



Hi there. I'm Jessica, the CEO at [The Domestic Musician](#), host of The Elementary Music Teacher podcast, and founder of the HARMONY membership site. It's so nice to meet you!

My goal with every resource, podcast episode, or product I create is to help music teachers, just like you, go from feeling overwhelmed to confident in your teaching career.

This FREE resource was created just for you

In HARMONY, there are 10 months worth of lesson plan packs, lesson plans for each week of the school year, and implementation videos showing you how to teach each lesson with your students. This packet is just a SAMPLING of what you'll get as a HARMONY member.

The lesson plans include suggestions for how to modify the lessons if you're teaching virtually or adapting the lessons for whatever reason.

Right along with the lesson plans, you'll get TONS of planning resources, supplemental resources for your classroom both digital and PDF formats, and everything is completely editable to make it your own!

What makes HARMONY really special and unique is the community. There are so many music teachers from diverse backgrounds, with unique teaching styles, and who bring so many great ideas to each other every month.

We'd LOVE for you to join our HARMONY family. You can join HARMONY, or get on the waitlist if enrollment is closed, [right here](#).



Month 4 Lesson Plan Pack for Grades K-5

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Month 4 Lesson Plan Pack

The fourth month of school will either be November or December, if you're following August-May or September-June calendars.

You may want to add some holiday songs in your lesson plans. I've provided a list of Veterans Day, Thanksgiving, and Winter songs you may want to use and can add into the lesson plans by clicking on the editable lesson plan link provided below.

You can edit the lesson plans (to add in your own standards or other lesson ideas you have) by [clicking here](#). When opening that link, you'll be prompted to "Make a Copy" and you can edit it as your own. It won't change the original plans and no one else will be able to see your lesson plans, unless you want to share it with others.

Adapt the plans accordingly and edit them to make them fit the needs of your teaching style and what your students need. You can use all of the HARMONY lesson plans or a combination of these and your plans.

Throughout the lesson plan pack under each week, you'll see ideas for virtual teaching and teaching on a cart. During the Facebook live and mentorship calls, we can discuss this further too.

If you don't see a description for teaching virtually or on a cart under a certain song or activity, it's because you can just teach that particular idea as is.

Under the lesson plans and lesson plan pack are bonus resources to help you plan as well. You'll see a lesson planning calendar, a curriculum map, and a lesson plan tracker.

Equity in Your Music Room:

As you're teaching music to your students, in whatever capacity this looks like, don't forget to look at the books you're reading, the songs you're teaching, the posters you have on your wall, and to make every single student feel valued and seen in your classroom.

The HARMONY plans include a variety of different songs from different cultures, but also activities to reach different learning styles and demographics of students. But, remember that you know your students better than anyone. You'll know when you need to change things up to reach your kiddos.

Classroom Management Tips:

It's now month 4 of school. You're either in the middle of all the Thanksgiving or Winter activities and programs.

If you're working on a program, don't forget to give your students lots of time to get their wiggles out. Give them brain breaks, play freeze dance, do a music game or activity, or do some type of folk dance or other movement activity.

When it comes to classroom management, forming and keeping relationships with your students is so important! This isn't something that just happens at the beginning of the school year and this it's over with. It's about maintaining relationships.... just like in your own life.

Be present at the door when the students come in, ask them questions about their life, be present in the hallway after school, create several opportunities for them to get to know you and each other better.

Also, keep class time moving. As you see, there are a mixture of different activities and lesson ideas in the lesson plan packs. When you keep class time moving, and keep students interest and engagement, it truly will cut down on behavior issues. Give this time though! It takes time to find your groove and to figure out how to flow from activity to activity.

Work-Home Life Balance Implementation Tip:

It's month four and you're still in the middle of holiday craziness, no matter what holiday that might be. Being aware that this time of the year is busy will help you get through it. Go into this month aware that you'll be juggling excited students, many programs and performances, and so much going on in your home life.

Realize that you have Thanksgiving and Winter breaks coming up, so that will help you get through everything you need to get done.

