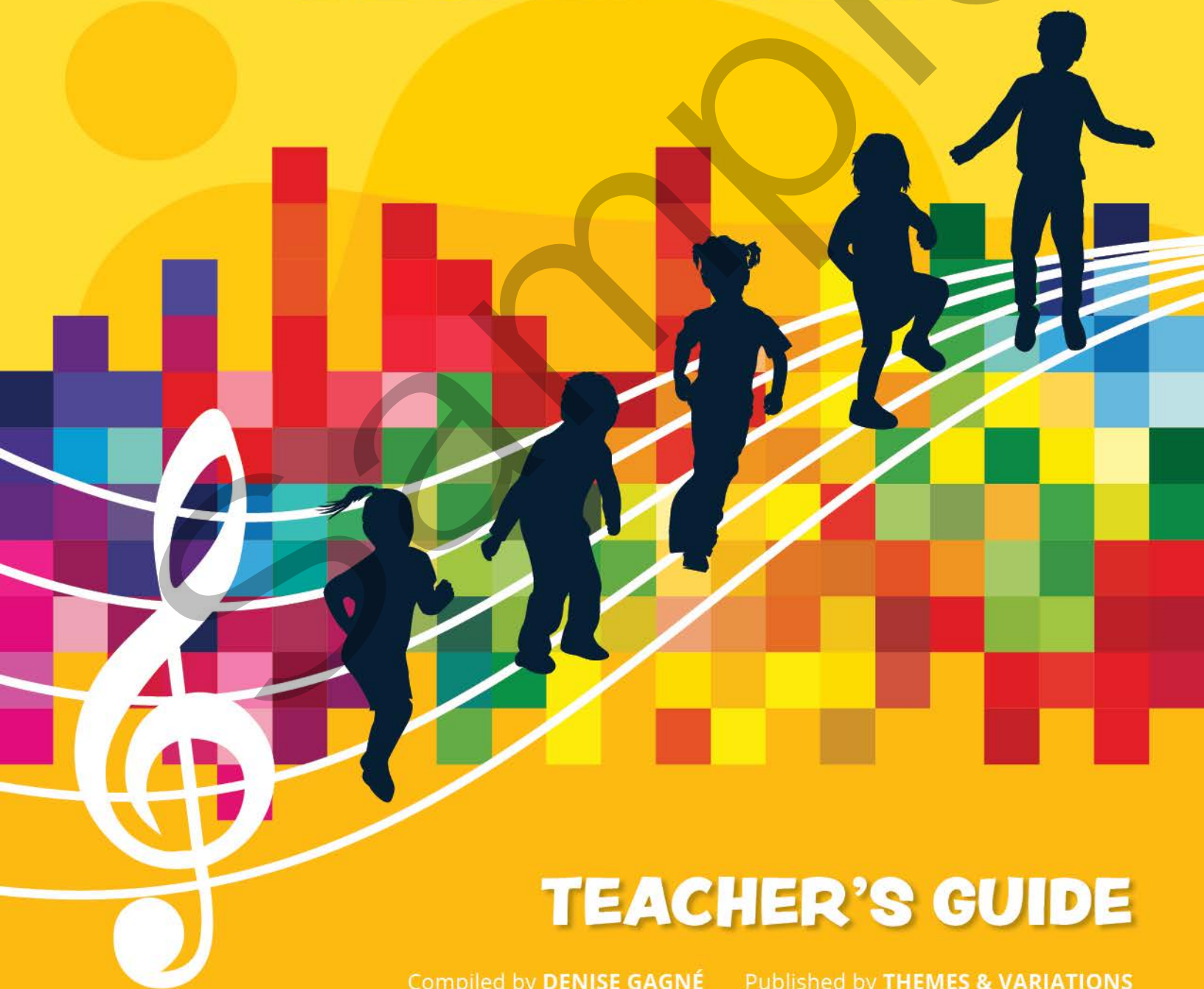


THEMES & VARIATIONS

MUSICPLAY

Grade One



TEACHER'S GUIDE

Compiled by DENISE GAGNÉ

Published by THEMES & VARIATIONS

Musicplay Grade 1

Teacher's Guide - New Edition

Songs and Poems

#	Title
1	Dooby Dooby Dooby Doo
2	Mountaintop Monster
3	Little Red Wagon
4	Snail, Snail
5	Sam the Robot Man
6	The Music Time Is Over
6a.a	Listen to the Rhythm
6a.b	One, Two, Three
7	The Grand Old Duke of York
8	The Wheels on the Bus
9	Choo Choo Train
10	I Don't Know
11	Apples and Bananas
12	Counting Song
13	Hickory Dickory Dock
14	Goin' to Kentucky
14a.a	Grandma's Glasses
15	Jack and Jill
16	Rock Around the Alphabet
17	Hop Old Squirrel
18	Ten in the Bed
19	Kye Kye Koolay
20	Bye Low Baby Oh
21	I'm Thankful
22	High Low
23	I Like Turkey
24	Hey, Betty Martin
25	Five Fat Turkeys
26	Today Is Monday
27	Magic Spell
28	The Witch's Cat
29	Bats and Cats
30	Monster Walk
31	Juanito
31a.a	Deedle, Dumpling
32	Peace in My Heart
33	Just One Candle
34	Bounce the Ball
35	Thread and Needle
36	Cuckoo
37	Peter Rabbit
38	Goin' on a Bear Hunt
39	The Other Day

Songs and Poems

#	Title
40	The Bear Went Over the Mountain
40a.a	"The Echo"
40a.b	Goldilocks and the Three Bears
41	Hello Game
42	Down by the Bay
43	Fais dodo
44	Punchinello
45	Elevator
46	Hanukkah Fun
47	Lemonade
47a.b	One Green Jelly Bean
48	New Teeth for Christmas
49	Up on the Housetop
50	Ho, Ho, Ho!
51	The Bells on the Sleigh
52	Love My Slippers
53	Mary Had a Baby
53a.a	"When Santa Claus Comes"
54	One Big Family
55	Strawberry Shortcake
56	Pimpon
57	Vive la compagnie
58	Icicles
59	Little Red Car
60	Tommy Tiddlemouse
60a.a	"Singing"
60a.b	"Soap Bubbles"
60a.c	"Whistle"
61	Head and Shoulders
62	Miss Lucy
63	Gonna Have a Good Time
64	Un, deux, trois
65	Michael, Row the Boat Ashore
66	Rig a Jig Jig
67	Aikendrum
68	I Like You
69	Tick Tock
70	Haul Away Joe
71	Mr. Potato Head
72	Wishy Washy Wee
73	When I Was One
74	We Are Dancing in the Forest
74a.a	Skateboard Rider

