

Unit Title: Imagining Musical Stories

INSTRUCTIONAL UNIT AUTHORS

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BASED ON CURRICULUM OVERVIEW SAMPLES AUTHORED BY

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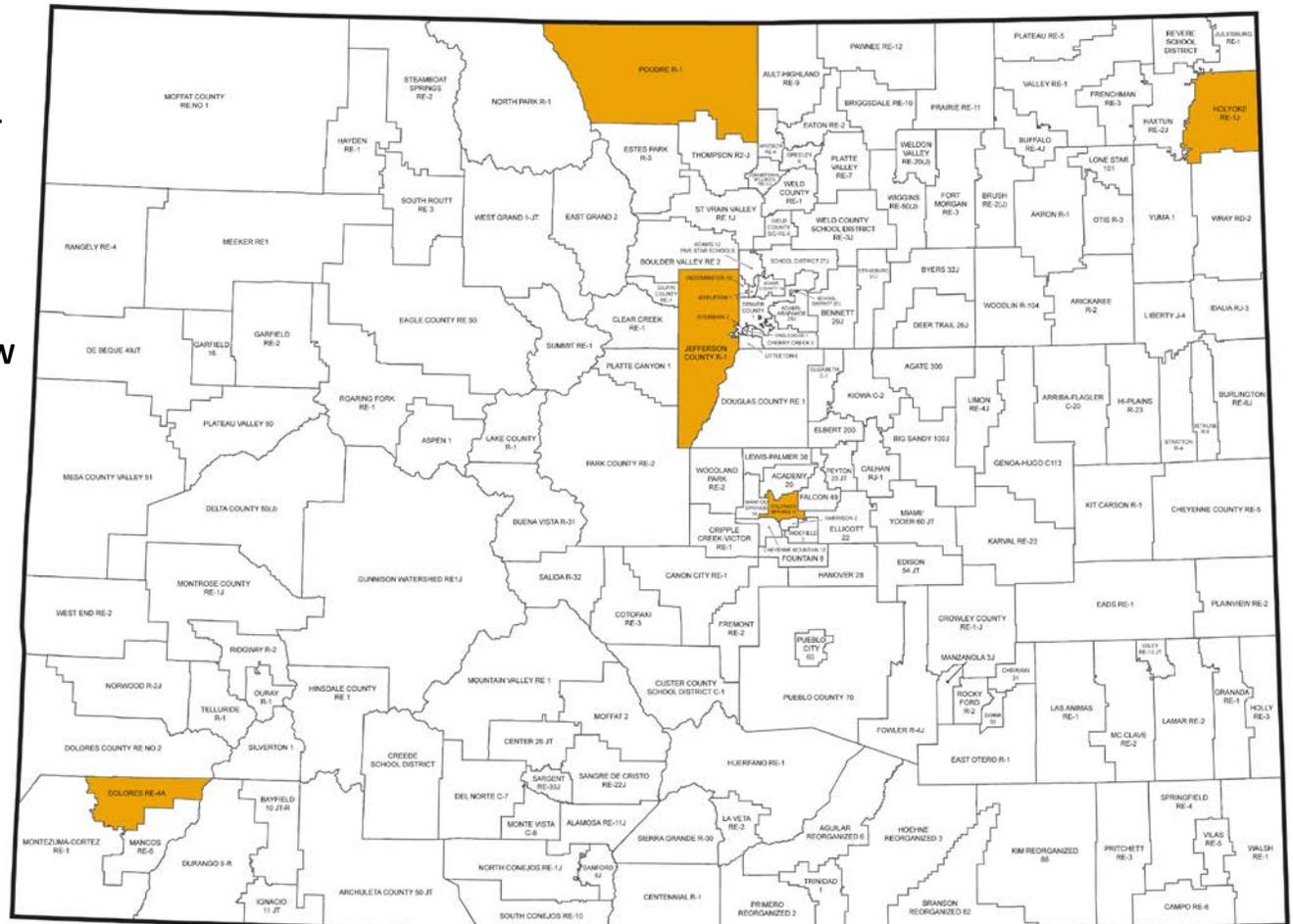
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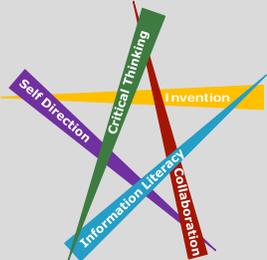
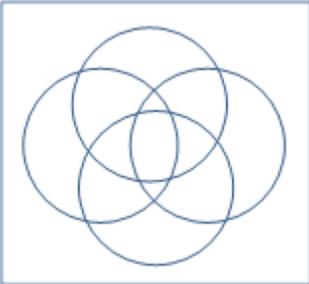
Holyoke School District

Chandra Paker



This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

**Curriculum Development Course at a Glance
Planning for 2nd Grade**

Content Area	Integrated Reading, Writing, and Communicating/Music	Grade Level	2 nd Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Oral Expression and Listening	1. Discussions contribute and expand on the ideas of self and others	RWC10-GR.2-S.1-GLE.1	
	2. New information can be learned and better dialogue created by listening actively	RWC10-GR.2-S.1-GLE.2	
2. Creation of Music	1. Create musical phrases in the form of simple questions and answers alone and in small groups	MU09-GR.2-S.2-GLE.1	
	2. Identify rhythmic and melodic notation patterns	MU09-GR.2-S.2-GLE.2	
3. Reading for All Purposes	1. Fluent reading depends on specific skills and approaches to understanding strategies when reading literary text	RWC10-GR.2-S.2-GLE.1	
	2. Fluent reading depends on specific skills and approaches to understanding strategies when reading informational text	RWC10-GR.2-S.2-GLE.2	
	3. Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology	RWC10-GR.2-S.2-GLE.3	
4. Writing and Composition	1. Exploring the writing process helps to plan and draft a variety of literary genres	RWC10-GR.2-S.3-GLE.1	
	2. Exploring the writing process helps to plan and draft a variety of simple informational texts	RWC10-GR.2-S.3-GLE.2	
	3. Appropriate spelling, capitalization, grammar, and punctuation are used and applied when writing	RWC10-GR.2-S.3-GLE.3	
 <p>Colorado 21st Century Skills</p> <p>Critical Thinking and Reasoning: <i>Thinking Deeply, Thinking Differently</i></p> <p>Information Literacy: <i>Untangling the Web</i></p> <p>Collaboration: <i>Working Together, Learning Together</i></p> <p>Self-Direction: <i>Own Your Learning</i></p> <p>Invention: <i>Creating Solutions</i></p>		<p>Integrated Curriculum Design: This interdisciplinary approach matches basic concepts in literacy and music – mood, composition/creative process, story – to identify and use overlaps in instruction of certain topics in an authentic integrated model.</p> 	
Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence	
Imagining Musical Stories	4-6 weeks	3	

