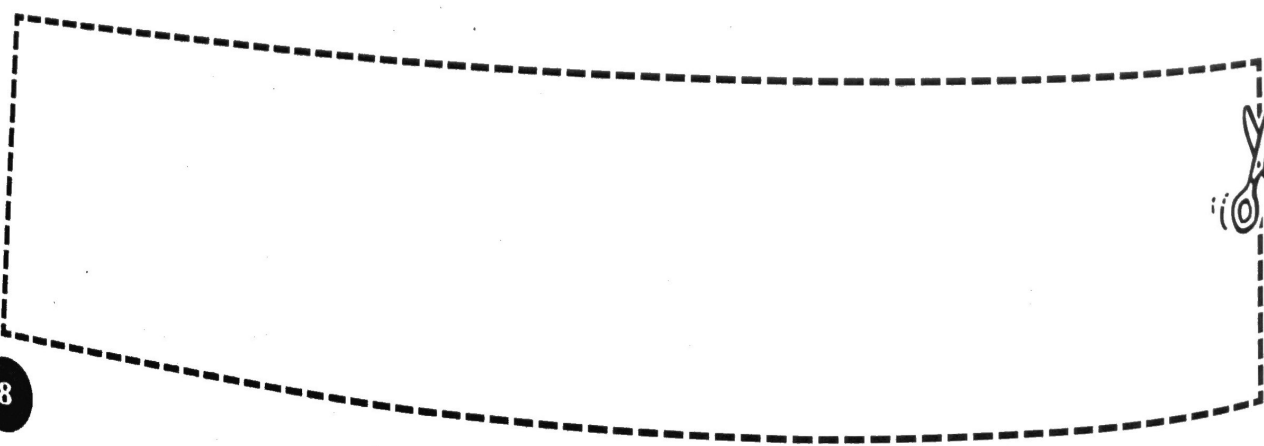
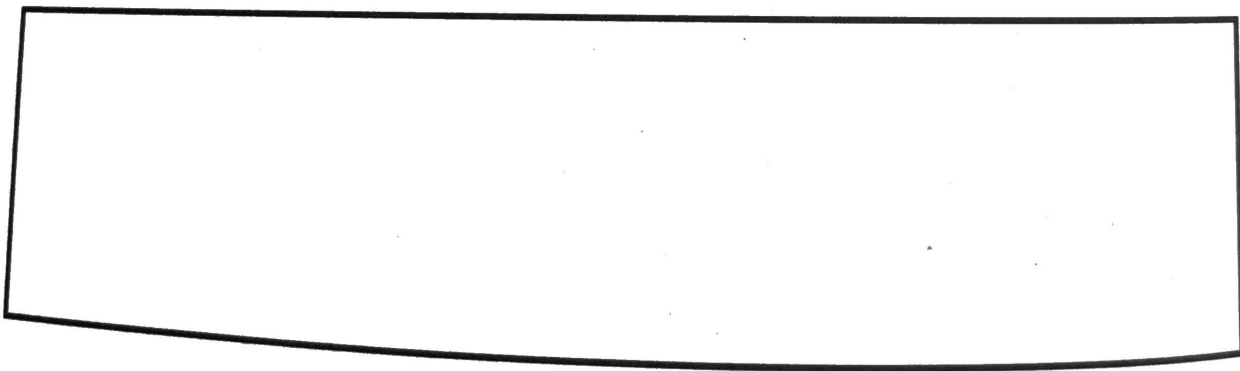


# Make Your Own Squiggle

Make sounds that match these squiggles as you trace them with your finger.



Make up your own squiggle, and draw it in these two boxes. Cut out the second box, and give your squiggle to a friend. Perform each other's squiggles!



