

Stories and Nursery Rhymes to Sing, Rap and Read

Making Music and Literacy Fun for the Little Ones - Book 3
by Christie Noble and Tracy Stener

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Themes & Variations

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Making Music Fun and Language Learning

Stories and Nursery Rhymes to Sing, Rap and Read is a great collection of stories and songs for a music class, preschool, daycare, kindergarten or primary classroom. Children love the silly sound effects, the opportunities to play instruments, movement activities and singing storybooks. However, this book provides the teacher with much more than a great song collection. The lessons and activities that are included will help your pre-readers, emerging readers and readers to improve their listening skills and their beginning reading skills. There are several story books and fairy tales with songs and sound effects included in this collection. The songs and sound effects turn the stories into a reader's theatre for your classroom or for performance.

The songs in this collection provide a wonderful source of predictable stories. Predictable texts supply needed support to emergent readers, who often enter reading by memorizing texts they have heard many times. When the predictable text is combined with illustrations - either as manipulatives that the students will sequence, or as SMART Notebook activities - you have a powerful tool for language learning!

Stories and Nursery Rhymes to Sing, Rap and Read will help your students learn

- nursery rhymes in a fun way
- fairy tales involving listening and adding instruments when prompted
- left to right tracking in preparation for reading
- sequencing
- songs with picture activities that have a literacy focus
- about spring, farms, oceans, and ponds with stories and literacy activities to accompany the songs

Children will develop their listening skills as they listen to the songs and sequence their picture cards. The students will learn to follow directions. They will go beyond just listening to a song or story - by using the literacy activities they will be involved in the song or story. The songs and the activities in this book address all learning styles.

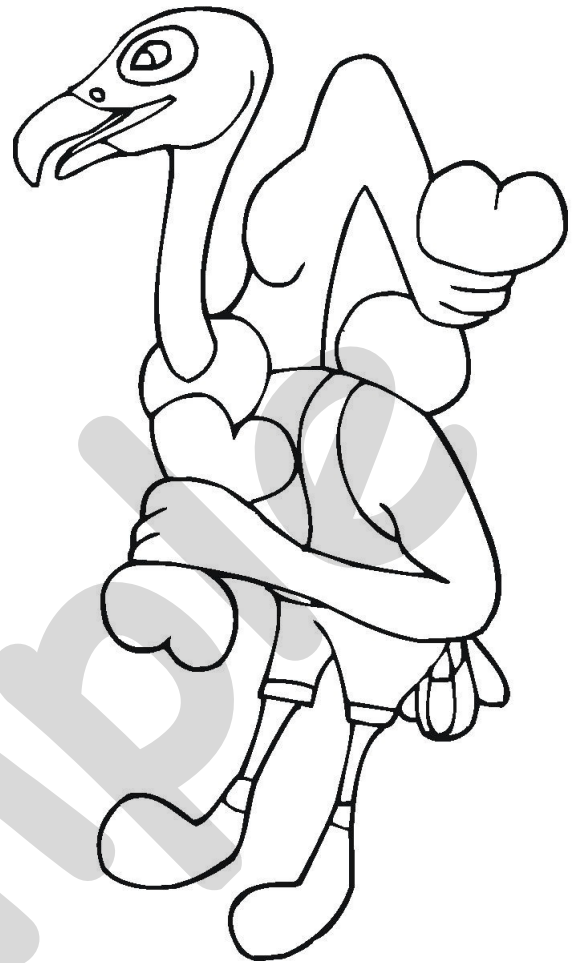
We hear and process all language as sound first. Then, we process the sound as meaning; something which we call a language. By adding literacy activities for each child to use, the child is fully engaged in the learning process.

We fully believe the Chinese Proverb: "Tell me and I'll forget; show me and I may remember; involve me and I'll understand."

