

I can do music in Lesson 1. My name is _____

Head and Shoulders

arr: LJ Clare
1996



Verse 1 Head and shoul-ders, knees and toes, knees and toes, knees and toes,

Verse 2 Head and shoul-ders, el - bows, hips, el - bows, hips, el - bows, hips,

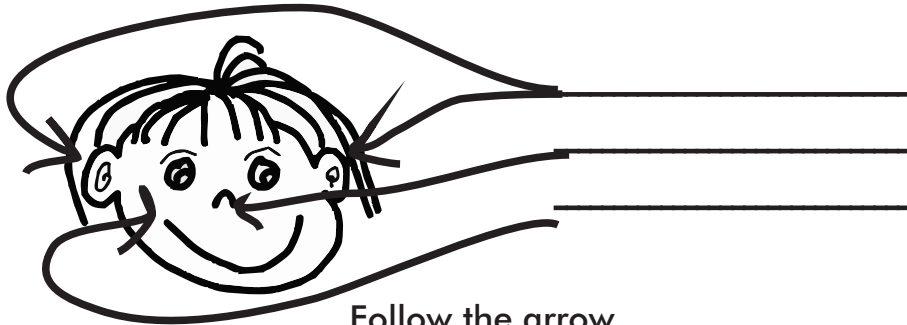
Verse 3 Head and shoul-ders, tums and bums, tums and bums, tums and bums,



Head and shoul-ders, knees and toes, eyes, ears, mouth and nose.

Head and shoul-ders, el - bows, hips, eyes, ears, skin and lips.

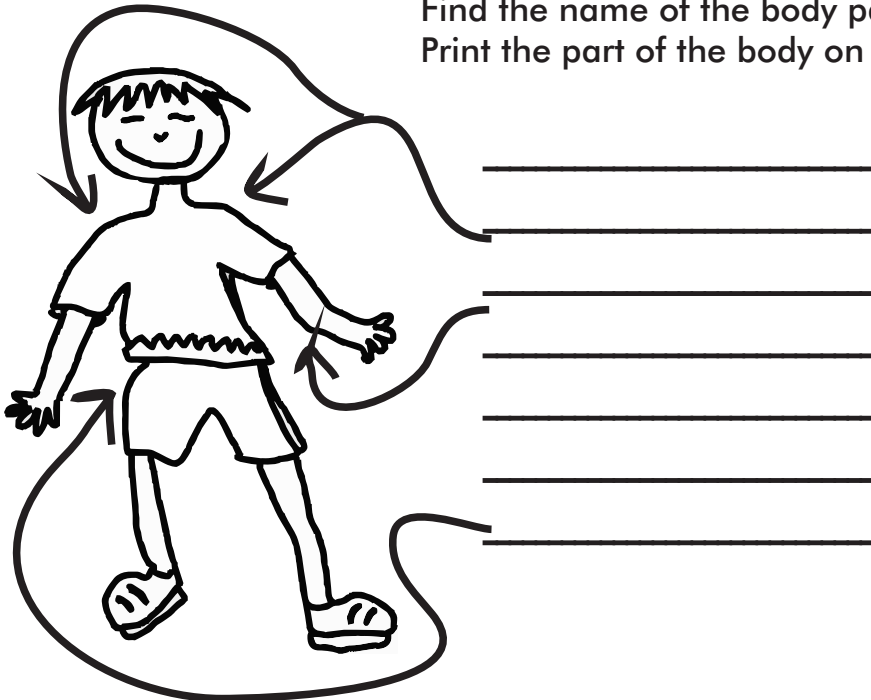
Head and shoul-ders, tums and bums, belly-button, fingers and thumbs.



Follow the arrow.

Find the name of the body part in the song.

Print the part of the body on the line.



Ask me to sing this song and do the actions!

I can do music in Lesson 2 . My name is _____

Our voices connect music notes into songs.

A pen can connect the music notes on paper.

The line the pen draws shows highs/ups and lows/downs in music.

Use a crayon to connect the music notes in our song.

Ha, Ha This-A-Way United States folksong

① Ha, ha, this - a way, ② Ha, ha, that-a way

③ Ha, ha, this-a way, ④ All day long_____.

Print the word that is in the highest place. _____

Ask me! Who is this man?
What is he playing?



Connect the verb with its gerund.

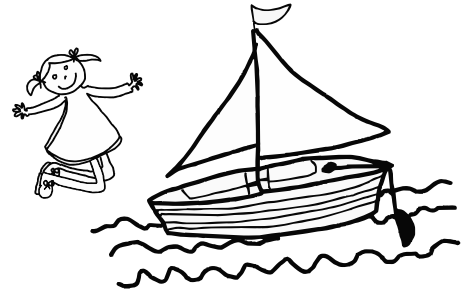
- | | |
|---------|------------|
| hop | wiggling |
| wiggle | walking |
| skip | trotting |
| trot | hopping |
| walk | stretching |
| stretch | skipping |
| fly | swimming |
| clap | stomping |
| stomp | flying |
| sneak | sneaking |
| swim | clapping |

Ask me to tell you about Leadbelly and his song!

When I Was One

Canada
Street Rhyme

When I was one I ate a bun, going over the sea,
I jumped aboard a sailing ship
and the sailor said to me,
"Going over, going under,
stand at attention, like a soldier,
with a 1, 2, 3."



Find the words to finish each part of the song.

When I was one I ate a _____

jive

When I was two I dropped my _____

tree

When I was three I climbed a _____

shoe

When I was four I painted the _____

tricks

When I was five I danced the _____

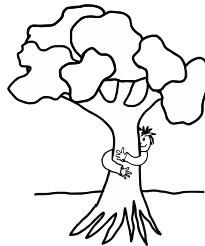
bun

When I was six, I played some _____

floor

When I was 3
I climbed a tree

but



what if I
painted a tree
instead?



Create your own silly song by changing the verbs. What will you sing?

When I was one I _____ a bun

ate

When I was two I _____ my shoe

dropped

When I was three I _____ a tree

climbed

When I was four I _____ the floor

painted

When I was five I _____ the jive

danced

When I was six I _____ some tricks

played

Now sing your song to a friend.

Ask me to sing my silly song.

I can do music in Lesson 4 . My name is _____

**This is a composer.
His name is Camille Saint-Saens.
He lived in France.
While he was on a holiday in Austria,
he wrote music that sounds like animals.
We listened to his kangaroo music.**



**If we didn't know the music was about
a kangaroo, we might think it's about
another animal or bug or bird that
hops.**

Print the names of 3 hoppers here.

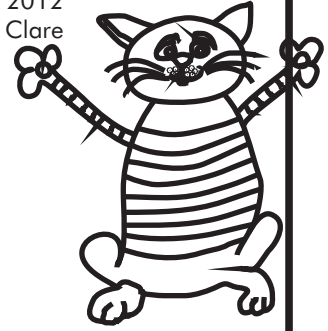
**Choose one of your three hoppers. Circle its name.
Draw a small picture of your hopper below.
Leave lots of space for it to hop.**

Ask me to tell you about my drawing.

I can do music in Lesson 4 . My name is _____

One Person, Many Voices

teaching rhyme
Canada 2012
LJ Clare



Shouting is an outside voice, calling to far away.

Speaking is an inside voice, for working or for play.

Whispering is a quiet voice so babies can sleep in the day.

Sing-ing is a spec-ial voice, and it goes this way-----.

La la la la la la. La la la la la.

Draw a picture of a place where you use your different voices.

speaking voice	whispering voice
shouting voice	singing voice

Ask me to say one of the lines in the rhyme in the kind of voice it tells about.

I can do music in Lesson 5 . My name is _____

Turkey in the Straw

Key C, first note E(mi)
glockenspiel count-in: 1,2,1,2,Tur-key...

tune: USA traditional
words: rev. LJ Clare
folksong - barn dance
circa 1850s

Tur-key in the straw, haw, haw, haw. Tur - key in the hay,
hay, hay, hay. Fun - ni-est thing I ev - er saw,
Sil-ly lit-tle dance they call the tur-key in the straw. 1.Put your

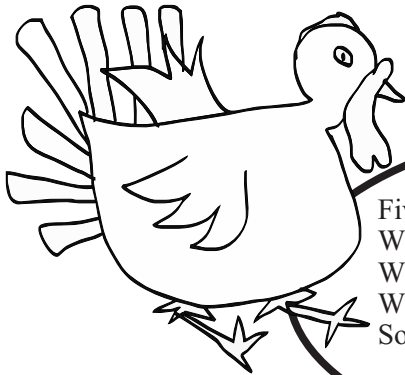
Try saying
or singing
the words
while you do
the actions.

heel, toe, clap, clap, clap,
Turkey in the straw, haw, haw, haw,

heel, toe, clap, clap, clap,
Turkey in the hay, hay, hay, hay,

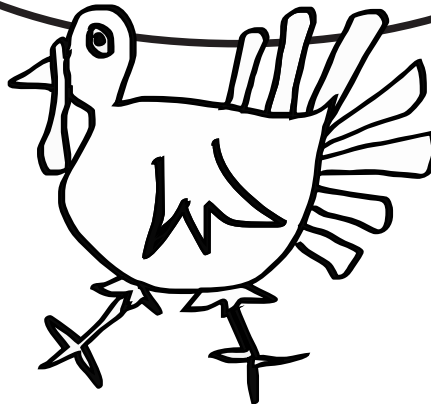
forward, forward, forward, forward,
Funniest thing I ever saw,

back, back, back, back,
Silly little dance they call the turkey in the straw.



Five fat turkeys are we, X X
We slept all night in a tree, X X
When the cook came around
We couldn't be found,
So that's why we're here, you see. X X















Where did the other
turkey go?
Bring him back here.



Ask me to show you the dance for "Turkey in the Straw."

I can do music in Lesson 6 . My name is _____

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1	2	3	4	1	2	ready	read
				I	like		
red		yellow		green		yum	
1		2		big		little	
		yum				yum	yum

Today you are the conductor!

1. Practise reading the pocket chart.
2. Join a group of friends.
3. Take turns being the conductor.
4. Circle one thing that you did well.

Our group members are:

I smiled.	I pointed as my friends read.
I stood up straight.	I spoke in a voice that everyone could hear.

Ask me to be the conductor!

A, E, I O U. Do you know your vowels too?



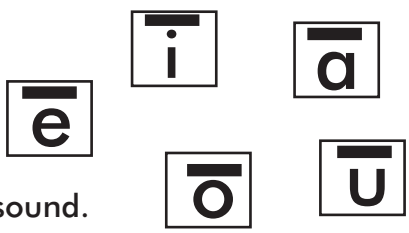
I Like to Eat campsong

Key G, first note B(mi)

	I like	to	eat,	eat,	eat,	ap - ples	and ba - nan - as.
(long a sound)	I like	to	ate,	ate,	ate,	app - ples	and bay - nay - nays.
(long e sound)	I like	to	eet,	eet,	eet,	eep - ples	and bee - nee - nees.
(long i sound)	I like	to	ite,	ite,	ite,	iyp - ples	and by - ni - niys.
(long o sound)	I like	to	ote,	ote,	ote,	op - ples	and boy - noy - noys.
(long u sound)	I like	to	ute,	ute,	ute,	u - ples	and boo - noo - noos.
	I like	to	eat,	eat,	eat,	ap - ples	and ba - nan - as.

I like to eat, eat, eat, ap - ples and ba - nan - as.
verses repeat as above ...

Play the Vowel Game with some friends.
 Take turns being the leader.
 The leader points to a vowel
 and counts in: 1, 2, ready, sing.
 Everybody sings "I Like to Eat" with the vowel sound.



Long vowels say their own name.

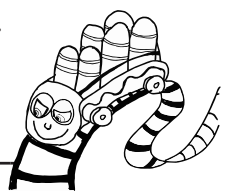
The "fast" and "slow" in music is called tempo.

Presto music is very fast.
 Print the name of something that goes like presto music.

Allegro music is lively.
 Print the name of something that goes like allegro music.

Andante music is slow and stately.
 Print the name of something that goes like andante music.

roller coaster





car



turtle



me

Play the "Tempo" game with some friends.
 Take turns being the leader.
 The leader points to one of the tempo words,
 and counts in: 1, 2, ready, read.
 Everybody says the vowel question at the correct tempo.



A, E, I O U. Do you know your vowels too?

Point to a vowel and ask me what it sounds like!

I can do music words. My name is _____

Everybody, Sing a Song of Seasons

Everybody, sing a song of seasons. tune: folksong USA
Everybody, sing a song now! words: LJ Clare Canada 2011

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Autumn is the time when
we pick apples,
Autumn is the time when
the leaves fall down.
Autumn is the time when
it gets a little chilly,
Autumn is the time when
the leaves fall down.

Winter is the time when
we play hockey,
Winter is the time when
the snow falls down.
Winter is the time when
its cold, cold, cold,
Winter is the time when
the snow falls down.

Spring is the time when
we jump in puddles,
Spring is the time when
the rain falls down.
Spring is the time when
it gets a little warmer,
Spring is the time when
the rain falls down.

Summer is the time when
we go swimming,
Summer is the time when
the sun shine down.
Summer is the time when
its hot and sticky,
Summer is the time when
the sun shines down.

puddles

leaves

swimming

sun

rain

Spring

little warmer

hot and sticky

hockey

little chilly

Autumn

Summer

cold, cold, cold

apples

snow

Winter

Ask me to tell you about my favourite season!

I can do musicwords. My name is _____

Everybody, Sing a Song of Seasons

Everybody, sing a song of seasons. tune: folksong USA
Everybody, sing a song now! words: LJ Clare Canada 2011

Autumn

Autumn is the time when we pick apples,
Autumn is the time when the leaves fall down.
Autumn is the time when it gets a little chilly,
Autumn is the time when the leaves fall down.

puddles

leaves

swimming

Winter

Winter is the time when we play hockey,
Winter is the time when the snow falls down.
Winter is the time when its cold, cold, cold,
Winter is the time when the snow falls down.

sun

rain

little warmer

Spring

Spring is the time when we jump in puddles,
Spring is the time when the rain falls down.
Spring is the time when it gets a little warmer,
Spring is the time when the rain falls down.

hot and sticky

hockey

little chilly

Summer

Summer is the time when we go swimming,
Summer is the time when the sun shine down.
Summer is the time when its hot and sticky,
Summer is the time when the sun shines down.

snow

cold, cold, cold

apples

Ask me to tell you about my favourite season!

I can do music words . My name is _____

Everybody, Sing a Song of Seasons

Everybody, sing a song of seasons.
Everybody, sing a song now!

tune: folksong USA
words: LJ Clare Canada
2011

Autumn

Autumn is the time when
we pick apples,
Autumn is the time when
the leaves fall down.
Autumn is the time when
it gets a little chilly,
Autumn is the time when
the leaves fall down.

leaves

puddles

swimming

sun

Winter

Winter is the time when
we play hockey,
Winter is the time when
the snow falls down.
Winter is the time when
its cold, cold, cold,
Winter is the time when
the snow falls down.

rain

little warmer

hot and sticky

Spring

Spring is the time when
we jump in puddles,
Spring is the time when
the rain falls down.
Spring is the time when
it gets a little warmer,
Spring is the time when
the rain falls down.

hockey

little chilly

snow

Summer

Summer is the time when
we go swimming,
Summer is the time when
the sun shine down.
Summer is the time when
its hot and sticky,
Summer is the time when
the sun shines down.

cold, cold, cold

apples

Ask me to tell you about my favourite season!

I can do music words. My name is _____

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Autumn

Autumn is the time when
we pick apples,
Autumn is the time when
the leaves fall down.
Autumn is the time when
it gets a little chilly,
Autumn is the time when
the leaves fall down.

Winter

Winter is the time when
we play hockey,
Winter is the time when
the snow falls down.
Winter is the time when
its cold, cold, cold,
Winter is the time when
the snow falls down.

Spring

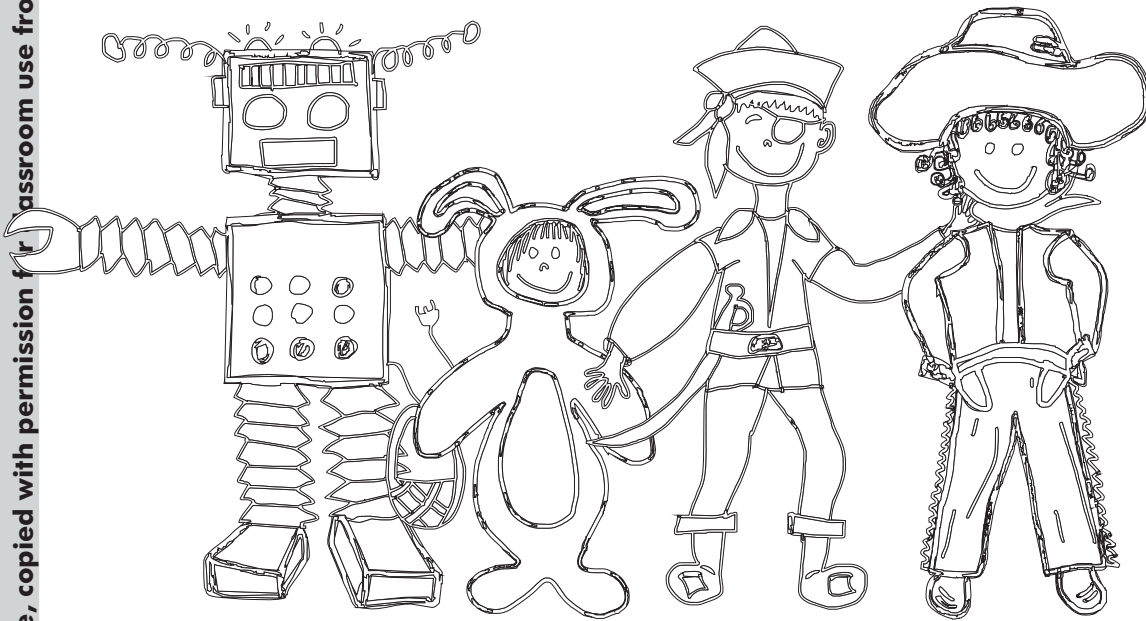
Spring is the time when
we jump in puddles,
Spring is the time when
the rain falls down.
Spring is the time when
it gets a little warmer,
Spring is the time when
the rain falls down.

Summer

Summer is the time when
we go swimming,
Summer is the time when
the sun shine down.
Summer is the time when
its hot and sticky,
Summer is the time when
the sun shines down.

Ask me to tell you about my favourite season!

I can do music in Lesson 7 . My name is _____



I'm gonna be a _____.

Key G, first note G(do)
a cappella count-in: 1,2,3,4,What...

I'm Gonna Be a

Canada
2011
L.J. Clare



What will you be, you be, you be?



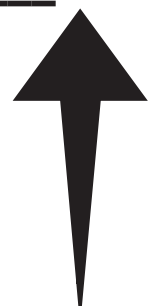
What will you be on Hal - lo - ween?



I'm gon-na be a pi - rate, pi - rate, pi - rate.



I'm gon-na be a pi - rate on Hal - lo - ween.

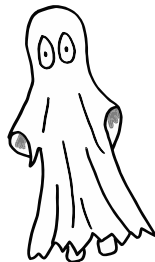
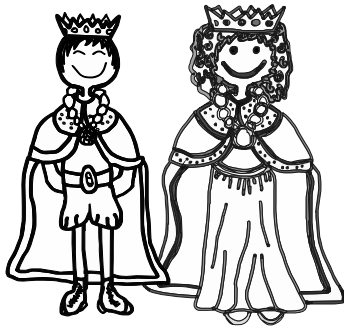
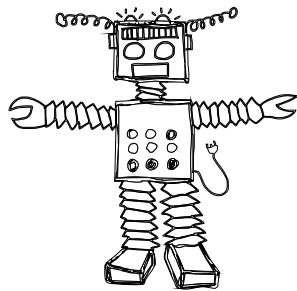


Draw a picture of you, or someone you know dressed up for Halloween. Then, sing your costume verse to the teacher.

Ask me to sing my costume verse!

Rhythm Counting

Draw a line between the children and their costume names.
Say and clap the words. Circle the number of claps.



vampire 1 **2** 3 4

pirate 1 2 3 4

king and queen 1 2 3 4

teddy bear 1 2 3 4

rock star 1 2 3 4

rabbit 1 2 3 4

cowboy 1 2 3 4

bumblebee 1 2 3 4

superhero 1 2 3 4

robot 1 2 3 4

soldier 1 2 3 4

ghost 1 2 3 4

princess 1 2 3 4

_____ 1 2 3 4

Ask me to sing my costume verse!

I can do music in Lesson 8 . My name is _____

Five Little Pumpkins



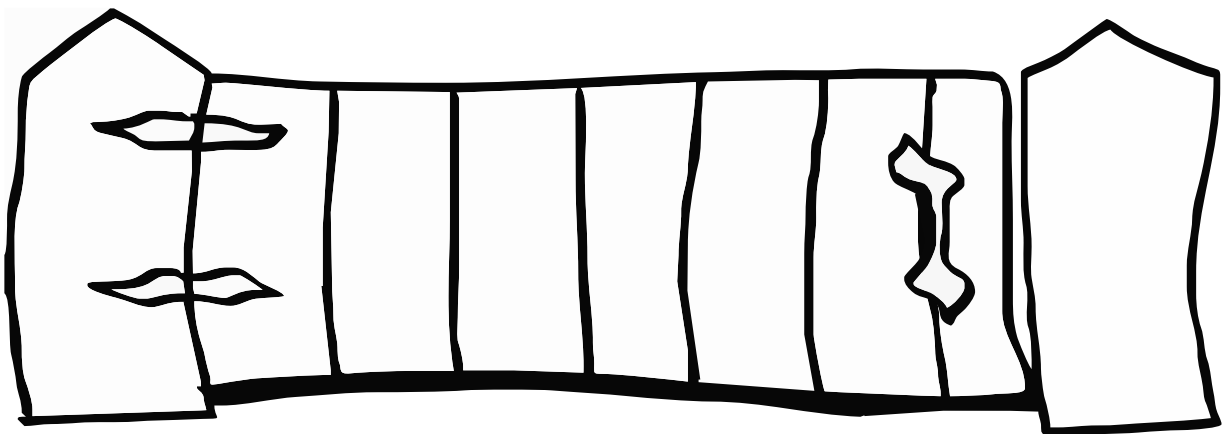
Five little pumpkins sitting on a gate
The first one said, "Oh my it's getting late."
The second one said, "there are witches in the air!"
The third one said, "But we don't care."
The fourth one said, "Let's run and run and run."
The fifth one said, "I'm ready for some fun!"
Poof went the wind, and out went the light,
And away they all rolled into Hallowe'en night.

These pumpkins are tired.
Draw them sitting on their gate
so they can rest a while.

Your job today is to be an actor. Practice saying the words. Now decide how to act as you say the words. Where will you stand or sit? Will the words be loud or soft? Practise your play about the pumpkins. When you are ready to put on your play, tell the teacher.

Actors

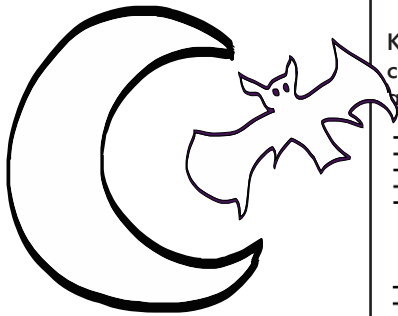
- First Pumpkin _____
- Second Pumpkin _____
- Third Pumpkin _____
- Fourth Pumpkin _____
- Fifth Pumpkin _____
- Narrator(s) _____



Ask me to recite "Five Little Pumpkins."

This Is the Way the Witches Fly

- 1 This is the way the witches fly, witches fly, witches fly,
This is the way the witches fly, "swish, swish, swish."
- 2 This is the way the ghosts go by, ghosts go by, ghosts go by,
This is the way the ghosts go by, "ooo, oooo, oooo."
- 3 This is the way the black cats sound, black cats sound, black cats sound
This is the way the black cats sound, "Me -----ow!"
- 4 This is the way the hoot owls cry, hoot owls cry, hoot owls cry,
This is the way the hoot owls cry, "hoo, hoo, hoo."
- 5 This is the way the children call, children call, children call,
This is the way the children call, "Trick or treat!"



Twinkle Twinkle

Key D, first note: D(do)
count-in: 1,2,3,4, Twinkle...
arr: ljc

words: Canada
2010
LJClare et al

Twin-kle twin-kle lit-tle bat, how I won-der what you're at.

Fly -ing right a- cross the moon, To the mus-ic of a loon,

Twin-kle twin-kle lit-tle bat, how I won-der what you're at.

I'm Gonna Be a ...

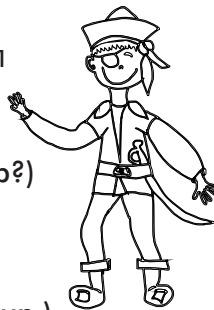
c. LJ Clare 2011

What will you be, you be, you be,
What will you be on Halloween?
(What will you be when you dress up?)

I'm gonna be a pirate, pirate, pirate,
I'm gonna be a pirate on Halloween.
(I'm gonna be a pirate when I dress up.)

I'm gonna be a _____.

I'm gonna be a _____.



Five Little Pumpkins

Five little pumpkins sitting on a gate
The first one said, "Oh my it's getting late."
The second one said, "There are witches in the air!"
The third one said, "But we don't care."
The fourth one said, "Let's run and run and run."
The fifth one said, "I'm ready for some fun!"
Poof went the wind, and out went the light,
And away they all rolled into Hallowe'en night.

Ask me to perform my favourite Halloween song/chant.

I can do music in Lesson 9 . My name is _____

Poppies Are For November

Remembrance Day
Canada
LJ Clare 2010

Key F, first note C(so)
glockenspiel count-in: 1,2,3,4,Poppies...
piano-softly



Pop-pies are for No - vem-ber, Pop-pies are to re - mem-ber,



1. Re - mem - ber war and work for peace.
2. Re - mem - ber sold - iers and work for peace.
3. Re - mem - ber fam'-lies and work for peace.
4. Re - mem - ber chil - dren and work for peace.

NOVEMBER

Say and clap each word. Now, say the word and use your fingers to count its rhythm.

poppies 2 make 1 November _____
 peace _____ children _____ together _____
 war _____ all _____ remember _____

All Together

tune: revised LJ Clare
words: LJ Clare
Canada
2011

Key G, first note D(low so)
glockenspiel count-in: 1,2,3,4,All...



All to - geth-er, Let's make peace. All to - geth-er, Let's make peace.



