

Circle Time

Music Unit for Preschoolers



M-U-S-I-C
To the Tune of "Bingo"

I play the music, all day long.
And it is oh so pretty!

M-U-S-I-C
M-U-S-I-C

clap

S

I

C



Circle Time Lessons

Unit Overview

Day 1 Introduction - Music

Introduce the new unit: **Music**. Take a class poll and sing a M-U-S-I-C bingo song.

Day 2 Woodwinds

Listen to different woodwind instruments and guess the song being played. Recite a "5 Great Musicians" chip clip poem.

Day 3 Strings

Sing the "I Can Play!" song. Play a violins number recognition carpet game.

Day 4 Brass

Sing a movement song featuring brass instruments. Play a brass grid game.

Day 5 Percussion

Look at the real pictures of percussion instruments. Go on a percussion scavenger hunt. Move to the sounds of the percussion instruments.

Introduction

Activate Prior Knowledge

Music is an integral part of an early childhood education. Through song, students practice language development, literacy, motor skills and so much more! While enjoying music, bring in as many real-life instruments as possible for students to explore.

Objectives:

- The students will answer questions.
- The students will play with words, sounds, and rhymes.

Activities:

- Show the real-life pictures and discuss instruments students know.
- Take a poll, "Do you play an instrument?" Students can use post-it notes or name cards to respond on a pocket chart or bar graph.
- Sing the M-U-S-I-C song to the tune of "Singin'." Display the letters and sing the song. After singing the first verse, cover up the letter **M** with a picture of the clapping hands. Sing the second verse as "Tap, Tap, Tap."

Extension Idea: Tap on the ABC sign for **MUSIC**. Cover one arm bent at the elbow. In front of you, palm side up. Wave your other hand back and forth above your extended forearm like you were conducting an orchestra.

M-U-S-I-C

MUSIC is the music of the heart. It is a wonderful way to learn and grow.

Day 1 lesson plans

Woodwinds

Clarinet, Saxophone, Flute, Oboe, Bassoon

A woodwind instrument is played by blowing into or across a mouthpiece. Many woodwind instruments also use a reed, or thin piece of wood, in the mouthpiece that vibrates when being played.

Objectives:

- The students will listen and respond to recorded music performances.
- The students will count a set to 5 and make combinations of objects to create the set.

Activities:

- Show the real-life pictures to the students. Discuss how some woodwind instruments have a reed or piece of wood that vibrates, while other instruments have a hole that you blow across.
- Display the song cards and read the title. Scan the QR code on the blue card to watch a short video of different types of woodwinds. The video after each song so students can listen was playing. Read a chip clip poem. As you progress give a musician from the stage.

Happy Birthdays to the World's Little Lamb

Old MacDonald

Day 2 lesson plans

Strings

Violin, Viola, Cello, Guitar, Banjo, Harp

String instruments make sounds from the vibrations of the strings. The length, thickness, and tightness of the strings help produce different notes. Some string instruments, like the guitar, harp, and banjo are strummed or plucked with your fingers. Other string instruments, like the violin or cello, use a bow to help the strings vibrate.

Objectives:

- The students will play with words, sounds, and rhymes.
- The students will identify numbers.

Activities:

- Show the real-life photographs. Point out how the guitar is played with just your hands or a pick, while the violin uses a bow.
- Sing the "I Can Play!" movement song. As you sing the verses, move your hands like you are playing the different string instruments. Picture cards are included for subsequent verses.
- Play the violins carpet game.

Extension Idea: Using the cards from Day 2, assign this QR code and listen to see if students can identify the different string instruments.

Violins

Violins are beautiful instruments. The bow is used to make the strings vibrate.

Day 3 lesson plans

Brass

Trumpet, Trombone, Tuba, French Horn, Baritone

Brass instruments are played by blowing in a cup-shaped mouthpiece. The vibrating air moves through the instrument, creating different sounds and notes.

Objectives:

- The students will play with words, sounds, and rhymes.
- The students will notice and extend simple patterns.

Activities:

- Look at the photographs. Discuss how each instrument is a type of tube, bent in different ways, and that each has a bell on the end.
- Sing the "Player in the Band" movement song. As you sing the verses, act out the different motions for each brass instrument. Picture cards are included.
- Play the brass grid game.
- To Play:

Extension Idea: Different colors of paper. Turn on the same fan. Discuss the pattern. Is a card to be removed. If pattern is not present (is missing and picture) is missing.

Player in the Band

Day 4 lesson plans

Percussion

Things that are struck

Percussion instruments help keep the beat in music. These instruments can be struck, shaken, or plucked to make the sound. Students can use their body and voice as an instrument as well!

Objectives:

- The students will notice similarities and differences and ask questions.
- The students will follow oral directions.
- The students will take on pretend roles.

Activities:

- Bring percussion instruments such as drums, bells, rhythm sticks, and shakers to circle time for children to hear and play. Use the real photos to show other instruments.
- Play the "Drum Fun!" scavenger hunt game. Hide the percussion around the room, then read the poem and play the instrument for the sound. Students search the room for the picture of the instrument then make the accompanying sound.
- Play the "Move to the Drum Beat!" game. Print and laminate the movement cards, then place in a small box. Each time the poem and have a student remove a card from the box. The teacher then plays the pattern on a drum or other hollow object, such as a bucket lid, while students act out the motion of the animal.

Extension Idea: Touch the ABC sign for **DRUM**. Use both hands in a loose fist, then alternate moving them up and down as if using mallets to strike a drum.

Drum Fun!

Drum Fun! Drum Fun! Drum Fun! Drum Fun!

Move to the Drum

Play a drum. What does it feel like? Listen for the beat and move the way.

Day 5 lesson plans

Introduction

Activate Prior Knowledge

Day 1
lesson
plans

Music is an integral part of an early childhood education. Through song, students practice language development, literacy, motor skills and so much more! While studying music, bring in as many real-life instruments as possible for students to explore.

Objectives:

- The students will answer questions.
- The students will play with words, sounds, and rhymes.

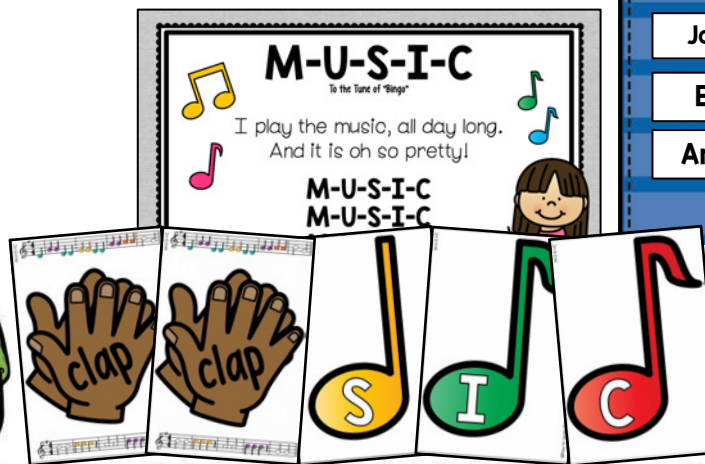
Activities:

1. Show the real-life pictures and discuss instruments students know.
2. Take a poll, "Do you play an instrument?" Students can use post-it notes or name cards to respond on a pocket chart or bar graph.
3. Sing the M-U-S-I-C song to the tune of "Bingo." Display the letters and sing the song. After singing the first verse, cover up the letter M with a picture of the clapping hands. Sing the second verse as "*clap*, U-S-I-C."



Extension Idea:

Teach the ASL sign for **music**. Extend one arm, bent at the elbow, in front of you, palm-side up. Wave your other hand back and forth above your extended forearm like you were conducting an orchestra.



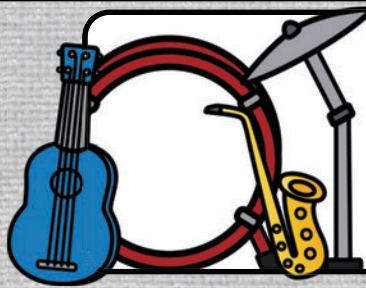
Do you play an instrument?	
Yes, I do!	No, not yet.
Johann	Gemma
Elton	Dennis
Aretha	Hazel
	Earl



Musicians play many different instruments.



**Learning to play an instrument
takes a lot of practice.**



Do you play an instrument?



Yes, I do!



No, not yet.

M-U-S-I-C

To the Tune of "Bingo"



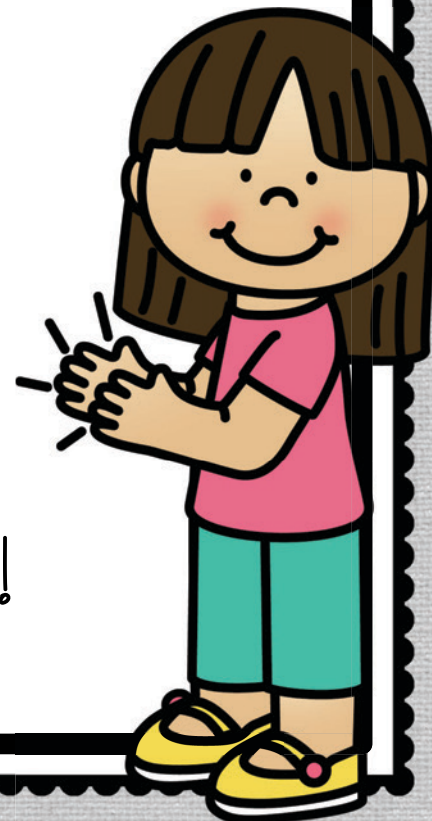
I play the music, all day long.
And it is oh so pretty!

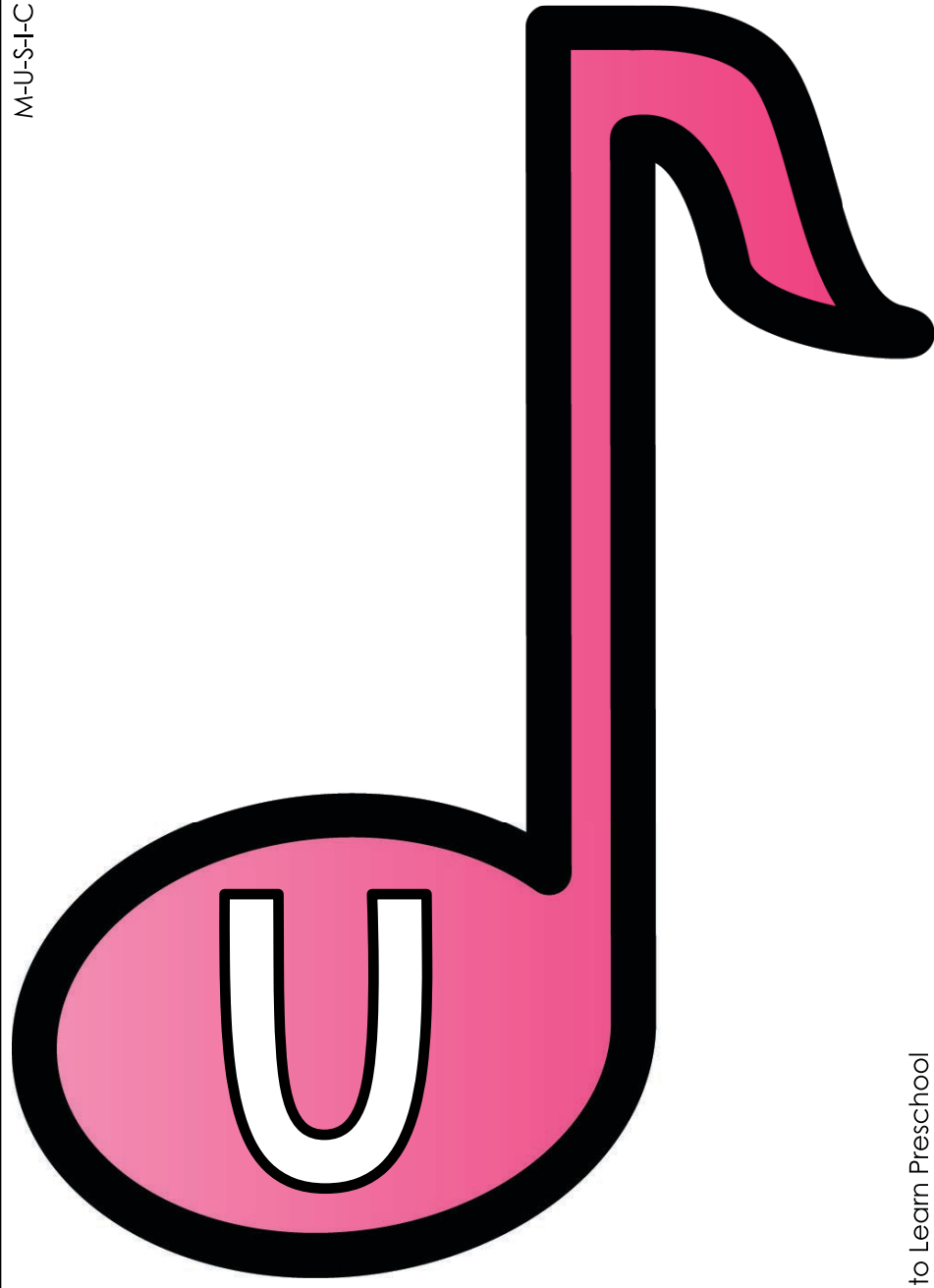
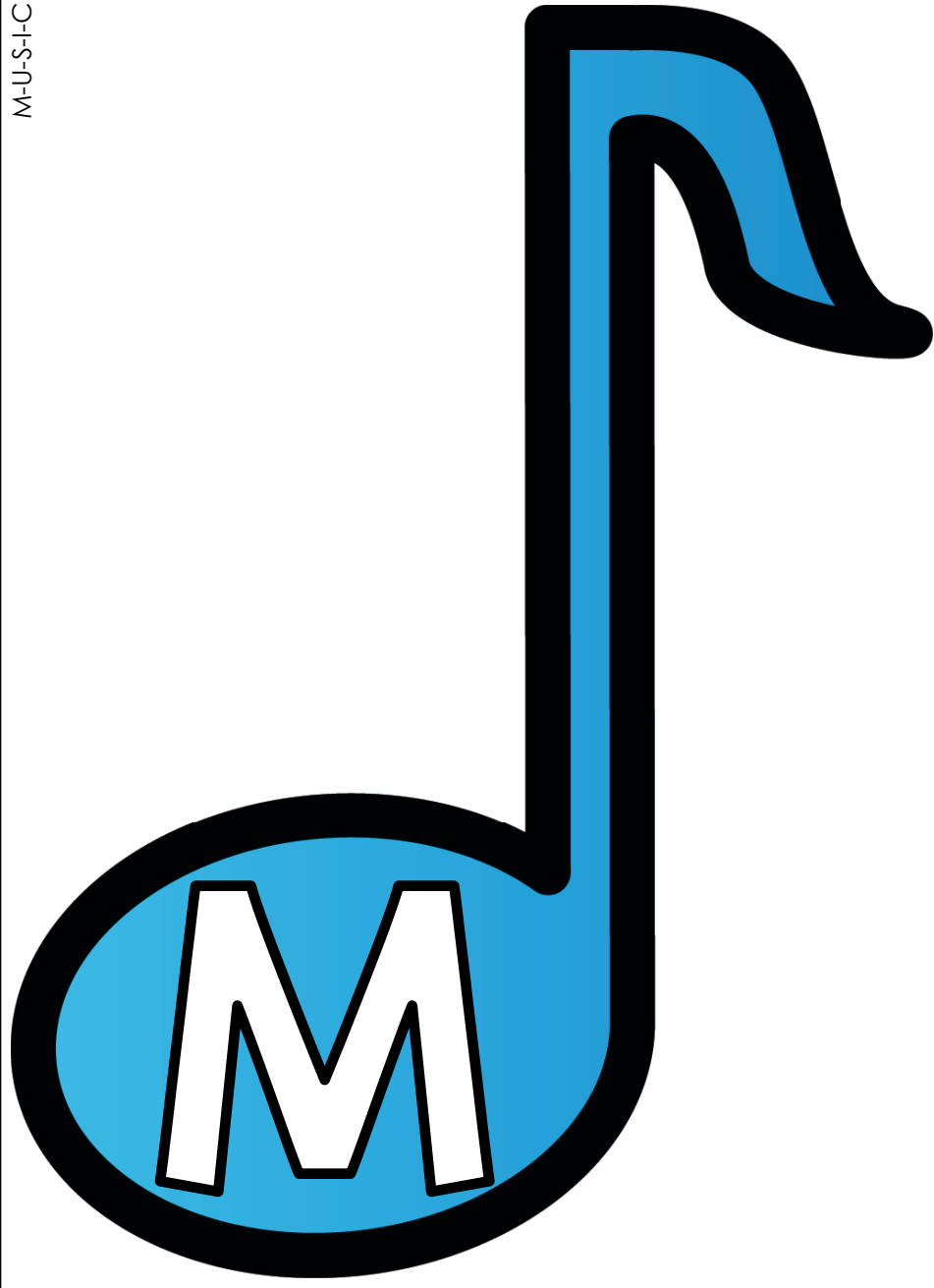
M-U-S-I-C

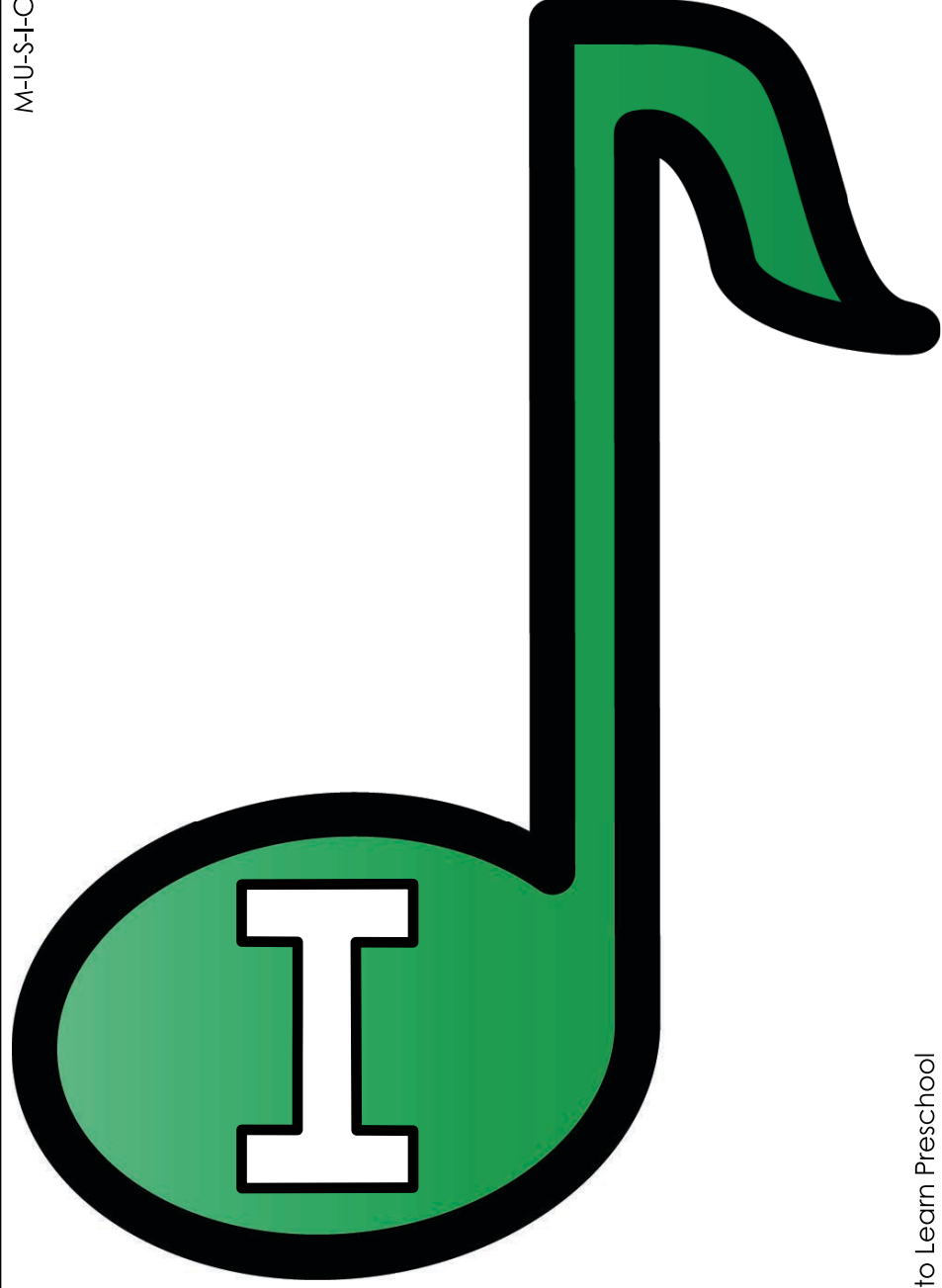
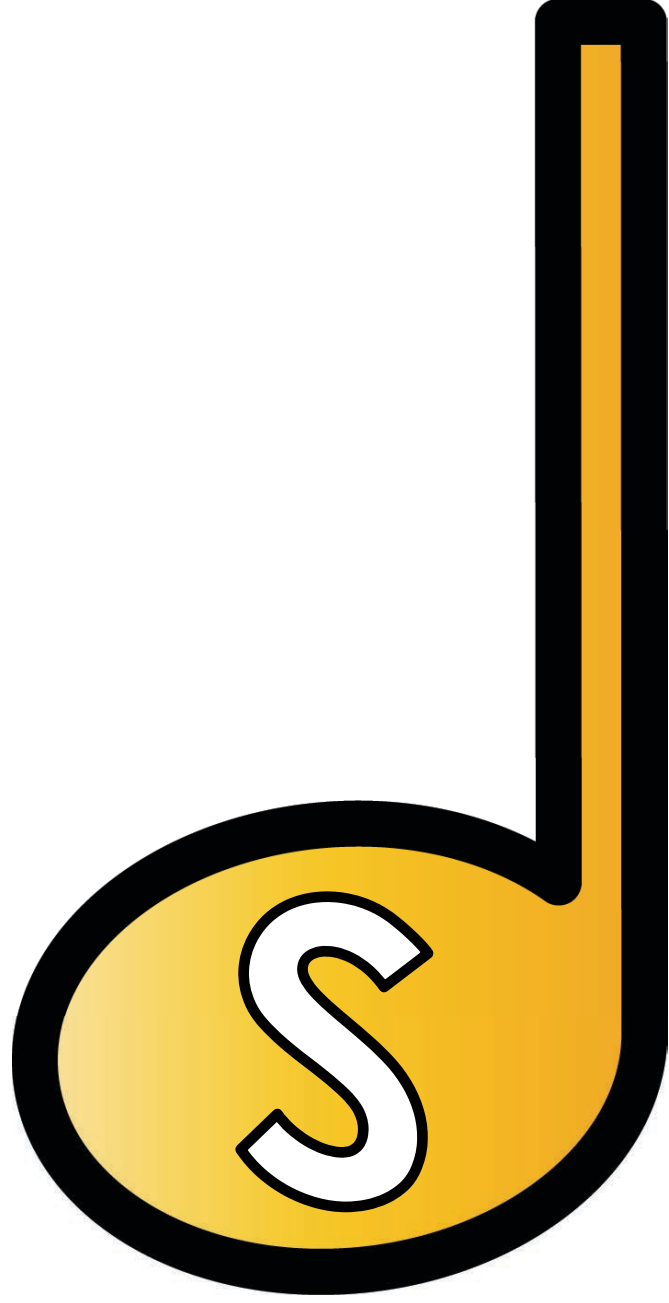
M-U-S-I-C

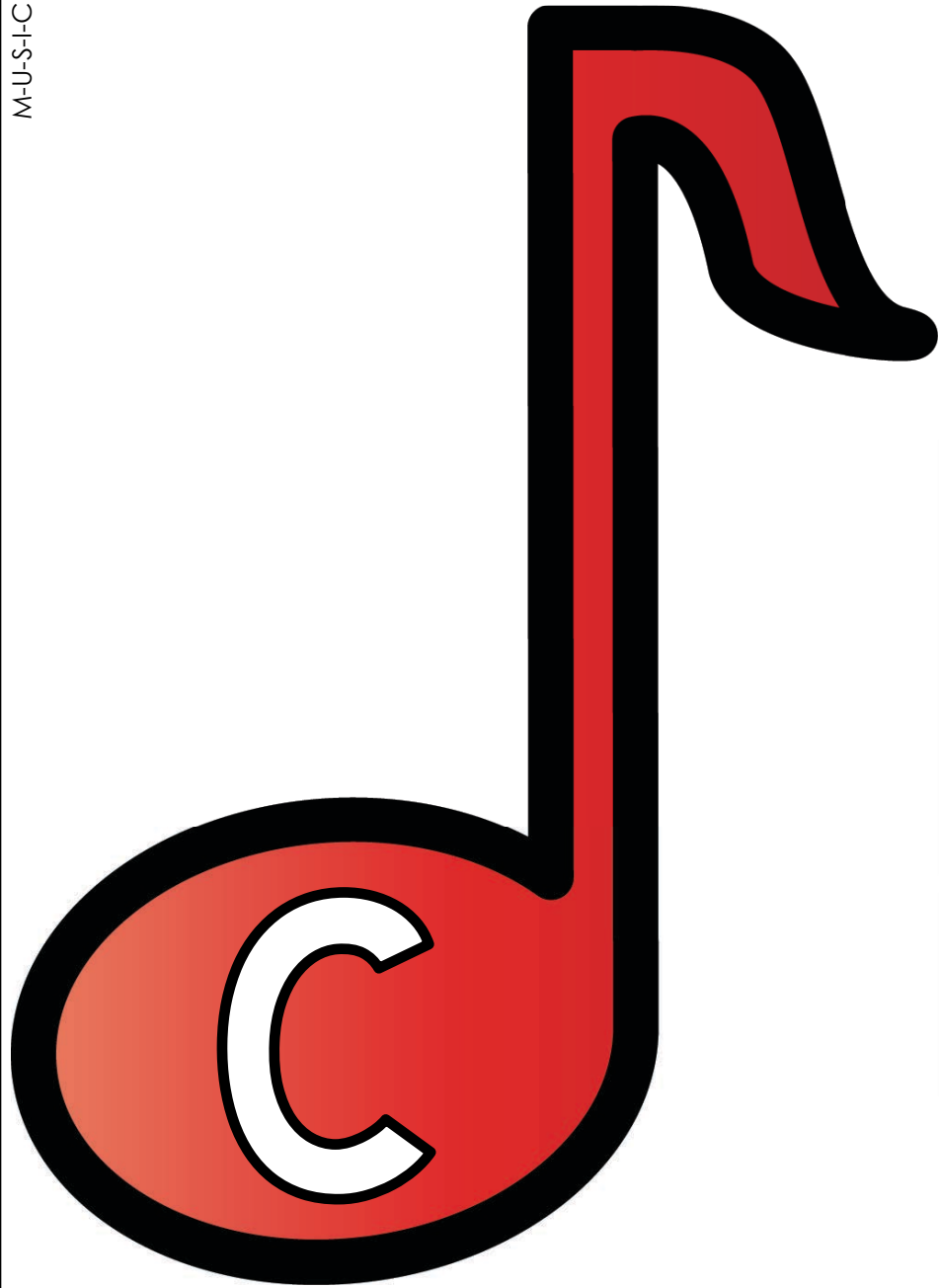
M-U-S-I-C

The music is so pretty!









M-U-S-I-C



M-U-S-I-C



Woodwinds

Clarinet, Saxophone, Flute, Oboe, Bassoon

A woodwind instrument is played by blowing into or across a mouthpiece. Many woodwind instruments also use a reed, or thin piece of wood, in the mouthpiece that vibrates when being played.

Objectives:

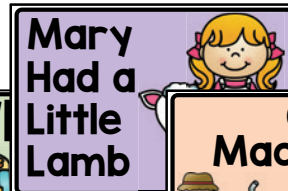
- The students will listen and respond to recorded music performances.
- The students will count a set to 5 and make combinations of objects to create the set.

Activities:

1. Show the real-life pictures to the students. Discuss how some woodwind instruments have a reed, or piece of wood, that vibrates, while other instruments have a hole that you blow across.
2. Display the song cards and read the titles. Scan the QR code on the title card to watch a short video of different types of woodwinds playing each song. Pause the video after each song so students can guess which song the musician was playing.
3. Recite the "5 Great Musicians" chip clip poem. As you progress through each verse, remove a musician from the stage.

Extension Idea:

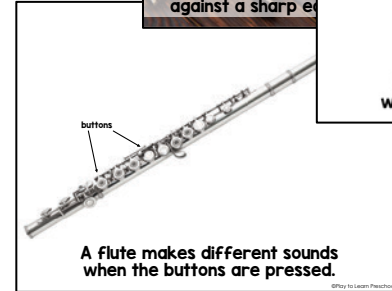
Ask a local high school band for volunteers to visit the classroom with their instruments. Giving the young students exposure to the instruments in person is a great learning opportunity!



A woodwind instrument is played against a sharp edge.



This clarinet makes a sound when its wooden reed is blown.



A flute makes different sounds when the buttons are pressed.



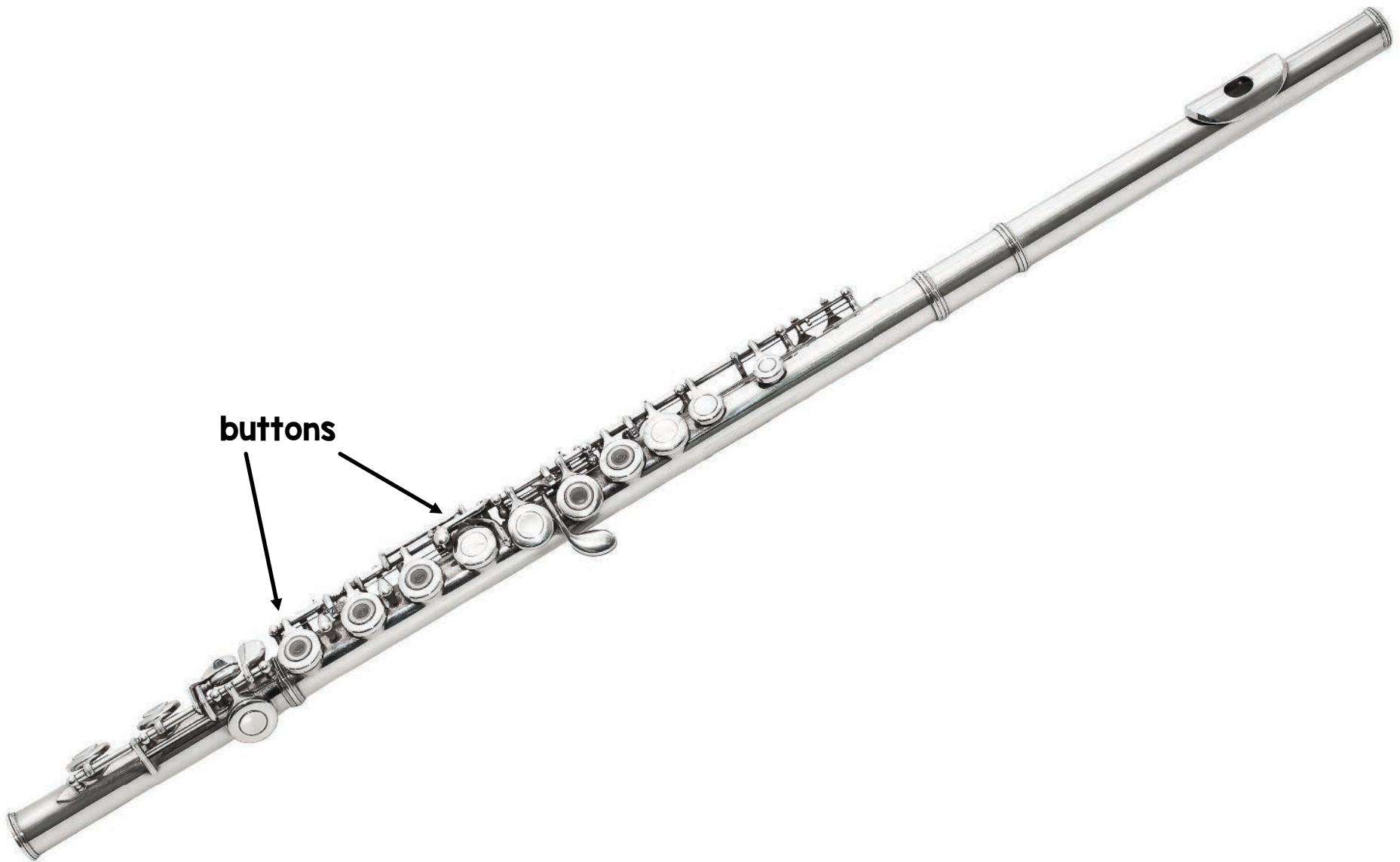


A woodwind instrument is played by blowing against a sharp edge or a wooden reed.

wooden reed



**This clarinet makes a sound
when its wooden reed is blown.**



**A flute makes different sounds
when the buttons are pressed.**

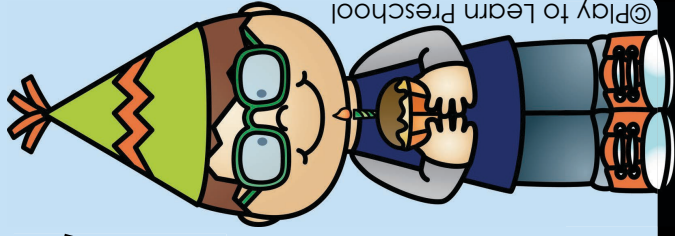
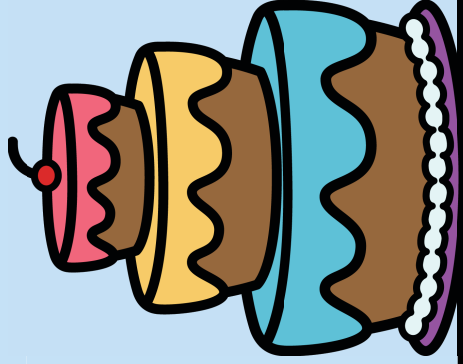


**What
song
do you
hear?**

Scan Here



Happy Birthday



©Play to Learn Preschool

The Wheels



on the BUS

©Play to Learn Preschool

The Itsy Bitsy Spider



©Play to Learn Preschool

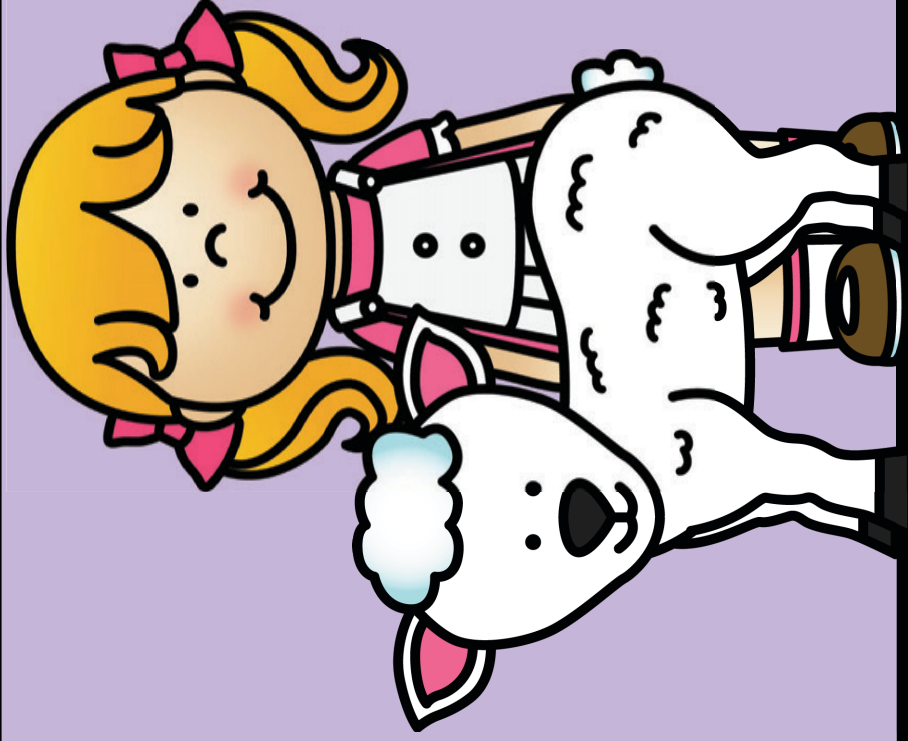


Twinkle, Twinkle Little Star

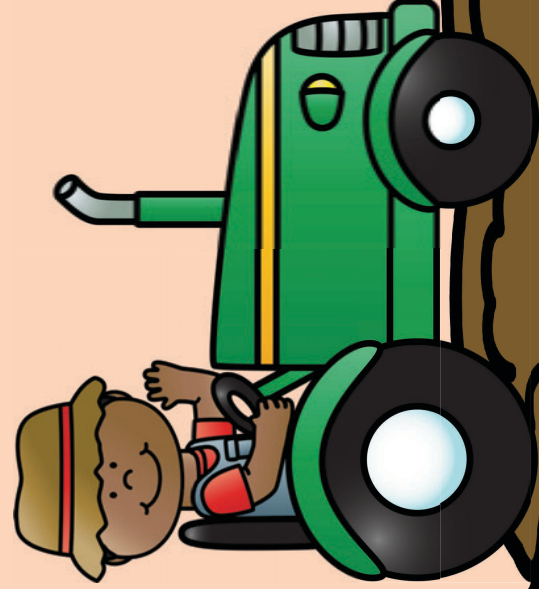


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**Mary
Had a
Little
Lamb**



**Old
MacDonald**



5 great musicians
Practicing so long.
One takes a break,
Now how many
Play the song?

Repeat and remove
a musician for each verse.

There are no more musicians,
Practice made them smart.
They're ready
and they're waiting
For the concert to start!

5 Great Musicians



musician #1



musician #2



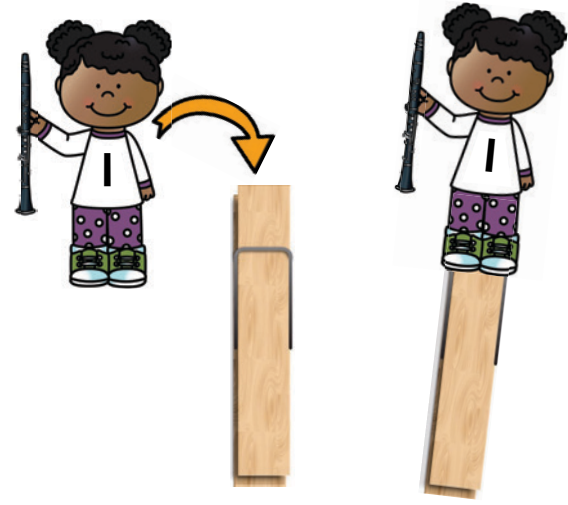
musician #3



musician #4



musician #5



Glue each musician onto a clothes pin to make a little clip.

Strings

Violin, Viola, Cello, Guitar, Banjo, Harp

Day 3
lesson
plans

String instruments make sounds from the vibrations of the strings. The length, thickness, and tightness of the strings helps produce different notes. Some string instruments, like the guitar, harp, and banjo are strummed or plucked with your fingers. Other string instruments, like the violin or cello, use a bow to help the strings vibrate.

Objectives:

- The students will play with words, sounds, and rhymes.
- The students will identify numbers.

Activities:

1. Show the real-life photographs. Point out how the guitar is played with just your hands or a pick, while the violin uses a bow.
2. Sing the “I Can Play” movement song. As you sing the verses, move your hands like you are playing the different string instruments. Picture cards are included for subsequent verses.
3. Play the violins carpet game.



I Can Play!
To the tune of “The Ants Go Marching”
I can play a violin.
La-la, La-la
I can play a violin.
La-la, La-la
I make the music
Hear it now.
It sounds so pretty.
I’ll show you how.
I can play a violin.
La-la, La-la...Bravo!



Extension Idea:

Using the cards from Day 2, scan this QR code and listen to see if students can identify the song being played on the different string instruments.

Violins
Violins make such a beautiful sound.

The bow is lost!
Where can it be found?

There are many different types of string instruments.





Some string instruments can be plucked or strummed like this guitar.



Some string instruments like this violin rub a wooden stick, or bow, against the strings to make sounds.

I Can Play!

To the tune of "The Ants Go Marching"

I can play a violin.

La-la, La-la

I can play a violin.

La-la, La-la

I make the music.

Hear it now.

It sounds so pretty.

I'll show you how.

I can play a violin.

La-la, La-la...Bravo!



Repeat with:

harp, banjo, guitar,
cello, mandolin

I Can Play!



violin

I Can Play!



harp

I Can Play!



banjo

I Can Play!



guitar

I Can Play!



cello

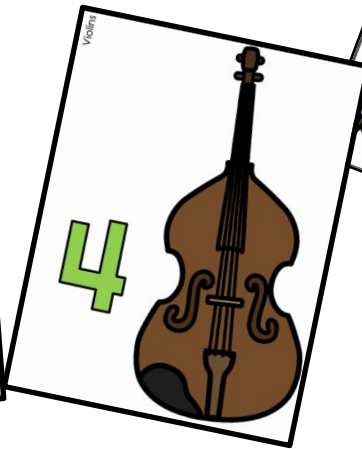
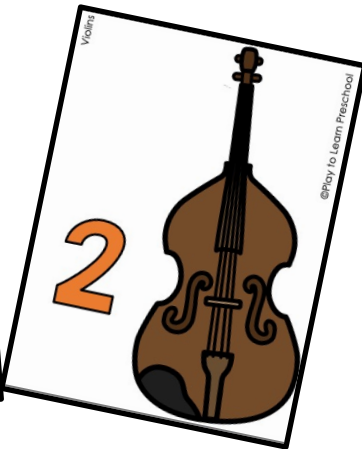
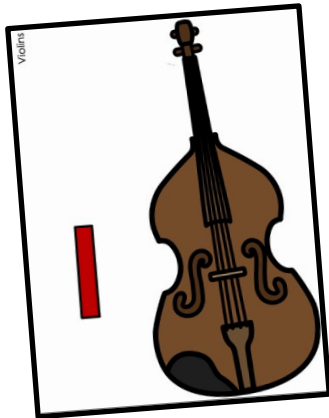
I Can Play!



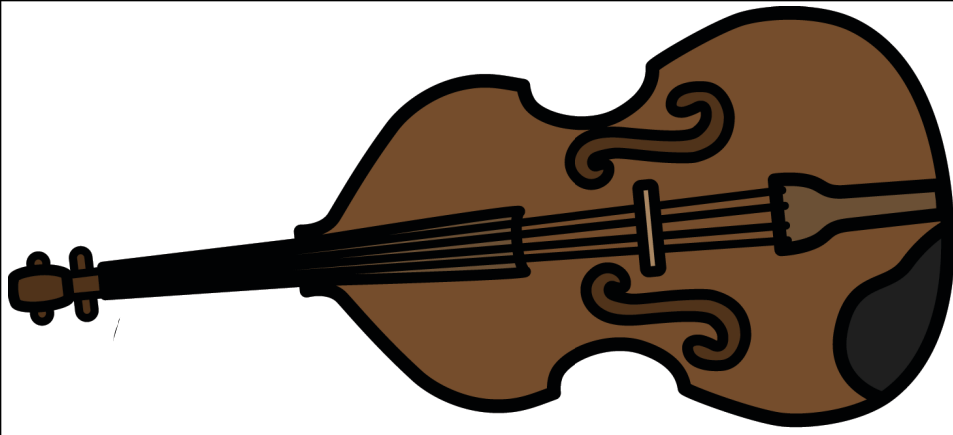
mandolin

Violins

Violins make such a beautiful sound.

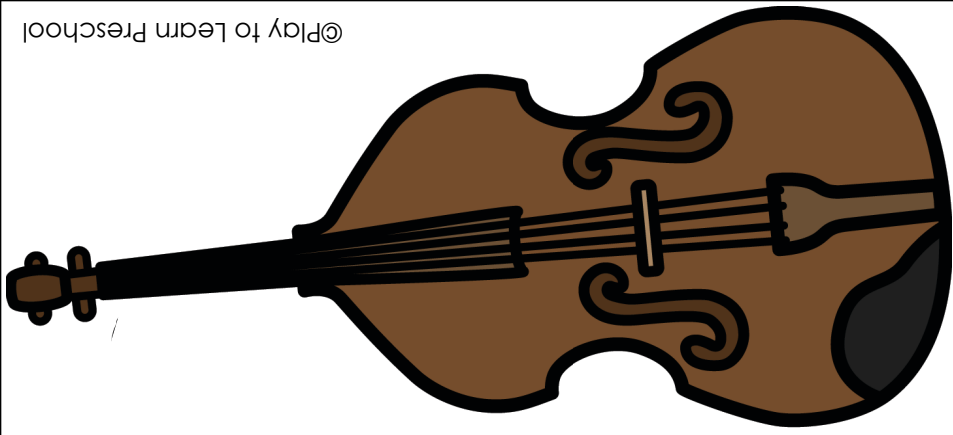


The bow is lost!
Where can it be found?



1

Violins



2

Violins



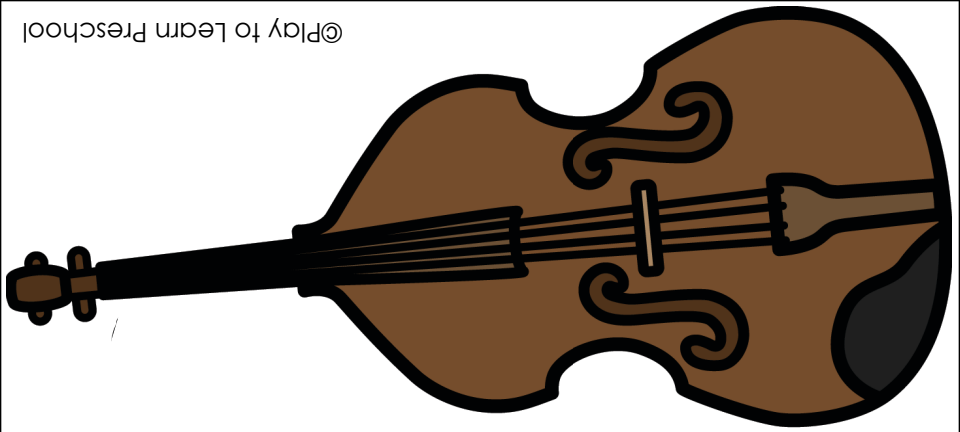
3

Violins



4

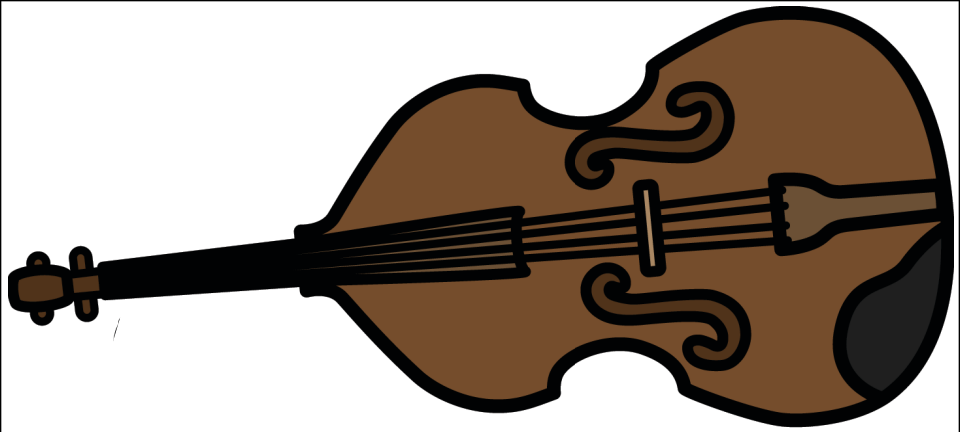
Violins



Violins

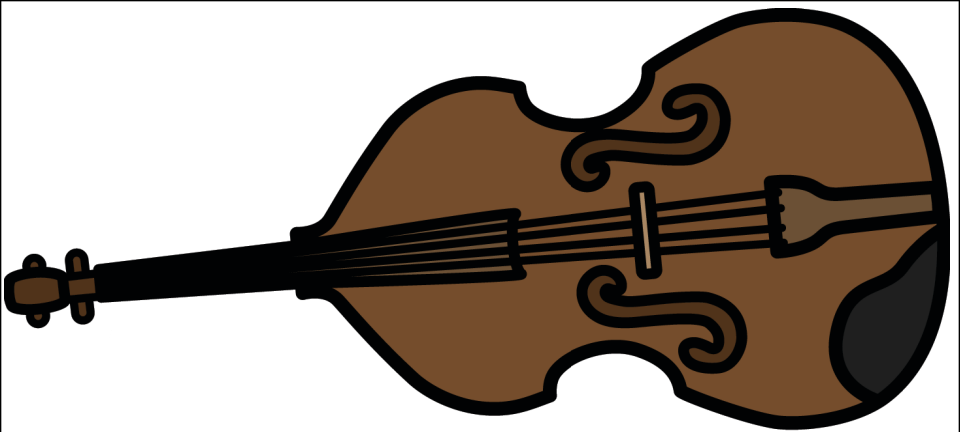
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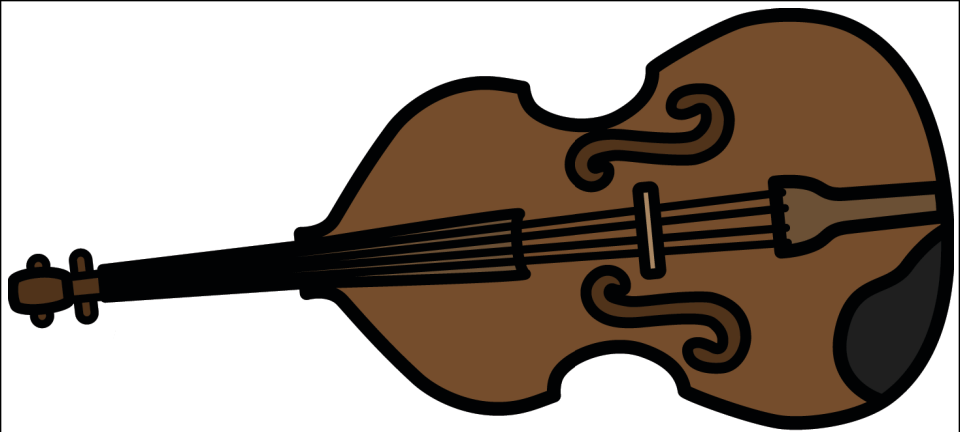
Violins

5



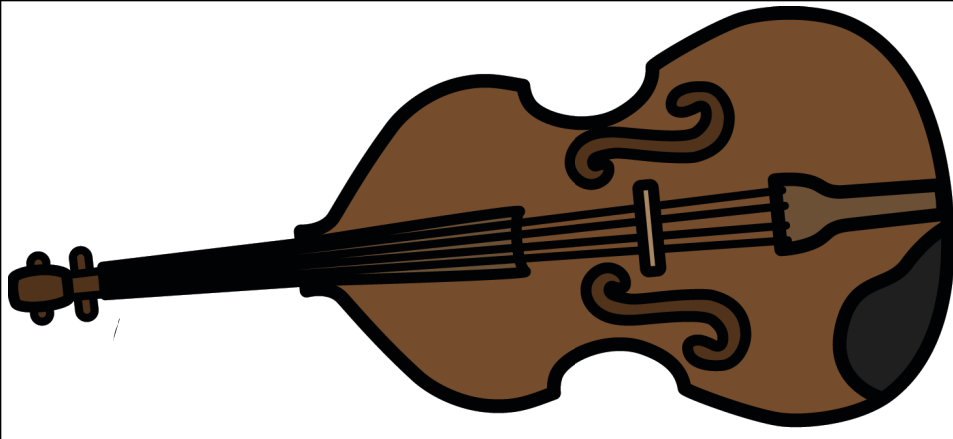
Violins

8



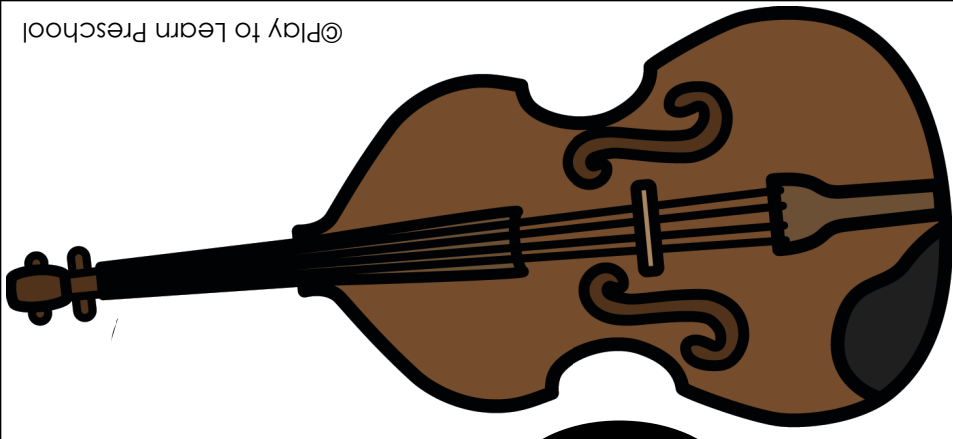
Violins

7



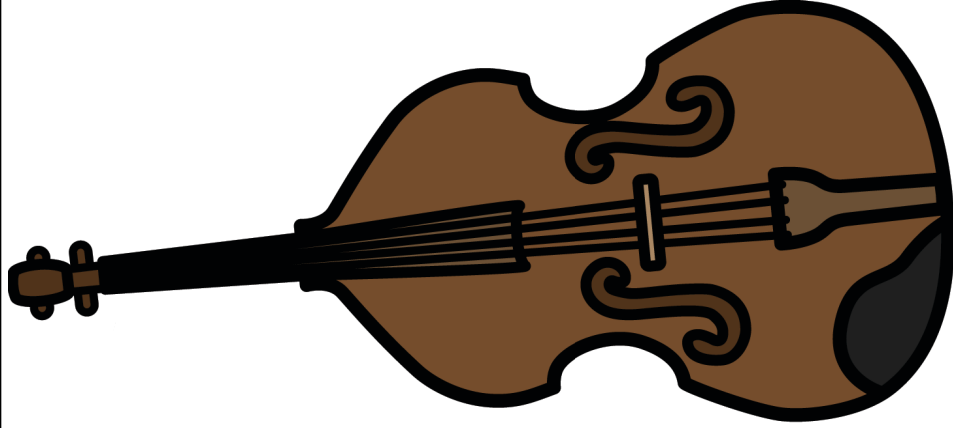
9

Violins



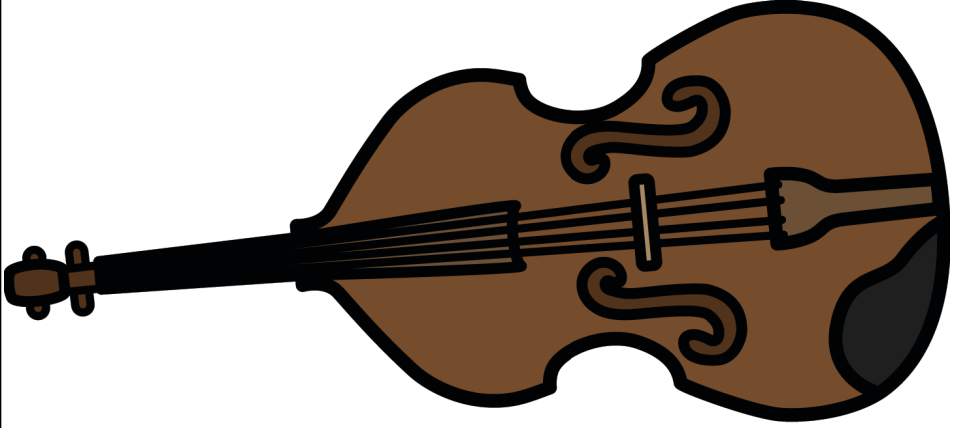
10

Violins



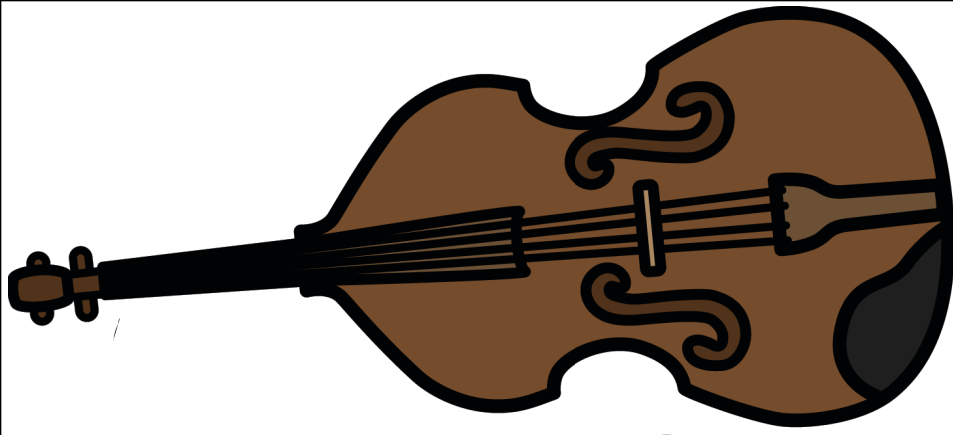
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Violins



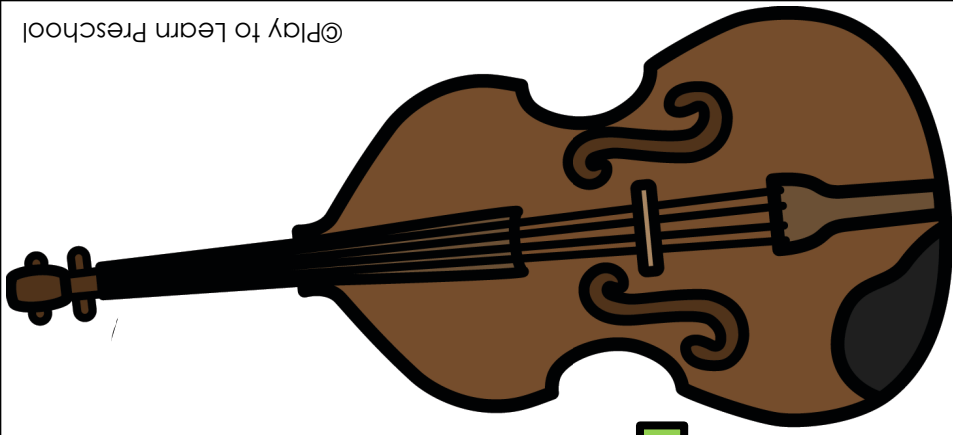
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Violins



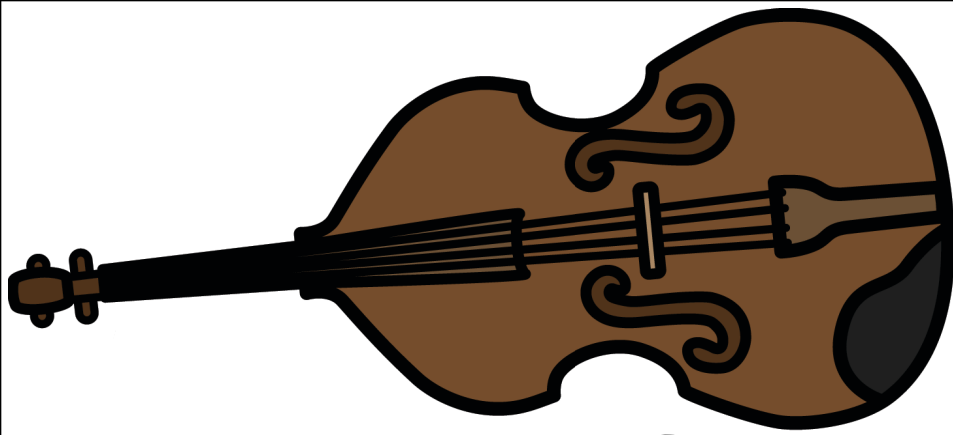
13

Violins



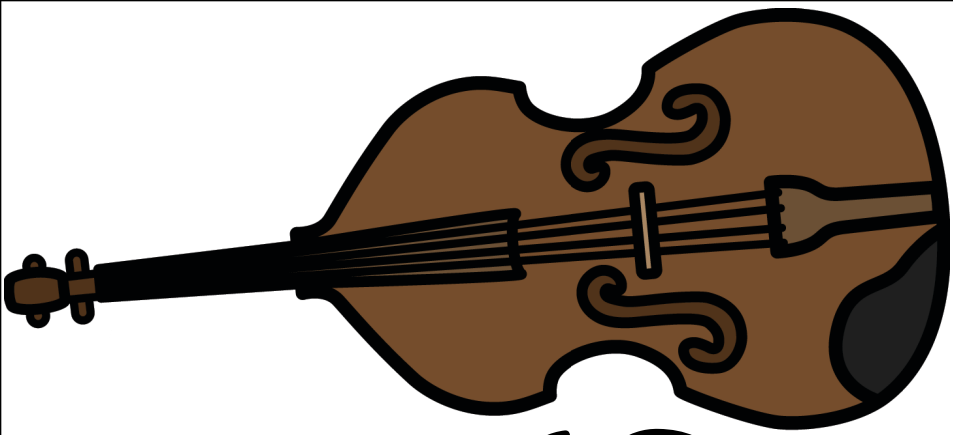
14

Violins



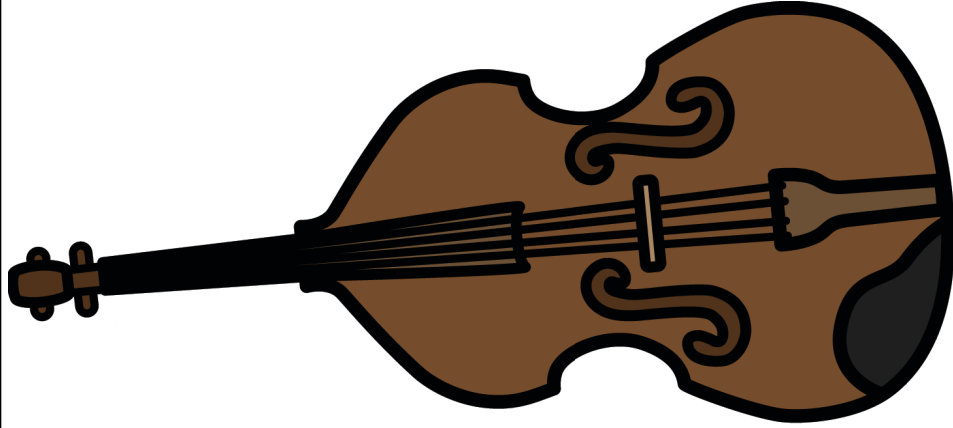
15

Violins



16

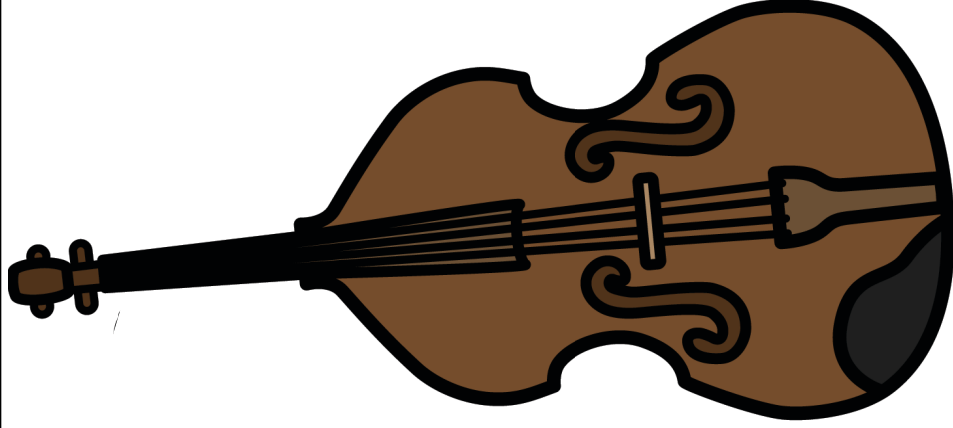
Violins



19

Violins

Violins



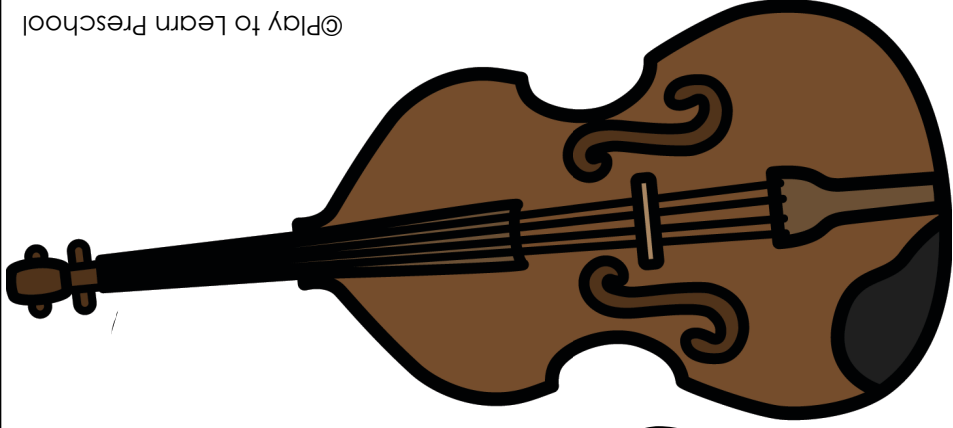
17



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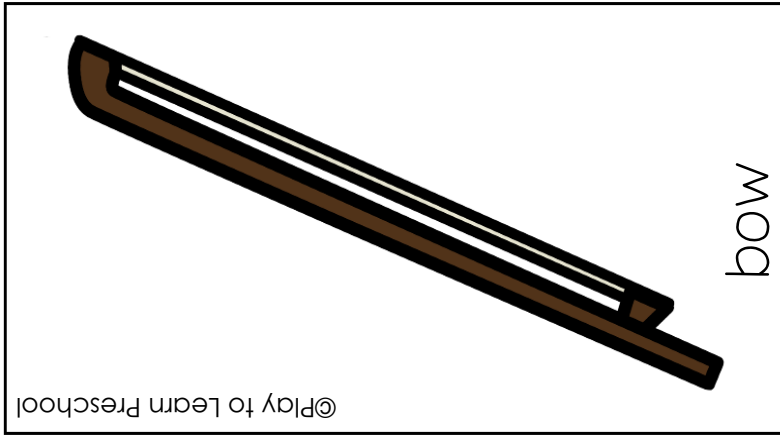
Violins

Violins



18

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To Play the Game:

- Line up the pictures of the violins. Pick the right number of cards for your students. Identify the numbers together.
 - Hide the bow under one of the violins and recite the poem to find it.
 - Children guess where the bow is hiding by identifying the number.

Brass

Trumpet, Trombone, Tuba, French Horn, Baritone

Brass instruments are played by blowing in a cup-shaped mouthpiece. The vibrating air moves through the instrument, creating different sounds and notes.

Objectives:

- The students will play with words, sounds, and rhymes.
- The students will notice and extend simple patterns.

Activities:

1. Look at the photographs. Discuss how each instrument is a type of tube, bent in different ways, and that each has a bell on the end.
2. Sing the "Player in the Band" movement song. As you sing the verses, act out the different motions for each brass instrument. Picture cards are included.
3. Play the brass grid game.

To Play:

- Copy template page onto 5 different colors of paper.
- Create a grid where each column has the same item, and each row is the same color. Discuss the pattern and relationship of the cards.
- Students close their eyes while a card is removed.
- Students use their knowledge of patterns to determine which card (color and picture) is missing.



Extension Idea:

Using the cards from Day 2, scan this QR code and listen to see if students can identify the song being played on the different brass instruments.



Which one is missing?

Player in the Band

To the tune of "Farmer in the Dell"

The player in the band,
The player in the band,
Tu tu doo du du do
The player in the band.

The player slides the slide.
The player slides the slide.
Tu tu doo du do do do

holds the horn slides the slide blows real hard presses the valves



There are many types of brass instruments.



The pitch on a brass instrument is changed by blowing through a mouthpiece.



Moving a slide or pressing valves changes notes.

Player in the Band

To the tune of "Farmer in the Dell"

The player in the band,
The player in the band,
Tu tu doo du du do
The player in the band.

The player slides the slide.
The player slides the slide.
Tu tu doo du du do
The player slides the slide.

Repeat with:

blows real hard /holds the horn/ moves the valves





holds the horn



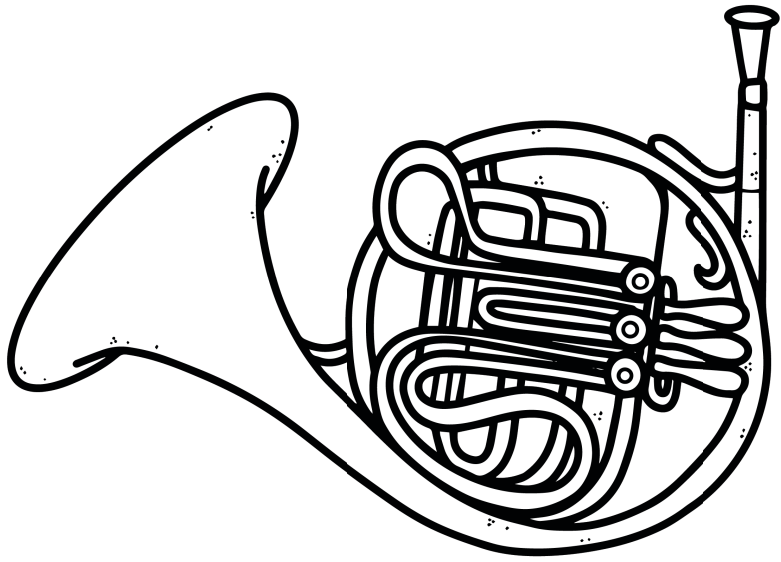
slides the slide



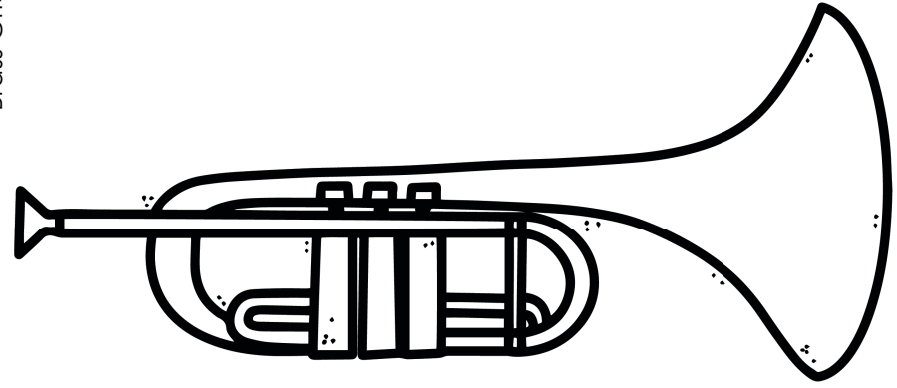
moves the valves



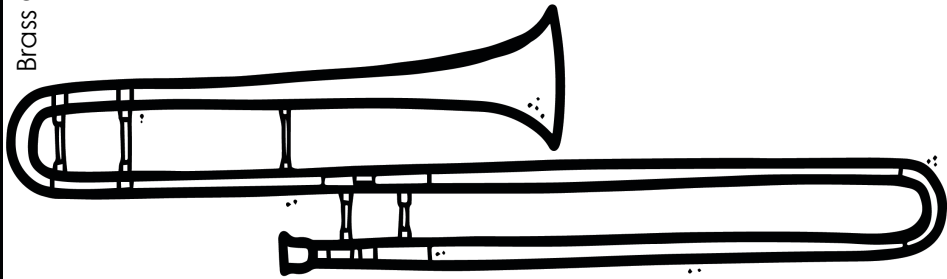
blows real hard



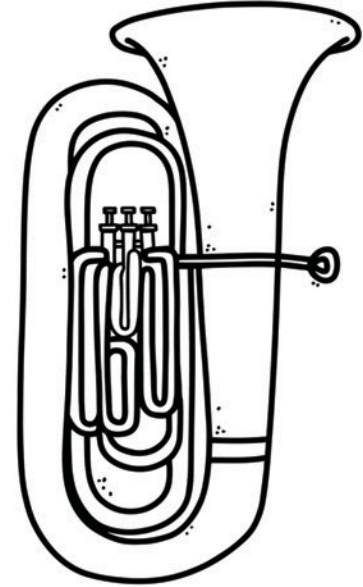
French horn



trumpet



trombone



tuba

Percussion

Drums, Bells, Tambourine, Xylophone

Percussion instruments help keep the beat in music. These instruments can be struck, shaken, or plucked to make the sound. Students can use their body and voice as an instrument as well!

Objectives:

- The students will notice similarities and differences and ask questions.
- The students will follow oral directions.
- The students will take on pretend roles.

Activities:

1. Bring percussion instruments such as drums, bells, rhythm sticks, and shakers to circle time for children to hear and play. Use the real photos to show other instruments.
2. Play the "Drum Fun!" scavenger hunt game. Hide the percussion cards around the room, then read the poem and play the instrument (or say the sound). Students search the room for the picture of the instrument, then make the accompanying sound.
3. Play the "Move to the Drum Beat!" game. Print and laminate the movement cards, then place in a small box. Recite the poem and have a student remove a card from the box. The teacher then plays the pattern on a drum or other hollow object, such as a bucket lid, while students act out the motion of the animal.

Extension Idea: Teach the ASL sign for **drum**. Hold both hands in a loose fist, then alternate moving them up and down as if using mallets to strike a drum.



have a student remove a card from the box. The teacher then plays the pattern on a drum or other hollow object, such as a bucket lid, while students act out the motion of the animal.



Percussion instruments they are hit.



Percussion instruments help keep the beat.



Some percussion instruments can play tunes.

Drum Fun!

Sound Scavenger Hunt

We want to make
Some sounds,
Like boom,
Boom, boom.

What should we use?
Can you search
the room?
(Students point and answer, "It can use a [instrument].")

boom, boom, boom

drum

xylophone

Move to the Drum

Listen and move/play activity

Pick a card.
What does it say?

Listen for the beat
and move that way!

Stomp like an elephant.

Sither like a snake.



Percussion instruments make a sound when they are hit, shaken, or scraped.



Some percussion instruments, like the xylophone, can play tunes.



Percussion instruments, like the drum, help keep the beat.

Drum Fun!

Sound Scavenger Hunt



We want to make
Some sounds,
Like boom,
Boom, boom.



What should we use?
Can you search
the room?

(Students point and answer, "We can use a drum!")

