

Monday 04/10/2023	Tuesday 04/11/2023	Wednesday 04/12/2023	Thursday 04/13/2023	Friday 04/14/2023
<b>Easter Break</b>	<b>Breakfast Duty 8:00am - 8:30am</b>	<b>Breakfast Duty 8:00am - 8:30am</b>	<b>Breakfast Duty 8:00am - 8:30am</b>	<b>Breakfast Duty 8:00am - 8:30am</b>
<b>Band/Choir 7 &amp; 8 8:35am - 9:30am</b>	<b>Band/Choir 7 &amp; 8 8:35am - 9:30am</b>	<b>Band/Choir 7 &amp; 8 8:35am - 9:30am</b>	<b>Band/Choir 7 &amp; 8 8:35am - 9:30am</b>	<b>Band/Choir 7 &amp; 8 8:35am - 9:30am</b>
<b>Notes / Reflection</b> <ul style="list-style-type: none"> <li>• Lead discussion about Spring Musical and introduce the song the class will be performing</li> </ul> <b>Flute:</b> Khianna <b>Clarinet:</b> Annabell Elizabeth Izzy Elsa <b>Saxophone:</b> Preston (tenor) <b>Guitar:</b> Ian Owen <b>Piano:</b> Logan Christian <b>Drums:</b> David Journey	<b>Notes / Reflection</b> <ul style="list-style-type: none"> <li>• Lead discussion about Spring Musical and introduce the song the class will be performing</li> </ul> <b>Flute:</b> Khianna <b>Clarinet:</b> Annabell Elizabeth Izzy Elsa <b>Saxophone:</b> Preston (tenor) <b>Guitar:</b> Ian Owen <b>Piano:</b> Logan Christian <b>Drums:</b> David Journey	<b>Notes / Reflection</b> <ul style="list-style-type: none"> <li>• Lead discussion about Spring Musical and introduce the song the class will be performing</li> </ul> <b>Flute:</b> Khianna <b>Clarinet:</b> Annabell Elizabeth Izzy Elsa <b>Saxophone:</b> Preston (tenor) <b>Guitar:</b> Ian Owen <b>Piano:</b> Logan Christian <b>Drums:</b> David Journey	<b>Notes / Reflection</b> <ul style="list-style-type: none"> <li>• Lead discussion about Spring Musical and introduce the song the class will be performing</li> </ul> <b>Flute:</b> Khianna <b>Clarinet:</b> Annabell Elizabeth Izzy Elsa <b>Saxophone:</b> Preston (tenor) <b>Guitar:</b> Ian Owen <b>Piano:</b> Logan Christian <b>Drums:</b> David Journey	
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<p><b>Lesson / Instruction</b></p> <ol style="list-style-type: none"> <li><b>Music joke/riddle</b> of the day</li> <li><b>Scales</b> with all instruments</li> <li><b>Whole class sings Spring Musical Song</b></li> <li><b>Students to work with their instrument group</b> on scales, songs, and patterns</li> <li><b>Check in with guitars:</b> <ol style="list-style-type: none"> <li>Ask student/s to demonstrate the song they are working on</li> </ol> </li> <li><b>Check in with clarinets:</b> <ol style="list-style-type: none"> <li>Ask student/s to demonstrate the song they are working on</li> </ol> </li> <li><b>Check in with saxophones:</b> <ol style="list-style-type: none"> <li>Ask student/s to demonstrate the song they are working on</li> </ol> </li> <li><b>Check in with piano players:</b> <ol style="list-style-type: none"> <li>Ask student/s to demonstrate the song they are working on</li> </ol> </li> <li><b>Check in with drums:</b> Ask student/s to demonstrate the song they are working on</li> </ol>	<p><b>Lesson / Instruction</b></p> <ol style="list-style-type: none"> <li><b>Music joke/riddle</b> of the day</li> <li><b>Scales</b> with all instruments</li> <li><b>Whole class sings Spring Musical Song</b></li> <li><b>Students to work with their instrument group</b> on scales, songs, and patterns</li> <li><b>Check in with guitars:</b> <ol style="list-style-type: none"> <li>Ask student/s to demonstrate the song they are working on</li> </ol> </li> <li><b>Check in with clarinets:</b> <ol style="list-style-type: none"> <li>Ask student/s to demonstrate the song they are working on</li> </ol> </li> <li><b>Check in with saxophones:</b> <ol style="list-style-type: none"> <li>Ask student/s to demonstrate the song they are working on</li> </ol> </li> <li><b>Check in with piano players:</b> <ol style="list-style-type: none"> <li>Ask student/s to demonstrate the song they are working on</li> </ol> </li> <li><b>Check in with drums:</b> Ask student/s to demonstrate the song they are working on</li> </ol>	<p><b>Lesson / Instruction</b></p> <ol style="list-style-type: none"> <li><b>Music joke/riddle</b> of the day</li> <li><b>Scales</b> with all instruments</li> <li><b>Whole class sings Spring Musical Song</b></li> <li><b>Students to work with their instrument group</b> on scales, songs, and patterns</li> <li><b>Check in with guitars:</b> <ol style="list-style-type: none"> <li>Ask student/s to demonstrate the song they are working on</li> </ol> </li> <li><b>Check in with clarinets:</b> <ol style="list-style-type: none"> <li>Ask student/s to demonstrate the song they are working on</li> </ol> </li> <li><b>Check in with saxophones:</b> <ol style="list-style-type: none"> <li>Ask student/s to demonstrate the song they are working on</li> </ol> </li> <li><b>Check in with piano players:</b> <ol style="list-style-type: none"> <li>Ask student/s to demonstrate the song they are working on</li> </ol> </li> <li><b>Check in with drums:</b> Ask student/s to demonstrate the song they are working on</li> </ol>	<p><b>Lesson / Instruction</b></p> <ol style="list-style-type: none"> <li><b>Music joke/riddle</b> of the day</li> <li><b>Scales</b> with all instruments</li> <li><b>Whole class sings Spring Musical Song</b></li> <li><b>Students to work with their instrument group</b> on scales, songs, and patterns</li> <li><b>Check in with guitars:</b> <ol style="list-style-type: none"> <li>Ask student/s to demonstrate the song they are working on</li> </ol> </li> <li><b>Check in with clarinets:</b> <ol style="list-style-type: none"> <li>Ask student/s to demonstrate the song they are working on</li> </ol> </li> <li><b>Check in with saxophones:</b> <ol style="list-style-type: none"> <li>Ask student/s to demonstrate the song they are working on</li> </ol> </li> <li><b>Check in with piano players:</b> <ol style="list-style-type: none"> <li>Ask student/s to demonstrate the song they are working on</li> </ol> </li> <li><b>Check in with drums:</b> Ask student/s to demonstrate the song they are working on</li> </ol>
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**MU:Cr1.1** Imagine - Generate musical ideas for various purposes and contexts.

