

Quinton Township School District
Music
Grade K
[Pacing Guide](#)

Marking Period:	One	Unit Title:	Musical Awareness	Pacing:	10 Days
------------------------	-----	--------------------	-------------------	----------------	---------

Unit Summary: Students will review many of the skills they learned in Pre-K. They will revisit the musical elements they learned in the previous year and have a more formal understanding of them.

Objectives:

Week 1: Move to a steady beat, coordinate movements with words of songs, recognize high and low, develop fine and gross motor skills.

Week 2: Move to a steady beat, coordinate movements with words of songs, recognize high and low, develop fine and gross motor skills, wait to move after the teacher when echoing, use soft, high and low voice.

Week 3: Move to a steady beat, coordinate movements with words of songs, wait and listen to a song without joining in right away, recognize high and low, develop fine and gross motor skills, wait to move after teacher when echoing, use soft, high and low voice, find moments of inside voice, identify characters of a song.

Weeks 4-6: Move to a steady beat, coordinate movements with words of songs, wait and listen to a song without joining in right away, recognize high and low, develop fine and gross motor skills, wait to move after teacher when echoing, use soft, high and low voice, find moments of inside voice, identify characters of a song, identify major and minor.

Weeks 7-10: Move to a steady beat, coordinate movements with words of songs, match pitch , wait and listen to a song without joining in right away, recognize high and low, develop fine and gross motor skills, use soft, high and low voice.

Essential Questions:

Weeks 1-5: How does understanding the structure and context of music inform a response?

Week 6: How do major and minor affect the mood of a song?
 Weeks 7-9: How do pitches go up and down in music?
 Week 10: How can we respond to music?

NJSLS - Visual and Performing Arts

- 1.3A.2.Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
- 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
- 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
- 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
- 1.3A.2.Pr6b: Perform appropriately for the audience and purpose.
- 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.

Interdisciplinary Connections: L.RF.K.2, L.RF.K.3, SL.PE.K.1, 6.1.2.CivicsPD.1

Career Readiness, Life Literacies, and Key Skills: 9.4.2.CI.1, 9.4.2.CI.2, 9.4.2.CT.2, 9.4.2.GCA.1

Computer Science and Design Thinking: 8.1.2.AP.1, 8.1.2.AP.4

Career Education: 9.2.2.CAP.1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1: *All Around the Kitchen - Play on piano for students. They are to name the tune. *All face left, circle left, perform moves.	Songs and activities come from various resources, such as the Silver Burdett "World of Music" series,	resonator bells, puppets, piano	● Smart Board Applications ● Google Applications

*Open Them Shut Them #Walk and Stop- *Snail Snail - Finger play *Oliver Twist - Practice touching knees twice, toes twice, clap four times. *Put movements to poem. *FF8 Clap your hands, 123- Now Sit down and let's have tea. Stand Up then and touch the sky. Make your hands like seagulls fly perform movements suggested by words *Wol 85- Hear the Rain- descending melody activity. *Five Little Monkeys -One Two Tie My Shoe- Ten Little Candles - Head and Shoulders - Cobbler Cobbler - *Rain Rain- partner choosing game Week 2: *Let the Feet Go Tap Tap Tap- Steady beat motions - practice echoing rhythms- *Give a little whirl, give a little twirl, give a little clap, put them on your lap- *Pease Porridge - jump in on rests *Hands on Shoulders - Students will perform motions suggested by the words. *Teddy Bear - students will perform movements suggested by words of song *FF 14 We'll reach up, We'll Reach down/In a circle we'll hop around we'll s s d' s s d m f s f m r d d lean to the left we'll lean to the right we'll/wave our arms like a bird in flight d f m f s l t d Hands at our sides stamp our feet on the ground/Now We're ready to all sit down	“Reaching the Special Learner Through Music” by Sona D. Nocera, “Juba This and Juba That” bu Virginia A. Tashjian, “Leading Young Children to Music: A Resource Book for Teachers” by B. Joan E. Haines and Linda L. Gerber, and “120 Singing Games and Dances” by Lois Choksy.		•
--	--	--	---

d' s m d d' s d' d' s s d *Walking in the weather / Tommy Thumbs Up --All Stand Up--- FF16 "Happy Feet" *Oliver Twist- Soft voice, high voice, low voice *Hickory Dickory Dock *Down Down Yellow and Brown- float back up with the wind *Rain Rain- umbrella activity *Hear the Rain- Finger motions, show descending passage with hands *Engine Engine- head voice on train whistle *These are Mother's Knives and Forks- fingerplay Week 3: *Introduce name songs - Students are to stand when they hear their name. When everyone is standing, they are to sit when they hear their name. *Review recordings of voices and identify if same or different pitch patterns. *Let the Feet Go Tap Tap Tap/ Join Into the Game ----All Sit Down----- The Train- Hand motions Rain Rain These are Mothers Knives and Forks -----All Stand Up----- <i>FF 10</i> If I were a duck I'd waddle like this and say "quack quack" as I go If I were a turtle I'd have my house on my back, and I would move very slow If I were a bird I'd fly up in the sky and fly from tree to tree			
---	--	--	--

