

Lesson Plan Template

Course & Grade: Music/Math, Grade 3

Date: November 27, 2020

Unit/Topic: Addition and Subtraction Fluency

Time: 40 minutes

Mentor Teacher: Dr. Anita Prest

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 contribute during group activities with peers and share roles and responsibilities to achieve goals.

2. Understand - Big Idea (circle): Indicate which big idea your lesson addresses

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

3. Know - Content knowledge (noun – right hand column under the Big Ideas): Indicate which content your lesson addresses

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

4. Do - Curricular competency (verb – left hand column under the Big Ideas): Indicate what your students will do as a result of their learning.

- 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) – List the specific principle(s) you will actively use throughout the lesson here. *Italicize* throughout the lesson where this (these) principle(s) are enacted.

- Learning involves patience and time
- Learning involves recognizing the consequences of one's actions

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 student is unable to manipulate objects in any way then they can use a computer and type the answer instead of using a whiteboard.
- 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.
- Blindfold is not essential for the activity to have merit so if a child is unable or unwilling to they can simply close their eyes or face away from the whiteboard

4. Required Resources

List your required resources/equipment here.

- Small white board for each group
- White board pens
- Blindfold if needed
- Small handheld instruments (shakers, wooden sticks, bells...)

5. Content and Teaching Strategies of Lesson

a) Introductory statement (Overview)

Today we will be using body percussion/ small handheld instruments to answer math problems. Working with your classmates, you will create beats to show the question, operation, and answer.

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

- Review operations : <https://www.youtube.com/watch?v=JpJOW8L-IsQ>

c) Content and Teaching Strategies

- 1) The teacher divides the class into groups of 4. Child #3 sits in a chair and puts on a blindfold. Child #4 will then write an addition or subtraction problem on a small whiteboard. Child #1 will use a small handheld instrument to create the beats equal to the number before the operation sign. All children in the group will then speak the operation sign aloud. Child #2 will then play the beat equal to the second number after the operation sign. Child #3 counts the number of beats, and listens to the operation sign before calculating the answer. Teacher will then circulate the classroom to check in on the groups and ask questions about their understanding; asking why they believe they got the correct answer? What strategies they used to follow along with the task? (Purposeful questioning) (guided practice) (FPPL: *Learning involves recognizing the consequences of one's actions*)
- 2) After the child has answered three problems using addition and subtraction the roles will switch until all students have had a chance to play all 4 roles. (15 minutes) (small group practice) (FPPL: *Learning involves patience and time*)
- 3) After the child has completed three problems they will move on to multiplication and division using the same equipment. (20 minutes) (small group practice) (FPPL: *Learning involves patience and time*)

Teaching strategies:

1. Small group inquiry
2. Purposeful questioning
3. Guided practice

d) Consolidation

Today we worked in small groups using music to build our skills in the area of mathematical operations; Addition and Subtraction. We were able to fluently play the beats in relation to the math task. This will help you to be more confident in your skills as we continue to learn these operations in further detail throughout this year.

6. Reference:

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