

BOOK 3
2ND EDITION



WUNDER KEYS



PIANO FOR PRESCHOOLERS

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

WUNDERKEYS

PIANO FOR PRESCHOOLERS



BOOK 3

2ND EDITION

WunderKeys Piano For Preschoolers: Book 3 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 3

After completing *WunderKeys Piano For Preschoolers: Book 2*, preschoolers are ready to advance their exploration of the piano with their newly-acquired skills. *WunderKeys Piano For Preschoolers: Book 3* 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 Play simple, pattern-based piano pieces on black keys
- 2 Read **off-staff rhythmic notation** (quarter, half, whole notes)
- 3 Recognize **directional movement in note reading**
- 4 Explore note stems pointing up and note stems pointing down
- 5 Listen for quarter, half, and whole notes
- 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 using my RH indexy to play the rhythm back on a black key.

Pinky, won't you clean your room? Potter Pansy's coming soon!
It is hard to pick and choose. Play with me and pick up shoes!


Pinky Pig clean your room!

Pinky, won't you clean your room? Middleton is coming soon!
Make it tidy; take a look. Play with me and pick up books!


Please pick up your toys!

Pinky, won't you clean your room? Thumbelina's coming soon!
What should go inside this box? Play with me and pick up socks!


Pink - y Pig clean your room!

Pinky, won't you clean your room? Your friend Ringo's coming soon!
Make room for the girls and boys. Play with me and pick up toys!


Please pick up your toys!

Pinky, won't you clean your room? All your friends will be here soon!
Look around, you messy guy. Your room's still a piggy sty!

The Hog Podge House

"I'm supposed to be cleaning up my room," whispered Pinky.
"I found this on the ground. What do you think it is?"

A

Pinky found this quarter note under his bed. It must have fallen out of his music book!



In music, we play a sound for one beat when we see a **quarter note**.

On a piece of paper, I will draw ten short, vertical lines. Can you draw solid ovals at the bottom of each line to make quarter notes?

B

On the piece of paper from Step A, tap each quarter note with your RH Pinky. Say, "Oink" each time you tap.

Try tapping again using your LH Middleton. Say, "Squeak" for each tap. Try tapping with your finger. Say, "Squeak" each time you tap a quarter note.

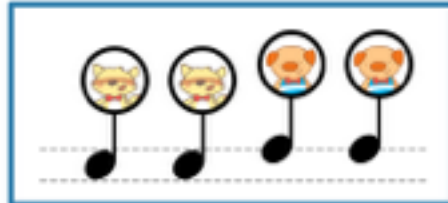


Place your RH Ringo and Pinky on a group of two black keys. Practice playing the pieces on the right.

Note: The dashed lines assist students in visualizing directional movement.

Listen as I call out a number. Play the piece that matches the number called.

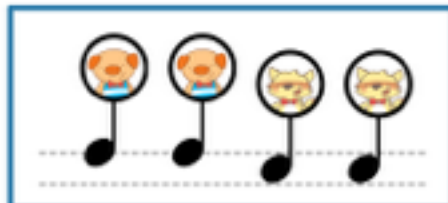
1



2



3



C



The Hog Podge House

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 Ringo and Pinky on a group of two black keys.

Happily

2

mf I know my room's mess - y, but it makes me so glad!
When my room is mess - y, I'm nev - er, ev - er sad!

5
with pedal

1

I'd try to fix it up. I'd use a mop and broom.
It is squeak - y clean. It's not a pigg - y room!

2

I know my room's mess - y, but mess - y's what I like!

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

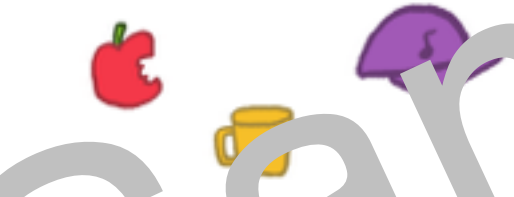
The Hog Podge House

- 1 Count the objects in Section 1. Place a check mark in the circle that holds the matching number.
- 2 In the *Ten Frame*, color a number of squares that matches the number of objects in Section 1.
- 3 Repeat Steps 1 and 2 for Section 2. Compare the colored squares in the two *Ten Frames*. Which section contains more objects?
- 4 Complete the pattern at the bottom of the page by drawing the correct object in the empty box.



