**2nd GRADE** **WEDNESDAY SPECIAL LESSON 1**, Sem. 1

Valerie Drum, Lesson Plans 15-16

## ****Objectives/Standards:****

* **Music**: Improvise rhythmic and melodic pattern and musical ideas (3.1a) “I can improvise on DO RE MI SO LA.”
* **ELA:**
* I can identify the main message or lesson of a story using key details from the text. (RL.3.2)
* I can describe the characters in a story (their traits, motivations, feelings). (RL.3.3)
* I can describe how a character’s actions contribute to the events in the story. (RL.3.3)

## ****Materials:****

* Alexander and the Terrible… book
* Orff instruments, mallets

## ****Process:****

## ****Process:****

* T - read Alexander book.
* S - DO: What is main thing that happened? RE: Use one word to describe Skippyjon. MI: What is one important action word in the story?
* Practice patting terrible horrible (ti-ti ta ti-ti ta), no good very bad (ta ta ti-ti ta), click click click day (rest rest rest ta!)
* Sit in three areas of instruments in lines.
  + Prepare to play – pull of Burgers and Fries on ends of bars.
  + Climb half way up mallet.
  + Sit on feet.
  + Elbows out like a bicycle.
* Take turns improvising the phrases, improvising the notes on pentatonic scale – DO RE MI SO LA

**Close/Asses:**

* Video for performance to post on LEARN.
* Put bars back.

**3rd GRADE** **WEDNESDAY SPECIAL LESSON 1**, Sem. 1

Valerie Drum, Lesson Plans 15-16

## ****Objectives/Standards:****

* **Music**: Improvise rhythmic and melodic pattern and musical ideas (3.1a) “I can improvise on DO RE MI SO LA.”
* **ELA:**
* I can identify the main message or lesson of a story using key details from the text. (RL.3.2)
* I can describe the characters in a story (their traits, motivations, feelings). (RL.3.3)
* I can describe how a character’s actions contribute to the events in the story. (RL.3.3)

## ****Materials:****

* Skippyjon Jones book
* Orff instruments, mallets

## ****Process:****

* T - read Skippyjon Jones.
* S - DO: What is main thing that happened? RE: Use one word to describe Skippyjon. MI: What is one important action word in the story?
* Practice patting Skippyjon Jones (ti-ti ta ta), bounce on my bed (ta ti-ti- ta), Bumblebito (ta ta ta ta)Sit in three areas of instruments in lines.
  + Prepare to play – pull of Burgers and Fries on ends of bars.
  + Climb half way up mallet.
  + Sit on feet.
  + Elbows out like a bicycle.
* Take turns improvising the phrases, improvising the notes on pentatonic scale – DO RE MI SO LA

**Close/Asses:**

* Video for performance to post on LEARN.
* Put bars back.

**KINDER** **WEDNESDAY SPECIAL LESSON 1**, Sem. 1

Valerie Drum, Lesson Plans 15-16

## ****Objectives/Standards:****

* **Music**: With appropriate guidance, demonstrate and choose favorite musical ideas. (K.2.a) With appropriate guidance, identify expressive attributes that reflect creators’ expressive intent. (K.8.a)
* **ELA:** Actively engage in group reading activities with purpose and understanding. (K.RL.10)

## ****Materials:****

* Old MacDonald book
* 6 sets of instruments, animal signs

## ****Process:****

* T - read and sing Old MacDonald with book. S – All clap on all Ee I Ee I Oh’s.
* S – 1. What does Ee I Ee I Oh mean? 2. Why do we sing that? 3. Which instruments go best with which animals?
* S – In six groups, play the instruments on the six different animal sounds while singing Old MacDonald again. Rotate.

## ****Extension:****

* Rewrite the song.

**Close/Asses:**

* Video for performance to post on LEARN.
* Put bars back.
* Did we get the job done?

**1st GRADE** **WEDNESDAY SPECIAL LESSON 1**, Sem. 1

Valerie Drum, Lesson Plans 15-16

## ****Objectives/Standards:****

* **Music**: With appropriate guidance, demonstrate and discuss personal reasons for selecting musical ideas. (1.2.a)
* **ELA:** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (1.RL.4) Explain major differences between books that tell stories and books that give information, drawing on a wide reading range of text types. (1.RL.5)
* **Vocab:** sound effects, story, information, words that describe sound

## ****Materials:****

* Story of Epaminondas
* Many sets of instruments

## ****Process:****

* T - read Epaminondas story. S – discuss “*Is this a story or information*?” “*What are the differences*?” “*What words or phrases sound like they could use instruments*?”
* S – Choose the best instrumental sounds for the phrases that could benefit from ***sound effects***. Rotate, taking turns with the instruments as the story is read.

**Close/Asses:**

* Video for performance to post on LEARN.
* Put instruments away.
* Did we get the job done?

