

Explore ways of moving down the street (sidewalk) in this old, familiar song.



England and the United States.

As students have been sitting for a while, and are possibly anxious about conducting, go straight into "Moving with Music" to release some stress for everyone. This pattern will continue through May.

## **Moving with Music**

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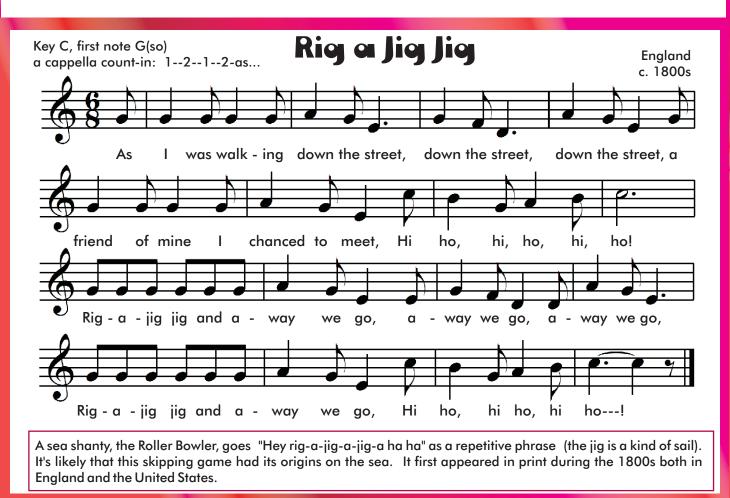
"Ready to be my echo? "Hi ho, hi ho, hi ho!" (Hi ho, hi ho, hi ho!) "Rig a jig jig and away we go" (Rig a jig jig and away we go)

Good echoes, but strange words eh? "Rig a jig jig." Jig is the name of a special sail on a sailboat. The jig is the sail that moves back and forth to help steer the boat. When you attach a sail to the boat, it's called "rigging" the sail. So, "rig" and "jig" both have something to do with sailing.

"Hi ho, hi ho, hi ho" is the signal to start skipping and the signal to stop skipping in today's moving song. (If you are not sure your class knows how to skip, take a few minutes to try out skipping and, if needed, a few demonstrations.)

Ready to try it out? When I say "Go" find a good moving place in the classroom. When you get to your moving place, put your hands on your heads to show me you're ready to hear the music. "Go." When students are attentive; "Here comes the music. What's the signal to skip, and then to stop skipping? (Hi ho, hi ho, hi ho) If the music stops completely then freeze."

Play the song through once, stopping if needed to encourage listening for the signals.



SanDo Music 1 May

**3** Even though "rigging a jib" is for sail boats, the people in the song weren't sailing were they? Can you name 6 things they were doing? (walking, hopping, stomping, galloping, running, meeting a friend)

Ask for a volunteer to demonstrate each of the moves.

Explain that as they are "walking" they need to meet a friend and skip with the friend until the signal to stop skipping; as they are "hopping" they need to meet a friend etc.

Try the entire song with movement.

This is an opportunity to practise varying ambulation patterns. Repetitive movement on alternating sides of the body helps to develop a healthy brain.

weilking hopping skipping stomping stomping

Verse (movement named)	As I was down the street, down the street, down the street, A friend of mine I changed to meet, Hi ho, hi ho, hi ho!
Chorus (skipping)	Rig-a-jig jig and away we go, away we go, away we go, Rig-a-jig jig and away we go, Hi ho, hi ho, hi ho!

When students are gathered back in the meeting place ask: **"When you did "Rig a Jig Jig," were you dancing?"** Explore why students choose "yes" or "no."

## **English Literacy Link** Present Participles

Print each verb infinitive ... and beside print its change when used as a present participle. Challenge students to name the verbs that change (double the last consonant) when adding "ing". Review the cause of the change --- vowel plus a consonant (when the stress is at the end of the word).

		go
2	Either brainstorm a list of verbs with	cross
	students, or pre-select 5-6 verbs that dol	1011
	follow the rule and 5-6 verbs that don't	saunt
	change when adding "ing". Print each verb	guno
	infinitive, then ask students to spell the	
	present particples.	<b>—</b>

walk hop skip stomp stroll	walking hopping skipping stomping strolling	stop sob cut admit clap let	stopping sobbing cutting admitting clapping letting
instrum go cross run	going crossing running	talk fill spend find	talking filling spending finding
saunter gallop	sauntering galloping		
bake	baking		

3		Explore the	"ing"	rule	re	final	
	silent "e".						

bake smile	baking smiling	
hope	hoping	
paste	pasting	
ride	riding	
	smile hope paste	smile smiling hope hoping paste pasting

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Challenge your students to create their own versions of this song.