Body Moves

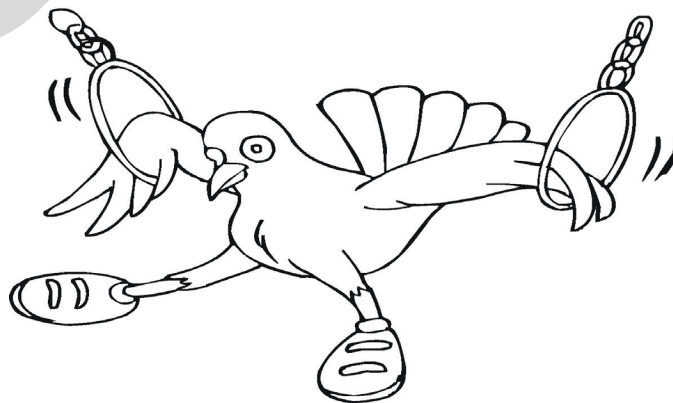
C. Noble and T. Stener

1. Eyebrows
2. Nose
3. Mouth
4. Tongue
5. Chin
6. Head
7. Shoulders
8. Elbows
9. Stretch arms side to side
10. Hands
11. Fingers
12. Reach up with arms
13. Swing arms around
14. Tummy
15. Hula Hoop
16. Hips
17. Knees
18. Touch Toes
19. Lift knees
20. Foot
21. Touch floor, reach high, arms down to side and breathe



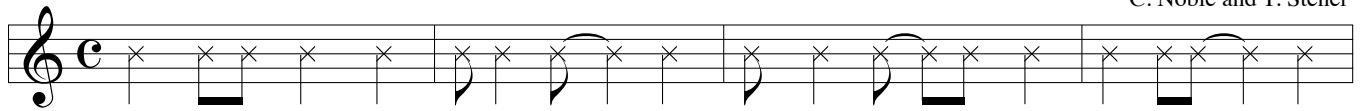
Just move and groove to the song!

Extension: Using the instrumental track, replace these body parts with ones the children aren't as familiar with. e.g: ankles, eyebrows, wrists, thighs

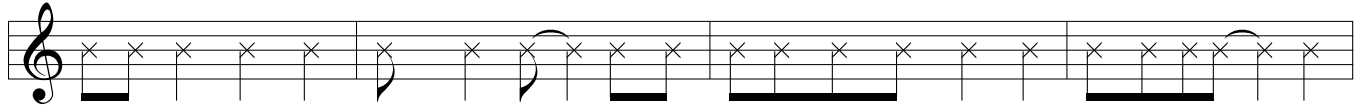


Fairy Tale Rap

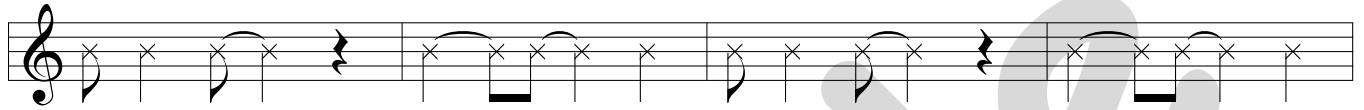
C. Noble and T. Stener



Three lit-tle bears went for a walk, _ When they came home they met Gold-i-locks! Now



Gold-i-locks had some bright blond hair, She had eat-en some por-ridge and bro-ken a chair! She



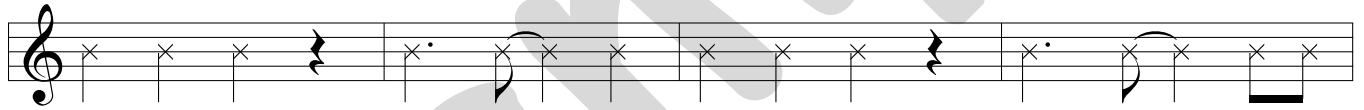
broke a chair! _ Ah! _ Ah! _ She broke a chair! _ Ah! _ Ah! That



