

NOTE-ABLE STORIES

Activities for Young Music Readers

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To the Teacher

This collection of Note-able Stories is designed to reinforce the memorization of the notes of both treble and bass clefs.

Story No. 1 is designed for self-instruction or for the classroom teacher who does not have a strong musical background. Stories 2 through 16 are for treble note practice.

Story 17 instructs the student in bass clef reading. Stories 18 through 24 offer additional practice in reading notes in bass clef.

More emphasis is placed on the treble clef so that the students will be able to quickly apply note-reading skills in playing songflute, bells, and ukulele, as well as in reading the vocal line in classroom songs. The placement of the fill-in words will encourage the student to read from the notes instead of the letters, thereby strengthening reading skills.

The stories also adapt well to classes for the developmentally handicapped. With the beginner story for each clef as a guide, much enjoyment as well as education is possible. Many of the stories in the collection have been used for some time with great success. They are limited to one page in length so that they do not fill the entire class period.

I wish for you as much success and pleasure as I have had watching my students' musical reading skills increase through the use of the Note-able Stories.

Completed Stories

No. 1: Getting Started in Treble Clef

Most of the children in the class were eight years of **age**. Some were very good, but a few liked to be **bad**. The teacher **faced** the class and said that she had a **bag** of candy for those who could **be** good all day.

The children thought it was just a **gag**, but they decided to **be** good anyway. At the end of the day each one got a candy.

Are you having a good day?

No. 2: A Bunny Tale

Billy lived on a farm with his mom, **Dad**, and little sister **Deb**. One day he decided to play a trick on **Deb** and let Buttons, her pet bunny, out of his **cage**. Buttons hopped to the **edge** of the farm where he got caught in a wire fence. When **Deb** went to **feed** Buttons, she found his **cage** empty. She ran into the barn to tell **Dad**.

They searched the farm until they found Buttons lying very still near the fence. **Deb** cried because she thought her bunny was **dead**. **Dad** noticed that Buttons was breathing, but he had a **bad** cut on his side. They took Buttons back to his **cage** and fixed a nice **bed** for him. **Deb** brought him some **cabbage** leaves and **Dad** cleaned his cut and **dabbed** it with medicine.

When Billy saw what had happened, he said he did not mean to **be bad**. He promised that he would never play a trick on anyone again.

No. 12: (continued)

went way to the **edge** of the park for a home run. That **added** one more run, which was **bad** for us. Luckily, the next two batters struck out, but **Ed** was up to bat next. His **dad** worked with him and he was good for his **age**. He **bagged** a single and **Abe** was next. Bill just had to strike him out — and luckily, he did.

Now the Bears came to bat, but our hopes had **faded**. Mike was up and got to second base. Then we **added** a man on first. A **bad** swing by Terry caused our first out, but Mike went to third. **Dag**, our next batter, was safe at first base. Now if we **bagged** a home run we would be champs. Rob was up. He swung at the first pitch. **Gee**, it was like a miracle. The ball seemed to travel forever and the Bears won.

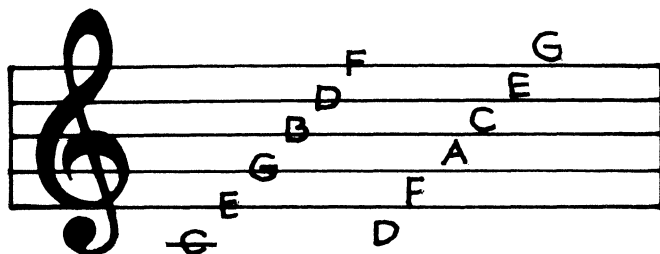
No. 13: Camping at Mokee Park

Dee and **Dag** were twins who went camping with their Uncle **Ed**. They took a tent, some fishing gear, and food that Aunt Jane had sent. When they arrived at the park, Uncle **Ed** said they should pitch the tent because **bad** weather might come. They cleared the **dead** twigs and **faced** the tent so that it would **be** protected from the wind and rain. Then they took a walk to see the park. At the park office they were greeted by Corky, the parrot who was perched on a swing in his **cage**. He **begged** for treats by saying, “Corky wants a treat. Corky wants a treat.” The park manager said Corky **gabbed** so much that sometimes he covered his **cage** with a **bag**. **Dee** asked if they could fish from the **edge** of the boat dock. **Dag** and Uncle **Ed** caught fish but **Dee** had **bad** luck. Her line got caught in some seaweed.

It rained that night, but it was nice the next morning when Uncle **Ed** suggested renting a canoe and going up the **edge** of the lake. The canoe trip was fun even though they almost tipped over on a very **bad** curve. After lunch, it was time to pack up and go home.

Getting Started in Treble Clef


One day in music class Miss Jackson handed each of us a strange-looking story — like this one. It had some words missing and had little staves with notes. She put this drawing on the board.



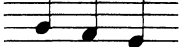
After telling us that each note has a name and a special place on the staff, she said, “If you can name the notes correctly and put the letters under the notes, you can complete the story. Then we will take turns reading it to the class.”


At first, the children said it was very hard to do. As they kept on working with help from Miss Jackson, they decided it was not only easy, but it was fun.

See if you can complete this mini-story:


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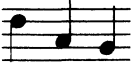









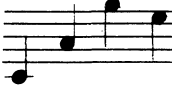










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