



# THE SINGING SKATEBOARD

## Story Synopsis

In *The Singing Skateboard*, Mikey agrees to watch his brother's skateboard, but is alarmed to see it roll away from him, down a hill. The runaway skateboard has many encounters on its journey, with Mikey chasing close behind. Each encounter is accompanied by a different rhythmic sound: for example, *pa-da-boom*, *splish splish splash*, *whoosh whoosh whee*. These sounds are the “music” the skateboard “sings” as it races down one hill and up a second one. Just as Mikey is about to grab the skateboard, it rolls backwards the way it came, singing its sounds in reverse order! When Mikey finally catches the skateboard, he's back where the chase began. Through the slapstick humour of the chase, the children are introduced to simple rhythmic sound patterns that establish a foundation for a study of tempo.

### LITERACY ELEMENTS

language rhythm

comma

### CONNECTIONS

VISUAL ARTS

producing works of art that  
communicate experiences

DRAMA/DANCE

interpreting meaning  
through movement

### WORDS TO DISCOVER

positional words: down,  
over, along, through,  
under, into, across

skateboard

sidewalk

bridge

fence

puddle

hedge

sprinkler

### ESL CONSIDERATIONS

Provide concrete examples  
that show the meaning of  
each positional word.

## Overall Learning Opportunities



Students will:

- demonstrate an understanding of basic elements of music specified for this grade
- communicate their response to music in ways appropriate for this grade
- explore ideas using the skills, language, techniques, and processes of the arts



Students will:

- read independently, using reading strategies appropriate for this grade level
- express clear responses to written materials, relating the ideas in them to their own knowledge and experience
- use some conventions of written materials to help them understand what they read
- create texts collaboratively and independently, using a variety of forms

## ACTIVITY MENU

*Exploration: Investigating Tempo*, page 29

*Guided Reading*, pages 30–31

*As a Group*, pages 32–33



- *Sound Patterns*: creating and performing simple rhythmic accompaniments
- *Pick Up the Tempo*: performing a poem/song in an increasing tempo



- *Under, Over, Inside Out*: demonstrating an understanding of position words
- *I Like To...*: creating an illustrated book as a personal response to the story

*Independent Work*, pages 34–36



- *BLM 13*: creating simple sound patterns



- *BLM 14*: demonstrating understanding by putting phrases in order
- *BLM 15*: demonstrating understanding of positional words



# Investigating Tempo

## LEARNING OPPORTUNITIES

Students will:

- identify different tempi (faster and slower speeds) in music
- describe their responses to music that they sing and hear
- explore and describe music they encounter in school

## YOU WILL NEED

- at least three pieces of music, each having a noticeably different tempo
- a selection of several books

## OBSERVING FOR ASSESSMENT

Can the student:

- distinguish between different tempi?
- match a piece of music to a narrative?
- explain their choices, using musical terminology?



Young students typically are

drawn to music with a fast tempo and to books with lots of action. This activity provides a good opportunity to encourage students to enjoy slower tempos and to appreciate stories in which the action is gentle.

Choosing books that have a lyrical quality will help them see that action isn't the only criterion for a good story.

## Reading the Story

Reread *The Singing Skateboard* and invite the children to join in when you say the sound words, such as *pa-da boom*. Ask the children to choose the sound words that are most fun for them to say. Write those words on the chalkboard.

## Starting the Exploration

Use the phrase you wrote on the board to introduce the children to the concept of tempo. Say:

- Let's say *whoosh whoosh whee* together. Every time I clap my hands, we'll say one of the words. I'll show you.

To demonstrate, start clapping at a moderate tempo, simultaneously saying the words in a chant.

whoosh	whoosh	whee
(clap)	(clap)	(clap)

Invite the children to join in. After a while, say:

- Do you want to go faster?

Speed up the tempo of the clapping chant. Then say:

- Let's go much slower now.

Slow down to a very slow tempo. Then say:

- Should we try going really really fast?

Try this new tempo and then end the clapping chant.

Write the word *tempo* on the board, and say:

- We were playing a tempo game. What do you think the word *tempo* means?

Work together to establish that *tempo* means the speed at which something occurs. Include words like *fast*, *slow*, *quickly*, *slowly* in the discussion about tempo (see Grade 1 Audio CD Track 34).

