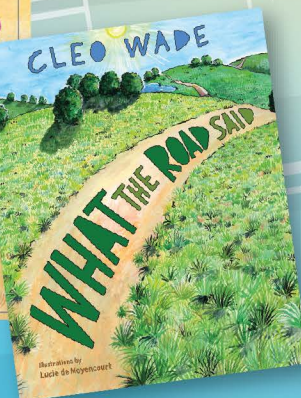
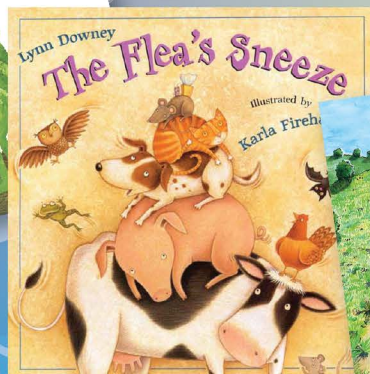
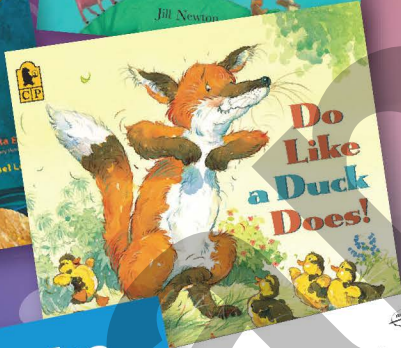
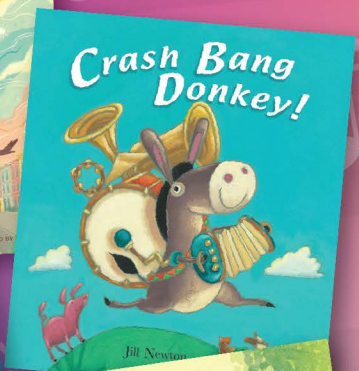
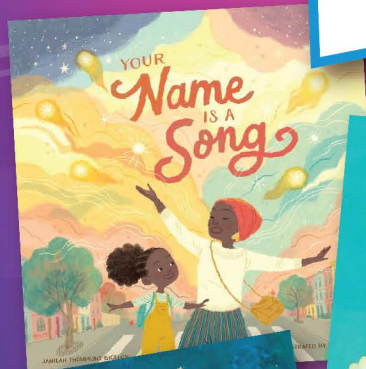


# Stories That Sing Too!



## Storybooks include:

It's Mine  
Inch by Inch  
The Flea's Sneeze  
Drum Dream Girl  
Crash, Bang Donkey  
Will You be My Friend  
What the Road Said  
Do Like a Duck Does  
Your Name is a Song  
All Are Welcome  
The Sweetest Season

**Storybook Lessons  
That Teach  
Music and Literacy**

by Jeanette Shorey  
Published by Themes & Variations

# Stories That Sing TOO

by Jeanette C. Shorey

Title	Author	Page	Grade
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How to Play Rhythm Instruments		3	
Introducing the Instrument Families		4	
Lesson Plan Templates		5	
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Inch by Inch	Leo Lionni	9	K - 2
The Flea's Sneeze	Karla Firehammer	12	K - 3
Drum Dream Girl	Margarita Engle	16	3 - 6
Crash, Bang Donkey	Jill Newton	19	2 - 4
Will You be My Friend	Lilly K. Rose	24	K - 2
What the Road Said	Cleo Wade	27	4 - 6
Do Like a Duck Does	Judy Hindley	32	K - 2
Your Name is a Song	Jamilah Thompkins-Bigelow	35	K - 2
All Are Welcome	Alexandra Penfold	41	3 - 5
The Sweetest Season	Elissa Kerr	45	1 - 3

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# Introduction

**Stories that Sing Too!** is a collection of music and literacy lessons for PreK - Gr. 5 students based on 11 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.

Your download code will enable you to download a 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 sales@musicplay.ca to get a download of the disk contents.

## What's Included in Stories that Sing Too?

- Projectables 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 assessment 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.

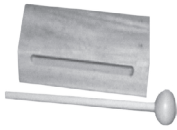
“A very strong relationship exists between rhyming ability at age three years and performance at reading and spelling three years later.” Bryant, Bradley, Clean and Crossland (1989)

# How to Play Rhythm Instruments

There are a multitude of unpitched percussion instruments. This list illustrates how to play some of the instruments most commonly found in primary classrooms.



