**KINDERGARTEN/1st grade**

Math Unit 7/Math unit 2

Counting to 50/Using number patterns to 120

Theme: Steady Beat w/patterns

**Math /ELA**  **Music**

                       Counting &Cardinality

1. Count to 100 by ones and by tens steady beat/ rhythm

                            tempo – faster/slower

          4.  Understand the relationship between numbers                 Dynamics loud/soft

          & quantities; connect counting to cardinality                                Movement patterns

5. Count to answer how many… count out objects

Numbers & operations in base 10-extend counting sequence

1. Count to 120, starting at any number less than 120. Read and

write numerals & represent a number of objects w/written numeral

Represent and Interpret Data

4. Organize represent and interpret data up to three categories and how many

more or less are in each categories

Key Ideas and details

1. Q & A key details of text

**Common Core and Readiness:**

CC.A.K.1/CC.A.K.4/CC.B.K.5/NBT.1.A1/MD.1.C.4/RIT.K/1.1

**Music Objectives:**

S1.C2.PO1/S1.C1.PO2/S1.C2.PO3/S3.C1.PO4/S3.C1.PO3(K/1)

Counting Song:” Carnavalito”

Vocabulary: Two main vocabulary word for lesson: **Patterns-** The way music is written. It is form. **Steady Beat**-Pulse of music

**Objective** I can use sticks to play a steady beat to a two part pattern piece “Carnavalito”

1. Review B&R with thumbs up/down
2. Have students keep beat with the song K. 1:29 “Carnavalito” Q&A Listen for different parts. When does a new part begin- How do you know? Tell the person next to you where you think it is. Show w/ class(demonstrate) Talk about parts A&B-patterns. Show on board Part A-Students clap out *half half/ quarter quarter quarter rest*- talk about rest and have students say nada. Talk about the counts of the notes. Show part B on board *7 measures w/ four quarter notes each/tricky spot* Q- How many time do we clap all of these notes(1st grade only) students practice counting to 28
3. Instruments: Pass out sticks –Review rest and ready position and demonstrate piece 1:29 with students using alternating beats with the AB pattern 2nd time have students do the piece by themselves- walk around and help those who are having trouble keeping a steady beat.
4. Close: **Pair Share** What is a two part pattern piece? Demonstrate with a partner the two different parts and switch. Make sure you use a steady beat