and how you used those funds. The funding of the PARP program breaks down as follows (please list all that apply and be as detailed as possible):

#### Income:

<table>
<thead>
<tr>
<th>PTA/Organization’s Budget (PARP)</th>
<th>$2500.00</th>
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<tbody>
<tr>
<td>School District</td>
<td>$ 0</td>
</tr>
<tr>
<td>Local Organization/Business (Please List)</td>
<td>$1000.00</td>
</tr>
<tr>
<td>PTA Arts in Education (Cultural Arts)</td>
<td>$</td>
</tr>
<tr>
<td></td>
<td>$</td>
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<td></td>
<td>$3500.00</td>
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#### Expense:

<table>
<thead>
<tr>
<th>Author/Programs (Cultural Arts)</th>
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<tbody>
<tr>
<td>General Expense (i.e. copying, postage)</td>
<td>$398.00</td>
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<tr>
<td>Other Expenses (Banners, Breakfast, S'mores.com, Fiverr.com, Centerpieces)</td>
<td>$796.94</td>
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<tr>
<td>Earbuds</td>
<td>$854.73</td>
</tr>
<tr>
<td>Prize - Karaoke Machine</td>
<td>$282.73</td>
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<td></td>
<td>$</td>
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<td></td>
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#### Total Cost of Program

| Total Cost of Program | $3332.40 |

### Application Checklist

- Application Cover Sheet (Page 1)
- Data Information Sheet (Page 2)
- Responses to Category Areas 1-3 (Pages 3-6)
- Supportive Materials (Pages 7-21)
- Sent to Region Director – must be postmarked by June 15, 2016 (see NYS PTA website for address)
1. **Goals:** Our objective was to create a reading awareness and incentive program that would attract students’ attention, provide additional educational value, be memorable, and a whole lot of fun for students, their partners, and the school community.

**2016 PARP GOALS**

- Communicate that a PARP Reading Partner can be anyone; reading can happen anywhere; and reading material can include many different formats.
- Communicate a universal love of reading by showing how much others (peers, teachers, parents, and partners) love to read.
- Encourage students to read for 15 minutes with a partner each day of the program. If students reach school wide goal, the school is rewarded with a music-themed prize.
- Focus campaign on the power of storytelling in music and demonstrate how music supports reading and learning.
- Motivate students to read with “out of the box” music-related options; reading from song lyrics, reading from karaoke screens, and reading books written by famous musicians.
- Attract attention, create buzz, and encourage sharing through the creation of original songs/videos.

2. **Implementation:** Between February 1st and February 12th, School #5 students explored the connections between music and reading. “*Rocking, Reading, Rapping...sharing stories through music*” encouraged students to select a reading partner and read with them for a minimum of 15 minutes a day. Every 15 minutes read, earned the school 1 point. If the school earned 6,000 points collectively, they would receive a music related grand prize.

Students had opportunities to double their points by participating in fun at home activities which centered on topics such as how music affects reading, how personal stories impact lyrics, how music and poetry are similar, and how many gifted musicians are also talented authors.

The Program: The highlight of the program was an original video about the love and fun of reading featuring School #5 faculty lip-syncing to a newly written and recorded song, “What Do You Read?” based on Justin Bieber’s popular song, “What Do You Need?” The video went viral and viewed by over 3,000 people. [https://youtu.be/6Eoo8LcEyYo](https://youtu.be/6Eoo8LcEyYo) Students were also encouraged to create their own videos.

**How It Worked:** Immediately after PARP 2015 ended, the PARP Committee began brainstorming ideas for PARP 2016. We knew we wanted to center the theme on music, having seen so many inspiring stories where music lessons have positively helped students in low income communities, process information better and perform better academically. Due to the popularity of YouTube, we also knew we wanted to somehow incorporate a music video to speak to students in a medium they love.

**The Video:** Our PARP Co-Chairperson was inspired when she first heard Justin Bieber’s What
Do You Need? song and thought what if we changed the lyrics to “What Do You Read? She stayed up all night and rewrote the lyrics for Bieber’s song as well as OPM’s song, “Cheerleader”. Using online freelance service provider, Fiverr.com, we were able to affordably hire three singers to sing and record three songs. We also tapped into our school district and recruited the high school film teacher who volunteered with her students to conceptualize, direct, shoot, and edit the “What Do You Read?” video.

