

- (2) There is one of  
 (1) Three (2) black (3) keys. □

## LESSON 26

### Students Will Learn

That the treble clef on a staff signifies high notes.

### Additional Materials

**Teacher:** CDK, Gerald Giraffe hand puppet, sack of Gerald Jr. puppets, floor staff,<sup>1</sup> rhythm instruments, *Musicards 2*.

**Student:** Optional ruler.

### Procedure

Turn to page 24. The symbol on this page is Mrs. Treble Clef. Mrs. Treble Clef is a symbol that always stands near a certain kind of notes. Look at "head up" Gerald Giraffe in Mrs. Treble Clef's voice circle. What kind of notes do you think Mrs. Treble Clef stands near? High notes.

I wonder where Mrs. Treble Clef lives? Use your ruler to connect the animals on page 24 as I tell you to, and you will find out where Mrs. Treble Clef lives.

(1) Draw a line connecting the turtle on the left side of the page to the turtle on the right side of the page. This will give Mrs. Treble Clef a place to sit.

(2) Draw a line connecting Sally Squirrel to Sally Squirrel. Now Mrs. Treble Clef has a place to rest her chin.

(3) Draw a line connecting bird to bird. This line goes below Mrs. Treble Clef's eyes.

(4) Draw a line connecting cat to cat. This line goes across the top of Mrs. Treble Clef's shoulders.

(5) Draw a line connecting mouse to mouse. This line goes through Mrs. Treble Clef's circle.

Mrs. Treble Clef lives on five lines called a "staff."

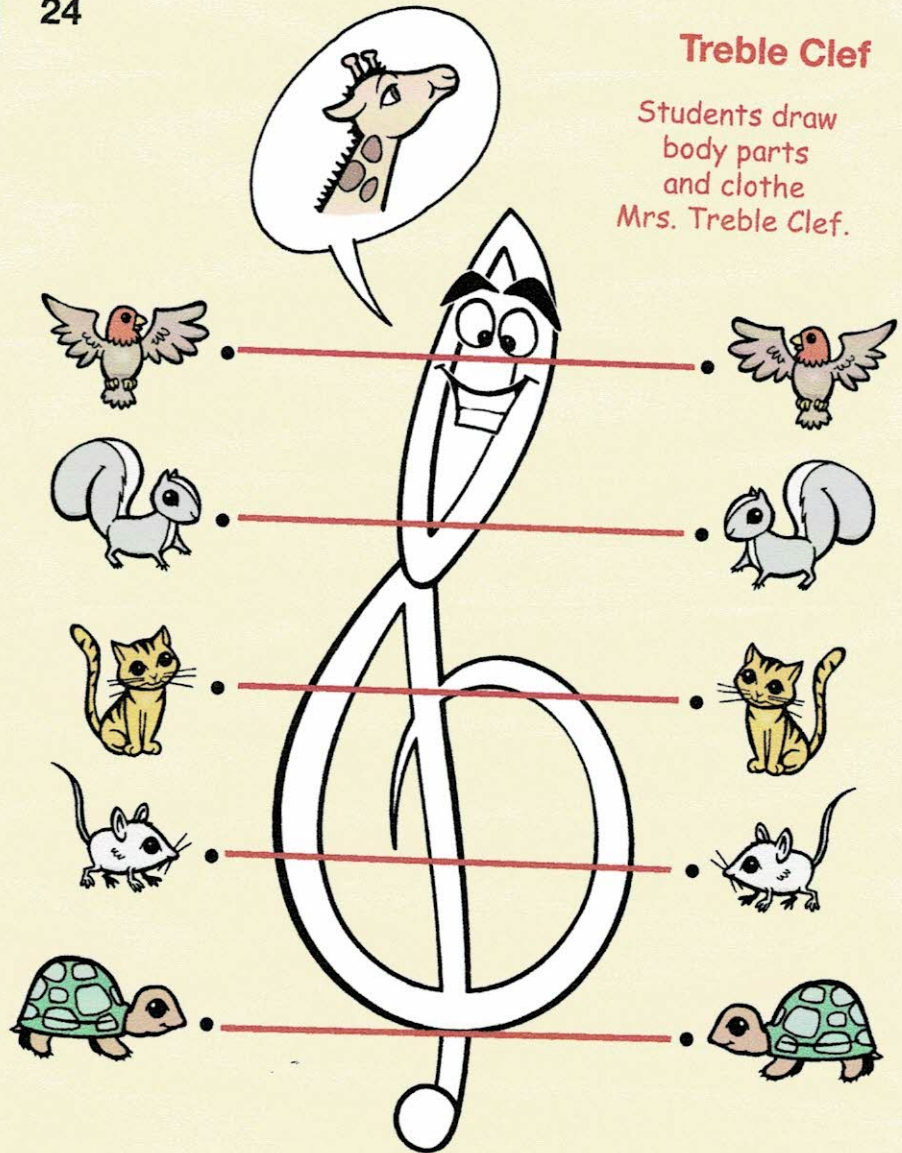
Draw these parts of the body on Mrs. Treble Clef: Ears, arms, hands, another leg, shoes, hair, bow in her hair, jewelry, etc. Allow students to share what they drew.

