

Monday 11/14/2022	Tuesday 11/15/2022	Wednesday 11/16/2022	Thursday 11/17/2022	Friday 11/18/2022
<b>Breakfast Duty 8:00am - 8:30am</b>	<b>Breakfast Duty 8:00am - 8:30am</b>	<b>Breakfast Duty 8:00am - 8:30am</b>	<b>Breakfast Duty 8:00am - 8:30am</b>	<b>Breakfast Duty 8:00am - 8:30am</b>
<b>Band/Choir 7 &amp; 8 8:35am - 9:30am</b>	<b>Band/Choir 7 &amp; 8 8:35am - 9:30am</b>	<b>Band/Choir 7 &amp; 8 8:35am - 9:30am</b>	<b>Band/Choir 7 &amp; 8 8:35am - 9:30am</b>	<b>Band/Choir 7 &amp; 8 8:35am - 9:30am</b>
<b>Objective:</b> <ul style="list-style-type: none"> <li>Obtain 100% proficiency on each instrument individually</li> <li>Play together in sync with remaining instruments to the best of their ability</li> <li>Sing as a choir to chosen holiday song to 95% accuracy</li> </ul>	<b>Objective:</b> <ul style="list-style-type: none"> <li>Obtain 100% proficiency on each instrument individually</li> <li>Play together in sync with remaining instruments to the best of their ability</li> <li>Sing as a choir to chosen holiday song to 95% accuracy</li> </ul>	<b>Objective:</b> <ul style="list-style-type: none"> <li>Obtain 100% proficiency on each instrument individually</li> <li>Play together in sync with remaining instruments to the best of their ability</li> <li>Sing as a choir to chosen holiday song to 95% accuracy</li> </ul>	<b>Objective:</b> <ul style="list-style-type: none"> <li>Obtain 100% proficiency on each instrument individually</li> <li>Play together in sync with remaining instruments to the best of their ability</li> <li>Sing as a choir to chosen holiday song to 95% accuracy</li> </ul>	<b>Objective:</b> <ul style="list-style-type: none"> <li>Obtain 100% proficiency on each instrument individually</li> <li>Play together in sync with remaining instruments to the best of their ability</li> <li>Sing as a choir to chosen holiday song to 95% accuracy</li> </ul>
<b>Lesson / Instruction</b> <b>Procedure:</b> <ol style="list-style-type: none"> <li>Begin class with warm up scales</li> <li>Play 2 or three songs from the Standard of Excellence Conductor/ Student Copies</li> <li>Have some of the class work on note flash cards</li> <li>Allow students to practice on individual instruments for concert</li> </ol>	<b>Lesson / Instruction</b> <b>Procedure:</b> <ol style="list-style-type: none"> <li>Begin class with warm up scales</li> <li>Play 2 or three songs from the Standard of Excellence Conductor/ Student Copies</li> <li>Have some of the class work on note flash cards</li> <li>Allow students to practice on individual instruments for concert</li> </ol>	<b>Lesson / Instruction</b> <b>Procedure:</b> <ol style="list-style-type: none"> <li>Begin class with warm up scales</li> <li>Play 2 or three songs from the Standard of Excellence Conductor/ Student Copies</li> <li>Have some of the class work on note flash cards</li> <li>Allow students to practice on individual instruments for concert</li> </ol>	<b>Lesson / Instruction</b> <b>Procedure:</b> <ol style="list-style-type: none"> <li>Begin class with warm up scales</li> <li>Play 2 or three songs from the Standard of Excellence Conductor/ Student Copies</li> <li>Have some of the class work on note flash cards</li> <li>Allow students to practice on individual instruments for concert</li> </ol>	<b>Lesson / Instruction</b> <b>Procedure:</b> <ol style="list-style-type: none"> <li>Begin class with warm up scales</li> <li>Play 2 or three songs from the Standard of Excellence Conductor/ Student Copies</li> <li>Have some of the class work on note flash cards</li> <li>Allow students to practice on individual instruments for concert</li> </ol>
<b>Standards</b> MU:Cn10.0, MU:Cr1.1, MU:Cr2.1, MU:Cr3.1, MU:Cr1.1.8a, MU:Cr2.1.8b, MU:Cr3.1.8a, MU:Pr4.1, MU:Pr4.2, MU:Pr5.1, MU:Pr6.1, MU:Pr4.2.8b, MU:Pr4.2.8c, MU:Pr4.3.8a, MU:Pr5.1.8a, MU:Pr6.1.8a, MU:Re7.1,	<b>Standards</b> MU:Cn10.0, MU:Cr1.1, MU:Cr2.1, MU:Cr3.1, MU:Cr1.1.8a, MU:Cr2.1.8b, MU:Cr3.1.8a, MU:Pr4.1, MU:Pr4.2, MU:Pr5.1, MU:Pr6.1, MU:Pr4.2.8b, MU:Pr4.2.8c, MU:Pr4.3.8a, MU:Pr5.1.8a, MU:Pr6.1.8a, MU:Re7.1,	<b>Standards</b> MU:Cn10.0, MU:Cr1.1, MU:Cr2.1, MU:Cr3.1, MU:Cr1.1.8a, MU:Cr2.1.8b, MU:Cr3.1.8a, MU:Pr4.1, MU:Pr4.2, MU:Pr5.1, MU:Pr6.1, MU:Pr4.2.8b, MU:Pr4.2.8c, MU:Pr4.3.8a, MU:Pr5.1.8a, MU:Pr6.1.8a, MU:Re7.1,	<b>Standards</b> MU:Cn10.0, MU:Cr1.1, MU:Cr2.1, MU:Cr3.1, MU:Cr1.1.8a, MU:Cr2.1.8b, MU:Cr3.1.8a, MU:Pr4.1, MU:Pr4.2, MU:Pr5.1, MU:Pr6.1, MU:Pr4.2.8b, MU:Pr4.2.8c, MU:Pr4.3.8a, MU:Pr5.1.8a, MU:Pr6.1.8a, MU:Re7.1,	<b>Standards</b> MU:Cn10.0, MU:Cr1.1, MU:Cr2.1, MU:Cr3.1, MU:Cr1.1.8a, MU:Cr2.1.8b, MU:Cr3.1.8a, MU:Pr4.1, MU:Pr4.2, MU:Pr5.1, MU:Pr6.1, MU:Pr4.2.8b, MU:Pr4.2.8c, MU:Pr4.3.8a, MU:Pr5.1.8a, MU:Pr6.1.8a, MU:Re7.1,

