



Monday 02/26/2024	Tuesday 02/27/2024	Wednesday 02/28/2024	Thursday 02/29/2024	Friday 03/01/2024
AHA - Heart for Kids Fundraiser	AHA - Heart for Kids Fundraiser	AHA - Heart for Kids Fundraiser	AHA - Heart for Kids Fundraiser	AHA - Heart for Kids Fundraiser LAST DAY
Big Sky Fit Kids Contest	Big Sky Fit Kids Contest	Big Sky Fit Kids Contest	Big Sky Fit Kids Contest	Big Sky Fit Kids Contest
Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am	Breakfast Duty 8:00am - 8:30am
Band/Choir - 7 & 8 (Group A) 8:35am - 9:30am	Band/Choir - 7 & 8 (Group B) 8:35am - 9:30am	Band/Choir - 7 & 8 (Group A) 8:35am - 9:30am	Band/Choir - 7 & 8 (Group B) 8:35am - 9:30am	Band/Choir - 7 & 8 (Group B) 8:35am - 9:30am
Song Writing	Song Writing	Song Writing	Song Writing	Song Writing
Objectives: <ul style="list-style-type: none"> Have students continue writing the lyric portion of their song 	Objectives: <ul style="list-style-type: none"> Have students continue writing the lyric portion of their song 	Objectives: <ul style="list-style-type: none"> Have students continue writing the lyric portion of their song 	Objectives: <ul style="list-style-type: none"> Have students continue writing the lyric portion of their song 	Objectives: <ul style="list-style-type: none"> Have students continue writing the lyric portion of their song
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Prep 9:33am - 11:20am	Prep 9:33am - 11:20am	Prep 9:33am - 11:20am	Prep 9:33am - 11:20am	Prep 9:33am - 11:20am
Lunch 11:20am - 12:12pm	Lunch 11:20am - 12:12pm	Lunch 11:20am - 12:12pm	Lunch 11:20am - 12:12pm	Lunch 11:20am - 12:12pm
Music - Pre K 12:15pm - 1:00pm	PE - Pre K 12:15pm - 1:00pm	Music - Kinder 12:15pm - 1:00pm	PE - 1 12:15pm - 1:00pm	Lunch 11:20am - 12:12pm



**Grade PreK |
Spotlight on Music:
Unit 6:
Transportation:
Lesson 3: Music
Can Get Louder and
Softer**

- Objectives:**
- Children will respond to changes in dynamics.

Lesson / Instruction

INTRODUCTION

CONCEPT OVERVIEW | S1U6L3: Music Can Get Louder and Softer:

Interactive

- Give children an overview of the lesson using the following slide.

LET'S BEGIN | Circle Game

POETRY | S1U6L3: One in the Boat: Interactive

- Guide children to form a circle, using large and small swimming actions to demonstrate varying dynamic levels.
- Invite children to speak the rhyme and play the game, using your dynamics.

Line 1 Child 1 stands in the center and speaks

Line 2 Child 1 chooses another player; they speak together

Line 3 Child 2 chooses a third player; all three speak together

Line 4 All 3 children pretend to swim downward while speaking

Line 5 All speakers pretend to swim upward and speak, crescendoing to

- Repeat the game with new players and reverse the dynamic levels.

IDENTIFY | Louder and Softer

ACTIVITY | S1U6L3: Louder and Softer:

Interactive

Review louder and softer with the interactive slide.

Invite children to:

- Listen as you read the direction line.
- Discuss both options and select the answer. (Note: The pages are randomized.)
- Choose the answer.
- Click on the right arrow to the next question.

Dribbling & Passing (hands) Activities

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
 - 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: 3-8 small balls

Grade K | Spotlight on Music: Section 1: Unit 3: Lesson 2: Lower and Higher (continued)

Concept:

- Melody

Objectives:

- Signal to show aural identification of lower to higher when middle C to G is heard.

