



Monday 11/24/2025	Tuesday 11/25/2025	Wednesday 11/26/2025	Thursday 11/27/2025	Friday 11/28/2025
School Day 58	School Day 59	No School	No School	No School
Breakfast Duty 8:00am - 8:17am	Breakfast Duty 8:00am - 8:17am	No School Day	No School Day	No School Day
Band - 7 & 8 8:17am - 9:05am	Choir - 7 & 8 8:17am - 9:05am			
BAND - SLEIGH RIDE	CHOIR - SINGING (MULTIPLE SONGS)			
Standards	Standards			
<p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p>MU:Cn11.0 Connect 11 - Relate musical ideas and works with varied context to deepen understanding.</p> <p>MU:Pr4.2 Analyze - Analyze the structure and context of varied musical works and their implications for performance.</p> <p>MU:Pr5.1 Rehearse, Evaluate and Refine - Evaluate and refine personal and ensemble performances, individually or in collaboration with others.</p> <p>MU:Pr4.2.7b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.</p> <p>MU:Pr6.1.7a Perform the music with technical accuracy and stylistic expression to convey the creator's intent.</p> <p>MU:Cr3.1.7a Evaluate their own work,</p>	<p>MU:Cn10.0 Connect 10 - Synthesize and relate knowledge and personal experiences to make music.</p> <p>MU:Cr3.1 Evaluate and Refine - Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.</p> <p>MU:Cr2.1.7a Select, organize, develop and document personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.</p> <p>MU:Cr2.1.7b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.</p> <p>MU:Cr3.1.7a Evaluate their own work, applying selected criteria such as appropriate application of elements of music</p>			



applying selected criteria such as 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.

MU:Pr4.3.7a Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/ style, and phrasing) convey intent.

MU:Pr5.1.7a Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.

Objectives:

- Go over class

including style, form, and use of sound sources.

MU:Cr3.1.7b Describe the rationale for making revisions to the music based on evaluation criteria and feedback from others (teacher and peers).

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

MU:Pr4.1.7a Apply collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context and, after discussion, identify expressive qualities, technical challenges, and reasons for choices.



- procedures and expectations
- Students will select 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

(10 mins) Warm-Up and Tuning

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

Once Players are Warmed Up:

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

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

1. **Play music confidently before starting the primary rehearsal selection**
 - a. Select a short, well-rehearsed piece, or a portion of a piece (not exceeding 5 min)

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

MU:Pr4.2.7b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form.

MU:Pr4.3.7a Perform contrasting pieces of music demonstrating their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.

MU:Pr5.1.7a Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform.

MU:Pr6.1.7a Perform the music with technical accuracy and stylistic expression to convey the creator's intent.

MU:Re8.1 Interpret - Support interpretations of musical works that



and play it with as few stops as possible

b. Do not spend time "rehearsing" this selection

(15 min) The Primary Rehearsal - *Receives the most attention during the rehearsal*

- 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) - eg, *"Hot Crossed Buns"*

- Choose a music selection that students savor and perform masterfully

Prep 9:08am - 10:07am

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

Rock Wall

Standards

8.PE.1 Perform with

reflect creators'/performers' expressive intent.

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

MU:Re7.2.7a Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.

MU:Re8.1.7a Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.

MU:Re9.1.7a Select from teacher-provided criteria to evaluate musical works or performances.

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

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

MU:Cr3.1.8a Evaluate



mature form, locomotor, nonlocomotor and manipulative skills necessary for participating in games and sports, outdoor pursuits, and individual performance activities.

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

8.PE.6 Describe the relationship between poor nutrition and health risk factors.

8.PE.7 Identify the five components of health-related fitness and explain the connection between fitness and overall physical and mental health.

8.PE.8 Identify forms of technology and social media that support a healthy, active lifestyle.

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.

te their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.

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

MU:Pr4.3.8a Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).

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

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

MU:Re7.2.8a Compare how the elements of music and



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.22 Identify the five components of health-related fitness and explain the connection between fitness and overall physical and mental health.

Objectives:

- Participate in an overall full-body physical activity where students climb across a rock wall to the other side.

