**5th GRADE**

ELA – Unit 1

Theme: Our Solar System

**ELA**  **Music**

Comprehension and Collaboration rhythm-rhythmic patterns

Vocabulary Acquisition and Use pitch-flat/sharp, Major/minor tonality, IV chords

Ask and respond to academic form

questions dynamics

tempo

Treble Clef-FGAB, CDE

**Common Core and Readiness:**

SL.5.CC.1/SL.5CSE.1/SL.5.CSE.6

Engage effectively in a range of collaborative discussion with diverse partners on grade 5 topics. /Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. /Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

**Language Objective:**

S2.B2. Delivery of Oral Communication: asking and responding to academic questions using complete sentences.

**Music Objectives:**

S1.C1.PO3/S1.C2.PO3/S1.C4.PO1/S1.C5.PO4

Songs:

“Nine Planets”, Recovery from Jumpstart, Jammin’ Music, 2003

“Tet Trung”, p. 299, CD 7:9 (5th Gr. Share the Music)

“Where No One Has Gone Before” by John Riggio

“Nila, Nila (Moon, Moon)” p. 343, CD 9:15 (4th Gr. Share the Music)

“Earth”, YOUTUBE, Michael Jackson

“Round the Earth Turns”, p. 335, CD 3:13 (5th Gr. Share the Music)

“Mr. Sun”, p. T272, CD 6:25 (Kinder-Share the Music)

Listening:

“The Moon on High” (excerpts), p. 301, CD 7:13 (5th Gr. Share the Music)

Poem:

“Farther Than Far”, p. 1 CD1:2 (4th Gr. Music & You)

Vocabulary: orbit, rotate, planets, moon, comets and asteroids

compose, notation, sixteenth notes, syncopation, contrasting, form

Sentence Starters:

We listened to this music because…

I heard… / I hear…

The beat of the music was…

The rhythm of the words is…

Today in music I learned…

In music, I am learning…

“Is There Music In Space?”

Lesson 1:

Song: “We Got Nine Planets”

Vocabulary: planets, orbit, rotate, accompany. Main vocabulary in today’s lesson: sixteenth note- four sixteenth notes equal one beat (in meters where the quarter note gets one beat.

Objective: I can play sixteenth notes by using a percussion instrument.

Anticipatory Set: What do you know about the Solar System? Discuss.

Instructional Delivery: Today you will begin a unit titled “Is There Music in Space?” We will be learning music skills and building knowledge about the Solar System.

1. Explain sixteenth notes. (5th gr. STM, p. 218)
2. Students practice clapping sixteenth notes.
3. Students watch power point “Nine Planets”.
4. Students learn “My Very Excellent Mom Just Served Us Nachos” in choral response. (This phrase is useful in memorizing the names of the planets. Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune.)
5. Students learn to sing “Nine Planets”.
6. The teacher will demonstrate playing sixteenth notes on the maracas.
7. Divide students in two groups: Group 1-Students will accompany the song playing sixteenth notes. Group 2-Students will sing the song.
8. Closure: Students share with partner about the music term sixteenth notes and students use the phrase “My Very Excellent Mom Just Served Us Nachos” to name the planets.

Lesson 2

Music:

“The Moon on High” (excerpts)

“Tet Trung”

Vocabulary: tradition, Main Vocabulary: rhythmic pattern-quarter notes, eighth notes and quarter rests combined in different ways.

Anticipatory Set: Students listen to “The Moon on High”. After listening activity ask students “What did you hear?” Students discuss.

Instructional Delivery: The Asian culture has a tradition on the eighth full moon of the year. It’s like Thanksgiving. This is when the moon is at its farthest point from the earth and appears bright and completely round. Families come together to watch the full moon. This is one of the most important events for the Asian.

1. Explain and demonstrate the rhythmic pattern of the song.
2. Students use ti’s and ta’s to practice the rhythm by clapping.
3. Students watch “Why We Always See the Same Side of the Moon” (Discovery Education from “Our Solar System”.
4. Students listen to Tet Trung and follow along reading the music to determine the number of beats in each phrase.
5. Students listen to phrases and determine if any have the same melody.
6. Review by clapping the rhythm of the melody.
7. Sing the melody on *loo*.
8. Closure: Students talk with partner the music word rhythmic pattern and clap the pattern.