

## September - week 1:

### Musical Concepts:

singing and speaking voices  
beat

### New Songs:

1. Dooby Dooby Dooby Doo *CD1: 1*
2. Mountaintop Monster *CD1: 2*
3. Little Red Wagon *CD1: 3-33*
4. Snail Snail *CD1: 4 Orff#20 BB8*  
(BB8 refers to Big Book page 8)
5. Sam the Robot Man *CD1: 5-34*
6. The Music Time is Over *CD1: 6*

### Materials:

elephant toy

### Concept:

warmup  
high/low voices  
names, beat  
beat slsm  
  
beat  
goodbye song

### General Classroom Music Lesson:

1. Welcome your students to music class by playing song #1 “Dooby Dooby Doo”. Add actions to the song as the words suggest - clap hands, jump up and down, wink an eye, stand on toes, etc. Have the students sing the echoed parts of the song.

2. “Mountaintop Monster” is a great song for Grade 1 students to practice using low voices and high voices. Use an exaggerated low voice for the “great big monster” and a very high voice for the “any tiny monster”. The healthiest range for children to sing in is their “head voice”. Some children have always spoken or sung in a “chest voice” or the lowest register. For them to learn to sing in head voice, chanting or speaking in a very high register can help them to develop this range. When they use both registers in a song, the contrast helps them to develop flexibility. Add actions to the song as the words suggest. Ask the students if they can tell you which parts of the song are spoken and which parts are sung. This will help them to distinguish between speaking and singing voices.

Additional practice in distinguishing between speaking and singing voices can be given by introducing a toy elephant named Melody. Melody the elephant will do what the children tell her, if they tell her in a “singing voice”. If they speak, she does nothing.

3. Sing song #3 “Little Red Wagon”. Add actions to the song. When you bump up and down, keep a steady beat. Later, ask the children to suggest new verses. For example:

Kayla’s going to fix it with a pipe wrench...

BJ’s going to fix it with a chain saw...

This song is charted for reading practice in Big Storybook Vol. 2 and in Reproducible Storybooks Vol. 2.

4. Turn to “Snail Snail” in the Big Book, page 8. As you sing song #4 “Snail” point to the words. Teach the song by rote. The teacher sings the song to the students. Then the teacher sings the song phrase by phrase (or plays it on the CD) and the students echo. When they can correctly sing each phrase, sing the entire song again and have students sing the entire song back. Play the game. This game is an excellent way to practice keeping a beat.

5. While the students are standing, introduce the song #5 “Sam the Robot Man.” Play it on the CD and ask the students to listen to the instructions that are in the song and do what it says. Have them create robot movements during the song. This is another good song for practicing keeping a steady beat.

**Beat:** Sam the robot man keeps the beat in his feet. Tell the children that the beat is the pulse of the music.

6. End the lesson with song #6 “The Music Time is Over”. End each lesson with this song.

### Listening:

LCD#1 (listening CD track 1) - “Sounds Around Us”

Show the visual in the Big Book page 3. Listen to this track and identify the sounds. Then have students listen to sounds in the classroom for 30 seconds and list all the sounds they hear. An excellent resource to follow up this activity is to read “**Some Goes Missing**” from the So-me storybook series. This book helps students become more aware of the sounds around them.

(Email [tvmusic@telusplanet.net](mailto:tvmusic@telusplanet.net) for information on the series)

LCD#2 - “What Keeps a Beat?” In the second lesson of the week, listen to listening CD track 2. Ask the students to identify the sounds. All of the sounds are sounds that keep a beat. Ask students to think of anything else that keeps a beat. (heart) In the Big book page 7 beats are shown as hearts. Tap the beats while you sing #4 “Snail Snail”. Tap the beats for many songs.

### Orff Arrangements:

Teach the Orff arrangement for song #4 “Snail Snail”. It is in the Orff Source #20. You may want to delay learning the Orff arrangement till later in the school year.

### For the Music Specialist:

Read the poem “Listen to the Rhythm” in the Big Book. Point to the words as you read, reinforcing the students’ beginning reading skills. This poem is a good way for the music specialist that sees many different classes to learn the names of her students.

Listen to the rhythm, listen to the beat.

Tell me your name, then take your seat.

All students stand. In turn, each student replies: “My name is \_\_\_\_\_” and then sits down. Each time you recite the poem, play a beat on a different rhythm instrument. Tell the students the name of the rhythm instrument and show them how it is played. In this way, they will become familiar with all the unpitched percussion instruments.

**Literacy Links:** Big Storybooks are available with the words to some of the grade 1 songs charted. We’ve chosen songs with repetitive or predictable lyrics to chart. Even beginning readers can decode most of the words in these charts, because they’ve learned them in the song! The same songs are also available in reproducible packages, so that you can copy them and assemble little books to send home with children for home reading practice. The songs from this lesson that are available are: “Little Red Wagon” and “Sam the Robot Man”.

Reading practice is also provided for short songs in the Grade 1 Big Book. Songs in this lesson that are charted for reading in the Big Book include “Snail” and “Listen to the Rhythm” poem.

# 1. Dooby Dooby Dooby Doo

CD 1: 1

**rote song**

Paul Bunell

Gon-na clp my hands (Gon-na clp my hands) all through the town.

(doo-by, doo-by, doo-by doo) Gon-na clp my hands (Gon-na clp my hands)

when the rain comes down (doo-by, doo-by, doo-by doo). Gon-na clp my hands

(Gon-na clp my hands) like a fun-my clown (doo-by, doo-by, doo-by doo).

2. Gonna sing out loud (echo) till the cows come home. (dooby...) Gonna sing out loud (echo) on the telephone. (dooby...) Gonna sing out loud (echo) when I'm all alone. (dooby...)
3. Gonna jump up and down (echo) like a jelly bean. (dooby...) Gonna jump up and down (echo) like a mister clean (dooby...) Gonna jump up and down (echo) so I can be seen. (dooby...)
4. Gonna stand on my toes (echo) get really tall. (dooby...) Gonna stand on my toes (echo) get really small. (dooby...) Gonna stand on my toes. (echo) It's better than my nose.
5. Gonna wink an eye (echo) all through the night. (dooby...) Gonna wink an eye (echo) till I get it right. (dooby...) Gonna wink an eye (echo) with all my might. (dooby...)
6. Gonna say bye-bye. (echo) Gonna see my gal. (dooby...) Gonna say bye-bye. (echo) Gonna see my pal. (dooby...) Gonna say bye-bye. (echo) I hope you stay well. (dooby...)
7. Dooby dooby dooby doo. (echo) Dooby dooby doo. (echo) Dooby dooby dooby doo. (echo) Dooby dooby doo. (echo) Dooby dooby doo. (echo) Dooby dooby doo. (echo) Wah!

**Teaching Purpose/Suggestions:** Welcome your students to music class by playing song #1 “Dooby Dooby Doo”. This song is included to give the students a great warmup and welcome to music class. It is engaging, easy to learn and fun to sing. Action songs are great for Grade one because they train the children to focus on the teacher. This skill will later help them to watch a conductor in a choir or a band. The echoes are also great for first grade. The words are easy to learn, and the children have a vocal model to imitate. In this song, I’d suggest having the children sing only the echo parts, although they will probably enjoy it so much that they’ll want to sing it all. (1)

**Playing and Creating:** Create actions and/or body percussion to go with the song as the words suggest - clap hands, jump up and down, wink an eye, stand on toes, etc. Create an action that you will use for each “dooby dooby doo.” Have the students sing the echo parts of the song with the actions that you create.

