



EDUCATOR GUIDE

EPISODE 105B FEATHERY FRIENDS DAY



MUSICAL VOCABULARY

Lyrics, Melody



SOCIAL-EMOTIONAL SKILLS

Self-expression, Understanding emotions



ADDITIONAL LEARNING AREAS

Language and literacy (written expression), Creativity



MAESTRO MOON'S CUES

Mi wrote lyrics for a song celebrating Feathery Friends Day. The lyrics expressed just how Mi feels about Presto, their lightning bug friend, and all of Mi's birdie buddies. While singing the song Mi's voice gets hoarse. Mi could not sing the song, so the bridie friends decided to pass it along by listening and repeating. The results were strange - the melody was the same, but the words (lyrics) changed. Mi's voice returns and Mi is able to share the melody and the correct lyrics using a megaphone so all of Mi's friends in Beebopsburgh can hear it at the same time!



MUSICAL VOCABULARY

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

MUSICAL VOCABULARY BUILDING

- Play a simple word listening activity during group time or transition. Try a string of words that go together but have one word that does not fit. Truck, car, boat, tree, airplane. Have the children listen and then name the word that does not fit.
- Sing a familiar song to identify the lyrics - those are the words in the song. You might fuel conversation by asking, "Does a song need to have lyrics? What are some lyrics you know?"
- What happens when you remove the lyrics? Hum a tune for children, either a well-known song such as *Twinkle, Twinkle, Little Star*, or a favorite **Do, Re & Mi** song. Ask them to guess and explain how they knew it without any words. It's the melody that you recognize! Invite others to join in on humming the melody.
- Connect to the idea of Feathery Friends Day by asking, "What are some words you might sing to your friend to make them feel warm and good on the inside? How is this musical vocabulary building?"
- At transition time, have the children sing the melody without the lyrics, and then at the next transition, have them say the words without the melody. How did that feel?

PASS ALONG THE SONG

Learning Experience

When Mi's voice goes out, the best birdie buddy song changes as it passes through many other songbird voices. Listening is such an integral part of music - both in making it and enjoying it. However, when things are misheard and then repeated, it can be silly! And children always delight in the humor of it.

Start by warming up those listening ears with a game of Wait a Minute! Tell children that you will sing a classic song such as "Happy Birthday" or "Twinkle Twinkle," and change sounds slightly to see if they can catch where it is different. If they hear something that isn't right, they should shout out Wait a Minute! And sing the correction back to you. For instance, you might sing, "Happy birthday to you, Mappy birthday to you..." Once children catch you, correct yourself and proceed, continuing to make slight errors.

After some fun there, introduce a game that is a riff on the classic game of telephone. Start by modeling. Introduce a statement such as, "Do, Re & Mi are best birdie buddies." Ask children how they could change the statement by making one thing different. There are many possibilities! They could change a word to a rhyming word (i.e., best could become rest), they could change an initial sound, rearrange the order of words, etc. Try a couple of rounds of changing the statement a few times, so children get the hang of it.

Next, tell the message in secret, but the same rules apply. The person who starts it wants the message to be the same at the end but is prepared to see how it changes as it is passed among the other songbirds. Allow children to pass it in a secret whisper around the circle, changing one aspect each time. The final person to reveal the message will sing it out to the rest of the group in a silly reveal that is sure to have the class dissolving into laughter (and all the while, their listening, literacy, cognitive, and executive function skills have been hard at work!)



Extend the Learning

🎵 When people can't use their voices to communicate, what do they do? There are so many ways communication happens - sign language, body language, facial expressions, etc. Mime is one mode of artistic expression where people act out stories through just using body motions, just like when Mi is trying to communicate ideas to Do and Re! There are dance styles, such as ballet and hula, that tell a story as they are performed. Many children might be familiar with sign language because it is already used in the classroom or with friends or family members. Explore what the children have experienced and honor the many ways people communicate with each other. Then, build on the game of telephone using mime as the primary form of communication. Create small groups to start (3 or 4 children) and line them up. Give the first person an action prompt such as "Pouring water" or "Sweeping the carpet." They will turn to act it out to the next person, who will interpret what they are doing and say the action they think it is to the next person who will act that out. The last person will reveal what they thought it was through multiple interactions of acting out and guessing.

If your group is excited about miming for one another, play Guess What I'm Doing as a transitional activity, allowing children to mime various actions while the others guess.

🎵 Provide the children with a few classic nursery rhymes and have them make up new lyrics; *Itsy Bitsy Spider*, *Three Blind Mice*, *Old McDonald* are just a few they could use as a jumping-off point. How will they make them uniquely their own and infuse a little humor? You can model one as a group. For instance, what would happen if the *Itsy Bitsy Spider* started, "The itsy-bitsy spider went through my mother's hair..."? Older children can create their own lyrics (solo), work with a friend (a duo!), or several (a trio!). Once finished, allow them to illustrate their song lyrics. They can switch and experience both roles of dancer and musician.

🎵 Invite the children to express sounds in nature in movement and song. This is a fun outdoor activity. Make a few suggestions to get them started and then let the children shout out ideas:

- 🎵 Thunder and lightning
- 🎵 Birds flying
- 🎵 Heavy and then soft rain
- 🎵 Cars in traffic
- 🎵 Sirens blaring

🎵 Ask the children how each of these sounds make them feel - happy, excited, calm, etc.



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RE's SOUND STUDIO

XYLOPHONE OR GLOCKENSPIEL

Explore melody and sound using a new instrument! Xylophones and Glockenspiels can be great instruments for exploring melody as they are clearly labeled with notes. Before allowing children to freely explore, make sure to set expectations around safely using the mallet and taking care of the instrument. Then invite children to explore playing the instrument, noticing the bars' length and how they sound. Do they see the letters or colors on each bar? Are there any they recognize? Invite them to play three notes. Do they remember the order in which they were played?

Once children have had ample time to play the instrument freely, show them a card with the sequence of notes to make a well-known melody. Invite them to follow the sequence and see what they hear. That's reading music!



DO's WORKSHOP

MICROPHONES AND MEGAPHONES

How can you get heard? Use cardboard tubes, paper, crayons, markers, tape, child-safe scissors, glue, and aluminum foil to make microphones. The children can also shape the paper to make megaphones with tin cans for microphones to amplify their voices. Now they can use these tools as they sing their songs. Set up a show where each child can use the handmade tool and sing a song to the class. This would be a terrific video to send home.



MI's BIRDIE BUDDY MOMENTS

BEST BIRDIE DANCE

Feathery Friends Day is all about celebrating friendships and enjoying all members of the community. Stand in a circle and introduce the best birdie dance steps that you can all follow along together. Handshakes and high fives demonstrate friendly feelings. Introduce the best birdie dance sequence; flap three times, three steps to the middle, flap flap flap, three steps back, flap flap flap. Then children will listen for their names and two birdie buddies will join to fly around the outside of the circle and land back in their spots. Then do the sequence again!



SING ALONG

THE CHILDREN CAN SING AND DANCE TO THEIR OWN SONGS ALONG WITH FEATHERY FRIENDS DAY.

Play Song Here

FEATHERY FRIEND DAY

(Jackie Tohn, David Schuler, Lisa Kettle)
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MI

There's so much I wanna say
About a very special day
So I'm counting on my friends to help
spread the word
I have a song inside of me
All the lyrics and a melody
I can't wait to share it with every bird

MI

A happ-i-ly, flapp-i-ly, Feathery Friends Day to you

DO / RE

To you! And you!

MI

A happ-i-ly, flapp-i-ly, Feathery Friends Day to you

DO / RE

To you! And you! And you!

MI

So sing along just the way you hear it
Even if you don't know all the lyrics
A happ-i-ly, flapp-i-ly Feathery Friends Day to you

DO / RE

To you! And you!

MI

A happ-i-ly, flapp-i-ly, Feathery Friends Day to you

DO / RE

To you! And you!

MI

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Even if you don't know all the lyrics
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DO / RE

To you! And you!

HARMONY'S & MELODY'S LIBRARY

1. *Every Little Thing* by Bob and Cedella Marley
2. *What a Wonderful World* by Tim Hopgood
3. *Time to Sign: Sign Language for Kids* by Kathryn Clay, illustrator Michael Reid and Margeaux Lucas
4. *Listening to My Body* by Gabi Garcia, illustrator Ying Hui Tan
5. *Happy Pig Day!* by Mo Willems



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BEEBOPSBURGH COMMUNITY CONNECTIONS

Connect families to the musical adventures and sounds for *Feathery Friends Day* by sending the link to the parents' tips. Explain to parents about the songs the children wrote and *Feathery Friends Day*:

In the latest episode of Do, Re, and Mi, we learned about lyrics and melodies. Creating and experiencing music requires listening skills and the children got to practice theirs this week with a fun game of Pass Along the Song. Each time the song traveled from one person to the next, it was slightly altered. Children paid careful attention to language, considering initial sounds and rhymes while engaged in playful singing. They extended their learning by changing the words to other familiar melodies and practiced the recreated melodies on new instruments. Communication doesn't happen exclusively through verbal language either! So children had multiple opportunities to express their ideas through miming, signing, and dance.



MATERIALS

Musical Instruments	Arts & Craft Supplies	Natural Elements & Recycled Items	Common Items (household or classroom)	Other Items
Xylophones	Child-safe scissors	Cardboard tubes	Aluminum foil	
Glockenspiels	Tape	Empty tin cans (both top and bottom cut out)		
	Crayons			
	Markers			
	Heavy paper			
	Glue			



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