

# Musicplay for Kindergarten

Big Music Book  
by Denise Gagné

This Big Book:

- ♪ illustrates important musical concepts for kindergarten
- ♪ charts the lyrics to the short songs for beginning readers
- ♪ charts musical notation for short songs using graphics and notation
- ♪ provides graphics of classroom musical instruments and instrument families
- ♪ integrates and reinforces classroom learning of alphabet, numbers, shapes, etc.

## Themes & Variations

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# Welcome to School

Welcome to school everyone.

Hope you have a lot of fun!

Now is the time to sing and play.

Hope you have a great day!



# Put Your Finger on Your Lip

Put your finger on your lip, on your lip!

Put your hand on your hip, on your hip!

Put your finger on your lip  
And your hand on your hip,

Put your finger on your lip,  
on your lip! Zip! Zip!



# Count to Twenty

1 2 3 4 5  
6 7 8 9 10  
11 12 13 14 15  
16 17 18 19 20

**SAMPLE**

# Listen as I Play

Listen as I play the beat.

Gee this drum sounds really neat.

This is such a silly game.

Sit down when you say your name.

My name is \_\_\_\_\_.



# Join Into the Game

Let everyone clap hands like me.

Let everyone clap hands like me.

Come on and join into the game.

You'll find that it's always the same.



