




Monday 02/17/2025	Tuesday 02/18/2025	Wednesday 02/19/2025	Thursday 02/20/2025	Friday 02/21/2025
No School	School Day 103	School Day 104	School Day 105	School Day 106
 <p>No School - President's Day</p>	<p>Breakfast Duty 8:00am - 8:20am</p>	<p>Breakfast Duty 8:00am - 8:20am</p>	<p>Breakfast Duty 8:00am - 8:20am</p>	<p>Breakfast Duty 8:00am - 8:20am</p>
	<p>Band - 7 & 8 8:35am - 9:30am</p>	<p>Choir - 7 & 8 8:35am - 9:30am</p>	<p>Band - 7 & 8 8:35am - 9:30am</p>	<p>Choir - 7 & 8 8:35am - 9:30am</p>
	<p>Spring Concert discussion</p> <p>Standards</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>Spring Concert discussion</p> <p>Standards</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>Spring Concert discussion</p> <p>Standards</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>Spring Concert discussion</p> <p>Standards</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>



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

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

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

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



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.

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.

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.

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.



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

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

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

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



<p>for venue, purpose, context, and style.</p> <p>MU:Re7.1 Select - Choose music appropriate for a specific purpose or context.</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:Re9.1.8a Apply appropriate personally-developed criteria to evaluate musical works or performances.</p>	<p>for venue, purpose, context, and style.</p> <p>MU:Re7.1 Select - Choose music appropriate for a specific purpose or context.</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:Re9.1.8a Apply appropriate personally-developed criteria to evaluate musical works or performances.</p>	<p>for venue, purpose, context, and style.</p> <p>MU:Re7.1 Select - Choose music appropriate for a specific purpose or context.</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:Re9.1.8a Apply appropriate personally-developed criteria to evaluate musical works or performances.</p>	<p>for venue, purpose, context, and style.</p> <p>MU:Re7.1 Select - Choose music appropriate for a specific purpose or context.</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:Re9.1.8a Apply appropriate personally-developed criteria to evaluate musical works or performances.</p>
<ul style="list-style-type: none"> • 2 songs for the Spring Concert • Finish songwriting projects 	<ul style="list-style-type: none"> • 2 songs for the Spring Concert • Finish songwriting projects 	<ul style="list-style-type: none"> • 2 songs for the Spring Concert • Finish songwriting projects 	<ul style="list-style-type: none"> • 2 songs for the Spring Concert • Finish songwriting projects
<p>Lesson / Instruction</p> <ul style="list-style-type: none"> • Finish deciding 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). 	<p>Lesson / Instruction</p> <ul style="list-style-type: none"> • Finish deciding 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). 	<p>Lesson / Instruction</p> <ul style="list-style-type: none"> • Finish deciding 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). 	<p>Lesson / Instruction</p> <ul style="list-style-type: none"> • Finish deciding 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).
<p>Prep 9:33am - 11:30am</p>	<p>Prep 9:33am - 11:30am</p>	<p>Prep 9:33am - 11:30am</p>	<p>Prep 9:33am - 11:30am</p>
<p>Lunch 11:30am - 12:15pm</p>	<p>Lunch 11:30am - 12:15pm</p>	<p>Lunch 11:30am - 12:15pm</p>	<p>Lunch 11:30am - 12:15pm</p>
<p>PE - Pre K 12:15pm - 1:00pm</p> <p>Dribbling & Passing (hands) Activities</p> <p>Standards</p> <p>2.1c Exhibit a variety of small motor skills.</p> <p>2.1e Engage in self-help skills.</p>	<p>Music - Kindergarten 12:15pm - 1:00pm</p> <p>Section 1: Unit 3: Lesson 2: Lower and Higher</p> <p>Standards</p> <p>MU:Cr1.1.Ka With guidance, explore and experience music concepts (such</p>	<p>PE - 1 12:15pm - 1:00pm</p> <p>Dribbling & Passing (hands) Activities</p> <p>Standards</p> <p>1.PE.1 Perform most basic locomotor, nonlocomotor, and manipulative skills using mature</p>	<p>Music - 1 12:15pm - 1:00pm</p> <p>Section 1: Unit 2: Lesson 1: Long and Short</p> <p>Standards</p> <p>MU:Cn10.0.1a Demonstrate how interests, knowledge, and skills relate to</p>



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

2.2a Exhibit physical reflexes in response to stimulation.

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

2.2c Use developing motor skills to move more independently.

2.2d Develop coordination to use motor skills with toys.

2.2e Demonstrate skills to move in the environment.

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

2.2g Demonstrate increased ability to use skills requiring balance.

2.2h Perform large motor movement alone or with others.

2.2i Manipulate objects with large muscles.

2.3a Respond to touch, movement, and sound.

2.3b Focus eyes on near and far objects.

2.3c Calm with assistance.

2.3f Demonstrate an awareness of her body in space.

2.3h Adapt movements to specific situations.

2.3i Demonstrate concepts through

as beat and melodic contour).

MU:Cr1.1.Kb With guidance, generate musical ideas (such as movements or motives).

MU:Cr2.1.Ka With guidance, demonstrate and choose favorite musical ideas.

1 Singing, alone and with others, a varied repertoire of music.

2 Performing on instruments, alone and with others, a varied repertoire of music.

5 Reading and notating music.

6 Listening to, analyzing, and describing music.

9 Understanding music in relation to history and culture.

8 Understanding relationships between music, the other arts, and disciplines outside the arts.

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'

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

personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.1a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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:Pr4.2.1a With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.

MU:Pr4.3.1a Demonstrate and describe music's expressive qualities (such as dynamics and tempo).

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

Objectives:

- Move to show aural identification of long and short sounds.

Lesson / Instruction

INTRODUCTION

- Give children an overview of the lesson using this slide.
- Invite children to tell about sounds they



movement.

2.4a React to participation in daily routines.

2.4c Indicate needs and wants.

2.4d Take and interest in meeting physical needs.

2.4e Participate in healthy routines.

2.4f Communicate with an adult when not feeling well.

2.4g Participate in bathroom routines with growing independence.

2.6a Attempt new large and small motor activities.

2.6b Participate in simple movement games.

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

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

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

2.6f Participate in physically active games with peers.

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

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

expressive intent.

