### TIC TAC TOE! TEMPLATE

<table>
<thead>
<tr>
<th>REMEMBERING</th>
<th>UNDERSTANDING</th>
<th>APPLYING (PERFORMING)</th>
</tr>
</thead>
<tbody>
<tr>
<td>list, define, tell, identify, show, label, match, name, who, when, where</td>
<td>describe, interpret, predict, explain, count</td>
<td>play, sing, demonstrate</td>
</tr>
<tr>
<td>ANALYZING</td>
<td>CREATING</td>
<td>EVALUATING</td>
</tr>
<tr>
<td>sort, order, classify, compare, contrast</td>
<td>compose, improvise, arrange, design</td>
<td>assess, decide, select, judge, justify, recommend</td>
</tr>
<tr>
<td>UNDERSTANDING or EVALUATING</td>
<td>APPLYING or EVALUATING</td>
<td>REMEMBERING or ANALYZING</td>
</tr>
</tbody>
</table>
TIC TAC TOE!

Learning Target: I understand half, quarter, eighth and sixteenth notes; half, quarter, and eighth rests.

Choose three boxes to make a tic-tac-toe (across, up and down, or diagonally) and complete the assignments in those boxes.

A  Name, count, and write notes and rests
B  Rewrite measures to have the correct number of beats and explain what you did
C  Perform the rhythm lines

D  Listen to each exercise and circle the rhythm you hear
E  Create a variation by changing the rhythm of the melody
F  Choose the best rhythm to complete the line and explain your choice

G  Write in the counting and draw in the bar lines
H  Work with a partner to perform the rhythm duet
I  Analyze the rhythm of a folk song for patterns

Each day use the journal to reflect on your work. Answer questions such as:
1. What did you learn today?
2. How could this transfer to another situation?
3. What questions do you have?

Date _________

Date _________

Date _________

Date _________

Date _________
Complete the chart.

<table>
<thead>
<tr>
<th>Name</th>
<th>Draw the note</th>
<th>Draw the rest</th>
<th>Number of counts</th>
</tr>
</thead>
<tbody>
<tr>
<td>One Half</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One Quarter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One Eighth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two Eighths</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two Sixteenths</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four Sixteenths</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Notes

<table>
<thead>
<tr>
<th>Notes</th>
<th>Name the notes and rests</th>
</tr>
</thead>
<tbody>
<tr>
<td>🎵 🎵</td>
<td>A quarter rest and a quarter note</td>
</tr>
<tr>
<td>🎵 🎵</td>
<td></td>
</tr>
<tr>
<td>🎵 🎵</td>
<td></td>
</tr>
<tr>
<td>🎵 🎵</td>
<td></td>
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<tr>
<td>🎵 🎵</td>
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<td>🎵 🎵</td>
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<tr>
<td>🎵 🎵</td>
<td></td>
</tr>
<tr>
<td>🎵 🎵</td>
<td></td>
</tr>
</tbody>
</table>
1a. Find the errors. Rewrite the line so each measure has the correct number of beats.

1b. Describe the errors you found and what you did to correct them.

In the first measure ____________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

In the second measure _________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

In the third measure ___________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

In the last measure ____________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Check the time signature and write in the counting. Perform each line by clapping, playing it on one pitch, or using another sound.

Choose your favorite line and perform it at two different tempos. Which tempo do you like better for performing that line? Explain why.
Study the measures for each number and think about how they patterns are different. How will you know which pattern you hear?

Listen to the recording and circle the pattern you hear.

G.20

\[
\begin{align*}
\frac{4}{4} & \quad \boxed{\vdash \vdash \vdash \vdash \vdash} \\
\frac{4}{4} & \quad \boxed{\vdash \vdash \vdash \vdash \vdash}
\end{align*}
\]

or

\[
\begin{align*}
\frac{4}{4} & \quad \boxed{\vdash \vdash \vdash \vdash \vdash} \\
\frac{4}{4} & \quad \boxed{\vdash \vdash \vdash \vdash \vdash}
\end{align*}
\]

G.21

\[
\begin{align*}
\frac{2}{4} & \quad \boxed{\vdash \vdash \vdash \vdash \vdash} \\
\frac{2}{4} & \quad \boxed{\vdash \vdash \vdash \vdash \vdash}
\end{align*}
\]

or

\[
\begin{align*}
\frac{2}{4} & \quad \boxed{\vdash \vdash \vdash \vdash \vdash} \\
\frac{2}{4} & \quad \boxed{\vdash \vdash \vdash \vdash \vdash}
\end{align*}
\]

G.22

\[
\begin{align*}
\frac{2}{4} & \quad \boxed{\vdash \vdash \vdash \vdash \vdash} \\
\frac{2}{4} & \quad \boxed{\vdash \vdash \vdash \vdash \vdash}
\end{align*}
\]

or

\[
\begin{align*}
\frac{2}{4} & \quad \boxed{\vdash \vdash \vdash \vdash \vdash} \\
\frac{2}{4} & \quad \boxed{\vdash \vdash \vdash \vdash \vdash}
\end{align*}
\]

G.23

\[
\begin{align*}
\frac{3}{4} & \quad \boxed{\vdash \vdash \vdash \vdash \vdash} \\
\frac{3}{4} & \quad \boxed{\vdash \vdash \vdash \vdash \vdash}
\end{align*}
\]

or

\[
\begin{align*}
\frac{3}{4} & \quad \boxed{\vdash \vdash \vdash \vdash \vdash} \\
\frac{3}{4} & \quad \boxed{\vdash \vdash \vdash \vdash \vdash}
\end{align*}
\]

Use these rhythms to write the pattern you hear: \[
\boxed{\vdash \vdash \vdash \vdash \vdash}
\]

H.24

\[
\begin{align*}
\frac{4}{4} & \quad \boxed{- - - -} \\
\frac{4}{4} & \quad \boxed{- - - -}
\end{align*}
\]

H.25

\[
\begin{align*}
\frac{4}{4} & \quad \boxed{- - - -} \\
\frac{4}{4} & \quad \boxed{- - - -}
\end{align*}
\]
Create a variation of “Twinkle, Twinkle Little Star”

a) Use the same pitches, and change the rhythm of at least one beat in each measure to:

b) Determine the tempo of your variation.

c) Practice the theme and your variation so you can perform both.
TIC TAC TOE!

Here is the first half of your new rhythm line:

Your task is to choose the line below you think is the best ending for your rhythm line.

A.  

B.  

C.  

Give two reasons why you think your choice is the best one to complete the line.

1) ____________________________________________________________

________________________________________________________________

2) ____________________________________________________________

________________________________________________________________
Check the time signature. Write the counting and draw in the bar lines.
Work with a partner to perform two of these rhythm duets.

1.

2.

3.

4.
Look for patterns in the RHYTHM and describe what you notice.