

Notes/Reflections:

Form/Structure/Organization • Sequence • Sentences • Words • Parts to Whole • Phonemic Awareness • Timbre



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Putting it Together Through Music

Through singing, listening to and creating song text, students will simultaneously develop word and sentence structure, phonemic awareness, composing, listening, moving, singing, and playing skills.

Essential Question: How can song texts reinforce language arts understandings?

Process

- Warm-up by playing follow the leader using steady beat movements. Model a movement (or use body percussion), having students join in as soon as they recognize the movement or sound. Extend by having students select a “magic word” and then joining the teacher’s movements only when they hear that word. Modify by having students watch the teacher’s movement for 4 beats and then join in. Discuss the sequence of movements and/or body percussion demonstrated.
- Sing the song (first 4 measures; through “bog”) while students keep the steady beat. Give students a focus for listening (e.g., what is the song about?). [NOTE: If desired, the song can be chanted rather than sung.]



Verse 2: Mister Cat smelled a rat, then he gave him a great big pat.

- After students identify song content, display frog puppet (or visual). Have students spell “frog” using word visuals.
- Teach song (first 4 measures only) via echoing. Discuss unfamiliar words (“bog”) and sentence structure.
- Challenge students to identify rhyming words, using visuals as needed.
- Add body percussion on rhyming words while singing.
- Add spoken “frog” sound (last 4 measures) based on student ideas (or use “glump”).
- Display the cat visual, leading students to correctly identify and spell the animal’s name. Sing the 2nd verse, challenging students to determine if the rhyme scheme remains the same. Use visuals of word beginnings and endings to develop understanding of the rhyming words used in this verse.
- Display a different visual; challenge students to create a verse about this new creature using the same sentence structure and rhyme scheme as the first two verses.
- Create additional verses using other words and puppets.
- Have students play unpitched instruments on rhyming words while singing.

Extensions

- Challenge students to play unpitched percussion instruments, identifying which instruments sound similar and which sound different. Relate to rhyming words sounding alike and non-rhyming words sounding different.
- Challenge students to play one unpitched instrument in different ways, thereby yielding a different sound (e.g., a drum could be struck or rubbed). Relate to non-rhyming words.
- Have students play unpitched percussion for the last 4 measures rather than speaking the creature’s sound.
- Add appropriate steady beat movement during 2nd phrase (spoken part).
- Challenge students to “think song” and play instruments on rhyming words.

Materials

- Visual of song text
- Visuals or puppets of animals from song (frog, snake, bee, goat)
- Whiteboard and markers
- Unpitched percussion instruments
- Visuals of word beginnings (fr, b,d,l,kn,s,sn,c,r,p,g,fl) and endings (-og, -ee, -ake, -at, -oat)

Vocabulary

Body percussion

Sounds produced by striking or scraping parts of the body; typically includes snapping, clapping, patting, and stamping

Timbre

Quality of sounds that causes different instruments and/or voices to sound different from each other

Unpitched percussion

Percussion instrument whose sound is typically produced by shaking, striking, or scraping and does not produce a specific pitch; includes shakers (maracas), drums (bongos, hand drums, congas), woods (claves, rhythm sticks, woodblocks, etc.), and metals (triangle, cowbell, finger cymbals)

Classroom Tips

Have ample space in the room so students can move freely during the movement part of the song.

- Have students create musical “sentences” using unpitched percussion and/or body percussion (e.g., 4 beats on drums, 4 beats on sticks, 4 beats on triangles). Relate to sentence structure and composition (putting words together) .

Assessment

- Students create additional song text using rhyming words.
- Students sing accurately and tunefully.
- Students demonstrate understanding of rhyming words by performing body percussion and playing unpitched percussion instruments.
- Students perform steady movements accurately.

Common Core Georgia Performance Standards

ENGLISH LANGUAGE ARTS

GRADE K

ELACCKRF1: Demonstrate understanding of the organization and basic features of print.

ELACCKRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

ELACCKRF3: Know and apply grade-level phonics and word analysis skills in decoding words.

ELACCKL5: With guidance and support from adults, explore word relationships and nuances in word meanings.

ELACCKL6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

GRADE 1

ELACC1RF1: Demonstrate understanding of the organization and basic features of print.

ELACC1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

ELACC1RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

ELACC1L5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

ELACC1L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibbles because she nibbles too much because she likes that).

GRADE 2

ELACC2RF3: Know and apply grade-level phonics and word analysis skills in decoding words.

ELACC2L5: Demonstrate understanding of word relationships and nuances in word meanings.

ELACC2L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Georgia Performance Standards

MUSIC

GRADE K

MKGM.1: Singing, alone and with others, a varied repertoire of music

MKGM.2: Performing on instruments, alone and with others, a varied repertoire of music

MKGM.5: Composing and arranging music within specified guidelines

GRADE 1

M1GM.1: Singing, alone and with others, a varied repertoire of music

M1GM.2: Performing on instruments, alone and with others, a varied repertoire of music

M1GM.5: Composing and arranging music within specified guidelines

GRADE 2

M2GM.1: Singing, alone and with others, a varied repertoire of music

M2GM.2: Performing on instruments, alone and with others, a varied repertoire of music

M2GM.5: Composing and arranging music within specified guidelines

National Standards

MUSIC

Standard 1: Singing, alone and with others, a varied repertoire of music

Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

Standard 4: Composing and arranging music within specified guidelines

Standard 6: Listening to, analyzing, and describing music