

I. Brief Background and Reason for Project Focus

As a music teacher, and specifically a band teacher, the majority of literacy for me involves reading musical notes and understanding a great deal of vocabulary, not reading long passages of writing. As a teacher, however, I want my students to become life-long learners and advocates of music and the arts. With this in mind, I wanted to approach my literacy project around the idea that students should be able to discuss music intelligently and give opinions utilizing musical terms. In addition, band students have to understand a great number of musical vocabulary terms in order to play music as the composer directs. Therefore, learning vocabulary in the context of a music related article seemed to be a perfect fit for two of my band students who also happen to be big fans of the band One Direction.

Within this literacy project, I decided to work with two seventh grade students who were in my class last year as sixth graders in band. The road to finding these specific students was not entirely smooth, however. I contacted the literacy coach at the middle school where I teach and she provided me with the AIMSweb scores from last year. While searching the list, I noticed a few of my students who were marked as below average or average on their fluency scores. I spoke again with the literacy coach and it was interesting that she discouraged me from using one student I initially chose. Her reasoning was something along the lines of “she’s a good reader, I think she just wasn’t good at taking the test.” It really struck me that these numbers have the ability to be helpful, but cannot be the only source we use to determine proficiency. It also reminded me of the chapter in “What Research has to Say About Reading Instruction” in which Valencia states that “teachers need support when they use results of oral fluency measures to

modify instruction” (p. 397) The “data” can sometimes show a flawed perception of a student’s skills and abilities.

After more deliberation, I chose my two students and spoke to the literacy coach who agreed that these students could benefit from coaching. They are both seventh grade girls who were in my band class last year. The students are currently in band during my planning period, so I spoke to the 7th grade band teacher who allowed them to work with me for this project during class. To begin, I gave them an “interest survey” that I received from one of the 7th grade teachers. This survey included listing their favorite and least favorite subjects, things they like to do in their free time, what they like to read, look at on the computer, and how they prefer to work. In addition, I had them complete a response sheet that focused on their literary pursuits as independent readers. I also asked them about their parents and family to gain perspective about their personal lives.

While meeting with both students, I began to realize that as they answered, they were very short or needed constant support to answer the questions fully. They both explained that they like to read, but one said she “hates” writing and the other described her least favorite subject as one that is “hard.” In my opinion, it seemed like both students do not like to work on things that do not come easily to them. In addition, it seemed obvious to me that the girls are still finding themselves and trying to decide what they truly enjoy and what makes them excited. Lauren divulged her love for playing games online and after prodding, said that she would consider herself “good” at them. She also shared that she enjoys listening to music, especially popular music on the radio. Lindsey was passionate about her reading and what she chooses to

read, but was also extremely knowledgeable about popular music and especially her favorite band, One Direction. For the project, I thought it might be beneficial to work with music vocabulary in a context that would be fun for both of them. With more discussion, I discovered that they both knew way more than I could ever know about the band One Direction, so I decided that, together, we would read a review of this band and learn music vocabulary to increase their vocabulary knowledge and be able to give opinions about music in an intelligent, informed manner.

II. Home and Family

Both students with whom I am working come from good, education-focused families. Lauren is a white female with English being her primary language. She has college educated parents- her mother is a preschool teacher and her father works at a bank. Lauren was labeled on the edge of average and below-average on the AIMSweb score sheet, and she reads at a 5th grade level. Lauren has an IEP, and it is focused mainly around her math and organizational skills. She also receives extra assistance with her writing in classes. Her mother is very pro-active and follows up on missed assignments, classwork, and upcoming events. She is also very active in supporting groups in which her children are involved. Her dad is friendly, helpful and also engaged in events while taking a more backseat approach. Lauren has an older sister who struggles with communication and social skills, but who tries extremely hard and is a genuine and kind person. Her older sister is also an avid reader, having learned a lot of her wild ideas from books. Lauren and her sister seem to be somewhat close at this point, although they are

three years apart in school. I believe that Lauren sees her sister having fun in high school and is excited to participate in similar activities when she is the same age.

Lindsey is a white female who comes from a family with two college educated parents. Her father owns his own business and her mother is a nurse. Lindsey does well in math and language arts, but struggles with information text in science, history, and geography. She does not receive any special services and her reading was at an average level on the AIMSweb scores, although closer to below average than above. Her parents are somewhat involved in her activities, showing up to conferences but not communicating at other times throughout the year. Lindsey has an older sister who is quite bright and a voracious reader. They seem to be very close and influential in each other's lives.

I had both students take a reading attitude survey, as well as a school attitude survey to see what they enjoy to do, what is difficult for them, and how they spend their free time. As I conducted the surveys, I kept thinking that it would be so neat to do this with all of my students. Even though my classes of 40-50 students could fill out the survey and I could read them later, there was something very pleasant about being able to react, share stories and follow up with questions of these two students. As Valencia states in her chapter regarding assessments, "teaching should be contingent on, or responsive to, a student's responses during instruction" (p. 397) I realized that I was able to ask follow up questions, find what they enjoy or dislike, ask what helps them learn and how I might teach them better. It was like a doctor being able to diagnose a patient and try to determine the best way to help. What a treat it would be to have this time with every student. After talking with the girls, I quickly began to discover that they both

enjoy personal reading, but are not thrilled with reading informational texts or writing down their ideas.

Their interest surveys revealed that Lindsey likes math because she's good at it and thinks it's easy and band because it's fun. She finds geography to be a challenge and not fun. She likes volleyball and listening to music. She really enjoys reading action romance books and realistic fiction alone in a quiet room. She doesn't like non-fiction and writing about things that she has read.

Lauren stated that she enjoys band and science, mostly because you get to move around and "do things" during class. (She is a percussionist in the band.) She enjoys playing on the computer, watching TV and is a member of the Girl Scouts. She does not enjoy language arts or writing because it is a struggle for her. While she reads at home, she likes to read series' of books, and she says that she sometimes has a difficult time concentrating. She enjoys action or adventure books, and says that they have to be fiction.

III. Emotional Climate

Currently in band, I have attempted to provide opportunities for my students to gain the information necessary to be successful on an instrument. As I stated earlier, the majority of the class is spent reading music and playing the actual instrument, but I have implemented methods for students to receive literacy instruction throughout the year. Every Tuesday and Thursday, my students are required to utilize their band notebook in which we have entries varying from short responses to copying a list of vocabulary words. With this tool, I have incorporated learning music vocabulary while also asking my students to think critically about what they are doing.

