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If you have questions, please message me on Facebook or e-mail me at Singtokids@gmail.com.

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Thank you!
Jennifer Bailey
SingToKids
I love teaching recorder! Like many music teachers, I’ve tried many method books and incentive for learning.

But the truth is, no one book meets the needs of every child in my room. Some kids work slower or need more practice on a skill, while others seem to whip through the book in a day!

This resource was developed out of the need to meet the needs of EVERY student in my room. Extra songs for the ones who need the challenge and a variety of songs at each stage for those kids who need something different.

My higher students are often paired with a lower student to help them work through a challenge or learn a song. I provide them a harmony part to the song so that they are still being challenged and learning while helping another.

To keep my higher students motivated, I also have them compose their own tunes at each level of development. Students love an opportunity to express themselves and I love seeing and hearing what they are learning in my room! Enjoy!
Included in this resource are:

- Practice tips for students
- Fingering charts
- Fingering chart worksheets
- Songs using BAGEDC¹D¹
- Songs using BAGEDC¹D¹F#
- Songs using BAGEDC¹D¹B⁰F and low C
- Harmony parts to songs many songs
- Recorder Rubrics for teachers
- Recorder "I Can" statements for classroom use
- Interactive White Board (IWB) charts of each song
- Composition worksheets in a variety of time signatures, measures, and employing a variety of skills

This resource can be used as a recorder book or a supplement to whatever program you currently use. Put together the songs you want your students to learn while helping your lowest students achieve mastery through increased rehearsal of a skill and to challenge your highest students by deepening their understanding within a given skill.

Meeting the needs of all your students – The Differentiated Recorder!
CREDITS

Thank you to these fabulous artists for their backgrounds, fonts, frames and clip art!

EduClips
Kelly B's Clipart
KG Fonts
Gabby's Classrooms
SING to Kids
Practice Tips

Look for the patterns within each song. Practice the patterns BEFORE practicing the entire song.

How many times does this pattern happen?

Once you have practiced the patterns many times, play through the entire song.

If you make a mistake, stop and practice that one section only. Then go back and play through the entire song again.

If you have trouble playing the song:

1) Sing it through.
2) Finger the notes as you sing.
3) Match your singing to your playing. (They should sound the same.)

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Reading Key Signatures

Look for these signs next to the Treble Clef. They will help you to know your Key Signature, which is a secret code to let you know what notes to play in each song.

This is a flat.
It lowers a note by a ½ step.

This is a sharp.
It raises a note by a ½ step.

**Key of C:**
No flats
No sharps

[Key Signature Diagram]
Uses C, D, E, F, G, A, B

**Key of F:**
1 flat
No sharps

[Key Signature Diagram]
Uses F, G, A, B♭, C, D, E

**Key of G:**
No flats
1 sharp

[Key Signature Diagram]
Uses G, A, B, C, D, E, F♯

**Key of D:**
No flats
2 sharps

[Key Signature Diagram]
Uses G, A, B, C*, D, E, F*
Reading Time Signatures

Look for these signs next to the Treble Clef. They will help you to know the Time Signature, which is a secret code to let you know how many beats are in a measure and what note gets the beat.

4\(\frac{4}{4}\)

The top number tells you the beats in each measure. There are 4 beats in each measure.

The bottom number tells you the beats in each measure. When you see a 4, the quarter note gets the beat.

\(\frac{6}{8}\)

The top number tells you the beats in each measure. There are 6 beats in each measure.

The bottom number tells you the beats in each measure. When you see an 8, the eighth note gets the beat.

Sometimes \(\frac{4}{4}\) is called “common” time. You may see this sign: \(\frac{3}{4}\). They are interchangeable.
Recorder Fingerings

Notes & fingerings to get you started.

Remember!
- LEFT HAND on top!
- Curve your fingers slightly
- Play with the pads of your fingers covering the holes

High C
- No thumb

High D
- Split thumb

High E
Recorder Fingerings

Can you name these fingerings?

Write the note on the staff for each note & fingering!
Recorder Fingerings

Notes & fingerings to get you started.