MU:Re8.1, MU:Re7.1.8a	MU:Re8.1, MU:Re7.1.8a	MU:Re8.1, MU:Re7.1.8a	MU:Re8.1, MU:Re7.1.8a	MU:Re8.1, MU:Re7.1.8a
<b>Band/Choir 6</b> 9:33am - 10:25am	<b>Band/Choir 6</b> 9:33am - 10:25am	<b>Band/Choir 6</b> 9:33am - 10:25am	<b>Band/Choir 6</b> 9:33am - 10:25am	<b>Band/Choir 6</b> 9:33am - 10:25am
<b>Objective:</b> • Practice to 100% proficiency	<b>Objective:</b> • Practice to 100% proficiency	<b>Objective:</b> • Practice to 100% proficiency	<b>Objective:</b> • Practice to 100% proficiency	<b>Objective:</b> • Practice to 100% proficiency
<b>Lesson / Instruction</b> <b>Procedure:</b> 1. Begin class with warm-up scales 2. Play 2 or three songs from the Standard of Excellence Conductor/ Student Copies 3. Have some of the class work on note flashcards 4. Allow students to practice on individual instruments for concert	<b>Lesson / Instruction</b> <b>Procedure:</b> 1. Begin class with warm-up scales 2. Play 2 or three songs from the Standard of Excellence Conductor/ Student Copies 3. Have some of the class work on note flashcards 4. Allow students to practice on individual instruments for concert	<b>Lesson / Instruction</b> <b>Procedure:</b> 1. Begin class with warm-up scales 2. Play 2 or three songs from the Standard of Excellence Conductor/ Student Copies 3. Have some of the class work on note flashcards 4. Allow students to practice on individual instruments for concert	<b>Lesson / Instruction</b> <b>Procedure:</b> 1. Begin class with warm-up scales 2. Play 2 or three songs from the Standard of Excellence Conductor/ Student Copies 3. Have some of the class work on note flashcards 4. Allow students to practice on individual instruments for concert	<b>Lesson / Instruction</b> <b>Procedure:</b> 1. Begin class with warm-up scales 2. Play 2 or three songs from the Standard of Excellence Conductor/ Student Copies 3. Have some of the class work on note flashcards 4. Allow students to practice on individual instruments for concert
<b>Standards</b> MU:Re9.1.6a, MU:Cn10.0, MU:Cr2.1, MU:Cr1.1, MU:Cr3.1, MU:Cr3.2, MU:Cr1.1.6a, MU:Cr2.1.6a, MU:Cr2.1.6b, MU:Cr3.1.6a, MU:Cr3.1.6b, MU:Pr5.1, MU:Pr6.1, MU:Pr4.1.6a, MU:Pr4.2.6b, MU:Pr5.1.6a, MU:Pr6.1.6a, MU:Re7.1, MU:Re7.1.6a	<b>Standards</b> MU:Re9.1.6a, MU:Cn10.0, MU:Cr2.1, MU:Cr1.1, MU:Cr3.1, MU:Cr3.2, MU:Cr1.1.6a, MU:Cr2.1.6a, MU:Cr2.1.6b, MU:Cr3.1.6a, MU:Cr3.1.6b, MU:Pr5.1, MU:Pr6.1, MU:Pr4.1.6a, MU:Pr4.2.6b, MU:Pr5.1.6a, MU:Pr6.1.6a, MU:Re7.1, MU:Re7.1.6a	<b>Standards</b> MU:Re9.1.6a, MU:Cn10.0, MU:Cr2.1, MU:Cr1.1, MU:Cr3.1, MU:Cr3.2, MU:Cr1.1.6a, MU:Cr2.1.6a, MU:Cr2.1.6b, MU:Cr3.1.6a, MU:Cr3.1.6b, MU:Pr5.1, MU:Pr6.1, MU:Pr4.1.6a, MU:Pr4.2.6b, MU:Pr5.1.6a, MU:Pr6.1.6a, MU:Re7.1, MU:Re7.1.6a	<b>Standards</b> MU:Re9.1.6a, MU:Cn10.0, MU:Cr2.1, MU:Cr1.1, MU:Cr3.1, MU:Cr3.2, MU:Cr1.1.6a, MU:Cr2.1.6a, MU:Cr2.1.6b, MU:Cr3.1.6a, MU:Cr3.1.6b, MU:Pr5.1, MU:Pr6.1, MU:Pr4.1.6a, MU:Pr4.2.6b, MU:Pr5.1.6a, MU:Pr6.1.6a, MU:Re7.1, MU:Re7.1.6a	<b>Standards</b> MU:Re9.1.6a, MU:Cn10.0, MU:Cr2.1, MU:Cr1.1, MU:Cr3.1, MU:Cr3.2, MU:Cr1.1.6a, MU:Cr2.1.6a, MU:Cr2.1.6b, MU:Cr3.1.6a, MU:Cr3.1.6b, MU:Pr5.1, MU:Pr6.1, MU:Pr4.1.6a, MU:Pr4.2.6b, MU:Pr5.1.6a, MU:Pr6.1.6a, MU:Re7.1, MU:Re7.1.6a
<b>Prep 10:28am - 11:30am</b>	<b>Prep 10:28am - 11:30am</b>	<b>Prep 10:28am - 11:30am</b>	<b>Prep 10:28am - 11:30am</b>	<b>Prep 10:28am - 11:30am</b>
<b>Lunch 11:30am - 12:15pm</b>	<b>Lunch 11:30am - 12:15pm</b>	<b>Lunch 11:30am - 12:15pm</b>	<b>Lunch 11:30am - 12:15pm</b>	<b>Lunch 11:30am - 12:15pm</b>
<b>Music PK 12:15pm - 1:00pm</b>	<b>PE PK 12:15pm - 1:00pm</b>	<b>Music K 12:15pm - 1:00pm</b>	<b>PE 1 12:15pm - 1:00pm</b>	<b>Music 1 12:15pm - 1:00pm</b>
<b>Objectives:</b>	<b>Objectives:</b>	<b>Objectives:</b>	<b>Objectives:</b>	<b>Objectives:</b>

