

Musicplay PreK Part 2

Winter

by Denise Gagné

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This collection comes with a CD. If your computer does not have a disk drive, email info@musicplay.ca to request a download of the disk contents.

Themes & Variations

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Musicplay PreK Part 2 - Winter

Concepts / Themes / Songs / Poems / Storybooks

lesson	Concept / Theme	Songs / Poems	Songs / Poems / Stories	Activities
1	- beat, echo, fast/slow, quiet/loud, high/low singing/speaking voice Holiday song, Christmas	1. It's Music Time Hello Chant 2. Five Little Bells 3. Letter H 4. Hula Hippo 5. Reindeer Pokey 6. Trepak	7. I Like Playing in Snow 8. Christmas Cookies 9. Jingle Bells 10. Make Some Toys 11. Wish You Merry 63. Skinamarink Story: Jingle Bellsk	- Hello - pat beat - Time for Music - count the beats between verses, classify instruments - #2 improvise movement - echo rhythm patterns
2	- beat, quiet/loud	12. Here is the Chimney 13-15. Letter Z, Zed the Zebra 16. I Like to Ring the Bells	Story: Jingle Bells	- magic lips, body percussion beat response - echo rhythm patterns
3	- beat in 2/4, 3/4 meter, echo melody, show melodic direction	17. Chubby Little Snowman 18. I Made a Snowman 19. Snowflakes 20-21. E - Ellie Elephant 22. The Elephant Goes	23. Elephants Have Wrinkles 24. Elephant, Carnival of the Animals Story: Elmer the Elephant	- Hello with tambourine - move to show melodic direction - create color patterns - Melody the Elephant
4	- beat, sing a response, loud/quiet	25. Baby Shark 26. Letter F 27. Fin the Fish	28. Vivaldi, Symphony 29. Frosty Weather Story: Snow in the Park	- accompany simple song (#29)
5	- beat, up/down, fast/slow, quiet/loud.	30. Roll the Snowball 31-32. P - Perky Penguin 33. Penguin March	34. Five Little Penguins Story: Tacky the Penguin	- parachute play - movement improvisation - counting activity
6	- beat, expression	35. Whoops John 36-37. O - Ollie Otter	Story - Millions of Snowflakes	- accompany story with simple song (#29)
7	- beat, echo (call and response), so-mi, vocal timbre	38. Daddy King 39. Letter U 40. Uncle Underwear 41. The More We Get Together	42. I Like Valentines 43. Valentine Game 44. Body Moves Story - Ode to Underwear	vocal development - echo - create patterns with color words - pitch match so-mi - move isolated body parts
8	- beat, rhythm, quiet/loud, fast/slow, high/low	45. Mix Pancake 46. Surprise Symphony	Story: Pancakes, Pancakes by Eric Carle	- create accompaniment for a poem - dramatize Surprise Symphony
9	- beat, quiet/loud, fast/slow, high/low, melodic direction	47. Chop Chop Chippety Chop 48-49. W - Wild Friends 50. Ridin' the Roller Coaster	Story: Pete the Cat and his Four Groovy Buttons	- show melodic direction with parachute or stretchy band
10	- beat, quiet/loud, accent	51. Two Little Sausages 52. Go Bananas	Story: Eating the Alphabet by Lois Ehlert	- create accompaniment for a poem - create patterns with food
11	- beat, expression, so-mi, scale song (melodic direction) echo	53-54. X - Ox and Fox 55. Here is the Beehive 56. Bee Bee Bumblebee 57. Baby Bumblebee 58. On my toe there was a bee	59. Flight of Bumblebee 60. I Like Leprechauns 61. Irish Washerwoman Story: How to catch a Leprechaun	vocal development - buzz like bee - tap beat on chart
12	- beat	62. Count to Seven	Story: My Seven Book	- create movement

Musicplay PreK: December Week 1

New Songs and Poems:

1. It's Music Time
Hello Chant (not recorded)
2. Five Little Bells
3. Letter H
4. Hula Hippo
5. Reindeer Pokey
6. Trepak
7. I Like Playing in the Snow
8. Christmas Cookies
9. Jingle Bells
10. Make Some Toys
11. Wish You Merry Christmas
63. Skinamarink

Objectives:

- The students will keep the beat when moving and singing.
- The students will echo a melodic phrase.
- The students will respond to fast/slow, quiet/loud, high/low.
- The students will play instruments to accompany their singing.
- The students will classify unpitched instruments by timbre.
- The students will create new verses and/or movements for a song.
- The students will identify singing or speaking voice timbres.

I Can Statements:

- I can keep a beat.
- I can sing an echo.

