

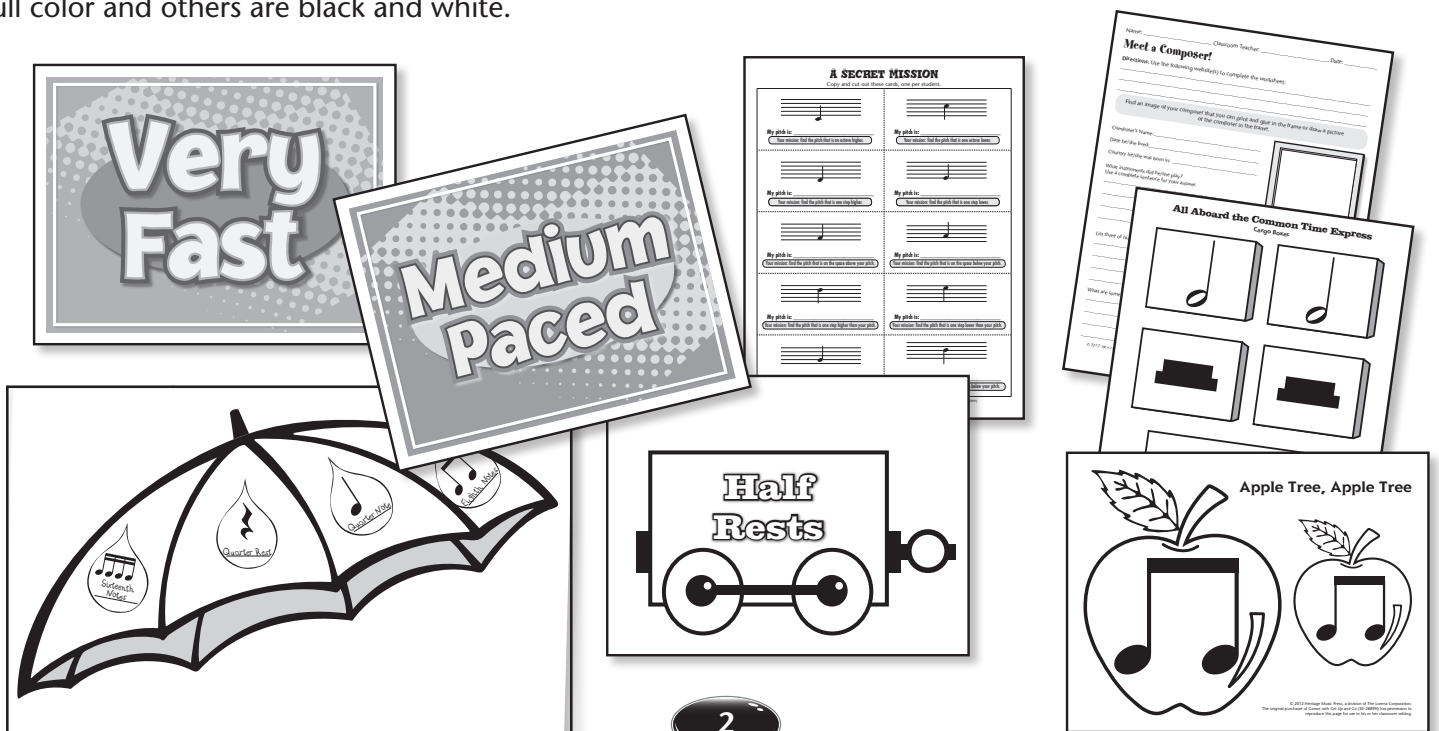
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About the Reproducible Resources

