

Monday 02/20/2023	Tuesday 02/21/2023	Wednesday 02/22/2023	Thursday 02/23/2023	Friday 02/24/2023
<p>President's Day</p> <p>Presidents' 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>Band/Choir 7 & 8 8:35am - 9:30am</p>
<p>Notes / Reflection</p>	<p>Notes / Reflection</p>	<p>Notes / Reflection</p>	<p>Notes / Reflection</p>	<p>Notes / Reflection</p>
<p>Flute: Khianna</p> <p>Clarinet: Annabell Elizabeth Izzy Elsa</p> <p>Saxophone: Preston (tenor)</p> <p>Guitar: Ian Owen</p> <p>Piano: Logan Christian</p> <p>Drums: David Journey</p>	<p>Flute: Khianna</p> <p>Clarinet: Annabell Elizabeth Izzy Elsa</p> <p>Saxophone: Preston (tenor)</p> <p>Guitar: Ian Owen</p> <p>Piano: Logan Christian</p> <p>Drums: David Journey</p>	<p>Flute: Khianna</p> <p>Clarinet: Annabell Elizabeth Izzy Elsa</p> <p>Saxophone: Preston (tenor)</p> <p>Guitar: Ian Owen</p> <p>Piano: Logan Christian</p> <p>Drums: David Journey</p>	<p>Flute: Khianna</p> <p>Clarinet: Annabell Elizabeth Izzy Elsa</p> <p>Saxophone: Preston (tenor)</p> <p>Guitar: Ian Owen</p> <p>Piano: Logan Christian</p> <p>Drums: David Journey</p>	
<p>Objectives:</p> <ul style="list-style-type: none"> All students are still learning to play the complete C Major scale Sheet music is distributed to those who have completed the C Major Scale and students should be perfecting their music pieces Entire class plays C Major Scale <i>in unison</i> at the beginning of class 	<p>Objectives:</p> <ul style="list-style-type: none"> All students are still learning to play the complete C Major scale Sheet music is distributed to those who have completed the C Major Scale and students should be perfecting their music pieces Entire class plays C Major Scale <i>in unison</i> at the beginning of class 	<p>Objectives:</p> <ul style="list-style-type: none"> All students are still learning to play the complete C Major scale Sheet music is distributed to those who have completed the C Major Scale and students should be perfecting their music pieces Entire class plays C Major Scale <i>in unison</i> at the beginning of class 	<p>Objectives:</p> <ul style="list-style-type: none"> All students are still learning to play the complete C Major scale Sheet music is distributed to those who have completed the C Major Scale and students should be perfecting their music pieces Entire class plays C Major Scale <i>in unison</i> at the beginning of class 	

