

## Kindergarten Summary

Students enter the classroom and sit on their dots. Teacher enters the classroom and explains that leaves are about to go flying about the room.

“No matter where they land, even if they land *right* next to your pinky finger. You might think, “I have to touch it!” Please *leaf* the leaves alone (pun intended). One might even land in your lap! Let them fly, let them fall, let them have their journey.”

This prepares our students for the sensory experience they are about to encounter. Usually, they get a bit excited, which is a wonderful thing! This means that they are **engaged** in the lesson and are invested. This prepares students to set their focus on the visual stimulation of the leaves while aurally listening to the song. This type of engagement encourages self-regulation as we ask our students to establish their ability to listen to the song while staying in control of their bodies, engaging the eyes and ears, but not their full bodies yet. We are also connecting what we see in our song with what we see in our natural environment outside.

Teacher sings the song 3 times, meanwhile moving about the room slowly and tossing leaves into the air. Pay special attention to students who might be tempted to touch a leaf too early. This helps keep students engaged and in control when leaves are flying about the room later.

Once the song has been sung 3 times and all the leaves have fallen, each student is instructed to choose one leaf. Check that no one got a little greedy. While holding their leaf, students will follow the leaf pathways with their leaf while warming up their voices. This **representation** preps our students for identifying the difference between hi and lo with our leaf pathways and demonstrating these sounds with our voices. **Action and Expression** appear here through the action of moving our leaves and voices along with the pathway, choosing how hi and lo to go with our voices.

With voices warmed-up and a leaf in hand, ask our students to grow their seeds into a Kindergarten forest. Look at the different shapes your kindergarten trees have made! What different colors we have in our forest! Look at how our feet are together, forming our trunks! Look at the different shapes we have made with our branches! This **action** gives students the opportunity to **express** the shape they want to create with their body, through their **representation** of a tree.

Students move their leaf to show hi and lo sounds while they sing the song. This addition of singing gives our students more opportunities to **express** their musical selves through the **action** of singing. Once complete, the class can advance to the next level. “How many leaves do you have in your hand? One? Let’s double it.” This phrasing encourages students to **solve the problem** of not just addition, but addition through doubling. “What is double of one? Two!” Begin to look for students who choose two colors that are the same or

different. Now the leaves might move like they are dancing with one another. As we sing the song, encourage students to still show hi and lo with their leaves, but to move their leaves in an expressive manner as they twirl and swirl about one another. The self-regulation established at the beginning of the lesson should still continue, the students should not be touching other students with their leaves. You might have to offer some reminders of this to your students.

Students sing the song again, with two leaves. When the song is over, ask them to again double their leaves. Depending on how many leaves you decide to make, that dictates how many leaves each student may have. Over the years I have made enough that each student can have 8 leaves and we still have some left over. Sometimes smaller classes, each student has 10! Make sure to laminate those leaves! Also, the more they are used, the more leaf-like they become as they get more wrinkled with use.

As students add more leaves, maybe 4, 6, or 8; search for those who have created patterns! Look for trees that are all one color, do you see a red maple, or maybe a tree that is hanging on to summer. Do you see trees with all different colors? Students will look for connections between one another and common patterns which **engages** them through **representation**.

On the last line, “Fall is here!” ask students to release their leaves into the air. “Again, let them fly, fall, and have their journey. Who knows? Our leaves might land somewhere new!” This action encourages **self-regulation** as we watch the leaves land, **expression** as we choose new leaves, and **physical action** as we prepare to do it again with our new leaves. Check for understanding with different students making sure they have the correct number of leaves, are releasing them at the correct time, and matching hi and lo sounds with their leaves and voices.

### Story of the Mountain

Students sit and listen to the story of The Mountain which is told by the teacher while holding a Xylophone vertically. As the story is told, the teacher slowly plays the xylophone with a mallet, one bar at a time, slowly climbing up the xylophone, bar by bar, ultimately reaching the top.

Once upon a time, a class of \_\_\_\_\_ went on a field trip to a Mountain. The trail began at the low end of the mountain (plays low C). As the students hiked up the mountain they saw all kinds of things. Look, a meadow! (plays D) Hello bunnies (plays E). Look at all the beautiful trees (plays F). I’m getting thirsty, let’s take a break at this stream and get a drink of water, gulp, (plays G), Ah, that’s better. Ok, let’s keep going (plays A). Look at all the beautiful flowers (plays B). There’s less trees up here, huh (plays C). It’s getting a little colder (plays D). Hello chipmunks! (plays E). Wow, look at all these rocks! (plays F). Man, this is hard work! (plays G). Hey! We’ve made it to the top of the mountain, the highest point! And it’s snowing! Let’s have a quick snowball fight! (plays A). Ok, I’m getting cold, lets climb back down. *The story is then told in reverse, noting same observations as teacher climbs back down playing the xlylophone bar by bar ending on low C.*

Wow, what a day! We just climbed up a mountain! Great job! I'm hungry and tired, let's eat and go to bed. The whole class enjoyed some yummy pizza and went to bed. But, at night, there was a terrible earthquake and the whole mountain fell sideways! *Teacher moves xylophone from verticle to horizontal.* The next morning the students said, Hey let's climb that mountain again! They all went to look outside the window and found the mountain had fallen! And so the students decided to climb the mountain, sideways! *Teacher retells the story again, but adds in the word "sideways" with each bar, emphasizing where the lowest end is.*

Finish the story with students identifying where the low and high bars on the xylophone with it sitting sideways.