

Foreword

"I need music lessons for my preschool classes, especially for my two year olds. But I also want the lessons to work for my 3- and 4-year olds. AND I'd really like them to correlate to the topics already taught in the preschool. Plus, the lessons need to be quick and easy to prepare. I don't have time to learn a lot of new material or write lesson plans."

We heard you! This volume of *This is Music Preschool* is designed just for you! There is an entire school-year's worth of *quick and easy-to-use*, fun-filled, imaginative lessons in these pages. They are integrated with basic preschool themes yet contain significant music outcomes. Many of the songs are familiar or piggy back off of tunes you already know. Others are original songs designed to provide fresh and new content for thematic continuity. Every lesson contains playing instruments or other sound-making objects, singing, listening and moving. Many lessons contain experiences with American Sign Language. Several are linked directly to popular preschool literature books. There is a consistent thread of language and literacy awareness throughout.

All lessons carry through in content from the youngest 2-year olds to the 4-year olds. Only the processes change to make them developmentally appropriate.

The lessons are in *quick and easy-to-read* outline format; each complete lesson is on *one* page. All the music is included on the TWO CDs that accompany this book: music arrangements for singing and playing instruments in class, dancing music, music for listening and all other songs needed for teaching. *Quick Look* preparation outlines make it easy to see what you need to do to get ready to teach. All manipulatives are included, ready for photocopying.

These lessons are *quick and easy!* Designed just for you!

We hope you like them and find them helpful!

The image shows two handwritten signatures in black ink. The first signature, on the left, is 'Dena C. Adams' and the second signature, on the right, is 'Claire D. Clark'. Both signatures are written in a cursive, flowing style.

Dena C. Adams and Claire D. Clark, authors

Lessons at a Glance

Unit	Lesson Songs and Activities		Materials	Concepts
Lessons 1–4 Clickety Clack	LISTEN <ul style="list-style-type: none"> • Train Sounds • Train Story SING <ul style="list-style-type: none"> • Train Colors • Clickety Clack CHANT <ul style="list-style-type: none"> • Choo-Choo Train 	INSTRUMENTS & MORE <ul style="list-style-type: none"> • Little Red Caboose • Train Bell • Rock Island Line MOVE <ul style="list-style-type: none"> • Little Red Caboose • Choo-Choo 	Per Class <ul style="list-style-type: none"> • CD Player and CD 1 • Train Poster Per Student <ul style="list-style-type: none"> • Egg Shakers • Rhythm Sticks 	Music <ul style="list-style-type: none"> • Start and stop • Glissando • High and low • Steady beat Integration <ul style="list-style-type: none"> • Trains • American Sign Language
Lessons 5–8 Monkey Chatter	LISTEN <ul style="list-style-type: none"> • Monkey Sounds SING <ul style="list-style-type: none"> • I See a Monkey! • Monkey Tummy • Five Little Monkeys • I Like Bananas! • Monkey Chatter CHANT <ul style="list-style-type: none"> • Here is the Monkey 	INSTRUMENTS & MORE <ul style="list-style-type: none"> • Pop! Goes the Weasel • Monkey See, Monkey Do • Monkey Drum MOVE <ul style="list-style-type: none"> • Monkey See, Monkey Do • Jump & Pop! Goes the Weasel 	Per Class <ul style="list-style-type: none"> • CD Player and CD 1 • Monkey Pictures • Fruit Pictures • Drum Per Student <ul style="list-style-type: none"> • Rhythm sticks • Egg Shakers 	Music <ul style="list-style-type: none"> • High and low • Drum play • Loud and quiet Integration <ul style="list-style-type: none"> • Monkeys • Favorite fruits • Syllables • American Sign Language
Lessons 9–10 Caps for Sale by Esphry Slobodkina Literature Connection	SING <ul style="list-style-type: none"> • Peddler's Call • I Have a Checked Cap • Do You See a Checked Cap? • My Cap READ <ul style="list-style-type: none"> • <i>Caps for Sale</i> 	INSTRUMENTS & MORE <ul style="list-style-type: none"> • Kye Kye Kule MOVE <ul style="list-style-type: none"> • Monkey in the Middle 	Per Class <ul style="list-style-type: none"> • CD Player and CD 1 • Book: <i>Caps for Sale</i> by Esphry Slobodkina • Paper Caps • <i>Optional: Storyboard Figures</i> Per Student <ul style="list-style-type: none"> • Rhythm Sticks • Bells 	Music <ul style="list-style-type: none"> • Imitation • Steady beat Integration <ul style="list-style-type: none"> • Monkeys • Story telling • Sequence • Literature • American Sign Language

Lesson 1: 2- and Young 3-Year Olds (CD 1 Tracks 2-3)

