

K

Name _____

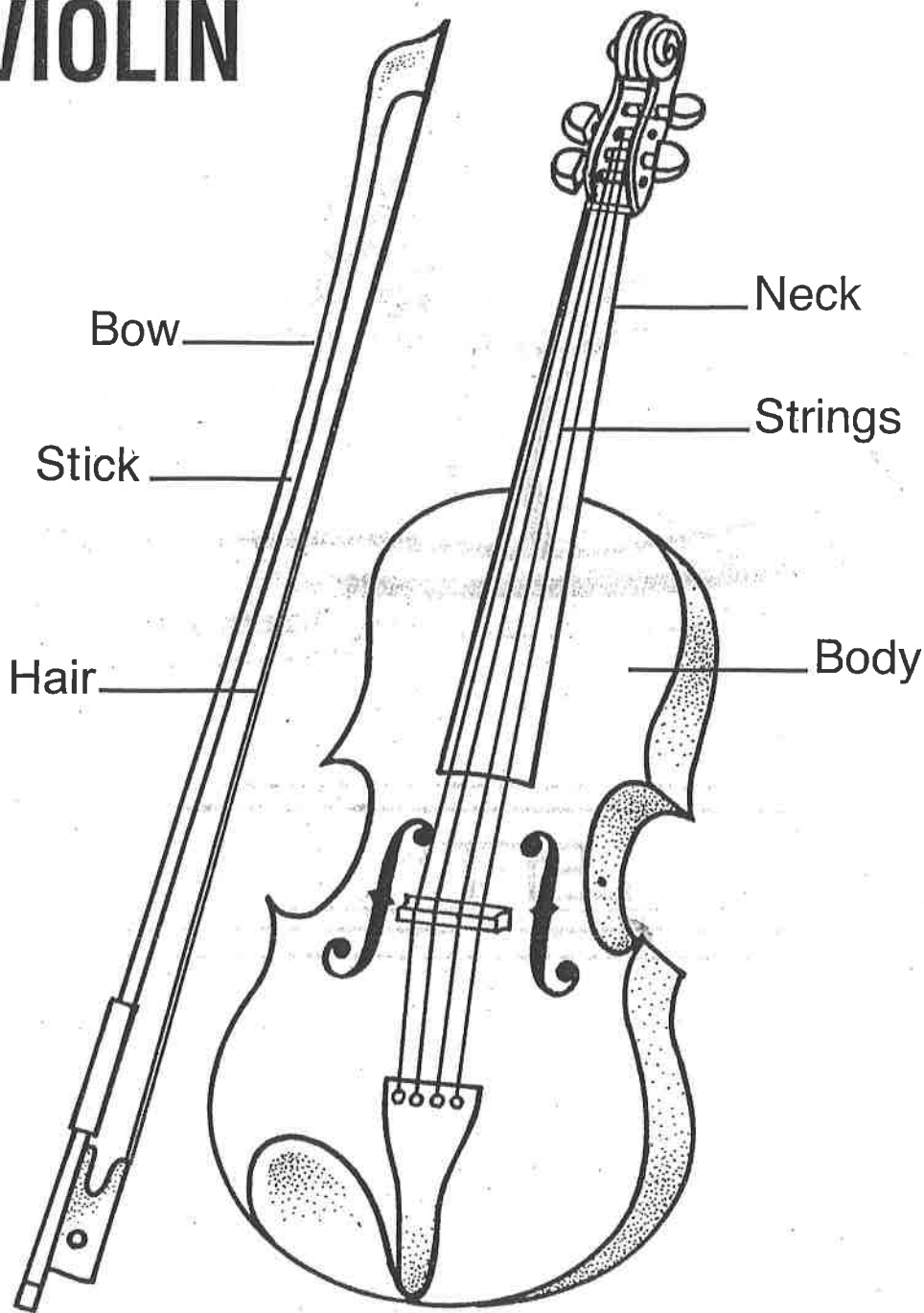
Date Day 1

The Violin

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1•3

VIOLIN



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Children can color the violin and bow. Have them point to the parts on the drawing as you name them.