MU:Pr5.1.Ka With guidance, apply personal, teacher, and peer feedback to refine performances.

MU:Pr5.1.Kb With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music.

MU:Re7.2.Ka With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

MU:Re8.1.Ka With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

Concept:

- Melody

Objectives:

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

Lesson / Instruction

This lesson may take 2-3 days

PLAY | Pitched

Instruments

Have children:

- **Watch** as you turn a bell set or other pitched instrument sideways, lowest bell nearest floor, and listen as you play each pitch, low to high.
- **Look again** to the **slide ACTIVITY | Lower and Higher**, with iconic representation, to figure out which pitches to play for the first four notes. (D D A A as shown by stars)
- **Listen** as you play *twinkle, twinkle*.

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. "Look Mom, No Hands" (Card 226)

Go Activity: Dribbling &

Passing (hands)

Activities (10 min)

hear outside every day. (*dogs barking, wind blowing, traffic*)

- Ask them to describe how some sounds are long and some are short. (*Horns honking are hopefully short; sirens are long.*)

REACHING ALL LEARNERS | English

Language Learners

ACTIVITY | S1U2L1: Short and Long Sounds with Mos' Mos': Interactive

ELL Adaptation

Vocabulary: Long and Short

Before beginning the lesson, review the meanings of the words long and short. Show children the pictures illustrating long and short cats and point to the words short and long in the slide title. Have children find several objects in the room that are long and short. Help them find a few things that they can tap to create sound. Then, help them categorize each sound as either long or short. After children have grasped the concepts, continue with the lesson as written.

ELL Intervention Strategies

Preproduction Write the words long and short on the whiteboard and ask children to point to the right word each time you show them an object that can be described by one of the words.

Early Production and Speech Emergence

Ask each child to write a phrase that describes a long sound ("school bell ringing," for example) and one that describes a short sound ("dog barking," for example).

LISTEN | Down by the Bay

iSONG | Down by the Bay: Interactive

Have children:

- Listen *again* to "Down by the Bay," from the previous lesson, then



strangers.

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

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

2.7d Recognize rules and follow basic safety instructions.

2.7f Understand and anticipate potential consequences of disregarding rules.

2.7g Recognize and describe the reasons for rules.

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

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

Objectives:

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

Basic Skills:

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

Lesson / Instruction

Warm Up: (10 min)

1. 3 Laps around Gym
2. Go Fitness: Limber Limbs - Stretching Activities
 - Neck - Side to side,

- **Take turns playing** this melodic motive.

MUSIC SKILLS |

Improvise

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

Interactive

Improvise

- **Invite children to play** "star sounds."
- **Have them watch** as you demonstrate a glissando and a tone cluster on a glockenspiel set up in D pentatonic.
 - Demonstrate playing finger cymbals and a chime tree.
- **Encourage children to explore** making sounds on each of these instruments in small groups.

(Optional: You may wish to use any of the virtual **Orff Instruments**. If children are using a tablet, they will be able to play two sounds at the same time. On a computer, children will be able to play just one sound at a time.)

LINKS | Art (supplies needed)

Art: Shining Stars

- **Have children discuss** qualities of stars. (They shine at night; they are very far away; our sun is a star.)
- **Have them make and decorate** individual stars by:
 - Trace or draw star-shaped outlines on oaktag and cut them out.
 - Have them use glitter, foil, or other available materials to decorate their stars.
 - Then help children punch a hole in the top and thread a loop of string through the hole.
 - You may wish to have children hang their stars on a dark blue bulletin board.

MOVEMENT | Creative

Movement

Creative Movement:

"Twinkle, Twinkle, Little Star"

- **Help children identify** the parts of the melody "Twinkle, Twinkle, Little

Materials: 1 basketball per student, boundaries

1. "A, my name is ..." (Card 227)

Cool-down: (5 min)

1. Simon Says (Card 5)

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

Section 2: Unit 1: Lesson 1: A Mi-Re-Do Song

Standards

MU:Ch11.0.3a Dem

onstrate

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

MU:Pr4.2.3b When

analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation.

Objectives:

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

Lesson / Instruction

READ | Rain Is Falling Down

CONCEPT OVERVIEW |

S2U1L1: A Mi-Re-Do

Song: Interactive

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

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

- **Have students read** the rhythm.

LOCATOR MAP | England: Interactive

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

SONG ANTHOLOGY |

Grade 3: Document

Have students:

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

echo each phrase of the song.

- Echo again and extend hands outward on each long sound. (bay, grow, home, go, do, say)

*** Long Vowels**

IDENTIFY | Long and Short in Let's Go Driving

ACTIVITY | S1U2L1:

Long and Short Sounds: Interactive

- Invite children to answer the questions.

iSONG | Let's Go

Driving: Interactive

- Ask them to listen to "Let's Go Driving," standing up when they hear the long sounds in car and far.
 - **(Note:** All of the sounds are relatively short in this song. Car and far are only slightly longer than the other lyrics.)

? R-Controlled Vowels

MOVEMENT | Patterned Movement

"Let's Go Driving"

Measures 1–8: Children walk with the half-note beat through shared space, being careful not to touch others. (Remind children that we want no "car crashes.")

Measures 9–16: Children stand in one place and do the following motions:

- **Vroom:** Circle hands around each other
- **Beep:** Pretend to honk horn
- **Swish:** Windshield wiper motion

REACHING ALL

LEARNERS | Inclusion

Inclusion For children with special needs who have difficulty distinguishing between long and short sounds, reinforce the sounds with visuals. For example, hold up a ruler for a short sound and a yardstick for the long sound.

LISTEN / DESCRIBE | Long and Short Sounds

in Mos', Mos'!

iSONG | Mos', Mos'! (Cat, Cat!): Interactive You may wish to preview the



- 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. "Look Mom, No Hands" (Card 226)

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

1. "A, my name is ..." (Card 227)

Cool-down: (5 min)

1. Simon Says (Card 5)

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

TENNIS - LESSON #1

Standards

4.PE.1 Use a combination of motor skills to engage in a variety of activities.

4.PE.3 Discuss the origin of a variety of games, sports, or dances, including traditional and contemporary American Indian contributions and cultures.

Star" that are the same, and those that are different. (Same—lines 1 and 3; different—line 2)

- **Invite children to choose** two different movements for the two different parts of the song and perform them. (For example: tap a high-level place during the first and third parts, and walk through shared space during the second part.)

