




| Monday 05/19/2025 | Tuesday 05/20/2025 | Wednesday 05/21/2025 | Thursday 05/22/2025 | Friday 05/23/2025 |
|---|---|---|--|---|
| School Day 161 | School Day 162 | School Day 163 | School Day 164 | School Day 165 |
| Breakfast Duty 8:00am - 8:20am | Breakfast Duty 8:00am - 8:20am | Breakfast Duty 8:00am - 8:20am |  | Breakfast Duty 8:00am - 8:20am |
| Band - 7 & 8 8:35am - 9:30am | Choir - 7 & 8 8:35am - 9:30am | Band - 7 & 8 8:35am - 9:30am | Breakfast Duty 8:00am - 8:20am | Band - 7 & 8 8:35am - 9:30am |
| Genre Exploration | Genre Exploration | Genre Exploration | Genre Exploration | Genre Exploration |
| Standards | Standards | Standards | Standards | Standards |
| <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 work(s) that meet appropriate criteria.</p> <p>MU:Pr4.2.8a Compare the structure of contrasting pieces of music selected for</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 work(s) that meet appropriate criteria.</p> <p>MU:Pr4.2.8a Compare the structure of contrasting pieces of music selected for</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 work(s) that meet appropriate criteria.</p> <p>MU:Pr4.2.8a Compare the structure of contrasting pieces of music selected for</p> | <p>Choir - 7 & 8 8:35am - 9:30am</p> <p>Genre Exploration</p> <p>Standards</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 work(s) that meet appropriate criteria.</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 work(s) that meet appropriate criteria.</p> <p>MU:Pr4.2.8a Compare the structure of contrasting pieces of music selected for</p> |



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:Pr4.2.8c 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:Re7.1 Select - Choose music appropriate for a specific purpose or context.

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

MU:Re7.1.8a Select programs of music (such as a CD mix or live performances) and demonstrate the

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

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connections to an interest or experience for a specific purpose.

MU:Re7.2.8a Comp are how the elements of music and expressive qualities relate to the structure within programs of music.

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

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

- Objectives:**
- Explore a variety of music within multiple genres to determine the highest interest.
 - Spend time discussing the skills and instruments needed to play this selected music
 - Begin practicing the piece of music on instruments/vocally

- Lesson / Instruction**
- Students will:**
- Audibly explore several different genres of music
 - Determine if the music is at the level of playing they feel comfortable with
 - Select the music and decide who will play each instrument
 - Begin practicing their part of the song individually
 - Come together as a band and play together

Prep 9:33am - 11:30am
Lunch 11:30am - 12:15pm
Music - Pre K 12:15pm - 1:00pm
Grade PreK |
Spotlight on Music
Unit 3: Families

connections to an interest or experience for a specific purpose.

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

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

- Objectives:**
- Explore a variety of music within multiple genres (including vocal ranges) to determine the highest interest.
 - Spend time discussing the vocal ability needed to perform this selected music
 - Begin practicing the piece vocally

- Lesson / Instruction**
- Students will:**
- Audibly explore several different genres of music
 - Determine if the music is at the level of playing they feel comfortable with
 - Select the music and section themselves into the proper vocal ranges
 - Each vocal range will practice their part (as a group)
 - All vocal groups will come together to sing as a choir

Prep 9:33am - 11:30am
Lunch 11:30am - 12:15pm
PE - Pre K 12:15pm - 1:00pm
Hoop Play
Standards

connections to an interest or experience for a specific purpose.

MU:Re7.2.8a Comp are how the elements of music and expressive qualities relate to the structure within programs of music.

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- Students will:**
- Audibly explore several different genres of music
 - Determine if the music is at the level of playing they feel comfortable with
 - Select the music and decide who will play each instrument
 - Begin practicing their part of the song individually
 - Come together as a band and play together

Prep 9:33am - 11:30am
Lunch 11:30am - 12:15pm
Music - Kindergarten 12:15pm - 1:00pm
Section 2: Unit 1:
Lesson 2: Sing
Faster and Slower

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

MU:Re7.2.8a Comp are how the elements of music and expressive qualities relate to the structure within programs of music.

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- Objectives:**
- Explore a variety of music within multiple genres (including vocal ranges) to determine the highest interest.
 - Spend time discussing the vocal ability needed to perform this selected music
 - Begin practicing the piece vocally

- Lesson / Instruction**
- Students will:**
- Audibly explore several different genres of music
 - Determine if the music is at the level of playing they feel comfortable with
 - Select the music and section themselves into the proper vocal ranges
 - Each vocal range will practice their part (as a group)
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Prep 9:33am - 11:30am
Lunch 11:30am - 12:15pm
PE - 1 12:15pm - 1:00pm

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 - Begin practicing the piece of music on instruments/vocally

- Lesson / Instruction**
- Students will:**
- Audibly explore several different genres of music
 - Determine if the music is at the level of playing they feel comfortable with
 - Select the music and decide who will play each instrument
 - Begin practicing their part of the song individually
 - Come together as a band and play together

Prep 9:33am - 11:30am
Lunch 11:30am - 12:15pm
Music - 1 12:15pm - 1:00pm
Section 2: Unit 1:
Lesson 2: Upward
and Downward



Lesson 2: Songs Can Be Conversations

Standards

MU:Cn11.0.PreKa Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

MU:Cr3.1.PreKa With substantial guidance, consider personal, peer, and teacher feedback when demonstrating and refining personal musical ideas.

MU:Cr3.2.PreKa With substantial guidance, share revised personal musical ideas with peers.

Objectives:

- Children will move to demonstrate call and response song form.

Lesson / Instruction

GRADUATION SONG

INTRODUCTION

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

LET'S BEGIN | What Did You Say?

ACTIVITY | S1U3L2: What Did You Say?: Interactive
Show students slide, point to the question mark, and ask:

1. "Can you clap your hands?"
2. Then point to the exclamation mark
3. Invite children to answer "Yes, I can! Yes, I can!" and show the movement for clapping hands in rhythm with those words.
4. Continue questions and answers:
Can you pat your knees?
Yes, I can! Yes, I can!
Can you march

2.1c Exhibit a variety of small motor skills.

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

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

2.2c Use developing motor skills to move more independently.

2.2f 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.

2.3b Focus eyes on near and far objects.

2.3f Demonstrate an awareness of her body in space.

2.3h Adapt movements to specific situations.

2.3i Demonstrate concepts through movement.

2.4a React to participation in daily routines.

2.4c Indicate needs and wants.

2.4d Take and interest in meeting physical needs.

2.4f Communicate with an adult when not feeling well.

Standards

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

MU:Pr4.3.Ka With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent.

MU: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.

MU:Re9.1.Ka With guidance, apply personal and expressive preferences in the evaluation of music.

Objectives:

- Sing a song at different tempos.

Lesson / Instruction

SING | The Noble Duke of York

CONCEPT OVERVIEW | S2U1L2: Sing Faster and Slower - Interactive

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

iSONG | The Noble Duke of York - Interactive

- Ask children to show how they move when they are tired. Are their

Hoop Play

Standards

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

Standards

MU:Cn10.0.1a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cr1.1.1a With limited guidance, create musical ideas (such as answering a musical question) for a specific purpose.

MU:Cr1.1.1b With limited guidance, generate musical ideas in multiple tonalities (such as major and minor) and meters (such as duple and triple).

MU:Pr4.2.1a 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:Pr4.2.1b When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.

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

MU:Re7.2.1a With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used in various styles of music for a



your feet?
Yes, I can! Yes, I can!
Can you do it all?
Yes, I can! (Clap hands.)
Yes, I can! (Pat knees.)
Yes, I can! (March feet.)
Yes, I can!

- Explain to children that sometimes music is also about questions (calls) and answers (responses).

POETRY | S1U3L2: What Did You Say?: Interactive

- You may wish to preview the Poetry slide.

TEACHER TO TEACHER | Teacher Tip

Call and Response

Use other opportunities to sing questions (or "calls") throughout the day using familiar melodies for children, such as "Rick, are you ready for recess?"

LISTEN | My Mama's Calling Me

iSONG | My Mama's Calling Me: Interactive

Have children:

- Listen for calls and answers in "My Mama's Calling Me"
- Describe how they can tell the difference between a call and an answer. (call—leader; answer—group) (Tell children that in music, the word response is used instead of answer)
- Listen again, raising a hand when they hear the leader, and crossing arms in front when they hear the group.
- Identify the main repeated call. (My mama's calling me.)
- Identify the main repeated response. (You can't get out of here.)

SING | Call and Response

ACTIVITY | S1U3L2:

Songs Can Be Conversations: Interactive

Invite children to:

- Describe the pictures on the slide. (child; group of children)
- Explain to children that the single child

2.4g Participate in bathroom routines with growing independence.

2.6a Attempt new large and small motor activities.

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.

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

2.7c Respond to warnings and redirection for unsafe behaviors in situations, although not consistently.

2.7d Recognize rules and follow basic safety instructions.

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

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

movements faster or slower? (slower)

- Play the folk song "The Noble Duke of York" and "walk" your fingers up the hill in time to the changing tempos as the children listen.

Have children:

- Listen to the first (faster) version of "The Noble Duke of York" and tell how many men are going up and down the hill. (ten thousand)
- Echo-sing the song with you in four-measure phrases.
- Sing the song and pat bilaterally to the half-note beat, then pat with alternating hands (left-right, left-right).

MOVE | Non-locomotor Movement

Have children:

- Suggest and demonstrate other non-locomotor ways to move to the beat. (bending and straightening knees; tapping shoulders, first bilaterally, then alternating)
- Think of how the army might be moving at the end of the day when they are tired.
- Listen and sing the slower version of "The Noble Duke of York" (Verse 3) and repeat their suggested movements at that tempo.
 - (You may want to use the Tempo tool on the left panel of the interactive song.)

MOVEMENT | Locomotor Locomotor: "The Noble Duke of York"

- Children can practice marching to the beat by following the movements of a leader.
- As a first experience, they can line up to march behind you, matching your steps as you march to the beat of the recording.
- Children leaders can be chosen as you identify those who can lead with an accurate beat at either the fast or slow tempo.

MOVEMENT | Finger Play: The Noble Duke of York

ACTIVITY | S2U1L2: Faster and Slower with The Noble Duke of York - Interactive

Finger Play: "The Noble Duke of York"

proper use of equipment without teacher reminders.

Objectives:

- Locomotion, weight-bearing, listening, manipulation, balancing, rolling technique, partner work, team work, agility

Lesson / Instruction

GS-1 HOOP SIGNALS

Equipment:

- One hoop per child, pinnies, beanbags

Organization:

- Have each student get a hoop, find a home space, lay the hoop flat on the floor, and then stand inside it.
- Check for good spacing.

Description of Activity:

1. Hoop Signals:

- Say, "Listen carefully. I will call out a **Movement Signal**, followed by a **Stillness Signal** to be performed in the hoop. How quickly can you respond to each of these signals as I call them?"