Remember!

- LEFT HAND on top!
- Curve your fingers slightly
- Play with the pads of your fingers covering the holes

Low C  F#  B♭

All fingers
Recorder Fingerings

Can you name these fingerings?
Write the note on the staff for each note & fingering!
Recorder Fingerings

Notes & fingerings to get you started.

High C

High D

High E

F#

Low C

B♭
Recorder Fingerings

Can you name these fingerings?

Draw the note on the staff for each note & fingering!
Recorder Songs:
F#, Bb, Low C &
High C, D, & E

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Biddy Biddy

New note & fingering you will need:

F#

Remember – only use pencil when writing in music!

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Button You Must Wander

New note & fingering you will need:

F#

But- ton you must wan- der, \_\_\_\_\_.

But- ton you must wan- der, ev- ery- where.

Bright eyes will find you. Sharp eyes will find you.

But- ton you must wan- der, ev- ery- where.

Remember - only use pencil when writing in music!
Four White Horses

New note & fingering you will need:

F#

Four white horses, on the river, ay, ay, ay, up tomorrow.

Up tomorrow is a rainy day. Come on and join in our shadow play. Shadow play is a ripe banana.

Ay, ay, ay, up tomorrow. Up tomorrow is a rainy day.

Remember - only use pencil when writing in music!
Great Big House

New note & fingering you will need:

F#

Remember – only use pencil when writing in music!
London Bridges

New note & fingering you will need:

F♯

Remember – only use pencil when writing in music!

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Sally Go Round the Sun

New note & fingering you will need:
F#

Remember – only use pencil when writing in music!

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Twinkle, Twinkle

New note & fingering you will need:

F#

Remember – only use pencil when writing in music!
Alabama Gal

New notes & fingerings you will need:

High D

Come through in a hurry, Come through in a hurry,

Come through in a hurry, Al-a-bam-a girl!

Remember - only use pencil when writing in music!

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Let Us Chase the Squirrel

New notes & fingerings you will need:

High D

Let us chase the squirrel, Up the hick'ry, Down the hick'ry

Let us chase the squirrel, Up the hick'ry tree.

Remember - only use pencil when writing in music!

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Ally Bally

New notes & fingerings you will need:

F#  
High D


Greet-in’ for a wee pen-ny, To buy some Coul-ter’s can-dy.

Remember - only use pencil when writing in music!
Happy Birthday

New notes & fingerings you will need:

- F#
- High D

Happy birthday to you, Happy birthday to you, Happy birthday dear_

Remember - only use pencil when writing in music!
Little Tom Tinker

New notes & fingerings you will need:

F#  
\( \text{\textasciitilde}\)  
\( \text{\textasciitilde}\)  
\( \text{\textasciitilde}\)  

High D  
\( \text{\textasciitilde}\)  
\( \text{\textasciitilde}\)  
\( \text{\textasciitilde}\)  

Lit - tle Tom Tink - er got burned with a  
\( \text{\textasciitilde}\)  
\( \text{\textasciitilde}\)  
\( \text{\textasciitilde}\)  

clink - er and he be - gan to cry!

Mom,____ mom!____ What a poor fel - low am I!

Remember - only use pencil when writing in music!

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Saraponda

New notes & fingerings you will need:

F#  

High D

Remember — only use pencil when writing in music!
Tideo

New notes & fingerings you will need:

F♯ \[\text{\color{blue}{\text{F}#}}\]
High D

Pass one window, Ti-de-o.
Pass two windows, Ti-de-o.
Pass three windows, Ti-de-o.
Jingle at the window, Ti-de-o.

Ti-de-o, Ti-de-o, Jingle at the window, Ti-de-o!

Remember - only use pencil when writing in music!
Wheels on the Bus

New notes & fingerings you will need:

F#  

High D  

Remember – only use pencil when writing in music!

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Jingle Bells

New notes & fingerings you will need:

High C

High D

Jingle bells, jingle bells, jingle all the way.

Oh what fun it is to ride on a one horse open sleigh, hey!

Jingle bells, jingle bells, jingle all the way.

