

Unit Plan MUSE 617

Name: Meghan Wald _____ Phone: 973-590-8057 _____ Date: 4/12/22 _____

Prior Knowledge:

Grade Level: First Grade
<ul style="list-style-type: none">• Physical: First graders are physical learners, they learn by doing. Kinesthetic movement, manipulatives, visuals, etc. to encourage comprehension of material. Single step instructions will be best at this age.• Reading: Emergent readers. Some may be behind, others will be able to sound out words and identify sight words easily. New writers as well, may struggle to hold a pencil. Need opportunities to practice communication through writing. Repetition and explanation of vocabulary vital.• Social/emotional: students identify everyone in the class as their friend. As the school year progresses we start to see some changes and friend preferences may come into play.
<ul style="list-style-type: none">• Melody: S, M, D• Rhythm Ta, ti-ti; (ta-rest)

Lesson One:

Target Concept: Ta-Rest _____ Target Song: Bow Wow Wow __ 1

Standards Addressed: Kansas (use grade level)
<ul style="list-style-type: none">• Pr2.1b:• When analyzing selected music, read and perform rhythm patterns using iconic or standard notation.

Enduring Understandings (EU) and Essential Questions (EQ): See Kansas Standards for EU's. See EQ's below.
<ul style="list-style-type: none">• EU: Analyzing creator's context and how they manipulate elements of music provides insight into their intent and informs performance• EQ: How does understanding the structure and context of musical works inform performance?

Music Selections: Attach song material copies or link to song version.
<ul style="list-style-type: none">• Target Song: Bow Wow Wow• Other songs (if applicable): Hot Cross Buns; Hello Everybody; The Goodbye Song• (goodbye song) https://open.spotify.com/track/2zxPPyexXWwsOVIT6snJXq?si=af7db8551b0b417a• (Hello Ev'ryBody) https://open.spotify.com/track/3WktCLAVTevMT9zLW3w6Bp?si=463a9b3643b2487e

Teach and Assess: Review, Preview, and Connect	Differentiation
<ul style="list-style-type: none"> • Learning Objective: <ul style="list-style-type: none"> ○ TLWD identify ta rest in iconic notation by “shushing” on rests. 	
<ul style="list-style-type: none"> • Greeting Song: Hello Ev’rybody: • CHAMPS: Quick review of class routines (CHAMPS). 	
<ul style="list-style-type: none"> • PREPARE: • My friend Tommy lost his dog the other day. I found him down the street from his house and he was so scared. I had to sing him a song to get him to stay still and calm down. It went like this... 	
<ul style="list-style-type: none"> • MODEL: (I do) • Sing bow wow wow. 	
<ul style="list-style-type: none"> • GUIDED PRACTICE: (We do) • I’ve got these pictures to help you remember the sections. • Would you tap your heartbeats along with me this time? • Sing and tap your heartbeats with me! • What do you hear at the end of some of the lines? • There is a heartbeat with no words! That’s right! • Let’s sing the song again and shush the puppy on those heartbeats with no words 	<p>ESL: provide words along with music.</p> <p>Give sight words for the pitches</p>
<ul style="list-style-type: none"> • INDEPENDENT PRACTICE: (You do) • Can you sing it by yourself with the shush? • Awesome! Can you pretend to shush? • Students sing without making noise to create the silence. 	<p>Follow along, exaggerate motion (shush) for students that need that extra help</p>
<p>(Grad students only/optional)</p> <ul style="list-style-type: none"> • Transition of activity to Present/Practice Activity: • Hey I have another song up hear called “Hot Cross Buns, and I think it has a silence too! 	
<ul style="list-style-type: none"> • MODEL: (I do) • I sing while you tap your heart beats, and shush on the silence! 	
<ul style="list-style-type: none"> • GUIDED PRATICE: (We do) • Tap the heartbeats while we sing • Try singing with me and shush 	<p>Repeat these steps several times.</p>
<ul style="list-style-type: none"> • INDEPENDENT PRACTICE: (You do) • Can you do it by yourself without the shush? • Can you help me put the rhythms in above our pictures? • With the class, identify the rhythms (ta, ti ti, and ta rest) with line, beamed line, and silence as the vocabulary. 	
<ul style="list-style-type: none"> • ASSESSMENT (Evidence of learning): Informal (usually with the Independent Practice) • Observation: Students who successfully sing hot cross buns with the silence understand the concept of Ta-Rest. If they need support (teacher guidance or shushing) they have not fully mastered the concept. 	<p>Consider shushing on the rest success for the first few lessons.</p>

Teach and Assess: Review, Preview, and Connect	Differentiation
<ul style="list-style-type: none"> • Students who can identify the rhythm with stick notation understand the concept visually. They may not be able to replicate it aurally. 	
<ul style="list-style-type: none"> • LESSON CLOSURE/TRANSITION: • You guys did an amazing job on the silence in hot cross buns! We must get ready to go back to class now- Who is our line leader? 	
<ul style="list-style-type: none"> • EXIT PROCEDURE: Suggestions • Sing/play goodbye song as students line up. 	

Lesson 2:

Song Bow Wow Wow _____ Concept(s)_ Question Answer _____

Prior Knowledge: Briefly describe things to review from prior lesson: ;
<ul style="list-style-type: none"> • Melody- So, Mi, Do,
<ul style="list-style-type: none"> • Rhythm, ta, ti ti, ta rest
<ul style="list-style-type: none"> • Other prior knowledge- vocabulary; different animals/pets; each other's first and last names

Standards Addressed: Kansas (use grade level)
<ul style="list-style-type: none"> • Cr. 1.1A With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose • SL1.1: Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and large groups • RF1.2 demonstrate understanding of spoken words, syllables, and phonemes.

Enduring Understandings (EU) and Essential Questions (EQ): See Kansas Standards for EU's. See EQ's below.
<ul style="list-style-type: none"> • EU: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. • EQs: How do musicians generate creative ideas?

Music Selections: Attach song material copies or link to song version.
<ul style="list-style-type: none"> • Target Song Title: Bow Wow Wow • Other songs being used: Hello Everybody, The Goodbye Song

Teach and Assess: Review, Preview, and Connect	Differentiation
<ul style="list-style-type: none"> • Learning Objective: TLWD questions and answers by creating their own musical answer to the question, “Whose dog art thou?” • 	
<ul style="list-style-type: none"> • Greeting Song: Hello Everybody 	
<ul style="list-style-type: none"> • PREPARE: • <i>Do you remember our song about Tommy Tucker’s Dog?</i> 	
<ul style="list-style-type: none"> • MODEL: (I do) • Sing Bow wow wow • Do you hear a question in the song? • Whose dog art thou? • Who are we asking? • The puppy! • What if we asked a different question? Maybe we should ask “Whose pet are thou? Do you have any pets at home? • Yes/No. If you don’t have a pet what pet would you like to have? • I’m going to sing bow wow wow about my pet • Bow wow wow, whose pet are though? Little Meghan Wald’s dog Bow wow wow. 	
<ul style="list-style-type: none"> • GUIDED PRACTICE: (We do) • Can you follow along with the rhythms we discovered last time? Point to the beat as we sing! • How about we sing as a class about one of your pets! Sammy, what kind of pet do you have? • A Cat • Lets try it! • Sing as a group • Bow wow wow, whose cat art thou? Little Sammy Wetzel’s cat, bow wow wow. • What do you think we call a part of the song where one section asks and another responds? • Question and Answer/ Call or response 	
<ul style="list-style-type: none"> • INDEPENDENT PRACTICE: (You do) • Pair up the students and practice creating the words and singing back and forth the question and the answer. • Bring the class back together after a few minutes. • Does anyone want to share their version of the song? • Whole class sings “bow wow wow, whose dog art thou? Individual since their line, then the whole class sings “bow wow wow” at the end • Make up a nickname or pet if your name doesn’t fit or if you don’t have a pet! 	<p>Have ELL students and students with disabilities pair with a buddy to and write a response while they work together. This way they can read aloud with their peer to share what they created</p>
<ul style="list-style-type: none"> • ASSESSMENT (Evidence of learning): Informal (usually with the Independent Practice) • Exit ticket: 	

