

| Monday 01/16/2023 | Tuesday 01/17/2023 | Wednesday 01/18/2023 | Thursday 01/19/2023 | Friday 01/20/2023 |
|--|--|--|--|--|
| <p>MLK Day</p> <p>Martin Luther King Jr. Day</p> | <p>Breakfast Duty 8:00am - 8:30am</p> | <p>Breakfast Duty 8:00am - 8:30am</p> | <p>Breakfast Duty 8:00am - 8:30am</p> | <p>Breakfast Duty 8:00am - 8:30am</p> |
| <p>Band/Choir 7 & 8 8:35am - 9:30am</p> | <p>Band/Choir 7 & 8 8:35am - 9:30am</p> | <p>Band/Choir 7 & 8 8:35am - 9:30am</p> | <p>Band/Choir 7 & 8 8:35am - 9:30am</p> | |
| <p>Objectives:</p> <ol style="list-style-type: none"> 1. Create original music piece including musical notation and perform | <p>Objectives:</p> <ol style="list-style-type: none"> 1. Create original music piece including musical notation and perform | <p>Objectives:</p> <ol style="list-style-type: none"> 1. Create original music piece including musical notation and perform | <p>Objectives:</p> <ol style="list-style-type: none"> 1. Create original music piece including musical notation and perform | |
| <p>Lesson / Instruction</p> <ol style="list-style-type: none"> 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 | <p>Lesson / Instruction</p> <ol style="list-style-type: none"> 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 | <p>Lesson / Instruction</p> <ol style="list-style-type: none"> 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 | <p>Lesson / Instruction</p> <ol style="list-style-type: none"> 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 | |
| <p>Band/Choir 6 9:33am - 10:25am</p> | <p>Band/Choir 6 9:33am - 10:25am</p> | <p>Band/Choir 6 9:33am - 10:25am</p> | <p>Band/Choir 6 9:33am - 10:25am</p> | |
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| <p>Prep 10:28am - 11:30am</p> | <p>Prep 10:28am - 11:30am</p> | <p>Prep 10:28am - 11:30am</p> | <p>Prep 10:28am - 11:30am</p> |
| <p>Lunch 11:30am - 12:15pm</p> | <p>Lunch 11:30am - 12:15pm</p> | <p>Lunch 11:30am - 12:15pm</p> | <p>Lunch 11:30am - 12:15pm</p> |
| <p>PE PK 12:15pm - 1:00pm</p> | <p>Music K 12:15pm - 1:00pm</p> | <p>PE 1 12:15pm - 1:00pm</p> | <p>Music 1 12:15pm - 1:00pm</p> |
| <p>Jump Rope Activities</p> <p>Objective:</p> <ul style="list-style-type: none"> Traveling Non-manipulative skills (twisting, balancing, stretching, turning, curling) Jumping, landing, transferring weight | <p>Objectives:</p> <ul style="list-style-type: none"> Vocal qualities, loud/quiet Time/space/shape/force Body awareness High/low, up/down, mallet technique Pulse <p>Lesson / Instruction</p> | <p>Jump Rope Activities</p> <p>Objective:</p> <ul style="list-style-type: none"> Traveling Non-manipulative skills (twisting, balancing, stretching, turning, curling) Jumping, landing, transferring weight | <p>Objectives:</p> <ul style="list-style-type: none"> Label quarter note/eighth note Sing with quarter note/eighth note/rest Vocal repertoire Prepare for La <p>Lesson / Instruction</p> |

- Develop cardiovascular fitness, practice basic jump rope skills

Kindergarten:

- Jump over a line or rope using two-foot patterns (double and single bounce)

1st Grade:

- Jump a swinging rope (long or short) using single and double bounces
- Correctly turn a short jump rope

2nd Grade:

- Jump a self-turned rope both forward and backward
- Jump overhead turning long rope

Lesson / Instruction

Procedure: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up: (5 min)

Materials: Cones, music

1. Fast Walk (Card 6)

Go Fitness: Limber Limbs: Stretching Activities (10 min) Materials: Cones, music

1. Bendables (Card 166)

Go Activity: Jump Rope Activities (25 min)

Materials: Jump ropes (stand on rope with handles reaching armpits)

1. Stationary Rope (Card 271-272)

1. **(8-10 mins) Game: "ABC Song"** (pg. 67)

Materials: Chart #10

1. Introduce song
2. Present chart
3. Discuss 4 different vocal qualities
4. Sing song while teacher points to various pictures on the chart that students will copy in vocal tone

2. **(5-8 mins) Game: Angles and Curves** (pg. 67)

Materials: Visual #10, Smartboard

1. Draw chart on Smartboard
2. Review "angle" and "curve" as movement terms
3. Present alphabet cards one at a time and students determine which category each letter belongs
4. CHOOSE STUDENTS TO COME AND WRITE THE LETTERS ON THE BOARD WHERE THEY BELONG

3. **(10-12 mins) Song with Movement: "Alphabet Fun"** (pg. 68)

Materials: Visual #10

1. Play melody, class identifies song
2. Echo text by phrase

- Develop cardiovascular fitness, practice basic jump rope skills

Kindergarten:

- Jump over a line or rope using two-foot patterns (double and single bounce)

1st Grade:

- Jump a swinging rope (long or short) using single and double bounces
- Correctly turn a short jump rope

2nd Grade:

- Jump a self-turned rope both forward and backward
- Jump overhead turning long rope

Lesson / Instruction

Procedure: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up: (5 min)

Materials: Cones, music

1. Fast Walk (Card 6)

Go Fitness: Limber Limbs: Stretching Activities (10 min) Materials: Cones, music

1. Bendables (Card 166)

Go Activity: Jump Rope Activities (25 min)

Materials: Jump ropes (stand on rope with handles reaching armpits)

1. Stationary Rope (Card 271-272)

1. **(5-8 mins) Rhythmic Reading: Labeling Quarter Note and Eighth Note** (pg. 53)

Materials: Smartboard

1. Draw Ta/Ti-Ti on board (stick notation) and students identify
2. Add note heads to stick notation (labeling quarter note and eighth notes)
3. Explain that notes may still be called Ta and Ti-Ti
4. Play game where class speaks "Ta" as teacher repeatedly points to the quarter note, speaks Ti-Ti as teacher repeatedly points to eighth notes and touches shoulders for rest
5. Teacher points to combo of note values and rests as students speak

2. **(10-12 mins) Singing Game: "The Old Grey Cats Are Sleeping"** (pg. 53) **Materials:** BX, Visual #4

1. Verse 1 & 4: sing song without music
2. Verse 2: in book
3. Verse 3 and 5: in book
4. Students recognize sequence of verses and sing in order

Materials: 1 long rope per 3 students, MUSIC

2. Long Rope Jumping (Card 273) **Materials:** 1 long rope per 3 students, *Jump Rope Task Cards* (282-294)

Glossy of Terms:

Walk and Jump:
Turn rope while walking forward

Double Bounce:
Jump with both feet twice for each rope turn

Single Bounce:
Jump with both feet once for every rope turn

Straddle: *Jump and land with feet apart or together*

Skier: *Jump side to side over a line*

Hop: *Jump on one foot*

Rocker: *Start with 1 foot in front (keep that foot in front) and rock from the front foot to the back foot*

"X": *Cross one foot in front of the other and jump, uncross and jump*

Backward: *Turn rope backward and jump*

3. Combine phrases adding actions

4. (12-15 mins) **Story with Instruments:** *Chicka Chicka Boom Boom* (pg. 69) **Materials:** BOOK

1. Read book to class
2. Sit in a circle and pace a glockenspiel in front one 1 student
3. Read book and that student improvises on the glock the 1st page then they hand it to the left
4. Continue until each child has had a turn

5. (10-12 mins) **Speech Activity with Game:** *Alphabet Soup* (pg. 69) **Materials:** Visual #10

