



**MONTALVO**  
ARTS CENTER

2007-2008 Wells Fargo Performing Arts Series for Students  
presents

# Red Grammer



IDEAS FOR  
CLASSROOM TEACHERS

November 19, 2007  
9:30am and 11:30am  
Carriage House Theatre

The ideas in this guide are general springboard starting points for some of our songs. We have tremendous respect for the creativity of the individual teacher and the creative power of a school staff working together. We know that you will make the necessary adaptations for your individual situations. We hope this will get you started.

Permission is hereby granted for you to make copies of this booklet for classroom use. For more ideas and information about other songs from the recording **Teaching Peace**, please check with the music teacher in your school. A copy of the **Teaching Peace Song Book and Teacher's Guide** has been mailed directly to the music teacher. The book contains the vocal, piano and guitar arrangements along with a complete teacher's guide and a listing of over 100 related picture books.

To all of you we offer our sincere thanks for taking our songs into your classrooms and using them in so many wonderful ways. Red is looking forward to visiting your school.

**A Special Note to 5th and 6th grade teachers** We have found that the following songs work well with this age group: From the album **Teaching Peace- Places in the World** and *Listen*; From the album **Down the Do Re Mi- Brothers and Sisters**; From the album **Hello World- Digging for Diamonds** (see page 30), *Buono Appetito* (see page 27), and *We're Rich*.

To learn more about Red Grammer and get even more classroom ideas visit our Web Site at  
<http://www.redgrammer.com>

Sincerely,

*Red & Kathy*

Red & Kathy Grammer



# Teaching Peace

( from the Album Teaching Peace )

## Chorus:

Teaching Peace all the world around  
You and me, every city, every town  
One by one, in our work and in our play  
We are teaching peace by what we do and we say

It's up to us to show we care  
Reaching out to everybody, everywhere  
Heart to heart and friend to friend  
Circling all around the world and back again

## CHORUS

So take my hand and come along  
It's time to sing the world a brand new song  
So sing it loud and sing it clear  
All together now so everyone can hear

## CHORUS

Sound off: 1,2,3,4...

Repeat 2nd verse and chorus



### **Discussion Ideas:**

① Discuss how what we do affects other people. What happens when someone is nice on the bus, what happens if they are mean? How long do the feelings last?

② There are times when we don't want to think about other people. We just want to think about ourselves. Discuss whether or not it is possible to do what you want to do and not affect anyone else.

- A) Playing alone outside...  
(Does your mother or sitter know where you are?)  
(Can you leave the area?)
- B) Drinking the last rootbeer in the refrigerator
- C) Making a project and leaving a mess...  
Making a project and cleaning up...

The purpose here is to go back and forth with the idea that there are positive and negative consequences to all behavior. Cleaning up the project affects everyone in a positive way even though the child may do the entire project... and clean up... on his own. This discussion should be fun and full of laughter. Emphasize that because we have effect, we have power and choice, and **that** is positive.

③ What does peace mean?

Here the emphasis should be on feelings... a lack of fear, the chance to be best, caring about others, creating situations that are good for everyone.

④ What is justice?

Do we feel more peaceful when there is justice? Why? Discuss the rules of the school. Are they just? Why? Would it be just if all sixth graders got ice cream everyday? Would it be just if the second graders did not have any books? Which is a greater need, books or ice cream?

### **ACTIVITIES:**

#### **Teaching Peace March:**

① The march can be used as a theme song for a special event or day at the school. It can be used to start assemblies or classroom activities.

The march can be a traditional march or a spiral march. The spiral march comes from the Native American Snake Dance. The Teacher

Teacher begins leading the march in a large circle spiraling toward the center. When the spiral is tight, march in place. Have the children count the "Sound Off" section with the tape On... "So take my hand" the teacher starts moving to reverse the spiral. The spiral is easy to do and is best taught by doing it rather than explaining it.

## **② Reading:**

Children can learn to read the words to "Teaching Peace" and then sing and march to the song.

## **③ School/Classroom Mural: Our World: 2020**

Discuss ways in which the children themselves are Teaching Peace. How will this make a difference to the world? Discuss what they will be like in 2020. How old will they be, what kind of work will they do? Have each child write a story about who they are in 2020. Pretend they all end up in the same town. Draw and paint a picture of their world. Discuss what will be gone from the world and what will be in its place..

## **Beauty:**

**④** Beauty is often associated with peaceful feelings. Have the children bring in paintings, flower arrangements, photographs, music etc. that they think are beautiful and peaceful. Share the beauty. Children can either write about their feelings or use an art medium.

## **Community Service Awards Day:**

**⑤** Have a school sponsored Community Service Awards Day. The children nominate neighbors and community members who... "by what they do and what they say" ...bring Peace into their local community. The nominees receive awards for their local activities. Honor the award recipients with a Peace Parade, an awards ceremony, and a reception.

(Michelle White, Springfield, MA.)



## **Places In The World**

*( from the Album Teaching Peace )*

These are places in the world...

Some you know and some you don't  
Some you'll visit and some you won't  
Some are near and some are far  
Some sound exotic like Zanzibar  
'Cause these are places in the world



Bombay, Cape May, Mandalay, Baffin Bay  
Baghdad, Leningrad, Ashkabad, Trinidad  
L.A., Norway, Paraguay, Monterey  
Singapore, Ecuador, Bangalore, Baltimore  
These are places in the world

Fiji, Sicily, Nagasaki, Tennessee  
Cairo, Quito, Borneo, Idaho  
Taiwan, Dijon, Saigon, Teheran  
Guatemala, Oklahoma, Argentina, North Dakota  
These are places in the world

Some are new, some are old  
Some are hot and some are cold  
Some are low and some are high  
Some are wet and some are dry  
'Cause these are places in the world

Glasgow, Oslo, Fresno, Tsingtao  
Faukland, Auckland, Yucatan, Disneyland  
Libya, Namibia, Romania, Pennsylvania  
Bora Bora, Walla Walla, Costa Rica, Bratislava  
These are places in the world

Krakov, Changchow, Moscow, Tokelau  
Dominique, Pikes Peak, Mozambique, Bitter Creek  
Warsaw, Moose Jaw, Saskatoon, Cameroon  
Haifa, Mecca, Bethlehem, Jerusalem  
These are places in the world

High on the mountain, down on the plain  
Deep in the jungle in the middle of the rain  
Children laugh and children play  
Everywhere, everyday  
'Cause these are places in the world

### **Discussion Ideas:**

- 1 Discuss where in the USA and around the world, the children have traveled. Did they see other children? What were they doing? Did they meet them?
- 2 Discuss the common things that children all over the world do... play, eat, sleep, are a part of a family, etc.
- 3 Discuss how we have differences but people are still the same. We all eat, but we eat different foods, etc.

### **ACTIVITIES:**

#### **World Map:**

- 1 With the assistance of the art teacher, make a huge world map. Use flags or push pins to mark all the place names in "Places in the World". Upper grades can use map skills to find latitude and longitude, distances between places, routings, etc.



