

The Marvelous Toy

Materials:

- "The Marvelous Toy" recording by Peter, Paul and Mary
- Lyrics for "The Marvelous Toy"
- Activity sheets
- Construction paper, art supplies
- Lots of imagination

Introduction

1. Introduce the song and read through the lyrics together.
2. Discuss what they notice about the toy and what they think is happening in the song.
3. Play the song through twice and let students follow along. My 2nd graders love using the plastic fingers that can be found at party stores to help them track as they sing.

Activities:

4. Students draw a box around the nouns, circle the verbs, underline the adjectives, and draw a wavy line under the onomatopoeia on the lyrics sheet. Students can make lists of the words on the Marvelous Words activity sheet.
5. Students look for clues as to what the toy looks like, and how it works and moves. List them on the Marvelous Mystery Toy activity sheet. They can then draw a picture of what the toy might have looked like.
6. Students retell the story in the song with the Story of the Marvelous Toy, Beginning, Middle, and End activity sheet.
7. Students invent their own Marvelous Toy and make a 3D model of it out of construction paper. With younger students, give them some mini lessons on folding rectangular prisms and cylinders, and cutting paper to make special features for their toy. Ask them to keep in mind how they want the toy to move and sound for the written portion of the project.
8. Students describe their toy on the My Marvelous Toy activity sheet or on lined paper then write Onomatopoeia and movements for their toys.
9. Display student projects and writings on construction paper.
10. Take advantage of all this song has to offer. The last page has a list of great opportunities for further learning concerning The Marvelous Toy.

Name _____

Marvelous Words

Nouns

Verbs

Adjectives

Onomatopoeia

Name _____

Marvelous Mystery Toy

Clues

Drawing

Name _____

The Story of the Marvelous Toy

Beginning

Middle

End

Name _____

My Marvelous Toy

_____ *'s Marvelous Toy*

Describe your toy:

It goes _____ when it _____,

_____ when it _____, and

_____ when it _____.

*I never knew just what it was and I guess I
never will.*

Name _____

Opportunities for Further Learning

- Look for cause and effect (why did he start to cry?)
- Possessive nouns (____'s Marvelous Toy)
- Past and Present tense in the in the first and last refrain. ("It went..." and "It still goes...")
- Vocabulary - (marvelous, homeward, behold, delight, glee, etc.)
- Pronouns
- Rhyming words
- Inference
- Simple machines that might be a part of this toy

Notes: