

# Table of Contents

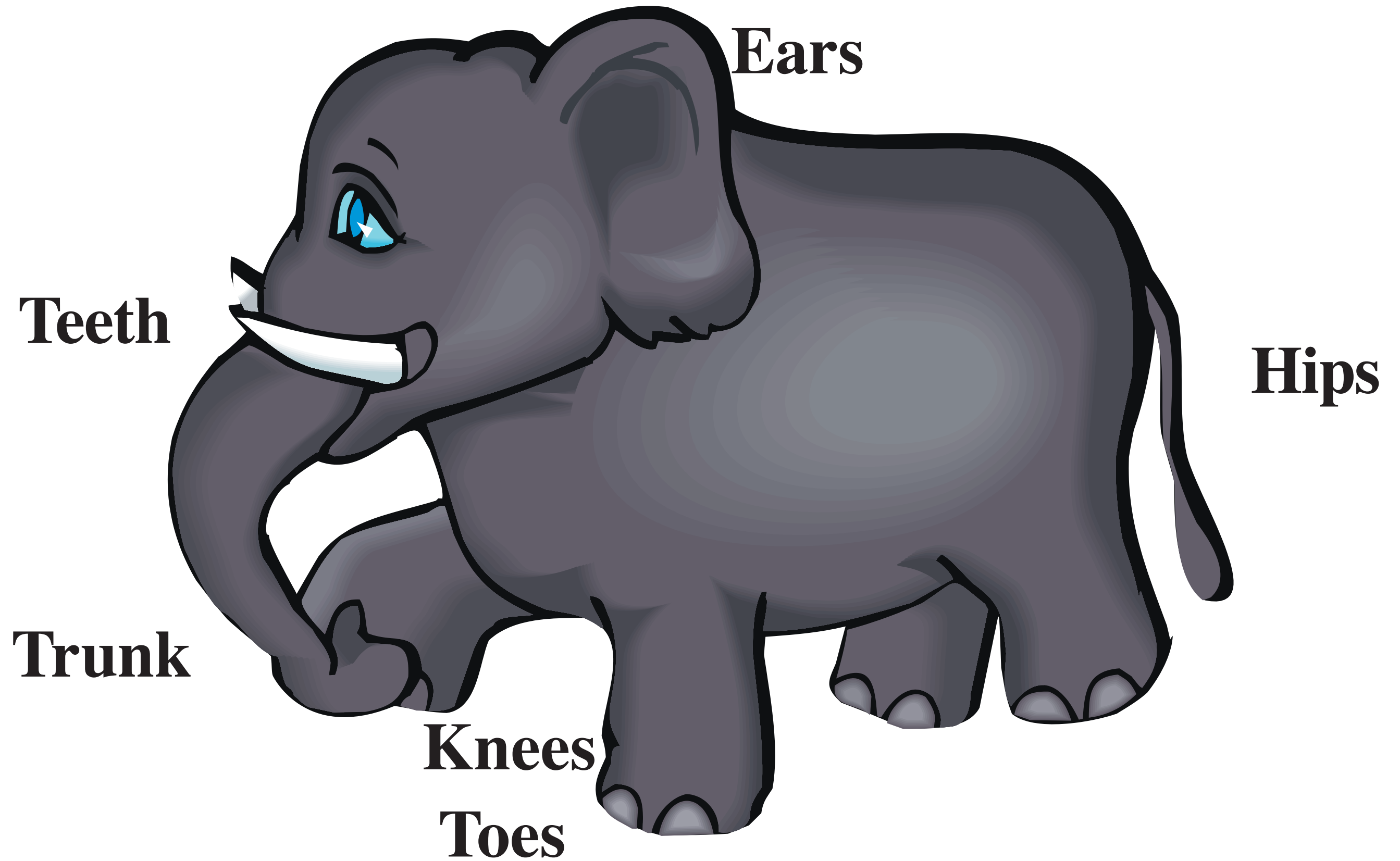
1. Title Page
2. Listen to the Sounds Around Us
3. Elephants Have Wrinkles
4. Listen to the Rhythm
5. What Keeps a Beat?
6. Beat Chart
7. Snail Snail
8. Snail Snail
9. Fast and Slow
10. Wheels on the Bus
11. Choo Choo Train
12. Choo Choo Train
13. Apples and Bananas
14. Counting Song
15. Counting Song
16. Hickory Dickory Dock
17. Carnival of the Animals
18. Carnival of the Animals
19. Loud and Soft
20. Rock Around the Alphabet
21. Jack and Jill
22. Jack and Jill
23. High and Low
24. Ten in the Bed
25. Bye Low Baby Oh
26. Bye Low Baby Oh
27. I'm Thankful
28. Ta and Titi
29. Rhythm Flashcards
30. Peter and the Wolf
31. I Like Turkey
32. Hey Betty Martin
33. Five Fat Turkeys
34. Today is Monday
35. Bats and Cats
36. Juanito
37. Peace in my Heart
38. Just One Candle
39. Just One Candle
40. Bounce the Ball
41. Bounce the Ball
42. Cuckoo
43. Lucy Locket
44. Goin' on a Bear Hunt
45. Goldilocks
46. Down by the Bay
47. Elevator
48. Elevator
49. Lemonade
50. Ho Ho Ho!
51. The Bells on the Sleigh
52. Instruments
53. Strawberry Shortcake
54. Tommy Tiddlemouse
55. Tick Tock
56. Mr. Potato Head
57. Wishy Washy Wee
58. We Are Dancing in the Forest
59. I Know a Little Pussy
60. I Know a Little Pussy
61. Bee Bee Bumblebee
62. The Eensy Weensy Spider
63. Bingo
64. Bow Wow Wow
65. Five Little Ducks
66. Bunny Hides a Basket
67. Hurry Easter Bunny
68. Apple Tree
69. Old Dog Full of Fleas
70. How Many Fingers?
71. Chicken Little
72. Five More Days Till Vacation
73. O Canada
74. My Country 'Tis of Thee
75. Suggestions for Using This Book
78. Alphabetical Index



