



Monday 01/13/2025 School Day 80	Tuesday 01/14/2025 School Day 81	Wednesday 01/15/2025 School Day 82	Thursday 01/16/2025 School Day 83	Friday 01/17/2025 School Day 84
Breakfast Duty 8:00am - 8:20am	Breakfast Duty 8:00am - 8:20am	Breakfast Duty 8:00am - 8:20am	Breakfast Duty 8:00am - 8:20am	Breakfast Duty 8:00am - 8:20am
Choir - 7 & 8 8:35am - 9:30am	Band - 7 & 8 8:35am - 9:30am	Choir - 7 & 8 8:35am - 9:30am	Band - 7 & 8 8:35am - 9:30am	Choir - 7 & 8 8:35am - 9:30am
Music Analysis and Decision Making (for music writing material)	Music Analysis and Decision Making (for music writing material)	Song Writing	Song Writing	Song Writing
Objectives: <ul style="list-style-type: none"> Analyze a variety of music from different genres and historical periods in order to make an informed decision about what type of music they would like to write and perform. 	Objectives: <ul style="list-style-type: none"> Analyze a variety of music from different genres and historical periods in order to make an informed decision about what type of music they would like to write and perform. 	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
Lesson / Instruction Students will: <ul style="list-style-type: none"> Identify and compare the context of music from a variety of genres, cultures, and historical periods. Analyze the structure and context of varied musical works and their implications for performance Select a musical genre based on interest, knowledge, technical skill, and context. Select music for the assignment and, after discussion, identify expressive qualities, technical challenges, and reasons for choosing said music Identify how cultural and historical context of music will contribute to the music interpretations for your song Apply criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to determine what music they would like to perform Choose music appropriate for all audiences 	Lesson / Instruction Students will: <ul style="list-style-type: none"> Identify and compare the context of music from a variety of genres, cultures, and historical periods. Analyze the structure and context of varied musical works and their implications for performance Select a musical genre based on interest, knowledge, technical skill, and context. Select music for the assignment and, after discussion, identify expressive qualities, technical challenges, and reasons for choosing said music Identify how cultural and historical context of music will contribute to the music interpretations for your song Apply criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to determine what music they would like to perform Choose music appropriate for all audiences 	Lesson / Instruction 1. Continue to review the song writing process: <ul style="list-style-type: none"> Lyrics are written first Form must be included (Intro, Verses, Chorus, and Coda) Hand out assignment and rubric NO COMPUTERS can be used this time 2. Have students select an instrument and a red Excellence book for their instrument and have them place them in their cubby. <ul style="list-style-type: none"> <i>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.</i> After students have written their lyrics, we will begin practicing from the red Excellence book before students begin writing the instrumental portion of their song Time will then be given to put all the pieces of the song together	Lesson / Instruction 1. Continue to review the song writing process: <ul style="list-style-type: none"> Lyrics are written first Form must be included (Intro, Verses, Chorus, and Coda) Hand out assignment and rubric NO COMPUTERS can be used this time 2. Have students select an instrument and a red Excellence book for their instrument and have them place them in their cubby. <ul style="list-style-type: none"> <i>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.</i> After students have written their lyrics, we will begin practicing from the red Excellence book before students begin writing the instrumental portion of their song Time will then be given to put all the pieces of the song together	Lesson / Instruction 1. Continue to review the song writing process: <ul style="list-style-type: none"> Lyrics are written first Form must be included (Intro, Verses, Chorus, and Coda) Hand out assignment and rubric NO COMPUTERS can be used this time 2. Have students select an instrument and a red Excellence book for their instrument and have them place them in their cubby. <ul style="list-style-type: none"> <i>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.</i> After students have written their lyrics, we will begin practicing from the red Excellence book before students begin writing the instrumental portion of their song Time will then be given to put all the pieces of the song together
Prep 9:33am - 11:30am	Prep 9:33am - 11:30am	Prep 9:33am - 11:30am	Prep 9:33am - 11:30am	Prep 9:33am - 11:30am
Lunch 11:30am - 12:15pm	Lunch 11:30am - 12:15pm	Lunch 11:30am - 12:15pm	Lunch 11:30am - 12:15pm	Lunch 11:30am - 12:15pm
Music - Pre K 12:15pm - 1:00pm				



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

Section 2: Unit 1: Lesson 2: So and Mi

Objectives:

- Identify, read, and sing mi and so.

Lesson / Instruction

READ / SING | Say Your Name
CONCEPT OVERVIEW | S2U1L2: So and Mi: Interactive

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

iSONG | Say Your Name: Interactive

Introduce the song "Say Your Name."

Have students:

- Listen to the song, lightly patting to the beat.
- Read the rhythm, saying "say your" for ♩ and "name" for ♪
- Read the words of the song in rhythm.

ACTIVITY | S2U1L2: So and Mi: Interactive

Practice reading and singing so and mi with the song.

Have students:

- Locate so and mi as labeled on the staff.
- Listen to so and mi (G and E) played on a keyboard or other pitched instrument.