Movement Signals

- Run, leap over hoops
- Hop on one leg into the hoop, then the other leg
- Skip around hoops forwards, then backwards
- Side step in a zig-zag pattern around the hoop
- Compass!** (feet in hoop, walk hands once around outside of the hoop)
- Around the World!** (hands inside the hoop, walk feet around the hoop once)

Stillness Signals

- Tall balance on 1 foot
- Low balance on 1 body part
- Make a 4-point bridge over the hoop
- Make a 5-point balance with 2 parts inside and 3 parts outside
- A round, twisted shape inside the hoop
- Wide, stretched shape with 2 body parts on the hoop

2. Frozen Hoop Tag

- Choose 2 or 3 players to be "IT" and have them wear pennies and each hold a beanbag; everyone else scatters
- On signal "Go!" IT players chase free

purpose.

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

Objectives:

- Identify upward/downward

Lesson / Instruction

SING | All Night, All Day CONCEPT OVERVIEW | S2U1L2: Upward and

Downward: Interactive

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

iSONG | All Night, All Day: Interactive

- Preview the interactive song.

ACTIVITY | S2U1L2: All Night, All Day Melodic

Contour: Interactive

Have children:

- Listen to the song.
- Echo the lyrics after you say them.
- Look at the arrows and sing the song.
- Decide how the song starts and ends.
- Sing the song, moving their hands to show the melodic contour of line 1.
- Identify which arrow best depicts movement in lines 1 and 3 of the verse: "Now I lay me down to sleep" and "Pray the Lord my soul to keep". (the top arrow)

SOM G1 | ASL All Night All Day Demo: Video

SOM G1 | ASL All Night All Day Instruction: Video

- Optional:** Use these videos to teach the American Sign Language for this song.

MUSIC SKILLS | Play ORFF

ORCHESTRATIONS | Grade 1: Document

- You may wish to use **Orff Orchestration O-11** for "All Day, all Night."

MUSIC SKILLS | MIDI | MIDI | Grade 1: Document



represents the leader (or solo), who calls and the group responds—call and response.

My Mama's Calling Me (Stereo Mix): Audio

- Form a circle around you as you stand in the center and sing the calls.
- Sing the responses in "My Mama's Calling Me" and perform the actions for pat your ones to your calls.
- Encourage children to play the leader and create new calls for you to sing, such as My daddy's calling me, My grandma's calling me, or My brother's calling me.

LINKS | Reading/Art
Related Activity
Illustrating a Song about My Mama

Materials: paper, crayons, or markers

Illustrating a song from a personal viewpoint can make a song and its story more meaningful for children.

- Create your own Resource Masters for children with the following fill-in-the-blank sentence across the bottom: "My mama is calling me because she wants me to _____"
- Sing "My Mama's Calling Me" and discuss why Mama might be calling the child. Ask: "When do mothers call children?"
- Distribute copies of the page you created and read the sentence to children. Invite them to draw a picture to show why their mother might call them.
- When children have finished their drawings, help them complete the sentence on their paper. Call on volunteers to share their drawings with their classmates.

LISTEN | A Fingerplay with Grandma
POETRY | S1U3L7: Grandma's Spectacles: Interactive
A Fingerplay with "Grandma" A fingerplay gives children an additional sensory input to facilitate focusing attention on a

most of the time.

Objectives:

- Locomotion, weight-bearing, listening, manipulation, balancing, rolling technique, partner work, team work, agility

Lesson / Instruction
GS-1 HOOP SIGNALS
Equipment:

- One hoop per child, pinnies, beanbags

Organization:

- Have each student get a hoop, find a home space, lay the hoop flat on the floor, and then stand inside it.
- Check for good spacing.

Description of Activity:
1. Hoop Signals:

- Say, "Listen carefully. I will call out a **Movement Signal**, followed by a **Stillness Signal** to be performed in the hoop. How quickly can you respond to each of these signals as I call them?"

Movement Signals

- Run, leap over hoops
- Hop on one leg into the hoop, then the other leg
- Skip around hoops forwards, then backwards
- Side step in a zig-zag pattern around the hoop
- Compass!** (feet in hoop, walk hands once around outside of the hoop)
- Around the World!** (hands inside the hoop, walk feet around the hoop once)

Stillness Signals

- Tall balance on 1 foot
- Low balance on 1 body part
- Make a 4-point bridge over the hoop
- Make a 5-point balance with 2 parts inside and 3 parts outside
- A round, twisted shape inside the hoop
- Wide, stretched shape with 2 body parts on the hoop

2. Frozen Hoop Tag

- Choose 2 or 3 players to be "IT" and have them wear pennies and each hold a beanbag; everyone else scatters
- On signal "Go!" IT players chase free players who may move around or over the hoops and try and tag

- Display page one of the slideshow and ask:
 - "Which group of children will move quickly?"
 - "Which group will move slowly?"
 - Possible answers:
 - "The first group will move faster because it is early in the morning."
 - "The second group will move slowly because they seem tired."
 - Have children sing both versions of the song and take turns walking their fingers up and down the hill pictured on pages 2 and 3 of the slideshow.
 - Children can walk their fingers up and down their arms when they are not using the slideshow, with one arm being the way up, then switching hands and the other arm being the way down.

PLAY | Barred Instruments
VIRTUAL PERCUSSION | Percussion (Drums, Bells, Shakers, and Scrapers) - Interactive
Have children:

- Sing the song and tap or pat with the half-note beat, using unpitched rhythm instruments or body percussion.
 - Divide into two groups
 - one group sings the song
 - other group taps or pats with the half-note beat
 - Switch roles and have one group sing the song, while the other group plays with the half-note beat on resonator bells or other barred instruments (F or C).
 - (Optional: You may want to use any of the virtual Orff

players who may move around or over the hoops and try and tag them with your beanbag.

- A tagged player must form a 4-point bridge over a hoop
- A free player must crawl underneath a frozen player's bridge to unfreeze them
- After the "IT" has tagged 5 players, the 5th player becomes the new "IT."

GS-2 HOOP TRICKS
Equipment:

- One hoop per student

Organization:

- Have each student get a hoop and find a home space
- Check for good spacing

Description:
Tell students to:

- Stand their hoop on edge in the upright position and ask:
 - Can you step through your hoop head first? Feet first?
 - Can you jump in and out of your hoop while holding it?
 - Can you find another way to go through your hoop?
- Have them place the hoop flat on the floor, then step into it and say:
 - Now, using only your feet, show me how you can get the hoop back over your head and away from you.
- Show me how you can balance your hoop on as many body parts as you can
 - Balance your hoop on just one body part
 - Then another body part
- In your home space, show me how you can use your hoop like a jump rope
 - Try turning it forward and jump?
 - Can you turn your hoop backward and jump it?
 - Can you travel forward and jump?

GS-4 HOOP ROLLING STUNTS
Equipment:

- One hoop per player

Tell students:

- Roll your hoop with alternate hands by changing quickly from

Use **Spotlight on MIDI Project 18** (All Night, All Day) for more practice with the song.

To find the MIDI files:

- Resources/ select grade
- Select MIDI Files. This will download all of the MIDI files for this grade.
- Select the appropriate MIDI file for this project from the download.
- The MIDI book includes introductory and reference materials and projects for children to do.

IDENTIFY | Upward and Downward with Cut the Cake
iSONG | Cut the Cake: Interactive

- Preview the interactive song.

ACTIVITY | S2U1L2: Cut the Cake Downward: Interactive
Have children:

- Clap along as they listen to the song.
- Echo you as you say the lyrics and clap the rhythm.
- Sing the song and tap the pictures of cakes when they reach the end.
- Identify the direction of the cakes as downward.
- Act out the words as they sing the song from memory.

LISTEN | Upward and Downward in Fountain Dance
LISTENING | Fountain Dance: Interactive

- Have children listen to "Fountain Dance" and analyze what music features remind them of fountains or water, and why. (*pitches or melodies; melodic direction goes up and down like water; there are both flowing smooth melodies and ones with shorter notes that sound like droplets*)
- Have children listen again and pretend to be a fountain, using their arms to imitate the upward/downward flow of the water in response to the melodic direction.

HISTORY AND CULTURE | Sir Edward Elgar
MEET THE MUSICIAN | S2U1L2: Sir Edward Elgar:



storyline.

- Encourage children to listen as you read the rhyme.
- Read the rhyme again and ask children to think about how they might move their hands to the words.

SAY/MOVE | A

Fingerplay with Grandma
ACTIVITY | S1U3L7:

Telling a Story: Interactive

Have children:

1. Develop actions for the rhyme.
2. Display the slide **ACTIVITY | Telling a Story** to encourage children to use **speaking**, **calling**, **singing**, **whispering**, and **inner voice** to perform the rhyme.)
3. Perform the actions in different ways.
 - Form two groups.
 - One calls lines 1 and 3 while moving hands with the words
 - Other group responds with lines 2 and 4 while moving hands with the words.
 - (You may wish to have all children say lines 3 and 4 together.)

LISTEN | John. the

Rabbit

iSONG | John the Rabbit: Interactive

Have children:

- Listen to the song "John the Rabbit."
- Identify the repeated words sung by the group. (Oh, yes!)
- Tell if those repeated words are the call or the response. (response)
- Describe the call. (sung by a person)

SING | John the Rabbit

John the Rabbit (Stereo Mix): Audio

Have children:

- Hop like rabbits in the garden while listening to the song "John the Rabbit.
- Sing the response "Oh, yes!" as they can, each time it occurs.

PROGRESS

CHECKPOINT

Informal Assessment

1. Sing a call for children to respond to, such as "Children, are you ready for a break?"
2. Observe how children respond to calls.

Optional Reteaching

1. Review how to sing

them with your beanbag.

- A tagged player must form a 4-point bridge over a hoop
- A free player must crawl underneath a frozen player's bridge to unfreeze them
- After the "IT" has tagged 5 players, the 5th player becomes the new "IT."

GS-2 HOOP TRICKS

Equipment:

- One hoop per student

Organization:

- Have each student get a hoop and find a home space
- Check for good spacing

Description:

Tell students to:

1. Stand their hoop on edge in the upright position and ask:
 - Can you step through your hoop head first? Feet first?
 - Can you jump in and out of your hoop while holding it?
 - Can you find another way to go through your hoop?
2. Have them place the hoop flat on the floor, then step into it and say:
 - Now, using only your feet, show me how you can get the hoop back over your head and away from you.
3. Show me how you can balance your hoop on as many body parts as you can
 - Balance your hoop on just one body part
 - Then another body part
4. In your home space, show me how you can use your hoop like a jump rope
 - Try turning it forward and jump?
 - Can you turn your hoop backward and jump it?
 - Can you travel forward and jump?

GS-4 HOOP ROLLING

STUNTS

Equipment:

- One hoop per player

Tell students:

1. Roll your hoop with alternate hands by changing quickly from one side to the other side of the hoop as you roll it

Instruments.)

- Invite the children to sing the English folk song "The Noble Duke of York" again, accompanied by body percussion, unpitched rhythm instruments, and resonator bells.
 - (Start at the slower tempo and get faster with each repetition of the song, as fast as children are able.)
 - (Optional: You may want to use any of the virtual Percussion Instruments.)

ANALYZE | Different

Tempos

- Review "beat" with children and reinforce that "tempo" is what we call the speed of the beat. The beat is always steady, but can be fast, slow, or anywhere in between.

