



## EDUCATOR GUIDE

EPISODE 103B

### LOOK AT ME, LITTLE ME



#### MUSICAL VOCABULARY

Pitch, Range, Audition



#### SOCIAL-EMOTIONAL SKILLS

Self-awareness, Confidence



#### ADDITIONAL LEARNING AREAS

Science, Creative expression



## MAESTRO MOON'S CUES

Do, Re & Mi go to an audition to perform with the Fabulous Flamingos. When Re sings and dances to the song *Look At Me, Little Me* with perfect pitch and a vast range, Do is invited to perform with the Flamingo-gos. However, the practice doesn't go well because Re is so small and not seen by the other birds. Do and Mi come to Re's aid like the good friends they are. Do's invention of stilts to make Re taller, the Go-Go Gams, don't work very well and the big pink bow Mi offers to help Re stand out but also isn't quite right. Much to everybirdy's delight, Re finally finds the groove by accepting and being birdself and not trying to be like anyone else.



## MUSICAL VOCABULARY



**PITCH** - the highs and lows of sounds



**RANGE** - the distance between the highest and lowest pitches an instrument or voice can sound



**AUDITION** - providing a sample of prepared materials in singing, acting, or dancing.

## MUSICAL VOCABULARY BUILDING



Maestro Moon loves Re's voice. Re has such a great range. Re can sing really low notes and really low pitches. Let's sing high and now let's sing low.



All people have a different range and singing is more comfortable for different people at different pitches. Instruments also have different pitches. Let's use your hands as instruments. How can we make a low pitch sound and how can we make a high pitch sound?



Let's all try singing the word "high" at a high pitch.



Let's all try singing the word "low" at a low pitch.



Pause and notice how "high" and "low" for everyone meant something a little bit different. The way you sing low might be different from how your friend sings it because of your range.

# NAME THAT VOICE

## Learning Experience

As children learn about pitch and range, they will spend time exploring their own. Introduce the idea of playing with pitch through a fun game of “Name That Voice”! Children will sit in a circle around the outside of a large sheet, blanket, or parachute. Select a volunteer to close their eyes, or leave the circle for a moment while you select a person to go under the blanket.

Once the hider is hidden, the guesser can return to the group. Request that the child under the blanket sing at a high pitch and then a low pitch. They can use the words high and low, or sing a little tune. The child that is guessing has three guesses for who it is. This gives each child an opportunity to play with the pitch of their voice and see how recognizable their voice is to their classmates when they are exploring their range. In doing so, children are activating their sense of hearing while they expand their social awareness and get in touch with how well they know the many voices of their peers.

## Extend the Learning

🎵 Take your songbirds outside to extend the learning and explore pitch in a new environment. This can be adapted to be done in partners, small groups, or whole group depending on your space and time of day. Space the group about a foot away from the first person and ask them to sing at a high pitch. If the group can hear them, they will give the thumbs up and the person can take a giant step back. They keep going until the group can't hear them and mark the distance on the ground using a piece of chalk or painters' tape. Then, try again using a low pitch. How does it feel to sing outside as opposed to inside? Do the children notice anything about the distances people were able to get and still be heard?

🎵 To help students visualize the idea of range, think together about the different heights of objects and spaces in the classroom. What is the highest point? What is the lowest point? All the space in the middle, that is the range. On chart paper or a white board you can make a simple visual of a line, noting that at the top is the ceiling and at the bottom is the floor. Connect to the episode noting, “*Re sings that her voice can reach the ceiling. Let's try it!*” As a group, try singing as high as the ceiling. Then try singing as low as the floor. Ask if anyone wants to try it on their own.

To build off of this idea, provide pictures of classroom items that fall in different ranges in the room. For example, the book shelves, the counter tops, the lights, etc. Children will pick out a picture and try to imagine what pitch it would match. How low? How high? Ask them to expand their thinking to the outside environment. What is the highest point? If the sky is the highest point, how high would the tops of the trees sound? How about the bushes?

🎵 When singing at different pitches, the sound feels different in our bodies. Why is that so!? (This happens with instruments too... why do you feel the sound of the bass in your stomach and not your ear?) Provide child-safe handheld mirrors for the children to explore identifying the parts of their body they feel when they are humming, speaking, or singing at different pitches within their range.

Invite discussion among the group as they tune into their bodies and experience different sensations. How does it impact their understanding of their voices and how their bodies make music? This further reinforces the ideas of similarities and differences as we celebrate the unique qualities of each child's voice.



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## RE's SOUND STUDIO

### PERFECT PITCH

All the birdies in Beebopsburgh are blown away by Re's perfect pitch. In the sound studio, children will develop an understanding of pitch by using a special tool called a pitch pipe. They will try to match their voices to pitch. Other instruments that support the exploration of pitch are bells, harmonicas, and chimes.

If none of these are accessible to you, you can fill glass containers with water at different levels. Allow children to gently tap the edges with wooden spoons, exploring the different pitches they hear.



## DO's WORKSHOP

### PERFECT LANDINGS

Do was at it again this week with another abso-hoot-ly innovative idea to help his buddy Re. After reflecting on what those Go-Go Gams were designed to do, offer children some materials to try making them. Buckets and boxes of varying heights can be available for children to experiment standing on. Before inviting them to stand and balance on the new materials, discuss the safety parameters and expectations. Ask children, "What might you do if you feel wobbly?" You can talk about offering a hand or the back of a chair for stabilizing support. Climbing and standing on high objects is exciting and requires self-regulation and motor control. Make sure that this investigation feels comfortable and to ensure safety, you might invite one or two children to participate at a time. Once you have established expectations, allow the children to explore the height and strength before deciding on their stilts of choice. How will they attach them to their feet? Once they are ready to go, they can try dancing at their new heights!



## MI's BIRDIE

### BUDDY MOMENTS

#### YOU CAN DO IT!

How wonderful and unique is everybirdie in your class! Offer children child-safe mirrors so that they may explore their individual characteristics. Then offer them some collage materials of pre-cut squares of varying size and colors. Offering small squares of various sizes will lend themselves to different characteristics that children can choose and cut smaller, exercising their fine motor skills with child-safe scissors.

Children can arrange their collage materials and glue them down when they are just right to create their own self-portraits. Find a place to display the self-portraits so all the children can enjoy seeing themselves and continue to celebrate how special it is that there is only one of each of them.



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## SING ALONG

SING THE SONG, LOOK AT ME, LITTLE ME, TOGETHER  
IN LOUD VOICES AND THEN QUIET VOICES.

Play Song Here

### LOOK AT ME, LITTLE ME

(Jackie Tohn, David Schuler)

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**RE**

Look at me, little me  
Too small for anyone to see  
That I'm up here on this stage  
What a world it would be  
To be big or tall or not so small...

**FLAMINGOS**

But you're perfect how you are!

**RE**

(Spoken rant)

But I'm standing here and I can barely see over  
your feathers  
and it just feels like it's sort of.

**FLAMINGOS**

It's true!

**FLAMINGOS**

You talk so fast!

**RE**

I've got so much to say I need to let it out

**FLAMINGOS**

We wouldn't change a single thing!

**RE**

Geez, really?

Thank you for taking me under your wing!

**FLAMINGOS**

You sing so big!

**RE**

I don't know how all that sound even fits in there?!

**FLAMINGOS**

Big sounds can come in tiny packages - packages!  
Packages! Packages! Packages!

**RE**

But what's so special about a little bird like me?

**FLAMINGOS**

You're the only you!

**RE**

Look at me! Little me!  
Now my voice can reach the ceiling!  
What a dream! What a feeling!  
Look at me! Little me!  
I feel fantastic in my feathers  
When we make music all together

**FLORA**

You can be anything you dream  
Anything, anything  
We always knew

**FLAMINGOS**

We always knew

**FLORA**

You had it in you

**RE**

I guess I did!  
Look at me, little me



## 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 pitch and range by using instruments and their voices. They had to use strong listening skills while playing a game of "name that voice" and big singing voices so the whole class could hear each person sing. They also engineered their own versions of stilts!

## HARMONY'S & MELODY'S LIBRARY

1. *Invisible Boy* by Trudy Ludwig, illustrator Patricia Barton
2. *This Jazz Man* by Karen Ehrhardt, illustrator R.G. Roth
3. *The Music In Me* by Jane Pinczuk, illustrator Brad Davies
4. *Giraffes Can't Dance* by Giles Andreae, illustrator Guy Parker-Rees
5. *I Like Myself!* by Karen Beaumont, illustrator David Catrow

## MATERIALS

| Musical Instruments | Arts & Craft Supplies            | Natural Elements & Recycled Items | Common Items (household or classroom) | Other Items                        |
|---------------------|----------------------------------|-----------------------------------|---------------------------------------|------------------------------------|
| Pitch pipes         | Chalk                            | Heavy duty small cardboard boxes  | Blanket                               | Images of classroom items on cards |
| Bells               | Painter's tape                   |                                   | Child-safe mirrors                    |                                    |
| Chimes              | Precut squares of various colors |                                   | Small buckets                         |                                    |
| Harmonicas          | Large construction paper         |                                   | Glass jars                            |                                    |
| Recorder (optional) | Glue                             |                                   | Wooden spoons                         |                                    |
|                     | Child-safe scissors              |                                   |                                       |                                    |
|                     |                                  |                                   |                                       |                                    |



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