

Stories That Sing!

by Jeanette C. Shorey and Denise Gagne

Edited by Matthew Dane Peavoy

Contents

Title	Author	Page	Grade
Introduction		2	
How to Play Rhythm Instruments		3	
Lesson Plan Templates		5	
<i>01 Up, Up, Down</i>	Robert Munsch	6	PreK-3
<i>02 Tacky the Penguin</i>	Helen Lester	9	PreK-3
<i>03 Good News Bad News</i>	Jeff Mack	12	PreK - 2
<i>04 Chicka Chicka Boom Boom</i>	B. Martin and J. Archembault	14	PreK - 1
<i>05 Deep in the Swamp</i>	Donna Bateman	16	PreK - 3
<i>06 One Duck Stuck</i>	Phyllis Root	19	PreK - 3
<i>07 Dinosaur ROAR!</i>	Paul and Henrietta Strickland	21	K - 1
<i>08 When Cows Come Home</i>	David L. Harrison	23	K - 2
<i>09 A Frog in the Bog</i>	Karma Wilson and Joan Rankin	26	K - 3
<i>10 Down by the Cool of the Pool</i>	Tony Mitton	28	K - 3
<i>11 Dinosaurumpus!</i>	Tony Mitton	30	1 - 3
<i>12 Ellison the Elephant</i>	Eric Drachman	34	1 - 3
<i>13 Wet Dog</i>	Elise Broach	36	1 - 3
<i>14 Boy, Can He Dance</i>	Eileen Spinelli	39	2 - 4
<i>15 Oh, the Places You'll Go!</i>	Dr. Seuss	42	4 - 5
<i>16 The True Story of the Three Little Pigs</i>	John Scieszka	45	4 - 5
<i>17 Earthdance</i>	Joanne Ryder	47	4 - 5

Teachers are permitted to copy the printable activities on the Digital Resources Disk for the students in one school or institution. No other copying is permitted. Note: If your computer does not have a Disk Drive, email tvinfo@telus.net for a link to download the disk contents.

Themes & Variations

#3-4664 Riverside Drive, Red Deer, AB T4N 6Y5

Email: info@musicplay.ca Web Site: www.musicplay.ca

Toll Free Phone or Fax: 1-888-562-4647

Printed in Canada © 2017 Cover Design by Craig Cassils

ISBN: 978-1-927062-85-2

Introduction

Stories that Sing! is a collection of music and literacy lessons for PreK - Gr. 5 students based on 17 storybooks. It includes songs and musical activities for PreK-5th grade and activities that integrate literacy skills with music skills. Your students will love these fun, interactive lessons that give them the opportunity to sing, move, and play instruments while they are learning. These activities are all designed around vibrant, animated stories that children love, full of lively characters and big adventures. These activities will keep your students engaged and listening while they learn music skills, comprehension skills, sequencing skills, new vocabulary, and so much more. If you don't have all of the storybooks, most are available to read along with on YouTube. All of the storybooks can be ordered from Amazon.

The Disk that comes with the book include sa projectable PDF for every lesson. If there is an MP3 track for that lesson, the audio is embedded in the PDF. Simply double click on the play button to play the audio. (You need to open the PDF with Adobe Reader (a free download) to use this feature.) The disk also includes flash cards and worksheets when suggested in a lesson. Background music, music for dancing or movement, and songs to sing are included for many stories. If your computer does not have a disk drive, email tvinfo@telus.net to get a download of the disk contents.

What's Included in Stories that Sing?

- Projectable PDF with embedded audio for all lessons
- Flash cards with rhyming words, action words, or events used in sequencing
- Instrument and music vocabulary for non-music specialists
- Templates to aid teachers in creating their own stories that sing
- Dance/movement rubrics
- Music composition, music sssessment and story elements worksheets
- MP3s of songs, classical music excerpts, background music, and music for movement

Music Objectives are included with each lesson. Students will have a chance to play a variety of rhythm instruments and Orff instruments. They will work in groups to compose new songs, create dance movements based on the events of a story and improvise simple melodies. Integrating music objectives and storybooks makes for a more interactive learning experience.

Literacy Objectives are also included with each lesson. Students will be able to identify and define new vocabulary words, rhyming words and opposite words. Activities in each lesson will have students identify the sequence of events, retell or summarize a story, discuss cause and effect, identify characters and settings and follow the steps of the writing process to create compositions.

