

Marzano Minutiae: Making Marvelous Merriment



Your daily Marzano 101, but fun.

Presented by:

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Lesson Segments Involving Routine Events

- Provide Clear Learning Goals and Scales (Rubrics) – refer to handout
- Tracking Student Progress – in lesson
- Celebrating Success – in lesson
- Establishing Classroom Routines – in and out of lesson

Lesson Segment Addressing Content

- Identifying Critical Information – in your plan AND lesson
- Organizing Students to Interact with New Knowledge – in both
- Previewing New Content – not in every single lesson
- Chunking Content into “Digestible Bites” – break it down in lesson
- Processing of New Information – in lesson
- Elaborating on New Information – in lesson
- Recording and Representing Knowledge – in lesson
- Reflecting on Learning – in lesson
- Reviewing Content – in both
- Organizing Students to Practice and Deepen Knowledge – in both
- Using Homework – RARELY use homework (mostly in performance groups)
- Examining Similarities and Differences – not in every lesson

Lesson Segment Addressing Content Continued...

Examining Errors in Reasoning – in lesson

Practicing Skills, Strategies, and Processes – in both, what
you're doing IN CLASS

Revising Knowledge – in lesson

Organizing Students for Cognitively Complex Tasks – in both

Engaging Students in Cognitively Complex Tasks Involving
Hypothesis Generation and Testing – in lesson

Providing Resources and Guidance – in both

Lesson Segment Enacted on the Spot

Noticing When Students are Not Engaged
Using Academic Games
Managing Response Rates
Using Physical Movement
Maintaining a Lively Pace
Demonstrating Intensity and Enthusiasm
Using Friendly Controversy
Providing Opportunities for Students to Talk about Themselves
Presenting Unusual or Intriguing Information
Demonstrating “Withitness”
Applying Consequences for Lack of Adherence to Rules and Procedures
Acknowledging Adherence to Rules and Procedures
Understanding Students’ Interests and Background
Using Verbal and Nonverbal Behaviors that Indicate Affection for Students
Displaying Objectivity and Control
Demonstrating Value and Respect for Low Expectancy Students
Asking Questions of Low Expectancy Students
Probing Incorrect Answers with Low Expectancy Students

Planning and Preparing (ALL IN YOUR LESSON PLAN)

Effective Scaffolding of Information within Lessons

Lessons within Units

Attention to Established Content Standards

Use of Available Traditional Resources

Use of Available Technology

Needs of English Language Learners

Needs of Students Receiving Special Education

Needs of Students Who Lack Support for Schooling

Reflecting on Teaching (your post conference)

Identifying Areas of Pedagogical Strength and Weakness

Evaluating the Effectiveness of Individual Lessons and Units

Evaluating the Effectiveness of Specific Pedagogical
Strategies and Behaviors

Developing a Written Growth and Development Plan

Monitoring Progress Relative to the Professional Growth and
Development Plan

Collegiality and Professionalism

Promoting Positive Interactions with Colleagues

Promoting Positive Interactions about Students and Parents

Seeking Mentorship for Areas of Need or Interest

Mentoring Other Teachers and Sharing Ideas and Strategies

Adhering to District and School Rules and Procedures

Participating in District and School Initiatives

Student Driven/Observed

What your principal is looking for:

Identifying Critical Content

Previewing New Content

Helping Students Process New Content

Helping Students Record and Represent Knowledge

Reviewing Content

Using Homework

Helping Students Examine Their Reasoning

Helping Students Revise Knowledge

Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing

Providing Resources and Guidance for Cognitively Complex Tasks

Organizing Students to Interact with New Content

Chunking Content into "Digestible Bites"

Helping Students Elaborate on New Content

Helping Students Reflect on Learning

Organizing Students to Practice and Deepen Knowledge

Helping Students Examine Similarities and Differences

Helping Students Practice Skills, Strategies, and Processes

Organizing Students for Cognitively Complex Tasks

Your Lesson:

Lesson Segment Involving Routine Events

Establishing Classroom Routines

Notice When Students are Not Engaged

Managing Response Rates

Maintaining a Lively Pace

Use Friendly Controversy

Celebrate Success

Organizing the Physical Layout of the Classroom

Use Academic Games

Using Physical Movement

Demonstrating Intensity and Enthusiasm*

Providing Opportunities for Students to Talk about
Themselves

Presenting Unusual or Intriguing Information

Warm Up Activities:

