

Lesson Plan Template

Teacher Candidate:	Madison Baker	Date Taught:	1/16/26
Cooperating Teacher:	Brooke Adams	School / District:	Great Bridge Primary - Chesapeake Public Schools
Grade:	2nd grade	Field Supervisor:	Dr. Taryn Raschdorf
Unit / Subject:	Keeping a steady beat		
Lesson Title / Focus:	Beat and Rhythms		

PLANNING AND PREPARATION

Content Knowledge

Differentiating between beat and rhythm

Learner Differences

Rhythmic patterns will be displayed on a smart board

Outcomes/Goals

Students will be able to play a steady beat and different rhythmic patterns to Vivaldi's Winter. Additionally, students will begin to read specific rhythmic patterns as a class and write their own rhythms

Standards

2.15, 2.16, 2.17

Resources and Materials

Pointer, video playing Vivaldi's Winter that displays different body percussion methods, power point presentation with rhythms

Technology

Smart Board

INSTRUCTIONAL DELIVERY

Learning Environment

Students will be sitting in chairs around the carpet and will be given their classroom expectations immediately as soon as they enter the classroom along with reminding students about personal space to make sure all students are comfortable and ready to learn.

Introduction/Activating Strategies

Go over the agenda with students, remind students of their classroom expectations in depth. Students will then be playing along to a song and use body percussion (stomp, pat, clap, and snap) to maintain a steady beat and rhythm.

Instructional Strategies

While students are playing along to Vivaldi's Winter, the instructor will also be following along with the video as well as counting in to ensure the students get a grasp on the steady beat. Once the video ends and the rhythmic exercises begin, to ensure the students are following along with rhythm exercises, a pointer will be used to point at different rhythms while using the takadimi system. When students are ready to write their own rhythms, they will be given a set of rhythms to follow (quarter note, eighth notes, quarter rest) and will be taught how to draw specific rhythms (ex: to draw a quarter rest, draw a Z and then a C underneath).

Closure

Assess students on knowledge of different rhythms and have them write rhythms for the class to play together. Students will also pick their classmates to write different rhythms for the class.

Differentiation

Check in with students to ensure that they are playing steady rhythms and play along with the class.

Assessment

Have students write rhythmic patterns and have the class play along with it.