



Pre- Twinkle Packet

Suzuki Violin

Developed by Jessica McNamara and Mallory Mercier

This Book Belongs to:



Welcome to Ridgefield Suzuki School! Here are some basics to get you started:

What to bring to the first lesson:

1. Small binder (1/2 inch is perfect) – we will be filling this up for you
2. Small marble or spiral notebook for parent note-taking
3. Pen or pencil for taking notes
4. Backpack or tote-bag that will be the dedicated “Suzuki Bag”
5. A well-rested child, with trimmed nails! :)

In the lesson and group class:

- No cell phones (except to take photos or videos of things that go on in the lesson). Be present for your child!
- Be a “fly on the wall.” Take notes quietly and out of sight from your child. This will help direct the energy to the teacher and the learning (imagine being a small kid and getting directions from two grown ups at once!). The teacher will involve you in certain activities so that you understand how to do the activity with your child at home.
- Make sure your notes are detailed so that you understand how to re-create the activities at home.
- Write down questions if any come up! At the end of the lesson, ask your questions. Make sure to do so with enough time to answer without interfering with the next lesson, and make sure the topic is one you wish to discuss in front of your child.
- Most importantly, be sure you understand what the weekly goal is and how to achieve it.

Tips for Suzuki Parents

1. **Listening:** You will receive your Suzuki book and CD at your first lesson. Play this recording daily. We find that it helps to have a little routine for listening. Some options: before/during meal-time, in the car, right before practice, while the child is getting ready in the morning or ready for bed at night.
2. **Reading:** We *highly* recommend reading “Beyond the Music Lesson: Habits of Successful Suzuki Families.” We have a copy in our parent library to borrow or you can grab a copy from Amazon or your local bookstore. It is a quick read and really helps you to understand the Suzuki philosophy and get you started on the correct path for your new journey. Feel free to email your teacher your thoughts after you’ve read it...we love discussing this stuff!
3. **Communication!!!** You are the expert on your child, we are the experts on the instruments. Together we make an amazing team but communication is key. Ask about anything you are unsure of. Tell us if you are having troubles or want advice. Let us know how things are going. Communication is so important.
4. **Practice.** Try to practice as close to every day as you can, everyday being ideal. Find a routine that works. Each practice session can and should be short in the beginning. 5 minutes of happy practice does way more for your child than forcing 30 minutes of teeth pulling. If your child associates love, happiness, and fun with his music making, he will want to do it more; which brings me to the...
5. **Suzuki Success Circle: Success begets success;** meaning if your child does something and is successful right away, then he/she will feel good about it. If they feel good about it, then they will want to do it more, which will lead to more success, etc. The opposite is true as well. Which is why...
6. **Consistency is key.** Just like in all parenting, the more consistent you are with practicing and listening, the less battles you will have (you’ll still have some) and in general, the easier life will be in the long run (if not the short run). Many a parent has used this phrase, “In this family we brush our teeth, we go to school, [fill in your own family values here], and we make music.”
7. **Talk to other parents.** Be a part of this community. Get ideas from other parents. Give and take some support. Parenting is hard. Lean on others if/when you can. Join the Ridgefield Suzuki Parents Facebook page to get ideas from other parents, be able to ask questions, etc.
8. **Be happy and have fun!** Remember why you are doing this. If you forget, you are giving your kids the gift of music because you love them so much! You want them to understand and value beauty, hard work, discipline, and be able to express themselves. You want them to understand their strength when they are confronted with obstacles, to persevere, and develop grit. You want them to be able to create something beautiful and meaningful. You want them to have all this because you love them. Try to help them see practicing for what it is- an expression of your love. If you create a loving, positive, fun practice environment, your kids will mirror it back to you.

Summary - listen daily to the Suzuki CD, practice as close to daily as you can, communicate with your teacher, have fun, and get ready to learn. Let the journey begin! Welcome to the world of Suzuki!

Dear parents,

You are embarking on an amazing journey of musical and overall growth of your child. Over the next number of years we look forward to joining you in the process of creating a noble human being through the study of music!

This book is intended to help guide you through the pre-twinkle process – that is, from lesson number 1 through the completion of the 6 Twinkle Variations that are the foundation of the Suzuki method. Our main goals in the Pre-Twinkle period are to develop the following fundamentals:

- Teaching the child how to take a lesson
- Establishing a daily practice habit
- Establishing a daily listening habit
- Creating a nurturing and joyful practice environment for both parent and child
- The ability to sing in tune (allows students to then play in tune)
- The ability to internalize steady beat and basic rhythm
- How to properly hold the instrument and bow
- How to create a beautiful sound

When these fundamentals are firmly established, the following years unfold wonderfully, with the child playing beautifully, moving at a satisfying pace to themselves/parent/teacher and enjoying the process and product. When these fundamentals are not set up properly the child often struggles, the parent becomes frustrated, and beautiful playing is never established.

Your teacher will guide you through this process and give you all the tools to establish the above points very well in your child. You do not have to be a musician or have any musical knowledge or ability to be a wonderful Suzuki parent. You just have to be committed to the process, willing to work hard along with your child, and love your child (which you do!).

This book outlines the many activities that we do with beginning students to teach them the fundamentals of playing the violin. We have given you this book so that you can follow along in the process and understand some of the rationale behind the different activities we are doing with your child. The teaching process is tailored specifically to each student, so your teacher may do every activity listed in this book, or he/she may skip some or add some depending on your child's needs. If at any point you do not understand something your teacher is doing with you child, ***please ask!!*** It is crucial that you understand and are on board with the process.

A note on progress/speed – There is no set amount of time that it takes for any given child to go through the pre-twinkle stage. It is largely dependent on the child's age, maturity, environment and temperament. Our best suggestion is to *enjoy the process*. Do your best to create a warm, nurturing environment where you and your child practice and listen every day. Follow your child and teacher. Avoid looking ahead to the next thing, but rather enjoy the stage you and your child are in now. They are only little once!

Let the journey begin! Welcome to the world of Suzuki!

Warmly,
The violin faculty at Ridgefield Suzuki School

Pre- Instrument Skills

Posture and Hand Identification

- Take a bow – a symbol of mutual respect; establishes the start/end of lesson
 - “Rest Position Song” (Sang to the tune of Twinkle)
 - Rest position, feet in line
Scroll in front that’s mighty fine
Check your bridge ‘cause it should be
Peeking out at you and me
Now it’s time to take a bow
Ichi, nee, and sahn is how
- Rest position feet vs. playing position feet
- Body Alignment/Mountain Posture (Ears, Shoulders, Hips, Knees, Ankles)
- Violin Hand vs. Bow Hand

Listening

- Heartbeat of piece (find the steady beat)
- Sing an A (same as open A string)
- High/Low
- Fast/Slow
- Loud/Soft
- Same/Different

Reading

- Blue Jello Rhythms (From Music Mind Games) - quarter and eighth notes – (See Appendix F)
- Recognize the staff - lines and spaces (See Appendix G)
- “Line and Space Song”
 - I’m a note that’s on a line, on a line, on a line
 - I’m a note that’s on a line and now I’m on a space
 - Space, line, space, line, space, line....

 - I’m a note that’s on a space, on a space, on a space
 - I’m a note that’s on a space and now I’m on a line
 - Line, space, line, space, line, space....

Twinkle Rhythms (See Appendix E)

- Identify visually
- Identify aurally
- Say rhythms
- Tap rhythms
- Say and Tap rhythms
- Arm scrubs
- Whisper tube
- Mississippi Stop Stop 4x in a row on box violin
- Play on open E with real violin
- Play on open A with real violin

Finger Taps

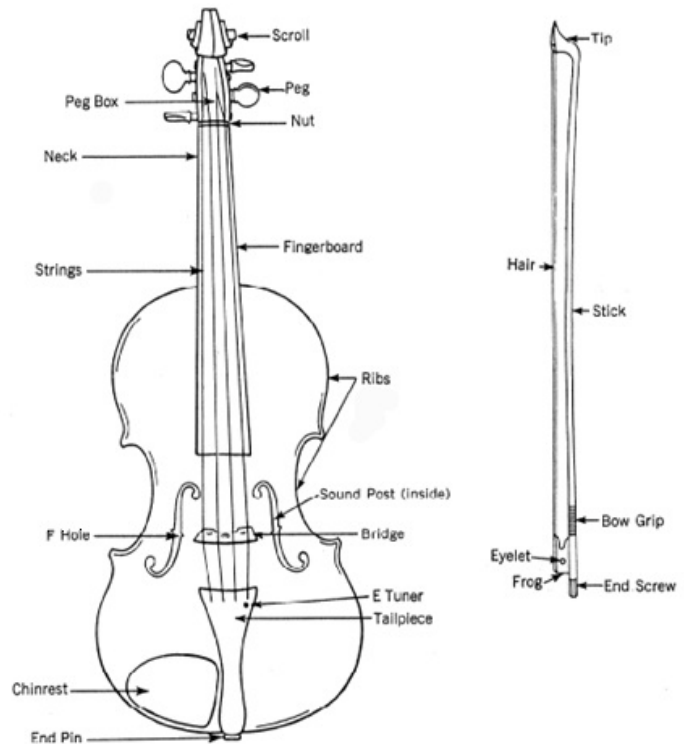
- Identify finger numbers 1, 2, 3, 4
- Create a circle between thumb and finger 1, thumb and finger 2, etc.,
- Pick up beans/buttons/small objects