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

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

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

**MU:Pr4.2.8b** When analyzing selected music, 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**

**Notes / Reflection**

- **Lead discussion about Spring Musical and introduce the song the class will be performing**

**Trumpet:**

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**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.

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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

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<p>explain why each was chosen.</p> <p><b>MU:Pr4.2.6b</b> When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.</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>explain why each was chosen.</p> <p><b>MU:Pr4.2.6b</b> When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.</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>explain why each was chosen.</p> <p><b>MU:Pr4.2.6b</b> When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.</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>explain why each was chosen.</p> <p><b>MU:Pr4.2.6b</b> When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.</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>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>PE PK 12:15pm - 1:00pm</b></p> <p><b>Rhythm Activities</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Proper warm-up and cool-down and stretching techniques</li> <li>• Develop rhythmic movement skills</li> <li>• Develop cardiovascular fitness</li> <li>• Have ample opportunities to practice moving to a beat</li> <li>• Enjoy physical activity</li> </ul> <p><b>Lesson / Instruction</b></p> <p><b>Warm Up: (10 min)</b></p> <ol style="list-style-type: none"> <li>1. 3 Laps around Gym</li> <li>2. Go Fitness: Limber Limbs -</li> </ol>	<p><b>Music K 12:15pm - 1:00pm</b></p> <p><b>Objective:</b></p> <ul style="list-style-type: none"> <li>• Prepare SM, repertoire</li> <li>• Same/different, body awareness</li> <li>• Long/short</li> </ul> <p><b>Lesson / Instruction</b></p> <ol style="list-style-type: none"> <li>1. ( 5-10 min) <b>Sing song for the Spring Concert</b></li> <li>2. (2-3 min) <b>Bell Ringer: "Mr. Sun"</b> to see if the students recognize the song from March, Week 3 (pg 100)</li> <li>3. (10-12 min) <b>Song with Movement: "The Cuckoo"</b> (pg. 105)</li> </ol> <p><b>Materials:</b> BX, Finger Symbols</p>	<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>• Proper warm-up and cool-down and stretching techniques</li> <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>Warm Up: (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>• Solfege ladder practice</li> <li>• ABA form</li> <li>• Repertoire, Pulse</li> </ul> <p><b>Lesson / Instruction</b></p> <ol style="list-style-type: none"> <li>1. ( 5-10 min) <b>Sing song for the Spring Concert</b></li> <li>2. (2-3 min) <b>Bell Ringer: "Mr. Sun"</b> to see if the students recognize the song from March, Week 3 (pg 100)</li> <li>3. (10-12 min) <b>Song with Movement: "The Cuckoo"</b> (pg. 105)</li> </ol> <p><b>Materials:</b> BX, Finger Symbols</p>

Stretching  
Activities

- Neck - Side to side, left and right
- Chest - Hands clasped behind back
- Back - Hug body
- Truck, sides - Feet shoulder width apart, hand on hip, lean to one side, then the other
- Back of thighs - Cross feet one over the other and touch toes (hands on legs to support back)
- Front of thighs - Reach back to grab ankle, knee toward ground, pull ankle toward body
- Calves - Lunge forward and bend knee to 90 degree angle, hold upper body straight

**Go Fitness: Mighty**

**Muscles:** Strength  
Activities (10 min)

**Materials:** Cones  
and Tape, Mats

1. Mighty Muscles  
Strength Stations  
(Card 135-137)  
*and various  
Mighty Muscle  
Task Cards*

**Go Activity: Rhythm  
Activities (10 min)**

**Materials:**

Drum

1. Feel the Beat  
(Card 336)

1. Lead short discussion about Spring weather parentheses weather changes, flowers blooming, birds singing, etc.)
2. Sing song isolate and echo *cuckoo*
3. Sing song again and have students insert *cuckoo*
4. Add game:
  1. Half of the classroom trees and half are birds, the birds hide behind the trees peeking out on cuckoo
  2. Teacher sings at a company's on base xylophone
  3. After song, teacher improvises on BX as birds fly to a new tree
  4. game continues
  5. On a given signal, finger symbols will indicate that birds and trees exchange places
  6. Note: play the finger symbols several times in a row to

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Limber Limbs -  
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  - Truck, sides - Feet shoulder width apart, hand on hip, lean to one side, then the other
  - Back of thighs - Cross feet one over the other and touch toes (hands on legs to support back)
  - Front of thighs - Reach back to grab ankle, knee toward ground, pull ankle toward body
  - Calves - Lunge forward and bend knee to 90 degree angle, hold upper body straight

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

**Materials:** Cones  
and Tape, Mats

1. Mighty Muscles  
Strength Stations  
(Card 135-137)  
*and various  
Mighty Muscle  
Task Cards*

**Go Activity: Rhythm  
Activities (10 min)**

1. Lead short discussion about Spring weather parentheses weather changes, flowers blooming, birds singing, etc.)
2. Sing song isolate and echo *cuckoo*
3. Sing song again and have students insert *cuckoo*
4. Add game:
  1. Half of the classroom trees and half are birds, the birds hide behind the trees peeking out on cuckoo
  2. Teacher sings at a company's on base xylophone
  3. After song, teacher improvises on BX as birds fly to a new tree
  4. game continues
  5. On a given signal, finger symbols will indicate that birds and trees exchange places
  6. Note: play the finger symbols several times in a row to

**Go Activity: Rhythm Activities (10 min)**

**Materials:**

Music

1. Take a Stroll (Card 341)

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

1. Simon Says (Card 5)

**Standards**

**2.1c** Exhibit a variety of small motor skills.

**2.1e** Engage in self-help skills.

**2.1f** Perform increasingly more sophisticated actions requiring hand-eye coordination.

**2.2a** Exhibit physical reflexes in response to stimulation.

**2.2b** Develop muscle tone and strength in trunk, neck, head, arms and legs.

**2.2c** Use developing motor skills to move more independently.

**2.2d** Develop coordination to use motor skills with toys.

**2.2e** Demonstrate skills to move in the environment.

**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.

challenge the listening skills of the students

4. **(10-12 min)**

**Finger Play:** Up to the Ceiling (pg 107) Repeat from last week

1. Note: It is not necessary to speak this finger play rhythmically as distinguishing between right and left will challenge the students. When facing students the teacher should mirror the actions.

2. Process: In a standing position with classroom door on students right echo text with actions as shown in the teacher's manual

5. **(5-8 min)**

**Rhythmic Training:** Speak and Clap Your First Name (pg 107)

1. Each student speaks his or her first and last name while clapping each syllable. Class echoes. Continue around the circle until have all have had a turn .

**Standards**

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

**Materials:**

Drum

1. Feel the Beat (Card 336)

**Go Activity: Rhythm Activities (10 min)**

**Materials:**

Music

1. Take a Stroll (Card 341)

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

1. Simon Says (Card 5)

**Standards**

**2.1c** Exhibit a variety of small motor skills.

**2.1e** Engage in self-help skills.

**2.1f** Perform increasingly more sophisticated actions requiring hand-eye coordination.

**2.2a** Exhibit physical reflexes in response to stimulation.

**2.2b** Develop muscle tone and strength in trunk, neck, head, arms and legs.

**2.2c** Use developing motor skills to move more independently.

**2.2d** Develop coordination to use motor skills with toys.

**2.2e** Demonstrate skills to move in the environment.

**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.

challenge the listening skills of the students

4. **(10-12 min)**

**Finger Play:** Up to the Ceiling (pg 107) Repeat from last week

1. Note: It is not necessary to speak this finger play rhythmically as distinguishing between right and left will challenge the students. When facing students the teacher should mirror the actions.

2. Process: In a standing position with classroom door on students right echo text with actions as shown in the teacher's manual

5. **(5-8 min)**

**Rhythmic Training:** Speak and Clap Your First Name (pg 107)

1. Each student speaks his or her first and last name while clapping each syllable. Class echoes. Continue around the circle until have all have had a turn .

6.

**Standards**

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.

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

relate knowledge and personal experiences to make music.

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

MU:Cn10.0.Ka Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.Ka Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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: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.

2.2i Manipulate objects with large muscles.

2.3b Focus eyes on near and far objects.

2.3c Calm with assistance.

2.3f Demonstrate an awareness of her body in space.

2.3h Adapt movements to specific situations.

2.3i Demonstrate concepts through movement.

2.4a React to participation in daily routines.

2.4c Indicate needs and wants.

2.4e Participate in healthy routines.

2.4f Communicate with an adult when not feeling well.

2.4g Participate in bathroom routines with growing independence.

2.6a Attempt new large and small motor activities.

2.6b Participate in simple movement games.

2.6c 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.

MU:Cr2.1.1b With limited guidance, use iconic or standard notation and/or recording technology to document and organize 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: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 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:Pr4.2.1b When analyzing selected music, read and

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.

**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**

**Basketball Unit**

**Objective:**

- Practice and improve fundamental

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

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

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

**MU:Re7.2.Ka** With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

**MU:Re8.1.Ka** With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect

**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.

**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**

**Notes / Reflection**

perform rhythmic patterns using iconic or standard notation.

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

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

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

**MU:Cr2.1.1a** With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.

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

**MU:Cr3.2.1a** With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

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

basketball skills (dribbling, pivoting, passing, catching, and shooting).

- Actively participate in basketball lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.

