



Can Do 1 October
Can Do 2 September

rhythm, music literacy, calendar
drum, xylophone, woodblock, tambourine, shaker

The mp4 not only teaches this counting chant, it shows when and what to play to add an accompaniment. Zip in your own choice of fruit or vegetables to vary the chant.

One Apple, Two Apples One Pumpkin, Two Pumpkins One Zip, Two Zips

One Apple, Two Apples (One Zip, Two Zips)

hand drum, xylophone, chime, rhythm sticks

Counting Chant
LJ Clare
Canada 2011

count-in: 1,2,3,4,One apple...

pat pat pat pat pat pat pat clap pat pat pat pat pat pat pat pat pat pat

1 ap-ple, 2 ap-ples, 3 ap-ples, 4, 5 ap-ples, 6 ap-ples, 7 ap-ples, more,

pat pat pat clap pat pat pat clap pat pat pat pat pat pat pat pat pat pat

Ap-ples at the farm, Ap-ples at the store, Ap-ples on the kit-chen ta-ble, Ap-ples on the floor!

1 Apples in the fridge
Apples on the chair
Apples in the microwave
Apples in my hair

3 Apples on a mountain top
Apples at the shore
Apples everywhere I look
Apples X X ga-lore!

2 Apples in a cake
Apples in a pie
Apples in a pudding
My oh my!

4 One apple, two apples,
three apples, four
Apples, apples, apples ----
Wait! X No More!

One Apple, Two Apples

Key F, first note C(so), pentatonic (One Pumpkin, Two Pumpkins)
a cappella count-in: 1,2,3,4,One apple...

Counting Song
LJ Clare
Canada 2011

1 ap-ple, 2 ap-ples 3 ap-ples, 4, 5 ap-ples, 6 ap-ples, 7 ap-ples more,

Ap-ples at the farm, Ap-ples at the store, Ap-ples on the kit-chen ta-ble, Ap-ples on the floor.



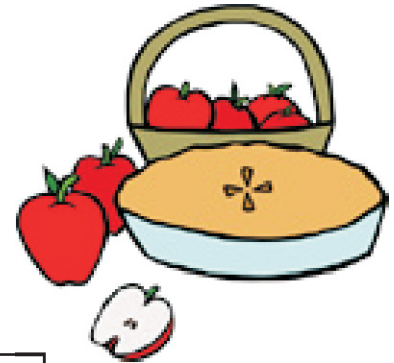
Teaching Songs – Beginnings

The first challenge in teaching a song (after learning it yourself), is to engage students so that they want to learn. If a song relates to something that is seasonal, or a story that's been read in the classroom ---look for a question or reflection to draw attention to the connection. Challenge students to listen for specific information as they listen to the new chant/song. If a song has actions, or is sufficiently silly, occasionally simply ask for student attention and sing/say the new piece.

New Chant One Apple, Two Apples

1. Ideas for Engaging Student Interest

- *pull an apple from a bag, hold and polish it, then say the chant
- *if your class has been to an orchard --remember bits of the trip
- *commend your class on being excellent counters and ask them to listen for how many apples are in the chant
- *if your class learned it, SING: Ev'rybody Sing a Song of Autumn



2. Keep the beat by patting your knees as you say, "One apple, 2 apples ..." (If you are new to reading music, learn the rhythm by listening to the CD before class begins.)

On the rests, try clapping instead of patting your knees.

3. "How many apples are in the chant? Where are they?" Listen to student responses to the questions. Ask students to help you keep the beat as they listen again.

4. It's a simple chant and students have heard it twice now. Ask students to say the rhyme with you as you all keep the beat by patting your knees.

One Apple, Two Apples (One Pumpkin, Two Pumpkins)

Counting Chant
LJ Clare
Canada 2011

count-in: 1,2,3,4,One apple...

4/4 pat pat pat pat pat pat pat clap pat pat pat pat pat pat pat pat pat clap

1 ap-ple, 2 ap-ples, 3 ap-ples, 4, 5 ap -ples, 6 ap-ples, 7 ap -ples, more,

pat pat pat clap pat pat pat clap pat pat pat pat pat pat pat pat pat clap

Ap-ples at the farm, Ap-ples at the store, Ap-ples on the kit-chen ta-ble, Ap-ples on the floor!