Materials:

- scarves, jingle bells, unpitched instruments
- Letter H poster, story

Purpose:	CD:	Activity:
opener	1	<u>It's Music Time</u> - talk about beat
names		<u>Preschool Beat Chant</u> - sing bells in different ways, pat the beat or play on bells
	2	<u>Five Little Bells</u> - say poem, discuss which parts should be fast or slow
letter song	3	<u>Letter H</u> - show the letter H poster, sing the letter song, and read the story
letter song	4	<u>Hula Hippo</u> - sing and do the movement
		Note: Choose 3 songs from the following songs/activities. Extras are included in December to allow you a variety to choose from for a holiday concert.
movement	5	<u>Reindeer Pokey</u> - introduce the song by showing the movie or show the pictures if you don't have a projector. - do the movements as the music suggests
	6	<u>Trepak</u> - move to the music with scarves (see demo video)
action song	7	<u>I Like Playing in the Snow</u> - introduce the song by showing the movie or show the pictures if you don't have a projector. Pause after each verse, and make up movements - make up new verses
action song	8	<u>Christmas Cookies</u> - make up movements to go with the song
movement	9	<u>Jingle Bells</u> - accompany the song with jingle bells and teach the dance
instruments	10	<u>Make Some Toys</u> - give out sticks or bells, and accompany the song
body percussion	11	<u>We Wish You a Merry Christmas</u> - do body percussion and movement with song
echo rhythm		Echo rhythm patterns with the instruments using the syllable ba. ba ba baba ba
goodbye	63	<u>Skinamarink</u>
assess		<i>steady beat movement through observation, non-locomotor in It's Music Time or Trepak, locomotor in the Jingle Bells Dance.</i>

1. It's Music Time

Denise Gagné



It's mu - sic time! (It's mu - sic time!) It's mu - sic time! (It's mu - sic time!) In
 clap - ping time! (It's clap - ping time!) It's clap - ping time! (It's clap - ping time!)
 pat - ting time! (It's pat - ting time!) It's pat - ting time! (It's pat - ting time!)
 sing - ing time! (It's sing - ing time!) It's sing - ing time! (It's sing - ing time!)



mu - sic time we all have fun, we sing and dance and play! It's

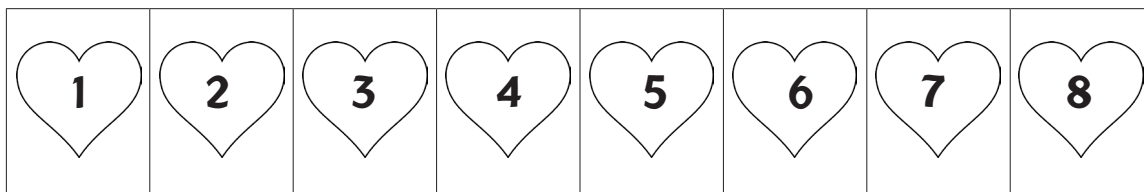
Concept: steady beat, create movement

Objective: The students will keep a steady beat as they perform the actions in the song.
 The students will pat, count or tap the beats at the end of the song.
 The students will echo a short melody.

Teaching Suggestions: This is an opening song that can be used for every music class throughout the year or throughout the lessons 12-24. In PreK, you can teach songs by rote or teach them by immersion. In rote teaching, you sing a phrase (or play a phrase in the recording) and the children echo. Then you combine phrases until children can echo the entire song. When you teach by immersion, you sing the song (or play the recording) and have the children do a movement while listening to the song. If teaching this song by immersion tell the students to copy your movement while they listen to the song. After doing the movements for several lessons, they will have “caught” the melody and can sing along.

Create and Play: When children know the song and are singing along, invite the children to create their own verses and movements. They could select instruments and sing, “It’s drumming time,” or “It’s playing time.”

At the end of each verse there is an eight beat interlude. During the eight beats continue the movement from the verse and count the beats. Tell the children that when they count to eight, they are counting the beats in the song and explain that beat in music is the steady pulse that you can feel, clap or dance to. Use the hearts on the beat strip below as a visual to show the beat. Model how to tap on the beat in the interlude of the song. After your students have learned the song, print beat strips for each child and invite them to join you in tapping on the beats during the interlude.



