





Hello Glenwood friends! We hope everyone is doing well! Our theme this week is **Making Music** and we have included a wide range of activities and tasks. Hopefully you can choose a few that you feel would be engaging for your child. We know that you may not have all the required materials for some of the activities so please feel free to substitute anything that is meaningful for your child.

In some of the activities this week, we are incorporating the use of the following **core words**: *hear, listen, loud, quiet, yes, no, more & finished*. Visuals for these words can be found on the pages below along with theme-based (fringe words) based on our theme of making music. These can be printed off for use by your child during the activities or even used to help them locate some of these words on their devices.

Again, any feedback (please see guiding questions below) you can provide to your child's classroom teacher is much appreciated and helps us to better meet the needs of your child.

<p><b>Language Activities</b></p> 	 <p><b>Story:</b> "Rent Party Jazz"</p> <p><a href="https://youtu.be/JvKaVLLXa30">https://youtu.be/JvKaVLLXa30</a></p> <p>After listening to the story, consider the following questions for your child:</p> <ul style="list-style-type: none"> <li>• Did you enjoy listening to the story?</li> <li>• Do you like to help other people? What can you do to help around your house?</li> <li>• Do you think Sonny sees Smilin' Jack again?</li> </ul> <div style="border: 1px solid green; padding: 5px;"> <p><b>*Language Expectations:</b></p> <ul style="list-style-type: none"> <li>-demonstrate an interest in reading</li> <li>-“listen” while a story is read</li> <li>-answer “yes”/”no “ questions about a story</li> </ul> </div>	 <p><b>Circle Time</b></p> <p>Being together even though we are apart.</p> <p>For this week's circle time, we will practice <b>core words</b>: “listen”, “hear”, “loud” &amp; “quiet”. Have your child find these on their speaking device or print and cut out the visuals for these words that can be found in pages below.</p> <p><b>Link for Making Music Circle Time:</b></p> <p><a href="https://tv.commonshwdsb.on.ca/media/ma-king-music-circle-time/">https://tv.commonshwdsb.on.ca/media/ma-king-music-circle-time/</a></p>	<p><b>Time to Talk</b> (use of fringe words related to music): </p> <p>Talk about:</p> <ul style="list-style-type: none"> <li>• What is your favourite kind of music (i.e. pop, country, sing-alongs, rock, classical)</li> <li>• Does anyone in your family play an instrument? Which ones?</li> <li>• Which instrument do you like the sound off?</li> </ul> <p>Use <b>Boardmaker Vocabulary Visuals</b> or music related words on speaking devices when talking about music. Visuals can be found on the pages below and printed out for use.</p> <div style="border: 1px solid green; padding: 5px;"> <p><b>*Language Expectation:</b> use language (verbal and non-verbal communication) to talk about their thinking.</p> </div>	<p><b>Language Game:</b> </p> <ul style="list-style-type: none"> <li>• Sound Hunt (find this in pages below along with printed instructions)</li> </ul> <p>Watch a video of how to play this game using <b>core words</b> “listen”, “hear”, “more” &amp; “finished”</p> <p><b>Link:</b></p> <p><a href="https://tv.commonshwdsb.on.ca/media/sound-hunt/">https://tv.commonshwdsb.on.ca/media/sound-hunt/</a></p>
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## Music & Videos



**Feedback:** Was your child engaged during this music or video? Have them use their speaking device or eye gaze to indicate if they liked the song or video using **core words**: “yes” or “no”.

**Songs:** “Play it Right”



[https://www.youtube.com/watch?v=y6fhn4PZ\\_yM](https://www.youtube.com/watch?v=y6fhn4PZ_yM)

**Song:** “When The Band Comes Marching In”



<https://www.youtube.com/watch?v=1h6F-YngTi0>

**Body Break:** Get

moving to the music!!



“Trolls: Can't Stop The Feeling – GoNoodle”

<https://youtu.be/KhfkYzUwYFk>

**Video:** “Happy & You Know it -Melody Street”



<https://www.youtube.com/watch?v=YQ2aEF337tY>:

**Video:** “Peter & The Wolf”



<https://www.youtube.com/watch?v=TgUruOrrZnQ>



## Lifeskills

**“Whistle While you Work”**

This week have your child listen to music while completing familiar tasks around the house such as sweeping.



