

Large Group Time Planning Sheet

Originating idea: The students were using pencils to tap on the table during small group one day and they were playing air guitars during music and movement.

Materials: rhythm sticks, tone blocks, maracas, music

Curriculum content area: communication, science (variation of sounds), music

Beginning: Teacher states that once the children arrive to the carpet for LGT, they may move to the music however their body tells them. (Teacher and aides dance with the students.) The teacher points out that she heard a drum and asks the children if they recognize the sounds of any instruments. She listens to the responses of the children. Teacher asks the aides if they hear any specific instruments they may recognize.

Middle: Teacher introduces the instruments to the children. She states, “You may pick an instrument of your choice and explore it. See what sounds it makes. Make trades with friends, compare how yours sounds compared to a friend’s instrument.”

Make sure each child has an instrument.

Teacher and aides explore an instrument, as well and make trades. They copy what other students are doing and make comments about how someone is playing an instrument. She will also name the different instruments during their play.

Teacher allows several minutes for the children to just explore the sounds of the instruments.

Then, the teacher puts the song on that was playing when they were joining the LGT. She says, “Now I wonder how you would look and sound if you were in a marching band. Let’s try to march around the room as if we were in our own Pre-K band.”

Teacher, aides, and students march around the room playing their instruments.

End: Teacher lowers the volume of the song and asks the students to quietly play their instruments as they make their way to the bin to put them away.

She then explains that they will be in the music area for them to explore during work time.

Students will be asked to transition to small group time by marching to their seats like they are in a band.

Follow-up: This can be revisited and next we can do a different song that explores fast and slow beats, as well as soft and loud.