



# Apples 'n Pumpkins

Song Link: One Apples, Two Apples

One ?, Two ?s (zipper chant)

I Like to Eat

Five Little Pumpkins

Humpkin Pumpkin

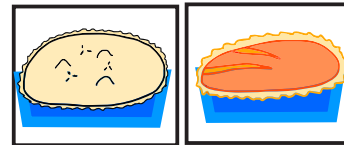
Peter, Peter



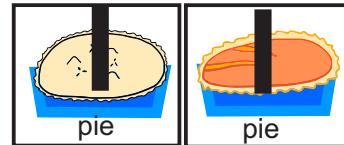
  
**ti-ti ta sh**











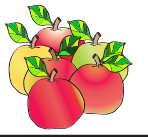
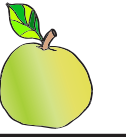


Included word set with pictures  
 word set with pictures and symbols  
 composition project  
 lessons, workpages for students








Beginners set for pocket chart reading  
 and/or composing



Teacher's choice to use either picture cards  
 or pictures plus symbols



|  |   |   |   |   |   |
|--|---|---|---|---|---|
|  | 1   |  |  |  |  |
| I  | 2   |   |   |   |   |
| like   |  |  |  |  |  |
| Yum!   | 3   |  |  |  |  |

|   |   |   |   |
|---|---|---|---|
|  |  |  |  |
|   |   | yellow  | red   |
|  |   |  |  |
|   |   | green   | orange  |

Instead of using pictures, try using apples and the small "pumpkin-like" gourds to create a reading pattern. Use the "heart/beat" cards along the top of a low shelving unit to define the space.

Over the past few weeks the class has been creating and reading musical phrases on the pocket chart. Today each student will create, and later perform, their own composition with a cut and paste "pocket chart."

### Project Parameters

- \*create three musical phrases that include some repetition
- \*choose two of the phrases to perform
- \*decide on an order/form for the phrases  
---naming one as "A," one as "B"
- \*choose a tempo for performance
- \*practice saying their work
- \*perform their work for the class

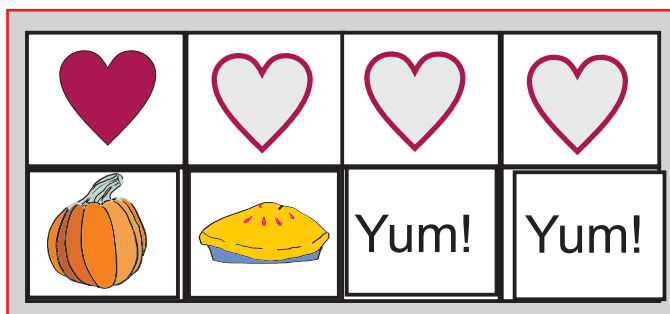
## Composition Project

**Step One** Review the process using the pocket chart and flashcards.  
Focus on the process. (see pages 38 and 39)

1. **First get the word cards ready.** Do this in front of students, talking them through what you are doing. Take the word/picture cards. On the side of the pocket chart, or on your desk, sort them into piles of each different word. (Read through the cards and put them on the pocket chart ready to begin.)

2. **Build three lines on the pocket chart**, talking your way through choices as you make them. Be sure to include some repetition.

e.g. "I think today I'm hungry for some pumpkin pie, so I'm going to put "pumpkin" here, and "pie" here, that sounds very yummy to me so I'm going to put "yum" down two times. This phrase says, "Pumpkin Pie, Yum, Yum". etc.



3. **Read all three phrases** with students using a steady count-in: "One, two, ready, read ..."

4. Engage student help to **choose two of the three phrases as "keepers."** Ask students to give reasons for their choices e.g. variety, ideas, repetition. Then decide which phrase to read first. Place an "A" card beside the first phrase, and a "B" card beside the second.

5. **Read the completed chant in the form chosen.**

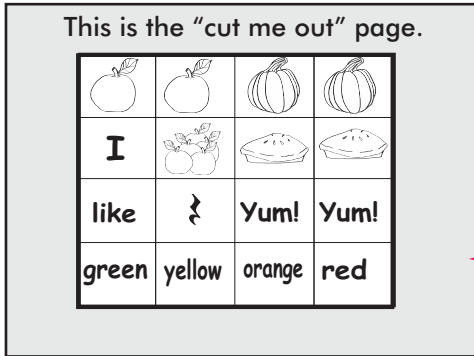
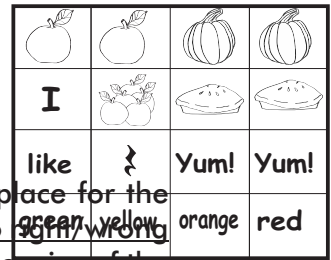
Show the three **tempo cards**. Choose one to go on the pocket chart and be used for the final performance. Again, elicit reasons for the choice.

6. Invite a **student to be the conductor** i.e. do the count-in for a reading.

**Step Two** Show students the composition work pages.  
Make a "work list" on chart paper with students.

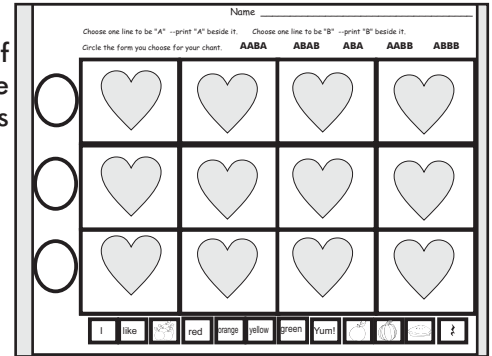
1. Show students the composition workpages.

Many Grade One "cut and paste" worksheets have a right/wrong place for the pasting. Encourage students to see this project as "creative" with no right/wrong answers. Since repetition is often a part of music, provide multiple copies of the "cut out" page for students to use.



copy a few extras to allow for repetition

Full size copies of the work pages are included in this guidebook.



2. Make a work list on chart paper.

1. Cut and sort the word cards.
2. Create three lines on the "heart beat" page. Paste the word cards to the paper.
3. Choose two lines to be in the chant. Print "A" beside one, "B" beside the other.
4. Decide on a form for the chant. Circle the form you choose.
5. Quietly practice saying your chant, starting with a count-in.
6. If you finish early, colour your page.

**Step Three** Composing/Working Time

Students who finish early may colour their composition page.

Performance time for the project is included in the next two lesson plans. If your class has two music times a week, then consider using the performance plan that begins in Lesson 11b. If your class has only one music time a week, use the performance plan in Lesson 12a.

Extra Time?

If students finish the work quickly, get them moving with one or two of the active songs from the repertoire e.g. **Turkey in the Straw, Ha, Ha, This-a-Way, When I Was One.**

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## Performance Options for completion of composition project

### Solo Conducting/Performance

Each student has an opportunity to conduct the class in performing her/his composition.

**Pros:** \*every student has an opportunity to shine  
\*all students benefit from additional reading practice  
\*easy to assess individual student learning

**Cons:** \*today 8 students conduct,  
leaving the rest to conduct in subsequent music periods,  
4 conducting each day until all have had a turn

### Group Performance

All students perform their own compositions simultaneously.

**Pros:** \*less focus on individual performance  
may help shy students to participate more freely  
\*takes less overall time from other music activities

**Cons:** \*difficult to assess individual learning  
(may be alleviated somewhat by having 5-6 students perform  
rather than the whole class)

# Solo Conducting/Performance

The composition "cut and paste" projects are now going to be used for reading practice, and to offer to each child an opportunity to perform and then conduct their own work. Model the steps shown below using a "cut and paste" project that you have made. Then choose a volunteer to do their work. (Once the first few performances have been done, the pace of presentation will increase.) After 3 or 4 students have presented their work, stop for a song or dance break. Collect the work after it has been performed for future use.

**1** Student work is "copied" onto the classroom pocket chart, using the class flashcards so that it may easily be seen.

**2** Student explains the form chosen e.g. AABA ...

Use the large "A" "B" cards so that the form is clearly seen by the class.

**3** Student does the count-in and performs/read the chant.  
Teacher notes:

**Does the child keep a steady beat?**

**Does the child follow the form she/he has chosen?**

**Does the child's performance go smoothly?**

**Is the child an active  
and willing participant in music class?**

**Is the child's voice audible?**

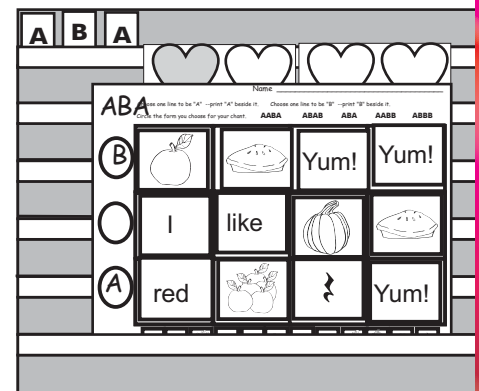
**4** Congratulate the performer,  
make a positive comment  
about either the work or the performance.

**5** Now the student conducts the class in reading the chant.

**6** Class is invited to name 3 things they liked about the work.  
Then the student/conductor is asked:

"If you were going to write another chant, or conduct another time what would you change? (I wish I had practised more. I'd use some rests.) What did you like about your composition?"

sample cut/paste project



**Lesson Plan for 11b ends here.**

## Time to Reflect on Class Learning

**Teacher  
Reflection**

Use this assessment opportunity to reflect on overall class learning. Do you need to spend more time doing activities with a "beat" focus? Are students all interested in participating in music class? What changes could be made in music to encourage participation? Notes made on individual students may be used as a reference point when assessment on performance is repeated in the Spring for reporting purposes.

## Composition Performance

If you are using the "Solo Conducting/Performance" process begun in Lesson 11b (page 69), continue here with another 3-4 students having their time in the spotlight. The Group Performance process outlined in this lesson also works as a way to have students practice their own compositions.

OR

## Group Performance

- 1 Form a sitting circle (or around the edges of the mat with no one in the corners) with all students. When they are quiet, explain that you are going to put their compositions on the mat in front of them. While they are waiting for all the compositions to be given out, they may silently practice their own, BUT, the compositions stay on the mat. (This avoids rustling papers during the performance and means both teacher and student can see the composition page.

CanDo Music 1 November 78 Lesley J Clare

- 2 "Point to your "A" line. Point to your "B" line. Now point to the form you choose. I'm going to give a count-in for reading. With "MAGIC LIPS" (silently) practice reading your composition. One, two, ready, silently ..."
- 3 Choose a student (who is likely to have a smooth reading of their composition) to go first. Teacher/conductor will count in for every composition: One, two, ready, read.

Continue around the circle after the first student has read WITHOUT PAUSING. In this way every student has an opportunity to perform their own chant in a way that is relatively non-threatening and simple. You may want to make quick notes as each student performs.

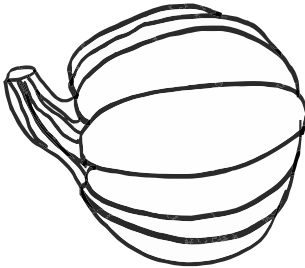
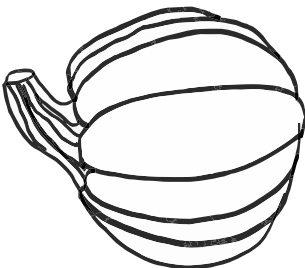


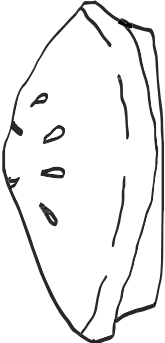


**Does the child keep a steady beat?**  
**Does the child follow the form she/he has chosen?**  
**Does the child's performance go smoothly?**  
**Is the child an active**  
**and willing participant in music class?**  
**Is the child's voice audible?**

- 4 After all the compositions have been read spend a few minutes in oral assessment. Name a few things that you particularly liked about the compositions, and then name a few things that might benefit from some work/practice. Ask students to give a few "kisses" and "wishes."

Every teacher develops their own "code" for this process. I call them "kisses" and "wishes."  
For "kisses," I touch my fingers to my lips and blow a kiss --a congratulations.  
For "wishes," my hands hold each other in front of my heart -a near prayer pose.

- 5 Repeat the round-the-circle performance once more.
- 6 End with a "everybody give themselves a clap" moment.

I can do music in Lesson 11. My name is \_\_\_\_\_

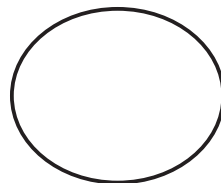
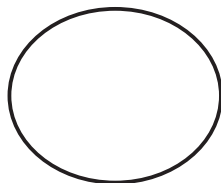
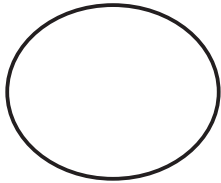
|   |   |   |   |
|---|---|---|---|
|  |  |  |  |
|  |  |  | <b>I</b>  |
| <b>Yumi</b>   | <b>Yumi</b>   | <b>~</b>  | <b>like</b>   |
| <b>red</b>  | <b>orange</b>   | <b>yellow</b>   | <b>green</b>  |

Name \_\_\_\_\_

Choose one line to be "A" --print "A" beside it. Choose one line to be "B" --print "B" beside it.  
Circle the form for your composition. **AABA ABAB ABBA AAAB ABAB ABBA**

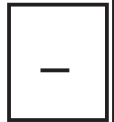
Choose "A"

then choose "B."