Instructional Unit Development Template

Unit Title	Imagining Musical Stories		Length of Unit	4-6 Weeks
Focusing Lens(es)	Perspective/Exploration/Relationships	Standards and Grade Level Expectations Addressed in this Unit	MU09-GR.2-S.2-GLE.1 MU09-GR.2-S.2-GLE.2	RWC10-GR.2-S.1-GLE.1 RWC10-GR.2-S.1-GLE.2 RWC10-GR.2-S.2-GLE.1 RWC10-GR.2-S.2-GLE.2 RWC10-GR.2-S.2-GLE.3 RWC10-GR.2-S.3-GLE.1
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • What are the characteristics of “traditions”? / What makes something a “tradition”? (RWC10-GR.2-S.2-GLE.1-EO.a.i.iii) and (RWC10-GR.2-S.2-GLE.1-EO.b.iv) and (RWC10-GR.2-S.2-GLE.1-N.1; 2) • How does music set the scene in a story? (MU09-GR.2-S.2-GLE.1,2) • What do folk tales, fairy tales, fables reveal about a culture’s perspectives/values/traditions? (RWC10-GR.2-S.2-GLE.1) and (RWC10-GR.2-S.2-GLE.1.N.1; 2) and (RWC10-GR.2-S.3-GLE.1-RA.2) • In what ways do songs and music reveal a culture’s traditions, perspectives, values and relationships? • Is there more than one way to tell a story in music? (MU09-GR.2-S.2-GLE.1,2) 			
Unit Strands	Oral Expression and Listening, Reading for All Purposes, Writing and Composition, Creation of Music			
Concepts	In content:	In reading:	In writing:	In music:
	perspective, regions, civilization, culture, communities, expressions, traditions, beliefs, values	phonics, fluency, vocabulary, phonological awareness, comprehension	phonics, fluency, vocabulary, phonological awareness, comprehension, spelling	style, tone color, dynamics, mood, improvisation, musical preference

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Reading fluency (reading rate, accuracy, prosody) depends on mastery of early reading skills. (RWC10-GR.2-S.2-GLE.3-EO.b)*	Have students developed the required facility with early reading skills?	Have students developed the required facility with early reading skills?
Knowledge of complex spelling patterns and morphology provides readers with greater spelling skill, decoding ability, and vocabulary? (RWC10-GR.2-S.2-GLE.3-EO.a.i)*	Does a word’s morphology give us clues as to its meaning? Give examples.	How might I use a word’s spelling to determine its meaning? How might I use a word’s spelling to determine other related words?
Appropriate usage of spelling patterns, conventions, and grammar, and punctuation represent the hallmarks of effective writing. (RWC10-GR.2-S.3-GLE.3)*	Name all of the end punctuation marks used in English. What meaning do they imply?	Why is effective punctuation, spelling, and grammar important?

Instructional Unit Development Template

Different styles of music inspire the creation of compositional moods. (MU09-GR.2-S.2-GLE.1,2)	What moods are in the music? (MU09-GR.2-S.2-GLE.1,2)	How can you portray the mood of the story through music? (MU09-GR.2-S.2-GLE.1,2)
Traditions express and reflect cultural beliefs and, in turn, influence individual behaviors. (RWC10-GR.2-S.2-GLE.1-EO.a.iii.iv)	<p>What is a tradition? (RWC10-GR.2-S.3-GLE.2-EO.e.f) and (RWC10-GR.2-S.4-GLE.1-EO.a.b) and (RWC10-GR.2-S.4-GLE.1-IQ.2) and (RWC10-GR.2-S.4-GLE.1-RA.1)</p> <p>What traditions do you have/celebrate? (RWC10-GR.2-S.1-GLE.1-EO.b.c.f) and (RWC10-GR.2-S.1-GLE.1-N.1) and (RWC10-GR.2-S.1-GLE.2-EO.a.ii)</p> <p>What traditions are celebrated in our community? (RWC10-GR.2-S.1-GLE.1-EO.b.c.f) and (RWC10-GR.2-S.1-GLE.1-N.1) and (RWC10-GR.2-S.1-GLE.2-EO.a.ii) and (RWC10-GR.2-S.4-GLE.1-N.2)</p>	<p>Could traditions be all the same throughout the world? (RWC10-GR.2-S.1-GLE.2-EOa.ii) and (RWC10-GR.2-S.2-GLE.1-EO.a.iii) and (RWC10-GR.2-S.2-GLE.1-EO.d) and (RWC10-GR.2-S.2-GLE.2-EO.a.iii) and (RWC10-GR.2-S.2-GLE.2-RA.1)</p> <p>Are there traditions we should get rid of? Explain. (RWC10-GR.2-S.1-GLE.2-IQ.2) and (RWC10-GR.2-S.2-GLE.3-EO.c) and (RWC10-GR.2-S.4-GLE.2-IQ.1.3.4.5)</p>
Musical preferences influence choices in improvisation. (MU09-GR.2-S.2-GLE.1)	What tempo is appropriate if the mood is sad? (MU09-GR.2-S.2-GLE.1)	How do individual preferences affect the performance of a song by different groups? (MU09-GR.2-S.2-GLE.1)
Stories, like cultural traditions, reflect the communities and regions from which the originate and/or which they portray (RWC10-GR.2-S.2-GLE.1-EO.a.iii.iv)	What are the similarities and differences in the two stories we covered in class? Compare and Contrast (RWC10-GR.2-S.2-GLE.1-EO.c.ii)	If you were the author, how might you change a story in order to show a new perspective on the same situation or topic? (RWC10-GR.2-S.3-GLE.1-EO.b.e.f.g)

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology CCSS: RF.2.3 (RWC10-GR.2-S.2-GLE.3-EO.d.i-ii) and (RWC10 GR.2-S.2-GLE.3-EO.e) Grade-level phonics and word analysis skills CCSS: RF.2.3 (RWC10-GR.2-S.2-GLE.3-EO.a) Specific vocabulary related to topics being studied Nouns, verbs and adjectives to create precise writing A variety of writing structures and the appropriate uses Ways to contribute and expand on the ideas of self and others (RWC10-GR.2-S.1-GLE.1-EO.a-b) and (RWC10-GR.2-S.1-GLE.1-EO.e-f) Active listening strategies to gain new information (RWC10-Gr.2-S.1-GLE.2-EOa-iii) and (RWC10-GR.2-S.1-GLE.2-EO.b-c) Skills and strategies used to increase reading fluency (RWC10-GR.2-S.2-GLE.1-EO.a.i-iii) 	<ul style="list-style-type: none"> Distinguish short and long vowels in one-syllable words when reading regularly spelled one-syllable words. CCSS: RF.2.3a (RWC10-GR.2-S.2-GLE.3-EO.a) Decode regularly spelled two-syllable words with long vowels. CCSS: RF.2.3c (RWC10-GR.2-S.2-GLE.3-EO.a.iv) Decode words with common prefixes and suffixes. CCSS: RF.2.3d (RWC10-GR.2-S.2-GLE.3-EO.a.v) Identify words with inconsistent but common spelling-sound correspondences. CCSS: RF.2.3e (RWC10-GR.2-S.2-GLE.3-EO.a.vi) Recognize and read grade-appropriate irregularly spelled words. CCSS: RF.2.3f (RWC10-GR.2-S.2-GLE.3-EO.a.vii) Read with sufficient accuracy and fluency to support comprehension. CCSS: RF.2.4 (RWC10-GR.2-S.2-GLE.3-EO.b) Read grade-level text with purpose and understanding. CCSS: RF.2.4a (RWC10-GR.2-S.2-GLE.3-EO.b.i)

