## Exploring the Topic

### What do we know about music making? What do we want to find out?

**Vocabulary—English:** instrument, instrumental, sound, accompaniment, homemade  
**Spanish:** instrumento, instrumental, sonido, acompañamiento, casero

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<tr>
<td><strong>Interest Areas</strong></td>
<td><strong>Music and Movement:</strong> collection of homemade and standard instruments</td>
<td><strong>Music and Movement:</strong> collection of homemade and standard instruments</td>
<td><strong>Music and Movement:</strong> collection of homemade and standard instruments</td>
<td><strong>Library:</strong> pictures of instruments and people engaged in musical experiences</td>
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<td><strong>Question of the Day</strong></td>
<td><strong>Do you like to sing?</strong></td>
<td><strong>Did you hear music on your way to school today?</strong></td>
<td><strong>Can we make a sound with these?</strong> (objects such as keys, spoons, etc.)</td>
<td><strong>Which instrument would you like to play?</strong> (offer three choices)</td>
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<td><strong>Large Group</strong></td>
<td><strong>Movement:</strong> Bounce, Bounce, Bounce</td>
<td><strong>Movement:</strong> The Kids Go Marching In</td>
<td><strong>Movement:</strong> My Body Jumps</td>
<td><strong>Movement:</strong> Let’s All Follow</td>
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<td><strong>Discussion and Shared Writing:</strong> Responding to Music</td>
<td><strong>Discussion and Shared Writing:</strong> Describing Instrumental Music</td>
<td><strong>Discussion and Shared Writing:</strong> Describing Sounds</td>
<td><strong>Discussion and Shared Writing:</strong> What Do We Know About Music Making?</td>
<td><strong>Discussion and Shared Writing:</strong> What Do We Want to Find Out About Music Making?</td>
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<tr>
<td><strong>Materials:</strong> Mighty Minutes 90, “Bounce, Bounce, Bounce”; various audio clips of instrumental and vocal music</td>
<td><strong>Materials:</strong> Mighty Minutes 72, “My Body Jumps”; collection of instruments and other sound-producing objects (e.g., keys, washboard, cellophone paper)</td>
<td><strong>Materials:</strong> Mighty Minutes 72, “My Body Jumps”; collection of instruments and other sound-producing objects (e.g., keys, washboard, cellophone paper)</td>
<td><strong>Materials:</strong> Mighty Minutes 99, “Let’s All Follow”; audio clips of instrumental and vocal music; collection of instruments; list of words from earlier in the week that described the music children heard</td>
<td></td>
</tr>
<tr>
<td><strong>Read-Aloud</strong></td>
<td><strong>Nonfiction selection from the “Children’s Books” list that uses descriptive words for instruments, music, or sounds</strong></td>
<td><strong>Selection from the “Children’s Books” list that explores the many ways that people play musical instruments</strong></td>
<td><strong>Click and Read Book Discussion Card 26 (first read-aloud)</strong></td>
<td><strong>Reread the book from Day 2 that explores the many ways that people play musical instruments</strong></td>
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<td><strong>Small Group</strong></td>
<td><strong>Option 1: Tongue Twisters</strong> Intentional Teaching Card LL16, “Tongue Twisters”; chart paper and markers</td>
<td><strong>Option 1: Rhyming Chart</strong> Intentional Teaching Card LL10, “Rhyming Chart”; chart paper and marker; poem or song with rhyming words; prop that illustrates the poem or song</td>
<td><strong>Option 1: Seek &amp; Find</strong> Intentional Teaching Card M03, “Seek &amp; Find”; collection of objects or pictures to be categorized; large basket; chart paper and marker</td>
<td><strong>Option 1: Counting &amp; Comparing Instruments</strong> Intentional Teaching Card M02, “Counting &amp; Comparing”; instruments to sort and compare; card stock folded in half to make stand-up cards</td>
</tr>
<tr>
<td><strong>Option 2: Same Sound Sort</strong> Intentional Teaching Card LL12, “Same Sound Sort”; variety of objects, including some that begin with the same sound; instruments and other music materials</td>
<td><strong>Option 2: Rhyming Chart</strong> Intentional Teaching Card LL10, “Rhyming Chart”; chart paper and marker; poem or song with rhyming words; prop that illustrates the poem or song</td>
<td><strong>Option 2: Sorting &amp; Classifying</strong> Intentional Teaching Card M05, “Sorting &amp; Classifying”; various instruments or pictures of them; objects that define boundaries for sorting the instruments by size, color shape, material, etc.</td>
<td><strong>Option 2: Counting &amp; Comparing Instruments</strong> Intentional Teaching Card M02, “Counting &amp; Comparing”; instruments to sort and compare; card stock folded in half to make stand-up cards; camera or video camera</td>
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<tr>
<td><strong>Mighty Minutes™</strong></td>
<td>Mighty Minutes 15, “Say It, Show It”; numeral cards from 1 to 10</td>
<td>Mighty Minutes 53, “Three Rowdy Children”; rhythm sticks</td>
<td>Mighty Minutes 08, “Clap the Missing Word”</td>
<td>Mighty Minutes 59, “Clap the Beat”; several study-related items or pictures</td>
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<td>Mighty Minutes 60, “The Name Dance”; rhythm sticks</td>
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</table>

