

Monday 09/05/2022	Tuesday 09/06/2022	Wednesday 09/07/2022	Thursday 09/08/2022	Friday 09/09/2022
<b>Breakfast Duty</b> 8:00am - 8:30am	<b>Breakfast Duty</b> 8:00am - 8:30am	<b>Breakfast Duty</b> 8:00am - 8:30am	<b>Breakfast Duty</b> 8:00am - 8:30am	<b>Breakfast Duty</b> 8:00am - 8:30am
<b>Band/Choir 7 &amp; 8</b> 8:35am - 9:30am	<b>Band/Choir 7 &amp; 8</b> 8:35am - 9:30am	<b>Band/Choir 7 &amp; 8</b> 8:35am - 9:30am	<b>Band/Choir 7 &amp; 8</b> 8:35am - 9:30am	<b>Band/Choir 7 &amp; 8</b> 8:35am - 9:30am
<p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>Plan and Make - Select and develop musical ideas for defined purposes and contexts</li> </ul>	<p><b>Objective: (10 min)</b></p> <ul style="list-style-type: none"> <li>Practice flash cards for beginners, have intermediate students practice on their instruments</li> </ul>	<p><b>Lesson / Instruction</b></p> <p><b>Procedures: (10 min)</b></p> <ul style="list-style-type: none"> <li>Practice new songs on individual instruments</li> <li>Practice with flash cards (beginning students)</li> <li>Work with individual students who are struggling with instruments by checking in to be sure they are able to read the simple music pieces I've given them, and are progressing to the final pieces for the holiday concert.</li> </ul>	<p><b>Objective: (10 min)</b></p> <ul style="list-style-type: none"> <li>Practice songs on individual instruments</li> </ul>	<p><b>Objective: (10 min)</b></p> <ul style="list-style-type: none"> <li>Practice songs on individual instruments</li> </ul>
<p><b>Lesson / Instruction</b></p> <p><b>Review:</b></p> <ul style="list-style-type: none"> <li>Classroom rules/expectations</li> <li>PAX Good Behaviour Game</li> <li>Start developing routine (stop,start)</li> </ul> <p>1. <b>Continue plans for the year:</b></p> <ol style="list-style-type: none"> <li>Christmas presentation (individuals who can read music will work on their specific instrument and music pieces I've given them)</li> <li>Rest of the students will start learning notes with flash cards in order to get ready to play music</li> <li>Make final decision on 2 songs to perform at holiday concert</li> </ol>	<p><b>Lesson / Instruction</b></p> <p><b>Review:</b></p> <ul style="list-style-type: none"> <li>Classroom rules/expectations</li> <li>PAX Good Behaviour Game</li> <li>Start developing routine (stop,start)</li> <li>Talk about plans for the year <ul style="list-style-type: none"> <li>Christmas presentation (individuals will work on their specific instrument and music pieces I've given them)</li> <li>Rest of the students will start learning notes with flash cards in order to get ready to play music <ul style="list-style-type: none"> <li>TWO songs to perform for Christmas Concert <ul style="list-style-type: none"> <li>Deck the Halls (Band)</li> <li>Frosty the Snowman (Vocal) Tom on Guitar/Me on the Piano?</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p><b>Review:</b></p> <ul style="list-style-type: none"> <li>Classroom rules/expectations</li> <li>PAX Good Behaviour Game</li> <li>Start developing routine (stop,start)</li> <li>Talk about plans for the year <ul style="list-style-type: none"> <li>Christmas presentation (individuals will work on their specific instrument and music pieces I've given them)</li> <li>Rest of the students will start learning notes with flash cards in order to get ready to play music, and work on practice pieces I've given them to get more proficient with their instrument</li> <li>TWO songs to sing for Christmas Concert</li> </ul> </li> </ul>	<p><b>Lesson / Instruction</b></p> <p><b>Review:</b></p> <ul style="list-style-type: none"> <li>Classroom rules/expectations</li> <li>PAX Good Behavior Game</li> <li>Start developing routine (stop,start)</li> <li>Talk about plans for the year <ul style="list-style-type: none"> <li>Christmas presentation (individuals will work on their specific instrument and music pieces I've given them)</li> <li>Rest of the students will start learning notes with flash cards in order to get ready to play music, and work on practice pieces I've given them to get more proficient with their instrument</li> <li>TWO songs to sing for Christmas Concert <ul style="list-style-type: none"> <li>Deck the Halls (Band)</li> <li>Vote on <ol style="list-style-type: none"> <li>Frosty the Snowman (Vocal)</li> <li>The Christmas Song (Vocal)</li> <li>Silver Bells (Vocal)</li> </ol> </li> </ul> </li> </ul> </li> </ul>	<p><b>Lesson / Instruction</b></p> <p><b>Review:</b></p> <ul style="list-style-type: none"> <li>Classroom rules/expectations</li> <li>PAX Good Behavior Game</li> <li>Start developing routine (stop,start)</li> <li>Talk about plans for the year <ul style="list-style-type: none"> <li>Christmas presentation (individuals will work on their specific instrument and music pieces I've given them)</li> <li>Rest of the students will start learning notes with flash cards in order to get ready to play music, and work on practice pieces I've given them to get more proficient with their instrument</li> <li>TWO songs to sing for Christmas Concert <ul style="list-style-type: none"> <li>Deck the Halls (Band)</li> <li>Vote on <ol style="list-style-type: none"> <li>Frosty the Snowman (Vocal)</li> <li>The Christmas Song (Vocal)</li> <li>Silver Bells (Vocal)</li> </ol> </li> </ul> </li> </ul> </li> </ul>
<p><b>Materials / Resources / Technology</b></p> <ul style="list-style-type: none"> <li>List of Christmas Songs for Voting</li> <li>Music Instructional Books for students who can read music</li> <li>Instruments</li> <li>Flash cards of musical notes for beginning students to begin reading music</li> </ul>	<p><b>Materials / Resources / Technology</b></p> <ul style="list-style-type: none"> <li>List of Christmas Songs for Voting</li> <li>Music Instructional Books</li> <li>Instruments</li> </ul>		<p><b>Materials / Resources / Technology</b></p>	<p><b>Materials / Resources / Technology</b></p>
<b>Standards</b>				

