



Monday 01/15/2024



No School



Tuesday 01/16/2024

Breakfast Duty 8:00am - 8:30am

Band/Choir - 7 & 8 (Group B) 8:35am - 9:30am

Music Theory Game: Music is Fun: Playing Cards

Standards

- MU:Cn10.0** Connect 10 - Synthesize and relate knowledge and personal experiences to make music.
- MU:Cn10.0.8a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- MU:Cr1.1** Imagine - Generate musical ideas for various purposes and contexts.
- MU:Cr2.1** Plan and Make - Select and develop musical ideas for defined purposes and contexts
- MU:Cr3.1** Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.
- MU:Cr3.2** Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- MU:Cr1.1.8a** Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.
- MU:Cr2.1.8a** Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent.
- MU:Cr2.1.8b** Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.
- MU:Cr3.1.8a** Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.
- MU:Cr3.1.8b** Describe the rationale for refining works by explaining the choices, based on evaluation criteria.
- MU:Cr3.2.8a** Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.
- MU:Pr5.1** Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- MU:Cr1.1.7a** Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.
- MU:Cr2.1.7a** Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.
- MU:Cr2.1.7b** Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.
- MU:Cr3.1.7a** Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.
- MU:Cr3.1.7b** Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).
- MU:Cr3.2.7a** Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.
- MU:Pr6.1** Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- MU:Pr4.2.7a** Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.
- MU:Pr4.2.7b** When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.



MU:Pr4.3.7a Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

MU:Pr5.1.7a Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.

MU:Pr6.1.7a Perform the music with technical accuracy and stylistic expression to convey the creator's intent.

MU:Pr6.1.7b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.

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

MU:Re9.1.7a Select from teacher-provided criteria to evaluate musical works or performances.

Objectives:

- **Re-introduce music theory concepts in order to get ready for song writing**
- Explain that after the quarter is over they will begin writing their songs
 - Explain song writing process
 - Have students select an instrument for new quarter (end of Jan) - this is the only time students can change instruments

Lesson / Instruction

Have students:

- **Reteach and Review** music theory in preparation for song writing

On January 23rd begin:

- **Explain** the song writing process:
 - Lyrics are written first
 - Form must be included (Intro, Verses, Chorus, and Coda)
 - Hand out assignment and rubric
 - **NO COMPUTERS can be used this time**
- **Have students select an instrument and a red Excellence book** for their instrument and have them place them in their cubby).
 - *Note: If the song will be played on a woodwind instrument, they must choose a classmate to sing with them while they play their instrument.*
- After students have written their lyrics, we will begin practicing from the **red Excellence book** before students begin writing the instrumental portion of their song
- Time will then be given to put all the pieces of the song together

Prep 9:33am - 11:20am

Lunch 11:20am - 12:12pm

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

Rock Wall Climbing

Standards

- 2.1c** Exhibit a variety of small motor 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.
- 2.2e** Demonstrate skills to move in the environment.
- 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.
- 2.3f** 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.
- 2.6a** Attempt new large and small motor activities.
- 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.
- 2.7b Respond to cues from caregiver regarding obvious signs of danger or previous warnings.
- 2.7c Respond to warnings and redirection for unsafe behaviors and situations, although not consistently.
- 2.7d Recognize rules and follow basic safety instructions.
- 2.7f 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.

Objectives:

- Improve gross motor skills as children use their arms and legs to scale the wall
- Enhance fine motor skills as children grip the hand holds and move about the wall.
- Develop social skills with other students as they talk with their friends as they climb together.

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

Basketball Unit

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.
- 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 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.

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.

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

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 70)

(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. 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

Materials / Resources / Technology

Recess 1:45pm - 2:00pm

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

Basketball Unit

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 without teacher prompting
- 3.PE.8 Describe the concept of physical fitness and provide examples of physical activity than 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 from learning a new physical activity; and
- 3.PE.19 Describe the positive social interactions that come when engaged with others in physical activity.

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

Lesson / Instruction

Procedures: (10 min)

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- 3 Laps

(5 min) Warm Up

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(5 min) Cool-down

1. Simon Says

Materials / Resources / Technology



Wednesday 01/17/2024

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Band/Choir - 7 & 8 (Group A) 8:35am - 9:30am

Music Theory Game: Musical Math

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Objectives:

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Lesson / Instruction

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- **Have students select an instrument and a red Excellence book** for their instrument and have them place them in their cubby).
 - *Note: If the song will be played on a woodwind instrument, they must choose a classmate to sing with them while they play their instrument.*
- After students have written their lyrics, we will begin practicing from the **red Excellence book** before students begin writing the instrumental portion of their song
- Time will then be given to put all the pieces of the song together

Prep 9:33am - 11:20am

Lunch 11:20am - 12:12pm

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

Grade K | Spotlight on Music: Section 1:Unit 3: Lesson 1: Walk, Jog, or Gallop (2 of 2)

Standards

- MU:Cn11.0.Ka** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 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:Cr2.1.Ka** With guidance, demonstrate and choose favorite musical ideas.
- MU:Pr4.1.Ka** With guidance, demonstrate and state personal interest in varied musical selections.
- 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:Re7.2.Ka** With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.
- MU:Re9.1.Ka** With guidance, apply personal and expressive preferences in the evaluation of music.
- MU:Re8.1.Ka** With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

Objectives:

- Gallop to show aural recognition of gallop rhythm (quarter and eighth note).

