

# Freddie the Frog® and the Mysterious Wahooooo Storytime Music Event 3

By Sharon Burch, Author/Music Educator

## Reading Event Sequence

1. Echo clapping game.
2. Mirror game.
3. Meet Freddie the Frog® puppet.
4. Sing “Hello, Freddie”
5. Read interactive story with audio playing.
6. Review story music concepts.
7. Play a singing game.
8. Introduce and demonstrate Internet games and iPad app.
9. Coloring pages to send home.
10. Announce and invite to the next reading event.
11. Optional craft: Make-and-Take Instrument.

## Materials Needed:

- Audio player and speaker
- Freddie the Frog puppet
- Book/CD: ***Freddie the Frog® and the Mysterious Wahooooo***
- Recording of “**Andante**” track (on audio CD included in book)
- Recording of “**Tempo Island Conga**” (on audio CD included in book)
- Printed coloring page with reading event information on back for each participant
- Optional computer and large monitor or screen projection for Internet games
- Optional Make-and-Take Instrument materials

## Sequence details:

**Step 1.** Ask students to sit on the floor facing adult leader.

**Step 2. Echo Clapping Game** (The Echo Clapping Game engages the attention of the people in the room and gives you “control” of the room.)

- Clap a short rhythm pattern; wait for children to echo.
- Repeat a few times with different rhythm patterns.

**Step 3. Mirror Game** (The Mirror Game continues to engages the attention and focus of the people in the room and prepares them for listening.)

- **SAY: Freddie loves games. One of his favorite games is the mirror game.**
- **SAY: I’m looking in my mirror and you are my giant mirror.**

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- **ASK: Do mirror's talk?** (Wait for the children to answer, "no.")
- **ASK: Do mirror's echo?** (Wait for the children to answer, "no.")
- **SAY: Begin.**
- Begin with simultaneous movement of both hands/arms. Move slowly enough that the whole room can move with you, mirroring your actions.
- **STOP AND SAY: Great job! Now, the game begins. The better you do, the harder I will try to make it. I'm going to try to fool you.**
- Continue playing adding silly and scary faces for the kids to mirror. Gradually increase the speed of movement or unique movements to "fool" the kids.
- End by mirroring bring hands slowly down and folded in their laps.

### Step 4. Ask students to "do their job" so they can sing to Freddie the Frog.

- Wait for students to sit quietly, hands to themselves, to show Freddie that they are ready.
- If students are wiggly and not listening, pretend that Freddie is a little scared and sad. He thinks that they do not want to sing his song.
- When students are ready, THEN sing, "Hello, Freddie."
- "Hello, Freddie" (Tune of "Where is Thumbkin." [Click here to listen to audio.](#))

### Transition: Freddie wants to tell them another story—with instruments! (Or use two-finger tapping for Freddie and patting on thighs for Eli.)

- Set Freddie near the audio source to "prepare the music."
- Show students a shaker/small maraca and a pair of rhythm sticks.
- Tell the students that you are looking for students "doing their job" to play the instruments. (Everyone should immediately sit straight and quietly.)
- Instruct half of the class to come to the front of the room and sit in rows close to your "reading time" chair.
  - Half of the students sit in short rows facing the teacher on the left; other half, on the right.
  - Half of the students in front of your right side will play the beat with rhythm sticks (Eli's part).
  - Other half of the students in front of your left side will play the rhythm pattern with shakers (Freddie's part).
- Once the students are sitting in front of you, demonstrate how to play the rhythm sticks to the right half.
  - Distribute to those who are "doing their job."
  - Ask, "What happens if you forget to do your job?" (Wait for the kids to say, "Take them away.") Agree and distribute.
  - If a student "forgets" and is playing when not asked or doing something they should not, quietly, take them away. After a little bit, ask if they can do their job, and give them back. Continue the pattern with consistency, and they will handle their instruments as instructed.
  - Practice establishing and playing the beat.
  - Practice the cue to stop playing and listen.

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- Repeat the process with the other half of the students, demonstrating how to play the rhythm pattern with shakers (Freddie's part).

