

University of Pittsburgh
School of Education
Lesson Plan

Prekindergarten Practicum / Fall Term

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School/District: Carnegie Mellon Children's School

What is the big idea that includes your lesson?

- Students will learn the traditions of the drum circle and the POW WOW's of the Native American Tribes.
- Students will learn the traditions of the Jingle Dancer.

Lesson Objective(s)

The Student will be able to keep a steady beat using his/her hands or shakers while listening to the beat of the music

The student will be able to cooperate with his/her peers to participate in the "Missing Jingle" game.

Standards

Standard 9.4 Aesthetic Response to Art: student will respond to works of art by expressing feelings.

Standard 1 Reading, Writing, Speaking and listening 1.6.K.A: Listen and respond appropriately to others in small and large group situations.

1.6.K.B: Speak clearly enough to be understood by all audiences using appropriate volume. Share stories, familiar experiences and interests, employing gestures where appropriate.

World History: 8.4.K.C: Identify different aspects of different cultures from around the world.

Materials Needed for Lesson

- Jingle bell dancer book
- Tambourine for the teacher
- An actual pair of jingle bells to use during the "hiding" game.
- Pictures of the jingle bells using different colors (one color for each group) or

Lesson Launch

Put the beat on your head, put the beat on your hands, put the beat in yourself: warm up beat activity.

Participate in the legend entitled “Why the rabbit has a short tail” : looking for good listeners to help me act out the story when I am finished.

Main Lesson:

Guessing Game: What is that sound? The teacher will ask the students to close their eyes and listen really carefully to the sound that is coming from behind the teacher’s back. What instrument is making this sound? The students get three guesses. Answer: the jingle bells

Tepee, mountain pose, warrior pose transitions if needed.

READ THE JINGLE DANCER.

Try the rhythm activity and discuss the fact that they used to sing songs around a campfire (build the campfire if you can to put in the middle of the circle.)++

After the teacher has discussed “The Jingle Dancer,” the students will play a small jingle guessing game. The students close their eyes, the lights are off and everyone has to put their hand behind their back. The teacher will quietly hand the jingle bells to one of the friends. When the light comes on, the teacher will ask that friend to “jingle behind his/her back without revealing the jingle bells. The teacher will tell the student to stop jingling the bell and then the students will have three guesses total to try to guess who is holding the jingle bell.

Lesson Close

During the small group activity the students will be participating in a scavenger hunt where they are looking for different Native American symbols around the room and then writing the name of the symbol/object on their clipboards. Eventually, these shapes will lead them to a hidden pair of jingle bells as seen in the story “The Jingle Dancer” where the main character spends the majority of her time searching for jingle bells to wear.

During the small group activity crafts, students will be decorating their own animal on rawhide (paper bag) by using stencils and markers.

Adaptations

During the circle time activity, the teacher should make sure that every student who has their hand raised is able contribute to the conversation. The teacher may prompt some students with more complicated questions depending on their listening skills.

Teacher will give extra help to students who are having a difficult time keeping a steady beat. In addition, the teacher will facilitate the jingle bell hunt so that the students are still engaged and appropriately following the directions.

Extensions

The teacher will provide more complex, open ended questions for students who are in need of enrichment during the reading of the stories or the completion of the activities.