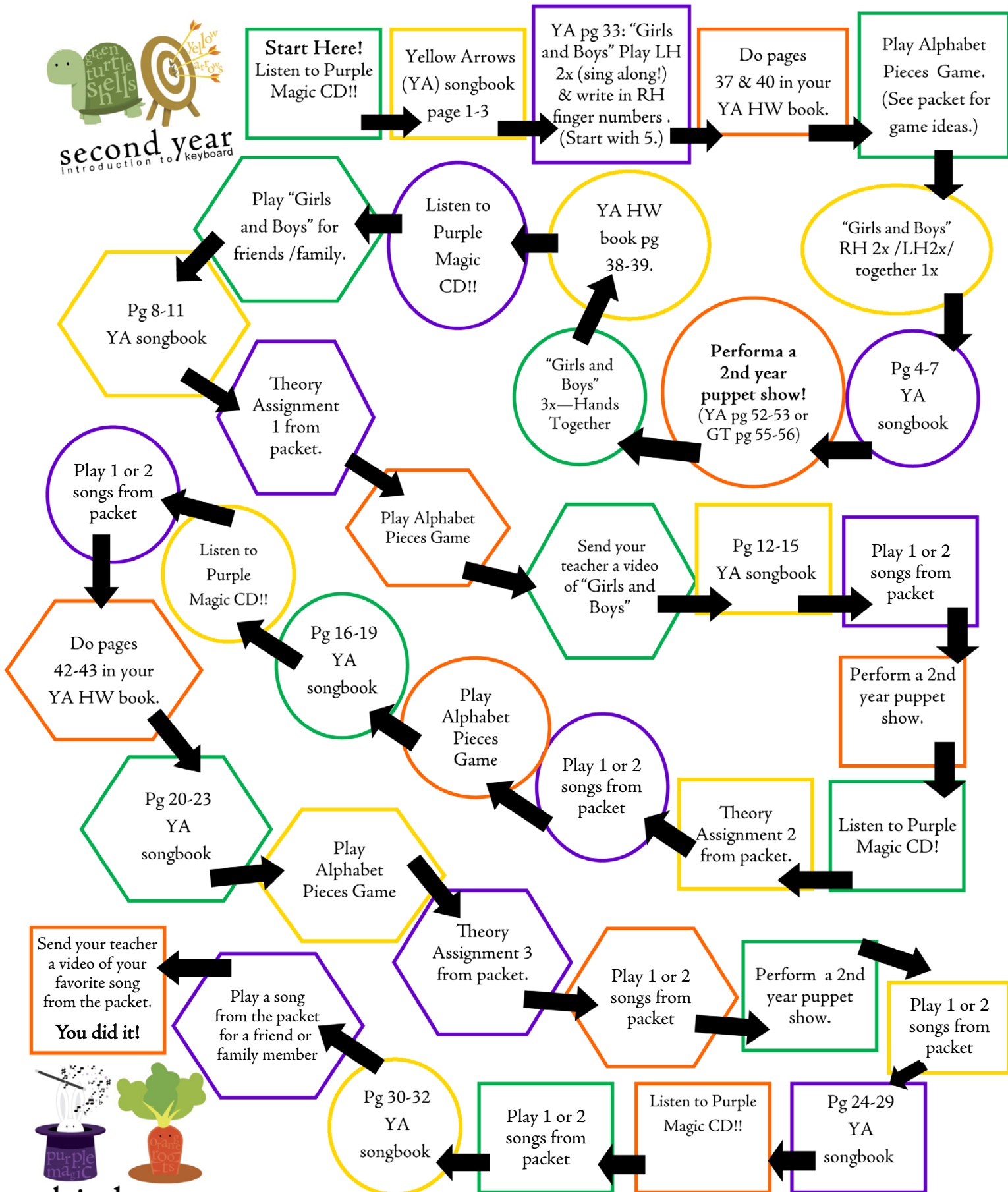


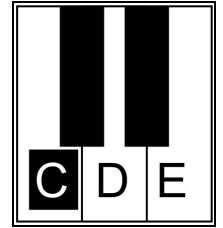
Try to complete 3-5 squares on the game board each week!



