

Song 3: Stronger and Stronger



ACTIVITY MENU

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Stronger and Stronger: Lyrics

by Daniel Ho

(4:49)

1 I'm sick and tired of hearing that I'll never have what it takes.
Just need a few words of encouragement and I'll be okay.
Is love or jealousy preventing you from seeing my way?
With or without your approval, I'll do it anyway.

(Chorus)

5 I'm getting stronger and stronger with each passing day
Flying higher and higher like a bird flown away
I'm getting closer and closer to finding my way
I just might make it someday.
You know, I just might make it someday.

10 I'm off to chase those silly dreams you always warned me about.
Don't take it personal. It's not to prove you wrong but me right.
'Cause you know I'm right you'll see the light without a shadow of doubt
Was that out loud? Oh well, I'm sorry got no time to fight, no.

CHORUS

14 Yeah, Yeah, Yeah
Maybe someday (2x)

16 It's not like me to be the one to say, "I told you so."
But I told you so, I told you so, I told you so, I told you so
I told you so, I told you so, I told you so, I told you so,
In case you missed it, listen carefully, I TOLD YOU SO!
Yeah, Yeah

21 I'm getting stronger and stronger with each passing day
Flying higher and higher like a bird flown away
I'm getting closer and closer to finding my way
I just might make it someday.

CHORUS

25 Looks like I made it
What were you thinking?
What did I tell you?
I told you so
Yeah, Yeah
I told you so, I told you so, I told ya (6x)



Pre-listening Activities: Choose one or two of the activities below.

Brainstorming and Mind-Mapping Vocabulary

Purpose: To generate interest and teach vocabulary related to the song, and activate background knowledge about the topic

Level: All

Time: 10 – 15 minutes

Preparation and Materials: Write the following line from the song on the board as the starting point for brainstorming: *I just might make it someday.*

Instructions: Write the sentence in the middle of the board and circle it. Encourage students to call out any thoughts that come to mind when they see the sentence. Write the students' ideas on the board, or have students come to the board and write down their own thoughts. Ask the students to look at these ideas to see if they can be grouped into subtopics. Write the suggested subtopics in smaller circles around the main idea and connect them with lines to the main circle to create a "mind map." Continue with subtopics and extended ideas. Then play the song and ask students to mark which of their ideas/words are actually in the song.

One Title, Several Words – Many Possibilities

Purpose: To predict the content, generate interest, and introduce vocabulary for the song

Level: All

Time: 15 – 20 minutes, plus the length of the song (4:49 minutes)

Preparation and Materials: Write the title of the song on the board.

Instructions: Tell students that the line on the board is the title of a song that they are going to listen to. Ask students to guess what the song is about, and write their ideas on the board. After the first round of predictions, write the following phrases on the board and have students make new predictions: *encouragement / finding my way / have what it takes / someday*. Ask students if they want to change their predictions. Write any new ideas on the board. After listening to the song, ask students to check whether their predictions were correct.

Unscramble the Sentences

Purpose: To generate interest in the song, write phrases and sentences, and introduce vocabulary and grammar from the song

Level: 2 and above

Time: 20 – 30 minutes, plus the length of the song

Preparation and Materials: Make enough copies of the scrambled sentences (page 587) so that each group has one sentence to unscramble. Cut apart the phrases (not the individual words). (Answer key: see lines 1 – 9 in the lyrics on page 585.)

Instructions: Divide the students into small groups. Pre-teach any new words from the selected sentences. Explain to students that they will recreate a sentence from words you will give them. Give each group the words from one scrambled sentence. Ask each group to create one sentence using their knowledge of sentence structure and vocabulary. Students can cut apart the words and re-arrange them on their desks, or rewrite the sentences below the scrambled words. When they have created a sentence with their words, ask them to write it on the board. Ask the class to look at each sentence written on the board to determine if it is correct. If not, ask the class how to correct it. Play the song for students to check their answers.



Stronger and Stronger: Unscramble the Sentences

----- ✂ -----
I'll never have I'm sick and tired what it takes of hearing that

----- ✂ -----
I'll be okay (I) just need and of encouragement a few words

----- ✂ -----
preventing you from Is seeing my way love or jealousy

----- ✂ -----
With or without I'll do it your approval anyway

----- ✂ -----
passing day stronger and stronger with each I'm getting

----- ✂ -----
higher and higher a bird flown away (I'm) flying like

----- ✂ -----
closer and closer my way I'm getting to finding

----- ✂ -----
make it I just someday might

----- ✂ -----
make it just might You know I someday

----- ✂ -----



Listening Activities: Choose one of the listening activities below.

