

Template for the  
following:  
Science, Social Studies, CTE,  
World Languages,  
HPELW, Fine Arts, JROTC



# 2024-2025 Weekly Lesson Planning Document

*Week of Monday, \_\_August 26<sup>th</sup> through Friday, August 30<sup>rd</sup>*

EDUCATOR'S NAME: Quinton Rayford SUBJECT: Choir

|   | MONDAY  | TUESDAY   | WEDNESDAY   | THURSDAY  | FRIDAY  |
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| <b>Lesson Title: Perform</b><br><b>Unit: Foundation P1</b><br><b>Chapter: Music Reading</b><br><b>Page Number(s):</b><br>(It is suggested that you use your curriculum map.)  | Sight-Reading/ All-West Preparation   | Sight-Reading/ All-West Preparation   | Sight-Reading/ All-West Preparation   | Sight-Reading/ All-West Preparation   | Sight-Reading/ All-West Preparation   |
| <b>TN Standard(s):</b><br>Grade level standard (include standard notation and language). Which State Standard is your lesson addressing? This should also be on your Whiteboard Protocol.   | HS1. VM.P1.B Use music reading skills to demonstrate how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.   |   |   |   |   |
| <b>Objective (s):</b><br>What specifically should students be able to do at the end of the lesson? The objective is standards-based.<br><br>Write the objective in student friendly terms. For example, I can multiply binomials.<br><br>This is should also be on your Whiteboard Protocol.<br><br>What do you want students to know, understand and be able to do as a result of this lesson? The objective should be written using the stem...<br><b>I CAN....</b> | Students should be able to read whole, half, quarter, and eighth notes and rests in order to accurately sight-read melodic and rhythmic exercises and the All-West repertoire.<br><br>I can sight-read the musical notation of whole, half, quarter, and eighth notes and rest in order to accurately sing exercises and All-West repertoire. | Students should be able to read whole, half, quarter, and eighth notes and rests in order to accurately sight-read melodic and rhythmic exercises and the All-West repertoire.<br><br>I can sight-read the musical notation of whole, half, quarter, and eighth notes and rest in order to accurately sing exercises and All-West repertoire. | Students should be able to read whole, half, quarter, and eighth notes and rests in order to accurately sight-read melodic and rhythmic exercises and the All-West repertoire.<br><br>I can sight-read the musical notation of whole, half, quarter, and eighth notes and rest in order to accurately sing exercises and All-West repertoire. | Students should be able to read whole, half, quarter, and eighth notes and rests in order to accurately sight-read melodic and rhythmic exercises and the All-West repertoire.<br><br>I can sight-read the musical notation of whole, half, quarter, and eighth notes and rest in order to accurately sing exercises and All-West repertoire. | Students should be able to read whole, half, quarter, and eighth notes and rests in order to accurately sight-read melodic and rhythmic exercises and the All-West repertoire.<br><br>I can sight-read the musical notation of whole, half, quarter, and eighth notes and rest in order to accurately sing exercises and All-West repertoire. |

