

Salad Rap - Part 1

Subjects Taught: Music, Language Arts, Physical Education, Nutrition

Grade Levels: Kindergarten - 2nd Grade

Brief Description: Students create a rap song/chant and dance promoting the components of their favorite salad, and use chant as a device to remember that plants do not eat and only plants produce food.

Objectives: Students will:

1. Learn a rap song as a device to remember that plants do not eat, they produce food.
2. Identify rhyming words to complete rap template.
3. Identify sensory words by experiencing the garden and use those words to complete a rap.
4. Share rap songs with other students.

Life Skills: applying, creating, describing, rhyming, sorting, speaking in public, writing

Materials Needed:

- Magazines or seed catalogs that can be cut apart
- Grocery store flyers
- Paper, pen and/or pencil
- Music

Time:

Introduction: 15 minutes

Activity One: 1 hour

Activity Two: 1 hour

Preparation:

1. Visit websites to familiarize yourself with teaching children how to use rap music to teach poetry writing and

specific techniques that are useful at all ages:

Raps for Kids, My Word Wizard at www.mywordwizard.com/raps-for-kids.html

Cheers, Chants, Raps, and Poetry, Songs for Teaching, www.songsforteaching.com/chantsraps.htm

The Hip Hop Handbook, Academic Entertainment at www.academicentertainment.com/hiphop

2. Examine and if desired make copies of age appropriate Rhyming Worksheets to facilitate the process at www.education.com/worksheets/rhyming
3. If students have not learned the difference between wants or needs, then the lesson “Need It or Want It” on the Teacher Center of the Florida Agriculture in the Classroom website at www.faitc.org needs to be completed.

Vocabulary: Chant, rap

Background Information:

Connecting music to learning connects emotion to thinking and creates strong neural pathways in the brain that aid in long-term retention of knowledge and skills. Chanting and rapping has many of the same benefits of music. It establishes rhythmic patterns that can serve as memory prompts, make learning easier, improve motivation and provide students with a sense of community with the rest of the class. In addition, chanting/rapping and the accompanying motion appeals to visual, auditory and kinesthetic learners. It is fun. When students enjoy what they’re learning, learning is not a chore, it is a pleasure. Beginning with a rap song to remember that plants do not eat (they make their own food), this lesson will provide students with a fun way to remember key facts about plants.

Activity One:

1. Complete the lesson *What We Eat – Part 1* prior to this lesson.

Florida Standards Met At-A-Glance

National Next Generation Science	K-LS1-1, 2-LS4-1
English /Language Arts	K.W.1.2, K.W.1.3, K.W.3.8, 1.W.1.3, 1.W.3.8, 2.W.1.3, 2.W.3.7, 2.W.3.8, K.SL.2.4, 1.SL.1.2, 1.SL.2.4, 2.SL.1.2, K.L.3.5, K.L.3.6, 1.L.3.5, 1.L.3.6
Social Studies	SS.K.E.1.4, SS.K.G.1.1, SS.2.E.1.2
Physical Education	PE.1.L.2.8, PE.2.L.2.11

- 2. Opener:** Have students repeat the “Plants Don’t Eat” chant after the teacher.

Plants Don’t Eat!	
(Teacher)	(Students Repeat)
Plants don’t eat!	Plants don’t eat!
Plants don’t need to eat!	Plants don’t need to eat!
Plants make their own food.	Plants make their own food.
We can’t do it.	We can’t do it.
We need plants.	We need plants.
Plants make their own food.	Plants make their own food.
And food for us, too!	And food for us, too!
Plants don’t eat!	Plants don’t eat!
Plants make their own food.	Plants make their own food.
And food for us, too!	And food for us, too!