Lesson / Instruction

This lesson will take 2-3 days

TEACHER TO TEACHER | Reinforcing Higher and Lower

Reinforcing Higher and Lower

- **Have children pair off** and give each pair a sheet of 8 1/2" x 11" paper.
- **Assign each pair** a number from 1 to 10 to draw, very large, on their paper.
- **Have ten children** line up, each holding a number.
- **Reinforce** the higher-lower concept by singing each song phrase as children decide which numbers should be held higher, lower and lowest. (1, 5, 9—waist height; 2, 3, 6, 7, 10—over head; 4, 8—knee height)
- **Have the class sing** the song as one child points to each paper down the line.
- **Repeat**, giving others turns to hold the papers and to point to the numbers.

PROGRESS

CHECKPOINT

Informal Assessment

- Ask children to close their eyes and listen as they sing "Counting Song," raising a hand to identify only the numbers that move from lower to higher pitch (F to C'). (one-two; five-six; nine-ten)

Optional Reteaching

- To help children identify the numbers whose pitches move lower to higher, have them sing the song again, holding a hand over one ear.
- This helps them hear their own voices better, while still allowing them to hear you and the others.

Dribbling & Passing (hands) Activities

Objectives:

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Lesson / Instruction

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Materials: Cones and Tape, Mats

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Go Activity: Dribbling & Passing (hands)

Activities (10 min)

Materials: 3-8 small balls

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

Grade 1 | Spotlight on Music: Section 1: Unit 2: Lesson 5: Ways to Use Your Voice

Objectives:

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

Concept:

- Tone Color

Lesson / Instruction

Lots of students gone last week so we worked on our Creative Unit Project: Long/Short, High/Low Sound Book.

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.)
- **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



(Continue in the same way with the other three questions.)

TEACHER TO TEACHER
Teaching Tip

Teaching Tip: Louder and Softer Help children make up musical song stories that get softer (going away) and louder (coming back)—and, consider using the puppet theatre to act the actions.

LISTEN | Surprise Symphony
LISTENING | *Symphony No. 94 in G Major (Surprise), Second Movement, Andante (Haydn): Interactive*
Display the orchestra slide.

Have children:

- Name the group. (orchestra) (Remind children that an orchestra is a group of musicians who perform music with their instruments. The audience is the group of listeners.)
- Listen as you read the title of the selection on the listening slide; then listen as you read the direction line.
- Listen for the surprise. (Suggestion: First play the excerpt 0:00–0:48.)
- Describe the surprise as they move their hands. (music gets louder)
- Listen as you explain that music can get louder and softer .
- Listen again, moving their hands to show the surprise.
- Listen to the rest of the music and signal when the music gets louder and softer.

HISTORY AND CULTURE
Franz Josef Haydn
Franz Josef Haydn (1732–1809)

- Was a prolific and important classical-era composer.
- Well liked by his colleagues, and his nickname was “Papa Haydn.”
- Helped develop the symphony as a musical form, and it turned out to be one of his favorite forms; he wrote over 100 of them!
- Best-known is probably the “*Surprise*” Symphony, which

1. Pass It On (Card 223-224)

Go Activity: Dribbling & Passing (hands)
Activities (10 min)
Materials: 1 basketball per student, boundaries

- Jackhammers (Card 225)

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

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

Basketball Unit

Objective:

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

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:

- Bathroom
- Drinks
- 3 Laps

(5 min) Warm Up
1. Stretch-er-cise (Card 281)

(10 min) Go Fitness: Cardiovascular
Efficiency: Aerobic Games **Materials:** 3 large foam balls and 3 lummi sticks

- Lumos (Card 80)

(25 min) Go Activity: Basketball: CATCH Challenge Level 1
Materials: 1 bball per student, 12 cones, **cards with countries**

- Around the World (Card 379)
- Random Grid Passing (Card 380)

(5 min) Cool-down
1. Simon Says

- Guide them to notice that they can “feel” the lower and higher pitches in different places inside their heads.
- Have them sing the song again and watch as you play the F-C’ pitches (for one-two; five-six; nine-ten).
 - (Turn the instrument so the lowest note is at the bottom.)
- Ask them to point to the bars you play.
- Let volunteers take turns playing the pitches.