Focus and Concentration Activities

- Staring contest (with teacher, parent or stuffed animal)
- Playing position - look at object on violin

Parts of the Instrument

- “This is my violin”
This is my violin,
This is where I put my chin
(but really our jaw!).
E-A-D-G are the four
strings,
and the F holes, let it ring!
Here's the front, and here's
the back.
If I drop it, IT WILL
CRACK!
So I hold it close beside me,
rest position you now see.
- “Where is the ____” (Insert part of
instrument) “Here is the “_____”.
(Sang in an ascending major scale)
- “Willoughby Wallaby Woo”
Willoughby wallaby woo,
an elephant sat on you!
Willoughby wallaby wee, an
elephant sat on me!
Willoughby wallaby wroll,
an elephant sat on the scroll!
Willoughby wallaby weck,
an elephant sat on the neck!
Etc.,
- Violin puzzle – copy, cut out, and laminate (See Appendix B)



Names of Strings

- “Baby E”, “Mama A”, “Daddy D”, “Grandpa G” (Viola and Cello “Cousin C”)
- Identify strings by name visually
- Identify strings by name aurally
- “Ants Song”

Ekk Ekk Ekk

All the little

Ants, Ants, Ants,

They are going

Down, Down, Down,

Down into the

Ground, Ground, Ground

- “Pop Goes the Weasel”

Round and round the cobbler's bench,

The monkey chased the weasel,

The monkey thought 'twas all in fun

Pop! (pluck the E string) Goes the weasel.

A penny for a spool of thread

A penny for a needle,

That's the way the money goes,

Pop! (pluck the E string) Goes the weasel.

Left and Right-Hand Development

Bow Hold

- Establish a soft bow hand
- Front door, back door, 3 windows, and a doorbell
- Complete 500 bow hold chart (See Appendix C)
 - Games:
 - Roll a dice and make the same number of bow holds
 - Go on a “bow-venture” – make 3 bow holds in every room of the house (including closets, bathrooms, etc.)
 - String a Cheerios necklace - one cheerio for every bow hold
 - Earn a chocolate chip for every bow hold - ½ cup = make cookies!
 - Make a bow hold laying down
 - Make a bow hold for the people that you love - five for each person in your house
 - Earn a macaroni piece for every bow hold - celebrate that the child helped make dinner when they have earned 500 pieces
 - Complete a connect the dot picture - connect a line for every bow hold
 - Read a story, pause at the cliffhanger and make a bow hold to continue the story
 - Climb your staircase - do three bow holds for each stair
 - Build something with Legos - earn a piece for every bow hold
 - Use a sand timer - how many bow holds can you make before it runs out
 - Build a domino design - earn one domino for every bow hold - knock it down at the end of your practice session
 - Make a bow hold in the dark with only a flashlight shining on the bow hand
 - Bow hold parade
 - Draw shapes in the air
 - Write your name in the air
 - Invent your own games together!!!
 - Songs:
 - “Up Like A Rocket” (sang to the tune of Twinkle)
 - Up like a rocket
 - Down like the rain
 - Side to side like a choo choo train
 - Around my face like the great big sun
 - Land on my hand, curved pinky, bent thumb
 - Up like a rocket
 - Down like the rain
 - Side to side like a choo choo train



- “Stirring the Soup”
 - Stirring and stirring and stirring the soup
 - Oooooo ooo, Ooooo,ooo
 - Stirring and stirring and stirring the soup
 - Oooooo ooo, Ooooo,ooo
 - Tip toe, tip toe, tip toe, tip
 - One, two, three BOO!
- “The Wheels on the Bus”
 - The _____ on the bus go _____ and _____
 - _____ and _____, _____ and _____
 - The _____ on the bus go _____ and _____
 - All though the town.

Steps to Playing Position

- Playing position feet
- Hold the shoulder
- Land on top of head
- Button slides down, touches ear
- Land violin on top of shoulder
- Drop heavy head
- Set up table-top fingers with windows
- Eyes look at bridge

Parent checks:

- Shoulder tickle test - Parent tries to tickle the top of the shoulder. Violin should be covering.
- Violin snuggled into neck - there should be little to no space between the violin and the neck of the child
- Violin should be parallel to the floor - left elbow should not be touching the side of the child’s body
- Child’s eyes should be looking at the bridge and focused



Hands Together

Violin and Bow Skills

- Set up bow hold and violin together
 - Make bow hold while in rest position
- Helicopter/Butterfly landings on E String
- Yay! It's time to play! Prepare the bow with the "Rosin Song"!
Rosin Rosin on my bow
If I rosin very slowly
Then my hairs will be all white
And my sound will be just right

Open String Songs

- "Pumpkin on the Fencepost" on E or A String
Pumpkin on the fencepost (Student part)
Orange pumpkin (Teacher part)
Pumpkin on the fencepost
It tastes so good
Pumpkin on the fencepost
Carve it, mash it, put it in a *pumpkin pie*.
- "E String Concerto"
- "A String Concerto"
- Jingle Bells ("Look mom I like watermelon ice cream!")
- "Bob is a Noisy Bird"
(E) Bob is a noisy bird (*stop, rock*)
(A) Can't say a single word (*stop, rock*)
(E) He chirps and squawks all day (*stop, rock*)
(A) 'til I come home to play (*stop, rock*)
(Left Hand Pizzicato with pinky)
GG (swing elbow)
EE (swing elbow)
GG (swing elbow)
EE (swing elbow)
SQUAWK!! (strum all strings)
- "Seagull, Seagull"
(AA) Seagull, Seagull
(EE) Seagull, Seagull
(A) Swoops
(E) And
(A) Soars
(AA) From the
(EE) Ocean
(A) To
(E) The
(A) Shores
- Compose your own!

Twinkle Rhythms on E and A strings

- Quietly “Stop and Rock” bow from E to A and back (elbow leads down, hand leads up)

Left hand preparation

- Slide hand back
- Fingers form a tunnel over strings with windows
- Check mouse house
- Finger preparation exercises

Pre-Twinkle Finger Songs

- “Mrs. Piggy”
 - (EE) Mrs. (AA) Piggy
 - (“touch set 3” A3, A3) Goes to (“touch lift 3” AA) town and
 - (EE) Mrs. (AA) Piggy
 - (“snuggle 2 and 3, lift 3, set 2” A2A2) Comes back (A-) home
- “Name Song” – student composes words
- “Flower Song”
 - (E) See the pretty flowers?
 - (E1) Growing in the garden
 - (E) See the pretty flowers?
 - (A) Red and green and purple.
- “Monkey Song” on E string and A String
 - (A) I’m a little monkey,
 - (A1/B) Climbing up a ladder,
 - (A2/C#) Climbing way up high to,
 - (A3/D) Pick a green banana.
 - (A3/D) I’m a little monkey,
 - (A2/C#) Climbing down a ladder,
 - (A1/B) Climbing way down low to,
 - (A) Eat my green banana.

Twinkle Rhythms

Twinkle Rhythm with Fingers (“Mississippi Stop Stop”)

- Twinkle Bread
- Twinkle Cheese
- Twinkle Sandwich (Bread, Cheese, Cheese, Bread)
 - Lyrics for “Mississippi Stop Stop” (*Bread Section*)
 - Peanut Butter Sandwich
 - Is my favorite sandwich
 - I eat one at lunch time
 - Sometimes one at snack time
 - Sometimes I add jelly
 - Sometimes I add honey
 - Once I added grapes which
 - Tasted kind of funny
 - (*Cheese Section 2x’s*)
 - Peanut Butter Sandwich
 - Doesn’t go with ketchup
 - Doesn’t go with mustard
 - Doesn’t go with pickles
 - (*Repeat Bread Section*)
- ***Graduate to the Twinkle Group Class***

All Twinkle Rhythms and A Major Scale

- A Major Scale Sing and Play
 - One, two, three, four, five, six, seven, eight
That’s a Major Scale
Eight, seven, six, five, four, three, two, one
That’s a Major Scale
 - Musical Alphabet: A, B, C#, D, E, F#, G# High A **OR** A, A1, A2, A3, E, E1, E2, E3
- Complete Twinkle Practice Charts (Usually completed around the time the student is learning Go Tell Aunt Rhody)
 - Ice Cream Shh Cone
 - Stop Ti Ti, Stop Ti Ti
 - Pineapple, Pineapple
 - Mississippi, Mississippi
 - Fruit Cake/Twinkle Twinkle Little Star
- ***Twinkle Graduation!!!***
- Receive a special Twinkle Graduation Certificate and put your hand print on our Twinkle Board!!!
- ***Graduate to the Early Book 1 Group Class after polishing Go Tell Aunty Rhody***

