



The first Sample Lesson Page is from the "Sprinkling" format and is a "Take Home" sheet for parents. The parent and child can complete this sheet together if they wish. The page following is the instructions for the teacher or parent.

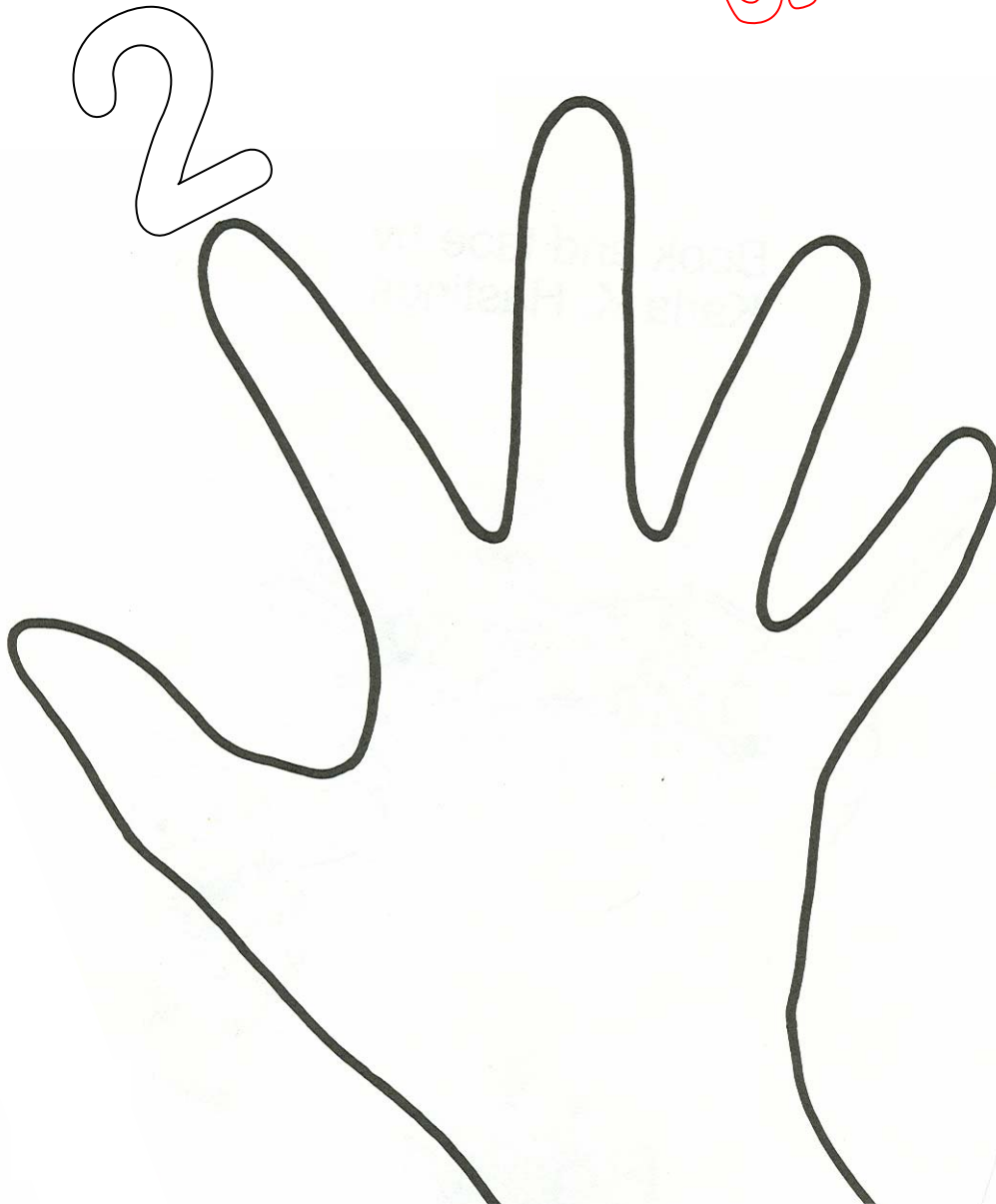
The next 5 lessons with their instructions are from the regular format which features daily worksheets for the children to complete with their teacher or parent. These are more time consuming, but may be more appropriate than the other format in some environments. Since the two formats are totally compatible they may, of course, be mixed and matched! Anyone who purchases the lessons has access to both formats.

# PIANO TAKE HOME SHEET SAMPLE SPRINKLING FORMAT

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SAMPLE



Your child has been learning that “finger 2” of the right hand is piano finger 2. The color coding is used for placement on the piano keyboard, later aids in playing with both hands and is helpful for teaching rhythm. We start with finger 2 rather than finger 1 since “2” is the first finger used on the piano keyboard since it is the easiest placement to find for beginning piano students. We find our place with finger “2” then line up the other fingers.