But of all the things that I could be, I'm happy I'm just me- <i>Point to self</i> *Oliver Twist-<i>"Raise hand when I leave a word out"</i> -----All Sit Down---#MEE 129 Wind Sing through the trees- Raise hands when I sing the word "high". Stand and reach up when I sing the word "high". *Same-different game- Students will sit in a chair. I will play a melody over and over again. When the melody changes, they all move to the next chair. *The Witch Rides raise their hands when they hear "ooh". <i>Students will name</i> characters Students will sing "ooh" each time in head voice. *Jack O'lantern- make the shape of a pumpkin with their hands *Chop Chop *Funny Freeze *FF16 "Happy Feet" Week 4: *All Stand Up-----Hands on Shoulders- Clap your Hands----practice echoing rhythms---Down Down Yellow and Brown-float back up with the wind- touch leaf icons *Review name songs *Find out who matches simple pitch patterns including mrd smd mrd dms. *The Witch Rides - name characters from song, sing "ooh" each time in head voice, act out each character with their hands. Happy or spooky?			
---	--	--	--

*Five kites- use hands as a kite. “When I sing 12345, the kites will slowly rise. When I sing falling to the ground, the kites will slowly fall”

Week 5:

*Flashlight ghost--All Stand Up--#FF 15
“Following directions” Hands on my hips, bend my knees-waddle like a duck, pretend to sneeze-then stand up straight, hands at my sides-Nod my head and blink both my eyes

look to the left, look to the right- smile my best smile to make the day bright.

*Chop Chop

*Frog in the Pond- step 4 times whenever I sing the phrase “sing song kitty can’t you kimeo” Ask the class what creature the song is about.

d m s d’ d’
s m d d m
s d’ d’ t l s l t d’

Up to the hilltop Sally Walks and then she slowly runs back down. She slowly climbs back up again Then races into town

d’ s m d
d r m d r r d d r r
m f f s l t s
d’-----d

She goes down to the swimming pool and pays to get inside And then off from the diving board she makes a fancy dive

Week 6:

*Play same-different stepping game. *Activities Clap your Hands, Busy Sally *Five kites- happy or spooky *The Witch Rides Students will sing “ooh’ in head voice. Students will act out each character with their hands. <i>Happy or spooky?</i> *Jack O’lantern - <i>Happy or spooky?</i> *FF 15 “Following directions” Hands on my hips, bend my knees, waddle like a duck, pretend to sneeze then stand up straight, hands at my sides Nod my head and blink both my eyes look to the left, look to the right smile my best smile to make the day bright *Tommy Thumb *Name Name Pitch matching *If I were a duck- motions *Autumn Leaves- Students slowly move down to descending melody. Week 7: *Tap your toe with 1 2 3 *seat students by singing names *Snail Snail- Fingerplay *One Finger, One Thumb steady beat motions *Eine Kleine Nacht Musik- Students will join the teacher in steady beat motions. *Chop Chop- steady beat motions *Hands on Shoulders- motions suggested by words of song *KB 130 Frog in the Pond- Motions to response- use record			
---	--	--	--

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

*Songs from the Heart- “The Heart is the part that goes thump- steady beat and High/low activity *Lollapalooza- Game of spatial awareness and stepping to a count. *Old Red Wagon- Steady beat motions *Mother Gooney Bird- Steady beat motions Down Down Yellow and Brown- float back up with the wind- touch leaf icons *Five Green and Speckled Frogs- Helicopter Pilot- High/Low activity with trumpet Sun Game- Upward/Downward Week 8: *Work on Grandparents' Day songs *#Tap your toe with 1 2 3 *Snail Snail- Fingerplay *One Finger, One Thumb *Eine Kleine Nacht Musik - join teacher in steady beat motions. *Chop Chop- Hands on Shoulders- *Name Name- Pitch Matching- * KB 130 Frog in the Pond- *Songs from the Heart *Walking Forwards and Backwards- *Ring Around the Rosy with Trumpet *Engine Engine *Wind Sing through the trees *Lollapalooza- *Old Red Wagon-Mother Gooney Bird- *Down Down Yellow and Brown-- touch leaf icons *Five Green and Speckled Frogs *Helicopter Pilot			
--	--	--	--

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

Weeks 9-10: *Work on Grandparents' Day songs: "Autumn Leaves" and "Every Morning" *My Hands upon my Head I place- action poem- Listen to four names being played. One will have a wrong note. They are to identify which has the mistake. *A little Bit of everything- action poem *Five Kites- Touch icons to ascending and descending melody *Slide whistle- students will rise up and down as the pitch rises up and down. *Pitch Matching on Ooh- proper lip formation *Old man Moses- action poem *Jack in the Box- motion to descending melody *Hear the Rain- motion to descending melody- *Down Down Yellow and Brown- Students will descend to the floor- float back up with the wind- touch leaf icons *Eine Kleine Nacht Musik- Students will join the teacher in steady beat motions. *Review Mozart *Sheep Shearing- play the ascending melody for the class. Ask them if it sounds like it's cutting wool upward or downward. *Shake them Simmons Down- Action song, steady beat movements, motion to descending melody#Long Steps- Fast and slow gross body movement.			
---	--	--	--

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

*All Round the Brickyard- steady beat movements *Ten Little Candles- fingerplay, counting song *Two little Blackbirds- Fingerplay *Chop Chop- steady beat motions *Introduce Brass Family			
---	--	--	--