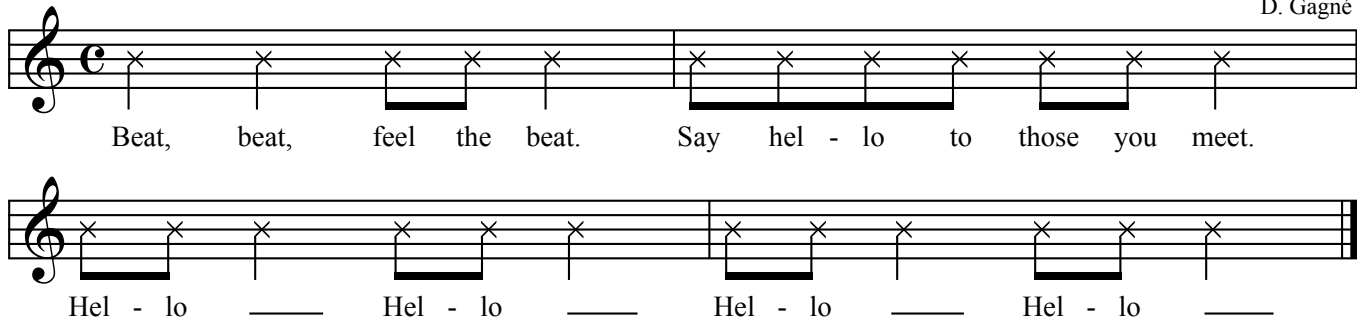
Printables like the beat strip will be included in the digital resources disk .

Centers: Manipulatives to make a beat center will be included on the Digital Resources Disk.

Beat Buddies: A fun way to get little ones keeping a beat is to give them a stuffed animal to be their “beat buddy.” PreK - Gr. 2 children love to keep a beat or do actions with a stuffie. You can ask your parents for donations of stuffies or find inexpensive ones to purchase at thrift stores or garage sales. Model for the students ways that their beat buddy can keep the beat or do the action with the Music Time song, or with any of the songs in this collection.

Preschool Beat Chant

D. Gagné



Concept: steady beat, timbre of voices, fast/slow, quiet/loud, high/low

Objective: The students will perform a steady beat as they say a chant.

The students will classify instruments as woods, metals, drums, shakes and scrapes.

Suggested Instruments: any classroom instrument

Process and Suggestions: The beat chants are a great way to welcome your students to music class or music time. Some music teachers teach more than a thousand students each week and it can be very difficult to remember the names. Starting your class with a name chant establishes a routine, introduces the term “beat” and will help the teacher remember all of the names. This beat chant was introduced in Musicplay PreK Part 1, and can be used for the entire school year.

1. Say the preschool chant, patting a steady beat as you speak. Say hello to a student using a high, low, quiet, loud, fast, or slow voice. Also use speaking, whispering, shouting or calling and singing voices. After you say hello to the student using whatever voice you choose, the class echoes, copying the way you said it. Say hello to four students, then say the chant again. When singing hello use a variety of melodic patterns: so-mi so-so-mi, so-la-so-mi-do or mi-re-do-do-do. This is an excellent way to introduce your PreK students to many musical concepts!

2. In the next lesson, instead of patting the steady beat, play the beat on a non-pitched instrument. Ask the students questions about the instrument you have chosen to play.

* What is this instrument called? * What is it made out of? * How is the sound made on this instrument?

Demonstrate how to hold the instrument and how to play it before playing along with the chant. You may want to have the students play the instrument you use in this activity. If you have a tambourine or hand drum, you could hold it, but have the children tap it. This is an excellent way to introduce all of the unpitched instruments that you have in your classroom.

After 5-6 weeks you will have shown the students 5-6 instruments. I like to do an activity I call the Mystery Box I put 5-6 instruments in a box so the children can't see what I'm playing. I play an instrument, and they identify it. It's a great way to introduce them to the timbre of unpitched instruments, and to help build their vocabulary as they learn the names of all the instruments! In Musicplay PreK you can begin to classify the instruments. There are multiple ways to classify unpitched instruments, but one way is to classify them as woods, metals, shakes/scrapes and drums. This set of posters to help classify instruments is given as a PDF file on the digital resources disk.



2. Five Little Bells Fingerplay

Arranged D. Gagné

perc.

Five lit-tle bells hang-ing in a row, The first one said, "Ring me slow." The
 se-cond one said, "Ring me fast." The third one said, "Ring me last." The
 fourth one said, "I'm like a chime." The fifth one said, "Ring me at Christ mas time."

Five little bells, hanging in a row, *hold up all the fingers on your hand*
 The first one said, "Ring me slow." *wiggle the thumb slowly*
 The second one said, "Ring me fast." *wiggle pointer finger quickly*
 The third one said, "Ring me last." *wiggle the middle finger*
 The fourth one said, "I'm like a chime." *wiggle the ring finger*
 The fifth one said, "Ring me at Christmas Time." *wiggle the baby finger*

Concept: Tempo - fast/slow **Objectives:** The students will respond to slow and fast tempos.

