



| Monday 02/10/2025 | Tuesday 02/11/2025 | Wednesday 02/12/2025 | Thursday 02/13/2025 | Friday 02/14/2025 |
|--|--|--|--|--|
| School Day 98 | School Day 99 | School Day 100 | School Day 101 | School Day 102 |
| Breakfast Duty 8:00am - 8:20am | Breakfast Duty 8:00am - 8:20am | 100! 100th Day 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 |
| Spring Concert discussion | Movie: Mr. Holland's Opus (finish) | Spring Concert discussion | Spring Concert discussion | Work on finishing song writing |
| Standards | Standards | Standards | Standards | Standards |
| <p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p>MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p>MU:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cn11.0.8a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts.</p> <p>MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p>MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical</p> | <p>MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p>MU:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cn11.0.8a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>MU:Re7.1.8a Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.</p> <p>MU:Re7.2.8b Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.</p> | <p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p>MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p>MU:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cn11.0.8a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts.</p> <p>MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p>MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical</p> | <p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p>MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p>MU:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cn11.0.8a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts.</p> <p>MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p>MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical</p> | <p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p>MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p>MU:Cn10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Cn11.0.8a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts.</p> <p>MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p>MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical</p> |
| | Prep 9:33am - 11:30am Lunch 11:30am - 12:15pm PE - Pre K 12:15pm - | | | |



work(s) that meet appropriate criteria.

MU:Cr1.1.8a Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.

MU:Cr2.1.8a Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent.

MU:Cr2.1.8b Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.

MU:Cr3.1.8a Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.

MU:Cr3.1.8b Describe the rationale for refining works by explaining the choices, based on evaluation criteria.

MU:Cr3.2.8a Present

1:00pm

Dribbling & Passing (hands) Activities

Standards

2.1c Exhibit a variety of small motor skills.

2.1e Engage in self-help skills.

2.1f Perform increasingly more sophisticated actions requiring hand-eye coordination.

2.2a Exhibit physical reflexes in response to stimulation.

2.2b Develop muscle tone and strength in trunk, neck, head, arms and legs.

2.2c Use developing motor skills to move more independently.

2.2d Develop coordination to use motor skills with toys.

2.2e Demonstrate skills to move in the environment.

2.2f Refine motor coordination and skills to play with toys and people.

2.2g Demonstrate increased ability to use skills requiring balance.

2.2h Perform large motor movement alone or with others.

2.2i Manipulate objects with large muscles.

2.3a Respond to touch, movement, and sound.

2.3b Focus eyes on near and far objects.

2.3c Calm with assistance.

MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

MU:Cr1.1.8a Generate rhythmic, melodic and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.

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MU:Cr3.2.8a Present

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MU:Cr3.2.8a Present



t the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.

MU:Pr4.1 Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.

MU:Pr4.2 Analyze - Analyze the structure and context of varied musical works and their implications for performance.

MU:Pr5.1 Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

MU:Pr6.1 Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

MU:Pr4.2.8a Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.

2.3f Demonstrate an awareness of her body in space.

2.3h Adapt movements to specific situations.

2.3i Demonstrate concepts through movement.

2.4a React to participation in daily routines.

2.4c Indicate needs and wants.

2.4d Take and interest in meeting physical needs.

2.4e Participate in healthy routines.

2.4f Communicate with an adult when not feeling well.

2.4g Participate in bathroom routines with growing independence.

2.6a Attempt new large and small motor activities.

2.6b Participate in simple movement games.

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

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

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

2.6f Participate in physically active games with peers.

2.6g Recognize the positive feelings experienced during

explaining the choices, based on evaluation criteria.

MU:Cr3.2.8a Present the final version of their documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.

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MU:Pr4.1.8a Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.

MU:Pr4.2.8b When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.

MU:Pr4.2.8c Identify how cultural and historical context inform performances and result in different musical effects.