Have children:

- Sing the English folk song "The Noble Duke of York" without the recording, and pat to the steady beat.
 - (Have them gradually slow down with each repetition of the song to reflect the tiring of the duke's men.
 - Observe how children sing slower and faster.)
 - Sing the song and pat to the steady beat again, this time gradually speeding up with each repetition of the song.
 - Observe how children sing both parts of the folk song at faster and slower tempos.
 - Have children compare the parts of the musical performance.
 - Explain that as the music gets faster or slower, it is the tempo that changes, but the beat remains steady.

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

**Section 2: Unit 5:
Lesson 2: Practice
Harmony and
Rhythm (2 class
periods)**

one side to the other side of the hoop as you roll it

2. Roll your hoop; then jump through it without touching the hoop
 - Can you jump back through it before it falls to the floor?
3. Roll your hoop with a backspin and try to straddle-jump over it
4. **Partners:** Roll one hoop back and forth to your partner.
 - Then each roll a hoop back and forth to each other so they cross in the middle!
 - Hold two hoops: Can you roll both hoops at once?
5. As you roll your hoop alongside your partner, call "Change!" and then quickly change hoops without allowing them to stop
 - Find a new partner, and do it again
6. Invent a rolling stunt of your own!
7. Invent a stunt with a partner

GS-6 HOOP SPINNING FUN

Organization:

- Have players get a hoop and take it to a home space

Description of Activity:

Tell students to :

1. Show me how you can make the hoop spin
 - Tell them to begin by holding your hoop with both hands so that the hoop is standing upright
 - Place your favorite hand on top of the hoop, grasping it between your thumb and forefinger
 - Spin the hoop by a quick flick of your wrist in a circular motion
2. Can you spin your hoop like a top, touch a wall, then return to grasp your hoop before it drops to the floor?
 - Who can touch spin it and touch the wall twice or three times after touching the hoop?
3. Show me how to spin it CW; CCW; with your right hand, with your left hand
4. Who can keep their hoop spinning the longest?
5. See if you can spin your hoop like an

Interactive

- **Sir Edward Elgar (1857–1934)** was born in the west of England.
- His father was a piano tuner and owned a music shop.
- As a child, Elgar studied music in his father's shop.
- Soon, he began to earn a living as an organist and violin teacher.
- Elgar moved to London at age 32 and became successful as the composer of the Enigma Variations.
- His "Pomp and Circumstance" march remains popular, as do his cello concerto and two pieces for string orchestra.

IMPROVISE | Upward and Downward with

Night Comes

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

1. Invite children to improvise. Use **Virtual Orff Instruments** if you have no Orff instruments in the classroom.

Have children:

1. Look at any barred instrument and remember the directions to play for upward-moving sounds (to the right) and downward-moving sounds. (to the left)
2. Take turns playing upward and downward on the instruments as you call out the directions, or signal direction with motions.
3. For the part of the poem that is a question, invite children to play an upward melody.

RESOURCE MASTERS | Grade 1: Document

- Help children to plan and perform improvised upward/downward sounds on instruments for the poem "Night Comes," using **Resource Master R•2, p. 98.**

POETRY | S2U1L2: Night Comes...: Interactive

- Have children improvise upward and downward patterns as you read the poem aloud to them.



call-and-response form by practicing with "My Mama's Calling Me," singing the calls yourself and pointing to children when it is their turn to sing each response.

WRAP UP

1. Remind children that they have learned about calls and responses in songs.
2. Ask them what other word can be used for a response. (answer)

SCHOOL TO HOME

We are learning these songs:

- "My Mama's Calling Me," p. 48
- "John the Rabbit," p. 37

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

**Section 2: Unit 2:
Lesson 3: Beats
with No Sound**

Standards

MU:Pr4.2.2b When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.

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

MU:Pr5.1.2b Rehearse, identify and apply strategies to address interpretive, performance, and technical challenges of music.

Objectives:

- Read, sing, listen, and move with quarter rests.

Lesson / Instruction

READ / SING | Eating Lizards

CONCEPT OVERVIEW | S2U2L3: Sing with Do - Interactive

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

2. Roll your hoop; then jump through it without touching the hoop
 - Can you jump back through it before it falls to the floor?
3. Roll your hoop with a backspin and try to straddle-jump over it
4. **Partners:** Roll one hoop back and forth to your partner.
 - Then each roll a hoop back and forth to each other so they cross in the middle!
 - Hold two hoops: Can you roll both hoops at once?
5. As you roll your hoop alongside your partner, call "Change!" and then quickly change hoops without allowing them to stop
 - Find a new partner, and do it again
6. Invent a rolling stunt of your own!
7. Invent a stunt with a partner

GS-6 HOOP SPINNING FUN

Organization:

- Have players get a hoop and take it to a home space

Description of Activity:

Tell students to :

1. Show me how you can make the hoop spin
 - Tell them to begin by holding your hoop with both hands so that the hoop is standing upright
 - Place your favorite hand on top of the hoop, grasping it between your thumb and forefinger
 - Spin the hoop by a quick flick of your wrist in a circular motion
2. Can you spin your hoop like a top, touch a wall, then return to grasp your hoop before it drops to the floor?
 - Who can touch spin it and touch the wall twice or three times after touching the hoop?
3. Show me how to spin it CW; CCW; with your right hand, with your left hand
4. Who can keep their hoop spinning the longest?
5. See if you can spin your hoop like an eggbeater, and then run around it once before it falls to the

Standards

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

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

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

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

MU:Re9.1.5a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

Objectives:

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

Lesson / Instruction

READ | Where Is John? CONCEPT OVERVIEW | S2U5L2: Practice Harmony and Rhythm - Interactive

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

- eggbeater, and then run around it once before it falls to the floor
- Repeat, running in the other direction
 - How many times can you run around it before it falls?
6. Find a partner. In a free space, stand and face your partner (10 feet apart)
 - Spin your hoop in your own space
 - Can you partner catch it before the hoop stops spinning?

GS-7 PARTNER HOOP ROLLS AND SPIN TASKS

1. Roll your hoop to your partner, who rolls his or hers to you
 - Catch and repeat
 - Can you do this without moving from your spot?
2. Move across the play area with your partner while rolling hoops back and forth between you
3. Spin your hoop, then run around your partner's spinning hoop and return to catch your own hoop with your right hand
 - Repeat with your left hand
 - Who can make 2 trips around?
4. Stand (12 feet) apart.
 - Spin your hoops at the same time and run figure-eights around the two hoops
 - How many times can you pass your hoop before it stops rolling?
5. Back-spin your hoop and straddle-jump over it as the hoop comes toward you; then run and grab your hoop before it stops rolling
6. **Ali-Oop:** Form groups of 3 and return one of the hoops
 - Outside players stand facing each other about (15 feet) apart
 - Roll the hoop back and forth to each other while the middle player straddle-jumps it
 - Change roles every 5 jumps
 - Continue until everyone has had a turn in the middle

GS-10 HOOP RELAYS

Equipment:

- Several cone

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

Hoop Play

Standards

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

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

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

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

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

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

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

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

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

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

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

Objectives:



iSONG | Eating Lizards
- Interactive

- Look at the music of the song "Eating Lizards."
- Find the beats with no sound.
- Pat to the beat.
- Read the rhythm of the song.
- Say "yummy" for **barred 1/8th** notes and "treat" for **1/4 notes**.
- Then speak the words of the song in rhythm.
- Sing the song with words.

IMPROVISE | Eating Lizards

RESOURCE MASTERS | Grade 2 - Document

Have students:

- Sing the song.
- Improvise nonsense sounds on the rests, and then change the sounds to words.
- Then turn the words into rhythms on unpitched instruments during the rests.
- Take turns singing question-and-answer melodies.
- Improvise on E G A on an Orff instrument of your choice.
- For additional practice with pitch and rhythm, use **Resource Master R-7, p. 103**.

READ | Riddle Song

iSONG | Riddle Song

- Interactive

- Introduce "Riddle Song."

Have students:

- Read the rhythm and identify **rests**
- Clap the rhythm and say the words.

MUSIC SKILLS | Play

VIRTUAL MALLET

PERCUSSION | Orff Mallet

Percussion (Xylophones,

Metallophones, and

Glockenspiels) - Interactive

- Play For a bass pattern, have students step in place to the rhythm of a "Riddle Song" m. 2, then pat their legs with it, as they sing "Eating Lizards."
- Transfer this to C and G on a low-pitched mallet instrument.
- Add glockenspiels on C octaves on the rests in the bass pattern.
- Students improvise question-and-answer phrases between verses on mi, so, and la (E G A) with other pitched mallet instruments. They can use the rhythm of mm.

- floor
- Repeat, running in the other direction
 - How many times can you run around it before it falls?
6. Find a partner. In a free space, stand and face your partner (10 feet apart)
- Spin your hoop in your own space
 - Can you partner catch it before the hoop stops spinning?

GS-7 PARTNER HOOP ROLLS AND SPIN

TASKS

- Roll your hoop to your partner, who rolls his or hers to you
 - Catch and repeat
 - Can you do this without moving from your spot?
- Move across the play area with your partner while rolling hoops back and forth between you
- Spin your hoop, then run around your partner's spinning hoop and return to catch your own hoop with your right hand
 - Repeat with your left hand
 - Who can make 2 trips around?
- Stand (12 feet) apart.
 - Spin your hoops at the same time and run figure-eights around the two hoops
 - How many times can you pass your hoop before it stops rolling?
- Back-spin your hoop and straddle-jump over it as the hoop comes toward you; then run and grab your hoop before it stops rolling
- Ali-Oop:** Form groups of 3 and return one of the hoops
 - Outside players stand facing each other about (15 feet) apart
 - Roll the hoop back and forth to each other while the middle player straddle-jumps it
 - Change roles every 5 jumps
 - Continue until everyone has had a turn in the middle

GS-10 HOOP RELAYS

Equipment:

- Several cone markers, five hoops per team

SONG ANTHOLOGY | Grade 5 - Document

Have students:

- Refer to the notation of "Where Is John?" on **Song Anthology p. 287** to identify the meter signature (6/8)
- Recall terms they have learned referring to compound duple meter.
- Read the words of the song in rhythm.

PITCH SOUNDS AND

SYMBOLS - Interactive

- Use the Settings button on this slide to choose **Scale = major** and **Pitch for do = D**.
- Deselect **ti** in the Pitch Syllables column.
- Invite students to explore clicking the pitch syllable names below the staff to hear each pitch sung
- Practice singing along using the hand signs.

Have students:

- Refer again to **Song Anthology p. 287** to identify the key, do, and the pitches in the song.
 - (D major; space below the first line; do, re, mi, fa, so, la, do |)
- Sing "Where Is John?" with pitch syllables.

iSONG | Where Is John? -

Interactive

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

CONDUCT | Compound Duple Meter

ACTIVITY | Conducting

Patterns - Interactive

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

Have students:

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

SING | Canon

iSONG | Where Is John?

