

Lesson Plan Template

Course & Grade: Music/Math, Grade 3

Date: November 27, 2020

Unit/Topic: Addition, Subtraction,
Multiplication and Division Fluency

Time: 40 minutes

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School: University of Victoria

1. Learning Outcomes and Cross Curricular Competencies

a) Two 3-part Learning Outcomes (Each has three parts)

1. Given the ability to work collaboratively as a group the student will calculate the answer to the given problem as demonstrated by their accurate number of beats for the answer.
2. Given practice time the student will explore the musical term “beats” as evidenced by their playing of different beats using body percussion.

b) BC K-9 Arts and Math Curriculum Documents

1. Core Competency: Communication

Sub-category: Collaborating, Profile 3

“I” Statement: I express my ideas and help others feel comfortable to share theirs so that all voices are included.

2. Understand - Big Idea

- Development of computational fluency in addition, subtraction, multiplication, and division of whole numbers requires flexible decomposing and composing.
- The mind and body work together when creating works of art
- Creative experiences involve an interplay between exploration, inquiry, and purposeful choice.

3. Prerequisites

- Addition and subtraction facts to 20 (emerging computational fluency)
- Number concepts to 1000
- Addition and subtraction to 1000
- Multiplication and division concepts
- Personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment
- Symbolism

4. Do - Curricular competency

- Communicating and documenting : Apply learned skills, understandings, and processes in new contexts
- Reasoning and analyzing: Develop mental math strategies and abilities to make sense of quantities
- Understanding and solving: Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving
- Demonstrate increasingly sophisticated application and/or engagement of curricular content

5. First Peoples Principles of Learning (FPPL)

- Learning involves patience and time

c) Professional Growth Goal(s):

Emma: In my teaching practise I am working on speaking slowly and coherently when teaching a lesson.

Mackenzie: In my teaching practice I am working on becoming more comfortable speaking to a larger group of people.

Kaitlyn: In my teaching practise I am working on keeping my nerves at bay while speaking in a professional manner in front of the class.

2. Assessment and Evaluation

1. A student's accuracy to demonstrate the correct number of beats for the answer will be assessed by whether or not they got the right answer. The outcome of the task will be satisfied when the student is able to fluently play the beats to demonstrate the answer to any given problem.
2. A student's ability to play beats using body percussion will be assessed by how they are able to differentiate between beat and rhythm. The outcome of the task will be satisfied when a student is able to create a beat using body percussion that represents each part of the problem.

3. Considering Student Learning Needs

Adaptations, modifications:

- If a child can not or should not handle manipulatives then they can continue using body percussions instead of instruments
- If a student is unable to hear beats or is hard of hearing, it may be helpful to have a student/teacher tap the beat on their hand or stamping their feet on the floor to hear the vibrations.

4. Required Resources

- Small Handheld instruments

5. Content and Teaching Strategies of Lesson

a) Introductory statement (Overview)

Today we will be using body percussion to answer math problems. When answering you will slap your chest for each number in the hundreds column, clap your hands for each number in the tens column, and snap your fingers for each number in the ones column.

b) Hook (e.g., relate the lesson to their lives, review, connection to previous lesson(s), video clip, reading, hands on/minds-on activity)

- Ask students to discuss place value with partners. Review the basics and encourage questions.
- <https://www.youtube.com/watch?v=a4FXI4zb3E4>

c) Content and Teaching Strategies

1. First the teacher will write several numbers on the board and model how to express a number with body percussion. So if it was 245 it would be 2 chest slaps, 4 hand claps and 5 snaps. Once modelled the students can echo the sounds they heard. This can be done until the class has an understanding of the task. (guided practice)(purposeful questioning) (10 minutes)
2. Then the class will move on to addition and subtraction problems. It can get a bit loud so make sure that they are not rushing the percussions. (10 minutes)

3. The class then can move on to multiplication and division problems. (10 minutes)
4. If possible the class can use some handheld instruments instead of body percussions. The class split into 3 groups, each with a different instrument, and every group will be responsible for one place value sound. (partnerwork)
5. After everyone has had a chance to get comfortable with this activity, students can volunteer to answer problems on their own and if they are incorrect another classmate can answer using their own instrument when called on. (10 minutes)

Teaching strategies:

1. Purposeful questioning
2. Partnerwork (Encourage discussion)
3. Guided practice

d) Consolidation

Today we worked on our mathematical operations, and represented our ideas through the use of body percussion. We were able to fluently complete the beats to represent our answers. This will help you be more confident in your place value skills as well as be more fluent in your operations.

6. Reference:

Campbell, P. S., Scott-Kassner, C., & Kassner, K. (2017). *Music for elementary classroom teachers* (First ed.). New York: W. W. Norton & Company.