PORTFOLIO | Creative Unit Project
ACTIVITY | S1U3L2: Unit 3: Creative Project B: Interactive
Creative Unit Project [3 of 7]

- Display the slide Unit 3 | Creative Project B** as a reminder of the tasks required for the Portfolio.
- Ask children to sing** “Jack, Be Nimble” as some play a D–A bordun to the beat.
- Have them identify** the D as the lower pitch.
- Then have them say** the second section and **perform these gestures** with the beat:
 - mm. 1–2—hold head in hands, shake no*
 - mm. 3–4—tap fists on waist*
 - mm. 5–6—shake index finger*
 - mm. 7–8—point to shoe*
- Tell children** they will add more instrument parts to their piece later.

WRAP UP

- Invite children to sing** “*Counting Song*” again, this time touching knees, waist, or stretching overhead only for the numbers and dramatizing the last half of each phrase.

SCHOOL TO HOME
SONG ANTHOLOGY | Grade K: Document
We are learning these songs:

- “*Twinkle, Twinkle, Little Star,*” p. 166
- “*Counting Song,*” p. 22

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

1. Pass It On (Card 223-224)

Go Activity: Dribbling & Passing (hands)
Activities (10 min)
Materials: 1 basketball per student, boundaries

- Jackhammers (Card 225)

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 2: Sing Steps and Skips

Objectives:

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

Lesson / Instruction

READ | Frog in the Meadow
CONCEPT OVERVIEW | S2U1L2: Sing Steps and Skips: Interactive

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

SONG ANTHOLOGY | Grade 3: Document
Have students:

- Refer to the Song Anthology p. 80** and find the rhythms. (quarter notes, quarter rests, eighth-note pairs)
- Read the rhythm** using syllables of your choice for quarter notes and eighth-note pairs.
- Say the words** of the song in rhythm.

ACTIVITY | S2U1L2: Pitch Stairs: Mi Re Do: Interactive

- Invite students to use** the pitch stairs and sing mi re do by steps, by skips, and by repeating.

Have students:

- Refer to the Song Anthology** again to identify where do and the starting and ending pitches are. (line 2; mi; do)
- Listen** as you first play the pitches, then sing them with pitch

- 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. (**Who! 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 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, 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.



contains a musical joke.

- The opening melody of the second movement is simple and soft, like walking on tip-toes.
- It is interrupted by a sudden, very loud chord.
- After that the soft tip-toe music picks up and keeps on going as if nothing has happened.
- The interruption comes back later to "wake up" the audience.
- Each time the tip-toe melody returns it is varied a little.

The "Surprise Symphony" was first performed in London in 1791, conducted by "Papa Haydn" himself.

LISTEN | A Sailor Went to Sea, Sea, Sea
iSONG | A Sailor Went to Sea, Sea, Sea: **Interactive**
Say: "Let's go to sea with a sailor in 'A Sailor Went to Sea, Sea, Sea.'"

Have children:

- Listen to the song, mirroring you performing the action sequence: sea, sea, sea —waving; chop, chop, chop —chopping; knee, knee, knee —patting knees; and shoop-bop, shuh-bop —wiggling.
- Sing the song.

SING | A Sailor Went to Sea, Sea, Sea
A Sailor Went to Sea, Sea, Sea (Stereo Mix): **Audio**

Have children:

- Explore dynamic levels with their voices to sing the song "A Sailor Went to Sea, Sea, Sea": first verse (softer) to fourth verse (loudest). (Try other variations.)
- Sing the song with the selected dynamic levels. (Use the instrumental version of the song, muting the vocals in the Mixer.)
- Talk about their preferences in the use of dynamics.

LINKS | Reading
ACTIVITY | S1U6L7: The Letter S: **Interactive**
On the Seaside with the Letters "S"

Materials / Resources / Technology

Recess 1:45pm - 2:00pm

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

Basketball Unit

Objective:

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

3rd Grade:

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

Lesson / Instruction

Procedures:

- Bathroom
- Drinks
- 3 Laps

(5 min) Warm Up
1. Stretch-er-cise (Card 281)

(10 min) Go Fitness: Cardiovascular
Efficiency: Aerobic
Games Materials: 3 large foam balls and 3 lummi sticks
1. Lumos (Card 80)

(25 min) Go Activity: Basketball: CATCH
Challenge Level 1
Materials: 1 bball per student, 12 cones, **cards with countries**
1. Around the World (Card 379)
2. Random Grid Passing (Card 380)

(5 min) Cool-down
1. Simon Says

Materials / Resources / Technology

Grade 5 | Spotlight on Music: Section 2: Unit 2 Lesson 2: More Rhythm Patterns

Objectives:

- Read dotted quarter notes and syncopated patterns.

Lesson / Instruction

READ | John Kanaka
CONCEPT OVERVIEW | S2U2L2: More Rhythm Patterns: Interactive

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

SONG ANTHOLOGY | Grade 5: Document

Have students:

- Refer to Song Anthology p. 140 to study the notation of "John Kanaka."
- Find the ??? ? syncopation. (m. 1, lines 1 and 3)
- Read the ??? (m. 2)
- Find the fermata and review its meaning. (line 5, m. 2) Discuss the tied note in line 3.
- Read the words in rhythm, patting to the beat and observing the fermata.

PITCH SOUNDS AND SYMBOLS: Interactive

- Use the Settings button on this slide to choose Scale = do pentatonic and Pitch for do = D.
- Ask students to practice identifying the pitches on the staff.
 - As they point to each new pitch, challenge them to sing the pitch before listening to it.
- Click the pitch syllable names and letter names in any order. Echo the pitches and practice the hand signs.

Ask students to:

- Return to the notation on Song Anthology p. 140 to identify do and name all of pitches used in the song (D in the space below line 1; D, E, F # , A, B, D | or, do, re, mi, so, la, do |)
- Identify the starting pitch. (A in space 2)
- Sing the song with pitch syllables.

iSONG | John Kanaka: **Interactive**

Ask students to:

syllables and hand signs.

- Find where the melody moves by steps, by skips, or stays the same.
 - (Use your tools to circle or highlight as desired; steps: mm. 2, 6; skips: mm. 3-4, 7-8 (mi-do) and 2-3, 6-7 (do-mi); repeated notes: mm. 1, 3, 5, 7).
- Sing the song with pitch syllables and hand signs.

RESOURCE MASTERS | Grade 3: Document

- For more practice with melodic skips, use **Resource Master R-2 p. 98.**

iSONG | Frog in the Meadow: **Interactive**

- Have students listen to the recording
- Then sing the song with the words.

PLAY | Ostinato
PLAYALONG | S2U1L2: Frog in the Meadow: Interactive

- Have students say and clap the rhythm ostinato. Then have them play it on unpitched rhythm instruments.
- Encourage them to practice playing with accurate rhythm and steady tempo.
- Finally, invite them to play the ostinato while singing the song.

COMPOSE | Melody
VIRTUAL Mallet PERCUSSION | Orff Mallet Percussion (Xylophones, Metallophones, and Glockenspiels): Interactive

Have students:

- Recall the three pitches they read and the ways melodies can move.
- Create a new melody with mi re do using repeated notes, steps, and skips.
 - This may be done vocally or with mallet instruments.
 - Set the instrument up with just the pitches G A B.
 - Click the circle below the bar on the Virtual Mallet Percussion to remove the bar.
- Listen to and assess each other's melodies for their use of the

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.
- 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



Materials: sand or salt in small containers for each child, construction paper, glue, a large printed version of the words of the song on the board or chart

The reinforcement of learning letters through visual, aural, and tactile senses can create strong connections for children.

Invite children to: Sing the song.

- Clap their hands on the words sea, sea, sea.
- Sing the song again, patting a partner's hands instead.
- Discuss the shape of the letter "S" on the slide. ("snake-like" appearance)
- Practice the "s" sound.
- Use their finger to follow the shape of the letter "S."
- Distribute construction paper and sand or salt.
- Draw a large "S" with glue on each child's page and have them sprinkle sand or salt on the glue.
- Set aside the sticky papers and return to the song, counting all the "S"s.
- When the papers are dry, children can touch their "S" for additional sensory reinforcement.

PLAY | Louder and Softer

Invite children to:

- Sit on the floor in a circle.
- Echo-say lines 1 and 2 of the rhyme below, while patting with the beat
- Echo-say lines 3 and 4 of the rhyme, while "tickling" their thighs. (Then distribute hand drums.)
- Mirror you using one or two open hands with the fingers together, touching the drum and pulling hands up rather than pushing down on the drumhead.
- Mirror you using fingers to "tickle" the drumhead for a soft, scratching sound.
- Echo-play the first two lines of the speech piece.
- Echo-play lines 3 and 4, drumming with the tip of their fingers.
- Play hand drums as you say the rhyme below.

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

- Sing the song with words first without, then with, the recording of "John Kanaka," patting to the beat.
- Sing only phrases 1, 3, 5, and think the others silently (inner hearing).
- Sing only phrases 2, 4, and 6, and think the others.
- Sing the entire song aloud.

SONG ANTHOLOGY | Grade 5: Document

- Check students' understanding by having them read syncopated and dotted rhythms in 2/4 meter. For example, use the notation on **Song Anthology p. 231 for "Somebody's Knockin' at Your Door."**

HISTORY AND CULTURE | John Kanaka

John Kanaka This song may sound happy, but its history is sad. In the 1700's, whalers prevailed upon destitute Polynesian Islanders to "rent" out their children as ship workers. But the children were used as slave labor, and often they weren't returned to their families. They were listed anonymously on passenger lists as "John Kanaka," a name similar to our "John Doe."

MUSIC SKILLS | Guitar

VIRTUAL FRETTED INSTRUMENTS | Strings (Bass, Guitar, Banjo, Ukulele): Interactive

- Guitar**
- Invite students who play guitar to play the D, G, A7 chords shown above the staff with "John Kanaka."
 - Other students might play the Virtual Guitar.
 - Students may also play the chord roots on bass, keyboard, or other pitched instruments.
 - (If using the Virtual Electric Bass, click on the white nut to get the "open" string.)

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

Basketball Unit

Objective:

pitches and melodic movement.

MUSIC SKILLS |

Improvise, Recorder VIRTUAL PERCUSSION | Percussion (Drums, Bells, Shakers, and Scrapers): Interactive
VIRTUAL Mallet PERCUSSION | Orff Mallet Percussion (Xylophones, Metallophones, and Glockenspiels):

Interactive

Improvise

- Have students improvise variations on the rhythm ostinato using quarter notes, quarter rests, and eighth-note pairs to add to their new mi-re-do melodies.
- In a call-and-response manner, students can take turns performing their new melodies or ostinatos for the entire class, with the class repeating them as a group.
 - You may wish to have students use the Virtual Instruments.
 - Set up the mallet instrument with only the G, A, and B bars.

VIRTUAL RECORDER | Recorder Fingerings: Interactive

- Interactive** If your students know B A G (mi, re, do) on recorder:
- Have them play "Frog in the Meadow" or their melody.
 - Use the Virtual Recorder-Recorder Fingerings to review or reinforce the fingerings for B A G.
 - The Default setting already has G, A, and B showing.

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

Grade 4 | Spotlight on Music: Section 2: Unit 2: Lesson 5: Create with Sixteenth Notes

Objectives:

- Read, compose with, and listen for sixteenth-note patterns.

Lesson / Instruction

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

- 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



- Play the four lines of the speech piece loudly, then softly.

REACHING ALL

LEARNERS | Inclusion

Inclusion: Playing Hand Drums It is important that children practice playing softly on their laps before transferring to drums. Many children will play with hard strikes on the drum. Let them experience making both loud and soft sounds on the drum, stopping when you give a signal, such as bringing both hands together. Let individuals or small groups demonstrate playing soft sounds by "tickling" the drum, then demonstrate controlled loud sounds using the whole hand or both hands.