**MU:Cr1.1** Imagine - Generate musical ideas for various purposes and contexts.

**MU:Cr2.1** Plan and Make - Select and develop musical ideas for defined purposes and contexts

**MU:Cr3.1** Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

**MU:Pr5.1** Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

**Band/Choir 6  
9:33am - 10:25am**

- Objective:**
- Practice individual pieces for holiday concert as well as practice music flash cards to learn to read music

**Lesson / Instruction**

- Review: (10 min)**
- Classroom rules/expectations
  - PAX Good Behavior Game
  - Developing routine (stop,start)
  - Work on plans for the year
    - Christmas presentation:
      - Chorus (all) - Let it Snow!, Let it Snow!, Let it Snow!

**Standards**

- MU:Cr2.1** Plan and Make - Select and develop musical ideas for defined purposes and contexts
- MU:Cr3.1** Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.
- MU:Cr1.1** Imagine - Generate musical ideas for various purposes and contexts.

**Band/Choir 6  
9:33am - 10:25am**

- Objective:**
- Practice individual pieces for holiday concert as well as practice music flash cards to learn to read music

**Lesson / Instruction**

- Review: (10 min)**
- Classroom rules/expectations
  - PAX Good Behaviour Game
  - Developing routine (stop,start)
  - Work on plans for the year
    - Christmas presentation:
      - Chorus (all) - Let it Snow!, Let it Snow!, Let it Snow!
      - Duet: Ava and Aliya Singing, Percussion: Rest of Class "All I Want for Christmas"
      - Solo with Ukulele: Ella (she will write)

- Deck the Halls (Band)
- Frosty the Snowman (Vocal) Voted on

**Materials / Resources / Technology**

- Flash Cards
- Music Instructional Books
- Instruments

**Standards**

- MU:Cr1.1** Imagine - Generate musical ideas for various purposes and contexts.
- MU:Cr2.1** Plan and Make - Select and develop musical ideas for defined purposes and contexts
- MU:Cr3.1** Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

**Band/Choir 6  
9:33am - 10:25am**

- Objective:**
- Practice individual pieces for holiday concert as well as practice music flash cards to learn to read music

**Lesson / Instruction**

- Review: (10 min)**
- Classroom rules/expectations
  - PAX Good Behaviour Game
  - Developing routine (stop,start)
  - Work on plans for the year

- Music Instructional Books
- Instruments

**Standards**

- MU:Cr1.1** Imagine - Generate musical ideas for various purposes and contexts.
- MU:Cr2.1** Plan and Make - Select and develop musical ideas for defined purposes and contexts
- MU:Cr3.1** Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