Repeat with verses:

- drum – boom, boom, boom
- xylophone – plink, plink, plink
- cow bell – ding, ding, ding
- maracas – shaka, shaka, shaka
- egg shaker – rattle, rattle, rattle
- rain stick – swish, swish, swish
- rhythm sticks – tap, tap, tap
- hand bells – jingle, jingle, jingle



boom, boom, boom



drum

plink, plink, plink



xylophone

ding, ding, ding



cow bell

shaka, shaka, shaka



maracas

rattle, rattle, rattle



egg shaker

swish, swish, swish



rain stick

tap, tap, tap



rhythm sticks

jingle, jingle, jingle



bells

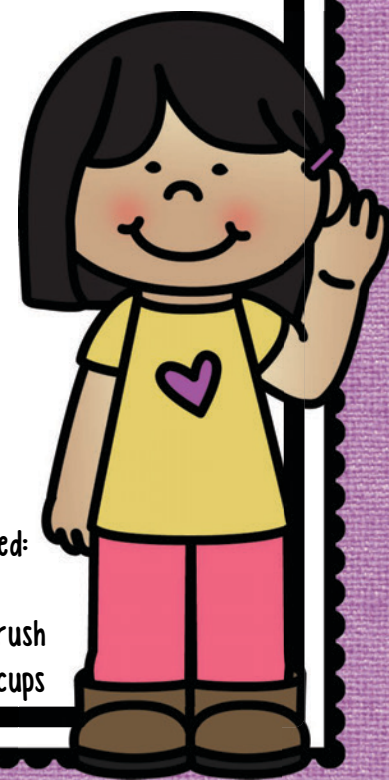
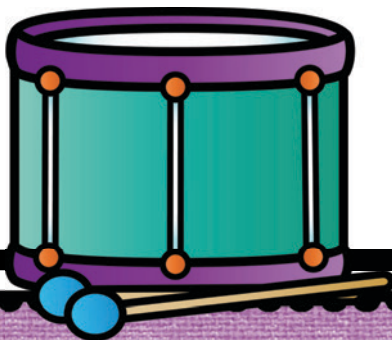
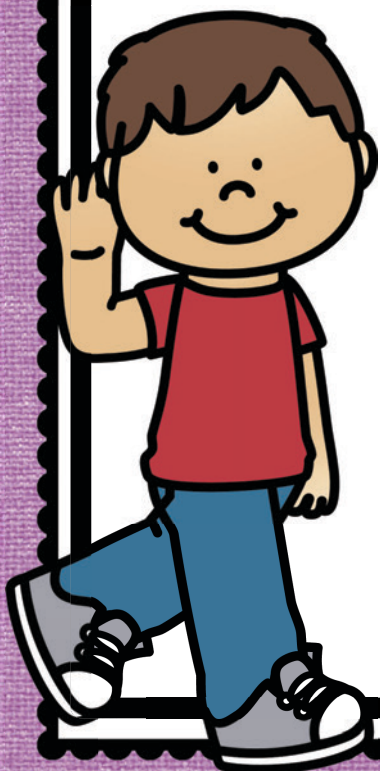
Move to the Drum Beat!

Listen and move/tap activity

Pick a card.

What does it say?

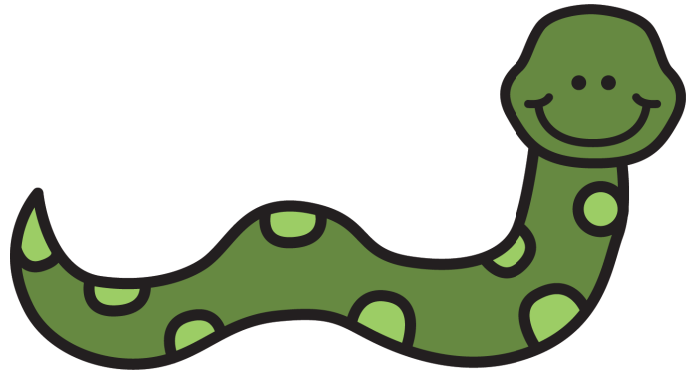
Listen for the beat
and move that way!



Supplies needed:

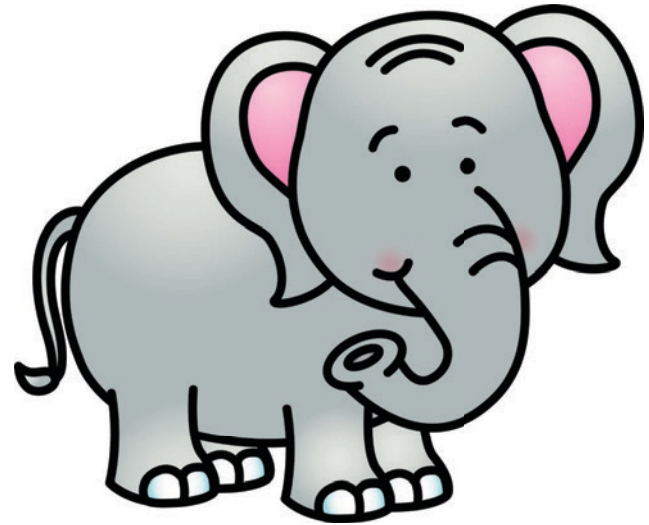
- drum
- paint brush
- plastic cups

Move to the Drum Beat!



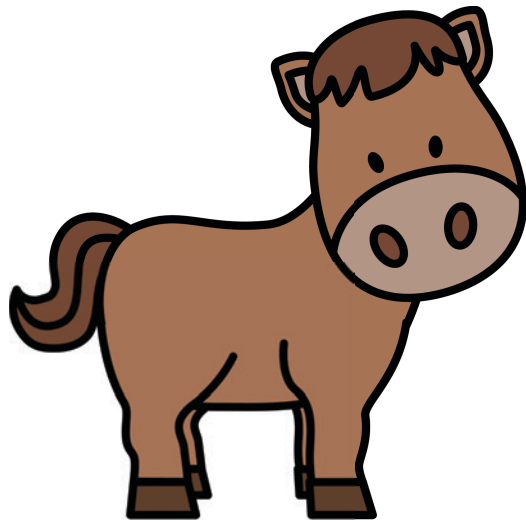
Slither like a snake.
(drag paint brush over drum)

Move to the Drum Beat!



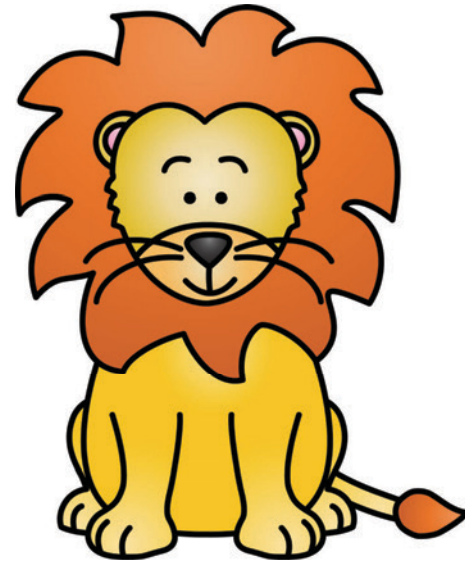
Stomp like an elephant.
(use side of fist and strike drum in slow tempo)

Move to the Drum Beat!



Clop like a horse.
(tap plastic cups on drum in galloping pattern)

Move to the Drum Beat!



Walk proud like a lion.
(brush top of drum with hand then strike with mallet or hand)

Move to the Drum Beat!



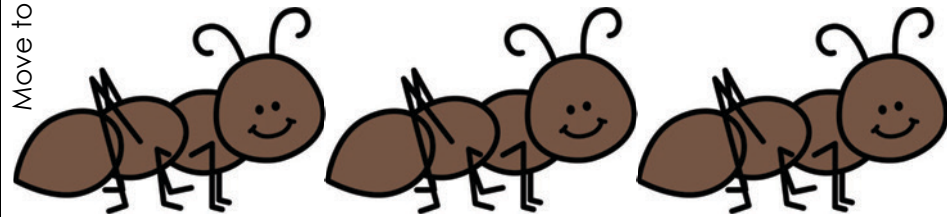
Scamper like a squirrel.
(quickly tap fingers on drum)

Move to the Drum Beat!



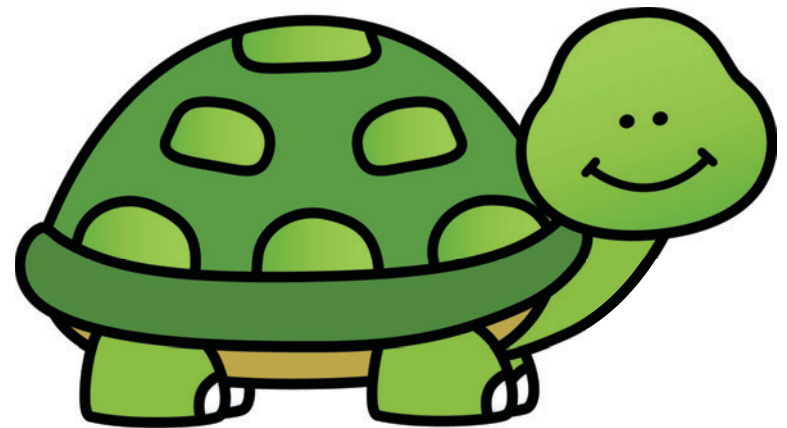
Hop like a rabbit.
(quick taps of drum with hand or mallet)

Move to the Drum Beat!



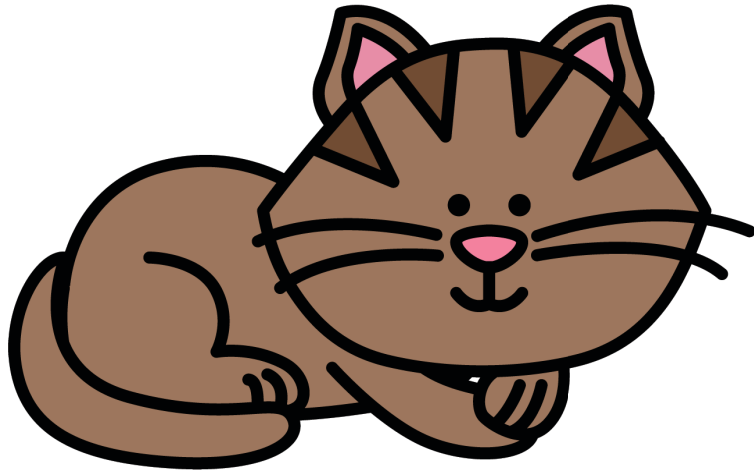
March like ants.
(tap drum in marching rhythm)

Move to the Drum Beat!



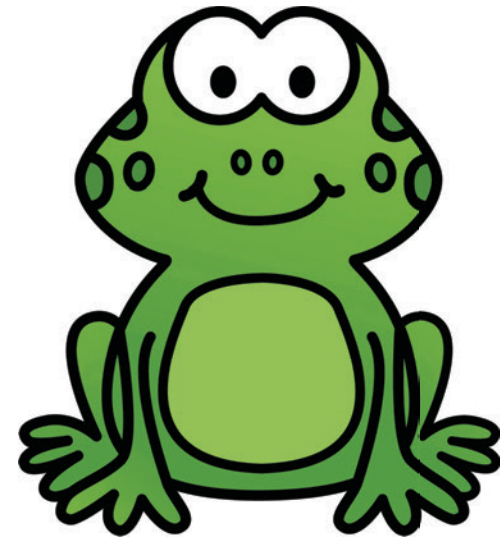
Walk slow like a turtle.
(long intervals between beats on drum)

Move to the Drum Beat!



Curl up and purr like a cat.
(gently strum pads of fingers on drum like purring)

Move to the Drum Beat!



Jump like a frog.
(tap drum with hand or mallet)

Move to the Drum Beat!



Tap on a tree like a woodpecker.
(tap drum quickly)

Move to the Drum Beat!



Climb slow like a sloth.
(slide paintbrush against the drum)

Concert

Putting it All Together

A concert is a great opportunity for musicians to play together in front of an audience. A conductor stands in front of the musicians and guides them as they read the music so that all players are playing the same part of the song at the same time.

Objectives:

- The students will notice similarities and differences.
- The students will identify numbers.

Activities:

1. Look at the real-life pictures. Ask students if they have ever been to a concert or what they see in the pictures.
2. Read the poem to the class. Place cards face down on the carpet. (Pick the right number of cards for your class.) Students choose two cards and see if they match. If they do, remove the matching cards. If they do not match, turn them back over and continue playing.
3. Play the “Oh, Conductor!” carpet game.



The music conductor to set the speed.



The musicians work together to play beautiful music.

Concert Time

Concentration Game

It's concert time,
Get ready to play!
Wait! All the musicians
Are hidden away!

Match two cards.
Where could they be?
Turn them over.
Let's look and see!

Extension Idea: Make instruments by stretching rubber bands across empty tissue boxes and filling empty water bottles with dry rice. Grab some empty containers to use as drums and encourage children to keep the beat with these handmade instruments.

Oh, Conductor!

Oh! Conductor,
Where could you be?

square

heart

star

trapezoid

Pick a shape.
Let's look and see!

	 harp		
			 harp




The music conductor moves a baton to set the speed of a song.



**The musicians work together
to play beautiful music.**

Concert Time

Concentration Game

A cartoon illustration of a child with dark skin and hair, wearing a blue t-shirt and green pants, sitting on a black piano stool and playing a dark brown grand piano. The piano is open, and the child's hands are on the keyboard.

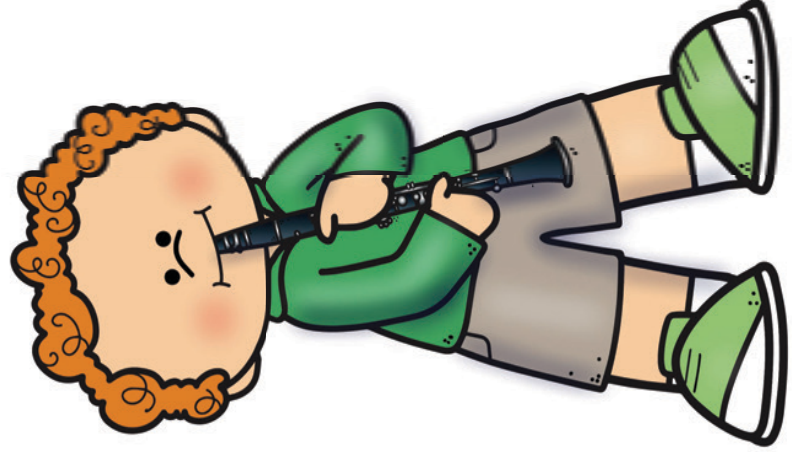
It's concert time,
Get ready to play!
Wait! All the musicians
Are hidden away!

Match two cards.
Where could they be?
Turn them over.
Let's look and see!



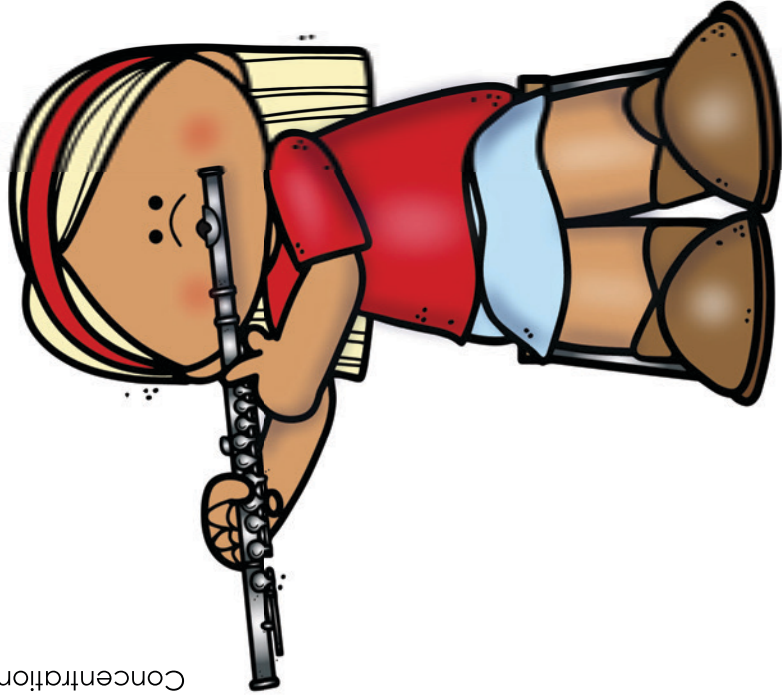
Concentration

bassoon



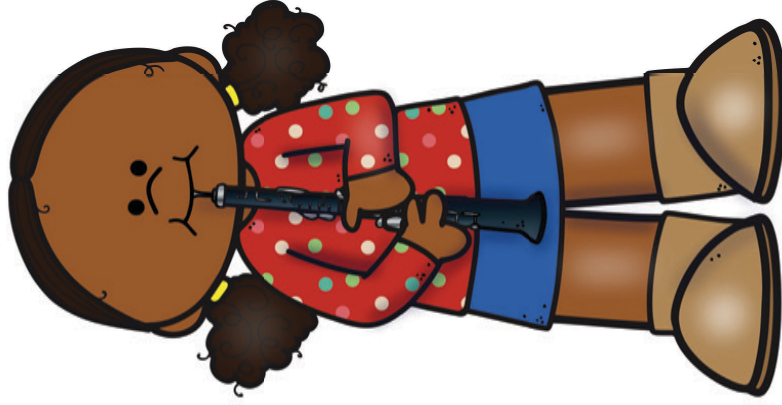
Concentration

clarinet



Concentration

flute



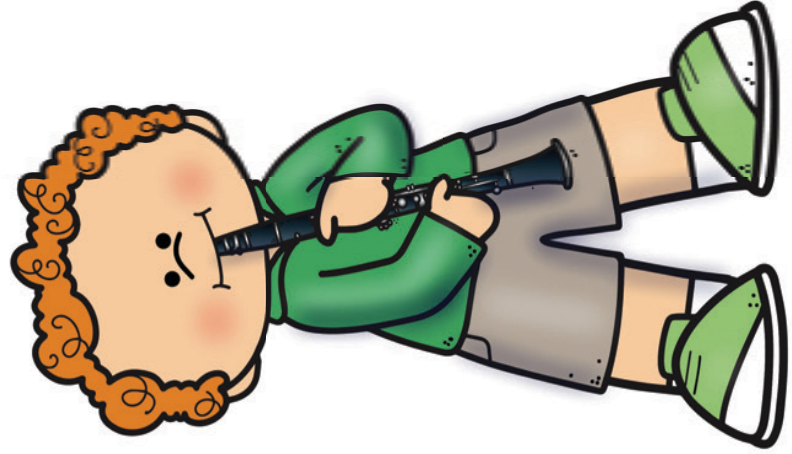
Concentration

oboe



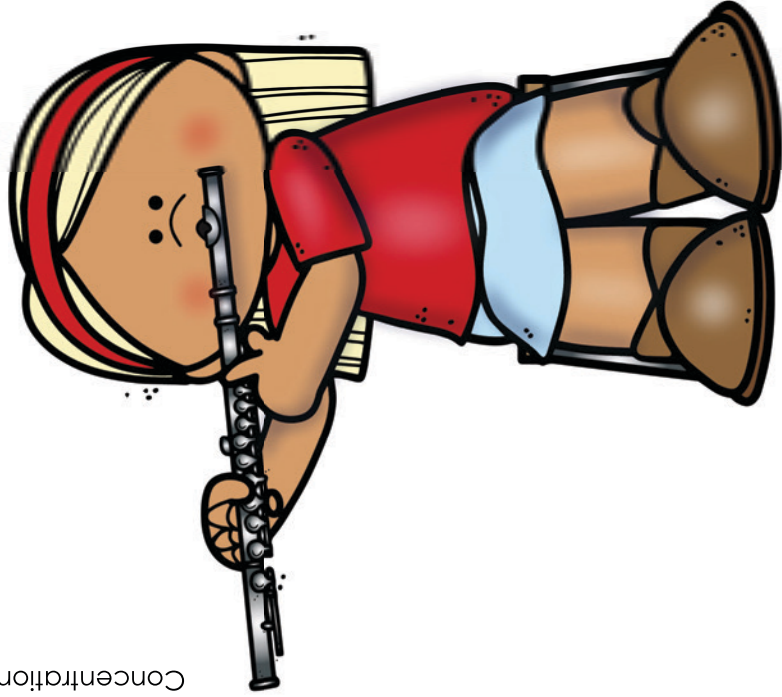
Concentration

bassoon



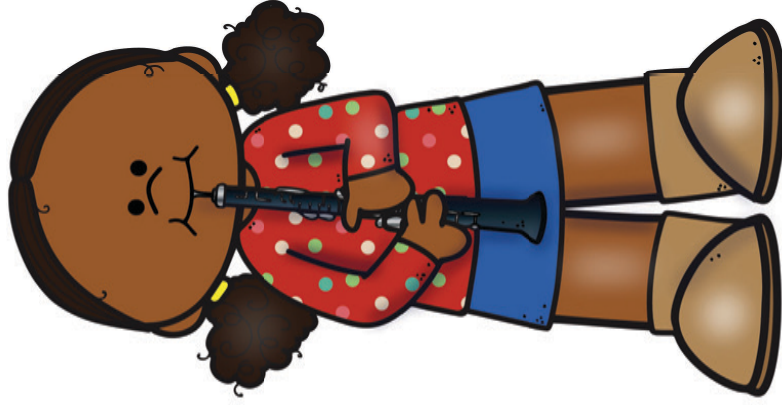
Concentration

clarinet



Concentration

flute



Concentration

oboe

Concentration



piccolo

Concentration



saxophone

Concentration



trombone

Concentration



French horn

Concentration



piccolo

Concentration



saxophone

Concentration



trombone

Concentration



French horn



Concentration

tuba



Concentration

trumpet



Concentration

harp



Concentration

violin



Concentration

tuba



Concentration

trumpet



Concentration

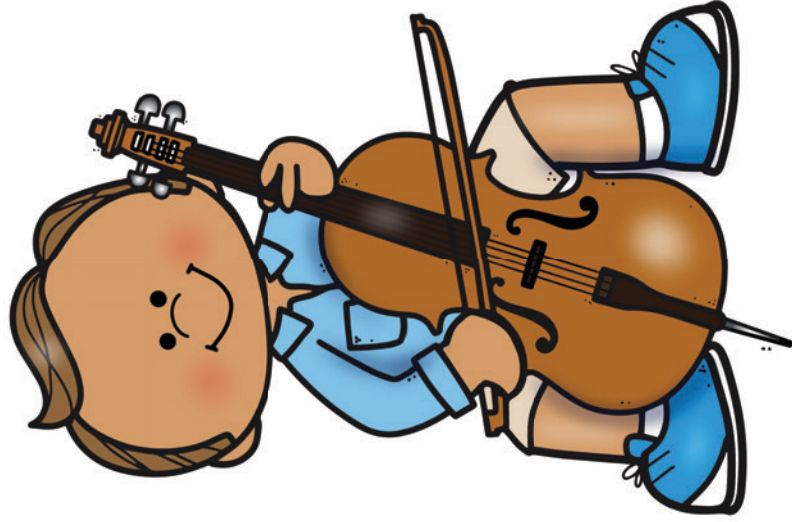
harp



Concentration

violin

Concentration



cello

Concentration



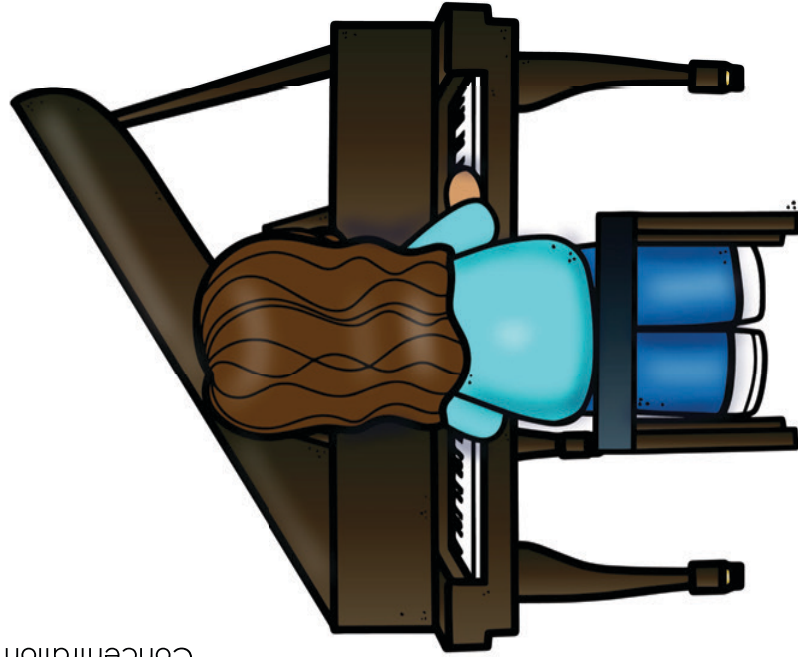
double bass

Concentration



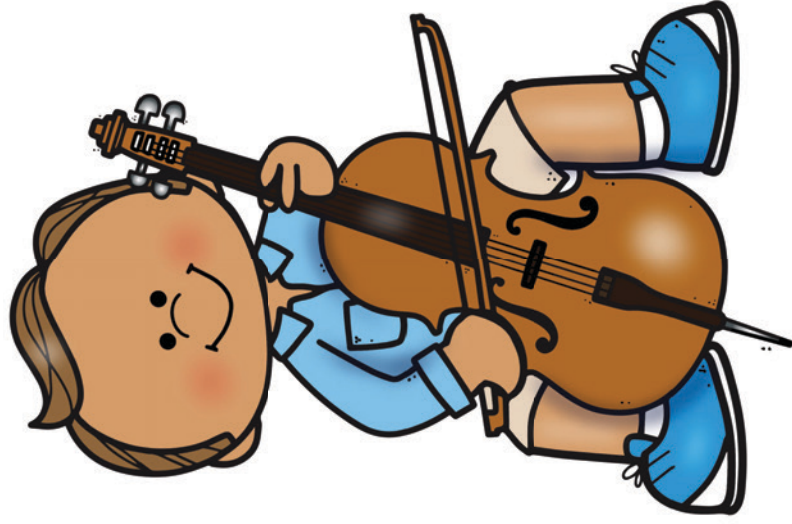
drums

Concentration



piano

Concentration



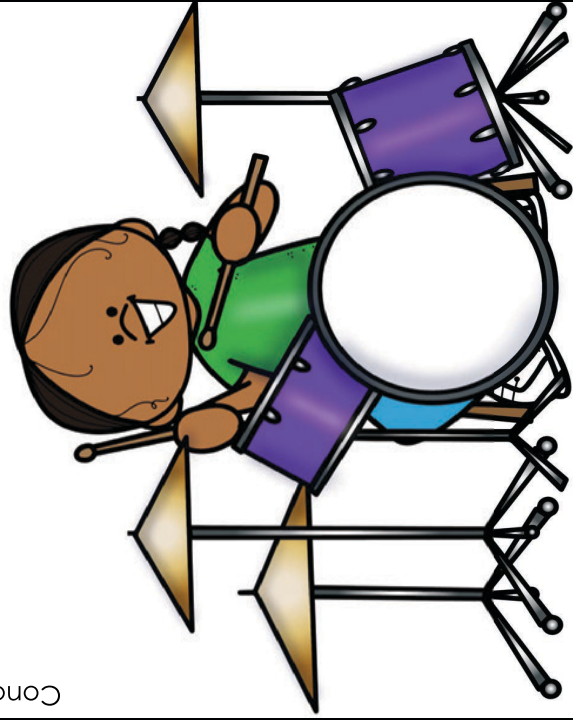
cello

Concentration



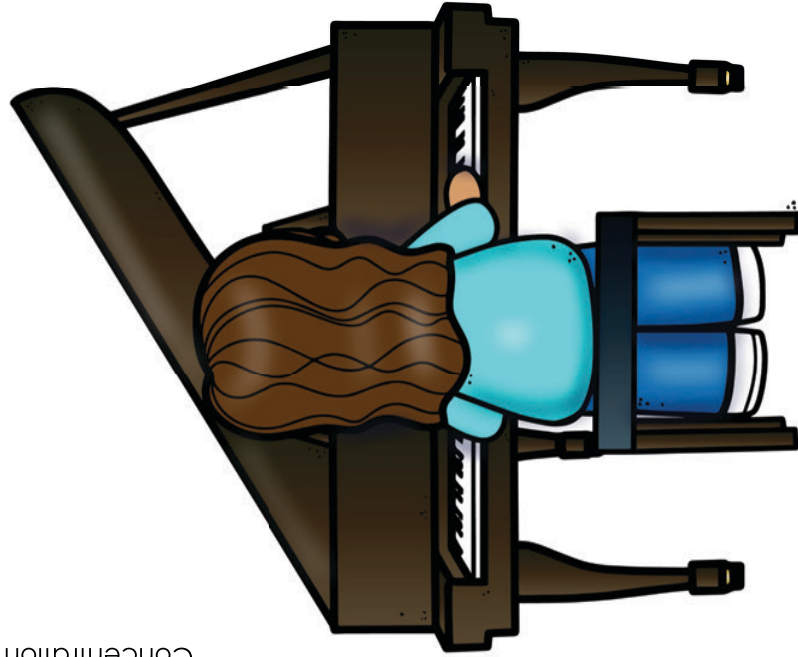
double bass

Concentration



drums

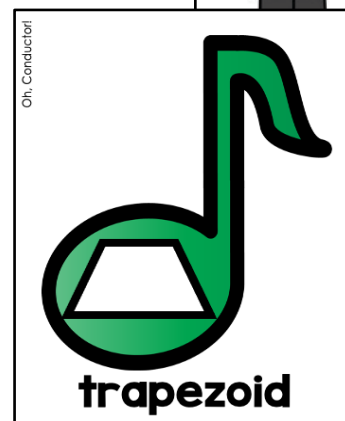
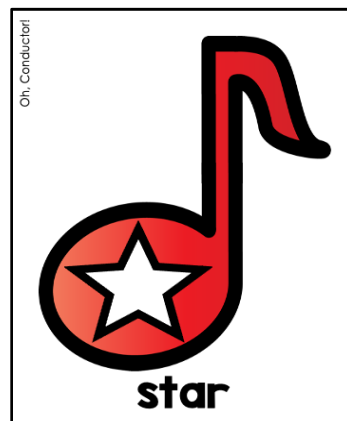
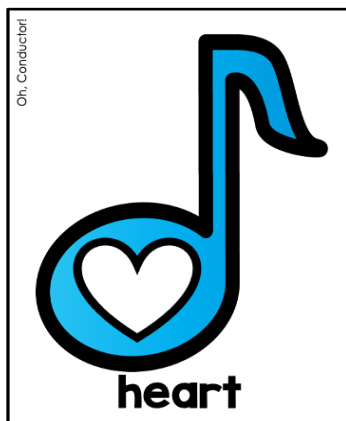
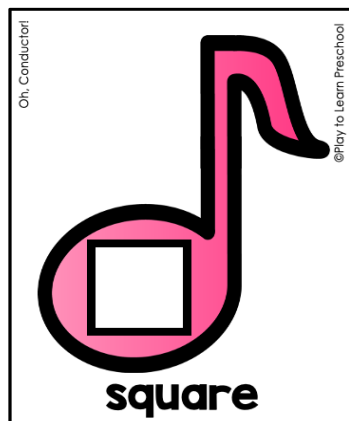
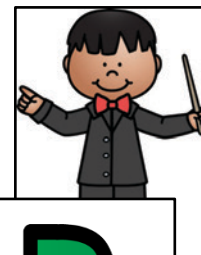
Concentration



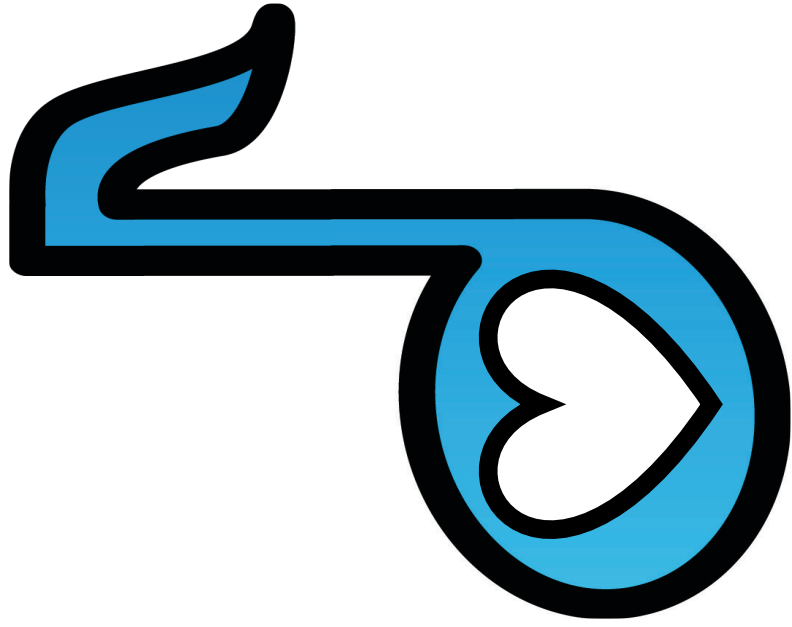
piano

Oh, Conductor!

Oh! Conductor,
Where could you be?

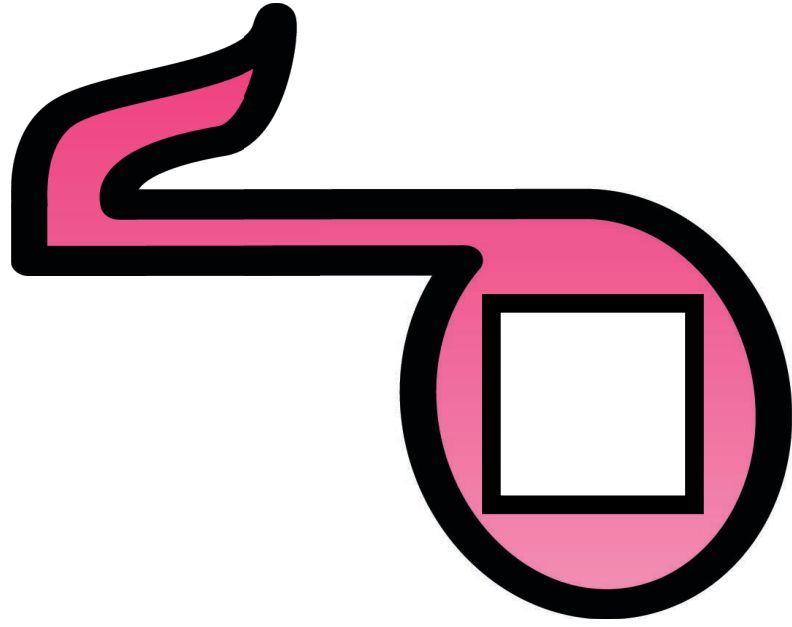


Pick a shape.
Let's look and see!



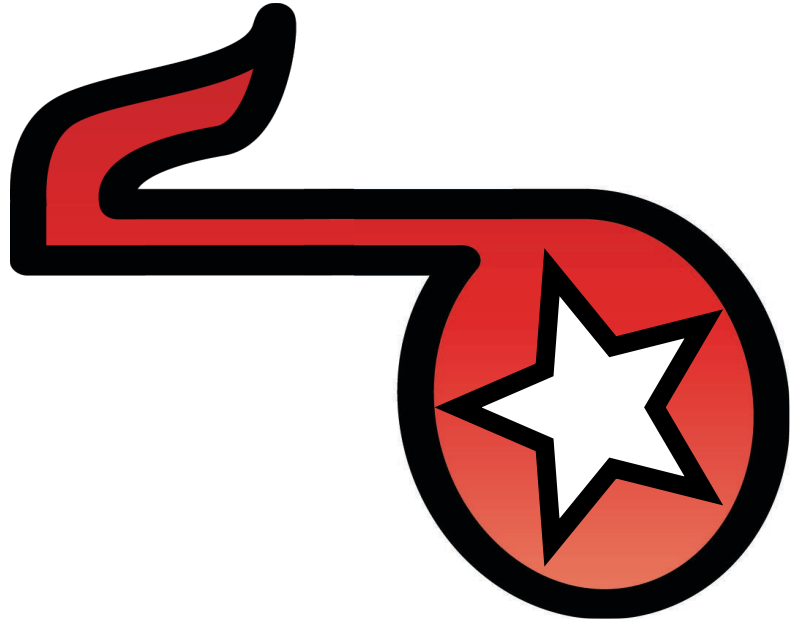
heart

Oh, Conductor!



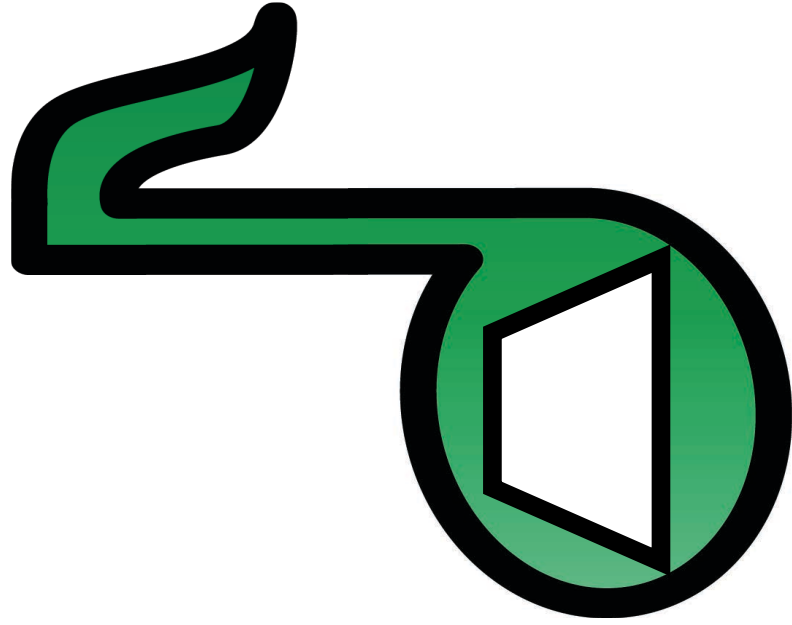
square

Oh, Conductor!