One particular entry I enjoyed involved having my students write a story, and the catch was that they had to incorporate as many musical words as they could in the correct context. We had incredibly fun stories to share that also involved knowing how to use the musical words correctly. In general, the students are compliant with the entries, although writing vocabulary is not their favorite thing to do. In general, it is a great tool for them to use throughout the year as I bring up material they have previously learned.

IV. Literacy History

Lauren and Lindsey were always fantastic students in my class and never caused any problems behaviorally. Lauren definitely struggled when I asked her to write down journal entries and needed extra time to complete the tasks. Lindsey was always excited to share stories, although she sometimes stumbled with her words and needed time to explain herself. Both students have always seemed to be one-tracked in their learning and could get off task easily to avoid doing more work. While they are good students, it seems that they have a difficult time focusing and concentrating on the task at hand, which proved itself throughout our learning lessons.

While discussing their family routines, I learned that both girls have sisters who love to read. I believe that this has sparked an interest in both Lindsey and Lauren to do the same. Lauren seems more interested in playing games or watching TV, but could name a series of books that she says she reads “every once in a while.” I have a feeling that she uses a lot of time working on school homework and projects and does not have a lot of free time to read at home.

Her mother is very supportive of her learning, but I can imagine that with Lauren's IEP, there are many struggles at home to even do homework.

Lindsey told me that her sister reads independently all the time, averaging a book or two per week. While I think this has sparked an interest in Lindsey, I also see it as a goal that Lindsey feels she can never surpass and makes her feel slightly inferior. She was very adamant about the books she enjoys and started immediately telling me the synopses of all the books, so she is an enthusiastic reader. I believe that her family does not encourage knowledge based reading and Lindsey struggles in this area. I had a conversation with her about creationism, and I can tell that her parents influence her beliefs greatly.

V. Tests Given and Summary of Test Results

As I began to brainstorm the assessment I would give to my students, I tried to target what might be helpful in the music classroom. Immediately, I began to realize that vocabulary and understanding words in context would be useful for music students. As I described earlier, I have students read music reviews or try to come up with stories of their own utilizing musical vocabulary. Therefore, I wanted to test where the students were in this area. I looked through the possible assessments posted in Angel and decided to test my two students using a MAZE test. The test was written at a seventh grade level, so I thought this might differentiate what help is needed for Lauren and Lindsey individually. It would show how the students select vocabulary in a passage using what they already know. To my surprise, the girls got every question correct in the test. I then decided that comprehension might be a problem. Maybe reading and fitting in correct words wasn't the issue, but comprehending what was read could be the challenge. I sat

with the girls separately and had them read through an assessment written for seventh graders to test their comprehension level. At the end of the reading were comprehension questions to test what was retained. Again, both students got every question correct, which led me to believe that I needed to go beyond what was perhaps “expected” for this grade level and expand the testing to my content level.

I spoke to a reading specialist who worked with both girls previously. She recommended that I make an assessment with common music vocabulary and test what they know. As we have read, “domain knowledge increases fluency, broadens vocabulary and enables deeper comprehension” (Hirsch, p. 12) This assessment turned out to be a great idea, and I’m glad I got to view the students completing it so I gained more insight into what they truly understood.

I provided the pre-assessment separately to both girls. The test involved matching fifteen words from music vocabulary to their definitions. Many of the words were common musical terms that they have learned in band class. Other words were taken from a music review of one of the girls’ favorite bands, One Direction. It made sense that as I want students to become lifelong advocates for music, they should understand what they read and understand about music in their everyday lives. Adams also encourages that “leading children to read words in meaningful context hastens their command of the words’ usage and meaning” (p. 19) As I watched the first student take the assessment, she breezed through the test and only switched around two definitions. The second student was more verbal throughout the process and announced on a few occasions that she had no idea what the word meant. In the end, some of her guesses were correct even though I knew she did not know the words. This helped me realize

that the first student could have done the same thing, as about half of the words were common from music class and the others could have been deduced correctly.

With this knowledge, I began to understand that I wanted to take this vocabulary and expand upon it to the point where the girls could not simply match words and definitions, but give their own definition by the end of the process. This would involve delving deeper into reading the words (while also reading about the enigmatic One Direction) and then taking specific words and understanding their origin and purpose.

In the post-test, I asked the girls to take the 15 vocabulary words from the first assessment and give a short definition in their own words. Next, I asked them to write the words in a sentence that used the word in the correct context. This test would show an increase in understanding and automaticity to the words introduced in these lessons. I wrote the answers for Lauren who has this accommodation in her IEP and Lindsey worked on it quietly on her own. I decided that this assessment would be a way for the students to make “broad, modality-free connectivity,” which is “of enormous advantage for young readers.” (Adams, p. 8) After seeing the results from the post-assessment, I can tell that the girls remembered specific strategies from our lesson and utilized what they learned. Interestingly, however, the students used very concise and simple sentences in their answers. This could be attributed to wanting to finish faster or simply not being able to think of complex sentences- I’m not quite sure which one. In our lesson, we focused our graphic organizer on four specific words that were identified incorrectly in the pre-assessment, and these four words were correct in the post-assessment.

VI. Lesson Plan Matrix

<p>Lesson Foci/Date</p>	<p>Objectives (include including performance, conditions, and criterion. State the <i>Common Core State Standard</i> at the end of each objective. Standards taken from Michigan grade level expectations, PDF is below.</p>	<p>Instructional materials (what will use to deliver the main objectives of the lesson)</p>	<p>On-going assessment (to measure attainment of objectives)</p>
<p>Students will use new musical vocabulary to comprehend a reading passage. They will understand the tone and meaning of the text.</p>	<p>R.WS.07.07 in context, determine the meaning of words and phrases including crosscultural expressions, mathematical expressions, scientific procedures, and literary terms using strategies and authentic content-related resources.</p>	<p>Music Review of One Direction's new album.</p>	<p>The students will give a synopsis together in verbally of the review utilizing musical vocabulary. They will use the new vocabulary in sentences to show understanding.</p>
<p>Students will define, compare and contrast new music vocabulary. They will take what they know to gain a deeper knowledge of the vocabulary.</p>	<p>R.WS.07.05 acquire and apply strategies to identify unknown words and construct meaning. R.WS.07.01 explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context. R.WS.07.02 use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, similes, knowledge of roots and affixes, major word chunks/rimes, and syllabication.</p>	<p>Vocabulary organizers: Frayer model Umbrella model</p>	<p>The students will use their knowledge to put the new vocabulary into new sentences to indicate understanding.</p>

http://www.michigan.gov/documents/ELA_07_87360_7.pdf

VII. Reflections on Your Differentiated Literacy Lesson Plans

Throughout this process of working in literacy with my students, I gained an awareness of how easy it is for students to feign knowledge, but not be able to demonstrate what they know. As I've stated earlier, I began working with two students based on their AIMSweb scores, but did not truly understand what they did or did not know until I did a few preliminary tests. As is the case in many schools, a "reader's motivation, background knowledge and strategy use are rarely assessed on summative reading assessments" so I wanted to delve into this idea and work with my students in these areas to see what kind of impact could be made (Valencia, p.386.)

