Lesson Plan Template (MODALITIES)

Grade: 2st	Subject: Language Arts/Music Integration
Materials: Fletcher and the Falling Leaves Book, White computer paper, the students' coloring materials and utensils, chart paper/marker or white board/marker	**Technology Needed:** Computer, Smartboard, Speakers

Instructional Strategies:

☑ Direct instruction	☐	Peer teaching/collaboration/ cooperative learning
☐ Guided practice		
☐ Socratic Seminar	☑	Visuals/Graphic organizers
☐ Learning Centers	☐	PBL
☐ Lecture	☐	Discussion/Debate
☐ Technology integration	☐	Modeling
☐ Other (list)		

Guided Practices and Concrete Application:

☑ Large group activity	☐	Hands-on
☑ Independent activity	☑	Technology integration
☐ Pairing/collaboration	☐	Imitation/Repeat/Mimic
☐ Simulations/Scenarios		
☐ Other (list)		
Explain:		

Standard(s)

Language Arts- RL.3 Describe settings and how characters in a story, respond to major events and challenges.
Music Arts- Standard 6: Connections 4.6.2 Know connections between the visual arts* and other disciplines in the curriculum.
Visual Arts- VA:Cn10.2 Create works of art about events in home, school, or community life.

Objective(s)

By the end of the lesson students will describe the characters, settings, and major events in a story, connect music with movement and themes, and create expressive images by conveying the four seasons, by listening to a book and drawing conclusions, using various instruments to convey the seasons, listening to a piece sounding out seasons, and creating a portrait of the four seasons based off what they hear in the musical piece.

Bloom's Taxonomy Cognitive Level: Analyze/Create

Differentiation

   Below Proficiency: Students who are below proficiency will

   Above Proficiency: Student will go above and beyond to take part in every activity, be completely engaged with every task, and complete their drawing with full detail.

   Approaching/Emerging Proficiency: This lesson tailors to those students at approaching/emerging proficiency.

   Modalities/Learning Preferences:
   Visual: Students who are visual learners will look at the pictures provided by the book and song.
   Auditory: Students who are auditory leaners have the opportunity to listen to me read the book and listen to the videos.
   Kinesthetic: Students who are kinesthetic learners will benefit from this lesson because there are different opportunities of movement.

Classroom Management- (grouping(s), movement/transitions, etc.)

Students are expected to stay in their desks while I am accessing prior learning. When I transition to stimulate interest the students will gather around me and stay there throughout me reading the book. When I am explaining the directions, I will have the students sit back in their desks and then find a spot where they are comfortable around the room when listening to the Four Seasons piece. When they are done listening to the piece, I will have them gather back in their desks to go over some of their drawings. While going over the review the students will stand up next to their desks and/or grab an instrument to bring back to their desk to use.

Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)

Students are expected to respond to questions, transition to the next activities in a timely matter, and participate in each part of the lesson. If the student won't quit talking to peers, after a warning, or participate in the activities they will go back to their desk and read silently.

Minutes	Procedures
2	Set-up/Prep: Have white computer paper and different medium such as crayons, colored pencils, or markers set out; Have the book ready to read; chart paper/marker or white board access; computer, speaker and smartboard ready to play The Four Seasons by Vivaldi.
10	**Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)** Bring students to the classroom library for carpet time. Access prior learning- have students think of the four seasons • What does Spring, Summer, Autumn/Fall, Winter make you think of? • What happens in each season? • What activities do you do in each season? • What does each season sound like? Opening activity- Keep the students gathered around you and read the book Fletcher and the Falling leaves. Tell the students that as I read the book Fletcher and the Falling leaves I want you to predict what will happen to the tree when each new season begins. Every time a season ends, reflect upon what has happened throughout that section so we can infer what season is coming next. <u>Ask the students</u> • Who is the main character? • What kind of animal is Fletcher?

	• What characters are in the book? • What is the setting of the book? (Where did the events take place) • What is the main idea of the book? (What was going on in the book)
10	**Explain: (concepts, procedures, vocabulary, etc.)** Transition to the next activity and have the students come back to their desks to listen for instructions. Ask the students if the know what a composer is. (A composer is someone who writes music.) Explain to the students that composers can use music to show the change in seasons too. One composer that were going to listen to is Vivaldi. He composed a piece of music called *The Four Seasons.* Ask the students: • What do you think each season is going to sound like? <u>Give instructions</u> • Before I play the music for each season I want you guys to get out the materials you want to color with and grab a piece of white computer paper. • Fold the paper into 4 sections and label each section a different season. • As we listen to each of the seasons for a couple minutes I want you guys to draw what you hear and think of. Have the students find a spot around the room wherever they are comfortable. Vocab: Composers- people who write music
15	**Explore: (independent, concreate practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)** Play each of the seasons, starting with spring, in Vivaldi's The Four Seasons. Let each part play for about 3 minutes while the students are drawing. When finished, have the students go back to their desks with their drawings. Go through each season and ask some students to share what they drew. (Have them elaborate of their drawing) • What did it make you think of? • Why did you draw that? • How are the elements in your picture working together to illustrate a season? • How is it related to that specific season?
10	**Review (wrap up and transition to next activity):** To wrap up have the students create the seasons, starting with spring, using either movement with their bodies or instruments in the room. Give an example for Spring: I would use move my hands and fingers like rain is falling or flip the rain stick. Tell the season and give the students a few seconds to think of what they are going to do. Have a few students share what they did after each season Closing Questions and Discussion: Ask the students what example of showing the different seasons they liked best? (The book, the song, the movements they created) What did we learn by doing these activities? (we can use art in different ways and apply different subjects to art) Did you like this activity?

Formative Assessment: (linked to objectives)	Summative Assessment (linked back to objectives)
Progress monitoring throughout lesson- clarifying questions, check- Allow the students to ask questions throughout the lesson. Use the thumbs up and thumbs down strategy to make sure everyone is on the right page. **in strategies, etc.** For a formative assessment before you show the book to the students, read it without showing the pictures. Have the students reflect on each season of the book and have them draw a picture on what is happening during each season. **Consideration for Back-up Plan:** Find different music the students can relate the seasons to and/or have the student complete a seasons coloring worksheet.	**End of lesson:** (PBL) Each student is expected to create a project on one of the 4 seasons. They can create a song with using different instruments, write a book on one of them, or create a song. **If applicable- overall unit, chapter, concept, etc.:**

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):