Sample

1



7 2 3

2



5 4 1

3





See reverse for Game Instructions

The Hog Podge House



Use this game with Lesson 1 and Lesson 2.

Players: 2 players

Materials: one game board, 18 coins, one die

Game Objectives:

Musical Objective: To count quarter notes

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 coins placed to the side.

How To Play:

- 1 Before the game begins, the teacher places 18 coins over any non-"junk" images on the game board.
- 2 The teacher taps a steady beat and then plays a set of quarter notes followed by a second set of quarter notes that contains more or fewer quarter notes than the first set.
- 3 The student determines the **concept of quarter notes** played by the teacher contained more or fewer quarter notes than the first set, and then rolls the die.
- 4 If the second set of quarter notes played by the teacher in Step 2 contained more quarter notes than the first set, the student **adds a number of coins to the game board** (placing them over empty "junk" images) that corresponds with the number rolled in Step 3. If the second set of quarter notes played by the teacher in Step 2 contained fewer quarter notes than the first set, the student **removes a number of coins from 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 junk images on the game board (the student wins), 2. all junk images 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 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 clap the rhythm. Use your Middleton to play the rhythm back on a black key.

Three friends fishing in the sun, Three friends having lots of fun.
Cast a line and make a wish. Play with me a tune for fish!

Let's go catch a fish!

Pointer tries to call them close. Pointer's dipping in his toes.
Cast a line and make a wish. Play with me a tune for fish!

Here fish - y fish!

Middleton tries switching bait. Quickly 'fore it gets too late!
Cast a line and make a wish. Play with me a tune for fish!

Let's go catch a fish!

Is that Ringo with a net? Dripping, smiling, soaking wet?
He caught one just as they wished! Play with me a tune for fish!

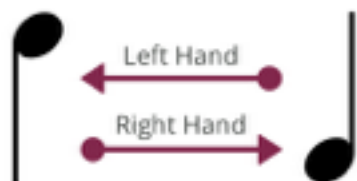
Here fish - y fish!

Four friends fishing in the sun, Ringo joins them in their fun.
If they use both rod and net, lots of fish is what they'll get!



"Heeeere fishy, fishy, fishy!" sang Pinky.
 "You can't call fish," Middleton giggled. "You have to catch them!"

A



I will trace your hands on a piece of paper and then draw five stem-up and five stem-down quarter notes around the tracings. I will place a coin over each quarter note.

Can you slide the coins off of the quarter notes and onto the corresponding hand images?

B

Place your LH Middleton and Pointer and your RH Pointer and Middleton on groups of two black keys.



I will point to a note above. If the stem is pointing down, play the sound with your LH Middleton. If the stem is pointing up, play the sound with your RH Middleton.



Place your LH Ringo, Middleton, and Pointer and your RH Pointer, Middleton, and Ringo on groups of three black keys. Practice playing the pieces on the right.

Note: The dashed lines assist students in visualizing directional movement.

Listen as I call out a number. Play the piece that matches the number called.

- 1
- 2
- 3



C



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, Middleton, and Ringo and LH Ringo, Middleton, and Pointer on groups of three black keys.

Cheerfully

4

mf Here fish-y fish-y, to catch you is our wish-y, to keep you as a pet!

5

4

You're in the wa-ter, the sun is get-ting hot-ter, and we still have -n't caught you yet!

4

Rin-go has a snor- kle, he'll jump in the wa-ter and chase you with a net!

5

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



A Rhythm Rhyme Welcome

After reading each stanza, I will say/clap the rhythm. Use your LH indexy to play the rhythm back on a black key.

When it's muddy in his sty, Pinky Pig's a playful guy!
Muddy, dancing, happy pig. Play with me and splash so big!

Find a deep mud - dy pud - dle!

He likes mud between his toes. He likes mud upon his nose.
Muddy, dancing, happy pig. Play with me and splash so big!

Pink - y in the mud!

Pinky dancing in the muck, don't go deep, please; don't get stuck!
Muddy, dancing, happy pig. Play with me and splash so big!

Find a deep mud - dy pud - dle!

Dirty ears and squishy feet, Pinky thinks that mud is neat.
Muddy, dancing, happy pig. Play with me and splash so big!

Pink - y in the mud!

