1. PERCUSION INSTRUMENTS AT SCHOOL

1. Look at the instruments

What is it? It’s a triangle.

What is it? It’s a drum.

What is it? It’s a pair of claves.

2. Point to the instrument that is played.

Listen to the...

Drum

Claves

Triangle
3. Colour in

- Drum-blue
- Triangle-green
- Claves-red

4. Unscramble the letters. Write the name.

- murd (5)
- rigleant (8)
- vlaesc (6)

5. Complete the names

- cl....v....s
- dr....m
- tr....angl...
Choose the name.

6. Tick the names of the picture

- Drum ✓
- Claves
- Drum
- Claves
- Triangle

7. Tick the names of the picture

- Triangle
- Drum
- Claves
- Drum
- Triangle

8. Tick the names of the picture

- Drum
- Triangle
- Drum
- Claves
- Claves

9. Draw

- a drum
- the claves
- a triangle
10. Match the instruments

11. Match the names

12. Match

- It’s a triangle
- It’s a pair of claves
- It’s a drum
13. Look at the examples. Order the sentences.

- It’s a pair of claves
- a triangle It’s
- drum It’s a

14. Write the sentences in the correct box.

- It’s a triangle
- It’s a drum
- It’s a pair of
- Listen
2. PERCUSSION INSTRUMENTS AT SCHOOL

15. Look at the instruments

- What is it? It’s a tambourine.
- What is it? It’s a wood-block.
- What is it? It’s a pair of cymbals.

16. Point to the instrument that is playing.

Listen to the ...

- Wood-block
- Cymbals
- Tambourine
17. Colour in

- Wood-block - blue
- Cymbals - green
- Tambourine - red

18. Unscramble the letters. Write the names.

- rineubomta (10)
- baycmls (7)
- oowd-olbck (4-5)

19. Complete the names

- T...mb...ur...ne
- C...mb...ls
- W...od-b...ck
20. Tick the name of the picture

Wood-block ✓ Cymbals Tambourine
Wood-block Tambourine

21. Tick the name of the picture

Cymbals Tambourine Wood-block
Tambourine Cymbals

22. Tick the name of the picture

Cymbals Cymbals Wood-block
Tambourine Cymbals

23. Draw

the cymbals a tambourine a wood-block
24. Match

It's a tambourine

It's a pair of cymbals

It's a wood-block

25. Make sentences

cymbals  tambourine  It´s a  It´s a  wood-block  It's a pair of
3. PERCUSSION INSTRUMENTS AT SCHOOL

26. Look at the instruments

What is it? It's a xylophone.

What is it? It's a big drum.

What is it? It's a pair of maracas.

Xylophone
Big drum
Maracas

27. Point to the instrument that is playing.

Listen to the ...

Big drum
Maracas
Xylophone
28. Colour in

Big drum - blue
maracas - green
xylophone - red

29. Unscramble the letters. Write the names

acasmra (7) lopoheyxn (9) igb-rudm (3-4)

30. Complete the names

b..g dr...m
m...r...c...s
x...l...ph...n...
31. Choose the name. Colour it in.

Cymbals  Tambourine  Wood-block
Xylophone  Drum  Cymbals
Drum  Claves  Maracas
Maracas  Big drum  Claves

32. Draw

- A pair of maracas
- A big drum
- A xylophone
33. Cut out the flash cards and make phrases

<table>
<thead>
<tr>
<th>a drum</th>
<th>It's a pair of claves</th>
<th>triangle</th>
<th>listen</th>
</tr>
</thead>
<tbody>
<tr>
<td>xilophone</td>
<td>big drum</td>
<td>a pair of maracas</td>
<td>dance</td>
</tr>
</tbody>
</table>

Material AICLE. 1º de Primaria: Percussion Instruments at the School
34. Make phrases with the flash cards and read them.

- a cymbals
- It’s tambourine
- a pair of wood-block
- sing
Let’s Play The Instruments. **Teacher Attention**

Use the flashcards to make sentences and do the evaluation. Some tip to use the instruments.

- Play the tambourine. Say:
  - It’s a tambourine.

- Play the wood-block. Say:
  - It’s a wood-block.

- Play the cymbals. Say:
  - It’s a pair of cymbals

- Play the instruments. Say your name:
  - My name is ...

Carmen

Play some rhythm pattern with each instrument.

Sing a song playing the instruments.

- Hello, hello.
- One two three.
- The wheels on the bus.
- The weather song.
- The body song.
- Head, Shoulder.
- If you’re happy.
Self assessment. Tick your progress in this unit.

<table>
<thead>
<tr>
<th></th>
<th>!</th>
<th>?</th>
<th>!</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can recognize words and expressions related to the content of the lesson.</td>
<td>![Emoji]</td>
<td>![Emoji]</td>
<td>![Emoji]</td>
</tr>
<tr>
<td>I can understand the most important information in the texts in the lesson</td>
<td>![Emoji]</td>
<td>![Emoji]</td>
<td>![Emoji]</td>
</tr>
<tr>
<td>I can speak about different themes in the lesson</td>
<td>![Emoji]</td>
<td>![Emoji]</td>
<td>![Emoji]</td>
</tr>
<tr>
<td>I can talk to my classmates about the lesson topics.</td>
<td>![Emoji]</td>
<td>![Emoji]</td>
<td>![Emoji]</td>
</tr>
<tr>
<td>I can write short texts about the lesson topics.</td>
<td>![Emoji]</td>
<td>![Emoji]</td>
<td>![Emoji]</td>
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