<ul style="list-style-type: none"> • Entire class plays musical pieces <i>in unison</i> from the Standard of Excellence - Book 1 • Individual students perfect their chosen musical pieces <p>New Future Goal:</p> <ul style="list-style-type: none"> • Select individual or ensemble pieces to play for Spring Concert in May 	<ul style="list-style-type: none"> • Entire class plays musical pieces <i>in unison</i> from the Standard of Excellence - Book 1 • Individual students perfect their chosen musical pieces <p>New Future Goal:</p> <ul style="list-style-type: none"> • Select individual or ensemble pieces to play for Spring Concert in May 	<ul style="list-style-type: none"> • Entire class plays musical pieces <i>in unison</i> from the Standard of Excellence - Book 1 • Individual students perfect their chosen musical pieces <p>New Future Goal:</p> <ul style="list-style-type: none"> • Select individual or ensemble pieces to play for Spring Concert in May 	<ul style="list-style-type: none"> • Entire class plays musical pieces <i>in unison</i> from the Standard of Excellence - Book 1 • Individual students perfect their chosen musical pieces <p>New Future Goal:</p> <ul style="list-style-type: none"> • Select individual or ensemble pieces to play for Spring Concert in May
<p>Lesson / Instruction</p> <ol style="list-style-type: none"> 1. Music joke/riddle of the day 2. Scales with all instruments 3. Songs from Standard of Excellence Band 1 (all class) 4. Students to work with their instrument group on scales, songs, and patterns 5. Check in with guitars: <ol style="list-style-type: none"> 1. Ask student/s to demonstrate the song they are working on 6. Check in with clarinets: <ol style="list-style-type: none"> 1. Ask student/s to demonstrate the song they are working on 7. Check in with saxophones: <ol style="list-style-type: none"> 1. Ask student/s to demonstrate the song they are working on 8. Check in with piano players: 	<p>Lesson / Instruction</p> <ol style="list-style-type: none"> 1. Music joke/riddle of the day 2. Scales with all instruments 3. Songs from Standard of Excellence Band 1 (all class) 4. Students to work with their instrument group on scales, songs, and patterns 5. Check in with guitars: <ol style="list-style-type: none"> 1. Ask student/s to demonstrate the song they are working on 6. Check in with clarinets: <ol style="list-style-type: none"> 1. Ask student/s to demonstrate the song they are working on 7. Check in with saxophones: <ol style="list-style-type: none"> 1. Ask student/s to demonstrate the song they are working on 8. Check in with piano players: 	<p>Lesson / Instruction</p> <ol style="list-style-type: none"> 1. Music joke/riddle of the day 2. Scales with all instruments 3. Songs from Standard of Excellence Band 1 (all class) 4. Students to work with their instrument group on scales, songs, and patterns 5. Check in with guitars: <ol style="list-style-type: none"> 1. Ask student/s to demonstrate the song they are working on 6. Check in with clarinets: <ol style="list-style-type: none"> 1. Ask student/s to demonstrate the song they are working on 7. Check in with saxophones: <ol style="list-style-type: none"> 1. Ask student/s to demonstrate the song they are working on 8. Check in with piano players: 	<p>Lesson / Instruction</p> <ol style="list-style-type: none"> 1. Music joke/riddle of the day 2. Scales with all instruments 3. Songs from Standard of Excellence Band 1 (all class) 4. Students to work with their instrument group on scales, songs, and patterns 5. Check in with guitars: <ol style="list-style-type: none"> 1. Ask student/s to demonstrate the song they are working on 6. Check in with clarinets: <ol style="list-style-type: none"> 1. Ask student/s to demonstrate the song they are working on 7. Check in with saxophones: <ol style="list-style-type: none"> 1. Ask student/s to demonstrate the song they are working on 8. Check in with piano players:

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Standards

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

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: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.

MU:Pr4.2.8b When analyzing selected music,

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sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.
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Band/Choir 6 9:33am - 10:25am

Notes / Reflection

Trumpet:

Raven
Garrett
Mya

Piano:

Ash

Guitar:

Logan
Gemma

Objectives:

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MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts

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: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:Pr4.2.6b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.

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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>Throwing & Catching Activities</p> <p>Objectives:</p> <ul style="list-style-type: none"> Practice and improve fundamental throwing and catching skills Actively participate in throwing and catching activities, and challenges to utilize learned skills, and develop physical fitness <p>Lesson / Instruction</p> <p>Procedure: (10 min)</p> <ul style="list-style-type: none"> Bathroom Drinks 3 Laps <p>Warm Up: (5 min)</p> <p>Materials: 1 Beach Ball per every 4-5 students</p> <ol style="list-style-type: none"> Sticky Popcorn (Card 15) <p>Go Fitness: Mighty Muscles: Strength Activities (10 min)</p>	<p>Music K 12:15pm - 1:00pm</p> <p>Objectives:</p> <ul style="list-style-type: none"> Pulse, up/down, mallet technique Long, short, repertoire, same/different <p>Lesson / Instruction</p> <ol style="list-style-type: none"> (12-15 min) Speech Activity with Instruments: <i>The King of France</i> (pg. 83) Materials: Hand drum with mallet, xylophone visual, barred instruments Scattered formation students march to dotted quarter note with teacher on hand drum Teach words to poem Extend form to marching, then standing when drum is played Student form line following "King" while speaking poem 	<p>PE 1 12:15pm - 1:00pm</p> <p>Throwing & Catching Activities</p> <p>Objectives:</p> <ul style="list-style-type: none"> Practice and improve fundamental throwing and catching skills Actively participate in throwing and catching activities, and challenges to utilize learned skills, and develop physical fitness <p>Lesson / Instruction</p> <p>Procedure: (10 min)</p> <ul style="list-style-type: none"> Bathroom Drinks 3 Laps <p>Warm Up: (5 min)</p> <p>Materials: 1 Beach Ball per every 4-5 students</p> <ol style="list-style-type: none"> Sticky Popcorn (Card 15) <p>Go Fitness: Mighty Muscles: Strength Activities (10 min)</p>	<p>Music 1 12:15pm - 1:00pm</p> <p>Objectives:</p> <ul style="list-style-type: none"> Same/different Ostinato Quarter note, eighth note with ostinato Vocal repertoire <p>Lesson / Instruction</p> <ol style="list-style-type: none"> BELL RINGER: Movement Game: Move and Freeze (pg. 65) Materials: Recording Students move to the music and freeze when the music stops Story with Instruments: "Drummer Hoff" (pg. 65) Materials: Recording Book, Chart #10, Chart #11, Hand drums with mallets, props Read book to class, discuss what happens in story

