

Monday 02/06/2023	Tuesday 02/07/2023	Wednesday 02/08/2023	Thursday 02/09/2023	Friday 02/10/2023
Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	100th Day of School 8:00am - 4:00pm	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	Breakfast Duty 8:00am - 8:30am	Band/Choir 7 & 8 8:35am - 9:30am
<p>Objectives:</p> <ul style="list-style-type: none"> • Send home more instrument rental sheets and get them returned so students can begin taking instruments home • All students are learning the complete C Major scale • Continue to assign sheet music to those who have completed the C Major Scale and any assigned work <p>Near Future Goal:</p> <ul style="list-style-type: none"> • Entire class plays C Major Scale in unison at the beginning of class • Entire class plays musical pieces in unison from the Standard of Excellence - Book 1 	<p>Objectives:</p> <ul style="list-style-type: none"> • Send home more instrument rental sheets and get them returned so students can begin taking instruments home • All students are learning the complete C Major scale • Continue to assign sheet music to those who have completed the C Major Scale and any assigned work <p>Near Future Goal:</p> <ul style="list-style-type: none"> • Entire class plays C Major Scale in unison at the beginning of class • Entire class plays musical pieces in unison from the Standard of Excellence - Book 1 	<p>Objectives:</p> <ul style="list-style-type: none"> • Send home more instrument rental sheets and get them returned so students can begin taking instruments home • All students are learning the complete C Major scale • Continue to assign sheet music to those who have completed the C Major Scale and any assigned work <p>Near Future Goal:</p> <ul style="list-style-type: none"> • Entire class plays C Major Scale in unison at the beginning of class • Entire class plays musical pieces in unison from the Standard of Excellence - Book 1 	<p>Band/Choir 7 & 8 8:35am - 9:30am</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Send home more instrument rental sheets and get them returned so students can begin taking instruments home • All students are learning the complete C Major scale • Continue to assign sheet music to those who have completed the C Major Scale and any assigned work <p>Near Future Goal:</p> <ul style="list-style-type: none"> • Entire class plays C Major Scale in unison at the beginning of class • Entire class plays musical pieces in unison from the Standard of Excellence - Book 1 	<p>Objectives:</p> <ul style="list-style-type: none"> • Send home more instrument rental sheets and get them returned so students can begin taking instruments home • All students are learning the complete C Major scale • Continue to assign sheet music to those who have completed the C Major Scale and any assigned work <p>Near Future Goal:</p> <ul style="list-style-type: none"> • Entire class plays C Major Scale in unison at the beginning of class • Entire class plays musical pieces in unison from the Standard of Excellence - Book 1
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- LET CLASS KNOW THE GOAL IS TO LEARN ALL THE NOTES OF THE C MAJOR SCALE**
(then we will begin playing scales together for warm up, then musical pieces from there)

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

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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, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.

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

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Band/Choir 6
9:33am - 10:25am

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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.

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Prep 10:28am - 11:30am

Lunch 11:30am - 12:15pm

Music PK 12:15pm - 1:00pm

Objectives:

- Pulse. repertoire
- Rhythm patterns

Lesson / Instruction

1. (10-12 min)
Singing
Game: *"Circle Round the Zero"* (pg. 77)

Materials: Piano

1. Circle, standing sing song while demonstrating movements in teachers manual
2. Class identifies sequence in the song
3. Choose 1 student to be the leader and perform while teacher is on piano
4. Repeat several times before adding extension (eg, "Back, back" instead of "bumping bottoms")

2. (10-12 mins)
Speech Activity with
Game: *"Heartbeat"* (pg. 77-78)
Materials: Chart #12, Conga Drum

1. Present chart and ask what is different (big and little)
2. Speak first line rhythmically
"Little, big, little,

Prep 10:28am - 11:30am

Lunch 11:30am - 12:15pm

PE PK 12:15pm - 1:00pm

Jump Rope Activities

Objective:

- Traveling
- Non-manipulative skills (twisting, balancing, stretching, turning, curling)
- Jumping, landing, transferring weight
- Develop cardiovascular fitness, practice basic jump rope skills
- Relationships (with people, matching in unison of body parts: round, narrow, wide, symmetrical)
- Spatial awareness (location, direction, levels, pathways)
- Effort (slow, free flow)

Kindergarten:

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

1st Grade:

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

2nd Grade:

- Jump a self-turned rope both forward and backward

Science Fair @ 10am 10:00am - 10:00am

Prep 10:28am - 11:30am

Lunch 11:30am - 12:15pm

Music K 12:15pm - 1:00pm

Objectives:

- Pulse. repertoire
- Rhythm patterns

Lesson / Instruction

- (10-12 min)
Singing
Game: *"Circle Round the Zero"* (pg. 77)

Materials: Piano

1. Circle, standing sing song while demonstrating movements in teachers manual
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Speech Activity with
Game: *"Heartbeat"* (pg. 77-78)
Materials: Chart #12, Conga Drum
- 1. Present chart and ask what is

listen to and explain the connections to specific interests or experiences for a specific purpose.

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2nd Grade:

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

Lesson / Instruction

Procedure: (10 min)

- Bathroom
- Drinks
- 3 Laps

Prep 10:28am - 11:30am

Lunch 11:30am - 12:15pm

Music 1 12:15pm - 1:00pm

Objectives:

- 1/4 note, 1/8th note, 1/4 rest
- High/low, contour
- So, Mi
- Staff and Line Notes
- Vocal qualities

Lesson / Instruction

Missed a week so playing catch up:

1. (5 mins)
Rhythmic Reading: *!4 1/8 and 1/4 rest (pg. 56)*
Materials: Visual #6

1. Review what a 1/4 note is, what an 1/8 note is and what a 1/4 rest is
2. Present several of the visuals speaking Ta's and Ti-Ti's and touch shoulders for rests
3. POINT TO EACH BEAT AT FIRST

2. (5-8 mins)
Notation Activity: *Labeling Line and Space Notes (pg. 56)* **Materials:** Smart-board

1. Draw a stave and show that a line note is around a line and a space

big" (replace with "Valentine, Valentine")

3. Speak 2nd line rhythmically "Big, big, big, big" (replace with "Heartbeat, Heartbeat, Heartbeat, Heartbeat")
4. Introduce poem (teacher speaks odd measures, students speak even)
5. Review poem, encouraging students to speak entire poem
6. Add reaction game (students close eyes):
 1. Teacher plays 1st measure of poem (1st or 2nd line) on drum, students clap with correct 2nd measure

1. **Pages of Book ripped out so nothing more in the lesson - allow students to play a song on the instruments**

Standards
 MU:Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour).
 MU:Cr3.1.Ka With guidance, apply personal, peer, and teacher feedback in

- Jump overhead turning long rope

Lesson / Instruction
Procedure: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up: (5 min)

1. Partner High-5 Together (Card 12)

Go Fitness: Limber Limbs: Stretching Activities (10 min)
Materials: 1 cone per pair of students

1. Short Story Stretching (Card 171)

Go Activity: Jump Rope Activities (25 min)
Materials: Jump ropes (stand on rope with handles reaching armpits)

1. Follow Me (Card 278)

Materials: 1 jump rope per student, *Jump Rope Task Cards*

Glossy of Terms:

Walk and Jump:
Turn rope while walking forward

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

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

different (big and little)

2. Speak first line rhythmically "Little, big, little, big" (replace with "Valentine, Valentine")
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Warm Up: (5 min)

1. Let's Get Together (Card 8)

Go Fitness: Limber Limbs: Stretching Activities (10 min)
Materials: 1 cone per pair of students

1. Race and Reach (Card 169-170)

Go Activity: Jump Rope Activities (25 min)
Materials: Jump ropes (stand on rope with handles reaching armpits)