(Canon) - Interactive

Have students:

- Notice the interval between each note the first and second sung lines of "Where Is

markers, five hoops per team

Organization:

- Divide the class into teams of 4 or 5 players per team
- Use cones to mark out a starting line
- Have each team stand in single-file formation behind the starting line, facing a row of 5 hoops that are equally spaced (6 feet) apart
- Ensure teams are well spaced apart

Description of

Activity:

1. Hoop Caper

Relay:

- Run to the 1st hoop and put it over your body; leap over the 2nd hoop; go through the 3rd hoop; leap over the 4th hoop; and so on
- When you reach the end, run back to your team to tag the next player, who does the same

2. Hoop Combo

Relay: (Use only 4 hoops for this relay)

- Hop to the 1st hoop and do 2 half-jumps turns inside; run to the 2nd hoop, put it over your body; leap over the 3rd hoop and land with both feet in the 4th hoop;
- Run back to the starting line by zig-zagging in and out between the hoops
- Repeat until all players on your team have had a turn

3. Hoop Tunnel

Relay: (Have each team form a circle, with players well spaced apart)

- Locomotion, weight-bearing, listening, manipulation, balancing, rolling technique, partner work, team work, agility

Lesson / Instruction

GS-1 HOOP SIGNALS

Equipment:

- One hoop per child, pinnies, beanbags

Organization:

- Have each student get a hoop, find a home space, lay the hoop flat on the floor, and then stand inside it.
- Check for good spacing.

Description of Activity:

1. Hoop Signals:

- Say, "Listen carefully. I will call out a **Movement Signal**, followed by a **Stillness Signal** to be performed in the hoop. How quickly can you respond to each of these signals as I call them?"

Movement Signals

- Run, leap over hoops
- Hop on one leg into the hoop, then the other leg
- Skip around hoops forwards, then backwards
- Side step in a zig-zag pattern around the hoop
- Compass!** (feet in hoop, walk hands once around outside of the hoop)
- Around the World!** (hands inside the hoop, walk feet around the hoop once)

Stillness Signals

- Tall balance on 1 foot
- Low balance on 1 body part
- Make a 4-point bridge over the hoop
- Make a 5-point balance with 2 parts inside and 3 parts outside
- A round, twisted shape inside the hoop
- Wide, stretched shape with 2 body parts on the hoop

2. Frozen Hoop Tag

- Choose 2 or 3 players to be "IT" and have them wear pennies and each hold a beanbag; everyone else scatters
- On signal "Go!" IT players chase free players who may move around or over the hoops and try and tag them with your beanbag.
- A tagged player must form a 4-point bridge



3 and 4 for their melodies. Have them end each "question" phrase on G and each "answer" phrase on E.

PERFORM / MOVE |
Riddle Song
Have students:

- Sing "Riddle Song" in rhythm with pitch syllables and hand signs.
- Read the starting pitch (so on G) and sing the words
 - Step the rhythm of the first line of the song.
 - Bend forward on measures 1 and 3.
 - Bend back on measures 2 and 4.
 - Tell students they just learned a part of a folk dance from Bolivia.
- Create new riddle verses for the song.
- For **additional practice** with pitch and rhythm, use **Resource Master R-8, p. 104.**

LISTEN | Carnavalito
LISTENING | Carnavalito
(Bolivian folk dance) - Interactive
Have students:

- Listen to "Carnavalito," stepping the rhythm and stopping on each **rest**
- Dance in formation. (See **MOVEMENT | Patterned Movement Game**, below.)

MOVEMENT | Patterned Movement Game
Learn and practice a movement game for this song.
"Carnavalito"

- Students stand in a line following a leader, with hands joined (right in front and left in back) in a "W" at shoulder height.

A Section: (4 times)

- Walk, following the leader, stepping the drum rhythm (the same two-measure pattern as the melody rhythm in the Refrain of "Riddle Song").
- Lean slightly forward for m. 1, and lean back for m. 2.

B Section:

- Step-hop 8 times to the beat, swinging arms forward and back.

1. After students have played the game, ask them to compare this game to another game, "Cuckoo, Where are You?" (See **Section 2, Unit 1, Lesson 3, MOVEMENT | Game**)

Organization:

- Divide the class into teams of 4 or 5 players per team
- Use cones to mark out a starting line
- Have each team stand in single-file formation behind the starting line, facing a row of 5 hoops that are equally spaced (6 feet) apart
- Ensure teams are well spaced apart

Description of Activity:
1. Hoop Caper Relay:

- Run to the 1st hoop and put it over your body; leap over the 2nd hoop; go through the 3rd hoop; leap over the 4th hoop; and so on
- When you reach the end, run back to your team to tag the next player, who does the same

2. Hoop Combo Relay: (Use only 4 hoops for this relay)

- Hop to the 1st hoop and do 2 half-jumps turns inside; run to the 2nd hoop, put it over your body; leap over the 3rd hoop and land with both feet in the 4th hoop;
- Run back to the starting line by zig-zagging in and out between the hoops
- Repeat until all players on your team have had a turn

3. Hoop Tunnel Relay: (Have each team form a circle, with players well spaced apart)

- Each player holds a hoop vertically in

John?" (a third)

- Form two groups and sing the song in two-part canon.
 - If possible, follow this by singing the song in three-part canon.

READ | Chord Roots
(Identify the root of each chord)
PLAYALONG | S2U5L2:
Where Is John? - Interactive
Have students:

- Listen as you play the I chord (D F# A) and the V chord (A C# E).
- Notice the chords above the melody line of the song.
- Read the chord root part on the Playalong slide. (do and lo so)
- Sing the chord root part as the rest of the class sings the song in unison.
- Take turns accompanying the class by playing the chords on piano, autoharp, or guitar.

VIRTUAL INSTRUMENTS | Keyboards (Organ, Piano, Electric Piano, Harpsichord) - Interactive

- If multiple devices are available, have several students each play one note of each chord. If not, have them play the roots.

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

- The Virtual Guitar might be used to play D and A7 chords (instead of D and A chords) to accompany the song using the same rhythm as the Playalong.

LISTEN | Chorus of Villagers
LISTENING | Chorus of Villagers from The Bartered Bride - Interactive
Have students:

- Listen to "Chorus of Villagers" as you share information about the selection. (See **HISTORY AND CULTURE | The Bartered Bride, below.**)
- Listen to the selection a second time, responding through movement by raising hands when they hear the contrasting minor section in the middle.

HISTORY AND CULTURE | The Bartered Bride

- Each player holds a hoop vertically in front of their body, with the bottom of the hoop touching the floor
- On the signal, "Go!" 1st player, drop your hoop, and crawl through the other hoops
- As soon as you pick up your hoop and hold it upright, the 2nd player may go
- When everyone on the team has a turn and each player sits cross-legged inside his or her hoop, the relay ends.

4. Space Shuttle Relay:

- 1st and 2nd players, run together inside the hoop, around a turning cone, then return to their team
- The 1st player drops out and joins the end of the line
- The 2nd player picks up the 3rd player and runs together to the turning cone, around it, and back
- The 2nd player drops out, and the 3rd and 4th players run together
- Continue this way until you have made 10 trips

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

Section 2: Unit 1: Lesson 2: Sing Steps and Skips

Standards
MU:Cr.1.3a Improvise rhythmic and melodic ideas, and describe connection to specific purpose

- over a hoop
- A free player must crawl underneath a frozen player's bridge to unfreeze them
- After the "IT" has tagged 5 players, the 5th player becomes the new "IT."

GS-2 HOOP TRICKS
Equipment:

- One hoop per student

Organization:

- Have each student get a hoop and find a home space
- Check for good spacing

Description:
Tell students to:

1. Stand their hoop on edge in the upright position and ask:
 - Can you step through your hoop head first? Feet first?
 - Can you jump in and out of your hoop while holding it?
 - Can you find another way to go through your hoop?
2. Have them place the hoop flat on the floor, then step into it and say:
 - Now, using only your feet, show me how you can get the hoop back over your head and away from you.
3. Show me how you can balance your hoop on as many body parts as you can
 - Balance your hoop on just one body part
 - Then another body part
4. In your home space, show me how you can use your hoop like a jump rope
 - Try turning it forward and jump?
 - Can you turn your hoop backward and jump it?
 - Can you travel forward and jump?

GS-4 HOOP ROLLING STUNTS
Equipment:

- One hoop per player

Tell students:

1. Roll your hoop with alternate hands by changing quickly from one side to the other side of the hoop as you roll it
2. Roll your hoop; then jump through it without touching the hoop
 - Can you jump back



for Cuckoo, Where are You?)

2. After children learn both games, ask them to describe what is the same and what is different about the two games.

- **Same:**
 - game based on folk music
 - uses a steady beat
- **Different:**
 - Spanish vs. English
 - partners and patterned movement vs. two players and whole class singing
 - solo and group singing vs. class singing.

ANALYZE | Carnavalito

Have students:

- Listen to "Carnavalito," stepping the rhythm and stopping on each **rest** again.
- Identify when they hear the tempo of the song change by raising their hand.
- Explain to students that the tempo changes from allegro (quickly) to moderato (moderate).
- Invite students to perform the song by singing it, clapping, and tapping to indicate the tempo change to moderato, and assess their ability to do so accurately.

WRAP UP

Carnavalito (Bolivian Folk Dance) - Audio

- Ask students to echo the pronunciation of the terms allegro and moderato.
- Have them define the two terms. (**Allegro** means "quickly;" **Moderato** means "moderate")
- Invite students to perform on rhythm instruments to "Carnavalito."
- Have them switch instruments with a partner when they hear the rhythm and tempo change.

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

**Section 2: Unit 5:
Lesson 2: Practice
Harmony and
Rhythm (2 class
periods)**

Standards

front of their body, with the bottom of the hoop touching the floor

- On the signal, "Go!" 1st player, drop your hoop, and crawl through the other hoops
- As soon as you pick up your hoop and hold it upright, the 2nd player may go
- When everyone on the team has a turn and each player sits cross-legged inside his or her hoop, the relay ends.

4. Space Shuttle Relay:

- 1st and 2nd players, run together inside the hoop, around a turning cone, then return to their team
- The 1st player drops out and joins the end of the line
- The 2nd player picks up the 3rd player and runs together to the turning cone, around it, and back
- The 2nd player drops out, and the 3rd and 4th players run together
- Continue this way until you have made 10 trips

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

Hoop Play

Standards

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

4.PE.4 Understand the concept of open spaces to activities such as combination skills, small-sided practice tasks,

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

READ | Chorus of Villagers
SONG ANTHOLOGY | Grade 5 - Document

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

Have students:

- Use the Song Anthology notation for both songs (pp. 36 and 287) as needed to identify ways the songs are the same and different.
 - Same: pitches at the beginning and key
 - Different: "Where Is John?" ends with long, high do
 - "Chorus" ends with shorter, low do; the meter is changed from 6/8 to 2/4.
 - Only the first two lines of

and context (such as personal and social).

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

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

MU:Pr5.1.3b Rehearse to refine technical accuracy, expressive qualities, and identified performance challenges.

Objectives:

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

Lesson / Instruction

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

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

SONG ANTHOLOGY | Grade 3: Document
Have students:

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

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

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

Explain - Melodies can:

- move one step at a

through it before it falls to the floor?

