

SAM LABS CELEBRATES
ST. PATRICK'S DAY



Upper Elementary: SAM Space

Recommended Read Aloud: [The Story of the Leprechaun](#)
by [Katherine Tegen](#)

The recommended read aloud is an Irish Folk story about leprechauns. Have students retell the story, focusing on the leprechaun treasure and how the leprechaun protected his treasure.

Additional facts about St. Patrick's Day from an anthropologist can be found here:

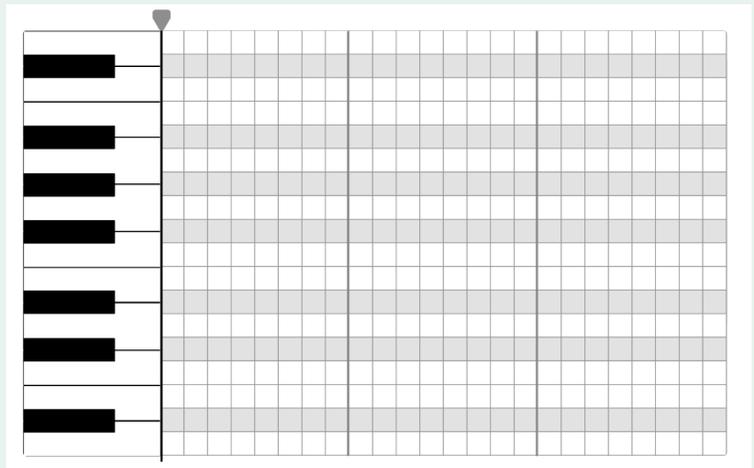
[- Parade Article](#)

Note: SAM Labs cannot be held responsible for third party links. Please be sure to view the links and select facts prior to teaching this lesson with your students.

Play for students the song Somewhere Over the Rainbow. While this song does not have any relation to this holiday, ask students to consider how this song could connect to St. Patrick's Day.

Provide students with the link to listen and observe the notes being played for the first chorus of [Somewhere Over the Rainbow](#) (33 seconds).

Students can use the [additional resources](#), including a hard copy of the Sequencer block, to plan out how to play this song in SAM Space.



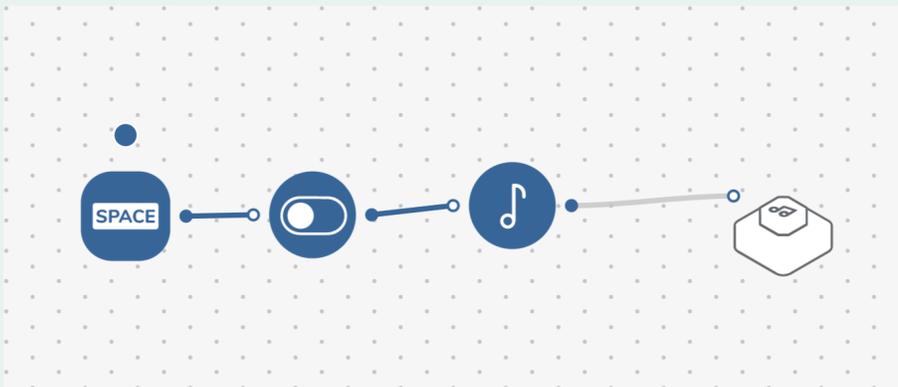
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Sample Code:

Students will use their brainstorm sheet to help them fill in the notes on the Sequencer block to compose the song Somewhere Over the Rainbow. Students can adjust the Tempo of the Sequencer block to best model the original song. Encourage students to tinker and determine how the pitches change for each note as they move along the keys within the Sequencer.

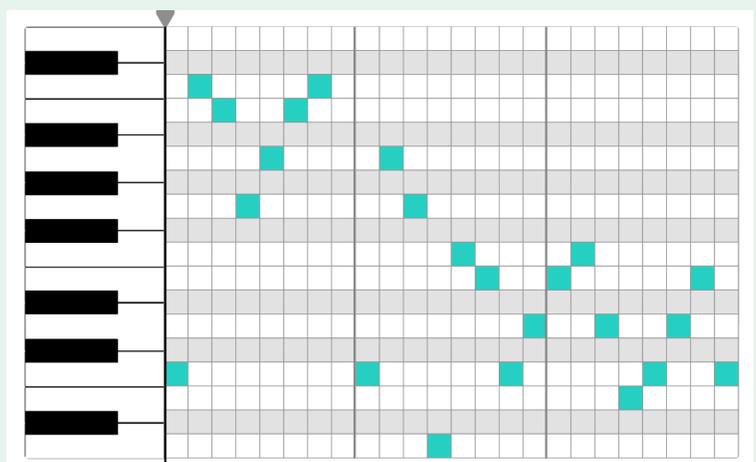


Input: Key Press
Output: Virtual Buzzer
Behaviors: Toggle (Switches), Sequencer (Sounds)

This is a sample for how students can compose the song within the Sequencer block. You will notice that there is a rest period to mimic the rest within the song.

Encourage students to modify the Tempo of the Sequencer block and determine the best place(s) to add in a rest.

Additional Sequencer blocks can be added to play more of the song. Encourage students to tinker and determine how to have the second Sequencer block play when the first one ends.



Aligned to standards:

NGSS (3-5-ETS1-2); CSTA (1B-AP-10);
NAFME (CREATING)