



Monday 09/29/2025	Tuesday 09/30/2025	Wednesday 10/01/2025	Thursday 10/02/2025	Friday 10/03/2025
School Day 22	School Day 23	School Day 24	School Day 25	School Day 26
Breakfast Duty 8:00am - 8:17am	Breakfast Duty 8:00am - 8:17am	Breakfast Duty 8:00am - 8:17am	Breakfast Duty 8:00am - 8:17am	Breakfast Duty 8:00am - 8:17am
Choir - 7 & 8 8:17am - 9:05am	Band - 7 & 8 8:17am - 9:05am	Band - 7 & 8 8:17am - 9:05am	Band - 7 & 8 8:17am - 9:05am	Band - 7 & 8 8:17am - 9:05am
<p><b>Standards</b></p> <p><b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p><b>MU:Cn11.0</b> Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p><b>MU:Cr2.1</b> Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p><b>MU:Cr3.1</b> Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p>	<p><b>Standards</b></p> <p><b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p><b>MU:Cn11.0</b> Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p><b>MU:Pr4.2</b> Analyze - Analyze the structure and context of varied musical works and their implications for performance.</p> <p><b>MU:Pr5.1</b> Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</p> <p><b>MU:Pr4.2.7b</b> When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.</p> <p><b>MU:Pr6.1.7a</b> Perform the music with technical accuracy and stylistic expression to convey the creator's intent.</p> <p><b>MU:Cr3.1.7a</b> Evaluate their own work, applying selected criteria such as</p>	<p><b>Standards</b></p> <p><b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p><b>MU:Cn11.0</b> Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p><b>MU:Cr2.1</b> Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p><b>MU:Cr3.1</b> Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p>	<p><b>Standards</b></p> <p><b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p><b>MU:Cn11.0</b> Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p><b>MU:Pr4.2</b> Analyze - Analyze the structure and context of varied musical works and their implications for performance.</p> <p><b>MU:Pr5.1</b> Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</p> <p><b>MU:Pr4.2.7b</b> When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.</p> <p><b>MU:Pr6.1.7a</b> Perform the music with technical accuracy and stylistic expression to convey the creator's intent.</p> <p><b>MU:Cr3.1.7a</b> Evaluate their own work, applying selected criteria such as</p>	<p><b>Standards</b></p> <p><b>MU:Cn10.0</b> Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p><b>MU:Cn11.0</b> Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p><b>MU:Cr2.1</b> Plan and Make - Select and develop musical ideas for defined purposes and contexts</p> <p><b>MU:Cr3.1</b> Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p>
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Get class procedures set up</li> <li>• Warm up singing</li> <li>• Test and group students according to vocal range (again)</li> <li>• Sing first song</li> </ul>		<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Get class procedures set up</li> <li>• Warm up singing</li> <li>• Test and group students according to vocal range (again)</li> <li>• Sing first song</li> </ul>		<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Get class procedures set up</li> <li>• Warm up singing</li> <li>• Test and group students according to vocal range (again)</li> <li>• Sing first song</li> </ul>
<p><b>Lesson / Instruction</b></p> <p><b>Procedures for class:</b></p> <ul style="list-style-type: none"> <li>• Pick up students in the cafeteria after morning duty</li> <li>• Be ready ASAP: Get sheet music, arrange selves according to vocal range</li> <li>• Attendance and lunch count will be taken</li> <li>• <b>Remind</b> students how to stand, sit, posture, etc. <ul style="list-style-type: none"> <li>◦ Head level</li> <li>◦ Hold chest high</li> <li>◦ Shoulders down, slightly back, abs flat</li> <li>◦ Feet hip-width apart on the tri-pod</li> <li>◦ Knees slightly bent</li> <li>◦ Imagine a cord</li> </ul> </li> </ul>		<p><b>Lesson / Instruction</b></p> <p><b>Procedures for class:</b></p> <ul style="list-style-type: none"> <li>• Pick up students in the cafeteria after morning duty</li> <li>• Be ready ASAP: Get sheet music, arrange selves according to vocal range</li> <li>• Attendance and lunch count will be taken</li> <li>• <b>Remind</b> students how to stand, sit, posture, etc. <ul style="list-style-type: none"> <li>◦ Head level</li> <li>◦ Hold chest high</li> <li>◦ Shoulders down, slightly back, abs flat</li> <li>◦ Feet hip-width</li> </ul> </li> </ul>		<p><b>Lesson / Instruction</b></p> <p><b>Procedures for class:</b></p> <ul style="list-style-type: none"> <li>• Pick up students in the cafeteria after morning duty</li> <li>• Be ready ASAP: Get sheet music, arrange selves according to vocal range</li> <li>• Attendance and lunch count will be taken</li> <li>• <b>Remind</b> students how to stand, sit, posture, etc. <ul style="list-style-type: none"> <li>◦ Head level</li> <li>◦ Hold chest high</li> <li>◦ Shoulders down, slightly back, abs flat</li> <li>◦ Feet hip-width</li> </ul> </li> </ul>



attached to your head pulling you straight up

- Sit on half of the chair, feet flat on the floor (if seated)

- **YouTube Link:** <http://youtu.be/Plm0T4xQWFw?si=bVfnMQHjLBm9Y3yQ>
- **Sing** - Warm up with scales UP and DOWN with hand signs (start at octave middle C)
- **Sing** - Pitch matching to piano (various pitches)

TTTTTTTTBBBBBB  
SSSSSSAAAAAAA

- Continue to learn and practice signing techniques and songs selected for the Winter Concert and airport performance.

Prep 9:08am - 10:07am

PE - 6th Grade 10:10am - 11:09am

**Kickball Outside @ Baseball Diamond**

**Standards**

- 8.PE.1 Perform with mature form, locomotor, nonlocomotor and manipulative skills necessary for participating in games and sports, outdoor pursuits, and individual performance activities.
- 8.PE.4 Use tactics to create open space and close space during small-side play by combining locomotor movements.
- 8.PE.5 Describe and apply a variety of movement concepts.
- 8.PE.12 Describe the role of stretching and flexibility in injury

appropriate application of elements of music including style, form, and use of sound sources.

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

**MU:Pr4.2.7a** Explain and demonstrate the structure of contrasting pieces of music selected for performance and how elements of music are used.

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- Objectives:**
- Go over class procedures and expectations
  - Students will select

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**8.PE.14** Accept responsibility for improving one's own levels of physical activity and fitness.

**8.PE.15** Explain practices that promote responsible behavior of self and others in a variety of physical activities.

**8.PE.16** Provide encouragement and feedback to peers without prompting from teacher.

**8.PE.17** Apply rules and etiquette by acting as an official during modified games, dance and rhythm.

**8.PE.18** Cooperate with classmates on problem-solving initiatives during adventure activities, large-group initiatives, and game play.

**8.PE.19** Respond appropriately to participant's ethical and unethical behavior during physical activity by using roles and guidelines for resolving conflicts.

**8.PE.20** Provide ways to accept other's ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.

**8.PE.21** Identify safety concerns and use physical activity and fitness equipment

- instruments
- Students will be given a copy of the Standard of Excellence Band book for each instrument
- Students select cubbies, label them, and they will put music books and instruments in them

**Lesson / Instruction**

*Note: In the beginning band class, warm-up and tuning will usually occupy most of the rehearsal period, usually at the expense of the primary rehearsal selection.*

**(10 mins) Warm-Up and Tuning**

- Embouchure Warmers** - long tones and lip slurs, generally directed downward - Lessons 1-4, pg. 75-79:
- Arm and Finger Warmers** - Excellerator 4A and 4B, pg. 104
  - Scales, intervals, arpeggios, articulations (how each note is played, e.g. fermata, staccato)

Once Players are Warmed Up:

- Tune the Band** - Score on pg. 000
  - Instruction and Evaluation** - relating to various aspects of musicianship including:
    - rhythm, tonality, harmony (chords), intervals, history, playing by ear, improvisation, and composition
  - Activities and Assessments** - that develop and evaluate critical thinking, in particular as it relates to the day's primary rehearsal selection
  - Choral** (all together) - allow students to use what they have learned or prepared during the warm-up period

**(5 mins) The Familiar Selection** - Lesson #16, pg. 97 "Hot Crossed Buns"

- Play music confidently before**

the role of stretching and flexibility in injury prevention.

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appropriately.

**8.PE.23** Develop a plan of action and make appropriate decisions based on that plan when faced with an individual challenge; and

Lunch 11:12am - 12:12pm

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

**Unit Assessment: Spotlight Your Success!**

**Standards**

**MU:Pr4.2.PreKa** With substantial guidance, explore and demonstrate awareness of musical contrasts.

**Lesson / Instruction**

**UNIT REVIEW**

**iSONG | Looby Loo: Interactive**

- **Remind** children that in this unit they have learned about patterns in music.
  - They have moved to the music in place and in space.
  - They have sung and listened for downward and upward sounds.
- **Have children perform** the movements while listening to "Looby Loo." Encourage them to sing along.

**ASSESSMENT OPTIONS**

At this age, a day-to-day informal measurement of your children's progress should be performed as an integral part of your lesson plans.