LISTEN | Counting Song
iSONG | Counting Song: Interactive
RESOURCE MASTERS | Grade K: Document

*** Rhyme**

- **Invite children to listen to "Counting Song"** and identify the rhyming words. (two/ moo, four/roar, six/ tricks, eight/gate, ten/ hen/again)
- **Use Resource Master 3•3, p. 30** to learn the words that go with each pair of numbers.)

IDENTIFY / SING | Repeat Signs
SONG ANTHOLOGY | Grade K: Document

- **Remind children** that repeat signs tell us to repeat everything inside them.
- **Use Song Anthology, p. 22**, to show the notation for "Counting Song," and ask for volunteers to find and point to the repeat sign at the end of the song.
- **Play the song audio** again and guide children through the notation, pointing to the repeat sign at the end as the song repeats.
- **Explain** to children that when the repeat goes back to the beginning, we don't need to show the first symbol ? at the beginning. **Showing just this ? tells us that we repeat from the start.**
- **Have children sing** the song and hold both hands up facing each other when they sing the repeat of the song.

PRACTICE: Sing lower to higher pitches in a song (F to C').

SING | Counting Song
Counting Song (Stereo Mix): Audio

- **Ask children to echo** you phrase by phrase of the rhyme, holding up the correct number of fingers for each

- **Read** the rhythm using syllables of your choice.
- **Practice saying** the lyrics in rhythm.

Ask students to:

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

RESOURCE MASTERS | Grade 3: Document

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

iSONG | Rain Is Falling Down: Interactive

Ask students to:

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

MUSIC SKILLS | Recorder
VIRTUAL RECORDER | Recorder Fingerings: Interactive

Recorder

- If students know B A G on recorder, have them play "Rain Is Falling Down."
- Use the Virtual Recorder-Recorder Fingerings to review or reinforce the fingerings for B A G. T
 - The Default setting already has G, A, and B showing.

RECORDER | Grades 3–4: Document

Recorder

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

LINK | Language Arts
Writing Verses

iSong for "Mos', Mos!"

Have children:

- Listen to a Hopi game song, "Mos', Mos'!" and echo the word mos, then tell whether the word is long or short.
- Echo the word mo-sa on the third line or cat on the last line of the iSong. (Use the "System" arrow to scroll through lines of the iSong.)
- Describe and label mo-as a long sound.
- Point to the long cat picture when they hear a long sound and the short cat picture when they hear a short sound as they listen again.

* Long Vowels

LOCATOR MAP | Hopi Region: Interactive

Explain:

- "Mos', Mos'!" is a song of the Hopi people. Hopi live in the yellow parts of the map. Name the states that are yellow.

PRONUNCIATION | Mos', Mos'!
iPRONUNCIATION | Mos', Mos'! (Cat, Cat!): Interactive

- Invite children to use the pronunciation for "Mos', Mos'!" to learn the Hopi words for the song.
- This song uses only four words, but each is in a different language.
 - **Mosa**, abbreviated mos', means "cat" in the Aztec language.
 - **Naitila** is a Navajo word meaning "to steal something."
 - **Kanelperkye** means "sheepskin" in Hopi.
 - **Nya** is equivalent to "meow" in English.

SING | Mos', Mos'!

- Invite children to sing the song with the Hopi words and the English words.
- Have them sing it again and "paw" with their hands on the short sound mos and to rub their "whiskers" on the long sound mo-on the last line.

LINKS | Theater
Dramatizing a Story
Many cultures have songs, stories, and plays about cats.

- Ask children why they think the cat is such a



4.PE.5 Discuss the importance of hydration and hydration choices relative to physical activities.

4.PE.6 Analyze opportunities for participating in physical activities outside health enhancement class.

4.PE.7 Actively engages in the activities of health enhancement class, both teacher-directed and independent.

4.PE.10 Demonstrate responsible behavior in independent group situations.

4.PE.11 Reflect on personal social behavior in physical activity.

4.PE.12 Listen respectfully to corrective feedback from others.

4.PE.13 Adhere to rules of etiquette in a variety of physical activities.

4.PE.14 Recognize and support individual differences in movement performance at all skill levels.

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

4.PE.16 Work safely with peers and equipment in physical activity settings.

number.

- **Have the class sing** the entire song.

LINKS | Mathematics
Mathematics: Numbers to Ten

- **Use "Counting Song"** to reinforce counting and reading numbers to ten.
- **Have a volunteer** point to each number on a number line as the rest of the class sings the song.
 - You could also have ten children sit in a line, with each assigned a number from 1 to 10.
 - Each child stands up and remains standing as his or her number is called, until all 10 children are standing.

REACHING ALL LEARNERS | Gifted and Talented

Gifted and Talented

- **Have children who quickly learn** the melodic direction of the numbers in "Counting Song" play the pitches on the bell set or other pitched instruments.
- **You may want to choose** these same children to play the glockenspiel for the Creative Unit Project.
- **Also may want to identify** a child who consistently keeps a steady beat to be the conductor of the performance piece in the Creative Unit Project.

ANALYZE | Melodic Direction

Have children:

- **Sing** each phrase of "Counting Song" separately and identify which numbers in the song move from a lower to a higher pitch as twinkle, twinkle in "Twinkle, Twinkle, Little Star" does. (one-two; five-six; nine-ten)
- **Identify** which move from a higher pitch to a lower pitch. (three-four; seven-eight)

PRACTICE: Move to show melodic direction.
MOVE | To Show Melodic Direction

Have children form two groups.

- **Group 1 sings** the numbers and moves to identify the low, medium, and high

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

ADDITIONAL RESOURCES
Resource Masters R-25 through R-30 contain below documents you may wish to use in your lessons:

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

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

Section 2: Unit 1: Lesson 1: Practice Basic Rhythms

Standards

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

MU:Pr6.1.4a Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation.

MU:Re9.1.4a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.

Objectives:

- Read quarter notes, eighth-note pairs, quarter rests, and half notes.

Lesson / Instruction
READ | Rhythm Patterns
CONCEPT OVERVIEW | S2U1L1: Practice Basic

popular animal.