Playlist

Access the playlist by going to <http://www.ridgefieldsuzukischool.com/parent-corner/>

1. Rest Position Song
2. I'm a Note That's on a Line
3. This is My Violin (Lightly Row)
4. Where is the _____ (Insert part of instrument)
5. Willoughby Wallaby Woo
6. Ants Song
7. Pop Goes the Weasel
8. Up Like a Rocket
9. Stirring Soup
10. The Wheels on the Bus
11. Rosin Song
12. Pumpkin on the Fencepost – Singing
13. Pumpkin on the Fencepost – Play Along
14. Pumpkin on the Fencepost - All
15. E String Concerto
16. A String Concerto
17. Open E Jingle Bells (“Look mom I like watermelon ice cream!”)
18. Bob is Noisy Bird - Singing and Play Along (Kempter Studio)
19. Bob is a Noisy Bird - All
20. Seagull, Seagull – Playing (with Instructions)
21. Seagull, Seagull - All
22. Mrs. Piggy – Playing (with Instructions) (Kempter Studio)
23. Mrs. Piggy – Playing
24. Flower Song – Playing (with Instructions)
25. Flower Song - Playing
26. Monkey Song – Singing
27. Monkey Song – Playing (with Instructions)
28. Monkey Song – Playing
29. Twinkle Crust - (Miss Mallory)
30. Twinkle Crust – (Miss Jessica)
31. Twinkle Bread – (Independent Fingers, Miss Mallory)
32. Twinkle Bread – (Walking Fingers, Miss Jessica)
33. Twinkle Cheese - (Independent Fingers, Miss Mallory)
34. Twinkle Cheese - (Walking Fingers, Miss Jessica)
35. Mississippi Stop Stop Twinkle - Playing
36. A Major Scale - Singing
37. A Major Scale – (With Instructions)
38. A Major Scale - Playing

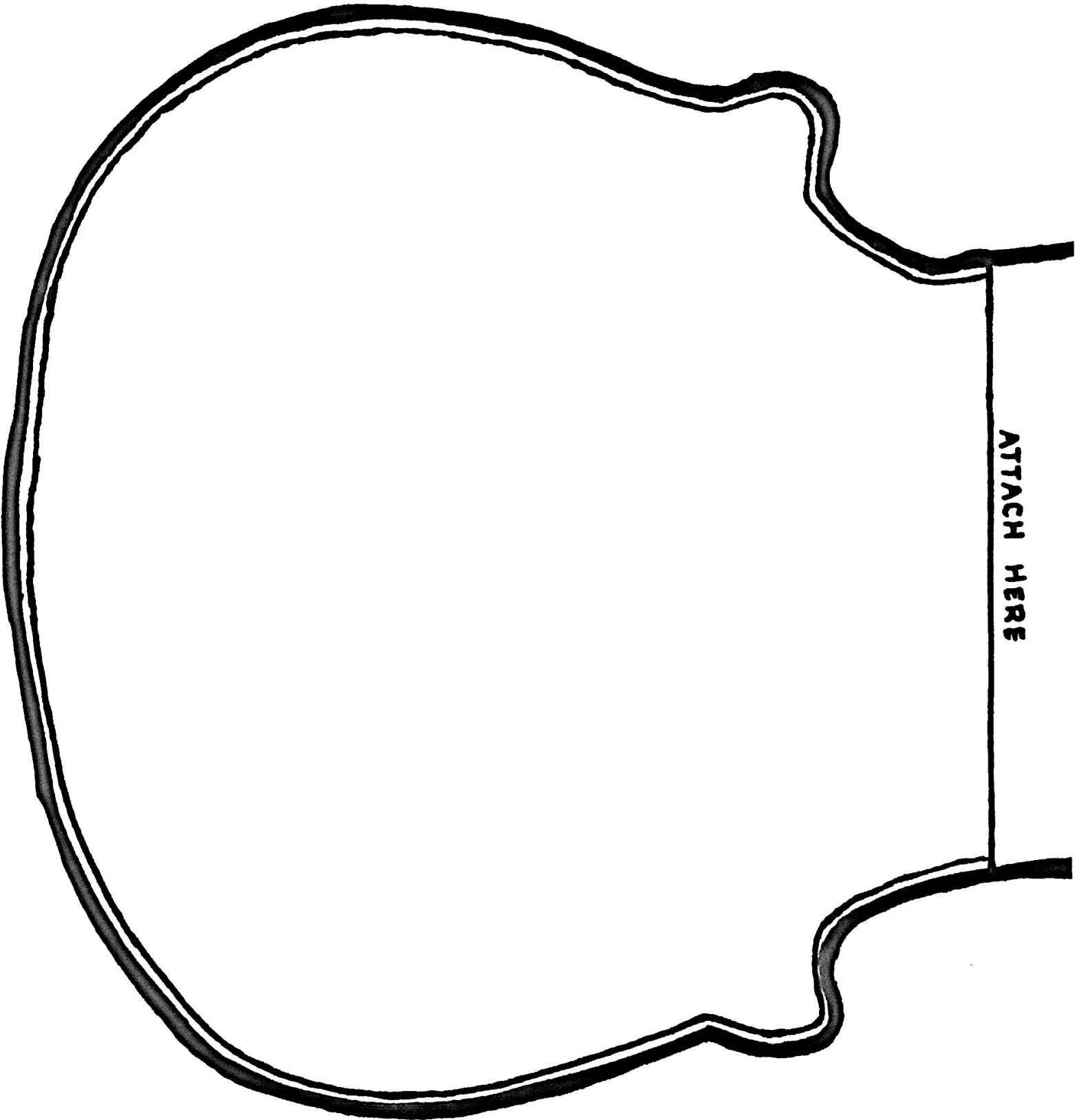
Appendix

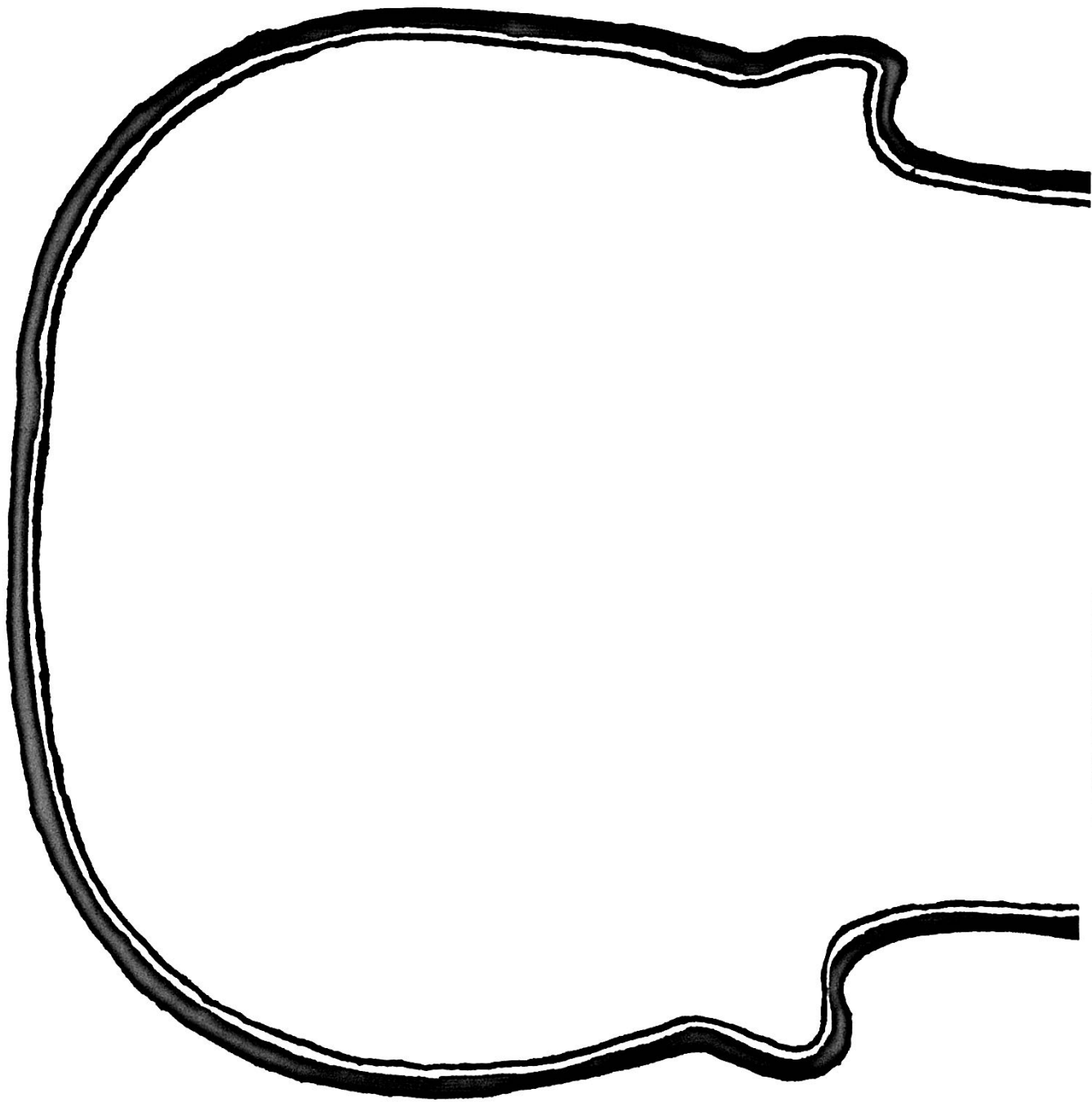
- A. Pre-Twinkle Checklist
- B. Violin Puzzle
- C. 500 Bow Hold Chart
- D. Twinkle Practice Chart
- E. Twinkle Rhythms
- F. Blue Jello Rhythms
- G. Staff (Lines and Spaces)
- H. Smiley Face Chart (Template)
- I. Suzuki Practice Games
- J. Repetition Tips for Preschoolers
- K. Book 1 Words
- L. Suggested Reading