Relax and Enjoy!

Purpose: To enjoy listening to the song and identifying main ideas in the song

Level: All

Time: 10-15 minutes

Preparation and Materials: Write the following three discussion questions on the board or create your own:

Does it seem like a happy or sad song?

Does the song remind you of any other songs you know?

Do you like the song? Why or why not?

Instructions: Tell the students they are going to hear a song and that you want them to focus on how the song makes them feel and what it reminds them of. Play the song once. Have a general class discussion about the students' ideas and feelings using the questions that you prepared. After the discussion, select another activity for the second listening.

Listening Gap-Fill

Purpose: To listen for details

Level: 2 and above

Time: 25 – 30 minutes (to play the song two or three times)

Preparation and Materials: Make a copy of the gap-fill handout (page 589) for each student. (Answer key: page 596.)

Instructions: Distribute the gap-fill handout. Tell students to work individually or in pairs to guess the missing words before listening to the song. Tell them to write their guesses in the blank spaces. As you play the song, students check what they've written (or fill in the missing words.) After students have listened several times, ask them to compare answers with a partner. Then play the song again so that everyone can double-check their answers.

Musical Words

Purpose: To listen for and write specific words or phrases

Level: 2 and above

Time: 15 – 20 minutes (to play the song two times)

Preparation and Materials: Stop the song at the places on the CD suggested below. Optional: Make a copy of the lyrics (page 585) for each student or group of students.

Section 1: lines 1 – 4 (0:00 – 0:50)

Section 2: lines 5 – 9 (0:51 – 1:13)

Section 3: lines 10 – 14 (1:14 – 1:54)

Instructions: Tell students that you are going to play part of the song and stop the song suddenly. Explain that they need to write down as many words as they hear while the song is playing. Play the first section. Have the students write down any words they hear. Stop the song suddenly and tell the students to stop writing. Have students call out the words that they wrote down. On the board, generate a list of all of the words they heard for that section of the song. Play the next two sections of the song and repeat the procedure both times. Listen to the song a second time, again stopping at the same places.



Stronger and Stronger: Listening Gap-Fill

Directions: First, read through these song lyrics and guess what the missing words might be. Write your guesses in the blanks. Second, as you listen to the song, correct what you have written or fill in any missing words.

I'm (1) _____ and tired of hearing that I'll (2) _____ have what it takes.

Just need a few words of (3) _____ and I'll be okay.

Is (4) _____ or jealousy preventing you from (5) _____ my way?

With or without your approval, I'll do it anyway.

I'm getting (6) _____ and (7) _____ with each passing day

(8) _____ higher and higher like a (9) _____ flown away

I'm getting (10) _____ and (11) _____ to finding my way

I just might make it (12) _____

You know, I just might make it someday.

I'm off to (13) _____ those silly (14) _____ you always warned me about.

Don't take it personal, it's not to (15) _____ you wrong but me right.

'Cause you know I'm right you'll see the light without a shadow of doubt

Was that out loud? Oh well, I'm (16) _____ got no time to fight, no.

I'm (17) _____ stronger and stronger with each (18) _____ day

(19) _____ higher and higher like a (20) _____ flown away

I'm getting (21) _____ and (22) _____ to finding my way

I just might make it (23) _____

You know, I just might make it someday.



Singing Activities: Choose one of the singing activities below.

Sing Along With Me

Purpose: To practice pronunciation and intonation

Level: All

Time: 15 – 20 minutes (to sing the song two times)

Preparation and Materials: Write the chorus (page 585, lines 5 – 9) on the board.

Instructions: Read the lyrics of the chorus with the students. Have students sing along with the chorus each time it occurs in the song (three times). While singing, point on the board to the words as they are sung so that students don't lose their place in the song. If some students learn the song quickly, they can come to the front and point to the words on the board.

Old Song, New Song

Purpose: To explore the rhythm of words

Level: 2 and above

Time: 40 – 55 minutes (may be extended over several class sessions)

Preparation and Materials: Make a copy of the lyrics (page 585) for each group of students.

Instructions: Discuss with the students what types of music they like and which ones are currently popular, such as rap, hip hop, jazz, and so on. Talk about the special features of these types of music. Divide students into small groups based on their favorite types of music. You can have more than one group for each type. Give students the lyrics and play the song (more than once, if necessary) as students follow along with the lyrics.

Tell the students that you want them to sing the same song with the same words, but in the new genre (or in the style of a specific musician.) Students may use the lyrics to help them learn the song. In their groups, students should discuss their ideas and prepare their song. Ask each group to sing in their new song style for the class. Students could vote on the best new version.

