



# Canton Symphony Orchestra

Gerhardt Zimmermann, Music Director

## Our Big Home

Connections: Earth & Space Sciences and Music

**Kinder Concert, Fall 2008**

**The Great Court of Arts in Stark/Cultural Center**

**9:30AM and 10:30AM**

**October 29 and 30, 2008**

**Sponsored by William K. and Rita C. Haines**

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# Our Big Home

## Kinder Concert Fall 2008

### Program

Felix Mendelssohn	<i>A Midsummer Night's Dream (Overture)</i>
Ludwig van Beethoven	<i>"Thunderstorm" from Symphony No. 6</i>
Béla Bartók	<i>Romanian Folk Dances, Selections</i>
Nikolay Rimsky-Korsakov	<i>Flight of the Bumblebee</i>
arr. Russo	<i>Twinkle, Twinkle Little Star</i> sing-along
Richard Sherman	<i>It's a Small World</i>

Dear Teachers,

I am so happy that you and your students will be joining the Canton Symphony for our Fall Kinder Concerts. For this entire season of education concerts, we are focusing our attention on the environment, and what it means to participate in life on Earth.

The Fall Kinder Concert is called "Our Big Home," after the book of the same title by Linda Glaser and Elisa Klevin. The book teaches children to appreciate and respect all the different parts of the ecosystem—the sun, the soil, the water, the air, etc.—with emphasis on the fact that we humans share these wonderful things with all the other living creatures on Earth. At the concert we will read portions of the book together, and the orchestra will play great music to illustrate several key concepts that the book covers.

This study guide and CD have been carefully created to assist you in preparing your students for this concert. Classical music played by a live, professional orchestra can be a thrilling, memorable and educational experience for young children, especially when they have been thoroughly prepared by you, their teacher for what they will see and hear.

Thank you for sharing the joy of music with your students.

We look forward to seeing you soon!



Matthew Brown  
Assistant Conductor, Canton Symphony Orchestra



#### **Study Guide Prepared by:**

Irene Barker, Education Coordinator  
Matthew Brown, Assistant Conductor  
Lisa Boyer, Director of Education

#### **With Contributions From:**

Holly Fox—Tuslaw Local Schools  
Nancy Hannon—Massillon City Schools  
Ann Kang—pianist

# Canton Symphony Orchestra

## 2008 FALL KINDER CONCERT

### STUDY GUIDE CD

#### Kinder Concert—Our Big Home

Based on the book, *Our Big Home* by Linda Glaser, students and musicians will explore the wonderful resources our planet has to offer. The book, written in poem format, colorfully discusses the diversity of our world and how we all share in its bounty. The classical musical selections performed on the concert will engage students' imaginations as they listen to the beautiful interpretations of the composers.

### CONTENTS OF CD

Track 1	:29	Welcome and Introduction: Matthew Brown, Assistant Conductor
Track 2	:29	Introduction to Mendelssohn: Matthew Brown
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↓ Track 5	3:15	Beethoven: "Thunderstorm" from Symphony no. 6
Track 6	:28	Introduction to Bartók: Matthew Brown
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Track 8	:21	Explanation of "musical introduction": Matthew Brown
↓ Track 9	:08	Bartók: Romanian Folk Dance no. 1 (musical introduction)
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↓ Track 11	1:14	Bartók: Romanian Folk Dance no. 1 with counting to 16
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↓ Track 13	:38	Bartók: Dance no. 1 (counting phrases with harmonica)
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↓ Track 15	1:25	Bartók: Romanian Folk Dances no. 5 and 6 (continuous)
Track 16	:35	Introduction to Rimsky-Korsakov: Matthew Brown
↓ Track 17	1:26	Rimsky-Korsakov: Flight of the Bumblebee
Track 18	:34	Introduction to Twinkle, Twinkle sing-along: Matthew Brown
↓ Track 19	:49	Twinkle, Twinkle sing-along with piano
Track 20	:31	Introduction to Sherman: Matthew Brown
↓ Track 21	1:50	Sherman: It's a Small World (computer simulated midi recording)
Track 22	:08	Closing: Matthew Brown

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*Irene Barker, Education Coordinator  
Canton Symphony Orchestra  
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## STUDY GUIDE CD PERFORMERS

Listed below are the recordings that were used on this Study Guide CD. If you would like to hear more of the music that you will be hearing at our Kinder Concert, we encourage you to listen to these recordings. They include complete performances of the repertoire that will be featured on the program.

### Kinder Concert

*Mendelssohn — A Midsummer Night's Dream*

Teldec Classics International, 1993. 9031-74882-2, "Ein Sommernachtstraum", The Chamber Orchestra of Europe, Nikolaus Harnoncourt, Conductor

*Beethoven — "Thunderstorm from Symphony no. 6*

Virgin Classics B00005A900, "Beethoven Symphonies", London Classical Players, Roger Norrington, Conductor

*Bartók — Romanian Dances, Selections*

Philips Classics Productions, 1997. 454 430-2 "Bartok: The Miraculous Mandarin (et al)", The Budapest Festival Orchestra, Ivan Fischer, Conductor

*Rimsky-Korsakov — Flight of the Bumblebee*

Sony Essential Classics, 1996. SBK 62 647 "Russian Orchestral Works", National Philharmonic Orchestra, Leopold Stokowski, Conductor

*"Twinkle, Twinkle Little Star."*

English nursery rhyme by Jane Taylor, published in 1806. Sung to the tune of the French melody "Ah! vous dirai-je, Maman," first published in 1761. Arranged and recorded by Ann T. Kang and Matthew S. Brown, © 2008.