Assessments	
Formative Assessments - Teacher Observation of pitch matching, melodic recognition, and keeping a steady beat - Class Discussion	Summative Assessments - Participation Rubric - Assessments in cooperation with others, fine and gross motor skills, following directions, pitch recognition, keeping a steady beat.
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time.	- Basic Skills Instruction - Speech/Language Therapy - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available.	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan.	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

• Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for quizzes and tests. • Create modified assessments. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
---	---	---	--

Quinton Township School District
Music
Grade K

Marking Period:	Two	Unit Title:	Making Music Together	Pacing:	10 Days
------------------------	-----	--------------------	-----------------------	----------------	---------

Unit Summary: Students will do more exploration of their high, low, speaking, and singing voices. They will prepare a concert for the grandparents. Students will spend more time on the development of audiation.

Objectives:

Weeks 1-3: Move to a steady beat, coordinate movements with words of songs, match pitch, show upward and downward melodic contour through body movement, develop fine and gross motor skills, use soft, high and low voice.

Week 4-7: Move to a steady beat, coordinate movements with words of songs, match pitch, show upward and downward melodic contour through body movement, develop fine and gross motor skills, use soft, high and low voice, identify instruments of the brass family, explain how the size of the instrument is relative to the pitch.

Week 8: Move to a steady beat, coordinate movements with words of songs, match pitch, show upward and downward melodic contour through body movement, develop fine and gross motor skills, use soft, high and low voice, identify instruments from the woodwind family and explain how the size of the instrument is relative to the pitch.

Week 9: Move to a steady beat, coordinate movements with words of songs, show upward and downward melodic contour through body movement, develop fine and gross motor skills.

Week 10: Move to a steady beat, coordinate movements with words of songs, match pitch, show upward and downward melodic contour through body movement, develop fine and gross motor skills, use soft, high and low voice, identify long and short sounds.

Essential Questions:

Week 1-8: How can we respond to music?

Week 9-10: What is the relationship between music and movement?

NJSLS - Visual and Performing Arts

- 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
- 1.3A.2.Pr6b: Perform appropriately for the audience and purpose
- 1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.
- 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.

Interdisciplinary Connections: L.RF.K.2, L.RF.K.3, SL.PE.K.1, 6.1.2.CivicsPD.1

Career Readiness, Life Literacies, and Key Skills: 9.4.2.CI.1, 9.4.2.CI.2, 9.4.2.CT.2, 9.4.2.GCA.1

Computer Science and Design Thinking: 8.1.2.AP.1, 8.1.2.AP.4

Career Education: 9.2.2.CAP.1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1: *Review "Autumn Leaves" and "Every Morning" for Grandparents' Day *Review Brass Family *My Hands upon my Head I place- action poem *A little Bit of everything- action poem *Helicopter Pilot- High/low activity *Which snowflake fell out of the cloud-	Songs and activities come from various resources, such as the Silver Burdett "World of Music" series, "Reaching the Special Learner Through Music" by Sona D. Nocera, "Juba This and Juba That" by Virginia A. Tashjian, "Leading Young Children	brass instruments, piano, woodwind instruments	● Smart Board Applications ● Google Applications ● Garageband recordings ● Tutorial videos

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

high/low dictation *When the train comes along- pick up students one at a time to form train *Bach Minuet- Class will join in steady beat motions. *Mother Gooney Bird- *Two little Blackbirds, The Bus, Five Kites- Touch icons to ascending and descending melody *Slide whistle- students will rise up and down as the pitch rises up and down *Pitch Matching on Ooh-Old Man Moses, Jack in the Box, Hear the Rain, Down Down Yellow and Brown *Eine Kleine Nacht Musik- Students will join the teacher in steady beat motions. *Review Mozart *Sheep Shearing *Shake them Simmons Down *All Round the Brickyard *Two little Blackbirds *Chop Chop Weeks 2-3: *Sandy Land- Steady beat working motions *Review brass instruments: small-high big-low *My Hands upon my Head I place- action poem-seat students *Helicopter Pilot- High/low activity *Jim Along Josie- Steady beat motions *Andy Pandy- High/Low activity *A little Bit of everything- action poem *Engine Engine- slowly up hill, quickly down	to Music: A Resource Book for Teachers” by B. Joan E. Haines and Linda L. Gerber, and “120 Singing Games and Dances” by Lois Choksy.		
---	---	--	--

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

*Cobbler Cobbler-Hurry! Hurry! Get it done by half past two! Tempo activity *Which Snowflake Fell Out of the Cloud-high/low dictation *What do you want for Christmas?- pitch matching *The Bus Weeks 4-5: *Jim Along Josie- Steady beat motions. *Andy Pandy- High/Low activity *A little Bit of everything- action poem *Play recordings of “Mr. Grinch” and “Santa Claus is Coming to Town” for the class. They are to decide which is major and minor. *Review major and minor scales. *Engine Engine- slowly up hill, quickly down. *Cobbler Cobbler- Hurry! Hurry! Get it done by half past two! Tempo activity *Which Snowflake Fell Out of the Cloud-high/low dictation *Review brass instruments: small-high big-low Week 6: *Jim Along Josie- Steady beat motions. *Andy Pandy- High/Low activity *A little Bit of everything- action poem *Play recordings of “Mr. Grinch” and “Santa Claus is Coming to Town” for the class. They are to decide which is major and minor. Review major and minor scales. *Engine Engine- slowly up hill, quickly down.			
---	--	--	--

