**MUSIC AND THE BODY**

**Second Grade**

**Composed by:**

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**Billings Curriculum:**

 *Throughout this unit the following curriculum concepts can be found:*

* Changes to people and places over time
* Rhythms are made up of sounds of different lengths
* Musical ideas may repeat or vary
* Expressive musical performance
* Attentive listening skills
* Personal care/fitness
* Self concept
* Cooperation
* Discover ways to create and express one’s own thoughts by changing a variety of materials to:
	+ Emphasize personal expression
	+ Develop confidence

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Students will learn the body parts and practice keeping beat and rhythm.

Lesson includes a basal series component.

**Dem Bones:** Page 8

Students will learn the song “Dem Bones” includes and complete and art project.

Lesson includes portion from “Integrating Music into the Elementary Classroom”

by William Anderson

**Exploring the 5 Senses:** Page 13

Students will discuss the 5 senses and break into 5 groups to explore 5 different

centers, where they can explore each of the senses. During Transition time

between each center, students will sing one verse of “The 5 Senses Song.”

They will record their observations and participate in a class discussion about

their experiences and write a 5-minute reflection.

Lesson includes technology component

**Learning Exercise through Singing:** Page 19

The students will gather around the teacher and sing a song about exercising.

There will then be a discussion about what exercise is and why it is important.

The teacher will give ides of what the students could do for exercise and then the

students will create a five day journal of what they will do for exercise on those

five days.

**Where do germs live?:** Page 25

The students will learn through inquiry based learning that if we don’t wash our

hands after they are infected by germs we can easily spread illness.

Lesson includes Indian Education For All component.

**Standard Information:**

**Teacher:**

**Grade Level:** 2nd Grade

**Descriptive Title:** Body Parts and Rhythm

**Lesson Description:** Students will learn the body parts and practice keeping beat and rhythm.

**Objectives:**

The Student Will:

* Learn song about body parts.
* Learn about body percussion.
* Practice quarter and eighth notes using body percussion.
* Practice this exercise at different tempos.
* Created their own body percussion act in groups and share with class

**National and State Standards:**

**State Standards for Health:**

**Health Enhancement Content Standard 1:** Students have a basic knowledge and understanding of concepts that promote comprehensive health.

**National Standards for Health:**

**National Health Education Standard 1:** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**State Standards for the Arts:**

**Content Standard 1:** Students create, perform/exhibit, and respond in the Arts.

**Content Standard 2:** Students apply and describe the concepts, structures, and processes in the Arts.

**National Standards for Music:**

**National Standard 2:** Performing on instruments alone and with others, a varied repertoire of music.

**Concepts and Key Words:**

* Tempo
* Beat
* Body percussion

**Students’ Background Knowledge:**

The students have been working with percussion and lessons about the body have been leading up to this lesson on body percussion. Students will also have practiced quarter and eighth notes.

**Materials and Teaching Aids:**

* Lesson 2- “The Beat Goes On” from 2nd Making Music.

**Classroom Management Suggestions:**

The teacher will make sure students have plenty of room to practice body percussion.

**Teaching Model:** The Learning Cycle

**Interesting Questions:**

What is a body part that keeps a steady beat?

What other body parts could you use to keep rhythm?

**Application:**

Teacher will model the song “Tony Chestnut” for students emphasizing the different body parts. Students will join in the song. Once students can sing the song and do the actions at the same time, we will increase the tempo each time. One student will be chosen to keep the steady beat throughout the song by using body percussion of their choice. Each student will have a chance to keep the beat who wants to. Teacher will refer to lesson 2 which talks about beat and rhythm.

**Concept Development:**

Students will be put into groups of three and practice body percussion with quarter and eighth notes. One student will perform actions to “Tony Chestnut,” one student will keep the beat with body percussion and quarter notes, while the other student will use body percussion to perform eighth notes. All students will sing “Tony Chestnut” while trying to increase tempo. Students will take turns with roles in the group.

**Experiment Experiences:**

Students will be asked to work in their groups to come up with their own body percussion act to share and teach the other students in the class. They will be given ten minutes and then will present to the class.

**Assessment:**

Students will receive up to a total of 5 points in the gradebook for participation in activity. Grading rubric is attached.

**Accommodations:**

Susie needs additional time to process information and is predominantly a visual learner. She is also very shy in the classroom and seldom mixes with the other children. The teacher will model for Susie the actions she will be performing and Susie will stand by the teacher. She will be placed into a group with Sarah and Ben, both who have leadership skills and will make her feel comfortable.

**Attachments:**

* Lyrics to “Tony Chestnut”
* Grading rubric

**References:**

Making Music. (2005). Silver Burdett Grade 2. NY, NY: Pearson Scott Foresman (8-11).

“Tony Chestnut”

Toe

Knee

Chestnut

Nose

Eye

Love You

(Repeat)

(Pointing to body parts)

Toe

Knee

Nose

Toe

Knee

Nose

Repeat increasing tempo each verse.

