



# ***JUSTIN ROBERTS***

***AND THE NOT READY FOR NAPTIME PLAYERS***

**STUDY GUIDE**

# TABLE OF CONTENTS

Who is Justin Roberts?.....	page 1
Who are the Not Ready for Naptime Players?.....	page 1
What kind of music do they play?.....	page 2
Who are some of the characters that you will meet in Justin’s songs?.....	page 3
What learning goals will be addressed?.....	page 4
Instruments in the show.....	page 5-6
Before the Performance.....	page 7
During the Performance.....	page 8
After the Performance.....	page 8
Activities.....	page 9
Vocabulary.....	page 10
Links for Further Exploration.....	page 11

## WHO IS JUSTIN ROBERTS?

Justin Roberts is a songwriter and performer for kids and families based in Chicago, IL. For nearly 20 years, Justin has been writing songs that explore the joys and sorrows of growing up with funny and touching songs that the whole family can enjoy. Get ready for a wild interactive ride through the imagination, with vivid images of snow days, student crossing guards, gym class parachutes, sibling scuffles, and little league baseball games. In addition to his music, Justin is the author of two picture books (*The Smallest Girl in the Smallest Grade* and the soon to be released *Henry Hopendower and Other Truly Impossible Things*) both published by Putnam and also the composer of an original musical based on Hansel & Gretel.



## WHO ARE THE NOT READY FOR NAPTIME PLAYERS?

The Not Ready for Naptime Players are Justin’s merry band of misfits who will delight young audiences with their whimsical sound and musical expertise. Depending on the size of the performance, you can expect to see many or all of the following musicians: Big Dave (in the big shoes) Winer on trumpet, keyboards, and melodica, Jacqueline Schimmel on the electric bass, Gerald Dowd on the drums, and Liam Davis strumming the electric guitar or thumping the bass ukulele. No matter what the format, the band will have the audience singing and clapping along in no time.

## WHAT KIND OF MUSIC DO THEY PLAY?

Justin & the band play original songs written by Justin that encompass a wide variety of different genres of music, from acoustic folk and country-ish bluegrass to vibrant rock songs, touching ballads, and even some kiddie punk rock. All of the songs contain smart and funny lyrics that will have adults and kids surprised and bemused by the unique twists and turns of the stories.

Recommended listening for students to be introduced to different genres of music:



Rock: *The Beatles*



Country: *Hank Williams*



Punk: *The Ramones*



Folk: *Joni Mitchell*

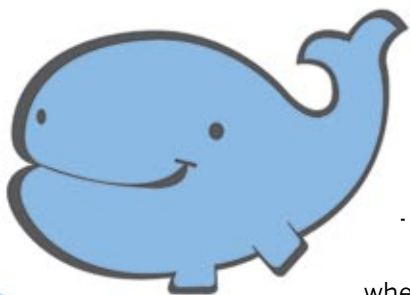


Jazz: *Miles Davis*



Classical:  
*Wolfgang Amadeus Mozart*

## WHO ARE SOME OF THE CHARACTERS THAT YOU WILL MEET IN JUSTIN'S SONGS?



**Willy the Whale**  
- a joyful and silly alliterative song where Willy wanders all the way to “Weno” Nevada before finding his way back to the ocean.



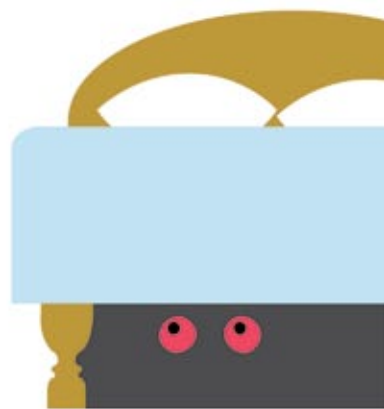
### Our Imaginary Rhino

- a song that explores the wonders of the imagination and the joys of creativity through an imaginary friend that happens to be a rhinoceros.



### Sally McCabe

- The star of Justin’s picture book, *The Smallest Girl in the Smallest Grade*, Sally McCabe is always watching out for everyone else. She is also the hero of the song Billy the Bully where she helps rescue her friends by standing up for those who are being teased and bothered by their fellow classmates.