Teach and Assess: Review, Preview, and Connect	Differentiation
<ul style="list-style-type: none"> • Write down what your words would be for the line of “Little Tommy tucker’s dog” 	
<ul style="list-style-type: none"> • LESSON CLOSURE/TRANSITION: Briefly remind students of what they learned or what they will be doing next class time. • When you’re finished please come turn in your paper and line up at the door. 	
<p>Evidence of Impact: Assessment</p> <ul style="list-style-type: none"> • Students who understand the call and response will sing the question when in the full group and pause for the answer. Those who understand the answer will fill in the words appropriately. 	
<ul style="list-style-type: none"> • EXIT PROCEDURE: Suggestions <ul style="list-style-type: none"> ○ Students turn in their exit tickets and leave the room as they listen to/ sing the goodbye song. 	

Lesson 3:

Song Bow Wow WOW _____ Concept(s) LA _____

Standards Addressed: Kansas (use grade level)
<ul style="list-style-type: none"> • PR2.1A • With limited guidance, explore and demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance

Enduring Understandings (EU) and Essential Questions (EQ): See Kansas Standards for EU’s. See EQ’s below.
<ul style="list-style-type: none"> • EU: Analyzing creator’s context and how they manipulate elements of music provides insight into their intent and informs performance. • EQs: How does understanding the structure and context of musical works inform performance?

Music Selections: Attach song material copies or link to song version.
<ul style="list-style-type: none"> • Target Song Title: Bow wow wow • Other songs being used: Rain Rain, Hello everybody, The Goodbye Song

Teach and Assess: Review, Preview, and Connect	Differentiation
<ul style="list-style-type: none"> • Learning Objective: TLWD ability to sing and recognize la with solfège hand signs in context of Bow Wow Wow and Rain Rain. 	

Teach and Assess: Review, Preview, and Connect	Differentiation
<ul style="list-style-type: none"> • Greeting Song: Hello Everybody • • CHAMPS: Quick review of class routines (CHAMPS). • 	
<ul style="list-style-type: none"> • PREPARE: (Enactive activities that contain the new concept but don't label) • My friends do you remember Tommy Tucker's dog? His song goes like this 	
<ul style="list-style-type: none"> • MODEL: (I do) • Sing bow wow wow. Move finger in air with contour of the melody 	
<ul style="list-style-type: none"> • GUIDED PRACTICE: (We do) • Will you sing with me? Follow the shape of the song with your finger. • Sing bow wow wow, following melodic contour. • Do you remember our solfege hand signs? You sing the melody and I'll do the hand signs • Nice job. Think you can try it with the hand signs? Sing just the first two phrases and STOP • "Little Tommy Tuckers Dog" What pitch does that line start on? • Sol • Oh! But it goes up? You know what? I think that's a new sign and pitch! Can you sing the line and replace all the words with "nawnaw" • The hand sign looks like this (show sign for la) • Slowly go through pitches singing naw but with hand signs • Now lets practice with the solfege, it sounds like this: Sol sol sol la sol mi do. • Sing on solfege with hand signs • You guys are amazing! Do you think you could do the whole song on solfege using the pictures and lines? 	<p>Repeat steps with pointing to the shape of the line and solfège several times.</p> <p>Use solfege ladder to help ELLs students and students with disabilities follow along.</p> <p>Have a student come and point to the board for the contour as well to prepare for use of LA.</p>
<ul style="list-style-type: none"> • INDEPENDENT PRACTICE: (You do) • Sing the actual song, without me, using hand signs. 	
<ul style="list-style-type: none"> • (Grad students only/optional) Transition of activity to Present or Practice Activity: Hey I think there's another song you might know with that pitch! Lets try it 	
<ul style="list-style-type: none"> • MODEL: (I do) • Sing rain rain with solfege hand signs 	
<ul style="list-style-type: none"> • GUIDED PRATICE: (We do) • Can you sing rain rain? Point your fingers to the shape of the melody • Lovely. Can you try the melody with the hand signs? I'll do it with you 	
<ul style="list-style-type: none"> • INDEPENDENT PRACTICE: (You do) • That went so well I bet you can try it by yourselves. Sing the melody and trace the line of the song with your finger • Now try the song with solfège in your hands. 	<p>Spend time repeating the tracing with ELL students & students with disabilities.</p>
<p>Evidence of Impact: Assessment</p>	
<ul style="list-style-type: none"> • Observe: Students sing bow wow wow and identify the pitch la with solfege while they sing. Students who are able to generalize the idea to rain rain understand the visual and pitch difference of la. 	

Teach and Assess: Review, Preview, and Connect	Differentiation
<ul style="list-style-type: none"> • EXIT PROCEDURE: • Line up to the goodbye song <ul style="list-style-type: none"> ○ Practice your solfege for rain rain as you walk back to class. Sing in your head if you need to! 	

Reflection and review summary:

Add any information that you want to help me as I use the grading rubric.

Rubric Item	Reflection
Standards addressed	<ul style="list-style-type: none"> • PR.2.1b; CR1.1a; PR2.1a • SL1.1: Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and large groups • RF1.2 demonstrate understanding of spoken words, syllables, and phonemes.
Knowledge of Students:	<ul style="list-style-type: none"> • Typical first grade.
Current Methods of Reading	<ul style="list-style-type: none"> • Decoding: icons, solfege m/s/d/; vocabulary: pitch /L/, rhythm-ta-rest; same different-> question + Answer
Variety of Instructional Strategies	<ul style="list-style-type: none"> • Bruner Modes of Representation: Enactive, Iconic, Symbolic • Modality Learning: Auditory, Visual, Kinesthetic • Storytelling, exploring options, improvising, creating lyrics.
Problem Solving Skills	<ul style="list-style-type: none"> • Hearing new pitches in relationships to ones they already know. Identifying which ones are the same and which ones are different so to identify new content.
Critical Thinking Skills	<ul style="list-style-type: none"> • Read, view, and hear to interpret and make conclusions. Application of learning for pitch and rhythm improvisation
Reading Skills	<ul style="list-style-type: none"> • Use of visuals that lead to vocabulary development (for example, the <i>calendar</i> from rain rain, or the picture of a dog <i>howling</i> in the form for bow wow wow)
Integration Within and Across Content Areas	<ul style="list-style-type: none"> • Creating their own lyrics and applying them to the same rhythm of bow wow wow. Phonological/phonemic awareness -> making their name and pet fit within the rhythms.
Adaptations for Students with Diverse Needs	<ul style="list-style-type: none"> • Repetition, writing, spending more time on the kinesthetic ideas for contour and rhythm. Working in partners.
Adaptations for Second Language Learners	<ul style="list-style-type: none"> • Provide sight words to associate with the pictures (dog), as well as the lyrics of the songs so they can follow along aurally and visually. Repetition, writing, spending more time on the kinesthetic ideas for contour and rhythm. Working in partners.