Simple rhymes/chants have many, varied uses in music.

*zip a different vegetable or fruit into "One Apple" ---simple composition

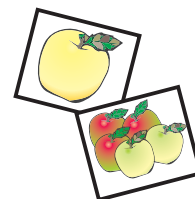
One Pumpkin? One Green Bean? One Carrot?

*play the rests ♪ on a noisy percussion instrument ---playing instruments

*and, later (when "so-mi" have been introduced), beginning with "so", add so-mi's to make a melody ---composition

The description of this activity is lengthy, but the amount of time it takes to do with a class is between 5 and 8 minutes. Background information about PocketChart Music is on pages 38 and 39.

- 1 Either prepare the pocket chart ahead of time, OR let students watch as you place the cards on the chart (diagram on page 38). **"Autumn is when apples are ready to be harvested. If someone doesn't pick the apples off the trees, then they fall off. If the apples get bruises from falling, then they need to be used right away. That's probably why people make applesauce and apple pies for Thanksgiving."**



"Instead of reading words, we're going to read the pictures on these cards. What does this one say?" (Point to a few cards and take responses.)
Ready to read?"

When reading rhythm patterns, it's important to keep a steady beat. Set the beat by pointing to the top row of "hearts" and saying: "One, two, ready, go". As the pictures are "read", keep pointing in a steady pattern even if students lag behind a bit.

- 2 **"Good reading! When people read or sing music together, instead of having a teacher, they have a conductor. The conductor helps so that everybody begins at the same time. When I count, 'One, two, ready, read', I am being the conductor. Your job is to listen to the count and be ready to come in at the correct time. Here we go: 'One, two, ready, read ...'"** (If students say the count-in words, stop, gently remind them that their job during the count-in is to get ready to begin and start again.)

- 3 **"Good reading! I think you are ready for a challenge. I'm going to change things around (move the cards into different positions). Take a look! Listen for the count-in: One, two, ready, read ..."**

- 4 **"If you would like to try being the conductor, put your hands on your head."** (Varying the instructions for being chosen encourages student listening. Choose a student to come up and conduct the piece. Being the conductor is a sought-after responsibility for many students ---assure the class that there will be many opportunities this year for other students to try being the conductor. If the child-conductor needs help maintaining a steady beat for the reading, stand behind the pocket chart and point from above as the conductor points from in front of the chart.)

- 5 **"Music has conductors and composers. When I moved the cards into new places on the chart, I was composing a new piece of music. If you would like to try being a composer, put your hands on your knees."** (Choose a child to come up and move the cards around. Conduct the class for this final composition, again modelling a steady count-in.)

Assessment Tip

As most of Grade 1 music is done in large group time, ensuring every child has opportunities to do each activity is important. Students often are anxious to have "THEIR" turn at being conductor or playing an instrument.

I have found that it relieves some of student anxiety if I tell the class I am recording who has turns ---so that I can ensure everybody gets turns. I show my list if there are any shaky memories as the lessons progress. This list is also a paper-trail for learning assessment.

During the student's second turn make brief notes to use in assessment..

1. Is the student able to maintain a steady beat?
2. Is the child being an active conductor?



Work Page: Conducting and Reading PocketChart Music

1. Repeat the reading exercise from this week's first lesson. Divide your class into small groups of equal size. Each person in the group will have an opportunity to try being the conductor of the group using the chant on the work page. With students in Grade One, I find it helps to structure the working time.
2. Ask groups to choose the first conductor. Give the first conductor 2 minutes.
3. Teacher announces "change time." Groups choose the next conductor. The next conductor has 2 minutes.
4. Teacher announces "change time" etc.
5. Bring students together into the large group. Ask them to imagine (you might want to use a stuffed animal or puppet as a focus) a new student arriving. Ask for a volunteer to explain to the new student how to be a conductor?