Name _____

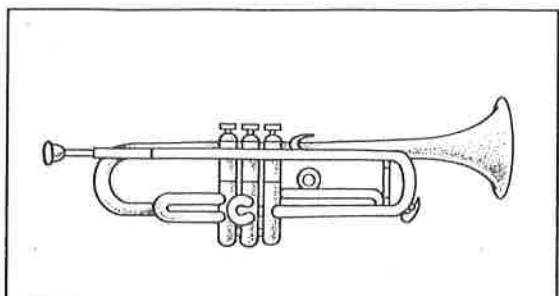
Date

Day 1

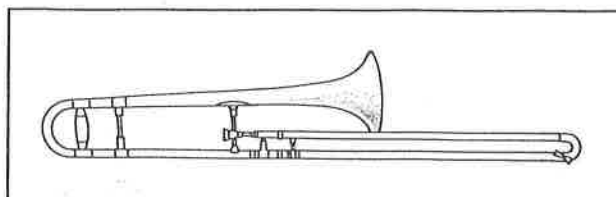
Brass Instruments

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3•6



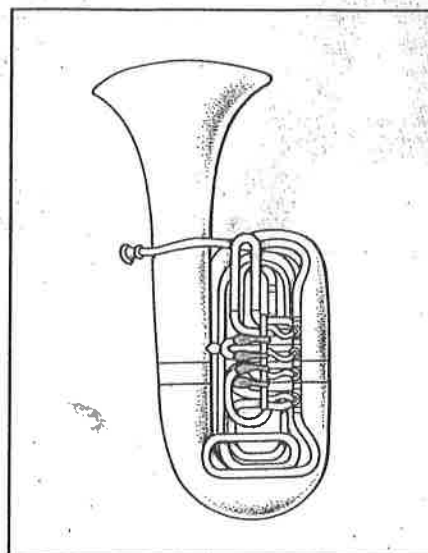
trumpet



trombone



French horn



tuba

Have children point to the pictures as you name them. Ask them to describe how the instruments are the same and different.

Name _____

Date

Day 2

Spotlight Your Success!

RESOURCE MASTER

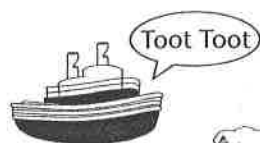
3•10

Review

Circle your answer.



1. Which picture shows low to high sounds?



a.



b.

2. Which picture shows a skipping rhythm?



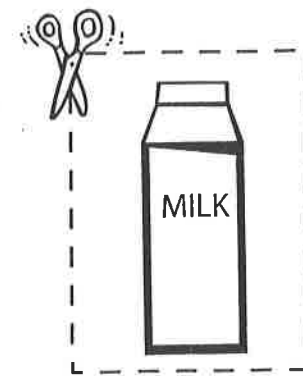
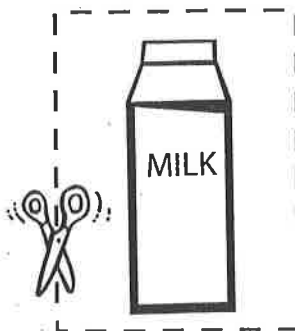
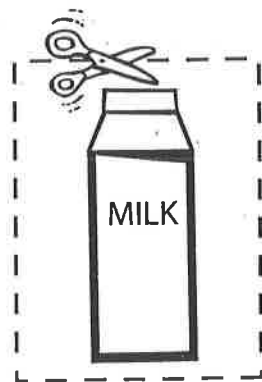
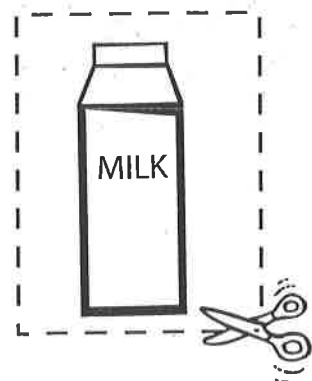
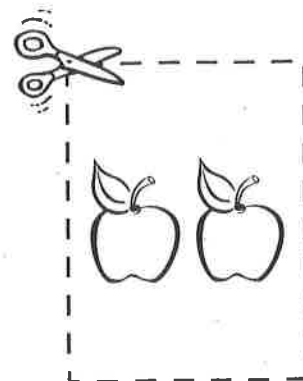
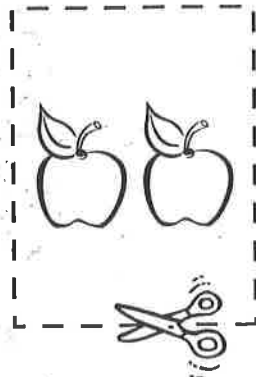
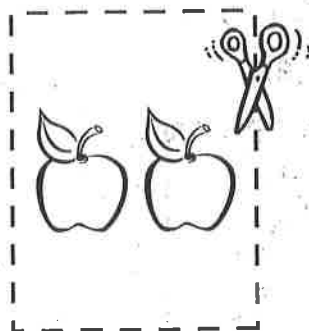
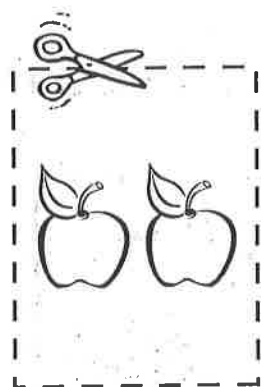
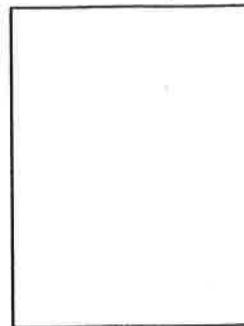
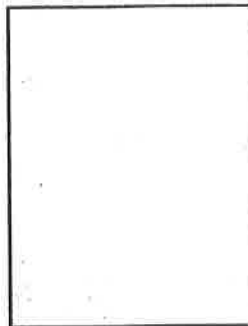
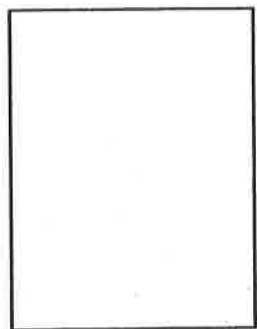
Name _____

