

BYU-Idaho Preschool Lesson Plan
Lesson Plan #10
Lab 6
Microphones and Performing
Wednesday

Date: Wednesday, May 29, 2019

Supervisor: Xxxxx

Lead Teacher: Xxxxx, 2nd lesson

Children Receiving Specific Focus Today:

1. Xxxxx (Outdoor) She enjoys baby dolls, and washing baby dolls outside would encourage socialization with her peers.
2. Xxxxx (Dramatic Play) He enjoys music and as teachers engage with him, he will be able to work on his speech and engage in conversation.
3. Xxxxx (Blocks) Xxxxx enjoys building and construction and this will give him the opportunity to work with his peers to build buildings.
4. Xxxxx (Gathering Time) Xxxxx enjoys music and hearing music and singing will encourage her to stay at the activity longer.
5. Xxxxx (Manipulatives) Xxxxx is interested in legos and this will allow her to engage with her peers in an activity that she enjoys. She is able to use her pincher grasp and this will allow her to pick up the legos and stick them together.
6. Xxxxx (Language and Literacy) Xxxxx enjoys art and this will give her opportunities to share supplies with her peers to uncover the letters.

Preassessment and Findings:

It was found through home visits that many children are interested in music and singing. At the open house, we had set up a dramatic play with musical instruments such as drums, tambourines, piano, small guitar, microphones and pictures of a guitar. Some of the children seen in this area included Xxxxx, Xxxxx, Xxxxx, Xxxxx, Xxxxx and Xxxxx. Xxxxx and Xxxxx were both hitting the drums with their hands and with the drum sticks. When I showed Xxxxx the microphone and asked her what it was, she said microphone. She did not recognize what a guitar was. Besides Xxxxx, the other children did not know what a microphone was. Xxxxx was observed playing the piano. When I asked her what she was playing she did not answer. Xxxxx was also seen playing the piano and humming. When I asked her what she was doing, she said, "I playing my song." I asked her what song she was singing. She said, "I sing eee oww, shut the pumpkin." Xxxxx picked up the guitar, put it in the case and walked around the room with it. I also did not see children strumming the guitar. When I asked him what you do with a guitar, he said "sing with it." While also in lab, Xxxxx, Xxxxx, and Xxxxx sang and did the movements to the songs *Wheels on the bus*, *popcorn popping*, and *patty cake*. Xxxxx, Xxxxx, and Xxxxx did not know what performing or a talent show was. Xxxxx did not know what a performance was, but when she was asked about a talent show, she said, "girls sing, boys dance, daddy claps, stages." She also hummed, "uh, uh, uh." When I asked what that was, she said, "music."

Through assessment, it was seen that children are interested in musical instruments and singing. With instruments that are more simple, such as piano and the drums, they seem to understand the concept, although some children do not know the name of the piano. There were several children who did not know what a microphone was or how you use it. Today, the children will learn what a microphone is, how you can use it to amplify your voice or instruments and how you can perform.

Ideas to be Emphasized and Overall Developmental Focus:

1. We can make singing louder by using a microphone
2. We can use instruments, our voices, or both to perform for others.
3. Today the children will work on exploration and interaction.

BYU-Idaho Preschool Lesson Plan
Lesson Plan #11
Lab 6
Musical Instruments
Friday

Date: Friday, May 31, 2019

Supervisor: Xxxxx

Lead Teacher: Becca, 2nd lesson

Children Receiving Specific Focus Today:

1. **Xxxxx** (Art) Xxxxx has shown interest in painting and will have the opportunity to work on her goal of sharing as she shares brushes and paint with the other children.
2. **Xxxxx** (Outdoor) Xxxxx has shown interest in playing outside and the parachute during a closing circle. He will have the opportunity to work on his goal of not throwing things as teachers model how to bounce and roll balls on the parachute rather than throwing them.
3. **Xxxxx** (Outdoor) Xxxxx has shown interest in being outdoors. She will have the opportunity to work on her goal of interacting with others as she works with peers and teachers to roll and bounce balls on the parachute.
4. **Xxxxx** (Sensory) while talking with Xxxxx I've learned that he likes bugs. He will have the opportunity to look for bugs in the sensory table. In xxxxtion, he can work his goal of sharing as he shares magnifying glasses with his peers.
5. **Xxxxx** (Science) Xxxxx has shown interest in science activities. He will have the opportunity to explore how different amounts of water and hitting them in different places affects how they sound. He will have the opportunity to work on sharing materials and interacting with peers as they take turns using mallets and putting dye in the water.
6. **Xxxxx**(Outdoor) Xxxxx has shown interest in being outdoors and moving around. He will have the opportunity to work on his goal of interacting with other children as they work together to make balls roll and bounce on the parachute.