Let's make peace, all to-geth-er, Let's make peace, all to-geth-er,



Let's make peace, all to-geth-er, Peace! Peace! Peace!

NOVEMBER

Ask me to show you how to do a rhythm count for a word!

One Apple, Two Apples

Counting Rhyme
Canada, 2011
LJ Clare



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1	apple,	2	apples,	3	apples,	4,	
---	--------	---	---------	---	---------	----	--

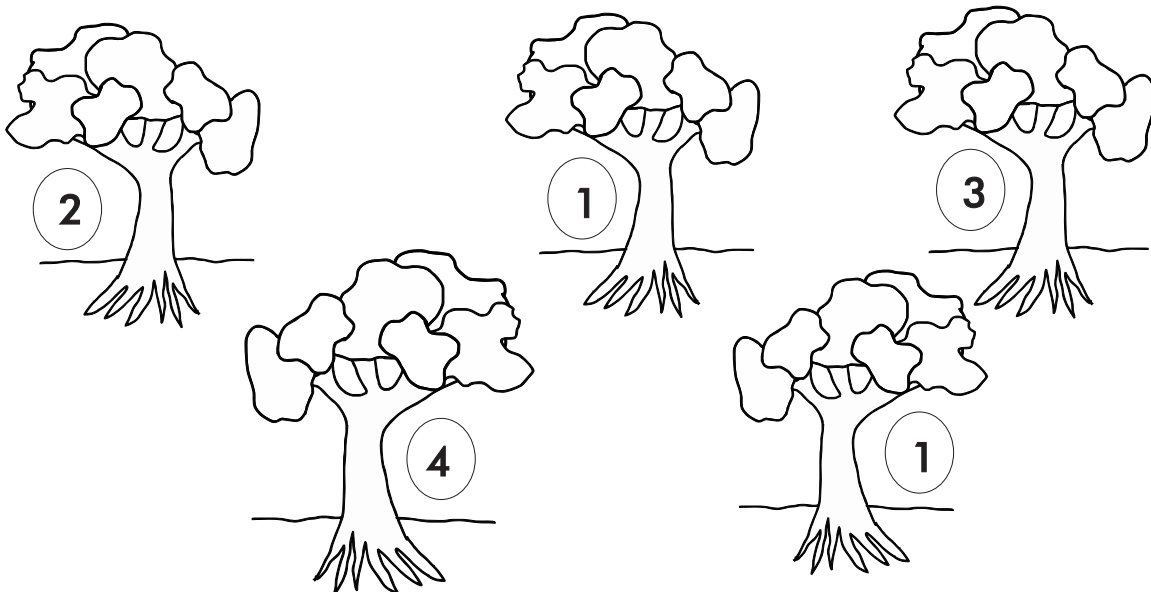
5	apples,	6	apples,	7	apples	more.	
---	---------	---	---------	---	--------	-------	--

Apples	at the	farm,		Apples	at the	store,	
--------	--------	-------	--	--------	--------	--------	--

Apples	on the	kitchen	table,	Apples	on the	floor!	
--------	--------	---------	--------	--------	--------	--------	--

Practise saying the apple chant. When you think you know it, try saying it with your eyes closed.

Draw the correct number of apples on each tree.
How many apples are in the orchard?



There are _____ apples in the orchard.

**Ask me which I like better ---apple pie or fresh apples.
Ask me to read "One Apple, Two Apples."**

I can do music in Lesson 10 . My name is _____

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The name of a song I like a lot is _____

Make a piece of art in the rectangle above to go with your song.

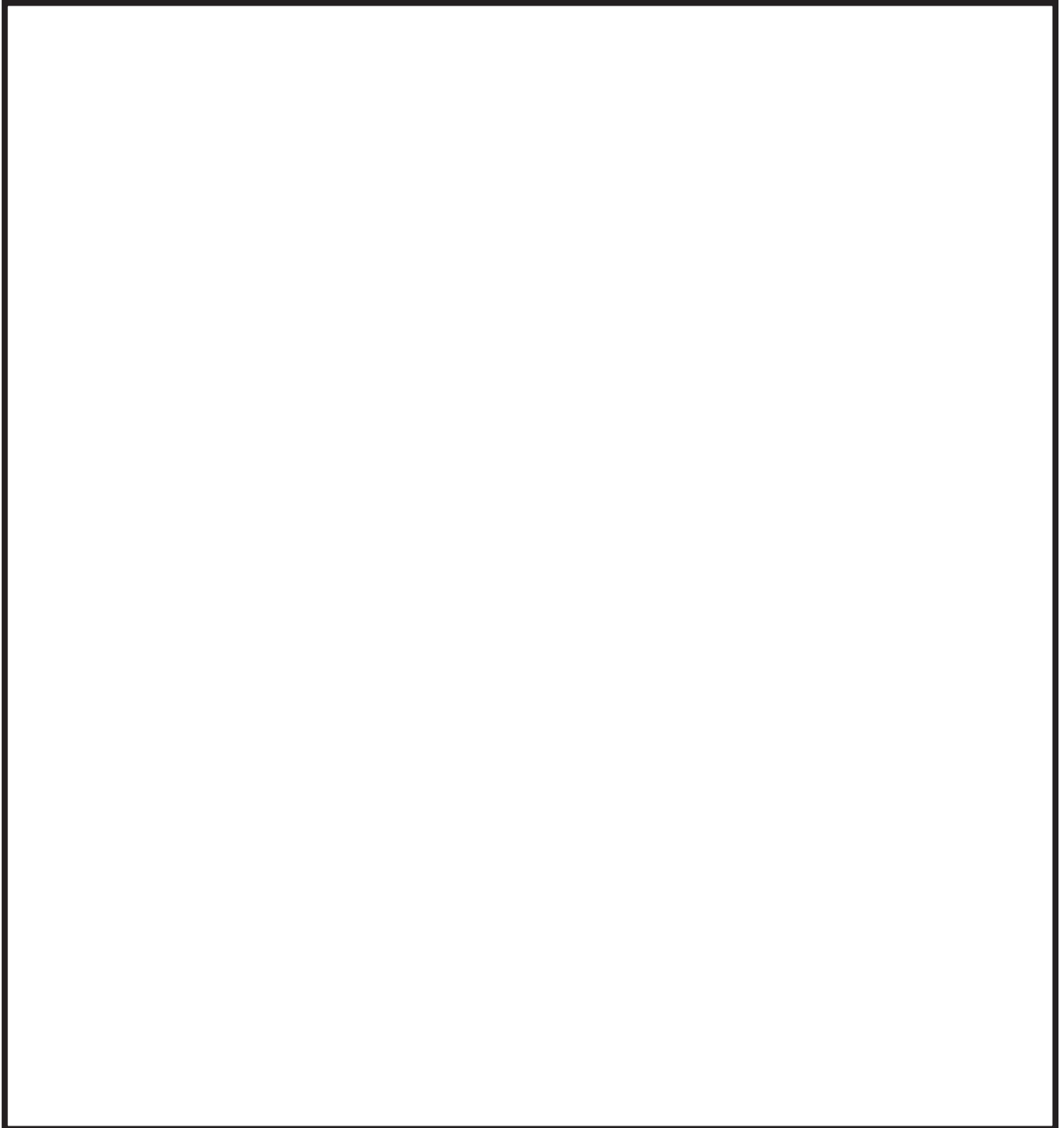
You may draw a picture that shows something happening in the song.

You may draw a picture of you singing the song.

You may cut and paste pictures from magazines to show ideas in the song.

You may print some words from the song and decorate them.

You may use any or all of the ideas above OR your very own ideas.



Ask me about my art!

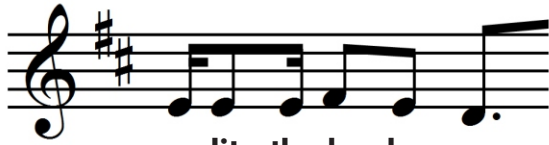
Tingalayo

Key D, first note F#(mi)
glockenspiel count-in: 1,2,3,4,1,2,3,Tin-ga...

West Indies
folksong
arr: LJ Clare



Tin - ga - lay - o, come, lit-tle don-key come. Tin-ga - lay - o,



come, lit- tle don-key come.

1

Me donkey fast, me donkey slow,
Me donkey come and me donkey go.
Me donkey fast, me donkey slow,
Me donkey come and me donkey go.

2

Me donkey eat, me donkey sleep,
Me donkey kick with his two hind feet.
Me donkey eat, me donkey sleep,
Me donkey kick with his two hind feet.

3

Me donkey yes, me donkey no,
Me donkey stop when I tell him go.
Me donkey yes, me donkey no,
Me donkey stop when I tell him go.

4

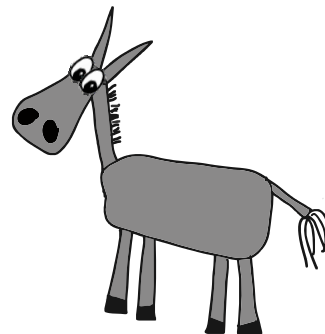
Me donkey "hee," me donkey "haw,"
Me donkey sleep in a bed of straw.
Me donkey "hee," me donkey "haw,"
Me donkey sleep in a bed of straw.

What country does the donkey
come from?

These are the verses for Tingalayo.

Cross out the words for things
the donkey does not do in the song.

- | | |
|-------|------|
| swim | eat |
| stop | jump |
| sleep | talk |
| fly | come |
| go | read |
| kick | skip |



Draw a friend for Tingalayo.

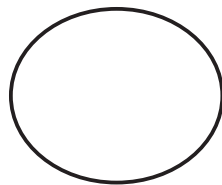
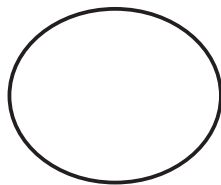
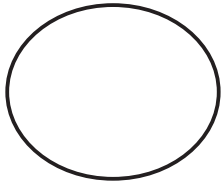
Ask me to explain my answers above!

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 ABBA AAAB ABAB** **ABBA ABBA AAAB ABAB**

Choose
"A"

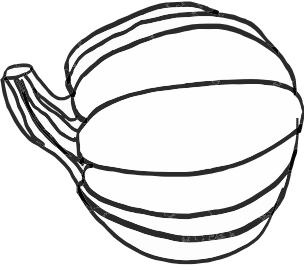
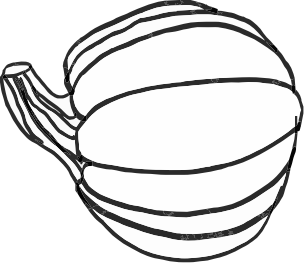
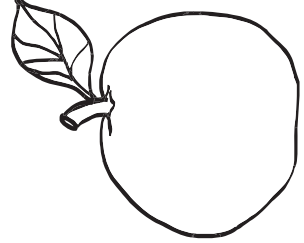
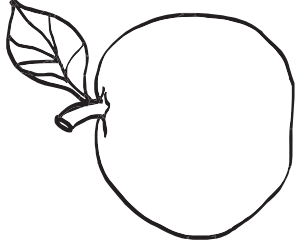
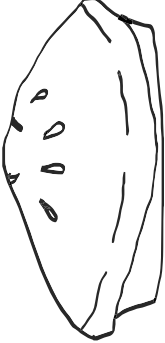
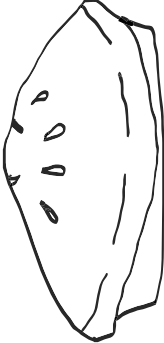

then choose
"B."

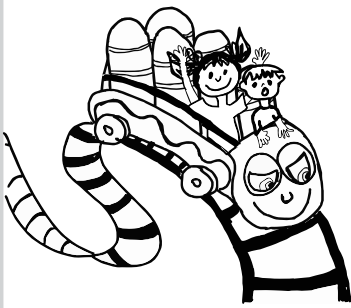


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I can do music in Lesson 11. My name is _____

			
			I
Yumi	Yumi	~	like
red	orange	yellow	green

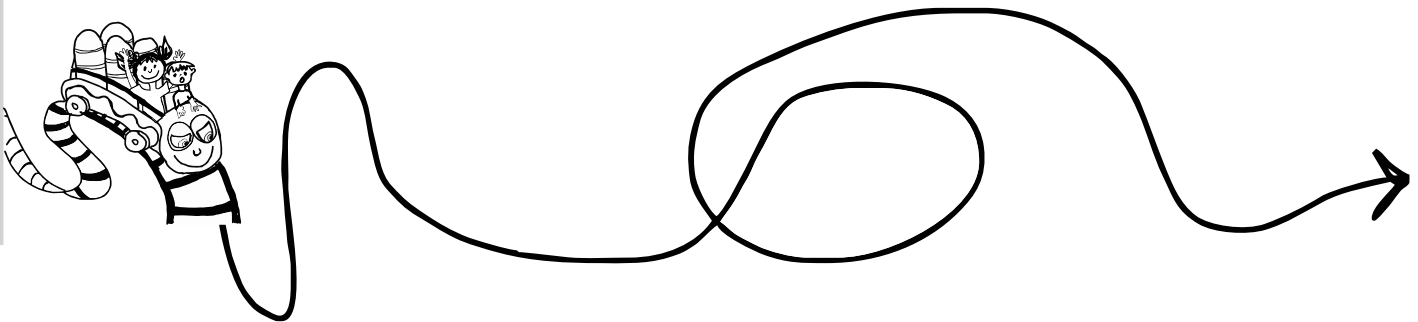


Roller Coaster Aahs

Take your voice on a roller coaster ride!



