

December 5 - 9, 2022

Mon 5	Tue 6	Wed 7	Thu 8
<p>Music Making - Investigation 4 - What different styles of music are there? How do they make us feel? - Day 3</p>	<p>Music Making - Investigation 5 - Who works with music for their jobs? What tools do they use? - Day 1</p>	<p>Music Making - Investigation 5 - Who works with music for their jobs? What tools do they use? - Day 2</p>	<p>Music Making - Investigation 5 - Who works with music for their jobs? What tools do they use? - Day 3</p>
<p>Preparation</p> <p>Collect materials and prepare for the day.</p> <p>Materials</p> <p><u>Mighty Minutes 93</u>, “Oh, Dear! What Can the Matter Be?”</p> <p>Large Group: <u>Mighty Minutes 96</u>, “This Old Man”</p> <p>Choice Time – Art: audio clips of instrumental and vocal music, painting materials</p> <p>Read-Aloud: book that illustrates how music can bring people together</p> <p>Small Group: <u>Intentional Teaching Experience SE05</u>, “Character Feelings”; books in which characters experience a range of emotions while engaged in a musical experience</p> <p>Outdoors: <u>Intentional Teaching Experience P35</u>, “Stand Up & Dance”; chart paper; marker</p> <p>Vocabulary</p> <p><i>emotions</i>: another word for feelings</p>	<p>Preparation</p> <p>Collect materials and prepare for the day.</p> <p>Materials</p> <p><u>Mighty Minutes 29</u>, “Baa, Baa, Black Sheep”</p> <p>Question of the Day: a photo of a DJ or other person working with music</p> <p>Large Group: <u>Mighty Minutes 97</u>, “Shape Hunt” (with three-dimensional shapes or shape cards); photo of a DJ or other person working with music; clipboards; book about jobs in music</p> <p>Choice Time – Blocks: photos of music venues (local and famous ones from around the world)</p> <p>Read-Aloud: book that features people who work with music</p> <p>Small Group: <u>Intentional Teaching Experience M77</u>, “Board Games”; board games with dice and playing pieces</p> <p>Outdoors: <u>Intentional Teaching Experience P24</u>, “Swing & Jump Rope”; 7 feet of rope, preferably one strung with plastic beads, or a jump rope</p> <p>Additional Preparations</p> <p>Review the “Closing the Study” section of this <i>Teaching Guide</i> for guidance about extending the study or preparing for the end-of-study celebration.</p> <p>Preparing for Upcoming Wow!</p> <p>Experiences</p> <p>Invite family members and other guests to attend the celebration. Gather charts, pictures, drawings, and other items collected throughout the study to create displays for children to share with the guests on Celebrating Learning, Day 2.</p> <p>Vocabulary</p> <p><i>songwriter</i>: a person who writes songs</p> <p><i>DJ</i>: a person who plays recorded music and makes announcements or comments on the radio or at an event</p> <p>Question of the Day</p> <p>What does this person do? (Display a photo of a DJ or other person working with music.)</p> <p>Large Group</p>	<p>Preparation</p> <p>Collect materials and prepare for the day.</p> <p>Materials</p> <p><u>Mighty Minutes 44</u>, “Two Plump Armadillos”</p> <p>Question of the Day: a baton</p> <p>Large Group: <u>Mighty Minutes 48</u>, “Feely Box” (with baton; box or bag for a baton); video clip of a conductor in action; collection of instruments; audio clip of an orchestra not playing in unison; clipboard; paper; marker</p> <p>Choice Time – Dramatic Play: concert hall materials</p> <p>Read-Aloud: <i>Whistle for Willie</i> (with <i>Book Discussion Card 28</i>)</p> <p>Small Group: <u>Intentional Teaching Experience M22</u>, “Story Problems”; collection of manipulatives</p> <p>Outdoors: <u>Intentional Teaching Experience P05</u>, “Throw Hard, Throw Far”; rope or masking tape; plastic or tennis ball</p> <p>Large-Group Roundup: chart paper; marker</p> <p>Preparing for Upcoming Wow!</p> <p>Experiences</p> <p>Review <u>Intentional Teaching Experience SE32</u>, “Planning for Change” to help children prepare for the site visit on Day 3.</p> <p>Vocabulary</p> <p><i>conductor</i>: a person who leads people playing instruments in the orchestra using a baton to keep the rhythm and tempo</p> <p><i>baton</i>: conductor’s short stick</p> <p>Question of the Day</p> <p>Do you know what this is used for? (Display a baton.)</p> <p>Large Group</p> <p>What Does a Conductor Do? Act as a conductor and lead the children as they play instruments.</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>	<p>Preparation</p> <p>Collect materials and prepare for the day.</p> <p>Materials</p> <p><u>Mighty Minutes 07</u>, “Hippity, Hoppity, How Many?”</p> <p>Large Group: <u>Mighty Minutes 74</u>, “Jack in the Box”; baton; chart from yesterday’s large-group roundup; clipboard; paper; marker</p> <p>Choice Time – Dramatic Play: concert hall materials</p> <p>Read-Aloud: book that features people who work with music</p> <p>Small Group: <u>Intentional Teaching Experience LL10</u>, “Rhyming Chart”; chart paper; marker; poem or song with rhyming words; prop that illustrates the poem or song</p> <p>Outdoors: <u>Intentional Teaching Experience P13</u>, “Punting”; one 10-inch diameter foam ball</p> <p>Large-Group Roundup: materials for a thank-you note</p> <p>Vocabulary</p> <p>jobs from the site visit</p> <p>Question of the Day</p> <p>Do you have any questions to ask on our site visit?</p> <p>Large Group</p> <p>Preparing for Our Site Visit Go on a site visit to a place where people work with music.</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 <u>Mighty Minutes 74</u>, “Jack in the Box”. Follow the guidance to use a baton to signal instead of a whistle. ◦ Change the lyrics so that children will need to “Look now and you will know” instead of “Listen now.” <p>Discussion and Shared Writing:</p> <p>Preparing for Our Site Visit</p> <ul style="list-style-type: none"> ◦ Ask the children what questions they would like to ask the workers during the site visit. Record their

