**2nd Grade**

Math unit #5 Exploring standard units of length

Theme: Quarter notes & Eighth notes #2

**ELA/Math**  **Music**

Key Details and Ideas

1. Questioning - Ask/Answer Notes-8th notes/quarter notes

Notation, singing, sticks, & drums

Comprehension &Collaboration

1.a. Participate in conversation about text following all rules about

Listening and speaking to others

Phonics & Word Recognition

1. Know & apply grade level phonics & word analysis skills in decoding words
2. Distinguish long/short vowels when reading regularly spelled one syllable words
3. Decode regularly spelled two syllable words w/long vowels

Knowledge of Language

3. Use knowledge of language & conventions when writing reading speaking & listening.

Geometry-reason with shapes and attributes

3. Partition circles/rectangles into 2,3,4 equal shares

using words as halves thirds. Describe whole as 2 halves etc.

Recognize that equal shares of identical whole need not have

the same shape.

**Common Core and Readiness:**

RL.2.1/SL.2.1a/LS.2.1/LS.2.3/RFS.2.3a/RFS.2.3c/G.A.2.3

**Music Objectives:**

S1.C1.PO2/S1.C1.PO4/S1C2.PO1/S1.C2.PO2/S1.C2.PO3/S1.C5.PO1/S1.C5.PO2

Notation-quarter/8th notes “Bate Bate”

Vocabulary: Main music vocabulary word for lesson: **Notes-** Symbol used to indicate the duration in which to play a pitch/beat in written notation.

**Objective**- I can identify and play the quarter notes and 8th notes found in “Bate Bate” demonstrating good rhythm using the sticks and drums.

1. Review notes with demonstration of notes. Play quarters and eighths- have students show thumbs up/down. Show notes on board. Review how the notes in terms of fractions
2. Movement: Have students move to music- When they hear quarters or eighths they must stop in their tracks.
3. Pass out book pg. 28-Go over reading of song-vocab English conventions etc. Go over the parts of the song & clap out 1:23. Whole class will clap rhythm. Split class- boys clap 8ths and girls pat quarters- switch
4. Instruments: Review rest and ready positions for sticks/drums. Sticks=8ths, & drums=quarters. Boys sticks/girls drums. (Switch) Do the song with instruments and play with the students. Last time have the students do by themselves. Q= What makes this song harder to play than “Toaster Time” Have students just think about it.
5. **Close-** Pair Share Compare the two difference notes – What makes this song harder to play then the last