COLOR THE “2” RED.

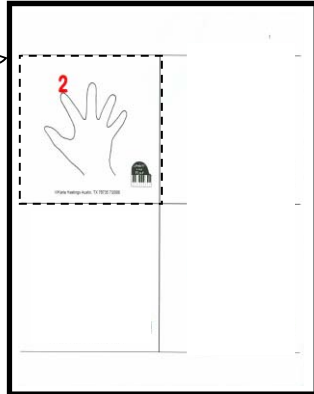
This is our chant: This is fin-ger num-ber 2 hold! Num-ber 2 is red hold hold hold!

# INSTRUCTIONS FOR SAMPLE PAGE 1 SPRINKLING FORMAT

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# SAMPLE



PIANO TAKE HOME SHEET  
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Your child has been learning that "finger 2" of the right hand is piano finger 2. The color coding is used for placement on the piano keyboard, later aids in playing with both hands and is helpful for teaching rhythm. We start with finger 2 rather than finger 1 since "2" is the first finger used on the piano keyboard since it is the easiest placement to find for beginning piano students. We find our place with finger "2" then line up the other fingers.

COLOR THE "2" RED.

This is our chant: This is fin-ger num-ber 2 hold! Num-ber 2 is red hold hold hold!

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**TAKE HOME sheet for parents.**

## WEEK ONE

### ADVANCE PREPARATION:

Laminate page 2 of the Manipulatives. Cut out the hand with only the red finger 2 at the end of the pointer. Pin it up or tape it somewhere so the children see it.

Save the other portions of the laminated sheet.

### ACTIVITIES:

At every opportunity evenly chant with the children:

This is fin-ger num-ber 2 hold! Num-ber 2 is **red** hold hold hold!

Shake finger 2 while you chant. (Hold the finger still while you say the "holds".) Be creative with variations on the theme. For instance say the first "2" and the word "red" louder than the other words. Do it again and whisper the "2" and the "red". Point at someone when you say the first "2" and the "red". Whisper the "holds".

Opportunities for chant: While lined up at the door to go outdoors.....while children are sitting and waiting for snack.....when children lie down for nap....

