


# May

Focus:

using elements while singing/playing/dancing

## Lesson

**31** **Dance(A) & Drama(B)**   
A1.1 use movement in a variety of way  
"Rig a Jig Jig"

**Music(C)**   
C1.1 song: "Over in the Meadow"  
C1.4 techniques in performance/conducting

**32** **Dance(A) & Drama(B)**   
A1.1 use movement in a variety of way  
"Rig a Jig Jig"

**Music(C)**   
C1.1 song: "Los Pollitos"  
C1.4 techniques in performance/conducting

**33** **Dance(A) & Drama(B)**   
A1.1 use movement in a variety of way  
"Oats and Beans"  
B1.2 adopt mannerisms relevant to role

**Music(C)**   
C1.1 song: "Oats and Beans and Barley"  
C1.4 techniques in performance/conducting  
C1.1 song: John the Rabbit  
form: Call and Response

**34** **Dance(A) & Drama(B)**   
B3.2 roles & stories from different countries  
"Frog in the Middle"

**Music(C)**   
C3.2 identify songs from  
from different cultures and ages  
"El Coqui" and "In the Summer"  
C1.4 techniques in performance/conducting

### May

Rig a Jig Jig  
Out in the Country  
Down in the City  
Los Pollitos  
John the Rabbit  
Oats and Beans and Barley  
El Coqui  
Frog in the Middle  
In the Summer  
In the Summer round

### Enrichment Songs

Vive La Compagnie  
Five Green & Speckled trad  
Five Green & Speckled eco

## Dance(A) & Drama(B)



A1.1 use movement in a variety of way  
"Rig a Jig Jig"

## Music(C)



C1.1 song: "Over in the Meadow"  
C1.4 techniques in performance/conducting

## Warm-Ups(3 minutes)

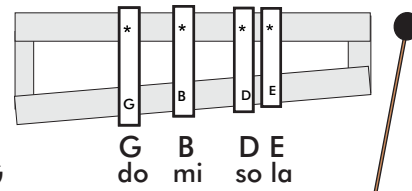
1

**Body: Stretches**

2

**Pitch: When I Was One**

Key G, first note: D(low so)  
a cappella count-in: 1& 2 & 3 When...



**Key G**

G B D E  
do mi so la



|   |    |    |    |    |    |
|---|----|----|----|----|----|
| E | so | mi | so | mi | do |
| D | so | la | so | mi | do |
| B | so | do | mi | so | la |
| G | so | so | mi | do | mi |
|   | so | la | so | do | do |

The first song today is in the key of G. Use this Key to pitch match and it tunes the voice and ear for singing the first song.

If you use the recorded solfa warm-ups, include a live performance of the handsigns for students to copy. OR use the warm-up videos.

## Composition Presentation/Assessment (and practice reading rhythm)

There are five weeks set aside for composition presentations. Plan ahead so that students who are likely to have high performance anxiety, present early in the month. Talking about something is a way of gaining power over it. It may be helpful to mention that even great musicians experience "butterflies in the tummy" syndrome. Many performers say that some performance anxiety helps performance to be at its peak.

Follow the pattern for presentations already established in the Steps for Learning.

- Teacher has the completed composition, pre-use checking for legibility. Teacher places the composition on the pocket chart. (OR, for to make larger, makes the composition using the display set of "Bugs.")

- Student conductor stands beside the pocket chart. Student conductor introduces the composition. Student conductor names choices for **mood, tempo, and articulation.**

4 Students Each Lesson

1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_

### Steps to Teaching/Learning a Chant

- introduce the song
- read and clap the rhythm symbols (ta, ti-ti)
- explore the words to see if any are new
- read the words to the rhythm

- 3** Student-conductor gives a clear count-in, and leads in the reading.  
If needed, the reading is repeated.



As the student presents, make notes for assessment on the rubric.

1. \*the project is finished or not
2. \*the work is done neatly
3. \*repetition is included in the composition
4. \*there are interesting ideas in the composition
5. \*the composition is coloured in
6. \*rests are used
7. \*the composition reads musically - pleasing to ear

- 4** Composer/Conductor says:  
--what he/she did well  
--what could have gone better.

- 5** Class gives two comments re:  
--what they liked in the composition.

- 6** Composer/Conductor chooses an ice-cream reward symbol and explains her/his choice.

- 7** After class is over, teacher meets with student  
--gives summary of assessment  
--looks at steps for future learning needs

|   |   |   |  |
|---|---|---|--|
|  | <b>Level One</b><br>ice cream cone<br>little ice cream        |  | <b>Level Two</b><br>ice cream cone<br>1 scoop of ice cream                 |
|  | <b>Level Three</b><br>ice cream cone<br>2 scoops of ice cream |  | <b>Level Four</b><br>ice cream cone<br>2 scoops of ice cream<br>& a cookie |

Either a copy of the rubric found on the following page, or the chart below, may be used to record an evaluation for each student.

### Bug Composition

- Composition completed in class time allotted: **Yes**
- Written work done in student's best printing: **Yes** **Sometimes**
- Composition showed musical ideas **Yes** **No**  
e.g. repetition, rhyming, interesting word choices.
- Conducting showed the composer had practised the piece. **Yes** **No**

Conducting showed:  
(circle choices)  
clear count-in  
effective voice use  
benefits of practice  
a smile  
good breathing

|   |  |   |  |   |   |   |  |
|---|--|---|--|---|---|---|--|
|  | <b>Level One</b><br>ice cream cone<br>little ice cream |  | <b>Level Two</b><br>ice cream cone<br>1 scoop of ice cream |  | <b>Level Three</b><br>ice cream cone<br>2 scoops of ice cream |  | <b>Level Four</b><br>ice cream cone<br>2 scoops of ice cream<br>& a cookie |
|---|--|---|--|---|---|---|--|

**Comments:**

**Next Steps:**

# Teacher Work Page

Either a copy of the rubric on the page following,  
or the chart below, may be used to record an evaluation for each student.

## Bug Composition

- Composition completed in class time allotted:** Yes No
- Written work done in student's best printing:** Yes Sometimes
- Composition showed musical ideas**  
e.g. repetition, rhyming, interesting word choices. Yes No
- Conducting showed the composer had practised the piece.** Yes No

**Conducting showed:** (circle choices)

- clear count-in
- effective voice use
- benefits of practice
- a smile
- good breathing

**Comments:**

**Choose the level for this project.**

**Level One**  
ice cream cone  
little ice cream



**Level Three**  
ice cream cone  
2 scoops of ice cream



**Level Two**  
ice cream cone  
1 scoop of ice cream



**Level Four**  
ice cream cone  
2 scoops of ice cream  
& a cookie



**Things to work on...**

# Teacher Work Page





## Composition Assessment for Learning

## Bugs, Bugs

Both written and presentation work is tracked on this page.  
 Circle standards that are met in each category.  
 Use this page as a reference in completing the student record.

Student Name \_\_\_\_\_

Date \_\_\_\_\_

|  | level one  | level two                                 | level three   | level four    |
|--|---|--|--|--|
| <b>UNDERSTANDING</b><br>-choose words to make musical phrases<br>-uses musical dynamics<br>-chooses tempo<br>-chooses articulation                                 | - phrases made<br>--chooses tempo   | - phrases made showing some variety<br>-uses dynamics once<br>--chooses tempo and articulation                             | - phrases made showing wide variety<br>-dynamics used throughout<br>--chooses tempo and articulation uses while counting in                      | - interesting phrases varied & showing experimentation<br>-dynamics used creatively<br>-tempo & articulation chosen and used in composition  |
| <b>CRITICAL ANALYSIS</b><br>-be able to give reasons for choices of tempo and articulation<br>-self assesses by choosing an "ice-cream" reward                     | -reasons are given, but generic e.g. I like it.<br>-chooses a level for project             | -reasons are given that are specific to articulation and then to tempo<br>-chooses a level for project that is appropriate | -reasons are given that are specific to tempo and articulation<br>AND<br>that use musical terminology<br>-relates choice of level to the project | -choices are clearly reasoned using musical terminology, e.g. "Bugs are small, and hop I wanted my composition to reflect this with the staccato choice."<br>-examples given as reasons for choice of level                      |
| <b>COMMUNICATION</b><br>-cut and paste project is done neatly and clearly<br>-shows choices of tempo and articulation  | -project is completed   | -most of the project is neat and clean<br>-shows choices of tempo and articulation<br>-composer's name is clear            | -project is neat and clean, showing choices of tempo and articulation<br>-composer's name is clear<br>-some illustration is done                 | -project is neat and clean, clearly showing tempo, articulation and composer name<br>-page is attractively and appropriately illustrated   |
| <b>PERFORMANCE</b><br>-stands in front of class<br>-gives firm count-in with a steady beat<br>-helps class to keep the beat steady<br>-speaks clearly to the class | -stands for presentation<br>-gives count-in<br>-voice soft and hard to hear                 | -stands in front of class<br>-gives firm count-in<br>-speaks loud enough to be heard                                       | -stands in a conducting position<br>-gives firm and steady count-in<br>-helps class to keep the beat steady<br>-speaks clearly                   | -shows conducting hand skills and position<br>-waits til class is attentive, then gives firm and steady count-in<br>-easily maintains a steady beat and helps class follow it<br>-uses a voice that calls attention to the tasks |

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

- 1** "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.

- 2** "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.

Key C, first note G(so)

a cappella count-in: 1--2--1--2-as...

