



# Fluttering Butterflies



God has created beautiful things for us to see - flowers, birds....and  
*BUTTERFLIES!*

What do we know about butterflies?

What do they do in our created world?

Why are they so absolutely gorgeous?

What should we think when we see one?

## LESSON ONE

### Materials Needed for Fluttering Butterflies

>A way to show the youtube videos

>Xylophones

>Laminated xylophone sheets

Use color coded sheet if it matches your xylophones. Otherwise color code the sheet with the white tone bars so it matches your xylophone(s).

>Laminated flashcards

Quarter note \* Eighth note \* Half note \* Dotted half note

>Song sheet: color coded notes plus letter names and words

Use sheet for manually color coded if xylophones do not match coded sheet

>Song sheet indicating two handed playing when applicable. Choose sheet: notes or letters

>Song sheet with music notation when applicable.

### SUGGESTIONS FOR CLASS TIME with one or multiple students



1. Practice playing each tone bar with and without the Xylophone Basics video.

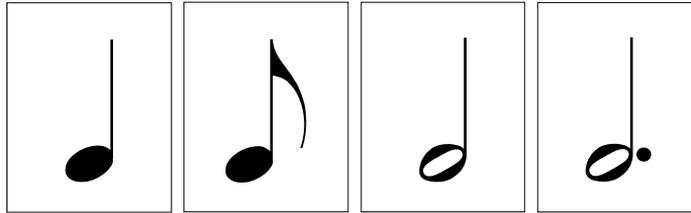
Xylophone Playlist URL:

[https://www.youtube.com/playlist?list=PLUbKtGhJ5Y\\_Uk0VdSWYmKpDCRvzR1wu52](https://www.youtube.com/playlist?list=PLUbKtGhJ5Y_Uk0VdSWYmKpDCRvzR1wu52)

If each student has a xylophone - good. If not, use laminated xylophone, tapping with the eraser of a pencil for the mallet. Go through procedure, then switch laminated and real xylophones among the students and do the activity again. All students do the activity each time.

## SUGGESTIONS CONT.

### 2. Flashcards:



*A theory video is available on youtube explaining these notes. It is on the Xylophone Playlist.*

#### Class narration sample:

Do you know what this is? **a music note**

Little by little we are going to learn how to read music. It's just like reading words. Instead of letters that make words when they are put together, these notes tell us how to play songs by the way they are put together.

Fluttering Butterflies has two kinds of notes. Most of the notes are what are called quarter notes like this one. **Show flashcard**

This is called the note head - looks more like a foot! However, notes can be right side up or upside down. **turning page upside down and right side up as you speak**

This line is called a stem...just think of a flower. **making a fist on top of a finger to show "flower"**

Since the note head is the part of the note that tells us what to play, I wondered, why the stem???? Actually things are attached to that stem sometimes like this little flag. **turn over showing eighth note** This flag tells you the note is faster than the quarter note.

This is a half note...**showing as speaking**...looks just like the quarter note except... **get responses**...Yes! the note head is empty! These notes take up twice as much time as quarter notes.

However the note in Fluttering Butterflies does not look quite like this one....looks like this. **turning card over while speaking**. What is different? **get responses** Yes, it has a dot behind that note head. That dot tells you the note takes up as much time as 3 - yes 3! - quarter notes.

All we have to try to remember at this point is the names of the two Fluttering Butterfly notes; **show as speaking**..quarter note and dotted half note. **Flip back and forth with students saying the names of those two notes.**

## SUGGESTIONS CONT.



3. Watch video showing Fluttering Butterflies on youtube. Try to play along. Unless students are able to play the song perfectly, do the worksheets. After learning each worksheet, go back to the video and play along. Do learn to play with each hand alone and both hands working together.

3A. Practice playing Fluttering Butterflies with the colored note sheet, doing a small part at a time and “noticing” repeated parts. Let students choose in which hand to hold their mallet. If the color coded sheet does not match your xylophone, use the sheet with white tone bars, color code to your xylophone and underline the notes to match those bars.

3B. When song can be played, practice again, singing the words to the song while playing.

3C. Practice again using the “other” hand. This will be much more difficult. Both hands need to be trained so we have to be very patient with that hand!

3D. When both hands work quite well, practice again using 2 hands as per activity sheet instructions. There are two sheets - one with notes and one with letters. Just use sheet of choice.

