



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

for **Early Learners**

## TEACHER'S GUIDE





Dear Teacher,

Thank you for participating in *Words & Music for Early Learners*! This teacher's guide includes a program overview and lesson plan for the three asynchronous pre-recorded video lessons and one 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.

You and your students can participate in the live lesson in one of three ways: a field trip to the Museum, outreach (we come to your school), or virtual and distance learning (connecting online via FieldTripZoom).

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 for free or low-cost.

If you have any questions, please contact School Programs at [schools@countrymusicHalloffame.org](mailto:schools@countrymusicHalloffame.org).

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 Early Learners

## Lesson Plan for Teachers

### Program at a Glance

*Words & Music for Early Learners* is a hybrid video and live program that builds early literacy skills and social-emotional learning through music, movement, and lyric writing. The program includes three asynchronous pre-recorded video lessons and one 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) during a play-based movement activity.
Students will ...	Collectively choose the theme of a song and individually contribute ideas on that theme.
Students will ...	Describe details to use in a 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 lesson (see step 3) taught by a museum educator and songwriter by completing a reservation form:

Field trip (at the Museum) or Outreach (at your school)

<https://countrymusichalloffame.org/plan-your-visit/field-trips/>

or

Virtual and Distance Learning (via FieldTripZoom)

<https://countrymusichalloffame.org/education/distance-learning/>

2. Students will view the three **ASYNCHRONOUS VIDEO LESSONS** prior to the live lesson:

1. "Let's Write a Song" (*8 minutes*)
2. Parts of a Song (*7 minutes*)
3. What is *theme*? (*7 minutes*)

Videos can be viewed at:

<https://countrymusichalloffame.org/words-music-for-early-learners-teacher-resources/>

3. The **30-MINUTE LIVE LESSON** (at the Museum, at your school, or via video conference) will be taught by 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 students write a song as a group using the children's ideas. The lesson will conclude with the songwriter performing the song for the students.

The live program will include:

- a. Introductions (*2 minutes*)
- b. Review asynchronous video lesson 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 lesson, 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/WMEarlyLearners>

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

<b>Early Literacy Standards</b>	
PK-K.FL.PC.1	Demonstrate understanding of the organization and basic features of print.
PK-K.FL.PC.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
PK-K.FL.VA.7b	With guidance and support from adults, explore word relationships and nuances in word meanings.
PK-K.SL.CC.1	Participate with varied peers and adults in collaborative conversations across activities throughout the day.
PK-K.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-K.SL.CC.1	Participate with varied peers and adults in collaborative conversations across activities throughout the day.
K.SL.PKI.6	With modeling, guidance, and support, express thoughts, feelings, and ideas through speaking.

<b>Creative Arts (Dance and Music) Standards</b>	
PK.CA.4	Engage in musical activities having different moods, tempos, and rhythms by listening, singing, or performing.
PK.CA.6	Respond to feelings through dance or creative movement.
PK.CA.7	Perform different characteristics of movements in spontaneous and imaginative ways (e.g., sway, twist, wave, use of 'props').
K.D.P1	Select, analyze, and interpret artistic work for presentation/performance/production.
K.GM.R2	Interpret intent and meaning in artistic work.
K.GM.Cn1	Synthesize and relate knowledge and personal experiences to artistic endeavors.

<b>Physical Development</b>	
K-PK.PD.1	Compare, contrast, and describe different sights, smells, sounds, tastes, and textures found in the environment.
K-PK.PD.2	Demonstrate awareness of spatial boundaries and the ability to work and move within them.

<b>Social and 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.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.
K 1B	Demonstrate an awareness of his/her personal qualities and interests.
<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.
K 4A	Use positive communication and social skills to interact effectively with others.
K 4B	Develop and maintain positive relationships.
K 5B	Develop, implement, and model effective decision-making skills to deal responsibly with academic and social situations.



# “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

