

Kindergarten Sample Text

Thank you for choosing Pfeiffer House Music. Your students 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.

Solfège/Sol Mi songs: Although singing Sol Mi 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 Solfège scale with hand signs by the fourth grade. Students who learn the Solfège with hand signs become excellent sight-readers of music. We will learn hand signs “Sol,” “Mi” and “La” in this curriculum so that they are second nature and moving on will be natural for first 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 Sol Mi songs, encourage them to really listen and tune up. This is great practice. Research has shown that scale steps Sol, Mi, and La 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 ground work in kindergarten 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, than “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 *suggestions* 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: Don’t forget to keep playing the music you learn in each lesson so it becomes very familiar. Some of the activities in the lessons can be repeated or split into more than one day, and the songs should be repeated.

The Audio CD: The CD contains 61 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 1-47 on the CD are used in the lessons. Tracks 48-61 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: 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. The songs on the CD were arranged and performed by Steve. Other

performers are Grace Buck, Micah Buck, Ethan Oostdyk, Ryan Oostdyk, Hailie Oostdyk, and Elyssa Oostdyk.

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Lesson 1 Numbers

Materials: Grade K Audio CD, CD player, Worksheets 1,2 (pages 43, 45) craft stick, tape or glue

Musical Concepts: Steady beat, matching pitch

Grade Level Concepts: Numbers, counting by two's.

Steps:

1. Rhythm/chant:

Listen to *Buckle My Shoe* on the audio CD, track 01. If this chant is unfamiliar to your students, speak each line and let your students echo. Act out the motions with your students.

Play audio track 01.

Buckle My Shoe *

*One, two, buckle my shoe
Three, four, shut the door
Five, six, pick up sticks
Seven, eight, lay them straight
Nine, ten, a big fat hen*

2. Melody/Early Solfege Exposure :

Repeated exposure to songs on the scale steps “Sol” and “Mi” contributes to a young students’ ability to sing in tune. Listen to the Sol-Mi song on the CD, audio track 02. Listen to it a second time. On the audio track, there is time for you and your students to echo.

Play CD track 02.

One two three, four five six, seven eight nine, ten eleven twelve
Sol Sol Mi Sol Sol Mi Sol Sol Mi Sol Sol Mi

3. Octopus Song

Listen to the *Octopus Song*, audio CD track 03 a few times while your students color the octopus from worksheet 1. (page 43) When the puppet is colored, cut it out of the book, and tape or glue it to a craft stick. Say, "Listen to the Octopus Song and when you hear the part with no singing, wave your puppet to the steady beat." (Note: A student always needs to be given a concrete, specific thing to listen for when told, "Listen to the music." Being given a specific will enhance your students' listening capacity considerably.)

Play audio CD track 03.

Octopus Song

*The octopus has eight arms,
One two three four five six seven eight
If I had eight arms, imagine what I'd do!*

*I'd eat eight suckers
From red to blue to brown
I'd push eight buttons
On an elevator going down*

*The octopus has eight arms,
One two three four five six seven eight
If I had eight arms, imagine what I'd do!*

*I'd buy eight puppies
And walk them down the street
I'd scratch poison ivy
From my head down to my feet*

*The octopus has eight arms,
One two three four five six seven eight
If I had eight arms, imagine what I'd do!*

*I'd catch eight baseballs
And really make the team
I'd eat eight ice cream cones
With eight flavors of ice cream*

*The only thing I can think of
With more than eight arms would be
Two octopuses,
Two four six eight
Ten twelve fourteen sixteen!*

Imagine what they'd do!

Use Worksheet 2. (pg. 45) for counting practice.

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Lesson 2: Barnyard Animals

Materials: Grade K CD, CD player

Musical Concepts: Steady beat, matching pitch

Grade Level Concepts: Animals

Steps: **SAMPLE ONLY**

1. Rhythm/chant:

Pat the steady beat on your lap as you listen to this chant for the first time. Encourage your students to do the same. The second time when you listen, do motions to the steady beat (as described in the chant).

Play audio CD track 04.

*Feed the ducks, Slop the hogs,
shear the sheep, water the dogs*

2. Melody/Early Solfege Exposure

Listen to the Sol-Mi audio track 05 on the CD. The second time, there is time for you and your students to echo.

Play track 05.

