



LET'S SING

Story Synopsis

Let's Sing is a story about some farm animals — a hen, a cow, a duck, a lamb, a pig, and a cat. Each animal “sings” a different noise, in a special way. The hen sings “cluck” in a high voice; the cow sings “moo” in a low voice, the duck sings “quack” in a loud voice, and so on. They meet up by stages, and sing together. At the end of the story, the woman who runs the farm plays guitar while the animals sing all together. Reading this book will help children explore many aspects of singing: the difference between singing and speaking; the effect of pitch, volume, and emotion on singing; and singing in harmony.

LITERACY ELEMENTS

capital letters for names
quotation marks

CONNECTIONS

DRAMA/DANCE

use gesture and tone to
convey meaning

VISUAL ARTS

make preparations for
performances

WORDS TO DISCOVER

high
low
loud
soft
happy
sad
fast
slow

ESL CONSIDERATIONS

Animal sounds are expressed differently in different cultures. For example, in Croatia, the lamb sound is *bee-hee*. Ask ESL students to share such sounds with the class.

Overall Learning Opportunities



Students will:

- experiment with techniques and materials
- demonstrate basic knowledge and skills gained through exposure to the arts and activities in the arts
- communicate their responses to music, art, drama, and dance



Students will:

- communicate effectively by listening and speaking
- demonstrate understanding of a variety of written materials that are read to them
- make sense of simple written materials using reading strategies that are appropriate for beginners

ACTIVITY MENU

Exploration: Investigating Our Voices, page 72

Guided Reading, pages 73–74

As a Group, pages 75–76



- *Move to the Music*: moving in response to changes in tempo and mood
- *Music with Feelings*: singing songs to evoke different feelings



- *What Animal Am I?*: identifying initial and final consonant sounds
- *Freeze Frame*: using mime to identify story characters

Independent Work, pages 77–81



- *BLM 28*: words for “Twinkle, Twinkle, Little Star”
- *BLM 29*: words for “Eensy-Weensy Spider”
- *BLM 30*: provides word cards for identifying volume, tempo, and mood



- *BLM 31*: demonstrating understanding by answering Yes or No
- *BLM 32*: demonstrating understanding by matching words and pictures



Investigating Our Voices

LEARNING OPPORTUNITIES

Students will:

- distinguish between fast/slow, high/low, loud/soft, and the speaking voice/the singing voice
- recall and repeat familiar songs and rhymes
- perform in a group

YOU WILL NEED

- simple songs to teach

OBSERVING FOR ASSESSMENT

Can the student:

- recall and repeat a familiar song?
- distinguish between fast/slow, high/low, loud/soft, and the speaking voice/the singing voice?
- participate appropriately as part of a group?

teaching tip

Immediately after they use the loudest possible voices, have students use the softest possible voices. This will serve as a “calm down” activity. It can also be used to illustrate that sometimes speaking softly is a good thing, but not if the listener can’t hear you.

Reading the Story

As you read *Let’s Sing*, pause after each spread to allow children to observe each animal singing, and the impact of its voice on the other animals. Recall what and how each animal sang. On page 16, discuss how and what they might be singing.

Reread the story, having children assume the “singing” roles of the different animals. Ask children to select an animal and “sing” their animal’s song in an appropriate voice.

Starting the Exploration

Choose a simple song, such as “Twinkle, Twinkle, Little Star” (see Kindergarten Audio CD Track 8, the instrumental version, words on **BLM 28**). Have the children explore singing it in different voices. For example, have children pretend that Hen and Cow are singing the song. They should sing the first three lines in a high voice like Hen, and the last three lines in a low voice like Cow.



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Then divide the class in half. Have one half sing the whole song like Hen in a high voice. The other half sings it in a low voice like Cow. Repeat for Duck and Lamb, who sing loud and soft.

Next, bring all the different voices together. For example, have the children sing the first and fifth line of “Twinkle, Twinkle, Little Star” in a normal singing voice and assign high, low, loud, and soft to the remaining four lines.

Working on Voices

Choose another simple song, such as “Rain, Rain, Go Away” (see Kindergarten Audio CD Track 6) and sing it with the children. Change the mood and sing it

again like Pig in a happy voice, then like Cat in a sad voice. Next, change the tempo, first singing it fast, then slow. Over time, invite children to suggest other songs they know and how they would like to sing them. You can suggest “Eensy-Weensy Spider” (see Kindergarten Audio CD Track 4, words on **BLM 29**).