sounds? Would it make us feel the same or different?"

- o Explain, "I'm going to play a song that you have heard before, and I want you think about how it makes you feel."
- o After playing the music, ask, "What did you notice about that music? How do you feel when you hear it?" Record their descriptions.
- o Next, play or sing the same song using a different rhythm, tempo, or pitch. Ask children to describe the new version of the song. Record their responses. If possible, record the two versions of the same song.
- o Ask, "Did the two different songs make you feel the same? When I heard the first song, I felt sleepy because it was a slow, quiet song. But the second time it was louder and faster. It made me feel more awake and energized."

Before transitioning to interest areas, talk about the music that children can listen to while they paint in the Art area. Encourage them to think about how the music makes them feel as they paint.

Choice Time

Art Children listen to different styles of music as they paint.

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


- o Observe children as they paint while listening to music.
- o Change the music to a faster tempo as children are painting and discuss whether the new tempo makes them want to paint differently.
- o Ask, "How does this music make you feel?"
- o Record what children say and do.

Read-Aloud


book about how music brings people together

- o Choose a book about how music brings people together from your classroom collection to share with the children.

Small Group

 [Intentional Teaching Experience SE05, "Character Feelings"](#): Children listen to and identify characters' feelings in story.

Character Feelings

- o Review  [Intentional Teaching Experience SE05, "Character Feelings"](#).
- o Use a book that features a character engaged in a musical experience.

Second Step Social Emotional Skills for Early Learning

Jobs With Music Read a book about someone who works with music for his, her, or their job.

Opening Routine

- o Sing a welcome song and talk about who's here.

Song, Movement, or Game

- o Use [Mighty Minutes 97, "Shape Hunt"](#).

Discussion and Shared Writing:

Jobs With Music

- o Review the question of the day. Talk about the photo and the equipment that children notice in the photo.
- o Ask, "What is a DJ? Have you ever been to a party with a DJ?" Talk about the places where a DJ might work.
- o Explain, "Some people work with music for their jobs. There are jobs for creating music (*songwriter, conductor*), playing music (*musician*), and sharing music with others (*DJ*)."
- o Read a book about someone who works with music for his or her job. Invite children to help you create a list of music jobs and the tools that might be used in those jobs. Add to this list as the children learn about other music jobs.