#### **2 Eating "Places in the World":**

Create a worksheet for the looking up of various cookbooks at the public library or bring the cookbooks from home. Assign one Place In The World to each child, and have them find recipes for bread, soup, meat and one dessert. Choose names from a hat and cook a "Places in the World" meal.

#### **3 Memory Challenge:**

We have found that many children from kindergarten up can learn the words to "Places in the World". If they do they can have their picture or name put up on a world map.

#### **4 "Hello!" Around the World:**

Assign places to individual children and have them look up the language spoken in each place. Give them one to five phrases. Hello, how are you, my name is, thank you, good bye. They should learn spelling and pronunciation. Create a bulletin board that groups the places and the languages. See how many different languages there are, and which people speak the same language.

( Teachers may want to edit for common or available languages... or take the challenge and write letters to the UN or the country's embassy in Washington, D.C. )

### 5 "Places" Reports:

Assign each student a place. Have them make a map of that area of the world, placing the country in its proper geographical context. Write a report on the country. The reports can be put up on a large world map.

### "Our" Places in the World:

Create a class or school bulletin board of all the places the children have been. Have them bring in photographs and postcards. Encourage them to bring in pictures of the children they met and activities they participated in.

### "Places in the World" Presentation for Parents:

- This is a research activity that culminates in a presentation.
- The class listens to the song and each chooses one of the 63 "Places" named in the song.
  - The teacher then gives each student a card with the name of the "Place" he has chosen.
  - Small groups cooperatively research to find the following information about their "Places":
    - On which continent is it located
    - Based on information from the resource materials, make a group decision on whether each place is "near or far", "wet or dry", "hot or cold" etc.
  - Draw a large outline of the world continents using tape on the "stage" floor. Each child sits within the outline of the his/her continent. The class sings the song. As each student's "Place" is named, he raises the name card overhead and then lowers it. All the hot places raise their cards for "some are hot"... and all the cold places for "some are cold" etc.

## **Hooray For The World**

( from the Album Teaching Peace )

### CHORUS:

Hooray for the world, I'm glad to be on it  
Hooray for the world, I'm glad to be on it  
Hooray for the world, it's a special place  
We've got Mother nature and the human race

The world's got buffalo, the world's got bees  
The world's got jellyfish swimming in the seas  
We've got beavers and bears, bats and bugs  
Miniature poodles and slimy old slugs... Oh

CHORUS

The world's got salami, the world's got cheese  
We've got maple syrup and mulberries  
We've got egg foo yung, bagels and lox  
Corn on the cob and raisins in a box... Oh

CHORUS

We've got moms and dads, uncles and aunts  
Brothers, sisters, grandmas and gramps  
We've got neighbors next door, kids down the street  
Everywhere we go we've got new friends to meet... Oh

CHORUS

**Discussion Idea:**

There are millions of things in the world to cheer about. Have a short brainstorming session on the things the children like! Categorize them.

**ACTIVITIES:**

**1 "Hooray For The World" Bulletin Board:**

Pick some categories of things in the world of interest to children and put them as titles on a bulletin board. Have the children fill in under the categories specific things that they like and feel enthusiastic about. Examples: Stars... summer nights, being able to identify constellations, looking at the moon through a telescope. Examples: Food... Hot dogs, super ice cream sundaes, etc.

**2 Poems or Raps:**

Working from the bulletin board, have the children write a poem or a rap about their favorite things in the world. Have the children present their poems or raps to the class individually or in groups.

**3 Earth Ball catch:**

Get an inflated earth ball (Beach ball with the map printed on it). Stand in a circle. The teacher names a category. The teacher then stands in the middle of the circle and throws the ball to a child. The child names something in the category as he throws the ball back to the teacher.

**Earth Cheers:**

4 Have the children work alone or in groups to write a four line cheer about something in the world... A favorite food, summertime, snow days, a local lake where everyone swims, etc. Share the cheers with the class.

**Class or School Mural:**

5 Draw and paint a huge mural showing your school or town, and everything in it that you want to celebrate.

## **Place In The Choir**

( from the Album Down the Do Re Mi )

### CHORUS:

All God's critters got a place in the choir  
Some sing low and some sing higher  
Some sing out loud on a telephone wire  
Some just clap their hands or paws or anything they've got

Listen to the bass, it's the one on the bottom  
Where the bull frog croaks and the hippopotamus  
moans and groans with a big to do  
And the old cow just goes mooooooo

The dogs and the cats take up the middle  
Where the honeybee hums and the cricket fiddles  
The donkey brays and the pony neighs  
And the old coyote how-w-wls

### CHORUS

Listen to the top where the little birds sing  
Where the melody and the high notes ring  
And the hoot owl hollers over everything  
The jay bird disagrees

Singing in the nighttime, singing in the day  
The little duck quacks and he's on his way  
The possum ain't got much to say  
The porcupine talks to himself, again

### CHORUS

It's a simple song, living song everywhere  
By the fox and the ox and the grizzly bear  
The grumpy alligator and the hawk above  
Sly raccoon and the turtle dove.

### CHORUS

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Written by Bill Staines  
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## ACTIVITIES:

1 Do a study of birds and their songs. Which ones sing high, which ones sing low, which ones sing on a telephone wire in your neighborhood? Listen to a recording of bird songs. Make a large musical staff with a telephone pole on each end. Place pictures of birds high and low on the staff. In the center of the staff put a class picture or a picture of the school chorus.



2 Create an animal chorus using pictures or stuffed animals. Have one animal in each section hold a sign that labels his part. Soprano, alto, tenor, bass, etc.

3 Voice study: Bring in recorded samples of different spoken voices. Use commercials from radio or tv, books on tape, recorded poetry, or radio personalities. Most children's libraries and media centers have a good variety of spoken recordings. Listen to the recording. Discuss the differences in the voices. How do they make you feel? What do you think of when you hear them? Cartoon voices are silly, a narrator reading a mystery will sound mysterious, a narrator reading a story may also vary his voice when different characters speak. Discuss how a variety of voices add to our interest and listening pleasure.

4 Have the children record a short poem or segment of a story and listen to their own voices.

5 Discuss how a voice is unique like a face... it tells us who is speaking when we hear it. Play the Game- "Guess the voice": In random order, play back the recorded poems and have the children guess who's voice they are hearing.

Ventriloquist Fun: Most children love the idea of ventriloquism. Using puppets, have the children experiment, one at a time, inventing a puppet voice and speaking without moving their lips. The easiest voice changes are to go lower or higher. Tell the children the puppet is hosting a birthday party and is greeting a guest. An easy beginning line with no m's, b's, p's etc. is "Hi! So glad to see you. Here is a candy." This activity can be extended to creating puppet voices and putting on a puppet show where the speakers are not seen. The emphasis then, is on the character's voice.

