**Lesson plan**

**\*Name: Ashley Maeshiro**

**\*Date, Time:**

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

**\*Central Focus:**

The central focus of this lesson is to practice tiri-tiri. Students will label tiri-tiri in *Chicken on the Fence Post* and practice tiri-tiri through singing the song with body percussion. Students will also practice tiri-tiri by creating and performing 4-beat patterns using at least one tiri-tiri.

**\*Prerequisites:** ta, ti-ti, ta-a, ta-rest, tiri-tiri

**\*Standards:**

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

**MU:Cr1.1.2b** Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).

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

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

1. Label and practice tiri-tiri in the song *Chicken on the Fence Post.*
2. Create and perform a 4-beat pattern with body percussion using tiri-tiri.

**\*Procedures:**

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| --- | --- | --- | --- |
| **Time** | **Activity** | **Procedures** | **Instructional resources and materials** |
| **15 min** | **Chicken on the Fence Post** | *Focus:practice tiri-tiri*   1. Have students sing the song on words while patting the steady beat 2. Sing line 4 (last line) on words and clap rhythm    1. Ask students how many sounds “hello” has? (clap and sing “hello”)    2. “Show me with your fingers” (ans: 2)    3. Ask: “can someone tell me what it’s called when there’s 2 sounds on 1 beat?” (ans: ti-ti)    4. Ask students how many sounds “susan” has?    5. “Show me with your fingers” (ans: 2)    6. Ask a student to tell teacher the rhythm for “Brownie O!” using ta, ti-ti or ta-a (ans: ti-ti ta) 3. Have students sing whole line on rhythm syllables and clap rhythm 4. Sing first line on words with body percussion    1. Ask students how many sounds does “chicken on the” have? (pat rhythm on lap and sing)    2. “Show me with your fingers” (ans: 4)    3. Ask: “can someone remind me what it’s called when there’s 4 sounds on 1 beat?” (ans: tiri-tiri) 5. Ask if anyone can tell the class the rhythm for “fence post can’t dance Josey” using ta or ti-ti?    1. Clap and sing together if students are having difficulty    2. If students are still struggling, move to step 6, but if they get it, skip to step 7 6. Ask students how many sounds “fence post” has? “Show me with your fingers” (ans: 2)    1. Ask students how many sounds “can’t dance” has? (ans: 2)    2. Ask students how many sounds “Josey” has? (ans: 2) 7. Model singing line on rhythm syllables with clapping and patting    1. Have students imitate 8. Label line 1 with an “a” for form    1. Explain: “in music, the first line will always be called “a” 9. Sing line 2 with clapping/patting    1. Ask students if the RHYTHM is the same or different than line 1?    2. “Show me with your hands same or different” (ans: same)    3. Sing on neutral syllable to compare if needed 10. Label line 2 with a a’     1. Explain: “because line 2 is the same as line 1, it will get the same letter, but because we sing different notes, we add the extra tick mark to show that the notes are different ” 11. Sing line 2 on rhythm syllables while clapping/patting with students 12. Sing line 3 with body percussion     1. Ask students if the RHYTHM is the same or different than line 2?     2. “Show me with your hands same or different” (ans: same)     3. Sing on neutral syllable to compare if needed 13. Label line 3 with an “a”     1. Explain: “because line 3 is the same as line 1, it will get the same letter” 14. Sing line 3 on rhythm syllables with clapping/patting 15. Sing entire song on rhythm syllables with clapping/patting with students 16. Sing entire song on words with clapping/patting with students | **Webex**  **Smartboard (laptop file)** |
| **11 min** | **Create 4 beat patterns using tiri-tiri** | *Focus: Create and perform 4 beat patterns using tiri-tiri*   1. Practice clapping and counting 4-beat patterns using rhythms: ta, ti-ti, ta-a, ta-rest 2. Teacher demo first - students imitate    1. Ta, ti-ti, ta, ta    2. Ta, ta-rest, ti-ti, ta    3. Ta-a, ti-ti, ta 3. Practice 4 beat patterns including at least 1 tiri-tiri (Teacher demo first - students imitate)    1. Review body percussion for tiri-tiri (alternate patting lap)    2. Ta, tiri-tiri, ta-a    3. Tiri-tiri, ta, ti-ti, ta    4. Ti-ti, ta, tiri-tiri, ta 4. Have student volunteers create 4-beat patterns using at least 1 tiri-tiri    1. Student tells teacher what pattern they want and teacher will drag notes in place    2. Student will unmute and perform pattern for class (give feedback)    3. Students will imitate classmate and perform rhythm pattern together    4. Have 3-4 students have a turn (depending on time) | **Webex**  **Smartboard (laptop file)** |
| **4 min** | **Explain HW** | *Focus: Tiri-tiri post assessment Google Classroom worksheet directions*   1. Go to Google Slide worksheet 2. Explain: “For (#1-4) you have to create a 4-beat pattern, but you have to use at least 1 tiri-tiri. You also have to label your rhythms in your patterns you create” 3. Do an example for the students    1. Show students how to drag notes into place    2. Show students what it means to “label the rhythm syllables for the pattern”    3. After dragging notes into place, type in rhythm syllables for the notes underneath 4. Explain: “For #5-8, you have figure out if the pattern is correct or incorrect, and you have to explain why”    1. Show the students how to type their answers in the green boxes 5. Remind students to press the submit button when they are done with the assignment 6. Tell students: “I’m going to ask some of you to perform one of your patterns next class, so you have to practice saying the rhythm syllables with body percussion at home” | **Webex**  **Google Slides/Google Classroom** |

Assessment:

Chicken at the Fence Post

* Sing line 4 (last line) on words and clap rhythm
  + Ask students how many sounds “hello” has? (clap and sing “hello”)
  + “Show me with your fingers” (ans: 2)
  + Ask: “can someone tell me what it’s called when there’s 2 sounds on 1 beat?” (ans: ti-ti)
  + Ask students how many sounds “susan” has?
  + “Show me with your fingers” (ans: 2)
  + Ask a student to tell teacher the rhythm for “Brownie O!” using ta, ti-ti or ta-a (ans: ti-ti ta)
* Sing first line on words with body percussion
  + Ask students how many sounds does “chicken on the” have? (pat rhythm on lap and sing)
  + “Show me with your fingers” (ans: 4)
  + Ask: “can someone remind me what it’s called when there’s 4 sounds on 1 beat?” (ans: tiri-tiri)
* Sing line 2 with clapping/patting
  + Ask students if the RHYTHM is the same or different than line 1?
  + “Show me with your hands same or different” (ans: same)
* Sing line 3 with body percussion
  + Ask students if the RHYTHM is the same or different than line 2?
  + “Show me with your hands same or different” (ans: same)

Create 4 beat patterns using tiri-tiri

* Have student volunteers create 4-beat patterns using at least 1 tiri-tiri
  + Student will unmute and perform pattern for class