Preassessment and Findings:

At the open house, the children showed interest in the instruments we had set up on a table. Some of the children I observed there were **Xxxxx**, **Xxxxx**, **Xxxxx**, **Xxxxx**, and **Xxxxx**. During lab, while she was playing the toy piano I asked **Xxxxx** what it needed for her to play it. She shrugged her shoulders and said "I don't know." Later I asked **Xxxxx** how he was playing the piano and what it needed in order for someone to play it. He didn't respond. I asked **Xxxxx** and **Xxxxx** if music could be written down and they said no. Throughout the day I observed that most of the children in lab spent time playing with the bongo drums and toy piano correctly. Several times throughout lab this last week I have heard several children, including **Xxxxx**, **Xxxxx**, **and Xxxxx**, and **Xxxxx**, spontaneously singing nursery songs such as *Wheels On the Bus*.

While outside, **Xxxxx** brought me over to the ladybug drums and said she was playing the tambourines. When I asked her what the mallets were called, she said "tambourines" and that she was playing a tambourine song. Later I observed that **Xxxxx** didn't hold the mallets correctly as she hit the drums. When I started to try to play the drums without mallets she handed me a pair.

After assessing the children this week, it is evident that many of the children in lab are interested in playing musical instruments and that they know that the basics of what is needed to play percussion instruments and that a piano has keys. Today the children will have the opportunity to learn more about what instruments are made of and what different instruments need for us to

play them as they look at the differences between a violin, a piano, and a drum.

Ideas to be Emphasized and Overall Developmental Focus:

1. Instruments are made up of different things (strings, keys, sticks etc.).
2. There are different things we need in order to play an instrument (bows, keys, strings etc.).
3. Today the activities will help the children work on their developmental goals of communication and discussion.

BYU-Idaho Preschool Lesson Plan

Lesson Plan Week 4 #10-11

Lab 6

Topic-Performing and Microphones

Topic-Musical Instruments

Assignments Wednesday:

Everyone _____	Self-Selected	_____ Xxxxx _____	Check-in/Check-out
Becca _____	Small/Focus Groups	_____ Xxxxx _____ / Becca	Handwashing/Cubbies
_____ Becca _____ / Xxxxx	Outdoor play	_____ Tiffany _____	Photographer
_____ Xxxxx _____	Snack	_____	Other

Wednesday Snack: Mini Pumpkin Muffin, 4 oz milk

Special instructions for the day: None

Assignments Friday:

Everyone _____	Self-Selected	_____ Xxxxx _____	Check-in/Check-out
Xxxxx _____	Small/Focus Groups	_____ Becca / Xxxxx _____	Handwashing/Cubbies
_____ Xxxxx / Xxxxx	Outdoor play	_____ Xxxxx _____	Photographer
_____ Xxxxx _____	Snack	_____	Other

Friday Snack: Animal Cracker Parfaits (½ cup yogurt, ¼ cup animal crackers, and water).

