

Monday 01/09/2023	Tuesday 01/10/2023	Wednesday 01/11/2023	Thursday 01/12/2023	Friday 01/13/2023
Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am
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 7 & 8 8:35am - 9:30am	Band/Choir 7 & 8 8:35am - 9:30am
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Standards MU:Cn10.0, MU:Cn10.0.8a, MU:Cr1.1, MU:Cr2.1, MU:Cr3.1, MU:Cr1.1.8a, MU:Cr2.1.8a, MU:Cr2.1.8b,	Standards MU:Cn10.0, MU:Cn10.0.8a, MU:Cr1.1, MU:Cr2.1, MU:Cr3.1, MU:Cr1.1.8a, MU:Cr2.1.8a, MU:Cr2.1.8b,	Standards MU:Cn10.0, MU:Cn10.0.8a, MU:Cr1.1, MU:Cr2.1, MU:Cr3.1, MU:Cr1.1.8a, MU:Cr2.1.8a, MU:Cr2.1.8b,	Standards MU:Cn10.0, MU:Cn10.0.8a, MU:Cr1.1, MU:Cr2.1, MU:Cr3.1, MU:Cr1.1.8a, MU:Cr2.1.8a, MU:Cr2.1.8b,	Standards MU:Cn10.0, MU:Cn10.0.8a, MU:Cr1.1, MU:Cr2.1, MU:Cr3.1, MU:Cr1.1.8a, MU:Cr2.1.8a, MU:Cr2.1.8b,

