



Grade: Kindergarten
 Subjects: Music and Mathematics
Ten Little Leaves Song

Lesson Overview	In this lesson progression, students will work to apply their knowledge of the backwards counting progression of numbers from ten. This will conclude with expansion upon the Fall song, Five Little Leaves, creating new verses to turn the song into Ten Little Leaves.		
Rationale	This lesson is a great fit for the integration of the arts into our math curriculum because it asks students to understand that numbers follow a predictable pattern when counting backwards from ten to one, and it allows students to demonstrate a sound understanding of that pattern using auditory, tactile, and kinesthetic activities. Doing so allows young students to engage in multiple exposures to the curriculum concepts through a multi-sensory approach. This has been proven to be highly effective and engaging for learners of all ages and learning styles. Students will take something familiar (the song Five Little Leaves, sung to the tune of Five Little Ducks) and then try out their own creative songwriting techniques, making sure to utilize rhyme and repetition. Songs allow students to remember content better and when students do the creating themselves they take ownership of their own learning, thereby making it "stick" more effectively. In addition, students will use the concept of a predictable pattern to not only demonstrate their knowledge of the counting sequence, but also in the production of the verses to their song.		
Assessment of Student Learning	Massachusetts Learning Standards	Evidence	Collection Strategy
	Grade K. Music. Creating. Generate and conceptualize artistic ideas and work. With prompting and support, sing or play short original musical ideas. PK-K.M.Cr.01	<i>Students will:</i> <ul style="list-style-type: none"> Contribute at least one original, pertinent idea to at least 2 verses developed during a class discussion/ and or through the editing phases after development. 	<i>Teacher will:</i> <ul style="list-style-type: none"> Record given rhyming words on the chart paper as they are contributed, denoted with each student's initials. Record students' ideas for verse

		<ul style="list-style-type: none"> • Perform their song, with their new verses 10-5, and original verses 5-1 for an audience. 	<p>development or editing on the collection sheet.</p> <ul style="list-style-type: none"> • Record the class performing the song in video form, looking for active participation. <p><i>LS: I completely tanked on trying to collect students' ideas on the collection sheets. In the future, I think that recording the lesson to rewatch later and jot down missed notes will be super helpful until I get the hang of doing it while a lesson is going along. I just get so caught up in what we are doing that I forget to take notes!</i></p>
	<p>Grade K. Math. Counting and Cardinality. Know number names and the counting sequence. K.CC.A.</p>	<p><i>Students will:</i></p> <ul style="list-style-type: none"> • Accurately count and order numbers backwards from 10-1. • Give the number that is one less from a given number within 10. 	<p><i>Teacher will:</i></p> <ul style="list-style-type: none"> • Collect <i>Number Order</i> sheet from chart paper. • Collect <i>One More/One Less</i> number sheets from chart paper. • Record the class performing the song in video form, looking for and noting accurate counting.
<p>Essential Questions</p>	<ul style="list-style-type: none"> • How can songs help us to remember information? • How could creating/using a song work to help us learn and demonstrate an understanding of our math content? • Why is it helpful to count backwards? 		
<p>Enduring Understandings</p>	<ul style="list-style-type: none"> • Numbers happen in a definite, predictable pattern when counting both forwards and backwards. • You can elaborate further on a song by continuing the rhyming pattern and adding in repeating lines. • Songs can be created by adding a musical rhythm to a poem. 		
<p>Materials and Needs</p>	<ul style="list-style-type: none"> • Five Little Leaves song chart • Brainstorming area (whiteboard, chart paper, etc.) • A list of words that rhymes with the number words 5-10 • Chart Paper & Markers • Number cards & snap cubes (or similar counter; bears, beans, etc.) 		