## Rig a Jig Jig

England  
c. 1800s

As I was walk - ing down the street, down the street, down the street, a  
friend of mine I chanced to meet, Hi ho, hi ho, hi ho!  
Rig - a - jig jig and a - way we go, a - way we go, a - way we go,  
Rig - a - jig jig and a - way we go, Hi ho, hi ho, hi ho---!

A sea shanty, the Roller Bowler, goes "Hey rig-a-jig-a-jig-a ha ha" as a repetitive phrase (the jig is a kind of sail). It's likely that this skipping game had its origins on the sea. It first appeared in print during the 1800s both in England and the United States.

**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.

walking  
hopping  
skipping  
stomping  
strolling

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!**

**4** 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

**1** 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).

|        |           |
|--------|-----------|
| walk   | walking   |
| hop    | hopping   |
| skip   | skipping  |
| stomp  | stomping  |
| stroll | strolling |

|       |           |
|-------|-----------|
| stop  | stopping  |
| sob   | sobbing   |
| cut   | cutting   |
| admit | admitting |
| clap  | clapping  |
| let   | letting   |

**2** Either brainstorm a list of verbs with students, or pre-select 5-6 verbs that do follow the rule and 5-6 verbs that don't change when adding "ing". Print each verb infinitive, then ask students to spell the present participles.

instrumental

|         |            |
|---------|------------|
| go      | going      |
| cross   | crossing   |
| run     | running    |
| saunter | sauntering |
| gallop  | galloping  |

|       |          |
|-------|----------|
| talk  | talking  |
| fill  | filling  |
| spend | spending |
| find  | finding  |

**3** Extension: Explore the "ing" rule re final silent "e".

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

The poem/song below has been adapted in various ways to different eco systems and settings. You may choose to teach the original (though chances are, students will have sung it in kindergarten). Check with the school librarian for some of the newer versions listed below as other possibilities. Since Grade 1 social studies includes exploring the differences between city and rural setting, I chose animals that are typical of each environment in Canada.

So, choose a setting that appeals to you or zip in new words for another eco system (tundra, rain forest, etc.). Link the song with science or social studies, include the words in a spelling list, or use it as a springboard for visual arts. Its possibilities are endless.

## Over in the Meadow

Key F, first note so(C)

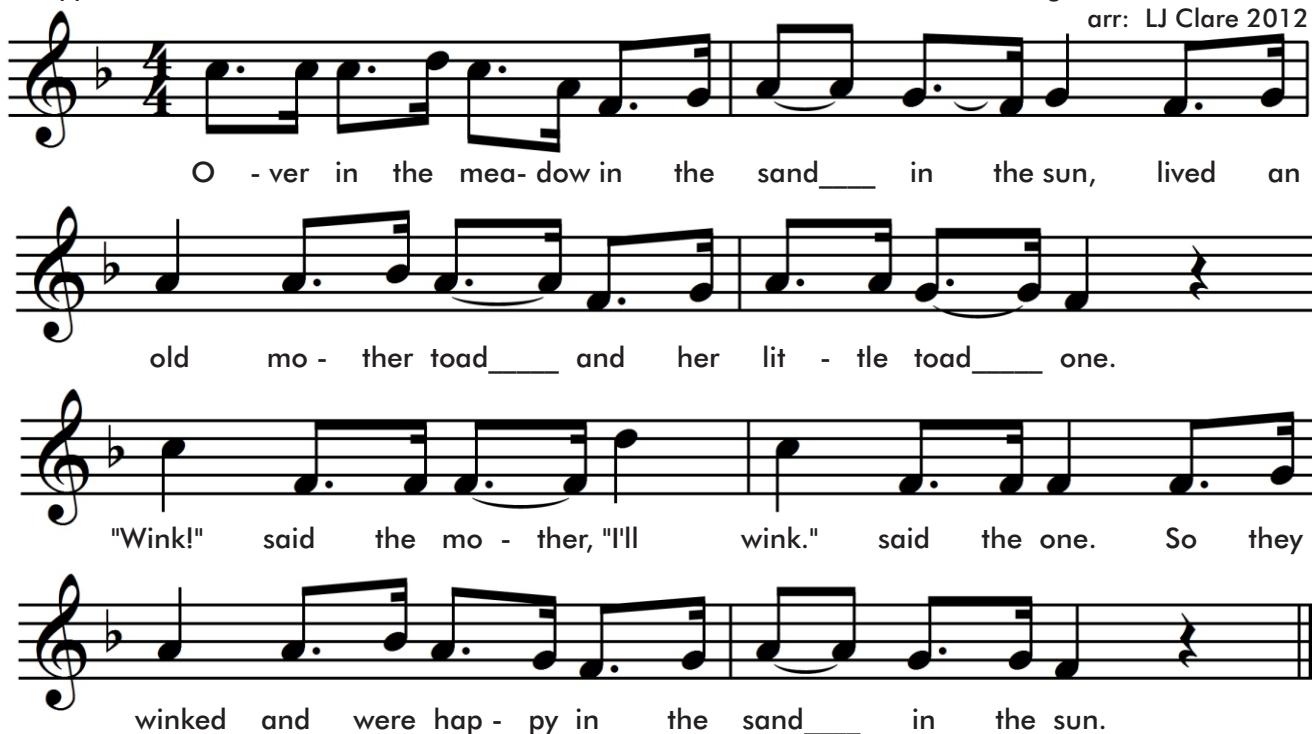
a cappella count-in: 1 2 3 4 O-ver

Original Words

anon

England or United States

arr: LJ Clare 2012



O - ver in the mea- dow in the sand\_\_\_ in the sun, lived an  
old mo - ther toad\_\_\_ and her lit - tle toad\_\_\_ one.  
"Wink!" said the mo - ther, "I'll wink." said the one. So they  
winked and were hap - py in the sand\_\_\_ in the sun.

in the sand in the sun  
stream runs blue  
in a hole in a tree  
reeds on the shore  
in a snug beehive  
nest made of sticks  
grass is so even  
by the old mossy gate  
quiet pools shine  
in a sly little den

toadie  
fish  
bluebird  
muskrat  
honey bee  
crow  
cricket  
lizard  
frog  
spider

"Wink"  
"Swim"  
"Sing"  
"Dive"  
"Buzz"  
"Caw"  
"Chirp"  
"Bask"  
"Croak"  
"Spin"

winked and blinked  
swam and leaped  
sang and were glad  
dove and burrowed  
buzzed and hummed  
cawed and called  
chirped cheery notes  
basked in the sun  
croaked and splashed  
spun lacy webs

Over in the Meadow is a classic children's counting poem either written by Olive A Wadsworth in the 1870, or adapted by her from a English 16th century source. Olive wrote about the Appalachian meadows that she knew. Since then, others have explored other venues using the same metre and rhyme. Over in the Hollow by R. Dickinson is an opportunity to hoot, howl, hiss and yowl in a spooky setting. Marianne Berkes places various creatures in an ocean coral reef. You may want to try creating a version that matches your eco-system.



# Out In The Country

Key F, first note so(C)

a cappella count-in: 1 2 3 4 O-ver

anon

England or United States

arr/adapted LJ Clare 2012



1. Out in the coun-try in a mea-dow in the sun, lived an
2. Out in the coun-try in a stream that runs blue, lived an
3. in a hole in a tree,
4. in some grass to ex-plore,
5. in a big bee\_\_ hive,
6. in a lodge made of sticks,



old mo - ther toad\_\_ and her lit - tle toad\_\_ one.



"Croak!" said the mo - ther, "I'll wink." said the one. So they



croaked and were hap - py in the sand\_\_ in the sun.

- |    |                            |        |       |
|----|----------------------------|--------|-------|
| 1. | in a meadow in the sun     | toad   | croak |
| 2. | in a stream that runs blue | salmon | glug  |
| 3. | in a hole in a tree        | owl    | hoot  |
| 4. | in some grass to explore   | fox    | yelp  |
| 5. | in a big__ bee hive        | bee    | buzz  |
| 6. | in a lodge made of sticks  | beaver | utter |

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# Down In The City

Key F, first note so(C)

a cappella count-in: 1 2 3 4 O-ver

anon

England or United States

arr/adapted: LJ Clare 2012



1. Down in the ci - ty on a side-walk in the sun, lived an
2. Down in the ci - ty in a stream brown-y blue,
3. in a nest in a tree,
4. in the eaves of a store,
5. near some teens talk - ing jive,
6. in a house made of bricks,



old mo - ther earth-worm and her lit - tle earth-worm one.



"\_\_\_\_\_" said the mo - ther, "I'll \_\_\_\_." said the one. So they



\_\_\_\_\_ and were hap - py on a side-walk in the sun.

1. on a sidewalk in the sun earthworm ----
2. in a stream, brown-y-blue goose honk
3. in a nest in a tree s q u i r r e l  
chatter
4. in the eaves of a store finch chirp
5. near some teens dancing jive raccoon groan

Over in the Meadow is a classic children's counting poem either written by Olive A Wadsworth in the 1870, or adapted by her from a English 16th century source. Olive wrote about the Appalachian meadows that she knew. Since then, others have explored other venues using the same metre and rhyme. Over in the Hollow by R. Dickinson is an opportunity to hoot, howl, hiss and yowl in a spooky setting. Marianne Berkes places various creatures in an ocean coral reef. You may want to try creating a version that matches your ecosystem.

# New Song: Out In The Country and Down In The City

Begin with the "country" version of this song.