He is covered head to toe. Pinky, you are wet you know!
See that mud go squish and squash. Jump once more; now home to wash!

Mud puddle Mambo

"Pinky! Where have you been all morning?" asked Pointer.
 "Making mud pies," Pinky replied. "My sty was lovely and squishy today."

A

Why is Pinky Pig so happy? He found a half note to go with his quarter note!



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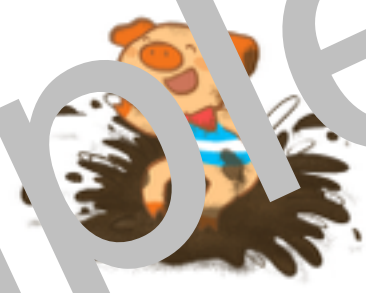
In music, we play a sound for two beats when we see a **half note**.

On a piece of paper, I will draw ten short, **vertical lines**. Can you draw "empty" ovals at the bottom of each of these lines to make half notes?

B

On the piece of paper from Step A, tap and hold each half note with your RH Pinky. Say, "Mud-dy" as you hold each tap.

Try it again with any finger. Say, "One-two" as you hold each tap.

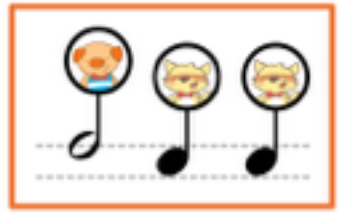
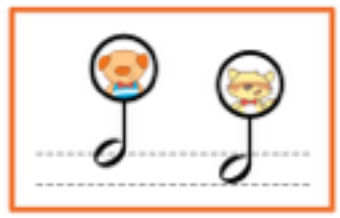


Place your RH Ringo and Pinky on a group of two black keys. Practice playing the pieces on the right.

Note: The dashed lines assist students in visualizing directional movement.

Listen as I call out a number. Play the piece that matches the number called.

- 1
- 2
- 3



C

Mud puddle Mambo



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 Ringo and Pinky on a group of two black keys.

Excitedly

mf When I see muddy puddles, I jump right in!

Oh that mud makes me giggle and my legs start to wiggle

Won't you join in? Come and dance with me! Mambo in mud!

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



A Rhythm Rhyme Welcome

After reading each stanza, I will clap the rhythm. Use your **Middle** on to play the rhythm back on a black key.

Big dogs, small dogs like to bark, playing in the big dog park.
Here's a white dog running fast. Play with me as he goes past!

Bark! Bark! Woof!

Big dogs, small dogs like to bark, playing in the big dog park.
Here's a white dog with a stick. Play with me as she runs quick.

Mid - dle - ton, walk - ing dogs!

Big dogs, small dogs like to bark, playing in the big dog park.
Here's one with a spotted eye. Play with me as he runs by.

Bark! Bark! Woof!

Big dogs, small dogs like to bark, playing in the big dog park.
Here's one that is big and slow. Play with me and watch him go.

Mid - dle - ton, walk - ing dogs!

Big dogs, small dogs like to bark, playing in the big dog park.
Here's a dog with hair that's flat. Meows at me... Whoops! That's a cat!

Dog Park Delight



"Whew! Keeping up with these dogs is hard work!" Middleton laughed. "This is a job for Ringo. He's much faster than me!"



A

I will give you a cup, twenty coins, and two dice. Listen as I tap a steady beat while playing a quarter, a half, or a whole note. Can you place a number of coins into the cup that corresponds with the number of beats received by the note value I played? Let's try it again four more times.

Next, roll the dice and then count the number of coins in the cup. If the number displayed on the dice is less than the number of coins in the cup, you win!

B



Place your hands on black keys as shown. I will tap a steady beat.

Play a quarter note with each hand, beginning with your LH Ringo. Play a half note with each finger. Play a whole note with each finger.

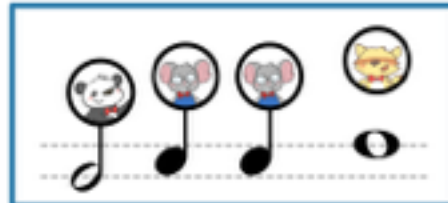


Place your RH Pointer, Middleton, and Ringo on a group of three black keys. Practice playing the pieces on the right.