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Sharing

Encourage children to think about the different voices they used. Ask:

- How does it make you feel when you hear (make) a high voice (sound)?
- Which voices do you find the most pleasant? unpleasant?

Invite children to suggest other ways that their voices can sound: whispering, scary, laughing, dreamy, and so on. This might be an appropriate time to reflect on when and why people use different voices.

Extension

- Use **BLM 30** to make word cards. Children can choose a card at random, then sing a song in a (*high, low, loud, soft, happy, sad, fast, slow*) voice.
- Have children explore different ways of using their speaking voices to chant a simple rhyme, poem, or finger play.
- Listen to “Vocal Sounds” (see Kindergarten Audio CD Track 27) and “Animal Sounds” (see Kindergarten Audio CD Track 29) to explore different voices and animal sounds.



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This Exploration works well with Stand-Alone Activity 11: “Sing Along” on page 125, with Stand-Alone Activity 12: “Singing with Actions” on page 126, with Stand-Alone Activity 14: “Voices All Over” on page 128, and with Stand-Alone Activity 16: “Loud and Soft” on page 130.

LEARNING OPPORTUNITIES

Students will:

- demonstrate understanding of a story by making predictions
- identify some features of written materials and use these features to help them understand the text
- use language patterns to identify words and to predict the next word

TEACHING tip

Add interest to the question-asking process by assuming various voices to represent the various characters. To re-affirm word meanings, you could sing your comments, questions, and affirmations, guided by the adjective on the particular page. For example, when talking about pages 2 and 3, you would speak in a high voice.

Setting the Scene

Engage the children in a singalong of some songs they all know.

To establish the meanings of the various descriptive words they'll meet in *Let's Sing*, have the children sing some of the songs again, this time higher or lower (or happier or sadder, or louder or softer, or faster or slower).

Hand out copies of the book to the children. As they look at the cover, tell them the title of the story. Have them point to the words as you say them: *Let's Sing*. Have the children look at the cover picture, talk about what they see, and tell what the picture suggests the story might be about. Encourage a variety of responses and, to keep the children focused on getting meaning from pictures, follow each response by asking, "Why do you think that?"

Say the title once again while pointing to the words.

Reading the Text

Picture Walk

Have the children look at the pictures on pages 2–3. Say:

- Hen likes to sing in a high, high voice, so why do you think some of the hens are covering their ears? That's right, because sometimes the sound of a high, high voice hurts your ears.
- What sound does a hen make? That's right, "Cluck, cluck, cluck," sings Hen.

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

- Who does Hen meet? That's right, Hen meets Cow.

➤ If Hen likes to sing in a high, high voice, how do you think Cow likes to sing? That's right, Cow likes to sing in a low, low voice. And what sound does Cow make when she sings? That's right, "Moo, moo, moo," sings Cow.

➤ Look at the picture on page 5. What are Hen and Cow doing? Yes, they're singing. "Let's sing!" they said. And they did.

Turn the page and look at the picture on page 6. Ask:

➤ Who do Hen and Cow meet? That's right, Hen and Cow meet Duck.

Say:

- Duck doesn't sing in a soft voice, Duck likes to sing in a _____, loud voice. (Invite the children to supply the missing word.)
- And what sound does Duck make in a loud, loud voice? That's right, "Quack, quack, quack," sings Duck.

Look at page 7. Ask:

➤ What did Hen and Cow and Duck want to do? That's right, they wanted to sing. "Let's sing!" they said. And they did.

Turn to page 8. Ask:

- Who did Hen and Cow and Duck meet? Yes, they met Lamb.
- If Duck likes to sing in a loud, loud voice, how do you think Lamb likes to sing? That's right, "Lamb likes to sing in a soft, soft voice."

Say:

➤ Hen sings, "Cluck, cluck, cluck."
Cow sings, "Moo, moo, moo."
Duck sings, "Quack, quack, quack."
What does Lamb sing? Yes, "Baa, baa, baa," sings Lamb.

OBSERVING FOR ASSESSMENT

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

- show an interest in reading the book independently?
- understand that printed messages make sense?
- demonstrate awareness of some conventions of written materials such as: starting at the first page, reading from left to right, top to bottom, and reading through to the last page?

Continue the pattern of comments, questions, responses, and response affirmations to the end of page 13.

Then say:

- Turn to page 14 to see the farmer. If you look at the colour of her clothes, you'll know her name.

Invite the children to respond, and then say:

- Yes, her name is Farmer Green. Farmer Green doesn't sing. She likes to play.
- What instrument does Farmer Green like to play? Yes, she likes to play the guitar and she plays fast and she plays slow.
- Look at the picture on page 15. The animals are thinking about something they'd like to do. What do you think it is?

Invite the children to guess and then say:

- Let's turn the page and find out.

Turn to page 16. Say:

- "Let's sing," they said.

Then, in a very slow and deliberate voice so the children will join in spontaneously, say:

- And...they...did!

Independent Reading

Have the children read the story on their own with as little assistance as possible.

After Reading

Say to the children:

- At the end of the story all the characters were happy because they got to sing together. What do you and your friends like to do together that makes you happy?

Revisit the Story

Discuss the story using open-ended prompts to engage the children in conversation. Ask:

- Which animal is your favourite? Why?
- What did you enjoy the most about this story? Why?

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

- Which animal did we meet first in the story?
- Which animal did we meet last?
- What did all the animals like to do?
- What did Farmer Green like to do?
- Which picture is your favourite? Why?

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

- Whose name in our class starts with the same sound as Hen? Lamb? Pig? Cow? (and so on).

Reinforce the Story

Invite the children to recall the story. Give them a copy of **BLM 31** to reinforce their understanding.



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As a Group

LEARNING OPPORTUNITIES

Students will:

- move in response to the tempo and mood of music
- identify feelings evoked by listening to music

YOU WILL NEED

- musical selections with fast and slow tempos

OBSERVING FOR ASSESSMENT

Does the student:

- move appropriately in response to the music?

Activity: Move to the Music

Revisit *Let's Sing* and discuss how the different animals are moving to their songs and music. Ask children to find a personal space where they have room to move and respond to music themselves. Have them sit and really listen as you play a slow musical selection such as "Elephant" (see Kindergarten Audio CD Track 13). Ask:

- How would you describe this music? How does it make you feel?

Establish a "freeze" signal, and ask children to stand, listen, and then move to the music as you play the selection again. Invite volunteers to share how they moved and explain their choice. Ask the children to move in a different way, and play the selection once more.

Engage children in listening, responding, and moving to a musical piece that is slow and dreamy, such as "Swan" (see Kindergarten Audio CD Track 15).

To present a contrast, repeat with faster, lively music such as "Fossils" (see Kindergarten Audio CD Track 14) or "The Russian Cossack Dance" (see Kindergarten Audio CD Track 17).

Extension

- On other days, consider other instrumental selections, such as the "Dance of the Sugar Plum Fairy" (see Kindergarten Audio CD Track 16), "The Flight of the Bumblebee" (Track 18), and "March of the Toys" (Track 12).
- Play a musical instrument (a piano, tambourine, or xylophone) and have children move to the tempo. Discuss whether the music was fast or slow.

This Activity works well with Stand-Alone Activity 18: "Move to the Beat" on page 132 and with Stand-Alone Activity 19: "Guess My Animal" on page 133.

LEARNING OPPORTUNITIES

Students will:

- identify feelings evoked by music
- explore a range of ways of expressing feelings through music

YOU WILL NEED

- musical selections that evoke emotion

OBSERVING FOR ASSESSMENT

Can the student:

- use words that describe feelings and emotions?
- explore different ways of using his or her voice?

Activity: Music with Feelings

Remind children of the feelings that were evoked by Pig (*happy*) and Cat (*sad*) when they sang. Teach children the song "If You're Happy and You Know It Clap Your Hands." Sing it like Pig with a happy, lively voice. Ask:

- How would Cat sing the song?
- What feeling word should we use instead of *happy*?

Sing the song again, in a sad, slow manner. Encourage children to suggest other words they can substitute for *happy* and discuss how they can sing the new version to evoke the desired emotion.

At other times, play different musical selections. Ask:

- How does the music make you feel? Why?

Consider some of the recordings on the Kindergarten Audio CD. For example:

Sad: "The Movin' Away Day Blues" (see Kindergarten Audio CD Track 25)

Happy/Lively: "Rock 'n' Roll Dance Instrumental Piece" (see Kindergarten Audio CD Track 24); "In the Morning" (see Kindergarten Audio CD Track 1)

Extension

Play different types of music for a desired tone of the classroom. For example, soft music is excellent background music for entry, silent reading, and quiet work time. Play livelier music when you want to evoke that response in the children.

This Activity works well with Stand-Alone Activity 14: "Voices All Over" on page 128.

LEARNING OPPORTUNITIES

Students will:

- demonstrate awareness of individual sounds and sound patterns

YOU WILL NEED

- word cards with the characters' names

OBSERVING FOR ASSESSMENT

Does the student:

- have a knowledge of the sounds of various consonants in the initial and final positions?
- demonstrate a sensitivity to vowel sounds in the medial position?

Activity: What Animal Am I?

Ask the children to recall the names of the six animals and the farmer featured in the story *Let's Sing*. As the children identify the animals, invite them to help you to spell the names as you prepare a set of seven word cards. As you say each character's name, emphasize the consonants in the initial and final positions, such as:

ppp – i – ggg

hhh – e – nnn

Fff – arm – errr Ggg – ree – nnn.

Have the children sit in a circle around the word cards (scattered face down). Invite a child to choose a card at random from the collection. Have the child turn over the card, read the animal's name, and whisper the name to you.

Then have this child role-play the animal, using movement and sound. Challenge the other children to guess the animal. To confirm, the child shows the group the name of the animal on the word card. Have the children spell the word out loud together. Continue the activity over a few days so all children can have a turn.

Extension

To help to anchor the names of the seven story characters as possible sight words, have the children complete **BLM 32**.



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This Activity works well with Stand-Alone Activity 19: "Guess My Animal" on page 133 and with Stand-Alone Activity 3: "I Am a..." on page 117.

LEARNING OPPORTUNITIES

Students will:

- follow simple directions
- use gestures and other non-verbal means to communicate more effectively

OBSERVING FOR ASSESSMENT

Does the student:

- recall all seven characters without prompting?
- prepare for the posturing before the signal?

Activity: Freeze Frame

Do this activity in an open area of the classroom, or in the gym. Ask the children to walk around slowly.

Have the children recall a character from *Let's Sing*, and, when they hear your handclap, freeze silently in the shape of that character.

You can also use the sounds that some of these animals make (see *Kindergarten Audio CD Track 29*) to cue the children to specific animals.

To help the children to recall all the characters, move quickly around the group at each freeze, identifying two or three of the characters you see. Then signal the children to start walking again and to think of the next character they will become.

Continue the routine until the children have had the opportunity to assume the posture of all seven characters in the story.

Extension

Invite some children to think of an animal that wasn't in the story and, when they hear the signal, to freeze in the posture of that animal. The other children can make guesses as to the name of the animal.

You can call out a variety of animal names to augment the children's repertoire of possibility.

This Extension works well with Stand-Alone Activity 4: "Animal Movements" on page 118.

My name is _____

Twinkle, twinkle, little star,

How I wonder what you are.

Up above the world so high,

Like a diamond in the sky.

Twinkle, twinkle, little star,

How I wonder what you are!

My name is _____

The eensy-weensy spider

Went up the waterspout.

Down came the rain

And washed the spider out.

Out came the sun

And dried up all the rain,

And the eensy-weensy spider

Went up the spout again.

high

low

loud

soft

happy

sad

fast

slow

My name is _____.

Circle Yes or No.

Cow sings, "Moo, moo, moo." Yes No

Lamb sings, "Cluck, cluck, cluck." Yes No

Hen sings, "Cluck, cluck, cluck." Yes No

Pig sings, "Quack, quack, quack." Yes No

Cat sings, "Meow, meow, meow." Yes No

Farmer Green likes to play. Yes No

Duck sings, "Quack, quack, quack." Yes No

RED ROSES

My name is _____

Match.



Duck



Lamb



Cow



Hen



Pig



Cat

Farmer Green