1. Echo game with body percussion two measures at a time
2. Add game:
 - 2 teams - each takes a face down card and comes up with a word that starts with that letter (1 pt for each)

Practice Time 1:00pm - 2:00pm

PE 5 1:45pm - 2:30pm

Hockey Unit

Objective:

- Practice and improve fundamental floor hockey

Materials: 1 long rope per 3 students, MUSIC

2. Long Rope Jumping (Card 273) **Materials:** 1 long rope per 3 students, *Jump Rope Task Cards* (282-294)

Glossy of Terms:

Walk and Jump:
Turn rope while walking forward

Double Bounce:
Jump with both feet twice for each rope turn

Single Bounce:
Jump with both feet once for every rope turn

Straddle: *Jump and land with feet apart or together*

Skier: *Jump side to side over a line*

Hop: *Jump on one foot*

Rocker: *Start with 1 foot in front (keep that foot in front) and rock from the front foot to the back foot*

"X": *Cross one foot in front of the other and jump, uncross and jump*

Backward: *Turn rope backward and jump*

5. Divide class into 2 groups (cats and mice):

1. Students pantomime action while singing verses (with movement that matches the note)

3. (15-18 mins) **Notation Activity:** *Baker's Hat* (pg. 54) **Materials:** Chart #9, Visual # 5, chef's hat (optional), BX

1. Present chart
2. Student speak and clap rhythm
3. Add text
4. Review hand signals, echoing 4-beat patterns
5. Using the baker hats choose 4 students (one at a time) to create a melody for each line of text
6. Each student places the baker's hats on the lines (tell students that good melodies have repetition)
7. Class sings line using "high/low", "So/Mi" and text
8. Sing song while patting beat
9. IF I HAVE A CHEF'S HAT DO NEXT ACTIVITY IN TEACHER'S MANUAL

4. (10-12 mins) **Song:** *"Somebody's*

Bell: Jump forward and backward over a line
Wounded Duck: Jump with heels in and toes out, then heels out and toes in
Side-swing: Swing the rope to one side of the body, then swing overhead and jump
Criss-Cross Arms: Turn rope forward and cross arms in front (hug yourself). Jump forward, uncross arms and jump again
Double Under: With 1 jump, pass the rope under your feet twice (lift knees and rotate the rope faster with your wrist)

Cool-down: (5 min)
 1. Simon Says (Card 5)

PE 4 1:00pm - 1:45pm
Hockey Unit

Objective:

- Practice and improve fundamental floor hockey skills (stick handling, passing, receiving, and shooting).

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 (5 min)
 1. Quick Draw(Card 8)

Go Fitness: Go, Slow & Whoa: Eat Smart Games (10 min) Materials: Dynamite Diet's Go Food Picture Cards (cards 325-337)

1. Go Food Fitness (Card 308-309)

Go Activity: Floor Hockey: CATCH Challenge Level II (25 min) **Need:** 1 hockey stick per student, 1 puck and 2 cones per pair

1. One-on-One Showdown (Card 409)

Cool-down (5 min)
 1. Stretch Routine (Card 273-274)

Bell: Jump forward and backward over a line
Wounded Duck: Jump with heels in and toes out, then heels out and toes in
Side-swing: Swing the rope to one side of the body, then swing overhead and jump
Criss-Cross Arms: Turn rope forward and cross arms in front (hug yourself). Jump forward, uncross arms and jump again
Double Under: With 1 jump, pass the rope under your feet twice (lift knees and rotate the rope faster with your wrist)

Cool-down: (5 min)
 1. Simon Says (Card 5)

Music 3 1:00pm - 1:45pm

Objectives:

- Label sixteenth notes, rhythm patterns
- Tempo, time/space/shape/force/phrase
- Label Canon/Round
- Perform Canon/Round
- Elemental forms

Knocking on Your Door" (pg. 55)

1. Teach song by rote

5. **(8-10 mins) Song with Game: "Bounce High, Bounce Low" (pg. 55)**
Materials: Playground Ball

