





Monday 09/04/2023	Tuesday 09/05/2023	Wednesday 09/06/2023	Thursday 09/07/2023	Friday 09/08/2023
 <p>Labor Day</p>	<p>Breakfast Duty 8:00am - 8:30am</p> <p> ASSEMBLY 8:35am - 9:15am</p> <p>Band/Choir - 7 & 8 (Brass/Other) 8:35am - 9:20am</p> <p>Lesson / Instruction Practice instruments if we have time left after assembly</p> <p>Prep 9:20am - 11:30am</p> <p>Lunch 11:30am - 12:15pm</p> <p>PE - Pre K 12:15pm - 1:00pm</p> <p>Welcome Back to School</p> <p>Standards</p> <p>2.1c Exhibit a variety of small motor skills.</p> <p>2.1e Engage in self-help skills.</p> <p>2.1f Perform increasingly more sophisticated actions requiring hand-eye coordination.</p> <p>2.2a Exhibit physical reflexes in response to stimulation.</p> <p>2.2b Develop muscle tone and strength in trunk, neck, head, arms and legs.</p> <p>2.2c Use developing motor skills to move more independently.</p> <p>2.2e Demonstrate skills to move in the environment.</p> <p>2.2f Refine motor coordination and</p>	<p>Breakfast Duty 8:00am - 8:30am</p> <p>Band/Choir - 7 & 8 (Woodwinds) 8:35am - 9:20am</p> <p>Lesson 1: Beat and Meter</p> <p>Standards</p> <p>MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p>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.</p> <p>MU:Pr4.2 Analyze - Analyze the structure and context of varied musical works and their implications for performance.</p> <p>MU:Pr5.1 Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</p> <p>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.</p> <p>MU:Pr4.2.6a Explain how understanding</p>	<p>Breakfast Duty 8:00am - 8:30am</p> <p>Band/Choir - 7 & 8 (Brass/Other) 8:35am - 9:20am</p> <p>Lesson 1: Beat and Meter</p> <p>Standards</p> <p>MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p>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.</p> <p>MU:Pr4.2 Analyze - Analyze the structure and context of varied musical works and their implications for performance.</p> <p>MU:Pr5.1 Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</p> <p>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.</p> <p>MU:Pr4.2.6a Explain how understanding</p>	<p>Breakfast Duty 8:00am - 8:30am</p> <p>Band/Choir - 7 & 8 (Brass/Other) 8:35am - 9:20am</p> <p>Lesson 2: Notation and Rhythm</p> <p>Standards</p> <p>MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p>Lesson / Instruction</p> <p>INTRODUCTION Music notation is a system of symbols designed to represent the elements of time and sound. Musicians read, write, and "hear" the symbols of music.</p> <p>ACTIVITY Note Values</p> <p>Slide 1 NOTES A note is a kind of musical symbol. Each note represents the duration of a musical sound or pitch—the length of time value in beats. The note names indicate the relationship of each note to the longest commonly used note value, the whole note. The length of a half note is half as long as the whole note; the quarter note is one-quarter as long as the whole note; the eighth note is one-eighth as long as the whole note; the sixteenth note is one-sixteenth as long as the whole note.</p> <p>The value of the notes is indicated by the meter signature, designating the type of note that receives</p>



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.

2.3a 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.

2.4f 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.

the structure and the elements of music are used in music selected for performance.

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

MU:Pr4.2.6c Identify how cultural and historical context inform performances.

MU:Re7.2.6a Describe how the elements of music and expressive qualities relate to the structure of the pieces.

MU:Re7.2.6b Identify the context of music from a variety of genres, cultures, and historical periods.

MU:Re9.1.6a Apply teacher-provided criteria to evaluate musical works or performances.

Objectives:

- Teach students about beat and meter in order to play music more effectively.

Lesson / Instruction

INTRODUCTION:

Music occurs within a span of time. Time elements in music include the underlying pulse or beat of the music and the organization of the beats into a grouping of meter. These elements are similar to the beat and meter in poetry.

BEAT

Beat is a steady recurring pattern of time that is "felt" in music. Beats are organized into recurring patterns that define meter.

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the basic beat. In the example, the quarter note represents the basic beat.

RESTS Slide 2

Silence, or the absence of sound, is indicated by a symbol called a **rest**.

There is a rest that corresponds with each note. The names and durations for the rests are the same as the notes. The rests are shown with their corresponding notes.

DOTTED NOTES AND

RESTS Picture on Teacher View

A dotted note and rest have an augmentation dot added to lengthen their durations. The dot is added to the right of the note or rest and it adds half of the original note or rest value.

For example, a half note receives two beats; a "dotted" half note receives three beats. The following two equations show how the dotted half note relates to combinations of half and quarter notes.

A dotted half note can be expressed this way:

$$= +$$

Or this way:

$$= + +$$

RHYTHM

Rhythm is a pattern of sounds and silence. Sounds are defined by a variety of characteristics such as loudness, pitch, and timbre. They are also defined by the intensity of the sound and the length or duration of the sound. Rhythm in a song or vocal piece is determined by the text. In an instrumental piece, rhythm is determined by the specific notation durations chosen by the composer.

Prep 9:20am - 11:30am

Lunch 11:30am - 12:15pm



2.6f Participate in physically active games with peers.

2.6e Engage in activities requiring new skills, without adult assistance.

2.7a Show preference for familiar people and recognize the difference between familiar people and strangers.

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.

Objective/Procedures:
(10 min)

- Introductions
- Classroom rules/expectations
- Discuss:
 - Organizing Signals, Transition Signals, Activity Breaks
 - Warm Up, Activities, Cool Down

METER
Meter is a pattern of strong and weak beats. All meters can be simplified to duple (DOO-PULL) or triple meter. Other meter types are called combined or mixed, compound, asymmetrical or irregular, and nonmetric.

Duple and Triple Meter
There are *two basic* meter patterns: duple and triple

ACTIVITY | Writing Duple Meter Slide 1

- Duple meter is a group of two beats in a strong-weak pattern. It can be shown in two ways.