The Halls Are Alive With the Sound of Singing

Purpose: To write and perform dramatic dialogue

Level: 3 and above

Time: 50 – 70 minutes (may be extended over several class sessions)

Preparation and Materials: Make a copy of the lyrics (page 585) for each group of students or write the lyrics on the board.

Instructions: Write the word 'musical' on the board and ask students what it means (as a noun, a type of theater performance.) Discuss or explain the concept and list any famous musicals that they know. Teach (or model) the phrase and idea of "bursting into song."

Tell students that they are going to write a short three- to five-minute play. Make sure students have a copy of the lyrics. They must use at least six lines from this song and integrate those lines into their play. Tell them that when they are finished writing the play they will perform it for the class. They will speak the new lines that they wrote and sing the lines from the song. Divide the students into groups of four or five. Allow them time to write their play. Help them with their different drafts. Give the students time to rehearse their plays during or outside of class. Ask each group to perform their musical for the class. The other classmates can listen and evaluate the musical based on some agreed criteria. Examples: the funniest, most creative, most carefully pronounced, most dramatic, etc.



Post-listening Activities: Choose one or two of the activities below.

Speaking: Silly Story

Purpose: To tell stories and practice using new vocabulary in sentences

Level: 2 and above

Time: 15 – 20 minutes

Preparation and Materials: Make a copy of the Silly Story word cards (page 592) for each group of students.

Instructions: Divide students into groups, and seated facing each other. Place the pack of cards face down in the center, so that the students cannot see the words. Tell the students that they are going to tell a story using the words on the cards. The first person in the group selects a card and makes up a sentence using that word. Example: If the word is *rain*, the first student might say, *Once upon a time a little girl was walking in the rain.* The second person then selects a card and must continue the story by making up a sentence using the word on that card. Example: If the word is *yellow*, the person might say, *The little girl was wearing a yellow coat.* Students continue telling the circle story until they have gone through all of the cards. At the end of the activity, you can ask a few groups to tell what happened in their stories.

Reading: Jigsaw Reading

Purpose: To summarize information presented in texts, speak and listen in order to present information, practice note-taking, and collaborate as part of a team

Level: 2 and above

Time: 50 – 60 minutes

Preparation and Materials: Make a copy of the note-taking form (page 595) for each student. Divide the number of students by five and make that many copies of the paragraphs (pages 593-594). **Note to the Teacher:** A jigsaw reading activity begins with the text in sections, which are handed out to different groups to read. Each group reads a different section of the text, then students form new groups to share the information from each section.

Instructions: This reading activity can be used as a decision-making task. Divide students into five groups. Tell them that they are going to read about some famous people in U.S. history who were not afraid to find their own way. After completing the activity, ask each group to say which of these famous people should receive the award as the strongest person and explain why.

Writing: Songwriter Histories

Purpose: To write short narratives in the past tense

Level: 2 and above **Time:** 40 – 50 minutes (may be extended over several class sessions)

Preparation and Materials: None

Instructions: Divide students into pairs or groups of three. Ask them to brainstorm some ideas about the mood of the song: *happy, sad, joyful*, and so on. Ask them to explain why they feel that way. Then ask the students to brainstorm about the songwriter: age, personality, life, and so on. Finally, ask the students why they think the songwriter wrote this song. Next, tell the students that they are going to write a short story about the songwriter and what happened after the song was written. Give the students time in their groups to discuss their ideas and write their stories. You might review connector words: *first next after that finally.*



Stronger and Stronger: Silly Story

approval	chase	doubt
dreams	encouragement	fight
jealousy	light	listen
love	miss	prove
see	shadow	time
warn	way	words



Stronger and Stronger: Jigsaw Reading

Helen Keller

Label: _____

Born on June 27, 1880, in Alabama, she became blind and deaf before her second birthday after suffering from an illness. A teacher named Anne Sullivan taught Helen how to use sign language when she was six years old, even though she could not see or hear. Helen Keller later became the first blind and deaf person to earn a **Bachelor of Arts**¹ degree. She graduated from Radcliffe College and later wrote books and gave speeches and lectures. She also worked for the rights of the **disabled**² and helped raise awareness about these issues.



¹**Bachelor of Arts** the degree given at the end of an undergraduate university education

²**disabled** having a physical or mental limitation, often due to illness or injury



Thomas Edison

Label: _____

Born on February 11, 1847, in Ohio, he is famous for inventing the electric light bulb before electricity was even commercially available. Some people say that Edison succeeded only after failing 10,000 times with his experiments. He also invented many other devices such as the motion picture camera, **phonograph**,¹ and mechanical vote recorder. In fact, the U.S. Patent Office granted him over 1,000 **patents**.² While people today may not be familiar with many of his inventions, his work was the foundation of many modern technologies.



