

## Lesson Plan

**Lesson:** \_\_\_\_\_ **Groovin' with the Cows** \_\_\_\_\_

**Length:** \_\_\_\_\_

**Age or Grade Level Intended:** \_\_\_\_\_ **3<sup>rd</sup> Grade Music** \_\_\_\_\_

### Academic Standard(s):

3.8.2 Interpret an aural musical example using dance, drama, art, or writing.

### Performance Objective(s):

The students will be able to find words in a new song to become a dance that can be performed alongside the song, the students will be able to find movement words 80% of the time

### Assessment:

When given a new song that is similar to the cow song, the students will be able to pick out words that they can make up dance moves for. This will be done in small groups and asked to pick two words from the song that they could come up with a dance move for and perform it while they are sing.

### Advance Preparation by Teacher:

The CD will be needed  
A CD Player  
The Book that contains the words and music to the song  
A Clear Space that allows space for movement

### Procedure:

#### Introduction/Motivation:

(Ask)  
What do you normally see cows doing? (*Bloom ~ Knowledge*)  
Do you normally see cows in top hats and carrying canes?  
Or what about dancing and singing? (*Bloom ~ Application*)

#### Step-by-Step Plan:

- 1.) Teacher reads the words to the song aloud.
  - a. (*Gardner ~ Verbal-Linguistic*)
- 2.) Play the song (listening only) (*Gardner ~ Musical*)
- 3.) Sing along with the recording

- 4.) Have the students listen for words that they think that they could come up with a dance moves for
- 5.) Discuss the words that they thought that they could move to and as they are mentioned write the words on the board
  - a. (*Gardner ~ Interpersonal*)
- 6.) Go over possible dance moves (*Gardner – Bodily-Kinesthetic*)
- 7.) Sing the song and do the dance moves at the same time
- 8.) Allow the CD to play through while the assessment takes place (pulling the students aside in small groups and they pull out “dance” words)

### **Closure:**

Have the students sing the song together and encourage them to look at what other students are doing from various words during the song.

### **Adaptations/Enrichment:**

**A Student with ADHD** – Make sure that this student has plenty of movement time. Encourage them to feel the music and make large full body movements and also make sure that this does not last for too long because they will not be able to pay attention for an extended length of time.

**A Student who has English as a Second Language** – Make sure that this student has a copy of the words or can see the words. Make sure that you give plenty of time to have question time that will allow this student to ask questions about the words that they do not know the definition of.

**A Gifted Student** – For a student who gets through the lesson quickly allow this student to move on to another song just make sure that they do not feel bored. Another option is to have this student work on a dance for the entire song and have them teach it to the class.

### **Self-Reflection:**

How did the lesson plan go? Did the students like the song? Did they get into the dance moves? Was it an effective lesson plan? How well did the assessment process go? What was good and should remain in the lesson plan? What was ineffective and should be changed before this lesson plan is used again?