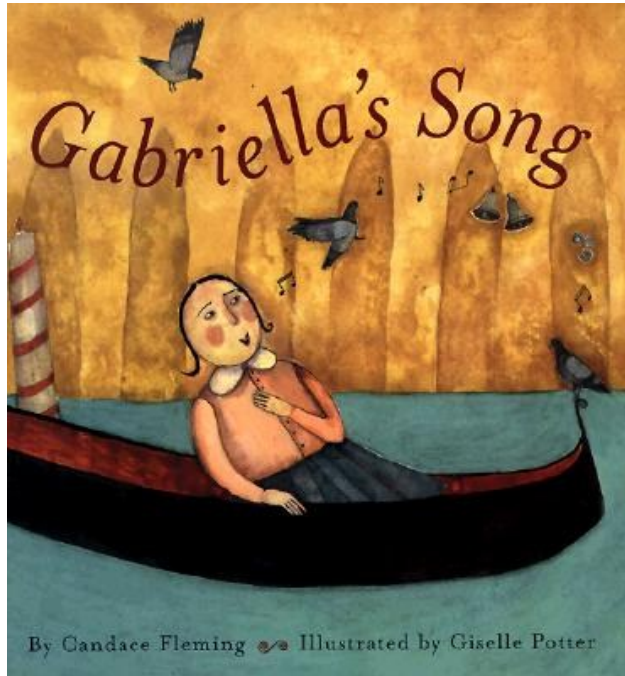
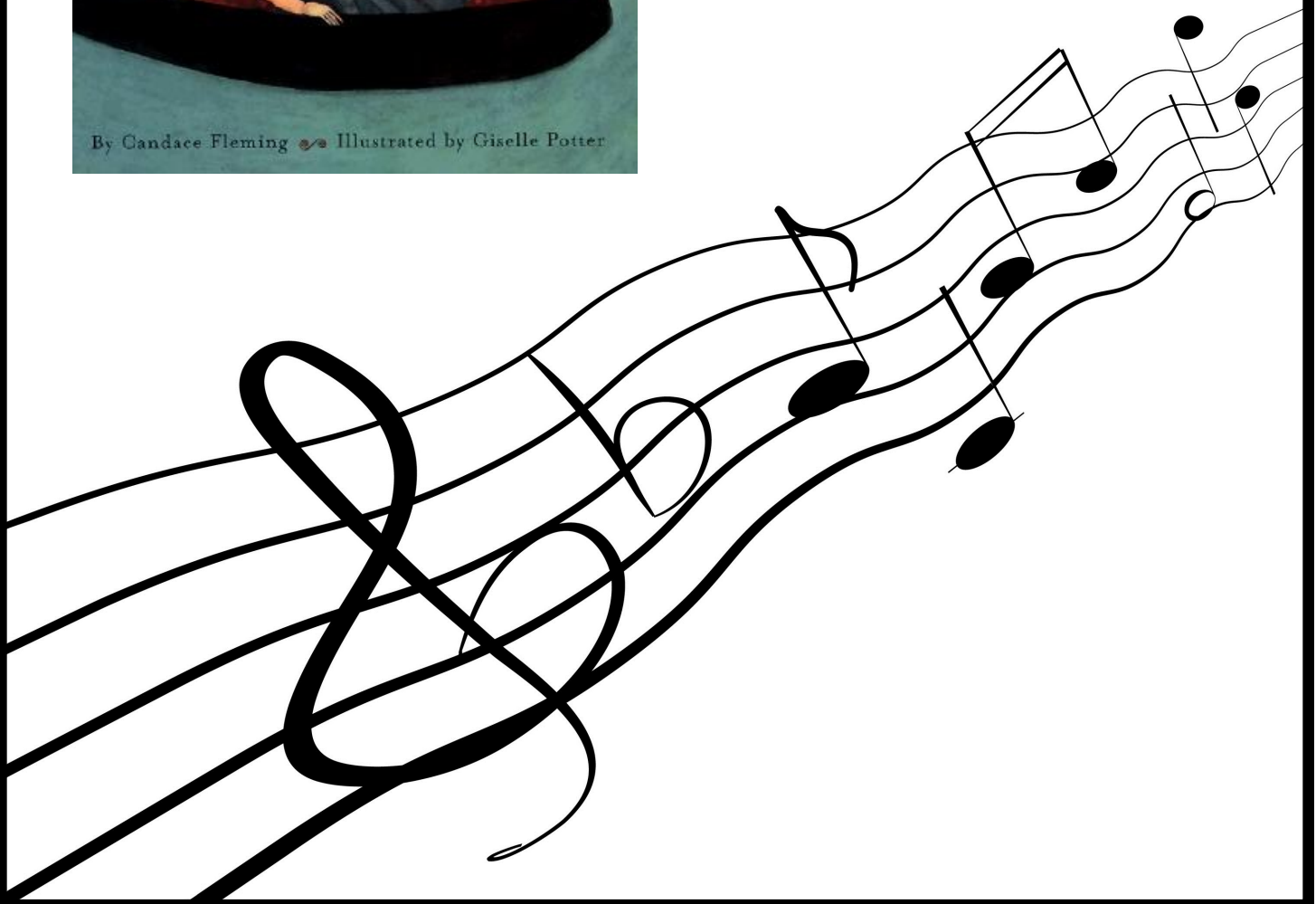


A unit study based on

Gabriella's Song



book by Candace Fleming
unit study lessons & printables
by Celia Hartmann
and Ami Brainerd



Gabriella's Song

Book by Candace Fleming

Unit study prepared by Celia Hartmann and Ami Brainerd

Geography: Venice, Italy

Discuss the city, the canals, the gondolas, the landmarks (Piazza San Marco, The Grand Canal, St. Mark's Cathedral). You may also note the fresh food being sold in the open market as is customary in Italy. Locate Italy on map. If you have tracing paper, your student can make her own outline map of Italy by tracing the picture on the back cover of the book; she can even mark where Venice is.

