

GIVE YOURSELF A HIGH FIVE

Tennessee Performing Arts Center



2013-2014

HOT SEASON FOR YOUNG PEOPLE TEACHER GUIDEBOOK



SEASON SPONSOR



A Note from our Sponsor

For over 125 years Regions has been proud to be a part of the Middle Tennessee community, growing and thriving as our area has. From the opening of our doors on September 1, 1883, we have committed to this community and our customers.

One area that we are strongly committed to is the education of our students. We are proud to support TPAC's Humanities Outreach in Tennessee Program. What an important sponsorship this is – reaching over 25,000 students and teachers – some students would never see a performing arts production without this program. Regions continues to reinforce its commitment to the communities it serves and in addition to supporting programs such as HOT, we have close to 200 associates teaching financial literacy in classrooms this year.

Thank you, teachers, for giving your students this wonderful opportunity. They will certainly enjoy the experience. You are creating memories of a lifetime, and Regions is proud to be able to help make this opportunity possible.

Jim Schmitz
Executive Vice President
Area Executive
Middle Tennessee Area



Dear Teachers,

We are delighted that you have chosen to bring your students to GIVE YOURSELF A HIGH FIVE in concert at the Tennessee Performing Arts Center! This lively performance has evolved from classroom to recording studio to stage, created by teaching artists - and inspired by Pre-K and Kindergarten educators.

The songs, poems, and music selections were written and recorded especially for three-to-five year-old children. Each has a sense of play and joy that makes them wonderful teaching tools and great fun for children.

The voices you hear are familiar to anyone who has worked with TPAC's Wolf Trap Early Learning Through the Arts program in Nashville. These are YOUR teaching artists! Each one is an accomplished artist and performer, bringing their creative gifts to your classrooms, and now to stage in this concert created for you and your students.

The Tennessee Performing Arts Center is proud to have produced this original CD, and to distribute it along with this guidebook. We hope the songs and poems will inspire you and your children before and after the concert, and that they will find a permanent home in your classroom. This guidebook has more information about the concert, including song lyrics, lessons, and inspiration for classroom activities.

We know your children will have a great time at the performance, and with you guiding the way, it will open the doors to inspired teaching and joyful learning.

With sincere appreciation for all you do for our youngest learners,

TPAC Education



Give Yourself A High Five!

Guidebook for Teachers Table of Contents

Introduction

About the Concert
Making Cover Art

Themes and Activities

- 1. Healthy You! Learning Healthy Habits** (*Sugar Slump, You Brush Your Teeth, Billy and the Bacteria*)
- 2. Playing with Stories and Poems**, (*Jack and Jill, Little Hector, Goldilocks, Little Ms. Muffet, Listen to Your Mama, Humpty!, The New Itsy Bitsy Spider*)
- 3. Building a Positive Classroom** (*Give Yourself a High Five, Raise Your Hand and Somebody Near You*)
- 4. Make a Simple Puppet**
- 5. Listening & The Rainforest** (*A Walk through the Rainforest*)



Visit the **Give Yourself a High Five Website** for all of the songs and poems, more about the artists, and coloring sheets for children.

www.tpac.org/highfive

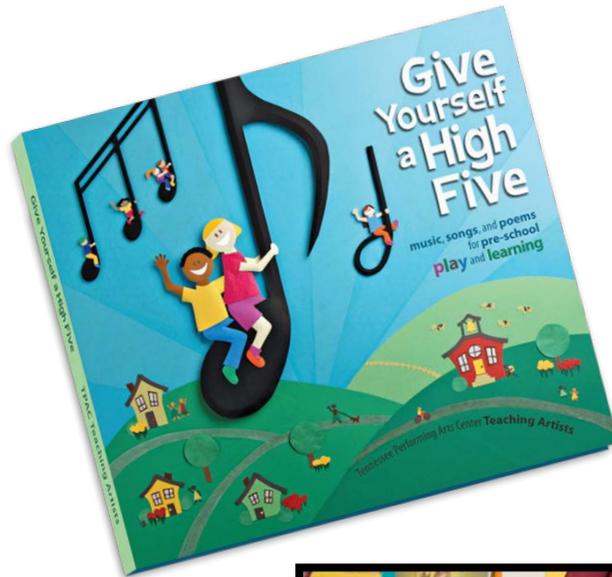
Give Yourself a High Five

at TPAC April 23-25, 2014

Teachers,

These songs and poems are planned for the concert, and we encourage you to listen to each of them on the CD with your children before they come to TPAC. This guidebook offers suggestions about ways you can play and include the songs in thematic lessons. We hope you and your children will discover some new favorites so they can sing along!