We've talked before about keeping your calendar. When you have your programs written out, what nights you need to stay late for rehearsals, prep, or lesson planning, when the church or private lesson recitals are, then jot down when you'll begin shopping for Christmas presents, planning holiday meals, or whatever else you need to do going into this busy time of year.

But, on top of that, don't forget on the calendar to plan some fun! Pencil in going to a holiday concert, to see Christmas lights, or even some kind of self care for YOU!

Helpful Blog Posts and Podcast Episodes:

1. [Routines and Classroom Management](#) podcast episode with Jane Marsillo.
2. [5 Reasons I'm Thankful for Music Education](#) podcast episode. This post will help you this time of year when you're feeling overwhelmed and for the days you feel like giving up.
3. [Ways Teachers Can Really Relax Over Winter Break](#) podcast episode
4. [Thanksgiving Songs the Whole Family Will Love](#) blog post
5. [Trepak from The Nutcracker Movement Activity](#) blog post
6. [Winter Games to Play in the Elementary Music Room](#) blog post

45 Minute Class Period Break Down:

This is how to break down a typical 45 minute class period. Keeping class time moving, without trying to do TOO much, is definitely a great classroom management strategy. Students won't be able to talk, goof off, or act out as much, when they're busy learning music. Also, kids thrive on consistency and routine.

A great rule of thumb is that kids can focus the same number of minutes as their age. For example, a 5 year old needs to do something different every 5 minutes in music. This doesn't mean a new lesson every 5 minutes, but just something different from movement to singing to a game etc.

1. Vocal and/or body percussion warm up/bellringer activity -2 minutes
2. Review song or activity learned the last time - 5-10 minutes
3. Learn a new song and add movement or instruments- 15-20 minutes
4. Play a music game or do an activity- 10 minutes
5. Review what was learned with bullet questions - 5 minutes
6. Read a story and add movement if time - 5 minutes
7. Sing to line up/exit tickets - 2 minutes

This class period break down will need to be adapted based on your teaching situation and what you're allowed to do or not do with your students. You'll also need to leave time to disinfect the instruments and your classroom between class periods. If you're sitting students in the hallway so you can clean things, give them a body percussion activity to do or a song to listen to. They can also fill out a "what did you learn in music today" notecard, depending on the grade level of the class. Students can also take turns leading and echoing different rhythms.

Month 4/Week 1 Materials and Explanation:
Watch the implementation video for more explanation

1. "Pumpkin Patch" from [I Sing You Sing Holiday Songs](#) . Watch this month's implementation video to hear how this echo song goes.

Students will echo sing the song, then add motions to the room. They'll use big motions for the forte verses and tiptoe for the piano verse.

Lyrics:

Vs. 1&3- sing it forte:

Look for a pumpkin in the pumpkin patch (echo)

Make sure it's the biggest one (echo)

Pick out a pumpkin in the pumpkin patch (echo)

Show it off to everyone (echo)

Draw a big and scary face (echo)

Put it in a special place (echo)

Vs. 2- sing it piano:

Look for a pumpkin in the pumpkin patch (echo)

Make sure it's the smallest one (echo)

See how it glimmers in the candlelight (echo)

On this chilly Halloween night (echo)

Draw a little smiling face (echo)

Put it in a special place (echo)

Virtual Teaching Tips:

Students will learn the song the same way as they would in person by listening to you first, then speaking and singing together. They can also do the motions of the song with you as well.

Teaching On a Cart/Modified Classroom Tips:

This activity is perfect for students to do right from their seats. They can even listen to the song and do the motions the same way they would if it was a "normal" school year. If they're not allowed to sing, then you can sing the song and when it's the students turn, they can either hum the song with their mouth closed and do the motions while you're singing.

2. “In the Hall of the Mountain King”

In [this blog post](#), I share my 3 favorite Halloween activities, including a lesson plan for “In the Hall of the Mountain King” and a YouTube recording your students can listen to.

You can most definitely use the other two activities mentioned as well!

Although this sounds like it’s just a song to use during Halloween, it’s also a song that can be used anytime of the year to work on dynamics and tempo.

Virtual Teaching Tips:

Students will listen to the song together or at home with a link you post. Then, in the same class period, or a class period after listening to the song, do the movement activity by tip-toeing, running, stomping, etc.

Teaching On a Cart/Modified Classroom Tips:

If you’re heading into the general classroom setting, your students won’t have as much room to move. They also will need to stay 6 feet apart more than likely. Students can do the movement activity from their seats or spread apart while in their hula hoop or in their spot.

3. Culture of the month activity

I left the culture of the month activity vague because you’re either going to be doing Native American culture or Australia/Pacific Islands.

For culture of the month, use one of the songs mentioned in the culture of the month section in this lesson plan pack or choose your own. You can read a story, teach a song, show students where the culture is on the map, watch a video of dancing or a performance, and learn movement from that culture.

4. "Bow Wow Wow"

Bow Wow Wow



[Here's a video](#) showing you how the song goes and how to play the game.

Students begin by standing in a single circle facing their partners. Then, they'll follow the actions for each line of the song. Repeat the song until students are back in their original spot.

Bow wow wow!

Students stamp three times (right, left, right).

Whose dog art thou?

Clap hands together on "whose", then point upward with right hand.

Little Tommy Tucker's Dog.

Partners grab hands and quickly circle around.

Bow wow wow!

Students stamp three times, then turn around and face their new partner.

Virtual Teaching Tips:

Students will learn the song the same way as they would in person by listening to you first, then speaking and singing together. They can also do movement activity with a sibling, have their stuffed animals do it (or pat the steady beat on their stuffed animals heads), or do the movement by facing their camera with you.

Teaching On a Cart/Modified Classroom Tips:

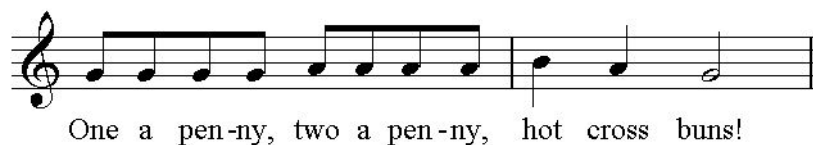
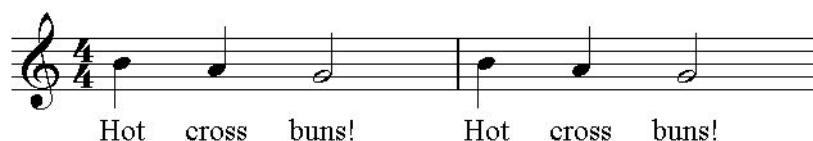
This activity is perfect for students to do right from their seats. They can even listen to the song and do the motions the same way they would if it

was a “normal” school year. If they’re not allowed to sing, then you can sing the song and when it’s the students turn, they can either hum the song with their mouth closed and do the motions while you’re singing. They can do the movement activity by facing a partner from a distance or facing you and doing it from their spot.

5. “Hot Cross Buns” (also used in weeks 2 and 4)

Hot Cross Buns

Trad.



6. “One Bottle of Pop”

One bottle of pop, two bottle of pop, three bottle of pop,
Four bottle of pop, five bottle of pop, six bottle of pop,
Seven bottle of pop, pop.

Don’t throw your trash in my back yard, my back yard,
My back yard. Don’t throw your trash in my back yard,

My back yard's full.

(Or...my dust bin in place of backyard. My dust bin's full.)

Fish and chips and vinegar, vinegar, vinegar. Fish and chips and vinegar.
Vinegar and pop. *(Or...pepper, pepper, pepper, salt.)*

You can listen to how the round goes [here](#).

Virtual Teaching Tips:

Students will learn the songs the same way as they would in person by listening to you first, then speaking and singing together one song at a time. They can also do the motions of the songs with you as well. You can also split the class in half, with one half singing the first song and the other singing the second song together.

Teaching On a Cart/Modified Classroom Tips:

This activity is perfect for students to do right from their seats. They can even listen to the song and do the motions the same way they would if it was a "normal" school year. If they're not allowed to sing, then you can sing the song and when it's the students turn, they can either hum the song with their mouth closed and do the motions while you're singing. Half of the class can do the motions to "Hot Cross Buns" while the other half does the motions to "One Bottle of Pop". Then, they can switch parts.

