

MY FIRST PIANO *Adventure*[®]

Teacher's Step-by-Step
FIRST LESSON PLAN
for the A Books

- Also includes
- Pedagogy Article: Keys to Connect
 - Sample Student Assignment

FOR THE YOUNG BEGINNER
by Nancy and Randall Faber



THE YOUNG BEGINNER: KEYS TO CONNECT

Fun and imagination for a Spirit of Play

What is this world of the young beginner? It is fun, fantasy, and exploration. Seriousness? Teacher-driven rules? Tight control? These close down a young learner's intrinsic interest. Playfulness? Creativity? Adventure? These drive the youngster's learning. And the multi-sensory world of music makes a perfect context for such a playful adventure. My First Piano Adventure® takes the young student into a musical "playground" where we explore, we hear, we look, we learn. To fully engage the child, the course presents *visual*, *auditory*, and *kinesthetic* (feel/touch) activities through a spirit of play, including playmates — the "friends at the piano" of My First Piano Adventure®.



These five musical friends, along with Tap the music firefly, pose a new adventure with each piece: swimming with a whale, climbing to a tree house, riding a birthday train! Listen to the CD track, featuring young children's voices, and enjoy a large movement activity. Chat about the delightful artwork to open communication with the student and bring the musical page alive. Next, make it tactile at the piano. Feel the keys and together, sing finger numbers, letter names, and words. Laugh, imagine, and have musical fun with the student for a flying start.



Activity based learning for Focused Attention

We've all heard of the young child's short attention span. While this is a valid characteristic to which we adapt, let's be equally impressed with the young child's focus when emotionally engaged. Have you heard a youngster say, "Again! Again!" taking delight with each repetition? These are wonderful moments. So the capacity for sustained attention is there, even for the young child.

The key is *activity-based learning*. A basic "rule of thumb" is that the length of an activity may roughly correspond to the child's age (5 minutes for a 5-year-old). That being said, a teacher's observations "in the moment" should always drive the rhythm of the lesson. If attention wanes, implement change. Hop off the bench, move to the Writing Table, go on a Quarter Note Hunt, play rhythm instruments in the Music Circle, go back to the piano! Keep your lesson plan varied and be flexible with your student. Celebrate student favorites and visit them from week to week to glean all their capacity for musical development. Well-paced activities combined with a "spirit of play" will create a lesson full of excitement and focused attention.

Creative metaphors for

First Technique

Noodle fingers... small hands... no coordination... maybe we should wait until the child is older? This fallacy is remedied by recognizing that a child will never “grow” a pianistic hand.

A pianistic hand is developed through guidance and practice. For the young beginner, we can adapt our teaching routine and use child-centered technique activities that smoothly guide development of the small hand.

For instance, the chant *Stone on the Mountain* (Lesson Book pp. 12-13) introduces essential aspects of technique that include a round hand shape, arm weight, (free-fall drop) and rising wrist motion. A few pages later, *Cookie Dough* (p. 17) addresses a firm fingertip—pressing imaginary chocolate chips into the dough. This prepares the student to play the white keys with a braced finger 3 for *L.H./R.H. Donuts* and the all-time student favorite *Twinkle, Twinkle Little Star* (pp. 18-21).

In *Mitsy’s Cat Back* (p. 25), an upward/forward wrist motion that drives the “bridge” over the fingers is practiced with an appealing, jazzy song. This wrist motion then progresses into an expressive “rainbow” gesture that carries the hand gracefully across the keys. The overall progression of technique throughout the book models the pianist’s hand structure and alignment of finger, wrist, and arm.



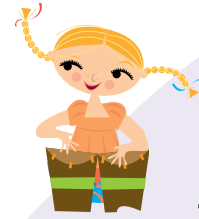
Movement and singing for Rhythm and Pitch

While it is exciting to see the child develop good technique, it is equally exciting to observe development of rhythm and pitch perception. These skills progress most effectively with early-age exposure. My First Piano Adventure® puts special focus on this aspect of brain development with the audio CD that encourages singing and rhythmic body movement.



For rhythm, emphasize feeling a steady beat in the body. From the first song, *Roll Call*, which introduces the “friends at the piano,” we can tap, march, and play rhythm instruments. For the popular *Monster Bus Driver* (p. 23), children “honk the black keys” and “beep back” rhythm patterns. Students soon play the repeating and now notated rhythm pattern of *Monsieur Mouse*, (pp. 48-49) and “squeak” longer, varied patterns in *Mouse Rhythms* (Writing Book pp. 32-33).

The audio CD recordings emphasize singing, with childrens’ voices showcasing a variety of tempi, moods, and keys. As the book continues, students are challenged to play a steady rhythm pattern against the busy melody of *Boa Constrictor* (Writing Book pp. 50-51). Later they play and chant the Music Alphabet in rhythm to *If You’re Happy* (p. 74).