**3rd Grade:**

- Throw to a target area using an overhand motion
- Throw overhand using varied amounts of force and speed
- Catch a variety of different balls alone and with a partner

**4th Grade:**

- Throw a variety of balls to target at different levels and sizes
- Move in different directions to catch a ball thrown by a partner
- Throw and move to catch an object in a small group keep-away situation

**5th Grade:**

- Using a variety of objects, throw a leading pass overhand to a partner
- Catch objects of different sizes and weights by moving to a designated area
- Throw and catch in a small group game to keep the ball away from

creators'/performers' expressive intent.

**MU:Cr2.1.Ka** With guidance, organize personal musical ideas using iconic notation and/or recording technology.

**MU:Pr4.3.Ka** With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.

**PE 5 1:45pm - 2:30pm**

**Basketball Unit**

**Objective:**

- Practice and improve fundamental basketball skills (dribbling, pivoting, passing, catching, and shooting).
- Actively participate in basketball lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.

**3rd Grade:**

- Throw to a target area using an overhand motion
- Throw overhand using varied amounts of force and speed
- Catch a variety of different balls alone and with a partner

**4th Grade:**

- Work on Spring Musical

**Objectives:**

- Repertoire
- Conducting in 2/4 and 3/4
- Pulse, AB
- Rhythm patterns

**Lesson / Instruction**

- (5 min) Sing Spring Concert Song**
- (8-10 min) Listening**  
**Activity:** Conducting in 2 and 3 (pg 105)

**Materials:** Recordings

- Demo conducting in 2/4
- Practice conducting in 2/4 with recorded music
- Demo conducting in 3/4
- Practice conducting in 3/4 with recorded music

- (15-18 min) Folk Dance: "Polka Poussette"** (pg 106)

**Materials:** Video Recording

- The dance with video is on UTube under Polka Poussette
- (10 min): Rhythmic Reading:** Rhythm Cards (pg 109)  
**Materials:** Visual #13

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

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

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

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

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

opponents or reach a goal
<p><b>Lesson / Instruction</b></p> <p><b>Procedures: (10 min)</b></p> <ul style="list-style-type: none"> <li>Bathroom</li> <li>Drinks</li> <li>3 Laps</li> </ul> <p><b>(5 min) Warm Up</b></p> <ol style="list-style-type: none"> <li>Stretch-er-cise (Card 281)</li> </ol> <p><b>(10 min) Go Fitness: Cardiovascular</b></p> <p><b>Efficiency:</b> Aerobic Games <b>Materials:</b> 1 scarf per 4-5 students, cones to mark course</p> <ol style="list-style-type: none"> <li>Pass the Hat (Card 40-41)</li> </ol> <p><b>(25 min) Go Activity:</b></p> <p><b>Basketball:</b> Skill Development Activities</p> <p><b>Materials:</b> Basketballs for each student</p> <ol style="list-style-type: none"> <li>Introduce Skills and Proper Technique (Card 368-370)             <ol style="list-style-type: none"> <li>Dribbling</li> <li>Pivoting</li> <li>Passing                     <ol style="list-style-type: none"> <li>Chest Pass</li> <li>Bounce Pass</li> <li>Overhead Pass</li> </ol> </li> <li>Catching</li> <li>Shooting                     <ol style="list-style-type: none"> <li>Get Ready</li> <li>Release</li> </ol> </li> </ol> </li> <li>Safety Guidelines:             <ol style="list-style-type: none"> <li>Start and Stop Signal</li> <li>Avoid body contact</li> <li>Stay on your feet</li> <li>Pass the ball only when your receiver is</li> </ol> </li> </ol>