REACHING ALL

LEARNERS | Gifted and Talented

Gifted and Talented: Playing Loudly and Softly Once children are able to play with the entire four lines of "Play the Drum" loudly and softly, have them try to play the first two lines loudly and the last two lines softly. Have them try out a few different arrangements of dynamics and decide which ones they like the best.

LINKS | Art

I Saw a Ship A-Sailing:
Boat-building activity

Materials: blunt-nosed scissors; waxed milk cartons (pint or quart size); lightweight paper or pieces of fabric; straw or stick; modeling dough or play clay; sink, bathtub, dishpan, or outdoor wading pool with water

This boat-building activity can help children gain practice following directions while they learn more about science and the wind.

For the body of the boat, cut the top of the milk carton off the base, leaving only the bottom with sides

- 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:

- Bathroom
- Drinks
- 3 Laps

(5 min) Warm Up

1. Stretch-er-cise (Card 281)

(10 min) Go Fitness:

Cardiovascular

Efficiency: Aerobic
Games Materials: 3 large foam balls and 3 lummi sticks

1. Lumos (Card 80)

(25 min) Go Activity:

Basketball: CATCH Challenge Level 1

Materials: 1 bball per student, 12 cones, cards with countries

1. Around the World (Card 379)
2. Random Grid Passing (Card 380)

(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 3: Lesson 3:

SING | Built My Lady a Fine Brick House

CONCEPT OVERVIEW | S2U2L5: Create with Sixteenth Notes:

Interactive

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

SONG ANTHOLOGY |

Grade 4: Document

- Have students refer to **Song Anthology p. 32** to clap the sixteenth-note pattern in this song from Texas. (2 barred 16 notes then one 8th note)
- Have them read the rhythm of the song with syllables of your choice, then with the words.

iSONG | Built My Lady a Fine Brick House:

Interactive

Have students:

- Return to **Song Anthology p. 32** to identify the pitches in the song and the first pitch. (do, re, mi, so, and la; mi)
- Sing the song with pitch syllables and hand signs.
- Listen to the song. Sing the song with the words. (Use the recorded accompaniment)
- Have them include this song in their repertoire of songs from diverse cultures.

COMPOSE | ABA and

ABACA

ACTIVITY | S2U2L5:

Compose with Sixteenth-note Patterns: Interactive

- Invite students to use the song "Built My Lady a Fine Brick House" as the A section in an ABA or ABACA (rondo) composition.
 - For the B section, have students choose names of building tools, materials, or activities that fit well with , , and rhythm patterns. Invite them to use the images on the first slide to come up with rhythms and to choose an order for the rhythms. (such as hammering = two sixteenths-eighth, sandpaper sh sh sh sh sound = four sixteenths, screwdriver = eighth-two

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 another Japanese game from a previous lesson, "Zui, Zui, Zukkorbashi." (See **Section 1, Unit 3, Lesson 4, MOVEMENT | Zui Zui Zukkorbashi 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.



that are about three inches tall. For a sail, have them fasten paper to a stick or straw, then set it in place by sticking it into a piece of clay or modeling dough in the bottom of the milk carton. The boats are ready for their voyage in the water. Show the children how to blow on the sail and watch how the boat moves through the water. Talk with the children about real sailboats and what makes them move.

PROGRESS CHECKPOINT

Informal Assessment
Have children sing the first verse of "A Sailor Went to Sea, Sea, Sea," softer and the second verse louder. Observe the ways children show different dynamics.

Optional Reteaching
If children have difficulty singing softer and louder, have them whisper the title of the song and then say again it louder. Encourage them to think about the voice used (whispering—softer; calling—louder).

WRAP UP

- Guide children to recall that they can sing softer and louder.
- Invite them to choose a way to sing the last verse of "A Sailor Went to Sea, Sea, Sea" and then line up to leave the classroom.

SCHOOL TO HOME
We are learning the song "A Sailor Went to Sea, Sea, Sea," p. 60. Also, we listened to a poem POETRY | S1U6L3: One in the Boat: Interactive

Music - 2 1:00pm - 1:45pm

Grade 2 | Spotlight on Music: Section 2: Unit 1: Lesson 1: Quarter Notes and Eighth Notes

Objectives:

Sing Dotted Rhythms

Objectives:

- Read dotted quarter-eighth note rhythms.
- Sing and play ostinato patterns.