## **Costumes for: "All God's Critter's Got a Place in the Choir"**

A group of teachers and parents got together and came up with the idea of making costumes for the students to act out the song, "All God's Critter's Got a Place in the Choir". We focused on this particular song because we knew there would be enough parts to include a whole class or other large group. The idea was to make simple and affordable costumes that would be comfortable and durable. When we were designing the costumes we were very careful to use patterns that would allow the children's faces to be seen. If you have any questions about how to make a particular costume please feel free to call us at 1-800-824-2980 and ask for Carol or Maria.

**1 bullfrog-** Cut out 2 pieces of an egg carton and paint them green. Hot glue eyes on to the egg cartons and then hot glue the egg carton to a green visor hat. Using the pattern on page 14, trace the frog's webbed feet on either green construction paper or green fun foam (the fun foam is more costly than construction paper but the costume can last from year to year). With a hole puncher, punch 2 holes at one end of the frog foot so that a child can slip his shoelace through the hole and tie it to his/her shoe. For the hands you can use pipe cleaners and grip it around the child's wrist. Green stockings and a green T-shirt can complete this costume.



**2 hippopotamus-** Using gray construction paper or oaktag painted gray, draw a hippo head like the one on page 19. Hot glue a tongue depressor to the bottom of the mask. Attach a long thin gray tail, made of felt, near the bottom of a gray T-shirt.

**3 cow-** Paint black spots all over a white T-shirt. Using felt stuff and sew on pink felt utters. You can use the pattern on page 15. Tie a ribbon around a cow bell for the child to wear around the neck.

**4 dog-** Paint dark brown spots on a light brown T-shirt. Add a tail using felt or the pipe cleaners that come extra thick and extra long. The pattern for the dog ears are on page 20 and can be made from construction paper or brown material. We like to use the material because they can be used over again.

**5 cat-** Use a head band and hot glue on some black felt pointed ears. On the back of a black T-shirt add a tail by using construction paper or long extra thick pipe cleaners.

**6 honeybee-** Twist 2 black pipe cleaners around a black head band so that the pipe cleaners are hanging out. Add a black fuzz ball on each of the pipe cleaners to make the antennae. Paint a white T-shirt with black and yellow stripes.

**7 cricket-** Make and paint a fiddle and bow out of oaktag (or use a real or toy fiddle). Make the antennae just like you did for the honeybee only use brown instead of black. From a brown paper bag or brown fun foam cut a triangle for the head and paint large black eyes on each side leaving the side with one point for the nose. Have the head band hold the face mask in place. Finish this costume by having the student wear a brown T-shirt.

**8 donkey-** Out of gray construction paper or gray corduroy material cut the ears (same pattern as the dog ears). Using 3 strips of gray corduroy material (about 12" long) braid them together and attach to the back of a gray T-shirt for a tail. Fray the bottom of the tail.

**9 pony-** Use a pony stick (Hobby Horse).

**10 coyote-** Cut ears (use pattern on page 19) out of gold construction paper and glue to thin elastic head band. Have student wear gold T-shirt with red bandanna around neck. Cut a moon shape out of yellow construction paper or oaktag and attach to string. The coyote comes out on stage holding the moon up in front of him/her and howls at the moon.

**11 hoot owl-** Gather 2 yards of brown sheer material in the middle and sew to the back of a brown T-shirt at the neck line. Sew a tiny bit of material onto each sleeve of the T-shirt to help hold the material in the right spot. Where the material falls to the side, sew on a wrist band so that it can slip through the student's wrist. Now when the student flaps his/her arms the material will move up and down just like wings. The mask was made from a paper plate. Strips of brown construction paper (like a row of icicles hanging from a house on page 18) were cut and layered on the paper plate. White eyes and a pointed orange beak were added. The paper plate is then glued to an elastic head band.

**12 jaybird-** This costume is made the same way as the hoot owl only use blue sheer material instead of brown. The T-shirt is white so that you can glue some blue feathers around the front of the neck.

**13 duck-** Glue some yellow feathers to a yellow visor. Add a duck bill. (We found ours for 25¢ in a Halloween store. We have also seen them in nature stores). Make the orange webbed feet out of the same pattern that you used for the bull frog. To finish this costume we added a yellow rain slicker.

**14 possum-** Attach a baby possum (pattern is on pages 16 & 17) made out of light brown fuzzy felt with a pink pipe cleaner tail, pink felt ears, and a pink felt nose to a light brown T-shirt. Attach pink felt curved ears to a black head band. We found the nose for 25¢ at the same Halloween store.

**15 porcupine-** Tie three 5" pieces (2 brown and 1 black) of creative twist paper together in a knot that is in the middle. You will need to make 100 or more of these. Using safety pins, pin each knot to the inside of a white T-shirt. Tie about 10 to the top of a head band. If you want to be biologically correct with this animal then the creative twist knots should be on the back and not the front of the T-shirt!

**16 fox-** Take a burnt red T-shirt and hot glue some light brown fur (we bought a boa from a Halloween store) to the neck and add a long piece of fur to back for the tail. Make the ears from the same pattern that you used for the coyote and hot glue a little fur to the inside of each ear.

**17 ox-** Make the bull's horns from brown construction paper or fun foam and hot glue to a head band. Make a yoke from brown construction paper or fun foam to put around the students neck. You could top this costume off with a brown T-shirt and a ring for the nose!

**18 grizzly bear-** Cut a large oval piece of light brown fuzzy felt. Sew the felt to the middle of a dark brown sweatshirt (we also stuffed the felt with shredded paper for extra padding). Make the ears out of the brown fuzzy felt and hot glue to a head band.

**19 alligator-** Using the picture on page 19 as a guide, cut the alligator head about 16" long from eyes to bottom of mouth. Glue on wiggly eyes. On the back of each eye section glue a small piece of pipe cleaner so that the eyes will bend forward and stay in position. Take white pipe cleaners and bend into the shape of teeth and hot glue on to top & bottom of mouth. Punch holes near mouth and slip pipe cleaners through to attach to child's fingers. Punch 2 more holes between eyes and slip pipe cleaner through to attach to child's arm.

