

Harmony & Inclusion with Sing For Joy

Texas Teacher Lesson Packet • 2026–27

Kindergarten–Grade 5 | Music • English Language Arts & Reading • Belonging & Community

45 minutes	K–5 adaptable	Read-aloud + discussion + music-making
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A ready-to-use companion lesson for Sing For Joy — Creating a Place Where Music Lives

1. Lesson Overview

Purpose

Students explore how individual voices contribute to a community. Through a read-aloud, guided discussion, vocal exploration, and group music-making, students connect the book’s themes of belonging and participation with the musical ideas of listening, expression, ensemble awareness, and making room for others.

Learning Objectives

- Describe a connection between the story and personal experiences of belonging, joining, welcoming, or participating.
- Listen and respond to classmates during a guided discussion.
- Notice, describe, or demonstrate age-appropriate musical contrasts and expressive choices.
- Participate in singing or music-making independently and as part of a group.
- Identify one action that can help another person feel included.

Materials

Sing For Joy; optional classroom instrument or pitch source; Worksheet A; optional Worksheet B; pencils, crayons, or colored pencils.

2. Instructional Sequence

The Hook & Vocal Warm-Up — 7 minutes

Use a short call-and-response pattern. Invite students to echo at contrasting dynamic levels and, when appropriate, contrasting tempos. Ask: “What changed? What stayed the same? How did we know when to listen and when to respond?”

Interactive Read-Aloud — 15 minutes

Read Sing For Joy. Pause for text-to-self and text-to-community questions: “How might someone feel when they want to join but are unsure?” “What helps a new person know there is room for them?” “What does it mean for a voice to matter?”

Group Reflection — 8 minutes

Connect the story to ensemble music-making. Discuss how a group depends on listening as well as singing. Participating well does not mean being the loudest voice; it includes noticing others, following cues, and contributing to the group.

Active Application — 15 minutes

Teach a short, accessible melody, chant, or familiar classroom song. Perform it more than once, changing one musical element at a time. Invite students to notice how individual participation and group listening affect the result. Finish with one performance focused on shared participation and ensemble awareness.

3. Grade-Band Adaptation

Grade band	Keep the same	Adjust the demand
K–2	Read-aloud, belonging discussion, echo singing, group participation	Use concrete contrasts (same/different, high/low, loud/soft, fast/slow), gestures, drawing, oral response, and short sentence frames.
3–5	Read-aloud, belonging discussion, ensemble performance, reflection	Expect more precise music vocabulary, stronger independent performance, text evidence, developed written/oral responses, and explanation of how listening changes an ensemble.

4. Texas TEKS Alignment — Music

These are selected expectations that this lesson can directly practice. Teachers should choose the expectations appropriate to the grade level and the musical version of the lesson they teach.

Grade	TEKS	Lesson-aligned skill	Where practiced
K	§117.103(b)(1)(D)	Identify same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns.	Warm-up; listening
K	§117.103(b)(2)(A),(E)	Sing or play independently/in groups; perform louder/softer and faster/slower.	Active application
K	§117.103(b)(3)(B)	Identify simple interdisciplinary concepts related to music.	Music + literature connection
1	§117.106(b)(1)(C)	Use basic music terminology for tempo and dynamics.	Warm-up; vocabulary
1	§117.106(b)(3)(A),(E)	Sing/play independently	Active application

		or in groups; perform using tempo and dynamics.	
1	§117.106(b)(5)(C)	Identify simple interdisciplinary concepts relating to music.	Music + literature connection
2	§117.109(b)(3)(A)	Sing tunelessly or play classroom instruments independently or in groups.	Active application
3	§117.112(b)(3)(A)	Sing or play classroom instruments with accurate intonation and rhythm independently or in groups.	Active application
4	§117.115(b)(3)(A),(F)	Perform accurately independently/in groups; interpret tempo, dynamics, and articulation through performance.	Active application
4	§117.115(b)(5)(D)	Examine relationships between music and interdisciplinary concepts.	Music + literature connection
5	§117.118(b)(1)(C)	Use known music symbols and terminology for rhythm, melody, timbre, form, tempo, dynamics, articulation, and meter to explain aural examples.	Listening; reflection
5	§117.118(b)(3)(A),(F)	Sing/play with accurate intonation and rhythm; interpret musical terms through performance.	Active application
5	§117.118(b)(5)(D)	Examine relationships between music and interdisciplinary concepts.	Music + literature connection
5	§117.118(b)(6)(C),(E)	Describe musical events using appropriate vocabulary and evaluate performances using specific criteria.	Reflection; extension

5. Texas TEKS Alignment — ELAR

The lesson uses oral language, comprehension, and response skills. Grade-specific response expectations should be selected according to student readiness.