1. "Can you..." (Card 275)
2. Snakes (Card 276)

Materials: 1 jump rope per student

REVIEW:
Glossy of Terms:

Walk and Jump:
Turn rope while walking forward

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

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

Straddle:
Jump and land with

note is between two lines

2. Reinforce the concept using the body's head as a note
3. Show that a line note can be visualized by placing fingertips to temples, and a space note can be visualized by putting one hand on head, and one under chin
4. Line two rows of students up at the board - have them draw space and line notes

3. **(5-8 mins) Rhythmic Reading: Which Rhythm Do You Hear? (pg. 59)**

Materials: Visual #6

1. Select 5 cards to post on board
2. Review each rhythm with class and play "Which Rhythm Do You Hear?"
3. Teacher claps one of the rhythms and students show #of fingers for one of the five cards
4. Repeat several times

4. **(12-15 mins) Notation Activity: Notating SM (pg.59)**

refining personal musical ideas.

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

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

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

MU:Cr2.1.PreKa With substantial

Straddle:
Jump and land with feet apart or together
Skier:
Jump side to side over a line
Hop: *Jump on one foot*
Rocker:
Start with 1 foot in front (keep that foot in front) and rock from the front foot to the back foot
"X": *Cross one foot in front of the other and jump, uncross and jump*
Backward:
Turn rope backward and jump
Bell: *Jump forward and backward over a line*
Wounded Duck:
Jump with heels in and toes out, then heels out and toes in
Side-swing:
Swing the rope to one side of the body, then swing overhead and jump
Criss-Cross

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

MU:Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour).

MU:Cr2.1.Ka With guidance, demonstrate and choose favorite musical ideas.

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

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

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

Practice Time
1:00pm - 2:00pm

PE 5 1:45pm - 2:30pm

Hockey Unit

Objective:

- Practice and improve fundamental floor hockey skills (stick

feet apart or together
Skier:
Jump side to side over a line
Hop: *Jump on one foot*
Rocker:
Start with 1 foot in front (keep that foot in front) and rock from the front foot to the back foot
"X": *Cross one foot in front of the other and jump, uncross and jump*
Backward:
Turn rope backward and jump
Bell: *Jump forward and backward over a line*
Wounded Duck:
Jump with heels in and toes out, then heels out and toes in
Side-swing:
Swing the rope to one side of the body, then swing overhead and jump
Criss-Cross
Arms:
Turn rope forward

Materials: Smart-board

1. Draw a 3-lined staff on the board
 2. Identify the middle line as So, and draw a circle to represent pitch
 3. Lead class to discover that Mi should be below So
 1. "If So is around a line, then Mi is around the line below
 4. Draw a short example (SSM) - class sings with hand signals
 5. Review melody to "Engine, Engine"
 6. Notate on board (with student's help)
5. **(10-12 mins)**
Speech
Activity: *Melodrama (pg. 61)*
- Materials:** Paper Napkins folded in an accordion fold
1. Students get to explore vocal qualities of a Villain, a Damsel, and a Hero
 1. A mustache for the Villain
 2. A bow for the Damsel
 3. A bow tie for the Hero
 2. After the class has had a few opportunities to perform,

guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).

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.

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

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

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.PreKa With substantial guidance, perform music with expression.

Arms:

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

Cool-down: (5 min)

1. Simon Says (Card 5)

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.

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)

Materials: Flash Fitness Locomotor Movement Cards (82-105)

1. Whistle Fitness (Card 17)

Go Fitness: Go, Slow & Whoa: Eat Smart Games (10 min) **Materials:** 2 scarves per 25 students, cones to mark area

1. Whoa Food Tag (Card 314)

Go Activity: Floor Hockey: CATCH Challenge Level II (25 min) **Need:** 1 hockey stick per student, 1 puck & 2 cones 3 students

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

Cool-down: (5 min)

