



Monday 02/03/2025 School Day 94	Tuesday 02/04/2025 School Day 95	Wednesday 02/05/2025 School Day 96	Thursday 02/06/2025 School Day 97	Friday 02/07/2025 No School
<p><b>Breakfast Duty 8:00am - 8:20am</b></p> <p><b>Choir - 7 &amp; 8 8:35am - 9:30am</b></p> <p><b>Re-explain the assignment in detail - students are not reading the directions</b></p> <p>Prep 9:33am - 11:30am</p> <p>Lunch 11:30am - 12:15pm</p> <p><b>Music - Pre K 12:15pm - 1:00pm</b></p> <p><b>Unit 4: Food: Lesson 2: Instruments Can Make Different Sounds (continued)</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Children will listen and play a variety of instrumental tone colors.</li> </ul> <p><b>Concept:</b></p> <ul style="list-style-type: none"> <li>Tone color</li> </ul> <p><b>Lesson / Instruction</b></p> <p><u>LINKS   Drama</u></p> <p><b>London Bridge (Instrumental): Audio</b></p> <p><b>Drama:</b> Let's Wrap Together This activity can help children develop coordination and their ability to play creatively.</p> <ul style="list-style-type: none"> <li><b>Encourage</b> children to pretend they are a type of wrapped food, such as a sushi roll or a burrito. <ul style="list-style-type: none"> <li>What kinds of fillings would they want to be?</li> </ul> </li> <li><b>Have them roll around</b> the room as you sing "Little Sushi Roll," sung to "London Bridge." (Instrumental)</li> <li><b>Encourage them</b> to roll away from each other so flavors won't mix.</li> </ul> <p><i>(Optional: You may wish to use the interactive song, muting the vocals in the Mixer.)</i></p> <p>Roll, little Sushi, roll, roll, roll, Roll, roll, roll, roll, roll, roll.</p>	<p><b>Breakfast Duty 8:00am - 8:20am</b></p> <p><b>Band - 7 &amp; 8 8:35am - 9:30am</b></p> <p><b>Re-explain the assignment in detail - students are not reading the directions</b></p> <p>Prep 9:33am - 11:30am</p> <p>Lunch 11:30am - 12:15pm</p> <p><b>PE - Pre K 12:15pm - 1:00pm</b></p> <p><b>Dribbling &amp; Passing (hands) Activities</b></p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Proper warm-up and cool-down and stretching techniques</li> <li>Practice and improve fundamental hand dribbling and passing skills</li> <li>Actively participate in dribbling and passing activities and challenges to utilize learned skills and develop physical fitness</li> <li>Have fun being physically active</li> </ul> <p><b>Basic Skills:</b></p> <ol style="list-style-type: none"> <li><b>Dribbling:</b> Using 1 hand to repeatedly bounce the ball</li> <li><b>Passing:</b> Throwing the ball to another player <ul style="list-style-type: none"> <li>Chest Pass</li> <li>Bounce Pass</li> <li>Overhead Pass</li> </ul> </li> <li><b>Catching:</b> Receiving the ball</li> </ol> <p><b>Lesson / Instruction</b></p> <p><b>Warm Up: (10 min)</b></p> <ol style="list-style-type: none"> <li>3 Laps around Gym</li> <li>Go Fitness: Limber Limbs - Stretching Activities <ul style="list-style-type: none"> <li>Neck - Side to side, left and right</li> <li>Chest - Hands clasped behind back</li> <li>Back - Hug body</li> <li>Trunk, sides - Feet shoulder width apart, hand on hip, lean to one side, then the other</li> <li>Back of thighs - Cross feet one over the other and touch</li> </ul> </li> </ol>	<p><b>OUT OF OFFICE</b></p> <p>PRAXIS - I WILL BE GONE</p> <p><b>Breakfast Duty 8:00am - 8:20am</b></p> <p><b>Choir - 7 &amp; 8 8:35am - 9:30am</b></p> <p><b>Movie: Mr. Holland's Opus</b></p> <p>Prep 9:33am - 11:30am</p> <p>Lunch 11:30am - 12:15pm</p> <p><b>Music - Kindergarten 12:15pm - 1:00pm</b></p> <p><b>Movie: Mr. Holland's Opus</b></p> <p><b>Music - 5 1:00pm - 1:45pm</b></p> <p><b>Movie: Mr. Holland's Opus</b></p> <p><b>PE - 5 1:45pm - 2:30pm</b></p> <p><b>Movie: Mr. Holland's Opus</b></p> <p>Recess 2:30pm - 2:45pm</p> <p><b>Band/Choir - 6 2:45pm - 3:30pm</b></p> <p><b>Movie: Mr. Holland's Opus</b></p>	<p><b>Breakfast Duty 8:00am - 8:20am</b></p> <p><b>WELCOME!</b></p> <p>1/2 Day - P/T Conferences (12:30) 8:35am - 12:30pm</p> <p><b>Band - 7 &amp; 8 8:35am - 9:30am</b></p> <p><b>Movie: Mr. Holland's Opus</b></p> <p>Prep 9:33am - 11:30am</p> <p>Lunch 11:30am - 12:15pm</p> <p><b>PE - 1 12:15pm - 1:00pm</b></p> <p><b>Music - 3 1:00pm - 1:45pm</b></p> <p><b>Music - 4 1:45pm - 2:30pm</b></p>	<p><b>No School</b></p>



