

# We Wanna Rock

## Non-Fiction & Nonsense from the Heartland

### Lesson Plan



## Dinosaurumpus

Grade Levels

3-4

### Objective

Students will identify alliteration and supply several samples showing satisfactory understanding in their writing.

### Proficiencies

Writing  
Listening  
Analyzing  
Editing  
Alliteration  
Poetry Analysis

### Subject Areas

Language Arts

### Materials

T-Rex CD  
Lyric sheet to Dinosaurumpus

### Student Divisions

Class  
Groups

### Teaching Strategies

1. Play "Dinosaurumpus" on track #2 of T-Rex's CD.
2. Ask students: What phrases did you notice? What stood out to you? Refer to the lyric sheet and write phrases on the board.

### Teaching Strategies Cont.

3. Of the phrases on the board, underline the examples of alliteration. Ask the students what they have in common.
4. Define Alliteration for the students.  
**Alliteration:** the repetition of consonant sounds in order to create an effect.  
i.e. She sells sea shells by the sea shore.  
The lips, the teeth, the tip of the tongue, the articulatory tools.
5. Listen to the song again for examples of alliteration that you missed the first time and add those to your list.
6. Have individual students each write one original sentence using alliteration.
7. Divide students into small groups (no more than 5 suggested). Have them combine and revise their sentences to make one short poem.
8. Have groups share their poems with the class. You may want to submit the poems to T-Rex's writing club on his website.

This lesson was created through a partnership with Thaddeus Rex, Inc. and the Indianapolis Symphony Orchestra Education Department.

© 2006. Printed with permission. All rights reserved.

## Dinosaurumpus (Thaddeus Rex Lyrics)

There's a quake and a quiver and a rumbling around  
It makes you shiver it's a thundery sound  
Shake Shake Shudder Near the sludgy old swamp  
Everybody's doing the Dinosaur romp. Yeah

Donk Donk Donk here's Triceratops  
Jumping up and down doing dinosaur hops  
He wears 3 horns on his big bony head  
And thunders along with a bomp bomp tread

(Chorus)

Brontosaurus stops for slushy mushy snack  
His tail starts swinging with a thwack thwack thwack  
Stegosaurus stomps along with lots of her playmates  
Clatter Clatter Clatter go their bony back plates. Yeah

(Chorus)

Styracosaurus shakes his collar and his spikes  
Rattle Rattle Rattle is the noise that he likes  
A pack of Deinonychuses go running by fast  
With a zoom zoom zoom so they won't be the last

(Chorus)

Roar ! Roar ! Roar !  
What's making that sound?  
The dinosaurs stop  
there's silence around  
Roar! Roar! Roar!  
we're shivering with fright  
What can make a noise like that in the night?  
Tyrannosaurus crashes in gnashing his jaws  
Wallop! On the ground go his big back claws  
He's huge he's heavy but all he wants to do  
Is join in the rumpus so why don't you too???

(chorus)

# We Wanna Rock

## Non-Fiction & Nonsense from the Heartland

### Lesson Plan



## Doggy Doo

Grade Levels

2-3

### Objective

Students will identify and write rhymes in the context of poetry and song.

### Proficiencies

Listening  
Creative Writing  
Analysis  
Description  
Summarizing  
Rhyming  
Poetry

### Subject Areas

Language Arts  
Music

### Materials

T-Rex CD  
Lyric Sheet to "I Stepped in Dog Doo"

### Student Divisions

Class  
Groups

### Teaching Strategies

1. Play the song "I Stepped in Dog Doo" on track #11 of T-Rex's CD.
2. Conduct a short classroom discussion of what the song is about:
  - What happened?
  - How did he feel about it?
  - What did he plan to do about it?

### Teaching Strategies Cont.

3. There is something else we can learn from this song, besides how to get dog doo off of your shoe. This song is great at showing us rhyming words. Can anyone tell me what rhyming words are? If not, define this for the students. Play the song again and hand out copies of the lyric sheet. Ask them to circle the rhyming words and connect them with a line.
4. As a class, make a list on the board of the rhyming words in the song.  
Examples: doo, shoe, stew, flu, review, taboo, you, kangaroo
5. Ask the students what they notice about the words. (Be sure to help them discover that the rhyming words/sounds are often spelled differently.)
6. Use pair & share to get students to brainstorm other sets of rhyming words with different sounds. Do not limit them to two-word sets.
7. Have the group come back together and share some of their rhyme sets with the class.

### Extensions:

1. Write your own poem using as many words from your rhyme sets as possible.
2. Have kids make a poster of their rhyming words and illustrate them. Allow this to be inspiration for future writing exercises.
3. Select some of the poems and collaborate with your music teacher to create songs from them.

