



UNIT 1: FAMILY / WEEK 2

Bottle Shakers

Standard Connection:
 ELA.RL.PK4.3
 ELA.L.PK4.1c
 M.MD.PK4.2
 M.G.PK4.3
 PD.SHS.PK4.5
 PD.FM.PK4.2
 S.ES.PK4.3a
 SS.FC.PK4.9
 SS.FC.PK4.6b
 MU.CR1.1.PK
 MU.RE7a.2.PK

Enduring Understanding(s):

- Families share experiences, traditions, and activities that can be represented through artistic expression.

Essential Question(s):

- How do you most effectively communicate your thoughts, feelings, and traditions?

Materials	Vocabulary	Books
<ul style="list-style-type: none"> <i>Oonga Boonga</i> <i>Tito Puente: Mambo King</i> <i>Charlie Parker Played Bebop</i> small plastic drink bottles with screw caps paper clips small beads or pebbles small dishes to hold beads/pebbles stickers address labels markers baby rattle cardboard/ plastic containers (oatmeal, soup, cereal) plastic wrap rubber bands tape 	<ul style="list-style-type: none"> musical instrument: a device used to make music percussion: musical instruments that you hit or shake sound: something you can hear shake: move something back and forth or up and down soothe: make calm rhythm: a sound pattern 	

Intro to Centers

Preparation: Consider the fine-motor ability of the children in your class. Adjust materials accordingly (use bottles with larger openings or bigger beads to make for easier filling). An added challenge for some children could be to offer them connected chopsticks or small tongs to fill their bottle. Create and post a simple three- or four-step visual of the process.

<p>“In <i>Oonga Boonga</i>, Daniel’s grandfather played a harmonica. What do you notice?”</p>	<p>Show illustration. Children respond.</p>
<p>“He thought the sound would soothe- help calm down- Baby Louise.”</p>	
<p>“Why is music sometimes a good way to soothe a baby?”</p>	<p>Children respond.</p>
<p>“A harmonica is a musical instrument like the musical instruments that <i>Charlie Parker</i> and <i>Tito Puente</i> played.”</p>	<p>Show illustration.</p>
<p>“What is similar and/or different about these instruments?”</p>	<p>Children respond.</p>

<p>“Today, in Creative Arts, you can use these materials to make bottle shakers or drums like Tito Puente played. Drums are percussion- rhythm-instruments- you make music by hitting or shaking them.”</p>	<p>Show materials.</p>
<p>“After you make your instruments, you can play them together in a band, or you can use your bottle shaker as a rattle to soothe the babies in Dramatic Play.”</p>	

During Centers:

Encourage children to collaborate (one child holds the bottle, another one fills it). Encourage children to use their instruments in Dramatic Play- they could pretend that Peter’s baby sister, Susie is upset, and they could use their instruments to soothe her. Support children in labeling their instruments.

Guiding Questions during Centers:

- What other kinds of music or musical instruments did Baby Louise’s family and neighbors use to try and soothe her?
- What kind of pattern can you create with your musical instrument?
Can you create a pattern with your musical instrument?
- How is the music you are creating similar to or different from Charlie Parker’s and/or Tito Puente’s music?
- Daniel’s grandfather used music to soothe Baby Louise.
How else do people use music?

Thinking and Feedback:

Invite children to share their processes. Encourage children to describe the challenges they might have encountered.

Documentation:

Collect samples of the children’s work as well as photographs and/or video of their process; use the documentation to launch a discussion during Thinking and Feedback.

Provocation:

Invite children to use their instruments while singing songs during SWPL.

Encourage children to use their instruments to play music for the *Painting to Music* lesson in Creative Arts.

Encourage children to create patterns and copy their friends’ patterns with their musical instruments.

Differentiation/Accommodation:

For Intro to Centers, children with limited verbal skills can use a pre-programmed voice output device to answer questions about the story. (Keep in mind these will likely be closed-ended questions, as those are easiest to program into devices.) This can also be used to help children answer Guiding Questions. During Centers, provide a variety of materials as mentioned in Preparation to meet the fine motor needs of children and support as needed.