**Claves** Hold a clave in one hand and tap it with the other.



**Woodblock** Hold the woodblock in one hand and tap it with a mallet.



**Egg Shakers** Shake the egg.

**Maracas** Hold the handle and shake.



**Tambourine** Hold the tambourine in one hand and tap the rim of the tambourine. This makes a short sound. You can make a longer sound by shaking the tambourine.



**Cowbell** Hold the handle of the cowbell and play on the surface with a mallet or beater.



**Triangle** Use a holder to hold the triangle. Some triangles come with a little red knob to hold on to. If you don't have a holder, you can improvise one by using a thick elastic band. Strike the outside edge of the triangle with a beater.



**Hand Drum** Hold the drum in one hand and play it with a soft mallet or your hand.



**Guiro** Hold the guiro with one hand and scrape it with a beater.



**Finger Cymbals** Hold the elastic - don't put your fingers through. Strike the edge of one cymbal with the other. (Don't crash them together.)



**Jingle Bells** Shake the jingle bells.



**Sandpaper Blocks** Rub the sandpaper blocks together.



**Rhythm Sticks** Sticks can be played in different ways. You can click the sticks together. You can use them to drum on the floor or on a beat board. You can hold one stick upright with one hand and pound on it with the other. Most rhythm sticks have one stick that is smooth and one with ridges. You can scrape the smooth stick over the ridges to make a sound.

# Lesson Plan Template

Book: \_\_\_\_\_ Theme: \_\_\_\_\_

Author: \_\_\_\_\_ Publisher: \_\_\_\_\_

<p><b>Movement Words</b> Are there any words in the story that make you want to move in a certain way?</p>	<p><b>Repeating Word Patterns</b> Are there any patterns or words that repeat in the story? This is an easy way to add body percussion rhythms and instruments.</p>
<p><b>Literacy Skills</b> Can you add vocabulary words, rhyming words, sequencing or comprehension skills to the lesson?</p>	<p><b>Music Skills and Instruments</b> Can you add music vocabulary words to the lesson? (ex. tempo, dynamics) What kind of instrument will work with this story? (pitched, unpitched)</p>
<p><b>Traditional Songs to Use With the Books</b> If you want to easily compose a song, use a familiar tune and add your own words.</p>	<p><b>Background Music</b> 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).</p>
<p><b>Props</b> What kind props will make the activity more fun? Scarves, stuffed animals, flash cards?</p>	<p><b>Extensions</b> 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)</p>

# Book 10: “All Are Welcome”



by Alexandra Penfold, Illustrated by Suzanne Kaufman,  
Alfred A. Knopf Books for Young Readers, ISBN#:0-525579656

## 3-5 Lesson Plan

### Objectives

#### Literacy & Numeracy Objectives

- RL.1 Ask and answer questions about key details in a text
- RL.4 Ask and answer questions about unknown words in a text
- RL.7 Describe the relationship between illustrations and the story

#### Music Objectives

Students will be able to:

- Sing a simple melody
- Read and perform correct rhythms on non-pitched percussion instruments
- Identify the mood of the story and perform on instruments
- Compose a simple melody
- Improvise a simple melody, based on the mood of the story

#### Materials:

- All Are Welcome, by Alexandra Penfold, Illustrated by Suzanne Kaufman, Alfred A. Knopf Books for Young
- Readers, ISBN#:0-525579656
- Device to play tiny melody
- Projectable
- Orff instruments
- Unpitched percussion instruments

#### Procedure Day 1:

1. Teach the tiny rhythm/melody.

2. Instruct students to sing or chant the rhythm/melody each time it occurs in the story.
3. Read the story aloud to the students, modeling good expression.
4. Do a picture walk through the story. You can ask the following questions:
  - a. What do you see?
  - b. What do you wonder?
  - c. What is the same or different about our school?
  - d. What is the same or different about your experience in school?
  - e. Here is information on different kinds of head coverings. Hats of faith, by Medeia Cohan is suggested
  - f. to explain more about different head coverings.
5. When you get to the map, play different suggestions selections of music. Point out which part of the world each style of music comes from.
  - a. Central America/Mexico - Los Pollitos, Bate Bate Chocolate, & La Cucaracha, arrangements by Daria Marmaluk-Hajioannou
  - b. South America - Peru - Yaw Yaw Puka Polleracha (Quechua), by El Condor Pasa
  - c. Asia/Japan - Kuma San
  - d. Africa/South Africa - There Come our Mothers, by Ladysmith Black Mombazo & Here Come our Mothers by Daria.
  - e. India - Achoum Achoum! Crescendo, Original Indian Children song, by Pragna Desai, & Assame Lullaby
6. Discuss how each type of music sounds different.