Lesson / Instruction

Students will:

- Take turns climbing the rock wall and answering fitness-related questions on a worksheet

Lunch 11:12am - 12:12pm

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

Concert practice

expressive qualities relate to the structure within programs of music.

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

Objectives:

- Students are spending time concentrating on their vocal range part in the instrumental piece selected for the winter concert.

Lesson / Instruction

Warm Up (whole class):

1. Light cardio - walk around the school
2. Yawn-Sigh Technique
 - Yawn (take in air) with your mouth closed.
 - Then, exhale through your nose as if you are sighing.
 - *Helps relax the voice and improve it's range.*
3. Humming Warm-Ups
 - Place tip of your tongue behind bottom front teeth and hum from C3 up to C5, while keeping your mouth closed.
 - Each note should sound like "hmmm" — including the "h" sound is less taxing on your voice.
 - *Good warm-up because it doesn't put a lot of strain on your vocal cords.*
4. Vocal Straw Exercise (Hum through a straw)
 - Hum slowly and evenly, through a straw from C3 up to C5, then back down.
 - *Place the straw in a partially full glass of liquid and blow controlled bubbles in the glass.*
5. Lip Buzz (lip trill) Vocal Warm-Up
 - Motorboat sound (lips vibrate as air is blown from mouth & nose) thru diatonic scale (white keys) from



then Thanksgiving Movie

Standards

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

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

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

MU:Pr4.3.PreKa With substantial guidance, explore music's expressive qualities (such as voice quality, dynamics, and tempo).

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

Lesson / Instruction

1. Quick practice of Winter Concert song
2. Free Birds (Thanksgiving) Movie

YouTube:

<http://youtu.be/dd8rHLkQ1Ps?si=JMoKgX33rqsuwQ5W>

or

Amazon Prime:

http://www.amazon.com/gp/video/detail/amzn1_dv.gti.43aeae36-791f-44ea-a8f6-f0a2e23acc6c?autoplay=0&ref_=nav_signin

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

Concert practice

- C3 to C5.
6. Two-Octave Pitch Glide Warm-Up
 - Make "eeee" or "ohhhh" sound gradually gliding through chromatic scale (all keys) from C3 to C5.
 - *This transitions from your chest voice to your head voice to warm up all areas.*
 7. Vocal Sirens Exercise
 - Make an "oooo" sound like a siren gradually from from C3 to C5.
 - *The sound is continuous and covers tones between the notes.*
 8. Vocal Slides Technique (portamento, Italian for "the act of carrying")
 - Slide from one note to the next in the diatonic scale (white keys) from C3 to C5.
 - *USE: Do, Re, Me, solfege, and hand signs.*

Sing our Song Line Up for the Airport Concert

- **"Santa Baby"** performed by Eartha Kitt
- **"It's Beginning to Look a Lot Like Christmas"** performed by Bing Crosby
- **"Let It Snow"** performed by Dean Martin
- **"It's the Most Wonderful Time of the Year"** performed by Andy Williams

Individual Practice for Each Vocal Part for:

- **"Carol of the Bells"** (in harmony) written by Peter Wilhousky
- **"Jingle Bells"** (in harmony) written by James Pierpont and Bob Singleton

Conclude by bringing all vocal ranges together to sing:

- The last 2 songs

Prep 9:08am - 10:07am

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

Thanksgiving PE Games

Standards

8.PE.1 Perform with mature form,



**then Thanksgiving
Movie**

Standards

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

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

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.

Lesson / Instruction

1. Quick practice of Winter Concert song
2. Free Birds (Thanksgiving) Movie

YouTube:

<http://youtu.be/dd8rHLkQ1Ps?si=JMoKgX33rqsuwQ5W>

or

Amazon Prime:

http://www.amazon.com/gp/video/detail/amzn1.dv.gti.43aeae36-791f-44ea-a8f6-f0a2e23acc6c?autoplay=0&ref_=nav_signin

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

**Concert practice
then Thanksgiving
Movie**

Standards

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

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

8.PE.19 Respond appropriately to participant's ethical



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

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

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.

