

MU 357: Integrating music lesson
Integrating Music and Language Arts
"Five Little Pumpkins"

Grade Level: 2-3

Objectives:

1. Students will be able to maintain a steady beat.
2. Students will be able to answer questions about the subjects and their actions in the poem "Five Little Pumpkins".
3. Students will be able to explain what kind of literature is used (poetry).
4. Students will be able to tell what kind of writing style is used within the poem (rhyme).

Materials:

- 5 Pumpkin cutouts numbered 1-5
- 5 copies of poem "Five Little Pumpkins"
- Hackett, P., & Lindeman, C. (2007). *The Musical Classroom: Backgrounds, Models and Skills for Elementary Teaching*. Upper Saddle River, NJ: Pearson Prentice Hall.

Procedures:

1. Since Halloween is this weeks we're going to be doing an activity with pumpkins, 5 little pumpkins to be exact! Ask students to gather on the floor around the 5 pumpkins. Assign each member of the class a pumpkin. Ask students to refrain from touching their pumpkins until the teacher says so.
2. Hand out "Five Little Pumpkins" poem to class. Today were going to be incorporating reading and music. Have students start by preparing a slow steady beat by tapping their thighs. Have the teacher will read through the whole poem while the class is keeping rhythm.
3. After the teacher is finished tell the class that we're all going to take turns reading. The number on your pumpkin is going to be the line that you read. If you're pumpkin has number 1 on it, then you read what the first pumpkin said and hold up your pumpkin over your head while the rest of the class maintains a beat, etc. For the parts that the pumpkins aren't talking we're going to read them together.
4. Have class maintain steady beat again and begin by reading together "*Five little pumpkins sitting on a gate..*"
5. Once class has gone through reading the poem, try to incorporate more drama by speaking "Oooo" like a ghost and "rolling" their pumpkins from side to side.

Wrap up questions:

1. What kind of literature did we just read? (A poem)
2. Was there anything interesting that happened in the ending words of each line? (They rhymed)
3. What were the pumpkins doing in this poem? (Having fun and rolling around)

Evaluation:

1. Were students able to maintain a steady beat?
2. Were students able to answer questions about the subjects and their actions in the poem “Five Little Pumpkins”?
3. Were students able to explain what kind of literature was being used?
4. Were students able to tell what kind of writing style was used within the poem?

MENC National Standards Addressed:

Standard 1. Singing alone and with others a varied repertoire of music (maintaining a steady tempo).

Standard 2. Performing on instruments, alone and with others, a varied repertoire of music (if instruments were to represent each pumpkin).

Standard 8. Understand relationships among music, the other arts, and disciplines outside the arts.

NH Curriculum Frameworks for Reading for Grade 3:

R:LT:3:1.1: Identifying or describing character(s), setting, problem/solution, major events, or plot, as appropriate to text (State)

R:LT:3:1.4: Identifying the characteristics of a variety of types of text (e.g., **literary texts:** poetry, plays, fairytales, fantasy, fables, tall tales, or realistic fiction) (Local)

R:LT:3:1.5: Identifying literary devices as appropriate to genre: rhyme, alliteration, dialogue, or description (Local)

Source:

http://www.ed.state.nh.us/education/doe/organization/curriculum/CurriculumFrameworks/documents/K-12CurriculumFrameworkReading_001.pdf