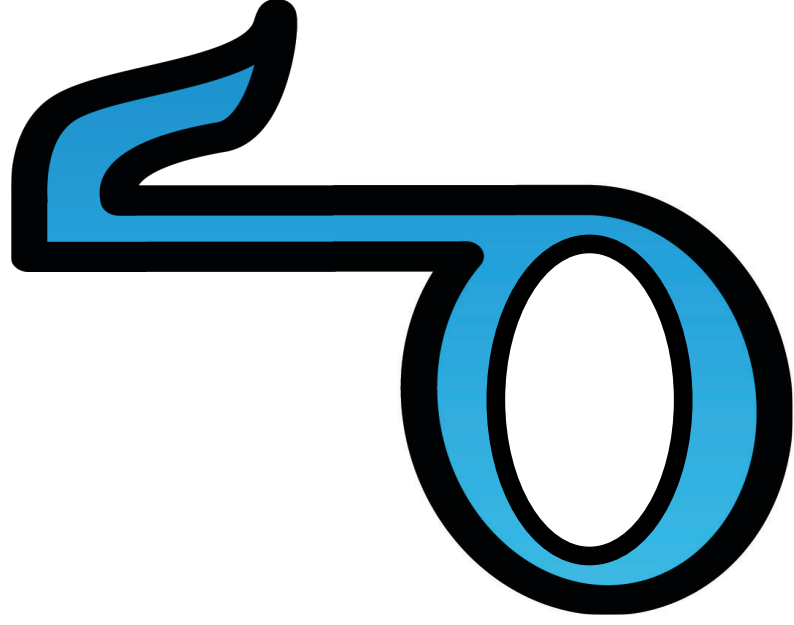
star

Oh, Conductor!

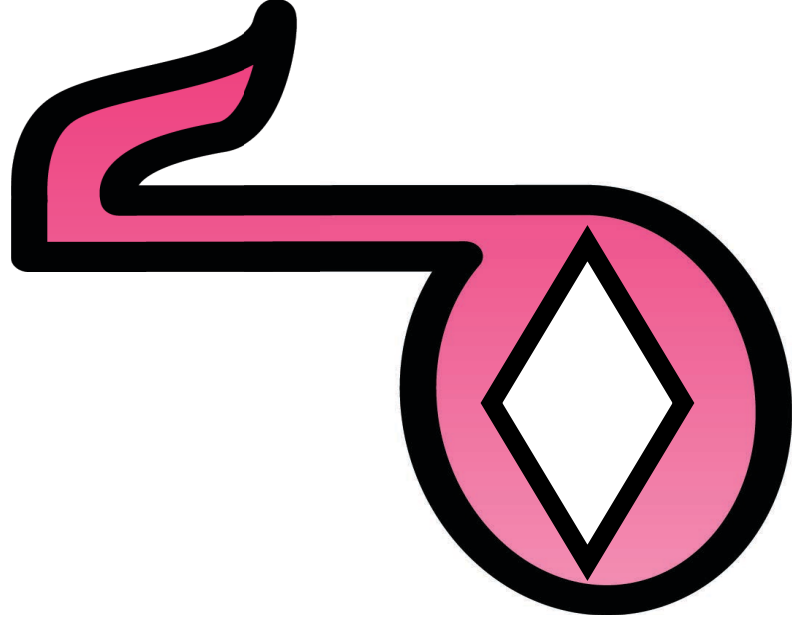


trapezoid

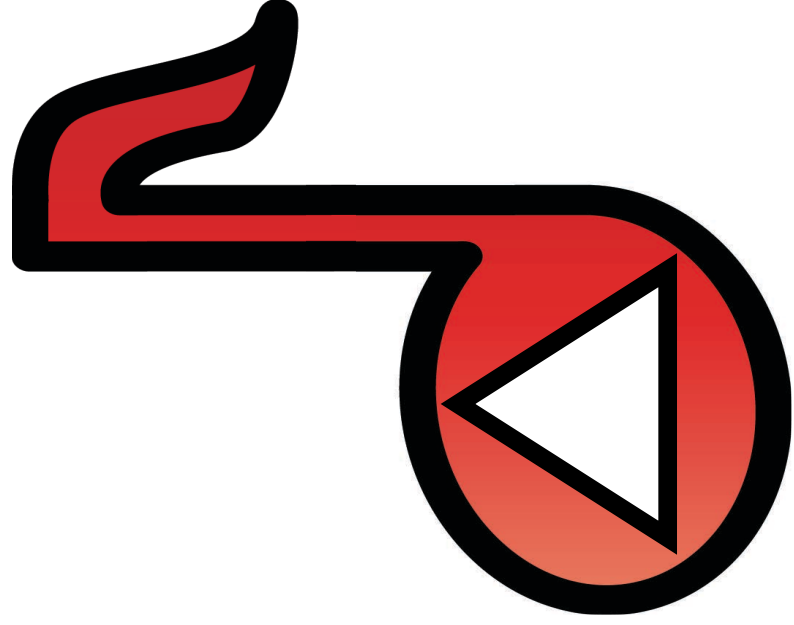
Oh, Conductor!



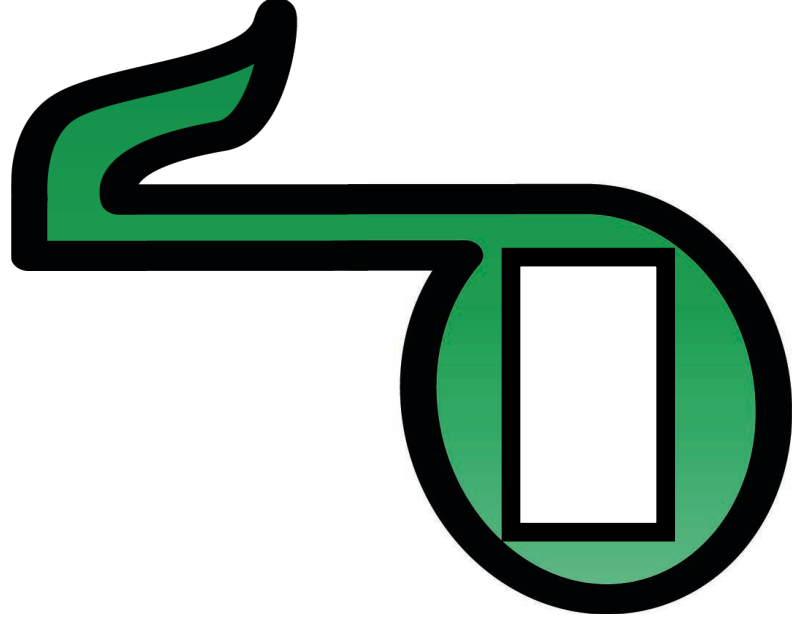
oval



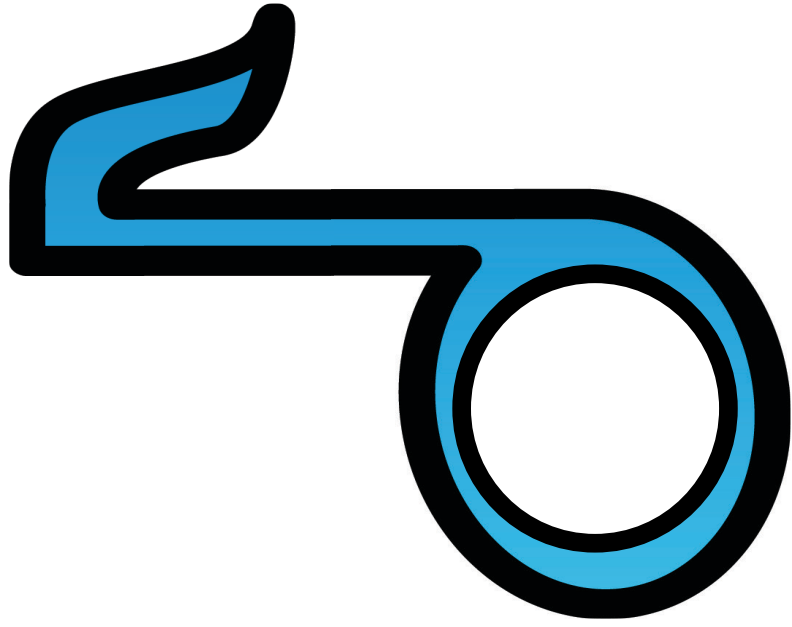
diamond



triangle

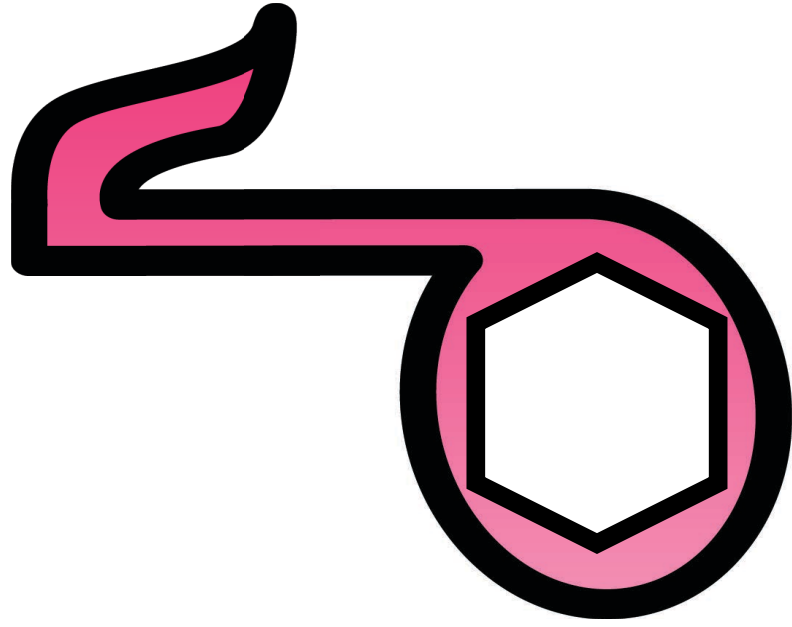


rectangle



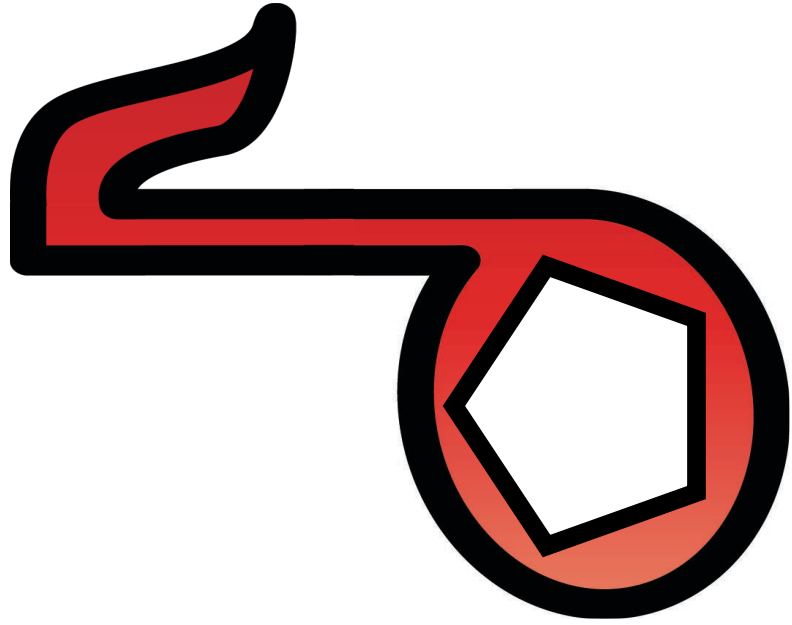
circle

Oh, Conductor!



hexagon

Oh, Conductor!

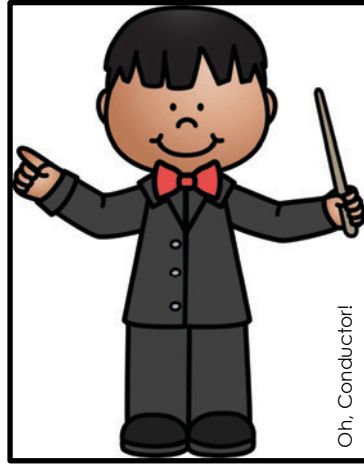


pentagon

Oh, Conductor!

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Cut out the conductor.



Oh, Conductor!

To Play the Game:

- Line up the pictures of the music notes. Pick the right number of cards for your students. Identify the shapes together.
 - Hide the conductor under one of the music notes and recite the poem to find it.
 - Children guess where the conductor is hiding by identifying the shape.

Singing

Our Musical Voice

Day 7
lesson
plans

Children love to sing! Providing them with opportunities to use their voice will help them understand the fundamentals of performance and to participate in the experience of music.

Objectives:

- The students will play with words, sounds, and rhymes.
- The students will participate in opportunities to use their singing voice.

Activities:

1. Show the pictures to the students. Ask the students if they like to sing, and what songs are their favorite to sing.
2. Sing the song “I’m a Great Singer!” At the end, have the students take a bow, just like a singer does at the end of a performance.
3. Sing the “Singing in the Choir” song. The teacher starts by singing the song to a student, then they sing the 2nd verse together. That student then sings the 1st verse to another student then they sing the 2nd verse together. Each new singer chooses the next singer to join until all the students are singing the song together. Have students decorate a paper towel tube with stickers and markers to make their own microphone.



Extension Idea:

Teach the ASL sign for **song**. Hold your slightly open hand near your chest, then move it out and up at an angle to mimic the sound coming from your voice.



Singing in the Choir

to the tune of The Muffin Man

Student's name will you sing with me,
Sing with me, sing with me?
Student's name will you sing with me
We'll sing a pretty song!

Oh yes, I want to sing with you,
Sing with you, sing with you.
Oh, yes I want to sing with you,
Who else will sing along!

I'm a Great Singer!

to the tune of I'm a Little Teapot

I'm a great singer,
Yes, I am!
Won't you listen
To my little jam.
When I start to sing, oh!
Hear me now.
Just sang my song
And took a bow.

We use our voice to sing.





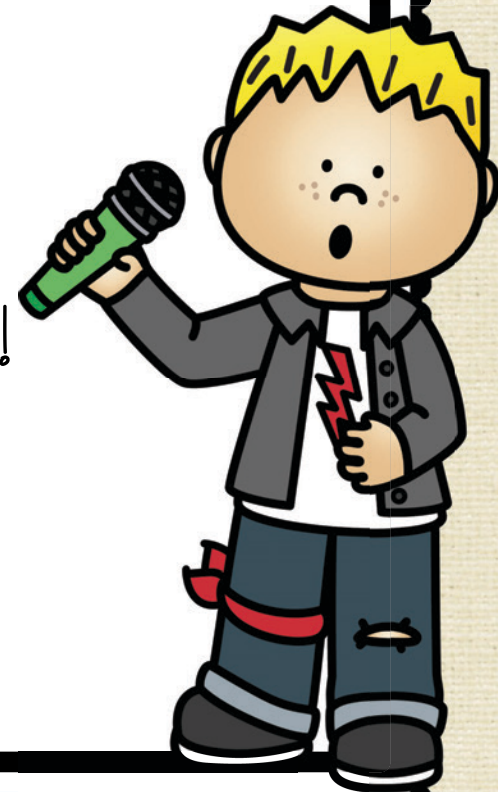
A choir is a group of people singing together.

I'm a Great Singer!

to the tune of *I'm a Little Teapot*

I'm a great singer,
Yes, I am!
Won't you listen
To my little jam.

When I start to sing, oh!
Hear me now.
Just sang my song
And took a bow.



Singing in the Choir

to the tune of *London Bridge*

Student's name will you sing with me,
Sing with me, sing with me?
Student's name will you sing with me
We'll sing a pretty song!

Oh yes, I want to sing with you,
Sing with you, sing with you.
Oh, yes I want to sing with you,
Who else will sing along!



Tempo

Listen to the Beat

Day 8
lesson
plans

Tempo can be described as the speed of music. It can be fast or slow. Queue up a favorite children's music play list and play "tempo" games with students. Encourage them to move to the tempo of the music as they hone their active listening skills.

Objectives:

- The students will talk about and compare musical patterns and sounds.
- The students will demonstrate basic locomotor skills through dancing.

Activities:

1. Sing and play "Tap the Beat." Pass drums, rhythm sticks or other percussion instruments out to the class. Sing the song and students tap the beat in unison with the teacher.
2. Print, out, and laminate the "slow/fast" cards. Read the cards aloud as they are placed around the circle. Explain that fast and slow animals can be compared to the fast and slow tempo of music. Play songs from a favorite children's playlist then students find and stand near the animal that represents the tempo of the song. (Print multiple copies of the "fast/slow" set as needed for your class.) Once students are at a card, encourage more dancing before the next song is played. (Consider placing tape on the back of each card to prevent slipping.)

Extension Idea: See how sound and vibration (movement) are related. You'll need: a large bowl, plastic wrap, a rubber band, tissue paper (crumpled into several tiny balls), speaker/music. Stretch plastic wrap tightly over your bowl and secure it with a rubber band. Place tissue paper balls on top of the plastic wrap. Play music (the speaker should be right next to the bowl). What happens to the tissue paper? When the music is really loud, does the tissue move more or less?



Tap the Beat

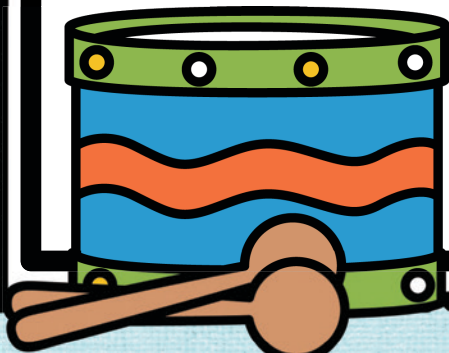
To the Tune of "Do You Know the Muffin Man?"

Oh, can you tap a largo beat,
A slow, smooth beat, a largo beat.

Oh, can you tap a largo beat,
On the drum?

Oh, yes, I can tap a largo beat,
A slow, smooth beat, a largo beat.

Oh, yes I can tap a largo beat.
What should I do next?



Repeat with new verses:

- change largo/ "slow, smooth" to allegro/ "fast, quick"
- change tap to march, clap, jump, etc.



largo



allegro

Fast or Slow?

Preschool Music Playlist

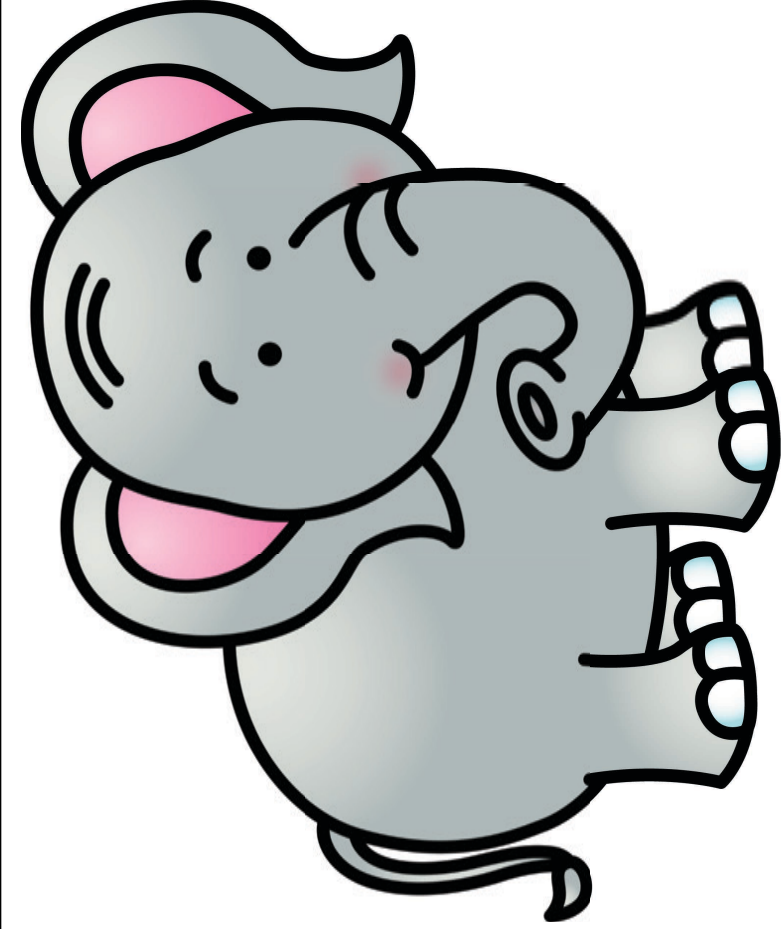
Fast or slow.

Which way do we go?

Listen to the music

And then you'll know!





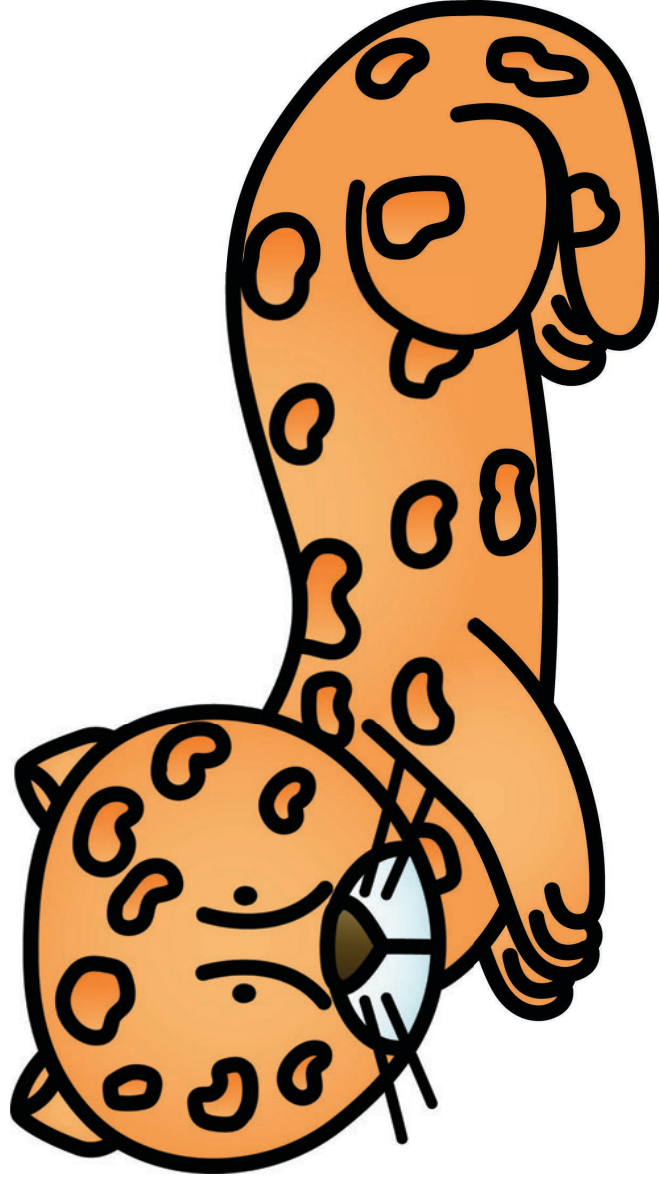
slow



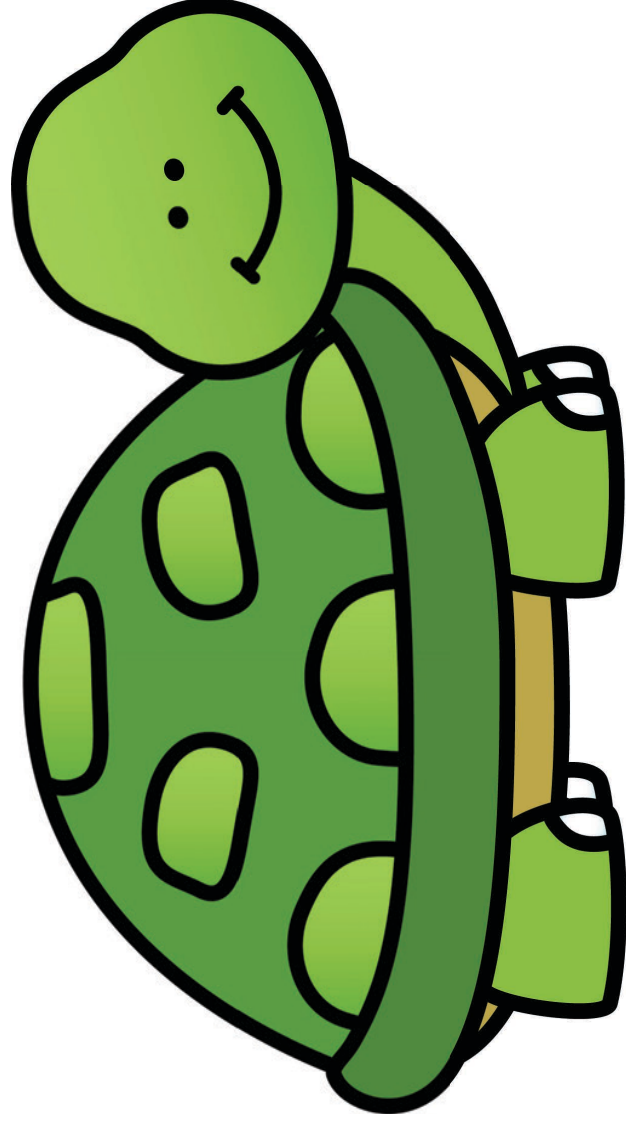
fast



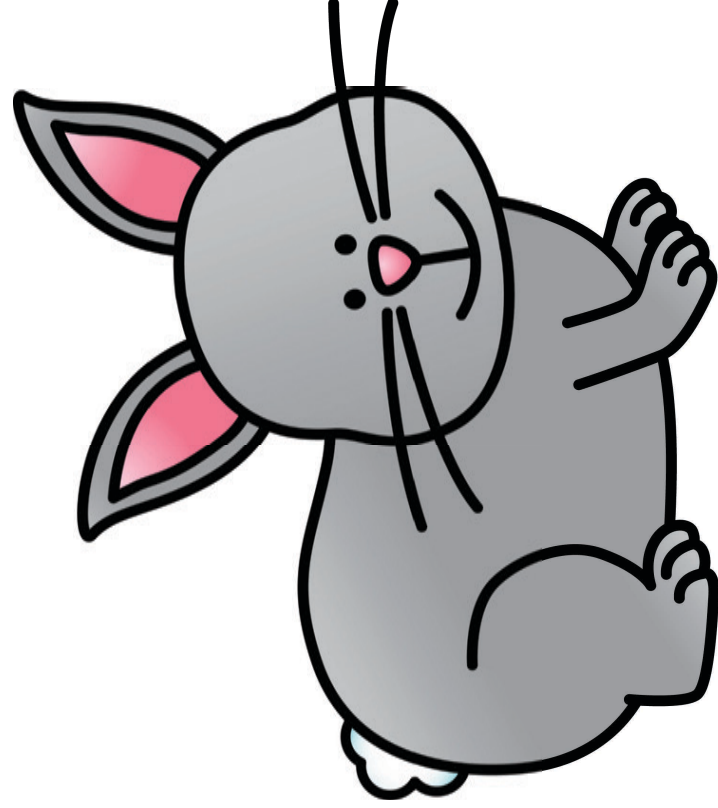
slow



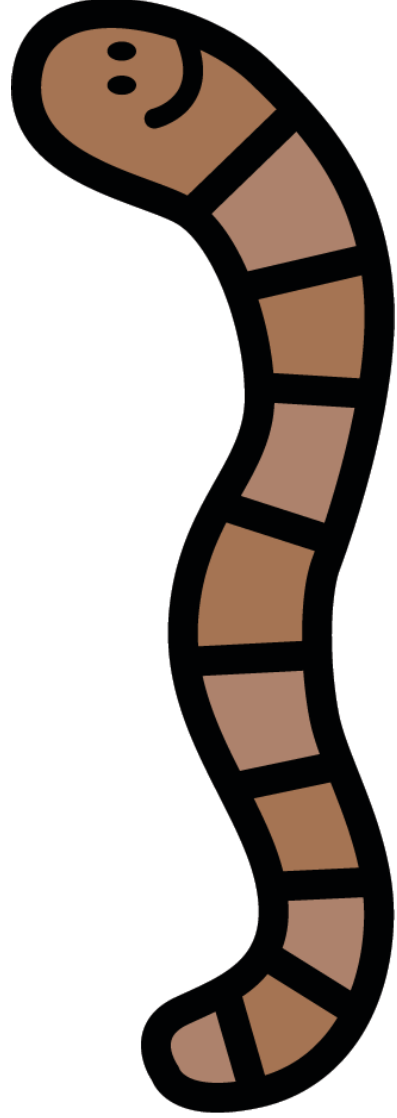
fast



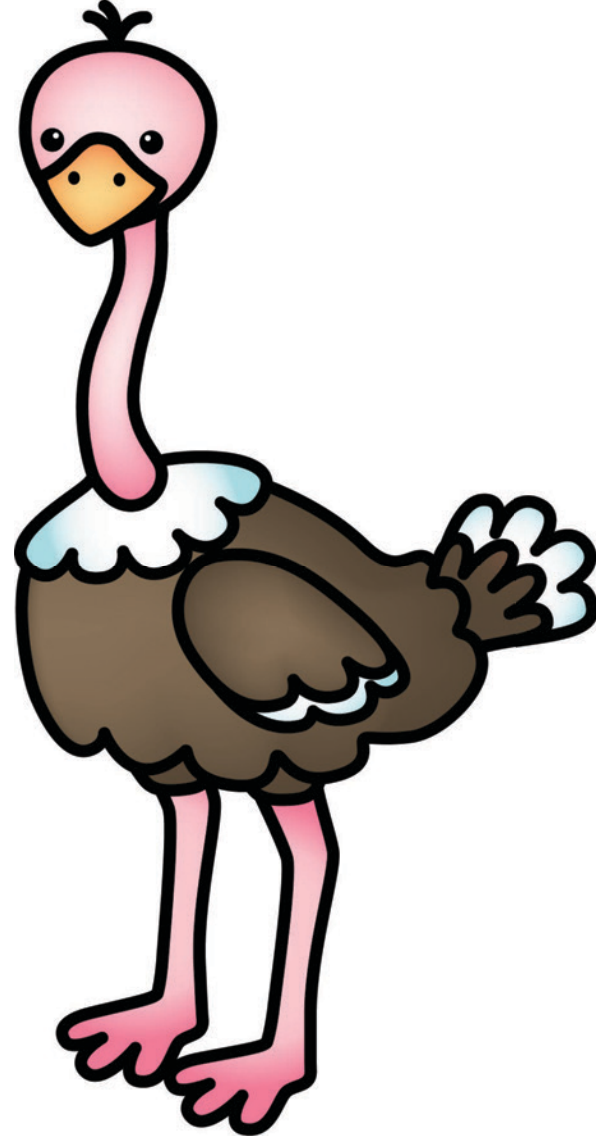
slow



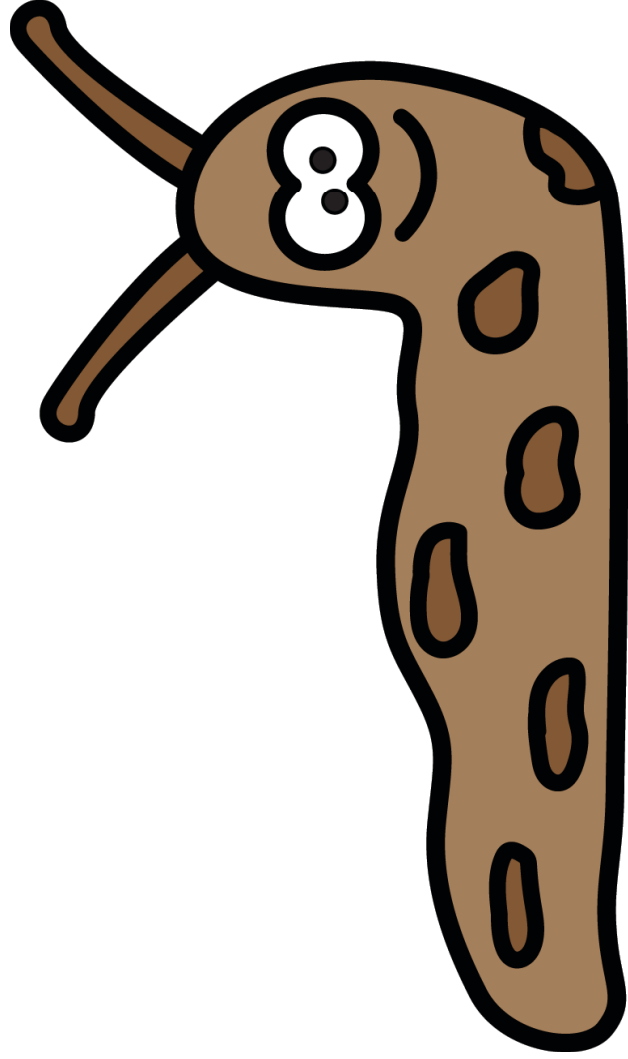
fast



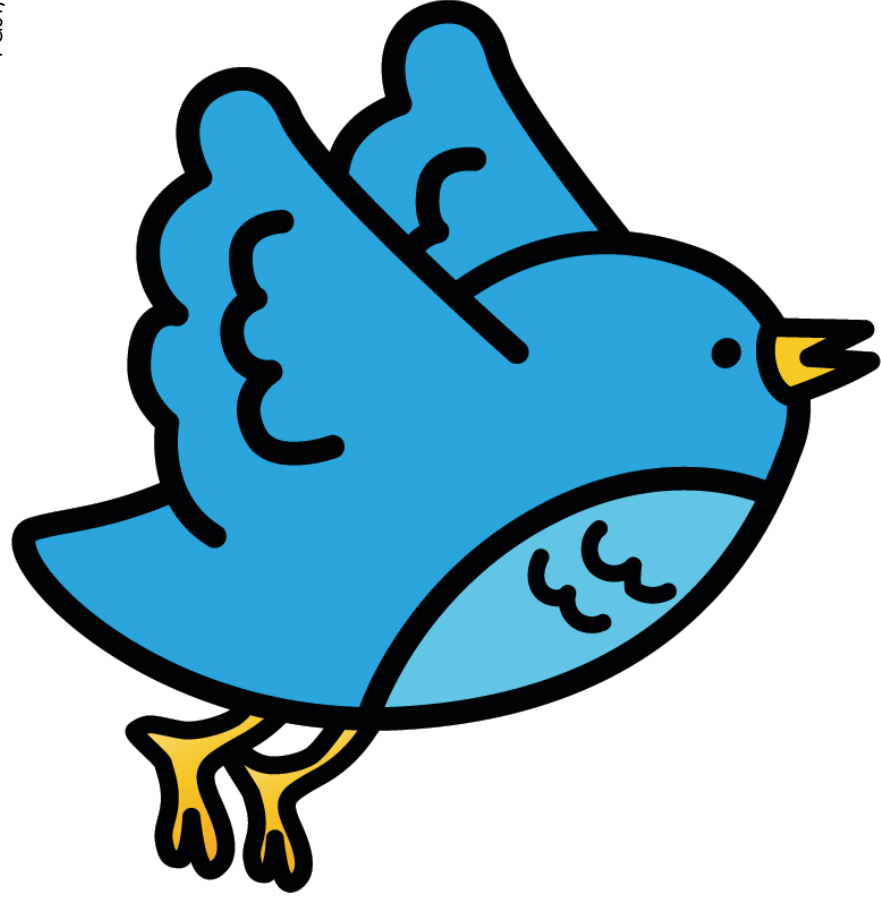
slow



fast



slow



fast

How Does Music Make You Feel?

Tempo, Instruments, and Pitch

Day 9
lesson
plans

Music can make you feel a lot of different emotions – a fast tempo and high notes may make you feel happy and want to dance, while a slower paced, low-toned song may make you feel sad. In fact, there is science that shows that listening to music can increase blood flow to the part of your brain that generates emotions!

Objectives:

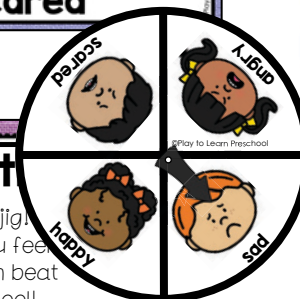
- The students will recognize and label their own feelings.
- The students will demonstrate basic locomotor skills.

Activities:

1. Post the ASL cards around the circle time area and demonstrate the signing motions for each feeling. Scan the QR code and play the video, pausing in between each song. Students can sign how the music made them feel, or move to the card. (There is no right or wrong answer.) Ask questions like “Did the slower, low melodies come across as sad?” “Did the upbeat, faster-paced pieces make you feel happy?” “What instruments did you hear?”
2. Sing “Dance a Little Jig.” Children dance with motions showing how they feel or they can choose to spin the wheel and dance out the emotion.



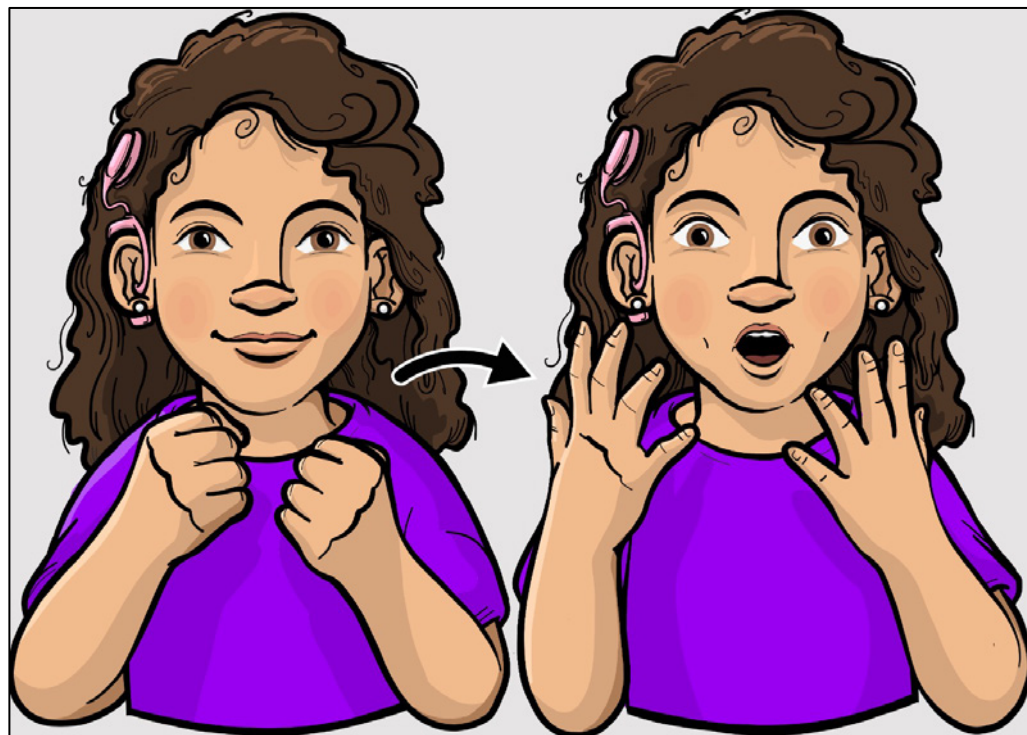
Music Emotions
QR Code



Extension Idea: Color to the music – Provide students with a sheet of paper and crayons or paint. Play a short piece of music, asking the students to color what they feel while listening. What did the art look like with the upbeat music? Was it different from the art done to a slower, sad or scary tune? Try many samples of music for this activity and encourage discussion.



