

December 19 - 23, 2022

Mon 19	Tue 20	Wed 21	Thu 22	Fri 23
<p>Music Making - Investigation 5 - Who works with music for their jobs? What tools do they use? - Day 5</p> <p>Preparation</p> <p>Collect materials and prepare for the day.</p> <p>Materials</p> <p>Mighty Minutes 28, "Counting Calisthenics"</p> <p>Question of the Day: an object used to record music, e.g., microphone, audio recorder</p> <p>Large Group: Mighty Minutes 64, "Paper Towel Rap" (with an empty paper towel roll for each child labeled with his or her name); clipboard; paper; markers; clip of people working in a recording studio</p> <p>Choice Time – Music and Movement: materials to record songs for the celebration</p> <p>Read-Aloud: <i>Whistle for Willie</i> (with <i>Book Discussion Card 28</i>)</p> <p>Small Group: Intentional Teaching Experience LL12, "Same Sound Sort"; a variety of objects, including some that begin with the same sound; cardboard box or bag to store objects</p> <p>Outdoors: Intentional Teaching Experience P16, "Body Part Balance"</p> <p>Large-Group Roundup: music recordings made throughout the day</p> <p>Vocabulary</p> <p>recording: to put music on a computer or other device so that other people can listen to the music later</p> <p>Question of the Day</p> <p>Do you know what this is? (Display an object used to record music, e.g., microphone, audio recorder.)</p> <p>Large Group</p> <p>Recording Artists Watch and discuss a short video of people working in a recording studio.</p> <p>Opening Routine</p> <ul style="list-style-type: none"> Sing a welcome song and talk about who's here. <p>Song, Movement, or Game</p> <ul style="list-style-type: none"> Use Mighty Minutes 64, "Paper Towel Rap". <p>Discussion and Shared Writing:</p> <p>Recording Artists</p>	<p>Music Making - Celebrating Learning - Day 1</p> <p>Preparation</p> <p>Collect materials and prepare for the day.</p> <p>Materials</p> <p>Mighty Minutes 50, "1, 2, 3, What Do I See?" (with several classroom items, basket, and scarf)</p> <p>Large Group: Mighty Minutes 57, "Find the Letter Sound" (with shape cards); clipboard; chart paper; marker</p> <p>Choice Time – All Areas: displays of children's investigations</p> <p>Read-Aloud: book that demonstrates the various ways that musical instruments are played</p> <p>Small Group: Intentional Teaching Experience LL18, "What's Missing?"; bag or box with a variety of objects related to music making; large piece of paper or cardboard</p> <p>Outdoors: Intentional Teaching Experience P22, "Follow the Leader"</p> <p>Vocabulary</p> <p>celebration: a party or anything else that people do to honor a special event</p> <p>Question of the Day</p> <p>What would you like to share with our guests at tomorrow's celebration?</p> <p>Large Group</p> <p>Preparing for Our Celebration Create a plan using the children's suggestions for what they would like to share with families and guests at the celebration.</p> <p>Opening Routine</p> <ul style="list-style-type: none"> Sing a welcome song and talk about who's here. <p>Song, Movement, or Game</p> <ul style="list-style-type: none"> Use Mighty Minutes 57, "Find the Letter Sound". Follow the guidance using shape cards. <p>Discussion and Shared Writing:</p> <p>Preparing for Our Celebration</p> <ul style="list-style-type: none"> Explain, "We have learned so much about music making. It's time for our <i>celebration</i> after all of our hard work!" 	<p>No school teacher in service</p>	<p>No School Christmas Break</p>	

- o Review the question of the day. Talk about what *recording* artists do and the tools they use to record music. Explain that recording artists put music on a computer or other device so that other people can listen to the music later. Recording artists know how to make the music sound its best when other people listen to it.
- o Ask the children, “Do you think we can record our own music? How can we do that?” Record their responses.
- o Play a video clip of people working in a recording studio. Ask children to talk about what they notice in the video.
- o Invite children to think about what materials could be added to the concert hall in the Dramatic Play area to record music. Record their ideas.

Before transitioning to interest areas, talk about the materials in the Music and Movement area and how children can use them to record their own music.

Choice Time

Music and Movement Children use audio recorders or other devices to record their own music.

As you interact with children in the interest areas, make time to do the following:

- o Record children’s songs to be shared during the end-of-study celebration. Remind children that they can use the instruments they made and the lyrics they wrote earlier in the study.
- o Invite children to record and listen to their own music. Ask open-ended questions about what they hear in the recordings: “What do you notice about how your voice sounds? Does it sound different to you on the recording? What other sounds can you hear that were recorded?”

Read-Aloud

Whistle for Willie

Book Discussion Card 28 (third read-aloud)

Read *Whistle for Willie*.

Before Reading

Encourage children to recall the problem and solution.

“We’re going to read a book we’ve read two times before. Can someone tell us the name of this book? What does Peter want to do? Who is Willie? What happens to them?”

While Reading

Expand vocabulary:

errand

Guide children to reconstruct the story as you turn the pages.

- o Review the question of the day. Record children’s responses. Make a list of the items to be gathered.

Before transitioning to interest areas, tell the children that you will help them gather the items from the list to create displays for family and friends to see at tomorrow’s celebration.

Choice Time

All Areas Children decide what materials and performances they would like to share at the celebration.

As you interact with children in the interest areas, make time to do the following:


- o Help them decide what materials and performances they would like to share at the celebration.

Read-Aloud


book that demonstrates the various ways that people play music

- o Choose a book that demonstrates the various ways that people play music from your classroom collection to share with the children.

Small Group

 **Intentional Teaching Experience LL18, “What’s Missing?”:** Children play a memory game in which they look at a collection of items, one item gets removed, and the children try to recall the missing item.

What’s Missing?


- o Review  **Intentional Teaching Experience LL18, “What’s Missing?”** Follow the guidance to use different instruments and music-making tools.


Second Step Social Emotional Skills for Early Learning

gingerbread houses with families/pass out jammies/gifts

gingerbread houses with families/pass out jammies/gifts

Outdoors

 **Intentional Teaching Experience P22, “Follow the Leader”:** Children take turns being the leader and the follower during a movement activity.

- o Use  **Intentional Teaching Experience P22, “Follow the Leader”**.

Large-Group Roundup

Review the events of the day.

- o Recall the day’s events.
- o Remind the children of the special celebration tomorrow. Explain that the children will be welcome to play instruments and sing songs for their visitors.