

Making Music Fun for the Little Ones:

Book 2 - Fall and Winter

Christie Noble and Tracy Stener

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Themes & Variations

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Making Music Fun and Language Learning

Making Music Fun Book 2, Fall and Winter is a great collection of songs for a preschool, daycare, kindergarten or primary classroom. Children love the silly sound effects, the opportunities to play instruments, movement activities and singing storybooks. However, this book provides the teacher with much more than a great song collection. The lessons and activities that are included will help your pre-readers, emerging readers and readers to improve their listening skills and their beginning reading skills.

The songs in this collection provide a wonderful source of predictable stories. Predictable texts supply needed support to emergent readers, who often enter reading by memorizing texts they have heard many times. When the predictable text is combined with illustrations - either as manipulatives that the students will sequence, or as SMART Notebook activities - you have a powerful tool for language learning.

Making Music Fun Book 2, Fall and Winter will help your students learn

- Counting from one to five
- How to orally describe many objects
- Left to right tracking in preparation for reading
- Sequencing
- Color identification
- Number identification
- Chanting in rhythm
- Seeing written text with pictures
- Seasonal songs with a literacy focus

Children will develop their listening skills as they listen to the songs and sequence their picture cards. The students will learn to follow directions. They will go beyond just listening to a song or story - by using the literacy activities they will be involved in the song or story. The songs and the activities in this book address all learning styles.

We hear and process all language as sound first. Then, we process the sound as meaning; something which we call a language. By adding literacy activities for each child to use, the child is fully engaged in the learning process.

We fully believe the Chinese Proverb: "Tell me and I'll forget; show me and I may remember; involve me and I'll understand."

Spoken Introduction:

It's Halloween night, the creatures are out!
How do they sound as they move about?

Chorus: C. Noble/T. Stener

The musical notation is written on a single staff in 4/4 time with a key signature of three flats (B-flat, E-flat, A-flat). The melody consists of quarter notes and half notes. The lyrics are: Hal - low - e'en, Hal - low - e'en, Sounds we hear at night. Crea - tures roam, ghosts moan. What a scar - y sight.

Spoken verses:

1. Ghosts moan as they float: "Ooooooh." (repeat)
** play thunder tube and bass metallophone along with ghost vocals
Chorus (sung)
2. Black cats meow as they creep: "Meow, Meow." (repeat)
** play the slide whistle along with cat vocals
Chorus (sung)
3. Witches cackle in the sky: "Nya-ha-ha-ha-ha." (repeat)
**play clackers with witch vocals
Chorus (sung)
4. Rats squeak as they scurry by: "Squeak, squeak, squeak." (repeat)
**play squeak hammers
Chorus (sung)
5. Bats fly so very high: "Swoosh, Swoosh." (repeat)
**play cymbals with brushes, and release air from balloons that are blown up, bit by bit
Chorus (sung)

Materials:

- Pictures of characters in the song (on CD)
- Story Strip
- Instruments: thunder tube, bass metallophone, slide whistle, clackers, squeaky hammers (look for them in dollar stores), cymbal and brush, balloons.

Procedure:

1. Play the song, and as the characters are introduced, have the students place the picture on their story strip.
2. If you have the instruments, they make a great "sound carpet" for the song! Encourage vocal exploration for all the sounds! (The Notebook file illustrates the verses and sound effects.)

