**Aquarium (8-10 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:

* 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.3.7 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.3.1 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.
* 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.
* W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Materials:

* paper
* pencil

Procedure:

1. Talk about what land animals sound like and sea animals sound like (Don’t tell what this movement is about yet)
	1. Land animals have legs make steps
	2. Sea animals have fins and swim, making waves
		1. What do waves look like? what would that sound like in music?
2. Watch the video
3. Talk about what the music sounded like (without sharing the answer).
4. Draw what you think it is (music plays the whole time they are drawing for inspiration)
5. Have a student read the poetry

Questions for Discussion:

* If you (students) drew things from the sea, what sounds made you think of the sea?
* What was different about this video (from the others) that made it seem like it was in the sea?

Idea for Activity:

1. Students must write a descriptive narrative of the aquarium animals that Jeannie sees, using imagined experiences or events.

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?