Date Day 2

Apples and Milk

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4•3



Children cut out the pictures of the apples and milk cartons and place the pictures in the empty rectangles to create rhythm patterns of one and two sounds to a beat. Then children recite each pattern while clapping the rhythm in order to hear the difference between beats with two sounds (syllables) and those with one.

Spotlight Your Success!

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4•12

Review

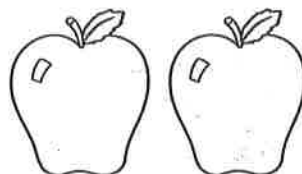
Circle your answer.



1. Which picture shows two sounds to a beat?



a.



b.



2. Which picture shows a softer sound?



a.



b.

Name _____

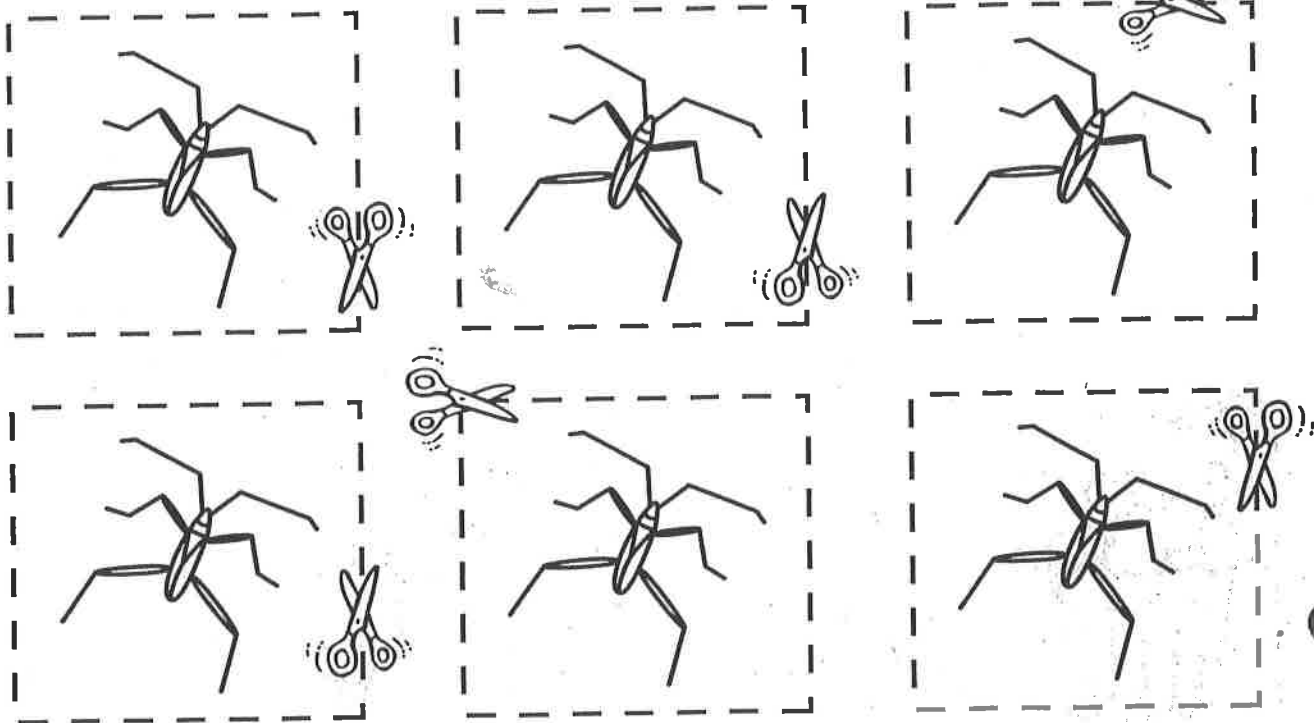
Date _____

Day 3

Higher and Lower in "Wavvuuvumira"

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5•5



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Children cut out the pictures of the bugs and place them on either the upper or the lower line to create melodic patterns with two pitches. Children can also arrange the bugs to illustrate two-pitch patterns you sing or play.

Name _____

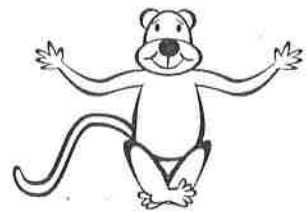
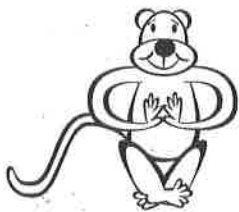
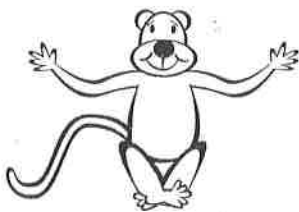
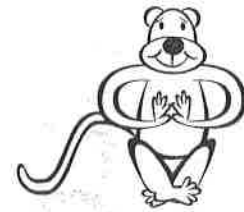
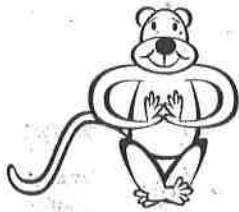
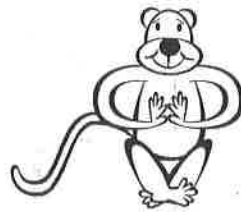
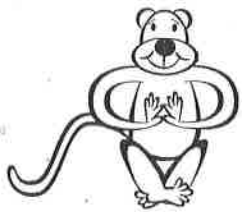
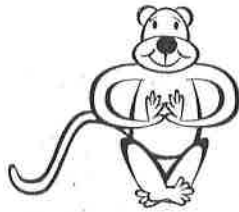
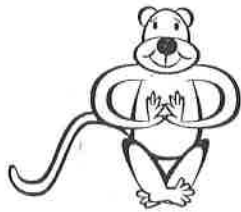
Date

Day 4

Monkeys

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6•5



Children clap each of the four-beat rhythms, which include beats of sound (monkeys clapping) and silent beats (monkeys with arms outstretched). Then you clap each rhythm and have children identify each one by pointing to the appropriate row of monkeys.