Try performing the echo parts on unpitched percussion instruments. Use one group of instruments for the actual words, and a different group of instruments to echo each “dooby dooby doo.”

Create new verses for the song using other locomotor and non-locomotor movements. For example:  
Gonna kick my leg....  
Gonna swing my hips....  
Gonna punch my hands .... (2, 3, 4)

**Assess:** After the children have sung the song many times, you can use this song to assess how well the child matches the pitch of the singing when singing with the class. Have the class stand in lines or in a circle in class list order. Listen to each child sing for three to four seconds. If you walk down the line with your class list in hand, it takes just a few minutes to assess the entire class. If you aren't able to assess the entire class while singing the song the first time, play it a second time. Use whatever grading system that is required by your school district or use Y - yes, N-no, S-sometimes.

**Curriculum Connections:** Language Arts: Read the storybook "Dooby Dooby Moo" by Doreen Cronin. ISBN10: 0689845073 available from amazon.com

**Shared Reading:** View the powerpoint of the song and read or sing the words of the song. This is excellent shared reading practice. If you do this without the CD, you can slow down and read at the speed that best suits your students.

**Illustrating and Reading:** Make a class book of this song. Have each child illustrate one short section of lyrics. If you have more pages than students, have one student do two pages. After the book is complete, make a copy of the book for each child to take home to read to their parents. If you make your class book on 11x17 paper and coil it, you could use this as a class Big Book and have the class read it. (8)

**Standards: 1, 2, 3, 4, 8**

### **Listen to the Rhythm**

Listen to the rhythm. Listen to the beat.  
Tell me your name then take your seat.

**Teaching Purpose/Suggestions:** "Listen to the Rhythm" is an activity to help you learn all the students names, and to help them develop confidence speaking alone, and speaking on the beat. Have the class say the poem and accompany it by playing a steady beat on a rhythm instrument. Use this opportunity to introduce many different rhythm instruments to your students. Play a different rhythm instrument each week. Ask the students to describe how the sound is made, and then classify the instrument as "wood", "metal", "shakes and scrapes" or "membrane". You learn the names and you introduce rhythm instruments at the same time. It is charted in the Grade One Big Book page five.

**Assess:** After the students have done the activity many times, assess how well they are able to keep a beat and to say their name on the beat. Are they able to tap a beat while they say the poem? Use whatever grading system that is required by your school district or use Y - yes, N-no, S-sometimes.

**Classroom Instrument Bingo,** by Veronica Harper, is also a fun way for students to learn the names and sounds of classroom instruments

## 2. Mountaintop Monster

**rote song**

CD 1: 2

Spoken:

On a mountaintop high above the sea sat a great big monster in a great big tree.  
It had great big ankles and great big knees, and great big elbows, and a great big sneeze.  
It was how big? Great big! It was how big? Great big!

It had a great big nose, and a great big chin, and great big teeth and a great big grin.  
It was how big? Great big! It was how big? Great big!

It had great big eyes, and great big feet and a great big belly and it only liked to eat,  
Jelly this, jelly that all day. "I love jelly!", you could hear it say.  
"I put jelly on my lettuce, jelly on my beans, jelly on my hair and jelly on my jeans."

On a mountaintop high above the sea sat a teeny, tiny monster in a teeny, tiny tree.  
It had teeny, tiny ankles and teeny, tiny knees, and teeny, tiny elbows, and a teeny, tiny sneeze.  
It was how tiny? Teeny, tiny! It was how tiny? Teeny, tiny!

It had a teeny, tiny nose, and a teeny, tiny chin, and teeny, tiny teeth and a teeny, tiny grin.  
It was how tiny? Teeny, tiny! It was how tiny? Teeny, tiny!

It had teeny, tiny eyes, and teeny, tiny feet and a teeny, tiny belly and it only liked to eat,  
Jelly this, jelly that all day. "I love jelly!", you could hear it say.  
"I put jelly on my lettuce, jelly on my beans, jelly on my hair and jelly on my jeans."

April Kascier and Susan Mewis

Jel - ly this, jel - ly that all day.

Jel - ly jel - ly jel - ly jam, oh, jel - ly this, jel - ly

that all day. Jel - ly jel - ly jel - ly jam, oh,

*Repeat and fade out*

**Teaching Purpose/Suggestions:** "Mountaintop Monster" is a great song for Grade 1 students to practice using low voices and high voices. Use an exaggerated low voice for the "great big monster" and a very high voice for the "teeny tiny monster". The healthiest range for children to sing in, is in their "head voice". Some children have always spoken or sung in "chest voice" or the lowest register. For them to learn to sing in head voice, chanting or speaking in a very high register can help them to develop this range. When they use both registers in a song, the contrast helps them to develop flexibility. Add actions to the song as the words suggest. Ask the students if they can tell you which parts of the song are spoken and which parts are sung. This will help them to distinguish between speaking and singing voices. (1)

Additional practice in distinguishing between speaking and singing voices can be given by introducing a toy elephant named Melody. Melody the elephant will do what the children tell her, if they tell her in a "singing voice". If they speak, she does nothing. Tell Melody to "jump up and down" using a speaking voice. Melody won't move. Then sing to Melody to "jump up and down" and make your elephant jump. Invite the children to sing to Melody what to do. This activity helps the students to learn the difference between singing and speaking

voices. You may also want to demonstrate a shouting voice and have the children tell you what kind of voice that is. Ask them if they should use a shouting voice when they sing. (never!)

Optional: Sing song #1 from the CD “Movement Songs Children Love”, “Elephants Have Wrinkles”.

**Playing and Creating:** Create non-locomotor movements to accompany the song as the words suggest.

Try accompanying the sung part of the song with unpitched instruments. The students could play the beat on rhythm sticks, drums, or other instruments. (2)

**Music Reading and Writing:** Use the song to reinforce the concepts of low and high. (5)

**Assess:** Assess if the students can distinguish between speaking voice and singing voice. Play the CD and pause during the speaking part. Ask the students to tell you if it is a speaking part or a singing part.

Peer evaluation: Have the students choose a partner. Play the CD and pause during the speaking part. Have student 1 tell student 2 if it is a speaking part or a singing part. Switch students. You could also have them complete a self evaluation for this song in which they assess whether or not they can tell the difference between speaking and singing.

**Curriculum Connections:**

Art: Have the students illustrate a favorite part of the song.

Shared Reading: View the powerpoint of the song and read or sing the words of the song. This is going to be too difficult to read early in the school year, but would be fun to use at the end of first grade when the students are reading better. If you do this without the CD, you can slow down and read at the speed that best suits your students. (8)

**Standards: 1, 2, 5, 8**

### 3. Little Red Wagon

CD 1: 3-33

**rote song**

*Slight Swing* *Traditional*

Bump -in' up and down in my lit-tle red wag-on. Bump in' up and down in my lit-tle red wag-on.

