

Entry 5

Formal Observations Guiding Questions for a Single Lesson

Name: Bobbi Ehrlich School: Bluemont Elementary

Grade Level/Subject Area: 3rd grade Music Date of Lesson: February 24, 2014
(The following form is adapted from Danielson, 1996, and the KSU Student Teaching Handbook)

1. What are your goals and objectives for the lesson? What do you want the students to learn and be able to demonstrate?

Goals:

Students will review the rhythmic concept of quarter notes, eighth notes, and quarter rests in a variety of team-oriented games and activities.

Objectives:

Given rhythmic categories, students will classify words into appropriate rhythmic categories with 3 or fewer mistakes.

Given an aural rhythm, students will select the correct notation for the rhythm 75% of the time.

Given a rhythm kinesthetically, students will repeat this rhythm correctly 50% of the time.

2. Why are these goals and objectives suitable for this group of students? What evidence do you have that you have high but reasonable expectations for your students?

These goals and objectives are suitable because these students are currently working on steady beat and rhythm. We have spent many class periods reading, classifying, notating, and aurally analyzing rhythms. Since the students have shown success in many of these areas, it is a good chance for them to try and apply their knowledge. The activities will be challenging, not simply repeats of what we have done in the past.

3. How do the goals and objectives build on previous lessons and how do they lead to future planning?

These build on previous lessons by having the students refine their abilities with quarter notes and eighth notes. In all previous lessons, the students have spent a majority of their time working as a class. There have been a few individual projects, but always with full-class discussion. This activity is a chance to begin assessing in small groups. Though this is my last lesson, if I were to continue teaching, I would use this as a way to see what students still are struggling based on the group dynamics and success.

4. What difficulties do students typically experience in this area and how do you plan to anticipate these difficulties?

One of the difficulties that I still see with the kids is they don't always see a difference between the speed of eighth notes and the speed of quarter notes. They have grown in making a distinction and may do better this time.

5. How do these goals and objectives align with a.) National and/or state standards, b.) District standards, goals, or scope and sequence, c.) School QPA/NCA Targeted areas of Improvement?

These goals target the national standards 5 and 6. In the district curriculum, the students are back in grade 1 and 2 for the scope and sequence, working on quarter notes and eighth note rhythms. This is where the students are at developmentally in music though, so that's where I am focusing on. They are not sound enough on these rhythmic concepts to be working on the 3rd grade material.

6. How do you plan to engage students in the content? What will you do? What will the students do?

Students will be engaged in the content through games that they will work on as a team. They will be categorizing, using kinesthetic movement, analyzing, and deducing in order to succeed. The class will be competing for prizes at the end of the class period to help them stay involved. I will be leading these games and keeping them focused as well as going around to groups answering questions and helping them as needed.

7. What instructional materials, resources, and technology will you use?

I will be using many different materials. There will be 4 games involved as well as a warm-up activity. The materials needed are rhythm cards, envelopes and cards for categorizing game, rhythm cards for the relay race, and white boards and markers for rhythm telephone. Technology that will be used is my iPod as a timer and a rhythm track for the students to review rhythms. I also will be using Class Dojo to keep track of points as the games go on.

8. How do you plan to assess student achievement of the goals?

Most assessment will be done through observation of students as they perform the various activities. Since they are working in groups, their scores will be a composite of their group. However, through observation, I will be able to see who is getting it really well and leading their teams as well as who is struggling.