- Circle standing, echo melody with text, patting on each bounce
- Demo bouncing ball on each "Bounce" then the 3rd time bouncing it to another person
- After passing the ball off, have students sit down

PE K 1:00pm - 1:45pm
Jump Rope Activities

Objective:

- Traveling
- Non-manipulative skills (twisting, balancing, stretching, turning, curling)
- Jumping, landing, transferring weight
- Develop cardiovascular fitness, practice basic jump rope skills

Kindergarten:

- Jump over a line or rope using two-foot patterns (double and single bounce)

1st Grade:

- Jump a swinging rope (long or short) using single and double bounces

- 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 (5 min)

1. Quick Draw(Card 8)

Go Fitness: Go, Slow &

Whoa: Eat Smart Games (10 min) Materials: Dynamite Diet's Go Food Picture Cards (cards 325-337)

1. Go Food Fitness (Card 308-309)

Go Activity: Floor

Hockey: CATCH Challenge Level II (25 min) Need: 1 hockey stick per student, 1 puck and 2 cones per pair

1. One-on-One Showdown (Card 409)

Cool-down (5 min)

1. Stretch Routine (Card 273-274)
 1. Neck: turn head side to side, turn head left and right

1. Neck: turn head side to side, turn head left and right
2. Chest: clasp hands behind you and raise arms
3. Back: wrap arms around upper body as though hugging yourself
4. Truck, Sides: Feet shoulder width apart, arm overhead reaching, switch to other side
5. Hamstrings: cross left foot over right foot with knees slightly bent, slide hands down legs
6. Quads: Reach back to grab foot and pull up to back of thighs
7. Calves: Lunge forward and bend knee with left leg straight and both feet flat on floor
8. Hips: Lunge all the way until the back leg is extended as far as it can go

Q1 Band 2:45pm - 3:30pm

Lesson / Instruction

1. **(10-12 mins) Rhythmic Reading:** *Label Sixteenth Notes* (pg. 65)

Materials: Smart-board, Visual #13

1. Draw 4 squares on the board
2. Draw note values in each box reviewing 1/4, 1/8 notes
3. Introduce 16th note, explaining that 4 notes = 1 beat "Ti-Ri-Ti-Ri"
4. Teacher taps pulse pointing to each note
5. Play an echo game where teacher points to 4 cards and class echoes
6. Clap *When the Saints Go Marching...* and have students guess the song
7. Introduce GRADE #3 RHYTHM CARDS

1. Whole note, dotted half note, and 16th note are introduced
2. Go through rhythm cards by pointing at each beat

2. **(8-10 mins) Movement Activity:** *"Mirroring with Partners* (pg. 66)

Materials: Recording, finger cymbals

- Correctly turn a short jump rope
- 2nd Grade:**
- Jump a self-turned rope both forward and backward
 - Jump overhead turning long rope

Lesson / Instruction

Procedure: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up: (5 min)

Materials: Cones, music

1. Fast Walk (Card 6)

Go Fitness: Limber Limbs: Stretching Activities (10 min) Materials: Cones, music

1. Bendables (Card 166)

Go Activity: Jump Rope Activities (25 min)

Materials: Jump ropes (stand on rope with handles reaching armpits)

1. Stationary Rope (Card 271-272)

Materials: 1 long rope per 3 students, MUSIC

2. Long Rope Jumping (Card 273) **Materials:** 1 long rope per 3 students, *Jump Rope Task Cards* (282-294)

Glossy of Terms:

Walk and Jump:
Turn rope while walking forward

2. Chest: clasp hands behind you and raise arms
3. Back: wrap arms around upper body as though hugging yourself
4. Truck, Sides: Feet shoulder width apart, arm overhead reaching, switch to other side
5. Hamstrings: cross left foot over right foot with knees slightly bent, slide hands down legs
6. Quads: Reach back to grab foot and pull up to back of thighs
7. Calves: Lunge forward and bend knee with left leg straight and both feet flat on floor
8. Hips: Lunge all the way until the back leg is extended as far as it can go