Program Support: The two-week program launched February 1st in partnership with our school principal, PTA executive board, school faculty and staff, district staff, and local library. The level of commitment and participation from our principal, faculty, and staff has always exceeded our expectations and made us proud to be of the School #5 family. They will do anything to help foster a love a reading through the school & have always been big supporters of the PTA/PARP.

Program Events:

2/1 – The program started with a Kick Off Video https://www.youtube.com/watch?v=nN2-s1O-Oq0 shown in each classroom that revealed this year’s theme, an overview of the program, and communicated the reading challenge, as well as an original PARP rap song. After the video finished, the students took the reading pledge and were treated to the cultural arts program, Story Faces, by Agostino Arts which all about bringing a story to life.

2/3-2/5 – Students were asked to help update the official School #5 song which was written by Pulitzer Prize nominee, composer, and School #5 former teacher, Frank Brazinski, in the 1970s. The students read the lyrics together and then voted on how to best update outdated verses.

2/5 – A Principal’s PJ Read Aloud was scheduled but canceled due to snow. Our quick thinking Principal responded by inviting PARP partners to send in photos reading together on a snowy day. She then sent out the submitted photos through the school text program REMIND encouraging others to join in and further communicating the universal love of reading.

2/8 – Students were treated to a viewing of the “What Do You Read?” video that starred School #5 teachers and students showing their excitement and love for reading. They loved it and wanted to watch it again and again and were singing the song for weeks.

2/9 – School administrators and community leaders read to students as special Guest Readers. They enjoyed a nice breakfast, a wonderful performance by students, and viewed the new video. They spoke to the students about their love of reading read music themed books. Each student received School #5 ear buds as a gift.

2/11-Students were invited to come to school to dress up as their favorite musicians. Popular costumes included Elvis, 80s rock stars, and Taylor Swift.

2/13- PARP Finale – The entire school came together in the gymnasium to celebrate a special music performance from students honoring Black History Month, get the final results of the new
lyrics of the school song, and find out the total minutes read and learn that they did indeed win the big prize, a karaoke machine! They were treated to a final wrap up video which also included the newly recorded version of Cheerleader as a gift from the teachers to the students to encourage them to continue their love of reading. They also viewed the winning student-created PARP video! https://youtu.be/8cGiwsL4epI

Optional At-Home Activities: Included experiencing homework while listening to classical music, identifying the story of a song, creating an original video to the PARP Rap song, and asking partners to talk about and share stories about their favorite music. Partners were also asked to take the pledge and share their commitment on Facebook and Instagram.

Program Communications:

Parents:

Web Site: A School #5 PARP Web Page was developed using Smore.com to share updates, photos, and videos, as well as PDF versions of all program materials. https://www.smore.com/6a63r

PTA Newsletter: Used to promote before event to build buzz.

Take Home Packet: Included introductory letter, calendar of events, recommended reading and activity ideas.

Email: Used to send a digital version of the take home packet and to provide daily updates.

Text Messaging: Principal shared PARP photos and updates via text program, REMIND.

Twitter: Principal tweeted daily updates, photos, and videos promoting program.

Video: Used to communicate about the program; Kick Off and Finale.

Students:

Outdoor Banners: Attracted attention within school grounds and community.

Original Videos: Played on smart boards to kick off program, communicate PARP challenge, show the universal love of reading, and show how video can be used as a creative expression.

Teachers:

Teacher Packet: Included program overview, calendar of events, and recommended reading.

Community Support:

Local Library Display: Offered books from the Rocking, Reading, Rapping! reading list.

Local News/District News: The program/video was included in the local community paper, as
well as highlighted on the school’s district web site and Superintendent’s Video Message.

3. Results and Evaluation: Overall, School #5 students and their partners read for over 91,860 minutes, earning 6,124 points, and a brand new karaoke machine for the school to continue the celebration of music and reading! We could not be more thrilled to see and hear both students and their partners both talking and singing about reading!