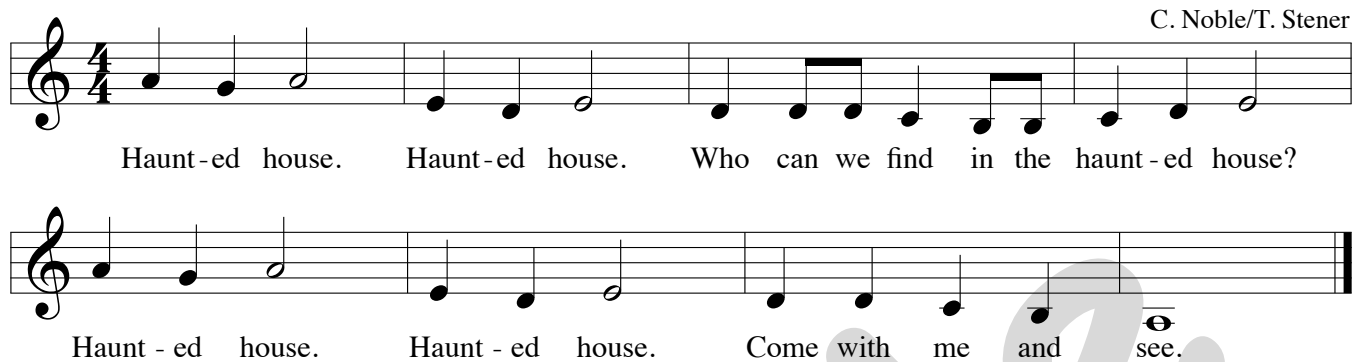
Extension: Have the students draw a picture of the scene created in the song!

Haunted House Song

CD 2

Chorus:

C. Noble/T. Stener



Haunt-ed house. Haunt-ed house. Who can we find in the haunt-ed house?

Haunt - ed house. Haunt - ed house. Come with me and see.

Verses: (Replace last line of chorus for each verse)

1. Black cat is here!
2. Jack o'lantern's here!
3. Witch is here!
4. Dracula is here!
5. Ghost is here!
6. Frankenstein is here!

Materials:

- "Haunted House," by Jan Pienkowski (optional, but a **great** motivator!) ISBN: 0-525-31520-9 Dutton Children's Books (also available on YouTube)
- Haunted House (all pieces for this are on CD). Very easy to make!
- Large pictures (only 1 set needed) to go in haunted house windows. (on CD)
- Small pictures (one set for each child). (on CD)
- Story Strips
- SMART Board Activity (on CD)

Procedure:

1. Read "Haunted House" by Jan Pienkowski to the students. It is a pop-out book that they will love! The book is available on amazon.com or you can search for it on YouTube. This book opens the door for a lot of oral description and discussion!
2. Play the song Haunted House on the CD. If using a SMART Board, select six students to put the pictures on the house as the song is sung. If using a teacher made haunted house, give the larger pictures to six students to put on the haunted house.
3. Students should have the smaller haunted house pictures in front of them. As the song is sung, they place their pictures in order on their story strip.

Jingle Jingle Sleigh

CD 3-20

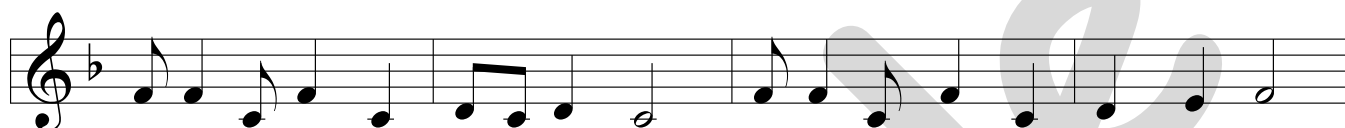
C. Noble/T. Stener



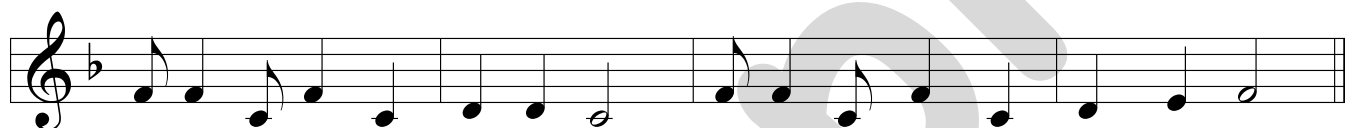
Jin-gle, jin-gle, jin-gle, jin-gle; Pack up the sleigh. Let's get read-y for Christ-mas Day!



Jin-gle, jin-gle, jin-gle, jin-gle; Pack up the sleigh. Let's get read-y for Christ-mas Day!



Put in a gift that's fuzz-y and brown. Fill up the sleigh for Christ-mas Day!



Put in a gift you need to drive. Fill up the sleigh for Christ-mas Day!