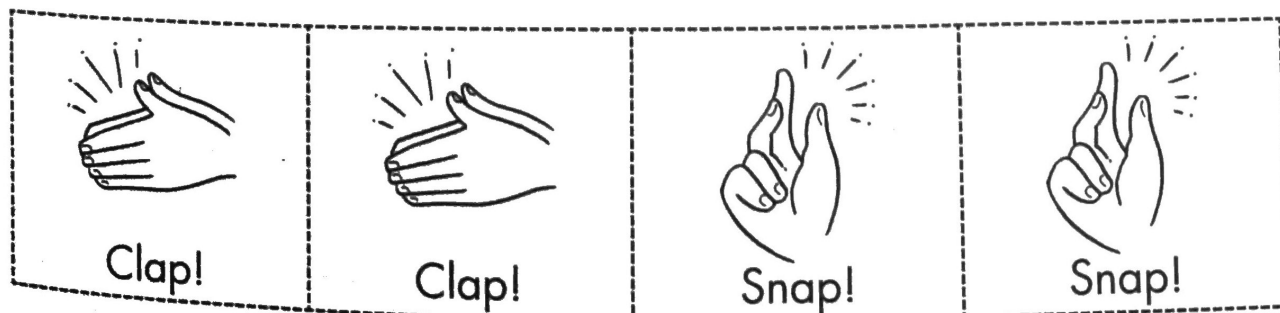
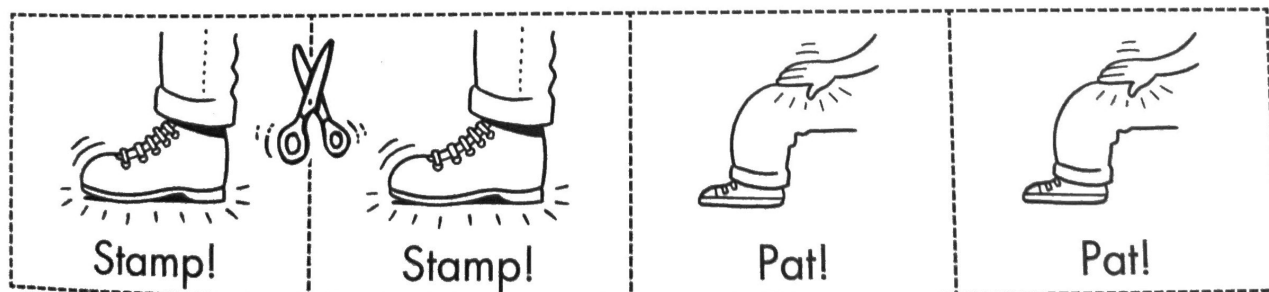
# Write a Rhythm Piece

RESOURCE MASTER

1•10

Cut out the pieces at the bottom of the page.  
Arrange them in the boxes.

Have a friend perform your piece. Then mix up the pieces, and try again!



Name \_\_\_\_\_

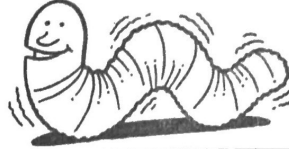
Date \_\_\_\_\_

RESOURCE MASTER

1011

# Squiggle Practice

Listen to the music. If the music goes up, draw a squiggle up. If the music goes down, draw a squiggle down.



1.

2.

3.

4.

Name \_\_\_\_\_

Sp

Ch

1.

2.

Name \_\_\_\_\_

Date \_\_\_\_\_

# Creative Unit Project

RESOURCE MASTER



Help to make a "Sounds" book.  
Follow these steps.


## STEP 1


Look around.

What makes a long sound?

What makes a short sound?

Draw pictures. Cut them out for the book.