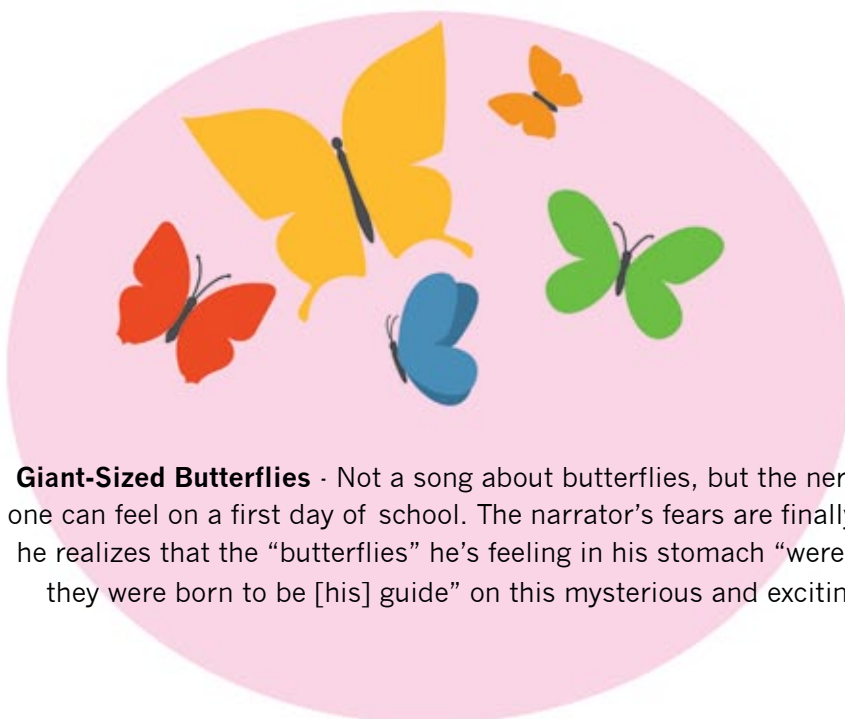
### Maybe the Monster

- The narrator in this song is afraid of a monster that may or may not be under his bed. As he contemplates the “other,” he starts to empathize with the monster wondering if “maybe he’s a little sad, needs his monster mom and dad.”



### Henrietta’s Hair

- When Henrietta decides to stop brushing her long locks, she finds that many different creatures want to take refuge there. She invites them all inside in this inclusive song about accepting others differences and making room for everyone.



**Giant-Sized Butterflies** - Not a song about butterflies, but the nervous anxiety that one can feel on a first day of school. The narrator’s fears are finally comforted when he realizes that the “butterflies” he’s feeling in his stomach “were meant to fly and they were born to be [his] guide” on this mysterious and exciting new chapter.



## ***WHAT ARE SOME OF THE LEARNING STANDARDS THAT WILL BE ADDRESSED?***

During the performance, Justin and the band will be addressing many music learning standards that are common across the nation. The band will introduce the audience to the musical instruments on stage, discuss song structure (AB Verse/Chorus), play songs based on different genres, and use vocabulary terms such as melody, harmony, tempo, dynamics, and improvisation. The audience will learn what it means to be a composer of a song and what it means to improvise during a song.

Through the lyrics, Justin and the band will introduce language arts standards such as alliteration (Billy the Bully and Willy was a Whale), identifying the craft and structure of a story, how rhythm and tempo imply meaning (Pop Fly), and acknowledging difference in points of view of characters (Henrietta's Hair).

Finally, many SEL (Social-Emotional Learning) standards will be discussed through songs such as Henrietta's Hair, Billy the Bully, Hey Hippopotomus, & Maybe the Monster. These songs invite kids to use their listening skills to identify the feelings and perspectives of others and recognize that others may experience situations differently. They also invite kids to empathize with others, recognize difference, learn ethical responsibility, and respect one another.

## INSTRUMENTS SEEN IN THE SHOW



**Acoustic Guitar** - An instrument used often in folk and country music. It produces sounds naturally by transferring the string vibrations through the air via the hollow sound box. On the neck of the guitar, there are often 19 frets which change the pitch of each of the six strings. Guitar-like instruments were developed in the middle ages (gittern) refined during the Renaissance before being more fully realized in Spain (vihuela de mano) and France (where giterne became gitarre).

**Ukulele** - A native instrument to Hawaii, the Ukulele (or Uke) is a member of the lute family and uses four strings and a small sound box to transfer the string vibrations through the air. On the neck of the uke, there are often 20 frets which change the pitch of each of the four strings. It originated in the 19th century as an adaptation of the Portuguese machete.



**Solid Body Electric Guitar** - An instrument often used in rock and pop music. Because it does not have a hollow sound box, it produces sound by using a pickup to convert the vibration of the strings into electric impulses. On the neck of the guitar, there are often 24 frets which change the pitch of each of the six strings. Though the electric guitar dates back to George Beauchamp in 1931, the first solid body electric guitar was built by Les Paul in 1940.