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<ul style="list-style-type: none"> All steps of the writing process (RWC10-GR.2-S.3-GLE.1.EO.c-g) and (RWC10-GR.2-S.3-GLE.2-EO.a) and (RWC10-GR.2-S.3-GLE.2.EO.c-g) Appropriate spelling, capitalization, grammar and punctuation (RWC10-GR.2-S.3-GLE.3.EO.b.i-v) Ways to use tone colors to highlight moods, characters, and situations to fit specific stories (MU09-GR.2-S.3-GLE.3) The meaning of improvisation (MU09-GR.2-S.2-GLE.1) 	<ul style="list-style-type: none"> Read grade-level text orally with accuracy, appropriate rate, and expression. CCSS: RF.2.4b (RWC10-GR.2-S.2-GLE.3-EO.b.ii) Identify main idea Compare and contrast two texts on the same topic (RWC10-GR.2-S.2-GLE.1-EO.c) Demonstrate command of the conventions of standards English – capitalization, punctuation, and spelling (RWC10-GR.2-S.3-GLE.3-EO.b) Focus on a topic in writing / revise and edit as needed (with support) (RWC10-GR.2-S.3-GLE.3-EO.c) Create a musical composition (MU09-GR.2-S.2-GLE1,2) Identify/describe musical elements within the context of a story (MU09-GR.2-S.3-GLE.1,2,3,4) and (MU09-GR.2-S.4-GLE.2,3) Perform a student created musical composition (MU09-GR.2-S.1-GLE.1,2)
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<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>The Real Story of the Three Little Pigs shows the story from the perspective of the wolf, and taught me that different people/characters see things in different ways. Information about the character’s mood and the story’s scene can be heard through musical elements</i></p>
<p>Academic Vocabulary:</p>	<p>compare, contrast, figurative language, expand, traditions, analyze, describe, character, mood, story, setting, style</p>
<p>Technical Vocabulary:</p>	<p>adjectives, adverbs, nouns, multisyllabic words, context clues, culture, main idea, supporting details, improvisation, tone color, tempo, dynamics</p>

*These generalizations reflect the significant developmental components of reading and writing instruction essential for student mastery of the Colorado Academic Standards; they thread across the entire year and, thus, are included in every unit overview at this grade level.

This instructional unit integrates the following separate curriculum overviews:

- Music, 2nd Grade, **Stories through Music** ([see the curriculum overview here in both Word and PDF format here](#)); and
- Reading, Writing, Communicating, 2nd Grade, **Imagination** [see the curriculum overview here in both Word and PDF format here](#)

Throughout this unit we denote levels of content area integration by listing an **Integration Continuum Color***, as follows:

GREEN	Active involvement in developmentally appropriate knowledge production results in work that fuses arts and non-arts disciplines.
BLUE	Equal and significant attention is given to arts and non-arts techniques, skills, or concepts. Authentic experiences and media are used.
PINK	Work combines some techniques, skills, and concepts from arts and non-arts disciplines, but proficiency is uneven.
YELLOW	Peripheral affective goals are met through the work. Learning is demonstrated in one discipline or the other, but not both.

- Adapted from Varieties of Arts Integration developed by Center for Applied Research and Educational Improvement and Perpich Center for Arts Education ©2002 Regents of the University of Minnesota*

Instructional Unit Development Template

Unit Description:	This unit is an integrated of Reading, Writing, and Communicating and Music. It allows the educator and students to learn about and explore imagination through reading, writing, and communicating and music. Students will work in small groups to create musical stories that will symbolize the both their culture and imagination. The unit will culminate in a sharing of their stories in their classrooms.
Considerations:	This unit is used to broaden the students' definition of culture. Students have experience with culture, but these experiences have not been clearly defined. This unit uses Cinderella as the folk tale basis, but any folk tale with multicultural variations may be substituted (e.g. Little Red Riding Hood; The Three Little Pigs). For sounds, teachers may have students use musical instruments, found sounds, recorded sounds, body percussion, or voices.
Unit Generalizations	
Key Generalization:	Stories, like cultural traditions, reflect the communities and regions from which the originate and/or which they portray (RWC10-GR.2-S.2-GLE.1-EO.a.iii.iv)
Supporting Generalizations:	<p>Reading fluency (reading rate, accuracy, prosody) depends on mastery of early reading skills. (RWC10-GR.2- S.2-GLE.3-EO.b)</p> <p>Knowledge of complex spelling patterns and morphology provides readers with greater spelling skill, decoding ability, and vocabulary? (RWC10-GR.2-S.2-GLE.3-EO.a.i)</p> <p>Appropriate usage of spelling patterns, conventions, and grammar, and punctuation represent the hallmarks of effective writing. (RWC10-GR.2- S.3-GLE.3)</p> <p>Different styles of music inspire the creation of compositional moods. (MU09-GR.2-S.2-GLE.1,2)</p> <p>Traditions express and reflect cultural beliefs and, in turn, influence individual behaviors. (RWC10-GR.2-S.2-GLE.1-EO.a.iii.iv)</p> <p>Musical preferences influence choices in improvisation. (MU09-GR.2-S.2-GLE.1)</p>

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims:	Stories, like cultural traditions, reflect the communities and regions from which the originate and/or which they portray (RWC10-GR.2-S.2-GLE.1-EO.a.iii.iv)
Stimulus Material:	You and your group have been approached to write a modern day Cinderella story that reflects your culture or a culture you have learned about. You are presenting your updated story to a group of critics. You will present the story as a sound rebus. In this case, a sound rebus is a story that uses a sound in the place of a word (picture). Each character in the story is represented by a <i>leitmotif</i> (a short melody for the character), which will occur in place of a character's spoken name. At least twice in your story, you also need to set the mood of the scene through sound.
Product/Evidence:	Students will present, in small groups, their own version of the Cinderella story based on their own personal culture or a culture of their choice. The presentation will have recognizable elements of a Cinderella story. Students in the audience will compare group presentations with cultural versions of the story. Students in the audience will identify characters and moods represented by the sounds.

Instructional Unit Development Template

Differentiation:	<p>Students may choose to be part of the sound making or may choose to be part of the reading of the story. Students may work in small groups or work individually. Students may choose the culture(s) to represent.</p> <p>As an audience member, students will have choice in how they respond to the work (e.g. oral questions/responses, written questions/responses, etc.).</p>
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Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<p>https://www.britannica.com/topic/rebus-writing-principle (Rebus, Writing Principle)</p> <p>http://www.ala.org/offices/resources/multicultural (American Library Association Multicultural Cinderella Entry)</p> <p>http://kidworldcitizen.org/2012/10/11/cinderella-story-around-the-world/ (blog post about Cinderella stories from around the world (with books written in English))</p> <p>https://en.wikipedia.org/wiki/Cinderella (Wikipedia Cinderella entry)</p> <p>https://en.wikipedia.org/wiki/Cinderella_%28Prokofiev%29 (Wikipedia Cinderella entry about famous Ballet (Prokofiev))</p> <p>https://en.wikipedia.org/wiki/Cendrillon (Wikipedia Cendrillon entry about famous opera (Massenet))</p>	<p>http://people.ucalgary.ca/~dkbrown/cinderella.html (a list of Cinderella stories from around the world (reference list form) with some additional links)</p>

