

PIANO DETECTIVES CLUB SUMMER CAMP EDITION

Day #1

CLASSROOM SUPPLIES

FOR CLASS TIME:

- STK – Wooden keyboard puzzle with green CDE tags
- STK – R and L stamps
- STK – Washable ink pad
- PDF: SC14 – Daily Camp Schedule
- PDF: V1 – Picture of Scoop
- PDF: V2 – Musical Alphabet
- Black Sharpie markers
- Crayons
- Recording: Detective Music (by Happy Face Music)

FOR SNACK TIME:

- Wet wipes
- Hand sanitizer
- Napkins

FOR RESTROOM BREAK:

- PDF: SC1 – Scoop Says Cards

FOR CRAFT TIME:

- Table coverings
- Camera
- Optional: Detective props for taking a photo of each child

FOR RECREATION TIME:

- STK – R and L stamps
- STK – Washable ink pad
- PDF: SC3 – Mirror Cards
- PDF: SC4 – Concentration Cards (color cards only)
- 10 activity rings, connected to form a floor circle

ONE FOR EACH STUDENT

FOR CLASS TIME:

- STK – Magnifying glass
- PDF: H1 – Detective Handbook Front Cover
- PDF: R1a-b – Clumsy Clyde
- PDF: C1a-c – Giant Letters CDE

- PDF: W1 – Right-Left Investigation Report
- PDF: S1 – Student Summary: Class #1
- 1" 3-ring view binder
- Sheet of blank cardstock (any color)

FOR SNACK TIME:

- PDF: SC2 - On the Trail Placemat
- Trail mix
- Water bottle
- STK – Magnifying glass (for coaster)

FOR CRAFT TIME:

- 9"x 12" canvas panel
- Assorted crayons (including a black crayon)

FOR RECREATION TIME:

- PDF: SC5 – 1 set of Musical Alphabet Letter Guides
- Container of play dough

BEFORE CLASS

- Access the recording of *Detective Music* on YouTube and store it in a playlist that makes it easy to locate
- Print PDFs from supply lists above (print SC1, SC3, and SC4 double-sided and cut in half) and gather supplies; consider printing SC14 in large format (pictured here, it is printed on 16" x 20" poster paper)
- Print a personalized Detective Handbook Front Cover (H1) using the editable PDF
- Slide personalized Detective Handbook Front Cover into the front window of each 3-ring view binder (these are your students' detective handbooks)
- Display detective handbooks
- Write on your whiteboard: ♪♪♪♪
- Post your schedule somewhere in the classroom.



If your camp day starts at 9:00 a.m., it might look like the one pictured here.

- Write a header on each canvas panel (for example, Thatcher's Piano Hands); also write the date of the first class somewhere on each canvas panel
- Optional: If you plan to use gluten-free play dough, follow the recipe at the end of the class plan to make three batches
- Optional: Laminate On the Trail Placemats (SC2) and Musical Alphabet Letter Guides (SC5)



60 minutes: CLASS TIME

ARRIVAL

- GREET STUDENTS AND PARENTS

Welcome students and parents. Introduce yourself and your assistant teacher. (In these class plans, for the sake of ease, the assistant teacher will be called Watson, and the lead teacher will be called Sherlock.) Before dismissing parents, establish the drop-off routine to include taking their child to the restroom each day before class starts. Also mention that there will be a short informative session (5-10 minutes) when they come to pick up their child (today only).



Before parents depart, have each parent trace around their child's hands, on the canvas panel using a Sharpie marker. As Sherlock continues with the next activity, Watson will continue to prepare the canvases by

making dots for students to trace the letters "L" and "R" and the finger numbers "1, 2, 3, 4, 5" in the appropriate places. Set these hand pictures aside for use during craft time.



TIPS FOR SHERLOCK

On the first day, lay a foundation for how you want your class to function. Creating a positive, encouraging environment is key to students feeling supported and free to explore. At the same time, boundaries must be clear, and systems set in place for an optimal classroom dynamic. Consider how you want your students to behave when seated and when moving about the classroom. Do you want them to raise their hands when you ask a question or just to call out answers? You may expect different behaviors in different situations. Be sure to give this some thought before you teach the first class so you can guide students toward habits that will support how you want your class to systematically operate.

WHAT IS A DETECTIVE?

- ORIENTATION

Have students sit at your table area. Point out different areas of the room you will use (piano, whiteboard, tables, etc.). Notice the detective handbooks that have the students' names on them. Go over the schedule you have posted on the wall, so the children know what to expect: Class Time, Snack Time, Restroom Break, Craft Time, Recreation Time, and Closing Time.