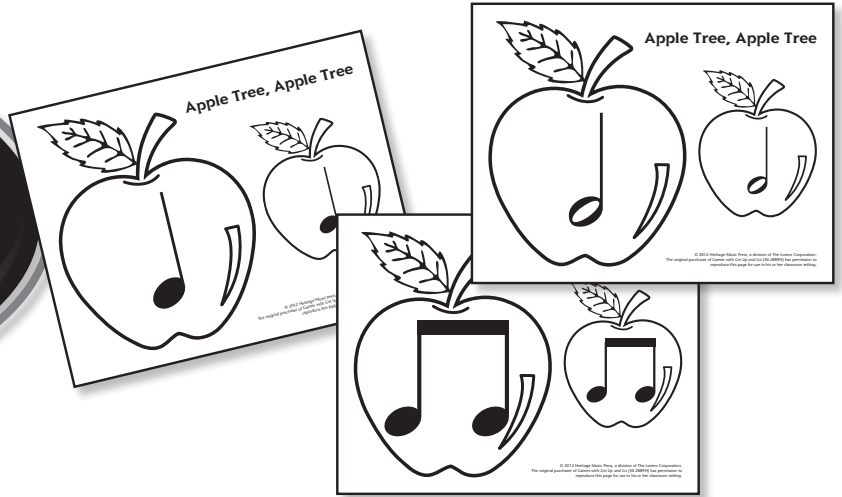
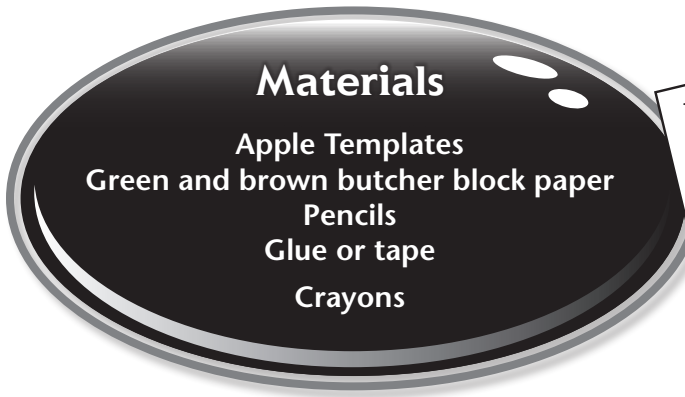
The CD-Rom included in this product contains digital files to assist you in your preparation for the activities included in this resource. To access the digital files, you will need a PDF reader, such as Adobe Reader, which you can download for free at <http://get.adobe.com/reader/>. Once you have installed a PDF reader, simply insert your CD into your CD drive. When prompted, click on **View Files** to see all of the amazing resources available to you.

Throughout the resource, you will see images of the digital files. Depending on the intended use, some files are in full color and others are black and white.



Apple Tree, Apple Tree

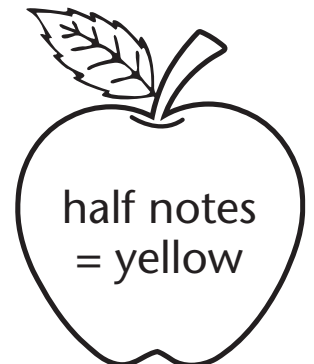
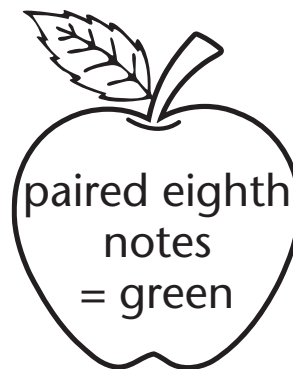
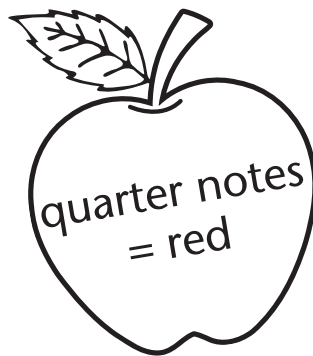
Use this activity to assess your students' visual recognition of a quarter note, a pair of eighth notes, and a half note.



Process

1. Create a large tree on your bulletin board using the green and brown butcher block paper. If you are doing this activity with a large number of students, you may want to create an orchard by making one, smaller tree for each class. If you do not want to create a display, simply draw a tree on your board.
2. Choose the apple template (small or large) that you wish and print as needed. If you are creating one big tree, use the large template; if you are creating an orchard with several smaller trees, use the small-apple template. Make enough copies to accommodate your classes. You will want each student to have at least one apple.