Concept:

- Meter

Lesson / Instruction

This lesson is very long and will take 2 class periods



INTRODUCTION

CONCEPT OVERVIEW | S1U3L1: Walk, Jog, or Gallop: **Interactive**

- REVIEW the concept of the lesson using this slide.

LISTEN | It's Good to See You

iSONG | It's So Good to See You: **Interactive** See Song Anthology, p. 71

SONG ANTHOLOGY | Grade K: **Document**

- Have children listen to "It's So Good to See You."

SING | It's So Good to See You

It's So Good to See You (Stereo Mix): **Audio**

- Ask children if the song would be best for walking, jogging, or galloping. (walking)
- Help them discover *how many sections* the song has. (2)
- Have them *walk and sing the first section*, then *stand in place and do the actions during the counting section*.

MUSIC SKILLS | Play

VIRTUAL PERCUSSION | Percussion (Drums, Bells, Shakers, and Scrapers): **Interactive**

Play

- Have students clap the pattern *it's good to see you*.
- Have children play virtual unpitched instruments to accompany the song.

LISTEN | Poem

POETRY | S1U3L1: Deedle, Deedle Dumpling: **Interactive**

- Invite children to listen as a volunteer gallops, imitating the sound by clicking tongues.
- Have them listen as you read "Deedle, Deedle Dumpling" to see if it has a jogging or galloping rhythm. (jogging)

? Beginning Sound

LINKS | Reading

Reading: The Letter D Use "Deedle, Deedle Dumpling" to work with children on the letter D. Give children blank booklets and have them glue pictures of items beginning with the letter D on the pages. On the cover, have them copy or trace the letter D in upper and lower case form.

MOVEMENT | Deedle, Deedle Dumpling

Locomotor Movement: "Deedle, Deedle Dumpling" When moving to "Deedle, Deedle Dumpling," reinforce the strong beat by playing it on a drum. All children can jog to this at once, moving in a circle or through shared space. Alternatively, one child can begin. Have the others join in as you call on them in follow-the-leader style behind the first child.

MOVE | To a Poem

- Teach the poem "Deedle, Deedle Dumpling" and ask which lines are the **same**. (first, last)
- Invite children to play a musical game by removing one shoe and jogging as they say the poem.

HISTORY AND CULTURE | Mother Goose

Mother Goose No one knows for sure how the idea of Mother Goose as a spinner of nursery rhymes and tales originated. The first mention of her occurred in a 1650 French book, in which the name might have been a reference to a French queen. In 1697 a French writer, Charles Perrault, used the term "Tales of My Mother Goose," in a book that included such stories as "Cinderella" and "Little Red Riding Hood." In about 1756 an English writer named John Newbery attached the name Mother Goose to a collection of nursery rhymes, setting the stage for the widespread use of the term "Mother Goose rhymes."

LISTEN | Jack, Be Nimble

iSONG | Jack, Be Nimble: **Interactive**

SONG ANTHOLOGY | Grade K: **Document - See Song Anthology, p. 72**

Have children:

- Listen to "Jack, Be Nimble" and notice that it has two different sections. (sung, spoken)
- Listen again and click the underlying long-short rhythm on each beat with their tongues, then decide if it is a walking, jogging, or galloping rhythm. (galloping)

? Classify and Categorize

IDENTIFY / SING | Repeat Signs

SONG ANTHOLOGY | Grade K: **Document - See Song Anthology, p. 72.**

- Explain to children that repeat signs tell us to repeat everything inside them.
- Use **Song Anthology, p. 72**, to show the notation for "Jack, Be Nimble," and point to the repeat sign at the end of the second line.
- Play the song audio and guide children through the notation, pointing to the repeated parts when they are heard.
- Then have children sing the song and *hold both hands up facing each other when they are singing the repeated part*.

MOVE | Jack, Be Nimble

Jack, Be Nimble (Stereo Mix): **Audio**

Invite children to:

- Echo each line to learn the rhyme.
- Listen as you remind them that the same foot is always in front when they gallop.
- Sing the first section (without the recording) as one child gallops over to a second child.
- Repeat the sung section as the second child gallops to a third child, and so on, until all have had a turn. (All then gallop back to their original spaces.)

REACHING ALL LEARNERS | Inclusion

Inclusion Reluctant children may be encouraged to gallop with a hobby-horse on a stick. Children can take turns galloping with it as the others say "Jack, Be Nimble." For a game, begin in scatter formation. As all say the rhyme, one child gallops with the hobbyhorse across the room, gives it to the nearest child, and sits where that child was standing. As the rhyme is repeated, the second child then gallops to a third child, until all have had a turn and all are sitting. End by all galloping back to their original spaces.