7. "London Bridge"

1. Students will sing the melody together and identify the dotted quarter and eighth note patterns.
2. Then, they'll learn the melodic singing ostinato: "London bridge is..." which is "tai ti ta ta~a rest rest rest"
3. Then, they can also add the rhythm ostinatos "ti-ti ta ta-a | ta-a rest rest |"

Lon - don bridge is fal - ling down fal - ling down fal - ling down,

Lon - don bridge is fal - ling down my fair la - dy

Virtual Teaching Tips:

Students will learn the song the same way as they would in person by listening to you first, then speaking and singing together one song at a time. They can also do the motions of the songs with you as well. After learning the song, they can add an ostinato by using body percussion.

Teaching On a Cart/Modified Classroom Tips:

This activity is perfect for students to do right from their seats. They can even listen to the song and do the motions the same way they would if it was a "normal" school year. If they're not allowed to sing, then you can sing the song and when it's the students turn, they can either hum the song with their mouth closed and do the motions or follow the melody while you're singing. Then, they can add a body percussion ostinato or add instruments (depending on what you're using.)

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Objectives: Students will match pitch while singing high/low, identify patterns of 2 and 4, and sing with and without simple instruments.	Objectives: Students will match pitch while singing high/low pitches and identify melodic patterns.	Objectives: Students will sing partner songs and recognize repeated phrases.	Objectives: Students will sing songs in rounds and continue playing the melody by rote on instruments.	Objectives: Students will sing songs using the dotted quarter note and tied note patterns.	Objectives: Students will explore what an interlude and prelude are in a song and practice singing that.
Assessment/"I Can..." match pitch while singing high and low, identify patterns of 2 and 4 with a steady beat, and sing with or without instruments.	Assessment/"I Can..." match pitch while singing high and low pitches and can identify various melodic patterns while singing, playing instruments, and through discussion.	Assessment/"I Can..." sing partner songs and recognize repeated phrases in music.	Assessment/"I Can..." sing songs in rounds and play the melody of various songs on melodic instruments.	Assessment/"I Can..." sing songs using the dotted quarter note and tied note patterns and can play the melody of various songs on mallet instruments.	Assessment/"I Can..." sing a prelude and interlude and can add dynamics to various pitched and unpitched improvisations.
National Music Standards: Creating- Imagine Performing- Interpret, Present Responding- Analyze, Interpret Connecting	National Music Standards: Performing- Select, Interpret Responding- Select, Analyze, Interpret Connecting	National Music Standards: Performing- Select, Interpret Responding- Analyze, Interpret Connecting	National Music Standards: Creating- Imagine Performing- Select, Present Responding- Interpret, Evaluate Connecting	National Music Standards: Creating- Plan and Make Performing- Analyze, Present Responding- Select, Analyze, Interpret, Evaluate Connecting	National Music Standards: Creating- Plan and Make Performing- Select, Analyze, Interpret, Evaluate Connecting
Procedures: 1. Warmup by having students echo back different body percussion (pat, stomp, snap, clap) as you say 5 little pumpkins. Point at different students to do their own body percussion warmup one at a time. Then, warm up by singing the words "Pumpkin Patch" to the different roller coaster warmups and practice singing the pitches high and low. 2. Listen to "Pumpkin Patch" song. Pat the steady beat with patterns of 2 for verse 1 and then switch to clapping patterns of 4 for verse 2. Then, add rhythm sticks and do the same activity, except for verse 1 hit the sticks on the floor and verse 2, pat the sticks together. 3. Learn the song "Pumpkin Patch" by echo singing and add motions to the words. 4. Play Fall/Thanksgiving/Winter music. Have students sit in a circle and pass the "pumpkin" (the beanbag) to the steady beat. You can play that whoever ends up with the beanbag when the music stops is out or just continue passing it to the steady beat or even switch it up to pass on the half note beat or quarter note beat too. 5. Do the "In the Hall of the Mountain King" activity 6. Students will stand like a pumpkin. As you walk around the pumpkin patch, tap on the quietest pumpkins to line up first to leave.	