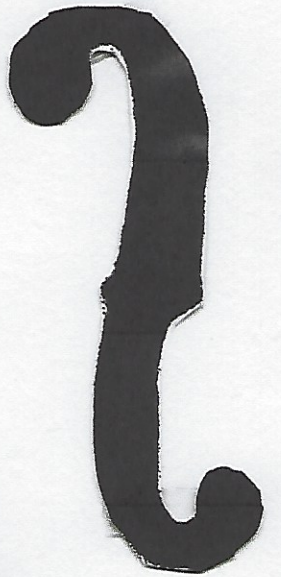
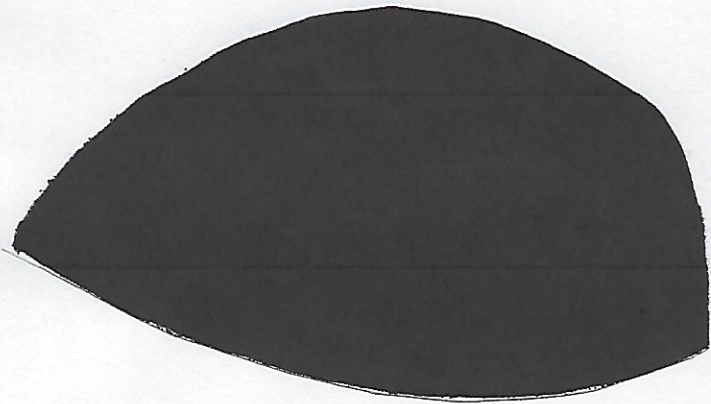
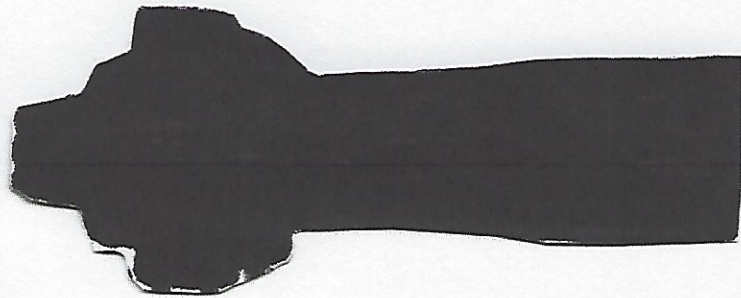
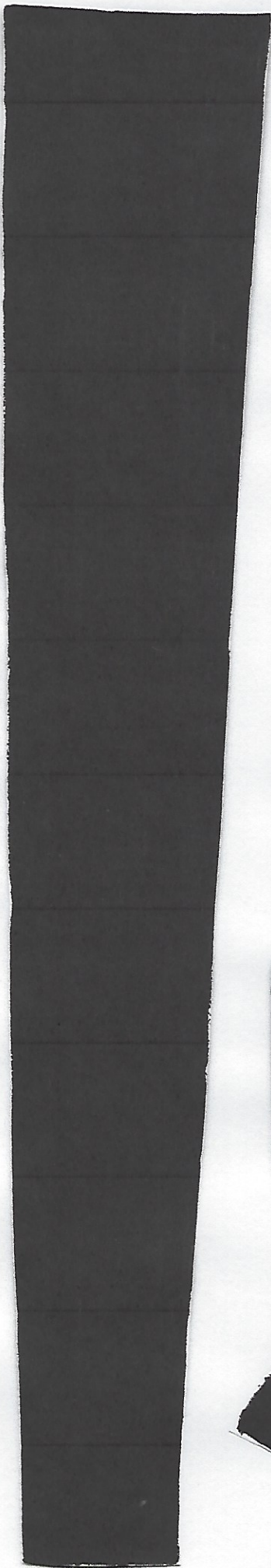
Pre-Twinkle Skills Checklist

Skill	Taught	Developing	Completed
Take a bow			
Rest position song			
Rest position/Playing Position Feet			
Violin hand, bow hand			
Concentration			
Parts of the violin and bow			
String Names			
ID strings visually			
ID strings aurally			
Sing/clap all rhythms			
ID all rhythms aurally			
Arm scrub all rhythms			
ID finger numbers			
Pick up beans / finger circles			
Bow Hold			
Complete Bow Hold Chart			
Windshield wipers			
Up Like a Rocket			
Steps to Playing Position			
Balance object on violin			
Set up bow hold and violin together			
Bow landings on E String			
Play all Twinkle Rhythms on E String			
Open string song(s)			
Twinkle Rhythms on E and A			
Left Hand shape			
Fingers in table tops on string			
Basic Music Reading - Rhythm			
Basic Music Reading - Pitches			
Flower Song			
Monkey Song			
Twinkle Bread			
Twinkle Cheese			
Twinkle Sandwich - Mississippi Stop			
Twinkle - Stop Ti Ti			
Twinkle - Ice Cream Sh Cone			
Twinkle - Pineapple Pineapple			
Twinkle - Mississippi Mississippi			
Twinkle - Theme			
Complete Twinkle Chart			

Copy and Cut!



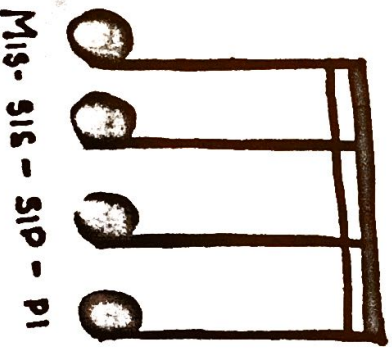
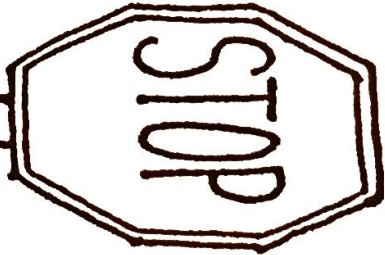
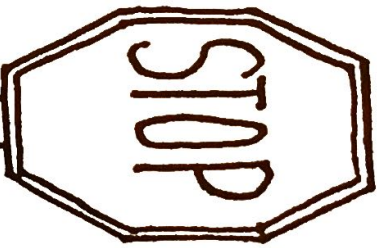
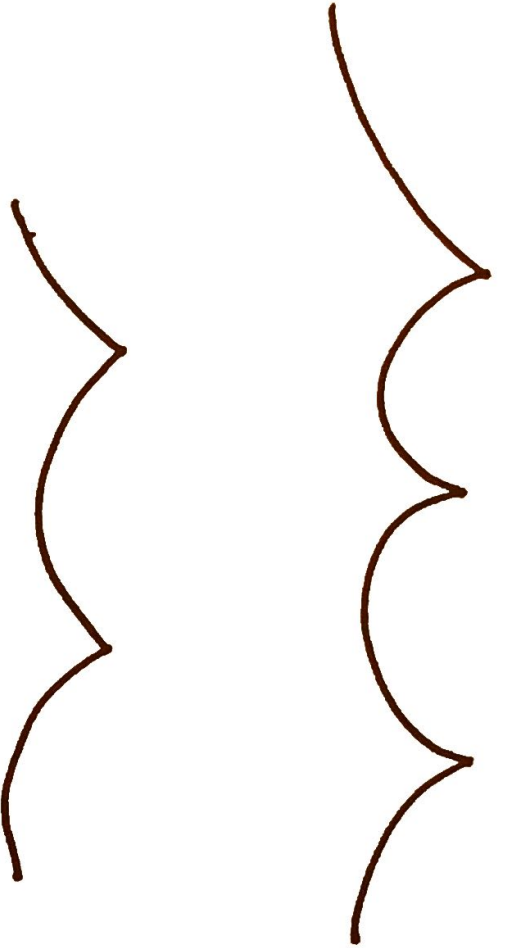




