



EDUCATOR GUIDE

EPISODE 104A RASPBERRY CUPCAKES



MUSICAL VOCABULARY

Dynamics, Forte, Largo, Piano, Presto, Tempo,



SOCIAL-EMOTIONAL SKILLS

Self-regulation, Patience, Perseverance, and Attention



ADDITIONAL LEARNING AREAS

Mathematics (measurement), Critical thinking



MAESTRO MOON'S CUES

Re becomes the teacher in Re's Chickalicious Chickie Cooking Class; however, the chicks are not listening. Re is trying to get them to follow directions to make raspberry cupcakes. Do and Mi lend a hand. Re sings the directions too quickly (presto) at first, and then when singing too slowly (largo), the chicks fall asleep. When Re sings too loud (forte), it hurts everyone's ears and when she sings too softly (piano), no one could hear Re. When Re finally gets the tempo and dynamics "just right", the chicks listen and follow directions to make the best raspberry cupcakes ever.



MUSICAL VOCABULARY

- DYNAMICS** - Variations in how loud or quiet music is played or sung
- FORTE** - Playing or singing music loudly
- LARGO** - Playing or singing music at a very slow pace
- PIANO** - Playing or singing music softly
- PRESTO** - Playing or singing music at a very fast pace
- TEMPO** - How fast or slow the music is going, the speed of the music

MUSICAL VOCABULARY BUILDING

- Dynamics are how loud or soft the music is. Invite children to try singing their names in a loud dynamic. Then change it up and ask them to sing in a soft dynamic.
- Pull out the piano and forte cards you created and used with Episode 101B (*Rain, Rain, You Can Stay*) and use them to play with dynamics.
- Ask children to discuss how mood is related to the dynamics. Sing a simple direction loudly and then softly, such as, "*Wash your hands.*" When you hear a loud dynamic, how does it make you feel? How about a soft dynamic?
- Tempo speaks to the speed of the music. Pick a simple body movement and ask children to move at a fast tempo. Now have them try the same out at a slow tempo. How does the tempo make them feel?
- Revisit Maestro Moon Says during a transition so you can practice the musical vocabulary!

FEELING THE SOUNDS

Learning Experience

Dynamics and tempo are concepts that lend themselves to a lot of physical exploration. With our hands alone, we can clap them loudly or softly, and we can make them move slowly or too quickly. Start there. Ask children to move their hands - piano and largo. What does that sound and feel like? Suppose they wanted to show an exciting feeling, how would they change what their hands are doing? How will they make their clapping forte? Is there anything they could add to their hands to make them even louder? Add pot lids or blocks to them to clang together, perhaps? Try it again with blocks. How about the number of people clapping all at once? Start with three children and keep adding until the whole class is clapping. Does that impact the volume?

Add materials to your dramatic arts center - shoes of various styles such as boots, flip flops, clogs, slippers, etc., jangly jewelry such as bangles, gloves, or mittens of varying materials. You can ask for family donations to be returned later. How do these materials impact the dynamics of body movement?

Now bring tempo into the mix. What are you noticing about the boots when you run in place real fast versus when you walk really slow? Encourage children to rise to the challenge of finding the materials that help them be as quiet and loud as possible. Invite them to bring their combination to share with the group.



Extend the Learning

- 🎵 We know a preschool classroom is a dynamic space- in many ways! At a given time, you might have children operating at different dynamics and tempos. Sometimes, the volume and the speed are appropriate and other times not so much, but learning how to regulate and read the room is the work of young children.

When Re is singing to the little chickadees, Do and Mi reflect on how the volume and speed of her singing changes the mood and thus how others respond. Reflect on the times of day in your classroom with the students.

- 🎵 What are times of day where the dynamics should be soft?
- 🎵 What about loud?
- 🎵 Explore what a “just right” volume might be. How do you know it is just right?

Once children have identified appropriate volumes for different times of day, look to your visual schedule and sing the times of day at varying dynamics. You might make graphic symbols for piano, forte, and “just right” to put next to each schedule card. The singing might sound like, “Morning Meeting (*piano*), Worktime (*presto*), OUTSIDE (*forte*), snack (*largo*), MAESTRO MOON SAYS (*forte*), rest (*piano*), etc.” As you transition children throughout the day, pause and sing the matching dynamic. For example, say, “Dynamics check!” and have children sing back to you in the agreed-upon volume.

- 🎵 Build upon the idea of what the room should feel like during different times of the day. Have some fun playing with tempo, allowing children to go through classroom routines at varying speeds. During a transition (washing hands, going outdoors, getting ready to sit in a circle), the children can make up funny walks, first going presto and then largo. After they have time to play with it, revisit tempo before a transition, embedding the musical terms throughout the day. You can sing the directions at the tempo they are supposed to move at to identify the appropriate speed.

- 🎵 Remember the chicken dance? With each verse the tempo would speed up and the dance would get faster and faster. Turn on the song *Raspberry Cupcakes* from the episode. Sing it at different speeds and volumes for the children to match with the dancing. Using the Do, Re, Mi version of *Head, Shoulders, Knees and Toes* will work well as an additional song to use. Children will need to follow the song directions and also keep up with the body movements as the music speeds up!



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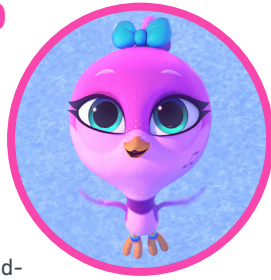
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RE's SOUND STUDIO

EGG SHAKERS

The chicks have hatched, but we can use their eggs and make musical shakers. Provide materials for the children - plastic eggs, masking or painter's tape, rice, beans, beads, colorful stickers or peel and stick labels (to use as stickers), and child-safe scissors. Have the children use the materials to make shakers. They can use the stickers to decorate. Once the eggs are filled, they can close them up and tape them securely. Now the fun begins with shaking the eggs and dancing. They can switch the tempo and dynamics during the dance. Does the type of ingredients or the amount of fill in the eggs change the sounds?



DO's WORKSHOP

YUMMY RASPBERRY CUPCAKES

Raspberry cupcakes are so much fun for us to bake and so tasty to eat too! If it is available to you to make food with your class, here are some directions for a no-bake Raspberry Cupcake recipe. If not, children can pretend to make some.

The goal is to allow the children to make the cupcakes, play with the ingredients and sing along to build skills in sequencing, listening while experimenting with tempo as they go. Either way, singing along to *Raspberry Cupcakes* will enhance the experience. Be sure to send images home of the finished cupcakes!



Real food - fun and easy for the children to make - no-bake. Have the children crunch up Nilla wafers and place in the cupcake papers in muffin tins. They can take turns stirring yogurt (½ cup), sugar (1 TSP), raspberries (5-6), and cream cheese (2 ounces) together in a bowl. Each child can add some of the topping mixes to a cupcake. You can adjust to help younger children by premixing the ingredients, and then the children can add the fruit and put the mixture in the cupcakes. Place in the refrigerator for one hour and yum - raspberry cupcakes.

MI's BIRDIE BUDDY MOMENTS

EGG MOVERS

Your little songbirds will continue to follow directions just like the little chickies do while making cupcakes with Re. Get out the plastic eggs again and enjoy the classic egg relay race. The children work together in threes.

The first child places an egg on a spoon and starts to walk quickly to the end zone. At the end zone, that child serves the egg to another child who walks quickly to the starting place and passes the egg to the third child. The third child races quickly to the end zone. The goal is to plan how to give the eggs to each other and walk as fast as possible without dropping the egg. Each group will need to test the right pace (tempo) and plan how to pass for a successful run, working to get it right just like Re and the chickies had to do in cooking class. Time the racers.



SING ALONG

RASPBERRY CUPCAKES IS FUN TO SING.
SING THE SONG DURING TRANSITIONS EACH DAY.
CHANGE THE TEMPO EACH TIME.

Play Song Here

RASPBERRY CUPCAKES

(Jackie Tohn, David Schuler)

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RE

When you're baking in the kitchen, You gotta pay attention,
To make these tasty cupcakes, we need the perfect touch.
So add in some of the berries, but only what's necessary!
You gotta find the balance, not too little or too much

MI

But with any new creation, it can take a little patience
So don't give up, yeah, take it from me

DO / RE / MI

If you try and try then you'll succeed

DO / RE / MI

Raspberry Cupcakes
They're so much fun for us to bake

RE

A little more corn, a few more seeds,
Pay attention little chickadees

DO / RE / MI

Raspberry Cupcakes
They're so much fun for us to bake

RE

They fill your tummy and warm your heart,
they're such tasty works of art

RE

A dash of this, a pinch of that
We sang it slow we sang it fast
We sang it soft, we sang it LOUD!
We got it right, and now we're proud!

DO / RE / MI

Raspberry Cupcakes
They're so much fun for us to bake

RE

A little more corn, a few more seeds
Pay attention little chickadees

DO / RE / MI

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HARMONY'S AND MELODY'S LIBRARY

1. *The Little Red Hen* by Paul Gladone
2. *Cook A Doodle Do* by Janet Stevens & Susan Stevens Crummel
3. *Little Chef* by Elizabeth Weinberg & Matt Stine, illustrator Paige Keiser
4. *Chicken Dance* by Tammi Sauer, illustrator Dan Santat
5. *Yes I Can Listen* by Steve Metzger, illustrator Susan Szecsi



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BEEBOPSBURGH COMMUNITY CONNECTIONS

Connect families to the musical adventures and sounds for *Raspberry Cupcakes* by sending the link to the parents' tips. Let parents know about the yummy adventures:

It is hard to pay attention when there are so many exciting things going on. The children revisited the music concepts of dynamics and tempo along with practicing good listening skills. We learned how the control of Re's voice helped others tune into her directions for making yummy raspberry cakes. You can make the recipe at home using berries and your favorite cupcake mix.



MATERIALS

Musical Instruments	Arts & Craft Supplies	Natural Elements & Recycled Items	Common Items (household or classroom)	Other Items
	Plastic eggs	Rice	Large wooden spoons	Images of classroom items on cards
	Masking or painters tape	Beans	Muffin tins	
	Beads	Seeds or pebbles	Cupcake papers	
	Colorful stickers	Sand	Whipped cream	
	Peel and stick labels to cut		Cream cheese	
	Child-safe scissors		Nilla wafers	
			Raspberries	
			Powdered sugar	



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