## SEND HOME

>>Laminated xylophone sheet for practice at home

>>Song sheet with color coded notes

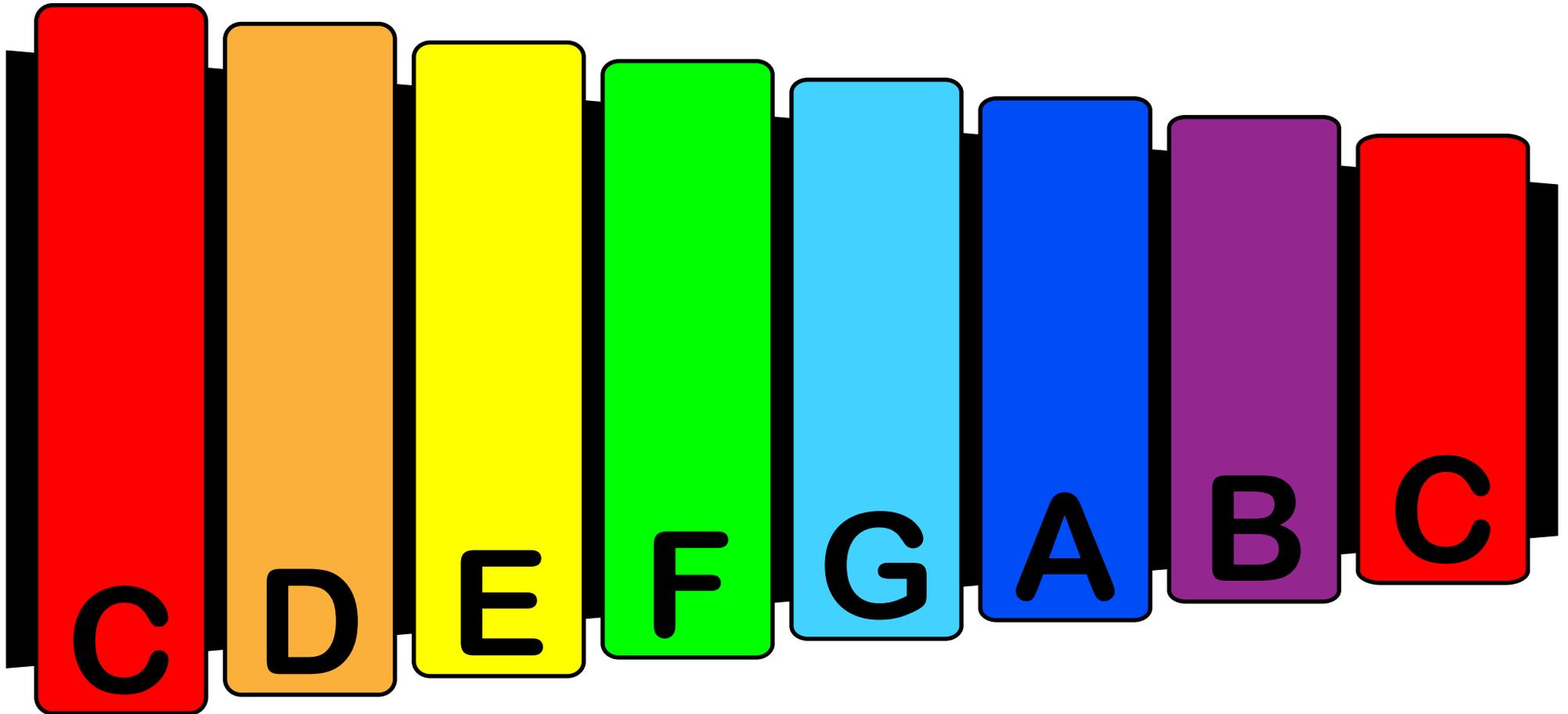
>>Note to parents with Playlist URL for instruction videos:

[https://www.youtube.com/playlist?list=PLUbKtGhJ5Y\\_Uk0VdSWYMkPDCRvzR1wu52](https://www.youtube.com/playlist?list=PLUbKtGhJ5Y_Uk0VdSWYMkPDCRvzR1wu52)

Cut along dotted line,  
laminare (5mil), leaving top 1 inch clear.  
Punch and place in binder.