Somebody Near You
Raise Your Hand
Little Hector
The New Itsy Bitsy Spider
Goldilocks
A Walk Through the Rainforest
Sugar Slump
You Brush Your Teeth
Billy and the Bacteria
Blues Away
Jack and Jill
Listen to Your Mama, Humpty
Little Ms. Muffett
Give Yourself a High Five



(left to right) **Kathleen Lynam, Jamie London, Dan Sherrill, Ginger Sands, Rachel Sumner**

Hint

The stories, songs and poems listed in the blue circles throughout this guidebook will be performed at TPAC, and many will have special additions!



CD cover art in progress

Cover Art Graphic artist Jennifer Wright created original art for the CD cover using cut paper techniques. She then created an expanded view of the landscape for the stage concert. (image below)



Make Your Own: Look at book covers and talk with your children about the illustrations. Why did the illustrator choose a certain picture for the cover? What do book covers tell a reader? Create a bulletin board background for the class. Young children can practice cutting with scissors to add shapes and features that represent their own favorite stories, songs and poems.



At the performance: Teachers, our audience can listen, clap and sing along! The performers will help you know when it's time to participate and when it's time to listen. After the show, there will be time to ask questions and share comments.



Healthy Friends

The Give Yourself a High Five concert includes songs and poetry that have a little fun with some of the healthy things we have to remember: don't eat too many sweets, brush your teeth, and clean away the germs.

Billy and the Bacteria

This special poem by Kathleen Lynam tells what happens when Billy's mother discovers that he has not been brushing his teeth...bacteria! The poem and imagery are a great introduction to new vocabulary and establishing healthy routines.

Discuss with the class: What are ways that we take care of our bodies so that we will be healthy?

Wash our hands
Cover coughs and sneezes
Brush your teeth

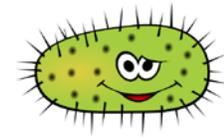
Why? Germs! Introduce the word "bacteria". Germs are a kind of bacteria that can make us sick. Bacteria are alive and are so tiny we can't see them without a microscope, but we can imagine what they might look like!

What do you think bacteria looks like? Show a small soft object, like a bean bag or a simple hand puppet. Ask the children to use their imaginations and think of ways that would make it more like bacteria. What colors would it be? What does it smell like? How does it move? Is it fast or slow? Give it a name. Does it have a voice? What does it sound like? Where does it live? What does it do? How do we stop it?

Share this part of Kathleen Lynam's poem in your best bacteria voice!

"I'm a Bacteria!
Isn't it a hoot!
I'm here to destroy, to infect, to pollute!
I'm purple and yellow
With big spots of green,
I look like a monster
And I smell like sardines!"

Tell the class to watch and listen closely to Ms. Kathleen at TPAC, and they might get to see the bacteria.



Billy and the Bacteria

By Kathleen Lynam

Billy's mother was close to hysteria,
He hadn't brushed his teeth-
They were full of bacteria!
"Bacteria," said Billy
"what are they? And why,
Do they live in my mouth?
Ah, please, Ma, don't cry."

The bacteria knew it was
time for some fun
He'd scare both the mother
and her cute son.

"I'm a Bacteria!
Isn't it a hoot!
I'm here to destroy, to infect, to pollute!
I'm purple and yellow
With big spots of green,
I look like a monster
And I smell like sardines!"

Billy's mother collapsed on the bed,
She grabbed a clean tissue,
Wiped her eyes and she said,

"Oh Billy, my Billy,
What am I to do?
Your teeth are so filthy
All covered with goo!

If you don't brush,
Your teeth will fall out-
You'll have to eat only oatmeal
And cold sauerkraut!

Billy heard enough - not a moment to
waste!
He used all the floss, and fluoride and
toothpaste.

"Oh good boy, Billy!
You listened to my warning."
Of course, they'll go through it,
All again in the morning.

Did *The Very Hungry Caterpillar* have a Sugar Slump?