Overall parents commented that their children were really enjoying the program and that they were playing the video and singing the song over and over again. Feedback included “love the lyrics”, “enjoy going through all the materials”, “having an amazing time doing PARP”, “they have been enjoying it ALL night long! Watched it maybe 10 times, every time excited to see their teachers and friends!”

We conducted an online survey to get additional feedback on the program and learned:

- 71% of respondents rated the program as “outstanding” in being effective in motivating to read together with their child.
- 86% of respondents found that the program resulted in their children reading more than the daily required 15 minutes.
- 86% of respondents believed their children learned something new from this year’s program.

When parents were asked about their favorite part of the program replies included: “seeing the teacher videos and reading with my daughter”, “singing everything we read”, “my son learning that lyrics in songs tell a story, just like a book”, “my daughter learned about musicians/writers she didn’t even know (The Beatles) and now she loves them”.

When students were asked about their favorite memory, they remarked that they enjoyed the YouTube videos, the Guest Readers, the morning meeting, seeing their teachers singing “What Do You Read”, and “finding all of our favorite rhyming books and singing them to each other”.

We believe we accomplished our goals and feel that everyone involved had fun doing it. In fact, the principal like the campaign so much, that she continued to use the theme of “What Do You Read? for an ongoing reading challenge for the remainder of the school year, in which students, teachers, and parents would submit photos of themselves immersed in a book, that would later be posted on Twitter and throughout the school. Additionally we learned that a fourth grade class was making rap songs for their history project. We hope that this program continues to have a positive impact on the school. Overall, we are grateful to our entire school community and its students for its support and commitment to PARP.

Opportunities: When asked for obstacles to reading, parents commented about challenges in finding the time or finding the right book. When asked about improvements to the PARP program, recommendations included offering less at home activities, simplifying focus on reading, allowing submission of minutes to just once a week, and more video!
Oceanside School #5: Rocking, Reading, Rapping

CALENDAR OF EVENTS

FEB 1  KICK-OFF
Kick off PARP with a special presentation from our Arts & Ed Committee, entitled, "Story Faces" from Agostino Arts. This show is a fun and creative display of bringing a story to life.

FEB 2  MUSIC & THE BRAIN
Music affects the brain in so many powerful ways. Albert Einstein had trouble with schoolwork until he started to play the violin. Listen to classical music tonight when you do your homework. Was it helpful or a distraction? Share.

FEB 3  MUSIC & STORYTELLING
Many musicians like Taylor Swift write songs about their own personal stories. Pick a favorite song and read the lyrics. Share what you think is the message of the song. What story is the musician trying to tell?

FEB 4  MUSIC & LYRICS
I love listening to a song different from reading the lyrics of a song? Pick a favorite song and just read the lyrics (no music). Then close your eyes and listen to the same song. How do you feel? Share what you noticed.

FEB 5  MUSIC & READ-ALOUDS
Join Mrs. Provost tonight at the fun and cozy Principal's PJ Read Aloud. Put on your PJs and snuggle up to your reading partner as we gather in the gym to listen to great stories and enjoy a treat.

FEB 6  MUSIC & YOUR PARTNER
Ask your partner about his/her favorite type of music. Listen to songs together and talk about it. Ask your partner to share memories of the songs and their meanings.

FEB 7  MUSIC & SELF-EXPRESSION
Now is your chance to be a rap star! Lip sync to the Oceanside School #5 Reading Rapping song. Have your partner take a photo or a video of your performance. Best rapper wins a special prize.

FEB 8  MUSIC & BOOK GENRES
Just as there are many genres of books (mystery, romance, science fiction) there are different genres of music (country, rap, rock). From the list pick a book genre that you think is similar to a music genre and share why you think they are similar.

FEB 9  MUSIC & GUEST READERS
Enjoy a special visit from our guest readers who will come into your classroom and read a story and share their thoughts on books and music.

FEB 10  MUSIC & POETRY
Music and poetry are both art forms that possess certain similar elements, such as meter and rhyme. Read the writings provided. Can you identify which are songs and which are poems?

FEB 11  MUSIC & MUSICIANS
Celebrate Music! Come to school today dressed as your favorite musician/singer/songwriter. Be creative and have fun. Celebrate storytelling through music!