Procedures: 1. Warm up to "Pick a Pumpkin" and pat steady beat/clap rhythm 2. Introduce the culture of the month and read a story about it or learn one of the songs by singing, doing a listening activity, or learning movement from the culture 3. Learn "Bow Wow Wow" song. Follow the melody with their hands moving up and down and identify the melodic direction while singing the song (echo sing first). Then, learn the game. 4. Have 4 different melodic patterns written out on large cardboard or poster. Split the students into 4 groups and give one of the posters to each group. As a class, the students will work together to put the melody patterns in the correct order to represent "Bow Wow Wow". Then, switch the poster boards around and see if students can sing the melody the way they placed them on the floor. 5. Do the "In the Hall of the Mountain King" activity 6. For closing, ask students questions about melodic direction and the culture of the month.	Procedures: 1. Warm up to "Pick a Pumpkin" and pat steady beat/clap rhythm 2. Introduce the culture of the month and read a story about it or learn one of the songs by singing, doing a listening activity, or learning movement from the culture 3. Review "Hot Cross Buns" from 1st grade and "Bow Wow Wow" then sing together as a partner song. Split the class into two groups and have them practice their song by facing each other in a circle. Then, add movement to the songs and see if students can switch parts. 4. Have 4 different melodic patterns written out on large cardboard or poster. Split the students into 4 groups and give one of the posters to each group. As a class, the students will work together to put the melody patterns in the correct order to represent "Bow Wow Wow". Then, switch the poster boards around and see if students can sing the melody the way they placed them on the floor. 5. Do the "In the Hall of the Mountain King" activity 6. For closing, ask students questions about melodic direction and the culture of the month.	Procedures: 1. Let students come up to lead different vocal warmups and the class echos 2. Introduce the culture of the month and read a story about it or learn one of the songs by singing, doing a listening activity, or learning movement from the culture 3. Learn "One Bottle of Pop" - count the rhythms together and then sing it in a round and add movement 4. Learn "One Bottle of Pop" melody on mallet instruments or boomwhackers. Then, add in a group doing the singing and movement, and another group playing "bottle, bottle pop" rhythm on rhythm instruments. Then, put it all together. 5. Do the "In the Hall of the Mountain King" activity 6. For closing, ask questions about what they learned today.	Procedures: 1. Let students come up to lead different vocal warmups and the class echos 2. Introduce the culture of the month and read a story about it or learn one of the songs by singing, doing a listening activity, or learning movement from the culture of the month 3. Learn/revise "London Bridge" and identify the dotted quarter/eighth note patterns. Then, teach what a tie is and students will learn a melodic singing ostinato to sing underneath the melody that goes "London bridge is... (hold out 4 beats and tie to the measure after it to a quarter note)" Then, add the rhythm pattern "1-6 1a-1a-1 1a-a rest rest and apply to rhythm instruments. 4. Begin learning "The Homework Battle"	
Materials/Resources: 1. "Holiday Songs" book 2. Holiday music 3. Rhythm sticks 4. Beanbag 5. "In the Hall of the Mountain King" music	Materials/Resources: 1. Culture of the month activity songs or materials 2. "Bow Wow Wow" handout 3. "In the Hall of the Mountain King" music	Materials/Resources: 1. Culture of the month activity songs or materials 2. "Bow Wow Wow" and "Hot Cross Buns" handout 3. "In the Hall of the Mountain King" music	Materials/Resources: 1. Culture of the month activity songs or materials 2. "One Bottle of Pop" handout 3. Mallet and rhythm instruments 4. "In the Hall of the Mountain King" handout	Materials/Resources: 1. Culture of the month activity songs or materials 2. "London Bridge" handout 3. Dotted quarter/eighth note rhythm patterns and tied notes visuals 4. "The Homework Battle" handout and visual	Materials/Resources: 1. Culture of the month activity songs or materials 2. Various pieces of music from different genres to teach prelude and interlude 3. "The Homework Battle" handout and visual

*1st-5th grades will also be participating in folk dances and learning songs and activities around the culture and composer of the month.