Songs and Poems

#	Title
75	My Cat
76	The Old Gray Cat
76a.a	John, John the Leprechaun
76a.b	I Can Do the Bunny Hop Too!
77	Bee Bee Bumblebee
78	Baby Bumblebee
79	Lucky Leprechaun
79a.b	Here Is the Beehive
80	Eensy Weensy Spider
81	Bingo
82	My Dog
83	Train My Parents
83a.a	Bingo poem
83a.b	High Low Game
84	Feelin' Alive
85	Bow Wow Wow
86	Little Rabbit Foo Foo
87	Five Little Ducks
88	Bunny Hides a Basket
89	Hurry, Easter Bunny
90	Bunny Rabbit Boogie
91	Let's Save Water
92	Little Bunny
93	Apple Tree
94	Sing a Country Song
95	Old Dog, Full of Fleas
96	That's My Mom
97	Down on Grandpa's Farm
98	Oats and Beans and Barley Grow
99	Savez-vous planter les choux?
100	How Many Fingers?
101	A la víbora de la mar
101a.a	Chicken Little story
102	El coqui
103	Heebie Jeebies
104	Charlie Over the Ocean
105	Five More Days Till Vacation
106	The Eat Song
107	O Canada
108	My Country, 'Tis of Thee
109 S	tar Spangled Banner
110	You're a Grand Old Flag
110a.a	Jumping Game

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Scope and Sequence of Skills

Prepare

Throughout Musicplay new concepts are prepared by singing, playing and listening. Learning music is like learning a language. Children need to experience music before labeling it.

Present

When children have experienced a new concept (ie. beat) they are ready to label it. When the teacher labels a new concept in this method, it is called “present” - a new concept is made conscious or presented to the students.

Practice

After a new concept is presented, the children need reinforcement, or practice. New musical terms or concepts are reviewed throughout Musicplay.

BEAT AND RHYTHM

- beat or no beat
- move, tap or play a steady beat
- distinguish between beat and rhythm
- perform rhythm patterns from classroom songs and chants
- identify strong and weak beats (accent)
- read, write, create ♩ ♪♪ ♫ rhythm patterns
- accompany songs using instruments or body percussion in simple patterns
- ostinato
- step to 2/4 and skip 6/8

MELODY

- develop singing voice
- identify high and low sounds
- show the contour of the melody
- sing high, low middle sounds
- sing melodies alone and with a group
- read, notate, create m s, m sl, s d, patterns

HARMONY

- accompany with simple bordun, ostinato, Orff arrangement

INSTRUMENTAL TECHNIQUE

- identify and play unpitched and barred instruments
- simple bordun on barred instruments, both hands at the same time

CREATING

- create “effects” - wind, rain, animal
- make up answers to musical questions
- create rhythm patterns
- create movements appropriate for the music
- invent melodies for chants, nursery rhymes

FORM

- music is organized into phrases
- phrases can be the same or different (ab)
- use repeat sign
- AB, ABA sectional form

EXPRESSION

- the beat can be fast or slow (tempo)
- music may be soft or loud (dynamics)
- can tell how music makes us feel
- articulation - show detached (separated) and connected (smooth) notes

CULTURAL/HISTORICAL CONTEXT

- identify songs that help us celebrate holidays, seasons
- perform songs from a variety of cultural heritages

LISTENING

- distinguish different voices (timbre)
- identify classroom instruments (timbre)
- identify environmental sounds
- follow song stories ie. Mortimer
- listen and respond to short orchestral excerpts

INTEGRATED CURRICULUM

- integrate music with literature by creating accompaniments for poems and stories
- songs for holidays and special days
- songs from many cultures to support and enhance social studies
- songs for Earth Day, to reinforce science

MONTH:	BEAT/RHYTHM:	MELODY:	EXPRESSION:	INSTRUMENTS:	LISTENING, FORM, CULTURE:	CREATE, MOVEMENT	THEMES:
SEPTEMBER	Listen to the Rhythm 4. Snail, Snail J J J 5. Sam the Robot Man (beat) 9. Choo Choo Train J J J 12. Counting Song J J J 17. Hop Old Squirrel (beat)	2. Mountaintop - high/low poems - Three Little Fishies, Grandma's Glasses 4. Snail, Snail m sl 9. Choo Choo Train m s 12. Counting Song m s	singing - speaking oice fast-slow song7, Listen 1: #3, 7, 8 Listen 1: #4 (loud - soft)	Orff arrangements for songs 4, 9 Unpitched with 3, 8, 13	Listen 1: #1, 2, 3, 8, 9, 28	3. Little Red - create verses 5. Sam Robot - movement 8. - actions 13. - effects	
OCTOBER	23. Hey, Betty Martin (beat) 20. Bye Low Baby Oh J J J	20. Bye Low Baby Oh m s	20 Bye Low soft, lullaby 30 spooky sounds	Orff for songs 23, 24, 29 unpitched (u/p) 29, poem	Listen 1: #5, 10, 13 19. Kye Koolay, Africa 31. Juanito, Spanish	21. new verses 27. movement 29. sound effects 30 movement	Turkeys and Pumpkins
NOVEMBER	34. Bounce the Ball J J J (accent) 36. Cuckoo J J J 37. Peter Rabbit J J J 41. Hello Game J J J 47. Lemonade J J J 50. Ho, Ho, Ho! J J J †	34. Bounce the Ball m sl 36. Cuckoo m s 37. Peter Rabbit m sl 41. Hello Game m s 47. Lemonade m s	43 Fais dodo soft, lullaby Expressive Singing: 33 Just One Candle 38 Bear Hunt Expressive Singing: 48, 49	Orff for songs 34, 36, 37, 41, 43	Listen 1: #14 (Cuckoo), #32 (Galliard) 43. Fais dodo, French	42. Down by the Bay, new verses 44. PUNCHINELLO - movement	Peace Bears
DECEMBER				Orff for songs 47 unpitched (u/p) for song 51 Bells on the Sleigh	Listen 1: #33, 34	44. Hanukkah 52. Slippers - create dance 47. Lemonade, dramatize	Holiday Fun
JANUARY	55. Strawberry J J J 60. Tommy J J J 64. Un, deux, trois J J J †	55 Strawberry m sl 60 Tommy Tiddlemouse m sl	Listen 1: #35 (slow - keep beat with balloons)	u/p with Listen 1 #28 Orff song 60	Listen 1: #28, 35, 36 54. One Big Family, world 56. Pimpón, Spanish 57. Vive, French 64. Un, deux, trois, French	56. Pimpón 57. Vive 59. Little Red Car 61. Head and Shoulders - create movement	Music Around the World
FEBRUARY	68. I Like You J J J † 69. Tick Tock J J J 74. We Are Dancing J J J	4. Snail, Snail m sl 69. Tick Tock m sl 71. Mr. Potato Head d m s 74. We Are Dancing m sl	72 (fast-slow) Listen 1: #11, 18 (smooth-separated) 70 Haul Away Joe (expressive singing)	Orff with song 68, 69, 71, 74 u/p with song 67	Listen 1: #18, 11, 37, 38, 24, 25	67. Aikendrum - create effects with u/p	Special Friends
MARCH	78. Bee Bee Bumblebee J J J 86. Bow Wow Wow J J J †	76. Bee Bee d m s 90. Hurry Easter d m s	Expressive Singing: 79 Baby Bumblebee	Orff with songs 78, 86 u/p with song 82	Listen 1: #22, 39, 40, 20-27 80. Leprechaun (Irish Theme)	8.0 Leprechaun - create movement	Animals and Leprechauns
APRIL	89. Bunny Hides J J J † 90. Hurry Easter J J J † 94. Apple Tree J J J † 96. Old Dog J J J †	89. Bunny Hides the Basket d m sl 90. Hurry Easter Bunny 94. Apple Tree d m sl 96. Old Dog d m sl	Expressive Singing: 87 Little Rabbit Foo Foo 85 Five Little Ducks loud-soft: song 89, 95	Orff with songs 89, 90, 94, 96	Listen 1: #21, 7	91. Bunny Boogie 95 Country Song - create movement	Spring is Here!
MAY	101. How Many Fingers J J J †	101. How Many Fingers d m s	Expressive Singing: 97 That's My Mom 104 Heebie Jeebies	use u/p with story of Chicken Little	Listen 1: #6-19 review and 41 100. Savez Vous, French 102. La Vibora, Spanish 103. El Coqui, Spanish	99. Oats and Beans 100. Savez Vous 104. à Heebie Jeebies - create movement	Farms
JUNE					Listen 1: #6-19 review #30 (ABA), 42	Jumping Game	Summer Fun: The Sea, Picnics