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

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

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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 stood up straight.















I pointed as my friends read.

I spoke in a voice that everyone could hear.

Ask me to be the conductor!

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 stood up straight.

I pointed as my friends read.

I spoke in a voice that everyone could hear.

Ask me to be the conductor!

One "Zip", Two "Zips"

4
4

One ? ? , two ? ?s , three ? ?s , four

Five ? ?s , six ? ?s , sev-en ? ?s, more__

? ?s at the farm____ ? ?s at the store__

? ?s on the kit-chen ta-ble, ? ?s on the floor__



? ?s in the fridge,



? ?s on the chair



? ?s in the micro-wave,



? ?s in my hair!



? ?s in a cake,



? ?s in a pie



? ?s in a pud - ding,



My, oh, my!



? ?s on a mount-ain top ? ?s at the shore



? ?s ev'-ry-where I look, ? ?s ga - lore!



1 ? ? 2 ? ?s, 3 ? ?s, 4



? ?s, ? ?s, ? ?s, wait no more!

One "Zip", Two "Zips"

4
4

One ? ? , two ? ?s , three ? ?s , four

Five ? ?s , six ? ?s , sev-en ? ?s , more__

? ?s at the farm____ ? ?s at the store__

? ?s on the kit-chen ta-ble, ? ?s on the floor__

? ?s in the fridge, ? ?s on the chair

? ?s in the micro-wave, ? ?s in my hair!

? ?s in a cake, ? ?s in a pie

? ?s in a pud - ding, My, oh, my!

? ?s on a mount-ain top ? ?s at the shore

? ?s ev'-ry-where I look, ? ?s ga - lore!

1 ? ? 2 ? ?s, 3 ? ?s, 4

? ?s, ? ?s, ? ?s, wait no more!

Practice and Review

- 1 Place the "One Apple Display" music on the pocket chart as shown. If the top of a page tends to fall forward, a paper clip or a small clothes peg is handy.

Students who had CanDo 1 will recognize this chant. It makes a quick, fun review for reading rhythms.

- 2 Challenge the class to read and clap the rhythm symbols (ta, ti-ti, sh). Give a clear, steady count in so that everyone starts together e.g. One, two, ready, read ...

- 3 Read and clap the words.

Divide the class into two groups.

One group says and claps only the word "apple/s."

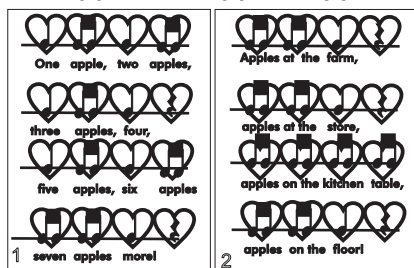
The other group says and claps everything else.

Switch parts.

- 4 Just for fun, change the arrangement of the pages on the pocket chart. Since music is read right across before scanning down a page ---this will change the reading considerably

e.g. One apple, two apples, three apples, four... changes to:

One apple, two apples, apples at the farm X...



One apple, two apples,



three apples, four,



five apples, six apples



1 seven apples more!



Apples at the farm,



apples at the store,



apples on the kitchen table,



apples on the floor!

2

Sing The Bear Went Over the Mountain Key D, First note D(do) 6/8 time

The class is already divided into two groups. Sing the song once using conducting cues to indicate which group is singing --switch often to keep it interesting.

Now, give students a bit of a stretch and move before the next teaching segment by adding the instruction: "When you are singing, you are standing. When you are not singing, squat down." Enjoy!