3. When you are ready to begin the activity, review the names and symbols for a quarter note, a pair of eighth notes, and a half note. Tell your students that they will need to color their apples according to the following:



4. Give each child an apple or two and let them know where they can find the crayons if you are not handing them out. You may want to create three stations around your room, one with all red crayons, one with green, and one with yellow. Allow the children to color their apples.
5. As the students finish, have them raise their hands, tell you what type of note they have and then hang their apples on the tree.

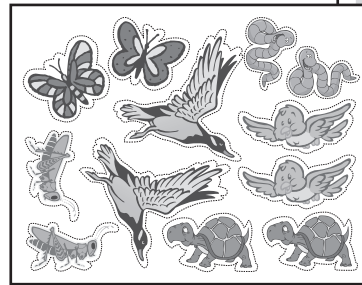
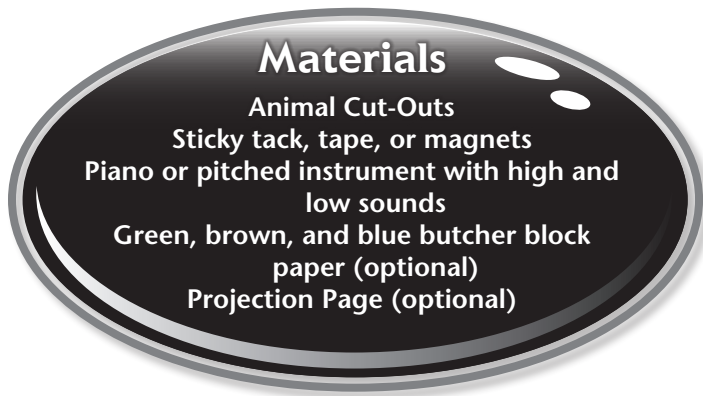
Extension Ideas

Distribute the accompanying worksheet found on the next page for students to complete while others finish coloring/hanging their apples or as homework.

Consider linking this activity with the children's song of the same name. Students could use their apples to create a rhythmic *ostinato* to accompany the song (either clapping the pattern or playing it on a non-pitched instrument).

A WILD WORLD OF SOUNDS

Use this activity to assess your students' abilities to determine high and low sounds. You can create a bulletin board by putting the brown (dirt) and green (grass) butcher block paper on the lower half of your bulletin board and the blue on the top (sky). Consider adding trees and little patches of grass. If you do not want to make a bulletin board, you can draw the scene on your board or use the Projection Page.



Process

1. Print and laminate (if desired for future use) the Animal Cut-Outs. Printing these in color is ideal, but not necessary. You will need enough cut-outs so that each child will be able to choose between a "low" and a "high" animal. If you will be using a magnetic board, affix magnets to the back of the cut-outs. If you will be creating a bulletin board, prepare rolls of tape for the children to use.
2. Arrange the animals in two stacks: low animals and high animals. Create the scene on which the animals will be placed (draw your own on the board, create the scene on your bulletin board using butcher block paper, prepare the Projection Page as a transparency or set up your projector so that it projects onto your whiteboard).
3. When you are ready to begin the activity, have a quick discussion about high sounds and low sounds with your class. Many children confuse loud with high and low with quiet/soft, so be sure to demonstrate these concepts.
4. Show the students each of the Animal Cut-Outs and discuss where each animal lives. Ask the students, "Does this animal live up high or down low?" You can have students respond individually or by inviting the entire class to show "high" by raising their arms or standing up and "low" by lowering their arms or squatting.
5. Explain how you will play a high or low sound and that the child whose turn it is will choose an animal and place it in the scene. Assure the class that everyone will have a chance to hear a sound, pick an animal, and place it. Play a high sound (on the piano or another pitched instrument) and demonstrate how to place one of the "high" animals in the scene. Do the same for a "low" animal. You may consider "thinking out loud" as you choose your animals and place them.
6. Give each child a chance to hear a sound and place an animal. If a child chooses and/or places an animal incorrectly, you can either let it go (making a note that the child may need additional help) or take time to discuss the pitch that was played and where the animal should live.