"Third Grade Rhythm and Beats"

3 Grade Core Curriculum Math Standard 3.NF.3c
Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *For example, express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.*

Music Standard 3.M.P.7:
Perform and identify rhythm patterns in two-, three-, and four-beat meters using body percussion, voice, and simple instruments.

Objective: The students will be able to understand note value by participate in movement, while a story is being told, that will teach about the whole note, half note, quarter note and eighth note.

Equipment and Materials needed:
Pictures of whole notes, half notes and quarter notes.
Examples of different notes and the mathematical value assigned to them.
Song book with basic songs for children, example: (www.makingmusicfun.net) Paper and pencils

Procedures:
1. Show the students pictures of whole notes, half notes, and quarter notes.Explain that in a 4/4 song, the whole notes are worth 4 beats, half notes are worth 2 beats, and quarter notes are worth 1 beat. Do the same for whole rests, half rests, and quarter rests. Show a measure. Show examples of different notes and rests in one measure.

2. Use claps to represent notes. Have students listen to teacher clap, than copy the notes in a measure. Show how you can change the beats in a measure into a multiplication problem. One whole note in a measure would be 1x4, 2 half notes equal 2x2, and 4 quarter notes equal 4x1. After a few times together, clap out 2 or more measures together and have students figure out the multiplication problems. (4 quarter notes in 4 measures is 4x4=16 beats.)

3. Find basic songs (www.makingmusicfun.net) and print them out. Divide students into groups. Pass out songs to groups and let them write multiplication problems based on their songs. When done, have each group share with the class.

Expansion: Introduce eighth notes and different meters (2/4 or ¾) for more challenging problems.
-Have students write their own rhythms and have the class guess the multiplication problem.
-Have groups combine rhythms to make a song, and perform for the class.

For younger students: Use basic addition problems.
For older students: Use beats as fractions.