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: C Ok 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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