Listen to the CD!

Billy and the Bacteria
Sugar Slump
You Brush Your Teeth

The song “Sugar Slump” is about what happens when we eat too many sweets. What is a sugar slump? Use the story of *The Very Hungry Caterpillar* by Eric Carle to talk about how food can make us feel. Then count, sort and chart what he ate to see why he felt so bad at the end of Saturday!

1. Read the story to the class. Review the sequence of days and what the caterpillar ate. Ask the children to name some of the foods he ate. There is a tool we can use to help us remember - let’s make a chart!



2. Create a chart with headings like the one below, on the board or as a handout. Read the story together again, and as you go, ask the children to sort, count and tally the caterpillar’s foods. Fill out the chart as a class, (older children can work independently). Put the types of food in order from Most to Least.

Fruits	Sweets	Vegetables	Meat & Cheese
apple			
pear			
plum			
strawberry			
orange			
watermelon			
7			

3. Sweet treats are okay sometimes, but the caterpillar ate ALL of the sweets on Saturday! Ask the children to show in their bodies how the caterpillar felt after he ate all those sugary foods. Show how you would move if you ate too much? How do you move when you are feeling great? How do you move when you are so tired? Let the children fall to the floor, then stay there to listen.

4. Everybody feels hungry like the caterpillar, and we can choose good things to eat that will keep us going strong. Too many sweets will make us feel full for a little while but then later we feel tired. That’s called a “Sugar Slump.” Ask the children to show what we look like when we slump. Look at the picture of the caterpillar after he ate so much on Saturday! What did he do to feel better? He stopped eating sugary sweets and ate a healthy green leaf – that’s a vegetable for a caterpillar!



Learning Together

Morning greetings and daily routines are so important for establishing a positive classroom environment. These three songs reinforce, in a delightful way, how respect for ourselves and others will build community.

Somebody Near You is a fun and interactive song to practice how we greet one another, cooperate with friends, know our routines and listen to instructions.

Using the list below, practice each activity with friends in the classroom. Older children can try to remember the sequence and predict what action will come next in the song. Once they have this mastered, play the song, ask everyone to listen carefully, and follow along!

What else do we do with friends at school?
Say please & thank you, share, take turns, go for a walk, eat our lunch, etc. There is an opportunity for the children to make up their own action, or choose a favorite to repeat. Be prepared – the song moves quickly!

Shake hands

Smile and wink

Say Hi (wave, make eye contact)

Stand up

Clap your hands

Stomp your feet

Wiggle like a tree in the wind

Dance around

Hop up and down

Sit back down

Scratch a back

Wave Bye!

*Note: During the live concert, the words will be altered so that children will not be asked to stand up at their seats.

Somebody Near You By Mary LaFleur

Shake the hand of somebody near you, somebody near you,
somebody near you.
Shake the hand of somebody near you, somebody next to you.
Smile and wink at somebody near you, somebody near you,
somebody near you.
Smile and wink at somebody near you, somebody next to you.

Say, "Hi." Say, "Bye."
Now, get up on your feet but keep list'ning to the beat.

Clap your hands with somebody near you, somebody near you,
somebody near you.
Clap your hands with somebody near you, somebody next to
you.
Now stomp your feet with somebody near you, somebody near
you, somebody near you.
Stomp your feet with somebody near you, somebody next to
you.

Say, "Ho." "Let's go."
Now, wiggle with a friend like two trees out in the wind.

Dance around with somebody near you, somebody near you,
somebody near you.
Dance around with somebody near you, somebody near you,
somebody next to you.
Now, hop up and down with somebody near you, somebody
near you, somebody near you.
Now, hop up and down with somebody near you, somebody
next to you.

Hey you! What's new?
Now, sit back on the floor, we're not hoppin' anymore.

_____ with somebody near you, somebody near
you, somebody near you.
_____ with somebody near you, somebody next to
you.

Scratch the back of somebody near you, somebody near you,
somebody near you
Scratch the back of somebody near you, somebody next to you.

Say, "Hi." Now wave "Bye."
This game is gonna end, someday we can play again.

Copyright © 1996 Beclidon Music, BMI. All rights reserved.
Used by permission.

Listen to the songs on the CD!

Somebody Near You
Raise Your Hand
Give Yourself a High Five!

