

Reading, Science, and Social Studies in Music and Rhyme

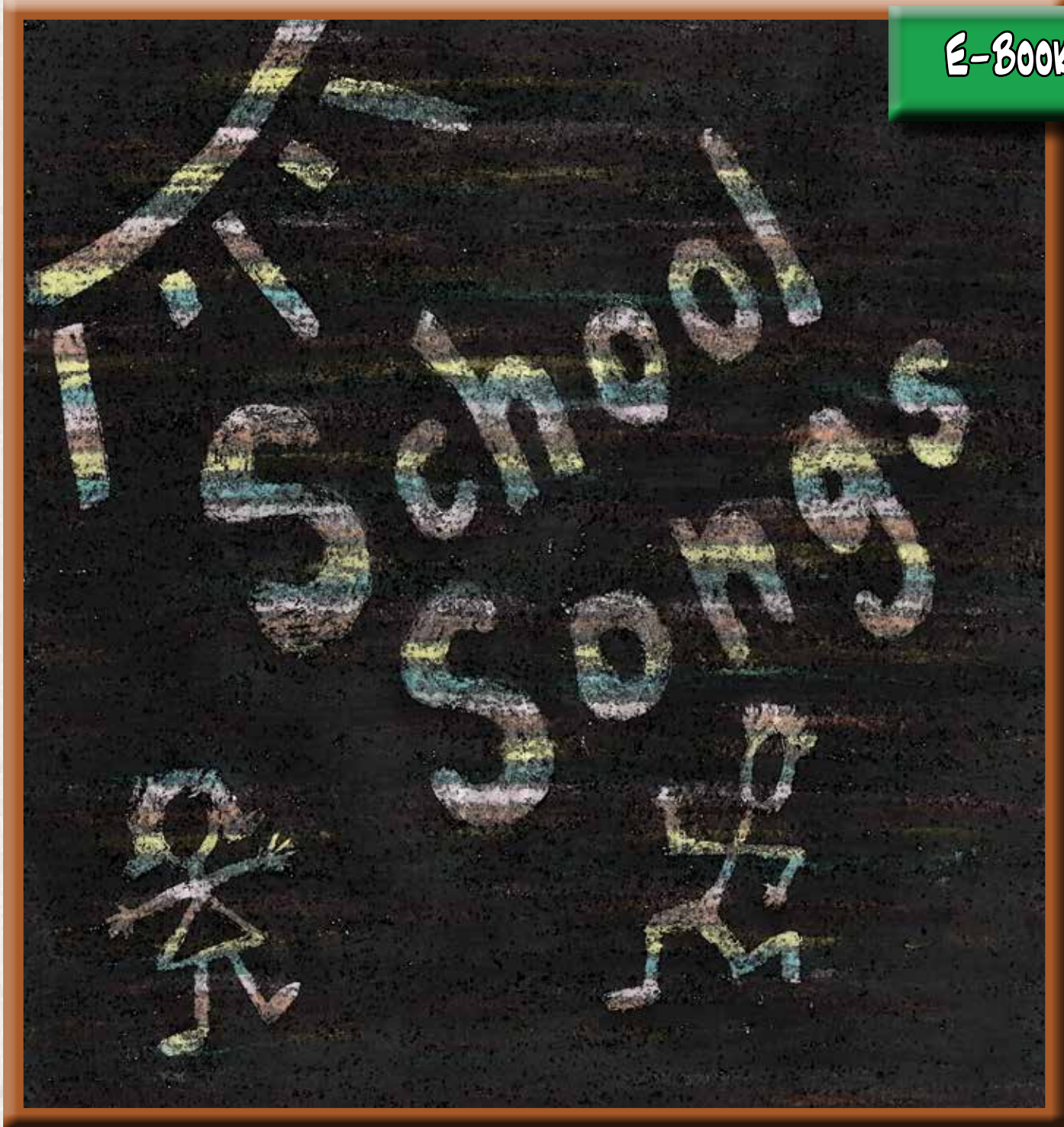


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Marimbas too!*



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# SCHOOL SONGS

Reading, Science, and Social Studies in Music and Rhyme

**BRENT HOLL**

**SONGS BY PHYLLIS GASKINS**

Layout and Editing - Brent M. Holl

Editor - Karen F. Holl

Contributing Editors - Michael R. Nichols, Jim Gaskins

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# Introduction

As a second grade classroom teacher, I always enjoyed singing with my class and then one day things changed. In a faculty meeting we were handed objectives by grade level for the entire year. They were listed in six-week sections, and the progress was to be reported on each child's report card at the end of the six-weeks. "No frills education."