* Twinkle Practice Chart *

	Mississippi Stop Stop	Stop Ti Ti, Stop Ti Ti	Ice Cream Shh Cone	Pineapple Pineapple	Mississippi Mississippi	Fruit Cake (Theme)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
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Teacher Initials						

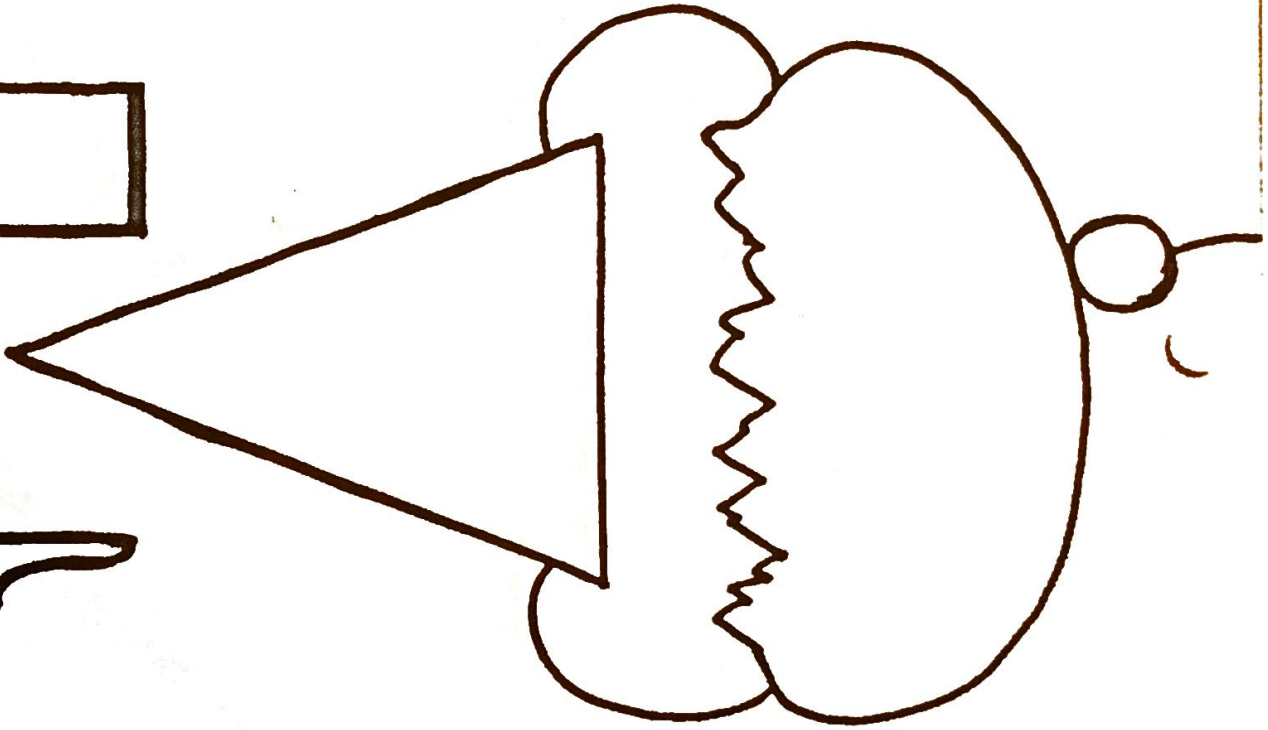
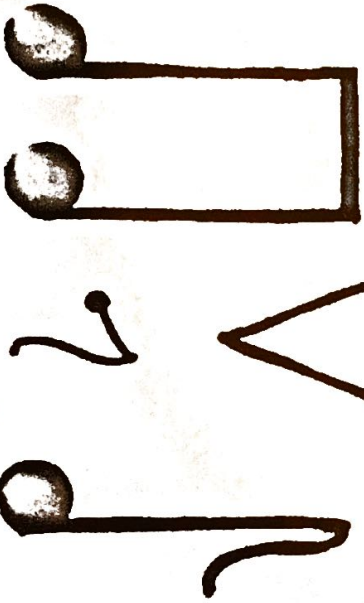
...Ready for my TWINKLE GRADUATION!!!

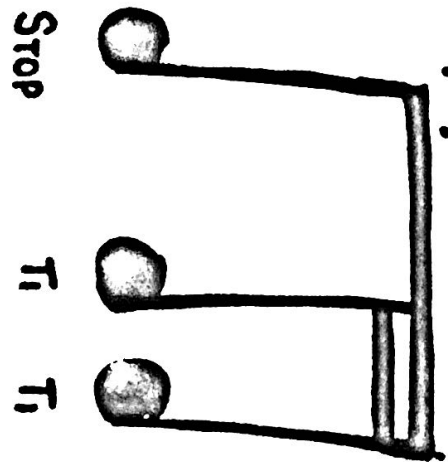
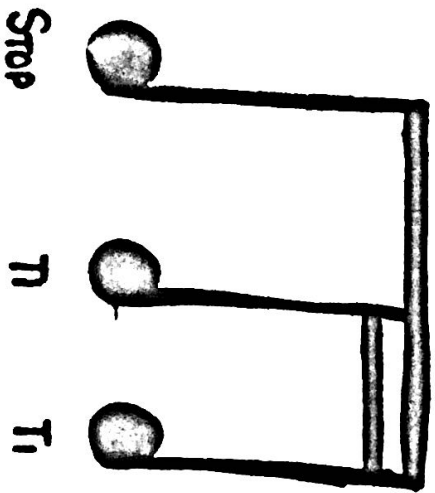
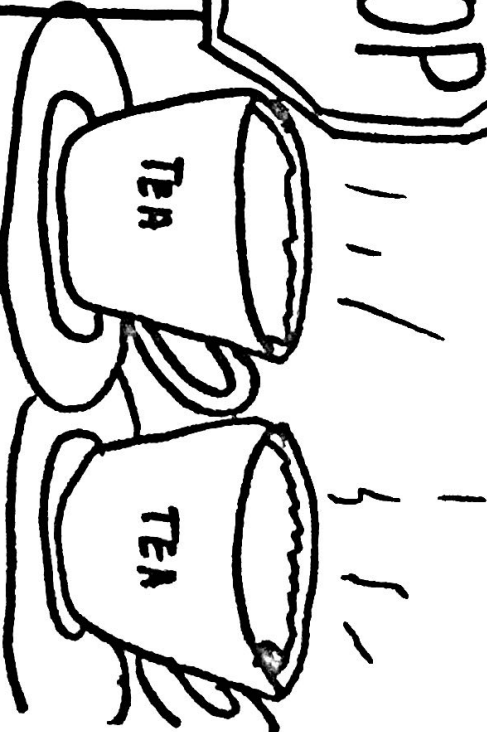
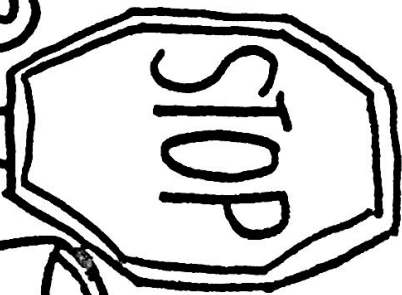
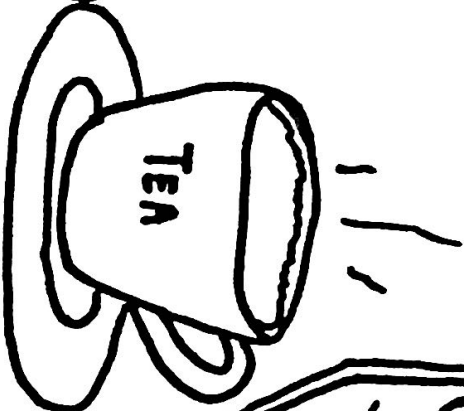
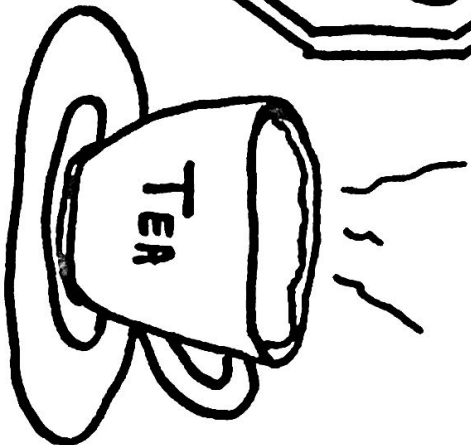
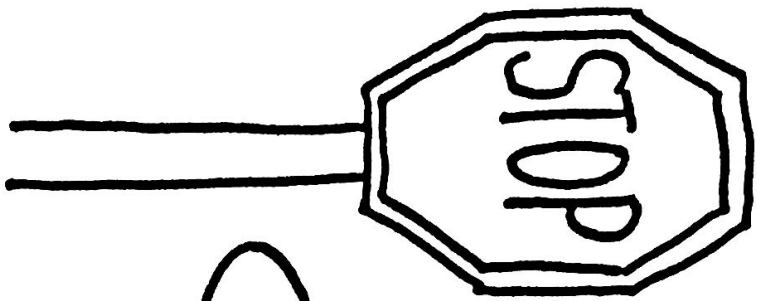