Special instructions for the day: None

SELF-SELECTED ACTIVITIES 1:20 – 2:50 p.m.		
Books: <ol style="list-style-type: none"> 1. <i>Song and Dance Man</i> by Karen Ackerman (A1) 2. <i>Berlioz the Bear</i> by Jan Brett (B25) 3. <i>The Bear Went Over the Mountain and Other Songs</i> by Maggie Swanson (S12) 4. <i>Olivia Forms a Band</i> by Ian Falconer (F13) 5. <i>Drummer Hoff</i> by Barbara Emberley (E10) 		
Activity Name	Description/Activity Objective	Materials, Special Set-up
*Creative Art: Paint Your Music Becca (5)	Activity Description: The art table will have pieces of music printed on paper that the children can finger paint or use paint brushes to create art on. (Teachers may need to model that children are allowed to paint on the music). Child Objective: The children will have the opportunity to use their creative expression to paint using paintbrushes or their fingers. Intentional Teaching: Teachers can model that it is okay to paint on music. In addition, they can model different ways to use the paint (using fingers vs. paintbrushes).	Papers with music printed on them (IWP), red, blue, green, purple, and yellow finger paint (RR1 Cabinet 20), 2 paint trays cabinet 19 drawer 2), 6-7 small paintbrushes (art supplies 11).
Language/Literacy Activity: Hidden letters Xxxxx (4)	Activity Description: Children will have the opportunity to paint on top of paper to expose letters written in white crayon. Child Objective: Children will use fine motor skills as they dip paint brushes and paint. Children will also practice their literacy skills as they recognize and say letters they uncover. Intentional Teaching: Teachers can model for children, and label the letters uncovered, or ask children what letters they have found.	Water color (RR1 C2) Paint brushes (RR1 Art supplies #11) White crayon White Paper (WR)
Manipulatives: Legos Xxxxx (5)	Activity Description: Children will have the opportunity to build structures using legos. Child Objective: Children will use fine motor skills as they take apart and put together legos. Intentional Teaching: Teachers should encourage children to invite friends to come help build and invite other children as well. The teacher can also ask questions to invite discussion between children.	Legos (RR1 W #37)
Math: Becca	Activity Description: The children can make different shapes and designs as they count how many pegs there are or sort them by color and put them in the boards. Child Objective: The children will practice their counting and fine motor skills and patience as they count the pegs needed to build the design and work to create it. IELG: D2 G18 Children will use their fine motor skills to piece together and take apart the	Peg boards (RR2 R158).

	<p>manipulatives given.</p> <p>Intentional Teaching: Teachers will model and/or explain the activity and model counting and how to use fine motor skills to put the pegs in the boards. In addition, for children not familiar with counting teachers can model how to sort the pegs by color.</p>	
<p>*Science: Jars 'n Music @ (3) Becca</p>	<p>Activity Description: The science table will be set up with mason jars filled with varying levels of water. Small cups of watercolor dyes will be placed next the jars along with eye droppers they can use to transfer dye into the jars. Drum mallets will be available so that children can tap the sides of the jars to make different musical sounds. *Teachers will need to make sure that children don't stick the mallets or other objects in the water.</p> <p>Child Objective: Children can observe and make hypothesis such as what mixing certain colors will make when they add them to the jars or what sounds they make when they tap them with the mallets in different spots.</p> <p>Intentional Teaching: Teachers can ask questions such as "I wonder.." or "what can I use this for?" to encourage children to think and form their own hypothesis.</p>	<p>5-6 Mason Jars (RR2 BJ 266), 3-4 pairs drum mallets (WR cabinet 3), 3-5 plastic cups (RR1 Cabinet 6), 3 colors of watercolor paint (RR1 Cabinet 2), 3 droppers (RR1 Art Supplies 7).</p>
<p>Sensory Table: Hide 'n Seek (5) Becca</p>	<p>Activity Description: The sensory bin will be filled with dirt and have small plastic bugs and reptiles buried in it. Small scoops and magnifying glasses will be available for children to use discover the insects buried in the earth.</p> <p>Child Objective: The children will have the opportunity to increase their fine motor skills as they use scoops and their fingers to dig through dirt.</p> <p>Intentional Teaching: Teachers can model different ways to use their hands and fingers as they use the objects in the sensory bin.</p>	<p>Dirt (RR2 G 143), small scoops and shovels (RR2 G 120 and 121), 2-3 snakes (RR2 B 172), bugs (RR2 B 172), magnifying glasses (RR1 P 81), small plastic or metal pails (Outdoor SS).</p>
<p>Blocks: Construction Xxxxx (5)</p>	<p>Activity Description: Children will have the opportunity to build and knock down structures, and dress up as constructionists.</p> <p>Child Objective: Children will interact with peers as they talk, and build and knock down structures.</p> <p>Intentional Teaching: Teachers can model building towers, and working with children by asking questions and taking turns.</p>	<p>Construction materials (RR2 Y #257) Foam blocks and normal blocks (RR2 B #188)</p>
<p>Dramatic Play: Talent show Xxxxx (6)</p>	<p>Activity Description: Children will have the opportunity to play instruments, dress up and sing into a microphone on the stage.</p> <p>Child Objective: Children will have the opportunity to use their fine and gross motor skills</p>	<p>Show time-dress ups and pictures (RR2 Y #245) Drums (WR C3 shelf 1)</p>