ACTIVITY | Writing Triple Meter Slide 2

- Triple meter is a group of three beats in a strong-weak-weak pattern. Like duple meter, it can be shown in two ways.

ACTIVITY | Dividing the Staff into Measures Slide 3

- Recurring beat patterns (the meter) are divided into measures. A measure is shown by a vertical bar line separating the staff into parts.

A **meter** signature, also called a time signature, is a set of numbers used at the beginning of a piece of music to:

- indicate the number of beats in each measure
- define the note that represents the basic beat

ACTIVITY | Notating Meter Slide 4
A meter signature is notated as one number stacked above another, with the number of beats in the top number, and the unit of measure or note value that represents the beat, directly below it.

For instance, in the first example there are two beats per measure with a quarter note receiving one beat. In the last example, there are nine beats per

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Music - 1 12:15pm - 1:00pm

Lesson 2: Share the Spotlight

Standards

MU:Cn10.0.3a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

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

MU:Cr2.1.3a Demonstrate selected musical ideas for a simple improvisation or composition to express intent, and describe connection to a specific purpose and context.

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

Objectives:

- Learn a song about the music in everyday sounds.

Lesson / Instruction

GOAL: Learn the theme song. Step into the Spotlight

ANALYZE | Opening Text Slide 1
Have students:

- Follow along as you read the poem.
- Explain that *step into the spotlight* doesn't



- Heart Rate Instruction
- Muscles/Bones Instruction it time

Lesson / Instruction

Measuring Heart Rate:

- Gather players to sit quietly in the Listening Circle
- Discuss how one's Aerobic Fitness level is related to how efficiently the heart works.
 - We can measure this efficiency by recording our "Resting Heart Rate" (the rate at which your heart is beating or pulsing at rest). The pulse is the blood rushing through the arteries after each heartbeat.
- Explain and demonstrate how to take heart rates; then have students monitor their own heart rates. Let them also take a partner's heart rate. If players have digital wristwatches, have them take their own heart rates. Have students take their heart rates in PE frequently as a way to monitor their fitness.

Description of Activity:

1. At the Neck:

- Place 3 middle fingers on the "carotid artery" located on either side of the neck just below the chin. Never use your thumb because it has a pulse of its own. Do not press too hard on the artery, as it may alter the heart rate.
- On signal "GO!" count the number of beats you hear in 30 seconds until I say "Stop!" The multiply your score by two to determine. The number of beats per minute. This is your "resting heart rate." The lower the pulse rate is, the better.
- Now find a partner. Practice taking each other's heart rates. Find a new partner and repeat
- Now, jog around the gym for two minutes. On the signal "Go!" stop and take your heart rate again. Is there a difference? Why? This is your working heart rate.

1. **Warm-up (5 min)**
 - Simon Says
2. **Go Fitness (12 min)**

measure with an eighth note receiving one beat.

If the upper number of the meter signature is divisible by two, the meter is duple meter. The first four meters shown are examples of duple meter.

If the upper number of the meter signature is divisible by three, then the meter is triple meter. The last two meters are examples of triple meter.

If the beat can be divided into two parts, the meter is called simple meter .

ACTIVITY | Conducting Patterns Slide 5
Show video

ACTIVITY | Combined Meter Slide 6

- Combined meter or mixed meter is the mixture of meters.
- The beat continues as a steady pulse, with strong beats according to the different meters.
- A meter signature is shown in the measure of meter change.

ACTIVITY | Compound Meters Slide 7

- If the beat can be divided into three parts, the meter is called compound meter

ACTIVITY | S8U1L1:

Asymmetrical Meters Slide 8

- Asymmetrical meter or irregular meter is the unequal pairings of beats in a meter.

ACTIVITY | More About Asymmetrical Meters Slide 9

- Asymmetrical or irregular meter may be designated in the music with a combined meter signature, showing the beat groups at the top of the meter signature.

Nonmetric Music

- Nonmetric** refers to:
- Music with no fixed grouping of beats, no time signature, and no bar lines. Plainsong or chant is nonmetric.

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necessarily mean on a stage but is an invitation to join in the fun of music.

- **Point out** the photograph:
 - **Ask students** to describe how it shows "stepping into the spotlight." = *The girl is having fun with music.*

iSONG | Step into the Spotlight Slide 2

Have children:

- **Listen to** "Step into the Spotlight."
- **Listen again** for the words
- **Tell** what part of the song is *repeated* - the part that starts with "Come on and step into the spotlight"
- **Listen** as you explain that this section of the song is called the *refrain*.

SING | Step into the Spotlight Slide 2, SONG ANTHOLOGY | Grade 1 - pg. 203

Learn to sing the refrain, (the part of the song that repeats):

- **Teach** children the lyrics to the refrain of the song
- **Invite** the class to sing along with the refrain as they listen to the song again.

MOVEMENT | Choreography

Step into the Spotlight

- **Formation:** Statues in circle or self-space, arms extended.
- **Intro:** Statues melt from arms extended to arms by side (16 beats).
- **Verse:** Sway right, left on pulse (16 beats). Step right, together, right, together (Beats 1-8). Turn in place over right shoulder while right arm sweeps around high (8 beats). Hold 4 beats then reverse to left.
- **Refrain:** Step forward on right foot on pickup to Refrain; step in place with left foot on Beat 1 (on the lyric step); clap on Beat 2; sway right, left, right



- Limber Limbs
- 3. **Go Activity (15 min)**
- Exercising your name (see notes below)

Have all students stand in a circle, including the teacher. The first student to the right of the teacher says his/her first name, then does an exercise or a stretch. The next student must say the first persons name, do that persons exercise, then say his/her own name and do his/her own exercise.

The third person must say both of the first two persons names, do their exercises then his/her own etc. Then the last person is the teacher who must go around the circle, starting with the first person, and say each student's name plus do their exercise.

