

the OBOE GOES BOOM BOOM BOOM

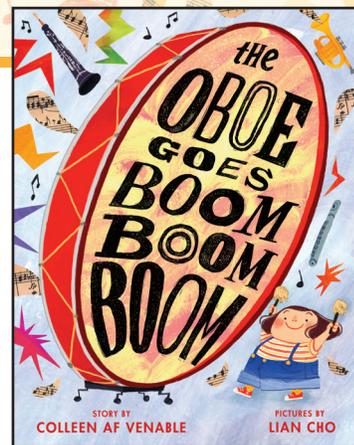
BY COLLEEN AF VENABLE ILLUSTRATED BY LIAN CHO

EDUCATORS' GUIDE



About the Book

There is an instrument for everyone and Mr. V is here to help us find ours so we can join the band! Maybe you'll like the soft melodic tones of the flute or the brassy sound of a trumpet. Sometimes it's hard to hear over the loud BOOM BOOM of the drums, but did you know that there is an even louder instrument you could play? Join in on the fun and see which instrument fits your style.



Ages 4-8

About the Author



COLLEEN AF VENABLE is the author of the picture books *Mervin the Sloth Is About to Do the Best Thing in the World* and *Amy the Red Panda Is Writing the Best Story in the World*. She is also the author of several graphic novels, including the forthcoming *Katie the Cat Sitter*, the Guinea Pig: Pet Shop Private Eye series, and *Kiss Number 8*, which was longlisted for the 2019 National Book Award. Colleen AF Venable lives in Brooklyn, New York.

About the Illustrator



LIAN CHO is a graduate of the School of Visual Arts in New York City. She is a Society of Illustrators Student Competition Finalist and received the Rhodes Family Award for Achievement in Illustration. She has created artwork for Sesame Workshop and the *New Yorker*, as well as for *Lalani of the Distant Sea*, by Erin Entrada Kelly. *The Oboe Goes Boom Boom Boom* is her first picture book. Lian Cho grew up in Taiwan and New Zealand, and now lives in Brooklyn, New York.

Before Reading

Read your students the title of this book and ask if anyone knows what an oboe is. Can they describe what it might look like or what they think it would sound like? What other instruments do your students already know? Can they tell you how they are played (with their hands, their mouths, do they use a special tool like a drumstick)? Finally, ask your students what type of instrument they would pick to play as part of the band. After the story, see if any of their choices have changed.



Extension Activities

- 1. MARCHING BAND:** Have students stand in a large circle around the room. Using your own hands as an instrument, clap or pat out a beat. Ask students to show how they think their bodies should respond. Example: If the clap is slow with long pauses, should they be walking, marching, or running? What if the clap is very fast? Experiment with not just tempo changes, but volume changes as well. If it's a quiet clap versus a loud one, how does the quality of their movements change?
- 2. MUSIC MAKERS:** Using household items, your students can make their own instruments. Make maracas using a cardboard tube (from a toilet paper or paper towel roll), wax paper, rubber bands, and dried beans. Cover one end of the tube with wax paper and a rubber band. Then put some beans into the tube. Cover the other end with more wax paper and a rubber band. For younger children, glue the rubber bands in place. Now you are ready to shake, rattle, and roll!
- 3. CONDUCTOR SAYS!:** Just like Felicity in the story, band members must practice patience and self-control when playing as part of the band. Divide students into different groups; if you have instruments, use them, if not, the students can use their bodies and tools available. The conductor

should stand at the front of the room and point to each group when it's their turn to play. If you play when it is *not* your turn, you are out! The last group standing gets to decide the next conductor.

- 4. THUNDERSTORM ORCHESTRA:** Sit with your students in a large circle. Together, you are going to create a thunderstorm *inside* your classroom! As the teacher, you are the conductor of the Thunderstorm Orchestra. You will show the students how to make music using their bodies, then the person to your right will join in, then the person to their right will join in, etc. until it creates a wave all around the circle. Once it reaches back to you and the entire class is following your movements, you begin a different movement, and this creates a second wave. Students should not stop the previous action until the next one comes to them. First, rub your hands together to make the sound of soft rainfall. Once the whole circle has joined in, then snap your fingers or click your tongue to simulate the sound of rain drops hitting. Next, pat your legs with your hands to mimic loud heavy rain. Finally, stomp your feet on the ground to create thunder. Once the thunder has reached the whole circle, reverse course to slow the storm down and end with silence.