**20 hawk-** The same pattern as the hoot owl only the head will be long and pointed.

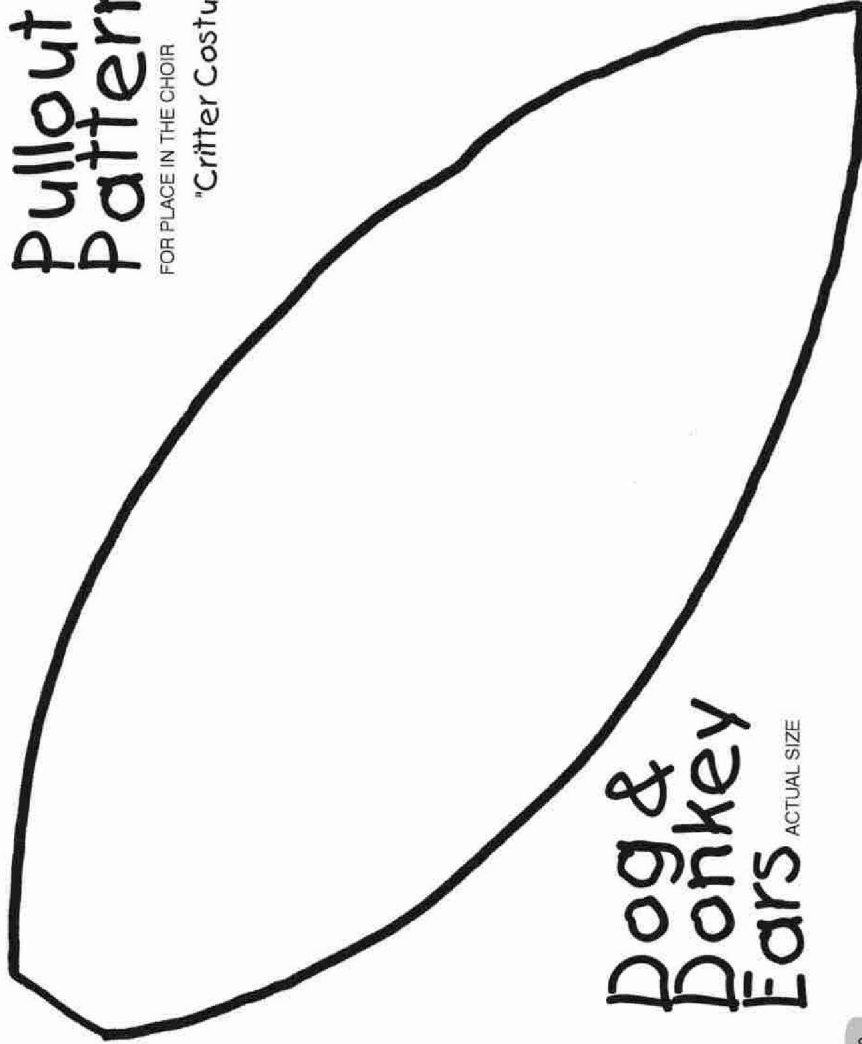
**21 raccoon-** Gray T-shirt, with a raccoon cap, and a black mask.

**22 turtledove-** Use the same idea as the hoot owl only the colors are gray and peach.

# Pullout Patterns

FOR PLACE IN THE CHOIR

"Critter Costumes"



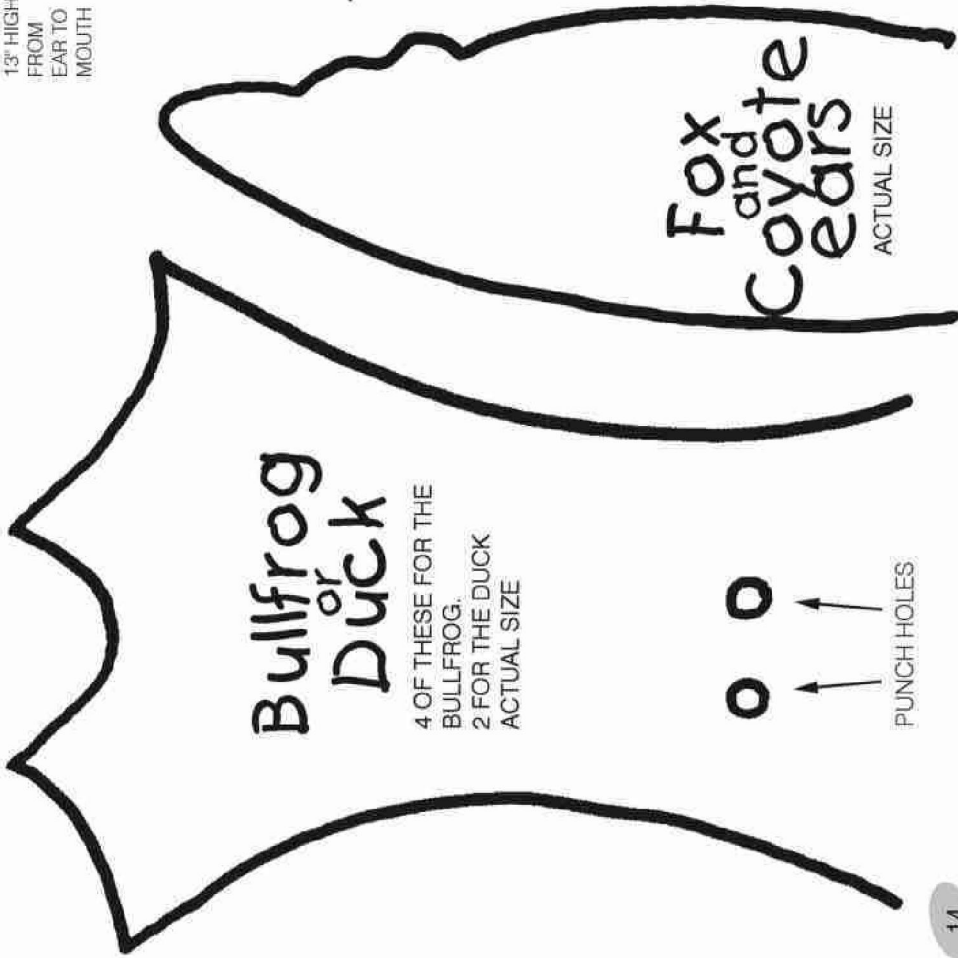
Dog &  
Donkey  
Ears

ACTUAL SIZE

# PATTERNS

## Hippo

MAKE ABOUT 13" HIGH FROM EAR TO MOUTH

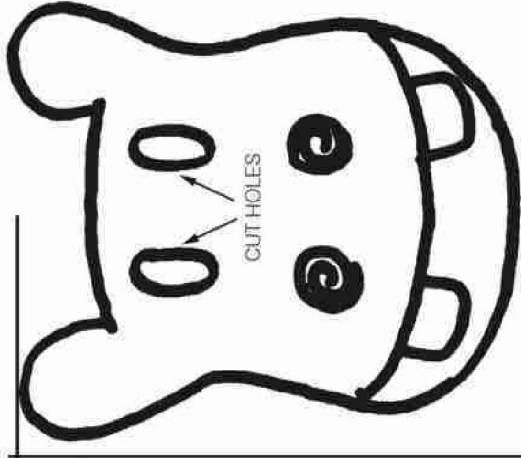


Bullfrog  
or  
Duck

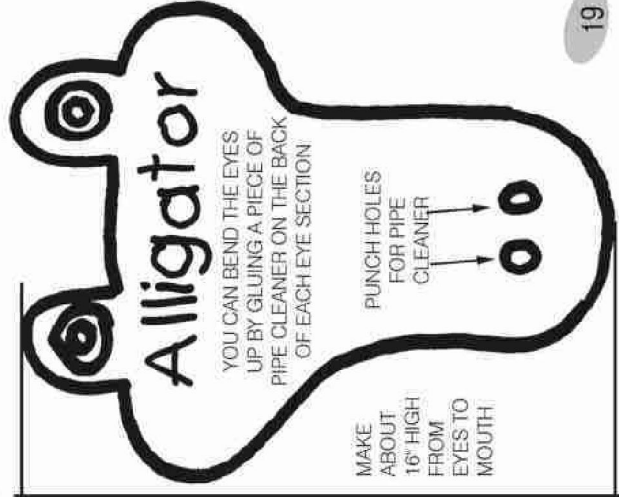
4 OF THESE FOR THE BULLFROG.  
2 FOR THE DUCK  
ACTUAL SIZE