FEB 12  FINALE
Celebrate PARP at School #5's morning meeting with an announcement of the results and a special recap of the program.
Welcome to Pick A Reading Partner
2016

Dear Reading Partners,

The PARP program will kick off Monday, February 1, 2016 and run through Friday, February 12, 2016. The theme for this year's PARP program is: School #5's "Rocking, Reading, Rapping." School #5 students will explore the art of telling a story and reading through music! Do you pay attention to the words in a song or just listen to the melody without really listening to the words? Every song tells a story. Songs are another way an author/musician tell their story. Also, did you know, several musicians have written children's books? Attached is a list of books penned by musicians. Take a look, maybe your favorite musician has written a book. Some of these books will be displayed in the Oceanside Library and are available for you to check out.

PARP 2016, "Rocking, Reading, Rapping", program asks each student to "pick" a reading partner to read with everyday. Since every student is asked to read by their classroom teacher on a daily basis, the reading the student does for PARP with their partner will count toward their assigned amount of nightly reading. The partner can be anyone. They can take turns reading, the student can read to their partner or their partner can read to them. Their partner does not need to be the same person every day. All that is necessary is that the student read a minimum of 15 minutes every day of the PARP program. If the student and their reading partner wish to read more, that is totally up to them and is encouraged but not required.

This is how it will work:

*PARP will kick off on Monday, February 1, 2016 with an assembly; "Story Faces" presented by Agostino Arts.

*There is a calendar included in this packet to highlight all the activities happening during "Rocking, Reading, Rapping!" Please refer to the calendar for daily activities which are optional. However, students can double their reading minutes by participating in these activities. Also, you are able to access the calendar and fillers by visiting: https://www.smore.com/6gs8r

*School #5 students and their reading partner will read each day during PARP. They will record the number of minutes they have read and report them on a daily basis by sending an email to: rockingreadingrapping@gmail.com or by reporting the minutes to their teacher. Each 15 minutes of reading is worth 1 point. Points will accumulate and be tallied on a daily basis. If School #5 earns a total of 60000pts the school will earn a Prize. So please report your minutes!

*During PARP the student's will be asked questions about their experiences at School #5. Their responses will help recreate the School #5 Song. At the end of the program the students will have assisted in creating a new School #5 Song which will be revealed at the morning meeting on Friday, February 12, 2016.
### List of Recommended Reading

<table>
<thead>
<tr>
<th>Books About Music</th>
<th>Street Music City Poems</th>
</tr>
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<tbody>
<tr>
<td>Arnold Adoff</td>
<td>Ah, Music</td>
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<tr>
<td>Alfi</td>
<td>Beethoven for Kids: His Life and Music</td>
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<tr>
<td>Helen Bauer</td>
<td>The History of Rock Music</td>
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<tr>
<td>Andrea Bergamini</td>
<td>Shake, Rattle, and Strum</td>
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<tr>
<td>Sara Corbett</td>
<td>Arroz con leche: popular songs and rhymes from Latin America</td>
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<tr>
<td>Lulu Delacre</td>
<td>Drum Dream Girl</td>
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<tr>
<td>Margarita Engle</td>
<td>Olivia Formis a Band</td>
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<tr>
<td>Ian Falconer</td>
<td>Gabriela’s Song</td>
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<tr>
<td>Candace Fleming</td>
<td>Meet the Orchestra</td>
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<tr>
<td>Anne Hayes</td>
<td>Babymouse: Rock Star</td>
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<tr>
<td>Jennifer Holm</td>
<td>Bert’s Trumpet</td>
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<tr>
<td>Rachel Isadora</td>
<td>Music Over Manhattan</td>
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<tr>
<td>Mark Karins</td>
<td>Punk Farm</td>
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<td>Jarrett K. Krosoczka</td>
<td>M is for Music</td>
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<tr>
<td>Kathleen Krull</td>
<td>Lives of Musicians</td>
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<tr>
<td>Kathleen Krull</td>
<td>The Boy Who Loved Music</td>
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<tr>
<td>David Lasker</td>
<td>Can You Hear It?</td>
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<tr>
<td>William Lach</td>
<td>Geraldine, The Music House</td>
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<td>Leo Lioni</td>
<td>Hip Cat</td>
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<td>Jonathon London</td>
<td>The Great American Musical</td>
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<td>Emma Watson Hamilton</td>
<td>Zin! Zin! A Violin</td>
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<tr>
<td>Lloyd Moss</td>
<td>Snow Music</td>
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<tr>
<td>Lynne Rae Perkins</td>
<td>Charlie Parker Played Be Bop</td>
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<tr>
<td>Chris Raschka</td>
<td>Hip Hop Dog</td>
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<tr>
<td>Chris Raschka</td>
<td>Nate the Great and the Musical Note</td>
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<td>Marjone Vedvick Sharma</td>
<td>The Music Teacher from the Black Lagoon</td>
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<td>Maia Thaler</td>
<td>M is for Melody</td>
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<tr>
<td>Kathy-Jo Wargin</td>
<td>Before John Was a Jazz Giant</td>
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<tr>
<td>Carole Boston Watherford</td>
<td>Music Music for Everyone</td>
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<tr>
<td>Vera Williams</td>
<td>Dizzy</td>
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<tr>
<td>Jonah Winter</td>
<td>The Orchestra Pit</td>
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<tr>
<td>Johanna Wright</td>
<td>Wolfgang Amadeus Mozart</td>
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<tr>
<td>Mike Venezia</td>
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We also provided a list of books by musicians including titles such as The Beatles’ *Yellow Submarine*, Ella Fitzgerald’s *A Tisket, A Tasket*, Billy Joel’s *New York State of Mind*, Pharell William’s *Happy*, and Sting’s *Rock Steady*. 
What Do You Read? - School #5 PARP Version by Justin Bieber & M. DiGiovanna

