

LESSON ONE

STRING INSTRUMENTS

Lesson Materials

- Registration forms (reproducible forms are included on page 9)
- New *Student Workbooks* (one per student)
- Crayons
- OPTIONAL: Stickers
- *Instrument Cards*: string family

String Project Materials

- Small covered box (e.g., empty shoe box), one per student
- OPTIONAL: Paper for wrapping boxes (e.g., butcher paper or paper sacks)
- Rubber bands (five per student)
- 3/8" diameter dowels, cut the length of the box (two per student)
- Glue

Before Class Preparations


(See also, instructions for the string instrument project in this lesson)

- Print and/or copy registration forms. (A sample registration form is found on page 9 and may be freely reproduced.)
- OPTIONAL: Wrap boxes with paper.
- Cut holes, any shape, in the center of the lids.

Lesson Plan

This is an introductory lesson. Take your time and enjoy getting to know the students.

1. Hand out registration forms to the parents.

As students arrive, ask parents to fill out a registration form and have crayons and Student Workbooks ready. Have students draw a picture of their families in the *Student Workbook* ( p. 2). Talk about their families and what they have drawn.

2. Mark attendance in the *Student Workbooks* (.

Develop a routine to signal the start of class and focus the students' attention by taking attendance at the beginning of each class. You or students can initial, date, color, check-off or place a sticker over the balloon on each student's attendance chart in the *Student Workbook*, inside front cover.

3. Introduce violin, cello, and harp (string family) using *Instrument Cards*.

- Show the violin and the cello *Instrument Cards*. Discuss interesting points about each instrument: what it's made of, its size, how to care for it, etc. (An easy way to tell the cello and the violin apart is to look for the "spike" located underneath the cello. It is pointed and usually made of metal. This is what holds up the cello and prevents it from slipping.) If you have access to either of these instruments, let students carefully touch and play them.

- b. Show the harp *Instrument Card* and introduce it in the same way.
- c. Listen to the instrumental samples on the *Minimusic CD* (CD 14-16). Lay out *Instrument Cards* in random order and have the students point to the correct instrument while listening to the CD samples. Invite students to imitate your motions while you pretend to play along.

4. Play The Memory Game with the *Instrument Cards*.

Select two of each violin, cello, and harp *Instrument Cards* from the deck and shuffle together. Place them face down and close together. Each student chooses two cards to flip over during his/her turn. One by one, have each student name the instrument as he/she flips a card over. When a matching set is discovered, students keep their matching cards. You have time to play this game more than once.

5. Introduce guitar and banjo using the *Instrument Cards*.

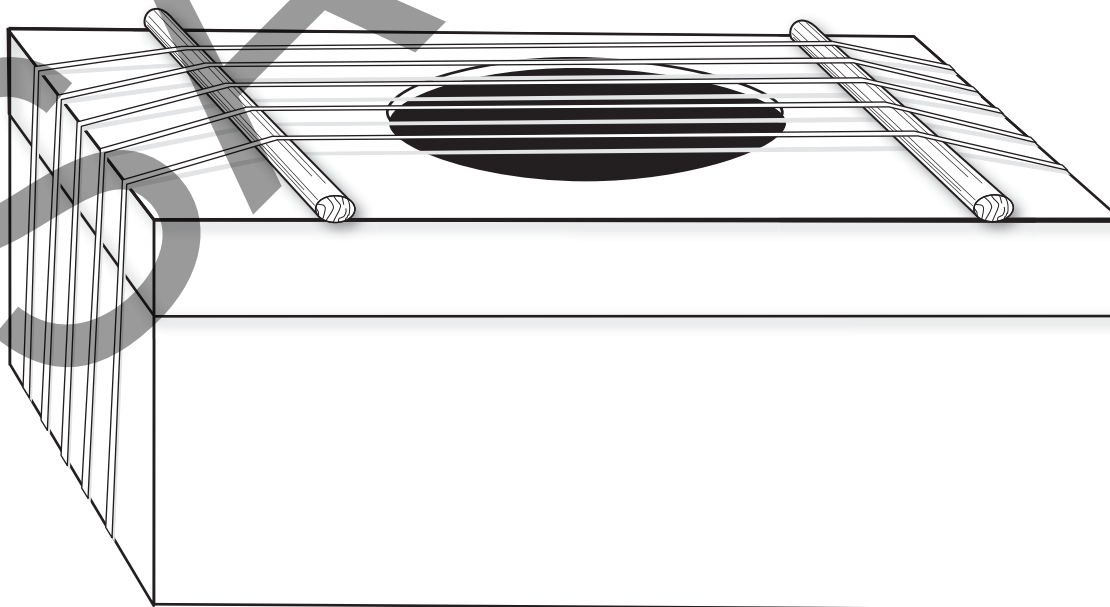
- a. Show the guitar and banjo *Instrument Cards*. Discuss interesting points about each instrument, etc.
- b. Listen to the instrumental samples on the *Minimusic CD* (CD 17-18). Lay out *Instrument Cards* in random order and have the students point to the correct instrument while listening to the CD samples. Invite students to imitate your motions while you pretend to play along.

6. Play The Memory Game with guitar and banjo *Instrument Cards*.

7. Play The Memory Game with all of the string family *Instrument Cards* (violin, cello, harp, guitar, and banjo).

8. Help students make their own string instrument.

- a. Have each student decorate his/her box with crayons, stickers, etc.
- b. Glue dowels on top of the box near the edges to form the “bridges” of the instrument.
- c. Wrap five rubber bands lengthwise around the box that will act as “strings.”
- d. Demonstrate how to pluck the “strings” to make musical sounds.
- e. Let students take their new instruments home to enjoy!



9. *Student Workbook* (📖 p. 3): **The String Family (Coloring Page).**