- 3. I do:** Explain to the class that during the next few activities they will be creating raps of their own based on gardens and healthy eating. With this activity they will practice creating ‘wants and needs’ raps by learning rhyming words. Post a T-chart of *MyPlate* foods and their rhyming partner words with *MyPlate* words on one side and rhyming partner words jumbled on the other side such as ‘bread’ rhymes with ‘head’ and ‘fruit’ rhymes with ‘root.’ Draw a line to match it with its rhyming partner.
- 4.** Put up the *Wants and Needs Rap* template, and show an example of filling in the first two lines such as ‘I want **candy** but I need **wheat bread**. I need to always use my **head**.’ Describe how students will first pick junk food for the first line. Then they will find the matching rhyming partner word for the bold word to write on the second line (see template for more explanations). **Answers: Bread – Head; Berry – Merry, Celery – Belly.**
- 5. We do:** Students think for 10 seconds of a pair of rhyming words they see on the T-chart. Students turn to their “shoulder” partner (or a partner nearest) and share the rhyme they found. Students then raise their hand to share with the teacher the rhyme they found. Teacher draws lines to the pairs as students share the rhymes.
- 6. We do:** Part 2: Students think for 10 seconds on their own of a junk food to put on the next example. Students share with their partner. Students share with teacher.

Students then think again for 10 seconds about which rhyming word fits on the second line based on their partner chart. Students share with shoulder partner. Students share with teacher.

- 7. You do:** Students fill in their rap templates.
- 8. Closing:** Students read/share their raps to the class. Class claps along.

Activity Two:

- 1. Opener:** Share pictures of gardens and salads with students.
- 2. We do:** Take the class on a walk in the garden and ask them to look for three colors, two smells and one unique touch (sensory or feeling) word. Provide an example of a sensory word – hard, soft, fuzzy, prickly, rough, smooth, warm, cold or moist. Have students record their words in their journals or notebooks and return to the classroom.
- 3. I do:** Demonstrate how the *Sensing Garden Rap* template is completed with five words. This is similar to a Mad Libs game where you fill in verbs and adjectives.
- 4. We do:** Have students share their first rap sentence from the template with their face partner or closest partner to them.
- 5. You do:** Have students fill in Sensing Garden Rap template.
- 6. You do:** Have students parade around the room with music playing, raps in hand. Stop the music and have students freeze in place, find the closest partner and share their rap. Repeat twice.

Extensions and Variations:

- 1.** Have students make puppets to use in a puppet show in place of physical actions by themselves. The puppets can either represent themselves or the foods in the salad.
- 2.** Have older students also working in the garden (middle school and/or high school students) assist the younger students to create chants/raps and dances in small groups.
- 3.** Put on a school assembly for parents displaying the chants, raps, and dances. Include a tour of the school garden and a taste test party with foods made from the garden.

Evaluation Options:

- 1.** Assess student participation in brainstorming and contribution for suitable words and in creating the rap/chant.
- 2.** Have students practice the rap/chant they created until they can perform it well. Perform the rap/chant and dance for another class or parent group or record it. Assess student performance for speech, rhythm and accuracy.

3. Have students make a list of their wants versus what they actually need in a “T chart.”

Resources:

Raps for Kids, My Word Wizard at www.mywordwizard.com/raps-for-kids.html

Cheers, Chants, Raps, and Poetry, Songs for Teaching, www.songsforteaching.com/chantsraps.htm

Rhyming Worksheets at www.education.com/worksheets/rhyming

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Wants and Needs Rap

By: _____

I want _____ but I need wheat bread.
junk food word

I need to always use my _____.
rhyming partner word

I want _____ but I need berries.
junk food word

That way I can be _____.
rhyming partner word

I want _____ but I need peanut butter and celery.
junk food word

Which fills up my happy _____.
rhyming partner word

Sensing Garden Rap

By: _____

The _____ **garden was so pretty.**
color

All of the _____ **vegetables could feed a city!**
smell

The _____ **lettuce was so crisp.**
touch

It's no wonder junk food won't be missed.

_____ **and** _____ **veggies are great ingredients,**
color smell

for a _____ **salad, but that's no secret.**
color