Summary

The joy and reward of teaching young students more than offsets the challenges. And the challenges are readily addressed with an effective curriculum and a cheerful, playful environment. My First Piano Adventure® provides the curriculum. The best teaching advice is—keep it fun! The child’s life at this age revolves around fun and for good reason. Fun motivates play, and play is the child’s “magic formula” for learning. Enjoy teaching My First Piano Adventure®!



GET READY

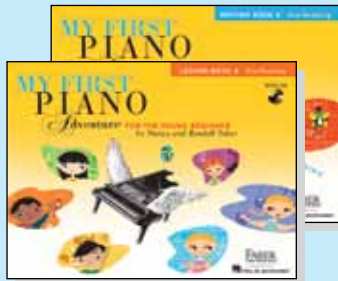
LESSON PREP

TEACHER SKILLS:

- Learn and memorize the words to **Roll Call** (CD 1).
- Practice singing the song without the CD.

STUDIO SUPPLIES:

- teacher's own copies of student books
- large drum, if possible
- MFPA Friend Posters
Download at PianoAdventures.com/myfirst
- crayons
- tiny duck, or other small item, for The "I'm Great" Pose



copies of student books



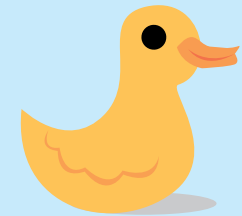
drum



MFPA Friend Posters



crayons



tiny duck or other small item

FIRST LESSON SUMMARY



This 12-activity lesson plan is approximately 45 minutes in length.

For a shorter lesson plan, activities 3, 7, 11, or 12 could be optional.

1. Friends at the Piano, p. 4

In the Music Circle

- Introduce the “friends at the piano.”
- Discuss things that each friend likes.

2. Roll Call, p. 5

In the Room

- Distribute Friend Posters around the floor.
- Sing/chant *Roll Call*. Students run to the matching poster for each name.

3. Roll Call Parade, p. 5

In the Room

- March a steady beat around the room to *Roll Call* on the CD.

4. The “I’m Great” Pose, pp. 6-7

At the Piano

- Name each friend and do his/her motions.
- Balance small item on head. Count to 10!

5. Sounds on the Piano, pp. 8-9

At the Piano

- Create various keyboard sounds.
- Tell Knock, Knock Jokes.
- Time the l-o-n-g snake sound in seconds.

6. Will You Play?, pp. 10-11

At the Piano

- Define the word “duet.”
- Ask musical questions and create musical answers together. Bow after the duet!

7. Twinkle, Twinkle Little Star, pp. 20-21

In the Music Circle

- Sing and do large body motions.

8. Stone on the Mountain, pp. 12-13

At the Piano

- Comment on the art.
- Choose colors for your imaginary stones.
- Do the technique chant together.

9. The Name Game, p. 14

At the Piano

- Identify each friend on the black keys.
- Make an “O” with thumb and pointer finger.
- Sing and demonstrate, then guide students to play.

10. Tiger, Tiger, p. 15

In the Music Circle

- Sing and make “tiger motions.”

At the Piano

- Sing and demonstrate, then guide students to play.

11. Twinkle, Twinkle Little Star, pp. 20-21

In the Music Circle

- Make a “moon” with thumb and pointer finger.
- Sing and touch each star in the song’s rhythm.

12. Writing Book Activities, pp. 4-7

At the Writing Table

- Be the Teacher!, Secret Messages, Soft-Loud, Long-Short

Friends at the Piano

VIDEO 1



Watch the videos at PianoAdventures.com/myfirst

Activity 1: Introduction to the "Friends"

- 1 (Welcome the students!)
 - Let's sit in a circle on the floor. We call this the Music Circle.
 - As we learn the piano, we'll meet new friends who will learn with us. They're special, just like each of you is special. Let's meet them!

- 2 (Show each MFPA Friend Poster or picture in the book. Comment on items that each friend likes.)
 - This is **Katie**.
Who is Katie holding hands with? (dog)
 - The dog's name is **Tucker**. He loves to *listen*. Can you see his ear is up because he's listening? Let's touch his ear. (Students point to ear.)
 - What is Katie holding? (paintbrush)
Katie loves to paint. She's wearing a smock. Have you ever worn a smock and painted?
 - What are some of the things Katie likes? (beach ball, easel, keyboard, doghouse, etc.)

- 3 (Choose the next friend, or let the student choose.)
 - This boy's name is **Carlos**.
What is Carlos holding? (bat and ball)
 - What is on his shirt? (dinosaur)
I'll bet he knows lots of dinosaur names!
 - What are some other things Carlos likes? (bongo drums, hamburger, slide, etc.)