MOVEMENT | Achieving Physical Balance



Locomotor Movement: Achieving Physical Balance The faster and more energetic a locomotor movement, the more difficult it is to stop without falling forward. Children are more likely to lose their balance when stopping a run or gallop than when stopping a walk. Children will be able to see this when a volunteer demonstrates stopping from a walk, run, and gallop. Ask children what they think they can do to keep their balance when they stop suddenly. Encourage them to stretch arms out to sides, stop closer to the floor, and tense muscles so they can freeze like statues.

LISTEN | Harpsichord

ACTIVITY | S1U3L1: Harpsichord: Interactive

- **Introduce** the harpsichord by inviting them to look at the slide ACTIVITY | Harpsichord.
- **Have children listen** to the sample.
- **Tell children** that this was one of the first keyboard instruments and was invented many years ago, before the piano.
- **Explain** that when a key is played, the strings inside the instrument are plucked like those of a guitar string, but by a quill.
 - (Contrast this by playing notes on an acoustic piano, if possible, as children watch the hammers strike the strings under the lid.)

LISTENING | Sonata in C Major: Interactive

- **Invite children to listen for** the harpsichord in Sonata in C Major, Longo 104, by Domenico Scarlatti. Point out the illustration of the composer on the slide.

ART GALLERY | Making Music at a Harpsichord: Interactive

- **Show students** the harpsichord in the Art Gallery as well.

PROGRESS CHECKPOINT

Informal Assessment

- **Ask children to listen again** to Sonata in C Major, moving to show whether it is galloping or jogging music. (galloping)
- **Invite children to identify** appropriate audience behavior while listening.

Optional Reteaching

If children have difficulty recognizing the galloping rhythm, have them mirror you in walking and galloping their "hand-feet" in place on the floor as they listen to the Sonata.

PORTFOLIO | Creative Unit Project

Creative Unit Project [2 of 7]

- **Invite students to practice** saying and tapping the rhythm of the A section of "Jack, Be Nimble" and saying "Deedle, Deedle Dumpling," tapping the rhythm of lines 1 and 4.
- **Tell children** that this song and poem will be used in their performance piece for the Creative Unit Project.

WRAP UP

- **Invite children to tell you** that they practiced listening for walking, jogging, and galloping rhythms.
- **Have them listen** to the Sonata again, galloping one by one to their places in line when you signal to each child.

SCHOOL TO HOME

SONG ANTHOLOGY | Grade K: Documents

We are learning these songs:

- "It's So Good to See You," p. 71
- "Jack, Be Nimble," p. 72

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

Grade 5 | Spotlight on Music: Section 2: Unit 1: Lesson 5: Sing a Pentatonic Song

Standards

MU:Cr1.1.5b Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.

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

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

Objectives:

- Sing a pentatonic song.

Lesson / Instruction

READ | Deta, Deta

CONCEPT OVERVIEW | S2U1L5: Sing a Pentatonic Song: Interactive

- **Give students an overview** of the lesson using this slide.

SONG ANTHOLOGY | Grade 5: Document: pg. 58

- **Ask students to identify** rhythms in "Deta, Deta" as they look at **Song Anthology p. 58**. (quarter notes, quarter rests, eighth notes)

IPRONUNCIATION | Deta, Deta: Interactive

- **Play the pronunciation for** "Deta, Deta" so students can learn the Japanese words for the song.
- **Have students say** either the Japanese or English words in rhythm.

ACTIVITY | S2U1L5: Pentatonic Scale: Interactive

Have students:

- **Name** the pitch syllables and identify the scale. (do, re, mi, so, la; pentatonic)
- **Identify** where do appears on the staff. (F in space 1)
- **Practice** singing pitches as you point to them on the pitch stairs.
- **Have students refer** to the Song Anthology again and invite them to sing the song with pitch syllables and hand signs.

iSONG | Deta, Deta (The Moon): Interactive

- **Have students sing** the words without, then with, the recording of "Deta, Deta."

EVALUATE | Expression

Have students:

- **Ascribe** dynamics and phrasing to the song.



- **Sing** with their chosen expressive markings.
 - *(Use the mixer on the slide to adjust the volume of the recorded vocal track so that students can perform the song as they've planned.)*
- **Assess** whether they've sung expressively.
- **Suggest** expressive movement and move in this way as they sing.

MUSIC SKILLS | Read, Orff Instruments, and Create

RESOURCE MASTERS | Grade 5: Document: Resource Master R•3, p. 111

- **Invite students** to form pairs or small groups and choose an instrument for pitch reference.
- **Have them play** the musical concentration game following the directions on Resource Master R•3, p. 111.

ORFF ORCHESTRATIONS | Grade 5: Document: Orff Orchestration O•18

- **See** Orff Orchestration O•18 for an accompaniment to "Deta, Deta."
- **Play** this with "Deta, Deta."

