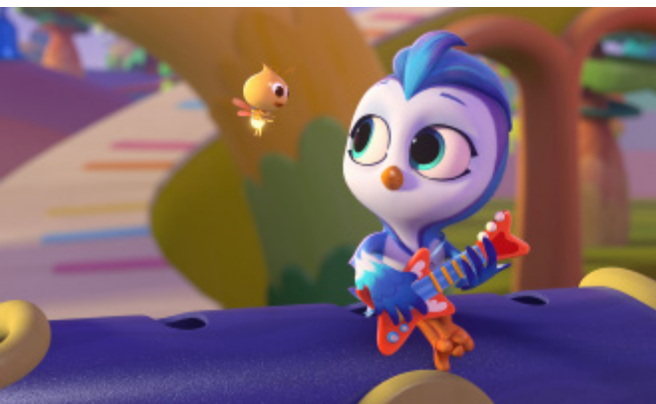




EDUCATOR GUIDE

EPISODE 102A

BEST BUGGY BLUES



MUSICAL VOCABULARY

Presto, Largo, Blues



SOCIAL-EMOTIONAL SKILLS

Understanding emotions, Self-expression, Relationship building, Separation



ADDITIONAL LEARNING AREAS

Creativity, Language (vocabulary), Engineering



MAESTRO MOON'S CUES

Mi's nightlight, Presto, is leaving to visit family.

Mi is feeling sad because it is the first night that Mi has been away from Presto.

Mi starts singing the *Best Buggy Blues*, but soon Do and Re visit and get creative in cheering up Mi. Even though Mi enjoys time with the birdie buddies, Mi continues to miss Presto, and learns to be brave to get through the night. Presto soon returns and they all sing along to *Best Buggy Blues*.



MUSICAL VOCABULARY

- 🎵 **PRESTO** - Playing or singing music at a very fast speed
- 🎵 **LARGO** - Playing or singing music at a very slow pace
- 🎵 **BLUES** - Style of music and lyrics with three lines or phrases repeated, usually as an expression of sadness ("I have got the blues.")

MUSICAL VOCABULARY BUILDING

- 🎵 Are there any songs that you listen to when you are feeling down? How do they make you feel better? Encourage students to share songs and why they feel connected to them.
- 🎵 Mi expresses feelings through singing with the guitar. How is Mi feeling?
- 🎵 A style of music that expresses sad feelings is called the blues, which is why Mi's song is called *Best Buggy Blues*.
- 🎵 Is the blues fast (presto) or slow (largo)? High or low? Why do you think?
- 🎵 Let's think of different reasons people get the blues. What might have happened for you to be singing the blues?

MY BLUE HUE SOUNDS LIKE...

Learning Experience

Just like a sound being able to communicate a feeling better than words, sometimes color can do the same. This experience will link visual expression with musical expression. After discussing the blues and surfacing various reasons people experience that feeling, allow children to create their own shades of blue.

Begin with blue tempera paint on a piece of painting paper. When you introduce the color, ask *"What does this shade make you think of? What feelings does this color make you think of? When do you have this feeling?"* Ask children to reflect on their prior experiences painting and ask *"How might you change this shade of blue to make it lighter? How might you change it to make it darker?"* Offer black and white paint, allowing them to explore adjusting their shade of blue and playing with how the changing color makes them feel. When they have their blue just how they want it, record the words they use to describe it to accompany their painting. To invite descriptive language, use the phrase, *"Tell me about your blue"*.

Mi tells Maestro Moon, *"I just can't find the right words to explain it"* and instead describes how the feeling sounds singing *"Ayee yai yai"*. Invite children to explore their voices through beat making, humming, or singing to describe how their blue might sound. Record their music in writing or audio to accompany their painting. Make space for children to share when they are having this feeling.



Extend the Learning

- 🎵 As Mi was singing the blues about missing Presto feelings, Mi used familiar pairs to describe what it felt like in the absence of Presto. Mi sang, *"Like peanut butter with no jelly, macaroni with no cheese, or a guitar missing a string."* Discuss how those words help to describe the feeling of missing someone. Brainstorm additional pairs that go together and would miss each other if they weren't together by asking the children, *"Just like a guitar and a string and macaroni and cheese, what else goes together?"* If children need additional support in generating contributions, you can offer an object so they can offer what goes with it. For example, *"I wonder what you imagine to always go with a shoe?"* They might say velcro, laces, or socks. Once they get the hang of it, they will have a lot of fun coming up with ideas! Write down all of the combinations they come up with and then ask if anyone would like to try singing an idea from the group. You can revisit the list during gathering times and add to it when children spontaneously discover a pair while busy in the room.
- 🎵 As children consider how music can change to express different feelings allow them to explore various instruments. What would sad sound like on the drum? How about happy? What about angry? Scared? As they play, you can notice together how they are changing the way they play to have the desired effect of the music. How did their body have to change to make the music reflect a new emotion? Offer cards with different feelings faces so that children can select an emotion and play their instruments to go with it. Perhaps they would like to incorporate some singing using the ideas from the list. After they have had ample time to explore playing different instruments, revisit their blue hue. What instrument would go along with their blues song? How would they play it?
- 🎵 The way you sing words can change the meaning. Think again about how Mi sang *"Aye yai yai yai"*. Sing it like Mi did, in a bluesy style. Then change it up, using a different pitch or tempo to sing the same thing. Ask children to identify how they think you are feeling now? Pick a familiar song such as *"Row, Row, Row Your Boat"* and invite children to try to change the way they sing it to reflect different emotions. See if they can guess how each other are feeling when they are singing it.



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RE's SOUND STUDIO

MOVING TO THE SOUNDS

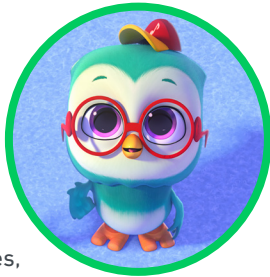
Create a playlist for the sound studio that contains a wide variety of music, both with and without lyrics. Offer headphones and space so that as children listen to the music they can feel it in their bodies. While listening, they can think about how they would move their bodies to reflect the emotions present in the song.



DO's WORKSHOP

PRESTONATOR 2.0

When Presto is out of town, Do gets busy creating a robotic Presto, the Prestonator 2.0, to keep Mi company. The children can create simple robots using plastic cups for the robot bodies, craft sticks and cut out shapes from construction paper to make their own Prestonator 2.0. They can continue the fun by working in small groups to create obstacle courses and use color squares for the "code" to follow the path. The other children follow the squares with their robots to follow the course. For example, go three red squares and move left to the green square, etc. Add music by switching the code from colors to the sounds of Do, Re & Mi.



MI's BIRDIE BUDDY MOMENTS

WITH A LITTLE HELP FROM MY FRIENDS

Do and Re helped to cheer Mi up when Mi was missing Presto. That's what friends do! They help each other. Your students can participate in an engaging experience to help one another. Create piles of toys and other items on the floor and place a few buckets or baskets near the piles. Ask a few children to put the items in the buckets as fast as they can. Once they get started ask a few more children to help. Continue until all the children are participating and helping. Talk about how it felt to finish the task when others pitch in. You can repeat the activity and encourage the children to sing while they play.



SING ALONG

SING BEST BUGGY BLUES TOGETHER
AND TALK ABOUT HOW WE ARE FEELING

Play Song Here

BEST BUGGY BLUES

(Jackie Tohn, David Schuler, Shea Fontana)
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MI

It's hard missing your best friend
They can't always be around
It's hard missing your best friend
It can really get ya down
No buggy else can fill their shoes
When ya got the best buggy blues

RE

Like peanut butter with no jelly

DO

Macaroni with no cheese

MI

Like a guitar missing a string
Won't you sing along with me

RE

It's huge!

ALL

No buggy else can fill their shoes
When ya got the best buggy blues

MI

When you're real sad and lonely
Like you're stuck under a cloud
It's okay sing about it,
It's okay to let it out.
No buggy else can fill their shoes,
When ya got the best buggy blues

ALL

No buggy else can fill their shoes,
When ya got the best buggy blues

HARMONY'S & MELODY'S LIBRARY

1. *My Friend is Sad* by Mo Willems
2. *Owl Babies* by Martin Waddell, illustrator Patrick Benson
3. *Everybody Gets the Blues* by Leslie Staub, illustrator Robert Roth
4. *Ruby Sings the Blues* by Niki Daly
5. *Hooray for Hat!* by Brian Won



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BEEBOPSBURGH COMMUNITY CONNECTIONS

Connect families to the activities in *Best Buggy Blues* by sending them the link to the parents' tips and the song. Tell them about their child's musical learning experiences:

Have you ever sung the blues? The children learned how to sing in patterns like the blues today. They expressed their feelings in colors, music and movement. We also learned about singing fast, presto, and then slow, largo. It was fun to sing a familiar tune and change up the words to change the meaning. Play music at home and talk about how it makes you feel.



MATERIALS

Musical Instruments	Arts & Craft Supplies	Natural Elements & Recycled Items	Common Items (household or class-room)	Other Items
Drums	Tempura paint	Water	Plastic white or red cups	Feelings cards
Cymbals	Paper for painting	Pebbles and rocks	Buckets	Headphones and music player
Xylophones	Paintbrushes	Cardboard boxes and tubes		Misc Toys
Triangles	Construction paper	Empty water bottles		Blocks
Tambourines	Child-safe scissors	Dry rice and beans		
Handbells	Glue	Leaves and sticks		
	Tape			
	Markers			



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