Musicplay 1 Song List

#	Song	Melodic	Rhythmic	Other	Instruments	Theme
1	Dooby Dooby Dooby Doo			call/response - echo teacher		Welcome
2	Mountaintop Monster	high/low		singing/speaking voice		
3	Little Red Wagon			create	unpitched	names
4	Snail, Snail	m sl	beat-rhythm ♩ ♪	create snail poems	Orff	read
5	Sam the Robot Man		beat (label)	create movement		
6	The Music Time is Over		6/8	call/response - echo teacher		Goodbye
7	The Grand Old Duke of York			fast/slow		
8	Wheels on the Bus			create	unpitched	
9	Choo Choo Train	m s	beat-rhythm ♩ ♪	create movement	Orff create	read
10	I Don't Know		create with Q-A	timbre of voices		names
11	Apples and Bananas			basic skills - vowels		
12	Counting Song	high/low, m s	beat-rhythm ♩ ♪	create with Q-A counting	Orff	read
13	Hickory Dickory Dock		beat, 6/8		unpitched	
14	Goin' to Kentucky		beat		create movement	
15	Jack and Jill	high/low	6/8			
16	Rock Around the Alphabet			basic skills - alphabet		
17	Hop Old Squirrel	drm	beat-rhythm ♩ ♪	create, listening		
18	Ten in the Bed			basic skills - counting		
19	Kye Kye Koolay			call/response		African song
20	Bye Low Baby Oh	high/low, m s	beat-rhythm ♩ ♪	lullaby, expression		Thanksgiving
21	I'm Thankful					Thanksgiving
22	High Low	high/low				
23	I Like Turkey			movement		Thanksgiving
24	Hey, Betty Martin		beat-rhythm ♩ ♪	create move, create Q-A	Orff	
25	Five Fat Turkeys			create orchestration for words		Thanksgiving
26	Today is Monday			basic skills - consonants		
27	Magic Spell			create animal movement		Halloween
28	The Witch's Cat		6/8	expression		Halloween
29	Bats and Cats		6/8	create sound effects		Halloween
30	Monster Walk			create movement		Halloween
31	Juanito			create movement		Spanish
32	Peace in my Heart			create movement		Peace
33	Just One Candle			expression		Peace
34	Bounce the Ball	m sl	beat-rhythm ♩ ♪	beat, accent	Orff	
35	Thread and Needle		6/8	movement, singing game		
36	Cuckoo	high/low, m s	beat-rhythm ♩ ♪		Orff	read
37	Peter Rabbit	m sl	beat-rhythm ♩ ♪		Orff	read
38	Goin' on a Bear Hunt		beat	create movement, effects		Bears
39	The Other Day			call/response		Bears
40	The Bear Went Over the Mountain		6/8	create movement, effects		Bears
41	Hello Game	m s	beat-rhythm ♩ ♪	accent (4/4)	Orff	read
42	Down by the Bay		create	create verses		
43	Fais dodo		3/4		Orff	French
44	Punchinello			create movement		
45	Elevator	high/low				
46	Hanukkah Fun					Hanukkah
47	Lemonade	m s	beat-rhythm ♩ ♪	dramatize	Orff	read
48	New Teeth for Christmas					Christmas
49	Up on a Housetop					Christmas
50	Ho, Ho, Ho!	drm sl	rests		Orff	Christmas
51	The Bells on the Sleigh				unpitched	Christmas
52	Love my Slippers					Christmas
53	Mary Had a Baby			African-American		Christmas
54	One Big Family			call/response		Multicultural
55	Strawberry Shortcake	m s	beat-rhythm ♩ ♪	basic skills	Orff	New Years
56	Pimpón			create movement		Spanish
57	Vive la compagnie		6/8	create movement		French
58	Icicles	high/low	♪ ♪			

#	Song	Melodic	Rhythmic	Other	Instruments	Theme
59	Little Red Car			create movement		Fun Song
60	Tommy Tiddlemouse	m sl	♪ ♪♪		Orff	
61	Head and Shoulders			tempo - fast/slow		
62	Miss Lucy			clap ostinato		
63	Gonna Have a Good Time					Multicultural
64	Un, deux, trois			phrases - same /different		French
65	Michael, Row the Boat Ashore				African-American	
66	Rig a Jig Jig		6/8	movement, singing game		
67	Aikendrum		6/8		unpitched	
68	I Like You		♪ ♪♪ ‡	create with Q-A	Orff	
69	Tick Tock	m sl	♪ ♪♪	create effects, s-m melody, ostinato or	Orff accompaniment	
70	Haul Away Joe					Sea Chanty
71	Mr. Potato Head	d m s	6/8	timbre-voices	Orff	
72	Wishy Washy Wee					sea song
73	When I was One			create movements		sea song
74	We Are Dancing in the Forest	m sl	♪ ♪♪	chart form	Orff	
75	My Cat					
76	The Old Gray Cat		6/8			
77	Bee Bee Bumblebee		♪ ♪♪		Orff	
78	Baby Bumblebee			expression		Spring, read
79	Lucky Leprechaun			dance		St Patrick's Day
80	Eensy Weensy Spider			high/middle/low sounds		Pets
81	Bingo		♪ ♪♪			
82	My Dog					
83	Train my Parents			dynamics		Mother's Day
84	Feelin' Alive			movement		
85	Bow Wow Wow	drm sl	♪ ♪♪ ‡	accent (4/4)		
86	Little Rabbit Foo Foo			expression		Spring
87	Five Little Ducks			expression		Spring
88	Bunny Hides a Basket		♪ ♪♪ ‡	dynamics		Easter, read
89	Hurry, Easter Bunny	d m s			Orff	Easter
90	Bunny Rabbit Boogie			create movement		Easter
91	Let's Save Water			science - environmental awareness		
92	Little Bunny					Easter
93	Apple Tree	m sl	♪ ♪♪ ‡	beat	Orff	
94	Sing a Country Song	high/low		loud/soft, fast/slow		
95	Old Dog, Full of Fleas	d m sl	♪ ♪♪ ‡		Orff create	
96	That's My Mom					Mother's Day
97	Down on Grandpa's Farm					Farms
98	Oats and Beans and Barley Grow		6/8			Farms
99	Savez-vous planter les choux?					French Canadian
100	How Many Fingers?	d m s	♪ ♪♪ ‡			
101	A la víbora de la mar					Spanish, Farm
102	El coqui					Spanish, Frog
103	Heebie Jeebies			expression		
104	Charlie Over the Ocean		6/8	assess solo	Orff	
105	Five More Days Till Vacation		6/8			
106	The Eat Song					fun
107	O Canada			unison		patriotic
108	My Country, 'Tis of Thee					patriotic
109	Star Spangled Banner			unison		patriotic
110	You're a Grand Old Flag					patriotic

