

## First Grade Sample Text

**Thank you** for choosing Pfeiffer House Music curriculum. Your student will learn musical skills that will be valuable later for singing skills, learning to play instruments, and worship. Your students will begin to discover their musical gifts. This music curriculum helps to teach many grade level concepts, with the advantage of involving both sides of the brain in learning. Music has a unique ability to enhance learning.

### Instructions

**Solfege songs:** Although singing Solfege songs each lesson may seem repetitive, this is actually an important foundational building block for your students. One reason is that we are working toward learning the entire Solfege scale with hand signs by the fourth grade. Students who learn the Solfege with hand signs become excellent sight-readers of music. We will learn hand signs in this curriculum so that they are second nature and continuing on will be natural for second grade.

Another reason is that even professional singers work on tuning up. It's easy to sing "approximately" in tune, and it's easy to sing without really listening to yourself. However, listening is a huge part of singing! So when your students sing the Solfege songs, encourage him or her to really listen and tune up. This is great practice. Research has shown that scale steps Sol, Mi, La and Do (eliminating half steps) are the easiest to sing perfectly in tune in early childhood.

**Chants and rhythm:** Good rhythmic skills are so important to singing and playing that just laying good rhythmic groundwork is vital. Some students can easily keep a steady beat, and for other students it takes a lot of practice. Either way, encourage your students to keep a steady beat during each lesson. It is easier to keep a steady beat by patting your lap, up and down, then "bilaterally," or side to side such as clapping. So if your student has difficulty clapping the beat, try up and down motion. If it is easy for your students, you can add a challenge by using bilateral motion or a combination, such as "pat, clap, pat clap." Either way, keep the beat!

**Suggestions:** Often there are classical pieces listed in the suggestion section. These are well known pieces, which should be accessible to you if you either reserve them at the library or purchase them. Your students are most likely too young to have an attention span to "sit and listen" to this music so do the suggested activities or just play the music during your students' playtime, school time, or coloring time. You can point out things to your students, such as, "Does this part remind you of an animal running?" or anything the piece may be about.

**Hand Signs, Flash Cards, and Worksheets:** An illustration of the Solfege hand signs is shown on page 41. Flash cards and worksheets for the lessons are located in this book beginning on page 42. The flash cards are used in several lessons, so you will need to remove them from the book and cut them into flash cards as indicated by the lines on the page. The worksheets should also be removed from the book for easier use. Or, you can purchase worksheet packets individually at [www.pfeifferhousemusic.com](http://www.pfeifferhousemusic.com). Don't forget to keep playing the music you learn in each lesson so it becomes very familiar. Some activities can be repeated or split into more than one day.

**The Audio CD:** The CD contains 54 audio tracks. The lessons indicate when to play them and which tracks to play. You will need to view the track number display and use the forward and reverse buttons on your CD player in order to play the right track numbers as indicated in the lessons. Tracks 1-40 on the CD are used in the lessons. Tracks 41-54 are the songs from the lessons, repeated. This allows you to play the songs sequentially for your students' listening enjoyment, without the interruption of the rhythm exercises, chants, and solfege tracks that are mixed into the lessons.

**About Pfeiffer House Music:** **About Pfeiffer House Music:** Kristi Oostdyk earned her bachelor's degree Music Education from the University of Michigan. She is currently studying at Western Michigan University. She has taught music in public schools before staying at home to homeschool her own children. This curriculum was made available first to her community, and now nationwide. All songs/rhythm chants written by Kristi Oostdyk except those indicated, \* public domain. The audio CD was recorded and produced by Steve Oostdyk.

## Contents

1. Sentences	4
2. Neighbors	7
3. Creation	9
4. Numbers Greater and Less	12
5. Being Thankful	15
6. Letter Names in Music	17
7. Resting and Rests	19
8. The Clock	22
9. Posture	25
10. Letter Combinations	28
11. Planets	30
12. Getting Dressed	33
13. Folk Songs	36
14. Doing Your Best	38
Hand Signs Illustration Sheet	41
Worksheets (beginning on)	43

Sample Text Only

## Lesson 1 Sentences

**Materials:** Rhythm Instrument, Worksheets 1,2,3 (pages 49, 51, and 53) and Flash Card 1 (pg. 43), and optional corrugated paperboard, feather, paper punch, paint, string, hand signs sheet (pg. 41)

**Musical Concepts:** Quarter - Eighth Note Rhythms, Scale steps "Sol" and "Mi"

**Grade Level Concepts:** Making a sentence

### Steps:

#### 1. Solfege song

We will begin with a solfege song. Listen to the solfege song with your students on the audio CD, track 01. Do the hand signs as illustrated on the hand signs sheet, (pg. 41) and let your students try to imitate them.

Then sing it.

*All hard work brings a profit*  
*Sol Sol Mi La Sol Mi*

#### 2. Rhythm/chant:

Remove and cut out Flash card 1. (pg. 43) Play the rhythm from the audio CD, track 02. Clap along with the rhythm exercise. Your students can echo. Show your students the flash card and clap it together.

*ta ta ti-ti ta*

### 3. Let's Make a Sentence

Play the song *Let's Make a Sentence* on the audio CD, track 02.

Say, "Listen to the song, and when you hear the clapping pattern, "ta ta ti-ti ta," clap it while the song plays." It may help your students if you do the same. (The pattern begins at "Let's make a sentence . . .")

Next, listen to the song again. This time, play the pattern along with the song on a rhythm instrument such as a tambourine, a shaker or a drum. You can use a classroom instrument or make a rhythm instrument by using an empty oatmeal container or pan with a pencil. You may want to ask your class for ideas for making rhythm instruments.

#### *Let's Make a Sentence*

*Make a sentence, make it right  
with a capital letter and an end mark  
Use a subject and a verb too  
Make a sentence is what you'll do*

*Let's make a sentence, Let's make a sentence*

Take out Worksheet 1. (pg. 49) It shows the contour of the melody of the part of the song which says "Let's make a sentence." Listen to the song and help your students trace the contour on this part of the music. Ask, "Does the music go downward or upward in this part?"

Say, "A noun is a person, place or things. Can you think of some nouns?" "A verb is action or something you do. Can you think of some verbs?"

Play a game using Worksheets 2 and 3 (pages 51, 53). Cut up the subject nouns from Worksheet 2 and put them upside down in one pile. Cut up the verbs from Worksheet 3 and put them upside down in another pile. Choose a student to pick a subject and a verb from the pile and put them together to make a sentence. Most of the sentences will be silly! Act them out with your students.

## Optional Sentence Game

Student(s) may choose five subjects and five verbs. These can be any subjects and verbs, and ridiculous will do. Fill them in the blanks where indicated, putting them in the proper tense, and read the story.

Yesterday, I decided to take my \_\_\_\_\_ (subject) for a walk. He kept \_\_\_\_\_ (verb) so people were staring at us. I said, Listen here, don't be a \_\_\_\_\_ (subject) or I will have to take you home.

We continued on \_\_\_\_\_ (verb) and soon we saw the biggest \_\_\_\_\_ (subject) coming toward us. "Look out!" I shouted. "It's going to \_\_\_\_\_ (verb)!" We hid inside of a purple polka dotted \_\_\_\_\_ (subject) and soon it \_\_\_\_\_ (verb).

"Let's go home," I said, and we hopped on a green \_\_\_\_\_ (subject) and \_\_\_\_\_ (verb) all the way home.

### 4. Suggestions

Make a "quill pen." Take a tall, stiff feather (from outdoors or from an art store) and some watered down tempera paint. Dip and write.

Make a clipboard by putting contact paper around a 9 x 12 piece of corrugated paperboard. Use clothespins for clipping paper and punch a hole with a string to tie a pencil or pen on.

## Lesson 2 Neighbors

**Materials:** Rhythm Instrument, Flash Cards 1 and 2, an audio recording of polka music

**Musical Concepts:** Eighth note rhythms, movement

**Grade Level Concepts:** How to be a good neighbor

### Steps:

#### 1. Solfege song

Do hand signs with your students and listen to the solfege song on the audio CD, track 4. The hand signs are on page 41.

*A friend loves at all times*  
*Sol Sol Mi La Sol Mi*

#### 2. Rhythm/chant:

Clap the patterns from (prior) Flashcard 1 and add Flashcard 2. The rhythm can be heard on the CD, audio track 05. Your students can echo.

*ti-ti ti-ti ti-ti ta*

Play the rhythm on the flash cards with a rhythm instrument.

#### 3. Neighbor Polka

Ask, “Can you hear the rhythm *ti-ti ti-ti ti-ti ta* in this song? Play *Neighbor Polka* (audio CD, track 06). Say, “Wiggle your ears when you hear this rhythm in the song.” The first time on track 05, the rhythm is spoken so you can find it. Then listen to *Neighbor Polka* again, helping your students play a rhythm instrument to the *ti-ti ti-ti ti-ti ta* rhythm in the song.

Ask, "What is a neighbor? Who is your favorite neighbor? Why? Do they take time for you?" Listen to *Neighbor Polka* again. Stand up when you hear the word "neighbor."

Teach your students to polka using these steps for learning movement. These steps are important so do them all. Say, "Hop left, hop right, hop left, hop right." Then say it and do it, whisper and do it, and think and do it. Now do the polka with *Neighbor Polka*.

### Neighbor Polka

*Wave hello to Mrs. Jones, she is talking on the phone  
Let's do the neighbor polka  
Wave hello to Mrs. Frog, she is walking with her dog  
Let's do the neighbor polka*

*It takes time to be a good neighbor  
Stop and say hello to Mrs. Jones  
It takes time to be a good neighbor  
Stop and say hello to Mrs. Frog*

*Say hello to Mr. Flynn, working in his yard again  
Let's do the neighbor polka  
Say hello to Mr. Pete, he is jogging down the street  
Let's do the neighbor polka*

*It takes time to be a good neighbor  
Stop and say hello to Mr. Flynn  
It takes time to be a good neighbor  
Stop and say hello to Mr. Pete*

*Lean to the left, Lean to the right, Lean to the left, Lean to the right  
Neighbor Polka!*

#### **4. Suggestions:**

Read the story of "The Good Samaritan;" Listen and do the polka step to other polkas. (You can find polka music at the library.)

## Lesson 3 Creation

**Materials:** Drinking straws, pixie sticks or licorice, soft marshmallows, Worksheets 4 and 5 (pages 55, 57), construction paper, large paper either from a roll, corrugated from a box, or taped together brown paper from bags, yarn and material, crayons or markers

**Musical Concepts:** Staff, Scale steps “Sol” and “Mi” and “La”

**Grade Level Concepts:** Creation

**Steps:**

### 1. Rhythm

Clap the pattern from Flashcard 3. (page 43)

Play the audio CD, track 07.

*ta ti-ti ti-ti ta*

### 2. Solfege song

Play the audio CD, track 08.

*The fear of the Lord is fountain of life*

*Sol Sol Sol Mi La Sol Sol Mi*

Say, “Music has a written language. Letters make words, and music notes on a staff make music. A staff has five lines and four spaces. Solfege songs like the ones we sing each day can be written on a staff.”

Use Worksheet 4 (page 55) to show your students what a staff looks like. Show your students the bar lines (vertical lines). You can laminate Worksheet 4 and use it each time you want to put notes on a staff by using washable marker and washing it off when you are done.

Then, make a staff by laying five straws on a table. Say, “The marshmallows will be the notes.” Then create today’s Sol Mi song on the staff (See Worksheet 5 on page 57).

### 3. Creation Song

Say, “In how many days did God create everything? Listen to this song and see what God created on the third day. Touch your nose when you know.”

Listen to *Creation Song* on Track 09. Ask, “What did God create on the third day?”

Listen to the song again, then echo sing each line with your students until your students knows the song well enough to sing it with the tape.

#### *Creation Song*

*In the beginning God made earth and sky  
On the second day he made land  
On the third day he made plants and trees  
Created by His hand*

*God made sun and moon and stars to shine  
Fish and birds, and turtles in the sand  
He made Adam and He made Eve  
Created by His hand*

Your students can “make” her- or himself. Use a large corrugated box, or paper from a large roll, or tape brown paper bags together to get a piece large enough. Have your students lay down for you to trace around. Let your students cut him- or herself out, then draw the face. Add yarn for hair, use material for clothes, and decorate as much as you wish, making jewelry, lacing the shoes, etc.

#### **4. Suggestions**

Sing the hymn, *Children of the Heavenly Father*.

Read the story of creation.

Make a construction paper book (big or small) of the days of creation, black for “without form,” blue for the first day (can add cotton ball clouds), green and blue for the second day, green (glue on some real grass or plants or make some from paper, etc.) for the third day, blue page with sun and moon and stars for fourth day (draw or use star stickers), blue with fish and birds for fifth day, and for the sixth day use stickers or have your students draw people and animals. For the day of rest, let your students draw a picture of what he or she does on the Sabbath.

Please do  
not use  
as curriculum.

## Lesson 4 Numbers Greater and Less

**Materials:** Worksheets 6 and 7 (pages 59 and 61), Flash cards 1, 2, 3, fruit snacks and raisins, tongue twister book

**Musical Concepts:** Staff, scale steps

**Grade Level Concepts:** Math/greater and less than, tongue twisters

**Steps:**

### 1. Solfege song

Play the audio CD, track 10

*He who gives to the poor will lack nothing*

Sol La Sol Mi Mi Mi Do Do Do

Say, "Listen to the Sol-Mi song and see if you can tell me what it means." Let your students explain it to you, or if he or she can't, explain it to him or her.

Listen again to the song doing the hand signs (pg. 41). Then sing it. Do the hand signs while singing it, with your students following your lead.

Take out Worksheet 6 (page 59) and look at the three pictures (steps, keyboard and staff) with the solfege song on them. Identify the skips and steps. Ask your students to identify them.

### 2. Rhythm/chant:

Play the audio CD, track 11.

Echo clap the patterns from flashcards 1, 2, and add 3. Your students can echo.

### 3. Numbers Greater and Less

Look at Worksheet 7 (page 61). What does greater than and less than mean? Help your students put the correct signs in the blanks.

Play the audio CD, track 12. Say, "Listen to the song. Whenever you hear singing about one of the pictures on your worksheet, color that picture." Then echo sing each line to help your students learn the song. Sing it with the CD.

#### Numbers Greater and Less

*How much wood could a woodchuck chuck  
If a wood chuck could chuck wood?  
A woodchuck could chuck seventeen  
Seventeen logs of wood  
He could*

*She sells seashells on the seashore  
She sells shells, she couldn't ask for more  
How many shells is she selling  
She sells twenty four  
Twenty four*

*Seventeen is less than twenty four  
Seventeen blocks of wood  
Twenty four is greater  
Greater than seventeen  
blocks of wood*

*Peter Piper picked a peck of pickled peppers  
How many pickled peppers did he pick?  
Let's say Peter picked ninety  
Ninety pickled peppers  
Peter's peppers*

*Betty Botter had some butter  
But Betty Botter's butter was bitter  
How much butter had Betty?  
Betty had 60 sticks  
Of bitter butter*

*Ninety is greater than sixty  
Ninety pickled peppers  
Sixty is less than ninety  
Ninety pickled peppers*

*Peter's peppers, Betty's butter, blocks of wood, seashells, he could*

Choose two different packaged snacks (i.e. a box or raisins and a fruit snack bag). Guess at which might contain more. Count to see. Enjoy!

#### **4. Suggestions**

Read a book of tongue twisters for fun. (Try Dr. Seuss's *Fox In Socks*.) Practice enunciation with tongue twisters. This will help with choir.

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not use  
as curriculum.

## Lesson 5 Being Thankful

**Materials:** Flashcards 1, 2, 3, and 4, Worksheets 8 and 9 (pages 61, 63), construction paper, markers, glue, glitter, keyboard instrument (a toy xylophone will do if it's in tune), a recording of Mozart's *Piano Sonata* in C, eight pop bottles, thank you notes or paper

**Musical Concepts:** Scale, upward and downward

**Grade Level Concepts:** Thankfulness

**Steps:**

### 1. Solfege song

Say, "There are seven solfege syllables. When you put them all next to each other, you get a scale." Look at the scale on Worksheet 8 (pg. 63) on steps and on the staff. The scale is made of all steps. There are no skips.

Listen to the audio CD track 13, then echo sing. *Do Re Mi Fa Sol La Ti Do.*

Do all of the hand signs along with this exercise, for your students to watch and imitate. It is okay if your students can't do them all yet, it's a good introduction.

Now listen to the scale going downward. *Do Ti La Sol Fa Mi Re Do.*

### 2. Rhythm

Echo clap flashcards 1, 2, 3, and 4 with your students. Play CD track 14. Then shuffle the order, out of your students' vision and clap just one of the flashcards. If your students can echo it, clap that one and the next together. If your students can echo that, do the first, second and third. Then first, second, third and fourth. You can reshuffle the cards and do it again.

### 3. Say Thank You

Play a scale on keyboard or xylophone. Say, "Now, you try it."  
Give your students the paper keyboard (with no letter names) from Worksheet 9. (pg. 63) Say, "When you hear a scale going downward, pretend to play it on your paper keyboard."

Play *Say Thank You* (Track 15). Then play the song again and help your students play along on a real keyboard or xylophone with the chorus of the song.

Tell your students about the last time you wrote a thank you note and why. Can you think of something nice anyone has done for you? What are some things you can do to say thank you?

Give your students time to write a thank you notes in class. Use this time to listen to *Say Thank You*. Then echo sing the chorus.

#### *Say Thank You*

*When somebody listens  
When somebody cares  
If somebody helped you  
And they're always there  
When you see a kindness  
Someone always shows  
When you thank the Lord  
For someone you know  
Send a note, send a note, say thank you and send a note  
Send a note, send a note, say thank you and send a note*

### 4. Suggestions:

Write thank you notes to teachers, grandparents, or anyone who serves you. Listen to Mozart's *Piano Sonata in C* as an example of scales in a musical piece. Make the tones of a scale by filling eight pop bottles with different amounts of water and blowing across the tops. It may take a little practice, but it's fun!

## Lesson 6 Letter Names in Music

**Materials:** Worksheets 9 and 10, (pages 65, 67) Flashcards 1, 2, 3, 4, and 5

**Musical Concepts:** Music alphabet, rhythms

**Steps:**

### 1. Rhythm

Echo clap rhythm flashcards 1, 2, 3, 4, and 5 while playing CD track 16.

Play a game by laying all of the rhythm cards out on a table. Clap one and have your students point to the one you are clapping.

### 2. Solfege Song

(Note: In this lesson we are using a minor scale to make the letter names easier to learn. We don't need to make this distinction yet with your students.)

Say, We will sing all of the scale steps. Look at Worksheet 10 (pg. 67). They all have letter names, too! Do you have two names? So do the scale steps! Echo sing these scale steps with their letter names on the audio CD track 17.

A B C D E F G A

### 3. Music Alphabet Song

Ask your students, "What are the seven letters of the music alphabet?" Have your students raise the number of fingers that they believe are the correct number. Say, "Let's see if the song agrees." If your students doesn't know, say "Listen for what the songs says and then answer when the song is over." Play the *Music Alphabet Song*. (Track 18) Say, "What is your answer?"

### Music Alphabet Song

*ABCDEFGA that is the music alphabet  
There are only seven letters in it  
You never hear a P or a note named Q  
If someone sang an R, I wouldn't know what to do*

*ABCDEFGA that is the music alphabet  
There are only seven letters in it  
I can sing an E or F or G  
Just don't ask for X, Y or Z*

*ABCDEFGA that is the music alphabet  
There are only seven letters in it  
No one can do it better,  
Even Mozart wrote music with seven letters  
A B C D E F G A*

Use eight pieces of scrap paper to put the letters A, B, C, D, E, F, G, and A again. Lay these on the floor in a row going upward. Say, "This time, walk on the letters when you hear them in the song." Then, using a keyboard or xylophone, play the scale steps backwards and forwards and have your students step backwards and forwards according to what you are playing. Have your students try a jump. See how much different that sounds than a step.

Give your students the paper keyboard from Worksheet 9 (pg. 65) with letters on it. If you have access to a keyboard, have your students play the tones A B C D E F G A. You may need to mark them on the keyboard.

#### **4. Suggestion**

Using a keyboard, xylophone, or any tuned instrument, have your students play an ostinato with the *Music Alphabet Song*. An ostinato is a repeated pattern. Your students should play half notes A - E - A - E - along with the song. Practice the ostinato alone first. If your students has difficulty staying with the beat of the music, take her or his hand and assist.