SING: LET'S CLAP TOGETHER

LISTEN: TRAIN SOUNDS (CD 2)

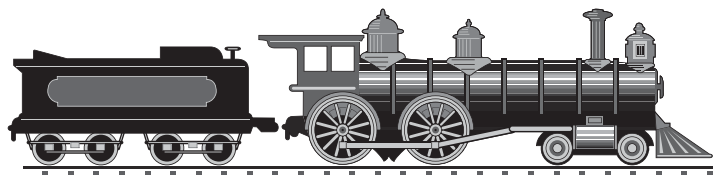
- Show the children the Train Poster and tell them that they are going to hear the sounds of a train.
- Play CD 2.

SING: TRAIN COLORS

- While continuing to show the Train Poster, sing ms.1-2 of the song. Repeat.
- Ask the children to sing "*I see the train*" with you. Repeat the phrase several times.
- Slowly point to each train car and sing a phrase for each color. Encourage the children to sing with you.

SING: CLICKETY CLACK

- Using both hands, hold up your fingers to show the index & middle fingers pointing up together, other fingers folded down. Move around among the children asking if they, too, can hold their fingers just so.
- Model the American Sign Language sign for Train. (See ASL on page 29.)
- Continue to make the sign while quietly repeating "*puff puff puff puff*." Encourage the children to join you.
- Sing, speak and repeat as desired all phrases of the song using the ASL signs for Train, Wheels and Hill. (See ASL on page 29.)



INSTRUMENTS & MORE:

LITTLE RED CABOOSE (CD 3)

- Tell the children that they can make "*clickety clack*" train sounds with instruments.
- Distribute egg shakers.
- Let the children explore making sounds, then have them stop. Tell them that when they hear the train music they may make sounds with the shakers *but* when the music stops, they are to stop shaking. When the music starts again, they may play again and so on.
- Set the CD player to Repeat Track. (See page 9.) Turn on CD 3. Model "stop" and "start" so that all children can see you and follow your lead. Repeat as desired.

MOVE: LITTLE RED CABOOSE (CD 3)

- Explain that you can all "stop" and "start" your movements just as you have done with instruments.
- Have the children line up behind you to make a train. Remind the children to move like a train when the music is playing and to stop when it stops.
- Set the CD player to Repeat Track. Turn on CD 3. Repeat song as desired, leading the "train" around the room.

SING: YOUR FAVORITE SONG

SING: LET'S WAVE TOGETHER

NOTES

Lesson 11: 2- and Young 3-Year Olds (CD 1 Track 25-26)

SING: LET'S CLAP TOGETHER

CHANT: SHAPES GALORE

- Hold up Shapes (Circle, Triangle, Oval) as if they were a deck of cards, then hide them behind your back.
- Begin the chant. As you say "Can you name this shape?" pull out one of the Shapes for the children to identify.
- Continue by pulling out one Shape at a time for the children to fill in the blanks.
- If needed, talk about the attributes of each Shape.

SING: WHO CAN SEE A SHAPE?

- Tell children to look around for the posted Shapes.
- Sing verse 1 as children look through finger binoculars.
- Sing verse 2 as a class, pointing to the identified Shape.
- Continue with each Shape, ending with the Oval.

INSTRUMENTS & MORE:

THANKSGIVING FEAST (CD 25)

- While holding up one egg shaker so that everyone can see, sing "Who can see an oval?"
- Distribute egg shakers, commenting on the oval shape.
- Allow time for exploratory play.
- Play CD 25 and play shakers: up high, down low, behind your back, and so on
- After collecting the shakers, replay CD 25 and solicit from the children the names of the food items heard in the song. Conclude that it is Thanksgiving time.

SING: THIS IS THE WAY WE MAKE A PIE (Optional: CD 26)

- *Note: Use of Pumpkin Picture (page 74) and/or optional props to tell the story depends upon the children's familiarity with them.*

- Sit in a circle and begin by saying, "Let's bake a pie for Thanksgiving dinner!" Sing each verse, doing the appropriate movements.
- As this activity is quite long, take time to pull the children into the drama of making the pie. Skip verses as needed.
- *Optional: It is possible to do this activity with the CD if desired. In that case, you would be unable to skip verses.*

TALK: TURKEY TALK

- "When I think of Thanksgiving, I think of a turkey."
- Show the Turkey Picture.
- Talk about the attributes of the turkey and identify some of the critical parts: beak, wings, feet, feathers, etc.

MOVE: TURKEY POKEY

- "Mr. Turkey has invited us to dance."
- Stand in a circle.
- Sing the song and do the accompanying motions.

