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| **Grade** | **Content Areas Being Integrated** |
| **TK/K** | **Music and Science** |

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|  | **Arts Discipline** | **Other Content Area** |
| **Standards**  **Addressed in the Integrated Lesson/Activity** | Music 2.2 Sing age-appropriate songs from memory. | Science 2. c. Students know how to identify major structures of common plants and animals  (e.g., stems, leaves, roots, arms, wings, legs). |
| **Student Objectives in Each Discipline** | Students will be able to sing a familiar song and then change the lyrics for it. | Students will be able to recite from memory the parts of a plant. |

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| **Integrated Student Objective** | ***What is the objective of the integrated activity? Look at connections being made between the two content areas.***  Students will be able to recite the parts of a plant but in a song format, by using the familiar children’s song “Head, Shoulders, Knees, and Toes” as the tune for their plants song. |
| **Essential Question** | ***What is the question you want the students to be able to answer at the end of this lesson?***  What are the parts of a plant? |

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| **Materials/Resources** |
| Stereo, CD with song “Head, Shoulders, Knees, and Toes”, poster with labeled plant parts |

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| **Lesson/Activity Description** |
| * Students will sit spread out on the carpet, facing the front of the room where the plant poster is. * The student teacher will sit on the carpet with them and ask students to name some body parts that human beings have. Once students have named a few, the teacher will remind them of the song they have learned that teaches them some of the body parts, “Head, Shoulders, Knees, and Toes”. * The teacher will then play the song on the stereo, and students will sing along and touch those body parts as they sing. * Then, the teacher will ask students to sing the song without the CD. * Once students have a good grasp on the beat and tune of the song, the teacher will ask them to sing it using the parts of a plant instead of the parts of the body. * First, students will review the parts of a plant by looking at the plants poster. * The students will begin to sing the new made-up song. To scaffold, the teacher will point at the parts of a plant on the poster for the students to sing, i.e: “Roots, stem, petals, and leaves, petals and leaves…” * Students will continue to practice their new song, this time without the teacher pointing at the poster. * As an extension, students will draw a plant with all the parts in their science notebook and sing the song with their desk partner as they point. They will take their picture home and teach the song to their families. |