<ul style="list-style-type: none"> <li>Throw a variety of balls to target at different levels and sizes</li> <li>Move in different directions to catch a ball thrown by a partner</li> <li>Throw and move to catch an object in a small group keep-away situation</li> </ul> <p><b>5th Grade:</b></p> <ul style="list-style-type: none"> <li>Using a variety of objects, throw a leading pass overhand to a partner</li> <li>Catch objects of different sizes and weights by moving to a designated area</li> <li>Throw and catch in a small group game to keep the ball away from opponents or reach a goal</li> </ul> <p><b>Lesson / Instruction</b></p> <p><b>Procedures: (10 min)</b></p> <ul style="list-style-type: none"> <li>Bathroom</li> <li>Drinks</li> <li>3 Laps</li> </ul> <p><b>(5 min) Warm Up</b></p> <ol style="list-style-type: none"> <li>Stretch-er-cise (Card 281)</li> </ol> <p><b>(10 min) Go Fitness: Cardiovascular</b></p> <p><b>Efficiency:</b> Aerobic Games <b>Materials:</b> 1 scarf per 4-5 students, cones to mark course</p> <ol style="list-style-type: none"> <li>Pass the Hat (Card 40-41)</li> </ol> <p><b>(25 min) Go Activity:</b></p> <p><b>Basketball:</b> Skill Development Activities</p> <p><b>Materials:</b></p>
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<ol style="list-style-type: none"> <li>Read through cards introduced on page 65</li> <li>Read through a second time; challenging students to only speak the quarter notes, internalizing the other notes</li> </ol> <p><b>Standards</b></p> <p><b>MU:Pr4.2.3a</b> Demonstrate understanding of the structure in music selected for performance.</p> <p><b>MU:Pr4.2</b> Analyze - Analyze the structure and context of varied musical works and their implications for performance.</p> <p><b>MU:Pr4.2.3b</b> When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.</p> <p><b>MU:Re9.1.3a</b> Evaluate musical works and performances, applying established criteria, and describe appropriateness to the context.</p> <p><b>MU:Re8.1.3a</b> Demonstrate and describe how the expressive qualities (such as dynamics and tempo) are used in performers' interpretations to reflect expressive intent.</p> <p><b>MU:Cr2.1.3b</b> Use standard and/or iconic notation and/or recording technology</p>
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<p><b>MU:Re7.1</b> Select - Choose music appropriate for a specific purpose or context.</p>
<p><b>PE K 1:00pm - 1:45pm</b></p> <p><b>Throwing &amp; Catching Activities</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Proper warm-up and cool-down and stretching techniques</li> <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>Warm Up: (10 min)</b></p> <ol style="list-style-type: none"> <li>3 Laps around Gym</li> <li>Go Fitness: Limber Limbs - Stretching Activities             <ul style="list-style-type: none"> <li>Neck - Side to side, left and right</li> <li>Chest - Hands clasped behind back</li> <li>Back - Hug body</li> <li>Trunk, sides - Feet shoulder width apart, hand on hip, lean to one side, then the other</li> <li>Back of thighs - Cross feet one over the other</li> </ul> </li> </ol>

- ready and looking
3. Explain Glossary of Terms:
    1. Traveling
    2. Double Dribbling
    3. Foul
    4. Stealing
    5. Guarding (Defending)
- (5 min) Cool-down**
1. Simon Says

- 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.

- Basketballs for each student
1. Introduce Skills and Proper Technique (Card 368-370)
    1. Dribbling
    2. Pivoting
    3. Passing
      1. Chest Pass
      2. Bounce Pass
      3. Overhead Pass
    4. Catching
    5. Shooting
      1. Get Ready
      2. Release
  2. Safety Guidelines:
    1. Start and Stop Signal
    2. Avoid body contact
    3. Stay on your feet
    4. Pass the ball only when your receiver is ready and looking
  3. Explain Glossary of Terms:
    1. Traveling
    2. Double Dribbling
    3. Foul
    4. Stealing
    5. Guarding (Defending)
- (5 min) Cool-down**
1. Simon Says

- Standards**
- 5.PE.1** Exhibit competency in fundamental motor skills and selected combinations of skills.
- 5.PE.3** Recognize that many different countries and cultures have been the origin of games, sports, and dance,

- to document personal rhythmic and melodic musical ideas.
- 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:Cn11.0.3a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU:Cr3.1.3a** Evaluate, refine, and document revisions to personal musical ideas, applying teacher-provided and collaboratively-developed criteria and feedback.
- MU:Pr4.3** Interpret - Develop personal interpretations that consider creators' intent.
- 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.