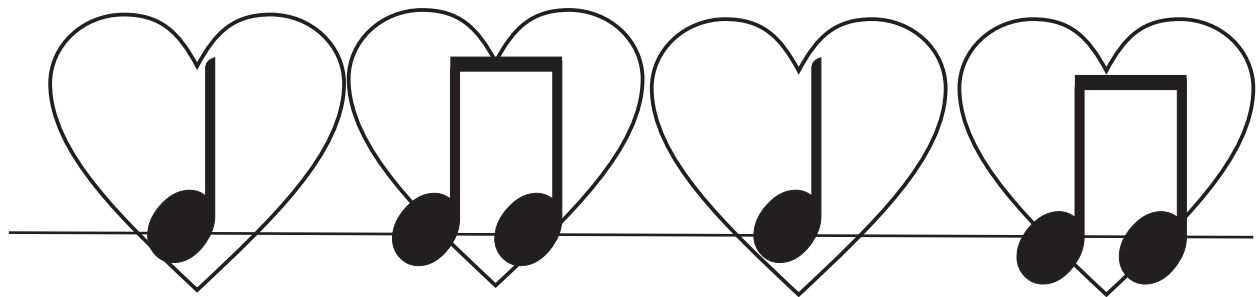
The bear went over the mountain,
The bear went over the mountain,
The bear went over the mountain,
To see what he could see,
and all that he could see,
And all that he could see,
Was the other side of the mountain,
The other side of the mountain,
The other side of the mountain,
Was all that he could see.

Sing the traditional words,
or add a new dimension/landform.

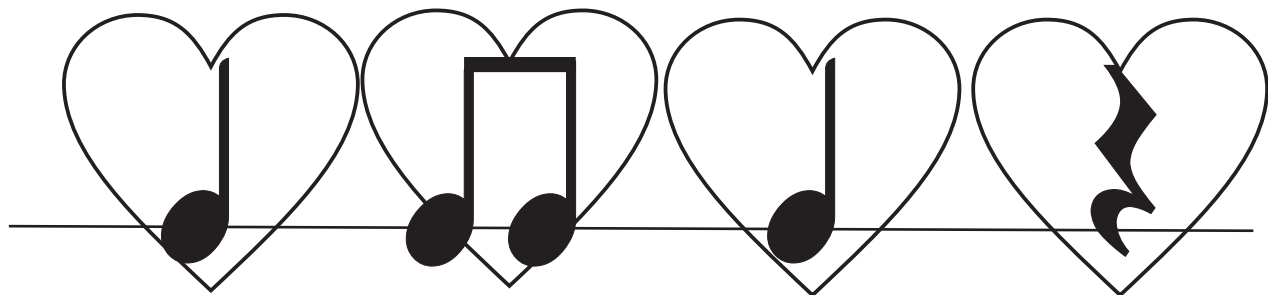
The bear went over the river ...

The bear went over the prairie ...

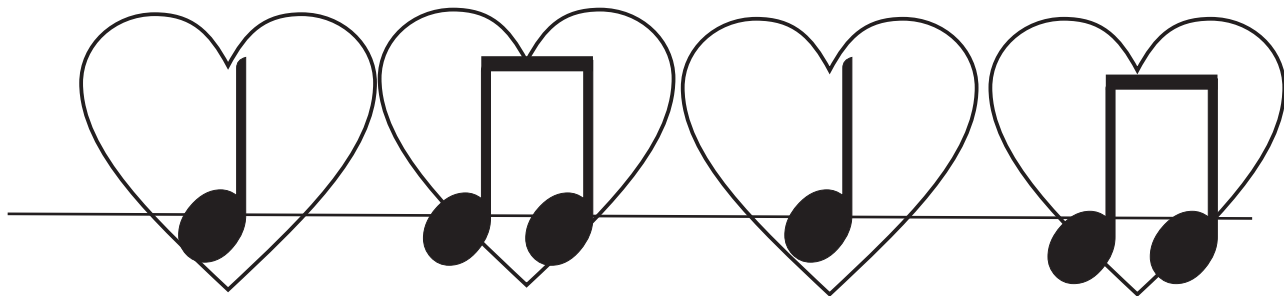
The bear went over to my house ...



