

Lesson Plan Template

Learning Segment Focus: Patterns with Musical Sounds

Lesson 1 of 1 Topic: Mathematics Date: 04/28/2021 Grade: First Grade

Student Outcomes

Specific learning objectives for this lesson.	Students will create AB, AAB, ABB, and ABC patterns. Students will create their own pattern and document it. Students will learn about musical sounds. Students will create a song with a partner.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Students know what a pattern is and how to create one. Students have listened to different songs and associated their sounds with emotions.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	Students will use their knowledge of music in everyday life. Musical sounds are everywhere in daily life.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	<ul style="list-style-type: none"> • Pattern • AB pattern • AAB pattern • ABB pattern • ABC pattern • Video
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Academic Language Support

<p>What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?</p> <p>What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse)?</p>	Students will create patterns by first listening to and watching the teacher do in and then do it themselves. Students will create their own pattern and document by practicing, coming up with a pattern, and recording their pattern. Students will learn about musical sounds by using Specdrums to create patterns. Students will create a song with their partner by coming up with a pattern and repeating it.
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Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	<ul style="list-style-type: none"> • Premade examples of AB, AAB, ABB, and ABC patterns • Specdrums with 2 finger holds • iPad
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Materials needed by students for this lesson. (computers, journals, textbook, etc.)	<ul style="list-style-type: none"> • Clips ios app • Specdrums with 4 finger holds • iPad • Clips ios app
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Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
5 minutes	<p><u>Introduction:</u></p> <ul style="list-style-type: none"> • <u>Learn Specdrums</u> 	<p>The teacher will demonstrate to the student how the Specdrums are used. The teacher will show the students the different things in the library. She will tell the students that one group from the library will be used for all of the group portion of the lesson. The teacher will demonstrate an example of each pattern they will use for the lesson on the Specdrums.</p>
30 minutes	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> • Do patterns • Create partner pattern • Record partner pattern 	<p>The teacher will put her Specdrums up on the board. She will ask the children what an AB pattern is. The teacher will demonstrate an AB pattern on her Specdrums for the students.</p> <p>The teacher will ask each group of partners to do the pattern back. She will chose one pair to create a different AB pattern for the class. The class will do the pattern together.</p> <p>The same process will be done for AAB patterns. The same process will be done for ABB patterns. The same process will be done for ABC patterns. The teacher will explain to the student that they will create a pattern of their own. The pattern can be whatever they want and they will repeat it five times.</p> <p>The teacher will show the students how to use the Clips app on their iPad.</p> <p>The teacher will tell the students that they will cerate their pattern, repeat it five times, and record the pattern with the iPad.</p> <p>The students will be allowed to use anything from the library that they want.</p>

5 minutes	<p>Closure:</p> <ul style="list-style-type: none"> • Clean up • Presenting patterns 	<p>After the students finish, they will put away the Specdrums. The students will return to their seats with their partner. Each group will have a turn to go to the front of the class and play their video of their pattern that they created.</p>
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Technology Integration

<p>Provide your rationale for your technology choices that accurately reflects those choices within your teaching context. Identify what technology(s) you are using as part of your lesson plan. Describe how the use of technology aligns to your learning objectives, content standards, and central focus. Explain how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). Specify how the technology selections meet or exceed the needs/strengths of all students. Justify the “fit” of chosen technologies, showing how the content, instructional strategies, and technology “fit” together.</p>	<p>The students are using Specdrums and the Clips app on an iPad for this lesson. Specdrums help the students learn about music and patterns without having a lot of instruments or cleanup. They also allow for learning about music at a lower volume. A lot of musical instruments are too loud for a regular classroom. The Clips app allows students to video and learn about video in a simplified manner.</p>
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Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i> <i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<p>For students who might struggle with this lesson, I would partner with higher achieving students. I would check in on these groups more often than I do others to ensure that they are progressing well. This activity is a great one to not need many modifications because it is a group and partner activity.</p>
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Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)</p>	<p>For this lesson, I model everything for the students before they have to do it. I make sure to not only explain to the students what they have to do but show them. I also allow the students to learn from doing activities that I tell them to and guide them on as well as coming up with their own activity to do.</p>
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Assessments: Formative and/or Summative

<p>Describe the tools/procedures that will be used in this lesson to monitor students’ learning of the lesson objective(s) (include type of assessment & what is assessed).</p>	Summative	Creating and recording their own pattern
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Research/Theory

Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research .	Pro Solutions Training says music in the classroom can “improve the development of reasoning and language, improved coordination, emotional development, enhanced auditory skills, improved creative thinking, opportunities to learn teamwork, and increased engagement in school”.
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Lesson Reflection/Evaluation

What went well ? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>;
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