

Primary Paths to The Arts

Kindergarten and 1st Grade - Resources
Music Instructional Resource Guide

Tips, Ideas, Glossary and Resources

This section includes tips, ideas, glossary, and resources including:

1. Rules
2. Finding the Singing Voice
3. The Difference Between Beat and Rhythm
4. Establishing a Steady Beat
5. Ways to Practice Music Elements using Nursery Rhymes, Poems, and Chants
6. Introducing a Song
7. Music Games
8. Rubric
9. Addition Resources

I. Rules:

Rules in music time should be simple. You might consider the following format:

In music time we are:

- Good Musicians: We always sing, play, and move our best.
- Safe: We are safe with our bodies and instruments.
- Thoughtful: We are kind to our classmates and the teacher.

II. Finding Head Voice/ Singing Voice:

Somewhere in life people develop an irrational saying of, "I can't sing." There are actually very few people who can't sing. Those people have physical ailments that prevent them from producing a tone that is a singing tone. Everyone has a singing voice, it is simply a matter of finding it! The playground taunt, "neh ney, neh ney, boo boo," or "you can't catch me" in that sing-song voice is a first step and an example of early childhood singing.

Steps to finding the singing voice with children:

- Echo Sing animal sounds like owls and cows. Owls say "ooh" and cows sing "moo."
- Imitate siren sounds on "whoa."
- Dramatize Halloween Sounds on "whoa."
- Imitate a child. This is called peer singing. Many times children find it easier to imitate a child who is producing a pleasant tone rather than the teacher.
- Put a voice on an "elevator" and take your voice to different floors from low to high and high to low.
- Make a visual of a curvy line (like a roller coaster) and have the children sing the path.
- Sing, sing, sing! Don't be afraid to sing! Participation is the MOST important element at this level.

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III. The Difference Between Steady Beat and Rhythm:

Steady Beat is the even, recurring pulse that you can tap your toe to, or clap your hands with, or march to in music. The beat is like a heart beat. It is always present and it is even throughout a song, chant, poem, or rhyme.

Rhythm is a series of sounds and silences performed over a beat. It translates best for children using this phrase: "The rhythm matches the words." Teachers best understand it using this phrase: "The rhythm matches the syllables."

Consider the following example: The rhythm can be clapped (cl), the beat can be pat (p).

	cl	cl	cl	cl	cl	cl	cl
Rhythm:	Engine,	engine,	number	9			
	p	p	p	p			
Beat:	Heart	Beat	Heart	Beat			

Remember: The beat stays the same, no matter what the words!

IV. Establishing a Steady Beat:

Steady Beat is a musical element that can and should be practiced all of the time. Students can pat, clap, march, walk, jump, hop, shake, twist, well anything with the beat. Some teachers find it helpful for students to speak the words "heart beat" as a song, rhyme, poem, or chant is played.

Passing games are a very good way for students to practice the musical element of steady beat. The best way to prepare the class for a passing game is to look at the clock and mimic the second hand. "tick tock like-a clock." This takes some time but eventually students will work together and find the steady beat.

V. Ways to Practice Music Elements Using Common Nursery Rhymes, Poems, and Chants:

- Pat (tap, march, snap, etc.) the beat
- Clap the words (rhythm)
- Divide the class and have half pat the beat and half clap the rhythm (words)
- Walk or march the beat while clapping the rhythm (words)
- Divide class, have half march the beat and half clap the words.

Practice, practice, practice!

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VI. How to Teach a Song by Rote:

1. Listening: Ask the class questions about the song so that they listen each time the teacher sings the song. Listening = hearing + paying attention. Students need to know what to “pay attention” to. The song should be sung several times so that the students hear it more than once or twice before singing.
2. Motions: Let the students imitate the teacher’s motions while the teacher sings the song.
3. Games: Many simple songs have games that go with them. The teacher may sing the song while the students play the game. As the children play the game they will start singing the song.
4. Echo Singing: The teacher can teach the song phrase by phrase. The teacher sings one phrase (musical sentence) and the class sings it back. Follow this procedure until the song is learned. Start combining phrases to make it more difficult until the children can sing the entire song.
5. Story: Make up a story that goes along to the song you want to teach.
6. Play: Teach the song by acting out the story of the song.

VII. Music Games:

Music is FUN! Students love to play games and have fun with music. It’s part of the art of music. Here is a list of easy games to play with a class.

1. Freeze Dance: Teacher plays a recording of a song while students dance. When the teacher hits “pause” the students must “freeze.” The last student moving is “out” and the game continues until there is one student left.
2. “Who has the Penny?” Students cover and close their eyes and leave a hand out, palm up. The teacher walks around the room and places a penny in one child’s hand. The teacher sings, “Who has the penny?” The student with the penny (and ONLY the student with the penny) sings, “I do,” The class tries to determine who has the penny without looking.
3. “Doggie, Doggie, Where’s your bone?” One student comes to the front of the room, in a chair, their back faces the class. A “bone” is placed under the chair. Students sing/chant “Doggie, Doggie, Where’s your bone? Someone took it from your home? Who has the bone?” While the class sings, the teacher selects a student from the class to go get the bone. The “doggie” sings, “Who has the bone?” and the child with the bone sings, “I do!” The doggie must guess who has the bone. The game continues until all children have had a turn.

VIII. Rubric:

- A/E Demonstrates mastery of chosen music objective.
B/G Consistently performs chosen music objective.
C/S Sometimes performs chosen music objective.

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D/M Occasionally performs chosen music objective.

F/U Never performs chosen music objective.

IX. Additional Resources, books, recordings:

Kids can listen, kids can move! by Lynn Kleiner (2003)
Alfred Publishing Co., Inc. Van Nuys, CA.

Peter and the Wolf is a storybook with CD commonly found in school libraries.
The Carnival of the Animals is a storybook with CD commonly found in school libraries.

www.classicsforkids.com;

<http://listeningadventures.carnegiehall.org/ypgto/game.aspx>

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1st Grade- Lesson 1

Music Instructional Resource Guide

I. Alphabet March

II. **Objective(s):** The student will

- Respond to specific, teacher-selected musical characteristics in a song or Instrumental piece. (NGSSS: MU.1.C.1.1)
- Identify the similarities and differences between two performances of a familiar Song. (NGSSS: MU.1.C.2.1)
- Sing or play songs, which may include changes in verses or repeats, from memory. (NGSSS: MU.1.S.2.1)
- Sing simple songs in a group, using head voice and maintaining pitch. (NGSSS: MU.1.S.3.1)
- Respond to changes in tempo and/or dynamics within musical examples. (NGSSS: MU.1.O.3.1)
- Perform simple songs, dances, and musical games from a variety of cultures. (NGSSS: MU.1.H.1.1)

III. **Recommended Instructional Time:** One 40 minute class period

IV. **Vocabulary:** tempo (fast/slow)

V. **Curricular Connections:**

- **English Language Arts**

CCSS.ELA-Literacy.RF.1.1 Demonstrate understanding of the organization and basic features of print.

