




Monday 02/19/2024	Tuesday 02/20/2024	Wednesday 02/21/2024	Thursday 02/22/2024	Friday 02/23/2024
<b>AHA - Heart for Kids Fundraiser</b>	<b>AHA - Heart for Kids Fundraiser</b>	<b>AHA - Heart for Kids Fundraiser</b>	<b>AHA - Heart for Kids Fundraiser</b>	<b>AHA - Heart for Kids Fundraiser</b>
<b>Big Sky Fit Kids Contest</b>	<b>Big Sky Fit Kids Contest</b>	<b>Big Sky Fit Kids Contest</b>	<b>Big Sky Fit Kids Contest</b>	<b>Big Sky Fit Kids Contest</b>
	<b>Breakfast Duty 8:00am - 8:30am</b>	<b>Breakfast Duty 8:00am - 8:30am</b>	<b>Breakfast Duty 8:00am - 8:30am</b>	<b>Breakfast Duty 8:00am - 8:30am</b>
	Band/Choir - 7 & 8 (Group B) 8:35am - 9:30am	<b>Band/Choir - 7 &amp; 8 (Group A) 8:35am - 9:30am</b>	Band/Choir - 7 & 8 (Group B) 8:35am - 9:30am	Band/Choir - 7 & 8 (Group B) 8:35am - 9:30am
	<b>Song Writing</b>	<b>Song Writing</b>	<b>Song Writing</b>	<b>Song Writing</b>
	<b>Standards</b> <p><b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p><b>MU:Cn10.0.8a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>MU:Cr1.1</b> Imagine - Generate musical ideas for various purposes and contexts.</p> <p><b>MU:Cr2.1</b> Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p><b>MU:Cr3.1</b> Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p><b>MU:Cr3.2</b> Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</p>	<b>Standards</b> <p><b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p><b>MU:Cn10.0.8a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>MU:Cr1.1</b> Imagine - Generate musical ideas for various purposes and contexts.</p> <p><b>MU:Cr2.1</b> Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p><b>MU:Cr3.1</b> Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p><b>MU:Cr3.2</b> Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</p>	<b>Standards</b> <p><b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p><b>MU:Cn10.0.8a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>MU:Cr1.1</b> Imagine - Generate musical ideas for various purposes and contexts.</p> <p><b>MU:Cr2.1</b> Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p><b>MU:Cr3.1</b> Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p><b>MU:Cr3.2</b> Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</p>	<b>Standards</b> <p><b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p><b>MU:Cn10.0.8a</b> Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>MU:Cr1.1</b> Imagine - Generate musical ideas for various purposes and contexts.</p> <p><b>MU:Cr2.1</b> Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p><b>MU:Cr3.1</b> Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p><b>MU:Cr3.2</b> Present - Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.</p>



**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

**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

**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

**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

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

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

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

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

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

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.

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.

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.

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:**

- Have students continue writing the lyric portion of their song

**Lesson / Instruction**

**1. Continue to review** the song writing process:

- Lyrics are written first
- Form must be included (Intro, Verses, Chorus, and Coda)
- Assignment and rubric has been handed out to students to follow
- **NO COMPUTERS can be used this time**

**2. Have students select** an instrument and a red **Excellence in Music 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, they will begin writing the instrumental portion of their song. After song completion, the class will begin practicing from the red **Excellence in Music** book.

Prep 9:33am - 11:20am

Lunch 11:20am - 12:12pm

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

Dribbling & Passing (hands) Activities

**Standards**

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

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

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

**Objectives:**

- Have students continue writing the lyric portion of their song

**Lesson / Instruction**

**1. Continue to review** the song writing process:

- Lyrics are written first
- Form must be included (Intro, Verses, Chorus, and Coda)
- Assignment and rubric has been handed out to students to follow
- **NO COMPUTERS can be used this time**

**2. Have students select** an instrument and a red **Excellence in Music 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, they will begin writing the instrumental portion of their song. After song completion, the class will begin practicing from the red **Excellence in Music** book.

Prep 9:33am - 11:20am

Lunch 11:20am - 12:12pm

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

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

**Grade 5 | Spotlight on Music: Section 2: Unit 2: Lesson 1: A Folk Song with Syncopation**

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

**Objectives:**

- Have students continue writing the lyric portion of their song

**Lesson / Instruction**

**1. Continue to review** the song writing process:

- Lyrics are written first
- Form must be included (Intro, Verses, Chorus, and Coda)
- Assignment and rubric has been handed out to students to follow
- **NO COMPUTERS can be used this time**

**2. Have students select** an instrument and a red **Excellence in Music 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, they will begin writing the instrumental portion of their song. After song completion, the class will begin practicing from the red **Excellence in Music** book.

