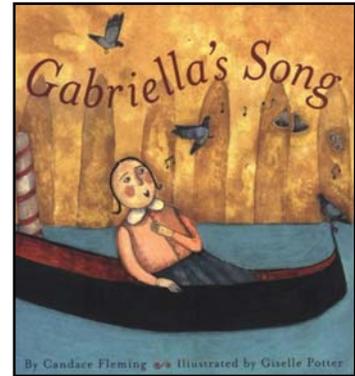


Classroom Guide

Gabriella's Song

written by Candace Fleming
illustrated by Giselle Potter
published by Aladdin (an Anne Schwartz book), 2001

A note to the teacher: This book can be used in a variety of ways for both older and younger students.



Themes

- ◆ I've Got Music
- ◆ Venice, Italy

About the Book

Young Gabriella hears music everywhere: in the street sellers chatting in the streets ("hot pie hot," "fresh fresh fish!"), in the rhythm of the tethered boats ("bump de bump bump") and in her mother's call ("amore mio!"). Soon the sounds of her world have become a part of Gabriella, and she can't help but put it all into her song. Everyone she encounters listens in his or her own way, and soon *Gabriella's Song* becomes part of the heartbeat of Venice.

About the Author

Candace Fleming is the author of numerous books for children, including *Ben Franklin's Almanac*, an ALA Notable Book and an ALA Best Book for Young Adults, as well as ALA Notable Books *Tippy, Tippy, Tippy*, *Hide!*, and *When Agnes Caws*.

About the Illustrator

Giselle Potter grew up in a household of artists. Her artistic career began when she traveled as a young child with her parent's puppet theater, *The Mystic Paper Beasts*. After high school she traveled to Indonesia to study Balinese miniature paintings and later went on to study at the Rhode Island School of Design. Her first children's book was published in 1997 and she has gone on to write and illustrate over twenty books.

Things to think about before you read the book

- ◆ Do you like to sing?
- ◆ What is the earliest song you can remember?
- ◆ How would you define "music"?
- ◆ Do you think there is music in nature? In everything around you? Take 1 minute to listen. How many different sounds can you hear?
- ◆ Where do you think composers (people who write songs) get their inspiration and ideas?
- ◆ Where do *you* think music comes from?

I've Got Music

A Musical Dictionary

There are many musical terms in *Gabriella's Song*. Here is a quick explanation of what they mean.

- ◆ **Aria** - A song usually sung by one of the characters in an opera that focuses on a single emotion (i.e., they sing about fear or sadness or joy).
- ◆ **Concerto** - A piece of music for one or more soloists and an orchestra.
- ◆ **Cantata** - Music (usually has more than one movement or part) that is sung with an orchestra or some other sort of musical accompaniment.
- ◆ **Crescendo** - A gradual increase in volume.
- ◆ **Grand finale** - The big finish of a musical story (i.e., in an opera).
- ◆ **Harmony** - The study of how the different notes in a musical chord work *or* when musical pitches work together.
- ◆ **Opening movement** - The introductory piece of music to a larger musical piece or story. The opening movement can also stand by itself as a complete piece of music.
- ◆ **Opera** - A musical play entirely sung. Operas usually have of two types of musical elements, **the aria**, which expresses a single idea or theme, and **the recitative, which** moves the story along.
- ◆ **Scherzo** - A specific style of music that forms part of a larger piece such as a symphony. The word means "joke" in Italian.
- ◆ **Symphony** - A musical piece for a large orchestra, usually in four movements.
- ◆ **Rhythm** - The pattern and speed with which notes are put together. The rhythm is like the skeleton of a song and tells the musician how it should be played or sung.

Musical Games

A CLASSROOM ACTIVITY FOR YOUNGER STUDENTS: Musical Dots

Note for the teacher: This game is based on the concept of musical chairs.

