

Monday 12/19/2022	Tuesday 12/20/2022	Wednesday 12/21/2022	Thursday 12/22/2022	Friday 12/23/2022
Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	Winter Break Winter break
Band/Choir 7 & 8 8:35am - 9:30am	Band/Choir 7 & 8 8:35am - 9:30am	Band/Choir 7 & 8 8:35am - 9:30am	Band/Choir 7 & 8 8:35am - 9:30am	
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Lesson / Instruction 1. Imagine - <ul style="list-style-type: none"> Generate musical ideas for various purposes and contexts. 2. Plan and Create - <ul style="list-style-type: none"> Select and develop musical ideas for defined purposes and contexts 3. Evaluate and Refine - <ul style="list-style-type: none"> Evaluate and refine musical ideas to create musical work(s) according to assigned rubric 4. Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments if possible <ul style="list-style-type: none"> Include introduction, transition, and coda 	Lesson / Instruction 1. Imagine - <ul style="list-style-type: none"> Generate musical ideas for various purposes and contexts. 2. Plan and Create - <ul style="list-style-type: none"> Select and develop musical ideas for defined purposes and contexts 3. Evaluate and Refine - <ul style="list-style-type: none"> Evaluate and refine musical ideas to create musical work(s) according to assigned rubric 4. Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments if possible <ul style="list-style-type: none"> Include introduction, transition, and coda 	Lesson / Instruction 1. Imagine - <ul style="list-style-type: none"> Generate musical ideas for various purposes and contexts. 2. Plan and Create - <ul style="list-style-type: none"> Select and develop musical ideas for defined purposes and contexts 3. Evaluate and Refine - <ul style="list-style-type: none"> Evaluate and refine musical ideas to create musical work(s) according to assigned rubric 4. Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments if possible <ul style="list-style-type: none"> Include introduction, transition, and coda 	Lesson / Instruction 1. Imagine - <ul style="list-style-type: none"> Generate musical ideas for various purposes and contexts. 2. Plan and Create - <ul style="list-style-type: none"> Select and develop musical ideas for defined purposes and contexts 3. Evaluate and Refine - <ul style="list-style-type: none"> Evaluate and refine musical ideas to create musical work(s) according to assigned rubric 4. Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments if possible <ul style="list-style-type: none"> Include introduction, transition, and coda 	
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MU:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

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:Cr1.1.8a Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.

MU:Cr2.1.8a Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent.

MU:Cr2.1.8b Use standard and/or

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iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.

MU:Cr3.1.8a Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.

MU:Cr3.1.8b Describe the rationale for refining works by explaining the choices, based on evaluation criteria.

MU:Cr3.2.8a Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.

MU:Pr4.1 Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.

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

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MU:Pr5.1.8a Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.

MU:Pr6.1.8b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.

MU:Re9.1 Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

MU:Re9.1.8a Apply appropriate personally-developed criteria to evaluate musical works or performances.

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

Objectives:

1. Create original music piece including musical notation and perform

Lesson / Instruction

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 - Generate musical ideas for various purposes and contexts.
2. **Plan and Create** -

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- 4. **Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments if possible**
 - Include introduction, transition, and coda

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Standards

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 craftsmanship, and exhibits originality.

MU:Cr1.1.6a Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.

MU:Cr2.1.6a Select, organize, construct, and document personal musical ideas for arrangements and

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MU:Cr2.1.6b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas.

MU:Cr3.1.6a Evaluate their own work, applying teacher-provided criteria such as application of selected elements of music, and use of sound sources.

MU:Cr3.1.6b Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.

MU:Cr3.2.6a Present the final version of their documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.

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

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MU:Pr6.1 Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

MU:Pr4.1.6a Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.

MU:Pr5.1.6a Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.