**Band/Choir 6  
9:33am - 10:25am**

- Objective:**
- Practice individual pieces for holiday concert as well as practice music flash cards to learn to read music

**Lesson / Instruction**

- Review: (10 min)**
- Classroom rules/expectations
  - PAX Good Behaviour Game
  - Developing routine (stop,start)
  - Work on plans for the year
    - Christmas presentation:
      - Chorus (all) - Let it Snow!, Let it Snow!, Let it Snow!
      - Duet: Ava and Aliya Singing, Percussion: Rest of Class "All I Want for Christmas"

- Duet: Ava and Aliya Singing, Percussion: Rest of Class "All I Want for Christmas"
- Solo with Ukulele: Ella (she will write Christmas lyrics for a song she can already play)
- Duelling Piano: Rooney and Kellen "We Wish You A Merry Christmas"

**Procedure:**

1. 9:33 - 9:50 Practice Instruments/Songs
2. 9:50 - 10:10 Music Flashcards
3. 10:10 - 10:20 Review on Board
4. 10:20-10:25 Flashcards

**Note:** Once we achieve 80% efficiency we will play a song in Treble Clef notes only on the ukulele. Then we will start memorising the bass clef notes.

**Materials / Resources / Technology**

- PAX posters
- Sheet Music (for piano)
- Music Note Flash cards

**Standards**

**MU:Cr1.1** Imagine - Generate musical ideas for various purposes and contexts.

**MU:Cr2.1** Plan and Make - Select and develop musical ideas for defined purposes and contexts

Christmas lyrics for a song she can already play)

- Duelling Piano: Rooney and Kellen "We Wish You A Merry Christmas"

**Procedure:**

1. 9:33 - 9:50 Practice Instruments/Songs
2. 9:50 - 10:10 Music Flashcards
3. 10:10 - 10:20 Review on Board
4. 10:20-10:25 Flashcards

**Note:** Once we achieve 80% efficiency we will play a song in Treble Clef notes only on the ukulele. Then we will start memorising the bass clef notes.

**Materials / Resources / Technology**

- PAX posters
- Sheet Music (for piano)
- Music Note Flash cards

**Standards**

**MU:Cr1.1** Imagine - Generate musical ideas for various purposes and contexts.

**MU:Cr2.1** Plan and Make - Select and develop musical ideas for defined purposes and contexts

**MU:Cr3.1** Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

**Prep 10:28am - 11:30am**

- Christmas presentation:
  - Chorus (all) - Let it Snow!, Let it Snow!, Let it Snow!
  - Duet: Ava and Aliya Singing, Percussion: Rest of Class "All I Want for Christmas"
  - Solo with Ukulele: Ella (she will write Christmas lyrics for a song she can already play)
  - Duelling Piano: Rooney and Kellen "We Wish You A Merry Christmas"

**Procedure:**

1. 9:33 - 9:50 Practice Instruments/Songs
2. 9:50 - 10:10 Music Flashcards
3. 10:10 - 10:20 Review on Board
4. 10:20-10:25 Flashcards

**Note:** Once we achieve 80% efficiency we will play a song in Treble Clef notes only on the ukulele. Then we will start memorising the bass clef notes.

**Materials / Resources / Technology**

- PAX posters
- Sheet Music (for piano)
- Music Note Flash cards

**Standards**

**MU:Cr1.1** Imagine - Generate musical ideas for various purposes and contexts.

- Solo with Ukulele: Ella (she will write Christmas lyrics for a song she can already play)
- Duelling Piano: Rooney and Kellen "We Wish You A Merry Christmas"

**Procedure:**

1. 9:33 - 9:50 Practice Instruments/Songs
2. 9:50 - 10:10 Music Flashcards
3. 10:10 - 10:20 Review on Board
4. 10:20-10:25 Flashcards

**Note:** Once we achieve 80% efficiency we will play a song in Treble Clef notes only on the ukulele. Then we will start memorising the bass clef notes.

**Materials / Resources / Technology**

- PAX posters
- Sheet Music (for piano)
- Music Note Flash cards

**Standards**

**MU:Cr1.1** Imagine - Generate musical ideas for various purposes and contexts.

**MU:Cr2.1** Plan and Make - Select and develop musical ideas for defined purposes and contexts

**MU:Cr3.1** Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

**MU:Cr3.1** Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

**Prep 10:28am - 11:30am**

**Lunch 11:30am - 12:15pm**

**PE PK 12:15pm - 1:00pm**

**First Gym Class for Preschoolers**

**Lesson / Instruction**

GO OUTSIDE FOR THIS ACTIVITY!

