

# Turkey Surprise

**Lesson Plan:** Number 8

**Grade Level:** Grade One

**Lesson Type:** Music Integration

## **National Standards:**

MU:Cr1.1.1a, MU:Cr2.1.1b, MU:Cr3.1.1a MU:Pr4.2.1b, MU:Pr4.3.1a, MU:Pr5.1.1a, MU:Pr5.1.1b, MU:Re7.1.1a

## **State Standards:**

1-2.M.1, 1-2.M.4, 1-2.M.6

## **Creating:**

1. I can improvise freely and with a sense of steady beat while moving, using instruments or with my voice. (1, SB and IR)
2. I can organize musical ideas using a children's story or a musical form that I create. (5)
3. I can improve through personal reflection and with help from my peers and teacher. (6)

## **Performing:**

4. I can read and play simple rhythmic patterns within a musical arrangement. (3, SB and RR)
5. I can sing with a pleasing tone and correct posture while demonstrating the song's expressive qualities. (4, SR)
6. I can reflect upon and improve my overall performance with some help from my peers and my teacher. (5)
7. I can reflect upon and improve my musical performance with some help from my teacher. (6)
8. I can perform in a singing or instrumental ensemble for a small audience while incorporating dynamics and following a conductor. (9, SR or PR)

## **Responding:**

9. I can compare two songs or parts of songs and, with some help from my teacher, explain which one I like better and why. (1)

## **Skills:**

1. Children will sing in unison with accompaniment.
2. Children will begin a song with a verbal cue.
3. Children begin to say, play and read simple rhythms.
4. Children will play rhythms with a sense of steady beat.
5. Children will learn a song using solfedge and do, re, mi, fa, so and la.
6. Children will improvise character movements that mimic the songs and story.

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7. Children will play pitched and non-pitched percussion instruments with proper technique in the context of a piece of music and with guidance from the teacher.
8. Children will experience ensemble.

**Integration:** (Thanksgiving, Literacy)

1. Children will recognize characters associated with Thanksgiving.
2. Children will experience story sequence.

**Materials:** Songs, Story, Book / *Turkey Surprise*, Pitched and Non-pitched percussion.

**Vocabulary:**

Steady Beat, Rest, Gentle, Locomotor Movement, Together Hands, Improvisation, Conductor, Tempo

**Process:**

**Opening Activities for Main Lesson:**

1. Have the children work with *I'm a Very Fine Turkey*. Reinforce that they must walk like a turkey. (W5)
2. Have the children do the *Talking Drums* Activity. (W6)

**Main Lesson:**

1. Teacher reads the story with songs. The Pilgrim songs are part of the story.
  - a. When the Pilgrims are singing about the turkey, add these bolded, underlined words to the following text: "Two pilgrim brothers sang **their turkey song** as they walked down the path together."
  - b. At the end of the story, when the Pilgrims are singing and carrying a heavy pumpkin, add these bolded, underlined words to the following text: "The two pilgrim brothers walked down the path together. They carried a heavy pumpkin between them. They sang **about their upcoming Thanksgiving feast**."
  - c. The Turkey's song follows the words: "Oh where, oh where can I hide".

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2. The teacher also sings the character songs. The characters are the bird, gopher and fish. These songs are sung when these characters speak with the turkey for the first time.
  - a. For the bird, the song comes after: “Turkey, fly up here in this tree. The leaves will hide you.”
  - b. For the gopher, the song comes after: “You can hide in a hole in the ground like me.”
  - c. For the fish, the song comes after: “You can hide behind this rock like me.”

These songs are not taught to the children during the lesson. They will be taught later as part of the extension, outlined at the end of the lesson plan.

3. Have the children walk like a turkey to the beat.
4. Have one child improvise turkey walking steps to the beat on the temple blocks, while the other children turkey-walk. Have the children incorporate different tempos (Slowing Down, Fast)
5. Set up four areas in the room. One will be the tree area, another the gopher hole area, another will be the pond and the last one will be the Pilgrims’ home.
6. Pick some children to play turkeys, some to play Pilgrims, one child to improvise turkey walking steps on the temple blocks, and some to play the Pilgrim’s footsteps.
7. Teacher reads the story again with the songs and the children act out the story and travel from place to place. Point out the action words in the story and have the children also act them out. (flap whoosh, pop, plop, and gurgle, cough, splutter/splatter).
8. Teacher teaches the turkey’s song to the children. The teacher reads the story again. The children portray the turkey in the story and sing the turkey’s song. The teacher still sings the Pilgrim songs.
9. Teacher teaches the Pilgrim’s turkey song. The teacher reads the story again. The children portray the turkey and the Pilgrims and they sing the songs they were taught.
10. Teacher teaches the Pilgrim’s feast song. The teacher reads the story again. The children portray the turkey and the Pilgrims and they sing the songs they were taught.
11. Teacher adds the glockenspiel part. Teacher says the rhythm and plays it with a clap. Next, the teacher adds the song.

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12. Children echo, and teacher asks the students to give the word in the song that happens before the clap.
13. Using the Turkey's song, the teacher demonstrates the xylophone part on a patch.
14. Ask children where the rhythm pattern changes.
15. Children echo.
16. Teacher plays the rhythm pattern and speaks the rhythms using the Gordon rhythmic speech.
17. Children echo.
18. Write the rhythm patterns on the board. Tell children which symbol represents the *du*, and which symbol is the *rest*. Have the children read the patterns.
19. Have the children read and play the patterns with a patch simultaneously.
20. Have the children play the patterns while singing the song.
21. Split the children in two groups. One group patches the xylophone part and the other claps the glockenspiel part. Invite the children to sing the song.
22. Switch. Children sing without the teacher while playing the different instrument parts on body percussion.
23. Tell the children that the accompaniment works for all three songs. Have the children play both parts on body percussion while the teacher sings the two pilgrim songs.
24. Repeat step 11 and have the children sing the songs.
25. Transfer to instruments.
26. Read the story adding the instrument accompaniment, so the children are singing, playing and acting.
27. Perform one of the songs for the classroom teacher.

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## **Extension:**

28. Teach one of the character songs to the children using solfège. Those characters are the bird, gopher and fish. All character songs are basically the same musically, so any one of the three will work.
29. After the song is taught, ask the children if the song is familiar. Tell them it was used with the *Turkey Surprise* story, and that the teacher sung it. Ask where in the story it was sung. Either with the bird, gopher or fish is a correct answer since all the songs are almost identical musically.
30. Ask the children which story song they liked better and why.