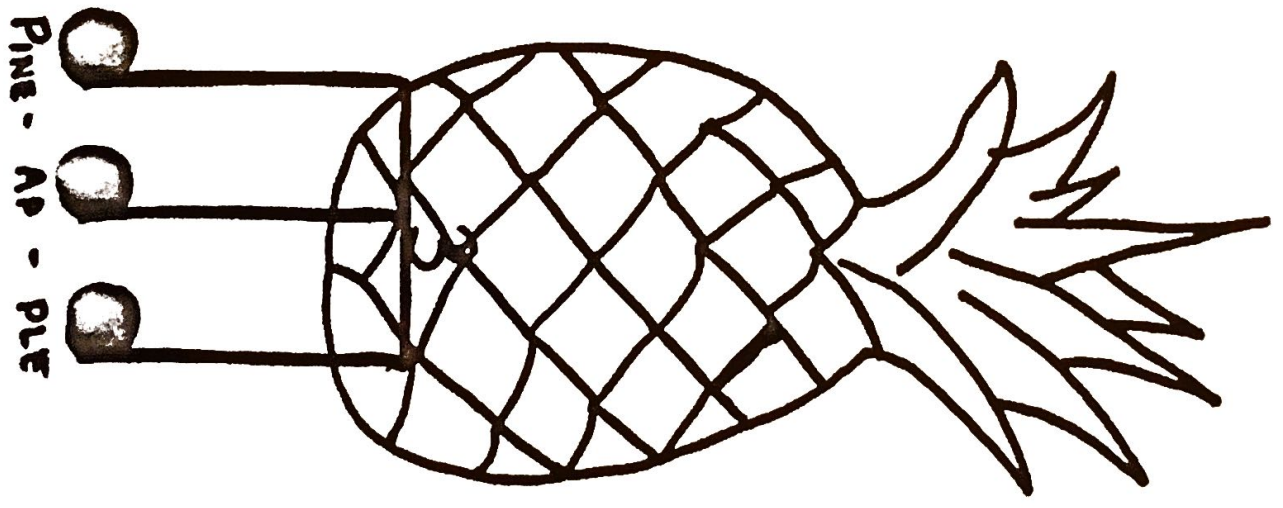
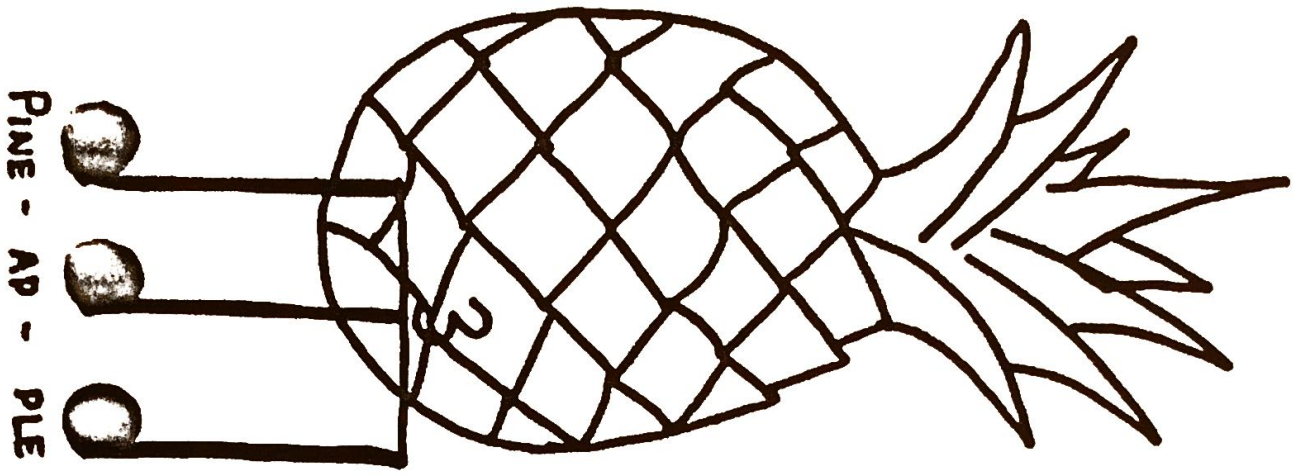
MIS - SIS - SIP - PI

