

Tubby the Tuba

21st Century Content Standards and Objectives

Concert Etiquette and Safety

WV Content Standard Objectives:

Kindergarten-Second Grade General Music

MU.O.GMK-2.4.02 discuss social responsibility through appropriate audience behavior.

Kindergarten

- SS.O.K.1.03 identify the need for rules and the consequences for breaking rules and how to resolve disagreements peacefully.
- SS.O.K.2.02 explain why rules are important and participate in developing rules.
- WE.K.3.03 demonstrate safety procedures (e.g., street crossing and fire drills).
- WE.K.3.05 identify unsafe actions that might lead to injuries.

First-Grade

- SS.O.01.01.03 participate in developing classroom rules and identifying consequences of breaking rules.
- SS.O.01.01.07 demonstrate and give examples of appropriate behavior in dangerous situations (e.g., fire, poison, traffic, strangers and drugs).
- SS.O.01.02.03 identify...and explain the need for authority figures.
- WE.1.3.04 identify and follow safety rules (e.g., playground, water, electrical).
- WE.1.3.05 demonstrate how to perform basic self-care/safety procedures (e.g., fire/weather drill, bus and auto safety skills).

Second-Grade

- SS.O.02.01.03 model the personal responsibilities of good citizenship in the classroom (e.g., responsibility, self-control).
- SS.O.02.02.03 recognize the need for authority figures and identify the characteristics of responsible leaders.
- WE.2.3.01 describe behaviors and habits that may be dangerous at home, on the playground, or in the community.

Patterns in Music

WV Content Standard Objectives:

Kindergarten-Second Grade General Music

- MU.O.GMK-2.1.06 read notation for quarter notes, quarter rests, beamed eighth notes, half notes and half rests.
- MU.O.GMK-2.2.07 distinguish between same and different musical phrases.
- MU.O.GMK-2.2.09 identify same and different sections of music.
- MU.O.GMK-2.2.06 read rhythmic notation in 2/4 and 4/4 meter.

Kindergarten

- M.O.K.2.2 create, describe, and extend a repeating pattern found in common objects, sound, and movement.

First Grade

- M.O.1.2.2 create and analyze a number patterns using common objects and numbers.

Second Grade

- M.O.2.2.1 analyze, describe, extend and create a growing pattern using objects or numbers.
- M.O.2.2.3 describe, complete and extend a variety of counting pattern, according to a given rule.

Every Instrument Has a Place

Kindergarten-Second Grade General Music

- MU.O.GMK2.2.14 identify musical instruments, e.g., classroom, symphonic, folk, global, etc.
MU.O.GMK-2.2.07 distinguish between same and different music phrases.

Kindergarten

- M.O.K.1.7 identify and name halves and wholes using concrete models.
M.O.K.2.1 justify the classification of self-selected objects based on attributes.
M.O.K.4.1 estimate the size of an object and compare and order objects with respect to a given attribute.
M.O.K.5.1 collect, organize, display, and interpret data using a pictograph and bar graph (with and without technology).

First Grade

- M.O.1.1.9 identify, name and explain why a given part is half, third, or fourth of a whole or part of a group, using concrete models.
M.O.1.2.1 sort and classify objects by more than one attribute, using various strategies, including Venn Diagrams.
M.O.1.5.1 collect, sort, organize, and draw conclusions about data using a bar graph and pictograph.
M.O.1.5.5 conduct simple experiments, record data on a tally chart or table and use the data to predict which of the events is more likely or less likely to occur if the experiment is repeated.

Second Grade

- M.O.2.1.7 identify and explain fractions as part of a whole and as part of a set/group using models.
M.O.2.5.1 create, read, and interpret a pictograph with each picture representing greater than or equal to a single unit.
M.O.2.5.3 analyze data represented on a graph using grade level appropriate questions.
M.O.2.5.4 formulate questions, collect data, organize and display as a chart/graph.

Vibrating Things Sing

WV Content Standard Objectives:

Kindergarten-Second Grade General Music

- MU.O.GMK-2.2.02 identify and manipulate/notate high and low pitches on a music staff.
MU.O.GMK-2.3.02 create appropriate sounds to accompany stories or poems.
MU.O.GMK-2.2.14 identify musical instruments, e.g., classroom, symphonic, folk, global, etc.

Kindergarten

- SC.O.K.1.01 ask questions about themselves and their world.
SC.O.K.1.02 listen to and discuss stories about the lives and discoveries of scientists.
SC.O.K.1.04 explore and describe objects and events using the five senses to develop observational skills and
make predictions based on personal observations.
SC.O.K.1.07 collect and record information in a variety of ways.
SC.O.K.2.04 describe, compare, sort and group objects in terms of what they are made of.
SC.O.K.3.01 recognize that models are representations of real things.

First-Grade

- SC.O.1.1.01 ask questions about themselves and their world.
SC.O.1.3.06 use models as representations of real things.
SC.O.1.2.13 demonstrate that sounds are produced by vibrations.
SC.O.1.3.04 listen to and be tolerant of different viewpoints while working in collaborative groups.
SS.O.1.2.01 identify and practice various group roles (e.g., group leader, recorder, reporter, collector) in the classroom.

