

## RUMPELSTILTZKIN CD ROM

REALIGNED TO 21<sup>st</sup> Century CSOs adopted by the WV Department of Education 7/1/2008



### Overall 21<sup>st</sup> Century Standards Addressed by all Lessons in this Series West Virginia Symphony Orchestra Young People's Concert Series

#### *Third Grade-Fourth Grade 21<sup>st</sup> Century Learning Skills Objectives*

- 21C.O.3-4.1.LS1 Student identifies information needed to solve a problem or complete an assignment, conducts a search and prioritizes various sources based on credibility and relevance, retrieves relevant information from a variety of media sources, and uses this information to create an effective presentation.
- 21C.O.3-4.1.LS2 Student accurately interprets symbols and visuals and can distinguish fact from opinion when presented with visuals through various media; student uses his/her knowledge to construct new knowledge and communicate information.
- 21C.O.3-4.1.LS3 Student, cognizant of audience and purpose, articulates thoughts and ideas accurately and effectively through oral, written or multimedia communications.
- 21C.O.3-4.2.LS1 Student engages, with teacher assistance, in a critical thinking process that synthesizes knowledge and ideas.
- 21C.O.3-4.2.LS2 Student identifies parts of a system and explains how those parts interact with one another.
- 21C.O.3-4.2.LS4 Student generates ideas for solutions to problems and asks questions in order to create unusual, unique or clever products. Student begins to cognitively recognize the skills of adapting, improving, modifying, and expanding existing thoughts or ideas to create products.
- 21C.O.3-4.3.LS2 Student is flexible in assuming various roles and responsibilities in the classroom and the school, and with minimal assistance, considers alternative methods, solutions and perspectives to solving a problem or completing a task.
- 21C.O.3-4.3.LS4 Student appreciates, accepts and works cooperatively with others, in both academic and social contexts, shares responsibility for continued improvement of the academic performance and climate of the school, and exhibits ethical behavior while working alone or communicating with others.
- 21C.O.3-4.3.LS6 Student focuses on the larger goal of a project, frames appropriate questions related to the goal, develops and initiates a plan of action with specific tasks and appropriate benchmarks, and completes the project on time.

*Third Grade-Fourth Grade 21<sup>st</sup> Century Technology Tools Objectives*

- 21C.O.3-4.1.TT1 Student uses keyboard, mouse and other common input and output devices (including adaptive devices when necessary) efficiently and effectively; student handles diskettes, CD/DVDs, USB drives, microphones, and headphones with care; student opens files independently, saves documents, and sends documents to the printer.
- 21C.O.3-4.1.TT2 Student demonstrates correct keyboarding posture and technique, uses correct hand and finger placement for alphabetic, numeric, and special purpose keys such as arrows, escape, backspace, delete, caps lock, and control; student knows how to correctly use these keys; students know how to use Edit menu to cut, copy, paste, change font, and other common editing features.
- 21C.O.3-4.1.TT4 Student finds, imports, inserts, and resizes or moves pictures, images and charts in word processing documents, spreadsheets, presentations and other electronic templates.
- 21C.O.3-4.1.TT8 Student uses existing common databases (e.g., online or CD-ROM encyclopedias, electronic dictionaries, and other online library archives) to find, sort and interpret information for classroom assignments.
- 21C.O.3-4.1.TT9 Student participates in several curriculum-based telecommunications projects as class activities (e.g., web quests, ask an expert, collaborative email projects, online discussions). Student uses telecommunications efficiently and effectively to access remote information and communicate with audiences.
- 21C.O.3-4.1.TT10 Student selects and uses appropriate software, other technologies, and grade level appropriate search engines to locate and acquire information from electronic resources (e.g., interactive books, multi-media encyclopedias, Internet sites). Student evaluates information found for content and usefulness.
- 21C.O.3-4.2.TT1 Student troubleshoots simple hardware and software problems (e.g., rebooting, closing applications, powering off and restarting computers, using simple help menus, clearing print queues).
- 21C.O.3-4.2.TT2 Student collaborates with peers, experts and others using telecommunications and online resources (e.g., e-mail, online discussions) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom.
- 21C.O.3-4.2.TT4 Student uses technology tools (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities.
- 21C.O.3-4.3.TT1 Student practices responsible use of technology systems. Student identifies the consequences of viruses, vandalism and inappropriate use of hardware and software.
- 21C.O.3-4.3.TT2 Student evaluates bookmarked Internet sites or teacher-directed sites for relevance to curriculum tasks.
- 21C.O.3-4.3.TT4 Student complies with county acceptable use policy. Student identifies the need for acceptable use policies (AUP), discusses basic issues related to responsible use of technology and information and describes personal consequences of inappropriate use, and begins to cite sources for information found through electronic searches.
- 21C.O.3-4.3.TT6 Student selects appropriate technology tools and resources needed to communicate information to others, to achieve personal goals, and to support independent learning.

