**Tortoises (6-8 minutes)**

Musical Objectives:

 Students will be able to:

1. deduce musical mood by literary cues
2. describe the music’s attributes, such as tempo, melody, and harmony.

Common Core Objectives:

* RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
* RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
* RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
* RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
* SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Procedure:

1. Students read aloud in groups (choral reading)
	1. Talk about words that indicate how fast they think the music will be (slowness vs swiftness, creeping, glacial, diminished pace, crept etc)
2. Watch the video of performance
3. Introductory information
	1. A melody is the most important tune in the music, usually the part that you can sing along with.
	2. The melody in Tortoises comes from a very fast dance called the Can-Can. (Watch short video of the Can-Can: http://www.youtube.com/watch?v=xLBWx\_2y4R4)
	3. Info about Tortoises
		1. live to be very old, etc

Questions for Discussion:

* Does the video look different than the other videos? How?
	+ How does that make you feel?
	+ Does it match the music?
	+ Look at the tortoises in the picture. How do they look? Does the music match the tortoises’ expression?
* How fast are the performers moving?
	+ Do they look happy or sad?
	+ What is the melody? Sing the melody.

Idea for Activity:

1. Get up and walk with the rhythm of the music, like tortoises.
	* Don’t forget their facial expressions!
	* At the end, what do you think the tortoises do? (fall asleep, walk away etc)

Assessment Template:

1. Were the students engaged and participating in the activity?
2. Did the students demonstrate an understanding of the literature?
3. Were most students able to recognize features of the music that represented the animal well?