"Can you touch Tucker's ear? He loves to listen."

- 4 Now, let's look at the twins—**Millie and Marta**. One twin likes to curtsy and have tea parties. Her name is **Marta**.
 - Which twin is Marta? What are some other things Marta likes? (Discuss.)
 - The other twin is the opposite. Her name is **Millie**. She likes to wear mis-matched clothing and run and play. Her braids are always flying because she's on the go!
 - What are some of the things Millie likes? (Discuss.)



It's fun and puts students at ease to chat about the "friends at the piano."

- 5 • **Dallas** is another friend at the piano. What is Dallas holding? (binoculars) He looks like a scientist.
 - What are some things Dallas likes? (rocket, magnifying glass, globe, etc.)

- 6 • All these friends have a piano teacher. Her name is **Mrs. Razzle-Dazzle**.
 - Can you say "razzle-dazzle?" You'll see her in the book teaching her students.
 - What does Mrs. Razzle-Dazzle like? (CDs, black cat, glasses, keyboard)
 - Mrs. Razzle-Dazzle has a black cat named **Mitsy**, who loves to sit on the piano.

- 7 • Last is a little music firefly called **Tap**. He loves to tap the beat. You'll see him buzzing around in the book.



Note: This activity requires MFPA Friend Posters.
Download at PianoAdventures.com/myfirst



Roll Call

Activity 2: Free Body Movement Tapping a Steady Beat

- 1** • We have a special song for the “friends at the piano.” Before I sing it, I’m going to place their posters around the floor. (Do.)



“I’m putting the friends all around the room.”

- 2** • Now, I’ll sing/chant the song. When you hear each friend’s name, you can run to that friend’s poster. Ready?

- 3** • (Sing *Roll Call*. To allow time for movement around the room, sing/chant *without* the CD.)
Lyrics to sing/chant:
Friends at the piano, we’re a band of friends!
Meet Millie... Let’s run and find Millie.
Meet Marta... Can you find Marta?
They’re the twins.
Hey, Carlos... Where’s Carlos? He’s the guy that loves to play baseball.
Hey, Dallas... How about Dallas? He’s the scientist with the binoculars.
Katie, too... Let’s zip to Katie.
Mrs. Razzle-Dazzle is tapping with you...
Let’s find Mrs. Razzle-Dazzle.



“Can you find Dallas? He’s the scientist.”



“Raise your arms and tap your HEAD!”

- 4** For the next part of the song, we’ll tap a steady beat on different parts of our body. Follow my motion. (Begin chanting.)
(Tap HEAD.) **Tap the beat! Roll Call, please!**
Millie 2 - 3 - 4 - 5 - 6 - 7 - 8,
(Tap BELLY.)
Marta 2 - 3 - 4 - 5 - 6 - 7 - 8,
(Tap KNEES.)
Carlos 2 - 3 - 4,
Dallas 2 - 3 - 4,
Katie 2 - 3 - 4,
(Tap BELLY.)
Mrs. Razzle-Dazzle, Razzle-razzle-dazzle.
(Drum on UPPER LEGS.)
Drum roll now for you,
Yea! Friends at the piano!
(Congratulate students!)

Roll Call

Steady Beat

Tap a steady beat on your lap as you listen to the CD. Enjoy learning the words and singing along!*

Sing

Friends at the piano, we’re a band of friends!
Meet Millie, meet Marta, they’re the twins.
Hey, Carlos. Hey, Dallas. Katie, too.
Mrs. Razzle-Dazzle is tapping with you.

Chant and tap the beat

Tap the beat! Roll Call, please!

Millie 2 3 4 5 6 7 8,
Marta 2 3 4 5 6 7 8,
Carlos 2 3 4, Dallas 2 3 4,
Katie 2 3 4, Mrs. Raz-zle-Daz-zle,
Raz-zle, Raz-zle-Daz-zle.

Drum roll with hands

Drum roll now for you, Yea!
Friends at the piano!

Paste your picture here.

*Teacher Note: Students may take several weeks to learn the words and name of each “friend.”

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Keeping a steady beat is the most basic musical skill.

Roll Call Parade



Activity 3: Marching and Tapping a Steady Beat



Note: It's often helpful to march around a central object such as a drum, chair, or piano bench.)

- Now let's listen to the same song again on the CD. You'll hear all the friends singing together.
- This time, we're going to have a copy cat parade around the room. Line up behind me and get ready to march. I'll be the leader!



"March in place to the beat."

- (As the CD starts, march in place for the countoff. As the singing begins, start marching around the room with students following. Sing with the CD as you march.)



"You're keeping a great steady beat."



Some students may enjoy being the leader and leading the parade!