Listen to the sounds  
around us.



# Elephants Have Wrinkles



# **Listen to the Rhythm**

Listen to the rhythm.

Listen to the beat.

Tell me your name then

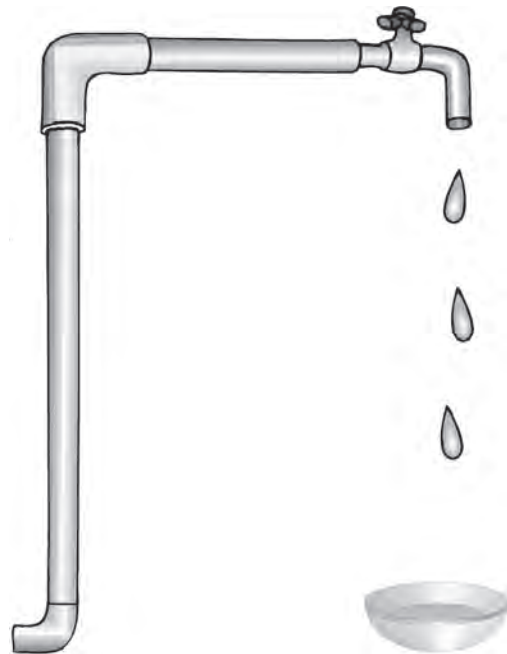
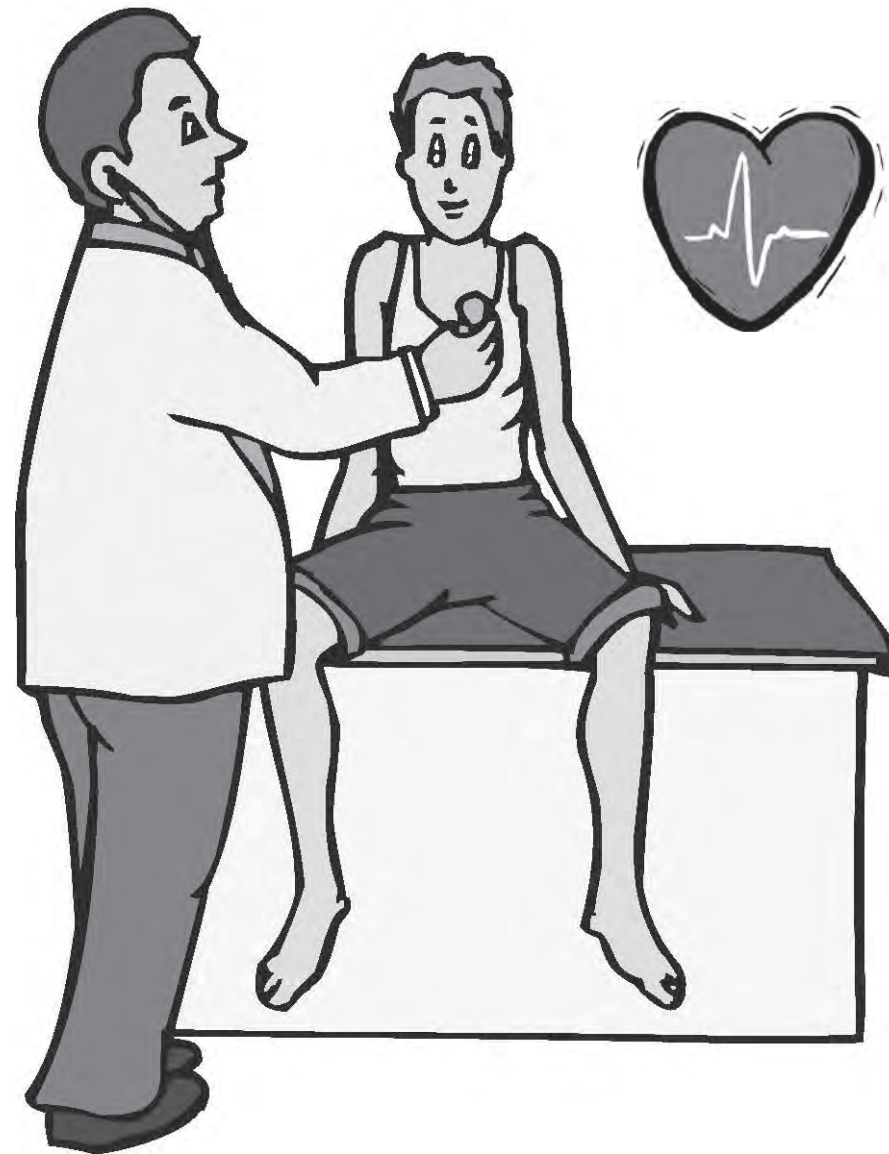
Take your seat.

