

Peter and the Wolf

THE CLEVELAND ORCHESTRA

LEARNING THROUGH MUSIC

MATERIALS & SETUP

- **Music:** *Peter and the Wolf* by Sergei Prokofiev

CONNECTIONS TO OH STANDARDS

FINE ARTS



- **3CE** Listen to and identify music of various styles, composers, periods and cultures.
- **3RE** Discuss how music communicates feelings, moods, images and meaning.

LANGUAGE ARTS



- **W.2.1** Write opinion pieces that introduce the topic or book being written about, express an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
- **W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Learning Objective: Students will discuss opinions and write an opinion text based on Prokofiev's *Peter and the Wolf*.

ACTIVITY (45-50 minutes)

1. Generate a conversation about opinions. Sometimes we have similar or different opinions about things we experience, for different reasons. Introduce the lesson by telling the students that they will be sharing their own opinions and just as importantly, their reasons for having them.
2. Watch and listen to *Peter and the Wolf*.
3. Ask students to name some of the decisions that Peter made in the story. How do you think Peter felt in different parts of the story? Would they do the same things he did? Why or why not?
4. Choose one event from the story (if possible, one about which students have differing opinions). Ask for volunteers to share what they would do if they were Peter. Have students elaborate by sharing the reasons why they would make this decision.
5. The students will write a paragraph about the event from the story that you discussed. They should include:
 - What Peter does in the story
 - What they would do in the same situation
 - Two or more reasons why they would make this decision
 - A conclusion (i.e. what might happen if they made this decision)
6. Encourage students to use words such as “because” or “also” to link their ideas and reasons together. Remind students to use the grammatical structure “If I (encountered a wolf), I would...” to describe hypothetical events.
7. Have students exchange their writing piece with a peer for editing. If possible, type the final version on a computer.
8. Call on several volunteers to share their writing pieces with the class. You may wish to engage students in a friendly debate, or have them act out the new scenarios!

REFLECTION

1. Did the student share his/her opinion about Peter's actions?
2. Did the student write a paragraph about his/her opinion and explain why he/she thought that way?
3. Did the student strengthen his/her writing through revision?