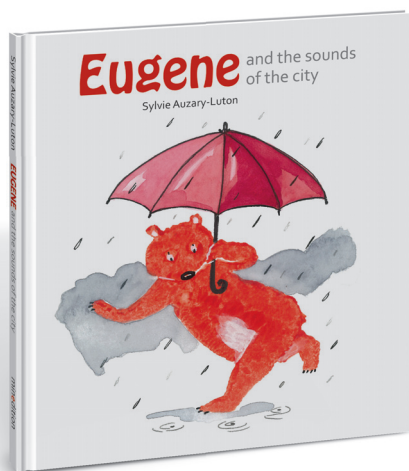


## Let's Dance! A teaching and activity guide for EUGENE AND THE SOUNDS OF THE CITY

This teaching and activity guide is excerpted from Tips for Teachers, a monthly column featured in BookPage written by experienced and children's librarian Emmie Stuart, who shares book recommendations and a corresponding teaching guide for elementary school teachers, librarians and booksellers.

Music has the power to carry our souls through our darkest times. It can be a companion when we are alone or a motivator to keep going in the face of disappointment and discouragement. In 2020, many students have faced a year of unique disappointments, uncertainty and fear, yet a moment my students and I shared this week reminded me how much joy children can experience through music. [This book] will make hearts sing as [it offers] musical moments, melodious memories and merry moods.



### Eugene and the Sounds of the City

by Sylvie Auzary-Luton

Published by minedition

ISBN 9781662650048

Ages 3 to 7



Eugene, a city-dwelling bear, loves to dance. Dancing "all the time, anywhere, to any noise," Eugene hears the natural rhythms of urban life and longs to share his dancing joy, "but the busy city folks aren't interested." Even his sidewalk pirouettes don't garner much attention from hurried bystanders. When his uninhibited dancing causes a traffic jam, animals emerge from their cars to express their indignation. Eugene is dejected and confused by their reactions. As he trudges home, he notices that his footsteps are becoming quieter. He looks up to see snow "covering the city's noises in a blanket of stillness." The peace of the newly fallen snow prompts him to start dancing slowly. Soon the other animals join him and "in the silence of a winter evening," they all experience the rhythm of the city. Ringing with a cheerful sense of community, **Eugene and the Sounds of the City** will prompt children to listen for the rhythms to be found in their daily routines.

- **Dance party**

Purposeful movement in the classroom is always a good thing. Remind students that Eugene could not stop himself from dancing. As a class, write down Eugene's dance moves and then perform them together. Afterward, play different types of music and let students dance and move in response to however the music makes them feel.

- **Onomatopoeia**

Provide students with a simple definition of the word "onomatopoeia." I explained that it's "a word that names a sound, but also sounds like the sound." Ask students to think of an example of onomatopoeia to share with the class.

Reread *Eugene and the Sounds of the City* and write down all of the onomatopoeias in the text (there are many!). Point out how author Sylvie Auzary-Luton uses typography to highlight each sound. For example, the bicycle bell's "*ting ting ting*" is delicate, while the traffic jam's "*BOOOM*" is bold and big.

Provide colored pencils, crayons, markers and three index cards per student. Write an onomatopoeia on the board and invite students to rewrite it in accordance with how it sounds and/or how makes them feel.

- **Daily rhythms**

Eugene hears rhythm and music in everything. Just before dismissal for the day, challenge students to listen for musical rhythms or melodies in their afternoon or early morning routines. Repeat this exercise every afternoon for a week and collect a list of the sounds of life.