	<p>to play instruments and extend the amount of time they spend at an activity.</p> <p>Intentional Teaching: Teachers can model playing different instruments and singing into the microphone on stage. Teachers can also discuss performing and ask students to perform for them.</p> <p>Set up: Make a stage using the blocks from the classroom. Set instruments throughout area with the microphone and stand. Put dress ups throughout and hang up signs.</p>	<p>Noise makers, tambourines, triangles (WR C3) Xylophone Blue man group piano (WR C 6 shelf 2) Guitar, Ukulele, and bongos (WR C 6 shelf 3) Bigger blocks (classroom) Microphone and stand (IWP)</p>
Alternatives:		
Creative Art: Becca	Description: The children can make rubbings of materials such as leaves or flowers by placing them underneath paper and rubbing a crayon over it. Teachers will need to model this activity.	Items for rubbings such as leaves, flowers, flat manipulative shapes (outside or in our classroom shelves), paper and crayons (our classroom shelf).
2nd:	Description:	
3rd: Xxxxx	Description: The children will have the opportunity to build and construct using zoob pieces.	(RR1 W#37)
ROTATING SNACK 2:00 – 2:30 p.m. Wednesday – Mini Pumpkin Muffin and milk Friday – Animal Cracker Parfaits: yogurt, animal crackers, and water		
OUTDOOR PLAY 2:00 – 2:45 p.m. Location: North or South Playground		
Gross Motor: Jumping Balls @ Becca	<p>Activity Description: On the grass outside next to the large shed there will a parachute and 4-5 assorted balls for the children to play with. The children may put the balls onto the parachute and roll or bounce the balls on it (Teachers will need to model this). *Note: we need to watch the balls so that they do not go over the fence.</p> <p>Child Objective: The children will increase their gross motor skills as the bend, jump, and lift the parachute.</p> <p>Intentional Teaching: Teachers will lead the children in different ways to use the parachute and balls.</p>	Parachutes (GG, Shelf 1), 5-6 3-4 small-medium Assorted Balls (GG, Shelf 7).

2nd: Washing Babies Xxxxx	Activity Description: Children will have the opportunity to wash baby dolls in water and scrub with sponges. They will also be able to dry the baby with a towel and dress the baby in clothes. Child Objective: Children will develop socially as they share space and materials. Intentional Teaching: Teachers can model sharing and taking turns washing or drying the baby.	Babies (RR2 Y #225) Sponges (RR1#15) Towel (kitchen) Water Soup (kitchen)
3rd: Bowling Xxxxx	Activity Description: Children will have the opportunity to toss balls at the pins set up. Child Objective: Children will develop gross motor skills as they pick up balls and toss them toward the pins. Intentional Teaching: Teachers can model tossing the balls and re-setting up the pins.	Bowling set (GG S16)

Wednesday

CLEAN UP 2:50 – 3:00 p.m.		
Clean up song		
Transition to Gathering Time	Shake, Shake, Shake your sillies out. Teachers will sing and invite children to come sit on the tape.	Color tags
GATHERING TIME 3:00 – 3:10 p.m.		
Activity Name	Description	Materials
1. We can make singing louder by using a microphone	Have teacher hold up a blanket in front of me. "Hello boys and girls! Can you hear me? Say yes if you can! Does anyone know what is making my voice louder?" Poke head out of the blanket. "If I talk out here is it as loud?" (go back to microphone) What about now? What is happening? Drop the blanket. "It's a microphone! It makes my voice louder so more people can hear. Boys and girls, I am going to sing you song, but I need a couple things first. I need my guitar, (pull out guitar), but I also need the microphone. You can stand up and sing and dance with me! Sing and play "You are my Sunshine"	Guitar (IWP) Microphone and stand (IWP)
2. We can use instruments, our voices, or both to perform for others.	Have support teachers pass out finger puppets to the children. Perform a skit with puppets. "Hi, my name is Leo. My class is having a talent show! Oh what's that? You don't know what a talent show is? A talent show is where people share what they like to do on a stage in front of people. Some people sing, some people dance, some people play instruments and sing!" Bring out other puppet. "Hi Leo, what are you doing?" "I'm telling these children about the talent show!" "The talent show? Oh I'm so scared, I don't know what to do. Should I dance or should I sing? "Well let's see your dance" (dance all funny with the puppet) (Have children dance too) "Yea maybe you should sing. What do you think (say the name of a child)? Okay let's hear it! (Sing twinkle, twinkle little star. Invite children to sing along) "Wow! That was great! What do you think boys and girls? Okay, lets clap for my friend!" (children will clap). "Leo, what are you going to do for the talent show?" "I don't know I was thinking of playing the drums." "That would be awesome! Let's hear it! (puppet looks around) "Oh no! I can't find my drum sticks. What should I do?" other puppet, "Well what if you used this string?" "Lets try it! (he tries to play drums with the string.) "Does that sound okay boys and girls?" "Your right, that doesn't really work. Lets see what else I	Puppet stand (RR2) Puppets (WR) Finger Puppets (WR) <i>You are my sunshine</i> by Steve Metzger S S3 <i>Five Little Ducks</i> by Pamela Paparone S P4 <i>Twinkle, Twinkle Little Star</i> by Sylvia Long S L2 <i>Row, Row, Row Your Boat</i> by Pippa Goodhart S P1

	could use. Could I use the blocks? Lets try it! (Play using the blocks) "Does that work boys and girls? You're right it works, but I think the drums sticks would be better. Will you help me look for them? Get your goggles on and look around." (look around) (put drumsticks out for children to see. If child doesn't see them, then say, "Oh there they are! Lets see if this sounds better. (have puppet play drums) (Have other puppet clap)" "I liked that a lot! Thanks for helping us find the drum sticks boys and girls. Now back to the talent show. What about our friends over there? What are they going to do at the talent show?" I don't know, lets ask them? (ask one of the children what they want to do at the talent show) "Oh I have an idea! They can meet in groups with a teacher, pick a song to sing and instruments! Then they can come perform at the talent show!" "Will you come to the talent show boys and girls?"		
Transition to Small Focus	Leo the puppet will put children into groups.		
SMALL FOCUS GROUP 3:10 – 3:25 p.m.			
Xxxxx Xxxxx Xxxxx Xxxxx Xxxxx	Xxxxx Xxxxx Xxxxx Xxxxx Xxxxx Xxxxx	Xxxxx Xxxxx Xxxxx Xxxxx Xxxxx	Becca Xxxxx Xxxxxn Xxxxx Xxxxx
Your Activity	Description & Objective	Materials	
Talent Show Performance	<p>Description: Children will have the opportunity to see and strum a guitar. Children will then have an opportunity to choose instruments and a song with a teacher's help and then perform it for their classmates.</p> <p>Child Objective: Children will have the opportunity to interact with their peers and teachers as they talk about what song to sing and perform for the other children.</p> <p>Intentional Teaching: Teachers can model and ask questions to help children choose what songs to sing. Teachers can have a couple song choices ready that would be familiar to the children if they need help being prompted. I planned this activity for Xxxxx. She loves music and singing. One of her goals is to stay at activities longer. Asking her questions and asking for help</p>	Guitar (IWP) Dramatic play instruments and microphone	

	will help her stay in the activity longer.	
CLOSING CIRCLE 3:25 – 3:40 p.m.		
Transition to Closing Circle	Play song to gather children	
Activity Name	Description	Materials
Movement Activity	Dinosaur Yoga	
Phonemic Awareness	Rhyming bucket	
Music Activity or Song or Fingerplay	We are the dinosaurs marching, marching	
Story (non-book)	The Little Red Hen	Little red hen story props (WR Skinny drawers Drawer 8)
Age Appropriate Game	Lava	Blankets (RR2 Y#251)
Other	The Little Mouse, The Red Ripe Strawberry and the Big Hungry Bear Masks and Strawberries	The Little Mouse, The Red Ripe Strawberry and the Big Hungry Bear Masks and Strawberries (WR Skinny drawers Drawer Shelf 8)
Other	Animal Matching	Animal Matching game (WR Skinny drawers Shelf 1)