Learn more about Italy with our [Italy Lapbook](#).

Discuss with your student that Venice was once known as "the city of music"; if your student knows what opera is, let her know that this form of musical expression began in Venice and read the author's note together (right before the story). If your student isn't familiar with opera, you may want to check out some cassettes or CDs from the library to introduce her to this form of music.

Social Studies/Music: Composers

Ask your student about the different jobs the people in the book had (street traders, baker, gondolier). A not so common occupation is mentioned in this book: a composer. Leaf through the pages that depict Giuseppe. What does your student think a composer does? (write music, play music, create new music, perform music). If your student is interested in music, this would be a grand opportunity to introduce her to a famous Italian composer (Vivaldi, Verdi, Puccini). Vivaldi lived in Venice! You may want to request *Classical Kids Series: Vivaldi's Ring of Mystery* (A tale of Venice and violins) CD from your library.

Complete "What Does a Composer Do?" matchbook.

Social Studies: Human Relationships

Discuss how Giuseppe Del Pietro gives credit to Gabriella instead of accepting it all for himself.

Language Arts: Vocabulary

reverberate--a succession of echoes (repeatedly reflected, as sound waves); a prolonged or continuing effect

Gabriella's song *reverberated* throughout all of Venice.

tethered--to fasten or restrict

Gabriella heard the rhythm of the *tethered* boats thumping against the canal walls.

brilliant--superb; wonderful

The composer was *brilliant*.

inspired -- to be to influenced, moved, or guided

I was *inspired* by a simple song I heard out my window.

Language Arts: Alliteration

Candace Fleming using a poetic style to write this story (which is very appropriate since it is about music). One of the poetic devices she uses is *alliteration*. Discuss or review the term with your student. It is defined as the repetition of the same initial consonant sound at the beginning of two or more words (that are immediately succeeding each other or at short intervals). After you examine the following examples (or go looking together in the story on your own), try to write some alliterations. You can use anything to do this--including household objects or musical instruments! Help your child learn to love our language.

examples from the text--

"Morning melody"

"Blended and blurred"

"Such a sad song"

"Gondoliers gliding"

"Housewives hheard and hummed"

"Simple song"

Language Arts: Onomatopoeia

Onomatopoeia is another way Fleming's poetic style is incorporated throughout the story. You have probably already studied this with your students, so review and

look for onomatopoetic words (words that imitate the words they represent such as ring, splash, boom). I really enjoy Peter Spier's *Crash, Bang, Boom* book for an addition study of onomatopoeia. It is FULL of great examples; it's like an onomatopoeia dictionary! You and your student may enjoy it as much as I do! (Your student may even be inspired to write a short story full of onomatopoeia!).

Language Arts/Music: Making a List

Make a list with your student of all the musical expressions in this story. Sometimes we think of music as something grand-- a concert played on a piano or a soloist performing for an audience. Some of your answers may include: humming, whistling, singing, playing an accordion, playing a piano, and bells ringing (and more!).

Language Arts: Making a List Game

In one minute (or five minutes, depending on the age/level of your student), come up with as many words as possible that relate to "music."

Language Arts: Compound Words

A compound word is made when two words are joined to make one word. Can your student find examples of compound words throughout this story? (marketplace, alleyways, waterways, housewives, dockworkers, schoolchildren, notebook, woodwind)

Foreign Language: Italian

Some Italian phrases have been incorporated into the text of this story. Here are some of the words and their meanings. If your student has fun trying to learn them and trying to pronounce them, you may want to find some additional resources to teach him some more Italian words.

Bravissimo-- very well done; splendid! (We derive our word *bravo* from this Italian word)

Grazie-- thank you

amore mio-- my love

Bellissima-- beautiful

Math: Counting Change

Set up a street market (fish stand, hot pies, sweet cream, etc.) and sell your wares. Have your student count out money to buy things. If he needs practice making change, have him play the role of the street trader.

Math: Story Problems

1. Signor Pagliana has four cannolis and sells one to Garbriella. How many cannolis does he have left?
2. Signor Pagliani sells cannolis for .25 each and bread for \$1 per loaf. How much money did Signor Pagliani make from Gabriella and the widow Santucci?
3. Signor Pagliani had nine loaves of bread. He sold four to widow Santucci. How many loaves does he have left? If he makes four new loaves of bread, how many will he have?
4. Signor Pagliani has three rows of cookies with three in each row. How many cookies does he have?
5. Widow Santucci spent \$4 at the bakery. She had to pay the gondolier \$2. How much did she spend?

Use the printables to make your own Italian bakery menu!

Science: Sound

Discuss the anatomy of the ear and how we hear sound. Discuss how sound travels. When an object vibrates, a moving energy is formed. This energy, called vibrations, travels through the air to your ear and makes your eardrum vibrate. Then the nervous system of your body registers the vibrations as a sound.

Science: Pigeons (Observing Bird Behavior)

Pigeons are accustomed to having people around so they can be approached and studied up close. There are flocks of pigeons in most city parks, and in general they do not migrate, staying in roughly the same area year round. So take your student to a park where you know there are pigeons around and observe some pigeons.

In the park you're in what would best be described as the pigeon's "feeding ground." The pigeons probably don't nest in the park, they prefer to nest high

above the ground where there are dark cubbyholes, like churches or elaborate plasterwork on high buildings or the crossbeams of bridges.

If you see a pigeon pick up a twig and fly off with it, watch where it flies. The bird is probably nesting. At the nest site, you'll observe a whole different set of behaviors between the mates as they prepare their nest.

The "territory" of different birds varies greatly, from a few inches to a few miles. Pigeons only defend the territory immediately adjacent to their nest site. Their nests will be about 8 inches long and is built of short, stiff twigs. Once a nesting site is chosen by the pair, the male will fly off and pick up a twig, shaking it around and dropping it to test it for stiffness. If he finds one he likes, he'll fly back to the female and lay it in front of her. She'll pick it up and place it into the nest underneath her. This will continue until the nest is built.

Once the nest is completed the female will lay her eggs, normally two. The male and the female will take turns incubating the eggs, but generally only the female remains on the nest at night and the male will roost elsewhere. Incubation will probably last about 18 days. When the eggs hatch, the parents will first feed their chicks regurgitated food then will gradually increase their diet to include more solid foods such as caterpillars and fruits. The chicks will remain in the nest for only about 10 days, then they'll be ready to join the feeding flocks on their own. Within a day or two after the chicks leave the nest they will be totally independent, and the parents will be preparing for the next brood.

Music: Classifying Instruments

Many different instruments comprise the orchestra. The story mentions, "[the music] grew higher and higher and higher still, until strings, woodwinds, and percussion met in a heart-stopping crescendo. Explain to your student that strings, woodwinds, and percussions are groups of instruments with certain characteristics. You may even want to visit a local music shop for this discussion.

Woodwinds-- use vibrating air to produce their sound; they can be played with an open hole or with a reed

The flute, clarinet, oboe, bassoon, and saxophone are all members of this group.

Strings-- instruments that have strings stretched over them and are played with a bow. The violin, viola, cello, and double bass are all members of this group.

Percussion-- is a diverse group including any instrument that generates sounds when it is scraped, shaken, or struck. The xylophone, cymbals, woodblocks, gongs, chimes, triangle, snare drum, and even the piano are members of this group.

You may want to listen to sounds of different instruments with your student to help her to differentiate between strings, woodwinds, and percussion.

Music: Making Instruments

Simple Woodwind Instruments

1. Students create a simple single reed instrument by placing a piece of grass or strip of paper between their two thumbs. Paper should be pulled tight between the curved portion of the thumbs (with both thumb nails facing up). Students blow through thumbs to vibrate paper. Experiment with different air pressures to change pitch.
2. Students make soda bottle flutes by filling empty soda bottles with water. Create different pitches by filling bottles to different levels. After bottles are tuned, play simple songs with each student responsible for one specific pitch of the song.
3. Students make a double reed instrument out of a plastic drinking straw
---each student is given a plastic straw and a pair of scissors
---squeeze one end of the straw flat and crease to make flattened end
pertinent
---with scissors, cut flattened end with two cuts into a pointed "V" shape
---check to be sure the "points" are separate
---play instrument by placing pointed end in mouth approximately 1/2 inch
and blow (hard)
---small holes can be cut into the side of the straw and used to change pitch
(be careful to make the holes as small as possible)

Make your own percussion instruments from things around the house (remember anything that makes sound when it is scraped, shaken, or struck)

Music: Music Everywhere!

Discuss "how music can be heard in everyday noises" and "how music, when shared, can enrich lives." (See author's letter at the end-- not in the book with the ISBN ending in 5.) Where does your student hear music? (rain, sizzling of the frying pan, wind blowing the leaves, etc.)

Complete the "I Hear Music" tab book. If your student has never been to a music concert or orchestra, have him imagine the sounds he would hear.

Music: Vocabulary

Opening Movement-- the first movement (the first part) of the piece

Scherzo-- Pertaining to the sonata form, a fast movement in triple time

Grand Finale-- Movement or passage that concludes the musical composition

Orchestra-- a large group of instrumentalists playing together

Symphony-- Three to four movement orchestral piece, generally in sonata form (Music of a particular form consisting of four movements. Each of the movements differ in tempo, rhythm, and melody; but are held together by subject and style)

Crescendo--Gradually growing louder

Opera-- a drama where the words are sung instead of spoken

Bible: Making a Joyful Noise!

Psalm 100 is a very fitting passage for this story. We are to be praising our God all the time! Exhort your children to make a joyful noise (no, whining doesn't qualify!) and to sing, hum, whistle praises to God all day long.

Copywork pages for Psalm 100 are provided in the printables section. Students can copy one verse each day.

Supplemental Book Titles

Music

M is for Music by Kathleen Krull

M is for Melody by Kathy-Jo Wargin

I Wonder Why Flutes Have Holes by Josephine Paker

Zin! Zin! Zin! A Violin! by Lloyd Moss

The Magic of Music by Lisl Weil

The Story of the Orchestra by Robert Levine

This is an Orchestra by Elsa Posell

Rubber-Band Banjos and a Java Jive Bass: Projects and Activities on the Science of Music and Sound by Alex Sabbeth (*highly recommended!)

Sound/Hearing

The Story of Your Ears by Dr. Alvin and Virginia Silverstein

The First Book of Sound by David Knight

Sounds and How They are Made by Harold E. Tannenbaum

Sound by Dorothy S. Anderson

Sound Experiments by Ray Broeke

The Ear and Hearing by Brian R. Ward

The Five Senses: Hearing by Maria Rius

Sound: An Experiment Book by Marian E. Baer

Sound Science by Melvin Alexenber

The Loudest Noise in the World by Benjamin Elkin

A Riot of Quiet by Virginia Sicotte

Orchestra/Classical Music/Vivaldi:

Season's Greetings from Vivaldi (Ann Rachlin Composer Story CD)

The Usborne Story of Music

Classical Cats: Children's Introduction to the Orchestra

Cooking

Recipe: Italian Frosted Cookie Rings

3/4 cup butter

1/3 cup white sugar

3 eggs

1 tsp. vanilla
2 Tb. orange juice
3 cups flour
1 Tb. baking powder
powdered sugar and water (or milk)

Preheat oven to 350. Cream butter and white sugar. Add eggs, vanilla, and orange juice. Combine flour and baking powder and gradually add to creamed mixture. Knead dough on a lightly floured surface for five minutes. Using tablespoons of dough, roll into 6-inch "snakes"; press ends of the dough together to form rings. Let stand on ungreased cookie sheet for about 15 minutes. Bake at 350 for 15-20 minutes. Mix powdered sugar and water (or milk) to make a glaze. Dip each hot cookie into the glaze and decorate with candy sprinkles while glaze is still wet.