Materials: 1 Balloon per student

1. The Sky is Falling (Card 130)

Go Activity: Throwing & Catching

Activities (25 min)

Materials: 4 hoops, 1 beanbag per student

1. Gotta Wanna Beanbag (Card 369-370)

Cool-down: (5 min)

1. Simon Says (Card 5)

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.

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.

5. Teacher plays glissandi on xylophone when "up" and "down" are sung

6. Add Game:

1. Class follows King, all speaking poem, while teacher taps rhythm on edge of drum

2. King moves to 1st instrument (set in rotation line) and plays while others march until the end of the song

3. 2nd King moves to the 2nd instrument

4. Game continues until all students are playing and singing

2. **(12-15 min) Song with Movement: "Get On Board"** (pg. 84)

Materials: Chart

- #13, piano

1. Tell students that this lesson explores different ways to travel

2. Present chart

3. Students speak "Ch-ch-ch" (eighth note pulse) as teacher points to wheels of each train car and "Whoo" half note pulse for each train car

4. Repeat, adding actions:

1. "Ch-ch-ch-ch" = move arms like train wheels

Materials: 1 Balloon per student

1. The Sky is Falling (Card 130)

Go Activity: Throwing & Catching

Activities (25 min)

Materials: 4 hoops, 1 beanbag per student

1. Gotta Wanna Beanbag (Card 369-370)

Cool-down: (5 min)

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2. Present Chart #10 pointing to class while students speak ostinato

3. Read book again speaking the text rhythmically to compliment the ostinato

4. Transfer to hand drums w/mallet (6-8 students) while student whisper the text

5. Dramatize the story, choosing student to play soldiers, carriage, and cannon, etc. ([Add props!](#))

6. Add more students to the drums

7. Lead class to discover the pattern on Chart #11 may be visualized rhythmically

3. **Speech Activity: Celebrate the Presidents** (pg. 66)

Materials: Visual #11, hand drum

1. Lead short discussion about presidents day

2. Teach poem

3. Teacher plays pulse on hand drum while class marches echoing poem

4. Present Visual #11 (president Cards)

5. Students speak with rhythm syllables and text

6. Class creates 4-beat ostinato by determining

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.

2.3b 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.

2.3i Demonstrate concepts through movement.

2.4a React to participation in daily routines.

2.4c Indicate needs and wants.

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.

2.6a Attempt new large and small motor activities.

2.6b Participate in simple movement games.

2. "Whoo" = pull imaginary train whistle
5. Finally, teacher sings song while students speak the "ch-ch-ch-ch" and "Whoo" while pointing to the chart (bottom blocks).
6. Add movement game:
 1. In one line, students follow the leader (teacher first time), moving for 1st half of song, and standing still copying leaders action (nonlocomotor) for the 2nd 1/2 of the song
 2. During (Ch-ch-ch-ch/Whoos) leader moves to the end of the line
 3. Game continues with new leader

Standards

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

MU:Cr2.1 Plan and Make - Select and develop musical

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- which cards is spoken first
7. Repeat ostinato 4 times, adding actions to accompany
8. ABA form:
 1. Poem = Spoken while marching
 2. Ostinato = spoken in place with actions (4 times)
 3. Poem = Spoken while marching
9. If possible, have teacher speak poem while class performs ostinato
10. Then split class into two to do each part
4. **Song:** "She'll Be Coming Around the Mountain" (pg. 67)
Materials: Recording
 1. Play/teach students song as students are getting ready to dismiss

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MU:Re7.1 Select - Choose music appropriate for a specific purpose or context.

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

MU:Cr1.1.1a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.

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.

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.