MU:Pr5.1.8a Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.

MU:Pr6.1.8a Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.

MU:Pr6.1.8b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate

and after physical activity.

2.7a Show preference for familiar people and recognize the difference between familiar people and strangers.

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

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

2.7d Recognize rules and follow basic safety instructions.

2.7f Understand and anticipate potential consequences of disregarding rules.

2.7g Recognize and describe the reasons for rules.

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

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

Objectives:

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

Basic Skills:

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

music selected for performance, explaining how the elements of music are used in each.

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MU:Pr6.1.8b Demon

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for venue, purpose, context, and style.

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

MU:Re7.1.8a Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.

MU:Re7.2.8b Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.

MU:Re9.1.8a Apply appropriate personally-developed criteria to evaluate musical works or performances.

Lesson / Instruction

- 2 songs for the Spring Concert
- Finish songwriting projects

Lesson / Instruction

- Decide on 2 songs for the Spring Concert.
- After songs are chosen, students will work to finish their songwriting projects (before beginning rehearsals for the concert).

Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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

100th Day of School & Valentine's Day Activites

Standards

MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to

- Bounce Pass
- Overhead Pass

3. **Catching:** Receiving the ball

Lesson / Instruction

Warm Up: (10 min)

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

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

Materials: Cones and Tape, Mats

- 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

- 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)

- Simon Says (Card 5)

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

Basketball Unit

Standards

3.PE.1 Perform a combination of motor skills in various contexts.

3.PE.3 Discuss the origin of a game,

strate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.

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

MU:Re7.1.8a Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.

MU:Re7.2.8b Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.

MU:Re9.1.8a Apply appropriate personally-developed criteria to evaluate musical works or performances.

Lesson / Instruction

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Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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

Section 4: Unit 3: Lesson 8: Valentine's Day

for venue, purpose, context, and style.

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

MU:Re7.1.8a Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.

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Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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

Dribbling & Passing (hands) Activities

Standards

1.PE.1 Perform most basic locomotor, nonlocomotor, and manipulative skills using mature

for venue, purpose, context, and style.

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

MU:Re7.1.8a Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.

MU:Re7.2.8b Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.

MU:Re9.1.8a Apply appropriate personally-developed criteria to evaluate musical works or performances.

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Prep 9:33am - 11:30am

Lunch 11:30am - 12:15pm

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

Section 4: Unit 3: Lesson 8: Valentine's Day

Standards

MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences



deepen understanding.
MU:Cn11.0.PreKa Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU:Cr1.1.PreKa With substantial guidance, explore and experience a variety of music.
MU:Cr2.1.PreKa With substantial guidance, explore favorite musical ideas (such as movements, vocalizations, or instrumental accompaniments).
MU:Cr2.1.PreKb With substantial guidance, select and keep track of the order for performing original musical ideas, using iconic notation and/or recording technology.
MU:Pr4.2.PreKa With substantial guidance, explore and demonstrate awareness of musical contrasts.
MU:Pr4.3.PreKa With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo).
MU:Pr5.1.PreKb With substantial guidance, apply personal, peer, and teacher feedback to refine performances.
MU:Pr6.1 Present -

sport or dance, including traditional and contemporary American Indian contributions and cultures.
3.PE.4 Recognize the concept of open space in movement context.
3.PE.7 Engage in the activities of health enhancement class without teacher prompting
3.PE.8 Describe the concept of physical fitness and provide examples of physical activity than enhance fitness.
3.PE.9 Recognize the importance of warm-up and cool-down activities related to vigorous physical activity.
3.PE.10 Practice personal responsibility in teacher-directed activities.
3.PE.11 Work independently for extended periods of time.
3.PE.12 Accept and implement specific corrective teacher feedback.
3.PE.13 Recognize the role of rules and etiquette in physical activity with peers.
3.PE.14 Support and work cooperatively with others.
3.PE.15 Discuss ways to accept other's ideas, cultural diversity, and body

Standards
MU:Cr1.1.Ka With guidance, explore and experience music concepts (such as beat and melodic contour).
MU:Cr1.1.Kb With guidance, generate musical ideas (such as movements or motives).
MU:Pr4.2.Ka With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.
MU:Pr4.3.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.
MU:Re8.1.Ka With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

Objectives:

- Distinguish between the beat and rhythm of the words in "When You Send a Valentine."
- Move to demonstrate understanding of strong beats in "I Made a Valentine."

Lesson / Instruction
SING | When You Send a Valentine
CONCEPT OVERVIEW |

patterns.
1.PE.3 Move in self-space.
1.PE.4 Differentiate between fast and slow speeds, strong and light force.
1.PE.7 Actively engage in health enhancement class.
1.PE.9 Identify warm-up and cool-down activities related to vigorous physical activity.
1.PE.10 Accept personal responsibility by using equipment and space appropriately.
1.PE.11 Follow the rules or parameters of the learning environment.
1.PE.12 Respond appropriately to general feedback from a teacher.
1.PE.13 Exhibit the established protocols for class activities.
1.PE.14 Work independently with others in a variety of class environments.
1.PE.15 Discuss ways to accept other's ideas, cultural diversity, and body types.
1.PE.16 Follow teacher directions for safe participation and proper use of equipment without teacher reminders.
1.PE.18 Understand that challenges in physical activities can lead to success; and

Objectives:

- Proper warm-up and

to make music.
MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding.
MU:Cn11.0.1a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU:Cr1.1.1a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.
MU:Cr1.1.1b With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).
MU:Pr4.3.1a Demonstrate and describe music's expressive qualities (such as dynamics and tempo).
MU:Re8.1 Interpret - Support interpretations of musical works that reflect creators'/performers' expressive intent.

Objectives:

- Distinguish between the beat and rhythm of the words in "When You Send a Valentine."
- Move to demonstrate understanding of strong beats in "I Made a Valentine."

Lesson / Instruction
SING | When You Send a Valentine



Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

MU:Re7.1.PreKa With substantial guidance, state personal interests and demonstrate why they prefer some music selections over others.

MU:Re9.1.PreKa With substantial guidance, talk about personal and expressive preferences in music.

Objectives:

- Musical Valentine's Day and 100th Day of School Dancing, Singing, and Music Worksheets

Lesson / Instruction

- **Chicka Boom** ♥ **Valentine's Day Song for Kids** ♥ Kids Dance Song - **Video** ♥ by The Learning Station
 - [Link: http://youtu.be/e/6PA3ewtp3ng](http://youtu.be/e/6PA3ewtp3ng)
- **A Tisket A Tasket Lyric Valentine's Day Song:** **Video** - The Kiboomers Preschool Songs
 - [Link: http://youtu.be/e/9V2c7nuYMDk](http://youtu.be/e/9V2c7nuYMDk)
- **Valentine's Day Freeze | Jack Hartmann** - **Video**
 - [Link: http://youtu.be/avaVid8K7U](http://youtu.be/avaVid8K7U)
- **Valentines. Valentines. What Colors Do You See** - **Video** - The Kiboomers Preschool Songs & Nursery Rhymes
 - [Link: http://youtu.be/Ey2IMp49gtE](http://youtu.be/Ey2IMp49gtE)
- **100th Day of School Collaborative Music Poster**
 - [Link: http://www.teacherospayteachers.com/My-Purchases](http://www.teacherospayteachers.com/My-Purchases)

types during games and physical activities.

3.PE.16 Work independently and safely in physical activity settings.

3.PE.17 Discuss the relationship between physical activity and good health.

3.PE.18 Discuss the challenge that comes from learning a new physical activity; and

3.PE.19 Describe the positive social interactions that come when engaged with others in physical activity.