Oh what fun it is to ride on a one horse open sleigh.

Remember - only use pencil when writing in music!

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Santy Maloney

New notes & fingerings you will need:

High C

Here we go Santy Maloney.

High D

Here we go Santy Maloney.

Here we go Santy Maloney, As we go round and round.

Remember – only use pencil when writing in music!

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When the Saints Go Marching In

New notes & fingerings you will need:

High C

High D

Remember – only use pencil when writing in music!
Love Somebody

New notes & fingerings you will need:

F#  High C  High D

Love some - bo - dy, yes I do!

Love some - bo - dy, yes I do!

Love some - bo - dy, yes I do!

Love some - bo - dy but I won’t tell who.

Remember - only use pencil when writing in music!

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Ram Sam Sam

New notes & fingerings you will need:

F#

A ram-sam-sam, a ram-sam-sam, Gu-li,
gu-li, gu-li, gu-li, gu-li, ram-sam-sam. A

High C

ram-sam-sam, a ram-sam-sam, Gu-li,
gu-li, gu-li, gu-li, gu-li, ram-sam-sam. A

High D

raf-fi, a raf-fi, Gu-li,
gu-li, gu-li, gu-li, gu-li, ram-sam-sam. A

Skip to My Lou

New notes & fingerings you will need:

F#   High C   High D

Flies in the butter-milk, shoe, fly, shoe.

Flies in the butter-milk, shoe, fly, shoe.

Flies in the butter-milk, shoe, fly, shoe.

Skip to my Lou, my darling.

Remember - only use pencil when writing in music!

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Rocky Mountain

New notes & fingerings you will need:

**High D**

High E

---

Do, do, do, do, do remember me.

Do, do, do, do, do remember me.

---

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The Bell Peter

New notes & fingerings you will need:

- High C
- High D
- High E

\[ \text{Stranger, my name is Peter. I sing to my friends my met - er.} \]

\[ \text{The joys of life will charm thee. Mis -} \]

\[ \text{Fortune can not harm thee.} \]

Remember - only use pencil when writing in music!
Land of the Silver Birch

New notes & fingerings you will need:

High C  High D  F

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Bow, Wow, Wow

New note & fingering you will need:

Low C

Bow, wow, wow, Who’s dog art thou?

Lit - tle Tom - my Tuck-er’s dog. Bow, wow, wow!

Remember - only use pencil when writing in music!

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Mouse, Mousie

New note & fingering you will need:

Low C

Remember – only use pencil when writing in music!
Oh the Noble Duke of York, he had ten thousand men. He marched them up to the top of the hill and he marched them down again. And when they were up they were up. And when they were down they were down. And when they were only half way up they were neither up nor down!

Remember - only use pencil when writing in music!
Biddy Biddy

New note & fingering you will need:

F#

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Button You Must Wander

New note & fingering you will need:

F#

But- ton you must wan- der, Wan- der, wan- der.

But- ton you must wan- der, ev- ery- where.

Bright eyes will find you. Sharp eyes will find you.

But- ton you must wan- der, ev- ery- where.
Great Big House

New note & fingering you will need:

F#

Great big house in New Or-leans. For-ty stor-ies high.

Ev'-ry room that I've been in is filled with chick-en pie.
London Bridges

New note & fingering you will need:

F#

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Sally Go Round the Sun

New note & fingering you will need:

F#

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Twinkle, Twinkle

New note & fingering you will need:

F#

Twinkle, twinkle, little star, how I wonder what you are.

Up above the world so high, like a diamond in the sky.

Twinkle, twinkle, little star, how I wonder what you are.
Let Us Chase the Squirrel

New note & fingering you will need:

High D

Let us chase the squirrel, Up the hick-ry, Down the hick-ry tree.
Ally Bally

New notes & fingerings you will need:

F#  High D


Greet-in' for a wee pen-ny. To buy some Coul-ter's can-dy.

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Little Tom Tinker

New notes & fingerings you will need:

- **F#**
- **High D**

Little Tom Tinker got burned with a clinker and he began to cry!

