

Monday 02/27/2023	Tuesday 02/28/2023	Wednesday 03/01/2023	Thursday 03/02/2023	Friday 03/03/2023
Dr. Seuss Week 8:00am - 4:00pm	Dr. Seuss Week 8:00am - 4:00pm	Dr. Seuss Week 8:00am - 4:00pm	Dr. Seuss Week 8:00am - 4:00pm	Dr. Seuss Week 8:00am - 4:00pm
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
<p><b>Band/Choir 7 &amp; 8 8:35am - 9:30am</b></p> <p><b>Notes / Reflection</b></p> <p><b>Flute:</b> Khianna</p> <p><b>Clarinet:</b> Annabell Elizabeth Izzy Elsa</p> <p><b>Saxophone:</b> Preston (tenor)</p> <p><b>Guitar:</b> Ian Owen</p> <p><b>Piano:</b> Logan Christian</p> <p><b>Drums:</b> David Journey</p>	<p><b>Band/Choir 7 &amp; 8 8:35am - 9:30am</b></p> <p><b>Notes / Reflection</b></p> <p><b>Flute:</b> Khianna</p> <p><b>Clarinet:</b> Annabell Elizabeth Izzy Elsa</p> <p><b>Saxophone:</b> Preston (tenor)</p> <p><b>Guitar:</b> Ian Owen</p> <p><b>Piano:</b> Logan Christian</p> <p><b>Drums:</b> David Journey</p>	<p><b>Band/Choir 7 &amp; 8 8:35am - 9:30am</b></p> <p><b>Notes / Reflection</b></p> <p><b>Flute:</b> Khianna</p> <p><b>Clarinet:</b> Annabell Elizabeth Izzy Elsa</p> <p><b>Saxophone:</b> Preston (tenor)</p> <p><b>Guitar:</b> Ian Owen</p> <p><b>Piano:</b> Logan Christian</p> <p><b>Drums:</b> David Journey</p>	<p><b>Band/Choir 7 &amp; 8 8:35am - 9:30am</b></p> <p><b>Notes / Reflection</b></p> <p><b>Flute:</b> Khianna</p> <p><b>Clarinet:</b> Annabell Elizabeth Izzy Elsa</p> <p><b>Saxophone:</b> Preston (tenor)</p> <p><b>Guitar:</b> Ian Owen</p> <p><b>Piano:</b> Logan Christian</p> <p><b>Drums:</b> David Journey</p>	<p><b>Band/Choir 7 &amp; 8 8:35am - 9:30am</b></p> <p><b>Notes / Reflection</b></p> <p><b>Flute:</b> Khianna</p> <p><b>Clarinet:</b> Annabell Elizabeth Izzy Elsa</p> <p><b>Saxophone:</b> Preston (tenor)</p> <p><b>Guitar:</b> Ian Owen</p> <p><b>Piano:</b> Logan Christian</p> <p><b>Drums:</b> David Journey</p>
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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.

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<p><b>MU:Pr4.2.8b</b> When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.</p> <p><b>MU:Re7.1</b> Select - Choose music appropriate for a specific purpose or context.</p>	<p><b>MU:Pr4.2.8b</b> When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.</p> <p><b>MU:Re7.1</b> Select - Choose music appropriate for a specific purpose or context.</p>	<p><b>MU:Pr4.2.8b</b> When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.</p> <p><b>MU:Re7.1</b> Select - Choose music appropriate for a specific purpose or context.</p>	<p><b>MU:Pr4.2.8b</b> When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.</p> <p><b>MU:Re7.1</b> Select - Choose music appropriate for a specific purpose or context.</p>	<p><b>MU:Pr4.2.8b</b> When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.</p> <p><b>MU:Re7.1</b> Select - Choose music appropriate for a specific purpose or context.</p>
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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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**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.

**Standards**

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

**MU:Cn10.0.6a** 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: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.

**Standards**

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**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.