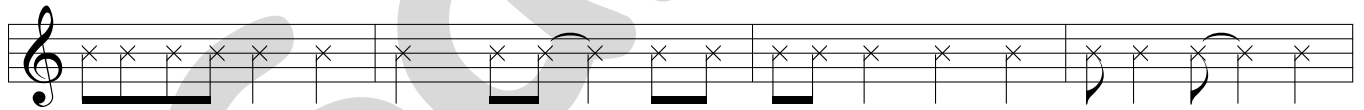
chair be-longed to a guy named Jack, Who met a gi-ant and went scream-ing back To the



woods with Lit-tle Red Ri-ding Hood! They met a wolf who was up to no good! A



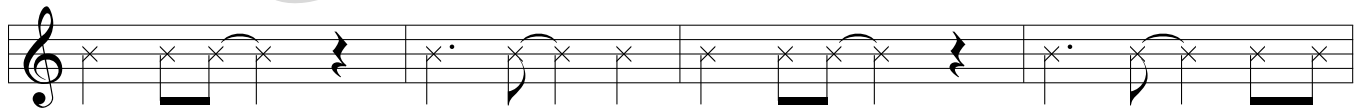
wolf! Grr! Grr! Ah! Ah! A wolf! Grr! Grr! Ah! Ah! Cin-der -



el-la was a girl that cleaned and cleaned, For her e-vil step-mom was real-ly mean! She



looked out-side, saw a prince at her door. The shoe did fit! She's not clean-ing an-y more! She's



free! She's free! Ah! Ah! She's free! She's free! Ah! Ah! There's a



mag-ic to be-hold with this fair-y tale rap! That all fair-y tales end with that. We re-

Cinderella was a girl that cleaned and cleaned,
For her evil stepmom was really mean!
She looked outside, saw a prince at her door,
The shoe did fit! She's not cleaning any more!

She's free! She's free! <i>(Push hair back left, then right)</i>	Ah! Ah! <i>("royal" wave 2x)</i>
She's free! She's free! <i>(Push hair back left, then right)</i>	Ah! Ah! <i>("royal" wave 2x)</i>

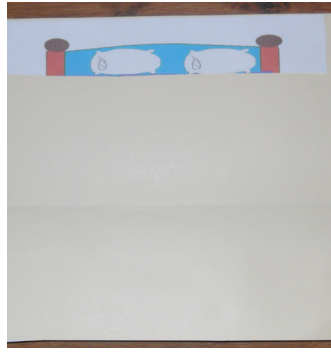
There's a magic to behold with this fairy tale rap!
That all fairy tales end with that
We remember them all with lots of laughter,
And they all end up "Happily ever after!"

Happily ever after! <i>(Wave hands over head)</i>	Yeah! Yeah! <i>(Hands up 2x)</i>
Happily ever after! <i>(Wave hands at sides)</i>	Yeah! Yeah! <i>(Hands up 2x)</i>
Happily ever after! <i>(Cat's eyes left/right)</i>	Yeah! Yeah! <i>(Hands up 2x)</i>
That's the end of our fairy tale rap! (YEAH!) <i>(Hands on waist)</i> <i>(Fist up!)</i>	

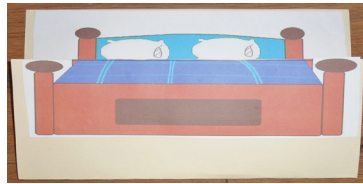
This is a great rap to use either at the beginning or at the end of a fairy tale unit!

For children who have difficulty snapping their fingers, just have them pat their legs instead throughout the narrative verses, and then say and do the actions for the verses in between. This introduces Cinderella, Red Riding Hood, Jack and the Beanstalk, and Goldilocks and the Three Bears, promoting a lot of discussion about each story prior to reading the actual books!

Life itself is
most wonderful
fairy tale.



Glue the top of the bed to the top of an 8 1/2"x11" (22x28 cm) piece of manila tag.



Fold up manila tag from the bottom. Glue the bottom of the bed to the top edge of the fold.

- Unfold and laminate sheet.
- Fold up again, and staple the sides of the bed.

4. Practice the noise each animal makes. We have added suggested instruments on the following page as well for each animal.

Note: It works as well with the students themselves making the sound of each animal as they are mentioned in the story. We have also used stuffed animals that make the noises.

