

## Learning Plan

<b>Name:</b> Lisa Meyer	<b>Age of Children:</b> 6 – 9 years	<b>Date:</b> November 15, 2021
<b>Title:</b> Songs of Home		

### Learning Standards and Outcomes

#### **Learning Standard:**

Washington State Social Emotional Learning Standards:

#### **1. Self-awareness**

An individual has the ability to identify and name one's emotions and influence their own behavior.

#### **2. Social awareness**

An individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.

#### **3. Social engagement**

An individual has the ability to consider others and a desire to contribute to the well-being of school and community.

#### **Common Core Standards English Language Arts**

#### **CCSS.ELA-LITERACY.RL.2.4**

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

#### **Child Outcome:**

The Student will be able to ...

- 1. Self Awareness: Strengthen a healthy identity as belonging within a family**
- 2. Self Awareness: Identify a place of special belonging some describe as home**
- 3. Social Awareness: look at the meaning of home from different perspectives**
- 4. Self Awareness: describe personal values relating to importance of home life**
- 5. Self Awareness: write your personal view of home in poem or song form**
- 6. Social Engagement: share your poem or song with others**
- 7. Social Engagement: express your emotions in poem or song to others to affirm a sense of well-being in all members of the home community.**
- 8. Language Arts: Describe how words and phrases supply rhythm and meaning in a poem or song.**

## **Learning Experience**

### **Describe the Learning Activity/Opportunity**

Children will learn self-awareness by identifying emotions and a sense of belonging found in the shared experiences within a home community. Children will be given examples of songs about home. Student will learn social awareness by identifying the land forms, family members, and family traditions song writers value. Children will then describe the landforms, family members, and family traditions that they value in their home setting.

Student Lead Selection of a Song Idea:

1. Child chooses to create a personalized version of “Country Roads.”
2. Child chooses to create a personalized version of “Home on the Range.”
3. Child chooses to create a personalized version of a song familiar to them.
4. Child chooses to create a new poem or song about their home.
5. Child chooses how their words and phrases supply rhythm and meaning within their poem or song.
6. Child choose how to express their thoughts, feelings, and ideas to their loved ones within their home community.

The emphasis of this lesson is social emotional learning not academic skills. Song options are given to allow all children a way to participate no matter their level of academic competence. Song options increase in complexity. Support your child in finding a good fit. Some children would not be able to complete this lesson without the structure of a template. So, to ensure every child’s success and participation, in such an important social engagement activity, two different template options are available. The last song option allows confident, advanced students to create an original poem that can be spoken or sung after a melody is created. The template options may become the bridge activities children need to develop the skills to create an original. Every song option allows the child to express their thoughts, ideas, and feelings about their home which is the main learning objective.

Whenever a lesson is done about home, one must consider the children who do not have a home, are separated from their families, or do not have a happy home life. Comparing one’s homelife to others may be a painful experience. If this is the case with the children you are working with, encourage them to write from a place of what they desire their home to be one day. The wish for a good home is often a true desire in children who do not have one. Expressing these emotions is a healthy outlet for longing. The longing expressed in these songs is a good example. “Take me home, to the place I belong,” expresses the desire to get back home. “Oh, give me a home,” expresses the desire for something not yet attained.

### **Resources Needed:**

Recordings of “Country Roads,” “Home on Range,” or other songs about home. If you don’t have recording, sing the songs together. Paper and writing tools to write your own song about home. Someone to listen to your song.

## Procedures:

### 1. ENGAGE

#### **Songs About Home**

Many songs have been written about home because people have strong feeling about the places they lived and grown up with family members.

**Home:** a building with connected rooms which people in the same family or group live; the place someone was born or grew up

“Country Roads” is a famous song sung by John Denver written by Taffy Nivert and Bill Danoff. Here are the **lyrics**, the words of the song.

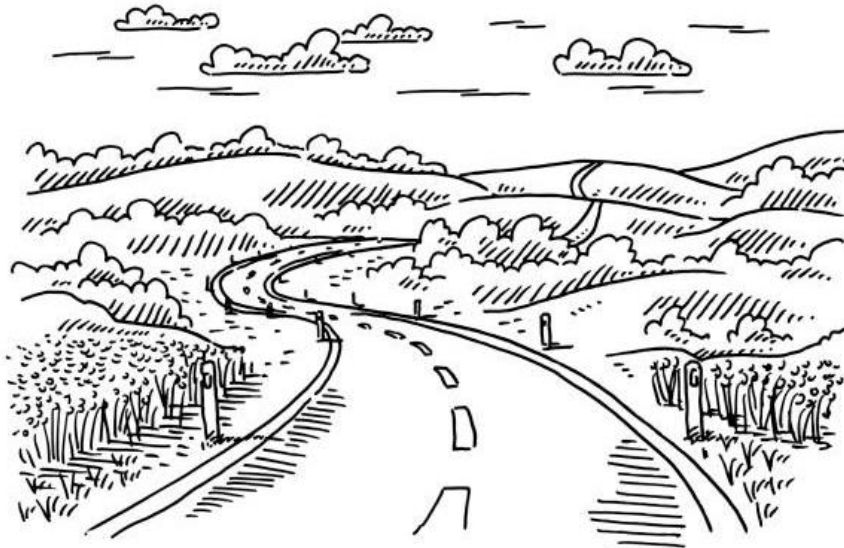
**Almost Heaven; West Virginia, Blue Ridge Mountains, Shenandoah River**