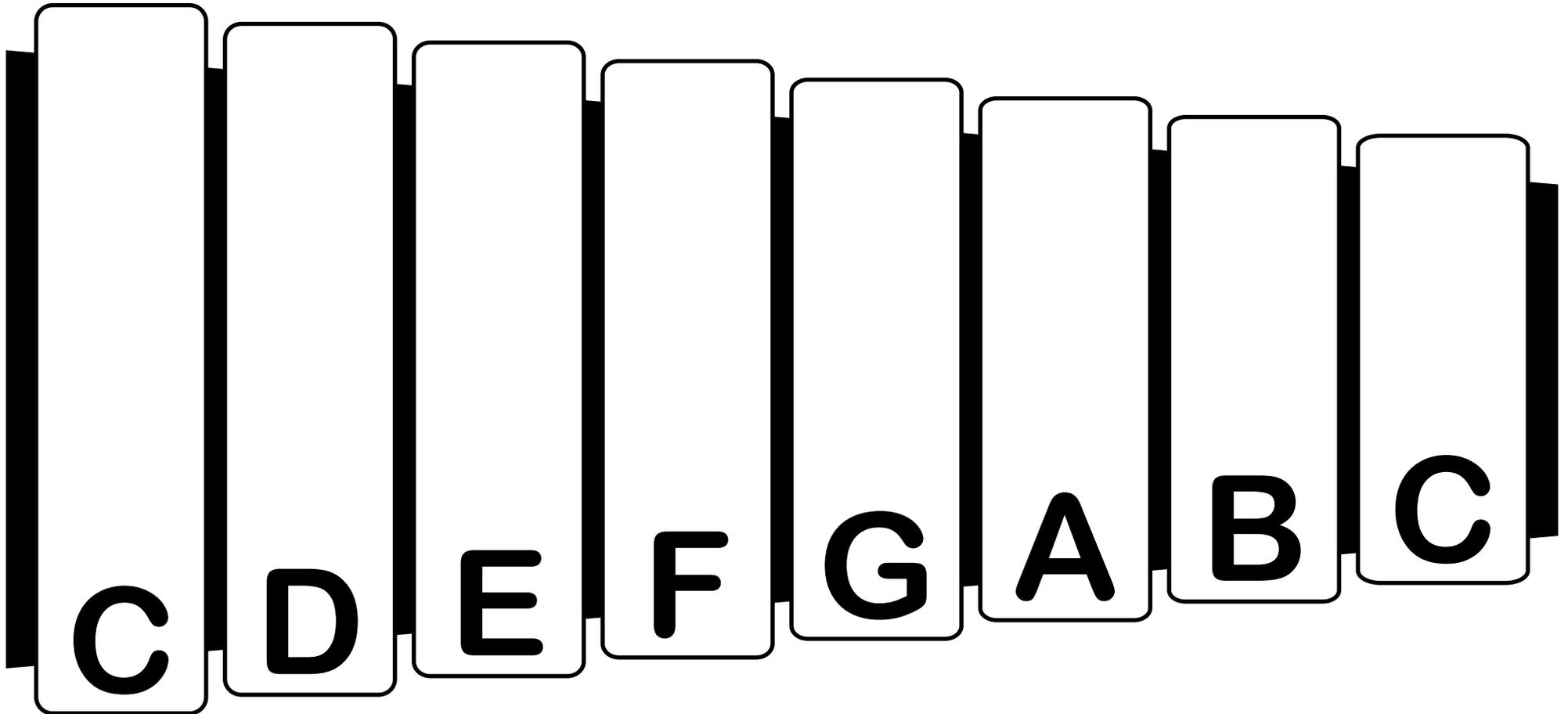
# My Practice Xylophone



Color tone bars to match xylophone.  
Cut along dotted line, laminate (5mil),  
leaving top 1 inch clear.  
Punch and place in binder.



# My Practice Xylophone



## MAKING THOSE FLASHCARDS.....

These flashcards are designed so after being laminated (5mil is great!), they can be punched and put into a binder. They are also designed so both sides can be used. Generally the two images are related to each other in the lesson.

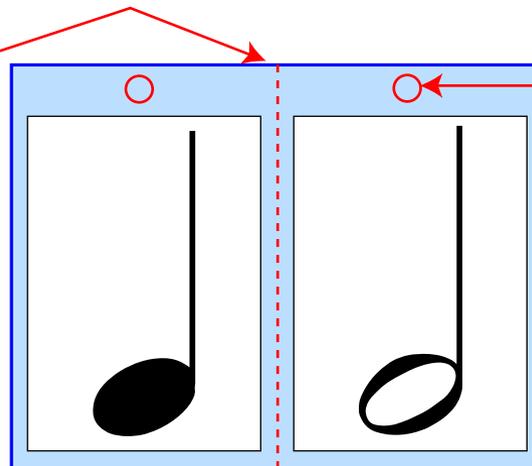
Carefully cut apart the paper right outside the rectangular black lines. Sparcely glue one flashcard behind the other. They just have to be attached well enough so they can be handled without sliding out of place, so using a gluestick works well.

Make all sets of flashcards in the same manner.

I am assuming you are using laminate for 8.5 by 11 inch paper. The sets of flashcards need to be placed in the laminate pouch in "landscape" position. Put each set of flashcards about 1 inch down from the top edge and approximately 1/2 inch from each end.. Carefully put into the laminating packet and laminate.