Grade	TEKS	Lesson-aligned skill	Where practiced
K	§110.2(b)(6)(A),(B),(E),(F)	Make personal connections; give oral/pictorial responses; interact meaningfully with text; use new vocabulary.	Read-aloud; Worksheet A
1–2	§110.3–§110.4(b)(7)	Respond to texts through personal connections, brief comments, text evidence, retelling/paraphrasing, illustration/writing, and new vocabulary.	Discussion; Worksheet A
3–4	§110.5–§110.6(b)(7)	Respond to texts with increasingly developed written/oral responses, text evidence, meaningful interaction, vocabulary, and discussion of important ideas.	Discussion; reflection
5	§110.7(b)(7)(A),(C),(D),(E),(F),(G)	Make personal connections; support responses with text evidence; retell/paraphrase/summarize; interact meaningfully; use vocabulary; discuss important ideas.	Discussion; reflection; extension

6. 2026–27 Texas ELPS Supports

Texas implements the ELPS adopted in 2024 beginning in 2026–27: §120.20 for K–3 and §120.21 for Grades 4–12. The supports below are practical accommodations for this lesson, not a substitute for a student’s individual language-support plan.

Domain / support	Application
Listening	Preview key words with illustrations or gestures; repeat/rephrase questions; allow processing time; pair spoken directions with visual cues.
Speaking	Use sentence frames such as “I feel included when ___” and “One way to welcome someone is ___.” Allow partner rehearsal before whole-group sharing.

Reading	Point to illustrations and key words during the read-aloud; preteach voice, harmony, welcome, belong, community, and chorus.
Writing	Allow drawing, labeling, dictated responses, sentence frames, or complete sentences according to proficiency and grade level.
Collaborative participation	Use choral response, partner talk, echo singing, and small-group rehearsal before independent response.

7. Lesson Assessment Rubric

Criterion	Developing	Proficient	Extending
Musical Participation & Expression	Participates with support and is beginning to respond to musical cues or contrasts.	Participates with the group and demonstrates the requested musical contrast or performance behavior.	Responds accurately to musical cues and demonstrates strong ensemble awareness.
Active Listening & Discussion	Listens with support and responds when prompted.	Listens actively and contributes a relevant response or personal connection.	Builds on classmates' ideas and uses specific language from the lesson.
Reflection: Voice, Belonging & Inclusion	Provides a drawing, word, or response with support.	Communicates a clear idea about welcoming others or why individual voices matter.	Connects musical collaboration, the story, and inclusive community behavior.

8. Worksheet A — The Sound of My Voice

Name: _____ Date: _____

Draw a picture of what making a place for a new friend looks like in our music classroom.



1. My voice is important because _____.
2. When I sing or make music with other people, I feel _____.
3. One way I can help a classmate feel included today is _____.

K–1 option: Students may draw, dictate, point, or complete the response orally.

9. Worksheet B — Finding Key Words

Name: _____ Date: _____

Find and circle the words. Talk with a partner about what each word means in the story.

CHORUS HARMONY BELONG FRIEND VOICE WELCOME MUSIC JOY

W E L C O M E A B C D
X Y H A R M O N Y Z F
M U S I C L M N O P R
Q R S T U B E L O N G
V O I C E W X Y Z A I
C H O R U S J O Y B E

10. Extension Ideas by Grade Band

K–2	3–5
Draw or act out one way to welcome a new person.	Use evidence from the story to explain how a character’s feelings or sense of belonging changes.
Perform the same phrase loud/soft or fast/slow and describe the difference.	Perform the same phrase with contrasting dynamics/tempo and explain how the musical choice changes the effect.
Create a class “Every Voice Matters” picture chart.	Create a class “Ways We Make Room for Every Voice” agreement and connect each idea to ensemble behavior.
Use a sentence frame: “I can make room by ____.”	Write a short reflection: “Being the loudest voice is different from contributing to an ensemble because...”

Teacher Notes

This packet is a flexible companion to Sing For Joy. It is not an official Texas Education Agency curriculum or assessment. TEKS references identify selected standards that can be practiced through the lesson; teachers should adapt pacing, musical difficulty, response expectations, and language supports to their students.

The belonging, inclusion, and community activities are instructional themes woven through the lesson. They are not presented as a separate set of Texas “SEL TEKS.”

Standards checked against Texas Education Agency materials for 19 TAC Chapter 117 (Music), Chapter 110 (ELAR), and the 2024-adopted ELPS implemented beginning in 2026–27 (§120.20 K–3; §120.21 Grades 4–12).