¹**phonograph** a device used for playing musical records

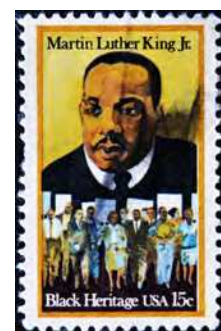
²**patent** an official document that gives a person or company the right to be the only one that makes or sells a product for a certain period of time



Martin Luther King, Jr.

Label: _____

Born on January 15, 1929, in Atlanta, Georgia, he was a **clergyman**¹ who fought against **racial segregation**² and discrimination during the Civil Rights Movement in the 1950s and 1960s. He was influenced by **Gandhi**,³ and believed in peaceful, nonviolent actions to influence social change. His goal was to bring civil rights to everyone, regardless of race. He was shot and killed in 1968 (at age 39) by a man who disagreed with his ideas. Today a national holiday is celebrated on January 13, his birthday, to honor him and his work.



¹**clergyman** a religious leader whose job is serving the needs of his religion and its members

²**racial segregation** the practice or policy to keep people of different races separate from each other as a form of discrimination

³**Gandhi** famous leader of the independence movement in India who practiced nonviolent protest



Wilbur and Orville Wright

Label: _____

The Wright brothers—Wilbur, born on April 16, 1867, and Orville, born on August 19, 1871—believed that humans could fly if only they had the right machine: an airplane. After spending years in their shop working with bicycles and other machinery, eventually they began trying to build a motorized airplane in 1900. They experimented by using a homemade **wind tunnel**¹ to help them develop the design of wings and **propellers**.² On December 17, 1903, they finally succeeded in flying the world's first airplane at Kitty Hawk, North Carolina. Even today some of the technologies they developed are still being used in aircraft, such as their **innovative**³ technologies for steering, or controlling, an airplane.



¹**wind tunnel** a long, narrow room through which air is blown in order to test the effects of wind on an airplane

²**propeller** a device with two or more blades that turn quickly and cause an aircraft to move

³**innovative** introducing or using new ideas or methods



Susan B. Anthony

Label: _____

Born on February 15, 1820, in Massachusetts, Susan B. Anthony was an **advocate**¹ for women's rights in the United States during the 1800s. She was an influential figure in getting women the right to vote and run for political office. In 1872, Anthony was arrested for voting in the U.S. presidential election at a time when women were not yet allowed to vote. In addition, Anthony and her **colleagues**² also argued that women who did the same work as men should receive equal pay (instead of earning less than men in the same jobs), and that women should have the right to own property. She became the publisher of a political journal that fought for women's rights. To pay the costs of publishing the journal herself, she traveled around the country giving speeches to encourage people to fight for voting rights. More than 70 years after her death, the United States honored her by producing the Susan B. Anthony dollar, a one-dollar coin engraved with her portrait.



¹**advocate** someone who argues for or supports a cause or policy

²**colleague** a person who works with you for the same cause



Stronger and Stronger: Jigsaw Reading Note-taking Form

Paragraph 1: Helen Keller	Paragraph 2: Thomas Edison
Paragraph 3: Martin Luther King, Jr.	Paragraph 4: Wilbur and Orville Wright
Paragraph 5: Susan B. Anthony	Group Decision:



Stronger and Stronger: Answer Keys

Listening Gap-Fill: Answer Key

I'm (1) sick and tired of hearing that I'll (2) never have what it takes

Just need a few words of (3) encouragement and I'll be okay

Is (4) love or jealousy preventing you from (5) seeing my way?

With or without your approval I'll do it anyway

I'm getting (6) stronger and (7) stronger with each passing day

(8) Flying higher and higher like a (9) bird flown away

I'm getting (10) closer and (11) closer to finding my way

I just might make it (12) someday.

You know, I just might make it (13) someday.

I'm off to (14) chase those silly (15) dreams you always warned me about

Don't take it personal. It's not to (16) prove you wrong but me right.

'Cause you know I'm right you'll see the light without a shadow of doubt

Was that out loud? Oh well, I'm (17) sorry got no time to fight, no.

I'm (18) getting stronger and stronger with each (19) passing day

(20) Flying higher and higher like a (21) bird flown away

I'm getting (22) closer and (23) closer to finding my way

I just might make it (24) someday

You know, I just might make it someday.

