

<b>Lesson Title: Donkey Riding</b>	<b>Grade: 3</b>
<p><b>Curricular expectations addressed:</b>  <b>Dance:</b> A1.2 use dance as a language to represent ideas from diverse literature sources  <b>Music:</b> C1.1 sing, in tune, unison songs, partner songs, and rounds, and/or play accompaniments from a wide variety of cultures, styles, and historical periods  C1.2 apply the elements of music when singing, playing an instrument, and moving  C3.2 identify, through performing and/or listening, a variety of musical forms or pieces from different communities, times, and places  <b>Social Studies:</b> --collect information and draw conclusions about human and environmental interactions during the early settlement period (e.g., settlers ... using waterways for transportation)</p>	<p><b>Materials needed:</b>  --ppt with...  -photos of things mentioned in song,  -words of song  --audio recording of song  --mallet instruments and mallets</p>
<b>INSTRUCTIONAL PLAN</b>	
<p><b>Setup: When students come in...</b>  -- song words on screen  -- 'harmony' 'ostinato' written on board  --mallet inst. for me to use  --other insts. Ready for students to get (enough for half the class)</p> <p><b>-teach song:</b>  ---'patsch beat while you listen to me singing'  ---'on words 'hey ho' clap hands --that signals the beginning of the chorus  ---chunks: 'sing after me'</p> <p><b>-teach dance:</b>  ---facing me, then w partner, then w partner in circle  -verse: clap own, partner, own, own  -chorus: clap own own legs, plié  -final phrase: link arms and exchange place with partner, then jump turn 180 degrees ready to start with new partner</p> <p><b>-listen to recording while I show slides</b>  --('after the slide show I am going to ask you about the pictures you saw and how they connected to the song')  --discuss slides once by one  --play recording again and ask students to listen for a 'harmony' part ('singing that is different than the melody we have learned') and raise hand when they hear it  --stop recording and draw attention to ostinato  --start up and have students sing along to ostinato: ('Don-key ri-ding')</p> <p><b>-instruments and dance creation</b>  --½ class collect insts to play the ostinato (they figure it out) (F,E,D,C)  --¼ class makes up dance for verses 2, ¼ for verse 3 (groups of 4)</p> <p><b>-perform all together</b>  -1/2 class playing insts throughout  -other ½ class dances for v.1  - v.2 dancers perform while v. 3 dancers move aside  -vice versa for v.3  -all sing throughout (as much as possible!)  --may require a few rehearsals!</p>	
<p><b>Assessment Tools and Strategies:</b>  --<i>Observation Checklist:</i> Represents ideas through dance?  Sings? Plays accompaniment? Demos song structure through movement or other?</p>	<p><b>Possible accommodations:</b>  --provide verbal descriptions of ppt photos  --offer choice between playing insts and creating dance  --enable working with partners (dance and insts)  --students can engage in dance with hand/arm movements if locomotion is problematic</p>