<ul style="list-style-type: none"> <li>• Pulse, fast/slow</li> <li>• repertoire, dramatic play</li> <li>• Pulse</li> <li>• Phrase</li> <li>• Unpitched percussion technique</li> </ul>	<ul style="list-style-type: none"> <li>• Learn cooperative strategies and team building skills</li> <li>• Actively participate in parachute games and challenges to utilize learned skills and develop physical fitness</li> <li>• Have fun being physically active</li> </ul>	<ul style="list-style-type: none"> <li>• Pulse, fast/slow</li> <li>• repertoire, dramatic play</li> <li>• Pulse</li> <li>• Phrase</li> <li>• Unpitched percussion technique</li> </ul>	<ul style="list-style-type: none"> <li>• Learn cooperative strategies and team building skills</li> <li>• Actively participate in parachute games and challenges to utilize learned skills and develop physical fitness</li> <li>• Have fun being physically active</li> </ul>	<ul style="list-style-type: none"> <li>• Ta/Ti-Ti, Label repeat sign</li> <li>• Vocal repertoire</li> <li>• Phrase, up/down</li> <li>• pulse</li> <li>• Unpitched percussion technique</li> <li>• Prepare SM</li> </ul>
<p><b>Lesson / Instruction</b></p> <p>1. <b>(8-10 min) Speech Activity with Game:</b> "1, 2, Buckle My Shoe" (pg 37)</p> <p><b>Materials:</b> Visual #6</p> <ol style="list-style-type: none"> <li>1. Review nursery rhythm while patting pulse</li> <li>2. Seated circle with one student in the middle, class speaks poem keeping beat while student arranges cards in order on the floor</li> <li>3. THE CHALLENGE: to arrange the cards in order before the poem is done</li> <li>4. Mix cards face up and let next student try, etc.</li> </ol>	<p><b>Lesson / Instruction</b></p> <p><b>Procedures: (10 min)</b></p> <ul style="list-style-type: none"> <li>• 3 Laps</li> <li>• Drinks</li> <li>• Bathroom</li> </ul> <p><b>Warm-Up (5 min)</b></p> <ul style="list-style-type: none"> <li>• Fast Walk (Card 6)</li> </ul> <p><b>Go Fitness - CATCH 'em Quick Activities (12 min)</b></p> <ul style="list-style-type: none"> <li>• Musical Hoops (Card 65)</li> </ul> <p><b>Go Activity (15 min) - Parachute Activities</b></p> <ul style="list-style-type: none"> <li>• Islands (Card 303-305)</li> </ul> <p><b>Need:</b> One 24 ft parachute, beanbags, balls</p> <p><b>Cool-down (5 min)</b></p> <ul style="list-style-type: none"> <li>• Fast Walk (Card 6)</li> </ul>	<p><b>Lesson / Instruction</b></p> <p>1. <b>(8-10 min) Speech Activity with Game:</b> "1, 2, Buckle My Shoe" (pg 37)</p> <p><b>Materials:</b> Visual #6</p> <ol style="list-style-type: none"> <li>1. Review nursery rhythm while patting pulse</li> <li>2. Seated circle with one student in the middle, class speaks poem keeping beat while student arranges cards in order on the floor</li> <li>3. THE CHALLENGE: to arrange the cards in order before the poem is done</li> <li>4. Mix cards face up and let next student try, etc.