So, being feisty, I set up an appointment with the principal. I had a plan.

Principal: You cannot justify singing in the classroom because the children have music once a week with a "trained" music teacher.

Me: What?!?! Why???

Principal: You have to follow the curricula. The objectives for reading, math, social studies, and science are to be the focus of every lesson.

Me: Ok. What if I find or create songs that teach those objectives? Can we sing more often?

Principal: Let me see what you can develop.

So...

I created a document with all of the core objectives labeled and numbered. I searched for songs to teach these, and when I could not find one, I wrote one. Each month I gave the principal an update on my progress and invited him into the classroom to observe the lesson. Mission accomplished. My song writing journey began.

Music and art activities led by classroom teachers in elementary education are sometimes discouraged because of the emphasis on content in reading, math, social studies, and science. Yet we, in early childhood education, realize the importance of the fine arts as essential in aiding initial learning and retention. When I was told I had to align the singing and art activities with content learning objectives in my second grade classroom, I did! I set up a second grade sing-a-long with the four second grade classes in our school meeting in one room. One classroom teacher on keyboard and one on guitar led the singing. All songs in this book were created for teaching and reinforcing content in social studies, science, math, and especially reading.

*Phyllis W. Haskins*

Use your ukuleles with these songs! Chord charts have been provided for your use.

Several of the songs in this book have been arranged for Orff xylophones or marimbas. The marimbas were used on the audio CD recording for the Soprano and Alto Xylophone Parts and the chordal Bass Xylophone Parts.

These marimbas were made using the design of Jon Madin as described in his book, [Make Your Own Marimbas](#). The instruments were made as school projects with the help of children in kindergarten through fifth grade. More information is available at

[http://bppub.net/Madin\\_MYOM](http://bppub.net/Madin_MYOM).

The Audio CD recording of all of the songs in this book is available separately at

<http://bppub.net/BPP-BGSS>


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
# PIZZA PEOLER PETE

PHYLLIS GASKINS  
ARR. BRENT HOLL


A




D7



E7



*ad lib.* **A** *rall.* **D7**




Oh, the Piz - za Train is com - in', — ch, ch, chug - gin' down the —

**A** **E7** **A** **D7** **A**




3 *track.* ——— All a-board! All a-board! Ch, ch, ch, ch, ch, ch, ch,

**E7** **A** **D7** **A** **E7**



8 cheese, cheese, piz - za, piz - za, piz - za, piz - za, Piz - za Train! All a - board the Piz - za

**A** **E7** **A** **D7**



12 Train! *Last Time to Coda*

1. On the Piz - za Train there's a  
Spoon - in' on the sauce, sprink - lin'
2. On the Piz - za Train there's an  
Slide 'em on the rack, bake 'em
3. Piz - za Ped - dler Pete came ———  
Piz - za Ped - dler Pete said, "A

**A** **D7** **A** **E7**



15 bak - er named Pete. He's a toss - in' up some piz - zas,  
on - ions ga - lore. Plac - in' spic - y pep - per - on - i,  
ov - en in back, Pete is heat - in' up the ov - en,  
toast - y and brown. Time to slice 'em! Box 'em! Stack 'em!  
out of the back, shout - ed, "Buy a piece of piz - za!  
hot chees - y treat! Time to try a piece of piz - za.



# THE POWHATAN NATION

PHYLLIS GASKINS  
ARR. BRENT HOLL

Dm(throughout)

The Pow - ha - tan Na - tion lived in the East - ern

3 Wood - lands long a - go, long a - go.

The Powhatan Nation lived in the Eastern Woodlands long ago, long ago.

The Powhatan Nation \*built longhouses where they lived in the Eastern Woodlands long ago, long ago.

The Powhatan Nation \*hunted in the forests near the long houses built where they lived in the Eastern Woodlands long ago, long ago.

The Powhatan Nation \*fished in the streams and hunted in the forests near the long houses built where they lived in the Eastern Woodlands long ago, long ago.

The Powhatan Nation \*planted their gardens - corn, beans, and squash, fished in the streams and hunted in the forests near the long houses built where they lived in the Eastern Woodlands long ago, long ago.

The Powhatan Nation \*ate nuts, berries, fruit, planted their gardens - corn, beans, and squash, fished in the streams and hunted in the forests near the longhouses built where they lived in the Eastern Woodlands long ago, long ago.