Objective:

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

(10 min) Go Fitness:

Muscular Strength & Endurance **Materials:** 1

1. Beanbag per student
1. Pump It Up Push Up Challenges (Card 230-231)
2. Partner Pump It Up Push Up Challenges (Card 232-233)

(25 min) Go Activity:

S4U3L9: When You Send a Valentine

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

iSONG | When You Send a Valentine

Have children:

- Listen to the winter seasonal song "When You Send a Valentine," and pat with the beat.
- Echo-sing each phrase.

DESCRIBE | Beat and Rhythm

When You Send a Valentine (Stereo Mix): Audio

Have children:

- Sing the seasonal song while patting with the beat.
- Echo-clap and identify the rhythm ("the way the words go") for each phrase.
- Sing the song and clap the rhythm.
- Divide into two groups with one group singing the song and patting with the beat, while the other sings the song and claps the rhythm.
- Repeat, switching parts.

LISTEN | Beat and Rhythm

- Direct children to close their eyes, listen as you sing the seasonal song, and perform the body percussion part for either the beat or the rhythm of the song.
- Have them decide whether they heard the beat or the rhythm being performed.
- Then, ask them to sing the song and play the musical game.

MOVEMENT | Musical Game

Musical Game: Who Is the Valentine?

- Place two bells under a chair that faces the wall for this musical game.
- Have a volunteer "friend" sit with his or her eyes closed in the chair.
- As the class sings mm. 6 and 7 of "When You Send a Valentine" (underneath the door, ring the bell and run) have a volunteer "Valentine" place a paper heart under the chair and ring the bells.
- Then, the "friend" opens their eyes and starts to chase the "Valentine."
- Everyone runs, 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

1. Pass It On (Card 223-224)

Go Activity: Dribbling & Passing (hands)

Activities (10 min)

Materials: 1 basketball per

CONCEPT OVERVIEW | S4U3L9: When You Send a Valentine

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

iSONG | When You Send a Valentine

Have children:

- Listen to the winter seasonal song "When You Send a Valentine," and pat with the beat.
- Echo-sing each phrase.

DESCRIBE | Beat and Rhythm

When You Send a Valentine (Stereo Mix): Audio

Have children:

- Sing the seasonal song while patting with the beat.
- Echo-clap and identify the rhythm ("the way the words go") for each phrase.
- Sing the song and clap the rhythm.
- Divide into two groups with one group singing the song and patting with the beat, while the other sings the song and claps the rhythm.
- Repeat, switching parts.

LISTEN | Beat and Rhythm

- Direct children to close their eyes, listen as you sing the seasonal song, and perform the body percussion part for either the beat or the rhythm of the song.
- Have them decide whether they heard the beat or the rhythm being performed.
- Then, ask them to sing the song and play the musical game.

MOVEMENT | Musical Game

Musical Game: Who Is the Valentine?

- Place two bells under a chair that faces the wall for this musical game.
- Have a volunteer "friend" sit with his or her eyes closed in the chair.
- As the class sings mm. 6 and 7 of "When You Send a Valentine" (underneath the door, ring the bell and run) have a volunteer "Valentine" place a paper heart under the chair and ring the bells.
- Then, the "friend" opens their eyes and starts to chase the "Valentine."



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

100th Day of School & Valentine's Day Activites

Standards

MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.

MU:Cn11.0.2a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MU:Pr4.2 Analyze - Analyze the structure and context of varied musical works and their implications for performance.

MU:Pr6.1 Present - Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

MU:Pr4.3.2a Demonstrate understanding of expressive qualities (such as dynamics and tempo) and how creators use them to convey expressive intent.

MU:Pr6.1.2a Perform music for a specific purpose with expression and technical accuracy.

MU:Pr6.1.2b Perform appropriately for the audience and purpose.

