

<p>#1- I am having trouble writing a thesis or coming up with reasons and evidence.</p>	<p>#2- I am having trouble forming a counterargument or call to action.</p>	<p>#3-I am confident in where I am at in my research and do not need help at this time.</p>
<ul style="list-style-type: none"> • Identify what exactly you are having difficulty with and write it down as a question. • Bring your question, your laptop, and your speech materials to the front of the room. • Wait for directions from Mrs. X • When you are finished, join a different group that matches where you are at. 	<ul style="list-style-type: none"> • Identify what exactly you are having difficulty with and write it down as a question. • Bring your question, your laptop, and your speech materials to the back of the room. • Wait for directions from Mr. Y • When you are finished, join a different group that matches where you are at. 	<ul style="list-style-type: none"> • Stay at your seat. • Research independently and <u>quietly</u>. • If you have a question or get stuck, follow the expectations for Split Screen (posted) • Anchor: Empower articles- week 5 <p style="text-align: right;"><i>Co-TEACHER 9TH</i> <i>ENGLISH 4</i></p>

English

Literature Analysis -
How a HS ELA teacher
has changed instruction.

Previous to DI this, analysis and writing were taught whole group. Now she has created a step-by-step resource for each. She reviews and teaches how to use the resource and then she allows them to move at their own pace.

What she has found is that students will struggle with Step 4 on Resource A which instructs them to find quotes and analyze them for literal and latent meaning. She watches her students closely and pulls a flex group to check and assist. Some student can overcome this hurdle with a modicum of instruction. Others need a more targeted mini-lesson and she has developed a sheet for that learning.

Students who complete the steps in Resource A on their own have a scaffolded check for understanding with a pre-assigned partner.

Then they can move to writing the Analytical Essay. This resource, Resource B is also in a step-by-step manner. After a review of models and process, most students are ready to fly. As with the initial analysis, some students need intermittent support and some students need more consistent guidance. This process allows her the luxury of the time to spend with those who need it most.

Clarity is the critical factor--clarity about the learning goals, steps in the process, where students often struggle, and what models would best communicate the product.

Lauren Brock

Split Screen

I co-teach my math applications class for 3 periods. There is no pre-requisite to take this course and it is designed for students who struggle in math class. Students miss this class (or school) frequently, and therefore it is sometimes a struggle to keep everybody together as a class. Part of the way we help prepare students for tests is by giving their review guide out 3 days before the test, allowing students to have one day to work on it in class and the next day to review it together. However, many students miss the day where we work on it in class and fail to do it for homework. That is where our split-screen lesson comes in.

My co-teacher and I sometimes have half of the students with completed packets and others with 1/3 of it done. In order to accommodate everybody, we divide the class into 2 groups, each of us taking a group (we change it each test). One group works on the packet independently and we check their work independently to make sure it gets done. Everybody in the other group has white boards and write their answers on their board. If someone gets it wrong, we call on someone who got it correct to complete it on the board/teach it to the class.

We found this strategy works very well for reviewing as students who have completed who did not complete their homework/classwork are given the opportunity to complete and not “zone out” during the review or just copy down whatever is on the board. When split into 2 groups, our numbers are small enough to work closer with each student as well.

Looking for Pythagoras

(The Pythagorean Theorem)

Outcome:

Connect decimal and fractional representations of rational numbers and explore patterns in terminating and repeating decimals to develop technique for changing repeating decimals to fractions by completing Problems 5.2 & 5.3.

Pennsylvania State Academic Standard: 2.1.8

Materials: Inv 5 Review Notes (sheet)

Procedure:

1. 5-minute check: PSSA warm-up due Complete ticket in

2. Investigation 5 Review Notes
 - a. Review the following: Number Sets, converting fractions to decimals, converting terminating decimals to fractions.

3. Differentiated Instruction: Based on results of ticket in, students will be grouped
 - a. Green: (any students who get #1 - #3 wrong)
 - i. Complete Transparency 5.2 in your packet. Practice converting fractions to decimals and identifying terminating versus repeating decimals
 - ii. Check your answers.
 - iii. Answer Problem 5.2 Follow-up Page 56 #2 only
 - iv. Check your answers.
 - v. Complete Transparency 5.3 in your packet. Fraction to repeating decimal patterns
 - vi. Page 58 #1 - 3
 - vii. Read *Did you know?* from page 58

