

Old Favorites: New Voices

Pitch content: Vocal exercise

Suggested grade level(s): K to 3

Formation: Teacher's choice

Materials required:

- "New Voices" page (master 1–10)

Preparation:

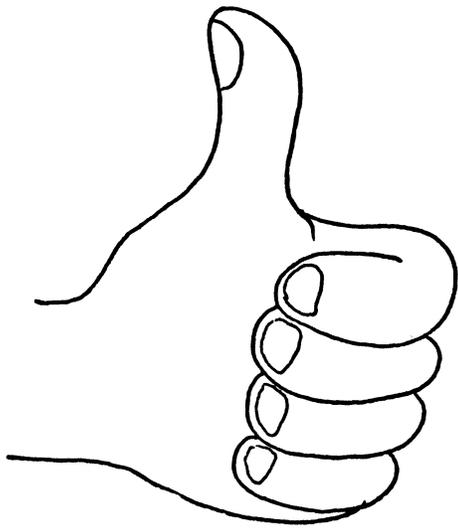
Use the "New Voices" page as a master to make an overhead transparency or duplicate one copy for each student.

Procedure:

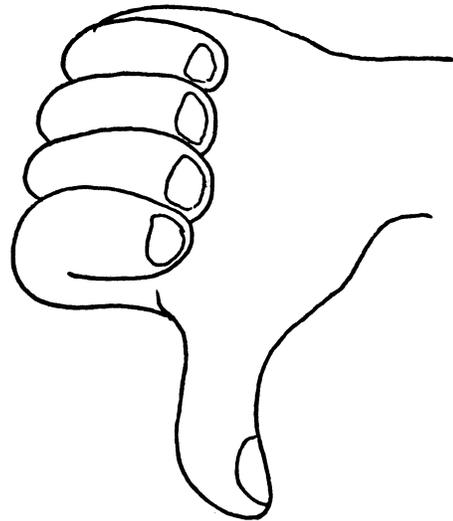
Choose a song that is familiar to the class, such as "Twinkle, Twinkle, Little Star," or "Mary Had a Little Lamb." Explain to the class that you will perform the song in different voices. Experiment with singing, speaking, whispering, and shouting the lyrics to the song. (NOTE: Use shouting as an option sparingly and guardedly. Children merely need to label the shouting voice and differentiate between shouting and singing. Make students aware that shouting can do harm to the vocal mechanism.)

Other ideas:

1. Choose a child to sing, speak, whisper, or shout a favorite song, changing voices every phrase or two. Instruct the class members to signal their identification of each voice used, using the "New Voices" page.
2. Use hand puppets. (See the next activity, "Puppet Voices.") Perform the song in its entirety using one voice, and then switch puppets and repeat the song in another voice.
3. Use hand puppets, but switch puppets and voices more frequently, such as after every two phrases.
4. Allow several students to come forward and wear the puppets. They will hide the puppets behind a table or chair, and show only one at a time. The class will perform the song in the voice designated by the visible puppet.



sing



shout



whisper



speak

Turkey and Stuffing

Pitch content: ms

Predominant pitch(es)/pattern(s): sm

Suggested grade level(s): K to 3

Formation: Teacher's choice

Materials required:

- "Turkey and Stuffing" page (master 2–14)
- disk pattern, optional (master 2–14) from page 40.

Preparation:

1. If disks are used, make copies of the disk pattern and cut out the disks. Color them and then laminate for longer wear. Glue the disks onto heavy paper or plastic coffee can lids.
2. Make copies or a transparency of the "Turkey and Stuffing" page.

Suggested procedure:

Help children prepare solos about their favorite foods at a turkey dinner. Help the class sing the song. Select one student to sing solo 1. Repeat the song as many times as desired.

Other ideas:

1. Pass the disk from person to person as you sing. The child holding the disk when the song ends is the designated soloist.
2. Make the song cumulative by "saving solos." For example, soloist #1 sings "I like the rolls." The song is repeated. Soloist #2 sings "I like the turkey," and soloist #1 sings again "I like the rolls." After the third repetition of the song, three soloists sing, etc.
3. Allow each child a chance to sing a solo. Take turns going around the classroom. Use this method with or without the cumulative ending.

Turkey and Stuffing

(2-14)

Class:

Musical notation for the first line of the song. The melody is written on a treble clef staff with a key signature of one sharp (F#) and a 6/8 time signature. The lyrics are: Tur - key and stuff - ing and pie and the rest,

Musical notation for the second line of the song. The melody continues on a treble clef staff. The lyrics are: Tell us (Mel - is - sa) what you like the best. I like the (rolls). A box labeled "1. Solo 1:" is positioned above the end of the line.

Musical notation for the third line of the song. The melody continues on a treble clef staff. The lyrics are: I like the (tur - key). I like the (rolls). A box labeled "2. Solo 2:" is positioned above the beginning of the line, and a box labeled "Solo 1:" is positioned above the end of the line.

Musical notation for the fourth line of the song. The melody continues on a treble clef staff. The lyrics are: I like the (pie). I like the (tur - key). I like the (rolls). A box labeled "3. Solo 3:" is positioned above the beginning of the line, a box labeled "Solo 2:" is positioned above the middle of the line, and a box labeled "Solo 1:" is positioned above the end of the line.