Prep 9:33am - 11:20am

Lunch 11:20am - 12:12pm

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

Dribbling & Passing (hands) Activities

**Standards**

**1.PE.1** Perform most basic locomotor, nonlocomotor, and

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

**Objectives:**

- Have students continue writing the lyric portion of their song

**Lesson / Instruction**

**1. Continue to review** the song writing process:

- Lyrics are written first
- Form must be included (Intro, Verses, Chorus, and Coda)
- Assignment and rubric has been handed out to students to follow
- **NO COMPUTERS can be used this time**

**2. Have students select** an instrument and a red **Excellence in Music 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, they will begin writing the instrumental portion of their song. After song completion, the class will begin practicing from the red **Excellence in Music** book.

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 5: Ways to Use Your Voice**

**Standards**



- 2.1f Perform increasingly more sophisticated actions requiring hand-eye coordination.
- 2.2a Exhibit physical reflexes in response to stimulation.
- 2.2b Develop muscle tone and strength in trunk, neck, head, arms and legs.
- 2.2c Use developing motor skills to move more independently.
- 2.2d Develop coordination to use motor skills with toys.
- 2.2e Demonstrate skills to move in the environment.
- 2.2f Refine motor coordination and skills to play with toys and people.
- 2.2g Demonstrate increased ability to use skills requiring balance.
- 2.2h Perform large motor movement alone or with others.
- 2.2i Manipulate objects with large muscles.
- 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.

**Standards**

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

**MU:Re7.2.5a** Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).

- Objectives:**
- Read a syncopated pattern.
  - Sing high do.
- Concept:**
- Rhythm

**Lesson / Instruction**

**READ | Syncopated Rhythm**  
**CONCEPT OVERVIEW | S2U2L1: A Folk Song with Syncopation: Interactive**

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

**LOCATOR MAP | Benin and Nigeria: Interactive**

- Tell students they will be reading and singing a song from the Yoruba people, who traditionally live in the western African countries of Nigeria and Benin.

**ACTIVITY | S2U2L1: Syncopation and High Do: Interactive**

- Have students:**
- Review syncopation by reading the top of the slide.
  - Describe the syncopated pattern on the slide. (J ? J)

**SONG ANTHOLOGY | Grade 5: Document**

- Have students find the syncopated rhythm pattern in the **Song Anthology** notation for "**Fun wa ni alaafia**," p. 88.

**iPRONUNCIATION | Fun wa ni alaafia (Send Us Your Peace): Interactive**  
**Have students**

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.7** Actively engage in health enhancement class.

**1.PE.8** Understand muscles that grow strong with physical activity.

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

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

**1.PE.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.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

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

**MU:Pr4.1.1a** With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.

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

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

- Objectives:**
- Speak, sing, whisper, call, and think when cued to show understanding of five ways to use the voice.

**Concept:**

- Tone Color

**Lesson / Instruction**  
**THIS LESSON WILL TAKE AT LEAST 2 CLASS PERIODS**

**INTRODUCTION**  
**CONCEPT OVERVIEW | S1U2L5: Ways to Use Your Voice: Interactive**

- Have children list ways they use their voice.
  - (Possible answers: sing, speak, laugh, call, whisper, use inner voice.)



**2.3i** Demonstrate concepts through movement.

**2.4a** React to participation in daily routines.

**2.4c** Indicate needs and wants.

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

**2.4e** Participate in healthy routines.

**2.4f** Communicate with an adult when not feeling well.

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

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

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

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

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

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

**2.6f** Participate in physically active games with peers.

**2.6g** Recognize the positive feelings experienced during and after physical activity.

**2.7a** Show preference for familiar people and recognize the

- **Listen** to the pronunciation for "Fun wa ni alaafia."
- **Refer to Song Anthology** (above) again to read the words of the song in rhythm, patting to the beat.

**RESOURCE MASTERS | Grade 5: Document**

- **Check students' understanding** of syncopation by having them use **Resource Master R-5, p. 115**, for more practice reading syncopated rhythms.

**ACTIVITY | S2U2L1: Syncopation and High Do: Interactive**

**Have students:**

- **Identify** the starting pitch in the lower example as high do. ( C | )

**SONG ANTHOLOGY | Grade 5: Document (see above)**

- **Sing** the pattern and then find it on **Song Anthology p. 88**. (It appears twice.)