- 4. **Cool-down (5 min)**
- Simon Says

Notes:

Have all students stand in a circle, including the teacher. The first student to the right of the teacher says his/her first name, then does an exercise or a stretch. The next student must say the first persons name, do that persons exercise, then say his/her own name and do his/her own exercise. The third person must say both of the first two persons names, do their exercises then his/her own etc. Then the last person is the teacher who must go around the circle, starting with the first person, and say each student's name plus do their exercise. The next day, I have always remembered all of the student's names. It's a lot of fun for the teacher and the students.

PE - 4 1:00pm - 1:45pm

VOLLEYBALL UNIT

Standards

4.PE.7 Actively engages in the activities of health enhancement class,

- It is also used in twentieth-century music and some Native American music.

In a measure:

- First beat is the **downbeat**.
- Last beat of the measure or part of it is the **upbeat**. Some phrases start on an upbeat
- **Offbeat** means notes not played on the beat, usually in a repeated pattern, such as the "and" of 1-and-2-and.

Prep 9:20am - 11:30am

Lunch 11:30am - 12:15pm

Music - Kinder 12:15pm - 1:00pm

Lesson 1: Hello Everybody!

Standards

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

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

MU:Pr4.1.Ka With guidance, demonstrate and state personal interest in varied musical selections.

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

MU:Pr4.3.Ka With guidance,

- It is also used in twentieth-century music and some Native American music.

In a measure:

- First beat is the **downbeat**.
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- **Offbeat** means notes not played on the beat, usually in a repeated pattern, such as the "and" of 1-and-2-and.

Prep 9:20am - 11:30am

Lunch 11:30am - 12:15pm

PE - 1 12:15pm - 1:00pm

Dribbling and Kicking Unit (Feet)

Standards

1.PE.1 Perform most basic locomotor, nonlocomotor, and manipulative skills using mature patterns.

1.PE.2 Combine locomotor and nonlocomotor motor skills in a teacher-designed dance.

1.PE.3 Move in self-space.

1.PE.4 Differentiate between fast and slow speeds, strong and light force.

1.PE.7 Actively engage in health enhancement class.

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

1.PE.10 Accept personal responsibility by

with clap/snap on Beats 4, 6, and 8. Step back on right foot to repeat (8 beats). Jazz hands stretch high, to shoulders, then down on shine, shine, shine ; sway right, left, right, left. Repeat movement used for first 16 beats. On shine! (half note), jazz hands are shoulder level (8 beats); turn in place to right while shaking hands (8 beats).

- **Repeat:** Verse/Refrain/Refrain
- **End** in statues.

WRAP UP

- **Invite** children to clap or dance to the sounds of the song as they listen to "Step into the Spotlight" again.

PE - Kinder 1:00pm - 1:45pm

Welcome Back to School

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



both teacher-directed and independent.

4.PE.13 Adhere to rules of etiquette in a variety of physical activities.

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

4.PE.10 Demonstrate responsible behavior in independent group situations.

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

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

4.PE.12 Listen respectfully to corrective feedback from others.

4.PE.11 Reflect on personal social behavior in physical activity.

4.PE.14 Recognize and support individual differences in movement performance at all skill levels.

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

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

demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.

Objectives:

- Children will learn that singing together is fun.

Lesson / Instruction

GOAL: Learn a Greeting Song. "Hello Song"

ANALYZE | Opening Text

- **Talk** with students about times they have sung with other people. **Have them recall** that singing songs and playing musical games with others is fun.
- **Display** the slide **In the Spotlight** and **read** the rhyme aloud.

LISTEN | Hello Song

- **Tell** students they will learn a song today they can sing while they play a musical game.

Have students:

- **Discuss** ways people say hello. (*shake hands, wave, hug, say "Hi" or "How do you do?"*)
- **Take turns** naming colors they are wearing and prepare to follow directions about colors in the song.
- **Talk** about how people like to move to music, then mirror you by patting their legs, stamping their feet, and nodding their heads.
- **Listen** to the first verse of "Hello Song."

SING | Hello Song

Sing while playing the musical game. Have children:

- **Echo** the words of the A section.
- **Encourage students to sing** song and follow the color directions in the B section, and the movement directions in the C section. (*If you're wearing yellow, stand*

using equipment and space appropriately.

1.PE.11 Follow the rules or parameters of the learning environment.

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

Lesson / Instruction

Measuring Heart Rate:

- Gather players to sit quietly in the Listening Circle
- Discuss how one's Aerobic Fitness level is related to how efficiently the heart works.
 - We can measure this efficiency by recording our "Resting Heart Rate" (the rate at which your heart is beating or pulsing at rest). The pulse is the blood rushing through the arteries after each heartbeat.
- Explain and demonstrate how to take heart rates; then have students monitor their own heart rates. Let them also take a partner's heart rate. If players have digital wristwatches, have them take their own heart rates. Have students take their heart rates in PE frequently as a way to monitor their fitness.

Description of Activity:

- At the Neck:**
 - Place 3 middle fingers on the "carotid artery" located on either side of the neck just below

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.

Objective/Procedures:

(10 min)

- Introductions
- Classroom rules/expectations
- Discuss:
 - Organizing Signals, Transition Signals, Activity Breaks
 - Warm Up, Activites, Cool Down
 - Heart Rate Instruction
 - Muscles/Bones Instruction it time

Lesson / Instruction



Objective:

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

Lesson / Instruction

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Description of Activity:

- At the Neck:**
 - Place 3 middle fingers on the "carotid artery" located on either side of the neck just below the chin. Never use your thumb because it has a pulse of its own. Do not press too hard on the artery, as it may alter the heart rate.
 - On signal "GO!" count the number of beats you hear in 30 seconds until I say "Stop!" The multiply your score by two to determine. The number of beats per minute. This is your "resting heart rate." The lower the pulse rate is, the better.
 - Now find a partner. Practice taking each other's heart rates. Find a new partner and repeat
 - Now, jog around the gym for two minutes.

up; Pat, pat, pat your legs.)