- and touch toes (hands on legs to support back)
- Front of thighs - Reach back to grab ankle, knee toward ground, pull ankle toward body
  - Calves - Lunge forward and bend knee to 90 degree angle, hold upper body straight
- Go Fitness: Mighty Muscles: Strength Activities (10 min)**
- Materials:** Cones and Tape, Mats
1. Mighty Muscles Strength Stations (Card 135-137) *and various Mighty Muscle Task Cards*
- Go Activity: Rhythm Activities (10 min)**
- Materials:** Drum
1. Feel the Beat (Card 336)
- Go Activity: Rhythm Activities (10 min)**
- Materials:** Music
1. Take a Stroll (Card 341)
- Cool-down: (5 min)**
1. 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.

**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.

**4.PE.3** Discuss the origin of a variety of games, sports, or dances, including traditional and contemporary American Indian contributions and cultures.

**4.PE.4** Understand the concept of open spaces to activities such as combination skills, small-sided practice tasks, gymnastics, and dance environments.

**4.PE.5** Discuss the importance of hydration and hydration choices relative to physical activities.

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

**4.PE.18** Rate the enjoyment of participating in

including those of traditional and contemporary American Indian cultures.

**5.PE.4** Combine spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance and games environments.

**5.PE.6** Chart and analyze fitness benefits of physical activity outside health enhancement class.

**5.PE.7** Actively participate in all activities of health enhancement class.

**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

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

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

#### Objective:

- Repertoire
- Pulse, rhythm patterns
- AB
- Label fortissimo and pianissimo

#### Lesson / Instruction

1. **(5 min) Practice song for Spring Concert**
2. **(15-18 min) Speech Activity with Instruments:** The re Will Be Weather (pg.97)  
**Materials:** Chart #22, barred instruments
  1. Present chart
  2. Choose a volunteer to read the poem
  3. Echo one line at a time using the rhythm on pg 97
  4. Students identify 1 set of special words & choose level of body percussion or

**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 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

challenging and mastered physical activities; and  
**4.PE.17** Examine the health benefits of participating in physical activity.  
**4.PE.8** Identify the components of health-related fitness.

**Recess 1:45pm - 2:00pm**

**PE 3 2:00pm - 2:45pm**

**Basketball Unit**

**Objective:**

- Practice and improve fundamental basketball skills (dribbling, pivoting, passing, catching, and shooting).
- Actively participate in basketball lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.

**3rd Grade:**

- Throw to a target area using an overhand motion
- Throw overhand using varied amounts of force and speed
- Catch a variety of different balls alone and with a partner

**4th Grade:**

- Throw a variety of balls to target at different levels and sizes
- Move in different directions to catch

abilities into physical activities and group projects.

**5.PE.15** Accept other's ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.

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

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

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

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

action to perform when speaking poem

1. *There*

=

*clap* =  
*metallophone*

2. *Weather/ Whether* =  
*pat* =

3. *Cold or hot/ not* =

*snap* =  
*glockenspiels*

5. Practice speaking poem followed by internalizing poem with body percussion or action

6. Repeat, adding another set of special words or actions

7. Add last set of special words and transfer to barred instruments

8. Perform twice with instruments (with speech, then without speech)

9. Repeat, giving the rest of the students an opportunity to play

3. **(3-5 min) Rhythm Game:** Beat or Rhythm (pg 98)

**Materials:** Visual #5

1. Using the poem from the previous activity

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**

**Throwing & Catching Activities**

**Objectives:**

- Proper warm-up and cool-down and stretching techniques
- 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**

**Warm Up: (10 min)**

1. 3 Laps around Gym
2. Go Fitness: Limber Limbs - Stretching Activities
  - Neck - Side to side, left and right

a ball thrown by a partner

- Throw and move to catch an object in a small group keep-away situation

**5th Grade:**

- Using a variety of objects, throw a leading pass overhand to a partner
- Catch objects of different sizes and weights by moving to a designated area
- Throw and catch in a small group game to keep the ball away from opponents or reach a goal

