University of Mary Department of Education

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**Grade Level:** Second Grade

**Subject Area:** Music (integrated with Math)

**Materials Needed:** Doubles Facts displayed, display of the lyrics, the gathering space

**Standards:**

4.1.1 Sing independently on pitch and in rhythm

4.1.5 Sing in groups

4.6.5 Understand the relationship between music and movement

**Objectives:** Students will be introduced to Doubles Math Facts by participating in song and movement. Students will listen, repeat, and illustrate their memorization of Math Facts within a steady beat.

**Learning Activities:**

**1.** Introduction: a. *What are some songs or chants you use in your classroom? We’ve used songs and chants before to help us learn or remember something.*

b. *What are the double math facts?* Refer to board.

c. *Importance of steady beat in music so everyone sings together.* Demonstrate steady beat and students join in. *Don’t speed up.*

d. Demonstrate entire song: *This is our goal when we use both rhythm and math facts in this lesson.*

**2.** Chunking & Thinking Partners: Demonstrate hand motions of the facts for the song. Keeping steady beat on your leg. First show them, ask them to repeat it back, do it together, ask to repeat to thinking partner. Just 1-5 facts. Refer to the board.. Ex) “2+2=4” one hand shows a two and then the other follows and when say four place hands of two’s together

**3.** Chunking & Thinking Partners: Demonstrate hand motions of the facts of the song. 6-10 facts. Ask a student to be your partner because you must use all four hands. Students should stand across from each other. First show them, ask them to repeat it back, do it together, ask to repeat to thinking partner.

**4.** Sing: Teach refrain of the song with the students first watching then repeating. Keeping steady beat on your leg. Students can reference lyrics and facts on the board.

a. “Doubles (right fist), Doubles (left fist), I can add doubles (plus sign symbol with arms). **You/students** It’s no trouble (wipe sweat from brow) for me to add doubles (wipe sweat from brow).” **You/Students** – REPEAT

*use our hand motions we learned:*

b. 1+1=2, 2+2=4, 3+3=6, 4+4=8, 5+5=10 **You/students** - REFRAIN

c. 6+6=12, 7+7=14, 8+8=16, 9+9=18, 10+10=20 **You/students** - REFRAIN

**Assessment:**

Observation of students’ participation during introduction and partner discussions.

Use classroom list to mark the students who will need reinforcement of rhythm or movement later.

**6. Reflection:**

The students sang this song to me every time I returned to the classroom. My supervisor also copied the song for her granddaughter. I love this lesson! During the lesson, I struggled with students who were not participating. I should think of ways to help these students to relate the skill or the importance of their skill to their life. I could have used these students to help demonstrate with me to encourage engagement. I used “thumbs-up, thumbs-down” assessment more than I planned to instead of using the class list for assessment. The more I repeated the song I noticed what the students were missing. I changed this on the fly so that I was not singing everything with them every time, that way I could notice which facts or which rhythms they were missing. After a week of practice, I could also have kids perform this in front of the class for a more formal assessment to ensure that students actually knew the song and facts.

Also in this lesson Mrs. Serrano reminded me that it is good to be flexible and work with the students and their needs at the moment. I had to validate and redirect a lot of the students because they were off track. This was my first lesson so I also used things like “you guys” to speak to the group collectively. I now use “friends,” “second graders,” “boys and girls,” “rough riders,” for a more professional presence.

Video Referenced Begins at 5:45.

<https://www.youtube.com/watch?v=YZQFErJn-Eg>

Doubles, Doubles,

I can add Doubles.

It’s no Trouble for me to Add Doubles.

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1+1=2

2+2=4

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7+7=14

8+8=16

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10+10=20