LESSON PLANNING

SING, PLAY, MOVE, LISTEN, READ, WRITE, CREATE

Musicplay is a menu. Many songs, listening selections, creating and playing, movement and activity options are offered each week, and the teacher chooses which songs and options to use. The teacher is not expected to teach every song or activity in the **Week at a Glance**. Choose the songs and activities from the list that will best fit your schedule and the needs of your students. The way that a teacher will use the materials in this resource will depend on the teacher's training, the instruments available to use, and the amount of instructional time allocated to the program. Teachers should also feel free to substitute songs for the songs that are in the program. In the Lesson Modules for Musicplay 1, I try to include the following:

Greeting: Each of the Lesson modules begins with a welcome song. Early in the school year, this should be followed by a name game or activity that will help you learn the students names.

Focus Activity: The lesson modules usually have a focus activity following the welcome song. These may include movement to the beat, a body percussion or rhythm play along, or a fun movement song.

Vocal Warmup: The lesson modules often have a vocal warmup to help develop students singing voices. Some of the warm ups in Grade 1 may include singing echoes to Bobo, Melody the Elephant for vocal improvisation or other vocalises.

New Song or Singing Games: In Musicplay a new singing game is included for almost every week of the year. The games are fun, and most of the singing games have short simple melodies. When children play singing games they repeat a simple melody many times. Repetition of a simple melody helps children to develop steady beat and to sing in tune. Many of the concepts and the skills that are developed in music class come from the singing games we teach.

Review Songs: To learn a song well, the students may need to practice it many times. New songs are introduced each week, but we've allowed time to review the songs from the previous week. You may find that your students need to practice a song longer than we have suggested in the lessons to learn it well, especially if it's a song for a performance.

Concepts/Skills: Songs in Musicplay are chosen to teach the concepts and skills outlined in the scope and sequence and the year plan. Ensure that the children know the song well before labeling a concept. When we learn a language as a toddler, we learn the sound of that language long before we learn to read and write it. In music as well, students should hear and internalise the sounds before we label the symbol. Reviewing and practicing concepts and skills is a life-long process for musicians. A student doesn't learn to match pitch in one lesson. It's a process that may take years. So activities like reading rhythms and melodies are part of many lessons.

Creating and Playing: Children love playing instruments. Playing instruments helps children to develop steady beat, learn to be part of an ensemble, and to explore timbres. Creating and playing sound effects, rhythms and melodies is an important part of music classes. In an ideal world every classroom would have a wide variety of unpitched rhythm instruments, drums and a xylophone, metallophone or glockenspiel for every student. Sadly, there are music classrooms with few if any instruments. If you have very few instruments, use body percussion, found sounds, or make your own instruments and use voices to create melodies.

Listening and Responding: Children should listen to a wide variety of music. In Musicplay 1, the Listening section includes all of Peter and the Wolf and Carnival of the Animals. Many of the listening examples offer opportunities to move to the music - sometimes with paper plates, scarves, ribbons, or other props. Moving as a response to music gives children another way to show they understand concepts such as slow/fast, loud/quiet or high/low.

Assessment: Many music teachers only see their classes once a week - or even less. Consider planning one short assessment each class. As part of your greeting, sing hello to your students, and have them sing back, "Hello Teacher." You can use this for attendance and you can use it to assess how well they are matching pitch. In the focus activity, you may choose to do a rhythm reading assessment that students can do as individuals. The Rhythm Practice section of Musicplayonline includes rhythm reading assessments. When your students have learned to read rhythms, assess them. You could do rhythm flashcard attendance. Instead of singing hello to the students, show each student a rhythm and have them clap it.

Closing Activity: Add a closing activity to your lesson to calm the students and conclude your lesson. Many teachers use a listening activity to close the lesson. You may want to read a story book, or a "So-me" Storybook to quietly end the lesson. The song, "The Music Time is Over" is a good closing activity.

August Month Outline - Grade 1

Week 1

Back to School Lesson 1

<p>Song List <i>Welcome Welcome (drm sl, ♩ ♪)</i> Storybook - <i>All Are Welcome Here</i> - accompany with C-G bordun - find this in Modules-General-Story-books-All Are Welcome - review how to hold mallets, instrument care Wash Your Hands 6. The Music Time is Over (<i>call response</i>)</p>	<p>Lesson Modules</p> <ol style="list-style-type: none"> Welcome to Music – sing the echoes read the storybook "All Are Welcome Here" sing the song "Welcome Welcome" learn to sing "Wash Your Hands" make a picture showing what you'd like to do in music class this year. "The Music Time is Over" – learn the goodbye song 	<p>Additional Options Units - Back to School (Hello Beat Chant) Modules-General No Touch Games - Name Game (get to know your students) Modules-General Movement Fun songs</p>
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Week 2

Back to School Lesson 2

<p>Song List <i>Welcome Welcome (drm sl, ♩ ♪)</i> Storybook - <i>All Are Welcome Here</i> - accompany with C-G bordun - find this in Modules-General-Story-books-All Are Welcome - review how to hold mallets, instrument care She'll Be Comin' (<i>actions, fun</i>) Wash Your Hands (<i>healthy habits</i>)</p>	<p>Lesson Modules</p> <ol style="list-style-type: none"> Welcome to Music read the storybook "All Are Welcome Here" Sing the song "Welcome Welcome Everyone" - review how to hold mallets, play a simple bordun sing "Wash Your Hands" "She'll Be Comin' Round The Mountain" -sing, create movements, make a reproducible storybook "The Music Time is Over" 	<p>Additional Options Units - Back to School Rhythm Practice - prepare rhythm activities Solfa Practice - prepare solfa activities Modules-General Movement Fun songs Storybook Module - Listening Walk, All are Welcome</p>
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Week 3

