

Teaching Basic Skills Through Music

by Denise Gagné

Advertisers long ago discovered just how powerful it is to put words to a catchy jingle. When primary-grade children come to school singing a wide range of advertising jingles, educators themselves can learn a thing or two about using music to get information into long-term memory. There is no doubt that music is the “hook,” and we can use that same hook to not only get the information into long-term memory in the first place but also to improve recall of that information over time.

Brain researchers have found that music, rhyme and rhythm are all effective methodologies in increasing memory. Just think of all the songs whose lyrics you never intended to learn, but that you learned many years ago and still know! Standard 8 in the National Standards is “understanding relationships between music, the other arts, and disciplines outside the arts.” Using music to teach or to reinforce basic skills is a way to integrate various disciplines in one activity.

Brush Your Teeth

Brush Your Teeth is used to encourage children to brush their teeth every day. During the rests in the song have the children create teeth-brushing sound effects using vocal effects, or let them choose un-pitched percussion instruments that will make suitable sound effects. Have the children create a tooth-brushing dance to accompany the song.

Perf.



Brush Your Teeth

Denise Gagné

You got-ta brush your teeth in the morn-ing. Brush your teeth at night.

Brush and floss them ev - 'ry day, — keep them pearl - y white —

Brush, brush your teeth. Brush them ev - 'ry day. Your

teeth are strong and heal-thy, — so let's keep them that way! —

ABC Blues

ABC Blues is used to help children learn the letters in the alphabet. Print the alphabet on the board or put the letters in a pocket chart. At first, you should point to the letters as the children sing them. Having a special pointer for tracking the letters will make this activity special for the children. Purchase a “magic wand” at a dollar store and call it your “reading wand.” Use the reading wand each time you point to words in a song, or choose a special helper to use the reading wand to point to the letters in this song or to the words in another simple reading song. Later, students could point to the letters on their own alphabet chart as they are sung. (A reproducible alphabet chart is included on the Mixed Media CD; see page 6 for more information.)

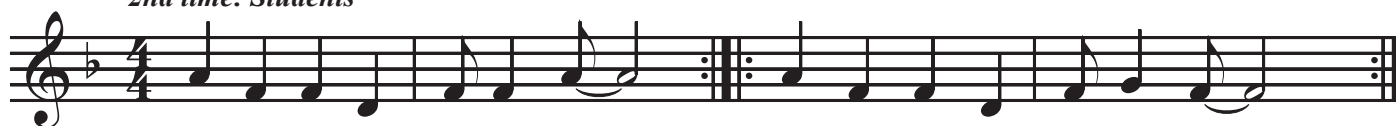
Perf. Acc.



ABC Blues

Denise Gagné

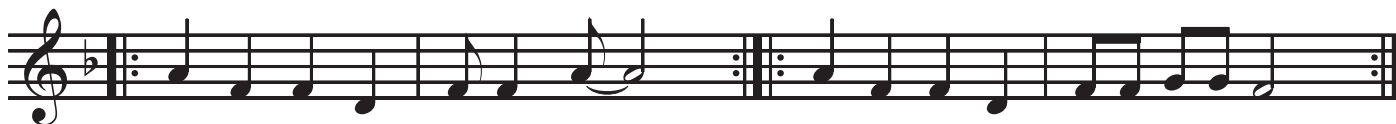
1st time: Teacher
2nd time: Students



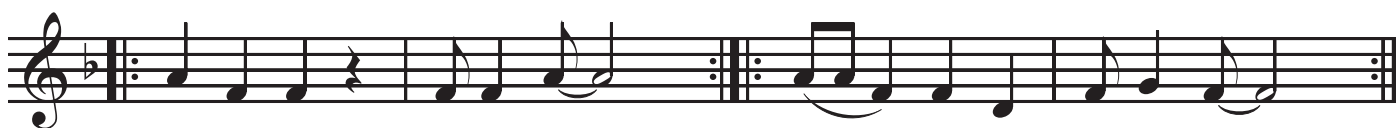
A B C D E F G___ Sing the al - pha - bet with me. ___