This lesson was created through a partnership with Thaddeus Rex, Inc. and the Indianapolis Symphony Orchestra Education Department.

# I Stepped in Dog Doo (Thaddeus Rex Lyrics)

I went into the yard and what did I do?  
I lowered my shoe into some doggy doo  
Yuck!

I stepped in dog doo  
I stepped in dog doo  
And it's on my shoe

I stepped in dog doo  
I stepped in doggy doo  
What am I going to do

I stepped in dog doo  
And it's on my shoe  
I would like to get it off but I'm scared to touch the dog doo

Touch the dog doo  
Down there on my shoe  
That's it! You! You  
Touch the dog doo  
Touch the doggy doo

Can I get some help from you  
To scrape this dog doo up off of my shoe  
Are you sure you don't want to help?  
Oh dear, now I can smell the dog doo  
Oh! It's a stinky stew  
I think this doggy must have been sick with the flu  
But I guess too  
That it is true  
I'm just lucky it wasn't a kangaroo

It's just some dog doo  
It's just some dog doo  
Down there on my shoe  
No big deal, we can take care of this in a jiffy  
It's just some dog doo  
It's just some dog doo  
Just some doggy doo

I tell you what I'm going to do to get this dog doo  
Up Off of my shoe  
I can probably use the garden hose  
And maybe with some shampoo  
And my sister's toothbrush too  
I think that that will do to clean up all this dog doo

(instrumental)

I'd like to thank you  
I'd like to thank you  
For the time you spent with this song and now  
I'd like to review  
From the rear view  
A subject that can be a bit taboo                      I stepped in dog doo

# We Wanna Rock

## Non-Fiction & Nonsense from the Heartland

### Lesson Plan



## Grandma's Pond

Grade Levels

3-4

### Objective

Students will engage in the process of non-fiction writing.

### Proficiencies

Listening  
Non-fiction writing  
Editing/Revising  
Oral Presentation  
Sorting  
Organization  
Description

### Subject Areas

Language Arts  
Music

### Materials

T-Rex CD

### Student Divisions

Class  
Groups

### Teaching Strategies

1. Ask students to remember the very best day they ever had and make a list of everything they can remember about it in the order that it happened. Fill the page with every detail you can think of:
  - Where were you?
  - Who was with you?
  - What did you do that day?
  - What sights, smells, tastes, sounds, and feelings do you remember?

### Teaching Strategies Cont.

2. Point out that the song "Grandma's Pond" is about T-Rex's memory of a great day. (It was actually Indianapolis 500 Race Day, 2005.) Play the song on track #9 of T-Rex's CD.
3. What did T-Rex do that day? Make a list on the board of what students remember.
4. Ask students what else T-Rex might have done that day that is not in the story. Answers may include: woke up, brushed his teeth, got dressed, drove to grandma's, etc.
5. Why do you think that he chose to talk about some things in the song and leave out others? Lead students to the understanding that he had to decide what information was most important and memorable to tell the story.
6. Have students review their list about their memorable day and cross out the information that is least important to the story of that experience.
7. Have students write a descriptive narrative about their memorable day. Include the most important details to help relay what the event was like. You may direct students to do this in a better format to help them understand they are trying to paint a verbal picture of the event for someone else the way T-Rex does in his song.
8. Ask students to edit and revise their writing, and have volunteers share their letters with the class.

This lesson was created through a partnership with Thaddeus Rex, Inc. and the Indianapolis Symphony Orchestra Education Department.

# We Wanna Rock

## Non-Fiction & Nonsense from the Heartland

### Lesson Plan



Grade Levels

3-5

## Slimy, Green and Kind of Funny

### Objective

Students will retell a song from T-Rex's CD using a different medium.

### Proficiencies

Listening  
Compare & Contrast  
Retelling

### Subject Areas

Language Arts  
Music  
Options: art, dance, etc.

### Materials

Copies of the poem "Frog" by Lauren Walton  
T-Rex CD  
Lyric Sheet of "Slimy, Green and Kind of Funny"

### Student Divisions

Class  
Groups

### Teaching Strategies

1. Distribute copies of the original poem "Frog" by Lauren Walton. Explain that this was written by an elementary school student and submitted to T-Rex's writing club.
2. Ask members of the class to read the poem aloud.