VI. Lesson Procedures

Materials/Set-up: ABC chant on chart (found in Teacher Edition Basal Theme 1: Back to School); teacher made posters (see variation).

Session I:

1. The teacher will sing traditional ABC song along with students.
2. Have students sing ABC song in varying tempos.
3. The teacher will introduce music vocabulary word tempo-Speed of music (tempo can be described as how fast or slow the music is).
4. The teacher will show the ABC chant to the students (found in Teachers Edition of the Basal Theme 1: Back to School).
5. The teacher will display chart for students and work with changing the tempo while singing the familiar ABC chant.
6. The students and teacher will practice the song using movement.
7. The students can suggest movements for the selected letters.
8. The students will perform chant with movement first for slow, then for fast.

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1st Grade- Lesson 1

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Variations:

- The teacher will divide the class into two groups.
- One group can sing the song while the other performs the movements.
- The students will recite the alphabet and use the motions.
- The teacher will create posters with ABC letters and the students will hold up the posters while calling out movements.

VII. Assessment: Teacher observation, aural/visual-See rubric in Music Resources K&1 document

VIII. Resources:

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1st Grade- Lesson 2

Music Instructional Resource Guide

I. If You're Happy and You Know It!

II. Objective(s): The student will

- Respond to specific, teacher-selected musical characteristics in a song or Instrumental piece. (NGSSS: MU.1.C.1.1)
- Sing simple songs in a group, using head voice and maintaining pitch. (NGSSS: MU.1.S.3.1)
- Respond to changes in tempo and/or dynamics within musical examples. (NGSSS: MU.1.O.3.1)
- Perform simple songs, dances, and musical games from a variety of cultures. (NGSSS: MU.1.H.1.1)
- Create sounds or movement freely with props, instruments, and/or found sounds in response to various music styles and/or elements. (NGSSS: MU.1.F.1.1)
- Describe how he or she likes to participate in music. (NGSSS: MU.1.F.2.1)

III. Recommended Instructional Time: One 40 minute class period

IV. Vocabulary: verbs

V. Curricular Connections:

- **English Language Arts**

CCSS.ELA-Literacy.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

CCSS.ELA-Literacy.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CCSS.ELA-Literacy.L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

CCSS.ELA-Literacy.L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

CCSS.ELA-Literacy.L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

CCSS.ELA-Literacy.L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

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1st Grade- Lesson 2

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- **Mathematics**

CCSS.Math.Content.1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.1

VI. Lesson Procedures

Session I:

1. The teacher will make a web of things people can do.
2. The teacher will introduce the vocabulary word, “verb” (action word).
3. The students will act out verbs together as a class.
4. The teacher will display a chart with the song highlighting the verbs.
5. The teacher will read aloud song while having the students act out the verbs.
6. The students will sing and act out the song using one motion per verse, two motions per verse, add three or four as students’ progress.
7. The students will illustrate two verbs from the song.

Suggested motions:

Stomp, clap, snap, tap, march, hop, jump, shake, bend, spin, etc.

Variations:

- The students will, if rhythm instruments are available, use the instruments in lieu of body percussion, i.e. tap your sticks, tap them soft, tap them loud, scrap your sticks, scrap them loud, play the drum...

VII. Assessment: Teacher observation, aural/visual-See rubric in Music Resources K&1 document

VIII. Resources: CD for recording

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1st Grade- Lesson 3

Music Instructional Resource Guide

I. The Star Spangled Banner

II. Objective(s): The student will

- Sing simple songs in a group, using head voice and maintaining pitch. (NGSSS: MU.1.S.3.1)
- Perform simple songs, dances, and musical games from a variety of cultures. (NGSSS: MU.1.H.1.1)
- Identify and perform folk music used to remember and honor America and its cultural heritage. (NGSSS: MU.1.H.2.1)
- Describe how he or she likes to participate in music. (NGSSS: MU.1.F.2.1)

III. Recommended Instructional Time: Two 40 minute class periods

IV. Vocabulary: anthem, relevance of stars/stripes, national

V. Curricular Connections:

- **English Language Arts**

CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details.

CCSS.ELA-Literacy.RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CCSS.ELA-Literacy.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

CCSS.ELA-Literacy.L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

VI. Lesson Procedures

Materials/Set-Up: The teacher will write out the words to The Star Spangled Banner on a chart or project it from the link onto the board; set out art supplies for step 9 session II.

Session I:

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1. The teacher will read a selection introducing the story of the National Anthem. <http://www.apples4theteacher.com/holidays/flag-day/short-stories/the-star-spangled-banner.html>
2. The teacher will introduce and discuss key vocabulary words (anthem, relevance of stars/stripes, national).
3. The students will listen to the recording of The Star Spangled Banner following the words on the chart.
4. The teacher will discuss with the students respect while singing the National Anthem-facing the flag, stand up straight, hats off, use best singing voice.
5. The students will practice singing the Anthem following the CD.

Session II:

1. The teacher will review vocabulary words as well as respect for the Anthem.
2. The teacher will review the story of the National Anthem.
3. The students will practice singing the song following the CD recording.
4. The teacher will display a chart with the National Anthem highlighting the sight words.
5. The teacher will discuss sight words with students.
6. The teacher will divide the class into groups: one group of students will sing while the other group of students will observe for respectful behavior.
7. The teacher will repeat process while changing the groups.
8. The students will evaluate/observe each group with the following questions: What did the groups observe about each others' performances? How did the groups show they tried their best? How did they demonstrate respectful behavior during the Anthem?
9. The students will illustrate a US flag, using whatever media the teacher chooses and is available. (Culminating activity).

Variations:

- The teacher will teach the students the school song using the same procedures as above. (If school song is available)
- The teacher will encourage singing the National Anthem daily during the morning announcements.

VII. Assessment: Teacher observation, aural/visual-See rubric in Music Resources K&1 document

VIII. Resources: Books about the National Anthem that can be found in the Media Center, Internet website/link for story, CD for recordings for other versions of National Anthem.