### Outdoor Experiences
- Invite children to walk around the school or outdoor area and listen for music.  
- Encourage children to think of ways to make music with outdoor materials.

### Physical Fun
- Intentional Teaching Card P21, “Hopping”

### Family Partnerships
- Send home a letter that introduces the study to families.  
- Invite families to contribute photos of family members experiencing music (playing an instrument, dancing at a wedding, singing “Happy Birthday,” etc.).

### Wow! Experiences
- Consider inviting a high school band member to join in any of the investigations by talking about his or her instrument, demonstrating the instrument, or playing music with children.
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### What instruments can we play by hitting, tapping, or shaking them?

**Vocabulary—English:** percussion, rhythm, tempo, sound effects, vibration, musical note, rest

**Spanish:** percusión, ritmo, tempo, efectos de sonido, vibración, nota musical, silencio

### Day 1

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<tr>
<th>Interest Areas</th>
<th>Library: books involving music and music making</th>
<th>Art: found items for making percussion instruments</th>
<th>Discovery: materials for experimenting with different sounds such as string, metal and plastic coat hangers, rubber bands, etc.</th>
<th>Art: water bottles, beads, sand, rice, beans, etc.</th>
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### Question of the Day

**How can we make sound with this? (percussion instrument)**

**Do you have any questions for our visitor?**

**Can we make an instrument with these? (bowl and aluminum foil or plastic wrap)**

**What comes next in the pattern?**

### Large Group

#### Song: “Musical Junk”

**Discussion and Shared Writing: Making Music**

**Materials:** Mighty Minutes 66, “Musical Junk”; collection of percussion instruments

#### Song: “Move to the Beat”

**Discussion and Shared Writing: Visiting Percussionist**

**Materials:** Mighty Minutes 91, “Move to the Bear”, drum

#### Song: “Clap the Missing Word”

**Discussion and Shared Writing: Instrument Sounds**

**Materials:** Mighty Minutes 08, “Clap the Missing Word”, collection of percussion instruments

#### Song: “Ticky Ricky”

**Discussion and Shared Writing: Musical Patterns**

**Materials:** Mighty Minutes 12, “Ticky Ricky”; chart paper and markers; rhythm sticks; basket of items

### Read-Aloud

#### Chrysanthemum

**Book Discussion Card 26 (second read-aloud)**

**Selection from the “Children’s Books” list that explores dance and movement concepts**

**Selection from the “Children’s Books” list that highlights sights and sounds in nature**

**Reread the book from Day 3 that highlights sights and sounds in nature**

### Small Group

#### Option 1: Rhythm and Tempo

**Intentional Teaching Card M14, “Patterns”; rhythm sticks**

**Option 2: Jumping Beans**

**Intentional Teaching Card L05, “Jumping Beans”, construction paper, markers; scissors; lamination supplies or clear contact paper; coffee can (with smooth top edge)**

**Option 1: Action Patterns**

**Intentional Teaching Card M35, “Action Patterns”; action cards, pocket chart**

**Option 2: Reading Music**

**Intentional Teaching Card M44, “Musical Water”; five tall drinking glasses, glass jars, or glass bottles of the same size; water, spoon or pencil; measuring cup; funnel; food coloring**