Teaching Suggestions: Fingerplay is an important part of the Musicplay PreK curriculum. Through fingerplays children learn many important pre-reading skills.

- * They increase their vocabulary and through doing movements learn the meaning of the words.
- * They develop steady beat. * They develop fluency in their spoken language.
- * They develop fine motor skills. * They learn to follow directions.

Children need repetition to build their language skills. Repeat each fingerplay several times, varying some aspect of it. For example: 1. Say the poem, using your right hand to show the five bells.

2. Say the poem, using your left hand to show the five bells. "Let's use our other hand."

3. Say the poem with "magic lips." You just mouth the words and do the actions. This really helps children to internalize the beat, and this really seems to help the children learn the words.

4. Add an instrument to the poem as illustrated in the score above.

Movement Improvisation: Invite the children to pretend that they are a bell. Play a B section on handbells or on a glockenspiel or metallophone, and have them explore moving individual body parts. Create an A B A form by A: saying the fingerplay B: moving to the bell music A: saying the fingerplay.

Centers: Manipulatives to make a fast/slow center will be included on the Digital Resources Disk.

Hula Hippo Story

Hilda Hippo wanted to be a dancer. Her family thought that this was very funny. “What kind of dances can a hippo do?” asked her brother Harry. “Your feet are too big for ballet shoes. You can’t tap dance in the mud. You can’t be a dancer.”

Hilda Hippo was sad. She loved to sway to the music, and in her heart she felt that she was born to dance. One day, some tourists from Hawaii came to the Hippo Rescue project where she lived. They had an iPod and speaker dock with them and when they stopped to have a picnic lunch, they hooked up their music and started to play some lovely Hawaiian tunes. Hilda had never heard music like this before. She started swaying back and forth to the music.

The tourists noticed the hippo moving right in time to the music. “Look at the Hula Hippo!” they shouted. They took some videos of the hippo swaying in time to the Hawaiian music, and posted them on YouTube. Soon, busloads of tourists were coming to the hippo sanctuary to see the Hula Hippo. The sanctuary set up a sound system that played Hawaiian music, and the tourists got to see the only Hula Hippo in Africa.

3. Letter H

Letter H says, “H.” Letter H says, “H.”

“H,” like Hippo, Letter H says, “H.”

4. Hula Hippo

The musical score is written on three staves in G major (one sharp) and 4/4 time. The lyrics are: Hu - la. (Hu - la.) Ha - wai - ian Hip - po does the hu - la. (Hu - la.) Hap - py Ha - wai - ian guy.

Hula Hippo Actions:

- Hula. (Hula.) *hula left 2x, hula right 2x*
- Hawaiian Hippo does the hula. (Hula.) *push palms out - left, right, left, right - going from high to low*
- Hawaiian Hippo does the hula. (Hula.) *hula left 2x, hula right 2x*
- Hawaiian Hippo does the hula. (Hula.) *push palms out - left, right, left, right*
- Happy Hawaiian guy. *hula left 2x, hula right 2x*
- ending *roll arms L, R, L, R*
- hula left 2x, hula right 2x and end with palm up*



Objective: The students will identify the letter h and can tell what sound it makes.

Teaching Suggestions: Introduce the letter song by showing the children the poster (a printable PDF is included in the Digital Resources Disk) and telling them the story. Sing the phonics song, and teach the action song.

Movement Improvisation: Create a B section for the song. Improvise on a drum and have the students create locomotor or non-locomotor movements as you play. (♩ ♪ ♪ ♪ | ♩ ♪ ♪ ♪ | ♩ ♪ ♪ ♪ | ♪ ♪ ♪ ♪) You could perform the song as an ABA form. A - sing Hula Hippo B - improvise movement A - sing Hula Hippo

5. Reindeer Pokey

You put your front hooves in, ___ You put your front hooves out, ___ You put your front hooves in ___ and you shake them all a - bout. You do the Rein-deer Po - key and you turn your - self a - round. And that's what it's all a - bout!

2. You put your antlers in. You put your antlers out...
3. You put your fluffy tail in. You put your fluffy tail out...
4. You put your red nose in. You put your red nose out...
5. You put the reindeer in. You put the reindeer out...

Concept: beat

Objective: The students will move to the beat while singing a holiday action song.
The students will create new verses and movements.

Teaching Suggestions: This is a holiday adaptation of the Hokey Pokey, so the melody may be familiar to your students. Sing the song or play the song on a CD and teach the movements. Invite the children to sing along. Invite the children to create new verses and sing and act them out. This would be a fun piece for your PreK students to perform in a holiday concert.