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Prep 10:28am - 11:30am

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Lunch 11:30am - 12:15pm

Music PK 12:15pm - 1:00pm

Objectives:

- Pulse, unpitched percussion technique
- Phrase, same/ different
- Repertoire
- Rhythm patterns

Lesson / Instruction

1. **(10-12 min)**
Speech
Activity: "Pease Porridge Hot" (pg 51)

Materials: Chart #8

1. Present chart
2. Speak poem using big, little big, little
3. Class speaks and claps rhythm while teacher points to each bowl on the chart
4. Challenge class to clap rhythm without speaking text
5. Perform same, different, same (speak, clap, speak)
6. Have students walk the walk to the beat of the rhythm

2. **(5-8 min)**
Rhythmic
Training: "Think and Clap Your First Name" (pg 52)

1. Review activity but tell students to only think and clap the

Lunch 11:30am - 12:15pm

PE PK 12:15pm - 1:00pm

Hoop Activites

Objectives:

- Engage in ample moderate-to-vigorous physical activity
- Practice basic hoop skills and play game using hoops
- Enjoy being physical active

Lesson / Instruction

Procedures: (10 min)

- 3 Laps
- Drinks
- Bathroom

Warm-Up (5 min)

- Nice to Meet You (Card 10)

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

- Run Pum Pum (Card 53)

Go Activity (15 min) - Hoop Activities (Card 245 - 250)

- 'Round and 'Round the Hoop (Card 247)
Need: One 24 Hula Hoop per Person
- Hoop it Up! (Card 248)
- Hoop Go 'Round (Card 249)
- Carpool Tag (Card 250)

Cool-down (5 min)

- Nice to Meet You (Card 10)

Standards

- 2.1c** Exhibit a variety of small motor skills.
- 2.1f** Perform increasingly more

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Standards

- 2.1c** Exhibit a variety of small motor skills.
- 2.1f** Perform increasingly more

- syllables in their name
2. Then class has to say her name as syllable to see if its correct
 3. **As a game for lining up, teacher claps syllables and those with that many syllables in their name line up**
3. **(10-12 min) Song with Game: "Holiday Fun" (pg 53)**
Materials: Visual #7 (Holiday Cards 12), Jingle Bells
1. Sing to the tune to "Tis the Season to be Jolly"
 2. Sing song while students pat the beat
 3. In a circle present 4 Visual #6 Cards and let them guess what the objects are
 4. Turn all cards face down
 5. Have one student remove a card
 6. Have another student turn all the other cards over while class sings the song
 7. After the song, the 2nd student turns over the cards and guesses which one is missing
 8. Repeat game adding one

- sophisticated actions requiring hand-eye coordination.
- 2.2a Exhibit physical reflexes in response to stimulation.
 - 2.2b Develop muscle tone and strength in trunk, neck, head, arms and legs.
 - 2.2c Use developing motor skills to move more independently.
 - 2.2d Develop coordination to use motor skills with toys.
 - 2.2e Demonstrate skills to move in the environment.
 - 2.2f Refine motor coordination and skills to play with toys and people.
 - 2.2i Manipulate objects with large muscles.
 - 2.3b Focus eyes on near and far objects.
 - 2.3c Calm with assistance.
 - 2.3f Demonstrate an awareness of her body in space.
 - 2.3h Adapt movements to specific situations.
 - 2.4a React to participation in daily routines.
 - 2.4c Indicate needs and wants.
 - 2.4d Take and interest in meeting physical needs.
 - 2.4e Participate in healthy routines.
 - 2.4f Communicate with an adult when not feeling well.

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- more card each time and selecting new students each time
9. **ONCE GAME IS ESTABLISHED ADD JINGLE BELLS**
4. **(8-10 min) Movement**
Activity: "Dance of the Reed Pipes from The Nutcracker Suite" (pg 46) **Materials:** Recording
1. Play song for student using the motions in the teachers manual
5. **(10-12 min) Song with Movement:** "The Twelve Days of Christmas" (pg 55) **Materials:** Recording
1. Play recording with movements shown in teachers manual
6. Speak rhythm; discuss reasons to go to bed on time (school, busy day, Christmas eve)
1. Show 4 fingers while speaking rhythm
 2. Class determines which part of the rhythm is different (3rd measure)Class speaks rhythm

- 2.4g Participate in bathroom routines with growing independence.
- 2.6a Attempt new large and small motor activities.
- 2.6b Participate in simple movement games.
- 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.
- 2.6f Participate in physically active games with peers.
- 2.7a Show preference for familiar people and recognize the difference between familiar people and strangers.
- 2.7b Respond to cues from caregiver regarding obvious signs of danger or previous warnings.
- 2.7c Respond to warnings and redirection for unsafe behaviors and situations, although not consistently.
- 2.7d Recognize rules and follow basic safety instructions.
- 2.7e Identify who has hurt or made him or her feel bad.
- 2.7f Understand and anticipate potential consequences of disregarding rules.