My initial introduction to the students' background knowledge and motivation was while taking them through their interest survey. I learned that both Lindsey and Lauren enjoyed reading for pleasure, but had a more difficult time reading informational text. They told me about their favorite activities and favorite subjects in school, and, important to me, they told me about their favorite music. While the students were not very descriptive in their previous answers, they could both rattle off stories and information about the band One Direction. As I knew what vocabulary the students had learned the previous year in my band class, I decided that I would engage their learning further by utilizing a music review of their favorite band. As Learned, Stockdill and Moje discussed in their chapter "Integrating Reading Strategies and Knowledge Building in Adolescent Literacy Instruction," "prior knowledge needs to be activated so that students can build connections with what they already know and what they are learning" (p. 181.) My goal was to find text that would introduce new vocabulary while incorporating a

familiar (and interesting) subject matter. As I've learned, "fluency is increased by domain knowledge, which allows students to make rapid connections between new and previously learned content" and "deepens comprehension" (Hirsch, p. 13.)

I found a music review of One Direction's new album and I extracted a number of musical words. In the pre-assessment, I had Lindsey and Lauren match words with their definitions, some words from the article and some that had been previously learned in band class. Because I knew what they had learned in band, the goal was to be able to connect the music vocabulary from the article and words they had already learned to "focus on the word-recognition automaticity within the larger process of comprehension" (Rasinski & Samuels, p. 97.) There were fifteen words in the pre-assessment, and as I explained earlier, the girls expressed some hesitation while matching a few words, even though they inevitably got the answers correct. This proved to me that the "matching" assessment 1. gave the students a chance to guess and 2. did not show a true understanding of the words.

In our first lesson, I had the students join me in reading the music review of One Direction from which I had extracted vocabulary. I chose this review because of the simplicity of the lay-out. The reviewer discusses each song at a time from the album, giving an opinion for each one individually. In addition, the vocabulary in the review included musical words and important words that a seventh grader might encounter in other literature. Before we read the review, I gave the students the list of vocabulary words from the pre-assessment. We went over the correct answers by reading the word and matching it to the correct definition as a group. This involved all of us saying the word out loud and then matching the word with the correct

definition that I provided. Adams states that “seeing a spelling of a new word increases children’s memory for both its pronunciation and its meaning” (p. 11.) I had them keep this list next to them while we read, and I instructed them to look for these words as we read the article.

During this literacy course, I have learned or been reminded of a lot of important reading techniques, and I tried to incorporate these with my students. I felt that it was important to utilize “assisted reading skills including both choral and group reading” (Rasinski & Samuels, p.102.) As we read the music review, we took turns reading paragraphs, and when there was a lot of stumbling, we re-read the paragraphs chorally. It was powerful to use “explicit instruction” which “involved students practicing as a group and then receiving feedback from the teacher about their performance” (Swanson, Vaughn, p. 273.) Lindsey, in particular, would stumble frequently, not because she couldn’t read the words, but because she would read too quickly. It struck me that “it is highly reasonable to expect that the way one reads orally will be reflected in the way one reads silently” (Rasinski, Samuels, p. 99.) Lindsey was reading so quickly that when I asked clarifying questions, she would basically have to re-read the paragraph in order to gain comprehension. Therefore, when I had the girls read chorally, I joined them at a much slower pace and forced them all to slow down. During this course, I was especially interested in the term prosody, which describes the act of “readers monitoring the meaning of the text” as they read (Rasinski, Samuels, p. 96.) Those with “good oral prosody and text phrasing tend to have better comprehension in silent reading” (Rasinski, Samuels, p. 96.) Therefore, when it was my turn to read a paragraph, I read deliberately and tried to demonstrate reading “meaningfully and expressively” (Rasinski, Samuels, p.100.)

When one of us would finish reading a paragraph, I would ask them to search for vocabulary words from the pre-assessment and circle them. “Circling the text” not only “provided visual stimulation” but also helped the students discover the context in which the words were located. To help engrain the vocabulary, I would ask them what they thought the word meant in this context. For example, how is a debut album different than other albums? Also, what’s another musical word for fast paced? In the small group, I was able to give “immediate feedback, making it less likely that errors became internalized and repeated” (Swanson, Vaughn, p. 276.) Both girls were able to correctly answer my questions about the words in context. While their answers were sometimes short, it was great to have them work together, as they helped each other expand their answers. For instance, when we talked about acoustic, they both gave me an example of an acoustic guitar. Lauren added, however, that any of our band instruments are also acoustic. Given more time, I would have asked the girls to summarize what they read and possibly even write their own review of a song or an album. This text was helpful, however, to introduce the vocabulary and let me do some initial formative assessment on their understanding.

In the second lesson, I decided to delve into four words with which the girls had a difficult time explaining- acoustic, debut, accompany and evolving. In addition, I wanted to show the girls that chunking and categorizing terms can be helpful in learning vocabulary. To help me in this lesson, I retrieved two graphic organizers, the Frayer model for vocabulary learning and an umbrella to demonstrate categorization.

In the Frayer model of vocabulary learning, the students take each word and give 1. a definition, 2. facts and characteristics, 3. examples and 4. non-examples. By having to describe the word in many different ways, you could practically see the students' minds being put to work. The problem I faced with this part of the process was not giving away answers. When there was silence, I was very tempted to give the students examples of my own. Instead, I had to truly pause with them and let their minds work. I would then give encouraging words or hints. For example, when we talked about the word evolving, I asked them to tell me what other words sound like evolving. The girls knew that evolve and evolution were other forms of this word. From there, they understood that evolution referred to the world forming and changing, and evolving also meant that things change over time. The Frayer model truly forces the student to “know” a word,” which involves “more than [knowing] the word’s definition-[they] also know how that word functions in different contexts” (Hirsch, p. 19.) While they gave examples, I would push them to think of examples in different contexts. My favorite moment was discussing the word debut. The girls came up with examples of a debut of articles in newspapers, a debut of new fashion shows, and the debut of songs and albums, which we gained from the One Direction article. The non-examples helped the girls realize that electric keyboards and electric guitars were not acoustic, while singing alone or playing an instrument without a microphone would be appropriate examples.