Choose a student to hold the treble clef *Musicard* (2a) on the left-hand side of the floor staff. Select 8 other stu-

24

## Treble Clef

Students draw body parts and clothe Mrs. Treble Clef.



dents to stand on the floor staff to the right of the clef sign and in the lines and spaces indicated by the numbers\* in the "Mrs. Treble Clef" song on the next page. Distribute the Gerald Jr. puppets, and teach "Mrs. Treble Clef," pointing to the proper student on the floor staff as the pitches change. Students should use their puppets to follow the notes up high.

Distribute the rhythm instruments, and teach "Mr. Rabbit" (CDK, band 21) (see next page). **Who is singing this song on the recording?** Sally Squirrel. **When ladies sing notes on the staff, they are always singing notes which stand near Mrs. Treble Clef.** □

onstrating musical concepts. Ideally, the floor staff should be permanently attached to the floor of the classroom. Use five six-foot strips of black tape spaced one foot apart to form the staff. If it is not possible to attach tape permanently to the floor, you may wish to use strips of black yarn which you can temporarily tape to the floor, lie on the floor, or have students hold.

<sup>1</sup>A floor staff is useful for dem-

## A Bright Colored Rainbow

Words and music by Judy Swaim, Copyright © 1982 Praise Hymn Inc.

The rain is gone and what do I see? The sun-beams are  
peek - ing through clouds at me. There's some - thing spec - ial high in the  
sky, A bright col - ored rain - bow is hung out to dry.

## Hoot And Toot

Words and music by Joe Swaim, Copyright © 1982 Praise Hymn Inc.

1. "Hoot," says the owl,  
2. "T oot," says the train, "Hoot," says the owl,  
"Toot," says the train,  
"Hoot," says the owl in the pale moon - light. "Hoot," says the owl,  
"Toot," says the train with the big bright light. "Toot," says the train,  
"Hoot," says the owl, 'cause he sees best late at night.  
"Toot," says the train, as he rolls a - long at night.

## I Love Little Kitty

Words and music by Joe Swaim, Copyright © 1982 Praise Hymn Inc.

I love lit - tle, kit - ty, Her coat is so  
warm, And if I don't hurt her, She'll do me no  
harm. I'll not pull her tail, Nor chase her a -  
way, But kit - ty and I Ver - y gen - tly will play.

## LESSON 6

### Students Will Learn

The value concept<sup>1</sup> “walk” for the quarter note and “slow-ly” for the half note.

### Additional Materials

**Teacher:** Gerald Giraffe hand puppet, CDK, optional red apple and yellow apple, *Musicards* 9 (4 cards) and 10 (2 cards).