Name Echoes

Body Warmups

Conducting Patterns

Name Games

Rhythm Echoes

Same/Different

Singing Echoes

Tongue Twisters

Major/Minor

Solfege Reading

Stretching

Word of the Week

Math Problem of the Week

Gulf Beaches Elementary Magnet School			2019-2020		Katherine LaRose	
Weekly Class Schedule <- Routines		Monday	Tuesday	Wednesday	Thursday	Friday
First Grade		This is my Monday schedule.	This is my Tuesday schedule.	This is my Wednesday schedule.	This is my Thursday schedule.	This is my Friday schedule.
Title/Teaching Point <- Units, standards						
Form						
Goal Scale/Key Learnings <- Goals/scales		Standards <-	Materials <-resources/tech	Skills/Elements		Assessment <-
4) I can apply form outside of music. 3) I can perform form in an AB piece. 2) I can identify AB form. 1) I can somewhat identify form with help. < Blue is Critical Content > KL4. I can sing and play songs which may include changes in dynamics, lyrics and form, from memory.		MU.2.C.1.2 MU.2.S.2.1 MU.C.3.1 MU.2.O.1.1 MU.2.O.1.2 MU.2.S.2.1 MU.2.S.3.2 MU.2.S.3.3 MU.2.F.3.1 MU.2.H.3.1	Gradebook SmartBoard DRMSL ppt Orff	Mallets Form Teamwork		Orff
Gradual Release <-scaffolding, units, organizing, chunking, resources/guidance		Accommodations <-ELL, Special Education, Support				
Name Echoes <- routines DRMSL <- routines My Mother, Your Mother <-review, new content, CC, deepen knowledge, similarities, practice knowledge, cognitively complex Orff		This is where I put students accommodations by class. IE: Class: Student - Accommodation				

Scale:

Level 2 - I can identify AB form.

Level 3 - I can perform AB form.

Level 4 - I can compare AB form.

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My Mother, Your Mother

A:

My mother, your mother visit every day.

But when they fight, out of sight, one walks away.

(clap, right, clap left with steady beat)

Instrumentation: C/G steady beat

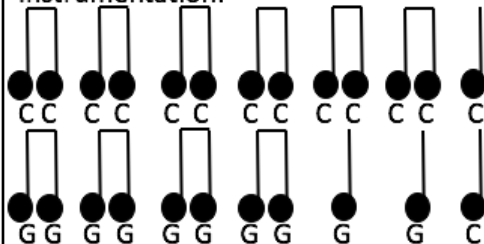
B:

Bicker backer, bicker backer, bicker backer boo!

Icka backa, soda cracker, back comes you!

(left leg line one with rhythm, right leg with rhythm ending on left for YOU)

Instrumentation:



Let's put it in action!

Identifying Critical Content - **identify AB form**

Organizing Students to Interact with New Content - **put students on Orff with form**

Previewing New Content - **Orff preparations**

Chunking Content into "Digestible Bites" - **break it down into each section, do A, then B, then AB, etc**

Helping Students Process New Content - **work individually with the students**

Helping Students Elaborate on New Content - **ask guided/leading questions about form/AB Form**

Helping Students Record and Represent Knowledge - **see where they are individually**

Helping Students Reflect on Learning - **ask for their representation of where they are on the scale**

Reviewing Content - **brief review of what's going on and what they need to do**

Organizing Students to Practice and Deepen Knowledge - **apply the new knowledge to Orff**

Using Homework - **doesn't usually apply to us, but if you apply homework, good on you!**

Helping Students Examine Similarities and Differences - **compare A to B**

Helping Students Examine Their Reasoning - **ask them questions and answer any questions**

Helping Students Practice Skills, Strategies, and Processes - **apply everything to Orff**

Helping Students Revise Knowledge - **what went well? what didn't go well? what happened during the lesson?**

Organizing Students for Cognitively Complex Tasks - **how are you moving them to the Orff**

Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing - **questioning**

Providing Resources and Guidance for Cognitively Complex Tasks - **questioning**

Elements Covered – pre to post conference

- | | | | |
|---------------------------------|------------------------|------------------------------|--------------------------------------|
| • Goals and Scales | • Correcting Errors | • Verbal/Nonverbal | • Pedagogical |
| • Tracking Student Progress | • Practicing Skills | • Objectivity | • Effectiveness of Lessons/Units |
| • Celebrating Success | • Revising | • Respect for Low Expectancy | • Effectiveness of Strategies |
| • Classroom Routines | • Cognitively Complex | • Questioning Low Expectancy | • Growth Plan |
| • Critical Information | • Resources/Guidance | • Incorrect Answers | • Progress in Plan |
| • New Knowledge | • Engagement | • Scaffolding | • Interactions with Colleagues |
| • Chunking | • Response Rates | • Units | • Interactions with Students/Parents |
| • Processing/Elaborating on New | • Physical Movement | • Standards | • Mentorship |
| • Recording and Representing | • Lively Pace | • Traditional Resources | • Mentoring |
| • Reflecting | • Intensity/Enthusiasm | • Technology | • District/School Rules |
| • Reviewing | • Student Talk | • ELL | • District/School Initiatives |
| • Deepen Knowledge | • Withitness | • Special Education | |
| • Similarities and Differences | • Consequences | • Support | |
| | • Rules and Procedures | | |
| | • Student Interests | | |


McNaughton Lesson Plan

Unit: Tempo **←** Week: 21 Topic: Performing Grade: 4 Standards: Organizational Structure **←**
 Benchmarks: MU.4.O.3.2 MU.5.O.3.2 **←** standards Learning Goal: I can perform tempo changes in a piece of music.
 Materials: - SmartBoard lesson – tempo list - “Korobushka” recording - “Planet Chant” recording **←** resources/tech
 Accommodations: Students with physical limitations may modify mvts.
 ELL and ESE may need help with vocabulary and chant piece. **←** ELL, Special Education, Support

Lesson: Patterns/ math & word/ focus & scale ← routines		Monitored: ← assessment
2 - Introduce tempo unit – how to use word wall ← review, new content, CC, deepen knowledge, - Use SmBd lesson to have class rearrange tempo list similarities, practice knowledge, cognitively - All students echo and pat each tempo together to demonstrate understanding (without teacher) complex “Korobushka” - Have students stand in 2 circles (inner/outer) – line dance can work too - Slowly learn dance steps 3 - Perform at tempo (with teacher calling moves if necessary) ← scaffolding, units, organizing, chunking, “Planet Chant” resources/guidance - Learn chant - Teach hand patting game – start slowly 4 - Play as a partner game – no teacher help (connect each round to tempos learned)		Observe - performance
		Observe – performance
		Observe – performance

Assessed:	Scale: Continuing or Finished ← Goals/scales
extra	4) I can match tempo changes in a game.
Yes *	3) I can perform tempo changes in a piece of music.
w/help	2) I can demonstrate tempos.
No	1) I can partially do 2/3 with teacher help.

Scale:

 06 Korobushka (Listening) P.223.m4a

Level 2 - I can demonstrate tempos.

Level 3 - I can perform tempo changes in a piece of music.

Level 4 - I can match tempo changes in a game.

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Korobushka Dance Movements and Video

Formation – double circle of partners, inside circle facing out, outside circle facing in.

- A section – (Verbal cue – step, two, three, hop)
- -Beats 1-4 and 9-12 are circles moving outward (flower blooming)
 - Beats 5-8 and 13-16 are circles moving inward (flower closing)
- B section – (Verbal cue – side, step, side, clap repeated)
 - Beats 1-8 circles move opposite
(Verbal cue – in, touch, out, touch, switch places)
 - Beats 9-16 circles move toward each other, then away,
then partners change places (switch circles)
- Circle Dance
 - <https://www.youtube.com/watch?v=TihdwdJjehY>
- Line Dance
 - <https://www.youtube.com/watch?v=n6Aw83RlqqE>

Planet Chant:

Mercury, Venus, Earth and Mars
Jupiter, Saturn, they're not stars
Uranus, Neptune, we're going too slow
Now it's time to go, go, go!

Hand Pattern:

Pat, Clap, Out, Clap

Let's put it in action!

Identifying Critical Content - **identify tempo**

Organizing Students to Interact with New Content - **dance with increasing tempo**

Previewing New Content - **tempo preparations**

Chunking Content into "Digestible Bites" - **break it down into each section, do A, then B, then AB, etc**

Helping Students Process New Content - **work individually with the students**

Helping Students Elaborate on New Content - **ask guided/leading questions about tempo**

Helping Students Record and Represent Knowledge - **see where they are individually**

Helping Students Reflect on Learning - **ask for their representation of where they are on the scale**

Reviewing Content - **brief review of what's going on and what they need to do**

Organizing Students to Practice and Deepen Knowledge - **apply the new knowledge to movement**

Using Homework - **doesn't usually apply to us, but if you apply homework, good on you!**

Helping Students Examine Similarities and Differences - **compare two tempos**

Helping Students Examine Their Reasoning - **ask them questions and answer any questions**