Bump -in up and down in my lit-tle red wag-on. Won't you be my dar - ling?

2. One wheel's off and the axle's broken. One wheel's off and the axle's broken.  
One wheel's off and the axle's broken. Won't you be my darling?

3. David's gonna fix it with his hammer. David's gonna fix it with his hammer.  
David's gonna fix it with his hammer. Won't you be my darling?

4. Jessie's gonna fix it with her pliers. Jessie's gonna fix it with her pliers.  
Jessie's gonna fix it with her pliers. Won't you be my darling?

5. Ryan's gonna fix it with a glue gun. Ryan's gonna fix it with a glue gun.  
Ryan's gonna fix it with a glue gun. Won't you be my darling?

Actions:

Bumpin' up and down

David's gonna fix it with his hammer

Jessie's gonna fix it with her pliers

Ryan's gonna fix it with a glue gun

*bump up and down in your chairs*

*motion hammering*

*motion using pliers*

*motion gluing with a glue gun*

**Teaching Purpose/Suggestions:** Use this song to reinforce beat, and to create actions and lyrics. Sing song #3 "Little Red Wagon". Add actions to the song. When you bump up and down, keep a steady beat.

**Playing and Creating:** Have the students create accompaniments for the song with unpitched instruments. You could try to find instruments that might sound like tools that are used to fix a wagon. For example: sandpaper blocks could create the sound of a sander; woodblocks could be the sound of a hammer.

Ask the children to suggest new verses. For example:  
Kayla's going to fix it with a pipe wrench...  
BJ's going to fix it with a chain saw.... (2, 3, 4)

**Curriculum Connections:**

Language Arts and Art: Make a class book with each child in the class creating a verse telling how they would fix the wagon. Give each child a "template" page. In the first blank they write their name. Brainstorm with the class for a list of tools that could be used to fix a wagon. Put the list on the board or in

a pocket chart and make little pictures to go with each word. In the second blank, the student chooses the tool that they will fix the wagon with. Each child could color a picture of the wagon, or each child could draw the wagon that they will fix.

Tool List: hammer,, saw, glue gun, duct tape, screwdriver, wrench

\_\_\_\_\_ is gonna fix it with a \_\_\_\_\_.

**Reading:** Copy and give the students copies of the little book of this song. Have the students read and sing the song to three adults when they get home.

**Shared Reading:** View the powerpoint of the song and read or sing the words of the song. This is going to be too difficult to read early in the school year, but would be fun to use later in first grade when the students are reading better. If you do this without the CD, you can slow down and read at the speed that best suits your students. (8)

**Standards: 1, 2, 3, 4, 8**

CD 1: 4 Orff Arrangement #20



**Teaching Purpose/Suggestions:** Use this song to reinforce and label beat. Turn to the song in the big book. As you sing song #4 “Snail” point to the words. Teach the song by rote. The teacher sings the song to the students. Then the teacher sings the song phrase by phrase (or plays it on the CD) and the students echo. When they can correctly sing each phrase, sing the entire song again and have students sing the entire song back. Play the game. This game is an excellent way to practice keeping a beat. See the next page for more information on teaching by rote, and more suggestions of how to use this song to teach and reinforce beat. (1)

Snails at all.

Another option is to have students brainstorm for a list of bugs. For example: ants, spiders, centipedes, flies. Write the suggestions on large pieces of construction paper. Choose body percussion or unpitched instruments to play the “bugs”. Choose 4 bugs to be a B section. Sing the Snail song as your A section and perform the song as an ABA. If you like, choose more bugs to be a C and D section and create a rondo. (2, 3, 4)

Later in the year, have the students practice naming the solfa notes in the song. They could sing the song and show the hand signs, notate one or more phrases of the melody on individual staff boards, or complete a writing worksheet in the Kodaly Writing Worksheets package for Musicplay 1. (5)

beat 8 - round

**Rote Songs / Reading Songs:** In this method there are reading songs and rote songs. When teaching a rote song, the teacher sings the song to the students (or plays the CD), and then sings it phrase by phrase and the children echo. “Snail Snail” and other reading songs, show the notes used in a small staff above the song. Although the Grade 1’s will not read “Snail Snail” at this point in Grade 1, the teacher can use the song to prepare them to read it later in the year. At this point in first grade, I use “Snail Snail” (#4) and “Choo Choo Train” (#9) to work with the children on beat.

**Curriculum Connections:**

Language Arts/Art: Have students illustrate the song. If you let them take home their art work, they will have a copy of the song at home to sing for parents. This will give them extra practice singing and reading.

Snail Snail  
**Samples**  
**No Copying**

Snail, snail, snail, snail  
Go around and 'round and 'round.

*The teacher is permitted to reproduce this graphic for the students in her class.*



# Beat - How to Label and Assess Beat

## 1. Keeping a steady beat

After the children can step the beat accurately while singing “Snail Snail”, repeat the song while sitting and pat the beat in their laps. Assess if they keep a steady beat. Observe your class. The majority will be able to do this accurately. In your grade book or on the checklist provided, put an X by those who can’t, or use the letters NY for not yet.

## 2. Labeling the word “beat”

When the majority of the children in your class can keep a beat, the following process can be used to label the word beat:

Sing and keep the beat (patsch). Ask the students to count the beats (8). Tell them that you don’t want to forget how many beats there are. Ask a child to put one heart on the magnet board for each beat. (heart shape masters are given on page 11) Ask him to point to the hearts while you sing the song. Use this to check that you do have the right number of hearts. You can also use the beat chart that is given in the Big Book. To assess if children understand the concept ask individual students, or more than one student. Another way to assess is to give each child a numbered beat chart - a chart with 8 or 16 hearts, (4 hearts per row), that are numbered from 1-8 or 1-16. Have the children tap the beat on the beat chart. Ask individual students “Which beat was the word ‘go’ on?” (The beat chart master is given on page 12.) This helps to develop the child’s inner hearing, and is another way to assess if a child has developed a sense of beat. Go through this process with many simple reading songs before going on the next step. You can use any of the following songs in Grade One Musicplay: Choo Choo Train, Counting Song, Cuckoo, Lucy Locket, Strawberry Shortcake, Tommy Tiddlemouse, I Like You, Tick Tock, Bee Bee Bumblebee, Apple Tree or How Many Fingers.

## 3. Distinguishing Rhythm/Beat

Beat is the steady pulse in music. Rhythm is “the way the words go”.

Ask the children to clap the words of the song - to put the rhythm in their hands. Try this with many reading songs over a period of weeks. Copy the “rhythm” flashcard master that is given on page 10 onto colored cardstock and hold it up for the students when you do this. One day ask them to “put the words in their head and show me in your hands how the words go.” Another day, clap the rhythm of a song to the students and ask if they can tell you what song it is. Clap this pattern for them: ♪ ♪ ♪ ♪ ♪ ♪ ♪ ♪ This pattern is the rhythm of “Snail Snail”. Never take the first answer the kids give you. Always check their answer and give them the opportunity to correct it.