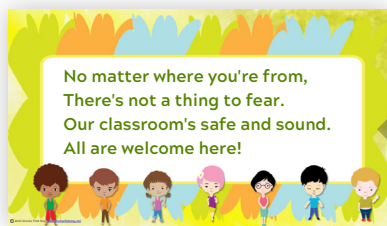
### **Procedure Day 2:**

1. Do a picture walk through the story, pointing out vocabulary words and music words.
2. If time, add some compare and contrast questions like, "What is the same/different between this classroom and our classroom."
3. On the pages about community, diversity, and adversity, ask "What makes a community? How is a community diverse.
4. Ask students what they notice about the children in the story. Discuss the word diversity.
5. Compare the instruments you're using and discuss how they are diverse/different from each other.
6. Ask students how they felt on the first day of school/the first day of music. Use this discussion to talk about mood and music.
7. Teach the rhythm(s) for each page. (The page numbers are referenced in the PowerPoint notes.)
8. Once you have read the book out loud the first time and discussed both the Literacy and Music Vocabulary words, teach students the rhythms for each part of the story.
9. Then divide students into groups. Each group should be assigned a page and corresponding rhythm. I like to make a black & white copy of each page and the PPT page that corresponds, and laminate them, so students can have their page to refer to. Each page has a different type of activity. For example, the first page of the book coincides with the "busy, busy"

rhythm on the PowerPoint. You will need to have a discussion about rehearsal and how playing their rhythm once does not mean they have rehearsed it and are comfortable.

### Procedure Day 3:

1. Teach students the rhythms for each part of the story.
2. Divide students into groups.
3. Assign each group a page and corresponding rhythm. (Pro tip: I like to make a black & white copy of each page and the PPT page that corresponds, and laminate them, so students can have their page to refer to. Each page has a different type of activity. For example, the first page of the book coincides with the “busy, busy” rhythm on the PowerPoint.)



4. Pass out a box of instruments to each group.
5. Instruct students to choose instruments that work for their page.
6. Instruct students to rehearse their instrument part until they are comfortable. Emphasize mood & dynamics.
7. Read the story again, adding the instrument parts.

### Movement Extension:

1. I like to do this activity before you read the story.
2. Discuss why it's important to feel welcome. Ask questions like:
  - a. How do you feel when someone smiles and welcomes you?
  - b. How do you feel if you're not comfortable being someplace?
  - c. How can you make others feel welcome?
3. Discuss ways you can make someone feel welcome by greeting them. Try to come up with some nontraditional ways to greet someone. Some examples are:
  - a. Smile
  - b. Wave
  - c. Shake hands
  - d. Do a little dance
  - e. High five
4. Teach the chorus (*tiny melody*).
5. Teach first phrase of the B section by rote. (Pro tip: Start by echoing the words without hand motions, for example, say wave instead of actually waving). Use the rhythm say in slide 5 of the *Movement Meet & Greet* projectable.
6. Create a 2nd phrase with more greetings as a whole group.
7. Sing the chorus & then the verse you've created for practice until students seem comfortable.



8. Instruct students to find a partner, face their partner and practice the verse using the greetings you've decide on. (ie. *high five, wave, handshake, bow* - student perform those with their partner).
9. Sing the song together. After the verse, students should find a new partner as they sing the chorus.

**Extension 2:**

1. Set up your Orff instruments in a circle, placing like instruments beside each other (ie. *all xylophones beside each other*).
2. Instruct students to sit behind an instrument.
3. Teach the Orff parts and/or unpitched percussion parts (*Pro tip: Do what you think is best for your students*).
4. Sing the chorus (*tiny melody*) to review.
5. Practice playing and sing the chorus.
6. Instruct students to:
  - a. Choose a method of greeting. (ie. *wave, fist bump, thumbs up, etc.*)
  - b. Practice their method 3 times.
  - c. Put the song together as follows:
    - i. Sing the chorus & play your instrument part.
    - ii. 1st four students say their name and do their greeting.
    - iii. Sing the chorus.
    - iv. Next four students, etc.
  - d. Go Around the circle until everyone has said their name.
  - e. If time, switch instruments.