

# Unit 05: Exploring Our World through Music

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **8 Weeks**  
Status: **Published**

## Standards Alignment

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### New Jersey Student Learning Standards

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| VPA.1.3.2.B   | Music  |
| VPA.1.3.2.B.5 | Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas. |
| VPA.1.3.2.B.7 | Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor's cues.                                 |
| VPA.1.3.2.C   | Theatre  |
| VPA.1.3.2.C.1 | Portray characters when given specifics about circumstances, plot, and thematic intent, demonstrating logical story sequence and informed character choices.       |
| VPA.1.3.2.C.2 | Use voice and movement in solo, paired, and group pantomimes and improvisations.   |
| VPA.1.3.2.C.3 | Develop awareness of vocal range, personal space, and character-specific vocal and creative movement choices.  |

### Integration of Career Readiness, Life Literacies and Key Skills

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| CRP.K-12.CRP1  | Act as a responsible and contributing citizen and employee.                        |
| CRP.K-12.CRP2  | Apply appropriate academic and technical skills.                                   |
| CRP.K-12.CRP3  | Attend to personal health and financial well-being.                                |
| CRP.K-12.CRP4  | Communicate clearly and effectively and with reason.                               |
| CRP.K-12.CRP5  | Consider the environmental, social and economic impacts of decisions.              |
| CRP.K-12.CRP6  | Demonstrate creativity and innovation.   |
| CRP.K-12.CRP7  | Employ valid and reliable research strategies.                                     |
| CRP.K-12.CRP8  | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP9  | Model integrity, ethical leadership and effective management.                      |
| CRP.K-12.CRP10 | Plan education and career paths aligned to personal goals.                         |
| CRP.K-12.CRP11 | Use technology to enhance productivity.  |
| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence.                 |

### Technology / Integration of Computer Science and Design Thinking

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## Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math Section

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|                    | Key Ideas and Details  |
| LA.K-12.NJSLSA.R1  | Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| LA.K-12.NJSLSA.R2  | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   |
| LA.RI.1            | Reading Informational Text   |
| LA.RI.1.1          | Ask and answer questions about key details in a text.  |
| LA.RI.1.2          | Identify the main topic and retell key details of a text.  |
| LA.K-12.NJSLSA.SL  | Speaking and Listening   |
|                    | Comprehension and Collaboration  |
| LA.K-12.NJSLSA.SL1 | Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.                                   |
| LA.K-12.NJSLSA.SL2 | Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.   |
| LA.K-12.NJSLSA.SL3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.   |
|                    | Presentation of Knowledge and Ideas  |
| LA.K-12.NJSLSA.SL4 | Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.                     |
| LA.SL.1.1          | Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  |
| LA.SL.1.1.A        | Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).  |
| LA.SL.1.1.B        | Build on others' talk in conversations by responding to the comments of others through multiple exchanges.   |
| LA.SL.1.1.C        | Ask questions to clear up any confusion about the topics and texts under discussion.   |
| LA.SL.1.2          | Ask and answer questions about key details in a text read aloud or information presented orally or through other media.  |
| LA.SL.1.3          | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.  |
| LA.SL.1.4          | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  |

## Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media LiteracyNew Section

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see Crosswalks

## 21st Century Life and Careers

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### Stage I: Desired Results

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### Transfer/Overview/Rationale

#### Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

Sing and identify call and response form. Read ta titi patterns.

### Meaning

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### Essential Questions

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Essential Questions

Can a song be about any subject?

Can you learn from a song?

Try to avoid EQs which can be answered with a yes or a no. Instead, have the kids explore more How questions for which there could be multiple answers.

## **Enduring Understanding/Indicators of Understanding**

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Enduring Understanding/Indicators of Understanding

Songs can teach us about many things.

## **Acquisition (Student Learning Objectives)**

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### **Knowledge**

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Knowledge

Students will know...

How to read words to songs.

Counting songs.

Songs about school.

Story song- such as The Little Red Hen.

Songs in other languages.

Patriotic songs.

Instruments by sight.

## **Skills**

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Skills

Student will be skilled at ...

Discussing song words.

Singing in singing voice.

Reading song words.

Telling stories.

## **Stage 3: Learning Plan**

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## **Resource and Mentor Texts**

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Resources and Mentor Texts

Making Music, Silver Burdett unit 7, 8, 9, 10

Lion and the Mouse, unit 6

The little Red Hen unit 7

## **Formative Assessment Strategies**

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## Formative Assessment Strategies

Identify instruments on listening chart from aural cues.

Color and name instruments.

Dance in various styles.

Participate in story dramatization appropriately.

Sing in group on pitch, matching style and volume for song.

Participate in song and movement activities.

## **Learning Activities/Unit of Study**

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Learning Activities/Unit of Study

Dramatize a story onstage or with puppets.

Sing about the alphabet.

Sing about numbers.

Sing about other school subjects.

Play instruments to a story.

Sing patriotic songs.

Draw pictures or write on a topic.

Make cutouts to a song, following words

## **Modifications and/or Accommodations**

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### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

#### **English Language Learners**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

#### **Special Education Students**

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer

questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

## **Students with 504 Plans**

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## **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## **Students at Risk of School Failure**

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to

have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.