

BOOK 2
2ND EDITION



WUNDER KEYYS



PIANO FOR PRESCHOOLERS

This is a preview (22 of 56 pages).
Pages have been removed from
various sections.

WUNDERKEYS

PIANO FOR PRESCHOOLERS



BOOK 2

2ND EDITION

WunderKeys Piano For Preschoolers: Book 2 by Andrea and Trevor Dow
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An Introduction To WunderKeys

When I left home for college many years ago, I took with me a trunkful of clothes, a few pairs of shoes, a blanket, a pillow, and my favorite book, *Harold and the Purple Crayon*.

The book was torn, tattered, and loved to death.

As a young child, I needed my parents' help to cross the street or tie my shoes, but when I flipped through the pages of *Harold and the Purple Crayon*, I entered a world of inspiring adventures where I could do anything and be anyone.

So when I created WunderKeys with my husband, Trevor, we did so with one overriding goal in mind: to produce **piano method books** that would one day be packed into the trunk of a car - torn, tattered, and loved to death by a lifelong music student starting out on a new adventure.

Thank you for taking your piano students on our "wonderful" journey through music.

Andrea and Trevor Dow



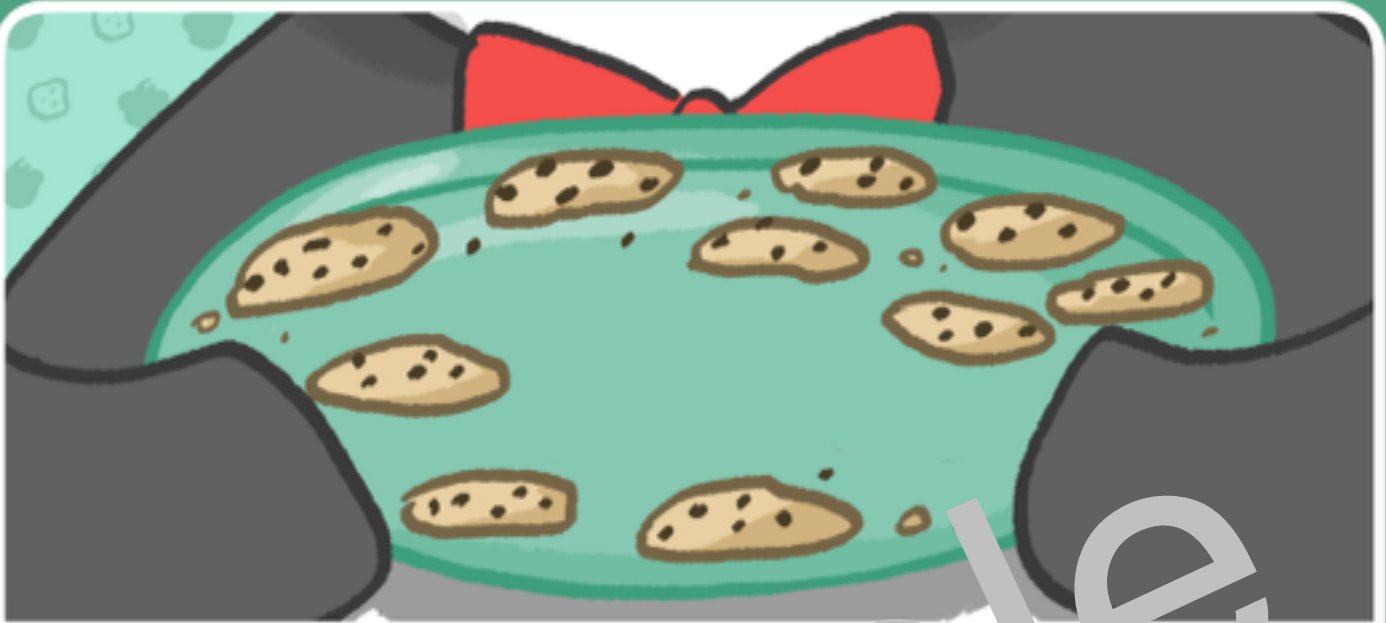
Book 2

After completing *WunderKeys Piano For Preschoolers: Book 1*, preschoolers are ready to advance their exploration of the piano with their newly-acquired skills. *WunderKeys Piano For Preschoolers: Book 2* continues the learning in ways that are accessible and appropriate for this age group. All lessons are geared toward having young children understand everything they will need to know before learning to read notated music. Students will:

- 1 Improve finger independence and coordination
- 2 Play simple **pattern-based melodies** on black keys
- 3 Read preliminary notation
- 4 Explore simple **rhythmic patterns**
- 5 Listen for musical patterns
- 6 Learn **math skills** to assist musical understanding



Note: All instructions in this book are written from the perspective of a teacher speaking to a student and are intended to be read aloud.



A Rhythm Rhyme Welcome

After reading each stanza, I will say/clap the rhythm on a flat surface, use a finger to tap the rhythm back.

Pandas love to eat good food, even if it's not bamboo!
He smells cookies; here he comes. Tap with me to clear the crumbs!

I love cook - ies!

When the oven timer dings, Pointer Panda starts to sing!
He smells cookies; here he comes. Tap with me to clear the crumbs!

Yum! Yum!

Crunchy, gooey, he won't care. He's a hungry panda bear!
He smells cookies; here he comes. Tap with me to clear the crumbs!

I love cook - ies!

Chocolate paws and chocolate feet, munching on his favorite treat.
He smells cookies; here he comes. Tap with me to clear the crumbs!

Yum! Yum!

Cookie time, it never ends. Won't you save some for your friends?
Pointer ate ten off the tray... Good thing we made lots today!

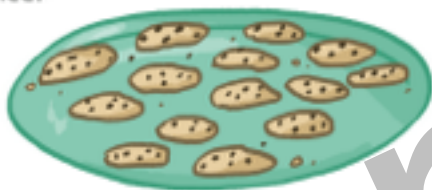
Crazy For Cookies

"My mom said I could have just one," said Pointer. "Do you think she meant just one cookie or just one plate of cookies?"

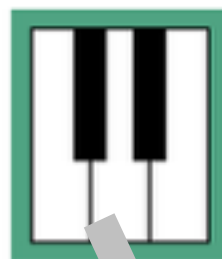
A

Stand in the middle of the room and listen as I play groups of two black keys moving higher or lower. *The two keys in the group should be pressed at the same time.*

If you hear two sounds moving higher, **hop forward twice**. If you hear two sounds moving lower, hop backward twice.



B



This is a **group of two** black keys. Can you count a group of two black keys on the piano?

Play a group of two black keys with your RH Pointer and Middleton. Press the two keys at the same time.

Collecting Cookies

- 1 I will place a die (a "cookie") on the right or left edge of the piano keyboard.
- 2 If the "cookie" is on the right edge, **hop up** the keyboard to "eat" it by playing every group of two black keys with your RH Pointer and Middleton.
- 3 If the "cookie" is on the left edge, **hop down** the keyboard to "eat" it by playing every group of two black keys with your LH Middleton and Pointer. *Remember to press the two keys at the same time.*



C



Crazy For Cookies

- 1 We will play our parts separately. I will play lines 1 and 3 and you will play lines 2 and 4.
- 2 Each time you see a picture of two black keys, use your RH Pointer and Middleton to play a low, middle, or high group of two black keys (pressing both keys at the same time).

Happily

mf Cra - zy for cook - ies! Yes, it is true! Pan - das love cook - ies too!



Crunch!
Press one key



Crunch!
Press both keys



Crunch!
Press both keys

Give me a plate of cook - ies to munch. I'll eat them all for lunch!



Crunch!
Press both keys



Crunch!
Press both keys



Crunch!
Press both keys

Crazy For Cookies

--	--	--	--	--	--	--	--	--	--

--	--	--	--	--	--	--	--	--	--

1

Use a pencil crayon to trace over the 1s above.

2

Use a pencil crayon to place one square in the frame above.



3

Draw an X over the cookies in Pointer's mouth that are marked with a 1.

4

Draw dots on the empty cookie below to complete the pattern.

--	--	--	--	--	--	--	--



See reverse for Game Instructions

Crazy For Cookies



Use this game with Lesson 1 and Lesson 2.