Back to School Lesson 3

<p>Song List <i>Welcome Welcome (drm sl, ♩ ♪)</i> Storybook - <i>All Are Welcome Here</i> - accompany with C-G bordun - find this in Modules-General-Story-books-All Are Welcome - review how to hold mallets, instrument care Wash Your Hands (<i>healthy habits</i>) Let Your Light Shine (<i>SEL, choral</i>) What Shall We Do? (<i>create verse</i>) Orff arrangement - add a broken bordun on D-A to the song, "What Shall We Do?"</p>	<p>Lesson Modules</p> <ol style="list-style-type: none"> Welcome to Music Storybook "All Are Welcome Here" Sing the song "Welcome Welcome" echo rhythms and melody patterns sing the song "Wash Your Hands" "Let Your Light Shine" – teach the song read a storybook about how to be a good friend "What Shall We Do?" – sing and draw 	<p>Additional Options Units - Back to School Rhythm Practice - prepare rhythm activities Solfa Practice - prep solfa activities Modules-General Movement Fun songs Storybook Module - Listening Walk, All are Welcome</p>
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Week 4

Back to School Lesson 4

<p>Song List <i>Welcome Welcome (drm sl, ♩ ♪)</i> Storybook - <i>All Are Welcome Here</i> - accompany with C-G bordun - find this in Modules-General-Story-books-All Are Welcome - review how to hold mallets, instrument care Naughty Kitty Cat (<i>m sl, ♩ ♪, Orff</i>) Let Your Light Shine (<i>SEL, choral</i>) What Shall We Do? (<i>create verse, Orff</i>)</p>	<p>Lesson Modules</p> <ol style="list-style-type: none"> Welcome to Music" If you're starting this week, read the storybook "All Are Welcome Here" Sing the song "Welcome Welcome Everyone" echo rhythms and melody patterns "Naughty Kitty Cat" – sing and play the game "What Shall We Do?" – sing and draw "Let Your Light Shine" – create movements "The Music Time is Over" 	<p>Additional Options Units - Back to School Rhythm Practice - prepare rhythm activities Solfa Practice - prep solfa activities Modules-General Movement Fun songs Storybook Module - Listening Walk, All are Welcome</p>
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September Week 1 at a Glance

Sing

New Songs:

- | | |
|---------------------------|-------------------|
| 1. Dooby Dooby Dooby Doo | warm-up |
| 2. Mountaintop Monster | high/low voices |
| 3. Little Red Wagon | names, beat |
| 4. Snail, Snail | beat, m sl |
| 5. Sam the Robot Man | beat |
| 6. The Music Time Is Over | goodbye song |

Teaching Tips and Extras

- | | |
|-----------------------------------|---|
| 6a.a Listen to the Rhythm | 6a.g Line Up Chant |
| 6a.b One, Two, Three | 6a.h Mallet Review Song |
| 6a.c Types of Voices | 6a.i Ideas for Developing In Tune Singing |
| 6a.d Melody the Elephant | |
| 6a.e How to Label and Assess Beat | 6a.j Voice Care |
| 6a.f Posture Chant | 6a.k Assessment |

Lesson 1 Module

- #1 “Dooby Doo” – sing and move to our warmup song
- #2 “Mountaintop Monster” – use high and low voices
- Play a snail game and show how notes go higher and lower
- Find things at home to use for instruments
- #3 “Little Red Wagon” – play instruments with the song
- #6 “The Music Time is Over” – echo sing

Move

Non-locomotor:

1. Dooby Dooby Dooby Doo - do movements.
2. Mountaintop Monster - do movements.
3. Little Red Wagon - create actions

Locomotor:

4. Snail, Snail - play singing game.
5. Sam the Robot Man - create robot movements.

Listen

Listening Kit 1:

1. Sounds Around Us
2. What Keeps a Beat?
5. High and Low Sounds

So-me Storybook Series:

1. So-me Goes Missing - sounds around us.

Interactive Activities

Games/Tools/Units:

- Beat or No Beat
Theory Unit - Staff Lesson 1

Song List:

2. Mountaintop Monster - Types of Voices
4. Snail, Snail - Beat/Rhythm (7 activities), Solfa/Note Challenge, Melodic Contour, Tone Ladder

Create and Play

3. Little Red Wagon - create effects.
4. Snail, Snail - teach Orff arrangement, create B section with word rhythms.
5. Sam the Robot Man - create effects.

Read/Write - Printables

1. Dooby Dooby Dooby Doo - Class Book
2. Mountaintop Monster - Is it High or Low?, Voices Posters
3. Little Red Wagon - Class Book, Reproducible Storybook
4. Snail, Snail - 16 Beat Chart, Beat/Rhythm Card, Beat/Rhythm Worksheets, Solfa Worksheet
5. Sam the Robot Man - Reproducible Storybook
6. The Music Time Is Over - Posture Chant Poster

Assess

4. Snail, Snail - keep a beat.
5. Sam the Robot Man - keep a beat.

Other Lesson Options

Tip from a Musicplay Teacher:

1. Dooby Dooby Dooby Do

September Week 1
Lesson 1

RHYTHM	TONE SET
BEAT	Rote



Concepts

- beat
- call/response

Skills

- Sing
- Play
- Move
- Create
- Listen
- Read/Write

Core Arts Standards

- Create
- Perform
- Respond
- Connect

Uke/Guitar: G C7 D

Arrangements

- Piano
- Uke/Guitar
- Orff
- Recorder
- Boomwhacker

I can

- sing and keep a beat.

Printables

- Class Book
- Create a Response
- Echo Patterns

Interactives

- Solfa/Note/Tone Ladder
- Beat/Rhythm
- The Staff

Type: call and response

Theme: warm up

Paul Runalls

Gon - na clap my hands _____ (Gon - na clap my hands) _____ all _____ through the town. _____

_____ (doo - by, doo - by, doo - by doo) Gon - na clap my hands _____ (Gon - na clap my hands) _____

_____ when the rain comes down. (doo - by, doo - by, doo - by doo) Gon - na clap my _____ hands _____

_____ (Gon-na clap my hands) _____ like a fun-ny _____ clown. _____ (doo-by, doo-by, doo-by doo)

2. Gonna sing out loud (echo) till the cows come home. (dooby...)

Gonna sing out loud (echo) on the telephone. (dooby...)

Gonna sing out loud (echo) when I'm all alone. (dooby...)

3. Gonna jump up and down (echo) like a jelly bean. (dooby...)

Gonna jump up and down (echo) like a Mr. Clean. (dooby...)

Gonna jump up and down (echo) so I can be seen. (dooby...)

4. Gonna stand on my toes (echo) get really tall. (dooby...)

Gonna stand on my toes (echo) get really small. (dooby...)

Gonna stand on my toes. (echo) It's better than my nose. (dooby...)

5. Gonna wink an eye (echo) all through the night. (dooby...)

Gonna wink an eye (echo) till I get it right. (dooby...)

Gonna wink an eye (echo) with all my might. (dooby...)