Rubric for Body Percussion Activity

Teacher:

Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
|  | Did Participate | Did Not Participate |
| Class Discussion | 1 point | 0 points |
| “Tony Chestnut” | 1 point | 0 points |
| Group Work | 1 point | 0 points |
| Presentation | 2 points | 0 points |

**Standard Information:**

**Teacher:**

**Grade**: Second

**Descriptive Title**: Dem Bones

**Lesson Description**: Lesson based around the song “Dem Bones” includes and art project.

**Objectives**:

* Students will be able to express which bones connect to others in the body.
* Students will demonstrate understanding of placements of bones with completion of an art project.
* Students will perform a dance to the music.

**Standards**:

**State**:

* **Music Content Standard 1**—Students create, perform/exhibit, and respond in the Arts.
* **Music Content Standard 3**—Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.
* **Health Enhancement Content Standard 1**: Students have a basic knowledge and understanding of concepts that promote comprehensive health.
* **Health Enhancement Content Standard 2**: Students demonstrate competency in a variety of movement forms.

**National:**

* **Music Standard 1--** Singing, alone and with others, a varied repertoire of music.
* **Health Education Standard 1-** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Concepts/Keywords:**

* **Bones** (foot, leg, knee, thigh, hip, back, neck): structural parts of our body
* **Skeleton**: made up of bones
* **Left and Right**: directions in which we can move
* **Movement**: a change in position

**Students’ Background Knowledge:**

* Student will have prior knowledge of gross motor skills.
* Student will have skills to color pictures

**Materials:**

* Song “The Skeleton Dance”
* Pictures of the body parts
* Typed words associated with body parts (foot, leg, etc)
* Paper
* Crayons/markers
* CD player
* Computer to display short film
* Link to film : http://www.youtube.com/watch?v=e54m6XOpRgU&feature=fvw
* “Dem Bones” by Bob Barner
* Skeleton cut out for the art project
* Integrating Music into the Elementary Classroom By William Anderson

**Classroom Management:**

* The class will be seated in small groups for a majority of the lesson to allow for students to help each other in their small groups.
* Materials will be ready prior to the start of the lesson; pods will have all the materials needed on their desks.
* Space will be clear for an area where students can perform the dance that accompanies the song.

**Teaching Model: Multiple Intelligences**

**Anticipated Learner Outcomes**

* Students will learn what bones connect to each other.
* Students will learn how specific parts of their bodies move in relation to other parts.

**Environmental Consideration**

* The room should be well lit throughout the lesson except for during the short video.
* The floor should be cleared of any object that could cause students to fall while dancing; the dancing area should be completely cleared of any harmful objects.

**Learning Activities**:

**Linguistic**:

Students will listen to the story Dem Bones, which will provide them with the reading and visual word representation that accommodates their learning style.

**Musical:**

Song in the music video, story, and the CD version will provide for the musical aspect of MI. Students can listen for the rhythm and tempo of the song.

**Bodily/Kinesthetic :**

Students will have the opportunity to dance along with the song to associate specific movements with specific bones/joints.

**Lesson Sequence:**

* To begin the lesson the teacher will ask the students some simple questions and ask the students to react in a way they feel is necessary. (pg 235 Integrating Music)
	+ How can your hand move?
	+ How can your foot move?
	+ How can your whole body move?
	+ Show how your hands can go up and down
	+ Show how your hand can go fast and slow.
	+ Lift your arm slowly
	+ Lift your arm quickly
	+ Draw a square with one foot.
* After students have warmed up a bit and moved around have the students sit on the floor. The teacher will ask the class what helps them move around and stay standing up (bones).
* The teacher will read the story “Dem Bones” which discusses the different bones and what they do for our bodies.
* After reading the story the teacher will play the “Skelton Dance” which contains the same words as “Dem Bones”. The students can move to the designated dancing area to practice showing which bone is currently being talked about in the song. After the first run through of the song, students will be asked to sit and look at the board in which the video version of “Skelton Dance” will be played to demonstrate to the students the way in which they can dance to the song.
* Class will discuss the different types of bones in the body and what they help us do throughout the day. After discussion of the different types of bones the students will be excused to go back to their seats.
* The students will be creating an art project using skeleton bones Students will need to place the different bones together to create their skeleton. Students will have the option of placing the bones in positions they want them to be in ex: arms up, one leg up one down, etc.
* During the art project students can be quietly talking with their neighbors and possibly receiving assistance from each other.

**Assessment Procedures:**

To assess the students throughout this lesson I will be doing an informal assessment on the student’s behavior and on whether or not he/she completes the art project.

**Accommodations:**

Nancy has a visual impairment. She often cannot see the board or the print in some of the tests. It is particularly impossible when she forgets her glasses, which she often does. To accommodate for Nancy I will have her placed at the front of the classroom to help her with seeing the board.