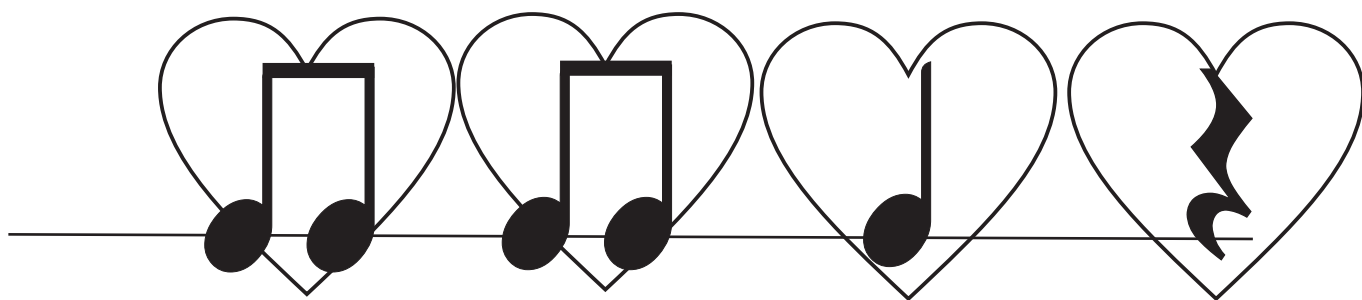
One apple, two apples,



three apples, four,



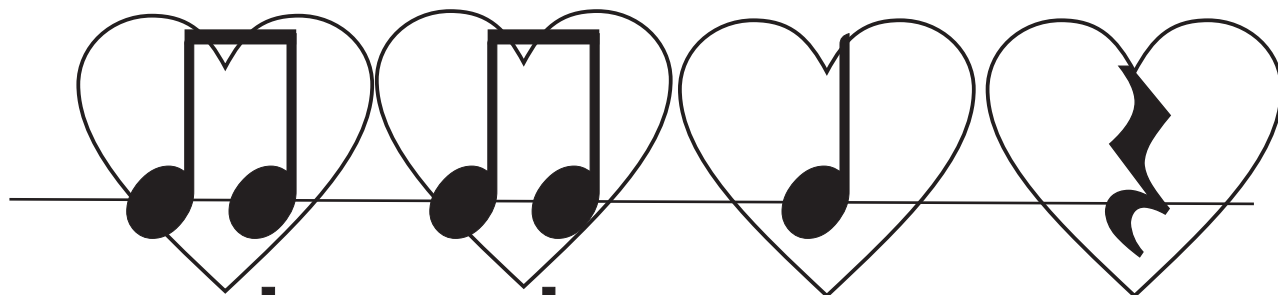
five apples, six apples



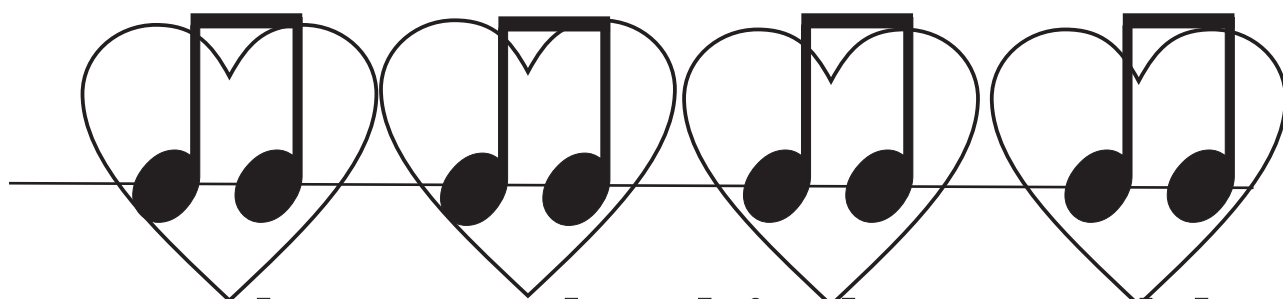
1 seven apples more!



