

Children's Literature, Props, and Play!

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# Playful Possibilities

Aimee Curtis Pfitzner

Includes Online  
Supplemental Materials

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# Playful Props

Playful props or manipulatives enhance and illustrate creative and exploratory movement.

## Balloons

- Ⓢ Tap balloon with hand or chopstick to practice beat and rhythm.
- Ⓢ Illustrate melodies or vocal exploration.
- Ⓢ Pinch stem of inflated balloon tightly with thumbs and pointer fingers of both hands (do not tie); pull in opposite directions to create squeaks and whistles.

## Bean Bags

- Ⓢ Play passing games.
- Ⓢ Tap on knee or floor or toss hand-to-hand to practice beat or rhythm patterns.

## Beanie Babies®/Small Stuffed Animals

Use to keep beat, for beat-passing games, and as partners for odd numbers of students.

## Body Socks

Use for creative and exploratory movement.

## Chopsticks

- Ⓢ Use as percussion mallets.
- Ⓢ Use as light sounding rhythm sticks.
- Ⓢ Create and notate rhythm patterns on floor.
- Ⓢ Use as conducting baton.

**Fringe Sticks** (Chopsticks or jumbo-sized craft sticks with shiny, metallic gift-wrapping shreds hot glued on one end.)



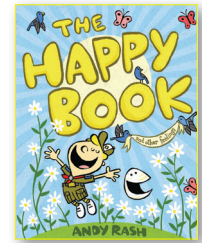
- Ⓢ Use as melodic direction pointer, conducting baton, or paint brushes.

## Glow Sticks

- Ⓢ Create and notate rhythm patterns on floor.
- Ⓢ Use as percussion mallets.



Many more suggestions in the book!



# All the Feels

## Materials Needed

*The Happy Book*<sup>1</sup>; print emoji cards (page 11); variety of Orff instruments or small hand percussion

## The Plan

© Read book; sing happy song after each yellow two-page section (sing three times).

Happily A. C. Pfizner

What does it look like to be hap-py?      What does it feel like to you?

What does it sound like to be hap-py?      What does it mean to you?

© Continue reading; sing sad song after each blue two-page section (sing three times).

Sadly

What does it look like to be sad?      What does it feel like to you?

What does it sound like to be sad?      What does it mean to you?

© Continue reading; speak angry speech piece after each blue two-page section (speak three times).

Angrily

What does it look like to be an-gry?      What does it feel like to you?

What does it sound like to be an-gry?      What does it mean to you?

© Continue reading; whisper scared speech piece after each green two-page section (whisper three times).

<sup>1</sup> Rash, Andy. *The Happy Book*. Viking Books for Young Readers, 2019.



## All the Feels

Whispered



What does it look like to be scared?

What does it feel like to you?



What does it sound like to be scared?

What does it mean to you?

© Continue reading; perform feelings song after each mixed-color two-page section (perform three times).

Whispered

Angrily



What does it look like to have feel-ings?

What does it feel like to you?



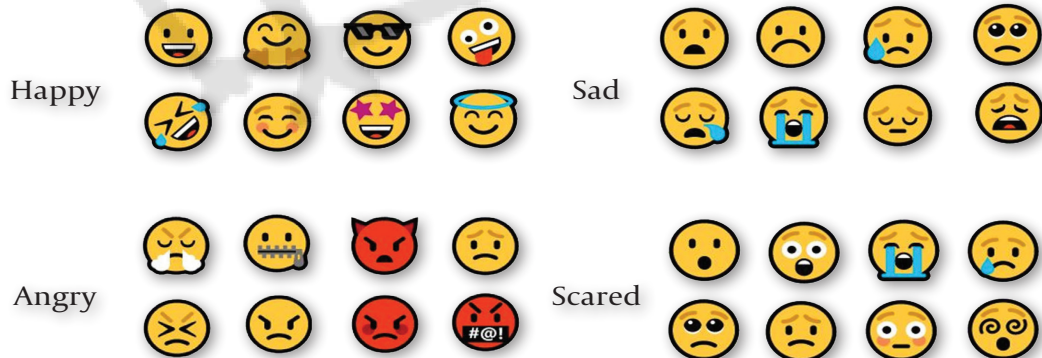
What does it sound like to have feel-ings?