**Attachments**:

* Dem Bones lyric page
* Grading rubric

Grading Rubric:

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
|  | 0 Points | 1 Point | 2 Points |
| Participation during song | Student did not participate | Student slightly participated but was asked to rejoin in | Student fully participated during the song |
| Short video | Student did not watch the video | Student watched the video but needed refocusing | Student watched video quietly |
| Art project | Student did not attempt art project | Student did not complete art project | Student completed the art project |

Dem bones, dem bones, dem dancing bones.
Dem bones, dem bones, dem dancing bones.
Dem bones, dem bones, dem dancing bones.
Doin' the skeleton dance.

The foot bone's connected to the leg bone.
The leg bone's connected to the knee bone.
The knee bone's connected to the thigh bone.
Doin' the skeleton dance.

The thigh bone's connected to the hip bone.
The hip bone's connected to the backbone.
The backbone's connected to the neck bone.
Doin' the skeleton dance.

Shake your hands to the left.
Shake your hands to the right.
Put your hands in the air.
Put your hands out of sight!

Shake your hands to the left.
Shake your hands to the right.
Put your hands in the air.
Wiggle, wiggle, wiggle, wiggle, wiggle, wiggle, wiggle, wiggle, wiggle, wiggle, wiggle, wiggle.......wiggle your knees.

Dem bones, dem bones, dem dancing bones.
Dem bones, dem bones, dem dancing bones.
Dem bones, dem bones, dem dancing bones.
Doin' the skeleton dance.

**Standard Information**:

**Teacher**

**Grade**: Second

**Descriptive Title:** “Exploring the 5 Senses”

**Lesson Description:** Students will discuss the 5 senses and break into 5 groups to explore 5 different centers, where they can explore each of the senses. During Transition time between each center, students will sing one verse of “The 5 Senses Song.” They will record their observations and participate in a class discussion about their experiences and write a 5-minute reflection.

**Science Objectives:**

Students will identify each of the 5 senses and understand what body parts are used for each. They will understand how the senses relate to making good observations. They will make predictions on what it is they are experiencing and complete the five senses observation sheet.

**Music Objectives:**

Students will demonstrate ability to use phrasing through song to learn content of a subject (the 5 senses). Student will communicate the meaning of the 5 senses through song.

**State and National Standards:**

**Montana State Standard-Science Content 1**: Students, through the inquiry process, demonstrate the ability to design, conduct, evaluate and communicate the results and form reasonable conclusions of scientific investigations.

**Benchmark 1**: Develop the abilities necessary to safely conduct scientific inquiry, including (a step-by-step sequence is not implied): (a) asking questions about objects, events, and organisms in the environment, (b) planning and conducting simple investigations.

**Montana State Standard- Arts Content 3**: Students develop and refine arts skills and techniques to express ideas, pose and solve problems, and discover meaning.

**Benchmark 2**: Communicate meaning through the art forms from selected subject matter

 **Benchmark 4**: Music-sing and play music using dynamics, phrasing, and interpretation.

**National Standard-Music Content 1:** Singing, alone and with others, a varied repertoire of music.

**National Standard-Science Content K-4.1**: Abilities necessary to do scientific inquiry.

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

 *Hearing*: The sense by which sound is perceived.

 *Observation*: The act of noting and recording a phenomenon, with instruments.

 *Sight*: The act of seeing.

 *Smell*: To perceive and interpret sent.

 *Taste*: To distinguish the flavor of something by taking into the mouth.

 *Touch:* To cause or permit a part of the body (using hands or fingers).

**Student’s Background Knowledge**:

Student’s prior knowledge of the 5 senses is useful, but not necessary for this lesson. Students must know how to work in a group and take turns in experiments.

**Materials and Teaching Aids:**

1. A mystery box (with an object inside for the students to **feel**).
2. Jelly beans (3 different flavors for the students to **taste**).
3. Close-up of a picture (for the students to **see**).
4. 2 cylinder objects full of spices (for the students to **smell**).
5. 1 cylinder object full of toothpicks (when shaken, for the students to **hear**).
6. 5-senses observation sheet (see attached).
7. “The 5 Senses Song” http://www.mrsjonesroom.com/songs/senses.html

**Classroom Management Suggestions:**

Students will be seated at their desks for initial instructions and discussions. They will be broken up into 5 groups of 5 (each group starting at teach science center. They will have 5 minutes to explore 1 of the 5 senses and write their observations on their observation sheet.

**Teaching Model:** Conceptual Change Model

**Commit to an Outcome:**

 Ask the students what senses are used in making observations (students should be familiar with the 5 senses). **Hypothesis**: if a person does not know what an object is, can they use their senses to figure out its identity? To make for a safe environment for students to discuss predictions, divide the students into 5 groups of 5.

**Expose Beliefs:**

After the students have discussed their predictions and ideas to each other, the students will then present their ideas as a group to the whole class. Each student should contribute an idea, discussing evidence for why they think their belief is true (i.e. if a student says they can not know what something is without seeing it, the student must give an explaining for why this is true).

**Confront Beliefs:**

Students will participate in a 5 senses experiment.

