

GRADE

Third Grade

SONG(S)

"Ticker Tocker Squeak Squawker"

STANDARDS

3.ML.1.1 3.ML.1.2 3.ML.1.3 3.ML.2.1 3.ML.2.4 3.ML.3.3 3.MR.1.1 3.CR.1.2

SYNOPSIS OF LESSON ACTIVITIES - "WHAT'S HAPPENING"

Students will learn a melodic tongue twister and play a rhythm drawing and reading partner game that reinforces known melodic notes (D, R, M) and known rhythms (1/4, 1/8, 1/4 rest)

MATERIALS NEEDED

Whiteboard, markers, erasers

Classroom instruments if time allows (boomwhackers or rhythm sticks)

INTRODUCTION/WARMUP

Students will find their seats and will sing their two warmup songs -

"Welcome to the Music Room"

Wel-come to the mu-sic room mu-sic room, mu-sic room. Wel-come to the mu-sic room Here we go!

and "Hello there"

Hel-lo there. How are you? It's so good to see you. We'll sing and be hap-py that we're all here to-gether a gain!

Students will echo me with SOL/MI patterns in D major using their hands.

Hel-lo, every one! Hel-lo, Mi-ster B!

Switch patterns from SOL/MI to patterns using SOL, MI, RE, and DO

REVIEW

Embedded in warmup above

NEW CONCEPT

Today we are going to learn a song with some pretty silly words.

Who here knows what a "tongue twister" is? Explain and give examples.

Repeat after me: (say line by line with students repeating.)

"Ticker Tocker

Squeak Squawker

Kalamazoo

I'll write a rhythm
And pass it to you."

Do longer phrases until the syllables flow smoothly. Add melody next.

Tick - er tock - er squeak squawk-er Kal-a-ma-zoo,

I'll write a rhythm and pass it to you!

Teach by rote - echoing line by line, gradually using longer phrases until they can sing the whole song.

PRACTICE

Add a steady beat with patting, clapping, marching, etc after they can sing properly.
Begin to speed up the tempo to make the tongue twister singing more difficult.

ACTIVITY/APPLICATION

Once the students can sing properly at various tempos with various steady beats, review known rhythms - Quarter note, Eighth notes, Quarter rest. Practice with rhythm flashcards.

Partner up.

Each group of 2 students will have ONE markerboard, ONE eraser, and ONE marker per group.

Rock paper scissors to see who draws first and who says the rhythm first.

Entire class sings song, student 1 draws a 4 beat rhythm ____ using any combination of known rhythms. They pass it to student 2. Teacher counts off, "1, 2, say your rhythm." Student 2 says rhythm. Every student 2 in the class should be saying rhythm so it will sound a bit messy, but should all stop at the same time.

Switch and repeat. Everyone sings, 1 partner draws, 1 partner says rhythm afterwards.

If time, add classroom instruments to the mix. One partner draws, one partner plays instead of saying. OR - say it first, play it next.

ASSESSMENT/CHECK FOR MASTERY

Informal group assessment

Pitch accuracy on "Ticker Tocker"

Steady beat accuracy in group done various ways

Group rhythm accuracy with flashcards and note ID

Teacher can circulate while students draw and say rhythms to individually assess

CLOSING

Review definition of a “tongue twister.”
Begin to set up tempo for next class

NOTES FOR NEXT CLASS

Review Ticker Tocker, known rhythms, introduce tempo and connect to this lesson

FILES

Embedded