**Lesson plan**

**\*Name: Ashley Maeshiro**

**\*Date, Time:**

**\*Ensemble: Mililani-Ike: Grade 2**

**\*Central Focus:**

The central focus of this lesson is to label the concept tiri-tiri. Students will label tiri-tiri using *Tideo.* They will also learn *Chicken on the Fence Post* to practice tiri-tiri in a future lesson.

**\*Prerequisites:**

Rhythm: ta, ti-ti, ta-a, ta-rest

**\*Standards:**

**MU:Pr4.2.2b** When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

**\*Objectives/Outcomes** – relate to the standards:

Students will be able to (no more than 5):

1. Perform the song *Chicken on the Fence Post* with body percussion.
2. Identify and perform tiri-tiri in the song *Tideo.*

**\*Procedures:**

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| --- | --- | --- | --- |
| **Time** | **Activity** | **Procedures** | **Instructional resources and materials** |
| **10 min** | **Chicken on the Fence Post**  **I need to see the video, how you would teach it** | *Focus: teach song*  \*remind students that they cannot sing – are you  going to teach them the song online in the previous  lesson.  You need to prerecord the song too.  The students will now be allowed to sing during class, which should make things a little easier. They will also receive an asynchronous video for them to watch and learn the song at home at the beginning of the week I am teaching the lesson.   1. Sing the song    1. Have students pat the steady beat 2. Sing the first line to the students and have them echo    1. Explain: “The first and third lines have the same notes and rhythms. I’m going to sing the song again and I want you to sing the first and third lines with me while still patting the steady beat.” 3. Sing the second line to students and have them echo    1. Explain: “Now we’re going to sing the song again, and I want you to sing the first 3 lines with while still patting the steady beat” 4. Sing the last line to the students and have them echo    1. Have students sing the whole song together while patting the steady beat 5. Sing the song again and have students try to figure out if there is any beat with 4 sounds on it (point along at words on slide so students can track the rhythm)    1. Have students pat the steady beat 6. Ask the students which beat had 4 sounds on it?    1. Ans: beat 1 of first three lines, “chicken on the” 7. Sing song to the students and show 1 2 3 4 with fingers on “chicken on the”    1. Sing song again but replace “chicken on the” with “1 2 3 4” 8. Remind students that they can practice singing the song at home in the video in the Bitmoji classroom   \*remind students to review *Tideo* at home with the video in the Bitmoji classroom | **Webex**  **Smartboard (laptop file)** |
| **20 min** | **Tideo** | *Focus: label tiri tiri*   1. Have students sing song on words with dance movements 2. Students figure out rhythm for line 1 m. 1 (only ta and ti-ti)    1. Sing first beat and clap rhythm    2. Ask students how many sounds they heard    3. “Show me with your fingers” (ans: 2)    4. Repeat for all 4 beats    5. Sing first measure on rhythm syllables while clapping rhythm    6. Have students imitate 3. Clap the rhythm and sing the second measure    1. Ask the students if the RHYTHM is the same or different    2. “Show me with your hands” (ans: same) 4. Clap and sing all of line 1 on rhythm syllables 5. Label line 1 with an “a” for form 6. Clap and sing line 2 on words    1. Clap and sing on words first measure    2. Ask students if the RHYTHM is the same or different as measure 1 in line 1 (ans: same)    3. Sing on neutral syllable if students need help 7. Clap and sing second measure on words    1. Have students copy 8. Sing “jingle at the” with alternate patting on lap and ask students how many sounds they heard (ans: 4) 9. Draw a Ti-ti note on the whiteboard    1. Explain that “Ti-ti” got married and had kids. 2 became 4, and they like to run.”    2. Because they run fast, we give them two legs (two beam lines)    3. Write Ti-ti then write the ti’s on the eighth notes. Tell students we keep a ti on the first note and the third note.    4. We call the other two notes “ri”    5. Together we call them “Tiri-tiri”    6. Explain: when there are 4 sounds on 1 beat, we call it tiri-tiri 10. Clap and sing beats 2, 3, and 4, and have students figure out the rhythm (student volunteer give answer)     1. Model singing the whole measure on rhythm syllables and clapping rhythm     2. Have students imitate 11. Clap and sing line on rhythm syllables     1. Have students imitate 12. Label line 2 with a “b” for form     1. Explain: “because this line is different from line 1, it will get a different letter” 13. Clap and sing line 3 on words     1. Clap and sing “tideo” (beats 1 and 2)     2. Ask student volunteer to say what the rhythm is (ans: ti-ti ta)     3. Sing beat 3 and 4 (“tideo”) and ask students to show with hands if it is the same or different? (ans: same)     4. Clap and sing measure on rhythm syllables        1. Have student imitate 14. Clap and sing second measure on words     1. Ask students if it is the same or different as second measure of line 2     2. Sing second measure of line 2 again to help students compare     3. Ans: same 15. Clap and sing line on rhythm syllables 16. Label line 3 with a “c” for form     1. Explain: “because line 3 is different from lines 1 and 2, it will get a different letter” 17. Clap and sing line 4 on words     1. Ask students if it is the same or different as line 3 (ans: same)     2. Label line 4 with a “c” for form        1. Explain: “because line 4 is the same as line 3, it will get the same letter”     3. Clap and sing line on rhythm syllables 18. Clap rhythm and sing whole song on rhythm syllables     1. Clap rhythm and sing whole song on words with 19. Sing the whole song with dance motions | **Webex**  **Smartboard (laptop file)** |

Assessment:

Chicken on the Fence Post

* Ask the students which beat had 4 sounds on it?
  + Ans: beat 1 of first three lines, “chicken on the”

Tideo

* Have students figure out the rhythm beat by beat for measure 1
  + sing/clap beat by beat, have students show with their fingers how many sounds they heard on each beat (ti-ti, ti-ti, ti-ti ta)
* Sing/clap second measure, ask students if the rhythm is the same or different as measure 1 (ans: same)
* Sing/clap first measure line 1, ask students if the rhythm is the same or different as measure 1 (ans: same)
* Sing “jingle at the” in second measure of line 2 with alternate patting on lap and ask students how many sounds they heard (ans: 4)
  + Clap and sing beats 2, 3, and 4, and have students figure out the rhythm (student volunteer give answer)
* Line 3: Clap/sing “tideo” (beats 1 and 2)
  + Ask student volunteer to say what the rhythm is (ans: ti-ti ta)
  + Sing beat 3 and 4 (“tideo”) and ask students to show with hands if it is the same or different? (ans: same)
* Clap and sing line three second measure on words
  + Ask students if it is the same or different as second measure of line 2 (ans: same)
* Clap and sing line 4 on words
  + Ask students if it is the same or different as line 3 (ans: same)