**Review Procedures: (10 min)**

- Introductions
- Classroom rules/ expectations
- CATCH PE Rules
- Introduce PAX Good Behaviour Game
- Start developing routine (stop,start)

**Warm-up (5 min)**

- The S Trail (Card 7)

**Go Fitness (12 min)**

**Catch 'em Quick**

**Activities**

- Squirm, Wiggle, Jiggle (Card 56)

**Go Activity (15 min)**

- Dribbling & Kicking (feet) Activities (Card 204)

**Cool-down (5 min)**

- Fast Walk (Card 4)

**Materials / Resources / Technology**

- Music/Whistle/Drum
- Soccer Ball

**Standards**

**2.2h** Perform large motor movement alone or with others.

**Lunch 11:30am - 12:15pm**

**Music K 12:15pm - 1:00pm**

**First Music Class for Kindergarteners**

**Objective:**

- Establishing a Routine
- Repertoire, vocal tone production
- Rhythm patterns, unpitched percussion technique
- Pulse, pulse against rhythm
- Prepare SM, high/low

**Lesson / Instruction**

1. **Discuss Rules and PAX Game**
2. **DISCUSS HOLIDAY CONCERT AND SINGING WITH PRESCHOOL**
3. **2. Game Plan: Sept: Week #1 (Sing and Piano)**
  1. **(1-2 mins) Song: "Welcome Boys and Girls"**
    1. Page #1 in Lesson Plan Book
  2. **(5-8 mins) Song: "Going' to the Farm"**
    1. Page # 2 in Lesson Plan Book
  3. **(8-10 mins) Song with Instruments: "Listen to the Ducks"**
    1. Materials:
      1. Piano
      2. BX
      3. Lummi Sticks
4. **(5-8 mins) Speech Activity with Movement: "Little Ducks"**
5. **Song: "Old MacDonald"**
  1. Materials:

**MU:Cr2.1** Plan and Make - Select and develop musical ideas for defined purposes and contexts

**MU:Cr3.1** Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

**Prep 10:28am - 11:30am**

**Lunch 11:30am - 12:15pm**

**PE 1 12:15pm - 1:00pm**

**Lesson / Instruction**

GO OUTSIDE FOR THIS ACTIVITY!

**Review Procedures: (10 min)**

- Introductions
- Classroom rules/ expectations
- CATCH PE Rules
- Introduce PAX Good Behaviour Game
- Start developing routine (stop,start)

**Warm-up (5 min)**

- The S Trail (Card 7)

**Go Fitness (12 min)**

**Catch 'em Quick**

**Activities**

- Squirm, Wiggle, Jiggle (Card 56)

**Go Activity (15 min)**

- Dribbling & Kicking (feet) Activities (Card 204)

**Cool-down (5 min)**

- Fast Walk

**Materials / Resources / Technology**

- Music/Whistle/Drum
- Soccer Ball

**Prep 10:28am - 11:30am**

**Lunch 11:30am - 12:15pm**

**Music 1 12:15pm - 1:00pm**

**Objective:**

- Pulse, unpitched rhythm technique
- Same and different
- High/low

**Lesson / Instruction**

**Review Procedures:**

- Introduce procedures and PAX Good Behaviour Program
- Introduce students to classroom procedures (entering and exiting room, seating, etc.)
- Introduce students to activities that include singing and movement

**1. DISCUSS HOLIDAY CONCERT AND SINGING WITH PRESCHOOL**

**2. Game Plan: Sept: Week #1**

1. **(2 mins) Movement Game: Follow the Leader**
  1. Page #1 in Lesson Plan Book
  2. Materials:
    1. Short Piece of Recorded Music
2. **(15 mins) Song with Instruments: "Welcome Back to School"**
  1. Page #2 Lesson Book
  2. Materials:
    1. piano
    2. wood block
    3. tambourine
    4. cowbell
    5. triangle
    6. hand drum
    7. guiro (scrapper)
3. **(5-10 mins) Movement**

**2.3f** Demonstrate an awareness of her body in space.

**2.6c** Initiate active play, exploration, and engagement with the environment.

**2.6d** Participate in simple games, dance, outdoor play, and other forms of movement.

**PE 4 1:00pm - 1:45pm**

**FRISBEE UNIT**

**Objective:**

- Increase cardiovascular efficiency

**Lesson / Instruction**

GO OUTSIDE FOR THIS ACTIVITY!