How does the music make you feel?



scared

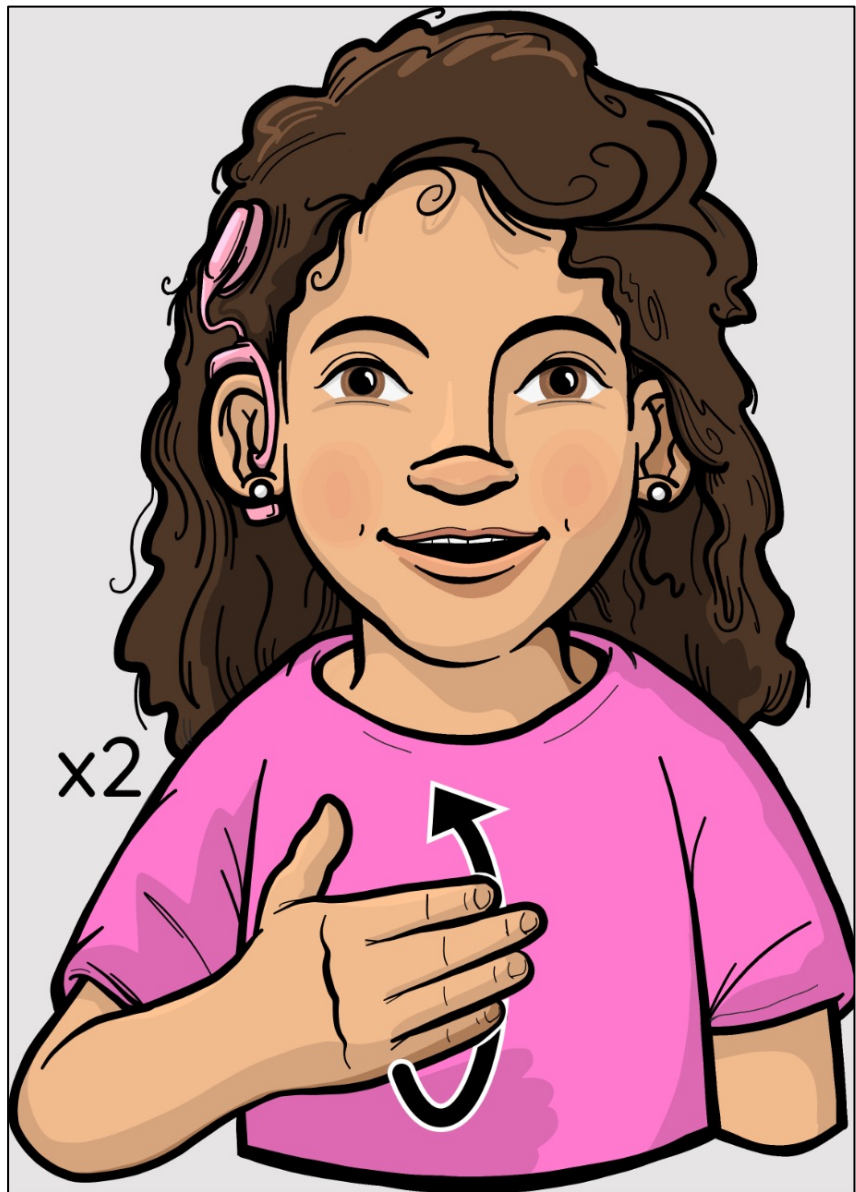
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Music Emotions QR Code



Scan the QR code and play the video, pausing in between each piece. Ask the students what they felt while listening to the piece.

©Play to Learn Preschool



©Play to Learn Preschool

happy



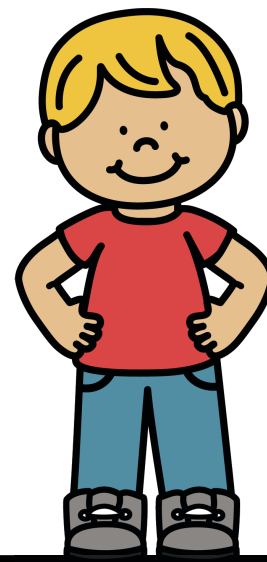
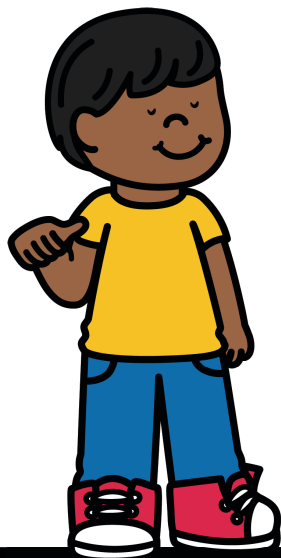
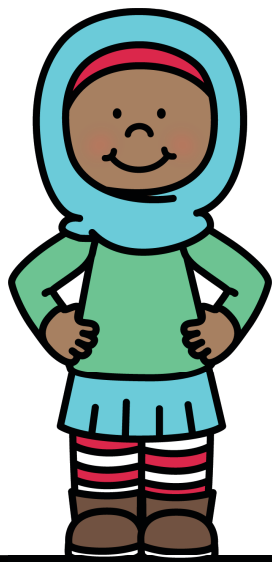
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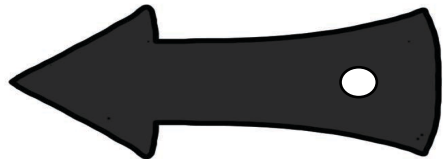
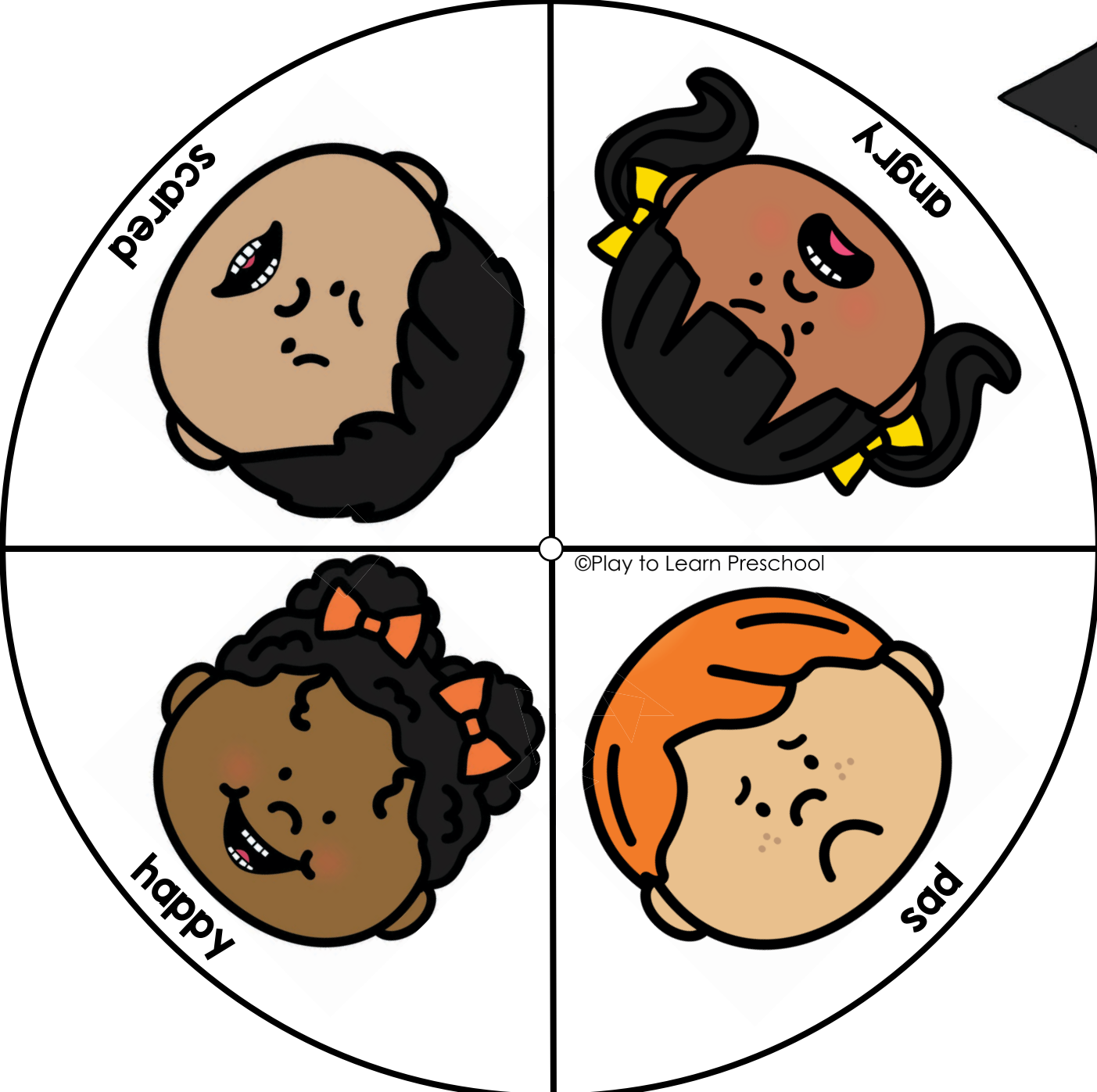
sad

Dance a Little Jig

Preschool Music Playlist

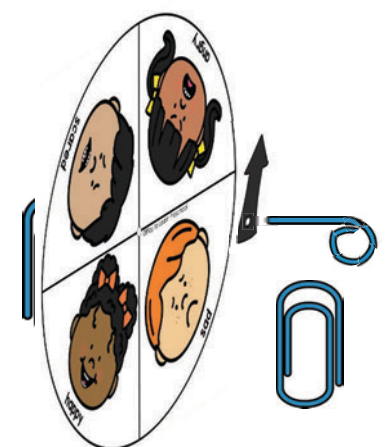
Dance a little jig!
Show us how you feel!
Move to your own beat
or spin the wheel!





To Assemble:

Print the spinner on heavy cardstock or back to cardboard. Make and assemble the "action spinner." Use a brad fastener or open up a paper clip, push one end through the arrow and then the spinner. Fold the end of the paperclip down the back and secure with tape. Twist the other end to ensure the arrow does not fall off. (see diagram below)



Conclusion

What Did We Learn?


We have learned about different musical instruments and various ways to make music. To conclude the unit, ask the students to discuss what they liked best about the music they heard and the instruments they played.

Objective:

- The students will actively participate in conversations.
- The students will draw and imitate the act of writing.

Activities:

1. Create riddle bags. Place small plastic toy instruments inside each bag and attach the riddle. (As an alternative, you can print the pictures and put them inside the bags.) Read the riddle while the students practice their active listening skills. Students guess which item is in the bag and then check inside.
2. Ask the students what they liked best about the unit on music. Students can draw a picture or teachers can transcribe their responses on the attached recording sheets.

What I love about Music 	
What I love about music: I love dancing to the tempo! Name: Janet	What I love about music: My favorite instrument is the guitar! Name: Eddie
What I love about music: I love the drums! Name: Ringo	What I love about music: The horn is loud! Name: Austin

Extension Idea:

Consider putting on a concert for parents or another class with a song or rhythm routine learned during this unit.



Riddle #1

I have strings and am strummed by a person's hand.

Answer: guitar

Riddle #2

I am black and white. I can play one key at a time, or I can play many keys at once.

Answer: piano

Riddle #3

I make sounds when a person taps their hand or a mallet on me.

Answer: drum

Riddle #4

I am made of metal and I make a loud sound when someone blows air through me.

Answer: trumpet

Riddle #5

I am made of wood and have strings. I make sounds when a person drags a bow across my strings.

Answer: violin

Riddle #6

I am the sound that you hear when you slap your hands together.

Answer: clap

Riddle #7

I am a nice sound that people hear. People might feel happy, sad, excited, or scared when they hear me.

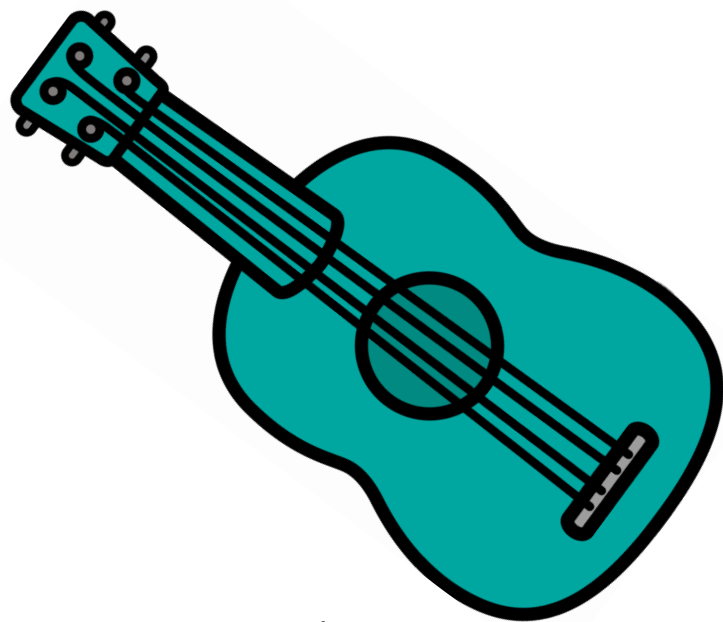
Answer: music

Riddle #8

People like to do this by using their voice to make music.

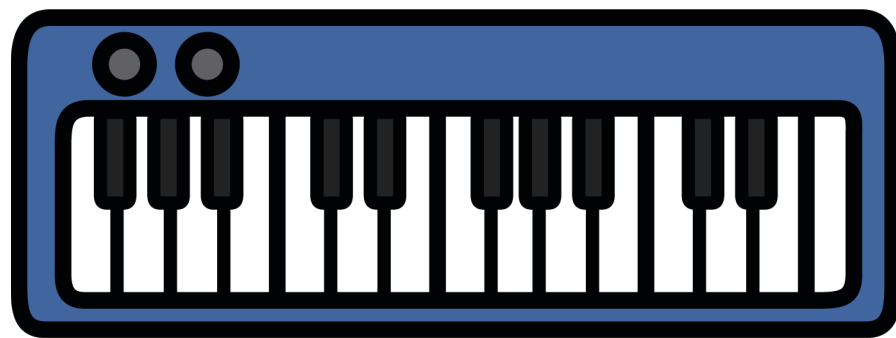
Answer: singing

Riddle #1



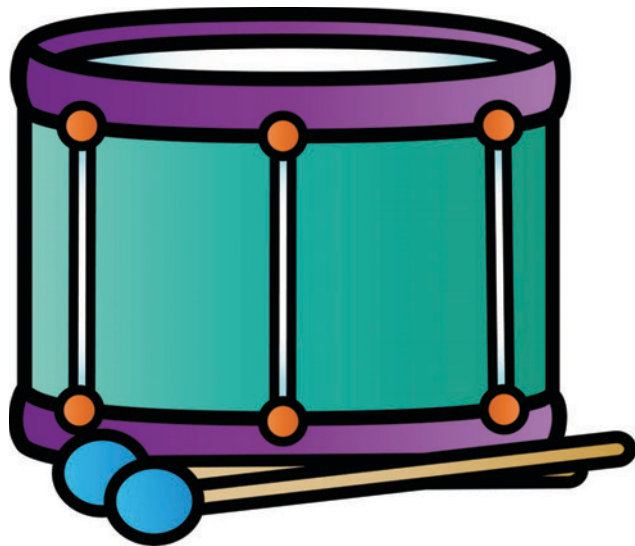
guitar

Riddle #2



piano

Riddle #3



drum

Riddle #4



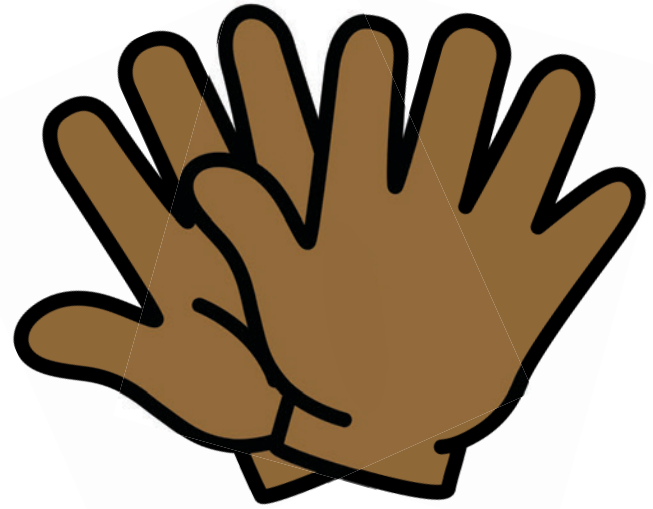
trumpet

Riddle #5



violin

Riddle #6



clap

Riddle #7



music

Riddle #8



singing

What I love about

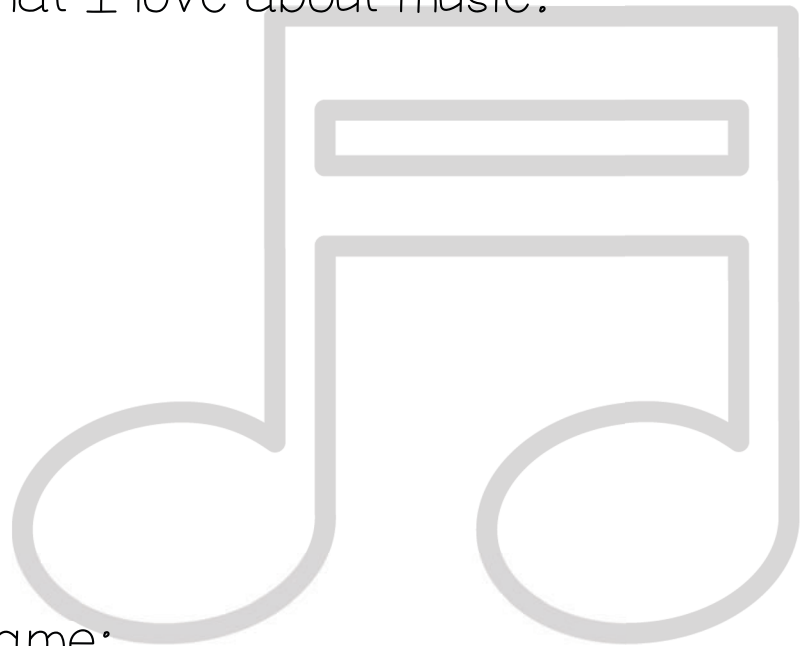


Music



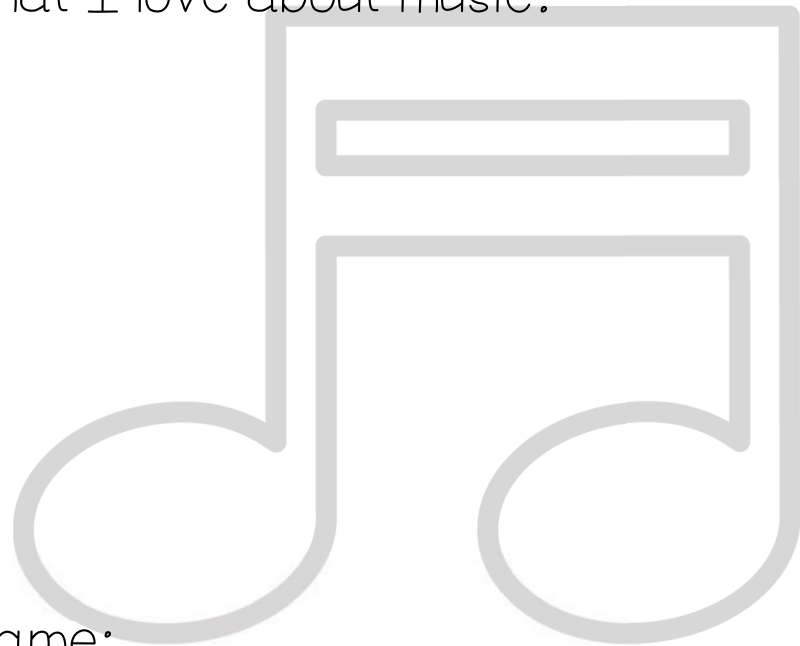
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What I love about music:



Name: _____

What I love about music:



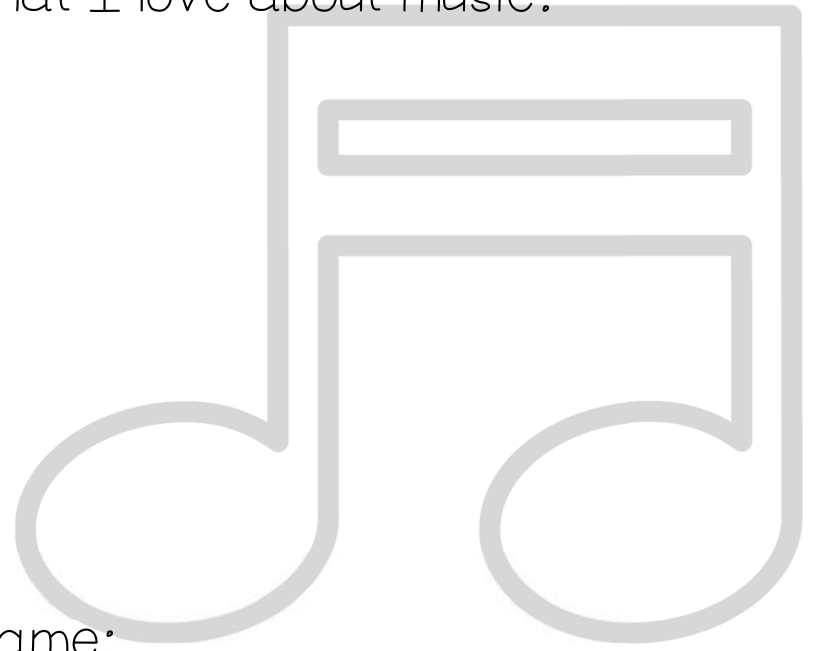
Name: _____

What I love about music:



Name: _____

What I love about music:



Name: _____

What I love about music:



Name: _____

What I love about music:



Name: _____

...to a special musical performance!

Date:

Time:

Location:

Please R.S.V.P. by _____

You're Invited!



Center Activities

Centers

- Line Tracing
- Patterning
- Categorization
- Number Recognition
- Push Pin Letters
- Count & Clip Cards
- Counting Musical Notes
- Visual Discrimination
- Color Matching
- Journaling
- Book List (recommendations)

Line Tracing

Objective: The students will understand the purpose of writing.
Preparation: Print and laminate the tracing cards. Another option is to place the cards inside a plastic sleeve. Provide dry erase markers. (Give a pom marker for the students to use as an eraser.)

Procedure: motor skills.

Math Center

Patterning

Objective: The students will identify and extend simple patterns.
Preparation: Print the pattern cards and pieces, mat, laminate and cut apart.
Procedure: Students identify the pattern and extend it by placing the next correct piece.

Math Center

Number Recognition

Objective: The students will recognize numbers.
Preparation: Print, mat, laminate, and cut both the small and large number cards.

Procedure: The students will select number card and match it to the large card accordingly.

Math Center

Categorization

File Folder Game

Objective: The students will use visual discrimination skills to determine which picture does not belong with the others in the same row.
Preparation: Glue groups of pictures onto the inside of a file folder.
Procedure: Students use plastic chips, counters, or other small objects to mark the one in each row that does not belong.

Music Categorization
 Which one doesn't belong?

Math Center

Push Pin Letters

Objective: The students will manipulate objects with hands.
Preparation: Copy each page onto cardstock. Provide push pins (**Supervise students appropriately**) and a carpet square or foam mat to place underneath.
Procedure: The students strengthen their fine motor skills and alphabet knowledge by perforating the letters using a push pin (or golf tee or a toothpick).

Math Center

Count & Clip Cards

Objective: Students will practice one-to-one correspondence and number recognition to 12.
Preparation: Print the cards, mat, cut apart, and laminate as desired.
Procedure: Students count the pictures on each card and mark the correct answer with a clothes pin.

Math Center

Counting

File Folder Game

Objective: The students will count and recognize numbers.
Preparation: Copy the picture cards. Glue the large pictures (first 2 pages) inside a file folder. Cut and laminate the smaller pictures.
Procedure: Students will count and choose the correct number.

Counting Notes
 Numbers 1-8

Math Center

Visual Discrimination

Objectives: The students will compare objects.
Preparation: Print out the cards and cut to separate.
Procedure: Students place a mini eraser or other counter on the picture that is different.

Which One is Different?

Math Center

Color Matching

Objective: The students will match items by color.
Preparation: Print, mat, cut out, and laminate the pictures. Place drum face up on the table and magnet cards in an envelope or bag. (Alternatively, an interactive bulletin board using hook and latch tape or magnets.)

Procedure: Students will select a magnet and match it with the correct drum.

Math Center

Journaling

Objective: The students will understand the purpose of writing.
Procedure: Print the journal sheets. Students can use the journal prompts to write and draw a picture. The words can also be written for the student if necessary.

Math Center

Learning to draw and write is a developmental process. Young children need lots of time and opportunities to scribble, draw, and write. This is called "emergent literacy." The following is a very general guide to how children progress:

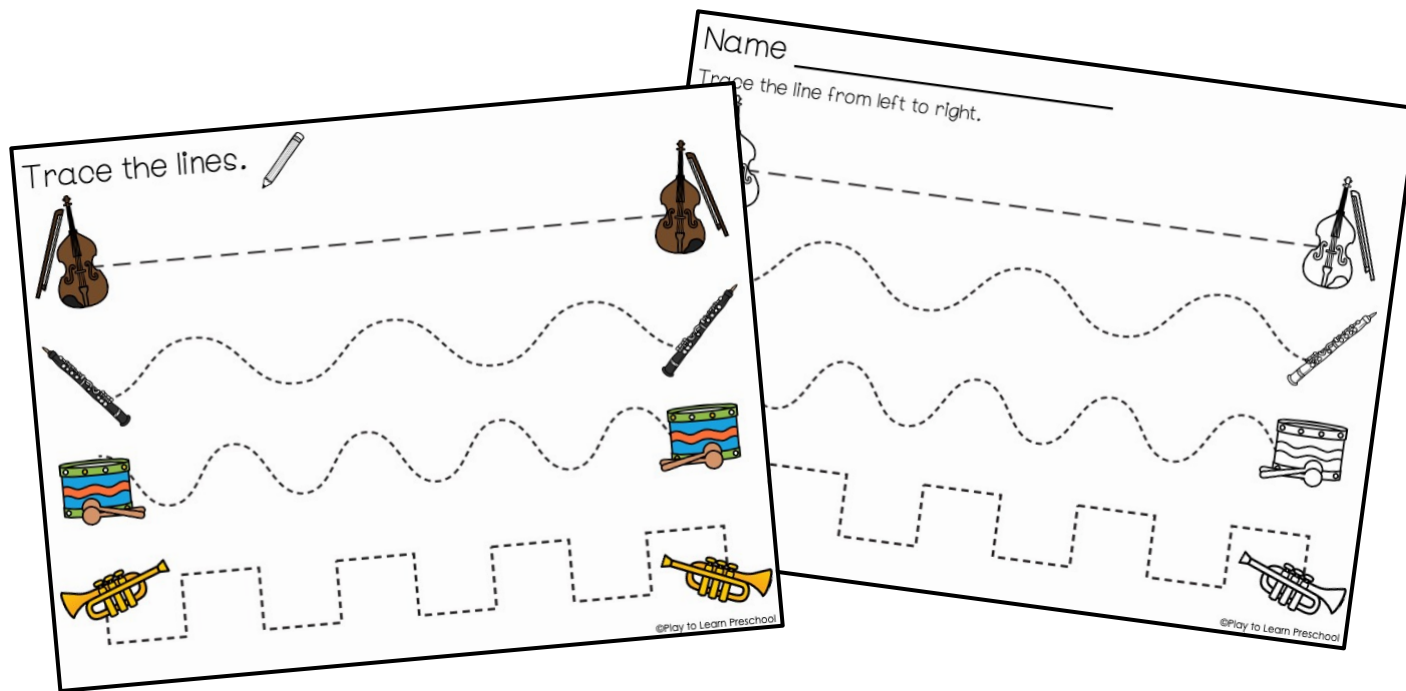
- Early (ages 3-4)**
 - Draw and write the letters and words together.
 - Draw the whole letter or word. They may not be able to write the letters or words on their own.
 - Use a pencil to draw a line.
 - Use a pencil to draw a line.
 - Use a pencil to draw a line.
 - Use a pencil to draw a line.
- Intermediate (ages 4-5)**
 - Draw and write the letters and words together.
 - Draw the whole letter or word.
 - Use a pencil to draw a line.
 - Use a pencil to draw a line.
 - Use a pencil to draw a line.
 - Use a pencil to draw a line.
- Advanced (ages 5-6)**
 - Draw and write the letters and words together.
 - Draw the whole letter or word.
 - Use a pencil to draw a line.
 - Use a pencil to draw a line.
 - Use a pencil to draw a line.
 - Use a pencil to draw a line.

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Line Tracing

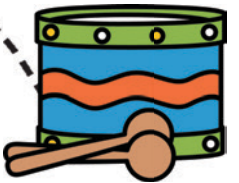
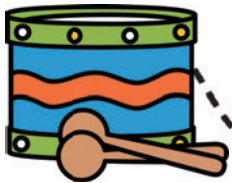
Objective: The students will understand the purpose of writing.

Preparation: Print and laminate the tracing cards. Another option is to place them inside a plastic sleeve. Provide dry erase markers. (Glue a pom-pom onto the lid of the marker for the students to use as an eraser.)



Procedure: The students will trace the dotted lines from left to right to practice fine motor skills.

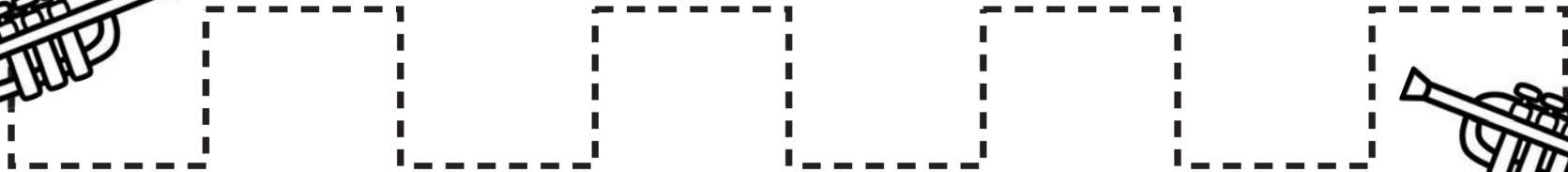
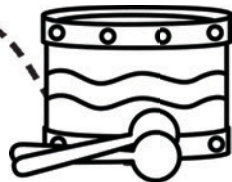
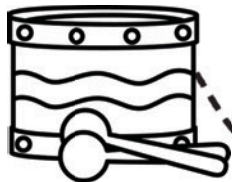
Trace the lines. 



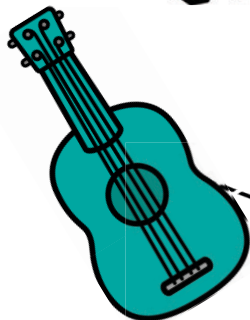
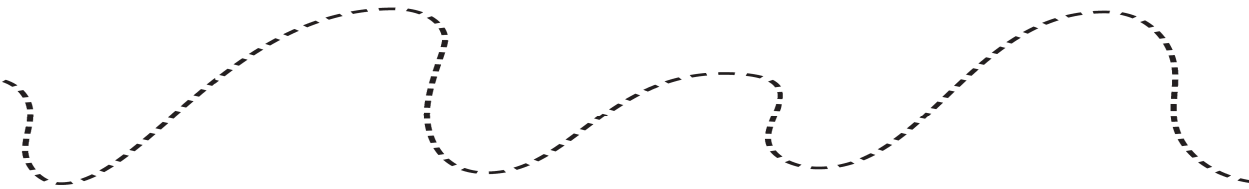
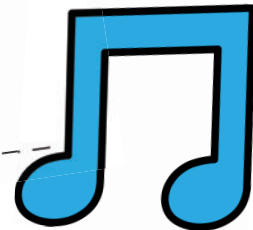
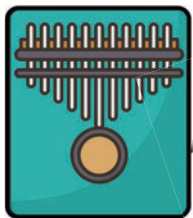
Name _____



Trace the lines from left to right.



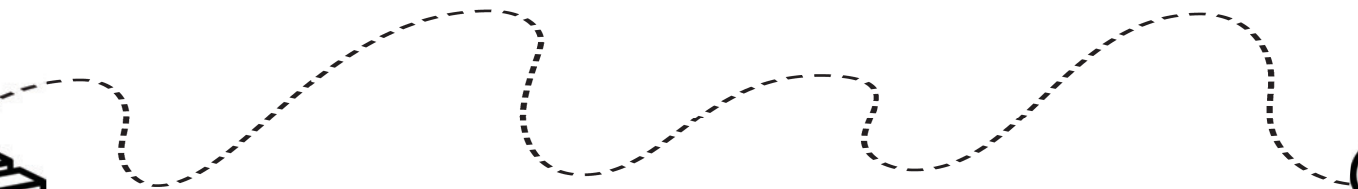
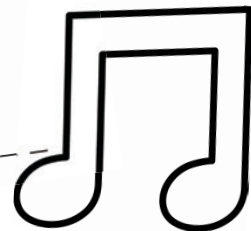
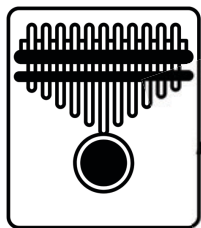
Trace the lines. 



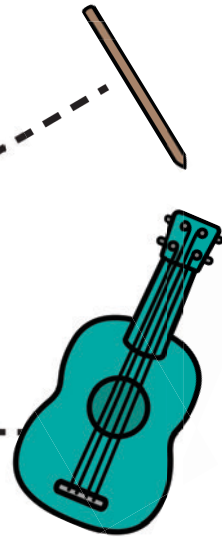
Name _____



Trace the lines from left to right.



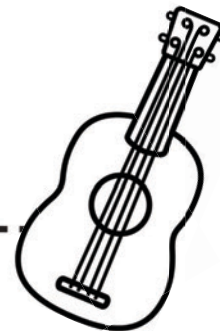
Trace the lines. 



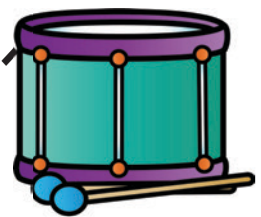
Name _____



Trace the lines from left to right.



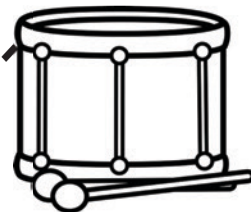
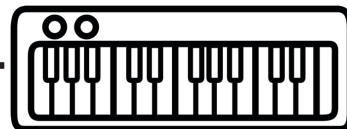
Trace the lines. 



Name _____



Trace the lines from left to right.