ACTIVITY | S2U1L2: Say Your Name: Interactive

Play the animation and have students:

- Sing the pitches while following the hand sign melodic contour of the first two measures.
- Sing the entire song with pitch syllables and hand signs, then with the words.
- Play a game as they explore so and mi with their own voices. (See MOVEMENT | Game for Say Your Name, below.)

MOVEMENT | Game for Say Your Name

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

Throwing & Catching Activities

Objectives:

- Practice and improve fundamental throwing and catching skills
- Actively participate in throwing and catching activities, and challenges to utilize learned skills, and develop physical fitness

Lesson / Instruction

Procedure: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up: (5 min) Materials: Card #64 printed for each student (labeled)

- Fancy Feet (Card 62)

Go Fitness: Tag You're It! (10 min)

- Partner Dodge (Card 97)

Go Activity: Throwing & Catching Activities (25 min)

Materials: 1 bean bag per student, hoop for every 3 students

- Frogs on the Lily Pads (Card 374)

Cool-down: (5 min)

- Simon Says

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

Section 1: Unit 3: Opener: Friends and Fun

Objectives:

- School is a wonderful place to meet new friends.

Lesson / Instruction

UNIT THEME | Friends and Fun
UNIT 3 | S1U3L0: Friends and Fun: Interactive

- Display the slide Friends and Fun. Invite children to describe the picture.
- Tell children the name of the unit. Explain that school is a wonderful place for learning, for making new friends, and having fun.

LISTEN | Look Who's Here!
iSONG | Look Who's Here!: Interactive

- Have children listen to "Look Who's Here!," mirroring you as you pat with the beat. Have each child practice saying his or her name with the rest of the class echoing after one beat of silence.

SING | Look Who's Here!
Look Who's Here (Stereo Mix): Audio

- Invite children to form a circle and sing along as they are able. You stand in the middle, pointing to each child in turn to say his or her name. (Repeating the song to give all children a turn will allow them to learn the song.)

LISTEN | Poem
POETRY | S1U3L0: School Is Over: Interactive

- Invite children to listen as you read the poem "School Is Over," by Kate Greenaway.
- Have children discuss things they like to do with their friends after school.

RESOURCE MASTERS | Grade K: Document

- Listen to the poem again as they follow the pictures in Resource Master 3•2 and discuss the things that are mentioned. (playing, running, laughing)

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

Throwing & Catching Activities

Objectives:

- Practice and improve fundamental throwing and catching skills
- Actively participate in throwing and catching activities, and challenges to utilize learned skills, and develop physical fitness

Lesson / Instruction

Procedure: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up: (5 min) Materials: Card #64 printed for each student (labeled)

- Fancy Feet (Card 62)

Go Fitness: Tag You're It! (10 min)

- Partner Dodge (Card 97)

Go Activity: Throwing & Catching Activities (25 min)

Materials: 1 bean bag per student, hoop for every 3 students

- Frogs on the Lily Pads (Card 374)

Cool-down: (5 min)

- Simon Says

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

Section 1: Unit 1: Lesson 6: More Loud and Soft

Objectives:

- Move to show recognition of louder and softer sounds.

Lesson / Instruction

INTRODUCTION
CONCEPT OVERVIEW | S1U1L6: More Loud and Soft: Interactive

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

iSONG | The Ants Go Marching: Interactive

- Have children review "The Ants Go Marching."
- Ask them to listen for the voices added to each verse, and describe the effect. (It gets louder.)
- Tell children they will be finding ways to get louder and softer using their voices and body sounds.
- Students will then create music of their own by adding layers of sound.

MUSIC SKILLS | Create

Create

- Have children work in two groups.
- Have the first group improvise melodies (with loud and soft sounds) on pitched instruments that are available in the classroom.
- Have the second group notate where they hear loud or soft sounds on paper.
- Discuss with children how dynamics can be used in a story.
- Have each group create a story that utilizes the transcribed dynamics.

LISTEN / SING | Sing After Me
iSONG | Sing After Me: Interactive

- Review the meaning of forte and piano with children.
- Have children listen to "Sing After Me," singing the echoes as they become familiar with the song.

ACTIVITY | S1U1L6: Sing After Me Echoes: Interactive



"Say Your Name"

- In circle formation, students sing the song, patting to the beat.
- Each of the four students in succession calls out his or her name on so and mi, echoed by the others.
- Repeat the song, continuing around the circle in groups of four.
- Assess their singing and ensure they demonstrate appropriate understanding of so and mi.

NOTATE | Say Your Name

- Use Resource Master R•2, p. 98: Document to practice writing so and mi in different places on the staff.

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

(10 min) Warm Up

- 3 Laps
- Random Running - dribbling basketball (Card 7)

(10 min) Go Fitness:

Cardiovascular Efficiency: Aerobic Games

- Materials:** Hoop and 12 beanbags (per student), 20-25 polypots, 1 bucket/crate/box
- Computer Virus (Card 73-74)

(25 min) Go Activity:

Basketball: Skill Development

Activities **Materials:** 1 basketball per student

- Hoop It Up - Ball Handling Skills (Card 371-372)

(5 min) Cool-down

- Simon Says

Materials / Resources / Technology

Recess 1:45pm - 2:00pm

- **Create movement** to dramatize each line of the poem. See **Piano Accompaniments**, pp. 125–126.

PORTFOLIO | Creative Unit Project

ACTIVITY | S1U3L0: Unit 3: Creative

Project A: Interactive

- **Display the slide** Unit 3 | Creative Project A and tell children they will be putting together a song and a nursery rhyme with movements and instruments to create and perform a musical piece.
- **The performance will be assessed** on how well they performed the rhythm of the song and poem, how well they played the instruments to the beat, and how well they stayed together as an ensemble.

WRAP UP

- **Have children discuss** how both the song and the poem were about having good times with school friends. Invite them to clap the rhythm of the poem as they whisper the words.

SCHOOL TO HOME | Letter

- Resource Master 3•1, pp. 27–28

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

Section 4: Unit 3: Lesson 6: Martin Luther King Day

Objectives:

- Listen to a popular African-American spiritual and rock to its rhythm.
- Sing a call-and-response song in two parts and determine the shape of its melody.

Lesson / Instruction

INTRODUCTION | Down by the Riverside

- **Give students an overview** of the song they will learn in this lesson using this slide.

MOVE | Down by the Riverside

LISTENING | Down by the Riverside: Interactive

Have students:

- **Listen** to "Down by the Riverside." (Pete Seeger performs this spiritual in a folk style.)
- **Demonstrate** perception of the beat by rocking to the left on beat one and to the right on beat two.

MUSIC SKILLS | Vocal Development

ACTIVITY | Vocal Ranges: Interactive

Vocal Development

- **Tell students** that they heard adult singers in "Down by the Riverside."
- **Explain** that adult voices are labeled according to their range.
 - The four vocal parts are usually identified like this:
 - soprano is the higher woman's voice
 - alto is the lower woman's voice
 - tenor is the higher man's voice
 - bass is the lower man's voice
 - **Have students observe** the ranges and listen to the pitches on the slide.
 - **Point out** that the lower sounds are notated on a staff with a bass clef.

- **Ask children** whether the echo is softer or louder than the original voice. (a bit softer)
- **Have children look** at the two pictures and tell which one represents an echo. (the picture on the right)

SING | Echo Patterns

- **Invite children** to echo short patterns that you speak, sing, or clap, making the echo softer than the original.

PLAY | Body Percussion Sounds

LISTENING | Soundcheck:

Rainstorm: Interactive

- **Have children listen** to "Rainstorm," and practice the following body percussion sounds to imitate the sounds in the recording, getting louder when you raise your hand and softer when you lower your hand: rub, snap, pat, stamp, pat, snap, rub.
- **Use Resource Master 1•9 (Your Musical Body), page 10.**

MOVEMENT | Nonlocomotor Movement

"Rainstorm" Once children have learned the sequence rub, snap, pat, stamp, pat, snap, rub, it can be performed more musically by having all children continue each motion until they are given a visual cue in a wave, so the sounds are layered and emerge more gradually.

LISTEN | Dynamics in Block City POETRY | S1U1L6: Block City: Interactive

- **Ask children to listen** as you read the poem "Block City."
- **Use appropriate dynamics** as you read; for example, read the first two lines grandly, and the third and fourth lines softly.
- **Then read** stanzas two through four in a medium voice, ending loudly with the exclamation mark at the end of the fourth stanza.
- **Read** the fifth stanza loudly also, when everything topples down.
- **Read** the last stanza softly and wistfully.

ANALYZE | Block City



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

Section 2: Unit 4: Lesson 1: Sixteenth Notes

Objectives:

- Read songs with sixteenth-note patterns.

Lesson / Instruction

READ | Old Turkey Buzzard
CONCEPT OVERVIEW | S2U4L1: Sixteenth Notes: Interactive

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

ACTIVITY | S2U4L1: Read Sixteenth-Note Patterns: Interactive

- Have students** review the rhythm equivalents for sixteenth notes by interacting with the slide.
- Encourage them** to read and clap the pattern they create, and to reset the slide as often as desired to continue creating patterns.

SONG ANTHOLOGY | Grade 5: Old Turkey Buzzard" on Song Anthology p. 186: Document

Have students:

- Pat a steady beat** and say the rhythm of the song using syllables of your choice for sixteenth, eighth, dotted eighth, and quarter notes.

PITCH SOUNDS AND SYMBOLS: Interactive

- Use the Settings button** on this slide to choose Scale = do pentatonic and Pitch for do = C.
- Invite students** to explore clicking the pitch syllable names below the staff to hear each pitch sung, in any order, and to practice singing along using the hand signs.

