

FIRESIDE MUSIC & MOTION®

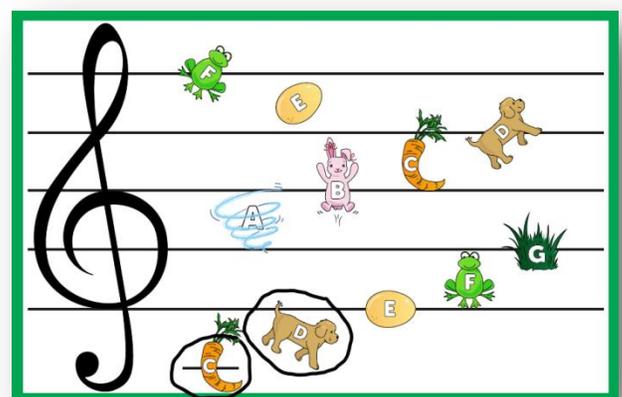
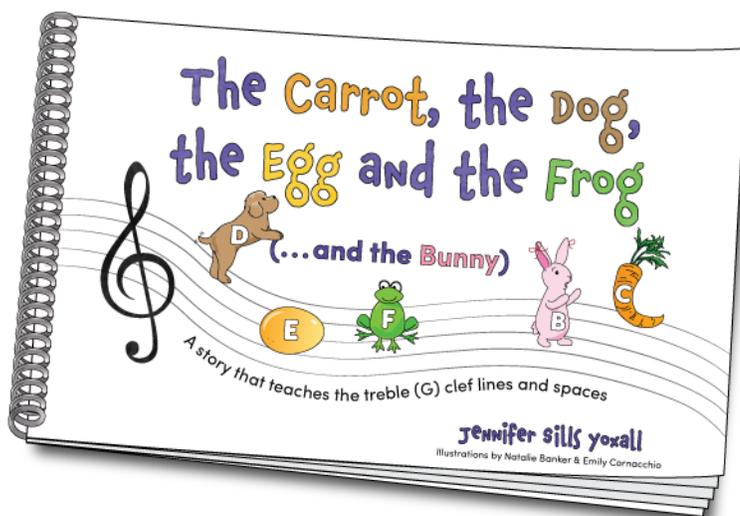
Let's Picture Music!

Lesson Series

Learning the Treble Clef!

How to read *The Carrot, the Dog, the Egg and the Frog (... and the Bunny)* with your students

Sample Lesson



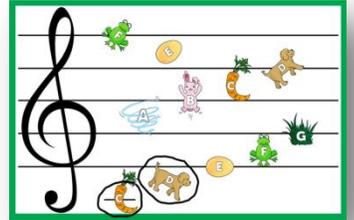
The Carrot, the Dog, the Egg and the Frog
(...and the Bunny)

Book Series Companion Product

Learning the Treble Clef – sample lesson

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

Goal: Begin learning treble clef lines and spaces using the figures from *The Carrot, the Dog, the Egg and the Frog (... and the Bunny)* story



Student Materials: Paper clef mats from the *Fun Figures Treble Clef Mat Package*. Younger students can use the mat with figures (p. 6*) and older students can use the blank mat (p. 7). For one page with 4 mats for multiple exercises, use PDF pp. 9 or 10 instead.

Teacher Screen Share:

Activity 1 (Background): Page 4 of this lesson, How do we write music?

Activity 2 (Reading the Story):

- *The Carrot, the Dog, the Egg and the Frog (... and the Bunny)* story
- *Fun Figures Treble Clef Mat Package* – either p. 6 (for younger students) or p. 7 (for older students).

Share both documents in Read Mode. Split your computer screen with the story on the left and the clef mat on the right. Read the story out loud and mark answers on the clef mat using an annotation tool. Below is one suggested way to read through the story with your students.

(When switching between advancing the pages in the story and marking the answers on the mat, you need to “x” out of the tool bar that allows you to annotate. To get the tool bar back, hover over the green “You are Screen Sharing” bar).

Activity 1:

Background Information: Display and go through p. 4 of this lesson, How do we write music? Explain that we’re going to start learning to read music by reading a story.

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

Activity 2: Reading the Story

Read Page 6.

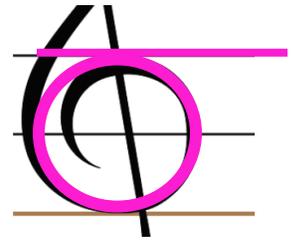
Read Page 7. Say “Let’s circle the Carrot growing deep in the earth” (for younger students) or “let’s write a C where the Carrot grows” (for older students). Then do this on the screen with the annotation feature.

Read pages 8, 9 and 10. At page 10 say “Let’s circle [or write a D for] the Digging Dog” Then say “We’re going to think of the lowest full line as the ground. Let’s draw a line across that full bottom line.” Draw a line on top of the “E” line. Then say, “Now let’s circle [or write an E for] the Egg lying on the ground” Then say, “So remember, two things are happening under the ground. The Carrot is growing and the Dog is digging.”



Read pages 11 through the top half of 17. After the top half of page 17, say “Let’s circle [or write an F and G for] the Frog and the Grass that he’s sitting in.” Say, “Let’s think of this as very tall grass that grows way above the Frog’s head.” Also say “Notice that the Frog is looking down on his Egg. The Egg will always be below the Frog and the Grass will always be above him.” You can also say “There’s another name for the treble clef. Do you know what it is? It’s the ‘G Clef’. And it’s called that because the line that the treble clef circles around is G.” Show this on the screen.

Read the bottom half of 17 through page 19. Then say “Here’s how we’re going to remember where the Bunny bounces. We’re going to think of this part of the clef sign as her trampoline.” Draw a circle around the lower round part of the treble clef. Then say “ Now find the line just above that trampoline and follow it over to the Bunny” Draw a line across the “B” line from the top of the “trampoline” to the Bunny figure or the circle where the Bunny goes and ask the students to do the same thing. Then say, “Now let’s circle [or mark a B for] our bouncing Bunny.” Explain that the Bunny bounces in the middle of the staff, so one way to remember this is to say “The Bunny Bounces in the Middle”. Have everyone say it together. Then say, “Let’s circle [or mark an A for] the Air she bounces through.”



Read pages 20-22. Then say “So when the Bunny yanks the Carrot out of the ground it ends up just above her head. So let’s circle [or mark a C for] that high Carrot just above the Bunny.”

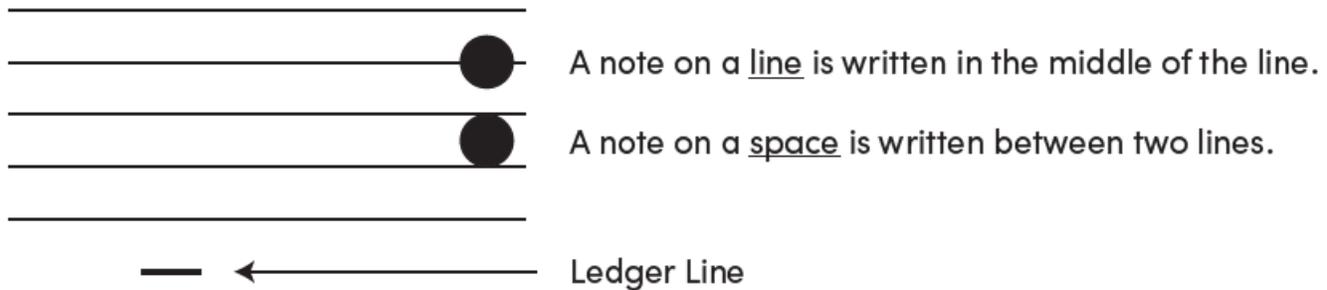
Read page 23. Then say “Let’s circle [or mark a D for] the high Dog, just above the Carrot that doinks him in the nose.”

Read pages 24-26. Then say, “So when our Frog jumps after his Egg, he jumps all the way to the very top line. You can even think of him flying through this loop at the top of the clef sign. So let’s circle [or mark an F for] or high Frog. And what is he always looking down on? The Egg. So let’s circle [or mark an E for] the high Egg.

Read pages 27-32.

How do we write music?

When music is written down, it is written on something called a staff. A staff has 5 lines and 4 spaces. Music notes can be written on the lines or the spaces. Sometimes notes are written on or between small lines above or below the staff called ledger lines.



At the far left side of the staff is a symbol called a clef sign. This tells you what notes you will find on the staff. This book will help you learn the notes on the lines and spaces of the **treble clef**.

A diagram of a treble clef staff. The notes on the lines are F, D, B, G, E, C from top to bottom. The notes on the spaces are E, C, A, F, D from top to bottom. Two green boxes highlight the 'E Room' (the space between the top two lines) and the 'G Room' (the space between the second and third lines). The treble clef sign is labeled "Treble Clef Sign".

E "Room"

Music notes go up the staff alphabetically and have the letter names A, B, C, D, E, F, and G. You can think of the staff as a house with lines and spaces as different (very long!) rooms. Each note can live anywhere on the line or space that is its "room". Some notes have 2 rooms: one low and one high.

G "Room"

Another name for the treble clef is the **G clef** because the clef sign circles around the G line.

Treble Clef Sign