**Introduction and Lion (10-12 minutes)**

Musical Objectives:

Students will be able to:

1. deduce musical mood by literary cues
2. describe the music’s attributes
3. identify the musical sound of the lion’s roar

Common Core Objectives:

* RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
* RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
* RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
* SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Procedure:

1. Have a student read the poetry
2. Watch the video of performance (either on Youtube Link or download videos)
3. Introductory information
   1. Composer - Camille Saint Saëns (see short bio at https://www.sfcv.org/learn/composer-gallery/saint-sa%C3%ABns-camille?gclid=COXY9IXSxroCFcxaMgod4mIAsg)
   2. Music (see music questions)

Questions for Discussion:

* What did Jeannie do in the poetry?
  + What do you think this whole piece (14 mvts) will be about?
    - A movement is a short part of a bigger musical work. teaching moment about music (mvts, pieces, etc)
    - Musical notes are like letters of the alphabet. Musical phrases are like words. Movements are full sentences, and the whole work is the whole story!
    - Some music is about something, like this work. It’s about \_\_\_\_\_\_\_\_. Other works are not about anything other than beautiful music.
* How does Jeannie feel?
* Where do you hear the Lion roar? (happens at 1:00, 1:06, 1:11, 1:17, and 1:49)
* How would you describe the Lion’s character based on the music?
  + Options: playful, serious, sad, etc
  + What words in the text support your description of the Lion’s character in the music?
* Video/Music questions
  + Introduce the parts of a piano. Use labeled piano with parts. Watch the video a second time, and instruct students to call out which parts of the piano they see.
  + What was your favorite part of the video?
  + Have you been to a classical concert before?
    - Does anyone play the piano? How about any other instrument?
    - Have you ever seen anyone play an instrument before?
      * Does the other instrument need to be played with fingers or with breath? Does it need to be hit with a stick?
    - What do you do at a classical concert? You sit and enjoy with your ears, but not with your voices. This piece has many parts (movements), and when they are all done, the audience shares their appreciation by clapping!

Ideas for Activities

* Kids have to do a drum roll with their hands on the desk or the ground whenever the lions roar is heard (use the second markers). The teacher must show them the appropriate time.
* Kids march around a small space “regally” like the lion, until the roar (part of character question)

Assessment:

1. Were the students engaged and participating in the activity?
2. Did the students demonstrate an understanding of the literature?
3. Were the students able to recognize features of the music that represented the animal well?

**Cocks and Hens (5-7 minutes)**

Musical Objectives:

Students will be able to:

1. deduce musical mood by literary cues
2. describe the music’s attributes, such as articulation and tempo

Common Core Objectives:

* RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
* RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
* RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
* SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Procedure:

1. Listen to the MP3 (not watch)
   1. guess the animal
   2. talk about what musical characteristics sound like the animals guessed
      1. (what makes you think it is what you guessed?)
2. Have a student read the poetry
3. Watch the video of performance

Questions for Discussion (Video is short, feel free to repeat)

* What is happening in the poem?
  + come up with the story of the rooster and the hens
* What can you hear the hens doing in the music?
* How do you think the rooster feels based on the text?
* Are the performers playing like chickens? How? (body motion, finger pecking, etc)

Ideas for Activities

* act out with one student as the rooster, and other students being the hen. The story must be in time with the music (use video)

Assessment:

1. Were the students engaged and participating in the activities?
2. Did the students demonstrate an understanding of the literature?
3. Were the students able to recognize features of the music that represented the animal well?

**Donkeys (Wild Asses) (3-5 minutes)**

Musical Objectives:

Students will be able to:

1. deduce musical mood by literary cues
2. describe the music’s attributes, such as tempo and dynamics

Common Core Objectives:

* RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
* RL.3.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
* RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
* RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
* SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Materials:

* paper
* colored pencils

Procedure:

1. Watch the video
2. Talk about Fast vs slow music, fast vs slow animals (fast and slow and how it relates to character)
   1. was this a fast or slow animal? Guess an animal
3. Talk about how certain words mean other things
   1. Have a student read poetry
   2. ask what the word “asses” means based on the context of the picture, poem, and music

Questions for Discussion (Video is short, feel free to repeat):

* When you watch the video, which part made you think of a herd of animals?
* Was the music loud or soft? Do you think that the donkeys would be loud or soft?
* What do you think the word “frenetic” means?
* What do you think “blazing” means? “blasted from the hilltops” comes before, so what do you think “blazing ‘cross the lawn” means?
* How does this music make you feel? How do you think Jeannie felt?
* What was your favorite part of the video?