"Tap the beat, roll call please! Millie 2 3 4 5 6 7 8."

- (For the second half of the song, move quickly to the drum, if available, and begin **tapping a steady beat**.)
- (Or simply sit down and **tap in your lap**.)

Roll Call continued:

Tap the beat! Roll Call, please!

Millie 2 - 3 - 4 - 5 - 6 - 7 - 8,

Marta 2 - 3 - 4 - 5 - 6 - 7 - 8,

Carlos 2 - 3 - 4,

Dallas 2 - 3 - 4,

Katie 2 - 3 - 4,

Mrs. Razzle-Dazzle, Razzle-razzle-dazzle.

Drum roll now for you,

Yea! Friends at the piano!

Congratulations—good tapping!

The “I’m Great” Pose

Activity 4: Posture at the Piano

- 1** Let’s go to the piano and sit on the bench. (Open the book to pp. 6-7 on the music rack.) The friends are also learning how to sit at the piano. Let’s copy them.
- Who is starting off? (**Carlos**) (Children may need a reminder for his name.) Carlos says, “Sit straight and tall on the front part of the bench.” (Coach the student to do this step.)

- 2** Who is next? (**Marta**) Look, Millie with her wild braids is watching her sister. (Read the text and coach this step.)



“Make a loose fist, and with arms straight, touch the fallboard.”



Good posture is the essential first step to good piano technique.

- 3**
- Now who do we see? (**Dallas**)
 - Now let your loose fists rest on the white keys. We call this **The “I’m Great” Pose**. (Adjust seating height with a cushion, if necessary.)



“Keep your good posture while I balance a nest on your head.”

- 4**
- And finally, who is at the piano? (**Katie**) Who is Katie balancing on her head? (**Tap**)



“You held an excellent ‘I’m Great’ Pose!”

- Keep sitting straight and tall as I balance a bird nest (or other small object) on *your* head.
- Hold your “I’m Great” Pose while I count from 1 to 10. Ready?

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10. Great job!

Unit 1

The “I’m Great” Pose

Posture at the Piano

Carlos

Marta Millie

1. Sit **STRAIGHT** and **TALL** on the front part of the bench.
2. With arms straight, your knuckles should touch the **FALLBOARD**. If you have to lean, move the bench forward or backward.

6 / WRITING BOOK 4-5 (Be the Teacher) FF1619

Dallas

Katie

3. Silently place your hands in a loose fist on the **KEYS**. Your arms should be level with the keyboard. If not, you may need to sit on a cushion. Is your back still straight? This is your **I’M GREAT POSE!**
4. Try the I’m Great Trick! Balance a small stuffed animal on your head. Can you keep your great **POSTURE** while your teacher counts to 10?

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Sounds on the Piano



Activity 5: Exploring the Keyboard


- 1** (Point to the first gold star on p. 8.)
- Is that gold star on a white or black key?
Let's play white keys all over the piano.

- 2**
- How about the next gold star?
Let's play black keys all over the piano.



“Can you play black keys with both hands?”

- 3**
- Look, there's Mrs. Razzle-Dazzle and her friend named _____. (Children answer “Tap.”)
 - (Point.) This is the FALLBOARD.
Can you say that word?
 - Let's pretend to knock on someone's door.
 - Now let's knock and chant our names.
I'll go first!

 *Imitating animals is an imaginative way to express soft, loud, short, and long sounds.*

Sounds on the Piano
Exploring the Keyboard

1. Play some **WHITE KEYS** all over the piano keyboard.

2. Find the **BLACK KEYS** and play some all over the piano keyboard.

3. Find the **FALLBOARD** and create knocking sounds with loose fists. Then tap the **PIANO BENCH**.

Can you knock and chant your name?

8 WRITING BOOK 6 (Secret Message) FF1619

- (For fun, try some Knock, Knock Jokes using the fallboard to knock.)

Knock, Knock Joke #1

(All) Knock, knock.
(Student asks.) Who's there?
(Teacher answers.) ABE.
(Student asks.) ABE who?
(Teacher sings.) A B C D E F G

Knock, Knock Joke #2

(All) Knock, knock.
(Student asks.) Who's there?
(Teacher answers.) Howl.
(Student asks.) Howl who?
(Teacher answers.) Howl you know unless you open the door.

4. Create some **SOFT** sounds anywhere on the keyboard.

5. Create some **LOUD** sounds anywhere on the keyboard.

6. Create some very **SHORT** sounds on the piano. Bounce your fingers quickly off the keys!

7. Create some very **LONG** sounds on the piano. Hold the keys down until the sound has completely faded away. Time it with a second-hand watch!

Can you find Tap?

