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Constructivist lesson plans in mathematics

The independent, reliable guide to online education for over 22 years! Copyright ©2020 GetEducated.com; Approved Colleges, LLC All Rights Reserved Lesson Plans Dynamics and Timbre van Amani Utupe - Students will use non-pitched percussion instruments to accompany a chosen song. Level: 2 to 12 Find the Sound – Students will learn to identify sounds from certain musical instruments. Level: K to 3 Making Music – This pdf file will teach kids how to create their own music. Level: Preschool Shaker - A Pdf file for kids to learn how to make their own musical instrument using items found at home. Level: Preschool Decorate A Drum - Kids will have fun making their own drum. Level: Preschool Introducing Instruments - Introducing percussion instruments and exploring its characteristics. Level: K to 6 Homemade Instruments - Provides multiple resources for teaching kids how to create their own musical instruments; contains photo guides. Teaching methods that incorporate more than one of the senses have higher success rates and permanence with students. From birth, you rely a lot on all your senses to process information when learning. Engaging more than one sense when teaching allows more cognitive connections and associations to be made with a concept. It is for this reason that incorporating music with math from kindergarten through high school levels. Review some suggested lesson plans for ideas on how to guide your students to music and math in an integrated way. This activity helps young children learn different shapes (polygons) using the Hokey-Pokey song. With simple felt cut-outs or improvising with paper cut-outs, your class will giggle their way into recognizing popular (and not so popular) forms in no time. With a number of songs, such as The Ants Go Marching, There were 10 in bed, and One Potato, Two Potato, you can incorporate finger games and hand gestures as you sing along to teach math-related concepts. Teach your students the Ten Tens Is a hundred song with this simple lyrics and sound clip. Using these little jingle, you can teach students to count with 10's. There are a number of skip counting songs like Counting through 2s, Animal Groove, and Hip-Hop Jive Count by 5s, as well as more advanced topics like learning multiplying tables with a song like Shake the Tables. Your students can learn how to solve mathematical and musical problems by in number and notation. To get this lesson plan, you'll need to sign up for free Account. In this activity, students will create a symphony of slaps. No tool required. Children will learn a lesson about note values and how fractions are applied in music. This lesson plan experiment uses music, multimedia and technology to learn pitch, sound frequencies and how to measure sound waves. Students will apply their knowledge by comping their own panpipes. Based on the book Maths Dance by Karl Schaffer and Erik Stern, learning through a 10-minute TEDx talk how math dance can help you include movement in teaching maths. Schaffer and Stern, in their popular show, Two Guys Dancing About Math, revealed the connections between maths and dance. This dance was performed nationally more than 500 times. Getting students to talk about the differences between the past and present is a great way to get students using a variety of tense and their understanding of the differences and time relationships between the past simply, present perfectly (continuously) and provide simple tense. This exercise is pretty easy for students to understand and helps get students thinking in the right direction before starting the task. Goal: Conversational reads that focus on using the past simple, present perfect and current simple tense Activity: Draw diagrams as a support for conversation in pairs Level: Intermediate to advanced Review: Give students the example above or draw a similar example on the board. Read through the example sentences showing the relationship between the two circles ('life then' and 'life now'). Ask students why you used the different tense (i.e. past simple, present perfect (continuous), and present simple (continuous). Let students draw two circles. Every circle should have 'me' in the middle with a universe of friends, hobbies, relationships, etc. One circle is drawn for the past and one drawn for 'life now'. Students break up in pairs and explain their diagrams to each other. Walk around the room and listen to the discussions, take notes on the most common mistakes made. As a follow-up, go through the most common mistakes made by the students to focus on the problems they have yet strained with certain (i.e. using the current perfect instead of past simple for definitive past). Look at the two circles describing 'life then' and 'life now'. Read the sentences below and describe how the person's life has changed. For example: In 1994, I lived in New York. Since then, I've moved to Livorno where I've been living for the past five years. In 1994, I was married to Barbara for four years. Since then, we've had our daughter Katherine. Katherine is three years old. Barbara and I have been married for ten years. I played squash twice a week when I was twice a week New York lived. Now I play tennis twice a week. I've been playing tennis for over a year. My best friends were and Franco in New York. Now my best friend Corrado. I loved going to the opera in New York. Now I love going museums around Tuscany. I worked at the New York Society for New Americans for two years in New York. Now I work at the British School. I've been working there for over four years. Draw two circles of your own. One who described life a few years ago and one that describes life now. Once you're done, find a partner and describe how your life has changed over the past few years. The switch between the present perfectly and the past simply is one of the most challenging aspects for English learners. There are a few reasons for this: Students use a language - such as German, French or Italian - that simply uses its version of the past and the current perfect interchangeable. Students find the difference between specific past experience (previous simple) and general experience (present perfectly) difficult. Students speak a language in which tense use is much more 'loose' like Japanese. This lesson focuses on the switch by first narrowing down the choices to either the present perfectly or the past simply. It asks students to first ask questions about common experience with 'ever' and then drill down to the details with question words such as 'where, when, why' etc. To become more proficient in switching between the current perfect and past simple Number 1 Ask about experiences #2 Write about experiences Lower intermediate to intermediate Start the lessons by talking about your own experiences in a general way. Be careful not to give any details about these experiences. In other words, stick to the present perfectly. I find topics like travel, education and hobbies work well. For example: I've been to many countries in my life. I travelled in Europe and I visited France, Germany, Italy and Switzerland. I've also driven a lot in the United States. In fact, I drove through nearly 45 states. Ask students to ask you questions about the details of some of your adventures. You may need to model it. However, students will hopefully be able to catch up quickly and keep simple at the past. On the board, create a timeline that shows past to present with some of your adventures. Set question marks above the general statements, specific dates above specific statements. Point out the difference between the two. You can also use the tense timecards on this website. Introduce the question Did you ever ... for general experience. In the past, easily review information questions to focus on specific experiences. Model a few question-and-answer exchanges with students ranging between Have You Ever... followed by information questions When did you Where did you, etc. when students reply in the affirmative. Let students complete one with partners or in small groups. Move around class, listen to conversations that help when necessary. To continue, ask students to fill out the worksheet following the example provided. Move around the room to make sure students switch between the present perfectly and the simple past in writing. Use the current perfectly with 'Have you ever...' to ask your classmates questions. When your partner answers 'yes', follow up with information questions in the past simply. For example: Student 1: Have you ever been to China? Student 2: Yes, I did. Student 1: When did you go there? Student 2: I went there in 2005. Student 1: Which cities did you visit? Student 2: I visited Beijing and Shanghai. buying a new car travel in a foreign country play football/football/tennis/golfing job in a big company over the ocean something that made you sick a foreign language include your money, wallet, or purse seat snails playing a tool Writing some sentences on each of these topics. First, start with a sentence using the current perfect. Then write a sentence or two that gives specific details. For example: I've learned three languages in my life. I studied German and Italian when I was in college. I also learned French when I visited the country in 1998 for a three-month French language program. Hobbies I learned Places I visited Crazy food I ate People I met Stupid things I bought Subjects I studied study

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