



## EDUCATOR GUIDE

### EPISODE 105A MAESTRO MOON DAY



#### MAESTRO MOON'S CUES

Maestro Moon is about to get a big surprise as all the birdies in Beebopsburgh, along with Harmony and Melody, are throwing a Moon Day party. Do, Re and Mi decide to write a song for the event and include Presto, their lightning bug friend - it's a quartet of musical fun! Re starts the song as a solo, and everyone else will join in the chorus but there is one problem. Re gets the hiccups. They use music to solve the problem and figure out how to make Re's hiccups part of the song, creating a rhythmical rap tune!



#### MUSICAL VOCABULARY

**MUSICAL GROUPS** - a group of people who create music

**SOLO** - music for one instrument or singer

**DUET OR DUO** - music for two instruments or singers

**TRIO** - music for three instruments or singers

**QUARTET** - music for four instruments or singers

**ORCHESTRA** - musical group that includes strings and other instruments

**RAP** - words spoken quickly with a rhythmic beat telling a story or sharing a feeling, which can be combined with singing

**RHYTHM** - repeating series of notes changing in duration

#### MUSICAL VOCABULARY

Musical groups, Solo, Duet, Trio, Quartet, Orchestra, Rap, and Rhythm

#### SOCIAL-EMOTIONAL SKILLS

Problem-solving, Empathy, Social awareness

#### ADDITIONAL LEARNING AREAS

Science, Language & literacy, Creative expression, Mathematics

#### MUSICAL VOCABULARY BUILDING

Sing a tune as one voice. A solo! Have each child take a turn with one or two lines of a song.

Have the children work in pairs. Are there two other people who would like to sing as a duet? What are other things can you do as a duet? What is a trio? Can anyone think of something done in a trio?

Look for moments of the day to group children in twos, threes, or fours, referring to them by the music term. For example, "We are going to build in the block area as quartets! Here is your group..."

Play a game using the musical group words. Turn on some music. How fast can we form a line in duets, then trios, and finally quartets?

Create a simple rap with the children to use during a transition time and repeat it often when you line up to go outside or during the hand-washing time. It can be a few simple sentences. Encourage the children to move while they are singing the rap. For example, "We wash our hands, wash our hands, yes, they are clean" - repeat with a beat.



# CELEBRATING IN SONG!

## Learning Experience

Do, Re, and Mi appreciate the wisdom and guidance of their teacher, Maestro Moon and collaborate to create music that celebrates Maestro Moon's role in the community. There are so many helpers in the school community that children often don't get a chance to celebrate; such as the receptionist, director, janitorial staff, delivery workers, etc. It's not often that we see and appreciate them- the soap dispensers mysteriously get filled, the snack somehow gets delivered, the drawing paper gets ordered, the broken toilets or leaky faucets somehow get fixed. Who are the people, in addition to the teachers, that help make our classrooms clean and run smoothly? Do we know them? And how do we offer our appreciation to them? Your students will pick a person to acknowledge. They can plan a celebration that includes a song written by the class and other fun elements.

You can celebrate the person or people the class selects like Do, Re, and Mi and everybirdy in Beebobsburgh do on Maestro Moon Day. Support the children in finding out more about the person either by an online interview or talking to them at the school. Here are a few questions to get them started:

- 🎵 What does the person do?
- 🎵 Why do they help?
- 🎵 What is their favorite color?

Next, the children can say thank you by creating a song based on the answers to the questions.

When Do, Re, and Mi rap about Maestro Moon, their song rhymes. Sing a line or two together to reflect on these rhyming verses. As each child adds their contribution, whether it be a word or a sentence, invite them to rap it or sing it. How do they feel their words would sound in a song? Build on each contribution by repeating what was just said before adding to it. As the rap builds, record the words on chart paper for reference. You may rearrange the sequence as a group to make it make sense. Invite children to look for opportunities to rhyme, as songwriters do. In *Maestro Moon Day*, there is a chorus and a line or two that repeats between verses. Will the children include a chorus to return to that uses the name of the person you are celebrating?

Practice by repeating the lyrics several times. Children may choose to sing the song together or sing their own contribution as a solo, or with a little help from one or two friends, making some parts of the song a duet or a trio. This can be a conversation that will support the practice of using their new musical vocabulary. All voices can come together to sing the chorus. You can invite the special person to the school and sing it to him/her or make a recording to send to them.



## Extend the Learning

🎵 Re's hiccups create an interesting beat that the birdie buddies catch on to. Your students have had multiple opportunities to explore beat and create music patterns using their bodies or instruments. They have had a chance to explore how "clap, clap, rest" sounds different from "clap, rest, clap." To accompany the lyrics the children created, they can add a beat (rhythm) to rap to. Take suggestions for a clapping beat to start and experiment with how the song sounds set to a beat, or you can offer a unique rhythm for children to create their rap around, just like Re's hiccups did. How does it feel when the beat changes and the lyrics remain the same? Introduce egg shakers to some children to hear how the music sounds when multiple instruments create the beat. Did the person they are celebrating mention any particular preference for music? How might that be incorporated into the song?

🎵 The Flamingo-gos, Fryda, Flora, and Ferris, dance as a trio at the Maestro Moon Day party. There can undoubtedly be dancing to go along with this special celebration too! Choreography can accompany the music the children are making. Ask for some suggestions of simple dance steps that children can follow. Demonstrate a simple move so that children get the idea. Have a child demonstrate tdfhe dance as a solo and invite another child to join them to see the dance as a duet. Add one more participant to see the dance as a trio! Will the dance steps repeat? After taking turns and moving your bodies in unique ways, think about the lyrics to your song. Have fun thinking about what dance steps will go along with the song. Children with a preference for movement can dance while other children make the music with their instruments or bodies. Then children can switch and experience both roles of dancer and musician.

🎵 Maestro Moon has a whole sky to get across to wish a Happy Moon Day to everyone. Recreating earth, sun, and moon rotations make for a fun extension as trios. The children can work in groups of three. One child is earth, the other the moon, and the third the sun. The sun stands in the middle of a circle, while the earth slowly walks around the sun, and the moon walks quickly around earth. The children can sing *Maestro Moon Day* as they practice the rotations and switch places so everyone has a turn being the earth, sun, and moon! When each child has a turn being the moon the other children can sing "It's Moon Day, Maestro \_\_\_\_\_(kids name)". Who works the hardest - the moon!



EDUCATOR GUIDE  
EPISODE 105A

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## RE's SOUND STUDIO

### WRITE A SONG

Building off the idea that people can be celebrated through song, open up the sound studio for songwriting.

Brainstorm people the children might write to, such as a caretaker, family member, postal worker, neighbor, etc. Offer a new writing implement, such as felt tip pens and lined paper, so that the experience feels special. Before children get started writing a song about a special person, they can draw to generate their ideas. What sorts of things does this person like to do? What is their relationship to this person? Make a teacher available to record the song lyrics once children have had time to play with their ideas. Will they pick a familiar melody to sing to, or will they rap their words to a beat they create? Children will have an opportunity to try out different ways of singing their lyrics.



## DO's WORKSHOP

### MOONCAKES

Do, Re & Mi celebrated Maestro Moon Day in a special way. The children can extend the celebrations by making mooncakes. Provide materials for children to make mooncakes such as modeling clay, circle shapes (cookie cutters), and decorative materials (paper, glitters, bits of paper). Ask the children to make cakes in the form of circles that are like the moon. They can place their cakes on a table for everyone to see. They can also make cards for people to give the moon cakes to. Once everyone has completed their cakes, the children can sing along with *Maestro Moon Day!*



## MI's BIRDIE BUDDY MOMENTS

### MOON DANCING TOGETHER

Go outside or play inside. Provide the children with hula hoops. Ask the children to dance in and out of their "moon" (the hoops). Give directions such as the moon reaches high, the moon is low, the moon is on your side, etc. The children can work together to move their hoops.



You can extend the collaboration by using a parachute. Have the children circle around it and hold on to the chute. Say "Good night Maestro Moon," as the children go under the chute. Say "Good morning Maestro Moon" and the children come out of the chute.



EDUCATOR GUIDE  
EPISODE 105A

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## SING ALONG

HAVE THE CHILDREN GET OUT THE PERCUSSION INSTRUMENTS AND TAP OUT THE BEAT TO RAPPING TO THE SONG *MAESTRO MOON DAY*.

**Play Song Here**

### MAESTRO MOON DAY

(Jackie Tohn, David Schuler)  
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**RE**  
(RHYTHMIC HICCUPS)

**MI**  
Making music is fun to do  
So let's rap a tune for Maestro Moon  
She glows so big and shines so bright  
Shines so bright, lights up the night!

**DO**  
She lives in the sky above Beebopsburgh  
And when you need her, just say the word  
She's kind and true and there for you,  
To guide the way, she's Maestro Moon!

**DO / RE / MI**  
It's Moon Day!  
Maestro Moon Day!

**MI**  
Maestro Moon!

**RE**  
(HICCUP RAPPING)  
I got the hummingbird HICCUPS but they can't stop me from rappin' my HICCUP cause these HICCUPS got me. Give it up for Maestro, she's a HICCUP friend.  
I can't stop these HICCUP HICCUP HICCUP HICCUP HICCUP

**DO / RE / MI**  
It's Moon Day!  
Maestro Moon Day!

**MI**  
Maestro Moon!

## HARMONY'S & MELODY'S LIBRARY

1. *Hip Hop Lollipop* by Susan Monanari
2. *Baabaasheep Quartet* by Leslie Watts
3. *Zin! Zin! Zin! A Violin* by Lloyd Moss, illustrator Marjorie Priceman
4. *Little Penguin Gets the Hiccups* by Tadgh Bantle
5. *Mooncakes* by Lauren Seto, illustrator Renné Benoit

## BEEBOPSBURGH COMMUNITY CONNECTIONS

Connect families to Maestro Moon Day's musical adventures and sounds by sending the link to the parents' tips. Tell parents about the learning that took place in planning and celebrating Maestro Moon Day:

It feels good to recognize the people around you for their contributions to the community. Just as the members of Beebopsburgh celebrate Maestro Moon, the children thought of a person in the community that they wanted to recognize through song. Once identified, they co-wrote a song and created meaningful lyrics to show their appreciation. Additionally, they thought about the moon's role and had fun weaving in moon-related experiences into their days, such as creating mooncakes and recreating moon rotations. Ask them who they chose to write a song for and why!



## MATERIALS

Musical Instruments	Arts & Craft Supplies	Natural Elements & Recycled Items	Common Items (household or classroom)	Other Items
Drums	Modeling clay	Old shoeboxes	Round cookie cutters (child-safe)	Hula hoops
Beat and drum sticks	Glitter	Recycled containers		School type parachute
Tambourines	Child-safe scissors	Bottle caps		
	Construction paper			
	Felt pens			
	Lined paper			



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EPISODE 105A**

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