long 

short 



Name \_\_\_\_\_

Date \_\_\_\_\_

# Creative Unit Project

RESOURCE MASTER

2.3

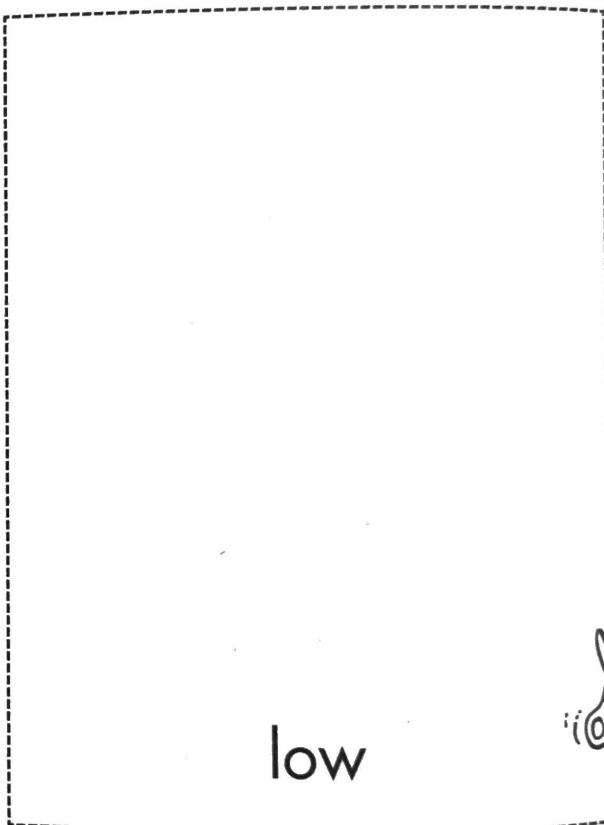
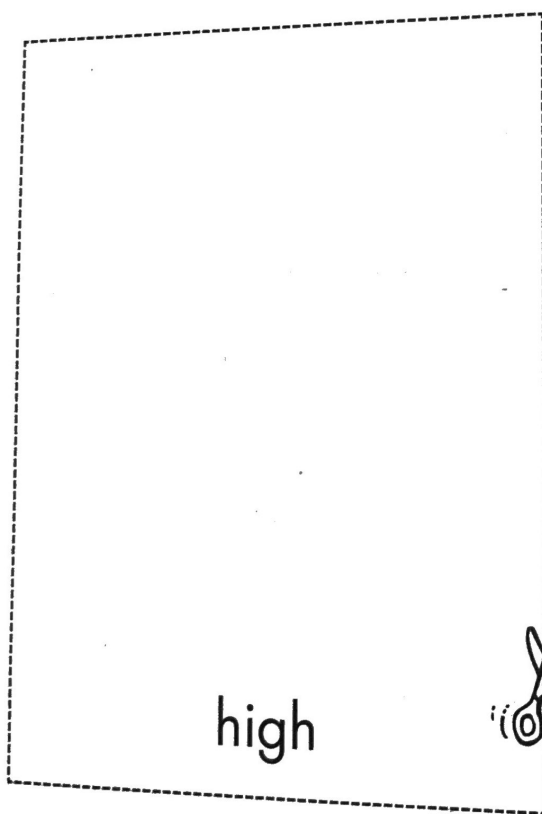
## STEP 2

Look around.

What makes a high sound?

What makes a low sound?

Draw pictures. Cut them out for the book.



## STEPS 3 and 4

Think about instruments. Think about their sounds.

What makes each type of sound?

long

short

high

low

Find pictures for the "Sounds" book.

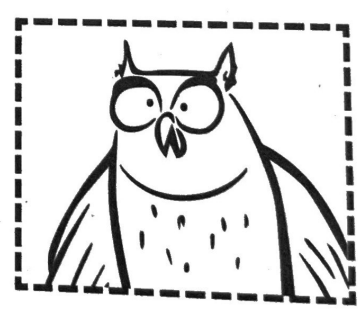
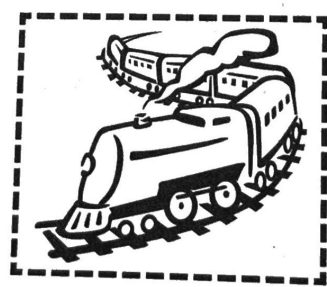
# Long or Short?

RESOURCE MASTER

2•4

LONG sounds	SHORT sounds

Cut out the pictures. How does each thing sound? Paste the pictures in one of the boxes.



# High or Low?

Color the picture that makes a high sound in each box.



# ● Playing Rhythms

RESOURCE MASTER

3•6

 = 1 sound.

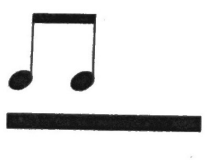
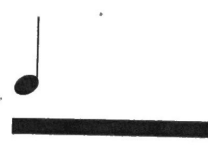
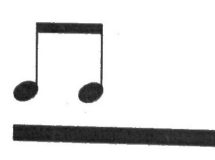

 = 2 sounds.

