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Field Experience Discussion Page

Rote Teaching Reflection

I think my first lesson for the 1st graders was pretty successful. I taught “Fire on the Mountain” and my objective was for the students to perform and respond to the main melody of that song. I started out with the students sitting in a circle, before explaining how my voice was a little different than theirs. I think I explained it pretty well, because there was not much of a problem when I sang after that. To try this out, I sang a three note pattern with the piano, and then I had Ms. Petro sing it in the correct octave. From there on out, the students understood what I was saying and that they just needed to sing in their normal voices. The tone in my voice was good, and I felt like I started out strong with the students to set up my real lesson.

Next, I had the students listen to my song as they pat the beat in their lap. I told the students that I was going to sing it again, and after I was finished, for them to tell me where there was a fire (in the song). I did the same thing after that, and asked what color the coat was. Both times multiple students raised their hands to tell me what the answer was. I liked my teaching strategy because I gave the students the direction before asking what the answer was, so they knew what to listen for. This also gave me the opportunity to sing the song for them a couple times so they could get more familiar with the tricky song before they started working on it.

The bulk of the lesson went with repeating after me to learn the song. I would sing the first verse, “Fire in the mountain, run boys run,” while putting my hand on my chest to show that it was my turn to sing first. I then gave big cues and pickups so the students knew that it was their turn to come in. I think I did this pretty well actually, because almost all of the students came in at the right time and there was no silence between me singing and the students singing. I feel like I did this well, but I probably could have been a little more clear when explaining it with my words beforehand. In addition, to be more efficient, I could have cut my words down as well. I did this verse by verse before doing larger chunks together. For example, I did the first two verses individually, but then put them together so the students weren’t singing each verse before reviewing it a little. This helped the students understand what they were singing and they memorized it better. If anything, I might have been able to sing the combined verses a couple less times.

Lastly, after the students understood the song and knew it pretty well, we did a quick little movement activity to go along with it. This was where my lesson struggled the most. We were pressed for time, and I still wanted to do a little bit of the song with them. With 1st graders, it even takes a little bit of time to get the students to just walk in the right direction. I had to rush a

little with this, and my goal was to get a student to beat the drum as they walked around the circle singing the song. I probably should have just cut some things down, like having a student try and beat the drum, but the point was sill made and they mostly enjoyed it. Overall, I think my lesson went well. I taught a hard song, and they knew the song pretty well. I even made sure most of them knew it because I made sure to have the teachers cut out and have them sing louder. They knew the song, I just had to push them a little to be more confident. At the end of class, the teacher even went through each song to sing each one real quick to see if they remembered the song, and the students remembered mine very well. It was fun teaching them a tricky song, and I enjoyed it.