

## Lesson Plan: Music & Language

<p><b>Warm-up:</b> Conversation circle  <b>Time:</b> 10 minutes  <b>Focus points:</b> Build schema for lesson, cross-cultural sharing  <b>Materials:</b> Conversation Card: <i>Music</i></p>	<ul style="list-style-type: none"> <li>• Show students Conversation Card: <i>Music</i>. Talk about the pictures.</li> <li>• Questions for discussion could include:             <ul style="list-style-type: none"> <li>○ What are the names of these instruments?</li> <li>○ Can you play an instrument? What kind?</li> <li>○ What instrument would you like to be able to play?</li> <li>○ Do you like to listen to music? What kind? Do you mostly listen to music from your home, or American music?</li> <li>○ Do you like music with or without words?</li> <li>○ Do you like to sing? Would you like to sing a song for the class?</li> <li>○ Do you like to dance?</li> <li>○ How does music make you feel? Has music ever made you laugh or cry?</li> </ul> </li> </ul>
<p><b>Activity:</b> This or that?  <b>Time:</b> 20 minutes  <b>Focus points:</b> This/that, these/those  <b>Materials:</b> Everyday objects (enough for one familiar object for each student)</p>	<ul style="list-style-type: none"> <li>• Sit in a circle.</li> <li>• Pass out an everyday object to each student in the class. Make sure students can name their object.</li> <li>• Write the following sentence frames on the board:  <i>This is a _____.</i>  <i>That is a _____.</i> </li> <li>• With a volunteer, teach the difference between <i>this</i> and <i>that</i>. As you teach, have students point near (<i>this</i>) and away (<i>that</i>).</li> <li>• Going around the circle, each student says their object and then their neighbors. For example, <i>This is a pencil. That is a book.</i></li> <li>• For more practice, have students choose a person across the circle from them for the <i>that</i> part.</li> <li>• Next give some students a few more of the object they already have (pencils, papers, etc).</li> <li>• Add the following sentence frames to the board:  <i>These are _____.</i>  <i>Those are _____.</i> </li> <li>• Explain that we use these words if there is more than one of the object.</li> <li>• Practice as before.</li> <li>• Trade objects if desired.</li> </ul>
<p><b>Activity:</b> This Land is Your Land  <b>Time:</b> 30 minutes  <b>Focus points:</b> Learn an American Folk Song, Listening  <b>Materials:</b> PPT: This Land is Your Land, Large US map for each table or group, Worksheets: This Land is</p>	<ul style="list-style-type: none"> <li>• Place a large US map in the center of each table, enough for about every 4-6 students.</li> <li>• Tell the students that they are going to learn an American folk song.</li> <li>• Use the PowerPoint to teach California, New York islands, redwood forest, and Gulf stream waters and their locations in America.</li> <li>• Show song words on the PowerPoint slides. Point out <u><i>This</i></u>, in <u><i>This land is your land</i></u>, from the previous activity.</li> <li>• Read the words, pointing out the places on the map. Give each group of students a card set. Have the students place the cards on their maps as you read the song through several times.</li> </ul>

<p>Your Land - copied for every one to two students,</p>	<ul style="list-style-type: none"> <li>• Introduce the music for the song: <a href="https://www.youtube.com/watch?v=xXLiUoxUMYs">https://www.youtube.com/watch?v=xXLiUoxUMYs</a></li> <li>• Sing through several times until students become confident.</li> <li>• They can point to the locations on the map as they sing.</li> <li>• Pass out the words for the song.</li> <li>• Choose several words from the song for students to find.</li> </ul>
<p><b>Activity:</b> Music Makes the World Go Round <b>Time:</b> 20 minutes <b>Focus points:</b> Exposure to different music genres, expressing likes and dislikes <b>Materials:</b> YouTube link, Response cards (set for each student)</p>	<ul style="list-style-type: none"> <li>• Talk about music for a few minutes. Ask questions about what kind of music they like and how music makes them feel (similar to the Conversation Card questions).</li> <li>• Give each student a set of <i>I like it</i>, <i>I don't like it</i>, and <i>It's OK</i> cards. Teach these phrases if your students don't know them already.</li> <li>• Write <i>happy</i>, <i>sad</i>, <i>excited</i>, and <i>angry</i> on the board with a simple illustration. Teach each word along with a facial expression. Make sure students do the expressions as they say the words.</li> <li>• Write <i>It makes me feel _____</i> on the white board.</li> <li>• Listen to the YouTube recording of different music genres. After each one, stop the recording and have students hold up one of their cards. Ask a few students to share. For example, <i>I like it. It makes me feel happy.</i> <a href="https://www.youtube.com/watch?v=7uxF9CsxW88">https://www.youtube.com/watch?v=7uxF9CsxW88</a></li> </ul>
<p><b>Activity:</b> Tell us about your music <b>Time:</b> 30 minutes <b>Focus points:</b> Cultural sharing <b>Materials:</b> Large pieces of paper for each language group</p>	<ul style="list-style-type: none"> <li>• In language groups, have students talk about music from their cultures. They may talk in their first language. *If you have interpreters available, this activity would benefit from their assistance.</li> <li>• Ask them to try to think of a song that nearly everyone in their culture would know, perhaps a folk song or a children's song.</li> <li>• Have them write the words on a large piece of paper (in English or their L1 – or both).</li> <li>• Ask each group if they would be willing to share their song – either to sing it or read the words. Can they tell the class what it is about? Why did they choose it? Who sings it? Etc. *If you are making cultural preservation books, save these songs for inclusion. Try to have them translated into English and the students' L1. If they are willing, students may want to create pictures or find pictures on the internet to illustrate their song.</li> <li>• Find out if any of your students can play an instruments. Do they have that instrument, and if so, would they be willing to play for the class in a future lesson?</li> </ul>
<p><b>Activity:</b> Hello! <b>Time:</b> 20 minutes <b>Focus points:</b> Cultural sharing <b>Materials:</b> Large pieces of paper</p>	<ul style="list-style-type: none"> <li>• Continue in language groupings.</li> <li>• On another large piece of paper, have students write the numbers 1-5 (or 10) in their L1.</li> <li>• Also, have them write the words for <i>greeting someone</i>, for saying <i>thank you</i>, and for <i>I love you</i> (as to a child or good friend – not romantic as this may be different).</li> <li>• Have each group teach the class their numbers and words.</li> <li>• Again, if you are making books, save this information to include, adding photos or pictures as desired.</li> </ul>

<b>Wrap-up:</b> Sing <b>Time:</b> 5 minutes <b>Materials:</b> none	<ul style="list-style-type: none"><li>• If students enjoyed singing, sing This Land is Your Land one more time, or have students share more songs.</li></ul>
<b>Extension Activities</b>	<ul style="list-style-type: none"><li>• Attend a local concert</li><li>• Arrange a concert to be performed by students, friends, or family members</li></ul>