6. Trepak

Concept: beat

Objective: The students will move to the beat with scarves or ribbons.

Teaching Suggestions: Use the choreography that is suggested or create your own using ideas that your students come up with. A demo movie will be included in the digital resources disk.

A: toss scarf! toss scarf! bounce scarf 8x
toss scarf! toss scarf! bounce scarf 8x
toss scarf! toss scarf! bounce scarf 8x
toss scarf! toss scarf! bounce scarf 8x

A: toss scarf! toss scarf! bounce scarf 8x
toss scarf! toss scarf! bounce scarf 8x
wave left-right-left-right for 23 beats
toss in the air to end!

B: wash the floor - LRLR 16 beats
wash the windows - LRLR 16 beats
wave left, hold wave right, hold
wave left---right---, left-right-left-right

Parachute Idea: Put some pretend snowballs (large white pom poms or rolled up white socks) on the parachute and do the suggested movements together with the parachute.

7. I Like Playing in the Snow

I like play - ing in the snow, In the snow, in the snow. *spoken*

I like play - ing in the snow, 'Cause win - ter time is fun. It's

cold out there. Uh - huh! But we don't care. Uh - uh! Dress

nice and warm. Oh yeah. In long un - der - wear! *Fine*

2. Make a snowman big and round,
Big and round, big and round.
Make a snowman big and round,
'Cause winter time is here.

Chorus:
It's cold out there. Uh-huh!
But we don't care. Uh-uh!
Dress nice and warm. Oh yeah!
In long underwear!

3. Let's go sledding down the hill,
Down the hill, down the hill.
Let's go sledding down the hill,
'Cause winter time is here.

Chorus:
4. Make an angel in the snow,
In the snow, in the snow.
Make an angel in the snow,
'Cause winter time is here.

Chorus:

Concept: timbre of singing and speaking voices

Objective: The students will identify singing and speaking voices.

The students will create movements to accompany their singing.

Teaching Suggestions: Teach the first verse of the song by rote. In rote teaching children listen to a phrase, then echo. Sing the phrase or play the phrase on the CD, and the children sing it back. Sing 2 phrases, and have them echo. Then sing the whole section and they echo. Create movements to accompany your singing. Teach the other verses and using student suggestions create movements to go with each verse. Alternately, you could divide the students into four groups and have each group dramatize one verse of the song. Group one would think of different ways they might play in the snow, group two would dramatize making a snowman, group three would pretend to go sledding.

Ask the children to tell you which parts of the song use a singing voice (A section) and which use a speaking voice. (B section)

Playing and Creating: If you perform this song in a concert, it might be fun to have some solos in the speaking part. Solo: It's cold out there. Class: Uh-huh! Solo: But we don't care. Class: Uh-uh! Solo: Dress nice and warm. Class: Oh yeah! In long underwear.

Choose an instrument to accompany the A section (sung part) and another instrument to accompany the B spoken section.

11. We Wish You a Merry Christmas

We wish you a Mer-ry Christ-mas. We wish you a Mer-ry Christ-mas. We wish you a Mer-ry Christ-mas and a Hap-py New Year! Hap-py hol-i-days to you, Whe-rev-er you are, Hap-py hol-i-days, Mer-ry Christ-mas, And a Hap-py New Year!

2. Let's all do a little clapping,
Let's all do a little clapping,
Let's all do a little clapping,
'Cause Christmas is here.

3. Let's all do a little jumping,
Let's all do a little jumping,
Let's all do a little jumping,
'Cause Christmas is here.

4. Let's all do a little waving,
Let's all do a little waving,
Let's all do a little waving,
'Cause Christmas is here.

5. Let's all do a little tapping,
Let's all do a little tapping,
Let's all do a little tapping,
'Cause Christmas is here.

Happy holidays to you,
Wherever you are,
Happy holidays, Merry Christmas,
And a Happy New Year.

Concept: beat

Objective: The students will perform a steady beat while singing a song.
The students will create and perform new verses for a song.

Teaching Suggestions: Teach the song by rote.

Invite the children to suggest new ways of moving that you can use as new verses. Sing and move to the new verses. Invite the children to suggest instruments that you could play with the song, and create new verses for. For example:

Let's all play a little shaker,
Let's all play a little shaker,
Let's all play a little shaker,
'Cause Christmas is here.