### (second read-aloud)

**Option 1: Letters Galore**

**Intentional Teaching Card M14, “Patterns”; alphabet rubber stamps; colored inkpads and construction paper, or magnetic letters and magnetic board**

**Option 2: Reading Music**

**Intentional Teaching Card M35, “Action Patterns”; cards with percussion instrument photos; percussion instruments to match the cards; pocket chart**

### Family Partnerships

- **Invite a family member who plays a percussion instrument to play for the class.**
- **Invite families to share their favorite songs, musical styles, performances, etc., with their child.**

### Wow! Experiences

- **Day 2: Classroom visitor who shares a percussion instrument**
- **If your school has a piano, arrange a time to have children look inside the piano to watch the hammers strike the strings.**

### How to Make Percussion Instruments

**Use small bowls or other containers of various sizes. Secure plastic wrap or aluminum foil tightly over the top of the bowl or container and fasten it with tape.**

### Outdoor Experiences

- **Create a “musical wall” by attaching various materials to a fence or wall. Encourage children to use the materials as percussion instruments and compare the sounds they can make with each object.**

### Physical Fun

- **Intentional Teaching Card P09, “Up and Away”**

### Make Time for…

- **If your school has a piano, arrange a time to have children look inside the piano to watch the hammers strike the strings.**

### Materials:

**Write:** Discussion and Shared Writing:

- **Re-read the book from Day 3 that highlights sights and sounds in nature**

**Discussion and Shared Writing:**

- **Read-Aloud:** Chrysanthemum

**Music and Movement:**

- **Investigation 1**

**Library:** books involving music and music making

**Art:** found items for making percussion instruments

**Discovery:** materials for experimenting with different sounds such as string, metal and plastic coat hangers, rubber bands, etc.

**Art:** water bottles, beads, sand, rice, beans, etc.

**Materials:**

- **Rhythm and Tempo**
  - Intentional Teaching Card M14, “Patterns”; rhythm sticks
  - Option 2: Jumping Beans
    - Intentional Teaching Card L05, “Jumping Beans”, construction paper, markers; scissors; lamination supplies or clear contact paper; coffee can (with smooth top edge)
  - Option 1: Action Patterns
    - Intentional Teaching Card M35, “Action Patterns”; action cards, pocket chart
  - Option 2: Reading Music
    - Intentional Teaching Card M35, “Action Patterns”; cards with percussion instrument photos; percussion instruments to match the cards; pocket chart

- **Letters Galore**
  - Intentional Teaching Card M14, “Patterns”; alphabet rubber stamps; colored inkpads and construction paper, or magnetic letters and magnetic board
  - Option 2: Reading Music
    - Intentional Teaching Card M35, “Action Patterns”; cards with percussion instrument photos; percussion instruments to match the cards; pocket chart

- **Musical Water**
  - Intentional Teaching Card M44, “Musical Water”; five tall drinking glasses, glass jars, or glass bottles of the same size; water, spoon or pencil; measuring cup; funnel; food coloring
  - Option 2: Reading Music
    - Intentional Teaching Card M44, “Musical Water”; five tall drinking glasses, glass jars, or glass bottles of the same size; water, spoon or pencil; measuring cup; funnel; food coloring; audio recorder

**Materials to a fence or wall. Encourage children to use the materials as percussion instruments and compare the sounds they can make with each object.**

- **Intentional Teaching Card P09, “Up and Away”**

**Family Partnerships**

- **Invite a family member who plays a percussion instrument to play for the class.**
- **Invite families to share their favorite songs, musical styles, performances, etc., with their child.**

**Outdoor Experiences**

- **Create a “musical wall” by attaching various materials to a fence or wall. Encourage children to use the materials as percussion instruments and compare the sounds they can make with each object.**

**Physical Fun**

- **Intentional Teaching Card P09, “Up and Away”**

**Family Partnerships**

- **Invite a family member who plays a percussion instrument to play for the class.**
- **Invite families to share their favorite songs, musical styles, performances, etc., with their child.**

**Wow! Experiences**

- **Day 2: Classroom visitor who shares a percussion instrument**
- **If your school has a piano, arrange a time to have children look inside the piano to watch the hammers strike the strings.**

**How to Make Percussion Instruments**

**Use small bowls or other containers of various sizes. Secure plastic wrap or aluminum foil tightly over the top of the bowl or container and fasten it with tape.**
### What other musical instruments are there? How do people play them?