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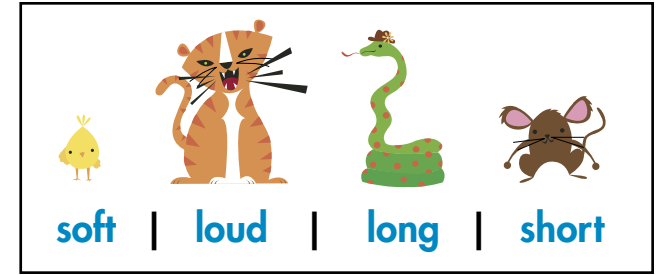
- 4**
- Look at the three little chicks. Do you think their peeps would be soft or loud?
 - Let's make some *soft* little peep sounds on the piano. (Do together.)
- 5**
- How about Mr. Tiger? Is his roar soft or loud?
 - Let's make some *loud* sounds together!
- 6**
- Now look at this little mouse jumping around.
 - Let's make *short*, bouncy sounds together.
- 7**
- And finally, the long snake. Let's create a very *long* sound. When I say, SNAKE, we'll each play a key and hold it down.
 - I'll time the sound with the second hand on my watch until we can't hear it anymore. Ready? SNAKE! (Strike the key.)
 - Can you still hear it?... How about now?... (Hold until the sound completely fades.)

Will You Play?

Activity 6: Improvising with a Duet



- 1 • When two people play music together, it's called a *duet*. Will you say that word?
 - For this duet, I'll ask you a musical question. Together, we'll create a musical answer by making lots of different sounds at the piano.
- 2 • Listen for my first question!
(Play and sing, coaching as you go. Feel free to vary the tempo to accommodate the student.)
 - (Take a bow together at the end.)
We just played our first duet!



"Will you play some white keys **SOFTLY** please?"



"Will you tap the **FALLBOARD** now with me?"



"Will you play some **BLACK KEYS** now with me?"



"Will you play some **LONG** sounds now with me?"



"Will you play some **SHORT** sounds now with me?"



"Take your fingers gently off the keys."
"Will you take a bow now with me, please?"



 Improvising within a four-hand duet can begin right at the first lesson!

Twinkle, Twinkle Little Star



Activity 7: Singing and Body Motion

Note: This activity is optional. However, many students will benefit from a larger movement activity after the previous keyboard activities. It also prepares children to play the melody on the piano at the next lesson.

- 1 • Now, let's come to the Music Circle and sing one of the most famous songs of all time.



"Let's all touch our feet. TWINKLE..."

- 2 • Follow my motions and sing with me. (Sitting or standing.)

- Twinkle,** (touch feet)
- twinkle** (touch head)
- little** (hands over head)
- star.** (touch head)
- How I** (touch shoulders)
- wonder** (touch stomach)
- what you** (touch knees)
- are.** (touch feet)



"Twinkle, twinkle, LITTLE star..."

- Up a-** (touch head)
- bove the** (touch shoulders)
- world so** (touch stomach)
- high.** (knees)
- Like a** (head)
- diamond** (shoulders)
- in the** (stomach)
- sky.** (knees)



"Like a DIAMOND in the sky..."

- 3 • (Repeat the first part of the song with the same motions.)



"How I WONDER what you are."

- Twinkle,** (touch feet)
- twinkle** (touch head)
- little** (hands over head)
- star.** (touch head)
- How I** (touch shoulders)
- wonder** (touch stomach)
- what you** (touch knees)
- are.** (touch feet)



(Congratulate.) Beautiful singing!

Large body activities allow children to move, sing, follow, and prepare to play songs on the piano.



Stone on the Mountain

Activity 8: Technique (Arm Weight and Round Hand Shape)

- 1 • (Comment on the art.) Look, Katie and Carlos are hiking and looking for beautiful stones. What color is Katie's stone? (red)
- 2 • Let's pretend we're holding beautiful stones. (Pretend to hold a stone with your palm up.)
 - Mine is sparkly blue. What color is yours?
- 3 • (Point to the first picture in the book.) Hold your R.H. up in the air like this and pretend to hold your stone. Follow me. (Chant.)
Stone on the mountain, falls to the ground.
 (The hand drops freely into the lap. Practice dropping completely relaxed several times, if needed.)



"Hold your stone high on the mountain."



- 4 • Now, watch my hand and follow this motion. (Continue the chant.)
Hold it, mold it, roll it around.
 (Keep fingertips in contact with your lap. Make gentle, circular motions.)



"Hold it, mold it, roll it around."

Young children enjoy playful metaphors to learn piano technique.

- 5 • Copy my thumb. (Chant.)
Lift your thumb, tap 1 – 2 – 3.
- 6 • Now pretend a big wind comes through and lifts our hands up to the keys. (Chant.)
Whoosh! Goes the wind and land on the keys.
 - Are you still holding your stone? Great! (Check for a round hand shape.)
 - Let's try it with the other hand. (Repeat.)



