

## CMS Lesson Plan

**Teacher:** Latrecia E. Lewis  
**Lesson Date:** September 28, 2015  
**Subject:** 6-8 Chorus

<b>GSE Assessment Limits/Standards:</b> <i>(What are the skills being taught? Which standards are being specifically addressed in this lesson?)</i>  MMSIC.1 - Singing, alone and with others, a varied repertoire of music	Please indicate whether this plan is Monday, or Block specific plan. You will need a plan for Monday and one for your Block A days and your Block B days each week.  <div style="font-size: 1.2em; font-weight: bold;">Monday</div>
<b>Lesson Objective/Learning Intention:</b> <i>(What will my students KNOW by the end of the lesson? What will they DO to learn it?)</i>  SWBAT sing in small groups (sections) and with the whole group selected grade appropriate repertoire in unison, 2-part harmony and 3-part harmony.	

TIME	INSTRUCTIONAL SEQUENCE	FORMATIVE ASSESSMENT
Note: A variety of formative assessments should be used at key points throughout the lesson.		
5 min	<b>Get started/Drill/Do Now:</b> <i>(What meaningful activity will students complete as soon as they enter the classroom?)</i> Lyrics Check-Write down the lyrics from memory to the songs that your chorus will sing during the fall concert:	
10 min	<b>Engage/Motivation:</b> <i>(How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)</i> Body Warm-ups- shoulders, aligning posture Vocal Warm-up: 5-tone scales, pitta-patta-poo, wee-oh-wee-oh wee	
20 min	<b>Whole Group Instruction:</b> <i>(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.)</i>  Scales- Major, minor and chromatic 6 <sup>th</sup> Grade Chorus- Why We Sing, When In Doubt, Tell The Truth, This Little Light of Mine (Practice Solo Groups) 7 <sup>th</sup> / 8 <sup>th</sup> Treble- Go Down Moses, I Say A Little Prayer, Be Blessed- Three Dominican Folk Songs (Primary Focus) 7 <sup>th</sup> / 8 <sup>th</sup> Mixed- Can I Ride (Vowels & Articulation) & In The Festival of Music (Words and Anunciation) 7 <sup>th</sup> /8 <sup>th</sup> Males- Barbara Ann & This Land is Your Land	
10 min	<b>Group Practice/Small Group Instruction:</b> (teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)  N/A	
min	<b>Independent Practice:</b> <i>(individual practice, discussion, writing process.)</i>	
min	<b>Evaluate Understanding/Assessment:</b> <i>(How will I know if students have achieved today's objective?)</i>  Students will be able to sing the correct pitches and correct rhythms. Students will be able to sing parts in harmony. Students will be able to sing the correct lyrics, using the correct posture, articulation and anunciation.	
5 min	<b>Closing Activities/Summary/DLIQ:</b> <i>(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)</i>  DLIQ- What is your critique of our harmony, balance and blend, anunciation, articulation and overall presentation of the piece.	
	<b>Enrichment/Extension/Re-teaching/Accommodations:</b> <i>(How will my lesson satisfy the needs of all learners?)</i>  HW- Write the backstory for each song that your chorus will sing. What story does this song tell? What is the scene that goes along with this song? Be prepared to share this in class this week,	
<b>Resources/Instructional Materials Needed:</b> <i>(What do I need in order to teach the lesson?)</i>  Chorus Folders, Music Textbooks		
<b>Notes:</b> Reminders about Allstate Auditions, District Honor Chorus and Statewide Sixth-Grade Honor Chorus		

Structure	Instructional Strategies Used- Please highlight, bold, or underline		
Whole Group	<ul style="list-style-type: none"> <li>-Anticipatory guides/sets</li> <li>-Close Reading</li> <li>-Text annotation</li> </ul>	<ul style="list-style-type: none"> <li>-Book/author talks</li> <li>-Questioning the Author (QtA)</li> <li>-Think aloud</li> </ul>	<ul style="list-style-type: none"> <li>-Cornell Notes</li> <li>-Question-Answer-Relationships (QAR)</li> <li>-Think/Pair/Share</li> </ul>
Guided Practice/Small group	<ul style="list-style-type: none"> <li>-Anticipatory guides/sets</li> <li>-Close Reading</li> <li>-Question-Answer-Relationships (QAR)</li> <li>-Strategy groups</li> <li>-Think/Pair/Share</li> </ul>	<ul style="list-style-type: none"> <li>-Book/author talks</li> <li>-Literature Circles</li> <li>-Reading conferences</li> <li>-Text annotation</li> <li>-Writing Conferences</li> </ul>	<ul style="list-style-type: none"> <li>-Cornell Notes</li> <li>-Questioning the Author (QtA)</li> <li>-Reciprocal teaching</li> <li>-Think aloud</li> </ul>
Independent Practice	<ul style="list-style-type: none"> <li>-Anticipatory guides/sets</li> <li>-Close Reading</li> <li>-Question-Answer-Relationships (QAR)</li> <li>-Strategy groups</li> <li>-Think/Pair/Share</li> </ul>	<ul style="list-style-type: none"> <li>-Book/author talks</li> <li>-Literature Circles</li> <li>-Reading conferences</li> <li>-Text annotation</li> <li>-Writing Conferences</li> </ul>	<ul style="list-style-type: none"> <li>-Cornell Notes</li> <li>-Questioning the Author (QtA)</li> <li>-Reciprocal teaching</li> <li>-Think aloud</li> </ul>