**1** "If you live in a house, put your hand up. If you live in an apartment, put your hand up. If you live in a trailer "... continue until every student has been included. "Does anyone here live in a lodge made of sticks?" (Show the name card.) "How about in some grass to explore? Or a hole in a tree?" ... continue until all the "place" cards for Out In the Country, are on the pocket chart.

**2** "Some of the words in this song are from a poem written by a woman named Olive. She lived in the Appalachian mountains, not near the top, but part way down, close to a meadow. A meadow is an area that has more grasses than trees. Some people think that when she wrote the poem, she put all the animals that she knew into it."

"What other kind of animals who live out in the country, might be in the song?" (Agree with guesses that Olive might have used, name the kind of geography that other animals might live in e.g. prairie, desert, jungle, forest. If a student names an animal in the song, ask which place out in the country, the animal might live. Place the animal beside the first suggestion even if it is wrong. (Correcting the places will be done after listening to the song.) Continue until all the places have animals matched with them. If needed offer hints to animal names.

**3** "As you listen to the song, work out which of our guesses are correct, and which ones need to be changed."


Play or sing the song.



|                            |
|----------------------------|
| in a meadow in the sun     |
| in a stream that runs blue |
| in a hole in a tree        |
| in some grass to explore   |
| in a big bee hive          |
| in a lodge made of sticks  |



|         |   |        |
|---------|---|--------|
| toad    | 1 | Croak! |
| salmon  | 2 | Glug!  |
| owls    | 3 | Hoot!  |
| foxes   | 4 | Yelp!  |
| bees    | 5 | Buzz!  |
| beavers | 6 | Utter! |



|                            |        |
|----------------------------|--------|
| in a meadow in the sun     | beaver |
| in a stream that runs blue | salmon |
| in a hole in a tree        | fox    |
| in some grass to explore   | toad   |
| in a big bee hive          | bee    |
| in a lodge made of sticks  | owl    |

4 "Who was in the sand in the sun?" (As the animal and place are named, move their cards to the first line of the pocket chart and add the verb card "croak.")

5 When all the animals are matched with their verses: **"Good listening. Here's a challenge. Listening to the song is one way to match the animals with their places. Can you think of another way to match the animals with their places?"** (If it's too difficult a question, say slowly and clearly "sand in the sun, little toad one." If no one guesses with a reason --say the second verse for the class to listen to. As it is late in Grade One, someone is probably going to come up with the answer fairly quickly.

6 "There are a lot of words in this song. What helps to make it easy to sing?" (patterns) "Music has many patterns. Patterns and music go together. Ready to try singing the song with the mp3?" Play through the song. There are so many verses that by the end, most students will have the melody and pattern worked out.

7 "Some people live 'out in the country', other people live 'out in the city'. Is that right? Do we say 'out in the city?' What do we say? (down in the city)

- \* follow the pattern used for Out In The Country
- \* place the new word card set on the pocket chart, challenge students to match places and animals by rhymes, play/sing the song once through
- \* give students song pages and challenge them to sing the new song by reading-singing the words as the music plays

|                              |                     |
|------------------------------|---------------------|
| on a sidewalk in the sun     | earthworm 1 ---!    |
| in a stream, brownie-blue    | goose 2 Honk!       |
| in a nest in a tree          | squirrel 3 Chatter! |
| in the eaves of a store      | finch 4 Chirp!      |
| near some teens talking jive | raccoon 5 Groan!    |
| in a house made of bricks    | human 6 Sing!       |

## Out in the country ...

in a meadow in the sun  
 1 toad croak  
 in a stream that runs blue  
 2 salmon glug  
 in a hole in a tree  
 3 owl hoot  
 in some grass to explore  
 4 fox yelp  
 in a big bee hive  
 5 bee buzz  
 in a lodge made of sticks  
 6 beaver utter

## Down in the city ...

on a sidewalk in the sun  
 1 earthworm ---  
 in a stream brownie-blue  
 2 goose honk  
 in a nest in a tree  
 3 squirrel chatter  
 in the eaves of a store  
 4 finch chirp  
 near some teens talking jive  
 5 raccoon groan  
 in a house made of bricks  
 6 human sing

If wanted, the "voices" of the animals may be part of the guessing game. Say the voice word and ask which animal it might go with.

|        |       |        |
|--------|-------|--------|
|        |       | beaver |
| Croak! | Yelp! | salmon |
|        | Buzz! | fox    |
|        | Glug! | toad   |
| Utter! |       | bee    |
|        | Hoot! | owl    |

Note: I was tempted to add the vocabulary words for young animals (beavers = kits; geese = goslings, etc.) to this song but found it made it too challenging for students to sing.

## OUT IN THE COUNTRY

Out in the country in a meadow, in the sun  
Lived an old mother toad,  
and her little toad one,  
"Croak!" said the mother,  
"I'll croak." said the one,  
So they croaked and were happy  
in the meadow in the sun.



Out in the country in a stream that runs blue  
Lived an old mother salmon,  
and her little salmon two,  
"Glug!" says the mother,  
"We'll glug." said the two,  
So they glugged and were happy  
in the stream that runs blue.



Out in the country in a hole in a tree  
Lived an old mother owl,  
and her little owls three,  
"Hoot!" said the mother,  
"We'll hoot." said the three,  
So they hooted and were happy  
in the hole in the tree.



Out in the country in some grass to explore  
Lived an old mother fox  
and her little foxes four,  
"Yelp!" said the mother,  
"We'll yelp." said the four,  
So they yelped and were happy  
in the grass to explore.



Out in the country in a big bee hive  
Lived an old mother bee,  
and her little bees five,  
"Buzz!" said the mother,  
"We'll buzz!" said the five,  
So they buzzed and were happy  
In the big bee hive.



Out in the country in a lodge made of sticks  
Lived an old mother beaver  
and her little beavers six,  
"Utter!" said the mother,  
"We'll utter." said the six,  
So they uttered and were happy  
in the lodge made of sticks.



## DOWN IN THE CITY

Down in the city on a sidewalk, in the sun  
Lived an old mother earthworm  
and her little earthworm one,  
"---!" said the mother,  
"I'll ---." said the one,  
So they ----- and were happy  
On the sidewalk in the sun.

Down in the city in a stream brownny-blue  
Lived an old mother goose  
and her little geese two,  
"Honk!" said the mother,  
"We'll honk." said the two,  
So they honked and were happy  
In the stream brownny-blue.

Down in the city in a nest in a tree  
Lived an old mother squirrel  
and her little squirrels three,  
"Chatter!" said the mother,  
"We'll chatter." said the three,  
So they chattered and were happy  
In the nest in the tree.

Down in the city in the eaves of a store  
Lived an old mother finch  
and her little finches four,  
"Chirp!" said the mother,  
"We'll chirp." said the four,  
So they chirped and were happy  
In the eaves of the store.

Down in the city near some teens dancing jive  
Lived an old mother raccoon  
and her little raccoons five,  
"Groan!" said the mother,  
"We'll groan." said the five,  
So they groaned and were happy  
Near the teens dancing jive.

Down in the city in a house made of bricks  
Lived an old mother human  
and her little humans six,  
"Sing!" said the mother,  
"We'll sing." said the six,  
So they sang and were happy  
In the house made of bricks.

### New Repertoire



Out in the Country/Down in the City  
Rig a Jig Jig

Lesson Plan for 31a ends here..

## Dance(A) & Drama(B)

### Music(C)

Practice is repetition. The second weekly lessons for CanDo 1 repeat most of the prior lesson with a few optional alternatives.

### Warm-Ups(3 minutes)

Body: Stretches  
Pitch: Sing Shape Cards

### Practice and Review

Solfa Warm-Up: Key from below  
Song: Teacher Choice

### Music & Movement/Dance

- \*Rig a Jig Jig
- \*drama: charades re miming animals

### Optional Ideas

#### A Song Singing

- \*Out In The Country
- \*Down In The City

#### B Work Pages

- \*vocabulary building re: Out In The Country and Down In The City

#### C Music and Visual Arts

- \*see ideas below

## AB Work Page challenging

Begin with singing the two "habitat" songs.

Choose which parts of the work page to do with the class in a group, and which parts to ask them to complete individually.

When it comes to the group names, encourage thoughtful guesses --after all many of them most adults don't know!

- raccoon** -- gaze
- goose** -- gaggle
- squirrel** -- scurry
- toad** -- knot
- earthworm** -- herd
- bee** -- swarm
- beaver** -- colony

Children who are part of the Scout movement may know the answer for beavers.

Ones I didn't include but enjoy is that a group of crows is called a "murder" and butterflies are called a "flight."

I can do music in Lesson 31 . My name is \_\_\_\_\_

**1** Fill in the information chart about animals.

|           | sound | young | plural | group      |
|-----------|-------|-------|--------|------------|
| human     | sing  | child | humans | tribe      |
| raccoon   |       |       |        |            |
| goose     |       |       |        |            |
| squirrel  |       |       |        |            |
| owl       |       |       |        | parliament |
| fox       |       |       |        | skulk      |
| toad      |       |       |        |            |
| earthworm |       |       |        |            |
| salmon    |       |       |        | run        |
| finch     |       |       |        | charm      |
| bee       |       |       |        |            |
| beaver    |       |       |        |            |

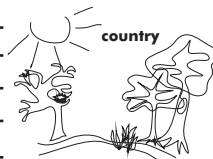
*scurry, herd, knot, swarm, colony, gaggle, gaze*

chatter    utter  
sing    honk    ----  
glug    groan    chirp  
buzz    yelp  
croak    hoot

gosling    smolt  
earthworm    larva    kit  
tadpole    cub    kit  
owlet    chick    kit

**2** Put the animals into their habitats.

country



\_\_\_\_\_

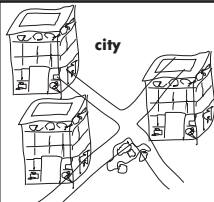
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

city



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

? water    owlery    lair    hive    lodge    earth    lake    dray    nest    den    dwelling

**3** Draw a line connecting the animal to its home.

Ask me to mimic an animal sound.