Tip: If you are using the instruments, **don't** use the sticks with the animals and the bed, and vice versa!



Sample set of stick puppets for "Is There Room on the Feather Bed?" (on CD)

5. As you read the story to your students, insert the sound effect for each animal vocally, or using an instrument. The characters are introduced in pairs, except for the skunk. As they knock on the door and sing their verse, add them to the bed.

Verse Melody:

Lyrics by Libba Moore Gray
Music by C. Noble and T. Stener



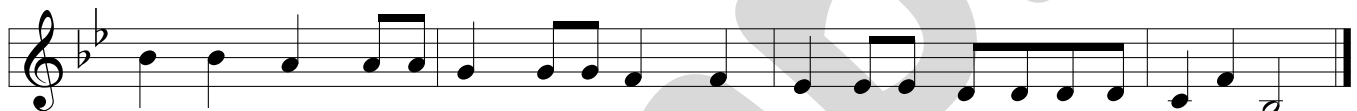
Honk honk honk, quack quack quack, The rain is pour-ing on our feath-ered backs.



Honk honk honk, quack quack quack, The rain is pour-ing on our feath-ered backs. Why,



bless your hearts, such a noise, such a fuss. There's room on the feath-er bed for all of us. Why,



bless your hearts, such a noise, such a fuss. There's room on the feath-er bed for all of us.

Instrument suggestions:

1. wee fat man - "howdy"
2. wee fat woman - "tee-hee"
3. goose - "honk, honk" (hammer)
4. duck - "quack, quack" (duck call)
5. sheep - "baa, baa" (vibraslap)
6. hen - "buck, buck" (clappers)
7. pig - "oink, oink" (cabasa)
8. dog - "woof, woof" (drum)
9. cow - "moooo" (tube)
10. cat - "meow" (slide whistle)
11. skunk - "pee-ew" (whoopee cushion)
12. wind - wind chimes/whistle
13. sun - glockenspiel
14. rain - rain stick
15. brook - harmonica
16. tapping - woodblock

Extensions:

For the storm, have students tap their legs for "pitter-patter," and then hit their legs faster and faster for the sound of pouring rain!

Ask the students why the animals left when the skunk arrived. Were they kind to the skunk? Compare the students' hair, eyes, heights, etc. with others in the class. How are we all the same? How are we different? This is a great story to discuss "Respect for others!"

Materials:

- picture cards (on CD)
- story (on CD)
- story strips
- net
- big jar, or pet cage, or large container
- (Optional) stuffed animals or plastic toy replicas of the pictures below
- SMART Board copy of the story
- (Optional) classroom template of the book (on CD)
- song (on CD)

Procedure:

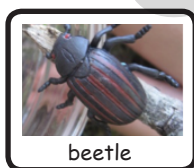
1. Cut out the "I Can't Wait for Spring" pictures (on CD), mount, and laminate.
Tip: Read directions on picture cards in "How to Make the Most Out of This Book."
2. Run off the actual storybook (on CD). Mount on manila tag, laminate and coil.
3. Hide stuffed animals around the room. If you don't have them, hide a set of picture cards around the room. Choose a student to take the net, and "find a critter". He/she can then bring it to the jar or container you have to hold them.
4. Give each student a set of pictures and a story strip.
5. As you sing the song, have them find the picture that goes with that "critter" and put it on their story strip. (See sample pictures below.)
6. Sing the song "I Can't Wait for Spring" (on CD). Follow along with the story on the SMART Board, or with the book you have made.

Extensions:

Use headbands with the pictures of the animals seen below, and students can hide.

Tip: If making headbands using the pictures on the CD, you can laminate them. Use strips of Velcro on the headband part. That way, you can use them year after year with different sized heads!

Have a "Bring a Stuffed Animal to School Day!" Take digital photos of all the students holding their "favorite stuffy." Run off the classroom template book (on CD), and fill it. Laminate and coil for your story corner. It will be a favorite!



*Sample "I Can't Wait for Spring"
pictures from the CD*