

## Creative Adventures with Literature

### #6: *What a Wonderful World* by George David Weiss and Bob Thiele, illustrated by Ashley Bryan

#### Introduction

The *Arkansas Child Development and Early Learning Standards: Birth through 60 months* focuses on three components of the **Domain: Creativity and Aesthetics**. The components are: **Music and Movement, Visual Arts** and **Drama**. In the book, *What a Wonderful World* by George David Weiss and Bob Thiele, illustrated by Ashley Bryan, there is a primary focus on Music and Movement.

Children will truly think *What a Wonderful World* it is as they listen to the poetic words of the song sung by Louis Armstrong and view the pictures by Ashley Bryan that so beautifully illustrate that wonderful world.

#### Story Preparation

- Have available a recording (CD) of Louis Armstrong singing “What a Wonderful World.”
- Listen to the words of the song and synchronize them with the text and illustrations in the book.
- Locate a picture of Louis Armstrong, if possible. (May be on cover/jacket of CD or search on Google Images)

#### Story Presentation

##### Learning Goals:

**LD1.1 Understands and responds to language (in child’s home language)** (*vocabulary and language comprehension*)

**EL1.1 Shows interest in literacy experiences** (*engagement in literacy experiences, variety of interests*)

**EL1.2 Engages in read-alouds and conversations about books and stories** (*story comprehension*)

**EL2.1 Notices and manipulates the sounds of language** (*rhyme*)

**EL3.1 Responds to features of books and print** (*book knowledge, print knowledge*)

**Book:** *What a Wonderful World* by George David Weiss and Bob Thiele, illustrated by Ashley Bryan

##### First Reading of *What a Wonderful World*

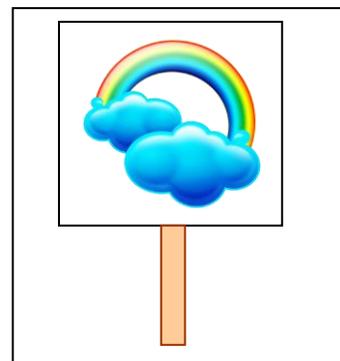
- Take the book, the CD with the song, “What a Wonderful World”, and a CD player to the story reading area.
- Explain to children that you are going to play a song for them; a song sung by a man whose name is Louis Armstrong. Show children a picture of the singer.
- Invite children to listen carefully to the words of the song, especially those that tell all of the things the singer sees. Suggest that they close their eyes as they listen; that sometimes we hear more clearly when our eyes are closed.
- Close your eyes as you play the song.
- Invite children to recall all of the things that Louis Armstrong sees as he sings the song.
- Record on a chart sheet or marker board the things that children say he saw.
- Show the cover of the book and read the title, give the authors and the illustrator. Explain that the authors wrote the words to the song and these words are written in the book.
- Say to children, “I’m going to play the song again and show you the pictures that go with the words in the song. Then we’ll check our list to see if it matches up with what you see in the pictures.”
- Play the song while showing the corresponding pages in the book.
- Follow up by the showing the pages, involve children in identifying the things the singer sees, compare with the original list and add items that were missed.

### Second Reading of *What a Wonderful World*

- Take the book, the CD of the song and the CD player to the story reading area.
- Show the cover of the book and ask children to recall the title.
- Give the authors and illustrator.
- Show the picture of Louis Armstrong, give his name and state that he is sometimes called Satchmo.
- Play the song while showing corresponding pictures.
- Follow up by inviting children to share what they liked best about the song and the book.

### Third Reading of *What a Wonderful World*

- Take the book, the CD and CD player to the story reading area.
- Show the picture of Louis Armstrong to the children and ask them to recall his name. Do they remember what he is sometimes called? (Satchmo)
- Call attention to Louis Armstrong on the cover and explain that he is best known for playing the trumpet.
- Suggest that children look for pictures in the book that show him playing the trumpet.
- Play the song while showing corresponding pictures.
- Allow children to comment when they see Louis Armstrong and his trumpet.
- Follow up by showing the title page and invite children to describe what they see. (puppets, rainbow, signs, flowers, trees)
- Read the sign that says **PUPPET SHOW TODAY** and say, “The children seem to be getting ready for a puppet show. Let’s listen to the song and look at the pictures again. Look for the pictures that seem to be stick puppets. Then we’ll think about our own puppet show.”
- Play the song while showing the pictures.
- Focus on the double spread pages before the last page of the book. Involve children in identifying the different puppets the children have made. Read the sign, **SATCHMO THE GREAT** to the children.
- Explain to children that there will be a variety of materials in the Art Center that they can use to make puppets to represent themselves or other things from the story.
- Show them an example of a puppet, such as the rainbow, from the song so that they can see how it is attached to the craft stick.



## Creative Art Extensions

### Learning Goals:

**PH2.2** Adjusts grasp and coordinates movements to use tools (*scissors*)

**CA2.1** Explores, manipulates, creates, and responds to a variety of art media (*exploration of art*)

### Activity: Creating Puppets

**Materials:** Attach a photo (portrait pose/head shot) of each child to an 8”x10” piece of cardstock and attach a paint paddle or stick to the photo. Suggest to children that they might use some of the following materials to decorate their individual puppet: yarn, fabric scraps, lace, ribbon, bright colors of construction paper, scissors, glue

### Directions:

- Place the puppet-making materials in the Art Center.
- Let children know that they are free to make other puppets from the story.
- Explain to children that they may choose to use their individual puppets in the Music Center.

**Teacher Note:** *If you are unable to provide photos of each child, suggest that children draw their own picture for the puppet.*

## Creative Drama and Dramatic Play Extensions

### Learning Goals:

**LD1.1 Understands and responds to language (in child's home language)** (*follows directions*)

**SS1.1 Demonstrates positive connection to family and community** (*learning community*)

**CA1.1 Explores through listening, singing, creating, and moving to music** (*exploration of music and movement*)

### Activity: Puppet Show

**Materials:** teacher-made stick puppets for the song, "What a Wonderful World.", stick puppets made by the children, CD of Louis Armstrong singing song, CD player

### Directions:

- Invite children to bring their puppets and join you in the story-reading area.
- Select the following puppets for your use during the song: trees, red roses, flowers, sun, moon, stars, rainbow, clouds, baby, owl, world, Louis Armstrong
- Arrange the puppets in the order that they are mentioned in the song.
- Practice with the puppets and the song.
- Explain to children that they will hold up their individual puppets while you play the song and show puppets of things they see.
- Collect the individual puppets from the children and explain that they will now use some puppets you have made.
- Invite children to select some of the puppets you have made and repeat the puppet show with their new puppets.

### Teacher Notes:

- *Make puppets (See Attachment: [What a Wonderful World](#) for patterns. Invite the children to use the puppets as you play the CD of the song. Do this only after children have had an opportunity to make their own puppets. **Do not provide the patterns for children to use in creating their puppets.***
- *Children may enjoy presenting their puppet show to their peers and to other classrooms in the center. However, this is not a performance for adults unless children request this.*

## Creative Music Experiences

### Learning Goal:

**CA1.1 Explores through listening, singing, creating, and moving to music** (*exploration of music and movement*)

### Activity: Music and Puppets

**Materials:** puppets made by children, CD of Louis Armstrong singing "What a Wonderful World", CD of Louis Armstrong playing the trumpet, CD player which children are allowed to use independently

### Directions:

- Explain to children that they may take their individual puppets into the Music Center if they so choose and describe the CD that will be available for their use.
- Observe to see how children use the materials.

**Learning Goals:**

**SS1.1 Demonstrates positive connection to family and community** (*learning community, awareness of roles in society*)

**CA1.1 Explores through listening, singing, creating, and moving to music** (*musical expression and appreciation*)

**Activity: Guest Trumpet Player**

**Materials:** trumpet brought by musician, picture of a trumpet, picture of Louis Armstrong

**Directions:**

- Invite someone who plays the trumpet to come in and show the instrument and play it for the children. Explain to the musician that the children have been learning about Louis Armstrong who plays the trumpet.
- Discuss in advance with the musician what the children will be allowed to do with the trumpet.
- Let the musician know the approximate time for the activity.
- Discuss with the children in advance that a musician will be coming into the classroom to play the trumpet for them. Show children a picture of a trumpet.
- Explain to children what they will be allowed to do, or not do, with the trumpet.
- Post the picture of the trumpet and of Louis Armstrong in the area where this activity will take place.
- Introduce the children and the musician to each other.
- Stay involved in the activity so that you can guide children’s behavior as needed.

**Extension:**

- Locate a CD of Louis Armstrong playing the trumpet.
- Explain to children that they will listen to a song by Louis Armstrong as he plays the trumpet
- Recall with the children how the guest musician held and played the trumpet.
- Suggest that children pretend to play a trumpet as they listen to the music.
- Pretend to play a trumpet with the children.

**Teacher Note:** *Involve children in writing a thank you note to the musician.*

**Additional Books**

*Whoever You Are* by Mem Fox, illustrated by Leslie Staub

**Additional “What a Wonderful World” Ideas**

- Provide neon crayons or paints in the Art Center for children to use along with a copy of the book.