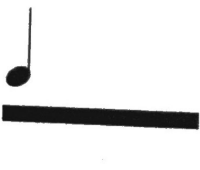
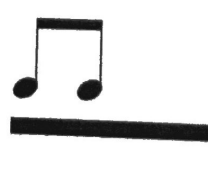
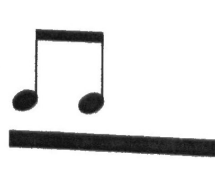
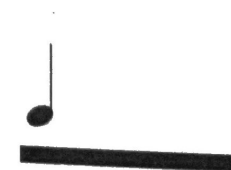
Clap or tap the beat.

Use



1    

2    

3    

Copyright © Macmillan/McGraw-Hill. All rights reserved.

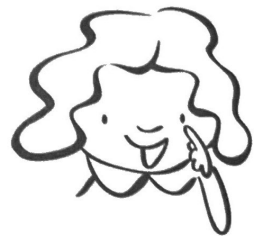
# Singing Questions and Answers

Sing a question.  
Your friend will sing the answer.

"Tell me, tell me, what you see!"



"You and me, that's what I see!"



"Tell me, tell me, what you hear!"



"Tell me, tell me, what you smell!"


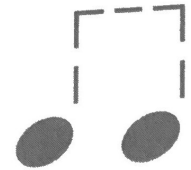


# Writing Rhythms

RESOURCE MASTER

3•8

Trace the notes.

Quarter note 	Eighth notes 
---	---



Use  and 

Write the rhythm on each beat bar.

\_\_\_\_\_  
Granny, will your dog bite,

\_\_\_\_\_  
Cow kick, cat scratch?

\_\_\_\_\_  
Granny, will your hen peck?

\_\_\_\_\_  
"No, child, no."

Copyright © Macmillan/McGraw-Hill. All rights reserved.

# Four-Beat Fun

Color and cut out the pictures.  
Arrange the pictures in a four-beat pattern.  
Perform the pattern.



♪ Clap!



♪ Pat! Pat!



♪ Snap! Snap!


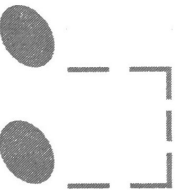




♪ Clap!

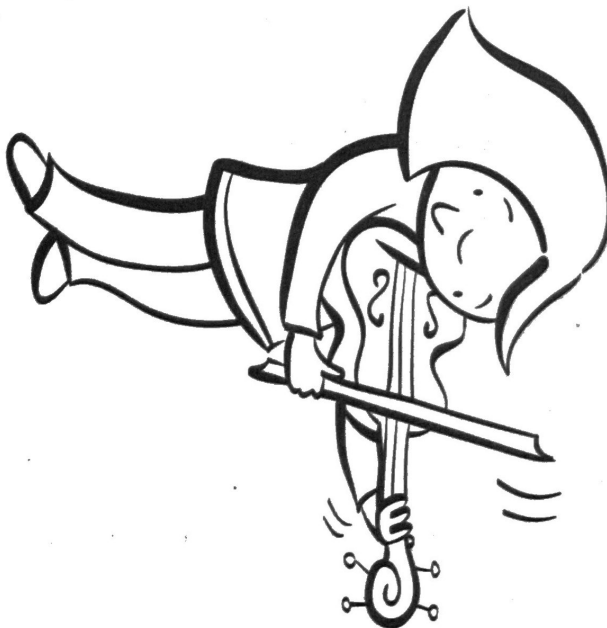


# Create a Rhythm

Trace the notes.

<p>Quarter note</p> 	<p>Eighth notes</p> 
---	--

Use  and   
Write the rhythm on each beat bar.  
Read the rhythm.





Name \_\_\_\_\_

Date \_\_\_\_\_

RESOURCE MASTER

# Think the Rhythm!

## Write It!

Write the rhythm above the beat bars.

Use  and 



I like soda.



I like milk.



I like satin.



I like silk.



I like puppies.



I like kittens.





I like gloves.



I like mittens.



**STEP 3**

Write the rhythm of the poem. Use  and .