1. Simon Says (Card 5)

Standards

- 1.PE.11** Follow the rules or parameters of the learning environment.
- 1.PE.1** Perform most basic locomotor, nonlocomotor, and manipulative skills using mature patterns.
- 1.PE.3** Move in self-space.
- 1.PE.4** Differentiate between fast and slow speeds, strong and light force.
- 1.PE.6** Discuss the benefits of being active and exercising or playing.
- 1.PE.7** Actively engage in health enhancement class.
- 1.PE.8** Understand muscles that grow

choose 3 soloists

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:Cr1.1.1a** With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.
- MU:Cr1.1.1b** With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).
- MU:Cr2.1.1a** With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.
- MU:Pr4.2** Analyze - Analyze the structure and context of varied musical works and their implications for performance.
- 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:Re7.2.PreKa With substantial guidance, explore musical contrasts in music.

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

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

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

Music 2 1:00pm - 1:45pm

Objectives:

- MRD
- AB form
- Classify unpitched percussion instruments
- Repertoire

Lesson / Instruction

1. **(15-20 mins)**
Song with Instruments "It's Mi, Re, Do" (pg. 70)
Materials: Xylo visual, barred instruments, piano
1. Sing song adding hand signals on last two measures
2. Ask a student to demo the last 2 measures on

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.

2.3g Practice sensory integration.

2.3h Adapt movements to specific situations.

2.3i Demonstrate concepts through movement.

2.4a React to participation in daily routines.

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

2.4c Indicate needs and wants.

2.4d Take and interest in meeting physical needs.

2.4e Participate in healthy routines.

2.4f Communicate with an adult when not feeling well.

1. Open Ice Floor Hockey Skill Stations (Card 416-418)

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 extended as far as it can go

Standards

5.PE.1 Exhibit competency in fundamental motor skills and selected

strong with physical activity.

1.PE.9 Identify warm-up and cool-down activities related to vigorous physical activity.

1.PE.10 Accept personal responsibility by using equipment and space appropriately.

1.PE.12 Respond appropriately to general feedback from a teacher.

1.PE.13 Exhibit the established protocols for class activities.

1.PE.14 Work independently with others in a variety of class environments.

1.PE.15 Discuss ways to accept other's ideas, cultural diversity, and body types.

1.PE.16 Follow teacher directions for safe participation and proper use of equipment without teacher reminders.

1.PE.17 Identify physical activity as a component of good health.

1.PE.18 Understand that challenges in physical activities can lead to success; and

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

Music 3 1:00pm - 1:45pm

Objectives:

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

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

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

MU:Re7.2.1a With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a purpose.

MU:Re8.1.1a With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

MU:Re9.1.1a With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.

the Xylophone Visual while class sings song

- If successful, student moves to barred instrument and another student demos the pattern on the visual
- Repeat moving each student to another xylo as everyone moves
- Continue until all are playing

2. **(12-15 mins)**
Song with Movement: "Yes of No?" (pg. 70-71)
Materials: Piano

- Sing A section with piano, echo by phrase
- Demo Movement A (pg 71) with one student while class sings song
- Teacher and student pick a new partner and they demo movement while class sings
- All 4 each choose a new partner and demo movement while class sings
- When all students have partners, class form a circle standing next to partners
- Demo B Section

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.

2.6e 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 in 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.

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 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.

- Rhythm patterns
- Pulse, repertoire, ostinato
- Vocal ostinato, crossover bordun
- Canon/round

Lesson / Instruction

- (3-5 mins)**
Rhythmic Reading: *Rhythm Cards* (pg. 72)
Materials: Visual #13
 - Have students speak each rhythm
 - Teach BAR LINE, DOUBLE BAR LINE and TIME SIGNATURE are (top beats per measure, bottom type of beat)
- (15-18 mins)** **Song with Movement:** "I'm Gonna Sing (pg. 72)
Materials: Piano, body percussion staff\
 - Teach/sing Verse 1 with piano
 - Teach/sing Verse 2 while snapping the quarter note pulse (both hands)
 - Add Verses 3, 4, and 5 with body percussion
 - Present body percussion staff with the pulse ostinato shown on pg, 73
 - Students perform the