</li> </ol>	<p><b>Lesson / Instruction</b></p> <p><b>Procedures: (10 min)</b></p> <ul style="list-style-type: none"> <li>• 3 Laps</li> <li>• Drinks</li> <li>• Bathroom</li> </ul> <p><b>Warm-Up (5 min)</b></p> <ul style="list-style-type: none"> <li>• Fast Walk (Card 6)</li> </ul> <p><b>Go Fitness - CATCH 'em Quick Activities (12 min)</b></p> <ul style="list-style-type: none"> <li>• Musical Hoops (Card 65)</li> </ul> <p><b>Go Activity (15 min) - Parachute Activities</b></p> <ul style="list-style-type: none"> <li>• Islands (Card 303-305)</li> </ul> <p><b>Need:</b> One 24 ft parachute, beanbags, balls</p> <p><b>Cool-down (5 min)</b></p> <ul style="list-style-type: none"> <li>• Fast Walk (Card 6)</li> </ul>	<p><b>Lesson / Instruction</b></p> <p>1. <b>(10-12 min) Rhythmic Reading:</b> Engine Engine (review and extend - see pg 27) (pg. 31)</p> <p><b>Materials:</b> Visual #2, Chart #4</p> <p>2. <b>(5 min) Song:</b> "America" (pg. 31)</p> <p>3. <b>(5-8 min) Singing Game:</b> "<u>Walk and Stop</u>" (pg. 32)</p> <ol style="list-style-type: none"> <li>1. Teach song</li> <li>2. Discuss how melody id different at the end of each phrase</li> <li>3. Game: Freeze game</li> </ol> <p>4. <b>(8-10 min) Movement Game:</b> Wait a Phrase (pg 32)</p>
<p><b>Materials:</b> Piano</p> <ol style="list-style-type: none"> <li>1. Introduce song with finger play</li> <li>2. When students are proficient add movement (10 or more students laying down and rolling over and out)</li> </ol>	<p><b>Standards</b></p> <p>2.1c, 2.1e, 2.1f, 2.2a, 2.2b, 2.2c, 2.2d, 2.2e, 2.2f, 2.2g, 2.2h, 2.2i, 2.3a, 2.3b, 2.3c, 2.3d, 2.3e, 2.3f, 2.3g, 2.3h, 2.3i, 2.4a, 2.4b, 2.4c, 2.4d, 2.4e, 2.4f, 2.4g, 2.6a, 2.6b, 2.6c, 2.6d, 2.6e, 2.6f, 2.7a, 2.7b, 2.7c, 2.7d, 2.7e, 2.7f, 2.7g</p>	<p>2. <b>(10-12 min) Song with Movement:</b> "<u>Roll Over</u>" (pg 37)</p> <p><b>Materials:</b> Piano</p> <ol style="list-style-type: none"> <li>1. Introduce song with finger play</li> <li>2. When students are proficient add movement (10 or more students laying down and rolling over and out)</li> </ol>	<p><b>Standards</b></p> <p>2.1c, 2.1e, 2.1f, 2.2a, 2.2b, 2.2c, 2.2d, 2.2e, 2.2f, 2.2g, 2.2h, 2.2i, 2.3a, 2.3b, 2.3c, 2.3d, 2.3e, 2.3f, 2.3g, 2.3h, 2.3i, 2.4a, 2.4b, 2.4c, 2.4d, 2.4e, 2.4f, 2.4g, 2.6a, 2.6b, 2.6c, 2.6d, 2.6e, 2.6f, 2.7a, 2.7b, 2.7c, 2.7d, 2.7e, 2.7f, 2.7g</p>	<p><b>Materials:</b> Recording</p> <ol style="list-style-type: none"> <li>1. Students move through space according to phrases</li> </ol> <p>5. <b>(10-12 min) Speech Activity:</b> Now is the Time (pg. 33)</p> <p><b>Materials:</b> Conga Drum</p> <ol style="list-style-type: none"> <li>1. Seated, circle, discuss Thanksgiving</li> </ol>