Extension: If you complete #1 - 5, try page 61 #25 (Using Equations to Translate Repeating Decimals to Fractions)
Homework: Complete #1 - #7 of the above list.
 - b. Red: (Any student who gets #1 or #2 wrong)
 - i. Same set of instructions as group Green with steps 3 & 4 eliminated
 - c. Blue (Any student who gets #3 wrong)
 - i. Same set of instructions as group Green with steps 1 & 2 eliminated
 - d. Purple (Any student who doesn't get any wrong)
 - i. Complete Transparency 5.3 in your packet. Fraction to repeating decimal patterns
 - ii. Check your answers.
 - iii. Page 58 #1 - 3
 - iv. Read *Did you know?* from page 58
 - v. Page 61 #25 Using Equations to Translate Repeating Decimals to Fractions

If you finish #1 - #5, try page 60 Read *Think about this!* Answer #18 - 20.
Homework: Complete #1 - #4 of the above list.

☞ Closure/Assignment:

Agenda book: Reminder Test Tuesday

Assessments:

Teacher Observation
Cooperative Groups

Ticket In
PSSA Warm-up

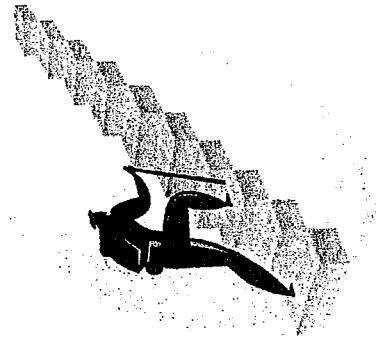
Worksheets from Packet

3/1/10

Outcomes: Connect decimal and fractional representations of rational numbers and explore patterns in terminating and repeating decimals to develop technique for changing repeating decimals to fractions by completing Problem 5.3.

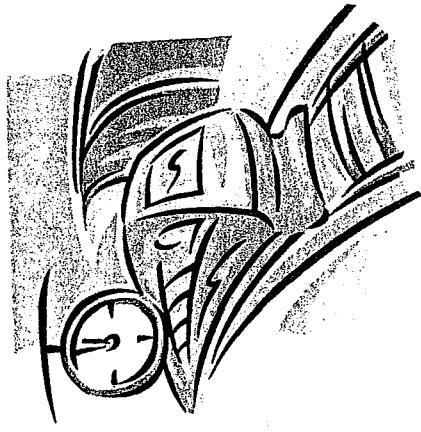
Agenda:

1. Turn in last week's warm-ups
2. Ticket In (NO calculator)
3. Station Assignments
4. Homework: Listed at station



Terminating and Repeating Decimals

Outcomes: Connect decimal and fractional representations of rational numbers and explore patterns in terminating and repeating decimals to develop technique for changing repeating decimals to fractions by completing Problem 5.2 & 5.3.



Station Instructions:

- Check & correct answers to ticket in
- Proceed by completing the numbered list of items at your station
- Answer keys locations

What to do if you need help:

- Ask your group members
- Use your note sheet for reference
- Record your question on an index card & I will answer it when I join your group

What to do if you finish early...described at each station

Name:

Looking for Pythagoras
Investigation 5 Warm-up

#1 - #2 Convert each fraction to a decimal.

1. $\frac{3}{5}$

2. $\frac{4}{9}$

#3 Convert the decimal to a fraction in simplest form.

3. 0.36

Name:

Looking for Pythagoras
Investigation 5 Warm-up

#1 - #2 Convert each fraction to a decimal.

1. $\frac{3}{5}$

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Investigation 5 Warm-up

#1 - #2 Convert each fraction to a decimal.

1. $\frac{3}{5}$

2. $\frac{4}{9}$

#3 Convert the decimal to a fraction in simplest form.

3. 0.36

Blue

1. Answer Problem 5.2 Follow-up Page 56 #2 only
2. Check your answers.
3. Complete Transparency 5.3 in your packet.
4. Page 58 #1 – 3
5. Read *Did you know?* from page 58

Extension: If you complete #1 – 5, try page 61 #25
(Using Equations to Translate Repeating Decimals to Fractions)

Homework: Complete #1 - #4 of the above list.

Purple

1. Complete Transparency 5.3 in your packet.
2. Check your answers.
3. Page 58 #1 – 3
4. Read *Did you know?* from page 58
5. Page 61 #25 Using Equations to Translate Repeating Decimals to Fractions

If you finish #1 - #5, try page 60

Read *Think about this!* Answer #18 – 20.

Homework: Complete #1 - #4 of the above list.

