**Information**

*Grade 4*

*25 students – whole class lesson*

*Literacy – 75 minutes*

**NYS ELA Common Core Standards – Grade 4**

**Speaking and Listening**

Grade 4 Students:

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds

2. Paraphrase portions of a text read aloud for information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Identify the reasons and evidence a speaker provides to support particular points.

**NYS Arts Standards – Elementary**

**Visual Arts**

1. Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

* Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.

2. Students will be knowledgeable about and make use of the materials and resources available for participation in arts in various roles.

* Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.

**Music**

3. Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

* Students will demonstrate the capacity to listen to and comment on music. They will relate their critical assertions about music to its aesthetic, structural, acoustic, and psychological qualities. Students will use concepts based on the structure of music’s content and context to relate music to other broad areas of knowledge. They will use concepts from other disciplines to enhance their understanding of music.

**Learning Objectives:**

Students will be able to:

* Analyze songs/song lyrics to understand the author’s message.
* Express the emotions they feel while listening to different types of music.

**Materials:**

* “Coney Island” by Death Cab for Cutie
* “Million Dollar Mermaid” by Joe McGinty
* “The Coney Island Song” by Hop Along
* Song lyrics for each of the songs listed above
* Writing paper
* Drawing paper
* Pencils
* Markers
* Crayons
* Colored pencils

**Skill and Strategy:**

Skill: Making Inferences/Drawing Conclusions

Strategy: Paraphrasing

**Justification:**

Students are likely to understand the songwriter’s message by rephrasing and discussing the lyrics in their own words.

**Set / Implementation Procedures:**

*(Sitting in a circle on the carpet) Very often, one place can inspire hundreds, even thousands of writers, artists, poets, and musicians to create stories, visual art, poems and songs. Coney Island happens to be one of those places. Today, we’re going to listen to some of the songs that different musicians wrote about Coney Island. We’re going to try to figure out how they feel about Coney Island, how we feel about the music, and how Coney Island inspired the different songs. Take a piece of paper and pass the rest around the circle. I’m going to have three volunteers pass out markers, crayons, and colored pencils. (Pass out paper, and drawing tools.) Now, close your eyes and listen to this song. Don’t write or draw, just listen. (Play “Million Dollar Mermaid”)*

* Tell the students to think about the images that came to mind while listening to “Million Dollar Mermaid”. Play the song two more times, but this time, have the students draw what they see in their minds. Do a silent share. (Students share their pictures by silently holding them up so everyone in the circle can see.) One by one, everyone will give one word or phrase that describes how the song made them feel. Note how differently everyone feels about the song. Mention that just like the song, Coney Island makes people feel different emotions as well.
* Introduce the next song (“The Coney Island Song”) While it’s playing, have three more volunteers collect the crayons, markers, and colored pencils, while writing paper and pencils are being passed around the circle. When the song has finished, ask the students to re-write the story that the song tells in their own words. Play the song two more times. After the stories are written, have three students share their stories. (Remind students that do not get to share that they will have time to share their stories in small groups later in the lesson.) Allow time for students to comment on each story. If the stories are different, emphasize how the song made students think something different, just like Coney Island does for artists, musicians, and writers.
* Pass out one more piece of writing paper to each student. Tell the students that they should write down as many of the words in the song (lyrics), in order, as they can. Play the last song (Coney Island) three times. Ask students to share what they wrote down until the class has figured out all of the lyrics to the song. (Write the completed lyrics of the song on the board so everyone can see. Talk about what the songwriter is trying to say. Talk about how the songwriter feels about Coney Island and how the amusement park inspired him.
* Split the students into five groups where they will discuss their drawings and stories. Each group will receive lyrics to each of the songs. They will look through the lyrics together and decided which stanza is their favorite and why. The groups will highlight that stanza, write their names on the page, and hand it in. Rotate throughout the groups. Help to facilitate discussions if they seem to be stagnant. (25 minutes)
* To close, have each group share it stanza and what they think it means/why it’s the group’s favorite. (5 minutes)

**Modifications:**

* Students who have difficulty writing and drawing will share their ideas orally. They can have another student who’s already finished act as a scribe for them.
* Students who have issues with writing, but not drawing will draw their stories and the lyrics for songs two and three.
* Students who have difficulty drawing, but not writing, will describe what they see during the first song in words.

**Extensions/Follow-up Activities:**

* In the next lesson, students will use tableau to show their understanding of what’s happening in the stanzas each group has chosen.
* Drawings and stories will be compiled into a Coney Island Music Book with a brief description about what each activity was.

**Assessment of Student Learning:**

Students will be assessed on:

* Ability to converse, listen, and participate in a group discussion about the different songs
* Work together with classmates to choose a stanza that everyone in the group likes
* Participate fully and cooperate with classmates