Have students:

- Look at Song Anthology p. 186** again to find *do* on the staff and name the other pitches in the song (*the space below the staff; re, mi, so, la, do*.)
- Sing** the song with pitch syllables and hand signs.

iSONG | Old Turkey Buzzard: Interactive

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

(10 min) Warm Up

- 3 Laps
- Random Running - dribbling basketball (Card 7)

(10 min) Go Fitness: Cardiovascular Efficiency: Aerobic Games **Materials:** Hoop and 12 beanbags (per student), 20-25 polypots, 1 bucket/crate/box

- Computer Virus (Card 73-74)

(25 min) Go Activity: Basketball: Skill Development **Activities** **Materials:** 1 basketball per student

- Hoop It Up - Ball Handling Skills (Card 371-372)

(5 min) Cool-down

- Simon Says

Materials / Resources / Technology

Practice Time 2:45pm - 3:30pm

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

Section 2: Unit 4: Lesson 5: A Song in a Minor Key

Objectives:

- Read a song in minor key.

Lesson / Instruction

READ | De allacito carnavalito
CONCEPT OVERVIEW | S2U4L5: A Song in a Minor Key: Interactive

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

LOCATOR MAP | Argentina: Interactive

- Tell students they will sing a song** from Argentina, a country in South America.

SONG ANTHOLOGY | Grade 5: p. 52: Document

- Ask students** to look at the notation on Song Anthology p. 52 to find the eighth/two-sixteenth combinations in the song. (mm. 1, 3, 5, 7)

iPRONUNCIATION | De allacito carnavalito: Interactive

Have students:

- Listen to the pronunciation** for "De allacito carnavalito" to learn the Spanish words.
- Say and clap** the Spanish and English words of the song in rhythm.

ACTIVITY | S2U4L5: Minor Scales: Interactive

PIANO ACCOMPANIMENT | De allacito carnavalito

Have students:

- Sing and play** the pentatonic and minor scales on the slide.
- Compare and contrast** the pitches used in those two scales.

PLAY | Accompaniment
PLAYALONG | S2U4L5: De allacito carnavalito: Interactive

- Invite students to play a rhythmic accompaniment with "De allacito carnavalito."
- Have them form three groups, each to read one part with body percussion, beginning in this order:

maracas: snap L and R
bongos: pat L and R

- Guide students to identify** both the treble and bass clefs on the slide.

GOAL: Sing a call-and-response song in two parts.

INTRODUCTION | I'm on My Way

- Give students an overview of the song they will learn** in this lesson using this slide.

ANALYZE | I'm on My Way
iSONG | I'm on My Way: Interactive

Have students:

- Listen as you tell** them about Dr. Martin Luther King, Jr. (See **HISTORY AND CULTURE | Dr. Martin Luther King.**)
- Listen to "I'm on My Way"** and identify the female and male soloists and the call-and-response pattern.
- Form two groups.** (*One group sings the "call" and the other the "response."*)
 - Switch parts and repeat.
 - Volunteer to sing the call as the class answers with the response.

HISTORY AND CULTURE | Dr. Martin Luther King
Dr. Martin Luther King, Jr.

- Dr. King (1929–1968) was a great civil rights leader and minister.
- His parents taught him to treat all people with respect, but as he grew up, he realized not all people followed his parents' principles.
- He became involved with the Civil Rights Movement in 1955
- In 1963 he led a mass march of 37,000 people to the front of the Lincoln Memorial in Washington, D.C., where he gave his famous "*I Have a Dream*" speech.
- Dr. King was assassinated on April 4, 1968.

GOAL: Determine the shape of the melody.

SING | I'm on My Way

Have students:

- Listen to the song**, drawing an arc in the air to show melodic direction.
- Sing** the first two measures of each phrase to identify the melodic differences.

- Have children describe** the parts of the poem that were louder and softer. (The parts where the city is built and destroyed were louder; the raining and the remembering of the city that was destroyed were softer.)

MUSIC SKILLS | Play
ACTIVITY | S1U1L6: Block City
Sounds: Loud and Soft: Interactive Play

- Have children work in small groups, each group playing an assigned or a created rhythm pattern on classroom instruments to represent key words in the poem in "Block City."

Lines 1 and 2: Claves/wood blocks with the beat (loud)
 Lines 3 and 4: triangle (quiet)
 Stanza 2, mountains: hand drum (loud)
 Stanza 2, sea: shakers (loud)
 Stanza 3, palace: cow bell (loud)
 Stanza 3, tower: octaves on any melody instrument (loud)
 Stanza 3, steps: descending pitches on any melody instrument (loud)
 Stanza 4, kings: C and G on bass xylophone (loud)
 Stanza 5, entire: all instruments together (loud cacophony)
 Stanza 6, entire: triangle (quiet remembering)

- Remind children** to use care when playing classroom instruments: never step over an instrument that is on the floor, use the proper mallet or beater to play it, use the proper playing position, and give your neighbor enough space to play.

LINKS | Theater
POETRY | S1U1L6: Block City: Interactive

Dramatizing "Block City" After a first experience with the poem:

- Have students choose** key words and create sound effects and poses or ways of moving to represent those key words.
- Determine the locations** in the classroom for buildings, kings,



- **Ask students** to sing "Old Turkey Buzzard" with the words.