Give Yourself a High Five

Celebrate the things you do!

Talk with the children about the “high five.” It’s a way we congratulate someone for accomplishing something special.

How many fingers are in a high five? Try it with a friend. How would you give yourself a high five? Why is it important to give yourself a high five? What makes you feel proud?



Make a High Five bulletin board including the children’s names and hand prints. As a class, decide on what we do at school, at home, and in our community that we should celebrate with a high five. Add pictures and/or words to the bulletin board.

What are your classroom top five things to celebrate?

- We solve problems together
- I am good listener
- We take care of ourselves and our feelings
- I use kind words
- We show respect for our classroom and school

Give yourself a high five and then pass it on!

Who do you think deserves a special high five? (families, friends, firemen, teachers and school staff, etc.)
Surprise someone with a high five so they will know they are awesome!

Raise Your Hand!

Who has an answer to share?

Have fun singing and listening to this song together. Make a game in which the children must raise their hands to answer your questions.

Here are some suggestions related to your field trip to TPAC.

- Play the CD and ask the children to listen closely. Count how many times you hear Ms. Jamie sing the words “raise your hand.” (She repeats it 18 times!)
- Do you think she will sing this song exactly the same way when we see and hear her at TPAC?
- When we go to TPAC, how will we get there?
- Who knows what we will see at TPAC? (a stage, singers, instruments, lots of children, etc.)
- Does anyone want to guess how many seats there are in TPAC’s Polk theater? (991)
- What is an “audience”? What are some things we will do when we are the audience? (listen, focus eyes on the performers, clap to show we appreciate them)



Stories and Poems

Adapting a traditional story, song or poem is a fun way to explore how writers use their imagination. There are many surprising examples on the *Give Yourself a High Five* CD in which the music and events have changed from the classics. If your children are not familiar with the original versions, begin with sharing those and then compare and contrast them to what they hear on the CD.

Listen to the CD!

Little Ms. Muffet
Goldilocks
Jack and Jill
The New Itsy Bitsy Spider
Listen to Your Mama,
Humpty!

Stories

There are many ways to actively engage children in understanding and creating stories:

- Sequence using story boards and pictures.
- Find new vocabulary.
- Re-tell the story as a song or poem.
- Add more to a familiar story – what happens next?
- Change the setting, add a new character.
- Re-create a story in a class book with the children's art work.

Why did Humpty climb the wall?

As a group talk about some possible reasons Humpty wanted to climb the wall. Did he have a good reason? Was he looking for something? What did he see while he was up there? Encourage new ideas, and involve the children in pretending that they are Humpty with his friends.



Listen to Your Mama, Humpty!

By Kathleen Lynam

Humpty Dumpty
Sat on a wall,
Humpty Dumpty had a great
fall.
All the king's horses
And all the king's men
Couldn't put Humpty together
again...

Now earlier that day,
When Humpty Dumpty went
out to play,
Humpty's mother told him to,
"Stay right in the backyard;
Don't go near that new wall!"

But Humpty didn't listen,
He didn't listen at all.
"I do what I want!
I'm the boss around here!"

I'm big, and I'm strong; I've got
nothing to fear!
'Specially that wall-
Why it's not so high.
Bet I could climb it, easy as pie!"

Well, you all know what
happened;
Humpty wasn't very smart.
So you better listen to your
mothers,
so you don't fall apart.



Characters

Story characters can become friends with a little imagination. Try “getting to know” some familiar characters by pretending, then create your own characters and new stories!

Try some drama techniques to help bring story characters to life:

- **Use simple costume pieces for characters.**
- **Use puppets for characters.**
- **Act it out together.**
- **How would the characters show their feelings with their faces and bodies?**
- **What do the character’s voices sound like?**

Miss Muffet and The Spider

With special thanks to Rachel Sumner

Explore the traditional verse of Miss Muffet by acting out the characters as a group. Give each character a personality and emotions. Imagine the reasons why they behave like they do.

Ask the children to pretend as you give them these prompts: Show how Little Miss Muffet walks? What kind of shoes is she wearing? Show how she sits, eats.

Practice showing emotions with facial expressions. Does Miss Muffet like curds and whey? How does her face look when she sees the spider?

How can you move your body like a spider? Use your fingers and then whole body.