We're not scared to sing the song. ___ Ev - 'ry - bod - y sing a - long. ___



A B C D E F G___ H I J K L M N O P

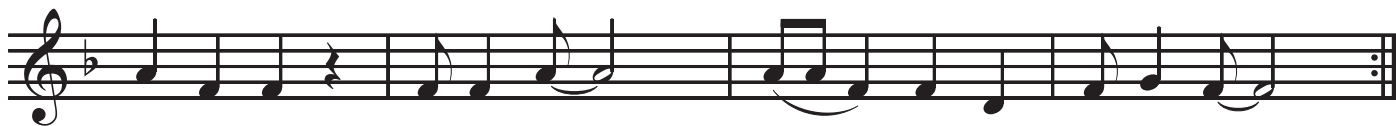


Q R S T U V___ W___ X and Y and Z.*___

Now—Everybody Sing Together!



A B C D E F G___ H I J K L M N O P



Q R S T U V___ W___ X and Y and Z. ___

* This is sung as “Zed” on the recording because the performer is from Canada, where that is the standard pronunciation of Z.

Baseball—Baseball

by Loretta Mitchell

Grades 1–3

Pitch patterns

s l t d', d' and s l s

Perf. Acc.



Materials

Baseball (see *Preparation* below)

Index cards (opt., for *Expand It!*)

Hat, can, bag, or box (opt., for *Expand It!*)

Preparation

If you don't have or can't borrow a real baseball, make a photocopy of the baseball pattern, found on page 11. Color and glue it onto heavy cardstock; if possible, laminate it for longer wear.

Process

1. Instruct each student to choose a Major League Baseball team to sing about. It is helpful to list the teams on the board and allow students to choose from the list. (MLB's Web site, www.mlb.com, includes a Teams page with all the team names and logos. The direct address for this page is <http://mlb.mlb.com/team/index.jsp>.)
2. Students sit in a circle. As they sing the song, they pass a baseball (real or the pattern) from one student to the next. The student holding the ball at the end of measure 8 will sing the solo.
3. After the soloist sings the name of his or her favorite team, he or she begins passing the ball again and the song is repeated.

Expand It!

- Adapt this activity for football, basketball, or another sport. Patterns for these balls are also provided on page 11. For a list of NFL teams, visit the Teams page at www.nfl.com. The NBA also has a Team page on their Web site, www.nba.com. If "bas-ket-ball" is too challenging, students may sing "B-ball."
- Add a class response after each solo, using the solo melody (s s l t d' d' d'). The lyrics might be, "The Reds are the team she picks."
- Ask students to suggest names of teams. Write each on an index card and place all the cards in a container, like a hat. Pass the hat around the circle as the class sings. The student holding the hat at measure 8 will draw a card and that team will be the "team I pick" in the solo.



Baseball — Baseball

by Loretta Mitchell

ALL:

BASEBALL, BASEBALL, THAT'S OUR THEME.
WHICH ONE IS YOUR FAV'RITE TEAM?
TELL US, TELL US, TELL US QUICK.
WHICH ONE IS THE TEAM YOU PICK?

SOLO:

I WILL TELL YOU, TELL YOU QUICK.
THE _____ ARE THE TEAM I PICK.

Baseball — Baseball

Perf. Acc.

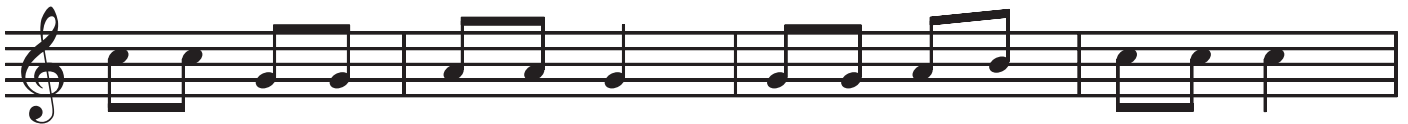
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Class:



Base - ball, base - ball, that's our theme. Which one is your fa - v'rite team?



Tell us, tell us, tell us quick. Which one is the team you pick?

Solo:



I will tell you, tell you quick. The (Reds) _____ are the team I pick.

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