- Use the following activities as informal assessments to help measure children's progress. Appropriate responses are suggested in each section, and each Review and Listen slide provides feedback.
- For individualized

**starting the primary rehearsal selection**

- Select a short, well-rehearsed piece, or a portion of a piece (not exceeding 5 min) and play it with as few stops as possible
- Do not spend time "rehearsing" this selection

**(15 min) The Primary Rehearsal** - *Receives the most attention during the rehearsal - Lesson #17, pg. 97 "Au Claire..."*

- Go beyond the "woodshedding" stage, ready to enter the next phase of learning
- Rehearse this selection in sections
- Isolate potential problem passages before the rehearsal begins (don't waste time continuously starting from the beginning)
- Know the score well enough to recognize sections that are similar to others, and limit time rehearsing them

**(10 min) The Secondary Rehearsal Selection** -

*Woodshed (rehearse difficult passages until played flawlessly) a selection which has recently been sight-read*

- Thoroughly familiarize students with a "fresh" piece of music
- Rehearse in sections, repeating and drilling as necessary

**(5 min) Sight Reading** - *Once reviewed, this selection will move to the secondary rehearsal stage*

- Choose a **NEW SELECTION** of music and read it in its entirety recognizing elements of music:
  - rhythm (patterns)
  - melody (scale)
  - harmony (arpeggio - one note after another rising or descending)
  - style (genre)

**(5 min) The Fun Selection (Closer) - TBD**  
*(for now "Hot Crossed Buns")*

- Choose a music selection that students savor and perform masterfully

Prep 9:08am - 10:07am

and fitness equipment appropriately.

**8.PE.23** Develop a plan of action and make appropriate decisions based on that plan when faced with an individual challenge; and

Lunch 11:12am - 12:12pm

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

**Section 1: Unit 1: Lesson 2: Faster and Slower**

**Standards**

**MU:Cn10.0.Ka** Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

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

**MU:Cr2.1.Ka** With guidance, organize personal musical ideas using iconic notation and/or recording technology.

**MU:Cr3.1.Ka** With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas.

**MU:Re7.1.Ka** With guidance, list personal interests and experiences and demonstrate why they prefer some music selections over others.

**MU:Re8.1.Ka** With guidance,

**starting the primary rehearsal selection**

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**(15 min) The Primary Rehearsal** - *Receives the most attention during the rehearsal - Lesson #17, pg. 97 "Au Claire..."*

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Prep 9:08am - 10:07am

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**8.PE.23** Develop a plan of action and make appropriate decisions based on that plan when faced with an individual challenge; and

Lunch 11:12am - 12:12pm

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

**Section 1: Unit 1: Lesson 3: Steady Beat**

**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: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 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:**

- Move with the steady beat at different tempos to represent



online assessments, go to the Assessments tab in the main menu and assign tests to children.

**REVIEW**  
UNIT REVIEW | S1U1UA:  
Review: **Interactive**

- **Display** the slide Unit 1 Review.
- **Read** each question aloud while showing the possible answers to the class.
- **Then read the questions again** and have each child signal with a palm close to the chest when you point to or describe his or her answer. ( 1. checkboard; 2. flower)

**LISTEN**  
UNIT REVIEW | S1U1UA:  
Listen: **Interactive**

- **Guide** children to look at the visual representations on the slide Unit Review: Listen .
- **Read** Question 1 and have **children listen to the sounds**.
- **Then read the question again** and have each child signal with a palm close to the chest when you point to or describe his or her answer.
- **Ask** for volunteers to answer Question 2. ( 1. kettle; 2. hammering)

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

**Section 1: Unit 1:  
Lesson 6: Loud and Soft in Music**

**Standards**

**MU:Cr3.1.2a** Interpret and apply personal, peer, and teacher feedback to revise personal music.

**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)

PE - 6th Grade 10:10am - 11:09am

**Kickball Outside @ Baseball Diamond**

**Standards**

**8.PE.1** Perform with mature form, locomotor, nonlocomotor and manipulative skills necessary for participating in games and sports, outdoor pursuits, and individual performance activities.

**8.PE.4** Use tactics to create open space and close space during small-side play by combining locomotor movements.

**8.PE.5** Describe and apply a variety of movement concepts.

**8.PE.12** Describe the role of stretching and flexibility in injury prevention.

**8.PE.14** Accept responsibility for improving one's own levels of physical activity and fitness.

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**8.PE.16** Provide encouragement and feedback to peers without prompting from teacher.

**8.PE.17** Apply rules and etiquette by acting as an official during modified games, dance and rhythm.

demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent.

**Objectives:**

- Move to show faster and slower tempos.

**Lesson / Instruction**

**INTRODUCTION**  
Give children an overview of the lesson using this slide.

**iSONG | Walk to School: Interactive**

**SONG ANTHOLOGY | Grade K: Document**

- **Invite children to listen** to the American folk song "Walk to School" mirroring you in patting to the beat. (Show the changing tempos without comment.)
- **Have children listen** to the song again and sing along. Compliment them on following you and tell them they are ready to learn something new about beat today.

**DESCRIBE | A Poem**  
**POETRY | S1U1L2: Just Watch: Interactive**

- **Ask children to listen** as you read the poem "Just Watch," by Myra Cohn Livingston. (three verses: slower; last verse: faster)
- **Invite them to describe** how the speeds of the reading of the sections differ.

**IDENTIFY | Faster and Slower**

- **Ask children to listen** as you read the poem "Just Watch," by Myra Cohn Livingston. (three verses: slower; last verse: faster)
- **Invite them to describe** how the speeds of the reading of the sections differ.

**LINKS | Reading**

- **Ask children to listen** as you read the poem "Just Watch," by Myra Cohn Livingston. (three verses: slower; last verse: faster)
- **Invite them to describe** how the speeds of the reading of the sections differ.

**LINKS | Language Arts**

PE - 6th Grade 10:10am - 11:09am

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different animals.

**Lesson / Instruction**

**INTRODUCTION**  
**CONCEPT OVERVIEW | S1U1L3: Steady Beat: Interactive**

- Give children an overview of the lesson using this slide.
- Invite children to describe things that make a steady beat sound, such as a heart, a car direction blinker, walking steps, marching, and so on.
- Explain that keeping a steady beat with music can help them move and make music with others.
- Tell the class that today they will learn how to keep the steady beat in music.

**MOVE | At Different Speeds**  
**ACTIVITY | S1U1L2: Bonjour, mes amis (Hello, My Friends): Interactive**

- Select one child to walk inside a circle, clapping once for each time a foot hits the floor. (You may help keep the beat steady by playing with the child's walking beat softly on a drum.)
- Have the entire class sing "Bonjour, mes amis," at the speed the child has set by walking. (Use the recording on the slide if needed to help children remember the song at first, but then work without the recording, since this activity involves moving at different speeds.)

At the end of the song, the first child chooses another, who sets a different speed for the song.

- Repeat several times. **Use Resource Master 1•6, page 7: DOCUMENT for more steady beat practice. Answer Key is on p. 192.)**
- Complete the page. Connect things that make a steady beat.

**SING | The Ants Go Marching (song and game from Zimbabwe)**  
**iSONG | The Ants Go Marching: Interactive**

- Invite children to listen to "The Ants Go Marching."

**Have children:**



and how creators use them to convey expressive intent.

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

**MU:Re8.1.2a** Demonstrate knowledge of music concepts and how they support creators'/ performers' expressive intent.

**MU:Re9.1.2a** Apply personal and expressive preferences in the evaluation of music for specific purposes.

**Objectives:**

- Perform a poem following piano and forte indications.

**Lesson / Instruction**

**LISTEN | Gavotte fantastique**

**CONCEPT OVERVIEW | S1U1L6: Loud and Soft in Music: Interactive**

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

**LISTENING | Gavotte fantastique: Interactive**

- Invite students to listen to "Gavotte fantastique" and move to show when they hear changes in loud and soft by raising their hand when it gets loud.
- Explain that contrasts of loud and soft make music more interesting.

**HISTORY AND CULTURE | Amy Beach**

**Amy Beach (1867–1944)** has been called the first great woman composer from the United States. She played the piano but wrote music for many different instruments, as well as for orchestras and choirs. One of the ways she studied composing was to write out from memory pieces by great composers. Then she looked at their music to see if she was right. Her

**8.PE.18** Cooperate with classmates on problem-solving initiatives during adventure activities, large-group initiatives, and game play.

**8.PE.19** Respond appropriately to participant's ethical and unethical behavior during physical activity by using roles and guidelines for resolving conflicts.

**8.PE.20** Provide ways to accept other's ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.

**8.PE.21** Identify safety concerns and use physical activity and fitness equipment appropriately.

**8.PE.23** Develop a plan of action and make appropriate decisions based on that plan when faced with an individual challenge; and

Lunch 11:12am - 12:12pm

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

**Dribbling and Passing Unit (Feet)**

**Standards**

**2.1b** Explore toys and objects with hands and mouth.

**2.3c** Calm with assistance.

**4.1a** Notice and imitate gestures.

**ACTIVITY | S1U1L2: Slower and Faster: Interactive**

**Faster and Slower** Help children to relate the terms faster and slower to other situations. Invite them to give circumstances in which they might walk to school or elsewhere faster or slower. (Sample answers: faster if they are late, slower if they are tired) **Critical Thinking:**

**Compare and Contrast**

- Display the slide** ACTIVITY | Slower and Faster to reinforce these two concepts.
- Invite a volunteer to select** a picture and decide if it shows faster or slower.
- Encourage the child to explain.** (Speed is relative and the explanation will provide feedback.)

**MOVE | At Different**

**Tempos**

- Ask children to listen** to the poem again and pat to the tempos they hear.
- Ask them to act out** the poem, moving as the words suggested and following the speed at which you read.
- Invite volunteers to walk to the beat** as you say the poem and tap to the beat on a drum. (*Match each child's tempo, rather than asking them to match yours. Ask the class to pat with your drumbeat.*)

**SING | Walk to School**

**ACTIVITY | S1U1L2: Walk to School: Interactive** Display the slide "Walk to School."

**Invite children to:**

- Describe the picture.** (children walking to school or returning home from school)
- Sing** "Walk to School" twice, first patting, then walking to show the different tempos. (Have them move in small groups through shared space, or as a class in one large circle. They need not match the beat, but should show that they hear the different speeds in the music.

**TEACHER TO TEACHER**

**| Extra Help with Self-Spaces**  
Extra Help with Self-

**8.PE.18** Cooperate with classmates on problem-solving initiatives during adventure activities, large-group initiatives, and game play.

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Lunch 11:12am - 12:12pm

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

**Dribbling and Passing Unit (Feet)**

**Standards**

**1.1PE.1** Perform most basic locomotor, nonlocomotor, and manipulative skills using mature patterns.

**1.1PE.3** Move in self-space.

- Dramatize the words to the song in each verse.
- Join in singing with the recording as soon as they are able.
- Act out the words for the song.
- Sing the song.

**ACTIVITY | S1U1L3: More Steady Beats: Interactive**

- Have children sing the first verse, tapping one ant for each beat in sets of four, thereby recognizing the steady beat while listening.
- Ask: How many ants are there?
- Tap one ant for each beat as you sing.

**MUSIC SKILLS | MIDI | Grade 1: Document (Resources and select your grade. Select MIDI Files)**

- Use Spotlight on MIDI Project 1 (The Ants Go Marching) for more practice with "The Ants Go Marching."
- The MIDI book includes introductory and reference materials as well as projects for children to do.

**LINKS | Science**

Ants Share with children that the song "The Ants Go Marching" makes a lot of sense because ants like to be with their friends! While there are more than 4,500 different species of ants, they are all social creatures, unlike their close cousins, bees and wasps. In addition to marching, some ants can learn to find their way through complex mazes. While most ants are harmless to people, sugar ants can infest kitchens and carpenter ants gnaw wood in our homes. Ask students: How are ants and ants different?

**LISTEN / MOVE | Vhaya Kadhimba**

- Invite children to listen to "Vhaya Kadhimba" to hear children from Zimbabwe singing in their traditional style. You may wish to share the videos below with children to show a performance of the song, the pronunciation of the song, the game, and background information about Zimbabwe.



music was so popular that “Amy Beach clubs” popped up all across the country.

**MOVE | Dynamic Levels**  
**ACTIVITY | S1U1L6: Forte and Piano: Interactive**

**Teach and discuss** with students the Italian expressive terms forte, which means “loud,” and piano, which means “soft.” Explain that many classical music terms have their origin in the Italian language. Ask students to name and discuss any other Italian words they know that are used for musical expression.

**Ask a volunteer to read** aloud the paragraph about dynamics, forte, and piano. Have students:

- Think of gestures that match the dynamic levels of “Gavotte fantastique.”
- Listen to the selection again and move to show the different dynamic levels (loud and soft) with the gestures they planned. (See **MOVEMENT | Creative Movement**, below.)

**MOVEMENT | Creative Movement**

“Gavotte fantastique” A simple way to show loud and soft dynamics in music is through movement. Explain the entire activity to students before getting started.

**A Section:** Have students sit, facing a partner. One person is the leader and uses big movements for loud and small for soft. His or her partner mirrors the leader’s movements. (Note: there is a pause at the end of the A section.)

**B Section:** Have the leader stand, posing as if a statue. Tell the partner to move around the leader, responding to the music. On your signal, have students switch roles. When the section ends, tell all students to freeze. (Note: there is a pause at the end of the B section.)

**4.1b** Repeat actions again and again to see effects.

**4.1e** Investigate how things move.

**4.1g** Show interest in new activities.

**4.2b** Engage familiar adults and children in interactions.

**4.2f** Make decisions and choices.

**4.2h** Plan and achieve a goal.

**4.3d** Explore objects by repeating and varying the approach.

**4.3f** Develop skills through repetitive practice.

**4.5a** Act on an object to make sound or movement.

**1.8c** Demonstrate feeling safe with familiar adults.

**1.8e** Respond to requests made by familiar adults.

**1.9d** Play side by side with another child.

**2.1c** Exhibit a variety of small motor skills.

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

**2.2a** Exhibit physical reflexes in response to stimulation.

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

**2.2c** Use developing motor skills to move more independently.

**Spaces** Give each child a circle of yarn—four-foot lengths with ends tied together—to place around themselves the first time they “find” their self-spaces. To help children define their own space in this first lesson, have them do all stationary movements inside the yarn circle. (You may wish to store the yarn circles in individual envelopes to prevent tangling.)

**MOVEMENT | Shared Space**

**Locomotor Movement:** Shared Space Teaching children how to move through shared space is important at any age. They will learn to respect others’ personal space, move with more flexibility in the classroom, and develop better physical control. To introduce the idea of shared space to the class, have each child find a place in the room that is their “home-base.” This will be their assigned beginning spot any time they are to move through shared space.

Then, help them space themselves evenly throughout the area (no crowded or empty spaces). Ask children to draw an imaginary circle around themselves and tell them that all the area inside the circle is their “self-space.” Ask them to remember their self-space in some secret way. Then have them walk to a drumbeat, “carrying” their self-spaces with them, not intruding into the self-spaces of others and freezing when the drumbeat stops. On a signal, they each return to their own home-base.

**LISTEN | Walking Song**

- Invite children to listen to “Walking Song” from Acadian Songs and Dances by Virgil Thomson (without looking at the listening map), to see what they notice about its speed. (It has two

**1.PE.4** Differentiate between fast and slow speeds, strong and light force.

**1.PE.7** Actively engage in health enhancement class.

**1.PE.9** Identify warm-up and cool-down activities related to vigorous physical activity.

**1.PE.10** Accept personal responsibility by using equipment and space appropriately.

**1.PE.11** Follow the rules or parameters of the learning environment.

**1.PE.12** Respond appropriately to general feedback from a teacher.

**1.PE.13** Exhibit the established protocols for class activities.

**1.PE.14** Work independently with others in a variety of class environments.

**1.PE.15** Discuss ways to accept other’s ideas, cultural diversity, and body types.

**1.PE.16** Follow teacher directions for safe participation and proper use of equipment without teacher reminders.

**Objective:**

- Traveling
- Fleeing, Dodging, Turning, Twisting, Stretching
- Dribbling, Kicking, Passing

**Lesson / Instruction**

**Procedures: (10 min)**

- 3 Laps
- Drinks

**LISTENING | S1U1L3:**

Vhaya Kadhimba:

**Interactive**

- Listen to children from Zimbabwe sing a game song.

**LOCATOR MAP |**

**Zimbabwe: Interactive**

- Have students look at Zimbabwe on the map as you point to it.

**MOVEMENT | Vhaya Kadhimba Game**

**GLOBAL VOICES | Vhaya**

**Kadhimba (Song): Video**

- Have children listen again and move with the steady beat, then play the game.
- Ask children how they keep the steady beat during the game. (hopping and clapping)

**GLOBAL VOICES | Vhaya**

**Kadhimba (About Song):**

**Video**

- Play the video to help children learn about Zimbabwe.

**MOVEMENT | Vhaya**

**Kadhimba Game**

**GLOBAL VOICES | Vhaya**

**Kadhimba (Game): Video**

- Call a child’s name. He or she answers, I’m here.
- The child steps into the center of the circle.
- The child picks one foot off the ground, as high as possible, with the knee bent.
- The child hops to the beat on the other foot, clapping to the beat.
- The entire group sings Vhaya kadhimba, kadhimba to encourage the hopping and to match the movement.
- The group sings for as long as the child in the center can continue hopping, without falling or letting the raised foot touch the ground.
- When the child stops, another is called in.

**TRANSLATION | Vhaya**

**Kadhimba**

**GLOBAL VOICES | Vhaya**

**Kadhimba (Speak All):**

**Video**

- Learn the Shona words to the song.

**GLOBAL VOICES | Vhaya**

**Kadhimba (Sing**

**All): Video**

- Learn to sing the song

**LINKS | Reading**

Building Literacy

Readiness When children follow the footsteps of others, they are doing



**Ask students** to sit, mirroring their partner again, for the repeat of the A section. This time, though, the other person is the leader. On the loud ending, tell all students to stand and do large, independent movements. On the last note, all students freeze in a dramatic tableau.

**LISTEN / SING | Baby Beluga**

SONG ANTHOLOGY | Grade 2: Document

**Have students:**

- Find the **f** and **p** markings in "Baby Beluga." **Song Anthology**, pp. 16-17.

**iSONG | Baby Beluga: Interactive**

**Have students:**

- Listen** to "Baby Beluga" and move with the gestures they previously planned for forte and piano.
- Sing** the song with forte (loud) and piano (soft) dynamics.