Verses:

1. Put in a gift that's fuzzy and brown.
Fill up the sleigh for Christmas Day!

Teddy Bear

Put in a gift you need to drive.
Fill up the sleigh for Christmas Day!

Toy truck or car

CHORUS

Jingle, jingle, jingle, jingle; Pack up the sleigh!
Let's get ready for Christmas Day!

Jingle, jingle, jingle, jingle; Pack up the sleigh!
Let's get ready for Christmas Day!

2. Put in a gift you can dress and hug. Doll
Fill up the sleigh for Christmas Day!

Put in a gift you can throw to a friend. Ball
Fill up the sleigh for Christmas Day!

CHORUS

3. Put in a gift that's good to eat. Candy
Fill up the sleigh for Christmas Day!

Put in a gift we need to read. Book
Fill up the sleigh for Christmas Day!

CHORUS

4. Put in a gift that goes on your feet. Shoes
Fill up the sleigh for Christmas Day!

Put in a gift that is fun to play. Game
Fill up the sleigh for Christmas Day!

CHORUS

Materials:

- Sleigh and pictures (on CD)
- SMART Board activity (on CD)
- Sleigh and one of each of the gifts mentioned in the song

Print the pictures of the sleigh and gifts and mount them on Bristol board or colored index cards. Cut out the pictures. Laminate them.

Attach Velcro to the backs of the pictures and to the sleigh.

TIP:

Either put all soft Velcro on the sleigh, and prickly Velcro on the pictures, or vice versa, but be consistent. There is also a piece of Velcro at the top of the page. We attach our baggies with our pictures to it by putting Velcro on the plastic bag.



Actual photo of Activity

Procedure:

1. Play the song on the CD. As the song plays, demonstrate with the notebook activity or with a teacher made sleigh, which gifts to put in the sleigh. The students can do the activity at the same time with their own packs of sleighs and pictures.

2. Dramatize the song using an actual sleigh and all the gifts that are mentioned in the song. A plastic outdoor sleigh pulled with a rope works well! Give the actual items to 8 students. As the song is sung, the students put the items in the sleigh.

While the song is dramatized, the other students put the corresponding picture onto their sleigh in front of them.

We have used this song in our little "Christmas Concerts," and it has been very well received!

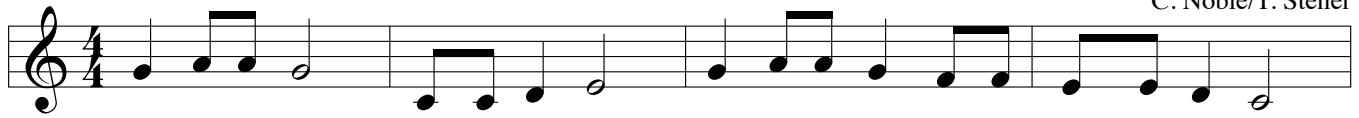
Extension:

Pick different items to put in the sleigh, and make up your own verses using the instrumental track. This encourages students to come up with their own descriptions!

Ring Little Bells

CD 9-26

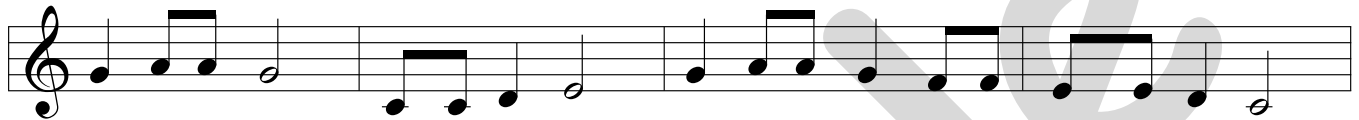
C. Noble/T. Stener



One lit-tle bell ring-ing so clear. One lit-tle bell tells us Christ-mas is near.



