

# Life Cycle Songs



## Music and Science

**Grade  
2**

(Adaptable to Any Content Area)

### Maryland Science Standard(s)

3.2.C.1.c Given pictures in the stages of the life cycle of a plant or an animal, determine the sequence of the stages in the life cycle.

### Maryland Music Standards(s)

1.2.d Demonstrate the ability to maintain a steady beat through singing, speaking, and playing classroom instruments

3.2.b. Create simple rhythmic and melodic patterns, using the voice or classroom instruments.



## CONNECTED OBJECTIVES

Students identify and sequence the stages of a plant or animal life cycle by composing a song and performing it.

## MATERIALS & RESOURCES

- Artwork showing tadpole or plants
- Smart Notebook on life cycle of frog and plant
- Life cycle song worksheet
- Variety of percussion instruments (Band in a Box)

## KEY CONTENT VOCABULARY

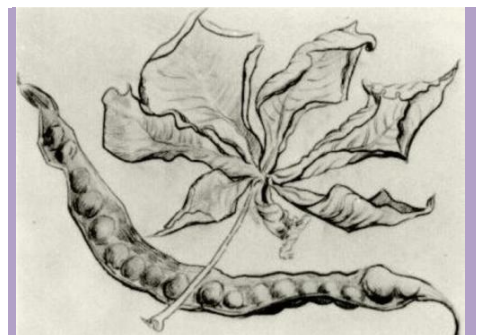
- Frog, egg, tadpole, froglet
- Seed, seedling, plant
- Stage
- Cycle

## KEY ARTS VOCABULARY

- Quarter and eighth notes
- Quarter rests
- Notate
- Rhythm
- Steady Beat

## ASSESSMENT

- Completed handout
- Students create and perform their songs
- Reflection sheet



# L E S S O N S T E P S

1. Warm – up: Allow students to look at an artwork that depicts a stage in the cycle of an animal. Discuss what stage it could be using an Artful Thinking Routine: *What Makes You Say That?* and asking ‘what’s going on in this picture (that shows a stage of a life cycle) and what do you see that makes you say that?’
2. Review: Provide students with graphics that show the life cycle of a plant and a frog.
  - Ask students to label and order the stages for both cycles.
3. Activity: As whole group, on chart paper or on the Smartboard, have students compose a sentence that summarizes/explains each stage.
  - Practice choral reading of each sentence.
  - Students match notes to syllables.
  - Have students notate each sentence using music notation
  - In small groups students practice reading and performing the sentences with instruments as they keep a steady beat
  - Small groups perform their songs.

## EXTENSIONS & OPTIONS SOURCES & RESOURCES

- Connect to 1<sup>st</sup> grade song: “Lil Green Frog” (high/low)
- Small groups can create summary songs for different cycles.

Artful Thinking Routines:

<http://www.pzartfulthinking.org/routines.php>

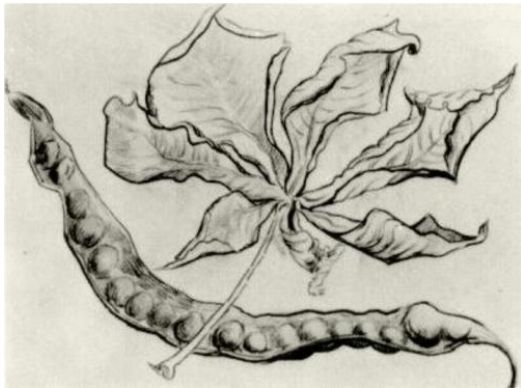
Artwork: [www.wikipaintings.org](http://www.wikipaintings.org)

## GET SMART THROUGH THE ARTS

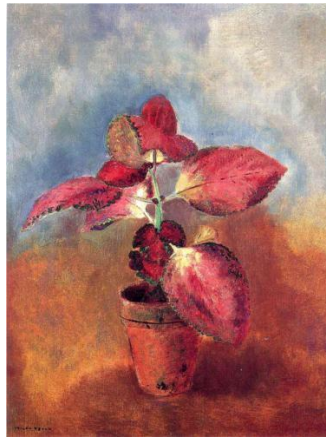
AUTHOR(S): Charlene Beyerlein, Seven Oaks Elementary School, AACPS, Odenton, MD