The umbrella model was my way of helping the girls understand how words can have one big subject with lots of examples underneath. This was a great way to use “chunking—a word used by George A. Miller to denote the way knowledgeable people concentrate multiple components into a single item that takes up just one slot in working memory.” (Hirsch, p. 13.)

This is especially true with musical vocabulary. Within music, big subjects include articulations, dynamics, and tempos which then have many examples in each. From the fifteen vocabulary words, I decided to focus on the big subjects of dynamics and tempos. Dynamics refer to how loud or soft the music is while tempo refers to how slow or fast the music is. We made these terms the bulk of our umbrella. We wrote the definitions in the big umbrella. The girls then took turns listing examples of each. Examples of dynamics would be piano, forte (both vocabulary from the fifteen words) mezzo piano and fortissimo. Examples of tempo would be moderato (a vocabulary word) presto and largo. Looking back at this part of the lesson, it would have been enhanced if I had chosen more words from this list on the vocabulary words. As it was, the girls were listing words not on the vocabulary list which then led to confusion for Lauren on the post assessment when she saw the word legato (meaning smooth.) Since we had talked about tempos, she thought legato was largo, which means slow. Looking back, I should have been more deliberate with my vocabulary selection from the beginning. This would have caused less confusion in the post assessment.

Overall, I was happy with the lessons and could see the retention in the final assessment. Both girls were able to use the words correctly in sentences and gave accurate definitions for the words, aside from Lauren's slip between the meaning of largo and legato. The interesting aspect of music vocabulary is that they are seeing and learning words in a different language. In my opinion, however, these words can be seen in literature and help students gain a deeper knowledge of life. My goal for my music students is that they can understand the vocabulary used in music, but also that they can describe music intelligently. If I were to take the lesson a

step further, I would ask the students to write a music review and utilize the vocabulary that they learned.

VIII. Recommendations to Teachers and Parents/Caregivers

For both Lauren and Lindsey, I would recommend having the girls read out loud on a regular basis. The prosody that I described earlier is lacking in both of the girls, which is affecting their ability to comprehend literature on the first read. I would also recommend that both girls spend time with their parents or siblings having discussions about everyday life and describing things they enjoy. Even at the end of the assessment, I had a difficult time having the girls explain and express themselves in a deep and meaningful way. Their comments and explanations were always short or disjunct and I think having practice with this would be worthwhile.

Lindsey, in particular, was very excited about the ins and outs of the band One Direction and is a self-affirmed groupie. When she would tell me about the band, however, she would throw around names and places and songs in a way that I could not understand what she was talking about. I think spending time with her and asking questions, not allowing her to speak too quickly and concentrating on clarifying her thoughts would be a good idea. As I mentioned before, she seemed to stumble when she read because she would want to go too fast. It might be helpful for her to read out loud and record herself so she can hear how quickly she tries to read and how much she misses because of this.

Lauren could benefit from expanding her vocabulary on a regular basis. She seems to have a difficult time clarifying her thoughts because she doesn't quite have the correct way to

say it. When she's thinking and contemplating things, you can see the wheels spinning, but she does not seem to know how to convey these thoughts. While she is reading, I think it would be a good idea for her to circle or underline words she doesn't know and then take the time to define words with her, perhaps even making a journal that she can reference. She might even benefit from a "word of the day" where she can learn a word and its definition and try to use it in context during the day. I think people let her slide by without being challenged to truly express what she's thinking.

IX. Appendices of work

Outline for a Daily Lesson Plan

Date: 11/26/12

Objective(s) for today's lesson: Read selected passage using partner reading strategies. Identify key music vocabulary and discuss the words in context.

Rationale: The students will read out loud, discuss content specific vocabulary and try to define and rationalize what they read.

Materials & supplies needed: The students will need a pencil, list of key vocabulary words, and a music review of One Direction.

<p>Procedures and approximate time allocated for each event</p> <ul style="list-style-type: none"> • <u>Introduction to the lesson</u> <i>One way to better understand music and musicians is to review albums and give opinions. When you understand music, you can give a better insight into what makes an album good, bad, or at least give a quality description of what is happening. Knowing key vocabulary will help you understand and give opinions. (3 minutes)</i> • <u>OUTLINE of key events during the lesson</u> <i>The students will look over the fifteen vocabulary words. I will tell them that not all of the words are in the review, but when we see them, we will circle them. We will discuss a possible definition and discuss why it is used in the review. At the end, we will try to give a synopsis of the review. (10 minutes)</i> • <u>Closing summary for the lesson</u> <i>After reading, I will ask them to look over the vocabulary words and try to use the words in a sentence. We will take turns talking about the words, and I will tell them that our next goal will be discussing individual words more specifically. (5 minutes)</i> • <u>Transition to next learning activity</u> <i>I will tell the students that when they are listening to music, I want them to think about the key terms we've been using. Can they use the words to describe the music they hear?</i> 	<p>Academic, Social and Linguistic Support during each event</p> <p>We will discuss what they like to listen to and what they think is good and bad music.</p> <p>As they look over the words, we will say them out loud. At the end, I would like the students to give a synopsis. I will help guide them through the review- was it good or bad? Were there criticisms?</p>
<p>Assessment <i>I am listening for how well the students read the passages. Is it fluent? Additionally, when we stop to discuss the words, can they use the context to define the word? Which words are more difficult to read and define? If I have to choose 3 or 4 words to spend more time on, which should I choose? At the end of the reading, can the students comprehend what they just read?</i></p>	<p>I will help them with reading by having them read slowly and confidently. I will ask them which words they feel are more difficult.</p>

Outline for a Daily Lesson Plan

Date: 12/3/12

Objective(s) for today’s lesson: *The students will use graphic organizers to create definitions for key musical terms. They will also put the vocabulary into umbrellas to understand how the vocabulary fit together.*

Rationale: *While reading the vocabulary, students were able to see how it was used to describe music. In this lesson, they will learn how to identify, define, and categorize the key words.*

Materials & supplies needed: *The students will need a pencil, a list of the vocabulary words, a Frayer model graphic organizer, and two umbrella graphic organizers.*

Procedures and approximate time allocated for each event

- **Introduction to the lesson** *I will explain that having read the vocabulary words in the last lesson or learning the vocabulary in music class, today we will define the words more intentionally, and learn how they fit together. (3 minutes)*
- **OUTLINE of key events during the lesson** *The students will first take five words that I have chosen to look at in depth. We will use dictionaries to come up with a technical definition. We will use the Frayer model to learn and discuss the words. They will try to define the vocabulary in their own words. After this, we will use the umbrella graphic organizer to put the vocabulary into categories. They will learn that knowing these words helps them better understand any music they hear and analyze. (15 minutes)*
- **Closing summary for the lesson** *I will ask the students to give me a review of something they have listened to. Can they describe a song that they know using the new vocabulary we learned? Finally, why do categories help us learn vocabulary? (5 minutes)*

Academic, Social and Linguistic Support during each event

I will help guide them through the organizers and give them feedback on their personal definitions. We will discuss the categories and I will give them suggestions to help connect this with what they already know.

