

Cold and Flu Season

"Ah-choo!" becomes the refrain in this ear worm of a chant. The refrain may be used to "harmonize" with the repetitive verse, or the whole piece done as a round to provide even early singers with some voice texture fun.



tuba, wood block, snare drum, cymbals
core, 1, rhythm/beat, health/safety, silly, Canada, January

Cold and Flu Season

Count-In: 1,2,3,4,Cold and...

Canada
Rhyme
L J Clare 2011

1 Cold and flu sea - son, Ev' - ry - one is snee - zin', Cold and flu sea - son, Ev' - ry - one is snee - zin'.

Cold and flu sea - son, Ev' - ry - one is snee - zin',
Cold and flu sea - son, Ev' - ry - one is snee - zin',

2 Ah ---- choo! Ah----- choo! Ah ---- choo! Ah-----choo!

3 Germs spread with the great - est of ease, So wash your hands to the
A B C's, Use a sleeve when you feel a sneeze, if you don't want to
catch a dis-ease, Stop those germs NOW!

New Chant: Cold and Flu Season

1

(This introduction connects the lullaby just sung, with the new chant.) "At night, when its time for sleeping, beds are an excellent place to be. Sometimes when we're sick, we need our beds so we can rest and our bodies can heal themselves. If our head is ready to get up and play, but our body isn't very well, it can be hard to stay in bed."

"This time of year, many people get the same kind of illness. What kind of illness goes around this time of year? (colds, flu) Why do you think we catch colds and the flu more easily this time of year." (If you have already had health lessons, this could be an opportunity to review information or to find out what students assimilated from those lessons. If you haven't yet talked about contagious illnesses and germs --now might be a good time.)

Part One

Cold and Flu Season

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Count-In: 1,2,3,4,Cold and...

Cold and flu sea - son, Ev' - ry - one is snee - zin', Cold and flu sea - son, Ev' - ry - one is snee - zin'.

2

Learn Part One

Take it a bit slowly because this is a mouthful of words.

Set up a beat pattern: **clap pat knees pat knees pat knees** (repeat)

Have students join you on the beat ---you'll probably need to slow them down several times as keeping the beat in Grade One often turns into a bit of a race. Once the beat is established, quiet the volume and then simply say the words above twice through. If you are new to music this year, learn the rhythm by listening to the CD. In music the first beat of a bar is a bit stronger --you'll hear this on the CD, include the push on the first word of every bar as you are teaching this to your students.

3

"What is everyone doing? (sneezing) Yes." (Now say the words slowly and clearly once. Ask students to echo you --do one bar at a time e.g. "Cold and flu season" and then "Ev'ryone is sneezin".

Begin the beat pattern, and do the echos again. Then give a count-in of "One, two ready, go" and say chant with students.

Repeat until students can say the chant easily without your help.)

Cold and Flu Season

Part Two



4

Learn Part Two

Mouth the words to "one, two, three, four," while visibly counting with your fingers to set the tempo. Say "Ah ---choo!" with the actions. You'll have immediate attention as "pretend" sneezing is funny.

Invite students to sneeze and do the actions with you. Learning this part of the chant goes very quickly.

one two three four

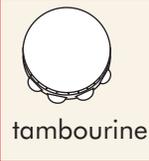
Ah ----- choo! X
ta - a ta sh

count to 2 on fingers clap "sigh"

5

Add an Instrument to Part Two

Add a tambourine (or two) on the "Ah ---- choo". To emphasize the length of the "Ah", shake the tambourine for the "Ah" and then hit its side for the "choo". If you think your class is up for it, the tambourine may be passed to another child on each rest, giving four students opportunities to play every time the chant is said.



6

Ask: "Why is the tambourine a good choice for this piece?" (It has a sustained sound for the "Ah----" and a detached sound for the "choo!")

7

Add instruments to Part One

Place the music for the first part of the chant on the pocket chart. Using a count-in, read the chant with students. Now, read the chant saying the rhythm names for each symbol. Try to maintain a steady beat while doing this.

Cold and Flu Season Part One Canada Rhyme L J Clare 2011
Count-In: 1,2,3,4,Cold and...
Cold and flu sea-son, Ev'-ry-one is snee-zin', Cold and flu sea-son, Ev'-ry-one is snee-zin'.