See How to Sweep Video:

<https://tv.commonshwdsb.on.ca/media/sweeping/>

**\*Numeracy Connection:** *Try counting each time you sweep the broom!*

**Numeracy Goals: Numeracy Expectations:** know number names and the count sequence  
- demonstrate one-to-one correspondence when counting

**Music Science:** Practice pouring in this musical science activity and then play a musical tune.



Watch Video:

<https://tv.commonshwdsb.on.ca/media/making-music-science/>

**Feedback:** Was your child engaged during this activity? Have them use their speaking device or eye gaze to indicate if they liked the game using **core words**: “yes” or “no”.



## Something Special

**Sensory: “What Makes your Mouth Sing?”**



Have your child explore a variety of tastes to see which ones they like. For example:

Sweet food – i.e. raw sugar, maple syrup, honey, cookie, berry, candy

Salty food – i.e. table salt, pretzel sticks, chips, crackers

Sour food – i.e. lemon, plain Greek yogurt, pickles

Bitter food – i.e. dark chocolate, olive, kale, broccoli

Savory food – i.e. cheddar cheese, soy sauce, ripe tomato

\*For more details on this activity, visit:

<https://www.engineeringemily.com/exploring-the-five-senses-for-babies-toddlers-and-preschoolers-sense-of-taste/>

**Language Connections:** Practice using **core words** “yes” and “no” either on child’s speaking device or with printed versions of “yes” & “no” provided on pages below when answering if child likes the taste of something.

**Online Music Activities:**

<https://pbskids.org/daniel/games/music-shop/>

*On this site click on the various items around the shop to hear their sounds. Drag characters down to floor and give them an instrument off the wall to hear it play.*

<https://pbskids.org/sesame/games/monster-music/> *On this site play music with the Sesame Street Characters.*



**Feedback:** Was your child engaged during this game? Have them use their speaking device or eye gaze with printed cards to indicate if they liked the game using **core words**: “yes” or “no”.

Have them indicate if they would like to play again, by using the **core words** “more” or “finished” on their device or by using their eye gaze to select “more” or “finished” on printed cards.



## Leisure

Feedback: Was your child engaged during the leisure activity they tried? Have them use their speaking device or eye gaze to indicate if they liked the activity using **core words**: “yes” or “no”.

**Music Crafts:** Make your own homemade musical shaker.



**Link to Music Craft Video:**

<https://tv.commonshwdsb.on.ca/media/make-a-musical-shaker/>

**\*Numeracy Connection:** *Once your child has made a shaker, show them a number. Say the number and have your child look at the number or locate it on their speaking device and have them shake the shaker that amount of times while counting aloud. You can also reverse this by shaking the shaker a certain amount of times while your child counts aloud and then have your child identify the corresponding number on their speaking device or on printed number cards.*

**Numeracy Goals:** -know number names and the count sequence  
- demonstrate one-to-one correspondence when counting  
-assign correct numerals to represent the counted number of objects  
-represent numerals with the correct amount of objects

**Painting to Music:**



This is one of our favourite Day 4 activities. Get paint, paint brushes and paper and then put on your favourite music (Hooked on Classics is always a great choice) and paint as the music inspires you.

Link to Hooked on Classics:  
<https://youtu.be/P7PRGiQjbqk>

**Other Leisurely Music Activities:**



- Relaxing on a blanket listening to calming music
- Dancing to favourite music
- Making music with a variety of “found” objects around the house

**Feedback:** Have your child indicate if they would like to do the activity again, by using the **core words** “more” or “finished” on their device or by using their eye gaze to select “more” or “finished” on printed cards.

Feedback Questions:



If you had a chance to try any of the activities, which activity was your child’s favourite?

On a scale of 1-5, how confident did your child become in using the **core words** (*listen, hear, loud, quiet, yes, no, more, finished*)? (with 1 being no interest/refusal to use visuals or device and 5 being very confident in accurately locating the core words on numerous occasions).