PUNCH HOLES

Fox  
and  
coyote  
ears  
ACTUAL SIZE



CUT HOLES



Alligator

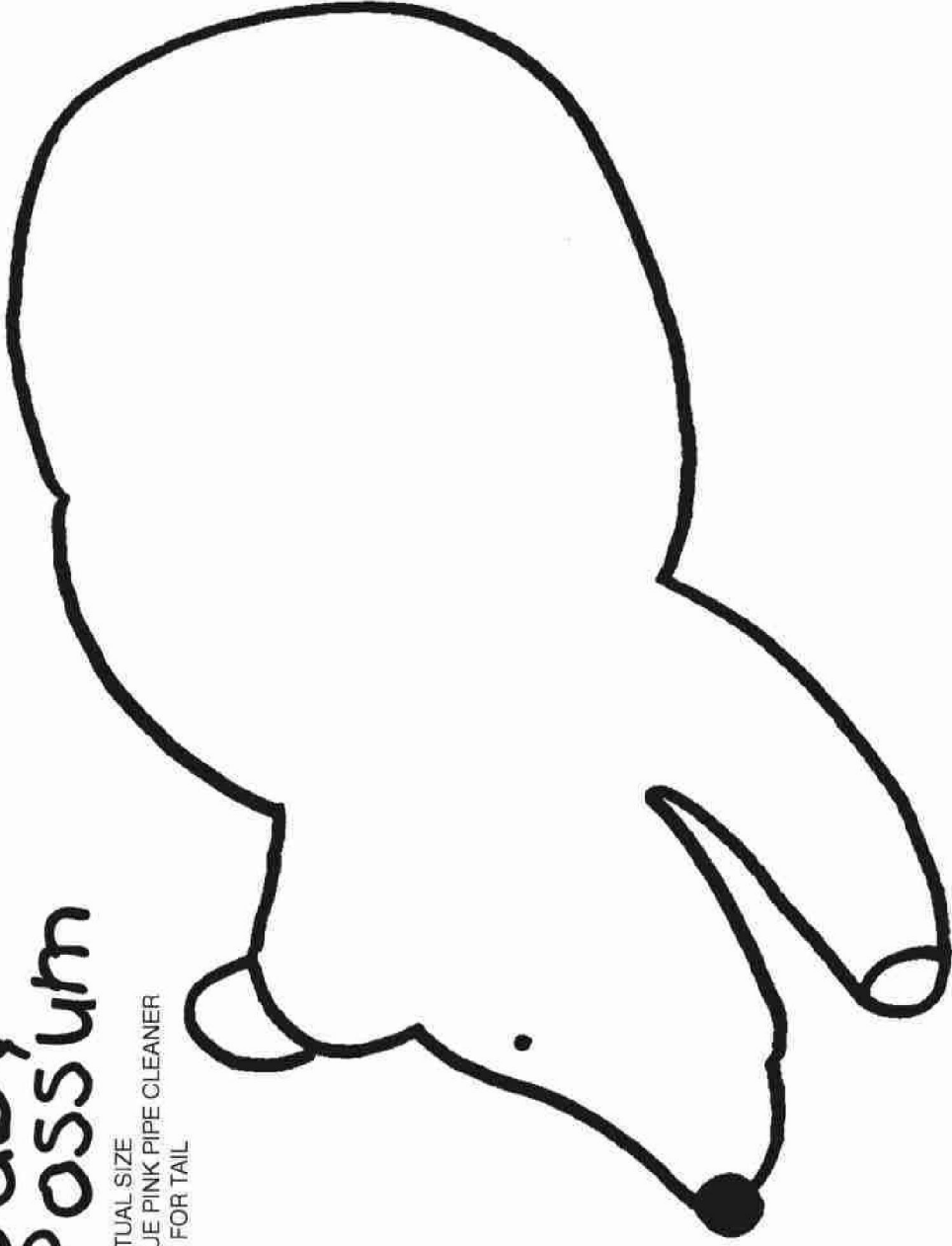
YOU CAN BEND THE EYES UP BY GLUING A PIECE OF PIPE CLEANER ON THE BACK OF EACH EYE SECTION