**Life is old there, older than the trees, younger than the mountains,**

**Blowin’ in the breeze**

**Country Roads, take me home, to the place, where I belong**

**West Virginia, mountain mama, take me home country roads.**



#### Discussion Questions:

1. When song writers thought of home, they thought of the land forms of their homeland. What landforms are listed in the lyrics of the song?

**Landforms:** a natural feature of the earth’s surface

2. When song writers thought of home, they thought about family members? What family member is mentioned in this song?

**Family Members:** members of the immediate family may include spouses, parents, brothers, sisters, sons, and daughters. Members of extended family may include aunts, uncles, cousins, nephews, nieces, and siblings-in-law.

3. What are some of the emotions expressed in the song?

“Home on the Range” is another famous song about home written by Erik Koskinen. Here are the **lyrics**, the words of the song.

**Home on the Range**      By Erik Koskinen

**Oh, give me a home where the buffalo roam,  
Where the deer and the antelope play,  
Where seldom is heard a discouraging word,  
And the skies are not cloudy all day.**



**Home, home on the range,  
Where the deer and the antelope play,  
Where seldom is heard a discouraging word,  
And the skies are not cloudy all day.**



**Discussion Questions:**

1. When song writers thought of home, they thought about family traditions. What traditions are described in the lyrics of this song?

**Family Traditions:** is a pattern of behavior that reflect the reinforces a families' values, attitudes, or beliefs inherited through parents or ancestry.

2. What are some of the feelings expressed in the song?

## 2. EXPLORE

Personalize your own "Country Roads" song by filling in what you value about your home.

### "Country Roads" Song Template

**Song Title:** \_\_\_\_\_ **Roads**  
(Adjective describing roads)

\_\_\_\_\_ **roads, take me home, to the place, where I belong**  
(Adjective-  
same as title)

\_\_\_\_\_, \_\_\_\_\_, **take me home** \_\_\_\_\_ **roads.**  
(Noun-Place) (Adjective) (Noun-Person) (Adjective-  
same as title)

\*Notice how songs use repeated lines or phrases to emphasis meaning.\*

Personalize your own "Home on the Range" song by filling in what you value about home.

### "Home on the Range" Song Template

**Song Title: Home on the** \_\_\_\_\_  
(Landform)

Home, home on the \_\_\_\_\_  
(Landform same as title)

Where the \_\_\_\_\_ and the \_\_\_\_\_  
(Noun - person or animal) (Noun- person or animal) (Verb- action word)

Where \_\_\_\_\_ is heard a \_\_\_\_\_ word,  
(Never or Always) (Verb-ing)

And the \_\_\_\_\_ are not \_\_\_\_\_ all day.  
(Noun- person place or thing) (Adjective- Describing)

Write the lyrics of your own song about home. Include important land forms of your homeland, descriptions of important family members, and family traditions. Traditions are things that "never or always" happen at your home. Once your lyrics or the words of your song is complete, add a melody.

**Melody** is a rhythmical sequence of single notes that produces a musical idea.

Song Title: \_\_\_\_\_

### 3. MAKE SENSE

1. Choose a song that you would like to share with someone important to you.
2. Read the lyrics of your song like a poem.
3. Add a melody and sing your song.  
**(Melody is a rhythmical sequence of single notes that produces a musical idea.)**
4. Share your song with someone special to you.
5. As you listen to each other's songs, take on their perspective and empathize with their family's background and culture.

Conclusion Questions to ask the Child Before They Present:

"Does your song include land forms of your homeland?"

"Does your song include some family members?"

"Does your song include a family tradition?"

### 1. CLOSE

#### **Closing Comments:**

"Thank you for sharing all of your songs with us."

"I can tell that your home is a very special place to you."

"Your family will love to hear you sing it to them."

#### **Closing Discussion Questions:**

"What did you learn about what other people value about their homes?"

"What did you learn about what you value about your home?"

"How is your home the same and different than others?"

"What is something that everyone values about their home?"

"What are some of your feelings when you sing a song about home?"

### 2. FOLLOW UP

**"Congratulations on completing your own song about home!"**

#### **Visual Arts Extension:**

Add to the study of how people have expressed their ideas and feelings about home. Children choose an artist who has painted pictures about their homes. Children discuss the elements of landforms, family members, and traditions depicted in the art. One suggested artist is Norman Rockwell.

**"What other artist have displayed their ideas and feeling about their homes or homelands?"**

**6 new vocabulary words that children will develop as part of this learning plan:**

**Home:** a building with connected rooms in which people of the same family or group live; the place where a person was born or grew up.