Objectives:

- Musical Valentine's Day and 100th Day of School Dancing,

Basketball: CATCH Challenge Level III

Materials: 1 Bball and pinnie per student,

- Can't Touch This (Card 385)
- Dribble Tag (Card 386)

(5 min) Cool-down

- Simon Says

Materials / Resources / Technology

Recess 1:45pm - 2:00pm

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

Basketball Unit

Standards

3.PE.1 Perform a combination of motor skills in various contexts.

3.PE.3 Discuss the origin of a game, sport or dance, including traditional and contemporary American Indian contributions and cultures.

3.PE.4 Recognize the concept of open space in movement context.

3.PE.7 Engage in the activities of health enhancement class without teacher prompting

3.PE.8 Describe the concept of physical fitness and provide examples of physical activity than enhance fitness.

3.PE.9 Recognize the importance of warm-up and cool-down activities related to vigorous physical activity.

3.PE.10 Practice personal

whoever is caught by the end of the song sits in the chair as the new "friend."

- A new "Valentine" is chosen after the friend has closed his/her eyes.

Valentine's Day worksheets as time allows (music theory review)

100th Day of School Collaborative Music Poster

- Link: <http://www.teacherspayteachers.com/My-Purchases>

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

Valentine's Day and 100th Day of School Activites and Worksheets

Standards

MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.

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

MU:Cr2.1.5b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.

MU:Cr3.1.5a Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria

student, boundaries

- Jackhammers (Card 225)

Cool-down: (5 min)

- Simon Says (Card 5)

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

Valentine's Day Activites

Standards

MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.

MU:Cr2.1.3b Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.

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

MU:Re9.1 Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

MU:Re8.1 Interpret - Support interpretations of musical works that reflect creators'/performers' expressive intent.

MU:Re7.2 Analyze - Analyze how the structure and context of varied musical works inform the response. Enduring Understanding: Response to music is informed by analyzing context

- Everyone runs, and whoever is caught by the end of the song sits in the chair as the new "friend."
- A new "Valentine" is chosen after the friend has closed his/her eyes.

Valentine's Day worksheets as time allows.

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

Dribbling & Passing (hands) Activities

Standards

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

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

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

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

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

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

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

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

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



Singing, and Music Worksheets

Lesson / Instruction

- Valentines Hunt Party?Brain Break?Unicorn Hunt?Cupid Hunt Freeze Dance** Video-Coach Corey Martin
 - Link: <http://youtu.be/oZKka156AUI?si=VFTYomuNdaD7N6Uf>
- Valentine's Day Music Worksheets** - Documents (music theory review)
- 100th Day of School Collaborative Music Poster**
 - Link: <http://www.teacherspayteachers.com/My-Purchases>

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

Song selection for the Spring Concert

Standards

MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.

MU:Cn10.0.5a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.5a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MU:Cr1.1 Imagine - Generate musical ideas for various purposes and contexts.

MU:Cr2.1 Plan and Make - Select and

responsibility in teacher-directed activities.

3.PE.11 Work independently for extended periods of time.

3.PE.12 Accept and implement specific corrective teacher feedback.

3.PE.13 Recognize the role of rules and etiquette in physical activity with peers.

3.PE.14 Support and work cooperatively with others.

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

3.PE.16 Work independently and safely in physical activity settings.

3.PE.17 Discuss the relationship between physical activity and good health.

3.PE.18 Discuss the challenge that comes from learning a new physical activity; and

3.PE.19 Describe the positive social interactions that come when engaged with others in physical activity.

Objective:

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

and feedback, and explain rationale for changes.

MU:Pr4.2.5a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

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

MU:Pr4.3.5a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).

Objectives:

- Music selection for the concert
- Valentine's Day and 100th day of school activities and worksheets (music theory review)

Lesson / Instruction

Valentine's Day worksheets as time allows (music theory review)

100th Day of School Collaborative Music Poster

- Link: <http://www.teacherspayteachers.com/My-Purchases>

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

Basketball Unit

Standards

5.PE.1 Exhibit competency in fundamental motor skills and selected combinations of skills.