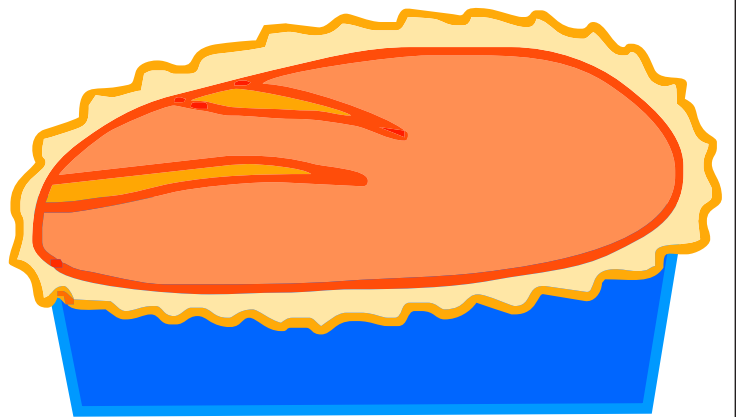
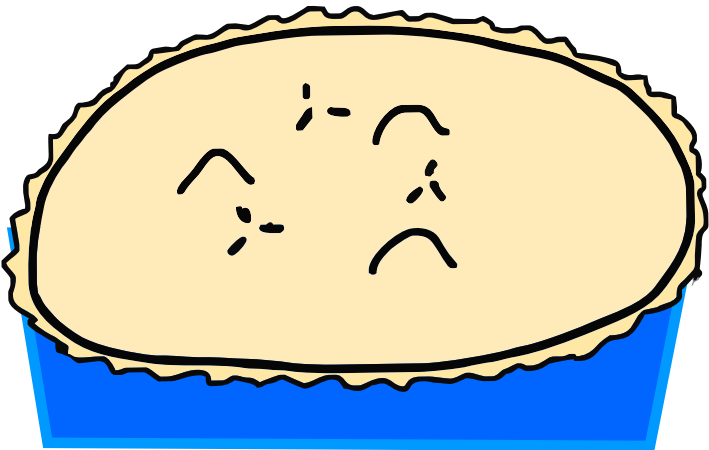
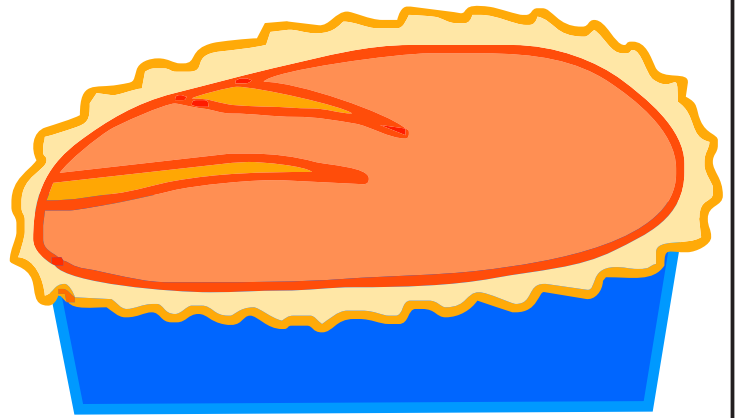
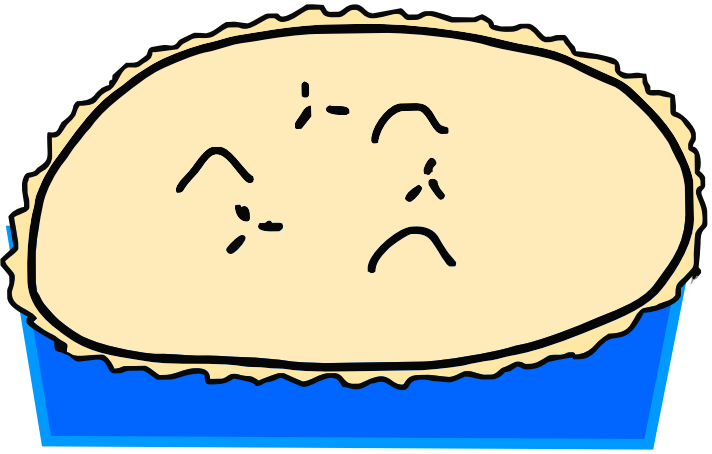
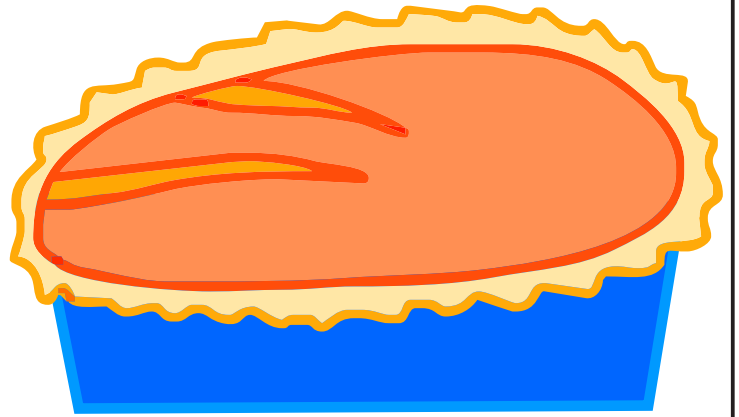
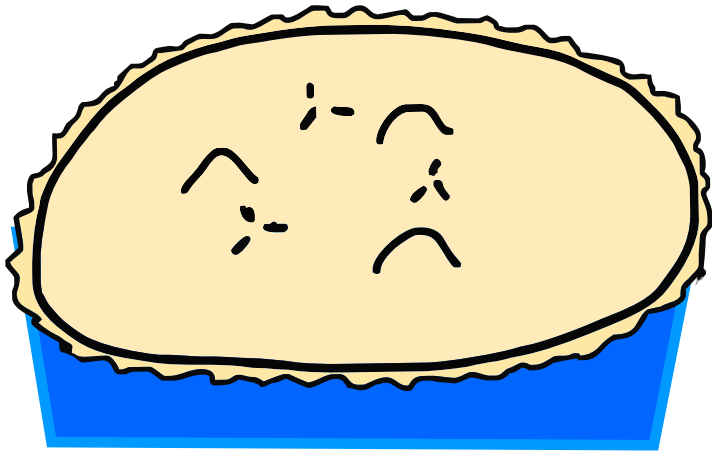


|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

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Yum!

Yum!

Yum!