**TRY TO REMEMBER TO CHANT A DOZEN TIMES DURING EACH DAY!**

**It takes less than 10 seconds!**

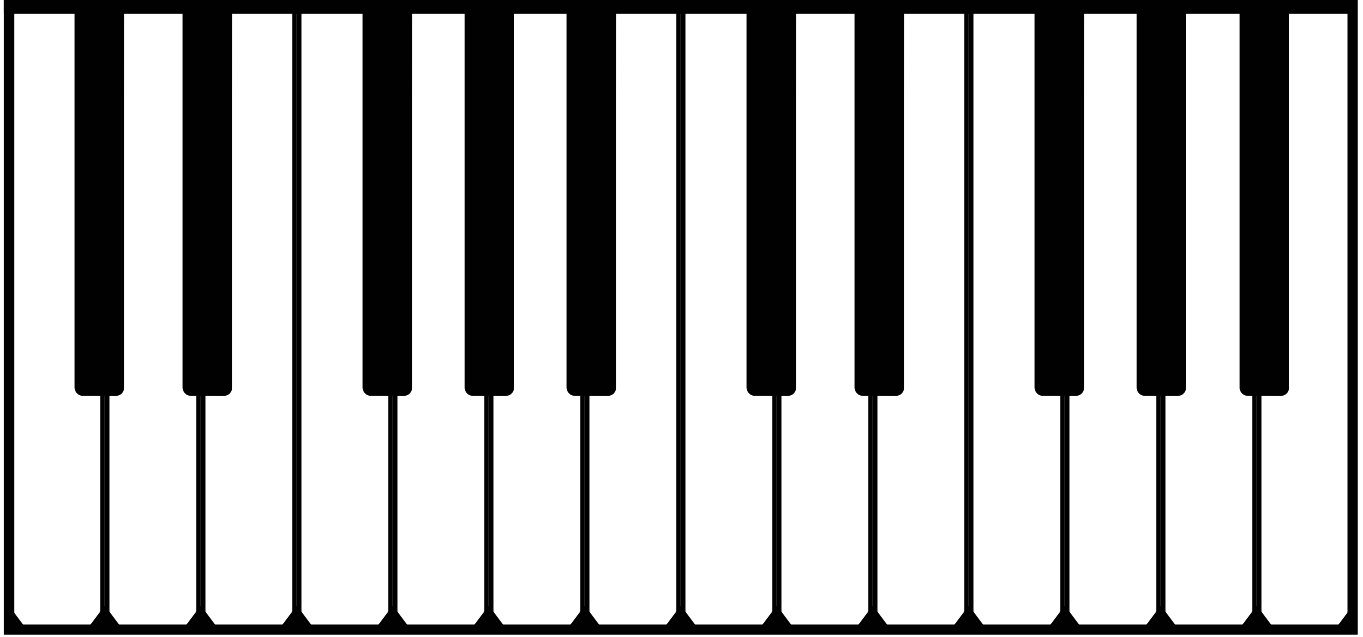
# ORIGINAL FORMAT SAMPLE LESSON 1

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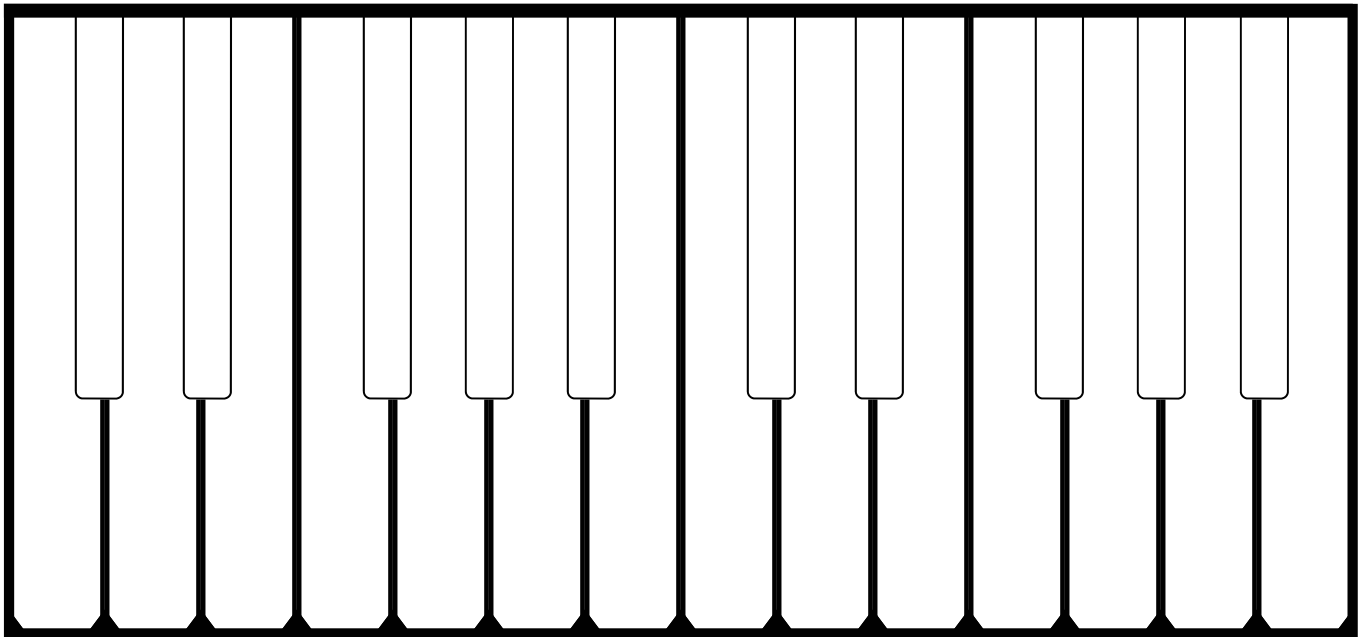


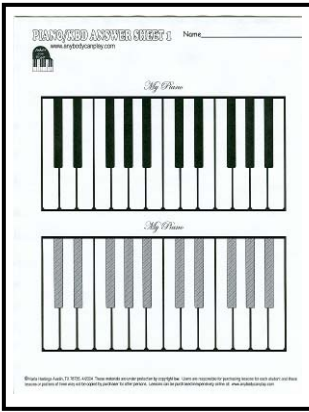
SAMPLE

## *My Piano*



## *My Piano*





# Anybody Can Play

## LESSON SHEET #1

### Instructions & Suggestions for Teachers & Parents

SAMPLE

#### LESSON OBJECTIVE:

- Same and different using keyboard drawings.
- Following sequential directions.

#### MATERIALS NEEDED:

- One black color (crayon or marker) for each child
- Lesson sheet #1

#### GROUP ACTIVITY:

- (Pass out lesson sheets.) Look at the two drawings of a piano keyboard.
- Are they the same size? (yes)
- Does somebody know what we call those things we push down on the piano to make the sound? (keys)
- Keys make things work—Keys make cars start, keys unlock doors and by pushing the keys down on a piano all the things inside the piano work and we hear a piano sound.
- Do both of these drawings have white keys? (yes)
- Do they both have black keys? (yes and no are correct. The black keys are there, but they are not black)
- (Pass out colors) Everyone take your black color and color those black keys black.
- REVIEW: How were these drawings the same?
- REVIEW: How were these drawings different?
- How did we make these drawings the same?

