Name: _Jessalyn Peterson_____

Grade Level: _5th grade_____

Music Lesson Plan

Learner Objectives:
By the end of this activity, the children will be able to: Sing the song *Weevily Wheat* with little or no help from me.

National Standards:
What National Standards do you cover in this lesson?

- MU: Pr5.1.5a Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.
- MU: Pr5.1.5b Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.
- MU: Pr6.1.5a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

Core Music Standards:
What Core Music Standards do you cover in this lesson?

- MU: Pr5.1.5a Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.
- MU: Pr5.1.5b Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.
- MU: Pr6.1.5a Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

Pennsylvania Arts Standards:
What PA Arts Standards do you cover in this lesson?

- 9.1.5. A.2. Know and use the elements and principles of each art form to create works in the arts and humanities. Elements: Music: duration; intensity; pitch; timbre. Principles: Music: composition; form; genre; harmony; rhythm; texture

Required Materials:
What do you need to teach the lesson? Include song repertoire (attach a copy), instruments, technology, manipulatives, dry erase board and markers, etc.

- Sheet music (can't attach a copy) for *Weevily Wheat* either printed or on the projector
- Projector
- Laptop (if no printed copies)

Task Analysis

Write a step-by-step procedure of how you will teach/lead the activity. Use discrete, numbered steps and script out what you will say.

1. Teacher (T) will gain students' (ss) attention. "Good morning, fifth graders! Listen carefully to my song, and tell me what five times seven is"
2. 2. T gives pitch from piano. T models patting steady beat on shoulders. T sings song:

   "Don't want your weevily wheat, don't want your barley
   Take some flour in half an hour to bake a cake for Charlie.
   Five times five is twenty five, five times six is thirty,
   Five times seven is thirty five, five times eight is forty."
3. T follows up on directed listening: "Who can raise a quiet hand to tell me what five times seven is?"
4. T calls on quiet raised hand.
5. S: "Thirty five!"
6. T: "Great job! Please sing what I sing. My turn first." T points to self as she sings: "Don't want your weevily wheat"
7. T gestures to ss. SS: "Don't want your weevily wheat"
8. T gestures to self: "don't want your barley"
9. T gestures to ss. SS: "don't want your barley"
10. T gestures to self: "Take some flour in half an hour"
11. T gestures to ss. SS: "Take some flour in half an hour"
12. T gestures to self: "to bake a cake for Charlie"
13. T gestures to ss. SS: "to bake a cake for Charlie
14. T gestures to self: "Five times five is twenty five"
15. T gestures to ss. SS: "Five times five is twenty five"
16. T gestures to self: "five times six is thirty"
17. T gestures to ss. SS: "five times six is thirty"
18. T gestures to self: "Five times seven is thirty five"
19. T gestures to ss. SS: "Five times seven is thirty five"
20. T gestures to self: "five times eight is forty."
21. T gestures to ss. SS: "five times eight is forty."
22. T: "Great job, fifth grade! I like how you are using your very best singing voices!"
23. T: "Let's try longer pieces of the turn. Please sing what I sing. My turn first." T gestures to self T: "Don't want your weevily wheat, don't want your barley"
24. T gestures to ss. SS: "Don't want your weevily wheat, don't want your barley"
25. T gestures to self. T: "Take some flour in half an hour to bake a cake for Charlie."
26. T gestures to ss. SS: "Take some flour in half an hour to bake a cake for Charlie."
27. T gestures to self. T: "Five times five is twenty five, five times six is thirty,"
28. T gestures to ss. SS: "Five times five is twenty five, five times six is thirty,"
29. T gestures to self. T: "Five times seven is thirty five, five times eight is forty."

30. T gestures to ss. SS: “Five times seven is thirty five, five times eight is forty.”
31. T: “Nicely done, fifth grade!” Now your job is to sing along with me inside your brain while I sing out loud. Don’t want your weevily wheat, don’t want your barley. Take some flour in half an hour to bake a cake for Charlie. Five times five is twenty five, five times six is thirty, five times seven is thirty five, five times eight is forty.”
32. T: “Now it’s your turn!” T models patting steady beat. T gives ready-sing.
33. SS: Don’t want your weevily wheat, don’t want your barley. Take some flour in half an hour to bake a cake for Charlie. Five times five is twenty five, five times six is thirty, five times seven is thirty five, five times eight is forty.”
34. T: “Sounds great fifth grade!”