**Electric Bass** - An instrument often used in rock and pop music to produce very low notes. The electric bass is similar to the electric guitar with its use of pickups, but the bass has a longer neck and scale and 4 strings instead of six. In the 1950s, Leo Fender produced the first electric bass guitar which, because of its portability, gradually replaced the much larger double bass (stand up) in popular music.



## INSTRUMENTS SEEN IN THE SHOW



**Drum Kit** - An instrument often used in rock, pop, country, and jazz music. The drum kit is a collection of drums, cymbals and other percussion instruments played by one person with drumsticks. The drummer's feet operate the low sounding kick drum while the sticks are used to play snare and tom drums as well as hi-hat and crash cymbals. The Ludwig family patented the first kick drum pedal in 1909 paving the way to the modern drum kit. Gerald's drum kit is called a cocktail kit (first developed in the 1940s) and is played standing up rather than sitting down.

**Trumpet** - An instrument often used in classical, rock, pop, and jazz music. The trumpet is part of the brass family and dates back to at least 1500 BC and was used as a musical instrument as early as the middle ages. It produces sound by blowing air through almost closed lips to produce a buzzing sound that starts a vibration inside the instrument. On the modern trumpet, there are valves that are pressed with the fingers to change the pitch of the note.



**Melodica** - is a free-reed instrument similar to the pump organ and harmonica. It has a musical keyboard on top, and is played by blowing air through a mouthpiece that fits into a hole in the side of the instrument. Pressing a key opens a hole, allowing air to flow through a reed. The instrument was invented by Hohner (a popular brand of harmonicas) in the 1950s.

You'll also hear voices singing melody and harmony, tamborines, electronic keyboards that sound like pianos, bells, organs, and harpsichords, ketchup and mustard containers, shakers, kazoos and MANY other surprises!



## ACTIVITIES BEFORE THE PERFORMANCE

1. Discuss Audience Etiquette and what makes a good audience member. How can you watch out for your neighbor but still sing, move, and have a good time? What should one do at the end of every song to show that they enjoyed it?

2. Listen to one or more of the following songs and try the associated activities:

**WILLY WAS A WHALE:** There are a whole bunch of “W” sounds in Willy was a Whale. What are some words in this song that begin with “W?” Alliteration is when you have the Same Sound in a Sentence. Just like that last sentence has several “S” Sounds. Can you write your own sentence with Alliteration using a different letter?

**RECESS:** Try to practice shouting the “Hey” in Recess while you clap your hands at the same time. Keep doing it every time you hear that same electric guitar riff that happens at the beginning of the song. Listen to the lyrics of the song and describe how the character in the song is feeling. What does the character want? Why?

**POP FLY:** There are at least two parts to most pop rock songs. One part is called the Verse and it generally tells the story of the song. The Chorus is the really catchy part that repeats over and over. What do you think the Chorus of this song is? Can you sing along with the “Pops”? Listen to the lyrics. How is this character feeling? Why? How does the shifting tempos of the music match the different feelings the character is experiencing?

**HENRIETTA’S HAIR:** Can you tell the difference between the verse and the chorus in this song? Everytime you hear “Enter if you dare into —” shout the words “Henrietta’s Hair” and make a crazy hairdo over your head with your wiggling fingers. Then when you hear “And there’s room enough to share up in —“ shout “Henrietta’s Hair” again. Discuss all the different things that live in Henrietta’s Hair. Why has she invited everyone into her hair? Why did some of the people living in her hair not want others to live there too? Why did Henrietta think there was room for everyone?

**BILLY THE BULLY:** What is the chorus of this song? Can you alternate pointing your fingers to the sky while you sing the “One by one ...” chorus? Who were the bullies in the song? How did they hurt their classmates? Who was the hero of the song? Why did she want to help her fellow classmates? Read Justin’s book *The Smallest Girl in the Smallest Grade* to find out more about Sally McCabe and what it means to take a stand against injustice.



## **ACTIVITIES DURING THE PERFORMANCE:**

### **USE YOUR INSTRUMENT!**

Everyone in the band is playing a different instrument. Which ones can you recognize?

You are going to be asked to play an instrument, too. First we will have you use your voice to sing with the band. Then we will have you play percussion by clapping rhythms with your hands.

We can all be musicians using our own body. The voice for singing and chanting and the hands for clapping and the fingers for snapping. What other sounds can you make?

### **LISTEN!**

Which Instruments do you hear? Who is playing them? How does the music make you feel?

Can you understand the lyrics to the songs? Are they funny or sad?

Can you recognize the Chorus in each song?  
Remember the Chorus is the catchy part that repeats over and over.