#### INDEPENDENT KEYBOARD ACTIVITY:

- Today when you have your turn in the music center I want you to play all the black keys on the piano (or keyboard) but in a very special way.
- First we need to choose what finger we want to use today.
- Our choices are either our thumb or our pointer finger. (Vote on which one is to be used today.) Starting at one end of the keyboard in the music center with our (thumb or pointer) play every black key in a row making sure you do not skip even one!
- Then start at the other end of the keyboard and play every black key in order.
- If you are 4 years old play all the black keys both ways four times. Be sure to use the correct finger.
- If you are 5 years old play all the black keys both ways five times. Be sure to use the correct finger.
- When you are in the music center be polite and let others have a turn.
- If you wish play all the white keys on the piano in order as well— top to bottom and bottom to top!

#### ADDITIONAL ACTIVITIES and GAMES:

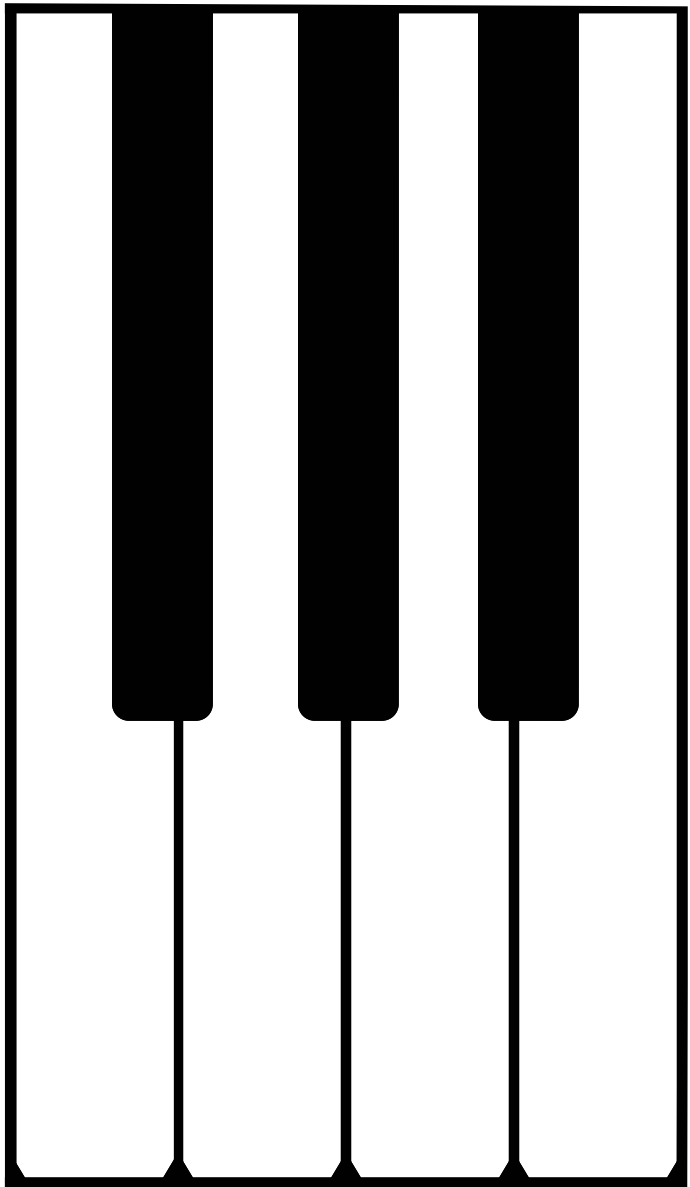
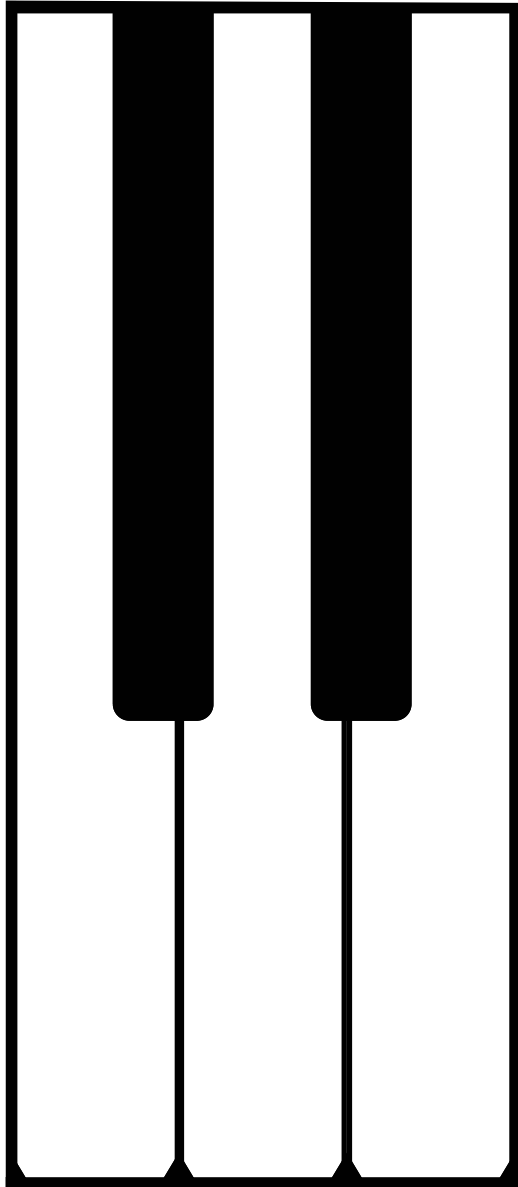
- **BLACK KEY FUN:** Play each black key several times; ie.if four years old, starting at one end of the keyboard play each black key four times, then play the next black key four times, etc. Be sure not to skip any black key.
- **SAME & DIFFERENT GAME:** Look for other examples of “same” and “different” - especially when the differences are subtle.

