

Teaching Artist Lesson

Mr. Tall and Mr. Small

Developed by: Sam “Mr. Sam I Am” Anderson

Based on the book *Mr. Tall and Mr. Small* by Barbara Brenner, illustrated by Tomi Ungerer

Available online at Google Books, Thriftbooks, eBay, and Amazon.

Artform(s): Dance/Movement, Visual Art

Description

Learn about opposites through storytelling, rhythm, and movement.

Learning Objectives

Students will:

- Compare and recognize opposites.
- Demonstrate understanding of opposites through musical contrasts.

Students’ Prior Knowledge Necessary For This Experience

- Understanding of concepts of measurement, size, and comparisons.
- Basic knowledge of animal behavior and their habitat.

Vocabulary

Arts Vocabulary:

- Drum (bongo)
- Dynamics (hard/soft)
- Pitch (high/low)
- Steady beat, rhythm
- Verse
- Volume (loud/quiet)

Curriculum Content Vocabulary :

- Opposites

Materials Needed

- Book: *Mr. Tall and Mr. Small* by Barbara Brenner
- Adequate space to move around safely
- Percussion instruments and slide whistle

Lesson Plan

Warm Up

- Gather students together on the floor, seated in a circle.
- Welcome students by singing the “Hello” song.

WOLF  TRAP
Foundation for the Performing Arts

arts learning &
scottsdale innovation

Main Experience

- Explain that we are going to read a book called *Mr. Tall and Mr. Small*.
- This is a story about a mouse and a giraffe.
- We are going to tell the story with the bongo drums.
 - Show the small drum and the big drum.
 - Demonstrate the difference in the sound, i.e., high/low and loud/quiet.
- Encourage students to help tell the story through clapping. Instructions:
 - Students remain seated on the floor.
 - Teacher instructs the children by modeling the desired behavior.
 - Teacher recites verse to introduce the chant.
 - Teacher repeats chant, adding the hand claps.

One was BIG. *CLAP, CLAP, CLAP (LOUD)*.

One was small. *Clap, clap, clap (quiet)*.

Mouse was short [tiny]. *Clap, clap, clap (small, quiet claps)*.

Giraffe was TALL. *CLAP, CLAP, CLAP (big, LOUD claps)*.

Mouse was hardly there at all.

Mr. TALL and Mr. Small. (*APPLAUSE*)

- Teacher uses various objects to demonstrate the concepts of opposites in the story. Examples:
 - Drums with two tones or different sizes for loud and quiet.
 - A slide whistle for up and down.
 - Hand claps for fast and slow or loud and quiet.
- Teacher uses rhythm to act out the story. Examples:
 - Patting legs to the sound of running.
 - Clapping along with the drum.
 - Splashing sound of the water.

Wrap Up

- Thank students for listening and sing a cool-down song.

Intentional Questions

Open-Ended

- What part of the story did you like?
- How are the mouse and giraffe different? How are they the same?
- Like the mouse and the giraffe, how are you different from other children? How are you the same?
- Why did Tall and Small become friends?

Problem Solving

- What is easy for the mouse because he is small that might be hard for the giraffe because he is tall?
- What is easy for the giraffe because he is tall that might be hard for the mouse because he is small?

Factual Questions

- Who were the characters in the story?
- What is the opposite of tall? Loud? Fast?
- What is the setting?