WHOLE
SCHOOLS
INITIATIVE

Lesson Title: Lyric/Songwriting	**BIG IDEA & LEARNING OBJECTIVES**
Content Area & Arts Discipline: Literary Arts, Music/Language Arts	**Students will be able to know and/or choose new characters, settings and actions to rewrite familiar rhymes**
	Students will choose good word combinations through sound and rhythm
Overview of the lesson:	**Students will work together as a group to brainstorm on ideas, word, choice, character and story**
Through "Hey Diddle, Diddle, students use simple replacements rhymes to create new verse with new characters and actions.	**PROCEDURES**
Grade Level: Kindergarten	**List the steps of the lesson by following the outline below:**
	The teacher/teaching artist will engage students ("the hook") by:
Proposed Time Frame: *(45 minutes)*	**Beginning warm-up - doing group movements to What Does the Fox Say?"**
	Introduce PowerPoint and Shel Silverstein reading "Ickle Me, Tickle Me, Pickle Me, Too." (Auditory)
Date Lesson Created:	**Show words on PowerPoint of "Ickle Me, Tickle Me, Pickle Me, too" and point out the last word in each line which rhymes and is in red (visual)**
11/18/13	**Teaching Artist shares the musical version of "Ickle me, Tickle Me, Pickle Me, Too." (Visual/Auditory)**
	PowerPoint counting syllables using claps (auditory) and checkmarks (visual)
Lesson Author: Richelle Putnam	**Hey, Diddle Diddle group reading of entire poem (verbally)**
	Teaching Artist then takes away the "He" of Hey and adds "Sa," making the first word "Say." Then, takes away first letter of Diddle (D) and adds new beginning sound Tw. The new first line is Say, Twiddle Twiddle
	This procedure is repeated through the song, replacing the

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Room Requirements & Arrangement: classroom **Materials/Equipment:** PowerPoint lesson, Instruments, mp3 "What Does the Fox Say?", keyboard with beats. **Resources:** http://www.wordcalc.com/ Great tool for counting syllables http://www.easy-song-writing.com/articles/songbasics.asp http://www.musesmuse.com/ **Vocabulary:** *(Key words for both the non-arts and arts subjects)* *Rhythm, rhyme, meter, conflict, character, motivation, setting, resolution*	"c" in "cat" for a "b" to make "bat"' and so on. With each new line, the verse is read chorally. Once the new verse is rewritten, the verse is read chorally to a drum beat. The kids love this and have no idea they are improving their reading skills through choral reading to a beat. Instruments are passed out and the class sings two versions of Hey, Diddle, Diddle. The teaching artist may also share a musical version of the verse that was prepared before the workshop. **The teacher/teaching artist will build knowledge by:** Having students choose new characters, settings and actions to put into the same music structure. **The teacher/teaching artist will model the experience:** through an example re-write of the song **The teacher/teaching artist will guide the practice with the students by:** taking above first letter of a word and replacing another letter to make new word or new character. New rhyming words are chosen to fill in blanks on new story boards. Also, actions are replaced with new actions that consist of same syllable count/ **The teacher/teaching artist will create opportunities for reflection (Closing) by:** Discussing how changing genres of music can change the sound of the song without changing the basic rhythm. Discussing how changing characters, setting and action does not affect the rhythm of song, only the meaning. Discussing how syllables create the beat of words The teacher/teaching artist will assess the students' learning by: Observing and encouraging student participation in class discussion, asking and answering questions and offering ideas and comments Correcting errors through discussion, affirming successes Observing how did students respond to questions and discussion

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| | **STANDARDS & PRINCIPLES**
Please list the competency from the following:

Arts Standards (i.e. [MS Visual & Performing Arts Frameworks](#)):

Goal 1: Students will communicate ideas and feelings by improvising, composing, arranging, and performing works of music.

Create and perform music using simple melodic and rhythmic patterns

Goal 5: Students should make valid connections among the arts, others subject areas, and everyday life.

Recognize connections between music, the other arts, and other subject areas

State Content Standards (i.e. [CCSS](#), [Mississippi](#) [Frameworks](#)):

The student will apply knowledge of phonological and phonemic awareness. (DOK 2) (Phonological and phonemic awareness skills are __oral__ skills. Once the skills are paired with print, they become phonics activities. Research indicates that over the course of a year no more than 20 hours should be spent in phonemic awareness instruction. Priority items are underlined.)
    1) Break spoken sentences into individual words (e.g., claps, taps, speaks).
    2) Identify and produce rhyming words in response to an oral prompt (e.g., fat/cat, wig/pig, hid/kid).
    3) __Recognize the beginning, final, and some medial sounds in spoken words (e.g., /k/ in cat, /t/ in fat, /ŏ/ in hop).__
    4) Generate a group of spoken words that begin or end with the same sound (e.g., pig, party, penguin and cat, hot, sit).
    5) Identify, blend, and segment syllables within spoken words (e.g., clap the syllables in "letter," sum + mer = summer, and football = foot +ball).
    6) Blend and segment the onset and rime of spoken one-syllable words (e.g., /h/ + at = hat, big = /b/+ ig).

The student will name commonly used synonyms and antonyms (e.g., big/huge, tiny/small, hot/cold, happy/sad). **(DOK 1)**

*The student will interpret increasingly complex literary text, literary nonfiction, and informational text to compare **and contrast** information, citing text-based evidence. (DOK 3)*

    1) Story elements (e.g., setting, characters, character |

traits, events, resolution, point of view)
2) Literary devices (e.g., imagery, exaggeration, dialogue)
3) Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance)
4) Author's purpose (e.g., inform, entertain, persuade)

*The student will compose narrative text **relating an event** with a clear beginning, middle, and end. (DOK 3)*

1) Stories and retellings
2) Narrative poems
3) PowerPoint presentations

*The student will apply Standard English grammar **to compose or edit**. (DOK 1)*

1) Nouns (e.g., singular, plural [including irregular forms], common, proper, singular possessive, plural possessive, **appositives**)
2) Verbs (e.g., helping verbs, irregular verbs, **linking verbs**)
3) Verb tense(conjugation and purpose for past, present, future, **present perfect**)
4) Subject-verb agreement

Principles of [Universal Design for Learning](at least one from each of the three guiding principles):

- Play opening warm-up song, "What Does the Fox Say," which artist and students do particular movements to
- Have PowerPoint with the nursery rhyme, and work on changing letters and phrase to rewrite verse.
- Explain that the meter (syllable count) has to be the same and that if you replace the letter "c," with "b", you still have same syllable count or beat count.
- Explain how two one syllable words can replace one two-syllable world. For instance, "big cat" can be replaced with the word "giraffe" or the two words "tiger." When a student suggests something like "little dog" to replace the word "spider," count the syllables together and ask why "little dog" can't replace "spider."

APPENDIX

Extended Learning Activities: Recording or videoing the students singing their new songs and playing instruments. They can also create a songbook with illustrations.

TIPS/FAQs:

References: (i.e. Works cited, etc.)

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