

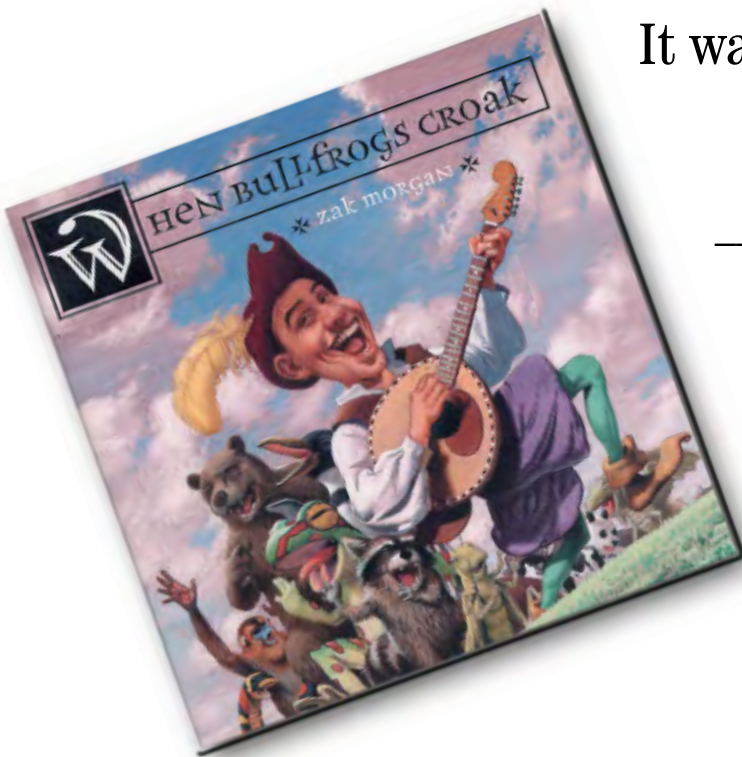
# Zak Morgan's Study Guide

“Zak Morgan’s songs provide a fun way to teach students the elements of music, and they are easy to incorporate into your daily lesson plan.

My students’ familiarity with Zak Morgan’s songs made his concert much more meaningful.

It was like meeting a pen pal  
for the first time.”

—Wayne Luessen, *Music Educator*  
Yealey Elementary  
Florence, Kentucky



# Lesson Plan #1:

## Tiodnaci

### Objective:

Students can identify and perform simple rhythmic and melodic patterns on classroom instruments.

1. Students listen to *Tiodnaci*.
2. Students learn to sing the refrain.
3. Students perform MALLETS 1 on barred instruments as accompaniment while singing refrain.
4. Students perform MALLETS 2 on barred instruments as accompaniment while singing refrain.
5. Students perform PERCUSSION on unpitched instruments such as sandblocks or maracas while chanting, "I can do it!"
6. Students from each group perform as an ensemble while singing refrain.
7. For added fun, encourage students to compose their own creative movement to refrain for a complete performance!

### Verse

C G  
Tio - dnaci

G C  
Tio - dnaci

Am G/B  
When we're afraid we can't

C F  
That is when we chant

F G C  
Tio - dnaci

(Lesson 1 continues...)

Lesson 1 Continues

# Tiodnaci

Recorder



Mallets 1



Mallets 2




Percussion




I can do it! I can do it! I can do it! I can do it! I can do it! I can do it!


Rec.




Mal. 1



Mal. 2




Perc.




I can do it! I can do it! I can do it! I can do it! I can do it! I can do it!


Rec.




Mal. 1



Mal. 2



Perc.



I can do it! I can do it! I can do it! I can do it!

## Lesson Plan #2:

# When Bullfrogs Croak

Objective:

Students can identify and perform simple rhythmic, melodic, or chordal patterns on classroom instruments.

1. Students listen to *When Bullfrogs Croak* (track 1, *When Bullfrogs Croak*)
2. Students learn to sing the refrain.
3. Students play Ostinato #1 on Orff instruments (barred instruments such as xylophones and metallophones) as accompaniment while singing refrain.  
*\* Students can hear this pattern in the bass line of the song.*
4. Students play ostinato #2 as introduction/coda.  
*\* Students can hear this pattern played by an electric guitar in between each verse.*

Ostinato #1, accompaniment for refrain



Ostinato #2, introduction/coda



## Lesson Plan #3:

# Hungry Things

Objective:

Students can identify and perform simple rhythmic, melodic, or chordal patterns on classroom instruments.

1. Students listen to *Hungry Things* (track 2, *Bloom*)
2. Students learn to sing the refrain.
3. Students play Ostinato #1 on Orff instruments as accompaniment while singing refrain.  
\* *Students can hear this pattern in the bass line of the song.*
4. Students play Ostinato #2 as introduction/coda.  
\* *Students can hear this pattern played by an electric guitar in between each verse.*
5. For a special challenge, have students add a harmony to Ostinato #2 (see Ostinato #2A).

Ostinato #1, accompaniment

Musical notation for Ostinato #1, accompaniment. It consists of three staves in 4/4 time. The first staff shows a melodic line: G4 (quarter), A4 (quarter), B4 (quarter), C5 (quarter), B4-A4 (beamed eighth notes), G4 (quarter), F4 (quarter), E4 (quarter), D4 (quarter). The second and third staves show a rhythmic pattern: G4 (quarter), G4 (quarter), G4 (quarter), G4 (quarter), with a zebra symbol (a vertical line with a zigzag) above each note.

Ostinato #2, introduction /coda

Musical notation for Ostinato #2, introduction /coda. It is a single staff in 4/4 time. The first measure contains a dotted quarter note G4 and an eighth note A4. The second measure contains a quarter note B4, followed by a beamed eighth-note pair of C5 and B4, and a quarter note A4. The third measure contains a beamed eighth-note pair of G4 and F4, followed by a beamed eighth-note pair of E4 and D4, and a quarter note C4.

Ostinato #2a, introduction /coda

Musical notation for Ostinato #2a, introduction /coda. It is a single staff in 4/4 time. The first measure contains a dotted quarter note G4 and an eighth note A4. The second measure contains a quarter note B4, followed by a beamed eighth-note pair of C5 and B4, and a quarter note A4. The third measure contains a beamed eighth-note pair of G4 and F4, followed by a beamed eighth-note pair of E4 and D4, and a quarter note C4.

## Lesson Plan #4:

# The Unicorn

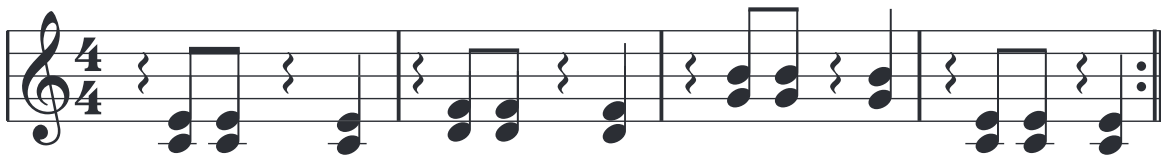


Objective:

Students can identify and perform simple rhythmic, melodic, or chordal patterns on classroom instruments.

1. Listen to *The Unicorn* (track 4, *When Bullfrogs Croak*).
2. Students learn to sing the refrain.
3. Students play Ostinato #1 on Orff instruments as accompaniment while singing refrain.  
\* *Students can hear this pattern in the bass line of the song.*
4. Students play Ostinato #2 as accompaniment during introduction/coda.  
\* *Students can hear this pattern played by an electric guitar in between each verse.*

Ostinato #1, accompaniment



Ostinato #2, introduction / coda



## Lesson Plan #5

# The Spider's Web

### Objective

Students can perform chordal patterns on classroom instruments.

1. Students listen to *The Spider's Web* (track 4, *Bloom*)
2. Students learn to sing the refrain.
3. Students strum autoharp accompaniment while singing refrain.  
(See chord chart above lyrics.)

### Verse

G C D7 G  
Working up late in wee hours, spinning this marvelous jewel,  
G C D7 G  
Lurking in wait to devour, the harvest of insects she fools.

### Refrain

G C  
There was Marty Moth and Fannie Fly  
D7 G  
And good Mr. Grasshopper Green  
G G  
In the prettiest, trickiest, shiniest, stickiest  
C D7 G  
Spider's web I've ever seen.

Verse: G | C | D7 | G  
G | C | D7 | G  
Refrain: G | C | D7 | G  
G | G | C-D7 | G

## Lesson Plan #6

# The Butterfly

### Objective

Students can perform chordal patterns on classroom instruments.

1. Students listen to *The Butterfly* (track 1, *Bloom*)
2. Students learn to sing the refrain.
3. Students strum autoharp accompaniment while singing refrain.  
(See chord chart above lyrics).

### Refrain

          C          F          G7  
It's an amazing world we're livin' in

          Dm                  F          G  
But it's hard to see it through the tears you're cryin'

          C          F          G7  
When pain comes by, stop givin' in.

Dm                          F    G7    C  
Underneath the pain I hear an angel cryin'.

Refrain: C | F | G7 | G7  
          Dm | Dm | F | G  
          C | F | G7 | G7  
          Dm | Dm | F | G7 | C