This time, pick a tempo. Fast or slow?

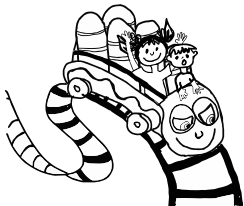


Now pick dynamics. Loud or soft?

Your turn to compose a little music.

Draw a roller coaster ride below.

Ask a friend to go on your roller coaster ride with you. My friend's name: _____



Ask me to invite you on a roller coaster ride!

I can do music in Lesson 12 . My name is _____

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This is me. The song I'm singing is called _____

I am singing it _____

Name of adult I interviewed: _____

Where did you grow up? _____

When you were my age, where did you sing? _____

What songs do you remember from childhood? _____

Name of adult I interviewed: _____

Where did you grow up? _____

When you were my age, where did you sing? _____

What songs do you remember from childhood? _____

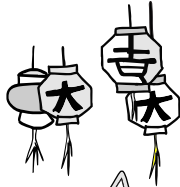
Ask me to ask you some questions about singing!
Help me to print the answers.

I can do music in Lesson 13 . My name is _____

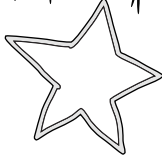
Find my name and print it on the line.



candle



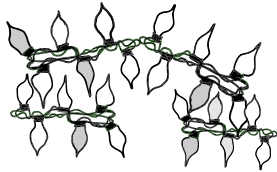
lanterns



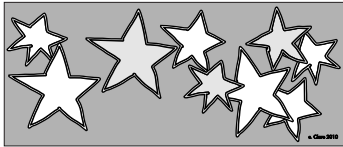
lights



lantern



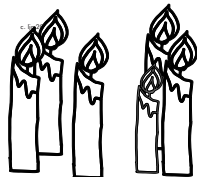
holiday



candles



fireworks



crescent moon



diyas

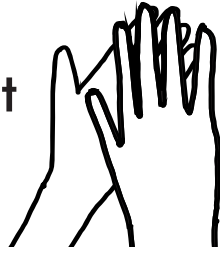


menorah

star

Ask me to read the words.

Rhythm Count



How many claps in each flashcard?
Circle the number of claps.

shining bright

1 2 3 4 5

bright stars

1 2 3 4 5

fireworks

1 2 3 4 5

crescent moon

1 2 3 4 5

lantern

1 2 3 4 5

candles

1 2 3 4 5

in the night

1 2 3 4 5

shining in the

1 2 3 4 5

night

1 2 3 4 5

candle

1 2 3 4 5

star

1 2 3 4 5

diyas

1 2 3 4 5

night

1 2 3 4 5

joy

1 2 3 4 5

lanterns

1 2 3 4 5

hope

1 2 3 4 5

peace

1 2 3 4 5

lights

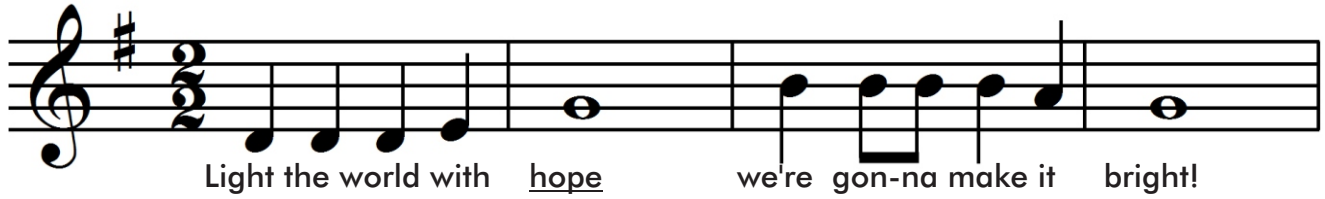
1 2 3 4 5

Ask me to read a flashcard and clap its rhythm!

Light the World

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

tune: traditional
 words: LJ Clare
 2011



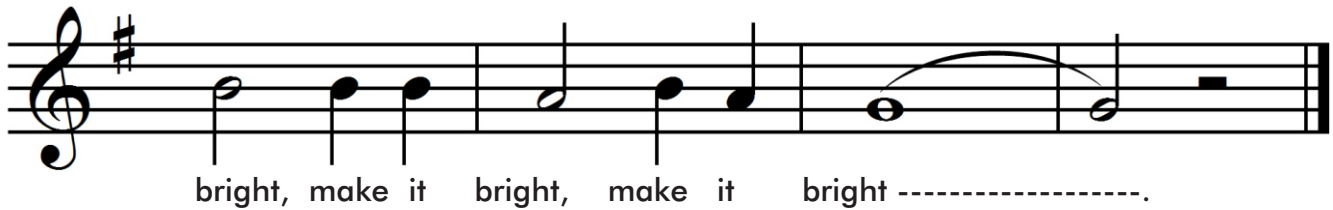
Light the world with hope we're gon-na make it bright!



Light the world with hope, we're gon-na make it bright!

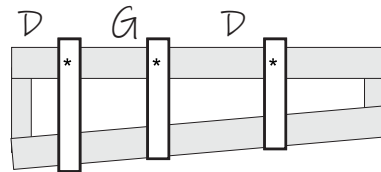


Light the world with hope, we're gon-na make it bright, make it



bright, make it bright, make it bright -----.

1. Light the world with hope
2. Light the world with peace ...
3. Light the world with joy...
4. Light the world with love ...



glockenspiel pattern
 D G D(high) G

How many "ti-ti" rhythm signs can you find in this song? 2 3 4 5

Ask me what my coloured lines show!

I can do music in Lesson 15 . My name is _____

Up On the Housetop

Key D, first note A(so)
a cappella l count-in: 1,2,3,4,Up...

United States
1860s holiday song
Benjamin R Hanby

Up on the housetop rein-deer pause, Out jumps good old San - ta Claus!
Down thru the chim - ney with lots of toys, all for the lit-tle ones! Christ-mas joys
chorus
Ho, ho, ho! Who wouldn't go? Ho, ho, ho! Who wouldn't go----?
Up on the house-top, click, click, click. Down thru the chim-ney with good Saint Nick!

2. First comes the stocking of little Nell
Oh, dear Santa, fill it well
give her a dolly that laughs and cries,
One that will open and shut her eyes.
Ho, ho, ho...

3. Next comes the stocking of little Will
Oh, just see what a glorious fill
Here is a ball and lots of blocks,
There's even a little train that talks.
Ho, ho, ho...

Benjamin Hanby was born in Ohio in 1833. In his short life (he died at age 35) he worked as a teacher, principal, minister and editor for a music publishing house. He wrote over 60 songs. The house where he wrote most of the songs is now a museum in Westerville, Ohio.

C.C. Moore's poem "Twas the Night Before Christmas", written in 1822 became so well known that by the mid 1800s it was taken as the authority on how Santa made his visits. It certainly was the source for Benjamin Hanby who wrote "Up on the Housetop" in the 1860s. "Jolly Old St. Nicholas", whose authorship has never been pinned down, is also attributed by some to Hanby

Santa Claus Has 10 Toys!

tune: traditional
words: LJ Clare
2011
holiday song

Key G, first note G(do)
glockenspiel count-in: 1,2,3,4,San...

San-ta Claus has x ten toys, San-ta Claus has x ten toys,
San - ta Claus has x ten toys, Go San - ta, Go! Ho, ho, ho!

Ask me to sing you a holiday song!

Circle your choice.

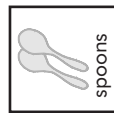
Tempo

- presto
- allegro
- andante

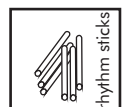
Dynamics

- forte
- piano

Beat

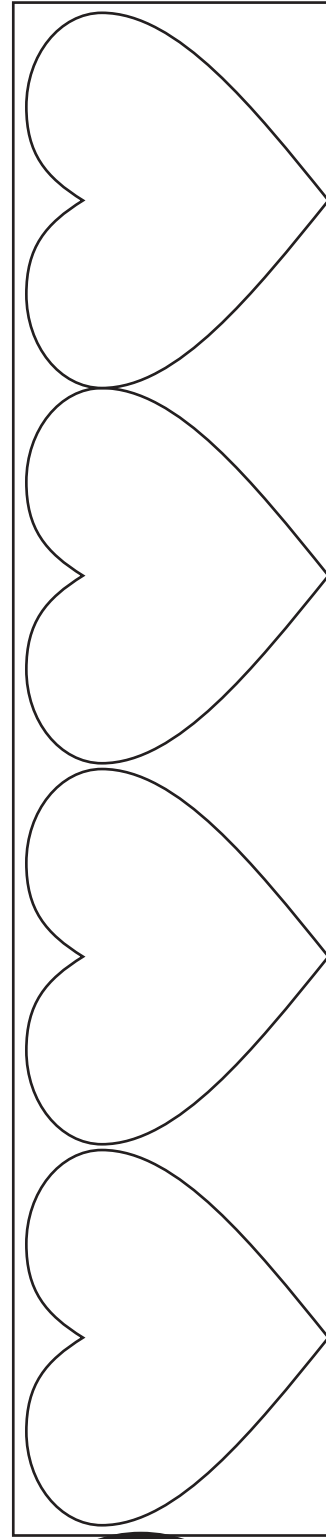
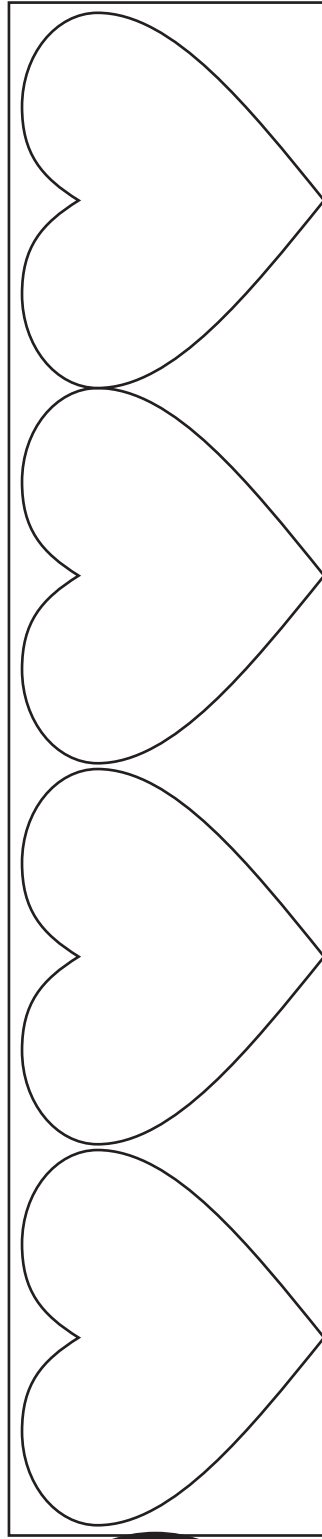
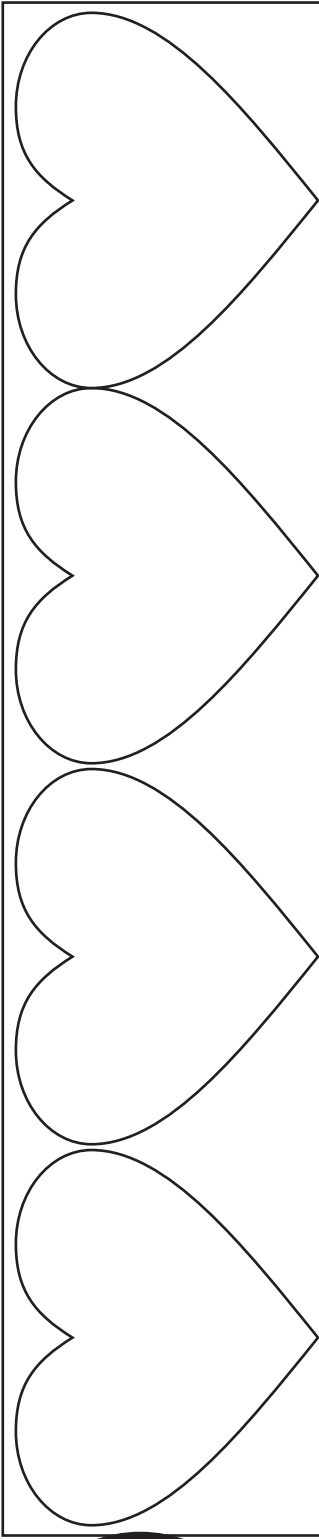


Rhythm



Choose an "A" and a "B"

Composer's Name _____



Circle your choice.