- Have them pantomime a cat's movements during different activities, such as playing with a fluffy toy, greeting other cats, cleaning its paws, eating, and sleeping.
- Encourage the class to make up a short story about cats and act it out. **Critical Thinking: Evaluate**

Assess children's ability to engage in this interdisciplinary activity of dramatizing the subject of the song, and making up a story and acting it out.

ANALYZE | Long and Short Sounds Around Us
ACTIVITY | S1U2L1: Soundcheck: Long and Short Sounds Around Us: Interactive

- Have children listen to "SoundCheck: Long and Short Sounds Around Us"
- Use the pictures on the slide to help them tell whether each sound is long or short.

PROGRESS CHECKPOINT
Informal Assessment

Tell children to hold their hands in their laps when they hear a short sound and raise their hands when they hear a long sound. Say "cat," as a short sound and clap with the syllable. Then say "meow" as a long sound and rub your hands together to show the long sound. Continue saying other words as short and long sounds, until you have assessed children's understanding of long and short sounds. (Suggestions: bark = short, grrrr = long; plop = short, whishhh = long; jump = short, swimming = long.)

Optional Reteaching
Assign partners and ask children to work together to come up with more long and short sounds. Have partners share their new sounds with the class, asking the rest of the class to identify the sounds as long or short.

PORTFOLIO | Creative



4.PE.17 Examine the health benefits of participating in physical activity.

4.PE.18 Rate the enjoyment of participating in challenging and mastered physical activities; and

4.PE.19 Describe and compare the positive social interactions when engaged in partner, small-group, and large-group physical activities.

- Objectives:**
- Practice and improve fundamental striking and tennis skills racket grip, forehand, backhand, ready position).
 - Actively participate in tennis lead-up games and challenges to utilize learned skills and develop physical fitness.
 - Have fun being physically active.
- 4TH GRADE**
- Strike a small object back and forth with a partner using a paddle or racket
 - Strike a small object using the backhand motion with a paddle or racket

Lesson / Instruction

Technique/Teaching Cues

The following cues will facilitate student success, reduce their risk of injury, and eliminate the development of improper habits. Some basic skills in tennis are the ready position, forehand stroke, backhand stroke, and volley.

A. **Ready Position** (also known as the "Home Position") - a preparatory position allowing the player to quickly move in any direction.

1. **"Handshake grip."**
Hold the racket with dominant hand.

- pitches, touching hands on knees, at the waist, and stretching overhead.
- Group 2 sings** the rest of each phrase and moves to identify its pitches. Switch roles.
- *Classify and Categorize**
- All together, have children sing** only the numbers and show the melodic direction of each, silently thinking the rest of each phrase.
- MUSIC SKILLS | Vocal Development**
- Vocal Development**
- Asking children to listen** to part of a song inside their heads (inner hearing) is important in developing tonal and rhythmic memory.
 - Have children practice** this activity with a song they enjoy, keeping one phrase or part of the song inside their head.
 - At first, have them pat to the beat softly during the activity in order to stay together.
 - Then challenge them to keep the steady beat inside their heads.
 - If a child has difficulty with inner hearing, have him or her first mouth the words of the silent phrase.
 - Be sure to check that the pitch is correct when children begin singing again.

TEACHER TO TEACHER | Reinforcing Higher and Lower

Reinforcing Higher and Lower

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

Rhythms: Interactive

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

ACTIVITY | S2U1L1: Basic Rhythms: Interactive

- Have students refer** to the slide to review quarter notes, eighth-note pairs, quarter rests, and half notes, and clap the rhythm patterns.
 - Rhythm patterns are on the second page of the slide*

ACTIVITY | S2U1L1: Ostinato Fun!: Interactive

- Have students read** and clap the ostinato pattern, then have them play it on a drum.
- Have them first play** it without the audio, then play it along with the audio.
 - May wish to focus on only the first sections of the symphony movement, stopping at 1:40 or 2:30*

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

iSONG | Li'l 'Liza Jane: Interactive

Ask students to:

- Review "Li'l 'Liza Jane"**
- Form two groups**, one to sing the song, the other to play the ostinato, then switch.
 - (Use the recorded accompaniment)*

MUSIC SKILLS | Pitch PITCH SOUNDS AND SYMBOLS: Interactive

Pitch

- Have students read** the pitches of "Li'l 'Liza Jane" with pitch syllables.
- Use** Pitch Sounds and Symbols to help students with pitches.
- Use** Settings button to choose Scale = do pentatonic; Pitch for do = C; and select Pitch Syllables do re mi so la high do.
- Invite students** to explore clicking the pitch syllable names below the staff to hear each pitch sung, in any order.
- Have them practice** singing along using the hand signs.

HISTORY AND CULTURE | Ludwig van Beethoven MEET THE MUSICIAN |

Unit Project

- Use **Resource Master 2•4, p. 21 (part of their booklet)**. The Answer Key is on p.192.

GRAPHIC ORGANIZER | Column—2: Interactive

- Use the graphic organizer to type in children's ideas.
- Use one column for short sounds and the other for long sounds.

Mos', Mos'! (Cat, Cat!) (A cappella) (Stereo Mix): Audio

- Ask children to listen to their surroundings for one minute and describe the sounds they hear.
- Have them tell whether the sounds are long or short.
- Have children listen to "Mos', Mos'!" again, raising a hand when they hear long sounds in the song.
- Assess whether they used movement to respond correctly to the song's long and short sounds.

Materials / Resources / Technology

Classroom Materials:
Resource Master 2•4 (Long or Short?)

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

Dribbling & Passing (hands) Activities

Standards

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

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

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

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



2. **"Racket throat."**
Place the non-dominant hand on the throat of the racket.

3. **"Racket head at the chest."** Prepare the racket to move in any direction.

4. **"Ready feet."** Feet shoulder width apart, weight on the balls of the feet, knees slightly bent, slight forward lean at hips.

5. **"Quick feet."** Shift weight from right to left, ready to move in any direction.

B. Forehand Stroke

1. **"Stand side to target."** Point the non-racket shoulder to the target.

2. **"Racket down and back."** Racket head extended back near the foot.

3. **"Step and swing."** Step forward with the front foot and swing from the back foot to front.

4. **"Swing low to high."** Make the racket head start low and finish high.

5. **"Reach to the front."** Contact the ball near the front foot.

6. **"Scratch your back."** Follow through over the opposite shoulder and finish with the racket head near the back.