I can do music in Lesson 31 . My name is \_\_\_\_\_

**1** Fill in the information chart about animals.

|           | sound | young | plural | group      |
|-----------|-------|-------|--------|------------|
| human     | sing  | child | humans | tribe      |
| raccoon   |       |       |        |            |
| goose     |       |       |        |            |
| squirrel  |       |       |        |            |
| owl       |       |       |        | parliament |
| fox       |       |       |        | skulk      |
| toad      |       |       |        |            |
| earthworm |       |       |        |            |
| salmon    |       |       |        | run        |
| finch     |       |       |        | charm      |
| bee       |       |       |        |            |
| beaver    |       |       |        |            |

- scurry
- herd
- knot
- swarm
- colony
- gaggle
- gaze

- chatter
- sing
- glug
- buzz
- croak
- honk
- groan
- yelp
- hoot
- utter
- 
- chirp

- gosling
- earthworm
- tadpole
- owlet
- smolt
- larva
- cub
- chick
- kit
- kit
- kit

**2** Put the animals into their habitats.

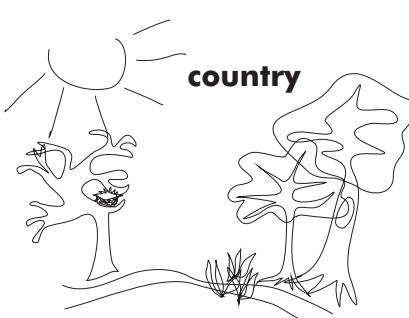
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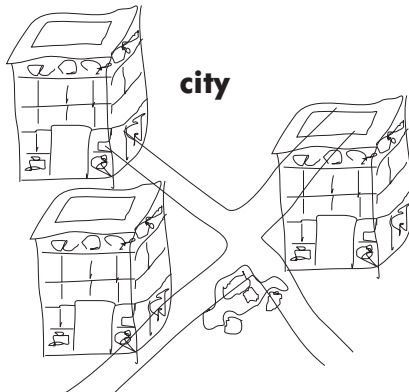
\_\_\_\_\_

\_\_\_\_\_



**country**

?   water   owlery   lair   hive   lodge



**city**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

earth   lake   dray   nest   den   dwelling

**3** Draw a line connecting the animal to its home.

**Ask me to mimic an animal sound.**

# AB Work Page

Sing the two songs, then match the animals with their habitats.

I can do music in Lesson 31. My name is \_\_\_\_\_

Match the habitats with the animals.

|                              |           |            |
|------------------------------|-----------|------------|
| on a sidewalk in the sun     | bee       | 5 Buzz!    |
| in a stream, brown-blue      | beaver    | 6 Utter!   |
| in a nest in a tree          | earthworm | 1 ...!     |
| in the eaves of a store      | fox       | 4 Yelp!    |
| near some teens dancing live | goose     | 2 Honk!    |
| in a house made of bricks    | toad      | 1 Croak!   |
| in a meadow in the sun       | owl       | 3 Hoot!    |
| in a stream that runs blue   | finch     | 4 Chirp!   |
| in some grass to explore     | squirrel  | 3 Chatter! |
| in a hole in a tree          | raccoon   | 5 Groat!   |
| in a lodge made of sticks    | salmon    | 2 Glug!    |
| in a big bee hive            | human     | 6 Sing!    |

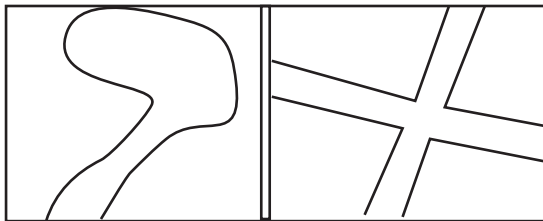
Ask me where an animal lives.

## Visual Art and Music for classroom teachers

Combine music with art this week. Use one of the following, or your own ideas.

Create a mural to cover a bulletin board **re-creating** the two habitats named in the song. The mural may be as elaborate or simple as time and energy allow.

- Begin with the river/pond(country) and the street(city). Cover the bulletin board with large paper. Outline the shapes. Use light colours to paint in the shapes.



- 6 groups - 6 verses(per song).

(Assign verses to groups so that when it comes to creating the inhabitants, each group has multiple creatures to draw.)

- group 1    verse 1 in country  
                  verse 6 in city
- group 2    verse 2 in country  
                  verse 5 in city,
- etc.

### Inhabitants

Students in each group will need to decide who is creating which inhabitants for their verses; i.e. group 1 needs a mother toad, a small toad; a human mother and six children. Using crayons or pencil crayons, students draw their characters, cut them out and then add them to the murals.



- Habitat**

Students in each group create the home for each of their verses; i.e. group 1 creates a stream and a house made of bricks.

### Visual Arts Goals

- \*creating a multi-media mural
- \*cutting and pasting techniques
- \*using several different media in one project
- \*using art as a way to illustrate ideas



Match the habitats with the animals.

on a sidewalk in the sun

in a stream, brownish-blue

in a nest in a tree

in the eaves of a store

near some teens dancing jive

in a house made of bricks

in a meadow in the sun

in a stream that runs blue

in some grass to explore

in a hole in a tree

in a lodge made of sticks

in a big bee hive

bee  Buzz!


beaver  Utter!

earthworm  ---!

fox  Yelp!

goose  Honk!

toad  Croak!

owl  Hoot!

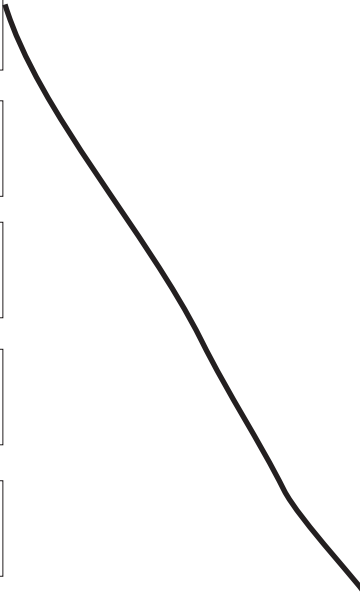
finch  Chirp!

squirrel  Chatter!

raccoon  Groan!

salmon  Glug!

human  Sing!



Ask me where an animal lives.

## Dance(A) & Drama(B)



A1.1 use movement in a variety of way  
"Rig a Jig Jig"

## Music(C)

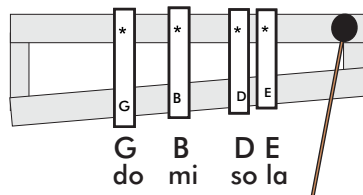


C1.1 song: "Los Pollitos"  
C1.4 techniques in performance/conducting

## Warm-Ups(3 minutes)

1 Pitch: Hooting Conversation

2 Song: I Like to Eat Apples and Bananas  
Key G, first note: B(mi)  
a cappella count-in: 1 - 2 - 3 - -I like...



Using the glockenspiel helps to keep everyone in tune. Remove bars that aren't needed to simplify playing.

The first song today is in the key of G. Use this Key to pitch match and it tunes the voice and ear for singing the first song.

### Key G



|   |    |    |    |    |    |
|---|----|----|----|----|----|
| E | so | mi | so | mi | do |
| D | so | la | so | mi | do |
| B | so | do | mi | so | la |
| G | so | so | mi | do | mi |
|   | so | la | so | do | do |

If you use the recorded solfa warm-ups, include a live performance of the handsigns for students to copy. OR use the warm-up videos.

## Composition Presentation/Assessment (and practice reading rhythm)

Follow the pattern for presentations already established in the Steps for Learning.  
Detailed guidelines are found in Lesson 31.



Student Conducting

1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_

### Steps to Teaching/Learning a Chant

- 1 introduce the song
- 2 read and clap the rhythm symbols (ta, ti-ti)
- 3 explore the words to see if any are new
- 4 read the words to the rhythm

## Music & Movement/Dance

Rig-A-Jig-Jig AND \*student or teacher choice of dance songs

# Los Pollitos / All the Little Chicks

Key D, first note do(D)  
count-in: 1,2,1,2,Los...

children's song traditional  
as heard in Ecuador  
arr: LJ Clare 2011



1. Los po - lli - tos di - cen, "Pí - o, pí - o, pí - o.  
2. La ga - lli - na bus - ca el ma - íz y el tri - go  
3. Ba - jo sus dos al - as, a - curr - u - ca - di - tos  
4. Cuan - do se le - van - tan, di - cen ma - ma\_\_ - ci - ta



Cuan - do ti - e - nen ham - bre, cuan - do ti - e - nen frí - o.  
Les da la \_\_\_ com - i - da y les pre - sta a - bri - go.  
Duer - men los po - lli - tos has - a/al o - tro di - a.  
Ten - go mu - cha ham - bre da - me lom - bri - ci - tas.