Roll, little Sushi, roll, roll, roll,  
Fish and rice and seaweed.

**PLAY | Vegetable Patterns**

**ACTIVITY | S1U4L2: I Like Spinach:**  
**Interactive**

**Have children:**

- **Identify** the vegetables pictured in the interactive slide. (Carrots, spinach, corn, green beans, peas, squash)
- **Say** the name of each vegetable as you point to each tile with the beat.  
**Create** a vegetable pattern, repeating vegetables if desired.
  - (You may want to work as a class or have volunteers click and drop the tiles in the target areas.)
- **Say** the name of the vegetable as you tap each target area with the beat. (Then create more patterns.)
- **Decide** what instrument to use to play their pattern.
- **Encourage** children to notice the sound of each instrument as they play their patterns.
- **Explain** to children that we recognize an instrument sound by its tone color .

**IDENTIFY | Instrument Sounds**

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

- **Invite** children to play a game.
- **Play** an instrument out of the children's view and have them identify the instrument.
  - Once children have responded, show them the instrument and play it. Then tell them the name of the instrument.
- **Display** the virtual instruments slide.
- **Remind** children that each instrument has a specific tone color, or sound.
- **Ask** volunteers to take turns clicking on an instrument to hear the sound.
- **Encourage** them to try clicking a vegetable rhythm pattern on a chosen virtual percussion instrument.

**PROGRESS CHECKPOINT**

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

**Go Fitness: Mighty**

**Muscles: Strength Activities (10 min) Materials:** Cones and Tape, Mats

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

**Go Activity: Dribbling & Passing (hands) Activities (10 min)**

**Materials:** 1 ball per student

1. Ball-Handling Skills (Card 222)

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

1. Simon Says (Card 5)

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

**Basketball Unit**

**Objective:**

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

**4th Grade:**

- Throw a variety of balls to target at different levels and sizes
- Move in different directions to catch a ball thrown by a partner
- Throw and move to catch an object in a small group keep-away situation

**Lesson / Instruction**

**Procedures: (10 min)**

- Bathroom
- Drinks
- 3 Laps

**(5 min) Warm Up**

1. Stretch-er-cise (Card 281)

**(10 min) Go Fitness:**

**Cardiovascular Efficiency:** Aerobic



**Informal Assessment**

Ask children to play one pattern they created with an instrument of their preference. Observe the different ways children explore instrument sounds. Encourage children to talk about their pattern and instrument preferences.

**Optional Reteaching**

If children have difficulty identifying the tone color of instruments, use the glossary of instruments slides found in Resources.

**WRAP UP**

**VIRTUAL PERCUSSION |**

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

- **Have children recall** that they explored the sound of different instruments. Invite them to form a line at the end of class as you improvise on the drum.

**SCHOOL TO HOME**

**SONG ANTHOLOGY | Grade PreK:**

**Document**

- We are learning the song "I Like Spinach," p. 29.

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

**Section 2: Unit 1: Lesson 4:  
Silent Beat**

**Objectives:**

- Read so and mi; read quarter notes, eighth notes, and quarter rests.

**Lesson / Instruction**

**READ / EVALUATE | Hey, Hey.**

**Look at Me**

**CONCEPT OVERVIEW | S2U1L4:**

**So-Mi Games and the Silent Beat**

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

**iSONG | Hey, Hey, Look at Me:**

**Interactive**

**Identify the song's quarter and eighth-note rhythm. Have students:**

**Games Materials:** 2 hoops & 4 soft

balls for each group of 4 students

1. Fire Brigade (Card 78-79)

**(25 min) Go Activity:**

**Basketball: CATCH Challenge Level**

**1 Materials:** 1 basketball

per student/then pair

1. Freeze and Pivot (Card 377)

2. Fast Break (Card 378)

**(5 min) Cool-down**

1. Simon Says

**Materials / Resources /  
Technology**

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: (10 min)**

- Bathroom
- Drinks
- 3 Laps

**(5 min) Warm Up**

1. Stretch-er-cise (Card 281)

**(10 min) Go Fitness:**

**Cardiovascular Efficiency: Aerobic**

**Games Materials:** 2 hoops & 4 soft

balls for each group of 4 students

1. Fire Brigade (Card 78-79)



- Read and clap the rhythm of the song using syllables of their own choice.
- Say the words in rhythm.
- Find so and mi on the staff. (spaces 2 and 1)

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

**Have students:**

- Listen as you play so and mi (A and F#) using the [Virtual Mallet Percussion](#) slide.

