

IT'S SO EASY!

This little musical is so easy for young children to learn and perform – and it’s easy for YOU! The songs are simple, with comforting repetition that children enjoy, and the storyline is inspired from one of their favorite books. We’ve even included related learning opportunities so that your class can be immersed in the process of preparing for a musical.

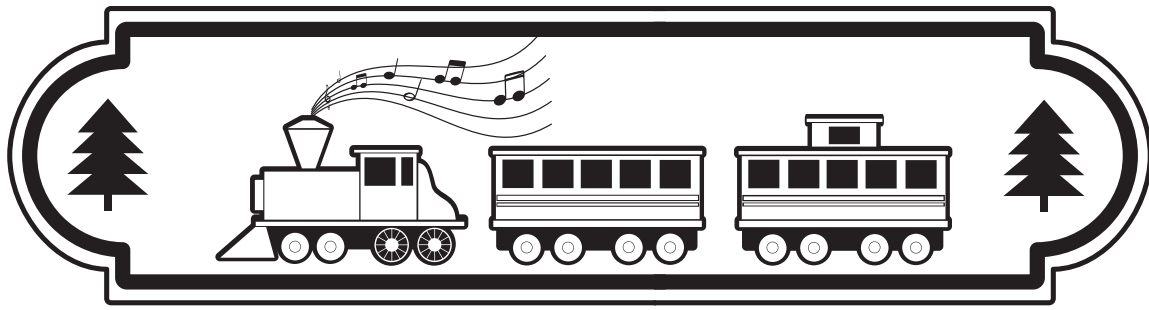
You need to plan about a month to learn the songs, explore the related learning activities, rehearse, and perform. Everything you need is included in this resource. The written music is provided if you know someone who can play piano or guitar. But if you don’t have that person available, the included CD has the music accompaniment for use in your practices and performance.

Any part of this resource can be adapted to fit your individual needs. There are no speaking parts or solos unless you want to create them; the entire group may sing all of the songs. You can also use this resource simply as a unit in your classroom as opposed to ending with a final performance.

Remember to have fun as your group prepares *The Little Engine That Could Sing*. The ultimate goal is to have a great time. Do not expect perfection from young children. The personality and quirks that children bring to any performance are most endearing and will be appreciated by all. Keep projects, costumes, and staging simple so that the children are successful and have a meaningful learning experience.

Table of Contents

I.	HOW IT WORKS	
	Step-by-Step.....	3
	The Musical	4
	Roles	5
	Scenery, Set, and Staging.....	6
	Costumes	7
	Rehearsal and Performance.....	8
II.	STRETCHING THE LEARNING	
	Dramatic Play: Let’s Pretend	10
	Gross Motor Activities: Move Those Muscles.....	10
	Language Arts: For Your Library, What in the ‘Word’?.....	10
	Math Concepts: How Much and How Many?	11
	Music and Sound: Down by the Station.....	11
	Social-Emotional Learning: Happy, Sad, Angry, Frustrated.....	12
	Topics to Research: Getting on Board with Questions and Answers.....	12
III.	THE NUTS ‘N’ BOLTS	
	About the CD	13
	Musical Score	14
	Lyrics	21
	Narration.....	24
	Piano/Guitar Accompaniment.....	31



The Musical

A musical is a story that has pauses for singing and songs. This is different from a play because a play has no singing. You will need to introduce and review the following vocabulary words with the children so that they become familiar with the components of a musical.

musical – a play that has pauses for songs and singing

cast – all the people who act in a musical or play

characters – the people who do the action in a musical or play

scenery – the decorations that are used in the performance area

props – items that are used during a performance

costumes – outfits that characters wear in a musical or play

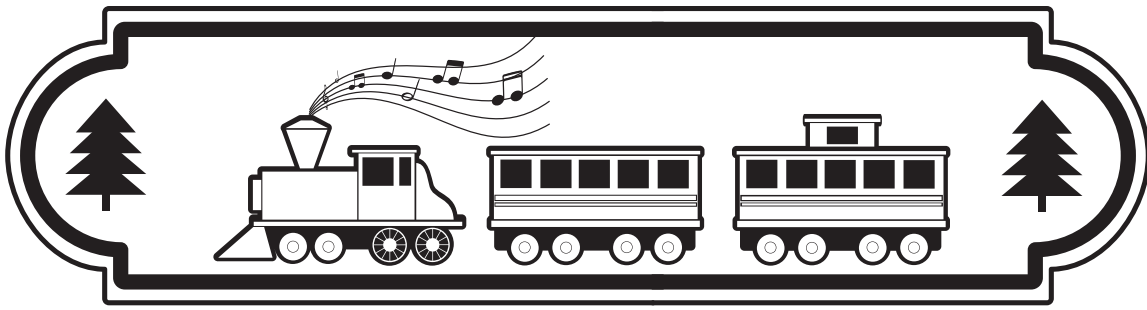
rehearsal – practices for a musical or play

performance – presenting the musical or play

audience – the people who come to see a musical or play

It is easiest and most effective for children to be introduced to new songs through a backdoor approach. Therefore, you will need to play the music throughout the school day. This will enable the children to become familiar with melodies and lyrics naturally. You will notice the children beginning to sing spontaneously while playing. Take advantage of circle time, transitions, and waiting in line, and use these times to practice and perfect lyrics.

Once you feel that the children are comfortable with the lyrics, play the accompaniment music while they do daily work. You will see that they will begin to sing along and even add improvised movements. You can add these movements to the performance if you desire.



STRETCHING THE LEARNING

Dramatic Play: Let's Pretend

Expand the train and travel theme:

1. Discuss what people need to take with them when they travel. The children can draw and cut out those items and put them in a classroom suitcase.
2. Create play areas:
 - a train station that includes a waiting area with travel brochures, train schedules, luggage, a seating area and a big clock
 - a ticket purchasing counter (use a table or puppet stage) with children-made money and tickets
 - a train track on the floor created by using masking tape. Place chairs on it to serve as a pretend train. A conductor (with hat) can punch passenger tickets.

Gross Motor Activities: Move Those Muscles

1. Discuss how each engine in the story might move and have the children demonstrate.
Shiny, New Engine – shoulders swaying, head held high
Rusty, Crusty Engine – slow, creaky, jerky
Big, Important Engine – loudly stomping
Little Engine – perky, light, quick and close steps
2. Play Follow-the-Leader like parts of a train.
 - Line up with hands connected on shoulders or waists. Move like different engines and cars in speed, ability and attitude.
 - Hold on to connected scarves and wind through the room over and under obstacles.
 - Play “Stop and Go” while a conductor with a whistle or hand signals tells the train what to do. The challenge is to keep the train connected.

Language Arts: For Your Library

Train Song by Diane Siebert

Freight Train by Donald Crews

Trains by Gail Gibbons

Train Whistles by Helen Roney Sattler

Language Arts: What in the ‘Word’?

There are several versions of *The Little Engine That Could*. Compare and contrast them to each other and to the narration in this musical. What’s the same? What’s different?

- What did you learn from the story?
- Create different endings to the story.
- What words describe the different engines? (tired, snooty, bossy, humble, strong, old)
- For writing practice, make wearable necklace labels for the train characters to use when rehearsing.
- Make a sign for the railroad station, tickets, railroad crossing sign, and destination sign for the village on the far side of the mountain.
- Plan and create invitations and posters for the performance.

Math Concepts: How Much and How Many?

This “Acts of Kindness” project provides opportunity for kindness in numbers!

- Discuss examples of classroom “acts of kindness.”
- Develop a goal (total number) of how many acts of kindness the class might generate in a certain period of time.
- Keep track of the acts of kindness on a chart with little train symbols and note the specific act of kindness next to the symbol. (The chart might have a train track).
- At various times, add up the acts of kindness. Ask, “How many more do we need to meet our goal?” “How many more do we have today than yesterday?” “Is today’s numeral even or odd?”
- Cluster the symbols in groups of ten and count by tens.
- Make the trains in different colors to create patterns - i.e. 2 red, 3 blue, 2 red, 3 blue.

When you have achieved your “acts of kindness” goal, celebrate!

Music and Sound: Down by the Station

1. Using rhythm instruments, self-made sounds, or any classroom materials, create sounds to accompany the various engines in the story - or train sounds in general.
What could you use to make a clickety clack sound? a rusty, squeaky sound? a booming sound? a ding, ding sound?
2. Teach and sing some of these train songs:
Down by the Station
I’ve Been Working on the Railroad
She’ll Be Comin’ ‘Round the Mountain
Little Red Caboose
This Train is Bound for Glory
3. Listen to these CDs that will remind your children of trains:
John Denver’s *All Aboard*
Buckwheat Zydeco’s *Choo Choo Boogaloo*
4. A good song to sing about perseverance and optimism is *High Hopes*.

Clickety Ding Song

Musical score for "Clickety Ding Song" in 4/4 time, key of B-flat major. The score consists of four staves of music with lyrics underneath. Chords are indicated above the notes.

Staff 1: Dm A
Click - et - y, click - et - y ding, ding,

Staff 2: 4 A7 Dm
click - et - y, click - et - y ding, ding.

Staff 3: 6 Gm
Click - et - y, click - et - y ding, ding.

Staff 4: 8 A7 Dm
Rum - ble and a rum - ble on the track, track!

I Think I Can Song

Musical score for "I Think I Can Song" in 4/4 time, key of C major. The score consists of three staves of music with lyrics underneath. Chords are indicated above the notes.

Staff 1: F C
I think I can, I

Staff 2: 4 F C G C F
think I think I can. I'll try, try, try, 'cause I

Staff 3: 6 1 C G7 C 2 C *rit.* G7 C
think I can. I think I can.