5.PE.3 Recognize

(social, cultural, and historical) and how creators and performers manipulate the elements of music.

Objectives:

- Musical Valentine's Day School Dancing, Singing, and Music Worksheets

Lesson / Instruction

Valentines Hunt Party?Brain

Break?Unicorn

Hunt?Cupid Hunt Freeze

Dance Video-Coach Corey Martin

- Link: <http://youtu.be/oZKka156AUI?si=VFTYomuNdaD7N6Uf>

Valentine's Day Music

Activities and

Worksheets Music Theory Review

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

Valentine's Day Activites

Standards

MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.

MU:Cr2.1.3b Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas.

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

MU:Re9.1 Evaluate - Support evaluations of musical works and performances based

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

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

K.PE.17 Acknowledge that some physical activities are challenging or difficult; and

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:

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

Lesson / Instruction

Warm Up: (10 min)

- 3 Laps around Gym
- Go Fitness: Limber Limbs - Stretching Activities
 - Neck - Side to side, left and right
 - Chest - Hands clasped behind back
 - Back - Hug body
 - Trunk, 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



develop musical ideas for defined purposes and contexts

Objectives:

- Introduce a few songs to choose from for the Spring concert
 - Link and from Recorder Songbooks

Lesson / Instruction

Introduce Spring Concert Recorder Song:

- Stairway to Heaven: Recorder: http://youtu.be/SAThZmEOJbs?si=fvY11kNs7ziuSWR_

Recess 2:30pm - 2:45pm

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

Spring Concert Song Introduction and Practice

Standards

MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.

MU:Cr2.1 Plan and Make - Select and develop musical ideas for defined purposes and contexts

MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

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

MU:Cr2.1.5a Demonstrate selected and

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

- Stretching

(10 min) Go Fitness: Muscular Strength & Endurance **Materials:** 1 Beanbag per student

- Pump It Up Push Up Challenges (Card 230-231)
- Partner Pump It Up Push Up Challenges (Card 232-233)

(25 min) Go Activity: Basketball: CATCH Challenge Level III

Materials: 1 Bball and pinnie per student,

- Can't Touch This (Card 385)
- Dribble Tag (Card 386)

(5 min) Cool-down

- Simon Says

Materials / Resources / Technology

Practice Time 2:45pm - 3:30pm

that many different countries and cultures have been the origin of games, sports, and dance, including those of traditional and contemporary American Indian cultures.

5.PE.4 Combine spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance and games environments.

5.PE.6 Chart and analyze fitness benefits of physical activity outside health enhancement class.

5.PE.7 Actively participate in all activities of health enhancement class.

5.PE.9 Identify the need for warm-up and cool-down activities related to various physical activities.

5.PE.10 Participate in physical activity with responsible interpersonal behavior.

5.PE.11 Participate with responsible personal behavior in a variety of physical activity contexts, environments, and facilities.

5.PE.12 Give corrective feedback respectfully to peers.

5.PE.13 Critique the etiquette involved in rules of various activities.

on analysis, interpretation, and established criteria.

MU:Re8.1 Interpret - Support interpretations of musical works that reflect creators'/performers' expressive intent.

MU:Re7.2 Analyze - Analyze how the structure and context of varied musical works inform the response. Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Objectives:

- Musical Valentine's Day School Dancing, Singing, and Music Worksheets

Lesson / Instruction

Valentines Hunt Party?Brain Break?Unicorn Hunt?Cupid Hunt Freeze Dance Video-Coach Corey Martin

- Link: <http://youtu.be/oZKkA156AUI?si=vFTYomuNdaD7N6Uf>

Valentine's Day Music Activities and Worksheets Music Theory Review

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

- 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

- 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)

- Simon Says (Card 5)

Recess 1:45pm - 2:00pm

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

Dribbling & Passing (hands) Activities

Standards

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

2.PE.6 Describe physical activities outside health enhancement class.