2. stamp feet



3. sneeze



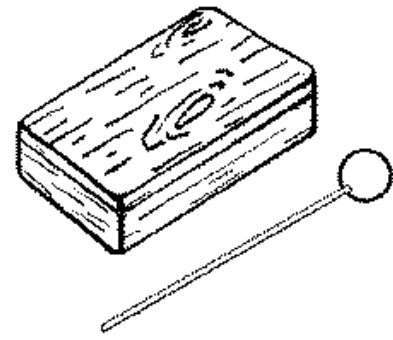
4. whistle



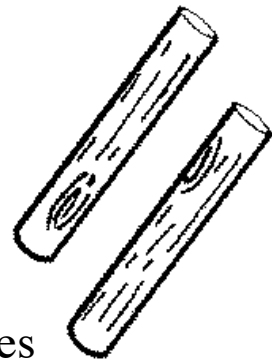
5. laugh



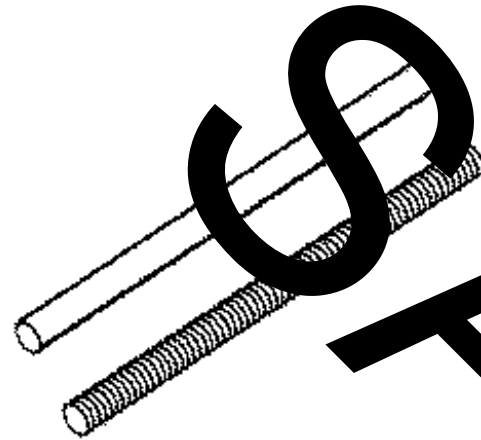
# Instruments



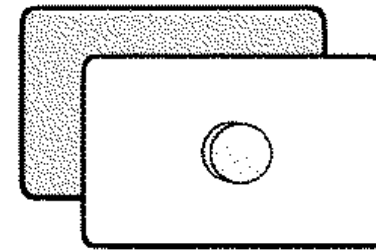
woodblock



claves



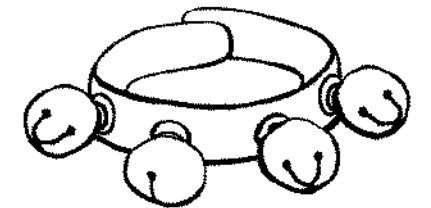
sticks



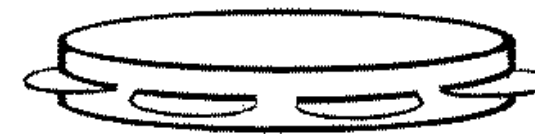
sandpaper blocks



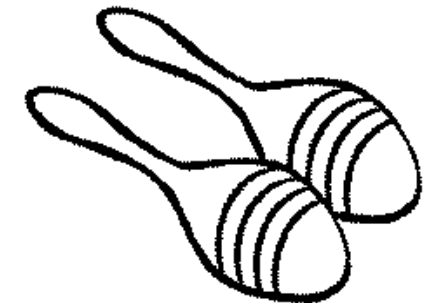
jingle tap



bells



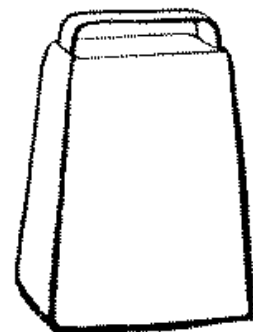
tambourine



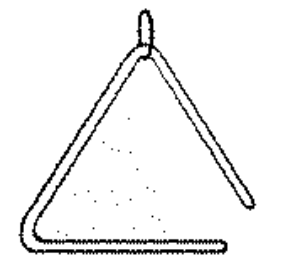
maracas



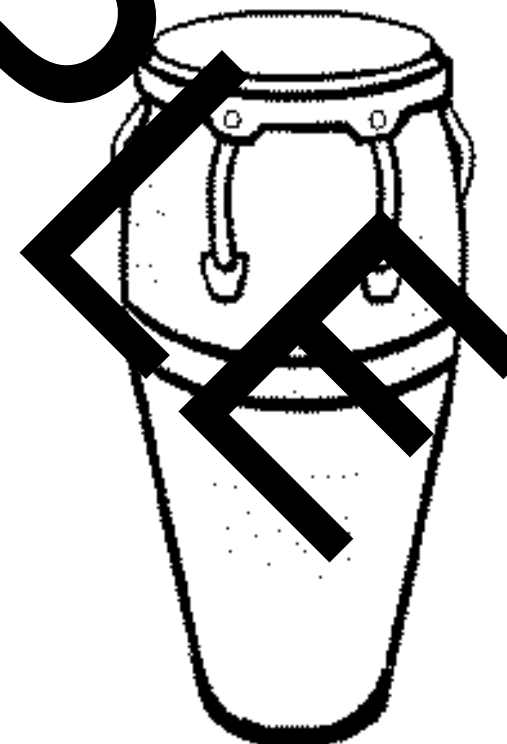
finger cymbals



cowbell



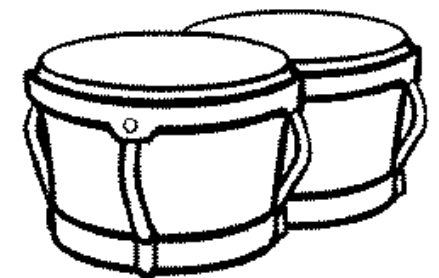
triangle



conga



hand drum



bongos

# Suggestions for Using This Book

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Page #

**2 Welcome to School (Song #1)**

Track the words as you sing, and again as the students echo. Repeat the song frequently so the students become even more familiar with the words. After the students know the song well, invite children to be the leaders and track the words themselves as they sing.

**3 Put Your Finger on Your Lip (Song #2)**

Track the words as you sing. Repeat the song frequently so the students can track the words.

**4 Count to Twenty (Song #3)**

The song is written so that the children do actions while they count. Sing the song near the chart and point to the numbers as you sing.

**5 Listen as I Play (Song #4)**

This chant provides practice keeping a beat, and it helps the music specialist to learn names. The words are charted. Track the words as you chant. This chant is meant to be done frequently throughout the school year. As the children progress in letter and word recognition, some will learn to read the chant. After they know this well, have students take turns pointing to and tracking the words.

This chant is also a great way for classroom teacher or music specialist to introduce a variety of rhythm instruments. Many instruments are pictured on page 7 of this book.

**6 Join Into the Game (Song #5)**

The song is given in chart form so you can track the words for beginning readers. Graphics illustrate each verse, providing “iconic” reading material.

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**7 Instruments**

Many different classroom instruments are pictured on page 7. As you introduce the instruments in song #4 “Listen as I Play the Beat”, turn to page 7 and ask students to find the instrument on the page. Identify the beginning sound and letter of the instrument. The instruments are grouped to show the different ways they make sound: Drums, Shakes & Scrapes, Metals and Woods. When you introduce an instrument in song 4, ask the children to tell you what the instrument is made of, and to tell you how it makes its sound. You can then classify it according to the category.

**8 Voice (Song #8)**

“This is my speaking Voice” is an echo chant to help the students differentiate between speaking and singing voices. Many teachers talk to their classes about using playground voices outside and whisper voices inside. You can use the words to discuss what voices are most appropriate in what places as well as to learn the difference between singing and speaking.

**9 Hickety Tickety (Song #12)**

The song is given in chart form so you can track the words for beginning readers. This is a good song to review often. It gives the children an opportunity to sing alone, which can help them to control their singing voices.

**10 Loud - Quiet (Song #13)**

“Loud Voice - Quiet Voice” is an echo chant to help the children differentiate between loud and quiet. The pictures given on page 10 are classified as loud and quiet. Point to each graphic and ask the children what the picture is and whether it is loud or quiet. Have them think of other things that are loud and quiet. To reinforce this, you could have them draw a picture of something loud and something quiet. (Fold a piece of paper in half and label one side “Loud” and the other side “Quiet”).

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**11 Andy Pandy (Song #16)**

The concepts “up”, “down”, “in” and “out” may not be fully understood by some of your needier students. The graphics on this page help them remember the sequence of events in the song, and help them to understand the concepts.

**12 Gingerbread Man (Song #18)**

The song is given in chart form so you can track the words for beginning readers. Graphics to illustrate the story surround the words so you can retell the story, or have the children retell the story.

**13 Color Song (Song #19)**

The color words are charted so you can track the words for beginning readers. The rhyming words are given along with graphics to illustrate them. This will help you and the students remember the order that the colors are given in the song, and the words to the song. You may want to outline the color words with a colored marker to give the students even more visual cues.

**14 Autumn Leaves (Song #21)**

The leaf shapes show the way the melody goes - the melodic contour. There are 8 leaves, just as there are 8 notes in the scale. Tap the leaf as you sing the words to show how the melody goes.

- leaf 1:** Autumn leaves are
- leaf 2:** falling
- leaf 3:** falling to the
- leaf 4:** ground
- leaf 5:** look at how they
- leaf 6:** scatter
- leaf 7:** leaves are all a-
- leaf 8:** round
- leaves 9-16:** Swirling, swirling leaves are flying
- 17-19:** in the wind