Keyboard Geography: *Alphabet Pieces Game*

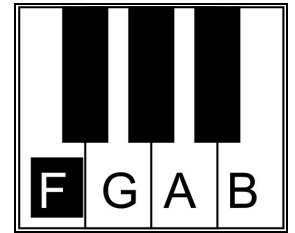
makingmusicianslpm.blogspot.com/2014/02/alphabetpieces.html

Alphabet Race: Have your child take one alphabet piece from the box and quickly set it on the correct white key. Continue until the box is empty! Time yourself and see if you can beat yesterday's time. For students who struggle, have the student look at the picture (key-group diagram) in the back of the Yellow Songbook and form his own visual conclusion.



Take a Second: Have your child choose two alphabet pieces and place them on the keyboard. Identify what interval they make, and play the interval. If it's anything other than a 2nd, play again! The game ends when you *take a second to make a 2nd*.

Alpha-frogger: Pretend each alphabet foam piece is a tiny frog. Have your child choose an alphabet frog, then hop it across the keyboard helping froggie find all keys of that letter. These frogs don't croak- each time the "frog" lands on one of her special lily pads, sing the letter (on pitch!).



Hiss: Place one letter on the keyboard as a starter snake. Each player takes turns drawing a letter and checking to see if they can add it to the head or the tail with baby steps to make the snake longer. If not, start a new snake somewhere else on the keyboard. Anytime someone makes a snake with 8 or more segments, they get to remove it from the keyboard and keep the points (1 per segment)! Play until the pieces run out. It's pretty cool if you are able to join 2 snakes by drawing the missing link between them, and win a really long snake!

Go Fish: Each player starts with 3 alphabet tiles hidden in his hand. Try to make matches by asking the other player: "Do you have a.." *then PLAY the note* on the piano to make your request. If you end up with an empty hand, draw 3 more tiles. Keep playing until the tiles are all gone, and see who got more matches.

Silly Songs: Have your child draw out 5-10 alphabet notes and line them up along the music stand. With her right hand in C position, play each note with the finger touching that key. If the note is a B, slide the thumb down to yellow position to reach it; if the note is an A, slide the hand into blue position to reach it. This might be a wacky song, or it might be something cool. If you like the tune, play it again!

Super Skippers: Your child draws out an alphabet letter and places it on the keyboard as a 'starter'. Next, she chooses another piece and checks to see if it can make a skip up or a skip down from the starter. If not, discard it and player 2 gets a turn to play (player 2 should start her skipping chain on a different octave from player 1). Keep taking turns until someone makes a chain, by adding skips at the top or bottom, that is 7 letters long and wins!

Parking Lot Cars: Draw a letter from the lot and park your "car" on the white key "parking space" that matches. Keep going until you run out of letters!

Cowboys and Indians: Start one tiny plastic character (ANY tiny plastic figures you have will do: Pokemon, animals, cowboys, princesses, etc.) at one end of the keyboard on a white key, and another at the other end. Draw a tile out and move the low guy up to that key. Draw another tile and move the high guy down to that key. Keep going until they meet (and battle, or shake hands, or whatever you pretend!)



Theory Assignment 1

Write the names of the intervals on the lines, then color them:

2nd pink, 3rd purple, 4ths green, 5ths orange!

(reference YA homework book, p.57)



















Theory Assignment 2

Write in the names of the notes,
then play them on your keyboard!

Note Name Options: Middle C, Treble C, Bass C, Middle B, Middle D
(reference YA homework book, p.56)

note name: _____

note name: _____



Theory Assignment 3

1. Circle the chord shape
2. Write the clef name (Treble or Bass)
3. Write the correct finger numbers
(reference YA songbook p.14)



Snowman

SHAPE: Top Heavy
Bottom Heavy

CLEF: _____



Snowman

SHAPE: Top Heavy
Bottom Heavy

CLEF: _____



Snowman

SHAPE: Top Heavy
Bottom Heavy

CLEF: _____



Snowman

SHAPE: Top Heavy
Bottom Heavy

CLEF: _____



Snowman

SHAPE: Top Heavy
Bottom Heavy

CLEF: _____



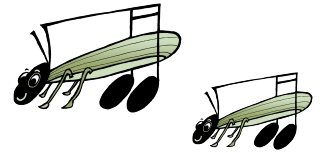
Snowman

SHAPE: Top Heavy
Bottom Heavy

CLEF: _____



Jumping Grasshopper



*Can you hear the grasshoppers jumping all around?
What other rhythms can you see? (Grasshopper, grasshopper, beetle, bug!)*

Debbie Frandsen

1 5 5 2

Grass - hop - per Grass - hop - per, jump so high!

3 4

Grass - hop - per Grass - hop - per, to the sky.

5

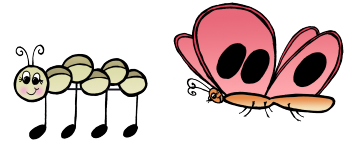
Jump to the tree - tops with all your might!

7

Then fly a - round 'til you're out of sight.



Butterflies



Listen for MAJOR and MINOR sounds as the baby caterpillars turn into butterflies!
(Watch for baby-steps and skips and write in finger numbers)

Debbie Frandsen

3

Cat - er - pil - lar But - ter - fly

But - ter - fly But - ter - fly

3

But - ter - fly But - ter - fly

But - ter - fly But - ter fly

5

Finger 3 on the black note like in "I am Robin Hood"

Cat - er - pil - lar But - ter - fly

But - ter - fly But - er - fly

7

Cat - er - pil - lar But - ter - fly

But - er - fly Bug!



Love Somebody

Sing and play RH melody in C position, then try playing hands together!

C position

3 5

Love some - bod - y,

2 3 4

yes, I do!

3

Love some - bod - y,

4 3 2

yes, I do!

5

Love some - bod - y,

yes, I do!

7

3

Love some - bod - y but I

won't tell who!



Are You Sleeping?

Sing along! Play in Middle C Position--both thumbs on Middle C.
(BONUS: can you sing along with solfege hand signs?)

Traditional

Middle C Position

1
Are you sleeping,
DO RE MI DO

are you sleeping,
DO RE MI DO

3
Broth er John?
MI FA SOL

Broth er John?
MI FA SOL

5

5 2 3 1
Bells are ring ing,
SOL RE MI DO

bells are ring ing,
SOL RE MI DO

Ding, ding, dong.
DO SOL DO

Ding, ding, dong.
DO SOL DO

4



The Wheels on the Bus

Listen for your SOL-MI-DO's

C Position

Arr: Gilbert DeBenedetti

The wheels on the bus go 'round and 'round,
SOL MI DO

1 3 5 3 1

3

'round and round,
"no, no, no" 'round and round. The
SOL MI DO wheels on the bus go

2 1 5 3 1

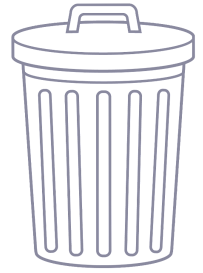
6

'round and 'round,
SOL MI DO All through the
town!

5 3 1 2 1



Don't Put Your Trash



Parent's Note

Once you can play each chord accompaniment style with both hands, then you can work on playing the melody with the right hand.

Voice

Don't put your trash in my back - yard, my back - yard, my back - yard.

Piano

The first system of the musical score consists of a voice line and a piano accompaniment. The voice line is written in a treble clef with a 3/4 time signature. It contains the lyrics: "Don't put your trash in my back - yard, my back - yard, my back - yard." The piano accompaniment is written in a grand staff (treble and bass clefs) and consists of four measures of chords. The first measure has a treble clef and a 3/4 time signature.

5

Don't put your trash in my back - yard. My back - yard's full!

Pno.

The second system of the musical score consists of a voice line and a piano accompaniment. The voice line is written in a treble clef and contains the lyrics: "Don't put your trash in my back - yard. My back - yard's full!" The piano accompaniment is written in a grand staff and consists of four measures of chords. The first measure has a treble clef.