**Lesson / Instruction**

**Procedures: (10 min)**

- Bathroom
- Drinks
- 3 Laps

**(5 min) Warm Up**

1. Stretch-er-cise (Card 281)

**(10 min) Go Fitness: Cardiovascular Efficiency:** Aerobic Games **Materials:** 1 scarf per 4-5 students, cones to mark course

1. Pass the Hat (Card 40-41)

**(25 min) Go Activity:**

**Basketball:** Skill Development Activities

**Materials:** Basketballs for each student

1. Introduce Skills and Proper Technique (Card 368-370)
1. Dribbling

2. Students clap the rhythm (ti and ta-ta's, etc.) when the "rhythm" card is shown
3. Students pat the beat when they see the "beat" card

4. **(12-15 min) Folk Dance:**  
*"Bannielou Lambaol"* (pg. 103)

**Materials:**  
Video  
- <http://youtu.be/6BgS1NVfRZ8>

5. **Exit Ticket:** Show students the *ff* and *pp* cards ask if they can identify

**Materials:** *ff* and *pp* cards

1. *ff* = very soft
2. *pp* = very soft

**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.

- Chest - Hands clasped behind back
- Back - Hug body
- Truck, sides - Feet shoulder width apart, hand on hip, lean to one side, then the other
- Back of thighs - Cross feet one over the other and touch toes (hands on legs to support back)
- Front of thighs - Reach back to grab ankle, knee toward ground, pull ankle toward body
- Calves - Lunge forward and bend knee to 90 degree angle, hold upper body straight

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

**Materials:** Cones and Tape, Mats

1. Mighty Muscles Strength Stations (Card 135-137) *and various Mighty Muscle Task Cards*

**Go Activity: Rhythm Activities (10 min)**

**Materials:**  
Drum

1. Feel the Beat (Card 336)

**Go Activity: Rhythm Activities (10 min)**

**Materials:**  
Music

1. Take a Stroll (Card 341)

2. Pivoting
3. Passing
  1. Chest Pass
  2. Bounce Pass
  3. Overhead Pass
4. Catching
5. Shooting
  1. Get Ready
  2. Release
2. Safety Guidelines:
  1. Start and Stop Signal
  2. Avoid body contact
  3. Stay on your feet
  4. Pass the ball only when your receiver is ready and looking
3. Explain Glossary of Terms:
  1. Traveling
  2. Double Dribbling
  3. Foul
  4. Stealing
  5. Guarding (Defending)

**(5 min) Cool-down**

1. Simon Says

**Standards**

- 3.PE.1** Perform a combination of motor skills in various contexts.
- 3.PE.3** Discuss the origin of a game, sport or dance, including traditional and contemporary American Indian contributions and cultures.
- 3.PE.4** Recognize the concept of open space in movement context.
- 3.PE.7** Engage in the activities of health enhancement class

**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 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

**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 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

without teacher prompting

**3.PE.8** Describe the concept of physical fitness and provide examples of physical activity that enhance fitness.

**3.PE.9** Recognize the importance of warm-up and cool-down activities related to vigorous physical activity.

**3.PE.10** Practice personal responsibility in teacher-directed activities.

**3.PE.11** Work independently for extended periods of time.

**3.PE.12** Accept and implement specific corrective teacher feedback.

**3.PE.13** Recognize the role of rules and 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

perform using standard notation.

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

**MU:Cn11.0.2a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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

**MU:Cr1.1.2a** Improve rhythmic and melodic patterns and musical ideas for a specific purpose.

**MU:Cr1.1.2b** Generate musical patterns and ideas within the context of a given 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:Pr4.2.2b** When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

**MU:Pr4.3.2a** Demonstrate understanding of expressive

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**

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**

qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.

**MU:Pr5.1.2a** Apply established criteria to judge the accuracy, expressiveness, and effectiveness of performances.

**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.

**MU:Re8.1.2a** Demonstrate knowledge of music concepts and how they support creators'/ performers' expressive intent.

**MU:Cn11.0.5a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

**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:Cr3.1.5a** Evaluate, refine, and document revisions to personal music, applying teacher-provided and

collaboratively-developed criteria and feedback, and explain rationale for changes.

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

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

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