What does it mean to you?

## Playful Possibilities

© Small groups create movement stories for each color/emotion section to perform at beginning of each section. Print emoji cards; allow each group to choose four emojis from one category to create movement story.

### Emoji Cards



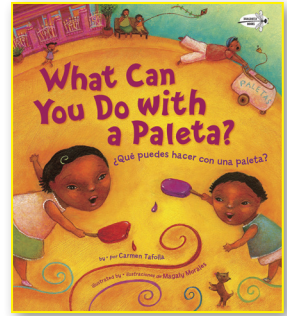
© Groups add instruments to accompany movement stories.

© Groups create rhythmic word chains using brainstormed words about feelings and emotions (happy, excited, bored, sad, thrilled, angry, scared, shocked, surprised). Transfer word chains to Orff instruments set up in C Pentatonics contrasting sections to *All the Feels*.

© Groups create music soundscapes to accompany each section.



# What Can You Do with a Paleta?



## Materials Needed

*What Can You Do With a Paleta*; images of paletas (Mexican ice pops); printed paleta flavor cards; scarves; variety of small hand percussion instruments

A. C. Pfitzner

**A**

Pa - le-tas, pa-le-tas come from Mex - i - co. Straw-ber-ry ki-wi or sweet man-go. Pa-

(Right, left, cha cha cha cha)

le-tas, pa-le-tas, not al - ways sweet. What's your fav-'rite fla-vor of this i - cy treat?

AG

AM

BX/BM 2

BX/BM 1

**B**

Wa-ter-mel-on, cu-cum-ber, tam-a-rind chi-li. Cho-co-la-te, fram-bue-sa, pla-ta-no, chic-le.

1 Tafolla, Carmen. *What Can You Do with a Paleta/¿Qué Puedes Hacer con una Paleta?* Dragonfly Books (Bilingual edition). 2014.



# What Can You Do with a Paleta?

## The Plan

- Ⓢ Read book.
- Ⓢ Show and discuss images of paletas.

## A Section

- Ⓢ Teach song.
- Ⓢ Stand and step rhythm of Bass Xylophone Parts.
- Ⓢ Add clap for rhythm of Alto Metallophone Part.
- Ⓢ Perform with song.
- Ⓢ Transfer to barred instruments.
- Ⓢ Add Alto Glockenspiel Part.
- Ⓢ Add shakers (steady eighth note pattern) throughout.
- Ⓢ Perform with song.