Lesson / Instruction

1. Quick practice of Winter Concert song
2. Free Birds (Thanksgiving) Movie

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<http://youtu.be/dd8rHLkQ1Ps?si=JMoKgX33rqsuwQ5W>

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Recess 2:30pm - 2:45pm

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

BAND: SLEIGH RIDE

Standards

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

and unethical behavior during physical activity by using roles and guidelines for resolving conflicts.

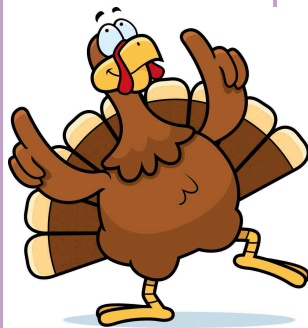
8.PE.20 Provide ways to accept other's ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.

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

Objectives:

- Play Thanksgiving-themed games to celebrate the holiday.



Lesson / Instruction

Stuff the Turkey

Setup:

- Hoop (for dinner plate)
- Medium Cone (w/pic of turkey taped to it)
- 3 Bean bags (food)

Game:

- Throw bean bags and aim for the inside of the cone placed on its side (5 to 10 feet away)
 - 0 points if not on the plate
 - 1 point on the plate



personal experiences to make music.

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

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:Cr2.1.6b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas.

MU:Cr2.1.6a Select, organize, construct, and document personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.

MU:Cr3.1.6a Evaluate their own work, applying teacher-

- 3 points if in the cone (you have stuffed the turkey!)

"Gobble Gobble Tag!"

- Start with one tagger (the farmer) and his or her job is to try to tag all the turkeys
- The farmer will start on the floor pretending to fall asleep
- Everyone else is a turkey
- Turkeys stand over the farmer and whisper "*Wobble, wobble, gobble, gobble*"
- The farmer stays sleeping
- Then they say it a little louder, but the farmer continues to sleep
- Then they scream "*Wobble, wobble, gobble, gobble*" and the farmer has 10 seconds to try all the turkeys
- if you get tagged, you freeze
- At the end of the round, all of the people who were tagged become farmers until there is one turkey left and that person's the winner

Pen the Turkeys

Set-Up:

- Blow up balloons
- Draw turkey faces on the balloons
- Set up several relay lines using poly spot makers and cones
 - Keep the lines short (3 or 4 students per line)
- Place several balloons in a hula hoop at the start of each line
- Put a long-handled implement at the start of each line in front of the poly spot

Game

- The students form small group lines of 3 or 4 students and line up for the relay
- The first student grabs a balloon and begins (on a signal) pushing/ guiding the turkey to the other side of the playing area
- They guide the turkey into a pen at the other side (could be another hula hoop, coned-off area, basket, or large box)
- The first student returns and hands off the implement to the next group member and they repeat the procedure
- This process continues until all the turkeys have been penned!
 - *Groups can race other teams or time*



provided criteria such as application of selected elements of music, and use of sound sources.

MU:Cr3.1.6b Describe the rationale for making revisions to the music based on evaluation criteria and feedback from their teacher.

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

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

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

MU:Pr4.2.6a 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

themselves to see if they can beat their scores

Lunch 11:12am - 12:12pm

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

Thanksgiving PE Games

Standards

2.1c Exhibit a variety of small motor skills.

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

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.

2.2h Perform large motor movement alone or with others.

2.2i Manipulate objects with large muscles.

2.3b Focus eyes on near and far objects.

2.3f Demonstrate an awareness of her body in space.

2.3h Adapt movements to specific situations.

2.3i Demonstrate concepts through movement.

2.4a React to participation in daily routines.

2.4g Participate in bathroom routines



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:Pr6.1.6b Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.

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

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

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

Objectives:

- Go over class procedures and

with growing independence.

2.4c Indicate needs and wants.

2.6a Attempt new large and small motor activities.

2.6b Participate in simple movement games.

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

2.6f Participate in physically active games with peers.

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

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

2.7d Recognize rules and follow basic safety instructions.

