

# Incorporating Technology with the Story, Bear Wants More

**Written By:** Laurie Rangel

**County:** Marion

**Subject:** Music/Reading

**Grade(s):** 2nd-3rd

**Instructional Time:** 40-45 minutes

**Suggested or Required Technology:** iPads (required), SmartBoard (optional)

## **BRIEF DESCRIPTION**

Students will be adding musical accompaniment to the story, **Bear Wants More, by Karma Wilson.** Through the use of classroom percussion instruments and iPads, students will create sounds for the different characters in the book. These sounds will be incorporated with the reading of the story. Adding the iPads will allow all students, including those with special needs (ESE students), to create music to add to the story.

## **STANDARDS**

MU.2.F.1.1- Create a musical performance that brings a story or poem to life.

### ACCESS POINTS

MU.2.F.1.Su.a- Imitate sounds or movements that represent a story character, setting, or theme.

MU.2.F.1.Pa.a- Explore a variety of sounds and movements that represent a story character, setting, or theme.

## **LEARNING OBJECTIVES**

Students will:

- Listen to the story, **Bear Wants More** and will help create animal sounds for the characters with iPads and classroom instruments.
- Select appropriate instruments and sounds on the iPads to help interpret the story.
- Perform the piece with their created sounds.

## **GUIDING QUESTIONS**

- How do I add music to a story?
- How do I create animal sounds with iPads and classroom instruments?

- How do I perform with a group?

#### **PRIOR KNOWLEDGE NEEDED**

- Bears hibernate in the Winter
- What sounds do the animals in the story make?
- Using iPads to find information

#### **FORMATIVE ASSESSMENT**

- Students will perform their music with a small group along with the reading of the story.
- Student groups will critique their performance.

#### **SUMMATIVE ASSESSMENT**

- Teacher observation of students performing music at correct time in the story and playing together with their group.

# LESSONS

## **SESSION 1**

### **MATERIALS AND SUPPLIES**

- Bear Wants More- book or Prime video of the reading of the story:
  - [https://www.amazon.com/gp/video/detail/B07DDKQ5ZY/ref=atv\\_dl\\_rdr?autoplay=1](https://www.amazon.com/gp/video/detail/B07DDKQ5ZY/ref=atv_dl_rdr?autoplay=1)
- Computer monitor or Smart Board
- Classroom percussion rhythm instruments (suggestions: hand drums, claves, castanets, triangles)

### **ACTIVITIES AND INSTRUCTIONS**

Students will listen to the reading of the story. The story can be read by the teacher or students can watch the video link of the reading of the story on the computer or Smart Board.

Teacher will create instrument parts for the main characters in the story and demonstrate how to play each instrument, and the rhythm associated with that character. Students will be put into small groups and rotate through centers, playing each instrument at the correct time in the story.

### **RESOURCES**

Prior lessons can include reading the story Bear Snores On to discuss how bears sleep (hibernate) all winter and wake up hungry.

### **ACCOMMODATIONS FOR INCLUDING ALL CHILDREN**

- Students can be given extra help from paraprofessionals, or paired with another student for additional assistance.
- Directions will be presented visually and orally.
- Picture cards will be at each instrument station showing the animal, instrument, and rhythm to be played.

## SESSION 2

### MATERIALS AND SUPPLIES

- Bear Wants More- book or Prime video of the reading of the story:
  - [https://www.amazon.com/gp/video/detail/B07DDKQ5ZY/ref=atv\\_dl\\_rdr?autoplay=1](https://www.amazon.com/gp/video/detail/B07DDKQ5ZY/ref=atv_dl_rdr?autoplay=1)
- Classroom rhythm instruments used in Session 1
- Computer monitor or Smart Board
- iPads

### ACTIVITIES AND INSTRUCTIONS

Students will listen to the reading of the story. The story can be read by the teacher or students can watch the video link of the reading of the story on the computer or Smart Board.

Students will review the instrument parts that were added to the story in Session 1.

Students will work in groups of 2-3 with iPads. Using the **Animal Sounds** app, students will explore different animal sounds by touching different pictures of animals on their screen. They will be instructed to find animal sounds, being sure to include a bear sound and the other animals that were in the story.

### RESOURCES

The Animal Sounds app is available on the app store. More information can be found at:  
<https://apps.apple.com/us/app/animal-sounds/id580044747>

Students will use prior knowledge of the story, and iPads to enhance the music.

### ACCOMMODATIONS FOR INCLUDING ALL CHILDREN

- Students can be given extra help from paraprofessionals, or paired with another student for additional assistance.
- Directions will be presented visually and orally.
- The addition of the iPads will allow for all students to make music regardless of their coordination and motor skills. They can create music by tapping the screen on the iPad.

## SESSION 3

### MATERIALS AND SUPPLIES

- Bear Wants More- book or Prime video of the reading of the story:
  - [https://www.amazon.com/gp/video/detail/B07DDKQ5ZY/ref=atv\\_dl\\_rdr?autoplay=1](https://www.amazon.com/gp/video/detail/B07DDKQ5ZY/ref=atv_dl_rdr?autoplay=1)
- Computer monitor or Smart Board
- iPads
- Pencil

### ACTIVITIES AND INSTRUCTIONS

Students will listen to the reading of the story. The story can be read by the teacher or students can watch the video link of the reading of the story on the computer or Smart Board.

Students will continue working in their groups of 2-3 from Session 2. Using the iPads with **Animal Sounds**, students will practice playing the sounds for the animals in the story. Students will also be introduced to **Beat Snap** and **Loopseque lite**. (My iPads do not accommodate **Garage Band**, but this is a great app to use as well). Students will explore these 2 apps to see what they can create. This is where the students will transition from touching pictures for animal sounds to creating their own patterns and rhythms for each animal.