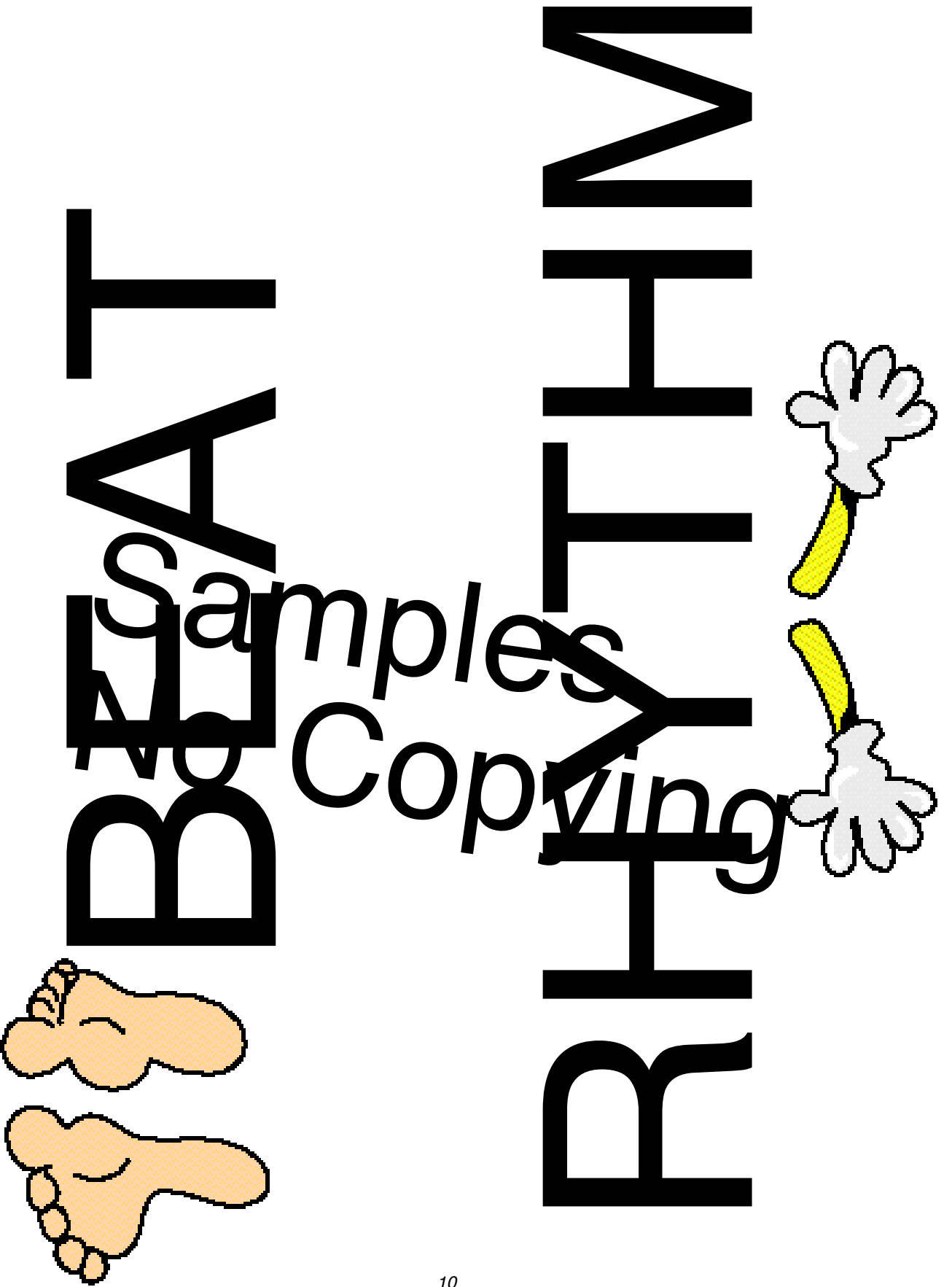
Show the students the beat by stepping this rhythm: ♪ ♪ ♪ ♪ ♪ ♪ ♪ ♪ Ask them if they can tell what song it is by its beat? (no) There are some songs with the same rhythm, but all songs have the same beat. Note: Never clap the beat. Show beat in any way except clapping. Save clapping for showing rhythm. Make a game of switching between stepping beat and clapping rhythms. I call this beat/word switch. Make up the two flashcards given on page 10. One says BEAT and has a picture of a foot. The other says RHYTHM and has a picture of hands. When I hold up the BEAT card they step the beat. When I hold up the RHYTHM card they switch to clapping the words in their hands. The children like to hold the cards and have the class switch. When the kids are good at switching between beat (in their feet) and words (in their hands) , have them try doing both. The cards are given on the page that follow for you to copy and use.

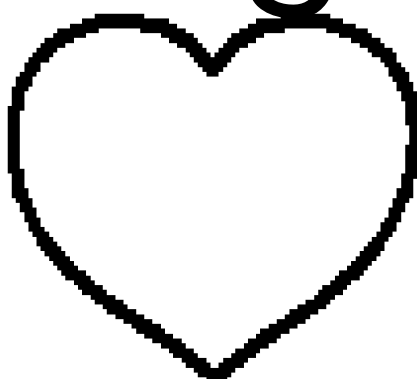
## 4. Labeling sounds on a beat and ta and titi

Sing “Snail Snail” and have children count the beats (8). Clap the rhythm (the words) while they sing.