- Repeat the activity** and assess whether students sang the song and played the game correctly.

MUSIC SKILLS | Analyze

- Help children discover** that there are three sections to each verse of "Hello Song."
 - A section is a greeting
 - B section announces a color
 - C section gives a movement direction. Some children may notice that the C section is slower.

REACHING ALL LEARNERS | English Language Learners

- Ask** children to watch as you write each color on the board.
- Have them take turns** finding things in the room that match those colors.
- Invite volunteers** to share the names of colors in other languages.
 - When singing "Hello Song," end with a verse naming an item all children are wearing, for example: "If you have on shoes...."

MOVEMENT | Non-locomotor Movement

- Encourage** students to pat legs lightly, hands rebounding after each pat. Suggest they "play their legs" as if instruments.
- Model** "stamping" action by stepping or marching with alternating feet.

LINKS | Language Arts Standards

National: MU.K-4.8b

- Revisit** "Hello Song" on other days, substituting different words.
 - B section— *If you have long hair; If you're wearing squares; If you're wearing a smile*

the chin. Never use your thumb because it has a pulse of its own. Do not press too hard on the artery, as it may alter the heart rate.

- On signal "GO!" count the number of beats you hear in 30 seconds until I say "Stop!" The multiply your score by two to determine. The number of beats per minute. This is your "resting heart rate." The lower the pulse rate is, the better.
- Now find a partner. Practice taking each other's heart rates. Find a new partner and repeat
- Now, jog around the gym for two minutes. On the signal "Go!" stop and take your heart rate again. Is there a difference? Why? This is your working heart rate.

- Warm-up (5 min)**
 - The S Trail (Card 7)
- Go Fitness (12 min) Catch 'em Quick Activities**
 - Squirm, Wiggle, Jiggle (Card 56)
- Go Activity (15 min)**
 - Dribbling & Kicking (feet) Activities (Card 204)
- Cool-down (5 min)**
 - Fast Walk

Materials / Resources / Technology

- Music/Whistle/Drum
- Soccer Ball

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

IN THE SPOTLIGHT | S0U1L2: Lesson 2

Standards

MU:Cn11.0.3a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MU:Pr4.2.3b When analyzing selected

Measuring Heart Rate:

- Gather players to sit quietly in the Listening Circle
- Discuss how one's Aerobic Fitness level is related to how efficiently the heart works.
 - We can measure this efficiency by recording our "Resting Heart Rate" (the rate at which your heart is beating or pulsing at rest). The pulse is the blood rushing through the arteries after each heartbeat.
- Explain and demonstrate how to take heart rates; then have students monitor their own heart rates. Let them also take a partner's heart rate. If players have digital wristwatches, have them take their own heart rates. Have students take their heart rates in PE frequently as a way to monitor their fitness.

Description of Activity:

- At the Neck:**
 - Place 3 middle fingers on the "carotid artery" located on either side of the neck just below the chin. Never use your thumb because it has a pulse of its own. Do not press too hard on the artery, as it may alter the heart rate.
 - On signal "GO!" count the number of beats you hear in 30 seconds until I say "Stop!" The multiply your score by two to determine. The number of beats per minute. This is your "resting heart rate." The lower the pulse rate is, the better.
 - Now find a partner. Practice taking each other's heart rates. Find a new partner and repeat
 - Now, jog around the gym for two minutes. On the signal "Go!" stop and take your heart rate again. Is there a difference? Why? This is your working heart rate.

- Warm-up (5 min)**
 - Simon Says
- Go Fitness (12 min)**
 - Limber Limbs
- Go Activity (15 min)**
 - Exercising your name (see notes below)

Have all students stand in a circle, including the



On the signal "Go!" stop and take your heart rate again. Is there a difference? Why? This is your working heart rate.

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up (5 min)

Materials: 1 Playground ball per 4-5 students

- Huddle Up (Card 18)

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

- Food Fat Tag (Card 315)

Go Activity:

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

- Introduce sport** (Card 581-583):
 - Objectives - What they will know how to do after this unit
 - Techniques - forearm/bumping, setting, serving
 - Underhand Serve (students will be allowed 2 tries)
 - Forearm Passing (Bumping)
 - Setting (overhand)
 - Rotating (through and out)
- Gold Metal Volleyball Skills (Card 584-586) **Materials:** 1 Volleyball per student
 - Self Bump it Up
 - Volleypass Two-Square
 - Partner Setting Practice
 - Buddy Set/Forearm Pass
 - Server Hoopshoot

Cool-down (5 min)

- Stretch Routine (Card 273-274)
 - Neck: turn head side to side, turn head left and right
 - Chest: clasp hands behind you and raise arms
 - Back: wrap arms around upper body as though hugging yourself
 - Trunk, Sides: Feet shoulder width

- C section— *Turn, turn, turn around; Reach, reach, reach up high; March, march, march along.*
 - You might also include instrument-related activities, such as: B section— *If you're wearing circles, get a drum*; C section— *Tap, tap, tap the drum.*

WRAP UP

- Have children listen to the song, and sing the A section
- Follow directions in the B and C sections.

SCHOOL TO HOME Document: SONG ANTHOLOGY | Grade K "Hello Song," pp. 50–51 (copies for each student)

- Explain that they can tell caregivers they are learning "Hello Song"

Music - 5 1:00pm - 1:45pm

Unit 1: Americans Sing! Opener

Objectives:

- Learn about the diversity of music in the United States

National Standards (not listed in Planbook):

MU.5-8.1b Students sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6, including some songs performed from memory

MU.5-8.4a Students compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance

MU.5-8.6a Students describe specific music events in a given aural example, using appropriate terminology

MU.5-8.6c Students demonstrate knowledge of

music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.

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

MU:Re7.1.3a Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.

MU:Re7.2.3a Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).

Objectives:

- Learn a song that reflects a time in American history.