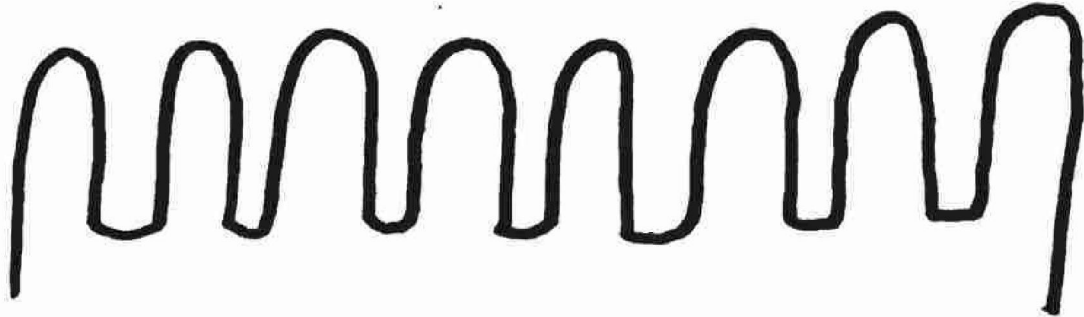
MAKE ABOUT 16" HIGH FROM EYES TO MOUTH

PUNCH HOLES FOR PIPE CLEANER

# Baby Possum

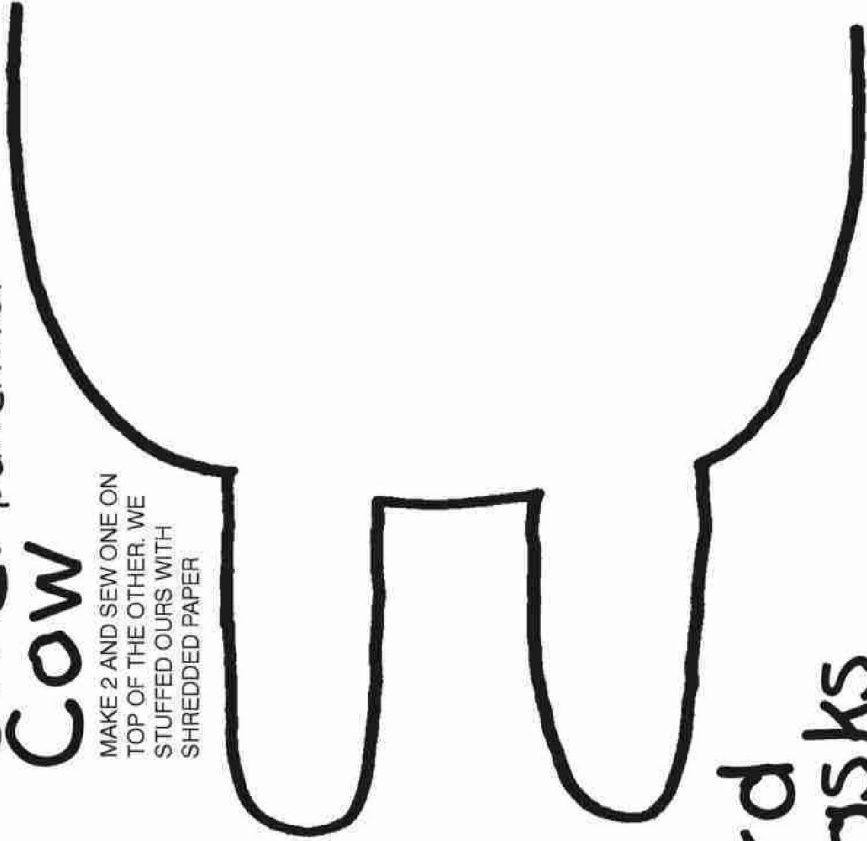
ACTUAL SIZE  
GLUE PINK PIPE CLEANER  
ON FOR TAIL





# Utter pattern for Cow

MAKE 2 AND SEW ONE ON TOP OF THE OTHER. WE STUFFED OURS WITH SHREDDED PAPER



# Bird Masks

MAKE THESE STRIPES FOR BIRD MASKS AND LAYER

## **The ABC's Of You**

( from the Album Down the Do Re Mi )

If I wrote down all of my feelings for you  
I'd probably fill up an ocean or two  
So in the end I decided to  
List the ABC's of you

I think you're...

A-1, Grade A, beloved, beautiful.

Capable, caring, delightful, dependable,

Enjoyable, excellent, fascinating, fabulous.

A gift, a gem, genuinely generous,

Honest, highgrade, impressive, interesting.

A jewel, a jackpot, kindhearted, and a king.

Laudable, likeable, marvelous, magnificent.

naturally nice...

One of a kind, pleasing, priceless.

Queenlike in quality, rare in radiance.

Scintillating, splendid, superb, sensational.

Trustworthy, talented, tender and tasteful.

Unique, unprecedented, very very valuable.

Worthy, welcome, Xtraordinary, Xceptional,

Yes! yes!! yes! you! you! you!

You're one in a zillion

## ACTIVITIES:



- 1 Singing Telegrams: have the entire class learn the song. Then, send a "Singing Telegram" to another class, the principal, or a teacher on her birthday etc.
- 2 Quality of the Day: Everyday for one month, choose a word from the song, look it up in the dictionary, and have the class come up with examples of how the quality is expressed. Or, assign one word to each student and have them look the word up and write a paragraph giving examples of the expression of the quality.
- 3 Greeting cards: Have the children work in partners to write a short list of words that describe each other. Have them each make a greeting card (friendship card) for the other person using the words from the list.

The ground rules for this activity are:

- A) The list must be positive
- B) Backhanded comments are not allowed. (Ex: I think you play baseball great, for a girl. Or, you are smart which makes it okay that you're a little weird.)

or make a greeting card using the entire song and give it to a friend

Alliteration: Have each child use the words from the song that begin with the same letter as his own name and write a sentence using alliteration: Ex: Capable, caring Carol cooked a casserole for the class! Very, very, valuable Vincent views videos voraciously!

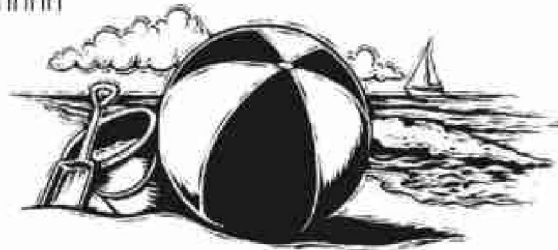
ABC's of Me: Have each child decorate an "ABC's of Me" envelope and keep it in his desk. Make up a sheet with all the words from the song. Put the words on the sheet in boxes like reading vocabulary words. Give each child a word sheet. Have him cut the words apart and put them into a second, plain envelope. The teacher keeps the plain envelope and hands out each student's ABC's as they demonstrate the behaviors or qualities listed in the song.

Create a bulletin board that is an ocean. Have each child choose one word from the song that describes herself. Put the child's name and her word in a boat in the ocean.

## Down by the Sea

( from the Album Down the Do Re Mi )

Down by the sea my family and me.  
We love to jump in the waves  
Down by the sea we all agree  
Is the very best place in the world to be  
We get to jump in the waves... tshhhhh tshhhhh  
Isn't it wonderful, isn't it grand  
Just wigglin' your toes in the warm, hot sand  
  
We love to ride on the raft... yahoo  
  
Lay in the sun... hot hot  
  
Feed the gulls... awwwhh awwwhh  
  
Look for shells... ooo ah  
  
Fall into bed... ahhhhhhh



### ACTIVITIES:

- 1 A Seashore Research: Find out what lives at the seashore (air, land, and sea). Have each child make one kind of shell, bird, animal, plant, and a picture of themselves. Make a class mural and put the shells, animals, plants, and people... "Down by the Sea". This activity can be expanded to include people's interaction with the sea and caring for the sea.
- 2 My Family and Me: Have the children draw or paint a picture of a place they like to go with their family. Along with the picture, have them make a list of all the specific things they love to do in their special place. My Family and Me we love to...
- 3 Your Family and You... Looking at Someone Else's Life: Do exercise number two but have the children interview one another and write a report about what their friend and the friend's family like to do together. The ground rule for this exercise is that it has to stay positive. The writer may not put down the other child or the child's family.

The writer may also not put down herself. (Ex: Susie's family hikes which is great and not boring like my family.)

**4** Discuss the ecology of the seashore. Talk about what kind of care a seashore needs. Discuss the kind of care your local environment needs.

Down By... (Mrs. William's Room, Lincoln School etc.): Down By The **5a** is a song that looks at all the wonderful parts of the seashore. It is a perspective that can be applied to anywhere. Have the children look carefully at their school or their classroom. List all the special things they can do and see in this environment.

Do a creative writing story suggesting the topic that the children take a vacation at school. Where would they sleep? What would they eat? Would their families be with them? Would other families be there? What would they do all day?