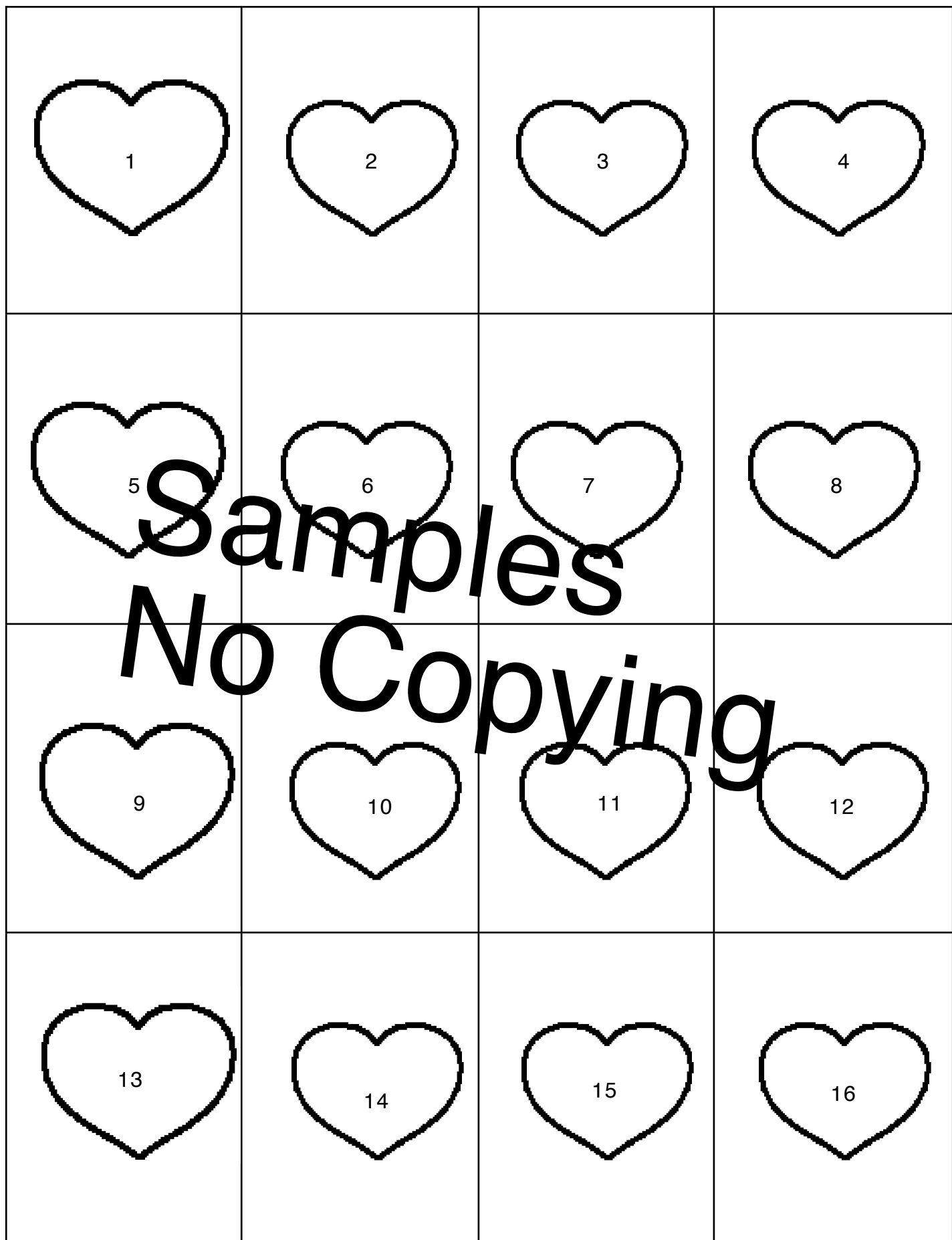
Ask the children to tell you how many sounds they hear on each beat. (Do this one beat at a time.) Put a snail on the first heart to show there is one sound on each beat. Later, put a ta strip over and tell them that when there is one sound on a beat we call it ta. Sing the ta’s. Do the same for the second phrase. Where there are two sounds on a beat, put two snails on the heart. Later, put a titi magnet over the heart and tell the students that when we have two sounds on a beat we call it “ti-ti”. ♪

Have the students practice showing sounds on a beat with shapes. You can put 10-12 coffee stir sticks into Ziploc bags and give one bag to each student. Sing a reading song, counting the beats and then clapping the words to one phrase. Have the students make the pattern of ta and titi on the desk using the stir sticks.





Samples  
No Copying



*The teacher is permitted to reproduce this graphic for the students in her class.*

## 5. Sam the Robot Man

CD 1: 5-34

**rote song**

D. Gagne

The musical score for 'Sam the Robot Man' is written on ten staves. The melody is in G major (one sharp) and 4/4 time. The lyrics are: 'Ten Sam, the ro - bot man, Ten do - ing the best I can. Pow - er on - to look. Are all sys - tems go! I can keep the best, I can keep it to my feet. Move my feet to the enu - sids beat. eve - ry - where I go. I can reach up high, I can reach down low. Move my feet to the enu - sids beat. eve - ry - where I go. I can run a - round, I can round the ground. Move my feet to the enu - sids beat. eve - ry - where I go. Move my feet to the enu - sids beat. eve - ry - where I go.' There are four measures of instrumental music marked with a '4' above the staff, occurring between the second and third staves, and between the fourth, sixth, eighth, and tenth staves.

**Teaching Purpose/Suggestions:** This song is good for practicing steady beat and creating movement. While the students are standing, introduce the song #5 “Sam the Robot Man.” Play it on the CD and ask the students to listen to the instructions that are in the song and do what it says. Have them create robot movements during the song. This is another good song for practicing keeping a steady beat. Listen to the song again and this time have them sing and create robot movements during the song. (1)

**Playing and Creating:** Create movements for this song. You could allow students to choose unpitched instruments to create robot or machine sound effects. They could play their creations during the instrumental part of the song, or use them as an introduction or ending. (2, 3, 4)

**Music Reading and Writing:** Use this song to reinforce the meaning of “beat”. Have students keep the beat with their feet when they move to the song. (5)

**Listening and Evaluating:** Have students perform their robot sound effects for the class. Have the students tell what they like about each performance. (6, 7)

**Assess:** Observe your class as they move to the song and assess how well they keep the beat in their feet. Most of your students should be successful, so it will be quickest for you if you note on your class list the students that are not keeping a steady beat, rather than checking off all those that can.

**Curriculum Connections:**

**Shared Reading:** View the powerpoint of the song and read or sing the words of the song. This is going to be too difficult to read early in the school year, but would be fun to use later in first grade when the students are reading better. If you do this without the CD, you can slow down and read at the speed that best suits your students.

**Reading:** Copy and give the students copies of the little book of this song. Have the students read and sing the song to three adults when they get home. (8)

**Standards:** 1, 2, 3, 4, 5, 6, 7, 8

## 6. The Music Time is Over

**echo song**

CD 1: 6

D. Gagne

The musical score is written on four staves. Each staff has a 'Teacher' part on the left and a 'Class' part on the right. The lyrics are written below the notes. The first staff has the lyrics: 'The mu - sic time is o - ver. (The mu - sic time is o - ver) It's'. The second staff has: 'time to say good - bye. (It's time to say good - bye) Good -'. The third staff has: 'bye un - til the next time. (Good - bye un - til the next time) Good -'. The fourth staff has: 'bye, good - bye, good - bye. (Good - bye, good - bye, good - bye)'. The score ends with a double bar line.

Teacher Class

The mu - sic time is o - ver. (The mu - sic time is o - ver) It's

Teacher Class

time to say good - bye. (It's time to say good - bye) Good -

Teacher Class

bye un - til the next time. (Good - bye un - til the next time) Good -

Teacher Class

bye, good - bye, good - bye. (Good - bye, good - bye, good - bye)

**Teaching Purpose/Suggestions:** End the lesson with song #6 "The Music Time is Over". End each lesson with this song. This is another opportunity for you to model in tune singing for your students. If you begin and end with a song each lesson, it adds structure to your lesson. The following chants may help you get your students lined up without chaos, and remind them to sit up straight when they sing.

## Line Up Chant



Keep the beat in your feet one two three four as you fol - low Sta - cy to the door.

**Teaching Purpose:** Practice keeping a beat, while you teach the children an orderly way to make a line. I often choose a child who is far away from the door, and the class follows that child to the door. This is not recorded on the Musicplay CD, but is recorded in the collection “Sing and Play on Special Days”.

## Posture Chant



2 4 6 8 ev - ery - bod - y sit up straight! Put your feet on the floor, sit a - head a lit - tle more.

**Teaching Purpose Suggestions:** Good posture is important for good singing. This chant is a quick reminder for the students to sit correctly when they sing. When they know it, say one measure, and teach the children to say the next measure in response. This is not recorded on the Musicplay CD, but is recorded in the collection “Sing and Play on Special Days”.