3. (8-10 min) **Speech Activity with Game: "One Potato"** (pg 38) **Materials:** Visual #6, Bass drum or large white drum with mallet, **Somewhere to put 10 cards**

1. Teach rhythm while pounding one fist on the other palm to the pulse (alternating)
2. Place numbers on a rail (hidden)
3. After students say poem, one student selects a card and plays that many beats on the drum
4. Class counts to determine number
5. Game repeats

4. (5-8 min) **Folk Dance: "Seven Jumps"** (pg 38) **Danish Folk Song**

**Materials:** Recording

1. Seven movements to the music (skip and clap as well)

5. (8-10 min) **Finger Play: Ten Little Candles** (pg 39)

1. Echo each phrase with actions (see teachers manual)
2. Add a few instruments at the "Whh!" part

**Standards**

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

**Badminton Unit**

**Objectives:**

- Practice and improve fundamental striking and badminton skills (racket grip, forehand, backhand, ready position)
- Actively participate in badminton lead-up games and challenged to utilize learned skills and develop physical fitness
- Have fun being physically active

**Lesson / Instruction**

**Procedures: (10 min)**

- 3 Laps
- Drinks
- Bathroom

**(5 min) Introductory Activities/Warm-Up:**

1. In pairs, line up along the net line and hit back and forth

**(12 min) Skill Development-Concept Square Game – court movement patterns**

1. In pairs, make a square with 4 spots, 1 bean bag for each pair. The

3. (8-10 min) **Speech Activity with Game: "One Potato"** (pg 38) **Materials:** Visual #6, Bass drum or large white drum with mallet, **Somewhere to put 10 cards**

1. Teach rhythm while pounding one fist on the other palm to the pulse (alternating)
2. Place numbers on a rail (hidden)
3. After students say poem, one student selects a card and plays that many beats on the drum
4. Class counts to determine number
5. Game repeats

4. (5-8 min) **Folk Dance: "Seven Jumps"** (pg 38) **Danish Folk Song**

**Materials:** Recording

1. Seven movements to the music (skip and clap as well)

5. (8-10 min) **Finger Play: Ten Little Candles** (pg 39)

1. Echo each phrase with actions (see teachers manual)
2. Add a few instruments at the "Whh!" part

**Standards**

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

**Objectives:**

- Review quarter/ half/whole note
- Distinguish between Major and Minor
- SLMRD
- Rhythm patterns
- Classifying pitched percussion
- Label high Do's, ABA
- Prepare Dotted Half Note, accent

**Lesson / Instruction**

1. (3-5 min) **Movement Activity:** Major and Minor (pg 33)
2. (3-5 min) **Review whole note, 1/2 note, and quarter note** (no page number) **Material s:** Visual #4
3. (15-18 min) **Song with Instruments: "Hill and Gully Rider"** (pg 34) **Materials:** Xylo, Metallophone, BX
  1. Introduce song with claps
  2. Repeat with students singing and teacher on CBB (don't have so use BX)
  3. Remove E' and F's and let students also play
4. (20-22 min) **Song with Instruments: "Great Big House"** (pg 36) **Materials:**

2. Speak poem with body percussion
3. Allow all students to insert a response

6. (12-15 min) **Song with Game: "Gobble Gobble Gobble"** (pg. 34)

**Materials:** Chart #5, BX

1. Present chart
2. Discuss high and low turkeys and sing accordingly
3. GAME: Duck, Duck, Goose with above song

**Standards**

MU:Cn10.0,  
MU:Cn11.0,  
MU:Cr1.1,  
MU:Cr3.1.1a,  
MU:Cr3.2.1a,  
MU:Pr6.1,  
MU:Pr4.2.1b,  
MU:Pr5.1.1a,  
MU:Pr5.1.1b,  
MU:Pr6.1.1a,  
MU:Pr6.1.1b,  
MU:Re7.1,  
MU:Re7.2.1a,  
MU:Re9.1.1a

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

**Objectives:**

- Learn cooperative strategies and team building skills
- Actively participate in parachute games and challenges to utilize learned skills and develop physical fitness
- Have fun being physically active

MU:Cr3.2.PreKa,  
MU:Pr4.2,  
MU:Cn10.0.PreKa,  
MU:Cn11.0,  
MU:Cn11.0.PreKa,  
MU:Cr1.1.PreKa,  
MU:Cr2.1.PreKa,  
MU:Cr2.1.PreKb,  
MU:Pr4.2.PreKa,  
MU:Pr4.3.PreKa,  
MU:Pr5.1,  
MU:Pr5.1.PreKb,  
MU:Pr6.1.PreKa,  
MU:Pr6.1,  
MU:Re7.2.PreKa

**Music 2 1:00pm - 1:45pm**

- Objectives:**
- label half rest, rhythm patterns
  - repertoire
  - label xylophone/metallophone/glockenspiel
  - pulse (quarter note/half note)
  - SML
  - Forte/Piano, ABA

**Lesson / Instruction**

students have to try to toss the bean bag underhanded and make their partner miss catching the bean bag for a point.

**2.** Progression: switch to tossing a birdie instead of a bean bag so students can see how birdie flies through the air

**Rules:**

- Ball has to go above head height
- Person has to get 1 foot out of square each time after they toss it
- Score by making the other person miss the toss, or have the other person throw the ball out of the square

**(15 min)**  
**Culminating Activity**

MU:Cr3.2.PreKa,  
MU:Cn10.0.PreKa,  
MU:Cn11.0.PreKa,  
MU:Cr1.1.PreKa,  
MU:Cr2.1.PreKa,  
MU:Cr2.1.PreKb,  
MU:Pr4.2.PreKa,  
MU:Pr4.3.PreKa,  
MU:Pr5.1.PreKb,  
MU:Pr6.1.PreKa,  
MU:Re7.2.PreKa,  
MU:Cn10.0,  
MU:Cn11.0.Ka,  
MU:Cr1.1.Ka,  
MU:Cr1.1.Kb,  
MU:Cr3.1.Ka,  
MU:Pr4.2,  
MU:Pr4.3,  
MU:Pr5.1,  
MU:Pr6.1,  
MU:Pr4.2.Ka,  
MU:Pr4.3.Ka,  
MU:Pr5.1.Ka,  
MU:Pr6.1.Ka,  
MU:Pr6.1.Kb,  
MU:Re7.2.Ka,  
MU:Re9.1.Ka