Form

- AABA
- ABAB
- AAAB
- ABBA
- ABBB

Student Composition Size

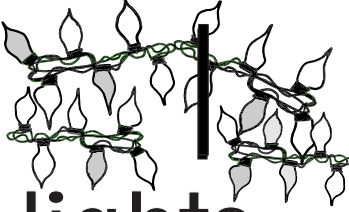


crescent moon

c. Clare 2010



night



lights




bright stars

c. Clare 2010



star



c. ljç 2010




fireworks

c. Clare 2010




diyas

c. ljç 2010

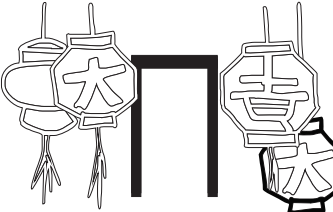


c. ljç 2010




lantern

c. Clare 2010




lanterns


c. Clare 2010



c. ljç 2010




candles









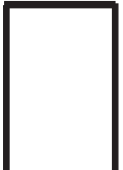








candle

c. Clare 2010













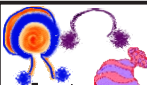

c. ljç 2010

 <p>in the night</p> <p><small>c. liz 2010</small></p>	 <p>peace</p>	 <p>hope</p>		
 <p>shining bright</p> <p><small>c. liz 2010</small></p>	 <p>light</p>	 <p>bright</p>		
 <p>shining in the</p> <p><small>c. liz 2010</small></p>	 <p>big</p>	 <p>lit-tle</p>		
 <p>twinkling</p> <p><small>c. liz 2010</small></p>	 <p>out - side</p>			
 <p>night</p> <p><small>c. liz 2010</small></p>	 <p>in - side</p>			
<p>Student Composition Size</p>			 <p>love</p>	 <p>joy</p>

Print "ta" or "ti-ti" under each flashcard.

 mittens	 hats	Brrrrrrr	 nose	 toes
ti-ti	ta			
cold	 mitts	 snow	 scarf	ice
 hat	 snowy	clothes	 scarves	icy

 = "ta"
 = "ti-ti"
 = "sh"

				
A	cold	cold		Brrrrrrr
B	icy		cold	
C			cold	clothes

1 Say the "ta" "ti-ti" and "sh" names to read these lines.
 Now read the lines using the words.

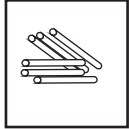
Finally say a chant by reading the lines in this form: **CCCA**

2 Be a composer. Create a chant by choosing a form. My form is _____.

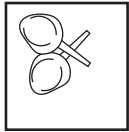
Ask me to read you a C-c-c-c Cold Chant!

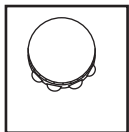
Percussion Instruments

Find the name for each musical instrument. Print the name on the line beside the instrument.

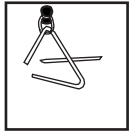


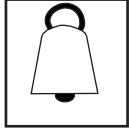


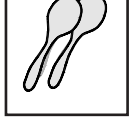


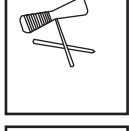


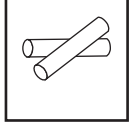


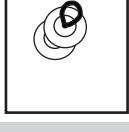












spoons

tambourine

finger cymbals

cow bell

tick tock block

triangle

claves

maracas

hand drum

bells

rhythm sticks

The instrument that I want to play the most is _____.

Ask me to tell you how to play my favourite instrument!

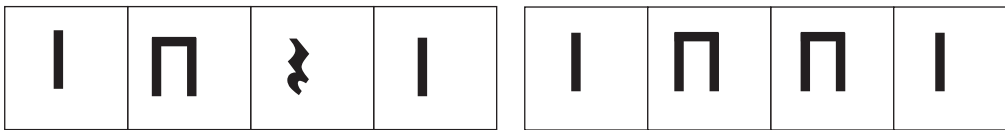
I can do music in Lesson 16 . My name is _____

Make the poem complete by printing the ends of each line.
When you are finished, find a friend and read the poem to them.

January snow makes _____
 March winds blow _____
 April showers _____
 bring May flowers _____
 June is bright _____
 July, August, _____
 September harvest _____
 October blows _____
 November quiet, _____
 December leads to _____

leaves away,
 mud and rain,
 oh --heat haze
 fruit and hay
 breezy and bold.
 New Year's Day.
 February cold.
 sunny days,
 here again,
 cool and gray,

Read and clap the rhythm symbols.

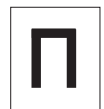


Create your own rhythm symbol lines.

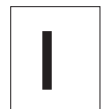
Put one rhythm symbol in each box.

Read and clap your rhythm symbol lines.

Now ask a friend if you may read and clap their rhythm lines.



ti-ti



ta



sh

Ask me to read and clap a rhythm line.

I can do music in Lesson XX . My name is _____

Here We Go Looby Loo

Scotland
Dance Song
1800s

People in Scotland have been dancing to "Looby Loo" for a long time. Some people think that the word "loo" is a way of saying "love" In Scotland. Some people think this song is about taking a bath on Saturday night to get clean for Sunday ---going to the "loo," shaking the water off. What do you think?

chorus
Here we go Looby Loo,
Here we go Looby light.
Here we go Looby Loo,
All on a Saturday night.

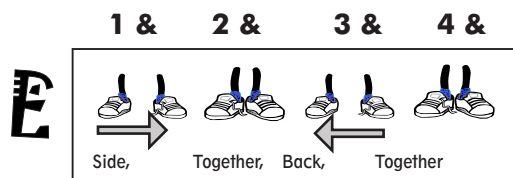
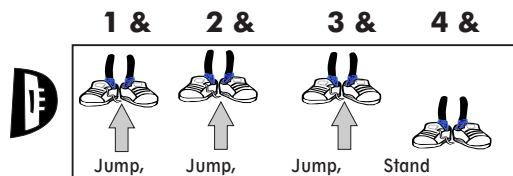
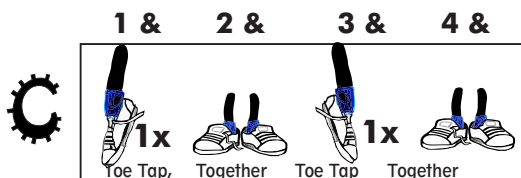
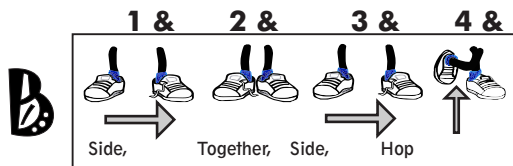
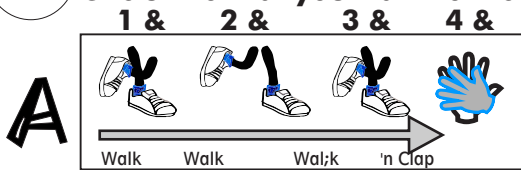
verse
I put my right hand in,
I put my right hand out,
I give my hand a shake, shake, shake,
And turn myself about.

1. right hand
2. left hand
3. right foot
4. left foot
5. whole self

chorus Here we go Looby Loo,

You are the choreographer (the person who decides the steps in a dance).

- 1** Try out each of the steps/moves below to decide which ones you like dancing. Circle two that you want to include in your dance.



- 2** Show when the moves will be danced by putting their letter beside the words. Use each of your choices two times.

Here we go Looby Loo,	_____
Here we go Looby light,	_____
Here we go Looby Loo,	_____
All on a Saturday night,	_____

- 3** Try out your dance steps as you quietly sing the song.

- 4** Teach your dance to a friend. When your friend knows the dance, print her/his name here.
- _____

Ask me to teach you my dance!

I can do music in Lesson 17 . My name is _____

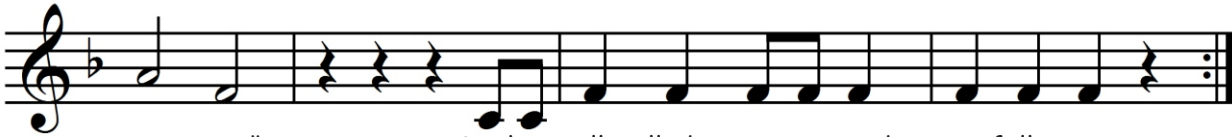
Ten in the Bed

Key F, first note F(do)
a cappella count-in: 1,2,3,4,Ten....

anon
arr: LJClare



Ten in the bed and the lit-tle one said, "Roll o - ver, roll
Nine
Eight ... (and so on until)
One in the bed and the lit-tle one said, "Good night." (fine)



o - ver." x x x So they all rolled o - ver and one fell out. x

1

A movie producer has decided to make this song into a short movie. Auditions are being held for the parts. Circle the part below that you want to try out for?

Acting Roles

#1 --still in the bed

#10 -first one who rolls out

mother

father

#5 --the one in the middle

2

During the audition, the producer asks you how your character feels about what is happening in the song. Circle two feeling words, or print your own feeling words below.

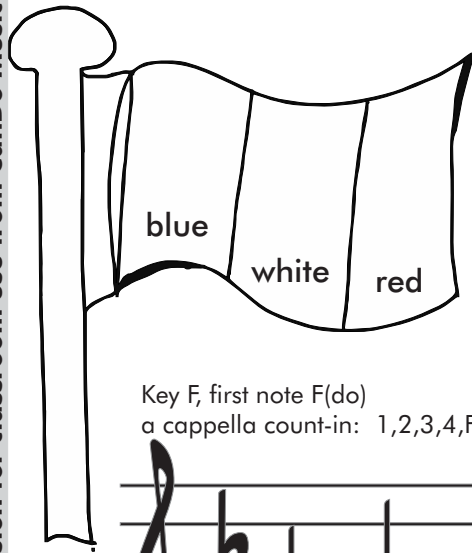
Feeling Words

angry	shocked
excited	sorry
giggly	surprised
guilty	tearful
happy	tired
sad	upset

3

Now the producer asks what your character thinks about what is happening in the song. Print a sentence explaining what you think.

Ask me to tell you about the movie!



France's flag is blue, white and red.
Colour in the flag for France.

Frère Jacques

Key F, first note F(do)
a cappella count-in: 1,2,3,4,Frère...

France
folksong/round
c. 1600s

Frère-re Jac-ques Frère-re Jac-ques

Dor-mez vous? Dor-mez vous?

Son-nez les ma - ti - nes, Son-nez les ma - ti - nes,

Ding, dang, dong. Ding, dang, dong.

Use a blue or red crayon to connect the notes in each line above.
You've just made a music map.
What does a music map show?

Ask me to show you my music map.
Ask me what country this song is from.

I can do music in Lesson 18 . My name is _____

Frère Jacques

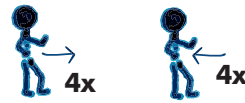
Key F, first note F(do)
glockenspiel count-in: 1,2,3,4,Frère...

France
folksong
c. 1600s

Dance Moves *everyone in lines

Frère Jacques
Frère Jacques

(walk forward 4 steps)
(walk backward 4 steps)



Dormez-vous?
Dormez-vous?

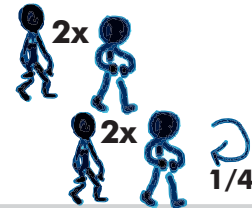


Sonnez les matines,
Sonnez les matines,



Ding, dang, dong,
Ding, dang, dong.

(pat knees two times, then clap)
(pat knees two times,
then clap and quarter turn right)



Now you are the choreographer (the person who decides the steps in a dance).
Choose moves from the ones below to go with each line in the chorus.

① (clap down low, clap up high)



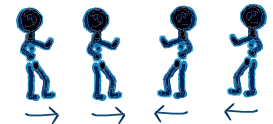
② (step right, clap)
(step left, clap)



③ (jump, jump, jump)



④ (step-together right, step-together right)
(step-together left, step-together left)



⑤ (tap toe twice, tap heel twice)

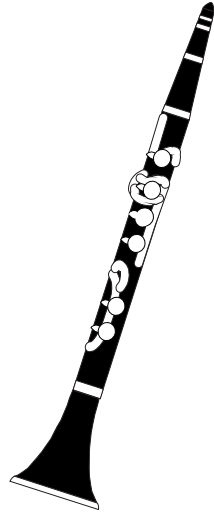


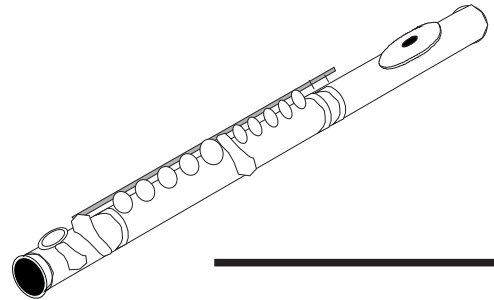
Ask me to show you my dance!

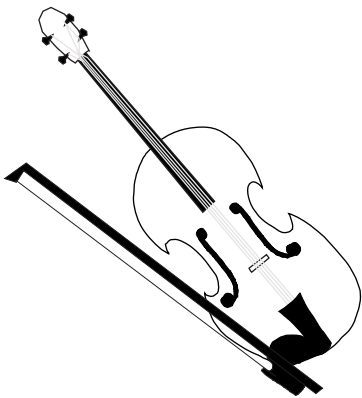
I can do music in Lesson 19 . My name is _____

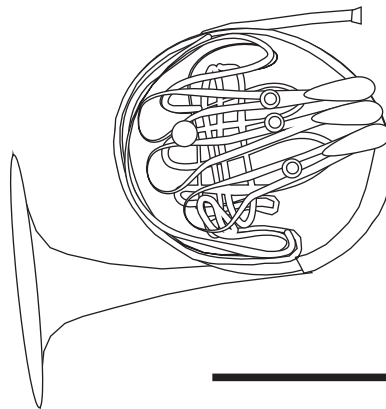
Peter and The Wolf by Sergei Prokofiev

Print the name of the instrument on the line and then draw the character from the story.







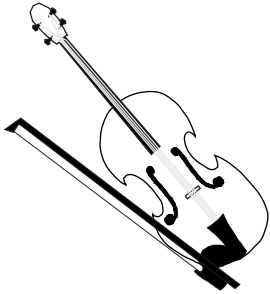
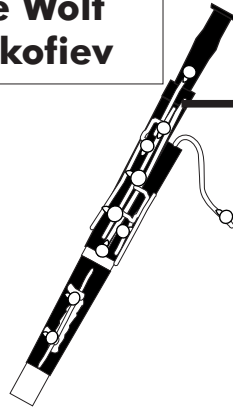


oboe clarinet timpani strings bassoon french horn flute

Ask me to describe one of the characters in this story.

