

Activity Notebook Guidelines - Music 360 - McLamore

Activity Notebook Checklist **Re-read these pages several times during the quarter!**

- __ Table of Contents
- __ Index (and **explanation** of its organization)
- __ State-Adopted Textbook (Integrated Program) Evaluation Questionnaires
- __ Comparison of State-Adopted Textbooks [*if feasible*]
- __ Recorded Materials Evaluation / Comparison [*comparison if feasible*]
- __ Weekly Lesson Plans
- __ In-Class Lesson Self-Evaluation
- __ Peer Lesson Evaluations (please put in front pocket, alphabetized by last name, to simplify redistribution)
- __ Interior Organization and Exterior Identification

The Notebook is due at the last regular class meeting.

An important project during this class is to produce a notebook of ideas and information that you can later use as a resource during your teaching career. (Note: you're going to need a BIG binder!) Since this notebook will be a tool for you, your goal should be to make it as wide-ranging as you can. Your own confidence in using music while teaching will be enhanced if you have a reasonably substantial (and accessible) 'bag of tricks' to draw upon. Therefore, this project will be very much one in which "you get out of it what you put into it." Here are the requirements for the notebook:

A. Weekly Lesson Plans (20 points each)

Each week (beginning third week), you will be preparing a 20-minute lesson plan. The first is for Kindergarten, while the next four will be for combined grades: 1/2; 3/4; 5/6; 7/8. Each lesson plan needs to involve music in some fashion—and which you can imagine yourself teaching! The Guidelines for these lesson plans are included in this Reader; you will make enough (hole-punched) copies for everyone in the class. I will be grading each lesson plan (worth a maximum of 20 points) and returning it to you so that you may include it in your notebook. Your notebook will also include everyone else's lesson plans, and the **Index** that you prepare will allow you to remember what is addressed in each lesson plan in future years.

Occasionally, two people will turn in lesson plans based on the same concept. Since you cannot know in advance what anyone else's plan will contain, such duplication is understandable, and it is not a problem (frankly, the step-by-step procedures usually will differ in interesting ways). However, you may not use a previously-submitted lesson idea (turned in by you or by any of your classmates) for a higher-grade lesson plan.

The points that you earn on these lesson plans will be added up and divided by 5; this will represent half of your overall grade for the Activity Notebook. The items listed below (B-G) will constitute the other half of your grade; the two halves will be averaged.

B. Organize It! (15 points)

Your notebook, at a minimum, needs to contain the following items:

1. a Table of Contents (you do not need to put page numbers in your binder—in fact, I'd recommend against it—but you need to identify the general order in which things appear in your binder)

2. All the Lesson Plans you and others have written this quarter, divided by grade level. Presumably, within a grade level, you will have organized the lesson plans by the title of the lesson, or the author's name, or by a number you assigned to each lesson
3. an Index - an index is **not** a table of contents (which you may include separately if you wish); it's a chart or cross-listing of the lesson plans that reflects the different kinds of information each lesson contains. References to a single lesson plan will almost certainly appear more than once in your index. The real purpose of the index is to make your notebook useful to you in years to come, when you've forgotten about many of the teaching ideas contained in these lesson plans. (I have previous examples of indices you can examine for ideas, and will demonstrate some in class.)
4. In your binder, you should include an explanation of your organization and index.
5. All Items listed under letters C, D, and E below. Items listed under F are optional.
6. Clear, attractive exterior identification, as described under letter G below.

In order to give you some **feedback** on your in-progress index (and to prod you to get to work on it!), **I will examine your index (and your explanation) during Week 6.** I will write comments and suggestions only at this time; points will not be assigned until your final version is submitted.

C. Comparison of California State-Adopted Textbooks and Materials

Choose one grade level (K-8) that appeals to you and use it as a basis of evaluation for the state-adopted textbook materials. (Look at the adjacent grades, however, to see if any material overlaps.)

Visit the second floor of the Kennedy Library and make your way to "WC 780" in the stacks. Here you will find portions of the state-adopted textbooks you need for your evaluation(s).

