



St. Louis Symphony
Orchestra

Stéphane Denève : Music Director

24
25
145th Season

Teacher Guide

Tiny Tunes The Tortoise and the Hare

Tue, Apr 1, 9:30am & 10:45am
Wed, Apr 2, 9:30am & 10:45am
Thu, Apr 3, 9:30am & 10:45am

Created in partnership with **Ready Readers** and **COCA**

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SLSO early childhood programs
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Tiny Tunes is supported by
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Contact Information

The SLSO Education Team is available to answer questions or provide additional suggestions for learning activities.

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For questions about education concert ticketing, please contact the SLSO Box Office at 314-534-1700 or email educationtickets@slso.org.

Tiny Tunes Overview

Tiny Tunes is a one-hour field trip experience for your early childhood students (aged 3-6). When you arrive at the Touhill Performing Arts Center at UMSL at your assigned time, you will be greeted by volunteers who will lead your group into the lobby for a half-hour of hands-on pre-concert activities. Activities will include instrument-playing and creative movement, among other things.

Before the concert starts, you will be led into the concert hall for your 30-minute interactive concert. The concert opens with a lively arrangement of *When the Saints Go Marching In*, in which the instruments are introduced and everyone is encouraged to play their pretend instruments with the St. Louis Symphony Orchestra (SLSO).

Students will play a musical game where they listen to three selections of music and decide if the music is fast (like a hare) or slow (like a tortoise). Students will be invited to make bunny ears with their hand and bounce the bunny for the fast selections. And they will make a fist to represent the tortoise, which they will slowly creep in front of them for the slow selections. Use the “Finger Play” extension of the “Pop Goes the Tortoise” lesson to practice this in preparation for the concert (see p. 10).

Students will make music with SLSO musicians when they perform a simple rhythmic ostinato using body percussion. If you teach this lesson before the concert (see p. 11), allow students to compose their own rhythms, but also practice the rhythm they will perform at the concert: **“Tor-toise, Tor-toise, Hare, Hare.”**

Finally, students learn a series of scarf movements. They will then perform the scarf movements and the body percussion rhythm during a reading of *The Tortoise and the Hare* that is accompanied by selections of orchestral music by Beethoven, Dvořák, Elgar, and Rossini. Your students will help bring the story to life with music and movement.

Concert Repertoire

| Composer | Piece/Excerpt |
|------------------------------------|---|
| James M. Black/Katherine E. Purvis | When the Saints Go Marching In |
| Ludwig van Beethoven | Symphony No. 5, 1st movement |
| Giaochino Rossini | William Tell Overture, Finale |
| Edward Elgar | Enigma Variations, Nimrod |
| Giaochino Rossini | Barber of Seville Overture |
| Antonin Dvořák | Slavonic Dances, op. 46, no. 1 |

All music is arranged by Adam Maness

Concert Objectives

Students will:

1. Enjoy the experience of participating in a live musical performance.
2. Demonstrate their recognition of different tempos (speeds) and moods in music by varying expressive movement.
3. Perform a rhythmic ostinato using body percussion.
4. Experience how music can express emotions and make a story come to life.

Themes from *The Tortoise and the Hare* by Alison Ritchie

1. Kindness/encouragement
2. Friendship
3. Embracing your own talents
4. Persistence

Concert Vocabulary

A **musician** is someone who makes music by playing an instrument or singing.

An **orchestra** is a group of people who play **instruments** to make music together and perform at concerts.

Musicians in the **orchestra** play lots of different **instruments**. Many of them play string **instruments** like the violin or cello. [Explore other instruments that will be featured on the concert.](#)

The leader of the **orchestra** is the **conductor**. The **conductor** uses a **baton** to tell the **musicians** when to start and stop and how slow or fast to play.

The Tortoise and the Hare is full of great vocabulary words. The concert experience provides the opportunity to introduce the words **brash**, **boastful**, and **humble** as used in the book: “Once upon a time, there lived a **brash** and **boastful** hare and an old and **humble** tortoise.” After the concert talk with your students about the two characters and the music and movements that were associated with them. Do they now understand what **brash**, **boastful**, and **humble** mean?