3. Roll your hoop with a backspin and try to straddle-jump over it
4. **Partners:** Roll one hoop back and forth to your partner.
 - Then each roll a hoop back and forth to each other so they cross in the middle!
 - Hold two hoops: Can you roll both hoops at once?
5. As you roll your hoop alongside your partner, call "Change!" and then quickly change hoops without allowing them to stop
 - Find a new partner, and do it again
6. Invent a rolling stunt of your own!
7. Invent a stunt with a partner

GS-6 HOOP SPINNING FUN

Organization:

- Have players get a hoop and take it to a home space

Description of Activity:

Tell students to :

1. Show me how you can make the hoop spin
 - Tell them to begin by holding your hoop with both hands so that the hoop is standing upright
 - Place your favorite hand on top of the hoop, grasping it between your thumb and forefinger
 - Spin the hoop by a quick flick of your wrist in a circular motion
2. Can you spin you hoop like a top, touch a wall, then return to grasp your hoop before it drops to the floor?
 - Who can touch the wall twice or three times after touching the hoop?
3. Show me how to spin it CW; CCW; with your right hand, with your left hand
4. Who can keep their hoop spinning the longest?
5. See if you can spin you hoop like an eggbeater, and then run around it once before it falls to the floor
 - Repeat, running in the other direction
 - How many times



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

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

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

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

MU:Re9.1.5a Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.

Objectives:

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

Lesson / Instruction

READ | Where Is John?
CONCEPT OVERVIEW | S2U5L2: Practice Harmony and Rhythm - Interactive

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

SONG ANTHOLOGY |

gymnastics, and dance environments.

4.PE.9 Engage in warm-up and cool-down activities related to cardio-respiratory fitness assessment.

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.

Objectives:

- Locomotion, weight-bearing, listening, manipulation, balancing, rolling technique, partner work, team work, agility

Lesson / Instruction

GS-1 HOOP SIGNALS

Equipment:

- One hoop per child, pinnies, beanbags

"Where Is John?" are used in "Chorus of Villagers," and it is not sung in canon.

- Identify the key, the position of do, and the pitches used in "Chorus of Villagers."
 - (D major; the first space; do, re, mi, fa, so, la, ti, do |)
- Sing "Chorus of Villagers" with pitch syllables.

iPRONUNCIATION |

Chorus of Villagers - Interactive

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

iSONG | Chorus of

Villagers - Interactive

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

Have students:

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

iSONG | Where Is John? - Interactive

- Have students recall the symbols and terms for the two meters in this lesson, then interpret compound meter by performing "Where Is John?" with the conducting pattern.

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

Hoop Play

Standards

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

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

5.PE.7 Actively participate in all

- time
- skip a step
- stay on the same step

PITCH SOUNDS AND SYMBOLS: Interactive

Click the pitch syllable names in any order. **Echo** the pitches and practice the hand signs.

- **Use Settings button** to choose Scale = do pentatonic; Pitch for do = G; and to deselect Pitch Syllables except for do re mi.
- **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.

Have students:

- **Refer to** the Song Anthology again to identify where the do and the starting and ending pitches are. (*line 2; mi; do*)
- **Listen** as you first play the pitches, then sing them with pitch syllables and hand signs.
- **Find where** the melody moves by steps, by skips, or stays the same.
 - (Use your tools to circle or highlight as desired; **steps:** *mm. 2, 6; skips:* *mm. 3-4, 7-8 (mi-do) and 2-3, 6-7 (do-mi); repeated notes:* *mm. 1, 3, 5, 7).*
- **Sing** the song with pitch syllables and hand signs.

RESOURCE MASTERS |

Grade 3: Document

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

iSONG | Frog in the

Meadow: Interactive

- **Have students listen** to the recording and then sing the song with the words.

PLAY | Ostinato

PLAYALONG | S2U1L2:

Frog in the Meadow:

Interactive

- **Have students say and clap** the rhythm ostinato

VIRTUAL PERCUSSION |

Percussion (Drums, Bells,

Shakers, and Scrapers):

Interactive

- **Have them play** it on unpitched rhythm instruments
- **Encourage practice**

- can you run around it before it falls?
- 6. Find a partner. In a free space, stand and face your partner (10 feet apart)
 - Spin your hoop in your own space
 - Can you partner catch it before the hoop stops spinning?

GS-7 PARTNER HOOP

ROLLS AND SPIN

TASKS

1. Roll your hoop to your partner, who rolls his or hers to you
 - Catch and repeat
 - Can you do this without moving from your spot?
2. Move across the play area with your partner while rolling hoops back and forth between you
3. Spin your hoop, then run around your partner's spinning hoop and return to catch your own hoop with your right hand
 - Repeat with your left hand
 - Who can make 2 trips around?
4. Stand (12 feet) apart.
 - Spin your hoops at the same time and run figure-eights around the two hoops
 - How many times can you pass your hoop before it stops rolling?
5. Back-spin your hoop and straddle-jump over it as the hoop comes toward you; then run and grab your hoop before it stops rolling
6. **Ali-Oop:** Form groups of 3 and return one of the hoops
 - Outside players stand facing each other about (15 feet) apart
 - Roll the hoop back and forth to each other while the middle player straddle-jumps it
 - Change roles every 5 jumps
 - Continue until everyone has had a turn in the middle

GS-10 HOOP RELAYS

Equipment:

- Several cone markers, five hoops per team

Organization:

- Divide the class into teams of 4 or 5 players per team



Grade 5 - Document

Have students:

- Refer to the notation of "Where Is John?" on [Song Anthology p. 287](#) to identify the meter signature (6/8)
- Recall terms they have learned referring to compound duple meter.
- Read the words of the song in rhythm.

PITCH SOUNDS AND SYMBOLS - Interactive

- Use the Settings button on this slide to choose **Scale = major** and **Pitch for do = D**.
- Deselect **ti** in the Pitch Syllables column.
- Invite students to explore clicking the pitch syllable names below the staff to hear each pitch sung
- Practice singing along using the hand signs.

Have students:

- Refer again to [Song Anthology p. 287](#) to identify the key, do, and the pitches in the song.
 - (D major; space below the first line; do, re, mi, fa, so, la, do |)
- Sing "Where Is John?" with pitch syllables.

iSONG | Where Is John? - Interactive

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

CONDUCT | Compound Duple Meter

ACTIVITY | Conducting

Patterns - Interactive

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

Have students:

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

SING | Canon

iSONG | Where Is John?

(Canon) - Interactive

Have students:

- Notice the interval between each note the first and second sung lines of "Where Is John?" (a third)

Organization:

- Have each student get a hoop, find a home space, lay the hoop flat on the floor, and then stand inside it.
- Check for good spacing.

Description of Activity:

1. Hoop Signals:

- Say, "Listen carefully. I will call out a **Movement Signal**, followed by a **Stillness Signal** to be performed in the hoop. How quickly can you respond to each of these signals as I call them?"

Movement Signals

- Run, leap over hoops
- Hop on one leg into the hoop, then the other leg
- Skip around hoops forwards, then backwards
- Side step in a zig-zag pattern around the hoop
- Compass!** (feet in hoop, walk hands once around outside of the hoop)
- Around the World!** (hands inside the hoop, walk feet around the hoop once)

Stillness Signals

- Tall balance on 1 foot
- Low balance on 1 body part
- Make a 4-point bridge over the hoop
- Make a 5-point balance with 2 parts inside and 3 parts outside
- A round, twisted shape inside the hoop
- Wide, stretched shape with 2 body parts on the hoop

2. Frozen Hoop Tag

- Choose 2 or 3 players to be "IT" and have them wear pennies and each hold a beanbag; everyone else scatters
- On signal "Go!" IT players chase free players who may move around or over the hoops and try and tag them with your beanbag.
- A tagged player must form a 4-point bridge over a hoop
- A free player must crawl underneath a frozen player's bridge to unfreeze them
- After the "IT" has tagged 5 players, the 5th player becomes the new "IT."

GS-2 HOOP TRICKS

Equipment:

- One hoop per student

activities of health enhancement class.

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.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.

Objectives:

- Locomotion, weight-bearing, listening, manipulation, balancing, rolling technique, partner work, team work, agility

Lesson / Instruction

GS-1 HOOP SIGNALS

Equipment:

- One hoop per child, pinnies, beanbags

Organization:

- Have each student get a hoop, find a home space, lay the hoop flat on the floor, and then stand inside it.
- Check for good spacing.

Description of Activity:

1. Hoop Signals:

- Say, "Listen carefully. I

playing with accurate rhythm and steady tempo

- Invite them to play the ostinato while singing the song.

COMPOSE | Melody

VIRTUAL MALLET

PERCUSSION | Orff Mallet

Percussion (Xylophones,

Metallophones, and

Glockenspiels): Interactive

Have students create

their own melody:

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

MUSIC SKILLS |

Improvise. Recorder

VIRTUAL PERCUSSION |

Percussion (Drums, Bells,

Shakers, and Scrapers):

Interactive

Improvise

- Have students improvise variations on the rhythm ostinato using quarter notes, quarter rests, and eighth-note pairs to add to their new mi-re-do melodies.
- In a call-and-response manner, students can take turns performing their new melodies or ostinatos for the entire class, with the class repeating them as a group.

VIRTUAL MALLET

PERCUSSION | Orff Mallet

Percussion (Xylophones,

Metallophones, and

Glockenspiels): Interactive

- Have students use the Virtual Instruments.
- Set up the mallet instrument with only the G, A, and B bars.

VIRTUAL RECORDER |

Recorder Fingerings:

Interactive

Recorder

- If students know B A G (mi, re, do) on the

- Use cones to mark out a starting line
- Have each team stand in single-file formation behind the starting line, facing a row of 5 hoops that are equally spaced (6 feet) apart
- Ensure teams are well spaced apart

Description of Activity:

1. Hoop Caper

Relay:

- Run to the 1st hoop and put it over your body; leap over the 2nd hoop; go through the 3rd hoop; leap over the 4th hoop; and so on
- When you reach the end, run back to your team to tag the next player, who does the same

2. Hoop Combo

Relay: (Use only 4 hoops for this relay)

- Hop to the 1st hoop and do 2 half-jumps turns inside; run to the 2nd hoop, put it over your body; leap over the 3rd hoop and land with both feet in the 4th hoop;
- Run back to the starting line by zig-zagging in and out between the hoops
- Repeat until all players on your team have had a turn

3. Hoop Tunnel

Relay: (Have each team form a circle, with players well spaced apart)

- Each player holds a hoop vertically in front of their body, with the bottom of the hoop touching the floor



- Form two groups and sing the song in two-part canon.
 - If possible, follow this by singing the song in three-part canon.

READ | Chord Roots
(Identify the root of each chord)

PLAYALONG | S2U5L2:

Where Is John? -

Interactive

Have students:

- Listen as you play the I chord (D F# A) and the V chord (A C# E).
- Notice the chords above the melody line of the song.
- Read the chord root part on the Playalong slide. (do and low so)
- Sing the chord root part as the rest of the class sings the song in unison.
- Take turns accompanying the class by playing the chords on piano, autoharp, or guitar.

VIRTUAL INSTRUMENTS

| Keyboards (Organ,

Piano, Electric Piano,

Harpsichord) - Interactive

- If multiple devices are available, have several students each play one note of each chord. If not, have them play the roots.

VIRTUAL FRETTED

INSTRUMENTS | Strings

(Bass, Guitar, Banjo,

Ukulele) - Interactive

- The Virtual Guitar might be used to play D and A7 chords (instead of D and A chords) to accompany the song using the same rhythm as the Playalong.