*Cobbler Cobbler- Hurry! Hurry! Get it done by half past two! Tempo activity *Which Snowflake Fell Out of the Cloud- high/low dictation *What do you want for Christmas?- pitch matching *The Bus- Motions as suggested by words *WOL 119 Three Blue Pigeons- Head voice activity *Old Man Moses- Action poem *Long Steps- Fast and slow gross body movement. Ask who moves faster, the giants or the people. *Frosty Weather- action song *Shake them Simmons Down- Action song, steady beat movements, motion to descending melody *WOL 118 Wiggles- Action Song *The Mailman- Pitch Matching game *Water Music Suite- Join teacher in steady beat motions *When the train comes along- pick up students one at a time to form train Week 7: *WOL 118 Wiggles- Action Song *Water Music Suite- Join teacher in steady beat motions *Hands on Shoulders- action poem *Sandy Land- steady beat working motions *A little Bit of everything- action poem. *Engine Engine- slowly up hill, quickly down. *Introduce Woodwinds- Saxophone, Clarinet, and Flute			
---	--	--	--

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

*Hand out five different bells. Each student will play a bell after I play mine. The class will decide which bell is the same as mine. *Hop Old Squirrel Action song *Cobbler Cobbler- Canon if ready *One Two Tie My Shoe- Action song. *My Hands upon my Head I place- action poem- seat students *Old man Moses- Action poem *Lollapalooza- Game of spatial awareness' *Frosty Weather- action song *Which snowflake fell out of the cloud- high/low dictation- fifth *WOL 119 Three Blue Pigeons- Head voice activity Week 8: *Hand out five different bells. Each student will play a bell after I play mine. The class will decide which bell is the same as mine. *Five Kites- show ascending and descending melody with movement *All Around the Kitchen *Sheep Shearing- show ascending and descending melody with movement *Cobbler Cobbler- Canon *Imitate Slide Whistle- Head voice activity *Review woodwind family- clarinet, saxophone, flute *Water Music Suite- Follow steady beat movements of teacher *The Bus- Show high and low with movement *Johnny Works with One Hammer- Add steady beat motions one by one			
---	--	--	--

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

*Ring Around the Rosy- Show high and low with movement *Andy Pandy- Show high and low with movement *Sun Game- show ascending and descending melody with movement *Upstairs Downstairs- show ascending and descending melody with movement *Helicopter Pilot- Show high and low with movement *Circle Round the Zero- Steady beat motions *Frog in the Pond- Action on response of melody *Oliver Twist- Canon, inside on selected words. Week 9: *Practice moving upward and downward to piano notes. *Five Kites- upward/downward activity. *Sheep Shearing- ascending melody activity. *Department store- walk fingers up and down the steps according to the direction of the scale. *Show a video of a helicopter hovering. Review that hummingbirds also can hover. *Helicopter Pilot- upward and downward activity. *Put Valentines in mailboxes- eighth and quarter notes. *We're Going Round the Mountain- Show tutorial video- Students will create Steady beat motions and get turns in the middle. *Crossing the Midline- steady beat motions			
---	--	--	--

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

*Join into the Game- Motions suggested by words. *Echo Rhythms- Overlap *Sun Game- upward-downward activity Week 10: *Crossing the Midline- steady beat motions. *Review Department store activity *Identify long and short- slide whistle *Who's that tapping at the Window- long or short sounds? *162 2-book Peanut Butter- hand motions *Bubble Game- game of following directions and spacial awareness *Review delivering Valentines. *Tip Toe- Loud soft activity *Jack in the box- descending melody activity *Down Down- descending melody activity *Tommy Thumbs Up- fingerplay. Stand up on high and low notes. Echo loud and soft rhythms *Open them shut them- fingerplay *Oliver Twist- Canon *My Dog Rags- Motions *On a Log- Steady beat activity *We're Going Round the Mountain- Students will create steady beat motions *Fuzzy Caterpillar- Is the caterpillar crawling up or down the tree? *K5A Hey Betty Martin- Steady beat motions *Toss Bean bag- head voice activity *120-34 Here We Go Round the Mulberry Bush- skipping activity			
---	--	--	--

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

Assessments	
Formative Assessments - Teacher Observation music activities - Class Discussion	Summative Assessments - Participation Rubric - Assessments in three patterns of notes to identify if they are ascending or descending
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques. - Utilize extended time and/or reduce number of items given for quizzes and tests. - Create modified assessments. - Allow for collaboration through strategically selected groups. - Utilize assistive technology as appropriate.	- Basic Skills Instruction - Speech/Language Therapy - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some words in the students' native language. - Provide and model sentence frames to help students participate in discussion.	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if necessary to help students cope with challenges. - Utilize strategic grouping with a positive academic role	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

• Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• model. • Utilize graphic organizers.	
---	---	---	--

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

Quinton Township School District
Music
Grade K

Marking Period:	Three	Unit Title:	Understanding Music	Pacing:	10 Days
------------------------	-------	--------------------	---------------------	----------------	---------

Unit Summary: Students will show their understanding of music by their iconic representation with magnets on the board. They will not only learn to recognize upward and downward movement, but also the individual steps of the diatonic scale in doing so. Students will become more adept at performing independent parts.

