

Math is Music to Our Ears: Lesson 2

Lesson Title: Lunch Time Dance

Length: 50 minutes

Age Group: Grade 2

Materials Needed: drum, big clock, big circle visual, big common time and measure visual, circle handouts, easel & marker, music, journals

Standards:

Math	Music	Movement
<p>CCSS.Math.Content.2.MD.C.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p> <p>CCSS.Math.Content.2.G.A.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.</p>	<p>2.1 Imitate rhythmic and melodic patterns on pitched and unpitched instruments.</p> <p>2.3 Perform rhythm accompaniments by ear.</p>	<p>1.1 Perform axial movements (e.g., bend, stretch, twist, turn, swing, collapse).</p> <p>1.3 Demonstrate eight basic loco-motor movements (e.g., walk, run, hop, jump, leap, gallop, slide, skip) traveling forward backward, sideward, diagonally, turning.</p>

Learning Objectives:

Cognitive	Affective	Psychomotor/ Artistic
<p>(1) Understand clockwise and counterclockwise on a clock and in dance.</p> <p>(2) Use “fraction language” when referring to a clock (whole hour, half hour, quarter of an hour).</p>	<p>Students will be engaged by using their bodies appropriately to represent how clocks work.</p>	<p>Students will perform loco-motor and non-locomotor movements, turns, shapes, and levels to demonstrate how clocks work</p>

Assessment Criteria for this lesson:

Cognitive	Affective	Psychomotor/ Artistic

<p>Can students understand that a clock moves clockwise, and we can turn in dance clockwise? Can students refer to time in terms of fraction terms like “whole hour,” “half hour,” and “quarter of an hour?”</p>	<p>Will students be engaged and using their bodies appropriately to demonstrate how clocks work?</p>	<p>Can students perform loco-motor and non-locomotor movements, turns, shapes, and levels to demonstrate how clocks work?</p>
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Introduce Lesson’s Target Learning

How will you introduce your lesson’s concept?

- I will introduce this lesson by describing that the whole purpose of the unit is to observe patterns in math, music, and movement. This class, students will be guided to understand time by learning about different movements.

Why are you studying this?

- To help students understand the connections between the movement and math.

Integrated Activities

Whole group discussion

- What do you already know about direction of the hands of a clock and directions in dance?

Movement Warm Up

- Self-space
 - Find your self-space – How high is your space? Low? Wide?
 - Non-locomotor movements and shapes
- General space
 - Loco-motor movement
 - “No touching the walls, furniture, or each other.”
 - Use drum

Clockwise and Counterclockwise

- Groups of 4
- Clockwise = right arm in middle, walk in circle.
- Counterclockwise = left arm in middle, walk in circle.
- Count the “1, 2, 3, 4” together for 8 beats while moving in one directions. Switch directions after 8 beats. Instructor will yell switch.

Instructional Input – Whole Group

- Hold up big analog clock. These parts are called hands. Does anyone know which direction they move in – clockwise or counterclockwise?
 - Hour hand – Starting at the 12, when the minute hand moves around the circle one full time, the hour hand moves to the next number.
 - Minute hand – Starting at the 12, when the second hand moves around the circle one full time, the minute hand moves to the next number.
- Big circle visual from Learning Plan #1
 - Fold the circle in half. When the minute hand moves around one full circle, one hour goes by. When the minute hand moves halfway around the circle, a “half hour” goes by.
 - Call up students to move the minute hand halfway around the circle, starting from different numbers.
 - Fold the circle in four pieces. When the minute hand moves around one full circle, one hour goes by. When the minute hand moves halfway around the circle, a half hour goes by. When the minute hand moves around one fourth of the circle, a fourth of an hour

goes by, or a “quarter” of an hour. Sometimes we say, a “quarter past” or a “quarter before” the hour.

- Call up students to move the minute hand a quarter around the circle. Only put the minute hand on 12, 3, 6, or 9 to make it more visual.

Body Clocks

- In partners, one student will be the hour hand (standing up) and the other will be the minute hand (kneeling). Instructor will yell out times and the partners must make the given time together. If time allows, students will switch roles.

Culminating Activity

Create a Lunch Time Dance

- When you get hungry in the middle of the day, what time is it? Lunch time!
- What else happens with lunch time in school? Recess!
- When do you have lunch? Student comes up to put the hour hand in the correct position.
- Think about what you do at lunch.
 - Share ideas. (Review “quarter past/ before” in reference to lunch.)
- Let’s say lunch and recess take up one hour. What do you do in the first quarter of an hour? The next quarter? The next quarter? And the last quarter? Point at the circle with four quadrants. Map it out on the circle.

Perform Lunch Time Dance

- Students will dance in self-space the movements of what happens during lunch time.
- Half the room will perform for the other half. Audience will comment on the movements they saw. Roles switch.

Assessment

The following assessment will be used to measure students’ ability to tell time and understand tempo and movement.

Whole Group Reflection – Reflect on activities

Written reflections – Journals

Adapted from Lesson Plan Template by Eric Johnson 2002