### Step 5. Share book/audio CD, *Freddie the Frog® and the Mysterious Wahooooo*, by Sharon Burch/illustrated by Tiffany Harris

- (See "[Mysterious Wahoooo](#)" video clip for overview.)
- Play the audio and turn the pages, cue students when to play/stop their instruments along with Freddie and Eli as directed above.

### Step 6. Sing and beat movement to "Tempo Island Conga" recording.

- Follow the directions in the words of the song.
- Ask students to stand with their instruments, placing their feet where their bottom was.
- Lead a conga line with instruments.
- At the end of the song, lead the conga line so kids are back where they originally were seated.
- Lead them by a basket or instrument tub for kids to return their instruments on their way back to their seat.

**Transition:** Ask students to sit where their feet are.

### Step 7. Create, chant, and tap rhythm patterns.

Use one of the three options:

- "Andante" track and the magnetic rhythm board
  - Internet [Tempo Island Game](#)
  - Freddie the Frog® iPad App
1. SAY: I'm going to pick someone who is "doing his or her job." (Wait and pick someone paying full attention and sitting quietly.)
  2. SAY: How many things are in a rhythm pattern? (4)
  3. SAY: Choose one thing to place in one of the four rectangles to create a new rhythm pattern. (Wait for child to choose one magnet or drag a rhythm note on top of one of the four rectangles.)
  4. SAY: Let's chant and tap \_\_\_\_\_'s new rhythm pattern like Freddie and his friends chanted in the book.
  5. Play the "Andante" track and chant and tap the rhythm pattern together, repeating until a new child creates a new rhythm pattern.
  6. After several children have a chance to create a rhythm pattern, transition to the next step.

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**Step 8.** If you previously used the magnetic rhythm board and **alarge Internet screen display is available**, Introduce and demonstrate FreddieTheFrog.com Internet games and Freddie the Frog® iPad app. [Tempo Island Game](#)

**Step 9.** [Coloring pages](#) to send home.

**Step 10.** Announce and invite to the next reading event (printed on the back side of the coloring page).

**Step 11. Optional Make-And-Take Instrument (invite parents/care provider to help their child).**

- Demonstrate the steps of making an instrument as described below while everyone is still in seated and listening position.
- Direct kids and grownups to “stations” to work on making their instrument.

### **Maraca**

#### **Materials:**

- **Small plastic cups or small, short water bottles**
- **Colored tissue paper and diluted glue (water mixed with glue to create a paintable glue coating)**
- **White rice**
- **Colored masking tape**

1. Use two small plastic cups, or small, short water bottles to make the maracas.
2. Tear or cut small pieces of colored tissue paper.
3. Paint a coat of diluted glue on the cups or bottle.
4. Place small pieces of colored tissue paper on the glue and allow time to dry.

#### **NOTE:**

- **If doing this activity in one reading event**, do steps 1-4 at the beginning of the reading event, prior to the games and story time to allow glue to dry.
- **If doing a series of reading events with the same children**, do steps 1-4 at the end of the Mysterious Wahooooo reading event; steps 5-8 at the end of the Bass Clef Monster reading event.

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5. Carefully fill the small water bottle or one small plastic cup approximately half full with rice.
6. Screw on the lid of the water bottle. If using two plastic cups, place the second cup upside down on top of the first cup with rice to create a “lid,” rim to rim.
7. Use colored masking tape to seal.
8. Paint a second coat of diluted glue over the tissue paper to seal. Let dry.

Shake to the beat and enjoy.

[http://www.ehow.com/how\\_6622127\\_make-homemade-instruments.html - ixzz2v2d2BZ3U](http://www.ehow.com/how_6622127_make-homemade-instruments.html - ixzz2v2d2BZ3U)

Stand, turn in direction of the line and leave to give Freddie a hug and return to their parents/care provider.

Follow Up Activities:

Next reading event, share **Freddie the Frog® and the Bass Clef Monster** book/CD, note name review, and follow up singing and movement.

Resources and References:

Video clips of Sharon Burch and kids at: <http://youtu.be/nPiJH1aRVPw>

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