



# CLAP AND CLANG

## Story Synopsis

*Clap and Clang* is a story about a man, Joe, who makes musical noises on “musical instruments” that are really objects that he finds and buys at different garage sales. On each page of the story, Joe plays a different “instrument” to make musical sounds (clap, snap, tap, clang, bang, and twang). The book uses patterned language (Joe likes to \_\_\_.) to highlight Joe’s discoveries. At the end of the story, children will be inspired to experiment with everyday objects to invent their own “musical instruments” and to make music with these objects.

### LITERACY ELEMENTS

use rhyme to identify words  
exclamation mark

### CONNECTIONS

DRAMA/DANCE  
perform in a group  
VISUAL ARTS  
use a variety of tools and materials

### WORDS TO DISCOVER

clap  
snap  
tap  
clang  
twang  
bang

### ESL CONSIDERATIONS

Use objects from around the classroom to show how some English words, such as *clap* and *snap*, sound very much like the noise they describe.

## Overall Learning Opportunities

- ♪ Students will:
  - experiment with techniques and materials
  - solve problems creatively
  - demonstrate understanding of simple patterns
- A B Students will:
  - demonstrate awareness of rhyme
  - use a variety of materials to communicate information
  - listen and respond orally to language patterns in stories and poems
  - ask questions, express feelings, and share ideas

## ACTIVITY MENU

*Exploration: Sound Patterns*, page 27

*Guided Reading*, pages 28–29

*As a Group*, pages 30–31

- ♪ • *Instrument Sounds*: identifying instruments and their sounds
  - *Our Own Band*: using a range of found objects to create sound makers
- A B • *Story Beat*: rereading the story using rhythm and simple patterns
  - *I Like To...*: creating a class book using a sentence from the story

*Independent Work*, pages 32–34

- ♪ • *BLM 13*: provides cube strips for making colour patterns
  - *BLM 14*: demonstrating understanding by matching words
  - *BLM 15*: demonstrating understanding by putting story sentences in order



# Sound Patterns

## LEARNING OPPORTUNITIES

Students will:

- demonstrate understanding of rhythmic patterns
- identify and reproduce simple sound patterns

## YOU WILL NEED

- snap (interlocking) cubes

## OBSERVING FOR ASSESSMENT

Can the student:

- identify simple patterns?
- copy a rhythmic pattern?
- translate a visual pattern into a sound pattern?



**tip** Emphasize that reading the words just once does not make a pattern. It is the “over and over” repetition that creates a pattern. Also, consider linking this lesson with math activities related to patterning. Some students may not be ready to create their own cube patterns. Start patterns for these children to copy and extend.

## Reading the Story

After reading *Clap and Clang*, print the three sounds *clap*, *snap*, and *tap* on the board. Ask children to recall how Joe made these three sounds. Explore how the children can make the same sounds with their bodies. You might like to use sound effects (see *Kindergarten Audio CD Track 28*).

## Starting the Exploration

Review the sounds *clap* and *snap* which are presented on pages 2 and 3 of *Clap and Clang*. Tell children that you are going to make a sound pattern with those two sounds. Begin a simple AB pattern, clapping your hands and snapping your fingers (*clap, snap; clap, snap; clap, snap*), and invite children to join in when they are comfortable. Begin inserting words to accompany the sound pattern, for example: *one, two; one, two; one, two* or *A, B; A, B; A, B* or *loud, soft; loud, soft; loud, soft*. Expose children to other AB patterns through combinations of clapping, snapping, and tapping.

On other days, make different patterns (ABB, AAB, and ABC) for children to copy and extend using combinations of the *clap, snap, tap* sounds. Invite children to suggest words that can be chanted along with the sounds.

## Working on Sound Patterns

Once children are comfortable copying and extending sound patterns, introduce the *Conductor Game*. Present a snap cube train in a simple AB colour pattern. Begin chanting as you point to each colour (e.g., *red, blue; red, blue; red, blue*) and invite children to join in. Ask:

- What sound could we make for red? (*clap*) for blue? (*snap*)

Begin conducting the pattern by pointing

to each colour in the cube train and chanting the sounds suggested (*clap, snap; clap, snap; clap, snap*). Encourage children to join in. Ask them to suggest different sounds for the same cube pattern. Repeat using different sounds with different colour patterns.