PE K 1:00pm - 1:45pm

Jump Rope Activities

Objective:

- Traveling
- Non-manipulative skills (twisting, balancing, stretching, turning, curling)
- Jumping, landing, transferring weight
- Develop cardiovascular fitness, practice basic jump rope skills
- Relationships (with people, matching in unison of body parts: round, narrow, wide, symmetrical)
- Spatial awareness (location, direction, levels, pathways)
- Effort (slow, free flow)

Kindergarten:

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

1st Grade:

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

2nd Grade:

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

Lesson / Instruction

Procedure: (10 min)

- Bathroom
- Drinks

(speech with actions); facing partner

7. Perform AB repeated (each time A is repeated, students will have a new partner)

3. **(10-12 mins)**
Instrument Activity: Unpitched Percussion (pg. 72) **Materials:** Wood block, triangle, hand drum, etc. Chart #10

1. Present wood block, triangle, and hand drum
2. Students categorize instruments as wood, metal or skin
3. One at a time, a student chooses another unpitched instrument and class determines category
4. Present Chart #10
5. Play conducting game where one student points to a category and those in that category play
6. **NOTE:** Supply headless tambourines as metals

4. **(8-10 mins)**
Song: "America the Beautiful" (pg. 72)
Materials: Piano

1. Teach song while

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.

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

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

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 physical activity, youth sports, and personal health.

Q1 Band 2:45pm - 3:30pm

pulse ostinato while singing Verse 1

3. **(18-20 mins)**
Song with Movement: "I Got a Letter" (pg. 73)

Materials: BX/BM, AM/SM, Recorder, Xylo

1. Prepare BX/BM by mirroring the crossover pattern with alternating pat
2. Sing melody while playing BX
3. Choose students to play the crossover pattern on the BX/BM
4. Class sings vocal ostinato while teacher sings the melody
5. Split class in 2 and have each group sing both parts

4. **(10-12 mins)**
Speech Activity with Movement: "That's the way to the Zoo" (pg. 74-75)

1. Circle, standing introduce movement
2. Add text, practice 3 times ABA
3. Class creates 2 separate circles, practice before a canon (2nd group enters after 1st measure)

5. **(2-3 mins)** Listening

• 3 Laps
Warm Up: (5 min)

1. Partner High-5 Together (Card 12)
Go Fitness: Limber Limbs: Stretching Activities (10 min)
Materials: 1 cone per pair of students
1. Short Story Stretching (Card 171)
Go Activity: Jump Rope Activities (25 min)
Materials: Jump ropes (stand on rope with handles reaching armpits)
1. Follow Me (Card 278)
Materials: 1 jump rope per student, *Jump Rope Task Cards Glossy of Terms:*
Walk and Jump: Turn rope while walking forward
Double Bounce: Jump with both feet twice for each rope turn
Single Bounce: Jump with both feet once for every rope turn
Straddle: Jump and land with feet apart or together

accompanying
on the piano

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: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 Analyze - Analyze the structure and context of 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: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.

Lesson / Instruction

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up (5 min)

Materials: Flash Fitness Locomotor Movement Cards (82-105)

1. Whistle Fitness (Card 17)

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

Materials: 2 scarves per 25 students, cones to mark area

1. Whoa Food Tag (Card 314)

Go Activity: Floor Hockey: CATCH Challenge Level II (25 min)

Need: 1 hockey stick per student, 1 puck & 2 cones 3 students

1. Open Ice Floor Hockey Skill Stations (Card 416-418)

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,

Game: "The Radio Game" (pg. 75)

1. See pg. 42 and use "London Bridge is Falling Down" song

Standards

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

MU:Re7.2 Analyze - Analyze how the structure and context of varied musical works inform the response. Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