Materials and information may be used for your own personal and school use.

Material may not be used for resale or shared electronically.

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Is
Italy?

Where
in
the
World. . .



What continent is Italy on?

Find Italy on the map and color it in.

Cut out shutter book and map on solid lines.
Fold shutter book on dotted lines so that words
are on cover. Glue map into book under shutters.

		Italy
--	--	-------

Flag of ITALY

Cut "Flag of _____" book out as one piece. Fold in half. Cut out flag. Color. Paste inside book. Older students may want to write a few flag facts in the book as well.

Sites to See in

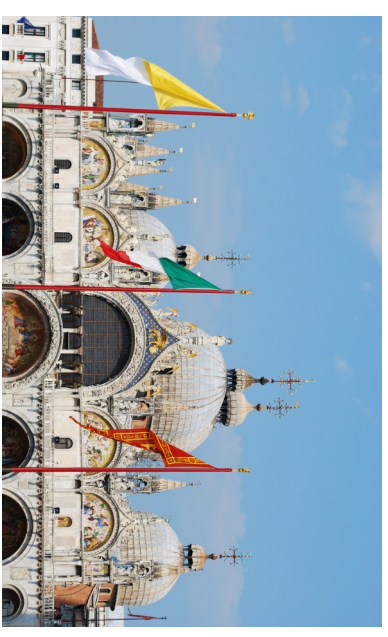
Venice



Grand Canal

St. Mark's Cathedral

www.homeschoolshare.com



Cut out each strip (two total). Glue strips together using the tabs. Paste pictures in the correct places. Fold like an accordion. Tie a ribbon around the book so that the bow is in the front. Paste back to your lapbook. Untie the ribbon to open the book. Can your student find any of these locations or landmarks in the story?



Glue to back of first strip

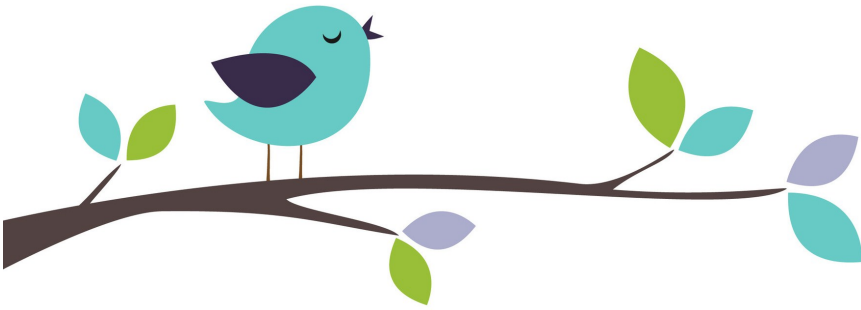
Piazza San Marco

Rialto Bridge

Psalm 100 Copywork

Shout for joy to the LORD, all the earth.

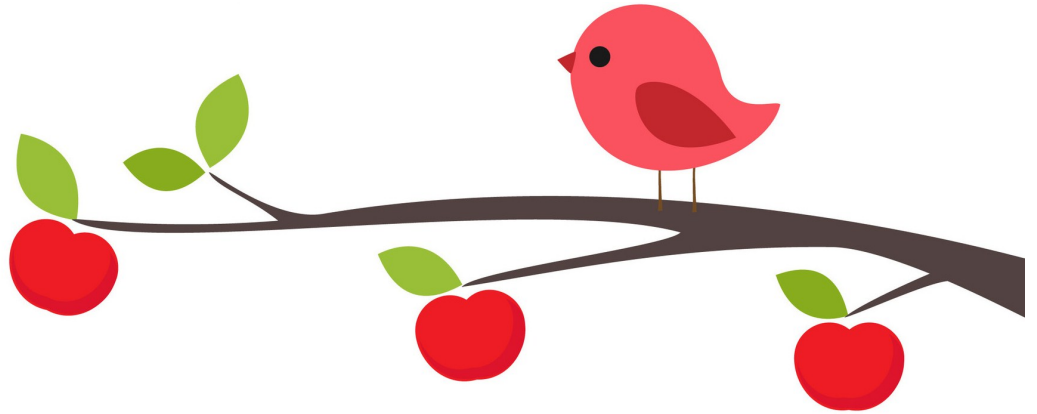
Shout for joy to the
LORD, all the earth.



**Worship the LORD with gladness;
come before him with joyful songs.**

Worship the LORD
with gladness; come
before him with
joyful songs.

Know that the LORD is God. It is he who made us, and we are his; we are his people, the sheep of his pasture.



