

A Musical Journey

Through the Rainforest



A Musical Journey

Through the Rainforest



Directed by Christine Rocca

Text by Jayne Abbott

Illustrations by Clémence Préaux

Music by Christine Rocca
& Cathy Bowker



The animal band's playing music tonight at the Coconut Tree Cafe. I've always wanted to join the band. It's my dream. But what can I play?

SNAKE



A cartoon monkey with brown fur and a blue shirt is hanging from a vine in a dense jungle. The monkey has a surprised expression. The background is filled with green leaves and vines. A line of ants is visible on the left side of the page.

Listen! Sound 1

Down on the ground.
Down by the tree.
I hear a sound.
What can it be?

SHICK SHACK SHICK
SHACK SHICK SHACK

SNAKE

Sound 1 Song 2 Backing 3
track

MUSICAL INSTRUMENT	Any shaker or Maraca/Cabasa	
LYRICS	<p>Ss Ss Ss it's the snake Ss Ss Ss it's the snake Ss Ss Ss it's the snake</p> <p>He's playing the Maraca, playing the Maraca</p> <p>Ss Ss Ss it's the snake Ss Ss Ss it's the snake Ss Ss Ss it's the snake</p> <p>He's playing the Maraca, playing the Maraca</p>	<p>Play quickly - stop ! Play quickly - stop !</p> <p>Play slowly, slowly stop Play slowly, slowly stop</p> <p>Ss Ss Ss it's the snake Ss Ss Ss it's the snake Ss Ss, Ss it's the snake</p> <p>He's playing the Maraca</p>
LISTENING GOALS	Listen to the instrument and identify what it is	
LANGUAGE GOALS	<p>Understand and use the following key words : Check child's understanding by asking them to :</p> <p>Child tries to copy s in the song Child tries to copy shick/shack Anticipates the lyrics and joins in (particularly with the last word of each phrase)</p> <p>snake, play, quick, slow, stop, maraca find the Snake/Maraca in the picture play the maraca quickly/slowly/stop</p>	
MUSICAL GOALS	<p>Playing fast and slow (changing tempo in the same song) Playing and stopping (following instructions) Singing with single sounds and rhythmic phrase</p>	
EXTENDED MUSICAL IDEAS	Try and play your shaker exactly at the same time as the sound of the snake in the song (rhythmic pattern)	



It's a shaker!

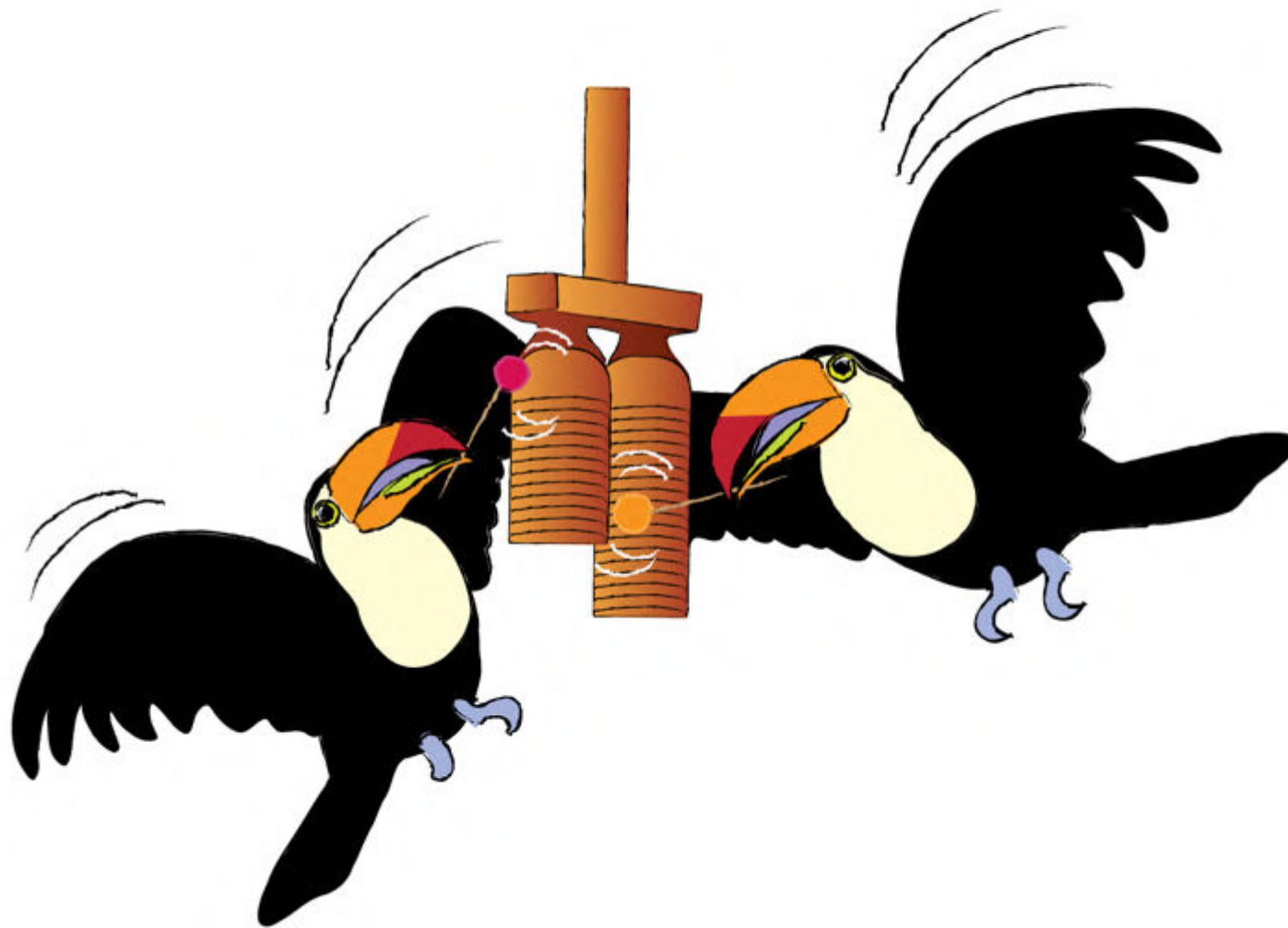
A **shick - shack** shaker!
I'll listen to Mister Snake's song,
And join in by playing along.

Song • 2

Backing
track • 3

Shall I play the shaker?
I can't make up my mind,
I really like its **shick - shack** sound,
But what else can I find?

TOUCAN



A cartoon illustration of a brown monkey with a blue shirt climbing a tree. The monkey is looking up with a surprised expression. The tree is filled with green leaves and yellow branches. In the upper left, a red spider is on a white web. The background is a solid yellow color.