- more card each time and selecting new students each time
9. **ONCE GAME IS ESTABLISHED ADD JINGLE BELLS**
4. **(8-10 min) Movement**
Activity: "Dance of the Reed Pipes from The Nutcracker Suite" (pg 46) **Materials:** Recording
1. Play song for student using the motions in the teachers manual
5. **(10-12 min) Song with Movement:** "The Twelve Days of Christmas" (pg 55) **Materials:** Recording
1. Play recording with movements shown in teachers manual
6. Speak rhythm; discuss reasons to go to bed on time (school, busy day, Christmas eve)
1. Show 4 fingers while speaking rhythm
 2. Class determines which part of the rhythm is different (3rd measure)Class speaks rhythm

- 2.4g Participate in bathroom routines with growing independence.
- 2.6a Attempt new large and small motor activities.
- 2.6b Participate in simple movement games.
- 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.
- 2.6f Participate in physically active games with peers.
- 2.7a Show preference for familiar people and recognize the difference between familiar people and strangers.
- 2.7b Respond to cues from caregiver regarding obvious signs of danger or previous warnings.
- 2.7c Respond to warnings and redirection for unsafe behaviors and situations, although not consistently.
- 2.7d Recognize rules and follow basic safety instructions.
- 2.7e Identify who has hurt or made him or her feel bad.
- 2.7f Understand and anticipate potential consequences of disregarding rules.

3. Class claps while speaking rhythm
4. Class claps while not saying rhythm
7. **(10-12 min)**
Speech
Activity: "Good Cheer" (pg 57)

Materials: Visual #7 (holiday cards)

1. Present each holiday cards and class speaks/claps the object to determine how many syllables
2. Students sort sort cards into 3 piles (1, 2, and 3 syllables)
3. Have 2 student pick one card and say that section of the poem
8. **If time sing**
Jingle Bells and a Few Other Songs

Standards

MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding.

MU:Cn11.0.PreKa Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MU:Cr1.1.PreKa With substantial guidance, explore and experience a variety of music.

2.7h Make choices about behaviors or activities when presented with alternatives.

2.7i Control or appropriately express intense emotions most of the time.

PE 4 1:00pm - 1:45pm

Floor Hockey

Objective:

- Practice and improve fundamental floor hockey skills (stick handling, passing, receiving, and shooting).
- Actively participate in floor hockey lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.

4th Grade

Objectives:

- Dribble a hockey puck with a hockey stick around and through stationary objects
- Pass a plastic puck to a moving target

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up (3-5 min): Stretching
Go Fitness (5-12 min): Race Day! (Card 68)

3. Class claps while speaking rhythm
4. Class claps while not saying rhythm
7. **(10-12 min)**
Speech
Activity: "Good Cheer" (pg 57)

Materials: Visual #7 (holiday cards)

1. Present each holiday cards and class speaks/claps the object to determine how many syllables
2. Students sort sort cards into 3 piles (1, 2, and 3 syllables)
3. Have 2 student pick one card and say that section of the poem
8. **If time sing**
Jingle Bells and a Few Other Songs

Standards

MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.

MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding.

MU:Cn10.0.Ka Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

2.7h Make choices about behaviors or activities when presented with alternatives.

2.7i Control or appropriately express intense emotions most of the time.

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.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.13 Exhibit the established protocols for class activities.

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

1.PE.15 Discuss ways to accept other's ideas, cultural diversity, and body types.

MU:Cr2.1.PreKa With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).

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

MU:Pr4.3.PreKa With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo).

MU:Pr6.1 Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

MU:Pr6.1.PreKa With substantial guidance, perform music with expression.

MU:Re7.2.PreKa With substantial guidance, explore musical contrasts in music.

