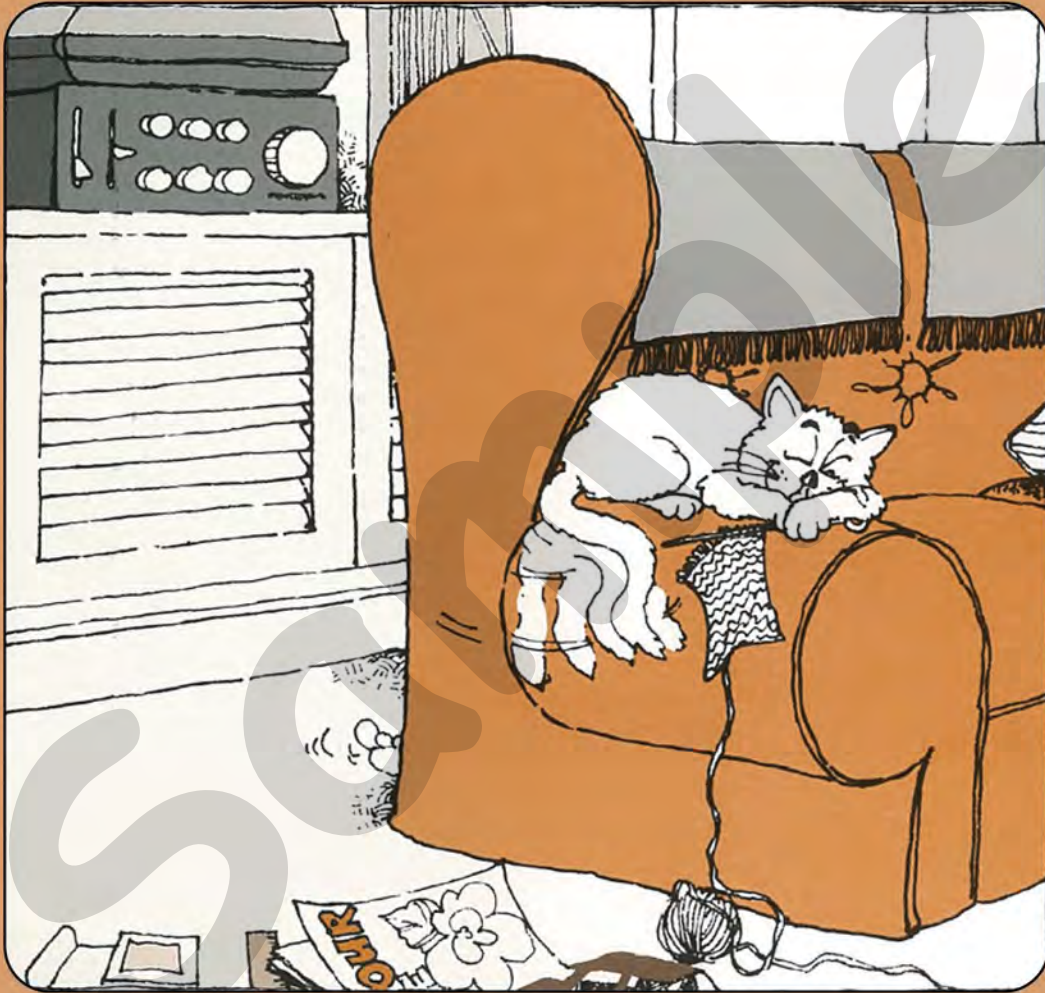


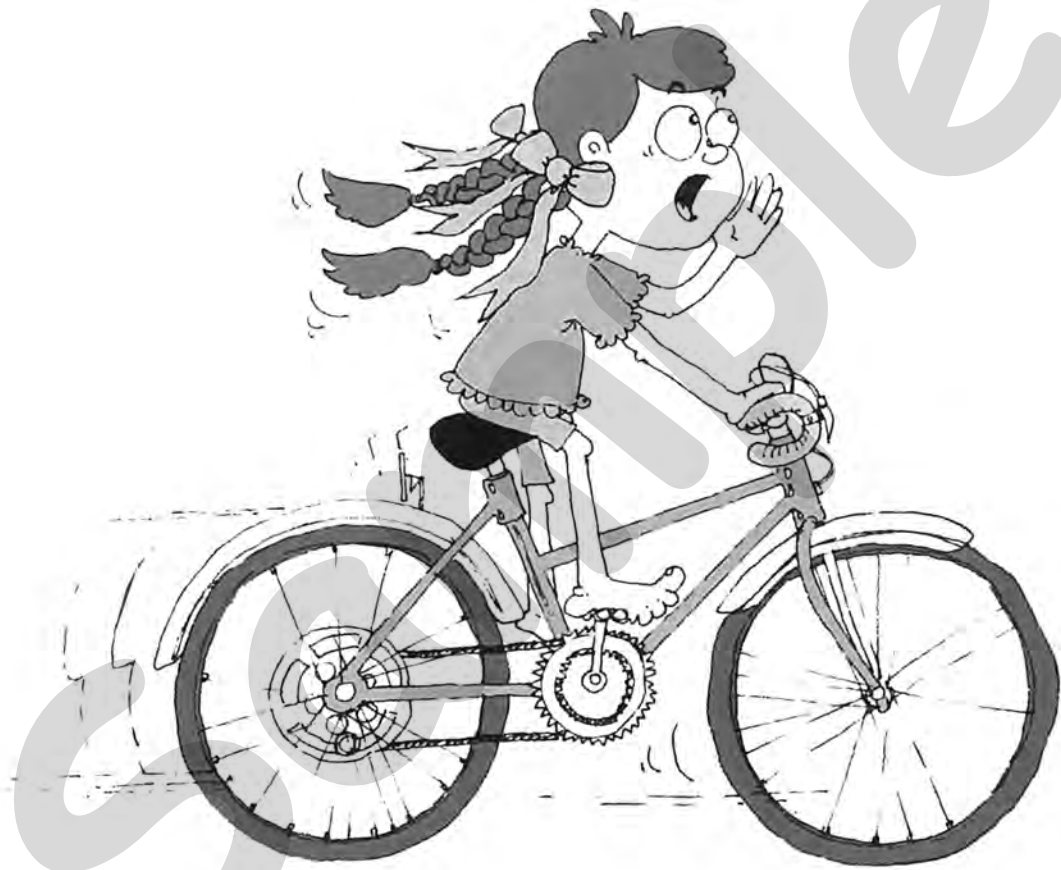
# So-me Goes Missing



**Stuart Manins**

Illustrated by Jenni Webb

# So-me Goes Missing



**Stuart Manins**  
Illustrated by Jenni Webb



Nobody knew where So-me was.  
"So-me, where are you?"  
called Mum.



“We have been looking for you  
**everywhere,**” they said.