MUSIC SKILLS | Play, Notate, and Compose

PLAYALONG | S2U4L1: Old Turkey Buzzard: Interactive

Play

- Students stand in a circle, with one standing in the middle as "it."
- "It" plays the following ostinato on a hand drum as he or she moves around the circle to the song.
- The students in the circle sing the song together.
- "It" comes up to a student and the class substitutes that student's name for Sally King.
- That student is now "it" and the game begins again.

VIRTUAL FRETTED

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

Play

- **Have students play** a C-G7 chord accompaniment to "Old Turkey Buzzard" on guitar if students know those chords.
 - The Virtual Guitar, Banjo, or Electric Bass may also be used for chords or chord roots.

- **Play on the beat** using the pattern: CC CG CC G7C.

RESOURCE MASTERS | Grade 5:

Resource Master R•13, p. 123:

Document

Notate

- **Fill out worksheet** or more practice writing and playing sixteenth notes

claves: clap

Have students:

- **Sing** the song with each group doing their body percussion.
- **Play on the instruments** indicated (or substitutes as needed) when ready.
- **Begin with maracas**, adding one instrument on each repetition.
- **Follow the conductor's cues** for the beat entrances and any other directions given.
- **Encourage students** to show respect to the performers, acknowledging their self-discipline and responsibility, and praise accurate and musical performances.

MUSIC SKILLS | Orff Instruments

ORFF ORCHESTRATIONS | Grade

5: Document: Orff Orchestration

O•24

- **Invite students to learn and perform** an accompaniment to "De allacito carnavalito" using Orff instruments.

- (The first three segments go up, and the last segment goes down.)

- **Sing** the whole song.

LINK | Language Arts

- **Read Resource Master C•6, p. 152** to learn more about Dr. King.

Creative Writing

- **Have students write about** a dream they have for society today.
 - This could relate to the same issues Dr. Martin Luther King, Jr., described in his speech or be completely different.
- **Have students share** these dreams with the rest of the class.

***Critical Thinking: Make**

Predictions

the rain, the descending steps, and so on.

- **Assemble sounds** appropriate to facilitate children's creative sound planning (cardboard boxes and mallets, containers with dry beans inside, sandpaper, pot lids, wooden spoons, and so on)
- **Read the story**, leaving plenty of time at key words for some children to perform sounds and others to perform movements and make poses.
- **Use the slide ACTIVITY | "Block City" Sounds: Loud and Soft in the lesson section above, for key words.**

MUSIC SKILLS | Analyze

Analyze

- **Encourage children to share** other stories they know in which loud and soft dynamics can be used.
- **Ask the class to analyze** where it would be appropriate to use loud sounds and where it would be appropriate to use soft sounds.

PROGRESS CHECKPOINT

Informal Assessment

Read the poem "Block City" again. Have children play instruments or perform movements/poses loudly and softly as appropriate for the key words in the story.

Optional Reteaching

Listen again to "Rainstorm" and invite the class to create a class performance using body percussion sounds. Have them compare and contrast to show heightened awareness of louder and softer.

WRAP UP

iSONG | Sing After Me: Interactive

- **Have children sing** "Sing After Me" again.
- **Review** the terms forte and piano.
- **Ask children to sing** the song forte and the echoes piano.

iSONG | The Ants Go Marching:

Interactive

- **Have children suggest** a way they can create a performance of

Recess 2:30pm - 2:45pm



Band/Choir - 6 2:45pm - 3:30pm

**Grade 5 | Section 2: Unit 4:
Lesson 1: Sixteenth Notes
(for 6th)**

Objectives:

- Read songs with sixteenth-note patterns.

Lesson / Instruction

READ | Old Turkey Buzzard

CONCEPT OVERVIEW | S2U4L1:

Sixteenth Notes: Interactive

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

ACTIVITY | S2U4L1: Read

Sixteenth-Note Patterns: Interactive

- **Have students** review the rhythm equivalents for sixteenth notes by interacting with the slide.
- **Encourage them** to read and clap the pattern they create, and to reset the slide as often as desired to continue creating patterns.

SONG ANTHOLOGY | Grade 5: Old

Turkey Buzzard" on Song Anthology

p. 186: Document

Have students:

- **Pat a steady beat** and say the rhythm of the song using syllables of your choice for sixteenth, eighth, dotted eighth, and quarter notes.

PITCH SOUNDS AND SYMBOLS:

Interactive

- **Use the Settings button** on this slide to choose Scale = do pentatonic and Pitch for do = C.
- **Invite students** to explore clicking the pitch syllable names below the staff to hear each pitch sung, in any order, and to practice singing along using the hand signs.

Have students:

- **Look at Song Anthology p. 186** again to find *do* on the staff and name the other pitches in the song (*the space below the staff; re, mi, so, la, do'*)
- **Sing** the song with pitch syllables and hand signs.