Objectives:

Weeks 1-5: Move to a steady beat, coordinate movements with words of songs, match pitch, show upward and downward melodic contour through body movement, develop fine and gross motor skills, use soft, high and low voice, write rhythms with quarter and eighth notes using iconic notation, be familiar with melodies for their concert.

Weeks 5-6 Move to a steady beat, coordinate movements with words of songs, match pitch, show upward and downward melodic contour through body movement, develop fine and gross motor skills, use soft, high and low voice , write rhythms with so-mi using iconic notation.

Week 7-8: Sing selected songs, match pitch, feel a steady beat.

Week 9: Perform fine and gross motor skills, identify high and low pitches, identify upward and downward contour.

Week 10: Move to a steady beat, coordinate movements with words of songs, match pitch, show upward and downward melodic contour through body movement, develop fine and gross motor skills, use soft, high and low voice, write rhythms with so-mi using iconic notation, be familiar with melodies for their concert.

Essential Questions:

Weeks 1-6: What is music? What is the relationship between music and movement? How can we respond to music together?

Weeks 7-10: What does it take to prepare a performance?

NJSLS - Visual and Performing Arts

- 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.
- 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.
- 1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities
- 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.
- 1.3A.2Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
- 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.

Interdisciplinary Connections: L.RF.K.2, L.RF.K.3, SL.PE.K.1, 6.1.2.CivicsPD.1

Career Readiness, Life Literacies, and Key Skills: 9.4.2.CI.1, 9.4.2.CI.2, 9.4.2.CT.2, 9.4.2.GCA.1

Computer Science and Design Thinking: 8.1.2.AP.1, 8.1.2.AP.4

Career Education: 9.2.2.CAP.1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Weeks 1-2: *Move up and down to slide whistle *All Round the Brickyard- steady beat motions. Pitch matching on "ooh" *Here Comes a bluebird (Take a little partner,	Songs and activities come from various resources, such as the Silver Burdett "World of Music" series, "Reaching the Special Learner	woodwind instruments various hand percussion instruments including maracas,	● Smart Board Applications ● Google Applications ● Garageband

Hop in the garden) Window and partner choosing game. *Lollapalooza- Clap upwards on the first phrase, downward on the second, to one side on the third phrase, to the other side on the fourth phrase. *Oliver Twist- Teacher (or student) will perform inside. Students will figure out what word the teacher stops on. *Move up and down to scale notes on piano *Long Steps- Fast/slow activity *Shamrock icons- one or two per pot. *Handy Spandy- switch partners *Snail Snail- teach coil with selected students. *1234- Seat students. *Which way does the caterpillar climb? *Introduce song “Fuzzy Caterpillar. Add Pollywog Verse. *My Dog Rags- Motions *Review motions to When the Train Comes along. *Wiggles- Review motions. *Hello Ev’rybody- Raise hands on the word “music” *Frog in the Pond- Sing response to recording. *Who’s that tapping at the Window- long or short sounds? *One finger One Thumb- Finger play *K5A Hey Betty Martin- Steady beat motions *Toss Bean bag- head voice activity *120-34 Here We Go Round the Mulberry Bush- skipping activity *Crossing the Midline- steady beat motions *LYC 71- Do you Think a Train is coming-	Through Music” by Sona D. Nocera, “Juba This and Juba That” bu Virginia A. Tashjian, “Leading Young Children to Music: A Resource Book for Teachers” by B. Joan E. Haines and Linda L. Gerber, and “120 Singing Games and Dances” by Lois Choksy.	castanets, triangle, and cymbals	recordings • Tutorial videos
--	--	---	---

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

activity with crescendo. *Open them shut them- fingerplay Week 3: *Practice slowly standing up or sitting down to ascending and descending notes. *Andy Pandy- Show high and low with movement *Sun Game- show ascending and descending melody with movement *Upstairs Downstairs- show ascending and descending melody with movement *Helicopter Pilot- Show high and low with movement *Five Kites- show ascending and descending melody with movement *All Around the Kitchen *Sheep Shearing- show ascending and descending melody with movement *Cobbler Cobbler- Canon *Imitate Slide Whistle- Head voice activity *Review woodwind family- clarinet, saxophone, flute *Water Music Suite- Follow steady beat movements of teacher *The Bus- Show high and low with movement *Johnny Works with One Hammer- Add steady beat motions one by one *Ring Around the Rosy- Show high and low with movement *Circle Round the Zero- Steady beat motions *Frog in the Pond- Action on response of melody *Oliver Twist- Canon, inside on selected			
---	--	--	--