### **DANCE!**

A big part of appreciating music is moving your body to the sounds you hear. You might want to wiggle in your seat during some of the faster songs. We will also have you do fun dance movement to some of the songs. You might turn yourself into a 'W' during Willy was a Whale or stretch out your arms like a crossing guard during Yellow Reflector. When you move your arms, you always need to be careful and watch out for your friends to make sure everyone has enough space. You'll have the most fun if everyone is watching out for each other and having good audience etiquette, listening to the music, singing along, clapping, and applauding at the end of each song.

### *After the Performance*

- What instruments did you see?
- What song did you like the most? Why?
- Which was your favorite instrument? Why?
- How many strings did each instrument have?
- How many valves are there on Dave's trumpet?
- How many drums did Gerald have?

# ACTIVITIES

## MAKE YOUR OWN BAND!

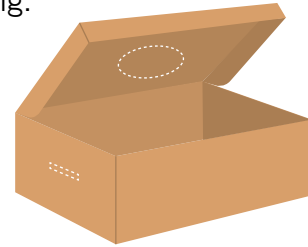
All of the instruments that you saw on stage made music when vibration traveled through the air: whether it was the drum stick hitting the drum head, the guitar or bass strings vibrating, or the buzzing sound of lips on a trumpet.

During the concert you made your own instrument with your body when you made a vibration with your vocal cords when you sang and when you clapped your hands together like a drum.

Try making one or more of these instruments and playing a simple song like “Row, row, row, your boat” together. The shaker keeps the tempo, the horn plays the melody, and the guitar plucks along.

### GUITAR

- empty shoe box
- rubber bands
- ruler or stick



*Remove the cover from the box. Stretch the rubber bands around the box. Attach the ruler or stick to the back of the box on one end to act as the arm of the guitar. To play, strum or pluck the rubber bands.*

### HORN

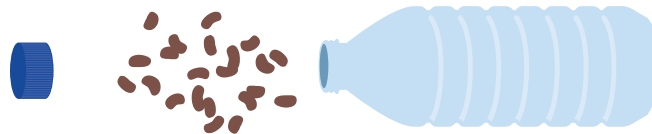
- paper towel roll
- waxed paper
- rubber band
- pen



*Cover one end of the paper towel roll with waxed paper, secure it with a rubber band. Punch a row of holes along one side of the roll with the tip of a pen. To play, sing a tune into the open end of the horn.*

### SHAKER

- plastic water bottle
- dried rice, lentils, or peas



*Put rice, lentils or peas in plastic bottle and put on lid. Shake.*

### *Have a Creativity Discussion:*

What is creativity? Artists are often inspired by other artists whom they admire, and they then use those ideas from the past to make something new and unique.

What are the different ways one can be creative?

Have you written a song? Painted a picture? Made up a dance?

How does your favorite music make you feel? What about looking at a beautiful drawing or photograph? What is your favorite book? Who made up that story?

## INTRODUCE THE CLASS TO DIFFERENT CREATORS IN THE FINE ARTS:



Musicians: Joni Mitchell Stevie Wonder  
Visual Artists: Frida Kahlo Vincent VanGogh  
Poets: William Carlos Williams Emily Dickinson  
Dancers: Gregory Hines Martha Graham  
Writers: Maurice Sendak Beverly Cleary

Discuss the creativity of those working in other fields like technology, science, politics, and community leaders: Steve Jobs, Abraham Lincoln, Albert Einstein, and Dr. Martin Luther King, Jr.

### VOCABULARY

AB Song Structure - A song needs different parts to make it stand up. The most basic popular song has two parts: a verse and a chorus.

Alliteration - The Same Sound in a Sentence. Like a tongue twister!

Chorus - The main idea of the song that often repeats words and gets stuck in your head.

Compose - to create or write a piece of music

Composition - an original piece of music

Dynamics - how loud or soft different parts of a song are played

Empathy - the ability to understand and share the feelings of another

Genre - a category of music characterized by similarities in style

Harmony - the sound of two or more notes at the same time

Hero - a person who does something brave to help others

Improvisation - making up musical ideas in the moment

Justice - a concern for fairness, peace, and genuine respect for each other

Lyrics - The words to a song

Melody - a succession of notes in a song making a tune. Try humming "row, row, row your boat" without the words. That's the melody!

Tempo - the speed at which a song is played

Verse - The part of the song that tells the story

## LINKS FOR FURTHER EXPLORATION

[www.justinrobertsmusic.com](http://www.justinrobertsmusic.com)

*For links to songs discussed in study guide:*

[www.justinrobertsmusic.com/studyguide](http://www.justinrobertsmusic.com/studyguide)

For link to Justin's Picture Books, visit Putnam Books: [bit.ly/20k2K7I](http://bit.ly/20k2K7I)