Know that the LORD

is God. It is he

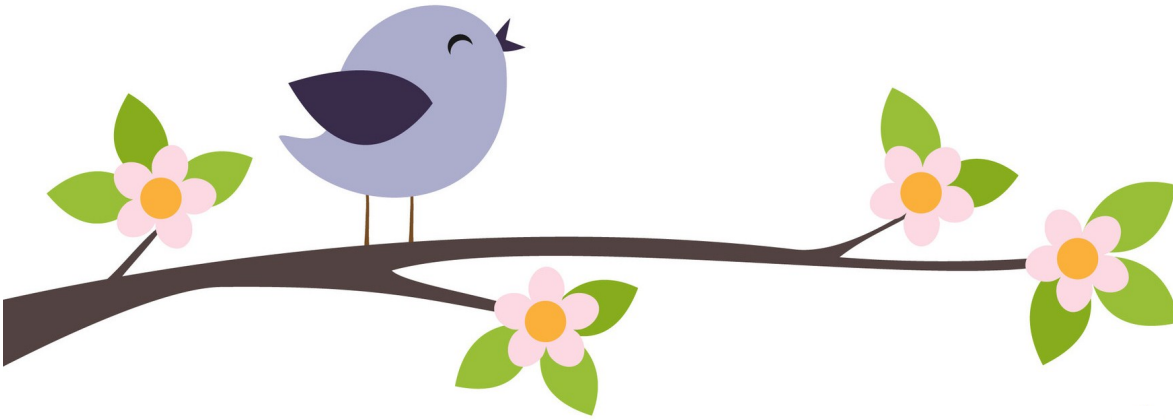
who made us, and

we are his; we are

his people, the

sheep of his pasture.

**Enter his gates with thanksgiving and his courts
with praise; give thanks to him and praise his name.**



Enter his gates with

thanksgiving and his

courts with praise;

give thanks to him and

praise his name.

**For the LORD is good and his love endures forever;
his faithfulness continues through all generations.**

For the LORD is good

and his love endures

forever; his

faithfulness continues

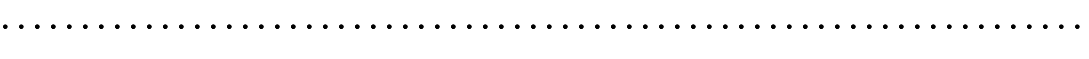
through all

generations.



Psalm 100 Copywork

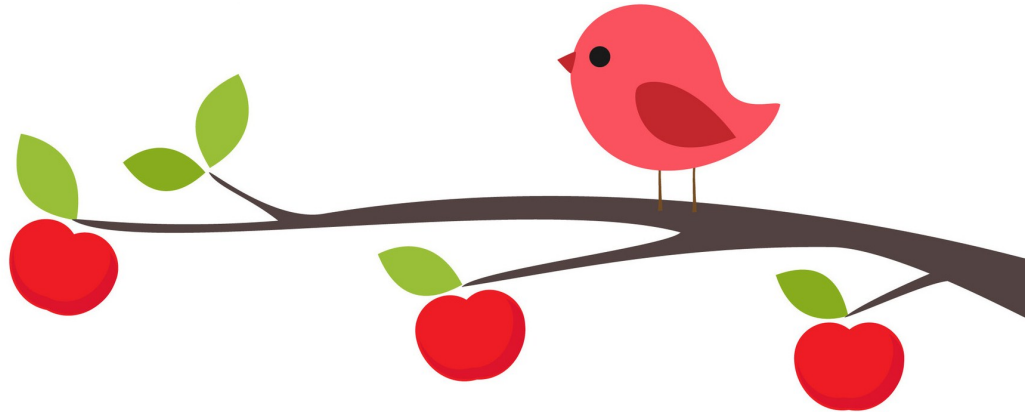
Shout for joy to the LORD, all the earth.



**Worship the LORD with gladness;
come before him with joyful songs.**

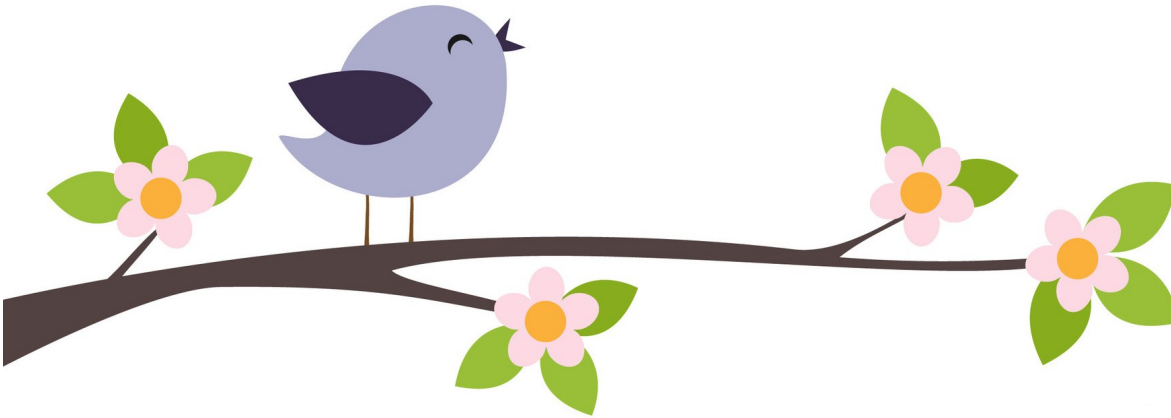
This image shows a full page of handwriting practice paper. It features four identical sets of horizontal guidelines arranged vertically. Each set includes three lines: a solid top line, a dashed middle line, and a solid bottom line, providing a structured space for practicing letter formation and alignment. The paper is otherwise blank, with no text or other markings.

Know that the LORD is God. It is he who made us, and we are his; we are his people, the sheep of his pasture.



Handwriting practice lines consisting of solid top and bottom lines with a dotted midline. There are five sets of these lines for practice.

**Enter his gates with thanksgiving and his courts
with praise; give thanks to him and praise his name.**



Handwriting practice lines consisting of solid top and bottom lines with a dotted midline. There are ten sets of these lines for practice.

**For the LORD is good and his love endures forever;
his faithfulness continues through all generations.**

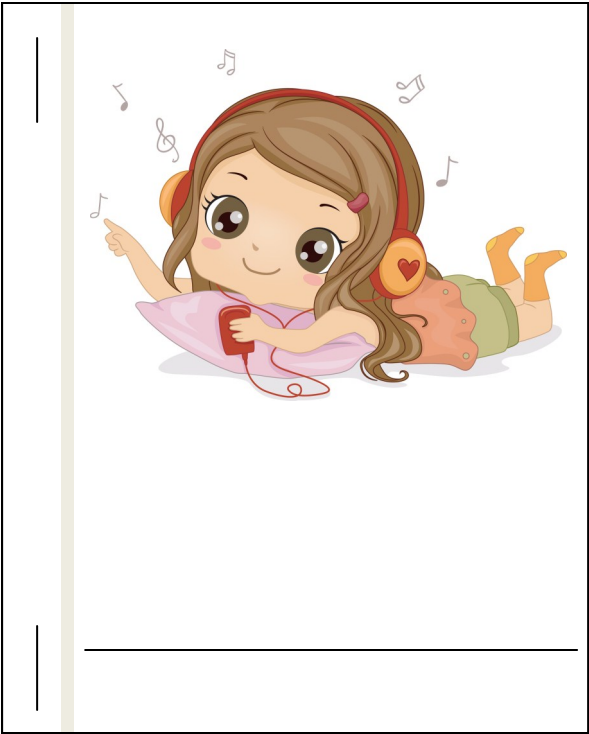
Handwriting practice lines consisting of solid top and bottom lines with a dotted midline. There are five sets of these lines for practice.

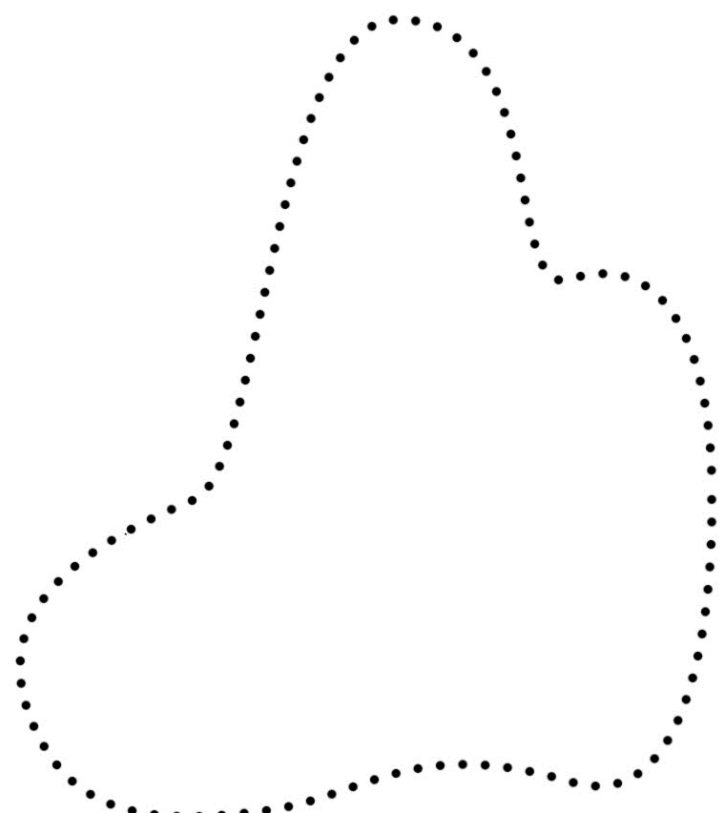
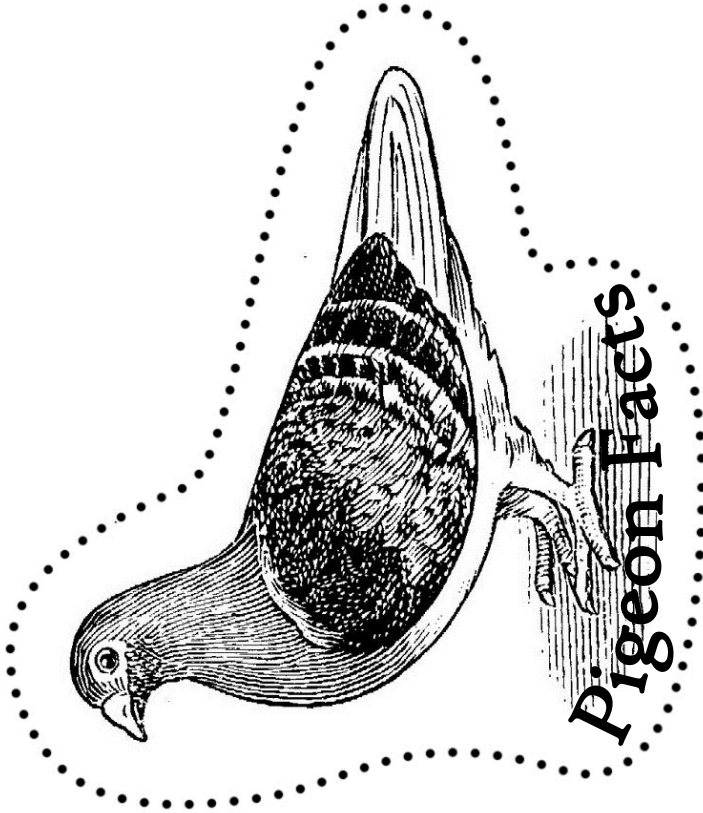
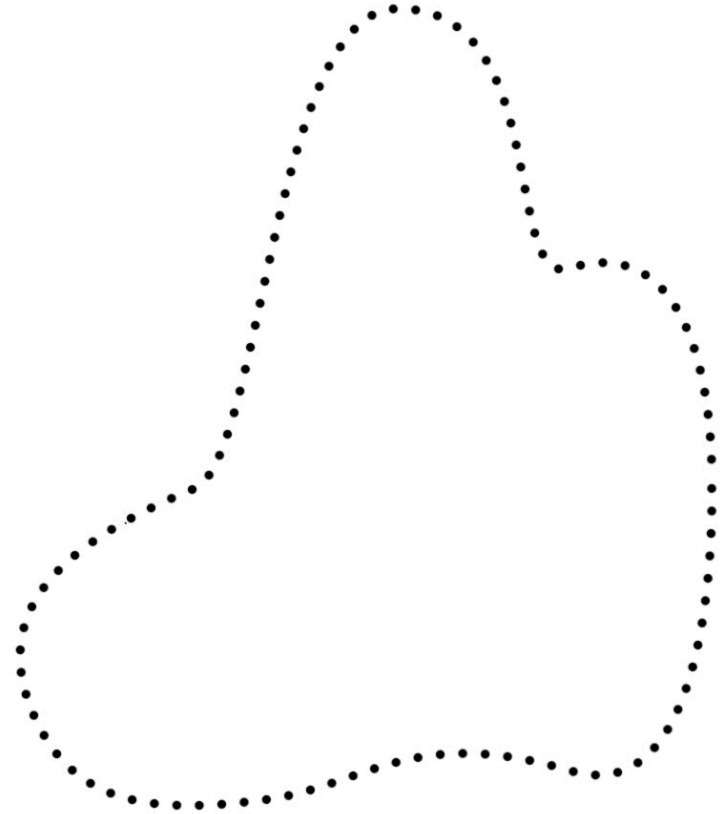
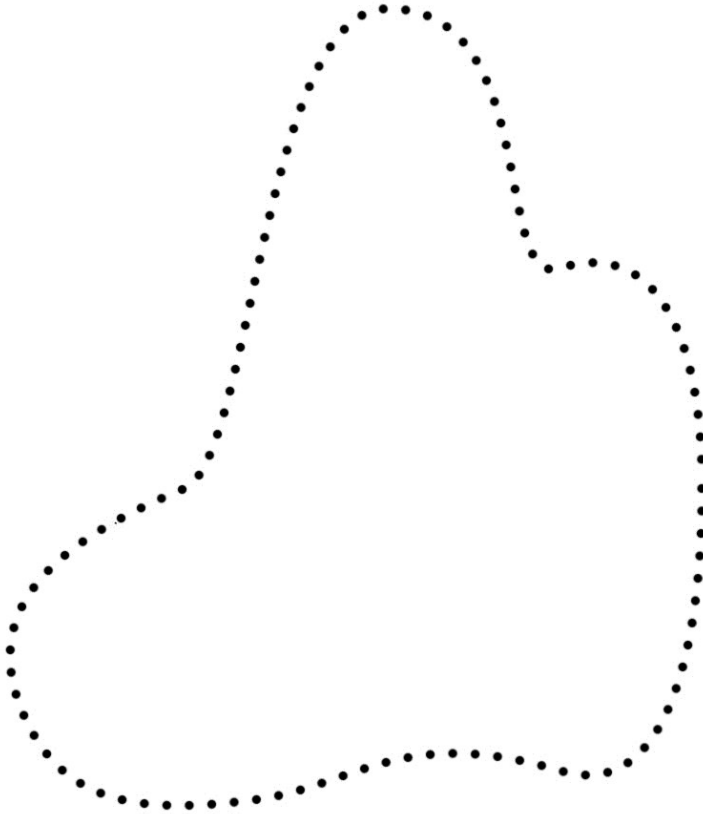


Cut on the solid lines. Write the corresponding vocabulary word on each page. Stack pages together with cover on top and staple on the left side.

Picture
Dictionary

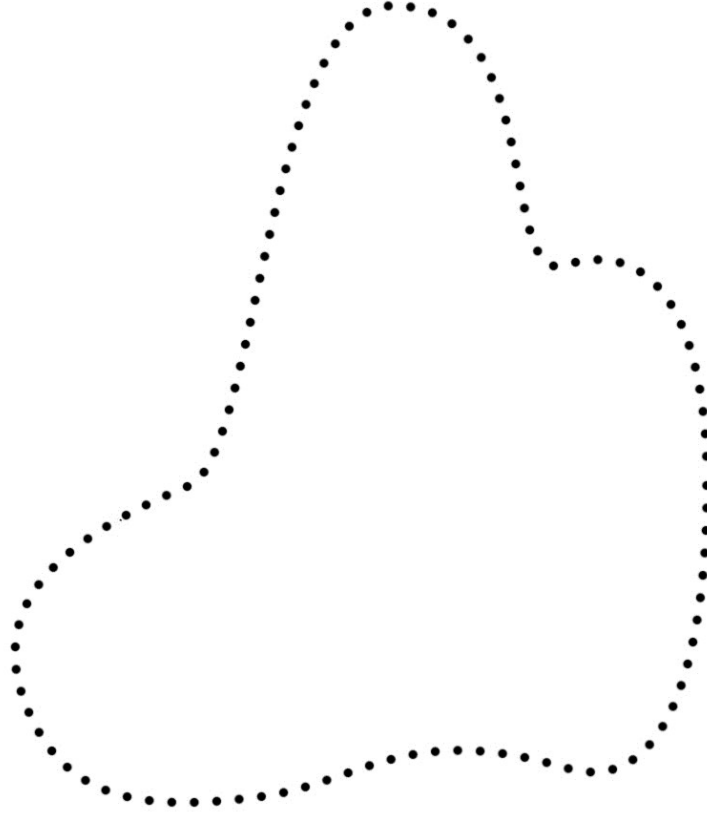
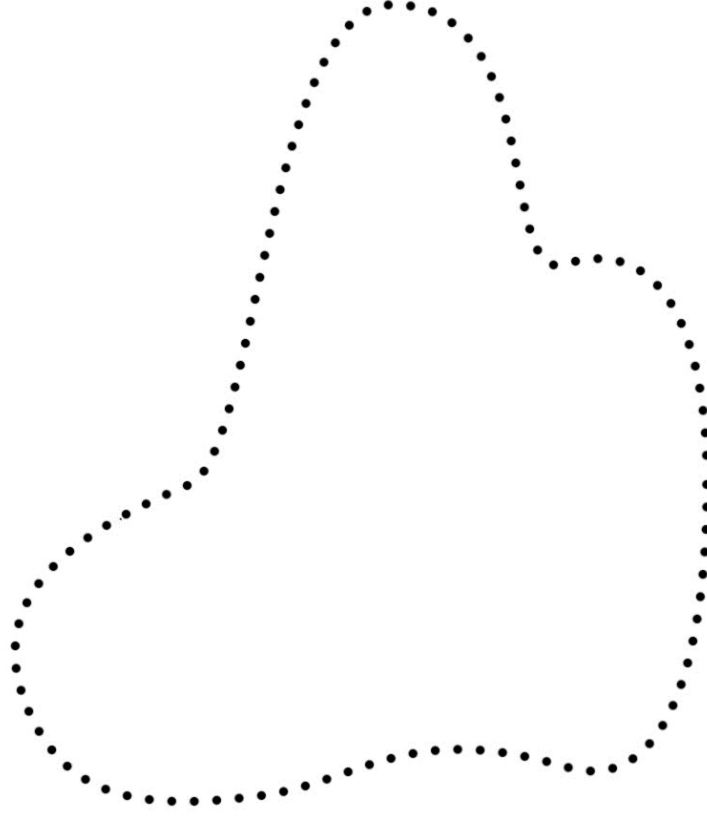
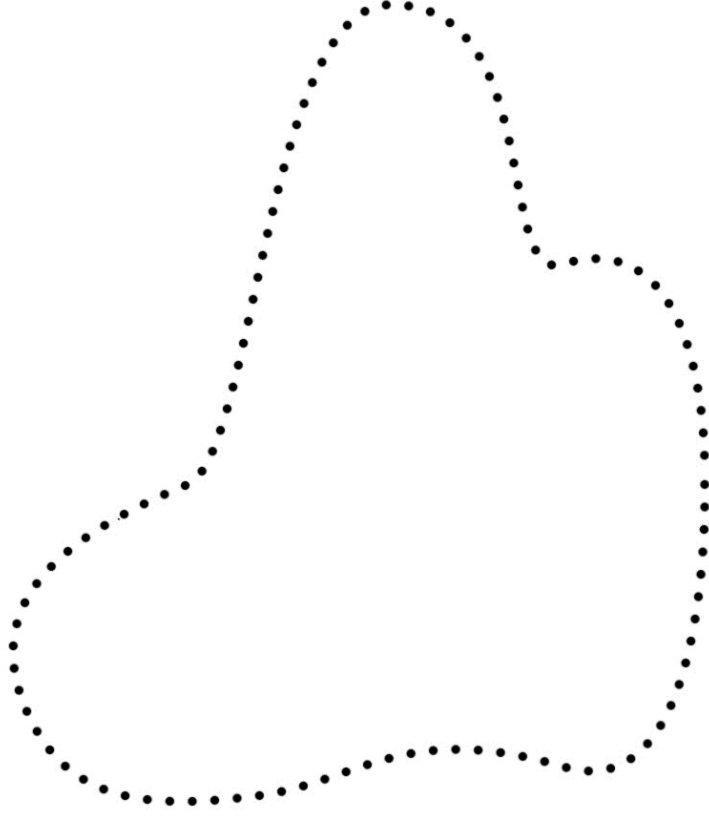







Cut out shapes. Write one interesting pigeon fact on each shape. Stack together with cover on top and staple together (or use a brass fastener to secure).

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<p>Pigeon Observations</p> 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Directions: Cut out pages. Stack together with cover on top and staple on the left side, as indicated.

[illegible]

My Italian Bakery



Paste pictures inside the bakery mini-book (previous page). Determine prices for each item. Let your family members order items from your baker. Calculate the total of each person's order.



Composer Do?

What Does a



Compound words

Using the compound word list provided in the lesson, help your student construct compound words out of the following list and paste them in the minit book provided on the next page.

market	ways
alley	book
water	children
house	place
school	ways
dock	wives
note	wind
wood	workers

Compound words





Musical Memory

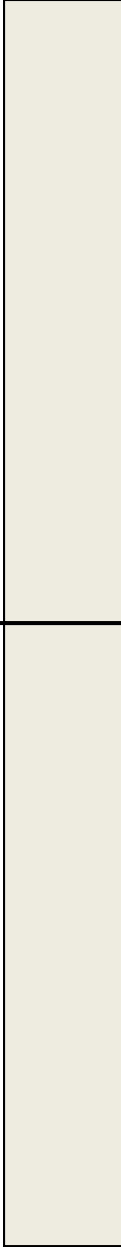


Print two copies of these cards and play a game of memory match. You may also want to discuss the instruments in the pictures after you complete the instruments lesson.

I Hear Music!



In My Home



At a Concert



Outside