Music 2 1:00pm - 1:45pm

Objectives:

- Repertoire
- Pitched/unpitched percussion
- Pulse/ Phrase

Lesson / Instruction

1. **(12-15 min) Song with Instruments:** "Up on the

Go Activity (25 min): Floor Hockey: Super Stick Handling Skills (Card 399-400)

Need: Hockey Sticks, Pucks

1. Review Gripping the Stick:
 1. Spread your hands
 2. Dominate hand on the bottom
 3. Knees bent, back straight, eyes up
2. Review Stick Handling:
 1. Tap, tap, tap (tap and push the puck gently)
 2. Both sides, quick stick (move over puck quickly and use both sides)
 3. Puck in front (no more than a stick length away)
 4. Quick glances (keep head up, quick glances at the puck then back up to make sure you know where you're going)
3. Passing and Shooting
 1. Side to target (point one shoulder to the target)
 2. Back foot (start the puck at the back foot to sweep forward)
 3. Sweep the puck (don't slap)
 4. Snap the wrists (roll the wrists in the direction of the target)

MU:Cn11.0.Ka Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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

MU:Cr1.1.Kb With guidance, generate musical ideas (such as movements or motives).

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

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:Pr4.3.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.

MU:Pr5.1.Ka With guidance, apply personal, teacher, and peer feedback to refine performances.

MU:Pr6.1.Ka With guidance, perform music with expression.

1.PE.16 Follow teacher directions for safe participation and proper use of equipment without teacher reminders.

Music 3 1:00pm - 1:45pm

Objectives:

- Label dotted half note
- Introduction/ Interlude/Coda
- Extended form, Label String Family
- Repertoire

Lesson / Instruction

1. **(8-10 mins) Rhythmic Reading:** Label Dotted Half Note (pg 44)
Materials: Chart #6
 1. Present Chart #6
 2. Review two tied 1/4 notes = 1/2 note (as shown on chart)
 3. Explain 3 tied 1/4 notes = dotted 1/2 note (Ta-a-a)
 4. Play game:
 1. Teacher points to one of the half notes as class speaks and claps the note value: change to another note
 2. Class performs one rhythm while teacher performs another

Housetop" (pg 47)

Materials: Instruments that sound like words

1. Introduce melody and learn by rote
2. Write: Up, Down, Ho, ho, ho!, Go and Click, Click, Click on Smartboard
3. A - Sing with Instruments
4. B - Hum with Instruments
5. Tell students that when they hear those words to play the instrument that sounds like that

2. (10-12 min)
Rhythm Stick
Activity: "Chinese Dance from The Nutcracker Suite" (pg 48)

Materials: Recording

1. As a movement warm-up, students explore quarter and eighth note pulses marching while teacher plays one of the pulses on the hand drum
2. With class seated, students pat eighth note pulse (alternating hands) and clap quarter note pulse, teacher continues to play drum

5. Point the toe (follow through and finish with the toe of the stick blade pointing at the target)
4. Goalkeeping
 1. Stool stance (feet apart, back straight, sit back slightly as if sitting on a stool)
 2. Hammer stick (hold the stick close to the blade as if it were a hammer)
 3. Cover the hole (place the stick blade close to the ground covering the hole in between feet)
 4. Sweep and poke (sweep away shots to the middle and to the stick side. Reach and poke away shots to the glove side)
5. Stick should come no higher than your waist except when sticking then it should be below your knees
6. Skill Development Activities (Card 400):
 1. Soft Hands: keep the feet stationary and tap puck back and forth in front of the body, then forward and back on one side of the body

MU:Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

MU:Re8.1.Ka With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

MU:Re9.1.Ka With guidance, apply personal and expressive preferences in the evaluation of music.

Practice Time
1:00pm - 2:00pm

PE 5 1:45pm - 2:30pm

Floor Hockey

Objective:

- Practice and improve fundamental floor hockey skills (stick handling, passing, receiving, and shooting).
- Actively participate in floor hockey lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.

