



EDUCATOR GUIDE

EPISODE 102B

LISTEN TO YOUR BODY



MUSICAL VOCABULARY

Rest, Tempo, Presto, Largo



SOCIAL-EMOTIONAL SKILLS

Self-regulation, Responsibility



ADDITIONAL LEARNING AREAS

Physical development (gross motor skills and healthy habits)



MAESTRO MOON'S CUES

Re is a speedy little hummingbird who loves to move to the music. Re also needs to learn to rest a little too. Just like in music, it is necessary to take a pause. It is hard for such an active hummingbird to rest. But, after Re's tail is injured Re learns just how important it is to listen to your body. Do and Mi help Re rest and feel much better.



MUSICAL VOCABULARY

- REST** - Taking a brief pause before singing or playing the next note
- TEMPO** - The speed (fast or slow) of the piece of music
- PRESTO** - Playing or singing music at a very fast speed
- LARGO** - Playing or singing music at a very slow pace

MUSICAL VOCABULARY BUILDING

- Re talks about making music with your body by Re's wings flapping. Can you make music with your body? Let's try it.
- Tempo is the speed (fast or slow) of the piece of music. Presto is very fast and largo is very slow. Let's practice using our bodies to make music that is presto and largo and let's not forget to rest. What does it mean to rest?
- Listen for your cue. Presto! Rest. Largo. Rest. Presto! Largo. Rest.
- Why do we think it is important to rest? Let's try singing with no rest at presto. What happens? Now let's sing largo with no rests. How is that different?
- Let's sing the song *B-I-N-G-O* and look for the rest. How do we know where to pause and when to start singing again?

MAESTRO MOON SAYS

Learning Experience

Re's very fast dance is called the Hummingbird Hahzing. Invite children to dance the Hummingbird Hahzing. Ask them how it makes their body feel. Do they also want to try Do and Mi's dances? Do danced the Tippy Tappy Tap Tap Dance as Mi danced along. Once children have had a chance to move their bodies in a variety of ways, ask them if their dance was presto (fast) or largo (slow). Tell them that for the game they will be playing, they will need to remember words from their musical vocabulary list. Review those musical terms you have learned so far for reference.

Introduce the game "Maestro Moon Says". The teacher will start off as Maestro Moon to begin the game but as children gain familiarity with it over time, they can take turns being Maestro Moon. It will be important to incorporate the idea of a "rest" into the game so that children can see the importance of it. Maestro Moon will cycle through a variety of instructions such as;

- ♪ Maestro Moon says "dance presto"
- ♪ Maestro Moon says "dance largo"
- ♪ Maestro Moon says "rest"
- ♪ Maestro Moon says "sing forte"
- ♪ Maestro Moon says "sing presto"
- ♪ Maestro Moon says "move your tongue presto"
- ♪ Listening to our bodies is fun!

The list goes on but have fun with it! As you switch directions you must say "Maestro Moon says". Children will need to use their important musical skill of listening very carefully. If Maestro Moon gives a direction without saying those three important words ("Maestro Moon says"), they should not follow the direction. It will be fun to play with rest after kids are moving their bodies fast and need a break. Did you say Maestro Moon says!? This is a fun game to play in a whole group, before transitions, and even while walking in a line. Think about the musical instructions you offer that can guide your desired outcomes, such as quietly transitioning to hand washing. Take it outside or have additional Maestro Moons for a little variety.



Extend the Learning

- ♪ Listening is an important skill for musicians. Listening helps you identify the beat in a song, learn about different musical instruments, understand lyrics, feel the power of song, and gain inspiration for making your own music. Go on a listening walk with your class and spend time noticing the different sounds in your environment. It is amazing how much you hear when you take a moment to really listen. Introduce a quiet hand signal that children can use when they hear a new noise so that they can share their findings with the group without interrupting someone else's careful listening. Bring a pen and paper to record ideas. What did that bird chirp sound like? Was it forte or piano? Was it presto or largo? As children share their ideas, notice the way they are repeating the sounds so they can reflect on their music making. This might sound like, "You went chirp... chirp... chirp... I hear a rest in between chirps. It feels like that bird sounded different from the drill sound. Who wants to try making that sound? Were there any rests?" If it feels appropriate, bring pens and clipboards so children can draw what they hear and have a multisensory experience
- ♪ We listen with our ears to hear the world around us, but how do we listen to our bodies? How do our bodies speak to us? This idea can get children in touch with their emotions and aspects of self-care. It also helps them pay attention to the many sounds they or their bodies make when they aren't singing or talking. Play a game of guess what my body is telling me. Act out different feelings or circumstances and allow the children to really listen and watch to guess. Once you introduce the game, invite the children to take turns. If you need cards with images for inspiration to get them going, you can use simple drawings.
 - ♪ Tired/Sleeping; Sighing, Yawn, Snoring
 - ♪ Hungry/Eating/Full; Tummy gurgling, Chewing food, Clutching tummy
 - ♪ Need to go to the bathroom; Crossing legs dancing, Toilet flushing
 - ♪ Sick; Sneezing, Blowing nose, Sounding stuffed up, Vomiting
 - ♪ Angry; Grumpy tone; Happy; Laughter

What are the volumes & tempos of these body functions? Are they always the same? What makes them change?

- ♪ Play a game of freeze dance to reinforce the idea of moving at different tempos and resting. Ask the children, "When do you rest in freeze dance?" Tell the children you are going to play music of different tempos and they will match their body movements to the music they hear. Let them know that there will be a wide variety so that they should be really listening carefully. As they dance, if they want to give their dances a name like Do and Re, invite them to do so! Maybe they will even use their birdie wings while they boogie down!



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RE's SOUND STUDIO

MORE DRUM FUN

Drums are back in the sound studio this week. This time, children will really think about tempo while playing. Offer cards that indicate presto (fast) and largo (slow) so that they can switch up the tempo while they are exploring drumming.



DO's WORKSHOP

SETTLING JAR

As Re demonstrates, if we don't rest, we can get hurt. Resting our bodies and minds is an important skill. Settling jars are a great tool to use to support children in mindfulness practices as they offer a concrete visual of how the busy thoughts and feelings in our minds and bodies need to settle down in order to re-energize. There are many ways to make settling jars. You will need clear recycled bottles (water bottles, vitamin jars, spice jars, etc.), clear glue or glycerin, water, and a variety of glitter that sinks. Different ratios of water and glue or glycerin make the glitter settle at different speeds. Using measuring cups, work with each child to fill their jar about 1/8th full with clear glue. Then they can select their glitter recipe, naming their busy thoughts (such as I am excited, I want to play, etc.) with each spoonful of glitter as they put it into the funnel. Fill the jars the rest of the way with warm water and then seal them, using super glue or tape to make sure they stay securely closed. The children can use these jars during rest or other quiet times of day when they are having a body break.



MI's BIRDIE BUDDY

MOMENTS

POSING WITH MY FRIENDS

Do, Re, and Mi learn about the importance of rest. This is something preschool children need to also build into their busy school days! Have the children learn a few yoga moves to help them calm their minds and relax their bodies. Try the Resting Pose, the Child Pose and the Easy Pose. Talk about relaxing and easy breathing. Have the child close their eyes. How do they feel? This activity is great after a busy activity such as playing outdoors or a whole group game.



SING ALONG

GET MOVING EVERYDAY BY DANCING AND SINGING
TO LISTEN TO YOUR BODY OR DO, RE & MI

Play Song Here

LISTEN TO YOUR BODY

(Jackie Tohn, David Schuler, Brian Clark)
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FLORA

When you get going going going
And your body starts to rock
It's hard to know know know when
When it's time to stop
Spoken: (and REST) 2, 3, 4

RE

My body's talking and it doesn't lie
I gotta listen to how I feel inside!

FLORA

You gotta listen to your body
When it's tryin'a talk to ya, talk to ya

DO / MI

(backing vocals)

When it's talking, listen up when it's talking!

FLORA

(rap all together)

The grumbles in my tummy say 'I want Food!'
My feet tippy tap when they're in the mood!
My goosebumps say, 'I'm feeling chilly!'
My giggles say, 'I'm feeling silly!'

FLORA

REST! 2, 3

FLORA

You gotta listen to your body
When it's tryin'a talk to ya, talk to ya

DO / MI

(backing vocals)

When it's talking, listen up when it's talking!

FLORA

You gotta listen to your body
When it's tryin'a tell you something,
tryin'a tell ya tell ya something!

HARMONY'S & MELODY'S LIBRARY

1. *The Quiet Book* by Deborah Underwood, illustrator Renata Liwski
2. *Can't You Sleep Little Bear* by Martin Waddell, illustrator Barbara Firth
3. *The Stone Sat Still* by Brendan Wenzel
4. *The Sloth that Slowed Us Down* by Margaret Wild, illustrator Vivienne To
5. *Hush! A Thai Lullaby* by Minfong Ho, illustrator Holly Meade



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BEEBOPSBURGH COMMUNITY CONNECTIONS

Connect families to the musical adventures and get the whole family moving by sending them the link to the parents' tips for *Listen to Your Body*. Inform the parents about the fun the children had while learning about their bodies:

It is not easy to rest when there are so many fun things to do in a day at school but the children learned that resting helps energize our bodies. We applied the musical term "rest", the pause in between the notes, to the learning experiences while playing "Maestro Moon Says", with yoga poses, and settling jars. The children also learned kids learned about tempo – Presto, Largo, Forte and Piano!



MATERIALS

Musical Instruments	Arts & Craft Supplies	Natural Elements & Recycled Items	Common Items (household or class-room)	Other Items
Percussion instruments	Fine glitter	Clear bottles	Measuring cups and spoons	Presto and largo cards
	Clear glue or glycerin		Funnels	Yoga pose images
	Superglue			



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