VIRTUAL MALLET PERCUSSION | Orff Mallet Percussion (Xylophones, Metallophones, and Glockenspiels): **Interactive**

Create

- **Have students create** rhythmic or melodic patterns to add special effects to "Deta, Deta."
- **Encourage students to explore** vocal, percussion, and synthesized possibilities (such as alternating A-C on Virtual Banjo or other pitched instrument).
- **Suggest** sounds such as rising arpeggios (set up bells F A C) for the moon coming out and a gong for the tray.
- **Have students choose** patterns that are easy to remember and add their effects to each line as they sing the song.

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

Basketball Unit

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, 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 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.

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.

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 70)



(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. 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

Materials / Resources / Technology

Break 2:30pm - 2:45pm

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

Grade 6 | Spotlight on Music: Section 2: Unit 1: Lesson 5: More Pentatonic Practice

Standards

MU:Cr1.1.6a Generate simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.

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

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.

Objectives:

- Read a pentatonic song with so | and la | .
- Improvise a rhythm ostinato.

Lesson / Instruction

READ | Shoes of John

CONCEPT OVERVIEW | S2U1L5: More Pentatonic Practice: Interactive

- **Give students an overview** of the lesson.

SONG ANTHOLOGY | Grade 6: Document

Have students:

- **Identify** the meter and the rhythms used in "Shoes of John" using **Song Anthology p. 256**. (4/4; eighth-note pairs, quarter notes, dotted half notes)
- **Read and clap** the rhythm of the song with syllables of your choice, then with the words.

PITCH SOUNDS AND SYMBOLS: Interactive

ACTIVITY | Staff Paper | Four 5-line Staves: Interactive

Have students:

- **Volunteer** to write so | , la | , and do (C, D, and F) on a staff on the board then sing as you point to the pitches.
 - **Set up Pitch Sounds and Symbols in F pentatonic with those pitches or the pitches C D F G A C.**
- **Identify** the starting pitch and the lines that repeat in "Shoes of John." (so | ; 1 and 4)
- **Sing** the song with pitch syllables and hand signs then with the words.

SONG | Shoes of John: Interactive

Have students:

- **Sing** "Shoes of John" in unison with the recording.

PLAY | Unpitched Ostinato with Shoes of John

PLAYALONG | S2U1L5: Shoes of John: Interactive

- **Have students** read and clap the ostinato then play it on unpitched instruments with the song.
- **Evaluate** their work. (Give students the opportunity to do this in large groups, small groups, and alone. Reinforce good playing techniques.)

IMPROVISE | Ostinatos for Shoes of John

- **Improvise** a rhythm ostinato for "Shoes of John."



REACHING ALL LEARNERS | Inclusion

Inclusion If a student with special needs has not retained the musical knowledge needed to improvise a rhythmic ostinato for "Shoes of John," pair him or her with a more knowledgeable student who can mentor the student during this activity.

MUSIC SKILLS | Sing

RESOURCE MASTERS | Grade 6: Document

- Have students add a harmony part to "Shoes of John" using **Resource Master R•4 p. 112.**



Thursday 01/18/2024

Breakfast Duty 8:00am - 8:30am

Band/Choir - 7 & 8 (Group B) 8:35am - 9:30am

Music Theory Game: Musical Math

Standards

- MU:Cn10.0** Connect 10 - Synthesize and relate knowledge and personal experiences to make music.
- MU:Cn10.0.8a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- MU:Cr1.1** Imagine - Generate musical ideas for various purposes and contexts.
- MU:Cr2.1** Plan and Make - Select and develop musical ideas for defined purposes and contexts
- MU:Cr3.1** Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.
- MU:Cr3.2** Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- MU:Cr1.1.8a** Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.
- MU:Cr2.1.8a** Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent.
- MU:Cr2.1.8b** Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.
- MU:Cr3.1.8a** Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.
- MU:Cr3.1.8b** Describe the rationale for refining works by explaining the choices, based on evaluation criteria.
- MU:Cr3.2.8a** Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.
- MU:Pr5.1** Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- MU:Cr1.1.7a** Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.
- MU:Cr2.1.7a** Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.
- MU:Cr2.1.7b** Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.
- MU:Cr3.1.7a** Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.
- MU:Cr3.1.7b** Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).
- MU:Cr3.2.7a** Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.
- MU:Pr6.1** Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- MU:Pr4.2.7a** Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.
- MU:Pr4.2.7b** When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.



MU:Pr4.3.7a Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

MU:Pr5.1.7a Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.

MU:Pr6.1.7a Perform the music with technical accuracy and stylistic expression to convey the creator's intent.

MU:Pr6.1.7b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.

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

MU:Re9.1.7a Select from teacher-provided criteria to evaluate musical works or performances.