LISTEN | Chorus of

Villagers

LISTENING | Chorus of

Villagers from The

Bartered Bride - Interactive

Have students:

- Listen to "Chorus of Villagers" as you share information about the selection. (See **HISTORY AND CULTURE | The Bartered Bride, below.**)
- Listen to the selection a second time, responding through movement by raising hands when they hear the contrasting minor section in the middle.

HISTORY AND CULTURE
| The Bartered Bride

The Bartered Bride The

Organization:

- Have each student get a hoop and find a home space
- Check for good spacing

Description:

Tell students to:

- Stand their hoop on edge in the upright position and ask:
 - Can you step through your hoop head first? Feet first?
 - Can you jump in and out of your hoop while holding it?
 - Can you find another way to go through your hoop?
- Have them place the hoop flat on the floor, then step into it and say:
 - Now, using only your feet, show me how you can get the hoop back over your head and away from you.
- Show me how you can balance your hoop on as many body parts as you can
 - Balance your hoop on just one body part
 - Then another body part
- In your home space, show me how you can use your hoop like a jump rope
 - Try turning it forward and jump?
 - Can you turn your hoop backward and jump it?
 - Can you travel forward and jump?

GS-4 HOOP ROLLING STUNTS

Equipment:

- One hoop per player

Tell students:

- Roll your hoop with alternate hands by changing quickly from one side to the other side of the hoop as you roll it
- Roll your hoop; then jump through it without touching the hoop
 - Can you jump back through it before it falls to the floor?
- Roll your hoop with a backspin and try to straddle-jump over it
- Partners:** Roll one hoop back and forth to your partner.
 - Then each roll a hoop back and forth to each other so they cross in the middle!
 - Hold two hoops:

will call out a **Movement Signal**, followed by a **Stillness Signal** to be performed in the hoop. How quickly can you respond to each of these signals as I call them?"

Movement Signals

- Run, leap over hoops
- Hop on one leg into the hoop, then the other leg
- Skip around hoops forwards, then backwards
- Side step in a zig-zag pattern around the hoop
- Compass!** (feet in hoop, walk hands once around outside of the hoop)
- Around the World!** (hands inside the hoop, walk feet around the hoop once)

Stillness Signals

- Tall balance on 1 foot
- Low balance on 1 body part
- Make a 4-point bridge over the hoop
- Make a 5-point balance with 2 parts inside and 3 parts outside
- A round, twisted shape inside the hoop
- Wide, stretched shape with 2 body parts on the hoop

2. Frozen Hoop Tag

- Choose 2 or 3 players to be "IT" and have them wear pennies and each hold a beanbag; everyone else scatters
- On signal "Go!" IT players chase free players who may move around or over the hoops and try and tag them with your beanbag.
- A tagged player must form a 4-point bridge over a hoop
- A free player must crawl underneath a frozen player's bridge to unfreeze them
- After the "IT" has tagged 5 players, the 5th player becomes the new "IT."

GS-2 HOOP TRICKS

Equipment:

- One hoop per student

Organization:

- Have each student get a hoop and find a home space
- Check for good spacing

Description:

- Tell students to:**
- Stand their hoop on edge in the upright position and ask:

- recorder, have them play "Frog in the Meadow" or their melody
- Use the Virtual Recorder-Recorder Fingerings to review or reinforce the fingerings for B A G.
 - The Default setting already has G, A, and B showing.

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

Section 2: Unit 1: Lesson 5: Sing a Pentatonic Song

Standards

MU:Pr4.2.4a Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.

MU:Pr4.3.4a Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, and timbre).

MU:Re8.1.4a Demonstrate and explain how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent.

Objectives:

- Read do, re, mi, so, and la in D major.

Lesson / Instruction

READ | Page's Train

CONCEPT OVERVIEW |

S2U1L5: Sing a Pentatonic

Song: Interactive

- Give an overview of the lesson using this slide.

SONG ANTHOLOGY |

- On the signal, "Go!" 1st player, drop your hoop, and crawl through the other hoops
- As soon as you pick up your hoop and hold it upright, the 2nd player may go
- When everyone on the team has a turn and each player sits cross-legged inside his or her hoop, the relay ends.

4. Space Shuttle Relay:

- 1st and 2nd players, run together inside the hoop, around a turning cone, then return to their team
- The 1st player drops out and joins the end of the line
- The 2nd player picks up the 3rd player and runs together to the turning cone, around it, and back
- The 2nd player drops out, and the 3rd and 4th players run together
- Continue this way until you have made 10 trips

Recess 1:45pm - 2:00pm

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

Hoop Play

Standards

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

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

2.PE.7 Actively engage in health



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

READ | Chorus of Villagers

SONG ANTHOLOGY | Grade 5 - Document

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

Have students:

- Use the Song Anthology notation for both songs (pp. 36 and 287) as needed to identify ways the songs are the same and different.
 - Same: pitches at the beginning and key
 - Different: "Where Is John?" ends with long, high do
 - "Chorus" ends with shorter, low do; the meter is changed from 6/8 to 2/4.
 - Only the first two lines of "Where Is

- Can you roll both hoops at once?
- As you roll your hoop alongside your partner, call "Change!" and then quickly change hoops without allowing them to stop
 - Find a new partner, and do it again
 - Invent a rolling stunt of your own!
 - Invent a stunt with a partner

GS-6 HOOP SPINNING FUN

Organization:

- Have players get a hoop and take it to a home space

Description of Activity:

Tell students to :

- Show me how you can make the hoop spin
 - Tell them to begin by holding your hoop with both hands so that the hoop is standing upright
 - Place your favorite hand on top of the hoop, grasping it between your thumb and forefinger
 - Spin the hoop by a quick flick of your wrist in a circular motion
- Can you spin your hoop like a top, touch a wall, then return to grasp your hoop before it drops to the floor?
 - Who can touch spin it and touch the wall twice or three times after touching the hoop?
- Show me how to spin it CW; CCW; with your right hand, with your left hand
- Who can keep their hoop spinning the longest?
- See if you can spin your hoop like an eggbeater, and then run around it once before it falls to the floor
 - Repeat, running in the other direction
 - How many times can you run around it before it falls?
- Find a partner. In a free space, stand and face your partner (10 feet apart)
 - Spin your hoop in your own space
 - Can you partner catch it before the hoop stops spinning?

GS-7 PARTNER HOOP

- Can you step through your hoop head first? Feet first?
 - Can you jump in and out of your hoop while holding it?
 - Can you find another way to go through your hoop?
- Have them place the hoop flat on the floor, then step into it and say:
 - Now, using only your feet, show me how you can get the hoop back over your head and away from you.
- Show me how you can balance your hoop on as many body parts as you can
 - Balance your hoop on just one body part
 - Then another body part
- In your home space, show me how you can use your hoop like a jump rope
 - Try turning it forward and jump?
 - Can you turn your hoop backward and jump it?
 - Can you travel forward and jump?

GS-4 HOOP ROLLING STUNTS

Equipment:

- One hoop per player

Tell students:

- Roll your hoop with alternate hands by changing quickly from one side to the other side of the hoop as you roll it
- Roll your hoop; then jump through it without touching the hoop
 - Can you jump back through it before it falls to the floor?
- Roll your hoop with a backspin and try to straddle-jump over it
- Partners:** Roll one hoop back and forth to your partner.
 - Then each roll a hoop back and forth to each other so they cross in the middle!
 - Hold two hoops: Can you roll both hoops at once?
- As you roll your hoop alongside your partner, call "Change!" and then quickly change hoops without allowing them to stop
 - Find a new partner, and do it again
- Invent a rolling stunt of

Grade 4: Document

Have students:

- Refer to Song Anthology p. 187.**
- Read** the rhythm, which includes previously learned note values in 4/4 meter, using syllables of your choice.
- Reproduce** the rhythm by clapping and brushing it, then by reading the words of the song in rhythm.

PITCH SOUNDS AND

SYMBOLS: Interactive

- You may wish to use *Pitch Sounds and Symbols*.
- Use the Settings** button to choose Scale = do pentatonic and Pitch for do = D.
- Deselect** high do in the Pitch Syllables column.
- Invite students to explore** clicking the pitch syllable names and letter names to hear each pitch sung, in any order.
- Have them practice** singing along using the hand signs.

ISONG | Page's Train:

Interactive

Have students:

- Locate and name** the lowest and highest notes in the song. (D—do is lowest; B—la is highest)
- Sing** the song with pitch syllables.
- Listen** to the song.
- Sing** the song with the words. (Use the recorded accompaniment or Piano Accompaniment p. 236 as appropriate.)
- Review** rhythmic patterns and note values they read in meter.
- Tell some different ways** they can reproduce rhythm patterns they read. (rhythm syllables, body percussion, song words)

ORFF

ORCHESTRATIONS |

Grade 4: Document

- Invite students to** learn and perform an accompaniment to "Page's Train" using Orff instruments.
- Use Orff Orchestration O-22.**

MUSIC SKILLS | Notate.

Compose. Play

ACTIVITY | S2U1L5:

Pentatonic in D: Interactive

Notate

- Have students**

enhancement class in response to instruction and practice.

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

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

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

Objectives:

- Locomotion, weight-bearing, listening, manipulation, balancing, rolling technique, partner work, team work, agility

Lesson / Instruction



John?" are used in "Chorus of Villagers," and it is not sung in canon.

- Identify the key, the position of do, and the pitches used in "Chorus of Villagers."
 - (D major; the first space; do, re, mi, fa, so, la, ti, do |)
- Sing "Chorus of Villagers" with pitch syllables.

IPRONUNCIATION | Chorus of Villagers - Interactive

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

ISONG | Chorus of Villagers - Interactive

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

Have students:

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

ISONG | Where Is John? - Interactive

- Have students recall the symbols and terms for the two meters in this lesson, then interpret compound meter by performing "Where Is John?" with the conducting pattern.

Recess 2:30pm - 2:45pm

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

Introduce Band Instruments

Standards

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

MU:Cn10.0.6a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Objective:

ROLLS AND SPIN TASKS

- Roll your hoop to your partner, who rolls his or hers to you
 - Catch and repeat
 - Can you do this without moving from your spot?
- Move across the play area with your partner while rolling hoops back and forth between you
- Spin your hoop, then run around your partner's spinning hoop and return to catch your own hoop with your right hand
 - Repeat with your left hand
 - Who can make 2 trips around?
- Stand (12 feet) apart.
 - Spin your hoops at the same time and run figure-eights around the two hoops
 - How many times can you pass your hoop before it stops rolling?
- Back-spin your hoop and straddle-jump over it as the hoop comes toward you; then run and grab your hoop before it stops rolling
- Ali-Oop:** Form groups of 3 and return one of the hoops
 - Outside players stand facing each other about (15 feet) apart
 - Roll the hoop back and forth to each other while the middle player straddle-jumps it
 - Change roles every 5 jumps
 - Continue until everyone has had a turn in the middle

GS-10 HOOP RELAYS

Equipment:

- Several cone markers, five hoops per team

Organization:

- Divide the class into teams of 4 or 5 players per team
- Use cones to mark out a starting line
- Have each team stand in single-file formation behind the starting line, facing a row of 5 hoops that are equally spaced (6 feet) apart

- your own!
Invent a stunt with a partner

GS-6 HOOP SPINNING

FUN

Organization:

- Have players get a hoop and take it to a home space

Description of Activity:

Tell students to :

- Show me how you can make the hoop spin
 - Tell them to begin by holding your hoop with both hands so that the hoop is standing upright
 - Place your favorite hand on top of the hoop, grasping it between your thumb and forefinger
 - Spin the hoop by a quick flick of your wrist in a circular motion
- Can you spin your hoop like a top, touch a wall, then return to grasp your hoop before it drops to the floor?
 - Who can touch spin it and touch the wall twice or three times after touching the hoop?
- Show me how to spin it CW; CCW; with your right hand, with your left hand
- Who can keep their hoop spinning the longest?
- See if you can spin your hoop like an eggbeater, and then run around it once before it falls to the floor
 - Repeat, running in the other direction
 - How many times can you run around it before it falls?
- Find a partner. In a free space, stand and face your partner (10 feet apart)
 - Spin your hoop in your own space
 - Can you partner catch it before the hoop stops spinning?

