

Entry 5: Elementary School Class Session Template

Elementary School Name: Bluemont Elementary

Grade Level: Kindergarten

Student Teacher's Name: Bobbi Ehrlich

Date: January 22, 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)

- Last week was all about high vs low. We did roller coasters, sang our names, played games where we adjusted pitch, and had the first two parts of the counting song where we learned our actions and the words to the song.
- They have a small introduction to loud and quiet from Mrs. Easterday but I do not know the extent of that.

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)

- This class has two students with learning disabilities and one student with autism. There is a para in the classroom, which can help.
- I'm not completely sure if/when the students will be there. The last few times I have taught the students would come in late or not at all from the SPED room, which would make things difficult.
- Most accommodations needed would be for the student with autism to make sure he doesn't freak out. This includes clear directions and keeping orderly conduct in the classroom. He often needs reminders about when not to play with instruments as well.

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

- This class comes to music on Wednesday and Friday afternoons. Each class is 45 minutes. This particular class missed their Wednesday lesson last week and so have had less time in preparation for playing the bells. This may cause us to do a bit more review than some of the other Kindergarten classes. I also have only been their teacher for one class, so they may still be testing me to see how things go.

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

- Many of my strategies are things that they had already been doing. For instance, each student gets two warnings. After those warnings, they get a sticky note with a check mark. Subsequent warnings are more check marks. These sticky notes have consequences in their main classroom.
- In order to get the students quiet, there are a few things they respond to. Thumbs up if they are listening, or simply saying "Eyes on me". There is also the option of clapping.

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

- I've been sick for 5 days now, so I may lose my voice partly during the lesson, which may impact my classroom management and teaching techniques.
- This lesson didn't go very well with my other classes the day before, so the revamped lesson is a semi-trial of fixing things.

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Lesson Plan for the Elementary Class Session

Objectives:

By the end of the class

1. Students will perform a song on bells, understanding low, medium, and high, with no more than 3 mistakes.
2. Students will differentiate soft sounds versus loud sounds 90% of the time.

Standards Being Addressed:

1. Singing, alone and with others, a varied repertoire of music.
2. Performing, alone and with others, a varied repertoire of music.
6. Listening to, analyzing, and describing music.
7. Evaluating music and music performances.

Materials of Instruction:

CD's from the Spotlight on Music Series.

Bell sets

Mallets

Loud/Quiet Song from internet

Lesson Sequence:

Entry Activity/Transition: "Hello Song"

The kids like to participate in the song, it gets them singing, gets their brains focused, and instills some steady beat work.

At the end of the song there is a little falling sound where the students will go back to sitting on the floor. I say criss-cross applesauce and we go right into the first learning activity.

Activity #1: The Counting Song

1. Review the song as they have learned it, first with words, and then including the actions that we had learned representing the pitches (low, middle, and high).
2. Play a set of bells while holding them in front of the class, like we did on day 1. Remind them that there is a high, middle, and low bell that is being played.
3. Reference the set of bells that is drawn on the board. Use that set of bells to show the kids how they will play the bells. Have the students point to the bells as I point to them on the board and sing the song.
4. Students will play bells on the floor a couple of times. Imagine they have bells in front of them. They will pat the floor in front of them when they play bells. Reminder "We only play the bells on specific words. Those are the words that are...numbers!"

5. Once the students have shown that they understand how to play the bells on the floor, set them up in rotation lines.
6. Practice the rotation lines without any instruments. First have one line demonstrate how this works, and then have the entire class run the rotation.
7. Pull the bells from the front of the room to the rows. Pass out mallets. Remind them that instruments are only played when we are singing.
8. Have each student point out which bells they are going to be playing on. Once they have found the bells, we are ready to try playing.
9. Each group gets to play twice. If there is a problem when they are playing, then we will pause and fix it between runs. Remind kids waiting to be singing along with the song.

Assessment: The students will be informally assessed. The assessment will include watching them do the actions, watching them tap the floor, and observing each student as they play the bells. This will give many chances to see if each individual student has learned the concept of low, middle, and high pitches.

Transition: As the leaders in each of the rotation rows pushes the bells up to the front against the wall and hands me their mallet, the rest of them quietly move back to their seats. Make this a competition to see which row can do this the quietest.

Activity #2: Loud/Quiet Sounds Song

1. Have students listen to the loud/quiet song. Once they have listened to the song, ask them what the song talks about.
2. Have students listen to just the loud part and see if they can tell what the words say about what is loud. Teach this part by rote.
3. Have students listen to just the quiet part and see if they can tell what the words say about what is quiet. Teach this part by rote.
4. Have the kids sing the song along with the music.

Assessment: The students will be informally assessed on their listening skills by being able to pick out the loud/quiet parts of the song and what the lyrics say.

Transition: "Let's listen to another song that talks about being loud or quiet. There are two things I want you to listen for. The first thing is what animal the song talks about, and the second is what word sounds like a surprise?"

Activity #3: Grizzly Bear

1. Students will listen to the grizzly bear song. Afterwards have them answer the questions of what animal the song talks about and what word sounds like a surprise. Ask them if they can tell me why MAD! Sounds like a surprise.
2. Talk about grizzly bears and why the grizzly bear is sleeping.

3. Have the students learn the song by rote. Teach the first line, then second line, then third line. Be sure to put the second and third line together before putting it all together.
4. Talk about what you would do to be very quiet if you were sneaking past someone. When the students understand tip-toeing, have them practice in preparation for the next class when they will play the Grizzly Bear game.

Assessment: Students will be informally assessed by their singing and also their tip-toeing around the classroom. This will allow me to see if they students understand where the quiet part of the music is as well as are ready for the loud part when it comes up.

Transition: "Everyone tip-toe back to your places, lets see which row can get to their spots criss-cross applesauce the quietest".

Closure:

Spend a couple of minutes talking with the kids about times they have to be quiet and times they can be loud. This will give me a chance to see where they are as far as understanding loud vs. quiet.