

Lesson Plan Template

Date: _____

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| Grade: 3rd | Subject: Language Arts, Music |
| Materials: Writing journals, pencils, laptop, active board | Technology Needed: Laptop, Active Board, YouTube, Google classroom |
| Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input checked="" type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input checked="" type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Modeling <input type="checkbox"/> Other (list) | Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Independent activity <input checked="" type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input checked="" type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: |
| Standard(s) 3. W. 3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ol style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use transitional words and phrases to signal event order. d. Provide a sense of closure. | Differentiation Below Proficiency: Above Proficiency: Approaching/Emerging Proficiency: Because the students will not have to read or be graded on spelling, this exercise will target those that are at or approaching proficiency Modalities/Learning Preferences: Auditory, Visual, Tactile, |
| Objective(s) By the end of the lesson, the students will be able to write about and express meaning from a given musical prompt by writing a story about how what the music may be portraying in their daily writing journals. Bloom's Taxonomy Cognitive Level: Imagine, reflect, create | Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Student are on task, only on given google doc, and using computer appropriately with headphones |
| Classroom Management- (grouping(s), movement/transitions, etc.) Students will be at desk with their Daily 5 writing notebooks and a laptop, with shared Google Doc open to listen to music during their assigned writing. | |
| Minutes | Procedures |
| 1 | Set-up/Prep: Have google doc opened on activeboard to show where music links are https://www.youtube.com/watch?v=BX3bN5YeiQs https://www.youtube.com/watch?v=i8epv1Y25XA start at 0:10 seconds https://www.youtube.com/watch?v=ho9rZjlsyYY&list=PLEJASPD0SWWH1oK8k6uUtgYg_yRXhW6-W&index=3 https://www.youtube.com/watch?v=c7O91GDWGPU&index=4&list=PLEJASPD0SWWH1oK8k6uUtgYg_yRXhW6-W start at 0:13 https://www.youtube.com/watch?v=z0wmzoHd6yo&list=PLEJASPD0SWWH1oK8k6uUtgYg_yRXhW6-W&index=17 https://www.youtube.com/watch?v=6ajQYANLiug&list=PLEJASPD0SWWH1oK8k6uUtgYg_yRXhW6-W&index=29 start at 0:38 |

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| <p align="center">2</p> | <p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) I'm going to play a song, and I want you to come up with images and picture in your mind what you think could be going on from hearing it.</p> <p>https://www.youtube.com/watch?v=9OPc7MRm4Y8 at 0:08 for about 15 seconds</p> <p>-</p> |
| <p align="center">3</p> | <p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> -What kind of images did you get in your head? -What characters did you imagine? Were they human, animal? -What were they doing? -Where were they, what was going on there? -Where were they going? -Where there other characters you thought about? <p>-These are the things music can help us imagine. Sometimes sounds or the way things are played can create a mental story in our head</p> <p>-Today we are going to use a couple musical pieces that I've selected and use them as writing prompts in your journal</p> <ul style="list-style-type: none"> -I want you to come up with a story that could go with the kind of music you're listening to -There are no right answers -Go through the links and choose one to write a story about in your writing journal -I expect about a page that tells an interesting story |
| <p align="center">14</p> | <p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> -I will be walking around during Daily 5 time and seeing what you guys are thinking and writing about when you hear some of these pieces |
| <p align="center">1</p> | <p>Review (wrap up and transition to next activity):</p> <p>Put away journal, and move onto next Daily 5 choice</p> |
| <p>Formative Assessment: (linked to objectives, during learning)</p> <ul style="list-style-type: none"> • Progress monitoring throughout lesson (how can you document your student's learning?) <p>-Observe while I walk around and they are brainstorming for their writing</p> | <p>Summative Assessment (linked back to objectives, END of learning)</p> <p>-Have them turn in journal</p> |
| <p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> | |