

Learning Basic Skills Through Music, Vol. 2

By HAP PALMER

TRACK 1 PARADE OF COLORS

Purpose: *Identifying colors.*

Materials: *Ten color cards - blue, red, black, green, yellow, pink, purple, brown, white, orange.*

Setting: *The children stand in line, ready to march around the circle. Each child holds a color card.*

Action: *The children march around the circle. When they hear the bell, they go to their seats which are placed in a large circle around the outside of the marching circle. They stand and sit as directed in the lyric of the song.*

TRACK 2 PAPER CLOCKS

Purpose: *Identifying numbers 1-10; telling time on the hour.*

Materials: *Ideally, one large paper clock, and a small paper clock for each member of the class.*

Setting: *The large paper clock is at the front of the class. Each child has a small paper clock at his desk.*

Action: *The children set the hands of their clock as directed by the song. The teacher or one of the students operates the large clock at the front of the class. This can serve as a self checking device for the rest of the class. The children enjoy watching each other participate in this game, and, if only one clock is available, they can take turns.*

TRACK 3 LET'S DANCE

Purpose: *Identification of body planes (front, back, side) and movements in relation to these planes.*

Setting: *Children in a line, circle or scattered.*

Action: *Follow directions in song.*

TRACK 4 ONE SHAPE, THREE SHAPES

Purpose: *Form perception; seeing likenesses and differences.*

Materials: *A collection of various shapes in pairs. These can be designed for use on a felt board, or made of a stiff material so they can be placed in the tray of the chalk board and easily manipulated by the children.*

Setting: *Three shapes are displayed in the front of the class. Three participants are given a shape identical to one of these shapes. During the vocal part of the song, the teacher points to the three shapes in front of the class and then to the one shape that each child holds. During the instrumental part the three participants go to the front of the class and point to the shape that looks the same as theirs.*

TRACK 5 LUCKY NUMBERS

Purpose: *Identification of numbers 1-20. Materials: Number cards 1-20 and a circular board with the numbers 1-20 around the outside edge. The wheel can spin underneath a stationary pointer, or the pointer can be nailed and spin on top of the wheel.*

Setting: *The number cards are placed inside the edge of the circle. The children stand in line around the circle ready to march. The wheel can be placed in the center of the circle or at the front of the class.*

Action: *The children march around the circle. When the bell rings, they run and stand by a number card. Each child raises his hand when he hears his number. Then, someone spins the wheel to find out what the lucky number is. The person who is standing by the lucky number is the winner.*

TRACK 6 TRIANGLE, CIRCLE OR SQUARE

Purpose: *Recognition of three basic shapes; triangle, circle and square. Perception of things with the hands.*

Materials: *A triangle, circle and square made of a stiff material so they can be manipulated. A box or bag.*

Action: *To start with, the three shapes are placed in full view. The children take turns pointing to the shapes described in each verse. Next, the three shapes are put in a box or bag. The child may feel the shapes but he may not see them. This can also be an activity involving inter sensory training. The child is shown a picture of the shape described in a given verse, and then tries to find that shape in the box or bag without looking. In this activity, we have the transfer of a perception based upon one kind of sensory input (vision) with a perception depending upon another kind of sensation (tactile Kinesthetic input.)*

TRACK 7 SOMETHING THAT BEGINS LIKE

Purpose: *Phonetic analysis - recognizing words that begin with the same initial consonant.*

Materials: *Pictures of the following items (or the real thing, if possible):*

- 1. A ball and two or three other things that begin with "B"*
- 2. Some pie and two or three other things that begin with "P"*
- 3. A Man and two or three other things that begin with "M"*
- 4. Hair and two or three other things that begin with "H"*
(The teacher can use a person or a picture of a person and point to their hair.)
- 5. A dog and two or three other things that begin with "D"*

Setting: *An assortment of pictures are placed on the bulletin board or chalk tray, or real objects are placed on a table in front of the class.*

Action: *During the vocal part of the song, the teacher points to a picture of the example word. The song is more effective if the class sings along with the record. This will help the children recognize the sound of the beginning consonant. As the class sings, one person tries to find a word that begins like the example word.*

TRACK 8 WORDS ON THE BOARD

Purpose: *Recognition and discrimination of words that are alike.*

Materials: *Word cards - these can be words that are being learned in the reading program or protective vocabulary.*

Action: *Each participant is given a word card. An identical word card is placed on the felt board or the bulletin board. During the vocal part of the song, the children look for the word that looks the same as theirs. During the instrumental part, the children go to the board and hold their word next to the one that looks the same. Then the children*

take their word and give it to someone who has not had a turn and the game begins again. The vocal and instrumental parts are played 3 times so if the teacher wishes to have everyone participate, 1/3 of the group should go each time.

TRACK 9 LET'S HIDE THE TAMBOURINE

Purpose: *Listening and following directions - visual acuity.*

Materials: *A tambourine.*

Action: *One child is chosen to be "It," and another child is designated to hide the tambourine. The child who is "It" turns around and closes his eyes when he hears this command given in the song. Then, someone hides the tambourine where it can be seen without opening or moving things. The child who is "It" turns around and opens his eyes when he hears this command given in the song. He then looks for the tambourine until he hears the words "shake, shake, the tambourine." If he has found the tambourine, he shakes it; if not, the person who hid the tambourine shakes it. Then, new participants are chosen, and the game begins again.*

TRACK 10 PARTNERS

Purpose: *Listening and following directions.*

Setting: *Each child stands with a partner.*

Action: *Follow directions in song.*



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