<p>MU:Cr3.1.8a, MU:Cr3.1.8b, MU:Cr3.2.8a, MU:Pr4.1, MU:Pr4.2, MU:Pr5.1.8a, MU:Pr6.1.8b, MU:Re9.1, MU:Re9.1.8a</p>	<p>MU:Cr3.1.8a, MU:Cr3.1.8b, MU:Cr3.2.8a, MU:Pr4.1, MU:Pr4.2, MU:Pr5.1.8a, MU:Pr6.1.8b, MU:Re9.1, MU:Re9.1.8a</p>	<p>MU:Cr3.1.8a, MU:Cr3.1.8b, MU:Cr3.2.8a, MU:Pr4.1, MU:Pr4.2, MU:Pr5.1.8a, MU:Pr6.1.8b, MU:Re9.1, MU:Re9.1.8a</p>	<p>MU:Cr3.1.8a, MU:Cr3.1.8b, MU:Cr3.2.8a, MU:Pr4.1, MU:Pr4.2, MU:Pr5.1.8a, MU:Pr6.1.8b, MU:Re9.1, MU:Re9.1.8a</p>	<p>MU:Cr3.1.8a, MU:Cr3.1.8b, MU:Cr3.2.8a, MU:Pr4.1, MU:Pr4.2, MU:Pr5.1.8a, MU:Pr6.1.8b, MU:Re9.1, MU:Re9.1.8a</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>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>Lunch 11:30am - 12:15pm</p>
<p>Music PK 12:15pm - 1:00pm</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Time/space/shape/force • Fast/slow, high/low, up/down, up/down • Vocal tone production, phrase • Dramatic play • Pulse, repertoire <p>Lesson / Instruction (3-5 mins) Speech Activity with Movement: "The Robin" (pg. 64)</p> <ol style="list-style-type: none"> Teacher speaks and students perform actions (8-10 mins) Movement Game: Movement with Feathers (pg. 64) Materials: Visual #9 (feathers) Students move in response to questions (12-15 mins) Song with Game "Little Snowflakes" (pg. 65) Materials: Chart #9, Visual #9 (feathers) Speak text Present chart: lead students to discover the melodic contour of each image 	<p>PE PK 12:15pm - 1:00pm</p> <p>Jump Rope Activities</p> <p>Objective:</p> <ul style="list-style-type: none"> • Traveling, dodging • Turning, twisting, balancing, transferring weight, jumping and landing • Stretching <p>Lesson / Instruction Procedures: (10 min)</p> <ul style="list-style-type: none"> • Bathroom • Drinks • 3 Laps <p>Warm Up (5 min)</p> <ol style="list-style-type: none"> People Dodge (Card 4) <p>Go Fitness: Limber Limbs: Stretching Activities (10 min)</p> <ol style="list-style-type: none"> Stretch Routine (Card 164-165) <p>Go Activity: Hoop Activities (25 min) Materials: 1 hoop per student, hoop task cards, cone for each task card</p> <ol style="list-style-type: none"> Hoop Stations (Card 252-261) <p>Cool-down (5 min)</p> <ol style="list-style-type: none"> Simon Says (Card 5) <p>Standards</p>	<p>Music K 12:15pm - 1:00pm</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Time/space/shape/force • Fast/slow, high/low, up/down, up/down • Vocal tone production, phrase • Dramatic play • Pulse, repertoire <p>Lesson / Instruction (3-5 mins) Speech Activity with Movement: "The Robin" (pg. 64)</p> <ol style="list-style-type: none"> Teacher speaks and students perform actions (8-10 mins) Movement Game: Movement with Feathers (pg. 64) Materials: Visual #9 (feathers) Students move in response to questions (12-15 mins) Song with Game "Little Snowflakes" (pg. 65) Materials: Chart #9, Visual #9 (feathers) Speak text Present chart: lead students to discover the melodic contour of each image 	<p>PE 1 12:15pm - 1:00pm</p> <p>Jump Rope Activities</p> <p>Objective:</p> <ul style="list-style-type: none"> • Traveling, dodging • Turning, twisting, balancing, transferring weight, jumping and landing • Stretching <p>Lesson / Instruction Procedures: (10 min)</p> <ul style="list-style-type: none"> • Bathroom • Drinks • 3 Laps <p>Warm Up (5 min)</p> <ol style="list-style-type: none"> People Dodge (Card 4) <p>Go Fitness: Limber Limbs: Stretching Activities (10 min)</p> <ol style="list-style-type: none"> Stretch Routine (Card 164-165) <p>Go Activity: Hoop Activities (25 min) Materials: 1 hoop per student, hoop task cards, cone for each task card</p> <ol style="list-style-type: none"> Hoop Stations (Card 252-261) <p>Cool-down (5 min)</p> <ol style="list-style-type: none"> Simon Says (Card 5) <p>Standards</p>	<p>Music 1 12:15pm - 1:00pm</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Rhythm patterns, phrase • So, Mi (SM) • Ta/Ti-Ti • Repertoire, same/different • High/low <p>Lesson / Instruction</p> <ol style="list-style-type: none"> (3-5 mins) Rhythmic Training: <i>Random</i> (pg. 50) <ol style="list-style-type: none"> Explore simple rhythmic patterns in 2/4 time (eg., Ti-Ti/Ta or Ta/Ta) Review examples using one, two and three levels of body percussion (5 mins) Melodic Training: "SM" (pg. 50) Materials: Hand signal cards <ol style="list-style-type: none"> In a standing circle, echo sing 4-beat patterns using SM with hand signals See teachers manual for examples (3-5 mins) Rhythmic Reading: "Ta/Ti-Ti" (pg. 50)

3. Play song on piano (2 measures at a time) and have students guess which chart (1 or 2)
4. Game:
 1. In scattered formation students move to avoid having feathers land on them (or they are out)
 2. Feathers continue to be thrown until all players are out
3. **(8-10 mins) Melodic Training:** "Assessment #2 - High and Low" (pg. 66) **Materials:** Piano, **Assessment #2**
 1. Review Handy Dandy on pg 62 and use Assessment #2
 2. Assess by marking correct answers when students raise or lower arms
4. **(8-10 mins) Story with Movment:** The Snowy Day (pg. 66) **Materials:** **Book: The Snowy Day**
 1. Read book and encourage students to pantomime the actions
5. **(5-8 mins) Singing Game:** "The Skaters" (pg. 66)
 1. Review the singing game and allow students who haven't

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

PE 4 1:00pm - 1:45pm

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 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. The S Trail (Card 5)

Go Fitness: Go, Slow &

- Whoa: Eat Smart Games (10**

3. Play song on piano (2 measures at a time) and have students guess which chart (1 or 2)
4. Game:
 1. In scattered formation students move to avoid having feathers land on them (or they are out)
 2. Feathers continue to be thrown until all players are out
3. **(8-10 mins) Melodic Training:** "Assessment #2 - High and Low" (pg. 66) **Materials:** Piano, **Assessment #2**
 1. Review Handy Dandy on pg 62 and use Assessment #2
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4. **(8-10 mins) Story with Movment:** The Snowy Day (pg. 66) **Materials:** **Book: The Snowy Day**
 1. Read book and encourage students to pantomime the actions
5. **(5-8 mins) Singing Game:** "The Skaters" (pg. 66)
 1. Review the singing game and allow students who haven't