Write a version of the song for **6** mountains, the prairies, the desert... wherever you are located.

Where Would You Like To **7**? There are so many places in the world to visit... countries, cities, natural wonders, etc. Make a list of places the children would like to visit. Go to the library and research the places. Have the children write a report, a travel brochure, or a fictional story, or do an oral presentation about taking a trip to one of these places. What wonderful things would they do, see, hear, taste and feel?

Down By The Sea speaks of a few of the many things people do at **8** beach. Have the class make up additional verses about these other activities. Talk amongst the class members about what might be a good sound to go along with the action.



## Hello World

( from the Album Hello World )

Hello World! my old friend  
It's another day, glad to see you again  
The sun is up, I'm ready to play  
Hello World! so what do you say?



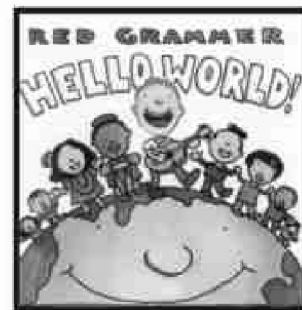
There are bikes to ride, frogs to find, forts to  
build and trees to climb  
Dolls to dress, beads to string, teams to  
choose, and songs to sing

Hello World! My old friend  
It's another day, glad to see you again  
The sun is up, I'm ready to play!  
Hello World! so what do you say?

There are games to play, ducks to feed, berries  
to pick, books to read  
Fish to catch, friends to meet, jokes to tell,  
cookies to eat

Hello World! My old friend  
It's another day, glad to see you again  
The sun is up, I'm ready to play!  
Hello World! so what do you say?

( instrumental chorus )



Hello world! My old friend  
It's another day, glad to see you again  
The sun is up, I'm ready to play!  
Hello World! so what so what do you say?

Hello World! so what do you say?

## ACTIVITIES:

1 World Map: As a class make a huge map of the world and cut out or draw pictures of all the things you like to do everyday. Give each child a small map of the world. Have them write or draw the most wonderful thing they have done today...



so far! Encourage the acceptance of simple activities and things that involve the senses. (I wore my soft sweatshirt. I ate delicious pancakes for breakfast. My dog licked my face.)

2 Class Poem: Make a list of "three word" things to do. See if you can make the list into a poem that follows the format of the verses in the song.

Music Video: This is a good visual song. Use the entire class to sing chorus using sign language. Assign groups of children to each item in the verses. You can go outside and "on location" or create sets and props inside the classroom. During the musical interlude you can add your own ideas.

3 Conversation With the World: Write a conversation with the World.

Grace: Hello World

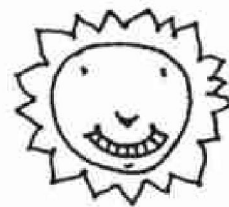
World: Hello Grace

Grace: I was thinking about eating a blue popsicle today.

World: Good choice, I have lots of blue popsicles. I'll send the sun out and give you a nice hot afternoon so the popsicle will taste especially good.

Grace: That'll be great. thanks!

Draw a picture of you and the world talking.



## **Buono Appetito**

( from the Album Hello World )

Popcorn and pizza, fish sticks and fries, N. England  
clam chowder, hamburger surprise  
Linguine with clams, manicotte, vermicelli, and fat  
crunchy pickles from the 2nd Street Deli  
Chitlins and cracklins, black eyed peas, chili con  
queso ( that's chili with cheese )!  
Turnip greens, jelly beans, dom yam gai, piroshkis  
and chutneys and chicken pot pie



### CHORUS:

Buono Appetito ( Good appetite! -*Italian* )  
Bahk! bahk! ( Excellent! Excellent! -*Farsi* )  
Choorna sapidinga ( Go ahead! Eat! -*Tamil* )  
Bel hena w'el shay fa ( Eat your meal with happiness  
and complete healing -*Egyptian* )

Hummus, jicama, honey baked ham, kiwi and  
congee, kabobs made with lamb  
Langosta ( that's lobster ), calamari ( that's squid ),  
I've even had octopus, I tried it, I did!  
Foongi and kimchee, pu pu and poi, galina  
mwamba, I love it, oh boy  
Fufu and yassa and plump roasted goose,  
carmelized flan and a thick chocolate mousse

### CHORUS:

Steamed, pickled, candied, dried, braised, boiled  
baked, and fried  
From all kinds of places, in all kinds of lands, made  
with love and attention by all kinds of hands  
Pesto and gumbo and liver pate, tabasco, churrasco  
and chicken satay  
Wherever you come from, wherever you've been,  
pull up a chair and let's dig in!

### CHORUS:

## Food Glossary

<b>dom yam gai-</b>	chicken and coconut milk soup ( <i>Thailand</i> )
<b>congee-</b>	rice soup ( <i>East Asia</i> )
<b>foongi-</b>	dumplings with cornmeal, okra, chili and margarine ( <i>West Indies</i> )
<b>hummus-</b>	a bread dip made from chick peas, sesame butter, lemon juice, oil ( <i>Middle Eastern</i> )
<b>jicama-</b>	large crunchy, sweet tuberous root ( <i>Central America</i> )
<b>Kimchee-</b>	pickled cabbage ( <i>Korea</i> )
<b>pu-pu-</b>	appetizer tray ( <i>Hawaii</i> )
<b>poi-</b>	taro root paste ( <i>Hawaii</i> )
<b>galina mwamba-</b>	chicken dish ( <i>Angola</i> )
<b>fufu-</b>	plantain balls ( <i>Ghana</i> )
<b>yassa-</b>	spicy marinated chicken in onion sauce ( <i>Senegal</i> )
<b>churrasco-</b>	barbeque ( <i>Southern Brazil</i> )
<b>chicken satay-</b>	chicken strips with peanut sauce ( <i>Thailand</i> )

The origins of the foods in the songs are listed above. They have all been eaten by Red Grammer. Red is an adventurous eater and these are only the highlights of his "life list"!

### **Basic Theme:**

"Buono Appetito" is a celebration of the wonderful variety of food that we have in the world. It's underlying theme "... From all kinds of places, in all kinds of lands, made with love and attention by all kinds of hands..."

### **Discussion Ideas:**

❶ Every family and every culture has special foods. Discuss the favorite foods of the children in the class. We all like to share the things we love. People everywhere like to share their favorite foods. We feel accepted, appreciated, and loved when others eat our food. One of the ways that children (and adults) can make the world a better place is to be open to trying foods that are different. Share stories of times children have tried different foods. What did they think? How did they respond? How did the host respond?

❷ It is easy to think that everything that we have is American. Where did pizza come from? Where do tacos come from? What is an American meal? If you had a friend visiting from another country and he/she wanted a truly American meal what would you serve them?

❸ For older groups this song is a good starting point to discuss cultural assimilation. What is it? How does it happen? How do we bring new food into our country and make them our own? What is the role of advertising and fast food? Magazines? TV talk shows? What about personal experiences? What happens when large groups of people seek refuge in the United States?

