

Integrated Lesson Plan
Visual and Performing Arts - Music
English Language Arts

This is a standards based lesson that integrates instruction on the English Language Arts and Visual and Performing Arts standards developed for use with the Houghton Mifflin grade 3 ELA materials.

The Kern County Superintendent of Schools Office developed this sample lesson plan as part of a pilot project through a grant from the California County Superintendents Educational Services Association (CCSESA) and with financial support from the Hewlett Foundation.

Please note the following features of the sample lesson.

- Include two standards. One from the arts area and the other from an academic area other than the arts.
- Include instruction that addresses and leads to understandings in both standards. Utilizes Direct Instruction model that includes Teacher Modeling and Guided Practice prior to Independent Practice.
- Include a level of integrated connectedness between the two standards.

Writing Committee

Ed Hughes, Coordinator, Visual and Performing Arts, Kern County Superintendent of Schools Office

Angie Gia - Bakersfield City School District

Arnold Morrison - Delano Union School district

Dennis Herbst – Panama Buena Vista Union School District

Felecia Hill - Panama Buena Vista Union School District

Jan Peacock - Delano Union School district

Karen Hentges - Bakersfield City School District

Kevin Birkbeck - Panama Buena Vista Union School District

Special Thanks

Kathy Caric, Director, Department of Curriculum, Instruction and Accountability, Kern County Superintendent of Schools Office

Teresa Twisselman – Coordinator, English/ Language Arts, Kern County Superintendent of Schools Office

Dennis Herbst – Coordinator, Visual and Performing Arts, Panama Buena Vista Union School District

Michael Stone – Coordinator, Visual and Performing Arts, Bakersfield City School District

The Keeping Quilt
Integrated Lesson Plan
Visual and Performing Arts - Music
English Language Arts

Concept Summary

This Third Grade Integrated Language Arts and Music Lesson was created for the Houghton Mifflin Reading (HMR) series. “The Keeping Quilt” is a personal narrative written by Patricia Polacco and is found in Theme 2 of the series entitled Celebrating Traditions. This is a sixty-minute lesson recommended as a closure activity to the reading selection.

Grade/Level: Third Grade

Time Frame: One lesson/45 minutes (After Day 5 lessons)

Subjects: Language Arts and Music

Topic: Russian Folk Traditions

Lesson Objective: Reading

Students will extract appropriate and significant information from the story “The Keeping Quilt” by Patricia Polacco. (This standard will have been addressed in previous instruction as described in the HMR Teacher’s Edition.) Students will determine the underlying theme or author’s message in “The Keeping Quilt”.

Lesson Objective: Music:

Students sing an age-appropriate memorized song from a diverse culture. Students will determine the underlying theme or message in the Russian Folk song Tum-Balalaika.

Standards and Key Concepts

Standards: California K-12 Academic Content Standards

Subject: Language Arts

Grade: Third

Reading Standard 3.4: Determine the underlying theme or author’s message in fiction and non-fiction text.

Subject: Visual and Performing Arts

Grade: Third

Music Standard 3.2: Sing memorized songs from diverse cultures.

Prior Knowledge & Skills:

Students understand the concept of an extended family

Students are familiar with family traditions

Students can state the purpose of reading (e.g. tell what information is sought)

Students can sing age-appropriate songs

Lesson Knowledge & Skills**Reading:**

Skill: determine

Knowledge: underlying theme or author's message in non-fiction text

Lesson Context: by reading and discussing the story "The Keeping Quilt," by Patricia Polacco

Music:

Skill: sing and memorize

Knowledge: songs from diverse cultures

Lesson Context: learn from memory the chorus for "Tum-Balalaika"

Literature Discussion (approximately 15 minutes): Sequence of Activities:

Anticipatory Set: Instruct students to arrange their desks into a circle. Play "Tum-Balalaika" while students arrange their desks in a circle.

Teacher opens Teacher's Edition to page 137 to study the illustration. Teacher instructs students to do the same.

Demonstrate: (Think Aloud) "I can tell by looking at the illustration that this story probably took place in earlier times.

Discuss: Have students tell their partners what they see in the illustrations. Teacher elicits sample answers following partner exchange. Teacher points out, if students have not, that her dress and babushka are the only things she has left that connect her to Russia and her family traditions.

1. Teacher - "We have already read "The Keeping Quilt" and discussed the information found in the text." Teacher states or has students state the underlying theme of the story as previously identified through HMR lessons.

Expected Response - The story shows how and why a tradition is started and develops over time, how families pass it along, and how each new generation learns how meaningful and valuable it can be.

2. Teacher uses transparency #2.2 which is the graphic organizer of “Author’s Family Chart” to review the importance of tradition in connecting Patricia Polacco’s family members—generations over time. Pose question from TE page152—“How does this story help you understand traditions and what they mean to families?” Students Think-Pair-Share personal responses to this question. Teacher elicits sample responses following the think pair share.