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1st Grade- Lesson 4

Music Instructional Resource Guide

I. Happy Birthday to You

II. Objective(s): The student will

- Sing simple songs in a group, using head voice and maintaining pitch. (NGSSS: MU.1.S.3.1)
- Perform simple songs, dances, and musical games from a variety of cultures. (NGSSS: MU.1.H.1.1)
- Describe how he or she likes to participate in music. (NGSSS: MU.1.F.2.1)

III. Recommended Instructional Time: One 40 minute class period

IV. Vocabulary: birthday, bar graph

V. Curricular Connections:

- **English Language Arts**

CCSS.ELA-Literacy.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

- **Mathematics**

CCSS.Math.Content.1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.1

VI. Lesson Procedures

Session I:

1. The teacher will introduce the vocabulary word birthday and explain compound words. What do the words mean separately? What does it mean together?
2. The teacher will identify the students' birthdays.
3. The teacher will sing the song *Happy Birthday to You*.
4. The students will create a bar graph with their birthdays depicting the different months in which students were born. The teacher will count how many students were born in each month and place the names on the graph.

Variation:

- The teacher will invite students' parents visit and share how birthdays are celebrated in their culture.

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- The teacher will allow the parents to teach students the different ways to sing Happy Birthday in their native language.
- The students will bring in food, from their different cultures which are eaten during a birthday celebration.

VII. Assessment: Teacher observation, aural/visual-See rubric in Music Resources K&1 document

VIII. Resources:

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1st Grade- Lesson 5

Music Instructional Resource Guide

I. Pop! Goes the Weasel

II. Objective(s): The student will

- Respond to specific, teacher-selected musical characteristics in a song or Instrumental piece. (NGSSS: MU.1.C.1.1)
- Sing simple songs in a group, using head voice and maintaining pitch. (NGSSS: MU.1.S.3.1)
- Show visual representation of simple melodic patterns performed by the teacher or a peer. (NGSSS: MU.1.S.3.5)
- Respond to changes in tempo and/or dynamics within musical examples. (NGSSS: MU.1.O.3.1)
- Perform simple songs, dances, and musical games from a variety of cultures. (NGSSS: MU.1.H.1.1)
- Explore the use of instruments and vocal sounds to replace or enhance specified words or phrases in children’s songs, choral readings of poems and stories, and/or chants. (NGSSS: MU.1.H.3.1)

III. Recommended Instructional Time: One 40 minute class period

IV. Vocabulary: weasel, exclamation point, cobbler, spool, thread

V. Curricular Connections:

- **English Language Arts**

CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

CCSS.ELA-Literacy.L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

VI. Lesson Procedures

Session I:

1. The teacher will introduce vocabulary words and discuss meanings.
2. The teacher will sing and play the recording of Pop! Goes the Weasel.
3. The teacher will make a note that the word “POP” contains an exclamation point (shows great emotion) and it is the surprise word in the song.
4. The students will play the following game:
 - The students will stand in a circle.

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- The teacher will walk around the circle, tapping each student's shoulder on the beat while the class sings the song (a la Duck, Duck, Goose).
- In the beginning, the second POP will then take the turn at tapping and going around the circle.
- Continue the game until every student has a turn being the tapper.

Pop! Goes the Weasel Lyrics:

A penny for a spool of thread,
A penny for a needle.
That's the way the money goes,
Pop! goes the weasel.
All around the cobbler's bench
The monkey chased the weasel.
The monkey thought it all in fun,
Pop, goes the weasel.

VII. Assessment: Teacher observation, aural/visual-See rubric in Music Resources K&1 document

VIII. Resources: Alternate lyrics and versions of the song may be used and found on line; CD recording

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1st Grade- Lesson 6

Music Instructional Resource Guide

I. Loose Tooth

II. Objective(s): The student will

- Classify instruments into pitched and unpitched percussion families. (NGSSS: MU.1.C.1.3)
- Identify patterns of a simple, four-measure song or speech piece. (NGSSS: MU.1.O.1.2)
- Explore the use of instruments and vocal sounds to replace or enhance specified words or phrases in children’s songs, choral readings of poems and stories, and/or chants. (NGSSS: MU.1.H.3.1)
- Create sounds or movement freely with props, instruments, and/or found sounds in response to various music styles and/or elements. (NGSSS: MU.1.F.1.1)

III. Recommended Instructional Time: Two 40 minute class periods

IV. Vocabulary: loose, tooth, jiggly, wiggly, beneath = ‘neath(below/under), tooth fairy

V. Curricular Connections:

- **English Language Arts**

CCSS.ELA-Literacy.RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.

CCSS.ELA-Literacy.RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

CCSS.ELA-Literacy.RF.1.3f Read words with inflectional endings.

CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

CCSS.ELA-Literacy.L.1.1f Use frequently occurring adjectives.

CCSS.ELA-Literacy.L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

- **Mathematics**

CCSS.Math.Content.1.G.A.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

VI. Lesson Procedures

Materials/Set-Up: The teacher will write on a chart, white board or overhead projector the words to the poem Loose Tooth.

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1st Grade- Lesson 6

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Session I:

1. The teacher will build background knowledge by asking the following questions:
 - Who has lost a tooth?
 - Why do we lose teeth?
 - What do we do with the teeth we lose?
 - How many teeth have you lost?
2. The teacher will introduce and discuss vocabulary words.
3. The teacher will display a poster of poem/chant.

Loose Tooth

I had a loose tooth, a wiggly jigglely loose tooth

I had a loose tooth hanging by a thread

So I pulled my loose tooth, my wiggly jigglely loose tooth

And put it 'neath my pillow & then I went to bed.

The fairies took my loose tooth, my wiggly jigglely loose tooth

And now I have a **quarter** & a **hole** in my **head**

4. Introduce syllables and practice clapping to syllables.
5. The teacher will read aloud the poem and allow the students to read the words loose tooth which are underlined and the students will pat two times with the two syllables “loose tooth.”
6. The teacher will read aloud the poem and the add movement to go along with “wiggly jigglely.”
7. The teacher will practice steps 4 and 5 a few times with the students and add more of the lines until they are reading through the entire poem/chant.
8. The teacher will identify the different colored words and body percussion sound for each word. For example: quarter-clap, hole-snap and head-stomp (See variations).
9. The students will perform the entire poem/chant with the corresponding sounds and movements.
10. *Language Arts Connection*-The teacher will review the entire poem and identify “oo,” (long u sound), identify ‘neath = beneath, identify double letters, rhyming words, inner hearing, and fluency.

Session II:

1. The teacher will remove the words “loose tooth” and the students will perform without speaking the words, just movements. The teacher will remove “wiggly, jigglely”, and “loose tooth” and the students will perform without speaking the words, just movements. The teacher will continue removing words until you are left without any words and just the motions and the sounds.