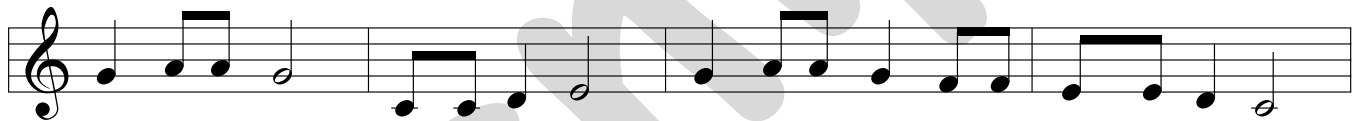
(C) (C) (C) (C) (C) (C) (C) (C)
1 2 3 4 5 6 7 8



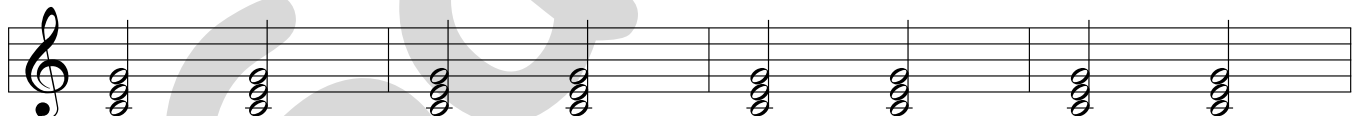
Two lit-tle bells ring-ing so clear. Two lit-tle bells tell us Christ-mas is near.



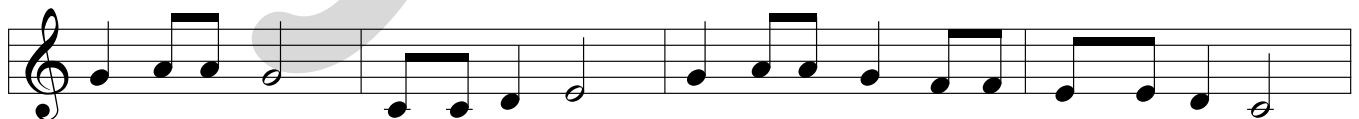
(C,E) (C,E) (C,E) (C,E) (C,E) (C,E) (C,E) (C,E)
1 2 3 4 5 6 7 8



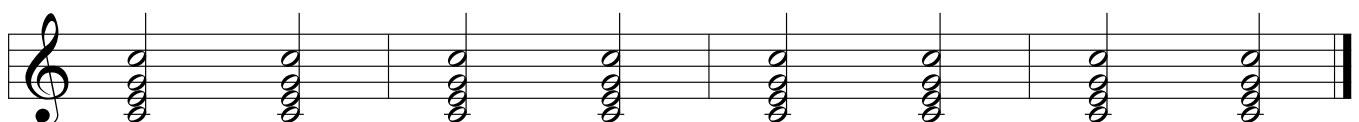
Three lit-tle bells ring-ing so clear. Three lit-tle bells tell us Christ-mas is near.



(C,E,G) (C,E,G) (C,E,G) (C,E,G) (C,E,G) (C,E,G) (C,E,G) (C,E,G)
1 2 3 4 5 6 7 8



Four lit-tle bells ring-ing so clear. Four lit-tle bells tell us Christ-mas is near.



(C,E,G,C') (C,E,G,C') (C,E,G,C') (C,E,G,C') (C,E,G,C') (C,E,G,C') (C,E,G,C') (C,E,G,C')
1 2 3 4 5 6 7 8

Small Percussion Russian

CD 13

Adapted by T. Stener

Metals
(tamb/jingles)

Woods
(maracas)

Waving Scarves
(opt. rhythm sticks)

Procedure:

There are 3 main sections in Russian Dance ("Trepak") from Tchaikovsky's ballet, the Nutcracker. As each section is heard, students play the assigned instrument or prop. Students play in the following order:

A Section: Keep the beat or play the rhythm indicated with tambourines or jingle taps (play softly or **piano**) You may count to 8 twice during this section (8 beats x 2)

A Section: Play loudly or **forte**
8 beats x 2

B Section: Keep the beat with maracas/shakers
8 beats x 2

C Section: Wave scarves for this section
and/or have one person keep the beat with rhythm sticks
8 beats x 1

A Section: Tambourines/jingles (softly)

A Section: Tambourines/jingles (loudly)

Materials:

- "Trepak Song" from the Nutcracker
- SMART Board activity
- Metals, shakers, and wood instruments.