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

Basketball Unit

Objective:

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

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

(10 min) Warm Up

- 3 Laps
- Random Running - dribbling basketball (Card 7)

(10 min) Go Fitness:

Cardiovascular Efficiency: Aerobic

Games Materials: Hoop and 12

- beanbags (per student), 20-25 polypots, 1 bucket/crate/box
- Computer Virus (Card 73-74)

(25 min) Go Activity:

Basketball: Skill Development

Activities Materials: 1 basketball per student

- Hoop It Up - Ball Handling Skills (Card 371-372)

(5 min) Cool-down

- Simon Says

Materials / Resources / Technology

Recess 2:30pm - 2:45pm

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

**Section 1: Unit 1: Lesson 5:
Phrases for the Morning**

Objectives:

- Signal to identify two phrases as alike, similar, or different.

Lesson / Instruction

INTRODUCTION

CONCEPT OVERVIEW | S1U1L5:

Phrases for the Morning: Interactive

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

Morning Has Broken (Stereo Mix):

Audio

- **Tell students they will draw** large arches over their heads with their hands as they listen to a song.
- **Have students imitate you** as they listen to "Morning Has Broken," drawing arches and reversing direction at the end of each phrase, moving slowly to reach the other side at the end of each phrase.

SING | Morning Has Broken

iSONG | Morning Has Broken:

Interactive

Have students:

- **Read about** phrases, then sing "Morning Has Broken."
- **Refer to the Song Anthology notation p. 146** and identify where each phrase begins, using the phrase marks as a guide.

Recall Story Details

- **Listen to** the phrases again to see if the notes are smooth and connected (legato) or short and crisp (staccato); discuss that the phrase marks can mean smooth and connected.
- **Sing** the song again, then compare and contrast the phrases, describing them in terms of length, melodic contour, lyrics, and any other observations they can make. (length—all same; contour—some move up, some move mostly down, but none have quite the same melody; lyrics—some similar, but no phrases exactly the same)

LISTEN | Morning Has Broken

- "The Ants Go Marching" that gets louder without each student's voice getting louder. (Start with one voice, and add one or more voices on each new verse, just like the recording.)
- **Then invite them** to sing the song, adding new voices on each verse. They may march when they begin singing.
 - Remind children that they have memorized the whole song and will sing verses preceding their "starting" verse silently, using their "inner voice," while listening to others sing them.
 - **Tell them** that this will help them to come in on their starting verses at the right time.
 - **Lead children** in a discussion of the effectiveness of adding voices in making the song get gradually louder, and how practicing the song in this way helped to improve their performance of it.



iSONG | Old Turkey Buzzard:

Interactive

- Ask students to sing "Old Turkey Buzzard" with the words.

MUSIC SKILLS | Play, Notate, and Compose

PLAYALONG | S2U4L1: Old Turkey Buzzard: **Interactive**

Play

- Students stand in a circle, with one standing in the middle as "it."
- "It" plays the following ostinato on a hand drum as he or she moves around the circle to the song.
- The students in the circle sing the song together.
- "It" comes up to a student and the class substitutes that student's name for Sally King.
- That student is now "it" and the game begins again.

VIRTUAL FRETTE

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

Play

- Have students play a C-G7 chord accompaniment to "Old Turkey Buzzard" on guitar if students know those chords.
 - The Virtual Guitar, Banjo, or Electric Bass may also be used for chords or chord roots.
- **Play on the beat** using the pattern: CC CG CC G7C.

RESOURCE MASTERS| Grade 5:

Resource Master R•13, p. 123:

Document

Notate

- Fill out worksheet or more practice writing and playing sixteenth notes

Band/Choir - 6 2:45pm - 3:30pm

**Grade 5 | Section 2: Unit 4:
Lesson 5: A Song in a
Minor Key (for 6th)**

Objectives:

- Read a song in minor key.

Lesson / Instruction

READ | De allacito carnavalito
CONCEPT OVERVIEW | S2U4L5: A
Song in a Minor Key: **Interactive**

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

LOCATOR MAP | Argentina:

Interactive

- Tell students they will sing a song from Argentina, a country in South America.

SONG ANTHOLOGY | Grade 5: p.

52: Document

- Ask students to look at the notation on Song Anthology p. 52 to find the eighth/two-sixteenth combinations in the song. (mm. 1, 3, 5, 7)

iPRONUNCIATION | De allacito
carnavalito: **Interactive**

Have students:

- Listen to the pronunciation for "De allacito carnavalito" to learn the Spanish words.
- Say and clap the Spanish and English words of the song in rhythm.

ACTIVITY | S2U4L5: Minor Scales:

Interactive

**PIANO ACCOMPANIMENT | De
allacito carnavalito**

Have students:

- Sing and play the pentatonic and minor scales on the slide.
- Compare and contrast the pitches used in those two scales.

PLAY | Accompaniment

PLAYALONG | S2U4L5: De allacito
carnavalito: **Interactive**

- Invite students to play a rhythmic accompaniment with "De allacito carnavalito."
- Have them form three groups, each to read one part with body percussion, beginning in this order:

LISTENING | Morning Has Broken:

Interactive

- Invite students to listen to "Morning Has Broken" as performed by Art Garfunkel.

