

# Lesson Plan Template

Date: \_\_\_\_\_

<b>Grade:</b> 1st		<b>Subject:</b> Music	
<b>Materials:</b> Bee hand puppet, big and little canoe paddle magnets		<b>Technology Needed:</b> none	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> <b>Guided practice</b> <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input checked="" type="checkbox"/> <b>Other (list): Learning by rote</b>		<b>Guided Practices and Concrete Application:</b> <input checked="" type="checkbox"/> <b>Large group activity</b> <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: Students follow the teacher's lead in learning the new song.	
<b>Standard(s)</b> MU:Cr3.1.1a – with limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas. MU:Pr4.1.1a – with limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections. MU:Pr4.2.1a – with limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.		<b>Differentiation</b> <b>Below Proficiency:</b>  <b>Above Proficiency:</b>  <b>Approaching/Emerging Proficiency:</b>  <b>Modalities/Learning Preferences:</b>	
<b>Objective(s)</b> TLW incorporate movement with song TLW learn a new song TLW understand the difference between beat and rhythm <b>Bloom's Taxonomy Cognitive Level:</b> Understand			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> Students will spend most of the class sitting in a circle or in their canoe lines. Transitions will be to song.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Students should respect each other's space in opening activity and in the lines.	
<b>Minutes</b>	<b>Procedures</b>		
	<b>Set-up/Prep:</b>		
<b>5</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <i>Bee, Bee, Bumble Bee</i>		
<b>7</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> <i>Canoe Song</i> A. Call and Response 1. My paddle's keen and bright, flashing with silver 2. Follow the wild goose flight, dip, dip, and swing		
<b>12-15</b>	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> A. Everyone taps a beat on their legs 1. My paddle's keen and bright, flashing with silver 2. Follow the wild goose flight, dip, dip, and swing B. Practice rowing as a class 1. Forward on "my paddle's keen and bright" 2. Back on "flashing with silver" C. Divide into groups of 3 or 4. Sit in lines, like in a canoe 1. Front and back people row the canoe on the beat 2. Middle people clap or tap the beat 3. After each time through the song, the last person moves to the front of the canoe while everyone else keeps the beat		
<b>8</b>	<b>Review (wrap up and transition to next activity):</b> A. Discuss syncopation looking at <i>Canoe Song</i> 1. Beat vs. rhythm 2. Show them, on the board with the magnets, the rhythm as it compares to the beat		
<b>Formative Assessment: (linked to objectives, during learning)</b>		<b>Summative Assessment (linked back to objectives, END of learning)</b>	

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- **Progress monitoring throughout lesson (how can you document your student's learning?)**

Teacher monitors participation throughout the class. If they are doing what they should be doing, there are no points taken away for lack of participation.

Assessing which students can keep a steady beat while canoeing and singing.

Who can tell the difference between beat and rhythm.

**Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**