**READ | High Do**

**ACTIVITY | S2U2L1: Syncopation and High Do: Interactive**

**Have students:**

- **Look at the slide** that shows Syncopation and High Do.
- **Identify** the starting pitch in the lower example as high do. ( C | )
- **Sing** the pattern and then find it on **Song Anthology p. 88**. (It appears twice.)

**MOVE | Fun wa ni alaafia**

**iSONG | Fun wa ni alaafia (Send Us Your Peace): Interactive**

- **Have students** sing the song and clap to the beat.
- **Then invite students to learn** a step-close pattern.

**Formation:** Stand in a circle facing center, with elbows bent, hands up, palms out to the side.

**Movement:** Step-close counterclockwise (to right), patting hands of neighbors on "step" and clapping their own hands on "close." Repeat in clockwise direction while singing the song a second time.

equipment without teacher reminders.

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

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

**Objectives:**

- Proper warm-up and cool-down and stretching techniques
- Practice and improve fundamental hand dribbling and passing skills
- Actively participate in dribbling and passing activities and challenges to utilize learned skills and develop physical fitness
- Have fun being physically active

**Basic Skills:**

- 1. Dribbling:** Using 1 hand to repeatedly bounce the ball
- 2. Passing:** Throwing the ball to another player
  - Chest Pass
  - Bounce Pass
  - Overhead Pass
- 3. Catching:** Receiving the ball

**Lesson / Instruction**

**Warm Up: (10 min)**

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

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

- **Ask them to describe** how some ways of using the voice are loud and some are soft, and ask them which voice is silent.
  - (Possible answers: Calling and singing are louder, whispering and speaking can be softer, and the inner voice, or singing in our head, is silent.)

**Develop**

**EXPLORE: Experience speaking, singing, whispering, and calling.**

**IDENTIFY | Ways to Use the Voice**

**iSONG | Sara Watashi (Plate Passing): Interactive**

- **Preview** the interactive song.

**ACTIVITY | S1U2L5: Voices: Interactive**

- **Have children listen to "Sara Watashi" ("Plate Passing").**
- **Ask them** how many ways they heard children on the recording using their voices. (two: singing, speaking)
- **Ask children to listen again and raise their hands** when they hear the speaking part. (Iwa yo! Open eyes!)
- **Ask children to explore** a new musical idea: think of how to use different voice types to perform the words of the song.
  - (Possible answers: whispering, calling, thinking or using the inner voice)
- **Repeat the activity and assess** whether children effectively explored various ways of using their voices to perform the song.

**LABEL: Identify speaking voice.**

**PERFORM | Brush Your Teeth (Speech Piece)**

**ACTIVITY | S1U2L5: Ways to Use Your Voice: Interactive**

**SONG ANTHOLOGY | Grade 1: Document**

**Have children:**

- **Listen to** the speech version of "Brush Your Teeth" (click the right Play button on the slide) and identify the performance as speaking and whispering ( ch, ch, ch



difference between familiar people and strangers.

**2.7b** Respond to cues from caregiver regarding obvious signs of danger or previous warnings.

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

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

**2.7f** Understand and anticipate potential consequences of disregarding rules.

**2.7g** Recognize and describe the reasons for rules.

**2.7h** Make choices about behaviors or activities when presented with alternatives.

**2.7i** Control or appropriately express intense emotions most of the time.

**Objectives:**

- Proper warm-up and cool-down and stretching techniques
- Practice and improve fundamental hand dribbling and passing skills
- Actively participate in dribbling and passing activities and challenges to utilize learned skills and develop physical fitness
- Have fun being physically active

**Basic Skills:**

1. **Dribbling:** Using 1 hand to repeatedly bounce the ball
2. **Passing:** Throwing the ball to another player
  - Chest Pass
  - Bounce Pass
  - Overhead Pass
3. **Catching:** Receiving the ball

**Lesson / Instruction**

**Warm Up: (10 min)**

1. 3 Laps around Gym

**MUSIC SKILLS |**

**Recorder. Play**

**RECORDER | Grades 5-6:**

**Document**

**VIRTUAL RECORDER | Recorder**

**Fingerings: Interactive**

- **Have students use Recorder Master R•5** to play the melody of "Fun wa ni alaafia."
  - **View the fingerings on the VIRTUAL RECORDER | Recorder Fingerings: Interactive** slide.

**HISTORY AND CULTURE | Song Origin**

**Read:**

"Fun wa ni alaafia," also popularly known as "Funga Alafia," is familiar in the United States as a call-and-response song. It is used as a welcoming chant to encourage audience participation at the start of African dance and drumming performances. It has been assumed to have folk origins in western Africa. Another possibility, according to research presented by Azizi Powell, is that this song was based on the melody of the refrain of "Li'l 'Liza Jane" with Yoruba words added by LaRocque Bey, a choreographer who worked in African American dance companies in the 1950s and 1960s. Since that time, the song has become familiar and enjoyed by many, possibly even in western Africa, with variations in the lyrics and translations as it is passed down. To explore Ms. Powell's research further, right-click and choose open link in new tab or in new window:

[www.pancocojams.blogspot.com](http://www.pancocojams.blogspot.com) for her post and the citations and links within.

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

**Basketball Unit**

**Standards**

- 5.PE.1 Exhibit competency in

**Materials:** Cones and Tape, Mats

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

**Go Activity: Dribbling & Passing (hands)**

**Activities (10 min)**

**Materials:** 1 ball per student

1. Ball-Handling Skills (Card 222)

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

1. Simon Says (Card 5)

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

**Grade 3 | Spotlight on Music: Section 2: Unit 1: Lesson 1: A Mi-Re-Do Song**

**Standards**

**MU:Cn11.0.3a** Dem

onstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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

**Objectives:**

- Read a mi-re-do song with quarter notes, quarter rests, and eighth-note pairs.

**Concept:**

- Melody
- Rhythm

**Lesson / Instruction**

**READ | Rain Is Falling Down**

**CONCEPT OVERVIEW |**

**S2U1L1: A Mi-Re-Do**

**Song: Interactive**

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

**ACTIVITY | S2U1L1: Mi, Re, and Do: Interactive**

- **Have students read** the rhythm.

parts) by pointing to the photo of the girl talking on the phone (bottom left) and the photo of the boy whispering into the girl's ear (top right).

- **Echo** the chorus, speaking/whispering one line at a time: You brush your teeth, ch, ch, ch, ch, ch, ch, ch, ch.
- \* **Consonant Digraphs**
- **Listen to** the recording, chant along with the chorus, and pretend to brush their teeth. Identify their voice as speaking, and whispering for the ch, ch, ch parts.
- **Perform** the entire chant with motions.

**Apply and Close**

**LABEL: Identify a performance as singing. SING | Brush Your Teeth (Song Version)**

**iSONG | Brush Your Teeth: Interactive ACTIVITY | S1U2L5: Ways to Use Your Voice: Interactive**

**Have children:**

- **Listen to** the song version of "Brush Your Teeth" and identify the difference between this and the speech version. (The performers are singing, but there is a section of whispering during the ch, ch, ch parts.)

\* **Compare and Contrast**

- **Listen again, focusing on** the sound of the singing and listening for the whispered part, pointing to the appropriate pictures on the slide to show what they hear.
- **Perform the song by** singing, using head tones, and whispering the ch, ch, ch portions.
- **Raise a hand** during the singing sections (using inner voice) and whisper all of the ch, ch, ch parts.
- **Perform** the whole song with motions.



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

**Go Fitness: Mighty**

**Muscles:** Strength

**Activities (10 min)**

**Materials:** Cones and Tape, Mats

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

**Go Activity: Dribbling & Passing (hands)**

**Activities (10 min)**

**Materials:** 1 ball per student

1. Ball-Handling Skills (Card 222)

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

1. Simon Says (Card 5)

**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.

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.

**LOCATOR MAP | England: Interactive**

- **Have students find** England on the map. "Rain Is Falling Down" is a traditional English song.

**SONG ANTHOLOGY | Grade 3: Document**

Have students:

- **Refer to "Rain Is Falling Down"** in the **Song Anthology p. 199** to read the rhythm of the song and identify the rhythms. (quarter notes, quarter rests, and eighth-note pairs)
- **Read** the rhythm using syllables of your choice.
- **Practice saying** the lyrics in rhythm.

Ask students to:

- **Return to the Song Anthology** to identify the position of do, the starting pitch, and the ending pitch. (line 2; mi; do)
- **Read and sing** the song with pitch syllables and hand signs, in rhythm.
- **Discover** that three pairs of measures are the same: 1 and 2, 3 and 4, and 7 and 8; and that the only pair that is different (5 and 6) has identical measures.
- **Use vocabulary such as** same, different, melody, phrase, and form to identify the phrase form they heard. (a a b a)

**RESOURCE MASTERS | Grade 3: Document**

- **For more work** with the pitches and rhythms of "Rain Is Falling Down," see **Resource Master R-1 p. 97**

**iSONG | Rain Is Falling Down: Interactive**

Ask students to:

- **Listen to** the song.
- **Sing** the song with the words. (Use the recorded accompaniment)
- **Review** how they described the phrase form they heard.

**MUSIC SKILLS | Recorder**

**Recorder**

**VIRTUAL RECORDER | Recorder Fingerings:**

**Interactive**

**Recorder**

- If students know B A G on recorder, have them play "Rain Is Falling Down."

- **Sing** the song again using the inner (silent) voice, covering their mouth, during the whispered parts.
- **Repeat** the activity and assess whether children can identify and perform using singing, speaking, whispering, and inner voices accurately.

**LINKS | Health**

**Read:**

**Brushing Your Teeth**

When people eat, small particles of food get caught between their teeth. These particles are often so small that people cannot feel them, but they can cause cavities. Brushing your teeth removes these particles before they can do any damage. Ask children to decide when the best times might be to brush their teeth (Possible answer: right after eating) and explain why. Then have volunteers pantomime how they brush their teeth, and ask the class to mirror their gestures. **Critical Thinking: Make Decisions**

**PRACTICE: Identify words and sounds as different kinds of speech.**

**DESCRIBE | Speaking Parts**

**iSONG | Sara Watashi (Plate Passing):**

**Interactive**

- **Have children listen to "Sara Watashi" ("Plate Passing")** using **Song Anthology, p. 175** and raise their hands for the speaking part. (Iwa yo!; Open your eyes!)

**SING | Sara Watashi**

**iPRONUNCIATION | Sara Watashi: Interactive**

- **Have children listen to** the pronunciation for "Sara Watashi," to learn the Japanese words.

**LOCATOR MAP | Japan: Interactive**



**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.

**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

- Use the Virtual Recorder-Recorder Fingerings to review or reinforce the fingerings for B A G. T
  - The Default setting already has G, A, and B showing.

**RECORDER | Grades 3–4:**

**Document Recorder**

- Have students use **Recorder R•9 (A Bag of Tunes)**, p. 17 for the BAG melody for "Hot Cross Buns" and "Au clair de la lune."

**LINK | Language Arts**

**Writing Verses**

- Have students create new verses about weather, following the rhythm and form (a a a) of the song.
  - For example:
    - Wish that it would snow.
    - Wish that it would snow.
    - Love to see those lacy snowflakes.
    - Wish that it would snow.

**ADDITIONAL RESOURCES**

**RESOURCE MASTERS | Grade 3: Document**

**Resource Masters R•25 through R•30 contain below documents you may wish to use in your lessons:**

- Beat Bars
- Pitch Ladder
- Curwen Hand Signals
- Scale Stairs
- Pitch Xylophone
- Scale Brackets

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

**Grade 4 | Spotlight on Music: Section 2: Unit 2: Lesson 3: Perform Sixteenth Notes**

**Standards**

**MU:Cr2.1.4a** Demonstrate selected and organized musical ideas for an improvisation, arrangement, or composition to express intent, and explain connection to purpose and context.

- Show the locator map** for Japan and explain that this song is from Japan.

**ACTIVITY | S1U2L5: Voices: Interactive**

**Ask children to:**

- Sing the song**, closing their eyes while singing and opening their eyes immediately upon speaking.
- Play the game** while singing the song again. (See **MOVEMENT | Sara Watashi Game, below.**)
- Perform the song** using vocal exploration with a new musical idea: Sing, speak, whisper, call, and think (using inner voice) the words sara watashi, pointing to each corresponding picture on the slide.
- Repeat the activity** as you assess whether they are using the correct voice and pointing to the correct picture as they use each voice type.
  - Five voices:** singing, speaking, whispering, calling, inner.

**MOVEMENT | Sara Watashi Game**

**"Sara Watashi" ("Plate Passing")** Play a Japanese singing game. Have children stand in a circle. Give one child a plate (made of paper or unbreakable plastic), a ball, or another object that can be handled easily by children with their eyes closed. Ask children to close their eyes and begin singing "Sara Watashi." As they sing, have them pass the plate around clockwise to the music. When they get to the words Iwa yo! or Open eyes! have them look see who is holding the plate. If you wish, you can eliminate the plate-holder and begin again.

After children have played the game, ask them to compare this game to



**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

- Drinks
- 3 Laps

**(5 min) Warm Up**

- Stretch-er-cise (Card 281)

**(10 min) Go Fitness:**  
**Cardiovascular Efficiency:** Aerobic Games **Materials:** 2 hoops & 4 soft balls for each group of 4 students

- Fire Brigade (Card 78-79)

**(25 min) Go Activity:**  
**Basketball: CATCH Challenge Level 1**  
**Materials:** 1 basketball per student/then pair

- Freeze and Pivot (Card 377)
- Fast Break (Card 378)

**(5 min) Cool-down**

- Simon Says

Break 2:30pm - 2:45pm

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

**Grade 6 | Spotlight on Music: Section 2: Unit 3: Lesson 2: Melodic Motion of a Major Scale**

**Standards**

**5** Reading and notating music.

**7** Evaluating music and music performances.

**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

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

**Objectives:**

- Read and play sixteenth-note rhythm patterns.

**Concept:**

- Rhythm

**Lesson / Instruction**  
**PERFORM | Molinillo de café**  
**CONCEPT OVERVIEW | S2U2L3: Perform Sixteenth Notes:**  
**Interactive**

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

**LOCATOR MAP | Latin America: Interactive**

- Point out to students which areas make up Latin America.

**ACTIVITY | S2U2L3: Rhythmic Patterns**  
**Diagram: Interactive**

- Have students read the rhythms in the Activity diagram.

**SONG ANTHOLOGY | Grade 4: Document**

- Have students refer to the **Song Anthology p. 145** and identify the sixteenth-note patterns in the speech piece. ( and )
- Ask them to read the rhythm with syllables of your choice.

**iPRONUNCIATION | Molinillo de café (Little Coffee Mill): Interactive**

- Have students listen to the pronunciation for "Molinillo de café" to learn the words in Spanish.

**iSONG | Molinillo de café (Little Coffee Mill): Interactive**

**Have students:**

- Listen to the recording.
- Say "Molinillo de café" in rhythm, patting the sixteenth-note patterns. (Use the recorded accompaniment as appropriate.)

**MOVEMENT | Creative Movement**  
**"Molinillo de café"**

- Invite students to create a gesture for

another Japanese game from a previous lesson, "Zui, Zui,Zukkorbash." (See **Section 1, Unit 3, Lesson 4, MOVEMENT | Zui Zui Zukkorbash Game**.) After children learn both games, ask them to describe what is the same and what is different about them. (Same: based on Japanese folk song, circle formation, uses steady beat; different: passing plate vs. tapping fists, eyes closed for part vs. eyes open for whole game.)

**HISTORY AND CULTURE | Japanese Music**  
**Read:**  
"Sara Watashi" ("Plate Passing") is a popular children's song in Japan. Music is a very important part of Japanese culture. Today, many Japanese people play instruments like ours in the United States, but there are also many traditional Japanese instruments. Among these are:

- the shamisen, a long-necked string instrument
- the shakuhachi, a flute made out of bamboo
- the small cymbals and bells/
- the large and small drums.

**MUSIC SKILLS | Vocal Development**  
**RESOURCE MASTERS | Grade 1: Document**  
**Vocal Development**

- Have children play the "Four Voices Game."
- Use the cards on **Resource Master 2•8, p. 25** flashcards of the four ways to use the voice: speaking, singing, calling, and whispering
  - Each child has a set of the four cards.
- Have four children, working as a team, perform their names in different voices.
  - Each child must use a different voice.
  - The other children must place their cards in the correct sequence of the voices heard.



**Lesson / Instruction**

**Procedures: (10 min)**

- Bathroom
- Drinks
- 3 Laps

**(5 min) Warm Up**

- Stretch-er-cise (Card 281)

**(10 min) Go Fitness:**

**Cardiovascular**

**Efficiency:** Aerobic

**Games Materials:** 2 hoops & 4 soft balls for each group of 4 students

- Fire Brigade (Card 78-79)

**(25 min) Go Activity:**

**Basketball: CATCH Challenge Level 1**

**Materials:** 1 basketball per student/then pair

- Freeze and Pivot (Card 377)
- Fast Break (Card 378)

**(5 min) Cool-down**

- 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

notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.

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

**Objectives:**

- Read, analyze, and listen for stepwise melodic motion.

**Concept:**

- Tonality

**Lesson / Instruction**

**READ | Melody of Humming Chorus**

CONCEPT OVERVIEW | S2U3L2: Melodic Motion of a Major Scale: **Interactive**

- Give students an overview** of the lesson.