\_\_\_\_\_

One,

\_\_\_\_\_

two,

\_\_\_\_\_

three,

\_\_\_\_\_

four,

\_\_\_\_\_

Mar-y

\_\_\_\_\_

at the

\_\_\_\_\_

kitch-en

\_\_\_\_\_

door.

\_\_\_\_\_

Five,

\_\_\_\_\_

six,

\_\_\_\_\_

sev-en,

\_\_\_\_\_

eight,

\_\_\_\_\_

Mar-y

\_\_\_\_\_

at the

\_\_\_\_\_

gar-den

\_\_\_\_\_

gate.

**STEP 4**

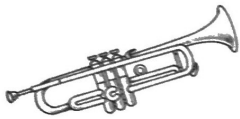
Write a *so-mi* melody for the poem. Use Resource Master 4-8. Practice singing the song. Then perform!

# High or Low?

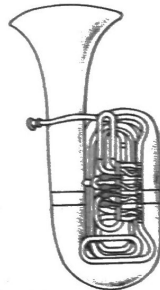
RESOURCE MASTER

4•4

Write H under instruments that make a high sound.  
Write L under instruments that make a low sound.



H



L



\_\_\_\_\_



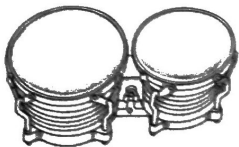
\_\_\_\_\_



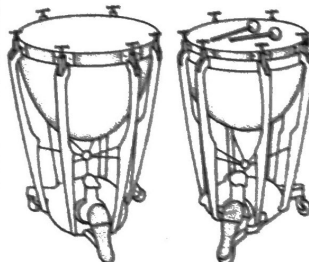
\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

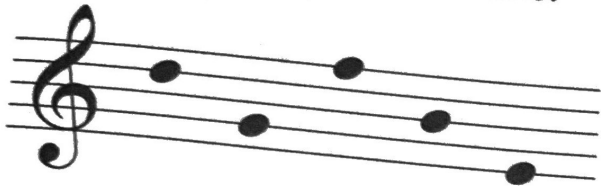


# Lines and Spaces

RESOURCE MASTER

4•6

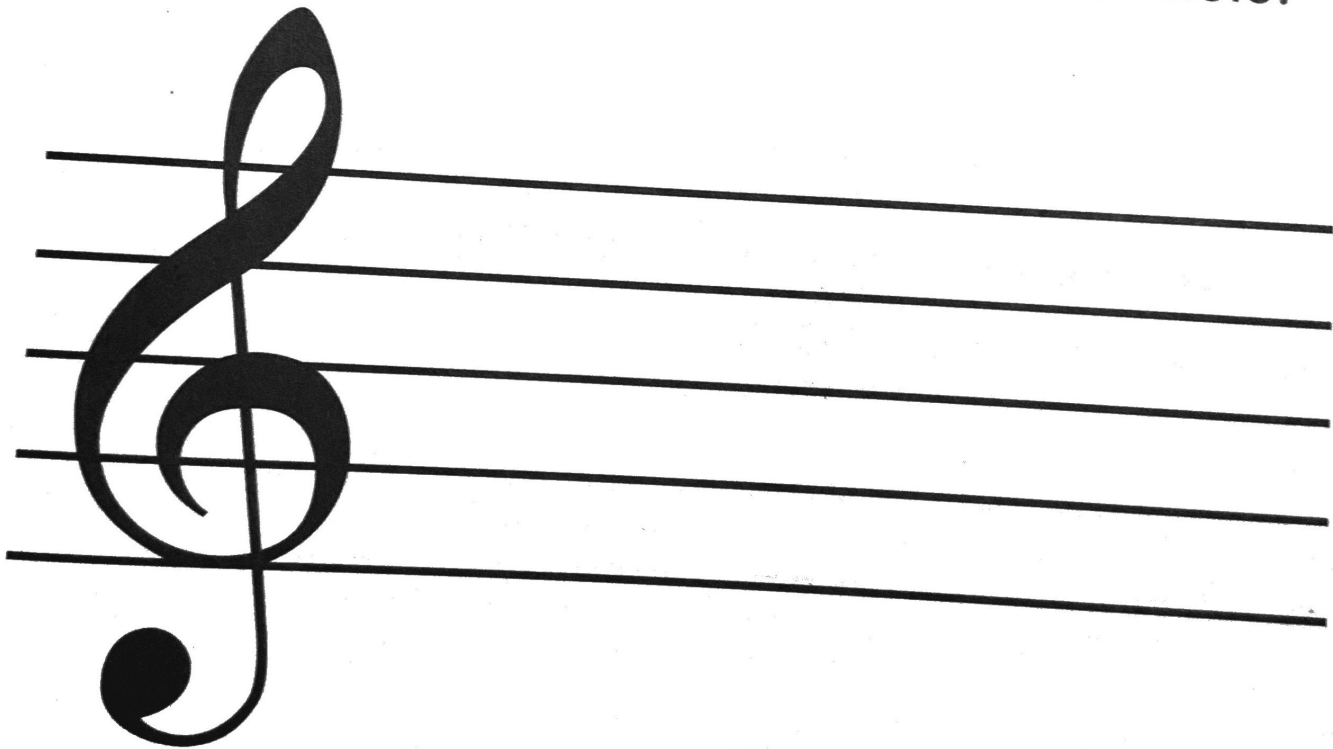
Notes on lines look like this:



