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| **\*Book Title & ©** **\*Authors & Illustrators****\*Genre** | **Literary Elements** | **Dance Literacy or Literary Arts Connections**  | **Music Literacy Connections**  | **Visual Arts Literacy Connections** | **Theatre Literacy Connections** | **Seed Strategy**  |
| *Ada’s Violin* *The Story of the Recycled Orchestra of Paraguay* by Susan Hood & illustrated by Sally Wern Comport © 2016Nonfiction | Tone, mood, & theme:Generally bright feeling, Despair for a moment, Hopeful & Proud |  | Emphasize Hope through melodies. Colors of the illustrations emphasize the story line & mood for different phrasing. |  |  | “Background Music and Read-along” Page 519: Students will make connections to play appropriate music through rhythmic & melodic instruments |
| *Trombone Shorty* by Troy Andrews and Bill Taylor & illustrated byBryan Collier & book design by Chad W. Beckman© 2015Nonfiction | Mixture of realistic and hand drawn pictures, which pictate a clear image like the sentences that are clear and straight to the point. |   | As the music that is described as jambalaya, the book’s images are mixed and matched. These help emphasize the story line of Trombone Shorty wanting to play like jambalaya. |  |  | “Making and Finding rhythmical instruments” Page 515 Seed strategy 13.3. Students will bring in house-hold items and we will make rhythmical instruments from them. |
| *The Adventures of Space Gecko* by Bruce Hale and illustrated by Bruce Hale.©1994 by words + pictures publishing, inc**.** Science fiction | Tone, mood, theme.Feelings of stubbornness, confusion, And hopefulness. An adventure through space.  |  | The connection can be seen through the mood of the story, images within the story show parts that would feel sad when other parts feel happy. |  |  | “Close Listening”Students will have to pay attention to the music as the story unfolds, and answer questions about the similarities between the music and book. |
| *Are you my Mother?* By P.D. Eastman. Illustrated by P.D. Eastman©1960 by P.D. Eastman.Fiction | Illustrations are very bright, color full, and well thought out to fit text. Mood is generally sad in the start and becomes happy |  | A connection between the two would be the rhyming patterns in the text. Parts within the story can be used to teach basic patterns, which is the precursor to keeping a steady beat. |  |  | “Action songs/movement music". The teacher can read out load sections of the book and students can play random noise/instruments over a steady beat created by the teacher. A simple beat would be used, and kids would just improve over it. |
| *Farmer and the Dell*Author: unknown, originating from 1820’s GermanyIllustrator: Mary Maki Rae© 1988Fiction | Bright, vibrant colors in illustration reflect tone and content of song.  |  | Text is exact song lyrics for Singing Game.Score for song is included in back.Illustrations connect to the vibrant, joyful nature of game. |  |  | “Energizer” pg. 511Book and game can be used as brief interjection to class to release energy and regain focus.  |
| *The Whale’s Song*Author: Dyan SheldonIllustrator: Gary Blythe© 1990Fiction | Realistic, close depictions of characters in illustrations. Metaphors. Imagery. Conflict between characters. |  | Plot setting at night relates to elusive, mysterious nature of story. Whales evoke a particular sound: could be integrated into music. Colors of illustrations contribute to mood in music. |  |  | “Music Response Journal” pg. 524Students journal musical characteristics evoked by text and illustrations and identify selections that correlate with whale calls. |
| *What Charlie Heard* Mordicai Gerstein2002Historical Fiction  | Great illistrations with lots of words Words layered goes through the historical facts of his life  |  | Every page has some kind of picture that has to do with music whether it’s an instrument and the words on the page are all like descriptive words for music |  |  | Music Response 524 Students journal musical characteristics evoked by text and illustrations and identify selections that correlate withThe music of Charles Ives  |
| *The Spider and the Fly*Based on the cautionary tale by Mary HowittIllustration by Tony DiTerlizziJacket Design by Greg Stadnyk©2002Fiction | Mood, Color scheme, text color and font, all add to the Halloween season theme, foreshadowing  |  | Repetitive phrases to shape the contour of the story, like a melodyThe pictures, font, color of text, setting of illustrations all add to create the mood, like chords, and keys |  |  | “Scavenger Hunt” Page 519Class discusses how the story book set the mood, then the class will go on a scavenger hunt around the classroom to pick an appropriate song for the mood of the story (Teacher provides the options to narrow search/control search/appropriate) |
| *Ballerina Misty Copeland Shows a Young Girl How to Dance Like the Firebird*By Misty Copeland & Illustrated by ©2014Realistic Fiction | Mood, hopeful, inspiring Mosaic art looking for illustration, colors, vibrant feeling |  | The colors are like the chords and keys, a reoccurring theme in different manners is like a melody coming back with slight alterations |  |  | “Rhythm plus” Page 519Teacher helps students decide on words to create their own rhythmic pattern out of words, some words will repeat as a melody or ostinato |
| *What Charlie Heard*By Mordicai Gerstein ©2002 | Mood, Amazing art, Words layered in the art, Color |  | Shows musical symbols throughout the whole piece on the pages, Theme shows many instruments in the art  |  |  | “Background Music and Read-along” Page 519: Students will make connections to play appropriate music through rhythmic & melodic instrument |
| *When Stravinsky met Nijinsky* By Lauren Stringer ©2013 | Great illustrations, Mood, color, Goes through a historical story, Theme  |  | Shows relationship between dance and music and how both evolved to help each other. |  |  | “Rhythm plus” Page 519Teacher helps students decide on words to create their own rhythmic pattern out of words, some words will repeat as a melody or ostinato |
| *Jazz on a Saturday Night*By Leo and Diane Dillon@ 2007Historical Children’s Fiction | Rhyme, Historical Fiction, Illustrations reflecting music genre |  | Rhyme and imagery connect story to jazz as a historical and cultural phenomenon.  |  |  | “History through Music” pg. 532Students are exposed to jazz history and culture by researching jazz artists presented in the text.  |
| *Bedtime Sing to Me*B*y* Diane C. OhanesianNadine Bernard Westcott@ 2009Children’s Musical Score/Singing Book |  |  | Text is lyrics to popular children’s songs. Promotes connection of words to specific melodies through repetition and art. |  |  | “Song Scavenger Hunt” pg. 523Activity/lesson in which students categorize songs based on content or language patterns. |
| *The Greedy Python*By Richard Buckley and illustrated by Eric Carle.©1985 by Richard Buckley, illustrations ©1985 by Eric Carlefiction | Imagery, theme, and tone. Conflict of snake always having to eat. |  | Every animal can be looked at as a different instrument and the text has a rhymical pattern to it.  |  |  |  "Music Book response options",Change the animals within the book to instruments. Students would learn each instrument and the sound it makes every time the snake eats. |
| *A house for hermit crab,* illustrated and written by Eric Carle.Text and illustrations ©1987 by Eric Carle corp.fiction | Conflict, theme, imagery, and mood. Portrays a lot of texture and the plot is easy to follow. |  | The text follows rhythmic pattern, the hermit crab picks up. The hermit crab can take roll as a conductor for an ensemble.  |  |  |  “Song writing/ song innovations”, Students can be assigned a different decoration the hermit crab puts on his shell and they will have to come up with a small song for each one. Students would perform each song once their decoration is added the hermit crabs shell.  |