

Appendix 5.12 Example Foundation - Year 1 English/ music lesson plan

Main text: Meatheringham & Hamilton (2020). *My Possum Plays the Drums*. Windy Hollow Books.



Learning Intentions

- Integrate English and music to build fluency using action rhyme/s
- Notice and demonstrate the role of punctuation in quality texts
- Introduce functional grammar and sentence structure using the vehicle of quality texts.

ACV9 Content descriptions

The Arts-Music :

AMUFD01 Use play, imagination, arts knowledge, processes and skills to discover possibilities and develop ideas, rhythm recognition, improvising rhythmic patterns. Develop listening skills for singing and playing instruments AMU2D01.

English :

AC9EFLA03 Understand texts can take many forms e.g., song, rap, imaginative texts, illustrations. Explore how texts are organised (ACE1LA03),

AC9EFLA06 Recognises that sentences are made up of groups of words that work together in particular ways to make meaning. Understands a simple sentence consists of a single independent clause (ACE1LA06)

AC9EAFLA07 Explore the contribution of images and words to meaning in stories... Identify nouns, verbs in simple sentence (AC9E1LA07)

AC9EFLA09 Identify punctuation as a feature of written texts...

AC9EFLE02 Respond to stories/ share feelings and thoughts about events/ characters. Discuss literary texts and share responses (AC9E1LE02)

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AC9EFLE04 Explore and replicate the rhythms and sound patterns of literary texts such as poems, rhymes, songs. Listen to and discuss poems, chants, rhymes and songs (AC9E1LE04)

AC9EFLY10 Segment sentences into individual words, orally blend and segment single syllable words. Orally manipulate phonemes in spoken words to generate new words (AC9E1LY10).

NSW Learning Outcomes

Creative Arts K-6 (2006) Music:

MUES1.1 Participates in simple speech, singing, playing and moving activities demonstrating awareness of musical concepts. Sings, plays and moves to a range of music (MUS1.1).

English K-2 (2022)

ENE-OLC-01 Communicates effectively using interpersonal conventions and language with familiar peers and adults. Uses interpersonal conventions and language to extend and elaborate ideas for social and learning interactions (EN1-OLC-01).

ENE-VOCAB-01 Understands and effectively uses Tier 1, Tier 2 words in familiar contexts... to extend and elaborate ideas (EN1-VOCAB-01).

ENE-PHOKW-01 uses initial and extended phonics, including vowel digraphs, trigraphs to decode and encode words when reading and creating texts (EN1-PHOKW-01).

ENE-RECOM-01 Comprehends texts (read-aloud) by activating background knowledge, connecting and understanding sentences, monitoring for meaning. Comprehends independently read texts... (EN1-RECOM-01)

EN1-CWT-01 Uses knowledge of vocabulary, punctuation to create written text...

EN1-UARL-01 Understands and responds to literature... appropriate to audience and purpose.

Lesson content

Activity 1: Build oral fluency and awareness of rhythm

- Revise familiar spoken musical chant, Koala Brown (chapter 5, appendix 13).
- Model rhythm pattern on whiteboard. Practice rhythm pattern using body percussion.
- Teach partner clapping game. Perform clapping game.
- Discuss how the game made you feel.

Activity 2: Punctuation revisit

- Revise punctuation rap (if students are familiar with it)
- Revise punctuation covered in rap on flashcards eg: capital letters, full stops, commas, speech marks, exclamation marks (supplied).
- Invite students to do the rap action whilst listening to upcoming story, when they notice a punctuation mark.

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Activity 3: Orientation

-Orientation to text, Meatheringham & Hamilton (2020). *My Possum Plays the Drums*. Windy Hollow Books. Discuss images in text, layout, l-r, visual literacy, onomatopoeic language (sound words) in text.

Key discussion questions (KQ):

- What is a possum?
- Does anyone have any possum stories to share?
- Do you think this story will be an imaginative (made up) or informative (true) text? Why?

-Discuss illustrations in text.

-“Frontload” challenging vocabulary from text e.g. *possum, guitar, orchestra, saxophone, cymbals, maracas, piano, trumpet, tambourine, timpani, harp*. Have pictures of various instruments on IWB to illustrate new vocabulary/ and a range of untuned percussion instruments from the text for students to peruse in the classroom.

Activity 4: Read-aloud

-T. performs class read-aloud with prosody. Discuss meaning, narrative structure together.

Activity 5: Phonics

-Orally decode words from text e.g. *d/r/u/m/s, p/l/ay/s, h/i/ss, scr/a/tch, cr/a/sh*. Teacher records on IWB.

Key discussion questions:

- How many phonemes?
- How do you know?
- What’s the first phoneme?
- What graphemes (letters) will I write to make this phoneme? Next? Final?
- What do they say altogether? Let’s put them together to make the word!

(Teacher records student responses on IWB)

Activity 6: Grammar

-Introduce key sentence on flashcards e.g. *my possum plays the guitar*

-Point out colour-coding of noun groups, verb group (**Red**- noun groups (participant), **green**- verb groups (process), **yellow**- (joiner/conjunctions) as a visual cue to assist students identifying language use/ their job in the sentence).

-Remind the class about the punctuation symbols they learned in the *punctuation rap*. Locate cards for missing punctuation e.g. capital letter, full stop.

-Invite students to come out the front to make up the sentence from the text (one card per student).

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-Invite students to come out the front to be missing punctuation, and slot into the correct spot in the sentence.

Assessment tasks

-Punctuation persons slot into sentence at correct spots.

-Class re-reads sentence with prosody as punctuation “is very important because it gives the reader a message- same as in our writing”.

-Class discussion: *“Tell me about the possum in the story, What’s he like? How do you know? What words tell us this?”* (focus on language in the text that describes the main character)

-S. write the sentence independently, with punctuation included, in their writing books.



Figure 1: Punctuation game



Figure 2: Post-assessment writing activity

Follow -up/ extension activities

-Write and play simple rhythm patterns. Play the patterns you have created on untuned percussion instruments (just like Possum). In addition to writing stories, compose songs at the same time.

-Learn about instruments of the orchestra and their unique timbres/ sounds (pronounced “*tam-bers*”). Learn to identify and name the instruments of the orchestra that students met in the story.

-Learn and perform lots of fun lesson breaks and musical rhymes (included in this book) to build speaking and listening, literacy skills and class cohesion, and student wellbeing.