I

like

I

like

I

like

red



orange



yellow



orange

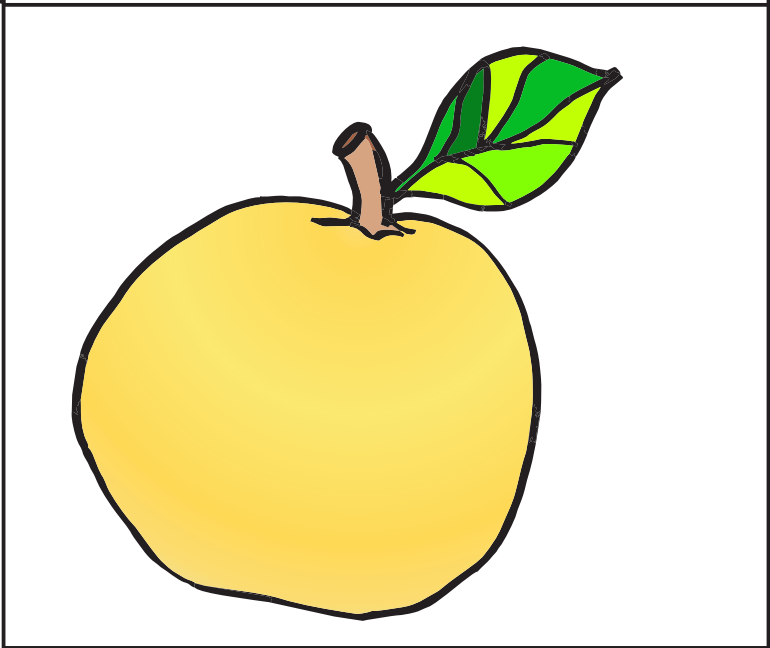
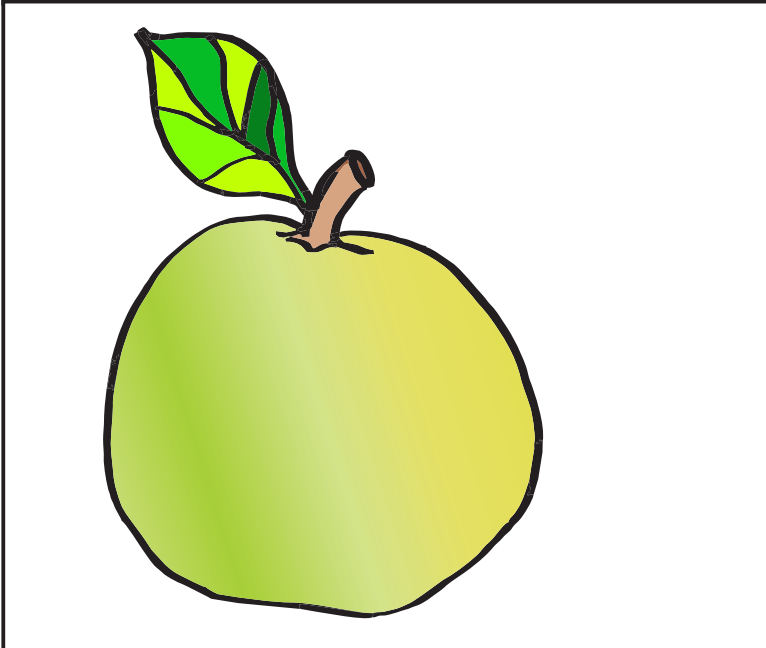
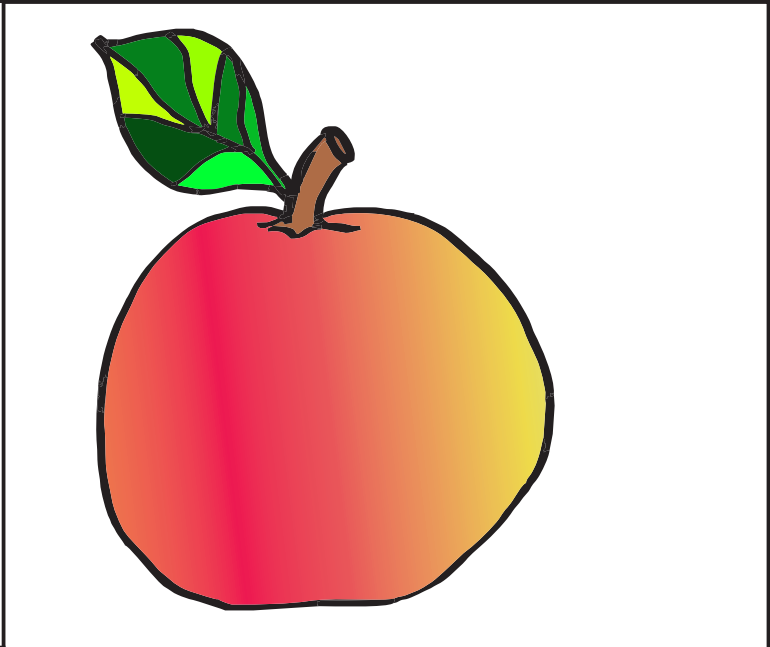
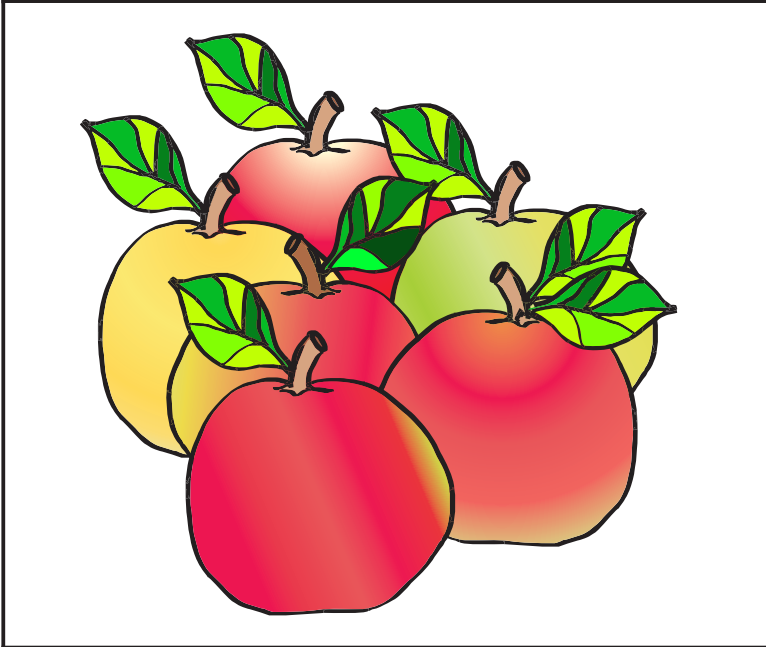
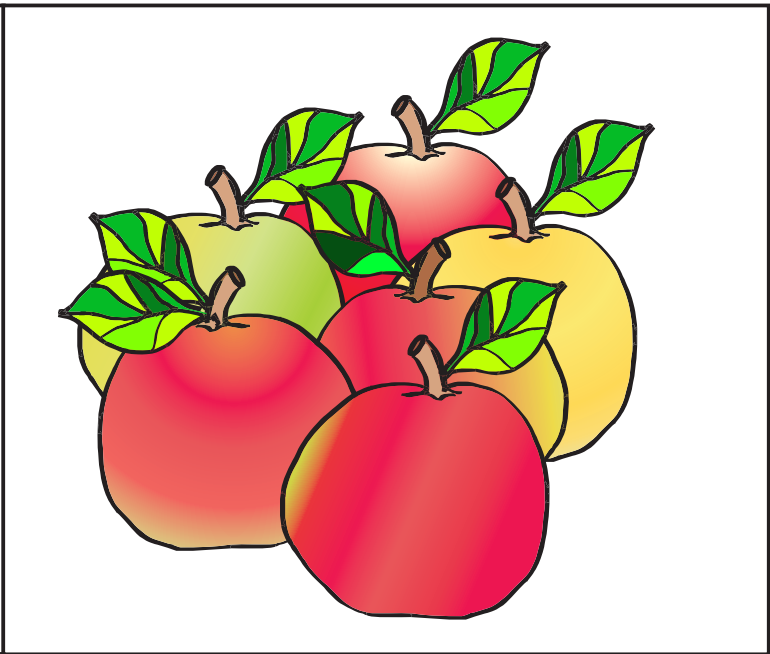
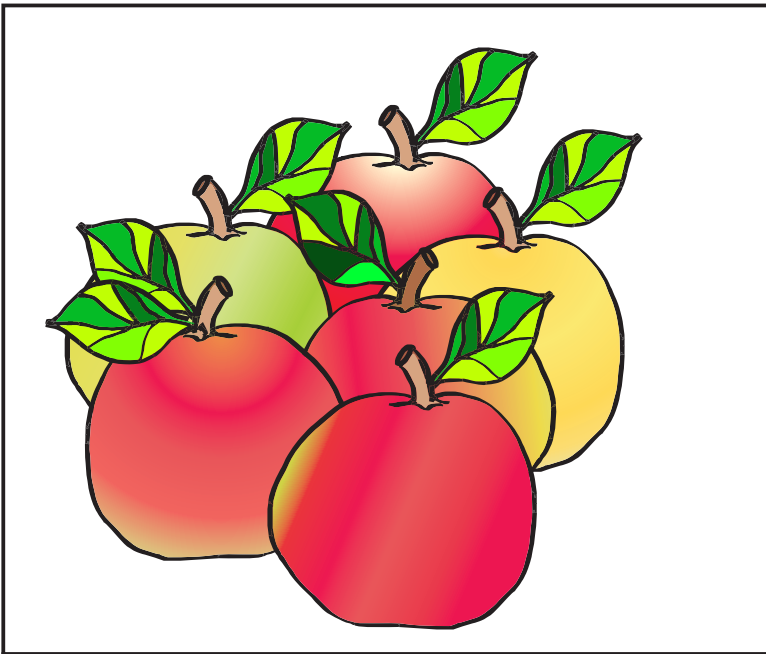