Lesson / Instruction

Lesson 2: I've Been Working on the Railroad

GOAL: Learn a popular song from America's past, I've Been Working on the Railroad.

LISTEN | I've Been Working on the Railroad Slide 1

- Tell students** that many songs are associated with certain work that people once did in America.
- Read the paragraph** and discuss the photo of the railroad workers. *Eventually called the Transcontinental Railroad (or "Iron Horse")*
- Have students imagine** what life must have been like for them.
 - Ties weighed** 100-300 lbs

teacher. The first student to the right of the teacher says his/her first name, then does an exercise or a stretch. The next student must say the first person's name, do that person's exercise, then say his/her own name and do his/her own exercise. The third person must say both of the first two person's names, do their exercises then his/her own etc. Then the last person is the teacher who must go around the circle, starting with the first person, and say each student's name plus do their exercise.

4. **Cool-down (5 min)**

- Simon Says

Recess 1:45pm - 2:00pm

PE - 2 2:00pm - 2:45pm

Dribbling and Kicking Unit (Feet)

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

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.16 Work independently and



- 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

Recess 1:45pm - 2:00pm

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

VOLLEYBALL UNIT

Standards

- 3.PE.12** Accept and implement specific corrective teacher feedback.
- 3.PE.19** Describe the positive social interactions that come when engaged with others in physical activity.
- 3.PE.18** Discuss the challenge that comes from learning a new physical activity; and
- 3.PE.17** Discuss the relationship between physical activity and good health.
- 3.PE.15** Discuss ways to accept other's ideas, cultural diversity, and body types during games and physical activities.
- 3.PE.7** Engage in the activities of health enhancement class without teacher prompting

the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music MU.5-8.8a Students compare in two or more arts how the characteristic materials of each art can be used to transform similar events, scenes, emotions, or ideas into works of art 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.Pr4.2.5c Explain how context (such as social, cultural, and historical) informs performances MU.Re7.1.5a Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts. MU.Re9.1.5a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

Lesson / Instruction

GOAL: Introduce the unit theme, Americans Sing!

UNIT 1 | S1U1L0: Americans Sing! Slide 1

- **Tell class** that in this unit they will discover many ways people across the United States make music. They will explore a variety of music—where it comes from, how it changes, and how it connects people around the world.
- Have students:**
 - **Read** about the unit theme, then discuss their answers to the Essential Question.
 - **Ask volunteer to read** aloud the **Coming Attractions** and explain how each listing could connect to the theme.

- **Songs were used** to uplift men, physically and emotionally, while overseeing the coordination of the work.
- **Took 6 years to build, one mile each day, 1,800 miles total, and cost \$100 million dollars.**
- Met at Promontory Summit in northern Utah on May 10, 1869 with a golden spike at the last one
- Workers were mostly Irish, Chinese and Central and Eastern Europe
- Critical to the expansion of the American West
- Song was adapted late 19th century *either from an African-American spiritual* about working on a Mississippi River levee or from an *old Irish hymn*.
- *"Someone's in the Kitchen with Dinah"* was a separate song that was later tagged onto the end.

ISONG | I've Been Working on the Railroad

Slide 2

Have students:

- **Listen to** "I've Been Working on the Railroad," following the notation.
- **Review** first and second endings and **repeat sign** using **Song Anthology p. 120.**

HISTORY AND CULTURE | The Transcontinental Railroad

Read:

The Transcontinental Railroad, completed in Promontory, Utah, in 1869, is one of America's greatest building achievements. It took six years to complete and allowed people to travel across the country by train. Traveling by train was dangerous in the first days after the road was built. Trains were often threatened by attacks from robbers and outlaws. Despite the danger, the railroad still managed to

safely in physical activity settings.

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.13 Recognize the role of rules and etiquette in teacher-designed physical activities.

Lesson / Instruction

Measuring Heart Rate:

- Gather players to sit quietly in the Listening Circle
- Discuss how one's Aerobic Fitness level is related to how efficiently the heart works.
 - We can measure this efficiency by recording our "Resting Heart Rate" (the rate at which your heart is beating or pulsing at rest). The pulse is the blood rushing through the arteries after each heartbeat.
- Explain and demonstrate how to take heart rates; then have students monitor their own heart rates. Let them also take a partner's heart rate. If players have digital wristwatches, have them take their own heart rates. Have students take their heart rates in PE frequently as a way to monitor their fitness.

Description of Activity:

1. **At the Neck:**
 - Place 3 middle fingers on the "carotid artery" located on either side of the neck just below the chin. Never use your thumb because it has a pulse of its own. Do not press too hard on the artery, as it may alter the heart rate.
 - On signal "GO!" count the number of beats



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

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

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

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

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

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.11 Work independently for extended periods of time.

3.PE.16 Work independently and safely in physical activity settings.

Objective:

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

Lesson / Instruction

Measuring Heart Rate:

LISTEN | God Bless America

- **Tell** students that the unit theme song is one of the most popular patriotic songs for Americans.
- **Ask students** to pay attention to the lyrics as they listen to "God Bless America" to see why this song is important to Americans.

Have students:

- **Listen** to "God Bless America" (song)
- **Discuss** lyrics
- **Share** times when they have heard or sung the song.
- **Discuss** situations where the song might typically be performed.

HISTORY AND CULTURE

| God Bless America

Share Info:

Irving Berlin's first version of "God Bless America" was written in 1918 for an army camp show. The song was rejected because it did not fit in with the rest of the lighthearted show. In 1938, the manager of the popular singer Kate Smith asked Berlin for a new patriotic song for her to sing. Berlin found his old song and rewrote the lyrics to what they are today. The song has remained popular since its introduction by Kate Smith. After 9/11/01 the song gained renewed importance and has become a unifying song for the people of the United States.

REACHING ALL LEARNERS | English Language Learners

Have students read the lyrics of "God Bless America."

- **Explain** that the song contains figurative language, or phrases that say one thing, but mean another. For example, the night really means "a difficult or frightening time."