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2. The students will perform as a group in a chosen final presentation.
3. *Math Connection*-The teacher will create a class graph about lost teeth, loose teeth, etc.

4. The teacher will, if rhythm instruments are available, choose three different instruments and repeat the poem/chant using the instruments instead of the body percussion (i.e. quarter=triangle, hole=hand drum, head=wood block).

VII. Assessment: Teacher observation, aural/visual-See rubric in Music Resources K&1 document

VIII. Resources: CD recording

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1st Grade - Lesson 7

Music Instructional Resource Guide

I. Five Little Pumpkins

II. Objective(s): The students will

- Sing or play songs, which may include changes in verses or repeats, from memory. (NGSSS: MU.1.S.2.1)
- Sing simple songs in a group, using head voice and maintaining pitch. (NGSSS: MU.1.S.3.1)
- Show visual representation of simple melodic patterns performed by the teacher or a peer. (NGSSS: MU.1.S.3.5)
- Perform simple songs, dances, and musical games from a variety of cultures. (NGSSS: MU.1.H.1.1)
- Explore the use of instruments and vocal sounds to replace or enhance specified words or phrases in children’s songs, choral readings of poems and stories, and/or chants. (NGSSS: MU.1.H.3.1)
- Create sounds or movement freely with props, instruments, and/or found sounds in response to various music styles and/or elements. (NGSSS: MU.1.F.1.1)
- Describe how he or she likes to participate in music. (NGSSS: MU.1.F.2.1)

III. Recommended Instructional Time: One 40 minute class period

IV. Vocabulary: pitch (high/low), first, second, third, fourth, fifth

V. Curricular Connections:

- **Reading and Language Arts**
- **English Language Arts**

CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

CCSS.ELA-Literacy.RF.1.3f Read words with inflectional endings.

CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

CCSS.ELA-Literacy.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CCSS.ELA-Literacy.L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

- **Mathematics**

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CCSS.Math.Content.1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.1

VI. Lesson Procedures

Materials/Set-Up: Make sets of posters with ordinal numbers

Session I:

1. The teacher will say, "Today we are going to talk about how music can be high or low. High and low does not mean loud and soft. High and low means how high your voice can go or how low your voice can go. In music, we call this PITCH."
2. The teacher and students will listen to the song Five Little Pumpkins from the CD. Teacher will ask students to listen to the singers voice go from high to low from the beginning to the end.
3. The students will listen to the recording again, this time students will raise their hands whenever the **PITCH** is high and gradually put their hands down as the **PITCH** becomes lower.
4. The teacher will repeat the song this time adding finger play (pantomiming) to the words.

Five little pumpkins sitting on a gate;
The **first** one said, "Oh my it's getting late."
The **second** one said, "There are witches in the air."
The **third** one said, "But I don't care."
The **fourth** one said, "I'm ready for some fun!"
The **fifth** one said, "Let's run and run and run."
"Wooooooo" went the wind,
And out went the lights.
And the five little pumpkins rolled out of sight.

5. The teacher and students will sing and act out song as a class.
6. *Math Connection*-The teacher will review ordinal numbers using the song Five Little Pumpkins.
7. The teacher will pass out paper to five students with the ordinal numbers on them (first, second, third, fourth, fifth).
8. The students will sing the song again. This time having the student with the correct ordinal number role play the part according to the song.
9. The teacher will repeat as necessary until each student has had a chance to be an ordinal numbered pumpkin.

VII. Assessment: Teacher observation, aural/visual-See rubric in Music Resources K&1 document

Primary Paths to the Arts

1st Grade - Lesson 7

Music Instructional Resource Guide

VIII. Resources: CD recording

Primary Paths to the Arts

1st Grade - Lesson 8

Music Instructional Resource Guide

I. Thanksgiving: What Are You Thankful For?, Thank You

II. Objective(s): The student will

- Improve a four-beat response to a musical question sung or played by someone else. (NGSSS: MU.1.S.1.1)
- Create short melodic and rhythmic patterns based on teacher-established guidelines. (NGSSS: MU.1.S.1.2)
- Sing simple la-sol-mi patterns at sight. (NGSSS: MU.1.S.3.3)

III. Recommended Instructional Time: Two 40 minute class periods

IV. Vocabulary: thankful, Thanksgiving, question, answer

V. Curricular Connections:

- **English Language Arts**

CCSS.ELA-Literacy.RF.1.1 Demonstrate understanding of the organization and basic features of print.

CCSS.ELA-Literacy.RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.

CCSS.ELA-Literacy.SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-Literacy.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-Literacy.SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

CCSS.ELA-Literacy.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

VI. Lesson Procedures

Materials/Set-Up: The teacher will check out a book from the media center about Thanksgiving, manila paper one per child, markers, colored pencils or crayons for drawing.

Session I:

1. The teacher will read a Thanksgiving story with the class and discuss the meaning of Thanksgiving.
2. The students will share with the class things they are thankful for. Teacher will create a web with the students' responses.

Primary Paths to the Arts

1st Grade - Lesson 8

Music Instructional Resource Guide

3. The teacher and students will listen to the song What Are You Thankful For? on the CD. The teacher will discuss the question and answer format.
4. The teacher will sing to the students “**What are you thankful for?**” Students will sing the response to the teacher. “**I am thankful for....**”
5. The teacher will go around the room until all of the students have had a turn singing what they are thankful for.
6. The teacher will write on the board: “**I am thankful for _____ because...**”
7. The teacher will pass out manila paper and direct students to copy the sentence from the board filling in the blanks.
8. The students will draw a picture to go along with the sentence.

Session II:

1. The teacher will review with students from the generated list of things that they were thankful for from Session I.
2. The teacher will tell the students that they are going to learn a song that shares how to say “Thank You.”

Lyrics:

**Thank you for the world so sweet.
Thank you for the food we eat.
Thank you for the birds that sing.
Thank you for everything.**

3. The teacher will teach the sign language motion for “Thank you.” <http://www.lifeprint.com/asl101/pages-signs/t/thankyou.htm>. The sign for “thank you” is made by starting with the fingers touching the lips. Move your hand forward and a bit down in the direction of the person you are thanking. Smile.
4. The teacher will play recording of the “Thank You” Song. Students will make the ASL (American Sign Language) gesture for “thank you” as they hear the words in the song.
5. The students will list what the song mentions that they are thankful for and pantomime the lyrics.
6. The students will sing along with the recording and perform motions.

Variation:

- The students will create additional verses for the song using the generated list from Session I. Special consideration could be given to rhyming words.