## CMS Lesson Plan

Teacher: Latrecia E. Lewis

Lesson Date: Sept. 29- 30

Subject: 6-8 Chorus

<p><b>GSE Assessment Limits/Standards:</b> <i>(What are the skills being taught? Which standards are being specifically addressed in this lesson?)</i></p> <p>MMSIC.1 - Singing, alone and with others, a varied repertoire of music</p>	<p><i>Please indicate whether this plan is Monday, or Block specific plan. You will need a plan for Monday and one for your Block A days and your Block B days each week.</i></p> <p style="text-align: center; font-weight: bold; font-size: 1.2em;">Tues/Wed.</p>
<p><b>Lesson Objective/Learning Intention:</b> <i>(What will my students KNOW by the end of the lesson? What will they DO to learn it?)</i></p> <p>SWBAT sing in small groups (sections) and with the whole group selected grade appropriate repertoire in unison, 2-part harmony and 3-part harmony.</p>	

10 min CLEAR- 5 min reading- 5 min quickwirte

TIME	INSTRUCTIONAL SEQUENCE	FORMATIVE ASSESSMENT
5 min	<p><b>Get started/Drill/Do Now:</b> <i>(What meaningful activity will students complete as soon as they enter the classroom?)</i></p> <p>What is the favorite story that your songs tell? Using the homework assignment, take 5 minutes to recount your favorite story that our songs tell us.</p>	<p>Note: A variety of formative assessments should be used at key points throughout the lesson.</p>
20 min	<p><b>Engage/Motivation:</b> <i>(How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)</i></p> <p><b>4 Square Share-</b> Students will fold a piece of white paper in 4 squares. Students will be placed in groups of fours. In small groups, share the stories that your songs tell from your homework assignment. Students will use the following discussion stems to share their thoughts, "When I think of _____ (song title), the story that I think of is (share the thoughts that you jotted down)." Each group will have a scribe to collect the thoughts on a piece of white paper folded in 4 squares. While students are working in groups, I will hold sectionals with selected sections to check parts and rotate sections out in 5-8 minute increments. Additional time will be spent with the boys in 7<sup>th</sup> &amp; 8<sup>th</sup> grade to review new parts for Barbara Ann and selected measures for This Land is Your Land. The time in 7<sup>th</sup> &amp; 8<sup>th</sup> Treble Chorus will be split evenly in 10 minute increments between altos and sopranos to work on parts for the Three Dominican Folk Songs</p>	
15 min	<p><b>Whole Group Instruction:</b> <i>(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.)</i></p> <p>Share 4 Square Share- Groups across voicings will be paired to share 4 square charts and we will share as a whole group as well. We will use TALK MOVES as our whole class discussion protocol.</p> <p>Body Warn-ups- shoulders, aligning posture Vocal Warm-up: 5-tone scales, pitta-patta-poo, wee-oh-wee-oh wee</p> <p>Group Breathing Exercises Scales- major, minor, &amp; Chromatic</p>	
45 min	<p><b>Group Practice/Small Group Instruction:</b> <i>(teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)</i></p> <p>Discuss Terminology for the week: anunciation, articulation, attack, release, phrasing, vowels, consonants, breathing, posture</p> <p>Rehearse selected repertoire for the Fall Concert</p>	

min	<b>Independent Practice:</b> <i>(individual practice, discussion, writing process.)</i> Lyrics Test- Students will end the class by writing out lyrics from their songs from memory.	
min	<b>Evaluate Understanding/Assessment:</b> <i>(How will I know if students have achieved today's objective?)</i>  Students will be able to sing the correct pitches and correct rhythms. Students will be able to sing parts in harmony. Students will be able to sing the correct lyrics, using the correct posture, articulation and enunciation.	
5 min	<b>Closing Activities/Summary/DLIQ:</b> <i>(How will I tie up loose ends, reinforce/revisit the objective and connect the lesson to the unit?)</i>  DLIQ- What terms did you learn? What did we do in rehearsal? How did we use our terms to impact our performance?	
	<b>Enrichment/Extension/Re-teaching/Accommodations:</b> <i>(How will my lesson satisfy the needs of all learners?)</i>	
<b>Resources/Instructional Materials Needed:</b> <i>(What do I need in order to teach the lesson?)</i>		
<b>Notes:</b>		

