



CLIBURN IN THE CLASSROOM

PET PARADE

Our favorite animals set to music

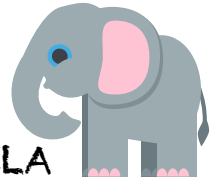


CLASS ACTIVITY:

Rabbit

Grade Level(s): 1-3

Subject Areas: Music, Reading Comprehension, ELA



OBJECTIVE

This activity supports empathy building and social-emotional learning endeavors through music and story. Students reflect on how they react when they are upset and share outcomes of using different regulating strategies. SEL competencies addressed in this activity are self-awareness, self-management, and social awareness.

SPACE AND EQUIPMENT CONSIDERATIONS

The book *The Rabbit Listened* by Cori Doerrfeld is available for purchase via Amazon. The read aloud version is also available for free on Youtube : <https://www.youtube.com/watch?v=rBjAVWkog9n0>.

MUSIC TO EXPLORE

RAMEAU	<i>La Poule</i>
HAYDN	Symphony No. 82 in C Major "The Bear" (IV. <i>Finale</i>)
SAINT-SAËNS	<i>The Carnival of the Animals</i> (V. <i>The Elephant</i>)
BROWN	<i>Wild Symphony</i> (VIII. <i>Anxious Ostrich</i>)
ARTAUD	<i>The Hyena</i>
ELGAR	25 Norwegian Folksongs and Dances, op. 17, no. 12 "Solfager and the Snake King"
ZANINELLI	<i>The Tale of Peter Rabbit</i>

ACTIVITY

1. Read *The Rabbit Listened* together as a class. Pause in between each episode of the story, and have students act out in the manner suggested by the animal character (ex. shout like the bear, roll and laugh like the hyena, etc). Then play the suggested piece that corresponds with the character present at that point in the story. Note: excerpts of the pieces may be used for time constraints, or this activity may be split up over several class periods.
2. While the music plays, allow students to chat with a partner about a time when they responded to a situation as that animal suggested (ex. chicken – talk it out). Did that solve the problem, or did they need to find another way? Encourage them to chat with a different partner for each episode of the story.
3. Then reflect on the music. How does this music represent the animal? Does this piece fit the feeling at this point in the story? Continue through to the end of the story.
4. Once finished, allow students to share what they learned about their own coping strategies, and what they need to feel supported when they experience big emotions. Is music an effective coping strategy? What kinds of music do students listen to when they feel/want to feel a certain way?