Ongoing Discipline-Specific Learning Experiences			
1.	Description:	Using found sounds	<p>Teacher Resources:</p> <p>http://teachers.net/lessons/posts/1341.html (activity about found sounds)</p> <p>https://www.youtube.com/watch?v=Zu15Ou-jKM0 (STOMP YouTube link – showing the use of every day objects as found sounds)</p> <p>http://musicmotionblog.com/2009/03/stomp-live-dvd-fun-with-found-sounds/ (STOMP ideas for the classroom)</p> <p>http://movingtales.com/downloads/MT_lessonplan_gradeschool.pdf (combines sounds and story telling)</p>
			<p>Student Resources:</p> <p>Objects in classroom</p> <p>Bodies</p> <p>Access to video links from Teacher Resources</p>

Instructional Unit Development Template

	Skills:	Students will create musical sounds using only objects in the classroom and/or their bodies	Assessment:	Critical verbal or written feedback from students and teacher in using found sounds and what the sounds are representing in a story.
2.	Description:	Teacher will create opportunities in the classroom for students to listen to and/or read many versions of the fairy tale chosen for these learning experiences.	Teacher Resources:	http://www.ala.org/offices/resources/multicultural (American Library Association Multicultural Cinderella Entry) http://kidworldcitizen.org/2012/10/11/cinderella-story-around-the-world/ (blog post about Cinderella stories from around the world (with books written in English)) http://people.ucalgary.ca/~dkbrown/cinderella.html (a list of Cinderella stories from around the world (reference list form) with some additional links) https://en.wikipedia.org/wiki/Cinderella (Wikipedia Cinderella entry) https://en.wikipedia.org/wiki/Cinderella_%28Prokofiev%29 (Wikipedia Cinderella entry about famous Ballet (Prokofiev)) https://en.wikipedia.org/wiki/Cendrillon (Wikipedia Cendrillon entry about famous opera (Massenet))
			Student Resources:	Cinderella stories in hard copy and online format available to read during independent reading time
	Skills:	Compare and contrast at least two versions of the Cinderella story. Contribute to class discussions. Accurately use vocabulary related to the topics being studied.	Assessment:	Students will informally compare and contrast other available Cinderella stories to other stories read as part of the learning experiences
3.	Description:	Develop group work norms and allow students opportunities to work together using these group work norms.	Teacher Resources:	http://www.teachingwithamountainview.com/2012/10/groups-acronym.html (resources on establishing group work norms) http://1.bp.blogspot.com/-ZDCtKXuEOIE/UgAupVRW-HI/AAAAAAAAApl/d5jh8L8qLhw/s1600/IMG_0116.jpg (resource on establishing group work norms) http://www.edutopia.org/common-ground (blog post about group work) http://www.ascd.org/publications/books/109018/chapters/Defining-Productive-Group-Work.aspx (ASCD post about group work in the classroom)
			Student Resources:	http://www.teachingwithamountainview.com/2012/10/groups-acronym.html

Instructional Unit Development Template

				(resources on establishing group work norms) http://1.bp.blogspot.com/-ZDCtKXuEOIE/UgAupVRW-HI/AAAAAAAAApl/d5jh8L8qLhw/s1600/IMG_0116.jpg (resource on establishing group work norms)
	Skills:	Contribute to class discussions. Use precise language to communicate ideas.	Assessment:	Students will develop and follow classroom norms for group work. Students can explain norms for group work.

Prior Knowledge and Experiences
The description of the working knowledge and skills necessary for students to access the learning experiences throughout the unit. Teachers will use their professional judgment and knowledge of their students (including information gained from relevant pre-assessments) to determine the kinds of introductory learning experiences and/or reinforcement experiences that may need to be delivered prior to or within the unit.

Learning Experience #1 - YELLOW		
The teacher may bring in examples to serve as artifacts of culture so that students can gain an understanding of the different aspects of culture.		
Generalization Connection(s):	Traditions express and reflect cultural beliefs and, in turn, influence individual behaviors.	
Teacher Resources:	Artifacts/resources to represent the culture of the teacher	
Student Resources:	Artifacts representing the culture of the students (student selected artifacts)	
Assessment:	Students will provide cultural artifacts (e.g. physically, visually) and provide a verbal explanation of their artifact and how it represents their culture.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Provides physical cultural artifact example Provides visual cultural artifact example Provides additional cultural artifact examples	Talk about their culture (turn and talk; think, pair, share) Pictures of an artifact (drawn by the student, a picture taken by the student) Physical artifact (shared by the student)
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)

Instructional Unit Development Template

	Classroom visitors share culture Culture bearers share culture by bringing into the classroom a skill to demonstrate their culture (i.e. musician, community members such as firefighter, athletes, hobbyists)	Research by the student on examples of artifacts from a culture Choose additional resources on examples of artifacts from a culture
Critical Content:	<ul style="list-style-type: none"> • Specific vocabulary related to topics being studied • Active listening strategies to gain new information • Ways to contribute and expand on the ideas of self and others 	
Key Skills:	<ul style="list-style-type: none"> • Identify main idea • Compare and contrast two texts on the same topic 	
Critical Language:	Traditions, cultures, technical vocabulary of individual cultures, compare, contrast, describe, artifact	

Learning Experience #2 - **YELLOW**

The teacher may share examples of sounds and music from their culture so that students can begin to understand that sounds and music are another unique aspect of culture.

Generalization Connection(s):	Traditions express and reflect cultural beliefs and, in turn, influence individual behaviors	
Teacher Resources:	Sound examples (may include sounds heard growing up in a home created by activities occurring) Musical examples	
Student Resources:	Sound examples, Create sounds Drawings or pictures Descriptions of sounds	
Assessment:	Student will present the sounds/sound descriptions of their culture.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may present recordings, sounds, descriptions of sounds, or visual images associated with a sound to demonstrate their own culture	Recordings of sounds Recreation of sound Descriptions of sounds Visual image of sounds
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)

Instructional Unit Development Template

	<p>Students may recreate the sound of their own experience</p> <p>Students may access memories of their own culture through the experience of other student presentations</p>	<p>Students may present sounds in multiple ways: recordings, create a sound, describe a sound</p>
Critical Content:	<ul style="list-style-type: none"> • Specific vocabulary related to topics being studied • Active listening strategies to gain new information • Ways to contribute and expand on the ideas of self and others 	
Key Skills:	<ul style="list-style-type: none"> • Identify main idea • Compare and contrast two texts on the same topic 	
Critical Language:	<p>Traditions, cultures, technical vocabulary of individual cultures, compare, contrast, describe, artifact, sound, music</p>	

Learning Experience #3 - YELLOW		
<p>The teacher may read a fairy tale with many different cultural versions so that students can understand how the structure/format impacts a story.</p>		
Generalization Connection(s):	<p>Stories, like cultural traditions, reflect the communities and regions from which they originate and/or which they portray.</p>	
Teacher Resources:	<p>http://www.ala.org/offices/resources/multicultural (list of Cinderella stories from many cultures) (Teacher will utilize the version of a story most students are familiar with)</p>	
Student Resources:	<p>Copy of the text being utilized (book, digital projection, access on a digital resource, etc.)</p>	
Assessment:	<p>Students will retell the story, in their own words, following the format of the story.</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>Multiple modes for students to access the story (visual, auditory, hardy copy, digital)</p>	<p>Students may act out the retelling of the story highlighting the different parts of the story, instead of just verbally retelling</p> <p>Students could reorder pictures to demonstrate comprehension of the format of the story (e.g. beginning, middle, end)</p>
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)