**Procedures: (10 min)**

- Bathroom
- Drinks
- 3 Laps
- Meet in the Center Circle
- Classroom rules/expectations
- CATCH PE Rules
- Refresher on Good Behaviour Game

**Warm-up (5 min)**

- Fast Walk (Card 4)

**Go Fitness (12 min)**

- Veins and Arteries (Card 30) Use for 2 or 3 lessons

**Go Activity (15 min)**

- Flying Disk (Card 421-424): Skill Development Activity (2-4 mins.)
  - Throwing
    - Backhand Throw
    - Forehand Throw
    - Curving the Flying Disk
  - Catching

- Piano
- Try out Bells for Bell Choir - "Jingle Bells"

**Materials / Resources / Technology**

- Piano/guitar
- Lummi sticks
- Tambourine
- Cowbell
- Triangle
- Hand drum
- Guiro (slotted stick)

**Standards**

**MU:Cr1.1.Ka** With guidance, explore and experience music concepts (such as beat and melodic contour).

**MU:Pr4.2.Ka** With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.

**MU:Cr1.1** Imagine - Generate musical ideas for various purposes and contexts.

**MU:Cr2.1** Plan and Make - Select and develop musical ideas for defined purposes and contexts

**MU:Cr3.1** Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

**MU:Cr3.2** Present - Share creative musical work that conveys intent, demonstrates

**Standards**

**1.PE.1** Perform most basic locomotor, nonlocomotor, and manipulative skills using mature patterns.

**1.PE.3** Move in self-space.

**1.PE.4** Differentiate between fast and slow speeds, strong and light force.

**1.PE.7** Actively engage in health enhancement class.

**1.PE.9** Identify warm-up and cool-down activities related to vigorous physical activity.

**1.PE.10** Accept personal responsibility by using equipment and space appropriately.

**1.PE.11** Follow the rules or parameters of the learning environment.

**1.PE.12** Respond appropriately to general feedback from a teacher.

**1.PE.14** Work independently with others in a variety of class environments.

**Music 3 1:00pm - 1:45pm**

**Objectives:**

- Pulse, SML
- Rhythm patterns, phrase
- Mallet technique, AB
- Repertoire, phrase

**Lesson / Instruction**

- Review Rules and PAX Game

**Game: "Move and Freeze"**

- Page #2 Lesson Book
- Materials:
  - Hand Drum
- (5 mins) Speech Activity: "Five Little Monkeys"

**Materials / Resources / Technology**

- Piano
- Wood block
- Tambourine
- Cowbell
- Triangle
- Hand drum
- Quiro (scraper)

**PE K 1:00pm - 1:45pm**

**First PE Class for Kindergarteners**

**Lesson / Instruction**

GO OUTSIDE FOR THIS ACTIVITY!

**Review Procedures: (10 min)**

- Introductions
- Classroom rules/expectations
- CATCH PE Rules
- Introduce PAX Good Behaviour Game
- Start developing routine (stop,start)

**Warm-up (5 min)**

- The S Trail (Card 7)

**Go Fitness (12 min)**

**Catch 'em Quick Activities**

- Squirm, Wiggle, Jiggle (Card 56)

**Go Activity (15 min)**

- Dribbling & Kicking (feet) Activities (Card 204)

**Cool-down (5 min)**

- Fast Walk (Card 4)

**Materials / Resources / Technology**

- Alligator Catch
- Thumbs Down Catch
- Thumbs Up Catch
- Safety
  - "Throw to, not at others"
  - "Look before they throw"
  - "Follow start and stop signals"

**Cool-down (5 min)**

- The S Trail ( Card 5)

**Notes:**  
Have students follow the leaders in an S pattern, then switch the person in the back to the the front.

**Materials / Resources / Technology**  
Frisbee

**Standards**

**4.PE.1** Use a combination of motor skills to engage in a variety of activities.

**4.PE.9** Engage in warm-up and cool-down activities related to cardio-respiratory fitness assessment.

**4.PE.10** Demonstrate responsible behavior in independent group situations.

**4.PE.13** Adhere to rules of etiquette in a variety of physical activities.

**4.PE.16** Work safely with peers and equipment in physical activity settings.

**PE 3 2:00pm - 2:45pm**

**FRISBEE UNIT**

**Lesson / Instruction**

craftsmanship, and exhibits originality.

**PE 5 1:45pm - 2:30pm**

**FRISBEE UNIT**

**Objective:**

- Increase cardiovascular efficiency

**Lesson / Instruction**

GO OUTSIDE FOR THIS ACTIVITY!

**Procedures: (10 min)**

- Bathroom
- Drinks
- 3 Laps
- Meet in the Center Circle
- Classroom rules/ expectations
- CATCH PE Rules
- Refresher on Good Behavior Game

**Warm-up (5 min)**

- Fast Walk (Card 4)

**Go Fitness (12 min)**

- Veins and Arteries (Card 30) Use for 2 or 3 lessons

**Go Activity (15 min)**

- Flying Disk (Card 421-424):
  - Skill Development Activity (2-4 mins.)
    - Throwing
      - Backhand Throw
      - Forehand Throw
      - Curving the Flying Disk
    - Catching
      - Alligator Catch
      - Thumbs Down Catch
      - Thumbs Up Catch
    - Safety

2. **DISCUSS HOLIDAY CONCERT**

3. **2. Game Plan: Sept: Week #1 (Sing and Piano)**

1. (12-15 mins) **Song with Movement: "Up the Ladder"**
  1. Page #1 in Lesson Plan Book
  2. Materials:
    1. Piano
2. (1-2 mins) **Rhythmic Procedure: Snap, Clap, Pat, Stomp**
  1. Page #2 Lesson Book
3. (15-18 mins) **Speech Activity with Instruments: "Fuzzy Wuzzy"**
  1. Page #3 Lesson Book
    1. Materials: Barred Instruments, Conga Drum
4. (5-8 mins) **Song with Movement: "Down to the Baker's Shop"**
  1. Materials: Piano

**Materials / Resources / Technology**  
Piano, Barred Instruments, Conga Drum

**Standards**

**MU:Pr4.2** Analyze - Analyze the structure and context of varied musical works and their implications for performance.

**MU:Re7.1** Select - Choose music appropriate for a specific purpose or context.

Music/Whistle/Drum

**Standards**

**K.PE.1** Perform basic locomotor, nonlocomotor, and manipulative skills.

**K.PE.3** Move in different pathways, general space with different speeds, and in personal space to a rhythm.

**K.PE.6** Actively participate in health enhancement class.

**K.PE.8** Practice warm-up and cool-down activities relative to vigorous physical activity.

**K.PE.9** Follow directions in group settings (e.g., safe behaviors, following rules, taking turns).

**K.PE.10** Acknowledge responsibility for behavior when prompted.

**K.PE.11** Follow instruction and direction when prompted.

**PE 2 2:00pm - 2:45pm**

**Dribbling and Kicking Unit (Feet)**

**Lesson / Instruction**

GO OUTSIDE FOR THIS ACTIVITY!

**Review Procedures: (10 min)**

- Introductions
- Classroom rules/ expectations
- CATCH PE Rules
- Introduce PAX Good Behaviour Game
- Start developing routine (stop,start)

GO OUTSIDE FOR THIS ACTIVITY!

**Objective:**

- Increase cardiovascular efficiency

**Procedures: (10 min)**

- Bathroom
- Drinks
- 3 Laps
- Meet in the Center Circle
- Classroom rules/expectations
- CATCH PE Rules
- Refresher on Good Behaviour Game

**Warm-up (5 min)**

- Fast Walk ( Card 4)

**Go Fitness (12 min)**

- Veins and Arteries (Card 30) Use for 2 or 3 lessons

**Go Activity (15 min)**

- Flying Disk (Card 421-424): Skill Development Activity (2-4 mins.)
  - Throwing
    - Backhand Throw
    - Forehand Throw
    - Curving the Flying Disk
  - Catching
    - Alligator Catch
    - Thumbs Down Catch
    - Thumbs Up Catch
  - Safety
    - "Throw to, not at others"
    - "Look before they throw"
    - "Follow start and stop signals"

**Cool-down (5 min)**

- The S Trail (Card 5)

**Notes:**

Have students follow the leaders in an S pattern,

- "Throw to, not at others"
- "Look before they throw"
- "Follow start and stop signals"