Friday

CLEAN UP 2:50 – 3:00 p.m. The Clean-Up song (phone)		
Transition to Gathering Time	Teachers will sing the first verse of shake your sillies out and prompt children to go to the tape line. (the first verse will be repeated as necessary).	Colored tags
GATHERING TIME 3:00 – 3:10 p.m.		
Activity Name	Description	Materials
1.What's in an instrument? Instruments are made up of different things (strings, keys, sticks etc.).	(have the musical instruments in their cases laid out visible to the children) Have Good afternoon boys and girls! Today I have my friend Maestro Jack again! Everyone say hi to him. Hi Maestro Jack! Hello my friends! I have some instruments I want to show you. Let's start with a piano. Have any of you ever played a piano? I've played piano. Now, there are certain things a piano is made of that make it so we can play music on it. Let's take a look at the inside (pull the front panels off). Inside there are hammers that hit the strings when we hit a key. Watch (play a couple of notes). Now, I have another beautiful instrument here that I brought with me last time. Do you remember what it is called? That's right! A violin. Violins are made of wood and have strings on them. They also have holes that let the sound out. Now, the top of the bow is made of wood but this part (point to the hair), is made of horsehair. Have any of you seen a horse before? What do they say? Neigh. So my friends now we know what just a couple of instruments are made of. (teacher is talking now). Thanks Maestro Jack!	Violin (IWP), recorder (IWP), piano (lab 1), Human puppet (WR cabinet 2).
2. What do I need?! There are different things we need in order to play an instrument (bows, keys, strings etc.).	(Play a short song on the violin). Maestro Jack: now. What did I need in order to play that song? (a bow, strings etc.). That's right! Now, are those different than what I need to play this piano? Yes! For a piano I need these little black and white things. What are they called? (Keys). That's right. Here is a recorder. a recorder has a hole going through it and holes on top and bottom. They let air go through it to make sounds like this (play Mary had a little lamb) What about this triangle? For this I need a metal stick in order to play it. Here's one for everyone so you can try them with me (Each teacher will have a few to pass out the children). Now this last one is called a tambourine (shake it). What does it need for me to make music? (cymbals). That's right! They need cymbals. Alright now hand your triangles back to a teacher. All of these instruments make beautiful music, but all of them need different	Violin (IWP), piano (lab 3), triangle box and sticks and tambourine (WR cabinet 3), Human puppet (WR cabinet 2).

	things in order for us to make music on them. Teacher: Thanks for telling us about what different instruments are made of and explaining that each one needs different pieces for us to play them! Alright, now we're going to make our own instruments and decide what they are made of and need for us to play them! Maestro Jack, will you tell my friends what group they need to go with? MJ: Of Course! T: alright, when he taps your knee go with Ms. ____.	
Transition to Small Focus	Maestro John will tap the children's knees and have them go with their teacher.	Puppet from gathering time
SMALL FOCUS GROUP 3:10 – 3:25 p.m.		
Xxxxx Xxxxx Xxxxx Xxxxx Xxxxx	Xxxxx Xxxxx Xxxxx Xxxxx Xxxxx Xxxxx	Xxxxx Xxxxx Xxxxx Xxxxx Xxxxx
Xxxxx Xxxxx Xxxxx Xxxxx Xxxxx	Xxxxx Xxxxx Xxxxx Xxxxx Xxxxx	Xxxxx Xxxxx Xxxxxn Xxxxx Xxxxx
Your Activity	Description & Objective	Materials
Percussion Factory (Various tables around the classroom)	<p>Description: The children will have the opportunity to make their own maracas using paper plates and dried bells or small beads. Teachers will show the children a rain stick and ask them what they see what its components are. They will briefly discuss that there is a case that holds small beads in it. The beads are free to hit the sides of the case and each other making noise. Make sure to relate it to the ITBE that Instruments are made up of different things. Explain to them that they are going to make their own instruments and then they are going to perform in front of their peers.</p> <p>Instructions: Use one paper plate and fold it in half. Staple most of the edges but leave it partly open to dump beads in. Once the beads are in, finish stapling it and let the children decorate as they wish. Play dough will be available if a child loses interest in the performing or they finish their instrument quickly.</p> <p>*Do not force the children to make them this way. They can use two plates stapled together, they may not want to put beads in. Let them guide the activity as much as possible and decide what they need to put in/on them in order to make their instruments.</p> <p>Child Objective: IELG D4 G46 Children will use a variety of materials to make their own instruments such as drums or cymbals they can create music</p>	<p>Paper plates for each child plus a few extra for each group (RR1 cabinet 6), bells and beads (RR1 AS 9), feathers and foam pieces (RR1 AS 13), crayons, (RR1 AS 9) markers (from classroom).</p> <p><i>Song and Dance Man</i> by Karen Ackerman (A1) <i>Rondo in C</i> by Paul Fleischman (WR F13) <i>Drummer Hoff</i> by Barbara Emberley (WR E10)</p>