1. Break the students up into the same 5 groups of 5.
2. Briefly describe each science station and assign each group a starting point.
3. When students are at each station, they will have 5 minutes to explore 1 of the senses provided for them.
4. Have each student write down their experiences on the observation sheet.
5. After the 5 minutes is up, students will move to the next station and repeat, until they are finished with all 5 stations.
6. Teacher will reveal the objects in each center.

**Accommodate the Concept:**

Student will stay in the same 5 groups of 5 and discuss their observations from the 5 senses centers and see if their observations matched the real life objects. Students will discuss why they were able to or not able to discover the identity of the “mystery object” using only once sense. Here the teacher can discuss how the body parts work and use the song, “The 5 Senses” as a reference to reinforce which body parts are responsible for specific senses (i.e. ears hear and eyes see).

**Extend:**

Have the students write a 5-minute reflection on how they use their 5 senses outside the classroom (i.e. health, safety, and athletics). When finished writing, the students can discuss what they wrote and collaborate their ideas on how they use their 5 senses in their everyday lives.

**Indian Education for All:**

The teacher can modify this lesson plan to discuss how American Indian tribes use the 5 senses for survival in the past and present. At each science station, the teacher could replace the given materials with materials that would relate to a specific tribe of study.

**Assessment:**

Students will understand the 5 senses and know how to use them in making well- informed observations. They will understand how to apply their knowledge of the 5 senses into “real world” situations. Students will complete a class discussion, the observation sheet, and 5-minute reflection. Student will know how to use phrasing to help understand the 5 senses and use the song to express knowledge of the 5 senses, attaching various body parts to the specific senses.

**Accommodation for Diversity:**

For students who are unable to participate in one or more of the observations due to a disability (hearing impairment, visual impairment, or food allergy) students will use the other senses they do have to describe what they are experiencing. For example, if the student has a hearing impairment, they can touch and feel the cylinder, using their words to describe what they see, and feel.

**Attachments:** Observation Sheet and rubric.

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

FIVE SENSES

**Taste:**

What is the flavor?

Bowl #1?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Bowl #2?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Bowl #3?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Sight:**

What are you looking at?

#1.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Smell:**

What scent is it?

Green Bottle?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Red Bottle?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Hearing:**

What's making that noise?

Sound #1?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Touch:**

What did you feel?

Box #1?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**FIVE SENSES**

1. What body part do you use to see?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. What body part do you use to hear?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. What does your skin do?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Is your tongue the ONLY thing for taste? If not, what else?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Which sense do you think is the strongest? (No wrong answers, just explain)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grading Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Predictions | Students presented a well thought out hypothesis to the class, allowing each group member to participate in the presentation. | Students presented a well thought out hypothesis to the class, only being presented by some of the group members. | Students presented an unsupported hypothesis with only a few members of the group participating. | Students did not present a hypothesis and need to re-visit the structure of a hypothesis. |
| Group Work | Students worked together in a timely and mannerly fashion. All students participated equally throughout the lesson. | Students worked in a timely and mannerly fashion most of the time. Most Students participated equally throughout the lesson. | Students had difficulty working together in a timely and mannerly fashion. Only some students participated during the lesson. | Students did not finish and had difficulty working together. Participation by the group was off task. |
| Vocal Phrasing | Students consistently sang the "5 Senses" song in transition in between centers. | Student sang the “5 Senses" song most of the time in between centers. | Student sporadically sang the "5 Senses" song in between centers. | Student did not participate in any vocal phrasing, refusing the sing the "5 Senses" song. |
| Observation Sheet | Observation sheet was complete and well written. | Observation sheet was complete, but not well written | Observation Sheet was not complete, and not well written. | Observation sheet was not turned in. |

**Standard Information:**

**Teacher:**  **Grade**: Second

**Descriptive Title**: Learning Exercise through Singing

**Lesson Description:** The students will gather around the teacher and sing a song about exercising. There will then be a discussion about what exercise is and why it is important. The teacher will give ideas of what the students could do for exercise and then the students will create a five day journal of what they will do for exercise on those five days.

**Objectives:**

The students will be able to: -define exercise -explain the importance of exercise -understand how often children should exercise -give examples of exercises -create a song using different forms of exercise -sing the songs that were wrote by the teacher and as a class

**State Standards:**

**Arts Content Standard 1**- Students create and perform/exhibit and respond in the arts.

 **Health Enhancement Content Standard 1**-Students have a basic knowledge and understanding of concepts that promote comprehensive health.

**National Standards: National standards for music education 1**- Singing, alone and with others, a varied repertoire of music.

 **National Health Education Standard 1-** Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Concept(s) and/or Key Words and Definition(s): -**exercise: body movement used for improving health or staying healthy

**Students’ Background Knowledge:**

Most students will have sung the song Old McDonald and will have learned what exercising is from previous classes or experiences. There is no background knowledge required but is beneficial to the students if they have already been exposed to the songs and concepts of exercise.