Ideas for Activities:

* listen to the music and draw how it sounds.
  + What does their path look like?
  + Is it a straight line? Is it zig-zag? Are there circles?
  + Do they run up and down on a hill?
  + Where is Jeannie standing?

Assessment:

1. Were the students engaged and participating in the activities?
2. Did the students demonstrate an understanding of the literature
3. Were the students able to recognize features of the music that represented the animal well?

**Tortoises (6-8 minutes)**

Musical Objectives:

Students will be able to:

1. deduce musical mood by literary cues
2. describe the music’s attributes, such as tempo, melody, and harmony.

Common Core Objectives:

* RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
* RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
* RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
* RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
* SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Procedure:

1. Have a student read the poetry
   1. Talk about words that indicate how fast they think the music will be (slowness vs swiftness, creeping, glacial, diminished pace, crept etc)
2. Watch the video of performance
3. Introductory information
   1. The melody comes from a very fast dance called the Can-Can. (Watch short video of the Can-Can)
   2. Info about Tortoises
      1. live to be very old, etc

Questions for Discussion:

* Does the video look different than the other videos? How?
  + How does that make you feel?
  + Does it match the music?
  + Look at the tortoises in the picture. How do they look? Does the music match the tortoises’ expression?
* How fast are the performers moving?
  + Do they look happy or sad?
  + What is the melody? Sing the melody.

Ideas for Activities:

* Get up and walk with the rhythm of the music, like tortoises.
  + Don’t forget their facial expressions!
  + At the end, what do you think the tortoises do? (fall asleep, walk away etc)

Assessment:

1. Were the students engaged and participating in the activity?
2. Did the students demonstrate an understanding of the literature?
3. Were the students able to recognize features of the music that represented the animal well?

**Elephants (5-7 minutes)**

Musical Objectives:

Students will be able to:

1. deduce musical mood by literary cues
2. describe the music’s attributes, such as dynamics and pitch.

Common Core Objectives:

* RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
* RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
* RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
* SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Procedure:

1. Have a student read the poetry
   1. Talk about words that indicate the mood of the piece (mirth, jolly, laugh, relax, lazy)
   2. Ask about how they think it will sound. What are elephants like? Will it be slow or fast? Will it be loud or soft? Will it be happy or sad? Will it be high or low?
      1. What is high or low? Can someone sing a high note like a bird? Can someone sing a low note like the lion?
2. Watch the video of performance (give Youtube Link or download videos)

Questions for Discussion:

* What did the pianists do that looked like an elephant?
* What did the music do that sounded like an elephant?
* Were the elephants happy?
* Workshops work on main melody vs secondary lines/harmony
* Are the elephants moving in time together, or are they random/erratic?

Ideas for Activities:

* Movement activity! Put students in groups of 2 and 4. Pretend “synchronized swimming”
  + Use the clip beginning at 1:06 of only the ending for movement activity
  + Students should think on their own of their movements alone first.
  + pair up or square up
  + join with the class

Assessment:

1. Were the students engaged and participating in the activity?
2. Did the students demonstrate an understanding of the literature?
3. Were the students able to recognize features of the music that represented the animal well?

**Kangaroos (4-6 minutes)**

Musical Objectives:

Students will be able to:

1. deduce musical mood by literary cues
2. describe the music’s attributes, such as articulation and changing tempo.

Common Core Objectives:

* RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
* RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
* RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
* SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Procedure and Preliminary Discussion:

1. Listen to MP3
   1. What animal is this?
   2. Why do you think so?
   3. How does it sound? loud, soft, smooth, bouncy
   4. does the speed stay the same or does it change?
   5. are there a lot of animals or only a few?
   6. What are the animals doing?
   7. How do the animals feel?
2. Have a student read the poetry
3. Watch the Video

Questions for Discussion:

1. How do pianists motions relate to the poetry
   1. How do their facial expressions mimic the poetry?
2. Do the Kangaroos sound happy, sad, confused, etc?
3. How does Jeannie feel so far on her adventure?
4. As the music ends, what does it sound like
   1. does it sound like something is coming next?
   2. does it sound like it’s changing?

Idea for Activity:

1. Hop when music hops, pause when it pauses

Assessment:

1. Were the students engaged and participating in the activity?
2. Did the students demonstrate an understanding of the literature?
3. Were the students able to recognize features of the music that represented the animal well?

