

Residency Plan Template

**Integrated Subject Standards Addressed**

1st Grade Conventions of Standard English - L1.1.e, f & g  
1st Grade Reading Foundational Phonological Awareness - RF.1.2, 1.2a,1.2c, 1.2d  
2nd grade - RL.2.4, 2.5, 2.6, and W.2.3

**Arts Standards Addressed**

Music standards: MU Cr.1.1.1, MU Cr 2.1.1., MU Cr 3.1.1, MU Pr6.1.1, MU Re 8.1.1 - 1<sup>st</sup> grade  
Music Standards: MU Cr.1.1.2, MU Cr 2.1.2., MU Cr 3.1.2, MU Pr6.1.2, MU Re 8.1.2 – 2<sup>nd</sup> grade

**Lesson Goal/Big Idea:** Story Development and adjectives: *Creative expression through music, storytelling, and language explores ideas, emotions, and imagination while developing rhythm, structure, and collaboration.*

**Lesson Objectives:**

1. Generate and develop ideas (using picture books and creative prompts).
2. Build vocabulary (focusing on descriptive adjectives and emotions).
3. Explore musical elements (such as rhythm, beats, meter, dynamics, and tempo).
4. Learn the importance of structure (writing in couplets and matching syllable counts).
5. Practice revision for improvement (enhancing flow, clarity, and word choice).
6. Collaborate and create together, discovering how teamwork enhances creative projects.

**Learning Targets (I Can Statements):**

1. I can describe a story's elements, including characters, setting, problems, and solutions.
2. I can create and use adjectives to make my writing more descriptive and exciting.
3. I can brainstorm ideas and turn them into a story others enjoy.
4. I can write couplets with a certain number of syllables per line to fit the rhythm of a song.
5. I can identify syllables and use them to match words to a song's beat.
6. I can revise my work to improve rhythm, flow, and meaning.
7. I can sing and clap along with beats to help me hear the rhythm of words and music.
8. I can work with others to create a story and song as a group.
9. I can use dynamics and tempo to make a song more exciting and expressive.
10. I can perform a story song and feel proud of the creative work I helped develop.

**Essential Academic Vocabulary:**

**Materials:** *What Do You Do With an Idea* by Kobi Yamada, illustrated by Mae Besom and *A Squiggly Story* by Andrew Larsen and Mike Lowery; songs: "The Itsy Bitsy Spider" and "Brown Bear, Brown Bear," handheld instruments, Lyric worksheets, music vocabulary words, adjective vocabulary words, quarter note visual, Daily PowerPoint Lesson

**Lesson Procedures Overview** (bullet points)

Day 1 (Timeframe): one hour – four classes

Overview: Introducing Ideas and Adjectives - *What Do You Do With an Idea* (4:00 minutes)

Objective: Students will explore how ideas grow and develop and identify adjectives as descriptive words that add meaning to stories and songs.

Closure

Day 2 (Timeframe): one hour – four classes

Overview: Generating Ideas for Stories - *A Squiggly Story* (7:00 minutes)

Objective: Students will brainstorm and expand on ideas to create a story about a boy traveling to Mars, practicing with adjectives to make the story more vivid.

Closure

Day 3 (Timeframe): one hour – four classes

Overview: Identifying Story Elements through Song

Objective: Students will analyze the story structure of "The Itsy Bitsy Spider" and brainstorm elements for their Mars-themed story, identifying characters, settings, goals, and obstacles.

Closure

Day 4 (Timeframe): one hour – four classes

Overview: Creating a Jingle and Connecting Music with Storytelling

Objective: Students will revise the jingle to fit the Mars-themed story, practice using descriptive adjectives, and explore how music helps tell a story.

Closure

Day 5 (Timeframe): one hour – four classes

Overview: Understanding Syllables, Rhythm, and Meter

Objective: Students will learn how syllables create beats and how beats form rhythm and meter in songs by practicing clapping and counting beats.

Closure

Day 6 (Timeframe): one hour – four classes

Overview: Writing Couplets and Matching Syllables to Beats

Objective: Students will create couplets for their Mars-themed story using ten syllables per line, focusing on rhythm, rhyme, and descriptive language (including emotional adjectives).

Closure

Day 7 (Timeframe): one hour – four classes

Overview: Practicing Revision for Better Flow and Clarity

Objective: Students will revise their couplets to improve rhythm, syllable count, word choice, and overall flow, learning how revision strengthens creative work.

Closure

Day 8 (Timeframe): one hour – four classes

Overview: Exploring Dynamics, Tempo, and Collaboration

Objective: Students will adjust their song using dynamics and tempo, practice performing with expression, and assign roles to ensure effective collaboration.

Closure

Day 9 (Timeframe): one hour – four classes

Overview: Performing the Final Story-Song

Objective: Students will rehearse and perform their Mars-themed story song, demonstrating their understanding of story structure, rhythm, and collaborative creativity.

Closure

*\*create additional boxes for additional days as needed*