

November 28 - December 2, 2022

Mon 28	Tue 29	Wed 30	Thu 1	Fri 2
<p>Music Making - Investigation 3 - How can we make music with our voices? - Day 4</p> <p>Preparation Collect materials and prepare for the day.</p> <p>Materials</p> <p><u>Mighty Minutes 14</u>, “Scat Singing”</p> <p>Question of the Day: kazoo</p> <p>Large Group: <u>Mighty Minutes 07</u>, “Hippity, Hoppity, How Many?”; kazoo; rubber bands</p> <p>Choice Time – Technology: websites that show how vocal cords work to make sound</p> <p>Read-Aloud: book that explores a variety of dances or other movements</p> <p>Small Group: <u>Intentional Teaching Experience SE27</u>, “How Can We Help?”; paper; pencils; chart paper; marker</p> <p>Outdoors: <u>Intentional Teaching Experience P10</u>, “Jumping Rope”; 7-foot-long jump rope, preferably a beaded jump rope</p> <p>Vocabulary</p> <p>vocal cords: a structure in your throat that vibrates as air passes over it to make sound</p> <p>lungs: an organ that holds air in a body</p> <p>Question of the Day Do you know what this is? (Display a kazoo.)</p> <p>Large Group</p> <p>Vibrating Vocal Cords Children touch their necks as they sing to notice how their throats vibrate when they make different pitches.</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 07</u>, “Hippity, Hoppity, How Many?” <p>Discussion and Shared Writing:</p> <p>Vibrating Vocal Cords</p> <ul style="list-style-type: none"> Review the question of the day. Explain to the children that the instrument is called a kazoo. When a person places his lips on the instrument and hums, air passes through the instrument and a small piece 	<p>Music Making - Investigation 3 - How can we make music with our voices? - Day 5</p> <p>Preparation Collect materials and prepare for the day.</p> <p>Materials</p> <p><u>Mighty Minutes 87</u>, “One, Two, Buckle My Shoe” (with marker)</p> <p>Large Group: <u>Mighty Minutes 01</u>, “The People in Your Neighborhood”; xylophone or other barred instrument; pitch pipe</p> <p>Choice Time – Music and Movement: listening station with audio clips of vocal music, writing materials</p> <p>Read-Aloud: book about feelings</p> <p>Small Group: <u>Intentional Teaching Experience M06</u>, “Tallying”; clipboard; paper; pencils or crayons</p> <p>Outdoors: <u>Intentional Teaching Experience P27</u>, “Galloping.”</p> <p>Vocabulary</p> <p>pitch: the high or low sound of your voice or of other instruments</p> <p>Question of the Day Which song do you want to sing today?</p> <p>Large Group</p> <p>Changing Our Voices When We Sing Children listen to different pitches on a xylophone or pitch pipe and use their voices to try to match the pitch.</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 01</u>, “The People in Your Neighborhood.” <p>Discussion and Shared Writing:</p> <p>Changing Our Voices When We Sing</p> <ul style="list-style-type: none"> Review the question of the day. Sing the most popular choice from the responses to the question of the day. Begin the discussion by recalling yesterday’s discussion about the different types of sounds that people can make with their voices. Say, “Remember that when I change my voice from sounding very high to 	<p>Music Making - Investigation 4 - What different styles of music are there? How do they make us feel? - Day 1</p> <p>Preparation Collect materials and prepare for the day.</p> <p>Materials</p> <p><u>Mighty Minutes 67</u>, “Let’s Stick Together” (with magnet)</p> <p>Question of the Day: two or three books that feature music</p> <p>Large Group: <u>Mighty Minutes 84</u>, “Let’s Make Letters”</p> <p>Choice Time – Music and Movement: CDs representing a variety of musical styles</p> <p>Read-Aloud: book from the question of the day</p> <p>Small Group: <u>Intentional Teaching Experience M55</u>, “Stepping Stones”; masking tape or chalk</p> <p>Outdoors: <u>Intentional Teaching Experience P12</u>, “Exploring Pathways”; long scarf or ribbon (children can more clearly see the pathway made by the ribbon); carpet squares or tape marks for the floor; music recording or CD</p> <p>Preparing for Upcoming Wow! Experiences</p> <p>Research sites where people work with music or instruments, such as a radio station, instrument store, music school, or concert hall, to visit on Day 3, Investigation 5.</p> <p>Vocabulary</p> <p>styles of music to be introduced (e.g., <i>Caribbean, jazz, classical, rock, folk</i>)</p> <p>Question of the Day Which book would you like to read today? (Offer two or three books that feature music.)</p> <p>Large Group</p> <p>Music and Feelings Children listen to different types of music and discuss how it makes them feel.</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 84</u>, “Let’s Make Letters.” 	<p>Music Making - Investigation 4 - What different styles of music are there? How do they make us feel? - Day 2</p> <p>Preparation Collect materials and prepare for the day.</p> <p>Materials</p> <p><u>Mighty Minutes 46</u>, “Strolling Through the Park”</p> <p>Large Group: <u>Mighty Minutes 88</u>, “Disappearing Rhymes” (with dry-erase board and marker)</p> <p>Choice Time – Art: audio clips of instrumental and vocal music, painting 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 M51</u>, “Can You Find It?”; small objects typically found in a classroom</p> <p>Outdoors: <u>Intentional Teaching Experience P19</u>, “Bounce & Catch”; playground balls that are at least 10 inches in diameter, one for each child</p> <p>Vocabulary</p> <p>styles of music to be introduced (e.g., <i>Caribbean, jazz, classical, rock, folk</i>)</p> <p>Question of the Day Do you and your friends like the same music?</p> <p>Large Group</p> <p>Describing Styles of Music Children listen to different styles of music and draw what they hear.</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 88</u>, “Disappearing Rhymes.” <p>Discussion and Shared Writing:</p> <p>Describing Styles of Music</p> <ul style="list-style-type: none"> Invite children to describe the kinds of music they like to listen to. Review the question of the day. Talk about the music you like to listen to at home, e.g., “I really like to listen to <i>reggae</i> music, which comes from Jamaica. The beat is slow, and I like to sway to the music when I’m cooking.” 	

