Listening for Adjectives

Grade Intended: 3

Academic Standards:
- 3.6.5 Language Arts: Identify and correctly use pronouns (it, him, her), adjectives (brown eyes, two younger sisters), compound nouns (summertime, snowflakes), and articles (a, an, the) in writing.

Objectives:
- While listening to a piece of music the student will draw a picture of what they are feeling with 100% participation.
- While listening to a piece of music the student will write an adjective that describes some aspect of the music with 100% accuracy.

Advance Preparation by Teacher: The teacher will pick out a number of grade appropriate songs for the class to listen to. The teacher will also have enough drawing paper and crayons on hand for the students to use. The teacher should also provide a cd player or know how to use existing equipment in the classroom.

Procedure: To introduce the activity the teacher will ask the students to give some example of adjectives. After reviewing the definition of an adjective and those of musical terms the teacher will then pass out the drawing paper and crayons. After everyone in the class has a piece of paper and a few crayons the teacher will then explain the activity. In the explanation the teacher will be sure to tell the students to divide their paper into four sections. (Example drawn on the board). Each section will be for one selection of music. In each section the student will listen to a selection of music and then draw a picture with how the music makes them feel. They will then write one adjective to describe the musical selection. The teacher will then begin to play the first selection. After the first selection is over, or the class is observed to be finished with their picture, the teacher will move on to the second selection. The teacher will continue like this until all four selections have been played and all of the pictures have been drawn. After the selections are finished the teacher will then ask the class for volunteers to share what they have drawn for the selections. The teacher will also ask for some of the adjectives that were used. The teacher will also ask for why they chose to draw what they did and why they chose the adjectives that they did. The teacher can then collect the drawings and crayons.

Adaptations/ Enrichment: For students who have trouble with this lesson allow them to just draw a picture or just write an adjective for the activity. For students who could be bored with this activity allow them to write more about the music.
**Self-Reflection:** I would know if the lesson was successful by the students’ reactions to the musical selections. I would also know by the amount of effort that was put into the drawings and adjectives. If the same adjective was used over and over by many students I would know that I need to go back and re-teach some more variety in adjectives.