6. Gonna say bye-bye. (echo) Gonna see my gal. (dooby...)
Gonna say bye-bye. (echo) Gonna see my pal. (dooby...)
Gonna say bye-bye. (echo) I hope you stay well. (dooby...)

7. Dooby, dooby, dooby doo. (echo) Dooby, dooby, doo. (echo)
Dooby, dooby, dooby, doo. (echo) Dooby, dooby, doo. (echo)
Dooby, dooby, doo. (echo) Dooby, dooby, doo. (echo) Wah!

TEACHING PURPOSE/SUGGESTIONS

Welcome your students to music class by playing song 1. "Dooby Dooby Dooby Doo." This song is included to give the students a great warm-up and welcome to music class. It is engaging, easy to learn, and fun to sing. Action songs are great for Grade 1 because they train the students to focus on the teacher. This skill will later help them to watch a conductor in a choir or a band. The echoes are also great for first grade. The words are easy to learn, and the students have a vocal model to imitate. Watch the lyrics video on MusicplayOnline and have the students sing all the echoes.

Denise Tip: In this song, I'd suggest having the students sing only the echo parts, although they will probably enjoy it so much that they'll want to sing it all. Explain that each time they sing the echo or "dooby dooby dooby doo," this is a response.

PLAYING AND CREATING

Create actions and/or body percussion to go with the song as the words suggest (clap hands, jump up and down, wink an eye, stand on toes, etc.). Create an action that you will use for each "dooby dooby dooby doo." Have the students sing the echo parts of the song with the actions that you create. If the students (or you) need some ideas, watch the id's demo video. Tell the students that when they are doing the actions, they are keeping a steady beat with the music. Use student suggestions to create new verses for the song using other locomotor and non-locomotor movements. There are interactive locomotor and non-locomotor activities in the Toolbox on MusicplayOnline (e.g., Gonna kick my leg/swing my hips/punch my hands ...).

Ask the students if this is a song that they might select to use in a performance. Why or why not? If it is a song they'd like to perform, decide if you want to perform the verses that are written, some of the new verses they've created, or a combination of the two. Ask the students to suggest what parts of their performance might need more practice. Rehearse and end the class with a performance!

ILLUSTRATION AND READING

Make a class book of this song. A template is given in the Printables section on MusicplayOnline. Have each student illustrate one short section of lyrics. If you have more pages than students, have one student do two pages. After the book is complete, have the class sing and read it. This is a good activity for a sub. Leave the book pages in your Sub Tub.

CURRICULUM CONNECTIONS: LANGUAGE ARTS

Read the storybook *Dooby Dooby Moo* by Doreen Cronin. There is a YouTube video available of the book being read. Have the students choose unpitched instruments to create sound effects to accompany the story.

ASSESSMENT

After the students have sung the song many times, you can use this song to assess how well each student matches the pitch of the singing when singing with the class. Have the class stand in lines or in a circle in class list order. Listen to each student sing for three to four seconds. If you walk down the line with your class list in hand, it takes just a few minutes to assess the entire class. If you aren't able to assess the entire class while singing the song the first time, play it a second time. Use whatever grading system that is required by your school district or use: Y - Yes, N - No, S - Sometimes.

2. Mountaintop Monster

September Week 1
Lesson 1

RHYTHM	TONE SET
Rote	Rote



Concepts

- timbre of voices
- high/low

Skills

- Sing Play Move
 Create Listen Read/Write

Core Arts Standards

- Create Perform Respond
 Connect

Uke/Guitar: n/a

Arrangements

- Piano Uke/Guitar
 Orff Recorder
 Boomwhacker

I can

- perform high and low sounds.
- use singing and speaking voices.

Printables

- Solfa Beat/Rhythm
 Is it high or low? (x2)
 Types of Voices

Interactives

- Solfa/Note/Tone Ladder
 Types of Voices
 The Staff

Type: rap

Theme:

April Kassirer and Susan Marcus

Jel - ly this, jel - ly that all day.

Jel - ly jel - ly jel - ly jam, oh, jel - ly this, jel - ly

that all day. Jel - ly jel - ly jel - ly jam, oh,

Repeat and fade out

Spoken:

On a mountaintop high above the sea sat a great big monster in a great big tree.
It had great big ankles, and great big knees, and great big elbows, and a great big sneeze.
It was how big? Great big! It was how big? Great big!

It had a great big nose, and a great big chin, and great big teeth and a great big grin.
It was how big? Great big! It was how big? Great big!

It had great big eyes, and great big feet and a great big belly and it only liked to eat,
Jelly this, jelly that all day. "I love jelly!" you could hear it say.
"I put jelly on my lettuce, jelly on my beans, jelly on my hair and jelly on my jeans."

On a mountaintop high above the sea sat a teeny tiny monster in a teeny tiny tree.
It had teeny tiny ankles, and teeny tiny knees, and teeny tiny elbows, and a teeny tiny sneeze.
It was how tiny? Teeny tiny! It was how tiny? Teeny tiny!

It had a teeny tiny nose, and a teeny tiny chin, and teeny tiny teeth and a teeny tiny grin.
It was how tiny? Teeny tiny! It was how tiny? Teeny tiny!

It had teeny tiny eyes, and teeny tiny feet, and a teeny tiny belly, and it only liked to eat,
Jelly this, jelly that all day. "I love jelly!" you could hear it say.
"I put jelly on my lettuce, jelly on my beans, jelly on my hair, and jelly on my jeans."

TEACHING PURPOSE/SUGGESTIONS

“Mountaintop Monster” is a great song for Grade 1 students to practice using low voices and high voices. Use an exaggerated low voice for the “great big monster” and a very high voice for the “teeny tiny monster.” The healthiest range for students to sing in is their “head voice.” Some students have always spoken or sung in “chest voice”, or the lowest register. For them to learn to sing in “head voice”, chanting or speaking in a very high register can help them to develop this range. When they use both registers in a song, the contrast helps them to develop flexibility. Add actions to the song as the words suggest. Ask the students if they can tell you which parts of the song are spoken and which parts are sung. This will help them to distinguish between speaking and singing voices.

Watch the lyrics video and have the students sing all the echoes. Ask the students questions about the song:

- What does the song make them think of? (Reaction)
- How does the song make them feel? What’s the mood?
- What instruments did they hear in the song? (Describe)
- Is the song fast/slow, quiet/loud?
- What do they think the song is about?
- Why do they think the composer wrote this song?

PLAYING AND CREATING

Create non-locomotor movements to accompany the song as the words suggest. Watch the kids demo for ideas.

Try accompanying the sung part of the song with unpitched instruments. The student could play the beat on rhythm sticks, drums, or other instruments.

MUSIC READING AND WRITING

Use the song to reinforce the concepts of low and high. Ask the students to tell you which monster had a low voice and which monster had a high voice. Practice each part in a high and a low voice. Relate this to instruments. Instruments that are large have lower voices, and instruments that are small have higher voices.

CURRICULUM CONNECTIONS: ARTS

Have the students illustrate a favorite part of the song. Discuss with the students the ways in which an artist expresses an idea compared to the way that a musician would express it.