### *Fifth Grade 21<sup>st</sup> Century Learning Skills Objectives*

- 21C.O.5-8.1.LS1 Student, when presented with a problem, identifies the information needed, uses text, people, online databases and search engines to filter relevant information efficiently, analyzes information for biases, synthesizes information gathered and creates an effective and efficient response to the problem
- 21C.O.5-8.1.LS2 Student interprets abstract visuals and creates products (e.g. digital storytelling) that reflect a growing understanding of visual language and require the effective use of tools (e.g. cropped photos, original charts and graphs, well-chosen images from databases, video clips).
- 21C.O.5-8.1.LS3 Student presents thoughts, ideas, and conceptual understanding efficiently, accurately and in a compelling manner and enhances the oral or written presentation through the use of technology.
- 21C.O.5-8.2.LS1 Student engages in a critical thinking process that supports synthesis and conducts evaluations by applying comprehensive criteria.
- 21C.O.5-8.2.LS3 Student engages in a problem solving process that divides complex problems into simple parts in order to devise solutions.
- 21C.O.5-8.3.LS2 Student is flexible in approach to solving problems and completing tasks, considers alternative methods, solutions and perspectives, abandons strategies that do not work, and reallocates time and resources as priorities change.
- 21C.O.5-8.3.LS4 Student demonstrates ethical behavior and works responsibly and collaboratively with others, in academic and social contexts, to accomplish both individual and team goals related to improved academic, extracurricular and co-curricular performances.
- 21C.O.5-8.3.LS6 Student maintains focus on larger project goal, frames appropriate questions, reflects on possible courses of action and their likely consequences, develops and initiates a plan of action with appropriate smaller objectives and benchmarks, and submits the completed project when due.

### *Fifth Grade 21<sup>st</sup> Century Technology Tools Objectives*

- 21C.O.5-8.1.TT1 Student connects peripheral devices (e.g., scanners, digital cameras, video projectors, USB drives, printers, media storage devices) to computers and uses them efficiently and effectively. Student accesses server and/or network resources (e.g., file folders/software programs, bookmarked sites).
- 21C.O.5-8.1.TT2 Student increases keyboarding facility and uses mouse and keyboard shortcut techniques and identified assistive technology to improve speed and accuracy.
- 21C.O.5-8.1.TT3 Student recognizes different file format extensions (e.g., .doc, .xls, .ppt, .rft, .pdf, .jpeg, .gif, .mpg, .wav, .mp3) and can import the different formats into documents, presentations, spreadsheets and databases.
- 21C.O.5-8.1.TT6 Student uses advanced features and utilities of spreadsheet software, (e.g. functions, formulas, filters, sorts, creates graphs and charts), to perform calculations and to organize, analyze and report data.
- 21C.O.5-8.1.TT8 Student enters data relevant to class assignments into a database and performs simple queries.

- 21C.O.5-8.1.TT9 Student uses telecommunications tools (e.g., email, web pages, blogs, discussion groups, list-servs, etc.) to learn academic content and to gather, share and publish information to various audiences.
- 21C.O.5-8.1.TT10 Student uses Internet browsers, various search engines, book marking features, and advanced search techniques to gather information; student evaluates the information for validity, bias, appropriateness, content and usefulness.
- 21C.O.5-8.2.TT1 Student solves problems related to hardware, software and networks by applying problem solving techniques (e.g., Task Manager to close tasks, Ctrl-Alt-delete, restarting the systems, accessing help menus, performing online searches, checking cable connections).
- 21C.O.5-8.2.TT2 Student collaborates with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.
- 21C.O.5-8.2.TT3 Student uses multiple technology tools for gathering information in order to solve problems, make informed decisions, and present and justify the solutions.
- 21C.O.5-8.2.TT4 Student formulates a plan and uses technology tools and multiple media sources to compare and analyze information in order to solve real-world problems.
- 21C.O.5-8.3.TT1 Student protects software, hardware and network resources from viruses, vandalism, and unauthorized use and uses proper techniques to access, use and shut down technology equipment.
- 21C.O.5-8.3.TT2 Student conducts online research and evaluates the accuracy, relevance, and appropriateness of electronic information sources
- 21C.O.5-8.3.TT4 Student complies with county acceptable use policy. Student discusses legal and ethical behaviors related to acceptable use of information and communication technology (e.g., privacy, security, copyright, file-sharing, plagiarism) and predicts the possible effects of unethical use of technology (e.g., consumer fraud, intrusion, spamming, virus setting, hacking) on the individual and society, as well as identify methods for addressing these risks.
- 21C.O.5-8.3.TT6 Student applies productivity/ multimedia tools and peripherals to support personal productivity, group collaboration, self-directed learning, lifelong learning, and assistance for individuals with disabilities including supplemental assistive technology tools.
- 21C.O.5-8.3.TT8 Student recognizes personal limits in his/her knowledge and develops strategies and skills for using technology to seek information.