8

Part of musicianship is choosing timbres to enhance music. In this piece, focus has been put on the kind of instrument chosen for the "Ah-choo!" Involve students in choosing an instrument to play on each "ti-ti" and an instrument to play on each "ta" in Part One of "Cold and Flu Season." You may want to try out several instruments to hear their sounds before making a final choice.

Practice playing the instruments while everyone says the "ta" and "ti-ti" rhythm symbol names. Then move to saying the words while the instruments are being played.

9

Combine the two parts into a "performance piece."

Finally turn the two parts of the chant into a whole with instruments. Begin with Part 1 "Cold and Flu Season." Say it twice. Move smoothly, without stopping, into Part 2 "Ah-choo." Say it once. End by saying Part 1 again.



New Chant: Cold and Flu Season with Germs

Parts One and Two in this chant are included in CanDo1 and 2. New this year is the description of how to avoid colds and flu (Part Three).

Teach, or help students remember Parts A and B with the Rote Method i.e. leader says part, students echo. If you are new to reading music, listen to the recorded version before class so the rhythm is firmly in your mind.

Cold and Flu Season with Germs

Count-In: 1,2,3,4,Cold and...
Time Signature: 4/4

Canada
Rhyme
L J Clare 2011



Cold and flu sea - son, Ev' - ry -one is snee - zin', Cold and flu sea - son, Ev' - ry-one is snee - zin'.

1 The words and rhythm catch attention easily, so I often simply launch right in. I point to myself and say: "Cold and flu season, ev'ryone is sneezin'" then I look around the class, point to myself and say it again. Then I point to the class (an indicator that it's their turn) sometimes cupping one ear at the same time. If the class doesn't catch on, then I point to myself and say it again, then point to them. When the class is able to echo the line easily, then I say it twice and have the class echo it twice. I congratulate them when its clear and flows easily.



Ah ---- choo! Ah----- choo! Ah ---- choo! Ah-----choo!

2 I immediately go on to teach the "Ah-choo!", using a clap or percussion instrument on the rest. This is a great place to use a cymbal if you have one --a sharper sound is achieved by using a mallet to strike one cymbal.

3 Practice saying both parts. Since the words are repetitive, I hold up one finger for the first "Cold and flu season...", adding a finger for the second. Then, using the other hand, show the repetition of sneezes(4) with my fingers. If students don't mimic me, I encourage them to do so.

4 Now for some fun!

"Remember the Follow Me game we learned? Let's try it with the Cold and Flu Season. I start by myself. When I get to the end of both "Cold and flu seasons" then you start with them. While you are doing the "Cold and flu season" part, I'm going to go on and do the sneezes! Ready to try? Here we go ..."



Divide the class into two and try it again.

5 Teach Part C by reading the music with students. The dotted quarter and eighth note combination are new and said "tim-ti". Post the written music.

ta-a ta ti-ti ta ti-ti tim-ti ta ta ta ti-ti
 C Germ spread with the great-est of ease, So wash your hands to the

ta ta ta-a ta ta ta ti-ti ta ta tim-ti ta ta ta ta
 A B C's, Use a sleeve when you feel a sneeze, if you don't want to

ta ti-ti ta-a ta ta ta-a ta sh sh-u
 catch a dis-ease, Stop those germs NOW!

1. Read and clap the rhythm symbol names
2. Look over the words to check for meaning/reading.
3. Half the class think reads the rhythm symbol names while clapping them. The other half of the class reads the words.
With half the class clapping the rhythm, it will help the rest of the class to put the words into the rhythm.
4. Switch
5. Everyone reads the words. Repeat until done smoothly.

6 Each of the parts is labeled with a letter. Form in music is the ordering of different sections/parts into a whole. Either using "letter cards" or by writing the form on white board, create a whole piece of music.

Perform the piece according to the form.



A Cold 'n flu ...

B Ah-choo! ...

C Germs spread...

A Cold 'n flu ...

B Ah-choo! ...

7 Add an interesting twist to the arrangement by having the class move into a round for the ending of the chant.



A Cold 'n flu ...

B Ah-choo! ...

C Germs spread...

1st Group A Cold 'n flu ...

2nd Group A Cold 'n flu ...

1st Group B Ah-choo! ...

2nd Group B Ah-choo! ...