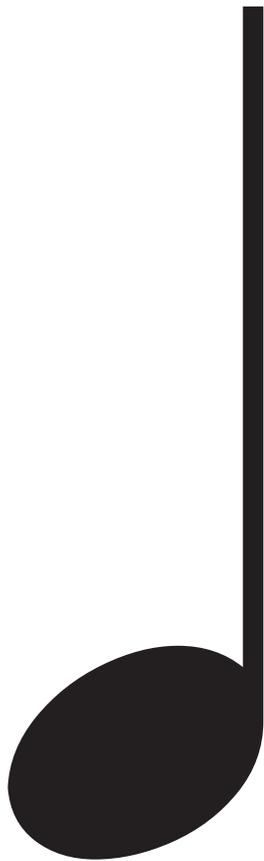
1. Spread large paper dots or carpet squares around the room, about one per every two or three children.
2. Review the rules of the game. When the children hear the music they have to put their toe or finger on a dot.
3. Play music. Stop music. After you have done this a couple of times, remove a dot after every time you stop the music.

4. **Optional rules:** Have different colored dots or carpet squares. When you stop the music, tell the children to go to a particular color of dot or carpet square.
5. **Optional rules:** Use these four musical shapes : quarter note, whole note, eighth note, quarter rest. Reproduce them so you have four sets. Make them large enough to see easily on the floor. When the music stops, tell the children to go to one of those musical shapes.
6. **An additional musical shape option:** After the children have been directed to a particular musical shape (see optional rule #5), have them do what that musical shape indicates (i.e., if they are on a rest, have them pretend to be sleeping; if they are on the whole note have them clap once and hold it for 4 beats).

A CLASSROOM ACTIVITY FOR YOUNGER STUDENTS: The Note Game

Note for the teacher: This game is based on "Red Light, Green Light."

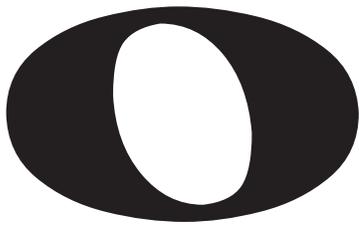
1. Found on the following page, you can reproduce the quarter rest, eighth note, quarter note, and whole note on separate sheets or cards so you have four individual images.
2. Review with the students what a whole note is (slow, 4 beats) and what a quarter note is (fast, 1 beat).
3. Line the students up on one end of the classroom. The object is to move from one end of the room to the other, being the first to get to the other side. If you have a large class, work with approximately 10 students at a time.
4. Review the rules of the game: when you hold up the quarter note they go fast, when you hold up the whole note they go slow. Play the game.
5. Now introduce the quarter rest. Tell the students that when they see the rest they have to stop and pretend to be sleeping.
6. Play the game again using one of the note values and the rest. You can vary the game by using more than two symbols if you wish.



Quarter Note - Slow



Eighth Note - Fast



Whole Note - Go



Quarter Rest - Stop

A CLASSROOM ACTIVITY FOR ANY AGE: Creating a Sound Orchestra

1. Divide the class into groups with 2 to 4 students in each group.
2. Assign each group a sound. For example, “whoosh,” “beep,” “zip.” This is a good lesson in “onomatopoeia” (words that sound like the sound they make).
3. Each group has 30 seconds to practice their sound.
4. The teacher is the conductor. When you point to each group they have to make their sound. If you raise your hands above your head, they get louder. If you lower your hands to the floor, they get softer. You can point to two groups at the same time and they must make their sounds at the same time. When you point to everyone, they all make their sounds at the same time. Be sure you have practiced a signal to stop (the referee’s sign for safe at a baseball game works well). Practice starting and stopping, using that signal before you begin the sound orchestra.
5. **Option for Older Students:** Choose a word with at least three syllables. Divide class into syllable groups and assign each group one syllable from that word. For example. If the word is “hip-po-pot-a-mus” each group gets one part of that word. Have each group practice their syllable and come up with an action for it. After they have practiced, perform your sound orchestra. See directions in #4.

A CLASSROOM ACTIVITY FOR ANY AGE: New words to an old tune

1. Select a favorite and familiar tune (like “Old MacDonald Had a Farm” or “Twinkle Twinkle Little Star”).
2. Select a theme like weather or school.
3. Come up with new words for that tune based on the selected theme.
4. **Option for Older Students:** Divide class into groups. When they have completed (and practiced) their new song, have them perform for each other.