C. Backhand Stroke

1. **"Stand side to target."** Point the racket shoulder to the target.

2. **"Racket, across, down and back."** Racket head pulled across the body and extended back near the foot.

a. Use either one or two hands to hold the racket.

3. **"Step and swing."** Step forward with the front foot and swing from the back foot to front.

4. **"Like a knight."** Swing your racket like a knight would unsheathe a sword - keep the racket head low and finish high.

5. **"Reach to the front."** Contact the ball near the front foot.

6. **"Scratch your**

down the line.

- **Repeat**, giving others turns to hold the papers and to point to the numbers.

PROGRESS
CHECKPOINT
Informal Assessment

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

Optional Reteaching

- To help children identify the numbers whose pitches move lower to higher, have them sing the song again, holding a hand over one ear.
- This helps them hear their own voices better, while still allowing them to hear you and the others.
- Guide them to notice that they can "feel" the lower and higher pitches in different places inside their heads.
- Have them sing the song again and watch as you play the F-C' pitches (for one-two; five-six; nine-ten).
 - (Turn the instrument so the lowest note is at the bottom.)
- Ask them to point to the bars you play.
- Let volunteers take turns playing the pitches.

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

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

S2U1L1: Ludwig van Beethoven: Interactive
Ludwig van Beethoven Beethoven (1770–1827)

- Born in Bonn, Germany.
- As a boy he studied piano and composition and went on to become a virtuoso pianist, conductor, and composer.
- In his twenties, he began to suffer from a hearing disorder that eventually made him completely deaf.
- He nonetheless continued to compose and conduct many great symphonies, piano and vocal pieces, and chamber works.

LOCATOR MAP | Germany: Interactive

- Have students find Germany on the map.

LISTEN | Beethoven's Symphony No. 7
LISTENING | Symphony No. 7 in A Major, Second Movement: Interactive

- Introduce students to Beethoven's Symphony No. 7 in A major.
- **Play** the audio and have them read and tap the ostinato rhythm as they listen.
- **Pause** the recording at about three minutes and have students explain the rhythm they hear using terms they know.
- **Discuss** with students how Beethoven used the rhythm and the effect he created.
 - *Students may mention tempo, constant repetition of rhythm, rhythm passing to different sections of the orchestra, layering of other rhythms*
- **Have students continue** listening and describe how Beethoven used the same rhythm in other sections.
- **Encourage** students to again use terms they know to explain the rhythm they've been listening for.

MUSIC SKILLS | Listen
Augie's Great Municipal Band from Star Wars Episode 1: The Phantom Menace (excerpt) (Williams): Audio
Listen

- **Extend** students' experiences with

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

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

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

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

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

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

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

K.PE.16 Understand that physical activity is important for good health.

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

K.PE.18 Identify physical activities that result in a positive personal experience while playing with friends.

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

K.PE.5 Identify active play opportunities outside



back. Follow through over the opposite shoulder and finish with the racket head near the back.

D. Volley

1. **"Ready position close to the net."** Stand about 6-8 feet from the net or target in ready position.

2. **"Racket high."** Lift the racket head up and slightly to the side - strings above the wrist.

3. **"Slight side to target."** Turn slightly toward the net or target.

4. **"Short back swing."** Draw the racket back just a bit.

5. **"Push and step."** Step with front foot as you punch or block the ball with your racket (not a full swing).

6. **"Firm wrist follow through."** Keep the wrist firm and follow through in direction of ball placement.

Safety Hints

Rackets present obvious safety considerations.

- **Distribute polypots** to define each student's individual self-space.
- **Have students practice hugging** their racket when a stop signal is given.
- **Require students to stop striking if they move from their polypot** and to walk when retrieving stray balls.
- **Teach and practice a stop and start signal.**
- **Provide adequate space** for each student.
- **Prohibit excessive swinging.**

GO ACTIVITY: Tennis: Skill Development Activities

NAME OF ACTIVITY: Singles (Individual Racket Skills) (CARD 560 – 561)

EQUIPMENT: plastic paddle or tennis racket, tennis ball, beanbag, and polypot for each student

SKILL THEME(S): striking with short-handled

shoe

- **Tell children** they will add more instrument parts to their piece later.

WRAP UP

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

SCHOOL TO HOME SONG ANTHOLOGY | Grade K: Document

We are learning these songs:

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

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

Work on song for Spring Concert

Standards

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

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

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.

- ensembles and instrumental tone colors.
- **Guide** them to distinguish between a symphony orchestra and a concert band or marching band.
- **Point out** that the movement they just heard was played by a symphony orchestra.
 - Orchestras include string sections with violins, violas, cellos, and basses as well as wind and percussion sections.
 - Bands do not have string instruments and instead have many wind instruments along with percussion support.
- **Invite students** to listen to an example of a band such as the one playing "Augie's Great Municipal Band" from *Star Wars Episode 1: The Phantom Menace* (excerpt).
- **Invite students** to identify tone colors they hear.

ADDITIONAL RESOURCES | Grade 4: Document PRINT THESE

- **Print Resource Masters R•25 through R•30 pp.121 through 126** contain:
 - *Beat Bars*
 - *Pitch Ladder*
 - *Curwen Hand Signals*
 - *Scale Stairs*
 - *Pitch Xylophone*
 - *Scale Brackets*
- **May wish to use** these in your lessons.

health enhancement class.

Objectives:

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

Basic Skills:

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

Lesson / Instruction

Warm Up: (10 min)

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



paddles/rackets

SPORT SKILLS &

STRATEGY: racket control and grip, forehand/backhand striking

ORGANIZATION:

1. Students are scattered, each with a racket and tennis ball.
2. Or use grid formation (see [card 626](#)).

DESCRIPTION:

Use the following cues to help students concentrate on proper racket grip and control:

Grip - "Shake hands"

- **Forehand Grip** - "Palm Up"
- **Backhand Grip** - "Knuckles Up"

Racket Control - "Firm wrist" and "Flat paddle"

A. Pancakes

- Students pretend to be chefs; the racket is a frying pan.
- Students will "cook pancakes" (the beanbag).
- Using the forehand "palm up," balance the beanbag in the middle of the racket and "sizzle" the pancake by gently moving the racket back and forth.
- Next, "sauté" the pancake by moving it all around the racket.
- Finally, "flip" the pancake - gently toss the pancake in the air and catch it in the frying pan.
- Cook till golden brown.