Objectives:

- **Re-introduce music theory concepts in order to get ready for song writing**
- Explain that after the quarter is over they will begin writing their songs
 - Explain song writing process
 - Have students select an instrument for new quarter (end of Jan) - this is the only time students can change instruments

Lesson / Instruction

Have students:

- **Reteach and Review** music theory in preparation for song writing

On January 23rd begin:

- **Explain** the song writing process:
 - Lyrics are written first
 - Form must be included (Intro, Verses, Chorus, and Coda)
 - Hand out assignment and rubric
 - **NO COMPUTERS can be used this time**
- **Have students select an instrument and a red Excellence book** for their instrument and have them place them in their cubby).
 - *Note: If the song will be played on a woodwind instrument, they must choose a classmate to sing with them while they play their instrument.*
- After students have written their lyrics, we will begin practicing from the **red Excellence book** before students begin writing the instrumental portion of their song
- Time will then be given to put all the pieces of the song together

Prep 9:33am - 11:20am

Lunch 11:20am - 12:12pm

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

Rock Wall Climbing

Standards

- 1.PE.1** Perform most basic locomotor, nonlocomotor, and manipulative skills using mature patterns.
- 1.PE.3** Move in self-space.
- 1.PE.4** Differentiate between fast and slow speeds, strong and light force.
- 1.PE.6** Discuss the benefits of being active and exercising or playing.
- 1.PE.7** Actively engage in health enhancement class.
- 1.PE.8** Understand muscles that grow strong with physical activity.
- 1.PE.10** Accept personal responsibility by using equipment and space appropriately.
- 1.PE.12** Respond appropriately to general feedback from a teacher.
- 1.PE.13** Exhibit the established protocols for class activities.
- 1.PE.14** Work independently with others in a variety of class environments.
- 1.PE.15** Discuss ways to accept other's ideas, cultural diversity, and body types.
- 1.PE.16** Follow teacher directions for safe participation and proper use of equipment without teacher reminders.
- 1.PE.18** Understand that challenges in physical activities can lead to success; and
- 1.PE.19** Describe positive results gained from participating in physical activities with others.

Objectives:

- To move safely from the ground to a desired objective on the climbing surface, and return.
- Improve gross motor skills as children use their arms and legs to scale the wall
- Enhance fine motor skills as children grip the hand holds and move about the wall.
- Develop social skills with other students as they talk with their friends as they climb together



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

Grade 3 | Spotlight on Music: Section 2:Unit 1: Lesson 4: Practice Reading Pitches

Standards

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

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

Objectives:

- Read quarter notes, eighth-note pairs, and do-re-mi melodies.

Lesson / Instruction

READ | Who's That Yonder?

CONCEPT OVERVIEW | S2U1L4: Practice Reading Pitches: **Interactive**

- Give students an overview of the lesson using this slide.

ACTIVITY | S2U1L4: Reading Do, Re, and Mi: **Interactive**

Have students:

- Review eighth-note pairs, quarter notes, and quarter rests.
- Read the rhythm using syllables of your choice for quarter notes and eighth-note pairs.
- Read the rhythm with pitch syllables.

PITCH SOUNDS AND SYMBOLS: **Interactive**

You may wish to use Pitch Sounds and Symbols.

- Use the Settings button to choose:
 - Scale = do pentatonic
 - Pitch for do = F
 - Deselect Pitch Syllables except for do re mi.
- Invite students to explore clicking the pitch syllable names below the staff to hear each pitch sung, in any order.
- Have them practice singing along using the hand signs.

SONG ANTHOLOGY | Grade 3: **Document**

Have students:

- Refer to **Song Anthology p. 258** to clap the rhythm while saying the words of the song.
- Identify the pitches in the song, the position of do, the starting pitch, and the ending pitch. (do re mi; space 1; mi; do)
- Practice saying the pitch syllables in rhythm.
- Sing the song with hand signs and pitch syllables.

THINK! | S2U1L4: Compare Song Measures: **Interactive**

- Have students identify how the two lines of the song are alike and different.
 - **Both lines:** have mi and do, quarter notes, a quarter rest.
 - **Line 1:** pitches move by skips; has no eighth notes.
 - **Line 2:** pitches move by steps or are repeated; has eighth notes.)

iSONG | Who's That Yonder?: **Interactive**

- Have students listen to the recording.
- Ask students to sing the song with words. (Use the recorded accompaniment.)

PLAY | Rhythm Pattern

PLAYALONG | Who's That Yonder?: **Interactive**

- Tell students they will perform a repeated part that goes with "Who's That Yonder?" The part is a rhythm that is found in the song.

Have students:

- Identify the rhythm notation for this pattern.
- Clap the rhythm of the words *Must be the* (1/4 note, barred 1/8 notes)
- Transfer the **ostinato** to rhythm sticks or other wood instruments.
- Play on the last measure of each line as they sing the song.

VIRTUAL PERCUSSION | Percussion (Drums, Bells, Shakers, and Scrapers): **Interactive**

- You may wish to have some students use wood instruments in Virtual Percussion, such as claves or temple blocks.

MOVEMENT | Game

"Who's That Yonder?"