"...and land on the keys!"

Stone on the Mountain

Technique: Arm Weight and Round Hand Shape

1. Pretend you have beautiful round stones in your hands. Katie's stone is red. What color is your stone?
2. Learn the words and do the motions for this song with your teacher. Can you chant with the voices on the CD?
3. Your teacher will demonstrate one of the pictures. Point to the one that matches. Then you be the teacher!

Stone on the mountain

falls to the ground.
(Let the weight of your arm drop freely into your lap.)

Hold it, mold it,

roll it around.

Lift your thumb, tap 1-2-3.

WHOOSH! goes the wind

and land on the keys.

Check yourself: Are you still holding your stone? Is your hand rounded, resting gently on the keys?

The Name Game



Every student likes to learn a song at the first piano lesson!

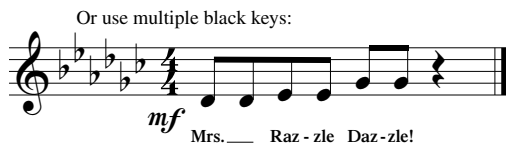
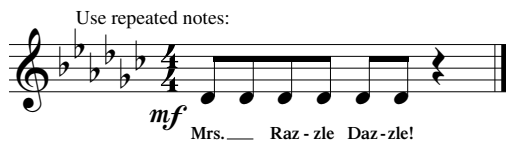
Activity 9: Playing the Piano

- 1**
- (Point to the large keyboard.)
 - There are the five friends on the five black keys. Let's name them: Millie, Dallas, Marta, Carlos, and Katie



"I see a group of 2 friends and a group of 3 friends."

- 2**
- My thumb and pointer finger make an "O." Now I'll sing and play the piece on the piano:
- Let's all play a game.
Play and say your name.**
- At the end, I'm going to play the rhythm of "Mrs. Razzle-Dazzle" on the black keys.



- 3**
- Your turn to make an "O" shape! (The student may use either hand.)
 - I'll point to the keys and sing the words to guide you. (Student plays.)



"1-2, ready, play. Let's all play a game..."

- Great—you played the song! Now play the rhythm of your *own* name on the black keys.



"Use any black keys to play your *own* name."

The Name Game

Middle Black Key Song

Demonstrate each step for the students:

1. With either hand, make an "O" shape with your thumb and pointer fingers.
2. Start on a MIDDLE group of 2 blackkeys and play up and down, singing the words.
3. To end, chant and play your name on any black key.

"Let's all play a game."
Play and sing going up!

Play and sing going down!

"Play and say your name!"

For Teacher Use (Play on the MIDDLE Black keys. Use a hand if Stage 2 no demonstration.)

Example:
mf Let's all play a game. Play and say your name! Mrs. Razzle-Dazzle!

Extra verses:
 Let's all play a game.
 Play your mother's name!
 ...father's name!
 ...grandma's name!
 ...grandpa's name!
 ...doggie's name!

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- 4**
- What other names could we play? (Make up variations.)

**Let's all play a game.
Play your mother's name!
...father's name!
...grandma's name!
...doggie's name!**



"You just played your first song!"

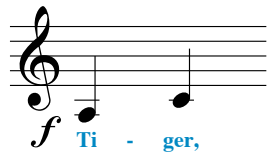
Tiger, Tiger



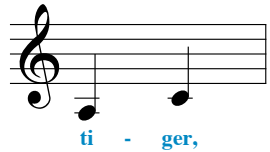
Activity 10: Playing the Piano

Students use arm weight as they drop hands together for the ROAR.

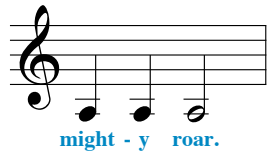
- (Sit in the Music Circle.) Do you think a tiger would roar loudly or softly?... I think so, too.
 - Listen to my big tiger song and follow my motions. (Sing *forte*.)



(Cup hands to mouth and lean to the *left* as you sing.)



(Cup hands to mouth and lean to the *right* as you sing.)



(Open arms wide.)



(Cup hands again and make a mighty roar.)

- Let's do the song again. This time, will you sing with me? (Repeat.)



"Open your arms wide and say, MIGHT-Y ROAR."

- You're ready to play *Tiger, Tiger* on the big keyboard in your book. I'll go first! (Sing and demonstrate with braced fingers 1-2.)
 - Your turn! (Sing and guide the student.)