5th Grade

Objectives:

- In a large-group activity, use a hockey stick to safely control and

2. (8-10 min) **Group Project:** Visualizing Form (pg 46)

Materials: Visual #6, Smart-board, masking tape

1. Review musical form (Introduction, Interlude, Coda)
2. Ask students to arrange cards in order for:
 1. "12th Street Rag"
 2. "Great Big House" ABA
3. Choose a student to give definitions for:
 1. **Introduction** - something short at the beginning of a piece of music
 2. **Interlude** - something short that happens in the middle of a piece
 3. **Coda** - something short that happens at the end of the piece

3. (15-18 min)

Movement

Activity: Jazz Pizzicato (pg 47-48)

Materials: Recording, Chart #7

1. Begin by teaching the movement that accompanies each section (tempo 88 bpm - use metronome)

3. Extend, adding rhythm sticks (2 per student)
 1. Part 1: alternate tapping fists on knees to eighth notes pulse (8 beats), sticks pointing up
 2. Part 2: tap sticks to quarter note pulse (8 beats)
 3. Practice alternating parts
 4. Perform with recording
 1. Following an 8-beat intro, alternate Parts 1 and 2 five times, on last beat raise sticks in the air
 2. REPEAT WITH PARTNERS SUBSTITUTING TAPPING OWN STICK WITH PARTNERS
3. (12-15 min) Song with **Movement:** "Deck the Hall" (pg 50) **Materials:** Deck the Hall Recording
 1. Review song and have students choose a partner
 2. Perform song and movement as shown in

1. TRY DOING THIS WITHOUT LOOKING DOWN
2. CHALLENGE STUDENTS TO SEE HOW MANY TAPS IN 30 SECS
2. Fancy Hands:
 1. Tap the puck in as many different positions as possible, then challenge them to tap it, then turn to quickly retrieve it
3. Polyspot Challenge:
 1. Give each student a polyspot and tell them that is a defender and when moving the puck around they must keep their back toward it (tell students to imagine the polyspot is a stool and they always want to keep their body in a position to sit down)
 4. Stop and Start:
 1. Ask students to move slowly throughout the area

- dribble a plastic puck or whiffle-type ball
- Dribble and strike a plastic puck or whiffle-type ball using both forehand and backhand strokes to a target or partner

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up (3-5 min): Stretching

Go Fitness (5-12 min): Race Day! (Card 68)

Go Activity (25 min): Floor Hockey: Super Stick Handling Skills (Card 399-400)

- Need:** Hockey Sticks, Pucks
1. Review Gripping the Stick:
 1. Spread your hands
 2. Dominate hand on the bottom
 3. Knees bent, back straight, eyes up
 2. Review Stick Handling:
 1. Tap, tap, tap (tap and push the puck gently)
 2. Both sides, quick stick (move over puck quickly and use both sides)
 3. Puck in front (no more than a stick length away)
 4. Quick glances (keep head up, quick glances)

2. In scattered formation perform each 16-beat section separately, students echo
 1. **A** - Walk for 12 beats and freeze for 4 beats (half note pulse)
 2. **B** - Use rhythm in first measure on chart, swivel 3 times, left, right, left, (12 beats), followed by turning in your own circle for four beats
 3. Introduce chart and explain the string instruments
 4. If time allows Sing Christmas songs

Music 4 1:45pm - 2:30pm

Objectives:

- Rhythm patterns, extended form
- Ostinato

Lesson / Instruction

1. (20-22 min) **Listening Activity:** "Sleigh Ride" (pg 51) **Materials:** Chart #12, recording
 1. Active listening activity to accompany Leroy Anderson's "Sleigh Ride"
 2. Present chart and practice each section

teachers manual

Standards

MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.

MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding.

MU:Cn10.0.2a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cr1.1.2b Generate musical patterns and ideas within the context of a given tonality (such as major and minor) and meter (such as duple and triple).