**Grade Level(s):** Third, Fourth, and Fifth  
**Lesson Title:** Patterns in Music



**Focus: (Concept or skills to be emphasized)**

Rhythm, melody, theory, form, listening, repeating patterns

**WV Content Standard Objectives:**

*Third-Fifth Grade General Music*

- MU.O.GM3-5.2.03 expand previously learned notation to include single eighth notes and rests and beamed sixteenth notes
- MU.O.GM3-5.2.04 expand previously learned notation to include whole notes and rests, and dotted-half notes and half rest.
- MU.O.GM3-5.2.05 read notation for songs.

*Third-Grade*

- M.O.3.2.1 analyze and extend geometric and numeric patterns.
- M.O.3.2.3 analyze a given pattern and write the rule.
- M.O.3.2.5 use symbol and letter variables to represent an unknown quantity and determine the value of the variable.

*Fourth-Grade*

- M.O.4.2.2 recognize and describe relationships in which quantities change proportionally.
- M.O.4.2.3 represent the idea of a variable as an unknown quantity using a letter, write an expression using a variable to describe a real-world situation.



**Grade Level(s):** Third, Fourth, and Fifth  
**Lesson Title:** Vibrating Things Sing



**Focus: (Concept or skills to be emphasized)**  
Vibrations, sound, pitch, listening, predicting

**WV Content Standard Objectives:**

*Third-Fifth Grade General Music*

- GM.3.2.14 evaluate their own musical performances.
- GM.4.4.2 identify and discuss tone production for instruments.

*Third-Grade*

- SC.O.3.2.12 examine the relationships between speed, distance, and time.
- SC.O.3.2.13 recognize that the greater a force is exerted on an object, the greater the change of its motion.
- SC.O.3.3.09 listen to and be tolerant of different viewpoints by engaging in collaborative activities and be willing to modify ideas when new and valid information is presented.

*Fourth-Grade*

- SC.O.4.2.23 explore that sounds are produced by vibrating objects and columns of air and explore the relationship between frequency and pitch of sound.
- SC.O.4.2.24 investigate the change in the length, tension, or thickness of the vibrating object on the frequency of vibration (e.g., string, wire, rubber band).
- SC.O.4.3.09 listen to and be tolerant of different viewpoints by engaging in collaborative activities and modifying ideas when new and valid information is presented from a variety of resources.

*Fifth-Grade*

- SC.O.5.1.05 cooperate and collaborate to ask questions, design and conduct investigations to find answers and solve problems.



**Grade Level(s):** Third, Fourth, and Fifth

**Lesson Title:** Singing Character Themes



**Focus: (Concepts or skills to be emphasized)**

Rhythm, melody, expressive qualities, singing, listening

**WV Content Standards and Objectives:**

*Third-Fifth Grade General Music*

- MU.O.GM3-5.1.01 expand singing songs based in major or minor keys.
- MU.O.GM3-5.1.15 sing or play instruments, following the cues of a conductor.
- MU.O.GM3-5.4.01 collaborate with others in a musical play.
- MU.O.GM3-5.2.21 evaluate their own musical performances.
- MU.O.GM3-5.1.10 demonstrate presto, moderato, andante and largo through movement.
- MU.O.GM3-5.2.05 read notation for songs.
- MU.O.GM3-5.2.04 expand on previously learned notation to include single eighth notes, and rests and beamed sixteenth notes.
- MU.O.GM3-5.2.01 identify aurally and visually orchestra, band and folk instruments.
- MU.O.GM3-5.4.02 create a visual artwork for a piece of music or create music for visual art.

*Third Grade*

- RLA.O.3.3.01 listen and respond to familiar stories and poems (e.g., summarize and paraphrase to confirm comprehension; recount personal experiences; imagine beyond the literary form).

*Fourth Grade*

- RLA.O.4.3.01 listen and respond to familiar stories and poems (e.g., summarize and paraphrase to confirm comprehension; recount personal experiences; imagine beyond the literary form).

*Fifth Grade*

- RLA.O.5.3.03 listen and respond to familiar stories and poems (e.g., summarize and paraphrase to confirm comprehension; recount personal experiences; imagine beyond the literary form).
- PE.5.1.04 travel in movement and perform simple dance sequences using smooth transitions in speed, level and direction in time to music.
- PE.5.2.03 identify the critical elements of components of simple dance sequences.