NOW TRY THIS:

1. Repeat the activity using the backhand "knuckles up" grip.
2. Toss the beanbag in the air and catch it with the other side of the racket.
3. Challenge: use a tennis ball instead of a beanbag.

B. Spot Toss

- Students stand 2-3 steps away from their polypot.
- Using the forehand grip, balance the beanbag on the racket, and toss the beanbag to the polypot.

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:Cr1.1.5a Improve rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).

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 and feedback, and explain rationale for changes.

MU:Pr4.1 Select -

Materials: 3-8 small balls
1. "Look Mom, No Hands" (Card 226)

Go Activity: Dribbling & Passing (hands)

Activities (10 min)

Materials: 1 basketball per student, boundaries

1. "A, my name is ..."

Cool-down: (5 min)

1. 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.3 Identify games, sports, or dances performed in other cultures.

2.PE.5 Recognize the balance of good nutrition with physical activity.

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

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

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



- Pretend the chefs are tossing the cooked pancake to a plate.
- Credit one point if any part of the beanbag is touching the polyspot.
- After every 3 points, take one step back and continue the activity.

NOW TRY THIS:

1. Repeat the activity using the backhand "knuckles up" grip.
2. Challenge students to toss the beanbag while standing sideways to the polyspot.

C. Drop, Bounce & Balance

- Using the forehand grip, balance the ball on the racket.
- Let the ball drop and bounce.
- Catch and balance the ball when it rebounds from the floor.
- Having the students say, "Drop, Bounce, Balance," will help them concentrate on the task.
- Encourage the students to drop the ball from the racket instead of throwing it up in the air.

NOW TRY THIS:

1. Repeat the activity using the backhand "knuckles up" grip.
2. Challenge students to see how many they can do successfully in 30 seconds.

D. Just Bump It Up

- Hold the ball in the non-racket hand.
- Using the forehand grip, drop the ball from head height and try to strike it so it goes straight up.
- Catch the ball. When comfortable with single strikes, attempt to continually bump the ball up.
- Students should discontinue striking if they stray from their personal space and resume striking only when they have returned to their polyspot.

NOW TRY THIS:

1. Repeat the activity using the backhand "knuckles up" grip.
2. Have students establish and subsequently break a personal record for consecutive bumps.

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 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:Pr4.2.5c Explain how context (such as social, cultural, and historical) informs

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

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

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

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

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

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

2.PE.17 Describe the value of "good health balance".

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

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

Objectives:

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



3. Challenge students to strike the ball on the side of their body and not directly in front.
- E. Flip Flops**
1. Strike the ball up using one side of the racket. "Flip-flop" the racket between strikes.
- NOW TRY THIS:
- Over the Rainbow challenge students to bump the ball in an arch over the head from one side of the body to the other.
- F. Just Bump It Down**
1. Dribble the ball down with the paddle.
 2. Encourage students to try to keep the ball from bouncing higher than the waist.
 3. Count how many consecutive "downs" can be done without a miss.
- NOW TRY THIS:
- Spelling Challenges - each time the paddle strikes the ball, say one letter of a word.
 - Students start spelling the word over if they miss the ball. C
 - Challenge students to walk around their polyspot while dribbling the ball down.

Recess 1:45pm - 2:00pm

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

TENNIS - LESSON #1

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.6** Chart participation in

- performances.
- 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).
- 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:Pr6.1.5b** Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.
- MU:Re7.1** Select - Choose music appropriate for a specific purpose or context.
- MU:Re7.2** Analyze - Analyze how the structure and context of varied musical works inform the

- 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. "Look Mom, No Hands" (Card 226)
- Go Activity: Dribbling & Passing (hands) Activities (10 min)**
- Materials:** 1 basketball per student, boundaries
1. "A, my name is ..." (Card 227)
- Cool-down: (5 min)**
1. Simon Says (Card 5)

Practice Time 2:45pm - 3:30pm



physical activities outside health enhancement class.

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

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

3.PE.10 Practice personal responsibility in teacher-directed activities.

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

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

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

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

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

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

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

3.PE.19 Describe the positive social

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

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

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

MU:Re8.1.5a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and



interactions that come when engaged with others in physical activity.

Objectives:

- Practice and improve fundamental striking and tennis skills racket grip, forehand, backhand, ready position).
- Actively participate in tennis lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.

3RD GRADE

- Bounce and strike a small object using a paddle/racket
- Continuously strike a ball upward with a paddle/racket

Lesson / Instruction

Technique/Teaching Cues

The following cues will facilitate student success, reduce their risk of injury, and eliminate the development of improper habits. Some basic skills in tennis are the ready position, forehand stroke, backhand stroke, and volley.

A. **Ready Position** (also known as the "Home Position") - a preparatory position allowing the player to quickly move in any direction.

1. **"Handshake grip."**

Hold the racket with dominant hand.

2. **"Racket throat."**

Place the non-dominant hand on the throat of the racket.

3. **"Racket head at the chest."** Prepare the racket to move in any direction.

4. **"Ready feet."** Feet shoulder width apart, weight on the balls of the feet, knees slightly bent, slight forward lean at hips.

5. **"Quick feet."** Shift weight from right to left, ready to move in any direction.

B. **Forehand Stroke**

1. **"Stand side to**

personal interpretations to reflect expressive intent.

Objectives:

- Work on Spring Concert song (ie. instruments that will be used, choreography, and singing)

Lesson / Instruction

Students will:

- Make final decisions on the song such as instruments, vocals, and choreography, in order to begin rehearsing.

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

TENNIS - LESSON #1

Standards

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

5.PE.3 Recognize that many different countries and cultures have been the origin of games, sports, and dance, including those of traditional and contemporary American Indian cultures.

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

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

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



target. Point the non-racket shoulder to the target.

2. "**Racket down and back.**" Racket head extended back near the foot.
3. "**Step and swing.**" Step forward with the front foot and swing from the back foot to front.
4. "**Swing low to high.**" Make the racket head start low and finish high.
5. "**Reach to the front.**" Contact the ball near the front foot.
6. "**Scratch your back.**" Follow through over the opposite shoulder and finish with the racket head near the back.