**Practice Time 1:00pm - 2:00pm**

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

**Badminton Unit**

- Objectives:**
- Practice and improve fundamental striking and badminton skills (racket grip, forehand, backhand, ready position)
  - Actively participate in badminton lead-up games and challenged to utilize learned skills and develop physical fitness
  - Have fun being physically active

**Lesson / Instruction**

Solfège Ladder, Chart #5

1. Practice SLMRD
2. Introduce High Do (use both Do's)
3. Present chart adding text to melody
4. Add instruments and isolate MRD
5. Play as orchestra (see teachers manual)

**5. (2-3 min) Exit Ticket:** Present accent and repeat signs and as/ explain WRITE ON BOARD OR FIND CARDS

**Standards**

MU:Cn10.0,  
MU:Cn11.0,  
MU:Cr1.1,  
MU:Cr2.1.3b,  
MU:Pr4.3,  
MU:Pr5.1,  
MU:Pr6.1,  
MU:Pr4.2.3a,  
MU:Pr4.2.3b,  
MU:Pr4.3.3a,  
MU:Pr5.1.3a,  
MU:Pr5.1.3b,  
MU:Pr6.1.3a,  
MU:Re8.1,  
MU:Re8.1.3a

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

- Objectives:**
- SR-BAG
  - Pulse, unpitched percussion
  - DMSD, level bordun
  - Rhythmic patterns, phrase

**Lesson / Instruction**

1. **(15-18 min) Cool Tune #3: "French**

**Lesson / Instruction Procedures: (10 min)**

- 3 Laps
- Drinks
- Bathroom

**Warm-Up (5 min)**

- Fast Walk (Card 6)

**Go Fitness - CATCH 'em Quick Activities (12 min)**

- Musical Hoops (Card 65)

**Go Activity (15 min) - Parachute Activities**

- Islands (Card 303-305)

**Need:** One 24 ft parachute, beanbags, balls

**Cool-down (5 min)**

- Fast Walk (Card 6)

**Standards**

2.1c, 2.1e, 2.1f,  
2.2a, 2.2b, 2.2c,  
2.2d, 2.2e, 2.2f,  
2.2g, 2.2h, 2.2i,  
2.3a, 2.3b, 2.3c,  
2.3d, 2.3e, 2.3f,  
2.3g, 2.3h, 2.3i,  
2.4a, 2.4b, 2.4c,  
2.4d, 2.4e, 2.4f,  
2.4g, 2.6a, 2.6b,  
2.6c, 2.6d, 2.6e,  
2.6f, 2.7a, 2.7b,  
2.7c, 2.7d, 2.7e,  
2.7f, 2.7g

**Recess 1:45pm - 2:00pm**

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

- Objectives:**
- Learn cooperative strategies and team building skills
  - Actively participate in parachute games and challenges to

1. **(8-10 min) Speech Activity with Game:** "1, 2, Buckle My Shoe" (pg 37)  
**Materials:** Visual #6  
  1. Review nursery rhyme while patting pulse
  2. Seated circle with one student in the middle, class speaks poem keeping beat while student arranges cards in order on the floor
  3. THE CHALLENGE: to arrange the cards in order before the poem is done
  4. Mix cards face up and let next student try, etc.
2. **(10-12 min) Song with Movement:** "Roll Over" (pg 37)  
**Materials:** Piano  
  1. Introduce song with finger play
  2. When students are proficient add movement (10 or more students laying down and rolling over and out)
3. **(8-10 min) Speech Activity with Game:** "One Potato" (pg 38)  
**Materials:** Visual #6, Bass drum or large white drum with mallet, Somewhere to put 10 cards  
  1. Teach rhythm while pounding one fist on the other palm to the pulse (alternating)
  2. Place numbers on a rail (hidden)
  3. After students say poem, one student selects a card and plays that many beats on the drum
  4. Class counts to determine number
  5. Game repeats
4. **(5-8 min) Folk Dance:**

**Protect the dots game – movement patterns**

1. 4 spots, one for the tosser, 1 in the middle for the catcher, 2 scoring spots to the left and right 2m. from the middle spot (diamond shape)
2. Tossers stands on his/her spot and tries to throw the bean bag onto one of the scoring spots, the catcher has to get there and catch it, toss it back, and then go back to their middle spot
3. Each partner tosses for 2 minutes and then switch
4. Each partner will get two or three 2 minute attempts at catching, depending on time

**Procedures: (10 min)**

- 3 Laps
- Drinks
- Bathroom

**(5 min) Introductory Activities/Warm-Up:**

1. In pairs, line up along the net line and hit back and forth

**(12 min) Skill Development-Concept Square Game – court movement patterns**

1. In pairs, make a square with 4 spots, 1 bean bag for each pair. The students have to try to toss the bean bag underhanded and make their partner miss catching the bean bag for a point.
2. Progression: switch to tossing a birdie instead of a bean bag so students can see how birdie flies