**DESCRIBE | Story and**

**Instruments**

POETRY | S1U1L6: Loose Tooth: **Interactive**

**Have students:**

- Read** "Loose Tooth" aloud together.
- Discuss** the story it tells.

**Have students:**

- Read** "Loose Tooth" again, this time observing the dynamic markings.
- Circle** the dynamic markings in the music with the Pencil Tool. (See **Song Anthology**, p. 133.)
- Identify** and distinguish different ways they can use their voice for the dynamics forte (speak loudly or shout) and piano (speak softly or whisper).

**ACTIVITY | S1U1L6: Play**

**Words: Interactive**

- Look at** the Activity slide and call out the appropriate instrument when you name the respective words.
- Choose one** of the five instruments: tambourine, triangle, hand drum, woodblock, finger cymbals.

**LINKS | Language Arts**

**The Tooth Fairy Folktale**

**2.2d** Develop coordination to use motor skills with toys.

**2.2e** Demonstrate skills to move in the environment.

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

**2.2g** Demonstrate increased ability to use skills requiring balance.

**2.2h** Perform large motor movement alone or with others.

**2.2i** Manipulate objects with large muscles.

**2.3b** Focus eyes on near and far objects.

**2.3f** Demonstrate an awareness of her body in space.

**2.3i** Demonstrate concepts through movement.

**2.3h** Adapt movements to specific situations.

**2.4a** React to participation in daily routines.

**2.4c** Indicate needs and wants.

**2.4d** Take and interest in meeting physical needs.

**2.4g** Participate in bathroom routines with growing independence.

**2.6a** Attempt new large and small motor activities.

**2.6b** Participate in simple movement games.

**2.6f** Participate in

different tempos: faster and slower.)

**Compare and Contrast**

(**Optional:** See the next two blades for additional suggestions about how to use the listening map. MUSIC SKILLS | Listen offers an extensive lesson on using the listening map with regard to tempo changes, form, and tone color.)

**ANALYZE | Using a Listening Map**

iLISTENING MAP | Walking Song from Acadian Songs and Dances: **Interactive**

**Display the listening map "Walking Song."**

- Ask children to look** at the slide and identify how the pictures show faster and slower beat. (tilt of body, swing of arms, the fence posts closer together or farther apart)

**Use Illustrations**

- Ask children** to listen to the selection again as you help them follow the listening map.
- Guide them to notice** the same and different sections. (The form and tempo are: A—faster, B—slower, A—faster. The second A section may be called A | since it is not exactly the same as the first A section in all ways, but for the purposes of this lesson, ABA is clear.)

**ACTIVITY | S1U1L2:**

**Instruments in Walking Song: Interactive**

**For an extension of this activity,**

you may wish to use the slide ACTIVITY | Instruments in Walking Song to review the instruments (woodwind and string families) used in the interactive listening map.

**MUSIC SKILLS | Listen**

**Walking Song** from Acadian Songs and Dances by Virgil Thomson

Before starting, ask children to compare the three pictures. Lead them to understand that the first and third pictures (A) are

- Bathroom

**Warm-up (5 min)**

- Simon Says (Card 5)

**Go Fitness - CATCH 'em**

**Quick Activities (12 min)**

- Shaping Up (Card 60)  
**Need:** 4 cones to designate each activity area

**Go Activity (15 min)**

**- Dribbling and Kicking (feet)**

- Team Passing (Card 211) **Need:** One cone in between each student and one in the middle of the circle

**Cool-down (5 min)**

- Simon Says (Card 5)

**Materials /**

**Resources / Technology**

- Cones
- Hula Hoops
- Soccer Ball

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

**Section 1: Unit 1: Opener: Music for the Fun of It!**

**Standards**

**MU:Pr6.1.3a** Perform music with expression and technical accuracy.

**MU:Re7.1.3a** Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.

**MU:Re7.2.3a** Demonstrate and describe how a response to music can be informed by the structure, the use of the elements of music, and context (such as personal and social).

**MU:Re9.1.3a** Evaluate musical works and performances, applying established

visual tracking, which is required for reading. This game can build attention for those who have difficulty with visual attending. It also builds the concept of sight/sound correspondence, which then can be applied to other visual cues. There is growing evidence that the ability to keep a steady beat is related to reading success.

**HISTORY AND CULTURE | Zimbabwe**

When European explorers discovered vast stone ruins in the forests of southern Africa in 1867, they were looking at the remains of a great empire, ruled by the native Karanga people from about A.D. 1000 to A.D. 1600. The Karangas melted gold and traded it for glass beads and porcelain from China. "Zimbabwe" means "stone dwelling" in the Shona language. Known as Rhodesia under British rule, Zimbabwe achieved full independence in 1980. It has a population of 13 million.

**MOVE | Steady Beat with The Royal March of the Lions**

- Have children name animals they know, then animals they recognize from the painting The Peaceable Kingdom in the Art Gallery. Clap a steady beat and invite children to move with the beat like each animal in the painting.
- Repeat the activity and assess whether children can move with the steady beat like an animal convincingly and accurately.

**ART GALLERY | The Peaceable Kingdom: Interactive**

- Name animals you see in the painting.
- Move like animals you see.

**The Royal March of the Lions from The Carnival of the Animals (Saint-Saëns): Audio**

- Play the recording and



The tooth fairy is not just part of American folklore. In Japan, if a child loses a lower baby tooth, it is thrown onto the roof so the new healthy tooth will grow upward. An upper tooth is thrown underneath the house so a new healthy tooth will grow downward. Like American children, Mexican children put their baby teeth under their pillows, but a mouse, not a fairy, takes it and leaves behind some money during the night. In France the tooth fairy leaves a present instead of money, and in Italy children simply keep their baby teeth as keepsakes.

**REACHING ALL LEARNERS | English Language Learners**

Gifted and Talented Have skilled students compose a two-note melody for "Loose Tooth" using syllables so and mi. Instruct them to use the rhythm already written in the poem. If time permits, they may write some percussive background music using the instruments from the diagram or instruments that are available in the classroom.

**PLAY | Instruments**

iSONG | Loose Tooth: Interactive

- Have students say the poem together, following the dynamic markings, and clap the rhythm as they go.
- Hand out index cards and have students practice writing the forte and piano dynamic symbols.
- Assess each student's ability to write the symbols correctly.

**ACTIVITY | S1U1L6: Play Words: Interactive**

- Have students create the appropriate instrument sounds to accompany the poem.

**Have students:**

- Say the poem, this time thinking—not saying—the assigned words.
- Play the appropriate

physically active games with peers.

**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.

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

**Objective:**

- Traveling
- Fleeing, Dodging, Turning, Twisting, Stretching
- Dribbling, Kicking, Passing

**Lesson / Instruction**

**Procedures: (10 min)**

- 3 Laps
- Drinks
- Bathroom

**Warm-up (5 min)**

- Simon Says (Card 5)

**Go Fitness - CATCH 'em Quick Activities (12 min)**

- Shaping Up (Card 60)  
**Need:** 4 cones to designate each activity area

**Go Activity (15 min)**

**- Dribbling and Kicking (feet)**

- Team Passing (Card 211) **Need:** One cone in between each student and one in the middle of the circle

**Cool-down (5 min)**

- Simon Says (Card 5)

**Materials / Resources / Technology**

- Cones
- Hula Hoops
- Soccer Ball

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

**VOLLEYBALL UNIT**

**Standards**

**4.PE.7** Actively

the same and the middle picture (B) is different.

**Tempo**

Play the listening map and invite children to nod their heads to the beat when the boy in the first picture is walking, sway their heads side to side to the beat when the boy in the middle picture is walking, and nod their heads to the beat when the boy in the third picture is walking. Then ask children to describe any changes they heard in the music. Help them to recognize that the first and third sections were faster than the middle section. Using the Audio Only button, have children listen to the music and move to show faster and slower tempos.

**Form**

Arrange children in three groups and assign each group to walk quickly or slowly, as appropriate, during one of the three sections of the music. Play the map again and observe whether the groups walk in tempo with the music during their assigned sections.

**Tone Color**

Mouse over the Game button to find instructions for a tone color game. Click the button to activate the game. In this game, children demonstrate their ability to aurally identify the tone color of specific instruments. While they listen to the music, children should click the instrument they hear when it begins to play.

**HISTORY AND CULTURE**

**| Virgil Thomson**

American composer Virgil Thomson (1896–1989) was born in Kansas City, Missouri. A composer in almost every genre of music, he also was the chief music critic for the New York Herald Tribune from 1937 to 1951. Thomson started playing the piano at age five, and by 12 he was a paid organist at the Calvary

criteria, and describe appropriateness to the context.

**Objectives:**

- Sharing music makes learning fun

**Lesson / Instruction**

**GOAL:** Introduce the unit theme, *Music for the Fun of It!*

**UNIT THEME | Music for the Fun of It!**

**SLIDE:** UNIT 1 | S1U1L0: *Music for the Fun of It!*

- **Tell class** that they are starting a unit with the theme, *Music for the Fun of It!*
- **Ask students** why they think music adds fun to different activities.
- **Explain** to class that music is something people enjoy when they get together.
  - People *sing it, dance to it, share it, learn about it, and have fun with it.*

**Have students:**

- **Read** about the unit theme and volunteer to describe how students in the picture are sharing through music (*bring fun to many things you do*)
- **Read** and discuss with a partner each listing in *Coming Attractions*

**GOAL:** Learn the unit theme song. "*Simon Says.*"

**SING | Simon Says**

**SLIDE:** iSONG | *Simon Says* and **DOCUMENT:** *Piano Accompaniments p. 275*

- **Point out** to students that the unit theme song is a musical way to play the game *Simon Says.*

**Have students:**

- **Read** the lyrics as they listen to "*Simon Says.*"
- **Sing** along with the recording as you play it again.
  - **Call attention** to the repeat signs

**MOVE | Simon Says**

**When students have learned the song, invite them to respond to the lyrics by moving. Have students:**

- Find the actions in the lyrics of the song and

have children move like a lion with the steady beat. (The spoken introduction ends and the music begins at about 1:40.)

