**Personages (5-7 minutes)**

Musical Objectives:

 Students will be able to:

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

Common Core Objectives:

1. RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. 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).
3. RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.
4. RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
5. SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.
6. 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. Have a student read the poetry
2. View the illustrations
3. Listen to the MP3 without video

Questions for Discussion:

1. After reading the poetry and viewing the illustrations:
	1. ask what this animal is
		1. made up or real?
		2. how can you tell?
2. Here’s why it is made up--it was not normally in the zoo, but in the imagination of Saint Saens...
	1. He composed a lot of things, but not everyone liked everything he wrote. There were people whose job it was to talk about music. They are called Critics. Critics didn’t always like his music, and sometimes they said mean things about the music he wrote. So, naturally, Saint Saens didn’t like them. So, he wrote this piece about them, and in his imagination, they were animals in the zoo! He made them sound funny...
	2. If he didn’t like them, what do you think it will sound like?
3. After listening to the piece:
	1. Did you like it? Why or why not?
	2. Did you think it was funny? Why or why not?
4. Watch video

Ideas for Activities:

1. Make up your own personages and describe them
2. Draw them.
3. Show and tell with the class.

Assessment Template:

1. Were the students engaged and participating in the activity?
2. Did the students demonstrate an understanding of the literature in the discussion?
3. Did the students understand the historical context of the critics?
4. Were most students able to recognize features of the music that represented the animal well?
5. Did their personages reflect either the poetry or the historical context?