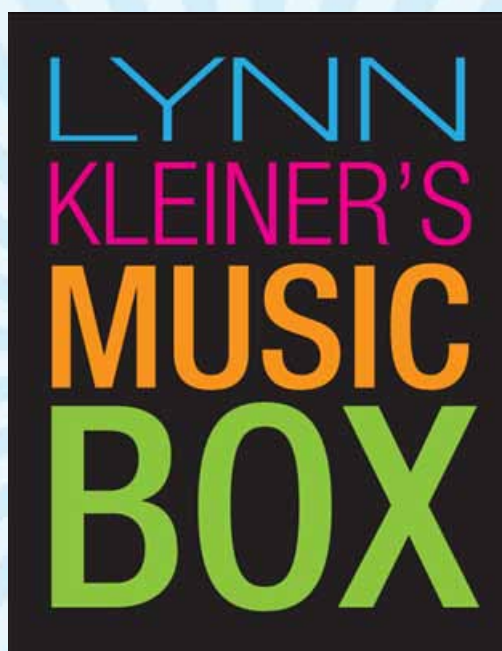


STORIES WITH MUSIC

Froggy Gets Dressed

Lesson Plan:

Singing, Movement & Instruments



A resource for teachers
who love to teach and live to learn.

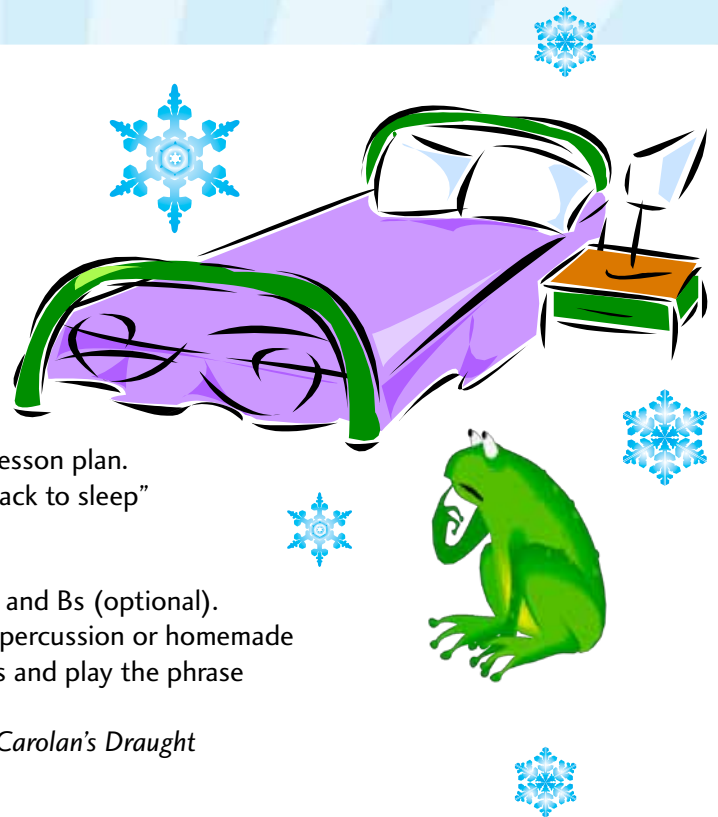
Froggy Gets Dressed

Story by Jonathan London. Illustrated by Frank Remkiewicz.

Lesson and song by Lynn Kleiner.

What's Needed

- Froggy Gets Dressed (Book)
- Pencil for teacher to number pages of book to refer to lesson plan.
Page 1 reads, "It was cold." Page 27 reads, "and went back to sleep"
- Dynamic Markings *p*, *f*
- Microphone*
- Orff instruments set up in C pentatonic, removing all Fs and Bs (optional).
If Orff instruments are not available, you can use other percussion or homemade instruments. For example, tap the beat lightly on drums and play the phrase endings on triangles or finger cymbals.
- For optional listening and movement lesson, refer to *O Carolan's Draught* from **Our Favorite Shenanigans**.



Lesson Plan

(can be used throughout several lessons or in one lesson, such as a winter holiday camp)

Suggestions for First Lesson

- Optional Movement Activity: Show the book. Explain that while Froggy was sleeping, he had a magical dream. He dreamt that it was snowing and every time a snowflake touched another snowflake, it made a soft, beautiful, ringing sound. Ask everyone to stand and use their index finger and thumb ("pincher fingers") to carefully hang a finger cymbal. Pass out one cymbal to each child, reminding them that this represents a snowflake. Instruct the children to listen to the music as they very quietly move around the room, delicately touching other's finger cymbals.
- Class Control Tip: Anyone having trouble being "as delicate as a snowflake" when touching another "snowflake" will be asked to watch how it is done from the side of the room.
- Ask the children to stand in their own spaces, scattered in the room, holding their finger cymbals out in front of them. Tell them that you are the only snowflake moving now. Sing the song called Snow, Snow, included in this lesson plan, and gently touch a cymbal on every rest (when you are not singing).
- Ask the children to sing with you. Repeat the song, having another child move with the teacher, gently touching different children's finger cymbals after singing, on each rest. Repeat with 4 children moving, etc. Finally, have the entire class sing and play.
- Put the finger cymbals on the floor and have children tap the beat on their legs while singing. Have a student demonstrate playing the beat on the lowest instruments, playing C and G. Have another child go to a glockenspiel. Explain how to play on any two notes at the same time that the finger cymbals played (on the rests). Add more players on the beat and on the rests.

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Lesson Plan

Continued from page 1

- Explain that Froggy's mom is a music teacher and this is why Froggy is good at echo singing. When his mom sings, "Froggy," he sings, "What?" using the same pitches.
- Tell students you will use a "microphone"* and see if they can echo sing like Froggy. Use challenging pitches to assess pitch-matching abilities. If a student cannot match the pitches, have them pretend to be the mom, singing first with the teacher echoing the child, singing, "What?" Then say, "We were a match! I sang just like you, using the same notes." Ask the child to sing a higher pitch and repeat.
- Show the book, Froggy Gets Dressed. Ask what Froggy should wear to go out in the snow. As each item is mentioned, have a student choose an instrument to play for that article of clothing. Allocate the students so that the following items all have an instrument assigned to:

Socks*	Boots*
Scarf	Mittens*
Pants with Zipper	Shirt with Buttons*
Coat with Snaps*	Long Johns with Elastic

- Assign an instrument to play when Froggy flops out into the snow. (I like tick tock block or temple blocks.)
- Children who do not have an instrument can select an instrument to play during the "Snow" song. For small classes, children may play more than one instrument. For large classes, everyone will have an instrument part to play. For very large classes, add the finger cymbals during the "Snow" song so that each child has one and plays with a partner.
- Explain, "As I read the story, listen for your part." If movement is desired, hop and jump whenever, "Flop flop flop" is read.

*For articles of clothing that are a pair, play twice. For articles of clothing that have several buttons or snaps, play many times.

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Time to read the Story!

Read the story..

Suggestions for specific pages are listed here.



Page 1 Sing and play the song "Snow" instead of reading last two sentences.

Page 5 Sing and play the song "Snow" instead of reading the last sentence.

Page 6 Children play the instrument assigned to each article of clothing.

Page 7 Instrument plays for, "Flop flop flop." Sing and play the song "Snow."

Page 8 Sing "Frrrooggyy," in beautiful singing voice as his mother. Class or soloist sings, "Wha-a-a-a-at?"
Sing, "Did you forget to put something on?"

Pages 10-12 Assigned Instrument plays for, "Flop flop flop," and each article of clothing.

Page 13 Assigned instrument plays for, "Flop flop flop." Sing and play "Snow."

Page 14 Sing, "Frrrooggyy." Class or soloist sings, "Wha-a-a-a-at?"
Sing, "Did you forget to put something on?"

Page 16-17 Assigned Instrument plays for, "Flop flop flop" and each article of clothing.

Page 18 Sing, "Frrrooggyy." Class or soloist sings, "Wha-a-a-a-at?" Sing, "Did you forget to put something on?"

Page 19 Quickly read this page to challenge everyone to quickly play their assigned instrument for each article of clothing.

Page 20 Sing, "Your underwear!?"

Page 22-24 Play assigned instrument for, "Flop flop flop," and each article of clothing.

Page 25 Read text very slowly, as if falling asleep.

Page 27 Add: But in his dreams, he was still playing in the snow...singing... Sing and play the song "Snow."

Continued on page 4

Snow, Snow

book by Jonathan London
song by Lynn Kleiner

The musical score for 'Snow, Snow' is written in 8/8 time. It features a vocal line and two Orff instrument lines: Glocks (Glockenspiel) and Bases (Bass). The vocal line has the lyrics: 'Snow, snow, I love to play in the snow.' The Glocks and Bases lines provide accompaniment with chords and single notes.

Extensions for following lessons:

- Introduce the term overture (from the French *ouverture*, meaning, "Opening.") In music, it is the instrumental introduction to a dramatic music piece, such as an Opera. Simply stated, "Our once upon a time introduction music". Have the students make up a song (perhaps on an Orff instrument set up in C pentatonic) that ' would be played before *Froggy Gets Dressed* is read. As some students share their song with the class, discuss what they have written. For example, did they use lots of big skips, repeated notes, or steps? Did anything repeat? What would they do differently if they played again? Perhaps big skips with both hands might look like Froggy jumping. If the number of students and time do not permit everyone to improvise an overture, ask for a volunteer and record who played in an attendance or plan book, reassuring students that more opportunities will be offered in other lessons.
- Assign a Mother and a Froggy to act out the story. For a performance, have them dress in green. Froggy hats are available through costume or novelty toy catalogues.
- Consider inviting a class or special guests to watch a performance of *Froggy Gets Dressed*.
- Use the dynamic visuals for soft (p) and loud (f). When Froggy sings *Snow, Snow*, point to the p, and when his mother sings, point to the f.

* *You do not need a real microphone. A mallet works well. Using some type of microphone makes it easy to see whose turn it is to echo.*



Harold and Heather, The Froggy Stars from 2010 Teacher Training Course.

Tip from Lynn!

This has been a winter hit for years and years. I never get tired of this one. This is adorable for a concert performance, Grandparents Day or a PTA meeting. Adding froggy costumes add to the fun.

LYNN KLEINER'S
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resources for this lesson, use your Music Box
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