- Listen and move like a lion with the steady beat.

**HISTORY AND CULTURE | Camille Saint-Saëns**

Camille Saint-Saëns (1835–1921) was only three when he took his first piano lesson, but since he could already read and write, he immediately began composing songs! By age ten, Saint-Saëns was dazzling audiences in Paris with brilliant recitals of Bach, Mozart, and Beethoven. At age sixteen, he wrote his first symphony. During his life, Saint-Saëns composed over 300 works. With his beaked nose, neat beard, bowler hat, and frock coat, he was a familiar and much-admired figure throughout Europe.

**SCHOOL TO HOME | Subject Interests**

In addition to being a composer and performer, Camille Saint-Saëns had a wide variety of interests. He loved to travel and visited most of Europe, North America, South America, and Sri Lanka. He liked history, astronomy, and architecture, too. He once even broke off an important rehearsal to watch an eclipse of the sun! Parents can ask their children what different subjects interest them and why. They can also share with their children some of their own interests. Back in the classroom, list all the different interests children and parents have and discuss ways to share them together.

**PROGRESS CHECKPOINT**

**Informal Assessment**  
Have children move like each animal or person in the painting, responding to a drumbeat at the agreed tempo. (Watch for



instruments assigned to the words as they say the poem again.

- (You may wish to first make only loose tooth silent, then wiggly, jiggly, and finally quarter, hole, and head.)

**MUSIC SKILLS | Rhythm**  
**Rhythm** Students can learn a great deal about music through setting words to rhythm.

- **Discuss** how the words to the poem "Loose Tooth" are set to rhythm.
- **Point out** to students how the words we tend to speak quickly are "short notes" (1/8 notes) and the words we tend to speak more slowly are written as "long notes" ( 1/4 or 1/2 ).
- **Encourage** students to bring or recite other poems they know that can also be set to rhythm.
- **Have volunteers write** the poems on the board, then have the class discuss how the words in the poem can be set to rhythms students know.

**PROGRESS CHECKPOINT**  
**Informal Assessment**  
Ask students to perform a musical version of "Loose Tooth." Instead of saying the poem, invite some students to play the rhythm of the poem on rhythm sticks, while others play the five instruments on the key words, as before. Check that all students follow the indicated dynamics.

**Student Text: Perform the rhythm of "Loose Tooth" following the forte and piano dynamics.**

**Optional Reteaching**  
Have students review the dynamic markings in the poem and write the markings and their meanings on the board. Ask them to say each word at the dynamic level its definition calls for. (Say forte loudly and piano softly.)

**Student Text: Write the forte and piano dynamic**

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

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

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

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

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

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

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

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

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

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

**Objective:**

- Practice and improve fundamental volleyball

Baptist Church. "Walking Song" is from a score he wrote for a 1948 movie, Louisiana Story , about the experiences of a young boy caught in the battle for land between the oil industry and its Acadian (Cajun) inhabitants.

**MUSIC SKILLS | Read**  
**Read**  
As children track the images and sections on the listening map, help them to use the direction the boy faces as a guide for reading from left to right. This will prepare children to read both words and sentences, as well as musical notation.

**REACHING ALL LEARNERS | Inclusion**  
**Inclusion** Some children may be able to move at their own "personal tempos," but not be able to change tempos or match a given beat. Reinforce what each child can do correctly without drawing attention to incorrect responses. Allow each child to experience different tempos by "walking" their hands on a drumhead. If necessary, gently hold and guide the child's hands in playing a slow or fast tempo. Then ask the child, if verbal, to tell which tempo was played. If the child is non-verbal, ask for a response the child can give; for example, if he/she can nod "yes" or "no," ask, "Did you play slow?" or "Did you play fast?"

**SCHOOL TO HOME | Research**  
**GRAPHIC ORGANIZER | Column—2: Interactive**

- **Invite children to research** selections with faster and slower tempi in personal interviews, online research, and the library.
- **Encourage them to record or draw their findings** and then report to the class. You may want to share the graphic organizer with them.

**PROGRESS**

move to the words while singing the song.:

- put hands in the air;
- shake them;
- put hands on hips;
- let backbone slip (wiggle entire body);
- put hands on head;
- hands at sides;
- shake hands to the left,
- then to the right.

**MOVEMENT | Patterned Movement**

- Use **DOCUMENT: Piano Accompaniments p. 275** for choreography

**HISTORY AND CULTURE | Royal Pair**  
**Read:**

**Royal Pair: Games We Play** This playful dance by the Kathy Dunn Hamrick Dance Company (2001) was performed to original, live music. It included a video introduction that showed how choreographers glean movement material from ordinary life experiences. The choreography explored abstract versions of popular children's games such as: Simon Says, leapfrog, hopscotch, freeze tag, and musical chairs, with transitions of rhythmic hopping and stamping.

**GOAL: Introduce a game to learn names, Concentration.**

**LINK | Language Arts**  
**SLIDE: POETRY | S1U1L0: Concentration**

- **Have students follow along** as you read the words to "Concentration."
- **Establish** a four-beat rhythm pattern using the following motions: pat-clap-snap-snap.
- **Read** the words during the "snap-snap" part of the pattern. (Note: the words go in column order).
  - **For example:**  
[pat-clap]  
Concentration!  
[pat-clap] Do the rock.

**GAME | Concentration**

children's feet to match the drumbeat, with one step for each sound.)

**Optional Reteaching**  
Begin the drumbeat by following one student chosen to set the tempo. Once the model is set, then have everyone join in.

**WRAP UP**

- Have children tell how the animals in the painting would have to change their walking if they were to march together in a parade. (They would all have to step with the same beat, at the same speed.)
- Invite children to imitate a lion walking, as in the photograph, or another animal they remember from the painting, marching on the beat to "The Royal March of the Lions" from Carnival of the Animals. (The music starts at 1:40.)
- Assess whether they can march with the steady beat.

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

**Dribbling and Passing Unit (Feet)**

**Standards**

**2.1b** Explore toys and objects with hands and mouth.

**2.3c** Calm with assistance.

**4.1a** Notice and imitate gestures.

**4.1b** Repeat actions again and again to see effects.

**4.1e** Investigate how things move.

**4.1g** Show interest in new activities.

**4.2b** Engage familiar adults and children in interactions.

**4.2f** Make decisions and choices.

**4.2h** Plan and achieve a goal.



symbols on the board.  
Say the word "forte" loudly and the work "piano" softly.

**WRAP UP**

- Have students review the term and abbreviation in music for each forte and piano (**f** and **p**)
- Have them read the **f** and **p** dynamic markings in the Song Anthology, pp. 16-17.
- Evaluate students as they sing "Baby Beluga" using the loud and soft or forte and piano dynamics marked.
- Assess how students listen and move to show the different dynamic levels in the song.

**Materials / Resources / Technology**

**Classroom Materials**  
Unpitched instruments: tambourine, triangle, hand drum, woodblock, finger cymbals, rhythm sticks

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

**Section 1: Unit 2 Opener: Coming to America**

**Standards**

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

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

**MU:Pr4.1.5a** Demonstrate and explain how the selection of music to perform is

skills (bumping/forehand pass, setting, serving).

- Actively participate in floor volleyball lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.
- Practice sports, manipulative, and locomotor skills
- Develop physical fitness through non-elimination games

**Lesson / Instruction**

**Procedures: (10 min)**

- Bathroom
- Drinks
- 3 Laps

**(5 min) Warm Up**

1. Stretch-er-cise (Card 281)

**(10 min) Go Fitness:**

**Cardiovascular**

**Activities:** Aerobic Games

1. Crows and Cranes (Card 37)

**(25 min) Go Activity:**

**Volleyball: CATCH Challenge III**

**Materials:** 1 Volleyball and 2 base markers per 4 students

1. Volleyball Serveball (Card 594-595)
2. Practice volleyball game with net

**(5 min) Cool-down**

1. Simon Says

Recess 1:45pm - 2:00pm

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

**VOLLEYBALL UNIT**

**Standards**

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

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

**3.PE.6** Chart participation in physical activities outside health enhancement class.

**3.PE.10** Practice personal responsibility in

**CHECKPOINT**

**Informal Assessment**

- Ask children to move to "Walking Song," showing the different speeds. (Children may move in one large circle or through shared space; they need not match the beat, but should show recognition of the different speeds of the music).

**Optional Reteaching**

- Form three groups.
- Have each group walk to just one section of the music.
- Switch roles and repeat.

**PORTFOLIO | Creative Unit Project**

**ACTIVITY | S1U1L2: Unit 1: Creative Project B: Interactive**

**Creative Unit Project [3 of 6]**

- **Display** the slide for the Unit Project.
- **Have children practice** their planned snail and caterpillar movements. Then have volunteers move at their own "personal tempo" to show one creature's movement. Invite the remainder of the class to identify the steady beat by patting the beat of each child's "personal tempo."

**WRAP UP**

- **Have children recall** that they have been listening to music that is faster and slower.
- **Invite them to sing** "Walk to School" again, with attention to patting at different tempos.

**SCHOOL TO HOME**

**SONG ANTHOLOGY | Grade K: Document POETRY | S1U1L2: Just Watch: Interactive**

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

**Section 2: Unit 1: Lesson 2: Practice Basic Rhythms and Pitches**

**Standards**

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

**Have students:**

- **Form groups** of eight to learn one another's names (middle names?)
- **Play** the game while reading "Concentration" aloud and introducing one another to the class.

**ANALYZE | Music and Games**

- **Ask students** to discuss how music adds to the fun of the games Simon Says and Concentration.

**WRAP UP**

- **Have students summarize** in their own words what they understand about the theme of the unit. (Music adds fun to different activities.)
- **If time allows**, as a class, have students play Concentration again, saying each name in rhythm.

**PORTFOLIO | Creative Unit Project**

**Directions:**

**Resource Masters 1•2, p. 3, Worksheets: 1•3, p. 4**

**Creative Unit Project Opener:**

- **Tell students** that during this unit they will be creating games using speech and rhythm patterns.
- **Discuss** criteria for this project: performing as an ensemble, maintaining a steady beat, matching body percussion to the rhythm of the words.
  - **The games should teach** something and be fun to do
  - **Have students think** of games they like to play
  - **Ask them to consider** things, *in addition to names*, that a game could teach.

**Rubric/Self-Assessment**

**Use Resource Masters 1•13, p. 15 and 1•14, p. 16**

**to guide students' work on the Creative Unit Project.**

- These pages also will be the basis for students' and your evaluations of the final outcome of the project.
- Use the criteria as a checklist to indicate whether or not specific criteria are being met as work on the project progresses.
- Encourage students to add to the list of criteria to guide and monitor

**4.3d** Explore objects by repeating and varying the approach.

**4.3f** Develop skills through repetitive practice.

**4.5a** Act on an object to make sound or movement.

**1.8c** Demonstrate feeling safe with familiar adults.

**1.8e** Respond to requests made by familiar adults.

**1.9d** Play side by side with another child.

**2.1c** Exhibit a variety of small motor skills.

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

**2.2a** Exhibit physical reflexes in response to stimulation.

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

**2.2c** Use developing motor skills to move more independently.

**2.2d** Develop coordination to use motor skills with toys.

**2.2e** Demonstrate skills to move in the environment.

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

**2.2g** Demonstrate increased ability to use skills requiring balance.

**2.2h** Perform large



influenced by personal interest, knowledge, and context, as well as their personal and others' technical skill.

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

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

**Objectives:**

- Learn about music brought to the United States by immigrants of diverse heritage.

**Lesson / Instruction**

**UNIT THEME | Coming to America**

**UNIT 2 | S1U2L0: Coming to America: Interactive**

- Discuss** the unit theme with students and ask them why people might want to move to a new country.
- Tell students** that in this unit they will learn about some of the music brought to the United States by immigrants.
- Have them share** ideas about the Essential Question, then have a volunteer read aloud the Coming Attractions.

**POETRY | The New Colossus (excerpt): Interactive**

- Point out** to students that the Statue of Liberty is a welcome sight for people seeking freedom and opportunity in the United States.
- Have students read** the excerpt from "The New Colossus."

**LISTEN | Give Me Your Tired, Your Poor**

**LISTENING | Give Me Your Tired, Your Poor: Interactive**

teacher-directed activities.

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

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

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

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

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

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

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

**Objective:**

- Practice and improve fundamental volleyball skills (bumping/forehand pass, setting, serving).
- Actively participate in floor volleyball lead-up games and challenges to utilize learned skills and develop physical fitness.
- Have fun being physically active.
- Practice sports, manipulative, and locomotor skills
- Develop physical fitness through non-elimination games

**Lesson / Instruction**

**Procedures: (10 min)**

- Bathroom
- Drinks
- 3 Laps

daily life.

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

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

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

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

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

their work. When the project is complete, use the rubric to assess their work and performances.

- Students can use the self-assessment to evaluate their own and others' performances and to generate constructive suggestions.

**BULLETIN BOARD | Four Ways to Use the Voice**

**Make a bulletin board illustrating the four ways the voice may be used.**

- Using a sheet of paper fitting the bulletin board, divide the paper into four equal boxes using a marker.
- In each box, list one of the ways the voice can be used. For example:
  - In the upper left-hand box, list *Talking*
  - In the lower left-hand box, list *Whispering*
  - List *Singing* and *Calling* in the other two boxes
  - Make pictures of a student doing *each of these things* and encourage your students to bring in pictures of themselves illustrating them using these four voices.

**SCHOOL TO HOME | Letter Home**

- Send copies of the **School-to-Home Letter for Unit 1, Resource Master 1-1, p. 1**, home with students

**PROGRAM IDEAS | Simon Says**

**Music for the Fun of It!**  
The songs in Unit 1 remind students how music can make almost any activity more fun. For a program, students could stage a production of the game Simon Says.

**Opener:** Students sing the unit theme song, "Simon Says."

**Narrator:** "Simon says sing a song that tells a story." (Sing "When I First Came to This Land.")

**Narrator:** "Simon says sing a counting song from Hungary." (Sing "Egy üveg alma.")

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.

**2.3i** Demonstrate concepts through movement.

**2.3h** Adapt movements to specific situations.

**2.4a** React to participation in daily routines.

**2.4c** Indicate needs and wants.

**2.4d** Take and interest in meeting physical needs.

**2.4g** Participate in bathroom routines with growing independence.

**2.6a** Attempt new large and small motor activities.

**2.6b** Participate in simple movement games.

**2.6f** Participate in physically active games with peers.

**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.

**2.7h** Make choices about behaviors or activities when



**Have students:**

- **Notice** the words of the poem as they listen to "Give Me Your Tired, Your Poor."
- **Describe** the song, its message, and its mood. (choral, message of welcome; inspiring mood)

**HISTORY AND CULTURE**

**| The Statue of Liberty**

The Statue of Liberty French sculptor Frédéric-Auguste Bartholdi created the Statue of Liberty. It was titled "Liberty Enlightening the World" and was presented as a gift from France to the United States in celebration of the country's centennial in 1876. The statue's parts were shipped from France to the United States in enormous crates. It was erected on its pedestal in 1886. Over the years the statue has become a symbol of freedom to people from around the world. In 1903 a bronze plaque displaying Emma Lazarus's poem "The New Colossus" was added to the statue.

**COMPARE | Poetry,**

**Music, Fine Art**

**Have students:**

- **Compare** how the poem, music, and fine art (Statue of Liberty) express welcome and freedom. (through words, sounds, and materials)
- **Discuss with a partner** what kinds of dreams people moving to a new country might have.

**DESCRIBE | Meaning of**

**Lyrics**

- **Direct students to read** about the unit theme song, "The Power of the Dream."
- **Before students sing the song, ask them to read the lyrics on Song Anthology p. 202** to see what qualities help immigrants turn their dreams into reality.

**REACHING ALL**

**LEARNERS | English**

**Language Learners**

- **Ask students** to read the lyrics to "The Power of the Dream."
- **Comment that** the "American Dream" is a

**(5 min) Warm Up**

1. Stretch-er-cise (Card 281)

**(10 min) Go Fitness:**

**Cardiovascular**

**Activities: Aerobic Games**

1. Crows and Cranes (Card 37)

**(25 min) Go Activity:**

**Volleyball: CATCH**

**Challenge III**

**Materials:** 1 Volleyball and 2 base markers per 4 students

1. Volleyball Serveball (Card 594-595)
2. Practice volleyball game with net

**(5 min) Cool-down**

1. Simon Says

Practice Time 2:45pm - 3:30pm

appropriate interpretation.

**Objectives:**

- Read eighth, quarter, and half notes.
- Trace the melodic contour of a do-re-mi song.

**Lesson / Instruction**

**READ | Babylon's Fallin'**

**CONCEPT OVERVIEW | S2U1L2: Practice Basic Rhythms and Pitches:**

**Interactive**

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

**ACTIVITY | S2U1L2:**

**Rhythm Definition**

**Diagram: Interactive**

- **Have students review** the rhythm definitions.

**SONG ANTHOLOGY |**

**Grade 5: Document**

**Have students:**

- **Look** at the notation on **Song Anthology p. 18.**
- **Describe** the lengths of the notes in the song.
- **Identify** terms and symbols referring to meter, such as meter and **2/4**
- **Clap and read** the rhythm of the song.
- **Listen** to "Babylon's Fallin'," patting with the beat and following the notation.
- **Read** the words in rhythm.

**ACTIVITY | Conducting**

**Patterns: Interactive**

**Have students:**

- **Review** ways they can interpret **2/4** meter, such as by performing a pat-clap pattern or conducting.
- **Practice** conducting in two, then conduct the song. (On the slide, set Meter = 2 and Tempo = 80.)

**iSONG | Babylon's**

**Fallin': Interactive**

**Have students:**

- **Refer to Song Anthology p. 18** to read the song with pitch syllables.
- **Sing** the song and trace the melodic contour.
- **Sing** the song from memory, without looking at the music.
- **Take turns** conducting as the others sing.

