

Using Music, Books & Puppets to Enhance Learning

Maryann "Mar." Harman
BA Music Ed/Masters Education
Founder Music with Mar.®

Morning Strut (Songs for a Great Day! Bk + 4) One song can do many things:

- *Stimulate both sides of brain; produce endorphins
- *Affect attitude
- *Language - new vocab word "strut"
- *Dancing (proper touch) Children don't know manners-imitate them;
- *Cross mid-section - need this skill to read/write
- *"Whew!" oxygen - brain runs on oxygen and water
- *Bouncing keeps steady beat
- *Vestibular system must be activated to learn

Let's Monkey Around (It's a Zoo)

- *Shows ability to do cross-lateral movement
- *Practices different vowel sounds
 - <each vowel vibrates in a different part of head
 - <this energizes different region of brain
- *Good for ELL children

What's Inside? (It's a Zoo on Here!)

There are four different puppets used here - chicken, penguin, turtle, dinosaur
Children must figure out what is in egg by watching clues as you open it.
There is also a rhyming word to help clue them in.

Will You Ever See a Dinosaur? (Zoo/Tunes)

Will you ever see a dinosaur? Not any more!
You'll never hear a dinosaur's great, big roar!
You'll never have a dinosaur stomp across the floor.
And, you'll never have a dinosaur come in through the door.
Will you ever see a dinosaur? Not any more!

- *Empowers children who are still pre-operational to feel safe
 - *Reinforces that dinosaurs can be read about and enjoyed, but not feared
- Two good books: Dinosaur Day Liza Donnelly
 If the Dinosaurs Came Back Bernard Most

Alligator Jaws (Zoo/Tunes) Teaches alligator safety and basic facts.

- *Children like to learn about animals not indigenous to their area
- *Use of song to teach about animal's habit

I'm a Penguin (Zoo/Tunes)

- *Have children walk like penguins.
- *Balancing from foot to foot strengthens the vestibular system.
- *Teaches about penguins. Song can supplement unit on penguins.

Book: Counting Penguins

Busy Bee (Zoo)

- *Sound of letter "B"
- *Listening skills - different activities for different parts of song
- *Use of Classical music piece - "Flight of Bumble Bee"
- *Discussion of 'bee' behavior

I Built A Snowman (Songs At My Fingertips)

- *Concept of adding
- *Science concept of sun melting snow
- *Teamwork

Mr. Froggy's Family (Bk+ 4)

- *shows metamorphosis
- *allows for gross motor skill (hopping like frog)
- *spatial awareness (stay on own lily pad)
- *body control (take smallest hop possible)
- *family values

Let's Go Froggy (or any Jonathan London Froggy Book)

- *Repeated phrases help word recognition.
- *Can provide recording device to record reenactment

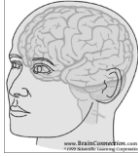
Consider a Recording Studio Center in your room. It would contain:

- *A tape recorder
- *Blank tapes
- *Paper and colored pencils to make j-cards (insertions for cassettes)
- *instruments
- *books

Let children:

1. pick a story and put sound effects to it;
2. pick voice parts;
3. record story and play back and analyze;
4. make a j-card for it;
5. bring home to parent

I love variety!



Wide-mouthed Bullfrog (WMBF /Frog Glove)

book by Keith Faulkner

- *Children love interacting with story.
- *If you don't have the book, use pictures or puppets.
- *Stay in one place or you become a moving target that is hard to follow.
- *Children say with you "Hi. I'm a wide-mouthed bullfrog. I eat bugs."
- *For mouse, "Eek". High pitch sounds energize the brain.
- *For 'hop, hop, hopped', slap thigh 3 times. Vestibular system activated.
- *Show the page where he makes his mouth small; help them understand the lesson by saying, "He didn't want to be a wide-mouthed bullfrog anymore."
- *Open the last page and have everyone throw up their arms and yell "Splash!"

Five Hip-Hoppy Frogs (Mr. Froggy's Friends' ABCs/ Frog Glove)

- *Increase number of croaks as frogs increase - number realization
- *Fun style

I've Got a Frog On My Thumb (Mr. Froggy's Friends' ABCs/ Frog Glove)

- *Names fingers - an important tool!

Use of fingerplays (child controls puppets) develops:

1. motor control;
2. self-expression;
3. skills relating to higher level math (calculus);
4. self-control; and
5. control of fine motor finger skills for writing



Monkeys Swinging in a Tree (Mr. Froggy's Friends' ABCs/Monkey Glove)

- *New version with better choices
- *Can use children
- *Do not NEED glove or song; Can just DO

I Wave My Flag (Songs at My Fingertips)

- *Teaches patriotism
- *Shows colors of flag
- *Mentions times/places to display flag
- *Marching enhances brains ability to pattern (math)

Ways to Move (Start the Music)

- *Children fascinated with vehicles
- *Move to the different vehicles

Ra Ra Raccoon (Zoo/Tunes)

- *Drills on beginning sounds
- *Teaches a little about raccoons
- *Beats in sets of two
- *Listen for changing parts (ABA Form)

I Like the Clothes That I Am In (Start the Music)

- *Use what you know they talk about
- *Do what the song says
 - ^shoes - jump
 - ^dress - spins
 - ^hat - nods

I Know a Smart Woman (Hear Me Sing; Watch Me Dance)

- *Based on I Know an Old Lady Who Swallowed a Fly
- *Retain and retrieve
- *Good food choices

Little Old Lady Who Wasn't Afraid of Anything

- *Make props
- *Can do on flannel board
- *Can give children words and motions to fill in
- *Can teach and have them act out for another class
- *Learn best through doing and builds self esteem

Old MacDonald (Mr. Froggy's Friends' ABCs/Barn Glove)

- *Must pay attention to their turn (listening skill)
- *What sound goes with which animal

Clean Up (Start the Music) **Clean Up Blues** (Bk + 4)

- *Ritual for cleaning up

Kazoos help with:

1. Inner voice development;
2. Language development;
3. Creativity;
4. Confidence;
5. Self-esteem (I can play an instrument); and
6. Motivation to get task done

After using, keep kazoos in an open air container. This will keep germs from incubating. Write names on with permanent markers. Or, make your own!

LIST OF RELATED CITATIONS
"Using Music, Books & Puppets to Enhance Learning"
Maryann Harman, MA ED

Bailey, B. & Sprinkel, S (1998). *Brain smart: What you can do to boost children's brain power*. Audiotape. Loving Guidance.

Campbell, C and Brewer, C. (1991) *Rhythms of Learning*. Tuscon, AZ. Zephyr Press

Campbell, D (2000). *The Mozart Effect for Children*. New York, NY: William Morrow.

Campbell, D (2000). *The Mozart Effect for Children. Is Music Fundamental?* Audiotape. The Children's Group, William Morrow.

Diamond, Marian, PhD. and Hopson, Janet. (1998). *Magic Trees of the Mind*. New York, NY: Penguin Putnam.

Gardner, H. (1992). Do babies sing a universal song?" In *readings in early childhood music education*, MENC Reston, VA.

Hannaford, C (1995) *Smart Moves: Why Learning is Not All in the Head.* Arlington, VA. Great Oceans Publishing.

Hoening, A.S. (1995). Singing with infants and toddlers. *Young Children*, July.

Jensen, E. (2000). *Music with the Brain in Mind*. San Diego, CA. The Brain Store, Inc.

Jalongo, M.R. & Collins, M. (1985). Singing with young children. *Young Children*. Jan.

Ratey, John J. (2008). "Spark". New York, NY. Hachette Book Groups USA

Schiller, P. (1999). "Start Smart". Beltsville, MD. Gryphon House.