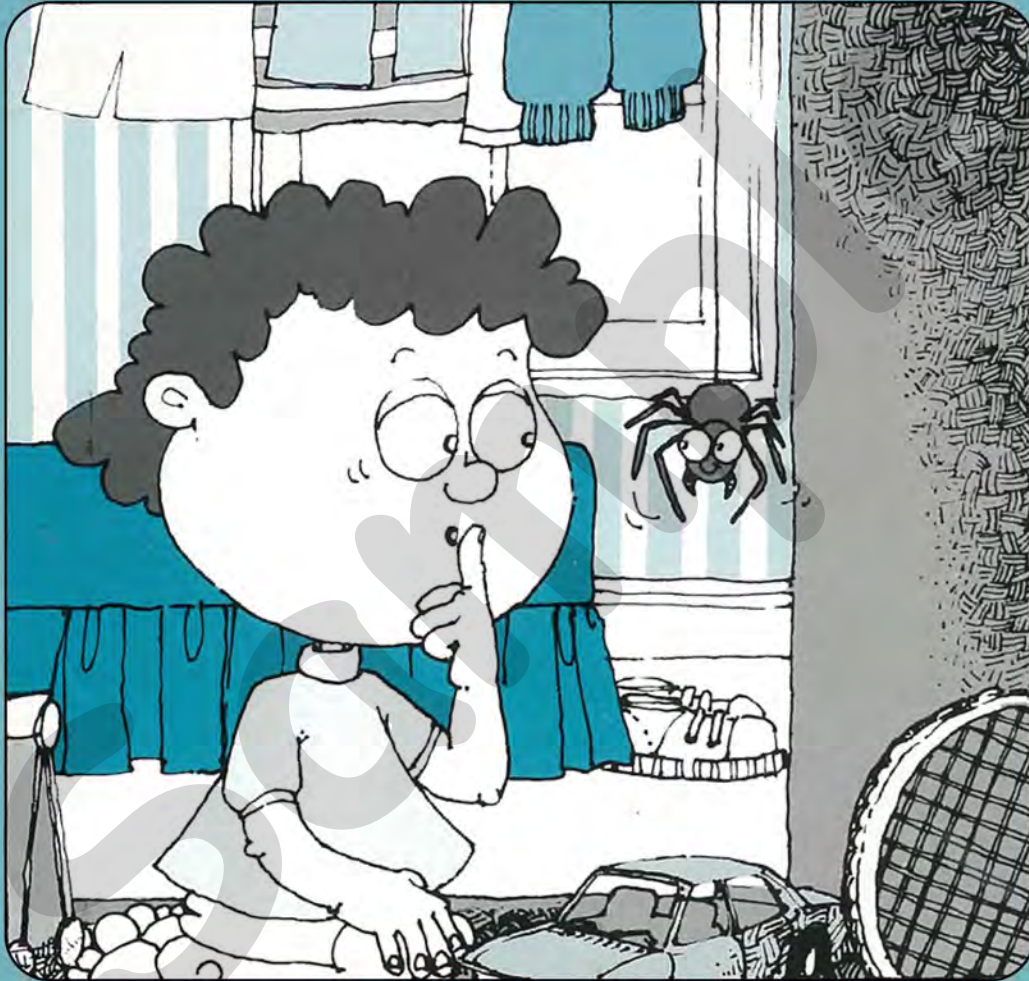


“But I’m  
not lost.”

So-me put on his headphones  
and went on listening  
to the music.



# So-me and the Spider



**Stuart Manins**

Illustrated by Jenni Webb

# So-me and the Spider



**Stuart Manins**  
Illustrated by Jenni Webb

"So-me," called Mother.  
"So-me, where are you?"  
But So-me did not answer.



He was sitting very still  
and very quietly in his wardrobe  
watching a small grey spider.



And when So-me had gone  
and all was quiet,  
the small grey spider  
climbed down its thread again.





# So-me Meets the Boss



**Stuart Manins**  
Illustrated by Jenni Webb

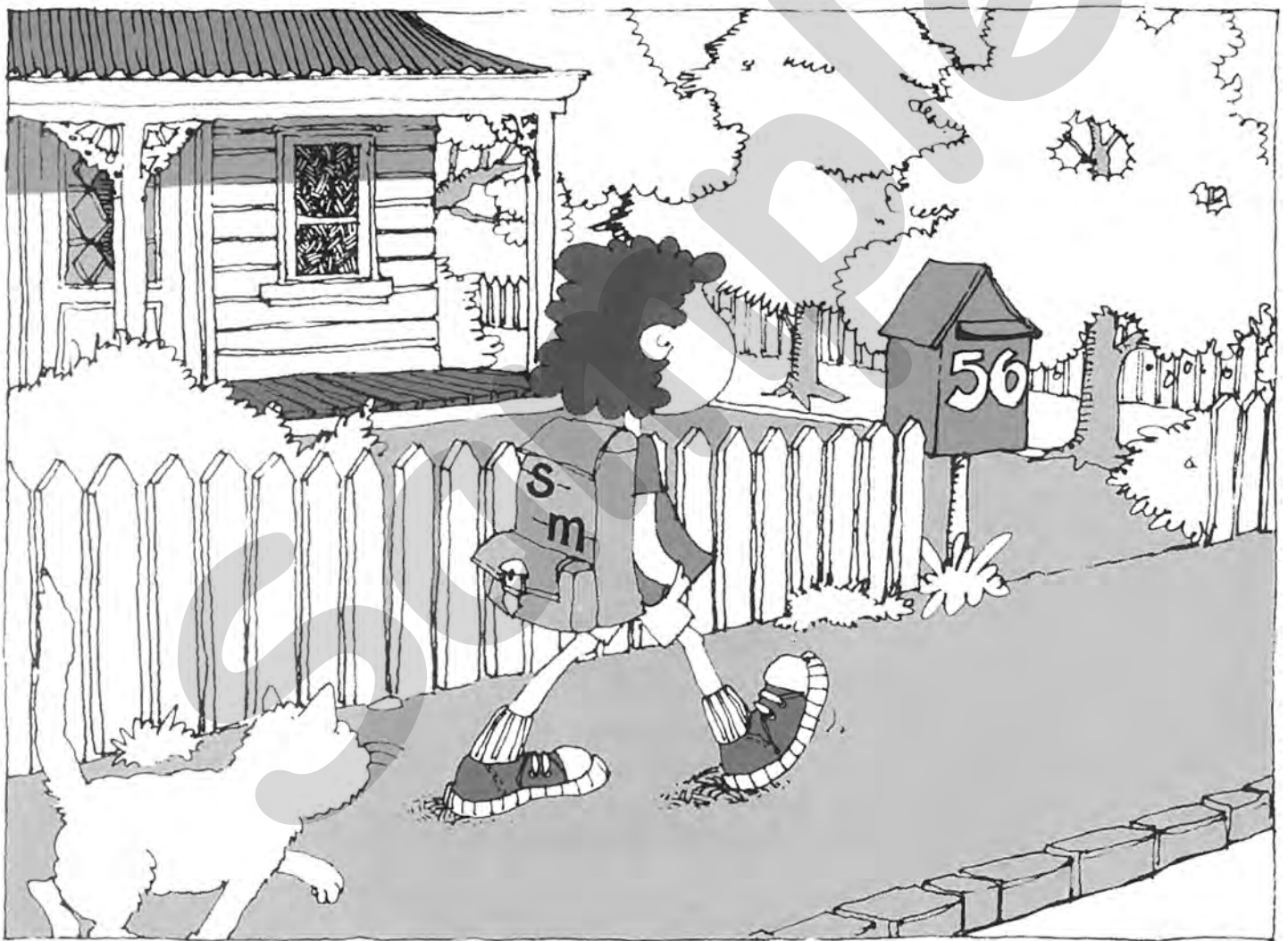
# So-me Meets the Boss



**Stuart Manins**  
Illustrated by Jenni Webb

So-me walked down the road  
towards school.

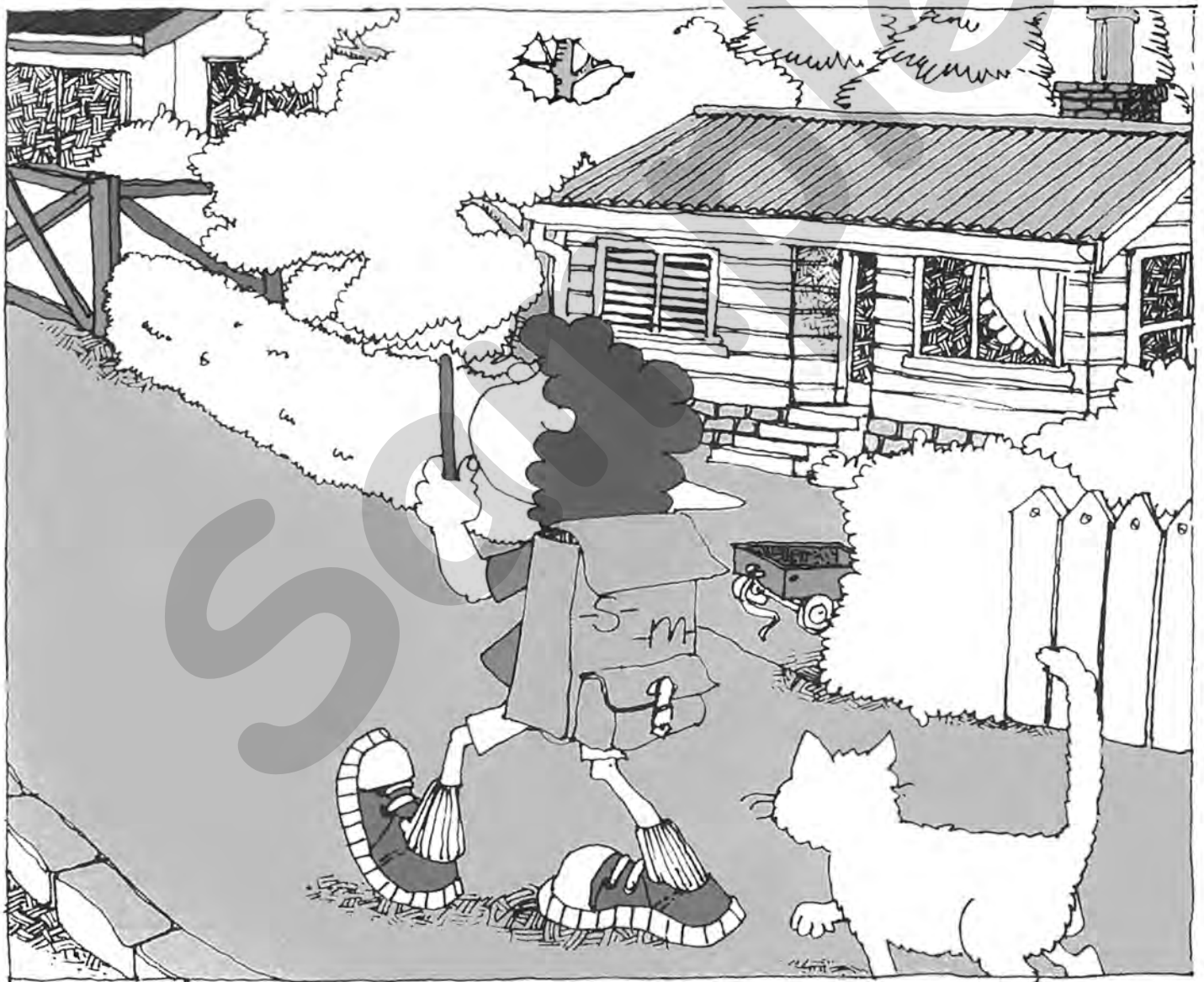
He had a shiny new school-bag  
on his back, and on it  
were the letters *s m*.



