

Through the Rainforest



A Musical Journey

Through the Rainforest



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& Cathy Bowker



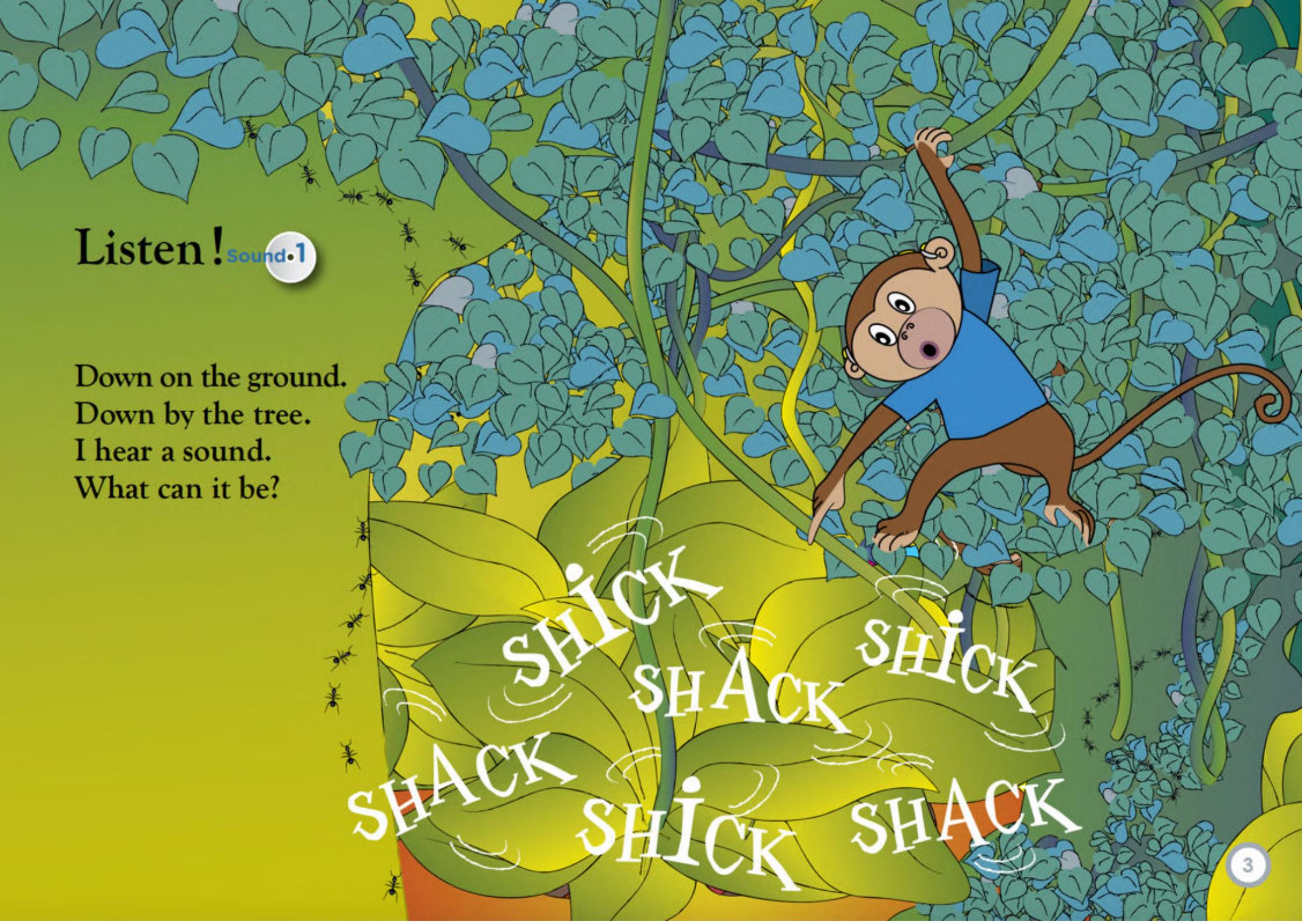
The animal band's playing music
tonight at the Coconut Tree Cafe.
I've always wanted to join the band.
It's my dream. But what can I play?

SNAKE



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>	
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!

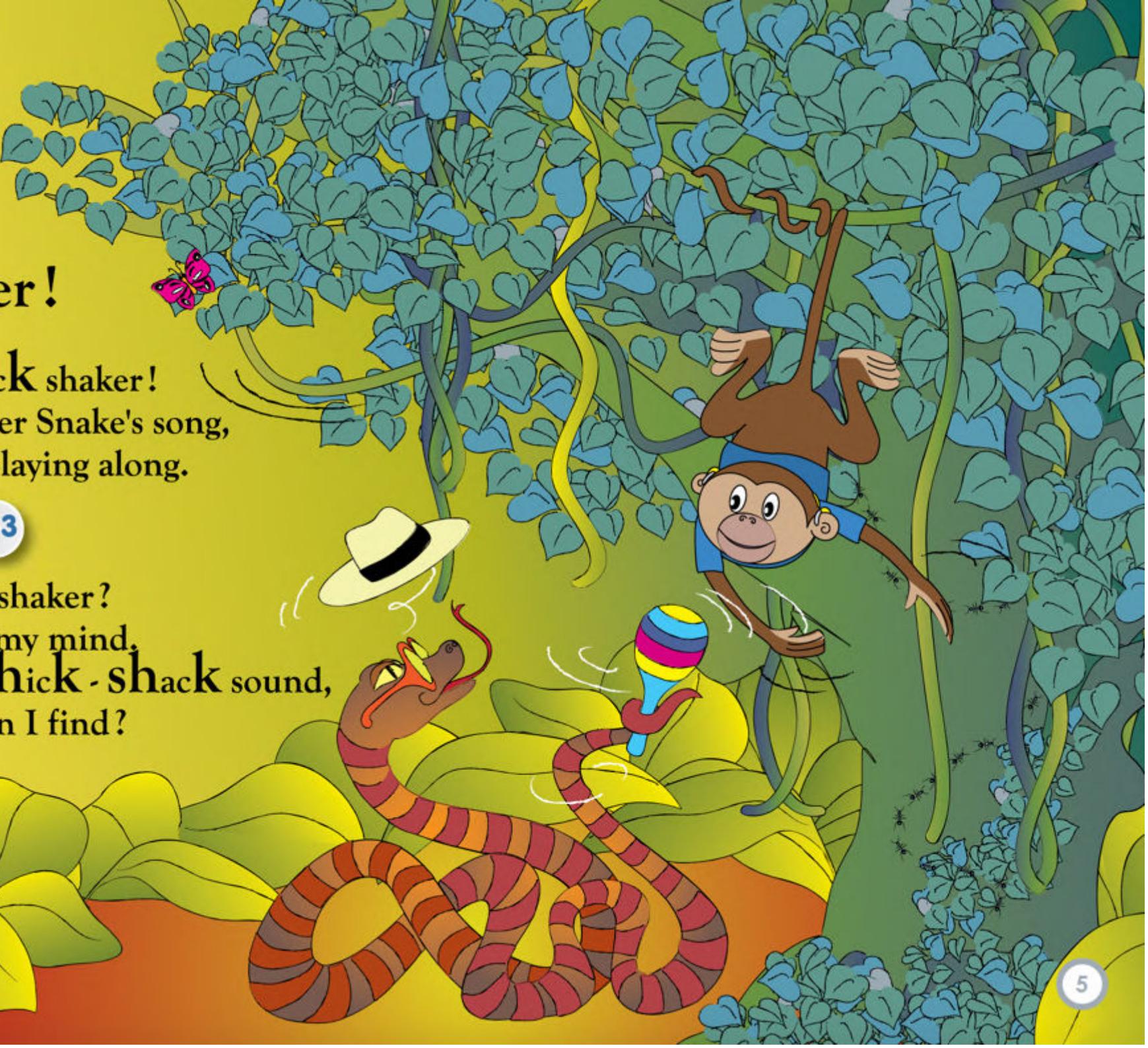
A **shick - shack** shaker!

I'll listen to Mister Snake's song,
And join in by playing along.

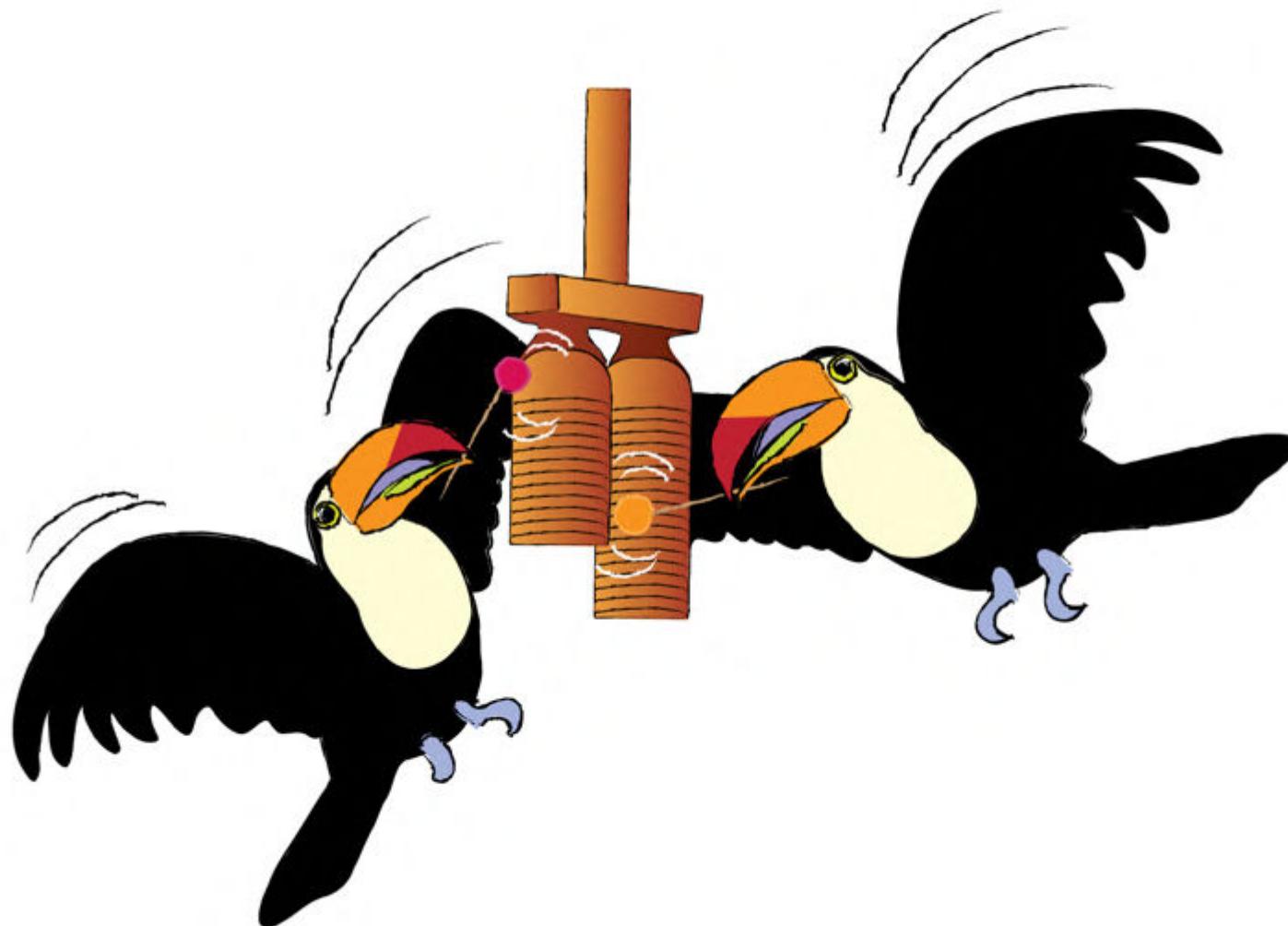
Song • 2

Backing • 3
track

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



Listen! Sound 4

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



TOUCAN

Sound 4 Song 5 Backing 6
track

MUSICAL INSTRUMENT	<p>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</p>	
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	<p>Listen to the instrument and identify what it is</p>	
LANGUAGE GOALS	<p>Understand and use the following key words : Check child's understanding by asking them to : Child tries to copy tap top in the song Anticipates and says toucan in the gaps of the song</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	<p>Use the woodblock to play the rhythmic patterns of other single words, and simple phrases</p>	

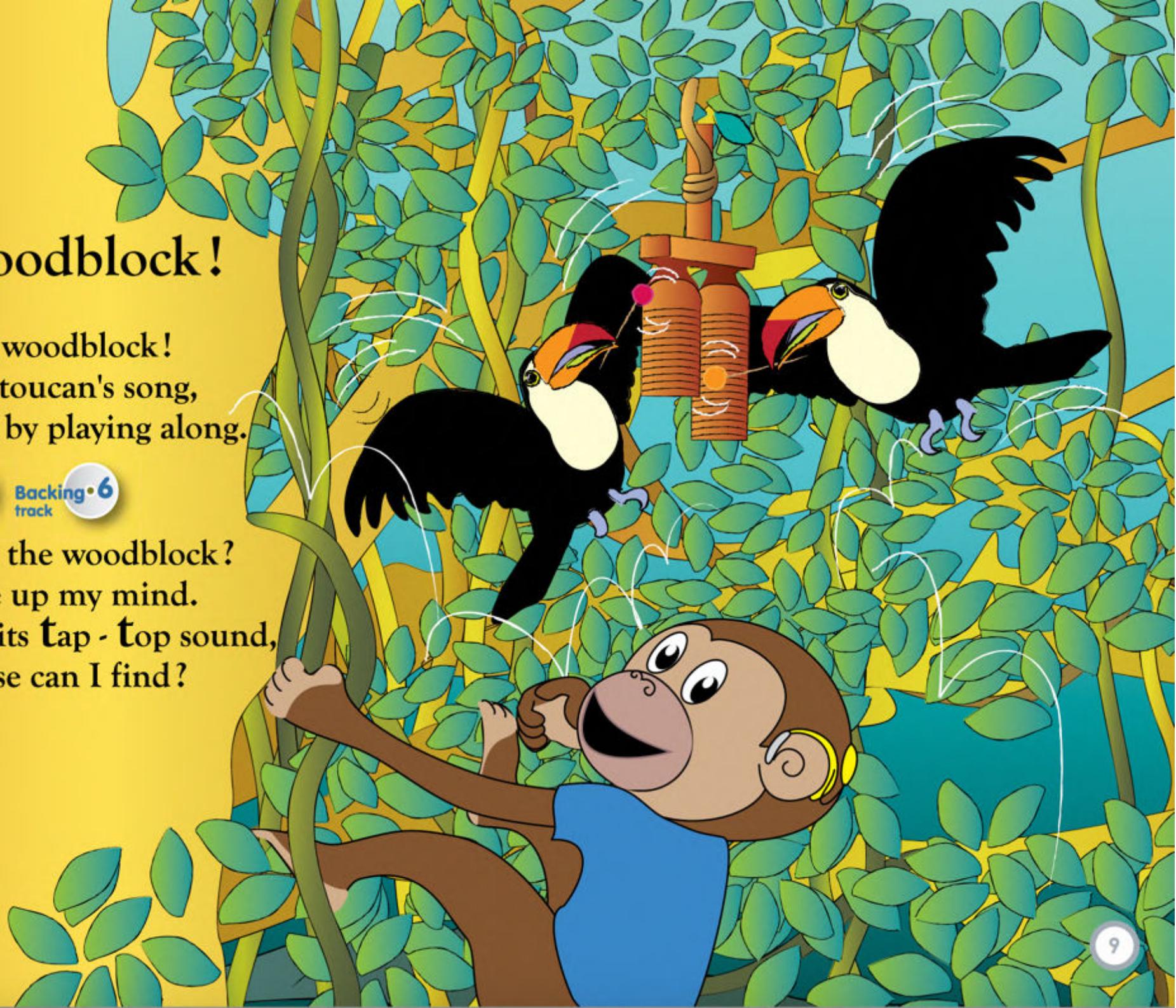
It's a woodblock!

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

Song • 5

Backing • 6
track

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



CROCODILE

Sound 7 Song 8 Backing 9 track

MUSICAL INSTRUMENT and how to use it in the song	Hand cymbals Play them as if they were the mouth of the crocodile snapping	
LYRICS	Snap, snap, snap, snap, snap like a crocodile Snap, snap, snap, snap, snap like a crocodile Snap, snap, snap, snap, looking for something to eat	Snap, snap, snap, snap, looking for something to eat Snap, snap, snap, snap, snap like a crocodile
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 : Child tries to copy crash/bash in the song Singing snap while playing	
MUSICAL GOALS	Co-ordination and control of playing the cymbals loudly (dynamics) Playing the cymbals with a steady rhythm (sustaining a tempo)	



It's a cymbal!

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

Song • 8

Backing • 9
track

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?

PING PING
PING PING
PING PING
PING PING

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!

Sound • 13

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



BOING

BoING

BOING

BOING

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	Playing along on the tambourine Your turn and my turn You, me. You, me You, me. You	Quickly play on the tambourine Your turn and my turn You, me. You, me You, me. You	Slowly play on the tambourine Your turn and my turn You, me. You, me You, me. You
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!

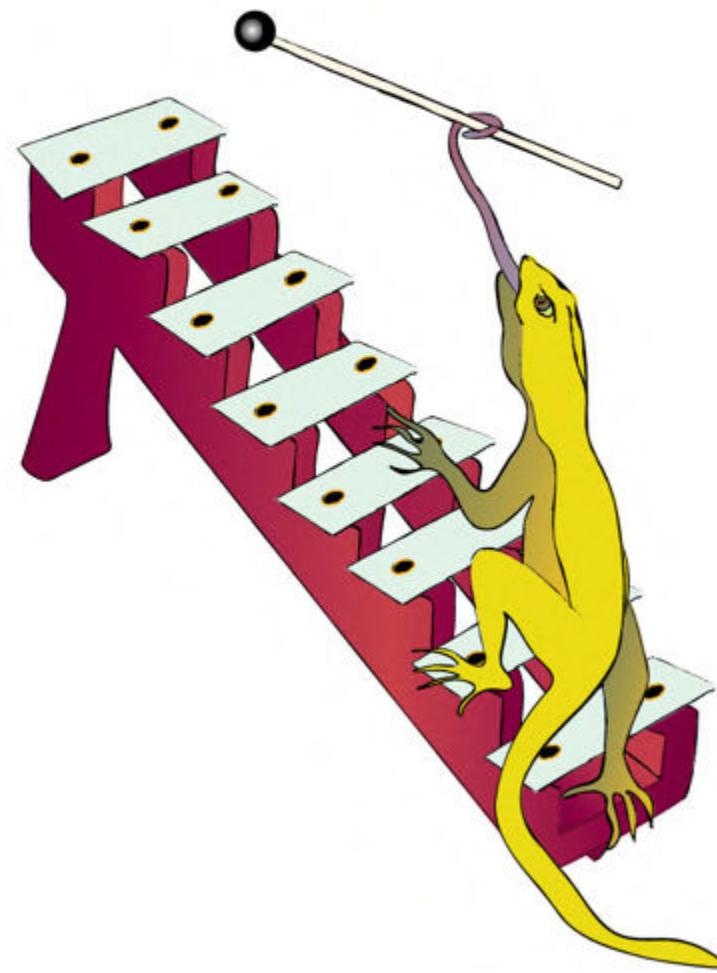
A **boing-boing** tambourine!
I'll listen to Mister Frog's song,
And join in by playing along.

Song • 14 **Backing • 15**
track

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?



WEEEEE

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 WEEEEeeeeeee !	See the Lizard creeping Up, up to catch the fly Up, up to catch the fly WEEEEeeeeeee !
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	
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.

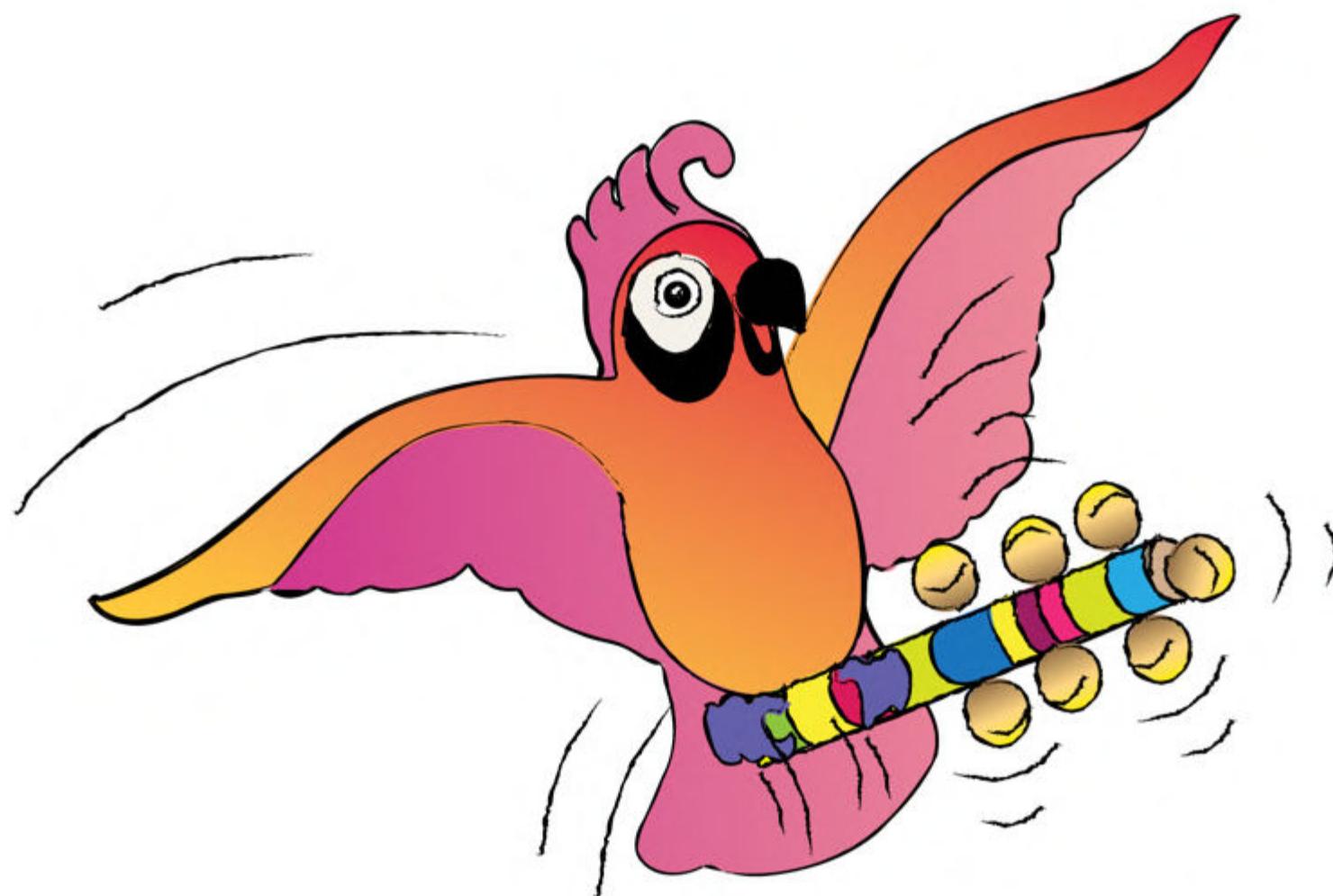
Song 17

Backing track 18

Shall I play the glockenspiel?
I can't make up my mind.
I really like its Weeeee 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	<p>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</p> <p>Out, in, out, in Shake them around and around</p>	<p>Up, down, up down Shake them around and around</p> <p>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</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 jingle/jangle in the song</p>	
EXTENDED LANGUAGE IDEAS	<p>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</p> <p>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</p>	
MUSICAL GOALS	<p>Movement of the rhythm in the body Changing the tempo of playing the bells</p>	

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! Sound • 22

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



TOOT Root Root Root Toot

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	<p>Understand and use the following key words : Check child's understanding by asking them to :</p> <p>Child tries to copy root toot in the song Practice by blowing a feather off your hands Using a straw to blow bubbles Using a straw and small ball to play table football Using the pictures: Find the small beetle Find the first beetle Categorise other items into small/big/first/last</p>	<p>Blow, horn, beetle, march find the beetle/horn in the picture march around the room</p> <p>Find the big beetle Find the last beetle</p>
EXTENDED IDEAS		
MUSICAL GOALS	<p>Starts and stops blowing in the correct place in the song Blowing long and short sounds</p>	<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>
EXTENDED MUSICAL IDEAS		

6)

It's a horn!

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

Song • 23 **Backing • 24**
track

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! Sound • 25

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

TINKLE TWINKLE TINKLE TINKLE TINKLE
TWINKLE 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)	



It's the wind chimes!

Some **t**inkling - **t**Winkling 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

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
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

Rain sticks play at the beginning and discuss the sound of the rain

LYRICS

Adult: I'm so sad
Child: I'm so sad

Adult: Don't know what to play
Child: Don't know what to play

Adult: I'm so sad
Child : I'm so sad

Adult: I am feeling sad
Child: I am feeling sad

LISTENING GOALS

Minor emotion of the music
Waiting and copying a sung phrase

LANGUAGE GOALS

Understand and use the following key words :
Ask your child to :
Talk about how the Monkey is feeling and why he is feeling like this

Monkey, sad, play, sing, feelings, rain
find the monkey in the picture

EXTENDED LANGUAGE IDEAS

Talk about feelings of **sad/happy** what makes you sad and happy

EXTENDED MUSICAL GOALS

Singing in tune : 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 : Mmmmm, aaaaaaa</p> <p>Ma, ma, ma Oo – bee, doo – beee, doo (dotted rhythm)</p>
LISTENING GOALS	<p>Identify the different sounds of the voice and the variation in the pitch</p>
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 mmmmm, aaa sounds and match the sounds with your voices</p> <p>Try and say the phrase mmmm, aaa, Ma, ma, ma, Oo –bee, doo- bee doo rhythmically</p> <p>Have fun saying the phrase</p>
EXTENDED MUSICAL IDEAS	<p>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)</p>



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?

mmmmmmmmmmmmmm

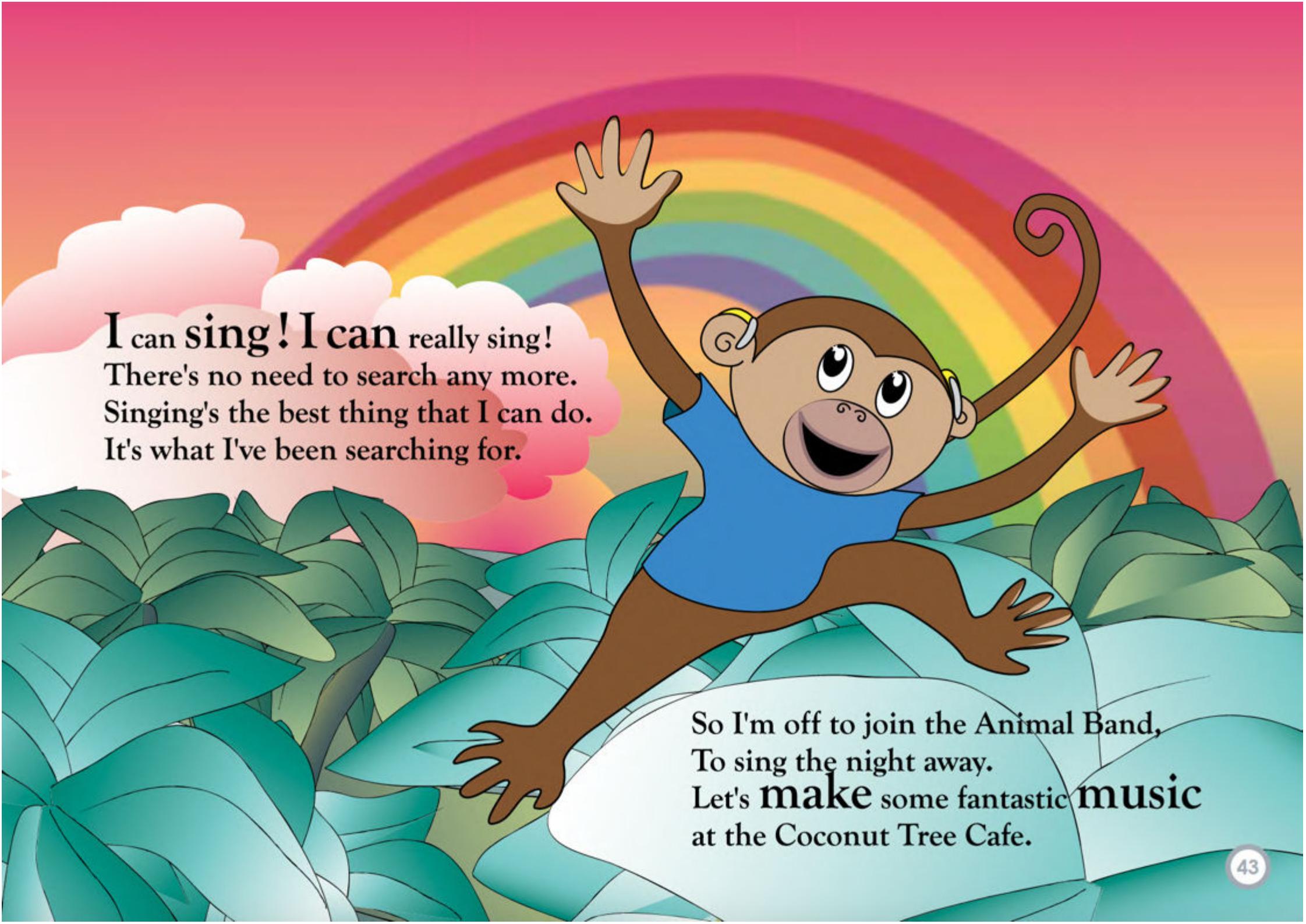
I can hum like hummingbird.
I wonder if I can sing too?

mmmmmm - aaaaaaaaaah, **m**a, ma, **m**a and an
oo-bee, doo-bee, doooooo!

MONKEY SINGS WITH THE ANIMAL BAND

Song 30 Backing track 31

MUSICAL INSTRUMENT	Singing : using your voice and encouraging your child to sing with confidence You could use any of the other instruments used in the story	
LYRICS	I can sing, sing in the band I can sing, sing in the band Sing, sing everybody listen I can sing in the band 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	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 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
LISTENING GOALS	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	
LANGUAGE GOALS	Understand and use the following key words : sing, band, everybody, listen Ask your child to find : different animals/instruments	
EXTENDED LANGUAGE IDEAS	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 top . Encourage your child to listen and change the way they play introducing dynamic variation (loud/quiet), tempo variation (fast/slow)	
MUSICAL GOALS	Sing single words and short phrases. Accurately match the rhythm of the lyrics Sing with variation of pitch in the voice	
EXTENDED MUSICAL IDEAS	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 !	



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.

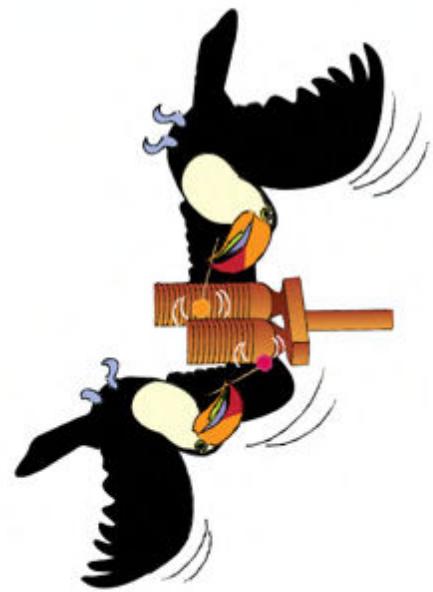
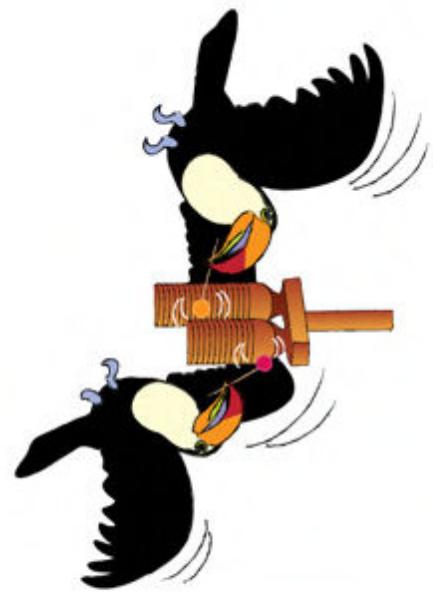
So I'm off to join the Animal Band,
To sing the night away.
Let's **make** some fantastic **music**
at the Coconut Tree Cafe.

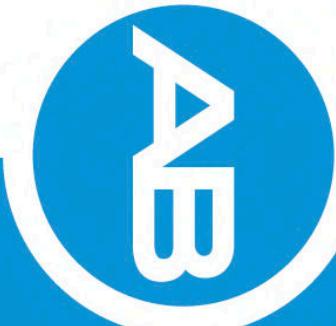
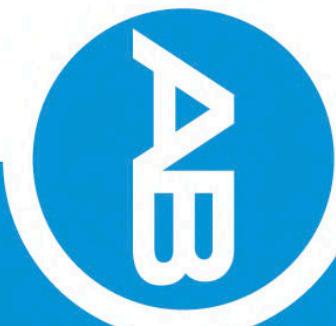
THE ANIMAL BAND

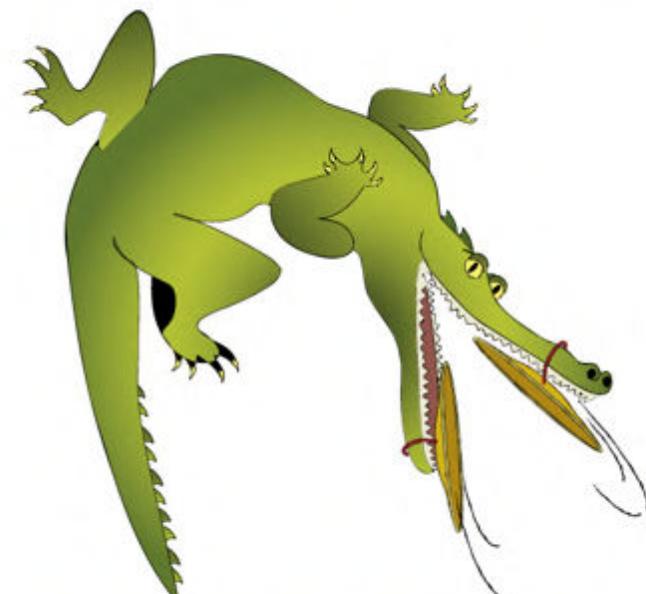
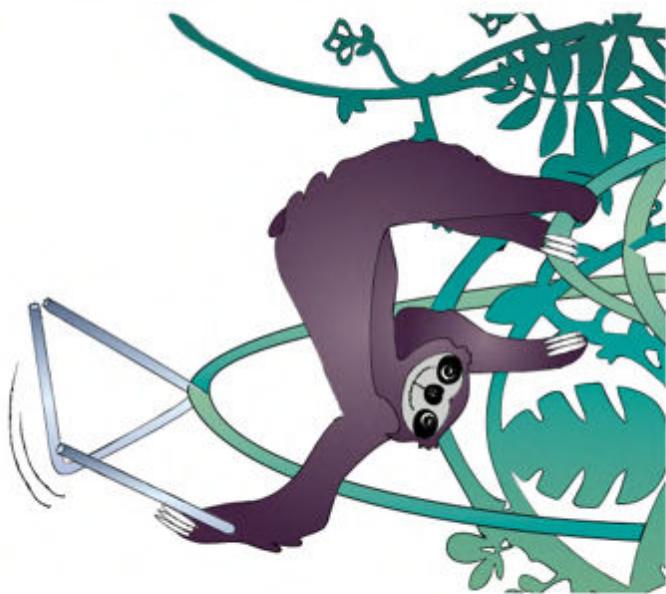
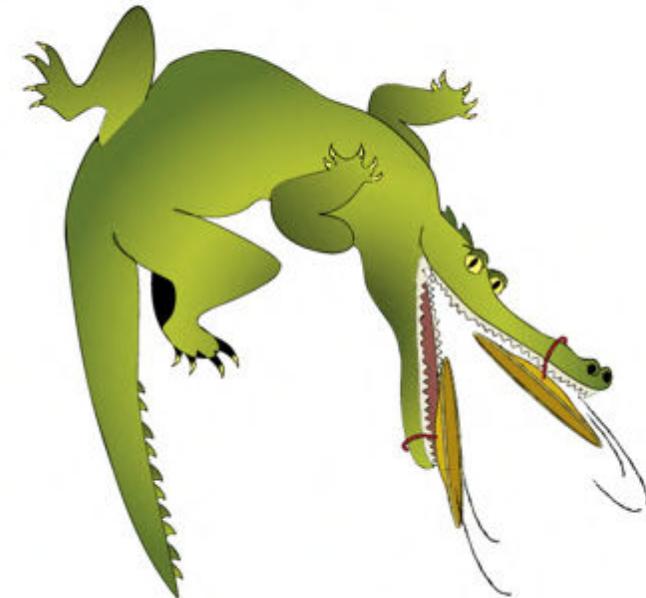
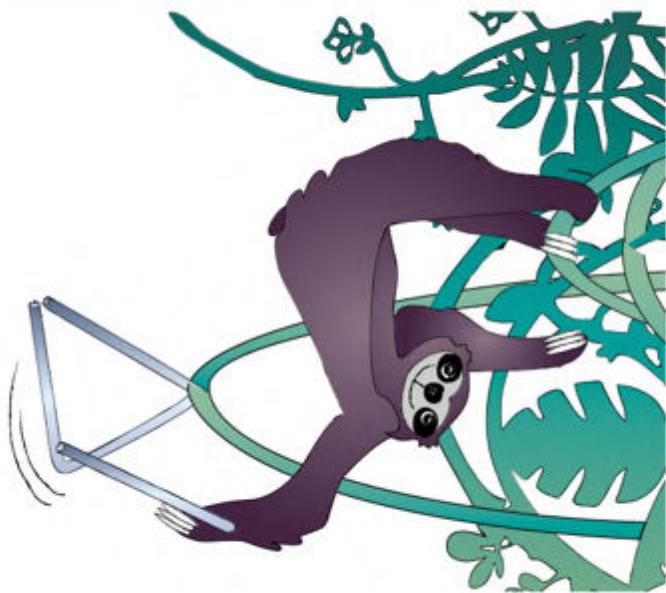
Song • 30 Backing • 31
track



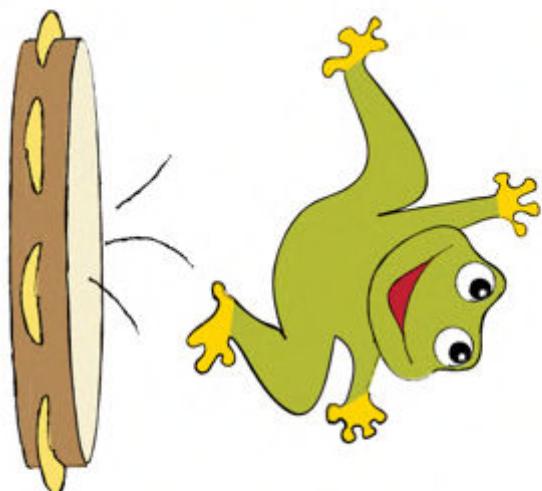
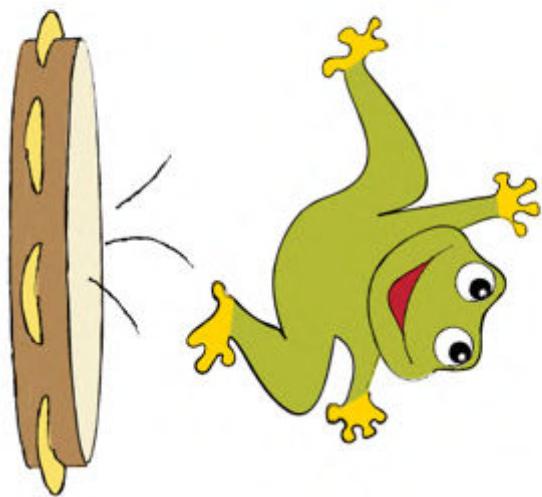


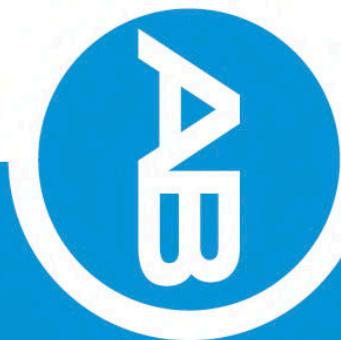
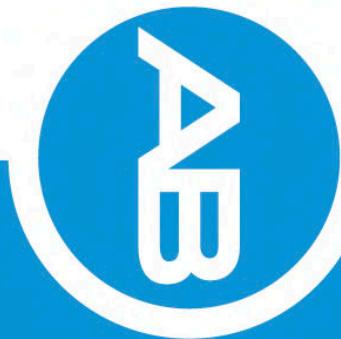
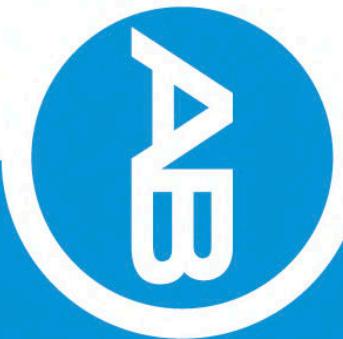


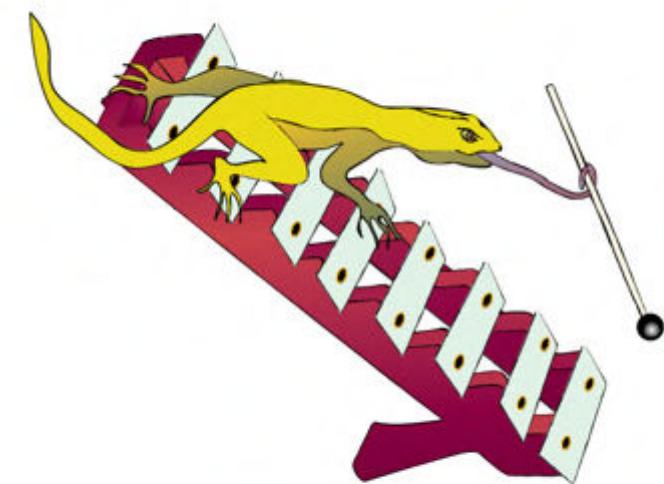
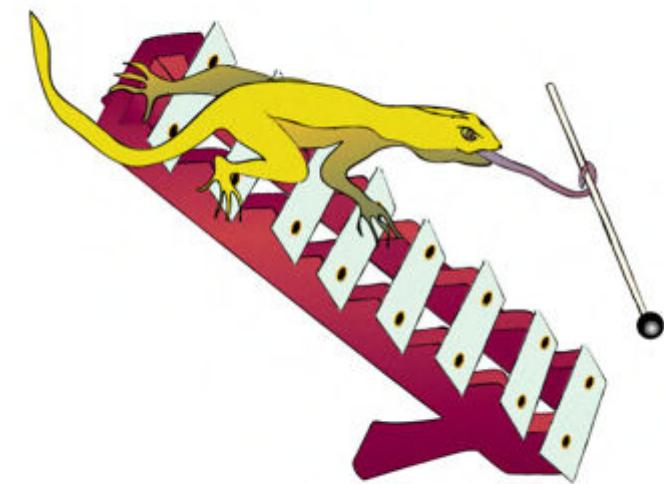


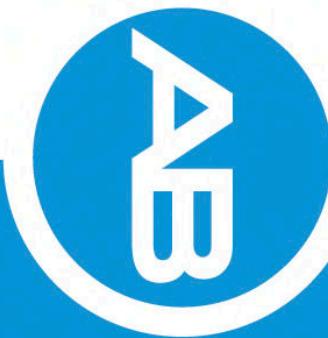




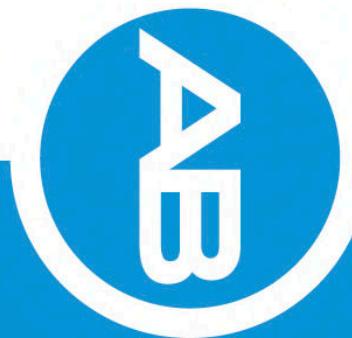
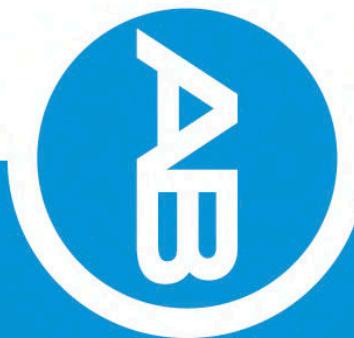
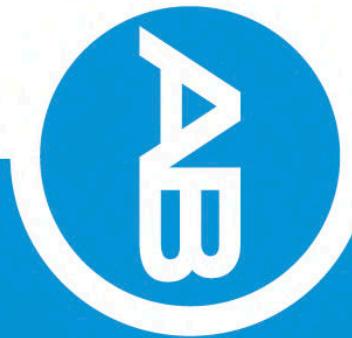




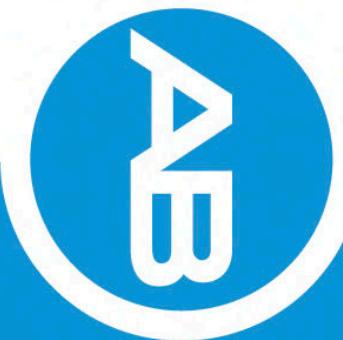












The resource contains

- 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

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