Please—don't check the volumes out; examine them in the library until you need to do your recorded materials evaluation (Item 2 below). It is easier to do a comparison with all the materials right there, and you do your classmates a disservice if some of the volumes 'go missing.'

1. Textbook (Integrated Program) Evaluations and Comparison (30 points)

Two large sets of materials (listed below) have been adopted by the State of California. These include a host of other instructional aids, including recordings—a couple even offer computer programs (some of these materials are found in the music office). Be sure you look around the shelves in order to examine all the support materials for each grade. Both sets have great merit, although the curriculum of each is organized somewhat differently.

Share the Music - Macmillan / McGraw-Hill, 1998. [780 Macm (WC)]

The Music Connection - Silver Burdett & Ginn, 1995. [780 Silv (WC)]

- a. Using one grade level as a common denominator, fill out a questionnaire for each set (**10 points each**). One questionnaire is due in **Week 7**; the second is due **Week 9**. (These may be hand-written, but must be legible.) **Late Penalty:** 1 point per day
- b. Prepare with a one-page typed comparison of the sets, weighing their respective strengths and weaknesses. Be sure to say which one you would choose to use in your classroom, and why. **Due:** Week **10** (turned in as part of your Activity Notebook) (**10 points**)

2. Recorded Materials Evaluation/Comparison (10 points)

In addition to your examination of the integrated set textbook materials, I would also like you to compare the recorded materials that accompany each set. These materials have been moved to the music building (the specific location will be announced in class).

Using the same grade level you selected above, choose at least one song or piece from each edition and listen to it with the appropriate lesson in front of you. How well do the tunes integrate with the suggested lesson? (This means you must look at the lesson in the Teacher's Edition!) What is the caliber (quality) of each performance? Are words easy to understand? Do you think students will enjoy or be turned off by the performance—why? Do you think the selections are appropriate to the age group? **Type** up a comparison that discusses the merits and drawbacks of each edition's albums, identify the specific tunes and lessons you evaluated. **Due:** Week **10** (turned in as part of your Activity Notebook)

D. In-Class Lesson Self-Evaluation (10 points)

A questionnaire is provided for you to use in critiquing the lesson that you yourself taught. You will be videotaped during your lesson, and the videotape will be kept in the music department office (Room 129). There is a VCR and TV in one of the listening rooms. Turn on the TV and set it on channel 03 in order to use the VCR. **Due:** Week **10** (turned in as part of your Activity Notebook)

The Music Department Office hours are:

Monday - Thursday	8 am - 4:30 pm; 7-10 pm	Saturday	9 am - 1 pm
Friday	8 am - 4:30 pm	Sunday	12 - 4 pm

E. Peer Lesson Evaluations (5 points each)

During the last few weeks of class, when we are teaching our individual lessons, you will evaluate each of the lessons taught each day (not your own, of course!) by filling out a brief questionnaire for each. This is meant to be supportive feedback for your peers, so your comments should be honest but as constructively presented as you can manage. (Please do not fill these out during class, since this would distract you from participating in the lessons, but you may wish to have a piece of scratch paper handy to jot down brief comments.) I have never seen a "perfect" lesson (nor have I ever taught one myself), so questionnaires that leave some questions unanswered will not earn full credit. Questionnaires should also be free from spelling and grammatical errors. **Due:** Week **10** (turned in as part of your Activity Notebook)

Please put the peer evaluations—in alphabetical order by the author's last name—in the front pocket of your binder, so that I can distribute your comments to the person who taught the lesson (you can omit your name if you want your comments to be anonymous).

F. Other Materials (optional)

Some people choose to include their class notes, tests, etc. in the binder. These materials are not required, but feel free to incorporate them if you wish. (Because the notebook is due on the last day of class and will not be returned to you until the final exam, be sure to keep with you any materials you need for studying.)

G. Overall Presentation (10 points)

An attractive, tidy binder will be more appealing to you and your students and would make a better impression on master teachers, principals, and other visitors to your classroom. Is your binder clearly and neatly identified as *your* "Music" binder, both on the spine and on the cover? Are your 'tabs' (section dividers) labeled on both sides? Are the pages punched (not poked!) at roughly the same spot for each sheet?