SING: THANKSGIVING PRAYER

- Discuss the meaning of Thanksgiving.
- Sing the song and do the American Sign Language motions.
(See ASL on page 69.)

SING: LET'S WAVE TOGETHER



Making a circle with young children can be challenging. It helps to put a masking tape circle on the floor to use as a pathway. You can also put little "dots" in a circle to make an outline for standing.

Love Somebody

Traditional

1. Love some - bod - y, yes I do.
2. Love some - bod - y, yes I do.

Love some - bod - y, yes I do.
Love some - bod - y, yes I do.

Love some - bod - y, yes I do.
Love some - bod - y, yes I do.

Love some - bod - y but I won't tell who.
Love some - bod - y and it's you, you, you.



Hearty Party

Dena C. Adams

Tune: Hokey Pokey

1. You put your heart in. — You put your heart out. — You put your heart in — and you shake it all a - bout. — You do the Hear - ty Par - ty and you turn your - self a - round. That's what — it's all a -

(last time)

bout. Hear - ty Par - ty!

- You put your heart on your nose, you put your heart on your toes
You put your heart on your nose and you shake it all about. . .
Spoken: Pick up your green heart. Ready? Sing.
- You put your green heart in front. . . you put your green heart behind.
You put your green heart in front and you shake it all about. . .
Spoken: Pick up your blue heart. Ready? Sing.
- You put your blue heart up, you put your blue heart down.
You put your blue heart up and you shake it all about. . .

Lesson 28: 3- and 4-Year Olds (CD 2 Tracks 26–27, 29–30, 28, 32)

SING: LET'S CLAP TOGETHER

SING: THE ALLEY ALLEY-OH (Optional: CD 26)

- While placing the two Ship pieces on the Storyboard, remind the children of the song about the ships on the Alley Alley-Oh.
- ❖ Sing verse 1 *forte* while showing the Big Ship. Explain that you have used your “loud singing voice” to sing about the Big Ship. Invite everyone to join you in singing.
- ❖ Sing verse 2 *piano* while showing the Little Ship. Everyone sing together with “quiet singing voices.”
- ❖ Sing the *forte* and *piano* verses several times.
- Optional: Sing along to CD 26.

MOVE: SAILING STORY (CD 27)

- Enjoy the *Sailing Story* movement game as in Lesson 27.

LISTEN & MOVE: BIG BELL, LITTLE BELL (CD 29 & 30)

- Remind the children that the ship carried instruments, and place the Bells piece on the Big Ship.
- Show the Big Bell (Handbell Picture) and Little Bell.
- ❖ Play a movement game: The children stand up tall every time they hear the Big Bell and squat down low every time they hear the Little Bell. Use CD tracks 29 & 30 repeatedly in random order or play the handbell and a small bell in random order..
- ❖ Optional: Add complexity by hiding while playing the bells so that the children identify the bells by sound only.

INSTRUMENTS & MORE: I SAW A SHIP A-SAILING (CD 28)

- “Today the ship is carrying another instrument – woodblocks! Our rhythm sticks are made of wood just like the woodblocks.”
- ❖ Distribute rhythm sticks and play along to CD 28.
- ❖ Optional: Distribute one block (brought from the classroom) and one rhythm stick to each child. (See Tip For Success.)

SING: PUT YOUR BALL IN THE AIR

- Distribute one Ball Picture to each child.
- Sing the song; the children hold the ball up in the air then place it on various body parts as indicated by the lyrics.

SING: A SAILOR WENT TO SEA (Optional: CD 32)

- Sing the song, encouraging the children to pat their knees on the words “sea” and “see.”
- ❖ Repeat, using a “tap-clap” motion.
- Sing the song several times, increasing the tempo on each repeat.
- Optional: Sing along to CD 32.

SING: YOUR FAVORITE SONG

SING: LET'S WAVE TOGETHER

Tip For Success



If desired, request that the teachers in the 3's and 4's classrooms provide a wooden block for each child to use as an instrument in Lesson 28. You will provide one rhythm stick for each child to use to tap the block. If this is not possible, use 2 rhythm sticks per student.



Add-a-Book

Big & Little: A “Let’s Talk” Photo Book by Dena C. Adams and Claire D. Clark; Kaplan Early Learning Company, 2005.

A Sailor Went to Sea

Traditional

A sail - or went to sea, sea, sea to
see what he could see, see, see. But,
all that he could see, see, see was the
bot - tom of the deep blue sea, sea, sea.



Put Your Ball in the Air

Claire D. Clark

Tune: If You're Happy and You Know It

Put your ball in the air, in the
on your nose, on your
on your elbow,
air. Put your ball in the air, in the air. Put your
ball in the air and wave it with—flair. Put your
ball in the air, in the air.