What does the spider want from Miss Muffet? To be friends? To eat some curds and whey? Show this with your body. How does the spider react when Miss Muffet runs away?

Ask the children about the ending of this verse. What happens? Are they happy?

What could these characters do to become friends?

Imagine an alternative scenario and act them out as a group.



Listen to the song on the CD, or read it to the class. This is just one way a writer imagined a different story for Ms. Muffet and the spider.

After the children listen to the new “Little Ms. Muffet,” ask them to color a picture of the garden with these two friends.

Little Ms. Muffet

By Rachel Sumner



Little Ms. Muffet sat on a tuffet
Eating her curds and whey.

Along came a spider and sat down beside her,
And Little Ms. Muffet said, "Hey. Hey!"

"Mr. Spider, Mr. Spider, won't you come into my
garden to stay?

Hey, hey, Mr. Spider, Mr. Spider, won't you
come into my garden to stay?"

"See, I've got a problem the bugs are startin'
To eat everything in my vegetable garden.

So come out back to my little plot
'cause you could help a lot! Hey, hey!"

"Mr. Spider, Mr. Spider, won't you come into my
garden to stay?

Hey, hey, Mr. Spider, Mr. Spider, won't you
come into my garden to stay?"

"Mr. Spider, Mr. Spider, won't you come into my
garden to stay?

Hey, hey, Mr. Spider, Mr. Spider, won't you
come into my garden to stay?"

"So find a cozy place and start to spin.

It's the perfect relationship 'cause we both win.

You eat the bugs, and I'll eat the peas.

Stay as long as you please! Hey, hey!"

"Mr. Spider, Mr. Spider, won't you come into my
garden to stay?

Hey, hey, Mr. Spider, Mr. Spider, won't you
come into my garden to stay?"

Hey, hey, Mr. Spider, Mr. Spider, won't you
come into my garden to stay?"

Won't you come into my garden to stay, hey?"

Won't you come into my garden to stay, hey?"

Right this way...

Copyright © 1993, Songs by Rachel, ASCAP. All rights reserved.
Used by permission.



Make a Simple Animal Puppet

Courtesy of Kathleen Lynam

This little puppet is great for small fingers, and is easy and inexpensive to make using foam make-up wedges.

Materials

- Wedge shaped makeup sponges
- Craft glue or hot glue
- Tempera paint
- Decorations: eyes, felt, feathers, buttons

Instructions

Paint two foam wedges. Use red paint on the top surface of each wedge for its mouth. Paint the other surfaces of the wedges whatever color you want your puppet character to be. Let dry.

Stack the two wedges one on top of the other so that the red surfaces are touching, just like the inside of a mouth.

Glue together the larger ends of the wedges inside the back of the mouth. Use 2 or 3 dots of glue from a hot glue gun to cover about a ¼ inch of the surface.

When it dries, you can pinch the wide end of the puppet to open its mouth. Decorate with eyes, hair, feathers, bric-brac for teeth, felt pieces, etc.

Name your puppet – and give it a voice to match its personality!



Foam Make Up Wedges



Listen to the CD!

A Walk Through the Rainforest

Exploring the Rain Forest

A rain forest is a vast area of wet, warm and ecologically diverse forest. The largest rain forest is the Amazon Rainforest in South America.

There are plants and animals in the Amazon Rainforest that are not found anywhere else in the world, with so many animals living there that we cannot even know exactly how many. New species are still being discovered! Sadly, parts of the rainforest are in danger. Plants and trees that provide food and homes to the animals are being destroyed as people move closer with vehicles and buildings. It is important to know about the rain forest and take care of it.

The Amazon Rainforest is very far away and not easy to visit, but we can learn about it by looking at pictures, reading, and asking questions.

The song “**A Walk Through the Rainforest**” is an imaginary visit to the rainforest. All of the sounds in this song are produced by instruments, but when you listen, they sound like nature.

Listening Closely

- Get your ears warmed up and practice listening. Ask your class to sit very quietly with their eyes closed and voices quiet. When everyone is ready, make a few distinct sounds: for example, paper rustling, footsteps, a pencil tapping.
- Tell the children to listen and raise their hands quietly when they think they know the sound.
- Open eyes and ask them to share what they heard.
- Repeat with a few more sounds.
- Next, ask them to sit very quietly again and just notice the sounds that are around the room. The hum of an air conditioner? Voices in a hallway? Footsteps? Cars outside? Ask for volunteers to share what they hear.
- Play part of the song on the CD and listen. Are these sounds familiar? What do they make us think of? What pictures come into your head when you listen?