	<ul style="list-style-type: none"> ● Observation recording & number sheets ● Camera with photo and video capabilities
Advancing Vocabulary	<p>Math Vocabulary:</p> <ul style="list-style-type: none"> ● Counting sequence ● One Less ● One More ● Pattern ● Predictable <p>Music Vocabulary:</p> <ul style="list-style-type: none"> ● Music ● Rhyme ● Song ● Verse
Support & Accommodations Inspired by Universal Design for Learning	<ul style="list-style-type: none"> ● Variety of VAKT (Visual Auditory Kinesthetic Tactile) strategies employed ● Repetition and multiple exposures to content ● Visual keys of words in final song
Lesson Plan Progression Details	<p>Opening</p> <ul style="list-style-type: none"> ● Ask students to count from 1-10 out loud. (DOK 1- Recall) ● The teacher will then take a turn counting, though this time, putting the numbers in a random order. Ask students what was wrong? How did they know it was wrong? (DOK 3- Compare and contrast, critique) <p><i>LS: The reactions were great! "Mrs. Rougeau! You can't do that to the numbers!" "They have to go in the right order!" "That's not how you count!"</i></p> <ul style="list-style-type: none"> ● Hand out, in a random order, a set of number cards. Ask students to count up from 1-10, one number at a time, while simultaneously arranging them into the correct order. ● Hand out, again in a random order, a set of snap cube trains that vary in length from 1-10. <p><i>LS: This was a change from the original lesson. It occurred to me, for time's sake and the lesson's sake, that it was more important and prudent that they be able to recognize and line up their snap cube trains than it was for them to build them. Also, I had already had the trains built from a previous lesson, so it made sense to use them.</i></p> <ul style="list-style-type: none"> ● Students work to put out, in order, their snap cube trains, making sure that they are with their corresponding number card. While this is happening, continue to manipulate the trains so that they are all lined up along the bottom, making a visible "staircase". Point out to students that each stair up is simply <i>one more</i> than the one before it.

LS: This part was super important. It allowed students to see the “one more” staircase that was building, to really help solidify the concept.



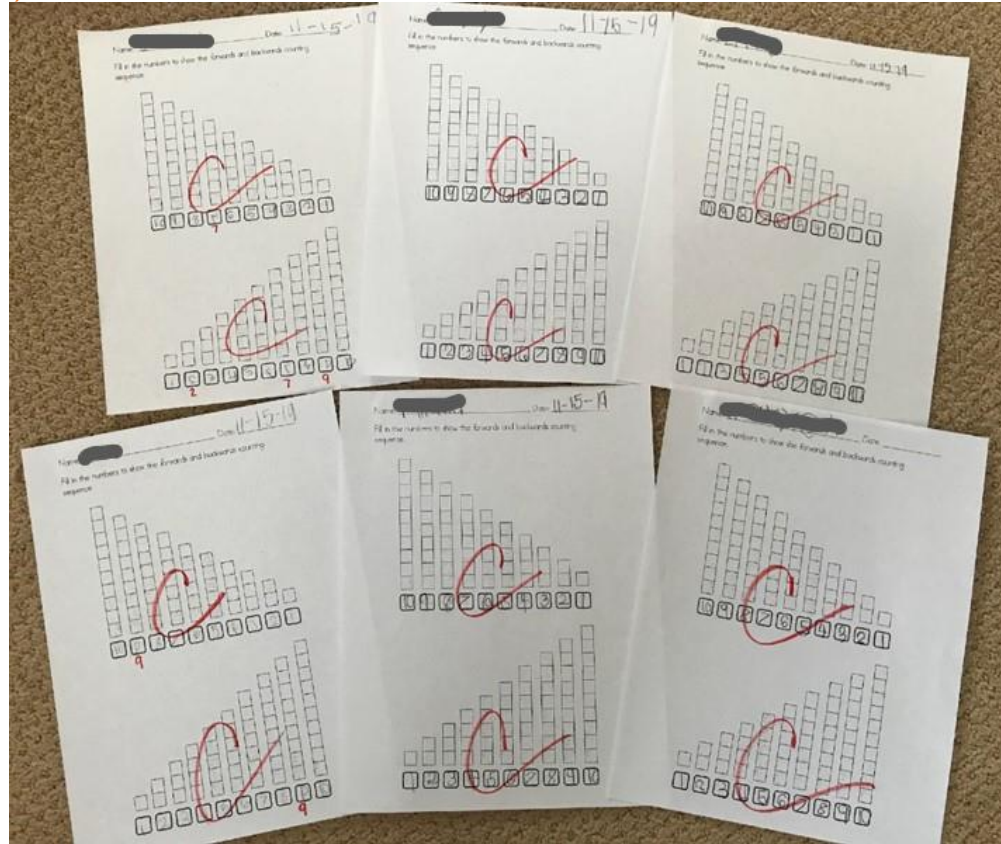
- Ask students to look at the number line they have laid out. We are used to going *up* the stairs, which we know happens in a predictable order, but how can we go *down*, following the same predictable order, just *backwards*? Ask students to explain their reasoning, using facts they know, as well as the number line and stairs laid out in front of them. **(DOK 3- explain the reasoning)**
- Go up and down counting the number stairs several times with students, starting and stopping at different points, each time making sure to point out that the same numbers will always be found as *one more* and *one less* of a given number.