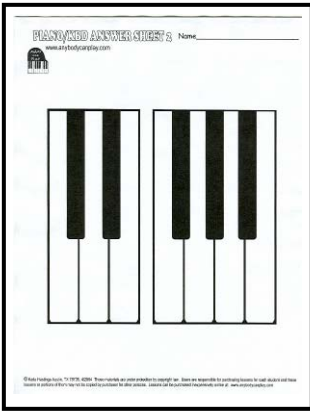
# ORIGINAL FORMAT SAMPLE LESSON 2

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SAMPLE





SAMPLE

# Anybody Can Play

## LESSON SHEET #2

### Instructions & Suggestions for Teachers & Parents

#### LESSON OBJECTIVE:

Patterning with piano key groups  
Again recognizing “same” and “different”  
Following directions

#### MATERIALS NEEDED:

- Safety scissors for each child
- Two Lesson Sheet 2's for each child

#### GROUP ACTIVITY:

Suggested manipulative #1:  
**LAMINATED KEY CARDS**

This activity requires some advance preparation, but it is an activity that the children love! If the children are not capable of cutting around the key groups, cut all but the last snip for the children. The key groups are placed on the lesson sheet so they can be cut quite easily with a paper cutter. If you really do not want the children to use a scissors, cut the key groups out completely for them.

- There is a pattern of black and white keys on the piano (or keyboard).
- There are two black keys close together, then a space, then three black keys close together, then a space, then two black keys close together, then a space, then three black keys close together, then a space.....etc..
- (Hold up one key card.) Are there 2 black keys close together on this card, or 3 black keys close together?
- Repeat with other card. (Repeat activity several times until the children are always correct.)
- (As you are explaining, also do the activity in front of you having key cards facing children.) If I put my key cards down so they look like a piano I need to put down a group of 2 black keys, then a group of 3 black keys, then a group of (ask for answer “2”) black keys, then a group of (ask for answer “3”) black keys.
- **PASS OUT 2 LESSON SHEETS TO EACH CHILD.**
- Pass out scissors and finish cutting around key cards.
- Have each child lay key cards in front of him/her so they look like a piano.
- Keep emphasizing the pattern: 2 black keys close together, then 3 black keys close together.....
- “Show Me” Game: Have children place one 2 black key card and one 3 black key card on the table directly in front of them. Ask the children to “Show me the “2 black key card” by touching the 2 black keys with their pointer finger and middle finger [either hand at this point]. “Show Me the 3 black key card” by touching 3 black keys with pointer finger, middle finger and ring finger. Keep saying “Show Me” either the 2 black key card or the 3 black key card over and over, getting faster and faster until they are consistently correct.

#### INDEPENDENT KEYBOARD ACTIVITY:

- Starting at one end of the piano or keyboard play every set of 2 black keys with pointer and middle fingers.
- Do same thing again only play every set of 3 black keys with pointer, middle and ring fingers.
- Try it again using the other hand.