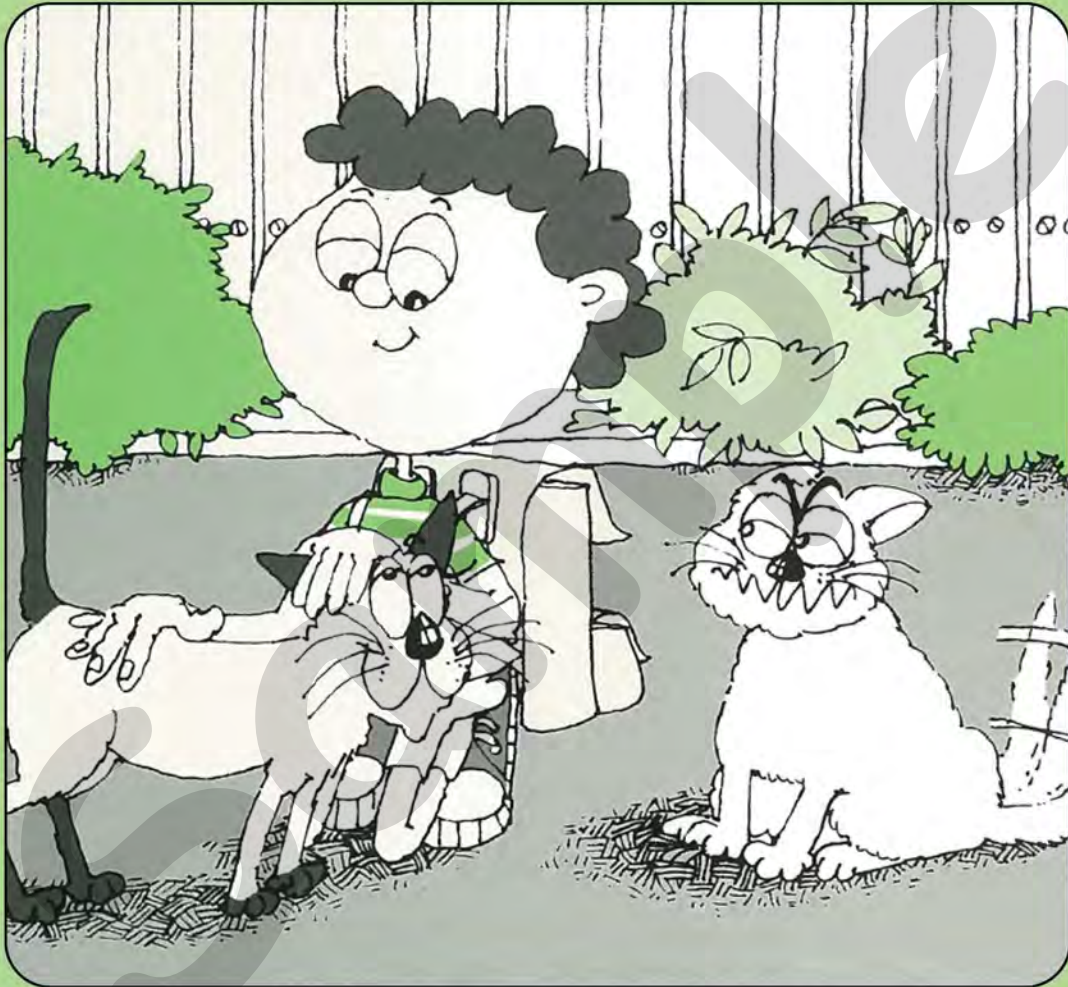
They stood for his name,  
**So-me.**



The picture of Mrs Ross  
and the memory of his song  
stayed clearly in his mind  
as he walked on  
up the hill towards home.

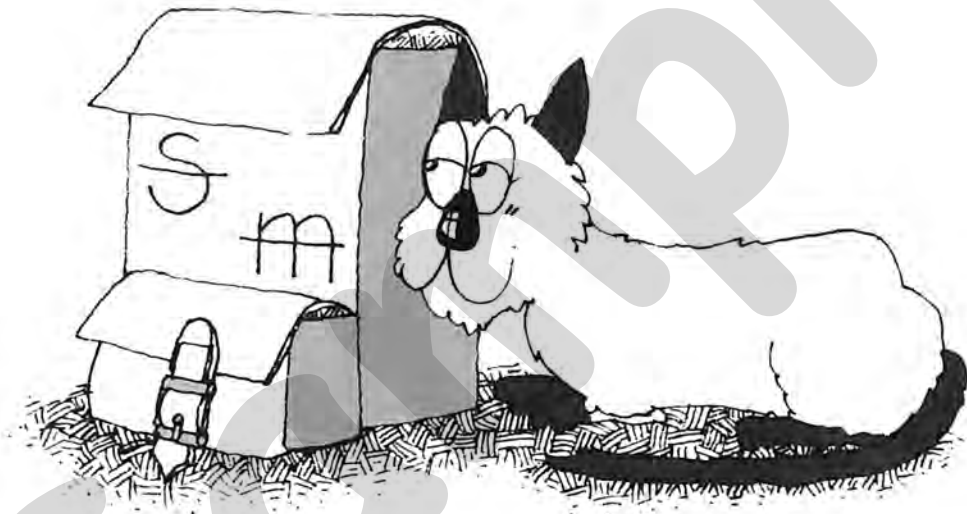


# So-me... Oh and Romeo



**Stuart Manins**  
Illustrated by Jenni Webb

# So-me... Oh and Romeo



**Stuart Manins**  
Illustrated by Jenni Webb



At the top of the hill,  
So-me looked at the lamppost  
for the second time.  
Something furry moved on one side.



So friend is end.  
For me's this the



Meeeeeow so  
Meeeeeo me

# So-me at the Pole



**Stuart Manins**

Illustrated by Jenni Webb



# So-me at the Pole



**Stuart Manins**

Illustrated by Jenni Webb

"So-me!"

Somebody was calling from the top of the hill.

So-me knew who it was without looking around.