Before transitioning to interest areas, talk about the photos in the Block area that show different places where music is played locally and around the world.

Choice Time

Blocks Children refer to pictures of different places where music is played locally and around the world as inspiration for their block structures.

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


- o Listen for how children talk about the different music venues.
- o Describe children's block creations as you interact with children: "I see that you are making an arch over the stage. That looks like this photo of the Hollywood Bowl in California."
- o Take pictures of children's block structures and display them next to the music venue photos.

Read-Aloud

book that features people who work with music

- o Choose a book that features people who work with music from your classroom collection to share with the children.

Small Group

 [Intentional Teaching Experience MT7, "Board Games"](#): Children practice counting as they play board

- o Use [Mighty Minutes 48, "Feely Box"](#). Follow the guidance to use a baton.

Discussion and Shared Writing:

What Does a Conductor Do?

- o Review the question of the day. Talk about the conductor's short stick, called a *baton*, and show a clip of a conductor in action. Explain that the *conductor* leads the people playing instruments in the orchestra, and that he or she uses the baton to keep the rhythm and tempo.
- o Say, "Remember when we played rhythm sticks together at the beginning of our study? It was hard to stay together to keep the beat. The conductor's job is to keep everyone together as they play."
- o Give each child an instrument to play. Encourage them to play freely for a moment.
- o Ask, "What do you think would happen in an orchestra if everyone started playing when they wanted to? What would it sound like?"
- o Play a sound clip of an orchestra not playing in unison—for example, when the players are warming up before a concert. Ask the children to describe what they hear. Record their responses.
- o Explain that you will now be the conductor and the children will all start and stop playing at the same time. Use a baton to lead them.
- o Say, "When I lift my baton up, everyone will play. When I lower my baton, everyone will stop. Let's try it!"
- o Explain that sometimes a conductor will point to just one musician or a small group of musicians to play while the other musicians rest. Separate the large group into smaller groups and "conduct" different groups to perform individually.

Before transitioning to interest areas, talk about how the children can turn the Dramatic Play area into a concert hall where people can perform. Ask children to think about what materials they might need.

Choice Time

Dramatic Play Children create a concert hall.


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

- o Interact with children as they make plans to create a concert hall. Talk about photos or video clips of an orchestra in action: "What do you notice in this picture? What will we need to make a concert hall in our classroom?"
- o Help children gather the materials needed for a concert hall. Make a list of any additional materials to be added later.

Read-Aloud

Whistle for Willie

questions.

- o Tell them they may use their clipboards to record anything interesting that they see.
- o Review the question of the day.
- o Remind the children of your expectations for their behavior, e.g., stay together as a group, keep your hands to yourself unless an adult invites you to touch something.
- o Also remind them that everyone is responsible for holding his or her own observation clipboards and pencils. See  [Intentional Teaching Experience SE01, "Site Visits"](#) for additional guidance.

Before transitioning to interest areas, talk about the materials for making a concert hall in the Dramatic Play area. Share photos of famous concert halls around the world.

Choice Time

Dramatic Play Children continue working on the concert hall.

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


- o Ask open-ended questions that encourage children to think about how people work with music.
- o Talk about the materials children used for the concert hall.
- o If possible, record the children's concert hall performances.

Read-Aloud


nonfiction book

- o Choose a nonfiction book from your classroom collection to share with the children.

Small Group

 [Intentional Teaching Experience LL10, "Rhyming Chart"](#): Children listen to and recite a poem or song related to the current study topic.


Rhyming Chart


- o Review  [Intentional Teaching Experience LL10, "Rhyming Chart"](#).

Second Step Social Emotional Skills for Early Learning

unifix cubes counting
unifix cubes counting

Outdoors

 [Intentional Teaching Experience P13, "Punting"](#): Children practice punting balls.

- o Use  [Intentional Teaching Experience P13, "Punting"](#).