**Donkeys (Wild Asses) (3-5 minutes)**

Musical Objectives:

Students will be able to:

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

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.3.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
* 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.

Materials:

* paper
* colored pencils

Procedure:

1. Watch the video
2. Talk about Fast vs slow music, fast vs slow animals (fast and slow and how it relates to character)
   1. was this a fast or slow animal? Guess an animal
3. Talk about how certain words mean other things
   1. Have a student read poetry
   2. ask what the word “asses” means based on the context of the picture, poem, and music

Questions for Discussion (Video is short, feel free to repeat):

* When you watch the video, which part made you think of a herd of animals?
* Was the music loud or soft? Do you think that the donkeys would be loud or soft?
* What do you think the word “frenetic” means?
* What do you think “blazing” means? “blasted from the hilltops” comes before, so what do you think “blazing ‘cross the lawn” means?
* How does this music make you feel? How do you think Jeannie felt?
* What was your favorite part of the video?

Ideas for Activities:

1. listen to the music and draw how it sounds.
   * What does their path look like?
   * Is it a straight line? Is it zig-zag? Are there circles?
   * Do they run up and down on a hill?
   * Where is Jeannie standing?

Assessment Template:

1. Were the students engaged and participating in the activities?
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?