On scale of 1 to 5, how engaged was your child in the task? (with 1 being no interest/refusal to use materials and 5 being extremely interested and full participation with appropriate levels of support)

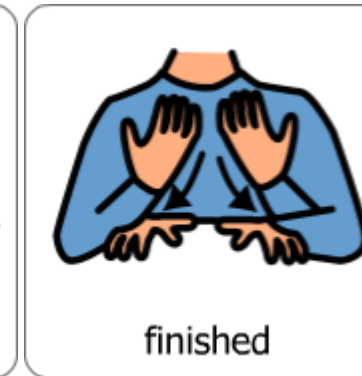
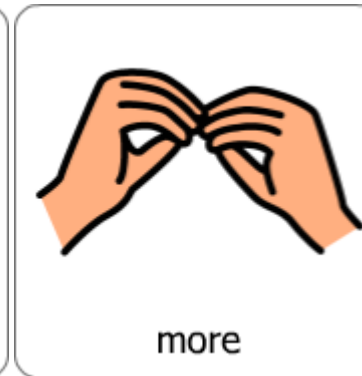
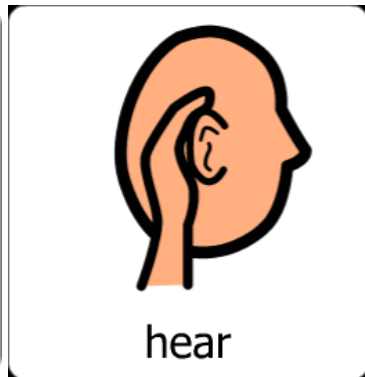
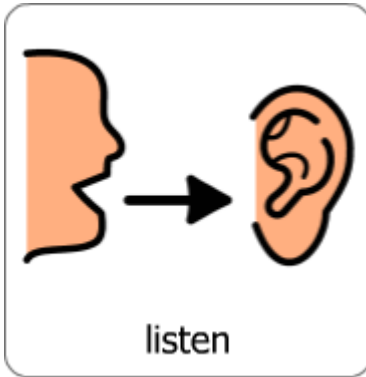
If you have the chance to take some pictures/videos of your child doing some of the activities or of their creations, we would love to see them! You can send them to Katy or Penny or your child’s classroom teacher

If you have any questions about these activities, or if you would like your child to have a one-on-one video chat with us, please contact Katy at [kgurman@hwsdb.on.ca](mailto:kgurman@hwsdb.on.ca) or Penny at [pparry@hwsdb.on.ca](mailto:pparry@hwsdb.on.ca)

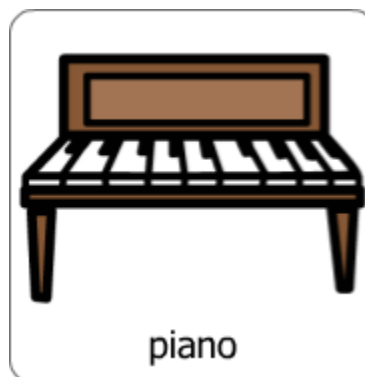
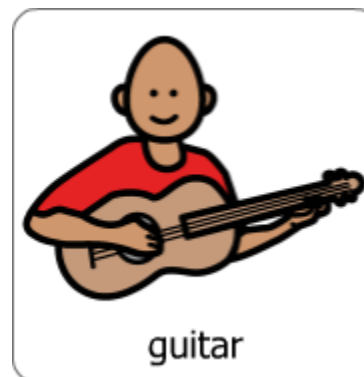
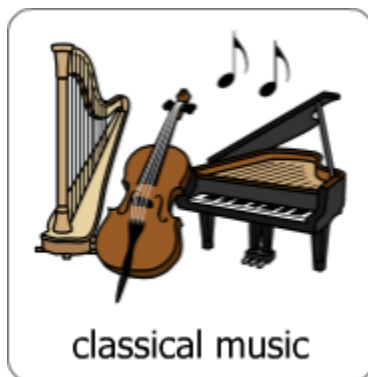
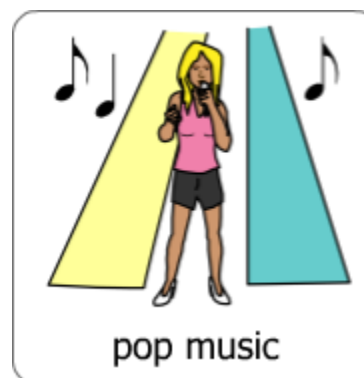
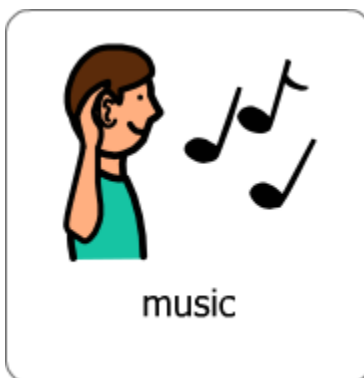
See below pages for making music visuals, Sound Hunt game, written instructions for craft and for science activity.