**Materials and Teaching Aids: -**Elmo -paper -pen/pencil -copy of teacher made song -crayons/colored pencils -construction paper

**Classroom Management Suggestions:**  -have the girls and then the boys come up to sit around the teacher - have students clear off their desks before they gather around the teacher except for their crayons or colored pencils -when doing movements have the students stand arms width away from the person next to them

**Teaching Model (Traditional): Goal:** students will use songs and singing to discover the importance of exercising and different forms of exercise.

**Anticipatory Set:** 1) Put the teacher created song on the Elmo2) Ask students to clear off their desk of everything except crayons or colored pencils. 3) Have the girls and then the boys gather around the teacher at the front of the room. 4) Ask students if they know the song Old McDonald. 5) Explain that you have a song about exercise that they are going to sing to the tune of Old McDonald. 6) Sing the first verse of the song and then have the student sing it with you. 7) Sing the second verse and then have the students sing it with you. 8) Sing both the first and second verse. 9) Sing the third verse to the students then have them sing it with you. 10) Sing all three verses. 11) Ask the students what the song was about. 12) Inform the students that they are going to be learning about exercise; what it is and why it is important. 13) Have the girls and then the boys return to their seats.

**Teacher Procedure:**  1) Ask students what it means to exercise and on the Elmo write down their ideas. 2) Ask students if they know how long they are supposed to exercise every day. 3) Inform students they should be getting 60 minutes or 1 hour of exercise a day. 4) Ask students why we need to exercise and write their ideas down on the Elmo. 5) Inform students the benefits of exercise (have stronger muscles and bones, help control body fat, and keep us healthy). 6) Ask students what different ways there are to exercise and write their ideas down on the Elmo. 7) Explain to students that exercise is not just walking on the treadmill every night for 30 minutes or going to the gym to work out.

**Guided Practice:**  1) Have students spread out around the room leaving an arm width between each other. 2) Give students examples of ways they are able to get their exercise (walking, playing hopscotch, climbing trees or building a snow fort) and do the motions and have the students copy your or create their own motion for each suggested exercise.

**Independent Practice**  1) Have the students give examples of ways they could get their exercise. Write their ideas on the Elmo and do the motions for each suggested exercise. 2) Have students return to their seats. 3) Inform students that they are going to be creating a five day exercise plan and for each day they are to draw the activity on a piece of construction paper. Each day must be a different exercise or activity. The students are to try and use each exercise they think of during the coming week. 4) Have the boys and then the girls come up and get 5 pieces of construction paper. 5) While the students are getting their construction paper, inform them that when everyone is finished with their drawings, each student is going to pick one exercise to share and as a class they are going to create their own exercise song and sing it. 6) Have students create their five day exercise plan.

**Closure:** 1) When students are finished with their drawings, have them put everything away except their one exercise they kept out. 2) Go around the room and have each student share his or her drawing and show/describe the motion that is used when doing this exercise. 3) Have the girls and then the boys come to the front of the room and stand in a circle with their drawing. 4) Go around the circle singing the exercise song using each students exercise while doing the motions. 5) Have the students sit on the floor where they are standing. 6) Do a brief recap of what exercise is, why it is important, different forms of exercises and how long children should exercise each day. 7) Have the girls and then the boys return to their seats. 8) Inform the students to write their names on all five drawings and have the boys and then the girls turn them in.

**Checking For Understanding:** The teacher will use informal assessment throughout the lesson. By asking the students questions and having them give ideas, allows for a quick checking for understanding. Where ever the teacher gets the feeling that a student or students do not comprehend something, further explanations will be given. Also, by having the students think of their own exercises and sharing with the class allows the teacher to check and see who understands what form of exercise a child could do.

**Accommodations:** Jim is autistic. Before beginning the lesson, Jim and the teacher will go over the lesson step by step. He will be given a step by step itinerary of the lesson and a copy of the exercise song. Jim loves music so this should help in his learning and understanding of exercise.

**Assessment:** Students will be graded on their 5 day exercise plan and participation for a total of 15 points. Each day of the exercise plan will be worth 2 point; one point will be for a correct exercise and one point will be for drawing the exercise. Students must have all 5 days with completed drawings to receive total points possible. Participation will be worth 5 points; one point for participating in the opening song, one point for participating in the closing song, two points for sharing a drawing and the exercise motion and one point for taking part in the class exercise motions.