2.7f Understand and anticipate potential consequences of disregarding rules.

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

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

Objectives:

- Play Thanksgiving-themed games to celebrate the holiday.



- expectations
- Students will select 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

10 mins) Warm-Up and

Tuning:

1. **Embouchure Warmers** - long tones and lip slurs, generally directed downward
2. **Arm and Finger Warmers** -
 - a. Scales, intervals, arpeggios, articulations (how each note is played, e.g. fermata, staccato),
 - b. Rudiment studies on drums (music elements that define structure):
 - a. flam stroke, single stroke roll, double stroke roll, paradiddle, double paradiddle)
3. **Mind Warmers** -
 - a. Scales starting on different degrees
 - b. Call out scale degree numbers and ask students to play those notes

Once Players are Warmed

Up:

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



Lesson / Instruction

Stuff the Turkey

Setup:

- Hoop (for dinner plate)
- Medium Cone (w/pic of turkey taped to it)
- 3 Bean bags (food)

Game:

- Throw bean bags and aim for the inside of the cone placed on its side (5 to 10 feet away)
 - 0 points if not on the plate
 - 1 point on the plate
 - 3 points if in the cone (you have stuffed the turkey!)

"Gobble Gobble Tag!"

- Start with one tagger (the farmer) and his or her job is to try to tag all the turkeys
- The farmer will start on the floor pretending to fall asleep
- Everyone else is a turkey
- Turkeys stand over the farmer and whisper "*Wobble, wobble, gobble, gobble*"
- The farmer stays sleeping
- Then they say it a little louder, but the farmer continues to sleep
- Then they scream "*Wobble, wobble, gobble, gobble*" and the farmer has 10 seconds to try all the turkeys
- if you get tagged, you freeze
- At the end of the round, all of the people who were tagged become farmers until there is one turkey left and that person's the winner

Pen the Turkeys

Set-Up:

- Blow up balloons
- Draw turkey faces on the balloons
- Set up several relay lines using poly spot makers and cones
 - Keep the lines short (3 or 4 students per line)
- Place several balloons in a hula hoop at the start of each line



the warm-up period

(5 mins) The Familiar Selection

1. **Play music confidently before starting the primary rehearsal selection**

- Select 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*

- 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 that 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)

- Choose a music selection that students savor and perform masterfully

- Put a long-handled implement at the start of each line in front of the poly spot

Game

- The students form small group lines of 3 or 4 students and line up for the relay
- The first student grabs a balloon and begins (on a signal) pushing/ guiding the turkey to the other side of the playing area
- They guide the turkey into a pen at the other side (could be another hula hoop, coned-off area, basket, or large box)
- The first student returns and hands off the implement to the next group member and they repeat the procedure
- This process continues until all the turkeys have been penned!
 - Groups can race other teams or time themselves to see if they can beat their scores*

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

Thanksgiving PE Games

Standards

- 2.1c** Exhibit a variety of small motor skills.
- 2.1f** Perform increasingly more sophisticated actions requiring hand-eye coordination.
- 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.
- 2.2h** Perform large motor movement alone or with others.
- 2.2i** Manipulate



objects with large muscles.

2.3b Focus eyes on near and far objects.

2.3f Demonstrate an awareness of her body in space.

2.3h Adapt movements to specific situations.

2.3i Demonstrate concepts through movement.

2.4a React to participation in daily routines.

2.4g Participate in bathroom routines with growing independence.

2.4c Indicate needs and wants.

2.6a Attempt new large and small motor activities.

2.6b Participate in simple movement games.

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

2.6f Participate in physically active games with peers.

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

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

2.7d Recognize rules and follow basic safety instructions.

2.7f Understand and anticipate potential



consequences of disregarding rules.

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

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

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

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

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

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

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

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

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



activity.

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

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

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

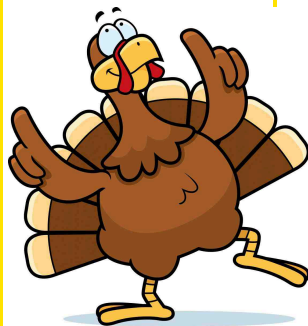
4.PE.15 Describe ways to accept other's ideas, cultural diversity, and body types during games and physical activities.