Self Reflection: KWL

Briefly describe how the project went for you. What was easiest? What was hard? After doing this project, what do you need to work on over the summer to continue to grow?

When I started the project, I felt like my lessons and ideas were scattered and I didn't feel as though it was coming together. After discussing in class on 4/12 and reinterpreting the directions for myself, I started over with the same ideas, but reconstructed my lessons to focus on the tune Bow Wow Wow, rather than feel as though they were random, unconnected lessons.

I found it easiest to identify the concept I wanted to discuss, as well as find the standard and essential questions and enduring understandings. Creating the visuals was not too difficult, and the actual lessons came together quickly. I still feel like I am not great at notating assessment strategies within a lesson plan. I know in action that I am constantly assessing and evaluating my students and where they stand in terms of the content, but I don't think I word it effectively.

In the future, I would like to study the actual standards a little bit further and try to come up with ways to address each standard. I have always started with a topic and found a standard that works, but it is my understanding that working teachers typically address standards by picking one and then forming lessons around it.

(songs and analysis are below)

Bow-Wow-Wow

Source:
Irene E. P. Moses
Rhythmic Action Plays and Dances
Springfield, Mass.: Milton Bradley, 1915

Bow - wow - wow! Whose dog art thou?

Lit - tle Tom - my Tuck - er's dog. Bow - wow - wow!

Game Directions (from source)

Formation: Single circle, partners facing each other.

Bow-wow-wow!	Stamp three times (right, left, right).
Whose	Strike right hand sharply against left.
dog art thou?	With a jerk, point right forefinger upward, raising it about nose high.
Little Tommy Tucker's dog.	Partners clasp hands and quickly circle in place.
Bow-wow-wow!	Stamp three times turning away from partner and facing neighbor.

Repeat same with neighbor, turning back to partner on final bow-wow-wow. The dance may continue as long as desired, alternately dancing with partner and neighbor.

Alternate Game Directions

Bow-wow-wow!	Stamp three times (right, left, right).
Whose dog art thou?	Raise hand (with index finger pointed) and shake three times.
Little Tommy Tucker's dog.	Partners clasp hands, turn half way (changing places) and drop hands.
Bow-wow-wow!	Stamp three times, then jump around to face new partner.

<http://kodaly.hnu.edu>

Bow wow wow:

Tone Set: DRM SL (changing last measure to "Mi mi do" for purposes of this lesson, so the tone set being used is : DM SL

Rhythms: Ta, Ta-rest, Ti-ti

Melodic content:

Form Type: Barform

Form Analysis: A(aa3)B(bc)

D D D z

M m m, z

S s s l s m d

M m d

Hot Cross Buns:

Hot Cross Buns

Source:
Leon and Lynn Dallin
Heritage Songster
Dubuque, Iowa: W.C. Brown Company, 1966

Hot cross buns, hot cross buns,
One a pen - ny, two a pen - ny, hot cross buns.

2. If you have no daughters, feed them to your sons,
One a penny, two a penny, hot cross buns.

Background Information

In olden times, English streets resounded to the cries of hawkers advertising their wares. The words of "Hot Cross Buns" are sung to an old English folk melody. Usually played as a clapping game.

Tone set: D₄m

Rhythms: Ta, ti-ti, ta -rest

Melodic content:

M r d z

D d r r

Form: AABA

Rain, Rain

Source:
Traditional



A selection of additional chants to the rain:

Rain, rain, go away
Come again on Saturday. [or April day, washing day, etc.]

Rain, rain, go away,
Don't come back till Christmas day.

Rain, rain, go away,
Come on Martha's wedding day.

Rain, rain, go to Spain,
Never show your face again.

Rain, rain, pour down,
But not a drop on our town.

Rain, rain, come down and pour,
Then you'll only last an hour.

Rain, rain, go away,
This is mother's washing day.

Rain, rain, pour down,
Wash my mother's nightgown.

Rain on the green grass, and rain on the tree,
And rain on the housetop, but not on me.

Rain Rain:

Rhythms: ta, ti ti ,

Tone set: m sl

Form: AB

Bow Wow Wow

Ta-Rest, Question/Answer, La

CHAMPS

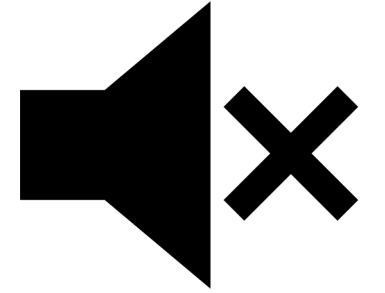
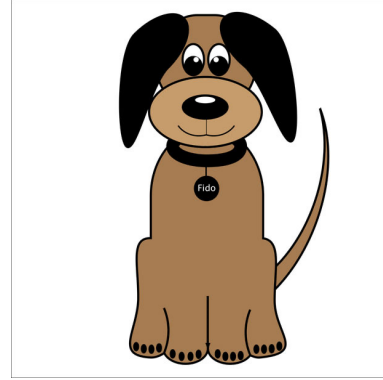
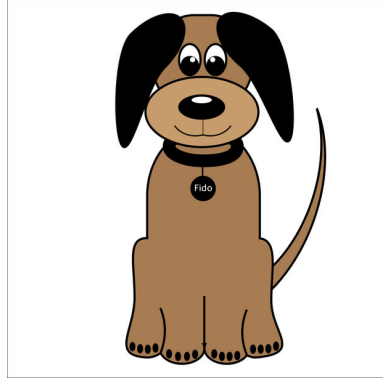
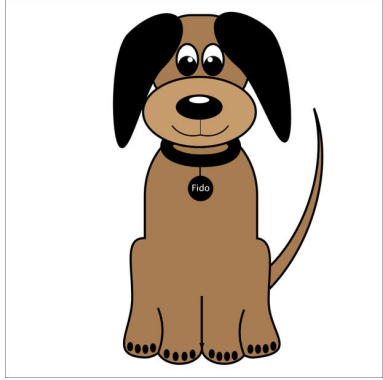
C- Conversation	Whisper/partner talk or sing when asked.
H- Help	Raise hand
A- Activity	Group & teacher directed singing.
M- Movement	Song movements and solfege
P- Participation	Singing as a class
S- Success	Learn about Ta-Rest

	Independent	Partner	Group	Class	Testing
C- Conversations	whisper	partner talk	table talk	table talk	silent
H- Help	raise hand	ask partner 1st, then teacher	ask partner 1st, then teacher	raise hand	raise hand
A- Activity	independent work	partner activity	group work	teacher directed	independent work
M- Movement	limited movement	move when directed	move when directed	limited movement	only with permission
P- Participation	work independently	work as a team	work as directed	class discussion	work independently
S- Success	SUCCESS!	SUCCESS!	SUCCESS!	SUCCESS!	SUCCESS!



