

Stories are Instrumental

Incorporating literacy and instruments in elementary music classes

joyce.holoboff@wolfcreek.ab.ca

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Instrument Management Strategies

Orff - "shoulder holders" when not playing

- Taking off bars - "Hand on the bottom, hand on the top, pull straight up"

Classroom percussion/Boomwhackers - put behind backs: "Instruments behind and hands in front (clap on "front")"

- "Ready" position hold on bellies
- "Put away and please don't play" (repeat until all are put away)

All Are Welcome - add a simple C-G bordun. Use to learn student names.

Denise Gagné

Wel - come, wel - com eve - ry - one. We will have a lot of fun.

Mak - ing mu - sic eve - ry day, all are wel - come here.

All are Welcome Here

Terri Sponsler

o Xylophone

Glockenspiel

o Xylophone

s Xylophone

All are wel - come here. All are wel - come here.

All are Welcome Here

2

3

SX

SG

AX

BX

We will learn to sing and play, Mak - ing mu - sic eve - ry day. All are wel - come here.

Falling Leaves - use a versatile tune with a seasonal book of your choice!

Intro 2 Measures Denise Gagne

Leaves are fall - ing down, All a - round the town.

Whirl - ing, whirl - ing, in the wind the leaves are fall - ing down.

- Use an an introduction to Orff
 - Leaves are falling down (*play once*)
 - All around the town (*play once*)
 - Whirling, whirling, in the wind (*hands "take turns" playing any note*)
 - The leaves are falling down. (*play once*)

- Change the lyrics!
 - Snow is falling down, All around the town.
 - Twirling, swirling to the ground
 - The snow is falling down.

- Rain is falling down, All around the town.
- Pitter patter to the ground, the snow is falling down.

- Sun is shining down, All around the town.
- Making shadows on the ground, the sun is shining down.

Mortimer - djembes/rhythm instruments (see end of handout for song melody)

It was bedtime, and Mortimer's mother took him up to bed (*Thump 6 beats*). She put him into bed, and she said, (*everyone speaks*) "Mortimer, be quiet". And Mortimer shook his head but he said, "Yes". Mortimer's mother went back down the stairs (*6 beats*), but as soon as she was gone Mortimer sang,
Clang, clang, rattle bing bang, Gonna make my noise all day. Clang, clang, rattle bing bang, Gonna make my noise all day. (*finish with quiet rumble and bang*)

Father came up stairs (*6 beats*), and said, “Mortimer, be quiet!” And Mortimer shook his head but he said, “Yes”. Mortimer’s father went back down the stairs (*6 beats*), but as soon as she was gone Mortimer sang,
Clang, clang, rattle bing bang, Gonna make my noise all day. Clang, clang, rattle bing bang, Gonna make my noise all day. (*finish with quiet rumble and bang*)

So Mortimer’s 17 brothers and sisters...

So then the police...

So when the police went downstairs, they began arguing with the brothers and sisters (*rumble*), and the brothers and sisters began arguing with the father (*rumble*), and the father began arguing with the mother (*rumble*)

And Mortimer got so tired of waiting for someone to come up that he fell fast asleep!
(*lullaby version - soft and slow - piano and adagio*) Clang, clang, rattle bing bang, Gonna make my noise all day. Clang, clang, rattle bing bang, Gonna make my noise all day.

Mortimer - Boomwhackers/Orff (see end of handout for song melody)

One night, Mortimer’s mother took him upstairs to go to bed - *C major scale in quarter notes, low to high*

When they got upstairs, Mortimer’s mother opened the door. She threw him into bed and she said, “Mortimer, be quiet”. Mortimer shook his head “yes”. Then Mother shut the door. She went back down the stairs - *C major scale in quarter notes, high to low.*

As soon as she got downstairs, Mortimer sang - *ostinato low C and high C play on half note beat while singing. Clang, clang, rattle bing, bang. Gonna make my noise all day, all day. Clang, clang, rattle bing, bang. Gonna make my noise all day.*

When Mortimer’s father heard all that noise, he came up the stairs - *C major scale in half notes, low to high* He opened the door and yelled, “Mortimer, be quiet”. Mortimer shook his head “yes”. Then Father went back down the stairs - *C major scale in half notes, high to low.*

As soon as he got to the bottom of the stairs Mortimer sang, *as above ostinato low C and high C play on half note beat while singing Clang, clang, rattle bing, bang. Gonna make my noise all day, all day. Clang, clang, rattle bing, bang. Gonna make my noise all day.*

When all of Mortimer's 17 brothers and sisters heard that noise, they all came up the stairs - *C major scale rolling on each bar, low to high* They opened the door and yelled in a tremendously loud voice, "Mortimer, be quiet". Mortimer shook his head "yes". The brothers and sisters shut the door and went back down the stairs - *C major scale rolling on each bar, high to low*. As soon as they got to the bottom of the stairs Mortimer sang, *ostinato and song Clang, clang, rattle bing, bang. Gonna make my noise all day, all day. Clang, clang, rattle bing, bang. Gonna make my noise all day.*

Well, they got so upset that they called the police. Two police came, and they walked very slowly up the stairs - *C major scale in whole notes (or slower tempo) low to high* They opened the door and said in very deep police voices, "Mortimer, be quiet". Mortimer shook his head "yes". The police shut the door and went back down the stairs - *C major scale slow tempo high to low*. As soon as they got to the bottom of the stairs Mortimer sang, *as above- Clang, clang, rattle bing, bang. Gonna make my noise all day, all day. Clang, clang, rattle bing, bang. Gonna make my noise all day.*

Well, downstairs nobody knew what to do. The Mother got into a big fight with the police. The father got into a big fight with all those brothers and sisters. While upstairs, Mortimer got so tired waiting for someone to come up, that he fell fast asleep. *slowly and quietly - ostinato as above Clang, clang, rattle bing, bang. Gonna make my noise all day, all day. Clang, clang, rattle bing, bang. Gonna make my noise all day.*

Up, Up, Down - use to introduce/reinforce melodic direction

- Optional add classroom instruments for sound effects

35a. Up, Up, Down *Rote*

PreK Concept: create sound effects.
 Objectives: Students will create sound effects. **I can create sound effects.**
 Interactive: **Skills: create**

October

Teaching Suggestions: Read the story, adding as many of the sound effects as you wish. Invite the children to suggest the instruments for the different sounds or use the ones that are suggested.

up, up, up, up, up, up...Falllll down

Have the students say the words, starting low and getting higher, then descending on Falllll down. Show how the voice goes higher with and lower with arms. If you have barred instruments, play the thumps on any two pitches starting at the low end of the instruments and moving to the high end. Really emphasize the pitch change from low to high.

ow OUCH! ow OUCH! ow OUCH!

Choose an instrument to play while you say this. I often use a tambourine for this as I have a class set.

Be careful! Don't climb!

Whenever this is said in the story, the children join in.

"I'm the King of the castle, Mommy's a dirty rascal!"

Sing this on so-mi-la pitches. If you have barred instruments, accompany with a C-G bordun.

Anna? Anna? Anna? ANNA! Get out of that tree!

Say this together starting quietly, getting louder.

Scratch

play this on a ratchet or a guiro

WRAP WRAP WRAP WRAP WRAP

Chicken Little - create sound effects to accompany words in story.

Reinforce instrument families.

- Scratching - shakers/ scrapers
- Ran - drums
- The sky is falling - metals/ glockenspiels
- Plop - wood

Optional addition “Apple Tree” song (s-m-l-d song)

Apple Tree game - students stand in a circle with two hands in front.

- One student in center goes around circle keeping the beat with ball/apple.
- Person who has ball at end of song is “out”.
- Students who are out get a boomwhacker and play on the beat while game continues.
- Grade 1 - keep the beat
- Grade 2 and beyond - choose a tempo and keep the beat

Traditional

Ap - ple tree, ap - ple tree, Will your ap - ple fall on me?

I won't cry, I won't shout, If your ap - ple knocks me out!

Plant a rainbow

Plant a rain - bow in the dirt, in the dirt, in the dirt.

Plant a rain - bow in the dirt, and watch my gar - den grow.

Beautiful story. Add song and created rhythm patterns as you see fit. Use Interactive word table to create word rhythm patterns.

PLANT A RAINBOW

Plant a rainbow in the dirt,
In the dirt, in the dirt.
Plant a rainbow in the dirt,
And watch my garden grow.

To do:

- Create a word rhythm with "lily" and "rose."
- Choose body percussion or unpitched instruments to play your rhythm.
- Use your rhythm as a B section with Plant a Rainbow as your theme



♪
Lily

♪
Rose



Create a rain (or other sound effect) story with your students!

- Whole class or small group activity.
- Brainstorm story characters and events.
- Write story and insert places for sound effects.
- Determine instruments for each sound.
- Practice and perform.

Rain, Rain - story and song

- Story available in Musicplay Online OR add the song to your favourite rain story.
- Accompany with Orff instruments
- Add instruments (reinforce instrument families)
 - Pitter patter - woods
 - Singing - metals
 - Swish - shakers/scrapers
 - Splash - drums

The Little Old Lady Who Was Not Afraid of Anything

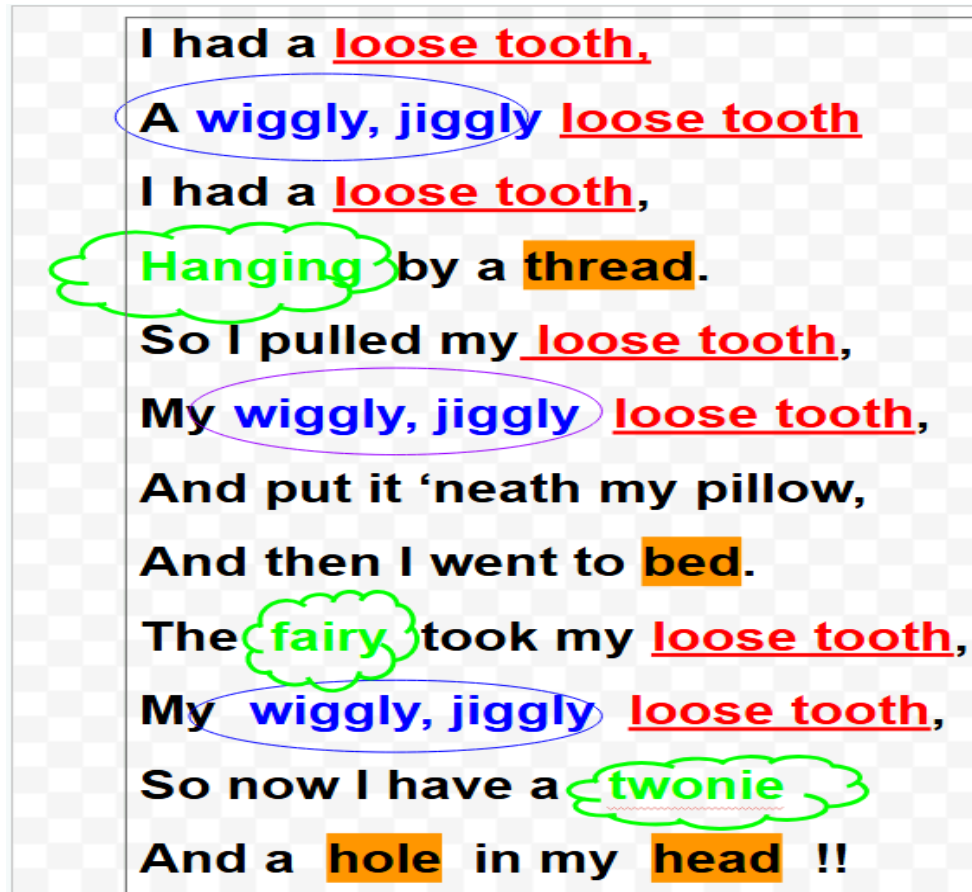
- Fun story for Hallowe'en
- Fabulous teaching video on Musicplay Online.
- Not hard to turn into a performance piece.

Recorders! My next experiment...

- Use a B-A-G song with a story about bags

Poem with Sound Effects

I Had a Loose Tooth



Cute stories by Albertan author, Kerry Heisler


- Eddie and Emily, the Eighth Notes - Go To School
- Eddie and Emily, the Eighth Notes - Lost in Vancouver
- Eddie and Emily, the Eighth Notes - Lost in Vienna

“They were little AND they were important!”

Coming soon to the Musicplay Store.

Thank you to Andrea Ramage for the “Mortimer” melody!

Mortimer melody

Choir Soprano 
Clang clang rattle bing bang gonna make my noise all day all day

5 
Clang clang rattle bing bang gon-na make my noise all day