Lesson / Instruction

READ | Cape Cod Chantey
CONCEPT OVERVIEW | S2U3L3: Sing Dotted Rhythms: Interactive

- Give students an overview of the lesson.

ACTIVITY | S2U3L3: Dotted Rhythms in a Chantey: Interactive
SONG ANTHOLOGY | Grade 6: Document

Have students:

- Read about dotted quarter notes and clap the rhythms.
- Read the rhythms of "Cape Cod Chantey" with syllables of your choice then with the words
 - Use **Song Anthology p. 27** to see the complete song

GRAPHIC ORGANIZER | Block Organizer—3x3: Interactive

- Have students chart the rhythms used in "Cape Cod Chantey" by filling out the Graphic Organizer with one one-measure rhythm per box.

PITCH SOUNDS AND SYMBOLS: Interactive

Have students:

- Review (if needed) pitch syllables and hand signs with Pitch Sounds and Symbols set up in D major.
- Identify the key, do, and the starting pitch of "Cape Cod Chantey." (Use Song Anthology p. 27 to see the complete song.) (D major; D; mi, F #)
- Sing the song with pitch syllables and hand signs.

ACTIVITY | Circle of Fifths: Interactive

- Have students review how to use the Circle of Fifths to find the key.

sixteenths, sawing = two eighths)
ACTIVITY | S2U2L5: Build and Compose: Interactive

- Then have students use the Build and Compose slide to notate their patterns and perform them as a speech piece.

- To accompany this rhythmic B section, invite students to create special effects to imitate sounds that might be found at a building site. (Suggest an example such as sh sh sh for sandpaper.)

ACTIVITY | Staff Paper | Two Large 5-line Staves: Interactive

- Have students extend their work with form by composing a rondo.
- Remind students that a rondo has an A section that repeats between at least two other contrasting sections.
 - One example of a rondo is shown as ABACA.
- Have students decide on three contrasting non-locomotor movements they will use to show three different sections (ABC).
 - They may choose actions that would represent building a house and then perform them.
- Have them practice performing the A and B sections (song and speech piece) and their chosen movements to show ABA form.
- Then have them add the movement-only C section and perform their work in ABACA form.
- Have students create a poem including their descriptive words, then reproduce the rhythms on staff paper by writing eighth- and sixteenth-note combinations.

MOVEMENT | Game "Built My Lady a Fine Brick House"

- Have students sing the song standing in a circle, with a volunteer in the center.
 - All jump toward the center of the circle on the second in, and outward on out.
 - On *fare thee well* the volunteer trades places with another student by tapping that

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.

- **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



- Read quarter and eighth notes.

Lesson / Instruction

READ | Bate, Bate
CONCEPT OVERVIEW | S2U1L1: Quarter Notes and Eighth Notes:
Interactive

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

LOCATOR MAP | Mexico: Interactive

- **Ask students to find Mexico** on the map.

iSONG | Bate, bate (Beat, Beat): Interactive

Ask students to identify pairs of eighth notes and quarter notes in the song. Have them:

- Say quick-ly for ♩ and stir for ?
- Form two groups and chant the rhythm, one group saying quick-ly and the other saying stir.
- Listen to "Bate, Bate" and clap the rhythm, then play it on tambourines and maracas.
- Tell which lines of the speech piece have the same and different rhythm patterns (lines with chocolate and tomato are the same as each other; lines about counting are different from the first lines but the same as each other)

PRONUNCIATION | Bate, bate (Beat, Beat): Interactive

- Have students listen to the pronunciation for "Bate, Bate" and say the Spanish words along with the recording.

MOVEMENT | Game for Bate, Bate
"Bate, Bate" (Virginia Ebinger) Partners stand face-to-face; hands rest lightly on each other's shoulders. Listening, they say the words and sway gently back and forth with the beat. Right, left, and both: clap partner's hand(s). Own: clap one's own hands. High five: clap partner's palms up high.