**Vocabulary—English:** resonator, practice, pitch, applause, audience, tradition, celebration, performance  
**Spanish:** resonador, practicar, tono, aplauso, público, tradición, celebración, interpretación musical

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</thead>
</table>
| **Interest Areas** | Music and Movement: collection of instruments other than percussion instruments | Library: music books  
**Music and Movement:** sheet music, blank sheet music | Art: rubber bands; string, cans; cartons; shoe boxes, etc., for making stringed instruments | Sand and Water: materials for making sounds  
Art: rubber bands; string, cans; cartons; shoe boxes, etc., for making stringed instruments |
| **Question of the Day** | Do you know someone who plays an instrument? | What shapes do you see on this instrument? | Can we make an instrument with these? (empty tissue box and rubber bands) | Do you have any questions for our visitor? |
| **Large Group** | **Song:** “A-Hunting We Will Go”  
**Discussion and Shared Writing:** Making Music With Stringed Instruments  
**Materials:** Mighty Minutes 58, “A-Hunting We Will Go”, letter cards, stringed instrument | **Poem:** “Here Is the Beehive”  
**Discussion and Shared Writing:** Exploring Sheet Music  
**Materials:** Mighty Minutes 79, “Here Is the Beehive”; pieces of sheet music | **Poem:** “Riddle Dee Dee”  
**Discussion and Shared Writing:** Making a Stringed Instrument  
**Materials:** Mighty Minutes 04, “Riddle Dee Dee”; rubber bands; string, cans; cartons; shoe boxes; photos of different instruments | **Movement:** High in the Tree  
**Discussion and Shared Writing:** Visiting Musician  
**Materials:** Mighty Minutes 51, “High in the Tree” |
| **Read-Aloud** | Nonfiction selection from the “Children’s Books” list that points out shapes found on musical instruments  
**My Name Is Celia/Me llamo Celia**  
Book Discussion Card 27 (first read-aloud) | Selection from the “Children’s Books” list that focuses on musical vocabulary | Selection from the “Children’s Books” list that highlights characters with vivid imaginations | **My Name Is Celia/Me llamo Celia**  
Book Discussion Card 27 (second read-aloud) |
| **Small Group** | **Option 1:** Fences for Farmers  
Intentional Teaching Card M50, “The Farmer Builds a Fence”; elastic band or rope (about 8 feet long) with ends attached; two-dimensional shapes | **Option 1:** Puzzles  
Intentional Teaching Card M23, “Putting Puzzles Together”; puzzles or puzzle cards  
**Option 2:** Geoboard  
Intentional Teaching Card M21, “Geoboard”; geoboards; instruments or images of instruments of different shapes | **Option 1:** Geoboard Music  
Intentional Teaching Card M21, “Geoboard”; geoboards; shape cards with one shape on each card  
**Option 2:** Straw Shapes  
Intentional Teaching Card M42, “Straw Shapes”; geometric shapes; drinking straws cut to different lengths; pipe cleaners; paper; pencils or crayons | **Option 1:** Observational Drawing of Instruments  
Intentional Teaching Card LL45, “Observational Drawing”; instruments; paper; markers  
**Option 2:** Observational Drawing of Instruments  
Intentional Teaching Card LL45, “Observational Drawing”; instruments; paper; markers |
| **Mighty Minutes™** | Mighty Minutes 84, “Let’s Make Letters” | Mighty Minutes 24, “Dinky Doo”; musical instruments | Mighty Minutes 65, “People Patterns” | Mighty Minutes 22, “Hot or Cold 3-D Shapes”; musical instruments  
Mighty Minutes 14, “Scat Singing” |
### Investigation 3

**How can we make music with our voices?**

**Vocabulary—English:** melody, lyrics, pitch, vocal cords, lungs  
**Spanish:** melodía, letra, tono, cuerdas vocales, pulmones