Assessment *As we are learning the words, are they students able to verbally express what they are learning? Can they use the words in sentences and connect what they are learning to other experiences? Can they add other terms to our umbrellas or think of other categories that exist in music?*

We will discuss other categories in music and discuss other music with these terms. I will give them suggestions of music we all would know.

Pre-assessment

Lauren

MUSICAL TERMS: Match the musical terms to their definitions

* 1.	COLLABORATION	a. Without electronic amplification
* 2.	EVOLVING	b. Play along with, join
* 3.	ANTHEM	c. An intermediate section of a pop song, distinct from the verse
* 4.	ACOUSTIC	d. Working with others on a joint project
* 5.	ACCOMPANY	e. To develop gradually
✓ 6.	CHORUS	f. A popular rock or pop song
✓ 7.	BEAT	g. First public appearance
✓ 8.	LEGATO	h. Play loud in music
* 9.	DEBUT	i. Steady pulse in music
* 10.	TEMPO	j. Play music alone
* 11.	DYNAMIC	k. Speed of the music
* 12.	PIANO	l. Playing smooth in music
* 13.	FORTE	m. Play soft in music
✓ 14.	MODERATO	n. Volume of music
* 15.	SOLO	o. Medium speed in music

Pre-assessment

Lindsey

MUSICAL TERMS: Match the musical terms to their definitions

*1.	COLLABORATION	a.	Without electronic amplification
*2.	EVOLVING	b.	Play along with, join
✓3.	ANTHEM	c.	An intermediate section of a pop song, distinct from the verse
*4.	ACOUSTIC	d.	Working with others on a joint project
*5.	ACCOMPANY	e.	To develop gradually
*6.	CHORUS	f.	A popular rock or pop song
*7.	BEAT	g.	First public appearance
*8.	LEGATO	h.	Play loud in music
✓9.	DEBUT	i.	Steady pulse in music
*10.	TEMPO	j.	Play music alone
*11.	DYNAMIC	k.	Speed of the music
*12.	PIANO	l.	Playing smooth in music
*13.	FORTE	m.	Play soft in music
*14.	MODERATO	n.	Volume of music
*15.	SOLO	o.	Medium speed in music

Lauren

One Direction is back with their highly anticipated sophomore album, *Take Me Home*.

The album is the follow up to their debut album, *Up All Night*, released last November in the UK and earlier this year in the U.S. The album went to #1 in countries around the world and made One Direction the first UK band to ever have #1 debut album in the United States.

Take Me Home has a similar sound to *Up All Night*, but at the same time see's the band maturing and with members of the band writing a few songs on the album and that is very clear.

Here's my personal track-by-track review of the standard edition of *Take Me Home*. The album is also available in deluxe, yearbook, and Target editions all of which feature additional bonus tracks.

1.) Live While We're Young

The album opens up with the lead single, "Live While We're Young" and serves as a smooth transition from album one to album two. The song has peaked at #2 in Canada and #3 in the US and UK and has broken pre-sale records around the world. It sticks with a formula that has made One Direction a success and has the band teaming up with Savan Kotecha, Carl Falk and Rami Yacoub, the 3 man duo who wrote the hits "What Makes You Beautiful" and "One Thing" and it's another smash!



Video: "Live While We're Young" - One Direction official music video

2.) Kiss You

Another great song we can jam out to! The song is very fast paced with a great drum and guitar beat. It even has a chorus that will have you singing along at all the concerts: "If you don't want to take it slow, and you just want to take me home (album name reference), baby say, 'yeah.'" The song has a lot of single potential so I wouldn't be surprised to hear this on the radio sometime. It's definitely a favorite of mine.

3.) Little Things

"Little Things" is a great acoustic ballad and one of One Direction's best songs in the sense that it shows off their true talent with each of the boys having their own solo. The only complaint on this song is that it was written by Ed Sheeran and it sounds like a total Ed Sheeran song, a great song nonetheless and one that will likely you make you cry if you're an emotional person.