GS-7 PARTNER HOOP

ROLLS AND SPIN

TASKS

- Roll your hoop to your partner, who rolls his or hers to you
 - Catch and repeat
 - Can you do this without moving from your spot?
- Move across the play

practice notating pitch by writing the missing pitches to "Page's Train" on the staff.

ACTIVITY | S2U1L5:

Pentatonic Ostinato:

Interactive

Compose

- Invite students to compose and notate an ostinato using the pentatonic pitches of the song.

RESOURCE MASTERS |

Grade 4: Document

Notate

- Students may use Resource Master R-3, p. 99, which contains the same two exercises plus an opportunity to notate others' work.

VIRTUAL FRETTED

INSTRUMENTS | Strings

(Bass, Guitar, Banjo,

Ukulele): Interactive

Play

- Have students play a Virtual Guitar or Banjo accompaniment to "Page's Train." Click the D and A7 chord buttons on the half note in this order: DD DD DD A7D.
 - An ambitious student might try to reproduce the plucked banjo part heard on the recording by clicking the Virtual Banjo strings 3, 5, 4, 5 (repeating) at the 7th fret, or simplify (because of the tempo) to just strings 3 and 4 at the 7th fret.

CREATE | Interludes,

Introductions, Codas

POETRY | S2U1L5:

Always

Wondering: Interactive

- Have students read the poem "Always Wondering" and decide how they could use it with "Page's Train" to create a larger piece.
- Invite students to create interludes, introductions, or codas.
- Students may also want to experiment with dynamics and tempo changes.
- Share with students that words of the poem can be spoken in different tempos, just as the song can be sung with different tempos.
- Define the words ritardando,

GS-1 HOOP SIGNALS

Equipment:

- One hoop per child, pinnies, beanbags

Organization:

- Have each student get a hoop, find a home space, lay the hoop flat on the floor, and then stand inside it.
- Check for good spacing.

Description of Activity:

1. Hoop Signals:

- Say, "Listen carefully. I will call out a Movement Signal, followed by a Stillness Signal to be performed in the hoop. How quickly can you respond to each of these signals as I call them?"

Movement Signals

- Run, leap over hoops
- Hop on one leg into the hoop, then the other leg
- Skip around hoops forwards, then backwards
- Side step in a zig-zag pattern around the hoop
- Compass! (feet in hoop, walk hands once around outside of the hoop)
- Around the World! (hands inside the hoop, walk feet around the hoop once)

Stillness Signals

- Tall balance on 1 foot
- Low balance on 1 body part
- Make a 4-point bridge over the hoop
- Make a 5-point balance with 2 parts inside and 3 parts outside
- A round, twisted shape inside the hoop
- Wide, stretched shape with 2 body parts on the hoop

2. Frozen Hoop Tag

- Choose 2 or 3 players to be "IT" and have them wear pennies and each hold a beanbag; everyone else scatters
- On signal "Go!" IT players chase free players who may move around or over the hoops and try and tag them with your beanbag.
- A tagged player must form a 4-point bridge over a hoop
- A free player must crawl underneath a frozen player's bridge to unfreeze them
- After the "IT" has tagged 5 players, the 5th player becomes the new "IT."



- Students will be introduced to orchestra instruments in preparation for next year

Lesson / Instruction

Students will:

- Be introduced to each instrument so they may begin to think about what instrument they would like to play next year.

Note: Have students focus on orchestra instruments only this year, which includes:

- Wind instruments (piccolo, flute, clarinet, oboe, bassoon, english horn)
- String instruments (largest section/about half of the orchestra - violin, viola, cello, double bass, harp)
- Brass instruments (trumpet, french horn, trombone, tuba/ uphonium)
- Percussion instruments (timpani, bass drum (really large), snare drum, cymbals, piano)

- Ensure teams are well spaced apart

Description of

Activity:

1. Hoop Caper

Relay:

- Run to the 1st hoop and put it over your body; leap over the 2nd hoop; go through the 3rd hoop; leap over the 4th hoop; and so on

- When you reach the end, run back to your team to tag the next player, who does the same

2. Hoop Combo

Relay: (Use only 4 hoops for this relay)

- Hop to the 1st hoop and do 2 half-jumps turns inside; run to the 2nd hoop, put it over your body; leap over the 3rd hoop and land with both feet in the 4th hoop;
- Run back to the starting line by zig-zagging in and out between the hoops
- Repeat until all players on your team have had a turn

3. Hoop Tunnel

Relay: (Have each team form a circle, with players well spaced apart)

- Each player holds a hoop vertically in front of their body, with the bottom of the hoop touching the floor
- On the signal, "Go!" 1st player, drop your hoop, and crawl through the other hoops
- As soon as you pick up your hoop and hold it upright, the 2nd player may go
- When everyone

area with your partner while rolling hoops back and forth between you

3. Spin your hoop, then run around your partner's spinning hoop and return to catch your own hoop with your right hand
 - Repeat with your left hand
 - Who can make 2 trips around?
4. Stand (12 feet) apart.
 - Spin your hoops at the same time and run figure-eights around the two hoops
 - How many times can you pass your hoop before it stops rolling?
5. Back-spin your hoop and straddle-jump over it as the hoop comes toward you; then run and grab your hoop before it stops rolling
6. **Ali-Oop:** Form groups of 3 and return one of the hoops
 - Outside players stand facing each other about (15 feet) apart
 - Roll the hoop back and forth to each other while the middle player straddle-jumps it
 - Change roles every 5 jumps
 - Continue until everyone has had a turn in the middle

GS-10 HOOP RELAYS

Equipment:

- Several cone markers, five hoops per team

Organization:

- Divide the class into teams of 4 or 5 players per team
- Use cones to mark out a starting line
- Have each team stand in single-file formation behind the starting line, facing a row of 5 hoops that are equally spaced (6 feet) apart
- Ensure teams are well spaced apart

Description of

Activity:

1. Hoop Caper

Relay:

- Run to the 1st hoop and put it

accelerando, and a tempo for students.

- **Have them recite** the poem using tempo changes. Ask students how this affects the mood of the piece.

Activity

- **Have students sing** "Page's Train", repeating multiple times.
- **Gradually increase tempo** (accelerando) and then relax the tempo (ritardando) until the original tempo (a tempo) is reached.
- **Use** this arrangement as an introduction to the class, speaking the poem "Always Wondering."
- **Have students identify** (accelerando), (ritardando), (a tempo) by listening to the teacher or classmate recite the poem at different tempos and then choosing to speed up or slow down. When the performer accelerates, the students stand, and if the performer slows down, the students sit.

GS-2 HOOP TRICKS

Equipment:

- One hoop per student

Organization:

- Have each student get a hoop and find a home space
- Check for good spacing

Description:

Tell students to:

1. Stand their hoop on edge in the upright position and ask:
 - Can you step through your hoop head first? Feet first?
 - Can you jump in and out of your hoop while holding it?
 - Can you find another way to go through your hoop?
2. Have them place the hoop flat on the floor, then step into it and say:
 - Now, using only your feet, show me how you can get the hoop back over your head and away from you.
3. Show me how you can balance your hoop on as many body parts as you can
 - Balance your hoop on just one body part
 - Then another body part
4. In your home space, show me how you can use your hoop like a jump rope
 - Try turning it forward and jump?
 - Can you turn your hoop backward and jump it?
 - Can you travel forward and jump?

GS-4 HOOP ROLLING

STUNTS

Equipment:

- One hoop per player

Tell students:

1. Roll your hoop with alternate hands by changing quickly from one side to the other side of the hoop as you roll it
2. Roll your hoop; then jump through it without touching the hoop
 - Can you jump back through it before it falls to the floor?
3. Roll your hoop with a backspin and try to straddle-jump over it
4. **Partners:** Roll one hoop back and forth to your partner.
 - Then each roll a



on the team has a turn and each player sits cross-legged inside his or her hoop, the relay ends.

4. Space Shuttle Relay:

- 1st and 2nd players, run together inside the hoop, around a turning cone, then return to their team
- The 1st player drops out and joins the end of the line
- The 2nd player picks up the 3rd player and runs together to the turning cone, around it, and back
- The 2nd player drops out, and the 3rd and 4th players run together
- Continue this way until you have made 10 trips

Recess 1:45pm - 2:00pm

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

Hoop Play

Standards

- 3.PE.1** Perform a combination of motor skills in various contexts.
- 3.PE.4** Recognize the concept of open space in movement context.
- 3.PE.7** Engage in the activities of health enhancement class without teacher prompting
- 3.PE.10** Practice personal responsibility in teacher-directed activities.
- 3.PE.11** Work independently for

over your body; leap over the 2nd hoop; go through the 3rd hoop; leap over the 4th hoop; and so on

- When you reach the end, run back to your team to tag the next player, who does the same

2. Hoop Combo Relay: (Use only 4 hoops for this relay)

- Hop to the 1st hoop and do 2 half-jumps turns inside; run to the 2nd hoop, put it over your body; leap over the 3rd hoop and land with both feet in the 4th hoop;
- Run back to the starting line by zig-zagging in and out between the hoops
- Repeat until all players on your team have had a turn

3. Hoop Tunnel Relay: (Have each team form a circle, with players well spaced apart)

- Each player holds a hoop vertically in front of their body, with the bottom of the hoop touching the floor
- On the signal, "Go!" 1st player, drop your hoop, and crawl through the other hoops
- As soon as you pick up your hoop and hold it upright, the 2nd player may go
- When everyone on the team has a turn and each player sits cross-legged inside his or her hoop, the relay ends.

4. Space Shuttle Relay:

- 1st and 2nd

hoop back and forth to each other so they cross in the middle!

- Hold two hoops: Can you roll both hoops at once?