When children are comfortable, provide them with snap cubes and invite them to make cube patterns. As the children work, ask them to chant their patterns using sounds and/or words.

## Sharing

Invite volunteers to share their colour pattern and assume the role of conductor. Begin a collection of these cube patterns so they can be used spontaneously throughout the days ahead.

## Extension

- Children can create colour patterns on the cube strips cut from **BLM 13**. These pattern strips can be used while playing the *Conductor Game* and posted for further reference.
- Use clapping to create different beats. Have children listen carefully to when the beat changes. Clap 1, 1 2 3; 1, 1 2 3 and have the children join in.
- Use an instrument such as a drum or xylophone to create simple AB, ABB, and AAB patterns. Chant to help children translate the patterns into actions and/or words. For example, AAB on a xylophone could be *clap, clap, tap*; or *loud, loud, soft*; or *high, high, low*. Invite children to offer suggestions.



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This Exploration works well with **Stand-Alone Activity 13: “Echo Singing”** on page 127 and with **Stand-Alone Activity 17: “High, Low”** on page 131.

## LEARNING OPPORTUNITIES

Students will:

- demonstrate understanding of a story by making predictions
- fill in the next word during collaborative reading
- demonstrate awareness of some conventions of written materials

## YOU WILL NEED

- chart paper and marker
- classroom objects that can be used to make specific sounds (clang, twang, and so on)

## TEACHING tip

Questions, responses, and/or affirmations should include the text language so that the students can hear and use the language they'll find when they read the story independently.

## Setting the Scene

Begin clapping a 4/4 beat and invite the children to join you. Change your hand clap to a finger snap, and again invite the children to join in.

Then, show how classroom objects (for example, a pencil, a desk, a waste bin, an elastic band) can make the other sounds the children will “hear” in the story — tap, bang, clang, and twang (see *Kindergarten Audio CD Track 28*).

Secure the words in the children’s ears by changing the sound and inviting the children to call out an object that makes the sound they’re hearing.

As you introduce the words *clap*, *snap*, *tap*, and so on in the pre-reading discussion, list them on chart paper to make the words more familiar to the children.

Show the children the cover of the book. Ask:

- What is Joe doing?
- Which sound do you think he’s making? Why do you think that?

Hand out copies of the book to the children. Say the title. As they look at the cover, point to the words in the title. Tell the children that as they read the story, they’re going to find out many things that Joe likes to do.

## Reading the Text

### Picture Walk

Have the children open their copies of the book to page 2 and look at the picture. Say:

- Joe likes to clap. Look at his face. How do you know he likes to clap? Yes, that’s right. He’s smiling, so you know that Joe likes to clap.

Have the children look at the picture on page 3. Say:

- Joe likes to snap. How do you know he likes to snap? Yes, you know that Joe likes to snap because he’s smiling.

Have the children turn the page and look at the picture on page 4. Ask:

- Who likes to tap? Yes, that’s right. Joe likes to tap.

Have the children look at the picture on page 5. Ask:

- Who likes to clang? Yes, that’s right. Joe likes to clang.

Continue the pattern of questions, responses, and affirmations to page 8.

Have the children look at the picture on page 8. Say:

- Joe likes to clap and snap and tap and clang and bang and twang.

Ask the children to close their books. Then ask:

- Who remembers something that Joe likes to do?

As the children identify the various verbs, you can point to them on the charted list you made earlier.

## Independent Reading

Invite the children to go back to the beginning of the story on page 2. Have them read the book independently from beginning to end with as little assistance as possible.

## OBSERVING FOR ASSESSMENT

During independent reading, you can assess specific reading behaviours and make anecdotal notes of your observations. For example, does the student:

- show an interest in reading the book independently?
- finger point and/or voice point?
- read silently? aloud? subvocalize?

## After Reading

Ask the children:

- Of all the sounds that Joe made, which one do you like best? Why?
- Of all the ways that Joe made the sounds, which way do you like best? Why?

## Revisit the Story

Discuss the story by asking open-ended questions to engage the children in talk.

Ask:

- Why did you enjoy this story?
- Which picture did you think was the funniest? Why?
- What do you like best about Joe?

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

- Look at page 8. How many different sounds did Joe like to make?
- Which sound did he like to make using the bear's suspenders? the big hands? the pot covers? the spoon and fork? the clothesline? the triangle?

Invite the children to read aloud a page of text. That is, together read page 2, then invite one child to read page 3, another to read page 4, and so on. Have the children read page 8 together.

Focus the children on how the story is told through repetitive and patterned language. After an appropriate time to practise, have the children read page 2 together, one child read page 3, another page 4, and so on. Everyone reads page 8 together.

## Reinforce the Story

To anchor particular words from the story in the children's recognition bank, say:

- Turn to page 2. Put your finger on the name of the man who likes to clap. Yes, that's right. His name is Joe.
- Now put your finger on the word that tells what Joe likes to do. Yes, that's right. Joe likes to clap.

Follow the same pattern of direction and response through to page 8. Ask:

- Who can remember all the things that Joe likes to do? Yes, that's right. Joe likes to clap and snap and tap and clang and bang and twang.
- Of all the things the story tells us Joe likes to do, what do you think he likes to do best? Why do you think so?

Focus the children on the repetitive language used in the story (Joe likes to...). As a group, have the children read the story from beginning to end, with one half of the group reading, "Joe likes to..." and the other half completing the infinitive, "clap," "snap," and so on.

Use **BLM 14** to reinforce children's knowledge of the verbs *clap*, *snap*, *tap*, *clang*, *bang*, and *twang*.

(Playing Kindergarten Audio CD Track 28 can also help to reinforce these verbs.)



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# As a Group

## LEARNING OPPORTUNITIES

Students will:

- identify familiar instruments by sound
- use some simple terms (name the instruments) correctly

## YOU WILL NEED

- simple rhythm instruments and noisemakers

## OBSERVING FOR ASSESSMENT

Can the student:

- identify instruments or objects by sound?

## Activity: Instrument Sounds

Revisit the story *Clap and Clang* and invite children to recall the materials Joe used to make the different sounds. Present a few simple rhythm instruments and noisemakers: a can and stick for a drum; a comb and paper for a harmonica; a can with some beans for a maraca; and so on. Together, examine each one. Encourage children to use as many words as they can to describe it. Invite a volunteer to play the instrument. Ask:

- How does it make a sound?
- How would you describe the sound?
- How can we make a different sound?

Place the instruments at a Music Centre, and encourage the children to play. (Add to the collection over time.)

Then, play the game *What Makes That Sound?* Ask the children to close their eyes and open their ears. Play one of the instruments. Ask:

- What made that sound?

Play the instrument to confirm their responses. Encourage children to assume the role of leader.

## Extension

Play *What Makes That Sound?* with everyday objects. Be sure to explore sounds the objects make before using them in the game.

This Activity works well with Stand-Alone Activity 15: "Sounds Around Us" on page 129.

## LEARNING OPPORTUNITIES

Students will:

- use familiar materials in new ways
- create their own instruments from found materials
- use instruments to create simple sound patterns

## YOU WILL NEED

- toilet paper rolls, paper towel rolls, elastic bands, craft (Popsicle) sticks, rice, macaroni, paper, etc.

## OBSERVING FOR ASSESSMENT

Does the student:

- share materials?
- take turns working on specific tasks?

## Activity: Our Own Band

Ask the children to look through the story *Clap and Clang* to re-examine the materials Joe used to create different sounds (see *Kindergarten Audio CD Track 28*). Together, brainstorm items that could be collected in the classroom or at home to create "sound makers." To get the children thinking, demonstrate how you can make sounds using a paper towel roll. You might:

- tap the roll with a pencil
- wrap elastic bands around the roll and strum the bands
- cover one end with foil or cardboard, fill it halfway with dried pasta or beans, cover the other end, and shake it.

Take a few days to establish a varied collection of items (empty cans, elastic bands, paper towel rolls, empty plastic food containers, dried beans or pasta, lids

from jars, discarded small toys, and so on). Invite children to use materials from the collection to make sound makers.

Encourage children to demonstrate the sounds they can make with their sound makers. Children can then work with a partner to create a sound pattern and perform it. They decide together on a sequence for their sounds. They may even create a verbal chant to go with their sound patterns.

The sound makers can be added to the collection of instruments started in the activity above (*Instrument Sounds*).

## Extension

Invite children to perform a reading of *Clap and Clang*. Children could substitute the sound words *snap, clap, tap, clang, bang, and twang* with sounds created by their sound makers.

## LEARNING OPPORTUNITIES

Students will:

- use language patterns and sound patterns to identify words
- respond appropriately to a variety of materials read aloud to them

## YOU WILL NEED

- scissors and glue

## OBSERVING FOR ASSESSMENT

Can the student:

- keep a steady beat to act as a word placeholder?
- march with the beat and recite at the same time?

## Activity: Story Beat

Read the story to the children several times, so that they are very familiar with it. Encourage them to read it along with you. First, read the story at a regular pace, then at a faster pace, and then at a slower pace.

On the next reading, leave out all the sound words, such as *clap*, *snap*, and so on, and substitute a knee pat as a placeholder. For example, “Joe likes to clap” would become “Joe likes to” (pat). On the last reading, leave out all the words leading up to the sound words and substitute a knee pat as a placeholder. For example, “Joe likes to clap” would be enacted as (pat, pat, pat) “clap.”

Establish a very strong, regular beat so that the children stay together. Position yourself where the children can see you and can hear the patting sound, as they will have a tendency to pat too quickly.

## Extension

- Invite the children to march to the beat of the words as you read the story to them (one step per word). When the children have mastered marching to the beat of the story, invite them to recite the story with you.
- Give out copies of **BLM 15** to the children. Completing the BLM will help children to sequence the sounds in the order in which they appear in the story.



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## LEARNING OPPORTUNITIES

Students will:

- share ideas
- write simple messages
- use a variety of materials to communicate information

## YOU WILL NEED

- chart paper, or construction paper, or duplicating paper
- crayons

## OBSERVING FOR ASSESSMENT

Does the student:

- fill in the next word during collaborative reading?
- demonstrate awareness of the conventions of written materials?

## Activity: I Like To...

Talk with the children about what Joe likes to do in *Clap and Clang*. (Joe likes to clap and snap and tap and clang and bang and twang.) Explain to the children that you are going to make a class book called *I Like To...*

Ask each child to dictate something she or he likes to do, using “I like to...” or “(Sara) likes to...” as the sentence starter. As each child dictates, print the sentence on the bottom of a half-sheet of chart paper (or a sheet of construction paper, or on a page of duplicating paper).

Invite the children to use crayons to illustrate their sentences. When the children have finished their pictures, put the pages together, make a book cover, and bind it together. Put the book in the classroom library or Writing Centre where the children can read and enjoy it.

## Extension

- Have the children make their own *I Like To...* books. Encourage them to include several pages of illustrations of the things they like to do, and ask them to print a caption for each page in their books.
- Children may like to decorate the covers of the books they make. Encourage them to experiment with collages, sponge prints, and so on.

This Extension works well with Stand-Alone Activity 21: “Collage Creations” on page 135, with Stand-Alone Activity 25: “Sponge Prints” on page 139, and with Stand-Alone Activity 29: “Fold, Open, Imagine” on page 143.



# Clap and Clang

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

Match the words.

clap \_\_\_\_\_

snap \_\_\_\_\_

tap \_\_\_\_\_

clang \_\_\_\_\_

bang \_\_\_\_\_

twang \_\_\_\_\_



tap	bang
twang	clang
clap	snap



# Clap and Clang

BLM 15

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

Cut and put in order.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



Joe likes to clang.

Joe likes to twang.

Joe likes to tap.

Joe likes to clap.

Joe likes to bang.

Joe likes to snap.

