

# Sound Stories Round the Year

Folk Tales, Fables, and Poems for the Music Classroom

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# How to Use this Book

*Sound Stories Round the Year* was designed to develop reading and music skills in the elementary music classroom by adding instrument playing and sound exploration to well-known literature, including folk tales, fables, and poems. Each lesson includes the following:

**1. Folk Tale, Fable or Poem:** Read the work before adding instruments, which should be played at the same time as the highlighted accent words. For convenience, each story is also included as a PDF on the Data CD, allowing you to easily display it on a whiteboard or print student copies.

**2. Instrument Key:** When you're ready to add instruments, study the instrument key as a class. The instrument illustrations and highlighted accent words correspond directly to those in the accompanying story. Pay particular attention to the playing instructions in *italics*.

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## Crow Brings the Daylight

INUIT FOLK TALE

A long time ago, the Inuit tribe lived in a winter of **darkness** in the far north of the world. They had never seen **daylight**. In fact, they only knew it existed because of an old crow, who had flown south on one of his long journeys. The tribe members begged and begged the crow to find the **daylight** and bring it back to their village. At first, he was hesitant: "I'm much too old to fly so far again." But the people were desperate, and eventually the crow agreed. He **flapped** his wings and headed out into the **dark sky**.

On and on he went, leaving his homeland behind as he **flew** south. Many times the crow considered turning back. He began to wonder whether he had simply dreamed up **daylight**. Did it actually exist? At that moment, the sun appeared over the horizon! The crow circled in the air, stunned by the beauty of the scene in front of him. A light wind was blowing through a valley, **rustling** the leaves of emerald green trees. Through their midst wound a small babbling brook, and as the crow peered down, he thought he saw a silver fish **plash** in the water. On the far side of the valley, nestled against a hillside, lay a small village. The crow **flapped** in that direction.

Through the doorway of a nearby lodge, the crow could see a small woven basket that glowed. **Daylight!** He turned himself into a speck of dust and floated through the doorway, straight into the ear of a little boy, who sat playing contentedly on the floor. The child sat up with a start and **rubbed** at his ear in irritation.










Tucked inside the little boy's ear, the crow whispered, "You want to play with a ball of **daylight**." The boy **rubbed** his ear and thought for a moment. Then he repeated the words. His grandfather removed a glowing ball from the basket, tied it with a string, and gave it to the boy. Together they **walked** outside to play. As soon as they were clear of the lodge, the crow left the child's ear and turned back into a bird. He grasped the string in his talon and **flew** off into the sky!

Back in the far north, the Inuit tribe waited for his return. In the distance, they saw a faint **light** coming toward them. It grew brighter and brighter as the crow **flew** closer. When he was directly above the middle of the village, he dropped the ball! With a loud **crack**, it shattered on the ground, sending **daylight** into every corner of the Inuit village.

Everyone **laughed** with joy and thanked the crow for what he had done. But he hastened to warn them that the **daylight** would not last forever—it would need to rest for six months of the year. During the other six months, **darkness** would return. The Inuit people live that way to this very day. And they are always kind to the crow, for it was he who brought the **daylight**.

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### Instrument Key

 <b>Darkness/dark:</b> Gathering drum <i>Roll quietly with two hands</i>	 <b>Rustling:</b> Cabasa <i>Twirl freely</i>	 <b>Walked:</b> Bongo drum <i>Alternate back and forth</i>
 <b>Daylight/light:</b> Cymbals <i>Crash together</i>	 <b>Splash:</b> Tambourine <i>Strike once on the drumhead</i>	 <b>Crack:</b> Whip crack <i>Strike once</i>
 <b>Flapped/flew:</b> Maracas <i>Shake steadily</i>	 <b>Rubbed:</b> Sandpaper blocks <i>Rub together quickly</i>	 <b>Laughed:</b> Giegh bells <i>Shake freely</i>

### Teaching Extensions

**Grade Level: 2-4**

**History:** The Inuit tribe comes from the area that is now Greenland, the American state of Alaska, and Canadian Arctic. In the northernmost parts of those areas, it is dark for 24 hours of the day during the winter and light for 24 hours of the day during the summer. Today, we know the scientific reason for those extreme hours of darkness and sunlight—the North Pole is either very close to the sun or very far away from the sun, depending on how the globe is tilting on its axis at different times of year. But the Inuit people didn't know that when they created this myth hundreds of years ago. Discuss the concept of folk tales and myths with your students. Ask:


- What other folk tales and myths do you know?
- Why do we still tell them, even when there are now scientific explanations for most natural phenomena?
- Why do you think people created these stories?