Recess 1:45pm - 2:00pm

PE 3 2:00pm - 2:45pm

Hockey Unit

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

1. Assign partners and determine who will go 1st
2. Students start by forming an interesting shapes until teacher signals partner change with finger cymbals
3. **(3-5 mins) Speech Activity** "Label Canon/ Round (pg. 67)

Materials: Smart-board

1. Draw the rectangle with words in it
2. Using the rhythm in the box, speak one line at a time, students echo
3. Erase one of the lines and have students say the whole thing again
4. Continue erasing one line at a time and see if students can remember the whole thing
5. DO NOT ERASE THE REPEAT SIGNS)
6. Write "Canon/Round" on Smart-board and label as "Two or more groups"
4. **(8-10 mins) Movement Activity: Movement Game (pg. 67) (see pg 63)**
Materials: Conga Drum
 1. Review activity and after dividing class and performing as a two-part canon, divide class into four and do a four-

Double Bounce:

Jump with both feet twice for each rope turn

Single Bounce:

Jump with both feet once for every rope turn

Straddle:

Jump and land with feet apart or together

Skier: *Jump side to side over a line*

Hop: *Jump on one foot*

Rocker: *Start with 1 foot in front (keep that foot in front)*

and rock from the front foot to the back foot

"X": *Cross one foot in front of the other and jump, uncross and jump*

Backward: *Turn rope backward and jump*

Bell: *Jump forward and backward over a line*

Wounded Duck:

Jump with heels in and toes out, then heels out and toes in

Side-swing: *Swing the rope to one side of the body, then swing overhead and jump*

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 (5 min)

1. Quick Draw(Card 8)

Go Fitness: Go, Slow & Whoa: Eat Smart Games (10 min) Materials: Dynamite Diet's Go Food Picture Cards (cards 325-337)

1. Go Food Fitness (Card 308-309)

Go Activity: Floor Hockey: CATCH Challenge Level II **(25 min) Need:** 1 hockey stick per student, 1 puck and 2 cones per pair

1. One-on-One Showdown (Card 409)

Cool-down (5 min)

1. Stretch Routine (Card 273-274)
 1. Neck: turn head side to side, turn head left and right
 2. Chest: clasp hands behind you and raise arms

part canon (each group entering at 4 beats)

5. **(8-10 mins) Speech**
Activity: "Johnny on the Woodpile" (pg. 67)
 1. Speak rhythm, echo one measure at a time
 2. Class creates actions to accompany each measure, perform 3 times
 1. Speech with actions
 2. Actions only
 3. Speech with actions
 3. Repeat and teacher performs canons at 2 beats
 4. Divide class in 1/2, each perform individually
 5. Perform a 2-part canon (2nd group entering at 2 beats)
6. **(10-12 mins) Group**
Project: "Finding Form in Design" (pg. 68)
Materials: Visual #9
 1. As a class students choose 1 card (visual)
 2. Lead discussion interpreting form of the design
 3. Students choose ways to represent each section

Music 4 1:45pm - 2:30pm

Objectives:

- Lines/spaces

Criss-Cross
Arms: Turn rope forward and cross arms in front (hug yourself). Jump forward, uncross arms and jump again
Double Under: With 1 jump, pass the rope under your feet twice (lift knees and rotate the rope faster with your wrist)

Cool-down: (5 min)

1. Simon Says (Card 5)

Recess 1:45pm - 2:00pm

PE 2 2:00pm - 2:45pm

Jump Rope Activities

Objective:

- Traveling
- Non-manipulative skills (twisting, balancing, stretching, turning, curling)
- Jumping, landing, transferring weight
- Develop cardiovascular fitness, practice basic jump rope skills

Kindergarten:

- Jump over a line or rope using two-feet patterns (double and single bounce)

1st Grade:

3. Back: wrap arms around upper body as though hugging yourself
4. Truck, Sides: Feet shoulder width apart, arm overhead reaching, switch to other side
5. Hamstrings: cross left foot over right foot with knees slightly bent, slide hands down legs
6. Quads: Reach back to grab foot and pull up to back of thighs
7. Calves: Lunge forward and bend knee with left leg straight and both feet flat on floor
8. Hips: Lunge all the way until the back leg is extended as far as it can go

