

Monday 01/02/2023	Tuesday 01/03/2023	Wednesday 01/04/2023	Thursday 01/05/2023	Friday 01/06/2023
Winter Break	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	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
	Band/Choir 6 9:33am - 10:25am	Band/Choir 6 9:33am - 10:25am	Band/Choir 6 9:33am - 10:25am	Band/Choir 6 9:33am - 10:25am
	Prep 10:28am - 11:30am	Prep 10:28am - 11:30am	Prep 10:28am - 11:30am	Prep 10:28am - 11:30am
	Lunch 11:30am - 12:15pm	Lunch 11:30am - 12:15pm	Lunch 11:30am - 12:15pm	Lunch 11:30am - 12:15pm
	PE PK 12:15pm - 1:00pm	Music K 12:15pm - 1:00pm	PE 1 12:15pm - 1:00pm	Music 1 12:15pm - 1:00pm
	FITNESS WEEK Objective: Students will: <ul style="list-style-type: none"> Monitor and understand their individual fitness progress Set individual activity goals and strive to achieve them Enjoy being physically active 	Objectives: <ul style="list-style-type: none"> Repertoire, prepare SM, vocal tone production Pulse, high/low Time/space/ shape/force Mallet technique, same different 	FITNESS WEEK Objective: Students will: <ul style="list-style-type: none"> Monitor and understand their individual fitness progress Set individual activity goals and strive to achieve them Enjoy being physically active 	Objectives: <ul style="list-style-type: none"> Vocal repertoire Ta/Ti-Ti/Rest Pulse Label So, Mi (SM)
	Lesson / Instruction <ol style="list-style-type: none"> Procedures: (10 min) <ul style="list-style-type: none"> 3 Laps Drinks Bathroom Discuss 3 benefits of physical activity Discuss the procedure for the fitness tests (transition, how to score each other, etc. Tell students they will be tested once a month (so exercising at home to increase strength and endurance will help) 	Lesson / Instruction <ol style="list-style-type: none"> (5-8 mins) Singing Activity: <i>"It's a Brand New Year"</i> (pg.60) <ol style="list-style-type: none"> Teach, then sing song, improvise 2nd part to ask questions (5-8 mins) Finger Play: <i>"Ten Little Fingers"</i> (pg. 61) <ol style="list-style-type: none"> Repeat text with actions (if possible ABA speak, think, speak) (8-10 mins) Song with Game: <i>"Handy Dandy"</i> (pg, 62) <ol style="list-style-type: none"> (10-12 mins) Speech Activity 	Lesson / Instruction <ol style="list-style-type: none"> Procedures: (10 min) <ul style="list-style-type: none"> 3 Laps Drinks Bathroom Discuss 3 benefits of physical activity Discuss the procedure for the fitness tests (transition, how to score each other, etc. Tell students they will be tested once a month (so exercising at home to increase strength and endurance will help) 	Lesson / Instruction <ol style="list-style-type: none"> (10-12 mi) Rhythmic Reading: <i>"Engine, Engine"</i> (pg 31) Materials: Visual #2, Chart #4, barred instruments <ol style="list-style-type: none"> Review song Present Visuals "choo-choo" and "train" Class speaks "train" and choo-choo" as teacher repeatedly points to cards Class chooses four cards to place on chart Speak "train" and "choo-choo" as "Ta" and "Ti-Ti" Show students what a repeat sign is and repeat rhythm twice

5. **Discuss rules**
6. Informally fill out out "My Fitness Journey - Record Chart" for each student (names already filled out)
 - Completes 5 sit-ups
 - Independently
 - Completes 8 push-ups with good form, given 1 demonstration
 - Skips forward 10 feet
 - Completes half mile run in 6 minutes
7. **Break up class into groups**
8. **Give each group a timer and let them begin**
9. **Circulate to make sure groups are following procedure**

Standards

- 2.1c** Exhibit a variety of small motor skills.
- 2.1e** Engage in self-help skills.
- 2.1f** Perform increasingly more 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.

