

Cross-Curricular Supplemental Activity Packet

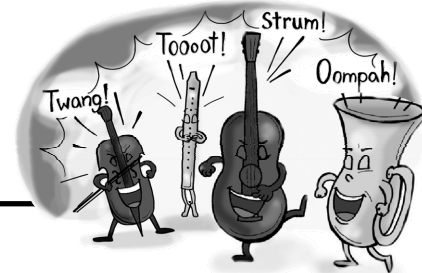
Play a Song For Us!



This packet contains classroom activity suggestions and worksheets to reinforce concepts from the Playbook® story and to go beyond the story into the content areas of Language Arts, Math, Science, Social Studies, Art, Health, etc., as well as Character Development.

Activities range in age appropriateness and skill level so that teachers can choose activities that best suit their particular students. An Answer Key is provided on the last page.

Musical Words



In the story, *Play a Song For Us*, each character says words that sound like the music the instrument makes. For example, the flute says **toot** which sounds like the music a flute makes. When words sound like sounds, it is called "**onomatopoeia**." (Say *ah-no-mott-oh-pea-ah*.) Other examples of onomatopoeia are **zip** which sounds like a zipper zipping and **snap** which sounds like your fingers snapping. Words like this make stories fun to read because they help you imagine you are there and can hear what is going on!

Part A: Match the instrument with the sound it makes in the story by drawing a line between the picture and the correct sound.



Twang, oh twang, strum dee strum.



Fiddle dee dee, fiddle dee dum.



Toodle oodle too, tootle do dah.



Oompah, shoomba boom pah pah.

Part B: Circle all of the words below that are examples of onomatopoeia. Then write two other words you can think of that are onomatopoeia words on the lines at the bottom of the page.

ring

slurp

mice

bang

food

meow

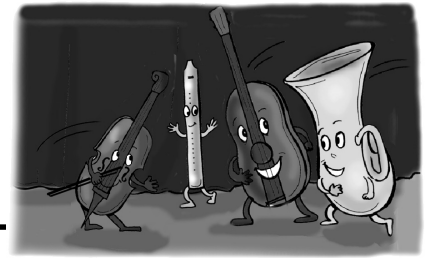
clap

bar

talk

Name _____

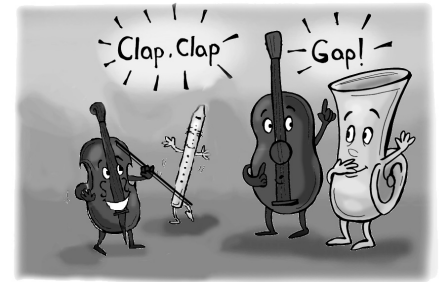
Connect The Dots



Directions: Count by threes to connect the dots and see the picture! Be careful—don't be fooled by the extra numbers that are not in order by threes! When you're done, color the picture.



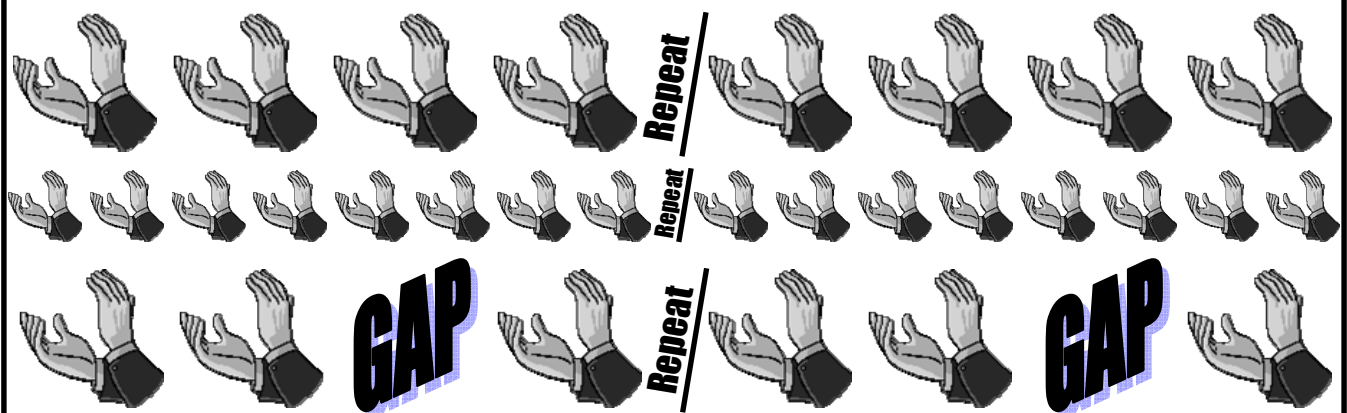
Rhythm and Melody



Two of the most important things that make up music are rhythm and melody. In the story, remember how the audience wants to hear sounds with rhythm and melody? They want to hear it because they are what make music interesting and pleasant to hear.

Rhythm makes up the beat of a song. The notes of the song are played or sung at a speed that matches the rhythm. Thinking of the beat of a drum can help you understand rhythm.

Directions: Clapping your hands is a great way to practice rhythm. For this activity, your teacher will clap patterns with gaps of different lengths. Your teacher will ask you to repeat the rhythms back by clapping. You will be able to see how rhythm makes a song sound a certain way!

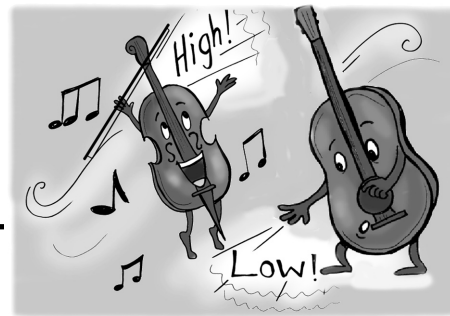


Examples for getting started - The three lines of clapping hands above show three different rhythms. For the second line, clap twice as fast as the first line. For the third line, put your hands in your lap and skip the clap where the word, "gap," is shown.

Name _____

Rhythm and Melody

(continued)



Melody makes up the tune of a song.

A melody is formed by playing or singing higher and lower notes in a row. When you sing, the way your voice goes up and down is the melody of the song.

Directions: Listen to the three different songs played for the class by your teacher. Draw a line in the boxes below that goes up and down with the tune of the first line of each song.

1.

2.

3.

Harmony



When higher and lower notes are played or sung at the same time, we get **harmony**. Two or more notes at the same time sound different than any of those notes individually, and creates a more interesting sound. You can hear **more** sounds than the notes being played!

Directions: Now you will get to try singing a song with harmony! You probably know the song, "Twinkle, Twinkle, Little Star." First, sing the whole song as a class. Your teacher may help you use the musical notes shown below to know how to sing the song.

Next, your teacher will assign a small portion of the class to sing some of the words to the song while staying on the note of the first word for the first half of each line. The parts this group should sing on the note of the first word are underlined in red below.

The rest of the class will sing the song normally. Notice the difference between the parts that have harmony and the parts that do not. The part with harmony will be richer because the first note will mix with each of the other notes! Hear for yourself!

5

Twin-kle, Twin-kle, lit-tle star, How I won-der what you are.

9

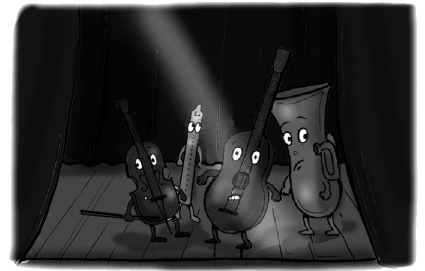
Up a - bove the world so high, Like a dia-mond in the sky.

13

Twin-kle, Twin-kle, lit-tle star, How I won-der what you are!

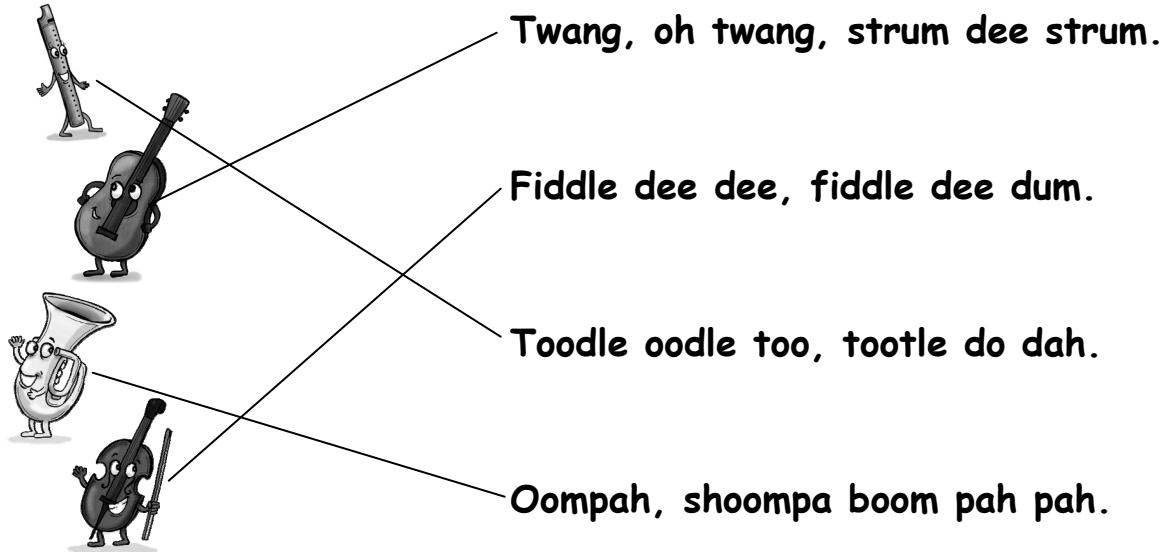
Answer Key

For Teacher Use Only



Musical Words

Part A:



Part B: The following words should be circled.

ring, slurp, bang, meow, clap

Rhythm and Melody (*Teacher Instructions and Sample Responses*)

For the **rhythm activity**, clap patterns to the class and ask them to repeat back the clapping sequence. Take volunteers one at a time so that the exercise does not become muddled with too many students attempting the rhythm. Start with the clapping patterns shown on the activity sheet. Online rhythm games for children are also available here: <http://www.classicsforkids.com/games/>

For the **melody activity**, pick three or more simple well known children's songs and play them for the class. After the first round through, repeat them one at a time and have students complete the activity sheet. Below are some samples of what students might draw for different tunes.



Harmony

For this exercise, first have students sing the song all together. Then assign one quarter of the class to sing the underlined parts of the song in the note of the first word of the song: C, while the rest of the class sings the whole song in its original notes. Be sure to point out how the song sounds different and has more layers of sound in the harmonized portions, and that your students are creating harmony by singing two notes at once! For a more advanced exercise, try having the students sing the second half of the lines in harmony as well!



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