Structure	Instructional Strategies Used- Please highlight, bold, or underline		
Whole Group	-Anticipatory guides/sets -Close Reading -Text annotation	-Book/author talks -Questioning the Author (QtA) -Think aloud	-Cornell Notes -Question-Answer-Relationships (QAR) -Think/Pair/Share
Guided Practice/Small group	-Anticipatory guides/sets -Close Reading -Question-Answer-Relationships (QAR) -Strategy groups -Think/Pair/Share	-Book/author talks -Literature Circles -Reading conferences -Text annotation -Writing Conferences	-Cornell Notes -Questioning the Author (QtA) -Reciprocal teaching -Think aloud
Independent Practice	-Anticipatory guides/sets -Close Reading -Question-Answer-Relationships (QAR) -Strategy groups -Think/Pair/Share	-Book/author talks -Literature Circles -Reading conferences -Text annotation -Writing Conferences	-Cornell Notes -Questioning the Author (QtA) -Reciprocal teaching -Think aloud

## CMS Lesson Plan

Teacher: Latrecia E. Lewis

Lesson Date: Oct. 1- Oct.2

Subject: 6-8 Chorus

<p><b>GSE Assessment Limits/Standards:</b> <i>(What are the skills being taught? Which standards are being specifically addressed in this lesson?)</i></p> <p>MMSIC.1 - Singing, alone and with others, a varied repertoire of music</p>	<p><i>Please indicate whether this plan is Monday, or Block specific plan. You will need a plan for Monday and one for your Block A days and your Block B days each week.</i></p> <p style="text-align: center; font-weight: bold; font-size: 1.2em;">Th/Fr</p>
<p><b>Lesson Objective/Learning Intention:</b> <i>(What will my students KNOW by the end of the lesson? What will they DO to learn it?)</i></p> <p>SWBAT sing in small groups (sections) and with the whole group selected grade appropriate repertoire in unison, 2-part harmony and 3-part harmony.</p>	

10 min CLEAR- 5 min reading- 5 min quickwirte

TIME	INSTRUCTIONAL SEQUENCE	FORMATIVE ASSESSMENT
5 min	<p><b>Get started/Drill/Do Now:</b> <i>(What meaningful activity will students complete as soon as they enter the classroom?)</i></p> <p>What does a professional ensemble look like, feel like, and sound like? Students will fold their papers in 3rds and respond to the prompt. Papers will be displayed on the entrance wall under the professional ensemble sign.</p>	<p><small>Note: A variety of formative assessments should be used at key points throughout the lesson.</small></p>
20 min	<p><b>Engage/Motivation:</b> <i>(How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)</i></p> <p><b>We will go to the auditorium to practice onstage on the risers.</b></p>	
15 min	<p><b>Whole Group Instruction:</b> <i>(Focus lessons [explicit teaching/modeling, strategy demonstration, activate prior knowledge], shared reading, shared writing, discussion, writing process.)</i></p> <p>We will practice repertoire as needed and transitions for each song. We will practice audience etiquette.</p>	
45 min	<p><b>Group Practice/Small Group Instruction:</b> <i>(teacher-facilitated group discussion, student or teacher-led collaboration, student conferencing, re-teaching or intervention, writing process)</i></p> <p style="text-align: center;">See above.</p>	
min	<p><b>Independent Practice:</b> <i>(individual practice, discussion, writing process.)</i></p> <p>We will critique our sound from the choral recording during class.</p>	
min	<p><b>Evaluate Understanding/Assessment:</b> <i>(How will I know if students have achieved today's objective?)</i></p> <p>Students will be able to sing the correct pitches and correct rhythms. Students will be able to sing parts in harmony. Students will be able to sing the correct lyrics, using the correct posture, articulation and enunciation.</p>	
5 min	<p><b>Closing Activities/Summary/DLIQ:</b> <i>(How will I tie up loose ends, reinforce/visit the objective and connect the lesson to the unit?)</i></p> <p>DLIQ- What terms did you learn? What did we do in rehearsal? How did we use our terms to impact our performance?</p>	
	<p><b>Enrichment/Extension/Re-teaching/Accommodations:</b> <i>(How will my lesson satisfy the needs of all learners?)</i></p>	

**Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*

**Notes:**

Friday, October 2<sup>nd</sup> will be our 1<sup>st</sup> Marking Period Coffee House in which students will perform solo or small group acts for their peers. Students will also review the chorus concert video if it is available and critique their performance. All performers will complete a post-concert reflection.

Structure	Instructional Strategies Used- Please highlight, bold, or underline		
Whole Group	<ul style="list-style-type: none"> <li>-Anticipatory guides/sets</li> <li>-Close Reading</li> <li>-Text annotation</li> </ul>	<ul style="list-style-type: none"> <li>-Book/author talks</li> <li>-Questioning the Author (QtA)</li> <li>-Think aloud</li> </ul>	<ul style="list-style-type: none"> <li>-Cornell Notes</li> <li>-Question-Answer-Relationships (QAR)</li> <li>-Think/Pair/Share</li> </ul>
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