- with**
- Movement:** "Hush , Hush" (pg.62)
- Materials:** Visual #9 (feathers), glockenspiel
1. Students describe the movement of a feather
 2. Students mimic action of feather while teacher mimics on the glockenspiel
 3. Add poem while still mimicking
 4. Allow several students to improvise on glockenspiel
5. **(5-8 mins)**
Story: "The Snowy Day" (pg. 63)
- Materials:** Book: **The Snowy Day by Ezra Jack Keats**
6. **(10-12 mins)**
Singing
Game: "The Skaters" (pg 63)

- Materials:** Piano
1. Practice song on piano with students
 2. Circle, standing with four students in the middle
 3. **While singing 1st verse:**
 1. 4 students are in the middle making a star with their arms inward, walking clockwise

5. **Discuss rules**
6. Informally fill out out "My Fitness Journey - Record Chart" for each student (names already filled out)
 - Completes 5 sit-ups
 - Independently
 - Completes 8 push-ups with good form, given 1 demonstration
 - Skips forward 10 feet
 - Completes half mile run in 6 minutes
7. **Break up class into groups**
8. **Give each group a timer and let them begin**
9. **Circulate to make sure groups are following procedure**

Standards

- 1.PE.1** Perform most basic locomotor, nonlocomotor, and manipulative skills using mature patterns.
- 1.PE.3** Move in self-space.
- 1.PE.4** Differentiate between fast and slow speeds, strong and light force.
- 1.PE.6** Discuss the benefits of being active and exercising or playing.

7. Perform ABA: sing-speak-sing
2. **(10-15 min)**
Notation
Activity: Popsicle Game (pg 36)
Materials: 10 bags of 12 Popsicle Sticks, Conga Drum w/mallet
 1. Form groups of two
 2. Teacher clap a four beat pattern and students draw the pattern with sticks
 3. Teacher writes correct pattern on board (after a few turns have a student come up and write the pattern on the board)
3. **(10-12 mins)**
Speech
Activity: "Christmas is Over" (pg. 47)
 1. In a seated circle echo phrase while students pat pulse
 2. Choose a 4-beat ostinato to accompany poem (eg., pat, pat, clap, clap)
 3. After poem, 4 students take a turn to share their favorite gift or experience
4. **(8-10 mins)**
Rhythmic
Reading: "Creating a Word Chain" (pg. 48)
Materials:

- 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.
- 2.2g Demonstrate increased ability to use skills requiring balance.
- 2.2h Perform large motor movement alone or with others.
- 2.2i Manipulate objects with large muscles.
- 2.3a Respond to touch, movement, and sound.
- 2.3b Focus eyes on near and far objects.
- 2.3c Calm with assistance.
- 2.3d Explore the environment with mouth and hands and respond to different textures.
- 2.3e Manipulate materials to explore sound.
- 2.3f Demonstrate an awareness of her body in space.
- 2.3g Practice sensory integration.
- 2.3h Adapt movements to specific situations.
- 2.3i Demonstrate concepts through movement.

- 2. Students circled around them go counterclockwise
- 4. **While singing 2nd verse:**
 - 1. Students go in the opposite direction they were in verse 1
- 5. **While singing 3rd verse:**
 - 1. The 4 students in the middle pick another student outside the circle and perform a 2-handed turn
 - 2. The 4 chosen students now go to the middle

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

- 1.PE.7** Actively engage in health enhancement class.
- 1.PE.8** Understand muscles that grow strong with physical activity.
- 1.PE.9** Identify warm-up and cool-down activities related to vigorous physical activity.
- 1.PE.10** Accept personal responsibility by using equipment and space appropriately.
- 1.PE.11** Follow the rules or parameters of the learning environment.
- 1.PE.12** Respond appropriately to general feedback from a teacher.
- 1.PE.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.
- 1.PE.16** Follow teacher directions for safe participation and proper use of equipment without teacher reminders.
- 1.PE.17** Identify physical activity as a component of good health.
- 1.PE.18** Understand that challenges in physical activities can lead to success; and

- Smartboard, rhythm sticks
- 1. Use some of the students favorite gifts that are two beats using quarter notes, eighth notes, and quarter rests
- 2. Class chooses order to create a word chain
- 3. Speak and clap word chain using text (rhythm syllables)
- 4. Transfer to rhythm sticks
- 5. **(8-10 mins) Singing Activity:** :Labeling SM" (pg. 49)
Materials: Hand signal cards (sofrege)
 - 1. Sing pitches So and Mi (use piano)
 - 2. Introduce the hand signals (cards)
 - 3. Teacher sings with actions, class echoes (see teacher manual for actions)
- 6. **(5-8 mins) Song with Movement:** "Teddy Bear" (pg. 49) see pg 43
Materials: Chart #6
 - 1. Teach song with actions
 - 2. Sing song, Think song, Sing Song (with actions, ABA)

2.4a React to participation in daily routines.