ACTIVITY | S2U1L4: So and Mi in  
Hey, Hey, Look at Me: Interactive

- Sing "Hey, Hey, Look at Me" in rhythm with pitch syllables and hand signs, then with words.

ACTIVITY | S2U1L4: Hey, Hey, Look  
at Me: Interactive

- Have students listen to "Hey, Hey, Look At Me," and then drag and drop the so and mi pitches to show the melody they heard.

RESOURCE MASTERS | Grade 2:  
Document

- Use [Resource Master R-3, p. 99](#), for more practice with so and mi and quarter rests.

**READ / EVALUATE | In and Out**

iSONG | In and Out: Interactive

**Have students:**

- Identify quarter-note silences. (mm. 2, 4, 8)
- Pat to the beat.
- Identify each in the song.
- Read, clap, and then say the words in rhythm.
- Find so and mi on the staff. (lines 2 and 1)

**MOVEMENT | Game for In and Out**

**"In and Out"**

- Students, in a circle, pass a beanbag to the beat.
- The student holding it on the last word of the song, (out), leaves the circle, and plays the beat on an instrument as the game continues.

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

**Section 2: Unit 5: Lesson 2:  
Practice Harmony and  
Rhythm**

**(25 min) Go Activity:**

**Basketball:** CATCH Challenge Level

1 **Materials:** 1 basketball

per student/then pair

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

**(5 min) Cool-down**

1. Simon Says

**Materials / Resources /  
Technology**

Practice Time 2:45pm - 3:30pm



**Objectives:**

- Read and compare songs in six-eight and two-four.
- Identify major and minor keys in a listening selection.
- Read I-V chord roots in a major key.

**Lesson / Instruction**

**READ | Where Is John?**

CONCEPT OVERVIEW | S2U5L2:

Practice Harmony and Rhythm:

Interactive

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

SONG ANTHOLOGY | Grade

5:Document

**Have students:**

- **Identify** the meter signature (6/8) and other terms they have learned referring to compound duple meter. to "Where Is John?" on [Song Anthology p. 287](#)
- **Read the words** of the song in rhythm.
- **Identify the key**, do, and the pitches in the song.
  - (D major; space below the first line; do, re, mi, fa, so, la, do')
- **Sing** "Where Is John?" with pitch syllables.

iSONG | Where Is John?: Interactive

- **Invite students to sing** "Where Is John?" with the words.

**CONDUCT | Compound Duple**

**Meter**

ACTIVITY | Conducting Patterns:

Interactive

Set up the Conducting Patterns slide by choosing Meter = 2 and Tempo = 120 beats per minute.

**Have students:**

- **Review** ways they have previously interpreted 6/8 meter, such as clapping the rhythm while tapping with the beat, or by conducting.
- **Practice conducting** in two while some speak the words of "Where Is John?" in rhythm
  - (as a way of interpreting and performing the meter)

**SING | Canon**



iSONG | Where Is John? (Canon):

Interactive

Have students:

- **Notice** the interval between each note the first and second sung lines of "Where Is John?" (a third)
- **Form two groups and sing the song in two-part canon.**
  - If possible, follow this by singing the song in three-part canon.

**READ | Chord Roots**

PLAYALONG | S2U5L2: Where Is John?: Interactive

Have students:

- **Listen as you play the I chord (D F# A) and the V chord (A C# E).**
- **Notice** the chords above the melody line of the song.
- **Read** the chord root part on the Playalong slide. ( do and low so )
- **Sing** the chord root part as the rest of the class sings the song in unison.

VIRTUAL INSTRUMENTS |

Keyboards (Organ, Piano, Electric

Piano, Harpsichord): Interactive

- **Take turns accompanying the class by playing** the chords on piano, autoharp, or guitar.
  - If multiple devices are available, have several students each play one note of each chord. If not, have them play the roots.

VIRTUAL FRETTED

INSTRUMENTS | Strings (Bass,

Guitar, Banjo, Ukulele): Interactive

- **Use Virtual Guitar to play** D and A7 chords (instead of D and A chords) to accompany song using same rhythm as the Playalong.

**LISTEN | Chorus of Villagers**

LISTENING | Chorus of Villagers

from The Bartered Bride: Interactive

Have students:

- **Listen to "Chorus of Villagers"**

**HISTORY AND CULTURE | The**

**Bartered Bride**

- Share information about the selection.