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<tr>
<td><strong>Interest Areas</strong></td>
<td>Library: poetry books</td>
<td>Library: books that feature people of different cultures singing and sharing music</td>
<td>Art: materials for making a thank-you card</td>
<td>Computer: Web sites that show how vocal cords work to make sound</td>
<td>Music and Movement: listening station with audio clips of vocal music; writing materials</td>
</tr>
<tr>
<td><strong>Question of the Day</strong></td>
<td>Do you have a favorite song?</td>
<td>Which song do you want to sing today?</td>
<td>Do you have any questions for our visitor?</td>
<td>Do you know what this is? (a kazoo)</td>
<td>Which song do you want to sing today?</td>
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<td><strong>Large Group</strong></td>
<td><strong>Song:</strong> “This Old Man”</td>
<td><strong>Poem:</strong> “Come Play With Me”</td>
<td><strong>Song:</strong> “Clap a Friend’s Name”</td>
<td><strong>Game:</strong> Hippity, Hoppity, How Many!</td>
<td><strong>Song:</strong> “The People in Your Neighborhood”</td>
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<td><strong>Discussion and Shared Writing:</strong> Favorite Songs</td>
<td><strong>Discussion and Shared Writing:</strong> Listening to Music From Other Cultures</td>
<td><strong>Discussion and Shared Writing:</strong> Visiting Musician</td>
<td><strong>Discussion and Shared Writing:</strong> Vibrating Vocal Chords</td>
<td><strong>Discussion and Shared Writing:</strong> Changing Our Voices When We Sing</td>
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<tr>
<td><strong>Materials:</strong> Mighty Minutes 96, “This Old Man”; a sticker for each child</td>
<td><strong>Materials:</strong> Mighty Minutes 42, “Come Play With Me”; audio clips of music from different parts of the world</td>
<td><strong>Materials:</strong> Mighty Minutes 40, “Clap a Friend’s Name”; Intentional Teaching Card SE11, “Great Groups”</td>
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<tr>
<td><strong>Read-Aloud</strong></td>
<td>Selection from the “Children’s Books” list that explores dance and movement</td>
<td><strong>Selection from the “Children’s Books” list that focuses on using your imagination</strong></td>
<td><strong>Selection from the “Children’s Books” list that explores a variety of dances or other movements</strong></td>
<td><strong>Selection from the “Children’s Books” list that talks about feelings</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Option 1:</strong> Writing Poems</td>
<td>Intentional Teaching Card LL10, “Rhyming Chart”; chart paper and marker; song from the class’s favorite list</td>
<td><strong>Option 1:</strong> Writing Lyrics</td>
<td><strong>Option 1:</strong> Writing Lyrics</td>
<td><strong>Option 1:</strong> Tallying</td>
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<td><strong>Option 2:</strong> Writing Lyrics</td>
<td>Intentional Teaching Card LL10, “Rhyming Chart”; chart paper and marker; song from the class’s favorite list</td>
<td>Intentional Teaching Card LL27, “Writing Poems”; paper; pencil; chart paper</td>
<td>Intentional Teaching Card LL27, “Writing Poems”; paper; pencil; chart paper</td>
<td>Intentional Teaching Card M06, “Tallying”; clipboard; paper; pencils or crayons</td>
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<tr>
<td><strong>Small Group</strong></td>
<td><strong>Option 1:</strong> Rhyming Chart</td>
<td><strong>Option 2:</strong> Writing Lyrics</td>
<td><strong>Option 2:</strong> Writing Lyrics</td>
<td><strong>Option 2:</strong> Graphing</td>
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<tr>
<td><strong>Option 2:</strong> Writing Poems</td>
<td>Intentional Teaching Card LL27, “Writing Poems”; paper; pencil; markers; chart paper</td>
<td>Intentional Teaching Card LL27, “Writing Poems”; paper; pencil; chart paper; audio or video recorder</td>
<td>Intentional Teaching Card LL27, “Writing Poems”; paper; pencil; chart paper; audio or video recorder</td>
<td>Intentional Teaching Card M11, “Graphing”; large graph paper or chart paper with lines drawn for graphing; markers; stickers</td>
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<tr>
<td><strong>Mighty Minutes™</strong></td>
<td><strong>Mighty Minutes 108, “La, La, La”</strong></td>
<td><strong>Mighty Minutes 24, “Drinky Duo”</strong></td>
<td><strong>Mighty Minutes 89, “We Like Clapping”</strong></td>
<td>**Mighty Minutes 87, “One, Two, Buckle My Shoe”; chalkboard or chart</td>
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**Outdoor Experiences**
- Create one or more megaphones by cutting a hole in the center of a paper plate and bending the plate into a cone shape. Invite children to experiment outdoors with the sounds they can make using a megaphone.