2.4b Demonstrate increased ability to self-soothe and fall asleep.

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.

2.4g Participate in bathroom routines with growing independence.

2.5f Identify healthy food options.

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.

2.6e Engage in activities requiring new skills, without adult assistance.

2.6f Participate in physically active games with peers.

2.6g Recognize the positive feelings experienced during and after physical activity.

purposes and contexts.

MU:Cr1.1.Ka With guidance, explore 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:Cr3.1.Ka With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.

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.19 Describe positive results gained from participating in physical activities with others.

Music 3 1:00pm - 1:45pm

Objectives:

- Identify whole note, whole rest, and dotted 1/2 note
- Recognize SLMRD on a five line staff
- Identify high Do
- Demo correct mallet technique with crossover bordun
- Identify and perform ostinati (speaking, singing, moving playing)
- Distinguish between Major and Minor
- Identify Interlude within elemental forms (instrumental passage that comes between sections in a song) b
- Identify and demo crescendo and decrescendo
- Recognize members of the orchestral family string family
- Rhythm patterns, prepare rondo
- Tempo, time/ space/shape/ force, phrase
- Ostinato, mallet technique

Lesson / Instruction

3. Present chart and show students that "Teddy Bear" equals S o-So-Mi

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:Cn10.0.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.1a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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

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

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

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.

2.7g Recognize and describe the reasons for rules.

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

FITNESS WEEK

Objective: Students will:

- Monitor and understand their individual fitness progress
- Set individual activity goals and

MU:Pr6.1.Kb Perform appropriately for the audience.

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

FITNESS WEEK

Objective: Students will:

- Monitor and understand their individual fitness progress
- Set individual activity goals and strive to achieve them
- Enjoy being physically active

Lesson / Instruction

- Procedures: (10 min)**
 - 3 Laps
 - Drinks
 - Bathroom

- (5-10 mins) Review (pg. 59)**
 1. Identify whole note, whole rest, and dotted 1/2 note
 2. Recognize SLMRD on a five line staff
 3. Identify high Do
 4. Demo correct mallet technique with crossover bordun
 5. Identify and perform ostinati (speaking, singing, moving playing)
 6. Distinguish between Major and Minor
 7. Identify Interlude within elemental forms (instrumental passage that comes between sections in a song) b
 8. Identify and demo crescendo and decrescendo
 9. Recognize members of the orchestral family string family
- (3-5 mins) Rhythmic Training: Introduce 16th notes (pg. 59)**
 1. Standing circle, teacher claps a rhythmic phrase, students echo (see pg 2)

collaboration with others.

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

MU:Pr4.2.1a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.

MU:Pr4.2.1b When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.

MU:Pr5.1.1a With limited guidance, apply personal, teacher, and peer feedback to refine performances.

MU:Pr5.1.1b With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.

MU:Pr6.1.1a With limited guidance, perform music for a specific purpose with expression.

MU:Pr6.1.1b Perform appropriately for the audience and purpose.

MU:Re8.1 Interpret - Support interpretations of musical works that reflect

<p>strive to achieve them</p> <ul style="list-style-type: none"> • Enjoy being physically active
<p>Lesson / Instruction</p> <ol style="list-style-type: none"> Procedures: (10 min) <ul style="list-style-type: none"> ◦ 3 Laps ◦ Drinks ◦ Bathroom Discuss 3 benefits of physical activity Discuss the procedure for the fitness tests (transition, how to score each other, etc.) Tell students they will be tested once a month (so exercising at home to increase strength and endurance will help) Discuss rules Informally fill out out "My Fitness Journey - Record Chart" for each student (names already filled out) <ul style="list-style-type: none"> ◦ Completes 5 sit-ups Independently ◦ Completes 8 push-ups with good form, given 1 demonstration ◦ Skips forward 10 feet ◦ Completes half mile run in 6 minutes Break up class into groups