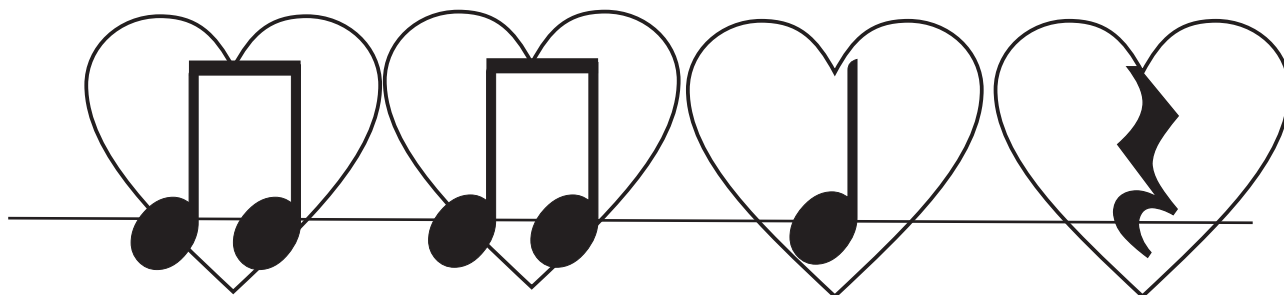
Apples at the farm,



apples at the store,



apples on the kitchen table,



apples on the floor!

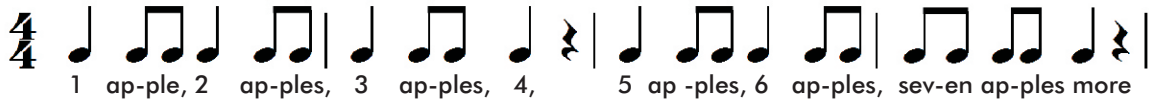
I can do music in Lesson 3 . My name is _____

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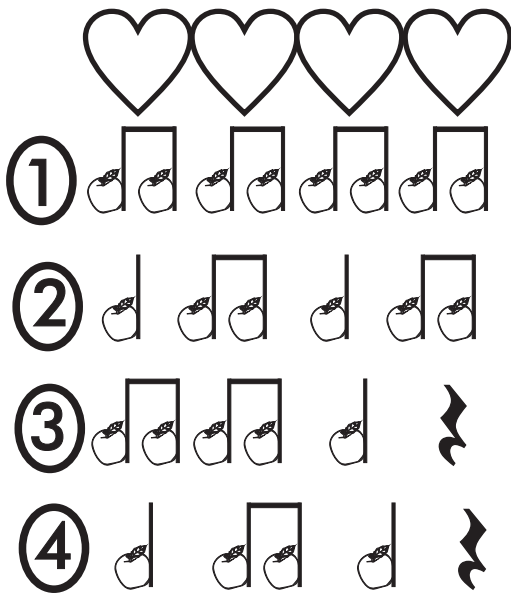
One Apple, Two Apples (One Pumpkin, Two Pumpkins)

Counting Chant
LJ Clare
Canada 2011

count-in: 1,2,3,4,One apple...



1



- ☐ apples at the farm
- ☐ five apples six apples
- ☐ apples on the kitchen table
- ☐ apples on the floor
- ☐ three apples four

Find the words that go with these musical rhythms. Print the number of the musical rhythm beside the correct words.

Colour in the "ta" and "ti-ti" apples.

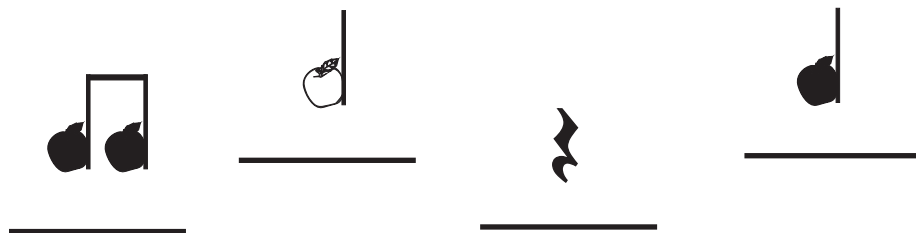
2

ta

ta-a

ti-ti

sh



Print the name of each rhythm symbol underneath it.

3

Read "One Apple, Two Apples" using the words.
Read "One Apple, Two Apples" saying and clapping the rhythm symbols.

Ask me to read the "One Apple, Two Apples" chant.