## New Song: Los Pollitos

- 1 "The person who wrote our music curriculum traveled in a plane to Ecuador. That's a country in South America. When she came back to Canada, she brought a blanket made of Alpaca wool, many many photographs and some songs she learned from a teacher there named Berthe. Here's one of the songs." (Sing/play the mp3 of the song in Spanish.)
- 2 "What can you tell me about the song?" (It isn't in English.) "That's right, it's in Spanish because that's the language people in Ecuador speak. Listen to the song in English and be ready to tell me about the story in it." (Sing/play the song in English.)
- 3 Listen to ideas from students about the content of the song. What do the chicks say? (pio, pio, pio ---peep, peep, peep) What does the mother hen look for to eat? (corn, wheat, seeds) Where do the chicks sleep? (under hen's wings) Remind students that in the chicken family, the mother is called "hen", the father "rooster".
- 4 "After the mother hen lays eggs, it takes about 21 days before they are ready to hatch. All that time, the eggs need to be kept warm and dry. How does the mother hen do that?" (She sits on them.) "After the eggs hatch, what do the baby chicks need?" (food, warmth, protection) "Those are the same things that we need from our mothers ---food, warmth and protection."
- 5 Teach the song by singing one phrase at a time, students echo OR play the mp3 "echo" version of Los Pollitos which has built in places for students to sing each phrase.
- 6 Then, post the display copy of the music. Sing through the song with students.

Our chicks usually say "Peep, peep."  
These chicks say "Pio, pio."  
Do they speak Spanish?  
Pio, pio, pio.

# Los Pollitos / All the Little Chicks

children's song traditional  
as heard in Ecuador  
arr: LJ Clare 2011

Key D, first note do(D)  
count-in: 1,2,1,2,Los...



1. All the lit - tle chicks cry, "Pi - o, pi - o, pi - o  
2. Mo - ther hen looks round for corn and wheat and seeds for  
3. Un - der mo - ther's wing they're slee - ping in the hay ---,  
4. And then when they wake up, they say to their mo - ther,



Some-times they are hun - gry, some - times they are cold.  
all of them to eat then she will keep them warm.  
qui - et in the ha - y, sleep - ing through the day----.  
"I am ve - ry, hun - gry, pi - o, pi - o, pi - o."

Song words written in music, scan differently from words to a poem. Reading the words to this song is a natural way for students to discover that they need to follow the first lines under both staves, then the second lines, etc. If your students are good readers, you may want them to discover where the words are in each verse OR before singing, briefly explain how to find the words.

Now that the song has been introduced, choose an activity for your students; either pitch mapping or beat counting; based on the song. Explanations are on the next page.

There are two "extra" videos for this song.

## Los Pollitos beat review

Refresh everyone's knowledge re the beat and music literacy. The video leaves space for student input.

and

## Los Pollitos Beat Keeping Game

When students are able to internalize the beat of music, then it is simple to add instruments, movement, etc. This simple game is based on feeling the beat.

After finishing the activity of your choice, go on to spend some time simply singing songs for fun. The second activity may be left for another day.

## Music Mapping 1: Pitch

Music mapping pitch, as has been done before, is simply connecting the "dots" or noteheads of the melody line. It shows the contour of the way our voices travel in the song. Begin by demonstrating on the display copy of the music. Place a crayon/marker on the first note (the head/ball attached to the stem). As everyone slowly sings through the first verse, connect the note heads with the coloured marker. The coloured line is the music map -- showing where to go up and down.

All the lit-tle chicks cry, "Pi - o,  
 Mo - ther hen looks round for, corn and  
 Un - der mo-ther's wing they're sleep-ing  
 And then when they wake up, they say

Ask students to return to their desks and take out one crayon. Give each student a copy of the song. Sing through the first verse with students connecting the note heads.

Ask students to take a different coloured crayon. This time as you sing, stop several times. When the singing stops, the note connecting stops. Walk around the class and praise students whose crayons have stopped in the correct area. This may be repeated with different coloured crayons.

## Music Mapping 2: Beat

Again, demonstrate on the display copy of the music. Place a crayon/marker on the first heart-beat. **Move from heart to heart as the beat of the song continues.** This is the more challenging of the two activities outlined in this lesson.

Have students try this once on their papers as you sing through a whole verse.

Change crayon colours and repeat the activity stopping several times. Glancing at the song sheets as you walk and sing will give a "feel" for how many students have been able to internalize the beat. The learning for this activity is partly cognitive, and partly developmental. By the end of Grade Two, most students will easily be able to track the beat.

I can do music in Lesson 32 . My name is \_\_\_\_\_

### Los Pollitos

as heard in Ecuador  
arr: LJ Clare 2011

- All the lit-tle chicks cry, "Pi - o, pi - o, pi - o."
- Mo - ther hen looks round for, corn and wheat and seeds for
- Un - der mo-ther's wing they're sleep-ing in the hay\_\_
- And then when they wake up, they say to their mo - ther,

Sometimes they are hun - gry, some-times they are cold \_\_.  
 all of them to eat then, she will keep them warm \_\_.  
 qui - et in the hay \_\_, sleep-ing through the day \_\_.  
 "I am ve - ry, hun - gry, pi - o, pi - o, pi - o."

How many verses does this song have? \_\_\_\_\_

How many "ta's are in this song? \_\_\_\_\_

How many beats are in the first line of this song? \_\_\_\_\_

What country did this song come from? \_\_\_\_\_

Ask me to tell you what chicks say in Spanish.

New Repertoire



Los Pollitos

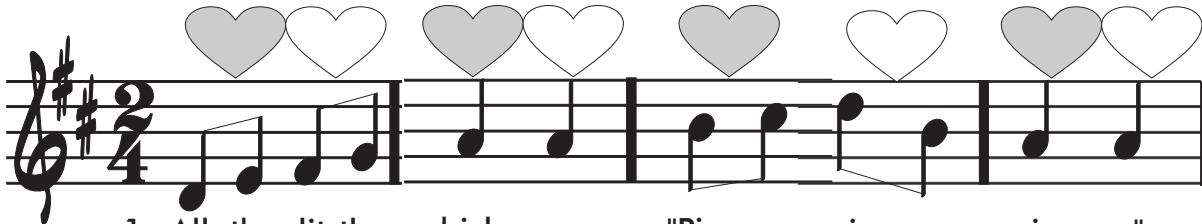
Enjoy the Repertoire

Student Choice of Song or Dance

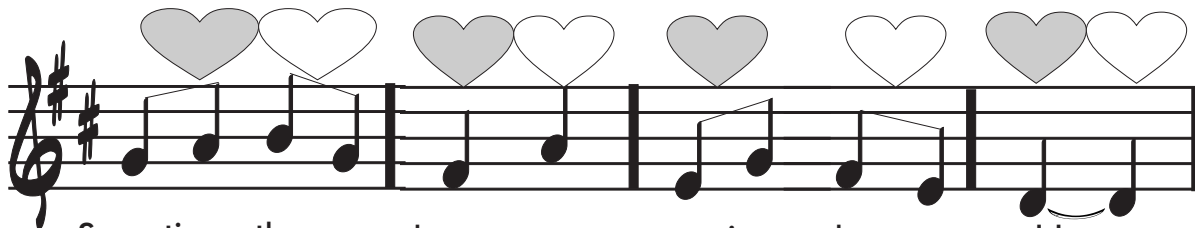
Lesson Plan for 3 2a ends here..

# Los Pollitos

as heard in Ecuador  
arr: LJ Clare 2011



1. All the lit-tle chicks cry, "Pi - o, pi - o, pi - o."  
 2. Mo - ther hen looks round for, corn and wheat and seeds for  
 3. Un - der mo-ther's wing they're sleep-ing in the hay\_\_\_\_  
 4. And then when they wake up, they say to their mo - ther,



Sometimes they are hun - gry, some-times they are cold \_\_\_\_.  
 all of them to eat then, she will keep them warm\_\_.  
 qui - et in the hay\_\_\_\_, sleep-ing through the day\_\_\_\_.  
 "I am ve - ry, hun - gry, pi - o, pi - o, pi - o."

How many verses does this song have? \_\_\_\_\_

How many "ta"s are in this song? \_\_\_\_\_

How many beats are in the first line of this song? \_\_\_\_\_

What country did this song come from? \_\_\_\_\_

**Ask me to tell you what chicks say in Spanish.**

## Dance(A) & Drama(B) Music(C)

Practice is repetition. The second weekly lessons for CanDo 1 repeat most of the prior lesson with a few optional alternatives.

### Warm-Ups(3 minutes)

Rhythm: Reading Rhythm Cards  
Pitch: Hellos x25

### Practice and Review

Song: Teacher Choice

### Music & Movement/Dance

Moving to a Set Beat/Time Signature  
(beats played in groups of 2, 3, 4 or 6  
first of each set is louder)

### Optional Ideas

#### A Work Page

\*second activity from 30a  
see previous page

#### B Adding Instruments

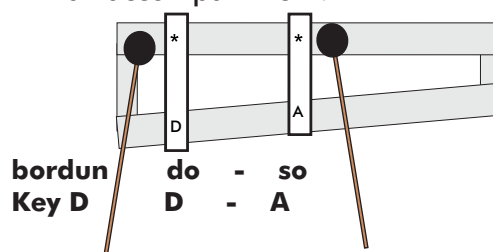
\*borduns and Los Pollitos

#### C Enjoying the Repertoire or Mother's Day Music

## B Add an Instrument to "Los Pollitos" Key D

- 1 While singing "Los Pollitos", use both hands to pat knees on the first beat of each bar (in the music look for the words in "red").
- 2 Sing one verse of the song, repeating above and with the teacher playing the bordun on a glockenspiel, xylophone or computer keyboard.
- 3 Give several students an opportunity to play the bordun. Polish the song as turns are being taken; i.e. work on diction, tempo, etc.

