University of Mary Division of Education Instructional Sequence

Grade Level: 5th Grade

Subject(s) Area: Music and Writing

Materials Needed:

* Notebook/Worksheet (divided into 4 sections)
* Pencil
* Partner or work group
* Colored pencils and crayons
* White Poster Paper

**S**tandards:

* SST 0.5.2.05 Describe the migration patterns of people from Asia to the Americas during the Ice Age.
* SST 0.5.2.03 Explain the impact of climate, geography, and available resources on the daily lives of Native Americans.
* Music Standard 8.8.1 Know how relationships expressed through music can be expressed differently through other art disciplines.
* Music Standard 8.3.3 Improvise short melodies, unaccompanied and over rhythmic accompaniments
* W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**O**bjectives:

* Students will be able to organize and generalize the main ideas of their chapters into 2 sentences per section.
* Students will be able to implement their understanding of these words and concepts by creating their own unique song about the chapter.
* Students will create and produce their own song and share it will their classmates.

**L**earning Activities:

* As a class we will go over and discuss many of the important points of the chapter.
* Each student will produce 2 sentences that summarize the main points of the chapter. The students will share the sentences they come up with their classmates.
	+ The student will have begun to work on composing these summaries earlier in the week with their partner.
* We will introduce the activity of creating a Piggy Back Song. As a class we will brainstorm some tunes that they can make their song to. (I will create a poster board where I can write and display the ideas we produce).
* I will show an example of my own Piggy Back song for the students to get an idea of what they should do. (connected to back)
* I will model how I created my song and explain and talk through as a class how I came up with the song and applied my 2 sentence summaries to the song.
	+ I will have my draft written but have the students help me come up with lyrics so they begin to think in this format.
* The students will get into groups of 2 or 3 and work together to write their Piggy Back Song using their 2 summary sentences.
* They will write their finalized verses or lyrics for their Piggy Back Song onto a piece of plain paper using colored pencils and crayons. (decorate a poster of their song)
* Students will share the song they came up with to help them remember the main concepts of the chapter.
	+ While listening to each other the students will be working on their active and respectful listening skills.

**A**ssessment:

* Informal assessment will be their ability to compose the song and also to summarize the main points of the chapters. Their skill in being able to apply the main points and morph them into the rhythmic pattern of the song will also display their comprehension of the material.
* A formal assessment will be done at the end of the chapter to discover if they students understand Native American migration patterns and history.

**R**eflection: (Art and Social Studies Lesson)

 The piggy back song was a really fun lesson and I felt like the students were all very engaged. I think it is very important to have an example and explain exactly how to do the activity because a few of the students had a difficult time. I noticed some of the students had no problem connecting their vocabulary and concepts about Native Americans to the tune of a song, but for some students it was very hard. I explained that one way to do it was to clap out the syllables and try to match your new lyrics to that. That seemed to be very helpful to the students. Although the work was done independently, it was definitely helpful to walk around and provide guidance to the students.

 It was really fun to hear the students share the songs they came up with. Some of them were very proud and excited to share theirs, with the class while others got very shy. One change I would make would be to make sure that all the students in each group say their song together. They all worked together on it so I think it is important to have them all share, which I didn’t do in my lesson today. Time is another issue I noticed when I was teaching the lesson today. I had some idea of how long the activity would take, but it definitely needed to be adjusted today. I think the amount of time needed for this activity will depend on the students in the class. I had to ask the students to tell me how much more time they needed while they were working. Some of the groups were able to do the task very quickly and others took a while to get started.

 I think it will be really helpful to brainstorm tunes for them to make their song to. Coming up with ideas as a class was very helpful for the students and it was a good way to get them started. I thought this was a really fun activity that was a change of pass. Involving music and rhythm isn’t something I had thought of before but it definitely made for a fun lesson.

* Have examples!
* Be prepared to help them get started.