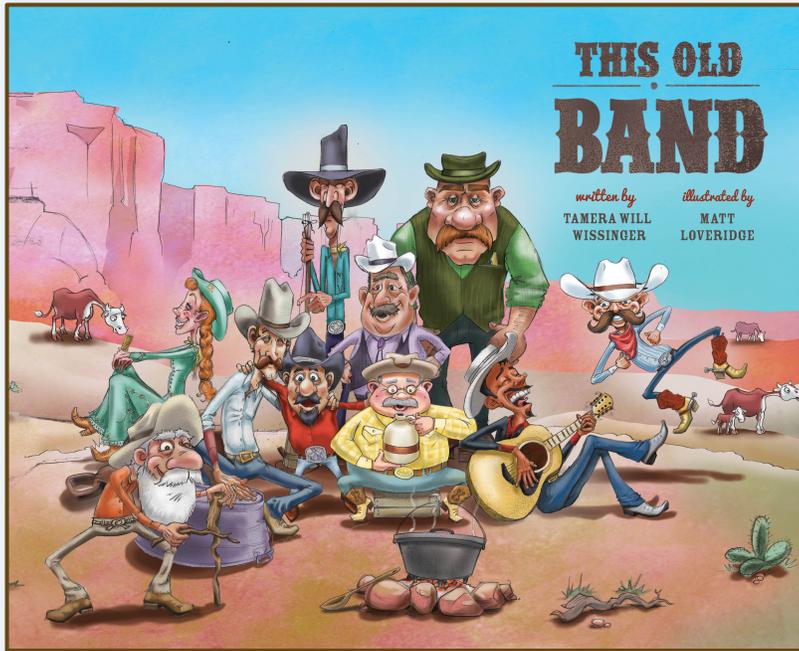


This Old Band Activity Guide

By Tamera Will Wissinger ★ Illustrated by Matt Loveridge

Activity Guide written by Ed Spicer

“With A Clang Clang Boodle Bang Sing A Happy Song,
This Old Band Plays All Day Long!”



THIS OLD BAND cover art by Matt Loveridge.

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About THIS OLD BAND

A cowboy – and cowgirl – band wakes bright and early to start playing their favorite song with jugs, combs, boots, and whatever else they can find. Out on the open range, with no one to tell them to quit their hollerin’, the band counts from ten to one all through the day – and night! Silly noises, toe-tapping rhythms, and the occasional twist make these cowpokes a great addition to any story-time lineup.

THIS OLD BAND is a 2014 Southwest Book of the Year for Kids, a 2015 Colorado Libraries for Early Literacy Bell Awards Nominee in the "SING" Category, a 2015 Read to the Rhythm selection, and a Chicago Public Library Giddy Up! book.

About Tamera Will Wissinger, Author of This Old Band

Tamera Will Wissinger writes poetry and stories for children. In addition to THIS OLD BAND, Tamera is the author of GONE FISHING: A Novel in Verse, from Houghton Mifflin Harcourt, as well as two forthcoming books: THERE WAS AN OLD LADY WHO GOBBLED A SKINK – her second picture book with Sky Pony Press, and GONE CAMPING: A Novel in Verse, also with Houghton Mifflin Harcourt. Tamera earned her Bachelor of Arts degree in English from Sioux Falls College in Sioux Falls, South Dakota and her Master of Fine Arts degree in Writing for Children and Young Adults from Hamline University in Saint Paul, Minnesota. Connect with Tamera online at: tamerawillwissinger.com.

About Matt Loveridge, Illustrator of This Old Band

Matt graduated from Brigham Young University with a bachelors in Illustration. In addition to illustrating THIS OLD BAND, Matt has illustrated many other children’s books including the Looniverse series of early chapter books from Scholastic. Matt lives in the mountains of Utah with his wife and kids and their dog "blue".