- 1.PE.1, 1.PE.3, 1.PE.4, 1.PE.6, 1.PE.7, 1.PE.8, 1.PE.9, 1.PE.10, 1.PE.11, 1.PE.12, 1.PE.13, 1.PE.14, 1.PE.15, 1.PE.16, 1.PE.17, 1.PE.18, 1.PE.19

Music 3 1:00pm - 1:45pm

Objectives:

- Crossover bordun, ostinato
- Rhythm patterns, prepare cannon/round
- Prepare sixteenth notes, Interlude

Lesson / Instruction

1. **(18-20 mins) Song with Instruments/ Game:** "Three Little Monkeys" (pg. 62) **Materials:** xylophone visual, Chart #13, Visual #8
 1. Review song
 2. Prepare classroom bordun by patting knees; students begin with left hand
 3. Demo pattern on xylophone visual; transfer to xylophone
 4. Use following text and body percussion as an ostinato to prepare for instruments parts
 1. "Please don't tell" = snap = AX/SX
 2. "Can you keep a secret?" = pat = temple blocks

- 50)
- Materials:**
- Smartboard
1. PREPARES FOR TEST
 2. Draw 4 Ta's on the board (stick notation)
 3. Class speaks pattern
 4. Class speaks and claps pattern
 5. Class claps pattern
 6. Teacher changes one of the Ta's to Ti-Ti and repeats the above sequence
 7. Continue changing more Ta's to Ti-Ti's
4. **(8-10 mins) Paper/Pencil Activity:** *Assessing Ta and Ti-Ti* (pg. 51) **Materials:** **Written Assessment in (Appendix D)**
 1. Instruct students to write their names 1sr
 2. Teacher claps one of the patterns listed and students circle the appropriate rhythm
 3. BE SURE TO CREATE AND ANSWER KEY FOR YOU
 5. **(10-12 mins) Song with Movement:** "*What Shall We Do When We Al Go Out?*" (pg. 51)
 1. Play song on piano with students scattered standing
 2. Echo melody by phrase

been in the middle to go this time

Standards
MU:Cn10.0.Ka,
MU:Cr1.1.Ka, MU:Cr1.1.Kb,
MU:Cr3.1.Ka, MU:Pr4.3,
MU:Pr6.1, MU:Pr4.2.Ka,
MU:Pr5.1.Ka, MU:Pr6.1.Ka,
MU:Pr6.1.Kb, MU:Re7.1,
MU:Re8.1, MU:Re9.1.Ka,
MU:Cn10.0, MU:Cn11.0,
MU:Cr1.1.PreKa,
MU:Cr2.1.PreKa,
MU:Cr3.1.PreKa,
MU:Re8.1.PreKa,
MU:Re7.2.PreKa,
MU:Pr6.1.PreKa

Music 2 1:00pm - 1:45pm

Objectives:

- 1/4 note, 1/8th note, 1/4 rest
- Review: above notes, SML, ostinato, song structure, classify bar instruments
- Repertoire, AB
- SML
- Pulse, prepare half note

Lesson / Instruction

Missed several weeks due to concert/holidays, taking from several previous lessons to get caught up:

1. **(5-8 mins) Rhythmic Reading:** *Rhythm*

min) Materials: Foam ball, Cones to designate the play area

1. Whoa Sweets (Card 306-307)

Go Activity: Floor Hockey: CATCH Challenge Level II **(25 min) Need:** 1 hockey stick per student, pucks/hoops for 1/2 the class

1. Ice Machines (Card 408)

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
 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

been in the middle to go this time

Standards
MU:Cn10.0, MU:Cn11.0,
MU:Cn10.0.Ka,
MU:Cr1.1.Ka, MU:Cr1.1.Kb,
MU:Cr3.1.Ka, MU:Pr4.2,
MU:Pr4.3, MU:Pr6.1,
MU:Pr4.2.Ka, MU:Pr5.1.Ka,
MU:Pr6.1.Ka, MU:Pr6.1.Kb,
MU:Re7.1, MU:Re8.1,
MU:Re9.1.Ka