#### ADDITIONAL ACTIVITIES and GAMES:

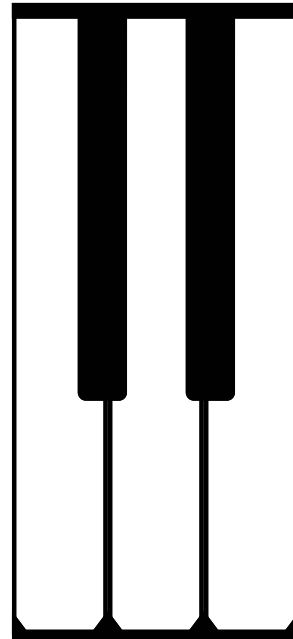
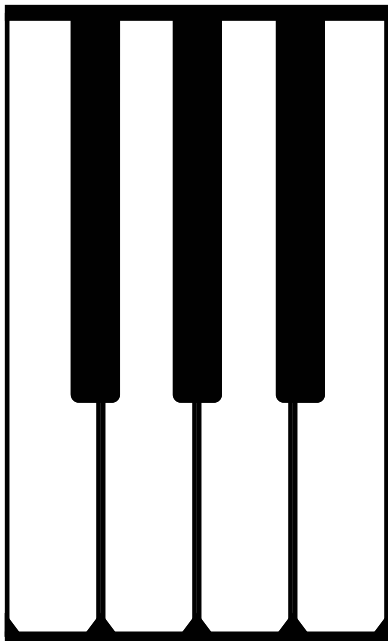
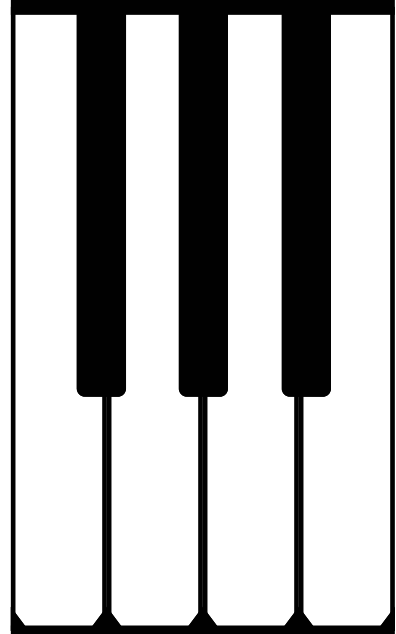
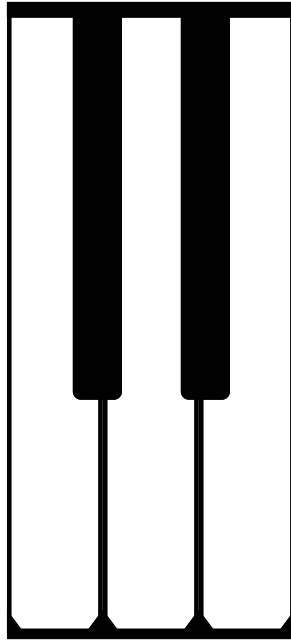
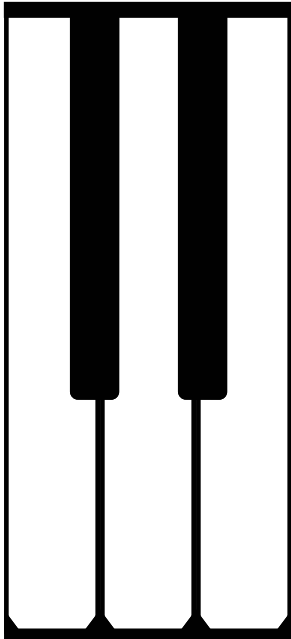
- Have the children play the “Show Me” game with each other on the piano or keyboard saying “Show Me a set of 2 black keys.” “Show Me a set of 3 black keys.” “Show Me a different set of 2 black keys.” etc.
- **MAKE A PIANO:** Line up lots of laminated key cards so they look like a piano—2,3,2,3 etc.

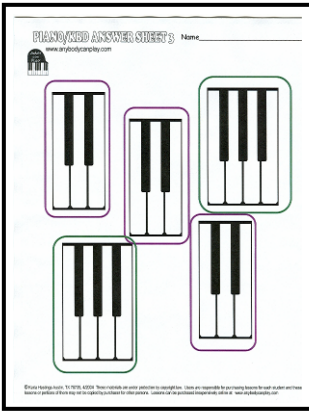
# ORIGINAL FORMAT SAMPLE LESSON 3

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SAMPLE





## Anybody Can Play

### LESSON SHEET #3

#### Instructions & Suggestions for Teachers & Parents

SAMPLE

#### LESSON OBJECTIVE:

- Recognizing patterns using key groups
- Following directions
- Making (by suggestion, then a vote) and accepting the group's choices

#### MATERIALS NEEDED:

- Two different colors
- Lesson Sheet #3 for each child

#### GROUP ACTIVITY:

- Pass out Lesson Sheet #3 to each child
- What does this look like? (our key cards, only smaller)
- “Show Me” (by pointing) a 2 black key group. “Show Me” a 3 black key group. (Continue until children consistently point to a proper key group.)
- Count the number of 2 black key groups.
- We are going to circle the 2 black key groups with a color. Raise your hand if you have a favorite color you would like to use for this.
- After all suggestions for which color, vote.
- Pass out the chosen color to each child.
- Ask children to point to a 2 black key group with their pointer finger, then circle that 2 black key group with the chosen color.
- Repeat previous activity until all 2 black key groups are circled
- Now count the number of 3 black key groups on this page.
- Raise your hand if you have a favorite color you would like to use to circle the 3 black key groups.
- After all suggestions, vote.
- Ask the children to point to a 3 black key group with their pointer finger, then to circle that 3 black key group with the chosen color. Repeat for remaining 3 black key groups.