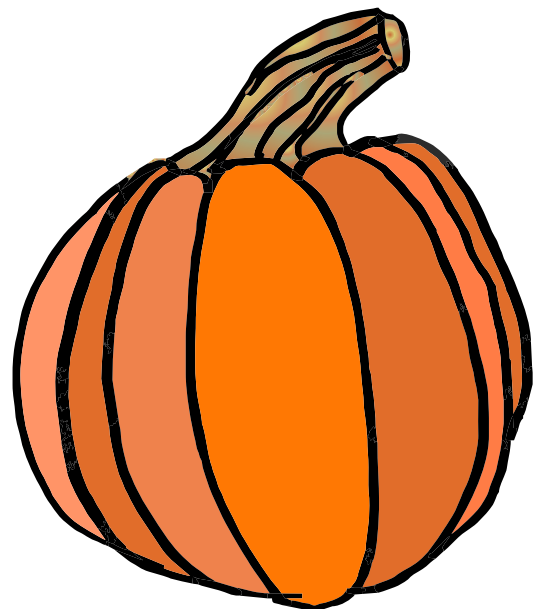
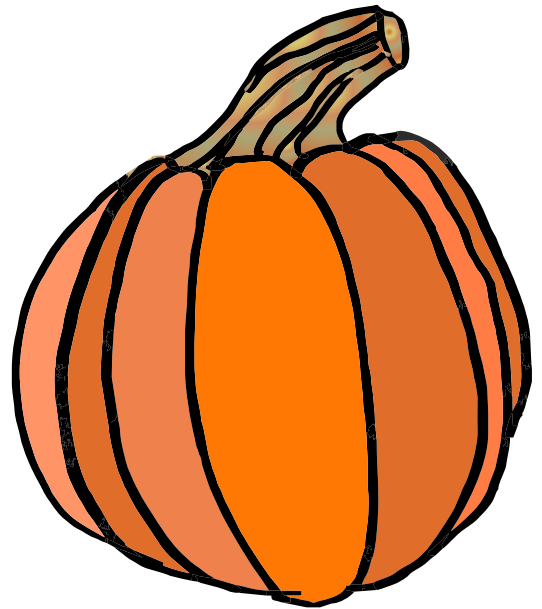
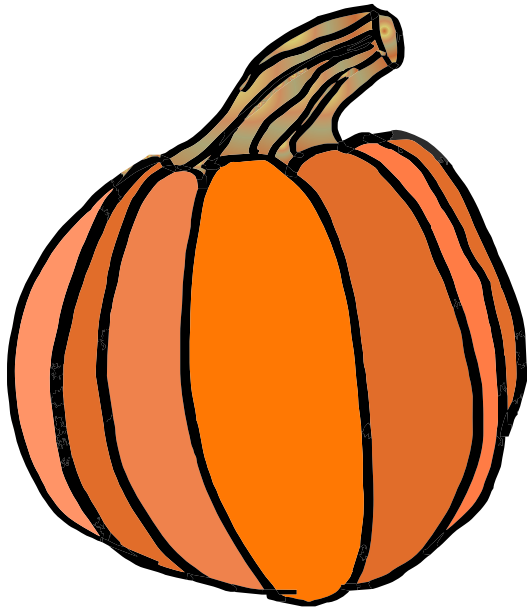
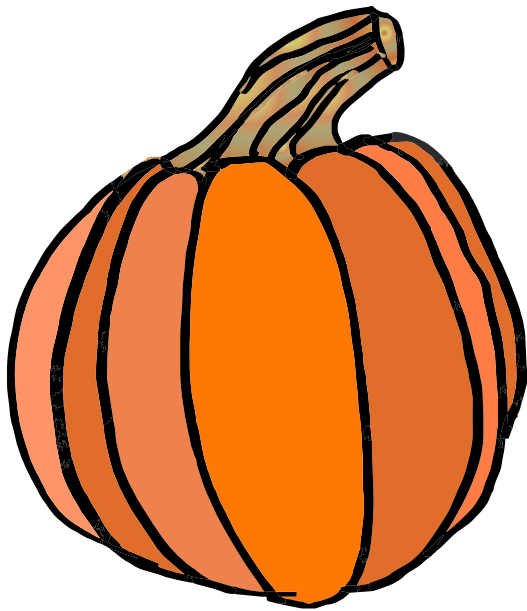
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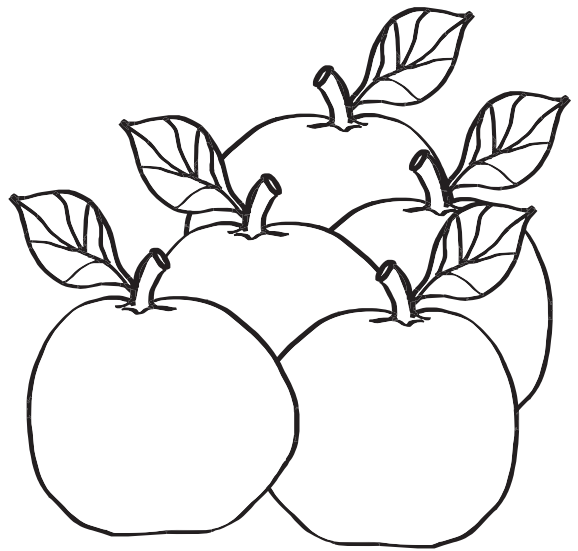
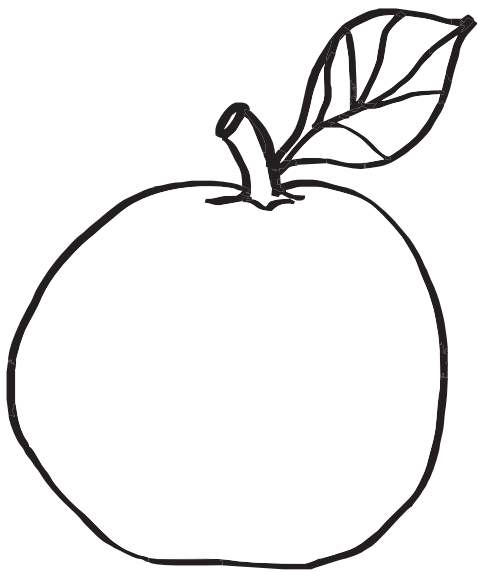
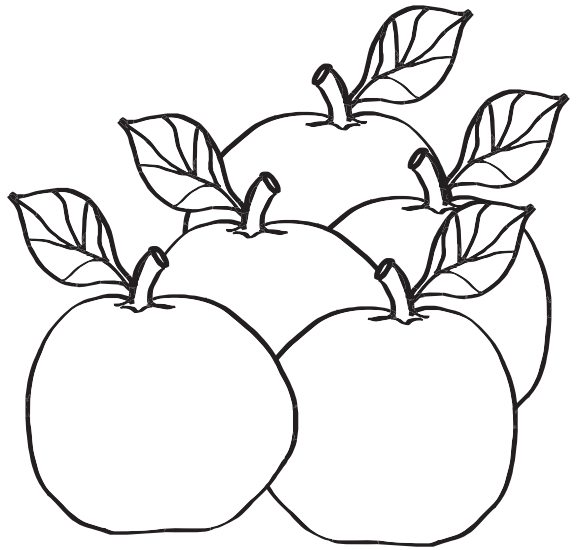
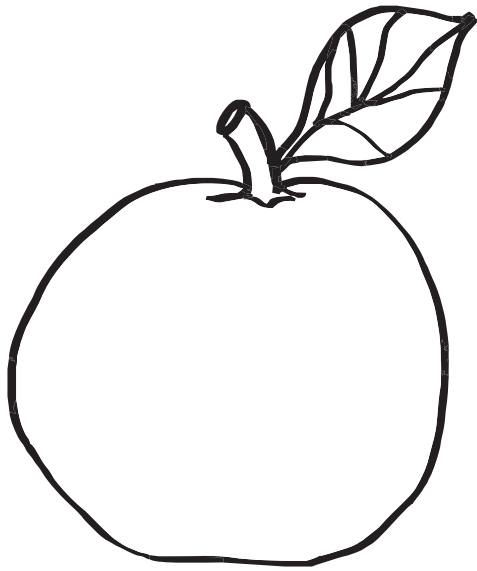
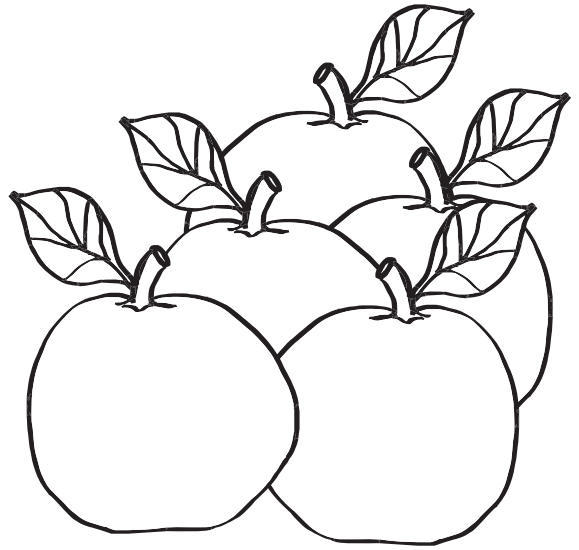
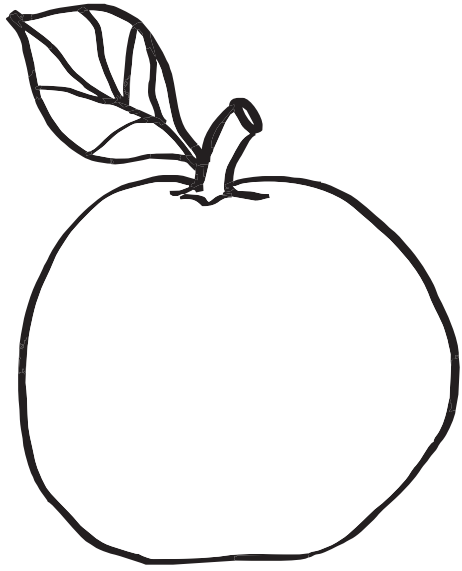


