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Sorting lesson plans for preschoolers

Lesson Plans Dynamics and Timbre by Amani Utupe – Students will use non-pitched percussion instruments to accompany a chosen song. Level: 2 to 12Find Øresund - Students will learn to identify sounds of certain musical instruments. Level: K to 3Making Music - This PDF file will teach kids how to create their own music. Level: PreschoolShake at Shaker – A pdf file for children to learn how to make their own musical instrument using items found at home. Level: PreschoolDecorate A Drum - Children will have fun making their own drum. Level: Pre-school introducing instruments - Introduction of percussion instruments and exploration of its characteristics. Level: K to 6Homemade Instruments - Offers more resources to teach children how to create their own musical instruments; contains photo guides. Teaching methods that incorporate more than one of the senses have higher rates of success and permanence with students. From birth, you rely heavily on all your senses to process information when learning. Engaging more than one meaning when teaching allows for multiple cognitive connections and associations to be made with a concept. This is why incorporating music with a math lesson can be a very successful way to teach a mathematical concept. Learning to play a musical instrument relies on understanding fractions and key figures, as these concepts relate to beats, rhythm and keeping time. Patterns are inherent in musical melodies. Learning patterns are important as a basic lesson in music, as it is in math from kindergarten through high school levels. Review some suggested lesson plans to get ideas on how to lead 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 cutouts or improvising with paper cuts, your class will giggle their way to recognize popular (and not so popular) shapes in no time. With a series of songs, like The Ants Go Marching, There Were 10 in Bed and One Potato, Two Potato, you can incorporate fingerplays and hand gestures while singing together to teach math-related concepts. Teach your students the song Ten Tens Are a Hundred with these simple lyrics and audio clips. Using this little jingle, you can teach students how to skip count by the 10s. There are a number of skip counting songs like Count By 2s, Animal Groove, and Hip-Hop Jive Count with 5s, as well as more advanced topics like learning multiplication tables with a song like Shake Up the Tables. Your students can learn how to solve math and musical problems by identifying patterns in number and notation. To get this lesson plan, you'll need to sign up for a free TeacherVision account. In this activity, students will create a symphony of claps. There no instrument. Children will learn a lesson about note values and and fractions are used in music. This lesson plan experiment uses music, multimedia, and technology to teach pitch, sound frequencies, and how to measure sound waves. Students will apply their knowledge by constructing their own panpipes. Based on the book Math Dance by Karl Schaffer and Erik Stern, learn through a 10-minute TEDx talk how math dancing can help you incorporate movement into teaching mathematics. Schaffer and Stern, in their popular performance, Two Guys Dancing About Math, revealed the links between math and dance. This dance has been performed nationally more than 500 times. Four key elements of a lesson plan are setting goals, setting performance standards, anticipating ways to capture students' attention, and finding ways to present the lesson. Teachers should also focus on closing the lesson and encouraging students to engage in independent learning. Carefully consider several options as you develop a lesson plan. Determine the lesson goals Before you write the lesson plan, the teacher must identify his or her goal. This means highlighting what the student should achieve at the end of the lesson. Identify students' standardsLetal plan should then determine what standards students should achieve at the end of the lesson. Some schools set standards for their teachers. Find ways to get students' attentionLesson plans need to identify ways the teacher can get students' attention. This can be done through statements or actions. Develop ways to present the lessonTeachers should find ways to present the lesson, such as learning lessons. This should also include highlighting ways to control students' understanding of content. Conclude the lessonAll lessons should include a closing statement that concludes the goals and learning outcomes. At this point, the teacher must strengthen what students need to learn. Encourage independent learning Teachers can encourage independent learning either through classroom activities or homework. This should include giving students feedback. Getting students to talk about the differences between past and present is a great way to get students to spend a variety of times and cement their understanding of differences and time relationships between the past simple, present perfect (continuous), and current simple times. This exercise is quite easy for students to understand and helps to get students to think in the right direction before they begin the task. Purpose: Conversation lesson focusing on the use of the past simple, present perfect, and present simple timesActivity: Drawing charts as a support for conversation in parLevel: Intermediate to Advanced Sketch: Give students the example above or draw a similar example on the board. Read the examples of sentences showing the relationship between the two ('life then' and 'life now'). Ask students why you used the different times (i.e. past simple, present perfect (continuous), and present simple (continuous). Have students draw two circles. Each circle must have 'me' at the center with a universe of friends, hobbies, relationships, etc. A circle is the sign for the past and a sign for 'life now'. Students break up into pairs and explain their charts to each other. Walk around the room and listen to the discussions, take notes on the most common mistakes. As a follow-up, go through the most common mistakes made by students to focus on the problems they still have with certain times (i.e. using the present perfect instead of past simple for particular past). See the two circles describing 'life then' and 'life now'. Read the sentences below that describe how the person's life has changed. For example: In 1994 I lived in New York.Since then I have moved to Livorno, where I have lived for the last five years. By 1994, I had been 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 10 years. I used to play squash twice a week when I lived in New York.Now I play tennis twice a week. I've been playing tennis for over a year. My best friends were Marek and Franco in New York. Now my best friend Corrado.I loved going to the opera in New York. Now I love going to museums around Tuscany.I worked at the New York Association for New Americans for two years in New York.Now I work at the British School. I've worked 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. When you're done, find a partner and describe how your life has changed over the last few years. The switch between the present perfect and the past simple 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 uses its version of the past simple and the present perfectly interchangeably. Students find the difference between specific past experiences (previously simple) and general experience (present perfect) difficult. Students speak a language where tense use is much more 'loose' such as Japanese. This lesson focuses on the contact by first narrowing the selection down to either the current perfect or the past simple. It asks students to first ask questions about general experience with 'ever' and then delve into the details with question terms such as 'where, when, why' etc. Becomes more adept at switching between the current perfect and the past simple Number 1 Asking about experiences #2 Writing about experiences Lower-intermediate to intermediate Begin lessons by talking about your own experiences in a general 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 have been to many countries in my life. I have travelled in Europe and I have visited France, Germany, Italy and Switzerland. I've also driven a lot in the United States. In fact, I've driven through nearly 45 states. Ask students to ask you questions about the details of some of your adventures. You may need to model this. However, students will hopefully be able to catch on quickly and stick to the past simple. On the board, create a timeline that shows earlier to present some of your adventures. Question the general statements, specific dates over specific statements. On the point the difference between the two. You can use the tense time charts on this site as well. Present the question Do you ever... general experience. Review information issues in the past simply to focus on specific experiences. Model a few question-and-answer exchanges with students switching between Have You Ever... followed by information questions When do you have Where do you, etc., when students answer in the affirmative. Have students train with partners or in small groups. Moving around the class, listening to these conversations help when needed. To continue, ask students to fill in the spreadsheet after the example. Move around the room and make sure students switch between today's perfect and simple past 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. For example: Student 1: Have you ever been to China? Student 2: Yes, I have. 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. buy a new cartravel in a foreign countrypplay football/soccer/tennis/golfing in a big corporate fly over oceaneat something that made you sickest students a foreign language unload your money, wallet, or purseeat snailsplay an instrument Write a few sentences on each of these topics. First, start with a sentence using the current perfect. Then type a sentence or two with specific details. For example: I have 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 for a three-month French language program in 1998. Hobbies I've learnedPlaces I've visitedCrazy food, I've eatenPeople I have metStupid stuff I've boughtSubjects I've studied