**Cool-down (5 min)**

- The S Trail (Card 5)

**Notes:** Have students follow the leaders in an S pattern, then switch the person in the back to the front.

**Materials / Resources / Technology**

Frisbee

**Standards**

- 5.PE.1** Exhibit competency in fundamental motor skills and selected combinations of skills.
- 5.PE.7** Actively participate in all activities of health enhancement class.
- 5.PE.9** Identify the need for warm-up and cool-down activities related to various physical activities.
- 5.PE.10** Participate in physical activity with responsible interpersonal behavior.
- 5.PE.11** Participate with responsible personal behavior in a variety of physical activity contexts, environments, and facilities.
- 5.PE.16** Apply safety principles with physical activities.

**Music 4 1:45pm - 2:30pm**

**Objective:**

- Pulse, rondo
- Rhythm patterns, phrase

**Lesson / Instruction**

**Review Procedures:**

- Introduce procedures and PAX Good Behaviour Program
- Introduce students to classroom procedures (entering and exiting room, seating, etc.)
- Introduce students to activities that include singing and movement

**1. DISCUSS HOLIDAY CONCERT**

**2. Game Plan: Sept: Week #1 (Sing and Piano)**

- (10-12 mins) Speech Activity: "Name Game"**
  - Page #1 in Lesson Plan Book
  - Materials:
    - Hands for Clapping and Patting
- (1-2 mins) Rhythmic Training**
  - Page #2 Lesson Book
- (5 mins) Movement Game: "Things of Beauty"**
  - Page #2 Lesson Book
  - Materials:
    - Recording: "Le van Polkka" from Things of Beauty - Loituma, Timer
- (20-25 mins) Song with Instruments: "Listen"** Objective: crossover bordum, rondo, mallet technique, classify pitched percussion
  - Materials:

**Warm-up (5 min)**

- The S Trail (Card 7)

**Go Fitness (12 min)**

**Catch 'em Quick**

**Activities**

- Squirm, Wiggle, Jiggle (Card 56)

**Go Activity (15 min)**

- Dribbling & Kicking (feet) Activities (Card 204)

**Cool-down (5 min)**

- Fast Walk

**Materials / Resources / Technology**

- Music/Whistle/Drum
- Soccer Ball

**Standards**

- 2.PE.1** Perform basic locomotor, nonlocomotor, and manipulative skills in mature patterns.
- 2.PE.7** Actively engage in health enhancement class in response to instruction and practice.
- 2.PE.9** Describe warm-up and cool-down activities related to vigorous physical activity.
- 2.PE.11** Accept responsibility for class protocols with behavior and performance actions.
- 2.PE.12** Accept specific corrective feedback from a teacher.
- 2.PE.16** Work independently and safely in physical activity settings.
- 2.PE.14** Work independently with others in partner environments.

then switch the person in the back to the the front.

**Materials / Resources / Technology**

Frisbee

**Standards**

**3.PE.1** Perform a combination of motor skills in various contexts.

**3.PE.4** Recognize the concept of open space in movement context.

**3.PE.9** Recognize the importance of warm-up and cool-down activities related to vigorous physical activity.

**3.PE.10** Practice personal responsibility in teacher-directed activities.

**3.PE.12** Accept and implement specific corrective teacher feedback.

**3.PE.13** Recognize the role of rules and etiquette in physical activity with peers.

**3.PE.14** Support and work cooperatively with others.

**Q1 Band (TBD)**  
**2:45pm - 3:30pm**

**5.PE.14** Accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects.

**5.PE.15** Accept other's ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.

**Q1 Band (TBD)**  
**2:45pm - 3:30pm**

1. Chart #1 (see example in APPENDIX A)

**Materials / Resources / Technology**

- Recording: "Levan Polkka" from Things of Beauty - Loituma, Timer
- Chart #1 (see example in APPENDIX A)

**Standards**

**MU:Pr4.2** Analyze - Analyze the structure and context of varied musical works and their implications for performance.

**MU:Pr4.3** Interpret - Develop personal interpretations that consider creators' intent.

**MU:Pr4.2.4a** Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.

**2.PE.15** Recognize ways to accept other's ideas, cultural diversity, and body types during games and physical activities.

**2.PE.13** Recognize the role of rules and etiquette in teacher-designed physical activities.

**Q1 Band (TBD)**  
**2:45pm - 3:30pm**