A "bordun" sounds like the drone heard on bagpipes. It's produced by playing "do" and it's higher "so" at the same time on a strong beat throughout a song. It's a simple way to add harmony/texture to an accompaniment.



## C Performance

### Can a song be a present? Absolutely!

With students, choose a song from the repertoire that meets the theme of Mother's Day. Chat a bit about how it fits with Mother's Day.

Polish the song and encourage students to sing it for their mothers.

### Song Suggestions to Sing for Mother's Day

Los Pollitos  
A Few Verses of "Over in the Meadow"  
Light the World with Love

## Dance(A) & Drama(B)



- A1.1 use movement in a variety of way "Oats and Beans"
- B1.2 adopt mannerisms relevant to role

## Music(C)



- C1.1 song: "Oats and Beans and Barley"
- C1.4 techniques in performance/conducting
- C1.1 song: John the Rabbit  
form: Call and Response

## Warm-Ups (3 minutes)

### 1 Focus: Listening Game

- 2 **Song:** All Together - Let's Make Peace  
Key G, first note: D (low so)  
a cappella count-in: 1 and 2 and 3 When..

If you haven't used them already, try the "Warm-Up Videos".  
Check the Resources page for a link!

**Key G**

|  |    |          |    |    |    |    |    |
|--|----|----------|----|----|----|----|----|
|  | la | <b>E</b> | so | mi | so | mi | do |
|  | so | <b>D</b> | so | la | so | mi | do |
|  | mi | <b>B</b> | so | do | mi | so | la |
|  | do | <b>G</b> | so | so | mi | do | mi |
|  |    |          | so | la | so | do | do |

If you use the recorded solfa warm-ups, include a live performance of the handsigns for students to copy. OR use the warm-up videos.

## Composition Presentation / Assessment (and practice reading rhythm)

Follow the pattern for presentations already established in the Steps for Learning.  
Detailed guidelines are found in Lesson 31.



Student Conducting

1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_  
4 \_\_\_\_\_

### Steps to Teaching/Learning a Chant

- 1 introduce the song
- 2 read and clap the rhythm symbols (ta, ti-ti)
- 3 explore the words to see if any are new
- 4 read the words to the rhythm

## Music & Movement / Dance

Choose one or two of the class favourites!

Rig-a-Jig-Jig

Turkey in the Straw

Ha Ha This-A-Way

The Holiday Hop

Trot Old Joe

Chay Chay Cool-eh

Engine Engine Number Nine

The Ants Are Marching

Jump Jim Joe



## New Song: John The Rabbit

**1** "Yes Ma'am. Yes Ma'am. Yes Ma'am. Yes Ma'am. (Every time I sing one of the "Yes Ma'am" I play with the way I say it e.g. tired, exasperated, politely.) **"If you can sing "Yes Ma'am" then you can sing the next song. Ready to try? Be my echo.** (Sing "Yes Ma'am" for echoing a few times, encouraging students to also echo the sentiment.)

**2** Put on your listening ears, long ones this time because you are now John the Rabbit. When John sings, "Yes Ma'am" you can help him. (Play the mp3 for "John the Rabbit." It's sung three times. #1 all parts are sung. #2 the responses are left for the class to do. #3 the questions are left blank, ready for the class to fill in.)

**3** "What did John the Rabbit like to eat from the garden? How did the woman who planted the garden feed about John? Let's sing it again! (Play the mp3.)

### Call and Response Form

"John the Rabbit" and "Chay Chay Cool-eh" are both "Call and Response" songs. When I was travelling in Africa, I heard this form used again and again. It makes for music that is easily done in groups and lends itself to improvisation (having fun with the music). Music for this form of song often visually looks very complicated, but learning is easy. One singer says something (the call) and another singer/singers responds. Sometimes the response is a repeated word, sometimes an echo, sometimes varied words. Camp songs are often done "Call and Response."

## John the Rabbit

Key G, first note D(low so)  
a cappella count-in: 1-2-1-2Oh...

folksong  
United States  
arr: LJ Clare



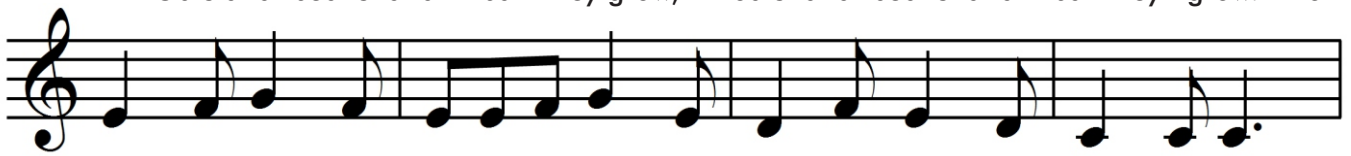
# Oats, and Beans and Barley Grow

Key C, first note mi(E)  
a cappella count-in: 1--2--Oats...

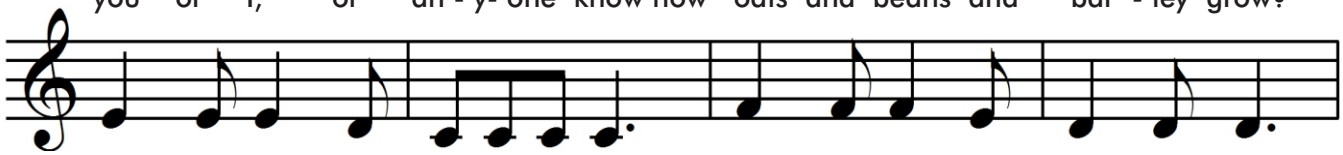
nursery rhyme  
England  
c. late 1700s  
arr:ljc 2011



Oats and beans and bar - ley grow, oats and beans and bar - ley grow. Do



you or I, or an - y - one know how oats and beans and bar - ley grow?



1. First the farm - er plants the seeds, stands up tall and takes her/his ease,  
2. Then the farm - er wa-ters the ground, watches the sun - shine all a - round,



Stamps her/his feet and claps her/his hands and turns a -round to view the land.  
Stamps her/his feet and claps her/his hands and turns a -round to view the land.

3. Next the farmer hoes the weeds, stands erect and takes her/his ease  
Stamps her/his feet and claps her/his hands and turns around to view the land

4. Last the farmer harvests her/his crop, piles them up, s/he's got a lot  
Stamps her/his feet and claps her/his hands and turns around to view the land

## Song for Movement: Oats and Beans and Barley Grow

**1. I know another person with a huge garden, a farmer who planted oats and beans and barley. OR** If your school allows, it's fun to bring in some cheerios to show and sample. Then, ask if students know what cheerios are made out of, then go to farming.

**2. "Oats and beans and barley." "Oats and beans and barley." Can you think of a food that has oats in it?** (cheerios, oatmeal, porridge)

**How many kinds of beans can you name?** ... green beans, yellow beans, lima beans, pinto beans.

**And barley, what is barley?** (used in many cereals and animal food as well as being used to make malt for beer --may not want to mention that?)

**3. "Oats and beans and barley grow."**

(say and it in the rhythm of the song)

**"Oats and beans and barley grow."** (echo and clap)

**"Oats and beans and barley grow."** (echo and clap)

**"Do you or I or anyone know"** (echo, no clapping)

**"How oats and beans and barley grow?"** (echo and clap)

**"This time, be my echo."**

(repeat above)

**"Oats and beans and barley grow."** etc.

**4. "Well done, excellent echoes! We were clapping the rhythm of the song, clapping the way the words go. The verses have actions that go with the words. Watch and listen so that you'll be ready to try."**

(Stand and do the actions as you say or sing the words to verse 1.)

**First the farmer plants the seeds,** (bend over as if planting)

**Stands up tall and takes his ease**(straighten up and stretch arms out)

**Stamps his feet and claps his hands** (yes, stamp feet, clap hands)

**And turns around to view the land**(while turning, raise hand to shield eyes)

**5. \*\*\*\*"Now we all say",**

(say words to chorus, clapping on "oats and beans and barley grow.")

**6. "Time to stand and try the first verse with its actions and the chorus with its clapping. Stand up, listen for the count-in ..."**

(Sing and do actions/clap rhythm for the first verse, if it is a struggle, immediately repeat.)

**7. Post the words to this song. Point out its form i.e. verse and chorus. Read through the words to verses 2,3 and 4. Engage students in deciding what kind of actions will work well with verses 2,3 and 4.**

**hoes the weeds  
stands erect  
takes her/his ease  
harvests the crop  
piles them up**

**8. Sing through the song once with actions on the verses and rhythm clapping on the choruses.**

**Five little peas in a pea pod pressed,  
One grew, two grew and so did all the rest.  
They grew, and they grew, and they did not stop.  
They grew so big that the pea pod popped!**

**New Repertoire**



**John the Rabbit  
Oats and Beans and Barley Grow**

**Enjoy the Repertoire** Student Choice of Song or Dance

## Dance(A) & Drama(B) Music(C)

Practice is repetition. The second weekly lessons for CanDo 1 repeat most of the prior lesson with a few optional alternatives.