**The Bartered Bride** The opera opens in a village during a fair. A marriage has been arranged



between Mařenka and Micha's son, Vašek. The marriage broker Kečal, who will earn a fee (if it takes place), promotes it. However, Mařenka is in love with Jeník, who has only recently returned from afar. He returns her affection; then, surprisingly, Jeník supposedly allows himself to be bought off by Kečal, on the understanding that Mařenka has contracted to marry the eldest son of Micha. However, unbeknownst to everyone else, that eldest son is he, by a previous marriage. Vašek does not want to marry Mařenka. Instead, he is so charmed by the circus dancer, Esmeralda, that he agrees to appear in her act as a bear. Mařenka is angry when she learns of the supposed bargain that Jeník has made with Kečal. All turns out happily when Jeník reveals his true identity as Micha's eldest son, leaving Kečal storming angrily at the trick played on him.

**READ | Chorus of Villagers**

**Explain to students that the song "Chorus of Villagers" includes the melody of the song "Where Is John?"**

**Have students:**

- **Use Song Anthology** notation for both songs (pp 36 and 287) to identify ways the songs are the same and different.
  - **Same:** pitches at the beginning and key
  - **Different:** "Where Is John?" ends with long, high do, and "Chorus" ends with shorter, low do
  - The meter is changed from 6/8 to 2/4.
  - Only the first two lines of "Where Is John?" are used in "Chorus of Villagers" and it is not sung in canon.)
- **Identify** the key, the position of do, and the pitches used in "Chorus of Villagers."
  - (D major; the first space; do, re, mi, fa, so, la, ti, do | )



- Sing "Chorus of Villagers" with pitch syllables.

iPRONUNCIATION | Chorus of Villagers: Interactive

- Have students learn the Czech words for "Chorus of Villagers."

iSONG | Chorus of Villagers: Interactive

- Invite students to sing "Chorus of Villagers" in Czech and English.

Have students:

- Listen to the opera performance again, raising hands when they hear the **minor section**.
- Sing along as they are able using the melody they learned for "Chorus of Villagers."

iSONG | Where Is John?: Interactive

- Have students recall the symbols and terms for the two meters in this lesson
- Interpret the compound meter by performing "Where Is John?" with the 6/8 conducting pattern.

Recess 2:30pm - 2:45pm

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

## Section 2: Unit 1: Lesson 3: Sing a Pentatonic Song

Objectives:

- Read a pentatonic melody.

### Lesson / Instruction

**READ | I'm Going to Georgia**

CONCEPT OVERVIEW | S2U1L3:

Sing a Pentatonic Song: **Interactive**

- Give an overview of the lesson.

SONG ANTHOLOGY | Grade

6: Document

- Have students look at "I'm Going to Georgia" in Song Anthology p. 134 and find the meter, main rhythm, and the dotted half notes ( ? . ). (4/4; ???; mm. 4, 8)
- Ask: What is the meter of "I'm Going to Georgia"?
- Ask: What is the main rhythm pattern in the song?
  - A dotted half note = a sound that lasts for three beats.



Identify the dotted half notes in the song.

**ACTIVITY | A Pentatonic**

**Scale: Interactive**

- **Have students find** so and la as labeled on the staff and identify the tone set as pentatonic.

**PITCH SOUNDS AND SYMBOLS:**

**Interactive**

- **Have students echo** you as you play or sing patterns including so and la (G and A).
  - (You may wish to set up the Pitch Sounds and Symbols slide in C pentatonic and the pitches do re mi so la. Have students practice singing the pitches with pitch syllables and letter names and showing the pitches with hand signs. You can show or hide various things on the slide.)

**iSONG | I'm Going to Georgia:**

**Interactive**

**Have students:**

- **Sing** "I'm Going to Georgia" with pitch syllables and hand signs, then letter names, then with words.
  - Do this in small groups.
- **Sing** the song with the recording.
- **Sing** "I'm Going to Georgia" with the recorded accompaniment

**MOVEMENT | Patterned Movement**

**MOVEMENT | Double circle dance for "I'm Going to Georgia":**

**Interactive**

**Double Circle Dance for "I'm Going to Georgia"**

**Formation:** Double circle, facing clockwise, with partners joining nearest hands.

**Song:** Circles move clockwise, two steps each measure.

**Interlude:** Drop hands. Inner circle moves in the opposite direction until last measure, when each student in the inner circle takes the hand of the closest person in the outer circle.

**Song:** The dance resumes with new partners as they begin the song again.



**MUSIC SKILLS | Create**

RESOURCE MASTERS | Grade 6:

**Document**

**Create:**

- **Have students create** new verses to "I'm Going to Georgia" using Resource Master R•2 p. 110.