Practice Time 1:00pm - 2:00pm

PE 5 1:45pm - 2:30pm

Hockey Unit

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- 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:

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- Pass a plastic puck to a moving target

Lesson / Instruction

Procedures: (10 min)

- Bathroom

5. Divide class in 1/2 (one 1/2 plays ostinato and other 1/2 sings)
6. Transfer ostinato to xylos, transfer second half to temple blocks
7. Sing melody with orchestration

1. FORM:
 1. Introduction - orchestration 4 measures
 2. A - Song with Instruments
 3. B - Peanut Butter Rhythm spoken twice
 4. A
 5. C - New peanut rhythm
 6. A

2. **(3-5 mins) Rhythmic Training:** *Mini-Canon* (pg. 63)

1. Teacher begins a sequence that alternates between 4 beats of pulse (steady beat), and 4 beats of rhythm (eg. 4/4)
2. Class begins the patterns after 4 beats
3. Sequence should last 7-8 measures

3. **(10-12 mins) Movement Activity:** *"Movement Canon"* (pg. 63)

- Materials:** Conga Drum
1. Circle standing, Introduce movement

3. After song solicit ans idea of a favorite thing to do outside
4. Class pantomimes movement while teacher improvises on piano
5. Repeat with a different favorite thing

6. **(8-10 mins) Movement Activity:** *Snowman Statues* (pg. 52)

- Materials:** Piano
1. Reaction training game - teacher plays something (chord on piano)
 2. Students react in a statue that indicates a snowman and what they are doing (when they hear the sound)

7. **(8-10 mins) Song with Instruments/ Movement:** *"Snowflakes"* (pg. 52)

- Materials:** Chart #8
1. Present chart
 2. Students sing high and low (SM) for each snowflake
 3. Class sings each line on So-Mi with hand signals
 4. Echo each line of text while playing BM

Standards

MU:Cn10.0, MU:Cn11.0,
MU:Cr1.1, MU:Pr4.2.1b,
MU:Pr4.2.1a, MU:Pr5.1.1a,

Cards (pg. 45)

Materials: Visual #6

1. Read through all cards
- have class speak each rhythm with Ta's and Ti-Ti's (touching shoulders for rests)
2. Ask students to identify:
 1. How many quartet notes on each card (Ta = 1.4 note)
 2. How many half notes on each card
 3. How many eighth notes on each card (Ti = 1/8 note, may be flagged or beamed)
2. **(5-10 mins) Review (pg. 51)**
 1. Note values: whole, half, quarter and eighth
 2. 1/8th note can be flagged or beamed
 3. Understand song structure -
 1. AB or AABB (common song with 2 or 3 verses and a chorus)
 2. ABA (Twinkle, Twinkle Little Star) and Coda
 1. A = Verse (usually 16-32 bars in length, "story" of the song", same music, different lyrics)

extended as far as it can go

Standards

- 4.PE.10, 4.PE.11, 4.PE.12, 4.PE.13, 4.PE.14, 4.PE.16, 4.PE.9, 4.PE.1, 4.PE.7, 4.PE.6, 4.PE.15

Recess 1:45pm - 2:00pm

PE 3 2:00pm - 2:45pm

Hockey Unit

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Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up (5 min)

1. The S Trail (Card 5)

Go Fitness: Go, Slow & Whoa (10 min)

- Drinks
- 3 Laps

Warm Up (5 min)

1. The S Trail (Card 5)

Go Fitness: Go, Slow & Whoa (10 min)

Materials: Foam ball, Cones to designate the play area

1. Eat Smart Games (Card 306-307)

Go Activity: Floor

Hockey: CATCH Challenge

Level II (25 min) Need: 1 hockey stick per student, pucks/hoops for 1/2 the class

1. Ice Machines (Card 408)

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
 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

with text (see teacher manual)

2. Perform twice in unison
3. Divide class in 2 circles, perform a 2 part canon
4. *Teacher may have to use the conga drum to secure the tempo*
4. **(18-20 mins) Song with Movement: "When the Saints Go Marching In" (pg. 64)** **Materials:** Piano
 1. Introduce/review melody while accompanying on the piano
 2. Students then sing while marching
 3. Add game:
 1. As students are singing teacher holds up fingers during third line to show how many students will form a circle
 2. On last line of song, students form the circles marching
 3. After the song, all students perform the Interlude with speech and body percussion 4 times