**Landforms:** a natural feature of the earth's surface

**Family Members:** members of the immediate family may include spouses, parents, brothers, sisters, sons, and daughters. Members of extended family may include aunts, uncles, cousins, nephews, nieces, and siblings-in-law.

**Family Traditions:** is a pattern of behavior that reflect the reinforces a families' values, attitudes, or beliefs inherited through parents or ancestry.

**Lyrics:** words of a song

**Melody:** a rhythmical sequence of single notes that produces a musical idea.

**4 open-ended questions:**

1. How do you describe the land forms of your home land?

2. How do you describe your family members?

3. How would you describe some of your family traditions?

4. What are some of your values, attitudes, or beliefs you inherited from your family?

**Why this activity is developmentally appropriate for this group of children.**

**Age Appropriate-**

Young people are emerging readers and writers. Often times creating an original is an overwhelming task due to their limited experience reading and writing a variety of texts. Making observations of quality poetic writing, inspires ideas and provides a scaffold for their own learning experiences. The two songs of home provided in this lesson are only a few of the wonderful songs of home. Feel free to add your favorites as examples as well. As a

child explores their favorite aspects of their home life, their self-awareness is developed in positive ways. The child's competence in distinguishing their own thoughts and feelings from others and expressing their values well meets grade level common core standards for social and emotional learning.

### **Individually appropriate-**

Children choose the way they desire to make a song about home. A very simple template of the chorus of "Country Roads" can be used by younger children and the familiar melody sung with family members. Children can discover more complexities in the poem and melody line, if they choose the template for "Home on the Range". The most advanced students will enjoy the last option of creating a completely original song. The complete freedom in lyrics and melody to be invigorating to your most expressive students! Step back and watch them soar!

### **Culturally Appropriate-**

Teaching children to appreciate their home life is a long honored traditions in most cultures. The individualistic nature of this lesson allows for children to identify and celebrate the uniqueness of their family traditions that create their home culture. Singing a song about their home allows each child to be proud of their family origins.

***Describe how in this activity you promote the following (please utilize specific examples and avoid overly vague generalizations or connections:***

#### **1. Promoting Analysis and Reasoning:**

##### **Music Connections Discussion Questions:**

##### **Students Make Observations:**

"What makes a song famous?"

"Do the lyrics paint a picture that you can see in your mind?"

"Does the melody have a pleasing sound?"

"Does the meaning and message of the song make you feel emotions?"

"Do you want to sing along?"

##### **Students Make Predictions:**

"Will my song paint a picture in other people's minds?"

"Does the melody I sing make a pleasant sound?"

"Is my unique meaning of home shared with others in a way they can understand?"

"When I sing my song to other family members will it add to their sense of well-being?"

"What emotions might my family members feel if I sing my song to them?"

"What emotions do I feel when I sing about home?"

#### **2. Promoting Opportunities for Creating:**

##### **Brainstorming-**

1. Discussion of the different kinds of land forms.



2. Discussion of different family members.
3. Discussion of different family traditions.
4. Discussion of similarities and differences.

### **Planning-**

1. Children will plan their own personalized song using a template.  
"Have you used your own ideas about home to add personal significance to your song?"
2. Children will plan their own original song about home.  
"Does your poem supply rhythm and meaning?"  
"Does your melody have a rhythmic sequence of notes?"  
"Does your melody have notes that create a musical idea?"

### **Authentic Production-**

1. Children will produce authentic representations of their homes in a poem and song?  
"Does your poem depict realistic characteristics of your home?"  
"Does your poem depict realistic landforms?"  
"Does your poem depict real family members?"  
"Does your poem depict honored traditions and values of your family?"  
"Does your poem represent things that are important to you and your family?"

## **3. Promoting Opportunities for Integration:**

### **Language Arts Connection:**

- "What is a noun?"
- "What is an adjective?"
- "What is a verb?"

### **Music connection:**

- "What is rhythm"
- "How do one, two, and three syllable words change the rhythm of a poem?"
- "What is a melody?"
- "Can you sing the same melody if you change the words?"

## **4. Promoting Opportunities for Connections to the Real World:**

### **Real Songwriters:**

#### **Looking closely at the work of real songwriters gives us an appreciation for their art form.**

- "Why do song writers compose songs about home?"
- "Can you tell what is important to someone by what they include in their song?"
- "Do our values and ideals shape how we express ourselves through art?"
- "What emotions do the song writers express through their choice of lyrics and melody?"

### **Family Relationships:**

#### **Looking closing at our family gives us an appreciation for who we are and where we came from.**

- "How is your family unique from other families?"

“What do you appreciate about your family?”

“What do you never want to change about in your family?”

“What do you value most about your family?”

“What do you value about other people’s family’s even if they are different from yours?”

***I certify that the lesson I am submitting does not utilize a worksheet or rote learning experience. My lesson is focusing on promoting concept development through high quality interactions and everyday materials easily obtained in a family’s home or surrounding outdoor environment. The outcome of my lesson is not a “cookie cutter” product.***

**Yes**

**No**