

**Pre-work: Collect resources BEFORE school is out.**

1. **Collect the information that makes sense to you.**
2. **Ask the questions of the administrator and classroom teachers**, even if they don't make sense to you.

**If the list looks overwhelming, don't panic!** You don't need all of it, nor do you need to understand it. The more you have on hand, the easier your planning will be during the course.

**Only collect what is easily available.**

**Pre-work materials and resources to collect before school is out:**

- **Your current music lesson plans/curriculums that you use throughout the school year.**
  - Include storybooks & poems that you typically include.
  - **If you are new to teaching K-5 music**, I and the other class members will share tried and true resources with you and you can pick up ideas from others in the class.
  - **You can easily use the Freddie lessons as a base for your K-3 curriculum.** I'm going back through all of my posted Freddie lessons and adding the Common Core element to the lesson plans so they are ready by the fall.
  - We will ALL be sharing. That's what we do.
- **VISIT with your administrator of the K-5 grade levels you teach.**
  - Share your intention to take this course and create a plan for incorporating Common Core into K-5 music. (Bonus points for you!)
  - **ASK your administrator the following questions:**

*(You don't need to understand the answers now, just collect the information. You will understand it in the course.)*

- What is his or her expectation of you in regards to Common Core inclusion?

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- Is your district focusing on math or ELA first, or implementing both ELA and Math at the same time?

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- Would he or she be open to you planning intentional Common Core inclusion once a month in the next year, with a plan of increasing inclusion in the following year? (Less

overwhelming for you, and might be all that is expected.)

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- Is there an established or preferred method of reporting Common Core in your district?
- Do the teachers use the full CCSS code, or an abbreviated method? If abbreviated, ask for an example. For example, CCSS.MATH.CONTENT.1.OA.A.1 or **MATH.1.OA.A.1** or ?
- (You don't need to understand it yet.)

- **Common Core Math questions:**

- Is there an adopted Common Core Math Curriculum used? If yes, what is the publisher's name and the name of the series? \_\_\_\_\_
- If there is, is there an overview or Scope and Sequence chart (with CCSS codes) available and a copy that you could use?

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- **Common Core ELA questions:**

- Is there an adopted Common Core ELA Curriculum used? If yes, what is the name of the publisher of the series and the series name?
- If yes, is there an overview or Scope and Sequence chart (with CCSS codes) available and that you could use?
- Is there a document listing the fiction and non-fiction resources used at each K-5 grade level?

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- **ASK K-5 Teachers:**

- Are there specific storybooks, non-fiction books, patriotic books, chapter books that they use every year? Do they have a list they could share?

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- Are there any special units that they teach every year with literature or math involved?

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- **ASK K-3 teachers:**

- What manipulatives do they tend to use the most? (colored cubes? dots? etc.) Ask if you can borrow a few for the summer.

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- **ASK 2-3 teachers:**

- Do they use time or money manipulatives? (Ask to see and borrow.)

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- **ASK 3-5 teachers:**

- Do they use any manipulatives in math for fractions or any other math concept? (Ask to see and borrow.)

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That's it! Collect any available information from above and have it on hand when your session begins.