Patterning



guitar



banjo



guitar



banjo



Patterning



harp



saxophone



harp



saxophone



Patterning



violin



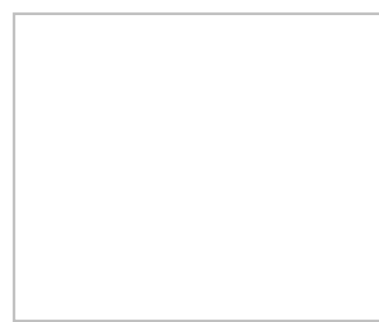
flute



violin



flute



Patterning



ukulele



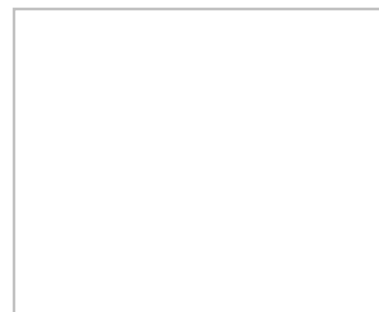
oboe



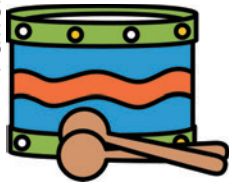
ukulele



oboe



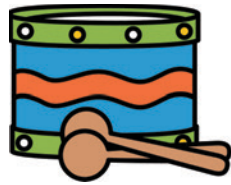
Patterning



drum



trumpet



drum



trumpet



Patterning



tambourine



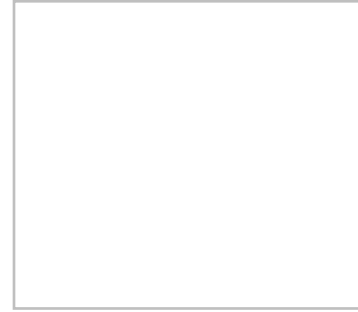
bongos



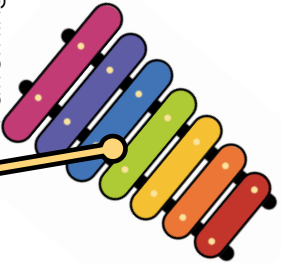
tambourine



bongos



Patterning



xylophone



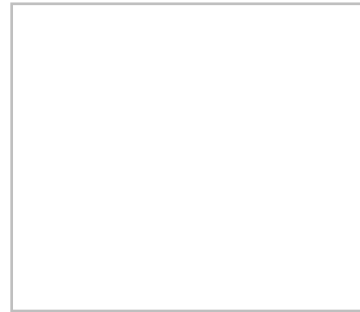
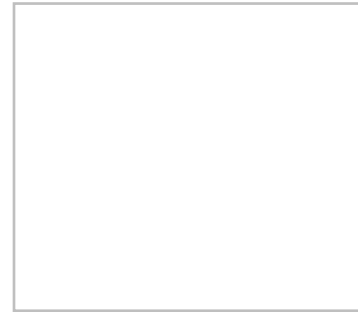
maracas



xylophone



maracas



Patterning



bassoon



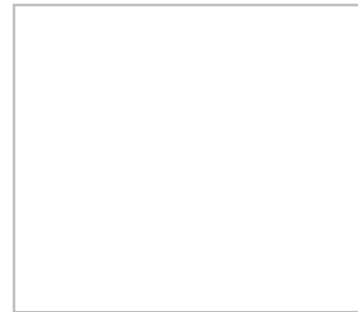
keyboard



bassoon



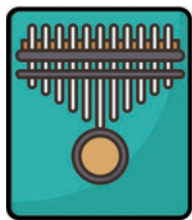
keyboard



Patterning



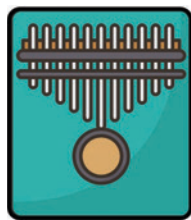
clarinet



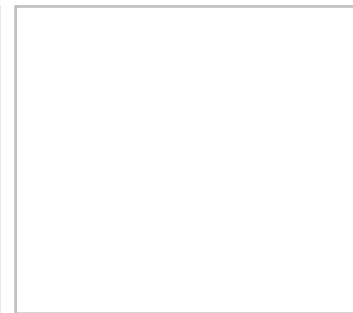
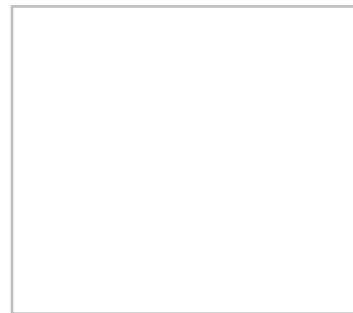
kalimba



clarinet



kalimba



Patterning



horn



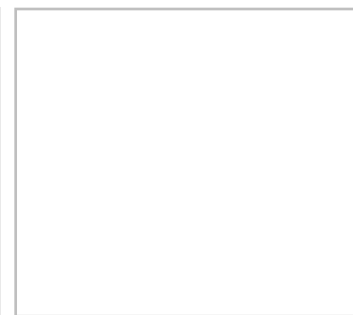
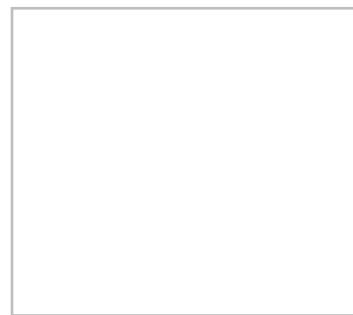
jingle bells



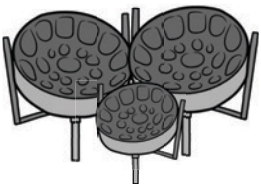
horn



jingle bells



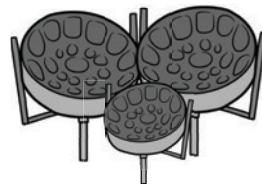
Patterning



steel drums



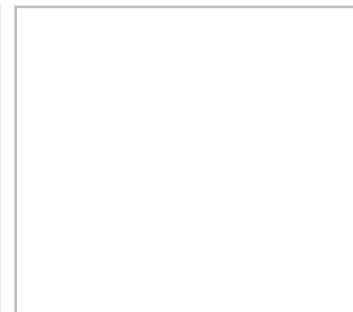
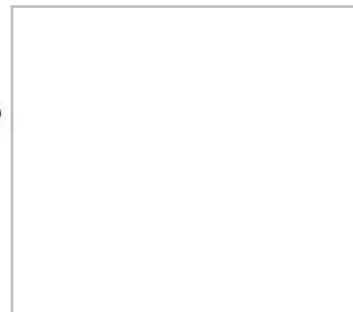
guiro



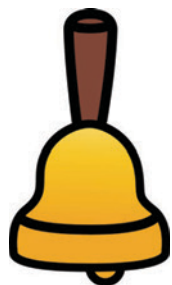
steel drums



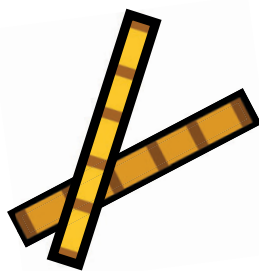
guiro



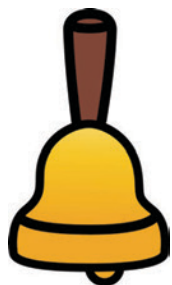
Patterning



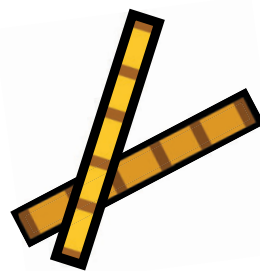
bell



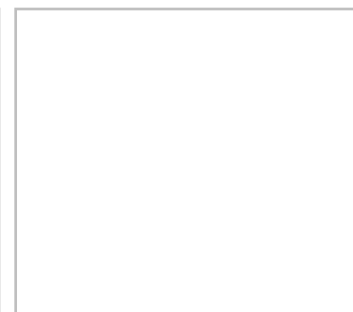
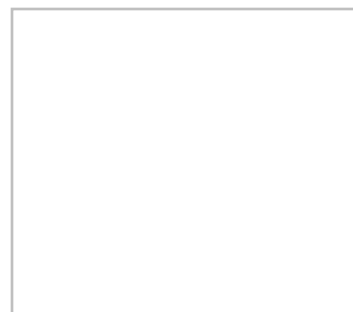
rhythm sticks



bell



rhythm sticks















Music Patterns - Moveable Pieces

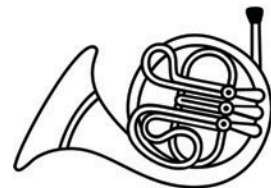
Patterning  guitar	Patterning  drum	Patterning  xylophone	Patterning  clarinet	Patterning  steel drums
Patterning  harp	Patterning  trumpet	Patterning  maracas	Patterning  kalimba	Patterning  guiro
Patterning  violin	Patterning  tambourine	Patterning  bassoon	Patterning  horn	Patterning  bell
Patterning  ukulele	Patterning  bongos	Patterning  keyboard	Patterning  jingle bells	Patterning  rhythm sticks

Name _____



Cut apart the pieces at the bottom of the page.
Use them to complete the music instrument patterns.



Categorization

File Folder Game

Objective: The students will use visual discrimination skills to determine which picture does not belong with the others in the same row.

Preparation: Glue groups of pictures onto the inside of a file folder.

Procedure: Students use plastic chips, counters, or other small objects to mark the one in each row that does not belong.

Categorization

Which one doesn't belong?

French horn tuba trumpet drum

Which one doesn't belong?

standing sitting sitting sitting

Which one doesn't belong?

eighth quarter eighth eighth

Which one doesn't belong?

singing singing playing singing

Which one doesn't belong?

banjo guitar flute violin

Which one doesn't belong?

keyboard keyboard keyboard tambourine

Categorization

Music Categorization
Which one doesn't belong?

guitar trumpet violin
keyboard tuba drum
French horn tuba trumpet





Music

Categorization

Which one doesn't belong?







Which one doesn't belong?





singing singing playing singing

Which one doesn't belong?





banjo guitar flute violin

Which one doesn't belong?

keyboard keyboard keyboard tambourine

Which one doesn't belong?

French horn tuba trumpet drum

Play to Learn Preschool

Which one doesn't belong?

Categorization



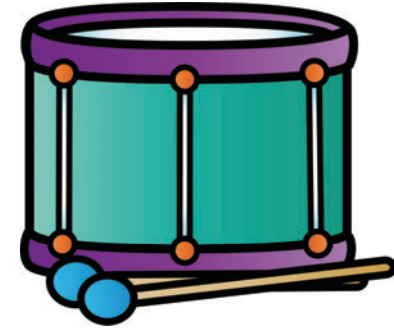
French horn



tuba



trumpet



drum

Which one doesn't belong?

Categorization



standing



sitting



sitting



sitting

Which one doesn't belong?

Categorization



eighth



quarter



eighth



eighth

Which one doesn't belong?



singing



singing



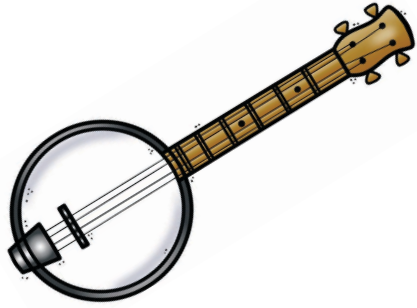
playing



singing

Categorization

Which one doesn't belong?



banjo



guitar



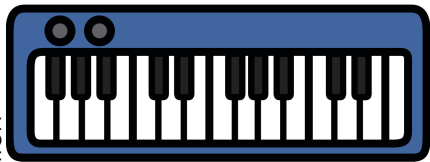
flute



violin

Categorization

Which one doesn't belong?



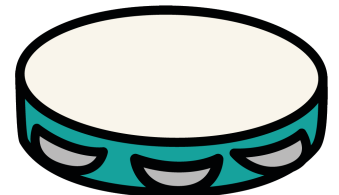
keyboard



keyboard



keyboard



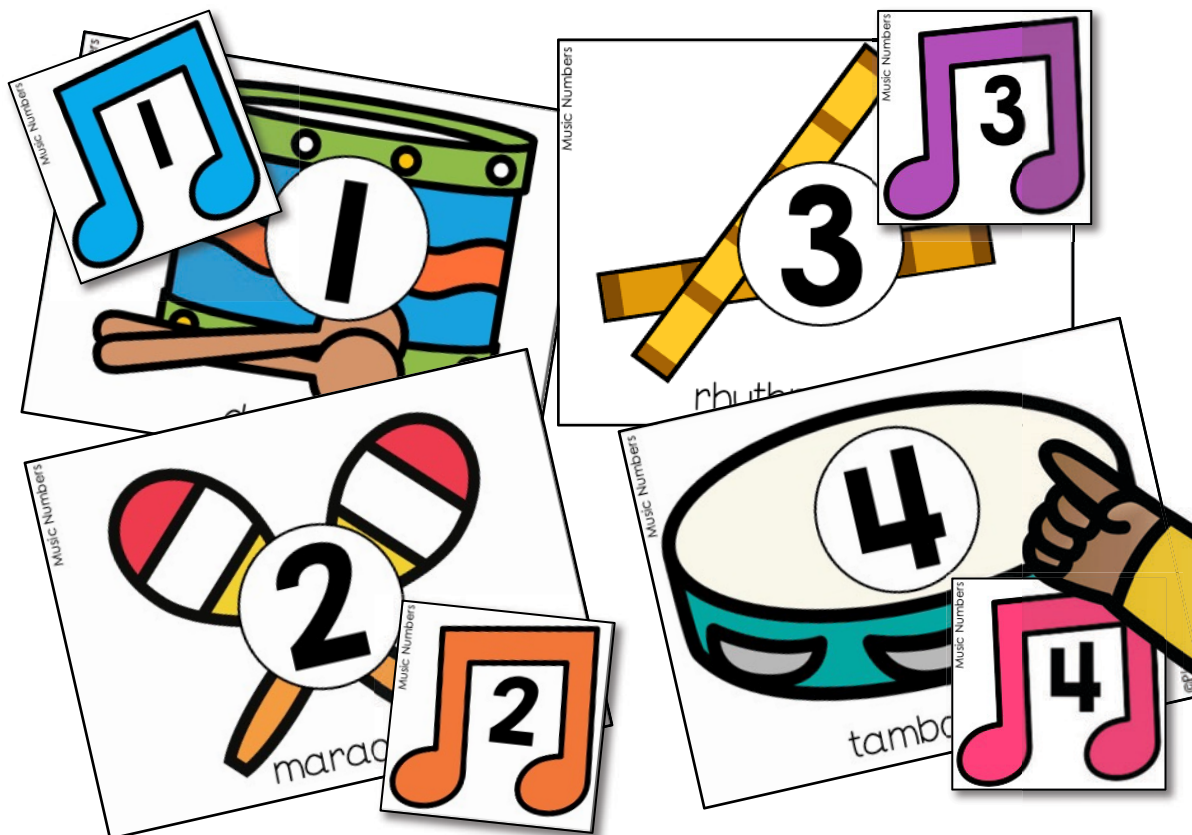
tambourine

Categorization

Number Recognition

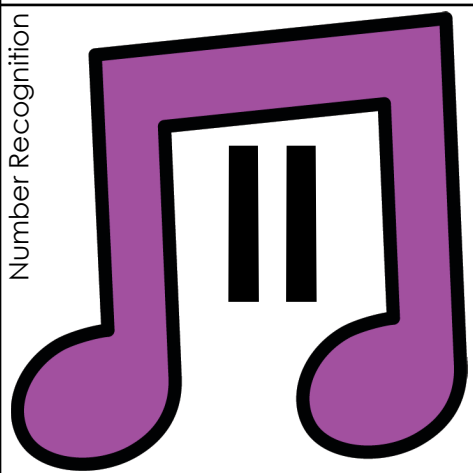
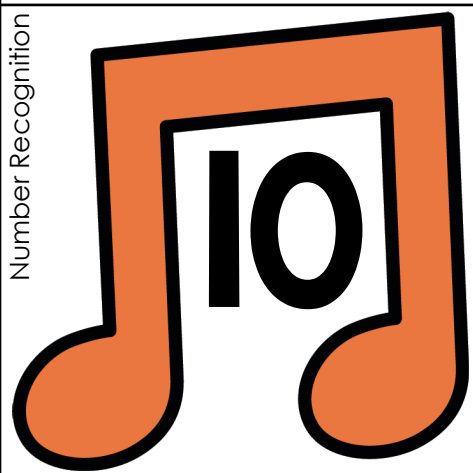
Objective: The students will recognize numbers.

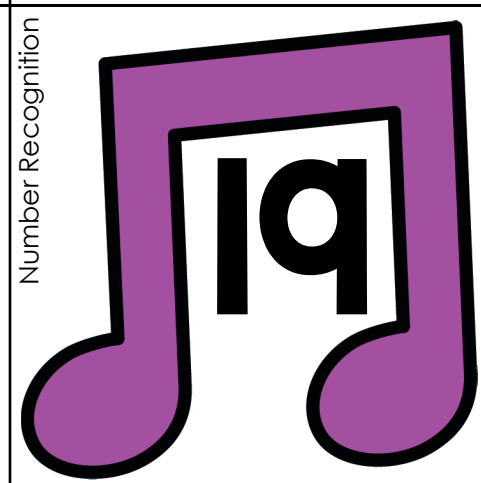
Preparation: Print, mat, laminate, and cut both the small and large number cards.

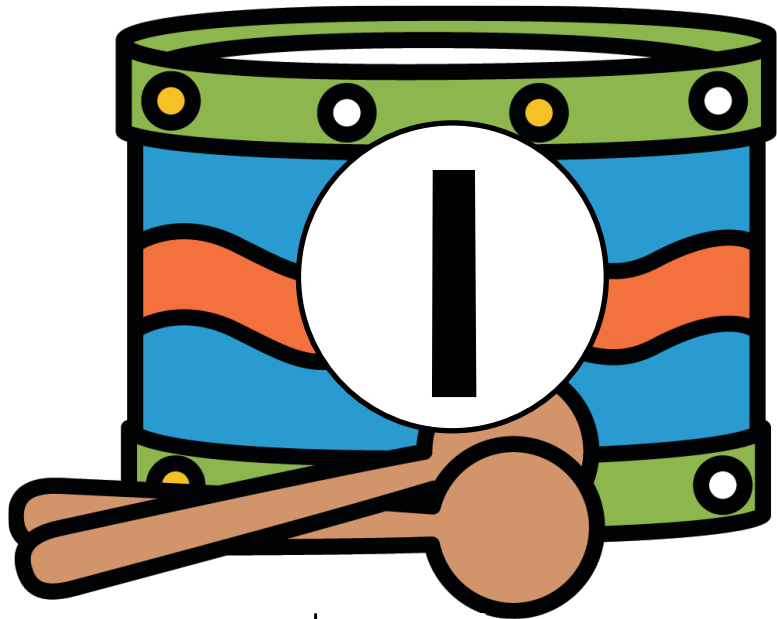


Procedure: The students will select a small musical note number card and match it to the larger instrument number card accordingly.









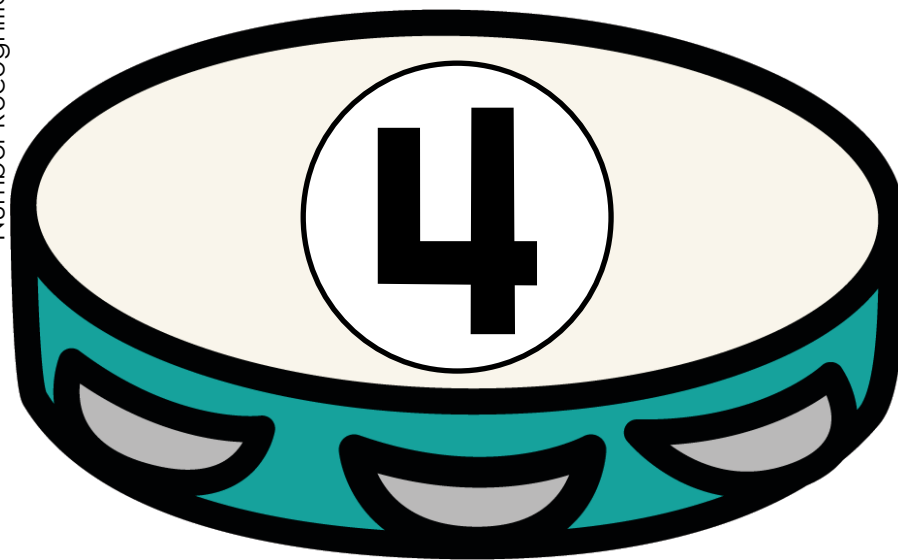
drums



maracas



rhythm sticks



tambourine

Number Recognition



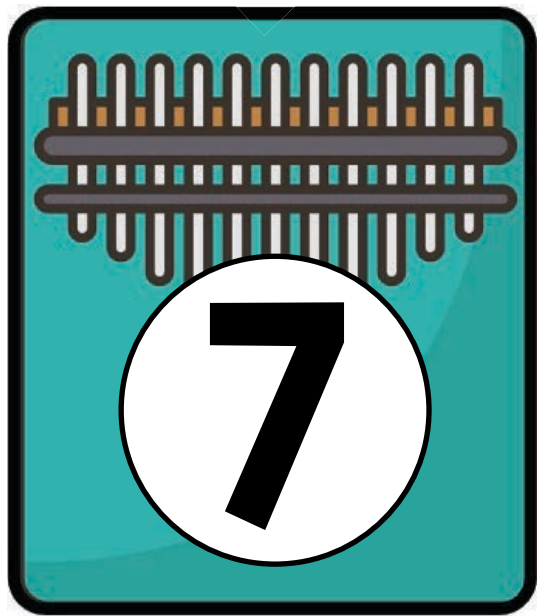
guiro

Number Recognition



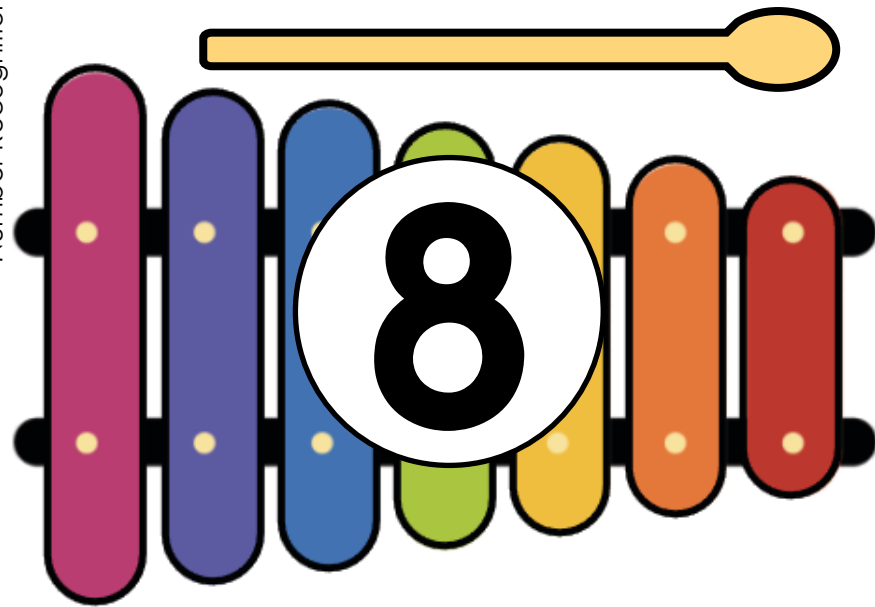
keyboard

Number Recognition



kalimba

Number Recognition



xylophone

Number Recognition

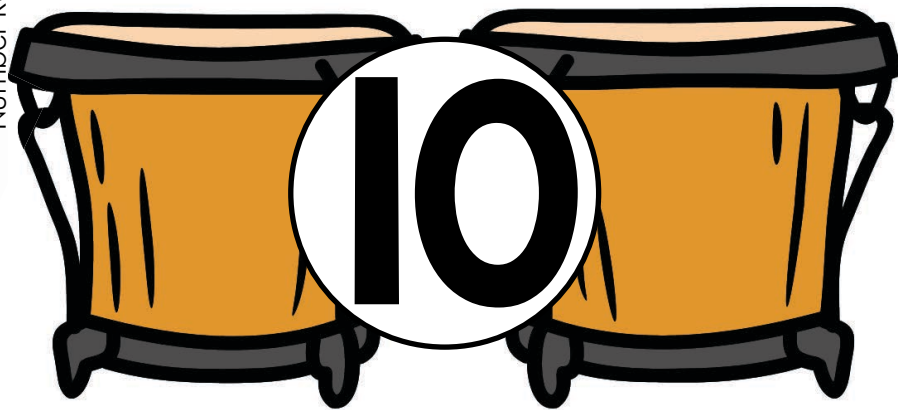
9



bell

Number Recognition

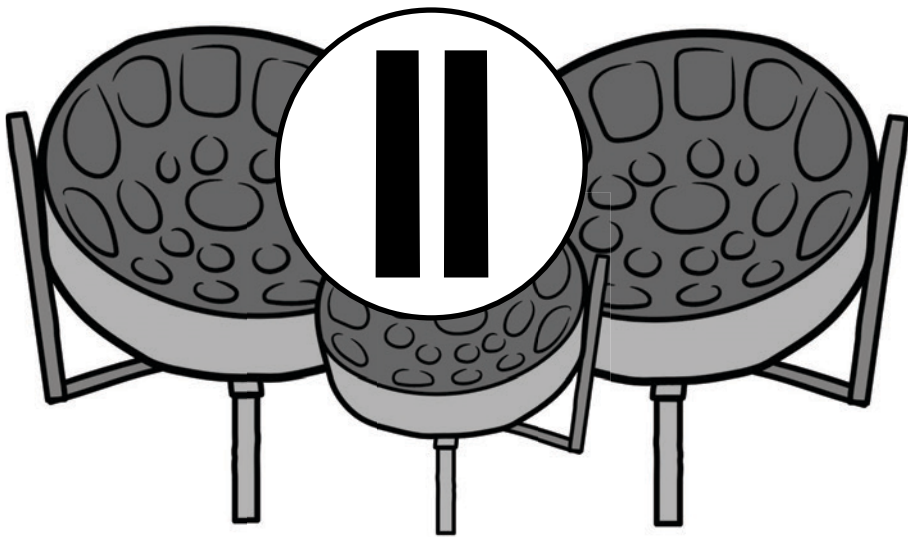
10



bongo drums

Number Recognition

11



steel drums

Number Recognition



jingle bell

Number Recognition



violin

Number Recognition



clarinet

Number Recognition



bango

Number Recognition



French horn



17

saxophone



18

harp



19

flute



20

guitar

Name _____

Trace the lines to connect the matching numbers.

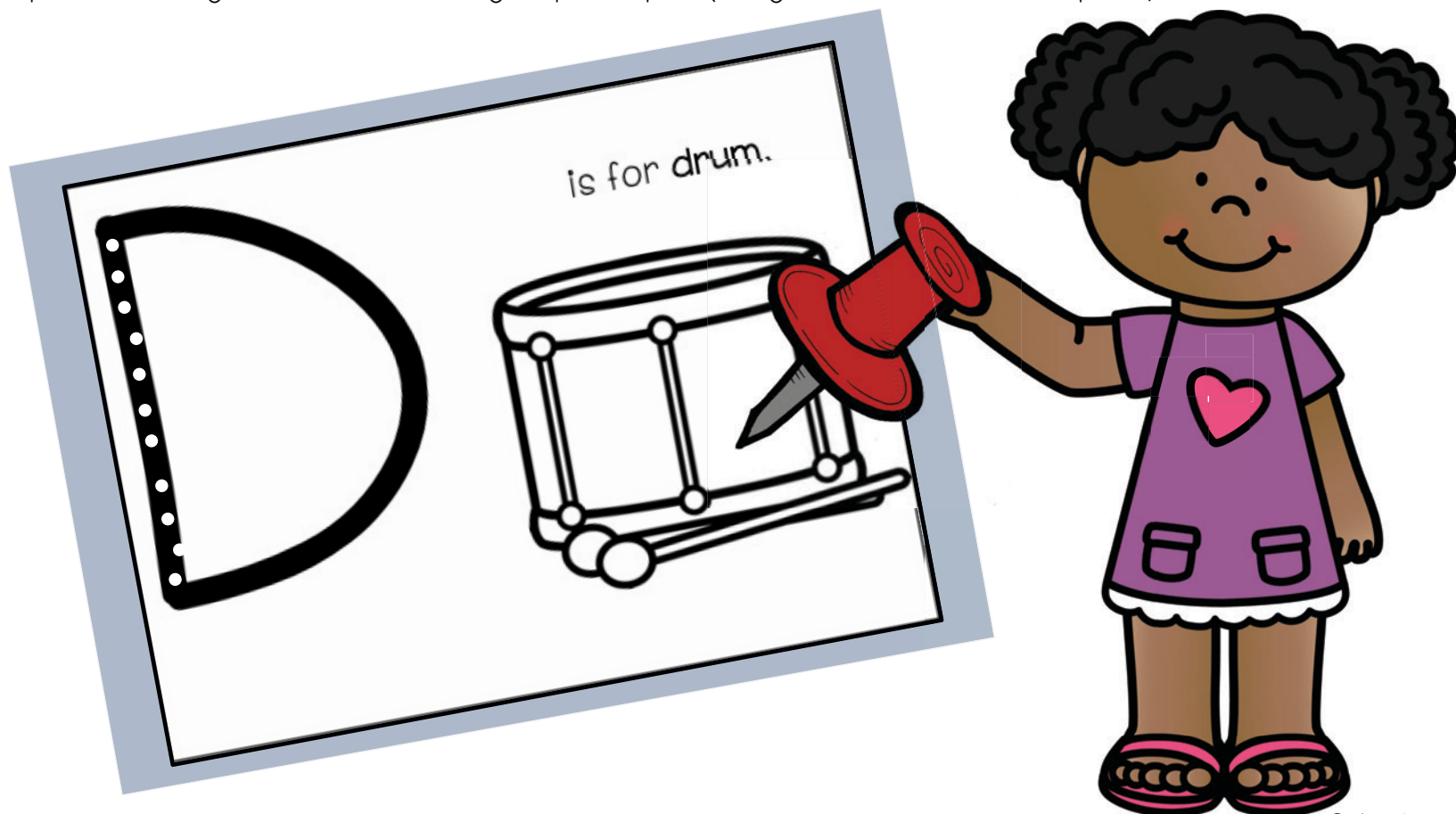
A matching exercise with numbers 3, 5, 2, 4 on the left and 5, 2, 3, 4 on the right. Dashed lines connect 3 to 2, 5 to 5, 2 to 3, and 4 to 4.

Push Pin Letters

Objective: The students will manipulate objects with hands.

Preparation: Copy each page onto cardstock. Provide push pins (**Supervise students appropriately.***) and a carpet square or foam mat to place underneath.

Procedure: The students strengthen their fine motor skills and alphabet knowledge by perforating the letters using a push pin (or golf tee or a toothpick).



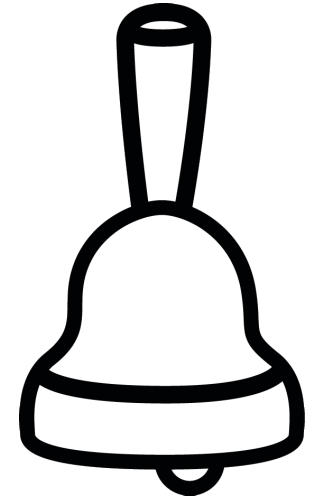
V

is for violin.



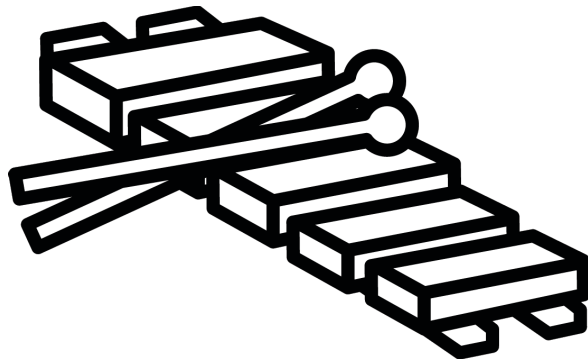
B

is for bell.



X

is for xylophone.



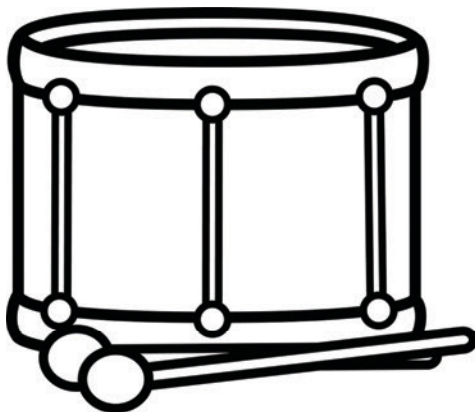
S

is for sing.



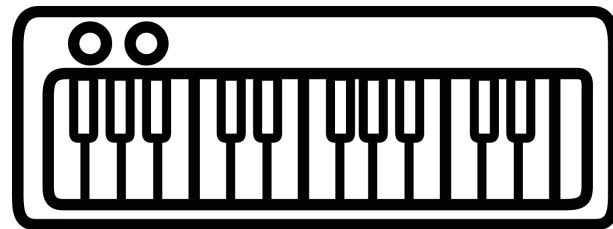
D

is for drum.



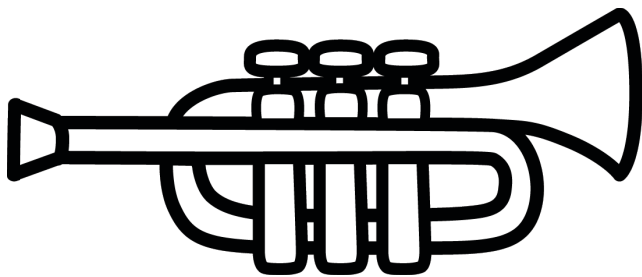
K

is for keyboard.



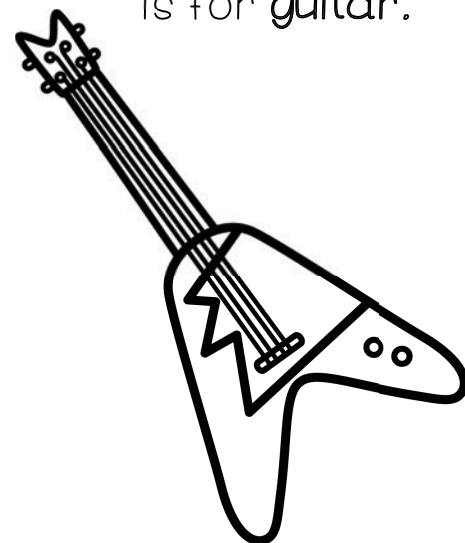
T

is for trumpet.



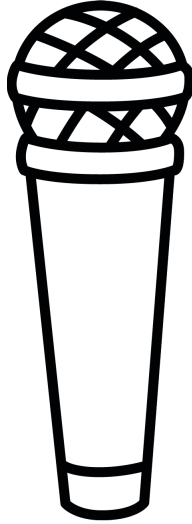
G

is for guitar.



M

is for microphone.



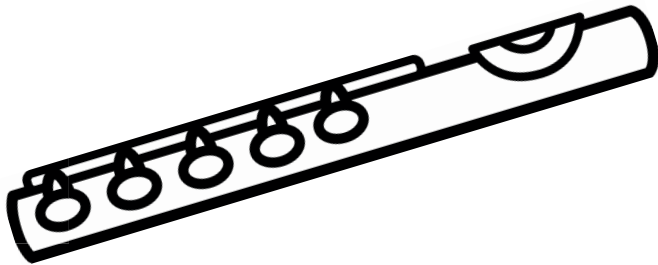
H

is for harp.



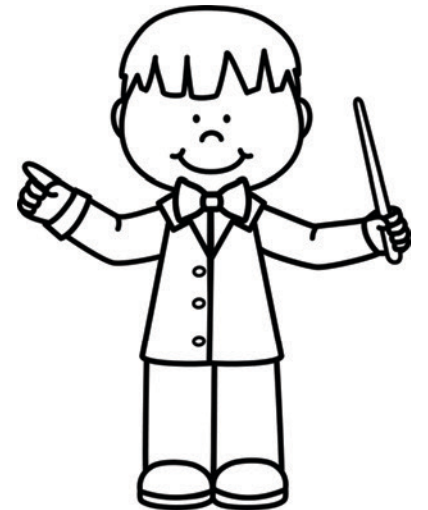
F

is for flute.



C

is for conductor.

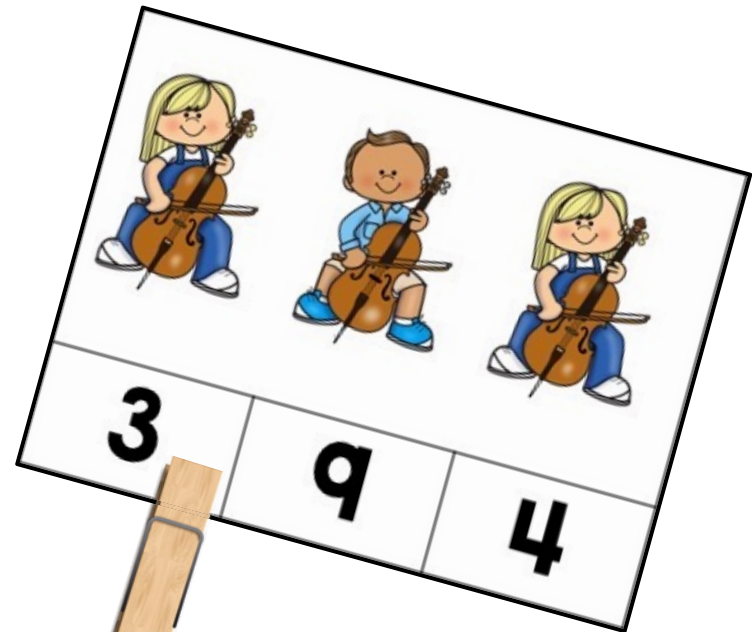
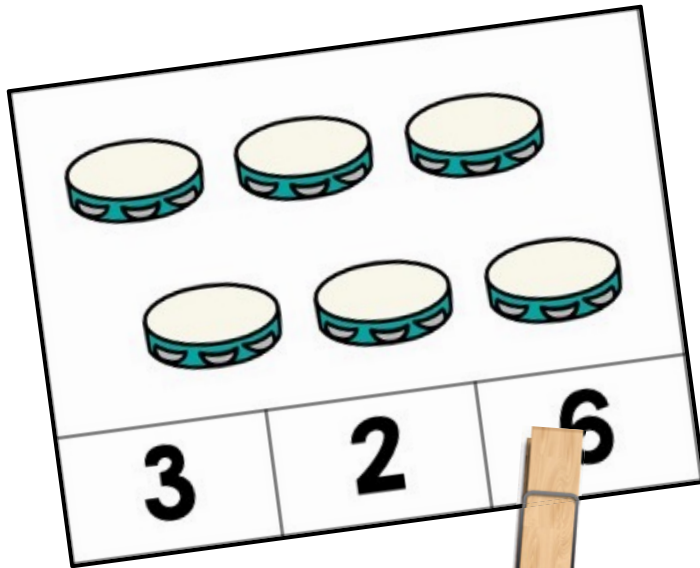


Count & Clip Cards

Objective: Students will practice one-to-one correspondence and number recognition to 12.