COMPARE | Photographs and Music

Slide 2

pave the way for Western expansion. In later years its importance declined as other types of transportation, especially airplanes and automobiles, were developed.

REACHING ALL LEARNERS | English Language Learners

- **Ask** students to read the title of the song "I've Been Working on the Railroad."
- **Explain** that the two parts of this song seem unrelated.
- **Point** out the lyrics Dinah won't you blow your horn.
- **Explain** that Dinah is a woman's name, but in this song it might also refer to a train. The horn in Blow your horn might be a train whistle, or it might be a signal for workers to come eat lunch.
- **Lead a discussion** about how those words lead the song from the first part to the second part. (repeats the idea of the whistle blowing; introduces Dinah)

SING | I've Been Working on the Railroad

Ask students to:

- **Sing** "I've Been Working on the Railroad," emphasizing the rhythm changes in the song.
- **Listen again** as you point out how the *rhythm of the first part of the song imitates the rhythm of a worker swinging a large hammer* (and how the rhythm changes in the second part of the song.)
- **Sing along with the recording again, emphasizing the rhythm** in both parts of the song.

MUSIC SKILLS | Rhythm, Tone Color Slide 3

Rhythm:

- **Introduce** students to listening for rhythm, such as melodic rhythm using "I've Been Working on the Railroad"
- **Play** the recording and clap the rhythm of the melody while the class watches and listens.

you hear in 30 seconds until I say "Stop!" The multiply your score by two to determine. The number of beats per minute. This is your "resting heart rate." The lower the pulse rate is, the better.

- Now find a partner. Practice taking each other's heart rates. Find a new partner and repeat
- Now, jog around the gym for two minutes. On the signal "Go!" stop and take your heart rate again. Is there a difference? Why? This is your working heart rate.

1. Warm-up (5 min)

- The S Trail (Card 7)

2. Go Fitness (12 min) Catch 'em Quick Activities

- Squirm, Wiggle, Jiggle (Card 56)

3. Go Activity (15 min)

- Dribbling & Kicking (feet) Activities (Card 204)

4. Cool-down (5 min)

- Fast Walk

Materials / Resources / Technology

- Music/Whistle/Drum
- Soccer Ball



- Gather players to sit quietly in the Listening Circle
- Discuss how one's Aerobic Fitness level is related to how efficiently the heart works.
 - We can measure this efficiency by recording our "Resting Heart Rate" (the rate at which your heart is beating or pulsing at rest). The pulse is the blood rushing through the arteries after each heartbeat.
- Explain and demonstrate how to take heart rates; then have students monitor their own heart rates. Let them also take a partner's heart rate. If players have digital wristwatches, have them take their own heart rates. Have students take their heart rates in PE frequently as a way to monitor their fitness.

Description of Activity:

1. At the Neck:

- Place 3 middle fingers on the "carotid artery" located on either side of the neck just below the chin. Never use your thumb because it has a pulse of its own. Do not press too hard on the artery, as it may alter the heart rate.
- On signal "GO!" count the number of beats you hear in 30 seconds until I say "Stop!" The multiply your score by two to determine. The number of beats per minute. This is your "resting heart rate." The lower the pulse rate is, the better.
- Now find a partner. Practice taking each other's heart rates. Find a new partner and repeat
- Now, jog around the gym for two minutes. On the signal "Go!" stop and take your heart rate again. Is there a difference? Why? This is your working heart rate.

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up (5 min)

Materials: 1 Playground ball per 4-5 students

1. Huddle Up (Card 18)

Go Fitness: Go, Slow &

Whoa: Eat Smart Games

Have students look at photographs:

- **Compare** how photographs and songs can express the same idea.

SING | God Bless

America Slide 3

Have students:

- **Perform** music representative of America.
- **Sing** "God Bless America" with expression and energy, thinking of the meaning of the words..

MOVE | God Bless

America Resource

Master S+2, p. 175.

Have students:

- **Learn** the American Sign Language to perform with "God Bless America." As you practice, you will use fine motor skills, or small hand movements, to express the words of this patriotic song.

EVALUATE |

Performances Slide 4

- **Compare** your performance of "God Bless America" with the one by Daniel Rodriguez.

LISTEN | When Johnny

Comes Marching Home

Slide 4

- **Listen** to "When Johnny Comes Marching Home."

LISTEN | American

Salute Song is at the top of the teacher lesson plan in Songs & Listening Selections

Have students:

- **Listen** to "American Salute."
- **Count** the number of times the theme occurs. (8)
- **Tell** the number of variations and describe the differences. (7; some slower, others faster; some louder, others softer; some had changes in rhythm; a variety of instruments were used)

WRAP UP

- **Ask students** to summarize what they learned about the unit theme. (*Americans*)

- **Echo-clap** rhythms of the song with your teacher:

- **Clap** measures 1–2 (the first phrase, I've been working on the railroad), having the class echo what you clap.
- **Clap** measures. 3–4 (all the livelong day) and have the class do the same. Continue this way until you reach the end of the song.

Tone Color:

- **Have students experiment** with the *tone color (timber or general sound)* of the banjo using the Virtual Banjo.
- **Click** the Chord or Pattern buttons.
- **Click** the Play to hear a banjo playing. They can click on the strings to hear them.

MOVEMENT |

Choreography

"I've Been Working on the Railroad" is a four-section song is good for student choreography.

- **Guide students** to focus on pantomime and beat as each group creates an eight-beat movement sequence based on:
 - Group 1: Working on a railroad
 - Group 2: Blowing a horn
 - Group 3: Playing a banjo
 - Group 4: Dancing to lively banjo music
- **Have students perform** their movement sequences for each other before combining them.
- **Ask** how they will demonstrate the *ritardando* that occurs in the middle of the song through their movements.

MOVEMENT | Patterned

Movement Use Piano Accompaniments p. S2 for choreography to use with "I've Been Working on the Railroad."

WRAP UP

- **Divide** the class into two groups.



