**Standard Information:** Kiffany Nelson. 2nd Grade. MSU-Billings. Instrument Unit.

**Descriptive Title:** Maraca Math

**Lesson Description:** The students will make their own maracas using water bottles and different materials for the inside. This lesson incorporates music and math.

**Objectives:** The students will (TSW):

1. Explore how to count by ones and fives as measured by counting items for their maraca.
2. Explore a musical instrument as evidenced by their creation.

**Concept(s) and/or Key Words and Definition(s):**

* Maraca - a percussion instrument, usually one of a pair, consisting of a gourd or plastic shell filled with dried seeds, pebbles, etc. It is used chiefly in Latin American music (World English Dictionary).

**Students’ Background Knowledge:** The students must know how to add and subtract basic math facts.

 **Materials and Teaching Aids:**

* Popcorn kernels
* Beans
* Seeds
* Rice
* Empty water bottles (enough for each student to have two)
* Masking tape
* Paint
* Markers
* Stickers
* YouTube video of maraca players
* Means to play the video
* Four tables
* A cup for each student
* Puili sticks.

**Classroom Management Suggestions:** Instead of one table of materials, have four spread out. If the areas are still too cluttered, make a rule only three students can be at each station. Provide each student with a cup to collect materials to take back to their seat. When they leave their seat, have them write down the number of items in the maraca.

**Assessment:** If each student knows the amount of items in one bottle, they can count by ones and fives.If the students created an instrument, they explored making one. The following will go in the grade book:

+ Student did the assignment (participated fully in activity)

* Student did not complete the assignment (did not participate in activity)
* Student completed the assignment or participated in the activity, but did not do the other. (Participated but did not turn assignment in or turned an assignment in that was not complete due to them not participating)

**Standards:**

Billings Curricula Guide- Grade 2-

Music:

8. Expressive musical performance (group and individual roles)

11. Classroom instruments.

Math:

1. Counting by ones

Montana State Standards-

Art:

6. Students make connections among the Arts, other subject areas, life, and work.

Math:

1. Number sense and operation

National Standards:

Art:

4.2 Performing on instruments, alone and with others, a varied repertoire of music.

Math:

2.NBT.2. Count within 1000; skip-count by 5s, 10s, and 100s

**Accommodations:** Darrell and Alex need no accommodations. Shanai does not need to talk in class for this lesson. The teacher only needs to observe she is counting items for her maraca. As long as Maria is exploring with the instrument she is participating.

**Teaching Model:** Learning Cycle

Interesting Questions:Imagine you live in the world all alone. There are no stores, no people, only you and nature. This is lonely, and you decide to make music. How would you make an instrument?

Experiment/Experiences:Each student will be provided with two empty water bottles. In the front of the classroom, there will be a table with decorative materials and different items that can be used to make maracas. Examples are popcorn kernels, beans, seeds, rice, etc. I will say they have thirty minutes to be productive. The rules are they cannot fill up more than half of their water bottles, and they must know the number of items in one maraca.

Application:Take a time out after each student has started counting their kernels. Ask about their different methods of counting. Discuss which is most effective. Take an opportunity to count by 5’s to one hundred. Once each student has their maracas made, they can perform an instrumental. The teacher can choose a youtube video with easily recognizable rhythm or even play a cd. Students should play their instrument to express how the song makes them feel. Then as a class, they should come up with a way to play together at the same time as if they were in a band.

Concept development: The students will use puili sticks as they do in the basal series on page 271. They will need to apply what they learned while having rhythm with the maracas to keep rhythm with the puili sticks. If there is not enough puili sticks, the students can share using the maracas and puili sticks during the same song and pass them around.

Closure:Discuss the lesson; ask about their favorite part. Talk about different ways to make instruments using household items. As a class, count to one hundred using 1s, 5s, and 10s (10, 20, 30, 40, 50, 55, 60, 65, 70, 75, 80, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100). Tell the students that tomorrow they will be expressing music they hear through art work.