



EDUCATOR GUIDE

EPISODE 101B

RAIN, RAIN, YOU CAN STAY



MUSICAL VOCABULARY

Dynamics, Forte, Piano, Presto, Repetition



SOCIAL-EMOTIONAL SKILLS

Self-soothing, Empathy, Perspective Taking



ADDITIONAL LEARNING AREAS

Science, Engineering, Collaboration, Invention, Creativity



MAESTRO MOON'S CUES

A rainstorm forces Do, Re & Mi to move the picnic they are planning inside, but a leaky roof threatens to drench them all. Do and Mi are frightened by the loud thunder so the buddies use song to help overcome their fears. As they work together to fix the roof so it won't ruin the inside picnic, they sing, listen to and repeat the sounds of the storm, focusing on music dynamics (loud and soft).



MUSICAL VOCABULARY

- DYNAMICS** - variations in how loud or soft music is played or sung
- FORTE** - playing or singing music loudly
- PIANO** - playing or singing music softly
- PRESTO** - playing or singing music at a very fast speed
- REPETITION** - act of repeating significant sounds and phrases in music (i.e., melody and chorus)

MUSICAL VOCABULARY BUILDING

- With a steady beat, shout and whisper them with me. "FORTE! (*piano*) FORTE! (*piano*) FORTE! (*piano*)."
- Write these words in the style that matches their meaning - big, bold, and strong forte and gentle, small piano.
- Ask for a volunteer to try singing their name forte. After several turns, see if anyone would like to try singing their name piano.
- Play a game of holding up the cards one at a time for the group to sing a simple line, such as "rain, rain, rain" from the episode to match the volume. This can then be used as a transitional game as you send children to line up for going outside.
- Create a vocal storm using the piano and forte sounds. Invite children to consider which storm sounds are piano and which are forte. How will they make forte thunder sounds with their voices? How about the howling of wind? They can join their voices together all at once.
- Practice making use of the language piano and forte throughout the week, simply saying, "Can we try that again piano? How about forte, now!"

KERPLINK, KERPLUNK, KABOOM! THE SOUNDS OF STORMS

Learning Experience

The rainstorm in Beebopsburgh brought about a range of feelings for Do, Re & Mi. Re finds the “pit pat patter pitter” of the rain relaxing while the loud thunder scares Do. Storms contain many sounds; the repetitive rhythm of tapping rain on a roof, the sound of pouring rain on pavement and how that contrasts to the sound of drips landing in a puddle, the howling of wind, the creaking of branches, etc. Children will have a range of experiences to talk about and reflect on with each other.

Through exploring sensory play, children will be able to create and experience the music that nature makes in a storm. In doing so, they will play with dynamics, using sensory materials to make sounds that are soft, loud, and in between! Before setting up the sensory learning experience, review the music vocabulary introduced to the children in the episode.

Throughout the week, children will explore making sounds with water and various sensory materials. Fill a sensory table with water and invite children to explore sound using just their hands and water. Sitting alongside children, invite their curiosity by asking, “*Is there any way for the water make music?*”. Allow children to splash slowly and then faster, noticing the way their motions impact the sounds of water. Next, invite them to consider a different sound or body movement saying, “*Are you able to make a dripping sound using only your hands?*”

Reflect on the part of the episode where the rain went, “pit pat patter pitter” and ask, “*Is there a way to create the sound of that rhythm? What materials might you need to make different sounds in the water?*” Offer various containers for children to explore pouring and allow children to label or describe the sounds they hear.



Extend the Learning

There are several extension ideas for how to use water in the sensory table to explore music making. After children have ample time to consider the variety of sounds they are able to produce, consider having them compose a rainstorm piece to perform! They can incorporate their vocal storm sounds as well.

🎵 Once children have explored sounds in water, introduce the various materials they suggested to make other sounds. Provide them with pebbles and rocks of various sizes so they can explore how the rocks interact with the water to make sounds. To make use of the new additions to their music vocabulary, ask, “*Which rock do you think will make a sound that is forte? How about piano? Why do you think that is?*” As children are considering the interplay between the stones and the water, invite them to explore how they sound when you hit them together above the water. How is that similar or different for how they sound below water? Watering cans and spray bottles produce the flow of water differently than cups and other pouring containers. How do they sound when you use them to add more water to the sensory table? Imagine how the light puff of the mist setting on a spray bottle sounds by comparison to the pouring of a large watering can! Connect these water sounds back to the rainstorm. Are there ways to use these materials to make loud sounds like thunder? What about soft rain or hard rain?

🎵 Children will be exploring other materials in the Sound Studio, such as the way a dry bean sounds when you drop it into a tin can. How does the introduction of different material containers impact the sound the water produces? Add pots or tin cans, wooden bowls, cardboard boxes, and glass jars to the sensory table. You might ask, “*Which container makes the water sound like the rain when you hear it outside your house?*” As children have had ample time to explore sound and water, invite them to make a beat using their available materials. These little songbirds are also becoming composers in action!

🎵 The creation of a rainstick brings together the exploration of materials and sound that children have been engaging with. Children will be familiar with the sounds of small materials from Re’s Sound Studio, and can decide which formula makes the sound they hope for. Provide each child with a sturdy cardboard tube which they can paint to make uniquely theirs. Cover one end using a piece of paper bag that is large enough, tying it securely with a rubber band. Coiled chenille sticks in the tube will change the speed of the materials inside. Children can experiment adding them until they like the effect. Once they like the way it sounds, they can close off the other end. You may look at various images of rainsticks with children so that they can gain inspiration for how they would like to decorate theirs.



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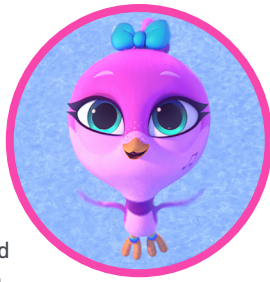
RE's SOUND STUDIO

SOUNDS WE MAKE

This week the sound studio will include tin cans, small cardboard boxes, wooden bowls, glass jars, beads, dry beans, rice, stones, spoons, and scoopers. Children will explore using spoons and scoopers with different volumes to drop small materials into a variety of containers to produce a range of sounds. Some guiding questions to ask while children are playing:

- ♪ What container produces sounds that are forte? How about piano?
- ♪ How do the sounds make children feel?
- ♪ Does the music they are making remind them of anything?

**Safety tip -Make sure to use a smooth edge can opener so as not to leave sharp edges on the tincans.*



DO's WORKSHOP

WE CAN KEEP THE RAIN OUT BUT NOT THE RAIN SOUND

The birds notice that the rain is leaking through the roof, noting how the sound is different inside versus outside; "plunk plunk plunk" instead of "splat splat splat". Using some cardboard boxes, make a little hole to mirror the hole in a roof. Using a spray bottle or watering can, children can pour water on the box and observe what happens. Provide a variety of materials to patch the roof, such as playdough, aluminum foil, sticks, leaves, and plastic wrap. Children can work together in teams to patch the roof. After, they can make it rain and record the noise they hear. How does the material they chose to patch the roof inform the sound the rain makes? What material feels the strongest?



MI's BIRDIE BUDDY MOMENTS

HELPING EACH OTHER TO OVERCOME FEARS

Ask the children what song they would like to sing together. How about *Do, Re, Mi* or *Rain, Rain You Can Stay*? Gather in a circle, indoors or outdoors, hold hands and sing the song a few times. Add movement as you sing. Remind the children we can help each other feel better by singing together.



SING ALONG

ENJOY THE SONG WITH THE CHILDREN ESPECIALLY ON A RAINY DAY, DURING TRANSITIONS OR TO BEGIN THE DAY.

Play Song Here

RAIN, RAIN YOU CAN STAY

(Jackie Tohn, David Schuler)

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COCKATOOS

Rain, rain, rain. Rain, rain, rain. Rain, rain, rain.
<CAWING> It's going to rain! <CAWING> Rain, rain,
rain. It's going to rain!

MI

Leaf by leaf, twig by twig
We gotta work real fast 'cause this storm is big!

RE

It's huge!

MI

Can't get it done if we don't work together
Cause everybirdy knows there's nothing worse than
wet feathers!

RE

They say when it rains it pours but they didn't say
staying dry is a chore, nope!

DO

I'm scared of the thunder it's frightening,
But what scares me much more is lightning

ALL

(Repeat three times)

Rain rain, rain, you can stay
The sun will come out another day
We can't get any wet, wet wetter
It doesn't get any bet- bet- better
Rain rain rain, you can stay
With my friends I'm not afraid
We can't get any wet, wet wetter
It doesn't get any bet-bet-better

HARMONY'S & MELODY'S LIBRARY

1. *Thunder-Boomer* by Shutta Crum, illustrator Carol Thompson
2. *Quiet Loud* by Leslie Patricelli
3. *Thunder Cake* by Patricia Polacco
4. *Ten Oni Drummers* by Matthew Gollub, illustrator Kazuko G. Stone
5. *What's That Noise Little Mouse* by Stephanie Stansbie, illustrator Polona Lovsin



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BEEBOPSBURGH COMMUNITY CONNECTIONS

Connect families to the musical adventures and sounds for *Rain, Rain You Can Stay* by sending them the link to the parents' tips. You can also send home images of their children experimenting with sounds such as the rain sticks! Share the fun with families:

Rainy days can be fun. We listened to the sounds the rain makes today and created our own water sounds. Some of our sounds were loud (forte) such as thunder and some were soft (piano) such as small drops of rain. We also sang and danced to a new song *Rain, Rain You Can Stay* knowing sunshine can come another day. The rainsticks we made added to the sound making fun!



MATERIALS

Musical Instruments	Arts & Craft Supplies	Natural Elements & Recycled Items	Common Items (household or class-room)	Other Items
Drums and drumsticks (optional)	Paint	Water	Plastic bowls and cups	
	Paintbrushes	Pebbles and rocks	Spray bottles	
	Rubber Bands	Cardboard boxes and tubes	Metal spoons	
	Chenille sticks	Empty water bottles	Pots	
	Beads of various sizes	Dry rice and beans	Wooden bowls and spoons	
	Playdough	Leaves and sticks	Tin cans	
			Glass jars	
			Paper bags	
			Scoopers and spoons	
			Aluminum foil	
			Plastic wrap	



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