

Shaggy Parrot and His Reggae Band: Teachers' Guide
Recommended Level: Grades 1 – 4

| Themes/Skills | Discussion Questions | Exercises |
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| Language Arts | <ul style="list-style-type: none"> • <i>(Before reading)</i> What is the title of the book? Look at the cover: what do you think the story is going to be about? • <i>(After reading)</i> Can you think of other titles for this book? What are they and why? • Who is Shaggy? Talk about his career as a recording artist. • This is a rhyming story. Do you like rhymes? Why? Ask children to go through the story and find all the pairs of words that rhyme. • What do you think of the names of the characters in the story? Have the children make up names for themselves and the teachers. | <ul style="list-style-type: none"> • Show cover of book without title and ask students to predict what the book will be about and why. List predictions and then refer to them afterwards. • Ask children to write stories based on the other titles. • Ask questions during reading: What do you think will happen next and why? At the end ask the children to retell the story to see if they get the main idea. • Ask children to suggest other titles and say why. Let the class vote for favourite new title (noting numbers and how many voted for each and how much more votes were received by winning title.) • Help children write a class book about cleaning up their classroom. Brain-storm way/times in which the classroom gets dirty. Assign students into groups to write and illustrate stories. Make a few class books and bind (with string, staples, etc) to display. • Review new/unfamiliar vocabulary words for meaning and spelling: <ul style="list-style-type: none"> ○ parrot, reggae, island, waterfall, pollute, garbage, floating, dapper, snapper, shrimp, crayfish, rhythm, guitar, dolphin, melodies, stingray, lobster, harmonies, plastic, coral, reef, laughter, sparkling, celebrate |
| Environmental Awareness | <ul style="list-style-type: none"> • What kind of bird is Shaggy? What other kinds of birds do we have in Jamaica? How are parrots different from other birds? • Where does the story take place? What is a waterfall? • Jamaica has a lot of famous waterfalls. How many can you name? Show pictures of Dunns' River and other falls and discuss where they are. • How many types of animals are in the story? Count them. How is Shaggy Parrot different from all the other animals? (Talk about the difference between land creatures and sea creatures.) • What do you do with you garbage? | <ul style="list-style-type: none"> • Ask how many have ever seen a parrot and where. Did they like the bird and why/why not? • Ask how many have seen a waterfall and where. Did they swim in it? • Have the children make a list of as many waterfalls as they can and the parishes in which they are located. Create a map of Jamaica and use stickers to mark all the waterfalls the children discover. • Assign an animal to each child and have them research that animal in groups/pairs. Cut out, enlarge and copy the pictures to make a wall project about Jamaican animals. • Create a poster for the wall with words/phrases e.g.: BE GREEN, BE CLEAN. RESPECT THE |

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| | <p>Discuss the need for respect for the environment and responsibility. Share story about ways in which you have done this in your life and ask students to do the same.</p> | <p>ENVIRONMENT. BE RESPONSIBLE. CLEAN UP JAMAICA (Cut letters out of cardboard and have children decorate them with crayons and pictures etc.)</p> |
| Social and Emotional Skills | <ul style="list-style-type: none"> • Why is the waterfall sad? What does it mean to feel sad? When you are sad what things can you do to feel happy? What things can you do to make someone else feel happy? • The animals clean up the beach as a team. Have you ever done something as part of a team? What was that like? What things can you do more easily as a team than on your own? | <ul style="list-style-type: none"> • Have the children speak/ write/draw about their team experiences and what they have learned from them. • Create a class log of students and give them credit when they show respect, act like a good team member and take responsibility during the school term. Acknowledge those who show most improvement. |
| Musical Awareness | <ul style="list-style-type: none"> • How many different musical instruments are in the story? What sound does each make? • Play a section from the CD and show the children the corresponding page from the book. Talk about what's different about the story when they <u>listen</u> and when <u>look</u>. • Ask the children to bring their favourite story book to school and to explain what kind of music they think goes best with it. Have them write part of a song to go with their favourite part of the story. • Which song is your favourite? Assign the children to groups and have each group make up dance moves to go with the song. Let each group perform for the class. | <ul style="list-style-type: none"> • Use the photos of the musical instruments to make a music chart for the classroom. Have children find out about other instruments that are not in the story. • Help the children to make musical instruments using home-made and recycled parts. • Create a class band. Assign each student a role (lead singer, back up singer, dancer, and instruments). • Play a sound that indicates turning of a page so they know when to stop and listen. Have students form a band and while listening play their instruments accordingly - shakers play when percussion is on, string play when string is on, etc. • Have the class make up its own theme song, e.g. <i>Would You Like to be in Our Grade 2 Band?</i> |
| Extension Activities | <ul style="list-style-type: none"> • Excerpt Shaggy's song as a clean up song to be used when cleaning up the classroom. • Organize a school/community clean up. Have the class band create and perform their clean up song. • Contact Jamaica Environment Trust to visit school and talk to children about environmental awareness, cleaning up, recycling, etc. • Have a school/community recycling drive. Collect plastic bottles and take to JET or appropriate location near to school. | |

Developed by: Rebecca Tortello, Ministry of Education; Kellie Magnus, Jackmandora; Jana Bent, Reggae Pickney.
For copies of this guide, please visit www.jackmandora.com or call 876 781 2104.