**Aquarium (8-10 minutes)**

Musical Objectives:

Students will be able to:

1. deduce musical mood by literary cues
2. describe the music’s attributes, such as articulation and pitch

Common Core Objectives:

* RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
* RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
* RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
* SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
* W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Materials:

* paper
* pencil

Procedure:

1. Talk about what land animals sound like and sea animals sound like (Don’t tell what this movement is about yet)
   1. land animals have legs make steps
   2. sea animals have fins and swim, making waves
      1. what do waves look like, what would the sound like in music
2. Watch the video
3. Talk about what the music sounded like (without sharing the answer).
4. Draw what you think it is (music plays the whole time they are drawing for inspiration)
5. Have a student read the poetry

Questions for Discussion:

1. Those who drew things from the sea, what sounds made you think of the sea?
2. What was different about this video (from the others) that made it seem like it was in the sea?

Idea for Activity:

* Students must write a descriptive narrative of the aquarium animals that Jeannie sees, using imagined experiences or events.

Assessment:

1. Were the students engaged and participating in the activity?
2. Did the students demonstrate an understanding of the literature?
3. Were the students able to recognize features of the music that represented the animal well?

**Personages (5-7 minutes)**

Musical Objectives:

Students will be able to:

1. deduce musical mood by literary cues
2. describe the music’s attributes, such as articulation and pitch

Common Core Objectives:

* RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
* RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
* RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.
* RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
* SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Materials:

* Paper
* Colored pencils

Procedure:

1. Have a student read the poetry
2. View the illustrations
3. Listen to the MP3 without video

Questions for Discussion:

1. After reading the poetry and viewing the illustrations:
   1. ask what this animal is
      1. made up or real?
      2. how can you tell?
2. Here’s why it is made up--it was not normally in the zoo, but in the imagination of Saint Saens...
   1. he composed a lot of things, but not everyone liked everything
   2. there were people called critics who didn’t always like his music, and sometimes said mean things about the music he wrote
   3. so naturally he didn’t like them
   4. so he wrote this piece about them, and in his imagination, they were animals in the zoo, so he made them sound funny
   5. If he didn’t like them, what do you think it will sound like
3. After listening to the piece:
   1. did you like it
   2. why or why not
4. Watch video

Ideas for Activities:

1. Make up your own personages and describe them
2. draw them
3. show and tell

Assessment:

1. Were the students engaged and participating in the activity?
2. Did the students demonstrate an understanding of the literature in the discussion?
3. Did the students understand the historical context of the critics?
4. Were the students able to recognize features of the music that represented the animal well?
5. Did their personages reflect either the poetry or the historical context?

**Cuckoo (6-8 minutes)**

Musical Objectives:

Students will be able to:

1. deduce musical mood by literary cues
2. describe the music’s attributes, such as tempo, dynamics, and rests

Common Core Objectives:

* RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
* RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
* RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
* SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Procedure:

1. Have a student read poetry
2. Watch video

Questions for Discussion:

1. How does Jeannie feel?
2. How many animals are there?
3. Describe the scene, referencing the poetry’s specific text as support
4. Questions about the video:
   1. Why does it get dark?
   2. When does it get dark? Does the music move slowly or quickly during the darkness?

Idea for Activity:

* Watch and listen twice, and whistle when the cuckoo sound occurs.

Assessment:

1. Were the students engaged and participating in the activity?
2. Did the students demonstrate an understanding of the literature?
3. Were the students able to recognize features of the music that represented the animal well?

**Aviary (10-12 minutes)**

Musical Objectives:

Students will be able to:

1. deduce musical mood by literary cues
2. describe the music’s attributes, such as tempo and pitch

Common Core Objectives:

* RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
* RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
* RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
* SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Procedure and Discussion:

1. Watch the video
   1. Is the music fast or slow?
   2. high or low?
   3. happy or sad?
   4. Is the animal big or small?
   5. what kind of animal is this?
2. Have a student read the poetry
   1. How does Jeannie feel?
   2. What was your favorite part of the video? (You can watch it again)
   3. How do the performers look? Happy, sad?
   4. Which parts of the music are the birds?

Idea for Activity:

1. Put class into groups, if it is a large class. Every student makes a paper airplane, tape ribbon to the back of the plane (to show fluttering)
   1. Different students or groups throw their paper airplanes at the beginning of each phrase
   * New phrases begin at 0:05, 0:09, 0:13, 0:17, 0:21, 0:30, 0:35, 0:39, 0:44, 0:48, 0:53, 0:58, and 1:03.

Assessment:

1. Were the students engaged and participating in the activity? Did they release their “birds” at the correct times?
2. Did the students demonstrate an understanding of the literature?
3. Were the students able to recognize features of the music that represented the animal well?