**Attachments:** Exercise song and rubric

Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Student: | Participated | Did Not Participate | 5 Day Lesson Plan | Exercise Drawn |
| Opening Song (1 point possible for participation) |  |  |  |  |
| Closing Song (1 point possible for participation) |  |  |  |  |
| Sharing Exercise Drawing and Motion (2 points possible for participation) |  |  |  |  |
| Exercise Motion as a Class (1 point possible for participation) |  |  |  |  |
| 5 Day Exercise Plan (5 points possible; 1 point per day) |  |  |  |  |
| Exercise Drawn for Each Day (5 points possible; 1 point per day) |  |  |  |  |

Total Points Received\_\_\_\_\_\_\_\_\_\_\_\_

**Exercise Song**

(Sang to the tune of Old McDonald)

All the second graders had to exercise E I E I O

They had to exercise for 1 hour a day E I E I O

With a run run here and a run run there here a run there a run every where a run run

All the second graders had to exercise E I E I O

All the second graders had to stretch E I E I O

They had to stretch to stay flexible E I E I O

With a bend bend here and a bend bend there here a bend there a bend every where a bend bend

All the second graders had to stretch E I E I O

All the second graders grew healthy and strong E I E I O

They had strong muscles and lots of energy E I E I O

With a big muscle here and a big muscle there here a big muscle there a big muscle every where a big muscle

All the second graders grew healthy and strong E I E I O

**Standard Information:**

**Teacher:**

**Grade Level:** 2nd Grade

**Descriptive Title:** *Where do germs live?*

**Lesson Description:** The students will learn through inquiry based learning that if we don’t wash our hands after they are infected by germs that we can easily spread illness.

**Objectives:**

* Students’ will identify places in the classroom in which germs live.
* Students’ will identify and demonstrate how to reduce spreading germs.
* Students’ will learn a song that teaches them about hand washing

**Montana State Standards:**

**Science Content Standard 1**—Students, through the inquiry process, demonstrate the ability to design,conduct, evaluate, and communicate results and reasonable conclusions of scientificinvestigations.

**Science Content Standard 3**—Students, through the inquiry process, demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment.

**Music Content Standard 6***-*Students make connections among the Arts, other subject areas, life and work.

**National Standard:**

**NPH-H.K-4-1:** Health Promotion and disease prevention- Students will comprehend concepts related to health promotion and disease prevention

**Concepts and/or Key Words and Definitions:**

1. Microorganism: any of the microscopic forms of lifefound in nature.
	1. Bacteria: Salmonella and E.Coli Bacteria (food poisoning)
	2. Viruses
		1. Rhinoviruses can cause colds.
		2. Herpes can cause cold sores.
		3. Influenza can cause the flu.
	3. Yeasts
	4. Mold
	5. Protozoa
	6. Algae
2. Germs: Harmful microorganisms that lives all around us; in soil, air, water, food, and people.

**Students’ Background Knowledge**

Students will have a general idea that washing hands prevents the spread of germs and illness.

**Materials and Teaching Aids**

* Germs Background Handout (Attached: For Teacher)
* Germ Facts Handout (Attached: For Student)

**Classroom Management Suggestions:**

When you are dividing the class into groups for the activity try, have them number off instead of having them choose their own groups. And, make sure that a staff member is in each area to properly supervise the groups.

**Accommodation:**

Li has never been in school; she lived in a refugee camp in Cambodia and just moved to your U.S school last month

* Li would be in a group that had a firm understanding of the topic.
* I would encourage her and the rest of the class to ask any questions
* I would visit with her after the lesson to see if she has any misunderstandings.

**Teaching Model**: Five E

**Engage**

* Ask students’ to define the word Germ.
* Ask how germs spread and cause illnesses?
	+ Write the ideas on the board.

**Explore**

* Break the class into groups
	+ Ask one person in each group to raise their hand.
		- *Have that person be the “germ spreader” and squeeze shaving cream into each group member’s hands. Each group will also get a thing of food coloring to color code their group’s germs.*
	+ Each group will go to separate areas in the school such as; library, front office, bathroom, so on and so forth.
		- *Have them go in their area of the school and instruct them to go about their business as usual.*
	+ Ask one person to document all the places that are “infected” with shaving cream in their areas at the end. Count the infected areas.
	+ Have them properly clean the shaving cream off.

(20-30 minutes)

**Explain**

* Have the groups return and share the information they gathered.
* Share their information with the class
* Lead students’ to a better understanding if they are not grasping it.
	+ - Refer to definitions on the fact sheet given to students.

 **Elaborate**

* Have the children look at Germs Fact Handout and discuss the information.
* Discuss preventative measures to take to avoid spread of germs.
* Expand knowledge by discussing what happened when the Europeans came to America and spread disease to the Native Americans. Explain that while we might not think we could spread a disease that can kill by not washing our hands, just think of all the places that were infected today just in 20-30 minutes time.
* Teach them the hand washing song. (attached sheet)

**Evaluate**

* Evaluate students on participation, grade using rubric (attached sheet)
	+ Check mark: if they meet requirement
	+ (-) if they don’t
	+ (+) if they met it on an advanced level.

**Attachments:** Germ Fact Sheet (Students), Hand washing song sheet, Scoring rubric, and Germs and You Sheet (Teacher)

**Germ Fact Handout**

Microorganism: any of the microscopic forms of life found in nature.

* Microorganisms are bacteria, viruses, yeasts, molds, fungi, protozoa, and algae.
* There are very few places where some form of microscopic life does not exist.
* We are constantly exposed to microorganisms, both good and bad.
* Most microorganisms we come into contact with during our daily lives are harmless. Some even help keep us healthy.
* Microorganisms can pose real health hazards when they’re in the wrong place.