**Samples**  
**No Copying**

### Listening Resource Kit Level 1 - Correlations to Musicplay 1

LCD#2 / Big Book page 6: What Keeps a Beat?

Have the children listen to and identify the sounds on the CD. They are windshield wipers, a tap dripping, paddling a canoe and a clock ticking. Can they think of anything else that keeps a beat? Your heart keeps a steady beat, and in this method, I use hearts to represent beat. On page seven of the big book there is a heart chart. Use this chart often to tap the beat as the children sing any song that is in 2/4 or 4/4 time. (If there are more than four beats in a bar, start over.) Have children come to the front of the class and tap the beats. Clap the words at the same time.

## September - week 2:

### Musical Concepts:

singing & speaking voices  
beat \* fast / slow  
create sound effects  
loud / soft

### Materials:

metronome  
instruments  
“Mortimer” story

### New Songs:

7. Grand Old Duke of York *CD1: 7-35*  
8. Wheels on the Bus *CD1: 8-36 BB11*  
9. Choo Choo Train #9 *CD1: 9 BB12/13*  
Read “Mortimer” by Robert Munsch

### Concept:

fast/slow  
create actions  
beat  
loud/soft

### Review Songs:

1. Dooby Dooby Dooby Doo *CD1: 1*  
6. The Music Time is Over

### Concept:

warmup  
goodbye song

Review songs 2, 3, 4, 5 if you have enough time.

## General Classroom Music Lesson:

1. Review song #1 “Dooby Dooby Dooby Doo”.
2. Say the poem “Three Little Monkeys”. Add actions as suggested by the words. This is charted in Big Storybook Vol. 1 for you to track the words while your students read the words.

3. Introduce song #7 “The Grand Old Duke of York”. Listen to the song on the CD and tell the children you will ask them some questions about what they have heard. Ask questions such as:

How many men did the Duke have?

What did the men do?

What did the men do once they were at the top of the hill?

Listen again, singing along and doing the actions for the song. The words to this song are charted in Big Storybook 1 for the children to read.

4. Song #8, “The Wheels on the Bus” is charted in short form in the Big Book page 11, and with the complete text in the Big Storybook Vol. 2. Read the words to the song in the Big Book. The verses are all pictured. Song #8 “The Wheels on the Bus” should be familiar to most grade 1 students. In the first lesson of the week, sing adding the actions.

In the second lesson of the week, bring out rhythm instruments and invite children to suggest instruments that could replace some of the words. Set the rules for using instruments before the children touch them. I say “If you play before I say I’ll take your instrument away” (and do if they don’t respect the rule). The child is to take the instrument and put it on the floor in front of him. It is a good idea to allow the children some time to experiment with playing their instrument, but agree on the signal for quiet before you allow experimentation to begin. “When I play on the cymbal it’s time for everyone to put instruments down.”

5. Turn to page 12 in the Big Book. Sing song #9 “Choo Choo Train” to the class or play it for them on the CD. Explain how the game is played. Play the game. After students have tried

moving the train in different ways, ask them whether trains go fast or slow. Explain that when a train is just starting out it goes slowly. It picks up speed, then goes slower and comes to a stop. Try this while singing and moving. A marching movement would be the easiest to do while trying different speeds. Explain that sometimes music is fast and sometimes it is slow.

If you have the listening kit listen to track 3 and identify the sounds. Tell whether they are fast or slow. Look at the corresponding pictures on page 10 in the big book. Listen and move to #8 “Wild Donkeys” on the listening CD. Ask the children to tell you whether the music is fast or slow? What animal does it make them think of?

Play beat/word switch with “Choo Choo Train”. When you hold up a card with “beat” written on it, they step the beat. When you hold up a card with “words” on it, they clap the words. Switch cards at the end of phrases.

6. In the second lesson of the week, read the Robert Munsch book “Mortimer” to the students. Each time Mortimer sings “bang bang...” invite the children to join you and sing it on a so-mi pitch. Every time they sing the refrain, they should sing it a little louder. At the end of the story, ask the students how they changed their voices. (They got louder.) Later in the school year, read the story again adding instruments to the refrain.

7. Sing song #6 “The Music Time is Over”.

Optional: Tell the students that the three little monkeys favorite song is “Monkeys”. It is on the CD “Movement Songs Children Love” track #2. Play the CD and invite the children to join in on verse 2. Demonstrate the actions.

### Listening:

LCD#3 - Is it fast or slow? BB10

LCD#8, Wild Donkeys Is it fast or slow? BB18/19

Ask the students to think about what animal is described by the music (wild donkeys). What do the students think the donkeys are doing?

A good tool to demonstrate beat in music is an old fashioned mechanical metronome. If you don’t have one, you could ask your students if anyone has one at home that they could bring to school. Set the metronome to a very slow speed and sing #9 “Choo Choo Train” with a slow beat. Change the metronome to a medium and then to a fast beat. No matter what speed the music is, it always has a steady beat.

### Kodaly Focus:

Present: fast/slow loud/soft

Prepare: so-me, ♪ ♪ ♪ Choo Choo Train

Practice: beat

### Orff Arrangements:

Create an Orff arrangement for song #9 “Choo Choo Train”.

### Links to Literature:

Mortimer by Robert Munsch

**Literacy Links:** Read “Wheels on the Bus” and “Grand Old Duke of York” Big or Reproducible storybooks.



# Three Little Monkeys

Three little monkeys swinging from a tree  
Along came Uncle Crocodile quiet as can be  
The low monkey said “You can’t catch me!”  
Snap!

Two little monkeys swinging from a tree  
Along came Uncle Crocodile quiet as can be  
The middle monkey said “You can’t catch me!”  
Snap!

One little monkey swinging from a tree  
Along came Uncle Crocodile quiet as can be  
The high monkey said “You can’t catch me!”  
Snap! Missed me!

**Teaching Purpose/Suggestions:** This is a great poem for practicing low, middle and high voices. Say each verse in a different voice. The children who haven’t found their singing voices yet, will benefit from this practice. I have a wonderful monkey puppet with three monkeys that can “disappear”. You can make a monkey finger puppet with three brown pompoms fastened to a glove.

At the end of the poem, we’ve added a part. The monkey sings “missed me, missed me, now you’ve gotta kiss me!” The crocodile puppet shakes his head and won’t do it so the monkey sings it again, louder. Each time the crocodile refuses to kiss the monkey, the monkey sings louder. This is good reinforcement for the concepts, loud and soft. Eventually the crocodile gives in and kisses the monkey.

**Reading:** Copy and give the students copies of the little book of this song. Have the students read and sing the song to three adults when they get home.

The song that follows, “Monkeys,” is an optional activity. This song is found on the CD, “Movement Songs Children Love”.

## ***Monkeys by Susan Marcus #2 on the Movement CD***

Monkey climbing in the tree,  
Monkey climbing just like me  
Monkey climbing to this song,  
and he bangs on the coconut bong, bong, bong  
Bong it high, bong it low,  
grab another coconut around you go!

Monkey hiding in the tree (boo!),  
Monkey hiding just like me! (boo!)  
Monkey hiding to this song,  
and she bangs on the coconut bong, bong, bong  
Bong it high, bong it low,  
grab another coconut around you go!