**Companion Song:** "The Carrion Crow" is a folk song from Nova Scotia, a province of Canada. Interspersed with the story about the crow are nonsense syllables. Learn their pronunciation first before singing the song.

Inkum kiddy kum kimo.  
Ihn-koom kih-dee-koom kah-he-moh.  
Kiminero kiddy kum keero.  
Kah-he-mih-nee-roh kih-dee koom kee-roh.  
Kiminero kimo.  
Kah-he-mih-nee-roh kah-he-moh.

### The Carrion Crow

Nova Scotian Folk Song



**3. Teaching Extensions:** If class time allows, expand the lesson with one or two learning extensions. Each one is clearly labeled by subject area: History, Language Arts, Drama, Music, or Art.

**4. Companion Song:** Teach the accompanying song to your students by rote. Each one was chosen for its thematic and cultural connections to the literature.

# Sound Stories for Autumn



# The Migration of the Grey Squirrels

BY WILLIAM HOWITT (1792–1879)

When in my youth I traveled throughout each north country,  
Many a strange thing did I hear, and many a **strange** thing to see.

But nothing was there pleased me more than when, in autumn brown,  
I came, in the depths of the pathless woods, to the grey squirrels' **town**.

There were hundreds that in the hollow boles of the old, old trees did dwell,  
And laid up store, hard by their door, of the sweet mast as it **fell**.

But soon the hungry **wild swine** came, and with thievish snouts dug up  
Their buried treasure, and left them not so much as an acorn cup.

Then did they chatter in angry mood, and one and all decree,  
Into the forests of rich stone-pine over hill and dale to **flee**.

**Over hill and dale**, over hill and dale, for many a league they went,  
Like a troop of undaunted travelers governed by one consent.

But the hawk and the eagle, and peering owl, did dreadfully pursue;  
And the further the grey squirrels went, the more their **perils grew**.  
When lo! To cut off their pilgrimage, a broad stream lay in view.

But then did each wondrous creature show his cunning and bravery;  
With a piece of the pine-bark in his mouth, unto the **stream** came he.

And boldly his little bark he launched, without the least delay;  
His busy tail was his upright sail, and he **merrily** steered away.

Never was there a lovelier sight than that grey squirrels' fleet;  
And with **anxious** eyes I watched to see what fortune it would meet.

Soon had they reached the rough mild-stream, and ever and anon  
I grieved to behold some bark **wrecked**, and its little steersman gone.

But the main fleet stoutly held across; I saw them leap to shore;  
They entered the woods with a **cry of joy**, for their perilous march was o'er.

## Instrument Key



**Strange:** Vibraslap  
*Strike once*



**Town:** Tambourine  
*Shake freely*



**Fell:** Gathering drum  
*Strike once loudly*



**Wild swine:** Rhythm sticks  
*Scrape randomly*



**Flee:** Slide whistle  
*Slide from high to low*



**Over hill and dale:** Bongo drum  
*Alternate back and forth*



**Perils grew:** Maracas  
*Quickly crescendo  
from piano to forte*



**Stream:** Glockenspiel  
*Play four random high notes*



**Merrily:** Triangle  
*Strike once and let ring*



**Anxious:** Hand drum  
*Rub the drumhead with  
the palm of your hand*

**ALL**

**Wrecked:** All instruments  
*Play one beat on all instruments*



**Cry of joy:** Cymbals  
*Crash together*

## Teaching Extensions

### Grade Level: 3–5

**Music:** Take time to learn the natural rhythm of this poem before introducing it to your students. Within the classic language is a thrilling story of a troop of squirrels who dash off into the night to save their store of nuts from a pack of thieving swine! Emphasizing the correct words will help your students understand and latch onto the story.

The instrument sounds should be played at the *end* of each stanza, so as not to interrupt the rhythm of the spoken poem. The underlined words that have been chosen—and their respective instrument sounds—represent the main idea of each stanza. In fact, the instrument sounds can be played on their own as a short piece of program music.

**Companion Song:** Sing "Land of the Silver Birch." Try keeping the beat with a few instruments from the story. As a class, discuss the timbre of each instrument and how the mood of the song changes depending on what is being played.

## Land of the Silver Birch

Canadian Folk Song

Words adapted by Karen Farnum Surmani

1. Land of the sil - ver birch, home of the bea - ver, where still the  
2 Down in the for - est, deep in the low - lands, where hawk and

might - y moose wan - ders at will. Blue lake and rock - y shore,  
ea - gle fly, grey squirrels go forth. Sail - ing a - cross the stream,

I will re - turn once more. } Boom de de boom boom, boom de de boom boom,  
brave - ly to shore once more. }

boom de de boom boom boom.