



## EDUCATOR GUIDE

EPISODE 104B

### TOGETHER WE ARE NOT ALONE



#### MUSICAL VOCABULARY

Guitar, Instruments, Melody, Percussion, Strings, Winds



#### SOCIAL-EMOTIONAL SKILLS

Decision-making, Teamwork, Overcoming fears



#### ADDITIONAL LEARNING AREAS

21st century skills (collaboration), Simple geographic knowledge (map-making), Sequencing



## MAESTRO MOON'S CUES

Do, Re & Mi venture to the Falsetto Forest to find a new guitar for Mi. Along the way, they meet up with Maestro Moon teaching Harmony and Melody a new tune (melody). As they walk on they hear the flowers and trees as instruments greeting them at every turn. Mi finds the perfect guitar! Once they start for home, they think they are lost but use their listening skills to remember where they've been, following the instruments' sounds, and find their way home, singing along the way - *Together We are Not Alone*.



## MUSICAL VOCABULARY

- GUITAR** - a stringed instrument generally made up of a body, headstock, fretboard, and 6 strings
- INSTRUMENTS** - an object to make music
- MELODY** - a pleasing series of pitches and rhythms. The tune or main idea of a song.
- PERCUSSION** - instruments that make sound by being struck, such as drums, chimes, tambourines, etc.
- STRINGS** - instruments that are plucked, pulled, stroked, or struck to make sound. They can be found in pianos, guitars, violins, etc.
- WINDS** - instruments using air to make sounds

## MUSICAL VOCABULARY BUILDING

- Do, Re, & Mi are in search of a guitar. Pretend to play guitars together. What parts of our bodies need to move so that the guitar plays music?
- Ask children what they know about guitars. Record their instrument knowledge and ideas. You might make a word web, place an image of the instrument at the center, and write ideas around it. What are the parts of a guitar?
- Guitars belong to a group of instruments called Strings. Ask the children - can you think of any other instruments that use strings?
- There were other instruments in the Falsetto Forest. Name the instruments for the children or show them images of the instruments. Pretend to play those instruments as well. What parts of your body were you using to play a trumpet? How about a drum? Trumpets belong to a family of instruments called Winds because you use air to make sounds. Drums and Chimes belong to a family called Percussion because you hit them to make music. What other instruments do you know? What instrument family do you think they belong to?
- Practice out your new musical terms by revisiting Maestro Moon's Says (played like Simon Says). Maestro Moon says, "Play a percussion instrument!" "Play a wind instrument," etc.

# The Sights and Sounds of the Falsetto Forest

## Learning Experience

Do, Re, & Mi make it through the Falsetto Forest using their excellent listening skills and their memory. The wide variety of sounds and music they heard supported their ability to remember their path and make it back home. Creating your Falsetto Forest in the classroom will welcome music exploration of new instruments, creativity, and listening skills. Have the children design and follow different paths around the room. Say to the students - *"And speaking of Falsetto Forest - Why is it called that? In our classroom, will it keep the same name, or do we want to name our musical instrument forest something else?"*

Pick three instruments you have in the classroom. Eventually, you will incorporate the instruments that the children create in Do's Workshop this week. Arrange the instruments in three distinct areas of the classroom. Create a path for children to follow and pause to explore each part of the forest's instruments. Be sure to incorporate the use of new vocabulary as you say, *"We found some percussion instruments!"* While instruments such as a recorder, pan flute, or a harmonica would be excellent to incorporate, children will have to explore these individually so that they can be adequately cleaned between each student's turn. Allow children to imagine the instruments are part of the forest. Spend a moment reflecting on how the instruments were a part of the Falsetto Forest; trumpeting flowers, drum flowers, jingly-jangly vines, and a guitar bush. What would these instruments in our room be called? What kind of plant would they look like or be a part of?

Come back together as a group, sitting on a rug, in a gathering place. Ask children to describe the path they took. Now they are going to follow a path using their listening skills. Depending on the size of the group, children can go together or one at a time. Have children close their eyes and a teacher will play a sequence of the instruments - three clear sounds. Ask for a volunteer to follow the path they heard. Once they get to the first stop, if they need a reminder for the following location, ask them to close their eyes and play the sound again. When each songbird lands back on the rug, they can celebrate by giving a classmate a "high wing," as Re puts it (that's a birdie high-five!)