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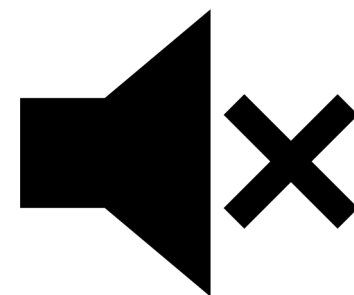
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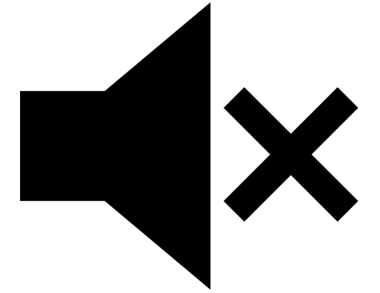
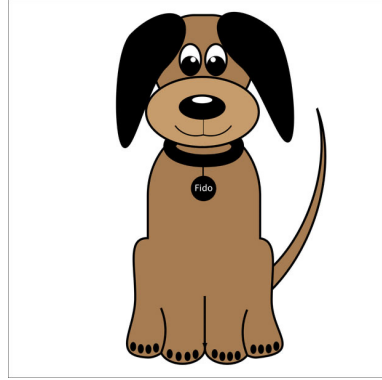
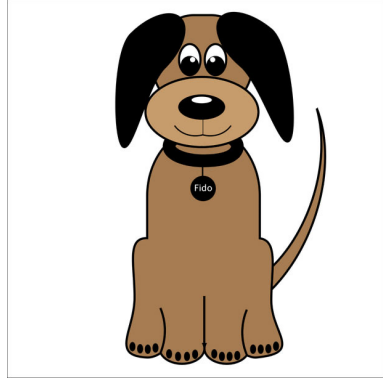
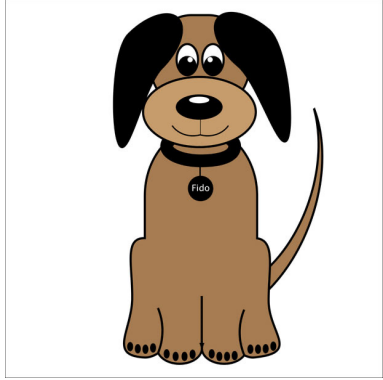
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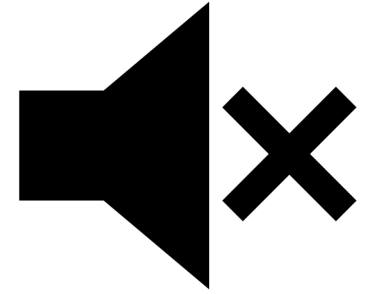
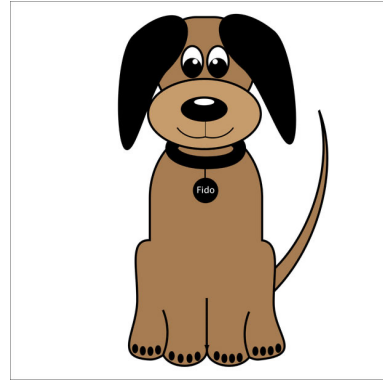
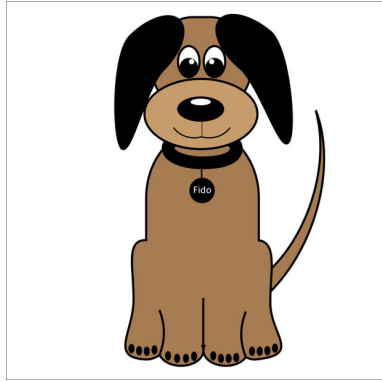
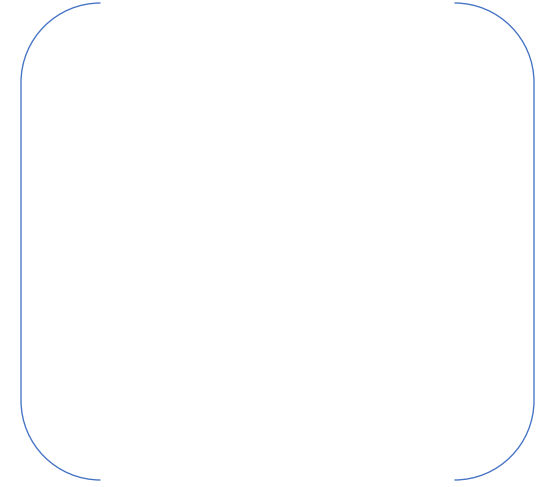


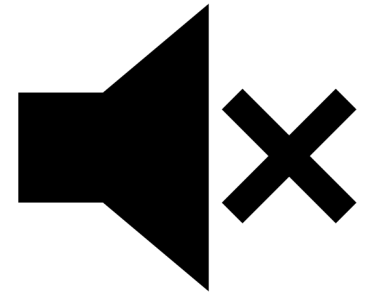
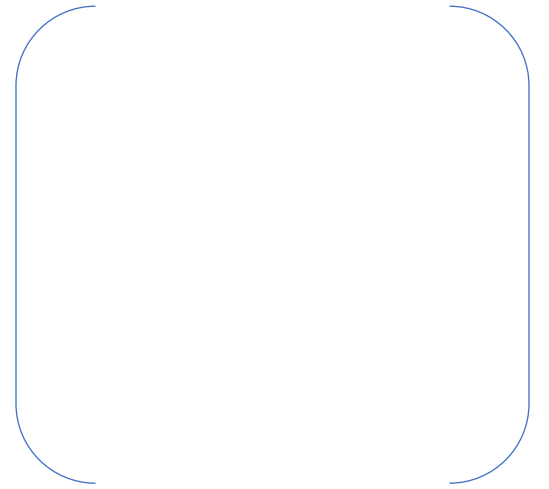
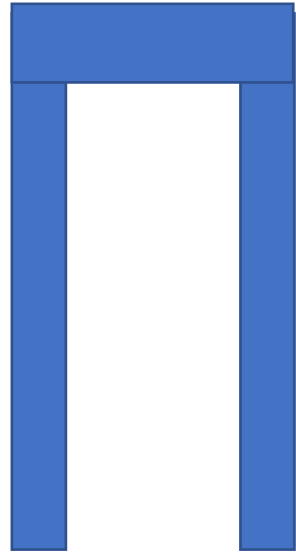
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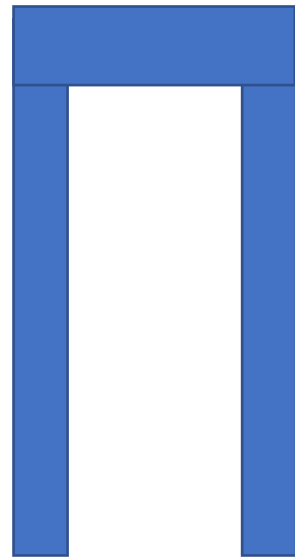
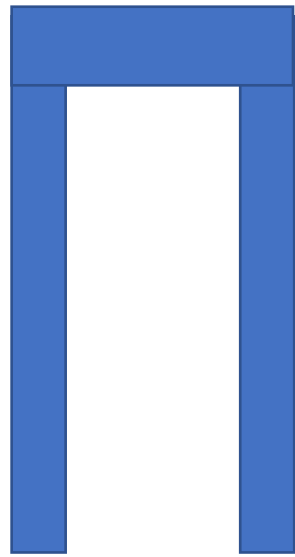
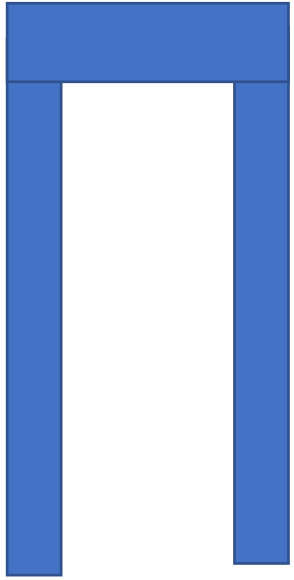