I can do music in Lesson 19 . My name is _____

**Peter and The Wolf
by Sergei Prokofiev**



grandfather

cat

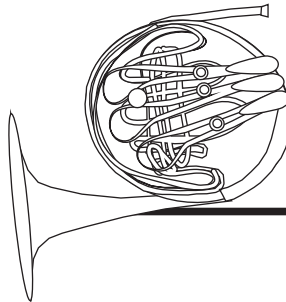
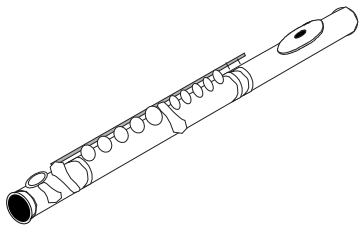
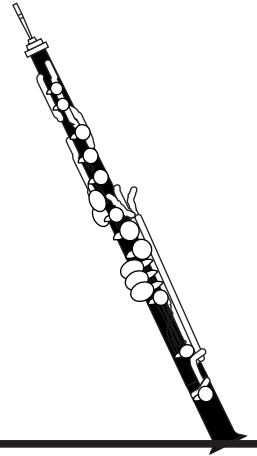
Peter

hunters

bird

wolf

duck



oboe

clarinet

timpani

strings

bassoon

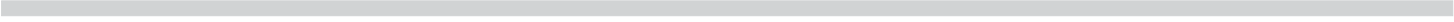
french horn

flute

Ask me to describe one of the characters in this story.

I can do music in Lesson 19 . My name is _____

**Peter and The Wolf
by Sergei Prokofiev**



My favourite part of the story is _____



Tell me what you like about my picture!

I can do music in Lesson 20b . My name is _____

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Key G, first note do(G)
a cappella count-in: 1 and 2 and 1 and 2 there...
CD intro: bars

Aiken Drum

Scotland
1700s
arr: LJ Clare

There was a man lived in the moon lived in the moon, lived
in the moon, There was a man lived in the moon and his name was Ai-ken Drum.

**And he played upon a ladle, a ladle, a ladle,
And he played upon a ladle,
And his name was Aiken Drum.**

**And his hat was made of good cream cheese ...
And his coat was made of good roast beef ...
And his buttons were made of penny loaves ...
And his breeches were made of haggis bags ...**

**Create your own Aiken Drum! Choose a theme,
then fill in the blanks
and draw a picture.**

**fruits and vegetables
junk food
drug store items
toys or sports**

My theme is _____.

head _____

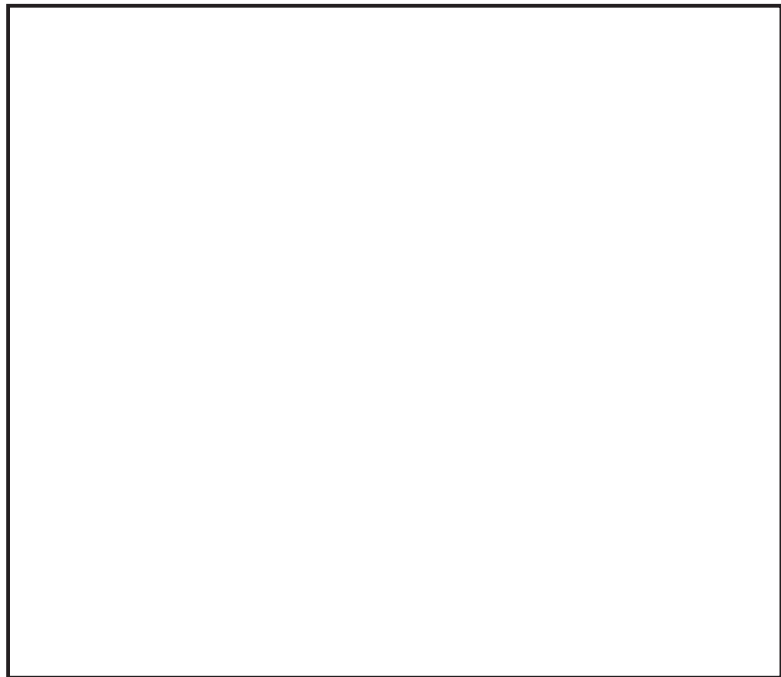
hair _____

nose _____

ears _____

mouth _____

eyes _____



Ask me to tell you about Aiken Drum and sing you a few verses!

Key C, first note so(G)
glockenspiel count-in: 1,2,3,4,Val...

Valentine

teaching song
Canada
LJ Clare 2012

Val-en-tine, val-en-tine, red and blue---- Val-en-tine, val-en-tine, I love you.

Valentine --Rhythm and Pitch

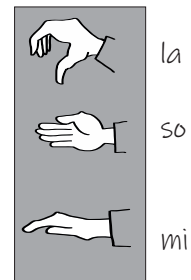
Valen-tine, Valen - tine red and blue ____.

Valen-tine, Valen - tine, I love you.

Be a music writer!

Print the missing solfa in the valentines. so mi la

Now try singing the solfa.



Thinking About Reading Music ----Can you answer these questions?

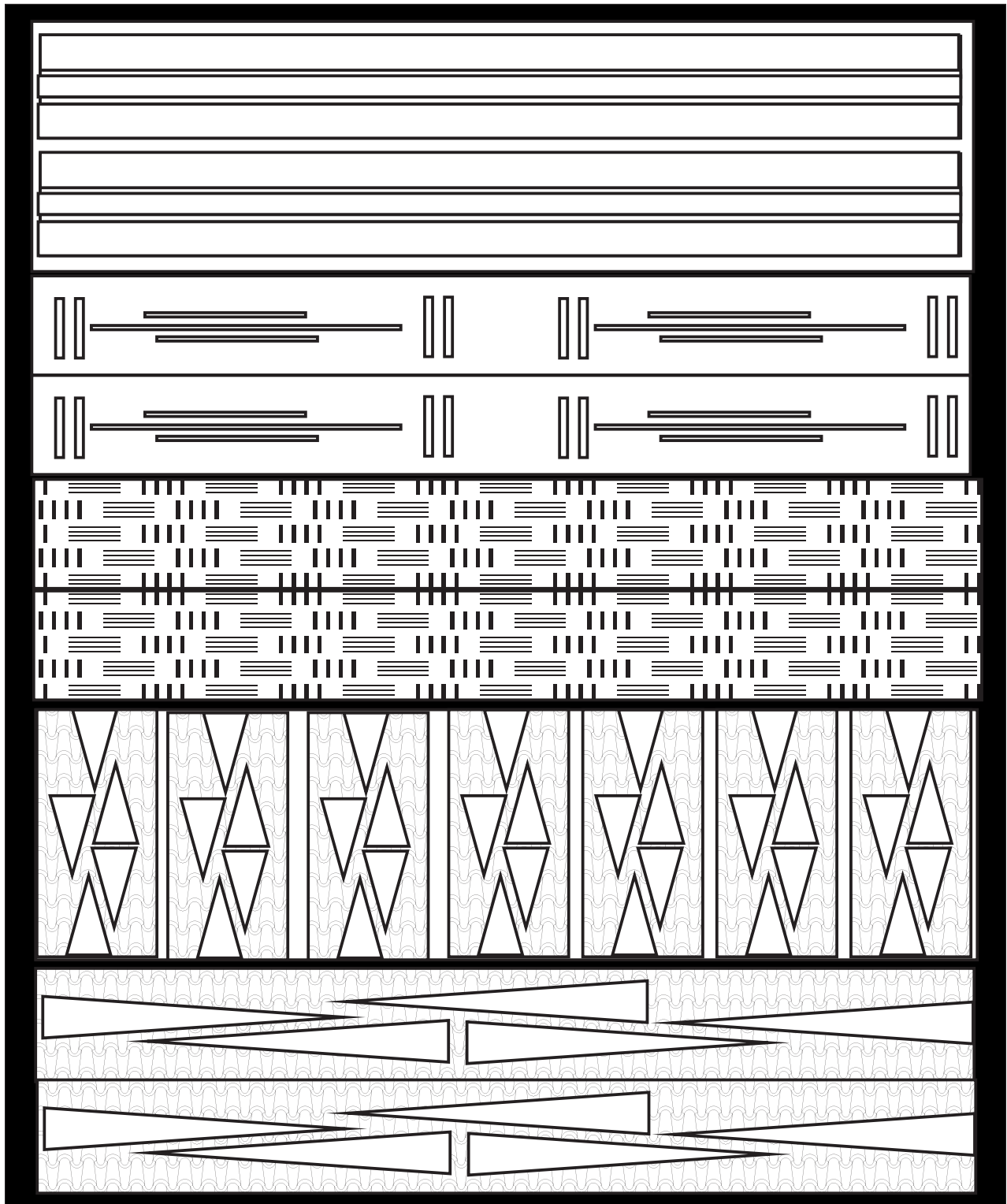
1. Why are some of the hearts bigger?
2. Why do the hearts go up and down?

Ask me the "Thinking" questions!

I can do music in Lesson 22 . My name is _____

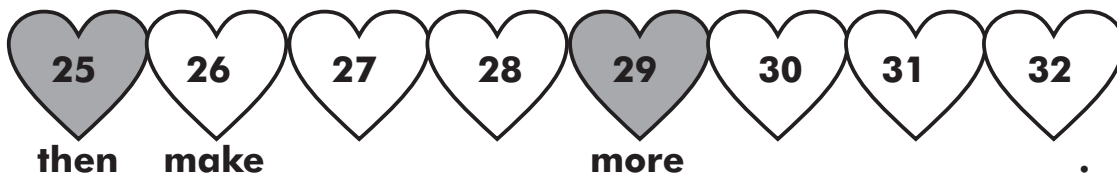
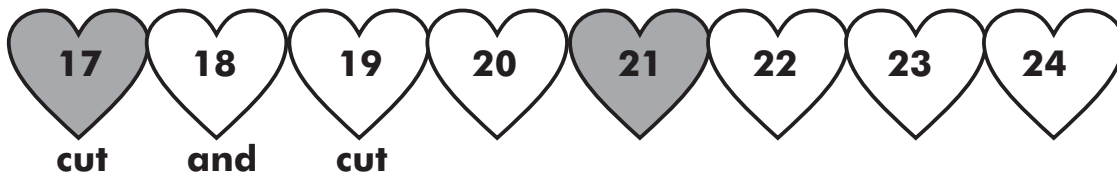
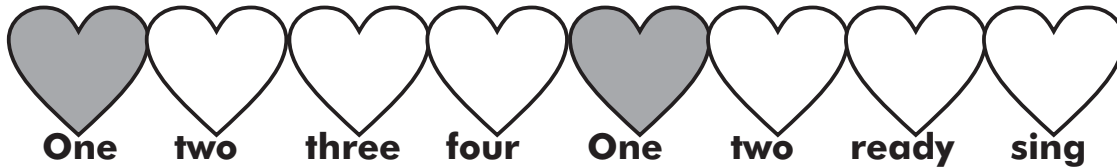
"Chay Chay Cool--eh" is from Ghana, Africa. People in Ghana use patterns in their songs and in a special cloth they weave called Kente. Kente cloth is made on looms that are 20cm wide. Strips of cloth are then sewn together to make larger pieces of cloth. Orange, red, bright blue, gold and green are popular colours in the designs.

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Ask me to sing the leader's part in "Chay Chay Cool-eh"!

Beat Counting



**Put your finger on Heart 1.
Now as you sing the song,
move your finger from heart to heart steadily.**

1. Why does the word "more" have four hearts?
2. Why does the word "red" have only one heart?

Thinking About Beats ---can you answer these questions?

1. Why are the hearts all the same size?
2. Why are some of the hearts darker?

Ask me the thinking questions!

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Key G, first note B(mi)
a cappella count-in: 1, 2, Trot...

Trot Old Joe

United States
1800s
arr: LJ Clare



Trot Old Joe! Trot Old Joe! You're the ve-ry best horse I know.



Trot Old Joe! Trot Old Joe! You're the ve-ry best horse I know. Whoa Joe!

Walk Old Joe!
Gallop Old Joe!
Rest Old Joe!

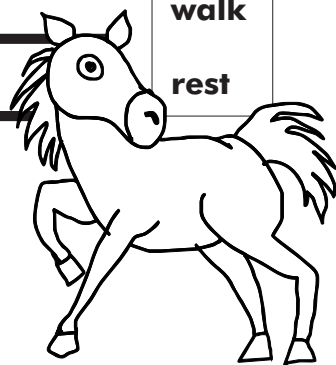
Whinny Old Joe!
Run Old Joe!
Sleep Old Joe!

The way that horses move is called their gait.
Choose Joe's fastest gait for the top line.
Choose Joe's slowest gait for the bottom line.
Put the other gaits in order.

very fast _____

very slow _____

- gallop
- trot
- sleep
- run
- walk
- rest



Tempo is the special music word for speed. Some tempos are very fast, some are very slow -- just like Old Joe!

Choose the tempo that fits each sentence.

andante presto allegro

Music that is slow and dignified has a tempo that is called _____.

Music that is lively and happy has a tempo that is called _____.

Music that moves quickly has a tempo that is called _____.