Instructional Unit Development Template

	Make available a variety of versions of this story for independent reading	Students may add vocabulary to the picture order
Critical Content:	<ul style="list-style-type: none"> • Specific vocabulary related to topics being studied • Active listening strategies to gain new information • Skills and strategies used to increase reading fluency • Ways to contribute and expand on the ideas of self and others 	
Key Skills:	<ul style="list-style-type: none"> • Read grade level text with purpose and understanding • Identify main idea 	
Critical Language:	Beginning, middle, end, retell, main idea	

Learning Experience #4 – BLUE

The teacher may reread the original fairy tale, but insert a sound in place of a character so that students can build an understanding of a sound rebus.

Generalization Connection(s):	Musical preferences influence choices in improvisation	
Teacher Resources:	http://teachers.net/lessons/posts/1341.html (activity about found sounds) https://www.youtube.com/watch?v=Zu15Ou-jKM0 (STOMP YouTube link – showing the use of every day objects as found sounds) http://musicmotionblog.com/2009/03/stomp-live-dvd-fun-with-found-sounds/ (STOMP ideas for the classroom) http://movingtales.com/downloads/MT_lessonplan_gradeschool.pdf (combines sounds and story telling) A found sound to be used in the telling of the story Collection of found sounds	
Student Resources:	Bodies, the collection of found sounds, object in the classroom	
Assessment:	The students will go on a “sound hunt” to determine something in the classroom that could represent any character in the story. The student will also verbally justify their decision on the found sound.	
Differentiation:	Access (Resources and/or Process)	Expression (Products and/or Performance)

Instructional Unit Development Template

(Multiple means for students to access content and multiple modes for student to express understanding.)	Teacher supplies multiple objects to be used for creating sound Teacher models using sound in the story Think-aloud: Compare two potential objects and share teacher thinking with students in how you make your object choice for the character's sound	Students may choose from a preexisting collection, or they may find another sound producing object in the classroom Students my work independently Students may work in pairs Student may work in small groups
Extensions for depth and complexity:	Access (Resources and/or Process) Teacher supplies multiple objects to be used for creating sound Teacher models using sound in the story Think-aloud: Compare 2 potential objects and share teacher thinking with students in how you make your object choice for the character's sound	Expression (Products and/or Performance) Students may choose from a preexisting collection, or they may find another sound producing object in the classroom Method of sound production Students my work independently Students may work in pairs Student may work in small groups
Critical Content:	<ul style="list-style-type: none"> • Specific vocabulary related to topic • Ways to contribute and expand on the ideas of self and others • Active listening strategies to gain new information • Ways to use tone colors to highlight moods, characters, and situations to fit specific stories 	
Key Skills:	<ul style="list-style-type: none"> • Identify/describe musical elements within the context of a story • Read grade-level text with purpose and understanding 	
Critical Language:	Found sound, character, sound hunt, tone color, analyze, describe, improvise	

Learning Experience #5 - YELLOW	
The teacher may read a similar version of the story so that students can analyze the structure of the story.	
Generalization Connection(s):	Stories, like cultural traditions, reflect the communities and regions from which they originate and/or which they portray. Traditions express and reflect cultural beliefs and, in turn, influence individual behaviors.
Teacher Resources:	A second version of the same story with the elements of a fairy tale and the direct application to the fairy tale being used
Student Resources:	Access to the second version and other versions of stories
Assessment:	Students will be able to recount to a partner the elements of the story and determine where there are differences in the story

Instructional Unit Development Template

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	A comparison chart for all the versions of the story	Access to print version, digital version, or pictorial version of the second story Students may work with a partner Students may work independently Students may draw images of the elements Performance of the elements of the story (kinesthetic response: what does good/evil/magic look like/move like, etc.)
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	A comparison chart for all the versions of the story	Access to print version, digital version, or pictorial version of the second story Students may work with a partner Students may work independently Draw images of the elements Performance of the elements of the story (kinesthetic response: what does good/evil/magic look like/move like, etc.)
Critical Content:	<ul style="list-style-type: none"> • Specific vocabulary related to topics being studied • Active listening strategies to gain new information 	
Key Skills:	<ul style="list-style-type: none"> • Read grade level text with purpose and understanding • Compare and contrast two texts on the same topic • Identify main idea 	
Critical Language:	Compare, contrast, author, culture, supporting details, analyze, describe, character, evaluate, setting, style, main idea	

Learning Experience #6 - YELLOW	
The teacher may identify different moods in the story so that students can understand that the word choice of the author helps convey mood in a story.	
Generalization Connection(s):	Knowledge of complex spelling patterns and morphology provides readers with greater spelling skill, decoding ability and vocabulary Appropriate usage of spelling patterns, convention, and grammar, and punctuation represent the hallmarks of effective

Instructional Unit Development Template

	<p>writing</p> <p>Different styles of music inspire the creation of compositional moods</p> <p>Musical preferences influence choices in improvisation</p>	
Teacher Resources:	<p>Anchor charts for story moods</p> <p>http://www.weareteachers.com/blogs/post/2014/09/08/25-awesome-anchor-charts-for-teaching-writing (blog post about anchor charts)</p> <p>http://www.weareteachers.com/blogs/post/2015/11/12/anchor-charts-101 (tips for using anchor charts in the classroom)</p>	
Student Resources:	<p>Anchor chart for story moods</p> <p>Found sounds</p>	
Assessment:	<p>Students will select and use appropriately a found sound to represent a specific mood in one of the versions of the fairy tale the class has previously heard.</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>Teacher may create a chart designating examples of words into category of part of speech</p> <p>The chart may indicate the mood associated with that word</p>	<p>Anchor chart</p> <p>Chart created by teacher with examples of words in parts of speech</p> <p>Chart of moods associated with words</p>
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	<p>Teacher provides access to the written story</p>	<p>Students may choose additional parts of speech to represent with sound</p> <p>Students may choose other words from the story</p>
Critical Content:	<ul style="list-style-type: none"> • Decoding words with accuracy depends on knowledge of complex spelling patterns and morphology • Grade-level phonics and word analysis skills • Active listening strategies to gain new information • Skills and strategies used to increase reading fluency • Ways to use tone colors to highlight moods, characters, and situations to fit specific stories 	
Key Skills:	<ul style="list-style-type: none"> • Distinguish long and short vowels • Decode regularly spelled two-syllable words with long vowels. • Decode words with common prefixes and suffixes. • Recognize and read grade-appropriate irregularly spelled words. • Read with sufficient accuracy and fluency to support comprehension. 	