MEET THE MUSICIAN | S1U1L5:

Arthur "Art" Garfunkel: **Interactive**

- Ask a volunteer to read aloud the biography of Art Garfunkel.

ACTIVITY | S1U1L5: Identify

Instruments: Interactive

- Have students listen again to Garfunkel's performance to identify and categorize the instruments they hear. (piano, cello, violin; keyboard and strings)
 - (You may wish to compare these instruments to those used on the student recording: piano, guitar, bass.)

**HISTORY AND CULTURE | Arthur
"Art" Garfunkel**

Arthur "Art" Garfunkel (b. 1941) Best known for being part of the folk duo Simon & Garfunkel (along with Paul Simon), Art Garfunkel has won Grammy awards and a Grammy Lifetime Achievement award, received a Britannia award for "Bridge Over Troubled Water," and sold more albums than any other recording duo: 14 million+ units of their 1972 Greatest Hits collection. In addition to singing and songwriting, Garfunkel has experience in acting, poetry writing, and long-distance walking. He completed a walk across the United States in 1996!

**MUSIC SKILLS | Analyze, Form,
Vocal Development, and Read**

SONG ANTHOLOGY | Grade 4:
Document

- Ask students to identify the phrases in "Morning Has Broken." (Each line of the song contains two phrases.)
- Also ask students to identify how many phrases there are in the song. (8)

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

**Throwing & Catching
Activities**

Objectives:

- Practice and improve fundamental throwing and catching skills
- Actively participate in throwing and catching activities, and challenges to utilize learned skills, and develop physical fitness

Lesson / Instruction

Procedure: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up: (5 min) Materials: Card #64 printed for each student (labeled)

- Fancy Feet (Card 62)

Go Fitness: Tag You're It! (10 min)

- Partner Dodge (Card 97)

Go Activity: Throwing & Catching Activities (25 min)

Materials: 1 bean bag per student, hoop for every 3 students

- Frogs on the Lily Pads (Card 374)

Cool-down: (5 min)

- Simon Says

Recess 1:45pm - 2:00pm



maracas: snap L and R
bongos: pat L and R
claves: clap

Have students:

- **Sing** the song with each group doing their body percussion.
- **Play on the instruments** indicated (or substitutes as needed) when ready.
- **Begin with** maracas, adding one instrument on each repetition.
- **Follow the conductor's cues** for the beat entrances and any other directions given.
- **Encourage students** to show respect to the performers, acknowledging their self-discipline and responsibility, and praise accurate and musical performances.

MUSIC SKILLS | Orff Instruments
ORFF ORCHESTRATIONS | Grade 5: Document: Orff Orchestration O-24

- **Invite students to learn and perform** an accompaniment to "De allacito carnavalito" using Orff instruments.

RESOURCE MASTERS | Grade 4:

Document

- Use **Resource Master 1•9, p. 10** for more practice with form using previously learned songs. The **Answer Key is on p. 180.**

iSONG | Morning Has Broken:

Interactive

Vocal Development

- **Listen to** Art Garfunkel's version of "Morning Has Broken" along with your students, pointing out how Art Garfunkel phrases the lyrics.
- **Invite students to sing** through the song during the second listening, encouraging proper breath control and precise diction.

Read

- **Guide students to expand** on previously learned notation to include dotted half notes:
- **Explain** that a dotted half note lasts for three beats.
- **Have them listen to** "Morning Has Broken" and move from side to side in their seats to the strong beat.
- **Tell them** that the strong beats on the words "bro-ken" and "morn-ing" in this song are notated as dotted half notes.
- **Have students look at** the iSong and help them identify the dotted half notes above those words.

LINKS | Reading

POETRY | S1U1L5: The Inward

Morning: Interactive

Poetry

- **Have students read** the stanza from "The Inward Morning" by Henry David Thoreau.
- **Ask the class to compare and contrast** the feeling in this poem with the words of "Morning Has Broken."

LISTEN | Vingo

LOCATOR MAP | South Africa:

Interactive

- **Ask students to locate** South Africa on their locator maps.

GLOBAL VOICES | Vingo (About):

Video

- **Have students watch** the video about South Africa and "Vingo."

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

Throwing & Catching Activities

Objectives:

- Practice and improve fundamental throwing and catching skills
- Actively participate in throwing and catching activities, and challenges to utilize learned skills, and develop physical fitness

Lesson / Instruction

Procedure: (10 min)

- Bathroom
- Drinks
- 3 Laps

Warm Up: (5 min) Materials: Card #64 printed for each student (labeled)

- Fancy Feet (Card 62)

Go Fitness: Tag You're It! (10 min)

- Partner Dodge (Card 97)

Go Activity: Throwing & Catching Activities (25 min)

Materials: 1 bean bag per student, hoop for every 3 students

- Frogs on the Lily Pads (Card 374)

Cool-down: (5 min)

- Simon Says

Practice Time 2:45pm - 3:30pm



- **Discuss** any of the information that students find interesting or on which they have questions. (The word Xhosa is usually pronounced ko za with a clicking sound at the beginning.)

