

MANCHESTER COLLEGE
Department of Education
Lesson by: Kaitlin Hughes

Lesson: Classroom Builder
Age or Grade Intended: 3

Approx. length: 30 minutes

Academic Standards:

Music 3.3.1 Sing or play extended responses to teacher or student questions

Music 3.5.1 Read and perform quarter, eighth, half, dotted half, sixteenth, and whole notes, and quarter, half, and whole rests in meters of two, three, and four using rhythm syllables

Music 3.7.1 Explain personal preferences for various styles of music using appropriate terminology

Performance Objective:

Given a review sheet, students will complete it with 100% accuracy.

During a classroom builder activity, students will be given a fill-in-the-blank paper and must participate 100%.

Assessment: Students will be given a review sheet about the notes learned during the shaving cream activity. They will also be given a fill-in-the-blank classroom builder worksheet in which they must walk around and receive signatures, showing full participation.

Advanced Preparation by Teacher:

1. Prepare a “Shaving Cream Review” sheet. Have questions about drawing the notes, how many beats each get, and so on. Have enough copies for each person.
2. Have enough pencils prepared for each student to have one.
3. Have a copy of “My Favorite Things”, the classroom builder for each person.

Procedure:

Introduction: Begin with their routine of Daily Oral Music. It is their second day of music this week, so today is rhythm rather than sight singing. Use the overhead to draw different notes. Ask them the same questions that are on the review sheet, but on the overhead. Draw each note and ask them what note it is and how many beats each gets.

Step-by-Step:

1. Tell the class “we are going to have a “Shaving Cream Review” to see if using the shaving cream the class time before worked or not by helping us learn our notes.” Make a review sheet like the attached sheet. Hand out to class with a pencil. Give them 5-10 minutes. Go over the review sheet with them briefly from the overhead.

2. Have “My Favorite Things” from Sound of Music prepared to play on YouTube. Explain to the class that this is another song from the Sound of Music and it was originally a musical but most people know the songs from the movie they made after the musical. There are lots of rhymes in the song, so have the students pay attention to that as well as the singing. If they are young or seem uninterested, have them raise a hand if they hear a rhyme. Once the song is over, have the students tell you what rhymes they heard and write them on the board as they say them. Ask the class, “Have you ever heard a song with words that rhyme? Do all songs have to rhyme” (No) Next time when you’re listening to your favorite song or music on the radio, see if it has a few rhymes, lots of rhymes, or none at all.”
3. Then tell them that we all have our own favorite things so we’re going to go around and tell each other our favorite things. Pass out the “Favorite Things” papers. Tell them they have to find one classmate who does NOT share their favorite thing for each question. They have to get each person to sign their paper and it must be eight different people for each of their eight “favorite things”. If time runs out, allow students to take the papers home with them and finish filling them out later.

Closing: Tell the students to always remember that everyone is different, especially with their likes and dislikes in music. We can learn a lot about people and it is okay to be different!

Self – Reflection:

Did this lesson work for the grade intended?

Did they seem interested or bored?

Was there enough to time allowed for the activities?

Music NOTE REVIEW – Sept. 2010 🎵🎵

1. Draw a whole note: _____
2. A whole note is held for _____ beats of time.
3. Draw a half note: _____
4. A half note is held for _____ beats of time.
5. Draw a quarter note: _____
6. A quarter note is held for _____ beat of time.
7. Draw an eighth note: _____
8. An eighth note is held for _____ beat of time.
9. Trace the clef:
10. This is a _____ clef=>

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- You things: Good Intro to Fav. Game
 - Great inspiration to connect w/ Rhyming words - 'Hands up' worked!