**Pianists (3-5 minutes)**

Musical Objectives:

Students will be able to:

1. deduce musical mood by literary cues
2. describe the music’s attributes, such as dynamics and direction (going up, going down)

Common Core Objectives:

* RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
* RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
* RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.
* RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
* SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Procedure:

1. Have a student read the poetry
2. Watch the video

Questions for Discussion:

* Who is working hard in the cage?
* what are piano players called?
* what does the word pupil mean?
* What words make you think that the pianists are working hard?
* Who are Van Cliburn, Glenn Gould, and Horowitz?
* What is happening between the two pianists in the video?

Assessment:

1. Did the students demonstrate an understanding of the literature?
2. Were the students able to recognize features of the music/video that represented the story well?

**Fossils (8-10 minutes)**

Musical Objectives:

Students will be able to:

1. deduce musical mood by literary cues
2. describe the music’s attributes, such as articulation and tempo

Common Core Objectives:

* RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
* RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
* RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
* SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Materials:

* Print outs of the xylophone
* Scissors
* Glue
* Extra paper
* Disposable chopsticks
* Two marshmallows per student
* Colored pencils

Procedure:

1. Have a student read the poetry
2. Watch the video

Questions for Discussion:

* + What animal is this?
  + Who knows what a xylophone is?
    - watch clip of a xylophone player on youtube (<https://www.youtube.com/watch?v=oLlNU-kCBhw>)
    - How does a xylophone work? Is it played with fingers, blown into with your mouth, or hit with sticks?
    - The sticks are called mallets
    - The xylophone is made up of lots of pieces. They are arranged from the biggest piece on the left to the smallest piece on the right.
  + Was it fast or slow? (Fast)
  + Were they happy or sad? (Happy) How do you know? What words in the poetry tell you the fossils are happy?
  + What does this make you think of?
  + What was your favorite part of the video?
  + Do the pianists look like they’re having fun?

Idea for Activity:

1. Make a cut out/artwork of the xylophone and let the kids put everything in the right places

* give them all chopsticks and two marshmallows
* put the marshmallows at the end of each stick for “mallets”
* play your xylophones along to the music!

https://www.youtube.com/watch?v=oLlNU-kCBhw

Assessment:

1. Were the students engaged and participating in the activity? Did they arrange their xylophones according to size?
2. Did the students demonstrate an understanding of the literature?
3. Were the students able to recognize features of the music that represented the animal well?

**The Swan (7-9 minutes)**

Musical Objectives:

Students will be able to:

1. deduce musical mood by literary cues
2. describe the music’s attributes, such as tempo and articulation (ex: smooth or bumpy)

Common Core Objectives:

* RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
* RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
* RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
* SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Procedure and Preliminary Discussion:

1. Watch the video
   1. What kind of animal is this? Options:
      1. fast
      2. slow
      3. angry
      4. calm
      5. happy
2. Have a student read the poetry
   1. What is a cygnet?

Questions for Discussion:

1. What time is it?
2. What happens to Jeannie?
3. How does she feel?
4. Review: what animals has she seen so far? Who can name the most animals?
5. Do you think we are close to the end of the story? What words in the poetry make you think yes or no?

Ideas for Activities:

1. Get up and dance with the video
2. Act it out (several cygnets, one Jeannie, mother, father)
3. At the end, everyone “falls asleep”.

Assessment:

1. Were the students engaged and participating in the activity?
2. Did the students demonstrate an understanding of the literature?
3. Were the students able to recognize features of the music that represented the animal well?

**Finale (12-14 minutes)**

Musical Objectives:

Students will be able to:

1. deduce musical mood by literary cues
2. describe the music’s attributes, such as articulation and pitch

Common Core Objectives:

* RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
* RL.3.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
* RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
* RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
* RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
* RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.
* RF.3.4 Read with sufficient accuracy and fluency to support comprehension.
* SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Materials:

* Print outs of animals
* Scissors
* Popsicle sticks
* Glue
* Colored pencils

Procedure and Preliminary Discussion:

1. Have a student read the poetry
   1. What is happening in the poetry
2. Watch the video
   1. What can you hear in the music
   2. Which animals do you hear?
   3. What was your favorite part of the video?

Questions for Discussion:

1. What is a finale?
   1. What word do you see in the word finale? (Final)
2. Did it end quietly or loudly?
   1. quickly, or slowly?
3. Does it sound like Jeannie was happy or sad?
4. What animals would you have included in your finale?
5. Which animal was your favorite? Why?
6. Did the ending feel like the end? why?

Ideas for Activities:

1. Make cut outs of animals
   1. put on popsicle sticks
2. Have the kids raise the animal that they hear during different parts of the piece
   1. give the teachers seconds so that they know the right answer

Assessment:

1. Were the students engaged and participating in the activity?
2. Did the students demonstrate an understanding of the literature?
3. Were the students able to recognize features of the music that represented the animal well?