Harmful microorganisms are called "germs."

* Germs live all around us — in soil, air, water, food, animals, plants, and people.
* Some exposure to germs can help build up our immune systems, helping us to fight infections and stay healthy.
* Exposure to some germs can cause food poisoning, sickness, and diarrhea.
* Practicing healthy habits can prevent picking up germs and spreading germs at home, school, or work.
* Simple actions, like covering your mouth and nose (when sneezing or coughing) and washing your hands often, can stop germs.
* Stopping the spread of germs will prevent illnesses and reduce sick days.
* Keeping common surfaces such as countertops, doorknobs, and telephones sanitized with disinfectants.

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| Collaborative Work Skills: Participation in "Where Germs Live" ActivityTeacher Name: Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

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| CATEGORY  | 4  | 3  | 2  | 1  |
| **Monitors Group Effectiveness**  | Routinely monitors the effectiveness of the group, and makes suggestions to make it more effective.  | Routinely monitors the effectiveness of the group and works to make the group more effective.  | Occasionally monitors the effectiveness of the group and works to make the group more effective.  | Rarely monitors the effectiveness of the group and does not work to make it more effective.  |
| **Attitude**  | Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).  | Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).  | Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).  | Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).  |
| **Focus on the task**  | Consistently stays focused on the task and what needs to be done. Very self-directed.  | Focuses on the task and what needs to be done most of the time. Other group members can count on this person.  | Focuses on the task and what needs to be done some of the time. Other group members must sometimes nag, prod, and remind to keep this person on-task.  | Rarely focuses on the task and what needs to be done. Lets others do the work.  |
| **Working with Others**  | Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.  | Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.  | Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.  | Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.  |
| **Contributions**  | Routinely provides useful ideas when participating in the group and in classroom discussion. A definite leader who contributes a lot of effort.  | Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard!  | Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required.  | Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate.  |

**Germs and You Background Information**

**Teacher Use**

We are constantly exposed to microorganisms, both good and bad. Most of the

microorganisms we come into contact with during our daily lives are harmless.

Some even help keep us healthy. But certain microorganisms can pose real

health hazards when in the wrong place. We call these harmful microorganisms

"germs." Some exposure to germs can help to build up our immune systems, helping us to fight infections and stay healthy. Exposure to other germs, however, can cause

food poisoning, sickness, and diarrhea. So it makes sense to practice the good

hygiene and cleanliness that will prevent these problems.

**Examples of Micro-organisms**

Bacteria: Salmonella and E. coli bacteria can cause food poisoning.

Viruses:

Rhinoviruses can cause colds. Herpes simplex causes cold sores.

Influenza can cause the Flu.

Fungi: Trichophyton can cause Athlete's Foot.

Parasites: Giardia can cause diarrhea.

**Where Are Germs Found?**

The main sources of germs in our homes are people, pets, and food. Germs live

all around us-in soil, air, water, food, animals, plants and people. Germs and dirt

can be found throughout the home. Whether it is the dog or the kids running

through the house; or cooking up dinner for your family who can't sit down for 5

minutes - there's mud and grime, food stains and grease as well as illnesscausing

germs like bacteria such as Salmonella and Escherichia coli.

Practice healthy habits to stop getting germs or spreading germs at home,

school, or work. Simple actions, like covering your mouth and nose and washing

your hands often, can stop germs and prevent illnesses and reduce sick days.

Keep common surfaces such as countertops, doorknobs, and telephones

sanitized with disinfectants such as LYSOL® Sanitizing Wipes.

Bacteria can grow and divide every 20 minutes. One single bacteria cell can

become more than 8 million cells in less than 24 hours.

**Did You Know?**

Good personal and home hygiene are essential to keeping germs at bay.

However, there are several other important things you can do to reduce the risk

of infection:

• Prompt immunizations can prevent very serious diseases such as

measles, rubella, chicken pox, mumps, polio, diphtheria, pertussis, tetanus

and hepatitis B Virus. For more information, speak to your healthcare

provider, or read more about Immunizations from the Centers for Disease

Control and Prevention at http://www.cdc.gov.

• A balanced diet provides your immune system with the fuels it needs to

fight infections.

• Leading a healthy lifestyle can boost your immune system and help keep

you free from disease.

**How Do We Get Infections?**

By understanding when and where there is potential for germs to spread, we can

take steps to help avoid infection. To cause disease, germs need to get inside

the body. Since germs do not jump or walk, they have to be transported into the

body by other means:

• Inhalation of small particles, dust, and water droplets into the respiratory

tract via the nose and mouth. Influenza, measles, and tuberculosis are

transmitted this way.

• Ingestion of contaminated food and water. Salmonella is transmitted this

way.

• Inoculation via injury, injection, bites, and wounds to the skin and mucous

membranes. Hepatitis B, staphylococcus, and tetanus are transmitted this

way.