## Lesson 7 Resting and Rests

**Materials:** Flash cards 6, 7, 8 and 9, Worksheets 11 and 12 (pages 69 and 71), an audio recording of Beethoven's *Fifth Symphony*

**Musical Concepts:** Rests

**Grade Level Concepts:** Resting

**Steps:**

### 1. Solfege song

Play audio CD track 19.

*A heart at peace gives life to the body*

SolSol La Sol Mi Do Mi ReDo

Say, "What gives life to the body in this song?" Listen to the Solfege song, then ask for the answer. Listen again doing the hand signs with your students echoing and imitating you. Then sing it. Try to do the hand signs while singing it.

### 2. Rhythm:

Say, "Sometimes music has sounds and sometimes it has silences or quiet. This is called rests. We will say "shh" on the rests. Show your students Flash Cards 6 through 9 while echoing with the rhythm on the CD track 20.

ta ta shh ta  
ta shh ta ta  
ti-ti ta shh ta  
ti-ti ti-ti shh ta

### 3. Chant:

*Lizards rest very quietly  
Dogs and cats rest too.  
When I rest I'm quiet  
Until I say, Boo!*

Pat the steady beat while saying this chant with your students. The chant can be heard on CD track 21.

When your students knows the chant well, practice inner hearing, by saying the first word of the chant, patting the steady beat on your lap with your students while thinking through the entire chant silently, and saying the last word. Did you come out together? This is great practice at keeping the beat inwardly while resting. You may need to do this over a few days. Then, stand and walk when you say the first word of the chant, walk on the beat during the chant and land back in your seat by the last word, saying the last word together.

### 4. Resting Song

Ask “What would happen to our bodies if we never rested? How would we feel if we stayed up for two days? One week? What if a song never ended, even our favorite song? A note kept playing? We kept eating or running without stopping? Sometimes music rests. It might be a long rest or it might be short.” Our rhythm examples today had rests.

Say, “Listen to this note that I sing and raise your hand when I rest.” Sing a note, starting and stopping a few times. Listen to the Resting Song. (Track 22) Say, “When you hear “Shh” put your hands over your lips.”

### Resting Song

*When you're tired rest, when you're tired rest  
When you're tired, rest, be silent, it will make you feel better  
Come on and try it.*

*Music can rest, music can rest*

*Music can rest by being silent, let's try it now*

*Let's all be silent*

*Put your hands together, now apart*

*Stomp your feet now be silent*

*Stomp your feet, clap then stomp*

*Clap stomp pat, now be silent*

Trace the notes and rests on Worksheet 11 (pg. 69).

### **5. Suggestions:**

Ask your students if they like to rest? Run a distance with your students, for example, around the house two times. How do they feel about resting now?

Listen to the opening of Beethoven's *Fifth Symphony*. Are the rests in the opening of the piece important? How would it sound without them? Use the listening guide provided in Worksheet 12 (pg. 71).

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## Lesson 8 The Clock

**Materials:** Flash cards 1 through 9, Worksheet 13 (pg. 73), keyboard, melodic instrument, paper plate, marker, brad fastener, paper clock hands, audio recording of Haydn's Symphony 101 *The Clock*, Chopin's *Nocturne* in e minor

**Musical Concepts:** Minor, harmony, ostinato

**Grade Level Concepts:** Telling time

**Steps:**

### 1. Rhythm

Do all of the previous rhythm flash cards echo style. (Track 23) Then give your students a steady beat and see if he or she can do them alone.

### 2. Solfege

Say, "We will do hand signs for Sol (and sing it) and the sign for Mi." (and sing it). Explain, "If we sing this together we get two tones at once. (Look at Worksheet 13 on page 73.) This is harmony."

Listen to the audio CD track 24, or if possible have half of your students sing Sol while the others sing Mi.

Play track 24 and listen for examples of solos and harmony. Show Worksheet 13 to your students, pointing out the contour of *Jesus Loves Me* as a melody, and *Jesus Loves Me* with harmony. Now listen to *Jesus Loves Me* on track 25). Raise your hand when you hear the harmony. Put your hand down whenever the harmony stops.

### 3. Mr. Clock Hands

Play *Mr. Clock Hands* on the CD track 26. Say, “Touch your nose when you hear harmony.”

#### Mr. Clock Hands

*Mr. Clock Hands, Tell me the time of day*

*Mr. Clock Hands, What do you say?*

*See your long hand? That is the minute hand*

*See your short hand? That tells the hour*

*Tick tock tick tock tick tock tick tock tick tock riiiiiiiing*

Create harmony with an ostinato. Make the ostinato vocally by singing tick-tock on Do-Sol (E-B) with a quarter note rhythm. Make the ostinato kinesthetically on paper keyboards. (Pretend to play it.) Let your students make the ostinato on an instrument (notes E and B). Play with song.

Using a paper plate, draw on it clock numbers. Cut out clock hands. Place the clock hands on the plate with a brad or any fastener. Quiz your students on any area of telling time where they need practice.

Say, “Mr. Clock hands sounds a little different than most of the music we’ve listened to. That’s because it’s in minor. Listen to what it would sound like in Major.” Then play the example on CD track 27.

We often use a major scale when we create music. Minor is a different type of scale. (Although some people characterize minor as “sad” it can be used for “happy” or lively music.)

Listen to Chopin’s *Nocturne* in e minor for another example of a song in minor.