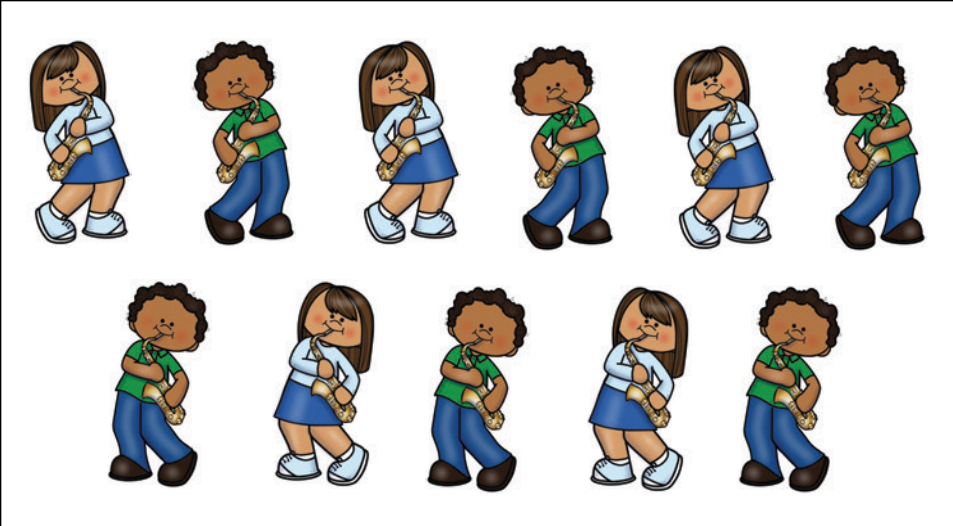
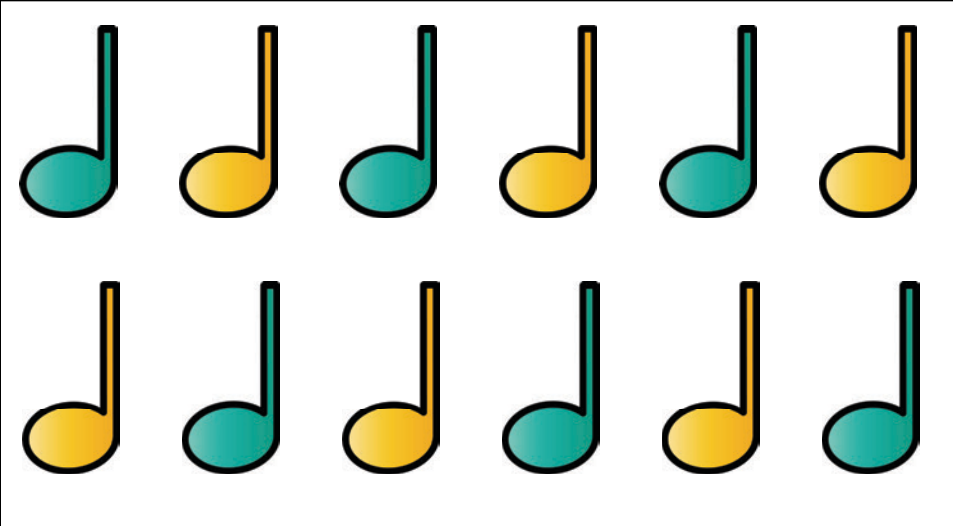
Preparation: Print the cards, mat, cut apart, and laminate as desired.

Procedure: Students count the pictures on each card and mark the correct answer with a clothes pin.



Helpful Hint:

For easy self-checking, put a sticker on the back that will match the clothes pin if the answer is correct.



3

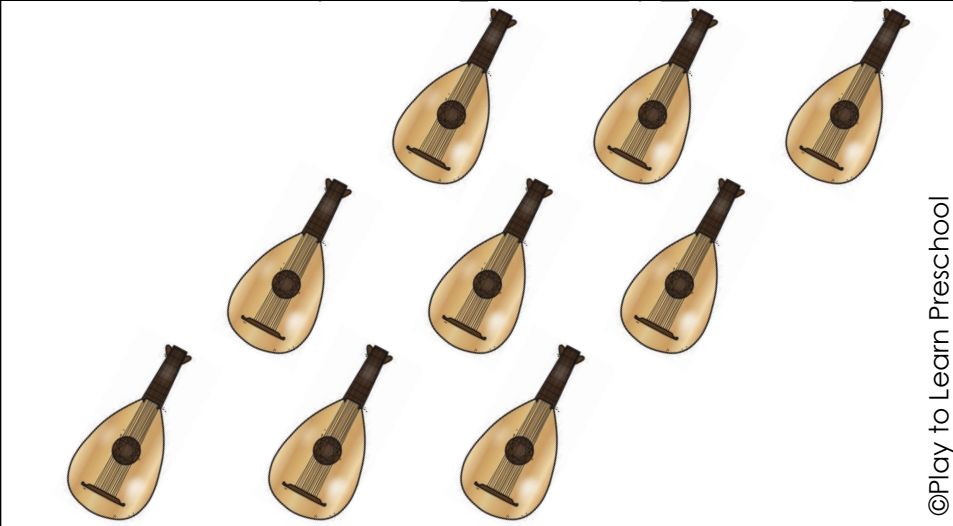
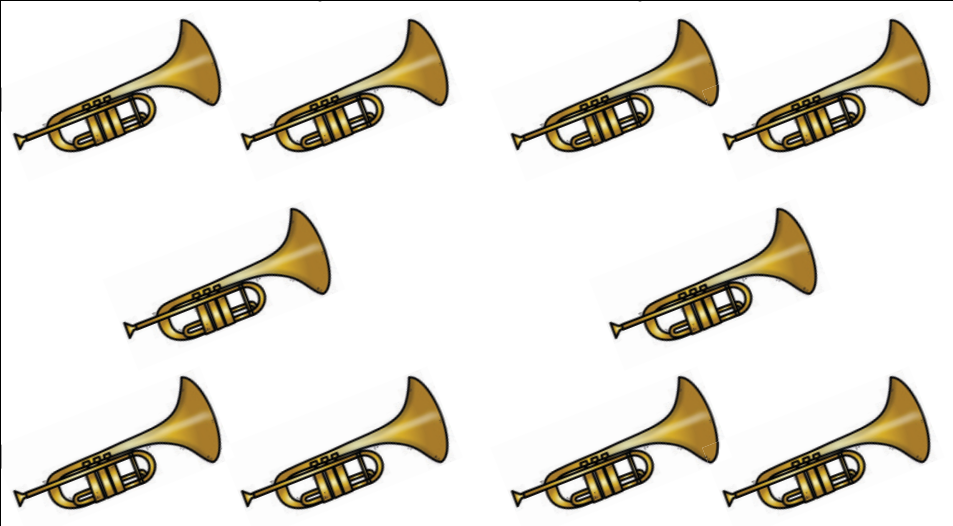
12

4

11

6

10



5

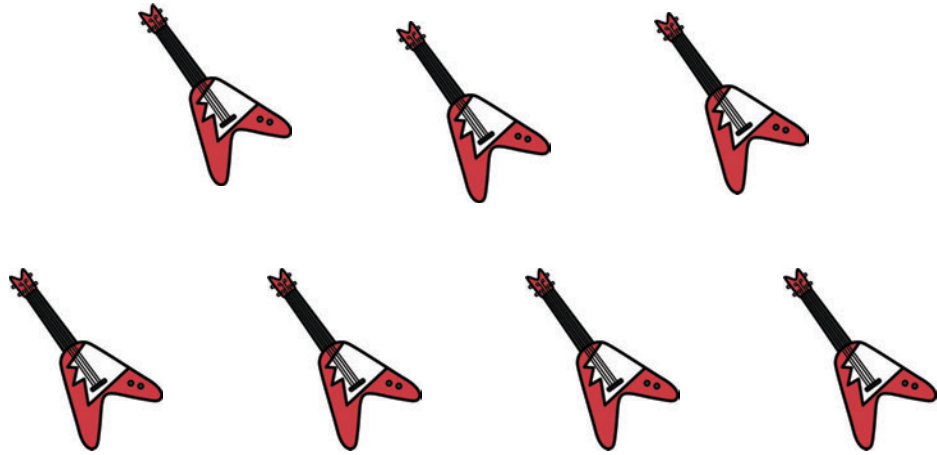
2

10

3

9

7



8

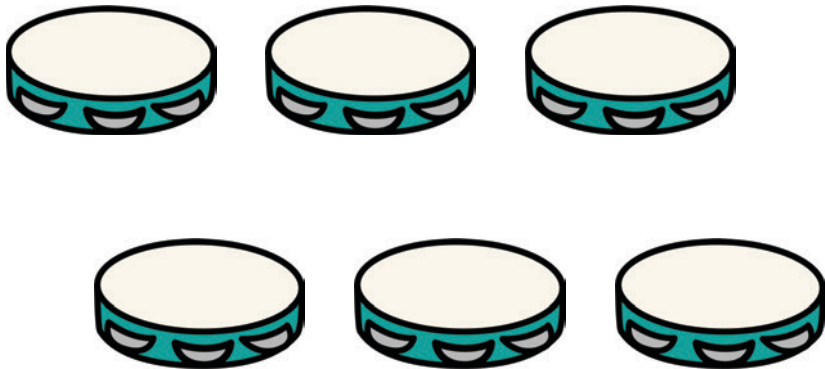
7

10

3

4

7



3

2

6

5

10

2



2

4

5

3

9

4



10

12

2

1

9

5

Counting

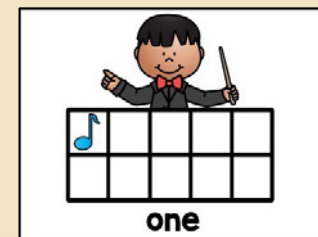
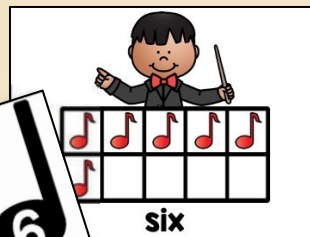
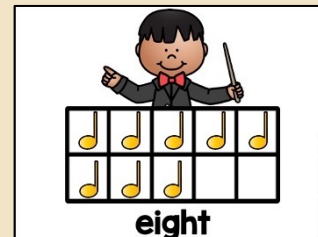
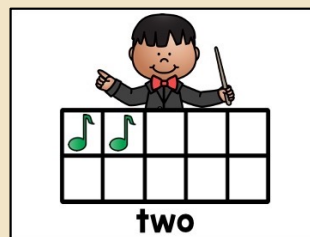
File Folder Game

Objective: The students will count and recognize numbers.

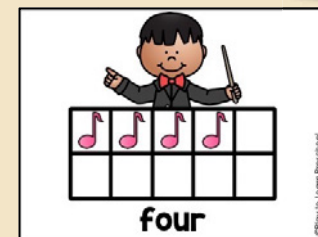
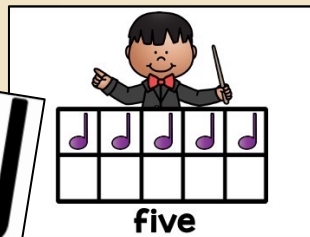
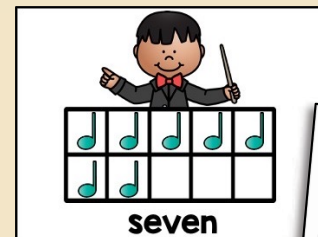
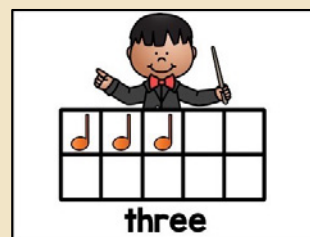
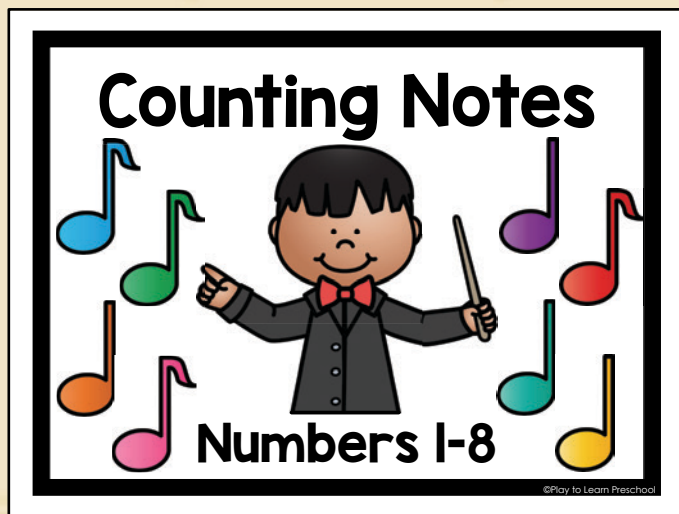
Preparation: Copy the picture cards. Glue the cover to the front of a file folder. Glue the large "conductor" pictures (first 2 pages) inside a file folder. Cut and laminate the smaller "musical note" pictures.

Procedure: Students will count and choose the correct number.

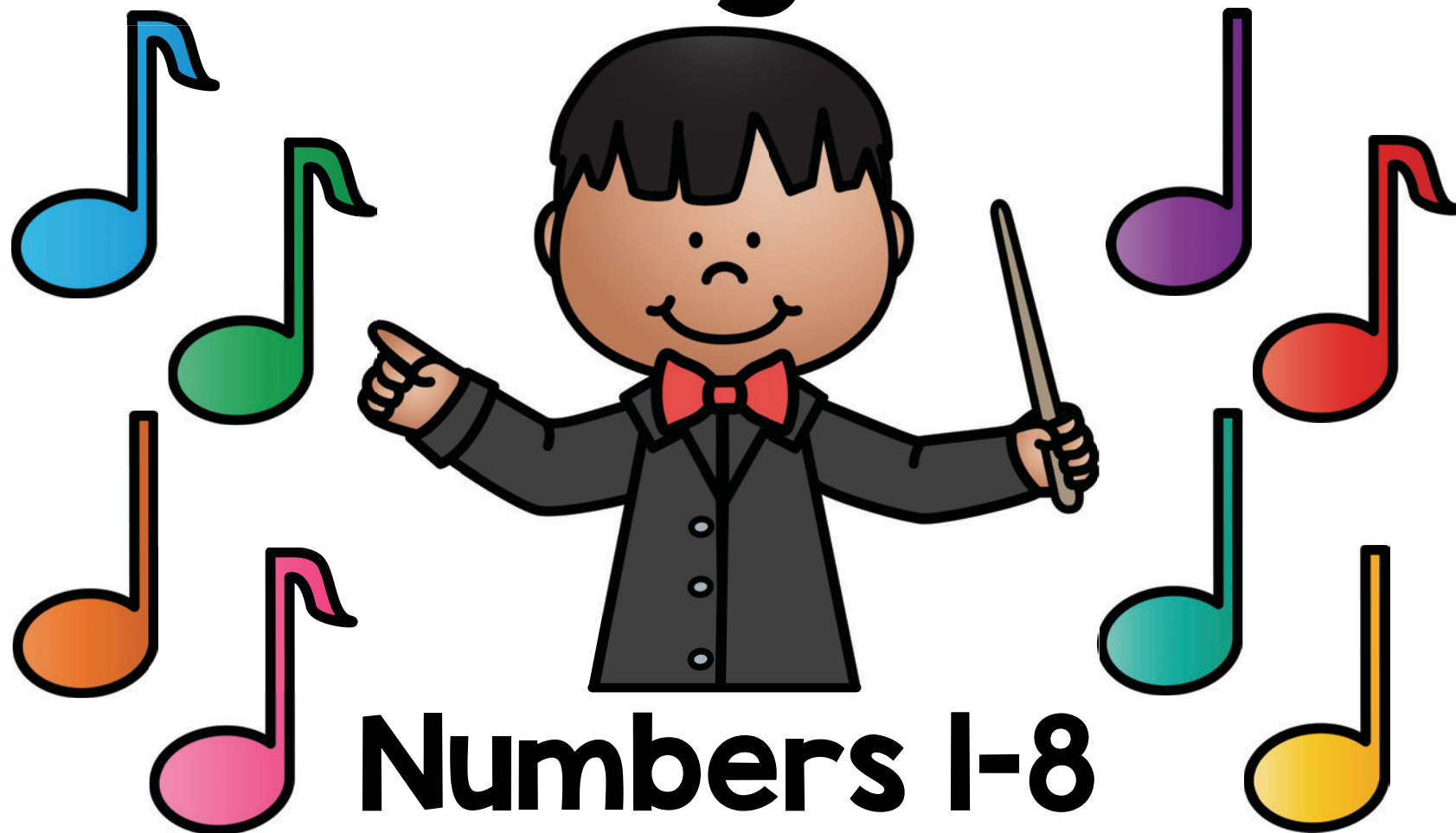
Counting



Counting

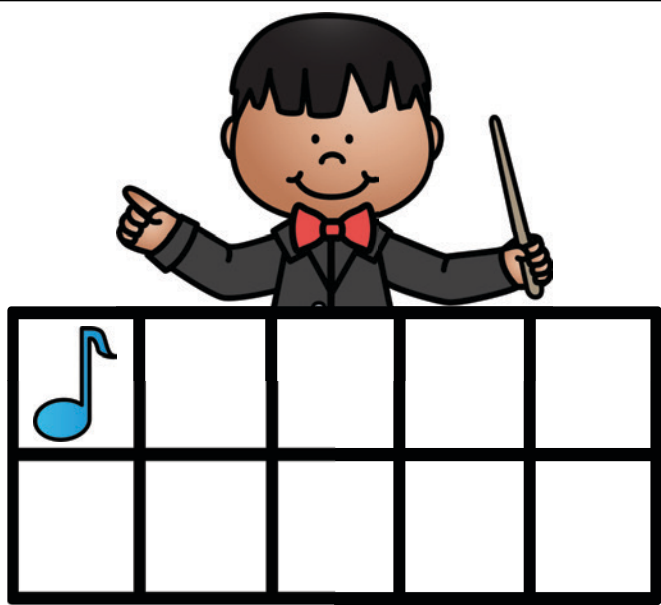


Counting Notes



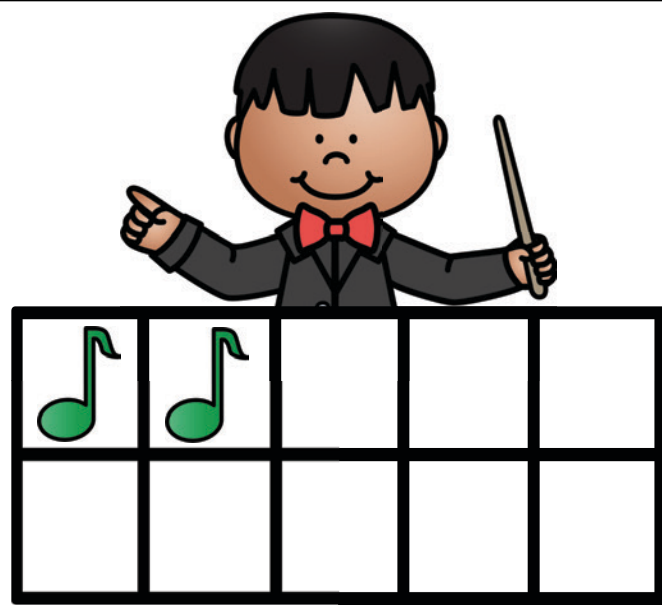
Numbers 1-8

Counting Notes



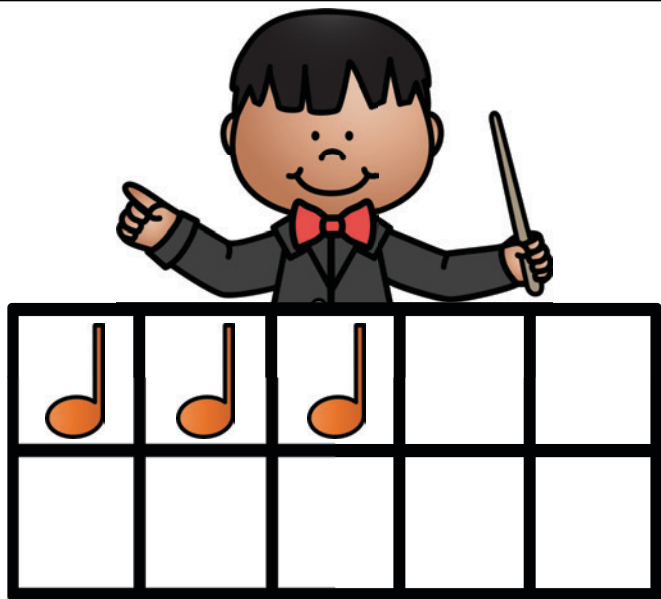
one

Counting Notes



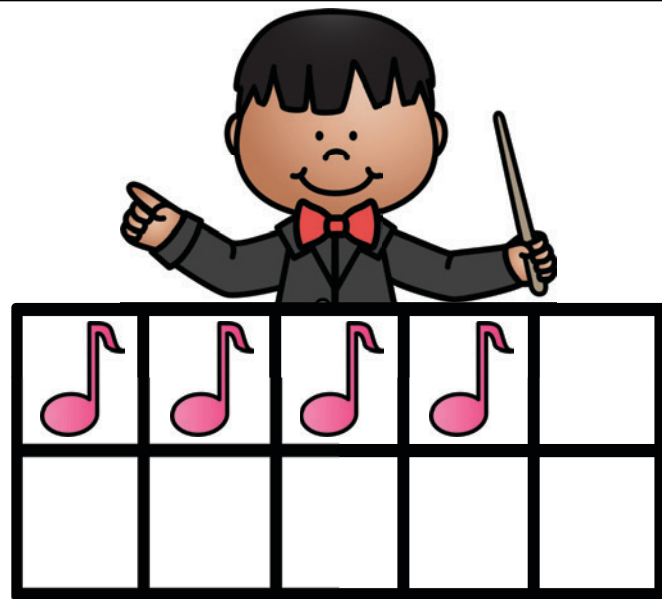
two

Counting Notes



three

Counting Notes



four

Counting Notes



five

Counting Notes



six

Counting Notes



seven

Counting Notes

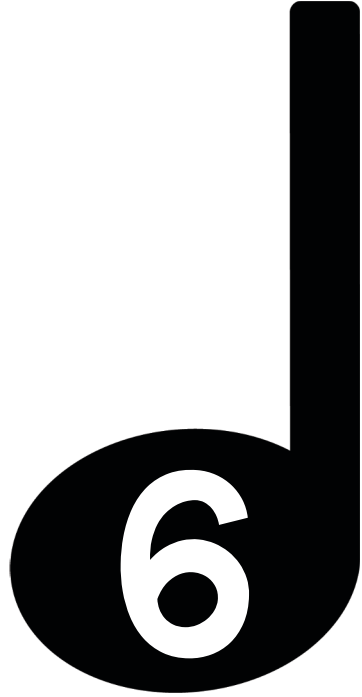


eight

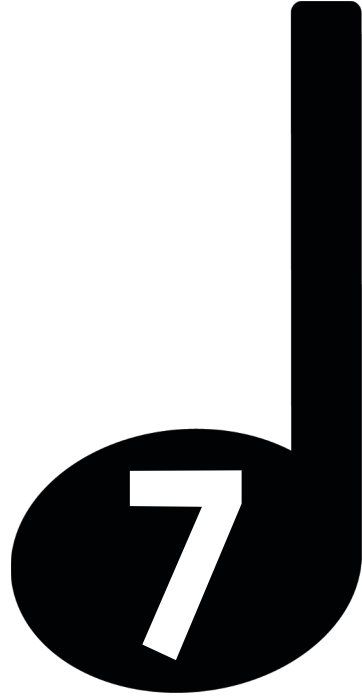
Counting Notes



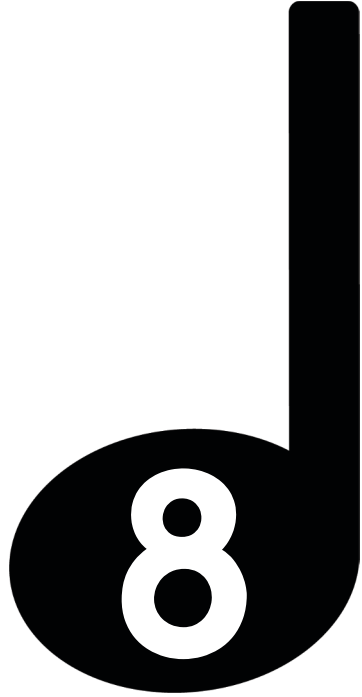
Counting Notes



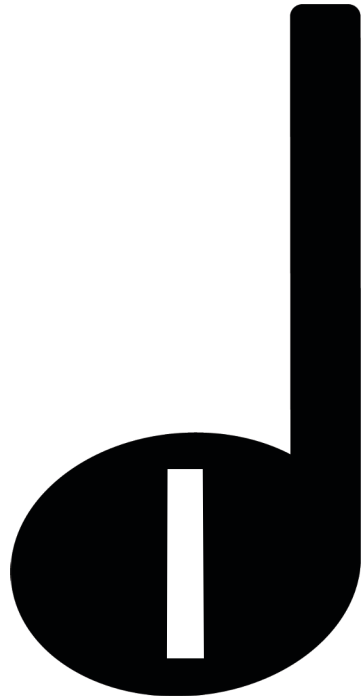
Counting Notes



Counting Notes



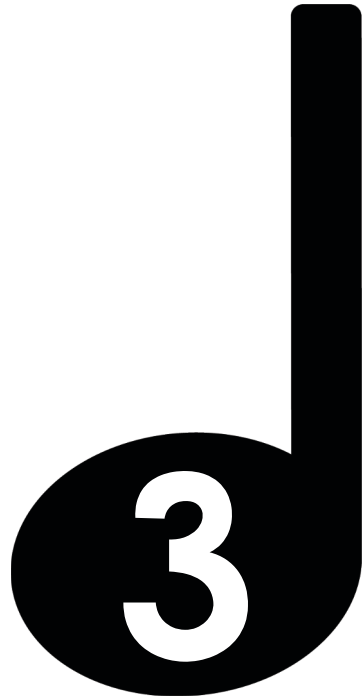
Counting Notes



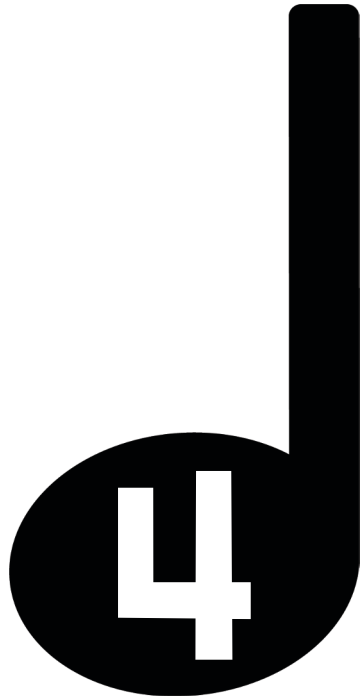
Counting Notes



Counting Notes



Counting Notes



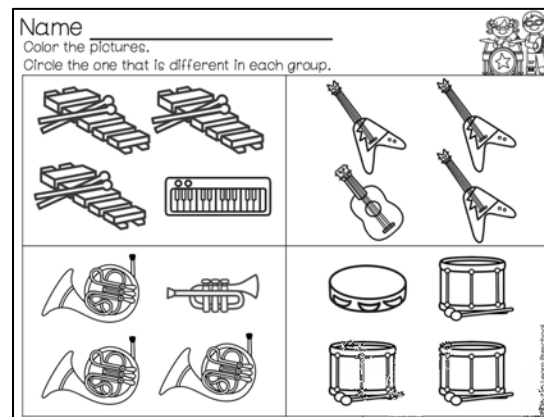
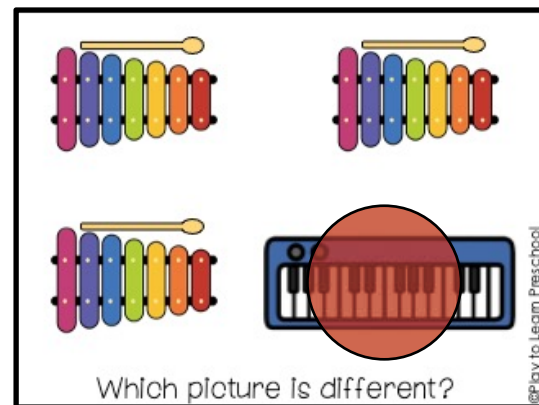
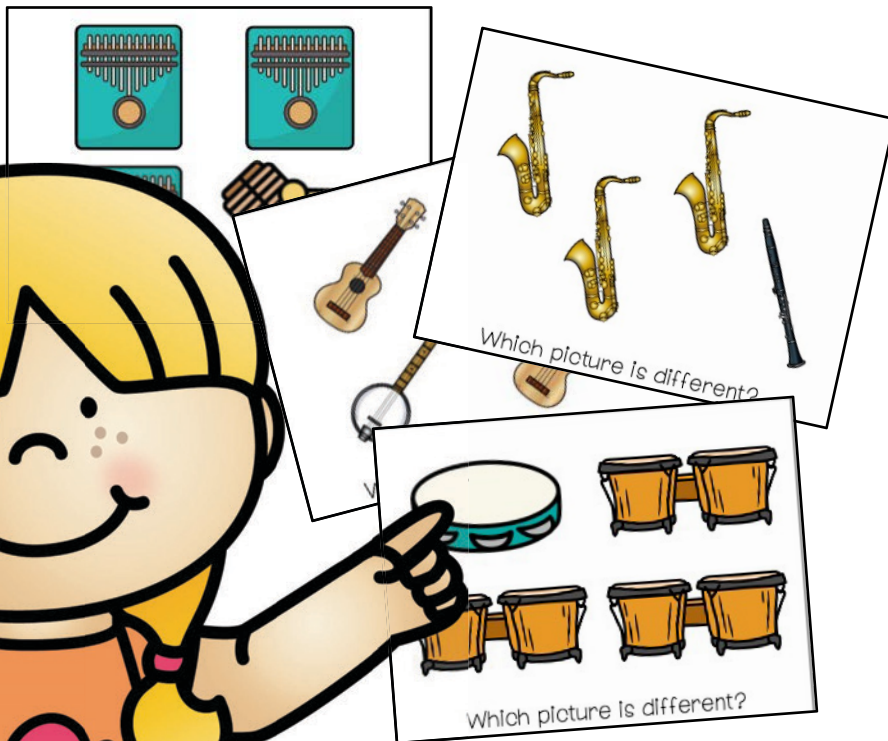
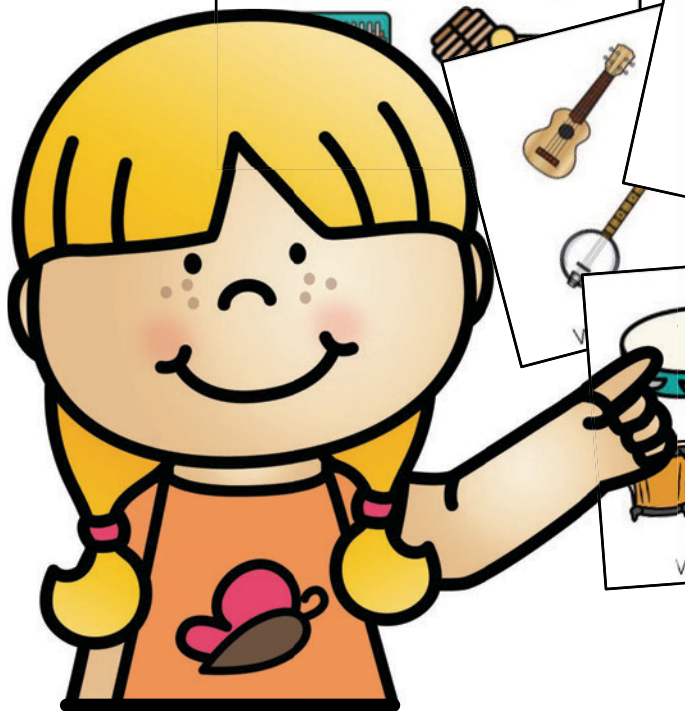
Visual Discrimination

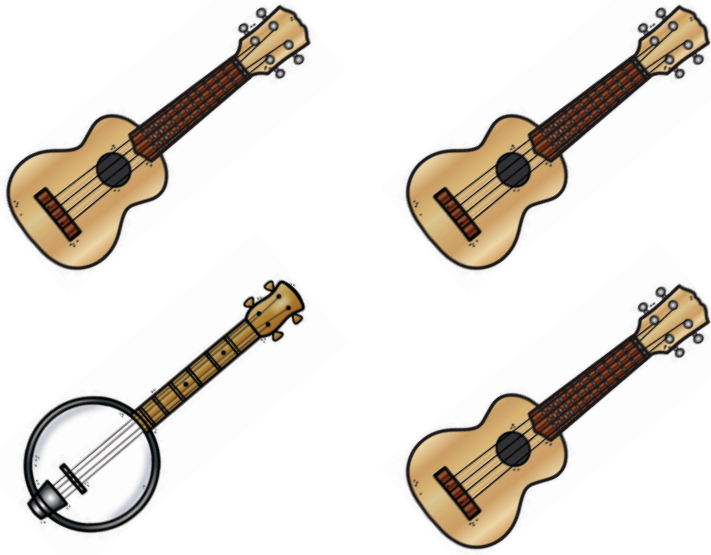
“Which One is Different?”

Objectives: The students will compare objects.

Preparation: Print out the cards and cut to separate.

Procedure: Students place a mini eraser or other counter on the picture that is different.

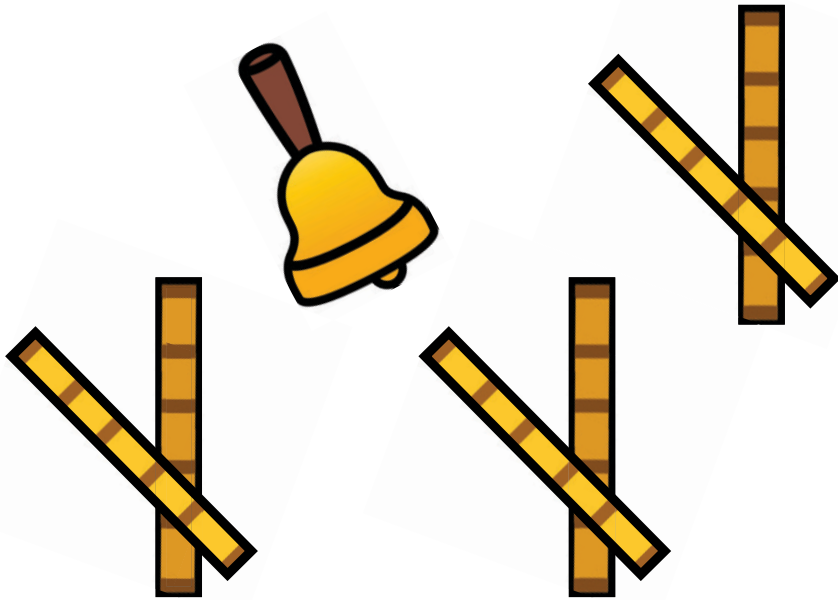




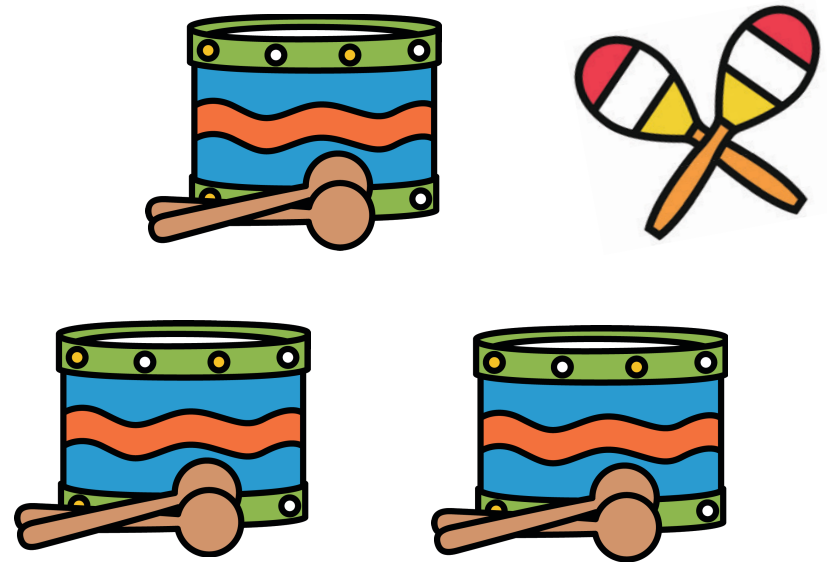
Which picture is different?



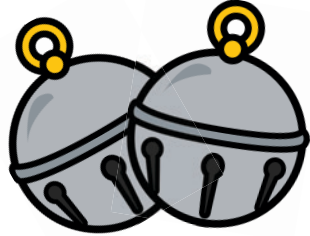
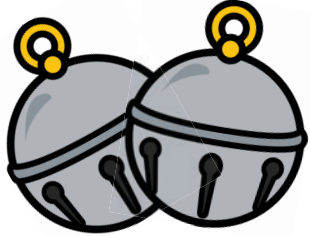
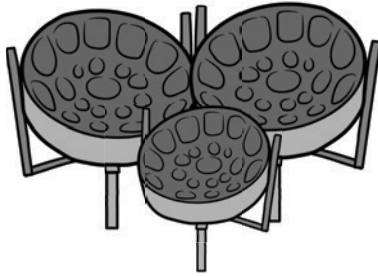
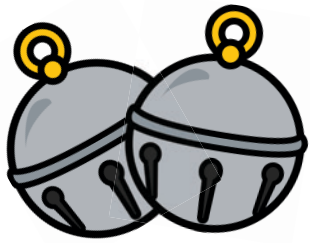
Which picture is different?



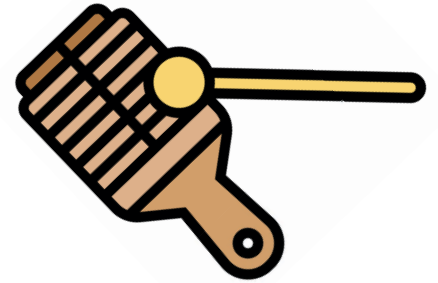
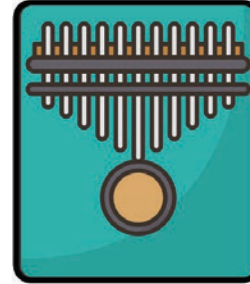
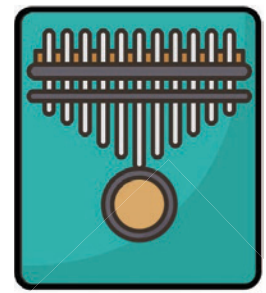
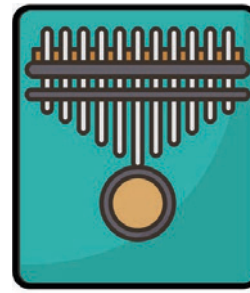
Which picture is different?



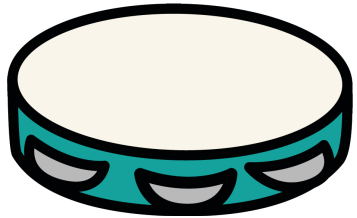
Which picture is different?