C. **Backhand Stroke**

1. "**Stand side to target.**" Point the racket shoulder to the target.
2. "**Racket, across, down and back.**" Racket head pulled across the body and extended back near the foot.
 - a. Use either one or two hands to hold the racket.
3. "**Step and swing.**" Step forward with the front foot and swing from the back foot to front.
4. "**Like a knight.**" Swing your racket like a knight would unsheathe a sword - keep the racket head low and finish high.
5. "**Reach to the front.**" Contact the ball near the front foot.
6. "**Scratch your back.**" Follow through over the opposite shoulder and finish with the racket head near the back.

D. **Volley**

1. "**Ready position close to the net.**" Stand about 6-8 feet from the net or target in ready position.
2. "**Racket high.**" Lift the racket head up and slightly to the side - strings above the wrist.
3. "**Slight side to target.**" Turn slightly toward the net or target.
4. "**Short back swing.**" Draw the racket back just a

5.PE.8 Differentiate between skill-related and health-related fitness.

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.

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

Objectives:



bit.

5. **"Push and step."**

Step with front foot as you punch or block the ball with your racket (not a full swing).

6. **"Firm wrist follow through."**

Keep the wrist firm and follow through in direction of ball placement.

Safety Hints

Rackets present obvious safety considerations.

- **Distribute polyspots** to define each student's individual self-space.
- **Have students practice hugging** their racket when a stop signal is given.
- **Require students to stop striking if they move from their polyspot** and to walk when retrieving stray balls.
- **Teach and practice a stop and start signal.**
- **Provide adequate space** for each student.
- **Prohibit** excessive swinging.

GO ACTIVITY: Tennis:

Skill Development Activities

NAME OF ACTIVITY:

Singles (Individual Racket Skills) (CARD 560 – 561)

EQUIPMENT: plastic paddle or tennis racket, tennis ball, beanbag, and polyspot for each student

SKILL THEME(S): striking with short-handled paddles/rackets

SPORT SKILLS &

STRATEGY: racket control and grip, forehand/backhand striking

ORGANIZATION:

1. Students are scattered, each with a racket and tennis ball.
2. Or use grid formation (see card 626).

DESCRIPTION:

Use the following cues to help students concentrate on proper racket grip and control:

Grip - "Shake hands"

- Practice and improve fundamental striking and tennis skills racket grip, forehand, backhand, ready position).
- Actively participate in tennis lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.

5TH GRADE

- Strike a self-dropped ball with a racket over a low net
- Strike a rebounding ball from the wall with a paddle/racket
- Use a paddle or racket in a small group game

Lesson / Instruction

Technique/Teaching

Cues

The following cues will facilitate student success, reduce their risk of injury, and eliminate the development of improper habits. Some basic skills in tennis are the ready position, forehand stroke, backhand stroke, and volley.

A. **Ready Position** (also known as the "Home Position") - a preparatory position allowing the player to quickly move in any direction.

1. **"Handshake grip."**

Hold the racket with dominant hand.

2. **"Racket throat."**

Place the non-dominant hand on the throat of the racket.

3. **"Racket head at the chest."** Prepare the racket to move in any direction.

4. **"Ready feet."** Feet shoulder width apart, weight on the balls of the feet, knees slightly bent, slight forward lean at hips.

5. **"Quick feet."** Shift weight from right to left, ready to move in any direction.

B. **Forehand Stroke**

1. **"Stand side to target."** Point the non-racket shoulder to the target.

2. **"Racket down and back."** Racket head



- **Forehand Grip** - "Palm Up"
 - **Backhand Grip** - "Knuckles Up"
- Racket Control** - "Firm wrist" and "Flat paddle"

A. Pancakes

- Students pretend to be chefs; the racket is a frying pan.
- Students will "cook pancakes" (the beanbag).
- Using the forehand "palm up," balance the beanbag in the middle of the racket and "sizzle" the pancake by gently moving the racket back and forth.
- Next, "sauté" the pancake by moving it all around the racket.
- Finally, "flip" the pancake - gently toss the pancake in the air and catch it in the frying pan.
- Cook till golden brown.

NOW TRY THIS:

1. Repeat the activity using the backhand "knuckles up" grip.
2. Toss the beanbag in the air and catch it with the other side of the racket.
3. Challenge: use a tennis ball instead of a beanbag.

B. Spot Toss

- Students stand 2-3 steps away from their polyspot.
- Using the forehand grip, balance the beanbag on the racket, and toss the beanbag to the polyspot.
- Pretend the chefs are tossing the cooked pancake to a plate.
- Credit one point if any part of the beanbag is touching the polyspot.
- After every 3 points, take one step back and continue the activity.

NOW TRY THIS:

1. Repeat the activity using the backhand "knuckles up" grip.
2. Challenge students to toss the beanbag while standing sideways to the polyspot.

C. Drop, Bounce & Balance

- Using the forehand grip, balance the ball

extended back near the foot.

3. **"Step and swing."**

Step forward with the front foot and swing from the back foot to front.

4. **"Swing low to high."**

Make the racket head start low and finish high.

5. **"Reach to the front."**

Contact the ball near the front foot.

6. **"Scratch your back."**

Follow through over the opposite shoulder and finish with the racket head near the back.

C. Backhand Stroke

1. **"Stand side to target."** Point the racket shoulder to the target.

2. **"Racket, across, down and back."** Racket head pulled across the body and extended back near the foot.

a. Use either one or two hands to hold the racket.

3. **"Step and swing."**

Step forward with the front foot and swing from the back foot to front.

4. **"Like a knight."**

Swing your racket like a knight would unsheathe a sword - keep the racket head low and finish high.

5. **"Reach to the front."**

Contact the ball near the front foot.

6. **"Scratch your back."**

Follow through over the opposite shoulder and finish with the racket head near the back.

D. Volley

1. **"Ready position close to the net."** Stand about 6-8 feet from the net or target in ready position.

2. **"Racket high."** Lift the racket head up and slightly to the side - strings above the wrist.

3. **"Slight side to target."** Turn slightly toward the net or target.

4. **"Short back swing."**

Draw the racket back just a bit.

5. **"Push and step."**

Step with front foot as you punch or block the ball with your racket (not a full



on the racket.

- Let the ball drop and bounce.
- Catch and balance the ball when it rebounds from the floor.
- Having the students say, "Drop, Bounce, Balance," will help them concentrate on the task.
- Encourage the students to drop the ball from the racket instead of throwing it up in the air.

