

FIRESIDE MUSIC & MOTION®

Let's Picture Music!

Lesson Series

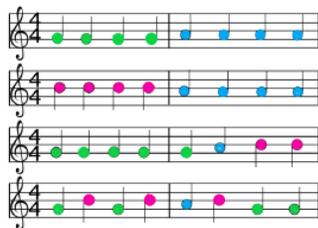


# Coloring, Clapping and Playing Music (with Recorder!) Sample Lesson

## *Color and Clap (or Stomp) Worksheets and Fun Figures Recorder Mat Package*



### COLOR AND CLAP (OR STOMP!) MUSIC WORKSHEETS



The Carrot, the Dog, the Egg and the Frog (...and the Bunny)  
Book Series Companion Product

**FUN FIGURES  
RECORDER  
MAT PACKAGE**

Includes:

1. Colored Recorder Mat to display on your screen for on-line teaching
2. Black and White "Make-Your Own" double-sided Recorder mat for students to color and make

The Carrot, the Dog, the Egg and the Frog (...and the Bunny)  
Book Series Companion Product

The Carrot, the Dog, the Egg and the Frog  
(...and the Bunny)

Book Series Companion Product

## Coloring, Clapping (or stomping) and playing music – Sample Lesson

Call 203-738-6787 with any questions – we are happy to help!

### Goals:

Learn the note group GAB and play these notes in various combinations on an instrument (in this lesson, the instrument is recorder). For this lesson to be most effective, students should be familiar with *The Carrot, the Dog, the Egg and the Frog (and the Bunny)* story and the location of the story figures on the treble clef.



**Student Materials:** *Color and Clap Worksheets* p.12\*; *Fun Figures Recorder Mat Package* p. 6 (recorder mat) and crayons (or a pen or pencil)

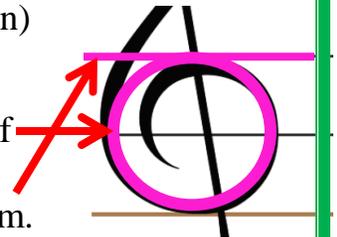
**Optional:** tape and either a paper towel roll or two toilet paper rolls, one inserted into the other.

**Teacher Screen Share:** Display *Color And Clap Worksheets* p. 12 then p. 20, then *Fun Figures Recorder Mat Package* p. 5.

### Activity:

**Step 1. Coloring the music** (use an annotation tool to color on the screen)

Share *Color and Clap Worksheets* p.12 on your screen. Ask how we remember where the Bunny bounces. Draw a circle around the treble clef sign and explain that we think of this as the Bunny's trampoline and that the Bunny is on the line just above it. Draw across the B line to show them. Ask how many Bs in the first measure, then color them in as your students color their own music. Ask how many Bs in the second measure. Color them in with your students. Then let the students color in the rest of the Bs on their own. (Students who do not have paper copies can watch you on the shared screen).



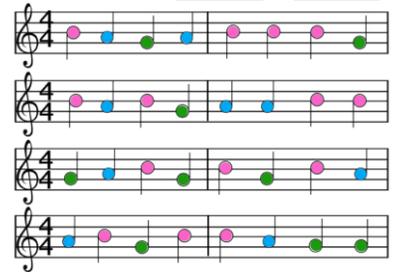
Next ask what the Bunny bounces through (the Air) and explain that A is the space just below the Bunny. Color in the As with the students in the same manner as the Bs above.

Next, explain that the Air blows around the Grass beneath it, so the Grass is below the Air. You can mention that the Grass is the line the clef sign circles around. Color in the Gs with the students in the same manner as the Bs. When everyone is done coloring, you can share the colored music from p. 20 of *Color and Clap Worksheets*.

**\*Page number references are to the PDF pages, not the page numbers at the bottom of the document.**

**Step 2: Clapping or Stomping out the music**

After the music is colored, it's time to clap or stomp it out. Students can either hold their own colored music or look at their screen where you are displaying the colored music.

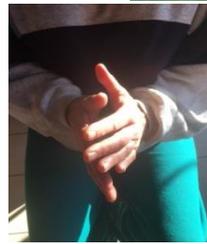


To clap it, the motions are "Lap, Clap and Snap". Pat your lap for the lowest note (G), clap your hands at waist level for the middle note (A) and snap your fingers at chest level for the highest note (B).

**LAP**



**CLAP**



**SNAP**



Students say the music notes while Lap, Clap and Snapping. For example, for the first two measures, they would say and do:

Measure 1: "Bunny" (snap) "Air" (clap) "Grass" (lap) "Air" (clap)

Measure 2: "Bunny" (snap), "Bunny" (snap), "Bunny" (snap) "Grass" (lap)

To stomp it, students to place two socks (or other items) down on the ground to stand for the notes with lines (in this case, G and B).



**B Stomping Location**



**A Stomping Location**



**G Stomping Location**

Then they stomp (or step) to the right of the objects while saying the music notes as they did for the clapping.

Measure 1: "Bunny" (high stomp) "Air" (middle) "Grass" (low) "Air" (middle)

Measure 2: "Bunny" (high stomp), "Bunny" (high), "Bunny" (high), "Grass" (low)

**Add Music!** To make it more challenging, you can play music (without words) that they have to clap or stomp to.

### Step 3: Playing the Music

Students should have recorder mats that you have printed and cut out from page 6 of the Recorder Mat Package.

Share p. 5 of the *Fun Figures Recorder Mat Package* on your screen. Students color in the circles on their recorder mats with the colors shown on the screen. If they don't have crayons they can simply write the appropriate letters in the holes. Explain how the figures on the recorder holes mirror the figures on the treble clef. Point out the G, A and B and remind them that the Bunny is highest, the Air below her, and the Grass below that.

Have the students tape their colored mat onto a paper towel roll or two toilet paper rolls, one inserted into the other. If they don't have these supplies they can use the paper mat alone. Have them "play" through the music placing their fingers correctly on the paper recorder while saying the figures as they did with the clapping and stomping. Then have them play through the music using a real recorder. If they don't have any materials for the mat or a real recorder, they can play an "air recorder" (by simply pretending to be holding and playing a recorder).

