

These third grade worksheets are designed to introduce the concepts of Book One. In doing so, the characters taught in the first and second grade worksheets are reviewed. The last nine worksheets introduce characters that were not previously studied. The concepts taught in the third grade worksheets are simple and will be mastered with a reasonable amount of drill. These concepts will be studied again in Book One, *Growing in Music*, of the *Christian Music Series*, so that absolute mastery is not necessary for beginning Book One.

At the beginning of each worksheet introducing a new concept, there are statements that contain valuable facts. The words that are in italics are key words. The design of the study is to have the students learn those words by using fill-in-the-blank sentences. It is suggested that the teacher make flash cards with one of these statements on each card. This will serve as a weekly review method. Each week, new statements can be added to the pack. The review sheets always list the statements of each unit with the key words as blanks. Flash card drill along the way will help to rivet the missing words. The goal should be that each pupil be able to move through the flash cards fluently. Mastery of the flash cards will give the pupils a sense of satisfaction in accomplishment.

Worksheets, except for reviews and tests, will necessitate a brief introductory lecture on the concept taught. You can secure this information by reading Book One of the series. Remember, you are not teaching Book One but simply gleaning ideas for your introduction. This will add interest. Have the pupils take turns reading the statements. Review with them the instructions for each part of the worksheet.

The first six weeks involves a study of the staff. The first sheet teaches the numbering of the lines and spaces. Emphasize that the numbering starts at the bottom and moves to the top. The second sheet teaches that the staff can be divided into measures. Measures help to organize the staff. Make sure the pupils remember how to make the notes asked for in the last part of worksheet 2. Worksheet 3 teaches the drawing of a G clef. You should emphasize that it makes the second line G. Worksheet 4 teaches the letters of the lines and spaces of the treble clef. Oral repetition of the letters is essential. Follow with review and a test.

The second six weeks is spent with the scale. Worksheet 7 reviews the identification of tones. The new emphasis is that the names of the tones are called *syllables*. Stress that term and explain briefly why the names are called syllables. Worksheets 9 and 10 treat the ascending and descending scales separately and show how they go up and down on the staff. Show the students how the exercises are a repetition of the example at the top of the worksheet. Follow with review and a test.

The third unit includes seven weeks instead of six and treats the different kinds of notes. Emphasize that there are five notes in common use. Worksheets 13 and 14 review second grade material and form a basis for new concepts. Worksheet 15 teaches a new concept. Make sure the pupils get the idea. Show them how long the stem should be, and that the body of the note should be the size of the space. Worksheet 16 teaches the use of the flag and reviews the ideas of worksheets 13, 14, and 15. Worksheet 17 introduces note value. A few minutes of explanation and demonstration are in order here. Refer to Book One for more information. Follow with review and a test.

The unit on rests follows much the same form as the one on notes. Identification is reviewed in worksheets 20 and 21. Worksheet 22 teaches the drawing of rests on the staff. Emphasize the relationship of the whole and half rests to a line. The other three, quarter, eighth, and sixteenth, are always on the line rather than in the space. Emphasize that a rest represents a length of silence. Worksheet 23 demonstrates the relationship of rest lengths. Follow with review and a test.

Worksheets 26 and 27 review the comparative values of notes and rests and will need little explanation.

The remaining nine worksheets are concerned primarily with recognition and drawing of the accidentals (sharps, flats, naturals, double sharps, double flats). The function of the accidentals is added in simple terms for interest as well as continuity of flash card drill of sentences with blanks. This is new material and may seem harder to the pupil. Remember, recognition is the primary concern.

A scale drill each week will capture the interest of the pupil. The actual use of music facts is the highlight. Begin using drill ideas from the appendix of Book One. Also spend time moving up and down all over the scale. The third grader who has a good ear can soon become quite apt in using the scale. Be very patient with those who find it hard, but do not let them off or they will never learn. Becoming older seems to help the student with a weak ear, so never stop trying.