### Warm-Ups(3 minutes)

Rhythm: Reading Rhythm Cards  
Pitch: Hellos x25

### Practice and Review

Song: Teacher Choice

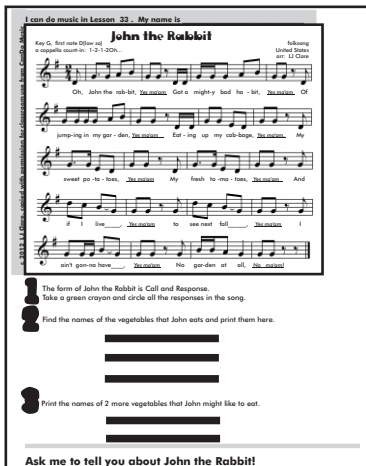
### Optional Ideas

**A** **Work Page**  
John the Rabbit & vocabulary

**B** **Adding Instruments**  
\*on the response for John the Rabbit

**C** **Drama and John the Rabbit**

## A



**John the Rabbit**  
Key C, 4/4 time, 1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22-23-24-25-26-27-28-29-30-31-32-33-34-35-36-37-38-39-40-41-42-43-44-45-46-47-48-49-50-51-52-53-54-55-56-57-58-59-60-61-62-63-64-65-66-67-68-69-70-71-72-73-74-75-76-77-78-79-80-81-82-83-84-85-86-87-88-89-90-91-92-93-94-95-96-97-98-99-100-101-102-103-104-105-106-107-108-109-110-111-112-113-114-115-116-117-118-119-120-121-122-123-124-125-126-127-128-129-130-131-132-133-134-135-136-137-138-139-140-141-142-143-144-145-146-147-148-149-150-151-152-153-154-155-156-157-158-159-160-161-162-163-164-165-166-167-168-169-170-171-172-173-174-175-176-177-178-179-180-181-182-183-184-185-186-187-188-189-190-191-192-193-194-195-196-197-198-199-200-201-202-203-204-205-206-207-208-209-210-211-212-213-214-215-216-217-218-219-220-221-222-223-224-225-226-227-228-229-230-231-232-233-234-235-236-237-238-239-240-241-242-243-244-245-246-247-248-249-250-251-252-253-254-255-256-257-258-259-260-261-262-263-264-265-266-267-268-269-270-271-272-273-274-275-276-277-278-279-280-281-282-283-284-285-286-287-288-289-290-291-292-293-294-295-296-297-298-299-300-301-302-303-304-305-306-307-308-309-310-311-312-313-314-315-316-317-318-319-320-321-322-323-324-325-326-327-328-329-330-331-332-333-334-335-336-337-338-339-340-341-342-343-344-345-346-347-348-349-350-351-352-353-354-355-356-357-358-359-360-361-362-363-364-365-366-367-368-369-370-371-372-373-374-375-376-377-378-379-380-381-382-383-384-385-386-387-388-389-390-391-392-393-394-395-396-397-398-399-400-401-402-403-404-405-406-407-408-409-410-411-412-413-414-415-416-417-418-419-420-421-422-423-424-425-426-427-428-429-430-431-432-433-434-435-436-437-438-439-440-441-442-443-444-445-446-447-448-449-450-451-452-453-454-455-456-457-458-459-460-461-462-463-464-465-466-467-468-469-470-471-472-473-474-475-476-477-478-479-480-481-482-483-484-485-486-487-488-489-490-491-492-493-494-495-496-497-498-499-500-501-502-503-504-505-506-507-508-509-510-511-512-513-514-515-516-517-518-519-520-521-522-523-524-525-526-527-528-529-530-531-532-533-534-535-536-537-538-539-540-541-542-543-544-545-546-547-548-549-550-551-552-553-554-555-556-557-558-559-560-561-562-563-564-565-566-567-568-569-570-571-572-573-574-575-576-577-578-579-580-581-582-583-584-585-586-587-588-589-590-591-592-593-594-595-596-597-598-599-600-601-602-603-604-605-606-607-608-609-610-611-612-613-614-615-616-617-618-619-620-621-622-623-624-625-626-627-628-629-630-631-632-633-634-635-636-637-638-639-640-641-642-643-644-645-646-647-648-649-650-651-652-653-654-655-656-657-658-659-660-661-662-663-664-665-666-667-668-669-670-671-672-673-674-675-676-677-678-679-680-681-682-683-684-685-686-687-688-689-690-691-692-693-694-695-696-697-698-699-700-701-702-703-704-705-706-707-708-709-710-711-712-713-714-715-716-717-718-719-720-721-722-723-724-725-726-727-728-729-730-731-732-733-734-735-736-737-738-739-740-741-742-743-744-745-746-747-748-749-750-751-752-753-754-755-756-757-758-759-760-761-762-763-764-765-766-767-768-769-770-771-772-773-774-775-776-777-778-779-780-781-782-783-784-785-786-787-788-789-790-791-792-793-794-795-796-797-798-799-800-801-802-803-804-805-806-807-808-809-810-811-812-813-814-815-816-817-818-819-820-821-822-823-824-825-826-827-828-829-830-831-832-833-834-835-836-837-838-839-840-841-842-843-844-845-846-847-848-849-850-851-852-853-854-855-856-857-858-859-860-861-862-863-864-865-866-867-868-869-870-871-872-873-874-875-876-877-878-879-880-881-882-883-884-885-886-887-888-889-890-891-892-893-894-895-896-897-898-899-900-901-902-903-904-905-906-907-908-909-910-911-912-913-914-915-916-917-918-919-920-921-922-923-924-925-926-927-928-929-930-931-932-933-934-935-936-937-938-939-940-941-942-943-944-945-946-947-948-949-950-951-952-953-954-955-956-957-958-959-960-961-962-963-964-965-966-967-968-969-970-971-972-973-974-975-976-977-978-979-980-981-982-983-984-985-986-987-988-989-990-991-992-993-994-995-996-997-998-999-1000

### Work Page

## B Adding Instruments

Circle Formation: Begin by singing the song through once -teacher is the gardener, class is John. Class sings the response and claps on the words "Yes Ma'am". Remind students of instrument rules. Place a variety of percussion instruments on the floor in front of every or every other student. Offer a count of ?10 for students to experiment with their instrument. Sing the song again with students singing and playing instruments on the response.

Ask if someone would like to sing the gardener part. Pass the instruments and sing the song again. Repeat.

## C

### Drama and John the Rabbit

1. Begin by singing the song with the class. Then, students choose a partner to work with and decide who will begin as "John." The other student will be the gardener.
2. Students decide what postures to take before the song begins. e.g. How is the gardener posed --sitting, standing? How is the rabbit posed?
3. Students discuss with each other the actions each might do as the song is sung.
4. Play the recording as a guide while all students practise acting and sing their parts.  

While students are performing, teacher chooses one set of partners to perform for the class.
5. Class watches performance. Audience names what they liked in the performance.
6. Partners switch roles and everyone gets to perform again.

# John the Rabbit

Key G, first note D(low so)  
a cappella count-in: 1-2-1-2Oh...

folksong  
United States  
arr: LJ Clare

Oh, John the rab-bit, Yes ma'am Got a might-y bad ha - bit, Yes ma'am Of  
jump-ing in my gar - den, Yes ma'am Eat - ing up my cab-bage, Yes ma'am My  
sweet po -ta - toes, Yes ma'am My fresh to -ma - toes, Yes ma'am And  
if I live\_\_\_, Yes ma'am to see next fall\_\_\_, Yes ma'am I  
ain't gon-na have\_\_\_, Yes ma'am No gar-den at all, No ma'am!

**1** The form of John the Rabbit is Call and Response.  
Take a green crayon and circle all the responses in the song.

**2** Find the names of the vegetables that John eats and print them here.

---

---

---

**3** Print the names of 2 more vegetables that John might like to eat.

---

---

**Ask me to tell you about John the Rabbit!**

## Dance(A) & Drama(B)



## Music(C)



**B3.2** roles & stories from different countries  
"Frog in the Middle"

**C3.2** identify songs from  
from different cultures and ages  
"El Coqui" and "In the Summer"

**C1.4** techniques in performance/conducting

## Warm-Ups (3 minutes)

1

**Pitch: Roller Coaster Aahs**



2

**Song: John the Rabbit** (using the recorded music or video)

## Composition Presentation/Assessment (and practice reading rhythm)

Follow the pattern for presentations already established in the Steps for Learning.

Detailed guidelines are found in Lesson 31.



Student Conducting

1  
2  
3  
4

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Steps to Teaching/Learning a Chant

- 1 introduce the song
- 2 read and clap the rhythm symbols (ta, ti-ti)
- 3 explore the words to see if any are new
- 4 read the words to the rhythm

## Music & Movement/Dance

### 1. Drum Patterns

It's been a while since students have simply moved to the sound of a drum. Use ideas that have worked well in the past.

\*explore different levels

\*vary the pattern in the drum playing

\*specify the part of the body to move

\*try a flowing, changing drum sound with students trying to match movements to the sound

### 2. Animal Movements

Continue to use the drum as a "Go" and "Stop" signal, ask students to move mimicing an animal e.g. cat, rabbit, elephant,

**OR**

Play "The Kangaroo" and move to it.

Key C, first note C (high do)  
a cappella count-in: 1 2 3 4 Frog...

# Frog in the Middle

England  
game song  
arr: LJ Clare



Frog in the mid-dle, can't get him out, take a big stick and stir him all a -bout!

