



## EDUCATOR GUIDE

EPISODE 103A

### JUST WON'T QUIT



#### MUSICAL VOCABULARY

Lyrics, Melody



#### SOCIAL-EMOTIONAL SKILLS

Persuasion, Relationship building



#### ADDITIONAL LEARNING AREAS

21st century skills (invention),  
Language and literacy



## MAESTRO MOON'S CUES

Do decides today is the day to learn to fly. Do created inspiring lyrics to help along the way in a song called *Just Won't Quit*. Re and Mi join Do in the plans and get creative in instructing Do on the steps to flying. Do still needs to work on flying but with the efforts Do gains confidence in the great landings!



## MUSICAL VOCABULARY

- LYRICS** - Words that tell the story or express emotion in a song.
- MELODY** - A pleasing series of pitches and rhythms. The tune or main idea of a song.

## MUSICAL VOCABULARY BUILDING

- Lyrics are the words in a song. What are some songs you know the words to? Allow children to share about different song lyrics they know.
- Let's think about a song we all know and look at the words together. Chart a simple song such as "Row, Row, Row Your Boat" and look at the lyrics together. Allow children to spend time looking at the lyrics carefully, noticing that some words rhyme and repeat. These are decisions that song writers make about their lyrics.
- "Row, Row, Row Your Boat" has an alternate ending; "If you see an alligator, don't forget to scream." How does changing the lyrics change the way the song makes you feel? What else rhymes with dream and scream? Does anyone want to try changing the lyrics, so the song still rhymes?
- Hum a familiar song without the lyrics. Do we think of the lyrics as we sing even though we are not saying them?

# LYRICS MAKE YOU FEEL SOMETHING

## Learning Experience

As Maestro Moon says, *"The best lyrics are the lyrics that make you feel something."* Do notes that the song lyrics make Do feel like Do can fly. Ask, *"Does anyone remember what Do was singing about?"* Allow children to talk about the episode, and why Do is singing the words *"Just won't quit."* Words are powerful and the children in your class feel that as they are now in command of their language and their vocabularies are growing. After you have introduced the concept of lyrics and reflected upon the episode, begin to create your own lyrics to a song together.

Since the best lyrics are the ones that make you feel something, spend some time talking about the power of words. Offer some words so that children can brainstorm how they feel when they hear them. You might ask, *"How does the word sunshine make you feel? What does it make you think of? How about ice?"* Offer a couple of suggestions and then ask children to contribute ideas. Pick a word that seemed to generate a lot of feelings, ideas, and excitement.

Choose a familiar melody, such as *"The Itsy-Bitsy Spider"* or *"Twinkle, Twinkle, Little Star"* to guide the song creation. Record ideas of lyrics on chart paper and work with the children to plug them into the song. Sing the lines as you go so that children are involved in the process of song creation and can adjust the lyrics to rhyme or have meaning. Throughout the week, and using the extension ideas, children will continue to generate song lyrics using both familiar melodies and engaging in completely independent song generation.



## Extend the Learning

- Once children have experimented with song lyrics, they may have noticed many words in songs rhyme. Think about rhyming words and what that means - words that sound the same at the end. How can you change the beginning sound of CAT to make a new word? Offer simple consonant-vowel-consonant words and go around the circle changing the initial sound and singing new words. When you have exhausted all of the rhymes, begin again! Challenge the children to keep the beat steady when saying the rhyming words.
- Spend time thinking about things that fly. Children can think about different birds they know, vehicles, and other items such as toys. How do those animals or things move? How might you change your body? Are you moving slowly or fast? Are your arms stiff or in motion? Are there sounds to accompany your movement? Play instrumental music as they fly around the room. Pause the music and ask them to share what they are flying as. Can you sing how it feels to be what you are pretending to be? This allows children to sing their lyrics freely in whatever ways they are moved to do so.
- All your songbirds are unique, just as Do, Re, Mi and their other birdie friends. Offer images of birds and look at the variety of wings. Invite the children to think about how their songbird looks. Are they big like a flamingo or small like a hummingbird? Are they a solid color or multicolored? Offer construction paper, scissors, and glue so that children can spend time creating their wings.

While they are creating, continue to ask guiding questions that support their careful consideration and deliberate choice making such as, *"Will your wings be designed to flap quickly or make you glide?"* Once their wings are complete, provide opportunities for children to use them to dance and fly in the room or outside. They can sing about how using their wings makes them feel. Write down their lyrics and attach them to their wings.



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## RE's SOUND STUDIO

### WHAT DOES THE SONG SAY?

Get the headphones and playlists ready for the sound studio this week! Provide children with music to listen to so that they can spend time pondering the lyrics they hear. Provide them with paper and drawing materials so that they can draw pictures inspired by the lyrics. Invite them to notice how some lyrics tell a story while others evoke a feeling.



## DO's WORKSHOP

### PERFECT LANDINGS

While Do is trying his best to fly, Do eventually settles for perfecting the landing, and feels satisfied with the steady progress. To allow children to explore the idea of flight, provide materials for the children to make paper airplanes and a target. You will need heavy paper, red, white, and black construction paper, child-safe scissors, tape or glue, crayons, and markers. The children can make their planes and then practice having them land on their handmade targets. They can also try dropping balls or bean bags on their targets as well.



## MI's BIRDIE BUDDY MOMENTS

### YOU CAN DO IT!

Do is working so hard to try to fly and the song gives Do great motivation to keep on trying. All your songbirds are working on something and as they are building their self-awareness, it is important for them to reflect on their strengths and challenges. Reflect on Do's goal to fly and ask them what they wish they could do? If you as the teacher need to share to offer some inspiration, modeling is great! Following the children's reflection on a goal they have and wish to achieve, invite them to draw a picture on an index card and dictate their wishes to a teacher to write.



After each child shares with the group there will be a choral chant of "You can do it! Keep on trying!" They can even sing it! Children will feel the support of their peers which will help motivate them. Attach their wishes to their paper airplanes and watch their ideas soar. For folks that don't want to share, allow them to take a moment to picture their goal in their head and hear their classmates encouraging words.

This is a great way to combine the creative process of writing lyrics with social emotional learning. If ever you notice a child needing that extra encouragement of "You can do it! Keep on trying!" return to this inspiring refrain.



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## SING ALONG

GET THE WHOLE CLASS TOGETHER AND SING *JUST WON'T QUIT* AS YOU FLY AROUND THE ROOM. THIS IS A GREAT CONFIDENCE BUILDER. HAVE THE CHILDREN SHOUT OUT "I CAN..." AND SAY WHAT THEY CAN DO!

Play Song Here

## JUST WON'T QUIT

(Jackie Tohn, David Schuler)

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**DO**

Every time I take a chance  
Flap my wings, jump off a branch  
I can't fly but I land perfect every time

**DO**

I got wings but I can't soar  
So when I wonder what they're for  
I remind myself that one day I will fly

**DO:** But I know

**RE / MI:** yeah he knows

**DO:** If I try

**RE / MI:** keep on trying!

**DO:** That one day

**RE / MI:** that one day

**DO:** I'll take flight

**DO:** No I just won't quit

**RE / MI:** Yeah you gotta keep on trying

**DO:** No I just won't quit

**RE / MI:** and one day you'll be flying

**DO:** If I just don't quit no

**RE / MI:** There is no denying

**DO:** I will fly

**DO:** But I know

**RE / MI:** yeah he knows

**DO:** If I try

**RE / MI:** keep on trying!

**DO:** That one day

**RE / MI:** that one day

**DO:** I'll take flight

**DO:** No I just won't quit

**RE / MI:** Yeah you gotta keep on trying

**DO:** No I just won't quit

**RE / MI:** and one day you'll be flying

**DO:** If I just don't quit no

**RE / MI:** There is no denying

**DO:** I will fly

## HARMONY'S & MELODY'S LIBRARY

1. *Flight School* by Lita Judge
2. *Violet the Pilot* by Steve Breen
3. *Rosie Revere Engineer* by Andrea Beaty
4. *Amazing Grace* by Mary Hoffman, illustrator Caroline Binch
5. *You Can Do It, Bert* by Ole Konnecke



## BEEBOPSBURGH COMMUNITY CONNECTIONS

Connect families to the musical adventures by sending the link to the parents' tips. Explain the focus on lyrics and building confidence:

The children learned about the words in songs - lyrics. They spent time thinking about the words in songs they know, and how those words have the power to make them feel something. There were opportunities to consider the way lyrics tell a story, evoke emotion, rhyme, repeat, and change to be silly! Children connected words to their goals, and just like Do, sang about them!



### MATERIALS

Musical Instruments	Arts & Craft Supplies	Natural Elements & Recycled Items	Common Items (household or classroom)	Other Items
	Construction paper (multiple colors and red, white, black)			Beanbags
	Child-safe scissors			Small balls
	Glue			Headsets and music players
	Tape			
	Crayons or markers			
	Chart paper			
	Heavy paper			



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