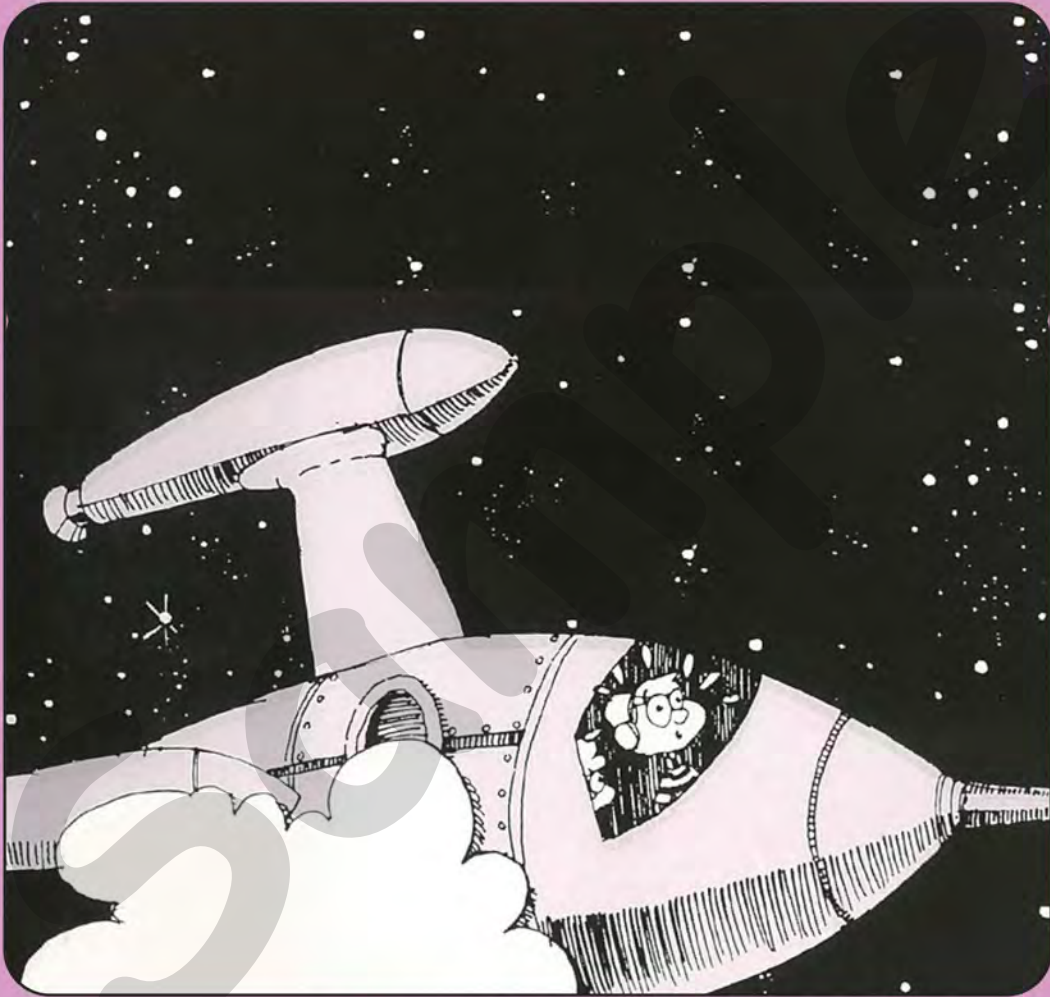
So-me looked up at him with wide eyes and made a strange huffy sound with his lips.



He wished he could whistle more than anything else in the world, so he decided to practice every day.