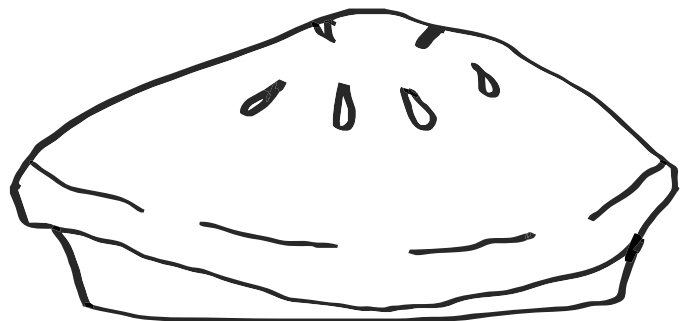
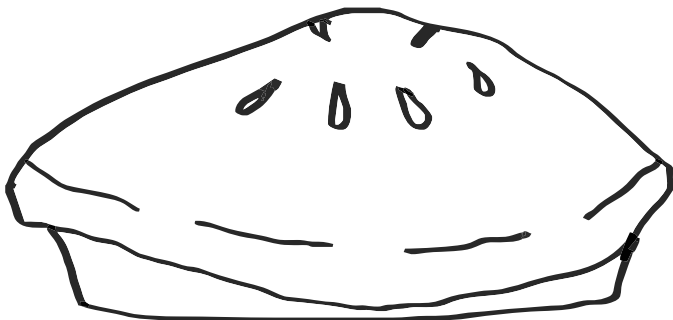
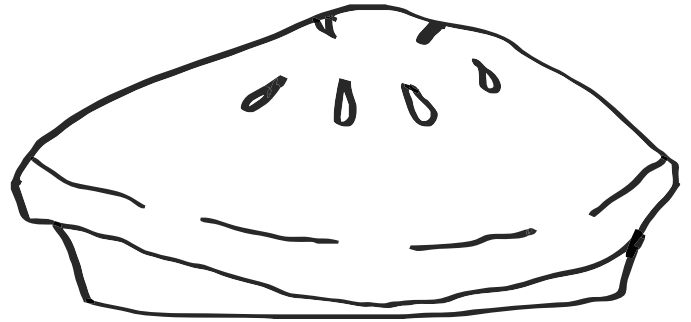
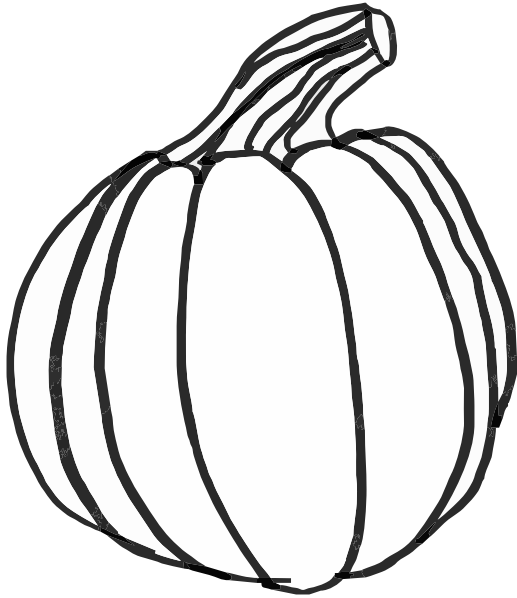
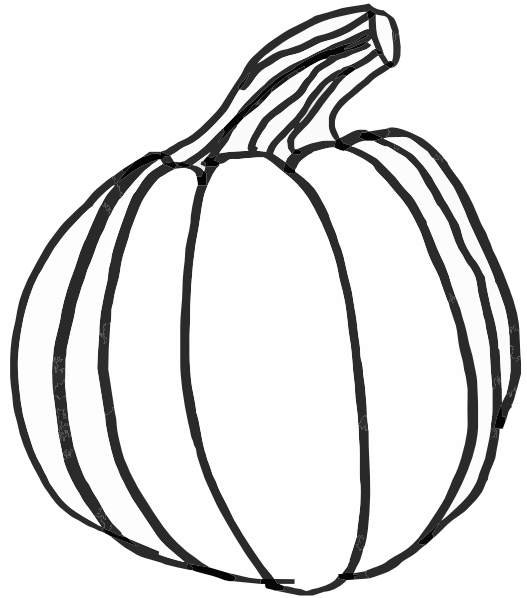
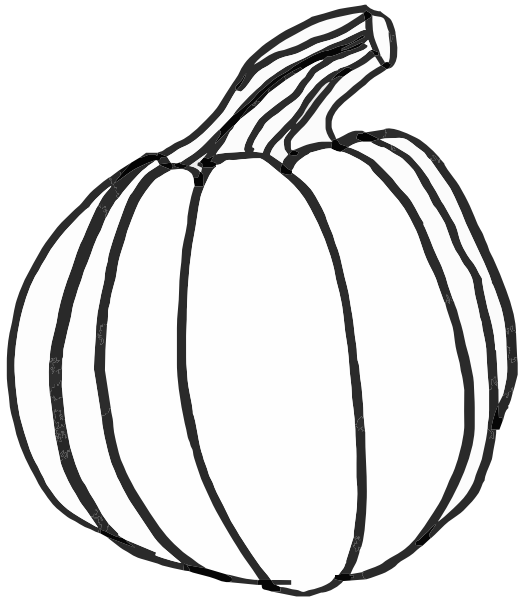
orange



