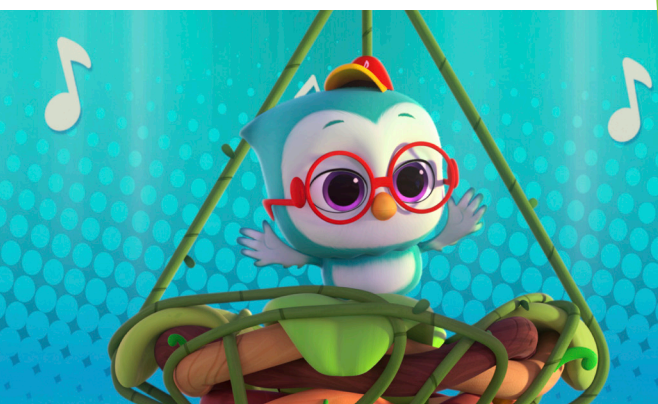




## EDUCATOR GUIDE

EPISODE 101A

### CURIOUS BIRDIOUS



#### MUSICAL VOCABULARY

Beat, Maestro, Melody, Harmony, Bongo, Conga



#### SOCIAL-EMOTIONAL SKILLS

Self-regulation, Empathy, Teamwork, Perseverance



#### ADDITIONAL LEARNING AREAS

Mathematics, Engineering, 21st Century Skills (invention), Language (print knowledge)



## MAESTRO MOON'S CUES

Meet **Do, Re & Mi**. The story begins when a beat wakes Do up from a nap. It's an exciting beat that gets Do's curious mind working. He wants to find out what could be making that sound. Do knows the sound is coming from the top of a tree, and while he is eager to get there, he doesn't fly well. Re and Mi, Do's friends, help Do create solutions to get to the top of the tree to find out more about the beats they are hearing. They first try an owlapult which acts like a catapult and then have success with the owlevator that is similar to an elevator. Do finally gets to the top of the tree and sees that Conga and Bongo, the town's woodpeckers, were banging and building a roller-coaster and making the beats! The birdie friends join in to help – singing and dancing all the way.



## MUSICAL VOCABULARY

- BEAT** - rhythmic patterns in music. How time is counted in music
- MAESTRO** - expert or master in arts, conductor or teacher of music
- MELODY** - the main series of notes repeated in music (tune)
- HARMONY** - singing or playing music in tune with each other, tones that are pleasing together
- BONGO** - varying sized drums connected together, beat with hands
- CONGA** - tall narrow single headed drum from Cuba, beat with hands

## MUSICAL VOCABULARY BUILDING

- How does the beat make you feel? Beat is a sound you can make over and over. Let's clap out a beat together. (Clap in a steady continuous pattern together)
- Now let's softly use the tips of our fingers and tap our heads to the same beat.
- What happens if we clap twice and pause like this; Clap, clap (rest) clap, clap (rest). Our beat is changing. Let's change it up again.
- Let's pretend the floor is a drum. Make your own beat.
- The woodpeckers making the beat are named Bongo and Conga. These are kinds of drums. Why might a woodpecker be named after a drum? What part of their bodies are they using to make the beat? Let's all be woodpeckers pecking out the beat with our birdie beaks!
- When we line up to go outside let's stomp our feet to a beat - Stomp, stomp, tap, tap, tap.

# MAKE YOUR OWN BANGING BEAT

## Learning Experience

Maestro Moon explains to Do, “a beat is a sound that you can make over and over”. Do is noticing how that beat gets his toe tappin’ and his body moving! In other words, a beat is a pattern in music that repeats. Children will explore the beat with their bodies, build their own beats, and replicate each other’s.

While sitting together, ask children to recall the beat that Do heard, “bang, bang, pop, pop, pop”. Do remarks, “like popcorn!” Ask the children to think of how to make the pop of popcorn with their bodies, inviting them to pop their lips in different ways. If children have unique ideas they introduce, allow everyone else to follow along. Are there other things that pop, like popcorn? (e.g., balloons, jar lids, etc.) Then move to thinking about what make could make the sound bang? Can children replicate that sound?

Provide children with various objects that they can use to make a popping or banging sound. Ideas for popping sounds are small balloons, bubble wrap, suction cups, and corks in bottles. Some ideas for bang are a hammer or mallet, pot lids, metal spoons, and wooden spoons. As this can be a loud experience, think about your group size and location to explore sound making in. Once children have had time to make various banging and popping noises, create partnerships where they can recreate the beat “bang, bang, pop, pop, pop.”



## Extend the Learning

🎵 When you gather back together as a group, ask, “What is a body movement that we could use for ‘bang’?” Use the child’s suggestion, such as a clap. Then ask, “What is a body movement we could use for ‘pop’?” Use the child’s suggestion, such as tapping shoulders. Remind children that it is one body movement per sound which will support the idea of one-to-one correspondence, organization, and the internalization of the beat. Model the motions that children suggested with the words (e.g., clap, clap, tap, tap, tap). You can repeat this exercise using additional body movement suggestions. Later, you can even replace the words “bang” and “pop” for other words or sounds.

As children build familiarity with the concept of beat and pattern, have fun with it. Understanding that patterns can be created in a multitude of ways supports flexibility of thinking which is a critical mathematical (and life!) skill.

Integrate literacy as you add the words “bang” and “pop” through wearable signs. Make up beats by having the children stand together wearing the signs in groups of five. Now what do the signs say? Have the children stomp and clap as they say their signs. Mix it up for fun.

🎵 Offer several materials, such as Unifix cubes, pom poms, gems, craft sticks, etc. Ask children to recreate the beat using physical materials. What item will they pick for “bang”? What item will they pick for “pop”?

Once they have their beat down, they can replicate it again and again, seeing the pattern of the beat come to life in a visual sequence. They can then look at the variety of ways the pattern was recreated. If appropriate, they can draw or write out their pattern on cards for other children to replicate.

🎵 Popping popcorn is such a compelling experience because it activates the five senses. The sound of the popping, the sight of the popper filling, the smell of the deliciousness, the feel of the transformed food, and finally the crunchy and salty taste! Place an air popper in a central location, such as the center of a table with plenty of space around it. Arrange the children so they can see and have space to move their bodies. Instruct them to listen carefully as their bodies will need to move at different speeds as they act out the popping popcorn. After they pop along with the popper, they can enjoy a tasty snack together and discuss the experience.



EDUCATOR GUIDE  
EPISODE 101A

primevideoedu.dothegoodery.com

prime video doGoodery



## RE's SOUND STUDIO

### DRUM BEATS

Add drums to the sound studio for beat exploration! If drums are not accessible, offer sticks or spoons and a drum image that can be taped to the table. As children visit the sound studio, they can freely explore beats, creating their own or following along with a friend.



## DO's WORKSHOP

### BIRDIE INVENTIONS

Do is the curious birdious who really innovates to solve problems, just as he does to get to the top of the tree! Now the children will have a chance to be like Do and use materials to make their own inventions. Allow them to reflect on the creations of Do, Re & Mi before they get busy. How would they make an "owlevator" – a type of elevator for owls and other birdies or an "owlapult" – a catapult that looks like a seesaw and helps things fly. What could they use to make a roller coaster? Gather recycled materials – cardboard boxes, cardboard tubes, dowels, and plastic containers. Add art and craft supplies – construction paper, paint and paintbrushes, child-safe scissors, yarn, and glue or tape. You can also include items from the block area. They can work individually or collaborate, just like the birdie buddies. After the children create their inventions, they can test them out using small figurines. Send pictures to parents of the final results.



## MI's BIRDIE BUDDY

### MOMENTS

#### FRIENDS WAIT FOR FRIENDS

Give the children different color blocks. Have 3 or 4 in each color. Now ask the children to find other children with the same color blocks. They can lock arms and wait until everyone has found matches. Once the class is done you can all dance and sing to Do, Re & Mi! This can be done in transition times or at the start of the day. It reinforces positive relationships and patience as they wait for others to find their matches.



EDUCATOR GUIDE  
EPISODE 101A

primevideoedu.dothegoodery.com

prime video doGoodery

## SING ALONG

SING DO, RE & MI  
AND I'M CURIOUS WITH THE CHILDREN.

Play Song Here

## I'M CURIOUS!

(Jackie Tohn, David Schuler)

© 2018 Do Re Mi Productions LLC. All Rights Reserved.

### DO (Spoken)

Now I know what's making all those sounds.  
Let's help Conga and Bongo build this rollercoaster!  
Come on, everybirdy!

### DO

I heard a real loud bangin' up above my nest  
It shook me outta my owl rest

### MI

I could've told you what it was cause I can fly high

### DO

But I had to go and see it with my own owl eyes

### RE / MI

He's a curious birdious gadget maker.  
So he built an owl-a-pult and a bird-e-vater!

### DO

Cause when I got a question, I need the answer!  
The answer! The answer! The answer!

### CHORUS

I'm curious!

### DO

I gotta go find that sound

### CHORUS

I'm curious!

### DO

I gotta figure it out

### CHORUS

I'm curious! Who, what, why, and how!  
I'm curious! Curious!

### DO

I gotta go find that sound

### CHORUS

I'm curious!

### DO

I gotta figure it out

### CHORUS

I'm curious! Who, what, why, and how!  
I'm curious! Curious!

## HARMONY'S & MELODY'S LIBRARY

1. *Farmyard Beat* by Lindsay Craig, illustrator Marc Brown
2. *Kat Keeps the Beat* by Greg Foley
3. *Max Found Two Sticks* by Brian Pinkney
4. *Crash, Bang, Boom* by Peter Spier
5. *B is for Bulldozer* by June Sobel, illustrator Melissa Iwai

## BEEBOPSBURGH COMMUNITY CONNECTIONS

Connect families to the musical adventures and sounds for *Curious Birdious* by sending the link to the parents' tips. Share the fun that happened in school:

Our lovable friends, Do, Re & Mi introduced us to the beat, "bang, bang, pop, pop, pop". We learned from Maestro Moon, a beat is a pattern in music that stays steady. We recreated it with our voices, using body motions, and through other classroom materials. Feeling the beat in our bodies and recreating it through different learning modalities helps deepen your child's understanding.



### MATERIALS

Musical Instruments	Arts & Craft Supplies	Natural Elements & Recycled Items	Common Items (household or classroom)	Other Items
Percussion instruments (cymbals, drums, sticks)	Construction paper	Cardboard boxes	Plastic containers	Construction blocks
	Paint and paintbrushes	Cardboard tubes	Bottles with corks	Unifix cubes
	Child-safe mirrors	Bubble wrap	Metal spoons	Colored construction blocks
	Glue	Small balloons	Wooden spoons	Animal figurines
	Tape	Popcorn	Suction cups	
	Heavy white paper		Pots lids	
	Poster board		Small hammer or wooden mallet	
	Crayons		Air Popper	
	String			
	Markers			
	Craft sticks			
	Pom poms			
	Index cards			
	Plastic gems			



EDUCATOR GUIDE  
EPISODE 101A

primevideoedu.dothegoodery.com

prime video doGoodery