Make up your own verse!

Monkey scratching in the tree (ee ee),  
Monkey scratching just like me (ee ee)  
Monkey scratching to this song,  
and he bangs on the coconut bong, bong,  
bong  
Bong it high, bong it low,  
grab another coconut around you go!

Monkey clapping in the tree,  
Monkey clapping just like me,  
Monkey clapping to this song,  
and she bangs on the coconut bong, bong,  
bong  
Oh she bangs on the coconut, bong, bong,  
bong  
Yes she bangs on the coconut, bong,  
bong, bong

**Teaching Purpose/Suggestions:** This is an optional song from the CD “Movement Songs Children Love”. This is a great song for keeping a beat and creating movements.

## 7. The Grand Old Duke of York

CD 1: 7-35

**rote song**

Traditional



Oh, the grand old Duke of York, he had ten thous - and

men. He marched them up to the top of the hill and he marched them down a -

gain. And when they were up they were up. And when they were down they were

down. And when they were on - ly half - way up they were nei - ther up nor down.

**Actions:** Sing this song three times, each time increasing speed.

Oh the Grand old Duke of York  
he had ten thousand men  
he marched them up to the top of the hill  
and he marched them down again  
and when they were up they were up  
and when they were down they were down  
and when they were only half way up  
they were neither  
up  
nor down

*march while seated in place*  
*show ten fingers*  
*stand up & march*  
*sit down & march*  
*stand up*  
*sit down*  
*crouch*  
*clap twice*  
*stand up*  
*sit down*

**Teaching Purpose/Suggestions:** This song is used to experience fast and slow. Play the song for the students. When you get to the first repetition, pause the CD and ask the students how the music has changed. (It's faster.) Continue, and ask again on the second repetition. Have the children sing the song with the actions. This will demonstrate that they can respond through movement to changes in tempo. (1)

**Playing and Creating:** Have students choose an instrument. Practice playing fast and slow. (2)

**Music Reading and Writing:** Give each student a copy of the tempo chart from the Listening Resource Kit Level 1, page eight. Listen to the song and have the children point to the tempo that they hear. (5)

**Curriculum Connections:** Language Arts:

**Shared Reading:** View the powerpoint of the song and read or sing the words of the song. This is going to be too difficult to read early in the school year, but would be fun to use later in first grade when the students are reading better. If you do this without the CD, you can slow down and read at the speed that best suits your students

**Reading:** Copy and give the students copies of the little book of this song. Have the students read and sing the song to three adults when they get home.

**Art:** Have the students illustrate the song. (8)

**Standards:** 1, 2, 5, 8

## **Listening Resource Kit Level 1 - Correlations to Musicplay 1**

LCD#3 / Musicplay Big Book page 10: Fast and Slow

Listen to the CD and identify the sounds that you hear. There is a race car, horses, a jet and a canoe. Which of these are fast and which are slow? Can you think of any other sounds that might be fast or slow? Try singing and playing “Choo Choo Train” faster and slower. Explain that just as a train can go faster and slower, the beat of the music can go faster or slower.

Use the beat chart in the Big Book or from this teacher’s guide and sing and tap the beats as you sing “Snail” at a fast and a slow speed. Explain that there is still a steady beat. Only the speed of the music (the tempo) has changed.

LCD#8: Wild Donkeys, from the Carnival of the Animals

Listen to this selection now if you have time, or in another lesson. Ask if the music is fast or slow? (fast)

LCD#9: Tortoises, from Carnival of the Animals. Is it fast or slow? (slow)

## 8. The Wheels on the Bus

**rote song**

CD 1: 8-36 Big Book 11

Traditional

The wheels on the bus go round and round,  
 round and round, round and round. The wheels on the bus go  
 round and round, all through the town.

The wheels on the bus go round and round  
 The horn on the bus goes beep beep beep  
 The wipers on the bus go swish swish swish  
 The money on the bus goes clink clink clink  
 The doors on the bus go open and shut  
 The baby's on the bus go wa wa wa  
 The Mommy's on the bus go sh sh sh

roll arms  
 pound fists  
 move arms side to side  
 make clinking sounds by snapping fingers  
 open and close arms  
 make crying sounds  
 finger to mouth and say sh sh sh

**Teaching Purpose/Suggestions:** This song is used to practice keeping a beat, developing singing voice, and creating new verses. Song #8, "The Wheels on the Bus" is charted in short form in the Big Book, and with the complete text in the Big Storybook Vol. 1. Read the words to the song. The verses are all pictured. Song #8 "The Wheels on the Bus" should be familiar to most Grade 1 students. In the first lesson of the week, sing adding the actions. (1)

**Playing and Creating:** In the second lesson of the week, bring out rhythm instruments and invite children to suggest instruments that could replace some of the words. Set the rules for using instruments before the children touch them. I say "If you play before I say I'll take your instrument away" (and do if they don't respect the rule). The child is to take the instrument and put it on the floor in front of him. It is a good idea to allow the children some time to experiment with playing their instrument, but agree on the signal for quiet before you allow experimentation to begin. "When I play on the cymbal it's time for everyone to put instruments down."

Use this song to introduce rhythm instruments. Substitute instruments for the vocal sounds. (2, 3, 4)

For example:

The wheels on the bus go round and round  
 The horn on the bus goes beep beep beep  
 The wipers on the bus go swish swish swish  
 The money on the bus goes clink clink clink  
 The doors on the bus go open and shut  
 The baby's on the bus go wa wa wa  
 The Mommy's on the bus go sh sh sh

play jingle taps on the words "round and round"  
 play hand drums on the words "beep beep beep."  
 play shakers on the words "swish swish swish".  
 play triangles on the words "clink clink clink".  
 play woodblocks on the words "open and shut".  
 make vocal sound effects  
 make vocal sound effects

**Music Reading and Writing:** If the students have learned to read rhythms, you could write the rhythm on the board for the words “round and round” (titi ta). Change the words to:  
The rhythm on the bus is titi ta, titi ta, titi ta  
The rhythm on the bus is titi ta all through the town. (5)

**Listening and Evaluating:** Divide the class into five groups playing the five different instruments that are listed above. Have each group perform alone for the class. Have the students evaluate the performance by answering the following questions.

Did everyone in the group sing?  
Could you understand the words they were singing?  
Did they play their instruments at the same time?  
Did they have fun singing and playing?  
Have the class practice being a good concert audience while they listen. (6, 7)

**Assess:** If you wish, you could evaluate students within the group as per the suggestions for the students given above.

**Curriculum Connections:**

**Language Arts:** Write the words that repeat on a chart and point to them each time you sing. A short version of the song is given on page 11 of the Big Book. The full version of this song is charted in the Big Storybook. It’s also given as a little take-home book in the Reproducible Storybooks.

**Shared Reading:** View the powerpoint of the song or use the words in the Big Book, and read or sing the words of the song. This is going to be too difficult to read early in the school year, but would be fun to use later in first grade when the students are reading better. If you do this without the CD, you can slow down and read at the speed that best suits your students

**Reading:** Copy and give the students copies of the little book of this song. Have the students read and sing the song to three adults when they get home.

