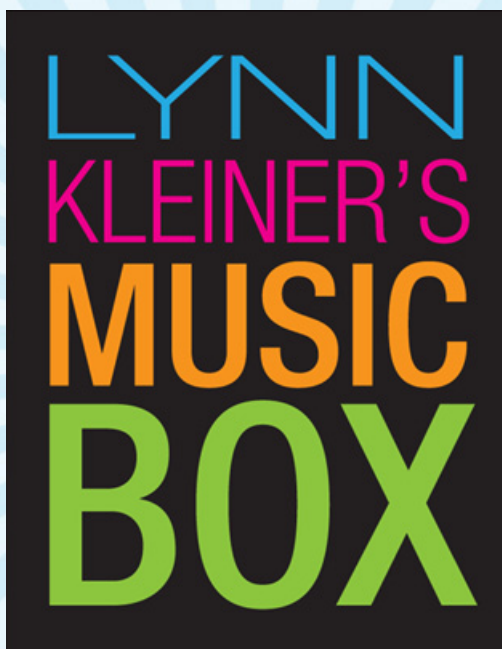


STORIES WITH MUSIC

Story of Ferdinand

Lesson Plan:

Singing, Movement & Instruments



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

The Story of Ferdinand

Story by Munro Leaf. Drawings by Robert Lawson.

Lesson and song by Lynn Kleiner.

What's Needed

- **The Story of Ferdinand** (Book)*
- Pencil to number the bottom right side of each page to refer to the lesson plan. Page 1 is "One upon a time in Spain". Page 34 is "He is very happy".
- **Kids Can Listen, Kids Can Move book with CD***
- Orff instruments set up in C pentatonic, remove all Fs and Bs*
- **Red scarves** (or assorted colors)*
- A large assortment of unpitched percussion*
- Three visuals showing dynamic markings. (Included with this lesson plan)



Lesson Plan

This can be done over several lessons

Present the movement activity from Kids Can Listen, Kids Can Move!, Prelude to Act 1 from Carmen by Bizet, KCL CD 13. KCL Book page 20. Add red scarves for a festive "parade." (assorted colors are fine too). This will become the "parade" in the bull ring.

Point to P visual and ask what that the sign means. Repeat question with f visual.†

Discuss which instruments will be played for the piano (soft) group and which are best for the forte (loud) group*. Forte instruments should be rowdy and loud (drums, ratchet, vibraslap, cymbal, whip, etc). Piano instruments should be sweet and soft (chimes, glockenspiel, triangles, metallophones, etc). Have each student choose an instrument for one of the groups. Students play the instrument when the teacher points to their appropriate visual. Be sure everyone stops playing when the teacher stops pointing. Practice the crescendo, playing soft to loud.

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* Available using your Music Box member discount from musicrhapsody.com

† Some may wonder why P means soft but it's the name of the instrument, piano. Inform students that before the piano was invented, the harpsichord was the keyboard instrument played and it did not have dynamic changes. The pianoforte was a new exciting instrument because it could play soft and loud. Today, we call the instrument piano for short.

Continued on page 2

The Story of Ferdinand *Continued*

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Present a little toy bull, the Ferdinand book or picture included with this lesson plan and sing the “**Ferdinand**”. Teach the song using echo singing, as shown below.

Teacher: Ferdinand, oh Ferdinand

Teacher: Why don't you run and play?

Teacher: Why don't you skip and butt your head?

Teacher: That is the big bull way.

Students: Ferdinand, oh Ferdinand

Students: Why don't you run and play?

Students: Why don't you skip and butt your head?

Students: That is the big bull way.

Echo using 2 measure phrases.

Teacher: Ferdinand, oh Ferdinand, Why don't you run and play?

Students: (repeat)

Teacher: Why don't you skip and butt your head? That is the big bull way.

Students: (repeat)

Sing the entire song and have the class echo.

Sing song patting the beat on legs.

Sing again, clapping on the beats where we don't sing, called the rests. (After play and way)

Repeat singing song, patting the beat on legs and clapping on rests.

Face a partner. Sing song while keeping the beat on legs and clap with partner on the rests.

Ferdinand

Fer-di-nand oh, Fer-di-nand why don't you run and play? Why don't you skip and butt your head that is the big bull way!

Continued on page 3

Play the steady beat striking the big C and G on lowest instruments. Add metals (*glocks and metallophones in C pentatonic, triangles, finger cymbals, etc*) playing on rests. Any notes can be played if Fs and Bs have been removed.

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 by removing all Fs and Bs) that can be played before *The Story of Ferdinand* is read. As some share their song with the class, discuss what they have played. For example, did they use lots of big skips, repeated notes, steps? Did anything repeat? What would they do differently if they played again? Perhaps the soft gentle playing of steps will be Ferdinand and the big skips will be the other bulls.

If the number of instruments or time does not permit everyone to improvise an overture, ask for a volunteer and record who played in a roll or plan book, reassuring students that more opportunities will be offered in other lessons.

Time to read the Story!

Read the story... Though all pages are read, the following are suggestions for specific pages.

Page 1 Choose one child to play the “overture” they have made up before the story starts.

Page 2 Pause after “and his name was.....” Everyone shouts “Ferdinand!”

Page 3 Play the forte instruments when the book refers to “bulls who jump, snort, butt, etc”

Pages 5, 7 Play the “soft/piano” instruments when the book refers to Ferdinand sitting quietly and smelling the flowers.

Page 8 See if the children can fill in the word “cow”. Perform song after reading this page.

Page 9 Do not read the top questions since the song was just sung.

Page 10 See if the children can fill in the word “cow”. Play the “soft/piano” instruments when the book refers to Ferdinand sitting quietly and smelling the flowers.

Page 11 Point to visual as children perform crescendo as you read “Ferdinand grew and grew and grew....”

Page 12 Add “ his friends would sing to him” and perform the song.

Page 13 Play softly.

Page 15 Play loudly.

Page 16, 17, 18 Read quickly, without pause.

Page 19 Play loudly.

Continued on page 4

Time to read the Story!

Read the story... Continued

Page 21 Use temple blocks or a tick tock block to play the sound of horses. Or, click tongue to make 2 pitches.

Page 24 Perform parade march using KCL CD after reading "They had a parade into the bull ring."

Page 25, 26, 27 Consider deleting text concerning details of the bullfight such as long sharp pins, long spears, etc.

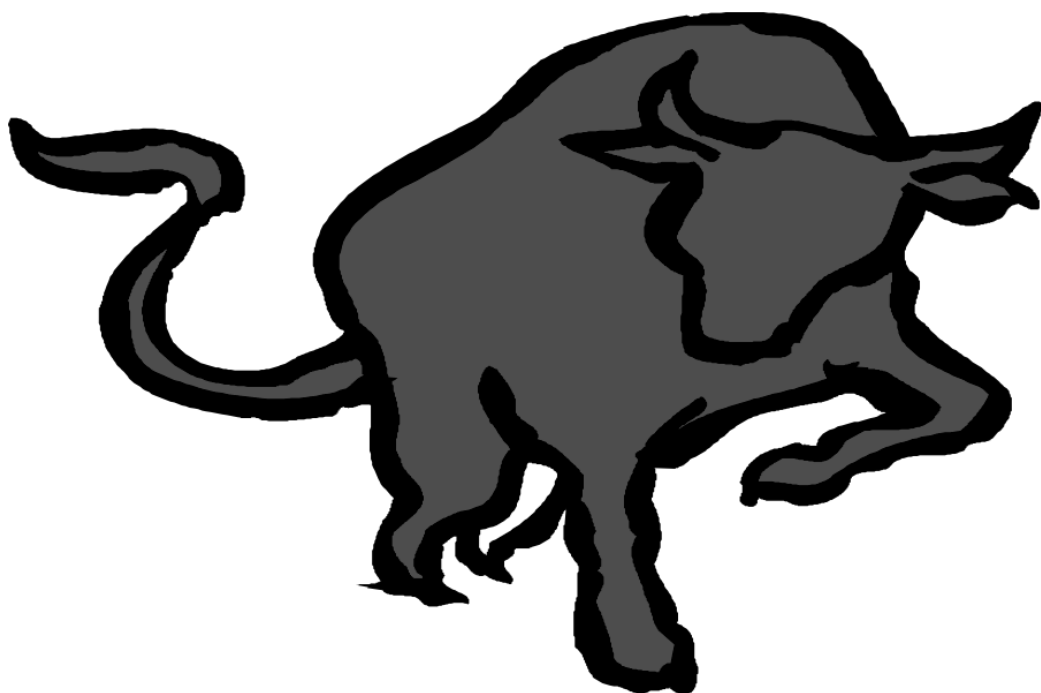
Page 28 All shout "Ferdinand" after asking the question.

Page 31 Perform song after playing soft instruments when Ferdinand sits in the middle of the ring, as if all the people attending are singing.

Page 32 Sing song again before reading "He is very happy."



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V



p

Tip from Lynn

This has become a favorite of mine around Valentine's Day since Ferdinand's mother is full of love! I use red scarves, the red Ferdinand book, and a soft, red bull toy.

LYNN KLEINER'S
Music Rhapsody®

For this and other
resources for this lesson, use your
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