Name _____

Date _____

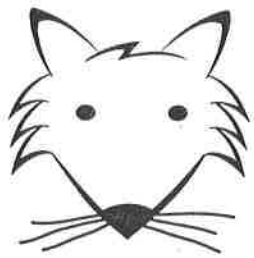
Day 4

Sounds on a Beat

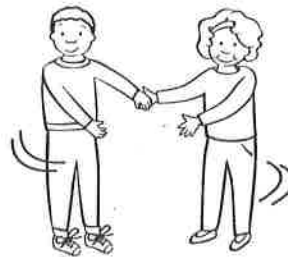
RESOURCE MASTER

R-5

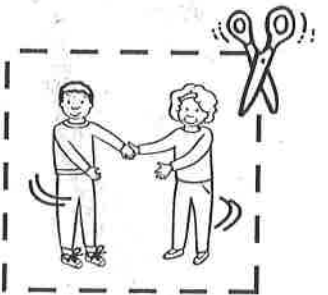
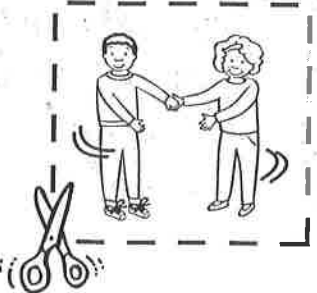
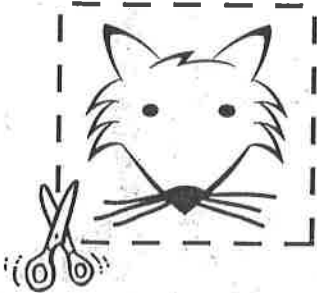
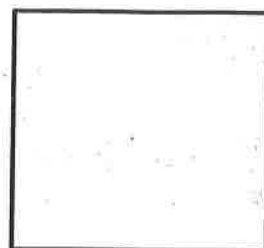
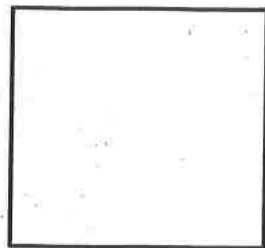
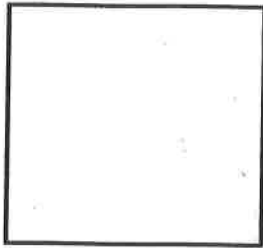
Make a four-beat pattern. Use four pictures.



= 1 sound



= 2 sounds



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Children cut out the pictures and paste one in each box to make a four-beat pattern. Have them clap their patterns as they say the words *wolf* and *children*.