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

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

MU:Pr4.2.2b When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

handling their puck

2. Try this on the side of your body
3. Gradually increase the speed
4. If you lose control of your puck you must do 5 jumping jacks

7. **Go Activity (25 min):** Floor Hockey: The Great One Passing and Shooting Skills (Card 401) **Need:** Hockey Sticks, Pucks, Bowling Pins

1. First Time: Students are scattered in pairs around the walls, distribute puck and bowling pin
2. One student is 4-5 yds. from the target, and the passer begins with the puck and passes to the shooter
3. Students must try and knock the bowling pin down
4. Switch places after 5 passes
5. REMIND STUDENT TO SWEEP AND SNAP THE WRISTS NOT SLAP THE PUCK

8. **Cool-down (3-5 min):** High 5 in the Middle

at the puck then back up to make sure you know where you're going)

3. Passing and Shooting
 1. Side to target (point one shoulder to the target)
 2. Back foot (start the puck at the back foot to sweep forward)
 3. Sweep the puck (don't slap)
 4. Snap the wrists (roll the wrists in the direction of the target)
 5. Point the toe (follow through and finish with the toe of the stick blade pointing at the target)
4. Goalkeeping
 1. Stool stance (feet apart, back straight, sit back slightly as if sitting on a stool)
 2. Hammer stick (hold the stick close to the blade as if it were a hammer)
 3. Cover the hole (place the stick blade close to the ground covering the hole in between feet)
 4. Sweep and poke (sweep away shots to the middle and to the stick side. Reach and poke away

individually before combining

3. Scattered, standing:
 1. Intro (6 min): snap
 2. A Section (8 ms): body percussion 2x @ 1/2 note pulse followed by 4x 1/4 note pulse
 3. B Section (8 ms) perform the measures in the teachers manual (SPEAK "Going for a Ride")
 4. Wait (1 ms)
 5. C Section (8 ms) perform as in teachers manual
 1. Extension
 6. Interlude (4 ms):
 7. Coda (6 ms)
 8. FORM: Intro, A B A Wait C C Interlude A B A Coda
1. **(12-15 min) Group Project:** H-O-L-I-D-A-Y-S (pg 53) **Materials:** Visual #4
 1. Write "Holidays" on the board and ask class to create an 8-beat ostinato by spelling the word rhythmically

MU:Pr5.1.2a Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.

MU:Pr6.1.2a Perform music for a specific purpose with expression and technical accuracy.

MU:Re8.1 Interpret - Support interpretations of musical works that reflect creators'/performers' expressive intent.

Band 5 1:45pm - 2:30pm

Objectives:

- Identify orchestral families
- Vocal repertoire, SR-BAGED, label first/second ending
- Label two sixteenths/eighth
- Song repertoire

Lesson / Instruction

1. **(12-15 min)**
Listening
Activity: Families of the Orchestra (pg 46)
Materials: Visual #5, Recordings
 1. Distribute orchestra packets to each student
 2. Activity #1:
 1. Play a short excerpt from each recordings; students identify and raise corresponding card depending

Standards

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

4.PE.3 Discuss the origin of a variety of games, sports, or dances, including traditional and contemporary American Indian contributions and cultures.

4.PE.4 Understand the concept of open spaces to activities such as combination skills, small-sided practice tasks, gymnastics, and dance environments.

4.PE.6 Analyze opportunities for participating in physical activities outside health enhancement class.

4.PE.7 Actively engages in the activities of health enhancement class, both teacher-directed and independent.

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.11 Reflect on personal social behavior in physical activity.

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

5. shots to the glove side)
5. Stick should come no higher than your waist except when sticking then it should be below your knees
6. Skill Development Activities (Card 400):
 1. Soft Hands: keep the feet stationary and tap puck back and forth in front of the body, then forward and back on one side of the body
 1. TRY DOING THIS WITHOUT LOOKING DOWN
 2. CHALLENGE STUDENTS TO SEE HOW MANY TAPS IN 30 SECS
 2. Fancy Hands:
 1. Tap the puck in as many different positions as possible, then challenge them to tap it, then turn to quickly retrieve it
 3. Polyspot Challenge:
 1. Give each student a polyspot and tell them that is a defender and when

2. Although there are 8 letters try and get students to mix up the type of notes (see pg 54)
3. Once class had a chance to create an ostinato together split them into four groups and give them each a card (Hanukkah, Kwanzaa, etc.) to create their own ostinato

2. **(18-20 min)**

Movement

Activity: Jump! (pg 55)

Materials: Grade 3 Visual #6

1. Scattered, standing introduce each section in the teachers manual through imitation
2. Labeling them with Grade 3 Visual #6 as shown on pg. 56
3. **If time sing traditional holiday songs**