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

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

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

MU:Pr4.2.3a Demonstrate understanding of the structure in

Skier:
Jump side to side over a line

Hop: Jump on one foot

Rocker:
Start with 1 foot in front

(keep that foot in front) and rock from the front

foot to the back foot

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

uncross and jump

Backward:
Turn rope backward and jump

Bell: Jump forward and backward over a line

Wounded Duck:
Jump with heels in and toes out, then heels out and toes in

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

Criss-Cross Arms:
Turn rope forward and cross arms in

Band 5 1:45pm - 2:30pm

Objectives:

- Rhythm patterns, SR-B,C',D'
- Visualize 6/8, SR-B,A,G,E,C',D', 3 part recorder
- Pulse, mixed meter, extended form

Lesson / Instruction

1. **(2-3 min) Recorder Activity: D':** (pg. 76)
Materials: Fingering Charts
 1. Echo 4 beat patterns on C'
 2. Introduce D'
 3. Echo 4-beat patterns combining C' and D'
 4. Play B and D'
 5. Then play 4-beat patterns combining B, C', D'
2. **(20-25 min) Hot Tune #7: "The Elephant Carries a Great Big Trunk"** (pg. 76)
Materials: Chart #16, BX
 1. Present chart
 2. Sing song while accompanying on BX (teacher)
 3. Introduce recorder melody
 1. Speak/clap rhythm
 2. Identify letter names
 3. Students sing letter names while fingering

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

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

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

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.

Music 4 1:45pm - 2:30pm

Objectives:

- Ti-Ta-Ti, SR-BAGED, repertoire, AA'A
- Pulse, AB form
- Rhythm patterns, Question-Answer, rondo
- Visualize, 6/8 measure

Lesson / Instruction

Missed a week so playing catch up:

1. **(18-20 min) Cool Tune #8: "Tom Dooley"** (pg. 72)

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

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

Standards

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

- recorder pitches
4. Students play melody
 4. Assign **Activity #4** from the **Hot Tunes** music packet
3. **(18-20 min)**
Lummi Stick Activity: "All You Need is Love" (pg. 82) **Materials:** Chart #19, Lummi sticks, recording
1. Students will experience mixed meter while reinforcing pulse (students seated)
 2. Students speak A Section to 1/4 note pulse
 1. Add actions to A Section (practice until memorized)
 3. Introduce B Section using the same process
 4. Distribute 2 lummi sticks to each student
 5. Practice A and B sections in different combos
 6. Perform with actions (and sticks) on chart
 7. Students choose partners
 1. On A Section tap partner's sticks on "right/left"
 2. On B section tap partner's

- 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

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.

- Materials:**
Visual #13, Chart #16, Piano
1. Present rhythm card, students clap then play on low D
 2. Repeat playing on low E
 3. Practice D, E, and G combos
 4. Students play card 3 times
 5. Present chart - teach melody - Students play
2. **(8-10 mins)**
Movement Activity: *Patty Cake Switch* (pg. 68 **see pg. 57**)
Materials: Recording
1. Introduce dance
3. **(3-5 mins)**
Recorder Activity: BAGED Cards (pg. 76)
- Materials:** Visual #7
1. Present as flash cards
 2. Students name notes in order
 3. Students play notes in order
4. **(18-20 mins)**
Recorder Activity: Improvisation Games (pg. 76-77)
Materials: Chart #2
1. Game #1:
 1. Play each line on different note
 2. Then play 2 notes on each line
 3. Then break it up and have

- 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

Jump Rope Activities

- Objective:**
- Traveling
 - Non-manipulative skills (twisting, balancing, stretching, turning, curling)

sticks on "in/
out"

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: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: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.