A CLASSROOM ACTIVITY FOR OLDER STUDENTS: Mix and Match

Note for the teacher: The correct matches are found in the earlier section: “Musical Dictionary.”

1. Write out the musical terms listed on the chart on note cards, one word per card.
2. Write out the definitions listed on the chart on note cards, one definition per card.
3. Divide the class into group. Give each group one set of musical terms cards and one set of definition cards. See if they can match the words to the definitions. The team with the most correct matches wins.
4. **Option for Playing the Game:** Print out the worksheet “Musical Terms Matching Game” and give to each student. Have them draw a line between the musical term and its correct definition. The student with the most correct matches wins.

Curriculum connections:

Writing, teamwork, social skills, music/the arts

MUSICAL TERMS MATCHING GAME

Match musical term with the correct definition. All musical terms found in Gabriella's Song.

ARIA	<i>The pattern and speed with which notes are put together. It is like the skeleton of a song and tells the musician how it should be played or sung.</i>
CANTATA	<i>A piece of music that usually has more than one movement or part and is sung with an orchestra or other musical group.</i>
OPERA	<i>A specific style of music that forms part of a larger piece such as a symphony. The word means "joke" in Italian.</i>
CRESCENDO	<i>The big finish of a musical story (i.e., in an opera)</i>
HARMONY	<i>A musical play with all of the words being sung. There are usually two types of musical elements: the aria, which expresses a single idea or theme, and the recitative which moves the story along</i>
SYMPHONY	<i>A gradual increase in volume</i>
GRAND FINALE	<i>The study of how the different notes in a musical chord work or when musical pitches work together.</i>
SCHERZO	<i>A piece for large orchestra, usually in four movements</i>
OPENING MOVEMENT	<i>A song usually sung by one of the characters in an opera that focuses on a single emotion (i.e., they sing about fear or sadness or joy)</i>
RHYTHM	<i>The introductory piece of music in a larger musical piece or story. It can also stand by itself as a complete piece of music.</i>

A Bit About Venice

A little history of Venice, Italy

Venice is an archipelago (a group of 118 islands) in the fairly shallow saltwater Venetian Lagoon off the Adriatic Sea. The city has over 400 bridges, 150 canals, and the only way to travel around the city is by foot or by boat (gondolas). Seafood and tourism play an important part of the city's economy and silver and Murano glass are part of the city's artistic heritage.

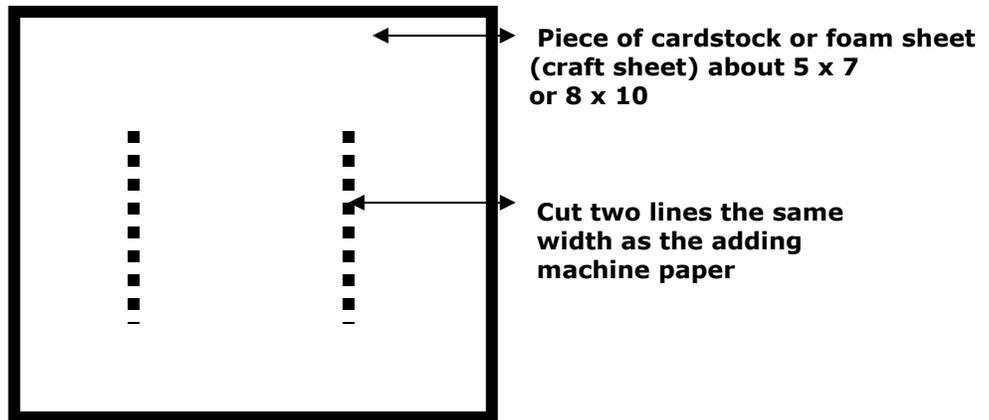
The history of Venice Italy can be traced back to the 5th century when Romans fled the invading Goths and needed a place to hide. It was a maritime power during the Middle Ages (approximately 400AD to the early 1500s) and the Renaissance (1400s to early 1600s) and was a major crossroads during the Crusades (early 1000AD to late 1200s). Famous Venetians include Richard Wagner (1812-1883/musician), Antonio Lucio Vivaldi (1678-1741/musician), Marco Polo (1254-1324/explorer) and Casanova (Giovanni Giacomo Casanova de Seingalt/1725-1798/"jack of all trades").

