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I dedicate this book to my two boys, Mark and Michael, who, in their early childhood years, ignited the desire within me to follow the path of early childhood music education.

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To all the children (and their parents) of the Pasadena Conservatory of Music, where I taught for almost twenty years, who listened to the stories, heard the beautiful classical music, sang the songs and played the games; it was in your eyes that I saw the reflection of love that beautiful art can bring to people of all ages.

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All the Little Ducklings



German Folk Melody

All the lit - tle duck - lings swim with - out a care.

Heads are un - der wa - ter, tails are in the air.

Storybook: *The Ugly Duckling*

Recording: “The Swan” from *Carnival of the Animals*
by Camille Saint Saëns

Activity 1: Introduce the song “All the Little Ducklings.”

- Sing while patting the steady beat on your knees and clapping on the rests (after the words “care” and “air”).
- Transfer the claps to finger cymbals. Give children turns playing this part.

Activity 2: Play a game.

- Everyone sits in a circle on the floor.
- Choose one child to be the leader.
- The children sing, pat the beat and clap on the rests (see Activity 1) as the leader walks around the outside of the circle and taps one child on each rest.
- These children stand and follow the leader around the outside of the circle.


- The leader continues to tap one child on each rest until all children are walking behind him/her in the circle.
- With very young children, you can be the leader first as you demonstrate how the game will go. Keep in mind that the young children will not be precise in their tapping.

Activity 3: Read the story *The Ugly Duckling* as the recording of “The Swan” is playing in the background. (It usually takes one repetition of the music to finish the story.)


- Teach musical vocabulary to describe this music: smooth, sustained, slow, gentle.
- Ask what instruments are playing: piano, cello.
- Contrast with “Jazz Pizzicato” (see the story *Jump, Frog, Jump*, p. 12).

I Went to Visit a Farm

Folk Song
Adapted by Sally Guerrero



I went to vis - it a farm one day. I heard a duck a -
I went to vis - it a farm one day. I heard a sound a -



cross the way. What do you think I heard it say? "Quack, quack, quack."
cross the way. What do you think I heard it say? (sing animal sound)

Storybook: *Click, Clack Moo, Cows That Type*

Recording: "Fiddle Fiddle" and "Typewriter"
by Leroy Anderson

Activity 1: Introduce the song "I Went To Visit A Farm."

- Sing the song while patting the steady beat on your knees.
- When you sing the words for the animal voices, clap your hands.
- Ask the children to name some farm animals and sing about each animal.

Activity 2: Read the story *Click, Clack Moo, Cows That Type* as "Fiddle, Fiddle" and "Typewriter" are playing in the background.

- Teach musical vocabulary to describe both of these pieces: fast, lively, energetic.
- Contrast with "Corral Nocturne" (see the story *Barn Dance*, p.15).

Activity 3: Play a game.

- You will need small plastic farm animals or small cut-out pictures of farm animals (see pp. 31–37).
- Hide one animal in your hand and sing the second version of "I Went To Visit A Farm" using the words "I heard a **sound** across the way." The children identify what animal you are hiding by the words you sing which imitates the animal's voice.

Activity 4: Encourage solo singing (when the children are familiar with the song).

- Distribute the farm animals to several children.
- Sing the first version of the song where you name the animal but stop singing just before the ending.
- The child who is holding the animal you have sung about sings a solo using the words that identify that animal's voice.

