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| **TEAM Lesson Plan Template**  kcs-seal-75inch.jpg | |
| Teacher: Lindsey Fehl | |
| Class: 1st Grade | |
| Course Unit: Grammar- Statements and Exclamations | |
| Lesson Title: Tempo, Dynamics, and Grammar! | |
| **LESSON OVERVIEW** | **Summary** of the task, challenge, investigation, career-related scenario, problem, or community link. |
| **Learn the vocabulary for Dynamics and Tempo and apply that to statements and exclamations.** | |
| **STANDARDS** | **Identify what you want to teach.** Reference State, Common Core, ACT College Readiness Standards and/or State Competencies. |
| **Language Arts GLE 0101.1.1** Demonstrate control of basic Standard English usage, mechanics, spelling,  and sentence structure.  **Music 6.3** Recognize expressive qualities in selected pieces of music. | |
| **OBJECTIVE** | **Clear, Specific, and Measurable – NOT ACTIVITIES**  Student-Friendly |
| TLWBET: Sort pieces of music into “exclamation” or “statement” sentences based on their knowledge of tempo and dynamics.  TLWBET: Analyze the tempo and dynamics of a song using the vocabulary of forte, piano, adagio, and allegro.  TLWBET: Conclude why a forte or allegro piece of music makes someone think of an “exclamation” sentence through journaling. | |
| **ASSESSMENT/EVALUATION** | **Students show evidence of proficiency through a variety of assessments.**  Aligned with the Lesson Objective  Formative/Summative  Performance-Based/Rubric  Formal/Informal |
| Group Discussion  Vocabulary Cards  Small Group Sentence Products  Song Sort  Journaling | |

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| **MATERIALS** | **Aligned with the Lesson Objective**  Rigorous & Relevant |
| Smart Board Lesson  Index Cards  Music Pieces  Vocabulary Cards  Journals  Song Sort Worksheet | |
| **ACTIVATING STRATEGY** | **Motivator/Hook**  An Essential Question encourages students to put forth more effort when faced with a complex, open-ended, challenging, meaningful and authentic questions. |
| Open with two songs on guitar. One very loud and fast one, one very slow and soft one. *(You can use other types of instruments or even an ipad music producer or songs).*  Ask: *How would you categorize those songs? Can you distinguish between the two?*  Discuss the similarities and differences. Let that lead into the vocabulary of music- tempo and dynamics. | |
| **INSTRUCTION** | **Step-by-Step Procedures-Sequence**  Discover/Explain – Direct Instruction  Modeling Expectations – “I Do”  Questioning/Encourages Higher Order Thinking  Grouping Strategies  Differentiated Instructional Strategies to Provide Intervention & Extension |
| 1. Open up Smart Board Doc. and discuss tempo. *Have you ever heard of tempo? What do you know about it?* 2. Make vocabulary cards for tempo (write adagio on one side of index card and allegro on the other side of the index card). 3. Model listening to a piece of music and analyzing the tempo.  *I hear a slow beat and feel calm when I hear this. I would judge this tempo to be adagio.* 4. Allow the children to listen to two pieces of music and judge the tempo. Stop the music and ask them to hold up their vocabulary cards to show if they think it is adagio or allegro (if the children are not getting it remodel and try again.) 5. Follow the same procedures for dynamics (piano & forte) as for tempo above. 6. Recall on past knowledge: *Remember how we have discussed statements and exclamations? Can someone remind me what a statement is? What is an example? Remind me what an exclamation is. What is an example? Tell me some characteristics of each types of these sentences.* 7. Inquire how we could compare those two types of sentences to tempo. | |
| **GUIDED & INDEPENDENT PRACTICE** | **“We Do”-“You Do”**  Encourage Higher Order Thinking & Problem Solving  Relevance  Differentiated Strategies for Practice to Provide Intervention & Extension |
| 1. Move to the next Smart Board slide that gives examples of both “adagio” sentences or statements and “allegro sentences” or exclamations. 2. Put students into small groups (group two high level children with two low level children) and ask them to create a sentence. Allow students to tell sentences to the class and tell whether it is adagio or allegro. *What characteristics are in that sentence to make is a statement or an exclamation?* 3. Move to the next Smart Board slide that gives examples of both “piano sentences” or statements and “forte sentences” or exclamations. 4. Put students into the same small groups (group two high level children with two low level children) and ask them to create a sentence. Allow students to tell sentences to the class and tell whether it is piano or forte. *What characteristics are in that sentence to make is a statement or an exclamation?* 5. Bring out the Song Sort Sheet. Instruct the students to put up their privacy screens and listen to the music. Play one piece at a time name it “Song 1”, “Song 2” etc and have them sort it as an “exclamation” piece or a “statement piece”. 6. Take up Song sort sheets for assessment. 7. Instruct students to get out their journals and answer the question “Why does a forte or allegro piece of music make up think of an exclamation sentence?” | |

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| **CLOSURE** | **Reflection/Wrap-Up**  Summarizing, Reminding, Reflecting, Restating, Connecting |
| 1. Bring guitar out and start playing a soft song. Ask *What tempo is this? What dynamic is it? How does it make you feel? What type of sentence would relate to this piece? What song do you like that sounds like a “statement song”?* 2. Play a fast and loud song. *What tempo is this? What dynamic is it? How does it make you feel? What type of sentence would relate to this piece? What song do you like that sounds like an “exclamation song”?* 3. *We hear songs everyday and now we are able to analyze these songs using our new vocabulary to derive more meaning than we knew before!* | |
| **CROSS-CURRICULAR CONNECTIONS** |  |
| **Music**  **Grammar**  **Writing** | |

**NOTES: Provide someone to guide Evis for help.**

Song Sheet Key

Exclamation Statement

Song 1 Song 3

Song 2 Song 5

Song 4 Song 6

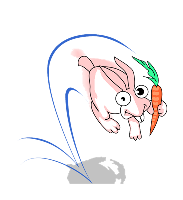
Song 7 Song 8

**Quick Time Sheet for Self:**

1. **Intro: 3**
2. **Tempo and cards: 5**
3. **Model: 2**
4. **Tempo Song Selections: 3**
5. **Dynamics cards and song selections : 5**
6. **Recall on exclamation and statement and tie to tempo :3**
7. **Tempo and create a sentence: 5**
8. **Dynamics and create a sentence: 5**
9. **Song sort sheet: 5**
10. **Journal :5**
11. **Closure: 5**

**CUT AS CLOSE AS POSSIBLE!**

Adagio 

Allegro 

Piano 

Forte 