

4th Grade

Time allotment

10 minutes

Lesson content

Learning “Hanukkah Candles”

The class listened to the teacher play and sing the piece and displayed through body percussion whether the song felt like it was a 2 pattern or a 3 pattern.

Lesson content target for the prompt

Determining meter in two and three

Critical thinking process

Meter recognition; recognizing meter in either two or three

Critical thinking direction

Metacognition; thinking about one’s own learning

The prompt

Today we practiced body percussion to songs with 2-patterns and 3-patterns. We also learned a new song, “Hanukkah Candles”, and found that the meter is in three. As we followed along with the song, how did you know whether to use a 2-pattern or a 3-pattern? Do you remember any other songs we have sung in class that use a 3-pattern? Which songs?

Meter: 2 & 3

- ___ Recognizes songs in both 2 & 3
- ___ Can create body percussion pattern for songs in both 2 & 3
- ___ Keeps body percussion pattern steady
- ___ Recalls songs in both 2 & 3

I think this kind of task is really easy to implement. Taking a few minutes at the end of class to get feedback through this type of critical thinking can be very useful for both the teacher and the student. In order to create this question, I just used a lesson we did in class and designed the rest of the prompt. It is important to create reflective learners, and this really helps them practice that type of thinking. Getting younger students to start thinking about how they learn will help them as they get older and get into more complex problems. Creating the rubric for this is kind of strange. For me, the point is to get them thinking and to get some information out of them. By hearing their response, I can get a little deeper insight into how they learn and what works best for that student.