**PITCH SOUNDS AND SYMBOLS: Interactive**

- Optional: Use Pitch Sounds and Symbols** to review pitches and hand signs in B flat. (*Set up the pitches in that key.*)

**LISTENING | Humming Chorus from Madama Butterfly: Interactive**

- Identify meter** of the melody from "Humming Chorus," the **rhythm symbols**, and the **number of beats of each of the tied notes**. (4/4; paired eighths, quarter, dotted half, whole, tie; 7, 7, 7, 8)
- Explain** the difference between a slur and a **tie**.
- Pat** the beat and read the rhythm of the melody, saying hold for ?z?., this for ?, this long for ♩ , and note for ?z? or use the numeric counting system.

each line of "Molinillo de café."

- Have them form two groups** and say the rhyme as a canon with their gestures.
  - Have group 2 begin two beats after group 1.*

**MUSIC SKILLS | Compose, Improvise**

**RESOURCE MASTERS | Grade 4: Document**

**Compose:**

- Have students compose** a percussion piece using sixteenth notes, use **Resource Master R-6, p. 102.**

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

**Improvise:**

- Have students improvise** a percussion accompaniment to the speech piece. Choose Latin American instruments, if available.

- Discuss with children** that using a calling or singing voice does not mean shouting or singing as loudly as they can.
- Tell them** that protecting their voices is important.
- Ask** if they have ever had a scratchy or tired voice, and tell them when they do, they should rest their voices.
- Let them know** that they can hurt their voices by forcing themselves to sing or call too loudly, too high, or too low.

**ANALYZE | Voice Type Use**

**ACTIVITY | S1U2L5: Voices: Interactive**

- Ask children** to revisit the questions they pondered earlier about what voices they will use today and when they will use them.

**\*Draw Conclusions**

**PROGRESS CHECKPOINT**

**Informal Assessment**

- Have children perform** the words sara watashi in one of the five voices, as a leader points to one of the photographs on the slide **ACTIVITY | Voices**, in the slide above.

**Optional Reteaching**

- Have children echo** you in performing the words sara watashi with each of the five voices.
- As a class, identify** each voice.

**WRAP UP**

- Have children identify** each of the five voices as you demonstrate each in turn, then choose a way to perform "Brush Your Teeth."
- Have children sing** "Sara Watashi" ("Plate Passing") again, demonstrating vocal exploration in the new musical idea of using their voices to show different ways to perform the song.

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

**Dribbling & Passing (hands) Activities**



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

- **Identify** do and the pitches used in the melody. (B b ; low ti, do, re, and mi )
- **Read** the melody with pitch syllables and hand signs
- **Hum it.** Work for a beautiful resonant hum and good breath control.
- **Evaluate** their work.

**DESCRIBE | Melodic Motion**

**LISTENING | Humming**

**Chorus from Madama**

**Butterfly: Interactive**

- **Describe** the melodic motion of the notated melody. (stepwise)

**LISTEN | Humming**

**Chorus**

**ART GALLERY | Poster for**

**Madama Butterfly:**

**Interactive**

- **Have students look at** the Art Gallery poster.

**LISTENING | Humming**

**Chorus from Madama**

**Butterfly: Interactive**

- **Have students read about** the "Humming Chorus."
- **Have them listen for** the stepwise melodic motion in the recording.
- **Ask them to describe** the mood created by the music. (Possible answers: calm, gentle, quiet, legato)

**HISTORY AND CULTURE**

**| Madama Butterfly**

**LOCATOR MAP | Italy:**

**Interactive**

**Madama Butterfly**

- Italian composer **Giacomo Puccini (1858–1924)** is one of the great opera composers of all time.
- He is famous for his theatrical skill, melodic writing, and dramatic harmonies.
- His opera *Madama Butterfly* is about an American naval officer who marries a beautiful Japanese girl called "Butterfly." She remains faithful to her American husband even after he has gone back to the United States. When he returns to Japan with his American wife, Butterfly kills herself to keep her honor.

