

1<sup>st</sup> GRADE GENERAL MUSIC - CALL AND RESPONSE

*I love this lesson because it integrates children’s literature, social-emotional learning, and technology all in the context of a single music lesson. Students will enjoy singing through an often-familiar children’s story and having a chance to create music using their favorite toys and stuffed animals from home. Teachers will enjoy sharing their student’s excitement and seeing their clever creativity shine through in their call-and-response compositions, which are made and shared on a digital platform.*

<p><b>MATERIALS</b></p> <ul style="list-style-type: none"> <li>● “Lean Forward” movement song - <a href="https://www.youtube.com/watch?v=iRTSCmozMPg">https://www.youtube.com/watch?v=iRTSCmozMPg</a></li> <li>● “Brown Bear, Brown Bear What Do You See?” storybook by Eric Carle</li> <li>● Puppets, stuffed animals, or toys – <i>can be provided by students from their homes</i></li> <li>● Virtual learning platform such as FlipGrid or SeeSaw</li> </ul>	<p><b>VOCABULARY</b></p> <ul style="list-style-type: none"> <li>● Call and Response</li> </ul>
<p><b>STANDARDS ADDRESSED</b></p> <p>ESGM1.CR.2a. Create sound effects to accompany songs, poems, and stories.</p> <p>ESGM1.CR.2c. Vary the text for familiar melodies, chants, and poems.</p> <p>ESGM1.PR.1a. Sing accompanied and unaccompanied melodies in a limited range, using head voice.</p> <p>ESGM1.PR.1b. Echo simple singing and speech patterns and perform call and response songs.</p> <p>ESGM1.PR.1c. Sing multiple songs representing various genres, tonalities, meters, and cultures, including at least one song in a foreign language.</p>	
<p><b>STUDENT OBJECTIVES:</b></p> <ul style="list-style-type: none"> <li>● Students will perform call and response style music.</li> <li>● Students will sing in a proper singing voice.</li> </ul>	<p><b>LEARNING TARGETS (kid friendly):</b></p> <ul style="list-style-type: none"> <li>● I can perform call and response music.</li> </ul>
<p><b>DIFFERENTIATION STRATEGIES:</b></p> <ul style="list-style-type: none"> <li>● Teacher modeling – teacher demonstrates and explains each activity.</li> <li>● Student modeling – identify students who are already performing the task correctly.</li> <li>● Echoing – teacher does something / class repeats the same thing.</li> <li>● Visual representations – use pictures, videos, diagrams, storybook illustrations to engage students and teach content.</li> <li>● Scaffolded instruction – teacher provides initial assistance and gradually reduces help as student(s) build proficiency and independence.</li> <li>● Chunking – break instruction down into manageable steps for students. Consider using “First – Then – Last” statements.</li> <li>● Flexible grouping – Providing opportunities for group and individual performance of the learning task.</li> </ul>	
<p><b>PRIOR TO THE LESSON</b></p> <ul style="list-style-type: none"> <li>● Review the indicated modifications to the lesson to match your instructional format.</li> <li>● Communicate to students and families to either A) have a favorite toy or stuffed animal nearby their learning station, or B) bring a favorite toy or stuffed animal from home for the singing game activity.</li> <li>● Have a plan for F2F learners that forget to bring a favorite toy or stuffed animal. Consider talking to your school counselors, who may have a collection of therapy puppets or toys. <b><u>Be sure to plan for proper sanitization of any toys that may be shared by multiple classes.</u></b></li> </ul>	
<p><b>OPENING:</b></p>	

- **Welcome Song – Lean Forward** - <https://www.youtube.com/watch?v=iRTSCmozMPg>
  - Begin the lesson by performing and modeling this movement song for students. Repeat the song several times encouraging students to join you in singing and moving. As students begin singing, speed up the performance of the song.
  - Welcome songs are a great way to begin the music class, add movement, and make music from the onset of the lesson. “Lean Forward” is a great welcome song, but any welcome song can be substituted here.
- **Introduce “Call and Response” music using the book *Brown Bear, Brown Bear, What Do You See?* By Eric Carle**

- Read (sing) this book by Eric Carle. Use a Sol-La-Sol-Mi pattern for each call and response pattern throughout the book. Teacher sings the call, students sing the response as you perform the book.
 