VII. Assessment: Teacher observation, aural/visual-See rubric in Music Resources K&1 document

VIII. Resources: CD recording, Internet links/website

Primary Paths to the Arts

1st Grade - Lesson 8

Music Instructional Resource Guide

Primary Paths to the Arts

1st Grade - Lesson 9

Music Instructional Resource Guide

I. The Dreidel Song

II. Objective(s): The student will

- Share different thoughts or feelings people have about selected pieces of music. (NGSSS: MU.1.C.3.1)
- Sing or play songs, which may include changes in verses or repeats, from memory. (NGSSS: MU.1.S.2.1)
- Sing simple songs in a group, using head voice and maintaining pitch. (NGSSS: MU.1.S.3.1)
- Perform simple songs, dances, and musical games from a variety of cultures. (NGSSS: MU.1.H.1.1)
- Identify and perform folk music used to remember and honor America and its cultural heritage. (NGSSS: MU.1.H.2.1)
- Describe how he or she likes to participate in music. (NGSSS: MU.1.F.2.1)

III. Recommended Instructional Time: Two 40 minute class periods

IV. Vocabulary: Chanukah, dreidel, clay, playful

V. Curricular Connections:

- **English Language Arts**

CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-Literacy.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas.

VI. Lesson Procedures

Materials/Set-Up: Chart with Dreidel Song, art supplies depending on the project teacher chooses.

Session I:

1. The teacher will read a Chanukkah story which relates to the dreidel (probably found in the media center).
2. The teacher will introduce and discuss vocabulary words.
3. The teacher and students will listen to the song from the following internet link-
<http://www.torahtots.com/holidays/chanuka/crafts/dreidelsong.htm> or the CD.

Primary Paths to the Arts

1st Grade - Lesson 9

Music Instructional Resource Guide

4. The teacher will review the vocabulary words with the class. Teacher can delineate verse from chorus by using different colors for each (see below).
5. The teacher will first teach chorus and then the different verses; then students will sing with music.

The Dreidel Song

I have a little dreidel
I made it out of clay
And when it's dry and ready
Then dreidel I shall play

CHORUS

Oh dreidel dreidel dreidel
I made it out of clay
Oh dreidel dreidel dreidel
Now dreidel I shall play

My dreidel's always playful
It loves to dance and spin
A happy game of dreidel
Come play now, let's begin!

CHORUS

Oh dreidel dreidel dreidel
It loves to dance and spin
Oh dreidel dreidel dreidel
Come play now lets begin

Session II:

1. *Art Connection*-The teacher will follow the links provided in order to make a paper dreidel.
2. <http://www.enchantedlearning.com/crafts/hanukkah/dreidel/> or milk carton dreidel-<http://www.bhg.com/holidays/hanukkah/crafts/dreidel-dreidel/>
3. During the *Art Connection*, the teacher and students will discuss the different symbols on the dreidel and what they mean.
4. The students will practice playing the game with the dreidels they made.
5. The students will also sing the song while spinning the dreidel.

VII. Assessment: Teacher observation, aural/visual-See rubric in Music Resources K&1 document

Primary Paths to the Arts

1st Grade - **Lesson 9**

Music Instructional Resource Guide

VIII. Resources: CD recording, Internet links and websites

Primary Paths to the Arts

1st Grade - Lesson 10

Music Instructional Resource Guide

I. All I Want for Christmas is My Two Front Teeth

II. Objective(s): The student will

- Differentiate between music performed by one singer and music performed by a Group of singers. (NGSSS: MU.1.C.1.4)
- Sing or play songs, which may include changes in verses or repeats, from memory. (NGSSS: MU.1.S.2.1)
- Sing simple songs in a group, using head voice and maintaining pitch. (NGSSS: MU.1.S.3.1)
- Respond to contrasts in music as a foundation for understanding structure. (NGSSS: MU.1.O.1.1)
- Perform simple songs, dances, and musical games from a variety of cultures. (NGSSS: MU.1.H.1.1)
- Identify and perform folk music used to remember and honor America and its cultural heritage. (NGSSS: MU.1.H.2.1)
- Describe how he or she likes to participate in music. (NGSSS: MU.1.F.2.1)

III. Recommended Instructional Time: One 40 minute class period

IV. Vocabulary: whistle, thistle, merry

V. Curricular Connections:

- **English Language Arts**

CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-Literacy.RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CCSS.ELA-Literacy.RF.1.3f Read words with inflectional endings.

CCSS.ELA-Literacy.L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

VI. Lesson Procedures

Session I:

1. The teacher will ask students to imagine someone who only wants their two front teeth for Christmas.
2. The teacher will ask students who is missing their two front teeth.
3. The teacher will introduce and discuss vocabulary words.
4. The teacher will then have students practice pronouncing: see, gosh, sister, Susie, sitting, whistle, Christmas with a lisp (“th” instead of “s”).
5. The teacher will play the song from the CD recording identifying the three sections.

Primary Paths to the Arts

1st Grade - Lesson 10

Music Instructional Resource Guide

6. The teacher and students will sing the song as a class.
7. The teacher will select soloists or small groups to practice the middle section which is the contrasting section.
8. The teacher will explain the meaning of “contrasting” to the students.
9. The students in group 1 will start with “It seems...” Students in group 2 will start with “Gosh...”
10. The students will perform the song as the class sings the beginning and end sections and the soloist or small groups sing the middle section.

**All I Want for Christmas
Is My Two Front Teeth**
Don Gardner

All I want for Christmas is my two front teeth,
My two front teeth, see my two front teeth.
Gee, if I could only have my two front teeth,
Then I could wish you "Merry Christmas."

It seems so long since I could say,
"Sister Susie sitting on a thistle."
Gosh, oh gee, how happy I'd be
If I could only whistle.

All I want for Christmas is my two front teeth,
My two front teeth, see my two front teeth
Gee, if I could only have my two front teeth,
Then I could wish you "Merry Christmas"

VII. Assessment: Teacher observation, aural/visual-See rubric in Music Resources K&1 document

VIII. Resources: CD recording

Primary Paths to The Arts

1st Grade - Lesson 11

Music Instructional Resource Guide

I. Nursery Rhyme Lessons

II. Objective(s): The student will

- Match simple aural rhythm patterns in duple meter with written patterns. (NGSSS: MU.1.S.3.4)
- Identify patterns of a simple, four-measure song or speech piece. (NGSSS: MU.1.O.1.2)
- Explore the use of instruments and vocal sounds to replace or enhance specified words or phrases in children’s songs, choral readings of poems and stories, and/or chants. (NGSSS: MU.1.H.3.1)

III. Recommended Instructional Time: One 20 minute class period (Per Nursery Rhyme)

IV. Vocabulary: (See Nursery Rhymes)

V. Curricular Connections:

- **English Language Arts**

CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

CCSS.ELA-Literacy.RF.1.3f Read words with inflectional endings.

CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

CCSS.ELA-Literacy.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CCSS.ELA-Literacy.L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

VI. Lesson Procedures

Session I:

1. The teacher will introduce and discuss vocabulary words from the nursery rhymes.
2. The teacher will read aloud each phrase of the nursery rhyme.
3. The teacher and the students will echo read each phrase of the nursery rhyme.
4. The teacher will demonstrate how to clap/tap the beat of the nursery rhyme.
5. The teacher and the students will read and clap/tap the beat of the nursery rhyme.
6. The teacher and students will listen to the recording of the nursery rhyme.
7. The students will read and clap/tap the beat of the nursery rhyme.

Primary Paths to The Arts

1st Grade - Lesson 11

Music Instructional Resource Guide

8. The teacher and students will sing nursery rhymes with the recording.

Variation:

- The teacher will add rhythm instruments to the steady beat.

VII. Assessment: Teacher observation, aural/visual-See rubric in Music Resources K&1 document

VIII. Resources-CD recording of the different nursery rhymes

Primary Paths to the Arts

1st Grade - Lesson 12

Music Instructional Resource Guide

I. Five Little Frogs

II. Objective(s): The student will

- Sing or play songs, which may include changes in verses or repeats, from memory. (NGSSS: MU.1.S.2.1)
- Sing simple songs in a group, using head voice and maintaining pitch. (NGSSS: MU.1.S.3.1)
- Perform simple songs, dances, and musical games from a variety of cultures. (NGSSS: MU.1.H.1.1)
- Explore the use of instruments and vocal sounds to replace or enhance specified words or phrases in children's songs, choral readings of poems and stories, and/or chants. (NGSSS: MU.1.H.3.1)

III. Recommended Instructional Time: One 40 minute class period

IV. Vocabulary: speckled, frog, delicious, beat, rhythm

V. Curricular Connections:

- **English Language Arts**

CCSS.ELA-Literacy.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

CCSS.ELA-Literacy.RF.1.3b Decode regularly spelled one-syllable words.

CCSS.ELA-Literacy.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

- **Mathematics**

CCSS.Math.Content.1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.1

VI. Lesson Procedures

Materials/Set-up: For variation, rhythm sticks or other rhythm instruments

Session I:

1. The teacher will ask the students to listen to the recording (or teacher will sing) for the answers to the following questions.
 - First listening: focus on setting: What animal is this song about? Where is this animal sitting?

Primary Paths to the Arts

1st Grade - Lesson 12

Music Instructional Resource Guide

- Second listening: focus on actions: What is the animal doing? Where is the animal going? Why did the animal go?
2. The teacher will ask student to echo the song along with CD or teacher.
 3. The students will sing the song (as a class with or without the CD).
 4. The teacher will ask students to find the **STEADY BEAT**. The steady beat is the even, recurring pulse that you can tap your toe to, or clap your hands with, or march to in music. The beat is like a heart beat.
 5. The teacher will remind students that the beat stays the same throughout the entire song like a heart beat.
 6. The teacher will replay the song and ask the students to whisper “heart beat” and pat their laps with the beat throughout the song (patting with the syllable).
 - “Heart beat, heart beat, heart beat, etc.
 - Pat pat pat pat pat pat
 7. The teacher will give the students opportunities to practice patting the beat and singing the song.
 8. The teacher will then tell the students to clap the words (syllables) of the song.
 9. The teacher will tell the student that the words represent the **RHYTHM**. Rhythm is a series of sounds and silences performed over a beat. It translates best for children using this phrase: “The rhythm matches the words.” Teachers best understand it using this phrase: “The rhythm matches the syllables.”
 10. The teacher will provide the students opportunities to practice clapping the rhythm of the song.
 11. The teacher will discuss the difference between beat and rhythm (heart beat, and the words). The teacher will reinforce that the beat stays the same no matter what the words are.
 12. The students will perform the song for the teacher as a class demonstrating beat and then demonstrating rhythm.

Variation:

- The teacher will divide the class into two groups. One group pats the beat while the other group claps the rhythm. Students can sing along as their confidence increases.
- The teacher will add rhythm instruments and/or movements for the “Yum, yum,” and the “glub, glub.”

VII. Assessment: Teacher observation, aural/visual-See rubric in Music Resources K&1 document

VIII. Resources: CD recording

Primary Paths to the Arts

1st Grade - Lesson 13

Music Instructional Resource Guide

I. When You Send a Valentine

II. Objective(s): The student will

- Sing simple songs in a group, using head voice and maintaining pitch. (NGSSS: MU.1.S.3.1)
- Perform simple songs, dances, and musical games from a variety of cultures. (NGSSS: MU.1.H.1.1)

III. Recommended Instructional Time: One 40 minute class period

IV. Vocabulary: Valentine, pitch

V. Curricular Connections:

- **English Language Arts**

CCSS.ELA-Literacy.RL.1.3 Describe characters, settings, and major events in a story, using key details.

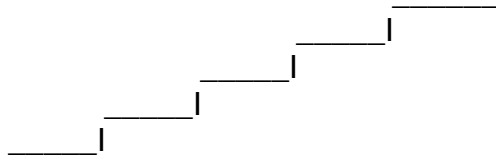
CCSS.ELA-Literacy.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

CCSS.ELA-Literacy.RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

VI. Lesson Procedures

Session I:

1. Teacher will display a chart that looks like a staircase with five steps.



2. The teacher will ask the students to listen to the recording (or listen to the teacher sing) to the song “When You Send a Valentine.” The teacher will then ask the students to listen for when the song sounds like it’s going up and down the staircase. Up and down would refer to the **PITCH** of the music. High and low means how high your voice can go or how low your voice can go. In music, we call this **PITCH**.”