Story Time:

Jingle Bells (Sing and Read Storybook) Paperback – 2001 by Darcy May (Author)

Publisher: Scholastic (2001) ISBN-13: 978-0439287210

OR

Jingle Bells (Little Golden Book) Hardcover – September 8, 2015 by Kathleen N. Daly (Author), J. P. Miller

(Illustrator) Publisher: Golden Books; Reissue edition (September 8, 2015) ISBN-13: 978-0553511123

Centers: Create a center with all the musical storybooks suggested in the lessons, and any other singing storybooks that you have.

Musicplay PreK: January Week 1

New Songs and Poems:

17. Chubby Little Snowman
18. I Made a Snowman
19. Snowflakes
- 20-21. E - Ellie Elephant
22. The Elephant Goes
23. Elephants Have Wrinkles
24. Elephant, Carnival of the Animals

Review Songs and Poems:

1. It's Music Time
7. I Like Playing in the Snow
63. Skinnamarink

Objectives:

- The students will say a poem using voices that are quiet/loud.
- The students will echo a melodic phrase.
- The students will show how the melody goes with movement.
- The students will move to the beat in 2/4 and 3/4 meter.

I Can Statements:

- I can keep a beat when I move to music.
- I can sing an echo.
- I can show how a melody goes higher and lower.

Materials:

- Toy elephant (Melody), scarves
- tambourine, unpitched instrument
- Letter E poster, story
- Elmer the Elephant storybook

Purpose:	CD:	Activity:
opener	1	It's Music Time - tap beats on beat strips at the end of the song
names		Preschool Beat Chant - sing names in different ways, pat the beat or play on a tambourine
vocal warmup		Melody the Elephant - sing to melody, and Melody does what you sing
fingerplay	17	Chubby Little Snowman - do fingerplay with actions, loud/quiet voices, add instruments to accompany the poem
echo song	18	I Made a Snowman - have students copy actions and sing echoes
movement	19	Snowflakes - move with scarves or snowflakes to show melodic direction
instruments	7	I Like Playing in the Snow - add instruments to the song
letter song	20	Letter E Phonics song - show poster, read story
letter song	21	Ellie Elephant - sing song and do movement
fingerplay	22	The Elephant Goes - say with variety of dynamics
action song	23	Elephants Have Wrinkles - sing echoes, do movement
movement	24	Elephant from Carnival of the Animals - move to feel 3/4 meter
goodbye	63	Skinamarink
storybook		Elmer the Elephant, David McKee - read the story, discuss - create patterns with color words

17. A Chubby Little Snowman

A Chubby little snowman,	<i>make a big circle with your arms</i>
Had a carrot for a nose.	<i>show a carrot where your nose is</i>
Along came a bunny,	<i>make bunny ears (peace sign) with fingers and hop 4 times</i>
And what do you suppose?	<i>gesture "why" with palms up</i>
That hungry little bunny,	<i>rub your tummy</i>
Looking for his lunch,	<i>look out</i>
Ate the snowman's carrot nose,	<i>mime eating</i>
Nibble, nibble, crunch!	<i>grab with fists two times with small motions, and one big motion</i>

Objective: The students will say a poem using a quiet voice and a loud voice.

Teaching Suggestions: Say the poem for the children and demonstrate the actions. Invite the children to say the poem and do the actions with you. Ask the students to tell you which words in the last line should be the loudest. (crunch!) Ask them if there are other words in the poem that should be said louder.

Playing and Creating: Create a word highlight accompaniment for the poem using unpitched instruments. Find the important words in the poem and underline them. Choose instruments to play on those words. For example:

A <u>Chubby</u> little <u>snowman</u> ,	play on guiro
Had a <u>carrot</u> for a nose.	vibraslap or castanets
<u>Along</u> came a bunny,	play drum 4x
And <u>what</u> do you suppose?	finger cymbals, triangle
That <u>hungry</u> little <u>bunny</u> ,	play on guiro
<u>Looking</u> for his <u>lunch</u> ,	play on drum (4x)
<u>Ate</u> the snowman's carrot nose,	vibraslap, cymbal or castanets
<u>Nibble, nibble, crunch!</u>	all play quiet, quiet, LOUD