• Sexual contact between partners. Gonorrhea, herpes simplex type 2, and

HIV are transmitted this way.

Many infections are spread by indirect contact, when germs are transferred from

a contaminated item (cutting board, cleaning cloth, door handle, telephone, TV

remote, etc.) by our hands to our body.

Hand washing is the key to significantly reducing the spread of germs. Because

our hands touch many surfaces in the course of a day, they are prime vehicles

for transferring germs to our nose, mouth, and eyes, or to other surfaces where

they can find their way into another person. That's why it's so important to wash

our hands thoroughly and frequently.

**Who Is Most at Risk?**

In most healthy people, infections are short-lived when they are treated properly.

However, in individuals whose immune systems are vulnerable, infections can

have severe consequences. Susceptible people include the following:

• The very young — Babies and children under the age of five are more

susceptible, because their immune systems are still developing.

• The elderly — The immune system deteriorates with age.

• The ill — Disease weakens the immune system further.

**How to Reduce Your Risks**

We can't make any environment germ-free — nor is it necessary. To keep our

families healthy, we just need to reduce the risks of infection where and when

germs are likely to spread. There are several ways to remove or destroy germs in

your home:

**Washing** — Often you can remove sufficient germs from an item using detergent

and hot water, but you must wipe or scrub the item to loosen the dirt and germs,

then rinse thoroughly under running water. This method is suitable for

decontaminating items such as pots and pans, cutlery, and your hands.

**Heating** — Cooking food thoroughly will reduce the number of germs in food to a

level that makes it safe to eat. Generally, the higher the temperature reached, the

more germs are killed.

**Disinfecting** — Disinfectant cleaners are ideal for killing germs on surfaces

throughout the home such as kitchen counters, sinks, toilets, and bathroom tile.

You can also use LYSOL® Disinfectant Sprays to eliminate germs and odors on

hard, nonporous surfaces that you come into contact with every day, such as

doorknobs, toilet areas, and telephones.

**Drying** — Germs cannot live long on a clean, dry surface, but they love moisture.

Remember that re-using damp dirty items such as cleaning cloths, towels, and

mops can easily spread germs around your home.

Always remember these tips:

• Follow the manufacturer's instructions for using cleaning products.

• Store cleaning products and other chemicals safely out of reach of

children.

• Get all members of your family involved in establishing a regular cleaning

routine for your home.

**Hand Washing**

Simple hand washing is one of the most effective ways to stop the spread of

germs — whether you are at home or out and about. Every time we touch

something or someone, we can transfer germs to and from our hands. After that,

it's easy for germs to pass into our bodies when we touch our mouth, eyes, or

nose. Washing removes most germs from our hands.

**Did You Know?**

A thorough washing will remove most germs from your hands. For effective hand

washing:

• Wet your hands under warm running water.

• Apply a small amount of liquid soap.

• Cover all surfaces of your hands with soap and water, rubbing vigorously.

• Rinse with clean running water.

• Dry hands thoroughly, using paper towels or a clean towel.

Teaching children about the importance of hand washing is a great way to help keep your family healthy.

• Before eating or preparing food

• Immediately after handling raw foods, such as poultry

• After visiting the toilet or changing a diaper

• After contact with blood or body fluids (e.g., vomit, nasal secretions, saliva)

• After touching animals or their toys and leashes

• After touching a contaminated area (e.g., trash can, cleaning cloth, drain, soil)

• Before dressing a wound, giving medicines, or inserting contact lenses

• Whenever hands look dirty

**Personal Hygiene**

Foul-smelling body odor occurs when stale sweat is allowed to remain on your

skin and in your clothing. Bacterial skin infections, conjunctivitis, and fungal

infections are all associated with poor personal hygiene. Keeping your body

clean reduces the risk of cross-infection and self-infection, and prevents other

problems such as body odor, tooth decay, and bad breath. Here are some basic

hygiene procedures to follow daily:

**Bathing**

• Wash your whole body with soap and water every day. Dry your skin well

to help prevent fungal infections, soreness, and chapping which could lead

to bacterial infection if the skin is scratched.

**Dressing**

• Change underwear, socks, and hosiery daily.

• Regularly change and launder clothes.

• Regularly change and launder towels, face cloths, and bed linen.

**Grooming**

• Brush your teeth twice a day, including just before you go to bed.

• Wash and comb/brush your hair regularly.

• Keep nails short and clean.

• Use tissues to wipe your nose and to cover your mouth and nose when

you are coughing or sneezing.

• Carefully dispose of tissues and other items soiled with blood or body

fluids (e.g. bandages).

• Don't share personal items such as toothbrushes, razors, or cosmetics.

• Avoid touching your eyes, nose, or mouth with unwashed hands.

If you have body odor or bad breath that persists despite good hygiene, ask your

doctor for advice.

**Did You Know?**

Every time you sneeze, millions of germs leave your body at up to 80 miles per

hour. Coughs and sneezes do spread diseases. Remember to cover your mouth and nose with a tissue when you cough or sneeze.