

Entry 5: Elementary School Class Session Template

Elementary School Name: Bluemont Elementary

Grade Level: 3rd grade

Student Teacher's Name: Bobbi Ehrlich

Date: February 24, 2014

Prior to this class, what have students been working on and/or what do they already know that is relevant to the activities included in this particular lesson? (Bullet list or prose)

- Rhythm reading (quarter note, eighth note pairs, quarter rests)
- Rhythm notation
- Steady beat versus rhythm

What special needs students are included in this class and what accommodations are being made to assist them in this lesson? (Bullet list or prose: remember special needs can include "gifted" children as well as children with physical or mental disabilities)

- There are 4 students with learning disabilities in this class. The accommodations being made are that the students will be in mixed groups where they will be able to work with students of varying degrees of abilities. Not all students with learning disabilities are struggling with rhythm, so they will be able to guide their group.

How many times do you see each class per week? For what amount of time?

I see this class twice a week for 45 minutes each.

What classroom management strategies are you employing in the music classroom?

The students know that there is a specific rhythmic clap that means that they need to be quiet, which they clap back to me. With these games, it will be easy to use room space and proximity to keep students on task. Also, I will be using a points system. Teams will be able to lose points by not being on task during the games or talking when they shouldn't be.

Is there any other information that I should know about your teaching situation and/or this class prior to observing you teach?

This is my last time teaching the class, so they are doing these review games as a fun way to end the concept with me. They may not be 100% successful and could probably use more time with rhythm, though I don't think Mrs. Easterday plans to continue that concept. They have come a long way though and it will be interesting to see how they respond.

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Lesson Plan for the Elementary Class Session

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.

Standards Being Addressed:

5. Reading and notating music.

6. Listening to, analyzing, and describing music.

Materials of Instruction:

Rhythm cards (class set)

Envelopes

Candy cards

Rhythm cards (team sets)

White boards (3)

Markers (3)

iPod timer

Rhythm Track (speakers)

Class Dojo (laptop, projector)

Lesson Sequence:

Entry Activity/Transition: (1 minute)

Students will come in and sit down in their spots. The beat will be playing, students will sit down and keep a steady beat on their bodies in whatever way they can.

Activity #1: Review Rhythm cards (3-4 minutes)

1. Read rhythm cards to students while they echo back. (on numbers with clapping)
2. Go through rhythm cards again, have the students read the rhythms on their own.

Assessment: Assessment will be done by listening and watching the students to be sure that they are in the mode of rhythm reading and remembering their quarter and eighth note pulses.

Transition: Begin giving instructions for the plan of Rhythm Survivor. Divide the students into teams after instructions have been given.

Activity #2: Candy Categories (10 minutes)

1. Have the students sit in circle pods with their group members. As they are sitting in these groups, they need to have eyes up front so they can get the instructions for the game.
2. Explain that each group will get an envelope with pictures of 15 different candies in it. They will also get four envelopes, each with a different rhythm on it. Their job is to put these candies in the envelope that has the correct rhythm. Example: if I gave you the candy Twizzler, it would go in which one (give them the four choices). You will have 5 minutes to complete this. I will let you know when you have 1 minute, 30 seconds, and then will count down the final 10 seconds. You will get a point for each candy that you have in the correct envelope.
3. Pass out the envelope packets and start the timer. Circulate around the room, watching the groups working together and seeing which students are doing well and which ones are still struggling.
4. Once the time is out, check the students. Have each group pull out their candies from an envelope and lay them out on the floor so that I will be able to see them. This will prevent cheating. Then read off what they should have. Do this for each envelope. Tally up points. As the students pack up the items and place them on a pile in the front of the room and return to their group pods, enter the points into Class Dojo.

Assessment: I will be watching groups to see student interactions and see who is leading the groups.

Transition: While students pack up items and pile them on the piano and return to group pods, enter the points into Class Dojo.

Activity #3: Find me a rhythm (15 minutes)

1. Explain the rules to the game while the students are still in their pods. This way they will be more likely to be focused and paying attention to instructions. There will be 8 rhythm cards for each team spread out on the counter. Teams will be gathered on the other side of the room by the cubbies. I will clap a rhythm with counts and the whole class will clap it back. I will clap it one more time. The person in the front of the line will run to the rhythm cards and decide which rhythm card is the rhythm that I clapped. Once they think they have it, they can run back and bring it to their team. The team has the right to accept it or deny it. They can only deny it once and have the teammate go back and get a different one. Once everyone is back and has a card, I will show the correct rhythm card. The team that is back first with the correct card gets 2 points. The other teams back 2nd and 3rd will get 1 point for a correct card.
2. At this point, have the students go get into lines, by the cubbies in height order. Make sure the first rhythm cards are set up on the counter. There will

be 3 rounds, each round I will do 4 rhythms and then we will switch out cards to a harder rhythm set.

3. The game will proceed in this order as per instructions. There will be a total of 12 rounds. Team points will be kept on a tally on Class Dojo.

Assessment: With this game I will be able to assess students individually on how they do with finding the rhythms and being able to see the rhythm as they are clapping it.

Transition: Once the game is over, students will put all of their rhythm cards they have collected on the counter and come sit in their pods to see the point totals.

Activity #4: Rhythm Telephone (10 minutes)

1. While in pods, give them instructions. There will be a rhythm card placed on the music stand. Each row will sit in a straight line facing the back of the room. The person in the back of the line will be allowed to turn around and look at the rhythm. They then must tap the rhythm on the shoulder of the person in front of them. The line passes the rhythm to the front and the front person writes what they think the rhythm is. There will be 4 rounds, so those that want to write the rhythms should be the first 4 people in the line. You can repeat a rhythm, but only once. One point will be given for each team that writes the rhythm down correctly.
2. Have students decide on a line order and sit in that order, facing the back of the room. Give the front row a board with 4 blanks drawn on it and a marker and eraser. Start each round and watch the students pass the rhythm. See if you can tell where/if the rhythm is lost.

Assessment: The students will be assessed by how well they are able to pass the rhythm. All of the rhythms will be easy, so as long as the starting person taps it well, it should be able to be passed to the front.

Transition: Have the students clear the boards and come to their pods for the final portion of class.

Activity #5: Poison Rhythm (remaining time)

1. The students will be told that we are going to play poison rhythm for the chance to catch up on points. Pick a rhythm (medium level) and explain. Tell them that this time instead of it being me versus the class, it's each team for themselves. Meaning that if someone in team 1 claps it, teams 2 and 3 get a point while team 1 does not.
2. Play until there are 2 minutes left in class.

Assessment: This is a pretty good individual assessment to see how well the students are paying attention or if they are just guessing. It is really easy to

tell in their body language and reactions how confident they are in their choice to clap back or not.

Closure: By 10:13, check out the point tally. Team with the highest points is the winner. All students get to pick out a sticker for playing well. The winning team gets a sparkle pencil, eraser buddy, and a set of beads. Have the second place and 3rd place students line up at the door while first place picks out prizes. Then give the students all a sticker as they leave the room.