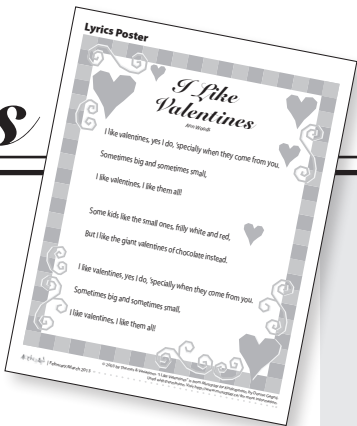




I Like Valentines



Lesson Suggestions by Denise Gagné

Target Concepts: Form • Dynamics
Materials: Dynamics Cards • Lyrics Poster

Lesson Suggestions

1. Sing the A section of the song for your students. Ask them what holiday this song is about. Teach the A section by rote, two measures at a time.
2. Discuss the words and have the students help you create movements to accompany their singing. For example:

Lyrics	Movements
I like valentines,	bring thumbs to own chest
yes I do,	place hands on hips and nod head three times
'specially when they come from you.	point left hand out, then right hand out
Sometimes big	reach hands way up
and sometimes small.	bring hands close together
I like valentines,	bring thumbs to own chest
I like them all!	place hands on hips

3. Let your students know that you will all sing the A section together with their movements, but then you will continue alone, singing a new section—B. With the students, sing the A section with movements and then sing the B section alone.
4. Discuss the lyrics of the B section. Teach the lyrics by rote. Consider having the girls sing the first phrase and the boys sing the second phrase and/or encouraging the students to come up with their own movements for the B section.
5. Lead the class in singing the whole song together in ABA form with movements.
6. Ask the students if they think that they should sing all of the song loudly or all of the song quietly. Ask them why or why not. Ask them if there are any places where it would be more interesting to sing quietly. Are there any places where it might be more interesting to sing loudly?
7. Show the students the Dynamics Cards and explain that you will hold up one of the cards while they are singing, and their singing should reflect the card.
8. Lead the class in singing the song while holding up the Dynamics Cards at various points.
9. Ask the students what parts of the song they think should be sung loudly and which parts should be sung quietly. Preset the Lyrics Poster and draw the dynamics symbols below the text. Perform the song again. Ask the students to compare this performance to the first one. Ask: "Was this performance more interesting to listen to?" If you wish, take suggestions for dynamics again and repeat the process.

Extension Idea

- In step 5, consider videotaping the students. Then watch and discuss the students' performance with them. Ask them to think of things that they liked about their performance. Ask them to think of what they might do differently if they performed it again. You could call this *Three Stars and a Wish*. The stars are for something they did well. The wish is something they would change if they performed it again.

SING A SONG OF FRIENDSHIP

Brian Hiller and Don Dupont

Movement Formation: 2 lines, staggered. Identify partners.

$\bullet = 148$ **4** *Clap* *Side pat**




1-4

Sing a song of
Sing a song of

Raise hands, swaying side to side

6 *Clap* *Side pat* *R* *L* *R* *L*



friend - ship, a hap - py song of friend - ship!
friend - ship, a jol - ly song of friend - ship!


Shake R index finger at audience

9 *Shake* *Shake* *Shake* *Shake*




If a prom - ise are you have made, —
Wheth - er you are short or tall, —

11 *All join partners' hands and turn CW back to spots*



and you come to some - one's aid, —
wheth - er you are big or small, —

13 *Shake partner's hand 4 times*



you will have the debt re - paid! —
sum - mer, win - ter, spring, or fall, —

*A side pat is when both hands extend to the sides to pat both neighbors' hands.

ARE YOU SLEEPING?



Lesson Suggestions by Diane Lange

Target Concepts: Rhythm • Harmony: Canon

Materials: 🖱️ Are You Sleeping? Visuals

Are you sleep - ing, are you sleep - ing, Broth - er John, Broth - er John?

Morn-ing bells are ring - ing, morn-ing bells are ring - ing. Ding, ding, dong. Ding, ding, dong.

Take Note!

You may need to teach this lesson over several class periods.

Lesson Suggestions

1. Sing the song and have students identify the meter. Tell them that the meter is duple because they should be audiating two microbeats for every macrobeat (Du de Du de).