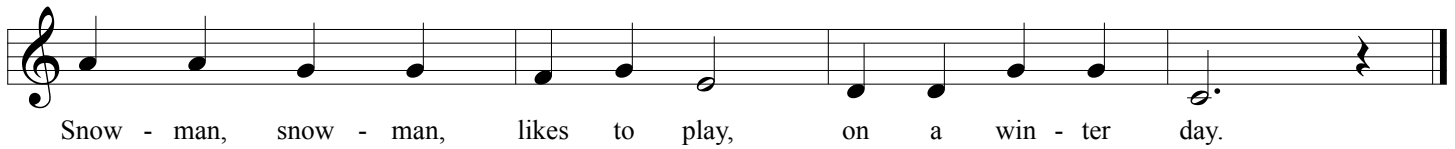
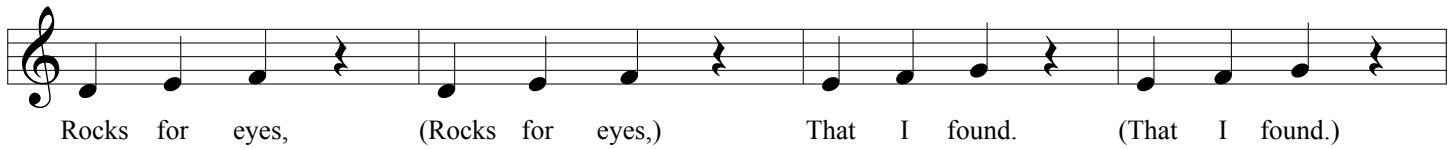
Teach one instrument part at a time. (With some classes you might only be able to teach one part.) For example, have the students say the poem and add just the guiro part. Ask the students to tell you where you played the guiro. Give the guiro to a student who can identify where to play it. Say the poem again with the student playing the guiro and add another part. Pass out a second instrument or instruments. Have the child who had the guiro teach the part to the child next to him.

You may not have all of the suggested instruments available, or your students may not be ready to play just one part of the poem. The orchestration that follows uses only rhythm sticks, but suggests different ways to play them. The whole class can accompany the poem with sticks.

A <u>Chubby</u> little <u>snowman</u> ,	scrape the sticks
Had a <u>carrot</u> for a nose.	click sticks
<u>Along</u> came a <u>bunny</u> ,	drum sticks on the floor 4x
And <u>what</u> do you suppose?	click sticks
That <u>hungry</u> little <u>bunny</u> ,	scrape the sticks
<u>Looking</u> for his <u>lunch</u> ,	drum sticks on the floor 4x
<u>Ate</u> the snowman's carrot nose,	click sticks
<u>Nibble, nibble, crunch!</u>	click sticks quiet, quiet, LOUD

Centers: Manipulatives to make a loud/quiet center will be included on the Digital Resources Disk.

18. I Made a Snowman



- | | | | |
|--|---|---|---|
| 1. I made a snowman,
Nice and round.
Rocks for eyes,
That I found.
Snowman, snowman likes
to play, on a winter's day. | <i>form circle with arms
sway circle back and forth
point to eyes
hands palm up
form circle with arms and
sway back and forth</i> | 3. I made a snowman,
Big and fat.
Gave him a scarf,
And a black top hat.
Snowman, snowman likes
to play, on a winter's day. | <i>form circle with arms
make circle bigger
mime tying scarf
hand on head
form circle with arms
sway back and forth</i> |
| 2. I made a snowman,
Just for me.
He has buttons,
1-2-3.
Snowman, snowman likes
to play, on a winter's day. | <i>form circle with arms
point to self
point to chest
point 3 times to chest
form circle with arms and
sway back and forth</i> | 4. I made a snowman,
With a carrot nose.
Along came a bunny,
off it goes.
Snowman, snowman likes
to play, on a winter's day. | <i>form circle with arms
pull nose off with fist
make bunny ears, hop
pull nose off with fist
form circle with arms
sway back and forth</i> |

Objective: The students will sing echo in an echo song.
The students will perform movements to the beat.

Teaching Suggestions: Invite the children to do the movements with you while you sing the song. (or play the CD) Sing it again, and invite the children to sing the echo parts. Finally, teach them the last phrase and tell them to sing it each time it occurs.

Literacy: Help develop the child's vocabulary by giving them a snowman visual (in manipulatives) and having them point out the parts of the snowman as they sing about them. When they sing, "Rocks for eyes" point to the eyes.

Developing the Child's Singing Voice:

Echo Songs: Echo songs are a great way to help your PreK students develop their singing voices. In an echo song, they only have to remember the words of the "call." The melody fragments are short and easy to learn.

Slide Whistle: You can purchase a slide whistle at many music stores. Kids are intrigued by the sound of the whistle. Play a descending pattern on the slide whistle and have the children try to make the same sound with their voices. I like to have them put a hand on their head and make the hand move the same way their voices moved.

Shape Cards: Make shape cards and have the children "sing" the shapes. Demo videos of the Slide Whistle and Shape Cards will be included in the PreK Part 2 Digital Resources.



19. Snowflakes are Falling

Snow - flakes are fall - ing on the ground.

Snow - flakes are fall - ing all a - round.