Which picture is different?



Which picture is different?



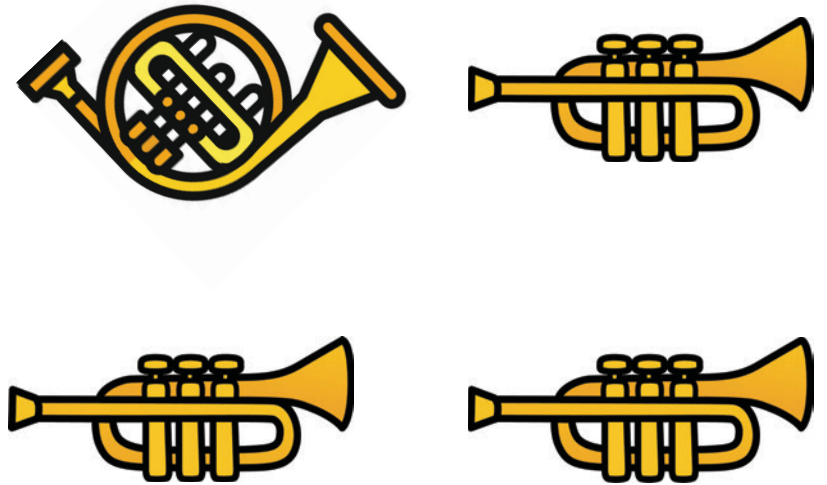
Which picture is different?



Which picture is different?



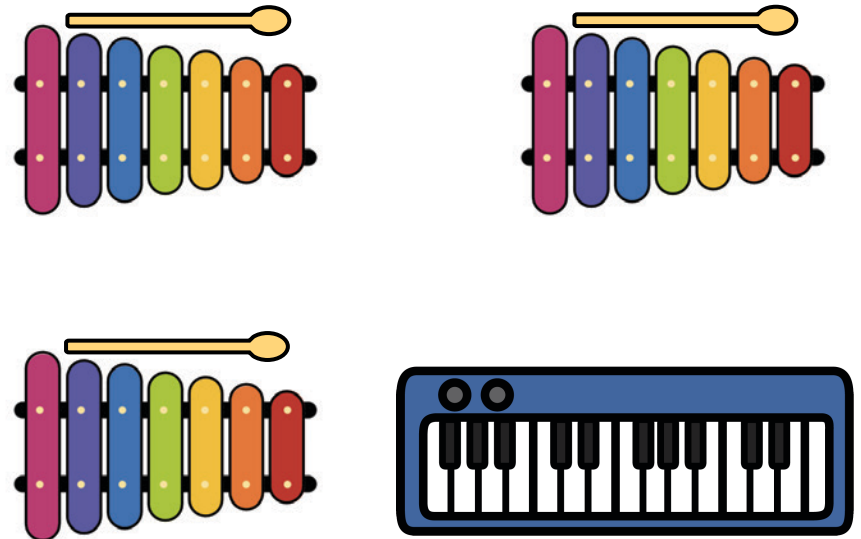
Which picture is different?



Which picture is different?



Which picture is different?

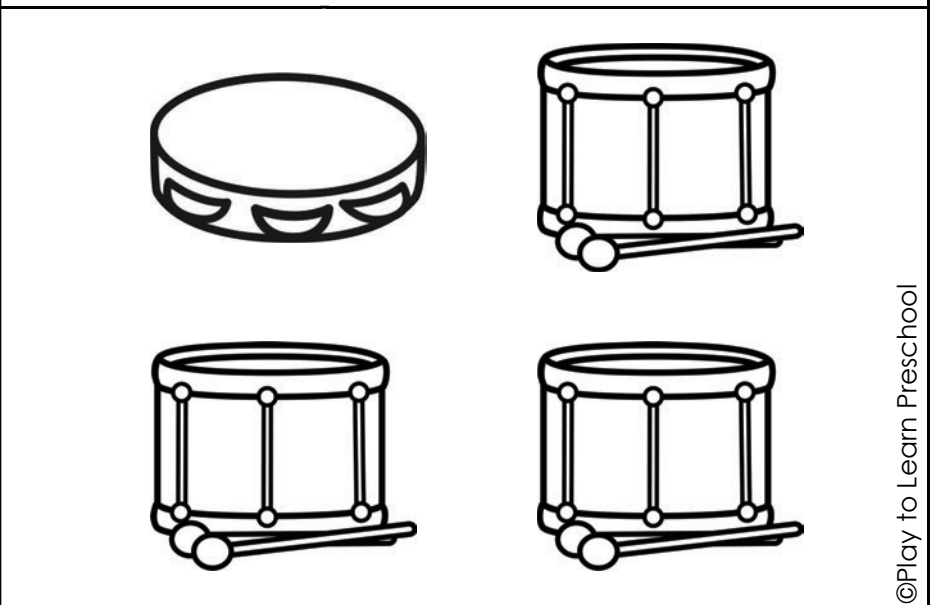
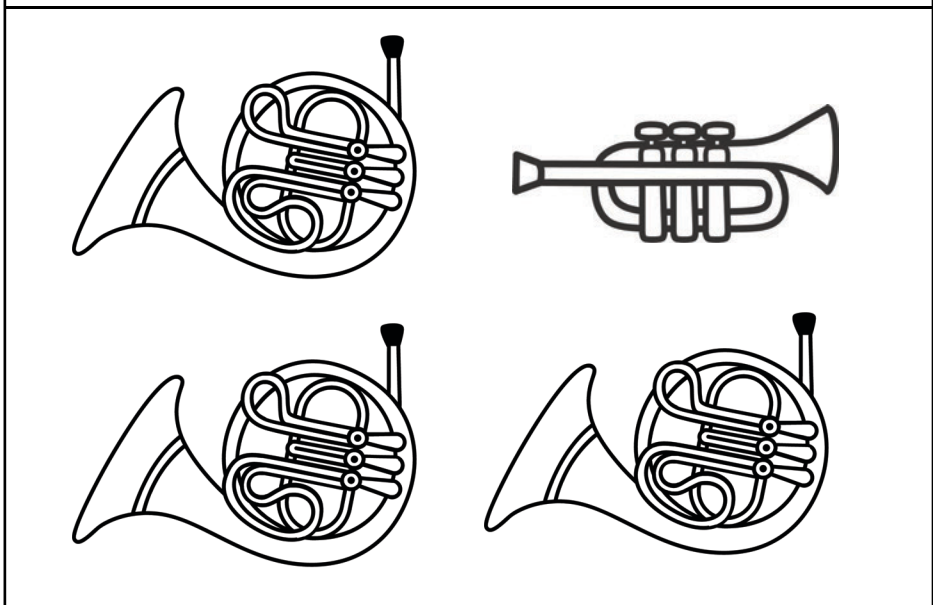
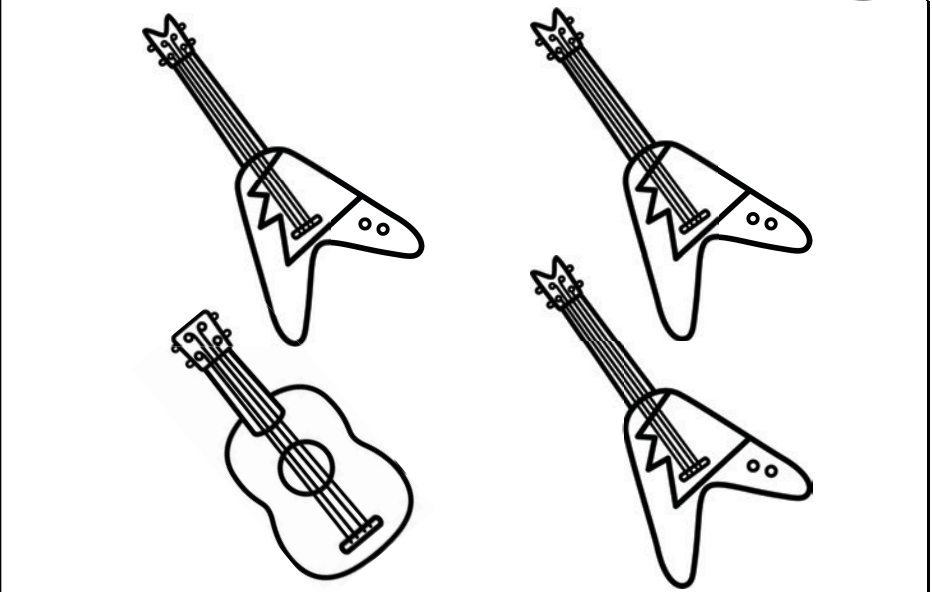
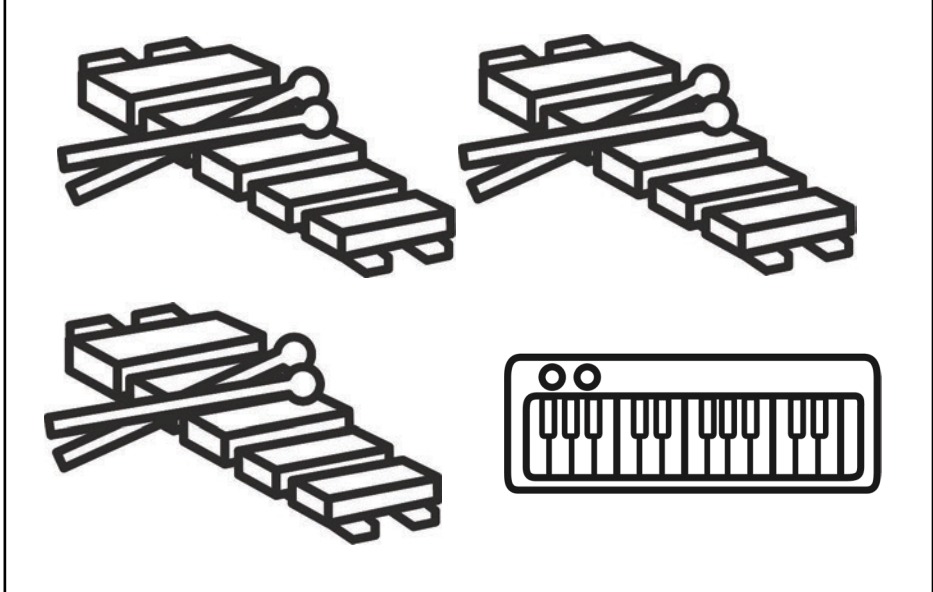


Which picture is different?

Name _____



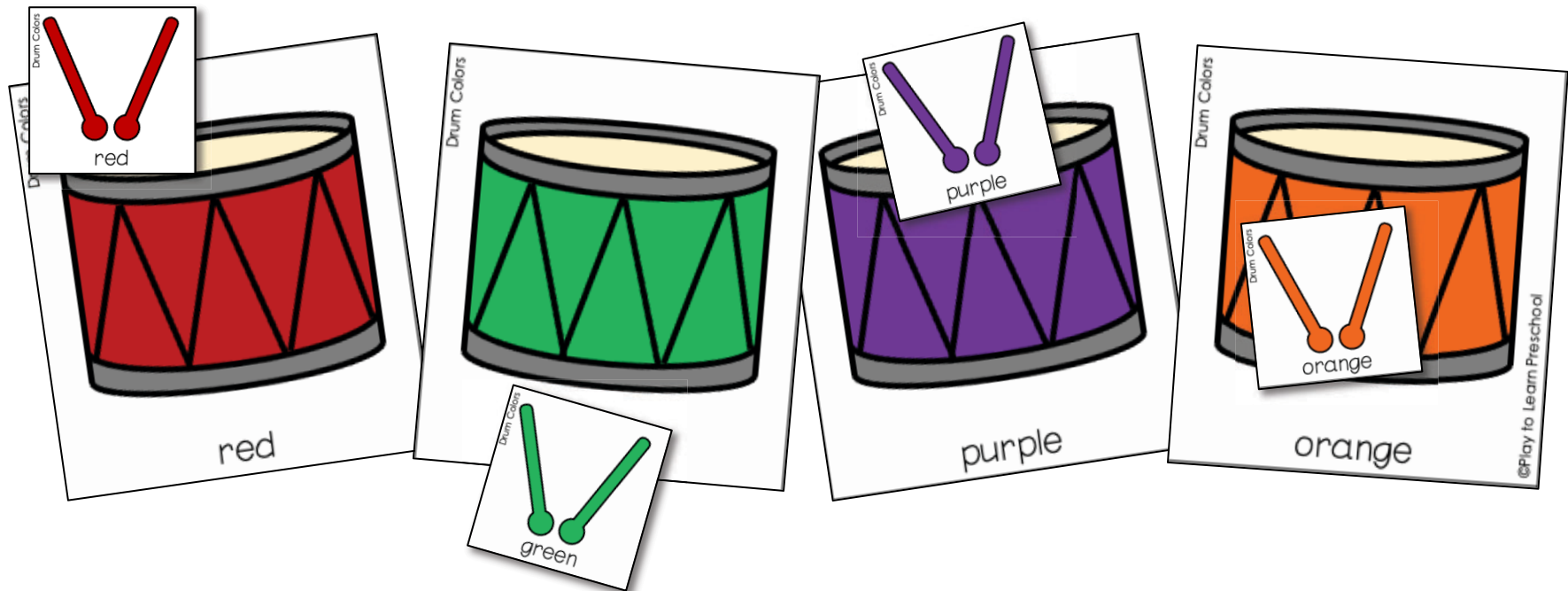
Circle the one that is different in each group then color the pictures.



Color Matching

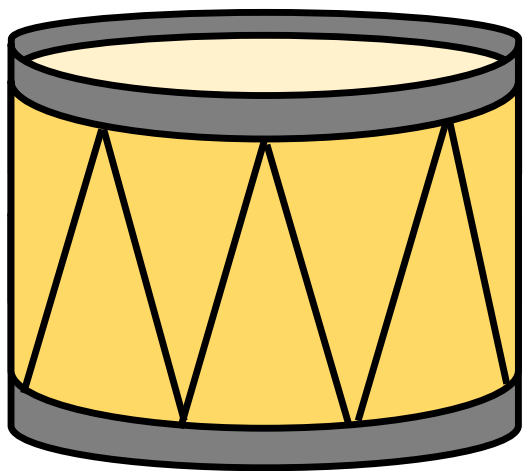
Objective: The students will match items by color.

Preparation: Print, mat, cut out, and laminate the pictures. Place drum cards face up on the table and mallet cards in an envelope or bag. (Alternatively, create an interactive bulletin board using hook and latch tape or magnets.)



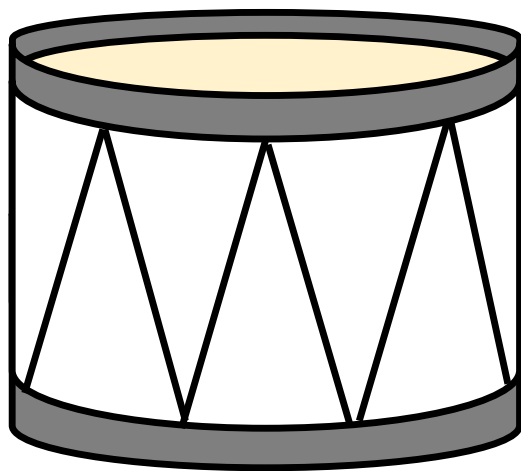
Procedure: Students will select a mallet and match it with the corresponding drum picture.

Drum Colors



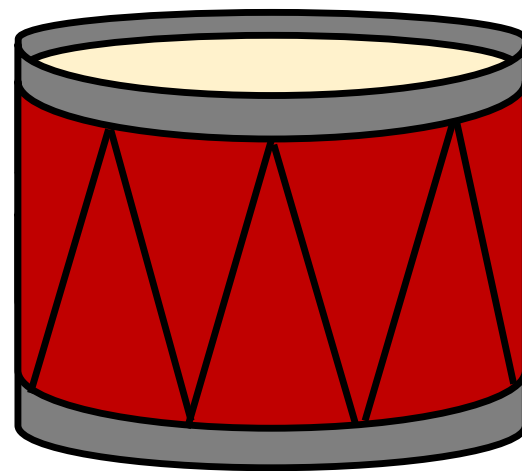
yellow

Drum Colors



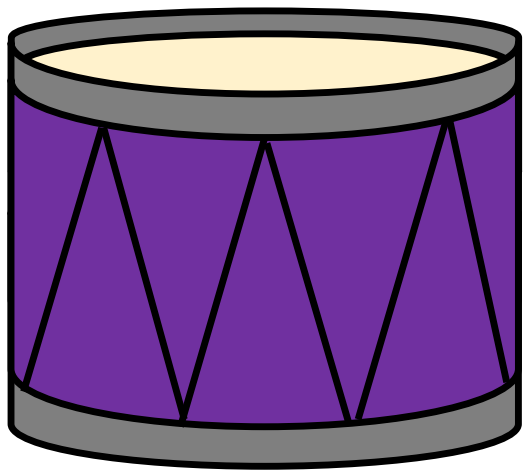
white

Drum Colors



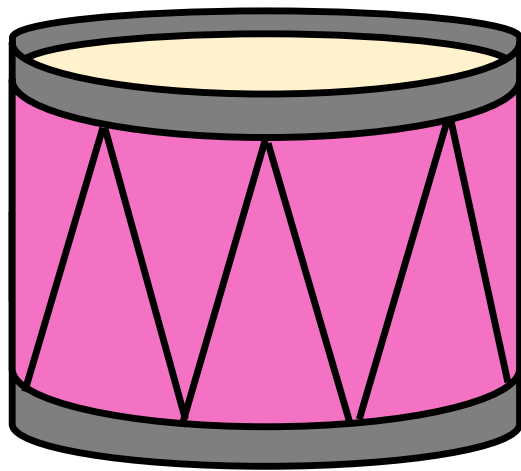
red

Drum Colors



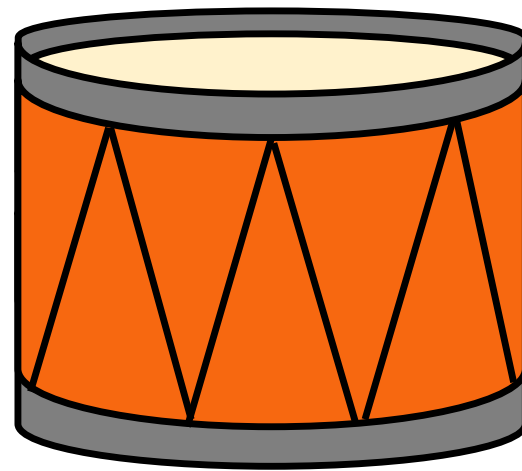
purple

Drum Colors



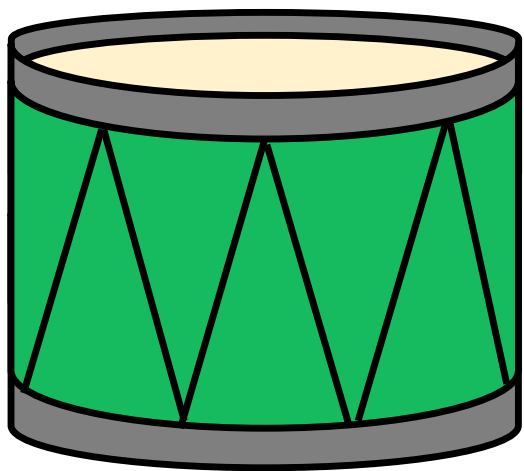
pink

Drum Colors



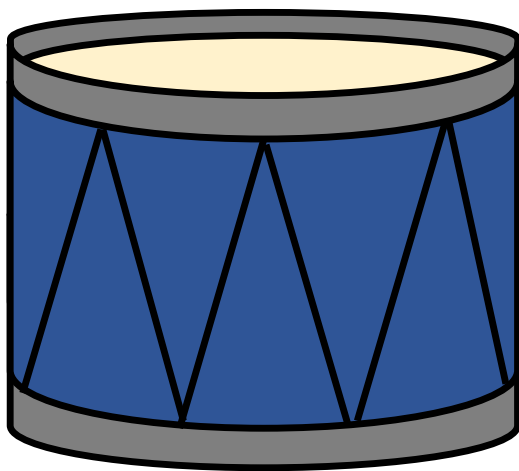
orange

Drum Colors



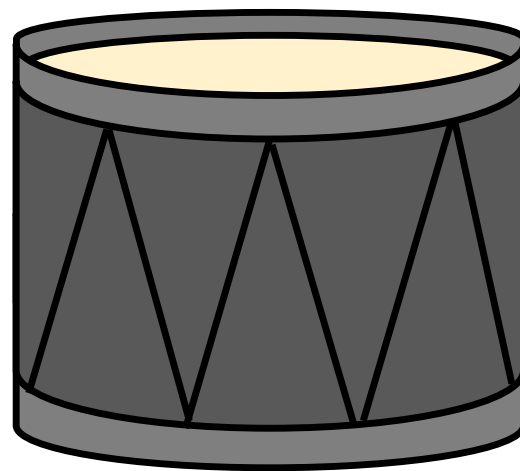
green

Drum Colors



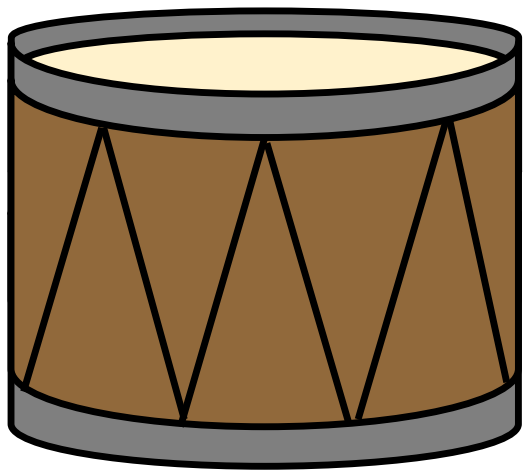
blue

Drum Colors



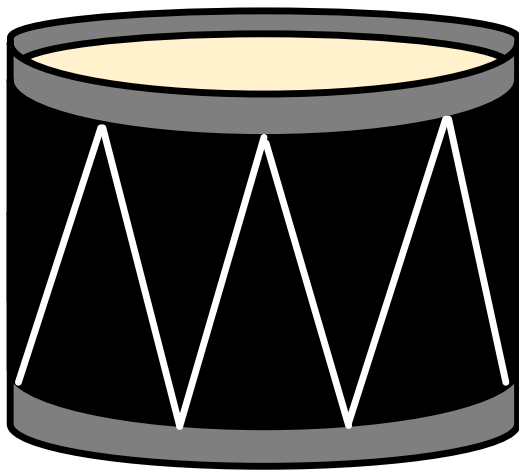
grey

Drum Colors



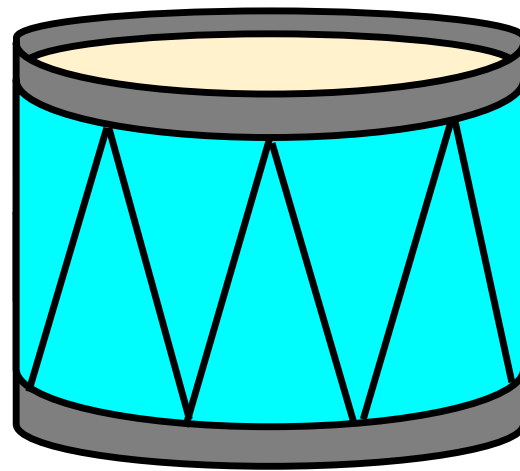
brown

Drum Colors

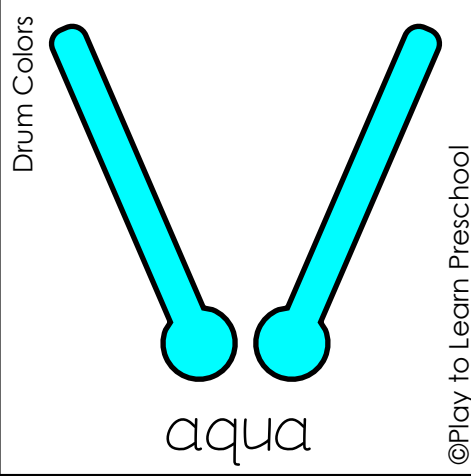
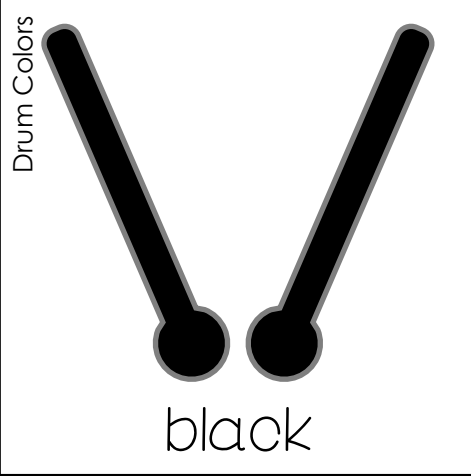
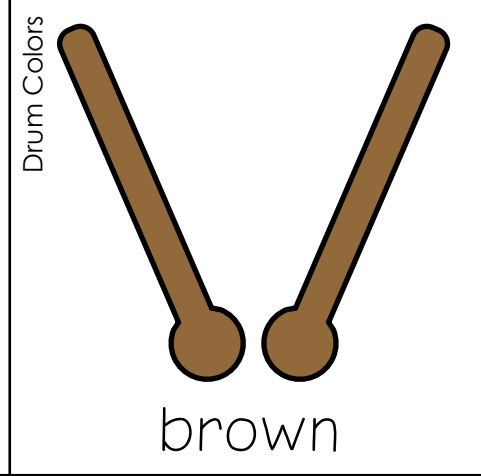
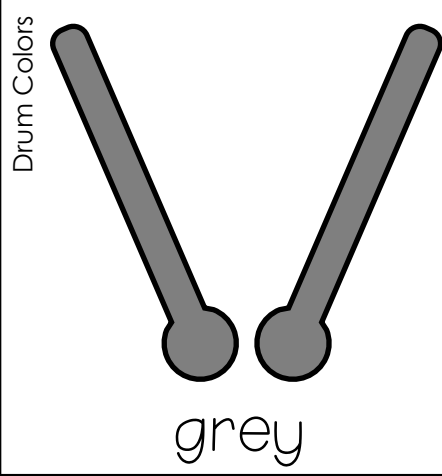
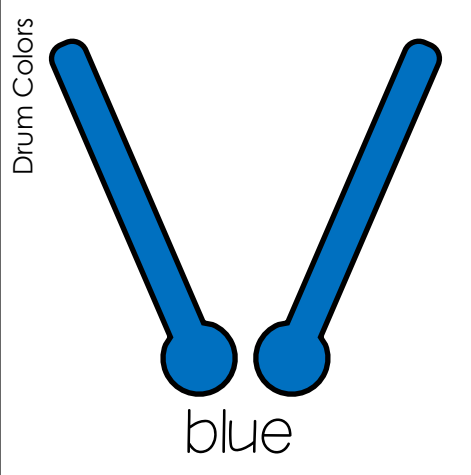
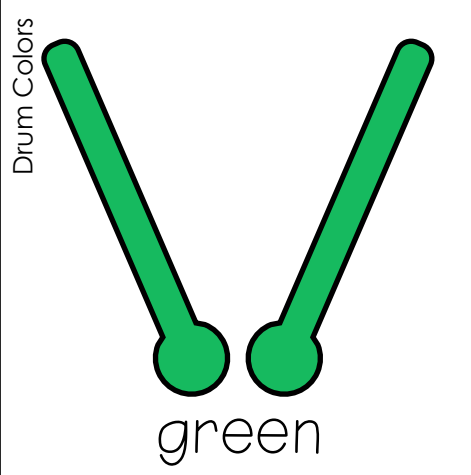
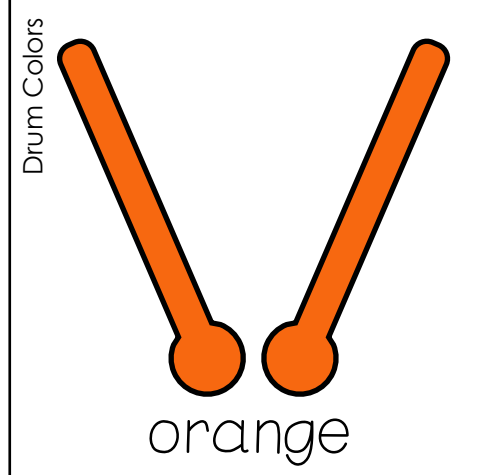
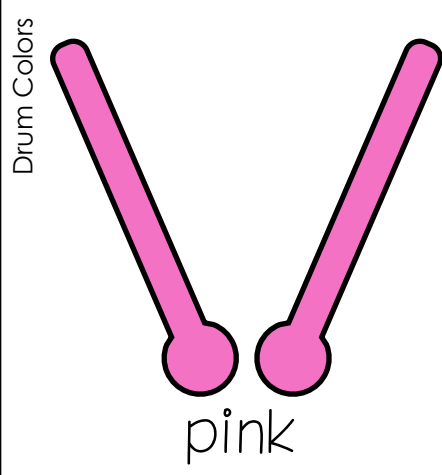
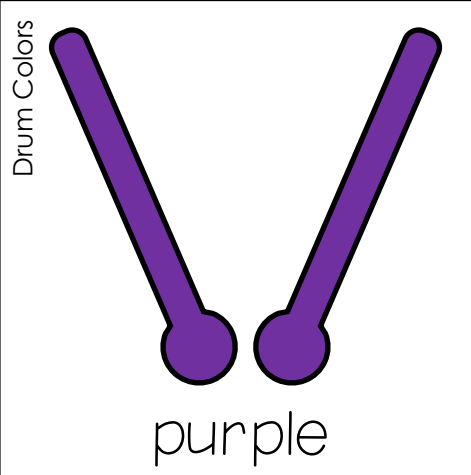
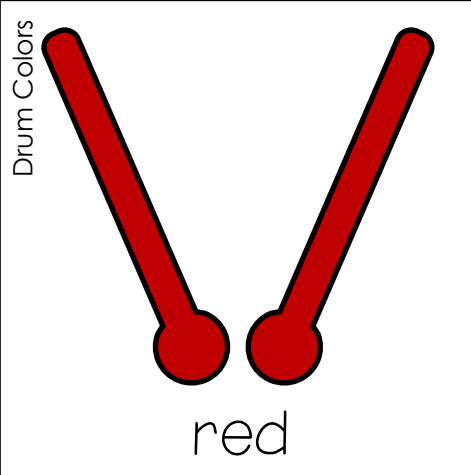
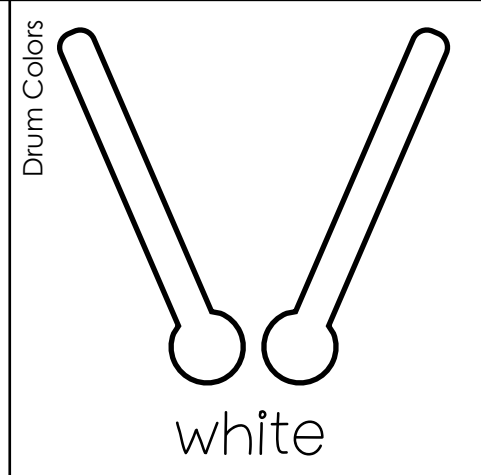
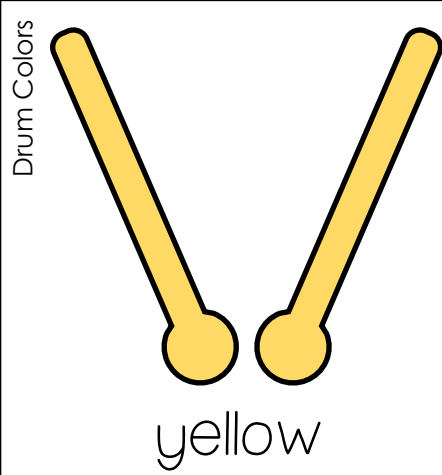


black

Drum Colors



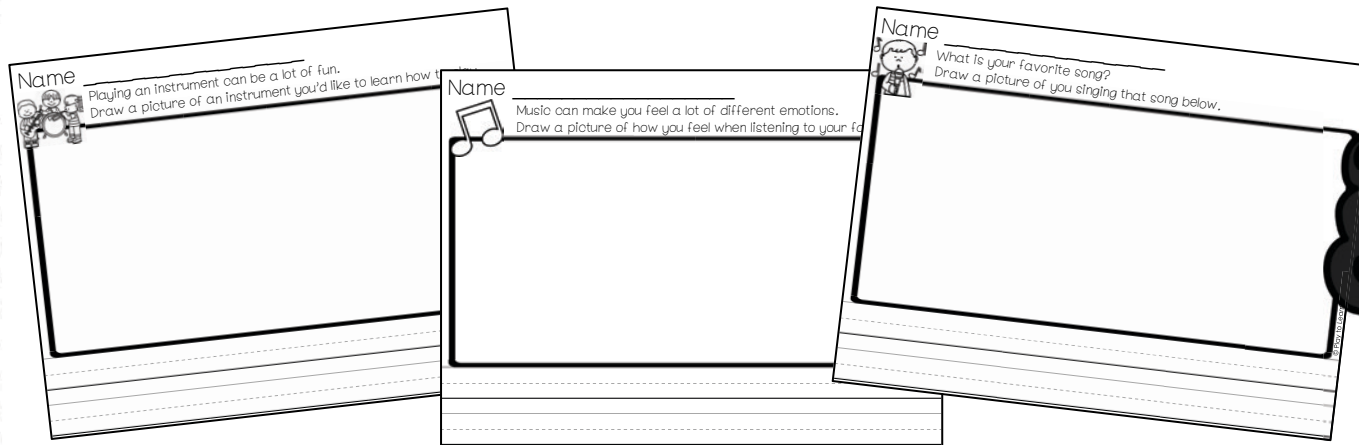
aqua



Journaling

Objective: The students will understand the purpose of writing.

Procedure: Print the journal sheets. Students can use the journal prompts to write and draw a picture. The words can also be written for the student if necessary.



Learning to draw and write is a developmental process. Young children need lots of time and opportunities to scribble, draw, and write. This is called “emergent literacy.” The following is a very *general* guide to how children progress:

Early (ages 3-4)

- Read the prompt to the child and talk about it together.
- Encourage the child to draw a picture. It's okay if it is not yet a recognizable shape or image.
- Ask the child to tell about the picture. “Can you tell me about your picture?”
- Repeat what they say and write down your child's dictation on the lines. Be sure to date it!

Intermediate (ages 4-5)

- Read the prompt to the child and talk about it together.
- Encourage the child to draw a picture.
- Ask the child to tell about the picture. “Can you tell me about your picture?”
- Encourage the child to write about it on the lines. (The child will likely make scribbles or letter-like formations.)
- Ask your child if they want you to write their dictation on the lines as well.

Advanced (ages 5-6)

- Read the prompt to the child and talk about it together.
- Encourage the child to draw a picture and label it.
- Model for your child how to say a word, stretch it out and listen for the sounds that they hear.
- For example, if they draw a bear, say “bear.” Listen for the B sound and write the letter B to match. Can they hear any other sounds? Maybe they can also hear and write the letter R.
- Children may ask for you to write words for them to copy on the lines. This is fine as long as you also encourage them to write the letters and sounds that they hear.

Name _____



Playing an instrument can be a lot of fun.

Draw a picture of an instrument you'd like to learn how to play.

A large, empty rectangular box with a thick black border, intended for drawing an instrument. The box is positioned below the text and the illustration of the children.

Name _____

Music can make you feel a lot of different emotions.

Draw a picture of how you feel when listening to your favorite song.



A large, empty rectangular box with a thick black border, intended for drawing a picture of how the child feels when listening to their favorite song.

Name _____



What is your favorite song?

Draw a picture of you singing that song below.

A large, empty rectangular box with a thick black border, intended for drawing a picture of the child singing their favorite song.

Two sets of horizontal lines for writing, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Name _____



Some music has a fast tempo, or an **allegro** beat.
Draw a picture of something that is fast.

A large, empty rectangular box with a thick black border, intended for drawing a picture of something that is fast.



Books about Music

for Preschoolers



General Music

- *Violet's Music* by Angela Johnson
- *My Family Plays Music* by Judy Cox
- *I Got the Rhythm* by Connie Schofield-Morrison
- *Because* by Mo Willems and Amber Ren
- *Never Play Music Right Next to the Zoo* by John Lithgow
- *Ah! Music* by Alike
- *Pete the Cat and the New Guy* by Kimberly and James Dean
- *Singing in the Rain* by Tim Hopgood
- *Music is in Everything* by Ziggy Marley
- *Wild Symphony* by Dan Brown
- *Groovy Joe – Ice Cream & Dinosaurs* by Eric Litwin
- *The Music in Me* by Jane Pinczuk
- *Let's Play an Instrument* by Rachelle Burk
- *Play This Book* by Jessica Young
- *Music is...* by Brandon Stosuy
- *Pete the Cat and the Cool Cat Boogie* by Kimberly and James Dean
- *Froggy Plays in the Band* by Jonathan London
- *Song in the City* by Daniel Bernstrom

Instruments

- *Pokko and the Drum* by Matthew Forsythe
- *Zin! Zin! Zin! A Violin* by Lloyd Moss
- *Ben's Trumpet* by Rachel Isadora
- *I Know a Shy Fellow Who Swallowed a Cello* by Barbara S. Garriel
- *My Violin is NOT Broken* by Evelyn Grundy
- *The Bear and the Piano* by David Litchfield
- *Listen to My Trumpet* by Mo Willems
- *88 Instruments* by Chris Barton
- *Max Found Two Sticks* by Brian Pinkney

Non-Fiction

- *Look and Learn: Let's Make Music* by National Geographic Kids
- *The ABCs of Women in Music* by Anneli Loepp Thiessen
- *Can You Hear It?* by William Lach
- *Trombone Shorty* by Troy "Trombone Shorty" Andrews
- *Birth of the Cool* by Kathleen Cornell Berman

More activities

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6 units

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Thematic Units



for Preschool Circle Time
Play to Learn Preschool

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This complete unit includes 10 days of detailed Circle Time lesson plans, especially for preschoolers!