#### INDEPENDENT KEYBOARD ACTIVITY:

- Play the 2 black key groups (fingers pointer and middle) and 3 black key groups (fingers pointer, middle and ring) in order.
- For instance on a piano, starting at the “top” end (the end farthest to the right) the first set of black keys is a 3 black key group. Play that group with fingers pointer, middle and ring. Now play the next black key group which is a 2 black key group with fingers pointer and middle. Repeat all the way down to the other end of the piano.
- NOTE: Sometimes at the end of a keyboard and always at the left end of a piano there is just one black key. It was just decided to end the keyboard there—no problem! - we can deal with it!

#### ADDITIONAL ACTIVITIES and GAMES:

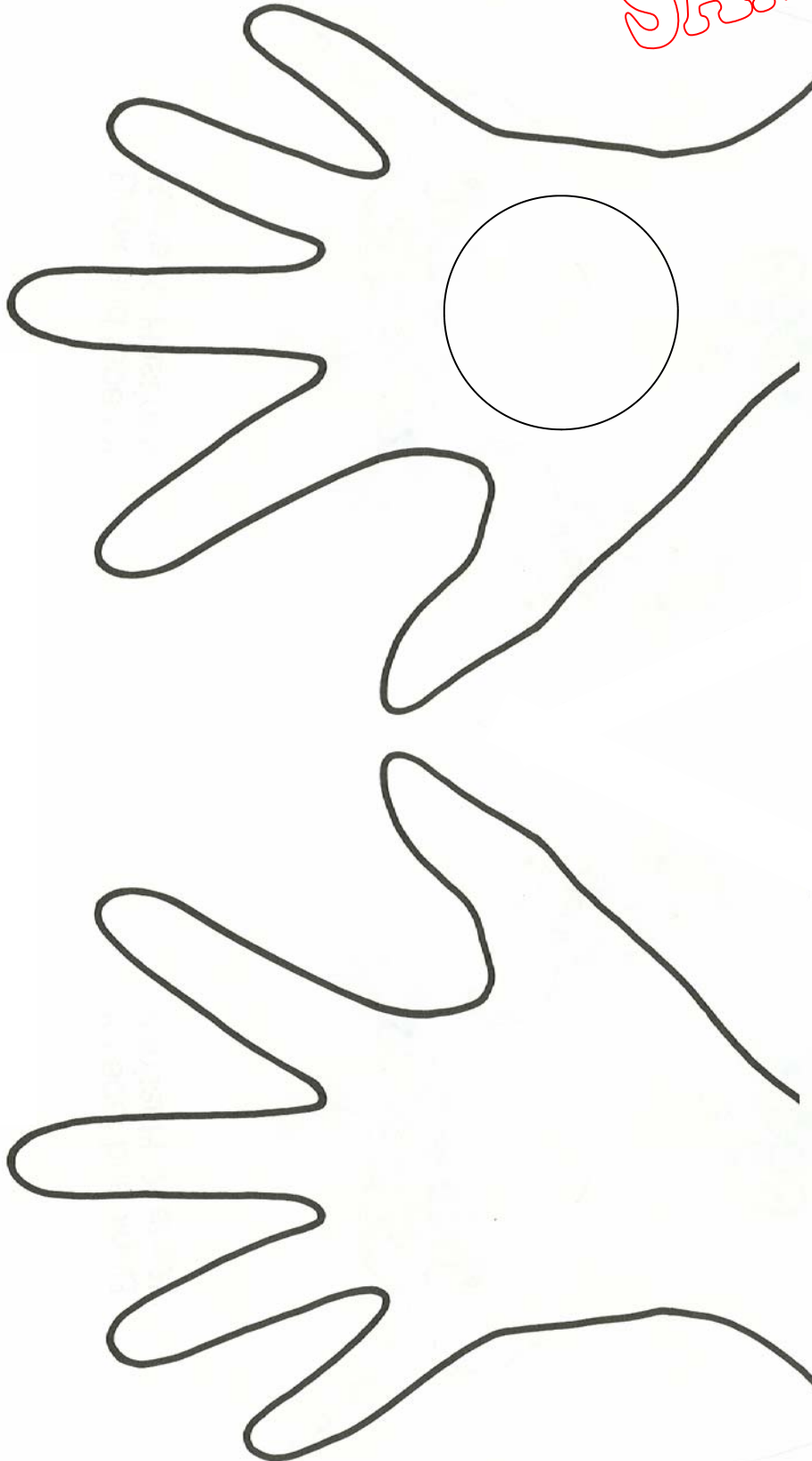
- It is ALWAYS OK to repeat a previous activity or game in the piano center.