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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)

Materials: Flash Fitness Locomotor Movement Cards (82-105)

1. Whistle Fitness (Card 17)

Go Fitness: Go, Slow & Whoa: Eat Smart Games (10 min) **Materials:** 2 scarves per 25 students, cones to mark area

1. Whoa Food Tag (Card 314)

Go Activity: Floor Hockey: CATCH Challenge Level II (25 min) **Need:** 1 hockey stick per student, 1 puck & 2 cones 3 students

1. Open Ice Floor Hockey Skill Stations (Card 416-418)

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

different groups play each line

2. Game #2:

1. Questions and Answer: Teacher asks question on recorder, students answer on recorder

2. Extend to "I'll Play a Question" Song where some students do the Q part and other do the A part

3. Teacher accompanies on the BX

5. (15-18 mins) Group Project: "Roses are Red" (pg. 77)

Materials: Chart #17, hand drum

1. Present chart
2. Review:
 1. Time signature
 2. How many beats an eighth and quarter notes receives
 3. Number of beats per measure
3. Review text and speak/clap twice
4. Transfer rhythm to hand drums (one per student)
5. Perform poem with contrasting sections in ABACA form

- Jumping, landing, transferring weight
- Develop cardiovascular fitness, practice basic jump rope skills

- Relationships (with people, matching in unison of body parts: round, narrow, wide, symmetrical)
- Spatial awareness (location, direction, levels, pathways)
- Effort (slow, free flow)

Kindergarten:

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

1st Grade:

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

- Correctly turn a short jump rope

2nd Grade:

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

Lesson / Instruction

Procedure: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up: (5 min)

1. Partner High-5 Together (Card 12)

Go Fitness: Limber

Limbs: Stretching Activities (10 min)

Materials: 1 cone per pair of students

- 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.
- 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

6. **Note: This project attempt to explain 6/8 measure (may not make sense the first time through)**

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:Cr3.1** Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.
- MU:Cr2.1.3b** Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.
- MU:Pr4.2** Analyze - Analyze the structure and context of varied musical works and their implications for performance.
- MU:Pr4.3** Interpret - Develop personal interpretations that consider creators' intent.
- MU:Pr5.1** Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in

1. Short Story Stretching (Card 171)
Go Activity: Jump Rope Activities (25 min)
Materials: Jump ropes (stand on rope with handles reaching armpits)
1. Follow Me (Card 278)
Materials: 1 jump rope per student, *Jump Rope Task Cards*
Glossy of Terms:
 - Walk and Jump:** Turn rope while walking forward
 - Double Bounce:** Jump with both feet twice for each rope turn
 - Single Bounce:** Jump with both feet once for every rope turn
 - Straddle:** Jump and land with feet apart or together
 - Skier:** Jump side to side over a line
 - Hop:** Jump on one foot
 - Rocker:** Start with 1 foot in front (keep that foot in front) and

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

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

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

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

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

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

MU:Pr6.1.3b Demonstrate performance decorum and audience etiquette appropriate for the context and venue.

MU:Re7.2 Analyze - Analyze how the structure and context of varied musical

rock from the front foot to the back foot
"X": Cross one foot in front of the other and jump, uncross and jump
Backward: Turn rope backward and jump
Bell: Jump forward and backward over a line
Wounded Duck: Jump with heels in and toes out, then heels out and toes in
Side-swing: Swing the rope to one side of the body, then swing overhead and jump
Criss-Cross Arms: Turn rope forward and cross arms in front (hug yourself). Jump forward, uncross arms and jump again
Double Under: With 1 jump, pass the rope

from learning a new physical activity; and
3.PE.19 Describe the positive social interactions that come when engaged with others in physical activity.

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works inform the response. Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

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

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

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.

under your feet twice (lift knees and rotate the rope faster with your wrist)

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.4 Combine locomotor skills in general space to a rhythm or beat.

2.PE.6 Describe physical activities outside health enhancement class.

2.PE.7 Actively engage in health enhancement class in response to instruction and practice.

2.PE.8 Identify physical activities which contribute to developing strength and fitness.

2.PE.9 Describe warm-up and cool-down activities related to vigorous physical activity.

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.17 Describe the value of "good health balance".

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.

2.PE.3 Identify games, sports, or dances performed in other cultures.

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