Notes in spaces look like this:



Cut out the notes. Place the notes on lines and in spaces on the staff. Draw a stem on each note.



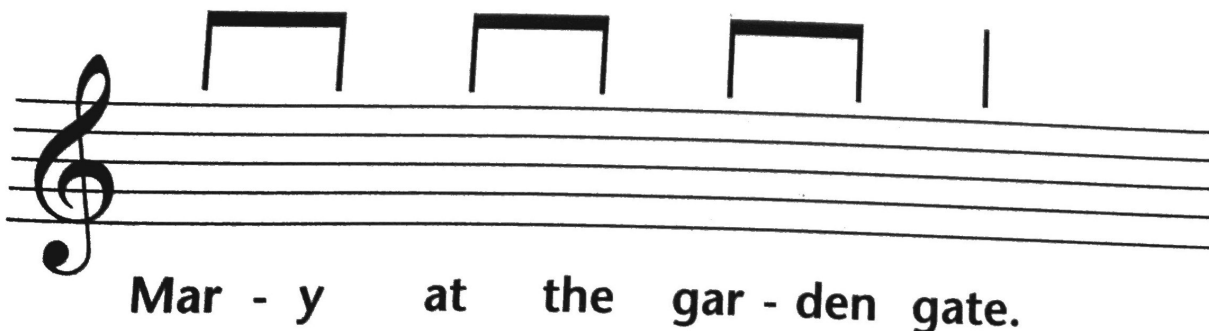
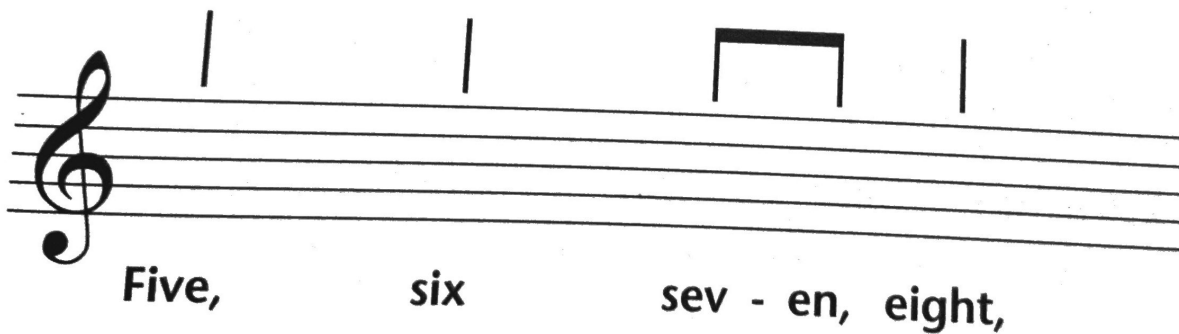
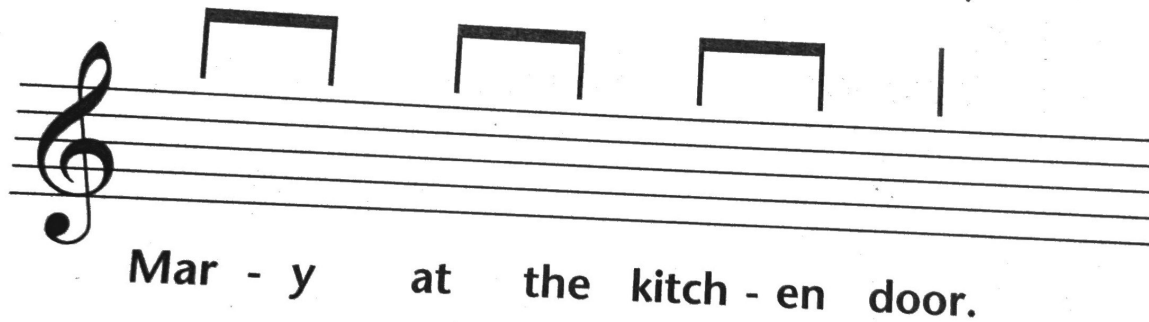
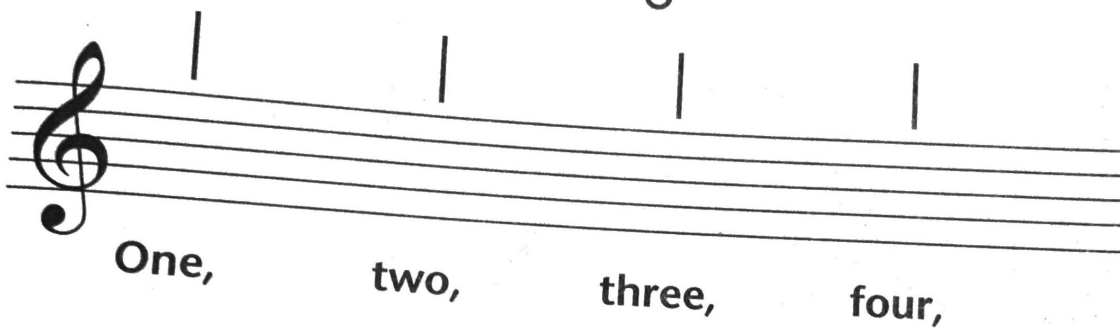
# Write a So-Mi Melody