To adapt for a smaller space, you can make picture cards of each instrument. Play each sound while children have their eyes closed, and allow them to sequence the pictures. You can also use this adaptation as a transitional game between times of the day. Add more sounds and cards to increase the challenge!



## Extend the Learning

🎵 The trumpeting flowers and guitar bush are some ways we can imagine instruments growing in a forest. Building off of the creation of your own Falsetto Forest in the classroom creates a collaborative mural that will allow everyone to add their instrument and how it grows. Build on the children's instrument knowledge and invite them to consider instruments they didn't see in the episode. How might a tuba grow? A violin? A piano?

Offer tempera paint and paper for each child to spend time painting a representation of their forest instrument. Then, invite them to glue it onto a large piece of butcher paper that will come together to make a colorful forest of unique ideas. Hang it as the backdrop to all of the Falsetto Forest work happening in the room.

🎵 All children will imagine a different route through the classroom and have their preferred path. Allow them time to create their map that charts their route. Where would they enter? Where would they go first? Second? How will they show that on their map? If children aren't yet drawing representationally, are there colors they can use that help us know their path? Once they have finished, they can offer their map to a friend to use as a guide!

🎵 Harmony and Melody were practicing their listening skills this week as well, as they followed Maestro Moon to create a melody. Play a game of "Name that Tune" with children, using classic songs such as *"Row, Row, Row Your Boat"* or *Do, Re, & Mi* favorites you have become familiar with. Hum the melody without the words to see if children can identify the song. Once they get the hang of it, allow them to volunteer for a turn and ask their classmates to guess!



EDUCATOR GUIDE  
EPISODE 104B

primevideoedu.dothegoodery.com

prime video do Goodery



## RE's SOUND STUDIO

### TESTING THE INSTRUMENTS

Exploring a guitar is an exciting event and requires careful supervision in small groups. If you can have someone bring their guitar in and supervise this exploration with two or three children at a time, it is an ideal way to expose children to new instruments. Rotate children through talking with the visitor, observing what they see, and touching/playing the instrument. Learning how to handle the instrument properly will be an empowering experience. As other instruments are introduced, reach out to other teachers, faculty, or families and cycle by learning about instruments you may not have in your classroom.



## DO's WORKSHOP

### INSTRUMENT CREATION

Set up different instrument-making centers and provide the suggested materials. Offer some guidance in helping children make their instruments to experience the variety of instrument families. Allow them to use the materials as they wish and test the best way to make the desired sound.



#### Wind Instruments

Pan Flute: Offer different length large straws and allow children to experiment blowing across them to hear the sound. Have them line them up shortest to longest across the sticky side of a piece of tape. They have created their wind instrument! They can decorate them for the forest.

#### Percussion Instruments

Flower Drums: Gather recycled containers and pre-cover them with colorful construction paper. Offer various small squares of colorful paper that can be cut and attached to the outside of the drum using tape or glue. Offering small squares is more accessible for children to cut, so they have the autonomy to decide on their flower or plant shapes. They can make sounds by tapping on the drums.

Jangly Vines: Offer yarn, string, and streamers so that children can decide on their vine. Bottle caps offer a great sound but need to be prepared with a hole in advance to be threaded. If you have a workbench, children can assist in this step. Paper clips or other safe metal objects can be used as well. Children can decide how many vines they will clump together and experiment with the sound. Think together about how you will attach the vines. You can use a stick or hanger to suspend them.

#### String Instruments

Guitar: Offer open shoeboxes, tape, four or five rubber bands for each child, child-safe scissors, rulers or paint stirrers (or paper towel tubes to tape to the box as the neck), markers or crayons to decorate the boxes. The rubber bands can stretch around the box for the strings and be taped in place. The goal is for the children to experiment with the bands' directions, how many bands, etc.

#### Extra Fun

After instruments have been created in Do's Workshop, add them to the studio so that children can jam! Perhaps they want to pick a melody of a familiar song that they can sing to while some folks play their new instruments.

## MI's BIRDIE BUDDY MOMENTS

### GUIDING FRIENDS

Do wasn't so sure about going into the Falsetto Forest at first, but he had Mi and Re there to help him. These birdie buddies really support each other, because that's what friends do! Partner up children to navigate the class made Falsetto Forest in a new way. Provide a blindfold to each pair and ask the children to take turns leading their partner through the course. You can make the path more complicated to prompt solid communication among the children. Allow the seeing partner to pause and make music along the way so that their friend can name the part of the forest they are in. Having an opportunity to rely on their sense of hearing will prompt them to consider the many ways they make sense of their environment, all while under the supportive guidance of a trusted friend! .



EDUCATOR GUIDE  
EPISODE 104B

primevideoedu.dothegoodery.com

prime video doGoodery

# SING ALONG

TAKE THE MUSIC OUTSIDE, PAIR UP, AND SING *TOGETHER WE ARE NOT ALONE*.  
HOLD HANDS AND DANCE AROUND THE PLAYGROUND

Play Song Here

## TOGETHER WE ARE NOT ALONE

*(Jackie Tohn, David Schuler, John Loy)*

© 2018 Do Re Mi Productions LLC. All Rights Reserved.

### DO

We traveled through this magic forest  
Of instruments and sounds

### RE

So many beautiful sights to see  
When you stop and look around

### MI

I really love to go exploring

### DO

I'm kinda frightened...more than kinda, very!

### RE

We don't have to be afraid  
Just 'cause it's new it isn't scary

### DO / RE / MI

Just 'cause we're  
Far away, far away,  
Far away from home  
We don't have to be afraid, be afraid  
Together we're not alone  
Just 'cause we're  
Far away, far away,  
Far away from home  
We're in this magic place, magic place,  
Together we're not alone

Trumpet flowers, vines and trees  
Oh so many sights to see!  
Sing along with the notes we hear  
Find our way, nothing to fear!

### DO / RE / MI

Just 'cause we're  
Far away, far away,  
Far away from home  
We don't have to be afraid, be afraid  
Together we're not alone  
Just 'cause we're  
Far away, far away,  
Far away from home  
We're in this magic place, magic place,  
Together we're not alone

### MAESTRO / HARMONY / MELODY

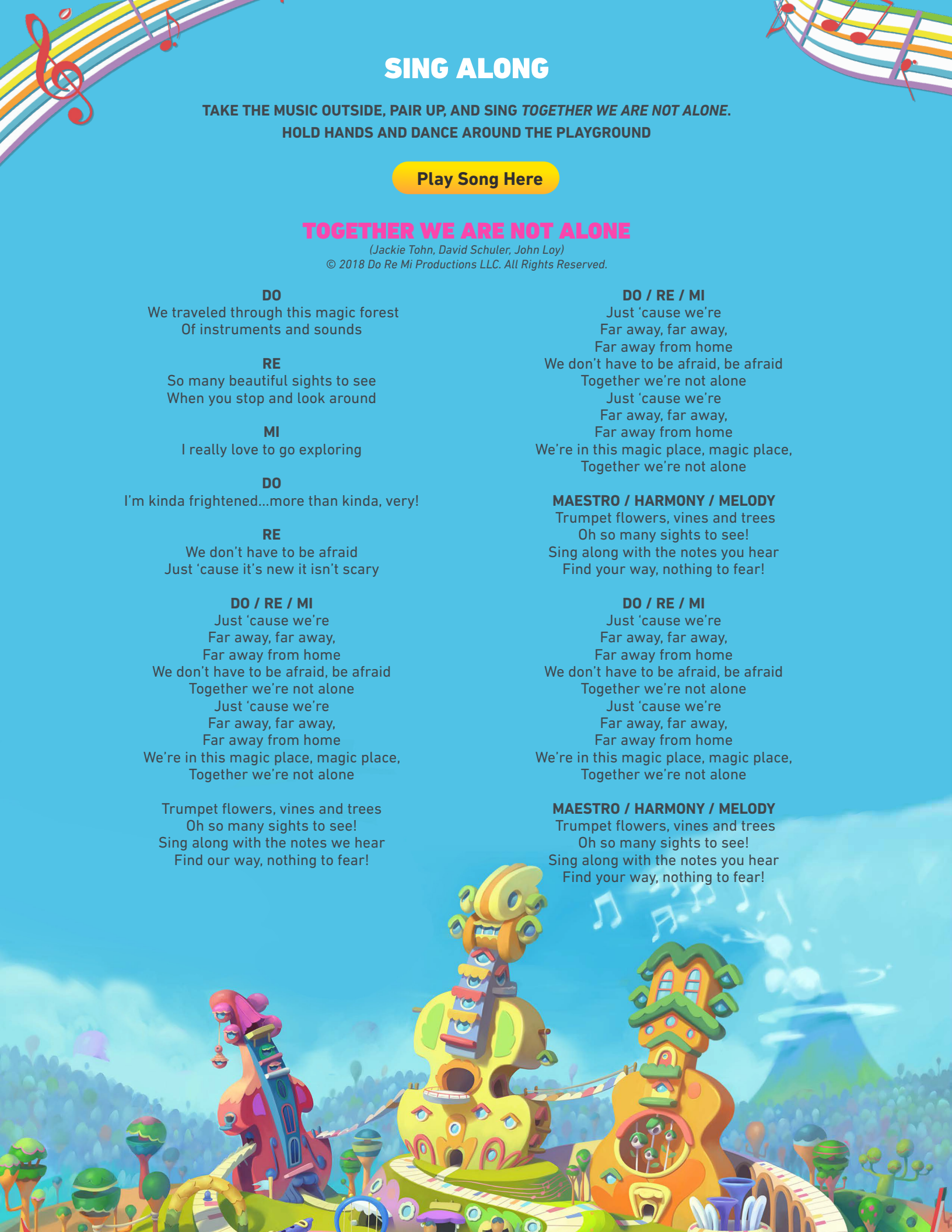
Trumpet flowers, vines and trees  
Oh so many sights to see!  
Sing along with the notes you hear  
Find your way, nothing to fear!

### DO / RE / MI

Just 'cause we're  
Far away, far away,  
Far away from home  
We don't have to be afraid, be afraid  
Together we're not alone  
Just 'cause we're  
Far away, far away,  
Far away from home  
We're in this magic place, magic place,  
Together we're not alone

### MAESTRO / HARMONY / MELODY

Trumpet flowers, vines and trees  
Oh so many sights to see!  
Sing along with the notes you hear  
Find your way, nothing to fear!



## BEEBOPSBURGH COMMUNITY CONNECTIONS

Connect families to the musical adventures and sounds for *Together We Are Not Alone* by sending the link to the parents' tips. Explain to parents about the Falsetto Forest and the children's discovery of different types of instruments:

As Do, Re & Mi traveled through the Falsetto Forest in search of a new guitar, they introduced us to many types of instruments. The children made many different kinds of instruments and created their own music. They learned about the types of instruments - winds, percussion, and strings. We also practiced listening skills by focusing on the sound each instrument makes. They created their forest in the classroom and guided each other through it.

## HARMONY'S & MELODY'S LIBRARY

1. *Music Class Today* by David Weinstone, illustrator Vin Vogel
2. *Tuba Lessons* by T.C. Barlett, illustrator Monique Fleix
3. *Meet the Orchestra* by Ann Hayes, illustrator Karmen Thompson
4. *Polar Bear Polar Bear What Do You Hear* by Eric Carle
5. *The Man with the Violin* by Kathy Stinson, illustrator Dušan Petričić

## MATERIALS

Musical Instruments	Arts & Craft Supplies	Natural Elements & Recycled Items	Common Items (household or classroom)	Other Items
Drums	Large rubber bands	Old shoeboxes	Large straws	Blindfolds – handkerchiefs, scarves, or other fabric
Triangles	Markers	Recycled containers	Yarn	
Small guitars	Tape	Bottle caps	String	
Flutes or small horns	Painter sticks or rulers			
Chimes	Child-safe scissors			
	Tempera paint			
	Paintbrushes			
	Large mural or butcher paper			
	Paper			
	Glue			
	Crayons			
	Variety of colors construction paper			
	Streamers and craft sticks			
	Paperclips			



EDUCATOR GUIDE  
EPISODE 104B

primevideoedu.dothegoodery.com

prime video doGoodery