12.) They Don't Know About Us

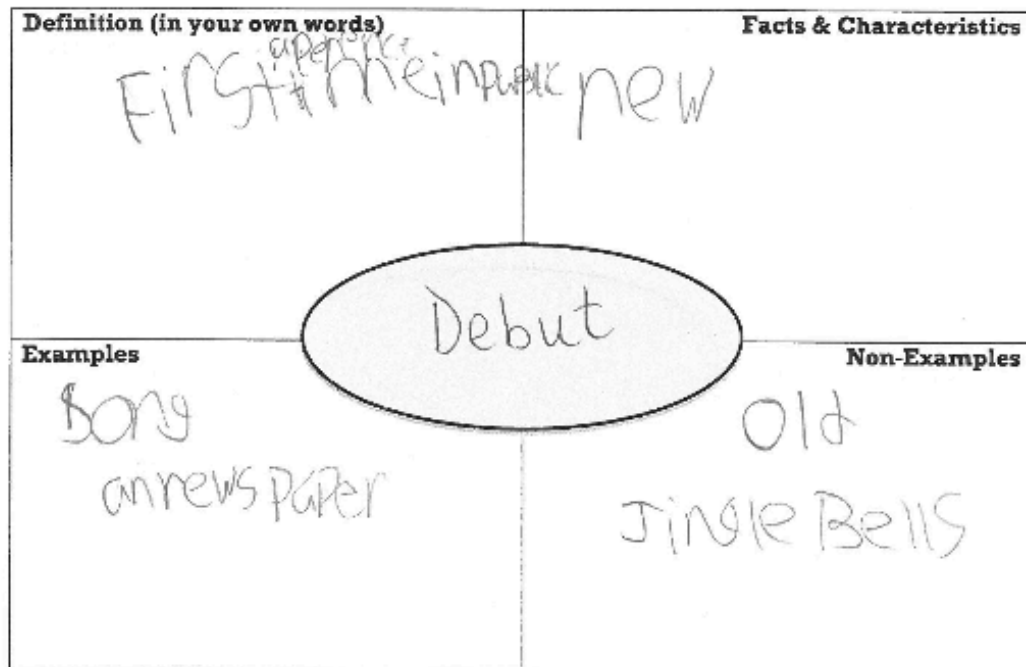
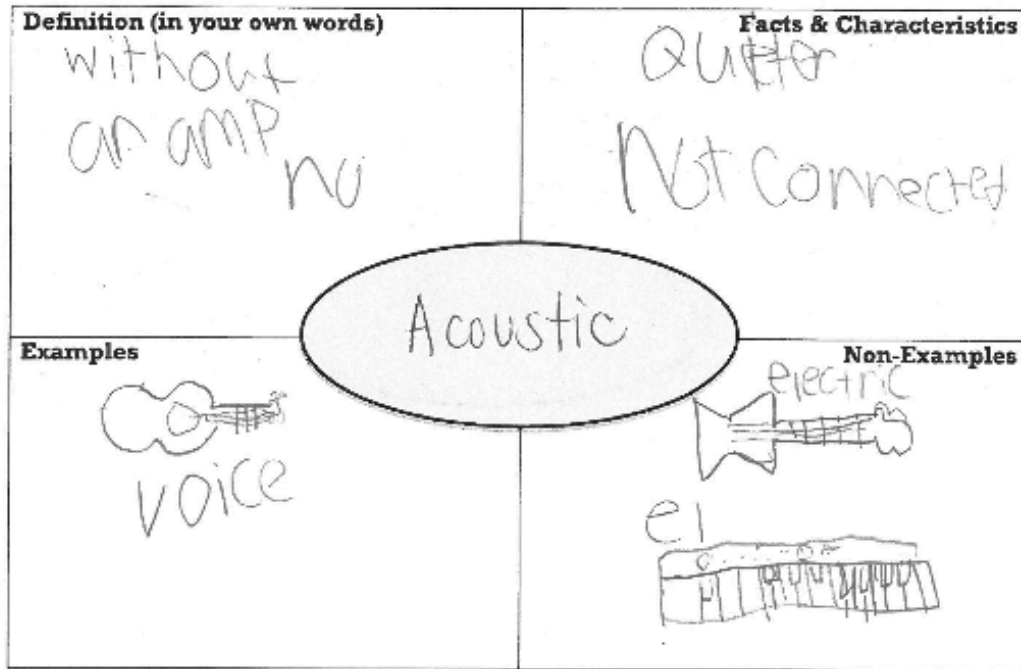
Starting off slowly with a piano before picking up a bit, this song has a bit of 90's R&B/boy band sound. The song is easily one of the best on the album and there's even a little reference to the first album: "They don't know about the up all nights. They don't know I've waited all my life, just to find a love that feels this right, baby they don't know about us." By far one of my favorites.

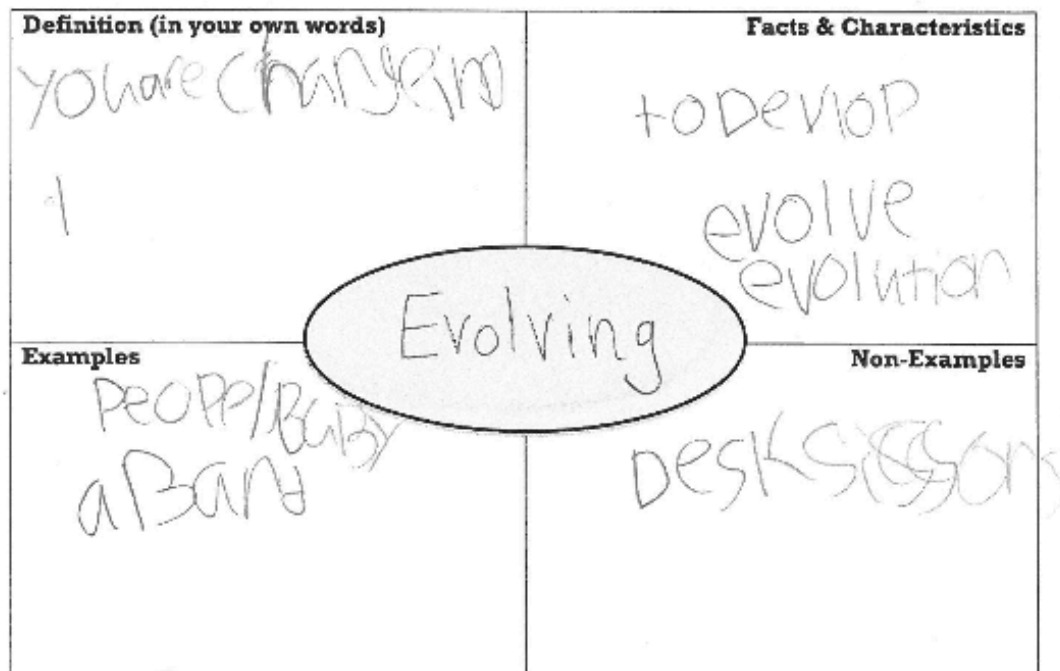
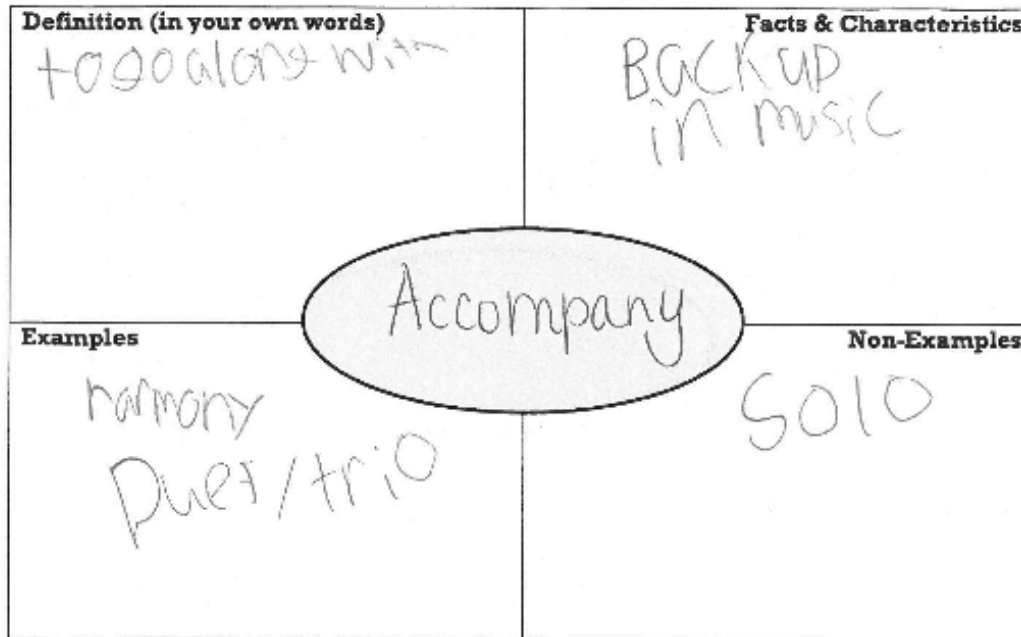
13.) Summer Love

