

Lesson Plan Template

Grade: Infant/Toddler		Subject: Music, Gross Motor
Materials: Traditional El Salvadorian Music (Spotify), Musical Instruments (maracas, tambourines, drums, etc.)		Technology Needed: Phone to play music
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 type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input checked="" type="checkbox"/> Large group activity <input checked="" type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain: The students will play their instruments all together with their hands and bodies.
Standard(s) Goal IT-PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment. Goal IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.		Differentiation Below Proficiency: Students will play the instruments on the floor instead of dancing with them. Above Proficiency: Students will dance and move around the room with the teacher while playing the instruments. Modalities/Learning Preferences (Auditory, Visual, Tactile, Kinesthetic): Auditory: Students will listen to themselves and others play the instruments to the music. Visual: Students will watch each other and the teacher play instruments and see different ways to play the instruments. Tactile: Students will shake and drum the instruments with the hands and arms. Kinesthetic: Students will move about the room or move their bodies as they play their instruments.
Objective(s) Learners will play the instruments and move to the music with their bodies. Learners will independently explore different instruments and music. Learners will watch each other and the teacher to see different ways to play the instruments. Bloom's Taxonomy Cognitive Level: N/A		
Classroom Management- (grouping(s), movement/transitions, etc.) Students will move about the classroom freely to explore different instruments and move their bodies. This is a whole group activity.		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.) Students will use gentle hands with the instruments and will not hit each other or themselves with it. Students will not take each other's instruments. Students will share the instruments.
Minutes	Procedures	
2	Set-up/Prep: Scatter instruments about the classroom for students to explore. Pull music up on phone.	
1	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Start playing the music and playing the instruments. Give different instruments to different students.	
1	Explain: (concepts, procedures, vocabulary, etc.) "Today, we are going to play instruments and listen to some new music. Look, I am shaking the instrument and banging on this one. Do you want to play these instruments with me? We can dance to the music too!"	
2-10 (Varies on students' interest)	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Let students freely roam about the classroom and explore the instruments. Play an instrument yourself and show students different ways to play the various instruments. Encourage students to dance to the music with you. Ask students questions like: "Can you show me how you play your instrument?" "What if you shake it with your other hand?" "Can you shake it really slow? How about really fast?" "What happens if you flip the drum on its side? Does it sound the same?" (Do not expect verbal responses, but encourage physical responses and verbal responses if the students are able)	

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2	<p>Review (wrap up and transition to next activity): “Can you guys show me how to play your instruments one more time? Good job! Let’s pick up the instruments together!” (sing the clean-up song. If the students are still engaged with the instruments, leave some out for your students to continue to explore. Otherwise, introduce the next activity after the instruments are put away)</p>	
<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc. The teacher will observe students to see if they explore the instruments on their own, use their bodies and eye-hand coordination to play the instruments and move to the music, and watch their peers and the teacher to figure out different ways to play the instruments. The teacher will encourage and prompt students who are hesitant by showing them how to play a specific instrument, giving it to the child, and praising them for trying it out.</p> <p>Consideration for Back-up Plan: The teacher will limit the amount of instruments, stop playing the music, or only play the music if it is too stimulating for the students. Otherwise, the teacher will perform this activity with one or two of the students at a time.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: Students will show the teacher how they play their instruments.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>	
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): The students loved dancing to the music and shaking the instruments. They had never seen these instruments before, so they immediately picked up various instruments and started shaking them. When I started banging on a drum, they immediately ran over and started banging too. My older students moved around to the music while shaking their instrument as well. I think the students were more interested in the instruments than listening to the music, so I might separate the two elements or get rid of the music element in the future. Additionally, I will make sure to ensure that there are multiple instruments of each kind for the students because they struggled to share with each other. I know the students learned how to explore different instruments, look at me to try different instruments or different ways to play the instrument, and how to move their bodies with the instruments because the students moved through all of the instruments without prompting, followed my lead in banging the drum, and danced in different ways to the music.</p>		