Clinical Observation Checklist

**Checklist for Using the I Do It, We Do It,**

**You Do It Together, You Do It Alone Strategy**

**Candidate Name: Kristen Fallon**

**Grade level of Students: 7-10**

**Subject being taught: Music**

**Procedure to be taught: How to Create a Chord**

**Objective of the lesson: For students to be able to create a 3 letter chord on their own.**

**Respond to the following questions to help you plan and execute this strategy:**

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| --- | --- |
|  | How will you share the objective of the lesson with students?**Through an Introduction:** So today we are going to be making a 3 letter/note chord. The goal is at the end of the lesson for each of you to be able to create a 3 letter chord on your own.  |
|  | What will you do for the “I Do It” portion of the strategy?I will be explaining, modeling, and thinking aloud through creating a chord. **I do it**: When we are making a chord, we already know that it is going to be at least 3 notes. Each note is going to have a different letter name. How many different letters are in the musical Alphabet? There’s 7. A, B, C, D, E, F and G.When we make a chord we need to pick 3 letters that are not right next to each other. In fact we need to pick every other letter. So lets start with A... Cross out B because it is right next to A, Select C... Cross out D because it is right next to C, and then select E. Thats 1-2-3 letters. Now we have a chord!  |
|  | What will you do for the “We Do It” portion of the strategy?I will do a guided instruction. Students will be able to answer questions while I complete a chord on the board. **We Do it:** Lets try this together. Student #1 why don’t you pick a letter to start with from A-G. Student: COk Great. Now remember we need to select every other letter. So After C is D what do we do with D? Students: Cross it out!Great its crossed out. Now moving on what do we do with E?Students: Select it!Great! Selected. Now can anyone tell me what is the last letter of our chord? Students: G!How do you know its G?Students: Because you cross out F and the next is G.Wonderful now you have made your chord!  |
|  | What will you do for the “You Do It Together” portion of the strategy?I will check in on the work that the groups of students are doing together and be available to give guidance and answer questions. **You do it together:** Now I am going to have you in groups so you can try together. Go back to your seat and you have a paper with all the musical alphabet letters on it. Can each group try to make a chord starting with letter B?  |
|  | What will you do for the “You Do It Alone” portion of the strategy?While the students are working independently, I will be available for questions. **You do it alone:** Ok, now that everyone has a good understanding lets try it alone. Everyone lets make a chord starting with letter D.  |
|  | What materials will you need to teach this procedure? Paper, Pencil, Dry Erase Board, Dry Erase Marker  |
|  | Is the strategy developed easy for students to follow?**Comment:** Yes, all students I taught this lesson to with were easily able to follow along. They also seemed to enjoy the lesson!  |
|  | Have you kept the learning needs of your group in mind while developing the lesson?**Comment:**Yes, I kept in mind that these students may not be able to read sheet music, so I kept the lesson focused on the letters that create the chord, rather than how the chord would look written on paper.  |
|  |  Have you rehearsed the strategy before you begin your work with students?**Comment:**Yes I rehearsed the strategy multiple times before working with my students. Then I started teaching to single students, then groups of students.  |

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