5. LISTEN AND LEARN: Sergei Prokofiev's *Peter and the Wolf* is a great example of how to use music to tell a story. Listen to the music and ask students to identify what instruments they hear. Once they are able to recognize the different instruments, can they connect those instruments to characters in the story? Play a section of the story and pause when a new character enters and ask students who entered based on the music that they hear.

6. MUSICAL DOODLE: Give each student a piece of paper and a variety of coloring utensils. Play some music and ask your students to draw what the music sounds like to them. Play songs with different styles, tempos, instruments, etc, and see how the art styles change for each one. Compare drawings to see how the music is interpreted and experienced differently. At the end, you'll have a musical masterpiece!

7. REPEAT AFTER ME: Using rhythm sticks, your hands, or any tool you may have available, create a simple pattern that your students must then copy. Give each student a chance to be the leader and create their own rhythm for their peers to copy. Another variation would be to have each student create a 3-step sign (clap, pat, clap or stomp, clap, clap). Moving around the circle, students should repeat the signs of their classmates before them and then add their own. The last student to go should try to recreate all of their peers' signs!

8. SHAKE DOWN COUNT DOWN: This game is a great ice breaker before a focused activity. It works on breath control and gets a lot of physical energy out! Stand in a circle and raise your right hand in the air, then shake your right arm 5 times while loudly counting "1,2,3,4,5!" Switch and shake your left arm 5 times. Then your right foot 5 times and

your left foot 5 times. Repeat counting down 4 times, 3 times, 2 times, 1 time. At the end, let out a big jump and any excess energy.

9. FREEZE DANCE: Using classical music or songs that represent specific sections of a band (strings, percussion, woodwinds, etc.) play freeze dance. Ask your students to move their bodies in a way that sounds like the music they can hear. When the music stops, they freeze. Change the songs each time to help students hone in on what they are hearing and how they interpret the instruments.

10. SONG WRITERS: Reading and writing sheet music can be a lot to learn for young minds. This activity helps correlate different signs with different sounds. Start by creating 5–10 simple signs that all of your students can draw—basic shapes, lines, and symbols. Then designate each sign a sound; a circle represents a clap, an X a stomp, a star a whistle. Next, ask students to write out the symbols to begin creating their own song. When students complete their song, they can share their symbols on the board so peers can follow along and perform their creation for the class!

11. MUSIC ARTIST TRIBUTE: Each of the musicians in Colleen AF Venable's story are inspired by real-life musicians. As a class, create a list of questions to answer about musicians: Where are they from? What songs do they play? Have they won any awards? Assign each of your students a musician to research and ask them to find the answers to your questions. Pebblego.com is a great research tool for young learners. From there, invite students to share what they learned about the artists and play one of their songs.

12. FINGER FINE MOTOR: To play an instrument you need your fingers and hands to be in tip-top shape! This fine-motor exercise helps strengthen little ones muscles while also keeping them occupied on a task. Given each student a ball of playdough or clay and a handful of pegs. First students should push all of their pegs into the clay, like they are pushing the buttons of a trumpet. Then, students have to pull and pick the pegs out of the clay, like they are plucking the strings of a harp.

13. PLAY THAT FUNKY MUSIC: Invite students to find something from the classroom that could be used as a musical instrument. Encourage them to be creative! Maybe it's two blocks they hit together, or a pencil box that they can shake, or maybe they decide to just use their own voice as an instrument. Form a large circle in the room and you start in the middle. Whoever is in the middle yells out "Give me a beat!" and the musicians in the circle begin to play whatever instrument they

have. The middle person begins to dance and groove around the circle until they call "HOLD!" and switch spots with someone in the circle and the dance party starts again.

14. MUSICAL HEAR AND SEEK: Print images of the different types of instruments found in *The Oboe Goes Boom Boom Boom*. Talk with your students about each instrument and what they remember about it from the story. Play a clip of music of each instrument so students can identify which sound belongs to which image. Finally, place the images around the room in different areas. This time, when you play a clip of music, ask the students to go stand with the picture they think that sound belongs to. If they get it right, they are still in the game. If they get it wrong, have them return to their desks and wait until the next round. The last one standing gets to be the music player next time you play!