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

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

Objectives:

- Play Thanksgiving-themed games to celebrate the holiday.



Lesson / Instruction

Stuff the Turkey

Setup:

- Hoop (for dinner plate)
- Medium Cone (w/pic of turkey taped to it)
- 3 Bean bags (food)

Game:

- Throw bean bags and aim for the inside of the



- cone placed on its side
(5 to 10 feet away)
- 0 points if not on the plate
 - 1 point on the plate
 - 3 points if in the cone (you have stuffed the turkey!)

"Gobble Gobble Tag!"

- Start with one tagger (the farmer) and his or her job is to try to tag all the turkeys
- The farmer will start on the floor pretending to fall asleep
- Everyone else is a turkey
- Turkeys stand over the farmer and whisper "*Wobble, wobble, gobble, gobble*"
- The farmer stays sleeping
- Then they say it a little louder, but the farmer continues to sleep
- Then they scream "*Wobble, wobble, gobble, gobble*" and the farmer has 10 seconds to try all the turkeys
- if you get tagged, you freeze
- At the end of the round, all of the people who were tagged become farmers until there is one turkey left and that person's the winner

Pen the Turkeys

Set-Up:

- Blow up balloons
- Draw turkey faces on the balloons
- Set up several relay lines using poly spot makers and cones
 - Keep the lines short (3 or 4 students per line)
- Place several balloons in a hula hoop at the start of each line
- Put a long-handled implement at the start of each line in front of the poly spot

Game

- The students form small group lines of 3 or 4 students and line up for the relay
- The first student grabs a balloon and begins (on a signal) pushing/ guiding the turkey to the other side of the playing area
- They guide the turkey into a pen at the other side (could be another hula hoop, coned-off area, basket, or large box)
- The first student returns and hands off the implement to the next group member and they repeat the procedure



- This process continues until all the turkeys have been penned!
 - *Groups can race other teams or time themselves to see if they can beat their scores*

Recess 1:45pm - 2:00pm

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

Thanksgiving PE Games

Standards

2.1c Exhibit a variety of small motor skills.

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

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.

2.2h Perform large motor movement alone or with others.

2.2i Manipulate objects with large muscles.

2.3b Focus eyes on near and far objects.

2.3f Demonstrate an awareness of her body in space.

2.3h Adapt movements to specific situations.

2.3i Demonstrate concepts through movement.

2.4a React to participation in daily routines.



- 2.4g** Participate in bathroom routines with growing independence.
- 2.4c** Indicate needs and wants.
- 2.6a** Attempt new large and small motor activities.
- 2.6b** Participate in simple movement games.
- 2.6e** Engage in activities requiring new skills, without adult assistance.
- 2.6f** Participate in physically active games with peers.
- 2.7b** Respond to cues from caregiver regarding obvious signs of danger or previous warnings.
- 2.7c** Respond to warnings and redirection for unsafe behaviors in situations, although not consistently.
- 2.7d** Recognize rules and follow basic safety instructions.
- 2.7f** Understand and anticipate potential consequences of disregarding rules.
- 2.7h** Make choices about behaviors or activities when presented with alternatives.
- 2.7i** Control or appropriately express intense emotions most of the time.
- 3.PE.1** Perform a combination of motor skills in various contexts.
- 3.PE.3** Discuss the



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

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

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

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

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

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

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

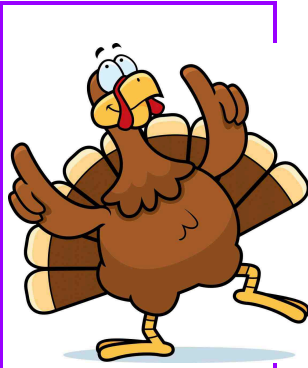
3.PE.14 Support and work cooperatively with others.

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

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

Objectives:

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Practice Time 2:45pm - 3:30pm