This resource was created in collaboration with a teacher professional development workshop designed for early childhood educators. It provides early childhood educators with teaching strategies for introducing pre-literacy activities and open-ended studio activities to reinforce learning.
O is for Orchestra


Vocabulary
- Trumpet
- Saxophone
- Bass
- Drum
- Metal
- Rough
- Bumpy

Books
- *I Got the Rhythm* by Connie Schofield-Morrison

Tier Two Vocabulary
Tier Two consists of high frequency/multiple meaning vocabulary. Some hallmarks of Tier Two are:
- Important for reading comprehension
- Characteristic of mature language users
- Contains multiple meanings
- Increased descriptive vocabulary
- Used across a variety of environments

*Continue to review Tier Two vocabulary with children during activities.*
Goal
The goal of this lesson is to introduce students to Tier Two vocabulary and open-ended studio activities that reinforce their learning, while exploring the artwork *Made in Porto Novo* by Romuald Hazoume.

**Early Learning and Development Standards Addressed**

**Domain:** Language and Literacy Development  
**Strand**  Listening and Speaking  
- Expressive Language  
- Reading Comprehension  
- Receptive Language and Comprehension

**Domain:** Physical Well-Being and Motor Development  
**Strand**  Motor Development  
**Small Muscle**  Touch, Reach, Manipulate  
- Coordinate hands and fingers to manipulate objects  
- Using tools with eye-hand coordination  
**Strand**  Creativity  
- Innovation and Invention  
- Expression of Ideas and Feelings through Art
Classroom Activities for Exploring Recycled Materials

Supplies:

- Egg Cartons
- Scissors
- Paper towel tubes
- Glue or Glue Stick
- Plastic Containers w/lids
- Tape
- CDs
- Yarn or Ribbons
- Cardboard Boxes
- Pipe Cleaners or wire

Activity: Musical Instruments*

Gather a variety of recycled materials for children to create their own musical instruments. The bigger variety of sizes and shapes, the better when encouraging your children’s creativity. Some ideas of instruments children can make are: drums, maracas, cymbals, guitars, and flutes.

Drums

For drums, children can use a container with a lid. Using a hole punch, you can help children make four holes in the container: one on each side of the container itself (just below where the lid sits) and one on each side of the lid. With the lid off, but positioned close to the top of the container, simply thread a long length of wide ribbon through the holes. If you do not have a container with a lid, children can cover the drum with fabric or felt. Students can add fabric, paint, jewels, or any other fun details to make it their own. They can use wooden dowel rods for drumsticks, or any other unique object they may find.
Guitars
If children are interested in making guitars, they can use cardboard boxes from cereal or crackers. First, students can cut a hole out of the center and attach long paper towel tubes to the box for the length of the guitar. Next, children can add guitar strings by taping soft wire through the hole in the guitar. Students can add buttons, or bottle caps for guitar parts. Allow children to experiment with the different materials to see what works best.

Cymbals
To make cymbals, students can loop ribbons through old CD’s or attach them to a metal can and hang with string or wire for windchimes.

Maracas
Maracas can be easily made by filling egg shaped containers with colorful noodles, or beans. It is important for students to problem solve and explore the materials openly. This encourages their imaginative play.
Classroom Extensions

Targeted Tier Two Vocabulary Words

- Saxophone
- Bass
- Trumpet
- Drum
- Metal
- Rough
- Bumpy

Interest Areas
Musical Instruments; Listening to sounds in the environment.

Read-Aloud Book
I Got the Rhythm by Connie Schofield-Morrison

Large Group Activities

- Field trip to Toledo Museum of Art
- Read story.
- Present TMA poster of art piece. Look at and discuss poster reinforcing Tier Two words from tour.
- Introduce the musical instruments provided by TMA, pointing to where they are found on the poster. Listen to how each instrument sounds.
- Creative movement: March to band music using a variety of instruments. Model being a “Maestro” (leader) and then allow the conductor to lead the group in a louder/softer/louder/softer sequence.

Small Group Activities

Language and Literacy

- Clap syllables of each instrument’s name.
- Repeat syllable exercise using a drum instead of clapping.
- Develop listening skills by encouraging children to listen and follow directions (by moving streamers, shaker eggs, or homemade instruments). Stop/Go; Up/Down; Fast/Slow; Quiet/Loud; In front of/Behind; Left/Right.
(Small Group Activities)

**Math and Science**

- Categorize families. (Some instruments make sound by blowing into them, others by plucking a string, others by pounding a surface.)
- Use other classroom items to categorize. (Some animals walk on four legs, others two; some have long tails, others short. Some clothes you wear on your head, others on your legs or feet. Some vehicles roll on wheels, others fly, etc.)
- Arrange a collection of classroom items by size (small, medium, and large)
- Sort materials by identifying different textures that reinforce target words: rough, bumpy, metal, smooth.
- Use a Listening Lotto game recording to identify household and outdoor environmental sounds. Encourage children to help make a list of familiar sounds they have recently heard (i.e., the school bus horn, the morning greeting sound, the teacher’s voice, a flushing toilet, etc.)
- Explore different textures: sand paper, metal, bubble wrap, corrugated board.
- Fill sensory tub with different noodles that have been dyed crimson, navy blue, and mustard. Add a variety of objects and transparent containers. Allow children to explore while noting use of vocabulary.

**Art Exploration**

- Make drums out of oatmeal containers.
- While listening to different pieces of music paint to the sounds and teacher print on bottom was it the classical or the jazz work.

**Social Emotional**

- After clapping out names of instruments, have children take turns clapping the syllables in their own names.
- Present a memory game/activity. Display a set of instruments and then cover. Remove one instrument and then uncover. Ask partners to work together to identify which one is missing. Expand activity by adding new and different items related to the vocabulary words (i.e., a bumpy ball, metal spoon, etc.)
(Small Group Activities)

Technology
- Listen to how different instruments sound using an iPad.
- Search different environmental sounds to hear what they sound like
  - (i.e., waterfall, wind, fire truck siren, a baby’s cry, piano, etc.)

Outdoor Experiences
- Walk outside to listen for sounds in nature, and mechanical sounds in the neighborhood.

Family Partnerships
- Ask families whether they have any musical talent they would be willing to share with the preschoolers, perhaps a family member who plays an instrument could provide a mini concert or demonstration.

WOW! Experiences
- Field trip to the Art Museum!
- A musician’s live demonstration of how each instrument sounds in a song; then have someone hide behind a curtain; ask the children to guess which instrument was just played.