Lyrics: When you send a valentine, **that’s the time for fun!**

Put it underneath the door, **ring the bell and run**

Run, run, run, **ring the bell and run!**

3. Using guided listening, the teacher will help the students discover that the song melody (the tune) has a pattern. The song “steps down the stairs” when

Primary Paths to the Arts

1st Grade - Lesson 13

Music Instructional Resource Guide

- the lyrics say, “That’s the time for fun!” “Ring the bell and run,” and again for the last “ring the bell and run!”
4. The teacher will play or sing the song asking the students when the lyrics sound like they are going “up the stairs.”
 5. The students will notice that the melody goes “up” for the words, *run, run, run*.
 6. The teacher and students will sing the song a few times to practice making their voices go “up” and “down” the “stairs” until they are all comfortable with the song.
 7. Game: (The teacher needs to have a little paper valentine)
 - The teacher will ask the students to sit in the circle.
 - The teacher will ask the students to make a “mailbox” with their hands behind their back.
 - The teacher will walk around the circle (a la duck duck goose) with the beat while the students and teacher sing the song. The teacher is acting as a “mailman.”
 - The teacher will put the valentine in a student’s “mailbox” for whomever they stop at on the word “door.”
 - The teacher will “ring the bell” by tapping on the student’s shoulder and then the student will chase the teacher (safely with a tip-toe “running”) around until the teacher reaches the student’s old seat.
 - The game continues with the student becoming the new “mailman.”

Helpful hints: This is not an “out” game. If a student is caught it doesn’t matter, always allow the next student to take the turn. Insist on a safe “fast walk,” and insist on singing while playing the game. To keep track of who has had a turn, it is fun to chant the following: “If you have had a turn then you pat your lap, if you haven’t had a turn put your hands behind your back” between each turn.

Variation:

- The teacher will take the students out to practice the song on an actual staircase. The students in small groups, will sing the song as they go up and down the stairs with the lyrics.

VII. Assessment: Teacher observation, aural/visual-See rubric in Music Resources K&1 document

VIII. Resources: CD recording

Primary Paths to the Arts

1st Grade - Lesson 14

Music Instructional Resource Guide

I. Somebody Come and Play

II. Objective(s): The student will

- Respond to specific, teacher-selected musical characteristics in a song or Instrumental piece. (NGSSS: MU.1.C.1.1)
- Show visual representation of simple melodic patterns performed by the teacher or a peer. (NGSSS: MU.1.S.3.5)
- Respond to contrasts in music as a foundation for understanding structure. (NGSSS: MU.1.O.1.1)

III. Recommended Instructional Time: Two 40 minute class periods

IV. Vocabulary: friendship, loneliness, same, different, polite, respectful, courtesy, kindness, wishes, dreams

V. Curricular Connections:

- **English Language Arts**

CCSS.ELA-Literacy.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-Literacy.RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CCSS.ELA-Literacy.RF.1.3f Read words with inflectional endings.

CCSS.ELA-Literacy.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

CCSS.ELA-Literacy.L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

VI. Lesson Procedures

Material/Set-Up: Check out book from the media center on friendship, teacher should put words on a chart or if available on their SMART board (or overhead or board), cut out star shaped from construction paper (one per child).

Session I:

1. The teacher will read aloud a book about friendship.
2. The teacher will discuss vocabulary words. As the vocabulary is discussed, teacher will point out that we are all different or same.
3. The teacher and students will make a list of the differences and similarities among the students in the class on the board.

Primary Paths to the Arts

1st Grade - Lesson 14

Music Instructional Resource Guide

4. The teacher will ask students to talk about their favorite games to play with friends.
5. The students will listen to the song, using the link below, and identify when they hear the words-“Somebody Come and Play” by putting up their thumb.-
http://www.sesamestreet.org/video_player/-/pgpv/videoplayer/0/58711da7-155e-11dd-a62f-919b98326687

Somebody Come and Play

**Somebody come and play
Somebody come and play today
Somebody come and smile the smiles
And sing the songs, it won't take long
Somebody come and play today.**

**Somebody come and play.
Somebody come and play my way.
Somebody come and rhyme the rhymes
And laugh the laughs, it won't take time
Somebody come and play today**

**Somebody come with me and see the pleasure in the wind
Somebody come before it gets too late to begin
Somebody come and play.
Somebody come and play today.
Somebody come and be my friend
And watch the sun 'til it rains again
Somebody come and play today.**

6. The students will repeat the words after the teacher, practicing the words one line at a time. Teacher should write words on a chart or if available on their SMART board.
7. The students will sing the song with the recording while patting the steady beat.

Session II:

1. The teacher will review the song with the students.
2. The teacher will discuss with students what is a wish or a dream.
3. The students will share some of their wishes and dreams.
4. The teacher will pass out star shaped construction paper. Students will draw a picture and write a short description of their wish or dream.
5. The teacher will gather all of the drawings and create a “Wishes” bulletin board.
6. The teacher and students will sing song as pictures are being collected.

VII. Assessment: Teacher observation, aural/visual-See rubric in Music Resources K&1 document

VIII. Resources: Internet website/link, Media Center (book on friendship)

Primary Paths to the Arts

1st Grade - Lesson 15

Music Instructional Resource Guide

I. Down By the Bay

II. Objective(s): The student will

- Respond to specific, teacher-selected musical characteristics in a song or Instrumental piece. (NGSSS: MU.1.C.1.1)
- Differentiate between music performed by one singer and music performed by a Group of singers. (NGSSS: MU.1.C.1.4)
- Sing or play songs, which may include changes in verses or repeats, from memory. (NGSSS: MU.1.S.2.1)
- Sing simple songs in a group, using head voice and maintaining pitch. (NGSSS: MU.1.S.3.1)
- Perform simple songs, dances, and musical games from a variety of cultures. (NGSSS: MU.1.H.1.1)

III. Recommended Instructional Time: Two 40 minute class periods

IV. Vocabulary: bay, llama, goose, moose, polka-dot, melody, rhyming words

V. Curricular Connections:

- **English Language Arts**

CCSS.ELA-Literacy.RL.1.1 Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CCSS.ELA-Literacy.L.1.1f Use frequently occurring adjectives.

CCSS.ELA-Literacy.L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

CCSS.ELA-Literacy.L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

VI. Lesson Procedures

Materials/Set-Up: Down by the Bay book by Raffi from media center, download from Internet site provided the activity sheet, manila paper

Session I:

1. The teacher will read out loud book from the media center Down by the Bay by Raffi.
2. The teacher will tell students that there is another way to tell the story. "Let's use a melody!"

Primary Paths to the Arts

1st Grade - Lesson 15

Music Instructional Resource Guide

3. The teacher will define **melody-Melody** can go up and down changing **pitches**, or it can remain the same.
4. The teacher and students will discuss vocabulary words.
5. The teacher and students will then listen to the recording of Down by the Bay. Identify the questions and the rhyming words.
6. The teacher will use the internet link to download activity sheet to go along with this song-<http://www.kididdles.org/lyrics/d007.html>

Down by the Bay

Down by the bay
Where the watermelons grow
Back to my home
I dare not go
For if I do
My mother will **say**
"Did you ever see a **bear**
Combing his **hair**
Down by the **bay**?"

