

# WORDS & MUSIC<sup>SM</sup>

For Pre-K

## TEACHER'S GUIDE





Dear Head Start Teacher,

Thank you for supporting *Words & Music for Pre-K*. This partnership wouldn't be possible without you! This teacher's guide includes a program overview and lesson plan for the three asynchronous pre-recorded videos and one synchronous 30-minute live lesson taught by a museum educator and a professional songwriter. You will also find song lyrics for "Let's Write a Song" from the first video lesson.

In order to measure program effectiveness, we will provide an observational student assessment and teacher survey at the conclusion of the program. We appreciate your efforts in reporting accurate data so we can provide this grant-funded program to you and your students.

At the conclusion of the program, the Country Music Hall of Fame and Museum will provide a complimentary one-year family membership to the Museum to you and each student participating in the *Words & Music for Pre-K* program. Membership forms are available in Arabic, English, Kurdish, Somali, and Spanish. Please report how many of each translation you need for your classroom in the survey. Membership forms will be mailed to your school following the program. Thank you for your help in sharing this membership invitation with guardians.

If you have any questions, please contact Aaron Helvig at [ahelvig@countrymusichalloffame.org](mailto:ahelvig@countrymusichalloffame.org) or at (615) 760-6540.

Looking forward to seeing you soon!

School Programs Team  
Country Music Hall of Fame and Museum  
222 Fifth Avenue South  
Nashville, TN 37203

# Words & Music for Pre-K

## Lesson Plan for Teachers

### Program at a Glance

*Words & Music for Pre-K* is a hybrid synchronous and asynchronous program that builds early literacy skills and social-emotional learning through music, movement, and lyric writing. The program includes three asynchronous pre-recorded videos and one synchronous 30-minute live lesson taught by a museum educator and a professional songwriter.

Learning Objectives	
Students will ...	Identify and pronounce the letters “C,” “T,” and “V.”
Students will ...	Use movement and dance to differentiate parts of a song by contrasting how a verse and a chorus differ functionally and sonically.
Students will ...	Define and identify themes (animals, food, things that go) to pictured objects during a play-based movement activity.
Students will ...	Collectively choose the theme and individually contribute ideas on the theme of their song.
Students will ...	Describe details to use for their song.

### Materials & Technology

The classroom and/or remote learning students must have:

- Computer, tablet, or phone
- Internet access



## Procedure

1. Schedule a synchronous 30-minute live virtual lesson (see step 3) taught by a museum educator and songwriter by emailing: [schools@countrymusichalloffame.org](mailto:schools@countrymusichalloffame.org). Please provide your name, school, number of students, and preferred date and time.
2. Students will begin by viewing three **ASYNCHRONOUS VIDEOS**:
  1. "Let's Write a Song" (*8 minutes*)
  2. Parts of a Song (*7 minutes*)
  3. What is *theme*? (*7 minutes*)

*\*Please encourage students to watch this video as much as possible before the live session.*

Videos can be viewed at: [www.CountryMusicHallofFame.org/WordsandMusicforPreK](http://www.CountryMusicHallofFame.org/WordsandMusicforPreK)

3. The **SYNCHRONOUS PROGRAM** will be a 30-minute live virtual lesson over video conference with a Country Music Hall of Fame and Museum educator and a professional songwriter.

In this lesson, the class will pick a theme and students will each contribute ideas on the theme. The songwriter will help the children write a song as a group using the children's ideas. The program will conclude with the songwriter performing the song for the students.

The synchronous program will include:

- a. Introductions (*2 minutes*)
- b. Review asynchronous content: parts of a song (title, verse, and chorus); capital letters T, V, and C; themes (animals, food, things that go) (*5 minutes*)
- c. Write a class song with the songwriter (*15 minutes*)
- d. Perform the song (*5 minutes*)
- e. Closing (*3 minutes*)

After the program, an **AUDIO RECORDING** of the students' song will be emailed to the teacher to share with the class.



#### 4. TEACHER EVALUATION

Immediately following the live session, please complete the five-minute survey about your student's understanding and growth in both social emotional learning and early literacy.