Instructional Unit Development Template

	<ul style="list-style-type: none"> • Read grade-level text with purpose and understanding. • Identify/describe musical elements within the context of a story
Critical Language:	Parts of speech (adjectives, adverbs, nouns), mood, tone color

Learning Experience #7 - BLUE

The teacher may present a variety of media examples demonstrating leitmotif so that students can associate a sound with a mood and/or character.		
Generalization Connection(s):	Different styles of music inspire the creation of compositional moods	
Teacher Resources:	http://www.yourclassical.org/story/2015/11/18/star-wars-music-motifs (Star Wars musical themes (leitmotifs)) https://www.youtube.com/watch?v=NpOr3vZpQKQ (Famous movie leitmotifs) https://www.youtube.com/watch?v=U7xWPF12CIY (Inside Out character themes)	
Student Resources:	http://www.yourclassical.org/story/2015/11/18/star-wars-music-motifs (Star Wars musical themes (leitmotifs)) https://www.youtube.com/watch?v=NpOr3vZpQKQ (Famous movie leitmotifs) https://www.youtube.com/watch?v=U7xWPF12CIY (Inside Out character themes)	
Assessment:	Students will match leitmotifs to characters directly from the presented lesson (e.g. Star Wars characters)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may provide further websites to help students understand connection between leitmotif and character Teacher may provide clips from movies	Group discussion or think/pair/share. Student may work independently
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may provide access to further websites.	Students may bring in their own examples of character leitmotif
Critical Content:	<ul style="list-style-type: none"> • Ways to use tone colors to highlight moods, characters, and situations to fit specific stories • Active listening strategies to gain new information 	
Key Skills:	<ul style="list-style-type: none"> • Identify/describe musical elements within the context of a story 	
Critical Language:	Leitmotif, character, theme	

Instructional Unit Development Template

Learning Experience #8 - PINK		
The teacher may identify character traits within the fairy tale story so that students can identify and create a leitmotif based on those character traits.		
Generalization Connection(s):	Fluent reading depends on mastery of early reading skills Different styles of music inspire the creation of compositional moods Musical preferences influence choices in improvisation	
Teacher Resources:	Cinderella stories (a variety of same story) Chart representing character traits of known characters (teacher may use characters from current class read aloud book)	
Student Resources:	Cinderella stories (a variety of same story) Chart representing character traits of known characters (teacher may use characters from current class read aloud book)	
Assessment:	Students will create a leitmotif using found sounds for a fairy tale character based on their character traits.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may provide text and musical examples Teacher may provide scaffolded template, with a list of character traits to choose from	Students may categorize characters from text or musical examples
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Opportunities to transfer this skill to different stories or texts May provide a template for determining character traits	Students may create a character trait map representing themselves or a character from a book they are reading
Critical Content:	<ul style="list-style-type: none"> • Specific vocabulary related to topics being studied • Ways to contribute and expand on the ideas of self and others • Ways to use tone colors to highlight moods, characters, and situations to fit specific stories 	
Key Skills:	<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension • Identify/describe musical elements within the context of a story • Create a musical composition 	
Critical Language:	Character traits, found sounds, improvisation, verbs, adjectives, adverbs	

Instructional Unit Development Template

Learning Experience #9 - YELLOW		
The teacher may explain and model comparison and contrast so that students can compare and contrast previously identified elements of two versions of the fairy tale.		
Generalization Connection(s):	Stories, like cultural traditions, reflect the communities and regions from which they originate and/or which they portray	
Teacher Resources:	Variety of the same fairy tale stories from which to choose https://www.google.com/search?q=compare+and+contrast+graphic+organizer&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwiU7Lyp9qXNAhUXb1IKHazOCUQQsAQIHQ&biw=1118&bih=616 (Google image search for compare and contrast graphic organizers)	
Student Resources:	Access to same variety of fairy tale stories, to read independently, or with a buddy/group. https://www.google.com/search?q=compare+and+contrast+graphic+organizer&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwiU7Lyp9qXNAhUXb1IKHazOCUQQsAQIHQ&biw=1118&bih=616 (Google image search for compare and contrast graphic organizers)	
Assessment:	Students will complete a graphic organizer comparing and contrasting previously identified elements of two versions of the fairy tale.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Fairy tale stories on CD, video or acted out by students or adults	Students may work individually/in pairs/in groups Students may draw to show their understanding
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Continue to compare and contrast other versions of the story	Students may create a visual Venn diagram or a movement poem (create an action each time you say a specific word) to compare two stories
Critical Content:	<ul style="list-style-type: none"> • Specific vocabulary related to topics being studied • Ways to contribute and expand on the ideas of self and others • Active listening strategies to gain new information 	
Key Skills:	<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension • Read grade-level text with purpose and understanding • Compare and contrast two texts on the same topic 	
Critical Language:	Venn diagram, same & different, compare, contrast, culture, setting, character, mood	

Instructional Unit Development Template

Learning Experience #10 - YELLOW		
The teacher may define and read a rebus story so that students can understand that an images can represent a character or a specific word.		
Generalization Connection(s):	Reading fluency (reading rate, accuracy, prosody) depends on mastery of early reading skills	
Teacher Resources:	http://www.enchantedlearning.com/rhymes/Greengrass.shtml (a website on Rebus stories) http://megkingabraham.blogspot.com/2013/05/writing-rebus-stories.html (ideas on how to create a rebus story)	
Student Resources:	Found sound object Rebus story provided by the teacher	
Assessment:	Students will create a rebus story with the teacher with each student playing a found sound in place of a picture in the rebus.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may present a single sentence, a poem, or a longer story in rebus form	Students may work in pairs Students may work in small groups Students may work independently
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	More complex rebus stories may be provided to the students	Students will be responsible for multiple sounds in a single rebus story
Critical Content:	<ul style="list-style-type: none"> • Grade-level phonics and word analysis skills • Specific vocabulary related to topics being studied • Ways to contribute and expand on the ideas of self and others • Active listening strategies to gain new information • Ways to use tone colors to highlight moods, characters, and situations to fit specific stories 	
Key Skills:	<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension • Read grade-level text with purpose and understanding • Read grade level text orally with accuracy, appropriate rate, and expression • Identify/describe musical elements within the context of a story • Perform a student created musical composition 	
Critical Language:	Rebus, found sounds	

Instructional Unit Development Template

Learning Experience #11 - PINK		
The teacher may read the fairy tale so that students can play a leitmotif each time their assigned character name occurs in the story.		
Generalization Connection(s):	Stories, like cultural traditions, reflect the communities and regions from which they originate and/or which they portray Musical preferences influence choices in improvisation	
Teacher Resources:	Found sound objects http://teachers.net/lessons/posts/1341.html (activity about found sounds) https://www.youtube.com/watch?v=Zu15Ou-jKMO (STOMP YouTube link – showing the use of every day objects as found sounds) http://musicmotionblog.com/2009/03/stomp-live-dvd-fun-with-found-sounds/ (STOMP ideas for the classroom) http://movingtales.com/downloads/MT_lessonplan_gradeschool.pdf (combines sounds and story telling) Fairy tale the teacher is reading Digital resource of fairy tale	
Student Resources:	Found sound objects http://teachers.net/lessons/posts/1341.html (activity about found sounds) https://www.youtube.com/watch?v=Zu15Ou-jKMO (STOMP YouTube link – showing the use of every day objects as found sounds) http://musicmotionblog.com/2009/03/stomp-live-dvd-fun-with-found-sounds/ (STOMP ideas for the classroom) http://movingtales.com/downloads/MT_lessonplan_gradeschool.pdf (combines sounds and story telling) Fairy tale the teacher is reading Digital resource of fairy tale	
Assessment:	Students will listen and follow along with the story and perform their leitmotif at the appropriate time.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Choice of found sound objects in classroom and/or opportunities to collect objects, Story listened to as a digital resource Media or technology specialist may work with students to create a visual of a character and link a sound file to the character as a leitmotif	
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students create found sounds from new objects or using sounds they can create using their body	
Critical Content:	<ul style="list-style-type: none"> • Active listening strategies to gain new information • Ways to use tone colors to highlight moods, characters, and situations to fit specific stories 	