(10 min) **Materials:**
Cones
1. Food Fat Tag (Card 315)
Go Activity:
Volleyball: Skill
Development Activities (25 min) **Materials:**
Volleyball/Beach ball
1. **Introduce sport** (Card 581-583):
1. Objectives - What they will know how to do after this unit
2. Techniques - forearm/bumping, setting, serving
1. Underhand Serve (students will be allowed 2 tries)
2. Forearm Passing (Bumping)
3. Setting (overhand)
4. Rotating (through and out)
2. Gold Metal Volleyball Skills (Card 584-586)
Materials: 1 Volleyball per student
A. Self Bump it Up
B. Volleypass Two-Square
C. Partner Setting Practice
D. Buddy Set/Forearm Pass
E. Server Hoopshoot
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

sing with a variety of voices and songs.)
SCHOOL TO HOME | Letter Home School-to-Home Letter for Unit 1, Resource Master 1•1, p. 1
Materials / Resources / Technology
Classroom Materials
(links in the teacher view of the presentation)
Resource Master 1•1 (School-to-Home Letter)
Resource Master 1•2 (Creative Unit Project)
Resource Master 1•3 (Creative Unit Project)
Resource Master 1•14 (Self-Assessment)
Resource Master 1•15 (Teacher Assessment)
Resource Master S•1 (Alphabet and Numbers)

PE - 5 1:45pm - 2:30pm
VOLLEYBALL UNIT
Standards
5.PE.15 Accept other's ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.
5.PE.14 Accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects.
5.PE.19 Analyze the social benefits gained from participating in physical activity.
5.PE.16 Apply safety principles with physical activities.
5.PE.5 Analyze the impact of food choices relative to physical activity,

- **Have Group 1** sing the first part of the song
- **Have Group 2** sing the second part.
- **Have everyone** sing together the lines beginning with Fee-fi .

Music - 4 1:45pm - 2:30pm
Standards
MU:Cn11.0.3a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU:Pr4.3.3a Demonstrate and describe how intent is conveyed through expressive qualities (such as dynamics and tempo).
MU:Pr5.1.3b Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.
MU:Pr6.1 Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
MU:Pr6.1.3a Perform music with expression and technical accuracy.
MU:Re7.1.3a Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.



youth sports, and personal health.

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

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

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

5.PE.13 Critique the etiquette involved in rules of various activities.

5.PE.8 Differentiate between skill-related and health-related fitness.

5.PE.18 Express, through various media, the enjoyment and/or challenge of participating in a favorite physical activity; and

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

5.PE.12 Give corrective feedback respectfully to peers.

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

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

Objectives:

- Learn how songs can connect us to the past, the present, and the future, studying "Shenandoah" as a link to the past.

Lesson / Instruction

Lesson 2: Shenandoah

IN THE SPOTLIGHT |

SQU1L2: Lesson 2 Use Piano Accompaniments - Grade 4 (pg. Spotlight 9)

LISTEN | Shenandoah

Slide 1

- **Discuss** how songs often connect us to another place and time.
- **Explain** to students that the song they are about to sing is a traditional chanty that sailors sang while on the river.
- **Tell students** that many times these types of songs get passed down from generation to generation without anyone knowing the specific origin of the song.
- **Ask students to volunteer** to read the paragraph in the student text aloud.

Have students:

- **Listen** to "Shenandoah."
- **Ask students** how does the song imitate the flow of a river?

HISTORY AND CULTURE

| Shenandoah

Read:

"Shenandoah" The word *Shenandoah* is said to be Native American for "daughter of the stars." The Shenandoah River stretches through northwest Virginia and is part of the Shenandoah



interpersonal behavior.

5.PE.11 Participate with responsible personal behavior in a variety of physical activity contexts, environments, and facilities.

Objective:

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

Lesson / Instruction

Measuring Heart Rate:

- Gather players to sit quietly in the Listening Circle
- Discuss how one's Aerobic Fitness level is related to how efficiently the heart works.
 - We can measure this efficiency by recording our "Resting Heart Rate" (the rate at which your heart is beating or pulsing at rest). The pulse is the blood rushing through the arteries after each heartbeat.
- Explain and demonstrate how to take heart rates; then have students monitor their own heart rates. Let them also take a partner's heart rate. If players have digital wristwatches, have them take their own heart rates. Have students take their heart rates in PE frequently as a way to monitor their fitness.

Description of Activity:

1. At the Neck:

- Place 3 middle fingers on the "carotid artery" located on either side of the neck just below the chin. Never use your thumb because it has a pulse of its own. Do not press too hard on the artery, as it may alter the heart rate.

National Park. People inhabited the area reportedly as early as 9300 B.C.E. European settlers came to the area in 1669 C.E. Today people enjoy the Shenandoah River Valley's many recreational activities.

REACHING ALL LEARNERS | English Language Learners

- **Ask students to read** the title of the song "Shenandoah."
- **Display a map** of the United States and show the course of the Shenandoah River and of the Missouri River.
- **Explain** how the crew of the riverboat would often ease their boredom by singing work songs.
- **Write the word *roll ing* on the board**, underscoring the -*ing* suffix.
- **Explain** that this suffix (ending) creates an adjective of the verb *roll* so it describes the river as a "rolling river."
 - A rolling river shows a continuing action of the water.
- **With a ball**, associate the idea of a "rolling river" with a "rolling ball."
- **Have students create adjectives** of verbs such as *entertain/entertaining, boil/boiling, or excite/exciting*.

SING | Shenandoah

Have students:

- **Sing along in rhythm** as you play the song again.
- **Sing together in groups**, one group singing each of the verses. (Use the recorded accompaniment or Piano Accompaniments p. S9 as appropriate.)
- **Tell** what mood the song creates and why. (*sad; sailor longs to be back near the Shenandoah*)

MUSIC SKILLS | Vocal Development



- On signal "GO!" count the number of beats you hear in 30 seconds until I say "Stop!" The multiply your score by two to determine. The number of beats per minute. This is your "resting heart rate." The lower the pulse rate is, the better.
- Now find a partner. Practice taking each other's' heart rates. Find a new partner and repeat
- Now, jog around the gym for two minutes. On the signal "Go!" stop and take your heart rate again. Is there a difference? Why? This is your working heart rate.