What do you read?
Ohh ohh ohh
When you nod your head yes
But you wanna say no

What do you read?
Hey yeah
When you don’t want read more
But you can’t put it down

What do you read?
Ohh
What do you read?
Said we’re running out of time

What do you read?
Ohh ohh ohh
What do you read?
Better make up your mind
What do you read?

You’re so indecisive of what I’m saying
Trying to catch the beat, make up your mind
Don’t know if you’re happy or complaining
Don’t want this to end where do I start

First you wanna read this and you want to read that
Wanna read all day, wanna read all night
First you up then you’re down and between
Ohh I really want to know...

What do you read?
Ohh ohh ohh
When you nod your head yes
But you wanna say no

What do you read?
Hey yeah
When you don’t want me to move
But you tell me to go

What do you read?
Ohh
What do you read?
Said we’re running out of time
What do you mean?
Ohh ohh ohh

New lyrics written and recorded for “What Do You Read? Video
What Do You Read?
Video

https://youtu.be/6Eoo8LcEyYo
PARP Web Page
https://www.smore.com/6g6lr

**Recommended Reading**

<table>
<thead>
<tr>
<th>Drum Dream Girl</th>
<th>Punk Farm</th>
<th>Zoot Zoot Zoot a Violin</th>
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<tbody>
<tr>
<td>Happy by Pharrell Williams</td>
<td>The English Roses by Madonna</td>
<td>New York State of Mind by Billy Joel</td>
</tr>
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</table>

**Lyrics**

<table>
<thead>
<tr>
<th>Hello</th>
<th>Happy</th>
<th>Shake It Off</th>
</tr>
</thead>
<tbody>
<tr>
<td>Circle of Life</td>
<td>Hakuna Matata</td>
<td>Do You Want to Build a Snowman</td>
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</table>
At Home Activity: What story do you think the musician is trying to tell? Students were given copies of lyrics to familiar and popular songs including *Circle of Life, Hakuna Matata, Happy, Do You Want to Build a Snowman, Shake It Off*, and *We Are the Champions*. They were asked to read the lyrics and share what they thought the story and message of the song was all about.
The Impact of Music on the Brain

Music plays an important role in language and literacy development. In early childhood, music is a natural way for children to experience rich language in a pleasurable way, which is critical for reading readiness. Emergent readers will attempt to "read" along in a shared reading of a familiar text, just as they will join in a sing along to a familiar song. Ex. "I Know an Old Lady Who Swallowed a Fly"

Did you know?
- Many studies show that music helps us learn more effectively.
- Learning music helps concentration and focus improving neural functions.
- Learning how to play an instrument improves academic achievement. Albert Einstein did not do well in school until he started playing the violin.
- The knowledge of letters, words, and sentences, visual focus, and visual memory (Hansen et al., 2004) are important to both literacy and music. For music, notes are the words. Students learn how to read notes, both in duration and pitch level, and they will see how these come together to make measures and phrases of music, just like reading.