Snow - flakes are fall - ing on my head. *I Fine*

think I'll crawl back in - to my bed. *D.C. al Fine*

The musical score consists of five staves of music in a single system. The first four staves contain vocal lines with lyrics. The first staff ends with a fermata over the word 'ground'. The second staff ends with a fermata over 'round'. The third staff ends with a fermata over 'head' and the instruction 'I Fine'. The fourth staff ends with a fermata over 'bed' and the instruction 'D.C. al Fine'. The fifth staff is an instrumental line consisting of a series of rests, indicating a silent section of the music.

Objective: The students will move scarves to show the melodic direction.
The students will improvise movement with scarves.

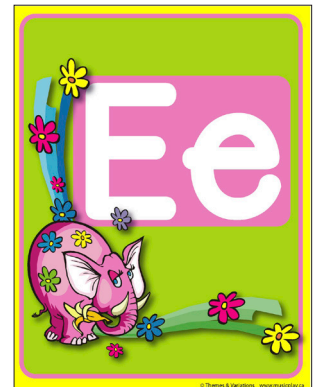
Teaching Suggestions: Give the children scarves and have them move to the music with the scarves. I have my students stand in one place for the sung section of the song, then use locomotor movement to the instrumental part. The best size scarves for preschoolers are 24" squares, but you can use any size that you have.

Centers: If you have a set of resonator bells, use them to make a melodic direction center. Take the bars out of their case in random order. The students would then put the bells in order from lowest to highest.

20-21. Letter E and Ellie Elephant

Objective: The students will identify the letter E and can tell what sound it makes.

Teaching Suggestions: Introduce the letter song by showing the children the poster (a printable PDF is included in the digital resources disk) and telling them the story. If you can develop the ability to be a story-teller, you'll find it another way to engage preschoolers. (Google "learn to be a storyteller.") Sing the phonics song, and teach the action song.



Ellie Elephant Story

Ellie Elephant lived in an elephant sanctuary in Kenya. Elephants eat as much as 600 pounds of food each day. The large elephants would eat the grass, leaves and twigs. Most of the elephants were bigger than Ellie was, and they would eat up most of the grass and twigs before she could. Ellie was always hungry. Whenever Ellie saw some grass that had been left by the bigger elephants, she'd eat it up. When Ellie didn't get enough to eat, she'd wander near the neighboring farms and eat the farmer's hay, cabbage, or vegetables.

The farmers were afraid she would eat all of their crops and they wouldn't have food for their families. They took Ellie back to the sanctuary and asked the elephant helpers to please give the small elephant her food first so she'd have enough to eat. After that, the workers at the sanctuary gave the small elephants their food first so they didn't have to eat the farmer's crops. Ellie Elephant was happy to have lots of food to eat.

60. I Like Leprechauns

Denise Gagné

I like le - pre-chauns (I like le - pre-chauns!) Yes I do! (Yes I do!)

Bring good luck! (Bring good luck!) To me and you! (To me and you!)

ALL Sing

Le - pre - chauns are lots of fun, On St. Pat - rick's Day!

I like leprechauns
Yes I do!
Wearing green!
And shamrocks too!
Leprechauns are lots of fun, On St. Patrick's Day!

I like leprechauns
Yes I do!
Make a wish!
It will come true.
Leprechauns are lots of fun, On St. Patrick's Day!

Concept: call and response

Objective: The students will sing an echo song.

Teaching Suggestions: Sing or play the song for the children and have them sing the echo parts. After hearing the “together” part of the song when all sing, the students may be able to join in.

Create and Play: Create movements to go with the song.

61. Irish Washerwoman

Concept: beat, tempo

Objective: The students will accompany an Irish fiddle tune with body percussion or unpitched instruments.
The students will respond to changes in tempo.

Teaching Suggestions: Play the recording for the students and have them copy the body percussion that you perform. Invite the students to create new movements for the class to copy. Choose an unpitched instrument or instruments to play along with the recording in this song. The song is recorded three times, with each repetition getting a little faster. Discuss the changes in tempo with the students. Ask them to tell you if the music was the same speed each time, or if the tempo changed.

Create and Play: Create body percussion or ostinatos on unpitched to go with the song.

Story Time: How to Catch a Leprechaun by Adam Wallace Publisher: Sourcebooks Jabberwocky ISBN-13: 978-1492632917 Check in your school library, Amazon or YouTube.

Read the story. After the first page, and after each section of the song sing, “Leprechaun, leprechaun, Can't catch a leprechaun.” At the end of the story sing the song, “I Like Leprechauns.”

Le - pre-chaun, le - pre-chaun, Can't catch a le-pre-chaun.