Expected Response – *This quilt helped to keep the family history and traditions alive; it connected the family over time. Today, a family might keep a scrapbook, photo album, or a videotape of special events.*

3. Teacher states that another example of traditions is found in songs and music. She tells students that today they are going to learn a Russian folk song that Anna might have learned as a child.

Music Lesson (approximately 30 minutes): Sequence of Activities:

Explain to students the Standards of Performance

1. Students will learn to sing from memory the chorus to “Tum-Balaliaka,” a Russian Folk song.
2. Students will be able to analyze and discuss the lyrics of the song.
3. Students will be taught how to move to the music as they sing.
4. Teacher will evaluate students’ understanding of the lesson based on ability to sing the song from memory and participation in group discussion.

Anticipatory Set: Instruct students to listen to the song “Tum-Balaliaka”. Play the CD

Model: Listen to the song along with the students.

Demonstrate/Explain: (Think Aloud) “I noticed the song was not sung entirely in English. There were some words I didn’t know. For the words we didn’t understand, I wonder what language they are? Let’s think back to our story. Where was Anna from? *Students respond.* The words in this song are Russian. It is a Russian folk song from the country that Anna was from.”

Teacher - “Let’s listen to the song again. I’m going to pass out the words and the music to the song.” Teacher hands out the words to the song. Teacher plays the song again and students listen a second time while reading the words.

Discuss: Teacher – “What other things did you notice about the song?” Allow students to share their thoughts and ideas.

Expected Responses: *“Tum-Balalaika” is a question/answer song. The 1st verse is a question from the boys. The 2nd verse is an answer from the girls. The chorus is sandwiched in between.*

Guided Practice:

Teacher – “This time I want you to sing the chorus of the song in your mind.”

Play the song (3rd time)

Teacher - “How many of you think you sang it in your mind?”

Teacher – “Good!” “Let’s try it once more, but this time I want you to sing the chorus of the song out loud with me.”

Play the song (4th time)

Teacher – “Let’s try putting steps to the music.”

Demonstrate:

Demonstrate how to move with students in a line facing the teacher:

4 steps to the right,
4 steps to the left, Step on Tum and lai
2 steps to the right,
2 steps to the left.

Practice until students know how to do the steps.

Give every student a scarf. Remind the students of the illustration on page 137 where Anna was using a scarf. Ask them to tell their partner what Anna was doing with the scarf in the picture.

Instruct the students to stand in a circle

Students hold one end of each scarf, forming a joined circle.

Play the song and have students step to the music:

Have students sing and move to the music.

Independent Practice:

Students sing the song and do the steps as instructed.

Students would continue to practice the song until memorized.

Closure:

Have students sit in a circle on the floor to review and clarify key points from this activity.

Teacher – “What was the message in this song?”

“How does this song make your feel?”

“Does this music make you feel like you are in a foreign country?”

“Could you see a parent or grandparent singing this song to their children?”

“Do you think this song would have been music Anna might have listened to—that it might have been a song her parents or grandparents sang to her?”

Culminating Activity for the **end of the theme** “Celebrating Traditions”

Teacher leads a summarizing discussion of the important of traditions in connecting family members—different generations. (Use partner response/think-pair-share, etc.) Record shared ideas on overhead or whiteboard. Teacher writes/models one or two sentences using information from student responses then teacher asks students to write a paragraph that describes the importance of traditions in connecting generations. Their sentences should use examples from the stories or the song they learned and examples of sensory details---such as sounds, ...

Performance Task & Assessment

Reading: Students will demonstrate the ability to determine to the underlying theme or message in the Russian Folk song Tum-Balalaika.

Music: Students will demonstrate the ability to sing from memory the chorus to “Tum-Balalaika”, a diverse cultural song.

Assessment/Rubric**Music 3.2 Sing memorized songs from diverse cultures**

Below Basic	Basic	Proficient	Advanced
The student is unable to sing the chorus of “Tum-Balaliaka” from memory	The student is able to sing most of the chorus of “Tum-Balaliaka” from memory	The student is able to sing the entire chorus of “Tum-Balaliaka” from memory but may have some hesitation.	The student is able to confidently sing the entire chorus of “Tum-Balaliaka” from memory

Language Arts Materials – Resources

Houghton-Mifflin Reading California Teacher’s Edition

Theme 2 – Celebrating Traditions

Third grade Houghton-Mifflin Reading book for each student

Students have listened to “The Keeping Quilt” along with the CD.

Students have read and discussed the story with teacher in small groups.

Music Materials – Resources

CD Player

CD of song “Tum-Balalaika”

One copy of the song for each student

One handkerchief or scarf for every other students