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

words. Week 4: *Wiggles- Review motions. *Great Big Stars- introduce for Grandparents Day- raise hands every time they hear “Way Up Yonder” *Hello Ev’rybody- Raise hands on the word “music” *1234- teach moves. *LYC 86 Red and Orange Green and blue, shining yellow purple too, all the colors that you know, live up in the rainbow- Students will hold up colored flowers when their color is called. *Let Us Chase the Squirrel- Teach game. *Which egg fell out of the basket?- third *Funny Bunny- fingerplay *LYC 71 Do you think a train is coming, can you hear an engine humming, as it comes along the track, please be sure to all stand back, put your finger in your ears, till the engine disappears, Now that it has gone away, isn’t it a quiet day! Sh..... *Try Your Singing Voice- High/Low* *Here Comes a Bluebird- window game. *Which way does the polliwog swim? Add Pollywog Verse to Fuzzy Caterpillar. *My Dog Rags- Motions *Review motions to When the Train Comes along. *Frog in the Pond- Sing response to recording. *Who’s that tapping at the Window- long or short sounds?			
--	--	--	--

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

*Snail Snail- Review coil. *Naughty Pussycat- Teach window game. *Lollapalooza- Review Game. *Teddy Bear- motions *Here Comes the Mailman- pitch matching game *Chop Chop- Canon Week 5: *Review woodwind family- saxophone and clarinet *Review songs for primary concert *Frog in the Pond *Let the Feet Go Tap Tap Tap? *My Dog Rags *Naughty Pussycat? *Here Comes the Mailman? *Red and Orange *Try Your Singing Voice- High/Low *Funny Bunny- fingerplay *Wiggles- Review motions. *Hello Ev'rybody- Raise hands on the word "music" *Echo Clap rhythms- overlap *Review motions to When the Train Comes along. *LYC 86 Red and Orange Green and blue, shining yellow purple too, all the colors that you know, live up in the rainbow- Students will hold up colored flowers when their color is called. *Great Big Stars- raise hands every time they hear "Way Up Yonder" *LYC 71 Do you think a train is coming, can			
---	--	--	--

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

you hear an engine humming, as it comes along the track, please be sure to all stand back, put your finger in your ears, till the engine disappears, Now that it has gone away, isn't it a quiet day! Sh..... *Snail Snail- Teach coil. *Five Kites practice singing for grandparents' day. *Shamrock icons- one or two per pot. *Demonstrate tympani. Record "Odyssey 2001" into track recorder *Which way does the caterpillar climb? Introduce song "Fuzzy Caterpillar. Add Pollywog Verse. *My Dog Rags- Motions *Let us chase the squirrel- game *Frog in the Pond- Sing response to recording. *Who's that tapping at the Window- long or short sounds? *Here Comes the Mailman- pitch matching game Week 6: *Do icon scale magnets. Point at a passage of music notes, and the students are to name the icons that correspond. *Primary concert songs to review: Frog in the Pond Let the Feet Go Tap Tap Tap? My Dog Rags Naughty Pussycat? Here Comes the Mailman? Red and Orange *Try Your Singing Voice- High/Low			
---	--	--	--

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

*Funny Bunny- fingerplay *Wiggles- Review motions. *Here Comes a Bluebird- window game *Sandy Land- raking and shoveling activity *Red and Orange- colored flowers *Who's that tapping at the window- long and short sound activity *Hello Ev'rybody- Raise hands on the word "music" *Echo Clap rhythms- overlap *Review motions to When the Train Comes along. *LYC 86 Red and Orange Green and blue, shining yellow purple too, all the colors that you know, live up in the rainbow- Students will hold up colored flowers when their color is called. *Great Big Stars- raise hands every time they hear "Way Up Yonder" *LYC 71 Do you think a train is coming, can you hear an engine humming, as it comes along the track, please be sure to all stand back, put your finger in your ears, till the engine disappears, Now that it has gone away, isn't it a quiet day! Sh..... *Snail Snail- Teach coil. *Five Kites practice singing for grandparents' day. *Shamrock icons- one or two per pot. *Demonstrate tympani. Record "Odyssey 2001" into track recorder. *Which way does the caterpillar climb? Introduce song "Fuzzy Caterpillar. Add Pollywog Verse. *My Dog Rags- Motions			
---	--	--	--

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

*Let us chase the squirrel- game *Frog in the Pond- Sing response to recording. *Who's that tapping at the Window- long or short sounds? *Here Comes the Mailman- pitch matching game Weeks 7-8: *Put eight ascending icons (each one different) on the board. Students will listen to scale steps played upward, downward, and repeating, then select which icon was the final pitch. *Practice songs for primary concert Here Comes a Bluebird- window game Sandy Land- raking and shoveling activity Red and Orange- colored flowers Who's that tapping at the window- long and short sound activity *Match pitches to the pitch pipe- review the word "pitch" *Play "shoo fly"- grandparents' day song *Short vs. long- "Red and Orange" (and song for Grandparents' Day). *"Ev'rybody's Welcome" for grandparents' Day- have students raise their hands on selected words. *How many eggs per basket? *Which bunny jumped into the hole? sol-mi notation *Here Comes a Bluebird- Window game. Canon if ready. *Put magnets of different types on the board. Teacher will tap a beat, then stop. Students			
--	--	--	--

will be questioned about which magnet we stopped on. Week 9: *These are Mother's Knives and Forks- Fingerplay *LYC 68 Giraffes Go Slow Like Elephants Do- Slow/Fast activity *LYC 71 Do you think a train is coming, can you hear an engine humming, as it comes along the track, please be sure to all stand back, put your finger in your ears, till the engine disappears, Now that it has gone away, isn't it a quiet day! Sh..... *Old Man Moses- motions *Down Down Yellow and Brown- Descending melody *See See See- Fingerplay *Which bunny jumped in the hole? *My Dog Rags- Motions *Try Your Singing Voice- High/Low *1234- Review moves. *Cobbler Cobbler- inside voice, canon *LYC 69- The Jack in the Box -Sit down on low notes *Which butterfly landed on a flower? *Hello Ev'rybody- Raise hands on the word "music" *LYC 86 Red and Orange Green and blue, shining yellow purple too, all the colors that you know, live up in the rainbow- Students will hold up colored flowers when their color is called. *Funny Bunny- fingerplay			
---	--	--	--