**4** How does it feel to be served food that is really different from what you are used to? How did you behave? What would you do if you really didn't think you could eat it? What do you do when you eat at a friend's house? Is it polite to take your own food?

### **ACTIVITIES:**

**1 Lists are lots of fun!** Many people keep "life lists" of all the birds that they have seen. Have the children make a life list of foods that they have eaten. Older children can make the list be foods that have an origin outside of the United States. Start with a class list and divide into research teams to find the origins of common foods. Pizza, tacos, spaghetti, pita bread, bagels, corn bread etc.

**2 Common Ground:** Many of us have dishes that we enjoy and call our own. Other cultures have similar dishes for which they claim ownership. Have the children bring in cook books and compare recipes. Irish stew, beef stew, Hungarian goulash. Italian stew... New England boiled dinner, Fish chowders from coastline countries. How many of them use onions? Oil? Beef? Where do the ingredients come from?

**3 Buono Appetito Classroom Challenge:** Create a tasting party. Ask parents to help hunt down recipes and prepare these dishes. Of course, they are invited to share in the tasting. This is a challenge. See how close you can come to finding them all. See how close each person can come to trying them all. This is a good activity for Universal Children's Day or United Nations Day. Both are in October.

### **4 What Do You say?:**

Have each child draw a picture of her family eating their favorite meal. Use cartoon balloons and write what each person says when they have finished the meal.



**5 Let's Look at Buono Appetito:** Write each food listed in the song on a small piece of paper. Have the children place each piece of paper in an appropriate spot on the world map. Use life lists and favorite food lists and post them on the map as well.

### **6 Special Guests:**

- A). Invite parents or community members to come to your class and talk about the food of their country and of course, share samples.
- B). Invite local chefs from restaurants to come and talk about their training or schooling, their work and careers in the food industry.

## **Digging For Diamonds**

( from the Album Hello World )

I'm digging for diamonds, looking for gold  
Tunneling round down deep in my soul  
Cause everything that I might be  
Is laying down there just a-waiting for me

There's ruby reds and lapis blue  
Topaz, turquoise, emeralds, too!  
I never know what I might find  
But whatever it is I know that it's mine

### CHORUS:

Whoa, diggin for diamonds  
Whoa, prospecting for gold  
I know I'm gonna find them  
Waitin' for me down deep in my soul  
It's hot down there but I can take the heat  
The pressure on the coal makes the diamonds sweet  
It gets dark but that's alright  
Cause I'm gonna carry me a great big light

I'm pouring down sweat, swinging my axe  
Puttin' in the hours and them's the facts  
Every gem I get to shine  
My Lord! It feels so fine!

### CHORUS:

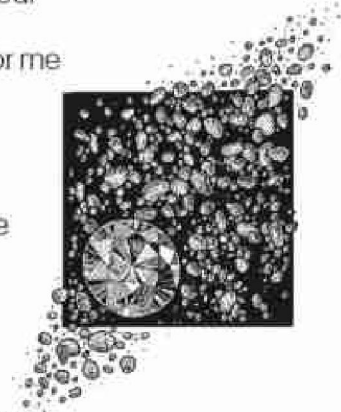
Whoa, diggin for diamonds  
Whoa, prospecting for gold  
I know I'm gonna find them  
Waitin' for me down deep in my soul

Mama's got gold and Daddy, too  
Brother and sister, I know they do  
I got, you got, he got, she got  
Everybody got gold and that's the truth

### DOUBLE CHORUS:

Whoa, diggin for diamonds  
Whoa, prospecting for gold  
I know I'm gonna find them  
Waitin' for me down deep in my soul

TAG: Diggin' for diamonds, lookin' for gold



## **BASIC THEME**

The basic theme of "Digging for Diamonds" is that each one of us is like a mine rich in gems. The gems are hidden inside us, in the dark. We spend our lives growing, and learning, and bringing them into the light where we (and everyone else) can see them and use them.

### **Discussion Ideas:**

What is a gem? Explain that it is a very valuable stone. There are **1** many kinds of gems. They come in all different sizes and shapes. They have many uses besides jewelry. Most gems are found under the ground in rough form. It is hard to recognize what they are. The miners bring them up and then they are cleaned, polished, cut, smoothed etc. What kind of gems are inside of you?

The gems that are inside people are potentialities. These are many **2** and varied. Some, such as talents are easy, to see. Someone is good in sports, they have a beautiful voice, they draw well. Many of our gems are not as easy to see. Someone is good at relationships and making friends. Someone else is generous, another person is flexible and has a lot of ideas. There are people who get a big job started and people who can get a small job finished.

We spend a lifetime mining our gems.  
**3** a wonderful exciting journey.  
There is so much to find,  
So many ways to cut  
what we find, and  
endless polishing.  
Mining our gems builds  
the foundation of who  
we are and that can never  
be taken away from us.



④ We all have strengths and weaknesses. This is the way we were made. These are our properties. Gold will withstand the intense heat of fire. Turquoise will not. Both have different uses and each has its own value.

⑤ We can work in our own mine everyday. No one can fire us or take away our job. There is something to be learned from everything we do. It is fun and satisfying work.

### **ACTIVITIES:**

① **Create a Mine:** Paint the outside of a refrigerator box. Turn it on it's side and place a piece of carpet inside it. Equip it with a miner's hat and a flashlight. Children can go inside one or two at a time to write in their journals, read books, draw pictures etc. Spend quiet time with themselves. A child who is having a tough time in math could do his work in the mine. Tell him to go in and find his math gem.

② **Bring a variety of rocks and stones** into the class. Have some that are unpolished and have not been tumbled. Explain how the tumbling process smooths the stones and gives them a shine. It also highlights streaks of different colors and the unique design of each stone. Bridge this metaphor to the lives of children. When they are trying to learn something (polish a stone) what kind of things happen to them that are like a rock being tossed in a tumbler?

③ **A Visit From A Jeweler:** Invite a jeweler to come and talk to the class about precious gems and their characteristics and properties. Create a booklet that features each gem. Have the children record the properties of the gem on one page and on the opposite page list things about themselves that are similar to the properties or characteristics of the gem. Diamonds are strong. I am strong in...

④ **Everybody's Got Gold:** Have the children draw large self portraits. Give each child a paper mine car. Have the children fill in the mine car with words and pictures that express who they are. Display the pictures and the mine car under a title of "Everybody's Got Gold."

⑤ **Do a short history lesson** on what the working conditions are in mines. It is hard work. Find out how long it takes to:  
A) Make a diamond, B) Dig out gold or a diamond C) Cut a stone  
D) Polish a stone E) Sell a stone etc. Then draw a parallel between the length of time it takes to dig and finally sell a gem and the length of time it takes to either 1) learn how to play an instrument 2) how long it takes to become a good teacher and how long it takes to become a good friend etc.