9

Fish and chips and vin - e - gar, vin - e - gar, vin - e - gar.

Pno.

The third system of the musical score consists of a voice line and a piano accompaniment. The voice line is written in a treble clef and contains the lyrics: "Fish and chips and vin - e - gar, vin - e - gar, vin - e - gar." The piano accompaniment is written in a grand staff and consists of four measures of chords. The first measure has a treble clef.

13

Fish and chip and vin - e - gar. Pick - le pick - le pep - per pop!

Pno.

17

One bot-tle of pop, two bot-tle of pop, three bot-tle of pop, four bot-tle of pop,

Pno.

21

five bot-tle of pop, six bot-tle of pop, seven bot-tle of pop, POP!

Pno.



Oh, When the Saints

-- This is different than in your Yellow songbook. --
Watch for intervals in the left hand!
Write in additional finger numbers as needed.

Arranged by
Gilbert DeBenedetti

C position

Musical notation for the first system (measures 1-4). The right hand (treble clef) plays a melody in 4/4 time. The left hand (bass clef) plays a bass line with intervals. Fingerings are indicated: 1, 3, 4, 5 in the right hand; 2, 3, 4, 5 in the left hand. Lyrics: "Oh, when the saints Go marching in, Oh, when the".

-- intervals! --

-- 2nd, 3rd, 4th, 5th --

5

Musical notation for the second system (measures 5-8). The right hand continues the melody. The left hand plays chords and intervals. Lyrics: "saints go march - ing in, Oh, how I".

9

Musical notation for the third system (measures 9-12). The right hand continues the melody. The left hand plays chords and intervals. Lyrics: "want to be in that num - ber, when the".

13

Musical notation for the fourth system (measures 13-16). The right hand continues the melody. The left hand plays chords and intervals. Lyrics: "saints go march - ing in!".



B-I-N-G-O

*Do you remember going on a bug hunt for this song during Blue Bugs?
See what bugs you can find as you play!*

Traditional

Middle C position

There was a far - mer had a dog and

2

Bin-go was his name - o. B - I - N-G-O, B - I - N-G-O,

5

B - I N - G - O and Bin - go was his name - o!



Bunny's Birdhouse

-- Play chords and "Rat-tat-tats" with both hands --

(For a challenge, try playing the melody line with RH! Follow the finger numbers and note relationships)

Shelle Soelberg

Voice

3 5 3 1 2 4 4 2 1 4 3

It's fun to build a birdhouse with a hammer, nails and wood.

Piano

C position

Voice

5 1 5 5 3 5 3 1 3 2 3

Rat-tat-tat rat-tat-tat - rat-tat-tat-tat tat! But if a bunny tried to build one, do you

Piano

Voice

5 5 1 5

think he real-ly could? Rat-tat-tat rat-tat-tat rat - tat - tat - tat - tat!

Piano

SOL FA MI RE DO!



Halloween is Coming

Can you hear the Major and Minor sounds?

Shelle Soelberg

C position

1 3 Hal - lo - ween is come ing, Hal - lo - ween is near!

5 Hal - lo - ween is come ing there's no - thing to fear.

9 *Finger 3 on the black note like in "I am Robin Hood"*
Hal - lo - ween is he re, Hal - lo - ween's to - night!

13 Hal - lo - ween is here and I'm full of fright!



Johnny's Hammers

Sing along! Go on a bug hunt for the right-hand rhythm!

** (These are two beetles, not a caterpillar, because they are connected with only one beam at the top! A caterpillar is connected with two beams.)*

C Position

beetle,* beetle,* bug, beetle, bug, beetle, bug, beetle,

John - ny works with one ham - mer, one ham - mer, one, ham - mer,

slow like a slug!

3

John - ny works with one ham - mer, then he works with two!

5

John - ny works with two ham - mers, two ham - mers, two ham - mers,

faster like a bug!

7

John - ny works with two ham - mers, then he works with three!