**Have students:**

- **Review** the symbol for the meter, then recall

**Narrator:** "Sing and clap a fun clapping game song." (Sing "Billy.")

**Narrator:** "Simon didn't say!" (pause) "Simon says sing a nonsense song from Singapore." (Sing "Chan mali chan.")

**Closer:** "Simon says sing and dance The Happy Wanderer."

**PERFORMANCE |**

**Choreography Notes**

**Choreography Notes** For choreography to use with songs in this unit, see this grade level's Piano Accompaniments. The following song in this unit has choreography notes:  
• "Simon Says"

**Materials /**

**Resources /**

**Technology**

**Classroom Materials:**

- Resource Master 1•1 (School-to-Home Letter)
- Resource Master 1•2 (Creative Unit Project)
- Resource Master 1•3 (Creative Unit Project)
- Resource Master 1•13 (Self-Assessment)
- Resource Master 1•14 (Teacher Assessment)

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

**Section 1:Unit 1:  
Opener: Music for Everyone**

**Standards**

**MU:Cn11.0.4a** Demonstrate

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

**MU:Cr1.1.4b** Generate musical ideas (such as rhythms, melodies, and simple accompaniment patterns) within related tonalities

presented with alternatives.

**Objective:**

- Traveling
- Fleeing, Dodging, Turning, Twisting, Stretching
- Dribbling, Kicking, Passing

**Lesson / Instruction**

**Procedures: (10 min)**

- 3 Laps
- Drinks
- Bathroom

**Warm-up (5 min)**

- Simon Says (Card 5)

**Go Fitness - CATCH 'em**

**Quick Activities (12 min)**

- Shaping Up (Card 60)  
**Need:** 4 cones to designate each activity area

**Go Activity (15 min)**

**- Dribbling and Kicking (feet)**

- Team Passing (Card 211) **Need:** One cone in between each student and one in the middle of the circle

**Cool-down (5 min)**

- Simon Says (Card 5)

Recess 1:45pm - 2:00pm

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

**Dribbling and Passing Unit (Feet)**

**Standards**

**2.1b** Explore toys and objects with hands and mouth.

**2.3c** Calm with assistance.

**4.1a** Notice and imitate gestures.

**4.1b** Repeat actions again and again to see effects.

**4.1e** Investigate how things move.

**4.1g** Show interest in new activities.

**4.2b** Engage familiar adults and children in interactions.

**4.2f** Make decisions and choices.

**4.2h** Plan and achieve a goal.



popular concept that relates to the exceptional nature of America, a land of immigrants who strive to reach the goals they have set.

- **Add that** a dream really means a vision or a goal. Go over the figurative aspects of the song: "magic spark that lights the fire of our imagination" or "the dawn of man."
- **Ask students** to write about or draw a picture of their own "American Dream."

**SING | The Power of the Dream**  
iSONG | The Power of the Dream: **Interactive**

- **Tell students** that tempo is the speed of the beat.
- Referring to the Song Anthology, **have them identify** the tempo term rit. , the abbreviation for ritardando.
  - That means the beat gradually slows down.
- **Ask them to decide** on how they will interpret the ritardando when they sing the song.
- **Guide them to perform** it that way as they sing "The Power of the Dream" with expression.

**COMPARE | Musical Styles**  
GRAPHIC ORGANIZER | Compare—2: **Interactive**

- **Have students use the organizer** to compare "The Power of the Dream" to "Give Me Your Tired, Your Poor." Write "musical style" and "meaning" in the left column and put the song titles at the tops of the middle and right columns.
- **Add students' responses** within the middle and right columns. (style: solo voice vs choral; meaning: realizing power of a dream vs. U.S. welcoming)

**WRAP UP**

- **Ask students to describe** what they learned about the unit theme. (Possible answer: People from around the world hope for and dream of freedom.)

**Have students:**

- **Share a dream** for

terms that refer to meter. (*2 beats per measure, strong beat*)

- **Perform** the song they just memorized while interpreting the meter with appropriate body percussion, movement, or conducting pattern.

**LINKS | Language Arts**  
**Explain:**  
**Use of the Apostrophe** The title "Babylon's Fallin'" is an example of two different ways in which the apostrophe mark is used in place of a letter. In the first case, two words— *Babylon* and *is* — are combined to make a single word, *Babylon's*. This is known as a contraction. In the next word, the letter *g* is omitted from *falling* to create a shortened form of the word, *fallin'*.

**MUSIC SKILLS | Recorder**  
**Students have already been taught about recorders this year so take this opportunity to:**

- **Introduce** students to the new recorder book
- **Begin practicing** the first few songs in the book
- **Have students place** books in their cubbies

**PE - 5 1:45pm - 2:30pm**  
**VOLLEYBALL UNIT**

**Standards**

- 5.PE.7** Actively participate in all activities of health enhancement class.
- 5.PE.13** Critique the etiquette involved in rules of various activities.
- 5.PE.6** Chart and analyze fitness benefits of physical activity outside health enhancement class.
- 5.PE.10** Participate in physical activity with responsible

(such as major and minor) and meters.

**MU:Pr4.1.4a** Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.

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

**MU:Pr4.2.4c** Explain how context (such as social and cultural) informs a 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:Pr5.1.4a** Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate accuracy and expressiveness of ensemble and personal performances.

**MU:Pr6.1.4a** Perform music, alone or with others, with expression and

**4.3d** Explore objects by repeating and varying the approach.

**4.3f** Develop skills through repetitive practice.

**4.5a** Act on an object to make sound or movement.

**1.8c** Demonstrate feeling safe with familiar adults.

**1.8e** Respond to requests made by familiar adults.

**1.9d** Play side by side with another child.

**2.1c** Exhibit a variety of small motor skills.

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

**2.2a** Exhibit physical reflexes in response to stimulation.

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

**2.2c** Use developing motor skills to move more independently.

**2.2d** Develop coordination to use motor skills with toys.

**2.2e** Demonstrate skills to move in the environment.

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

**2.2g** Demonstrate increased ability to use skills requiring balance.

**2.2h** Perform large



their future with a partner.  
• **Sing** "The Power of the Dream" again.

Recess 2:30pm - 2:45pm

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

**Ukuleles**

**Standards**

- MU:Pr4.1.6a** Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.
- MU:Pr4.2.6a** Explain how understanding the structure and the elements of music are used in music selected for performance.
- MU:Pr4.2.6b** When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.
- MU:Pr4.3.6a** Perform a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.
- MU:Pr5.1.6a** Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and

interpersonal behavior.

- 5.PE.15** Accept other's ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.
- 5.PE.9** Identify the need for warm-up and cool-down activities related to various physical activities.
- 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.11** Participate with responsible personal behavior in a variety of physical activity contexts, environments, and facilities.
- 5.PE.1** Exhibit competency in fundamental motor skills and selected combinations of skills.
- 5.PE.16** Apply safety principles with physical activities.

- Objective:**
- Practice and improve fundamental volleyball skills (bumping/forehand pass, setting, serving).
  - Actively participate in floor volleyball lead-up games and challenges to utilize learned skills and develop physical fitness.
  - Have fun being physically active.
  - Practice sports, manipulative, and

technical accuracy, and appropriate interpretation.

- MU:Re7.1.4a** Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
- MU:Re7.2.4a** Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural).
- MU:Re9.1.4a** Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context.

- Objectives:**
- Learn ways in which music has something to offer everyone

**Lesson / Instruction**

**GOAL:** Introduce the unit theme, Music for Everyone

**UNIT THEME | Music for Everyone** **SLIDE: UNIT 1 | S1U1L0: Music for Everyone**

- Have students:**
- **Read** about the unit theme "Music for Everyone" in the student text.
  - **Discuss** the Essential Question.
  - **Look** at the photograph. Discuss how sharing music at a celebration or parade connects to the unit theme.
  - **Preview** the unit by reading and discussing with a partner the Coming Attractions.
  - **Discuss** how they can make a difference in someone's life by using music.
  - **Discuss** the unit theme with students.

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.
- 2.3i** Demonstrate concepts through movement.
- 2.3h** Adapt movements to specific situations.
- 2.4a** React to participation in daily routines.
- 2.4c** Indicate needs and wants.
- 2.4d** Take and interest in meeting physical needs.
- 2.4g** Participate in bathroom routines with growing independence.
- 2.6a** Attempt new large and small motor activities.
- 2.6b** Participate in simple movement games.
- 2.6f** Participate in physically active games with peers.
- 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.
- 2.7h** Make choices about behaviors or activities when



determine when a piece is ready to perform.

**MU:Pr6.1.6a** Perform the music with technical accuracy to convey the creator's intent.

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

**MU:Cn11.0.6a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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

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

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

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

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

**MU:Pr5.1** Rehearse, Evaluate and Refine -

locomotor skills

- Develop physical fitness through non-elimination games

**Lesson / Instruction**

**Procedures: (10 min)**

- Bathroom
- Drinks
- 3 Laps

**(5 min) Warm Up**

- Stretch-er-cise (Card 281)

**(10 min) Go Fitness: Cardiovascular**

**Activities: Aerobic Games**

- Crows and Cranes (Card 37)

**(25 min) Go Activity: Volleyball: CATCH Challenge III**

**Materials:** 1 Volleyball and 2 base markers per 4 students

- Volleyball Serveball (Card 594-595)
- Practice volleyball game with net

**(5 min) Cool-down**

- Simon Says

Recess 2:30pm - 2:45pm

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

**Ukuleles**

**Standards**

**MU:Pr4.1.6a** Apply teacher-provided criteria for selecting music to perform for a specific purpose and/or context, and explain why each was chosen.