LS: We physically walked back and forth as a group and individually. It was a great kinesthetic addition to our lesson. If anyone seemed to be stuck at any one point, or made an error, we simply chose that number again a few tries later to work on until students were able to fluently demonstrate knowledge of the counting pattern.

Application Problem

- Students independently complete the Number Order sheet and turn it in. **(DOK 1- recall)**

LS: We did this as more of an Exit Ticket for the day, as this opening part ended up taking up a complete math period. That was fine, though, as no errors were made filling out these sheets (except for a couple of backwards numerals).



Concept Development

- Ask students to think about if they know any songs/poems/fingerplays that involve counting backwards **(DOK 1- recognize and brainstorm)** Guide students towards 5/10 Little Monkeys and quickly go through the poem/fingerplay with them.
- Pose to students the question “Why were you all able to go along without having the words in front of you?” **(DOK 3- reasoning)** Talk with students about how the poem was predictable, because the words are repetitive and the number sequence followed the correct order. Known songs always have the same words, patterns, and melody, and once we've learned them, we can remember them and sing them

repeatedly because they don't change (think Twinkle Twinkle, the ABC's, Head, Shoulders, Knees, and Toes, etc.).

LS: I was genuinely impressed with how quickly and how well all of my students joined into the song 5 Little Monkeys. The kids were able to tell me that they knew which number would come back because it followed the counting sequence, but had a more difficult time spontaneously talking about the repetitiveness. However, once I mentioned it, they were able to come up with other examples of songs that were repetitive, and this led to a short sing-along session.

- Introduce to students that they are going to listen to and follow along with a poem about leaves that involves them counting backwards from five to one.
- Ask students to explain what a poem is? **(DOK 2- describe)** *A poem is a piece of writing that often contains rhyme and a definite rhythm.*

LS: Students were able to tell me right away that poems often contain rhyme (but some don't, which is something we've previously talked about), but had a more difficult time with the idea of rhythm. While they were able to understand and identify the concept, they weren't necessarily able to create it on their own. This became something that I really needed to lead them with as we moved along in our progression of developing our song verses.

- Present on a projector and read the poem Five Little Leaves to the students.

LS: My original plan had me writing the song out on chart paper and hanging it up. This idea changed quickly, when I realized how many pieces of chart paper this would entail. In the end, using the projector with the song was a great change, as I was able to type in new verses as we were creating them, allowing students to have an instant visual of what they were creating. It also allowed me to demonstrate to them how I was able to copy and paste certain lines into each verse, as they were repeated each time.

- Ask students what they notice about the poem-both in relation to the counting sequence as well as the structure of the poem. **(DOK 3 - Conclude)** Answers can range from “the numbers followed the backwards counting pattern” to “each number got its own stanza” to “parts of the poem repeated itself” to “there were rhyming lines in the poem.”
- Tell students that you are now going to turn this poem into a song, simply by signing it to a familiar tune.
- Ask a student to explain what a song is? **(DOK 1-explain)** Students will hopefully arrive with an answer along the lines of “a song is a poem set to music”. What is music? **(DOK 2 - Define)** *Music is an arrangement of sounds.*

LS: “A song is something you sing!” AKA: words set to music. “What is music”, on the other hand, was more difficult. “It makes you dance”, “You use instruments”, “It goes....”. They know what music is, but didn't have the language to describe it. When I told them it's when you purposely arrange (or put together) sounds, I got a collective “oh yea!” and “that's what I was going to say”.

- Now sing Five Little Leaves to the tune of Five Little Ducks.
- When you are done, note to students that nothing has changed between simply reading the words and then singing them (not the words, not the order, etc.) except for how it was presented. Ask students to tell which presentation they preferred, and why. **(DOK 3 - use evidence to justify).**

LS: Every student in my group said that they preferred the song version. Reasons why included “it was more fun”, “it sounded pretty”, “it was easy to sing with you”. I definitely noticed that by the third verse, students were singing along with the repeating parts with me.

