

**LESSON 2**  
Vocabulary Presentation  
Student Book p. 31

**Objective**

Identify and name: *stomping, shouting, drum, guitar, piano*



**Language**

**New:** stomping, shouting, drum, guitar, piano

**Review:** smaller, bigger, dancing, singing, clapping

**Recycle:** doll, same, different

**Receptive:** Let's [listen to/say] the chant.; What is this?; What is she doing?; Show me [singing]!; Now let's learn [more words about music/words for things you can use to make music.]; We are [stomping]!; You can play music on instruments.; Let's listen to [a drum].; Let's pretend to play [a drum].; Are they all the same?; Which two are the same?; How is it different?; Now you do it!; Faster!

**Resources**

- Video: Routine and SC 2
- Audio: TR 2–5, 33–38
- Picture Cards 186–188, 190–191
- Teacher's Resource CD-ROM: Worksheet 3.4.2 (optional)
- Activity Book p. 17

**Materials**

- a doll
- shoeboxes or cereal boxes (optional)
- rubber bands of different widths (optional)

**1 Warm Up**

- Put children in pairs and have them sing the **Hello Song** (Audio: TR 2 / Video: Routine) to each other.
- Say *Let's listen to the chant*. Play the **Unit 4 Chant** (Audio: TR 33). Next say *Now let's say the chant!* Say the chant, and do the actions with children.

**2 Review**

- Hold up a doll, and ask *What is this?* Put music on, and move the doll so that she seems to be dancing. Ask *What is she doing?* Then bring the doll's hands together as if she is clapping, and ask *What is she doing?* Now sing part of the song, pretending that it is the doll doing the singing. Ask *What is she doing?*
- Divide the class into three groups. Say to the first group *Show me singing!* Help children think of a song that they all know in their native language. Have the group sing the song.

- Say to the second group *Show me clapping!* Have the children in this group clap to the song.

- Say to the third group *Show me dancing!* Have the children in this group dance to the song and the clapping.

- Do this activity two more times, having each group do a different activity each time.

**3 Teach the Vocabulary**

- Say *Now let's learn more words about music*. Play Audio: TR 34 while showing the picture cards for *stomping* and *shouting*. Have children repeat each word two times.

*stomping stomping  
shouting shouting*

- Say *Now, let's learn words for things you can use to make music*. Play Audio: TR 35 while showing the picture cards for *drum*, *guitar*, and *piano*. Have children repeat each word two times.

*a drum a drum  
a guitar a guitar  
a piano a piano*

**Video Option** Show children the vocabulary presentation of the words *stomping, shouting, drum, guitar, and piano* on the video. Use Video: SC 2.

- Stomp your feet and say *Stomping. I am stomping*. Have children get up and stomp their feet with you. Say *We are stomping!* You may wish to put on some music and have children stomp their feet to the music.

- Cup your hands around your mouth, and shout out to one of the children farthest away from you *Hello, [Masha]!* Continue to shout as you say *Shouting. I'm shouting*. shout out *Hello* to other children in the class. Say *We are shouting!*

- Say *Now let's learn about instruments. You can play music on instruments*. Hold up the *drum* picture card and say *Drum. This is a drum. Let's listen to a drum*. Play Audio: TR 36. Then say *Let's pretend to play a drum*. Show children how to drum their hands on a table to pretend play a drum.

- Hold up the *piano* picture card, and say *Piano. This is a piano. Let's listen to a piano*. Play Audio: TR 37. Then say *Let's pretend to play a piano*. Show children how to hold out both their hands and move their fingers to pretend to play piano.

**Around the World**

The drum shown on this page is called a *djembe*. This kind of drum is common throughout West Africa. Traditionally, it is made from a single piece of wood and covered with animal skin. This drum is played with the hands.

**Additional Activities**

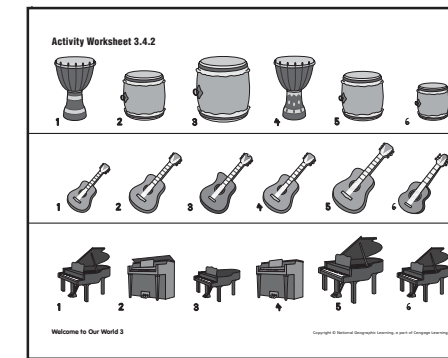
Play Audio: TR 37 again while children pretend to play the piano.

- Hold up the *guitar* picture card, and say *Guitar. This is a guitar. Let's listen to a guitar*. Play Audio: TR 38. Then say *Let's pretend to play a guitar*. Show children how to pretend to hold the neck of a guitar with one hand, while strumming the guitar with the other hand. Play Audio TR: 38 again while children pretend to play the guitar.

- Play the **Transition Song** (Audio: TR 3 / Video: Routine) as you give a copy of Worksheet 3.4.2 to each child.

- **Worksheet** Hold up the worksheet. Point to the first drum in the first row, and ask *What is this?* Then run your finger across the row of drums, and ask *Are they all the same?* (no)

- Say *Two are the same. Which two are the same?* Have a child come to the front and point to the two that are the same. Say *That's right. Drum number 2 and drum number 5 are the same!* Point to drum number 1, and say *Look at drum number 1. Ask Is this*



*the same?* (no) *Is it different?* (yes)  
Repeat these questions for the other drums in the row.

**Challenge!** When children say that drum number 3 is different, ask *How is it different?*, emphasizing the word *how*. Then answer the question as a model for children. Say *It's bigger*. When children say that drum number 6 is different, ask *How is it different?* (It's smaller.)

- Have children circle the two drums that are the same. Then point to the next two rows, and say *Now you do it!*

**4 End the Lesson**

- Have children complete the activity on their own or with a partner. Move around the class as children work, providing help as needed.

- When children finish, review the remaining worksheet items together.

- Sing the **Clean Up Song** (Audio: TR 4 / Video: Routine) while children help you clean up the materials used in the lesson.

- Sing the **Goodbye Song** (Audio: TR 5 / Video: Routine). Have children wave goodbye to each other as they sing.

Activity Book p. 17.  
Teacher notes available on pp. 96–97.