**2nd Grade**

 Call/Response Form

Theme: Patterns

**ELA/Math**  **Music**

 Key Details and Ideas

1. Questioning - Ask/Answer Non-pitched instruments

 Binary form, call/response & singing

Comprehension &Collaboration

 1.a. Participate in conversation about text following all rules about

 Listening and speaking to others

Conventions of Standard English

1. Demonstrate command of conventions of standard English.

Vocabulary acquisition and use

4. Determine the meaning of or multiple meaning of words

1. Use sentence level context clues as of meaning of word or phrase.

Knowledge of Language

3. Use knowledge of language & conventions when writing reading speaking & listening.

Geometry-reason with shapes and attributes

3. Partition circles/rectangles into 2,3,4 equal shares

 using words as halves thirds. Describe whole as 2 halves etc.

 Recognize that equal shares of identical whole need not have

 the same shape.

**Common Core and Readiness:**

 RL.2.1/SL.2.1a/LS.2.1/LS.2.4a/LS.2.3/G.A.2.3

**Music Objectives:**

 S1.C1.PO2/S1.C1.PO4/S1C2.PO1/S1.C2.PO2/S1.C5.PO1/S3.C1.PO.1/S3.C2.PO.3

Form/Pattrens

Vocabulary: Main music vocabulary word for lesson: **Form-** The pattern in which a piece of music is written.

 **Objective**- I can play “Who has a Penny” to demonstrate call/response form using the non- pitched instruments.

1. Pair Share on instruments w/partner
2. Q&A Thumbs up/down show various instruments use thumbs for voting
3. Pass out book pg. 63-Go over reading of song-vocab English conventions etc. Go over the parts of the song & sing. 2:15 How many different parts are there? How do you know? Identify what make this call/response form and not binary form
4. Pass out blocks for students to compare the differences of the two forms with partner(walk around & monitor responses with blocks)Call on a pair to show how they compared the two forms.
5. Instruments: Review four families w/ call/response parts –Line 1 Q=drum family, Line 2 A= shakers & scrapers, Line 3 Q=woods, Line 4 A=medals
6. Rotate the corresponding instrument family with notated lines.
7. **Close-** Pair Share on the differences of the two known forms (binary & call/response forms)