Problem Set (DOK 4 - Connect and create)

- Point out to students that as the song stands now, the numbers only go from 5-0 but that they have worked on counting the numbers back from 10-0. Tell students that they are, as a class, going to be working to develop the extra verses (song parts) to cover the upper numbers from 10-5.
- Have students notice that in each verse of the song, the first line ends with a word that rhymes with the next number down in the sequence, followed by a repeated set of two lines. Explain that they will first work to brainstorm a list of words that rhyme with the given number word, and then work to create a two-line verse that is on-topic. Then they will then add to the repetitive lines to complete it.
- Take a large piece of chart paper out and write the number words five through ten across it (as those are the words they will need to brainstorm rhyming words with), leaving space below each to write the rhyming words that they come up with. Remind students that rhyming words are those that have the same middle and end sounds, such as cat and bat, bring and sing, and don’t always have to be spelled the same, such as ‘bead’ and ‘feed’ or ‘plate’ and ‘bait.’ **(DOK 1- give examples)**
- Starting with five, have students brainstorm a list of rhyming words. Encourage all students to brainstorm and add words, making sure to help with the concept of rhyming when needed, and offering hints to words from your list. As a word is given, write it below the number word, denoting the student’s initials so that you can look back after the lesson is complete and see who added each.

LS: The reason that we started at five and went up was so that each time we added a connected verse, rather than have holes until we completed the project. This way, students could see the song building, sing through it with each added verse, and make changes as they wanted to. Having the pre-made list of rhyming words came about after completing the first verse with students. I realized that in trying to give hints to students who maybe were having a hard time spontaneously generating their own words, I was struggling to produce enough new, child-friendly words in the moment. This was especially helpful when we got to the number seven. There are

limited words, so we really had to stretch our imaginations for that one. Quickly jotting down a student's initials next to their generated word was a quick, helpful way for me to document while not disrupting the flow of the lesson.

9
nine

fine_{ic} mine_{ic} shine

pine_{ic} spine_{ic}

line_{iv} vine_{ad}

Ten little leaves ^{sway} in the sunshine
One falls slowly and then there are nine.

7
seven

Kevin_{ic}

*Heaven_{ic}

Eight little leaves flutter up in the heavens
One floats off and now there are seven.

5
five

dive strive

*hive

drive

jive

alive

8
eight

hate_{ic} date_{ic} gate trait

mate_{ic} plate_{ad} wait great

bait_{ic} late_{iv} Nate
fate Kate

Nine little leaves thought the playground was great
So one went to play and now there are eight.

6
six

mix_{ic} bricks_{ic} licks_{ic}

fix_{ic} tricks_{ic}

Chicks_{ic} *Sticks_{ad}

Seven little leaves hold tight to their sticks
The rain smacks them hard and now
there are six.

* Six little leaves protect a big bee hive
One drops down and now there are five.

- When a decent list has been generated (for some numbers this will be that everyone added a word, for others there's a finite few words that can be used), re-read through them all. Remind students that they are creating verses about falling leaves, so they need to try and come to an agreement about which word or words stays on-topic (deals with leaves, trees, the fall, etc.) that they can use to create their two-line rhymes. During this time, take notes about the ensuing discussions. Note who is adding what for ideas, and encourage and guide those who may be hesitant to join in. When an agreement has been made, write out the rhyming lines on the brainstorming sheet.

LS: For the first verse, I really needed to help and guide students through this process. They immediately gravitated to the word "hive" as the word that they wanted to use, most likely because we had just completed a week's study on bees. It was actually helpful, looking back, that they had this association because I think that it gave them a good starting point.

- Then, add it to the growing song on the projector, and sing through it with students. Make sure to note with them that it is absolutely okay to edit and add and change things as they go along, if something doesn't sound right or they have a better idea, etc.
- Continue this step until all verses have been created.

LS: The first verse we created took over 30 minutes to develop and complete. The last three verses took maybe 15 minutes total. It was amazing how quickly my students grabbed on to what they were doing and ran with it.