For more information go to:

- ◆ www.comune.venezia.it/flex/cm/pages/ServeBLOB.php/L/EN/IDPagina (official site of the city of Venice)
- ◆ www.europe-cities.com/en/609/italy/venice/history/famous-people (list and brief bio of some famous Venetians)

A CLASSROOM ACTIVITY FOR OLER STUDENTS: STORY SCROLL

1. Cut a piece of cardstock or a foam craft sheet into a 5x7 or 8x10 rectangle.
2. Cut two lines about 6 inches apart.
3. Draw lines on adding machine paper 6 inches apart.
4. Have the students draw images of Venice and scenes from *Gabriella's Song* in each section. Decorate the borders of the rectangle to look like a theater stage.
5. Thread the paper through the two slots, from the back of the sheet to the front and to the back again so that the 6-inch images can be seen on the front of the sheet between the slots.
6. Pull the paper through the slots and watch the images shift.
7. Have the students tell the story of *Gabriella's Song* using only the images they have drawn.



A CLASSROOM ACTIVITY FOR ANY AGE: A Market Square

A note for the teacher: Historic Venice is famous for its market square and street merchants. In this activity students will set up their own market.

1. Arrange the desks around the edge of the room in a square so that students can walk around them on both sides.
2. Assign roles to students. Some will be “shoppers”; others will have things to sell at their booths (desks).
3. Decide as a class what will be sold at the market. Have the students make pictures of these objects or have them sell actual things. Have the students make pretend money by cutting various pieces of colored paper into circles or squares. Make a chart indicating which colors are worth which amounts (i.e. blue is 1, red is 5 etc...)
4. Each shopper is given a certain amount of money. Each seller must decide how much the objects they are selling are worth. Encourage the students to barter (discuss/negotiate the price).
5. Have the shoppers and sellers interact.
6. **Option for Older Students:** Create a scene. Give each student one line to say, or have them decide in groups how they are going to interact with each other. Who is the main character in this scene? Why are they going to the market? What is the conflict or problem going to be? How will it be resolved? Practice, and then perform for another class. You can also divide the class into two groups and have them perform for each other.

Curriculum connections:

Writing, history, teamwork, social skills, literature

Companion Books

Music

ACTIVITY BOOKS WITH CD/MUSIC

Animal Boogie (CD included), Debbie Harter, Barefoot Books, 2000

Ants Go Marching: Sing and Read Storybook (CD included), illustrated by Jeffery Scherer, Cartwheel Books (Scholastic), 2002

Bingo: Sing and Read Storybook (CD included), illustrated by Hans Wilhelm, Cartwheel Books (Scholastic), 2004

Fire Truck: Sing and Read Storybook (CD included), by Ivan Ulz, illustrated by Jill Dubin, Scholastic, 2002

Kids Songs: Sing-Along: Animal Song Favorites (CD included), Hal Leonard Corporation (ISBN: 0-634-03692-0)

Shake My Sillies Out, by Raffi, illustrated by David Allender, Crown Publishers, Inc. (Songs to Read), 1987

She'll Be Coming Round the Mountain: Sing and Read Storybook (CD included), illustrated by Chris Demarest, Cartwheel Books (Scholastic), 2003

This Little Light of Mine: Sing and Read Storybook (CD included), adapted by Rachel Lisberg, illustrated by Sylvia Walker, Cartwheel Books (Scholastic), 2003

Wee Sing® Games, Games, Games (CD included), by Pamela Conn Beall and Susan Hagen Nipp, illustrated by Nancy Spence Klein, Price Stern Sloan, 1991