Five Little Snowmen Poem

CD 14

C. Noble and T. Stener

Five little snowmen, sitting on a gate.
The first one said, "Aren't we looking great?"
The second one said, "Do you like my hair?"
The third one said, "It's not polite to stare!"
The fourth one said, "Let's watch the children play!"
The fifth one said, "I could sit here all day!"
The sun went down, and there was no light,
And the five little snowmen said, "Goodnight!"

Materials:

- 5 little snowmen and a gate for each student (on CD)
- SMART Board activity (on CD)

Laminate the snowmen and the gates and store each set in a plastic zip lock bag.

Procedure:

This poem is to reinforce first, second, up to fifth. As students say the poem, they track Snowman #1 to Snowman #5 with their "magic finger."

Extension:

Line 5 students up in a row. Begin with who is first, second, etc., and then ask questions such as, "Who is third in line?"



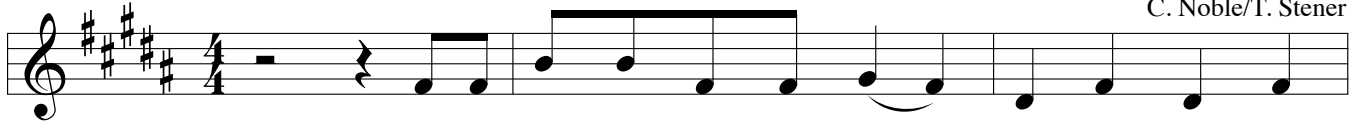
Mr. Snowman

CD 18-28

Spoken:

Mr. Snowman was white, as white as the snow.
He found some colors to make himself glow...

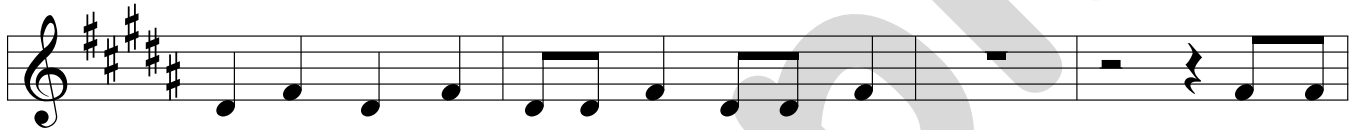
C. Noble/T. Stener



Mis-ter Snow-man found some paint, — Blue paint. (Blue paint.)

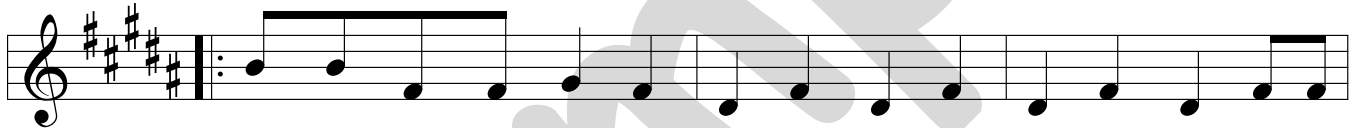


Or-ange paint. (Or-ange paint.) Green paint. (Green paint.) Pur-ple paint. (Pur-ple paint.)



Red paint. (Red paint.) Yel-low paint. (Yel-low paint.)

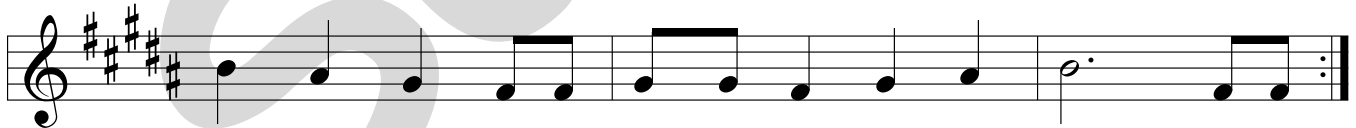
1. Mis-ter



Snow-man found some blue paint, blue paint, blue paint, blue paint, blue; Mis-ter



Snow-man was blue that day! Blue, blue, blue, blue,



blue, blue, blue; Mis-ter Snow-man was blue that day! Mis-ter