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| <b>Possible Misconception (s):</b><br>What misconception(s) are you anticipating during this lesson?  | Very few people can sight-read difficult pieces.   | Very few people can sight-read difficult pieces.   | Very few people can sight-read difficult pieces.   | Very few people can sight-read difficult pieces.  | Very few people can sight-read difficult pieces.   |
| <b>Literacy-Based DO NOW:</b><br>This literacy-based activity should be ready for students to begin working on upon entering class. Students should have an opportunity to read, write, and/or speak. | I will perform a sight-reading exercise with mistakes and have the students write where the mistakes occurred. After a brief discussion, they will perform it correctly.   | I will perform a sight-reading exercise with mistakes and have the students write where the mistakes occurred. After a brief discussion, they will perform it correctly.   | I will perform a sight-reading exercise with mistakes and have the students write where the mistakes occurred. After a brief discussion, they will perform it correctly.   | I will perform a sight-reading exercise with mistakes and have the students write where the mistakes occurred. After a brief discussion, they will perform it correctly.  | I will perform a sight-reading exercise with mistakes and have the students write where the mistakes occurred. After a brief discussion, they will perform it correctly.   |
| <b>Agenda for the Day</b><br>Simple outline of lesson segments or activities that is time stamped.<br><br>Teacher/class should take 2 minutes or less to review.                                      | <ul style="list-style-type: none"> <li>▪ Do Now (5 minutes)<br/><i>Introduction</i></li> <li>▪ Review Learning Objective (3 minutes)</li> <li>▪ Warm Up (5 minutes)</li> <li>▪ Sight reading (5 minutes)</li> <li>▪ Rock-a-My Soul p- 7-9 (10minutes)</li> <li>▪ I Carry Your Heart p. 9-11(10mins)</li> <li>▪ Zions Walls (2 mins)</li> </ul> | <ul style="list-style-type: none"> <li>▪ Do Now (5 minutes)<br/><i>Introduction</i></li> <li>▪ Review Learning Objective (3 minutes)</li> <li>▪ Warm Up (5 minutes)</li> <li>▪ Sight reading (5 minutes)</li> <li>▪ Rock-a-My Soul p- 10-11 (10minutes)</li> <li>▪ I Carry Your Heart p. 12-13(10mins)</li> <li>▪ Music of Stillness (5 mins)</li> </ul> | <ul style="list-style-type: none"> <li>▪ Do Now (5 minutes)<br/><i>Introduction</i></li> <li>▪ Review Learning Objective (3 minutes)</li> <li>▪ Warm Up (5 minutes)</li> <li>▪ Sight reading (5 minutes)</li> <li>▪ Rock-a-My Soul p- 12-14 (10minutes)</li> <li>▪ Sanctus (10 mins)</li> <li>▪ Thixo-(5mins)</li> </ul> | <ul style="list-style-type: none"> <li>▪ Do Now (5 minutes)<br/><i>Introduction</i></li> <li>▪ Review Learning Objective (3 minutes)</li> <li>▪ Warm Up (5 minutes)</li> <li>▪ Sight reading (5 minutes)</li> <li>▪ Sanctus</li> <li>▪ Rock-a My Soul</li> <li>▪ I Carry Your Heart</li> <li>▪ Zions Walls</li> </ul> | <ul style="list-style-type: none"> <li>▪ Do Now (5 minutes)<br/><i>Introduction</i></li> <li>▪ Review Learning Objective (3 minutes)</li> <li>▪ Warm Up (5 minutes)</li> <li>▪ Sight reading (5 minutes)</li> <li>▪ Zions Walls</li> <li>▪ Thixo</li> <li>▪ Sanctus</li> <li>▪ Rock-a My Soul</li> <li>▪ I Carry Your Heart</li> </ul> |

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| <p><b>Beginning of Lesson</b><br/><b>I Do</b></p> <p>Choir: Engage &amp; Explore</p>    | <p>I will lead them through vocal warm-ups and sight-reading exercises.</p> <p>I will model for them how to analyze a piece through highlighting repeats, similar rhythms, and melodies.</p> <p>I will play parts on the piano.</p> | <p>I will lead them through vocal warm-ups and sight-reading exercises.</p> <p>I will model for them how to analyze a piece through highlighting repeats, similar rhythms, and melodies.</p> <p>I will play parts on the piano.</p> | <p>I will lead them through vocal warm-ups and sight-reading exercises.</p> <p>I will model for them how to analyze a piece through highlighting repeats, similar rhythms, and melodies.</p> <p>I will play parts on the piano.</p> | <p>I will lead them through vocal warm-ups and sight-reading exercises.</p> <p>I will model for them how to analyze a piece through highlighting repeats, similar rhythms, and melodies.</p> <p>I will play parts on the piano.</p> | <p>I will lead them through vocal warm-ups and sight-reading exercises.</p> <p>I will model for them how to analyze a piece through highlighting repeats, similar rhythms, and melodies.</p> <p>I will play parts on the piano.</p> |
| <p><b>Middle of the lesson</b><br/><b>We Do</b></p> <p>Choir: Explain and Elaborate</p> | <p>We will sing through selected All-West rep together and identify trouble spots.</p>  | <p>We will sing through selected All-West rep together and identify trouble spots.</p>  | <p>We will sing through selected All-West rep together and identify trouble spots.</p>  | <p>We will sing through selected All-West rep together and identify trouble spots.</p>  | <p>We will sing through selected All-West rep together and identify trouble spots.</p>  |
| <p><b>End of the lesson</b><br/><b>You Do</b></p> <p>Choir: Evaluate</p>                | <p>Students will be given time to work in sections or independently on the trouble spots.</p>   | <p>Students will be given time to work in sections or independently on the trouble spots.</p>   | <p>Students will be given time to work in sections or independently on the trouble spots.</p>   | <p>Students will be given time to work in sections or independently on the trouble spots.</p>   | <p>Students will be given time to work in sections or independently on the trouble spots.</p>   |