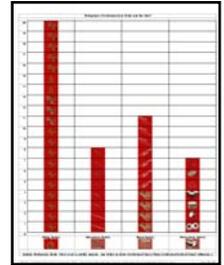
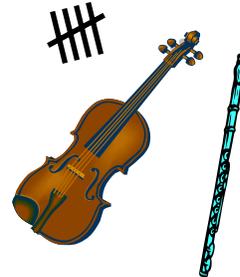
## Music and Math Lesson Plan

### West Virginia Symphony Orchestra Young People's Concert Series

**Grade Level(s):** Third, Fourth, and Fifth  
**Lesson Title:** Every Instrument Has a Place

#### Focus: (Concept or skills to be emphasized)

Graphing, pictographs, tally marks, classifying objects, data analysis



#### WV Content Standard Objectives:

Third-Fifth Grade General Music

- MU.O.GM3-5.2.01 identify aurally and visually orchestra, band and folk instruments.
- MU.O.GM3-5.4.09 identify and discuss tone production for instruments and voices.
- MU.O.GM3-5.2.02 distinguish between an orchestra and a band.

Third Grade

- M.O.3.5.1 collect and organize grade-appropriate real-world data from observation, surveys, and experiments, and construct and label a graph.
- M.O.3.5.3 analyze data represented on a graph using grade level appropriate questions.



## Social Studies and Science Lesson Plan

### West Virginia Symphony Orchestra Young People's Concert Series

**Grade Level(s):** Third, Fourth, and Fifth  
**Lesson Title:** Rules, Shmules

#### Focus: (Concept or skills to be emphasized)

Rules, critical thinking, decision-making



#### WV Content Standard Objectives:

Third-Grade

- SS.O.03.01.02 describe and model the personal and civic responsibilities of good citizenship in the classroom, school and community.
- SS.O.03.02.05 apply criteria in evaluating rules and laws (e.g. strengths and weaknesses, design and purpose, enforcement, bias).
- SS.O.03.05.07 explain the importance of respect for diversity in the heritage, culture, ideas and opinions of others.
- WE.3.3.06 discuss possible risky health situations at home, in school, and in the community
- WE.3.4.06 discuss and describe the steps involved in conflict resolution.
- WE.3.4.07 select effective ways to say "No" and communicate wants and needs.

#### Fourth-Grade

SS.O.04.01.01 give examples of responsible leadership by individuals and groups in your community.  
WE.4.1.01 identify responsible health behaviors to avoid the spread of contagious diseases.

WE.4.3.02 define risk taking behaviors (e.g., ATOD, nonuse of protective equipment) and their consequences.

WE.4.4.04 explore technology to examine risks involved in not using appropriate safety skills and equipment for recreational purposes (e.g., helmet use, safety equipment).

#### Fifth-Grade

HE.5.3.01 investigate activities that community agencies do to promote safety.

HE.5.7.01 distinguish between safe and risky or harmful behaviors in relationships and list strategies (e.g., anger management, peer pressure reversal, self-protective strategies) to reduce threatening situations.

HE.5.2.01 explain how risk behaviors as seen on TV and movies may influence a student's future behaviors.



### Music, Language Arts, Visual Arts, and Science Lesson Plan West Virginia Symphony Orchestra Young People's Concert Series

**Grade Level(s):** Third, Fourth, and Fifth

**Lesson Title:** Disorder into Order



**Focus: (Concept or skills to be emphasized)**

Reading comprehension, sequencing, creative visual arts, tolerance, listening

#### *Third-Fifth Grade General Music*

MU.O.GM3-5.4.01 collaborate with others in a musical play.

MU.O.GM3-5.4.02 create a visual artwork for a piece of music or create music for visual art.

MU.O.GM3-5.1.10-14 communicate and demonstrate form and tempo through music

MU.O.GM3-5.4.03 compare and contrast works of art and music that are based upon the same event, subject, or mood.

#### *Third-Grade*

SC.O.3.3.09 listen to and be tolerant of different viewpoints by engaging in collaborative activities and be willing to modify ideas when new and valid information is presented.

RLA.O.3.1.08 use literary and informational texts to summarize, determine story elements; sequence; expository works; drawing conclusions; compare/contrast; predict; summarize; infer; paraphrase; main idea; story topic.

RLA.O.3.1.06 use meaning clues to aid comprehension and make predictions about content across the curriculum (e.g., action; events; story topic; behaviors).

RLA.O.3.1.07 read third grade instructional level texts and use self-correction strategies (e.g., decoding; searching for cues; rereading).

RLA.O.3.1.05 read familiar stories, poems and passages with fluency

- RLA.O.3.3.01 listen and respond to familiar stories and poems (e.g., summarize and paraphrase to confirm comprehension; recount personal experiences; imagine beyond the literary form).
- VA.O.3.3.05 create illustrations for a story.