<p><b>MU:Re7.1</b> Select - Choose music appropriate for a specific purpose or context.</p> <p><b>MU:Re7.1.6a</b> Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.</p>	<p><b>MU:Re7.1</b> Select - Choose music appropriate for a specific purpose or context.</p> <p><b>MU:Re7.1.6a</b> Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.</p>	<p><b>MU:Re7.1</b> Select - Choose music appropriate for a specific purpose or context.</p> <p><b>MU:Re7.1.6a</b> Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.</p>	<p><b>MU:Re7.1</b> Select - Choose music appropriate for a specific purpose or context.</p> <p><b>MU:Re7.1.6a</b> Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.</p>	<p><b>MU:Re7.1</b> Select - Choose music appropriate for a specific purpose or context.</p> <p><b>MU:Re7.1.6a</b> Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.</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>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><b>Music PK 12:15pm - 1:00pm</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Rhythm patterns, repertoire, unpitched percussion technique</li> <li>• Same/different</li> <li>• Time/space/shape/force</li> <li>• Long short</li> </ul> <p><b>Lesson / Instruction</b></p> <p>1. <b>(8-10 min) Song with Instruments: "A Sailor Went to Sea, Sea, Sea"</b> (pg. 85)</p> <p><b>Materials:</b> Unpitched instruments</p> <ol style="list-style-type: none"> <li>1. Introduce song, students identify repeating words "Sea"</li> <li>2. Transfer repeated words to instruments</li> </ol> <p>2. <b>(10-12 min) Song with Movement: "The Boatman"</b> (pg. 86)</p> <ol style="list-style-type: none"> <li>1. Students provide individual responses</li> </ol>	<p><b>PE PK 12:15pm - 1:00pm</b></p> <p><b>Throwing &amp; Catching Activities</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Practice and improve fundamental throwing and catching skills</li> <li>• Actively participate in throwing and catching activities, and challenges to utilize learned skills, and develop physical fitness</li> </ul> <p><b>Lesson / Instruction</b></p> <p><b>Procedure: (10 min)</b></p> <ul style="list-style-type: none"> <li>• Bathroom</li> <li>• Drinks</li> <li>• 3 Laps</li> </ul> <p><b>Warm Up: (5 min)</b></p> <p><b>Materials:</b> 5-12 cones</p> <ol style="list-style-type: none"> <li>1. The Snake Trail/Double Circle/X (Card 16-19)</li> </ol> <p><b>Go Fitness: Mighty Muscles: Strength Activities (10 min)</b></p>	<p><b>Music K 12:15pm - 1:00pm</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Rhythm patterns, repertoire, unpitched percussion technique</li> <li>• Same/different</li> <li>• Time/space/shape/force</li> <li>• Long short</li> </ul> <p><b>Lesson / Instruction</b></p> <p>1. <b>(8-10 min) Song with Instruments: "A Sailor Went to Sea, Sea, Sea"</b> (pg. 85)</p> <p><b>Materials:</b> Unpitched instruments</p> <ol style="list-style-type: none"> <li>1. Introduce song, students identify repeating words "Sea"</li> <li>2. Transfer repeated words to instruments</li> </ol> <p>2. <b>(10-12 min) Song with Movement: "The Boatman"</b> (pg. 86)</p> <ol style="list-style-type: none"> <li>1. Students provide individual responses</li> </ol>	<p><b>PE 1 12:15pm - 1:00pm</b></p> <p><b>Throwing &amp; Catching Activities</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Practice and improve fundamental throwing and catching skills</li> <li>• Actively participate in throwing and catching activities, and challenges to utilize learned skills, and develop physical fitness</li> </ul> <p><b>Lesson / Instruction</b></p> <p><b>Procedure: (10 min)</b></p> <ul style="list-style-type: none"> <li>• Bathroom</li> <li>• Drinks</li> <li>• 3 Laps</li> </ul> <p><b>Warm Up: (5 min)</b></p> <p><b>Materials:</b> 5-12 cones</p> <ol style="list-style-type: none"> <li>1. The Snake Trail/Double Circle/X (Card 16-19)</li> </ol> <p><b>Go Fitness: Mighty Muscles: Strength Activities (10 min)</b></p>	<p><b>Music 1 12:15pm - 1:00pm</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Dynamics (loud/quiet), SML</li> <li>• Unpitched percussion identification and classification</li> </ul> <p><b>Lesson / Instruction</b></p> <ol style="list-style-type: none"> <li>1. <b>(8-10 min) Song with Game: Lucy Locket</b> (see pg 64) <b>Materials:</b> Visual #10             <ol style="list-style-type: none"> <li>1. Students hide pocket and sing softer and louder depending on where the pocket is hidden</li> </ol> </li> <li>2. <b>(8-10 min) Song with Game: "All Around the Circlef"</b> (pg. 71) <b>Materials:</b> BX             <ol style="list-style-type: none"> <li>1. Circle, seated sing song while accompanying on BX</li> </ol> </li> </ol>

