**1st GRADE** Week 1 Semester 2

Valerie Drum, Lesson Plans 16-17

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| **MUSIC**AZ MUSIC STND 1.**2.b**With appropriate guidance, organize personal musical ideas using notation (i.e. iconic notation and/or recording technology).Objective and Vocab: **BEAT GROUPS**I can create 3-beat music about winter using a map. | **AZ COLLEGE & CAREER READINESS**ELA **1.RL.2**Retell stories, including key details, and demonstrate understanding of their central message or lesson. Ask and answer questions about key details in a text.[The text is the music.]MATHn/aEssential Questions:Can you feel the music in sets of 3? (strong weak weak) |

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| **TEACHER INPUT** *(Present)* | **STUDENT OUTPUT** *(Practice/Perform)* |
| **BELL WORK/OPENING RITUAL**Vivaldi - WinterNamesHello Song | How does the music show winter? |
| **ANT. SET** *(Prepare)*Video about MLK Jr’s life in Patriotic file (Kindergartener) | Retell the story of his life and what he taught. |
| **SIT/SING or LISTEN/ANALYZE/EVALUATE**Sing About Martin - pwpt vidKum Ba Yah (slow 123) | Sing the whole song. Learn the sign language. Retell the story. Rhyming? (No) Call/Response African Am. Style)Analyze the lyrics. Sing with pat, snap, snap (123) |
| **STAND/MOVE or DANCE**Let’s Play in the Snow (fast 123) – pwpt mp3 | Gallop to music, pretend to play, skip, pretend to play. |
| **SIT/PLAY INSMTS or GAME or CREATE**Creating a musical map for snow music. | Create a snow-playing story using instruments and a map. |
| **CLOSE/ASSESS** | Gallop or skip to the line, saying 123. |

Sun, Moon, Stars:

You Are My Sunshine (p285 6:6 2nd), Sally Go Round the Sun (2nd), Sail Silver Moon Boat 7:1 p311, Owl Singalong, Angels Watching p306 6:41, The Star Song

MLK Jr:

Sing About Martin 5:21 p103, Kum Ba Yah p269 5:24, I Am a Person 2:34 p92 (Kinder)

Earth and Space:

Moon and Earth: Know that the Moon moves around the Earth, the Earth moves around the Sun, and the Moon is only visible when it reflects the Sun’s light. Describe the relationship of the Earth’s rotation to a 24-hour day.

Objects in the Sky:

Identify objects seen in the sky, including clouds, the Sun, stars, the Moon, etc. Know that stars and planets are always in the sky, even in the daytime.

Space

Exploring the Universe:

Students learn how to use special tools to observe the galaxies, stars, and solar systems found in the Universe.

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**STANDARDS**

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| **MUSIC**AZ MUSIC STND 1.**2.b**With appropriate guidance, organize personal musical ideas using notation (i.e. iconic notation and/or recording technology).Objective and Vocab: **BEAT GROUPS (meter)**I can create 3-beat music about winter using a map.Essential Questions:Can you feel the music in sets of 3? (strong weak weak) | **AZ COLLEGE & CAREER READINESS**ELA **1.RL.2**Retell stories, including key details, and demonstrate understanding of their central message or lesson. Ask and answer questions about key details in a text.[The text is the music.]MATHn/a |

**PROCESS**

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| **TEACHER INPUT** *(Present)* | **STUDENT OUTPUT** *(Practice/Perform)* |
| 1 | **ENTRY LISTENING**The Sun by Holtz | What thing in the sky does the music remind you of?Why? |
| 2 | **OPENING RITUAL*** Take a Bite of Music – p332
* Rules for the year
 | Patting routineEcho speak the rules with a \*beat. |
| 3 | **ANT. SET** *(Prepare)*Video about MLK Jr’s life in Patriotic file (Kid President) | Retell the story of his life and what he taught. |
| 4 | **SIT/SING or LISTEN/ANALYZE/EVALUATE**Sing About Martin - pwpt vidKum Ba Yah (slow 123) | Sing the whole song. Learn the sign language. Retell the story. Rhyming? (No) Call/Response African Am. Style)Analyze the lyrics. Sing with pat, snap, snap (123) |
| 5 | **STAND/MOVE or DANCE**Let’s Play in the Snow (fast 123) – pwpt mp3 | Gallop to music, pretend to play, skip, pretend to play. |
| 6 | **SIT/PLAY INSMTS or GAME or CREATE**Creating a musical map for snow music.***Type each class into PwPt.*** | Create a snow-playing story using instruments and a map.Step 1: Follow map of the room.Step 2: In groups of 3, name all the snow activities you can think of. Share out.Step 3: What instruments go best with each activity?Step 4: What activity goes first? Where in the room do the instruments go? |
| 7 | **CLOSE/ASSESS –** Did we participate like good musicians and students? How many points should you get? | Point to who is the Star Music Student of the Day. |