**Song" (pg.33)**  
**Materials:** Recorders, Chart #2, Xylophone, AX, AG/SG

1. Play echo game 2 measures at a time
2. Present chart and review melody (speak/clap rhythm) while teacher tracks
3. Discuss origin of the song
4. Students play song on recorders while teacher accompanies on AX
5. Move some of the students to other xylos to accompany
6. [Assign: Activity #2 from Cool Tunes](#)

2. **(5-7 min) Movement**  
**Activity:** Exploring Pulse (pg. 34)  
**Materials:** Temple Blocks, Conga Drum

1. Play different notes on each instrument (see teacher manual)

3. **(12-15) Song with Instruments:** "The Blacksmiths" (pg 35)  
**Materials:** Solfege Ladder, Barred Instruments, Railroad Spikes

1. Vocal warm up with DMSD combos
2. Teacher sings song while students

utilize learned skills and develop physical fitness

- Have fun being physically active

**Lesson / Instruction Procedures: (10 min)**

- 3 Laps
- Drinks
- Bathroom

**Warm-Up (5 min)**

- Fast Walk (Card 6)

**Go Fitness - CATCH 'em Quick Activities (12 min)**

- Musical Hoops (Card 65)

**Go Activity (15 min) - Parachute Activities**

- Islands (Card 303-305)

**Need:** One 24 ft parachute, beanbags, balls

**Cool-down (5 min)**

- Fast Walk (Card 6)

**Standards**

2.1c, 2.1e, 2.1f, 2.2a, 2.2b, 2.2c, 2.2d, 2.2e, 2.2f, 2.2g, 2.2h, 2.2i, 2.3a, 2.3b, 2.3c, 2.3d, 2.3e, 2.3f, 2.3g, 2.3h, 2.3i, 2.4a, 2.4b, 2.4c, 2.4d, 2.4e, 2.4f, 2.4g, 2.6a, 2.6b, 2.6c, 2.6d, 2.6e, 2.6f, 2.7a, 2.7b, 2.7c, 2.7d, 2.7e, 2.7f, 2.7g

**Q1 Band 2:45pm - 3:30pm**

**Standards**

MU:Cn10.0,  
MU:Cr2.1.2b,  
MU:Pr4.2,  
MU:Pr6.1.2a,  
MU:Pr5.1.2b,  
MU:Pr6.1.2b,  
MU:Re8.1,  
MU:Re8.1.2a

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

**Objective:**

- Rhythm Patterns, Rhono
- SR-BAGE
- Question and Answer
- Mallet Technique
- Phrase
- Vocal Repertoire
- Level bordum

**Lesson / Instruction**

1. **(2-3 min) Listening Activity: Recorder Listening (pg 34)**  
**Materials:** Recording
2. **(20-22 min) Recorder Activity: "A Boy Named Sam" (pg 34)**
3. **(3-5 min) Rhythmic Reading: (pg. 37)**  
**Materials:** GRADE 4 Visual #13
4. **((20-23 min) Hot Tune #3: "Hosispa" (pg. 37)**  
**Materials:** Chart #3, Drum w/mallet, xylos, sleigh bells

**Standards**

MU:Cn10.0,  
MU:Cr1.1,  
MU:Cr1.1.5b,  
MU:Pr5.1,  
MU:Pr4.2.5a,  
MU:Pr4.2.5b,  
MU:Pr5.1.5a,  
MU:Pr5.1.5b,  
MU:Pr6.1.5a,  
MU:Re8.1,  
MU:Re9.1.5a

**Rules:**

- Tosser has to throw underhand
  - Tosser hits the spot, 1 point; catcher catches 4 in a row, 1 point
  - If catcher gets 8 in a row and 2 points, move the spots out 1 m. to make game more difficult
  - If the tosser wins 2 points, move the spots in to make it easier for the catcher
  - If tosser misses the spot and/or catcher does not catch the beanbag, no points are awarded
- Progression:**  
- Tosser switch to tossing a birdie, with

through the air

**Rules:**

- Ball has to go above head height
- Person has to get 1 foot out of square each time after they toss it
- Score by making the other person miss the toss, or have the other person throw the ball out of the square

**(15 min)**

**Culminating Activity Protect the dots game – movement patterns**

1. 4 spots, one for the tosser, 1 in the middle for the catcher, 2 scoring spots to the left and right 2m. from the middle spot (diamond shape)
2. Tosser stands on his/her spot and tries to

pantomime the action of a blacksmith (to the 1/2 note)

3. Transfer movement to pat/clap (sing twice)
4. Transfer to instruments
  1. Explain "level bordun" (pitches played together but alternate between different registers) using two mallets
  5. Divide class up by instruments and allow each type to play a certain part of the song
6. **EXTENTION: PERFORM IN CANON AT FOUR BEATS**
4. **(5-8 min) Rhythmic Reading: Rhythmic Cards (pg 36)**  
**Materials:** Visual #13
  1. Introduce Ti-Ta-Ti, eighth rest and review time signature

**Standards**

MU:Cn10.0,  
MU:Cn11.0,  
MU:Cr1.1,  
MU:Cr1.1.4b,  
MU:Cr2.1.4b,  
MU:Pr4.2,  
MU:Pr4.2.4a,  
MU:Pr4.2.4b,  
MU:Pr5.1.4a,  
MU:Pr5.1.4b,  
MU:Pr6.1.4a,  
MU:Re8.1

Q1 Band 2:45pm -  
3:30pm

catcher still  
using hands.