<ol style="list-style-type: none"> Discuss 3 benefits of physical activity Discuss the procedure for the fitness tests (transition, how to score each other, etc.) Tell students they will be tested once a month (so exercising at home to increase strength and endurance will help) Discuss rules Informally fill out out "My Fitness Journey - Record Chart" for each student (names already filled out) <ul style="list-style-type: none"> ◦ Completes 5 sit-ups Independently ◦ Completes 8 push-ups with good form, given 1 demonstration ◦ Skips forward 10 feet ◦ Completes half mile run in 6 minutes Break up class into groups Give each group a timer and let them begin Circulate to make sure groups are following procedure

<p>Standards</p> <p>5.PE.1 Exhibit competency in</p>
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<ol style="list-style-type: none"> Use 4 levels of body percussion <ol style="list-style-type: none"> Snap - Clap - Pat - Stamp (20-25 mins) Song with Game: "Three Little Monkeys" (pg. 60) Materials: Chart# 11, Visual #8 <ol style="list-style-type: none"> Echo text with melody by phrase Combine phrases, sing melody Lead a short discussion about whether it's a good idea to smoke Present the chart and visuals - use to create a rondo <ol style="list-style-type: none"> Ask two students to pick rhythm cards and place them on the chart Sing the entire song, then speak the eight-beat rhythm 2 times, end with A section As you start the song over again, ask 2 more students to put 2 new eight-beat rhythms on the chart Finish singing the song and

<p>creators'/performers' expressive intent.</p> <p>MU:Re7.2.1a With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.</p> <p>MU:Re9.1.1a With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.</p> <p>MU:Cr3.2.1a With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.</p>

<p>PE K 1:00pm - 1:45pm</p> <p>FITNESS WEEK</p> <p>Objective: Students will:</p> <ul style="list-style-type: none"> • Monitor and understand their individual fitness progress • Set individual activity goals and strive to achieve them • Enjoy being physically active <p>Lesson / Instruction</p> <ol style="list-style-type: none"> Procedures: (10 min) <ul style="list-style-type: none"> ◦ 3 Laps ◦ Drinks ◦ Bathroom Discuss 3 benefits of physical activity
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8. **Give each group a timer and let them begin**
9. **Circulate to make sure groups are following procedure**

Standards

- 4.PE.1 Use a combination of motor skills to engage in a variety of activities.
- 4.PE.5 Discuss the importance of hydration and hydration choices relative to physical activities.
- 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.8 Identify the components of health-related fitness.
- 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

fundamental motor skills and selected combinations of skills.

- 5.PE.7 Actively participate in all activities of health enhancement class.
- 5.PE.8 Differentiate between skill-related and health-related fitness.
- 5.PE.9 Identify the need for warm-up and cool-down activities related to various physical activities.
- 5.PE.10 Participate in physical activity with responsible interpersonal behavior.
- 5.PE.11 Participate with responsible personal behavior in a variety of physical activity contexts, environments, and facilities.
- 5.PE.12 Give corrective feedback respectfully to peers.
- 5.PE.13 Critique the etiquette involved in rules of various activities.
- 5.PE.14 Accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects.
- 5.PE.15 Accept other's ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.

speaking the rhythms twice, then singing Section A

5. Continue the ABACA form until all students have had a chance to pick a rhythm card
4. **(5-8 mins) Movement**
Activity: "Mirror in g" (pg. 61)

Materials: Recording "Gymnopedie #1"
 1. Students face teacher and mirror her movements without music
 2. Choose a few students to stand in a line facing the other students
 3. When the music starts the teacher will stand behind whomever is suppose to mirror at that time
5. **(20-22 mins) Song with Instruments:** "Instrumental Piece #17" (pg. 61)
Materials: Book
 1. Write down words on board for the musical piece
 2. Students each get a barred instrument (C Pentatonic - no F's and B's)
 3. Students create a 4-beat

3. **Discuss the procedure for the fitness tests (transition, how to score each other, etc.)**
4. **Tell students they will be tested once a month (so exercising at home to increase strength and endurance will help)**
5. **Discuss rules**
6. Informally fill out our "My Fitness Journey - Record Chart" for each student (names already filled out)
 - o Completes 5 sit-ups Independently
 - o Completes 8 push-ups with good form, given 1 demonstration
 - o Skips forward 10 feet
 - o Completes half mile run in 6 minutes
7. **Break up class into groups**
8. **Give each group a timer and let them begin**
9. **Circulate to make sure groups are following procedure**

Standards

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

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.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.

4.PE.17 Examine the health benefits of participating in physical activity.

