

Elk Grove Unified School District
Visual and Performing Arts Resources
Music

Grade Two: Lesson 4

Title: Sing a Song—*Best Friends* (A Song About Friendship)

Standards Addressed

Creative Expression

Creating, Performing, and Participating in Music

- 2.1 Sing with accuracy in a developmentally appropriate range.
- 2.4 Improvise simple rhythmic and melodic accompaniments, using voice and a variety of classroom instruments.

Historical and Cultural Context

Understanding the Historical Contributions and Cultural Dimensions of Music

- 3.1 Identify the uses of specific music in daily or special events.
- 3.2 Sing and play simple songs and singing games from various cultures.

Aesthetic Valuing

Responding to, Analyzing, and Making Judgments About Works in Music

- 4.1 Use the terminology of music in discussing individual preferences for specific music.
- 4.3 Identify how musical elements communicate ideas or moods.

Connections, Relationships, Applications

Connecting and Applying What is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers

- 5.1 Identify similar themes in stories, songs, and art forms (e.g., patterns, texture).

Time: 25-30 minutes

Floor Plan: Regular classroom setting.

Materials Needed:

- Silver Burdett Ginn, *The Music Connection—Second Grade*, Page 116 or attachment
- CD player
- CD 4 #8 or VAPA CD #19

Purpose:

- To sing about friendship through a friendship song.
- To recognize verse and refrain.

Background:

The students need to be able to find page 116, or see attachment, in their music books and be ready to use their voices in song.

Key Questions:

Are the students able to identify verse and refrain in other songs?

Vocabulary:

- * *Verse*—a division of a song, usually made up of four or more lines and often with a regular pattern in the number of lines and the arrangement of meter.
- * *Refrain*—a phase, verse, or verses repeated at intervals in a song or poem, usually after each verse.

<u>Steps of the Lesson</u>	<u>Thoughts for the Teacher</u>
<p>1 Set up purpose/goals Ask the students to listen to the recording and notice some of the ideas for sharing with a friend. (If I were...I'd be...)</p>	<p>How are you making your purpose clear to the students? Offer examples from the song. (If I were...I'd be...)</p>
<p>2 Engage students</p> <ul style="list-style-type: none"> ▪ Play the recording the second time. ▪ Invite the children to turn to the song on page 116 (or see attachment) and join in on the refrain. 	<p>How can I effectively get the students interested in the content of the lesson? Can the students identify what is repeated? What is different?</p>
<p>3 Learning Sequence</p> <ul style="list-style-type: none"> ▪ What two things can you use to compare what may go together (i.e., elephant/trunk, bird/song, knife/fork)? ▪ Have the students create a new verse, based on the structure of the song. 	<p>What are the BIG idea(s) of your presentation? How will students understand/experience the material that you present? These new verses could be assembled into a portfolio for an assembly or parent performance.</p>
<p>4 Assessment</p> <ul style="list-style-type: none"> ▪ The students will be able to demonstrate that they understand the difference between verse and refrain by singing the refrain and creating new verses. ▪ Can the students name other songs with verses and refrains? 	<p>How will you allow your students to deepen their understanding of content presented? (Reflect, revise, retell, refine, practice) Sing the song as often as needed to encourage participation so the students can demonstrate understanding.</p>

Best Friends

Refrain:

Best friends should be together
That's how they ought to be.
So let's pretend I'm part of you
And you are part of me.

Verses:

Group 1

If I were a little dog
If I were a little cat
If I were a little owl
If I were a little train

Refrain

If I were a lion
If I were a little book
If I were a circus
If I were a royal king

Refrain

If I were a kangaroo
If I were a little scratch
If I were an apple
And if I were nothing...

Group 2

I'd be your bow-wow
I'd be your meow
I could be your hoot
I could be your toot

I could be your cage
I could be your page
I could be your clown
I could be your crown

I could be your pouch
I could be your ouch
I could be your core
I would like you even more