Cows and chickens and horses too, I like barnyard animals
Sol Sol Mi Mi Sol Sol Mi Sol Sol Mi Mi Sol Sol Mi

3. Farm Square Dance

Listen to the *Farm Square Dance* a few times and ask your students to listen for what motions you could do? Where needed, you can assist your students in supplying the motions suggested by the song. Then do the square dance!

Play audio CD track 06.

Farm Square Dance

*Let's put our hands up, then down again
It's morning on the farm! (clap clap)*

*Milk the cows, Moo! Moo!
Now turn around
Now stomp your feet
The cows are waking up,
The barn is shaking up
It's morning on the farm (clap clap)*

*Feed the ducks, Quack! Quack!
Now turn around
Now stomp your feet
The ducks are waking up,
The barn is shaking up
It's morning on the farm (clap clap)*

*Saddle the horses, Neigh! Neigh!
Now turn around
Now stomp your feet
The horses are waking up,
The barn is shaking up
It's morning on the farm (clap clap)*

4. Suggestions

Visit a farm.

Sing familiar animal songs, such as Old McDonald and B-I-N-G-O.

Read Psalm 23 in a students' version. Help your students understand, and talk about sheep and shepherds.

Lesson 3 Autumn

Materials: Grade K CD, CD player, Worksheet 3, (pg 47) crayons, paper punch, yarn or string, keyboard or xylophone, leaves, wax paper, iron

Musical Concepts: Steady beat, matching pitch

Grade Level Concepts: Seasons/Autumn

Steps:

1. Rhythm/chant:

Ask your students to listen to the chant and tell you, what is falling? Play the chant and then speak it with your students while patting the steady beat on your laps.

Play audio CD track 07.

Red and yellow, orange and brown, leaves are falling to the ground

2. Melody/Early Solfege Exposure

Say, "There will be a question in this song. Listen for the question and answer it." Listen to the Sol-Mi song on CD track 08 and let your students answer the question. Then sing the song together.

Play track 08.

Fall, Winter, Spring and Summer, Which do you like best?
Sol Mi Mi Sol Sol Mi Mi Sol Sol Mi Mi Sol Mi

3. Autumn Song

Say, "This is a song about Autumn, which is also called Fall. Listen for what will disappear."

Play the song on the CD, track 09 and ask, “What will disappear?”
Play the song again, and show downward movement with your arm
on the word “disappear.” Encourage your students to do the same.

Autumn Song

*Autumn is coming, it will be here
Soon all the leaves will disappear
Autumn is coming, it will be here
Soon all the leaves will disappear*

Cut and color leaves from Worksheet 3 (pg 47). Punch out holes, put
on yarn or string, knotting the ends. Listen to *Autumn Song* and use
the leaves on yarn or strings to show movement.

Be sure your students show downward movement on the last word,
“disappear.” Sing along!

4. Suggestions

Collect Fall leaves. If they are not available, color paper leaves. Lay
them between two pieces of wax paper with crayon shavings and
press with a low heat iron.

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Lesson 4 Winter

Materials: Grade K CD, CD player, Worksheet 4, (pg. 49) wooden craft sticks, yarn, paper clips, paper, glue, craft glitter, an audio recording of Strauss' *Blue Danube*

Musical Concepts: Steady beat, matching pitch, downward movement

Grade Level Concepts: Seasons, Winter

Steps:

1. Rhythm/chant:

Pat your leg to the steady beat and encourage your students to do the same. If you wish, you can pat his or her shoulders for reinforcement. Speak the first line of the chant, and have your students echo. Speaking and room to echo are on the CD, track 10.

Play track 10.

*In wintertime the trees are bare
Sometimes snow falls everywhere
Sometimes it is very still.
I go sliding down a hill*

2. Melody/Early Solfege Exposure

Listen to the Sol-Mi song on the audio CD, track 11, or sing it to your students. Have your students echo.

Play track 11.

*Winter's snow and icicles, I wear boots and mittens
Sol Sol Mi Mi Sol Mi Sol Sol Mi Mi Sol Mi*

3. Skating

Play *Skating*, which is track 12 on the CD. Pretend to skate with your students.

Make a sled of wooden craft sticks glued side by side and paper clips bent underneath as runners. Use yarn for the pull string.

Remove Worksheet 4 (pg. 49) and fold it in half. Cut out the snowflake and decorate with dots of glue and glitter.

4. Suggestion

Listen to an audio recording of Strauss' *Blue Danube* with your students. You may want to skate along with this piece of music.