Music on the mind:
Music can change brain waves and make the brain more receptive to learning. Music connects the functions of the right and left hemispheres of the brain so that they work together and make learning quick and easy. Brain function is increased when listening to music and studies have shown that music promotes more complex thinking. It can make connections between emotions, thinking and learning (Davies, 2000).

In short, music helps us become better readers!

Classical music is known for being both peaceful and harmonious, creating a calm and serene study environment resulting in better mood and increased productivity. Listen to classical music when you do your homework and share your experience. Some songs to try: Beethoven, Concerto for Violin and Orchestra in D Major, Op. 61, Tchaikovsky, Concerto No. 1 in B flat minor for Piano and Orchestra Mozart, Concerto for Violin and Orchestra, Concerto No. 7 in D major

Was it easier or more difficult to do your homework when listening to classical music?

At Home Activity: Music can help you concentrate and learn. Try listening to classical music when you do your homework and see if it's a help or a distraction.

Other activity examples included: Can you tell if the following passages are from a poem or from a song?, read the lyrics of the song and tell us the message of the story.
"Cheerleader - School #5 PARP Version" - OMI and M. DiGiovanna

When I need my motivation
My one solution is my students
Cause they stay strong
Yeah yeah
They are always in my corner
Right there when I need them
All these other games are tempting
But your empty when you're done playing
And we say....

***Do you need me
Do you think I'm helpful
Do I make you feel like dreaming
And can I interest you reading 'cause
Oh we think that we've found you a really good book
It is always right there when you're ready
Oh we think that we've found you a really good book

It reads like a novel
It takes you on a journey
Like a song or a movie
Yeah yeah

Cause we're the wizards of reading
And we've got the magic wand
All the video games are tempting
but your empty when they're done
And we say....

***

New version of Cheerleader song rewritten and recorded to focus on the fulfillment and satisfaction of reading. Song can be heard on our Finale Video.

https://youtu.be/8cGiwsL4epl
Learning to read is the single most important activity in a child's education. Share if you are committed to spending 15 minutes a day with your child to support Oceanside School #5's PARP Reading Program.

ASK ME WHAT I READ?
Between 2/1 and 2/12, I PLEDGE to read for 15 mins every day with my partner in support of Oceanside School #5 PTA's 2016 PARP Reading Program.

Social Media Pledge
Examples of Principal’s Tweets About PARP

“What Do You Read?”
Campaign Continues
After PARP Campaign
Oceanside School #5: Rocking, Reading, Rapping

PARP Guest Readers
"Oceanside School #5 Read and Rap" — Dr. Rapper Man

Oceanside School #5
What's up!
P - A - R - P
Pick a reading partner
Let's go, yo

Music helps you learn
Music helps you read
Both require rhythm
Structure, pitch and fluency

So read, read, read
Get involved with m - u - s - i - c
Cuz they go hand-in-hand
Let's make music and
Let's read

Open a book,
read a story
Play an instrument,
Rap like me

Whistle a tune,
Feel the fun
Got a bad voice?
Just lip sync

Let's read,
Play music now
Let's read,
Play music now, let's go

Finale also included student musical presentation honoring Black History Month.

Original PARP Rap to help launch program. Students were asked to create their own music video with this song. Winning video and rap song is included in finale video.

https://youtu.be/8cGiwsL4epl
Our three videos are included on the attached to view and are also available at the following links.

What Do You Read?
Video
https://youtu.be/6Eoo8LcEyYo

Oceanside School #5
what's up?
P - A - R - P
pick a reading partner
let's go yo
PARP Kick Off Video
Shown in Classrooms
https://youtu.be/nN2-slQ-Oq0

PARP Finale Video
Shown At Assembly
https://youtu.be/8cCiwsL4epl