School: International Studies Magnet School

Teacher: Kennedy Capps

Date(s): November 12th, 2018

Subject/grade: 1st

Frameworks: (**not** music frameworks)

**AR. Math.Content.1.OA.C.6 Add and subtract within 20, demonstrating computational fluency for addition and subtraction within 10.**

**AR.Math.Content.1.OA.D.7 Understand the meaning of the equal sign and determine if equations involving addition and subtraction are true or false.**

Objectives:

Students will add and subtract equations by decoding musical notes in groups of two, playing their equation for the class for the other students to answer also.

Related vocabulary: Add, subtract, equal sign

Materials: (Include weblinks, equipment, etc.)

Teacher made flash cards with math equations in the form of musical notes.

Small instruments such as maracas, tambourines, or wood blocks.

Methods: (Step-by-step procedure)

1. Divide students into groups of two.
2. Give each student two flash cards with a musical math problem written on each (see other document).
3. Allow students time to decode their math problem and solve, without the use of musical instruments.
4. Once everyone is done, pass out one instrument per group.
5. Give students extra paper to write out each groups equations.
6. Demonstrate what you expect the students to do for their classmates.
	1. If the math equation (decoded) is 4+4=8, the teacher would shake the maracas for four counts, say “plus”, shake the maracas for 4 more counts, say “equals” then shake the maracas for 8 counts.
7. Go around the room, allowing each group to play their math equation while the other students listen and write what they think the math equation is.
8. Have students volunteer to say what they think the math equation is, and state whether it is true or not (did the group make a mistake adding or subtracting).
9. The group states that answer, then repeats plays their second equation, switching students who play the instrument so everyone gets a turn.

Method(s) of assessment:

Teacher can make notes on who makes mistakes when playing. Teacher can have groups put their names on their flash cards (the ones that they played) and the teacher can look at these for correct answers and to decide who needs extra help with addition or subtraction.

Special needs accommodations:

Teacher should be sensitive to students with sensory issues as the noises could be overwhelming for them.

If the teacher thinks every group having an instrument will be too much of a distraction then they may only have one instrument that passes from group to group.

Reflection: (Questions the teacher asks himself/herself following the lesson)

What could I do to improve the lesson? Did the students grasp the concept(s)? Is there anything that should be done differently next time?

N/A