

Teacher	Ages/Grade	Lesson Topic/Title	Date/Time
	Ages 3-5	Music	

Standard(s):

State, and/or KDI; indicate which and reference numbers. Include the text of the standard. Sometimes the third column will not be completed until after the lesson has been written.

Numeral Label	Text of Standard	How does the lesson meet this standard?

Learning Objectives and Assessments:

(measurable, align throughout plan and activities; student-friendly terms one from each section)

Objective

"I can..." statements from the student's perspective.

Assessment (formative)

"The teacher will..." What the teacher will do to document student learning/meeting the objective. ie. work sample, observation/anecdotal note, photo....

1. I can	The teacher will
2. I can	The teacher will
3. I can	The teacher will

Academic Language

Vocabulary

Definition(s): child friendly language; how it will be defined within the lesson

--	--

--	--

Instructional Materials:

Attach visuals, hands on learning items, or other print material (PPTs, technology, visuals, etc.)

Teacher/Teaching Resources

Include song titles

-

Student Resources

Include materials children will use

-

Special Preparation

in advance of teaching

-

Theoretical Model(s):

List and explain how this lesson is supported by concepts and ideas from the works of educational theorists and/or researchers.

Theorist(s)/Researcher(s)

Explanation

John Feierabend

John Feierabend developed a curriculum that focuses on children learning how to sing, feel and identify the beat in music, and move their bodies to music. This plan utilizes a three-part musical workout where children get to explore music through singing, moving, and playing/interacting with music.

Integration of God's Word: *when appropriate*

Planned Support for Differentiation/Diversity (Accommodations):

How are you addressing the diverse learning needs of students in this class? The specific learning needs of your students will determine how you differentiate your lesson. One bullet point for each objective

Early Learners

Expectations:

-
-

	<ul style="list-style-type: none"> • <hr/> Accommodation(s)/Modification(s): <ul style="list-style-type: none"> • • •
Middle Learners	Expectations: <ul style="list-style-type: none"> • • • <hr/> Accommodation(s)/Modification(s): <ul style="list-style-type: none"> • • •
Later Learners	Expectations: <ul style="list-style-type: none"> • • • <hr/> Accommodation(s)/Modification(s): <ul style="list-style-type: none"> • • •

Instructional Procedures

List every step, with details; include the questions you will ask (anticipated answers when necessary), how groupings will be made, and directive for active learning strategies to be implemented. Additionally, include how you will make transitions.

Launch/Anticipatory Set:

This part is optional and up to the Cooperating Teacher if it is appropriate for their classroom.

Welcome Song:

- Materials:
- Teacher will:
- Students will:
- Transition:

Explore/New Lesson/Learning Task:

Would include demonstration and guided practice. Teacher will: write what you are doing, saying, and how you will encourage student participation. Because Music is about exploration, the teacher talk may be minimal be impactful. Students will: write how the children will be expected to participate in each part of the lesson. You can include changing expectations towards the end of the week (Thursday and Friday). Ie. more independent singing, beat keeping, etc. Transition: write how you will end the song in order to transition to the next song.

SING: Vocal Exploration

- Materials:
- Teacher will:
- Students will:
- Transition (include collecting/handing out of materials):

SING: Solo Song/Pitch Matching

- Materials:
- Teacher will:
- Students will:
- Transition (include collecting/handing out of materials):

MOVE: Steady Beat

- Materials:
- Teacher will:
- Students will:
- Transition (include collecting/handing out of materials):

PLAY: Fingerplay

- Materials:
- Teacher will:
- Students will:
- Transition (include collecting/handing out of materials):

PLAY: Songtale

- Materials:
- Teacher will:
- Students will:
- Transition (include collecting/handing out of materials):

Summary/Closure:

This can be typically a teacher restatement of the objectives. Sometimes, with older preschoolers, it may be a request for a verbal summary from the children. Also include how you are transitioning your students to the next rotation.

—

Lesson Analysis:

May be completed after each lesson upon the CT's discretion
Answer at least ONE question from each of the THREE groups.

Lesson Creation and Teaching

- In what ways(s) was the lesson effective? Why/how?
- What did not go as you planned/expected? Why?
- Did the students meet the objectives? How do you know?

Student Assessment and Next Steps

- Based on the results of this lesson, what are your *next steps*?
- If you were to teach this lesson again to the same group of students, what *changes* would you make to your instructional strategies that would improve student learning? Why?
- How effective were your *assessment tools* in helping you *monitor student progress*? What *modification* would you make to help students better demonstrate their learning?

Reflection

- Analyze your *biggest challenge* during this lesson. What did you learn from it? How will that impact future lessons?
- How did you use *feedback* from the students to make *instructional decisions* while you were teaching the lesson?
- How did the *feedback* you gave your students help address their needs in *relation to the objectives*?
- How does this lesson demonstrate your *growth as a teacher* in relation to one or more of the [WELS Teaching Standards](#)?