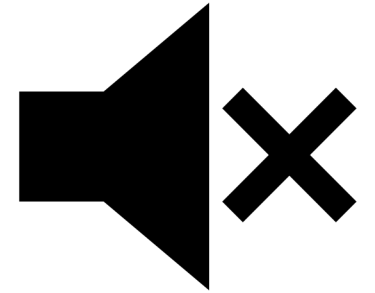
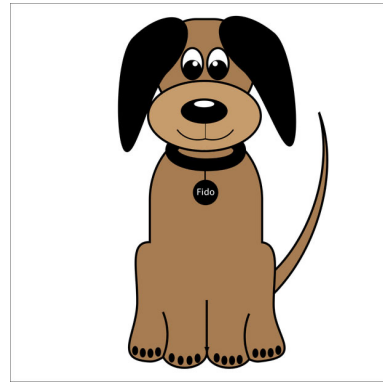
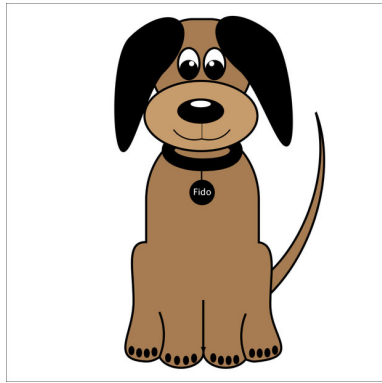
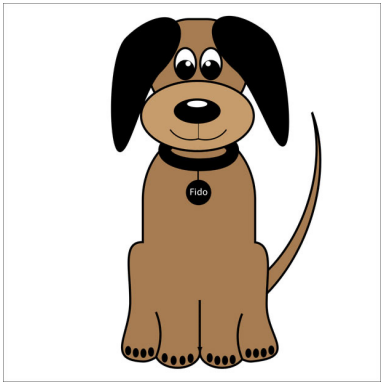
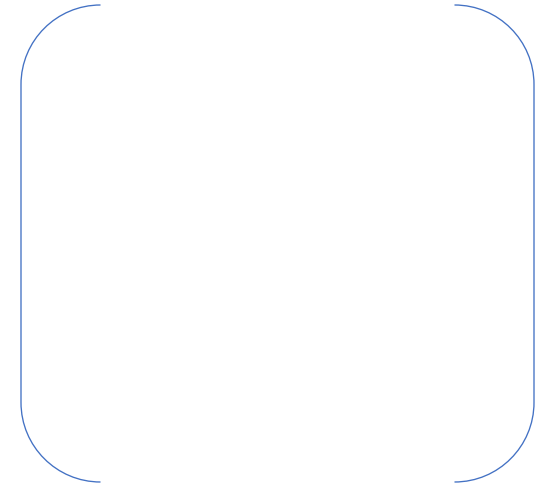




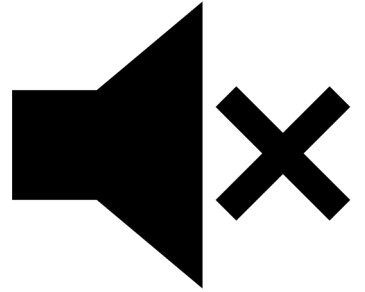


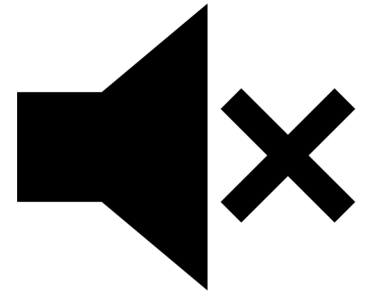




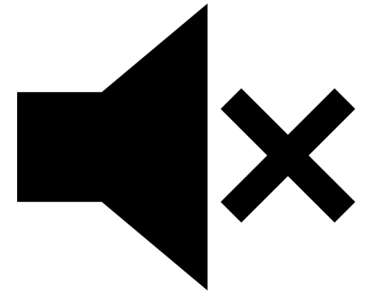


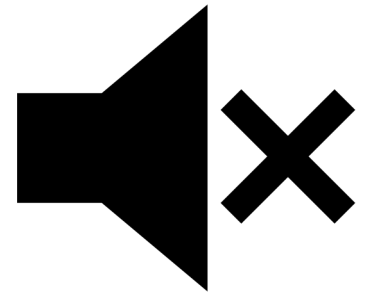
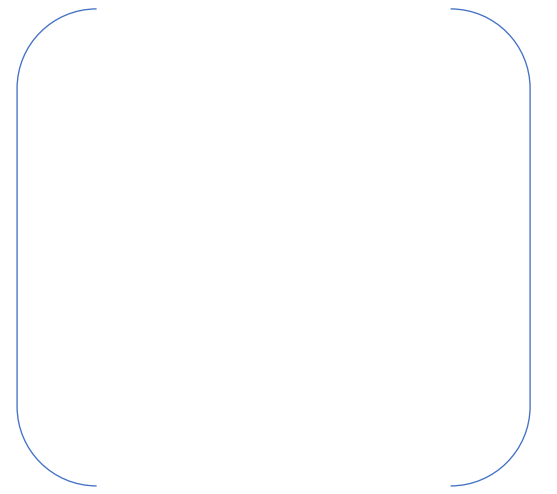
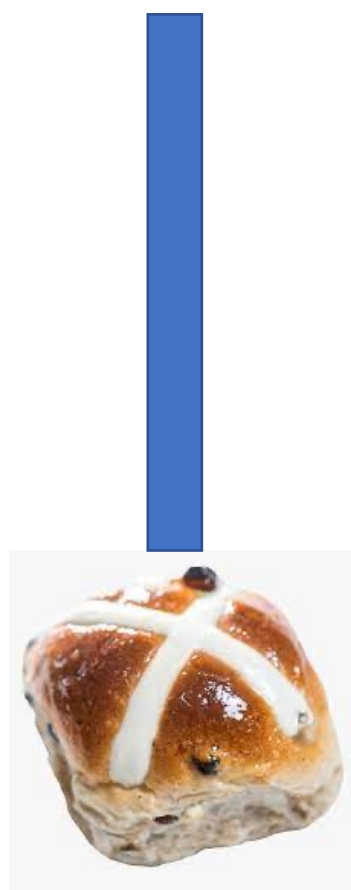
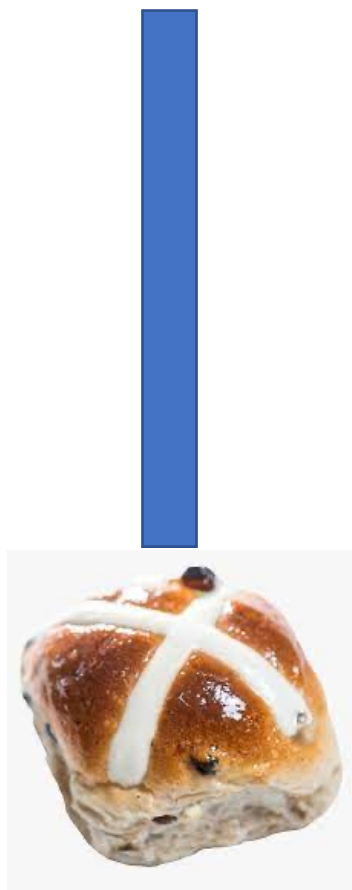
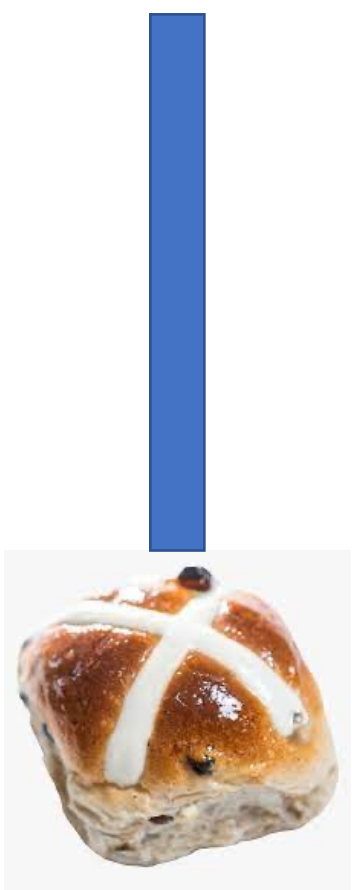