Standards

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

MU:Pr4.2.4b When analyzing selected music, read and

on the instrument

2. (1-2 min) **Listening Activity:** Recorder Listening (pg 48)

Materials: Recording "Reprise" from Dances of the Renaissance

1. Play recording and ask student whether it is:

1. Major or Minor (*Major*)
2. 3 beats per measure or 4 (*3 beats*)

3. (18-20 min) **Hot Tune #4: "Jolly Old Saint Nicholas"** (pg 48)

Materials: Chart #8, Recorder, musical symbol card

1. Play melody on recorder two measures at a time; students echo
2. Students identify song when recognized
3. Present the card (1st and 2nd endings)
4. Lead class to discover first/second ending and refer to card
5. Review melody on recorder as teacher points to each note, tracking
6. Choose a student to track

4.PE.14 Recognize and support individual differences in movement performance at all skill levels.

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

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

Recess 1:45pm - 2:00pm

PE 3 2:00pm - 2:45pm

Floor Hockey

Objective:

- Practice and improve fundamental floor hockey skills (stick handling, passing, receiving, and shooting).
- Actively participate in floor hockey lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.

3rd Grade Objectives:

- Dribble a plastic puck or whiffle-type ball with a hockey stick and change directions and pathways at the signal
- Pass a plastic puck or whiffle-type ball to a stationary target

moving the puck around they must keep their back toward it (tell students to imagine the polyspot is a stool and they always want to keep their body in a position to sit down)

4. Stop and Start:

1. Ask students to move slowly throughout the area handling their puck
2. Try this on the side of your body
3. Gradually increase the speed
4. If you loose control of your puck you must do 5 jumping jacks

7. **Go Activity (25 min):** Floor Hockey: The Great One Passing and Shooting Skills (Card 401) **Need:** Hockey Sticks, Pucks, Bowling Pins

1. First Time: Students are scattered in pairs around the walls, distribute puck and bowling pin
2. One student is 4-5 yds. from the target, and

perform using iconic and/or standard notation.

MU:Pr5.1.4a Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.

MU:Pr5.1.4b Rehearse to refine technical accuracy and expressive qualities, and address performance challenges.

MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.

MU:Cn11.0.4a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MU:Cr1.1.4a Improve rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social and cultural).

MU:Cr1.1.4b Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.

MU:Cr2.1.4a Demonstrate selected and organized musical

while students play

7. Review melody as VOCAL REPERTOIRE and perform as follows:

1. A - Recorder
2. A' - Sing

4. **(15-18 min)**
Rhythmic Reading:
Gavotte (pg. 52)

Materials: Chart #9, Recording

1. Present chart and introduce new figure called Ti-Ri-Ti
2. Choose a student to read the notes in the rectangle on the chart

5. **If time play selected songs from teachers manual to introduce**

Standards

MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.

MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding.

MU:Cn11.0.5a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MU:Cr2.1.5b Use standard and/or iconic notation and/or

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up (3-5 min): Stretching

Go Fitness (5-12 min): Race Day! (Card 68)

Go Activity (25 min): Floor Hockey: Super Stick Handling Skills (Card 399-400)

Need: Hockey Sticks, Pucks

1. Review Gripping the Stick:
 1. Spread your hands
 2. Dominate hand on the bottom
 3. Knees bent, back straight, eyes up
2. Review Stick Handling:
 1. Tap, tap, tap (tap and push the puck gently)
 2. Both sides, quick stick (move over puck quickly and use both sides)
 3. Puck in front (no more than a stick length away)
 4. Quick glances (keep head up, quick glances at the puck then back up to make sure you know where you're going)
3. Passing and Shooting
 1. Side to target (point one shoulder to the target)

the passer begins with the puck and passes to the shooter

3. Students must try and knock the bowling pin down
4. Switch places after 5 passes
5. REMIND STUDENT TO SWEEP AND SNAP THE WRISTS NOT SLAP THE PUCK

8. **Cool-down (3-5 min):** High 5 in the Middle

Standards

4.PE.3 Discuss the origin of a variety of games, sports, or dances, including traditional and contemporary American Indian contributions and cultures.