Lines 1–2: Right-own-left-own-right-own-both-own

iSONG | Cape Cod Chantey: Interactive

Have students:

- Listen to "Cape Cod Chantey" and then sing it with the words.
- Sing the group parts as one or a few students sing the solo parts.
- Work for an energetic expression as well as accurate pitch and rhythm.
- Evaluate their work.
- Sing the song with the recorded accompaniment

SING | Ostinato and Cape Cod Chantey
PART TO PLAY | S2U3L3: Cape Cod Chantey: Interactive

Have students:

- Identify the rhythms in the ostinato.
- Sing the ostinato on do, then perform it (without the recording) with "Cape Cod Chantey."

MUSIC SKILLS | Play, Listen, Notate
ORFF
ORCHESTRATIONS | Grade 6: Document
ACTIVITY | Metronome: Interactive

Play You may wish to teach students the Orff accompaniment for "Cape Cod Chantey" found in **Orff Orchestration O-19 p. 80**. Teach the parts individually, gradually building the ensemble. If Orff instruments are not available, keyboards and classroom percussion instruments or Virtual Instruments may be used. Continue to reinforce proper care, posture, and technique as they play. Encourage memorization of the vocal and instrumental parts.

RESOURCE MASTERS | Grade 6: Document
Notate

- Use Resource Master R-9 p. 117 for more practice with dotted quarter and eighth rhythms.

student on the shoulder. (Change lady to laddie and her to him, as necessary.)

LISTEN | Magic Flute Overture
LISTENING | The Magic Flute (Overture): Interactive

- Have students read about the Overture to The Magic Flute.
- Have them identify and pat the rhythms from the overture. (,) Students may then pat the rhythms as they hear them in the overture.
- Then ask them to identify and label the serious theme (*adagio* at 00:00 and 2:56) and the comical theme (*allegro*: exposition in major at 0:54, development in minor at 3:17, recapitulation at about 4:16) as they listen again.

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

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



Lines 3–6: High five-pat-pat-pat (4 times)
Lines 7–8: Join hands and swing around very fast.

NOTATE | Bate. Bate
RESOURCE MASTERS |
Grade 2: Document

- Have students practice writing quarter and eighth notes using **Resource Master R•1, p. 97.**

ADDITIONAL RESOURCES

You may wish to use **Resources Masters R•25-R•30, pp. 121-126** for Beat Bars, Pitch Ladder, Curwen Hand Signs, Pitch Stairs, Pitch Xylophone, and Scale Brackets. This can be used throughout Spotlight on Music Reading or anywhere in the program.

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

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

Objectives:

- Read a syncopated pattern.
- Sing high do.

Concept:

- Rhythm

Lesson / Instruction

Took party day last Wed for winning the music theory contest with 3rd grade so this is the lesson we didn't get to.

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.

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
 - 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: 3-8 small balls

1. Pass It On (Card 223-224)

Go Activity: Dribbling & Passing (hands)

Activities (10 min)

Materials: 1 basketball per student, boundaries

1. Jackhammers (Card 225)

Cool-down: (5 min)

1. Simon Says (Card 5)

Recess 1:45pm - 2:00pm

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

Dribbling & Passing (hands) Activities

Objectives:

- Proper warm-up and cool-down and stretching techniques
- Practice and improve fundamental hand



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. (♩ ? ♩)

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

- **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

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
 - 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:** 3-8 small balls
1. Pass It On (Card 223-224)

Go Activity: Dribbling & Passing (hands)

Activities (10 min)

Materials: 1 basketball per student, boundaries



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.

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

1. Jackhammers (Card 225)

Cool-down: (5 min)

1. Simon Says (Card 5)



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 for her post and the citations and links within.

Notes / Reflection

Syncopation:

- Rhythms that are unexpected or feel off-beat.

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

Objectives:

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

Concept:

- Tonality

Lesson / Instruction

ONLY 3 STUDENTS
LAST WED SO
REPEATING THE
LESSON

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.
- **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.