*Fourth-Grade*

- SC.O.4.3.09 listen to and be tolerant of different viewpoints by engaging in collaborative activities and modifying ideas when new and valid information is presented from a variety of resources.
- RLA.O.4.1.08 interpret and extend the ideas in literary and informational texts to summarize, determine story elements, skim and scan, determine cause and effect, compare and contrast; visualize, paraphrase, infer, determine fact and opinion, sequence, draw conclusions, analyze character and provide main ideas and support details.
- RLA.O.4.1.06 use meaning clues to aid comprehension across the curriculum (e.g., pictures; picture captions; titles; headings; story structure; story topic; action - events - character behaviors).
- RLA.O.4.1.07 read fourth grade instructional level texts and use self-correction strategies (decoding, search for cues; rereading).
- RLA.O.4.1.05 read fluently with appropriate rate, accuracy and prosody.
- RLA.O.4.3.01 listen and respond to different literary forms (e.g., summarize and paraphrase to confirm understanding; recount personal experiences; listen to information and exhibit comprehension; provide reasons in support of opinions; respond to others' ideas).
- VA.O.4.3.04 create art using the concept of sequence, e.g., storyboard, flip book, comic strip.
- VA.O.4.6.02 compare visual, aural, oral, and kinetic elements in dance, music, theatre, and visual art.

*Fifth-Grade*

- RLA.O.5.1.08 differentiate and apply comprehension strategies in literary and informational texts to draw conclusions; predict; use context clues; summarize).
- RLA.O.5.1.09 determine the elements of literature (e.g., characterization; conflict; plot) to construct meaning and recognize author's and/or reader's purpose.
- RLA.O.5.3.03 listen and respond to different literary forms and speakers(e.g., summarize and paraphrase to confirm understanding; recount personal experiences; listen to information and exhibit comprehension; provide reasons in support of opinions; respond to others' ideas).



**Grade Level(s):** Third, Fourth, and Fifth  
**Lesson Title:** Sound Production



**Focus:** Physics, Sound Production, Wind Instruments, Air Columns

**WV Content Standard Objectives:**

*General Music Grades 3-5*

- MU.O.GM.3-5.1.15 sing or play instruments, following the cues of a conductor.
- MU.O.GM.3-5.2.21 evaluate their own musical performances.
- MU.O.GM.3-5.2.01 identify aurally and visually—orchestra, band and folk instruments
- MU.O.GM3-5.4.09 identify and discuss tone production for instruments.
- MU.O.GM3-5.1.01 expand singing songs in major and minor keys.

*Third Grade*

- SC.O.3.1.07 use scientific instruments and everyday materials to investigate the natural world
- SC.O.3.1.04 demonstrate curiosity, initiative and creativity by developing questions that lead to investigations; designing simple experiments

*Fourth Grade*

- .SC.O.4.1.04 demonstrate curiosity, initiative and creativity by developing questions that lead to investigations; designing simple experiments; and trusting observations of discoveries when trying new tasks and skills.
- SC.O.4.1.07 use scientific instruments and everyday materials to investigate the natural world
- SC.O.4.2.23 explore that sounds are produced by vibrating objects and columns of air and explore the relationship between frequency and pitch of sound.

*Fifth Grade*

- SC.O.5.1.05 cooperate and collaborate to ask questions, find answers, solve problems, conduct investigations to further an appreciation of scientific discovery.
- SC.O.5.1.06 formulate conclusions through close observations, logical reasoning, objectivity, perseverance and integrity in data collection.
- SC.O.5.1.08 use a variety of technologies and scientific instruments to conduct explorations, investigations and experiments of the natural world
- SC.O.5.2.17 compare and contrast the change in length, tension, or thickness of a vibrating object on the frequency of vibration.



## Science and Music Lesson Plan

### West Virginia Symphony Orchestra Young People's Concert Series

**Grade Level(s):** Third, Fourth, and Fifth

**Lesson Title:** Conditions Affecting Timbre of Sound



**Focus:** Comparison of musical instrument sounds, prediction, problem solving

#### WV Content Standard Objectives:

##### *Third Grade*

SC.O.3.1.07 use scientific instruments and everyday materials to investigate the natural world.

##### *Fourth Grade*

SC.O.4.1.07 use scientific instruments and everyday materials to investigate the natural world.

SC.O.4.2.23 explore that sounds are produced by vibrating objects and columns of air and explore the relationship between frequency and pitch of sound.

SC.O.4.2.24 investigate the change in the length, tension, or thickness of the vibrating object on the frequency of vibration (e.g., string, wire, rubber band).

SC.O.4.1.12 draw and support conclusions, make predictions and inferences based on patterns of evidence (e.g., frequency of pitch and sound).

##### *Fifth Grade*

SC.O.5.2.17 compare and contrast the change in length, tension, or thickness of a vibrating object on the frequency of vibration.

SC.O.5.3.04 compare and contrast the influence that a variation in scale will have on the way an object or system works.