Instruments featured at the concert

| | | | | | |
|----------|---------|---------|-------------|------------|------|
| Violin | Viola | Cello | Bass | Flute | Oboe |
| Clarinet | Bassoon | Trumpet | French Horn | Percussion | |

Plan Your Visit

Teachers are responsible for arranging buses/transportation to The Touhill Performing Arts Center at UMSL for Tiny Tunes. Please start this process early by speaking to your school/center administration about policies: Are the children allowed to ride the bus? Do they require harnesses? What are the policies regarding chaperones? With this information, make reservations with your bus company. Communicate with them about harnesses: how many will you need and how much extra time will the bus company need to install them? Stress to them the importance of an on-time arrival at The Touhill on concert day.

Please plan to arrive at The Touhill as close to your scheduled start time as possible so that your students can enjoy the full experience of Tiny Tunes. Students will participate in 30 minutes of hands-on activities in the lobby before moving into the auditorium for the 30-minute interactive concert.

| Start time: | Plan to arrive: | Hands-on activities: | Interactive concert: | Dismissal: |
|--------------------|------------------------|-----------------------------|-----------------------------|-------------------|
| 9:30 | 9:20-9:30 | 9:30-10:00 | 10:00-10:30 | 10:30 |
| 10:45 | 10:35-10:45 | 10:45-11:15 | 11:15-11:45 | 11:45 |

Additional information about arrival, parking, and dismissal will be emailed to teachers a week before the concert.

Accessibility

This concert is inclusive of people with sensory sensitivities. Additional resources are available to anyone who will benefit from them:

- Walk your students through their concert experience with a [Social Story](#) (coming soon).
- Submit an [Accommodations and Accessibility Form](#) at least two weeks before the performance to communicate any special needs your students have.
- For a full list of available accommodations, please visit our [Planning Your Visit](#) webpage.

Prepare to Participate

The SLSO is excited to welcome you and your students to Tiny Tunes.

During the concert, there will be a variety of ways that you and your students can participate in the performance. Please be prepared to move expressively and perform using body percussion along with the musicians of the SLSO. Our conductor, Kevin McBeth, and our narrator, Michelle Byrd, will give cues for when to play and when to stop. Please encourage your students to follow along with the conductor and narrator. Please also encourage students to stay seated during the performance and model for them how to be good listeners.

For all our audience members to enjoy the show, **please remind chaperones** to refrain from talking or texting during the concert. Out of respect for our performers, there should be no video or audio recording and no flash photography permitted during the performance.

Additional Resources

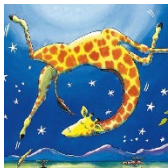


Spotify users can access two playlists: the [Tortoise and the Hare playlist](#) includes selections from this year's Tiny Tunes concerts. And the [Early Childhood playlist](#) includes a variety of orchestral music that can be used for all sorts of activities in the early childhood classroom.

Suggested Reading List



| | |
|------------------------------------|------------------|
| <i>Jabari Jumps</i> | by Gaia Cornwell |
| <i>The Very Busy Spider</i> | by Eric Carle |
| <i>Stand Tall, Molly Lou Melon</i> | by Patty Lovell |
| <i>Amazing Grace</i> | by Mary Hoffman |
| <i>Animal Orchestra</i> | by Ilo Orleans |



More musical learning with Digital Tiny Tunes

Enjoy Digital Tiny Tunes anytime and as many times as you'd like.

[Register now](#) for free, on-demand access to the SLSO's two Digital Tiny Tunes concerts for young children: **The Lion and the Mouse** and **Giraffes Can't Dance**. Both concerts include lesson plans and activities.



Lesson 1: I am fast, I am slow

Objectives: Students will:

- Become familiar with the story *The Tortoise and the Hare* by Alison Ritchie.
- Relate their own experiences to the events in the story.

| Missouri Early Learning Standards | |
|-----------------------------------|------------------------|
| Approaches to Learning | I.C |
| Social-Emotional Development | I.A |
| Language and Literacy | I.A, II.A, III.A, IV.A |

Materials: *The Tortoise and the Hare* book, one “I am Fast, I am Slow” worksheet per student, crayons or other drawing implements

Vocabulary: Fast, Slow, Tortoise, Hare

Procedure:

- Ask students to think of times when they can move fast, and times when they need to do something slowly and carefully. Allow students to share their answers.
- In the story they are about to hear, there are two main characters: a hare (or rabbit) who moves very quickly and a tortoise (a big turtle) who moves very slowly. They are going to have a race. Ask students to predict which animal is going to win the race.
- Read the story aloud.
- After the read-aloud, ask students **who** won the race and **why**. Talk about how the hare acted at the beginning of the story (boasting and making fun of the tortoise) and how he changed his attitude at the end (he felt ashamed of how he acted).
- Invite students to complete the “I am Fast, I am Slow” worksheet on page 8. First, instruct them to draw a picture of themselves doing something that they can do very quickly. Maybe they can run quickly, dance quickly, or fetch something for their mom or dad quickly. Then, have them draw a picture of themselves doing something that they should do slowly and carefully. Maybe they need to slow down when they are writing their name, picking up their toys, counting things, or helping to take care of a younger sibling. Teachers should write students’ words describing their pictures below each picture.
- Create a class book with a page for each student and add the book to your reading area. Or display the pages in the classroom.

Evaluation:

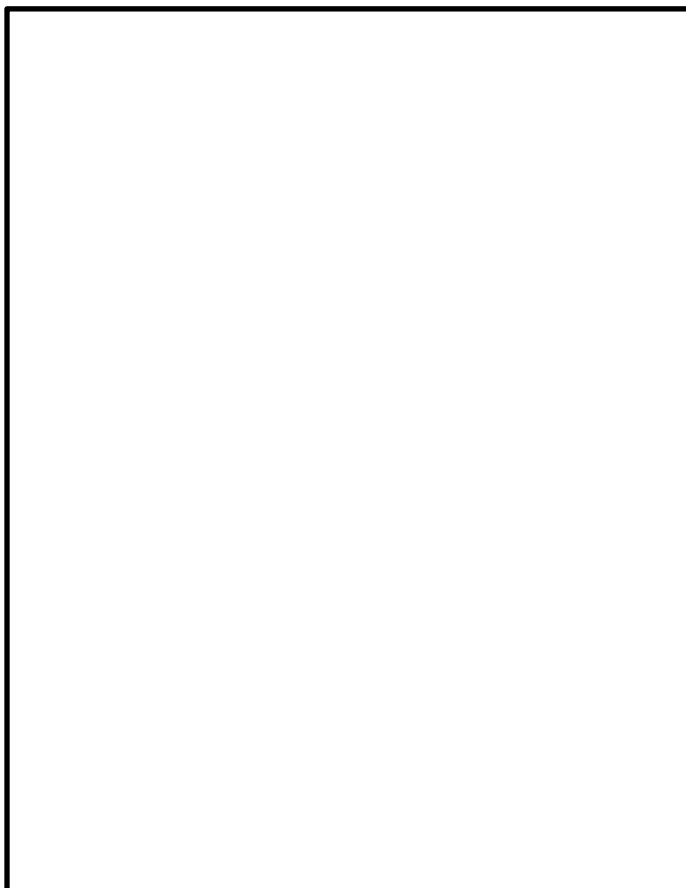
Teacher will assess students’ understanding of the concept of moving quickly vs. slowly when they record students’ words under the drawings on the worksheets.

Extension:

Continue to familiarize students with the story of *The Tortoise and the Hare* by reading and engaging with it in different ways. Invite students to act out the story as you read. Or use finger puppets or stuffed animals to re-tell the story from the students’ memories.

My name is: _____

I am fast when I:



**I am slow and careful
when I:**



Lesson 2: Pop Goes the Tortoise!

Objective: Students will identify tempo changes in music by changing the speed of their scarf movements.

Early Childhood Teacher Checklist

- We LISTEN to music!
- We MOVE to music!
- We SING music!

| Missouri Early Learning Standards | | Missouri Music Standards | |
|-----------------------------------|---------------|--------------------------|--------------------|
| Social-Emotional Development | I.B, II.B | Respond | Re7B.PKa, Re8A.PKa |
| Language and Literacy | II.A | Connect | Cn11A.PKa |
| Physical Development | I.A, I.B, I.C | | |
| Expressive Arts | I.A | | |

Materials: A scarf for each student, a device for playing recorded music

Listening Examples:

| Composer | Piece/Excerpt (with YouTube link) |
|-------------------|---|
| Giaochino Rossini | William Tell Overture, Finale |
| Edward Elgar | Enigma Variations, Nimrod |

Vocabulary: Fast, Slow

Prior Knowledge: Students should already be familiar with the story of *The Tortoise and the Hare*.

Procedures:

- Sing *Pop Goes the Tortoise* to your students. It is sung to the tune of “Pop Goes the Weasel (All Around the Mulberry Bush).”

Fast verse:

***All around the little tree stump
The hare raced the tortoise
The hare thought he surely would win
'Til, Pop! Won the tortoise.***

Slow verse:

***Slow-ly, Slow-ly
Creeps the tortoise
Slow and steady
Pop! Won the tortoise.***

- Distribute one scarf to each student. Invite students to hold the scarves in their fists and hop (bounce) their scarf through the air while you sing the fast verse. For the slow verse, students can pinch the scarf with their fingertips and creep it slowly along the floor. For both verses, students can toss the scarf into the air above them when you sing “Pop!”

- Repeat the singing and scarf movements while getting progressively faster on the fast verse and progressively slower on the slow verse.
- Invite students to stand up with their scarves. Alternate playing the fast (*William Tell Overture*) and slow (*Enigma Variations*) listening examples. Ask students to improvise fast (hare-like) movements when they hear fast music and slow (tortoise-like) movements when they hear slow music. Try different ways of improvising movements:
 - The teacher initiates movements and asks students to mimic them.
 - Pair students up and have students mirror each other’s movements.
 - Put students in a circle and have one student at a time be the movement leader in the center of the circle while the rest of the students mimic their movement.

Evaluation: Teacher observes students changing the speed of their movements to follow the tempo of the music.

Extension: Try different ways of engaging with *Pop Goes the Tortoise*, including:

| Engage with: | Fast verse: | Slow verse: | On Pop!: |
|--|---|--|--|
| Body percussion | Drum hands quickly in laps | Rub hands slowly together | Place hands on top of head like bunny ears / over shoulders on back like tortoise shell |
| Rhythm sticks | Drum the sticks quickly on the ground to the beat of the song | Roll the sticks slowly on the ground (like a rolling pin); or if sticks are ridged, rub sticks slowly together | Place sticks on top of head like bunny ears / over shoulders on back like a tortoise shell |
| Seated movement Sit with knees bent in an inverted V in front of the body, with hands supporting behind back | Lean back to balance on bottom then hop both feet (together) quickly in front of the body | Lean back to balance on bottom then clop feet slowly (one at a time) in front of the body | Shoot both arms and legs into the air and balance on bottom |
| Finger play <i>Practice this in preparation for Tiny Tunes!</i> | Make bunny ears with fingers and quickly hop the bunny | Make a fist and slowly creep hand back and forth in front of body | Jazz hands |
| Egg shakers | Hold the egg shaker in one hand and make hopping motions with it in the air in front of you | Slowly roll the egg shaker on ground in front of the body | Hold egg shaker up in the air above head |
| Parachute Place a hare or tortoise stuffed animal on the parachute for the appropriate verse | Shake the parachute quickly | Shake the parachute slowly | Try to “pop” the stuffed animal into the air |

Lesson 3: Boogie Rhythms

Objective: Students will make musical decisions as they create and perform rhythmic ostinatos.

Early Childhood Teacher Checklist

- We PLAY music!
- We CREATE music!

| Missouri Early Learning Standards | | Missouri Music Standards | |
|-----------------------------------|-----------------|--------------------------|----------|
| Approaches to Learning | I.C, I.F | Create | Cr1A.Kb |
| Social-Emotional Development | I.B, II.B | Perform | Pr4A.PKa |
| Language and Literacy | II.A, IV.A, V.A | | |
| Mathematics | III.A | | |
| Physical Development | I.B, I.C | | |
| Expressive Arts | I.A | | |

Materials: A white board ledge or rope stretched between two chairs, clothes pins; percussion instruments such as egg shakers, rhythm sticks, or jingle bells; device to play recorded music (optional); *Tortoise and the Hare* Rhythm Cards (full page version, below): print four “hare” cards, four “tortoise” cards, and one “shhh” card. Print each card back-to-back so there is a picture on one side and the musical notation on the other side

Prior Knowledge: Students should already understand instrument expectations and know how to correctly play the chosen percussion instruments.

Procedures:

- Remind the students of the story of *The Tortoise and the Hare*. Practice saying “Hare” while clapping once, “Tor-toise” while clapping twice, and “Shhh” while keeping hands apart.
- Lay out the Rhythm Cards on the floor. Ask four students to select one card each. Help students display their cards on the ledge or rope so that there are four cards in a row. Ask students to say the words from the cards they selected with you in rhythm (for example, “Hare, Tor-toise, Tor-toise, Hare”).
- Next add percussion instruments and have students say the words while playing their instruments.
- Tip: When students are learning to perform rhythms on body percussion or classroom instruments, use the following method:
 - First, say the rhythm
 - Then, say *and play* the rhythm. This is probably as far as most young children will get.
 - If your students can say and play the rhythm easily, encourage them to *whisper* the rhythm while playing it. And finally, to *think but not say* the rhythm while playing it (audiation). Most students will not be able to do this before first grade.
- You can repeat this several times, asking different students to select a new arrangement of cards.
- Practice saying a rhythm several times in a row, in rhythm, without a break.

- When students are comfortable performing the rhythms, you can add a recorded musical selection to provide the underlying beat. Any musical selection that has a steady beat and is in a duple meter will work. Students can play their rhythmic composition repeatedly, being mindful of the tempo and pulse of the recording.

Evaluation: Observe students:

- Do students confidently choose words to complete four-beat rhythmic patterns?
- Do students speak the four words of their created rhythmic pattern using a steady beat?
- Do students say the rhythmic pattern and sound their percussion instrument at each syllable?
- Are students using the visual cues of the teacher and aural cues of the musical recording to perform their patterns together and in tempo?

In preparation for *Tiny Tunes*, teach students to perform the rhythm:

Tor-toise, Tor-toise, Hare, Hare

Using body percussion:

(Pat) Shoul-ders, Shoul-ders, Lap, Lap

With this musical selection:

[William Tell Overture](#)

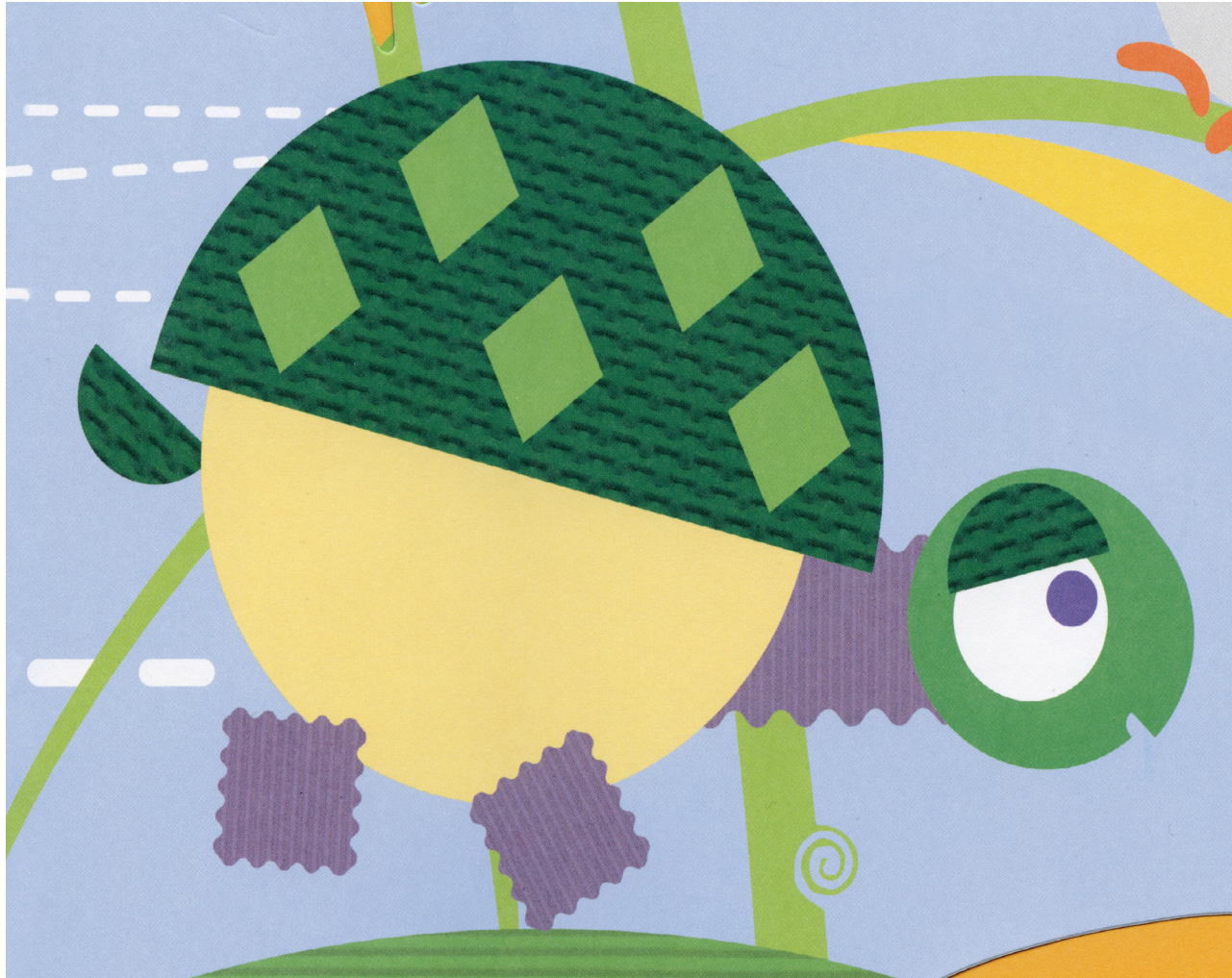
Set up a Music Center for Independent Play

Objective: Students compose rhythmic patterns that they can speak and perform on classroom instruments.

Materials and Set-Up: Tortoise and Hare Rhythm cards (quarter-page version, below): print and laminate at least 16 Hare, 16 Tortoise, and 4 Shhh cards; 4-6 classroom instruments such as egg shakers, jingle bells, rhythms sticks, or hand drums.

Activity: Students can arrange sequences of cards to create rhythms. They can then say the rhythms while performing the rhythmic pattern on the classroom instruments.

TOR-TOISE



TOR-TOISE



HARE



HARE



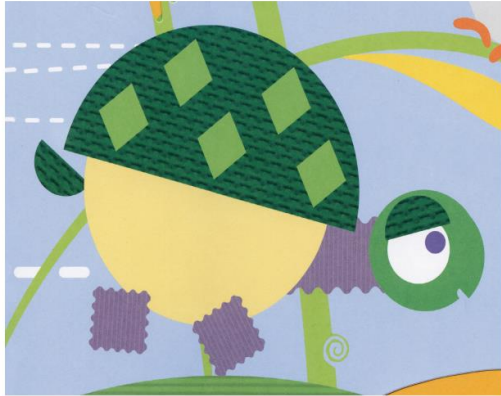
SHHH



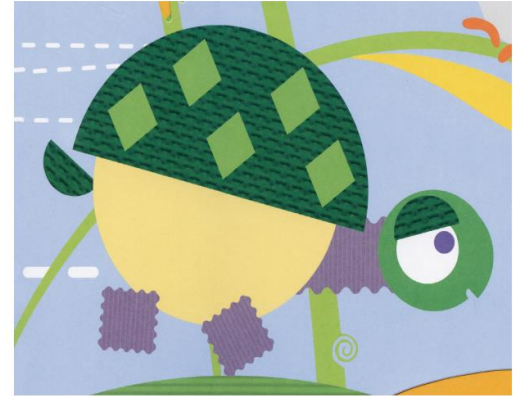
SHHH



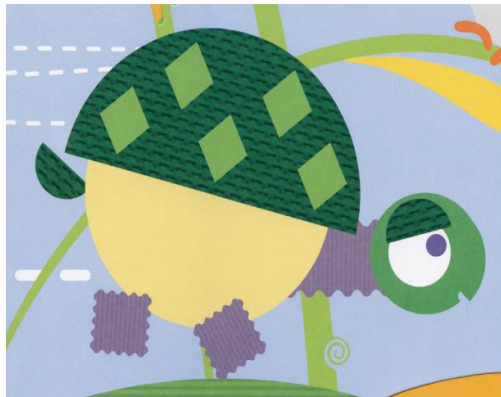
TOR-TOISE



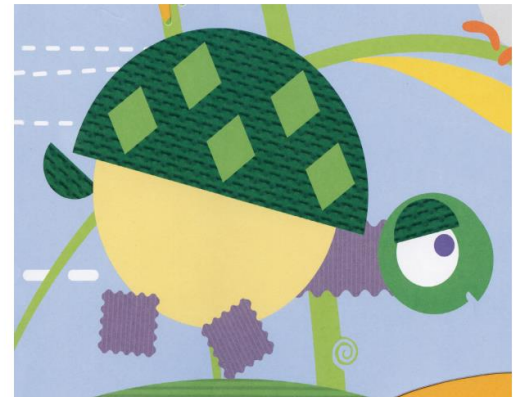
TOR-TOISE



TOR-TOISE



TOR-TOISE



HARE



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SHHH



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