**Progression:**

The catcher now uses a racket but holds it at the neck of the racket. The tosser now tosses a birdie instead of a beanbag. Instead of competing with one another, the pairs will work together to get as many hits in a row as they can, and compete against all the other pairs. Each partner will have the racket for 2 min intervals, then they will switch.

**Closure**

Bring the students in; ask them questions about what made the activities successful. Reiterate our main points of the lesson.

**Standards**

4.PE.1, 4.PE.7,  
4.PE.9, 4.PE.10,  
4.PE.11, 4.PE.12,  
4.PE.13, 4.PE.14,

throw the  
bean bag  
onto one of  
the scoring  
spots, the  
catcher has  
to get there  
and catch it,  
toss it back,  
and then go  
back to their  
middle spot

**3.** Each partner tosses for 2 minutes and then switch

**4.** Each partner will get two or three 2 minute attempts at catching, depending on time

**Rules:**

- Tossers have to throw underhand
- Tossers hit the spot, 1 point; catcher catches 4 in a row, 1 point
- If catcher gets 8 in a row and 2 points, move the spots out 1

4.PE.15, 4.PE.16, 4.PE.18	
<b>Recess 1:45pm - 2:00pm</b>	
<b>PE 3 2:00pm - 2:45pm</b>	
<b>Badminton Unit</b>	
<b>Objectives:</b> <ul style="list-style-type: none"><li>• Practice and improve fundamental striking and badminton skills (racket grip, forehand, backhand, ready position)</li><li>• Actively participate in badminton lead-up games and challenged to utilize learned skills and develop physical fitness</li><li>• Have fun being physically active</li></ul>	m. to make game more difficult <ul style="list-style-type: none"><li>• If the tosser wins 2 points, move the spots in to make it easier for the catcher</li><li>• If tosser misses the spot and/or catcher does not catch the beanbag, no points are awarded</li></ul> <b>Progression:</b> - Tossers switch to tossing a birdie, with catcher still using hands.
<b>Lesson / Instruction</b>	
<b>Procedures: (10 min)</b> <ul style="list-style-type: none"><li>• 3 Laps</li><li>• Drinks</li><li>• Bathroom</li></ul>	
<b>(5 min) Introductory Activities/Warm-Up:</b>	
<b>1.</b> In pairs, line up along the net line and hit back and forth	
<b>(12 min) Skill Development-Concept Square Game – court movement patterns</b>	
<b>1.</b> In pairs, make a	The catcher now uses a racket but holds it at the neck of the racket. The tosser now tosses a birdie instead of a beanbag. Instead of competing with one another, the pairs will work together to get as many

square with 4 spots, 1 bean bag for each pair. The students have to try to toss the bean bag underhanded and make their partner miss catching the bean bag for a point.

**2.** Progression: switch to tossing a birdie instead of a bean bag so students can see how birdie flies through the air

**Rules:**

- Ball has to go above head height
- Person has to get 1 foot out of square each time after they toss it
- Score by making the other person miss the toss, or have the other person throw the

hits in a row as they can, and compete against all the other pairs. Each partner will have the racket for 2 min intervals, then they will switch.

**Closure**

Bring the students in; ask them questions about what made the activities successful. Reiterate our main points of the lesson.

**Standards**

5.PE.1, 5.PE.7, 5.PE.9, 5.PE.8, 5.PE.10, 5.PE.11, 5.PE.12, 5.PE.13, 5.PE.14, 5.PE.15, 5.PE.16

**Q1 Band 2:45pm - 3:30pm**

ball out of  
the square

(15 min)

**Culminating  
Activity**

**Protect the  
dots game –  
movement  
patterns**

- 1.** 4 spots, one for the tosser, 1 in the middle for the catcher, 2 scoring spots to the left and right 2m. from the middle spot (diamond shape)
- 2.** Tossers stand on his/her spot and try to throw the bean bag onto one of the scoring spots, the catcher has to get there and catch it, toss it back, and then go back to their middle spot
- 3.** Each partner tosses for 2 minutes and then switch
- 4.** Each partner will get two or three 2

minute  
attempts at  
catching,  
depending  
on time

**Rules:**

- Tosser has to throw underhand
- Tosser hits the spot, 1 point; catcher catches 4 in a row, 1 point
- If catcher gets 8 in a row and 2 points, move the spots out 1 m. to make game more difficult
- If the tosser wins 2 points, move the spots in to make it easier for the catcher
- If tosser misses the spot and/or catcher does not catch the beanbag, no

points are  
awarded

**Progression:**

- Tosser switch  
to tossing a  
birdie, with  
catcher still  
using hands.

**Progression:**

The catcher  
now uses a  
racket but  
holds it at the  
neck of the  
racket. The  
tossers now  
tosses a birdie  
instead of a  
beanbag.  
Instead of  
competing with  
one another,  
the pairs will  
work together  
to get as many  
hits in a row as  
they can, and  
compete  
against all the  
other pairs.  
Each partner  
will have the  
racket for 2 min  
intervals, then  
they will switch.

**Closure**

Bring the  
students in; ask  
them questions  
about what  
made the  
activities  
successful.  
Reiterate our

main points of  
the lesson.

Q1 Band 2:45pm -  
3:30pm