**Physical Fun**
- Use Intentional Teaching Card P22, “Follow the Leader.” Follow the guidance on the card. Invite the leader to use a megaphone to call out directions as he or she goes.

**Family Partnerships**
- Invite families to look for or create opportunities to sing with their children.

**Wow! Experiences**
- Day 3: Visiting musician who creates music with his or her voice
## Investigation 4

### What different styles of music are there? How do they make us feel?

**Vocabulary—English:** styles of music to be introduced (e.g., Caribbean, jazz, classical, rock, etc.); emotions

**Spanish:** estilos de música (p. ej., caribeña, jazz, clásica, rock); emociones

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<td><strong>Interest Areas</strong></td>
<td><strong>Art:</strong> audio clips of instrumental and vocal music; painting materials</td>
<td><strong>Art:</strong> audio clips of instrumental and vocal music; painting materials</td>
<td><strong>Outdoor Experiences</strong></td>
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<td><strong>Question of the Day</strong></td>
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<td><strong>Small Group</strong></td>
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<tr>
<td><strong>Mighty Minutes™</strong></td>
<td><strong>Day 3</strong></td>
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**Physical Fun**
- Intentional Teaching Card P12, “Exploring Pathways”

**Family Partnerships**
- Ask families to send in lyrics to a favorite family song to be included in a class songbook.

### AT A GLANCE

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<td><strong>Day 3</strong></td>
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- **Opinion:** Music and Movement: CDs representing a variety of musical styles
- **Art:** audio clips of instrumental and vocal music; painting materials
- **Vocabulary—English:** styles of music to be introduced (e.g., Caribbean, jazz, classical, rock, etc.); emotions
- **Spanish:** estilos de música (p. ej., caribeña, jazz, clásica, rock); emociones

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**Question of the Day**
- Which book would you like to read today? (offer two or three books that feature music)
- Do you and your friends like the same music?
- How do you feel today?

**Large Group**
- **Song:** Let’s Make Letters
- **Discussion and Shared Writing:** Music and Feelings
- **Materials:** Mighty Minutes 84, “Let’s Make Letters”
- **Rhyme:** Disappearing Rhymes
- **Discussion and Shared Writing:** Describing Styles of Music
- **Materials:** Mighty Minutes 88, “Disappearing Rhymes”; dry erase board or chalkboard
- **Song:** “This Old Man”
- **Discussion and Shared Writing:** How Does Music Make Us Feel?
- **Materials:** Mighty Minutes 96, “This Old Man”

**Read-Aloud**
- **Book chosen from the question of the day**
- **Whistle for Willie**
- **Book Discussion Card 28 (first read-aloud)**

**Small Group**
- **Option 1: Stepping Stones**
  - Intentional Teaching Card M55, “Stepping Stones”; masking tape or chalk
- **Option 2: Where’s the Beanbag?**
  - Intentional Teaching Card M56, “Where’s the Beanbag?”, beanbags, basket or tub, masking tape, chart paper, marker
- **Option 1:** I’ll Give You a Clue
  - Intentional Teaching Card M51, “Can You Find It?”, small objects typically found in a classroom
- **Option 2:** Do You Want To Go on an Adventure?
  - Intentional Teaching Card M36, “We’re Going on an Adventure”; box or overturned wastebasket; sheet or long piece of cloth; table; stool; two large cardboard boxes; large plant; photographs with geographic features
- **Option 1:** Character Feelings
  - Intentional Teaching Card SE05, “Character Feelings”; books in which characters experience a range of emotions while engaged in a musical experience
- **Option 2:** Feelings
  - Intentional Teaching Card SE06, “Talk About Feelings”; pictures of people expressing a variety of emotions while interacting with instruments or participating in musical experiences

**Mighty Minutes™**
- **Mighty Minutes 67,** “Let’s Stick Together”; magnet; audio clip of instrumental or vocal music
- **Mighty Minutes 46,** “Strolling Through the Park”
- **Mighty Minutes 93,** “Oh, Don’t! What Can the Matter Be?” (using words related to feelings)
Investigation 5

Who works with music for their jobs? What tools do they use?