Q1 Band 2:45pm - 3:30pm

- Pulse, rhythm patterns, SR-BAGE
- Moving bordun, AA'A
- Creating a contrasting section, exploring percussion

Lesson / Instruction

1. **(2-3 mins) Melodic Reading:** *Treble Clef Cards (pg. 65)*
Materials: Visual #2
 1. To prepare for assessment use cards 1-3 to review lines and spaces
 2. Use cards 1-9 as flash cards
 3. Do in no order, ask class to identify notes names
2. **(8-10 mins) Paper/Pencil Activity "Assessing Treble Clef Lines and Spaces (pg. 65)**
Materials: [Written Assessment #2](#)
 1. Complete assessment independently
3. **(12-15 mins) Recorder Activity:** *Recorder Games (pg. 65)*
Materials: Visual #3 (post cards on the board)
 1. Game #1:
 1. Teacher plays one of the cards and students identify which card it is

- Jump a swinging rope (long or short) using single and double bounces
- Correctly turn a short jump rope

2nd Grade:

- Jump a self-turned rope both forward and backward
- Jump overhead turning long rope

Lesson / Instruction

Procedure: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up: (5 min)

Materials: Cones, music

1. Fast Walk (Card 6)
- Go Fitness: Limber Limbs: Stretching Activities (10 min) Materials:** Cones, music
1. Bendables (Card 166)
- Go Activity: Jump Rope Activities (25 min)**
- Materials:** Jump ropes (stand on rope with handles reaching armpits)
1. Stationary Rope (Card 271-272)
Materials: 1 long rope per 3 students, MUSIC
 2. Long Rope Jumping (Card 273)
Materials: 1 long rope per 3 students, *Jump Rope Task Cards (282-294)*

Glossy of Terms:

2. If correct, the students play the card in unison
3. After several turns ask just one student to play after guessing the correct card
2. Game #2:
 1. Identify a 2-digit number using 1-6
 2. Class plays the cards
 3. Ask a student to pick a 2-digit number
 4. Class plays those two cards
3. Game #3 (really #4):
 1. Students step in place playing one pitch to a 1/4 note pulse.
 2. Once comfortable, students begin marching changing direction and pitch on each whole note
4. **(18-29 mins) Instrument Activity: "Snow Day" (pg. 66)**
Materials:
Xylo visual, CBB, BX, AX/SX, AG/SG
 1. This activity introduces students to moving bordun (2 hands play - sometimes together, sometimes not)
 2. Demo moving bordun on xylo

- Walk and Jump:**
Turn rope while walking forward
- Double Bounce:**
Jump with both feet twice for each rope turn
- Single Bounce:**
Jump with both feet once for every rope turn
- Straddle:** *Jump and land with feet apart or together*
- Skier:** *Jump side to side over a line*
- Hop:** *Jump on one foot*
- Rocker:** *Start with 1 foot in front (keep that foot in front) and rock from the front foot to the back foot*
- "X":** *Cross one foot in front of the other and jump, uncross and jump*
- Backward:** *Turn rope backward and jump*
- Bell:** *Jump forward and backward over a line*
- Wounded Duck:**
Jump with heels in and toes out, then heels out and toes in
- Side-swing:** *Swing the rope to one*

3. Using hand staff (lines and spaces of fingers) sing the melody one measure at a time with letter names, students echo
4. Transfer melody and bordun, students choose which to play
5. Prepare AG/SG by snapping pattern; transfer to instruments; assign students

side of the body, then swing overhead and jump
Criss-Cross

Arms: Turn rope forward and cross arms in front (hug yourself). Jump forward, uncross arms and jump again

Double Under:
With 1 jump, pass the rope under your feet twice (lift knees and rotate the rope faster with your wrist)

Cool-down: (5 min)

1. Simon Says (Card 5)

Q1 Band 2:45pm - 3:30pm