**MU:Pr4.2.6a** Explain how understanding the structure and the elements of music are used in music selected for performance.

**MU:Pr4.2.6b** When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics.

**MU:Pr4.3.6a** Perform

Ask them how and why they think music has something to offer everyone.

- Tell** the class that they will learn how sharing music makes a difference in people's lives.
- Explain** that they will learn music that fosters feelings of hope, happiness, friendship, and peace.
- Discuss** how sharing this kind of music can promote tolerance of diversity.

**GOAL:** Introduce the unit theme song, *Something for Me, Something for You*.

**ANALYZE | Something for Me, Something for You** **SLIDE: ACTIVITY | S1U1L0: Messages in Music**

- Tell students** that the unit theme song "Something for Me, Something for You" contains an important message.
- Explain** that the song is a collaboration of Larry Long, a musician working for civil rights in the same vein as Pete Seeger and Woody Guthrie, and J. D. Steele, a composer, singer, and producer who comes from a prominent African American family of gospel musicians.
  - The composers consulted their sons (rap music fans aged 11 and 13) and invited rap artist Brian Herron to polish the lyrics for dialect authenticity.
- Have students** look at the slide "Messages in Music."

**DOCUMENT:** Song Anthology "*Something for Me, Something for You*." p. 222

**Have students:**

- Read** the lyrics
- Listen to** the recording of **AUDIO: Something for Me, Something for You (Stereo Mix)**
- Work with a partner** to discuss the meaning of the lyrics
- Explain** to students that music can express messages of happiness, hope, and friendship. "*Something for Me, Something for You*" is a song about how a little sharing between friends can make a big difference

presented with alternatives.

**Objective:**

- Traveling
- Fleeing, Dodging, Turning, Twisting, Stretching
- Dribbling, Kicking, Passing

**Lesson / Instruction**

**Procedures: (10 min)**

- 3 Laps
- Drinks
- Bathroom

**Warm-up (5 min)**

- Simon Says (Card 5)

**Go Fitness - CATCH 'em Quick Activities (12 min)**

- Shaping Up (Card 60)

**Need:** 4 cones to designate each activity area

**Go Activity (15 min) - Dribbling and Kicking (feet)**

- Team Passing (Card 211) **Need:** One cone in between each student and one in the middle of the circle

**Cool-down (5 min)**

- Simon Says (Card 5)

**Materials / Resources / Technology**

- Cones
- Hula Hoops
- Soccer Ball

Practice Time 2:45pm - 3:30pm



Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

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

**MU:Re9.1.6a** Apply teacher-provided criteria to evaluate musical works or performances.

**Objectives:**

- Start with music note flash cards
- Practice intensively on the Ukulele Winter Program Song.
- Must get closer to playing together as a ensemble
- Help those still struggling to achieve the fingering on the chords

**Lesson / Instruction**

- Begin with note flash cards with partners
- Practice strumming pattern
- Practice warm-ups
- Practice main song

m a selected piece of music demonstrating how their interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/ style, and phrasing) convey intent.

**MU:Pr5.1.6a** Identify and apply teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.

**MU:Pr6.1.6a** Perform the music with technical accuracy to convey the creator's intent.

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

**MU:Cn11.0.6a** Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

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

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

**MU:Cr3.1** Evaluate

**DESCRIBE | Something for Me, Something for You**

- **Have students describe** how "Something for Me, Something for You" encourages tolerance. (*The words describe the importance of creating a future that "shuts down" hatred and racism and embraces friendship and peace.*)

**REACHING ALL LEARNERS | English Language Learners**

- **Help students read** the lyrics of the song "Something for Me, Something for You."
- **Provide background** on Dr. Martin Luther King, Jr. and the famous "I Have a Dream" speech.
- **Explain** that American English, like all languages, has colloquialisms such as Yo!, Put-downs are wack, as well as gotta and gonna. Add that compound words are common in English, including: something, somebody, everybody, and sometimes.
- **Have more English proficient students** work with students to change the colloquialisms to standard English.

**LINK | Social Studies**

**Read:**

- Dr. Martin Luther King, Jr. Dr. King was an American civil rights leader.
- Verse 1 of the rap portion of "Something for Me, Something for You" refers to Dr. King's dream, which comes from his famous speech, "I Have a Dream," delivered on the steps at the Lincoln Memorial in Washington, D.C., on August 28, 1963.
- **Have students research** to find recordings of the original speech and describe how Dr. King used the rhythm and intonation of his voice to convey his message.

**SING | Something for Me, Something for You**

**SLIDE: iSONG | Something for Me, Something for You**

- **Invite students to sing** "Something for Me, Something for



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

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

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

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

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

**MU:Re9.1.6a** Apply teacher-provided criteria to evaluate musical works or performances.

**Objectives:**

- Start with music note flash cards
- Practice intensively on the Ukulele Winter Program Song.
- Must get closer to playing together as a ensemble
- Help those still struggling to achive the fingering on the chords

**Lesson / Instruction**

- Begin with note flash cards with partners
- Practice strumming pattern
- Practice warm-ups
- Practice main song

You" with the audio.

**GOAL:** Move to the beat of the unit theme song, Something for Me, Something for You.

**MOVE | Something for Me, Something for You**

- **Tell students** that the rhythm of a song helps lead a listener through a piece of music.
- **Before students sing** "Something for Me, Something for You" again, ask them to focus on its beat.
- **Explain** that they will clap to the beat with you as they sing the song again.
- **Have students mirror** you as you clap with the beat and they sing and rap along with the recording.

**PORTFOLIO | Creative Unit Project**

**Creative Unit Project Opener**

- **Tell students** that, as a unit project, they will be creating rhythmic word chains and performing them with a speech piece spoken in canon.
- **Their performance will be assessed** on how well they matched the word chain to the rhythm, how accurately they performed the rhythm, and how well they performed the canon.
- **See directions** on **Resource Master 1•2, p. 3 and 1•3, p. 4**, which function as **Worksheets** for students to use throughout the unit.
- **Use Resource Masters 1•13, p. 15 and 1•14, p. 16 for Rubric/Self-Assessment** for students to guide their work

1. These pages also will be the basis for students' and your evaluations of the final outcome of the project.
2. Use the criteria as a checklist to indicate whether or not specific criteria are being met as work on the project progresses.
3. Encourage students to add to the list of criteria to guide and monitor their work.
4. When the project is complete, use the rubric to assess their work and performances.
5. Students can use the



self-assessment to evaluate their own and others' performances and to generate constructive suggestions.

**WRAP UP**

- **Ask students** to describe what they learned about the unit theme. (*Sharing music can make a difference in everyone's life by promoting respect and tolerance for diversity and by encouraging friendship and peace among all people.*)
- **Have students sing** "Something for Me, Something for You" again, clapping to the beat to keep in tempo.

**BULLETIN BOARD |**

**What Can Music Give Us?**

**Label the bulletin board "What Can Music Give Us?"**

- **Divide the board** into four squares. In three of them, put a picture of a person the students know something about.
- **Select** three people from different cultures and time periods and have different needs (eg., Daniel Boone, Martin Luther King, Jr., and King Tut).
- **Clarify** that the three profiles should elicit from students what music can offer different people.
- **Write** these things under each person. In the fourth square, draw a blank person, labeled Me.
- **Students write** things in that square that they feel music offers them.

**SCHOOL TO HOME |**

**Letter Home**

- **School-to-Home Letter for Unit 1, Resource Master 1•1, p. 1**

**PROGRAM IDEAS |**

**Music for Everyone**

**Music For Everyone**

- Unit 1 includes a wide variety of songs, both folk and composed, from all over the world.
- The songs collectively convey a theme that music can be shared by people from all walks of life.
- Invite students to write a script that follows this theme, including information about the origin and style of each song.
- The program could



include audience participation with the songs "Something for Me, Something for You," and "Somos el barco."

- A possible sequence for the program could be: "My Town, My World," "A Journey," "Ame fure," "Octopus's Garden," "Bu-Vah," "Li'l Liza Jane," "Somos el barco," "Allundé, Alluia," "Old Abram Brown," "A la puerta del cielo," "Peace Round," and "Something for Me, Something for You."

#### **PERFORMANCE |**

##### **Choreography Notes**

##### **Choreography Notes**

- **For choreography to use** with songs in this unit, see this grade level's Piano Accompaniments.
- **See also** the videos Kids Gotta Move for demonstrations of selected movements.
- The following songs in this unit have choreography notes:
  - "Ame fure," Piano Accompaniments p. 9
  - "Something for Me, Something for You," Piano Accompaniments p. 275

##### **Materials /**

##### **Resources /**

##### **Technology**

##### **Classroom Materials**

Resource Master 1•1  
(School-to-Home Letter)  
Resource Master 1•2  
(Creative Unit Project)  
Resource Master 1•3  
(Creative Unit Project)  
Resource Master 1•13  
(Self-Assessment)  
Resource Master 1•14  
(Teacher Assessment)