If I was riding Old Joe, I'd ask him to go at a _____.

When I am singing "Old Joe," the tempo I like to sing is **andante presto allegro**. (circle one)

**Ask me to sing my favourite verse in Old Joe's song!
What tempo am I singing?**

Key G, first note B(mi)
a cappella count-in: 1, 2, Trot...

Trot Old Joe

United States
1800s
arr: LJ Clare



Trot Old Joe! Trot Old Joe! You're the ve-ry best horse I know.

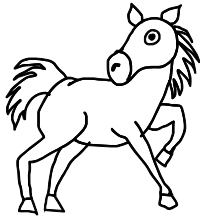


Trot Old Joe! Trot Old Joe! You're the ve-ry best horse I know. Whoa Joe!

Walk Old Joe!
Gallop Old Joe!
Rest Old Joe!

Whinny Old Joe!
Run Old Joe!
Sleep Old Joe!

You are the Wild Horseman in Robert Schumann's music. Choose two different crayons.
Use one to show the path your horse takes in the first part of the music.
Change colours when the music changes to the second part of the music.
Go back to the first colour when the music goes back to the first part.



Ask me to sing my favourite verse in Old Joe's song!
What tempo am I singing?

Rhythm Symbols and Time Names



ti-ti ta ti-ti ta



ta



sh



ti-ti

Match the rhythm symbols with their time names.



8

1 ta ti-ti ta ta



2 ta ta sh ta



3 ta sh ta sh



4 ti-ti ta ta ti-ti



5 ta ti-ti ta ti-ti



6 ta ta ti-ti ta



7 ta ta ti-ti ti-ti



8 ta ti-ti sh ta

Point to a box with rhythm symbols in it and ASK ME to read it!

I can do music in Lesson 24 . My name is _____

Engine, Engine, Number 9

Key C, first note so(G)
a cappella count-in: 1,2,3,4,En...

traditional
children's song
circa 1900



"En-gine, en - gine, num-ber nine, Go - ing down the rail-road line,

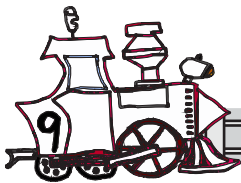


If the train goes off the track, Do I get my mon - ey back?"

Our train has one wheel on the "so" side of the train tracks, and one wheel on the "mi" side of the train tracks. It makes its song by clicking on either "so" or "mi". Can you keep the train song going?

Sing the song as you go to help decide if it's "so" or "mi"!

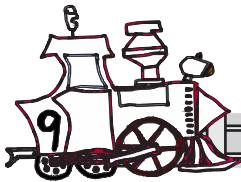
Engine, Engine, Number 9



so so so

mi mi---- mi----

En-gine, En-gine, num-ber 9 ____, Go-ing down the rail-road line __.



so so

mi----

If the train goes off the track __, Do I get my mon-ey back __?

Ask me to sing a train song!

Engine, Engine, Number 9

Every tie on the railroad track is either "so" or "mi."

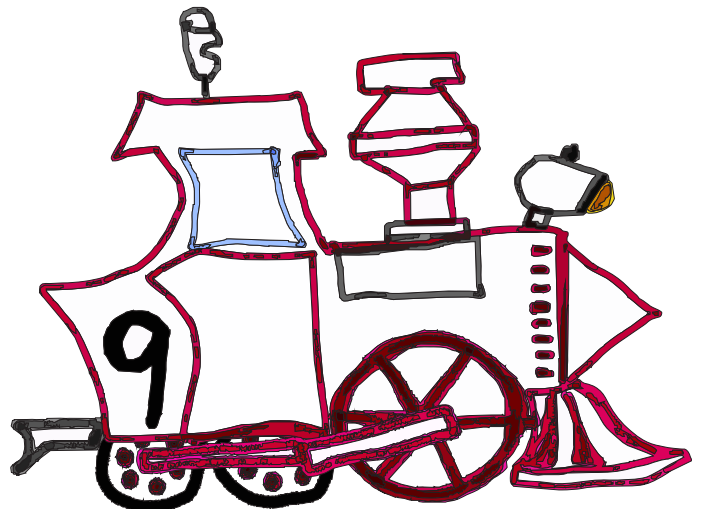
Draw in the missing "so" and "mi" circles and put their names in place.

En-gine, En-gine, num-ber 9 ____, Go-ing down the rail-road line __.

En-gine En-gine Num-ber 9 Go-ing down the rail-road line

If the train goes off the track __, Do I get my mon-ey back __?

If the train goes off the track Do I get my mon-ey back?



Ask me to sing a train song!

What Do They Say?

bus driver	"Extra cheese?"
letter carrier	"Cash or charge?"
fire fighter	"I love you."
crossing guard	"Move on back!"
grocery clerk	Open wide."
sportscaster	"Where does it hurt?"
pizza maker	"Stop, drop, roll!"
police	"Be safe now."
parent	"Camera, lights, action!"
doctor	"Here's the score!"
dentist	"Look both ways!"
movie director	"You've got mail!"

1

First, connect each worker with what they say.

2

Then work with a friend. One friend says the name of a worker. The other friend says the worker's words. Use your acting skills to make the worker's words sound real.

Ask what I might want to be when I grow up!

What Do They Say?

bus driver	_____	1	"Extra cheese?"
letter carrier	_____	2	"Cash or charge?"
fire fighter	_____	3	"I love you."
crossing guard	_____	4	"Move on back!"
grocery clerk	_____	5	Open wide."
sportscaster	_____	6	"Where does it hurt?"
pizza maker	_____	7	"Stop, drop, roll!"
police	_____	8	"Be safe now."
parent	_____	9	"Camera, lights, action!"
doctor	_____	10	"Here's the score!"
dentist	_____	11	"Look both ways!"
movie director	_____	12	"You've got mail!"

1 First, find the words each worker says and print their number on the line.

2 Then work with a friend. One friend says the name of a worker. The other friend says the worker's words. Use your acting skills to make the worker's words sound real.

Ask what I might want to be when I grow up!

Rhythm Counting

bus driver	_____
letter carrier	_____
fire fighter	_____
crossing guard	_____
grocery clerk	_____
sportscaster	_____
pizza maker	_____
police	_____
parent	_____
doctor	_____
dentist	_____
movie director	_____

"Move on back!"	_____
"You've got mail!"	_____
"Stop, drop, roll!"	_____
"Look both ways!"	_____
"Cash or charge?"	_____
"Here's the score!"	_____
"Extra cheese?"	_____
"Be safe now."	_____
"I love you."	_____
"Where does it hurt?"	_____
Open wide."	_____
"Camera, lights, action!"	_____

1 Say the words and clap their rhythm.
Now say the words again and use your fingers to count their rhythm.
Put the rhythm count number on the line.

2 Then work with a friend. One friend says the name of a worker. The other friend says the worker's words. Use your acting skills to make the worker's words sound real.

Say the name of a profession, or what the worker says, and ask me to tell you the rhythm count!

The Bus Drivers All Say



One, two, ready, sing **THE**



bus drivers all say, "Move on back."



"Move on back. Move on back." The



bus drivers all say, "Move on back."



all through the town_____.

In this song, how many hearts make a group? **1 2 3 4 5**

Look at a group where the bus driver is talking.

How many beats/hearts does the talking take? **1 beat 2 beats 3 beats 4 beats**

Find the phrase below that is too long to say in 3 heart/beats of time. Circle it.

"Extra cheese?"

"Where does it hurt?"

"You've got mail!"

"I love you."

"Brush your teeth every night."

"Be safe now."

"Look both ways!"

Open wide."

If the police just say, "Stop!" how can you sing it so it fits into the song?

Ask me to sing you the verse where the police say, "Stop!"

Thunder Crashes

nursery rhyme
anon

one two three four one two ready read

$\frac{4}{4}$ | | | | | | | |
Thun - der cra - shes. | Light - 'ning fla - shes. |

| | □ | | | | | |
Rain makes pud - dles. | I make spla - shes. ||

Learning a Musical Chant by Reading

- 1 Read the rhythm symbols. (ta, ti-ti, sh)
- 2 Read and clap the rhythm symbols.
- 3 Explore the words.
- 4 Divide the class in half.
Half claps the rhythm symbols.
Half reads the words.
Switch parts.
- 5 Everyone reads the words in rhythm.
- 6 Polish the performance.
Are the words audible?
Is everyone together?
Are there parts that could be louder or softer?
Are there parts that could be staccato?



Ask me to teach you "Thunder Crashes."

Be a composer. Colour in notes to make a tune for the song.

Thunder Crashes

nursery rhyme anon

one

two

three


four


one

two

ready


read


so 


mi 

$\frac{4}{4}$ | | | | | | | |

Thun - der cra - shes. | Light - 'ning fla - shes. |

so 

mi 

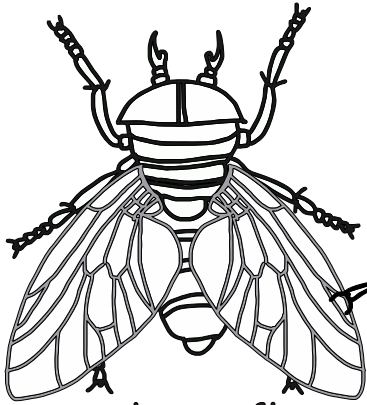
| |  | | | |

Rain makes pud-dles. | | make spa - shes. ||

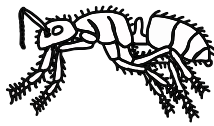
- 1 Choose "so" or "mi" for the words in the song.
- 2 Sing the "so" and "mi" song.
- 3 Sing the words to the song.

When you can sing your song, sing to to a friend and then try to sing the friend's song.

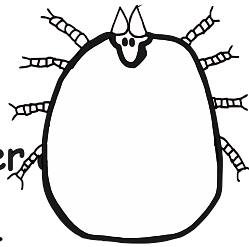
Ask me to sing you my song!



horse fly



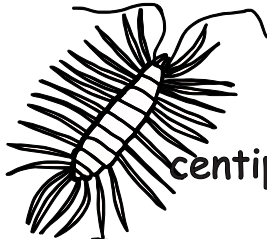
black carpenter



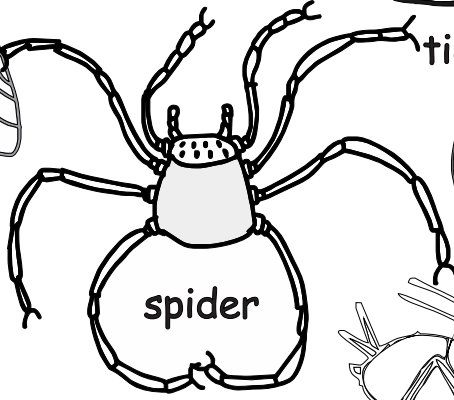
tick



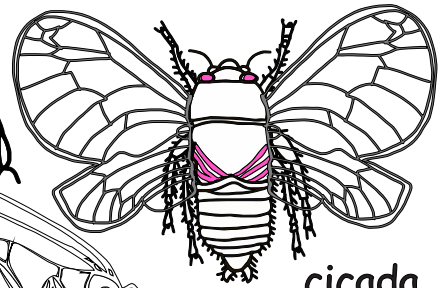
firefly



centipede



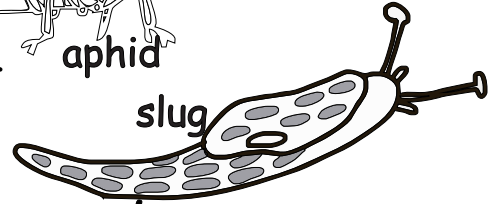
spider



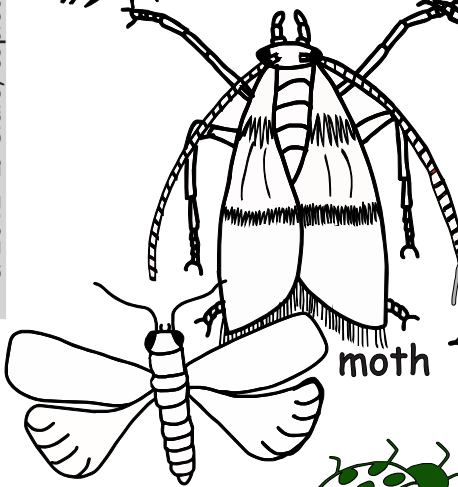
cicada



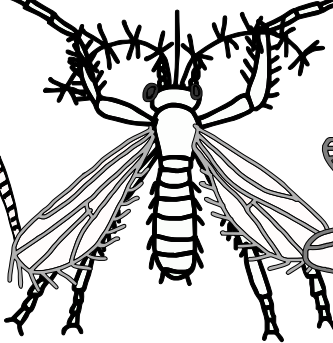
aphid



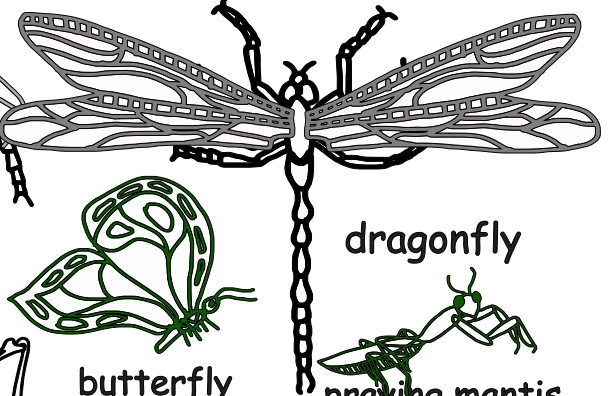
slug



moth



mosquito



dragonfly



butterfly



praying mantis



honeybee

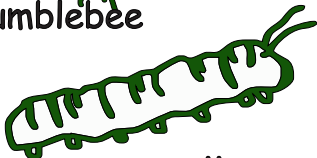
bumblebee



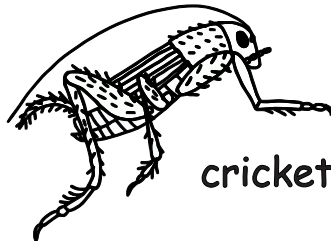
ladybug



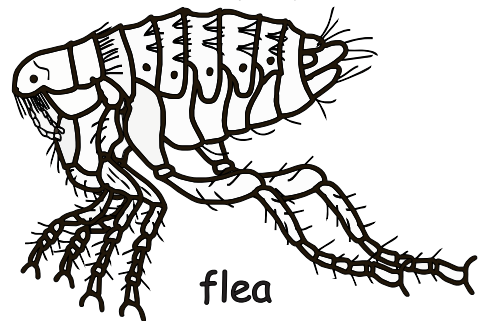
grasshopper



caterpillar



cricket



flea

Ask me to sing you my favourite bug song!