### Teaching Strategies Cont.

3. Share with the class that the poem was written after Lauren heard Thaddeus Rex's music. Her teacher mailed the poem to Thaddeus, and he was so impressed with it that he wanted to retell it as a song..
4. Play "Slimy, Green and Kind of Funny" on track #12 of T-Rex's CD.
5. Distribute copies of the lyric sheet to "Slimy, Green and Kind of Funny."
6. Put students in small groups and have them compare and contrast elements of the poem and song.
  - What did he change?
  - How did he change it?
  - What was added or taken away?
  - How are the two versions similar?
  - Are the words mostly similar?
7. Have the groups share their responses with the class.
8. Explain that there are many ways to retell a story. Ask the students if they can think of stories they know that have been told in multiple ways. You may want to prompt them with examples:
  - Superman comic book to T.V. show to film.
  - Classic Cinderella story retold in *Princess Diaries*, *Pretty Woman*, etc.
  - DaVinci's "The Last Supper" is a visual art retelling of a biblical story
9. Choose a song or two from T-Rex's CD and play it for the class. Assign students to create a retelling of that song in a different medium. Options may include, but are not limited to:
  - Visual art, Poetry, Diorama, Dance, Writing a skit or play (with the option to perform it.)
10. Share the retellings with the class

**Extension:** Submit any written retellings to T-Rex's writing club.  
See [www.thaddeusrex.com](http://www.thaddeusrex.com) for details.

This lesson was created through a partnership with Thaddeus Rex, Inc. and the Indianapolis Symphony Orchestra Education Department.

## **FROG**

**by Lauren Walton**

I'm slimy, green and kind of funny.  
I play leap frog whenever it's sunny  
I'm the nicest frog you've ever met.  
Don't you wish I was your pet?

Sometimes I wake up at sunrise  
To catch some spice fire flies.  
I jump around on lily pads.  
Sometimes I make the old toads mad.

I'm slimy, green and kind of funny.  
I play leap frog whenever it's sunny.  
I'm the nicest frog you've ever met.  
Don't you wish I was your pet?

I love it when people call me cute.  
I love to play with lizard and newt.  
And what I love to do all night long  
Is listen to the cricket's songs.

I'm slimy, green and kind of funny.  
I play leap frog whenever it's sunny.  
I'm the nicest frog you've ever met.  
Don't you wish I was your pet?

## **Slimy, Green and Kind of Funny (Thaddeus Rex Lyrics)**

Slimy, green, and kind of funny  
We can play leap frog whenever it's sunny  
I'm the nicest frog you have ever met  
Don't you wish that I were your pet?

Wish I were your pet?

I could wake you up with a little hug  
Right before I bring your breakfast bugs  
And afterward I'll have you laughin' hard  
When you see the way I jump onto your steel guitar  
You don't want a bird or a fish or a dog  
Can't you see look at me what you need is a frog

(chorus)

All the creatures they know I'm cute  
Don't you want them to know that we're in cahoots  
We could croon along crooning all night long  
With the sound of the crazy cricket song  
You don't want a bird or a fish or a dog  
Can't you see look at me what you need is a frog

(chorus)

Solo (2 X's through)

I'm the nicest frog you have ever met

I know I'm gonna make you laugh so hard  
When I jump onto the strings of your steel guitar  
We can croon along crooning all night long  
With the sound of the crazy cricket song  
Our time together it will be so neat

Chorus

And I promise to catch you lots of bugs to eat  
I know you don't want a bird or a fish or a dog  
Can't you see look at me what you need is a frog

# We Wanna Rock

## Non-Fiction & Nonsense from the Heartland

### Lesson Plan



## A Song for the Girls

Grade Levels

4-5

### Objective

Students will explore contributions that women have made to society and celebrate them in poetry and song.

### Proficiencies

Reading Comprehension  
Writing Styles  
Research  
Interviewing  
Women in History  
Tribute Songs

### Subject Areas

Language Arts  
History

### Materials

T-Rex CD  
Lyric sheet to "A Song for the Girls"  
Profiles of Harriot Stanton Blatch &  
Elizabeth Blackwell  
Guided reading questions

### Student Divisions

Class  
Groups

### Teaching Strategies

1. Play "A Song for the Girls" on track #10 of T-Rex's CD.
2. Read the lyrics to verse 1 to the class. What is T-Rex saying about girls?  
i.e. They can do anything, we can learn from them, etc.

## A Song for the Girls

~continued~

### Teaching Strategies Cont.

**Teacher Note:** Help the class get to the underlying, bigger-picture meaning rather than just a literal list of lyrics. Ask: What might T-Rex mean when he says "You can hear them singin' out, their pretty voices bringin' out everything into the light."

Discuss with the class that this song is a celebration of women and their historical and future contributions to society.