of material vibrates and produces a sound. Show the children the circle on the kazoo where the membrane is located.

- o Explain that when we sing, our voices act similarly to the kazoo. Air passes from our *lungs*, which hold air in our bodies, across our *vocal cords*, which act like rubber bands in our throats. They vibrate, and a sound is produced. Illustrate the idea by producing a sound made from plucking a stretched rubber band.
- o Remind children what they noticed about the sounds that they made with stretched rubber bands. Talk about how the sound changes when the rubber band is stretched tighter or more loosely.
- o Ask the children to place their hands gently on their throats. Lead the children in singing a simple melody, e.g., “Twinkle, Twinkle, Little Star.” Suggest that the children sing the melody using the syllable *la*.
- o Encourage the children to describe what they feel with their hands as they sing.
- o Lead the group in changing the pitch of their voices as they sing. Ask children to describe the differences in the vibrations when they sing a high pitch (softer vibration) and a low pitch (stronger vibration).
- o Suggest other simple melodies for children to experiment with as long as the children are interested.

Before transitioning to interest areas, talk about the websites available in the Technology area for children to explore as they learn more about how vocal cords work.

Choice Time

Technology Children research vocal cords.

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

- o Help children use the Internet to search for information about how vocal cords work in humans and in other animals. See [Intentional Teaching Experience LL26, “Searching the Web”](#) for guidance on helping children find information online.
- o Ask children open-ended questions to check their understanding.

Read-Aloud

book that discusses a variety of dances or other movements

- o Choose a book that discusses a variety of dances or other movements from your classroom collection to share with the children.

Small Group

[Intentional Teaching Experience LL27, “Writing Poems”](#): Children discuss different types of poems and then write their own poems.

Writing Lyrics

sounding very low, I am changing the *pitch* of my voice, the certain sound that my voice makes.” Demonstrate a high-pitched voice and a low-pitched voice. Invite the children to join you in using their voices in various ways, changing to different pitches. Ask, “How do you think people change their voices when they sing?” Record the children’s answers on chart paper.