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

2.PE.9 Describe warm-up and cool-down activities related to vigorous physical activity.

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

2.PE.11 Accept responsibility for



developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context.

MU:Cr2.1.5b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.

MU:Cr3.1.5a Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.

MU:Pr4.1 Select - Select varied musical works to present based on interest, knowledge, technical skill, and context.

MU:Pr4.2 Analyze - Analyze the structure and context of varied musical works and their implications for performance.

MU:Pr4.3 Interpret - Develop personal interpretations that consider creators' intent.

MU:Pr5.1 Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with

5.PE.14 Accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities and group projects.

5.PE.15 Accept other's ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.

5.PE.16 Apply safety principles with physical activities.

5.PE.17 Compare the health benefits of participating in selected physical activities.

5.PE.19 Analyze the social benefits gained from participating in physical activity.

Objective:

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

5th Grade:

- Using a variety of objects, throw a leading pass overhand to a partner
- Catch objects of different sizes and weights by moving to a designated area
- Throw and catch in a small group game to keep the ball away from opponents or reach a goal

Lesson / Instruction

Procedures:

- Bathroom
- Drinks
- 3 Laps

(5 min) Warm Up

1. Stretching

(10 min) Go Fitness:

class protocols with behavior and performance actions.

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

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

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

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

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

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



others.

MU:Pr4.1.5a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.

MU:Pr4.2.5a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

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

MU:Pr5.1.5a Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.

MU:Pr5.1.5b Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.

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

MU:Re7.1 Select - Choose music appropriate for a

Muscular Strength & Endurance Materials: 1

- Beanbag per student
1. Pump It Up Push Up Challenges (Card 230-231)
 2. Partner Pump It Up Push Up Challenges (Card 232-233)

(25 min) Go Activity:

Basketball: CATCH Challenge Level III

- Materials:** 1 Bball and pinnie per student,
1. Can't Touch This (Card 385)
 2. Dribble Tag (Card 386)

(5 min) Cool-down

1. Simon Says

Materials / Resources / Technology

Recess 2:30pm - 2:45pm

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

Valentine's Day and 100th Day of School Activities and Worksheets

Standards

MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.

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

MU:Cr2.1.5b Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.

MU:Cr3.1.5a Evaluate

- back
- o Back - Hug body
- o Truck, sides - Feet shoulder width apart, hand on hip, lean to one side, then the other
- o Back of thighs - Cross feet one over the other and touch toes (hands on legs to support back)
- o Front of thighs - Reach back to grab ankle, knee toward ground, pull ankle toward body
- o 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)

Practice Time 2:45pm - 3:30pm



specific purpose or context.

MU:Re7.2 Analyze - Analyze how the structure and context of varied musical works inform the response. Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

MU:Re8.1 Interpret - Support interpretations of musical works that reflect creators'/performers' expressive intent.

MU:Re7.1.5a Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

Objectives:

- Introduce music for Spring Concert
- Begin practicing

Lesson / Instruction

1. **Introduce ukulele song for the Spring Concert:** Ukulele Zen (Stuart Fuchs): "Old Time Rock N Roll" Bob Seger || Ukulele Lesson & Play-Along PLUS SOLO RIFFS! LINK: <http://youtu.be/cHwD7CMx6bY?s=i=EicLsDjlxD4C3V6Q>
2. **Decide the style** students would like to play after watching the video
3. **Hand out sheet**

te, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.

MU:Pr4.2.5a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

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

MU:Pr4.3.5a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).

Objectives:

- Music selection for the concert
- Valentine's Day and 100th day of school activities and worksheets (music theory review)

Lesson / Instruction

Valentine's Day worksheets as time allows (music theory review)

100th Day of School Collaborative Music Poster

- Link: <http://www.teacherspayteachers.com/My-Purchases>



music for further
practice