Helping Students Practice Skills, Strategies, and Processes - **this is the main part, the dance**

Helping Students Revise Knowledge - **what went well? what didn't go well? what happened during the lesson?**

Organizing Students for Cognitively Complex Tasks - **how are you moving them around the room, preparing**

Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing - **questioning**

Providing Resources and Guidance for Cognitively Complex Tasks - **questioning**

Elements Covered – pre to post conference

- Goals and Scales
- Tracking Student Progress
- Celebrating Success
- Classroom Routines
- Critical Information
- New Knowledge
- Chunking
- Processing/Elaborating on New
- Recording and Representing
- Reflecting
- Reviewing
- Deepen Knowledge
- Correcting Errors
- Practicing Skills
- Revising
- Cognitively Complex
- Resources/Guidance
- Engagement
- Response Rates
- Physical Movement
- Lively Pace
- Intensity/Enthusiasm
- Student Talk
- Unusual Information
- Withitness
- Consequences
- Rules and Procedures
- Student Interests
- Verbal/Nonverbal
- Objectivity
- Respect for Low Expectancy
- Questioning Low Expectancy
- Incorrect Answers
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Title/Teaching Point								
Dynamics								
Goal Scale/Key Learnings			Standards	Materials	Skills/Elements	Assessment		
4) I can apply dynamics outside of music. 3) I can perform dynamics in a piece. 2) I can identify dynamics. 1) I can somewhat identify dynamics with help. KL4. I can sing and play songs which may include changes in dynamics , lyrics and form, from memory.			MU.1.C.1.1 MU.1.C.1.2 MU.1.H.1.1 MU.1.O.3.1 MU.1.S.2.1 MU.1.S.3.1 MU.1.S.3.3 MU.1.F.3.1	Gradebook SmartBoard DRMSL ppt ConnectEd Beat Buddy	Dynamics Teamwork Listening Singing	Listening		
Gradual Release			Accommodations					
Name Echoes DRMSL Sing After Me Grizzly Bear There's a Little Beat Buddy			This is where I put students accommodations by class. IE: Class: Student - Accommodation					

What did you see?

- Identifying Critical Information
 - Organizing Students to Interact with New Knowledge
 - Previewing New Content
 - Chunking Content into “Digestible Bites”
 - Processing of New Information
 - Elaborating on New Information
 - Recording and Representing Knowledge
 - Reflecting on Learning
 - Reviewing Content
 - Organizing Students to Practice and Deepen Knowledge
- Using Homework
 - Examining Similarities and Differences
 - Examining Errors in Reasoning
 - Practicing Skills, Strategies, and Processes
 - Revising Knowledge
 - Organizing Students for Cognitively Complex Tasks
 - Engaging Students in Cognitively Complex Tasks
 - Involving Hypothesis Generation and Testing
 - Providing Resources and Guidance

Unit:	Tone Color	Week:	22
Topic:	Percussion - sub groups	Grade:	2
Standards:	<div><div>___</div>Organizational Structure</div> <div><div>___</div>Historical / Global Connections</div> <div><div>___</div>Innovation / Technology</div> <div><div>__x__</div>Critical Thinking</div> <div><div>__x__</div>Skills / Techniques / Processes</div>		
Benchmarks:	MU.2.C.1.3, MU.2.S.3.2		
Lesson:	Patterns / focus & scale	Monitored:	
DQ: Identifying Critical Content			
-What are the four instrument families?			
-On the SmBd go over the instrument "neighborhood"			
2	-Identify instruments on p. 2 of SmBd lesson by acting them out	Observe -	
	-Then explain each room of the house including the attic	body mvt.	
3	-Students come to the board and sort instruments	Observe -	
	-Students agree or disagree with thumbs up/thumbs down	sorting &	
	-Students may go up and help others if needed	thumb signals	
	-Teacher shows class these instruments on the cart while sorting		
4	"Sailor Went to Sea, Sea, Sea"		
	-Listen to song - highlight categories you hear (no mallets)		
	-Each group comes to cart and chooses an instrument that matches their assigned category (gr 1 =metals/2=woods/4=memb/5=sh&scr)	Observe -	
		matching	
Assessed:	Scale: C or F		
extra = +	* 4) I can match my instrument to its category.		
yes = √+	3) I can group percussion instruments into categories.		
w/help = √	2) I can identify instruments and categories.		
no = -	1) I can partially do 2 / 3 with teacher help.		