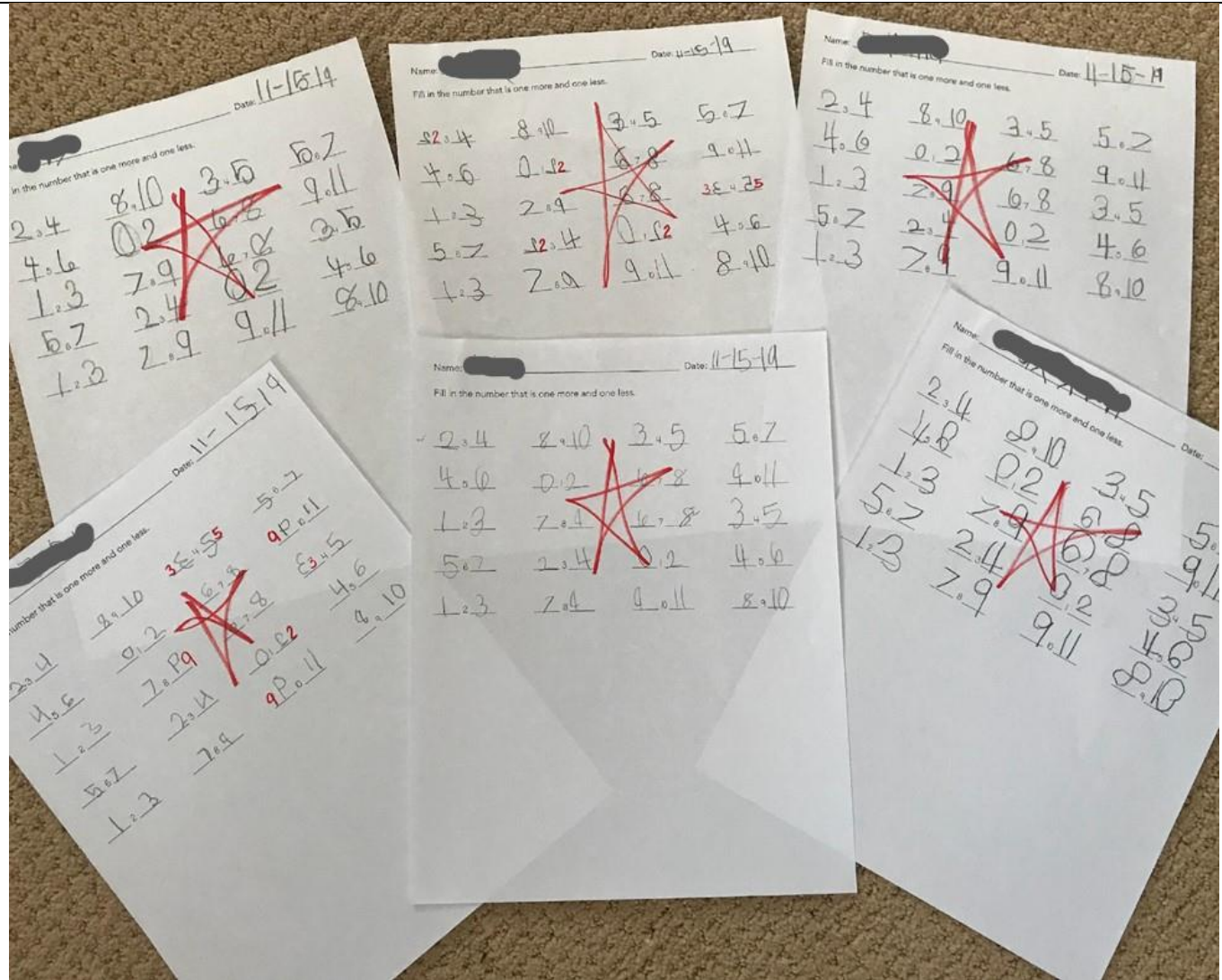
- When the song is complete, go through it from start to finish with students a few times, making sure that they are happy with their completed piece. Go in and fix/change anything that comes up, until a consensus has been made that the class is content with their creation.

LS: This was a really important step. Not only did the students find areas they wanted to shore up, such as changing the tenses on words so that they were all in agreement, but for me, as the teacher, to make sure that in my copy-and-paste sections that the changing numbers were correct.

Exit Ticket

- Students perform the song, as a group. While this is happening, record the students in order to be able to analyze later.
- Go over with students the one less sequence seen in the song they have created.
- Students independently complete the One More/One Less sheet and turn it in. **(DOK 1 - record)**

LS: Not a single error was made! I was so happy with the outcome of this lesson! Their song was phenomenal, and students were able to show me a very solid grasp of the number sequences from 1-10 and back.



Extending Learning

- Invite students to present and perform their song and the reason and process behind it at the next school concert. **(DOK 4 - Extended thinking, design)**

LS: I shared our work with our Music teacher, because my students were so proud of themselves (which they very rightly should be!). Unfortunately, his response was "Wow, you got Kindergarten to do this? I could never

do something like this with them.” I was taken aback, but not completely surprised by his response. It hurts to think that their abilities are being sold short.