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

4.PE.19 Describe and compare the positive social interactions when engaged in partner, small-group, and large-group physical activities.

Recess 1:45pm - 2:00pm

PE 3 2:00pm - 2:45pm

FITNESS WEEK

Objective: Students will:

- Monitor and understand their

5.PE.16 Apply safety principles with physical activities.

5.PE.17 Compare the health benefits of participating in selected physical activities.

5.PE.18 Express, through various media, the enjoyment and/or challenge of participating in a favorite physical activity; and

5.PE.19 Analyze the social benefits gained from participating in physical activity.

Q1 Band 2:45pm - 3:30pm

ostinato (repeating pattern) to go with the words in the musical piece

4. Have class choose an ostinato and students play it together while singing the word

NOTE:
Remind students about high C and what Major and Minor are

Standards

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

MU:Cn10.0.3a 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:Cr3.2 Present - Share creative

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

K.PE.7 Recognize that physical activity causes physical changes.

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

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

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

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

K.PE.12 Recognize the established protocol for class activities.

K.PE.13 Share equipment and space with others.

K.PE.14 Recognize differences in ideas, cultures, and body types.

K.PE.15 Follow teacher directions for safe participation and proper use of equipment with minimal reminders.

K.PE.16 Understand that physical activity is important for good health.

K.PE.17 Acknowledge that some physical activities are challenging or difficult; and

<p>individual fitness progress</p> <ul style="list-style-type: none"> • Set individual activity goals and strive to achieve them • Enjoy being physically active
<p>Lesson / Instruction</p> <ol style="list-style-type: none"> Procedures: (10 min) <ul style="list-style-type: none"> ◦ 3 Laps ◦ Drinks ◦ Bathroom Discuss 3 benefits of physical activity Discuss the procedure for the fitness tests (transition, how to score each other, etc. Tell students they will be tested once a month (so exercising at home to increase strength and endurance will help) Discuss rules Informally fill out out "My Fitness Journey - Record Chart" for each student (names already filled out) <ul style="list-style-type: none"> ◦ Completes 5 sit-ups Independently ◦ Completes 8 push-ups with good form, given 1 demonstration ◦ Skips forward 10 feet ◦ Completes half mile run in 6 minutes

<p>musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</p> <p>MU:Cr1.1.3a Improve rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).</p> <p>MU:Cr1.1.3b Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.</p> <p>MU:Cr2.1.3a Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.</p> <p>MU:Cr3.1.3a Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback.</p> <p>MU:Cr3.2.3a Present the final version of personal created music to others, and describe connection to expressive intent.</p> <p>MU:Pr4.2 Analyze - Analyze the structure and context of varied musical works and their implications for performance.</p> <p>MU:Pr4.3 Interpret - Develop personal interpretations that consider creators' intent.</p>

<p>K.PE.18 Identify physical activities that result in a positive personal experience while playing with friends.</p>
<p>Recess 1:45pm - 2:00pm</p>
<p>PE 2 2:00pm - 2:45pm</p>
<p>FITNESS WEEK</p>
<p>Objective: Students will:</p> <ul style="list-style-type: none"> • Monitor and understand their individual fitness progress • Set individual activity goals and strive to achieve them • Enjoy being physically active
<p>Lesson / Instruction</p> <ol style="list-style-type: none"> Procedures: (10 min) <ul style="list-style-type: none"> ◦ 3 Laps ◦ Drinks ◦ Bathroom Discuss 3 benefits of physical activity Discuss the procedure for the fitness tests (transition, how to score each other, etc. Tell students they will be tested once a month (so exercising at home to increase strength and endurance will help) Discuss rules Informally fill out out "My Fitness Journey - Record Chart" for each student (names already filled out)

7. **Break up class into groups**
8. **Give each group a timer and let them begin**
9. **Circulate to make sure groups are following procedure**

Standards

- 3.PE.1** Perform a combination of motor skills in various contexts.
- 3.PE.4** Recognize the concept of open space in movement context.
- 3.PE.7** Engage in the activities of health enhancement class without teacher prompting
- 3.PE.8** Describe the concept of physical fitness and provide examples of physical activity than enhance fitness.
- 3.PE.9** Recognize the importance of warm-up and cool-down activities related to vigorous physical activity.
- 3.PE.10** Practice personal responsibility in teacher-directed activities.
- 3.PE.11** Work independently for extended periods of time.
- 3.PE.12** Accept and implement specific corrective teacher feedback.
- 3.PE.13** Recognize the role of rules and

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

MU:Pr4.3.3a Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).