For example, ask the students to tell you how a musician lets the audience know how tiny the monster was. Then ask the students how an artist would show it. In the recording, the vocal quality of the singer changes when she sings in the “teeny tiny monster” voice. The vocal quality is part of the tone color in a song. In a painting, color can refer to the hue or to the intensity.

ASSESSMENT

Assess if the students can distinguish between speaking voice and singing voice in the song. Play the recording (or video) and pause during the speaking part. Ask the students to tell you if it is a speaking part or a singing part.

Alternatively, use the High/Low Game on MusicplayOnline with the High/Low Assessment found in the Printables sections of 2. "Mountaintop Monster" on MusicplayOnline.

Assessment Strategies

Identify sounds in the environment	Assess via a checklist. yes/no
Identify examples of beat Strategies Used: move to the beat, step beat, count beats and show with felts, tap beats as you sing	Simplify by doing this on your class list. Assess via a checklist. yes can keep a beat, no. not yet. Do this on class list as you observe the class moving to one of the songs listed. To simplify, mark the students who cannot keep a beat.
Identify rhythms in language	Assess: (early in grade 1) ask individual students to clap the words of one short phrase of a song. Use a checklist. yes/no. Use the songs listed. Class assessment: (later in grade 1) Clap and say the words to one of the simple reading songs listed. Ask the students to write the words using ta and titi. Mark this. 4 examples is sufficient. 4: all correct 3: 3 correct 2: 2 correct 1: 1 correct
Distinguish between beat and rhythm in a simple song.	Assess via observation and a checklist. (yes/no) Prepare beat/rhythm cards. Switch between beat and rhythm and observe who switches at the appropriate time. Marking Scale A: 4: always accurate 3: usually accurate 2: sometimes accurate 1: not accurate at all
Identify higher and lower pitched sounds in their environment and in music.	Assess via observation using one of these strategies: show high/low sounds with arm motions, stand up for high, sit for low, in a circle, raise hands for high, lower for low, show with fuzzies, visuals, felts. Observe who successfully shows high and low. (It may be easier to mark those who don't) Checklist. yes/no Song 21 I Can Sing a High Note would be excellent for this, or any of the reading songs listed. Use the same levels as above.
Identify different tempi in their environment and in music	Assess via pencil and paper exercise. Ask the students to fold a piece of paper in half. On one side write "Fast" and on the other "Slow". Ask them to listen to track 4 of the Listening CD and write the names of or draw pictures of things that are loud and soft. Mark this. Instead of the listening CD, choose songs from Musicplay that are fast and slow and ask the students to put hands up if the song is fast (or slow) Use marking scale A.
Reproduce specific pitches in group call and response activities or in short simple songs	Assess by playing the CD and listening to each child individually for 2-3 seconds. (Call/Response Songs: Song 1, 22, 53, 38) If you line your students up in class list order, you will be able to quickly record on your class list if they are responding accurately or not. You may need to play the song on the CD 2-3 times, depending on how quickly you move from child to child.
Express responses to music by moving	Assess by observing how the children move. Appropriate/not appropriate. Marking Scale B: Level 4: always appropriate Level 3: usually appropriate Level 2: sometimes appropriate Level 1: never appropriate

SAMPLE CHECKLIST

Name:	Identify Sounds yes/no	Identify Examples of beat yes/no	Identify rhythms in language correct / 4	Distinguish between beat/rhythm yes/no	Identify high/low pitches yes/no	Identify different tempi yes/no	Reproduce pitches 4-3-2-1	Express response to music 4-3-2-1	Overall Mark 4-3-2-1
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Beat and Rhythm Checklist & Rubrics

BEAT AND RHYTHM ASSESSMENT CHECKLIST

Name	Beat: Pat or Step	Beat Chart: Taps & Tracks	Rhythm: Claps Words	Observe beat vs rhythm	Read ♪ ♫ ♮	Clap & Play ♪ ♫ ♮	Move & Tap chart: 2/4 4/4	Fast/Slow	Rhythm ostinato
	yes/no	yes/no	yes/no	mark	rubric	rubric	rubric	mark	mark

BEAT RUBRICS

Use these rubrics to assess the ability to keep the beat.

Objective	1. Beginning	2. Satisfactory	3. Proficient	4. Excellent
Keeps the beat accurately when using body percussion. (tap, pat)	The student continues working towards keeping the beat when using body percussion.	The student sometimes keeps the beat accurately when using body percussion.	The student usually keeps the beat accurately when using body percussion.	The student always keeps the beat accurately when using body percussion.

Objective	1. Beginning	2. Satisfactory	3. Proficient	4. Excellent
Keeps the beat accurately when playing instruments.	The student continues working towards keeping the beat when playing instruments.	The student sometimes keeps the beat accurately when playing instruments.	The student usually keeps the beat accurately when playing instruments.	The student always keeps the beat accurately when playing instruments.

RHYTHM RUBRIC

Use these rubrics to assess the ability to read (say or clap) rhythms. Fill in the rhythm to be assessed under "objective."

Objective	1. Beginning	2. Satisfactory	3. Proficient	4. Excellent
Accurately reads (says or claps) the rhythm	The student is not able to read the rhythm.	The student is sometimes able to read the rhythm.	The student usually reads the rhythm.	The student consistently reads the rhythm.

SONG SUGGESTIONS

Use Beat & Rhythm (So-Mi)

- 9. Choo Choo Train
- 12. Counting Song
- 20. Bye Low Baby Oh
- 36. Cuckoo
- 41. Hello Game

Use Beat & Rhythm (So-Mi-La)

- 4. Snail, Snail
- 34. Bounce the Ball
- 37. Peter Rabbit
- 55. Strawberry Shortcake
- 60. Tommy Tiddlemouse
- 69. Tick Tock
- 74. We Are Dancing in the Forest

Fast/Slow

- 7. The Grand Old Duck of York
- Listen 1: #8, #9, #39, #40

Rhythm Ostinato

- 24. Hey, Betty Martin
- 69. Tick Tock
- 74. We Are Dancing in the Forest
- 93. Apple Tree
- 100. How Many Fingers?