Following the awesomeness that is "They Don't Know About Us" is "Summer Love," a slower acoustic sounding song to close out the standard edition of the album. One Direction sing about a old summer fling (as if that wasn't obvious from the title) and just remember the time they spent together. A nice slow-rock anthem to close out a great album.

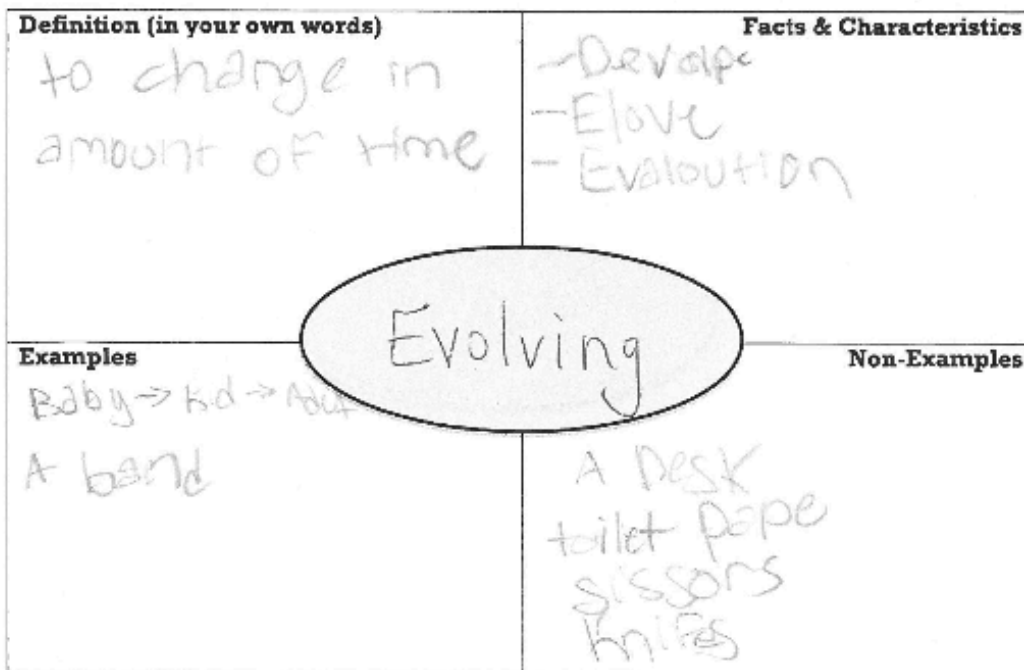
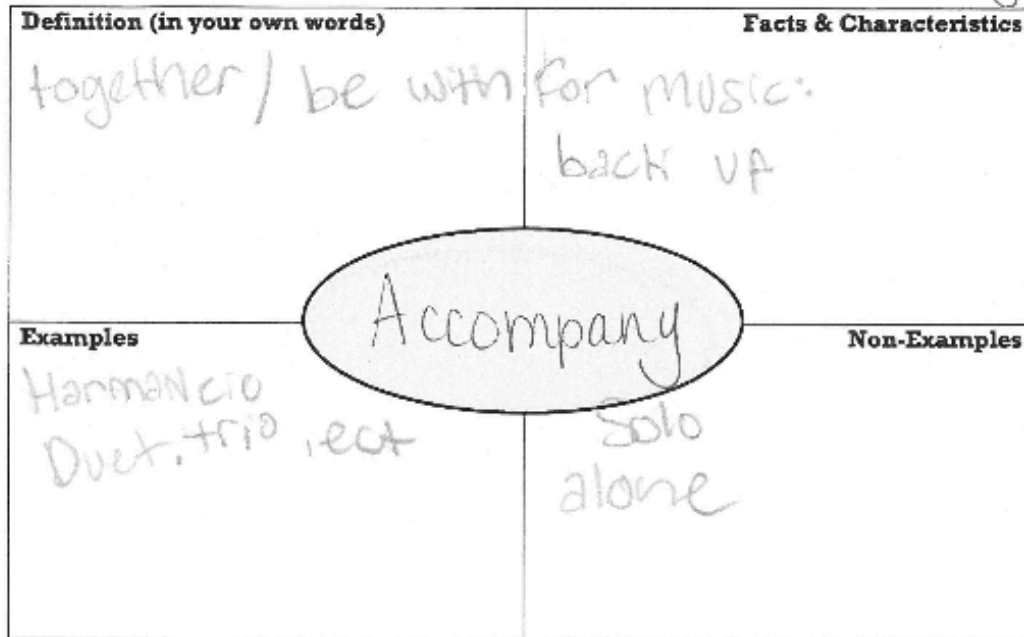
Final Verdict: The album is great and definitely shows the band evolving with the times as a step up from *Up All Night*. The boys really become a band with this album as they play instruments in the background and even wrote a few of the tracks. The only thing I would change is a collaboration, even just one would've been nice to hear. However, the album is awesome and will not leave fans disappointed.

