

Heather the Hedgehog

Demonstrate the sharp staccato notes as indicated below so as to help the child bring the 'spiky' character of Heather to life.

Note that although these notes are marked as minims and semibreves on the Student page to give the overall value and avoid the clutter of rests and staccato notations, the child should be encouraged to play them staccato.

What patterns does he notice after colouring the notes?

Fold the book back so that your student can't copy the colour patterns from this page.

Flowing Along $\text{♩} = \text{c. } 100$

Hea-ther is a hedge-hog sharp and bright

She gets kin-da ner-vous in the light

Heather the Hedgehog



a hedge-hog, sharp and bright

Hea-ther is sharp and bright

da ner-vous in

She gets kin- the light

HandSome Gavin

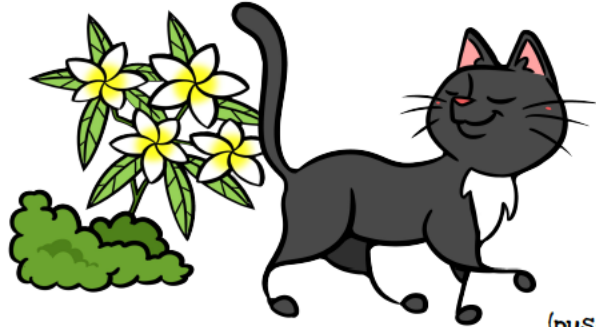
Fold the book back so that your student can't copy the colour patterns from this page.

What patterns does he notice after colouring the notes?

Flowing Along ♩ = c. 100

Prompt your student to notice the finger changes here and below and to circle these with coloured pencil

HandSome Gavin



Trevor's Trumpet

As always, prompt your student to notice any patterns after colouring the notes.

Flowing Along $\text{♩} = c. 55$

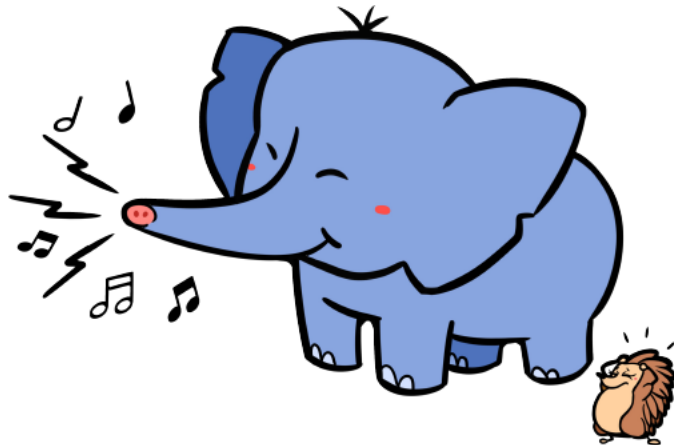
Prompt your student to notice the changing hand positions here
and to circle the finger changes

Tre - vor the e - le - phant lives right next door

He likes to trum - pet and trum - pet Some more



Trevor's Trumpet



Tre - vor the e - le - phant lives right next door

He likes to trum - pet and trum - pet Some more

Callie Loves to Sing

AS always, prompt your student to notice any patterns after colouring the notes.

Flowing Along $\text{♩} = \text{c. } 100$

Cal-lie loves to sing "tweet tweet" it's kin-da cute and kin-da sweet

Drives poor Ga-vin up a tree but that's a-no-ther sto-ry

Callie Loves to Sing



Cal-lie loves to sing "tweet tweet" it's kin- and kin-

Drives poor Ga-vin up a tree but that's a-noth-er sto-ry

Duncan, the Dragonfly

AS always, prompt your student to notice any patterns after colouring the notes.

Flowing Along ♩ = c. 100

Dun-can is a dra-gon-fly, he flits and flut-ters through the sky

Prompt your student to notice the change of hand position here and to circle with coloured pencil

Land-ing on a fran-gi-pa-ni, just as An-gus ra-ces by

Duncan, the Dragonfly



- can is a dra-gon-fly, he flits and flut-ters through the sky

Dun- dra- - fly, flits flut- through sky

- ing on a fran-gi-pa-ni, just as An-gus ra-ces by

Land- fran- - pa - just An- ra- by

Angus and his Paddle Board

AS always, prompt your student to notice any patterns after colouring the notes.

Flowing Along ♩ = c. 100

An - gus has a pad - dle board, his friends all like to ride it

They're not great at sit - ting still so An gus has to guide it

Angus and his Paddle Board



An - gus has a pad - his all to ride it
-dle board friends like ride it

They're not great at sit - so - gus to guide it
-ting still An - has guide it