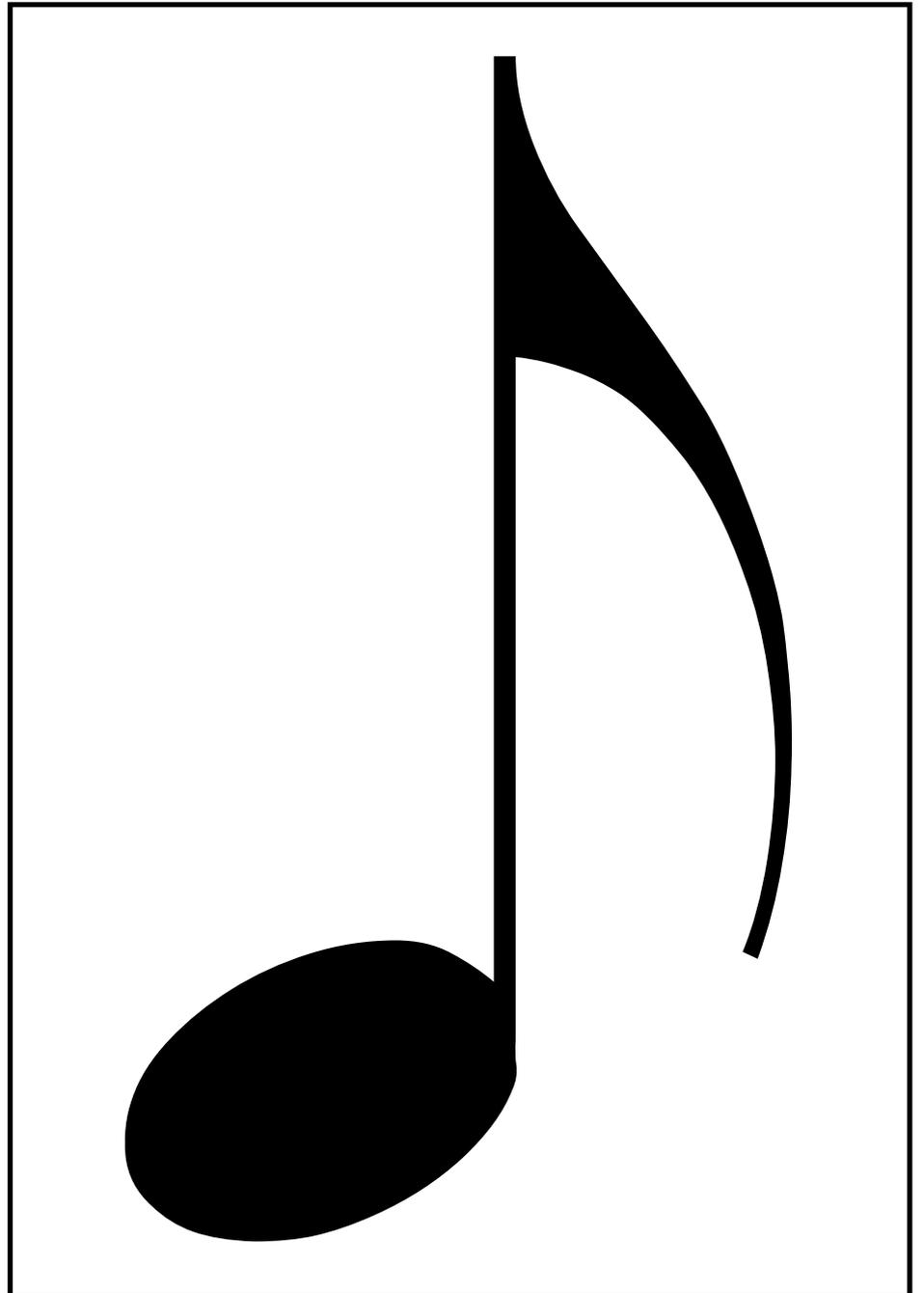
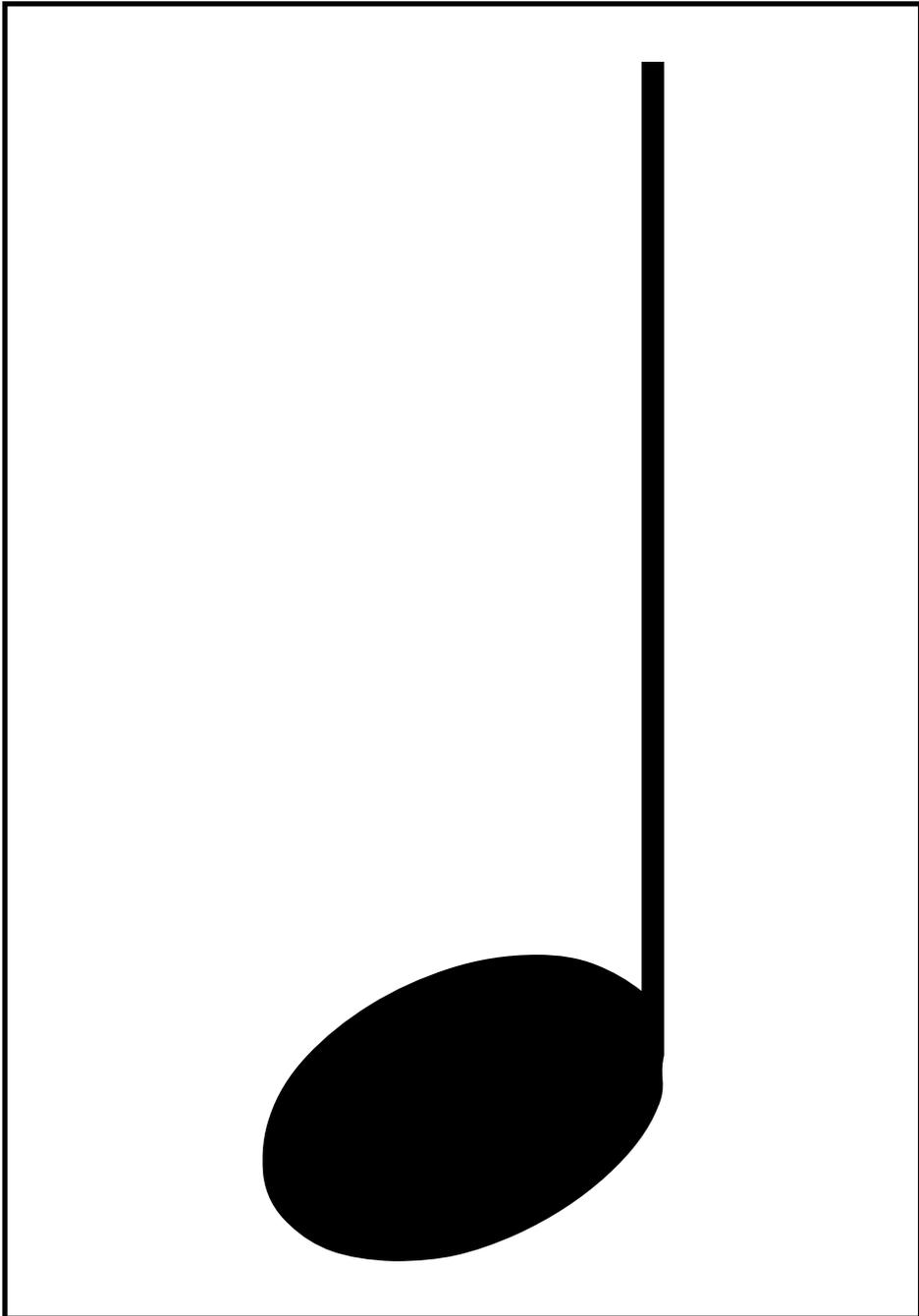
Of course you can also get laminate that fits a half sheet of paper!...makes it a little easier.

