

With the help of our friends at the [Cincinnati Public Library](#), listen and analyze a book based on music!

**Supplies: none**

### Objective

Students will listen to a reading of *Happy! by Pharrell Williams* and observe how music and books can often draw from the same inspiration or material. Then students will illustrate their own pictures that relate to the lyrics in a song.

### Outline & Procedure *using the video*

1. Some songs tell stories or share important messages. For this reason, many have been transformed into picture books! In this video, you will listen to a reading by Ms. Mandy and see the illustrations of *Happy! by Pharrell Williams*. (1:35)
  2. During the chorus of the book, allow students to clap when the reader claps.
  3. For older students, you can use a higher level reading book.
4. Once the story is over, discuss the following:
  - What was the song/story about?
  - How did this book make you feel?
  - What was your favorite part of the book?
  - What are some things that make you happy?
4. Let's adapt a song into our own book!
  5. As a class, choose a song to be the subject of the book. Each student should take one or two lines that they will illustrate on a page.
  6. After all of the pages are illustrated, bring them together, put them in order, and form your book!

**Other Musical Book Suggestions:** Coat of Many Colors (Dolly Parton), One Love (Bob Marley), A-Tisket, A-Tasket (Ella Fitzgerald), Forever Young (Bob Dylan).

**Special Thanks to our partners at Cincinnati & Hamilton County Public Library! Find more resources and learning:**

- Youtube Channel—[HERE](#)
- Website—[HERE](#)

**ELA & MUSIC** | Lesson 4: Musical Books

K-6

**Kentucky Standards:**

R.L.K.9 With prompting and support, compare/contrast the adventures and experiences of characters in stories.

RL.1 With prompting and support, ask and answer explicit questions about key ideas and details, and make and support logical inferences to construct meaning from the text.

R.L.2.1 Ask and answer such questions as who, what, where, when, why and how, and make and support logical inferences to construct meaning from the text.

R.L.3.1 Ask and answer questions, and make and support logical inferences in order to construct meaning from the text.

R.L.4.2 Analyze how the theme is reflected, and cite relevant implicit and explicit evidence from the text, including but not limited to poems, stories and dramas.

R.L.5.2 Analyze how the theme is reflected in the text, including but not limited to poems, stories and dramas, and cite relevant implicit and explicit evidence to support thinking.

R.L.6.5 Analyze how a particular sentence, paragraph, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.

**Ohio Standards:**

SL.K.1 Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

SL.1.1 Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.2.1 Participate in collaborative conversations about grade 2 topics and texts with diverse partners in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.K.2 Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented in various media and other formats.

SL.2.2 Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats.

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.