“A very strong relationship exists between rhyming ability at age three years and performance at reading and spelling three years later.” Bryant, Bradley, Clean and Crossland (1989)

Lesson Plan Template

Book: _____

Theme: _____

Author: _____

Publisher: _____

<p>Movement Words <i>Are there any words in the story that make you want to move in a certain way?</i></p>	<p>Repeating Word Patterns <i>Are there any patterns or words that repeat in the story? This is an easy way to add body percussion rhythms and instruments.</i></p>
<p>Literacy Skills <i>Can you add vocabulary words, rhyming words, sequencing or comprehension skills to the lesson?</i></p>	<p>Music Skills and Instruments <i>Can you add music vocabulary words to the lesson? (ex. tempo, dynamics)? What kind of instrument will work with this story? (pitched, unpitched)</i></p>
<p>Traditional Songs To Use With the Books <i>If you want to easily compose a song, use a familiar tune and add your own words.</i></p>	<p>Background Music <i>Do the words of the story have a rhythm or repeating pulse? If so, add some background music (ex. country music for a story set on a farm).</i></p>
<p>Props <i>What kind props will make the activity more fun? Scarves, stuffed animals, flash cards?</i></p>	<p>Extensions <i>What else can your students learn from the story? Is there something else that would add to the activity? (ex. a YouTube video, art project, composing a song, taking a field trip)</i></p>

Book 6: “One Duck Stuck”

by Phyllis Root

Published by Candlewick Press, used with permission

ISBN#: 60763603341*

Included on Disk

- *Repeating pattern* flash cards
- *Verb* flash cards
- *We’re Having Some Fun* audio track
- Powerpoint and Projectable PDF

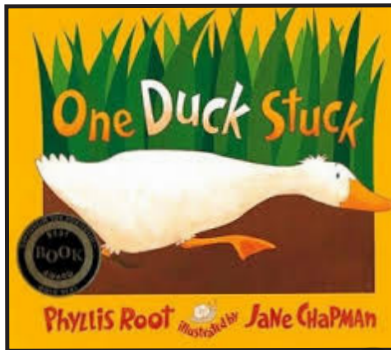
Pre K-3 Lesson Plan

Objectives

Literacy & Numeracy Objectives

Students will be able to:

- sequence a story appropriately
- identify action words (*verbs*).
- count from one to ten
- identify animals that live in the swamp
- identify characteristics of the swamp



Music Objectives

Students will be able to:

- play each instrument properly
- play assigned rhythms
- move to music

Materials

- *One Duck Stuck*, by Phyllis Root, Candlewick Press, ISBN#: 60763603341*
- Computer, iPod or CD player with speakers to play audio tracks
- Projectable PDF or PPT
- Print and laminate *repeating pattern* flash cards
- Music for *We’re Havin’ Some Fun!*
- Many different types of unpitched percussion instruments (preferably 9-11 different instruments)

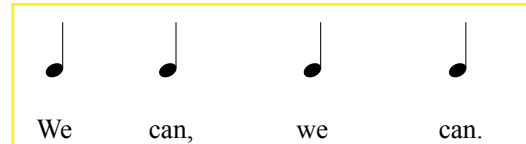
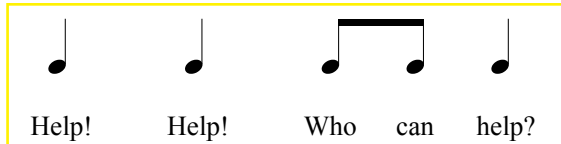
Procedure