3. Attached to this lesson are profiles of two historical American women and a list of guiding questions. Distribute one or both of these profiles to the students and have them fill out the guiding questions as they are reading. (These questions are not considered an assessment tool but a discussion launch pad.)
4. Go through the questions with the class and continue with relevant probing questions. Ask students questions that will help them understand what it is like to be in these women's shoes, for example: "Why do you think that was a challenge?" "How do you think that made them feel?"
5. You just read about women who made big changes in the world around them. What women have influenced your life?

### Assignment:

1. Interview a woman you know and find out what she has done in her life that she is particularly proud of. Follow up with the guided reading questions to probe for more information.
2. Write a tribute to this person in one of the following forms:
  - a song (like "A Song for the Girls")
  - a poem
  - an essay
  - a dramatic play or sketch
3. Invite students to share their work with the class and submit their writings to T-Rex's writing club on his website.

**Extension:** For more information on influential women in history, go to [//search.eb.com/women](http://search.eb.com/women).

This lesson was created through a partnership with Thaddeus Rex, Inc. and the Indianapolis Symphony Orchestra Education Department.

## A Song for the Girls: Guided Reading Questions

1. Name of woman profiled: \_\_\_\_\_
2. When and where did she live?
3. What were her major contributions to society? What did she accomplish that was unique for her time?
4. How did her choices affect her personal life?
5. What difficulties did she face?
6. How were her contributions recognized?
7. What other pieces of information struck you as you read? Why?

## Harriot Stanton Blatch 1856-1940

Harriot Stanton Blatch was born in Seneca Falls, New York, the daughter of famous suffragist Elizabeth Cady Stanton. She graduated from Vassar College with a degree in Mathematics, and spent a year at the Boston School for Oratory before leaving to tour the lecture circuit with her mother.

One of her first contributions was a chapter in the *History of Woman Suffrage*, the book her mother and Susan B. Anthony were writing. On her way home to help with this endeavor, she met her future husband, an Englishman, and she moved to England after being married. There she supported the English suffrage movement.

In 1902 she returned to America where she became active in both the Women's Trade Union League (WTUL) and the National American Woman Suffrage Association (NAWSA). Five years later in an effort to bring working women into the women's rights movement she founded the Equality League of Self-Supporting Women, which became the Women's Political Union. As part of her awareness campaign, she organized mass meetings and annual Suffrage Day parades in New York, which drew as many as 80,000 spectators.

When a New York suffrage amendment was passed in 1917, Blatch brought her talents to the national scene. There she was also rewarded with the ratification of the Nineteenth Amendment in 1920. Now her attention was turned to the war effort. She became active with the Women's Land Army and wrote *Mobilizing Woman Power* to gain awareness for the role of women in support of World War I. After this war, however, she took a pacifist position, writing her second book, *A Woman's Point of View, Some Roads to Peace*.

Always the activist for the common people, she also became active in the Socialist party, as she felt it was the only party that "aimed to raise the standard of living of the average citizen." In addition, she began work for the Equal Rights Amendment.

Her memoir, *Challenging Years*, closely documented her professional struggles, but talked little of her domestic life. She and her husband raised 2 daughters, the older of whom--Nora--became the first woman with a graduate degree in civil engineering.

## Elizabeth Blackwell 1821-1910

Elizabeth Blackwell was born into a wealthy English family that immigrated to the United States in 1832. Her father, an active abolitionist died prematurely, leaving his wife and 3 daughters in poverty. The four of them opened a private school in order to meet financial obligations. While she was teaching, Elizabeth was privately studying up on medicine. In 1847, she decided to seek admission to medical school. This, of course, was unprecedented.

Her application was rejected nearly everywhere she applied. When Geneva Medical College received her request, the administration asked the student body for their opinion on her admission. Thinking it was some kind of joke, the students approved the decision. Her time at school was not easy--at first she was not even permitted to enter classroom demonstrations. By graduation, however, she was at the top of her class, the first woman in the U.S. to graduate medical school, and the first woman doctor of modern medicine. After graduating, she continued her studies in Europe, where she contracted an eye infection that left her blind in one eye, dashing her hopes of becoming a surgeon. She returned to New York, where she was denied employment and even denied office space by landlords to set up her own practice. During this frustrating period, she published a series of lectures entitled *The Laws of Life, with Special Reference to the Physical Education of Girls*.

She finally bought a house in the slums where she set up a practice with her sister and another female doctor. Soon this expanded into the New York Infirmary for Women and Children. In 1859, she became the first woman to have her name placed on the British medical register. At the same time, the Civil War was breaking out, and she helped to organize the Woman's Central Association of Relief to select and train nurses for war service. This inspired the creation of the U.S. Sanitary Commission, which she also worked with.

With the help of her sister, Dr. Emily Blackwell, she fulfilled a plan she had devised with Florence Nightingale: She opened the Woman's Medical College in 1868. Elizabeth did not stay to run the facility, however; the next year she moved permanently to England. There she established another successful private practice and helped organize the National Health Society. In 1875 she was appointed the professor of gynecology at the London School of Medicine for Women, and held that position for 12 years until a bad fall forced her retirement. Blackwell never decided to be married, but didn't let that stop her from having a family--the year after she opened her first practice in New York, she adopted an orphan named Katharine Barry, with whom she remained close until her death.

## Song for the Girls (Thaddeus Rex Lyrics)

(Chorus)

It's a song for the girls  
It's a song for the girls  
It's a song for the girls so they can dance  
It's a song for the girls with pretty pants  
It's a song for the girls  
It's a song for the girls  
For they are so beautiful

They can do most anything  
Their pretty voices like to sing  
There are lots of things that they like

I think I could spend a day  
Just learnin' what they've got to say  
They know the best ways to live life

It's a song for the girls (on with chorus)  
For they are so beautiful

You can hear them singin' out.  
Their pretty voices bringin' out!  
Everything into the light  
When you feel that harmony  
It's half of all humanity  
Bringing this planet to life

So if you're a girl Have your fun  
If you're not a girl Learn from one  
We all in this world should have one

(Chorus)

# We Wanna Rock

## Non-Fiction & Nonsense from the Heartland

### Lesson Plan



## You Can Tell by the Smell

Grade Levels

3-4

### Objective

Students will identify sensory imagery in poetry and song.

### Proficiencies

Listening  
Reading  
Expository Writing  
Description  
Charting  
Oral Presentation  
Analysis  
5 Senses  
Sensory Imagery  
Poetry

### Subject Areas

Language Arts  
Science/Health  
Music

### Materials

T-Rex CD  
Lyric sheet to "You can tell a boy by the smell"  
Blank chart sheet

### Student Divisions

Class  
Groups

### Teaching Strategies

1. Review the 5 senses with your class: sight, smell, taste, touch, hearing. (You might want to include kinetic imagery as well.)
2. Tell them that they are going to hear a song called "You can tell a boy by the smell." Which of the five senses do you expect to show up most in this song?

## You Can Tell by the Smell ~continued~

### Teaching Strategies Cont.

3. Play the song "You can tell a boy by the smell" on track #8 of T-Rex's CD.
4. Ask the students to share all the references to smell that they heard. Write them on the board. Ask them if they noticed any other senses mentioned.
5. Distribute the lyric sheet and play the song for them again. Ask them to underline all reference to senses other than smell as they listen.
6. Put the students in small groups to share what they've underlined and label the sense. Have each group create a chart listing the sensory reference (see blank chart below). For example, under "Taste" could be listed "eat like an alligator." Under "Touch" could be listed "Jump on its tail."
7. Have students share or post their charts.
8. Have students write a paragraph describing their favorite place, activity, game, etc., referencing all of the senses.
9. Have some students read their paragraphs aloud, and as a class, create a chart noting how the five senses were used.

This lesson was created through a partnership with Thaddeus Rex, Inc. and the Indianapolis Symphony Orchestra Education Department.

© 2006. Printed with permission. All rights reserved.

Smell	Touch	Sight	Taste	Hearing

## You can Tell a Boy by the Smell (Thaddeus Rex Lyrics)

(CHORUS)

You can tell a boy by the smell  
As your nostrils are hopping your olfactories yell  
And your fingernails curl, Does this ring a bell?  
It's the smell, can't you tell, of a little boy

Well Gentlemen I recommend you shower, about once a month  
And when a frog you find remove the slime, and smear it on your rump  
You should exonerate and decorate your clothing, with living snails  
And when you see a skunk, high step it  
When you see a skunk, High Step it, to jump on its tail

(CHORUS)

At a party you can hardly be criticized, if you eat like an alligator  
And if you must pass a little gas, do it discreetly, in a crowded elevator  
If you think you stink there are steps for you my friend  
For instance you can first wash all your clothing,  
You must first wash all of your clothing in a pickle juice blend

If you're a boy who's really stinky and you're stuck on the playground alone  
If you'd like to talk to us it's certainly no problem just use the telephone  
And maybe you would like to see some within 10 feet of you again

It wouldn't hurt to educate us all how clean you are, with a big presidential mud-slinging campaign

(CHORUS)

© 2006 Thaddeus Rex, Inc./ASCAP Printed with Permission. All Rights Reserved.