Link: <https://www.surveymonkey.com/r/WMPreK>

This program is dependent on grant funding, and completing this survey helps keep this program free or low-cost for participating students and teachers.

Upon completion of the program, you and your students will receive complimentary one-year memberships to the Country Music Hall of Fame and Museum by mail.

<b>Early Literacy Standards</b>	
ELA PK.PD.1	Compare, contrast, and describe different sights, smells, sounds, tastes, and textures found in the environment.
ELA PK.RI.KID.2	With prompting and support, orally identify a main topic and retell details of texts, discussions, and activities.
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ELA PK.W.TTP.1	With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to express a preference, opinion, or idea about a specific topic or text.
PK.CA.4	Engage in musical activities having different moods, tempos, and rhythms by listening, singing, or performing.
PK.SL.PKI.5	Describe familiar people, places, things, and events, and with prompting and support, provide additional detail.

<b>Social-Emotional Learning Standards</b>	
<b>Self-Awareness</b>	
PK.SPC.SA.1	Express feelings, needs, opinions, and desires in a way which is appropriate to the situation.
PK.SPC.SA.6	Seek and accept guidance from primary caregivers, teachers, and other familiar adults.
PK.SPC.SA.7	Demonstrate an understanding of rules through actions and conversations.
PK.SPC.SA.8	Use materials purposefully, safely, and respectfully as set by group rules.
<b>Self-Management</b>	
PK.SPC.SM.2	Demonstrate ability to modify behavior in different situations using multiple problem solving strategies (e.g., trade, take turns, share, wait) with or without adult guidance and support.
<b>Social-Awareness</b>	
PK.SPC.SCA.2	Demonstrate an understanding of how personal choices impact others.
<b>Relationship Skills</b>	
PK.SPC.RS.2	Interact and develop positive relationships with significant adults (e.g., primary caregivers, teachers, and other familiar adults).
PK.SPC.RS.3	Initiate play and interact positively with another child or children.

# **“Let’s Write a Song!” Lyric Sheet**

*Grace Nevin / Aaron Helvig / Adam Ollendorff*

Let’s learn how to write a song  
We’ll need your help, so come along  
We’ll create a title, verse, and chorus  
Then comes music, rhythm, and performance

The title gives the song its name  
And tells us about the theme  
What’s this song gonna be about?  
Come along and we can all find out

Let’s all wave hello, (hello!)  
To the beginning of the song we go, (let’s go!)  
Looking for the song’s name to and fro, (to and fro!)  
We call this the title, did you know? (now we know!)

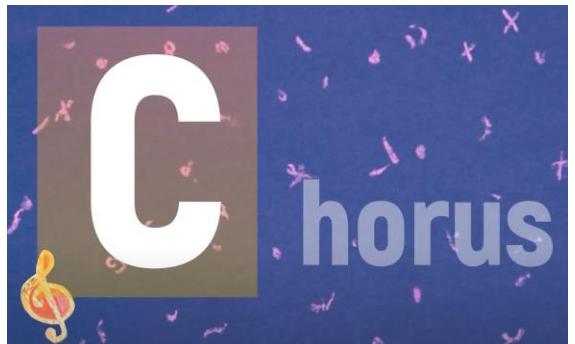
Let’s learn how to write a song  
We’ll need your help, so come along  
We’ll create a title, verse, and chorus  
Then comes music, rhythm, and performance

The verse is where we find detail  
Share the story, spread the tale.  
What’s gonna happen now? Now the verse will show.  
Who? What? Where? The verse will let us know.

Let’s learn how to write a song  
We’ll need your help, so come along  
We’ll create a title, verse, and chorus  
Then comes music, rhythm, and performance

Do you hear what part repeats?  
Gets stuck in your head, makes you move your feet.  
The chorus is when we all sing along.  
We sing it more than once in every song.

Let’s learn how to write a song  
We’ll need your help, so come along  
We’ll create a title, verse, and chorus  
Then comes music, rhythm, and performance



This program is made possible by