- Have students further publish their song by turning it into a book. Each verse could get its own page, which students could then illustrate. **(DOK 4 - Apply concept to new design)**

LS: I wanted to note that it became evident to me that this Lesson Progression could, and should be used as my summative assessment for this math unit. As I sat down to look at the summative assessment given in our math program to end our unit that focused on the numbers 1-10, I realized that what I was doing with my students in this progression not only covered what I wanted to get from them with the lesson (Could they follow the counting sequence forward and backward? Could they write their numerals 1-10? Could they tell one more and one less given a random number?), but far exceeded it by taking them through the creative processes of writing a song using all of these concepts. DOK levels 1-4 were all covered, which allowed my students to thoroughly demonstrate that they own this material.



LS Final Reflections: My first big learning moment came from the development of this lesson. For personal insecurity reasons, I have always shied away from developing and implementing a music-based lesson for both ITQ and BRAINworks. I learned through trial and error while developing this lesson (and completely scrapping a different lesson) that I was selling short both my and my students' abilities. So often I ask my students to push just past their comfort zones, assuring them that that is where the best learning takes place. This time I needed to push past the edge of my comfort zone and dive in-and I am so, so glad that I did. Though the first verse seemed a bit shaky and hard to develop, needing a lot of prompting and guiding, my kiddos picked up on the whole process so quickly, and just continued to impress me over and over again with their ideas. Language is a big deficit area in my class, and listening to them produce words like "fate" and "sway" just blew me away. Everyone participated enthusiastically in this lesson. It restored in me the importance of arts integration.

My second big learning moment came at the very end of this lesson. We had written this song together, practiced it, edited it, sang it I don't know how many times. There is a little one in this class who protests every class that she hates music. She's shy and has some of the worst stage fright around -- she often spends school concerts in tears. I gave everyone a challenge-by-choice when I was about to film this, that they could either sing and be filmed doing it, or stand or sit off to the side and still sing, but not be filmed. Look through that video. She's in there. And you would never guess which one she is, because she is SO INTO IT! Later on I talked to her about why this was okay. She told me because it felt okay in our room. That we did this together: we wrote it, we practiced it, we made it. And because of that, she could own this. And be proud of this. I am beyond proud of her! This was such a big moment for her-it was a moment of huge growth!

The insight about individual student needs that the evidence from this first learning moment provided to me is that I need to give more of these opportunities to my students. I have one particular student who has been struggling to show growth and development through our conventional means of assessment this year. Through this lesson, I was able to get a good read not only on his ability levels in regard to the math and music standards I was looking at, but also in his abilities with other skills such as generating rhyme and working collaboratively with a group. Pulling my students' learning into DOK 3 and 4 with arts integration gives me such a more in-depth, big-picture look at where my students are and what they can do at this time than any singular, traditional assessment could give me. The insight about individual student needs that the evidence from this second learning moment provided me is that fostering a creative and expressionistic environment in which students feel safe to take chances and grow while demonstrating previously reserved skills is so big, especially for my Kinders. So much of our jobs as teachers is taking on a social/emotional aspect in our classrooms, and this arts integrative lesson finally let one of my littles break out of her shell. It reinforces why integration of the arts across curriculum lines is so important.

Here is the completed song that my class of six Kindergarten students developed. The original verses are in black, and the ones that they created are italicized.

Ten Little Leaves

(Sung to the Tune of *Five Little Ducks*)

*Ten little leaves sway in the sun shine.
One falls slowly and now there are nine.*

*Winter is coming and soon they'll be gone-
But nine strong little leaves still hang on.*

*Nine little leaves thought the playground was great.
One went to play and now there are eight.*

*Winter is coming and soon they'll be gone-
But eight strong little leaves still hang on.*

*Eight little leaves flutter up in the heavens,
One floats off and then there are seven.*

*Winter is coming and soon they'll be gone-
But seven strong little leaves still hang on.*

*Seven little leaves hold tight to their sticks,
The rain smacks them hard and now there are six.*

*Winter is coming and soon they'll be gone-
But five strong little leaves still hang on.*

*Six little leaves protect a big bee hive,
One drops down and now there are five.*

*Winter is coming and soon they'll be gone-
But five strong little leaves still hang on.*

*Five little leaves on the tree next door,
One falls off and now there are four.*

