

# A Long Winter's Nap



## A Sound Effect Story

*Suggested Grades: K-2*

Claire Daubney

### National Core Arts Standards

- #1 – Generate and conceptualize artistic ideas and work.
- #5 – Develop and refine artistic techniques and work for presentation.

### Objectives

- Identify sound words in a given text.
- Create sound effects and patterns to match a given text.

### Materials

- A Loud Winter's Nap** by Katy Hudson
- Un-pitched Percussion Instruments – see suggestions below.



### CLAIRE DAUBNEY

Has been a general music teacher for 22 years and is currently teaching at Bluffview Elementary in Worthington, Ohio. In addition to teaching Claire serves as the Secretary of the Central Ohio Orff Chapter and enjoys singing with Capriccio Columbus.

### Overview:

What a delightful story we find in Katy Hudson's "A Loud Winter's Nap." Lovable Tortoise just wants to settle down for his nap (hibernation - science connection!) and is interrupted by his woodland friends who invite him to join them in their winter fun. Each of Tortoise's friends keeps him from sleeping with the noise of their activities, and included in the text of the book are lovely sound words that inspire musical integration.

### Suggested Teaching Process:

1. Read the book "A Loud Winter's Nap" to the students.
2. Recall and discuss the sound words associated with each character in the story:
  - Robin (chirp)
  - Rabbit (tap)
  - Squirrel (thud, splat)
  - Beaver (swish, kerplunk)
  - Tortoise (whoosh, wheeee!)
3. Discuss assigning character's sound words instrument sounds.
4. Demonstrate appropriate instrument technique.
  - Robin (chirp) - Triangle
  - Rabbit (tap) - Cowbell
  - Squirrel (thud, splat) - Hand Drum
  - Beaver (swish, kerplunk) - Sand Blocks
  - Tortoise (whoosh, wheeee!) – Glockenspiel



5. Distribute instruments to students.
6. Consider allowing students to choose their instrument if this is possible.
7. Encourage students to think about their animal's activity, the sound words from the book, and how they could turn those words into sounds on their instrument.
8. Allow for time to think, explore, play their instrument (at a respectful volume level - give a reminder), and create a pattern to play when their character enters the story.
9. Ask students to share their musical ideas on how to play their instrument.  
*Hint: This will give you a chance to spot check and correct any improper hand positions or technique issues, like holding an instrument incorrectly, for example.*
10. Remind students of the final page of the story, where all of the animals are playing together. Ask students for their ideas about what should happen on this page (all of the instruments should play together). Practice playing altogether and watching you for a cut-off to stop playing.
11. Create a performance by reading the book and adding the instruments.

### **Final Thoughts:**

By allowing students to explore the instruments on their own, you have the opportunity to check in with individuals who need a re-teach with regards to proper playing technique. Students also have ownership in their contribution to the final product and appreciate being creative in the music-making process. Plus, there is little risk involved since there is no pattern to play "wrong," while the reward of playing the instruments is very high.

### **References:**

Hudson, K., & Mayers, C. (2017). *A Loud Winter's Nap*. Fairfax, VA: Capstone Young Readers