Activity	Snobby Pear	Level: Pre K – Gr. 3	
Learning Intentions	- Singing expressively, matching pitch - Accompany with simple movement - Identify long and short sounds. - Discover which instruments make long and short sounds. Accompany while singing. - Identify rhyming words - Dynamic term *piano* and introduction to the term tremolo - Introduction to classical music and "Minuetto" by Mozart - Introduction to the composer Mozart - Audiation (Inner hearing) - Form		
Materials Needed	• Found Sounds: pot/container, homemade shaker, metal bottle/pot lid, wooden spoons • Music map, story and music for reference • *Minuetto* by Mozart instrumental version, Fun with Composer's version (available online) or orchestral version available on iTunes.		
Process	• Read students the story of the Snobby Pears • Sing the song in its entirety and then have them sing each section by rote (you sing first and they echo you back). • Do they hear any words that sound similar? Yes, the rhyming words. Discuss the meaning of rhyming words. Identify these words writing them down on a white board. • Add in actions for the customer bringing hands together on rhyming words in section A. Explain that the customer is "checking out" the pears from top to bottom to ensure there are no bumps and bruises. Looking for good produce just as their parents do at the store. Demonstrate the pear's response in a "snobby" way. Explain term "snobby". • Introduce Section B by explaining the customer was not happy so whispered words of advice into the pear's ears. Discuss what these words might have been. • Demonstrate the pear's response by shaking as you sing "oh nooooo" "don't goooo-o"" • Explain and demonstrate the quick shaky movements and sounds are like a "tremolo". • Demonstrate how the customer responds "then try, then try and I might buy" • Return to section A. Ask students what the difference was between the first section A and the second. (it is shorter). • Try singing and moving with the music and then introduce the composer Mozart.		
Extensions			

Assessment	**Skills:**	All the time	Sometimes	I have trouble
	I can			
	I can			
	I can			