Green

1. Complete Transparency 5.2 in your packet.
2. Check your answers.
3. Answer Problem 5.2 Follow-up Page 56 #2 only
4. Check your answers.
5. Complete Transparency 5.3 in your packet.
6. Page 58 #1 – 3
7. Read *Did you know?* from page 58

Extension: If you complete #1 – 7, try page 61 #25
(Using Equations to Translate Repeating Decimals to Fractions)

Homework: Complete #1 - #7 of the above list.

Red

1. Complete Transparency 5.2 in your packet.
2. Check your answers.
3. Complete Transparency 5.3 in your packet.
4. Page 58 #1 – 3
5. Read *Did you know?* from page 58

Extension: If you complete #1 – 5, try page 61 #25
(Using Equations to Translate Repeating Decimals to Fractions)

Homework: Complete #1 - #5 of the above list.

Integrated Math 4

Unit 6

Transformations of Trigonometric Functions

Student Learning Expectations

- Students will describe the table and graph patterns expected in Sine and Cosine models given the corresponding algebraic rules in function form
- Students will graph transformations of the Sine and Cosine function including Vertical Shifts, Vertical Stretches or Compressions and Reflections of Trig functions based on the parent function and the transformed equations.
- Students will write function rules based on transformations as observed in a trigonometric graph.

What do you know?

Complete the Cosine Graph: $c(x) = -3\cos(x)$

- If you get stuck:
 - Use your resources
 - Toolkit
 - Notes from class yesterday with example of $y = -2\sin(x)$
 - If you still can't answer it, box what you do not know & move on to the anchor
 - Do NOT talk or ask classmates for help- this is independent
 - 10 minutes
- ANCHOR: MORES pg 453 M1, O1, O2 (a,b OR d)

Review you answers

- If you answers were correct, and you have nothing boxed, you are in group A
- If you have an incorrect answer, OR/and you have something boxed, you are in group B

Expectations for Flexible Groups

- Once you identify your group, follow the directions immediately.
- Group A- Work independently- DO NOT disrupt Ms. _____

Expectations...

- If you get stuck:
 - Use the resources in your possession to locate the answer
 - Ask a person sitting next to you
 - In very low voice
 - One person in a group talks at once
 - Questions must be quick- no long-winded answers
- BOX what you don't understand and move on to the next thing
- If you still cannot answer the question and continue, move on to the anchor assignment- Do not interrupt Ms. _____

Expectations...

- **No one is to leave the room to use the bathroom or get a drink; you should not need to get out of your seat either**
- **Try your best to complete the activity in the time provided. If you finish early, move onto the anchor assignment**

Flexible Groups: 20 Minutes

Group A (no boxes)	Group B (boxes)
<ul style="list-style-type: none"> • Get an activity from the side of the room • Work independently on it until you are finished • Remember the expectations of flexible grouping • If you finish, work on the anchor 	<p>Move to the front of the room and create a circle with your desks.</p> <p>Have with you:</p> <ul style="list-style-type: none"> Your notes Your pencil Your worksheet

ANCHOR: Continue with MORES M₁, O₁, O₂ on pages 453-457

Whole Class

- Combine Vertical Compress, Vertical Shift and Reflection
- Model an example then you try... same format as entrance problem

Closing Activity (Formative)

- Each student will complete a graph of a trig function with a Vertical Compression, Vertical Shift Up and Reflection across X-axis.
- Graph to be assessed for placement into flexible groups for tomorrow's class
- Tomorrow we will use the same class format to graph Horizontal transformations (shifts and stretches/compressions)
- Thursday we will combine all transformations
- Friday will be Tic-Tac-Toe style 'choice' quiz ©

Chemistry of Life Unit

Chapter 4- Carbon

Identify Your for Flexible Group

- Identify your group assignment by looking at your functional group worksheet from yesterday

- green group



or

- red group



- Have you been grouping yourself correct?
- Teacher may move you

Expectations in Flexible Group...

- **YOU WILL WORK ALONE**
- If you get stuck:
 - Use the resources in your possession to locate the answer
 - Ask **ONE** other person who is sitting next to you
 - In very low voice
 - **ONE** person talks at once in the room so look before you talk
 - Questions must be quick- no long-winded answers
 - **BOX** what you don't understand and move on to the next thing
 - If you still cannot answer the question and continue, move on to the anchor assignment- Do not interrupt Mrs. McNally! I will help after the grouping!

Expectations in the Class...

