

Salad Rap - Part 2

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

Grade Levels: 3rd - 5th Grade

Brief Description: Students create a rap song or chant and dance containing and promoting the components of their favorite salad as well as 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 about rain as a device to introduce the topic and teach accompanying motions.
2. Create a rap song describing the vegetables in a salad (that may be growing in the school garden.)
3. Create a dance or motions to accompany the rap song.
4. Identify servings and categories of the vegetables within the rap song.
5. Include the differences between meeting their nutritional needs in the song versus what they may want to have as a treat.

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

Materials Needed:

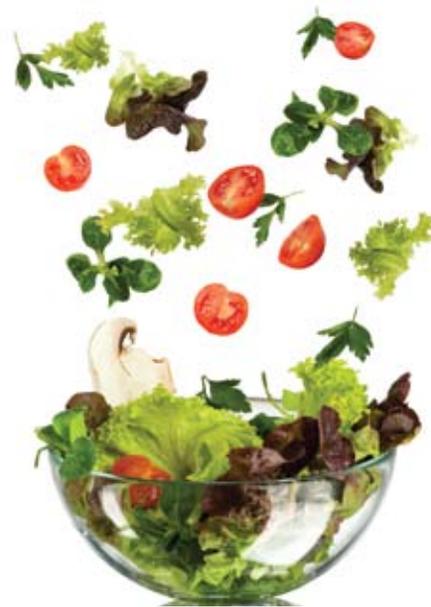
- Magazines or seed catalogs that can be cut apart
- Grocery store flyers
- Paper, pen and/or pencil
- Copies of *Salad Rap Student Handout* – one per student

Time:

Introduction: 15 minutes

Activity One: One hour

Activity Two: One hour



Activity Three: One hour

Practice: 10 minutes per day over several days

Performance time: Two minutes

Preparation:

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

Vocabulary: Chant, rap

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

Background Information:

Connecting music to learning links 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. And it is fun. When you're enjoying learning, it is not a chore, it is a pleasure. Learning rap songs accompanied by motion can teach key facts about plants and their needs.

Activity One:

1. Complete the lesson *What We Eat – Part 2* prior to this lesson.
2. Using pictures and objects around the classroom, have students identify things that rhyme: see-me, train-rain, toy-boy, blocks-socks, book-look, etc.
3. Now have students explore action words: hop, walk, dance, swing, march, sing, etc.
4. Explain that the class is going to be writing a rap/chant using rhyming words, the garden, foods you eat. After the rap is written, the class will create a dance to match the action of the words.
5. As an example use "Our Garden Needs Rain." First teach the actions and tell the students they have to match your movement and listen very carefully. Have students stand next to their desks or tables and model these motions:
 - a. Sun = arms creating a circle over their heads
 - b. Silent scream = mouth open, eyes wide, hands on face, NO SOUND
 - c. Light raindrop sprinkling = lightly drum fingertips on desks or tables
 - d. Raindrop patter = fingertips drum more loudly on desks or tables
 - e. Heavy rain = palms lightly hitting tables or desks
 - f. Downpour rain like a cloudburst = stomping feet
 - g. Rain slowing = palms lightly hitting tables or desks
 - h. Slowing further = fingertips drum more loudly on desks or tables
 - i. Back to a sprinkle = lightly drum fingertips on desks or tables
 - j. Sun peeking out = looking up for the sun
 - k. Sun shining = arms creating a circle over their heads
 - l. Proud of the garden = arms spread widely upward, smiling faces

Practice once or twice to make sure students follow directions.

6. Read the rap and model the motions:

Our Garden Needs Rain®

Our garden needs rain,
it's dry outside. (Sun motion with arms encircling heads)
The sun is shining,
our plants are fried! (Silent scream motion)

Please come rain,
we need you so.
The pitter patter,
little drops you know. (Finger drum lightly on desks or tables)

It sprinkles lightly,
let's hear it fall.
The soil is ready,
to have it all. (Fingers drum more loudly)

It's raining steady,
heavier now. (Palms lightly hitting tables or desks)
I hear thunder
Oh gee! Oh wow! (Drop a heavy book or make a crashing sound)

We're in for a downpour,
that's not so good. (Stomping feet)
Our plants can't take it,
They're in the mud.

It is passing over. (Palms lightly hitting tables or desks.)
The rain is flowing. (Fingers drum loudly)
I'm glad we see,
that water is slowing. (Finger drum lightly on desks or tables)

The storm is passing,
the clouds will thin.
I think I see,
sun peeking in. (Cease drumming and take a peek upward)

The sun is shining, (Sun motion with arms encircling heads)
our plants are fine.
I'm proud to say,
this garden is mine! (Stand with arms stretched widely upward as far as they can reach)

Activity Two:

1. Have students brainstorm words about the school garden, how they feel about it, colors, smells, unusual things they see and experience in it, etc. Take a walking trip to the garden to assist the process and obtain ideas. Make a list in a visual place.
2. Place words that may rhyme with the brainstormed words next to the other words on the list (flower/power, carrot/bear it, lettuce/get us, stem/hem/them, yellow/fellow, green/mean).

