



Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources

National Core Arts Standards (NCAS):

MU:Cr1.1.1: With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.

Learning Targets:

- I can tell the difference between a beat and a melody.
- I can perform a song with a beat and a melody.
- I can discuss reasons why someone would write a song.

Materials:

- Alex and the Amazing Lemonade Stand
- Song: "When Life Gives You Lemons"

Introduction:

Today we're going to learn a new song!

Before we get started, I'd like for you to think of a song you already know. Can you clap along to this song? Give it a try.

(Take a few examples and have the student try alone or try as a class if it is a well-known song.)

If you're clapping along, the claps represent the beat of the song. If you're singing or humming the song, this represents the melody of the song. Melodies and beats go together to make songs interesting and pleasing to our ears. The beat keeps the song going at a steady pace.

(Use the words 'beat' and 'melody' in ways that represent their meaning, such as a staccato-sounding "beat.beat.beat." and a flowing, song-like "mel-o-dy" and have students practice identifying each one.)

Let's try one together.

(Choose a song such as 'The Itsy Bitsy Spider'.)

I'm going to guide our song using a drum (or clapping or snapping). Do you think I will be giving you the beat or the melody with this instrument?

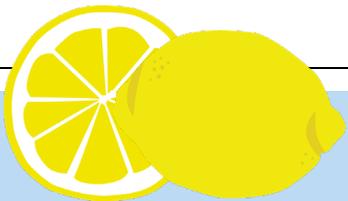
Now, let's put the melody with the beat. The melody comes from our singing in this case.

(Sing and clap/tap/snap.)

(If you have not already read Alex and the Amazing Lemonade Stand, you may do so now, or read afterwards to provide a clearer answer to today's big question: Why do people write songs?)

Songs are written for many different reasons. Some songs, like "The Itsy Bitsy Spider", are written just for fun.

Others are written to show how someone feels, and some songs try to teach the listener a lesson. We're going to learn a new song today and talk about why it may have been written.



Activity:

Go through “When Life Gives You Lemons” without a beat, and then with a beat. Ask students which of the two concepts you are performing. Then, have the students practice the words with you.

(This all depends on the reading levels of your class – higher readers can decode on their own at first, while lower readers will need more assistance, especially with multisyllabic words. You could also have students highlight some sight words, some of which are on the list below, to get them started.)

Sight Words: Or, a, the, to, out, you, make, can, what, be, when, and, this

Why do you think someone would write a song like this? (Just for fun, to show a feeling, to teach a lesson or mixture of lessons?)

What do you think this song is trying to teach us? (It’s important to be brave and find a good, or ‘sweet’, way to handle a ‘bitter’ situation)

Scaffolding questions:

What does ‘bitter’ mean? What does ‘sweet’ mean?

What do you think of when you hear the word ‘bitter’ and the word ‘sweet’?

What does it mean to make something sweet out of something bitter?

Do you think the song is telling you to always make pitchers of lemonade?

What else could it be telling you to do? (Reiterate phrases like ‘a very big choice’ and ‘when it’s time to be brave’)

Practice the song in groups or as a class. Time allowing, have groups alternate between being the beat and being the melody.

**Progress Monitor / Discussion Questions:**

- What does a beat sound like? (beat.beat.beat)
- What does a melody sound like? (mel-o-dy)
- Try to make your own beat.
- Let’s hear your own melody!
- Show me the beat in “When Life Gives You Lemons”.
- What does this song teach you as the listener?
- How can you show that you’ve learned the lesson from the song?

Accommodations/Modifications:

- Pre-recorded song to play before practicing
- Walk through each line to be sure students know each word
- Pair advanced readers with below-level readers to practice together
- Incorporate hand motions for lyrics

Thank you again for your interest in Alex's Lemonade Stand Foundation!

We hope you will consider supporting ALSF with the help of your class, club, school, district, or community group.

Please contact our office by phone at 866.333.1213
or by e-mail at Takeastand@alexslimonade.org
if you have any questions or need help getting started.