*Brown Bear Brown Bear what do you see? (S – M – S – M – S – L – S – M)*  
*I see a red bird looking at me. (S – M – S – M – S – L – S – M)*

Use the appropriate format to match your lesson:

- SYNCHRONOUS VIRTUAL LESSON – perform the book with students on mute, or with small groups of 3-4 students unmuted at a time. If using small groups, rotate who is off-mute after each page to hear different students respond.
  - ASYNCHRONOUS LESSON – Share a recording of yourself performing the book singing the questions, but use an instrument (ie: piano or recorder) to play when students are supposed to sing. Remember to model the correct way to perform the responses before beginning to perform the book.
  - HYBRID VIRTUAL / F2F LESSON – read the book with students in the room performing the sung responses. Remind remote learners that they can be off mute singing responses as long as they are in a quiet environment (note – disregard internet delay).
- Following the book, introduce the term “Call and Response” as a type of question and answer format in music. Have students identify if they were just the call or the response (*they were the response*).
  - Repeat the book having students perform the call (questions) in a singing voice and the teacher performing the responses (answers).
  - EXTENSION OPPORTUNITY – you might also split the class in half on the second performance, with half of the class singing the call (questions) and half providing the response (answers).

#### WORK SESSION:

- **Call and Response game with puppets/toys.**
  - Distribute puppets or similar object to students in one of the below ways:
    - SYNCHRONOUS LESSON – Send students on a short “scavenger hunt” to find a favorite stuffed animal or toy to use for the next game.
    - ASYNCHRONOUS LESSON – skip this activity and proceed to the HW activity below
    - HYBRID VIRTUAL / F2F LESSON – All students should be informed to bring a favorite toy or stuffed animal from home prior to the lesson.

- o Allow students to hold up and share their chosen items. Depending on time, consider allowing some students to talk about their special friends they have brought to class.
- o Using the singing pattern from the book play a singing game where students practice call and response singing. Use the appropriate version of the game from below

#### SYNCHRONOUS LESSON

- **Teacher sings call pattern with class on mute** – *example:* Stuffed bear, stuffed bear what do you see?
- **Student with the stuffed bear unmutes to sing response** – I see a (next toy) looking at me.
- **Teacher sings next call pattern** – (next toy), (next toy) what do you see?
- Game continues. Have students put their puppets down to show they have had a turn.
- NOTE – in this form of the game, the teacher should click the “unmute” button *as* he/she is singing the call to each student. This will facilitate better flow of the game.

#### HYBRID VIRTUAL / F2F LESSON

- **Class sings call pattern** – *example:* Stuffed bear, stuffed bear what do you see?
- **Student with the stuffed bear sings response** – I see a (next toy) looking at me
- **Class sings next call pattern** – (next toy), (next toy) what do you see?
- Game continues. Have students put their puppets down or behind them to show they have had a turn.
- Be sure to have remote learners displayed on large screen to include them in the progression of the game.

#### CLOSING:

- **Introduce the “Call and Response” Independent (HW) Activity- to be completed asynchronously**
  - o Using an interactive platform (ie: FlipGrid, Seesaw) have students create their own version of “Brown Bear, Brown Bear, What Do You See?” using stuffed animals, toys, and puppets from their home. Encourage students to use their singing voices and to be creative.
  - o Model an example for the students using toys or puppets from your own collection.
  - o Model the process for recording themselves on your online platform (ie: FlipGrid, Seesaw, etc.)
  - o NOTE – consider creating a screencast recording to share with parents that shows the instructions for the activity and how to record it on your online platform.
- End class by thanking students and providing any student recognitions, points, or other positive rewards that are a part of your class.

#### ASSESSMENT:

- **CALL AND RESPONSE (formative)** - As students perform the storybook and complete the puppet activity, students should be able to recognize when it is their turn to respond and use the correct pattern. Record your data from the game and use it to plan additional activities related to this skill if needed. Use your observations to adjust your instructional deliver and provide reteaching during the lesson.

- **CALL AND RESPONSE (summative)** – Following the lesson, all students will complete the asynchronous activity to create their own “call and response” song using favorite toys or stuffed animals from home. Students are assessed on their ability to correctly model the “call and response” format used in the Eric Carle storybook and their ability sing in a proper singing voice.

**AFTER THE LESSON (planning and data use):**

- **Make notes on your observations** from the class and from submitted videos (if applicable). Record observations about the group as well as individual students that will be useful in planning future instruction and meeting student needs. Keep these notes in a place where you can easily refer to them while planning.
- **Respond to your students** – Respond to your students’ videos in your virtual learning platform. Thank every student for sharing their singing voice and favorite toys with you in their creation. If you have the ability to leave private feedback it is also a good idea to leave constructive suggestions for ways to improve student performances. Make sure your parents know that you will be responding to any submitted work and that they know how to retrieve your feedback.