Wee Sing® Nursery Rhymes & Lullabies, by Pamela Conn Beall and Susan Hagen Nipp, illustrated by Nancy Spence Klein, Price Stern Sloan, 1985

TEACHER RESOURCES

Make Your Own Musical Instruments (Do it Yourself Books), by Margaret McLean, illustrated by Ken Stott, Lerner Publications Company, 1988

Music and Dramatics at Circle Time: Quick, easy ideas for active participation, by Carol Gnojewski, illustrated by Barb Tourtillotte, Totline Publications (Frank Schaffer Publ), 1999

Music Games That Teach Rhythm Reading Skills, by Jean Perry, Shawnee Press, Inc., 2004

One, Two, Three... Echo Me (CD included): Ready-to-use songs, games & activities to help children sing in tune, by Loretta Mitchell, heritage Music Press (Lorenz Corporation), 1991

Pitch Exploration: Can Your Voice Do This? compiled by John M. Feierabend, First Steps in Music (GIA Publications), 2003

Singing Bee! A Collection of Favorite Children's Songs, compiled by Jane Hart, illustrated by Anita Lobel, Lothrop, Lee and Shepard Books, 1982/1989.

Singing Games Children Love: Volume 1, compiled by Denise Gagne, Themes and Variations, 1997

Songs & Rhymes with Beat Motions: Keeping the Beat, compiled by John M. Feierabend, First Steps in Music (GIA Publications), 2004

Ultimate Children's Songbook: 66 Fun Songs for Kids, Hal Leonard Corporation (ISBN: 0-634-02181-8 (Piano, vocal, guitar)

PICTURE BOOKS

Abiyoyo, by Pete Seeger, illustrated by Michael Hays, Aladdin (Simon & Schuster), 1994

I Wonder as I Wander, by Gwenyth Swain, illustrated by Ronald Himler, Eerdmans Books for Young Readers, 2003

Sing, Pierrot, Sing: A picture book in mime, by Tomie de Paola, Voyager Books, 1983

Song and Dance Man, by Karen Ackerman, illustrated by Stephen Gammell, Alfred A. Knopf, 1988

Over the River: A Turkey's Tale (includes music), based on the song by Lydia Maria Child, adapted and illustrated by Derek Anderson, Simon & Schuster Books for Young Readers, 2005

Over the River and Through the Woods, by Lydia Maria Child, illustrated by David Catrow, Scholastic, 1996

What am I? Music! by Alan Crozon, Éditions du Seuil (France) & Chronicle Books, 2004

What is My Song? by Dennis Linn, Sheila Fabricant Linn, Matthew Linn, illustrated by Francisco Miranda, Paulist Press, 2005

Zin! Zin! Zin! A Violin, by Lloyd Moss, illustrated by Marjorie Priceman, Aladdin Picture Books (Simon & Schuster), 1995

Venice

BOOKS

Daughter of Venice, novel by Donna Jo Napoli, Wendy Lamb Books, 2002

Guido's Gondola by Renee Riva, illustrated by Steve Bjorkman, Waterbrook Press, 2005

The Stravaganza series (novels): City of Masks, City of Stars, City of Flowers, by Mary Hoffman, Bloomsbury, 2005.

This Is Venice by Miroslav Sasek, Universe Publishing Inc., 2008

Zoe Sophia's Scrapbook: An Adventure in Venice, by Elisa Smalley, illustrated and written by Claudia Mauner, Chronicle Books, 2003.

WEBSITES AND ON-LINE LESSON PLANS

www.instructorweb.com/lesson/vivaldi.asp (Vivaldi lesson plan 3-6th grade with reproducibles)

www.pbs.org/wgbh/nova/venice (NOVA: THE SINKING OF VENICE - clips, teaching guide and purchase information - 60 min VHS video)

edsitement.neh.gov/view_lesson_plan.asp?id=489 (On the Road with Marco Polo: A Boy in 13th Century Venice - EDSITement, the National Endowment of the Humanities site - On the Road with)

VIDEO/DVD

Venice: A Musical Journey - A Musical Tour of the City's Past and Present (55 minutes), 2005