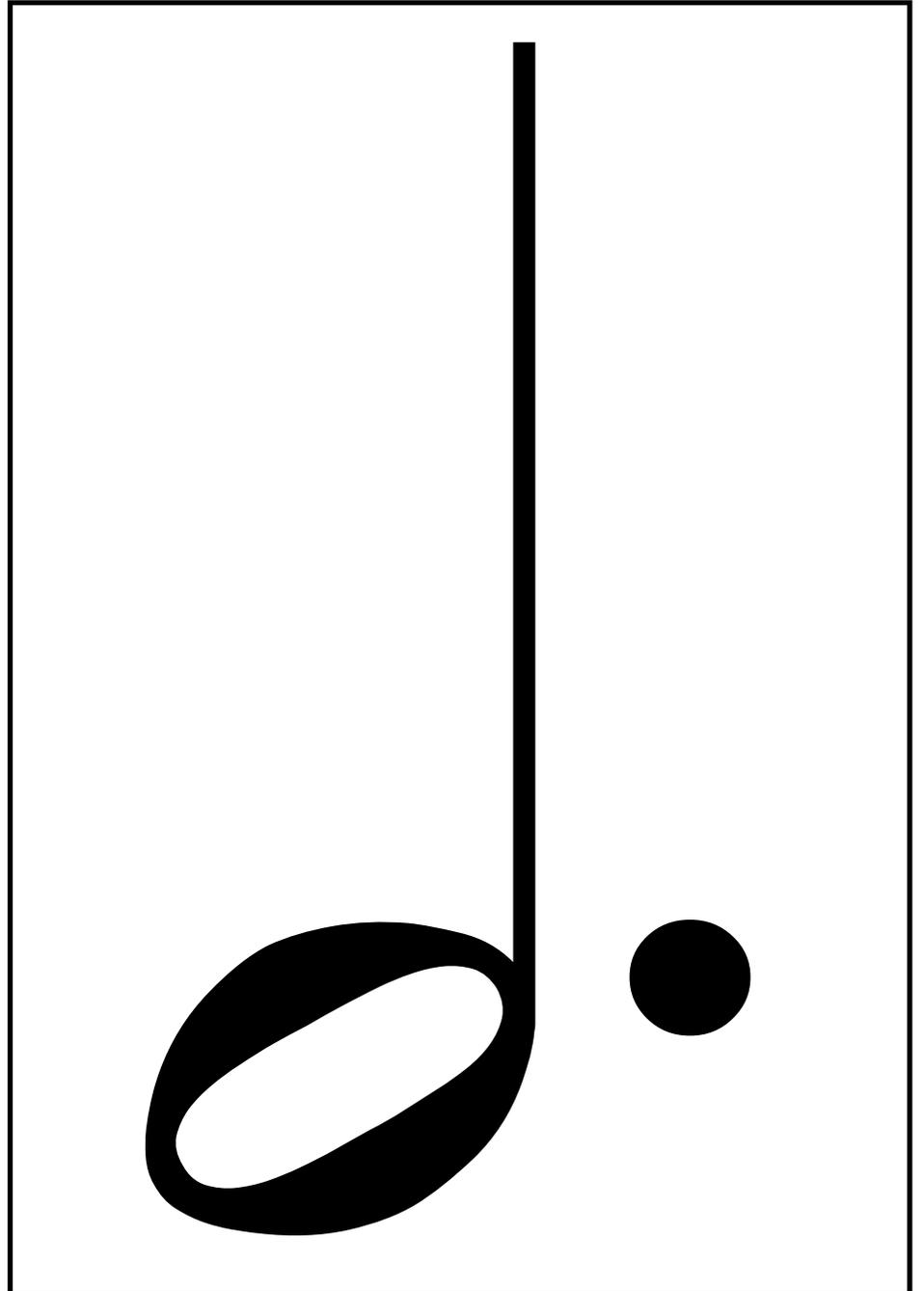
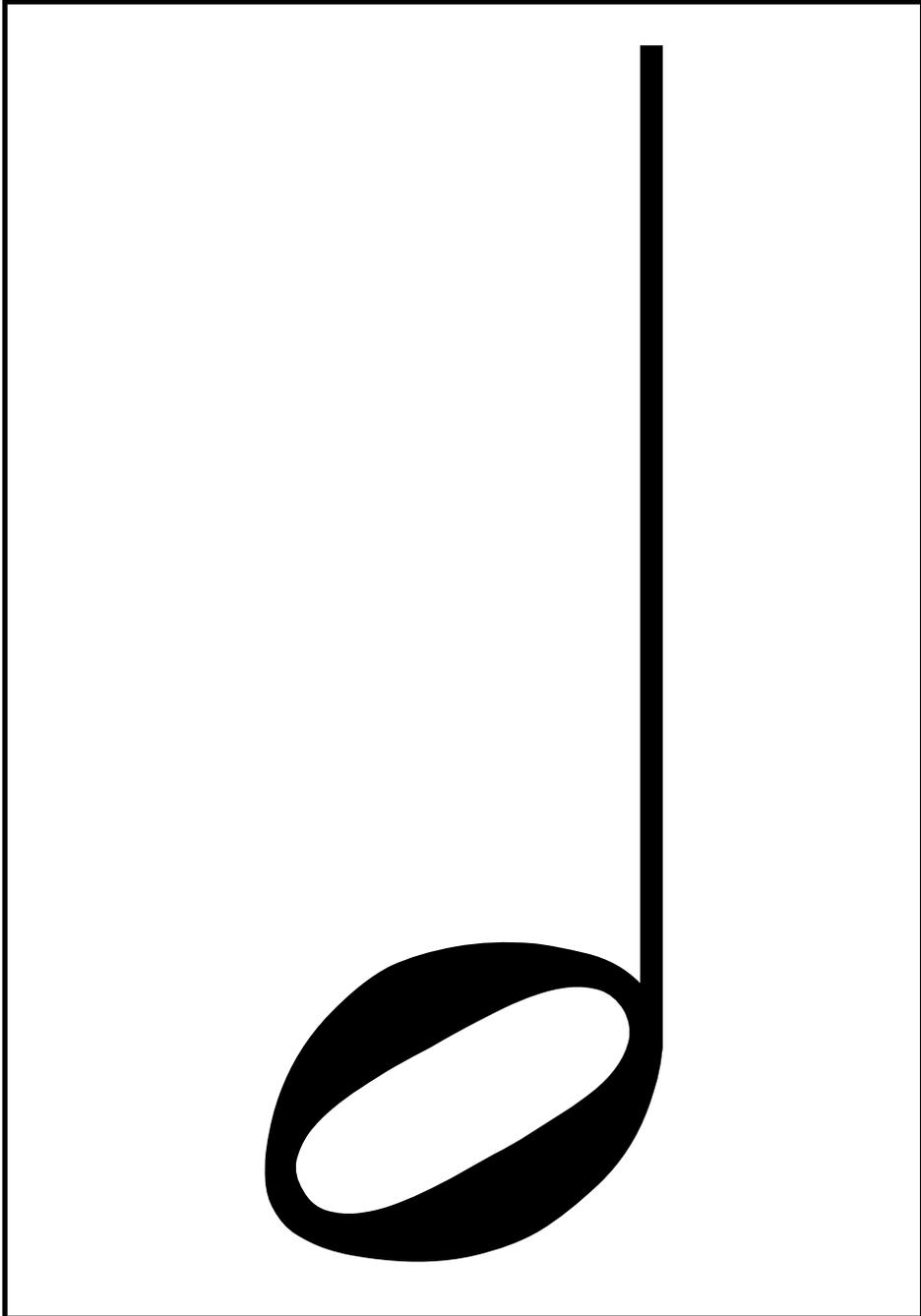
Cut cards apart  
down the middle.