that are repeated in a sequence of four

- The song alternates between singing and individual response
- In a circle, teach the song, then have all the students sing it
- At the end of the song the 4 students perform their action one at a time, class follows
- Repeat allowing 4 more students to perform actions

3. **(12-15 min) Movement Activity:** Take a Trip (pg. 86)

**Materials:** Recorder

- 3 part improvisation activity
- Part 1 - Students come up with actions for riding in a 2 person ride
- Part 2 - Use song to establish length of the movement improvisation
- Part 3 - Extend form with speech

4. **(5-8 min) Rhythmic Training:** *Think and Clap Your Last Name* (pg. 87)

- Each student will clap their last name by syllable

**Standards**

**MU:Cn10.0** Connect 10 - Synthesize and relate

- Tunnel Train (Card 133-134)

**Go Activity: Throwing & Catching Activities (25 min)**

**Materials:** 1 bean bag per student

- Throw for Distance (Card 371)

**IF TIME:**

**Go Activity: Throwing & Catching Activities (25 min)**

**Materials:** 1 bean bag and hoop per student

- Solo Catch (Card 372)

**Go Activity: Throwing & Catching Activities (25 min)**

**Materials:** 1 bean bag per student

- Beanbag Tag (Card 373)

**Cool-down: (5 min)**

- 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.

that are repeated in a sequence of four

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**Go Activity: Throwing & Catching Activities (25 min)**

**Materials:** 1 bean bag per student

- Beanbag Tag (Card 373)

**Cool-down: (5 min)**

- 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.

- Students sing song while showing pulse (pat knees, clap, etc.)
- Extend form by adding contrasting sections where 4 students sing their names independently; class echoes
- Continue game, alternating song with 4 new soloists

3. **(12-15 min) Song with Game: "Hunting for Instruments!"** (pg.72)

**Materials:** Visual #12, unpitched percussion cards and instruments

- Echo melody with text while accompanying on piano
- Add pulse ostinato
- Review names of unpitched percussion instruments
- Model how to hold and play each instrument
- Game:
  - Distribute unpitched percussion packets to partners
  - Sing song twice to identify the game
  - One student chooses an instrument to play (not visible to class) and class holds up corresponding card

**Standards**

knowledge and personal experiences to make music.

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

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

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

**MU:Cr2.1.PreKb** With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.

**MU:Cr3.1.PreKa** With substantial guidance, consider personal, peer, and teacher feedback when demonstrating and refining personal musical ideas.

**MU:Cr3.2.PreKa** With substantial guidance, share revised personal musical ideas with peers.

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

**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.

**2.3f** 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.

**2.4d** Take and interest in meeting physical needs.

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** 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:Cr3.2** Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

**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:Pr4.1** 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

**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.

**2.3b** 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.

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

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

**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: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:Pr4.3.1a** Demonstrate and describe music's expressive qualities (such as dynamics and tempo).

**MU:Pr4.2.PreKa** With substantial guidance, explore and demonstrate awareness of musical contrasts.

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

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

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

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

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

**MU:Re8.1.PreKa** With substantial guidance, explore music's expressive qualities (such as dynamics and tempo).

### Music 2 1:00pm - 1:45pm

#### Objectives:

#### Lesson / Instruction

1. **(8-10 min) Movement Activity:** ABC Form in Movement (pg.