Players: 2 players

Materials: one game board, 20 coins, one die

Game Objectives:

Musical Objective: To compare long and short sounds

Game Objective: To collect coins from the cookies on the game board

Setting It Up:

The student should sit on the floor with the game board placed in front and the 20 coins and the die placed to the side.

How To Play:

- 1 To begin, the student rolls the die and then uses coins to cover a number of cookies on the game board that corresponds with the number rolled. *For example, if the student rolls a "3," three coins are used to cover three cookies.*
- 2 Next, the teacher plays a low sound followed by a high sound or a high sound followed by a low sound.
- 3 The student determines **if the second sound played by the teacher** is higher or lower than the first sound played by the teacher and then slides each of the coins placed in Step 1 to the left or right to the cookies under each.
- 4 If a coin is resting on a cookie **with an arrow that matches the second sound** played by the teacher in Step 2, the coin is removed from the cookie and is "fed to Pointer" (placed over the Pointer Panda image). If a coin is resting on a cookie with an arrow that does not match the second sound played by the teacher in Step 2, the coin is removed and given to the teacher. *For example, if the teacher played a second sound that was higher than the first sound, any coins resting on cookies with arrows pointing up (a match) are placed on Pointer's mouth and any coins resting on cookies with arrows pointing down (not a match) are given to the teacher.*
- 5 Steps 1-4 are repeated **until a player collects 10 or more coins** and wins the game. Note: the coins placed on Pointer's mouth belong to the student.

Notes:

- 1 An arrow pointing up corresponds with a second sound that is higher. An arrow pointing down corresponds with a second sound that is lower.
- 2 The student is not required to complete the game procedure independently. It is important that the teacher guides the student through the different steps of the game in a collaborative learning process.



A Rhythm Rhyme Welcome

After reading each stanza, I will say/clap the rhythm. On a flat surface, use a finger to tap the rhythm back.

When my tummy starts to rumble, all I want are cheesy crumbs!
Past the sleeping cat I go. Tap with me on tippy toes.

♪ ♪ ♪
Sleep, kit - ty!

Oh, those bits of cheese were nice. I would love another slice!
Past the sleeping cat I go. Tap with me on tippy toes.

♪ ♪
Tip - toe!

When I peek out of my door, I see cheese out on the floor.
Past the sleeping cat I go. Tap with me on tippy toes.

♪ ♪ ♪
Sleep, kit - ty!

Yikes! I saw that kitty stir, and I heard him start to purr.
Past the stretching cat I go. Tap with me on tippy toes.

♪ ♪
Tip - toe!

Shhh! There's one more piece of cheese. Keep a lookout for me please!
Tiptoe right across the floor... Run back home, and shut the door!

"Oooh, that cheese smells delicious," squeaked Middleton as he peeked out of his front door. "Do you think that cat is asleep yet?"



A

Grab the Cheese!

Sit on the floor with a coin placed in front. Use your RH Middleton to trace invisible circles around the coin.

Continue tracing invisible circles around the coin until you hear me play a sound on the piano. When this happens, place your Middleton on the coin as quickly as possible.

Try it again with your LH Pointer.

B



Place your Pointer and Middleton on a group of **two black keys**.

You will hear simple rhythms. Play back the rhythms with your Pointer. Play back the rhythms with your Middleton.



A Tiptoe Tune

Use your RH Pointer and Middleton to play the piece below on a group of two black keys. *Note: The dashed lines assist students in visualizing directional movement.*

1

Tap the images in the piece below using your matching RH fingers.

2

Listen to me play the piece below on a group of two black keys.

3

Now it's your turn to play! Play the piece again. Now play it quietly.



C

Crumble Rumble



1

We will play our parts separately. I will play lines 1, 3, and 5, and you will play lines 2 and 4.

2

Place your RH Pointer and Middleton on a group of two black keys.

With excitement

3

mf I smell lots of yum - my cheese! Where is that kit-ty cat? On my tip-toes climb up high...

