

# Kindergarten Kaper 2021

Melinda Metzger [melinda\\_metzger@wrdsb.ca](mailto:melinda_metzger@wrdsb.ca)

Jane Wamsley [pjresources@omea.on.ca](mailto:pjresources@omea.on.ca)

The below lesson plans and visuals for these lessons can also be found on the OMEA website. The lessons below can be adapted for varying settings including many COVID-19 restrictions. These lessons can also be adapted for older grades. Please reach out if you have any questions.  
BONUS -Enjoy the quotes!

*A child who sings is a happy child.*

*-Elder Enrique Falabella*

*If you make children happy now you  
make make them happy twenty years  
hence by the memory of it.*

*-unknown*

**When my time ends, I want people to say,  
'Man her music made me smile – it just  
enlightened my life – it inspired me – it  
made me feel good every time.'**



TOPIC: Animals, Counting and Patterning in Math and Music

GRADE LEVEL INTENDED: Kindergarten

**OVERALL and SPECIFIC CURRICULUM EXPECTATIONS**

**Belonging and Contributing**

**30.2** Explore a variety of tools, materials and processes of their own choice to create music... in familiar and new ways.

**31.2** Explore different elements of music.

**Demonstrating Literacy and Mathematics Behaviours**

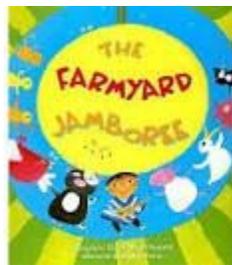
**18-**recognize, explore, describe, and compare patterns, and extend, translate, and create them, using the core of a pattern and predicting what comes next

**Problem Solving and Innovating**

**23.3** Use problem-solving skills and their imagination to create music.

BRIEF DESCRIPTION: Students will listen to a song with pairs of animals while being exposed to skip counting by two. Students create and perform their own animal sounds pattern composition. This lesson can be adapted for **COVID protocols**, individuals, small groups and whole class instruction.

BOOK/ELECTRONIC RESOURCES / VIDEOS (Youtube etc) Picture Book/Songbook: The Farmyard Jamboree, Author- Margaret Read MacDonald, Illustrator-Sophie Fatus, Sung by Bob King



Farmyard Jamboree Video song

<https://www.youtube.com/watch?v=x8tHwQ9Qwzk>

Website:

<https://www.barefootbooks.com/ca/farmyard-jamboree>

MATERIALS NEEDED (Pencils etc)

Whiteboard or chart paper, picture cards, number cards [included with this lesson]

### **MINDS ON - HOW WILL WE GET STARTED?**

Ask "Have you ever been to a Farm?" "What different animals might live on a farm?" "Do you know any songs that take place on a farm" (Old MacDonald, Bingo, Skip to my Lou by Nadine Bernard Westcott, Mary had a little lamb by Iza Trapani) If time allows, sing a familiar farmyard song. Make a list of all the animals the students name. Then with the class count how many animals they listed.

### **ACTION – WHAT WILL THE STUDENTS DO**

1. Listen to/read *Farmyard Jamboree* <https://www.youtube.com/watch?v=x8tHwQ9Qwzk>
  - a. What did you hear (a man singing, some parts are the same, some parts are different, instruments, guitar, sounds effects.)
2. Listen and Count: Write numbers down as they occur in the song.  
"Today we are going to listen to a song. In this song, family members give animals to a boy. Listen for how many pets the boy has. I will write down the number of pets the boy has as you call them out." (Students may also tap the beat to the song.)
3. "Let's look at the number written down. Do you notice anything about them?"
4. "I notice that the numbers are getting bigger, and that they are skipping some numbers."
5. "Why do you think not all the numbers were in this song? They did not go in the order I was expecting?" (Mother and baby=2 animals every time)
6. Using the picture cards provided, listen again: Write the name, or place a picture card of the animal beside the number it corresponds with.
7. Chant/count all the animals together, point to each number on the board as you count (2, 4, 6 . . .).
8. Have a student try to count by 2's on their own.
9. Have students create their own composition with animal sounds or names: Students explore and experiment with 2 different picture cards from an individual set, until they create a pattern or sequence they like. (e.g. moo, moo, quack, moo). \*Teachers could use a whiteboard or Jamboard for this activity.
10. Perform/share the compositions with an educator, another student or the class. When performances are complete ask "What did you notice about the different sounds students made? Which sounds did you like? Why?"

### **CONSOLIDATION/ASSESSMENT/LOOK FORS**

See if the student can predict which number comes next in the song. You can pause the song and ask "How many animals will there be now?"

Have student(s) put pictures of the animals in the same order as the song.

Have students place number cards in the correct order, counting by 2.

Have students create their own pattern of animals (repeating patterns, growing patterns, etc.)

"What did you notice about the patterns?"

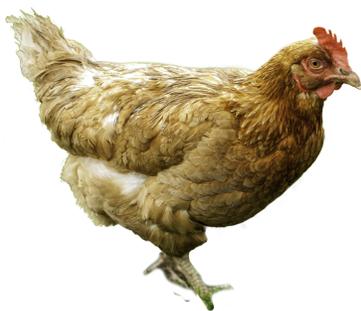
"Which pattern is your favourite and why?"

"How could we make a longer pattern?" "Add many of our patterns together!"

"Let's make one pattern loud and one pattern soft" (high/low, fast/slow)

You can also extend animal knowledge by learning about the names for baby animals, where they live and what they need to grow.

2



4



6



8



10



12



14



16





## MEMBERS ONLY RESOURCE



TOPIC: <i>Up to Speed with Slow and Fast Tempo!</i>	GRADE LEVEL INTENDED: FDK
---	------------------------------

<p><b>OVERALL and SPECIFIC EXPECTATIONS:</b></p> <p><b>30. demonstrate an awareness of themselves as dramatists, actors, dancer, artists, and musicians through engagement in the arts</b> 30.1 demonstrate an awareness of personal interests and a sense of accomplishment in drama and dance; in music and in visual arts</p> <p><b>23. use problem-solving strategies, on their own and with others, when experimenting with the skills, materials, processes, and techniques used in drama, dance, music, and visual arts</b> 23.3 use problem-solving skills and their imagination to create music (e.g., experiment with different instruments to create a rhythm pattern to accompany a familiar song; contribute to making a variation on a familiar song with the class)</p> <p><b>31. demonstrate knowledge and skills gained through exposure to and engagement in drama, dance, music, and visual arts</b> 31.2 explore different elements (e.g., beat, sound quality, speed, volume) of music</p>
---

<p><b>BRIEF DESCRIPTION:</b> explore fast and slow tempo with chants, songs, movement and by creating patterns of fast or slow animal pictures and text</p>
---

<p><b>BOOK/ELECTRONIC RESOURCES / VIDEOS</b> (Youtube etc) -Metronome: <a href="https://www.imusic-school.com/en/tools/online-metronome/">https://www.imusic-school.com/en/tools/online-metronome/</a> -<i>Sloth at the Zoom</i>: <a href="https://www.youtube.com/watch?v=RgKd0VMxPHE">https://www.youtube.com/watch?v=RgKd0VMxPHE</a> -<i>Song About Slow, Song About Fast</i>: <a href="https://www.youtube.com/results?sp=mAEB&amp;search_query=song+about+slow+song+about+fast">https://www.youtube.com/results?sp=mAEB&amp;search_query=song+about+slow+song+about+fast</a> - <i>Carnival of the Animals</i>, Camille Saint-Saens <i>Elephant</i>: <a href="https://www.youtube.com/watch?v=f1nVDoCnsNk">https://www.youtube.com/watch?v=f1nVDoCnsNk</a> <i>Fossils</i>: <a href="https://www.youtube.com/watch?v=0TSkiG9lFvY">https://www.youtube.com/watch?v=0TSkiG9lFvY</a> -<i>The Wonky Donkey</i>, Craig Smith; song [see below the lesson] -<i>Going on a Bear Hunt</i>, Helen Oxenbury -<i>Peer Gynt Suite: In the Hall of the Mountain King</i>, Edvard Grieg</p>	<p><b>MATERIALS NEEDED</b> (Pencils etc) -tempo animal cards -drum, non-pitched percussion instruments</p>
--	--

<p><b>MINDS ON / HOW WILL WE GET STARTED?</b> -have students scatter into their own 'bubble' around the room: "In your bubble you may touch your feet on the floor only-hands to yourself!"</p>
---

-invite students to keep a beat somewhere on their body [stamp, pat knees, clap, snap]. Teacher plays a beat on a drum: play very fast, very slow, changing from slow to fast, changing from fast to slow  
\*Teacher Tip: use a free online metronome if you do not have a drum: <https://www.imusic-school.com/en/tools/online-metronome/> -change the tempo with the slider  
-with scarves, move to a piece of music that changes tempo. Stop the recording after 20 seconds and ask students to describe how their scarf moved; e.g. it went really, really fast, and then very very slow until it stopped. \*improvise on a piano/guitar/recorder/non-pitched percussion instrument (e.g., tambourine, wooden sticks, cowbell...) or play recorded music with different examples of tempo.

### **ACTION – WHAT WILL THE STUDENTS DO**

-read *Sloth at the Zoom* by Helaine Becker <https://www.youtube.com/watch?v=RgKd0VMxPHE>;  
: read the book and identify when characters are moving fast or slow during the story. Ask: *Why are different animals moving at different speeds (tempo)?*

-move to: *Song About Slow, Song About Fast*:

[https://www.youtube.com/results?sp=mAEB&search\\_query=song+about+slow+song+about+fast](https://www.youtube.com/results?sp=mAEB&search_query=song+about+slow+song+about+fast);  
describe what the changes in the tempo were during the song (e.g. *sometimes it was slow and smooth and gentle/other times it was very silly and fast*).

-discuss how the tempo changes make students feel, and that different students will have different feelings.

-write these feeling words on a word wall, along with the music terms “fast, slow, changing tempo”. (you may choose to just use terms “fast, slow, getting faster, getting slower”.)

-play/sing/speak a variety of pieces at different speeds (tempo): (on Youtube you may be able to adjust the tempo of the song); identifying when the music is faster/slower/changing:

**Song/Book:** *The Wonky Donkey*- fast and slow tempos are heard [mp3]

**Instrumental:** e.g. *Elephant* from *The Carnival of the Animals*, by Camille Saint-Saens - SLOW/*Fossils* from *The Carnival of the Animals* - FAST

**Book/Chant:** *Going on a Bear Hunt* [read/chant at different tempo; e.g., SLOW tempo through the grass; FAST tempo when running home]

*Chicka Chicka Boom Boom*; “I’ll beat you to the top of the coconut tree” -FAST; “The sun goes down on the coconut tree” -SLOW

**Rhyme:** “Humpty Dumpty Sat on a wall”-FAST; “couldn’t put Humpty together again”-SLOW

## CONSOLIDATION/ASSESSMENT/LOOK FORS

-sort the **animal picture tempo cards** into fast or slow moving; perform the name of the creature either fast or slow accordingly; share/label as fast/slow/changing. \*Teacher tip: encourage really fast and really slow so that all students will be able to successfully identify the tempo

-discuss how that is similar to the music we have been performing and listening to: sometimes it is fast, sometimes it is slow, and sometimes it changes during the piece; as musicians students can decide at what tempo to perform music they create

-create their own **tempo cards**; decide on a pattern by moving around the cards; decide how to perform the words; practice/share: *Tell us why you chose a fast tempo for your .....dolphin: How does your tempo match how the creature moves? What song that we have performed in class matches the [fast] dolphin? Why?*

-demonstrate their learning by moving (fast/slow) to a new piece of music; e.g. *in the Hall of the Mountain King* from *Peer Gynt Suite* by Edvard Grieg

<https://www.youtube.com/watch?v=gpBZcBB5cLg>

Resources for *Wonky Donkey*

*Lesson Plans*

-Scholastic UK: <https://resource-bank.scholastic.co.uk/resources/417236>

-The Arts in Children's Literature: <http://theartsofchildrensliterature.weebly.com/the-wonky-donkey.html>

Wonky Donkey Song video: <https://www.youtube.com/watch?v=SDeQT9zCvi4>

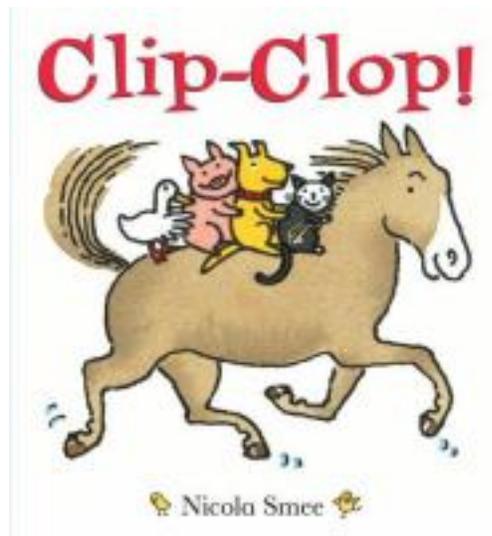
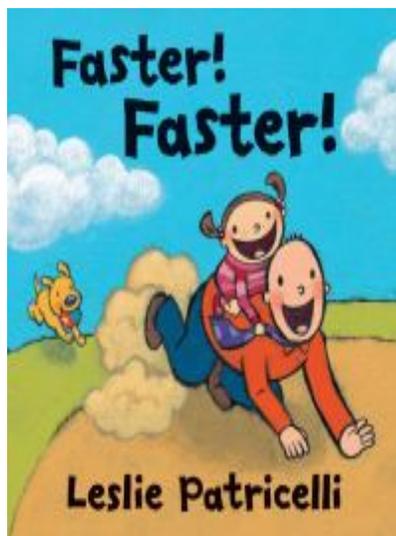
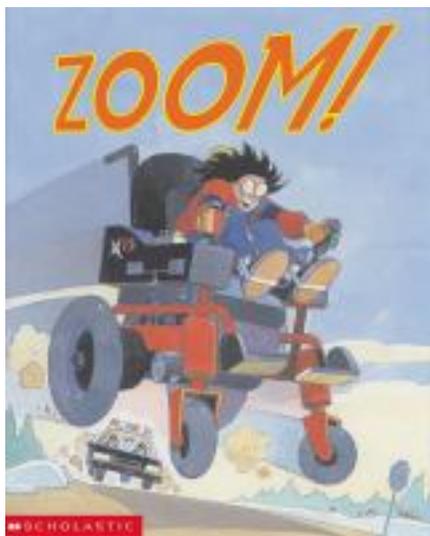
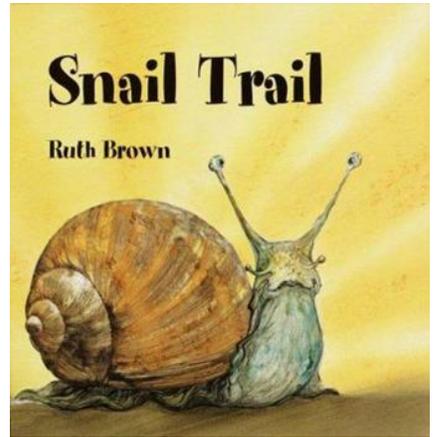
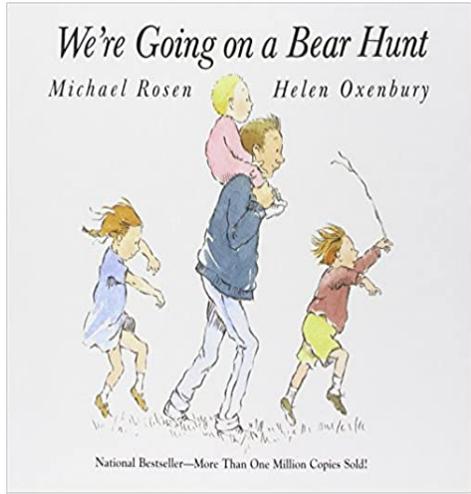
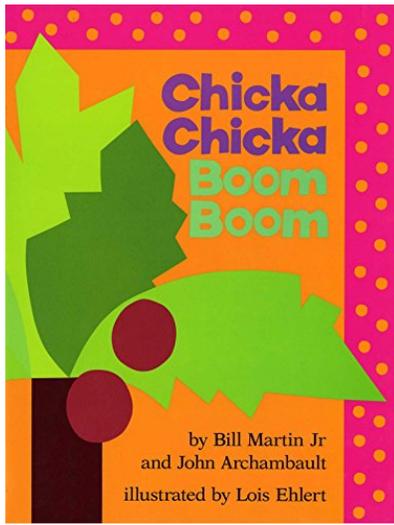
Wonky Donkey Song with composer/singer Craig Smith: <https://www.youtube.com/watch?v=h-uQu7uZIFs>

**Song About Slow, Song About Fast - Hap Palmer:** [https://www.youtube.com/watch?v=0bKHPEII\\_Q](https://www.youtube.com/watch?v=0bKHPEII_Q)  
[lyrics are available online]

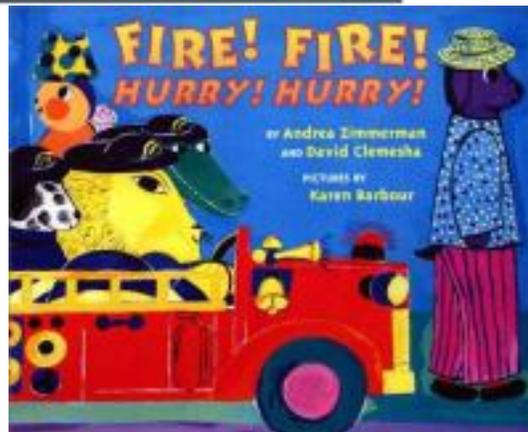
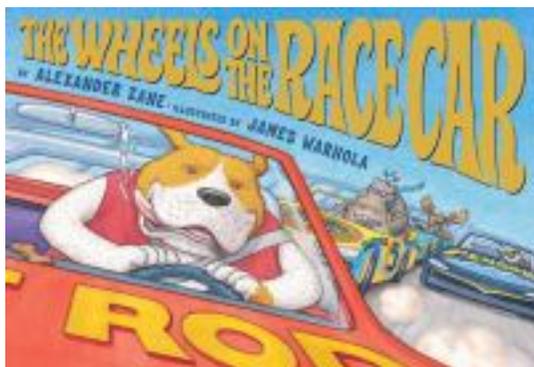
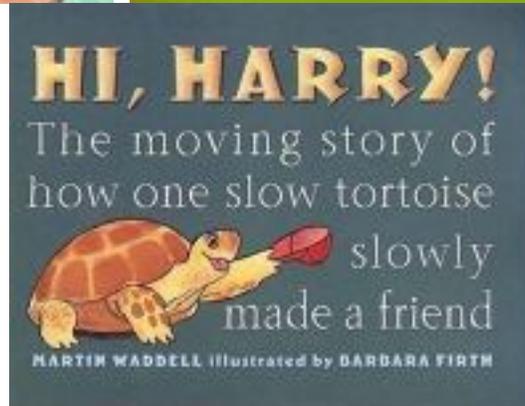
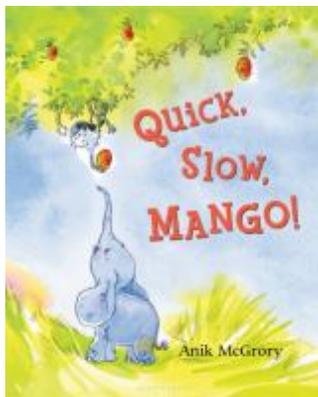
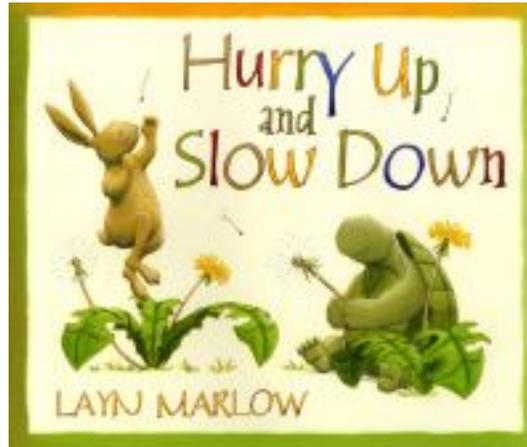
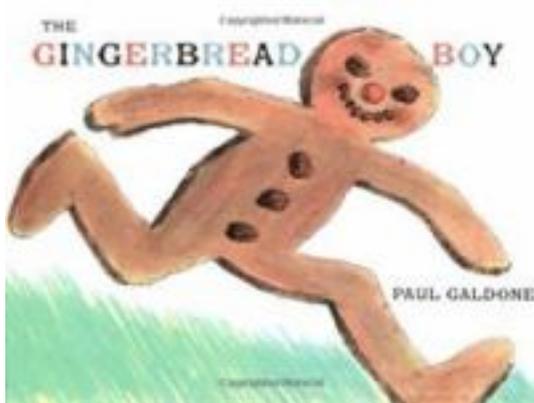
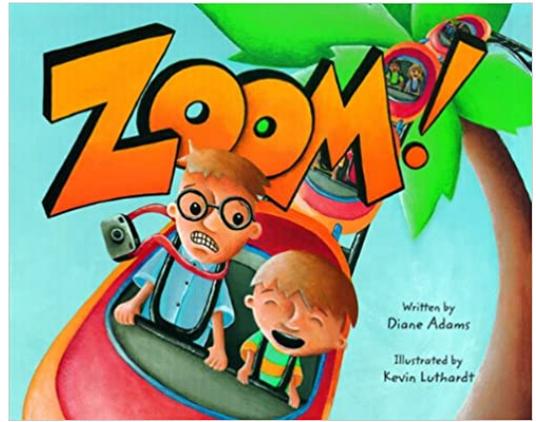
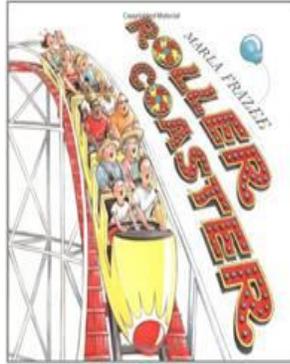
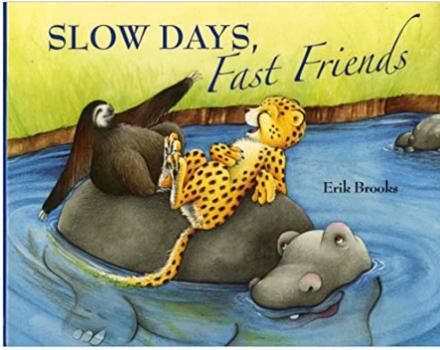
**Additional online resources**

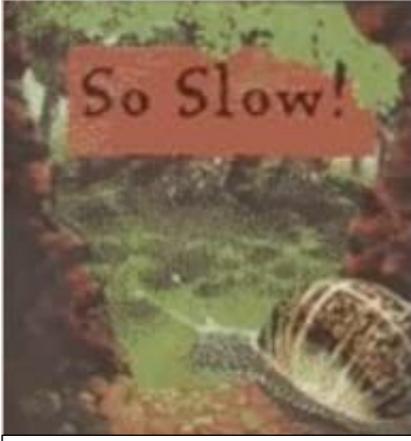
Musicplayonline.ca [many resources for tempo exploration]

**Books about 'Slow' and 'Fast'**

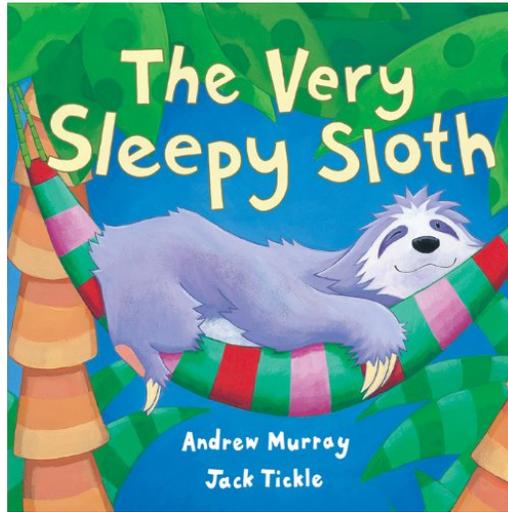


R. Munsch, M. Marchenko



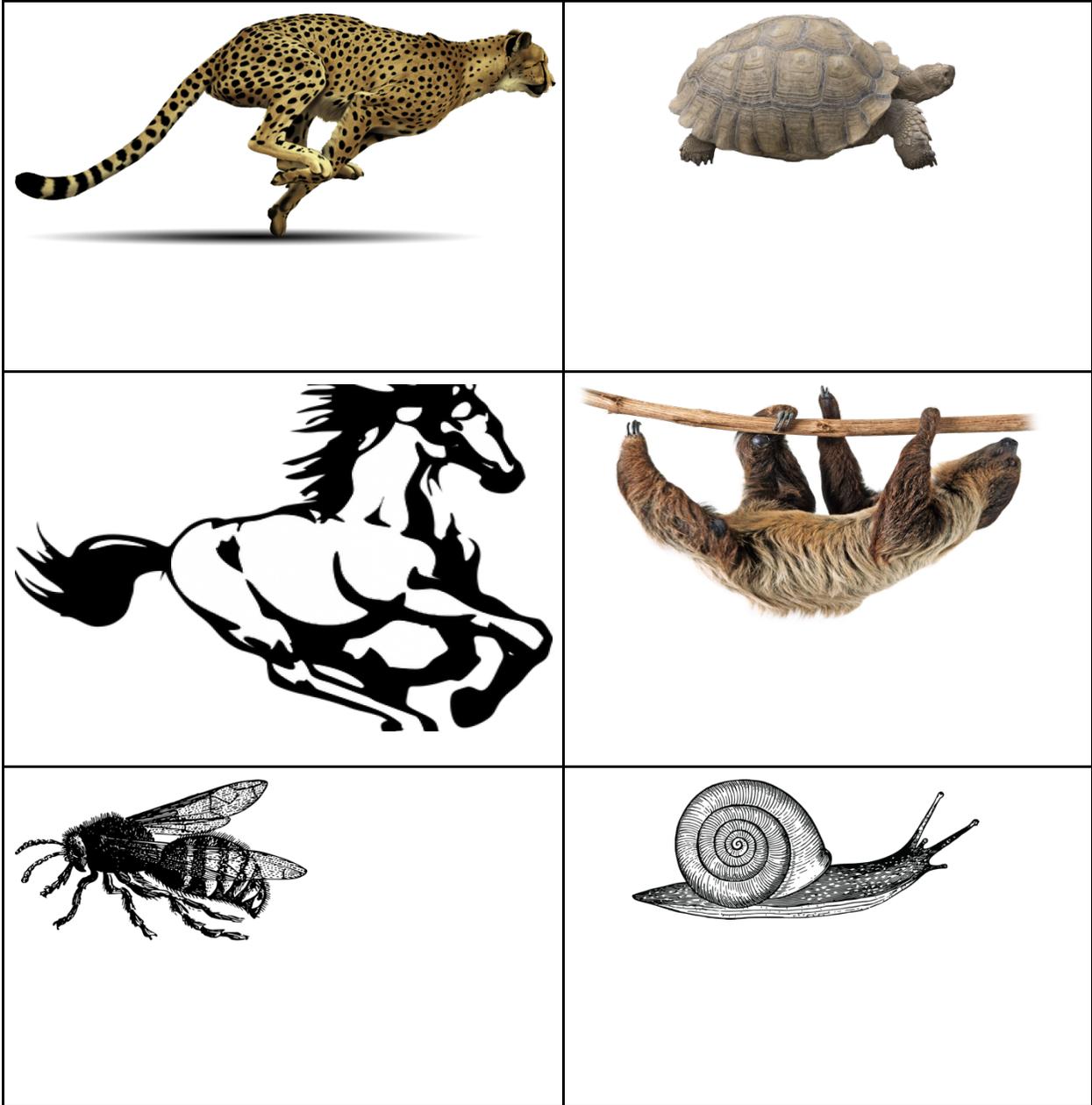


Dave + Julie Saunders



# FDK Lessons: Up to Speed with Slow and Fast Tempo!

Are these animals moving FAST or SLOW?



*Make a pattern of slow or fast animals. Create actions and what you will say; then perform. E.g.:*

 <p><i>S - l - o - w</i> <i>tortoise</i></p>	 <p><i>= Fast cheetah =</i></p>	 <p><i>= Fast cheetah =</i></p>	 <p><i>S - l - o - w</i> <i>tortoise</i></p>
--	--	---	---

*pattern of slow or fast animals*

*Draw and name some other fast or slow animals....transportation....ways we move....*

--	--	--	--