#### **4. Suggestions:**

Listen to Haydn's *Symphony 101* in D Major, II Andante, *The Clock*.

Have your students listen for the sound in the symphony, which make it sound like a clock.

Have your students "be" a giant clock. Leave this to your students' imagination.

Visit a bell tower and see how it works

Make a sun dial. (Although accurate ones can be complex, you can make a simple one that just shows when the sun is overhead, etc.)

Make a clock on the floor with masking tape. Your students can make the times you name by laying on the ground to be clock hands. (She or he can either bend at the waist.)

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## Lesson 9 Posture

**Materials:** Flash cards 1 through 9, Worksheet 14 (pg 75), any hardcover book, recording such as *Messiah* by Handel or pop singer Barbara Streisand

**Musical Concepts:** Singing posture and breath support

**Grade Level Concepts:** Posture

**Steps:**

### 1. Solfege Song

Say, "We will sing all of the scale steps. (Look at Worksheet 14 on page 75, which has them on steps and a staff.) Remember when we talked about the two names that scale steps have?"

Echo sing two names of the scale steps along with CD track 27.

Say, "Whichever name we call them, they are still the same note, just like you are always you, no matter what name we call you by."

*Do Re Mi Fa Sol La Ti Do*  
*C D E F G A B C*

### 2. Rhythm

Do flash cards 1 through 9.

Play audio CD track 23. You can have your students echo, or if your students is very comfortable, she or he can do them along with a steady beat.

### 3. Don't Be Shlumpy

What parts of your body help you sing? (Throat, voice box, mouth, tongue) Did you know it takes your whole body to sing? Did you know if you stand up straight you sing better and louder? And that if you take a deep breath you sing better and louder?

Help your students take a proper breath. The shoulders and chest shouldn't move. The abdomen should move out when inhaling. This is proper breathing using the diaphragm muscle.

Say, "Try slouching over and taking a small breath and singing a note. How does it sound? Now try standing straight and tall and breathing in and singing a note. How does it sound this time?"

Listen to the song, *Don't be Shlumpy* (Track 28). "Shlumpy" is a made up word. What do you think it means in the song?

#### *Don't Be Shlumpy*

*Don't be shlumpy, don't be shlumpy,  
Don't be shlumpy like a monkey  
You can stand up tall and straight  
stretch it up high, and you'll feel great  
You can stretch your arms and legs  
Reach for the stars, celebrate  
Don't be slouchy, don't be slouchy,  
Don't be slouchy, It will only make you grouchy  
Don't be slouchy*

For breath support practice, have your students take in a breath and let it out slowly. Pretend to be letting it out through a straw. How many seconds can your students breathe out?

For fun, practice walking with a book on your head.

#### 4. Suggestions

Listen to recording of singer with a “big” voice who uses good breath support. (Some singers do not.) Suggestions are *Rejoice* from Handel’s *Messiah*, or *On A Clear Day*, sung by Barbara Streisand.

Could this singer sing without good breath support? Don’t confuse “big vibrato” with good breath support. You can sing with good breath support without having a big vibrato!

Review the *Thank You Song*, and on the chorus, “Send a note,” sing the letter names of the scale downward, C B A G F E D C.

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## Lesson 10 Letter Combinations

**Materials:** Flash cards 1 through 9, Worksheet 15 and 16 (pg. 77, 79), pan and sugar, paper, marker, an audio or video recording of Spanish being spoken.

**Musical Concepts:** treble clef scale

**Grade Level Concepts:** Letter combinations

**Steps:**

### 1. Rhythm

Echo clap Flashcards 1 through 9 with your students while playing CD track 23. Then try them alone again.

### 2. Solfege Song

Do some simple hand signs on “Sol” and “Mi” without singing. (see pg. 41 for hand signs.) See if your students can do them back to you *and* sing the solfege syllables.

Sing the solfege song which is on track 29.

*The mouth of the righteous is a fountain of life*  
*Sol Sol La Sol Mi Do Do Do*

### 3. Letter Song

Take out Worksheet 15 (pg. 77). Say, “Listen for the words that change in the song. Circle them on the paper when you hear them in the song.”

Play audio CD track 30, *Letter Song*.

Letter Song

*I know the sound that an s usually makes, ss*

*Just add an h and the sound is s-h, sh*

*If you are saying a word and it's sack, ss*

*Just add an h and the word becomes shack, sh*

*From leaning to cleaning, it changes the meaning*

*Two consonants right in a row*

*Cat can be chat, but then cat can be cast,*

*It depends where the consonants go*

*In a row*

*I know the sound that a t usually makes, tt*

*just add an h and the sound is t-h, th*

*If you are saying a word and it's tan, tt*

*Just add an h and the word becomes than, th*

*Just add two consonants right in a row*

*Yeah, two consonants right in a row*

Then echo sing the song to learn it.

Cover the bottom of a cake pan with granulated sugar, salt, or sand.

Help your students spell words and add a letter to make another word: was, wash, has, hash, gas, gash, mat, math, pat, path.

Use worksheet 16 ( pg. 79) to practice drawing the treble clef sign on a staff. When the treble clef sign is used, the lines are E G B D and F going from the lowest line upward. Memorize the sentence "Every Good Boy Deserves Fudge." The spaces are F A C E. Remember, "Fish Are Carried Everywhere."

