Lesson Plan Format for a Lesson Infused with Music by Kelly Longrich


**Topic:** Singing for Fluency

**Grade/Age Level:** Grade 1-3

**Number of Students:** Any, classroom size or small group

**Setting for the Lesson:** Classroom, home, or afterschool program

**Methodology:** Exploration, Demonstration

**Objective(s):**
- Students will be introduced to singing along with songs by reading along with the printed out lyrics.

**Student Assessment:**
- Students will participate in sing along activity.

**Musical Elements**
- Song, recorded music

**Music Connection**
- Kid friendly songs such as “Somewhere Over the Rainbow” or for the holidays, “Run, Rudolph, Run”.

**Connections to Curriculum**
- Alaska Content Standard for Language Arts A3: In speaking, demonstrate skills in volume, intonation, and clarity.
- Alaska Content Standard for Library/Information Literacy C2: Read, listen, and view a wide variety of literature and other creative expressions.

**Materials:**
- iPod, iPad, CD player or any device that can play appropriate songs.
- “Run, Rudolph, Run” and/or “Somewhere Over the Rainbow” on a CD or downloaded onto an iPod, iPad, or other MP3 player.
- Print outs of lyrics for “Run, Rudolph, Run” and/or “Somewhere Over the Rainbow”.
- Print outs of lyrics will be handed out and music will be played over speakers so entire group/class can hear.

**Activities:**
(What will the teacher and children do to address the objectives?)

**Introduction**
To introduce students to lessons, I will ask, “What is your favorite song?” Students will be instructed to raise their hand if they would like to share the name of their song. Teacher will then say, “Today we are going to learn some new songs by
following along with the words that are on the handouts. (Handouts will be passed out).

Learning Activities
1. Ask: “Can anyone tell me the name of the song we will be learning?” (Wait for answer) Now, I would like you all to look over the handout and put a dot by any words that you don’t know, and when you are done, put your pencil down and look up so that I can see you are finished. (Wait for a minute or two until most pencils are down).
2. “Ok, we are going to get started by reading together through the words.” (Read through words and sound out any words that kids don’t recognize).
3. "Now, we are going to listen to the song.” (Play song on CD player or iPod/iPad device). Ask students if they have heard song before.
4. “Now we are going to sing along with the song by reading the lyrics on the handout. Please use your finger or pointer to point to the words as we sing them. Let’s Go!”
5. Repeat song 2-3 times so kids can start singing along and practicing their fluency.

Closure
Have students save handouts and ask them what they think the song is about. Discuss song with class and whether it was easy or hard to read along with the music. Ask which parts made it hard or easy.

Differentiation for special learners:
Have students that are hard of hearing sit closer to music player. Make printouts of lyrics in larger font for those with low vision.

How is this lesson sensitive to cultural and language issues?:
If English is a second language, student will be able to see and hear word for better comprehension. A variety of songs can be chosen to cover many different topics, holidays, cultures, etc.

I borrowed and modified a lesson idea from:
Reflection (notes that might be helpful to other teachers)

-Did the children meet the objective? How do you know?
The children met the objective. They read through the lyrics, indicated the words that were unfamiliar with a mark, listened to the music, then tried to sing along with the music by reading the words. Since the objective states that, “they will be introduced to it” they just have to participate in the activity.

-What went well in the lesson?
The kids recognized the majority of the words in both songs and realized that while there are a lot of words, many of them are just repeated multiple times. I tried to choose songs that most of the children don't already have memorized so that they would have to read the words. Most of the kids were excited to learn a new Christmas song.

-What could have been improved?
The song “Run, Rudolph, Run” was a bit fast for this age group, but they did really like the song. Next time I would maybe choose a slower song, or gear this lesson toward an older group. “Somewhere Over the Rainbow” was slower and easier to follow along with but still had some parts that were a bit too fast for the kids to keep up with.

-Did anything unexpected happen, and what did you do?
Realizing that the first song, “Run, Rudolph, Run” was a bit too fast for most of them to follow along with, I asked the students to just follow along with their finger or a pointer anyways and sing whatever they could. It was fun to hear them reading through the lyrics the first time and marking the words they didn’t know. After they finished reading through the lyrics and I turned the song on, many of their faces lit up and one student said, “THIS is what we just read? Cool!” So, even if they couldn’t read along aloud with the words, they could read the words at their own pace and did enjoy the music. I believe that, with practice, they could sing through this song.

-If you were to teach the lesson again, what would you do differently?
I would take more time to find a slower, yet still upbeat, song that the kids could sing along with. Thinking back, Sandra Boynton has some great sing along songs that I could check out. I just thought for the holidays, a Christmas song would be nice. It would be fun, once the students felt more comfortable with a song, to go around the room as the song is playing and have them each sing/read a line with the music.