

**Grade: Third Grade****Lesson #:17B**

<b>Preparing:</b>	tika-ti
<b>Presenting:</b>	low so
<b>Practicing:</b>	

**Objectives/ Students Will Be Able To:**

- ~Sing, read, and hear songs with “low” (LOW SO)  
 ~Sing, read, hear, and write with “lemonade” (tika-ti)

**3rd Grade CE Standards**

- 1CE Visually and aurally, identify the four families of orchestral instruments.  
 2CE Identify and discriminate between sounds produced by various instruments and the human voice.  
 3CE Listen to and identify the music of different composers of world cultures.  
 4CE Identify and respond to simple music forms (e.g., AB, ABA).  
**5CE Identify elements of music using developmentally appropriate vocabulary.**  
 6CE Identify careers in music including composing, performing and conducting

**3rd Grade PR Standards**

- 1PR Sing a varied repertoire with accurate rhythm and pitch individually and with others.**  
 2PR Follow and respond to the cues of a conductor.  
**3PR Use the head voice to produce a light, clear sound while maintaining appropriate posture.**  
 4PR Play a variety of classroom instruments with proper technique.  
**5PR Sing, move and respond to music from world cultures and different composers.**  
 6PR Improvise and compose simple rhythmic and melodic phrases.  
**7PR Read, write and perform using eighth notes, quarter notes, half notes and quarter rests in 2/4, 3/4 and 4/4 meter.**  
**8PR Read, write and perform in treble clef extended pentatonic melodies in G, F and C.**  
 9PR Demonstrate appropriate audience etiquette at live performances.

**3rd Grade RE Standards**

- 1RE Compare and discuss the use of similarly-named elements (e.g. form, line, rhythm) in music and other art forms.  
 2RE Notice and describe what they hear in selected pieces of music and compare their responses to those of others.  
 3RE Explain personal preferences for specific musical selections using music vocabulary.  
 4RE Evaluate audience etiquette associated with various musical performances and settings.  
 5RE Analyze music in terms of how it communicates words, feelings, moods or images.  
 6RE Compare interpretations of the same piece of music as they occur through dance, drama, and visual art.  
 7RE Create criteria and use it to critique their own performances and the performances of others.

**Materials:**

SB file, staff yarn AND mini ledger line yarn, ring, colored pads, cow and pig markers, 2 big dice

<b>Song/Activity:</b>	<b>Procedure:</b>
<b>Hello Song</b>	Review/teach the Hello Song
<b>I Can Statements</b>	Review the goals for the day
<b>Review note letter names</b>	Review the lines and spaces
<b>TEACH C AND D ON STAFF</b>	every man's best friend is a dog (D below staff) the Cat is in the basement (C below staff)
<b>Staff jumping game WITH ledger line!</b>	Play this fun jumping game to practice letters, including C and D below staff
<i>Transition- I start humming Cotton Eye Joe...</i>	
<b>Cotton Eye Joe</b>	<ol style="list-style-type: none"> <li>1. Sing song and <u>crouch down on each "low"</u></li> <li>2. Play the fun singing game</li> </ol>
<i>Transition- Sing Cotton Eye Joe back to spots on carpet</i>	
<b>Cotton Eye Joe on Solfa</b>	Sing this song on solfa syllables
<b>I, low I, d d on staff</b>	Given the first Ia, ...students put this pattern on the staff
<i>Transition- Well, the last time you were here, we learned another song with "low" ...</i>	
<b>Forever Young</b>	Sing through this beautiful song
<i>Transition- What song is Mrs. Westhoving SIGNING?</i>	
<b>Big Fat Biscuit</b>	Sing this song and play the fun jumping game
<b>Head and Shoulders</b>	Review this fun singing hand partner game
<b>Hi Lo Chickalo</b>	Play this fun partner-switching hand clap game
<i>Transition- Sing Hi Lo Chickalo back to spots on carpet</i>	
<b>Hi Lo Chickalo Board Work</b>	Sts. sing the song on solfa syllables while I point to the solfa ladder
<b>PRESENT LOW SO!!!! (solfa street visuals)</b>	<p>Reveal the real name of "low" as low so</p> <p>Teach students the hand sign, location, and symbol</p> <p>Review octaves!</p>

<p><b>Hi Lo Chickalo with low so</b></p> <p><i>Transition- Can you identify another one of our low so songs?</i></p> <p><b>Our Old Sow</b></p> <p><i>Transition- Speaking of pigs...</i></p> <p><b>Hogs In the Cornfield</b></p> <p><b>Sagidi Sagidi Sapopo</b></p> <p>Additional time: (lemonade songs)  I've Got A Car  Teach Takin' a Trip  Teach Do Do Pity my Case</p> <p>Additional time: (so, songs)  Charlie Over the Ocean  Scotland's Burning  Come Through Na Hurry  Hi yo ip si ni ya  Jolly Miller  Weevily Wheat</p>	<ol style="list-style-type: none"> <li>1. Sing AND sign solfa</li> <li>2. Read the solfa from the staff</li> </ol> <ol style="list-style-type: none"> <li>1. Read/sing this song on solfa syllables</li> <li>2. Play the fun catching game</li> </ol> <ol style="list-style-type: none"> <li>1. Sing through song and clap the "lemonade"</li> <li>2. Play the fun singing game</li> </ol> <p>Review this fun body canon game</p>
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