## Supporting Documents

Suggested prints for *Artful Thinking*



Van Gogh: Dead Leaf and Pod



Redon: Begonia in a Pot



Qi Bashi: Frogs and Tadpoles

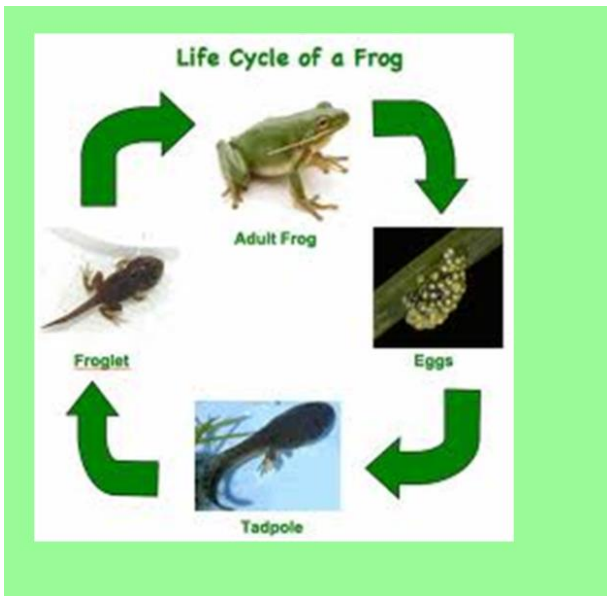
Student Handout:

Name \_\_\_\_\_ Class \_\_\_\_\_

Life Cycle \_\_\_\_\_

Rhythm	
Line 1	
Rhythm	
Line 2	
Rhythm	
Line 3	
Rhythm	
Line 4	

Rhythm Bank



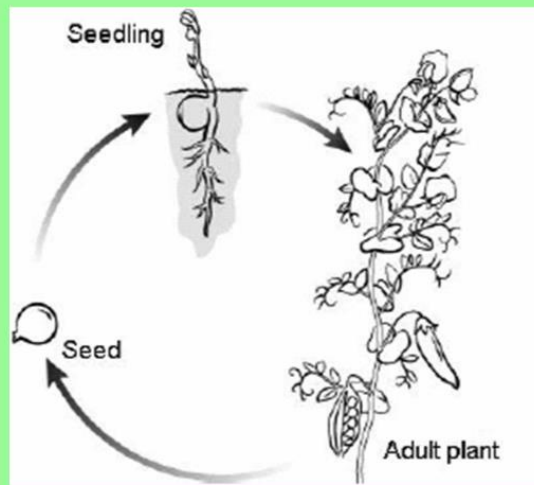
**Step 1** Place the life cycle of the frog in order.



Adult Frog

Egg  
Froglet

## Plant Life Cycle



# Step 1

Place the life cycle of the plant in order.



Seed



Adult Plant

Seedling



# Step 2

Create a sentence from each of the steps in the life cycle.

Write each of the sentences onto the chart.



Blank writing area for the first step.



Blank writing area for the second step.



Blank writing area for the third step.



Blank writing area for the fourth step.

## Step 2

Create a sentence from each of the steps in the life cycle.  
Write each of the sentences onto the chart.



Blank rounded rectangular box for writing a sentence.



Blank rounded rectangular box for writing a sentence.



Blank rounded rectangular box for writing a sentence.

**Step 3** Practice reading each of the sentences as a group.

**Step 4** Use the music notes to notate your sentences.

Rhythm	
Line 1	
Rhythm	
Line 2	
Rhythm	
Line 3	
Rhythm	

## Step 5

Practice reading and performing your sentences with instruments. Make sure that the notes are clear and you are performing with the group, following the steady beat.

## Step 6

Perform your song for someone else.