Standards

MU:Cn10.0, MU:Cn11.0, MU:Pr4.2, MU:Pr4.2.3a,

MU:Pr6.1.1a, MU:Pr6.1.1b, MU:Re7.2.1a

PE K 1:00pm - 1:45pm

Jump Rope Activities

Objective:

- Traveling, dodging
- Turning, twisting, balancing, transferring weight, jumping and landing
- Stretching

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up (5 min)

1. People Dodge (Card 4)

Go Fitness: Limber Limbs: Stretching Activities (10 min)

1. Stretch Routine (Card 164-165)

Go Activity: Hoop Activities (25 min)

Materials: 1 hoop per student, hoop task cards, cone for each task card

1. Hoop Stations (Card 252-261)

Cool-down (5 min)

1. Simon Says (Card 5)

Standards

K.PE.1, K.PE.2, K.PE.3, K.PE.5, K.PE.6, K.PE.7, K.PE.8, K.PE.9, K.PE.10, K.PE.11, K.PE.12, K.PE.13,

2. B = Chorus (repeating and comparable length to the one verse, often contains the title of the song)
3. C = Bridge (different than verse & chorus in lyrics and music and energy, typically occurs once, sometimes will be a instrumental solo, occurs after at least one verse and chorus)
4. Introduction, ABACB song structure, Coda (typical pop song)
4. Classification of barred instruments: xylophone, metallophone, glockenspiel
3. **(3-5 mins) Rhythmic Training:** Snap, Clap, Pat, Stamp (pg. 52) (see pg. 1)
 1. Start with 2/4 measure
4. **(12-15 mins) Play Party:** *"The Noble Duke of York"* (pg. 53)
 1. Circle standing, echo text with actions for students to follow

- Materials:** Foam ball, Cones to designate the play area
1. Eat Smart Games (Card 306-307)
- Go Activity: Floor Hockey:** CATCH Challenge Level II **(25 min) Need:** 1 hockey stick per student, pucks/hoops for 1/2 the class
1. Ice Machines (Card 408)
- 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
 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

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
- Standards**
- 5.PE.1, 5.PE.4, 5.PE.7, 5.PE.8, 5.PE.9, 5.PE.10, 5.PE.11, 5.PE.12, 5.PE.13, 5.PE.14, 5.PE.15, 5.PE.16, 5.PE.17, 5.PE.18, 5.PE.19, 5.PE.5

Q1 Band 2:45pm - 3:30pm

MU:Pr4.2.3b, MU:Pr4.3.3a, MU:Pr5.1.3a, MU:Pr5.1.3b

Music 4 1:45pm - 2:30pm

- Objectives:**
- SR-AGE, Label pick-up note(s), Label slur, Major/minor
 - Label hand signal Ti
 - Rhythm patterns, hand signal Ti, ostinato
 - Question-Answer, mallet technique, rondo

Lesson / Instruction

1. **(18-20 mins) Cool Tune #6 "Follow the Drinking Gourd"** (pg. 63)

Materials: Piano, Chart #14, Recording "Recorder Sonata

 1. Echo short patterns on the recorder using AGE
 2. Incorporate slurs between G and F explaining the difference in tonguing (2 notes on one "duh")
 3. Lead a brief discussion on the Underground railroad, the significance of the drinking gourd, and how they relate during this time in history
 4. Present the chart
 5. Students follow text as teacher sings song while on the piano
 6. Ask class if melody is Major or Minor

K.PE.14, K.PE.15, K.PE.16, K.PE.17, K.PE.18

Recess 1:45pm - 2:00pm

PE 2 2:00pm - 2:45pm

Jump Rope Activities

- Objective:**
- Traveling, dodging
 - Turning, twisting, balancing, transferring weight, jumping and landing
 - Stretching

Lesson / Instruction

- Procedures: (10 min)**
- Bathroom
 - Drinks
 - 3 Laps
- Warm Up (5 min)**
1. People Dodge (Card 4)
- Go Fitness: Limber Limbs: Stretching Activities (10 min)**
1. Stretch Routine (Card 164-165)
- Go Activity: Hoop Activities (25 min)**
- Materials:** 1 hoop per student, hoop task cards, cone for each task card
1. Hoop Stations (Card 252-261)
- Cool-down (5 min)**
1. Simon Says (Card 5)
- Standards**
- 2.PE.1, 2.PE.6, 2.PE.7, 2.PE.8, 2.PE.9, 2.PE.10, 2.PE.11, 2.PE.12, 2.PE.13,

