Pay attention to the R-words to activate the brain for learning!

1. **Objective (Rigor)** - SMART and should be visible on your board daily.

> By the end of this lesson, in small groups and when given direct instruction with a worked example, students will accurately write the rhythm of a learned rhyme that uses quarter notes and eighth notes (for example, "Bee Bee").

2. **Opening (Retrieval)** – How will you "hook" your students into the lesson--at both the thinking and emotional level?

The hook activity is the use of the rhyme Bee Bee to label rhythms using Ta and Ta Di syllables. This connects to students' prior knowledge of rhythmic syllables and classroom chants.

3. **Teacher Input (Relevance)** – What information is needed for the students to gain the knowledge/skill in the objective? (Be sure you have done a task analysis to break the information/skill into small manageable steps). How will you use strategies, technology, learning styles? What vocabulary and skills do the students need to master the material? Are the strategies you plan to use congruent to the objective?

- **Model (Routing)** – Outline your I DO activities. Be sure to model strategies and academic language supports needed.

Teacher will model notating the rhythm for One Two with rhythmic block for the class. (Marzano: Manipulatives – rhythm blocks on a visual staff)

- **Guided Practice** – Students demonstrate a grasp of new learning under the teacher's direct supervision. The teacher moves around the room to provide individual remediation as needed. "Praise, prompt, and leave" is an excellent strategy to use. Outline your WE DO activities. Be sure to incorporate strategies and academic language supports that are needed.

Students will notate the rhythm to the 1st phrase of Bee Bee together using rhythmic blocks.

- **Independent Practice (Retaining/Rehearsing) –** Students demonstrate an independent application of new skill. Outline your YOU DO activities. Students demonstrate an independent application of new skill. Be sure to praise and assess strategies and academic language supports that are being used.

Students will notate the second phrase of Bee Bee using rhythm blocks in groups of two. (Hattie: Peer Coaching)

- **Check for Understanding (Recognizing)** – Practice doesn't make perfect; it makes permanent. So, make sure the students understand how to proceed before moving to the practice phase of the lesson. You may need to stop and reteach, so students practice correctly. How do you plan to assess understanding? **What HOTQs will you ask?** List at least 3

1. Listen to this rhythm of Bee Bee, one beat has a wrong rhythm, which one?
2. How many beats are there in the first phrase of Bee Bee?
   3. Why do we use Ta for one sound in a beat, and Ta Di for two sounds in a beat?

- **How will you check for understanding or reteach?**

I will check for understanding during all student chants of the TA and Ta-di with aural and visual check ins. This occurs during the first presentation of Bee Bee and then throughout the rest of the lesson.

4. **Assessment** – How will we know that the students have <u>individually</u> mastered the objective?   What evidence will be collected? What will be an acceptable score? What evidence will be collected to demonstrate mastery of language demands?

Formative: Students must use rhythmic vocabulary (Takadimi) to label rhythms aloud. They need to listen to, identify, and verbally reproduce rhythmic patterns accurately.

Summative: Students must analyze the incorrect rhythm and describe what is wrong using precise rhythmic terminology. They must write or notate the corrected rhythm assigning appropriate syllables (Takadimi)

5. **Resources** - What materials will you need for a successful lesson?

•   Rhythm Blocks, Whiteboard/Marker, Heartbeat Chart , Quaver Music Access , Student rhythm composition worksheet

6. **Closure (Re-exposure)** – How will you <u>have the students</u> end the lesson/reflect upon what was learned?

Student will have the opportunity to showcase their individual compositions. They will leave with a sense of accomplishment creating their own short composition with Ta and Ta-di rhythms.

NOTES: