

THE *Musical* BOOKSHELF

Connecting Diverse Children's Literature with Music

By **DR. SUZANNE HALL**

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Muncha! Muncha! Muncha!

Candace Fleming, author | G. Brian Karas, illustrator



 STANDARDS	MATERIALS & MEDIA
<p>Music</p> <p><i>Performing</i> Anchor Standard 6</p> <p><i>Connecting</i> Anchor Standard 10</p> <p>English/Language Arts Standard 1</p>	<p> <i>Muncha! Muncha! Muncha!</i> Projectable</p> <p> "The Happy Farmer" from <i>Album for the Young</i>, by Robert Schumann Recording (for extension activity)</p> <p>Percussion instruments (rhythm sticks, sandpaper blocks, guiro, triangle, xylophone, glockenspiel)</p>

OVERVIEW

Muncha! Muncha! Muncha! tells the story of a farmer desperate to rid his garden of pesky rabbits.

During this lesson, students will review rhythm patterns composed of the half note, quarter note, eighth-note pair, and quarter rest. They will then create rhythm patterns to add to the song.

Students can also learn about the function and form of cumulative songs. The text provides an opportunity to discuss the significance of farms and the farmers who cultivate and grow the crops we eat. Although the Midwest area of the United States boasts the most farms, communities everywhere (rural, urban, or suburban) depend on the success of farmers. Students could focus on farmers' contributions to local and global communities and individuals working in industries producing crops that fuel, feed, and clothe the world.

CONVERSATION STARTERS



1. How might you have solved the conflict between Mr. McGreely and the rabbits?
2. Who has a vegetable or flower garden in their yard or community? If so, describe what your garden looks like. If not, what would you grow if you had a garden?
3. Display a variety of garden images and have students describe what they see.
4. Create a list of the flowers or vegetable terms students recall from the story (you will revisit this list after the music activity).
5. Invite students to describe their most recent visit to the farmer's market or place where they buy flowers or vegetables.

PROCEDURE

1. Introduce *Muncha! Muncha! Muncha!* along with the "Rabbit's Feast" song.
2. Add the song and accompaniment to the story after each iteration of "And the sun went down ... And the moon came up." The new phrase introduced on the page is added as the song is sung, creating a cumulative effect.
3. After reading, ask:
 - a. How did the lyrics of the song change over time? Responses might include: the words changed, the patterns of the words changed, or the lyrics became longer as additional phrases were added.

Good Night Guam

Mary Aflague, author | Gerard Aflague, illustrator

 STANDARDS	MATERIALS & MEDIA
<p>Music <i>Performing</i> Anchor Standard 4, 5</p> <p>English/Language Arts Standard 9</p>	 <i>Good Night Guam</i> Terms Template Various percussion instruments

OVERVIEW

Mary and Gerard Aflague collaborated to write a collection of books about Guam. Their books focused on the island’s history and culture, providing an educational and entertaining look at Guam’s past and present. They also wrote stories about the island’s beauty, people, cuisine, and language. **In this activity, students will musically illustrate each character drifting off to sleep.** Students should experiment with different textures, dynamics, and instrumentation to create a sleepy atmosphere and bring the story to life. The story introduces animals and landmarks in the *Chamorro* language, which is supported by visuals. Additional information about Guam can be found on their visitors bureau website, which provides a nice introduction and further context for studying traditional Chamorro music.

CONVERSATION STARTERS

1. How do you fall asleep at night? Do you have a specific bedtime routine? Is music a part of your daily routine? If so, what song(s) do you listen to? Discuss how music can be a great way to relax and unwind before bed and how certain songs can evoke specific emotions that can help you relax and drift off to sleep.
2. If you were a character in the story, what scene would you like to appear in and why?
3. If you were to write your own good-night story, to whom or what would you say good night? What neighborhood sights would you include?

PROCEDURE

1. Assign students to groups of three or four and give each group a card from the template with a term from the book.
2. Have each group brainstorm an instrument that would illustrate the term. Suggestions:
 - Pulan (moon)—wind chimes
 - Birds in the Chocolate House—castanets
 - Duk Duk (hermit crab)—maracas
 - Gayu (rooster)—glockenspiel in a pentatonic scale
 - Guali’ek (gecko)—sandpaper blocks
 - Balate (cucumber of the sea)—ocean drum
 - Tarzan Falls—guiro
 - Katu (cat)—cabasa
 - Ga’lagu (dog)—hand drum
 - Chaka (mouse)—triangle
 - Coconuts—stir xylophone