**College of Saint Mary**

**Lesson Plan Format with Lesson Reflection**

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| **LESSON/ACTIVITY INFORMATION** | | | | |
| **Title:** Music Mouse | | | | |
| **Your name:**  Nicole Moore | **Age or Grade Level:**  Kindergarten | | **Integrated Disciplines/Subjects:**  Music & Rhythm | **Time frame for Lesson:**  30-40 minutes |
| **STANDARDS, OBJECTIVES, ASSESSMENTS & MATERIALS** | | | | |
| [**Nebraska State Standards**](http://www.education.ne.gov/academicstandards/index.html)**;** [**Nebraska Early Learning Guidelines**](http://www.education.ne.gov/OEC/elg.html)**,** [**Nebraska Fine Arts Standards**](http://www.education.ne.gov/FineArts/index.html) **and** [**NET-S**](http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf)**,** [**ISTE: ICT Profiles**](http://www.iste.org/docs/pdfs/nets-s-2007-student-profiles-en.pdf?sfvrsn=4) **(as appropriate for the lesson):**  **NE Fine Arts Standards:**  **FA 2.4.1.b Explore and develop musical ideas (e.g., melody, rhythm) with teacher guidance.** | | | | |
| **Objectives:**  After creating their tambourines and practicing with the teacher, students will be able to repeat the rhythm of Three Blind Mice. | | | | |
| **Assessment:**  To assess the students I will watch them while teaching them how to play the song to see if they are following directions. I will also play close attention to them when I have them play Three Blind Mice on their own at the end. I will also grade them on participation. | | | | |
| **Materials:**  Foam paper plates  Felt or foam pages  Googly eyes  Pom poms  Paint  Some sort of beans (for the inside)  Stapler | | | | |
| **LESSON PROCEDURES** | | | | |
| **Anticipatory Set:**  To grasp the class’ attention I will ask them “Who in here likes to listen to music?” Hopefully the children will raise their hands. Then I will ask, “What is your favorite song or type of music?” Then I would call on a couple students and let them share. Then I would introduce that today we are going to talk about rhythm. | | | | |
| **Input/Modeling/Guided Practice/Check for Understanding:** | | | | |
| **Teacher will do:**  The teacher will gather the class on the front rug and do the anticipatory set.  The teacher will explain what rhythm is and how it relates to music. She will then show the kids examples by tapping her legs with her hands or by clapping, in an easy pattern that the kids will be able to follow.  The teacher will then tell the class that they will be making their own instruments and that they will learn a song. She will then show them a tambourine and how it works. Then she will give them directions to go back to their seats.  The teacher will then pass out materials and as a group, will show them step by step how to make their tambourines.  ***\*\*(Directions on how to make tambourine are attached)***  After creating the tambourines the teacher will tell the students to grab their instruments and come back to the front rug. She will then show them how to play Three Blind Mice using their tambourines. | | **Student will do:**  The students will follow the teacher’s directions and sit on the front rug and listen to the anticipatory set.  The class will listen to the teacher explain what rhythm is and pay attention to her example and follow along with her when she tells them too.  The class will listen to the teacher explain what they are going to be doing and how they are going to be making their own tambourines. The students will then return to their seats.  The students will wait while the teacher passes out materials. They will follow along with the teacher step by step to make their tambourines.  The class will grab their tambourines and go back to the front of the room and learn to play Three Blind Mice with their tambourines. | | |
| **Closure:**  For closure I will review with the students. I will ask them “ Can anyone tell me what rhythm is?” Then I will ask them what the name of the instrument they created was called and how to play it. Then I will ask them if they could play another song using their tambourine. | | | | |
| **Differentiation:**  For students who are ELL, a para will help them if needed for understanding directions or if they need extra explaining on the topic of rhythm. If a student has a physical disability and needs help with the making of their instrument or guidance when using it, a para will be their aide. | | | | |
| **References:**  Found this link on Pinterest  <http://barefootbooks-ladyd.blogspot.com/2011/10/meet-music-mouse.html#.VIjyrt5CfoA> | | | | |
| **LESSON ANALYSIS**  *Review all of the previous sections of your lesson plan* ***and***  *complete item in the following section prior to teaching your lesson.* | | | | |
| **Content Knowledge:**  This lesson introduces the students to musical ideas such as rhythm. It also introduces an instrument that they are able to make on their own.  **Teaching Methods/Strategies:**  Teacher led demonstration  Art activity  Using music and instruments to explain the idea of rhythm.  Teacher led discussion | | | | |
| **REFLECTION** | | | | |
| * *N/A- did not teach the lesson* | | | | |

Updated by Dr. M. K. Felton

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**Directions to Make Tambourines**

Trace an ‘M’ onto the bottom of one paper plate. Then paint around the letter in a color of your choice. (You could also tape down the tracers and have the kids paint over it, then remove the letter).

Then decorate the mouse with googly eyes, little triangle foam papers for the ears, a pom pom for the nose. Don’t forget to draw on the whiskers.

On your other plate, put a handful of soybeans or whatever you are using and place them in the middle of the plate. Then take your other plate and staple them together. The teacher might have to walk around and staple the plates together for the students.