In writing, and in art, there is evidence of "Frog in the Middle" being played by children and adults as long ago as the middle ages. Today we wouldn't take a stick to poke at the person in the middle, but the other action remains the same. The "frog" sits in the middle of a circle and is not allowed to move from that spot. Others poke (we hope gently touch) the frog. The frog attempts to catch the toucher with both hands (or one hand if this is too much of a challenge). The toucher then becomes the next frog.



## Music & Movement/Dance Frog In The Middle – England

- 1** "A long time ago, before you were born, before your mother or father was born, before there were computers or tv, before cars, children played a game that we can still play today. The game is called "Frog in the Middle." So, to play, we need a frog. Who will offer to be the frog?" (Continue demonstrating the game. One class came up with the idea of using their moving scarves to touch with to prevent injuries. Adapt the game in a class-friendly style.)
- 2** Instead of saying "Go" at the beginning of the game, children would sing ...  
Sing: "Frog in the middle, can't get him out, take a big stick and stir him all about."  
Teach using sentence completion.  
Frog in the \_\_\_\_\_ can't get \_\_\_\_\_ take a big \_\_\_\_\_ and stir him all \_\_\_\_\_  
Frog \_\_\_\_\_ can't \_\_\_\_\_ take \_\_\_\_\_ and \_\_\_\_\_  
Frog \_\_\_\_\_
- 3** Now sing the song several times to cement it in minds and voices. Vary the dynamics or tempo to keep it interesting AND TO use musical knowledge.

The recorded music that goes with this song/game is timed to keep the action moving. And to avoid having the frog in the middle keep the limelight by staying in the middle too long.

- Introduction** (The first frog is sitting in the middle.)  
**Song is sung.** (During the singing, teacher points to 3 students.)  
**Interlude** (Only the music for the song is played.)  
During the interlude, chosen students may "touch" the frog in the middle.)  
**Song is sung.** (If the frog has caught a toucher, then the game restarts here.  
If the frog did not catch a toucher, all sing the song and the teacher chooses 3 new "touchers.")
- Interlude**  
**Song is sung.**  
**Music ends.** (A new frog is chosen, and the game begins again.)

# El Coqui

Key D, first note D(do)  
a cappella count-in: 1 2 3 1 2 El co-

Puerto Rico  
folksong  
arr & trans: LJ Clare 2013



El co - qui el co-qui si -em- pre can-ta, es muy lindo el can-tar del co-  
El co - qui el co-qui is a sing -er, of a song sung to all who are



qui, por las noch - es a ve - ces me duer - mo con el  
near, ev - ry night it's a part of my sleep - ing like a



dul - ce can - tar del co - qui, co - qui co - qui, co-qui qui qui  
lu - la - by for me to hear, co - qui co - qui, co-qui qui qui



qui, co - qui co - qui, co-qui qui qui qui!  
qui, co - qui co - qui, co-qui qui qui qui!

## New Song: El Coqui - Puerto Rico

**1** "Nearly every country in the world has frogs. They're a very important part of the way the world works (the ecosystem). And, they're kind of interesting. Did you know that when frogs are young, they don't have any legs. Their legs grow when they turn into teenagers. But that's okay, because until they are teenagers, frogs spend all day in the water, swimming, and they breathe just like fish ---through gills."

"There are many many stories about frogs --like the frog prince or Kermit or (another story your class knows about frogs). There are a lot of songs about frogs too."

"If a frog could sing, what do you think it would sound like?" (listen to several frogs)

"Put your listening ears on and listen to a frog that comes from Puerto Rico (show on map). The people in Puerto Rico speak Spanish, and the frogs --well, listen and try to figure out what they are saying in the song." (Play "El Coqui.")

**2** "Could you hear what the frogs were singing? (coqui coqui coqui qui qui qui) Try the frog sound from Puerto Rico. (coqui coqui coqui qui qui qui) Now, sing with the frog in the song. (Play the song again.)

**3** The person singing the song says that every evening while she is trying to get to sleep, the frogs sing her a lullaby --coqui, coqui, coqui qui qui. This time, try to sing the frog part as if it were a lullaby. (Play the song again.)



## New Song: In The Summer - Japan

- 4 "Now listen to what the frogs sing in Japan." (Play "In the Summer.")
- 5 "What do you think you heard them singing this time?" (kwa kero kero kero kwa kwa) "Make your hand into a little frog (shape as if a hand puppet). When the pitch of the song goes up --make your frog go up with it. When the pitch of the song goes down --take your frog down with it. Ready?" (Play the song again.)
- 6 "Well done ---the pitch in this song goes up in steps, and then back down again. How many times does it do that? Listen and try to keep track." (As the song plays, use one of your hands to go up and down as a frog, and the other to count the times the frog goes up and down (3).)
- 7 "Yes ---three times. Ready to try being a Japanese frog? Kwa kwa Kero kero ... Here we go." (Play the song again singing the frog part.)



### In the Summer

Key F, first note do(F)

a cappella count-in: 1 2 3 4 In...

Japan  
children's song  
arr: LJ Clare



In the sum-mer all night long, Frogs are sing-ing their loud song,  
Ka - ey - roo - no oo - ta - ga Ki - ko - ey - tay koo - roo - no



"Grum, grum, grum, grum, jug - a jug - a jug - a jug - a jug, grum, grum."  
"Kwa kwa kwa kwa ke - ro ke - ro ke - ro ke - ro kwa kwa kwa."

8

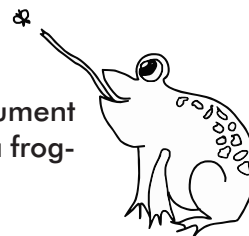
If time allows, learn the rest of the words from one of the frog songs.

## New Repertoire



Frog in the Middle (Emg;amd = Middle Ages)  
El Coqui (Puerto Rico) and In the Summer (Japan)

Sometimes sold as a decorative craft, there is a musical instrument in frog shape with a "bumpy" back that is scraped to make a frog-like sound. If you have one, it would be fun to use today!



Lesson Plan for 34 a ends here..

## Dance(A) & Drama(B) Music(C)

Practice is repetition. The second weekly lessons for CanDo 1 repeat most of the prior lesson with a few optional alternatives.

### Warm-Ups(3 minutes)

Body: Shoulder Shrugs  
Beat/Rhythm: Echo Patterns

### Practice and Review

Song: Teacher Choice  
(Solfa Warm-Up in Song key)

### Music & Movement/Dance

Song: Ha Ha This-A-Way

### Optional Ideas

#### A Frog Songs

#### B Songs and Mood

\*5 Green and Speckled Frogs

\*No Green and Speckled Frogs

#### C Enjoying the Repertoire

## A El Coqui (Puerto Rico - Spanish) In The Summer (Japan - Japanese)

Students sang the "frog words" to these songs in the last lesson. Choose one of the songs and continue to work on the "foreign language" words. There is no pretence that being able to sing one song means speaking a language, and for some might seem a pointless exercise HOWEVER, its amazing what knowing even one song in a language leads to. During a stay in VietNam, I went to see a performance of water puppets. Beside me was a family from Japan. We smiled. The parents spoke a bit of English, but not the children. I sang a bit of "In The Summer", and they joined in! Amazing! Learning songs in other languages focuses our ears to hear sounds outside our norms, music of a different kind.

El Coqui is wordy. Use the "Echo mp3" which has built in spaces for echoes. Begin by playing/echo the recording without displaying the words. Then repeat while showing the words.

Students already know half of In The Summer (the frog song). Display the words, play the recording twice. Next ask students to sing along.

The hallmark of a song being known, is the ability of the class to sing it without the recording playing.

## B Five Green and Speckled Frog and Eco Version

- 1 This is a popular pre-school and kindergarten song. However, even if students have not heard it before, by the time the last verse comes, everyone will be singing. Play the mp3 or use the video and invite students to sing when they are ready.
- 2 Ask students to listen for differences as you play the mp3 Eco version of the song. After playing it, ask what differences they heard (words, ideas, mood, way music is played).
- 3 Chat briefly with students about the importance of frogs in the eco system --both for what they do(eat mosquitos that carry disease), and as an indication of the health of a pond/boggy area. Display the words to the song and invite students to sing as the recording or video is played again.

# Five Green and Speckled Frogs

## No Green and Speckled Frogs

Key C, first note so(G)

a cappella count-in: 1 2 3 4 Five...

nursery rhyme

anon

arr and revision words c. 2015 LJ Clare

Five green and speck-led frogs, sat on a speck-led log,  
eat-ing some most de-lic-ious bugs. Yum! Yum!  
One jumped in - to the pool, where it was nice and cool,  
then there were four green speck-led frogs. Ker - plunk.

### Five Green and Speckled Frogs

Five green and ...  
Four green and ...  
Three green and ...  
Two green and ...  
One green and ...  
No green and ...

#### alternate last verse

No green and speckled frogs  
Sat on the speckled log  
Eating some most delicious bugs  
They all were in the water  
Splashing a playful otter  
All of the five green speckled frogs.

### No Green and Speckled Frogs change key to Gm

No green and speckled frogs,  
sitting on speckled logs  
eating up lots of little bugs,  
Jumping into a pool, where it is nice and cool  
living in all our marshy bogs.

Where are those speckled frogs,  
sitting on speckled logs  
croaking and keeping our world green?  
Have they moved far away, found a safe place to stay  
where they can swim with pollywogs?

We need some speckled frogs,  
sitting on speckled logs  
eating up lots of little bugs,  
Jumping into a pool, where it is clean and cool  
living in all our marshy bogs

**Enjoy the Repertoire** Student Choice of Song or Dance

Lesson Plan for 34b ends here..