More ideas about the rainforest

Imagine you are walking through a rain forest. What are some of the sounds you might hear?

Footsteps walking	Bugs buzzing	Bird calls – loud and soft	Snake hissing
Wings flapping	Fish splashing	Tiger growling	Rain falling

If your classroom has percussion instruments, try out different sounds to find out which ones might sound like nature. Or color pictures of a favorite animal living in the rainforest.

There are many on-line resources for coloring pages and work sheets and projects themed around the rainforest. We encourage you to explore the science, nature and beauty of this topic with your children.



ANIMALS IN THE RAINFOREST

Red-Eyed Tree Frog
Blue Morpho Butterfly
Toucan
Bengal Tiger
Gorilla
Lemur
Sloth
Spider Monkey
Parrot
Anaconda
Piranha

THANK YOU TO OUR SPONSORS!



- | | | |
|----------------------------------------------|-------------------------------------------------|----------------------------------------------|
| Adams & Reese | Earl Swensson Associates, Inc. | The NewsChannel 5 Network |
| Aladdin Industries Foundation, Inc. | Enterprise Holdings Foundation | Nissan North America, Inc. |
| American Airlines | Ernst & Young LLP | NovaCopy |
| AT&T | Ezell Foundation | The Pfeffer Foundation |
| The Atticus Trust | Patricia C. & Thomas F. Frist Designated Fund* | Justin and Valere Potter Foundation |
| Bank of America | Gannett Foundation | Premier Parking / Public Square Garage |
| Baulch Family Foundation | GroupXcel | Publix Super Markets Charities |
| BlueCross BlueShield of Tennessee | HCA - Caring for the Community | Raymond James |
| Mr. and Mrs. Jack O. Bovender, Jr. | HCA Foundation on behalf of HCA and the TriStar | The Rechter Family Fund* |
| Bridgestone Americas Trust Fund | Family of Hospitals | Regions Bank |
| Brown-Forman | Hirtle, Callaghan & Company | Ryman Hospitality Properties Foundation |
| CapStar Bank | Homewood Suites | Samuel M. Fleming Foundation |
| Caterpillar Financial Services Corporation | Ida F. Cooney Fund for the Arts | Irvin and Beverly Small Foundation |
| Classic Party Rentals | Martha R. Ingram | South Arts |
| CLARCOR Foundation | Ingram Charitable Fund* | SunTrust Bank, Nashville |
| Coca-Cola Bottling Co. | Ingram Industries | The Tennessean |
| Eva-Lena and John Cody | IronHorse Farms | Tennessee Arts Commission |
| The Community Foundation of Middle Tennessee | Landis B. Gullett Charitable Lead Annuity Trust | Tennessee Christian Medical Foundation |
| Community Health Systems | Lois Ransom Charitable Trust | Judy and Steve Turner |
| Corporate Flight Management | Mary C. Ragland Foundation | Vanderbilt University |
| Corrections Corporation of America | The Memorial Foundation | Waller |
| Creative Artists Agency | John Menefee | Washington Foundation |
| Delek U.S. Holdings | Metro Nashville Arts Commission | Wolf Trap Foundation for the Performing Arts |
| Delta Dental of Tennessee | Nashville Predators Foundation | Yaara and Uzi Yemin |
| Disney | National Endowment for the Arts | |
| Disney Theatrical Group | | |
| Dollar General Corporation | | |
| Dollar General Literacy Foundation | | |

*A fund of the Community Foundation of Middle Tennessee



HOT Transportation grants underwritten by

Bridgestone Americas
TRUST FUND



We thank the Dollar General Literacy Foundation for their generous sponsorship of HOT.



Our deepest appreciation to Danny Whetstone and DWP Live for projection equipment and advice.

Special thanks to the Wolf Trap Foundation for the Performing Arts and the Metropolitan Action Commission.

Many thanks to Publix Grocery Stores, Inc.





TPAC Education
Tennessee Performing Arts Center

www.tpac.org/education

PO Box 190660
Nashville, TN 37219