

Math is Music to Our Ears: Lesson 4

Lesson Title: Money Dance

Length: 50 minutes

Age Group: Grade 2

Materials Needed: drum, music, coin, Money Rhythms visuals, Heads/ Tails visuals, play money, easel, journals

Standards:

Math	Music	Movement
<p>CCSS.Math.Content.2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p>	<p>2.1 Imitate rhythmic and melodic patterns on pitched and unpitched instruments.</p> <p>2.2 Perform on pitched and unpitched instruments in rhythm while applying a steady beat</p>	<p>1.1 Perform axial movements (e.g., bend, stretch, twist, turn, swing, collapse).</p> <p>1.3 Demonstrate eight basic locomotor 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) Identify all types of change and their values. (2) Speak rhythms while keeping the beat. (3) Use loco-motor and non-locomotor movements, sharp and smooth movements, and levels.</p>	<p>Students will be engaged as they use their voices and bodies to learn about all the different types of change and their values.</p>	<p>Students will perform loco-motor and non-locomotor movements, sharp and smooth movements, and levels in order to learn about the different types of change and their values.</p>

Assessment Criteria for this lesson:

Cognitive	Affective	Psychomotor/ Artistic
<p>Can students identify all types of change and their values, speak rhythms while keeping the beat, and use loco-motor and non-locomotor movements, sharp and smooth movements, and levels?</p>	<p>Will students be engaged as they use their voices and bodies to learn about all the different types of change and their values?</p>	<p>Can students perform loco-motor and non-locomotor movements, sharp and smooth movements, and levels in order to learn about the different types of change and their values?</p>

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 money by learning about different rhythms and movements.

Why are you studying this?

- To help students understand the connections between the music, dance, and math.

Integrated Activities

Whole Group Discussion

- What do you already know about the different types of coins and movement?

Movement Warm Up

- Self-space
 - Sharp = Du du du du
 - Smooth = Du-u-u-u
- General space
- Levels

Heads or Tails Freeze Dance

- Students move around to the music in general space. Instructor determines the type of movement. When the music stops, the students freeze. Instructor flips a coin. Heads = high level. Tails = low level.

Heads or Tails Transition

- Hand out Heads/ Tails Visuals
- One student will have a variety of coins with heads. Another will have the same variety of coins but with tails. They must find each other in order to become partners. Group of 3 if necessary.

Instructional Input – Whole Group

- Teach about values of coins (quarter, dime, nickel, penny) and the dollar. The shape doesn't matter.
- Pass out play money to each pair.

Money Combinations

- With your partner, figure out how much your Heads/ Tails visual costs.
- How else can you combine coins to get that amount? Use your play money to help you find 3 combinations of coins that add up to the value you and your partner each have.

Whole Group Money Dance

- Instructor holds up visuals similar to what the students have. Teacher assigns movements to the different types of coins. Students will look at the visuals and move in self-space to the visuals.
- We should come up with the movements now.
 - one dollar- hands up
 - quarter- skip around
 - dime- jump
 - nickel- hop
 - penny- spin

Culminating Activity

Create a Money Dance

- Now it's your turn! With your partner, choose one of the combinations you created and choose your own movements for each coin.

Perform Money Dance

- Students will practice with their partners their Money Dance.
- Half the room will perform to music for the other half. Audience will comment on the movements they saw. Roles switch.
- Volunteers can share how much they dance costs.

Assessment

Whole Group Reflection – Reflect on activities.

Written reflections – journals

Adapted from Lesson Plan Template by Eric Johnson 2002