

Lesson Plan

Lesson: Rewording Nursery Rhymes

Length: 2 class periods (1 to construct and 1 to present)

Age or Grade Intended: 3rd grade Music

Academic Standard(s):

3.4.2 Compose a melody to match given lyrics. Create lyrics to match a given melody.

Performance Objectives:

Given a nursery rhyme and piece of paper, the students will be divided into groups of four, and have to work together, rewriting the words of the nursery rhyme to their own words about Thanksgiving.

When finished, each group will hand in one copy of their new words and present their song together in front of the class being evaluated on full participation and working as a group.

Assessment:

Given a paper copy of Twinkle Twinkle Little Star to each student, the class will be divided into 6 groups, where they will work together to rewrite the words into a Thanksgiving tune. When all are finished, have each group present their song one at time in front of the class being evaluated on participation and working as a group.

Advanced Preparation by Teacher:

1. Type up the words to “Twinkle Twinkle Little Star” on thirty pieces of paper, triple spaced. There should be enough to give one to each student and then one extra clean piece of paper to one designated person of each group to write out their completed words once finished.
2. Have enough pencils and lap boards for each student.

Procedure:

Introduction/Motivation:

Ask a few students to answer what their favorite nursery rhyme is, by raising their hand. (**Bloom: Knowledge, Gardner: Verbal/Linguistic**) Have them sing Twinkle Twinkle Little Star and the ABC’s. (**Gardner: Musical/Rhythmic, Bloom: Knowledge**) Ask them what is interesting about the two melodies. (**Bloom: Evaluation**) They should say that it is the same melody, but different wording. Tell

them this is what they are going to do today, using Twinkle Twinkle Little Star and changing the words to make it a Thanksgiving song.

Step-by-Step Plan:

1. Hold up the paper and explain to them that they will receive a piece of paper such as this, with a short nursery rhyme on it. The class will be divided up into six groups of four students. They must work as a group, involving everyone's input and ideas to rewrite the words into a Thanksgiving tune. **(Gardner: Interpersonal, Verbal/Linguistic)** They can write about anything they would like, as long as it deals with turkey, pilgrims, family, food, fall, or other Thanksgiving characteristics. At the end they will present the song in front of the class. **(Bloom: Application)** Tell them it will be graded upon participation and working as a group.
2. Have the class count off by fours (1, 2, 3, 4, 1, 2, 3, 4 and so on). **(Gardner: Logical/Mathematical)**
3. Choose a spot for each group to go in the classroom, having all the 1's go to a corner, the 2's staying in the middle, etc.
4. Pass out Twinkle Twinkle Little Star to everyone. Have one group at a time go collect a pencil and a lapboard for themselves and return to their designated spot. **(Gardner: Bodily/Kinesthetic)**
5. Tell them to begin as soon as each member is back to the group. **(Gardner: Interpersonal)**
6. Walk around to each group to see how they are doing, making sure they are including everyone, doing the assignment correctly, or have any questions.
7. When a group finishes, have one student copy the group's finished words onto one clean piece of paper to turn in to the teacher. **(Bloom: Comprehension)**
8. If a group finishes much earlier than the others, have them make up movements to their song or write another verse. **(Gardner: Bodily/Kinesthetic)**
9. When all groups are finished have them sit quietly and watch one group at a time present their song. **(Bloom: Application)**

Closure:

Tell the class, even though you are not writing your own original song, you can now write your own words to a nursery rhyme or other short song. Anytime you get bored you can make up your own song and present it to your family and friends. You can get creative with your song and entertain yourself for those boring, rainy days you are stuck inside!

Adaptations/Enrichment:

Boy with a Written Expression Learning Disability: Place him in a supportive group or next to someone who will help him and answer any questions. Continually go check on him to make sure he understands everything.

Girl with ADHD-Hyperactive: Have her pass out the papers, pencils, and lapboards. Make sure she is with a group of supportive students, and tell her she is free to move around or perhaps make up movements to the song.

Boy with Autism: Ask the student if he would like to work with a group or by himself. Be sure to continually check on him as you walk around and ask him questions.

Boy with High Ability: Ask if he would like to be placed in a group or by himself. Tell him if he finishes early, he can make up movements to his song or write another verse.

Self-Reflection:

Did the students cooperate, working in a group rather than solo?

Was this activity too complicated for the students?

Did I make my objectives clear?

Should I allow more or less time?

Name(s) _____

Rewrite these words to a Thanksgiving song!

Twinkle, twinkle, little star,

How I wonder what you are.

Up above the world so high,

Like a diamond in the sky.

Twinkle, twinkle, little star,

How I wonder what you are!

Manchester College
Lesson plans- EDUC 235

Name: Kaitlin

Teacher: Dr. Korrine Gust

Date : _____

Title of Work: Reworded Songs

	Criteria				Points
	1	2	3	4	
MC Lesson Plan Format with explicitly stated Academic Standards.	Lesson does not follow MC format or state academic standards.	Lesson does not follow MC format but does state academic standards.	Lesson plan follows most of the MC format and explicitly states academic standards.	Lesson plan follows MC format correctly and explicitly states academic standards.	<u>4</u>
Lesson Plan Objectives	Objectives are not included.	Objectives are included, but are not correctly written or do not relate to the stated academic standard(s).	Objectives are included, relate to stated academic standard(s), but are not written correctly.	Objectives are well written, and correlate well to stated academic standard(s).	<u>3</u> <i>need lots of work</i>
Assessment	No assessment is planned.	Planned assessment does not match learning objectives.	Planned assessment matches learning objectives, but is not a part of the procedures for the lesson.	Planned assessment matches learning objectives and is embedded in the procedures for the lesson.	<u>4</u>
Procedures are thoroughly written, including Gardner's MI and Bloom's Taxonomy questions.	Procedures are unclear and do not include Gardner or Bloom references.	Procedures are mostly clear and attempts to include Gardner and Bloom references.	Procedures are clear and references to Gardner and Bloom are attempted.	Procedures can be easily replicated by others including Bloom's questions and the use of Gardner's MI.	<u>4</u>
Adaptations/Modifications and Enrichment Opportunities	Lesson does not include reasonable adaptations, modifications and/or enrichment opportunity.	Lesson includes one reasonable adaptation and/or modification and an enrichment opportunity.	Lesson includes more than one reasonable adaptation and/or modifications and an enrichment opportunity.	Lesson thoroughly details reasonable adaptations, modifications, and enrichment opportunities that are exemplary.	<u>4</u>
Grammar and Spelling	5 or more errors in grammar and/or spelling are present.	3-4 errors in grammar and/or spelling are present.	1-2 errors in grammar and/or spelling are present.	No errors in grammar and/or spelling are present.	<u>4</u>
				Total---->	<u>23</u>

Teacher Comments:

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