Second-Grade

- SC.O.2.1.07 use safe and proper techniques for handling, manipulating, and caring for science materials (e.g., follow safety rules, maintain a clean work area, or treat living organisms humanely).
- SC.O.2.3.02 use models as representations of real things.
- SC.O.2.2.11 recognize that sound can change in pitch and volume.

Note Values as Math

WV Content Standard Objectives:

Kindergarten-Second Grade

- MU.O.GM-2K.2.05 read notation for quarter notes, quarter rests, beamed eighth notes, half notes and half rests.
- MU.O.GM-2K.2.07 distinguish between same and different musical phrases.
- MU.O.GM-2K.1.06 perform rhythms using quarter notes, quarter rests, beamed eighth notes, half rests and half notes.

Kindergarten

- MO.K.1.7 identify and name halves and whole using concrete models.

First Grade

- MO.1.1.9 identify and name halves, thirds, and fourths as part of a whole and as part of a group using models.

Second Grade

- MA.2.1.7 identify and name fractions as part of a whole and as part of a group using models.

OVERALL 21st Century Obejctives

WV Content Standard Objectives:

Pre-Kindergarten-Second Grade Learning Skills Objectives

- 21C.O.PK-2.1.LS1 Student uses text, people and electronic resources (e.g. interactive books, educational software, CD-ROMs, elementary multimedia encyclopedias and search engines) to locate information for classroom assignments and is able to identify the author and purpose for each source located.
- 21C.O.PK-2.1.LS2 Student can accurately interpret and create simple visuals (e.g. charts, maps, graphs and models) and use this information to solve problems and communicate information.
- 21C.O.PK-2.1.LS3 Student articulates thoughts and ideas, representative of real and imaginary experiences, clearly and effectively through oral, written or multimedia communication.
- 21C.O.PK-2.2.LS1 Student engages with teacher assistance in a critical thinking process by conducting basic evaluations using simple criteria.
- 21C.O.PK-2.2.LS2 Student identifies parts of a system and explains how those parts interact with one another.
- 21C.O.PK-2.2.LS3 Student engages in a problem solving process using objects to solve problems and demonstrates learning by explaining how they solved the problem.
- 21C.O.PK-2.2.LS4 Student engages in discovery, exploration and experimentation to reach unexpected answers. Student makes unusual associations and provides a variety of solutions to problems.

Pre-Kindergarten-Second Grade Technology Tools Objectives

- 21C.O.PK-2.1.TT5 Student creates text, types words and sentences, and inserts images using word processing software. Student creates, saves, prints and opens existing files. Student uses editing functions in word processing software (e.g., font, boldface, underline, font color). Student inserts graphics that enhance the understanding of the text.
- 21C.O.PK-2.1.TT6 Student, working in a teacher-led whole group project, enters simple data into a spreadsheet and creates graphs electronically (i.e., use of chart wizard).
- 21C.O.PK-2.1.TT7 Student, working in a teacher-led whole group project, uses presentation software to illustrate concepts and communicate ideas.
- 21C.O.PK-2.1.TT8 Student, working in a teacher-led whole group project, uses existing common databases (e.g., online or CD-ROM encyclopedias, electronic dictionaries, and other online library archives) to find information for classroom assignments.
- 21C.O.PK-2.1.TT9 Student identifies the Internet and email as tools to locate information and communicate. Student, with assistance from teachers or student partners, views identified Internet sites and uses email to read and send messages to other students, teachers, and online experts.
- 21C.O.PK-2.1.TT10 Student begins to locate information in a variety of developmentally appropriate technology resources (e.g., interactive books, educational software, CD-ROMs, elementary multi-media encyclopedias and web-based search engines) to support classroom assignments.
- 21C.O.PK-2.3.LS1 Student manages negative emotions, aligns his/her goals to the goals of others, and works cooperatively and productively with others in small groups.
- 21C.O.PK-2.3.LS3 Student understands the defined learning goal and uses age-appropriate instructional rubrics and tools to assess his/her performance in meeting the goal within the timeline established by the teacher.
- 21C.O.PK-2.3.LS5 Student uses clearly defined teacher directions and interpersonal skills to move others toward the goal.
- 21C.O.PK-2.2.TT1 Student identifies procedures for caring for and using developmentally appropriate technologies (e.g., computers, CD/DVD players, videotapes, diskettes, CD-ROMs, remote controls).
- 21C.O.PK-2.2.TT2 Student collaborates with classmates, families and others using telecommunications (e.g., class electronic pen pal projects, children's online message boards, e-cards, ask an expert online).
- 21C.O.PK-2.2.TT3 Student identifies different purposes among software applications (e.g., puzzles, writing tools, graphing tools, concept mapping tools). Student selects technology tools and software to solve problems (e.g., presentation software to explain and communicate information, drawing or paint software to make a picture, email software to send messages, Internet browser to access websites, and word processing software to write a story).
- 21C.O.PK-2.3.TT2 Student discusses with the teacher how the Internet can be a source of information.