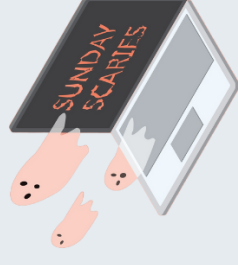


# CHASE THOSE “SUNDAY SCARIES” AWAY ....



## MUSIC LESSON PLAN:

**A Frog in the Bog – Music Integration**

**Lesson Plan**

**Grade Level:** Grades K–1 | **Time:** 30 minutes

**Book:** A Frog in the Bog by Karma Wilson

## OBJECTIVES:

By the end of this lesson, students will be able to:

- Maintain a steady beat while chanting repeated refrains.
- Identify and perform loud/soft (dynamics) and high/low (pitch direction) to represent characters and actions.
- Select and play classroom instruments to create sound effects that match story events (timbre exploration).
- Sequence story events (who gets eaten first/next...) and match them with musical cues.

## MATERIALS:

- Book: A Frog in the Bog
- Classroom percussion: hand drum, woodblock, triangle, guiro, shakers, rainstick (or substitutes)
- Scarves or ribbons for movement (optional)

- Chart paper/whiteboard; picture cards of creatures from story (fly, slug, etc.)

## "I CAN" STATEMENTS:

- I can keep a steady beat with my hands and instruments.
- I can choose sounds to match characters and actions.
- I can show loud/soft and high/low to tell the story in music.
- I can put events from the story in order and play the right sound at the right time.

## LESSON BREAKDOWN (30 Minutes)

### 1. Welcome Beat Warm-Up (4 min):

Echo pat-clap patterns; students keep steady beat on body while teacher varies tempi.

### 2. Sound Menu (5 min):

Introduce 5 instruments; class helps assign each creature a 'signature' sound (e.g., triangle = firefly, guiro = slug, woodblock = bug). Discuss loud/soft.

### 3. Read-Aloud Pass 1 (6–7 min):

Read the story. Students listen only; on repeated refrains, tap steady beat on knees.

### 4. Read-Aloud Pass 2 with Sound Cues (8–9 min):

Reread selected pages. When a creature appears, the assigned team plays its motif one time at a teacher cue. Practice dynamics to match the frog getting fuller (crescendo).

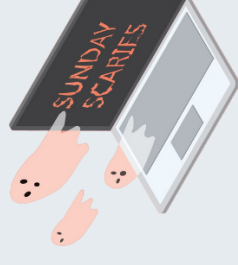
### 5. Movement Extension (3–4 min):

Use scarves to show high/low as the frog's belly rises and the creatures wiggle; freeze on rests.

### 6. Share/Reflection (2–3 min):

What instrument best matched its character and why? Students point to picture cards and justify choices.

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## Assessment

- Formative: Observe steady beat accuracy during refrains (on body or instruments).
- Checklist: Student plays correct sound at correct story moment; uses appropriate dynamic (soft vs. loud).
- Exit prompt: Name one instrument and the character/action it matched.

- LAFS.K.RL.2.6 (author/illustrator roles)
- LAFS.K.RL.3.7 (illustrations & story)
- LAFS.1.RL.1.1 (ask/answer about key details); LAFS.2.RL.2.4 (rhythm & meaning of words/phrases)

Music GLE Samples: sing simple unison songs; perform steady beat; echo rhythmic patterns (quarter, eighth, quarter rest); create sound effects for songs/poems/stories; improvise simple rhythmic/melodic patterns; identify instruments/tempo/dynamics; describe feelings in music.

## Differentiation & Supports

- Access: Provide picture icons on instruments; pre-teach playing technique with visual cards (tap, scrape, shake).
- Support: Limit to two instrument choices for some students; model echo before independent entry.
- Extend: Small groups compose a 4-beat motif for one creature using loud/soft changes; leaders cue their group during reread.

## Standards Alignment:

ELA (B.E.S.T.) Samples:

- LAFS.K.RF.2.2a (recognize/produce rhymes)
- LAFS.K.RL.2.5 (types of texts)