- DISCUSS THE WORD DETECTIVE

Show the Picture of Scoop visual (V1). Introduce Scoop as the hedgehog mascot who will help uncover musical clues all week. Discuss what a detective is and does. Emphasize that a detective collects clues (information) and solves mysteries (something that is unclear at

first). When we first start learning something new, such as learning to play the piano, we are doing both of those things! Pass out magnifying glasses and let students explore with them for a few moments.

THE MUSICAL ALPHABET

- SING THE ABC SONG

Ask the students if they know the ABC Song. Encourage them to sing it if they like.

- SHOW HOW THE MUSICAL ALPHABET IS DIFFERENT

Tell students that the musical alphabet starts the same way but only goes to G and then starts all over again. Show the Musical Alphabet visual (V2).

- SING THE ABC SONG A NEW WAY

Sing the ABC Song a new way, using the Musical Alphabet visual and doing hand motions:

A B C D E F G (point to letters on visual)

In piano we agree (move fingers as if to play a piano)

Seven letters are enough (hold up seven fingers)

No need for that other stuff! (shoo the "other letters" away)

G F E D C B A (point to letters on the visual)

Backwards we can also say!

A LOOK AT THE PIANO

- ESTABLISH PIANO RULES

Before moving to the piano area, tell children what your expectations are about behavior there (no playing unless directed, hands to side, stand so that everyone around can see).

- SHOW HOW THE MUSICAL ALPHABET WORKS ON THE PIANO

Play the lowest key on the piano and tell the students it is A. Then progress upward on the keyboard, naming each white key as you go. Emphasize the transition from G (the end of one musical alphabet) to the next note A (the beginning of the next musical alphabet). Let students take turns naming white keys going up the keyboard until all have been named.

- NOTICE THE BLACK KEYS

Draw attention to the black keys. Get students' observations about them. Emphasize that they come in groups of twos and threes. Call on students to play groups of two and three black keys.

- SHOW AN EASY WAY TO FIND CDE

Mention how difficult it would be to name a note if you always had to start at the bottom of the keyboard and count your way up. Tell them that every place where there is a group of two black keys, there are white keys called CDE. Demonstrate. Then call on students to find CDEs in different places on the keyboard.

BIG KEYBOARD PUZZLE (STK)

- **SHOW WOODEN KEYBOARD PUZZLE**

Move to the floor area where you have the wooden keyboard puzzle. Lay out the white keys side by side, and then show the students how to carefully lay the black keys on the cracks between two white keys. Discuss how to separate the groups of two and three black keys by skipping one crack.

- **LABEL CDEs**

Notice the groups of two black keys and find CDE in two places. Label with the green CDE tags.

INTRODUCE RIGHT AND LEFT HANDS AND FINGER NUMBERS

- **DISCOVER DOMINANT HAND**

Give each student a piece of blank cardstock and a crayon. Ask them to write their name if they know how. For those who do not know how, make dots on the cardstock that they can trace to spell their name. For students who finish early, ask them to turn over their page and write the musical alphabet letters and the numbers 1-5. If all the children do not get everything finished, do not be concerned. Just let them work at their own pace. Use this time to gather information about each child concerning individual work habits, independence, the ability to draw letters and numbers, and which is their dominant hand. Be less concerned about the way the finished product looks than about the process of doing it.

- **LABEL RIGHT AND LEFT HANDS WITH R & L STAMPS**

After all students have written at least their name, discuss which hand they write with. Finish the activity by marking each child's hands with appropriate R and L stamps (STK).

RHYTHM

- **EXPERIENCE RHYTHM**

Gather students in the whiteboard area. Tell the children that most music they hear has a steady beat.

"Does anyone know what a steady beat is?" Play the Detective Music, and have the

CLUES FOR WATSON

In the first class, you may not feel like you are contributing much, but there is no reason to worry. Your main goal today is to observe how Sherlock sets up class systems and figure out ways you can support that. From the information you gather, you will be able to construct ways to participate that are helpful to Sherlock and that help the students to engage more fully in the class. Today, if you notice that a student needs help with self-control or is struggling with an activity, move near to that student. Quietly guide the student to participate more efficiently without causing a distraction to the rest of the class.

students clap along. Then pause periodically giving each student a turn to show their idea of a way to keep a steady beat.