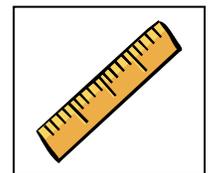


## Math and Science Lesson Plan

### West Virginia Symphony Orchestra Young People's Concert Series

**Grade Level(s):** Third, Fourth, and Fifth

**Lesson Title:** Metrics and Measurement



**Focus:** Metric System, Comparisons, Solving Problems, Reinforcing Skills

#### WV Content Standard Objectives:

##### *Third Grade*

M.O.3.4.1 estimate, measure, compare, and order common measurements of object; length using customary to metric; temperature in Celsius and Fahrenheit; mass/weight

M.O.3.4.2 estimate and find the perimeter and area of familiar geometric shapes, using manipulatives, grids or appropriate measuring tools.

M.O.3.4.3 determine the formula for the area of a rectangle and explain reasoning through modeling.

#### *Fourth Grade*

- SC.O.4.1.09 construct a hypothesis when provided a problem.
- SC.O.4.1.13 apply mathematical skills and use metric units in measurements and calculations.
- M.O.4.4.1 select appropriate measuring tools, apply and convert standard units within a system to estimate, measure, compare, order real-world measurements including: using customary and metric units, weight, capacity, temperature, and justify and present results.
- M.O.4.4.2 demonstrate an understanding of the formula used to determine the areas of rectangles and squares and use this formula to compare areas of rectangles and squares.

#### *Fifth Grade*

- SC.O.5.1.10 utilize experimentation to demonstrate scientific processes and thinking skills
- M.O.5.4.1 estimate, measure, compare, order and draw lengths of real objects in parts of an inch up to 1/8 of an inch and millimeters.
- M.O.5.4.3 develop strategies to determine the volume of a rectangular prism; solve application problems involving estimating or measuring volume of rectangular prisms..
- M.O.5.4.5 solve real-world problems requiring conversions within a system of measurement.
- MO.5.4.6 estimate and/or measure the weight/mass of real objects in ounces, pounds, grams, and kilograms.



### **Math Lesson Plan**

### **West Virginia Symphony Orchestra Young People's Concert Series**

**Grade Level(s):** Third, Fourth, and Fifth  
**Lesson Title:** Charts and Diagrams



**Focus:** Charts, Mapping, Plotting, Land Area, Solving Problems

#### **WV Content Standard Objectives:**

##### *Third Grade*

- M.O.3.1.5 demonstrate an understanding of fractions as part of a whole/one and as part of a set/group using models and pictorial representations.
- M.O.3.1.6 compare and order fractions with like and unlike denominators using concrete models.
- M.O.3.4.3 determine the formula for the area of a rectangle and explain through modeling.
- M.O.3.5.1 collect and organize grade-appropriate real-world data from observation, surveys, and experiments, and construct appropriate ways to display data.

##### *Fourth Grade*

- M.O.4.1.4 compare and order fractions with like and unlike denominators using concrete models.
- M.O.4.1.5 analyze the relationship of fractions to decimals using concrete objects and pictorial representations.
- M.O.4.3.1 identify, classify, compare and contrast two-dimensional and three-dimensional figures according to attributes
- M.O.4.3.5 graph/plot ordered pairs on a first-quadrant grid.
- M.O.4.4.2 demonstrate an understanding of the formula used to determine the area of rectangles and squares and use this formula to compare areas of rectangles and squares

*Fifth Grade*

- M.O.5.1.1 read, write, order and compare all whole numbers, fractions, improper fractions and mixed numbers and decimals using multiple strategies.
- M.O.5.1.6 model and write equivalencies of fractions, decimals, percents, and ratios.
- M.O.5.3.5 draw a similar figure using a scale, given a real-world situation.
- M.O.5.4.2 model, calculate and compare area of triangles and parallelograms using multiple strategies.
- M.O.5.4.4 describe the effects on the measurements of a two-dimensional shape such as its perimeter and area) when the shape is changed in some way; justify changes.
- M.O.5.4.8 determine actual measurements of a figure from a scale drawing, using multiple strategies.



**Math and Music Lesson Plan**

**West Virginia Symphony Orchestra Young People's Concert Series**

**Grade Level(s):** Third, Fourth, and Fifth

**Lesson Title:** Note Values as Math



**Focus:** Fractions, Music Notes, Cooperative Learning, Discussion

**WV Content Standard Objectives:**

*Third-Fifth Grade General Music*

- MU.O.GM3-5.2.04 expand previously learned notation to include whole notes and rests, and dotted-half notes.
- MU.O.GM3-5.02.03 expand previously learned notation to include single eighth notes and rests.
- MU.O.GM3-5.2.05 read notation for songs.

*Third Grade*

- M.O.3.2.3 analyze a given pattern and write the rule.
- M.O.3.2.1 analyze and extend geometric and numeric patterns.
- M.O.3.2.4 write equivalent numerical expression and justify equivalency.