- Have students form three groups to plan ways they could act out each verse.
- Groups then form around one student, who is designated "It."
- "It" sings the first four measures of each verse, pointing at one of the groups to come in for the last four measures as a surprise.
- That group sings while performing their action with the lyrics.
 - For variation, have students improvise new lyrics with additional colors and group actions.
- Have the groups sing the entire song with hand signals and pitch syllables, with one group singing each mi, one singing each re, and one singing each do.

MUSIC SKILLS | Listen, Play

ACTIVITY | Vocal Ranges: **Interactive**

Listen

- Have students listen for the background singers in the recording of "Who's That Yonder?"
- Guide students to realize that they heard an adult chorus with men and women singing.
- Explain that adult voices are labeled according to their range. The four vocal parts are usually identified like this: soprano is the higher woman's voice, alto is the lower woman's voice, tenor is the higher man's voice, and bass is the lower man's voice.
- Have students observe the ranges and listen to the pitches on the slide.
- Point out that the lower sounds are notated on a staff with a bass clef.
- Guide students to identify both the treble and bass clefs on the slide.
- Have them identify the clef that appears in most of the songs they sing in this course. (treble)

VIRTUAL MALLET PERCUSSION | Orff Mallet Percussion (Xylophones, Metallophones, and Glockenspiels): **Interactive**

- Have students play "Who's That Yonder?" on mallet instruments.
 - Remove all bars but F G A.



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

Grade 4 | Spotlight on Music: Section 2: Unit 2: Lesson 2: Sixteenth Notes

Standards

MU:Cr1.1.4b Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities (such as major and minor) and meters.

MU:Pr4.2.4a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.

MU:Pr4.2.4b When analyzing selected music, read and perform using iconic and/or standard notation.

MU:Pr6.1.4a Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.

MU:Re7.1.4a Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

Objectives:

- Read and improvise sixteenth-note rhythm patterns and review la | and so | .

Lesson / Instruction

READ | The Girl I Left Behind Me

CONCEPT OVERVIEW | S2U2L2: Sixteenth Notes: **Interactive**

- **Give students an overview** of the lesson using this slide.

SONG ANTHOLOGY | Grade 4: **Document**

Have students:

- Refer to the **Song Anthology p. 76**, read about sixteenth notes, then find them in the song.
- **Read** the rhythm of the song. Say danc-ing for eighth notes, prom-e-nade your for sixteenths, and girl for quarter notes.
- **Say** the words in rhythm.

PITCH SOUNDS AND SYMBOLS: **Interactive**

You may wish to use Pitch Sounds and Symbols.

- **Use the Settings** button to choose:
 - Scale = do pentatonic
 - Pitch for do = F
 - Select Pitch Syllables low so, low la, do, re, mi, so, la.
- **Invite students to explore** clicking the pitch syllable names below the staff to hear each pitch sung, in any order. Have them practice singing along using the hand signs.
- *The staff, letter names, pitch syllables, and hand signs can be hidden or shown.*

Ask students to refer to the Song Anthology again and:

- **Find** la | and so | in the song and identify their position on the staff
 - mm. 2, 6, 7
 - so | is first line below staff
 - la | is space below line 1
- **Have student sing** the song with pitch syllables and hand signs.

iSONG | The Girl I Left Behind Me: **Interactive**

Ask students to:

- **Listen** to the recording.
- **Sing** the song with the words. (Use recorded accompaniment.)
- **Sing** the melodic phrase of the last two measures of the song with letter names and pitch syllables.
- **Review** tonal center. (tonal center is do/F)
 - **Explain that** in the last two measures **do tonal center means the melody of a song is centered around do.**
 - *The tonal center is often the last note of a song.*

HISTORY AND CULTURE | Square Dancing

Square Dancing "The Girl I Left Behind Me" is a square dance tune. Square dancing began in New England when European settlers brought folk dances from their countries. After a long week of hard work, the settlers would gather in a hall or barn on Saturday night to dance. Soon dance moves from different cultures began to blend, and a "caller" was needed to give directions to the dancers. Square dancing remains popular in many parts of the United States today.

IMPROVISE | Body Percussion Rhythm

ACTIVITY | S2U2L2: Read and Improvise Rhythm Patterns: **Interactive**

- **Have students improvise** body percussion or percussion rhythm ostinatos that include sixteenth notes.
 - The sixteenth-note patterns that include eighth notes are taught in the next two lessons.
- **Use the slide to review** several sixteenth-note patterns