NOW TRY THIS:

1. Repeat the activity using the backhand "knuckles up" grip.
2. Challenge students to see how many they can do successfully in 30 seconds.

D. Just Bump It Up

- Hold the ball in the non-racket hand.
- Using the forehand grip, drop the ball from head height and try to strike it so it goes straight up.
- Catch the ball. When comfortable with single strikes, attempt to continually bump the ball up.
- Students should discontinue striking if they stray from their personal space and resume striking only when they have returned to their polyspot.

NOW TRY THIS:

1. Repeat the activity using the backhand "knuckles up" grip.
2. Have students establish and subsequently break a personal record for consecutive bumps.
3. Challenge students to strike the ball on the side of their body and not directly in front.

E. Flip Flops

1. Strike the ball up using one side of the racket. "Flip-flop" the racket between strikes.

NOW TRY THIS:

- Over the Rainbow challenge students to bump the ball in an arch over the head from one side of the body to the other.

F. Just Bump It Down

1. Dribble the ball down with the paddle.
2. Encourage students to try to keep the ball

swing).

6. **"Firm wrist follow through."** Keep the wrist firm and follow through in direction of ball placement.

Safety Hints

Rackets present obvious safety considerations.

- **Distribute polyspots** to define each student's individual self-space.
- **Have students practice hugging** their racket when a stop signal is given.
- **Require students to stop striking if they move from their polyspot** and to walk when retrieving stray balls.
- **Teach and practice a stop and start signal.**
- **Provide adequate space** for each student.
- **Prohibit** excessive swinging.

GO ACTIVITY: Tennis:
Skill Development Activities

NAME OF ACTIVITY:
Singles (Individual Racket Skills) (CARD 560 – 561)

EQUIPMENT: plastic paddle or tennis racket, tennis ball, beanbag, and polyspot for each student

SKILL THEME(S): striking with short-handled paddles/rackets

SPORT SKILLS & STRATEGY: racket control and grip, forehand/backhand striking

ORGANIZATION:

1. Students are scattered, each with a racket and tennis ball.
2. Or use grid formation (see card 626).

DESCRIPTION:
Use the following cues to help students concentrate on proper racket grip and control:

Grip - "Shake hands"

- **Forehand Grip - "Palm Up"**
- **Backhand Grip - "Knuckles Up"**

Racket Control - "Firm



- from bouncing higher than the waist.
- Count how many consecutive "downs" can be done without a miss.
- NOW TRY THIS:
- Spelling Challenges - each time the paddle strikes the ball, say one letter of a word.
 - Students start spelling the word over if they miss the ball. C
 - Challenge students to walk around their polyspot while dribbling the ball down.

Practice Time 2:45pm - 3:30pm

wrist" and "Flat paddle"

A. Pancakes

- Students pretend to be chefs; the racket is a frying pan.
- Students will "cook pancakes" (the beanbag).
- Using the forehand "palm up," balance the beanbag in the middle of the racket and "sizzle" the pancake by gently moving the racket back and forth.
- Next, "sauté" the pancake by moving it all around the racket.
- Finally, "flip" the pancake - gently toss the pancake in the air and catch it in the frying pan.
- Cook till golden brown.

NOW TRY THIS:

- Repeat the activity using the backhand "knuckles up" grip.
- Toss the beanbag in the air and catch it with the other side of the racket.
- Challenge: use a tennis ball instead of a beanbag.

B. Spot Toss

- Students stand 2-3 steps away from their polyspot.
- Using the forehand grip, balance the beanbag on the racket, and toss the beanbag to the polyspot.
- Pretend the chefs are tossing the cooked pancake to a plate.
- Credit one point if any part of the beanbag is touching the polyspot.
- After every 3 points, take one step back and continue the activity.

NOW TRY THIS:

- Repeat the activity using the backhand "knuckles up" grip.
- Challenge students to toss the beanbag while standing sideways to the polyspot.

C. Drop, Bounce & Balance

- Using the forehand grip, balance the ball on the racket.
- Let the ball drop and bounce.
- Catch and balance the ball when it rebounds from the floor.



- Having the students say, "Drop, Bounce, Balance," will help them concentrate on the task.
- Encourage the students to drop the ball from the racket instead of throwing it up in the air.

NOW TRY THIS:

1. Repeat the activity using the backhand "knuckles up" grip.
2. Challenge students to see how many they can do successfully in 30 seconds.

D. Just Bump It Up

- Hold the ball in the non-racket hand.
- Using the forehand grip, drop the ball from head height and try to strike it so it goes straight up.
- Catch the ball. When comfortable with single strikes, attempt to continually bump the ball up.
- Students should discontinue striking if they stray from their personal space and resume striking only when they have returned to their polyspot.

NOW TRY THIS:

1. Repeat the activity using the backhand "knuckles up" grip.
2. Have students establish and subsequently break a personal record for consecutive bumps.
3. Challenge students to strike the ball on the side of their body and not directly in front.

E. Flip Flops

1. Strike the ball up using one side of the racket. "Flip-flop" the racket between strikes.

NOW TRY THIS:

- Over the Rainbow challenge students to bump the ball in an arch over the head from one side of the body to the other.

F. Just Bump It Down

1. Dribble the ball down with the paddle.
2. Encourage students to try to keep the ball from bouncing higher than the waist.
3. Count how many consecutive "downs" can be done without a miss.



NOW TRY THIS:

- Spelling Challenges - each time the paddle strikes the ball, say one letter of a word.
- Students start spelling the word over if they miss the ball. C
- Challenge students to walk around their polyspot while dribbling the ball down.

Recess 2:30pm - 2:45pm

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

Work on song for Spring Concert

Standards

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

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

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 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:Cr1.1.5a Improve rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical).

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 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 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:Pr4.2.5c Explain how context (such as social, cultural, and historical) informs performances.

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).

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:Pr6.1.5b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

MU:Re7.1 Select - Choose music appropriate for a 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:Re9.1 Evaluate - Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

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

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

MU:Re8.1.5a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.



Objectives:

- Work on Spring Concert song (ie. instruments that will be used, choreography, and singing)

Lesson / Instruction

Students will:

- Make final decisions on the song such as instruments, vocals, and choreography, in order to begin rehearsing.