*Fourth Grade*

- M.O. 4.1.4 using concrete models, benchmark fractions, and number line: compare and order fractions with like and unlike denominators using pictorial representation; add and subtract fractions with like and unlike denominators using pictorial representation; recognize and model equivalent fractions using pictorial representation.

*Fifth Grade*

- M.O.5.1.6 model and write equivalencies of fractions
- M.O.5.1.7 analyze and solve application problems involving addition and subtraction of fractions and mixed numbers.



**Grade Level(s):** Third, Fourth, and Fifth

**Lesson Title:** A Dyeing Tradition: The Science and Social Studies of Spinning and Weaving



**Focus:** Scientific Inquiry, Identification, Experimentation, Class Discussion, and Comparing

**WV Content Standard Objectives:**

*Third Grade*

**Science**

- SC.O.3.1.01 recognize that scientific explanations may lead to new discoveries (e.g., new knowledge leads to new questions).
- SC.O.3.1.04 demonstrate curiosity, initiative and creativity by planning and conducting simple investigations.
- SC.O.3.1.05 recognize that developing solutions to problems takes time, patience and persistence through individual and cooperative ventures.
- SC.O.3.1.07 use scientific instruments and everyday materials to investigate the natural world.
- SC.O.3.1.08 use safe and proper techniques for handling, manipulating and caring for science materials (e.g., follow safety rules, maintain a clean work area, treat living organisms humanely).
- SC.O.3.1.10 interpret data presented in a table, graph, map or diagram and use it to answer questions and make predictions and inferences based on patterns of evidence.
- SC.O.3.3.03 observe that changes occur gradually, repetitively, or randomly within the environment and question causes of changes.
- SC.O.3.2.08 investigate the dissolving of solids in liquids.
- SC.O.3.3.09 listen to and be tolerant of different viewpoints by engaging in collaborative activities and be willing to modify ideas when new and valid information is presented.
- SC.O.3.3.11 describe how modern tools and appliances have positively and/or negatively impacted their daily lives.

**Social Studies**

- SS.O.03.05.03 compare and contrast present cultures to the cultures of people of other historical time periods (e.g., source of food, clothing, shelter, products used).

*Fourth Grade*

**Science**

- SC.O.4.1.01 demonstrate curiosity, initiative and creativity by developing questions that lead to investigations; designing simple experiments; and trusting observations of discoveries when trying new tasks and skills.
- SC.O.4.1.07 use scientific instruments and everyday materials to investigate the natural world.
- SC.O.4.1.08 demonstrate safe and proper techniques for handling, manipulating and caring for science

- materials.
- SC.O.4.1.11 interpret data presented in a table, graph, or diagram and use it to answer questions and make decisions.
  - SC.O.4.1.12 draw and support conclusions, make predictions and inferences based on patterns of evidence (e.g., weather maps, change of speed in a given amount of time, change in wave motions with changes in energy, variation of plants).
  - SC.O.4.2.01 describe the different characteristics of plants and animals which help them to survive in different niches and environments.
  - SC.O.4.2.02 associate the behaviors of living organisms to external and internal influences (e.g., hunger, climate, seasons).
  - SC.O.4.2.06 identify human uses of plants and animals (e.g., food sources, medicines).
  - SC.O.4.2.09 investigate how properties can be used to identify substances.
  - SC.O.4.2.10 design an experiment to investigate the dissolving of solids and analyze the results.
  - SC.O.4.2.11 examine simple chemical changes (e.g., tarnishing, rusting, burning).
  - SC.O.4.3.09 listen to and be tolerant of different viewpoints by engaging in collaborative activities and modifying ideas when new and valid information is presented from a variety of resources.

### *Fifth Grade*

#### **Science**

- SC.O.5.1.01 realize that scientists formulate and test their explanations of nature using observation and experiments.
- SC.O.5.1.05 cooperate and collaborate to ask questions, find answers, solve problems, conduct investigations to further an appreciation of scientific discovery.
- SC.O.5.1.06 formulate conclusions through close observations, logical reasoning, objectivity, perseverance and integrity in data collection.
- SC.O.5.1.08 use a variety of materials and scientific instruments to conduct explorations, investigations and experiments of the natural world.
- SC.O.5.1.09 demonstrate safe techniques for handling, manipulating and caring for science materials, equipment, natural specimens and living organisms.
- SC.O.5.1.11 construct and use charts, graphs and tables to organize, display, interpret, analyze and explain data.

#### **Social Studies**

- SS.O.5.4.05 examine the role of geography in the history of the United States expansion by correlating the conditions of the environment to cultural patterns and the westward movement and settlement to the location of natural resources and physical geography conditions.