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.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:Pr4.2 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:Pr6.1 Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

MU:Pr4.2.Ka With guidance, explore and demonstrate awareness of music contrasts

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.

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.

MU:Cr2.1.1b With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.

MU:Cr3.1.1a With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.

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.

MU:Pr5.1 Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in 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:Pr4.2.1b When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.

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

Volleyball Unit

Objective:

- Practice and improve fundamental volleyball skills (bumping/forehand pass, setting, serving).
- Actively participate in floor volleyball lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

(5 min) Warm Up

1. Copy Cat (Card 19)

(10 min) Go Fitness: Go, Slow & Whoa: Eat Smart Games

Materials: Cones

1. Pyramid Power (Card 317-324 Cut out food groups cards and foods)

(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.

MU:Pr5.1.Kb With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.

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.

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.

Music 3 1:00pm - 1:45pm

Objectives:

- Rhythm patterns, note values
- Sixteenth notes
- Time Signatures, bar Lines, all note forms and letter names

Lesson / Instruction

1. **(10 min) Rhythmic Reading:** Rhythm Cards (pg 80)
Materials: Visual #13
 1. Read through cards
 2. Identify note values and names as this will be on a test next week
2. **(5-8 min) Notation Activity:** Notate Sixteenth Notes (pg. 80)
Materials: Smartboard
 1. In small groups allow students to notate 4 sixteenth notes on the board
 2. Be certain note heads are in the correct position

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.

PE K 1:00pm - 1:45pm

Throwing & Catching Activities

Objectives:

- Practice and improve fundamental throwing and catching skills
- Actively participate in throwing and catching activities, and challenges to utilize learned skills, and develop physical fitness

Lesson / Instruction

Procedure: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up: (5 min)

(25 min) Go Activity:
Volleyball: Skill
Development Activities
Materials: Volleyball/**Beach ball**

- Review:
 - Underhand Serve (students will be allowed 2 tries)
 - Forearm Passing (Bumping)
 - Setting (overhand)
 - Rotating (through and out)
- Gather Around (Card 587)
Materials: 1 Volleyball per student
 - Self Bump it Up
 - Volleypass Two-Square
 - Partner Setting Practice
 - Buddy Set/Forearm Pass
 - Server Hoopshoot
- Bump and Boogie (Card 588)
Materials: 1 Volleyball per pair, cones for lines
- (5 min) Cool-down**
 - Stretch Routine (Card 273-274)
 - Neck: turn head side to side, turn head left and right
 - Chest: clasp hands behind you and raise arms
 - Back: wrap arms around upper body as though hugging yourself

Practice Time 1:00pm - 2:00pm

PE 5 1:45pm - 2:30pm

Volleyball Unit

Objective:

- Practice and improve fundamental volleyball skills (bumping/forehand pass, setting, serving).
- Actively participate in floor volleyball lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

(5 min) Warm Up

- Copy Cat (Card 19)

(10 min) Go Fitness: Go, Slow & Whoa: Eat Smart Games

Materials: Cones

- Pyramid Power (Card 317-324 Cut out food groups cards and foods)

(25 min) Go Activity:
Volleyball: Skill
Development Activities
Materials: Volleyball/**Beach ball**

- Review:
 - Underhand Serve (students will be allowed 2 tries)

- Review that four sixteenth notes = 1 beat
- (20-25 min) Review and Assessment:** Music Fun Worksheets
Materials: Music Fun Worksheets
 - Review on the board:
 - Time Signatures
 - Bar Lines
 - All notes
 - Hand out one worksheet and pencils to the entire class
 - Allow students to work in pairs

Standards

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

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

MU:Pr4.2.3b When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.

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

Materials: 1 Beach Ball per every 4-5 students

- Sticky Popcorn (Card 15)

Go Fitness: Mighty Muscles: Strength Activities (10 min)
Materials: 1 Balloon per student

- The Sky is Falling (Card 130)

Go Activity: Throwing & Catching Activities (25 min)
Materials: 4 hoops, 1 beanbag per student

- Gotta Wanna Beanbag (Card 369-370)

Cool-down: (5 min)

- Simon Says (Card 5)

Standards

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

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

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.

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

Standards

- 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.