#### **4. Suggestions**

Arrange the nine rhythm flash cards in rows of three like a tic tac toe board. Make X's and O's on scrap paper. Challenge your students to clap each rhythm in order to get an X or O in a game of tic tac toe.

Get a Spanish song tape from your local library

## Lesson 11 Planets

**Materials** Flash cards 1 through 9, Worksheet 16 (pg. 79), instruments, string, paper plate, construction paper, tape, video or book about planets, large space such as a yard or football field, audio recording of Mozart's *Jupiter, Symphony No. 41* in C Major

**Musical Concepts:** Raised scale step

**Grade Level Concepts:** Planets

**Steps:**

### 1. Rhythm

Do all of the previous rhythm flash cards. (Track 23)

Do them as an echo, then provide a steady beat and see if your students can say or clap them independently.

### 2. Solfege

Say, "This is what a scale sounds like if the fourth tone is raised in the major scale." Play CD Track 31. *Note: A major scale is whole step, whole, half, whole, whole, whole, half. If the fourth tone is raised, it's whole step, whole, whole, half, whole, whole, half. If you don't understand this concept at this point, it will be taught later. Don't expect your students to learn this now unless he or she is taking piano lessons or has studied this. All your students needs to notice at this point is that it has a different sound than a major scale. Listen to the scale on track 31. Look at Worksheet 16 on page 79 and see that the fourth note is raised.*

### 3. God of the Planets

Read a book or see a video about the planets/solar system.  
(Suggested reading: *The Planets in our Solar System* by Franklyn M. Branley.)

Ask “Who made the planets? How big do you think God is? How big is the solar system? Milky Way? Universe? What does it mean to orbit? What does it mean to rotate?” Say, “We are going to rotate and orbit while listening to this song about planets.”

Listen to “*God of the Planets.*” (Track 32)

*God of the Planets*

*Hanging in space, in the beyond*

*How did they get there? I know there's an answer*

*They have no strings holding them still*

*They keep their places, they stay in their spaces*

*It's God, God of the planets, it's God, it's God*

*Mercury, Venus, Earth and Mars*

*Jupiter, Saturn, Uranus and Neptune*

*Pluto is high up in the sky*

*They keep their places, they stay in their spaces*

*It's God, God of the planets, it's God, it's God*

Place a large object in the center of an empty room or space for “the sun.” Then have your students(ren) space themselves proportionately around the “sun” and rotate and orbit while listening to the song again. Play it during the following project and when it is done, sing it with your students.

**Project:** Use a paper plate for the Sun. Cut out circles for planets. Mercury should be reddish and penny size (trace one), and Venus should be reddish and quarter size, Earth should be blue or green and milk cap size, Mars, reddish and penny size, Jupiter, beige and CD size, Saturn (including its rings drawn in) should be the size of a paper plate with the fluted part cut off, Uranus, a large soup can, Neptune a students' drinking cup, and Pluto, a paper punch.

Put paper punch holes in the planet cut outs except Pluto. Cut out string that is four inches for Mercury, three inches for Venus, three inches for earth, five inches for Mars, 50 inches for Jupiter, 50 inches for Saturn, 100 inches for Uranus, 200 inches for Neptune, 1000 inches for Pluto.

Tie Mercury to the sun, and each consecutive planet to the previous planet. Tape Pluto at the end. This should give your students a *rough* estimate of how far the planets are from each other and how they vary in size. It is not to scale.

#### **4. Suggestions:**

Memorize Psalm 19:1 The heavens declare the glory of God; the skies proclaim the work of his hands.  
Sing *How Great Thou Art*.

Visit a planetarium or museum that shows distance and size of planets.

Go to a football field, parking lot or large space. Say that each step equals a million miles. Place a marker for the "sun." Walk the length of the distance of each planet from the sun.

Listen to Mozart's *Jupiter* Symphony No. 41 in C Major, Movement III *Menuetto* during play or work time.

## Lesson 12 Getting Dressed

**Materials:** Flash cards 1 through 9, Worksheet 17, 18, (pg. 81,83) tag board or stiff paper, a shoelace, paper punch, dress up clothes, colored label dots

**Musical Concepts:** Finding melodic patterns in music, recognizing rhythm in music

**Grade Level Concepts:** Getting Dressed

**Steps:**

### 1. Rhythm

Practice Flash Cards 1 through 9 (CD track 23). Clap the rhythm of one of the songs from a previous lesson and have your students guess which song it is. Have your students try to clap one of the previous songs for you to guess.

### 2. Solfege

Play audio track 33 from the CD, and echo sing this solfege pattern with hand signs:

*Do La Sol La Sol*

### 3. Getting Dressed

Play audio track 34 called *Getting Dressed*. When your students is very familiar with the solfege pattern you have just practiced with the hand signs, tell your students to listen for the same melody in the music and do the hand signs when he or she hears it. You can help by also doing hand signs when this melody happens in the song. (Hint, the first line of each verse of *Getting Dressed* is Do La Sol La Sol.)

## Getting Dressed

*When morning is here and breakfast is near  
and I'm getting out of bed  
My pajamas are on, the night time is gone  
It's time to get dressed and fed*

*I check to see what the weather will be  
Is it cold or is it hot?  
If it's cold I will wear a warm shirt and a pair  
Of warm and fuzzy socks*

*I want to look good, so I know I should  
Try to match my clothes  
If a pattern's on one, the other is plain  
Then I know it goes*

*When I tie my shoe I make a loop  
And I wrap a lace around  
I pull a loop through, I tighten it too  
And then I run around*

**Coda:**  
*This is the way I get dressed every day  
And when the day is through  
It's time to put on my pajamas and then  
Go to sleep*

Trace the melody shape on Worksheet 18 (pg. 83) each time a verse is sung. Are they all the same? When it's time for the coda at the end, trace that shape. Is it the same? Say, "A coda is an added ending in the music."

Look at Worksheet 18, which has part of *Getting Dressed* on it. Can you name the letter names?

Play a lace up game. Put your students' shoe on a piece of tag board and trace around it. Cut it out. Use a paper punch to punch eight holes two rows. Help your students as needed to lace the "shoe" and tie the lace.

#### **4. Suggestions**

Play a dress up game with your students. Fill a bag with oversized items of clothing (they can fit over his or her clothes), from pants to hats to gloves. Make them creative and silly. Have your students do the same for you. Then race to get the outfits on first.

Buy colored “dot” sticker labels. Label pants and shirts that can be worn together with same colored dots to help your students dress independently.

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## Lesson 13 Folk Songs, continued

**Materials** Flash cards, Worksheet 19 (pg. 83 )

**Musical Concepts:** Measures, Bar lines, meter, folk song

**Grade Level Concepts:** rhyming

**Steps:**

### 1. Rhythm

Our rhythm flash cards have four steady beats each. Listen to them on audio track 35 on the CD as the steady beat is counted.

### 2. Solfege

Echo sing with the track 36 using hand signs. Find this pattern in the song “*Down By the Bay*” (Track 37) and have your students raise his or her hand when they hear this melodic pattern. (It is the first four notes of the song.)

Play CD track 36.

*Sol La Sol Do*

### 3. Down By The Bay

Stand facing your students. Say, “Pat, clap, right, clap, left, clap, both, clap.” Say it and do it, whisper it and do it, think it and do it. Then play “*Down By the Bay*” (Track 37) while doing this. This is an echo song. Your students can learn it easily by singing the echo on each line.

*Down By the Bay* \*

*Down by the bay where the watermelons grow*

*Back to my home I dare not go*

*For if I do my mother will say*

*"Did you ever see a bear combing his hair?"*

*Down by the bay*

*"Did you ever see a bee with a sunburned knee?"*

*Down by the bay*

*"Did you ever see a moose kissing a goose?"*

*Down by the bay*

*"Did you ever see a whale with a polka dot tail?"*

*Down by the bay*

*"Did you ever see a mouse eating a house?"*

*Down by the bay*

Let your students make up their own silly endings to the verse. "Did you ever see a . . ."

Look at Worksheet 19 (pg. 85). The notes are divided by lines. These are called bar lines. The last bar line is doubled. It is called a double bar line. The space in between the bar lines is called measures. The beginning of the staff has a "4." This means four beats are in each measure. Listen as the rhythm on the tape counts to four. Echo.

#### **4. Suggestions**

Do the pat clap pattern from the beginning with other traditional songs or chants. Suggested is *Miss Mary Mack*.

*Miss Mary Mack, Mack, Mack all dressed in black, black, black*  
*With silver buttons, buttons, buttons all down her back, back, back*  
*She asked her mother, mother, mother for 50 cents, cents, cents*  
*To see the elephant, elephant, elephant*  
*Jump over the fence, fence, fence*  
*He jumped so high, high, high he touched the sky, sky, sky*  
*and he never came back, back, back 'til the fourth of July, ly, ly*  
*July can't walk, walk, walk, July can't talk, talk, talk*  
*July can't eat, eat, eat with a knife and fork, fork, fork*

Listen to a tape or CD of folk songs

## Lesson 14 Do Your Best

**Materials** Worksheet 20 ( pg. 87)

**Musical Concepts:** Meter, bar lines, scale, reading music

**Grade Level Concepts:** Trying your best

**Steps:**

### 1. Rhythm

Look at Worksheet 20. It has some of the familiar rhythms from the flash cards, but the four strong beats are shown in each measure. This is because the number 4 at the beginning shows that there will be four beats in each measure.

### 2. Solfege

Sing the scale with all hand signs along with CD track 38.

*Do Re Mi Fa Sol La Ti Do*

### 3. Always Do Your Best

Say, “Is there something that’s hard for you? Do you ever worry about if other people think it’s good enough or not? Does God know if you are doing your best or not all the time?” Look at the music for *Always Do Your Best*. Can you find the meter? The bar lines? The measures? The double bar line at the end? Try to follow the music while listening to the song.

Play audio CD track 39.

*Always Do Your Best*

*Always do your best, don't worry  
about what other people are thinking  
You can't do anything more than your best  
and only your best will do*

*Always do your best, don't worry  
about if other people are looking  
The only One you need to impress  
Is Jesus and He loves you  
Is Jesus and He loves you*

Echo sing *Always Do Your Best* with your students.

**4. Suggestion**

Try something new, such as jump roping, pogo stick jumping, or skiing. Or do something challenging such as running a mile. Before and after, talk about what it means to do your best.

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