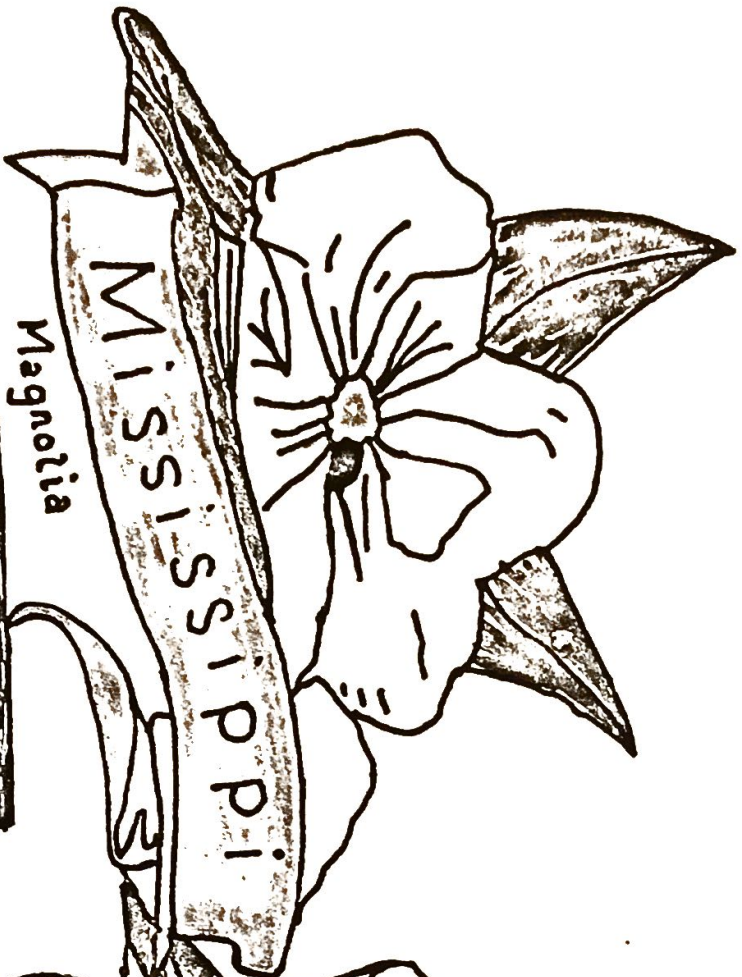
STOP STOP

ICE CREAM "SHH" CONE

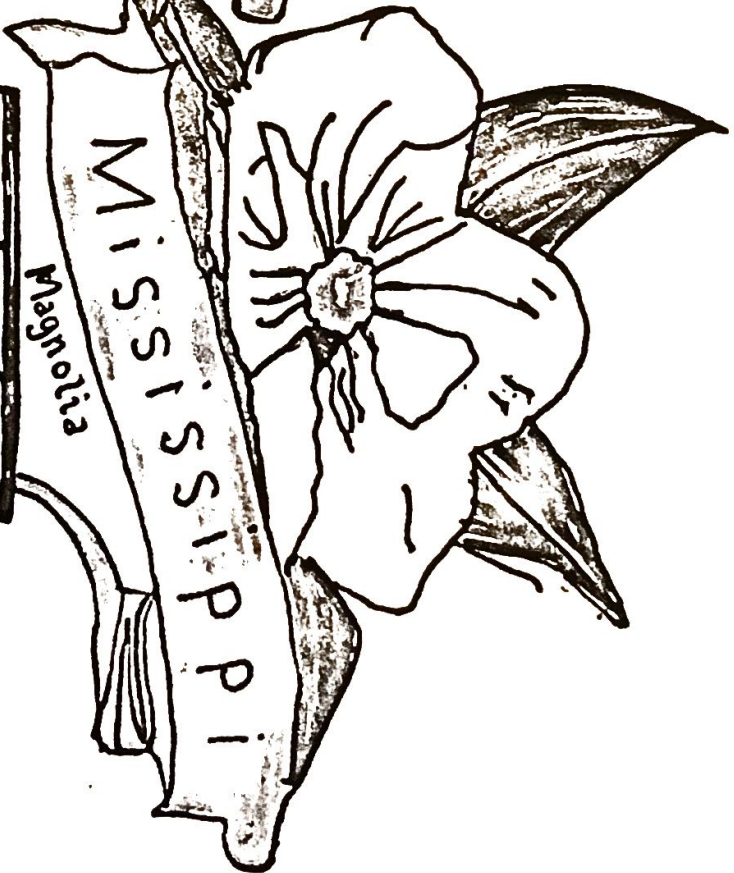








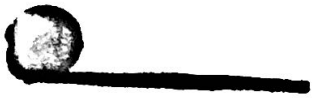
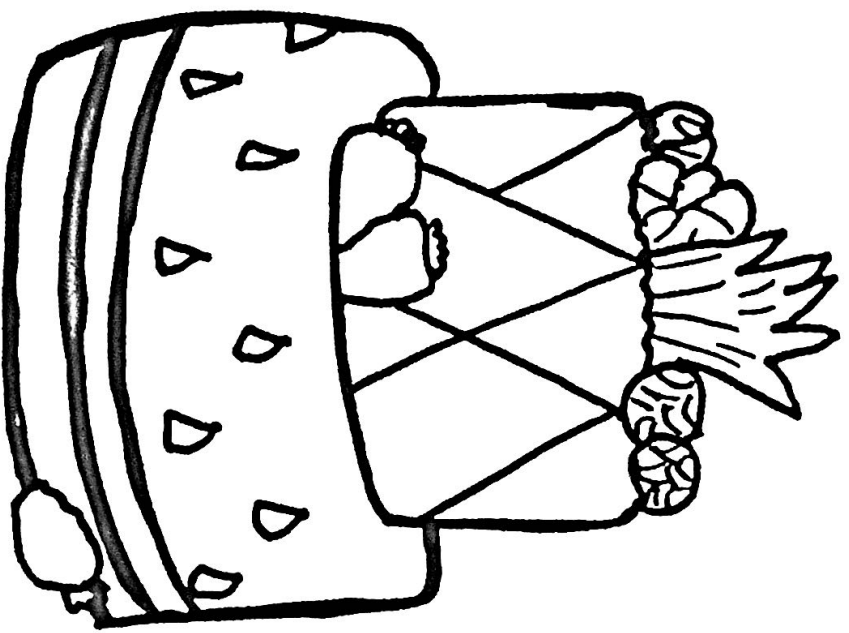
Magnolia



Magnolia

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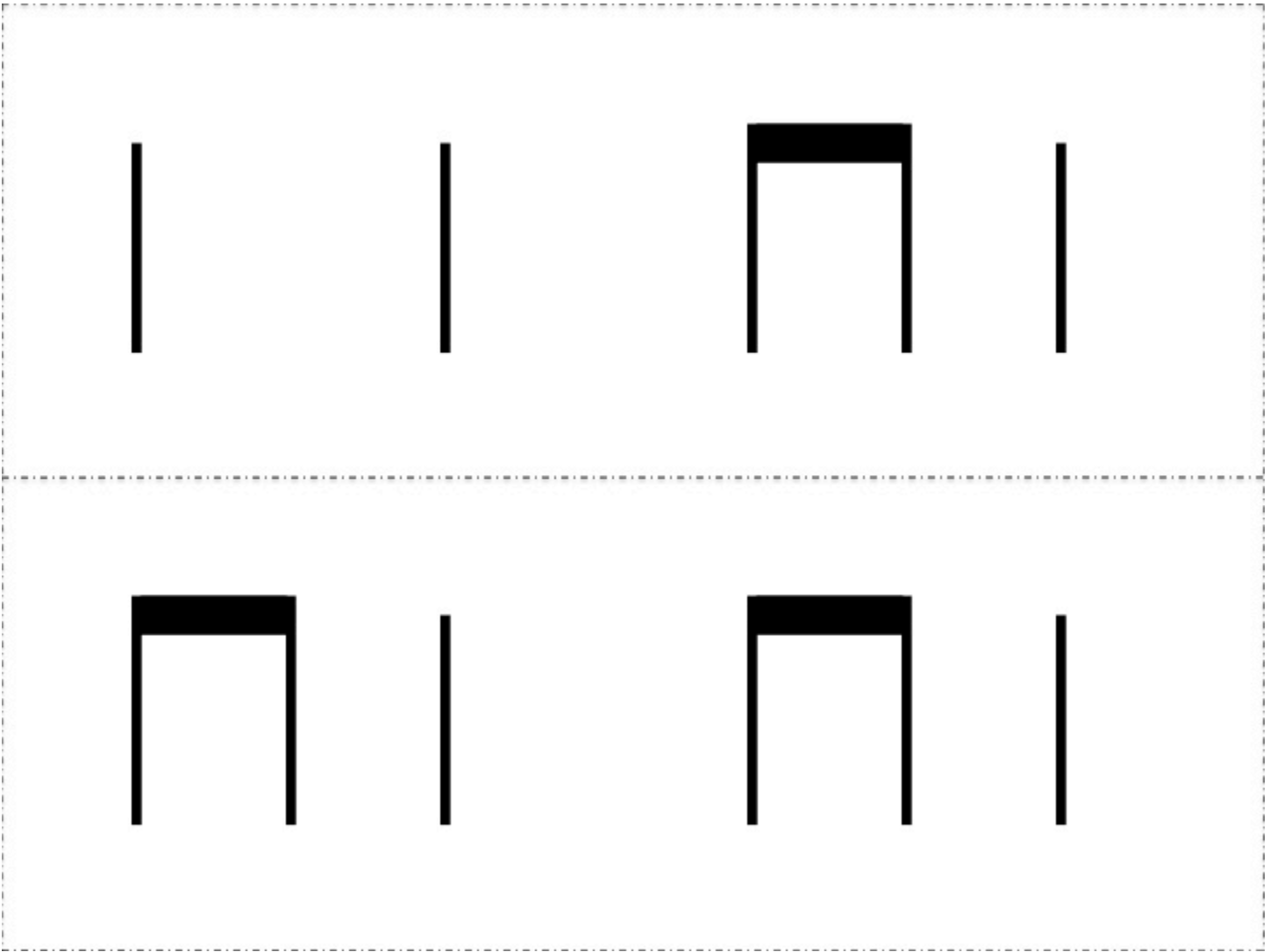


FRUIT









































































CAKE

Copy and Cut!



A series of 10 horizontal lines for writing, organized into two groups of five lines each.

Suzuki Practice Games

Treasure Hunt – Write practice tasks on index cards. Tape each index card to a coin. Hide the coins around the house and have your child find them! Each time they find one they have to perform the practice task *well* before they can move on to the next “treasure.”

Give a Facetime Concert – Call a family member or friend who lives out of town and put on a concert for them over Facetime (or skype, etc.)

Candy Land – Write practice tasks on index cards and use those cards to play candy land rather than the cards that come with the game.

Goin’ Fishing – Write practice tasks on index cards (could even cut them in the shape of fish). Glue a paper clip onto each card. Make a fishing pole – wooden dowel, string and a magnet. Go fishing and perform the practice task each time you catch a fish.

Dice/Spinner – Write practice tasks on a paper and number them. Have your child roll a dice or spin a spinner to choose which task to complete.

Build a Tower/legos – Each time the student accomplishes a practice task they get to add one block to a tower or one lego. See what it looks like at the end of the practice session!

“6” things a day—pick 6 things to practice. For example—10 perfect bow holds (counts as 1 thing), some drill work on the working piece, 3 review pieces, preview for next piece.

Birthday Candle—Light a birthday candle (make some type of holder) and have that be the length of the practice session.

Violin Tour—take the student “on tour” —playing something different in each room of the house (the big tome produced in the bathroom is very exciting!), in a different place in the yard, or at different neighbor’s or relative’s homes.

Student as Parent—Let the student be the parent for one day of practice. This can have mixed blessings because a parent will often see his own behavior reflected in that of the child’s.

Recital - Plan a recital for stuffed animals, friends, family, etc. and make a program and decorate it. Practice for a week in preparation and let the child decide the pieces that will be played, what favorite cookies will be served, etc. Set up a stage and make a spotlight!

Dice - Roll a dice to determine the number of repetitions of a piece or for drill work (ex—play this section the number of times you roll on the dice.) Or, roll the dice to determine the piece to play. Ex—1 = Twinkle variation A, 2 = variation B, etc.) Buy a package of math dice—these dice have more sides with higher numbers.

Deck of cards - like the dice game,, only use cards. Assign pieces to each card. Have child pick cards to determine the pieces to play and the order.

Draw a name—write the piece names on pieces of paper. Put in a hat and draw to determine piece to play and order. Or put practice item on paper (bow holds, scales, etc.)

Silly Cards - make silly cards and let child draw a silly card as a reward. Ex—stand on one foot, stick out your tongue, sing the piece, play pizzicato. For example, if child needs to play twinkle and draws “stick out your tongue,” must play twinkle with tongue out the whole time. It’s quite amusing.

Make a video—regularly video tape your child playing violin. You’ll be amazed at the progress they make.

Chip Game—use “chips” (pennies, marbles, any kind of token). Set a goal—for example, keeping thumb bent while playing piece or keeping a good violin posture for entire piece. Give child and parent 5 chips each. If child meets goal, gets a chip from parent. If misses goal, parent gets a chip. Keep playing until someone has all of the chips.