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Lesson 5 Spring

Materials: Grade K CD, CD player, paper, crayons, keyboard or xylophone, two paper plates, dried beans, rice or macaroni, an audio recording of Vivaldi's *Spring* from *Four Seasons*, a cup, dirt, seeds

Musical Concepts: Steady beat, matching pitch

Grade Level Concepts: Seasons/Spring

Steps:

1. Rhythm/chant:

Listen to the chant on audio CD track 13. Pat the steady beat on your laps or let your students pat the steady beat on your shoulders.

Play track 13.

*God makes the seed to grow with rain and light
God makes the flowers grow, what a pretty sight*

Encourage your students to speak each line, then the whole chant.

Make a tambourine. Let your students color and decorate two paper plates. Place dried beans, macaroni, or rice between the plates and securely tape around the edges. Or, make a rainstick. Have your students decorate a paper and glue it around a paper towel roll. Add dry beans, macaroni, or rice and tape paper on the ends. Make rain sounds by tipping the rainstick slowly. Then shake to the steady beat as you speak the chant.

2. Melody/Early Solfege Exposure

Listen to the Sol-Mi song on track 14, or sing it to your students.

Encourage your students to sing it with you or alone.

Play track 14.

*Let us plant a little seed, give it all that it will need
Sol Sol Mi Mi Sol Sol Mi Sol Sol Mi Mi Sol Sol Mi*

3. Spring

Listen to Spring on audio CD, track 15. While listening, draw a picture of rain clouds and rain on your students' back. See if your students can feel the picture on their back and reproduce it on a piece of paper.

Then sing along with the song. If you need to, echo sing one line at a

Spring

*Spring time is here so the rain will fall
Flowers and grass are growing tall
Spring time is here so the rain will fall
Flowers and grass are growing tall*

Use the keyboard or xylophone to practice the notes C D E F and then play them along with the last line, "growing tall."

4. Suggestions

Listen to Vivaldi's *Spring* from the *Four Seasons*. Listen for sounds of spring in the piece, such as birds.

Plant a seed in a cup while listening. Watch it grow!

Go on a springtime nature walk through a woods.

Lesson 6 Summer

Materials: Grade K CD, CD player, Worksheet 5, (pg 51) household items, rhythm instrument (from prior lesson), two lightweight wooden dowels, glue, gift wrap, crepe paper, string, a recording of Gershwin's *Summertime*.

Musical Concepts: Steady beat, matching pitch, high and low

Grade Level Concepts: Seasons/Summer

Steps:

1. Rhythm/chant:

Chant the following for your students to hear or play track 16 on the CD.

*Watermelon, ice cream, popsicles and ice
Eating in the summertime is really nice*

Speak the chant together, patting your lap to the beat or shaking your rainstick or tambourine.

2. Melody/Early Solfege Exposure

Listen to the Sol-Mi song on track 17 and talk about sunscreen and UV rays with your students. Sing the Sol-Mi song together. Do the hand signs while singing it. Also sing it through also on Sol and Mi.

(track 17)

*Summer is sunny, I wear sunscreen
Sol Mi Mi Sol Mi Sol Mi Sol Mi*

3. Recognizing High and Low

Ask your students to think of summertime things that are high and low. Examples for high might be flags flying, clouds, birds flying, balloons, and leaves. Examples for low could include water, grass, flowers.

Now think of summer sounds that are high, like birds chirping and crickets, and low sounds like boat motors, tractors, or a thunderstorm.

Listen to sounds that are high and low on the audio CD, track 18. Use Worksheet 5 (pg. 51) to circle high or low. Then find your own high and low sounds to make in the house: Microwave, whistle, vacuum, garage door opening, tap a glass of water, etc.

4. Suggestion

Make a kite, using lightweight wooden dowels glued at right angles, lightweight giftwrap cut in a diamond shape, and crepe paper streamers.

Use the time making the kite to listen to *Summertime* from *Porgy and Bess* by George Gershwin.

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Lesson 7 Food Groups

Materials: Grade K CD, CD player, Flash Card 1, (pg 59) Worksheet 6, (pg. 53) crayons, heavy whipping cream, food for preparation

Musical Concepts: Steady beat, matching pitch

Grade Level Concepts: Food groups

Steps:

1. Rhythm/chant:

Listen to this familiar finger play on audio CD track 19. Act it out with your students.

Play track 19.