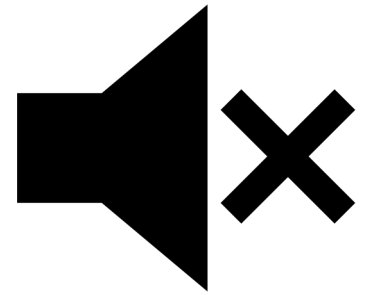
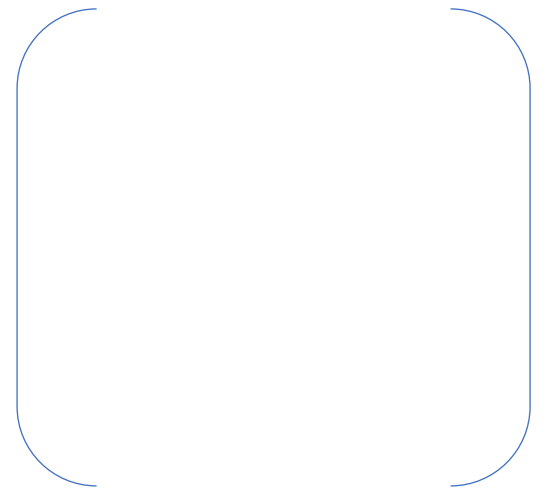
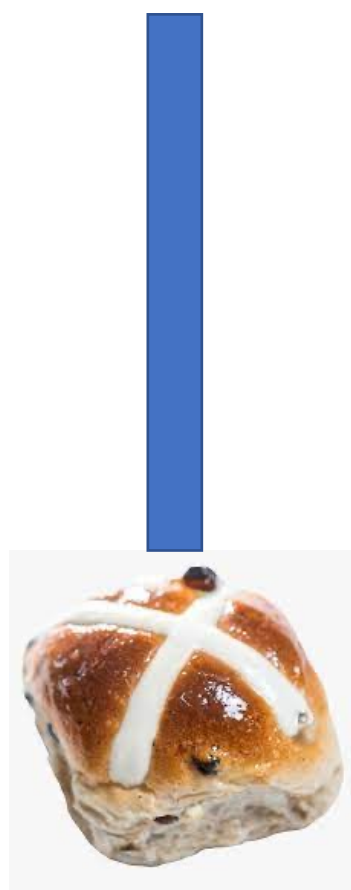
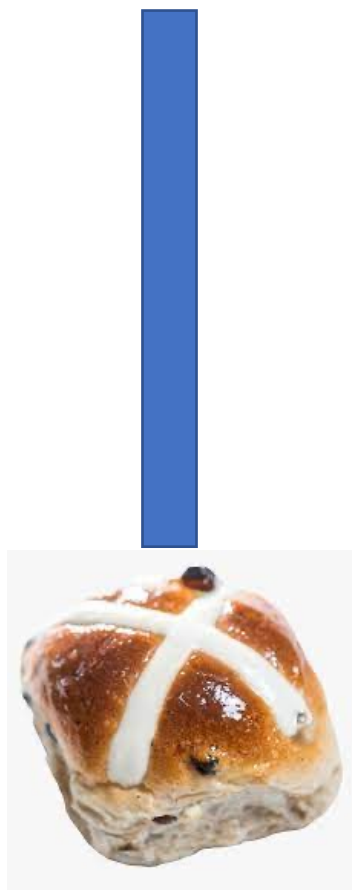
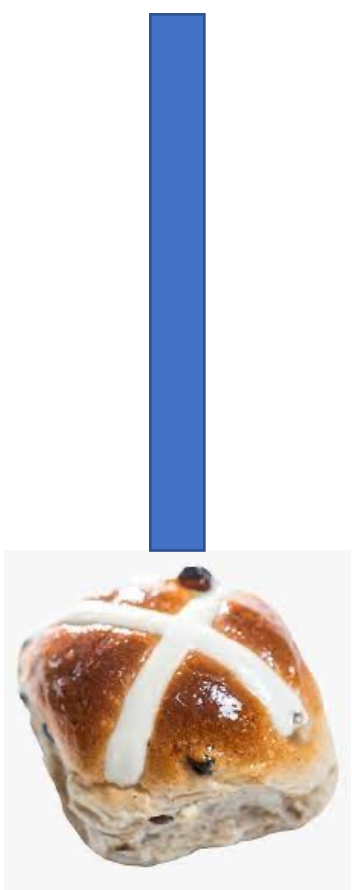


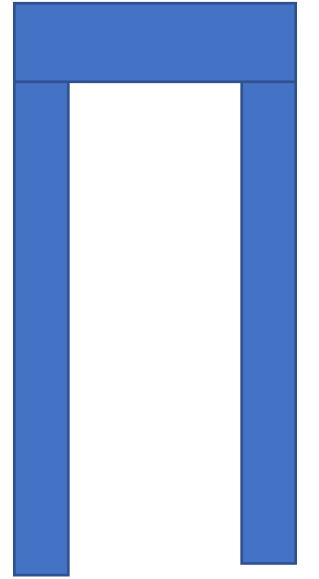
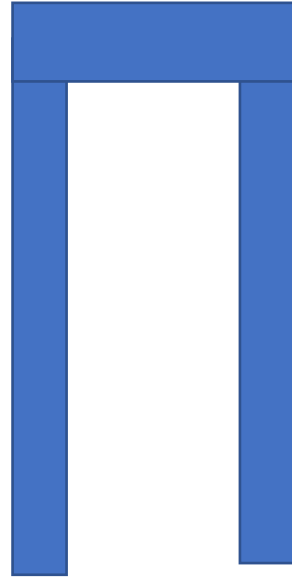
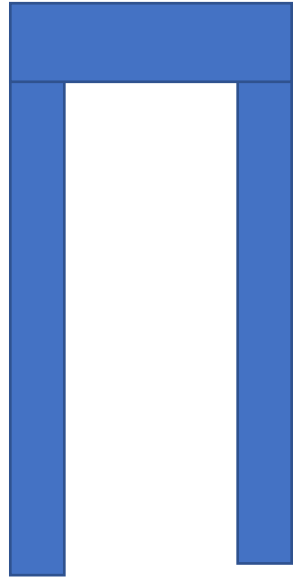
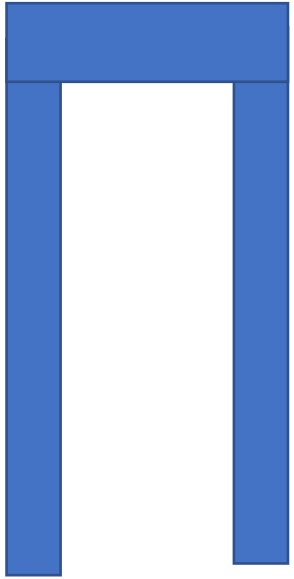