**Core Words for Making Music theme:** These high frequency words are used during several activities and can be printed off for use by parents and students.



**Fringe Words for Making Music theme:** These theme-based words can be used to talk more specifically about music and can be printed off for use by parents and students.





## Sound Hunt

The following page can be printed out and each sound can be checked off as the child hears it. Another way to play is to print off and cut out the sound pictures that you feel are things your child will hear around your house and review these with your child. Some students may be able to read the word based on the picture. For others, parents may wish to hold up one picture in each hand and have

the child point or "eye-gaze" towards the picture as you say it. Prompt your child with gestures and verbalizations as necessary. Continue this until each picture has been reviewed. Throughout the next week or so, when the parent hears one of the sounds from the hunt, they can hold up the picture and say, "Listen. Do you hear..." and state the item that is being heard. For further reinforcement of the core words, "listen" & "hear", while playing the game, parents can point to these visual cards as they say the words or press it on the child's speaking device to model its use. A third way to play this game is to hold 2 of the cards face up in front of the child. Tell the child to "listen" (using the "listening" visual) and then play one of the sounds on YouTube. Ask the child, "What did you hear?" while using the "hear" visual. Have the child point to or eye gaze towards the picture of the sound they heard. Repeat for different sounds.



wind



rain



insect



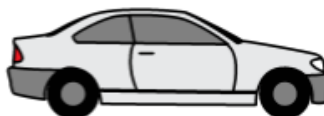
dog barking



siren



phone ringing



car



running water



ring doorbell



TV



vacuum



lawnmower

## Make a Musical Water Bottle Shaker



1. Rinse out a water bottle, remove label and let dry. Fill  $\frac{1}{4}$  full with fun small things like buttons, beads, rice, popcorn, beans or lentils. Twist cap back on.
2. Decorate your bottle with paint, markers, fancy tape or stickers.
3. Shake your water bottle shaker to make your own music!

## Music Science Activity – Making Music with Water Glasses

### What you'll need:

- 4 or more drinking glasses or glass bottles or jars of the same kind
- Water
- Spoon for tapping
- Food colouring (\*Optional – makes the water easier to see)



### Instructions:

1. Line the glasses up next to each other. Tap them with the spoon. They should all make a similar sound while empty.
2. Now fill the glasses with different amounts of water. The first should have just a little water while the last should be almost full. The ones in between should have slightly more than the last.
3. Tap the glass with the least amount of water and observe the sound and then hit the glass with the most water. Can you notice a change in the sounds the glasses make when going from the least amount of water to the most?
4. Tap the other glasses and see what noise they make. See if you can get a tune going by hitting the glasses in a various order.

### What's happening?

Each of the glasses will have a different tone when hit with the spoon. The glass with the most water will have the lowest tone while the glass with the least water will have the highest. Small vibrations are made when you tap the glass. This creates sound waves which travel through the water. More water means slower vibrations and a deeper tone.

From: [www.sciencekids.co.nz/experiments/makemusic.html](http://www.sciencekids.co.nz/experiments/makemusic.html)