

# Spelling through Music Notation

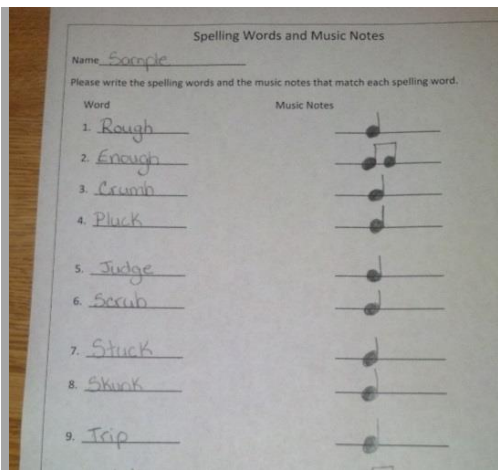


## Spelling & Music

Grade  
2

**English Common Core Standard(s) Grade 2**  
CCSS.ELA-Literacy.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

**Music (MD) Standard(s) Grade 2**  
3.2 Develop the ability to compose and arrange music by experimenting with sound and the tools of composition



## CONNECTED OBJECTIVES

Students practice breaking their spelling words down into syllables, counting the number of syllables in each word. Next they practice reading rhythms and then use music notes to show how many syllables are in each word. The students will write these music notes and then practice playing the rhythms on musical instruments and saying the spelling words.

## MATERIALS & RESOURCES

- Spelling Words
- Pencils
- Percussion Instruments
- Paper to write spelling words and music notes
- Music Rhythm Paper

## KEY CONTENT VOCABULARY

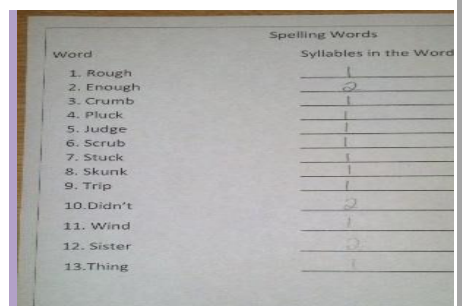
- Syllable
- Spelling Words

## KEY ARTS VOCABULARY

- Quarter note
- Eighth note

## A S S E S S M E N T

- The final spelling test
- The music notation written on the spelling word paper



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

## Introduce Spelling Words

- Give students their list of spelling words.
- Allow students to read through the list of spelling words. After the students have read the words to themselves read the words and spell them for the students while they follow along on their paper.
- Define any words that the students do not understand.

## Counting Syllables

- Tell the students that the words can be broken down into parts, or syllables.
- Show the students how to say a spelling word and count how many syllables are in the word.
- Students should read through their list of words and count how many syllables are in each word. The students can write how many syllables are in each word next to the word on the spelling list.

## Music Notation

- Show students the Music Rhythm Paper. Point to each music note and say the name out loud. Read the information written on the paper to the students.
- Lead the students in saying and clapping the rhythms at the bottom of the page.

## Modeling the activity

- Using a spelling word, count how many syllables are in the word, then assign music notes to the word. A word with one syllable would get a quarter note, a word with 2 syllables would get Eighth notes, words with 3 or more syllables would get a combination of quarter notes and eighth notes.
- Model for students how to write the spelling word and music notes on the spelling word paper. Remind the students to write their music notes directly on top of the line.

## Students complete the Spelling list and Rhythm activity

- Students should complete the spelling word paper, writing the spelling word and the music notes.
- When students are finished they can compare their spelling word papers with a friend who has the same spelling words they do. They should read each word together and then clap the rhythm next to each word.

## Performing the rhythms on Musical Instruments

- Give each student a percussion instrument.
- Lead students in saying their spelling words. Spelling each word and then playing the rhythm the students wrote next to the word.
- \*If students are not all using the same spelling words then go through each spelling list as a class. You can also have students get into groups with people who share the same spelling words they do. After the teacher models how to say the word, spell the word, and play the word, the students can complete the activity in their groups instead of together as a class.\*
- Collect the Spelling Word Papers.

## EXTENSIONS & OPTIONS

- After students complete the Spelling Word Papers you can have them come up one at a time and say, spell, and play one of their spelling words for the class.
- The students can come up one at a time and play the rhythm of one of their spelling words. The other students then have to guess what word they think the performing was playing. For example if the performing played two sounds the word could be enough, didn't, or sister.

## RESOURCES & SOURCES

G e t S m a r t T h r o u g h t h e A r t s

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# Music Rhythm Paper



Eighth Notes

2 Syllables (Ti-ti)



Quarter Note

1 Syllable (Ta)

1.



2.



3.



4.



## Spelling Words

Word

Syllables in the Word

1. Rough

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2. Enough

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3. Crumb

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4. Pluck

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5. Judge

---

6. Scrub

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7. Stuck

---

8. Skunk

---

9. Trip

---

10. Didn't

---

11. Wind

---

12. Sister

---

13. Thing

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# Spelling Words and Music Notes

Name \_\_\_\_\_

Please write the spelling words and the music notes that match each spelling word.

Word

Music Notes

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

6. \_\_\_\_\_

\_\_\_\_\_

7. \_\_\_\_\_

\_\_\_\_\_

8. \_\_\_\_\_

\_\_\_\_\_

9. \_\_\_\_\_

\_\_\_\_\_

10. \_\_\_\_\_

\_\_\_\_\_

11. \_\_\_\_\_

\_\_\_\_\_

12. \_\_\_\_\_

\_\_\_\_\_

13. \_\_\_\_\_

\_\_\_\_\_