Down by the bay
Where the watermelons grow
Back to my home
I dare not go
For if I do
My mother will **say**
"Did you ever see a **bee**
With a sunburned **knee**
Down by the **bay**?"

Down by the bay
Where the watermelons grow
Back to my home
I dare not go
For if I do
My mother will **say**
"Did you ever see a **moose**
Kissing a **goose**
Down by the **bay**?"

Down by the bay
Where the watermelons grow
Back to my home
I dare not go
For if I do
My mother will **say**
"Did you ever see a **whale**
With a polka dot **tail**
Down by the **bay**?"

Primary Paths to the Arts

1st Grade - Lesson 15

Music Instructional Resource Guide

7. The teacher and students will echo speak the sections. There are six questions; identify the question and their rhyming answer.
8. The teacher will direct the students to add each section as they sing the song.

Session II:

1. The teacher and students will review rhyming words.
2. The teacher will go through the verses and ask the students to list the rhyming words already found in the song.
3. The teacher and students will create their own list of rhyming words.
4. The student will make up their own animal rhyming verses after they become familiar with the song.- http://bussongs.com/songs/down_by_the_bay.php
5. The students will then write their new verse on a piece of manila paper and a drawing to go along with it.
6. The students will then sing the new version of the verses created with the teacher.
7. The students will review singing the new version of the verses created with the teacher.
8. The teacher and students will place all of the newly created verses into a class book.

VII. Assessment: Teacher observation, aural/visual-See rubric in Music Resources K&1 document

VIII. Resources: CD recording, Down by the Bay book by Raffi, Internet websites and links

Nursery Rhymes to Use with Lesson Plans

Humpty Dumpty

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall.
All the King's horses, and all the King's men
Couldn't put Humpty together again!

Hickory Dickory Dock

Hickory, dickory, dock,
The mouse ran up the clock.
The clock struck one,
The mouse ran down!
Hickory, dickory, dock.

Hokey Pokey

You put your right foot in, You put your right foot out;
You put your right foot in, And you shake it all about.
You do the Hokey-Pokey, and you turn yourself around.
That's what it's all about!

You put your left foot in, You put your left foot out;
You put your left foot in, And you shake it all about.
You do the Hokey-Pokey, and you turn yourself around.
That's what it's all about!

You put your right hand in, You put your right hand out;
You put your right hand in, And you shake it all about.
You do the Hokey-Pokey, and you turn yourself around.
That's what it's all about!

You put your left hand in, You put your left hand out;
You put your left hand in, And you shake it all about.
You do the Hokey-Pokey, and you turn yourself around.
That's what it's all about!

You put your right side in, You put your right side out;
You put your right side in, And you shake it all about.
You do the Hokey-Pokey, and you turn yourself around.
That's what it's all about!

You put your left side in, You put your left side out;
You put your left side in, And you shake it all about.
You do the Hokey-Pokey, and you turn yourself around.
That's what it's all about!

You put your nose in, You put your nose out;
You put your nose in, And you shake it all about.
You do the Hokey-Pokey, and you turn yourself around.
That's what it's all about!

You put your tail in, You put your tail out;
You put your tail in, And you shake it all about.
You do the Hokey-Pokey, and you turn yourself around.
That's what it's all about!

You put your head in, You put your head out;
You put your head in, And you shake it all about.
You do the Hokey-Pokey, and you turn yourself around.
That's what it's all about!

You put your whole self in, You put your whole self out;
You put your whole self in, And you shake it all about.
You do the Hokey-Pokey, and you turn yourself around.
That's what it's all about!

It's Raining, It's Pouring

It's raining, it's pouring;
the old man is snoring.
Bumped his head
and he went to bed
and he couldn't get up in the morning.

Rain, rain, go away;
Come again another day;
Little Johnny wants to play.

Jack and Jill

Jack and Jill went up the hill
To fetch a pail of water.
Jack fell down and broke his crown
And Jill came tumbling after.
Up Jack got and home did trot
As fast as he could caper
Went to bed and plastered his head
With vinegar and brown paper.

Eencey Weencey Spider

Eencey Weencey spider
Climbed up the water spout;
Down came the rain
And washed poor Eencey out;
Out came the sun
And dried up all the rain;
And the Eencey Weencey spider
Climbed up the spout again.

London Bridge

London Bridge is falling down, falling down, falling down.
London Bridge is falling down, my fair lady.
Take a key and lock her up, Lock her up, Lock her up.
Take a key and lock her up, my fair lady.
How will we build it up, Build it up, Build it up?
How will we build it up, my fair lady?
Build it up with silver and gold, Silver and gold, Silver and gold.
Build it up with silver and gold, my fair lady.
Gold and silver I have none, I have none, I have none.
Gold and silver I have none, my fair lady.
Build it up with needles and pins, Needles and pins, Needles and pins.
Build it up with needles and pins, my fair lady.
Pins and needles bend and break Bend and break, Bend and break.
Pins and needles bend and break, my fair lady.
Build it up with wood and clay, Wood and clay, Wood and clay.
Build it up with wood and clay, my fair lady.
Wood and clay will wash away, Wash away, Wash away.
Wood and clay will wash away, my fair lady.
Build it up with stone so strong, Stone so strong, Stone so strong.
Build it up with stone so strong, my fair lady.
Stone so strong will last so long, last so long, last so long.
Stone so strong will last so long, my fair lady.

Where is Thumbkin?

Where is Thumbkin? Where is Thumbkin?
Here I am, here I am. How are you today?
Very well, thank you. Go away, go away.

Where is Pointer? Where is Pointer?
Here I am, here I am. How are you today?
Very well, thank you. Go away, go away.

Where is Ring Man? Where is Ring Man?
Here I am, here I am. How are you today?
Very well, thank you. Go away, go away.

Where is Small Man? Where is Small Man?
Here I am, here I am. How are you today?
Very well, thank you. Go away, go away.

Three Blind Mice

Three blind mice,
See how they run!
They all ran after a farmer's wife,
Who cut off their tails with a carving knife.
Did you ever see such a sight in your life,
As three blind mice?

I'm A Little Teapot

I'm a little teapot, short and stout
Here is my handle [one hand on hip], here is my spout [other arm out straight]
When I get all steamed up, hear me shout
Just tip me over and pour me out!
[As song ends, lean over and tip arm out like a spout]

I'm a clever teapot, yes it's true
Here's an example of what I can do
I can change my handle to my spout [switch arm positions and repeat tipping motion]
Just tip me over and pour me out