

Kindergarten Mu Week Of

	Monday	Tuesday	Wednesday	Thursday	Friday
Objective:	Children will learn to identify and represent long and short sounds.	Move to show recognition of louder and softer sounds.	Identify words and sounds as long or short.	Create and perform 4-beat body percussion patterns.	Move to show aural recognition of high and low sounds.
Essential Question:	What are rhyming words?	Can you sing an echo?	What makes a long sound?	What is echo singing?	What has a high sound?
Vocabulary:	None	None	long, short	None	high, low
Misconceptions:	None	None	None	None	None
Lesson Activities (Guided/Ind. Practice/Lesson closure/Assessment/Exit Ticket)	"Down By The Bay"	"Sing After Me"	"Let's Go Driving"	"A Sailor Went To Sea, Sea, Sea"	"My Mama's Calling Me"
TEKS:	2A, 4B, 6A	1B, 1C, 2A, 4A, 5B, 6A	1D	1B, #A, 3B, 4B, 5A, 5B, 6A	1D
Key Questions:	What moods do the rhyming words suggest?	Were the hunters loud or soft?	What makes a short sound?	What is body percussion?	What has a low sound?