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

4.PE.4 Understand the concept of open spaces to activities such as combination skills, small-sided practice tasks, gymnastics, and dance environments.

4.PE.7 Actively engages in the activities of health enhancement class, both teacher-directed and independent.

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

ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.

MU:Cr2.1.4b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and simple harmonic musical ideas.

MU:Cr3.2.4a Present the final version of personal created music to others, and explain connection to expressive intent.

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

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.

recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.

MU:Pr4.2.5a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

MU:Pr4.2.5b When analyzing selected music, read and perform using standard notation.

MU:Re7.2 Analyze - Analyze how the structure and context of varied musical works inform the response. Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

MU:Re8.1 Interpret - Support interpretations of musical works that reflect creators'/performers' expressive intent.

MU:Re9.1 Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

MU:Re9.1.5a Evaluate musical works and performances,

2. Back foot (start the puck at the back foot to sweep forward)
3. Sweep the puck (don't slap)
4. Snap the wrists (roll the wrists in the direction of the target)
5. Point the toe (follow through and finish with the toe of the stick blade pointing at the target)
4. Goalkeeping
 1. Stool stance (feet apart, back straight, sit back slightly as if sitting on a stool)
 2. Hammer stick (hold the stick close to the blade as if it were a hammer)
 3. Cover the hole (place the stick blade close to the ground covering the hole in between feet)
 4. Sweep and poke (sweep away shots to the middle and to the stick side. Reach and poke away shots to the glove side)
5. Stick should come no higher than your waist except when sticking then it should be below your knees
6. Skill Development Activities (Card 400):

respiratory fitness assessment.

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

4.PE.11 Reflect on personal social behavior in physical activity.

4.PE.12 Listen respectfully to corrective feedback from others.

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

4.PE.14 Recognize and support individual differences in movement performance at all skill levels.

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

4.PE.18 Rate the enjoyment of participating in challenging and mastered physical activities; and

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applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

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1. Soft Hands:
keep the feet stationary and tap puck back and forth in front of the body, then forward and back on one side of the body
 1. TRY DOING THIS WITHOUT LOOKING DOWN
 2. CHALLENGE STUDENTS TO SEE HOW MANY TAPS IN 30 SECS
2. Fancy Hands:
 1. Tap the puck in as many different positions as possible, then challenge them to tap it, then turn to quickly retrieve it
3. Polyspot Challenge:
 1. Give each student a polyspot and tell them that is a defender and when moving the puck around they must keep their back toward it (tell students to imagine the polyspot is a stool and they always

- want to keep their body in a position to sit down)
4. Stop and Start:
 1. Ask students to move slowly throughout the area handling their puck
 2. Try this on the side of your body
 3. Gradually increase the speed
 4. If you loose control of your puck you must do 5 jumping jacks
 7. **Go Activity (25 min):** Floor Hockey: The Great One Passing and Shooting Skills (Card 401) **Need:** Hockey Sticks, Pucks, Bowling Pins
 1. First Time: Students are scattered in pairs around the walls, distribute puck and bowling pin
 2. One student is 4-5 yds. from the target, and the passer begins with the puck and passes to the shooter
 3. Students must try and knock the bowling pin down
 4. Switch places after 5 passes

5. REMIND STUDENT TO SWEEP AND SNAP THE WRISTS NOT SLAP THE PUCK
8. **Cool-down (3-5 min):** High 5 in the Middle

Standards

- 4.PE.3 Discuss the origin of a variety of games, sports, or dances, including traditional and contemporary American Indian contributions and cultures.
- 4.PE.1 Use a combination of motor skills to engage in a variety of activities.
- 4.PE.4 Understand the concept of open spaces to activities such as combination skills, small-sided practice tasks, gymnastics, and dance environments.
- 4.PE.7 Actively engages in the activities of health enhancement class, both teacher-directed and independent.
- 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.11 Reflect on personal social behavior in physical activity.

4.PE.12 Listen respectfully to corrective feedback from others.

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

4.PE.14 Recognize and support individual differences in movement performance at all skill levels.

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

4.PE.18 Rate the enjoyment of participating in challenging and mastered physical activities; and

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