

## Instrument Music Lesson Plan

Title: There was an Old Lady  
Source: Dr. McConkey

Grade Level: 2<sup>nd</sup> Grade

Materials needed: There was an Old Lady book and instruments for each student.

Ranging from drums, finger symbols, glockenspiel, spider, jingle bells, shakers, wood blocks, cowbells, TikTok block.

### Procedure:

A.S: What does it mean to add? What does add mean to you? Do we think of adding as a certain subject/class in school? What is the symbol we use for adding?

1. I have a book called an add-on book! I am going to sing this book that goes... There was an old lady...
  - a. Sing the book until the chorus again.
2. Introduce body and hand movements to go along the chorus!
  - a. Wiggle = students will shimmy/shake shoulders
  - b. Class sings during the lyrics "Perhaps she'll die"
  - c. Students will sing along w/movements.
3. Sing until the next chorus.
4. Add instruments.
  - a. Students will line up like a worm to obtain an instrument.
    - i. Shakers, bells, triangle, wood block, cowbell, drum, glockenspiel, etc.
  - b. Explain the difference between instruments.
    - i. Specifically glockenspiel and xylophones.
  - c. Glockenspiel → perhaps she'll die
  - d. Drums → old lady
  - e. Finger symbol → fly
  - f. Bird → Jingle bells
  - g. Cat → Shaker
  - h. Dog → Wood block

- i. Cow → Cowbell
  - j. Horse → TikTok block
5. Sing book again w/ instruments, movements, and singing.
  6. At the end of the book, everyone plays their instruments.

Closure: So, now we are going to figure out how we added! What did we add in the story? How many times did we add an animal in the story? We are going to add how many instruments we added to our story (add and count the number of instruments students have in total).

Educational Objective: By the end of this lesson, students will have learned . . . to listen to the book/song, play their instrument on cue, and add all of the elements the old lady ate along with their instruments.

Music Standards Utilized:

<b>CREATING</b>	Essential Question	<u><b>Anchor Standard:</b></u>
<b>PERFORMING</b>	Essential Question When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?	<u><b>Anchor Standard:</b></u> <b>MU:Pr6.1.2a</b>  ➔ Perform music for a specific purpose with expression and technical accuracy.
<b>RESPONDING</b>	Essential Question	<u><b>Anchor Standard:</b></u>
<b>CONNECTION</b>	Essential Question	<u><b>Anchor Standard:</b></u>

<b>Social Emotional Learning</b> (SEL standards)	Relationship Skills and Perform/Present/Produce and Responsible Decision Making 05 - <b>PR/RDM 05</b> ➔ Develop and refine artistic techniques and work for presentation.
<b>Cognitive Learning</b>	Students will have to use their listening skills to listen to the song, anticipate the

	chorus and the part of the song they will play with their instrument.
<b>Physical Learning</b>	Students are physically doing the hand and body movements along with playing their instruments with their hands and bodies.
<b>Non-Musical Subjects</b>	(Subject): <b>Math Operations and Algebraic Thinking – Represent and solve problems involving addition and subtraction 1</b> 2MD
<b>Universal Design for Learning (UDL)</b>	<b>Engagement – Sustaining Effort and Persistence 8.3</b> → Foster collaboration and community