INDEX OF ASSESSMENT ACTIVITIES

Matching Pitch When Singing

1. Dooby Dooby Doo
32. Peace in My Heart
46. Hanukkah Fun
49. Up on the Housetop
53. Mary Had a Baby
62. Miss Lucy
65. Michael, Row the Boat Ashore
82. My Dog
83. Train My Parents
87. Five Little Ducks

Keeping a Beat

- 6a.a Listen to the Rhythm
5. Sam the Robot Man
9. Choo Choo Train
72. Wishy Washy Wee

Distinguish Between Singing Voice and Speaking Voice

2. Mountaintop Monster

Internalization of the Beat

3. Little Red Wagon

Understanding the Concept of High/Low

12. Counting Song
47. Lemonade

Keeping a Beat while Playing an Instrument

13. Hickory Dickory Dock

Understanding which Notes are Repeating and which Notes are Moving by Step

15. Jack and Jill
45. Elevator

Notation

20. Bye Low Baby Oh

Reading Rhythm Patterns

21. I'm Thankful

Recognizing High/Low and Low/High Patterns

22. High. Low
80. Eensy Weensy Spider

Individual Solo Singing

23. I Like Turkey

Behaviour in a Concert (Self-Assess)

25. Five Fat Turkeys

Distinguishing between "Stepping" (4/4) Music and "Skipping" (6/8) Music

27. Magic Spell
28. The Witch's Cat

Listening to Other Groups

29. Bats and Cats
- 29a. Deedle Deedle Dumpling

Rhythm Reading/Writing

34. Bounce the Ball
50. Ho, Ho, Ho!
77. Bee Bee Bumblebee
89. Hurry, Easter Bunny

Individual Voices/Solo Singing

24. Hey, Betty Martin
36. Cuckoo
39. The Other Day
41. Hello Game
60. Tommy Tiddlemouse
71. Mr. Potato Head

Identifying Classroom Instruments by Sound

51. The Bells on the Sleigh

Identifying Fast/Slow Tempos

52. Love My Slippers

Hearing the Difference between 2/4 and 6/8

57. Vive la compagnie

Recognizing Phrases

64. Un, deux, trois
69. Tick Tock
100. How Many Fingers?

Playing Instruments Correctly

67. Aikendrum

Ability to Create Movement

76. The Old Gray Cat
84. Feelin' Alive

Melody Reading

77. Bee Bee Bumblebee

Classified Indexes

MULTICULTURAL MUSIC

African

19. Kye Kye Koolay

African American

65. Michael, Row the Boat Ashore

American

108. My Country 'Tis of Thee

109. Star Spangled Banner

110. You're a Grand Old Flag

Canadian

99. Savez-vous planter les choux?

107. O Canada

French

43. Fais dodo

57. Vive la compagnie

64. Un, deux, trois

99. Savez-vous planter les choux?

Scottish

67. Aikendrum

Sea Shantys

70. Haul Away Joe

Spanish

31. Juanito

56. Pimpón

101. A la víbora de la mar

102. El coqui

NON-ENGLISH SONGS

Title	Language/Culture	Title	Language/Culture
19. Kye Kye Koolay	Ghana	64. Un, deux, trois	French
31. Juanito	Spanish	100. Savez-vous planter	French
43. Fais dodo	French	101. A la víbora de la mar	Spanish
56. Pimpón	Spanish	102. El coqui	Spanish
57. Vive la compagnie	French	107. O Canada	French and English

HOLIDAY, SEASONAL, PATRIOTIC MUSIC

Thanksgiving

20. Bye Low Baby Oh

21. I'm Thankful

23. I Like Turkey

25. Five Fat Turkeys

Halloween

27. Magic Spell

28. Witch's Cat

29. Bats and Cats

30. Monster Walk

Remembrance Day / Veteran's Day (Peace)

32. Peace in My Heart

33. Just One Candle

Winter

58. Icicles

Hanukkah

46. Hanukkah Fun

Christmas

48. New Teeth for Christmas

49. Up on a Housetop

50. Ho, Ho, Ho!

51. Bells on the Sleigh

52. Love My Slippers

53. Mary Had a Baby

New Years

55. Strawberry Shortcake

Valentine's Day

68. I Like You

Spring

78. Baby Bumblebee

79. Lucky Leprechaun

86. Little Rabbit Foo Foo

87. Five Little Ducks

89. Bunny Hides the Basket

Curriculum Links

LANGUAGE ARTS	DRAMA	MATH	SOCIAL STUDIES	SCIENCE
Vowel Sounds: 11. Apples & Bananas Alphabet: 16. Rock Around the Alphabet Beginning Sounds: 26. Today Is Monday Rhyming Words: 42. Down by the Bay Nursery Rhymes: 15. Jack & Jill 13. Hickory Dickory Fairy Tales: 101a. Chicken Little Story	5. Sam the Robot Man 13. Hickory Dickory Dock 14. Goin to Kentucky 15. Jack & Jill 27. Magic Spell 28. Witch's Cat 30. Monster Walk 31. Juanito 44. Punchinello 47. Lemonade	Counting: 12. Counting Song 18. Ten in the Bed Months: 55. Strawberry Shortcake	Transportation: 3. Little Red Wagon 8. Wheels on the Bus 9. Choo Choo Train Multicultural Music: 14. Goin to Kentucky 19. Kye Kye Koolay (<i>Ghana</i>) 31. Juanito (<i>Spanish</i>) 43. Fais dodo (<i>French</i>) 46. Hanukkah Fun 54. One Big Family 57. Vive la compagnie 64. Un, deux, trois 70. Haul Away Joe (<i>Canada sea chanty</i>) 74. We Are Dancing in the Forest (<i>Hungary</i>) 79. Lucky Leprechaun (<i>Ireland</i>)	Insects: 4. Snail, Snail 80. Eensy Weensy Spider 77. Bee Bee Bumblebee 78. Baby Bumblebee Bears: 38. Goin' on a Bear Hunt 39. The Other Day 40. The Bear Went Over the Mountain Weather: 58. Icicles Animals: 75. My Cat 76. The Old Gray Cat 82. My Dog 87. Five Little Ducks Environment: 91. Let's Save Water Gardens/Farms: 93. Apple Tree 97. Down on Grandpa's Farm 98. Oats and Beans and Barley Grow 99. Savez-vous planter les choux?

DAILY PE	DANCE	HEALTH	SOCIAL SKILLS
1. Dooby Dooby Dooby Doo 7. The Grand Old Duke of York 9. Choo Choo Train 14. Goin to Kentucky 23. I Like Turkey 24. Hey, Betty Martin 27. Magic Spell 30. Monster Walk 31. Juanito 34. Bounce the Ball 37. Peter Rabbit 61. Head and Shoulders Knees and Toes 63. Gonna Have a Good Time 72. Wishy Washy Wee 74. We Are Dancing in the Forest 84. Feelin' Alive 106. Charlie Over the Ocean	1. Dooby Dooby Dooby Doo 4. Snail, Snail 9. Choo Choo Train 14. Goin to Kentucky 27. Magic Spell 31. Juanito 32. Peace in My Heart 35. Thread and Needle 44. Punchinello 46. Hanukkah Fun 50. Ho, Ho, Ho! 63. Gonna Have a Good Time 64. Un, deux, trois 66. Rig a Jig Jig 68. I Like You 72. Wishy Washy Wee 73. When I Was One 74. We Are Dancing in the Forest	Healthy Foods: 11. Apples & Bananas 47. Lemonade 106. The Eat Song Dental Health: 48. New Teeth for Christmas Pedestrian Safety: 59. Little Red Car Parts of the Body: 61. Head and Shoulders Knees and Toes Careers: 72. Wishy Washy Wee 47. Lemonade	10. I Don't Know 32. Peace in My Heart Choosing Partners: 66. Rig a Jig Jig 68. I Like You