**Standards**

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

**K.PE.6** Actively participate in health enhancement class.

**K.PE.7** Recognize that physical activity causes physical changes.

**K.PE.8** Practice warm-up and cool-down activities relative to vigorous physical activity.

**K.PE.9** Follow directions in group settings (e.g., safe behaviors, following rules, taking turns).

**K.PE.10** Acknowledge responsibility for behavior when prompted.

**K.PE.11** Follow instruction and direction when prompted.

**K.PE.12** Recognize the established protocol for class activities.

**K.PE.13** Share equipment and space with others.

**K.PE.14** Recognize differences in ideas, cultures, and body types.

**K.PE.15** Follow teacher directions for safe participation and proper use of equipment with minimal reminders.

**K.PE.16** Understand that physical activity



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)**

- Bathroom
- Drinks
- 3 Laps

**(5 min) Warm Up**

1. Stretch-er-cise (Card 281)

**(10 min) Go Fitness:**

**Cardiovascular**

**Efficiency: Aerobic**

**Games Materials: 2**

hoops & 4 soft balls for each group of 4 students

1. Fire Brigade (Card 78-79)

**(25 min) Go Activity:**

**Basketball: CATCH**

**Challenge Level 1**

**Materials:** 1 basketball per student/then pair

1. Freeze and Pivot (Card 377)
2. Fast Break (Card 378)

**(5 min) Cool-down**

1. Simon Says

**Materials /  
Resources /  
Technology**

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.

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

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

**Objectives:**

- Proper warm-up and cool-down and stretching techniques
- Practice and improve fundamental hand dribbling and passing skills
- Actively participate in dribbling and passing activities and challenges to utilize learned skills and develop physical fitness
- Have fun being physically active

**Basic Skills:**

1. **Dribbling:** Using 1 hand to repeatedly bounce the ball
2. **Passing:** Throwing the ball to another player
  - Chest Pass
  - Bounce Pass
  - Overhead Pass
3. **Catching:** Receiving the ball

**Lesson / Instruction**

**Warm Up: (10 min)**

1. 3 Laps around Gym
2. Go Fitness: Limber Limbs - Stretching Activities
  - Neck - Side to side, left and right
  - Chest - Hands clasped behind back
  - Back - Hug body
  - Truck, sides - Feet shoulder width apart, hand on hip, lean to one side, then the other



TALENT SHOW  
PRACTICE 2:45pm -  
3:30pm

- Back of thighs - Cross feet one over the other and touch toes (hands on legs to support back)
- Front of thighs - Reach back to grab ankle, knee toward ground, pull ankle toward body
- Calves - Lunge forward and bend knee to 90 degree angle, hold upper body straight

**Go Fitness: Mighty**

**Muscles: Strength**

**Activities (10 min)**

**Materials:** Cones and Tape, Mats

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

**Go Activity: Dribbling & Passing (hands)**

**Activities (10 min)**

**Materials:** 1 ball per student

1. Ball-Handling Skills (Card 222)

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

1. Simon Says (Card 5)

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

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

**Throwing & Catching Activities**

**Standards**

**2.PE.1** Perform basic locomotor, nonlocomotor, and manipulative skills in mature patterns.

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

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

**2.PE.9** Describe warm-up and cool-down activities



related to vigorous physical activity.

**2.PE.10** Practice skills with minimal teacher prompting.

**2.PE.11** Accept responsibility for class protocols with behavior and performance actions.

**2.PE.12** Accept specific corrective feedback from a teacher.

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

**2.PE.14** Work independently with others in partner environments.

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

**2.PE.16** Work independently and safely in physical activity settings.

**2.PE.18** Compare physical activities that bring confidence and challenges; and

**2.PE.19** Discuss positive results gained from participating in physical activities with others.

**Objectives:**

- Proper warm-up and cool-down and stretching techniques
- Practice and improve fundamental throwing and catching skills
- Actively participate in throwing and catching activities, and challenges to utilize learned skills, and



develop physical fitness
<b>Lesson / Instruction</b>
<b>Warm Up: (10 min)</b>
1. 3 Laps around Gym
2. Go Fitness: Limber Limbs - Stretching Activities
◦ Neck - Side to side, left and right
◦ Chest - Hands clasped behind back
◦ Back - Hug body
◦ Truck, sides - Feet shoulder width apart, hand on hip, lean to one side, then the other
◦ Back of thighs - Cross feet one over the other and touch toes (hands on legs to support back)
◦ Front of thighs - Reach back to grab ankle, knee toward ground, pull ankle toward body
◦ Calves - Lunge forward and bend knee to 90 degree angle, hold upper body straight
<b>Go Fitness: Mighty Muscles: Strength Activities (10 min)</b>
<b>Materials:</b> Cones and Tape, Mats
1. Mighty Muscles Strength Stations (Card 135-137) and various Mighty Muscle Task Cards
<b>Go Activity: Dribbling &amp; Passing (hands) Activities (10 min)</b>
<b>Materials:</b> 1 ball per student
1. Ball-Handling Skills (Card 222)
<b>Cool-down: (5 min)</b>
1. Simon Says (Card 5)