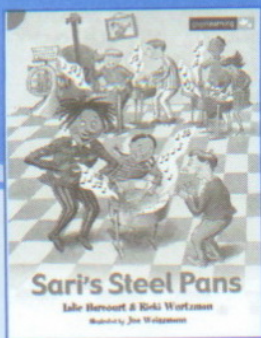


SARI'S STEEL PANS



Story Synopsis

Sari loves singing, dancing, and listening to music. After hearing the steel-pan band at her school she immediately wants to join — but finds out that she's too young. To cheer her up, her father, Harry, shows her the Marvellous Music Maker he built years ago. Unfortunately, it's so old that it's falling apart and can't be played. That's when Sari gets her great idea. She'll fix the Marvellous Music Maker to surprise her dad. At the same time, Sari's family is busy making steel pans in the garage to surprise Sari! In the end, the whole family gets together to play great music. *Sari's Steel Pans* is a celebration of music making, and provides a perfect opportunity to explore music from a variety of cultures and traditions.

LITERACY ELEMENTS

italics: *bing, bong*
 boldface type for emphasis
 quotation marks
 speech bubbles
 contractions/alliteration:
 Marvellous Music Maker
 chapter divisions

CONNECTIONS

DRAMA/DANCE
 • create short dance pieces

VISUAL ARTS
 • explore and manipulate a range of materials

WORDS TO DISCOVER

• work words (e.g., *drilled, hammered, fixed, banged*)
 • house words (e.g., *garage, basement*)
 • compound words (e.g., *drumsticks, forever, everyone*)

ESL CONSIDERATIONS

Use the illustrations of the Marvellous Music Maker (pages 11 and 13) for vocabulary development: *bottles, wheels, bars, drumsticks, screws, nuts, accordion, pliers, spring, hammer, horn.*

Overall Learning Opportunities

- ♪ • use correctly the vocabulary and musical terminology associated with this grade
 - communicate their response to music in ways appropriate for this grade
 - identify music from various cultures and historical periods
 - value the arts as a record of human experience and expression
- ⒶⒷⒸ Students will:
- read independently, using reading strategies appropriate for this grade
 - express clear responses to written materials, relating the ideas in them to their own knowledge and experience
 - interact with sensitivity and respect, considering the situation, audience, and purpose

ACTIVITY MENU

Exploration: Move to the Music, page 117

Guided Reading, pages 118–120

As a Group, pages 121–122

- ♪ • *We Are Fine Musicians*: creating a music maker using found objects
- *Music Gets Around*: listening to music from around the world
- ⒶⒷⒸ • *En-Chant-ing!*: reading sentences as rhythmic chants
- *Build a Machine*: constructing an imaginary machine and explaining how it works

Independent Work, pages 123–125

- *BLM 39*: responding to music
- *BLM 40*: recalling details from the story in a sentence-completion task
- *BLM 41*: putting sentences in the correct sequence



Move to the Music

LEARNING OPPORTUNITIES

Students will:

- identify examples of beat in music
- create simple patterned movement to familiar music
- share ideas and feelings with others during their music making

YOU WILL NEED

- a piece of music featuring steel pans (see *Grade 2 Audio CD Track 24*)
- a variety of music with a clear beat
- room for movement

OBSERVING FOR ASSESSMENT

Does the student:

- identify the different sections of an orchestra?
- mime the playing of a particular instrument?
- recognize the characteristic sounds of each section?

Reading the Story

Tell the children to turn to pages 2–3 of *Sari's Steel Pans*. Ask:

- How do Sari's brothers and sisters know what kind of music Sari is listening to? (They watch her move to the music.)
- How does a piece of music tell us how to move?

As you write down the children's responses, discuss them as a class. In order to review basic music terminology, incorporate into the discussion such words as *beat*, *tempo*, *rhythm*, *dynamics*, and *pitch*.

Starting the Exploration

Have the children turn to page 4. Say:

- Read the first paragraph to find out what steel pans sound like.
- Let's listen to some music by a steel-pan band. What do steel pans sound like to you?

Play a piece of music (preferably instrumental) that features steel pans. (See *Grade 2 Audio CD Track 24*.) Ask:

- Was the music fast or slow? loud or soft?
- Did you like the music? Why? Why not?

Say:

- Let's move to the music together while we listen again.

Clear some space in the room and have the children stand. Play the song, allowing the children to move as they wish. Say:

- Now let's think of some movements we can all do at the same time.

When the music plays, this time invite the children to copy your movements, which might include: clapping to the beat; stepping forward once to the beat, then stepping back; stamping to the beat while moving arms up and down; and so on. Have the children suggest other movements.

Working on the Movement

Gather musical selections representing a variety of styles, and write their names of on the chalkboard. (See *Grade 2 Audio CD Tracks 4, 14, 18, 23, and 25*.) Divide the class into groups. Tell the children that each group will do the following steps: choose one piece of music based on its name; listen to it; and work out a simple sequence of movements that they will demonstrate for the rest of the class.

This part of the Exploration can be spread over several days. Spend time with each group, helping them identify the beat, choose their movements, and practise. Encourage them to choose movements that express the mood of the music.

Sharing

Have each group present its movements. After each presentation, ask questions such as:

- How did your group decide how to move?
- What was the hardest thing about moving together to the music?
- What did you like best about what you did?

Distribute **BLM 39** to encourage the children to reflect on what they experienced during the Exploration.



Page 123

Extension

Over the next few weeks, invite children to bring a CD or tape of their favourite music. With the class, take a daily "movement break" by listening to a piece of music and moving together to its beat.

This Exploration works well with **Stand-Alone Activity 12: "Clock Talk"** on page 140 and with **Stand-Alone Activity 23: "Footprint Patterns"** on page 151.

LEARNING OPPORTUNITIES

Students will:

- retell a story in proper sequence
- use and interpret some conventions of formal texts
- express and explain opinions about texts
- use and integrate a range of strategies to construct meaning

YOU WILL NEED

- a metal pot, pan, and garbage pail lid
- a mallet

OBSERVING FOR ASSESSMENT

Does the student:

- settle into the reading quickly and stick with the task until complete?
- appeal for help rarely? sometimes? frequently?
- finger- or voice-point?
- appear able to read silently at a pace commensurate with your expectations?

Setting the Scene

Invite the children to talk about their favourite songs, favourite styles of music, instruments they enjoy listening to, music lessons they take, and so on.

Use a pot, a pan, a metal garbage pail lid, and a mallet to replicate the sound of a steel pan. Ask the children to guess what each will sound like. Encourage them to discuss how they think the sound will differ from surface to surface. Ask how the sounds might differ from place to place on each particular surface. As you play each “instrument,” have the children describe the sounds they hear. Then ask if they know the name of an instrument that sounds similar to what they just heard. (steel pan) Encourage the children to describe what it looks like, sounds like, and so on.

Show the children the cover of *Sari's Steel Pans* and have them focus on Sari and the steel pan. Say:

- The book is titled *Sari's Steel Pans*.

To consolidate their knowledge, ask:

- What's a steel pan? What kind of sound does it make? What's it made of? How do you play it?

When the children have had sufficient discussion to ensure they understand what a steel pan is, read aloud page 24 to give them further information about steel pans. Say:

- Turn to page 24. Here is some information about steel pans.

Read aloud to the children the first point and ask:

- Where were steel pans first created? when?

Read the second point. Ask:

- After using cookie tins to make the first steel pans, what did people use next to make them?

Read aloud the third, fourth, and fifth points as the children follow along. Ask questions after each point to consolidate the children's understanding.

Explain that this is a story about Sari, who *loves* music. Say:

- One day, Mr. Jones, the band teacher at her school, makes an announcement. He says, “We need more people for our band.” This was Sari's chance.

- Let's find out what happens by going back a bit to learn more about who Sari is and about her family. Chapter 1 is titled ‘Sari Loves Music’ and it begins on page 2.

Reading Chapter 1

Point out that the story was written by Lalie Harcourt and Ricki Wortzman and was illustrated by Joe Weissmann. Ask the children to open their books to look at the picture on page 3. Ask:

- How can you tell from the picture that Sari loves music? that she lives in a home that encourages her to love music? (the pictures on the walls, the comments made by the family members, the smiles on everyone's face, and so on)

Tell the children that on this first page of Chapter One, we find out that, when Sari was a baby, her parents learned what kind of music that made her happy, or calm, or sleepy. Say:

TEACHING tip

This book is divided into three chapters, which offer a natural division for separate and distinct teaching episodes. These instructional periods can be scheduled into sections of time, e.g., across three different days.

- And on Sari's seventh birthday, her sister, Carrie, and her two brothers, Larry and Terry, bought her something special. Read this page to find out what the special present was.

When the children have finished reading the page silently, invite a volunteer to read aloud the first paragraph and another volunteer to read the second paragraph. Ask:

- Why do you think her family was so happy that Sari loved music so much?

Have the children turn to pages 4–5. Say:

- Look at the picture. Sari is in the school auditorium. She's listening to Mr. Jones, the band teacher, and some of the students play the steel pans.
- How do you know that Sari is excited by what she sees and hears? Read page 4 to find out what made Sari *very* excited after the concert.

Turn the page and look at the picture on page 7. Say:

- Sari went to the music room after school to try out for the school band. Read page 6 to find out what happened.

Ask:

- Do you think it's a good idea for Mr. Jones to make a rule that you can't be in the steel-pan band until you're in grade four? Why? Why not?
- Sari walked sadly out of the room. Two more years! How could she wait two more long years to play the steel pan? What do you think she'll do?

Independent Reading, Chapter 1

Have the children reread Chapter 1 independently and with minimal assistance.

Reading Chapter 2

To introduce Chapter 2, say:

- Turn to page 8. Chapter 2 is titled "The Marvellous Music Maker."

Then read page 8 aloud to the children as they follow along and look at the illustration. Ask:

- Where do you think her father is going to take her? Turn the page and look at the picture. This is The Marvellous Music Maker.
- What is The Marvellous Music Maker? Read page 10 to find out about it.

Say:

- Read pages 13 to 16 to find out the surprise that Sari planned for her dad *and* the surprise that Sari's dad planned for her.

Independent Reading, Chapter 2

Have the children reread Chapter 2 independently with minimal assistance.

Reading Chapter 3

To introduce Chapter 3, say:

- Chapter 3 is titled "Surprise."

Ask:

- What do you think the surprise will be? Tell us why you think so.
- Who do you think is going to be surprised?
- Look at the picture on page 19 and read the speech bubbles. Who was surprised? Read page 18 to find out what Sari's father thought about his surprise.

Have the children turn the page. As they look at the picture on page 21, read page 20 aloud and stop at the end to ask:

- Why are they going to open the garage door?

Read aloud page 22 and then ask:

- What are the people in the picture doing and saying?
- Why is everyone so happy?

Independent Reading, Chapter 3

Have the children reread Chapter 3 with minimal assistance.

After Reading

Ask:

- Would you like to learn how to play a steel pan? What other instruments would you like to play? Why?

Revisit the Story

Engage the children in conversation about the story by using open-ended prompts, such as:

- Look at the picture on the cover of the book. How do you know this is going to be a happy story?
- The illustrator of this book is Joe Weissmann. What do you like best about his artwork?
- Could this story have really happened? Why? Why not?

Focus the children's attention on specific details from the story by asking questions, such as:

- Who helped Sari to get over her disappointment about not being able to play in the school's steel-pan band?
- Even though Sari was disappointed, she still decided to surprise her dad by fixing The Marvellous Music Maker. What does this tell us about the kind of person Sari is?
- Why were the neighbours not surprised to hear all the noise coming from Harry's garage?

Reinforce the Story

- Have the children take turns to retell the story in sequence, using the illustrations as a guide. To assist with the retelling and to be sure that important and necessary details are included, you should participate frequently as a "reteller"; consider doing so as often as every third turn. Following the retelling, you could give the children time to enjoy the story one more time by having them reread the entire book.
- Have the children use **BLM 40** to reinforce the story content or **BLM 41** to consolidate the story sequence.



Pages 124 and 125



As a Group

LEARNING OPPORTUNITIES

Students will:

- accompany songs in an expressive way
- describe their own and others' music making
- explore various technologies for expressive music making

YOU WILL NEED

- a recording of the song "We Are Fine Musicians" (Grade 2 Audio CD Track 10)
- chart paper and marker
- a variety of objects that can be "played" as instruments

Activity: We Are Fine Musicians

Play the song "We Are Fine Musicians" for the class. (See *Grade 2 Audio CD Track 10*.) After listening, ask:

- How did the musicians make their music?
- What kind of sound did each instrument make?

Look at pages 12–13 of *Sari's Steel Pans* with the children. Ask:

- What kinds of sounds do you think the Marvellous Music Maker would make?
- If we made our own music maker, what kinds of objects could we use?

List the children's suggestions on chart paper or the chalkboard. Together, highlight objects that are easy to obtain, that as a collection offer a wide variety

of musical qualities, and that can be "played" without being damaged (e.g., bike horns, sturdy cups filled with water, cardboard boxes).

When the objects are assembled, divide the class into groups, and invite each group to create its own Marvellous Music Maker. Say:

- Build your music maker so it can make loud sounds, soft sounds, high sounds, and low sounds.

Allow the construction to continue over several days. When the music makers are complete, have the groups demonstrate them.

Extension

Encourage the children to use their music makers to create simple rhythmic accompaniments to favourite songs.

LEARNING OPPORTUNITIES

Students will:

- communicate their thoughts and feelings about the music they hear
- compare music of various cultures

YOU WILL NEED

- a map of the world
- sticky notes or pushpins
- a variety of world music

OBSERVING FOR ASSESSMENT

Does the student:

- listen to music attentively and respectfully?
- describe music in terms of rhythm, dynamics, and other elements?

Activity: Music Gets Around

Ask the children to help you identify your community on a world map. Use a sticky note or pushpin to mark it. Have the children turn to page 24 of *Sari's Steel Pans* to find out where steel pans come from. Use another sticky note or pushpin to mark Trinidad. If you have a sample of what a steel-pan band sounds like, play it for the class. (See *Grade 2 Audio CD Track 24*.) Say:

- Different places in the world have different kinds of music. Let's listen.

Play a piece of music from another part of the world (e.g., *Grade 2 Audio CD Track 18*). Ask the children where they think it might be from. Have them give reasons for their guesses. On the map, mark where the music originated (e.g., China). Follow the same procedure with other selections of world music. (See *Grade 2 Audio CD Tracks 19–21*.)

Now have the children discuss how the different pieces are similar and different. Compare them in terms of dynamics, rhythm, tempo, and so on. Identify specific sounds and speculate on what kind of instrument might have made them. Ask the children how the music makes them feel.

Extension

Using resources from the library or home, explore music from other places, marking your musical journeys on the map. Create a world music display that shows musicians, instruments, and dancers from around the world.

This Extension works well with Stand-Alone Activity 17: "Top of the Charts" on page 145.



As a Group

LEARNING OPPORTUNITIES

Students will:

- experiment with rhythm
- engage in and respond to a variety of oral presentations

YOU WILL NEED

- chart paper or bristolboard
- marker

OBSERVING FOR ASSESSMENT

Does the student:

- create a chant-like feel to the reading?
- adapt to various rhythms?
- focus on his or her particular task in two-part, round, or loop chants?

LEARNING OPPORTUNITIES

Students will:

- create simple media works
- print legibly
- engage in a variety of oral presentations

YOU WILL NEED

- construction materials such as Lego, Unifix cubes, building blocks, Meccano, and so on

Activity: En-Chant-ing!

Many of the sentences in this story can be read so that, by changing the reading rhythm or modifying the inflection, they make a chant. For example, you can place emphasis on the underlined syllables below:

- The steel band | at Sari's school | put on | a show.
- The beat had Sari | bouncing | in her | chair.

Using chart paper or bristolboard, print a collection of sentences from the story on individual sentence strips. Engage the children in reading each sentence with such rhythm, intonation, and emphasis that it has a chant-like sound and feel.

- Steel — pans — steel — pans.
Sari wants to play them — in the band.
- “I want to join the band,” she said.
- Sari walked sadly out of the room.
- Sari fixed the music maker
— for — her — dad.
- In the garage they worked on
Sari’s surprise.
- Sari was amazed by what she saw.

- Sari was surprised by the sounds she heard.
- Steel pans play the best music in the world.

When the children have had sufficient practice, give them the following loop chant to repeat over and over:

- Sari and Carrie and Larry and Terry and Mary and Harry (and Sari and Carrie, etc.)

As the children chant in the background, work your way through several of the other sentence chants. Divide the class into two sections and have each group recite a different chant simultaneously.

Extension

Invite the children to move their bodies to keep time with their chants

This Extension works well with Stand-Alone Activity 2: “Movement and Voice” on page 130.

Activity: Build a Machine

Have the children work, using construction materials, either alone, in pairs, or in small groups. They will create a collection of machines that fulfil different purposes, e.g., a clear-the-table machine, a take-out-the-garbage machine, a wash-the-dishes machine, a bath-the-dog machine.

The point of the activity is not to create workable or even convincing machines. Its purpose is to encourage the children to use their imaginations to problem-solve and to be able to explain how their machine would work. In addition to providing a spoken explanation, the children should

write explanatory labels/instructions for their machines, for example:

1. First catch the dog and bring it to the bath-the-dog machine.
2. Place the dog *here*.
(indicating point on machine)
3. Turn on the motor.
4. Water will come from *here* and soft scrub-brushes will appear from *here*.

Extension

Invite the children to create improvised dramatizations of humorous things that might happen when using their machines.

Sari's Steel Pans

Name _____ Date _____

The music our group listened to was called _____

The music made me feel _____

These are some of the ways we moved to the music: _____

If I could choose any music to move to, I would choose

because _____

Draw a picture of your group moving to the music.



Name _____ Date _____

Use words from your book to make the story.

Sari wanted to be in the school's steel-pan _____.
The music teacher, Mr. _____, said that students
had to be in grade _____ to play.

Sari told her family that it wasn't fair. So, to help her to feel
better, her father took her down into the _____.
He showed Sari The Marvellous _____ Maker.

Sari had an idea. She would fix it up for her dad as a
_____. So, every day after _____,
Sari came home and worked on it. And every day at the same
time, Sari's family worked in the garage to make a surprise for
_____.

One day, when Sari opened the garage door, she saw her
_____ playing a set of shiny, new _____ pans.

Sari ran to the basement and rolled the Marvellous Music
Maker out to the _____.

Soon they were ready to open the garage door so that
_____ could hear Sari's steel pans.

Name _____ Date _____

**Print a number from 1 to 9 to show
the correct order.**

_____ For her seventh birthday, Sari's brothers and sister bought her a CD.

_____ Sari went to the concert that the steel-pan band at her school put on.

_____ For three weeks, Sari and her family practised in the garage.

_____ Mr. Jones said, "You can't be in the band until you're in grade four."

_____ To cheer her up, Sari's dad took her by the hand to show her something in the basement.

_____ Sari's family showed Sari the surprise they had for her.

_____ Sari showed her family the surprise she had for her dad and the family.

_____ Mr. Jones made an announcement that the school would be getting more steel pans for students to play.

_____ Now everyone in the neighbourhood knew that steel pans made the best music in the world.