

Solar Lesson Plan Format

Age Level: 3rd grade

Subject(s) Area: Music and Language Arts

Materials Needed:

Standards:

Code and description: 3.RF.3c - Know and apply grade-level phonics and word analysis skills in decoding words. c. Decode multi-syllable words.

Objectives:

What will the students know or be able to do?: Students will be able to identify syllables within words and create rhythms with those syllables.

Cognitive Level of Lesson: Level 3: Applying and Level 6: Creating

Learning Activities:

Opening Element: Review the syllable anchor chart with students, as a review of the syllable rules we have learned already in class.

Reflective Questions: Does anyone remember some of the rules of breaking syllables apart? Where are some of the common places to look when breaking apart syllables?

Required Vocabulary: Syllable, beat, rhythm, vowels, consonant, prefix, suffix

Instructional Methods:

1. Have students practice breaking apart syllables by starting with their names and using musical instruments.
 - a. Each student will individually practice using their own name.
2. Then practice breaking down different words with the musical instruments to create different rhythms.
 - . Practice words with the whole class that the students will be using later in the lesson (animals, fruit, and school supplies, See wordlist below reflection section).
- i. Do this with the whole group
 3. Next break students into 3 groups and give them a card with multi-syllable words on it and have them practice the beat of the syllables as a group. (See word list below reflection section)
 - . Each group will have a different rhythm to practice and then the whole group will come together to play their beats together to perform a song.
 4. Give the students 6 cards with different number syllables on them. (see word list below reflection section)
 - . First have the students break their words into syllables by putting slashes (/) between the syllables.
 - a. Tell the students that they will be creating their own rhythms using the words and their syllables.
 - b. They will have 2 different rhythms, a steady back beat that is made from 2 words that are repeated over and over and a driving rhythm that can use the other 4 cards and then be repeated.
 - c. Have the groups pick their words for each of the rhythms and have them practice on their own their songs.
- . Remind the students to practice their 2 rhythms separately at first and then at the same time because they are going to perform them together

i. When the students perform their songs, 2 people should perform the driving beat and 2-3 people should perform the steady beat

Guided Practice Strategies: Whole group instruction will happen when reviewing the different types of syllables and practicing playing instruments using multi-syllable words. Small groups will be used to create their own song using multi-syllable words and performing it for the class. Individual practice will happen when each student breaks down their name for the class.

Independent Concrete Practice/Application: Students will be breaking down their own name with musical instrument.

Differentiation: Give students words with more syllables to challenge them. Have the students create songs with more than just two parts to incorporate more music into the lesson.

Wrap-Up: Have students perform their songs to the class once everyone has theirs completed.

Assessment:

Formative: Students in their group should put a slash through each syllable for the words on their index cards and be assessed on whether they did it correctly or not.

Individual Measurability: Observe student's performance to determine if they understand syllables.

Summative: Will be assessed at a later date.

Fruit - apple, pear, banana, berry, orange, grape

Animals- dog, cat, monkey, gorilla, giraffe, kitten

School Supplies- pencil, pen, eraser, desk, marker, crayon

1st part- win/ter fall, win/ter fall, win/ter fall

2nd part- snow cold hi/ber/nate, snow cold hi/ber/nate

3rd part- har/vest hay corn/u/co/pi/a

Reflection:

- Because we did not actually teach this lesson to students, there is not a reflection for this lesson.