## Working on Tempo

Tell the children that all music has a tempo. Demonstrate by playing at least three pieces of music that have noticeably different tempos (see Grade 1 Audio CD Tracks 13, 14, 17, 21, and 24). Ask the children to help you rank the pieces from slowest to fastest. You might need to clap to help the children hear the tempo of each piece. Say:

- Let's choose one of these pieces of music to go with *The Singing Skateboard*. Do you think the music for this book should be fast or slow? Which of these pieces would be best?

Have the children give reasons for their suggestions. Encourage a range of responses and explain that there is no "right" answer.

Divide the children into groups. Have each group choose one book that you have read in class. Each group should decide the tempo that would be best for that book (slow, medium, or fast). If you have easy access to a CD player, the children could be encouraged to select an actual piece of music (see Grade 1 Audio CD Tracks 13–24).

## Sharing

Ask each group to tell the class what tempo of music would be best for its book and to explain its choice. If they selected music, listen to it as a class.

## Extension

As a class, create a choral reading of one of the books. Pay special attention to tempo, and incorporate background music into your reading if possible.

This Exploration works well with Stand-Alone Activity 12: "Tempo, Pitch, and Dynamics" on page 132.

## LEARNING OPPORTUNITIES

Students will:

- retell a story in proper sequence and recall information in it accurately
- notice and respond to unusual features of language (e.g., rhythm)
- use pictures and illustrations to determine the meaning of unfamiliar words
- express and begin to support opinions about texts

## YOU WILL NEED

- chart paper and marker

## CHING tip

Students may need help with the “music” the skateboard makes as it travels along. As the students turn the pages, together say the words that describe the sounds the skateboard is making (e.g., *pa-da-boom, pa-da-boom, pa-da boom boom boom*). You’ll also want to focus on the rhythms that these sounds create.

## Setting the Scene

Invite the children to talk about activities they enjoy outside the classroom. As the children share things they enjoy, list their contributions on chart paper. Ask questions that will encourage talk, such as:

- Why do you like to \_\_\_\_\_?
- Where do you \_\_\_\_\_?
- Can you show us how you \_\_\_\_\_?

If any children mention skateboarding as an outside-of-school activity, connect that child’s interest to the story. If not, then say:

- Look at the cover. What do you think the story will be about?
- The title of the book is *The Singing Skateboard*. Can a skateboard sing? That’s right, a skateboard can’t sing. So, what do you think the title means?

Encourage a variety of responses and then say:

- Let’s find out.

## Reading the Text

Have the children open their books to page 2. Say:

- The older boy holding the skateboard is named Leo. The younger boy is named Mikey.
- Mikey says, “No problem” to Leo. What do you think Leo has asked Mikey to do? Read this page to find out.

Look at page 3. Ask:

- What’s happened to the skateboard?

Read the text to the children:

- “Oh no-o-o-o-o-!” said Mikey.

Ask:

- Where do you think the skateboard will go?

Encourage many responses. Say:

- Let’s turn the page and find out.

As the children turn the page, say:

➤ *Pa-da-boom, pa-da-boom, pa-da boom boom boom*. Look at the picture. The skateboard sang *down* something. Read this page to find out what it was.

➤ Look at the picture on page 5. The skateboard sings *click click clack, click click clack, click click clack*. How does the woman on the bridge look? Look at her legs and feet. What is she trying to do? Read this page to find out what the skateboard sang *over*.

Have the children turn to page 6. Say:

➤ Look at the picture to find the skateboard. Read this page to find out what sound the skateboard made as it sang *along* the fence.

Look at the picture on page 7. Ask:

➤ What did it sing *through*? Yes, that’s right. It sang *through* the puddle. Read the page to find out the sound it made as it sang *through* the puddle.

Turn to page 8. Say:

➤ After it sang *through* the puddle, it went to the hedge.

➤ Did it sing *over* the hedge? (no) Did it sing *through* the hedge? (no) Did it sing *along* the hedge? (no) Did it sing *under* the hedge? Yes, that’s right. It sang *under* the hedge.

Look at the picture on page 9. Say:

➤ *Gush gush goo, gush gush goo, gush gush goo*. Read this page to find out what the skateboard sang *through* this time.

Continue this pattern of questioning through the end of page 12. Then say:

➤ Look at the picture on page 13. Can you tell what happened? That’s right, the skateboard started back down the hill. Read this page to find out what Mikey said.

## OBSERVING FOR ASSESSMENT

During independent reading, observe and make note of specific reading behaviours. Does the student:

- show an interest in reading the book independently?
- finger point to track and self-monitor?
- appear to use the illustrations to locate the appropriate pages?
- refer to details in the story when stating preferences?

## TEACHING tip

As you remind the students of where the skateboard went, use your hand to show the meanings of the positional words (e.g., you can make an arching motion for “over the bridge”).

Turn to page 14. Ask:

- Can you see what’s happening? That’s right. The skateboard’s going backwards! Read this page and page 15 to hear all the sounds it makes as it travels back.

Say:

- Now let’s read these pages together.

Then say:

- Look at Mikey, up in the corner of the picture, chasing after the skateboard. Where do you think the skateboard will end up? Let’s turn the page and find out.

Say:

- Leo has finished tying his shoes and he’s taking the skateboard from Mikey. Read this page to find out what they say to each other.

## Independent Reading

Invite the children to read the book on their own with as little assistance as possible.

## After Reading

Reinforce the children’s understanding of positional words. Say:

- In the story, the skateboard went a lot of places. It went *down* the sidewalk, *over* the bridge, *along* the fence, *through* the puddle, *under* the hedge, *through* the mud, *into* the trash cans, *across* the grass, *under* the sprinkler, and *down* the hill.

Say:

- Have you ever gone *down* a slide? Now think of something else you’ve gone *down*.

Encourage a variety of responses.

Using the other positional words, continue this pattern of questioning to ensure that the children can comfortably and properly use them orally.

## Revisit the Story

Discuss the story using open-ended prompts, such as:

- What did you enjoy most about the story?
- Of all the characters in the pictures, which one did you think looked:
  - the most scared?
  - the most surprised?
  - the funniest?

Engage the children in recalling specific information from the story. Say:

- Turn to pages 14 and 15. Let’s look at how the story was told through the pictures. Put your finger on:
  - the lawnmower
  - a trash can
  - the chimney on a house
  - the hedge clippers

Continue the list, using specific details from the story.

Have the children focus on the way the story is told through language. Ask:

- Were there any words that were tricky? Which ones? What did you do when you came to them?

## Reinforce the Story

Invite the children to find their favourite page. Have them practise reading it so that they can read it aloud to their group or the class.

Ask the children to complete **BLM 14** to confirm their understanding of the story sequence.





# As a Group

## LEARNING OPPORTUNITIES

Students will:

- create rhythmic patterns
- identify rhythms in language
- explore possibilities and make choices during the music-making process

## YOU WILL NEED

- chart paper and marker

## OBSERVING FOR ASSESSMENT

Can the student:

- recognize and create rhythmic patterns?
- match rhythmic patterns to language?

## Activity: Sound Patterns

Open *The Singing Skateboard* to page 5. Say:

- On this page, what sound does the skateboard make? Record the words (*click click clack*) on chart paper. Repeat the same process for the sound words on pages 6–12.

With the children, decide on actions to represent the pattern *click click clack*. Say:

- Let's think of actions we could do to go along with *click click clack*. What could we do for *click*? For *clack*? Encourage a variety of responses, and then together choose two, e.g., snap fingers, tap desk (snap, snap, tap). As class, practise saying the words and doing the actions.

Do the same thing for *bip bip bop* on page 6. Then divide the class into six groups. Give each group a different sound

word and challenge them to invent their own actions for it. Have each group demonstrate its chant/actions.

Conclude with a reading of the whole story. As you read the story aloud, have the children join in (either in their groups or as a class) by saying the sound words and doing the actions they invented.

## Extension

Each child can use **BLM 13** to create her or his own sound pattern and to draw a picture of the skateboard making the new sound.



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This Extension works well with Stand-Alone Activity 11: "Keeping the Beat" on page 131.

## LEARNING OPPORTUNITIES

Students will:

- identify different tempi
- communicate thoughts and feelings about music
- combine music and movement in their music making

## YOU WILL NEED

- chart paper and marker
- Grade 1 Audio CD

## OBSERVING FOR ASSESSMENT

Does the student:

- demonstrate an understanding of tempo in music?
- perform movements in time to a piece of music?

## Activity: Pick Up the Tempo

Remind the children that the speed of a piece of music is called its *tempo*. Say:

- Let's learn a song and try speeding up its tempo.

In advance, on chart paper, print the words to the song "The Grand Old Duke of York" (as follows). Read the song to the children. As you do, underline the following key words: *ten*, *up*, *down*. Read the song again, demonstrating the actions that accompany each line (as indicated), then printing the directions beside the appropriate line.

Read or sing the song slowly and have the children perform the actions (see Grade 1 Audio CD Track 10). Encourage them to read/sing along.

Invite the children to repeat the song at a faster tempo. Increase the tempo until the song is moving too fast for the actions.

The grand old Duke of York,  
 He had ten thousand men.  
 (*wiggle ten fingers*)  
 He marched them up to the top of the hill,  
 (*stand up*)  
 And he marched them down again.  
 (*sit down*)  
 And when they're up, they're up;  
 (*stand up*)  
 And when they're down, they're down.  
 (*sit down*)  
 And when they're only halfway up,  
 (*rise up halfway in your seat*)  
 They're neither up (*stand*) nor down. (*sit*)

## Extension

Listen to "The Singing Skateboard" (see Grade 1 Audio CD Track 6). Ask the children to create actions that will bring the song to life.



# As a Group

## LEARNING OPPORTUNITIES

Students will:

- follow basic instructions and directions
- demonstrate a growing awareness of social conventions

## YOU WILL NEED

- chart paper and marker
- gym equipment (bench, hoop, mat, and so on)
- space for movement

## OBSERVING FOR ASSESSMENT

Can the student:

- follow directions?
- share a piece of equipment?

## LEARNING OPPORTUNITIES

Students will:

- express thoughts and feelings and describe experiences
- produce short pieces of writing
- create some simple media works

## YOU WILL NEED

- duplicating paper
- crayons
- construction paper
- stapler

## OBSERVING FOR ASSESSMENT

Can the student:

- produce simple sentences?
- create simple media works?

## Activity: Under, Over, Inside Out

To prepare for this activity, set up various pieces of equipment for the children to explore, such as a bench, a hoop, a mat, and so on.

Reread *The Singing Skateboard* with the children. As you come to each position word in the story, print it on chart paper:

down over along through  
under into across

Invite the children to perform some of these actions around the classroom, such as:

- jump up
- crouch down
- crawl under... (a desk)
- climb over... (a bench)
- go into... (a cupboard)
- move across... (the room, the mat)

If you decide to do this activity in the gym, as you walk through the classroom door and down the hallway, say:

- We're going through the door.
- We're walking along the hall.
- We're walking down the stairs.

When you arrive at the gym, say to the children:

- We're going into the gym.

## Extension

Give the children copies of **BLM 15** and ask them to cut out the words, and to paste each positional word beside its matching action.



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## Activity: I Like To...

In *The Singing Skateboard*, Leo enjoyed skateboarding. With the children, revisit the list of things they enjoy doing (see Guided Reading, Setting the Scene). Then invite the children to make four different pictures of things they enjoy.

When the children finish the pictures, have them print a word, phrase, or sentence under each one telling what it is about, for example, *I like playing hockey*, *I like watching TV*, or *I like rollerblading*.

Each child can then make a cover for his or her *I Like To...* book, using the construction paper provided.

If possible, have an adult volunteer assist with and monitor this activity. You might wish to place the materials on a special table and send small groups to the table in shifts to make their books.

## Extension

Have the children share their books with their classmates. Glue a response sheet inside the back cover of each book. Send one book home with each child to read to his or her family. Ask the parents or guardians to record a response and have the child return it to you.

# The Singing Skateboard

BLM 13

My name is \_\_\_\_\_

Here is my sound pattern.

Here is my picture.

The box contains a large, light blue wavy line that spans the width of the box. In the background, there is a faint, light blue image of a skateboard with a person riding it. The entire box is outlined in a thin black border.

My name is \_\_\_\_\_

**Cut out the words and put them in order.**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_



along the fence

over the bridge

under the hedge

through the puddle

into the trash cans

through the mud

under the sprinkler

across the grass

back down the hill



# The Singing Skateboard

My name is \_\_\_\_\_

Cut and paste.



down	over
through	across