Name _____

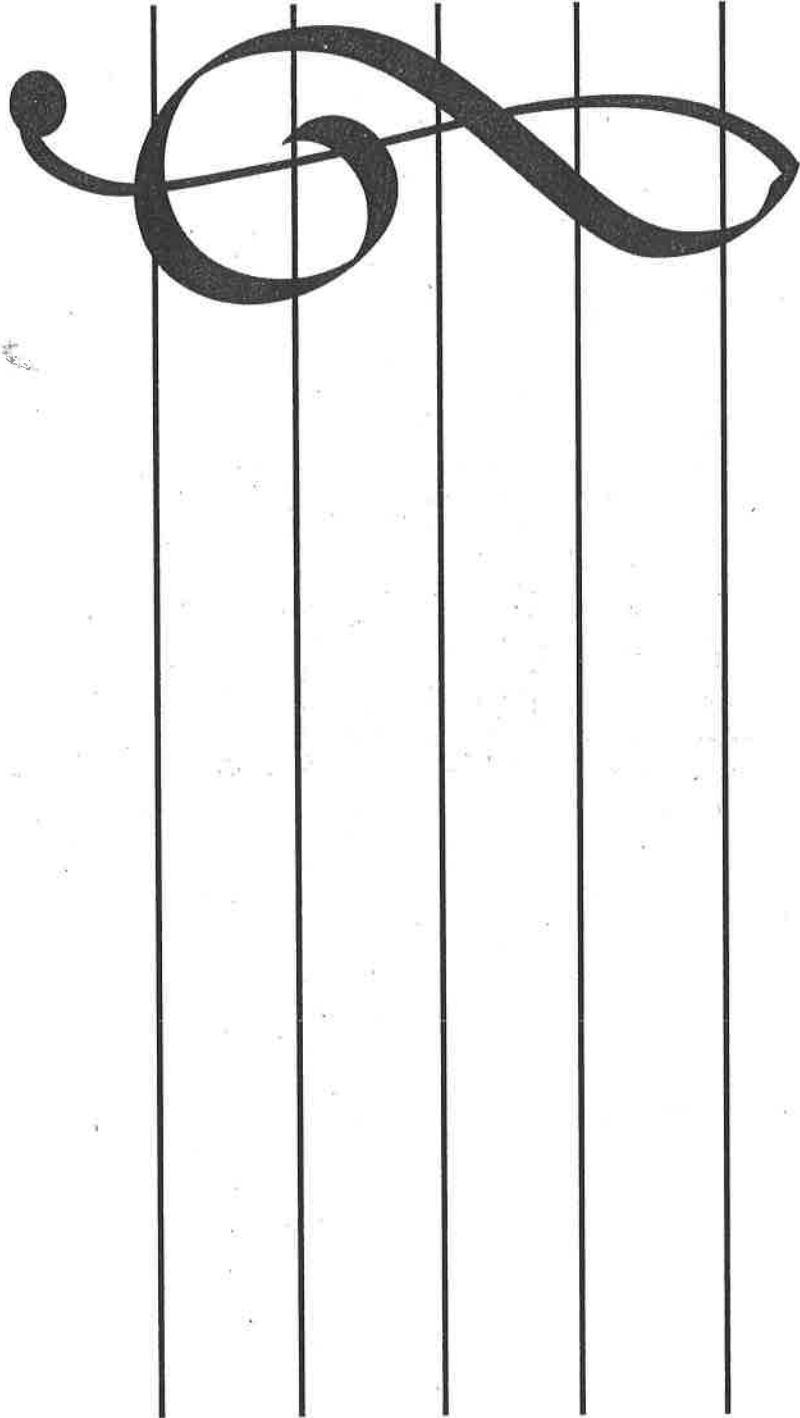
Date

Day 5

Pennies

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R•10



Children cut out the pennies and place them on the staff to show pitches that are low, high, and higher. You might have them place the pennies to show isolated pitches in "Seesaw, Margery Daw."

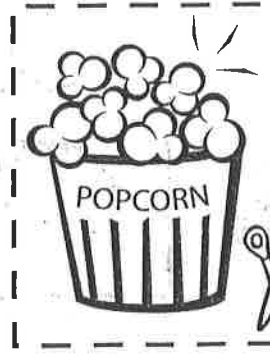
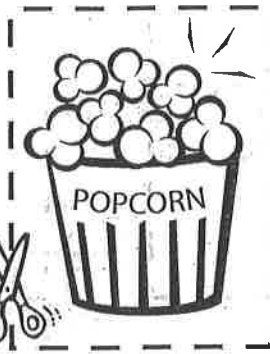
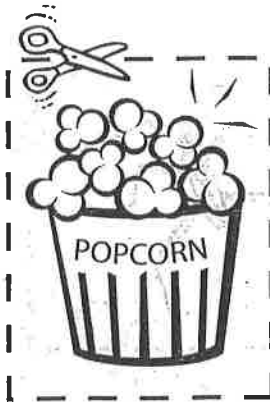
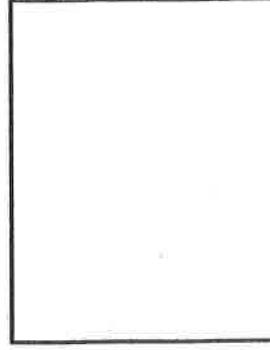
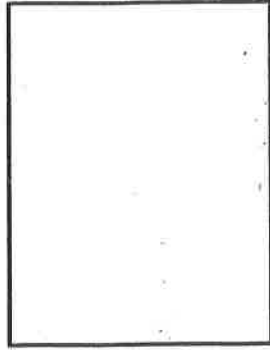
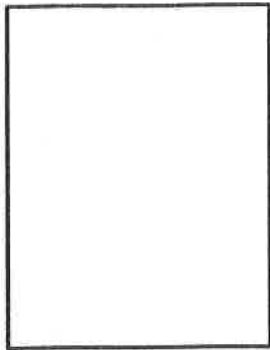
Name _____

Date Day 5

Popcorn

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5•4



Children cut out the pictures of the full and empty popcorn buckets. Explain that each full bucket represents a beat with a sound and that each empty bucket represents a silent beat, or a rest. Then children arrange the pictures of the buckets in the four empty boxes to create different four-beat rhythmic patterns. Children paste the pieces in place for their favorite pattern.