2. Forearm Passing (Bumping)
 3. Setting (overhand)
 4. Rotating (through and out)
2. Gather Around (Card 587)
- Materials:** 1 Volleyball per student
1. Self Bump it Up
 2. Volleypass Two-Square
 3. Partner Setting Practice
 4. Buddy Set/Forearm Pass
 5. Server Hoopshoot
3. Bump and Boogie (Card 588)
- Materials:** 1 Volleyball per pair, cones for lines

(5 min) Cool-down

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

MU:Re8.1.3a Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.

Music 4 1:45pm - 2:30pm

Objective:

- Rhythm patterns, SR-BAGED, repertoire
- Review of all notes, time signatures

Lesson / Instruction

1. **(5 min) Rhythm Reading: Rhythm Cards** (pg. 76)

Materials: Visual #13

1. Present cards like flashcards

2. **(15-18 min) Recorder Activity: "Old MacDonald"** (pg. 79)

Materials: Chart #18

1. Students play the EIEIO on the recorder and teacher on the piano
2. Identify letters first and practice
3. Assign **Activity #5** from the **Cool Tunes** music packet

(20 min) Time Signature Worksheets

1. REVIEW EACH SHEET
2. Each student gets a different sheet

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

K.PE.18 Identify physical activities that result in a positive personal experience while playing with friends.

Recess 1:45pm - 2:00pm

PE 2 2:00pm - 2:45pm

Throwing & Catching Activities

Objectives:

- Practice and improve fundamental throwing and catching skills
- Actively participate in throwing and catching activities, and challenges to utilize learned skills, and develop physical fitness

Lesson / Instruction

Procedure: (10 min)

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

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

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

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

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

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

Recess 1:45pm - 2:00pm

PE 3 2:00pm - 2:45pm

Volleyball Unit

Objective:

- Practice and improve fundamental volleyball skills (bumping/forehand pass, setting, serving).
- Actively participate in floor volleyball lead-up games and challenges to utilize learned skills and develop physical fitness.

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

Standards

- 5.PE.1** Exhibit competency in fundamental motor skills and selected combinations of skills.
- 5.PE.4** Combine spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance and games environments.
- 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

3. Students may collaborate

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: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:Pr6.1** Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- MU:Pr6.1.Ka** With guidance, perform music with expression.
- MU:Pr6.1.Kb** Perform appropriately for the audience.

- Bathroom
- Drinks
- 3 Laps

Warm Up: (5 min)

Materials: 1 Beach Ball per every 4-5 students

1. Sticky Popcorn (Card 15)

Go Fitness: Mighty Muscles: Strength Activities (10 min)

Materials: 1 Balloon per student

1. The Sky is Falling (Card 130)

Go Activity: Throwing & Catching Activities (25 min)

Materials: 4 hoops, 1 beanbag per student

1. Gotta Wanna Beanbag (Card 369-370)

Cool-down: (5 min)

1. Simon Says (Card 5)

Standards

- 2.PE.1** Perform basic locomotor, nonlocomotor, and manipulative skills in mature patterns.
- 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

- Have fun being physically active.

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

(5 min) Warm Up

1. Copy Cat (Card 19)

(10 min) Go Fitness: Go, Slow & Whoa: Eat Smart Games

Materials: Cones

1. Pyramid Power (Card 317-324 Cut out food groups cards and foods)

(25 min) Go Activity:

Volleyball: Skill

Development Activities

Materials: Volleyball/Beach ball

1. Review:
 1. Underhand Serve (students will be allowed 2 tries)
 2. Forearm Passing (Bumping)
 3. Setting (overhand)
 4. Rotating (through and out)
2. Gather Around (Card 587)

Materials: 1 Volleyball per student

1. Self Bump it Up
2. Volleypass Two-Square
3. Partner Setting Practice
4. Buddy Set/Forearm Pass
5. Server Hoopshoot

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.

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.

5.PE.5 Analyze the impact of food choices relative to

related to vigorous physical activity.

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

3. Bump and Boogie (Card 588)

Materials: 1 Volleyball per pair, cones for lines

(5 min) Cool-down

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 extended as far as it can go

Standards

3.PE.1 Perform a combination of motor skills in various contexts.

physical activity, youth sports, and personal health.

Q1 Band 2:45pm - 3:30pm

3.PE.2 Perform developmentally appropriate dance steps and movement patterns.

3.PE.4 Recognize the concept of open space in movement context.

3.PE.5 Identify foods that are beneficial for pre- and post-physical activity.

3.PE.7 Engage in the activities of health enhancement class without teacher prompting

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 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