- o Say, “Let’s try it again, and this time we’ll move our bodies up and down as we sing. Let’s move low for a low pitch and higher and higher for high pitches.”
- o Demonstrate on a xylophone or other barred instrument how hitting different bars changes the pitch of the sound that is made by the instrument, just like how voices change in pitch.
- o Say, “Many times when singers make music with their voices, they try to match the pitch of the instruments that are accompanying them.” Ask the children, “Do you think that you can tell whether a musical note or pitch that is sung is the same or different from one that is played on an instrument?”
- o Play a note on a xylophone or pitch pipe. Ask the children to try to sing the same note. Repeat with other musical notes.

Before transitioning to interest areas, invite children to the Music and Movement area, where they can listen with headphones to recordings of people singing. Provide some paper and other writing materials to allow the children to express their thoughts and ideas while listening.

Choice Time

Music and Movement Children listen to recordings of people singing.

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

- o Ask open-ended questions about their thoughts on the music they hear. For example, ask, “What does this person’s voice sound like when she sings? What could we do to make our voices sound like that?”
- o Talk about the sounds they hear and ask children to identify low or high pitches in the music.

Read-Aloud

book about feelings

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

Small Group

[Intentional Teaching Experience M06, “Tallying”](#): Children choose a question and tally their peers’ responses.

Tallying

- o Review [Intentional Teaching Experience M06, “Tallying”](#).

Discussion and Shared Writing:

Music and Feelings

- o Play calm music as you welcome children to large-group time.
- o Ask, “Have you ever listened to music that made you feel happy or sad? Do you like to listen to a certain kind of music depending on how you feel?”
- o Explain, “I’m going to play some music for you that makes me feel happy. When I hear it, I feel excited and joyful. This is called *samba* music. It comes from Brazil.” Invite children to clap, dance, and use their bodies in other ways to respond to the music.
- o Ask, “What is the tempo of this music? What instruments do you hear? How did you move to the music?”
- o Play a few more short clips of different styles and rhythms. After each clip, ask, “How did that music make you feel?”
- o Record children’s responses.
- o Repeat with other music clips as long as the children are interested.

Before transitioning to interest areas, talk about the music collection in the Music and Movement area. Invite children to listen to the music and reflect on how it makes them feel.

Choice Time

Music and Movement Children listen to different types of music and share how it makes them feel.

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

- o Listen for how children talk about the music they hear.
- o Use descriptive language to describe how the music makes you feel. For instance, say, “This slow song makes me feel calm and peaceful. When I hear it, I like to take slow, deep breaths and feel my muscles relax.”
- o Ask open-ended questions that encourage children to think about how music can affect their feelings or mood.

Read-Aloud

book from the question of the day

- o Review the question of the day.
- o Read the book that got the most votes in the poll.

Small Group

[Intentional Teaching Experience M55, “Stepping Stones”](#): Children travel along a “stepping stone” path and answer questions related to proximity.

Stepping Stones

- o Explain that you are going to play a piece of music for children to listen to. Encourage the children to close their eyes and listen to the music for a moment. Ask, “What did you notice about that music? What did you hear? Does the music make you think of any animals, colors, or feelings?”
- o Pass out lap boards, paper, and crayons for the children and play the piece again, encouraging them to draw what they hear.
- o Invite children to share their drawings.
- o Record their descriptions.
- o Recall the music played during largegroup time yesterday and discuss how it compares to the music played today. Ask, “What do you remember about the music we heard yesterday? How is it like the music we just listened to? How is it different?”

Before transitioning to interest areas, talk about how the children can paint to different styles of music in the Art area.

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 Talk with children as they paint while listening to music. Ask them to describe the colors they use and the music they hear.
- o As you make observations about their artwork, ask them to explain their work and its connection to the music. “I see a big purple circle on your paper. Which part of the music inspired you to paint that picture?”
- o Record what they say and do.

Read-Aloud

Whistle for Willie

Book Discussion Card 28 (first read-aloud)

Read *Whistle for Willie*.

Before Reading

Introduce characters and the problem.

“*Whistle for Willie* is about a young boy named Peter who wants to be able to call his dog, Willie, by whistling. Whistling is tricky, and Peter is having a hard time learning how to do it. He finds other things to do instead, but he still really wants to whistle, so he spends lots of time practicing. Let’s read the book to find out if Peter learns to whistle.”

While Reading

Expand vocabulary by pointing to pictures, using gestures to dramatize, and describing:

whistle, whirl, carton, pretend, shadow, scramble, errand, graffiti