- As you roll your hoop alongside your partner, call "Change!" and then quickly change hoops without allowing them to stop
 - Find a new partner, and do it again
- Invent a rolling stunt of your own!
- Invent a stunt with a partner

GS-6 HOOP SPINNING FUN

Organization:

- Have players get a hoop and take it to a home space

Description of Activity:

Tell students to :

- Show me how you can make the hoop spin
 - Tell them to begin by holding your hoop with both hands so that the hoop is standing upright
 - Place your favorite hand on top of the hoop, grasping it between your thumb and forefinger
 - Spin the hoop by a quick flick of your wrist in a circular motion
- Can you spin you hoop like a top, touch a wall, then return to grasp your hoop before it drops to the floor?
 - Who can touch spin it and touch the wall twice or three times after touching the hoop?
- Show me how to spin it CW; CCW; with your right hand, with your left hand
- Who can keep their hoop spinning the longest?
- See if you can spin you hoop like an eggbeater, and then run around it once before it falls to the floor
 - Repeat, running in the other direction
 - How many times can you run around it before it falls?
- Find a partner. In a free space, stand and face your partner (10 feet apart)
 - Spin your hoop in your own space
 - Can you partner



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.16 Work independently and safely in physical activity settings.

Objectives:

- Locomotion, weight-bearing, listening, manipulation, balancing, rolling technique, partner work, team work, agility

Lesson / Instruction

GS-1 HOOP SIGNALS

Equipment:

- One hoop per child, pinnies, beanbags

Organization:

- Have each student get a hoop, find a home space, lay the hoop flat on the floor, and then stand inside it.
- Check for good spacing.

Description of Activity:

1. Hoop Signals:

• Say, "Listen carefully. I will call out a **Movement Signal**, followed by a **Stillness Signal** to be performed in the hoop. How quickly can you respond to each of these signals as I call them?"

Movement Signals

- Run, leap over hoops
- Hop on one leg into the hoop, then the other leg
- Skip around hoops forwards, then backwards
- Side step in a zig-zag pattern around the hoop
- **Compass!** (feet in hoop, walk hands once around outside of the hoop)
- **Around the World!** (hands inside the hoop, walk feet around the

players, run together inside the hoop, around a turning cone, then return to their team

- The 1st player drops out and joins the end of the line
- The 2nd player picks up the 3rd player and runs together to the turning cone, around it, and back
- The 2nd player drops out, and the 3rd and 4th players run together
- Continue this way until you have made 10 trips

Recess 2:30pm - 2:45pm

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

Discussion of music plans for next year

Standards

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.

Objectives:

- Discuss future music plans for next year (band or choir)
- Try out an instrument of interest
- Fill out an interest survey
- Fill out what they learned this year,

catch it before the hoop stops spinning?

GS-7 PARTNER HOOP

ROLLS AND SPIN

TASKS

1. Roll your hoop to your partner, who rolls his or hers to you
 - Catch and repeat
 - Can you do this without moving from your spot?
2. Move across the play area with your partner while rolling hoops back and forth between you
3. Spin your hoop, then run around your partner's spinning hoop and return to catch your own hoop with your right hand
 - Repeat with your left hand
 - Who can make 2 trips around?
4. Stand (12 feet) apart.
 - Spin your hoops at the same time and run figure-eights around the two hoops
 - How many times can you pass your hoop before it stops rolling?
5. Back-spin your hoop and straddle-jump over it as the hoop comes toward you; then run and grab your hoop before it stops rolling
6. **Ali-Oop:** Form groups of 3 and return one of the hoops
 - Outside players stand facing each other about (15 feet) apart
 - Roll the hoop back and forth to each other while the middle player straddle-jumps it
 - Change roles every 5 jumps
 - Continue until everyone has had a turn in the middle

GS-10 HOOP RELAYS

Equipment:

- Several cone markers, five hoops per team

Organization:

- Divide the class into teams of 4 or 5 players per team
- Use cones to mark out a starting line
- Have each team stand in single-file formation behind the starting line,



hoop once)

Stillness Signals

- Tall balance on 1 foot
- Low balance on 1 body part
- Make a 4-point bridge over the hoop
- Make a 5-point balance with 2 parts inside and 3 parts outside
- A round, twisted shape inside the hoop
- Wide, stretched shape with 2 body parts on the hoop

2. Frozen Hoop Tag

- Choose 2 or 3 players to be "IT" and have them wear pennies and each hold a beanbag; everyone else scatters
- On signal "Go!" IT players chase free players who may move around or over the hoops and try and tag them with your beanbag.
- A tagged player must form a 4-point bridge over a hoop
- A free player must crawl underneath a frozen player's bridge to unfreeze them
- After the "IT" has tagged 5 players, the 5th player becomes the new "IT."

GS-2 HOOP TRICKS

Equipment:

- One hoop per student

Organization:

- Have each student get a hoop and find a home space
- Check for good spacing

Description:

Tell students to:

1. Stand their hoop on edge in the upright position and ask:
 - Can you step through your hoop head first? Feet first?
 - Can you jump in and out of your hoop while holding it?
 - Can you find another way to go through your hoop?
2. Have them place the hoop flat on the floor, then step into it and say:
 - Now, using only your feet, show me how you can get the hoop back over your head and away from you.
3. Show me how you can balance your hoop on as many body parts as you can
 - Balance your hoop on just one body part

survey

- Continue experimenting with instruments

Lesson / Instruction

Students will:

- Consider which class they would be interested in (Band or Choir) for next year
- Discuss what each class will entail
- Students will continue to explore instruments for next year

facing a row of 5 hoops that are equally spaced (6 feet) apart

- Ensure teams are well spaced apart

Description of Activity:

1. Hoop Caper Relay:

- Run to the 1st hoop and put it over your body; leap over the 2nd hoop; go through the 3rd hoop; leap over the 4th hoop; and so on
- When you reach the end, run back to your team to tag the next player, who does the same

2. Hoop Combo Relay: (Use only 4 hoops for this relay)

- Hop to the 1st hoop and do 2 half-jumps turns inside; run to the 2nd hoop, put it over your body; leap over the 3rd hoop and land with both feet in the 4th hoop;
- Run back to the starting line by zig-zagging in and out between the hoops
- Repeat until all players on your team have had a turn

3. Hoop Tunnel Relay: (Have each team form a circle, with players well spaced apart)

- Each player holds a hoop vertically in front of their body, with the bottom of the hoop touching the floor
- On the signal, "Go!" 1st player, drop your hoop, and crawl through the other hoops
- As soon as you pick up your hoop



- Then another body part
- 4. In your home space, show me how you can use your hoop like a jump rope
 - Try turning it forward and jump?
 - Can you turn your hoop backward and jump it?
 - Can you travel forward and jump?

GS-4 HOOP ROLLING STUNTS

Equipment:

- One hoop per player

Tell students:

1. Roll your hoop with alternate hands by changing quickly from one side to the other side of the hoop as you roll it
2. Roll your hoop; then jump through it without touching the hoop
 - Can you jump back through it before it falls to the floor?
3. Roll your hoop with a backspin and try to straddle-jump over it
4. **Partners:** Roll one hoop back and forth to your partner.
 - Then each roll a hoop back and forth to each other so they cross in the middle!
 - Hold two hoops: Can you roll both hoops at once?
5. As you roll your hoop alongside your partner, call "*Change!*" and then quickly change hoops without allowing them to stop
 - Find a new partner, and do it again
6. Invent a rolling stunt of your own!
7. Invent a stunt with a partner

GS-6 HOOP SPINNING FUN

Organization:

- Have players get a hoop and take it to a home space

Description of Activity:

Tell students to :

1. Show me how you can make the hoop spin
 - Tell them to begin by holding your hoop with both hands so that the hoop is standing upright
 - Place your favorite hand on top of the hoop, grasping it between your thumb and forefinger

and hold it upright, the 2nd player may go

- When everyone on the team has a turn and each player sits cross-legged inside his or her hoop, the relay ends.

4. Space Shuttle

Relay:

- 1st and 2nd players, run together inside the hoop, around a turning cone, then return to their team
- The 1st player drops out and joins the end of the line
- The 2nd player picks up the 3rd player and runs together to the turning cone, around it, and back
- The 2nd player drops out, and the 3rd and 4th players run together
- Continue this way until you have made 10 trips

Practice Time 2:45pm - 3:30pm



- Spin the hoop by a quick flick of your wrist in a circular motion
- 2. Can you spin you hoop like a top, touch a wall, then return to grasp your hoop before it drops to the floor?
 - Who can touch spin it and touch the wall twice or three times after touching the hoop?
- 3. Show me how to spin it CW; CCW; with your right hand, with your left hand
- 4. Who can keep their hoop spinning the longest?
- 5. See if you can spin you hoop like an eggbeater, and then run around it once before it falls to the floor
 - Repeat, running in the other direction
 - How many times can you run around it before it falls?
- 6. Find a partner. In a free space, stand and face your partner (10 feet apart)
 - Spin your hoop in your own space
 - Can you partner catch it before the hoop stops spinning?

GS-7 PARTNER HOOP

ROLLS AND SPIN

TASKS

- 1. Roll your hoop to your partner, who rolls his or hers to you
 - Catch and repeat
 - Can you do this without moving from your spot?
- 2. Move across the play area with your partner while rolling hoops back and forth between you
- 3. Spin your hoop, then run around your partner's spinning hoop and return to catch your own hoop with your right hand
 - Repeat with your left hand
 - Who can make 2 trips around?
- 4. Stand (12 feet) apart.
 - Spin your hoops at the same time and run figure-eights around the two hoops
 - How many times can you pass your hoop before it stops rolling?
- 5. Back-spin your hoop and straddle-jump over it as the hoop comes toward you; then run and grab your hoop



- before it stops rolling
6. **Ali-Oop:** Form groups of 3 and return one of the hoops
- Outside players stand facing each other about (15 feet) apart
 - Roll the hoop back and forth to each other while the middle player straddle-jumps it
 - Change roles every 5 jumps
 - Continue until everyone has had a turn in the middle

GS-10 HOOP RELAYS

Equipment:

- Several cone markers, five hoops per team

Organization:

- Divide the class into teams of 4 or 5 players per team
- Use cones to mark out a starting line
- Have each team stand in single-file formation behind the starting line, facing a row of 5 hoops that are equally spaced (6 feet) apart
- Ensure teams are well spaced apart

Description of

Activity:

1. Hoop Caper

Relay:

- Run to the 1st hoop and put it over your body; leap over the 2nd hoop; go through the 3rd hoop; leap over the 4th hoop; and so on
- When you reach the end, run back to your team to tag the next player, who does the same

2. Hoop Combo

Relay: (Use only 4 hoops for this relay)

- Hop to the 1st hoop and do 2 half-jumps turns inside; run to the 2nd hoop, put it over your body; leap over the 3rd



- hoop and land with both feet in the 4th hoop;
- Run back to the starting line by zig-zagging in and out between the hoops
 - Repeat until all players on your team have had a turn

3. Hoop Tunnel

Relay: (Have each team form a circle, with players well spaced apart)

- Each player holds a hoop vertically in front of their body, with the bottom of the hoop touching the floor
- On the signal, "Go!" 1st player, drop your hoop, and crawl through the other hoops
- As soon as you pick up your hoop and hold it upright, the 2nd player may go
- When everyone on the team has a turn and each player sits cross-legged inside his or her hoop, the relay ends.

4. Space Shuttle

Relay:

- 1st and 2nd players, run together inside the hoop, around a turning cone, then return to their team
- The 1st player drops out and joins the end of the line
- The 2nd player picks up the 3rd player and runs together to the turning cone, around it, and back
- The 2nd player drops out, and the 3rd and 4th players run together



- Continue this way until you have made 10 trips

Practice Time 2:45pm - 3:30pm