Winter is coming and soon they'll be gone-

	<p>But four strong little leaves still hang on.</p> <p>Four little leaves all over the tree, A bird pulls one off and now there are three.</p> <p>Winter is coming and soon they'll be gone- But three strong little leaves still hang on.</p> <p>Three little leaves where the fierce winds blew, One let go and then are were two.</p> <p>Winter is coming and soon they'll be gone- But two strong little leaves still hang on.</p> <p>Two little leaves sitting in the bright sun, A bug munches one up and now there is one.</p> <p>Winter is coming and soon they'll be gone- But one strong little leaf still hangs on.</p> <p>One little leaf knows it's time is done, It lets go and now there are none.</p> <p>Winter is here and it's time to rest- Great job little leaves, you did your best!</p>
Resources	<p>Boymamateachermama. (2013, September 25). Boy Mama: Fall Rhymes: 5 Little Leaves. Retrieved 2019, from https://boymamateachermama.com/2013/09/25/boy-mama-fall-rhyme-5-little-leaves/.</p>
Appendix	<p>Five Little Leaves <i>Adapted from the poem by boymamateachermama</i></p> <p>Five little leaves on the tree next door, One falls off and now there are four.</p> <p>Winter is coming and soon they'll be gone- But four strong little leaves still hang on.</p>

Four little leaves all over the tree,
A bird pulls one off and now there are three.

Winter is coming and soon they'll be gone-
But three strong little leaves still hang on.

Three little leaves where the fierce winds blew,
One let go and then there were two.

Winter is coming and soon they'll be gone-
But two strong little leaves still hang on.

Two little leaves sitting in the bright sun,
A bug munches one up and now there is one.

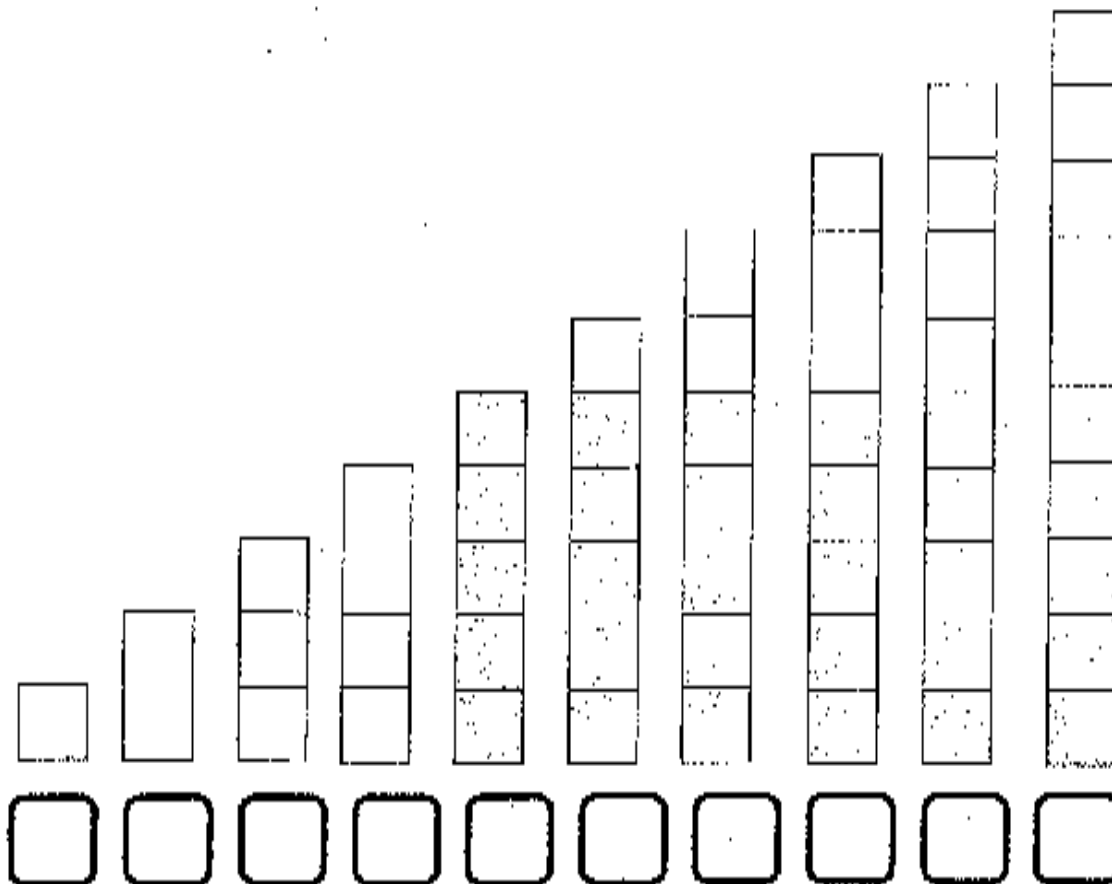
Winter is coming and soon they'll be gone-
But one strong little leaf still hangs on.