**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.

**2.6c** 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.

**2.7e** Identify who has hurt or made him or her feel bad.

varied musical works and their implications for performance.

**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 (such as high/low, loud/soft, same/different) in a variety of music selected for performance.

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

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

### 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.

**2.4g** Participate in bathroom routines with growing independence.

**2.6a** Attempt new large and small motor activities.

**2.6b** Participate in simple movement games.

**2.6c** Initiate active play, exploration, and engagement with the environment.

**2.6d** Participate in simple games, dance, outdoor play, and other forms of movement.

**2.6e** 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.

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

### 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)

**Materials:** 5-12 cones

1. The Snake Trail/Double Circle/X (Card 16-19)

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

1. Tunnel Train (Card 133-134)

#### Go Activity: Throwing & Catching Activities (25 min)

**Materials:** 1 bean bag per student

76) **Materials:**  
Whiteboard, Grade 1 Visual #7, Recording

- Class chooses 3 ways to move and teacher lists on board (list beside shapes)
- Identify form as ABC
- Perform 3 movements (after 8-beat intro) then for 16-beats each
- Go through ABC pattern 4 times*

2. **(5-8 min) Melodic Training:** *"Two Part Singing"* (pg. 76)  
**Materials:** Visual #10 (MRD cards)

- Review cards
- Use #3 card as vocal ostinato
- Class sings ostinato with hand signals (Group 2) while teacher sings *"Go 'Round the Mountain"* (Group 1)
- If successful switch parts

3. **(5 min) Rhythmic Reading:** Rhythm Cards  
**Materials:** Visual #6

- Read through rhythm cards touching shoulders for rest
- Read through a second time and students only speak 1/4 notes "(Ta)" internalizing the others

4. **(12-15 min) Listening Activity with**

**2.7d** Recognize rules and follow basic safety instructions.

**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**

**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.
- Practice sports, manipulative, and locomotor skills
- Develop physical fitness through non-elimination games

**Lesson / Instruction**

- Have fun being physically active.
- Practice sports, manipulative, and locomotor skills
- Develop physical fitness through non-elimination games

**Lesson / Instruction**

**Procedures: (10 min)**

- Bathroom
- Drinks
- 3 Laps

**(5 min) Warm Up**

- Fast Walk (Card 4)

**(10 min) Go Fitness: Cardiovascular**

**Activities:** Aerobic Games  
**Materials:** 1 plastic hoop, 4 bean bags per 4-5 students

- Barker's Hoopla (Card 59)

**(25 min) Go Activity: Volleyball: CATCH Challenge 1**

**Materials:** 1 Volleyball per 3-5 students/hoops, net

- Circle Keep-It Up (card 589)
- Hoop Serve (Card 590)

**(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

**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.

**Music 3 1:00pm - 1:45pm**

**Objectives:**

- Rhythm patterns, note values
- Note values
- Label orchestral percussion family

**Lesson / Instruction**

- (5-8 min) Rhythmic Reading:** Rhythm Cards (pg 88)  
**Materials:** Visual #13 (15 rhythm cards)
  - Identify note values and names for written assessment
- (8-10 min) Paper/Pencil Activity:** Written Assessment #3 (Appendix D)  
**Materials:** Assessment
  - Complete independently

- Throw for Distance (Card 371)  
**IF TIME:**  
**Go Activity: Throwing & Catching Activities (25 min)**  
**Materials:** 1 bean bag and hoop per student
  - Solo Catch (Card 372)

**Go Activity: Throwing & Catching Activities (25 min)**  
**Materials:** 1 bean bag per student

- Beanbag Tag (Card 373)

**Cool-down: (5 min)**

- Simon Says (Card 5)