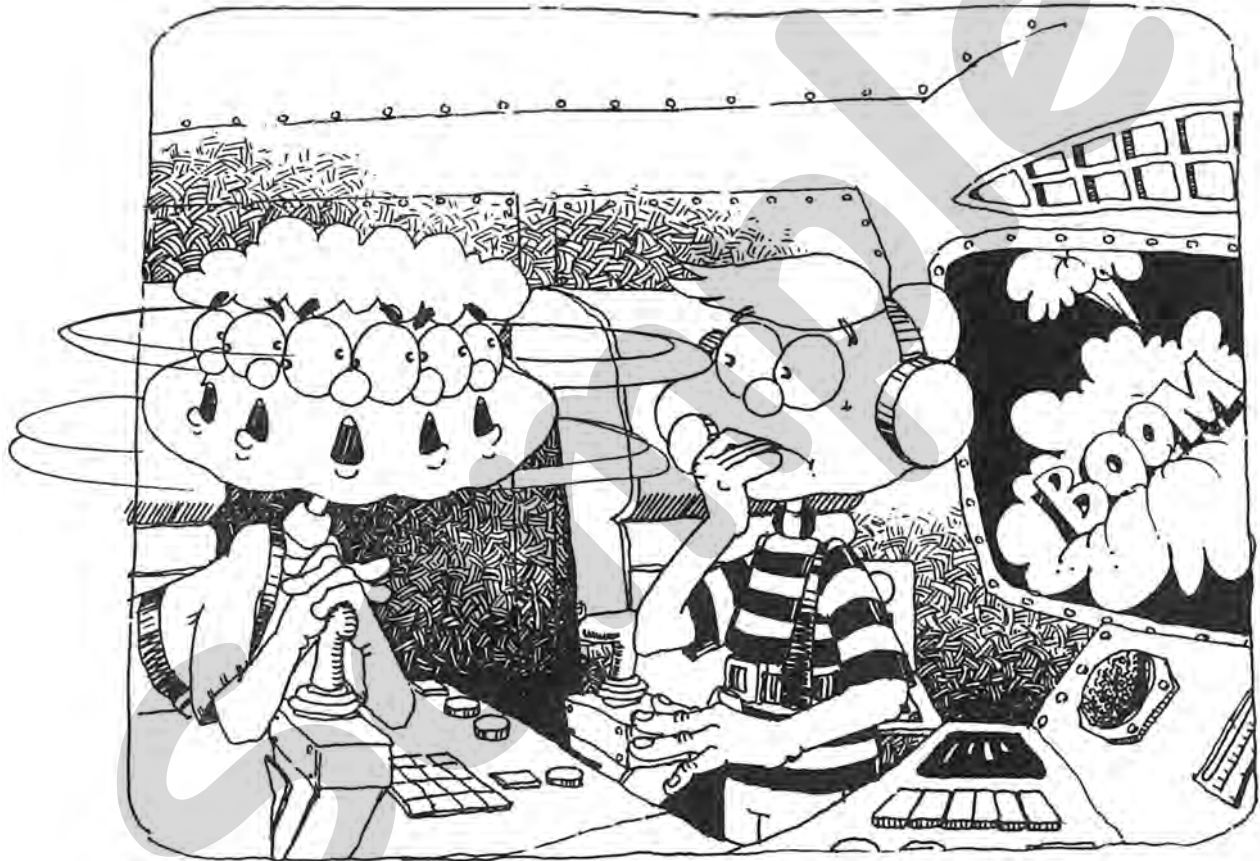


# So-me in Space



**Stuart Manins**  
Illustrated by Jenni Webb

# So-me in Space



**Stuart Manins**

Illustrated by Jenni Webb

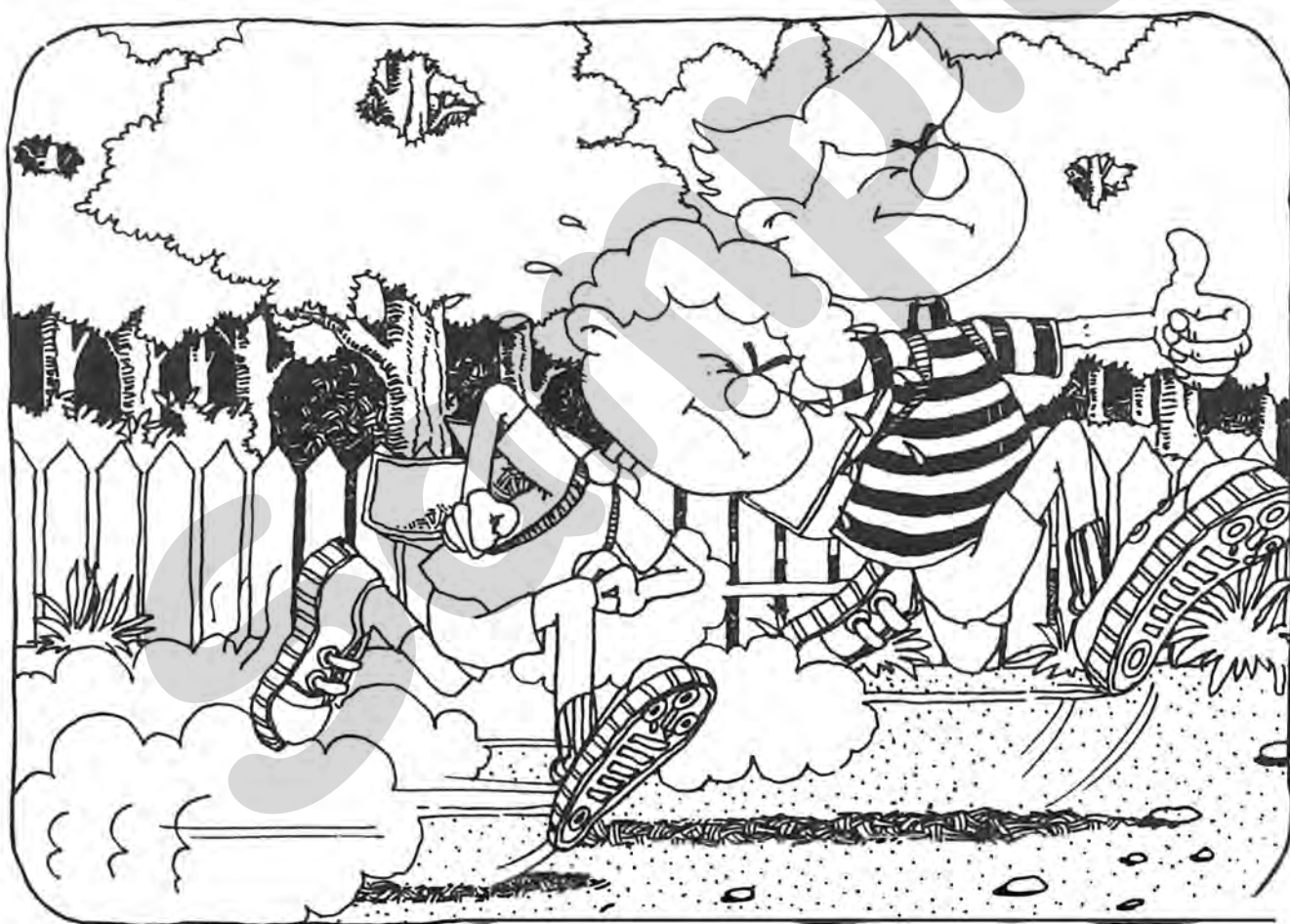


“If I nearly close my eyes I can pretend that I’m far away,” said La-me getting all dreamy and floating his hands in front of him as if he couldn’t see.



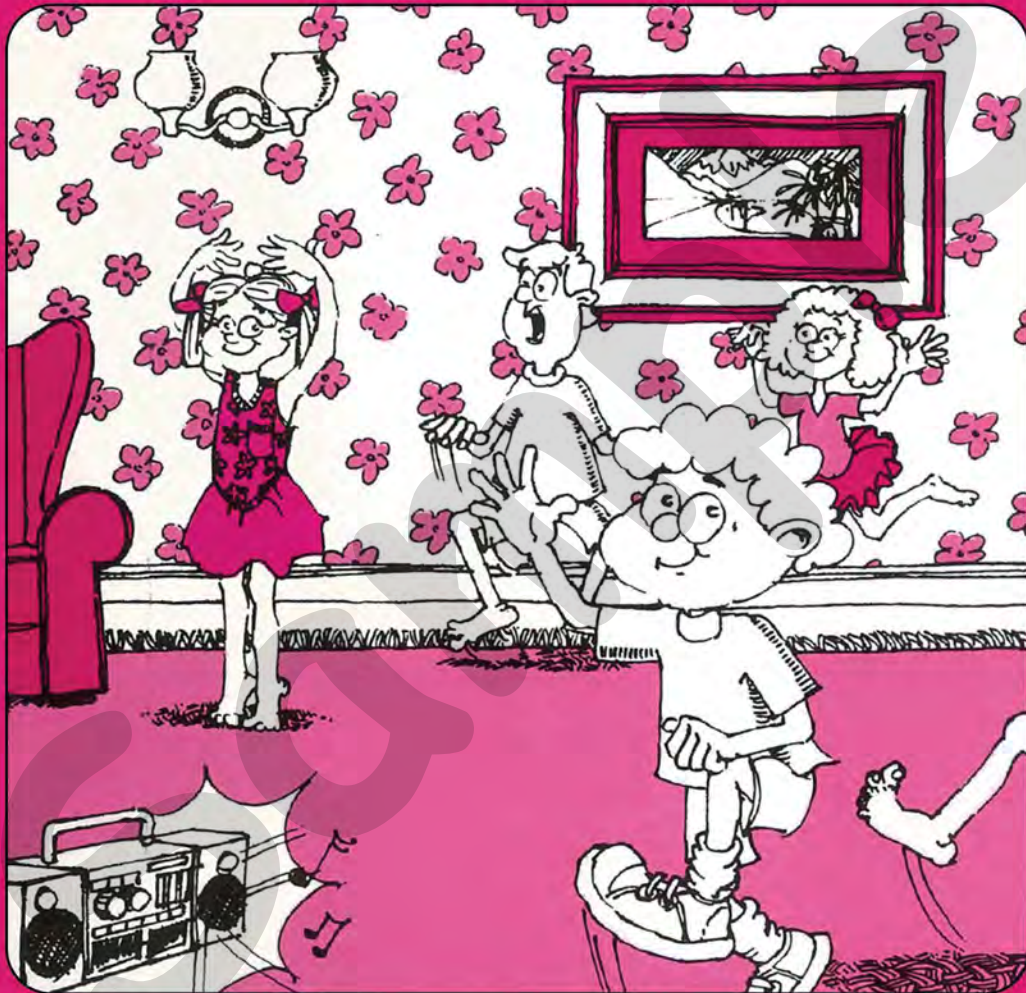


“Shall we change course for Mars?” suggested So-me. La-me thought about this for a while before replying. “Mars? Ma’s!? Mum will be waiting for us! We’ll get a rocket if we don’t hurry!”



They picked up their schoolbags and raced home.

