

SING AND PLAY, STORIES ALL DAY

CHILDREN'S STORIES AND ACTIVITIES

FOR GRADES K-5

BUY IT NOW!

E-BOOK

JOSH SOUTHARD



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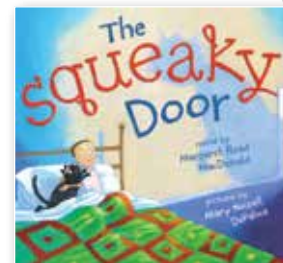
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THE SQUEAKY DOOR

Margaret Read MacDonald
 ISBN: 978-0-06-028373-5
 Harper Collins



SUGGESTED GRADE LEVEL: PRE-K - 1ST

MATERIALS NEEDED

Variety of small hand percussion instruments; Orff Instruments

Use sound effects (obviously the door, kiss smacks, the light, the oil can), animal sounds, crying sounds, and voices. Read with expression and dynamics giving your students a wonderfully musical experience!

STORY DEVELOPMENT

- 📖 Use Grandma voice for Grandma.
- 📖 Use big, strong voice for the boy when he declares “No. Not Me!”
- 📖 Use scared, timid voice for the boy when Grandma runs back inside the room
- 📖 Have students add special vocal effects
 - ⇒ Pick favorite animals to mimic when the door squeaks and everyone cries.
 - ⇒ Use shouting voice for “KABOOM!”
 - ⇒ Make a “kiss smacking” noise for Grandma’s kisses.
 - ⇒ Use high pitched voice to say “Click” for the lights.
 - ⇒ Make a snoring sound with “mew mew mew” for the snoring cat at the end.

EXTENSIONS

- 📖 Add unpitched percussion sounds for the animals.
- 📖 Teacher reads while playing a broken chord bordun on contrabass bars; Students create 4-beat melodies for each animal to play.
- 📖 Examples



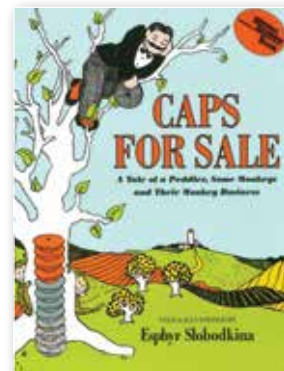
CAPS FOR SALE

Esphyr Slobodkina
ISBN: 978-0-06-443143-9
Harper Collins Publishers

SUGGESTED GRADE LEVEL: 3RD - 5TH

MATERIALS NEEDED

Barred Instruments; Small hand percussion; Tree Rhythm and Landscape Slides



CAPS FOR SALE

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Voice

GL

AX

BX

CBX

Caps for sale! Fif-ty cents a cap! If you don't like it, I'll take it back! Oh,

V

GL

AX

BX

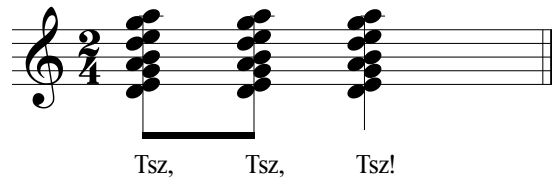
CBX

caps for sale! Fif-ty cents a cap! If you don't like it, I'll take it back!



MELODIC DEVELOPMENT

📖 Teacher tells story while playing a G broken chord bordun, adding in the monkey replies vocally and with tone cluster at appropriate parts of the book.



📖 Teacher sings *The Peddler's Song* every time he shouts "Caps for Sale!"

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📖 Assign tree names to each rhythmic building brick pattern.

TREE RHYTHM CARDS



📖 To further reinforce the rhythm of the tree names, Students echo eight beat phrases using Tree Rhythm Cards (four tree cards) for example,

⇒ Teacher: Red Oak, Sycamore, Sycamore, Pine

⇒ Student: Red Oak, Sycamore, Sycamore, Pine

📖 Then have them change one rhythm card, for example,

⇒ Teacher: Red Oak, Sycamore, Honey Locust, Pine

⇒ Students: Red Oak, Honey Locust, Honey Locust, Pine

📖 Have students change two rhythm cards, then three, and finally all four so that they have created a new pattern.

📖 Teacher asks students to recall the different color caps in the story (checked, gray, brown,



A FROG IN THE BOG

Karma Wilson and Joan Rankin
ISBN: 978-0-689-84081-4
Margaret K. McElderry Books



SUGGESTED GRADE LEVEL: ADAPTABLE FOR 1ST - 5TH

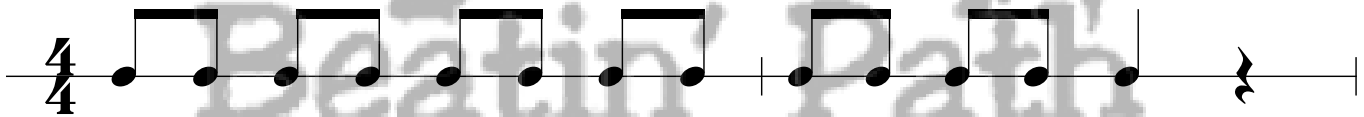
MATERIALS NEEDED

Orff Instruments; "Frog" Umbrella and Tarp

MELODIC DEVELOPMENT

PLAY "CATCH A BULLFROG"

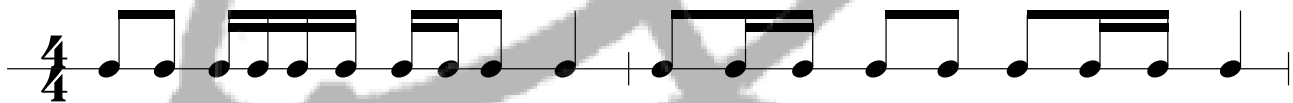
- 📖 Teacher walks in circle with Students while chanting grade appropriate text.
- 📖 1st - 3rd Grade text



Look at Mis - ter Al - li - ga - tor o - ver in the swamp!



- 📖 4th - 5th Grade text



Al-bert Al-li-ga-tor had a big mouth, teeth poin-ting north and teeth poin-ting south.



- 📖 Teacher turns facing student behind, makes 'arch' with Student rotating so rest of students pass through.
- 📖 On "chomps/snap," arch comes down to catch a Student ("bullfrog"). The Student caught partners with another Student to catch next "bullfrog."
- 📖 Teacher makes arch with another student as "bullfrogs" become new arches.
- 📖 Game continues until all are arches.
- 📖 Read book, chanting appropriate text after each que, "And the frog grew a little bit bigger."

DRAMATIZE THE BOOK

- 📖 Set Orff instruments in C pentatonic; Students improvise melodies, playing the game text rhythm.



- 📖 Accompany improvisation with steady beat on contrabass bars (C G).
- 📖 Ask some students to pick a small hand percussion instrument for each set of bugs (primary grades play their sound for the number of bugs, older students create a short ostinato for each bug).
- 📖 Tremolo on low A or shake hand percussion on the cue, “log starts to rise;” all Students shout “GATOR!”
- 📖 Switch contrabass bar steady beat to A E on the cue, “With his mouth open wide.”
- 📖 Students improvise in la-based pentatonic when the “frog grows a whole lot smaller”
- 📖 All switch back to do-based pentatonic for final chanting of the game text.

MOVEMENT DEVELOPMENT

PLAY GAME

- 📖 Attach a green or camouflaged tarp to an umbrella! Get a pair of large crazy eyes from a local home store, and you have your frog!
- 📖 Some students are bugs or groups of bugs spread out through the room.
- 📖 All of the “bugs” squirm, fly, crawl, creating appropriate movements.
- 📖 Frog travels around the room hunting for dinner.
- 📖 As the frog eats each bug, they get inside the belly (under the tarp) to make the frog grow a little bit bigger.
- 📖 As bugs fly out on cue, each finds an empty instrument and helps play the rest of the book.



SCHERZANDO IN B-FLAT

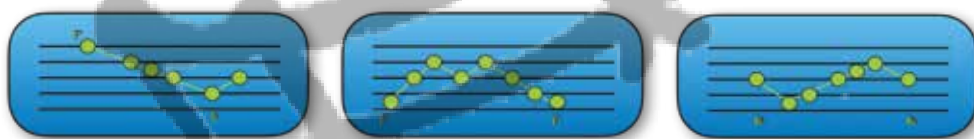
SUGGESTED GRADE LEVEL: 4TH - 5TH MELODIC DEVELOPMENT

- 📖 Start with body percussion - Teacher performs entire piece (first time through only); Students determine form (aaba).
- 📖 Teacher breaks A Section down to simpler quarter note rhythms (stamp clap clap clap); Students echo
- 📖 Once Students are comfortable, Teacher adds eighth note claps, and then both stamps.
- 📖 Using same process as A Section , Teacher works through B Section until Students are secure.
- 📖 Perform whole piece first time.
- 📖 Teacher shows Students the repeat with alternate ending; Students perform.
- 📖 Once Students can perform the entire piece, they have their BIG A Section complete!
- 📖 For the B Section , Students turn to a partner and practice giving each other 8-beat Questions and Answers using body percussion (snap, clap, pat, stamp).

FINAL PERFORMANCE ABBA (A-RU#52,B-8-beat question, 8-beat answer).

Though the following melody is not an exact transfer of the above rhythm, it's the stamps on the anacrusis that really helps them with the melody since they have to listen to the pickup notes and come in on the off-beat!

- 📖 Barred instruments set up in Bb pentatonic; Students walk mallets down from high F to low G.
- 📖 Teacher adds Bb to the end of pattern for F' D' C' Bb G Bb.
- 📖 Teacher plays pick up notes on bass xylophone, Students respond with pattern.
- 📖 Once that part is secure, Teacher shows melodic contour on staff of remaining two patterns and give Students time to figure out

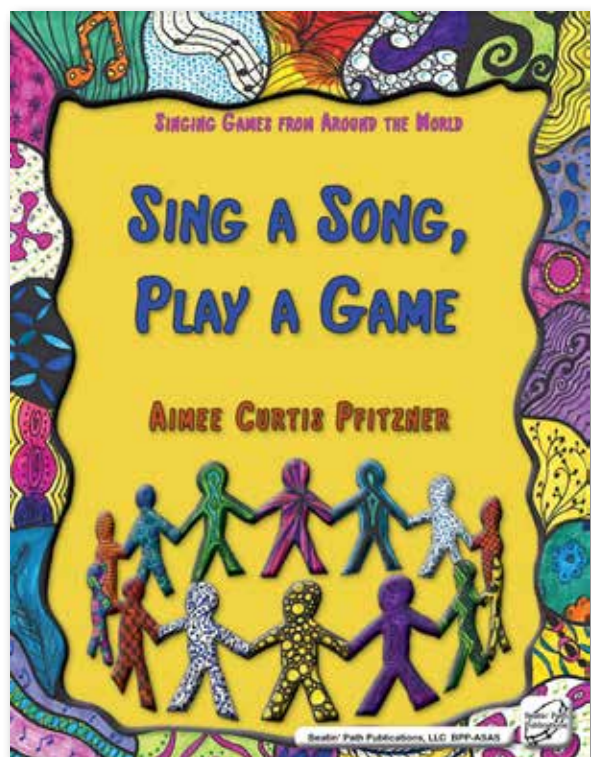
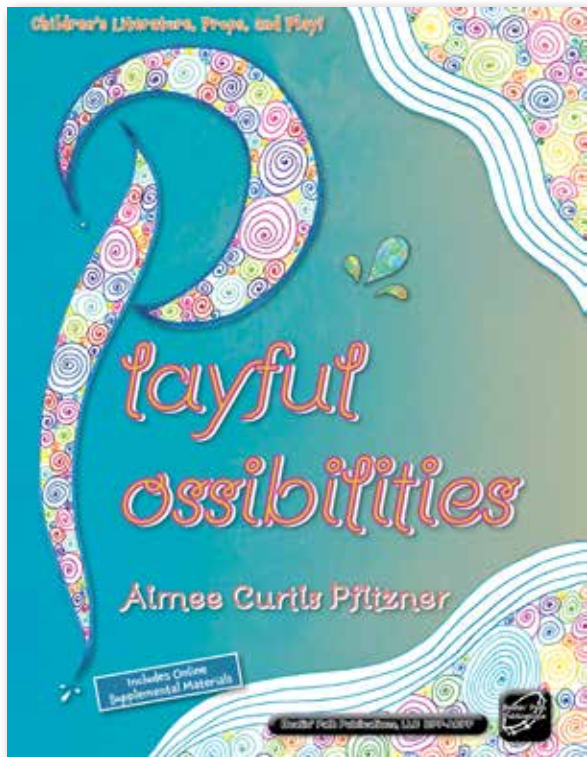
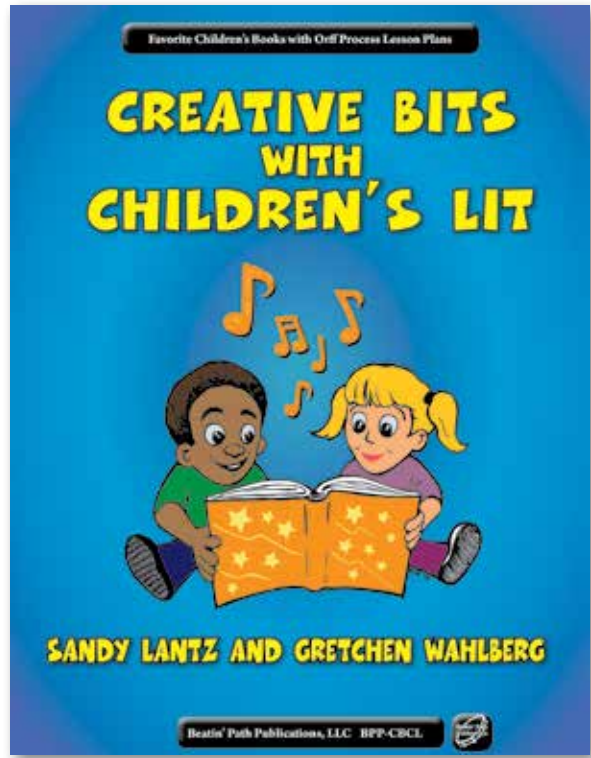
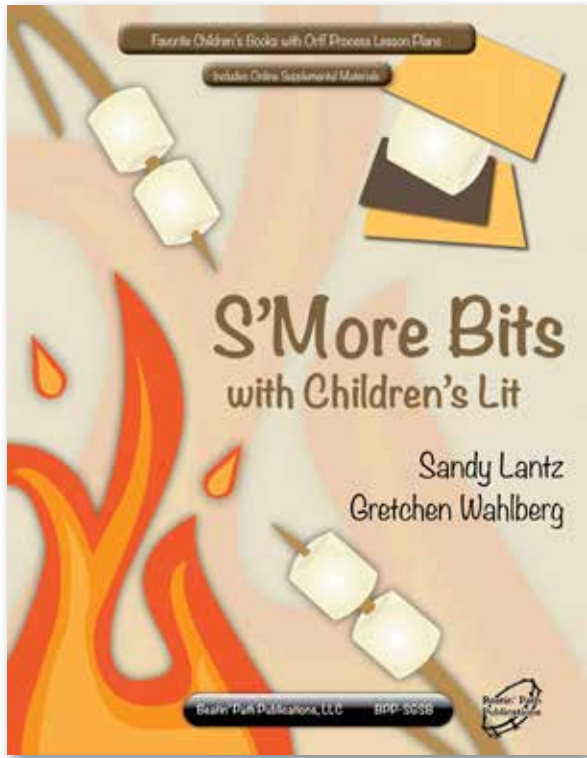


The metallophone part can be easily taught by rote. Students play Bb and F' on down beat of each "a" section of melody. On B Section, Students begin with mallets on Bb and D', move down one bar each to G and C', back to Bb and D', up one bar each to C' and F', and then back to Bb and D'

- 📖 The Bass Xylophone/Bass Metallophone and Contrabass Xylophone parts play the stamp parts on F and Bb.
- 📖 Students should now be ready to play the entire A Section of the piece!

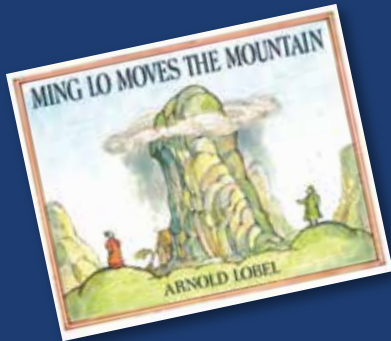


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