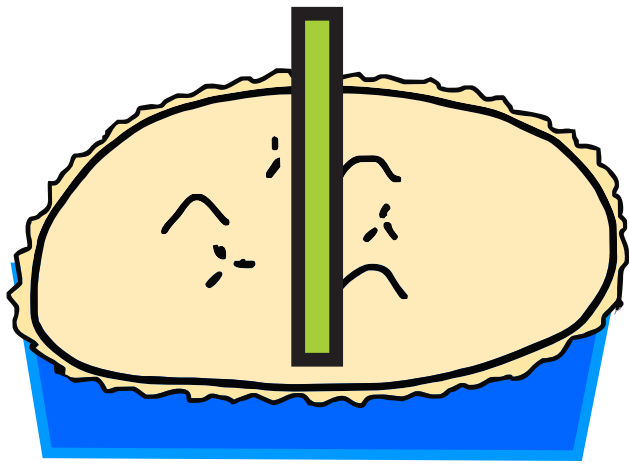




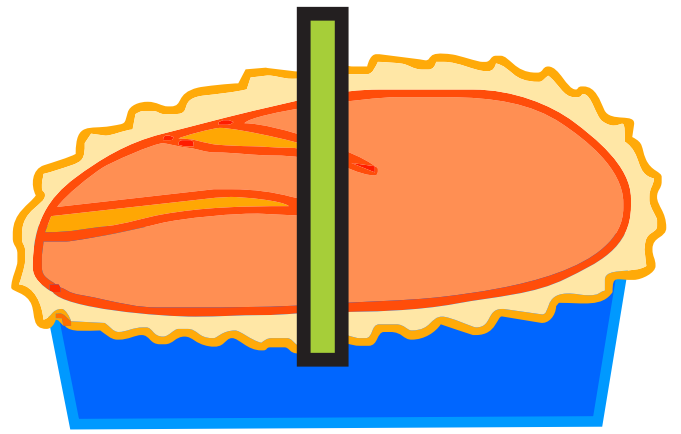




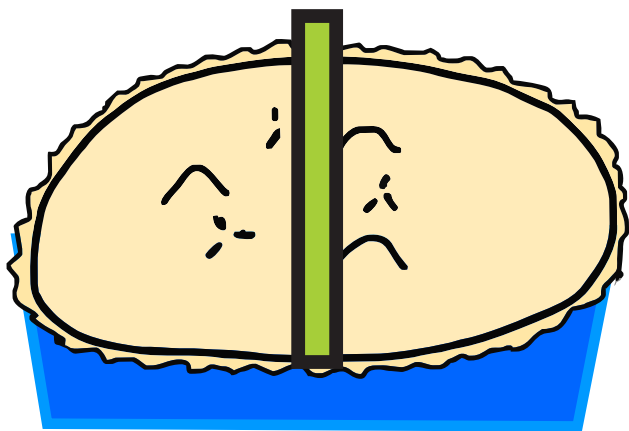




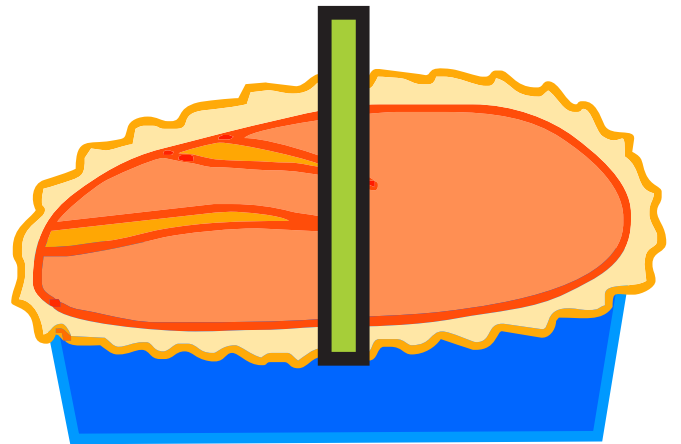
pie



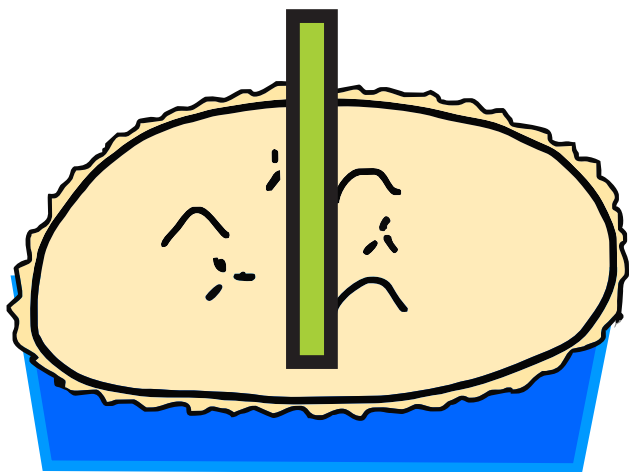
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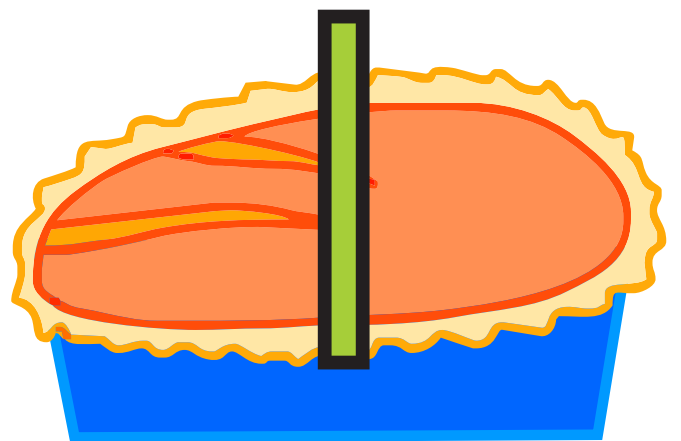
pie



pie



pie



pie



Yum!



Yum!



Yum!