Friday 01/19/2024

Breakfast Duty 8:00am - 8:30am

Band/Choir - 7 & 8 (Group A) 8:35am - 9:30am

Music Theory Game: Row, Row, Row Your Boat

Standards

- MU:Cn10.0** Connect 10 - Synthesize and relate knowledge and personal experiences to make music.
- MU:Cn10.0.8a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- MU:Cr1.1** Imagine - Generate musical ideas for various purposes and contexts.
- MU:Cr2.1** Plan and Make - Select and develop musical ideas for defined purposes and contexts
- MU:Cr3.1** Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.
- MU:Cr3.2** Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- MU:Cr1.1.8a** Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.
- MU:Cr2.1.8a** Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent.
- MU:Cr2.1.8b** Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.
- MU:Cr3.1.8a** Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.
- MU:Cr3.1.8b** Describe the rationale for refining works by explaining the choices, based on evaluation criteria.
- MU:Cr3.2.8a** Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.
- MU:Pr5.1** Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- MU:Cr1.1.7a** Generate rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.
- MU:Cr2.1.7a** Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.
- MU:Cr2.1.7b** Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.
- MU:Cr3.1.7a** Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.
- MU:Cr3.1.7b** Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).
- MU:Cr3.2.7a** Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety, and convey expressive intent.
- MU:Pr6.1** Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- MU:Pr4.2.7a** Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.
- MU:Pr4.2.7b** When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.



- MU:Pr4.3.7a** Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.
- MU:Pr5.1.7a** Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.
- MU:Pr6.1.7a** Perform the music with technical accuracy and stylistic expression to convey the creator's intent.
- MU:Pr6.1.7b** Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.
- MU:Re7.1** Select - Choose music appropriate for a specific purpose or context.
- MU:Re9.1.7a** Select from teacher-provided criteria to evaluate musical works or performances.

Objectives:

- Explain song writing process - hand out assignment and rubric
- Have students select an instrument/book and put it in their cubby - this is the only time students can change instruments
- Have students begin writing the lyric portion of their song

Lesson / Instruction

1. **Explain** the song writing process:
 - Lyrics are written first
 - Form must be included (Intro, Verses, Chorus, and Coda)
 - Hand out assignment and rubric
 - **NO COMPUTERS can be used this time**
 2. **Have students select an instrument and a red Excellence book** for their instrument and have them place them in their cubby.
 - *Note: If the song will be played on a woodwind instrument, they must choose a classmate to sing with them while they play their instrument.*
- After students have written their lyrics, we will begin practicing from the **red Excellence book** before students begin writing the instrumental portion of their song
Time will then be given to put all the pieces of the song together

Prep 9:33am - 11:20am

Lunch 11:20am - 12:12pm

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

Grade 1 | Spotlight on Music: Section 1: Unit 2: Lesson 1: Long and Short

Standards

- MU:Cn10.0.1a** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- MU:Cn11.0.1a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU:Cr1.1.1b** With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).
- MU:Pr4.2.1a** With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.
- MU:Pr4.3.1a** Demonstrate and describe music's expressive qualities (such as dynamics and tempo).
- MU:Re8.1.1a** With limited guidance, demonstrate and identify expressive qualities (such as dynamics and tempo) that reflect creators'/ performers' expressive intent.

Objectives:

- Move to show aural identification of long and short sounds.

Concept:

- Rhythm

Lesson / Instruction

INTRODUCTION

- Give children an overview of the lesson using this slide.
- Invite children to tell about sounds they hear outside every day. (*dogs barking, wind blowing, traffic*)
- Ask them to describe how some sounds are long and some are short. (*Horns honking are hopefully short; sirens are long.*)

REACHING ALL LEARNERS | English Language Learners

ACTIVITY | S1U2L1: Short and Long Sounds with Mos' Mos': Interactive

ELL Adaptation



Vocabulary: Long and Short Before beginning the lesson, review the meanings of the words long and short. Show children the pictures illustrating long and short cats and point to the words short and long in the slide title. Have children find several objects in the room that are long and short. Help them find a few things that they can tap to create sound. Then, help them categorize each sound as either long or short. After children have grasped the concepts, continue with the lesson as written.

ELL Intervention Strategies

Preproduction Write the words long and short on the whiteboard and ask children to point to the right word each time you show them an object that can be described by one of the words.

Early Production and Speech Emergence Ask each child to write a phrase that describes a long sound ("school bell ringing," for example) and one that describes a short sound ("dog barking," for example).

LISTEN | Down by the Bay

iSONG | Down by the Bay: Interactive

Have children:

- Listen **again** to "Down by the Bay," from the previous lesson, then echo each phrase of the song.
- Echo again and extend hands outward on each long sound. (bay, grow, home, go, do, say)

? **Long Vowels**

IDENTIFY | Long and Short in Let's Go Driving

ACTIVITY | S1U2L1: Long and Short Sounds: Interactive

- Invite children to answer the questions.

iSONG | Let's Go Driving: Interactive

- Ask them to listen to "Let's Go Driving," standing up when they hear the long sounds in car and far.
 - (**Note:** All of the sounds are relatively short in this song. Car and far are only slightly longer than the other lyrics.)

? **R-Controlled Vowels**

MOVEMENT | Patterned Movement

"Let's Go Driving"

Measures 1–8: Children walk with the half-note beat through shared space, being careful not to touch others. (Remind children that we want no "car crashes.")