Mom, mom! What a poor fellow am I!
Tideo

New notes & fingerings you will need:

F#  
High D

Pass one window, Ti-de-o. Pass two windows, Ti-de-o.

Pass three windows, Ti-de-o. Jingle at the window, Ti-de-o.

Ti-de-o, Ti-de-o. Jingle at the window, Ti-de-o!
Jingle Bells

New notes & fingerings you will need:

High C

\[ \text{\large High D} \]

\begin{align*}
\text{Jingle bells, jingle bells, jingle all the way.}
\end{align*}

\begin{align*}
\text{Oh what fun it is to ride on a one horse open sleigh, hey!}
\end{align*}

\begin{align*}
\text{Jingle bells, jingle bells, jingle all the way.}
\end{align*}

\begin{align*}
\text{Oh what fun it is to ride on a one horse open sleigh.}
\end{align*}
When the Saints Go Marching In

New notes & fingerings you will need:

High C

Oh, when the saints, Go marching in. Oh, when the

High D

saints go marching in. How I want to be in that

num-ber, when the saints go marching in!
Love Somebody

New notes & fingerings you will need:

F#

High C

High D

Love some bo dy, yes I do!

Love some bo dy, yes I do!

Love some bo dy, yes I do!

Love some bo dy, yes I do!

Love some bo dy but I won’t tell who.

Copyright Jennifer Bailey 2016. All rights reserved.
Skip to My Lou

New notes & fingerings you will need:

F#  
High C  
High D

Flies in the butter milk, shoe, fly, shoe.

Flies in the butter milk, shoe, fly, shoe.

Flies in the butter milk, shoe, fly, shoe.

Skip to my Lou, my darling.
Recorder

“I Can” Statements

- I can play the recorder with my left hand on top.
- I can blow into the recorder with warm, gentle air.
- I can use my tongue to start and stop the air (articulation).
- I can play with a warm tone.
- I can read music fluently.
- I can cover the holes on the recorder completely.
- I can play a song with a consistent tempo.
- I can play phrases smoothly.
- I can care for my recorder.

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## Recorder Rubric 1

### Student Name: ________________________  Date: ________________________

### Teacher: ____________________________________________________________

<table>
<thead>
<tr>
<th>Skill</th>
<th>Descriptor</th>
<th>Consistently 3 points</th>
<th>Sometimes 2 points</th>
<th>Not Yet 1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tone</td>
<td>Plays with a gentle tone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Reading</td>
<td>Plays correct notes and rhythms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hand Position</td>
<td>Uses correct hand position &amp; correct fingerings</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9 points possible  
Total:

**Additional Comments:**
## Recorder Rubric 2

**Student Name:** ______________________  **Date:** ______________________  

**Teacher:** ______________________

<table>
<thead>
<tr>
<th>Skill</th>
<th>Descriptor</th>
<th>Consistently</th>
<th>Sometimes</th>
<th>Not Yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tone</td>
<td>Plays with a gentle tone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Reading</td>
<td>Plays correct notes and rhythms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hand Position</td>
<td>Uses correct hand position &amp; correct fingerings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Articulation</td>
<td>Uses tongue to start and stop sound</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tempo</td>
<td>Maintains a steady tempo throughout the entire song</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

15 points possible  **Total:**

Additional Comments:

---

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# Recorder Rubric 3

**Student Name:** ______________________  **Date:** ______________________

**Teacher:** ________________________________________________________________

<table>
<thead>
<tr>
<th>Skill</th>
<th>Descriptor</th>
<th>Consistently 3 points</th>
<th>Sometimes 2 points</th>
<th>Not Yet 1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tone</td>
<td>Plays with a gentle tone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music Reading</td>
<td>Plays correct notes and rhythms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hand Position</td>
<td>Uses correct hand position &amp; correct fingerings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Articulation</td>
<td>Uses tongue to start and stop sound</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tempo</td>
<td>Maintains a steady tempo throughout the entire song</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phrasing</td>
<td>Connects air &amp; notes smoothly</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18 points possible  **Total:**

**Additional Comments:**

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