

Math Chapters 0–12

Music Page	SPOTLIGHT on MUSIC Song	Poem/Story	Integration Activity	Math Lesson
C	I've Been Working on the Railroad		Use the song and the FOOTLIGHTS MUSIC SKILLS and have students identify the pattern.	7-1B
E	One Small Voice		Use the song and the FOOTLIGHTS Movement activity and have students find out how many students should be in each group.	1-1E
G–H	Patriotic Medley		Use the song and the FOOTLIGHTS Movement activity and have students identify the pattern.	7-1B
7	Billy		Use the song and review time to the half hour.	0-7
7	Billy		Use the song and review time to the half hour.	10-3A
9	Way Down South		Use the song and Assessment and have students determine how to divide the class up into groups for the assessment.	2-1A
11	Chan Mali Chan		Use the song and the Develop and have students measure the beats as they go up and down.	10-2B
12	A String of Pearls		Use the song and the Develop and have students measure the beats as they go up and down.	10-2B
12	A String of Pearls		Use the song and the FOOTLIGHTS Reaching All Learners and have students create a line plot for the movement in the beats.	5-4A
13	I's the B'y		Use the Song and Apply and Close and have students identify the pattern.	7-1B
16	Sweet Potatoes		Use the song and the FOOTLIGHTS School to Home activity and have students create a pictograph to compare the similar foods that their families eat.	5-2B
22–23	Egy uveg alma		Use the song and have students find the number patterns.	7-1B
22–23	Egy uveg alma		Use the song and have students create a function chart to find the rule.	7-2A
36–37		Create Some Rhythm	Use the story and the FOOTLIGHTS ASSESSMENT and have students compare how you measure music and how you measure using a ruler.	10-2B
36–37		Create Some Rhythm	Use the story and the FOOTLIGHTS ASSESSMENT and have students compare how you measure music and how you measure using a ruler.	0-6
36–37		Create Some Rhythm	Use the story and the FOOTLIGHTS Reaching All Learners activity and have students find out how many students should be in each group.	1-1E
42–43		The World Around You	Use the story and the FOOTLIGHTS Bulletin Board and have students create a pictograph to compare the sounds of the instruments that they brought to school.	5-2B

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62–63	Tanabata		Use the song and lesson activities and have students talk about how many calendar years it has been since they were born.	10-3D
62–63	Tanabata		Use the song and have students create a timeline of events that have happened in nature within the last three years.	10-3E
66–67	A Clock at Night		Use the song and lesson activities and review time to the nearest quarter hour.	10-3A
66–67	La cloche		Use the song and lesson activities and review time to the nearest quarter hour.	10-3A
66–67	A Clock at Night/ La cloche		Use the songs and the FOOTLIGHTS CURRICULUM LINK and review time to the minute.	10-3B
82–121		Unit 3	Read the Unit 3 Program Ideas and have students look up the dates of when the songs were created. Have students create a timeline using these dates.	10-3E
84–85	Colors of the Wind		Use the song and have students practice multiplying by 4 by determining how many total beats are in 1 through 12 measures of the song.	3-1B
88–89	Gi'Me Elbow Room		Use the song and Apply and Close and have students compare how division is used in Math and Music.	1-2A
90–91	Treasure Chests		Use the song and have students practice multiplying by 2 by determining how many total beats are in 1 through 12 measures of the song.	2-1A
92–93	Les saluts		Use the song and have students draw a line for each sound. Have students measure their lines and compare the lengths. Have students determine which sound is longer.	10-2B
96–97	Bransele de Champaigne		Use the song and the FOOTLIGHTS CURRICULUM LINK to review multiplication and division as inverse operations.	1-2E
96–97	Bransle de Champaigne		Use the song and Develop activity and have students identify the pattern in the song.	0-2
96–97		Finding New Pitches	Use the story and FOOTLIGHTS CURRICULUM LINK . Have students subtract the year Daniel Boone died by they year he was born to find how old he was when he died.	0-5
96–97	Bransele de Champaigne		Use the song and the FOOTLIGHTS CURRICULUM LINK to review multiplication.	1-1A
96–97	Bransele de Champaigne		Use the song and the FOOTLIGHTS CURRICULUM LINK to review division.	1-2A
96–97	Bransle de Champaigne		Use the song and Develop activity and have students create a geometric pattern representing the pattern in the song.	7-1A

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96–97	Bransle de Champagne		Use the song and FOOTLIGHTS CURRICULUM LINK and have students compare how the word meters is used in math and in music.	10-2D
96–97	Bransle de Champagne		Use the song and FOOTLIGHTS CURRICULUM LINK and have students review measuring in meters.	10-2D
98–99		Finding New Pitches	Use the story and FOOTLIGHTS CURRICULUM LINK . Have students subtract the year Daniel Boone died by they year he was born to find how old he was when he died.	4-3B
104–105	Little Sally Walker		Use the song and have students practice multiplying by 4 by determining how many total beats are in 1 through 12 measures of the song.	3-1B
156–157	Jamaica Farewell		Use the song and the FOOTLIGHTS CURRICULUM LINK to review division.	1-2A
216–217	One More River		Use the song and the Apply and Close activity and have students review multiplying by 6.	3-2A
216–217	One More River		Use the song and the Apply and Close activity and have students review multiplying by 7.	3-2B
216–217	One More River		Use the song and the Apply and Close activity and have students review multiplying by 8.	3-3A
220–221	Moon and Me		Use the song as an intro to teaching elapse time.	10-3D
222–223	Draw a Bucket		Use the song as an intro to teaching elapse time.	10-3D
222–223	Draw a Bucket of Water		Use the song and the FOOTLIGHTS CURRICULUM LINK to review subtraction.	4-3A
224–225	Kalinka		Use the song and have students practice multiplying by 2 by determining how many total beats are in 1 through 12 measures of the song.	2-1A
224–225	Kalinka		Use the song on the top of page 255 and have students subtract the year Sergei Prokofiev died by they year he was born, to find how old he was when he died.	4-3B
228–229	Holiday for Strings		Use the song and FOOTLIGHTS History and Culture and have students create a timeline of David Rose’s life.	10-3E
232–233	Limbo Rock		Use the song and FOOTLIGHTS History and Culture activity. Have students do the limbo and measure the height of the stick every time they lower it.	10-2B
234–235		Cook Up Your Own Rhythms!	Use the story and Develop activity and have students compare meters in Math and Music.	10-2D

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236–237	La bamba		Use the song and Wrap Up activity and have students practice multiplying by 4.	3-1B
237–238	La bamba		Use the song and have students practice multiplying by 2 by determining how many total beats are in 1 through 12 measures of the song.	2-1A