Repetition Tips for Preschoolers

by [Barbara Balatero](#)

From the Video Series, *Parents as Partners Online 2016*

When I have a new cello student, one of the first big assignments I give them is to make 1,000 good bow holds. I don't allow my students to place the bow on the cello string until this is accomplished. So, in the lesson, we carefully prepare the bow hold, making sure that both parent and child understand, and at the end of the lesson they are sent home with a daunting assignment to accumulate 1,000 bow holds.

Generally at the next lesson when I ask how many bow holds they have, the parent will say quite proudly, "7!" or "8!" or maybe, "10!" After offering my congratulations, we do some math and determine that at that rate, doing 10 a week it will be 2 years before we make a sound on the cello. Then the practice begins in earnest.

We need to find ways to make this happen and ways to make it happy. In preparing this talk, I had to think back over many years to think of what worked for my two children.

- My son really loved macaroni and cheese. Here we have 1,000 pieces of macaroni, and every time you make a good bow hold, you can put a piece of macaroni in the jar until all of the macaroni is in the jar, and then the entire family can have some delicious macaroni and cheese thanks to the child who did all the work.
- It's nice to make bow holds for the people that love you. Five for mommy, five for daddy, five for your sister, five for your brother, five for uncle Charlie, five for aunt Mary, how about your cousins?
- Some children like to make bow holds in crazy places. Under the bed, on the top bunk, inside the bathtub, behind the curtain. Mom has to go with them of course, and that makes them happy. It's nice sometimes to make a tour of the house and make a certain number of bow holds in every room. How about 10 in the kitchen? 10 in the living room? 10 in the bedroom, the bathroom, behind the house, outside of the house?
- My daughter was crazy about animals, and she would do almost anything for animals. I could say, "Ahh, the giraffe wants to see 10 beautiful bow holds. She would do it for the giraffe. "Ah, the elephant would like to see 10 too! And now the zebra is saying 'oh, would you make me 10 beautiful bow holds? Here comes the lion, the king of the jungle, and of course he wants his bow holds too.
- You can throw dice and do the number of repetitions. Many children like to use spinners; you may have one of these around in a game. You can use Monopoly money, a 5 for five bow holds, or 10 for 10, and as you accumulate them you can change them in for 100s.
- You could draw a picture, adding a line for each repetition. You don't have to be a great artist to do it.
- Also, children like dot to dot pictures. You can download them from the internet. Each repetition you connect a line until you have the picture completed.
- My children loved it when I read them a story. I would stop at a cliffhanger moment, and I wouldn't continue until they had done a certain number of bow holds. "For Yertle, the King of all Sala-ma-Sond, Fell off his high throne and fell..." (do your bow holds here) "Plunk! In the pond!"

- Sometimes I would go around the house and put a bunch of crazy object in a bag, and my children would have to pull out each object and make a bow hold with it. A magic wand, a carrot, a wooden spoon, ice cream scoop, a piece of celery, markers, candles, screwdrivers, a zucchini, a glue stick, and many more objects you can find around the house.
- With my son, we made a cheerios necklace for a while. I don't think it was for bow holds, he was repeating something else. Every time he did a repetition, we would add a cheerio to the elastic thread, and when he had enough, we would tie a knot in it, and he could wander around the house wearing it and eating cheerios at will, which he enjoyed.
- Some children like to make a goofy face, and while they make a goofy face do a certain number of repetitions.
- My daughter liked to do three bow holds on every step of our staircase that lead from the first floor to the second floor. 14 steps was over 40 bow holds. She had a choice whether she would start at the bottom and climb up or start at the top and climb down.
- You could build something with legos. Add a lego each time your child does a repetition. You could build something with bigger blocks.
- Set the kitchen timer for a random number of minutes, and when it dings, the child has to come running, pick up his bow and do the required number of repetitions. It's good to leave the bow out where it's very handy if you are doing these things.
- Also interesting to see how many good bow holds you can make before the sand runs out in the timer.
- My children would almost do anything for the practice monkeys. I think there are 18 in a barrel. We used to hang them from the music stand. And when they had all 19 in a chain, they could put them back in the barrel.
- You could set up dominoes every time you did a repetition, set up a whole string of them and when you have a certain amount, they can decide how many, you can have the fun of pushing them over.
- Some children like to go into a dark closet with mommy and do a certain number with only a flashlight, shining a spotlight on the bow hold.
- This next one might not appeal to all parents, but my children liked to wake up before we woke up. They liked to sneak into our room and wake us up with a few bow holds.
- For my daughter it was all about the animals. She had her collection of little ponies. We would put a bowl of oats out for the ponies, who were always hungry every morning, and we would put it far away on the table, and every time she did a repetition, the pony would move a little closer to his breakfast until he was finally allowed to eat.
- When my daughter was a pre twinkle student, we were still using LPs to listen to our Suzuki songs. Then it became cassettes, and then CDs. One day when the needle got stuck, and it was repeating the same two notes over and over, she said, "Mommy, fix it! It's practicing!"

At the end of this 1,000 bow hold project, not only do we have a beautiful bow hold, but more importantly, we have a parent and a child who have learned to work as a team. Ready for many such assignments in the future, and an awareness that it takes many repetitions to develop ability. I'm sure you will have many creative ideas too. Enjoy the journey and above all, keep it happy.

Book 1 Words

Lightly Row

Hey there mouse, in your house, better stay there in your house!
 Hey there mous-y in your hous-y, someone's waiting there for you.
 Pretty kitty loves you so, thinks you're just so tasty-o.
 Hey there mous-y in your hous-y, someone's waiting there for you.

Song of the Wind

Once I saw a crocodile who snapped at all he saw.
 Snapped at all he saw.
 'Til he snapped a rock and got a toothache in his jaw-ha-ha.
 'Til he snapped a rock and got a toothache in his jaw.

Go Tell Aunt Rhody

Go Tell Aunt Rhody, John is very sick.
 Please tell the doctor, John is sick in bed.

He had some popcorn, then some gummy bears,
 He had more popcorn, then some pie.

Go tell Aunt Rhody, John is very sick.
 Please tell the doctor, John is sick in bed.

O Come, Little Children

Up down goes my bow till I tell it to stop
 Up down goes my bow till I tell it to stop
 Up down goes my bow till I tell it to stop
 Up down goes my bow till I tell it to stop

OR...

If wishes were horses, then ducklings could ride.
 If windmills had windows, we'd all peer inside.

If ponies could answer and blind men could see,
 If dreams could come true then how happy we'd be!
 (Repeated up-bows occur on the word "if.")

May Song

Birds are singing, winter is gone.
 Fish are in the river.
 Up above the clouds sail right by,
 Like big banks of snow in the sky.
 Birds are singing, winter is gone.
 Fish are in the river.

Long, Long Ago

Tell me the tales that to me were so dear,
Long, long ago; long, long ago.
Sing me the songs I delighted to hear,
Long, long ago, long ago.
Now you are come, all my grief is removed.
Let me forget that so long I have roved.
Sing me the songs I delighted to hear,
Long, long ago, long ago.

Allegro

David's singing, Margo's playing hopscotch,
Nancy's skipping, John is sick in bed.

David's singing, Margo's playing hopscotch,
Nancy's skipping, John is sick in bed.

Father's weeding, Mother's reading.
Grandma's baking gingerbread.

David's singing, Margo's playing hopscotch,
Nancy's skipping, John is sick in bed.

Perpetual Motion

Who has seen an alligator riding up an escalator?
Yes I've seen an alligator riding in the elevator.
Have you seen a ballerina on your way to Pasadena?
Once I saw a ballerina playing on her concertina.
Have you seen an armadillo climbing ladders with a pillow?
Have you seen an armadillo fast asleep upon a pillow?
Who has seen an alligator riding up an escalator?
Yes I've seen an alligator riding in the elevator.

Allegretto

In a place far away, on a cold winter's day, the three bears cottage stood, at the edge of the wood
In a place far away, on a cold winter's day, the three bears went away for a walk
First the big Papa bear, then the kind Mama bear, in the back with his chair lived a small baby bear
In a place far away, on a cold winter's day, the three bears went away for a walk

Andantino

Cardinal, Kingfisher, Robin and Wren,
Bobolink, Hummingbird, Heron and Hen.

Cardinal, Kingfisher, Robin and Wren,
Bobolink, Hummingbird, each has his name.

Penguins, Peacocks, Pigeons that coo,

All the birds have names as we do.

Cardinal, Kingfisher, Robin and Wren,
Bobolink, Hummingbird, ___-___-___ that is my name.

Etude

Henrietta Popoletta had a special friend to play called
Wilhemina Windowcleaner, she had brought along her football.

Henrietta Popoletta picked it up and threw it back to
Wilhemina Windowcleaner, and it crashed right through the window.

Mother came right down the stairs and called to Father,
Father came right down the stairs and quickly picked up

Henrietta Popoletta, picked her up and shook his head and
sent her off to bed!