Vocabulary—English: songwriter, DJ, conductor, baton, concert hall, repair, recording, microphone

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
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<th>Day 5</th>
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<tbody>
<tr>
<td><strong>Interest Areas</strong></td>
<td><strong>Question of the Day</strong></td>
<td><strong>Large Group</strong></td>
<td><strong>Spanish</strong></td>
<td><strong>Make Time for…</strong></td>
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<tr>
<td>Block(s): photos of music venues (local and famous ones from around the world)</td>
<td>What does this person do? (photo of a DJ or other person working with music)</td>
<td>Movement: Shape Hunt</td>
<td>Jobs With Music</td>
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<tr>
<td>Dramatic Play: concert hall</td>
<td>Do you know what this is used for? (a baton)</td>
<td>Discussion and Shared Writing:</td>
<td>Materials: Mighty Minutes 97, &quot;Shape Hunt&quot;; three-dimensional shapes or shape cards; photo of a DJ or other person working with music; clipboards; book about jobs in music</td>
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<td>Library: invitations to the end-of-study celebration</td>
<td>Do you have any questions for our visitor?</td>
<td>Discussion and Shared Writing:</td>
<td>Materials: Mighty Minutes 48, &quot;Feely Box&quot;; 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; markers</td>
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<tr>
<td><strong>Day 5</strong></td>
<td><strong>Read-Aloud</strong></td>
<td><strong>Small Group</strong></td>
<td><strong>Family Partnerships</strong></td>
<td><strong>Outdoor Experiences</strong></td>
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<td>Dramatic Play: concert hall</td>
<td>Selection from the “Children's Books” list that features people who work with music</td>
<td>Option 1: Board Games</td>
<td>Option 2: Let’s Go Fishing</td>
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<td>Discovery: materials for repairing instruments; collection of instruments; polishing rags</td>
<td>Whistle for Willie</td>
<td>Intentional Teaching Card M27, “Board Games”, board games with dice and playing pieces</td>
<td>Intentional Teaching Card M39, “Let’s Go Fishing”; child-size fishing poles made from a stick or dowel, string, and magnet (attached to the end of the string); set of fish cards; paper clips</td>
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<td>Dramatic Play: concert hall</td>
<td>Selection from the “Children's Books” list that features people who work with music</td>
<td>Option 1: Story Problems</td>
<td>Intentional Teaching Card M39, “Let’s Go Fishing”; child-size fishing poles made from a stick or dowel, string, and magnet (attached to the end of the string); set of fish cards; paper clips</td>
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<td><strong>Spanish</strong></td>
<td><strong>Mighty Minutes™</strong></td>
<td>Option 1: Rhyming Chart</td>
<td>Intentional Teaching Card LL10, “Rhyming Chart”; chart paper and marker; poem or song with rhyming words; prop that illustrates the poem or song.</td>
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<td><strong>Outdoor Experiences</strong></td>
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<td>Option 1: Did You Ever See…?</td>
<td>Intentional Teaching Card LL11, “Rhyming Riddles”; chart paper and markers; pictures of objects that represent two-phoneme words; props that rhyme with chosen words.</td>
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<td><strong>Physical Fun</strong></td>
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<td>Intentional Teaching Card LL12, “Same Sound Sort”; a variety of objects, including some that begin with the same sound; cardboard box or bag to store objects</td>
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<td><strong>Family Partnerships</strong></td>
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<td>Option 2: Rhyming Tubs</td>
<td>Intentional Teaching Card LL44, “Rhyming Tubs”; plastic tub, bag or small box; pairs of small toys or other objects with names that rhyme</td>
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**Spanish**: compositor, DJ, director de orquesta, batuta, auditoría, reparar, grabación, microfono