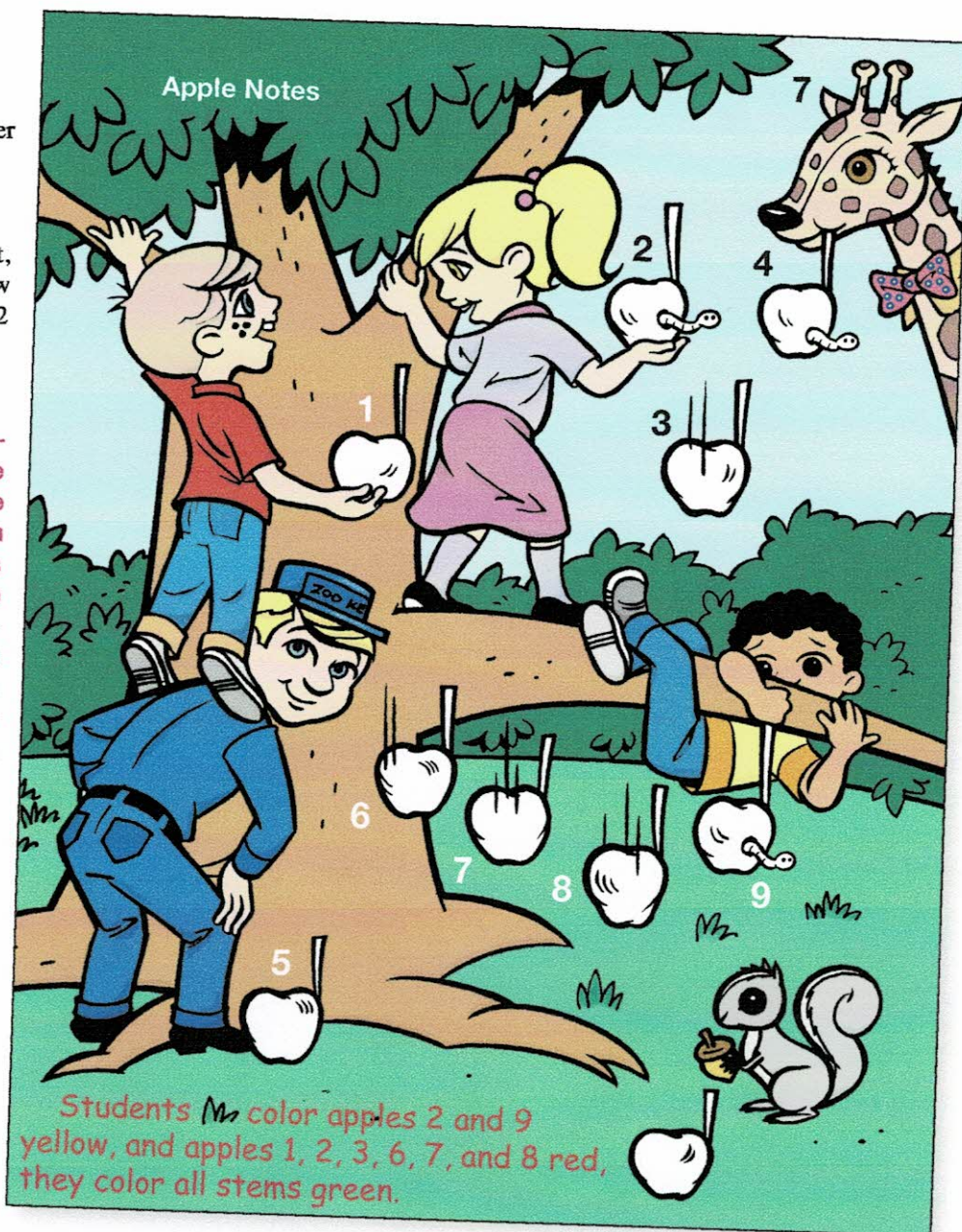
### Procedure

Turn to page 7. What is happening in this picture? Do you see any apples? Who is holding the apples? Are any apples falling from the tree? Display the apples. Notes look like the apples on the apple tree in the workbook. Use a yellow crayon to color the apples which have worms in them. Use a red crayon to color all other apples hanging or falling from the tree. Use a green crayon to color the stems of the apples.

Teach “Bright Colored Rainbow,” (CDK, band 4) (see next page) using the Gerald Giraffe puppet to follow the high and low pitch movement.

Sing the phrase, “The rain is gone, and what do I see.” As you sing, follow the numbers from 1 to 9 and touch each of the apple notes in the workbook. Sing the phrase several times. Which apple notes did you touch the longest, the red ones or yellow ones? Yellow apple notes.

Display 4 of *Musicards* 9a and 2 of 10a. Just as there are different colors of apples, there are also different colors of notes. Place 4 quarter note cards on the chalk tray. Everyone stand and take four steps together, saying the word “walk” each time you step. Remove the quarter note cards, and place 2 half note cards on the chalk tray. Now take two slow steps together, saying the word “slow-ly” for each step. In music, the note with the black face always “walks,” and the note with the white face always walks “slow-ly.” Place 4 quarter note cards followed by 2 half note cards on the chalk tray. Let’s walk these notes by saying, “Walk, walk, walk,



walk, slow-ly, slow-ly.” Be sure that students take only one step for each one word (not syllable). Repeat this walking exercise several times.

Hold a quarter note card in the right hand and the half note card in the left hand. Sing “Bright Colored Rainbow” again. As students sing, hold up the proper card for each note.

Let’s sing the song by singing “walk” and “slow-ly” in place of the regular words. Sing without the recording and hold up the proper card to help students know when to sing “walk” and “slow-ly.” Use Gerald Giraffe as the signal for a “slow-ly” step. □

the *God Made Kindermusic* workbook using a value concept. For example: Quarter note = 1 pulsation = the value concept word “walk.” Half note = 2 pulsations = the value concept word “slow-ly.” These value concept words represent the number of pulsations each note receives. Students will learn the names for these notes in future lessons.