

Grade: Kindergarten		Subject: Music	
Materials: Grizzly Bear Song, music for introduction		Technology Needed: CD player/access to relaxing music, sound system	
Instructional Strategies: <input type="checkbox"/> Direct instruction <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input checked="" type="checkbox"/> Modeling		Guided Practices and Concrete Application: <input checked="" type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic	
Standard(s): MU:Pr4.2.Ka With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.		Differentiation Below Proficiency: Students will sing Grizzly Bear without dynamic contrast. Above Proficiency: Students will be able to sing Grizzly Bear with dynamic contrast and be able to label the dynamics as “loud” or “quiet.” Approaching/Emerging Proficiency: Students will be able to sing Grizzly Bear with dynamic contrast but be unable to label sections as “loud” or “quiet.” Modalities/Learning Preferences: auditory-hearing the song modelled and sung by themselves, kinesthetic-playing the game and doing the actions that show when to be loud and when to be quiet.	
Objective(s): By the end of the lesson, Students will be able to distinguish between the music contrasts of “loud” and “quiet” through learning, singing, and playing animal sounds and song. Bloom’s Taxonomy Cognitive Level: Apply-students will demonstrate they understand the concept of “loud” and “quiet.”			
Classroom Management- (grouping(s), movement/transitions, etc.) When the students come in, they will sit in lines. After moving around like animals, they will sit in a circle to play “A Grizzly Bear.” Students will hop their way into a circle. At the end of class, the teacher will choose a student who is doing their job to lead the circle into a line to prepare them to their next class.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will be expected to sit quietly and pay attention to the teacher. If the students have questions, they may raise their hand to ask the question, or if appropriate, quietly ask their peers. While students are acting as animals, they must be safe, keep their hands to themselves, and not run into anyone or they will have to stop moving around.	
Minutes	Procedures		
5 minutes	Set-up/Prep: Prepare music for the opening activity.		
5 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Students will focus their attention by listening to relaxing music and stretching. The stretching will be organized to keep students’ energy focused on paying attention and making music.		
13 minutes	Explain: (concepts, procedures, vocabulary, etc.) Have students pretend to be animals (I choose which animals, students can suggest). Ask them if the sounds that the animals make is a loud or quiet sound. Students will get to move around like the animals if they are respectful and attentive. Teach Grizzly Bear song to students. Start off by singing it for them. After singing it, have students sing along. Teach it line by line if necessary. Teach Grizzly Bear game (Grizzly Bear is in middle. Selected student gets to tag Grizzly Bear. Grizzly Bear must guess who tagged him/her. Student becomes the new Grizzly Bear).		
10 minutes	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Ask students if they notice anything about the way the song is sung and the actions that go with it. During the line, “please be very quiet...,” we sing it quietly. The beginning section is loud. Instruct students to sing the piece loudly and quietly in the appropriate sections.		
2 minutes	Review (wrap up and transition to next activity): Pick a student who is sitting quietly and paying attention to lead the students back into line and get ready for their next class.		

Teresa Falter: Loud and Quiet Sounds

Date: _____

Formative Assessment: (linked to objectives, during learning)

- Progress monitoring throughout lesson (how can you document your student's learning?)

Throughout the lesson, I was able to see how the students understood the concept by whether they were able to tell me if animals were quiet or loud and whether they demonstrated proper dynamics throughout the song.

Summative Assessment (linked back to objectives, END of learning)

If I was at the students' program, I would have been able to see whether the students were able to perform dynamics within multiple songs and settings to show mastery of the concept.

Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

I think that the students learned about loud and quiet and were able to successfully play the "A Grizzly Bear" game. I was able to see this in how the students were able to get quiet in the second half of the song.

This was my first full lesson that I taught. I was very focused on making sure that I remembered my lesson and did everything correctly that I sometimes did not notice when students were not paying attention. If I teach this again, that is an aspect I want to be better at. I think that what I learned from this experience is that the teacher's ability to multitask is very important. I was so focused on the lesson that I missed things the students were doing.

If I teach this again, I will make sure that I have a way to get students' attention when they are making animal sounds. I forgot about this factor and struggled to get their attention. Using some sort of noisemaker such as sticks to get students attention might work. I would let the students know that when I clap the sticks together, they need to stop and listen to directions.