	with. Intentional Teaching: Teachers will need to engage the children in using the variety of materials provided. Scaffolding such as prompting them to start with plates and modeling how they can put beads in the plates may be needed to help students start on their own instruments. In addition, some children may need help cutting or holding materials while putting together their instruments.	<i>Olivia Forms a Band</i> by Ian Falconer (WR F13). Play dough (our classroom) available if children lose interest in making instruments or performing.
Performing fun! (Dramatic Play and Reading area)	The children will have the opportunity to perform in front of some of their peers on a stage using the instruments they made in the previous activity. (blocks will be set up like stages against the walls of the DP and reading areas. One group will watch and clap for their peers as they perform and then they will switch spots).	Wooden hollow blocks from the block area, the children's instruments.
CLOSING CIRCLE 3:25 – 3:40 p.m.		
Transition to Closing Circle	I will start playing <i>Baby Shark</i> and start dancing and inviting the children to come to closing circle.	
Activity Name	Description	Materials
Movement Activity	Children will march to <i>We are the Dinosaurs</i> .	Phone with <i>We Are The Dinosaurs</i>
Phonemic Awareness	Read <i>Brown Bear Brown Bear</i> and have the children make the noises the animals do.	<i>Brown Bear Brown Bear, What do you See</i> By Eric Carle (WR, B C11).
Music Activity or Song or Fingerplay	I will use an old woman puppet and animal cut outs and do the rhyme <i>I Know an Old Woman Who Swallowed a Fly</i> .	IWP
Story	I will read <i>Chicka Chicka Boom Boom</i> .	<i>Chicka Chicka Boom Boom</i> - WR B M2
Age Appropriate Game	Bug in a Rug- the teacher will choose a child to be a bug while all of them are hiding their eyes. They will put the blanket over the child and have the rest of the children guess who's the bug.	2 Blankets
Other	Do as I'm doing-the teacher will sing the do as I'm doing song with actions encouraging the children to	None

	sing and do the actions.	
Other	The children and will sing and do the actions along to the song <i>Row, Row, Row Your Boat</i> .	None

Wednesday

WORDS TO SONGS & FINGERPLAYS *(must provide)*:

For the other teachers so we can all learn about them; also include source (website, book, etc.).

RESOURCES *(must provide)*:

Where you found your ideas (people, books, websites,)

Materials *(optional)*:

If you would like to make a list of the materials you need you can but it is not required.

Friday

WORDS TO SONGS & FINGERPLAYS *(must provide)*:

I've gotta shake, shake, shake my sillies out

Shake, shake, shake my sillies out

Shake, shake, shake my sillies out

And wiggle my waggles away.

Lyrics retrieved from: <http://www.learningstationmusic.com/blog/2014/06/03/shake-sillies-action-songs-children-lyrics/>

RESOURCES *(must provide)*:

Pinterest, Xxxx, other lesson plans

Materials *(optional)*: