

## About This Book

Maybe you've covered everything in your lesson plan and still have five minutes of class time left.

Or...

You've just covered a very difficult music concept with the students such as dotted rhythms or how to read bass clef notes, and your students (and you) need a brain-break.

Or...

It's the morning after the big PTA program—a full musical. You want to do something light and fun without resorting to simply watching a video.

Or...

You have to plan for a substitute teacher who may or may not be able to read music, and he/she desperately needs an icebreaker activity that is actually doable.

There are dozens of great reasons to play *More Music Libs* with your students, but the two best reasons may be because they're educational and fun! There are twenty-one stories included in this resource. Each story has in it at least a dozen blanks to be filled.

Here are two great ways to play Music Libs:

As a student-led activity: divide the students into pairs and provide each pair with two stories (one for each student). Have one student ask the other for the missing words called for in the story. Once all the blanks are filled in, have the writer read the story out loud. Have the partners switch roles and complete the remaining story.

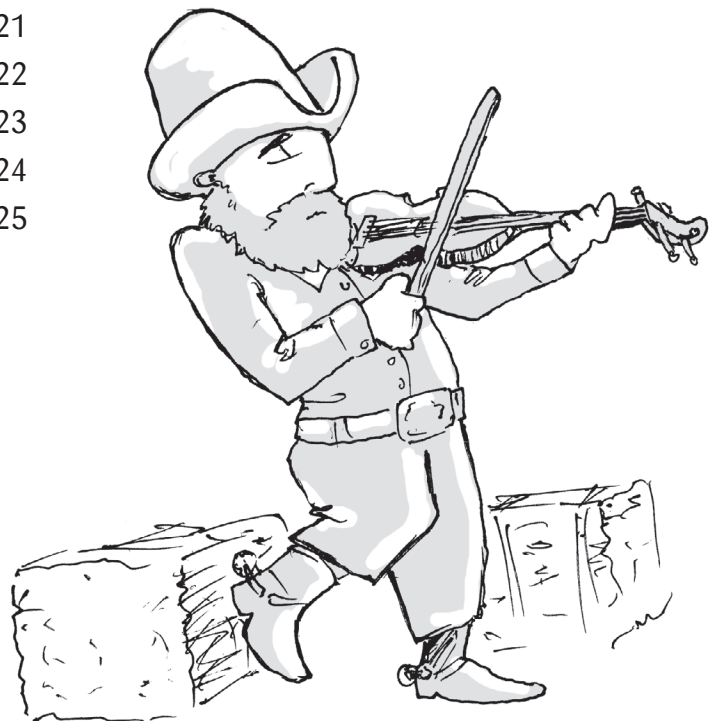
As a teacher-led activity: don't tell the students what the story is about...this makes for a fun reading at the end. Ask your students to suggest words for each blank, writing each suggested word in its corresponding blank. Read the completed story for the students.

Aside from the cross-curricular benefit of practicing parts of speech, *More Music Libs* reinforces music terminology and knowledge as well. Each Music Libs story is set in a fun musical setting, and includes such music vocabulary categories as dynamics, note values, instrument families, famous composers, and many more!

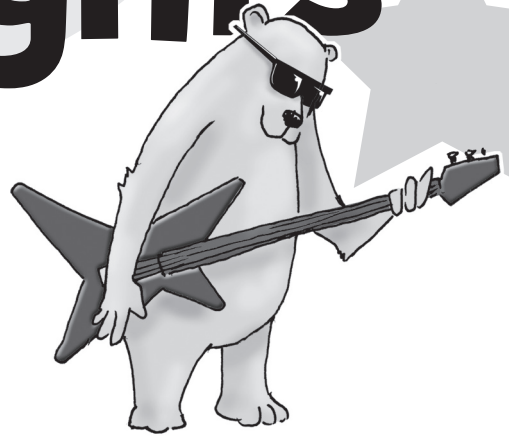
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# Zoo Nights



When \_\_\_\_\_ *adjective* people visit the zoo each day they have no idea what \_\_\_\_\_ *adjective* concerts take place each night after the sun goes down. That's when the real fun begins!

Just last night the \_\_\_\_\_ *plural animal* got a/an \_\_\_\_\_ *adjective* beat going by \_\_\_\_\_ *verb ending in -ing* \_\_\_\_\_ *adverb* on the \_\_\_\_\_ *plural percussion instrument*.

Then the \_\_\_\_\_ *plural animal* picked up some \_\_\_\_\_ *plural brass instrument* and \_\_\_\_\_ *past-tense verb* with all their might.

\_\_\_\_\_ *number* \_\_\_\_\_ *plural animal* joined in on the \_\_\_\_\_ *plural string instrument*, while the \_\_\_\_\_ *color* \_\_\_\_\_ *animal* sang lead vocals very \_\_\_\_\_ *adverb*.

All the animals \_\_\_\_\_ *past-tense verb* \_\_\_\_\_ *adverb* until the sun came up this morning.



One of the most \_\_\_\_\_ TV shows of last season was The Voice-Off.  
*adjective*

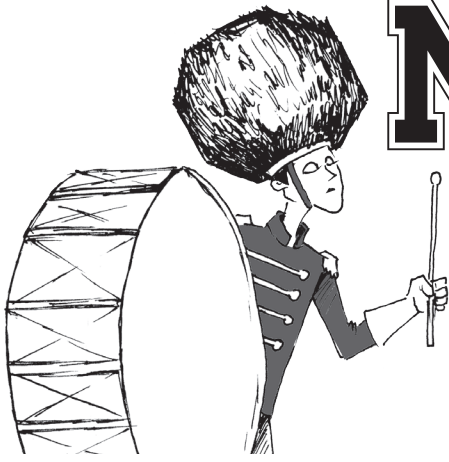
Contestants had to sing in front of and be scored by three judges— \_\_\_\_\_ ,  
*teacher's name*  
\_\_\_\_\_, and \_\_\_\_\_. Each of the judges scored the contestants  
*cartoon character* , and *famous composer*  
on style, vocal range, and how \_\_\_\_\_ he/she sang.  
*adverb*

The first contestant sang so \_\_\_\_\_ that the audience \_\_\_\_\_ him off the stage.  
*adverb* *past-tense verb*

Next up was a contestant with \_\_\_\_\_ hair and \_\_\_\_\_ boots who sounded like  
*color* *adjective*  
a/an \_\_\_\_\_.  
*farm animal*

The winner sang a/an \_\_\_\_\_ song with so many \_\_\_\_\_ that the judges and  
*adjective* *plural note value*  
audience all \_\_\_\_\_ with amazement.  
*past-tense verb*

She now has a/an \_\_\_\_\_-dollar recording contract with the great producer  
*number*  
\_\_\_\_\_  
*dynamic* \_\_\_\_\_  
*pizza topping*



# MARCHING BAND

Listen! Do you hear that \_\_\_\_\_ sound? It's a marching band \_\_\_\_\_ down  
*adjective* *verb ending in -ing*  
the \_\_\_\_\_ street. It must be part of the \_\_\_\_\_ Day parade!  
*adjective* *famous person* *food*

The drum major, dressed in \_\_\_\_\_ pants, a/an \_\_\_\_\_ coat, and a/an  
*color* *adjective*  
\_\_\_\_\_ -shaped hat leads the way.  
*shape*

The drummers use \_\_\_\_\_ to play their drums, which really helps the band  
*plural noun*  
members feel the \_\_\_\_\_ beat.  
*tempo*

The \_\_\_\_\_ play a/an \_\_\_\_\_ melody, while the \_\_\_\_\_  
*plural woodwind instrument* *articulation* *percussion instrument*  
players \_\_\_\_\_ down the crowded street.  
*type of dance*

Now, \_\_\_\_\_ musicians are \_\_\_\_\_ their \_\_\_\_\_ to the delight of the  
*number* *verb ending in -ing* *plural brass instrument*  
\_\_\_\_\_ lining the street to watch the parade.  
*plural noun*

I wish it could be \_\_\_\_\_ Day every day!  
*same famous person as above* *same food as above*