- No one is to leave the room to use the bathroom or get a drink
- You should not need to get out of your seat
- Room should be **QUIET!** When asking a question, **WHISPER** to the person sitting next to you.
- Try your best to complete the activity in the time provided. If you finish early, move onto the anchor assignment

Flexible Groups: 10 Minutes

Group RED	Group GREEN
<ul style="list-style-type: none"> • Move to the back of the room with Mrs. McNally. • Have with you: <ul style="list-style-type: none"> • Your pencil • Your notes • Flashcards • Your Functional Group Worksheet 	<ul style="list-style-type: none"> • Take out "Functional Group Worksheet" from yesterday • QUIETLY work in your desk ALONE • If you complete the entire Functional Group Worksheet early, independently work on anchor.

ANCHOR: Study Chapter 4 Flashcards, INDEPENDENTLY

Review Flexible Group Success

- How did the flexible grouping work?

- What can we do better next time?

Review Concepts

- Give answers

- What do you still have questions about?



Subject: Science
Grade Level: Middle School
DI Strategy: Split Screen/Flexible Grouping

Science - Work Calculations Split Screen

Recently in class students learned how to calculate the amount of work done on an object (work = force x distance). This is one of many calculations that students gain experience with throughout the year. Since this was a more straightforward multiplication calculation I wanted to provide students with a challenge to tie together either calculations we had used in the past or calculations that asked students to solve for work at an angle (a more complicated calculation).

To determine which students would be assigned to which group I gave students a formative assessment to look at their basic calculations and checked for their understanding. If students tended to struggle or had more questions incorrect, they were put into the group that would be doing the work calculations packet that had a scaffold to help them understand the more complicated problems (group 1). The work was divided into 4 sections; easy, medium, hard, and expert. Each section had problems with different point values. Students needed to complete enough problems to reach 25 points.

Students who did well on the previous calculations, along with students who are planning on taking honors were placed into the group calculating work at an angle (group 2). This assignment was set up so that we could review the idea and a problem together, then they would work through problems with a partner, followed by trying problems on their own. Group 1's assignment can be found at the end of this document. Group 2's assignment follows Group 1's at the bottom of the page.

When students got into class I broke them into their groups and introduced the two assignments. As a class we reviewed our procedures for when we work in two groups. I asked students to share things they should do while working in their groups and things they should not do. To assist in the classroom management, the assignment for group 1 was set up so that students could at least get through half of the work without my help. During that time I was working to introduce work at an angle to group 2. With group 2 I walked through one sample problem. I then had them work with their partner to complete the next two problems. While they were doing that, I went to group 1 to check for questions and to see if students needed assistance. Once I had the opportunity to check in with group 1 I went back to group 2 to review the answers to the problems they had tried and to check for misunderstandings. When I was sure that they understood the information, I had them work on completing the rest of the work on their own. During the rest of the lesson I walked around the room to check in and assist any student that required individual help.



In each class students did well managing themselves when I was not present. It does help that we have done split-screen lessons before! Students knew my expectations and also held high expectations for each other. It was also helpful to remind students that they needed to complete any unfinished work for homework. Students in both groups enjoyed being challenged and did genuinely want to get each problem correct. Those that struggled some in the beginning felt very accomplished when they got problems correct (it was evident when I would hear a "Yes!" from the back). Students were both motivated and challenged at the correct level, which was my goal.



Group 1 Worksheet

Name: _____ Period: _____

Challenging Work Problems

Background Information

1. Define work:

2. Draw the work triangle:

3. Check all of the situations where work is being performed:

- a. _____ You ride a skateboard down the street
- b. _____ You lift your books off of the table
- c. _____ You push against a stuck car, after 5 minutes it still did not move
- d. _____ You push a chair from one side of the room to another
- e. _____ You stand holding your books for 5 minutes
- f. _____ You move a piece of paper from one end of your desk to another

4. Define weight:

5. How would you calculate the weight of an object on Earth? *Hint: Acceleration due to gravity is 10 m/s*

Problems

Show all of your work using the 4-step process to solve the following problems. You must do enough problems to total **25 points**.

Easy (1 point each)

1. How much work does it take for a bodybuilder to lift a 300 N barbell 3 m into the air?

2. Calculate the amount of work done to move 20 N of books 30 m.



Teaching Learning Succeeding

3. How much work is done to raise a 1525 N block 50 m?
4. If you are in a car that is being pulled down a 56.0 m path with a force of 12.5 N. How much work is done on the car?
5. Calculate the amount of work needed to move 79 N of bricks 62 m.
6. Amy uses 20N of force to push a lawn mower 10 meters. How much work does she do?