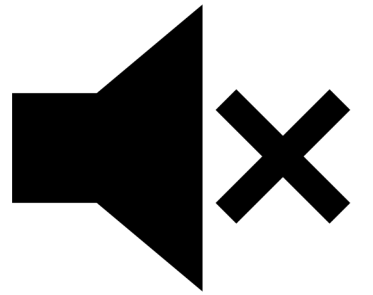
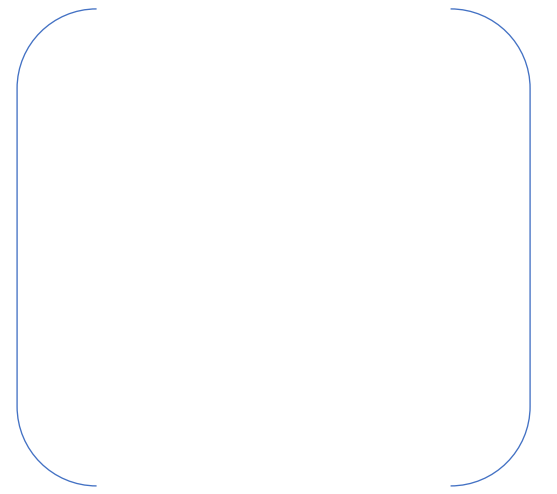
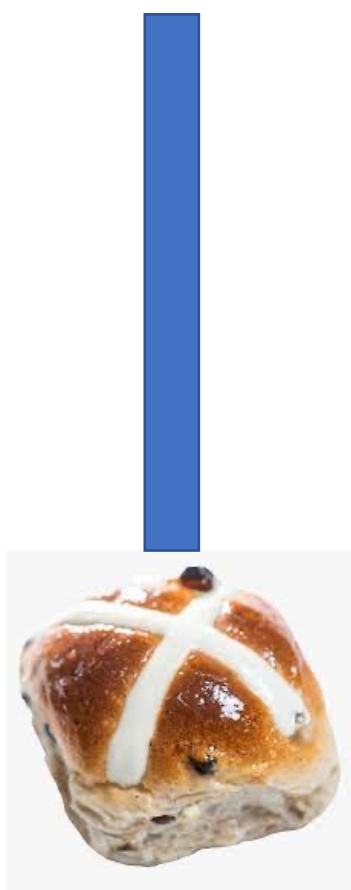
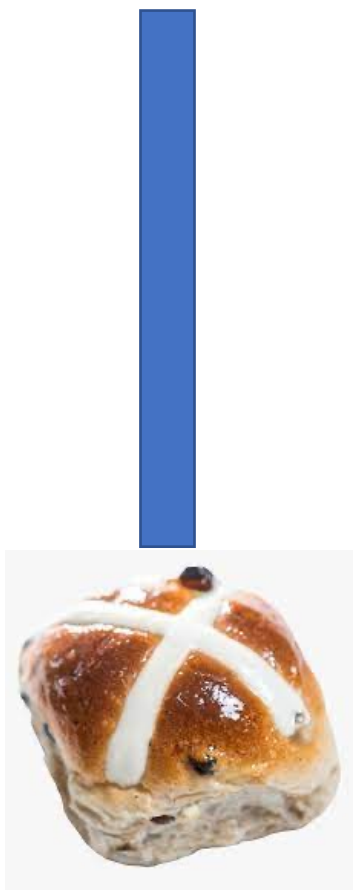
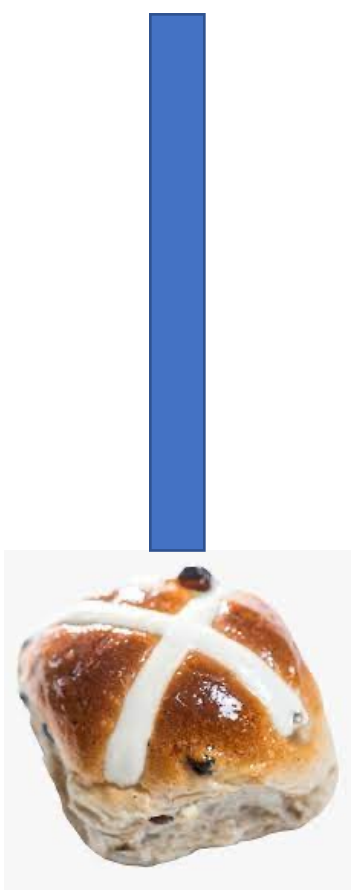












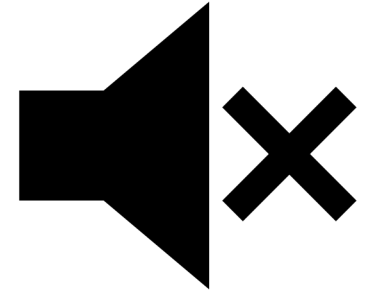
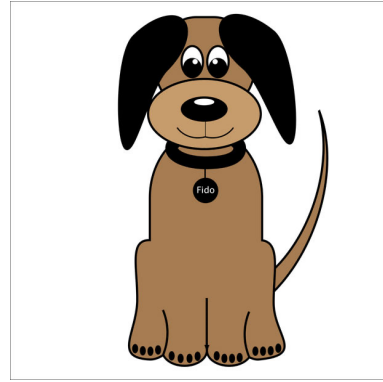
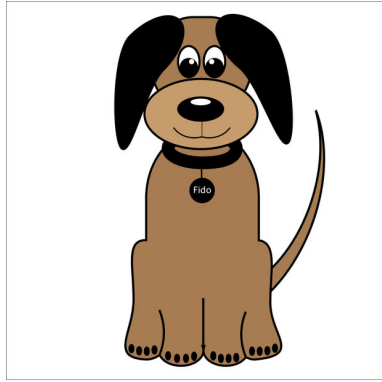
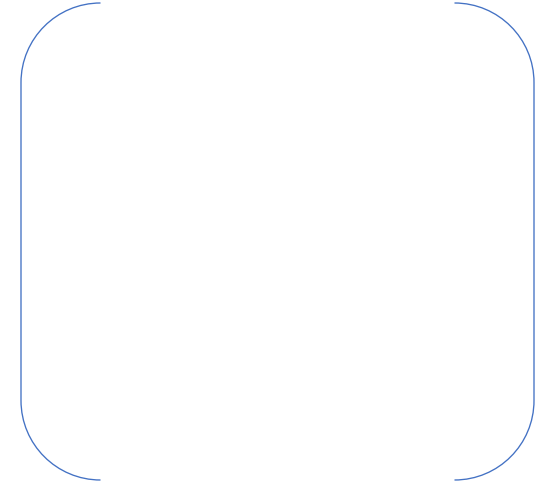
Next Lesson

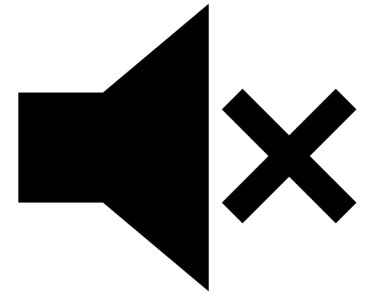
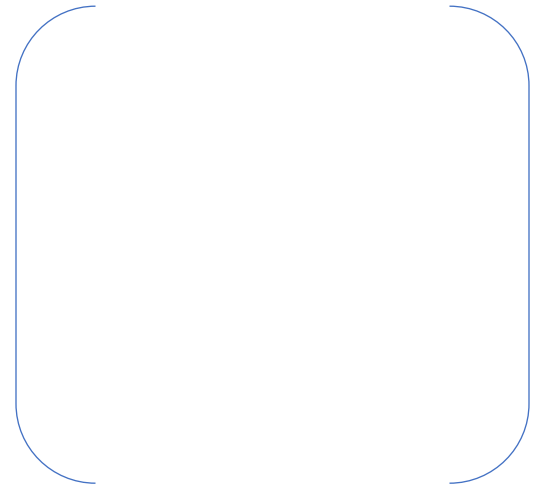
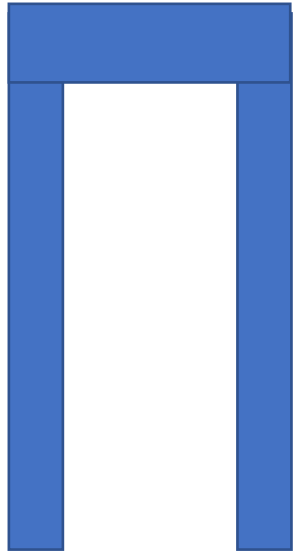
Question and Answer