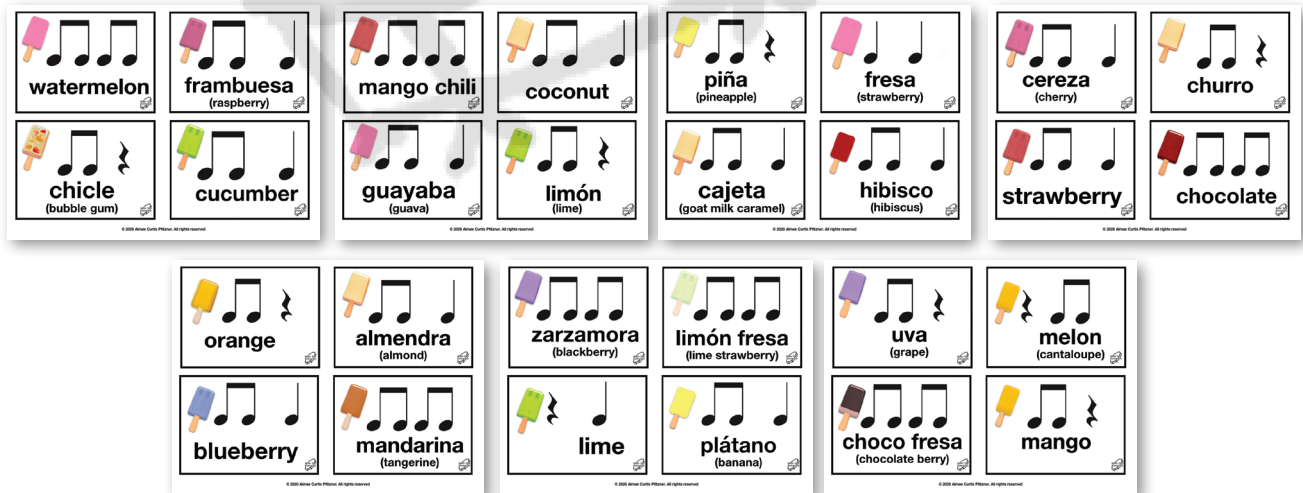
## B Section

- Ⓢ Small groups use rhythm flavor cards to create, then speak 8-beat rhythm word chain.
- Ⓢ Transfer to claves, cowbells, and/or rhythm sticks.
- Ⓢ Perform in Rondo Form: A (song), B (small group), A (song), B (another small group), etc.

## Playful Possibilities

- Ⓢ Small groups create dance for A Section.
- Ⓢ Small groups use scarves in colors of their favorite paleta flavors to create dance to accompany B Sections.

### Paleta Flavor Cards



Full Color visuals available for all purchasers!

I eat flies, I eat flies

Yummy, yummy flies!

© 2020 Aimee Curtis Pfitzner. All rights reserved

This block contains musical notation for the song 'I eat flies'. It features two lines of music. The first line has four red hearts, each with a musical note on a stem. The notes are: a half note, a quarter note, a half note, and a quarter note. Below the first two hearts are the words 'I eat flies,' and below the last two are 'I eat flies'. The second line has four red hearts with musical notes: a half note, a quarter note, a half note, and a quarter note. Below the first two hearts are the words 'Yummy, yummy' and below the last two is 'flies!'. A white heart with a black outline and a lightning bolt symbol is on the right. A small house icon is in the bottom left corner.

I eat flies

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This block features a purple background with a repeating pattern of black spiders. In the center is a white rounded square containing a black rectangular frame. Inside the frame, there are two cartoon spiders: one yellow and one purple, both with smiling faces. Above the spiders is a musical note on a stem. A small house icon is in the bottom right corner.

Cocodrilo loco  
(crazy crocodile)

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This block features a white background with a black rectangular frame. Inside the frame, the text 'Cocodrilo loco' is written in a large, bold font, with '(crazy crocodile)' in a smaller font below it. Below the text is a realistic illustration of a crocodile. A small house icon is in the bottom left corner.

watermelon

frambuesa  
(raspberry)

chicle  
(bubble gum)

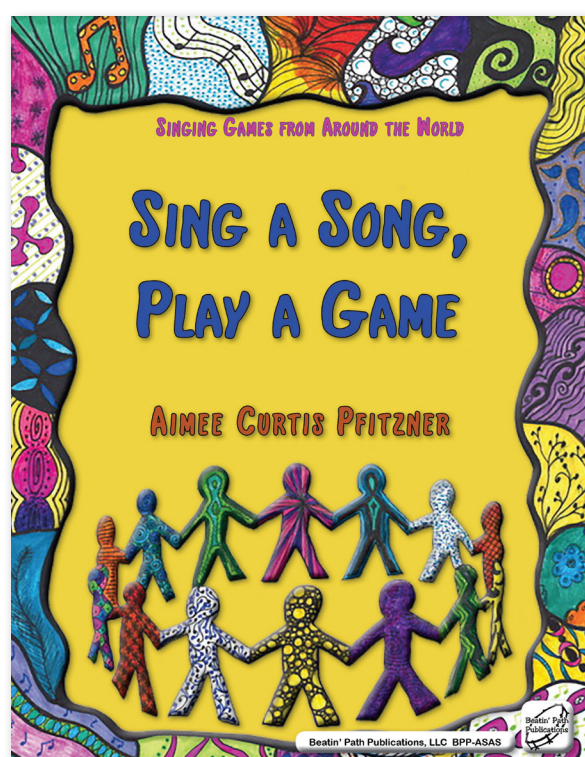
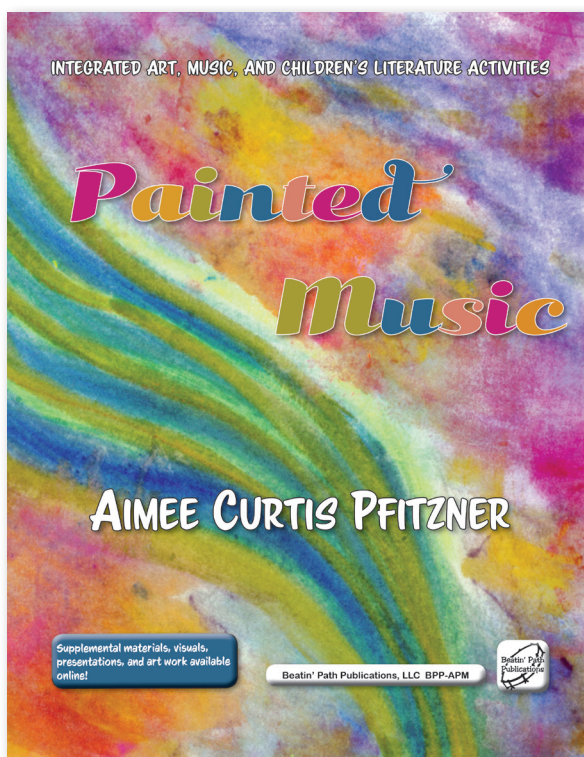
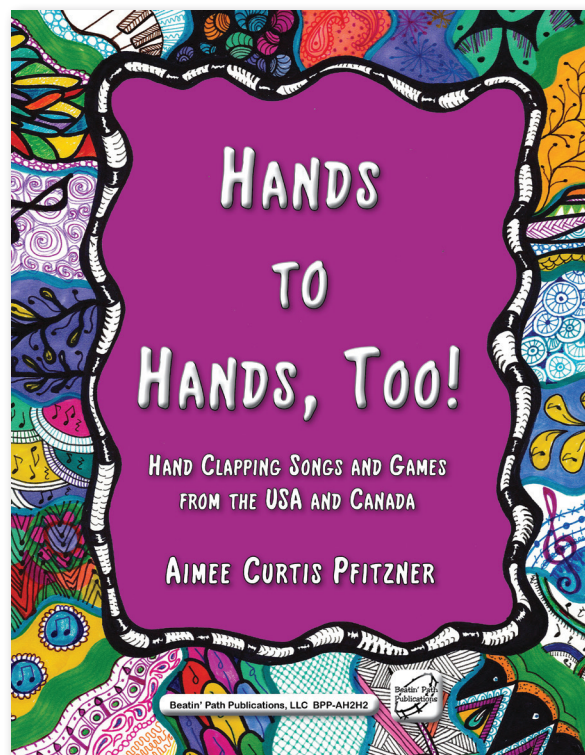
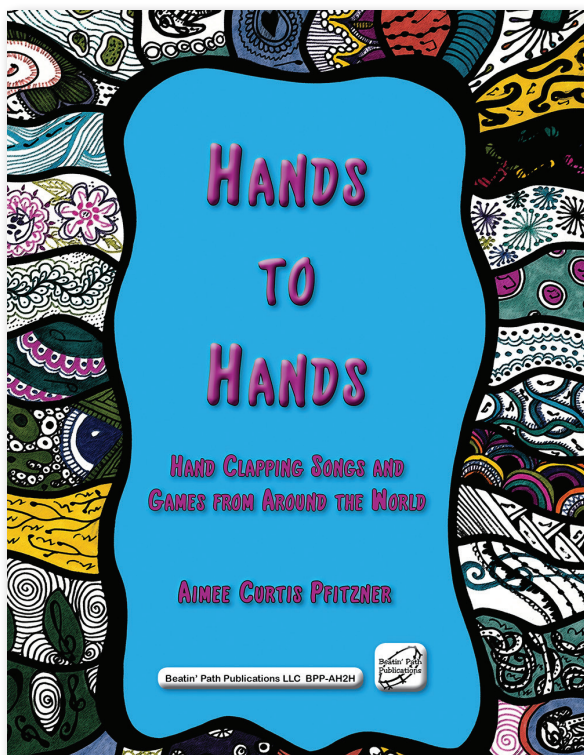
cucumber

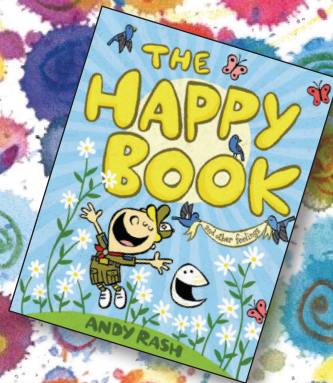
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This block contains four separate musical notation cards. Each card has a white background with a black border. The top-left card shows a pink popsicle, a musical note on a stem, and the word 'watermelon'. The top-right card shows a pink popsicle, a musical note on a stem, and the words 'frambuesa (raspberry)'. The bottom-left card shows a yellow and orange popsicle, a musical note on a stem, and the words 'chicle (bubble gum)'. The bottom-right card shows a green popsicle, a musical note on a stem, and the word 'cucumber'. A small house icon is in the bottom right corner.



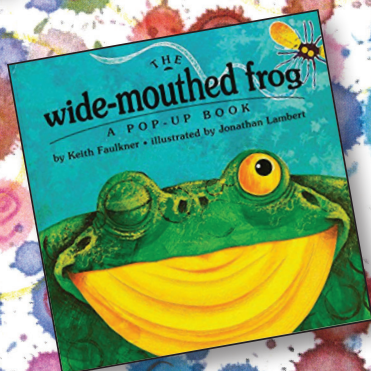
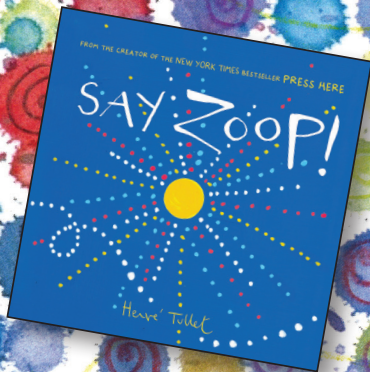
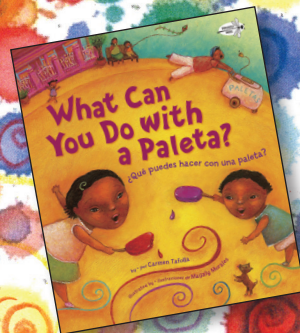
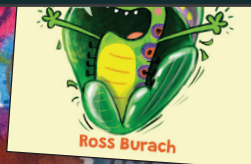
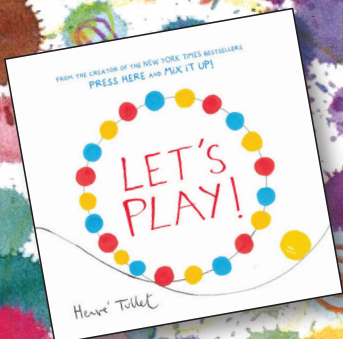
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