# Beat Chart





# What Keeps a Beat?



# Snail Snail



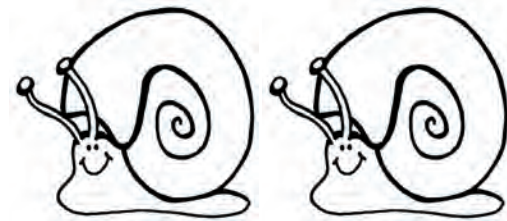
Snail,



Go a -



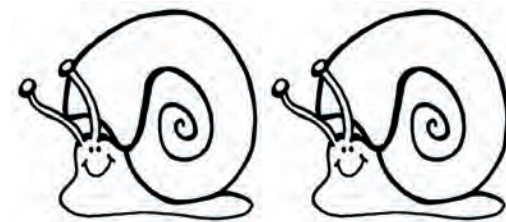
snail,



round and



snail,



round and



snail,



round.

# Snail Snail

Musical notation for the first line of the song. It features a treble clef, a 2/4 time signature, and a key signature of one flat (B-flat). The melody consists of four quarter notes: B-flat, G, F, and E. The lyrics "Snail, snail, snail, snail," are written below the notes.

2  
4  
Snail, snail, snail, snail,

Musical notation for the second line of the song. It features a treble clef and a key signature of one flat (B-flat). The melody consists of six quarter notes: D, C, B, A, G, and F. The lyrics "Go a - round and round and round." are written below the notes. The final note, F, has a fermata above it.

Go a - round and round and round.





Choo choo train,

Copy me just

Choo choo train,

Whoo, whoo,



choo choo

do the

choo choo

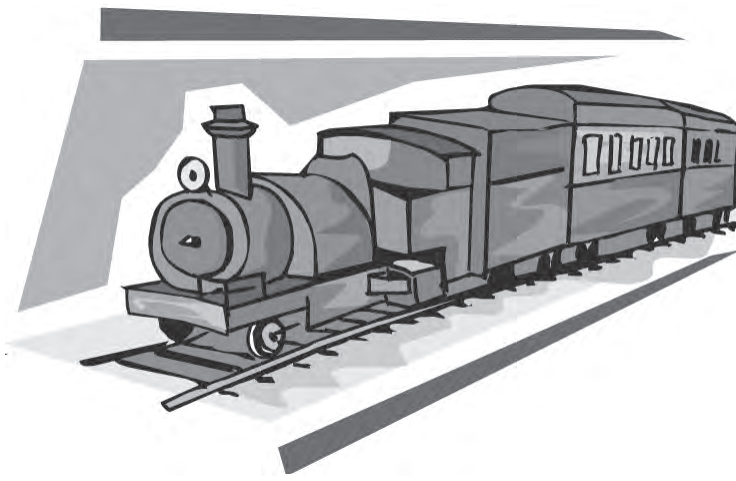
stop!



train,

same.

train,



# My Country 'Tis of Thee

My country, 'tis of thee,  
Sweet land of liberty,  
Of thee I sing;  
Land where my fathers died,  
Land of the pilgrims' pride,  
From every mountainside  
Let freedom ring!