Medium (2 points each)

1. Calculate the force used to move an object 10 m when 40 J of work was done.
2. How far did a 72 N object move when 400 J of work was done?
3. A crane does work of 13,500 J with a force of 5200 N to lift a beam. How far was the beam lifted?
4. How much force would be required for you to lift an object with 1750J over a distance of 50m?
5. 50,250 J of work were done to move a 1500 N car. How far did the car move?



6. The baseball player does 1234 Joules of work when hitting a baseball into left field. Assuming the baseball landed 100 meters away from home plate, how much force did the player use to hit the ball?

Hard (4 points each)

Each of these problems involves more than 1 step. Make sure that you show the 4 step process for each calculation.

1. How much work is done by a person lifting a 53kg bag up a 12 m ladder?
2. Calculate the amount of work done by a crane that lifts 5000 kg of steel up 210 m.
3. What amount of work would be required to move a 62 kg object 100m?
4. You lift a 10kg book bag from the ground to the table, a distance of 1.7 m. How much work did you do?

Expert (5 points each)

1. What is the mass of an object that required 250 J of work to move 10m?
2. How far did a 50 kg object move if 325 J of work was done?



3. What is the mass of a rock lifted 60 m out of a hole when 462 J of work was done?

4. How far was an object lifted if it had a mass of 5kg and 350 J of work was done?



Group 2 Worksheet

Name: _____ Period: _____

Challenging Work Problems

1. A force of 50 N acts on a block at a 30 degree angle. The block moves a horizontal distance of 3.0 m. How much work is done by the applied force?
2. The same block with a force of 50 N is pulled at a 15 degree angle moving a horizontal distance of 3.0 m. How much work is done by the applied force?
3. The same block with a force of 50 N is pulled at a zero degree angle. The block is traveling in the same exact direction as the pull. The block moves a horizontal distance of 3.0 m. How much work is done by the applied force?
4. A student with a mass of 70.0 kg runs up three flights of stairs. The student has gone a vertical distance of 8.0 m. Determine the amount of work done by the student to elevate his body to this height. Assume that her speed is constant.
5. Jim is pulling on a rope to drag his school bag to school across the ice. He pulls upwards and rightwards with a force of 25 Newtons at an angle of 60 degrees above the



horizontal to drag his backpack a horizontal distance of 129 meters to the right. Determine the work (in Joules) done upon the backpack.

6. Jim then changes the angle at which he pulls to 30 degrees with the same amount of force and it moves the same distance. What is the work done to the school bag?

7. A powerlifting star wants to lift weights. Deadlifting involves raising a loaded barbell from the floor to a position above the head with outstretched arms. Determine the work done by the person in deadlifting 300 kg to a height of 0.9 m above the ground.

8. Omar carries a 300 N suitcase up five flights of stairs (a height of 20.0 m) and then pushes it with a horizontal force of 60.0 N at a constant speed of 0.5 m/s for a horizontal distance of 25.0 meters. How much work does Ben do on his suitcase during this entire motion?

9. Jessica has just arrived at the airport and is dragging her suitcase to the luggage check-in desk. She pulls on the strap with a force of 1000 N at an angle of 65 degrees to the horizontal to displace it 45 m to the desk. Determine the work done Jessica on the suitcase.

Sample Lesson- positive and negative commands (formal and informal)

Introduction of unit: Introduce the grammar lesson to all students via smart board presentation. All students take notes, complete homework assignments, review assignments together in class.

Processing phase: All students take a basic quiz on formation of commands and using them in context with vocabulary from the chapter. See attached sheet.

Review phase: Divide the class into 3 groups for the pre-exam review. The 3 groups consist of those students that are still in the gathering phase (relearn), those that are processing the information (review), and those that already understand and can utilize the information (reveal).

Group Relearn: Review page 382 in textbook and complete page 383 activity 15 and workbook page 146.

Group Review: complete page 380 activity 10 and page 385 activity 18.

Group Reveal: Read p390-391 and create either of the following options: an 8-10 sentence paragraph about your trip to El Yunque or 10 commands that you would give your fellow classmates about what they need to do when they travel to El Yunque.

All groups will work on workbook page 148 as they complete their task.

All work will be collected at the end of the period and given credit for classwork points.

Assessment: The chapter test will have various activities that will assess the different groups' retention and application of the materials, and therefore it should serve as an appropriate benchmark.

Strings SS

In my strings lessons, I have to use split screens on almost a daily basis. I have students who have had private lessons since they were four, and students who started in the 4th grade and never practice at home. To accommodate such a wide range of abilities, I use tiered assignments all the time.