Mother's Knives and Forks *

These are Mother's knives and forks (Fingers folded together)
This is Mother's table (Turn folded hands over, palms up and flat)
This is Mother's looking glass (Index finger and thumb make a circle)
And this is the baby's cradle (Rocking motion with arms)

Look at Flash Card 1 and say "ti-ti ta ti-ti ta" Play audio track 20. Then echo clap along with the track. Try to echo clap the rhythm while listening to the chant. (At this point, we are not explaining theory or the rhythms to your students, but simply experiencing them. It will eventually make sense when explained because of this experience.)

2. Solfege

Listen to audio track 21 and echo while doing the hand signs. (pg. 41) If your students imitates your hand signs, help you students to do them correctly as needed.

Play track 21.

*If I eat healthy foods, I'll grow strong
Sol Sol Mi Sol Sol Mi Sol Mi La Sol Mi*

3. Food Group Song

Take out Worksheet 6. (pg. 53) Have your students identify by pointing which food groups are being sung about, and color them while listening to CD track 22.

You Are What You Eat

*If you are what you eat, then you better think twice
Don't eat a dirty sock or a pair of dancing mice*

*If you are what you eat, and you eat what you should
Then it won't be long 'til you're feeling good*

*First is carbohydrates, G-R-A-I-N-S
eat some shrimp fried rice with a pair of chop sticks*

*Have some wheat oats and barley, they're called glutens
If you have a sweet tooth eat a bran muffin*

*Next is protein, P-R-O-T-E-I-N
If you want to eat meat just eat it lean*

*You can have some tofu or some yummy black beans
Or peanut butter on celery made by my Aunt Jean*

*Your body needs milk, D-A-I-R-Y
My cow Bessie says drink it D-A-I-L-Y*

*If you don't like milk, don't forget to buy
cheese, yogurt, shakes, and ice cream pie*

*Vegetables and F-R-U-I-T, this is something all you smart kids eat
Have a rutabaga and a cherry “tomata”
and a tangerine for a tasty treat*

You are what you eat!

4. Suggestion

Prepare a meal with your students with foods from every food group.

Make your own butter by letting your students shake whipping cream to the butter stage. (Each student can shake for 30 seconds). Try it on bread.

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Lesson 8 Animals: Fish

Materials: Grade K CD, CD player, Flash Card 2 (pg 59), stick or pencil, crepe paper streamers, Saint Saens *Aquarium* on CD, two paper plates, crayons, blue water color paint, glue, scissors, goldfish and bowl

Musical Concepts: Steady beat, matching pitch, upward and downward

Grade Level Concepts: Fish

Steps:

1. Rhythm/chant:

Make creative swimming motions while listening to the chant on the CD, track 23.

*Hey, fish! Eyes of glass, silently gliding past
Hey, fish! Full of scales from your head to your tail*

Look at Flash Card 2 and say “ta ta ti-ti ta” along with track 24. Then echo clap with the track. Try to echo clap the rhythm while listening to the chant.

2. Sol-Mi Song

Listen to track 25 and echo. Do the hand signs, adding the sign for “La.”

Track 25

*God made fish full of surprises, lots of colors, lots of sizes
Sol Sol Mi La Sol Sol Mi Mi Sol Sol Mi La Sol Sol Mi Mi*

3. Fish Face

Tape crepe paper streamers to a stick or pencil.

Listen to A Fish's Life and help your students (as needed) move the streamers upward and downward with the music, or just make your own to model this. Use your imagination to be a "swimming fish."

Play "Fish Face", track 26.

Fish Face

*Oh, fish oh fish, you are my favorite vertebrate
You swim in schools unless you're a jellyfish**

*You have rings just like a tree
in your scales, you're scaly as can be
A seahorse swims slow, slow, slow
but a bluefish tuna can go, go, go*

*Oh, fish, oh fish, you are my favorite vertebrate
and when I'm feeling silly, I push my cheeks up
and make a fish face*

*Jellyfish travel in "smacks".

Echo sing each line of *Fish Face* with your students until he or she can sing it. Siliness is encouraged.

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4. Suggestions

Visit an aquarium.

Get a classroom goldfish.

Listen to Saint Saens piece *Aquarium* from *Carnival of the Animals*.

For an “aquarium” art project, use two paper plates, cut out the circle center of one. Color fish in crayon in the center of the uncut plate, paint over the fish with blue watercolor. Decorate the underside of the cut plate and glue or tape the plates together around just the edges, “eating” sides together to make a bubble shape.

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Lesson 9 - Days of the Week and Months

Materials: Grade K CD, CD player, Flash Card 3 (pg. 59)

Musical Concepts: Steady beat, matching pitch

Grade Level Concepts: Days of the week and months in English and Spanish

Steps:

1. Rhythm/chant:

Ask “What days of the week are in this chant?” Pat clap with your students and listen to the chant on audio CD track 27.

*I like weekends.
Weekends are wonderful things!
Friday Saturday Sunday,
It makes me want to sing*

Look at Flash Card 3 and say “ti-ti ta ta ta”.

Play audio CD track 28. Echo clap with the track. Try to echo clap the rhythm while listening.

2. Melody/Early Solfege Exposure

Listen to the Sol-Mi song on track 28. The second time on the track, there is time for you and your students to echo. Do the hand signs with your students. (Note: in Spanish the week begins with “Monday,” instead of “Sunday.”)

Track 29

*Sunday Monday Tuesday Wednesday Thursday Friday Saturday
Sol Sol Mi La Sol Sol Mi Mi Sol Sol Mi La Sol Sol Mi*

3. January Through December

Speak through the months of the year with your students.

Echo speak the months in Spanish. Tell your students, “Wave your arms when you hear the Spanish part of the song.”

Listen to the song on track 30. Then listen line by line and echo.

January Through December

*January, February, March, April, May, June, July, August,
September October, November, December*

*Enero, Febrero, Marzo, Abril, Mayo, Junio, Julio, Agosto,
Septiembre, Octubre, Noviembre, Diciembre*

*How many months are in a year?
How many months are in a year?*

*Twelve months in a year.
January through December.*

4. Suggestions

Listen to available songs with months and weekdays in them, such as the theme song to the TV show *Happy Days*. Try *This Little Light of Mine*, or Barney’s Birthday Song, etc.

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Lesson 10 Pioneers

Materials: Grade K CD, CD player, Flash Cards 1, 2, 3, (pg. 59) lightweight or toy hammer, library books, caramel and apples, Johnny Appleseed movie or book

Musical Concepts: Steady beat, matching pitch

Grade Level Concepts: Pioneers

Steps:

1. Rhythm/chant:

Teach the chant to your students by speaking each line and letting your students echo. Then discuss the words.

Play track 32.

*Pioneers worked hard, so we are told
They came here for worship, for freedom, and gold*

Review flash cards 1, 2, and 3.

2. Melody/Early Solfege Exposure

Talk with your students about the chores pioneers had to do, including that of churning butter.

Sing the following Sol-Mi song with your students, pretending to churn the butter with the steady beat as you sing, going from high to low with the pitch.

Play track 33.

*Up and down, up and down, churning butter up and down
Sol Sol Mi Sol Sol Mi Sol Sol Mi La Sol Sol Mi*

3. Let's Raise A Barn

Try to think of things that you and your students think pioneers might have done for work and fun. Say, "We will listen to a song about pioneers and find what the children are doing for work and fun in the song." What do you do for work and fun?

Play track 34.

Let's Raise a Barn

*Let's raise a barn 'cause neighbors work together
Let's raise a barn today*

*Papa's got a hammer and Johnny's got a ladder
I'll pass the hammer when they say*

Chorus

*Pass the hammer, Billy Dean, pass the hammer my way
Pass the hammer, Billy Dean, and we'll have a barn dance
at the end of the day*

*Let's make some pies 'cause neighbors work together
Let's make some pies today*

*Mama's got some cherries and we will eat together
and I'll pass the cherry pie when they say,*

*Pass the platter, Norma Jean, pass the platter my way
Pass the platter, Norma Jean, and we'll have a barn dance
at the end of the day*

Echo sing the chorus to teach it to your students. Then say with a steady beat, “pass, pass, pass, pass.” Say it, say it and do it, whisper it and do it, and then think and do it.

Now listen to the song, passing a hammer, stick, or toy hammer on the chorus to the steady beat. Sing along.

4. Suggestions

Take your students on a field-trip at a local nature center or farm where they make candles or maple syrup. Or, find a candlemaking kit at your local craft store for your classroom.

Rent a video or DVD of “Johnny Apple Seed”

Rent books from the library about pioneers.

Make caramel apples.

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Lesson 11 - Pilgrims

Materials: Grade K CD, CD player, rectangular cloth 12" x 6," dried beans, peas or macaroni, needle and thread, book about Pilgrims, food to prepare, paper and pencil, pumpkin seeds, gourd

Musical Concepts: Steady beat, matching pitch

Grade Level Concepts: Pilgrims

Steps:

1. Rhythm/chant:

Make a beanbag with your students by folding your cloth in half. Sew the sides to make a pocket, insert a handful of beans, and sew up the top for a homemade bean bag. Or, use child-friendly adhesive Velcro strips available at your local hardware store.

Say, "Listen to this list of some things the Pioneers brought on the Mayflower."

Listen to or echo speak the following chant with your students.

Play audio CD track 35.

Fishing gear, clothing, tools
Hardtack, beef, vegetables

Talk about what the meat was like (salted). What is hardtack? (Hard bread) Was this food fun to eat? Repeat the chant, tossing the beanbag back and forth on the steady beat.

2. Melody/Early Solfege Exposure

Listen to the Sol-Mi track 36 on the CD. The second time on the track, there is time for you and your students to echo. Do the hand signs.

Soft and squishy, yummy too. Pumpkin pie is good for you.
Sol Sol Mi La Sol Sol Mi Sol Sol Mi La Sol Sol Mi

3. Thank God

Read a story from the library or home about the Pilgrims' Mayflower journey.

Say, "What are the Pilgrims thankful for in the song?" Listen to the song "Thank God" on the CD, track 37.

Thank God

*We have come on a journey through seas
We've lived through bitter cold and disease
But in God we trust, He is helping us
Thank God*

4. Suggestions

Make a list of things you and your students are thankful for and put it on display.

Make gourd shakers. (Note gourds need to dry for approximately two months, so you will either need to buy dried gourds, dry them ahead of time, or plan on a long-term project.)

Lesson 12 - Phonics and Letters

Materials: Worksheet 7 (pg. 55)

Musical Concepts: Steady beat, matching pitch, loud and soft

Grade Level Concepts: Alphabet, long and short vowels

Steps:

1. Rhythm/chant:

Pat the steady beat on your shoulders or nose or anywhere your students chooses as you listen to this chant for the first time. Encourage your students to do the same.

Play audio CD, track 38.

*ABCDEFGH, the alphabet's for you and me
HIJKLMNOP, it's the thing that helps us read
QRSTUVWXYZ, you can win a spelling bee
WXYZ, all the letters you will need*

Review flash cards 1, 2, and 3

2. Melody/Early Solfege Exposure

Listen to the Sol-Mi song on the CD, track 39. The second time on the track, there is time for you and your students to echo and do hand signs.

*Vowels and consonants, letters of the alphabet
Sol Mi La Sol Sol Mi Sol Sol Mi La Sol Sol Mi*

3. Phonics Song

Use Worksheet 7. (pg. 55) It shows each vowel. Cut out the vowels and long and short sound symbols from the worksheet. Review the vowel sounds with your students. Then choose the vowel and let your students choose to put either the long or short mark over it while listening to each verse, while listening to the la, le li lo and lu section of the song. Then read through the words with your students and find the long and short vowel sounds in the words.

Play audio CD track 40.

Amy and Mable

*Amy and Mable
Ate at the table
Amy had birthday cake,
Mable had a bagel*

La la la . .

*Sam and Andy
Had some candy
Sam had a Kit Kat,
Andy had taffy*

La la la . . .

*Eve and Ethan
Climbed a tree
Eve chose a Peach tree,
Ethan climbed a Beech tree*

Lee lee lee...

*Ed and Ellie
Made some Jello
Ed made red,
Ellie made yellow*

Le Le Le ...

Ida and Mike

Fly a kite

Ida's is bright blue,

Mike's is white

Li li li ...

Sid and Lilly

Each have a guinea pig

Sid's is little,

Lilly's is big

Li li li...

Pablo and Lola

Talk on the telephone

Pablo says 'hello',

Lola says 'hola'

Lo lo lo...

Bob and Molly

Each have Collies

Bob's is named Ozzie,

Molly's is Polly

Lo lo lo ...

Summer and Buck

See an ice cream truck

Summer likes bubblegum,

Buck likes push ups

Lu lu lu ...

Julio and Ruby

Play the yukelele

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*They like music,
How about you?*

Lu lu lu

Talk about the way that vowels change the sound of a singing voice and about the shape of the inside of the mouth as the singer sings.

Look at a medical diagram of the sinuses. They are big open spaces in your head! Did you know that when you sing it resonates (sound waves bounce around) in all of that space?

4. Suggestions

Get your students interested in stories and books by bringing a storyteller to your classroom.

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Lesson 13 - Fast and Slow

Materials: Grade K CD, CD player, Flash Cards 1, 2, 3, Drum or instrument to play (can be homemade), masking tape or carpet square, an audio recording of Grieg's *In the Hall of the Mountain King*, paper plates, brown paper bag, blue

Musical Concepts: Fast and slow

Grade Level Concepts: Fast and slow

Steps:

1. Rhythm/chant:

Play audio track 41 and have your students repeat the chant.

Greyhounds run by very fast, turtles are slow

Review flash cards 1, 2, and 3

2. Melody/Early Solfege Exposure

Play audio track 42.

Running means I'm very fast, tiptoe means I'm slow
Sol Sol Mi Mi Sol Sol Mi Sol Sol Mi Mi Sol Mi

3. Run!

Give your students a "place" to stand. It can be an X made of masking tape, a carpet square, or something else. Say, "This song will give you instructions about moving fast and moving slow. Listen for the instructions and do what the song says." Play the song on track 43. Act out the song with your students. Remind your students to return to his or her "place" at the end.

Run

*Run, run, run right now,
Run run run right now
Run run run right now,
Go back to your place*

*Jump, jump, jump right now,
Jump, jump, jump right now,
Jump, jump, jump right now,
Go back to your place.*

tiptoe, skip, crawl

Play a drum or other instrument. Alternate between playing quickly and slowly. Have your students move any way she or he wants to (crawling, skipping, rolling, etc.) but moving quickly when the drum plays quickly and slowly when the drum plays slowly.

4. Suggestion

Listen to an audio recording of Grieg's *In the Hall of the Mountain King*. Listen as the song gets faster and march along. Use paper plates and glue on paper handles (such as brown paper grocery bag handles) to "play cymbals" along with the cymbal crashes at the end of the piece.

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Lesson 14 - Loud and Soft

Materials: Grade K CD, CD player, Flash Cards 1, 2, 3, Worksheet 8 (pg 57) , an audio recording of Haydn's *Surprise Symphony*

Musical Concepts: Loud and soft

Grade Level Concepts: using indoor and outdoor voices

Steps:

1. Rhythm/chant:

Play track 44.

*If I saw a deer, it wouldn't make a peep
But a lion would roar unless it's asleep*

Say the chant. Speak the first line softly and the second line loudly. Say to your students, "Stand up when the chant is loud and sit down when the chant is soft."

Review flash cards 1, 2, and 3

2. Melody/Early Solfege Exposure

Play audio CD track 45.

Sing your name loudly (My name is _____)
Sing your name softly (My name is _____)
Sol Sol Mi La Sol Mi Sol Mi La Sol Mi

Feel free to ad lib loudly and softly, such as "Sing your favorite color loudly," etc.

3. In A Cabin

Say, "Listen to the song and think of motions that match the words."
Then listen to the song on track 46.

In A Cabin *

*Tiny cabin in the woods,
Little man by the window stood
Saw a rabbit hopping by
Knocking at his door*

*"Help me, Help me, sir," he said
Big, bad hunter's gonna shoot me dead
Little rabbit come inside
Safely to abide*

*Little cabin in the woods,
Little man by the window stood
Saw a rabbit hopping by
Knocking at his door*

*"Help me, Help me, sir," he said
Big, bad hunter's gonna shoot me dead
Little rabbit come inside
Safely to abide*

*Big cabin in the woods,
Little man by the window stood
Saw a rabbit hopping by
Knocking at his door*

*"Help me, Help me, sir," he said
Big, bad hunter's gonna shoot me dead
Little rabbit come inside
Safely to abide . .*

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*Giant cabin in the woods,
Little man by the window stood
Saw a rabbit hopping by
Knocking at his door*

*“Help me, Help me, sir,” he said
Big, bad hunter’s gonna shoot me dead
Little rabbit come inside
Safely to abide . . .*

SAMPLE ONLY

Say, “Was the song getting louder or softer?” Then do small motions for the soft verses and bigger motions for louder verses.

Look at Worksheet 8, (pg. 57) Ask your students which are loud and which are soft?

Please

4. Suggestion

Listen to an audio recording of Haydn’s *Surprise Symphony*. Have your students jump up when he or she hears the loud “surprise” parts. Join in the fun by turning the lights off and then on during the loud parts, or letting your students do it.

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