Percussion



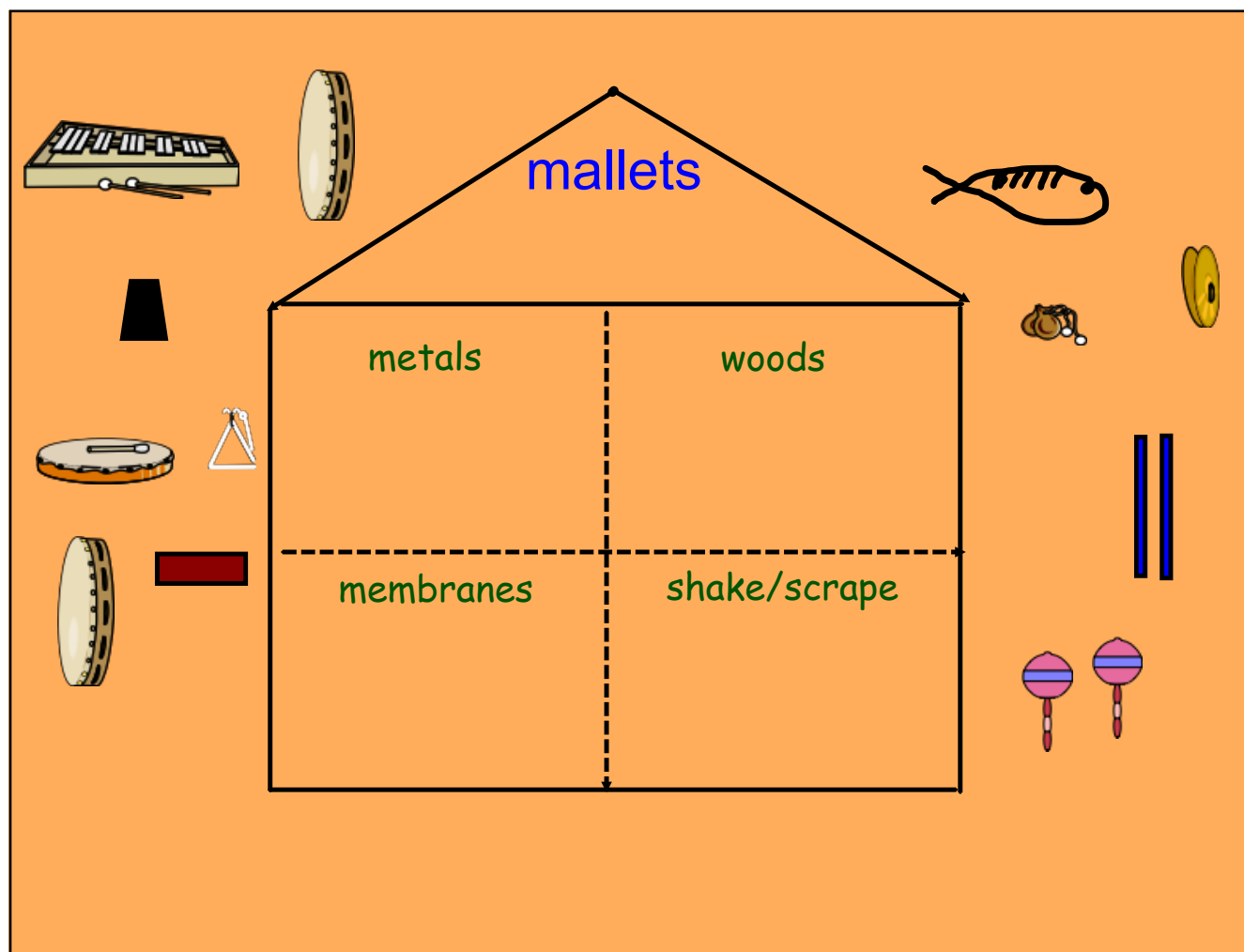
Woodwind



Brass



Strings



What did you see?

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 - Revising Knowledge
 - Organizing Students for Cognitively Complex Tasks
 - Engaging Students in Cognitively Complex Tasks
 - Involving Hypothesis Generation and Testing
 - Providing Resources and Guidance

Key Points

- A little extra pre-planning NOW will save you time in the future.
- Put these things into your lesson plan, write out each element, then present it to your observer as proof you know what you are doing and which element is which.
- It gets easier once you get used to it and your students will become used to it as well. It doesn't take long after you've been doing it a while.
- Your students will thank you!
- Your principal will thank you!

*Please write down your thoughts on the poster.
Any questions, any ideas, how we did, if you
learned something!*

Give us that feedback. We LUV feedback.

Thank you!!!!!! ^ _ ^
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