Listen! Sound • 4

Up in the sky.
Up in the tree.
I hear a sound.
What can it be?

TAP TOP TAP
TOP TAP TOP
TAP TOP

TOUCAN

Sound 4 Song 5 Backing 6
track

MUSICAL INSTRUMENT	Two tone wood block, which has two different sounds on the instrument Sing the word 'Toucan' and then play the rhythm of the word on the instrument	
LYRICS	<p>Toucan Toucan Two can play together, oh</p> <p>Toucan Toucan Two can play !</p>	<p>Toucan Toucan Two can play together, oh</p> <p>Toucan Toucan Two can play !</p>
LISTENING GOALS	Listen to the instrument and identify what it is	
LANGUAGE GOALS	<p>Understand and use the following key words : Check child's understanding by asking them to : Child tries to copy tap tap in the song Anticipates and says toucan in the gaps of the song</p> <p>Toucan, play together, woodblock find the Toucan/woodblock in the picture</p>	
MUSICAL GOALS	<p>Play the woodblock after singing the word Toucan, match the rhythm (Rhythmic imitation/ word patterns) Wait and imitate the two sung notes of toucan (turn taking) Singing with ascending intervals on the word toucan This alters from a 4th, 5th to a 6th</p>	
EXTENDED MUSICAL IDEAS	Use the woodblock to play the rhythmic patterns of other single words, and simple phrases	

It's a woodblock!

A **tap - top** woodblock!
I'll listen to toucan's song,
And join in by playing along.

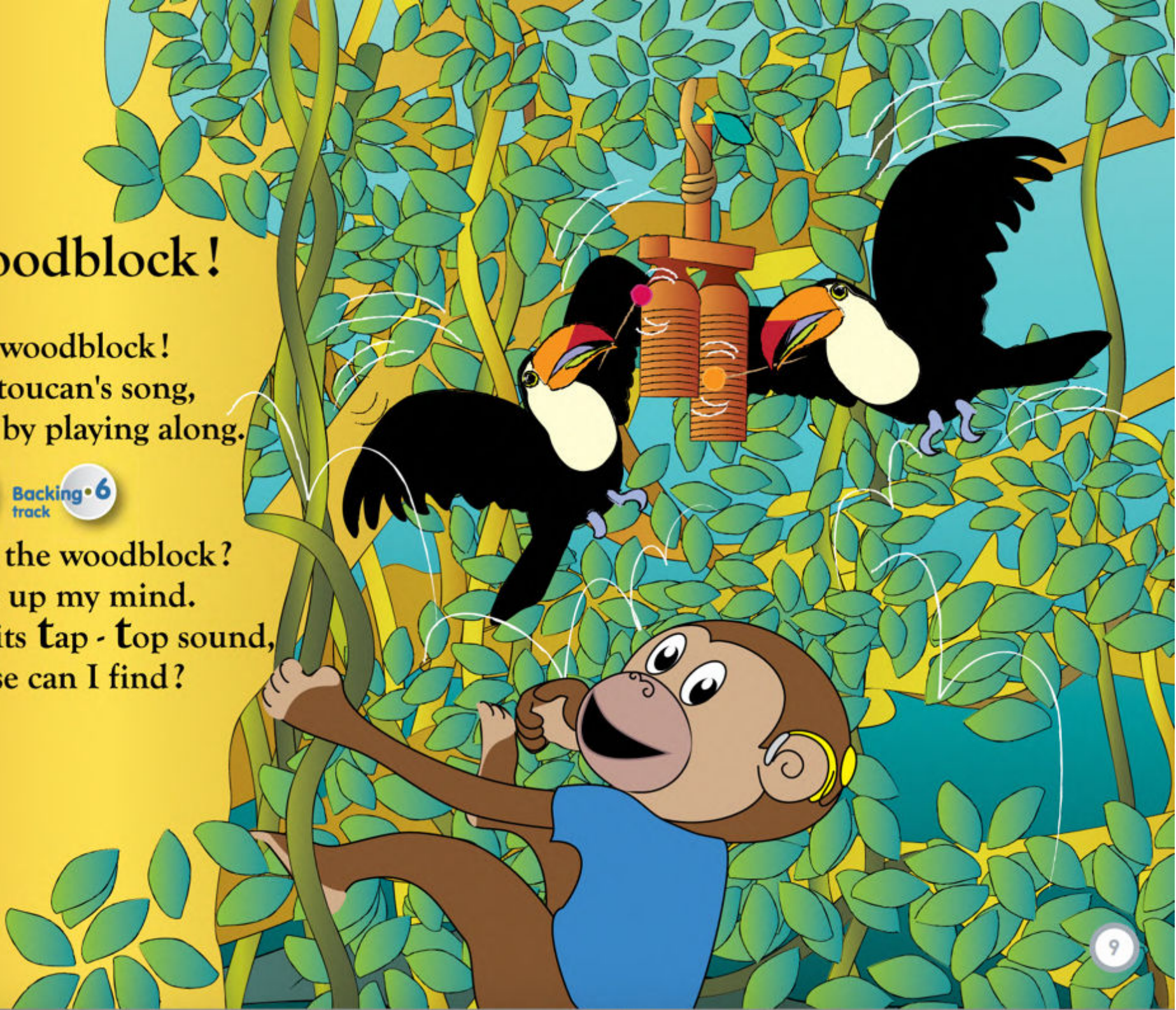
Song

• 5

Backing
track


• 6

Shall I play the woodblock?
I can't make up my mind.
I really like its **tap - top** sound,
But what else can I find?



CROCODILE





Listen! Sound•7

Down on the ground.
Down by the tree.
I hear a sound.
What can it be

CRASH BASH
CRASH BASH
BASH CRASH

CROCODILE

Sound 7 Song 8 Backing 9
track

MUSICAL INSTRUMENT and how to use it in the song	<p>Hand cymbals Play them as if they were the mouth of the crocodile snapping</p>	
LYRICS	<p>Snap, snap, snap, snap, snap like a crocodile Snap, snap, snap, snap, snap like a crocodile</p> <p>Snap, snap, snap, snap, looking for something to eat</p> <p>Snap, snap, snap, snap, looking for something to eat</p>	
LISTENING GOALS	Listen to the instrument and identify what it is	
LANGUAGE GOALS	<p>Understand and use the following key words : Check child's understanding by asking them to :</p> <p>Child tries to copy crash/bash in the song Singing snap while playing</p>	<p>eat, crocodile, cymbals find the Crocodile/cymbals in the picture what does the crocodile eat ? what do you eat ?</p>
MUSICAL GOALS	<p>Co-ordination and control of playing the cymbals loudly (dynamics) Playing the cymbals with a steady rhythm (sustaining a tempo)</p>	



It's a cymbal!

A **crash - bash** cymbal!
I'll listen to crocodile's song,
And join in by playing along.

Song • 8

Backing
track • 9

Shall I play the cymbal?
I can't make up my mind.
I really like its **crash - bash** sound,
But what else can I find?

SLOTH






Listen! Sound • 10

Up in the sky.
Up in the tree.
I hear a sound.
What can it be?

SLOTH

Sound • 10 Song • 11 Backing track • 12

MUSICAL INSTRUMENT and how to use it in the song	Triangle, playing slowly, steadily in time to the music Playing quietly	
LYRICS	Slowly the sloth plays the triangle Slowly the sloth plays the triangle Ping, ping, ping, ping Slowly the sloth plays the triangle	
LISTENING GOALS	Listen to the instrument and identify what it is Pretend to sleep on the floor, wake up when your child plays the triangle Swap places and let the child pretend Increase the difficulty by playing very quietly	
LANGUAGE GOALS	Understand and use the following key words : Check child's understanding by asking them to : Child tries to copy ping ping in the song	Sloth, sway, sleep, slowly, triangle find the Sloth/woodblock in the picture to move slowly or to sway or sleep
MUSICAL GOALS	Try to play very slowly along with the music Playing in time to the main beat of the music (3 beats in a bar is much harder) Playing the basic beat of music is very important, but it is difficult to play at a slow, steady pace Playing quietly is also very difficult ! This song is written for you to listen as you play, rather than to sing and play at the same time (sustaining a tempo)	



It's a triangle!

A **ping - ping** triangle!
I'll listen to Mister Sloth's song,
And join in by playing along.

Song • 11

Backing
track • 12

Shall I play the triangle?
I can't make up my mind.
I really like its **ping - ping** sound,
But what else can I find?

FROG



Listen! 

Down on the ground.
Down by the tree.
I hear a sound.
What can it be?

BOING
BOING
BOING
BOING
BOING

FROG

Sound • 13 Song • 14 Backing track • 15

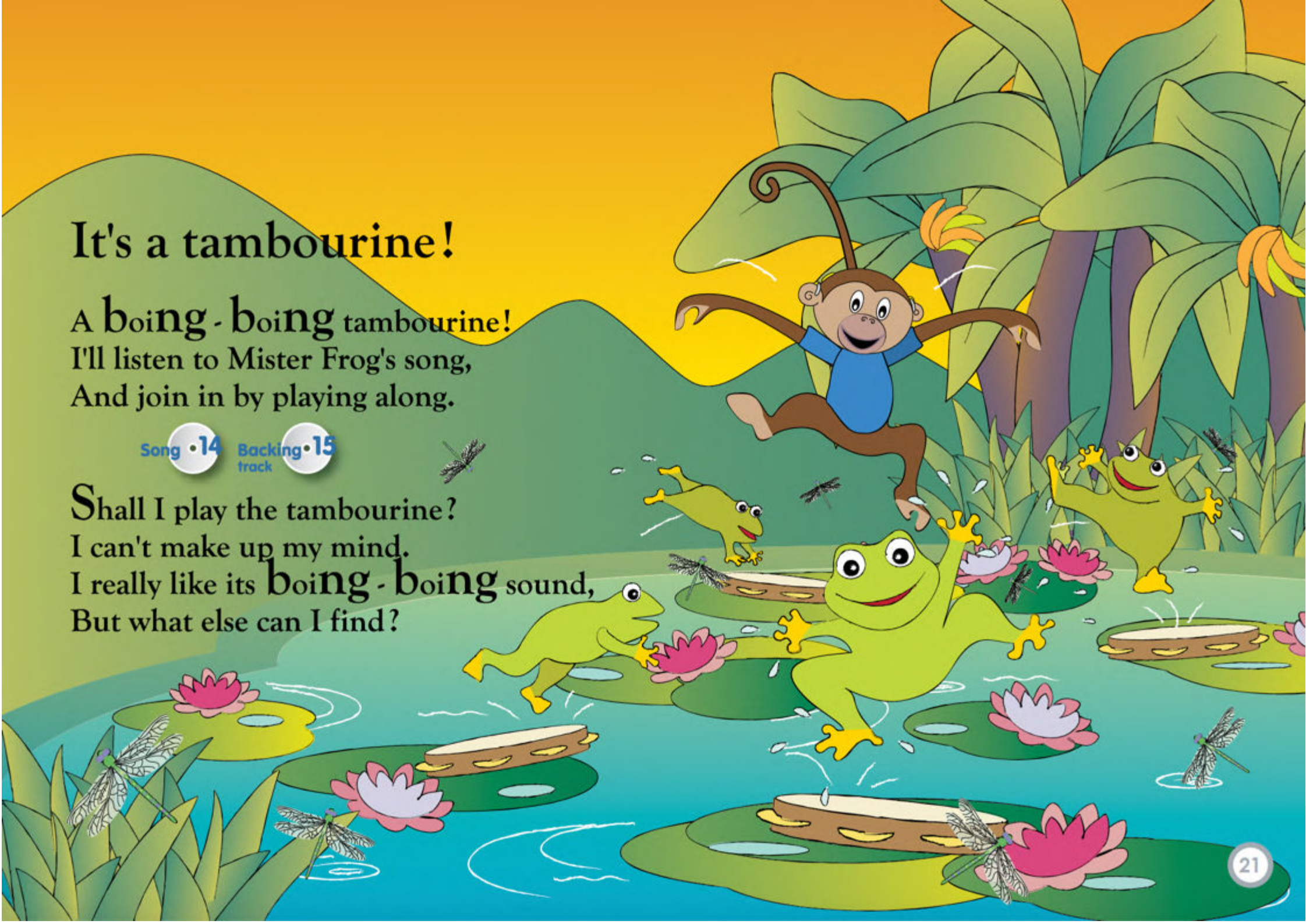
MUSICAL INSTRUMENT and how to use it in the song	Tambourine Take turns playing the tambourine on the words : you, me in a turn taking game
LYRICS	<div>Playing along on the tambourine Your turn and my turn You, me. You, me You, me. You</div> <div>Loudly play on the tambourine Your turn and my turn You, me. You, me You, me. You</div> <div>Quietly play on the tambourine Your turn and my turn You, me. You, me You, me. You</div> <div>Quickly play on the tambourine Your turn and my turn You, me. You, me You, me. You</div> <div>Slowly play on the tambourine Your turn and my turn You, me. You, me You, me. You</div> <div>Playing along on the tambourine Your turn and my turn You, me. You, me You, me. You</div>
LISTENING GOALS	Listen to the instrument and identify what it is Make some stepping stones and jump across them to the sound of the instrument or the word boing
LANGUAGE GOALS	Understand and use the following key words : frog, you, me, my turn, your turn, play, tambourine Check child's understanding by asking them to : find the frog/tambourine in the picture it's my turn/your turn Child tries to copy boing boing
MUSICAL GOALS	Playing alternatively (turn taking) Follow the instructions in the song to play loud/quiet (dynamics) fast/slow (tempo) Singing with high and low pitch in the voice (interval variation)
EXTENDED MUSICAL GOALS	Try inventing simple rhythms for your child to copy. Let your child invent some for you Play the rhythm of different words : names of family members, things you can see in the room Play this like a guessing game similar to 'eye spy' but using the rhythm of the object as the clue

It's a tambourine!

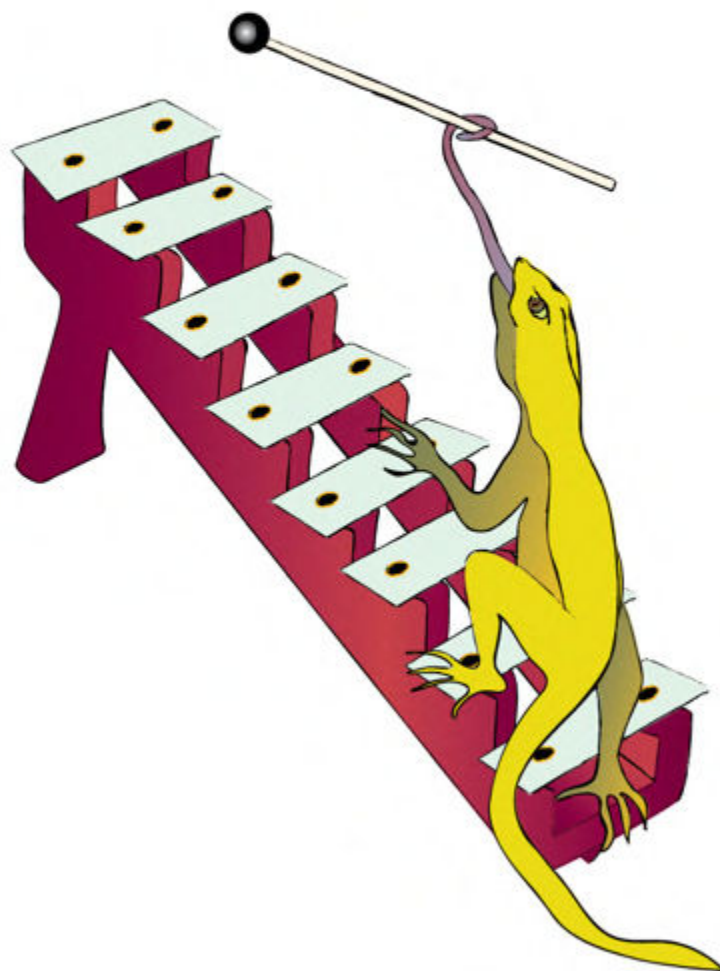
A **boing - boing** tambourine!
I'll listen to Mister Frog's song,
And join in by playing along.

Song • 14 Backing track • 15

Shall I play the tambourine?
I can't make up my mind.
I really like its **boing - boing** sound,
But what else can I find?



LIZARD



Listen!  Sound • 16

Down on the ground.
Down by the tree.
I hear a sound.
What can it be?

WEEEEEE

LIZARD

Sound • 16 Song • 17 Backing track • 18

MUSICAL INSTRUMENT and how to use it in the song	Glockenspiel Play each note individually on the glockenspiel	
LYRICS	See the Lizard creeping Up, up to catch the fly Up, up to catch the fly WEEEEEEEEEEEEEE !	See the Lizard creeping Up, up to catch the fly Up, up to catch the fly WEEEEEEEEEEEEEE !
LISTENING GOALS	Listen to the instrument and identify what it is	
LANGUAGE GOALS	Understand and use the following key words : Check child's understanding by asking them to : Act out the actions creep, fly, catch Child tries to copy Weeee in the song	Lizard, creep, up, fly, catch, glockenspiel find the Lizard/fly/glockenspiel in the picture
MUSICAL GOALS	Singing and playing to the word : up Develop awareness of ascending scale : Singing a glissando to the word : Weee Sliding the voice from a high sound to a low sound/ low to high Matching the pitch of the final note of the song Sing up, up, up, etc all the way up the glockenspiel. Listen for the change in your child's voice : First stage they sing with no change Second stage the voice begins to move upwards, but the pitch will not be accurate Third stage listen carefully and you will hear some notes will be in tune Sing Weeeee and slide your voice from a high sound to a low sound Your child should imitate this quite well. This is the first stage of beginning to sing in tune !	

It's a glockenspiel!

An up up **up** glockenspiel!
I'll listen to lizard's song,
And join in by playing along.

Song • 17

Backing
track • 18

Shall I play the glockenspiel?
I can't make up my mind.
I really like its **Weeeeee** sound,
But what else can I find?



PARROT



Listen! Sound • 19

Up in the sky.
Up in the tree.
I hear a sound.
What can it be?



PARROT

Sound 19 Song 20 Backing 21
track

MUSICAL INSTRUMENT and how to use it in the song	Bells Playing/shaking the bells with a steady rhythm (sustaining a tempo)	
LYRICS	Let's shake, shake, shake the bells now Let's shake, shake, shake, some more Let's shake, shake, shake the bells now And shake them right down to the floor Out, in, out, in Shake them around and around	Up, down, up down Shake them around and around Let's shake, shake, shake the bells now Let's shake, shake, shake, some more Let's shake, shake, shake the bells now And shake them right down to the floor
LISTENING GOALS	Listen to the instrument and identify what it is	
LANGUAGE GOALS	Understand and use the following key words : Parrot, bells, shake, more, up, down, around, out, in, floor Check child's understanding by asking them to : find the parrot/bells in the picture Child tries to copy jingle/jangle in the song	
EXTENDED LANGUAGE IDEAS	Play a listening game of saying where to play the bells : Behind your back Under your leg In front or behind Against parts of the body Increase the difficulty by giving two or three instructions. Talk about the position of other things in the house and outside that are in/out/up/down	
MUSICAL GOALS	Movement of the rhythm in the body Changing the tempo of playing the bells	

It's a bell!

A **jingle - jangle** bell!
I'll listen to parrot's song,
And join in by playing along.

Song • 20 Backing • 21
track

Shall I play a bell?
I can't make up my mind.
I really like its **jingle - jangle** sound,
But what else can I find?



BEETLE



Listen!  22

Down on the ground.
Down by the tree.
I hear a sound.
What can it be?



BEETLE

Sound 22 Song 23 Backing 24
track

MUSICAL INSTRUMENT	Horn or any instrument you can blow (This is important for developing breath control)	
LYRICS	<p>Blow the horn Blow the horn We can march and we can blow the horn</p> <p>Blow the horn Blow the horn We can march and we can blow the horn</p> <p>Blow (a long sound) and stop</p>	<p>Blow (a long sound) and stop</p> <p>Blow the horn Blow the horn We can march and we can blow the horn</p> <p>Blow the horn Blow the horn We can march and we can blow the horn</p>
LISTENING GOALS	Listen to the instrument and identify what it is	
LANGUAGE GOALS	Understand and use the following key words : Check child's understanding by asking them to :	Blow, horn, beetle, march find the beetle/horn in the picture march around the room
EXTENDED IDEAS	<p>Child tries to copy root toot in the song</p> <p>Practice by blowing a feather off your hands</p> <p>Using a straw to blow bubbles</p> <p>Using a straw and small ball to play table football</p> <p>Using the pictures: Find the small beetle Find the big beetle Find the first beetle Find the last beetle</p> <p>Categorise other items into small/big/first/last</p>	
MUSICAL GOALS	<p>Starts and stops blowing in the correct place in the song</p> <p>Blowing long and short sounds</p>	
EXTENDED MUSICAL IDEAS	<p>Play a game, the child blows the horn and you march, stop when they stop. Switch turns and the child listens and starts and stops with the sound of the horn. Change the dynamic (volume of how you play) to make this more difficult. Play slowly or quickly and the child has to copy the tempo !</p>	

It's a horn!

A **root - toot** horn!
I'll listen to beetle's song,
And join in by playing along.

Song • 23 Backing track • 24

Shall I play the horn?
I can't make up my mind.
I really like its **root - toot** sound,
But what else can I find?



BUTTERFLY



Listen!  25

Up in the sky.
Up in the tree.
I hear a sound.
What can it be?

TINKLE
TINKLE
TINKLE
TWINKLE
TWINKLE
TWINKLE



BUTTERFLY

Sound 25 Song 26 Backing track 27

MUSICAL INSTRUMENT and how to use it in the song	Metallic Windchimes (any size) Sing the phrase and then play the instrument Lift the instrument 'up' into the sky each time you hear the word in the lyric	
LYRICS	Fly little butterflies fly Fly little butterflies fly Up, up, up, up, Up in the sky	Fly little butterflies fly Fly little butterflies fly Up, up, up, up, Up in the sky
LISTENING GOALS EXTENDED LISTENING IDEAS	Listen to the instrument and identify what it is Wind chimes are really effective instruments for children with cochlear implants, try and find other sounds in the house and outside which they really like Make a chart of their favourite sounds Play guess the sound in the home and outside	
LANGUAGE GOALS	Understand and use the following key words : Check child's understanding by asking them to : Child tries to copy tinkle, twinkle in the song	Butterfly, windchimes, up, fly, sky find the butterfly/windchimes in the picture
EXTENDED LANGUAGE IDEAS	Find the blue or pink butterfly Talk about the sky	Find the big or little butterfly Talk about what else can fly in the sky
MUSICAL GOALS	Encourage your child to sing higher each time on the words up Your child will not sing the word in tune, but should aim to get a change and rising sound in their voices. Achieving a change of pitch in the voice can be helped by making your hands into the shape of a butterfly and move them up each time you sing the word up . This visual action reinforces the goal of making the voice go higher (pitch of voice) Waiting to sing the phrase and then playing the chimes slowly and carefully (changes of timbre)	

The background is a lush jungle scene. In the foreground, a brown monkey with a blue shirt is smiling and reaching up with its long tail. The jungle is filled with green leaves and large, stylized, light-brown tree trunks. Several colorful butterflies (red, blue, pink, and orange) are flying around. Two sets of wind chimes are hanging from the top. The overall color palette is warm and tropical.

It's the wind chimes!

Some tinkling - twinkling wind chimes!
I'll listen to the butterflies' song,
And join in by playing along.

Song • 26 Backing • 27
track

MONKEY IS SAD

Song 28 Backing track 29

MUSICAL INSTRUMENT and how to use it in the song	<p>Singing. This is a very important song in terms of developing accurate pitch. It is typical of the earliest types of songs for this form of development</p> <p>This song needs to be sung antiphonally. This means the adult sings a phrase first and then the child copies. The musical phrases are pitched using the first simple intervals in music</p> <p>Rain sticks play at the beginning and discuss the sound of the rain</p>	
LYRICS	<p>Adult: I'm so sad Child: I'm so sad</p> <p>Adult: I'm so sad Child : I'm so sad</p>	<p>Adult: Don't know what to play Child: Don't know what to play</p> <p>Adult: I am feeling sad Child: I am feeling sad</p>
LISTENING GOALS	<p>Minor emotion of the music Waiting and copying a sung phrase</p>	
LANGUAGE GOALS	<p>Understand and use the following key words : Monkey, sad, play, sing, feelings, rain Ask your child to : find the monkey in the picture Talk about how the Monkey is feeling and why he is feeling like this</p>	
EXTENDED LANGUAGE IDEAS	<p>Talk about feelings of sad/happy what makes you sad and happy</p>	
EXTENDED MUSICAL GOALS	<p>Singing in tune :</p> <ul style="list-style-type: none"> Match the descending interval of 3rd Match ascending interval of 6th Match a descending sequence of 5 notes Singing whole phrases Imitating the emotional quality in the voice Listening to minor harmony Try to sing this song without using the CD 	

I've loved playing music with everyone.
So why am I sad? Ah, I see.
It must be because I haven't found
the perfect instrument for me.

Song

•28

Backing

•29

track



HUMMINGBIRD

This is an exciting page, as the Monkey discovers he can sing !

MUSICAL INSTRUMENT	Your voice
LYRICS	<p>Spoken without music :</p> <p>Mmmmm, aaaaaaa</p> <p>Ma, ma, ma</p> <p>Oo – bee, doo – beee, doo (dotted rhythm)</p>
LISTENING GOALS	Identify the different sounds of the voice and the variation in the pitch
LANGUAGE GOALS	<p>Understand and use the words : Hummingbird, sing</p> <p>Child copies mm aa oo-bee, doo-bee</p>
MUSICAL GOALS	<p>Trace the mmmmmm, aaaa sounds and match the sounds with your voices</p> <p>Try and say the phrase mmmm, aaaa, Ma, ma, ma, Oo –bee, doo- bee doo rhythmically</p> <p>Have fun saying the phrase</p>
EXTENDED MUSICAL IDEAS	Use a repetitive rhythm on a keyboard and invent a simple rap ; you could use family names or lists of foods, sports, games. Invent simple phrases and repeat after each other (antiphonal singing)



Listen!

What can I hear? It sounds like "mmm".
Oh It's you hummingbird, "hello".
You're making such a beautiful sound.
Why don't I give it a go?



mmmmmmmmmmmmmmmmmmmm

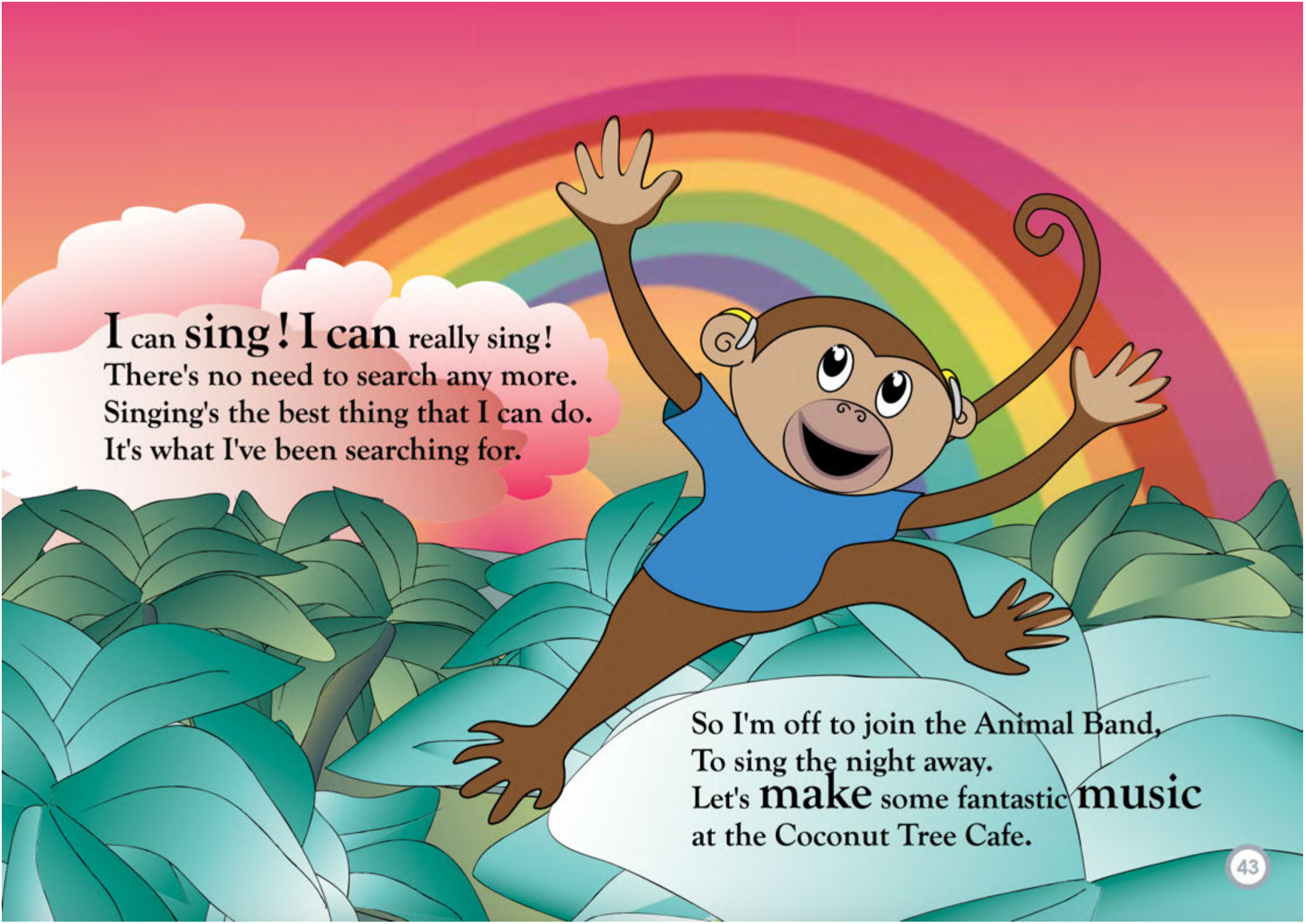
I can hum like hummingbird.
I wonder if I can sing too?

mmmmmm - aaaaaaaah, ma, ma, ma and an
oo-bee, doo-bee, doooooo!

MONKEY SINGS WITH THE ANIMAL BAND

Song 30 Backing 31
track

MUSICAL INSTRUMENT	<p>Singing : using your voice and encouraging your child to sing with confidence You could use any of the other instruments used in the story</p>	
LYRICS	<p>I can sing, sing in the band I can sing, sing in the band Sing, sing everybody listen I can sing in the band</p> <p>We can sing and clap in the band We can sing and clap in the band Sing, clap, everybody listen Sing and clap in the band</p>	<p>We can sing and dance in the band We can sing and dance in the band Sing, dance everybody listen Sing and dance in the band</p> <p>We can sing and play in the band We can sing and play in the band Sing, play everybody listen Sing and play in the band</p>
LISTENING GOALS	<p>Play one of the instruments and the child finds the correct animal and instrument The child plays the instrument and the adult finds the correct answer</p>	
LANGUAGE GOALS	<p>Understand and use the following key words : sing, band, everybody, listen Ask your child to find : different animals/instruments</p>	
EXTENDED LANGUAGE IDEAS	<p>Using the picture for conversation : Can your child remember the order the animals were met in the story ? Discuss your favourite animal and instrument See if your child can remember any of the songs sung by the animals from memory Point to the animals and play the corresponding instrument and try and sing the onomatopoeic words e.g. tap tap. Encourage your child to listen and change the way they play introducing dynamic variation (loud/quiet), tempo variation (fast/slow)</p>	
MUSICAL GOALS	<p>Sing single words and short phrases. Accurately match the rhythm of the lyrics Sing with variation of pitch in the voice</p>	
EXTENDED MUSICAL IDEAS	<p>Invent lots of verses for this song : you can suggest actions, dancing, movements Try and use any of your child's suggestions, drive, ski, swim !!! The song is about them, and celebrating all their achievements !</p>	

A cartoon monkey with brown fur and a blue t-shirt is jumping over a large, light blue rock. The monkey has its arms and legs spread wide in a joyful leap. Its long tail is curled in the air. The background features a vibrant rainbow with multiple bands of color (red, orange, yellow, green, blue, purple) arching across a pink and orange sky. There are white clouds on the left and lush green foliage at the bottom.

I can sing! I can really sing!
There's no need to search any more.
Singing's the best thing that I can do.
It's what I've been searching for.

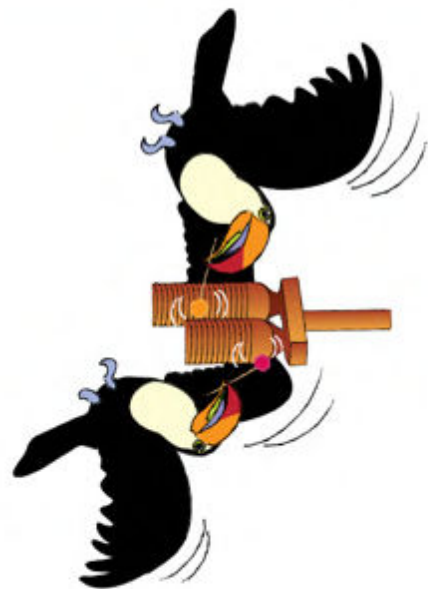
So I'm off to join the Animal Band,
To sing the night away.
Let's **make** some fantastic **music**
at the Coconut Tree Cafe.

THE ANIMAL BAND

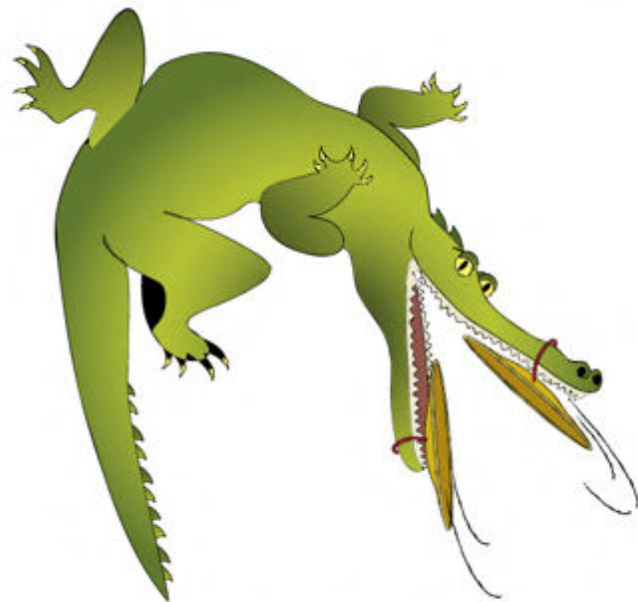
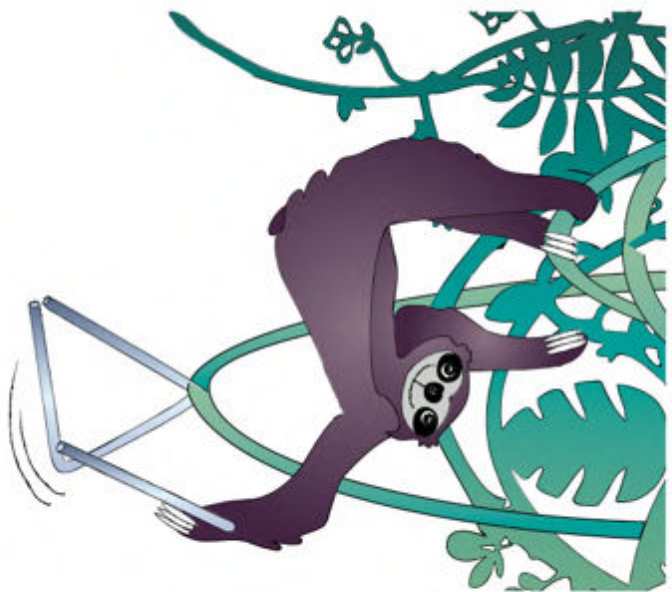
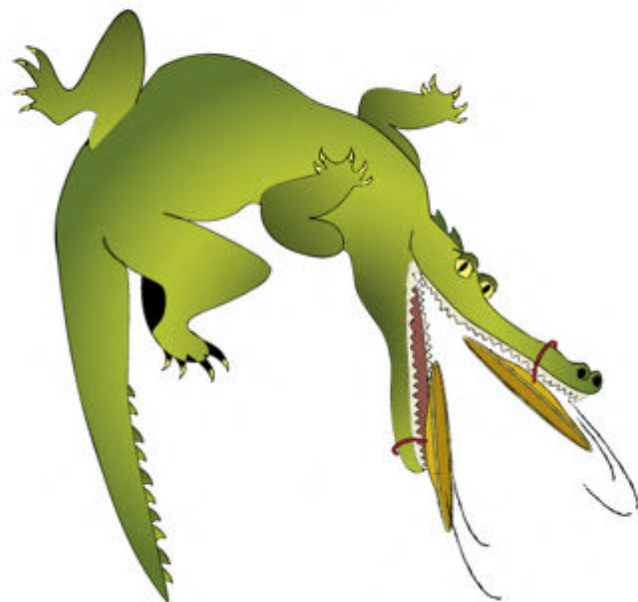
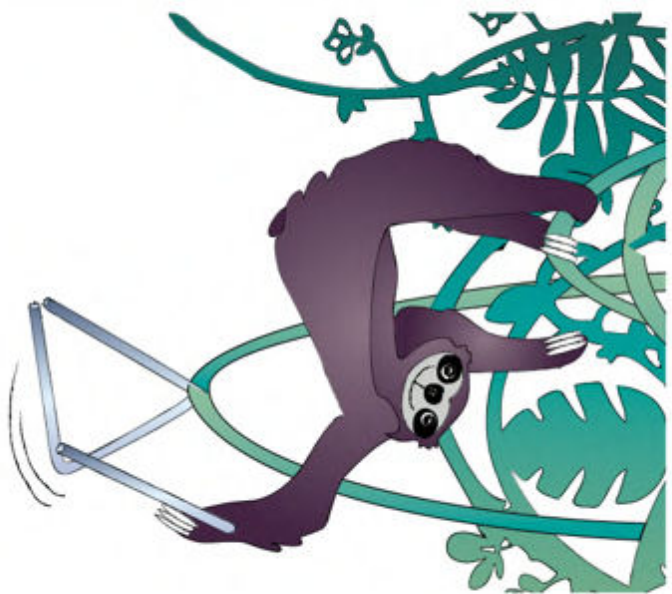
Song • 30 Backing • 31



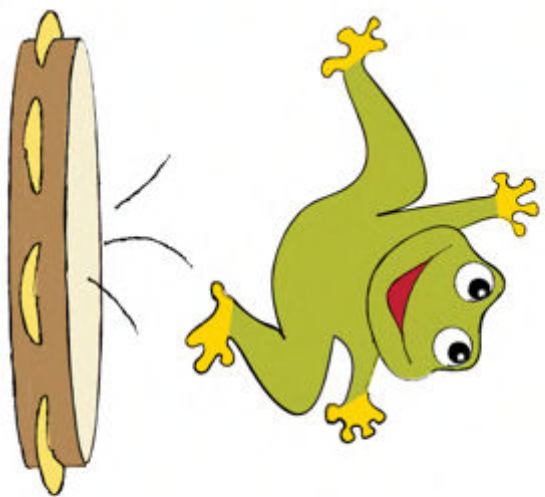
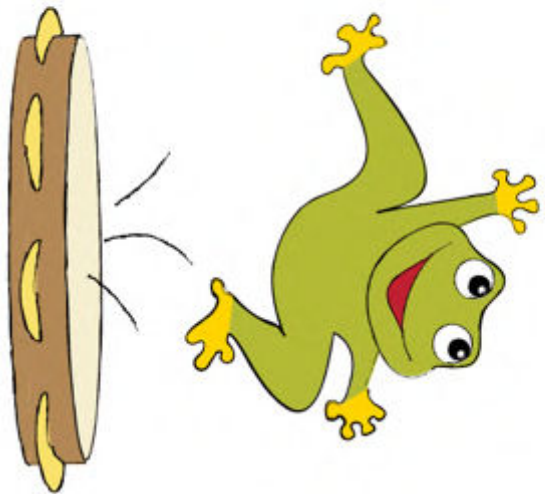




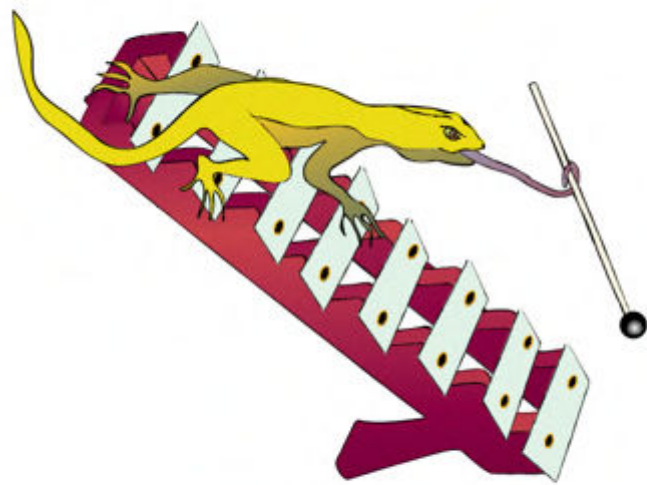
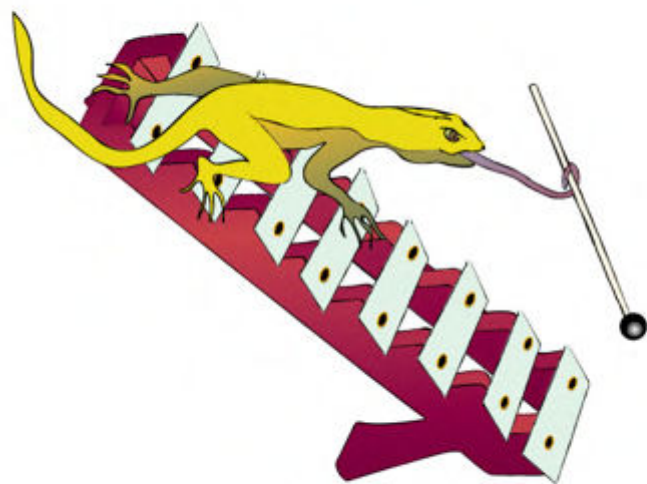








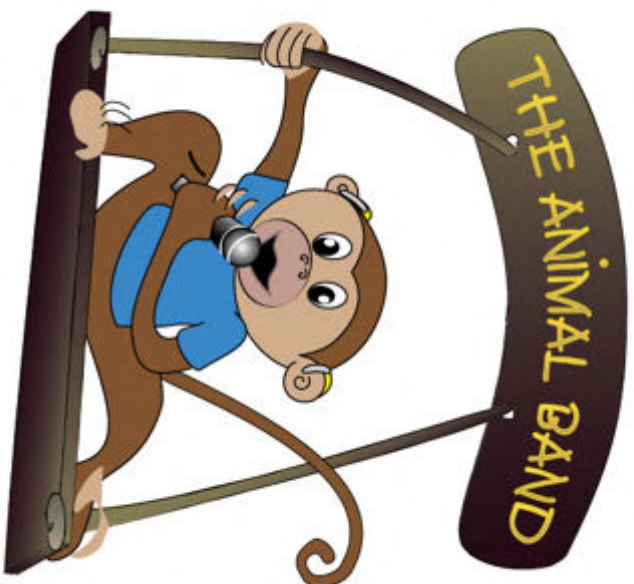
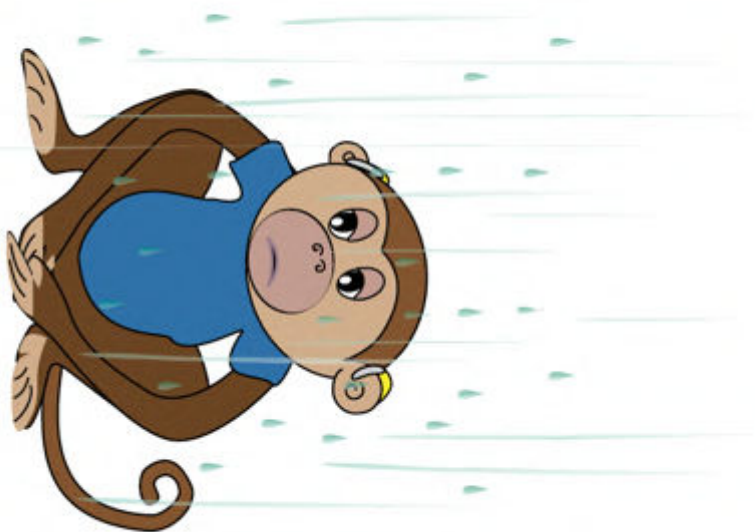














The resource contains

- 1 Activity Book
- 1 CD
- Animal musical cards
- 1 set of additional listening activities and games
- 1 Instruction Booklet

In order to get the most from the book you will need some musical instruments.

If you are interested in sourcing the instruments, these can be purchased from any good music shop or web store:

www.lmsmusicsupplies.co.uk
www.remo.com.

Although it is not essential it would also be useful to have some toy animals, or puppets to go with the characters in the story. This may help to bring the story to life for your child.

Toy Animals can be sourced from:

www.lmsmusicsupplies
www.elc.co.uk
www.ikea.com

Additional materials for The Rainforest can be downloaded from Advanced Bionics at

www.AdvancedBionics.com

Specialist consultants

Sandra Driver
Principle Speech & Language Therapist

Emma Stark
Specialist Speech & Language Therapist

Guy's and St.Thomas',
NHS Foundation Trust, London

Music Recording

Louise Woodward

Nasser Bouzida

Mary Hare

Acknowledgements

Thank you to all the families without whose contributions this resource would not be possible.

Produced in partnership with



Mary Hare
Arlington Manor
Snelsmore Common,
Newbury
Berks RG14 3BQ
www.maryhare.org.uk