- **INTRODUCE QUARTER AND HALF NOTES**

See the four quarter notes on the whiteboard. Tell the students that this is what a steady beat looks like when we write it down. Show how to clap the rhythm, saying "one, one, one, one" as you clap, and then have the students try. Change the rhythm to include a half note and tell students that this note holds for two steady beats. Again, demonstrate how to clap and count, this time saying "one-two, one, one" as you clap. Then have the students try. Complete a few more changes before ending this activity. For example:

Start with: 

Change to: 

Then to: 

Then to: 

REPERTOIRE: CLUMSY CLYDE (R1a-b)

- **TELL A STORY**

Introduce Clyde, the main character of the story, who is a house painter. There are usually places he can't reach without a ladder. One day, he climbs up his ladder to a very high place. Just as he gets to the top, he trips and falls to the ground. Thankfully, he is okay, but what a huge mess he has made!

- **PLAY THE MUSIC**

Play the first page quietly and the second page loudly to better communicate the story.

- **SHOW THE MUSIC**

Show the printed music (R1a-b). Tell students that notes with stems pointing up are for the right hand and notes with stems pointing down are for the left hand. See how the music gets higher on the first page, then lower on the second page. Also, the right- and left-hand notes play together on the second page.

- **STUDENTS PLAY CLUMSY CLYDE**

Bring children to the piano one at a time to give them a chance to play Clumsy Clyde. You may want to guide a lot or a little, depending on the child's eagerness and ability. NOTE: Make the time at the piano a quick and enjoyable experience. Do not get bogged down at this point about every detail being correct. Try to help the child see the large concepts: hands alternate between left and right; sounds get higher moving to the right and lower moving to the left. Students waiting for a turn at the piano should return to the activity table with Watson and decorate Giant Letters CDE (C1a-c) with crayons. Invite the

children to make them as colorful and creative as they like! (You will not send Giant Letters CDE home with the children today but will save them for an activity on Day #5. Be sure students' names are on each page before they turn them in to you.)

FINISHING CLASS TIME

- **LEARN ABOUT USING A BINDER**

Hand out the detective handbooks and show the children how to open and close the rings. Take time to explore so that this will be a safe process each time you put in new pages.

- **STUDENTS COLLECT HANDBOOK PAGES**

Make sure each child has Clumsy Clyde, Right-Left Investigation Report, and today's summary sheet. Help students put papers into their handbooks. Set handbooks aside until the end of the camp day.

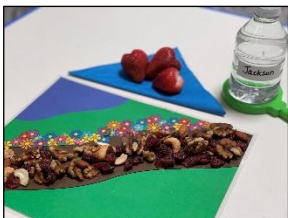
15 minutes: SNACK TIME

SNACK TIME

- **CLEAN HANDS**

If you do not have a sink nearby for washing hands, provide wet wipes and hand sanitizer.

- **SECRET MISSION TRAIL MIX/WATER BOTTLE or SNACK OF YOUR CHOICE**



For a fun twist, use the On the Trail Place Mat (SC2) for each place setting and sprinkle the trail mix over the pathway so students uncover the footprints as they eat their snack. Arrange the place setting so that the pathway leads to their water bottle sitting on a magnifying glass "coaster."

As snack time finishes, one teacher will stay to clean up the snack area and cover the tables for craft time while the other teacher facilitates the restroom break.

10 minutes: RESTROOM BREAK

RESTROOM BREAK

- **SCOOP SAYS**

Use a game of Scoop Says (like Simon Says) as students wait for their turn in the restroom. Use the Scoop Says Cards (SC1) to guide you. Be sure students wash their hands as they finish in the restroom.

Description: Play Scoop Says to reinforce right-side and left-side recognition. For those unfamiliar with the game, it proceeds like this. The teacher gives instructions to students to perform different actions (see Scoop Says Cards), but

players PERFORM THE ACTION ONLY IF the instruction is preceded by the phrase “Scoop says.” For instance, if the teacher says, “Scoop says raise your right hand,” students would perform that action, but they would do nothing if the instructions were simply, “Raise your right hand.” The goal of this version of the game is to have fun practicing recognition of right and left sides of the body while the challenge is to not to be fooled if the teacher does not say “Scoop says.”

30 minutes: CRAFT TIME

CRAFT TIME

- HANDPRINT MEMORY PICTURE

Using the traced-hand canvases from the beginning of class, students will trace the letters “L” and “R” and the finger numbers “1, 2, 3, 4, 5” with a black crayon and will decorate their hand pictures with crayons. Encourage them to cover all parts of the canvas, making it as colorful as possible.



Set the hand pictures aside with the handbooks so they will be ready to take them home at the end of the camp day.