# So-me and the Dance

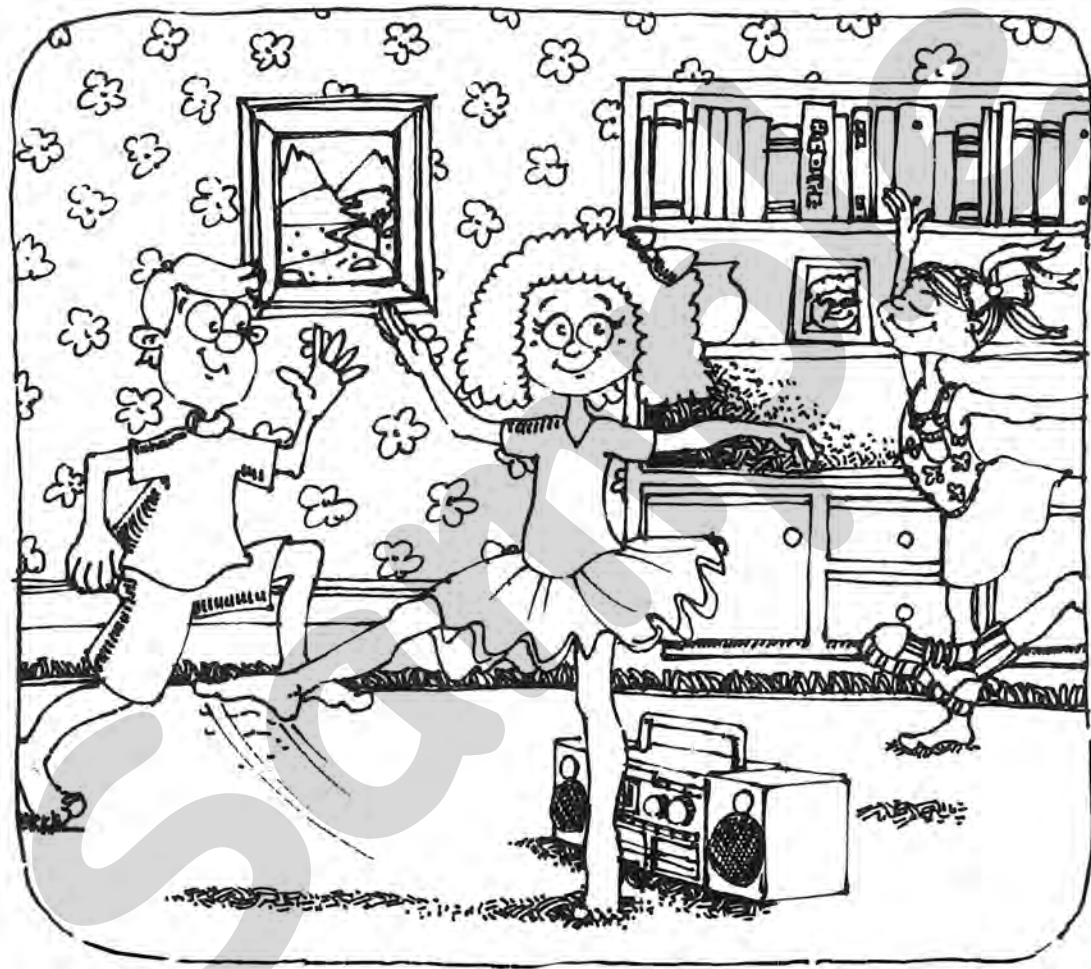


**Stuart Manins**

Illustrated by Jenni Webb



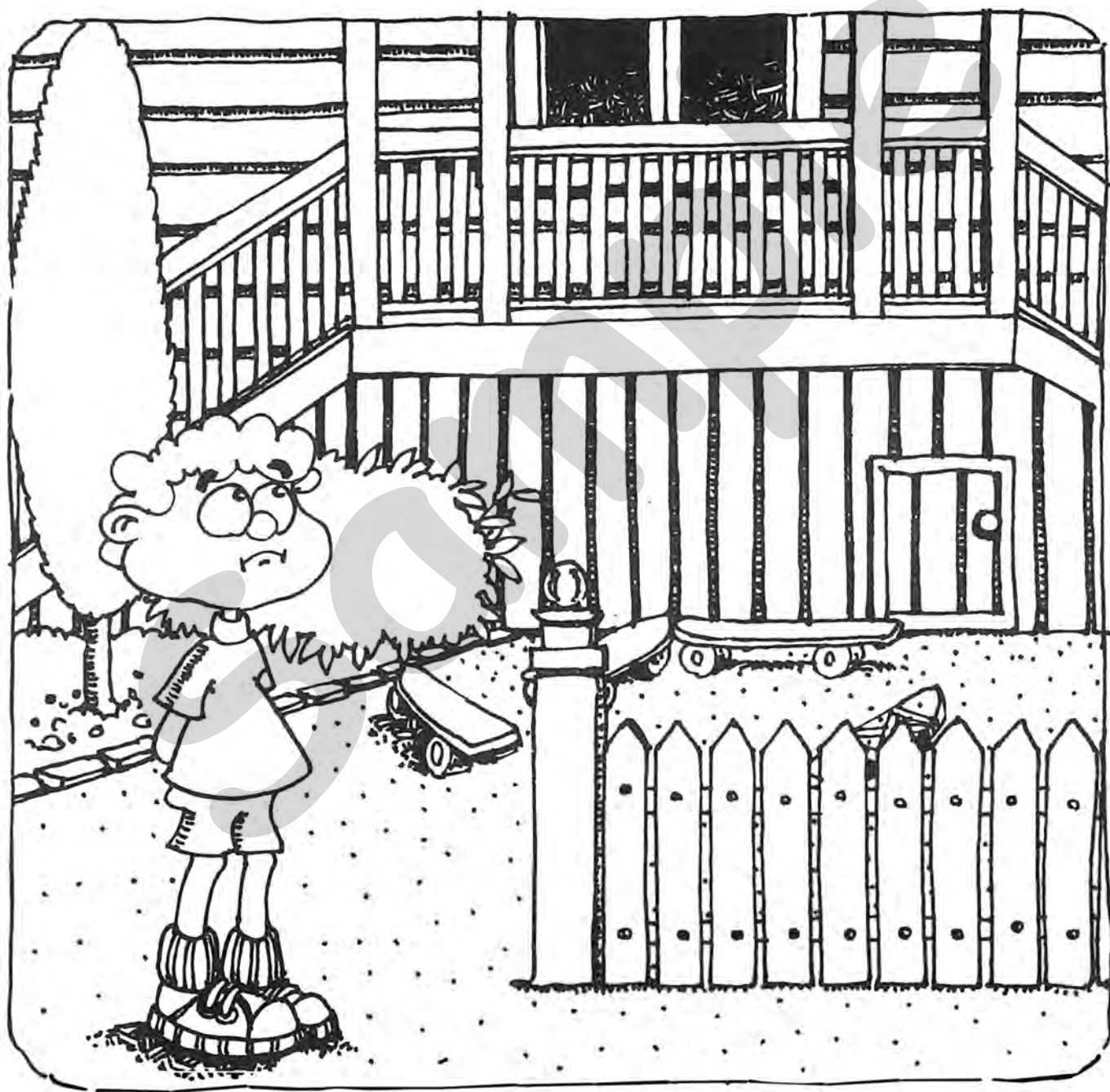
# So-me and the Dance



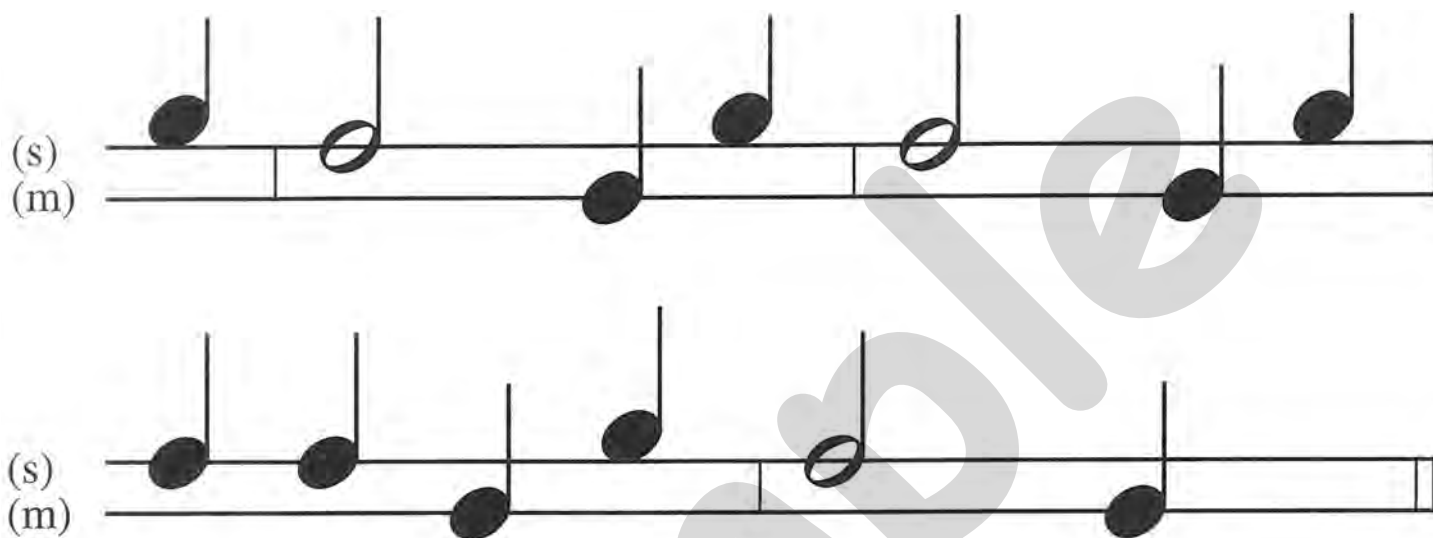
**Stuart Manins**  
Illustrated by Jenni Webb



So-me stopped outside his house and listened. He could hear music. He looked down the drive. There were skateboards all over the place.



When Dad came home he wrote out La-so-me's tune without using any words at all. It went:



You can *sing* it!

You can *dance* it!

You can *think* it to the *hand signs*!

You can ***make up a tune of your own,***



and use other notes  
and sounds as well,  
if you really want to!



# So-me and his Secret



**Stuart Manins**

Illustrated by Jenni Webb



# So-me and his Secret



**Stuart Manins**

Illustrated by Jenni Webb

When So-me answered his name by singing  $\overline{\text{s}}\text{---}\underline{\text{m}}$  his family knew where he was just by the sound.

Sometimes Dad would call to him in a crowd by whistling  $\overline{\text{s}}\text{---}\underline{\text{m}}$ .



On the way home they sang this song:

So La- and La-so  
me me me

cat \*  
And our Rome e e o

Sing sniff- dance and whis  
and le tle

that \* So  
Fancy me e e o





# So-me Goes to the Party



**Stuart Manins**

Illustrated by Jenni Webb  
with children's contributions

# So-me Goes to the Party



**Stuart Manins**

Illustrated by Jenni Webb  
with children's contributions

"**Mum.** Hone says I can go to his birthday party," called out So-me. He rushed in the backdoor and tripped over the mat. **Flop!**

"Please mum, please ..."



please

please

please

please!"



But the best time for Hone was when they sang Old Mother Brown again, and they all played the rhythmic pattern of the words on their instruments.

**x    xx    x    -    xx    xx    x    -**

Old Mother Brown, had to go to town.

**xx            xx            xx            xx**

Missed the bus al - though she ran. So

**xx    xx    xx    x**

has to go as best she can

**x            x            x            x**

Whoosh, whoosh, whoosh, whoosh,

**X**

**wham!**

Hone had a great party but his mother was thankful it came only once a year!

# So-me and the Monster



**Stuart Manins**

Illustrated by Jenni Webb  
with children's contributions

# So-me and the Monster



**Stuart Manins**

Illustrated by Jenni Webb  
with children's contributions



"I know a story about a monster," said Mrs Clapham. Her class sat up and listened.



"Is it a Taniwha?" asked Hone. "You'll have to wait and see," she replied.

"I want to be a *Taniwha*," said Hone.