**Grade Level(s):** Third, Fourth, and Fifth  
**Lesson Title:** Exploring How Music is Put Together



**Focus:** analyzing forms in music, human movement

**WV Content Standard Objectives:**

*Third-Fifth Grade General Music*

- MU.O.GM3-5.1.13 demonstrate ABA form through movement.
- MU.O.GM3-5.2.20 identify ABA form
- MU.O.GM3-5.1.09 perform rhythmic and melodic patterns to add special effects to songs.
- MU.O.GM3-5.2.15 identify and demonstrate staccato and legato.
- MU.O.GM3-5.4.03 compare and contrast works of art and music that are based upon the same event, subject, mood.
- MU.O.GM3-5.4.04 related ABA forms in related arts
- MU.O.GM3-5.3.03 given a theme, create variations on that theme.
- MU.O.GM3-5.2.05 read notation for songs.

*Third Grade*

- WE.3.5.05 demonstrate directional movements of clockwise and counterclockwise.

*Fourth Grade*

- WE.4.5.08 perform simple sequences in time to music.

*Fifth Grade*

- PE.5.1.04 travel in movement and dance sequences using smooth transitions in speed, level, and direction.
- PE.5.2.02 identify the critical elements or components of simple dance sequences (e.g., time, repetitions, steps).



## Music Lesson Plan

### West Virginia Symphony Orchestra Young People's Concert Series

**Grade Level(s):** Third, Fourth, and Fifth

**Lesson Title:** Syncopated Straw



**Focus:** Syncopation as a vital aspect of rhythm

#### **WV Content Standard Objectives:**

*Third Grade-Fifth Grade General Music*

MU.O.GM3-5.2.03 expanded previously learned notation to include single eighth notes and rests and beamed sixteenth notes.

MU.O.GM3-5.1.09 perform rhythmic and melodic patterns to add special effects to songs.

MU.O.GM3-5.1.04 perform syncopated patterns from notation.



## Language Arts Lesson Plan

### West Virginia Symphony Orchestra Young People's Concert Series

**Grade Level(s):** Third, Fourth, and Fifth

**Lesson Title:** Chanting a Rhyme



**Focus:** Reading comprehension, developing writing, using written language to communicate

#### **WV Content Standard Objectives:**

*Third Grade*

RLA.0.3.1.05 read familiar stories, poems, and passages with fluency: appropriate rate, accuracy, prosody.

RLA.0.3.1.06 use meaning clues to aid comprehension of content across the curriculum.

RLA.0.3.1.10 compare self to text in making connections between characters or simple events in a literary work with people and events in one's own life and other cultures.

RLA.0.3.1.11 identify and describe the ways in which language is used in literary text (e.g. simile, metaphor, idioms).

RLA.0.3.1.12 recognize and explain the defining characteristics of genre in literary and texts.

RLA.0.3.2.09 compose in a variety of forms and genres for different audiences.

RLA.0.3.3.01 listen and respond to familiar stories and poems (e.g. summarize and paraphrase to confirm comprehension, recount experiences, imagine beyond the literary form).

RLA.0.3.3.02 distinguish different messages conveyed through visual media.

RLA.0.3.3.03 create an age appropriate media literacy product that reflects understanding of format and characteristics.

*Fourth Grade*

RLA.0.4.1.05 read fluently with appropriate rate, accuracy and prosody.

RLA.0.4.1.06 examine meaning clues to aid comprehension of content across the curriculum.

- RLA.0.4.1.11 distinguish between the ways in which language is used in literary texts.
- RLA.0.4.1.12 recognize and explain the defining characteristics of genre in literary and informational texts.
- RLA.0.4.2.08 create an effective response to a task in form, content and language.
- RLA.0.4.2.15 critically evaluate own and other's written compositions.
- RLA.0.4.3.01 listen and respond to different literary forms and speakers.
- RLA.0.4.3.02 distinguish a variety of messages conveyed through visual media.
- RLA.0.4.3.04 create an age-appropriate media literacy product that reflects understanding of format, characteristics and purpose.

*Fifth Grade*

- RLA.0.5.1.12 read and understand various types of poetry.
- RLA.0.5.1.14 classify and interpret graphic aids.
- RLA.0.5.2.02 arrange thoughts and ideas in graphic representations to plan and write a product.
- RLA.0.5.2.07 draft analogies, illustrations, examples or anecdotes to respond to an oral, visual, or written prompt.
- RLA.0.5.3.04 create an age-appropriate media literacy product that reflects understanding of format, characteristics and purpose.

*Third Grade-Fifth Grade General Music*

- MU.O.GM3-5.1.04 perform syncopated patterns from notation.
- MU.O.GM3-5.1.09 perform rhythmic and melodic patterns to add special effects to songs.
- MU.O.GM3-5.1.05 perform rhythmic patterns from notation.
- MU.O.GM3-5.2.05 read notation for songs.
- MU.O.GM3-5.3.01 improvise music questions and answers.
- MU.O.GM3-5.4.02 create a visual artwork for a piece of music or create music for visual art.