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| <b>(05 MINUTES MAX)</b><br><b>Literacy Based closing activity:</b><br>Engage students in reading and writing tasks that assess their understanding of the lesson. Students are drawn back to the objective for the day.                    | Students describe their learning experience and tell if they mastered the objective.  | Students describe their learning experience and tell if they mastered the objective.  | Students describe their learning experience and tell if they mastered the objective.  | Students describe their learning experience and tell if they mastered the objective.  | Students describe their learning experience and tell if they mastered the objective.  |
| <b>SPED Modification (s):</b><br>What modifications are being made to accommodate the students receiving special services?   | Use differentiated instruction, by giving students choices.   | Use differentiated instruction, by giving students choices  | Use differentiated instruction, by giving students choices  | Use differentiated instruction, by giving students choices  | Use differentiated instruction, by giving students choices  |
| <b>ESL Modification (s):</b><br>What modifications are being made to accommodate the students receiving special services?  | Give students more time to complete their assignments. Translate assignments.   | Give students a word bank, or more time to complete their assignments   | Give students a word bank, or more time to complete their assignments   | Give students a word bank, or more time to complete their assignments   | Give students a word bank, or more time to complete their assignments   |
| <b>Assessment (s):</b><br>How will you know that students have reached the objective? Assessments may include: Pre-assessment, formative assessments, summative assessment, post-assessment, discussions, performance, demonstration, etc. | Discussions   | Discussion/ Exit Tickets  | Discussions/ Exit Tickets   | Discussions, and writing assessment   |   |
| <b>Corrective Activity (s):</b><br>What will I do if the student doesn't understand the lesson?  | I will model the expectation, select student leaders to model what mastery of the objective looks like, and engage student in one-on-one/ small group learning. | I will model the expectation, select student leaders to model what mastery of the objective looks like, and engage student in one-on-one/ small group learning. | I will model the expectation, select student leaders to model what mastery of the objective looks like, and engage student in one-on-one/ small group learning. | I will model the expectation, select student leaders to model what mastery of the objective looks like, and engage student in one-on-one/ small group learning. | I will model the expectation, select student leaders to model what mastery of the objective looks like, and engage student in one-on-one/ small group learning. |

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| <b>Extension/Enrichment Activity (s):</b><br>What will I do with students who understand quicker than others? | <b>I will allow them to go practice additional music in the practice room or assist in helping classmates learn their parts.</b> | <b>I will allow them to go practice additional music in the practice room or assist in helping classmates learn their parts.</b> | <b>I will allow them to go practice additional music in the practice room or assist in helping classmates learn their parts.</b> | <b>I will allow them to go practice additional music in the practice room or assist in helping classmates learn their parts.</b> | <b>I will allow them to go practice additional music in the practice room or assist in helping classmates learn their parts.</b> |
| <b>Technology Integration:</b><br>How will the students use technology to help them master the objective.     | Recording of All-West Music  | Recording of All-West Music  | Recording of All-West Music  | Recording of All-West Music  | Recording of All-West Music  |