# ORIGINAL FORMAT SAMPLE LESSON 4

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SAMPLE





## Anybody Can Play

### LESSON SHEET #4

#### Instructions & Suggestions for Teachers & Parents

SAMPLE

This lesson may be skipped if the children know without any doubt which hand is the "right hand" and which hand is the "left hand"

#### LESSON OBJECTIVE:

- To follow directions
- To learn (or reinforce) which is the right hand and which is the left hand.

#### MATERIALS NEEDED:

- Lesson Sheet #4 for each child
- Purple color or marker for each child

#### GROUP ACTIVITY:

- We have two hands.
- One is called our "right hand" (our "How do you do" hand) and the other is called our "left hand". (Model) This is my right hand. This is my left hand. Explain that it is really tricky to know which is which when we face each other.
- **HAND OUT LESSON SHEET #4**
- Fit your two hands over the hands on your lesson sheet.
- Peek under your hands.
- On the drawing one of those hands has a circle drawn on it. That one is the "right hand".
- Take your purple color and turn that circle into a smiley face.
- **RIGHT HAND/LEFT HAND GAME:** Instruct the children to put their completed sheets on the table (or floor as the case may be) in front of them.
- Have them put their hands in their laps.
- Tell them to do everything you say and to listen very carefully because you are going to go faster and faster!
- \*Raise your smiley right hand. \*Put your smiley right hand in your lap \*Put your left hand on top of your head. \*Touch your nose with your smiley right hand. \*Touch your ear with your left hand.....etc.
- As you continue with this game, drop the "smiley" before saying "right hand" . As the children get better at this, turn over the papers, too.

#### INDEPENDENT KEYBOARD ACTIVITY:

- Do all previous keyboard activities first with the right hand and then with the left hand.

#### ADDITIONAL ACTIVITIES and GAMES:

- Let the children take turns being the "teacher" in the "right hand" "left hand" game.

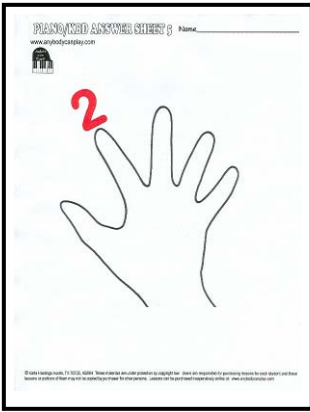
# ORIGINAL FORMAT SAMPLE LESSON 5

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SAMPLE





# Anybody Can Play

## LESSON SHEET #5

### Instructions & Suggestions for Teachers & Parents

SAMPLE

HANG UP POSTER WITH LARGE RED "2" IN MUSIC CENTER.

Use "2" flashcards if necessary. Have an labeled envelope for each child's flashcards for there will be more flashcards. If you wish you can make envelopes with the children as an art project. You may want to laminate the children's personal flashcards as well.

#### LESSON OBJECTIVE:

- Following directions
- Start learning the right hand piano finger numbers
- Start learning the color coding used for fingers

#### MATERIALS NEEDED:

- Lesson Sheet #5 for each child
- Red color or marker for each child
- A "2" flash card for each child if the children are uncertain about their numbers

#### GROUP ACTIVITY:

- We have learned about our right hand and our left hand.
- Now we are going to start learning about each finger because when we play the piano we not only have to learn to play in the correct place with the correct hand, we also have to play with the correct finger!
- Is that a "right hand" or a "left hand" in the drawing? (right hand)
- I also see a number. What number is that? (If children are uncertain about the number "2" show them the poster with the large red "2". Also **PASS OUT "2" FLASH CARD FOR EACH CHILD** at this point and let them color their own "2" flash card.)
- Our right hand pointer finger is pointing at the number 2. That means our right hand pointer finger is our right hand piano finger number 2.
- Our right hand 2 finger is red, so let's color that number 2 red now.
- **SHAKING FINGER 2 GAME:** Put your left hand in your lap.
- (Model) Shake your right hand 2 finger steadily in the air while saying these words:

This	is	fin	ger	num	ber	2	hold	Num	ber	2	is	red	hold	hold	hold
------	----	-----	-----	-----	-----	---	------	-----	-----	---	----	-----	------	------	------

- Instruct the children to shake their right hand finger 2 in the air and say the words with you. Repeat this game many times so children learn the words, shaking finger 2 steadily with the words. Whatever speed you choose to go, make sure each syllable (box) is the same length. If you have a clock with a loud "tick" use it to show how steady we have to shake finger 2.

#### INDEPENDENT KEYBOARD ACTIVITY:

Starting at one end of the keyboard, play all the white keys with right hand finger number 2.  
Starting at the other end of the keyboard, play all the black keys with right hand finger 2.

#### ADDITIONAL ACTIVITIES and GAMES:

Repeat previous keyboard activities and games.