3

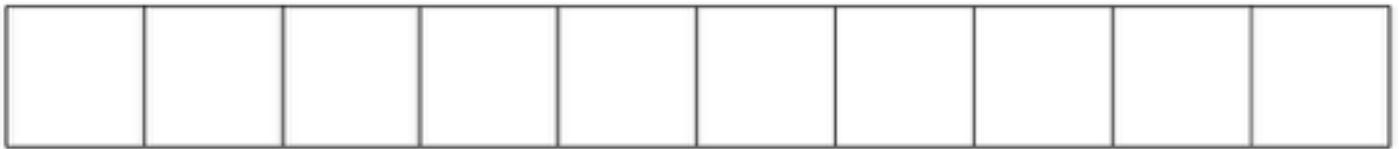
Oh! I want that yum-bly cheese! Go to sleep, kit-ty cat! Why won't you close your eyes?

4

Me - ow!

The dashed lines in the student part assist with visualizing directional movement and do not represent a staff.

Crumble Rumble



1

Use a pencil crayon to trace over the 3s above.



2

Use a crayon to color the squares in the frame above.



3

Draw an X over the cheese bits that are marked with a 2. Draw a circle around the cheese bits that are marked with a 3.

4

Look at the pattern below. What comes next? Draw circles on the blank cheese bit to complete the pattern.





See reverse for Game Instructions

Crumble Rumble



Use this game with Lesson 3 and Lesson 4.

Players: 2 players

Materials: one game board, 20 coins, one die

Game Objectives:

Musical Objective: To reinforce recognition of musical patterns

Game Objective: To remove coins from the game board

Setting It Up:

The student should sit on the floor with the game board placed in front, and the die and 20 coins placed to the side.

How To Play:

- 1 Before the game begins, the teacher places 10 coins on any 10 cheese bits on the game board.
- 2 Using her RH Pointer and Middleton on a group of two black keys, the teacher plays a set of eight sounds that are arranged in a pattern (see Note below), or a set of eight sounds that are *not* arranged in a pattern.
- 3 The student determines if the sounds played by the teacher in Step 2 **are arranged in a pattern or are not arranged in a pattern** and then rolls the die.
- 4 If the sounds played by the teacher in Step 2 **are arranged in a pattern**, the student removes a number of coins from the game board that corresponds with the number rolled in Step 3. If the sounds played by the teacher in Step 2 **are not arranged in a pattern**, the student adds a number of coins (covering empty cheese bits) to the game board that corresponds with the number rolled in Step 3.
- 5 Steps 2-4 are repeated until one of three things happens: 1. all coins have been removed from the cheese bits on the game board (the student wins), 2. all cheese bits on the game board have been covered with coins (the teacher wins), or 3. eight rounds have been played and the game is over. At this point the coins are counted. If more coins have been removed from the game board than are still remaining, the student wins. If more coins remain on the game board than have been removed, the teacher wins.

Note:

- 1 When playing musical patterns in Step 2, the teacher should use her RH Pointer and Middleton on a group of two black keys to play one of the following patterns: 1. Pointer, Middleton, Pointer, Middleton... or 2. Pointer, Pointer, Middleton, Middleton ...



A Rhythm Rhyme Welcome

After reading each stanza, I will say/clap the rhythm on a flat surface, use a finger to tap the rhythm back.

Pinky's searching on the beach for some gold that he can reach.
Come on, Pinky, dig, dig, dig! Tap with me for treasure big!

dig the sand!

When the handle starts to shake, Pinky reaches for his rake.
Come on, Pinky, dig, dig, dig! Tap with me for treasure big!

Find - ing trea - sure!

What is hiding in the sand? Something small or something grand?
Come on, Pinky, dig, dig, dig! Tap with me for treasure big!

Dig the sand!

Could it be from pirates brave, hidden by the rocks and waves?
Come on, Pinky, dig, dig, dig! Tap with me for treasure big!

Find - ing trea - sure!

Pinky, do you think there's more buried 'neath the sandy shore?
Come on, Pinky, show us where. Find some gold for us to share!



1

We will play our parts separately. I will play lines 1, 3, and 5, and you will play lines 2 and 4.

2

Place your LH Pinky and Ringo on a group of two black keys.

Gently

2

mp Lit - tle Pink - y look - ing for trea - sure, what is hid - ing down in the sand?