MU:Pr5.1.3a Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances.

MU:Pr6.1.3a Perform music with expression and technical accuracy.

Music 4 1:45pm - 2:30pm

Objectives:

- Pulse, rhythm patterns. AB form
- DRMSLD, crossover bordun, Label A'
- Canon/round, hand drum technique

Lesson / Instruction

1. **(15-18 mins)**
Movement
Activity: "Patty Cake Switch" (pg. 57)
Materials:
Recording "Listen to the Mockingbird"
 1. Follow choreographed dance in the

- Completes 5 sit-ups
Independently
- Completes 8 push-ups with good form, given 1 demonstration
- Skips forward 10 feet
- Completes half mile run in 6 minutes

7. **Break up class into groups**
8. **Give each group a timer and let them begin**
9. **Circulate to make sure groups are following procedure**

Standards

- 2.PE.1** Perform basic locomotor, nonlocomotor, and manipulative skills in mature patterns.
- 2.PE.6** Describe physical activities outside health enhancement class.
- 2.PE.7** Actively engage in health enhancement class in response to instruction and practice.
- 2.PE.8** Identify physical activities which contribute to developing strength and fitness.
- 2.PE.9** Describe warm-up and cool-down activities related to vigorous physical activity.

etiquette in physical activity with peers.

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

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

3.PE.16 Work independently and safely in physical activity settings.

3.PE.17 Discuss the relationship between physical activity and good health.

3.PE.18 Discuss the challenge that comes from learning a new physical activity; and

3.PE.19 Describe the positive social interactions that come when engaged with others in physical activity.

Q1 Band 2:45pm - 3:30pm

teachers manual
2. **(18-20 mins)**
Song with Instruments: "Chopper Chopper Joe" (pg. 58)

Materials: Chart #13, Visual #6, BX,AX,AX, etc.

1. Warm up patterns of DRMFSLTD using hand signals
2. Present chart
3. Echo melody with text
4. Prepare instruments with body percussion first, then instruments
5. Perform 3 times: Sing, Think, Sing
6. Explain the ABA pattern and show visuals #6
7. Explain that sometimes it's A, A', A because it's the same text treated differently

3. **(8-10 mins)**
Movement Activity: *Exploring pulse* (pg. 61)

Materials: Hand Drum

1. With students seated, teacher starts a 1/4 note pulse
2. Students clap the next faster pulse (1/8th) or slower (1/2)
3. Do it again switching the original pulse

2.PE.10 Practice skills with minimal teacher prompting.

2.PE.11 Accept responsibility for class protocols with behavior and performance actions.

2.PE.12 Accept specific corrective feedback from a teacher.

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

2.PE.14 Work independently with others in partner environments.

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

2.PE.16 Work independently and safely in physical activity settings.

2.PE.18 Compare physical activities that bring confidence and challenges; and

2.PE.19 Discuss positive results gained from participating in physical activities with others.

Q1 Band 2:45pm - 3:30pm

4. (10-12 mins)
Instrument
Activity: "This is a Piece for Drums" (pg. 60)
Materials: Hand Drums
1. Echo text
 2. Practice clapping with text
 3. Distribute hand drums to play instead of clapping
 4. Perform with accents
 5. Repeat, teacher plays second entrance of canon
 6. Divide class in 2 (high and low sounds) and challenge them to do a 2-part canon allowing both to begin

Standards

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

MU:Cr1.1.3a Improve rhythmic and melodic ideas, and describe connection to specific purpose and context (such as personal and social).

MU:Cr1.1.3b Generate musical ideas (such as rhythms and melodies) within a given tonality and/or meter.

MU:Cr2.1.3b Use standard and/or iconic notation and/or recording technology to document personal

rhythmic and melodic musical ideas.

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

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

MU:Pr4.2.3a Demonstrate understanding of the structure in music selected for performance.

MU:Pr5.1.3a Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy of ensemble performances.

MU:Pr5.1.3b Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.

MU:Pr6.1.3a Perform music with expression and technical accuracy.

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

MU:Re9.1.3a Evaluate musical works and performances, applying established criteria, and describe

appropriateness to
the context.