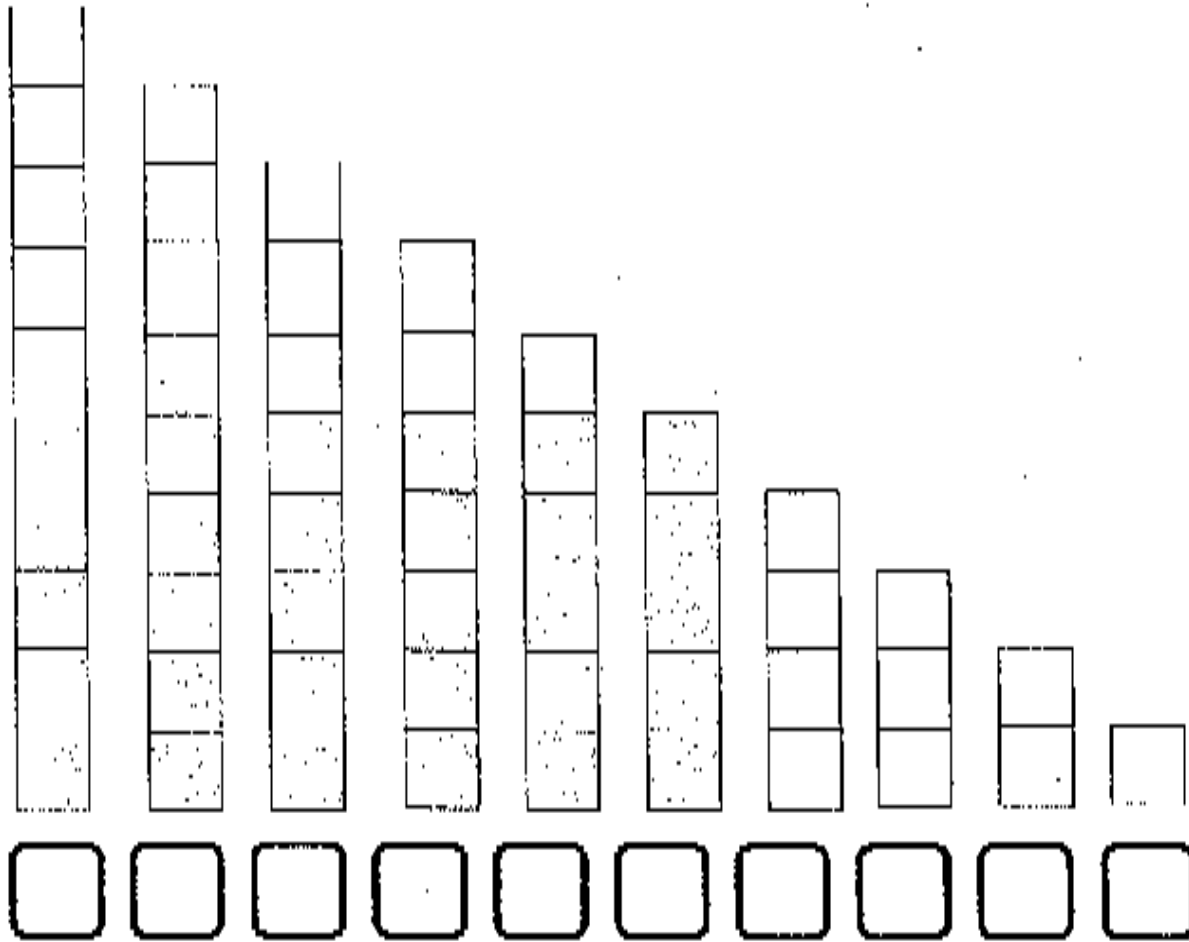
One little leaf knows its time is done,
It lets go and now there are none.

Winter is here and it's time to rest-
Great job little leaves, you did your best!

Name: _____ Date: _____

Fill in the numbers below each step to show the forwards and backwards counting sequence with the numbers 1-10.





Name: _____ Date: _____

Fill in the number that is one more and one less.

_____ 3 _____ _____ 9 _____ _____ 4 _____ _____ 6 _____

_____ 5 _____ _____ 1 _____ _____ 7 _____ _____ 10 _____

_____ 2 _____ _____ 8 _____ _____ 7 _____ _____ 4 _____

_____ 6 _____ _____ 3 _____ _____ 1 _____ _____ 5 _____

_____ 2 _____ _____ 8 _____ _____ 10 _____ _____ 9 _____

*Plan and reflections written by educator Sarah Rougeau
Plan edited by BRAINworks Curriculum Review Committee
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