GLOBAL VOICES | Vinquo (Song):

Video

- **Ask students to watch** the video of a performance of the song "Vinqo."

GLOBAL VOICES | S1U1L5: Vinquo:

Interactive

- **Have students read about** "Vinqo" and listen to the song.

GLOBAL VOICES | Vinquo (Speak

All): Video

- **Have students watch and listen** to the pronunciation video for the song.

GLOBAL VOICES | Vinquo (Sing):

Video

- **Have students sing** "Vinqo" while watching the video.

MOVEMENT | Background to

Vinqo

GLOBAL VOICES | Vinquo (Action Movement Instruction): Video

Background: "Vinqo" The traditional dance for "Vinqo" is performed in a formation of two lines facing. During the A section, the lines should take turns performing movement and singing. The students should use strong-arm gestures to show the steady beat. During the B section, both lines should move simultaneously, using the side-close step and strong arm gestures to show the steady beat. The dance ends with a large jump in place.

- **Invite students to learn** more about the traditional movement for "Vinqo."
- **Play the video** "Viquo" (Song) again and have students do the song.

GLOBAL VOICES | Vinquo (Action

Make Your Own Rattles): Video

- **Suggest** that students can make rattles for the dance from "found" materials in their neighborhood.
- **Have students watch** the video for ideas.



LINKS | Social Studies

South Africa

- **Invite students to research** South Africa, using the internet and their library as sources, and report on their findings.
- **Guide them to find** characteristics they have in common with South Africans and that the United States has in common with South Africa.
- **Encourage them to think about** the differences South African students might notice if they were to visit your school.
- **Ask them to write or illustrate** a short original report citing several sources, reminding them not to copy others' work or to make up facts.
- **Have students create a bulletin board** that shows what they discover about South Africa.

HISTORY AND CULTURE |

"Clicks" in African Languages

GLOBAL VOICES | Vinqo (About Click): Video

"Clicks" in African Languages The letter q in many languages of the southern part of African stands for a click. Invite students to listen carefully to the word vinqo for the percussive sound that is made by clicking or popping the tongue against the upper palate. In the word vinqo the position of the tongue on n is close to the position for the click. Slowly pronounce no and gradually insert the click in between the n and the o.

LISTEN | Vinqo Phrases

Have students:

- **Listen to "Vinqo" again**, this time following the lyrics in the video, noticing the questions and answers of the verse and listening for the tongue clicks. (Vinqo is a child's name.)
- **Discuss** that each of the questions and answers is a phrase.
- **Identify phrases** in the refrain.

ANALYZE | Phrases and Phrase Form



ACTIVITY | S1U1L5: Identify Form:

Interactive

- **Have students read** about phrases.
- Then have them listen to "Vinqo" and identify the phrases described, patting with one hand each time they hear the a phrase start and raising the other hand each time they hear the b phrase start.
- **Have them label** the phrase form in this song as a a a a a b b .

LISTEN | Similar Phrases

iSONG | Li'l 'Liza Jane: Interactive

- **Have students listen for** phrases in "Li'l 'Liza Jane."
- **Guide them to show** where each of the four phrases begins by moving their arms in arches overhead.
- **Have students consider** whether the phrases they hear are the same, different, or a third possibility—similar.
- **Tell them** that similar phrases are almost the same but have some differences.

As a further demonstration, play the first four-measure phrase (or question) of the verse of "L'il Liza Jane" on an instrument.

- **Ask a student to play** the next four-measure phrase (or answer) on another instrument. Have listening students point out what is the same and what differs in each pair of phrases.
- **Discuss that the rhythms** are exactly the same and the pitches vary in the second half of each phrase.
 - You may wish to repeat the activity with two students playing the question-and-answer phrases of the refrain.

PROGRESS CHECKPOINT

Informal Assessment

Tell students they will signal after hearing two phrases to show whether the second is the same as, different from, or similar to the first. Have students listen with eyes closed as you sing the first two phrases of "Li'l 'Liza Jane" on the syllable loo and signal with one finger for same, two



for different and three for similar.
(similar)

Optional Reteaching

Sing or play the first phrase of "Li'l
'Liza Jane" on a neutral syllable for
the students.

- Tell them to stand only if they hear the same phrase.
- Then sing or play the first phrase again. (Students should stand.) Sing or play the second phrase. (Students should sit.)
- Repeat the first and second phrases until students recognize the difference in these two phrases.
- Repeat with the third and fourth phrases.

WRAP UP

iSONG | Morning Has Broken:

Interactive

- Have students recall that phrases can be the same, almost the same, or different.
- Have them review how they identified and then labeled the phrase in "Vinqo."
- Ask students what symbol they learned can explain smoothly connected, or legato, sounds.
- Then ask them to recall and categorize the instruments they heard in the two recordings of "Morning Has Broken."
- Finally, invite students to sing the song.