Procedures: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up (5 min)

Materials: 1 Playground ball per 4-5 students
1. Huddle Up (Card 18)

Go Fitness: Go, Slow &

Whoa: Eat Smart Games

(10 min) **Materials:**

Cones

1. Food Fat Tag (Card 315)

Go Activity:

Volleyball: Skill

Development Activities (25 min) **Materials:**

Volleyball/**Beach ball**

1. **Introduce sport** (Card 581-583):
 1. Objectives - What they will know how to do after this unit
 2. Techniques - forearm/bumping, setting, serving
 1. Underhand Serve (students will be allowed 2 tries)
 2. Forearm Passing (Bumping)
 3. Setting (overhand)
 4. Rotating (through and out)
2. Gold Metal Volleyball Skills (Card 584-586)
Materials: 1 Volleyball per student
 - A. Self Bump it Up
 - B. Volleypass Two-Square
 - C. Partner Setting Practice

Use "Shenandoah" to:

- **Introduce students** to singing expressively and to exploring their head and chest voices.
- **Listen to recording and engage** them in a discussion regarding the melancholy and nostalgic mood of the lyrics.
- **Discuss** how singers can create this mood *such as:*
 - *smooth*
 - *not loud*
 - *good breath control*
 - *clear pronunciation of words*
 - *facial expression*)
- **Invite them** to sing along with the recording during their second listening, matching the mood of the recording.

MOVEMENT | Creative

Movement Use Song
Anthology p. 213

Use "Shenandoah" to:

- **Divide** students into 4 groups
- **Groups 1–3** will choreograph the 3 verses
- **Group 4** (the "river") will choreograph the phrases that repeat in all the verses.
- **Encourage** students to use gross motor skills *such as:*
 - *walking*
 - *swaying*
 - *waving*
 - *pointing*
- They may combine pantomime, gesture, group unison movement, and solos as suggested by the lyrics. (to see the complete song.)

Formation: The "river," 2 or 3 dancers wide, extends from UR to DL with Group 1 dancers randomly on either side of column.

Dance: Groups 1 and 4 begin on stage. Groups 2 and 3 join when their verse is sung. "The river" dances in all 3 verses. All join in on the new movement as each group is added.

WRAP UP



- D. Buddy Set/Forearm Pass
- E. Server Hoopshoot

- Sing "Shenandoah" once again with expression.

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. Trunk, 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

Break 2:30pm - 2:45pm

Music - 6 2:45pm - 3:30pm

Lesson 1: "Step into the Spotlight."

Standards

MU:Pr4.2.6c Identify how cultural and historical context inform performances.

MU:Pr5.1.6a Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.

MU:Pr6.1.6a Perform the music with



technical accuracy to convey the creator's intent.

MU:Re7.1.6a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.

MU:Re8.1.6a Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.

MU:Cn11.0.6a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Objectives:

- Introduce songs dedicated to America.
- Introduce Ukulele

Lesson / Instruction

GOAL: Introduce the feature: "Step into the Spotlight."

DISCUSS | Step into the Spotlight

- **Discuss** the song title "Step into the Spotlight" with students and how it connects with the theme of this section.
- **Explain** that they will be exploring songs in a variety of musical styles that have contributed to America's history and culture.



- **Ask** a volunteer to read aloud the text, then ask the class to discuss its meaning.

READ - IN THE SPOTLIGHT | SOUOL1: Lesson 1

- **Read** about the light that is you.

LISTEN | Step into the Spotlight (Use the Song Anthology p. 266.)

Have students:

- **Listen** to "Step into the Spotlight," following the lyrics.
- **Discuss** their interpretations of the message of the lyrics.
- **Discuss** how the lyrics tie in with the opening text.

iSONG | Step into the Spotlight

- **Listen** to "Step into the Spotlight." Discuss the message of the song "Step into the Spotlight."

REACHING ALL LEARNERS | English Language Learners

- **Ask** students to read the title "Step into the Spotlight."
- **Explain** that in everyday speech this means to make yourself visible and not necessarily to go on stage.
- **Explain** that the lyric about *music in the air* does not refer to actual music, but rather to the "music" of the everyday sounds around us.

SING | Step into the Spotlight

Have students:

- **Sing** "Step into the Spotlight" as they listen to it again.

LINK | Art

Landscapes:

- **Read** through the lyrics for "Step into the



Spotlight" with the class.

- **Discuss** the idea of music being everywhere.
- **Invite** students to name some sounds that might be considered music. (*birds singing, river water rushing, other nature sounds and city sounds such as cars driving*)

MUSIC SKILLS | Play

- **Explain** to students that learning to feel a steady beat on their own is one of the first steps to learning music.
- **Play the recording** of "Step into the Spotlight" and model clapping to the steady beat. Invite students to join you.
- **Challenge** students to continue clapping at the same tempo as you lower the volume until the song can no longer be heard.
 - **Allow** them to continue clapping for a few moments and then turn the volume back up.
 - **Ask** students to describe how well they kept time.

LINK | Science

Discuss Birdsongs:

Students may name the sounds of birds as an example of music in the world. Tell them about the mockingbird's unique ability to imitate the songs of other birds. In fact, the mockingbird can make the sounds of more than three dozen other birds. It can also imitate bells, sirens, and other animals. Mockingbirds will sing for over an hour without pausing, and they are



known to sing at night, as well. These birds contribute great variety to music in the air.

WRAP UP (Use the Song Anthology p. 266.)

- **Ask** students to think of other songs that pertain to America's history and culture (these songs can be from any genre or historical period). Encourage them to compare and discuss these songs as they relate to the history and culture of America.
- **Invite** the class to sing "Step into the Spotlight" without the recording.