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Key Skills:	<ul style="list-style-type: none"> • Read grade level text with purpose and understanding • Create a musical composition
Critical Language:	Character, mood, tone color, leitmotif

Learning Experience #12 - PINK		
The teacher may model non-traditional notation so that students can notate their leitmotif.		
Generalization Connection(s):	Different styles of music inspire the creation of compositional moods	
Teacher Resources:	Examples of possible shapes or designs to use for notation Examples of signs in the community that are used to represent an idea or communicate a message http://mutcd.fhwa.dot.gov/services/publications/fhwaop02084/ (examples of road signage) http://www.teachingideas.co.uk/notation/graphic-notation (examples of non-traditional music notation and explanation key)	
Student Resources:	Sheet of possible shapes or designs to use for notation http://mutcd.fhwa.dot.gov/services/publications/fhwaop02084/ (examples of road signage) http://www.teachingideas.co.uk/notation/graphic-notation (examples of non-traditional music notation and explanation key)	
Assessment:	Students will use non-traditional notation to write down their leitmotif (compose) as a means to remember how to perform it in the future.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may assign a notation to specific found objects	Student may use body movement to notate to enhance their notation or ability to remember their notation
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Create notations for multiple sounds that create a leitmotif	Students may read other students' non-traditional notation within the story
Critical Content:	<ul style="list-style-type: none"> • A variety of writing structures and the appropriate uses • Ways to contribute and expand on the ideas of self and others • Ways to use tone colors to highlight moods, characters, and situations to fit specific stories 	
Key Skills:	<ul style="list-style-type: none"> • Read grade level text with purpose and understanding • Create a musical composition 	
Critical Language:	Figurative language, expand, describe, character, mood, notation	

Learning Experience #13 - PINK
The teacher may read another well-known story (not the same fairy tale) so that students can apply knowledge of leitmotifs

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in a new setting.		
Generalization Connection(s):	Reading fluency depend on mastery of early reading skills Stories, like cultural traditions, reflect the communities and regions from which the originate and/or which they portray Different styles of music inspire the creation of compositional moods	
Teacher Resources:	Another well known fairy tale to share with the students	
Student Resources:	Found sound objects to integrate into the next fairy tale	
Assessment:	Students will apply knowledge of leitmotifs by creating leitmotifs for a character in a new story.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Choice of found sound objects in classroom and/or opportunities to collect objects, Story listened to as a digital resource	Students may work individually Students may work in pairs Students may work in small groups Students may recreate teachers example
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Read story individually Choose a story and create leitmotif for the character	Use of multiple instruments or sounds Create leitmotif for an independently read story
Critical Content:	<ul style="list-style-type: none"> • Specific vocabulary related to topics being studied • Nouns, verbs and adjectives to create precise writing • variety of writing structures and the appropriate uses • Active listening strategies to gain new information • Ways to use tone colors to highlight moods, characters, and situations to fit specific stories. 	
Key Skills:	<ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension • Read grade-level text with purpose and understanding • Create a musical composition • Identify/describe musical elements within the context of a story • Perform student created musical composition 	
Critical Language:	Found sounds, tone, mood, leitmotif	

Learning Experience #14 - BLUE

The teacher may identify the different settings in the fairy tale story and present sound or music to reflect the mood of the

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setting so that students can apply knowledge of how music can set a mood in this fairy tale.		
Generalization Connection(s):	Different styles of music inspire the creation of compositional moods Stories, like cultural traditions, reflect the communities and regions from which they originate and/or which they portray	
Teacher Resources:	https://www.youtube.com/watch?v=9eD2UpdhbwA&list=PLBjIqRvyNjs8scZZ1ukAzlyH4mRveAYS- (the movie Frozen with music changed to fit a scary movie)	
Student Resources:	https://www.youtube.com/watch?v=9eD2UpdhbwA&list=PLBjIqRvyNjs8scZZ1ukAzlyH4mRveAYS- (the movie Frozen with music changed to fit a scary movie)	
Assessment:	Students will create sounds reflecting the mood of a different setting in the story, using the same object in different ways to create different sounds.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may present stations where students have the opportunity to work with sounds to represent specific settings Students may use the same found sound for multiple settings, or consider allowing students to use a variety of found sounds	Students may work individually Students may work in pairs Students may work in small groups Students may recreate teachers example
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Students may be assigned a specific mood and given more information to set the scene Some students may extend the mood (i.e. change from scared to happy)	Use of multiple instruments or sounds
Critical Content:	<ul style="list-style-type: none"> • Specific vocabulary related to topics being studied • Ways to contribute and expand on the ideas of self and others • Active listening strategies to gain new information • Ways to use tone colors to highlight moods, characters, and situations to fit specific stories. 	
Key Skills:	<ul style="list-style-type: none"> • Create a musical composition • Identify/describe musical elements within the context of a story • Perform student created musical composition 	
Critical Language:	Setting, mood, composition	

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Learning Experience #15 - YELLOW		
The teacher may model constructive feedback so that students can offer constructive feedback to their peers.		
Generalization Connection(s):	Musical preferences influence choices in improvisation	
Teacher Resources:	Sentence starters, modeling constructive feedback with student help to add details to support their feedback	
Student Resources:	Sentence starters, modeling constructive feedback with student help to add details to support their feedback	
Assessment:	Students will respond critically to sound settings, using sentence starters provided by teacher. For example, "When you did..., I could imagine..."; "I wonder ..."; "Why did you..."; "I noticed..."	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Cloze sentences using sentence starters Student modeling for others Word bank for choice when completing sentences	Students may work individually Students may work in pairs Students may work in small groups Students may provide a written or verbal response
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Opportunities to use sound as a way to respond to the work of others	Students can create a sound response to enhance written response.
Critical Content:	<ul style="list-style-type: none"> • Ways to contribute and expand on the ideas of self and others • Active listening strategies to gain new information 	
Key Skills:	<ul style="list-style-type: none"> • Identify main idea • Identify/describe musical elements within the context of a story 	
Critical Language:	Supporting details, describe, style,	

Learning Experience #16 - GREEN		
The teacher may read the first version of the fairy tale so that students can perform the previously created sound settings and leitmotifs.		
Generalization Connection(s):	Reading fluency (reading rate, accuracy, prosody) depends on mastery of early reading skills Musical preferences influence choices in improvisation	
Teacher Resources:	Fairy tale (original) Found sound object Sounds	
Student Resources:	Fairy tale (original) Found sound object Sounds	
Assessment:	Students will perform previously created sound settings and leitmotifs within a known story.	
Differentiation: (Multiple means for students to access	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Teacher may read the first fairy tale story, just a portion	Students may work individually