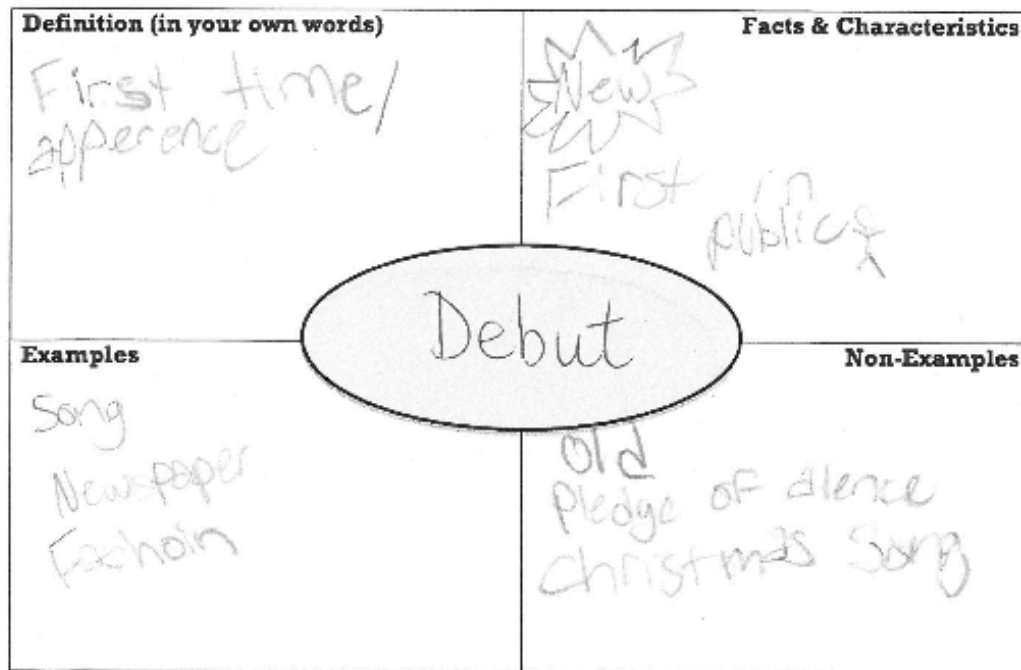
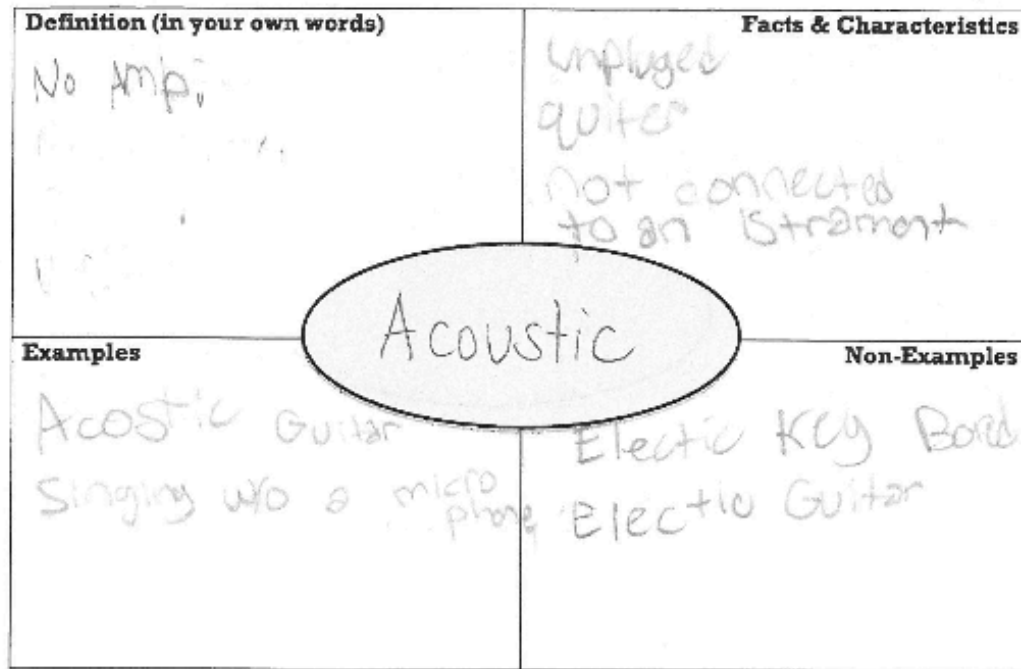
Lauren





Lindsey





Assessment 2

Musical Vocabulary

Lauren

Please write a short definition of the word. On the second line, write the word in a musical sentence.

1. **Collaboration:** Two people talking about a certain thing
Sentence: There was a collaboration between percussion and saxophone.
2. **Evolving:** change
Sentence: The band was evolving.
3. **Anthem:** something people know-say a lot
Sentence: The National Anthem is an example of an anthem.
4. **Acoustic:** without amplification
Sentence: A guitar is an acoustic instrument.
5. **Accompany:** two people working together
Sentence: A flute accompanying the oboe.
6. **Chorus:** after a verse, there's a chorus, then another
Sentence: In church, there are choruses and verses ^{verse}
7. **Beat:** tempo
Sentence: The beat of a song was catchy.
8. **Legato:** slowest tempo
Sentence: The band was playing a song legato.
9. **Debut:** new fad
Sentence: There was a debut of a new clothing line.

Musical Vocabulary

10. **Tempo:** how fast or slow the music is
Sentence: The tempo of the song was very fast
11. **Dynamic:** how loud or soft the music is
Sentence: Band was playing at a piano dynamic.
12. **Piano:** really soft
Sentence: Band was playing piano.
13. **Forte:** loud
Sentence: Jackhammers sounded forte.
14. **Moderato:** in the middle
Sentence: I walked moderato in the park.
15. **Solo:** one person playing
Sentence: A saxophone played a solo.

Lindsay

Assessment 2 Musical Vocabulary

Please write a short definition of the word. On the second line, write the word in a musical sentence.

1. **Collaboration:** two people doing something together

Sentence: they collaborated together

2. **Evolving:** changing in an amount of time

Sentence: One direction has evolved since 2010.

3. **Anthem:** popular, inspiring song

Sentence: In glee they had to find Anthems to sing

4. **Acoustic:** No Amp

Sentence: It's a slow Acoustic song

5. **Accompany:** together/ be with

Sentence: I accompanied her on her walk

6. **Chorus:** The repeated part of the song

Sentence: It has an up beat chorus

7. **Beat:** the speed of your foot tapping

Sentence: She tapped beat on her foot

8. **Legato:** longer notes

Sentence: the song turned from ~~staccato~~ staccato to Legato

9. **Debut:** First public appearance

Sentence: she makes her Debut today

Musical Vocabulary

10. **Tempo:** the speed of the music
Sentence: The tempo slowed
11. **Dynamic:** How loud or soft the music is
Sentence: The Dynamic became louder
12. **Piano:** quite
Sentence: The song was mostly Piano
13. **Forte:** loud
Sentence: The last note was a loud, Forte note
14. **Moderato:** walking speed/in the middle
Sentence: The song stayed a constant moderate
15. **Solo:** by yourself/its self
Sentence: Today is here very first Solo

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