Punch hole in top  
clear laminate for  
storing in a binder.

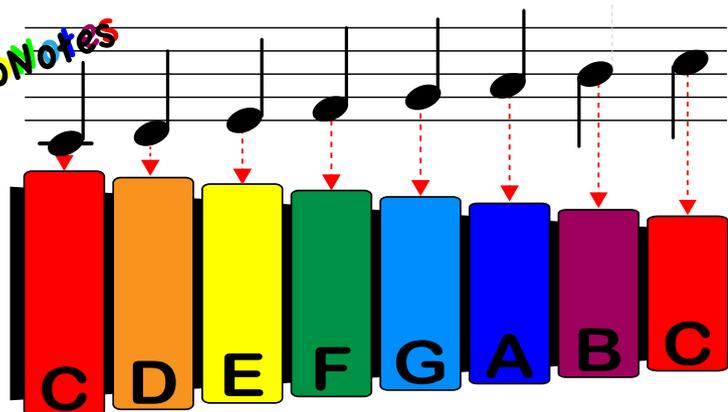
I highly recommend cutting all square  
corners in a curve. Square corners in  
laminate are really sharp!







XyloNotes



Note colors match tone bars.

# Fluttering Butterflies

3/4

**E D C E D C E D C G - -**  
 Flu- ter- ing but- ter- flies up in the sky. —

**G F D G F D G F D C - -**  
 See- ing you, oh how I wish I could fly! —

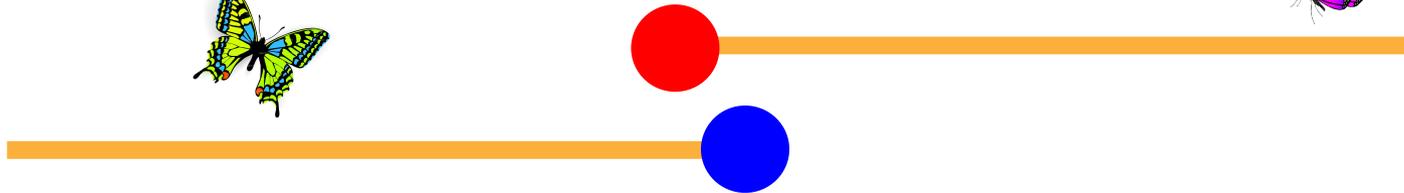
Color code tone bars. Color code music notes by making a small line under each note to correspond to its tone bar



# *Fluttering Butterflies*

By this time, you should be able to play Fluttering Butterflies by memory with each hand and also be able to play and sing Fluttering Butterflies. Now, practice playing this song using BOTH hands...WOW! If the note is underlined in red, use the mallet in your right hand. If the note is underlined in blue, use the mallet in your left hand.

# Fluttering Butterflies



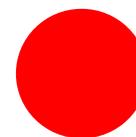
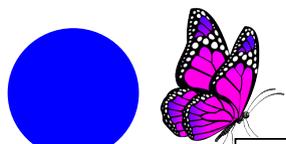
Musical notation for "Fluttering Butterflies" in 3/4 time, consisting of two staves. The notes are marked with red or blue underlines to indicate which hand should play them.

Staff 1: **E** **D** **C** **E** **D** **C** **E** **D** **C** **G** - -

Staff 2: **G** **F** **D** **G** **F** **D** **G** **F** **D** **C** - -

For those who would rather use letter names than notes....  
Use both hands as you play. "Red" mallet with right hand; "blue" mallet with left hand.

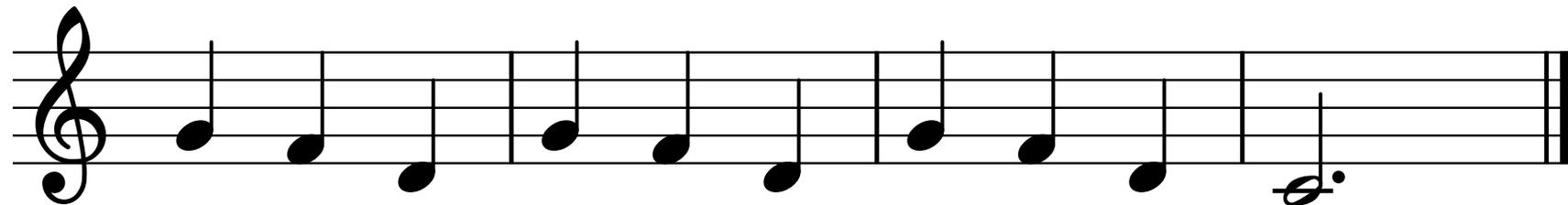
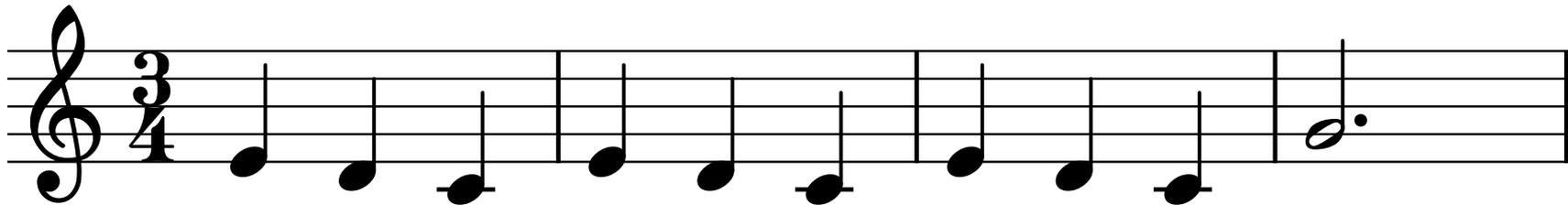
# Fluttering Butterflies



E	D	C	E	D	C
E	D	C	G	-	-
G	F	D	G	F	D
G	F	D	C	-	-



# Fluttering Butterflies



# Fluttering Butterflies

Easy piano for solo or accompaniment



Karla Crossett



The first system of musical notation consists of two staves. The top staff is in treble clef and the bottom staff is in bass clef. The time signature is 3/4. The melody in the treble clef consists of a sequence of quarter notes: G4, A4, B4, C5, B4, A4, G4, F4, E4, and a dotted quarter note D4. The bass clef accompaniment consists of quarter notes: G2, A2, B2, C3, B2, A2, G2, F2, E2, and a dotted quarter note D2. The piece concludes with a double bar line.