3. Share the Salad Rap song below with the class.
4. Working with the students, have the class create a rap/chant about the garden with a salad focus.
5. Add the nutrition component for a link to serving size or specific nutrients and foods that are a treat but should be limited. Have them identify those foods as wants not needs.

Example:

Salad Rap®	
Look in our garden and you shall see, Vegetables growing - one, two, three. Lettuce for fiber and greenery, Tomatoes for flavor – yum, yum, yummy. Sweet green peppers for vitamin C, A half cup serving for you and me. Add ‘em up, add ‘em up, yes sir-ee We’ll fill our plates up naturally. Vegetables help me that’s what I need, Pass up sweet treats reach for the berry.	

foot, etc.) Include hand, arm, leg, feet and body motions. Make a list of those words.

2. Share the motions that accompany the Salad Rap in the song below.
3. Have students draw the actions using the *Salad Rap Student Handout*.
4. Now add motion or dance moves to the rap/chant students created in Activity Two.

Extensions and Variations:

1. Share with students that songs, chants, raps, and rhymes can help memory. As they learn in school this technique may help them remember complicated information if they have to memorize anything.
 - a. One of the concepts that is important when learning about plants is that plants make their own food – they don’t eat the way people or animals do. But because people give their plants and gardens fertilizer they call it plant food. It is a bit confusing. So, to make sure they are not confused, the class is going to learn this chant: Plants Don’t Eat! The chant can be found in Salad Rap Part 1 on page 64.
 - b. Tell students to repeat what you say and chant your part rhythmically.
 - c. Repeat whenever you are going to work with plants or in the school garden to ensure that students remember it. This will be an issue that will be measured to meet science standards in a later grade.

Activity Three:

1. Have students brainstorm the physical actions that they like to make the most (running, jumping, hopping on one

Salad Rap®

Look in our garden and you shall see,	(Bend over at the waist and move side to side as if looking at the garden)
Vegetables growing - one, two, three.	(Stand and hop three times)
Lettuce for fiber and greenery,	(Hold the right hand up in front of your face palm outward and swirl it clockwise and down until the palm is facing upward.)
Tomatoes for flavor – yum, yum, yummy.	(Cup the hand to resemble holding a tomato and then rub your stomach in a wide circle)
Sweet green peppers for vitamin C, A half cup serving for you and me.	(Make a large C with arms)
Add ‘em up, add ‘em up, yes sir-ee	(Hold the right index finger upright and cross it at the knuckle with the left index finger.)
We’ll fill our plates up naturally.	(Tap crossed fingers three times in another person’s direction and three times for yourself)
Vegetables help me that’s what I need,	(Hold hands out like a plate and run in a circle to the right.)
Pass up sweet treats reach for the berry.	(Stop and hold up both arms to ‘make a muscle.’)
	(Turn away and wave your arms no. Reach out both hands and nod your head.)

2. Have the 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.
3. 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.

Evaluation Options:

1. Assess student participation in brainstorming and contribution for suitable words and in creating the rap/chant and accompanying dance.
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 dance motion accuracy.
3. Have students draw copies of their favorite vegetables, label each with the amount in a serving size and place on *MyPlate*.

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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Salad Rap

Sample Pre-Post Assessment

1. Name a food grown in your school garden that helps meet your needs.
2. How much of that food is one serving?
3. Name a food not grown in the garden that you want to eat as a treat.
4. What is the difference between a want and a need?
5. Who makes food from air, water and sunlight – plants or people?

Salad Rap[©]

Student Handout

Name: _____

Draw your action:

**Look in our garden
and you shall see,**

**Vegetables growing –
one, two, three.**

**Lettuce for fiber and greenery,
Tomatoes for flavor – yum, yum, yummy.**

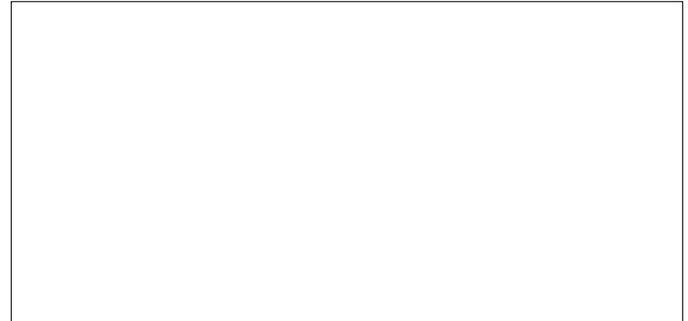
**Sweet green peppers mixed in for vitamin C,
A half cup serving handed out for you and me.**

Salad Rap[©]

Continued

Draw your action:

**Add 'em up, add 'em up, yes sir-ee
We'll fill our plates up naturally.**



**Vegetables help me
that's what I need,**



**Pass up sweet treats
reach for the berry.**

