

Song Stories by Jeff Johnson

Program Overview | Curriculum Supplement

GOAL: The “Song Stories” program is designed to expose children to the inspiring world of stories and storytelling through singing, listening, moving, creating, imagining and laughing.

To meet our goal children will be exposed to . . .

Primary Focus:

- The six basic elements of a short story.
 - Setting
 - Plot
 - Conflict
 - Character
 - Point of View
 - Theme
- Identification of setting, plot, conflict, characters, point of view and the theme in a short story.
- Story construction and imaginative ways to create original short stories.
- Creative writing using created characters and true stories.

Secondary Focus:

- Vocal warm-ups that aid in proper singing.
- Tune making and word rhyming
- Internet resources that help with creative writing.
- Valuing our natural resources through recycling.

Song Stories - Supplemental Products

- Book mark (Free)
- Curriculum Supplement and online resources (Free)
- “That Punchin’ Bag Thang” CD (\$12.00)
- “Hole in the Knees” CD (\$12.00)
- All songs on iTunes (\$0.99 per song or \$9.99 per album)



Other BB Fuzz Products

- BB Fuzz Beginning Rhythm Guitar 1,2,3,4 (\$9.95 each)
- BB Fuzz Guitar Picks (3 for \$2.95)
- It's Good CD (\$10.00)

Post Program Questions & Activities:

1. What are the six basic elements of a short story?
2. What would be an interesting location for a story to take place?
3. What are the three parts of the plot and which one is usually the most exciting?
4. What is an internal conflict?
5. If you created a character what would you name it?
6. When you hear words like “I”, “me” and “my” in a story would that be first person or third person?
7. Read a short story or picture book. What do you think the author’s main message is?
8. What true story could you write or sing about?
9. What are some other resources that might help you to create short story?

Topics for Extended Lessons

1. Name the author and title of a classic short story and discuss the theme.
2. What is an example of social conflict?
3. Create a short story that rhymes.
4. What is a denouement?
5. Create a character to write about and create the title of your character’s story.
6. Write a paragraph in first person then go back and adapt it for third person.
7. Create a song about a true story from your own life.
8. Write a story and try to leave out one of the basic elements.
9. Choose a character from a short story and make up a history of that character known only by.

Supported Research

Music provides helpful cues which will allow emergent readers to gain more comprehensive meaning from print. Using a song or tune gives the learner a vehicle for thinking about what comes next.

Langfit, D. (1994). Integrating music, reading and writing at the primary level. *The Reading Teacher*

Singing is a natural way for introducing emergent readers to print and eventually writing. Through memorization, repetition and rhythm learners gain a more thorough understanding of the subject matter while singing.

McCracken, R.A. & McCracken, M.J. (1986). *Stories, songs, and poetry to teach reading and writing: Literacy through language*. New York: Teachers College Press.

The predictable nature of songs help children make the jump from oral to printed language.

Barclay, KD. (1992). Linking lyrics and literacy through song picture books. *Young Children*

Internet Resources (Links @ bbfuzz.com)

Story writing help | www.short-stories-help-children.com/index.html

Create a story online | www.britishcouncil.org/kids-writing-storymaker.htm

How to write a story | www.brucehale.com/howto.htm

The “Song Stories” program supports the following Georgia Performance Standards (GPS) & Georgia’s Pre-K Program Content Standards Correlations (Bright from the Start):

PreK (GA Content Standards)

Language & Literacy

LD1 | Listening for the purpose of comprehension

Creative

CD1 | Develop artistic expression

Social & Emotional

SE2 | Develop Curiosity (new experiences)

K- 5 (GPS)

Fine Arts (Music) Standard(s):

Kindergarten - Fifth

M(K-5)GM.7 | Singing, alone and with others, a varied repertoire of music.

M(K-5)GM.5 | Composing and arranging music within specified guidelines.

English Language Arts & Reading Standard(s):

Kindergarten

ELAKR6 | The student gains meaning from orally presented text. The student

- Listens to and reads a variety of literary (e.g., short stories, poems) and informational texts and materials to gain knowledge and for pleasure.
- Asks and answers questions about essential narrative elements (e.g., beginning-middle-end, setting, characters, problems, events, resolution) of a read-aloud text.

First

ELA1R6 | The student uses a variety of strategies to understand and gain meaning from grade-level text. The student

- Reads and listens to a variety of texts for information and pleasure.
- Asks and answers questions about essential narrative elements (e.g., beginning-middle-end, setting, characters, problems, events, resolution) of a read-aloud or independently read text.

Second

ELA2R4 | The student uses a variety of strategies to gain meaning from grade-level text. The student

- i. Recognizes plot, setting, and character within text, and compares and contrasts these elements among texts.

Third

ELA3R3 | The student uses a variety of strategies to gain meaning from grade-level text. The student

- e. Recognizes plot, setting, and character within text, and compares and contrasts these elements between texts.

Fourth

ELA4R1 | The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.

- b. Identifies and analyzes the elements of plot, character, and setting in stories read, written, viewed, or performed.

Fifth

ELA5R1 | The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:

- a. Identifies and analyzes the elements of setting, characterization, and conflict in plot.
 - i. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.