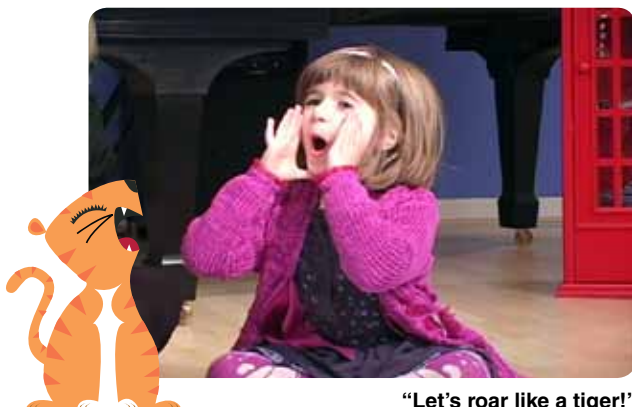


"Begin with your low hand."

- Let's take the tiger to the piano! Come to the **LOWEST** white keys and watch me.
 - (Teacher raises L.H.) My L.H. thumb and pointer finger make an "O" and start on the **LOWEST** white key.
 - (Teacher raises R.H.) Then I make an "O" with my R.H. and find the third white key up from the bottom.

- (Sing or chant the words as you play on the **LOWEST** A-C keys.) Notice when I say **might-y roar**, *only* my low hand plays.
 - At the end, I play *hands together* for the last big ROAR. Will you roar with me?

- Your turn! (Help the student to form an "O" with each hand and play. Let the student play several times with less guidance each time.)



"Let's roar like a tiger!"

Tiger, Tiger
Low White Key Song

Directions each may for the student:

- Make an "O" shape with each hand as shown.
- Your teacher will start on the **LOWEST** white key and play and chant *Tiger, Tiger*. Watch carefully!
- Your turn to copy. Your teacher will guide you as you play and chant.

Lowest white keys!

Play and chant loudly:
Ti-ger, ti-ger,
might-y roar... ROAR!

For Teacher Use (Play on the LOWEST A-C keys to demonstrate.)

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Twinkle, Twinkle Little Star



VIDEO 11



Activity 11: Singing and Eye Training

- 1**
- (Sit in the Music Circle with the student book.) These pages have lots and lots of stars! (Comment on the art.)
 - Which friends are camping out under the stars? (Millie and Marta)
 - Who is peaking out of the tent? (Tap)
 - Do you see a shooting star?

- 2**
- As I point to the stars, let's all sing the colors together:
Red-red, green-green, yellow-yellow, green ___ etc.
 - Did you notice that lots of the stars *repeat*?

- 3**
- Now I'm going to make a moon with my thumb and pointer finger and touch the stars as I sing. (Demonstrate, now touching the stars and singing.)
- Red-red, green-green, yellow-yellow, green** ___
Orange-orange, blue-blue, purple-purple, red ___
- (Continue singing colors. Repeat page 20 to end.)



"Orange-orange, blue-blue, purple-purple, red."



"Carry on with the second page. Green-green..."

- 4**
- Your turn! Point to the stars with your moon and we'll all sing the colors.
 - (After the first page, congratulate.) Great!
 - Let's go on to the next page and sing and point.

- 5**
- To end, we sing the first page once again. For fun, let's make a "moon" with the other hand and point. Here we go!
 - (Give a star sticker to celebrate.)

Pointing to the stars uses beginning eye tracking.



"Let's point to the stars and sing together!"

7 Twinkle, Twinkle Little Star

Repeated Notes

2-black keys 3-black keys

Note: A colorful paper wad, etc. may be placed on C and G to locate the first two pitches.

Tips from Millie and Marta:

1. First, sing and point to the stars on the page.
2. Next, rest your R.H. 3-1 **donut** on top of your teacher's hand as she/he plays the song using finger 3.
3. Now play with R.H., then L.H. You may learn just the first page this week.

twinkle lit - tle star.
 How I won - der what you are.

30 TWINKLE BOOK: 12-13 (What's in the Honey Pot?) FF1619

Teacher Tip: (Check out the MIDDLE of the keyboard.)

Up a-bove the world so high.
 Like a dia - mond in the sky.

Repeat the first page to finish this song.

4. Exercise your fingers with What's in the Honey Pot? from the Writing Book, pp. 12-13.

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Writing Book Activities



Activity 12: Eye Training and Ear Training



“Were the sounds short or long?”

Soft or Loud? Short or Long? p. 7

(Play your own keyboard examples.)

- (Examples 1-4) Is the music soft or loud? Circle the *soft* chick or the *loud* tiger.
- (Examples 5-8) Are the sounds short or long? Circle the *short* worm or the *long* snake.

(Optional: You may SING the examples rather than play them at the keyboard.)

- (Examples 1-4: Sing *piano* or *forte* using the syllable “LA” for the opening of such songs as Yankee Doodle, Twinkle, Twinkle Little Star, Jingle Bells, Row, Row, Row Your Boat, etc.)
- (Examples 5-8: For short sounds, sing the word “pop” up or down the 5-finger scale. For long sounds, sing one long BEEP____ on a held tone.)