NOTE: As the children craft today, take one child at a time to the piano to take a quick photo. (Optional: Use detective props, like a magnifying glass, fake mustache, trenchcoat, etc.) Sometime during the week, have the photos printed in the size that fits the frames you purchased for Day #4 Craft Time.



40 minutes: RECREATION TIME

GROSS MOTOR SKILLS

- THE HOKEY POKEY

Start by marking each child’s hands and feet (or legs) with R and L stamps (STK). Put the connected activity rings in the middle of the floor and have the children find a ring to stand in. Show the children how to do the Hokey Pokey while singing the song:

*You put your right hand in (put right hand on the inside of the floor circle),
You put your right hand out (put right hand on the outside of the floor circle),
You put your right hand in (put right hand on the inside of the floor circle),
And you shake it all about (shake right hand).*

*You do the Hokey Pokey, and you turn yourself around (wave hands and turn in place).
That’s what it’s all about! (tap lap four times and clap once at the end).*

Continue singing verses using left hand, right foot, and left foot. You can have fun extending this activity by trying other right and left parts, like your right shoulder or your left ear. Let the children come up with some, too. It can get pretty silly, but the children love it, and you are strengthening their understanding of right and left in a fun and interesting way!

- **MIRROR CARDS (SC3)**

Have the students spread out in a large area where they have personal space on all sides. Sherlock will hold up the first Mirror Card (SC3) and say, "Copy this for 5, 4, 3, 2, 1!" Students will assume that pose with their bodies as quickly as possible and hold it through the countdown. Sherlock can choose different numbers between 1 and 10 to count down for each mirror card.



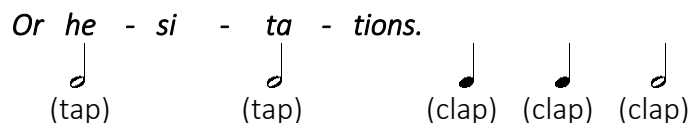
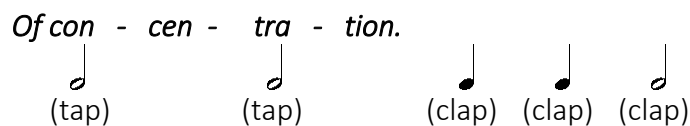
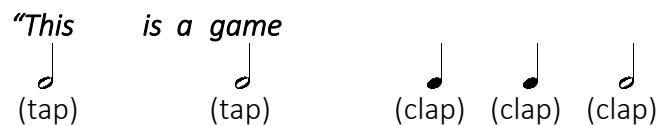
FINE MOTOR SKILLS





















- **HAND PLAY: CONCENTRATION (SC4 - COLOR CARDS ONLY)**

Put rings in a circle (not connected) and have each student sit in a ring. Lay a color card (SC4) in front of each student. Show students how to tap and clap in this pattern:



Using the rhythm pattern as the accompaniment, speak this rhyme:



<i>I'll</i>	<i>go</i>	<i>first.</i>			
					
(tap)		(tap)	(clap)	(clap)	(clap)
<i>You</i>	<i>go</i>	<i>second.</i>			
					
(tap)		(tap)	(clap)	(clap)	(clap)
<i>Ca - te - go - ry is</i>					
					
(tap)		(tap)	(clap)	(clap)	(clap)
<i>Colors."</i>					
					
(tap)		(tap)	(clap)	(clap)	(clap)

Continue the tap/clap pattern and go around the circle having each person name the color on their card on the first "tap" of each new pattern. The goal is for each student to name their color at the beginning of each rhythmic pattern. If this is too difficult, have the whole class say the colors together and progress more slowly to having individuals do their own.

- **PLAY DOUGH LETTERS**

Back at the tables, give each student a container of play dough and a set of letter guides. Students will work to form letters with playdough using the guides, completing as many as possible before it is time to invite parents in for an informative visit about the week.

10 minutes: CLOSING TIME

CLOSING

- **TALK WITH PARENTS**

Mention that students will need to bring handbooks to each class but that the Handprint Memory Picture should stay at home as a tool for helping with right/left recognition and finger numbers. Also mention the Right-Left Investigation Report (W1) in their child's binder. It is for home use to give parents ideas about how to include conversations about right and left in everyday interactions. Play the piece CLUMSY CLYDE and give parents an idea of what to expect when their child tries to play it at home.

- **STUDENTS COLLECT THINGS TO TAKE HOME**

Students should have handbooks and Handprint Memory Pictures.