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

*Which way does the polliwog swim? Add Pollywog Verse to Fuzzy Caterpillar. *Review motions to When the Train Comes Along. *Snail Snail- teach coil. *Naughty Pussycat- Review window game. *Starlight- Sing wishes- pitch matching Week 10: *Echo Rhythms after four beats *Echo pitch patterns after four beats *Shake them Simmons Down LYC 69- The jack in the box- High/Low activity *Hot Cross Buns- motions to descending melody. *Stretching Song- Motions to High and Low *Which Butterfly landed on a Flower?- so-mi activity Imitate Slide Whistle- head voice activity *Name Name- Pitch matching *Hello Everybody- Raise hands on “music”. *Sing LYC 66 “See See See”- hand motions. *Mother Gooneybird- Steady Beat Motions *Handy Spandy- Motions *LYC 58- We all Clap Hands Together- Steady Beat Motions *MGA 43- Follow Me, Follow Me- Action Song. *Right Hand, Left Hand- Work on recognizing each. *LYC 71- Do you Think a Train is Coming- Loud/Soft activity *Choo Ka Choo- hand motions			
---	--	--	--

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

*Bean Bag Toss- High/Low head voice activity *Wiggles- Review motions. *Great Big Stars- review for Grandparents Day- raise hands every time they hear “Way Up Yonder” *Which way does the polliwog swim? Add Pollywog Verse to Fuzzy Caterpillar.			
---	--	--	--

Assessments	
Formative Assessments - Teacher Observation music activities - Class Discussion	Summative Assessments - Participation Rubric - Assessments in ability to perform independent parts in canons and matching not only pitch patterns, but also individual pitches
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons	- Basic Skills Instruction - Speech/Language Therapy - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels.

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

- and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for quizzes and tests. • Create modified assessments. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	- available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	- and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
--	---	---	--

Quinton Township School District
Music
Kindergarten

Marking Period:	Four	Unit Title:	Sharing Music	Pacing:	10 Days
------------------------	------	--------------------	---------------	----------------	---------

Unit Summary: The students will prepare a concert for their parents. They will become adept at seeing the lyrics and reading key words. Much attention will be paid to accuracy of pitch and intonation. They will continue exploring the musical elements of loud/soft, high/low, upward/downward. fast/slow, and steady beat. Students will learn about performance etiquette and posture on the stage.

Objectives:

Weeks 1-3: Move to a steady beat, coordinate movements with words of songs, match pitch, show upward and downward melodic contour through body movement, develop fine and gross motor skills, use soft, high and low voice, write rhythms with so-mi using iconic notation, be familiar with melodies for their concert.

Weeks 4-5: Distinguish speaking from singing voice, breathe properly for singing, sing concert songs, make sounds go upward and downward, step a beat and clap a rhythm, repeat ascending and descending patterns on bells, write two-note melodies, match pitch, sing in tune, distinguish right from left.

Weeks 6-7: Sing concert songs correctly, distinguish speaking from singing voice, breathe properly for singing, sing concert songs, make sounds go upward and downward, step a beat and clap a rhythm, repeat ascending and descending patterns on bells, write two-note melodies, match pitch, sing in tune, distinguish right from left.

Week 8: Identify various percussion instruments, identify ascending and descending notes, sing concert songs.

Week 9: Respond to directions in a song, identify changes in pitch in a song.

Week 10: Review concepts learned this year.

Essential Questions:

Weeks 1-2: How can we respond to music?

Week 3: What is involved in reading music?

Week 4: How can we keep our voices healthy?

Week 5: How can I respond to music?

Week 6: What does it take to put together a good concert?

Week 7: How are percussion instruments related?

Weeks 8-9: How does a song sound with altered pitches?

Week 10: How can we tell major from minor?

NJSLS - Visual and Performing Arts

- 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
- 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.
- 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.
- 1.3A.2.Pr6b: Perform appropriately for the audience and purpose.