**3rd GRADE** **WEDNESDAY SPECIAL LESSON 2**, Sem. 1

Valerie Drum, Lesson Plans 15-16

## ****Objectives/Standards:****

* **Music**: Read and perform rhythmic patterns and melodic phrases using notation. (3.4.c)
* **ELA:**
* I can identify the main message or lesson of a story using key details from the text. (RL.3.2)

## ****Materials:****

* Mr Everybody’s Musical Apartment
* Orff instruments, mallets

## ****Process:****

* T - read Mr E’s Apartment E-book
* S – quiz each other with flash cards in pairs
* T – review how to handle Orff instruments.
* S – practice the songs in the E-book.
* S – perform the songs in the E-book.
* If time, S compose with mini popsicle sticks and letter sqares.

**Close/Asses:**

* Video for performance to post on LEARN.
* Put bars back.

**2nd GRADE** **WEDNESDAY SPECIAL LESSON 2**, Sem. 1

Valerie Drum, Lesson Plans 15-16

## ****Objectives/Standards:****

* **Music**: Read and perform rhythmic and melodic patterns using notation. (2.4.c)
* **ELA:**
* I can identify the main message or lesson of a story using key details from the text. (RL.3.2)
* I can describe the characters in a story (their traits, motivations, feelings). (RL.3.3)
* I can describe how a character’s actions contribute to the events in the story. (RL.3.3)

## ****Materials:****

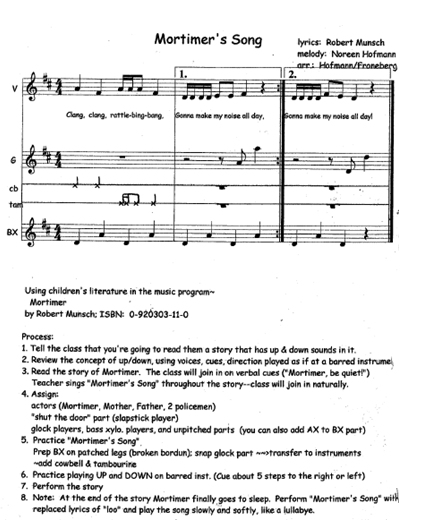
* Mortimer book
* Orff instruments, mallets

## ****Process:****

* T - read Mortimer book, singing the song, speaking the refrain together, singing “thump” up and down the stairs.
* S - DO: What is main thing that happened? RE: Use one word to describe Mortimer. MI: Use one word to describe everyone else in the story.
* Practice on body first:
  + Practice patting “thump” up and down on their forearms - CDEFG
  + Practice “All Day” on laps (Glockenspiel part) – GG and CC.
  + Practice “Clang Clang” claps for cowbell.
  + Practice “Rattle Bing Bang” claps for wood block.
  + Practice accomp. C G C G metallophones and xylophones on lap.
  + Practice bordun C and G on lap for basses.
* Transfer to instruments and play along with the story.
* Half class sing and play instruments. Half class act out the story.

**Close/Asses:**

* Video for performance to post on LEARN.
* Put bars back.



**1st GRADE** **WEDNESDAY SPECIAL LESSON 2**, Sem. 1

Valerie Drum, Lesson Plans 15-16

## ****Objectives/Standards:****

* **Music**: Generate musical ideas in multiple tonalities (…pentatonic). (1.1.b)
* **ELA:** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (1.RL.4) Explain major differences between books that tell stories and books that give information, drawing on a wide reading range of text types. (1.RL.5)
* **Vocab:** sound effects, story, information, words that describe sound

## ****Materials:****

* Story of Epaminondas
* Many sets of Orff instruments

## ****Process:****

* T - read Epaminondas story (p106). S – discuss “*Is this a story or information*?” “*What are the differences*?”
* T – show how to use the instruments and mallets, name the instruments, pentatonic scale
* S – experiment with what notes could work well for the Epaminondas sound effects so that we could sing and play them.
* T – write out best instrument parts.

**Close/Asses:**

* Video for performance to post on LEARN.
* Put instruments away.
* Did we get the job done?

**KINDER** **WEDNESDAY SPECIAL LESSON 2**, Sem. 1

Valerie Drum, Lesson Plans 15-16

## ****Objectives/Standards:****

* **Music**: With appropriate guidance, explore, experience, and improvise musical concepts. (K.1.a)
* **ELA:** Actively engage in group reading activities with purpose and understanding. (K.RL.10)

## ****Materials:****

* Did You Feed My Cow? Song (pT293)
* Orff instruments, mallets

## ****Process:****

* T – Sing the song S – sing the responses on ta ta or ta ta ta.
* S – Learn the names of the instruments and how to use mallets, and how to sit.
* S – Play ta ta or ta ta ta on the instruments on cue with the story.

## ****Extension:****

* Rewrite the song.

**Close/Asses:**

* Video for performance to post on LEARN.
* Put bars back.
* Did we get the job done?