1



one

2



two

3



three

I

I

l

like

I

I

l

like

I

I

l

like

I  
red



orange



yellow



orange

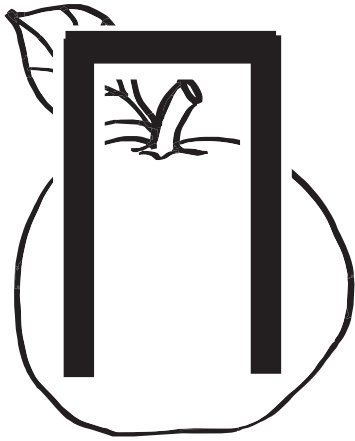


I  
green



orange

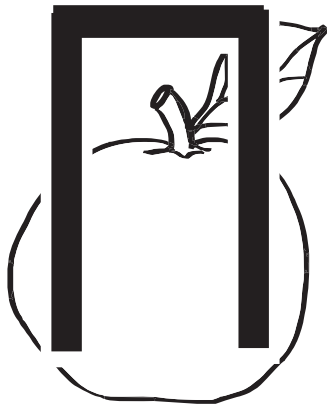




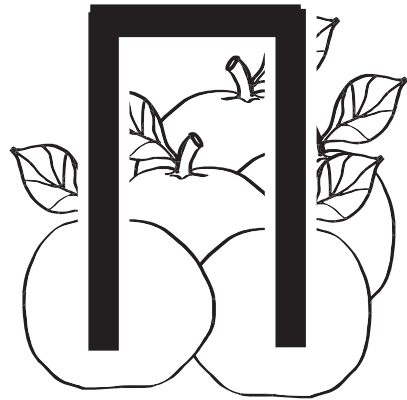
apple



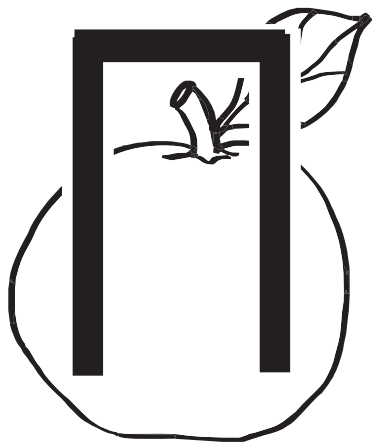
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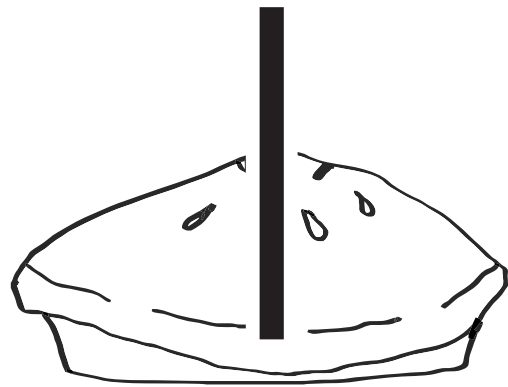
pumpkin



pumpkin



pumpkin



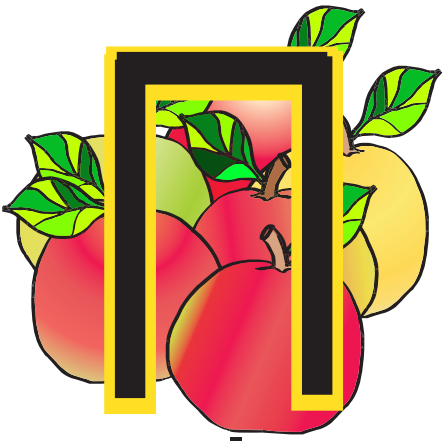
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pie



pie



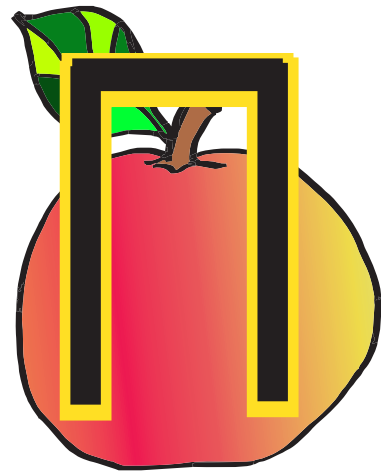
apples



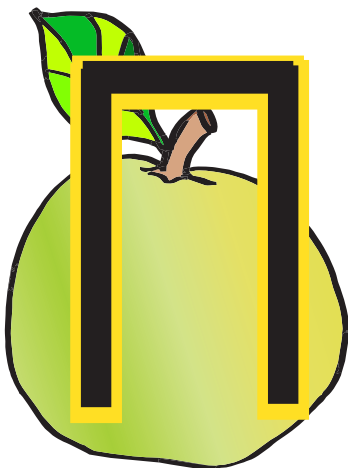
apples



apples



apple

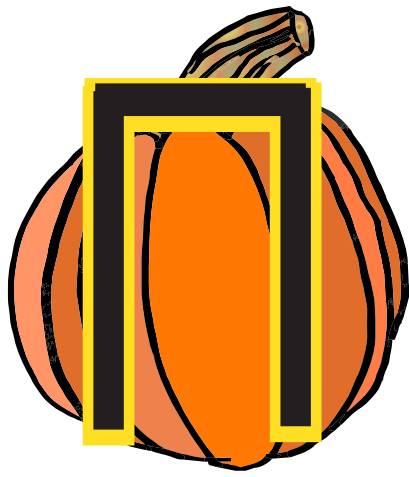


apple

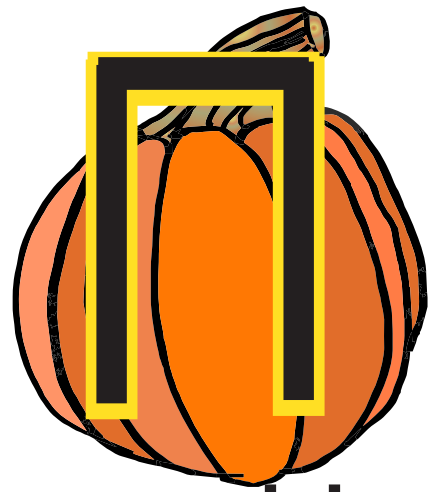


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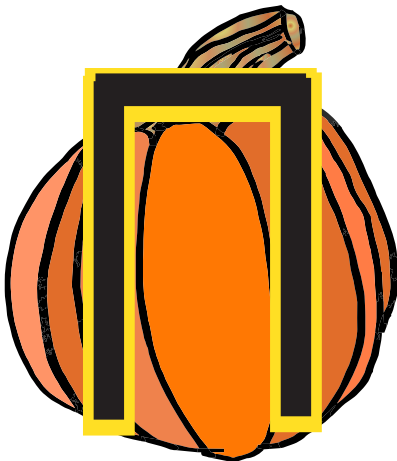




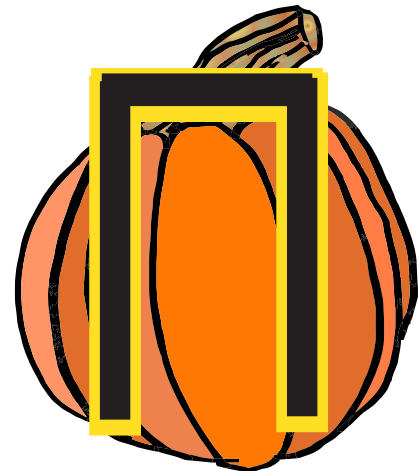
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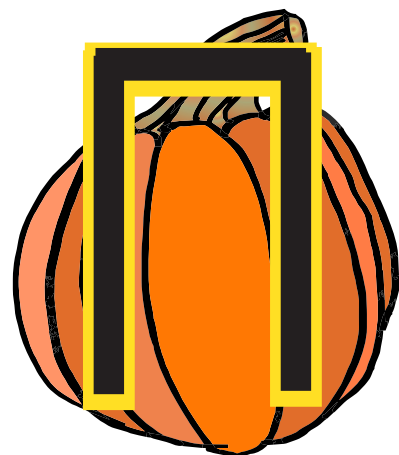
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