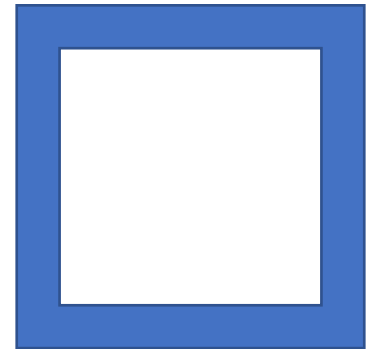
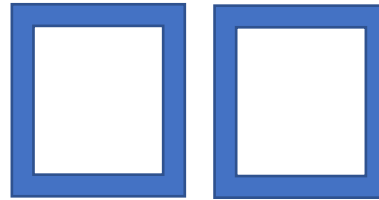
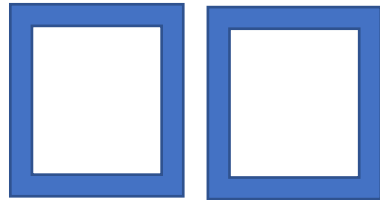
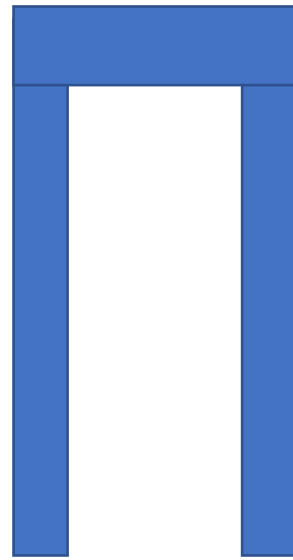
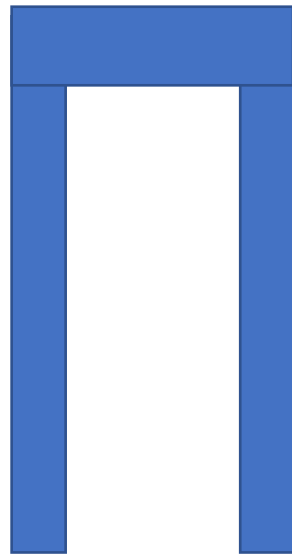
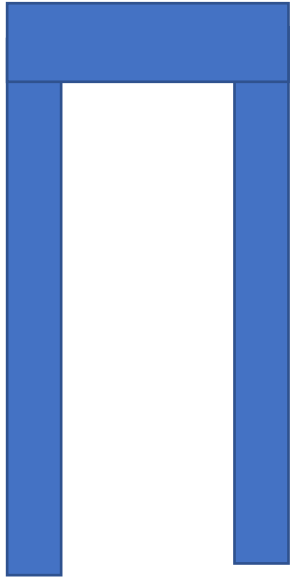
CHAMPS

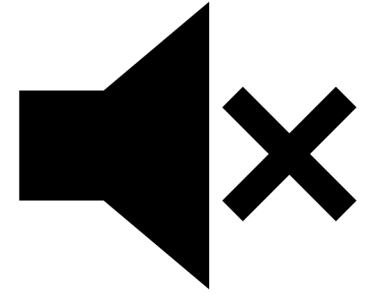
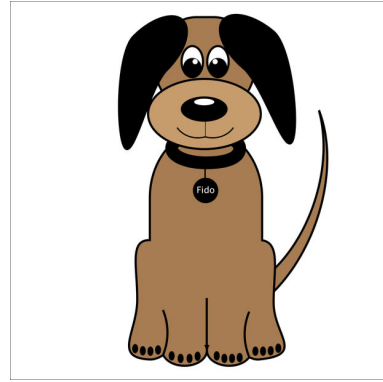
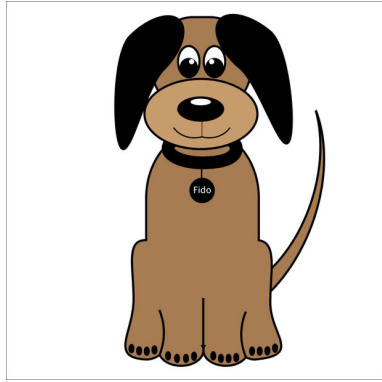
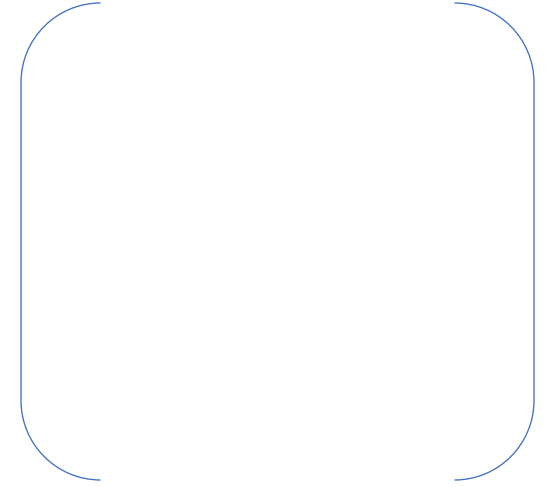
C- Conversation	Group or partner talk or sing when instructed
H- Help	Raise hand
A- Activity	Group & teacher directed singing.
M- Movement	Song movements and solfege
P- Participation	Singing as a class, with your pair or in a group when directed.
S- Success	Learn about Question and Answer in music!

	Independent	Partner	Group	Class	Testing
C - Conversations	whisper	partner talk	table talk	table talk	silent
H - Help	raise hand	ask partner 1st, then teacher	ask partner 1st, then teacher	raise hand	raise hand
A - Activity	independent work	partner activity	group work	teacher directed	independent work
M - Movement	limited movement	move when directed	move when directed	limited movement	only with permission
P - Participation	work independently	work as a team	work as directed	class discussion	work independently
S - Success	SUCCESS!	SUCCESS!	SUCCESS!	SUCCESS!	SUCCESS!









Next Lesson

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CHAMPS

C- Conversation	Whisper/partner talk or sing when asked.
H- Help	Raise hand
A- Activity	Group & teacher directed singing.
M- Movement	Song movements and solfege
P- Participation	Singing as a class, with your pair or in a group when directed.
S- Success	Learn about La

	Independent	Partner	Group	Class	Testing
C- Conversations	whisper	partner talk	table talk	table talk	silent
H- Help	raise hand	ask partner 1st, then teacher	ask partner 1st, then teacher	raise hand	raise hand
A- Activity	independent work	partner activity	group work	teacher directed	independent work
M- Movement	limited movement	move when directed	move when directed	limited movement	only with permission
P- Participation	work independently	work as a team	work as directed	class discussion	work independently
S- Success	SUCCESS!	SUCCESS!	SUCCESS!	SUCCESS!	SUCCESS!