Day 1

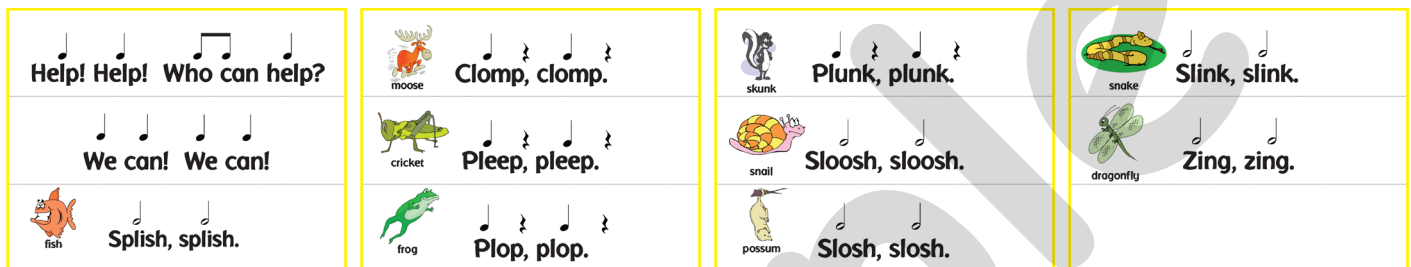
1. Clear a space for movement and gather your students on the floor in your reading area.
2. Show the students the cover of the book and have them make predictions about the story.
3. Do a picture walk through the story to find and discuss the creatures you would find in the marsh. Discuss how they move and the things they do.
4. Read the story, pointing out the creatures and characteristics of the marsh.
5. Project the verbs and read each word. Instruct the students to move like the word describes. You could also have your students read each word to assess how many words they can read.
6. Play *Payload* audio and have kids move to the verbs in the projectable. Explore moving to other verbs from the story. Sing and move to the song, *We’re Having Some Fun*.

Day 2

1. Do a picture walk through the story, pointing out these repeating patterns.



2. Divide the students into 10 groups and pass out *repeating pattern* flash cards to each group. (One group will be the “duck” and will say “Help! Help! Who can help?” each time it recurs in the story.
3. The other groups will represent the marsh animals in the story- the fish, moose, etc. When you read the story and the duck asks for help, they’ll respond, “We can, we can.”



4. Have each animal group compose body percussion and movement for the *sound word* patterns.
5. Put the groups in the order they appear in the story, and invite each group to perform their pattern in turn. Group one, the duck group, does the two patterns above. Encourage them to follow one after the other so it is rhythmic and sounds like a song or chant.
6. Read the story and have each group perform their pattern at the appropriate time.

Day 3

1. Have the students get into their groups from the last time.
2. Pass out the repeating flash cards to each group and have them review the body percussion they did in the first lesson.
3. Have each group choose an instrument that fits their *sound word*. (“*splish, splish, clomp, clomp,*” etc).
4. Give each group some time to practice playing the pattern with their instruments.
5. Have the students put themselves back in the sequence of the story. Read the story and have the students perform the instruments with the story.

Extensions:

- Guide your students in composing a dance or movement composition using the *verbs* they have learned in this activity. Do this by dividing them into groups of four or five and giving them several of the *verb* flash cards. Have each group make up two or three patterns using one or more of the movements. For example: Swim, swim, Slither, slither, slither, slither, swim, swim, leap, leap, leap. Tell each group to fit their movements into 16 beats.

Glossary

adagio slow

allegro lively and quick

beat a steady beat or pulse that you can feel, step, clap or dance to

body percussion using the human body to create sounds or rhythms by stomping, patting, clapping, or snapping

crescendo gradually louder

decrescendo gradually softer

dynamics dynamics tell us how loud or soft the music should be played or sung

forte (f) loud

fortissimo (ff) very loud

glissando a continuous slide upward or downward on an instrument

improvise to create and perform music spontaneously or without preparation

largo very slow and broad

mezzo forte (F) medium loud

mezzo piano (P) medium soft

moderato medium speed

minor key scales that end on la

major key scales that end on do

movement vocabulary is the number and types of moves available for physical expression

ORFF instruments instruments created by Carl Orff with removable bars such as xylophones, marimbas and glockenspiels

ostinato a continually repeated music phrase or rhythm

percussion family a group of instruments that are hit or shaken to make sound

piano (p) soft

pianissimo (pp) very soft

pitch how high or low the note is

pitched percussion instruments used to produce musical notes on one or more pitches

presto very quickly

prestissimo as fast as you can go

rest a silent beat or beats

repeating word patterns words that repeat in the context of the story

rhythm a strong, repeated pattern of movement or sound. In music, it is the “way the words go”

sequencing being able to identify the components of an event in order, such as the beginning, middle, and end of a story

solfa/solfege a way of naming notes that singers use

staff five lines upon which music is written

tempo tempo tells us how fast or slow the music should be played

theme a main idea for a composition

timbre the sound of a voice or instrument

unpitched percussion instruments used to produce sounds of indefinite pitch