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content and multiple modes for student to express understanding.)	of it, or another	Students may work in pairs Students may work in groups
Extensions for depth and complexity:	Access (Resources and/or Process) Teacher may offer additional practice inserting setting music and leitmotifs into other stories	Expression (Products and/or Performance) Different fairy tale, more choices for sounds
Critical Content:	<ul style="list-style-type: none"> • Ways to contribute and expand on the ideas of self and others • Active listening strategies to gain new information • Ways to use tone colors to highlight moods, characters, and situations to fit specific stories • The meaning of improvisation 	
Key Skills:	<ul style="list-style-type: none"> • Distinguish short and long vowels in one-syllable words when reading regularly spelled one-syllable words • Decode regularly spelled two-syllable words with long vowels • Decode words with common prefixes and suffixes • Identify/describe musical elements within the context of a story • Perform a student created musical composition 	
Critical Language:	Leitmotif, found sounds, fairy tale	

Learning Experience #17 - YELLOW		
The teacher may define roles and set norms for group work and the role of the critic (audience) so that students can apply group norms to their own creative work.		
Generalization Connection(s):	Traditions express and reflect cultural beliefs and, in turn, influence individual behaviors	
Teacher Resources:	http://tinyurl.com/ztdobag (Google search for planning worksheet templates) http://www.dailyteachingtools.com/cooperative-learning-tasks.html (assigning meaningful work to group members) https://www.pinterest.com/explore/group-work-rules/ (group work rules on Pinterest) http://www.oneonta.edu/faculty/vomsaaw/w/psy220/files/GroupWorkGuidelines.htm (group work guidelines)	
Student Resources:	http://tinyurl.com/ztdobag (Google search for planning worksheet templates) http://www.dailyteachingtools.com/cooperative-learning-tasks.html (assigning meaningful work to group members) https://www.pinterest.com/explore/group-work-rules/ (group work rules on Pinterest) http://www.oneonta.edu/faculty/vomsaaw/w/psy220/files/GroupWorkGuidelines.htm (group work guidelines)	
Assessment:	Students, as a group, will create a poster defining the group norms and roles.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Student led discussion and recording of ideas Students vote for ideas Allow for choice in expression	Students may work individually and report back to the class Students may work in pairs and report back to the class Students may work in small groups and report back to the

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		class Final list posted for work time
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Student led discussion and recording of ideas	Students may work individually and report back to the class Students may work in pairs and report back to the class Students may work in small groups and report back to the class Final list posted for work time
Critical Content:	<ul style="list-style-type: none"> • Ways to contribute and expand on the ideas of self and others, • Active listening to gain new information 	
Key Skills:	<ul style="list-style-type: none"> • Demonstrate command of the conventions of standards English – capitalization, punctuation, and spelling • Focus on a topic in writing / revise and edit as needed (with support) 	
Critical Language:	Group norms, expectations, contribute,	

Learning Experience #18 – GREEN

The teacher may provide resources (planning worksheet, time) so that students can understand the planning process for performances.

Generalization Connection(s):	<p>Stories, like cultural traditions, reflect the communities and regions from which they originate and/or which they portray</p> <p>Reading fluency (reading rate, accuracy, prosody) depends on mastery of early reading skills</p> <p>Knowledge of complex spelling patterns and morphology provides readers with greater spelling skill, decoding ability, and vocabulary</p> <p>Musical preferences influence choices in improvisation</p>
Teacher Resources:	http://tinyurl.com/ztdobaq (Google search for planning worksheet templates)
Student Resources:	<p>Access to studied rebus stories</p> <p>Icon bank</p> <p>Found sounds</p> <p>http://teachers.net/lessons/posts/1341.html (activity about found sounds)</p> <p>https://www.youtube.com/watch?v=Zu15Ou-jKM0 (STOMP YouTube link – showing the use of every day objects as found sounds)</p> <p>http://musicmotionblog.com/2009/03/stomp-live-dvd-fun-with-found-sounds/ (STOMP ideas for the classroom)</p> <p>http://movingtales.com/downloads/MT_lessonplan_gradeschool.pdf (combines sounds and story telling)</p>
Assessment:	Students will create and perform a sound rebus story for their own culturally based version of the fairy tale story.

Instructional Unit Development Template

Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://tinyurl.com/zdqw5qb (Cloze story framework worksheet)	Students may work individually Students may work in pairs Students may work in small groups
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
		Students may increase the number of settings represented in sound
Critical Content:	<ul style="list-style-type: none"> • Grade level phonics and word analysis skills • Specific vocabulary related to topics being studied • Nouns, verbs and adjectives to create precise writing • Ways to contribute and expand on the ideas of self and others • Active listening strategies to gain new information • Skills and strategies used to increase reading fluency • All steps of the writing process • Appropriate spelling, capitalization, grammar and punctuation • Ways to use tone colors to highlight moods, characters, and situations to fit specific stories 	
Key Skills:	<ul style="list-style-type: none"> • Distinguish short and long vowels in one-syllable words when reading regularly spelled on-syllable words • Decode regularly spelled two-syllable words with long vowels. • Decode words with common prefixes and suffixes. • Identify words with inconsistent but common spelling-sound correspondences. • Recognize and read grade-appropriate irregularly spelled words. • Read with sufficient accuracy and fluency to support comprehension; read grade-level text with purpose and understanding • Read grade level text orally with accuracy, appropriate rate, and expression • Identify the main idea • Compare and contrast two texts on the same topic • Demonstrate command of the conventions of standard English—capitalization, punctuation, and spelling • Focus on a topic in writing/revise and edit as needed (with support) • Create a musical composition • Identify/describe musical elements within the context of a story • Perform a student created musical composition 	

Instructional Unit Development Template

Critical Language:	Rebus, mood, setting, composition, tempo, dynamics, culture	
Learning Experience #19 - GREEN		
The teacher may provide prompts so that students can reflect on their creative process.		
Generalization Connection(s):	Traditions express and reflect cultural beliefs and, in turn, influence individual behaviors.	
Teacher Resources:	http://tinyurl.com/ztdobag (Google search for planning worksheet templates) https://www.quora.com/What-is-more-effective-for-learning-self-reflection-or-group-discussion (blog about self reflection or group discussion)	
Student Resources:	http://tinyurl.com/ztdobag (Google search for planning worksheet templates) https://www.quora.com/What-is-more-effective-for-learning-self-reflection-or-group-discussion (blog about self reflection or group discussion)	
Assessment:	Student will complete a self reflection.	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
		Students may work individually Students may work in pairs Students may work in small groups
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
Critical Content:	<ul style="list-style-type: none"> • Specific vocabulary related to topics being studied • A variety of writing structures and the appropriate uses • Appropriate spelling, capitalization, grammar and punctuation • Ways to contribute and expand on the ideas of self and others 	
Key Skills:	<ul style="list-style-type: none"> • Identify main idea • Demonstrate command of the conventions of standards English – capitalization, punctuation, and spelling 	
Critical Language:	Reflection, rebus, found sounds, fairy tale	