PRE-READING ACTIVITIES

1. Throughout this book are alliterative phrases featuring the made up word, boodle and some repeated words, such as ting ting. We want young minds to frolic with words, have fun making up musical phrases, and in this play, begin to intuit rhythm and rhyme. Before reading, have students take, say, their first names or your name or the name of some random object and chant (or sing) a rhyme (“Ed Ed bumped his head.”). Build, as long as interest holds, to using verbs (“Hop, hop, until you drop.”) Act these out and make it fun! If younger students struggle, do this with them. Gradually allow them to take over. Leave the last line and word for the students to discover. Finally see whether students are able to do this independently. Share songs or song phrases such as Polly Wolly Doodle with students.
2. If your environment has musical instruments, put three to four students together with different instruments and have them create a musical pattern. Instruments are nice but not at all required. Give one student a pencil, give another student an empty soda or water bottle, have another one make clicking sounds, and have a fourth one clap or rustle paper. Demonstrate various patterns that are possible and set the “band” loose!
3. Young students benefit from understanding and thinking about concepts that many adults take for granted. Provide each student with a sheet of paper folded into fourths (or more, depending on your groups of students). Tell them that we are going to draw a day. Before beginning discuss how we would tell the difference between early morning and noon. What would evening look like and how is that different from night? What colors would we use? Avoid suggesting colors. Avoid dictating an answer. Have students share their drawings and explain them in relationship to the time of day they attempted to depict.
4. Show the cover of the book. Have students explain how the setting is both different and similar to where your students live. (Guide students into seeing BOTH similarities and differences.) Do the same with the clothing.
5. Show a video of a song like Home On the Range, such as this version with original lyrics: <https://www.youtube.com/watch?v=ArgMK2kAjzw>, or this version with the modified refrain sung by Gene Autry: <https://www.youtube.com/watch?v=wJIGikSD9ho> Have students compare the visuals with the words and then with what they see on the cover. After reading the book, have students decide whether or not the people and places feel like they belong in the story. There is no correct answer; the goal is to introduce students to comparing various words, songs, stories, media, etc.
6. And, of course, before reading this book, read or watch This Old Man. Read the old Welsh, Jack Jintle version or the more familiar version (or both).

ACTIVITIES TO EXTEND THE STORY

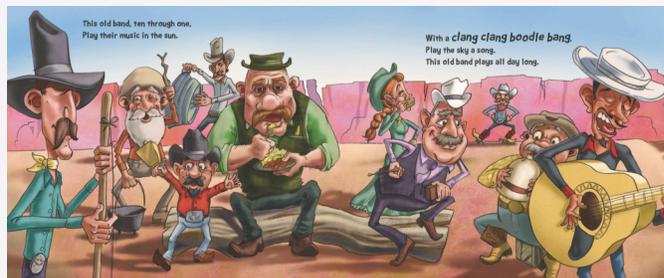
7. The book opens with, “This old band, ten through one...” Count backward to one. Count forward to ten. Count by two. Count by odd number. Make sure students can count the band members. These pages lend themselves to all sorts of other math activities as well, including number stories based on hats or instruments or color or size. Ask questions that will require an explanation, such as: How many of the band members are tall?

Activities To Extend the Story continued:

8. Look carefully at that first spread. What instrument or what function does each band member have? Note: Mr. Spicer's practice is to always read the book all the way through without stopping the very first time. Other excellent teachers have different approaches, but all agree that the goal is to celebrate the book and inspire students to scream, "Read it again!" upon finishing.

9. As you progress through the book, assign students to various teams:

- A. Clang Clang Booodle Bangs
- B. Pug Pug Booodle Bugs
- C. Ping Ping Booodle Bings
- D. Tick Tick Booodle Picks
- E. Foam Foam Booodle Bomes
- F. Shoot Shoot Booodle Loots
- G. Rub Rub Booodle Bubs
- H. Gar Gar Booodle Bars
- I. Nel Nell Booodle Ells
- J. Tock Tock Booodle Locks
- K. Foo Foo Booodle Boos
- L. And have everyone be a Shoo Shoo Toodle oo



THIS OLD BAND first spread illustrated by Matt Loveridge.

Make sure each group comes up with their sound. What does a booodle bang sound like? Etc. What do their instruments sound like? Using classroom objects, have students try to replicate the sound and create the various songs.

10. Number ten plays the jug. His rhythm goes, "plays tug tug on a jug." Return to the first full spread after the title page. Read to students the various phrases, "tug tug," "ting ting," "click click," "home home," "scoot scoot," "dub dub," "far far," "tell tell," "knock knock," and "shoo shoo." Thinking about how number ten plays tug tug on a jug, may get students to see the rhyming pattern. Without correcting, have students predict who number 9, 8, 7, etc. are based on these phrases.

11. On that same first full spread, one person (we later learn that he is number one) is eating. After reading the book ask the class how many people eat during the story. We often need to read to find information. Tell the students that you are going to read the book and show the pictures again. It is their job to track how many of the ten band members eat during the story. You may also ask how many different kinds of animals there are in the entire book and how many total animals (not counting humans) make an appearance in the story.

12. Look at the title page and then flip to the very last double page spread. Working with the class, decide what time it is on the title page and what time it is on the last double page spread. Create with the class a time line for each band member. Look carefully at the artwork and have the class point out how the illustrator has shown the differences in time.

13. Number eight plays a mustang song, Number six plays a bison song. Just what is a mustang song? What is a bison song? After exploring the vocabulary (and showing photographs of mustang and bison), have students create a mustang dance and a bison dance. Have students write and draw about what the animals think of these songs.

Activities to Extend the Story continued:

14. Number seven plays the wrong song and the author says that she is clever. Why? Why do you think that she is the only female in the band? If you were writing this book, would you have had more women in the band? Look in the library or look on line and find out whether or not there were, or are, many women doing the job of cowhand.

15. Number four plays “far far” on a guitar. There is an eagle in the picture. Explain to the class why the illustrator may have decided to draw an eagle on this page with a guitar player playing “far far.” Redraw this illustration using something else (it does not have to be an animal) that would make sense being on a page with a guitar player playing, “far far.” What other kind of song could be on this page?

16. Pretend you are a pine tree. What kind of a song would you want to have the band play for you? Create a pine tree dance to go with the song.

17. Look carefully at the spread with number two. Have students make predictions for what they think a mesa is. Do not define it for them. Have interested students go home and come back with a definition of a mesa or a link to a website showing various pictures of a mesa that they can share with the class.

18. Get out your instruments, dress your actors, and have your students perform this song for the class or the school or parents or other groups.

NOTE TO EDUCATORS ABOUT THIS COLLECTION OF ACTIVITIES

It is always my fear that teachers will think that activities are the only way for students to really understand a story. The most important activity is to share this book with students. Read it, sing it, have fun with it! If that is the only “activity” you do, it will be plenty. These activities should be seen as a springboard to your own activities based on your knowledge about the students with whom you work. So pick some of these, adapt them for your students. I have done several of these with my first grade students and my first graders have taught me some of these other activities because THEY created them during their independent reading time. The BEST activities are the ones that students generate. My hope is that this group of activities will give you ideas for how to motivate your students to fall in love with this book and with reading in general. This Old Band is a very popular book in my classroom. Enjoy!

Mr. Spicer

About Ed Spicer, Author of this Guide

From graduate students to kindergarten students, Ed Spicer is an educator with a wide variety of experiences during the last two decades. He spends most of his time with his first grade students, but also loves his high school book group with whom he has worked for the last 14 years. Spicer has served on the Caldecott award committee, the Printz award committee and many other committees with the American Library Association. He is a Cool Teacher winner in Michigan. Spicer has also published dozens of curriculum guides for Penguin, Random House, and Houghton Mifflin. Friend him on Facebook: spicyreads@facebook.com Follow him on Twitter: [@spicyreads](https://twitter.com/spicyreads) Visit his website: www.spicyreads.org.