RESOURCE MASTER

4•8



Clap the rhythm of each line. Write the note *so* or *mi* above each syllable. Draw a stem on each note. Sing your new song.



# Creative Unit Project

RESOURCE MASTER

6•2

- Work with your partner.
- Make up a word pattern.
- Make up a rhythm and melody to match.

## STEP 1

Think of words about:

- Elephants
- Spiders
- Spider webs

Write the words.

---

---

Make up a four-beat pattern. Match the words.

Use ♪, ♪♪, ♪♪♪, ♪♪♪♪

Write the pattern over the beat bars.

Write the words under the beat bars.

---

Name \_\_\_\_\_

Date \_\_\_\_\_

# Quarter Rest

RESOURCE MASTER



What makes me happy?  
What makes me sad?

Clap this rhythm pattern.



What makes me hap-py?

Is there a silent beat at the end of the pattern?

Circle your answer.      **Yes**      **No**

Clap this rhythm pattern.



What makes me sad.

Is there a silent beat at the end of the pattern?

Circle your answer.      **Yes**      **No**

Name \_\_\_\_\_

Date \_\_\_\_\_

# • Tracing *So, Mi, La*

RESOURCE MASTER

R-19

Trace the notes. Fill in the blanks with the correct pitch syllables.



1.

so \_\_\_\_\_

2.

so \_\_\_\_\_

Which song is "Star Light, Star Bright?"

Circle your answer.      1      2



Name \_\_\_\_\_

Date \_\_\_\_\_

RESOURCE MASTER



# Finding La

## Star Light, Star Bright

Traditional

Star - light, star bright,

First star I see to - night,

I wish I may, I wish I might,

Have the wish I wish to - night.

Teacher: Ask children to sing the song with the words. Then ask them to sing the song again with *so* and *mi*. Have them circle the odd note and sing it again with *so*, *mi*, and *la*.