# Suggestions for Using This Book

Big Book  
Page #

## 2 Listen to the Sounds Around Us (Listening Kit 1)

This page is included to have students really focus on and listen to the everyday sounds that they hear in their environment. If you have the Listening Resource Kit Level 1, this page correlates to track #1. Listen to the track and have the students identify the sounds that they hear. If you don't have the Kit, have students listen to sounds in the classroom for 30-60 seconds and then make a list of all of them on the board.

## 3 Elephants Have Wrinkles

This page is included to chart the words used in the song "Elephants Have Wrinkles" found on the CD "Movement Songs Children Love". This CD is not in the Musicplay 1 program, but is a recommended supplement.

## 4 Listen to the Rhythm

This chant can be used with a new instrument each week. While the class stands, have them recite the chant and play the beat on a drum, woodblock, or whatever instrument you have. Each child says his name in turn (as you play on the beat) and sits down.

## 5 What Keeps a Beat? (Listening Kit 1)

This page is included to help students understand and label the concept "beat". Each of the things pictured keeps a steady beat. Tell students that the beat is "the pulse of the music". Ask them to think of something that keeps a beat - windshield wipers, tap dripping, rowboat, clock or heart. Have them show the action and make the sound showing how it keeps a beat. All these objects are recorded in the Listening Resource Kit Level 1, track #2. If you have the kit, listen to the track and have the students identify the sounds they hear.

## 6 Beat Chart

This page is given so that you can have students tap a beat to many familiar songs. First you should have students keep a beat to a song by moving, stepping, tapping or patting the beat. When they demonstrate that they can keep a steady beat, have them transfer

Big Book  
Page #

the movement to tapping the beat on the chart. If the song is more than 8 beats long, begin again. Some of the songs in Musicplay 1 that you can tap the beats include: "Snail Snail", "Choo Choo Train", "Counting Song", "Bye Low Baby Oh", "Hey Betty Martin", "Tick Tock", "Bounce the Ball", "Cuckoo", "Tommy Tiddlemouse", "Apple Tree", and "How Many Fingers?".

## 7/8 Snail Snail (Song #4)

This is included to chart the words used in the song and to have the children begin to understand the idea that rhythm in music is the "way the words go". The song is given in music notation on page 8.

## 9 Fast and Slow

Think of things that are fast and things that are slow. Some are given here. Sing a song that you know slowly and then sing it quickly. If you have the Listening Kit Level 1, listen to several selections and move to the music. Show with your movement whether the music is fast or slow.

LCD#3 - Is it fast or slow?

LCD#8 - Wild Donkeys

Is it fast or slow?

Ask the students to think about what animal is described by the music (wild donkeys). What do the students think the donkeys are doing?

## 10 The Wheels on the Bus (Song #8)

The key words for this song are given so students can read as they sing. This song should be familiar to most students. As a variation, substitute instrument names and play rhythm instruments along with the song.

## 11/12 Choo Choo Train (Song #9)

This is included to chart the words used in the song and to have the children begin to understand the idea that rhythm in music is the "way the words go". The song is given in music notation on page 12.

Big Book  
Page #

## 13 Apples and Bananas (Song #11)

The key words to the song are given in this chart. Use this song to reinforce vowel sounds.

## 14/15 Counting Song (Song #12)

This is included to chart the words used in the song and to have the children begin to understand the idea that rhythm in music is the "way the words go". Clap the words, or the rhythm, showing the beats as you clap. When there are two sounds on a beat the rhythm is titi. When there is one sound on a beat, the rhythm is ta. The song is given in music notation on page 15. When the students are familiar with ta and titi, have them read the music. This song is also used to teach the intervals so and mi. (The first note is so.)

## 16 Hickory Dickory Dock (Song #13)

The key words for this song are charted so students can read as they sing. This song should be familiar to most students. Some additional verses are given in Musicplay.

2. The clock struck two, a cat said "Boo!"

3. The clock struck three, the mouse said, "Dear me!"

4. The clock struck four, they ran out the door.

## 17/18 Carnival of the Animals

The music for the Carnival of the Animals is found in the Listening Kit Level 1. (Recordings of this are readily available online or in music stores.) When you introduce a selection show the students the picture of the animal that the music represents. After they have heard all the sections of the piece, play a movement and ask the students to try to identify it.

## 19 Loud and Soft (Listening Kit 1)

If you have the Listening Kit 1, play track #4. Is it loud or soft? Listen to the sounds on the CD pausing after each one to try and identify them and if they are loud or soft. Ask students to think of other sounds that are loud or soft.