Pattern #1 Pattern #2 Pattern #3

2. Write pattern 1 (Du de Du de) on the board and have the students count how many times that pattern occurs in the song. Sing the song.
3. Write pattern 2 (Du de Du) on the board and have students count how many times that pattern occurs in the song. Sing the song. You may need to sing the song again for the students to discover that this pattern occurs four times in the song, not just two times.

Black Socks!

Lesson Suggestions and Arrangement by Matthew C. Cremisio
and Jennifer Lee-Alden

Target Concepts: Melody • Harmony • Meter: $\frac{6}{8}$ • Form: Canon

Materials: The book *Smelly Socks*, by Robert Munsch (ISBN: 0-439-64948-X)

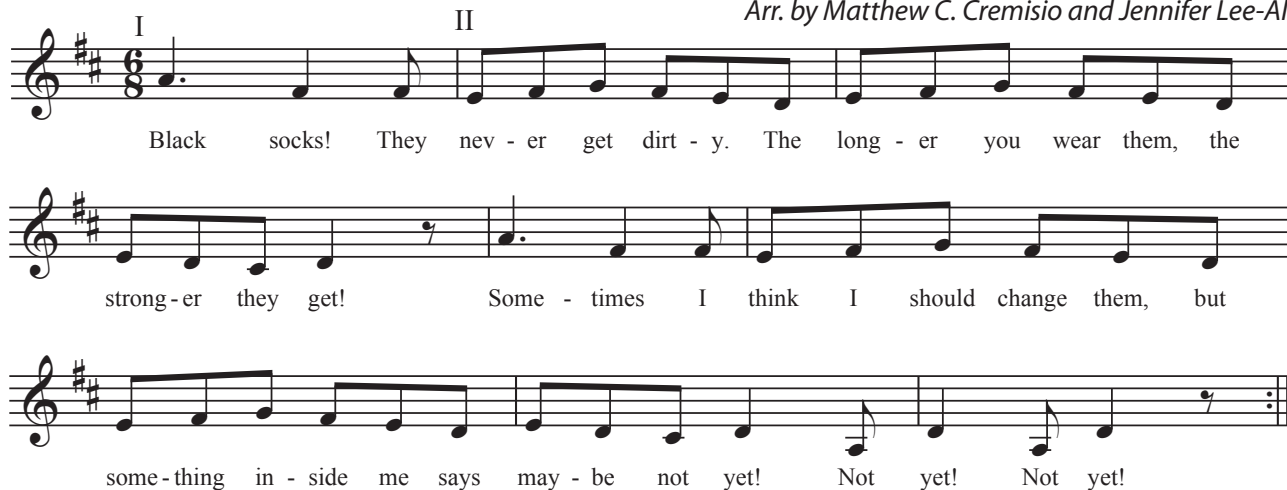
 Student Vocal Score  Performance Track • Barred Percussion  Accompaniment Track



Traditional Scout Song

Arr. by Matthew C. Cremisio and Jennifer Lee-Alden

I II



Black socks! They nev - er get dirt - y. The long - er you wear them, the
strong - er they get! Some - times I think I should change them, but
some - thing in - side me says may - be not yet! Not yet! Not yet!

Lesson Suggestions

1. Read *Smelly Socks*, by Robert Munsch, to the class. Although the author intended this story for ages 4–7, third and fourth graders will enjoy the funny story line. The illustrations by Michael Martchenko add to the humor of this tale. Lead a brief discussion to retell the story, pointing out the humor in the plot and illustrations. Invite the students to share stories from their childhood relating how they treasured certain items of clothing that they wanted to wear or keep forever.
2. Tell the students you learned a song with a similar story line when you were a Boy or Girl Scout (or child). Sing the song once, *a cappella*, to share the melody and lyrics with the class. Invite the students to compare and contrast how the song relates to the story by Robert Munsch. Point out the humor in this song, and ask your students how it might relate to Scout camping experiences. Have fun with this!
3. Teach the song to the class in unison *a cappella*, by rote or by projecting the Student Vocal Score, which is available on the multimedia CD.
4. Teach or review the words *round* and *canon*. Practice singing the song in canon with the class.

Take Note!

Consider teaching this song over the course of three class periods. Teach steps 1–3 in the first class, steps 4–5 in the second, and step 6 (the Orff accompaniment/full performance) in the final class.