"I want to be a *Woosleberry Bird*," said Renee.

"I want to be a *(p)ant*," whispered Ta'i.

"I want to be an *ele(f)ant*," called out So-me.

"I want to be *Tate* and go ti-ti," said La-me.

"I just want to be *myself*," said Kiri.

So they all were what they wanted to be . . . until lunchtime.



# So-me Finds 'Dough'



**Stuart Manins**

Illustrated by Joan Miles



# So-me Finds 'Dough'



**Stuart Manins**  
Illustrated by Joan Miles

"I wish something really exciting would happen to me **now**," said So-me. School had finished for the day and he was walking with his friends to the shops.



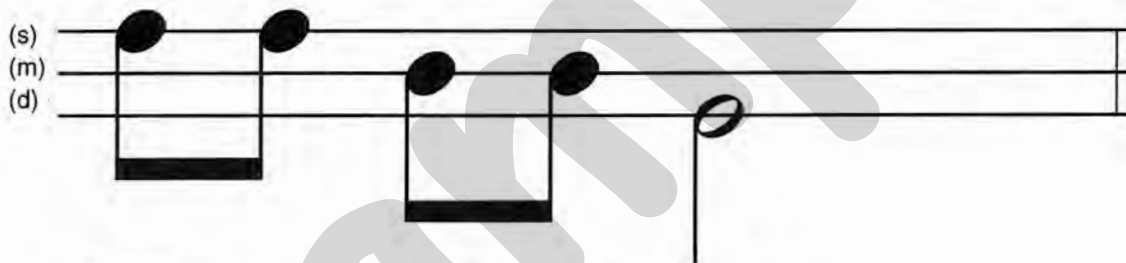
"How exciting?"  
asked Hone.

They wrote it alongside the new song for that day.

## Body Song



Touch your ears and touch your chin



Touch your mouth and grin.

2 Touch your eyes and touch your nose  
Touch your hips and toes.

Some of the children could already read it by themselves.

Can you?



# So-me and the Princess



**Stuart Manins**

Illustrated by Joan Miles and Charlotte Airey

# So-me and the Princess



**Stuart Manins**

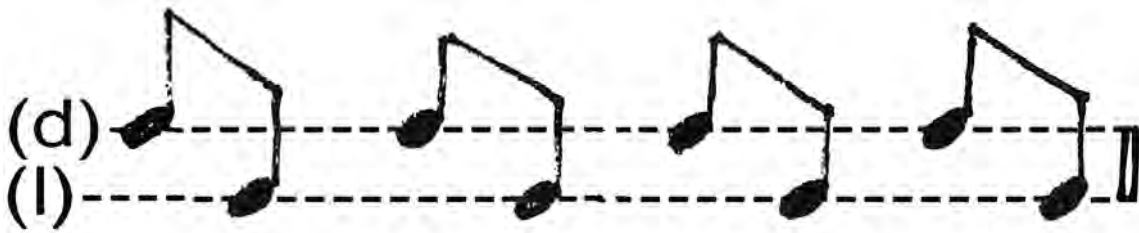
Illustrated by Joan Miles and Charlotte Airey

“How can we earn some money?”  
asked So-me.



And he sang the part of the  
Money Song (s) which

(m) went



Dollars, dollars, mighty dollars.



*She sang sleepily in her light voice.*

(s)---I'm---only---so---so-----

(m)-----

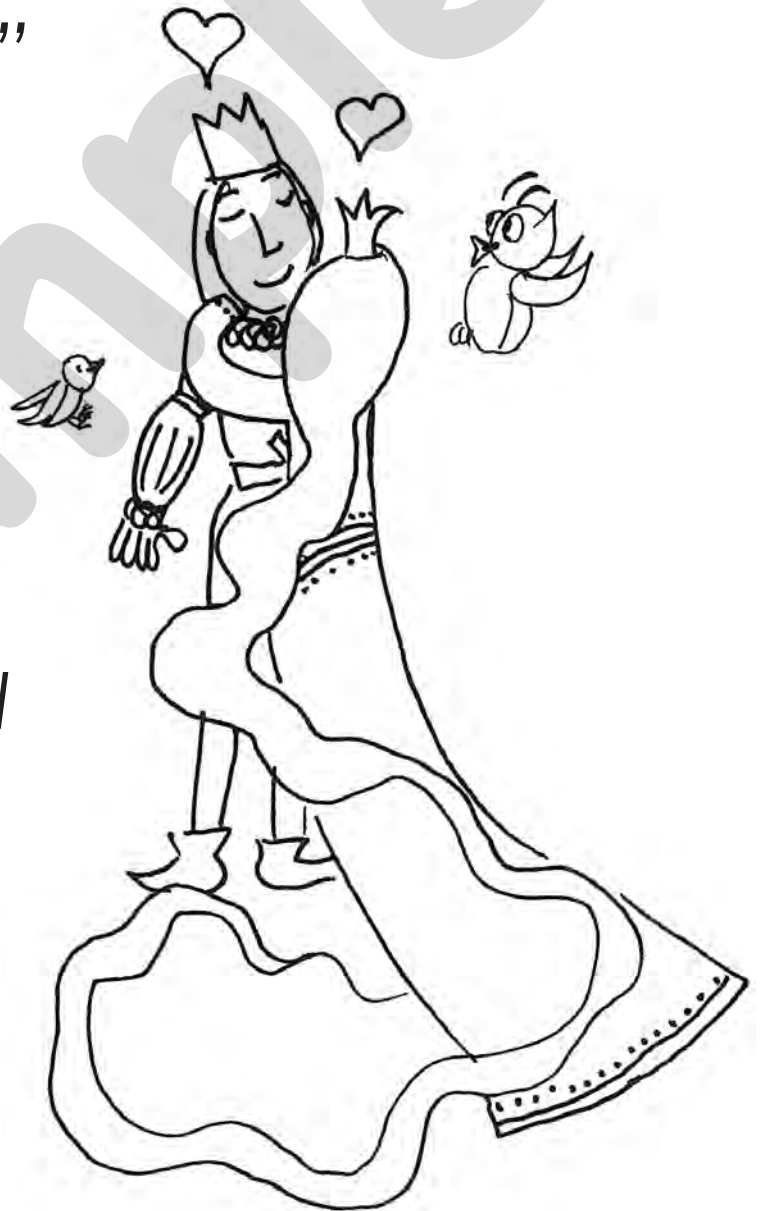
(d)-----

*"I think I need another kiss!"*

*"But I'm a stranger,"  
said the prince.*

*"Not any more,"  
replied Mimi as  
she threw her arms  
around his neck.*

*And just as she had  
needed him to  
bring her back to  
life, so he needed  
her to make his life  
worth living.*



Mum wrote out the music like this:

The image shows three musical staves, each with a treble clef and a key signature of one flat (B-flat). The first staff is labeled 'Heavily' and contains five quarter notes on the same pitch, with a thick black bar above the first four notes. The second staff is labeled 'Lightly' and contains five quarter notes on the same pitch, with a thick black bar above the first four notes. The third staff is labeled 'Lightly' and contains five quarter notes on the same pitch, with a thick black bar below the first four notes. Each staff has a legend on the left with '(s)' for soprano, '(m)' for mezzo, and '(d)' for alto. Below each staff are the letters 'd', 'm', and 's' respectively, indicating the vocal part for each note.

*When the prince became king, he married Mimi and they lived happily ever after.*

No-one would buy the story, but Mrs Clapman put it up across the back wall of her classroom for everybody to see.

The image shows a musical staff with a treble clef and a key signature of one flat (B-flat). The staff contains a sequence of notes corresponding to the lyrics 'Hoo-ray me, Hoo-ray doh, Hoo-ray s l m r d'. The notes are: Hoo-ray (quarter), me (quarter), Hoo-ray (quarter), doh (quarter), Hoo-ray (quarter), s (quarter), l (quarter), m (quarter), r (quarter), d (quarter). A legend on the left indicates '(s)' for soprano, '(m)' for mezzo, and '(d)' for alto. The notes are written on the staff with stems pointing down, and the lyrics are written below the staff.