### RESOURCES

Students will use prior knowledge of the story, and previously recorded tracks on the iPads to enhance the music.

The Beat Snap app is available on the app store. More information can be found at:  
<https://apps.apple.com/us/app/beat-snap-music-beat-maker/id1356137096>

The Loopseque lite app is available on the app store. More information can be found at:  
<https://apps.apple.com/us/app/loopseque-lite/id401656667>

The Garage Band app is available on the app store. More information can be found at:  
<https://apps.apple.com/us/app/loopseque-lite/id401656667>

There are many YouTube videos available on using these apps

### ACCOMMODATIONS FOR INCLUDING ALL CHILDREN

- Students can be given extra help from paraprofessionals, or paired with another student for additional assistance.
- Directions will be presented visually and orally.
- The addition of the iPads will allow for all students to make music regardless of their coordination and motor skills. They can create music by tapping the screen on the iPad.

## SESSION 4

### MATERIALS AND SUPPLIES

- Bear Wants More- book or Prime video of the reading of the story:
  - [https://www.amazon.com/gp/video/detail/B07DDKQ5ZY/ref=atv\\_dl\\_rdr?autoplay=1](https://www.amazon.com/gp/video/detail/B07DDKQ5ZY/ref=atv_dl_rdr?autoplay=1)
- Computer monitor or Smart Board
- iPads
- Bear Wants More iPad selections sheet (included at the end of the lessons)
- Pencil

### ACTIVITIES AND INSTRUCTIONS

Students will listen to the reading of the story. The story can be read by the teacher or students can watch the video link of the reading of the story on the computer or Smart Board.

Students will continue working in their groups of 2-3 from Session 3. Using the iPads, students will decide which app they want to use (Beat Snap or Loopseque lite) to create an alternative sound for each animal in the story (a different beat or pattern for each animal, instead of using animal sounds). They will write down what loops they create to go with the story. The teacher can take a picture of the settings they use for each app.

### RESOURCES

Students will use prior knowledge of the story, and previously recorded tracks on the iPads to enhance the music.

### ACCOMMODATIONS FOR INCLUDING ALL CHILDREN

- Students can be given extra help from paraprofessionals, or paired with another student for additional assistance.
- Directions will be presented visually and orally.
- The addition of the iPads will allow for all students to make music regardless of their coordination and motor skills. They can create music by tapping the screen on the iPad.

## SESSION 5

### MATERIALS AND SUPPLIES

- Bear Wants More- book or Prime video of the reading of the story:
  - [https://www.amazon.com/gp/video/detail/B07DDKQ5ZY/ref=atv\\_dl\\_rdr?autoplay=1](https://www.amazon.com/gp/video/detail/B07DDKQ5ZY/ref=atv_dl_rdr?autoplay=1)
- Computer monitor or Smart Board
- iPads
- Bear Wants More iPad selections sheet
- Pencil

### ACTIVITIES AND INSTRUCTIONS

Students will practice their iPad music with their groups. They will prepare for a class performance using the iPads with the story. They will take turns reading the story and adding in music for each animal as it appears in the story, rotating through different parts.

Teacher will check with each group and offer suggestions or help as needed.

### RESOURCES

Students will use prior knowledge of the story, and previously recorded tracks on the iPads to enhance the music.

### ACCOMMODATIONS FOR INCLUDING ALL CHILDREN

- Students can be given extra help from paraprofessionals, or paired with another student for additional assistance.
- Directions will be presented visually and orally.
- The addition of the iPads will allow for all students to make music regardless of their coordination and motor skills. They can create music by tapping the screen on the iPad.

## SESSION 6

### MATERIALS AND SUPPLIES

- Bear Wants More- book or Prime video of the reading of the story:
  - [https://www.amazon.com/gp/video/detail/B07DDKQ5ZY/ref=atv\\_dl\\_rdr?autoplay=1](https://www.amazon.com/gp/video/detail/B07DDKQ5ZY/ref=atv_dl_rdr?autoplay=1)
- Computer monitor or Smart Board
- iPads
- Bear Wants More iPad selections sheet

### ACTIVITIES AND INSTRUCTIONS

Teacher will review expectations of audience members and how to be good listeners when other groups are performing.

Each group will have a turn performing their iPad music along with the reading of the story for their classmates.

Students will discuss something they liked about each group's performance.

### RESOURCES

Students will use prior knowledge of the story, and previously recorded tracks on the iPads to enhance the music.

### ACCOMMODATIONS FOR INCLUDING ALL CHILDREN

- Students can be given extra help from paraprofessionals, or paired with another student for additional assistance.
- Directions will be presented visually and orally.
- The addition of the iPads will allow for all students to make music regardless of their coordination and motor skills. They can create music by tapping the screen on the iPad.



**COMMENTS OR GENERAL NOTES**

The classes being used for this lesson are 2<sup>nd</sup> and 3<sup>rd</sup> grade. (The 3<sup>rd</sup> grade class contains ESE students in 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade). These classes are comprised of ½ ESE ASD (autism) students, and ½ regular education students. The class sizes range from 12 to 15 students. 1-2 paraprofessionals attend these classes as well, creating an average adult/student ratio of 1:6.

There is a Smart Board in this classroom, but a computer monitor can be used to display images from the computer as well.

The music classroom is located in a portable.

**MUSIC, READING, & TECHNOLOGY**  
**BOOK: Bear Wants More, by Karma Wilson**  
**ipad Selection Sheet-Music**

<b>App Name</b>	<b>Setting</b>	<b>Instrument/Sounds</b>
(EXAMPLE) Animal.sounds	City Animals Farm Animals	Badger, mouse, bear

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**Names:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_