Measures 9–16: Children stand in one place and do the following motions:

- *Vroom:* Circle hands around each other
- *Beep:* Pretend to honk horn
- *Swish:* Windshield wiper motion

REACHING ALL LEARNERS | Inclusion

Inclusion For children with special needs who have difficulty distinguishing between long and short sounds, reinforce the sounds with visuals. For example, hold up a ruler for a short sound and a yardstick for the long sound.

LISTEN / DESCRIBE | Long and Short Sounds in Mos', Mos'!

iSONG | Mos', Mos'! (Cat, Cat!): Interactive *You may wish to preview the iSong for "Mos', Mos'!"*

Have children:

- Listen to a Hopi game song, "Mos', Mos'!" and echo the word mos, then tell whether the word is long or short.
- Echo the word mo-sa on the third line or cat on the last line of the iSong. (Use the "System" arrow to scroll through lines of the iSong.)
- Describe and label mo- as a long sound.
- Point to the long cat picture when they hear a long sound and the short cat picture when they hear a short sound as they listen again.

? **Long Vowels**

LOCATOR MAP | Hopi Region: Interactive

Explain:

- "Mos', Mos'!" is a song of the Hopi people. Hopi live in the yellow parts of the map. Name the states that are yellow.

PRONUNCIATION | Mos', Mos'!

iPRONUNCIATION | Mos', Mos'! (Cat, Cat!): Interactive

- Invite children to use the pronunciation for "Mos', Mos'!" to learn the Hopi words for the song.
- This song uses only four words, but each is in a different language.
 - **Mosa**, abbreviated mos', means "cat" in the Aztec language.
 - **Naitila** is a Navajo word meaning "to steal something."
 - **Kanelperkye** means "sheepskin" in Hopi.
 - **Nya** is equivalent to "meow" in English.

SING | Mos', Mos'!

- Invite children to sing the song with the Hopi words and the English words.
- Have them sing it again and "paw" with their hands on the short sound mos and to rub their "whiskers" on the long sound mo- on the last line.

LINKS | Theater

Dramatizing a Story Many cultures have songs, stories, and plays about cats.

- Ask children why they think the cat is such a popular animal.
- Have them pantomime a cat's movements during different activities, such as playing with a fluffy toy, greeting other cats, cleaning its paws, eating, and sleeping.



- Encourage the class to make up a short story about cats and act it out. **Critical Thinking: Evaluate**
Assess children's ability to engage in this interdisciplinary activity of dramatizing the subject of the song, and making up a story and acting it out.

ANALYZE | Long and Short Sounds Around Us

ACTIVITY | S1U2L1: Soundcheck: Long and Short Sounds Around Us: Interactive

- Have children listen to "SoundCheck: Long and Short Sounds Around Us"
- Use the pictures on the slide to help them tell whether each sound is long or short.

PROGRESS CHECKPOINT

Informal Assessment

Tell children to hold their hands in their laps when they hear a short sound and raise their hands when they hear a long sound. Say "cat," as a short sound and clap with the syllable. Then say "meow" as a long sound and rub your hands together to show the long sound. Continue saying other words as short and long sounds, until you have assessed children's understanding of long and short sounds. (Suggestions: bark = short, grrrr = long; plop = short, whishhh = long; jump = short, swimming = long.)

Optional Reteaching

Assign partners and ask children to work together to come up with more long and short sounds. Have partners share their new sounds with the class, asking the rest of the class to identify the sounds as long or short.

PORTFOLIO | Creative Unit Project

- Use **Resource Master 2•4, p. 21 (part of their booklet)**. The Answer Key is on p.192.

GRAPHIC ORGANIZER | Column—2: Interactive

- Use the graphic organizer to type in children's ideas.
- Use one column for short sounds and the other for long sounds.

Mos', Mos'! (Cat, Cat!) (A cappella) (Stereo Mix): Audio

- Ask children to listen to their surroundings for one minute and describe the sounds they hear.
- Have them tell whether the sounds are long or short.
- Have children listen to "Mos', Mos'!" again, raising a hand when they hear long sounds in the song.
- Assess whether they used movement to respond correctly to the song's long and short sounds.

Materials / Resources / Technology

Classroom Materials:

Resource Master 2•4 (Long or Short?)

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

Rock Wall Climbing

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.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 equipment with minimal reminders.
- K.PE.17** Acknowledge that some physical activities are challenging or difficult; and
- K.PE.18** Identify physical activities that result in a positive personal experience while playing with friends.

Objectives:

- To move safely from the ground to a desired objective on the climbing surface, and return.
- Improve gross motor skills as children use their arms and legs to scale the wall
- Enhance fine motor skills as children grip the hand holds and move about the wall.
- Develop social skills with other students as they talk with their friends as they climb together

Recess 1:45pm - 2:00pm

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

Rock Wall Climbing

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.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.15 Recognize ways to accept other's ideas, cultural diversity, and body types during games and physical activities.
- 2.PE.16 Work independently and safely in physical activity settings.
- 2.PE.18 Compare physical activities that bring confidence and challenges; and

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- Develop social skills with other students as they talk with their friends as they climb together