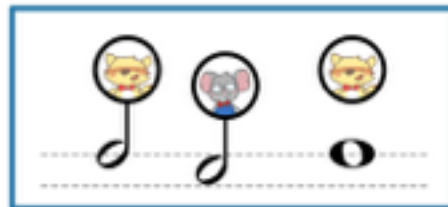
Note: The dashed lines assist students in visualizing directional movement.

Listen as I call out a number. Play the piece that matches the number called.

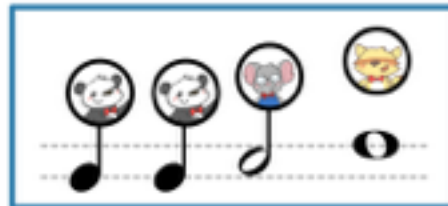
1



2



3



C

Dog Park Delight



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, Middleton, and Ringo on a group of three black keys.

With energy

mf Go - ing to the dog park! Woof! Woof! Woof! Where there's lots of fur - ry fun!

5
with pedal

Little dogs are pup - pie! Woof! Woof! Woof! Run - ning af - ter ev - 'ry - one!

'Here boy!' Woof! Woof! Woof! 'Now it's time to take a bath!' Woof!

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

Sleeping Panda Ranch

"Welcome to Sleeping Panda Ranch!" called Pointer. "We specialize in fresh eggs, fresh tomatoes, and fresh bamboo!"



A

I will give you a die and then draw a large quarter note, a large half note, and a large whole note on a piece of paper.

To begin, roll the die. If the number displayed on the die matches the beats received by one of the three note values on the piece of paper, cover the correct one with your hand.

Be quick... I will be racing to do the same! If the die displays a three, five, or six, roll again.

Let's play five times!

B



Place your hands as shown. I will point to a note value. You will play it using any finger on the correct hand.



Place your LH Ringo, Middleton, and Pointer and your RH Pointer, Middleton, and Ringo on groups of three black keys. Practice playing the pieces on the right.

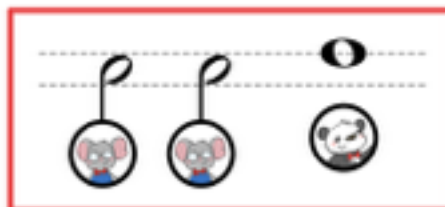
Note: The dashed lines assist students in visualizing directional movement.

Listen as I call out a number. Play the piece that matches the number called.

1



2



3



C



Sleeping Panda Ranch

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, Middleton, and Ringo and LH Ringo, Middleton, and Pointer on groups of three black keys.

Swing the eighths

mf Wel-come to Point-er's farm ev-'ry day is sun-ny! Wel-come to Point-er's farm where the grass is green.

Lis-ten to the cows say 'Moo!' on this farm that grows bam-boo!

When you're here play-ing in the sun, you will have lots of pan-da fun!

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



See reverse for Game Instructions

Sleeping Panda Ranch



Use this game with Lesson 9 and Lesson 10.

Players: 1 player **Materials:** one game board, 10 coins, one game marker, one cup

Game Objectives:

Musical Objective: To reinforce aural recognition of quarter, half, and whole notes

Game Objective: To collect coins (duck eggs)

Setting It Up:

The student should sit on the floor with the game board placed in front, the 10 coins placed near the barn, the game marker placed on the dark green square marked with a star, and the cup placed to the side.

How To Play:

- 1 To begin, the teacher taps a steady beat while playing two quarter notes **or** two half notes **or** two whole notes.
- 2 The student determines if the sounds played by the teacher were quarter, half, or whole notes, and then moves the game marker clockwise around the circle of dark green squares: **one space** if quarter notes were played, **two spaces** if half notes were played, and **four spaces** if whole notes were played.
- 3 After moving the game marker, the student analyzes the dark green square where the game marker is resting. If the game marker is on an animal square, the student **collects one coin** from the barn and places it in the cup. If the game marker is on a blank square, the first round is over; and if it is on the square with the sleepy ZZZZZZs, the game ends.
- 4 Assuming the game is not over, Steps 1-3 are repeated until the student's game marker **lands on the sleepy ZZZZZZs**, ending the game. At this point, the student and teacher count the number of coins in the cup to determine the student's score. In future games the student attempts to beat this score.

Note:

- 1 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.

Thank you for previewing
**WunderKeys Piano For
Preschoolers, Book 3.**

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