MUSIC STORIES FOR JUNIORS

# Activity Sheets

for So-Me Storybooks 1-12



Stuart Manins

Themes  
&  
Variations



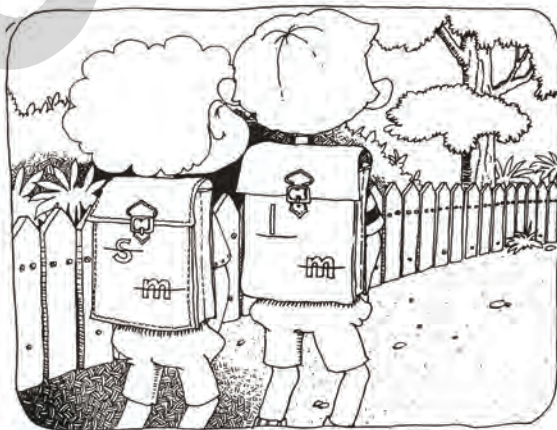
# Activity Sheets

for So-Me Storybooks 1-12

Stuart Manins

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# INTRODUCTION AND GOALS

The So-me books are fun stories about a likable character, So-me. Originally designed to help children sing in tune and move in time, they provide a basis for developing educational and music concepts and skills.

By listening to and joining in with the stories, and then by writing stories of their own, children are encouraged to respond sensitively and imaginatively to sounds in the world around them.

By the end of the So-me Stories' activities, children will have been involved with creative responses to sound and associated knowledge and skills.

This rich experience in musical expression lends to the production of their own written and performed musical composition linked to other areas of learning with the Creative Arts.

## The Activity Sheets

- Are designed to help teachers with follow-up learning
- Some are primarily written for the teacher to do with the class
- Others are written to develop children's independence - to take home
- Show the progressive and sequential nature of the program
- Can be used to indicate student and teacher success

The 12 So-me stories are only starting points for ensuing blocks of teaching and spiraling strands of learning that will continue throughout children's musical education. The books capture initial interest, involve their audience in interactive participation and then leave them motivated to continue their musical learning. These 21 activity sheets are designed to help teachers with such follow-up learning.

The majority of activity sheets are headed TEACHER GUIDE ACTIVITY SHEET because they require special teacher input. Others are headed ACTIVITY SHEET to encourage an increasing independence in students who may be able to do these on their own at home.

Teachers and parents will quickly appreciate that the stories are largely sequential. The Activity Sheets can provide the answer to the question, "When should we go on to the next book in the series?" Successful completion of an Activity Sheet shows that the student is ready to progress to the next book.

In an age when accountability is increasingly required from all of us at all levels in education (and society) the results from the individual responses to these sheets can tell us much about student achievement and progress as well as our successes and failures as teachers. It is intended that this knowledge will help students learn better, and will help teachers plan and teach more effectively.

Enjoy quality teaching and its outcomes.

# TEACHER GUIDE TO ACTIVITY SHEET 1

## Book 1 - Sounds Around Us

**1** Look at the picture on the first two pages of the story.

a. What things make sounds? Write them down here.

|       |       |       |
|-------|-------|-------|
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |
| _____ | _____ | _____ |

b. How many sounds can be copied by using voices or bodies? Have some performed in class.

**2** Sound is heard movement (vibration). Silence is unheard movement or heard stillness. We find sounds in many places.

On separate sheets of paper, ask children to draw pictures (or collect pictures) showing places where they find sounds.

a. Head up each sheet: WHERE I FIND SOUNDS

b. Under each picture, write where it is, e.g. at a party or at the seashore or in church.

**3** There are different kinds of sounds.

a. Sounds from Nature (e.g. a wave's crash on the beach, a bird's cry)

Other examples \_\_\_\_\_

b. Constructed (made-up) sounds (e.g. squeaky wheel, door shutting)

Other examples \_\_\_\_\_

c. Made-up sounds with a special message (e.g. a car's horn, speech)

Other examples \_\_\_\_\_

d. Combined sounds that make up music (e.g. a song, a guitar piece)

Other examples \_\_\_\_\_



# So-me Goes Missing

1. Look at this picture.  
What things make sounds?

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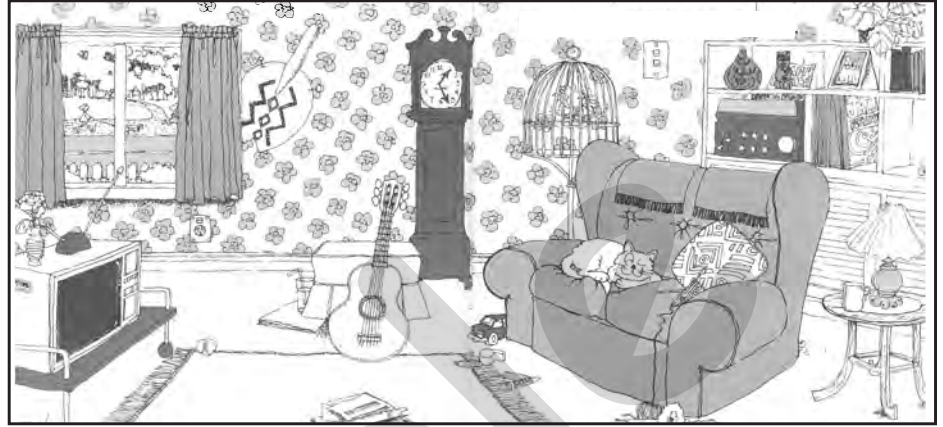
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So-me Goes Missing

How many sounds can you copy by using your voice and body?

2. We find music in many places. Draw a picture showing one place you find music.

3. We find music in other places. Write down some of these (for example: when my dad plays the guitar).

---

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# TEACHER GUIDE TO ACTIVITY SHEET 2

## Book 2 - Inner Sounds

**1** Look at the picture where Mum treads on the cat.

a. Read the text aloud.

b. Make your voice(s) louder and louder and **higher** and **lower** at the right places.

**2** Look at this diagram of So-me's name. One sound is **higher** and one sound is **lower**.

a. Write **up** in the space alongside the higher one and write **down** in the space alongside the lower one.



b. Now sing the sounds of So-me's name to someone who can tell the difference between the two sounds (use **G** and **E** chime bars to help, if you like).

Fill in: \_\_\_\_\_ (class or child's name) has sung these sounds correctly to  
\_\_\_\_\_ (someone else's name).

**3** On separate sheets of paper ask children to draw or collect pictures of:

a. Two things that make very **soft** sounds.

b. Two things that make very **loud** sounds.

c. Two things that make very **high** sounds.

d. Two things that make very **low** sounds.

e. Two things that make very **beautiful** sounds.

f. Two things that make very **ugly** sounds.

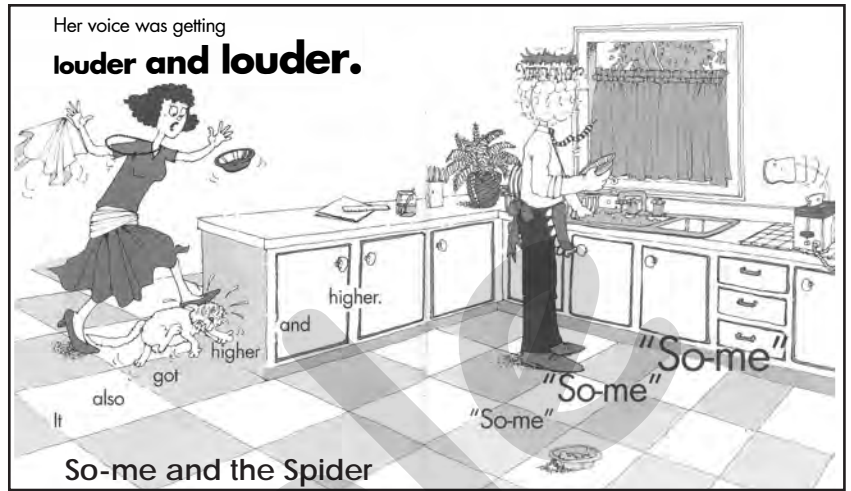
# So-me and the Spider

1. Look at this picture.

\*Read it aloud to someone.

\*Make your voice **higher** and **lower** at the right places.

\*Color in the picture



2. Look at these spaces.

One Sound is **higher** and one sound is **lower**.

\*Write **up** by the higher one and write **down** by the lower one.

\*Now sing them to someone who can tell the difference!

(Use **G** and **E** chime bars to help, if you like.)

|     |    |
|-----|----|
| So- |    |
|     | me |

\_\_\_\_\_ (your name) has sung these sounds to \_\_\_\_\_.

3. Try filling in the spaces.

\* Draw two things that make soft sounds.

\* Draw two things that make loud sounds.

\* Draw two sounds from **So-me and the Spider**.

|  |  |
|--|--|
|  |  |
|  |  |
|  |  |



# Stuart Manins

Creator of the So-me Storybook Series



A former Head of Music at the Auckland College of Education, Stuart Manins is active in retirement as lecturer, writer, teacher, and consultant. He is a member of the Early Childhood Commission of the International Society for Music Education.