**Standards: 1, 2, 3, 4, 5, 6, 7**

## 9. Choo Choo Train

CD 1: 9 Big Book 12/13



Traditional Children's Rhyme



Choo - choo train, choo - choo train, cop - y me just do the same.



Choo - choo train, choo - choo train, whoo, whoo, stop!

**Game Directions:** This is a follow the leader game. The children form a line like cars in a train. The leader decides on an action and the rest of the children must copy that action. At the end of the song, everyone gives a loud high whistle, and I blow the train whistle. (Before we had a meningitis scare in our school district, I'd let the children blow the whistle, but there is no safe way to disinfect the whistle, so now I'm the only person who uses the whistle.) When the children do the whistle with their voices, they are helping to develop their ability to sing in their head voice. It isn't healthy for their voices to be singing really low (chest voice). At the end of the song, the leader goes to the back of the line and the second in line becomes leader. I like to play this game at the end of class, so they go right from game to lineup. If you teach your own phys-ed, you could play it in the last five minutes of each phys-ed class.

**Teaching Purpose/Suggestions:** Use "Choo Choo Train" to reinforce the concepts of beat, rhythm, and beginning reading. Initially, play the game. (1)

**Music Reading and Writing:** After, ask them to step the beat. Assess beat keeping. Try the beat/word switch game on page five with "Choo Choo Train". When they are ready (October or later) go through the process of figuring out what the rhythm, or the ta's and titi's are.

1. Sing and play the game.
2. Show the phrases while you sing.
3. After one phrase, ask "How many beats are there in the phrase?" (4)
4. Clap the words while the children sing.
5. After one phrase ask, "How many sounds are there on this beat."

\* put engine magnets on the beat to show there are two sounds on the beat. Then put ta strips over and say "when we have one sound on each beat we call it ta. Sing the titi's and ta's.

Later, you will come back to this song to learn to read so-mi. Initially, just have the children show the higher and lower notes by raising and lowering their arms. Later you can teach them the solfa signs for so-mi.

Later in the year, have the students practice naming the solfa notes in the song. They could sing the song and show the hand signs, notate one or more phrases of the melody on individual staff boards, or complete a writing worksheet in the Kodaly Writing Worksheets package for Musicplay 1. (5)

**Playing and Creating:** You can accompany "Choo Choo Train" with Orff instruments or tone bars and sandpaper blocks to make the engine sound. An Orff arrangement and detailed lesson will be available for this song in the new Orff Source publication, or you could create an arrangement with your students. Create a B section for this arrangement by have the students create train sounds using body percussion or unpitched instruments. (2, 3, 4)

**Assess:** Observe the students as they play the game and assess if they are stepping to the beat. Most of your students should be successful, so it will be quickest for you if you note on your class list or the checklist provided those students who are not keeping a steady beat, rather than checking off all those that can.

**Curriculum Connections:** Language Arts:

Reading: Read or sing the words to the “Choo Choo Train” song in the Big Book page 12.

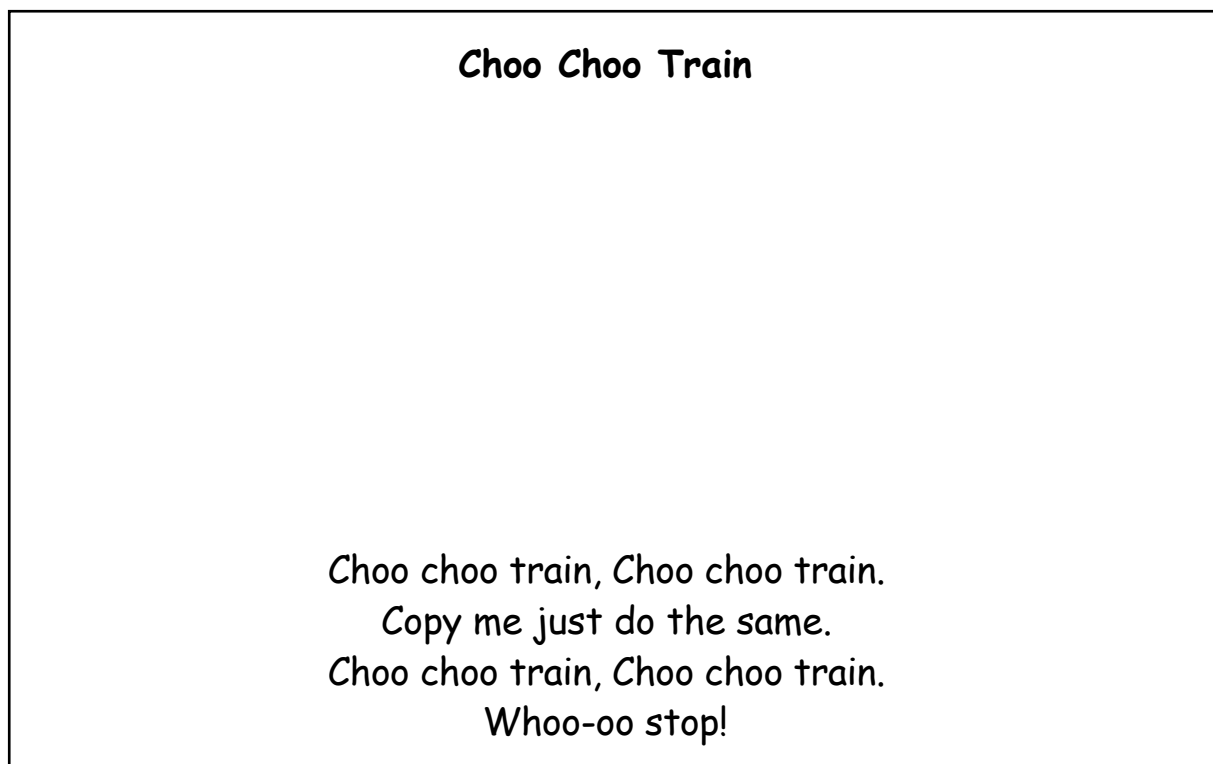
Literature: A related story to read to the class is the story of the “Little Engine that Could”.

Shared Reading: View the powerpoint of the song and read or sing the words of the song. This is going to be too difficult to read early in the school year, but would be fun to use later in first grade when the students are reading better. If you do this without the CD, you can slow down and read at the speed that best suits your students

Language Arts/Art: Have students illustrate the song. If you let them take home their art work, they will have a copy of the song at home to sing for parents. This will give them extra practice singing and reading. (8)

Language Arts Connection: Read or sing the words to the “Choo Choo Train” song in the Big Book page 12. A related story to read to the class is the story of the “Little Engine that Could”.

**Standards: 1, 2, 3, 4, 5, 6, 7, 8**



*The teacher is permitted to reproduce this graphic for the students in her class.*

These are Grandma’s Glasses

**In a high voice:**

These are Grandma’s Glasses

This is Grandmas hat

This is the way she folds her hands

And lays them in her lap

**In a low voice:**

These are Grandpa’s glasses

This is Grandpa’s hat

This is the way he folds his arms

And then he takes a nap!

fingers around eyes

hands on head

fold hands

folded hands in lap

larger glasses

larger hat

cross arms on chest

head down

**Teaching Purpose:** high/low sounds, speaking and singing voices