

MUE 331

Lesson Plan

The Alignment of Basal Musical Concepts

Preprofessional: Danielle Hill

I. Behavioral Objective (s)

II. In groups of 5, students will create models of the earth and use them along with a flashlight to demonstrate the relationship between the sun and the planet earth. The activity will be done in a darkened classroom. The students will be assessed orally by the instructor on the outcomes of multiple changes in position of the sun on the time of day and on the cardinal direction the sun is in from the perspective of the observer on earth. By the end of the unit the students will answer written questions correctly of the type asked orally while looking at their physical models of the universe.

I. Lesson Overview: Provide a brief description of the proposed lesson, detailing the specific learning goals and the designated Taxonomy level(s) (Bloom's) associated with the lesson.

II. At the beginning there will be a series of questions asked of the students that will assess their knowledge of the solar system focusing on the relationship between the planet we live on and the sun. Affective questions regarding the students' personal relationship with the sun will be asked alongside questions reviewing the material presented in the previous lesson. The opening segment will exercise the student's cognitive and affective domains providing review of previously covered knowledge, an overview of the activity to come, and an opportunity to share their personal relationship with the sun. Then, the instructor will inform the students that the position of the stars are always factors in the systems we humans use for telling the time of the day and the cardinal directions: north, south, east and west. As we know, most stars are only visible to us at nighttime. The daytime star which guides us is the sun. One of the students will be asked to label a blank copy of the 2-dimensional, birds-eye-view model the students were introduced to in the previous session on the board. Once the instructor feels the students have comprehended the previous lesson, she will move into the day's activity, creating 3-dimensional models of the earth and using a flashlight to pose as the sun. The segment of the lesson in which the students evaluate the outcomes of earth's changing position in relation to the sun will exercise their psychomotor domain since they will each assist in mimicking the models made by the teacher.

Contextual Factors: Identify how this lesson relates to your current sequence of instruction.

The lesson leading into this one will introduce an illustration of the earth and sun on a 2-dimensional scale from the perspective of someone who is looking down on the solar system. The entire period will have been spent drawing models of the earth and sun in different positions and determining the direction the sun is in and the time of day associated with that position. With this lesson giving the students a 3-dimensional perspective of the earth in its position in the solar system and having them orally review the effects of the earth moving around the sun from the perspective of an observer on earth, the students will be ready to take a written assessment in the next session featuring 2 dimensional models like the ones they drew in the first session.

Content Standards: Identify the relevant Core Content or National Standards associated with this lesson

- ESS1.A: The Universe and its Stars -Patterns of the suns, moon, and stars in the sky can be observed, described, and predicted.
- ESS1.B: Earth and the Solar System -Seasonal patterns of sunrise and sunset can be observed, described, and predicted.
- 1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.
- 1-ESS1-2. Make observations at different times of the year to relate the amount of daylight to the time of the year.

Basal Alignments: Identify the additional curricular alignments that will be used to reinforce the content of the lesson.

Melody- the succession of pitches in a song, expressing a complete musical idea. The sun and earth are in a melodic relationship that works together to provide predictable patterns in the solar system.

Contour- the shape resulting from pitch movement. The angle created by the sun and the earth determines the time of day it is and how much sun a person observing from the earth would be getting. This shape results from movement of the earth and the distance from the sun.

Resources: Identify the resources required to implement this lesson

- I. 3 flash lights (on cell phones)
- I.2. labels for the cardinal directions
- II.3. 1 dry erase marker

III.4. 3 oranges

IV.5. 3 rubberbands

V.6. 6 sticks

VI.

VII.Assessment/Evaluation: Discuss how you will assess or evaluate student growth and mastery of the lesson content.

VIII.Oral evaluation with a hands-on activity. Each student will be asked a question based on a position the instructor models. The instructor will first place their model in a position. The groups will mimic the position with their own models and then the assessment of each student will begin.

IX.Linkage: Describe how this lesson relates to your future sequence of instruction.

x.The very next time the class meets a written assessment will be distributed to the students. 2-Dimensional models like the ones the students evaluated in the previous two classes will be used again to assess the students on their own.

I.Procedures: Provide a description of how the lesson will proceed from Initiation, to Implementation, to Closure:

II.Greeting

III.Review of previous session

IV.Agenda for current session and introduction to behavioral objective

V.Full description of academic outcomes

VI.-students build models of the earth, attach strings to them and while they dangle their model of the Earth from their strings they use their cell phones as flashlights to act as the Sun.

VII.-when asked orally to give the cardinal direction in which the sun appears to an observer on earth based on the model made by them in class the students correctly identify either north, south, east, or west aloud.

VIII.-when asked to demonstrate the same model as the teacher, the groups are able to work together to do so.

IX.Skeleton of the diagram used in the previous session will be drawn on the board without any labels on it.

X.A student will be picked by a raise of hand to write the labels for the earth and the sun on the board and letters symbolizing the cardinal directions.

XI.The lesson will proceed with questions regarding the time and position of the Earth symbolized by a E on a ring positioned around a S representing the Sun.

XII. The lesson will transition into the activity portion by informing the students of your awareness that the 2-dimensional model of the earth may be bit difficult to work with so at this point you will be divided into two groups and as a group you will follow me to create models of the earth using oranges, sticks, rubberbands, and your cell phones as flashlights.

XIII. The instructor will divide the students into two groups and pass out instructions for creating the earth models.

XIV. The instructor will pass out the materials needed to make the models.

XV. The instructor will demonstrate the model while the students follow along or follow the instructions on the page provided.

XVI. Once the earth models are complete the lights will be turned out and the teacher will explain to the students that although it seems like the Sun is moving from East to West in the sky, the Earth is actually moving around the Sun and spinning all at the same time.

XVII. The teacher will continue to explain to the students that their models of the earth will be spun about on the strings attached as one of their friends carries it in a circle around the stationary sun.

XVIII. As the activity described commences the instructor will model the sun a particular way, the students will mimic the demonstration and the instructor will ask academic questions regarding the effect of the earth being in a particular place in relation to the sun.

XIX. To assist the students in remembering the cardinal directions in which the sun appears in the daytime when the sunrises and at night when it sets an instructional chant will be taught to the class by rote.

XX. After academic questions are asked about the song the instructor will begin the lesson closure.

XXI. The lesson closure will include a review of the days activities and an overview of the next session in the series. In this case the students will be informed of the upcoming quiz on the material from the previous lesson and the lesson implemented today.