Lesson Conclusion

- This is the end of our lesson. You were a good listener and a good learner!
- (Pass out Student Assignment for at-home practice. Explain it to the student and parent.)
- (Give a final positive reinforcement.) I’m already looking forward to your next lesson. See you soon!

Note: The student may be able to cover more material or may need to cover less material. The teacher assesses the student and makes appropriate decisions. For more activities, continue with these Writing Book pages.

Be the Teacher! pp. 4-5


- There are two pictures of Carlos. Circle the picture that shows good posture.
- Now draw an X through the incorrect picture. Tell me what needs to be improved!
- (Continue with the other friends.)



Secret Messages, p. 6

(Depress the damper pedal and knock “secret messages” on the wood underneath the keyboard.)

- Listen to my secret message and knock the same message back to me.
- For fun, let’s turn out the lights! (Note: This will add excitement and heighten listening for imitating *rhythm patterns*.)

 Children enjoy imitating rhythm patterns in the context of knocking “secret messages.”



“You’re the teacher! Which picture of Carlos shows good posture?”

SAMPLE STUDENT ASSIGNMENT



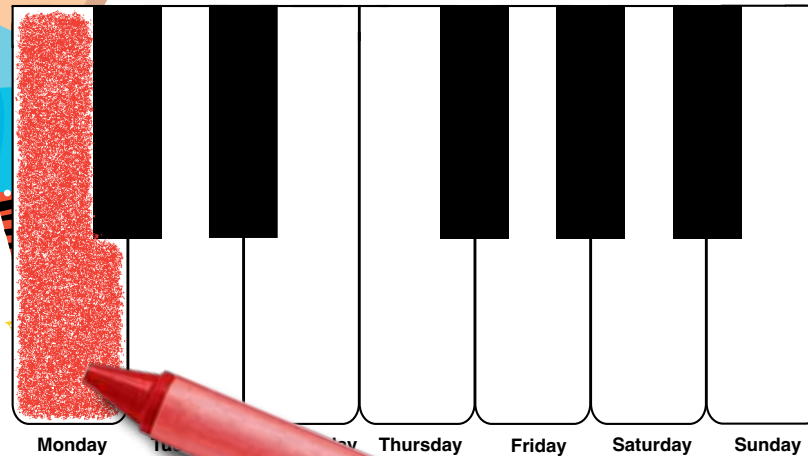
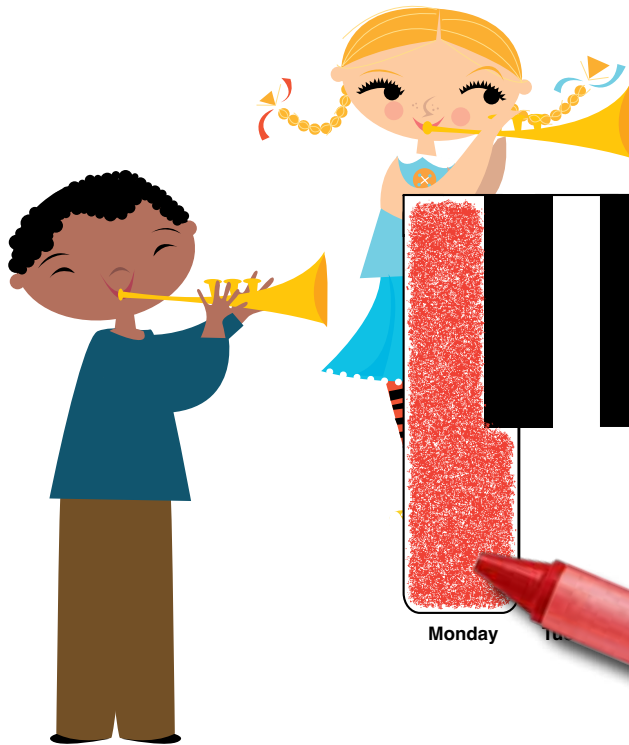
Things to do:

Date: September 6

- 1 p. 5 Roll Call, CD 1. Listen and point to the friends (p. 4). Surprise me! How many words can you learn?
- 2 p. 6 Do the I'm Great Pose.
- 3 pp. 8-9 Make soft, low, short, and l-o-n-g piano sounds.
- 4 pp. 12-13 Stone on the Mountain, CD 3. Listen and do motions. Can you memorize it?
- 5 p. 14 The Name Game
p. 15 Tiger, Tiger
- 6 pp. 20-21 Twinkle, Twinkle Little Star, CD 7. Point to each star with your "moon" fingers and sing the colors.



2 Color a key each day you practice!





Millie

Carlos

Katie

Dallas

Marta

Tap

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