

LESSON PLAN
~Grade 4 Music~

“Idling to the Rhythm”
-created by Lynn Perreault, Ph.D.
(for Idle-Free Windsor)

Date:	Time:
School:	Teacher:
Special Instructions:	

Ontario Curriculum Connection

Overall Expectations:

- Create and perform music, using a variety of sound sources.

Specific Expectations:

Creative Work:

- Write new words to familiar melodies, using their knowledge of rhythm to ensure that the new text fits with the melody.

MATERIALS & EQUIPMENT:

Pieces of blank paper (use recycled paper if available), pencils, and classroom musical instruments.

Vocabulary:

Words & concepts your class may be learning

Air pollution: Substances in the air that have harmful or unpleasant effects.

Emission: The process of sending out.

Idle or Idling: Inactive, not in use, not moving or in operation.

Smog: A discoloured haze that is a combination of airborne particles, gases, and chemicals (ground-level ozone) that together affect our health and our natural environment; a form of air pollution.

Vehicle: A machine or object that helps us get from one place to another.

Vulnerable: Easily hurt or injured.

PROCEDURE

Topic Intro: ~5 min.

Ask the students how they got to school today.

Brainstorming, Getting ideas, Connecting ideas (assess students' knowledge!) ~5 min.

What does "idling" mean? How do you spell it? Use it in a sentence?

What does "emission" mean? How do you spell it? Use it in a sentence?

What does "vehicle" mean? How do you spell it? Can you name different types of vehicles?

What does "smog" mean? How do you spell it? Use it in a sentence?

What does "air pollution" mean? How do you spell it? Use it in a sentence?

Activity ~ 15 min.

In groups of 4 or 5, ask students to write new words to a familiar melody (see Appendix 1).

Students can vote on the song they will all use. Make sure they use at least one of the following words in their song: Idling, Emission, Vehicle, Truck, Car, Smog, Air pollution.

For example:

(to the melody of Jingle Bells...)

Idling cars, idling cars,

Idling cars smell bad,

They're bad for you and they're bad for me,

We are sick now, can't you see.

(to the melody of London Bridge...)

Stinky air is caused by smog,

Caused by smog, caused by smog,

Stinky air is caused by smog,

From emissions.

(to the melody of Frère Jacques...)

Car emissions, car emissions,

Make us sick, make us sick,

Please turn off your car, please turn off your car,

For our health, for our health.

(to the melody of Mary Had A Little Lamb...)

Smog is made by cars and trucks,

Cars and trucks, cars and trucks,

Smog is made by cars and trucks

That idle all day long.

Wrap-up ~ 10 min.

Ask students to present the songs they wrote. They should sing their song in front of class using classroom musical instruments to mark the rhythm. Students may sing and mark the rhythm together, or one student may be chosen to simply mark the rhythm while the other students sing.

For more information about Windsor's anti-idling campaign, please visit www.idlefreewindsor.org or call 519-973-1156. (After May 1, 2007, please call the Citizens Environment Alliance at 519-973-1116.)

Appendix 1

Jingle Bells

Jingle bells, jingle bells
Jingle all the way
O what fun it is to ride
In a one-horse open sleigh.

Frère Jacques

Frère Jacques, frère Jacques
Dormez-vous, dormez-vous
Sonnez les matines, sonnez les matines
Ding dang dong, ding dang dong.

Mary Had A Little Lamb

Mary had a little lamb,
Little lamb, little lamb
Mary had a little lamb
Its fleece was white as snow.

London Bridge

London Bridge is falling down
Falling down, falling down
London Bridge is falling down
My fair Lady.

ASSESSMENT TOOL

Collaborative Work Skills : "Idling to the Rhythm"

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.	Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!	Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.	Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.
Overall Performance	The composition was creative, clean/easy to read, and included all required elements (i.e., using the agreed-upon melody, the new text fits with the melody, and using at least one of the following words in their song: Idling, Emission, Vehicle, Truck, Car, Smog, Air pollution).	The composition was somewhat creative and legible. Most of the required elements were included.	The composition was very basic and somewhat legible to read. About half of the required elements were included.	The composition was not complete, and very difficult to read. Very few of the required elements were included. Project will need to be revised.
Singing or Keeping the rhythm	Always sings, using his/her best singing voice, or accurately marks the rhythm with a classroom instrument.	Almost always sings, using his/her best singing voice, or marks the rhythm almost always accurately.	Sometimes sings, using his/her best singing voice, or marks the rhythm accurately at least half of the time.	Does not sing or sings using an inappropriate singing voice, or marks the rhythm inaccurately or not at all.