Interdisciplinary Connections: L.RF.K.2, L.RF.K.3, SL.PE.K.1, 6.1.2.CivicsPD.1

Career Readiness, Life Literacies, and Key Skills: 9.4.2.CI.1, 9.4.2.CI.2, 9.4.2.CT.2, 9.4.2.GCA.1

Computer Science and Design Thinking: 8.1.2.AP.1, 8.1.2.AP.4

Career Education: 9.2.2.CAP.1

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
Week 1: *Review concert songs. *Let the feet go Tap Tap Tap- action song *Echo rhythms- Overlap, hands and feet together *"Shake them Simmons Down" Steady beat motions *LYC 69- The Jack in the Box- High/Low activity *"Hot Cross Buns" motions to descending melody *"Stretching Song" motions to high and low *Which Butterfly landed on a Flower? - so-mi activity *Imitate Slide Whistle - head voice activity *Name Name - Pitch matching *Hello Everybody - Raise hands on "music" *LYC 66 "See See See"- hand motions. *Mother Gooneybird - Steady Beat Motions *Handy Spandy - Motions *LYC 58 - We all Clap Hands Together- Steady Beat Motions *MGA 43 - Follow Me, Follow Me- Action Song. *Right Hand, Left Hand - Work on recognizing each. *LYC 71- Do you Think a Train is Coming- Loud/Soft activity *Choo Ka Choo- hand motions *Bean Bag Toss- High/Low head voice activity	Songs and activities come from various resources, such as the Silver Burdett "World of Music" series, "Reaching the Special Learner Through Music" by Sona D. Nocera, "Juba This and Juba That" by Virginia A. Tashjian, "Leading Young Children to Music: A Resource Book for Teachers" by B. Joan E. Haines and Linda L. Gerber, and "120 Singing Games and Dances" by Lois Choksy.	piano, pitch pipe	• Smart Board Applications • Google Applications • Garageband recordings • Tutorial videos • Tuning application online • Online metronome

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

“Wiggles- Review motions. *Great Big Stars- review for Grandparents Day- raise hands every time they hear “Way Up Yonder” *Which way does the polliwog swim? *Add Pollywog Verse to Fuzzy Caterpillar. *Review motions to “When the Train Comes Along.” *Snail Snail- Review coil. *Naughty Pussycat- Review window game. Each student will match a pitch pattern. Weeks 2 & 3: *Review Songs for concert - Wiggles, Five Kites, Helicopter Pilot, Great Big Stars *Cobbler Cobbler- canon *Handy Spandy- moves with steps into the center *Jim Along Josie- steady beat moves *We all Clap Hands Together- steady beat motion song. *LYC 69- The jack in the box- High/Low activity *Slide Whistle- Ask if the sound is long or short. *Talk about concert audience etiquette- listening, not clapping or singing, etc. *Review right and left hands. Teach poem “Right hand left hand.” *Name name- record students *Review names of instruments using the instruments that will be seen in next week’s concert. *Which stem has two flowers? eighth and			
--	--	--	--

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

quarter notes. *Hot Cross Buns- Work on intonation. *Imitate slide whistle- head voice activity. Pitch match on “ooh” *Practice so-mi by standing and sitting. *Old Man Moses- review, then canon. *Tip Toe- loud/soft activity. *LYC 66 “See See See”- hand motions. *Fuzzy Caterpillar Week 4: *Oliver Twist- speaking, singing, canon *Review proper breathing. *Review Concert songs: “Five Kites,” “Helicopter Pilot,” “Great Big Stars,” and “Wiggles.” *Echo clap- feet and hands on beat 1 2 3 or 4 *Bells on the step ladder- students will come up and play a pattern. *Department store- play a note and ask if we are on the main floor, upstairs, or basement. *Sing wishes. Write so-mi patterns with stars on lines. *Each student will match a pitch from the flute. *Hot Cross Buns- work on in-tune singing. *Review right and left hands with the poem “Right Hand Left Hand.” Weeks 5-6: *Review Abdominal Breathing with tissue box *Oliver Twist- speaking, singing, canon *Review Concert songs: “Fuzzy Caterpillar,”			
--	--	--	--

“See See See,” “When the Train,” “Hello Everybody,” All Around the Kitchen,” “Ev’ry Mornin Who’s That,” My Dog Rags” *Echo clap- feet and hands on beat 1 2 3 or 4 *Bells on the step ladder- students will come up and play a pattern. *Department store- play a note and ask if we are on the main floor, upstairs, or basement. *Sing wishes. *Write so-mi patterns with stars on lines. *Each student will match a pitch from the flute. *Hot Cross Buns- work on in-tune singing. *When the train comes along- make the train. *Review right and left hands with the poem “Right Hand Left Hand.” Week 7: *Review the percussion family *Play Body Scale Simon *Review- Rags, Frog in the Pond, Five Green and Speckled Frogs, and Red and Orange. Week 8: *Musical chairs- students will sit down when they hear a wrong note played in their concert songs. *Do not Bump- Game of spatial awareness *Lollapalooza game *When the Train comes along *Engine Engine number 9- steady beat Weeks 9-10: *Class listens to a song and stands up on a			
---	--	--	--

wrong note. They will then repeat the activity and sit down on a wrong note. *Musical chairs using solfege, then major and minor *Do not Bump- Game of spatial awareness *Lollapalooza game *When the Train comes along *Engine Engine number 9- steady beats			
--	--	--	--

Assessments	
Formative Assessments - Teacher Observation music activities - Class Discussion	Summative Assessments - Participation Rubric - Teacher Assessments in matching three-note pitch patterns, melodic recognition, pitch matching
Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time.	- Basic Skills Instruction - Speech/Language Therapy - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available.	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan.	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and

Key: *Amistad ^Holocaust #Climate Change ()DEI @AAPI

• Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for quizzes and tests. • Create modified assessments. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
---	---	---	--