The second system of musical notation consists of two staves. The top staff is in treble clef and the bottom staff is in bass clef. The time signature is 3/4. The melody in the treble clef consists of a sequence of quarter notes: G4, A4, B4, C5, B4, A4, G4, F4, E4, and a dotted quarter note D4. The bass clef accompaniment consists of quarter notes: G2, A2, B2, C3, B2, A2, G2, F2, E2, and a dotted quarter note D2. The piece concludes with a double bar line.



**Binder Cover**

**Binder Back cover  
and  
binder strip**

## **XYLOPHONE TIME!**

Playing the xylophone is fun, but learning to play an instrument also does wonders for the brain!

Song words tend to remain within the brain better than spoken words, so we are not only learning to sing meaningful words, but learning to play the melodies for those words as well.

To aid practice, all the songs we are learning are also on youtube. Laminated xylophones work great using the eraser end of a pencil as the mallet!

The Playlist URL for the videos is:

[https://www.youtube.com/playlist?list=PLUbKtGhJ5Y\\_Uk0VdSWYmKpDCRvzR1wu52](https://www.youtube.com/playlist?list=PLUbKtGhJ5Y_Uk0VdSWYmKpDCRvzR1wu52)

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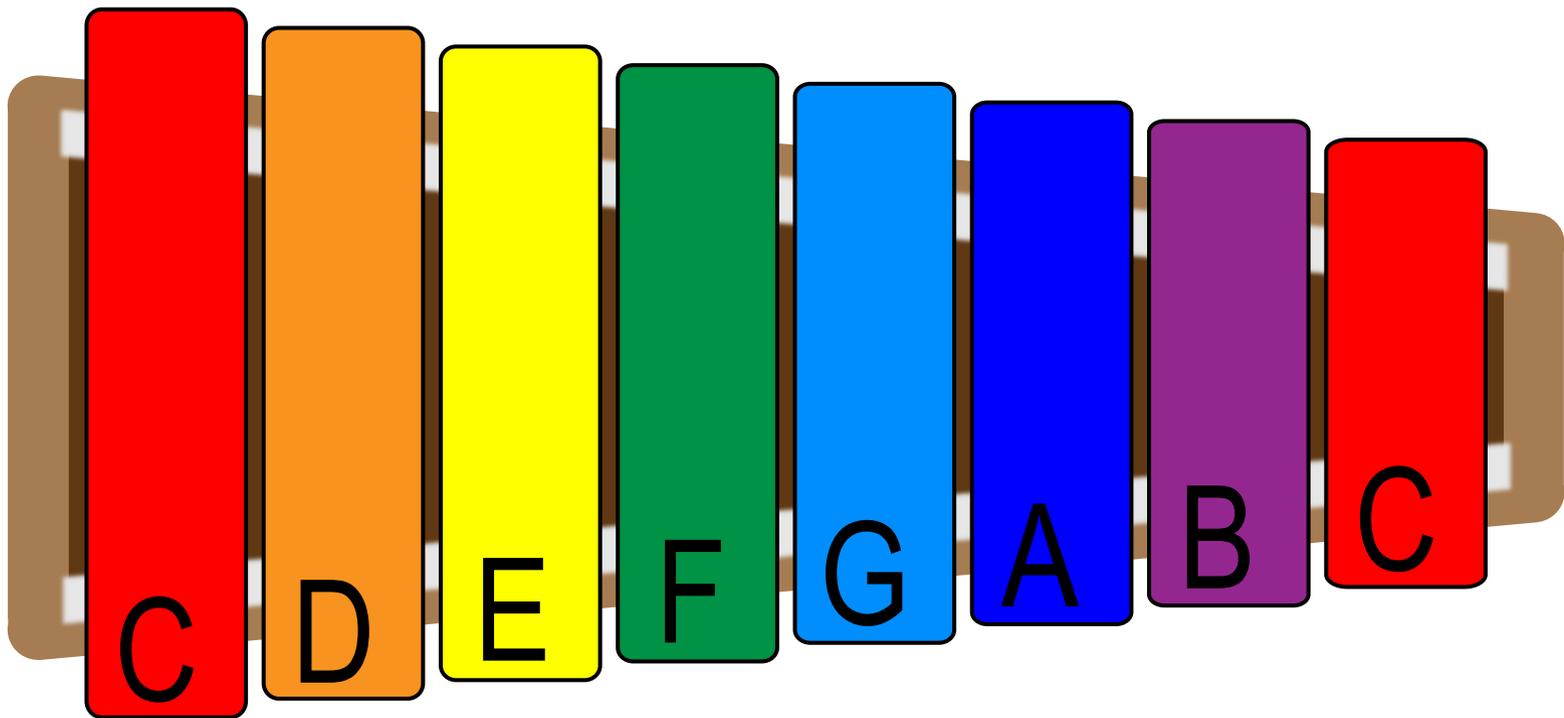
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Cut along dotted line, laminate, leaving top 1 inch clear. Punch and place in binder.  
This xylophone matches smaller xylophones.



# My Practice Xylophone



First, color code to match your xylophone if necessary.  
Cut along dotted line, laminate, leaving top 1 inch clear. Punch and place in binder.



# My Practice Xylophone