**Standards**

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

**K.PE.2** Perform locomotor skills in response to teacher-led creative dance.

**K.PE.3** Move in different pathways, general space with different speeds, and in personal space to a rhythm.

**K.PE.5** Identify active play opportunities outside health enhancement class.

**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

**Instruments:** Unpitched percussion (pg 78)

1. Students choose an unpitched percussion instrument group (wood, metal, or skin)
2. Teacher claps a rhythmic phrase, students echo on instruments
3. Extend game: teacher plays phrase on 1. Temple Blocks (wood) , Suspended cymbal (metal) , timpani (skin)
4. Students echo with instruments that belong to that family
5. Give several examples with other instruments
6. Extension: Students face away from teacher, aurally identifying timbre and echoing when appropriate

**Standards**

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

**MU:Cr3.1** Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

**MU:Cr1.1.2b** Generate musical patterns and ideas within the context of a given

**Procedures: (10 min)**

- Bathroom
- Drinks
- 3 Laps

**(5 min) Warm Up**

1. Fast Walk (Card 4)

**(10 min) Go Fitness: Cardiovascular**

**Activities:** Aerobic Games

**Materials:** 1 plastic hoop, 4 bean bags per 4-5 students

1. Barker's Hoopla (Card 59)

**(25 min) Go Activity:**

**Volleyball:** CATCH Challenge 1

**Materials:** 1 Volleyball per 3-5 students/hoops, net

1. Circle Keep-It Up (card 589)

2. Hoop Serve (Card 590)

**(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

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**

**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.

3. **(10-12 min) Listening**

**Activity:** Label Orchestral Percussion (pg. 91)

**Materials:** Visual #14, recordings

1. Present chart
2. Label percussion family as instruments that are played by striking or shaking
3. Lead students to discover that most of the instruments in the room are percussion
4. Play recording to demonstrate many different kinds of percussion

**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

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

**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**

tonality (such as major and minor) and meter (such as duple and triple).

**MU:Cr2.1.2b** Use iconic or standard notation and/or recording technology to combine, sequence, and document personal musical ideas.

**MU:Cr3.1.2a** Interpret and apply personal, peer, and teacher feedback to revise personal music.

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

**MU:Pr5.1.2b** Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.

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

**MU:Pr6.1.2b** Perform appropriately for the audience and purpose.

### Band 5 1:45pm - 2:30pm

#### Objectives:

- Rhythm patterns, SR-BAGEDD', 12 bar blues
- Phrase
- Recorder F#, sharp/flat

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.

**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.

**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.

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

describe appropriateness to the context.

**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.

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

**MU:Cr2.1.3b** Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.

### Music 4 1:45pm - 2:30pm

#### Objective:

- Label brass family
- Rhythm patterns, SR-ABC'
- SR-BAGC', moving bordun

#### Lesson / Instruction

1. **(10-12 min) Listening Activity:** Label Brass Family (pg. 85)  
**Materials:** Chart #19, recordings
  1. Present chart
  2. Label brass family as instruments made of brass or other metal where the sound is produced through a column of air and requires a cup-shaped mouthpiece

### 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)

**Materials:** 5-12 cones

1. The Snake Trail/Double Circle/X (Card 16-19)

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

1. Tunnel Train (Card 133-134)

##### Go Activity: Throwing & Catching Activities (25 min)

**Materials:** 1 bean bag per student

1. Throw for Distance (Card 371)

##### IF TIME:

##### Go Activity: Throwing & Catching Activities (25 min)

**Materials:** 1 bean bag and hoop per student

- Vocal technique, vocal repertoire

**Lesson / Instruction**

1. **(20-22 min) Hot Tunes #8: High D's Hot!** (pg. 84) **Materials:** Chart #20, Recording ([www.kid-sounds.com/HighDsHot](http://www.kid-sounds.com/HighDsHot))
  1. Echo short patterns on the recorder using BAGEDD'
    1. Present chart
    2. Review the word "tie"
    3. Speak/clap rhythm
    4. Identify letter names
    5. Sing letter names while fingering the recorder
  6. Play melody (show students the repeat sign after the 4th measure)
  7. Play 2 measure intro, then play the melody 3 times
  8. Repeat and walk, march, walk backward, etc. while playing
  9. Perform with movement and recording
2. **(5 min) Introduce F#** (pg. 91)
4. **(5 min) Assign Activity #5** from the **Hot Tunes** music packet
5. **(20 min) Group Project:** Constructing a Melody