5 with pedal

3

May - be lots of gold from a ship - wreck old?

5 2 1 3

2

Lit - tle Pink - y if you find trea - sure, will you share with us?

5

The dashed lines in the student part assist with visualizing directional movement and do not represent a staff.

Dig Dig Pig



1

Use a pencil crayon to trace over the 5s above.

2

Use a crayon to color the five squares in the frame above.



3

Draw an X over the coins that are marked with a 4. Draw a circle around the coins that are marked with a 5.

4

Look at the pattern below. Do you know what comes next? Color the empty circle to complete the pattern.





A Rhythm Rhyme Welcome

After reading each stanza, I will say/clap the rhythm. On that surface, use a finger to tap the rhythm back.

Thumbelina likes to eat peanuts, her favorite treat!
She eats peanuts in her sleep. Tap with me a nutty beat!

Pea - nut shells go crunch!

When she's hungry and she's tired, she will lay down by the fire.
She eats peanuts in her sleep. Tap with me a nutty beat!

Dream sweet pea - nut dreams!

Thumbelina dreams of food: peanuts pickled, fried, and stewed.
She eats peanuts in her sleep. Tap with me a nutty beat!

Pea - nut shells go crunch!

Thumbelina's nice and snug, curled up on a cozy rug.
She eats peanuts in her sleep. Tap with me a nutty beat!

Dream sweet pea - nut dreams!

I can hear her start to snore! Tiptoe out and shut the door.
Watch your footsteps 'round her lunch. Four shells on the floor go crunch!

Peanut Butter Slumber

"What is that noise?" asked Ringo. "And why does it smell like peanut butter?"
 "It's Thumbelina!" Pinky giggled. "She fell asleep eating peanuts again!"



A

.....

I will fold a piece of paper in half and write "long" at the top of one side and "short" at the top of the other side. Next, I will give you five coins to hold.

Don't let me peek... place a coin on one side of the paper. Listen as I play a long or short sound on the piano.

If the sound I play matches the label where your coin is resting, you win the coin. If it is not a match, I win the coin.
Let's play four more times!

B



Place your LH Pointer and your LH Thumbelina on a group of two black keys.

.....

Press and hold the black key with your Thumbelina until you hear me say "Wa-pup!" When this happens, play one quick sound with your Pointer.

Try it again, with your Thumbelina and Pointer in switching roles.

Sample



A Long and Short Lullaby

Use your LH Pointer and Thumbelina to play the piece below on a group of two black keys. Play a short sound when you see a Wunderbie without an arrow and a long sound when you see a Wunderbie with an arrow.

1

Tap the images in the piece below using your matching LH fingers.

2

Listen to me play the piece below on a group of two black keys.

3

Now it's your turn to play! Play the piece again. Now play it softly.

.....



C

Peanut Butter Slumber



1

We will play our parts separately. I will play lines 1, 3, and 5, and you will play lines 2 and 4.

2

Place your LH Pointer and Thumbelina on a group of two black keys.

Swing the eighths

mf When it's time for a treat, pea-nut but-ter's what I want to eat!

Crunch - y, smoo don't mind! Pea-nut but-ter's what I find!

The dashed lines in the student part assist with visualizing directional movement and do not represent a staff.

Peanut Butter Slumber



1

Use a pencil crayon to trace over the 7s above.

2

Use a crayon to color seven squares in the frames above.



3

Draw an X over the peanuts that are marked with a 6. Draw a circle around the peanuts that are marked with a 7.

4

Look at the pattern below. Do you know what comes next? Print a letter in the empty cloud to complete the pattern.



Friends In The Forest



1

We will play our parts separately. I will play lines 1, 3, and 5, and you will play lines 2 and 4.

2

Place your LH Ringo, Middleton, and Pointer on a group of three black keys.

Happily

mf Hide-and-peek! Who's a-round the cor-ner? Hide-and-peek! Who's be-hind the trees?

Hide-and-peek! Find-ing all your friends! Then we'll play the game a-gain!

Read-y or not... here we come!

The dashed lines in the student part assist with visualizing directional movement and do not represent a staff.

Thank you for previewing
**WunderKeys Piano For
Preschoolers, Book 2.**

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