

Form/Structure/Organization • Relationships • Same/Different • Phonemic Awareness • Timbre



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

ENGLISH LANGUAGE ARTS

NL-ENG.K-12.4: Students adjust their use of spoken, written, and visual (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

NL-ENG.K-12.5: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

NL-ENG.K-12.6: Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.

NL-ENG.K-12.12: Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

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

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Rhyme with Music

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

Essential Questions: How can song texts reinforce language arts understandings? How can we use music and movement to decode single syllable words through song text and rhyme?

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. 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 four 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.]



- Teach song (first line only) via echoing. Discuss unfamiliar words (“bog”).
- Challenge students to identify rhyming words, using visual as needed.
- Add body percussion on rhyming words while singing.
- Add spoken “frog” sound (last 4 measures) based on student ideas (or use “glump”).
- Add appropriate steady beat movement during 2nd line, if desired.
- Teach verse 2, challenging students to see if the rhyme scheme remains the same.
- Teach verses 3-4, sharing the animal first (via word or picture) and challenging students to determine possible rhyming words.
- Challenge students to create additional verses about other animals (e.g., dog, cow, bird, cat).
- Have students play unpitched percussion on rhyming words while singing. Then challenge students to “think song” and play instruments on rhyming words.

Extensions

- Challenge students to play unpitched percussion, 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 percussion 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.

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.
- Students perform steady movements accurately.

Materials

- Visual of song text
- Visuals of animals from song (frog, snake, bee, goat)
- Whiteboard and markers
- Unpitched percussion (extension)

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.

Resources

See attached document for the words to all four stanzas for “On a Log, Mister Frog.”

ESOL Modifications and Adaptations

Introduce vocabulary words: body percussion, timbre, unpitched percussion. In order to develop an understanding of rhyming, teacher will need to preview word families (e.g., -at, -an, -et, etc.). Teacher needs to use picture cards and be sure to model for the students to make sure they understand what is required.

ESOL Assessments

Same assessment as lesson

Gifted Modifications and Extensions

Students will identify the parts of speech of the rhyming words in the poem (frog, log, bog) as person, place, thing or animal. Students will insert their own rhyming words that match the same part of speech to create their own rhyme.

Gifted Assessments

The student can write and decode their written rhyme.

Special Education Modifications and Adaptations

Create lists of word families using the following: dog, cow, bird, cat. Invite students to choose three words from each list to create their own rhyme replacing log, frog, and bog in the original rhyme. Record the new rhyme. Encourage students to use body percussion on rhyming words while singing or chanting the written song.

Special Education Assessments

Students can decode the newly created rhymes.

Common Core Georgia Performance Standards

(*CCGPS implementation year 1: 2012-2013)

ENGLISH LANGUAGE ARTS

GRADE K

ELACCKRL10: Actively engage in group reading activities with purpose and understanding.

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

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

ELACCKSL1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

GRADE 1

ELACC1RL10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.

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

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

ELACC1SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

GRADE 2

ELACC2RL4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

ELACC2RL10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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

ELACC2SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

WIDA English Language Proficiency Standards

Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

Georgia Performance Standards

ENGLISH LANGUAGE ARTS

GRADE K

ELAKR2: The student demonstrates the ability to identify and orally manipulate words and individual sounds within those spoken words. The student: a. Identifies and produces rhyming words in response to an oral prompt and distinguishes rhyming and non-rhyming words.

ELAKR5: The student acquires and uses grade-level words to communicate effectively.

ELAKR6: The student gains meaning from orally presented text.

ELAKLSV1: The student uses oral and visual skills to communicate.

GRADE 1

ELA1R2: The student demonstrates the ability to identify and orally manipulate words and individual sounds within those spoken words.

ELA1R5: The student acquires and uses grade-level words to communicate effectively.

ELA1LSV1: The student uses oral and visual strategies to communicate.

GRADE 2

ELA2R3: The student acquires and uses grade-level words to communicate effectively.

ELA2LSV1: The student uses oral and visual strategies to communicate.

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

ON A LOG, MISTER FROG

On a log, Mister Frog sang his song the whole day long. Glumpf, glumpf, glumpf, glumpf.

In the lake, Mister Snake sang his song until daybreak. Ssss, ssss, ssss, ssss.

In a tree, Mister Bee buzzed his song for you and me. Bzzzz, bzzzz, bzzzzz, bzzzzz.

On a boat, Mister Goat sang his song to keep afloat. Aaa, aaa, aaa, aaa.

On a Log, Mister Frog traditional song from the United States

On a log, Mis-ter Frog, sang his song down in the bog. Glump, glump, glump, glump, glump, glump, glump, glump.