*"It's a Small World."* Words and Music by Richard M. and Robert B. Sherman, © 1963 Wonderland Music Company, Inc. Arranged by Matthew S. Brown. Copyright renewed, © 2008 Wonderland Music Company, Inc. (midi recording)

# Teachers

The lesson plans and supplementary material in the Study Guide are provided to help you prepare your students for the concert environment. Be sure to discuss “Concert Tips” and “What Will We See and Hear?” with your students. By making your students aware of what to expect and what is expected of them you will be helping to ensure a pleasant and beneficial concert experience for everyone. Some of the purely practical things teachers need to remember are:

- Re- check your confirmation form for date and time of your reservation
- Allow sufficient time for travel, remembering the possibility of inclement weather and construction. You should arrive 20 minutes early to allow time for seating. Please follow the directions of the ushers.
- Discuss procedures for the trip, including loading and unloading the buses and counting students.
- Chaperones are responsible for the behavior of their students and should sit among the students rather than with another adult. Chairs are not to be moved from the position in which they are found.
- Students should be encouraged to remain in the auditorium during the concert. As restrooms are limited, trips to the restroom should be made before the concert. Ask the ushers for information and directions when needed.
- Please take immediate action in the event of inappropriate behavior.
- Picture taking (with or without flash) video and/or audio recording are NOT permitted during the concert.

## Concert Tips for Students and Teachers

Being a good audience member can make your trip to the Kinder Concert a great experience. To help the musicians performing and your classmates sitting around you, here are some important points to help you understand good concert manners:

- Always WALK when entering or leaving the hall and let the ushers show you where to sit.
- Because the students (and some teachers) at the Kinder Concert are seated on the floor, it is important to remain seated so that everyone can see.
- Clapping, swaying and “pretend” conducting are allowed as long as you are careful of the people sitting around you.
- Some things are not allowed at the concert, like cameras or tape recorders, food, gum or candy.
- Leave things you don’t need for the concert (like pens, pencils, combs, brushes) at school.

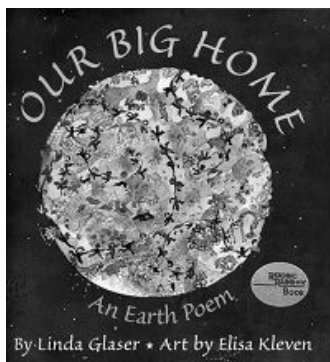
# What Will We See and Hear?

A symphony concert is very different from the things most of us do each day. At the Canton Symphony Orchestra Kinder Concert, the conductor will tell you about the orchestra and guide you through the concert. Here are some things to watch for when you come to hear the orchestra:

- As you come in, notice the orchestra members “warming up”, getting ready to play.
- Soon the concertmaster (a violin player) will stand to get the orchestra’s attention. That is the signal for the oboe player to sound the note “A” which all the other orchestra members will match on their instruments. It is important for the orchestra members to be able to hear each other, and you can help by being very quiet.
- After the concertmaster sits down, the conductor takes his/her place on the podium. Soon s/he will raise his/her arms as a signal for the musicians to get ready to play. On the “downbeat”, the concert begins.

At concerts, we clap to show our appreciation for the performers. Here are some hints to help you:

- Applaud the concertmaster when s/he enters.
- Applaud the conductor when s/he enters.
- Applaud the soloists when they enter and after they play.
- Applaud when the orchestra finishes a piece and the conductor turns to face you.
- Applaud at the very end of the performance to let the orchestra know you liked it.



## About the Book and Author

*Our Big Home* was written by Linda Glaser and illustrated by Elisa Kleven. It has received numerous awards including NSTA/CBC Outstanding Science Trade Book and the Neumann College Outstanding Merit Award. It was also featured as part of Reading Rainbow’s “arc of healing” show after the attacks of September 11, 2001.

Linda offers writing workshops and school visits. For more information, visit her web site at [www.lindaglaserauthor.com](http://www.lindaglaserauthor.com).

## Mendelssohn

## *A Midsummer Night's Dream*

### Felix Mendelssohn (1809-1847)



Mendelssohn was born in Hamburg, Germany on February 3, 1809. He died in Leipzig, Germany on November 4, 1847. He showed musical talent at a very young age and wrote one of his most famous pieces — *Overture to a Midsummer Night's Dream* — at the age of 17. He was also an extremely accomplished pianist and organist. His later years were spent as the conductor of the Leipzig Gewandhaus Orchestra where he continued to innovate both in his conducting style (he was the first to use a baton) and in his concert programming, mixing familiar pieces in with new. He also helped found the Leipzig Conservatory in 1843.



#### **Note from the Conductor:**

This piece is full of lots of different sounds of the orchestra. First, you'll hear long, slowly rising chords from the woodwind instruments, like the early morning sunrise in the forest. Then the violins play fast, scampering notes, like little bunnies and squirrels waking up and beginning to play. It's not long before the whole orchestra is playing, marking the beginning of a sunny new day in the forest.

### **Lesson Plan: "Overture" from Midsummer Night's Dream**

**Grade Level:** Kindergarten

#### **Learning Outcomes:**

The students will:

- Listen to a composition to hear elements of music such as: fast/slow, long/short, heavy/light.
- Choose an animal that might portray those sounds in the music.

#### **Music Standard:**

##### *Analyzing and Responding*

Grade Level Indicator K:1 Demonstrate contrasting elements of music (e.g., dynamics: loud/soft; rhythm: fast/slow; melody: high/low).

#### **Science Standard:**

##### *Life Sciences*

Grade Level Indicator K:5 Investigate observable features of plants and animals that help them live in different kinds of places.

**Assessment Strategy:**

Informal observation of student responses.

**Time Needed:** 1 class session

**Equipment, Resources and Materials Needed:**

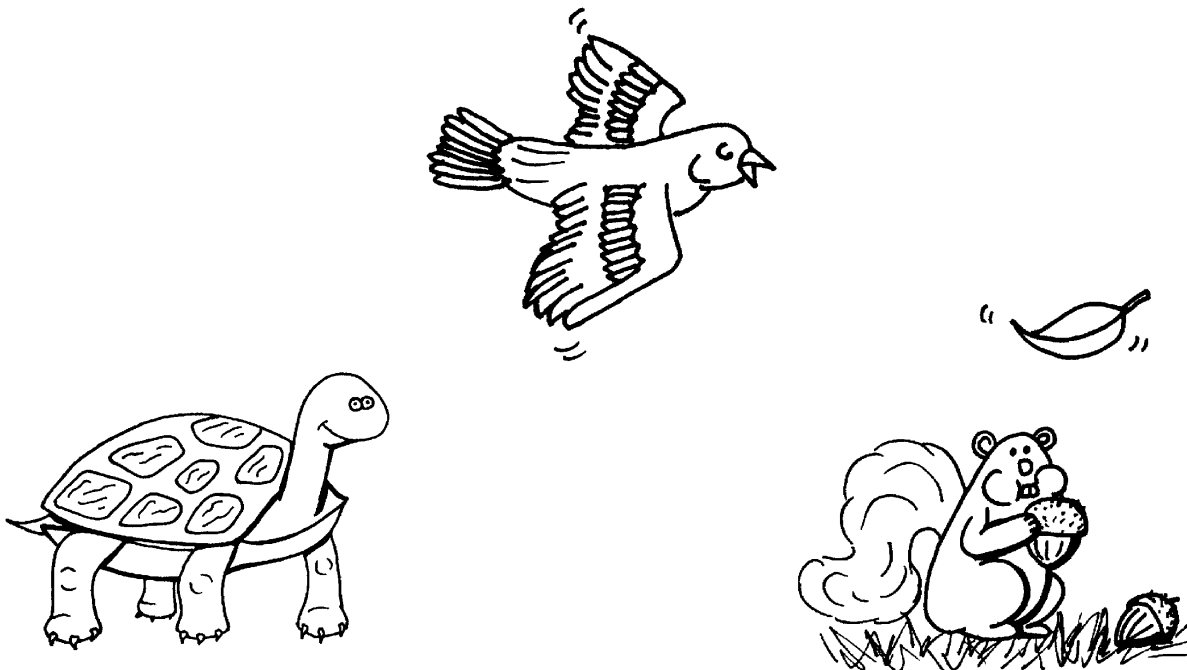
- CD player
- Recording of composition
- Pictures of animals (optional)
- Art supplies (optional)

**Step by Step Procedure:**

1. Introduce the lesson by asking students to think of different kinds of animals (possibly associated with a specific habitat such as a forest).
2. Ask the students to brainstorm how musical sounds could portray those animals. (i.e., fast/slow, loud/soft, heavy/light).
3. Listen to the composition to see if it uses any of the students' ideas or if there are additional ideas. Match the animals with the sounds of the composition.
4. Ask students to answer questions such as: What did you hear in the music that made you choose that animal? Do you hear animals talking to each other? Do you hear more animals arrive?

**Closure:** Name elements of music using age-appropriate vocabulary.

**Extension:** Have students draw (or glue) pictures of different kinds of animals on art paper.





## Beethoven

## *“Thunderstorm” from Symphony No. 6*

### Ludwig van Beethoven (1770-1827)



Ludwig van Beethoven was born in Bonn, Germany on December 16, 1770 and died in Vienna, Austria on March 25, 1827. He had his first public appearance at age 8 and had music published from the age of 12. He moved to Vienna when he was 22. His nine symphonies are often considered his greatest achievements, but he also wrote piano concertos, piano sonatas, string quartets and one opera, *Fidelio*. He began to lose his hearing while still a young man and, by the time he was 40, he was almost completely deaf and unable to hear his final works.



#### **Note from the Conductor:**

The low rumblings in the cellos and basses sound to me like distant thunder. Right after that, the notes in the violins remind me of people running around getting ready for the storm. During the loud storm, there are short bangs played by brass and timpani that sound like lightning. The piece ends quietly as the storm fades away into the distance.

### **Lesson Plan: “Thunderstorm” from Symphony No. 6**

**Grade Level:** Kindergarten

#### **Learning Outcomes:**

The students will:

- Describe musical elements of a composition, such as: instruments and dynamics.
- Create a movement to portray a weather element and perform it at the appropriate time in the composition.

#### **Music Standards:**

##### *Analyzing and Responding*

Grade Level Indicator K:1 Demonstrate contrasting elements of music.  
(e.g., dynamics: loud/soft; rhythm: fast/slow; melody: high/low).

##### *Creative Expression and Communication*

Grade Level Indicator K:4 Improvise movement to songs and recorded music.

#### **Science Standard:**

##### *Earth and Space Sciences*

Grade Level Indicator K:4 Observe and describe day-to-day weather changes  
(e.g., today is hot, yesterday we had rain).

**Assessment Strategy:**

Observe if students' movement matches the sounds of the composition.

**Time Needed:** 1 class session

**Equipment, Resources and Materials Needed:**

- CD player
- Recording of composition

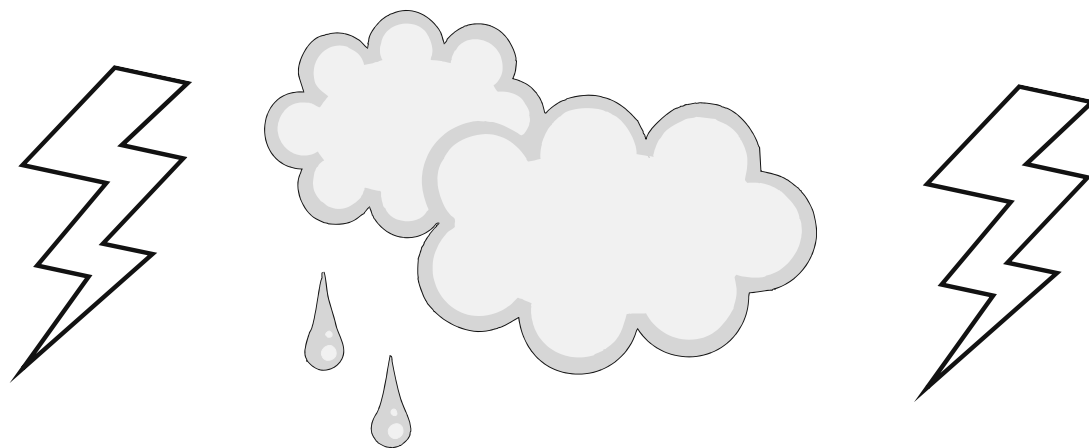
**Step by Step Procedure:**

1. Introduce the lesson by asking students to think of a thunderstorm. What happens when it storms? (e.g., clouds, wind, rain, thunder, lightning)
2. Listen to the composition. Can you hear sounds that represent rain, thunder, lightning? Describe the sounds using age-appropriate vocabulary (e.g., the violins are playing very fast).
3. Divide the class into three groups representing rain, thunder or lightning. Create a movement to represent your weather element.
4. Perform the movement when you hear your element in the composition.



**Closure:** Does this music remind you of a real thunderstorm? Why or why not?

**Extension:** Create a sound piece of a thunderstorm by using body motions such as snapping fingers (rain drops), patting legs (heavy rain), stamping feet (thunder) and clapping hands (lightning). A "Rainstorm map " is included on the following page for this purpose.



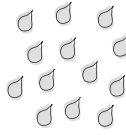
# Rainstorm Map



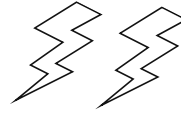
**Wind -**  
Rub palms  
together



**Raindrops -**  
Snap fingers



**Raindrops -**  
Pat legs

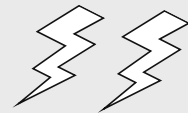
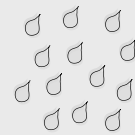
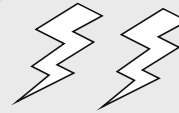


**Lightning -**  
Clap hands  
twice



**Thunder -**  
Pat hands on  
floor

**Start**



**End**

## Bartók

## Romanian Folk Dances

### Béla Bartók 1881-1945



Béla Bartók was a Hungarian composer and pianist, one of the 20<sup>th</sup> century's most celebrated composers. His work is noted for using the folk rhythms and melodies of eastern Europe, notably his native Hungary as well as Slovakia and Romania. Between 1904 and 1918, he and another composer traveled throughout eastern Europe with portable recording equipment, gathering over 9,000 peasant melodies.



#### Note from the Conductor:

The Romanian Folk Dances are some of my favorite pieces, because they make such wonderful use of both *melody* and *rhythm*. In these dances, the melody is very important because the listeners would recognize the tune, and know right away what dance steps to do. The rhythm is equally important in this dance music because it inspires the listeners to feel like dancing, and helps each piece have its own unique character.

### Lesson Plan: Romanian Folk Dances, No.1, 5 and 6

**Grade Level:** Kindergarten

#### Learning Outcomes:

The students will:

- Move to show parts of a composition.
- Move and play instruments to show a steady beat.

#### Music Standards:

*Creative Expression and Communication*

Grade Level Indicator K:4 Impulse movement to songs and recorded music.

*Historical, Cultural and Social Contexts*

Grade Level Indicator K:4 Identify, listen and respond to music of different composers.

#### Math Standard:

*Number, Number Sense and Operations*

Grade Level Indicator K:3 Count to twenty; e.g., in play situations or while reading number books.

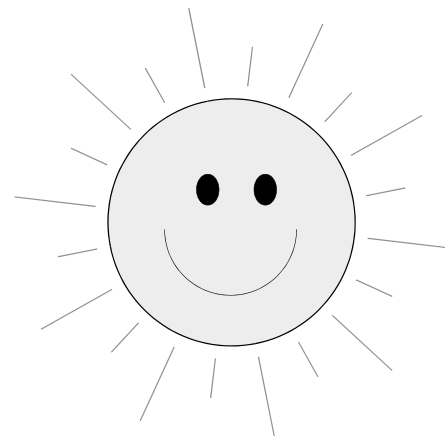
**Assessment Strategy:**

Observe students to see if they move to the steady beat.

**Time Needed:** 1 class session

**Equipment, Resources and Materials Needed:**

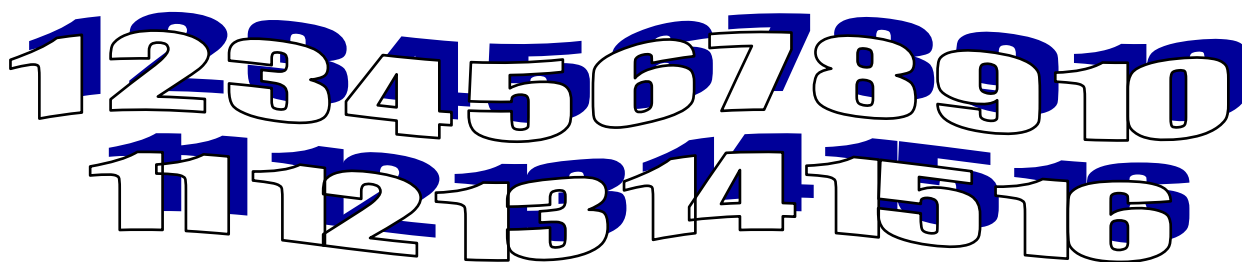
- CD player
- Recording of composition
- Large space in classroom
- Rhythm sticks

**Step by Step Procedure:**

1. Have students sit in a large circle on the floor. Ask "What does a musical introduction do? (It gets you ready)"
2. Explain that a phrase in music is like a musical sentence. Our phrase will have 16 counts in it. Have students practice counting to 16 several times.
3. Listen to Dance No. 1. Wait through the introduction. As the first phrase begins, begin counting to 16 while the teacher points to each student around the circle. Have the sixteenth student stand up. Continue through the composition. At the end, count how many students are standing (6). Recognize that there are six phrases in this composition.
4. Have the students stand and step in a circle moving to the beat of the music. Reverse directions at the end of 16 counts (at each phrase).
5. Explain the compositions we are studying are dances. Listen to Dances No. 5 and 6. Compare the two pieces. How would the dance movements change? (No. 6 is faster.)
6. Hand out rhythm sticks. Have students tap the sticks to the steady beat.

**Closure:** A steady beat helps dancers move to this music.

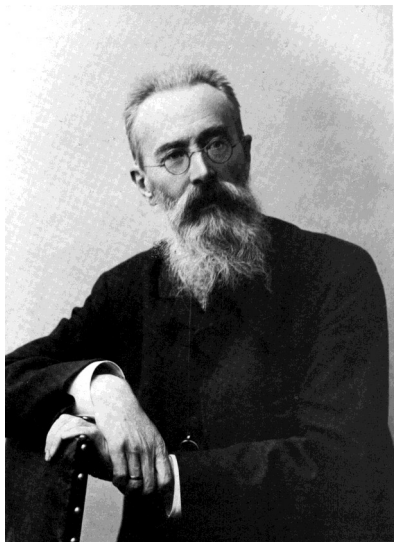
**Extension:** Show pictures of various folk dancers in costume.



## Rimsky-Korsakov

## *Flight of the Bumblebee*

Nikolay Rimsky-Korsakov 1844-1908



Born into a well-to-do family, Rimsky-Korsakov showed musical ability on piano from an early age, but studied at the Russian Imperial Naval College and joined the Russian Navy. Another composer, Mily Balakirev, mentored him and encouraged him to compose music. He worked frequently with 4 other composers and together they became known as “The Five” or “The Mighty Handful”. “The Five” often collaborated on or edited each other’s compositions. Rimsky-Korsakov composed 15 operas and many orchestral works.



### **Note from the Conductor:**

If I’m flipping through stations on the radio and I hear this piece, there’s no mistaking what it is. That’s partly because it’s a very famous piece, but also because the music sounds exactly like what the title says- “flight of the bumblebee”! You really can *hear* the bee buzzing around quickly from flower to flower. Sometimes you might even think the bee flew right past your ear, as the violins “buzz” a little louder. This piece is just as fun for the orchestra to play as it is for the audience to hear!

### **Lesson Plan: “Flight of the Bumblebee”**

**Grade Level:** Kindergarten

#### **Learning Outcomes:**

The students will:

- Describe how the musical elements of a composition relate to its title (i.e., the composer’s purpose).
- Relate musical ideas to other subject areas (science, literature).

#### **Music Standard:**

*Connections, Relationships and Applications*

Grade Level Indicator K:2 Observe connections between music experiences and another curricular subject (e.g., science).

#### **Science Standard:**

*Life Sciences*

Grade Level Indicator 1:1 Explore that organisms, including people, have basic needs which include air, water, food, living space and shelter.

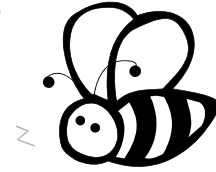
**Assessment Strategy:**

Informal observation of students' verbal responses.

**Time Needed:** 1 class session

**Equipment, Resources and Materials Needed:**

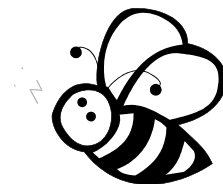
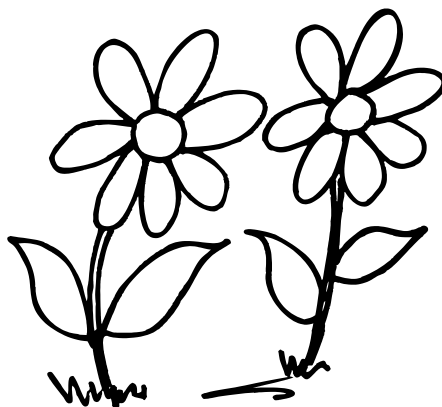
- CD player
- Recording of composition
- Picture of flowers (optional)
- Bee finger puppet (optional)

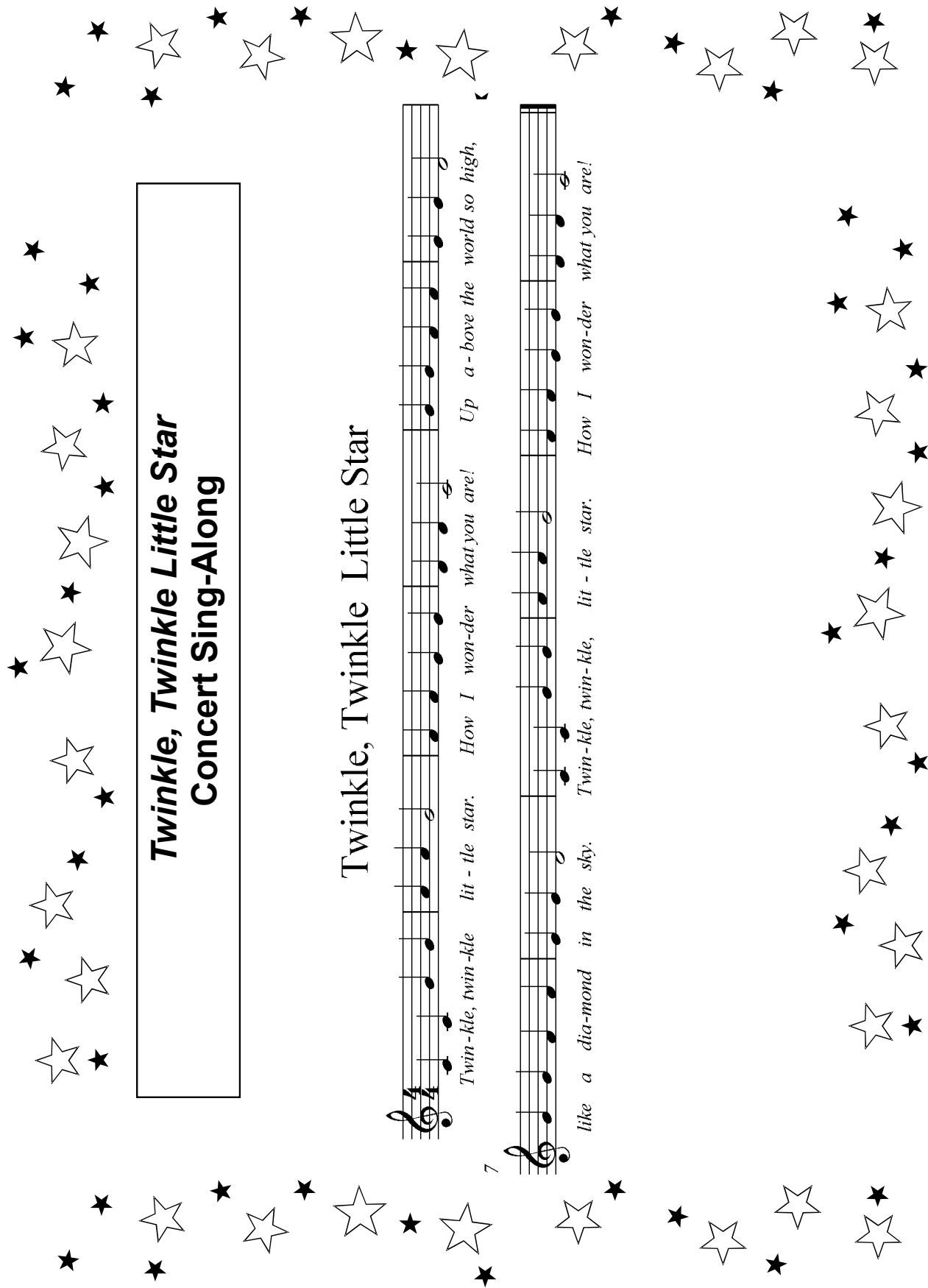
**Step by Step Procedure:**

1. Listen to the composition. Ask the students to raise their hands when the music stops. (Notice that the music never slows down, pauses or stops until the end of the composition.)
2. Identify the title of the composition. How does the sound of this music fit its title?
3. Identify other things in our world that never stop. (Breathing, heart beating, earth spinning, clouds moving, etc.)
4. Read the appropriate page(s) in the book "Our Big Home." Tell some ways this composition could relate to the words in the book.

**Closure:** Music can tell a story or paint a picture with sound.

**Extension:** Color a picture of flowers. Make a bee finger puppet and have it fly from flower to flower on your paper while you listen to the composition.





***Twinkle, Twinkle Little Star***  
**Concert Sing-Along**

**Twinkle, Twinkle Little Star**

7

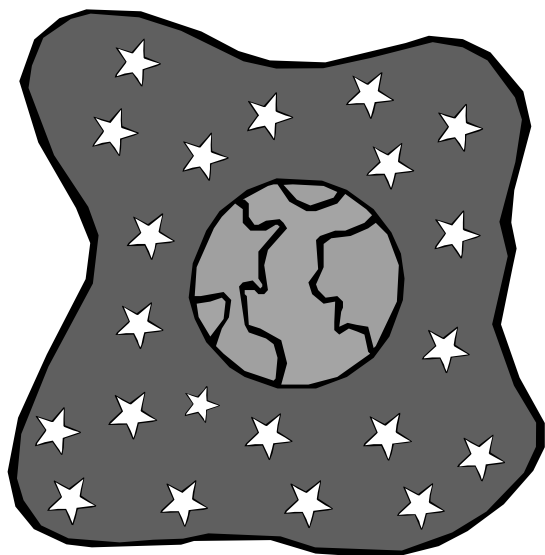
*Twin-kle, twin-kle lit-tle star. How I won-der what you are! Up a-bove the world so high,*

*like a dia-mond in the sky. Twin-kle, twin-kle, lit-tle star. How I won-der what you are!*



## **Lesson Plan: “Twinkle, Twinkle Little Star” and “It’s a Small World”**

**NOTE:** We encourage you to use this lesson plan in your classroom for both “Twinkle, Twinkle Little Star” and “It’s a Small World”. However, “Twinkle, Twinkle Little Star” will be the only sing-along piece at the concert.



**Grade Level:** Kindergarten

### **Learning Outcomes:**

The students will:

- Sing a song with others and the orchestra.

### **Music Standard:**

*Creative Expression and Communication*

Grade Level Indicator K:1 Sing, alone and with others, a varied repertoire of songs maintaining a steady beat.

### **Assessment Strategy:**

Informal observation of singing.

**Time Needed:** 15 minutes

### **Equipment, Resources and Materials Needed:**

- CD player
- Recording of song

### **Step by Step Procedure:**

1. Listen to a song and march in place to its steady beat.
2. Learn the lyrics to a new song.

**Closure:** Read book “Our Big Home” and compare the text of the book to the lyrics of “It’s a Small World”.

## Sherman & Sherman

## *It's a Small World*

**Robert B. Sherman (born 1925)**  
**Richard M. Sherman (born 1928)**



The Sherman brothers were both born in New York and later moved to Beverly Hills, California. Robert served in the US Army during World War II and received numerous military service medals. Richard served in the Army during the Korean Conflict and was the musical conductor for the band and glee club. Together, they wrote their first “top ten” hit, “Tall Paul” in 1958 which launched their successful song-writing career for Walt Disney Studios.

They have won 2 Academy Awards, 2 Grammy

Awards and even more award nominations. Today, Robert lives in London, England and Richard still lives in California.



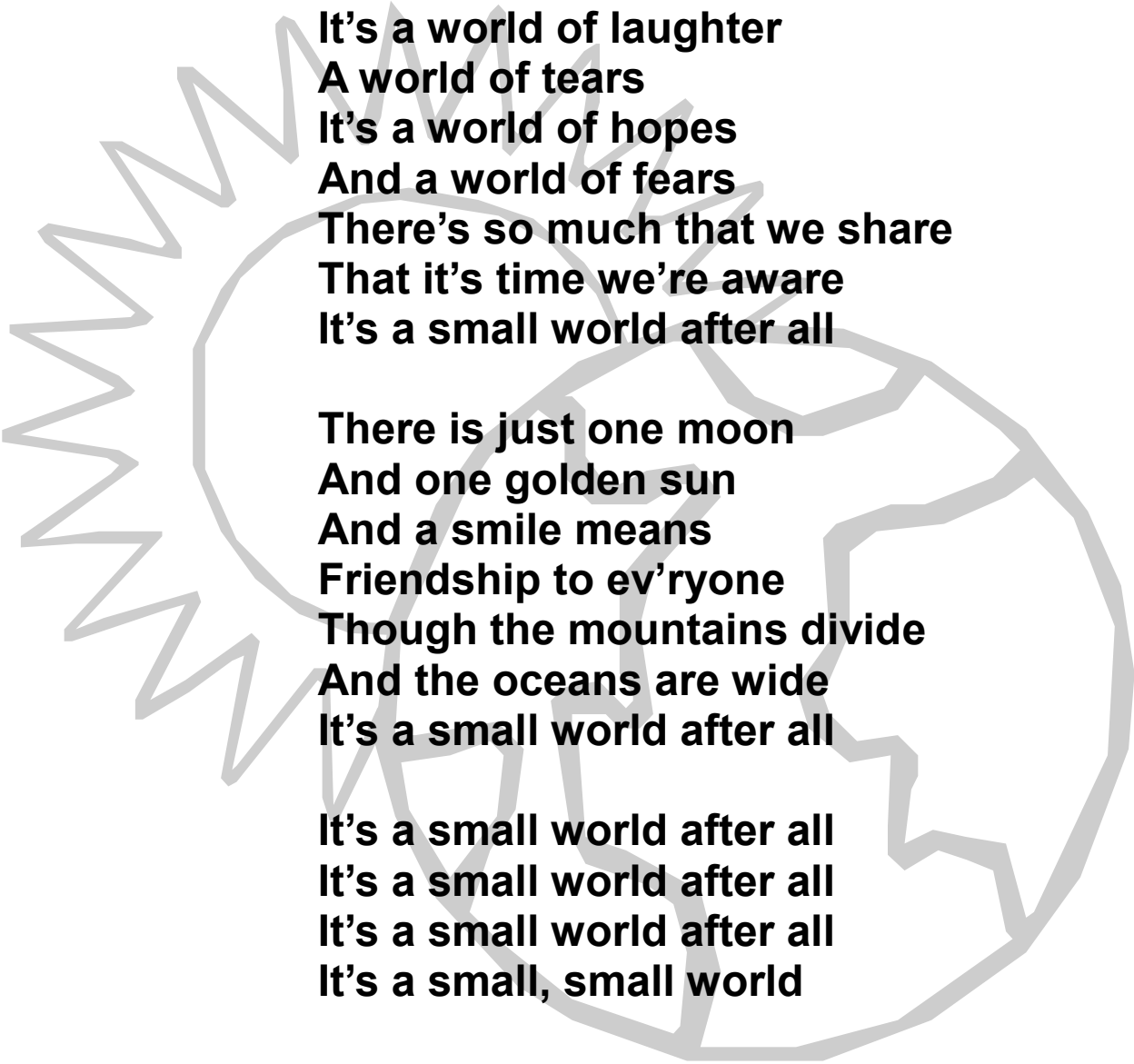
### **Note from the Conductor:**

Just like the book, “Our Big Home,” this song reminds us that we all share the planet Earth as our special home. We all share the earth, the sun, the sky, the wind, the water, and all the other things we see every day. We share Earth with each other, but we also share it with all the animals and plants. It’s important to respect and love our home, just like the houses we live in, because “It’s a small world afterall.”



# **It's a Small World**

Written by: Richard M. Sherman and Robert B. Sherman



**It's a world of laughter  
A world of tears  
It's a world of hopes  
And a world of fears  
There's so much that we share  
That it's time we're aware  
It's a small world after all**

**There is just one moon  
And one golden sun  
And a smile means  
Friendship to ev'ryone  
Though the mountains divide  
And the oceans are wide  
It's a small world after all**

**It's a small world after all  
It's a small world after all  
It's a small world after all  
It's a small, small world**

The following pages are included courtesy of Linda Glaser, author of *Our Big Home*. You may use the activities and lessons with your classes as you see appropriate.

For additional information on Linda Glaser, her books and educational opportunities, please visit her website at

**[www.lindaglaserauthor.com](http://www.lindaglaserauthor.com)**



# MINNESOTA STORYTIME

**Title:** *Our Big Home: An Earth Poem*

**Author:** Linda Glaser

**Illustrator:** Elisa Kleven

**Publisher and  
Copyright Date:** Millbrook, 2000

**Connection to  
Minnesota:** Minnesota author

**Summary:** This is a poem about the connections between people, plants, animals, and the earth. The goal of the book – as stated in the book’s inside cover - is to gently lead children toward the all-important understanding of caring for our environment. This book was a feature selection of Reading Rainbow and was presented at the United Nations for International Literacy Day in 2002.

**Suggested ages:** 4-6, 7-10

**Tips for Reading:**

- Weather permitting, read the book outside in a natural setting.
- Read the book slowly and in a close circle, if possible, to allow the audience to appreciate the detail of the illustrations.
- Adapt reading tone to the tone suggested by the words: breathy for “Wind whooshes and whirls,” hushed for “The night, when stars sparkle in the deep, endless deep,” lively for “When I stretch, or dance, or hop, or laugh,” etc.

## STORYTIME

**Questions  
before reading:**

- Do you know what planet we live on?
- What else lives on the Earth besides people?
- What do you like to do outside on sunny days? On rainy days?
- What does the wind do? How can it help us?

**To Introduce  
this story say:** This story reminds us of the good things on Earth that we share with other people, plants and animals.



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## *Our Big Home*

### Page Two

#### Questions

##### After Reading:

- What kinds of things do we share with other creatures and plants on this Earth?
- What does the rain do for the creatures and plants of the Earth?
- What does the sun do?
- Why do you think the words in the book were placed in a circle?
- How can we help keep our Earth home clean?

#### RELATED ACTIVITIES

##### Art:

- Make an *Our Big Home* collage: On patterned paper or wallpaper, have each child draw an animal that: 1)flies; 2)walks on the earth; or 3) swims. Cut the animals out and put them on a bulletin board or wall on a tri-color background: light blue for the sky, green for the earth, and dark blue for the water.

##### Language:

- The book is subtitled "An Earth Poem." After presenting the entire book, re-read a page at a time and point out the poetic elements of rhyme and alliteration (or, in simpler terms, the same sound repeated). After demonstrating this for a few pages, ask the audience to identify the rhyming words and repeated sounds.

##### Science:

- Talk about the nocturnal animals that appear in the book on the pages dealing with night. Have children identify as many as they can.

##### Other:

- Go for a walk outside and ask the children to think about each of the following parts from the book: air, wind, water, rain, soil, sky, sun, moon and night.

##### Suggestions for English Language Learners:

- On the walk outside, point and name the parts of the earth from the book: air, wind, water, rain, soil, sky, sun, moon and night.
- Ask the children to name the above words in their native language.
- If any children were born in another country, ask them to describe the part of the earth where they came from.

##### Related Books:

- *Out of the Ocean* by Debra Frasier (Harcourt, 1998)
- *Where Does the Wind Blow?* by Cynthia A. Rink (Dawn Publications, 2002)
- *Children of the Earth--Remember* by Schim Schimmel (NorthWord Press, 1997)
- *I'll Play with You* by Mary McKenna Siddals, illustrated by David Wisniewski (Clarion, 2000)
- *Old Turtle* by Douglas Wood, illustrated by Cheng-Khee Chee (Pfeifer-Hamilton, 1991)

##### Key Words:

## FALL 2008 KINDER CONCERT EVALUATION FORM

Please take a moment to provide feedback regarding the Canton Symphony Orchestra educational performance that you recently attended. Your comments are invaluable to us in designing quality educational programs.

Teacher: \_\_\_\_\_

School: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Date Attended: \_\_\_\_\_ Time Attended: \_\_\_\_\_

1. What spurred your interest in attending our concert? (referral, integration with classroom unit of study, live orchestral music experience, etc.)

2. Did you use the concert study guide before and/or after the concert? If so, how?

3. Please comment on the following: guide format, age-appropriateness.

4. Was the concert a valid educational experience for your students? If so, how? If not, please explain.

5. Were the concert arrangements managed efficiently? If not, please explain.

6. Other comments/suggestions: (Please use the back of the sheet if needed.)

Your thoughtful responses are greatly appreciated. Thank you.

Please return this form to:

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