I can do music in Lesson 28 . My name is _____

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Beat Count
(How many hearts/beats?)

Rhythm Count
(How many claps?)

ladybug

1 or 2

What's My Name?



aphid

1 or 2



fly

1 or 2



caterpillar

1 or 2



butterfly

1 or 2



spider

1 or 2



ant

1 or 2



cockroach

1 or 2



bumble bee

1 or 2



flies

1 or 2



Ask me to tell you about the bugs.

Composition Project Handouts

Circle your choices.

Composer's Name _____

Tempo: Andante Presto Allegro

Articulation: Legato Staccato

Mood: happy sad tired surprised

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
□		⚡

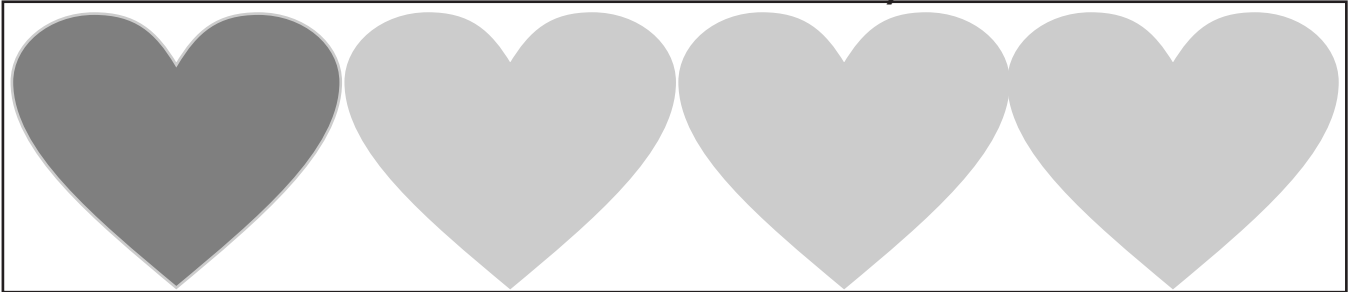
count-in:

one

two

ready

read

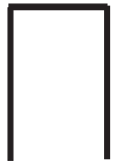

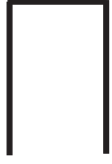





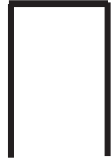









Composition Project Handouts

I can do music in Lesson 29 . My name is _____

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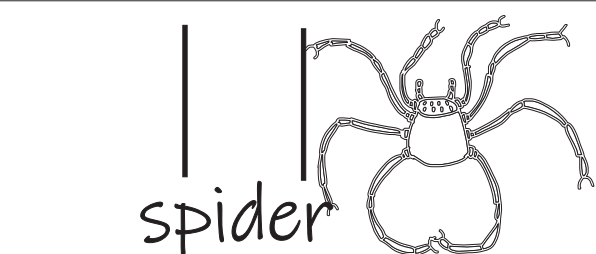
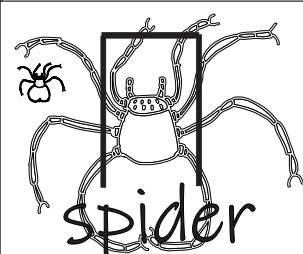
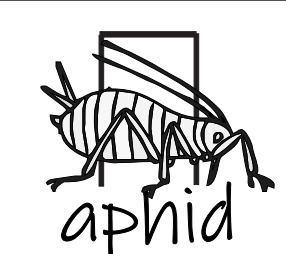

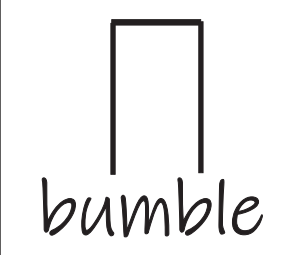
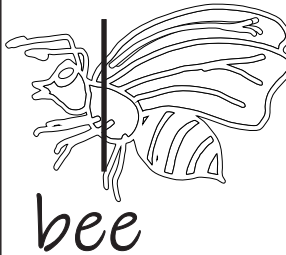

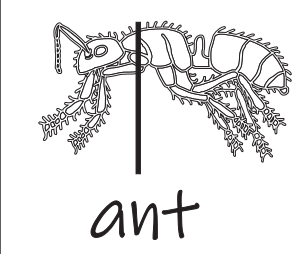
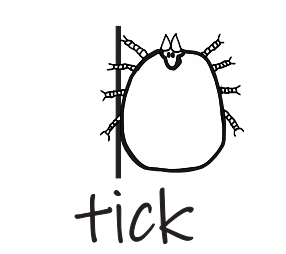



Student Composition Size

 all a - round	 bugs, bugs		
 up-side-down	 out - side		
 in my town	 in - side		
 make me frown	 big	 lit-tle	
 green and brown	 fly	 hop	
 walk	 crawl	 fly	 hop

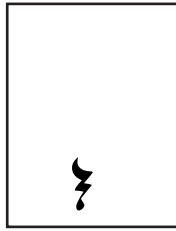
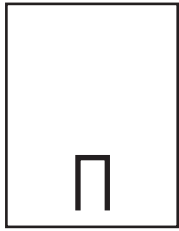
I can do music in Lesson 29 . My name is _____

c. 2012 LJ Clare, copied with permission for classroom use from CanDo Music

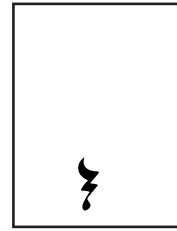
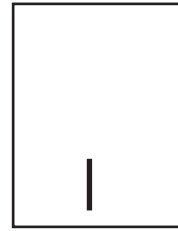
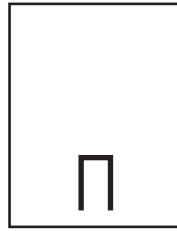
Student Composition Size

 <p>caterpillar</p>	 <p>aphid</p>	
 <p>spider</p>	 <p>spider</p>	 <p>aphid</p>
 <p>ladybug</p>	 <p>bumble</p>	 <p>bee</p>
 <p>butterfly</p>	 <p>ant</p>	 <p>tick</p>
 <p>cockroach</p>	 <p>fly</p>	 <p>flies</p>

First Set



Second Set



Body Percussion

pat
knees

clap
hands

click
fingers

tap
toes

make
a
sound

spoons

tambourine

finger cymbals

cow bell

tick tock block

triangle

claves

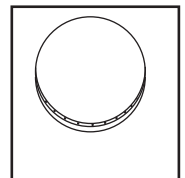
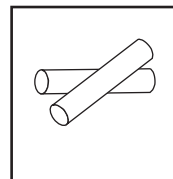
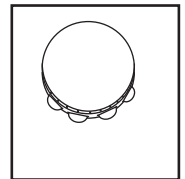
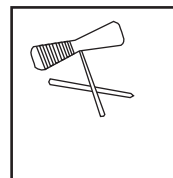
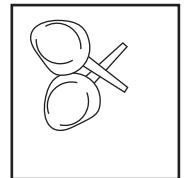
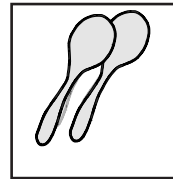
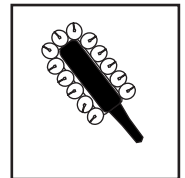
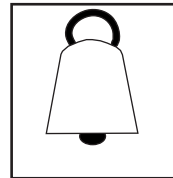
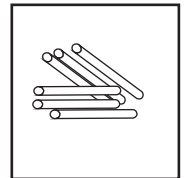
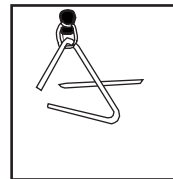
maracas

hand drum

bells

rhythm sticks

Orchestra Percussion



Ask me to tell you the names of the percussion instruments.

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

I can do music in Lesson 31 . My name is _____

1 Fill in the information chart about animals.

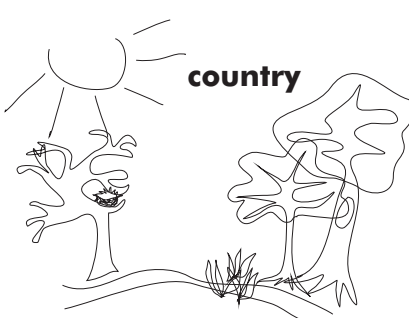
	sound	young	plural	group
human	sing	child	humans	tribe
raccoon				
goose				
squirrel				
owl				parliament
fox				skulk
toad				
earthworm				
salmon				run
finch				charm
bee				
beaver				

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

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

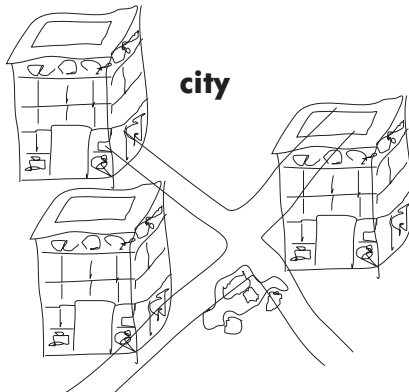
- gosling
- earthworm
- tadpole
- owlet
- smolt
- larva
- cub
- chick
- kit
- kit
- kit

2 Put the animals into their habitats.



country

? water owlery lair hive lodge



city













earth lake dray nest den dwelling

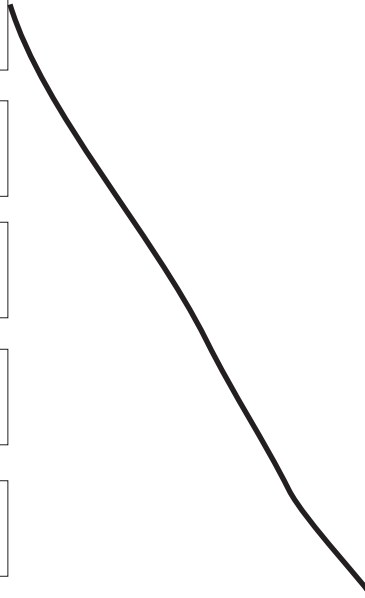
3 Draw a line connecting the animal to its home.

Ask me to mimic an animal sound.

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

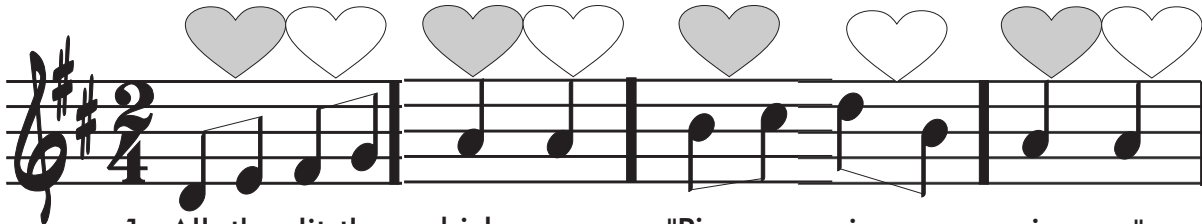
- bee  Buzz!
- beaver  Utter!
- earthworm  ---!
- fox  Yelp!
- goose  Honk!
- toad  Croak!
- owl  Hoot!
- finch  Chirp!
- squirrel  Chatter!
- raccoon  Groan!
- salmon  Glug!
- human  Sing!



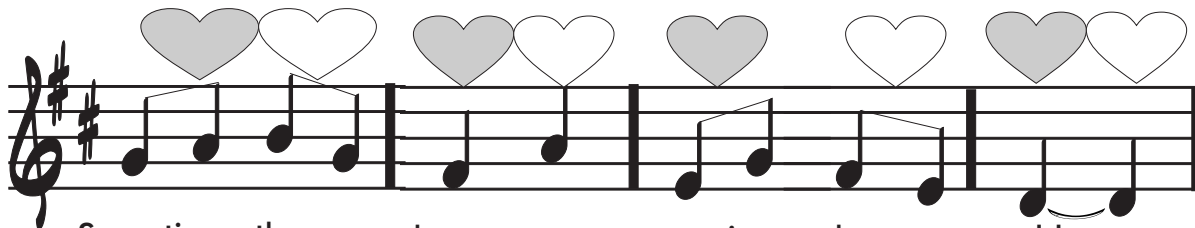
Ask me where an animal lives.

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.

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!