**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.
- Have fun being physically active.
- Practice sports, manipulative, and locomotor skills
- Develop physical fitness through non-elimination games

**Lesson / Instruction**

**Procedures: (10 min)**

**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 physical activity, youth sports, and personal health.

**Q1 Band 2:45pm - 3:30pm**

3. Use recordings to demo the brass family
2. **(3-5 min) Recorder Activity:** Recorder - C' (pg. 86)
 

**Materials:** Recorder fingering charts

  1. Echo 4-beat patterns on A
  2. Introduce C'
  3. Echo a 4-beat pattern combining A and C'
  4. With recorder resting on chin alternate fingerings between B and C' (this is tricky)
  5. Echo 4-beat patterns, speaking the letters while fingering the recorder B and C'
  6. Play 4-beat patterns, alternating between B and C'
3. **(15-18 min) Cool Tunes #10: "Hi! High C"** (pg. 86)
 

**Materials:** Chart #20, recorders, xylos

  1. Present chart
  2. Ask students what's different on the chart (notes with stems down)
    1. Stems are down for notes above 3rd line
    2. Stems are up for notes below 3rd line
    3. B can either be up or down (depending on the rest of the song)

1. Solo Catch (Card 372)
 

**Go Activity: Throwing & Catching Activities (25 min)**

**Materials:** 1 bean bag per student

  1. Beanbag Tag (Card 373)

**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 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

(pg. 89)

**Materials:** Visual #8  
(packet of melody cards),  
Recorders

1. Teacher reviews and plays BAGEDD'
2. Present Visual #8 (Melody Cards) and play each of them as a class
3. Divide class into groups and give each group a melody packet in order to create a melody
  1. Each group constructs a 4-phrase melody using any combo of cards
  2. 1-2 cards are usually used
  3. REMIND STUDENTS THAT "A GOOD MELODY HAS REPETITION"
  4. Give students ample time to construct melody
  5. When ready, have each group present to the class

**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

- Bathroom
- Drinks
- 3 Laps

**(5 min) Warm Up**

1. Fast Walk (Card 4)

**(10 min) Go Fitness: Cardiovascular**

**Activities:** Aerobic Games

**Materials:** 1 plastic hoop,

4 bean bags per 4-5 students

1. Barker's Hoopla (Card 59)

**(25 min) Go Activity:**

**Volleyball:** CATCH Challenge 1

**Materials:** 1 Volleyball per 3-5 students/hoops, net

1. Circle Keep-It Up (card 589)
2. Hoop Serve (Card 590)

**(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

3. Teach melody by having students:
  1. Speak/clap rhythm
  2. Identify letter names
  3. Sing letter names while fingering the recorder
  4. Play the melody
4. Students play an xylo of their choice and play the melody

**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: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.

**MU:Cr1.1.5b** Generate musical ideas (such as

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**

works with varied context to deepen understanding.

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

**MU:Pr5.1.5b** Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.

**MU:Pr6.1.5a** Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

**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 musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

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

**MU:Cr2.1.5a** Demonstrate selected and developed musical ideas for improvisations,

- 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.

**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.

rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.

**MU:Cr2.1.5b** Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic 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:Pr4.2.5a** Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

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

**MU:Pr6.1.5a** Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

arrangements, or compositions to express intent, and explain connection to purpose and context.

**MU:Cr2.1.5b** Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.

**MU:Cr3.1.5a** Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.

**MU:Cr3.2.5a** Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.

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

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

**MU:Pr5.1** Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances,

**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**

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:Pr5.1.5a** Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.

**MU:Pr6.1.5b** Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

**MU:Re7.1.5a** Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

**Q1 Band 2:45pm - 3:30pm**