2. Add melody with actions; echo by phrase
3. Add section B (locomotor) Counterclockwise then clockwise
5. **(12-15 mins) Notation Activity "Taxi Taxi" (pg. 54)**

Materials: Chart #9, Visual #8 (taxi cards)

1. Vocal warm up using So Me La (teacher sings fragments and students echo)
2. Extend to "Taxi Taxi" melody, add text
3. Present chart and visuals and have class notate contour of melody (**So on middle line to start**)
 1. RAINDROPS ARE RESTS
4. Class sings while a student points to each note (taxi)
5. Now put So on in a space and notate a 2nd time and sing again
6. **(10-12 mins) Speech Activity with Game: "I Like Winter" (pg. 55)**

Materials:
Playground Ball

 1. Circle, standing establish half note pulse, students pat knees every time teacher bounces ball; add text

extended as far as it can go

Standards

4.PE.10, 4.PE.11, 4.PE.12, 4.PE.13, 4.PE.14, 4.PE.16, 4.PE.9, 4.PE.1, 4.PE.7, 4.PE.6, 4.PE.15

Q1 Band 2:45pm - 3:30pm

7. Teach parts separately; chorus then verse
 1. Speak/clap rhythm
 2. Identify letter names
 3. Sing letter names while fingering recorder
 4. Play on recorder
8. Ask students to identify the tie on the chart, leading them to discover the slur; discuss the difference
9. Sing song play verse on recorder
10. Refer to 1st measure of the verse on the chart (label the first 2 notes as "pick up" explaining the accent)
11. Play recording and ask students to listen for the "pick up" note and whether the tune is Major or minor
2. **(3-5 mins) Melodic Reading: Label Hand Signal Ti (pg. 62)**

Materials: Solfege ladder, hand signal cards

 1. Using solfege ladder, sing short patterns combining DRMFSL D'
 2. While singing point to the letters on the solfege chart
 3. Introduce Ti and sing short patterns including Ti
3. **(12-15 mins) Group Project: "Sansa**

2.PE.14, 2.PE.15, 2.PE.16, 2.PE.18, 2.PE.19

Q1 Band 2:45pm - 3:30pm

1. Each student will give their answer with proper syllables
2. Bounce ball for 3 measure and on 4th measure bounce to a student (repeat a few times before passing ball)
3. After the student catches the ball, sings their part, and passes the ball, they sit down

Standards

MU:Cn10.0, MU:Cn11.0,
MU:Cr1.1.2a, MU:Cr2.1.2b,
MU:Cr3.1.2a, MU:Pr4.2,
MU:Pr4.2.2b, MU:Pr5.1.2a,
MU:Pr5.1.2b, MU:Pr6.1.2a,
MU:Pr6.1.2b, MU:Re8.1,
MU:Re8.1.2a, MU:Re9.1.2a

Band 5 1:45pm - 2:30pm

Objectives:

- Solfege, Lines/spaces, mallet technique, canon/round
- Pulse, experience 5/4 meter
- Identify orchestral families

Lesson / Instruction

1. **(5-8 mins) Review:** (pg. 58)
 1. Identify rhythmic figures: dotted quarter/eighth, eighth/two sixteenth, and two sixteenths/eighths
 2. Improvise using Question-Answer

Kroma" (pg. 63)

Materials: Solfege ladder, conga drum

1. Using the solfege ladder, sing short patterns reflecting the melodic outline (DDMS, D'TLLLLSSS, etc.)
2. Challenge the class by tapping some patterns without singing - have them respond with hand signals and singing
3. Add text, shown the score
4. Divide class into 4 or 5 groups, each to create a four-beat clapping ostinato (1/4 and 1/8th note)
4. **(1-2 mins) Rhythmic Reading:** *Rhythm Cards (pg. 63)*

Materials: Visual #13

 1. Read through using Ta's, Ti-Ti's and Too (for 1/2 note)
 2. Make the last card the one on page 63 and perform an ostinato
5. **(15-18 mins) Song with Instruments:** *"Whoops!" (pg. 64)*

Materials: Barred Instruments, unpitched instruments

 1. Echo text while patting the rhythm from the last activity

- technique with body percussion, unpitched instruments, barred instruments, and soprano recorder
3. Experience mixed meter
 4. Continue to identify lines/spaces of the treble clef staff
 5. Demonstrate proper playing technique on the soprano recorder (B-A-G-E-D)
 6. Identify and perform ostinato ((speaking, singing, moving, playing)
 7. Distinguish between 4 orchestral families
 8. **Hand staff**
2. **(18-20 mins) Song with Instruments: "Welcome All"** (pg. 58)
Materials: Xylophone visual, barred instruments
1. Sing short vocal warm-ups using solfege and hand signals
 2. Sing melody with text two measures at a time; students echo
 3. Challenge class to sing song independently
 4. If successful, repeat; teacher sings second voice of canon (enter after two measures)
 5. Divide class in half; each group sings

2. Add melody; transfer pat to BX/BM on F
3. Students choose 3 unpitched instruments to play on *horse, flea, mice/dice*
4. Split class in 1/2 and have one 1/2 do Question and the other do Answer (both with body percussion for both) using the same music ????
5. Transfer Q & A to barred instruments set in F pentatonic (remove E's and B's)
 1. AX/SX = Question
 2. AG/SG = Answer
 3. This is improv
6. **(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
7. **(8-10 mins) Paper/Pencil Activity "Assessing Treble Clef Lines and Spaces (pg. 65)**
Materials: Written Assessment #2
 1. Complete assessment independently

- independently before canon
6. Show notes of melody on hand staff
 7. Call for 2 volunteers to play each part of the melody on the xylophones
 8. Students play together before performing canon
 9. EXTENSION: Perform a 4-part canon (see teachers manual)
3. **(12-15 mins) Listening Game:** *Take Five* (pg. 60) **Materials:** temple (xylo), Smart-board, Recording, hand drum, sticks
1. In scattered formation students walk while teacher plays 1/2 note pulse on the lowest note on xylo
 2. Teacher adds higher note and students add clap, identifying meter as 2/4
 3. Teacher plays 3/4 meter while students walk/clap (students identify)
 4. Teacher then plays $3/4 + 2/4 = 5/4$
 5. Explore new body movement for 5/4
 6. Students sit in two groups (hand drums, rhythm sticks)

8. **(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
 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
9. **(mins) Xxxx:** "Xxxxx Xxxxx" (pg.)
Materials:

7. Teacher draws numbers on board
8. Students quietly play instruments as indicated by numbers on board with "Time Out" song by Dave Brubeck

4. **(12-15 mins) Hand Game:** "*Chick, Chick, Chatterman*" (pg. 61)

1. Perform poem in several different measures using body percussion

5. **(8-10 mins) Timbre Identification Game** (pg. 62)

Materials: Smart-board, Visual #5

1. Review brass, woodwind, string, and percussion
2. Write the 4 timbres on the board
3. Play game where students raise cards to reveal the correct timbre when teacher names an orchestral instrument
4. Choose students to write the instrument names on the board

Standards

MU:Cn10.0, MU:Cn11.0, MU:Cr2.1, MU:Cr3.1, MU:Cr1.1.5b, MU:Cr2.1.5b, MU:Pr4.2, MU:Pr4.3,

- 1.
- 2.
10. **(mins) Xxx:** "Xxxxx
Xxxxx" (pg.)

Materials:

- 1.
- 2.
11. **(mins) Xxx:** "Xxxxx
Xxxxx" (pg.)

Materials:

- 1.
- 2.
12. **(mins) Xxx:** "Xxxxx
Xxxxx" (pg.)

Materials:

- 1.
- 2.

Standards

MU:Cn11.0, MU:Cr3.1, MU:Cr1.1.3b, MU:Cr2.1.3b, MU:Cr3.1.3a, MU:Pr4.2.3a, MU:Pr4.2.3b, MU:Pr5.1.3a, MU:Pr6.1.3a, MU:Pr5.1.3b, MU:Re8.1.3a

MU:Pr6.1, MU:Pr5.1.5a,
MU:Pr6.1.5a, MU:Pr6.1.5b

Q1 Band 2:45pm - 3:30pm