In the 7th grade, we were working on being able to play our C, G, D, F, and Bb major scales with proper technique and finger patterns. I used a targeted assessment that I called a "Scale Check", where I picked three scales out of the five and students had to play the chosen scales for me individually.

In the next lesson, I split the students up into three different categories: Advanced, Proficient, and Needs Improvement. The students who were in the advanced category were given a chorale (a three-part short exercise) that was written in a certain key based off of one of the assigned scales. The students had to first learn their own part individually, and then work together to fit in the different parts at the same time. At the end, they were told they would have to perform the chorale for the rest of the lesson group to give them accountability. This challenged them to have independence on their own part and to work on their ensemble skills while also reinforcing the basic scale patterns.

The proficient group was given an etude (a short exercise) in a certain key based off of one of the assigned scales as well. The only difference was that they all had the same part, so they were able to learn it individually and then play it in unison. This allowed them to focus on playing in the correct key with the correct finger patterns.

I was then free to work with the "needs improvement" group to offer remediation. In this group, we reviewed key signatures, finger patterns for sharps and flats, and then played some scale patterns to reinforce correct finger placement. Then, we played through the scales that they struggled with in order to put it all back together.

All students were able to be engaged at their particular level, while also allowing student leadership and independence. I use these types of activities all of the time to further enrich students and reinforce concepts with those who need it.

Split Screen in 8th Grade Music Class

This lesson comes from my second unit where students are working on playing melodies on guitar. This is following the first quiz they have on this subject matter. I use the data from the first quiz to form the focus group for the following activity. Essentially, anyone that got an A on the quiz is put into one group (around 80% of the class) and the remaining will go into the second group.

Throughout this unit, students work on sets of songs that go up in difficulty. Students choose which song they feel like they play best for the quiz. This lesson follows the initial quiz on the first set of songs. A day after the initial quiz, students work together on the most basic song of the next set.

For the following class, I split the class into groups. The students that were in the proficient group complete the following worksheet with a partner throughout the class. The worksheet allows them to learn another song in the set but in a self-guided manner.

The remainder of the class works on the song from the previous day with direct feedback from me. At the end of class, I have both groups come together to play the "review" song from the day before. This not only reviews for the independent group but allows the focus group to see how their abilities now match up with everyone else.



SPRING-FORD MUSIC

8th Grade General Music Class

Name _____ & Name _____

**Bonus
Worksheet
1**

1. Label all the notes with what count in the measure they are.
2. Say this rhythm with your partner (out loud)
3. Say and clap this rhythm with your partner.
4. What string do you start playing on? _____
5. Do you use any other strings? Which ones? _____
6. Say the rhythm and tap your left hand fingers down at the right time.
7. Play this through on your own 3 times.
8. Play this with your partner 3 times.
9. Try to play it with your eyes closed.

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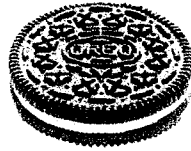
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Identifying Form

Form is a way to describe the building blocks of a song. It tells us how all of the sections fit together. It is usually represented by capital letters. Each capital letter represents new material (notes and rhythms). An example can be seen in an oreo cookie.



Think about the parts of the entire cookie. What's the bottom layer? _____ What's the middle layer? _____ What's the top layer? _____

For the bottom layer, let's call it "A" because it's the first part of the cookie.

Is the middle layer the same thing or different? If it's the same we would call it A, but because it's different we'll call it B.

Is the top layer the same thing or different? If it's the same as any of the parts we would use that letter. Because it is the same as the bottom layer, we'll call this section A as well.

The final form of the cookie is just listing the sections in order. The form of an oreo cookie is ABA

Now you determine the form of **GRADUATION**

Where do you think the first section of the song is? What are the measure numbers for this first section? (Hint, this section is four measures long)

Measures _____ - _____

Let's call this section **A**

Where do you think the next section of the song is? Remember, this is where something is different than the first section. What are the measure numbers for this second section? (Hint, this section is also four measures long)

Measures _____ - _____

Let's call this section **B**

Where do you think the last section of the song is? Remember, this is where something is different than the first and second sections. What are the measure numbers for this section? (Hint, this section is also four measures long)

Measures _____ - _____

Let's call this section **C**

Put it all together. For each section write the letter. Remember to reuse capital letters when the music is the same as a previous section. What is the form of **GRADUATION**?

_____	_____	_____	_____	_____	_____
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