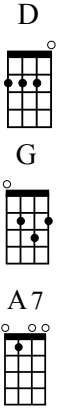
The Powhatan Nation \*dressed in deer skin, walked in moccasins, ate nuts, berries, fruit, planted their gardens - corn, beans, and squash, fished in the streams and hunted in the forests near the longhouses built where they lived in the Eastern Woodlands long ago, long ago, long ago, long ago, long ago, long ago, long ago.

Insert new text at \*. Full orchestration on page 47.



# THE THREE RESOURCES

PHYLLIS GASKINS  
ARR. BRENT HOLL



3

D A7 A7

Doc-tors and farm-ers and sec-re-tar - ies, build-ers and bak-ers and  
 Sun and trees and oil and land, rocks and trees and  
 Tools and ma - chines and com-put-ers and trucks, desks and pen-cils and

D G

ref - er - ees, Ser - vice work-ers and pro - duc-ers are we, all  
 wa-ter and sand, all the things not made by hand are  
 pa-per and books, build - ings, of - fic - es, cents and bucks, are

A7 D D (Refrain)

peo-ple are hu-man re - sourc - es. Hu - man, nat-u-ral, and  
 nat - ur - al re - sourc - es.  
 cap - i - tal re - sourc - es.

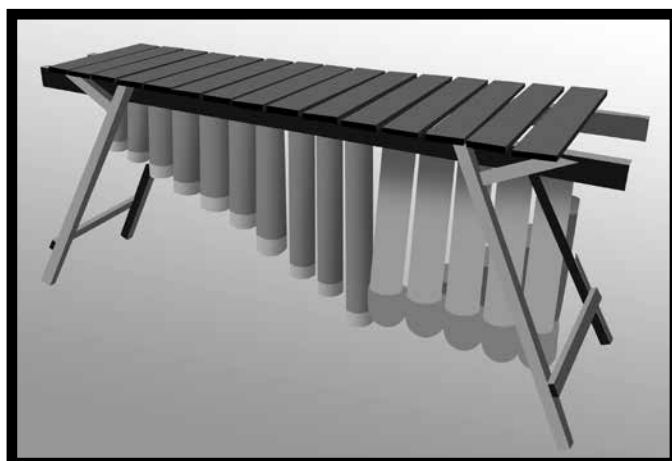
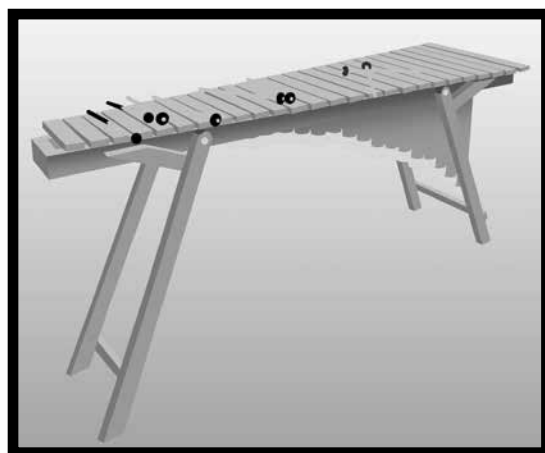
A7 D

cap - i - tal, hu - man, nat-u-ral and cap - i - tal, hu - man, nat-u-ral and

G A7

cap - i - tal, these are the three re - sourc - es.

# Orchestrations for Marimbas and Orff Xylophones



In the following arrangements, the Aussie marimba on the left was used on the recording for the Soprano and Alto Xylophone Parts and the chordal Bass Xylophone Parts. The bass marimba on the right was not used in the recording but can be a very effective addition to any of the arrangements by simply doubling the chord roots.

These instruments were made using the design of Jon Madin as described in his book, *Make Your Own Marimbas*. Both instruments were made as school projects with the help of children in kindergarten through fifth grade.

More information is available at <https://bppub.net/JonMadin>.

The Audio CD recording of all of the songs in this book is available separately at <http://bppub.net/BPP-BGSS>.



# THE POWHATAN NATION

PHYLLIS GASKINS  
ARR. BRENT HOLL

Voice

SX  
AR

AX

Drums  
Rattles

BX  
CBX

5

Pow-ha-tan Na-tion lived in the East-ern Wood-lands long a-go, long a-go.

AX

Drums  
Rattles

BX  
CBX

10

interlude

Last Time

A. Rec.

A. Rec.

AX

Drums  
Rattles

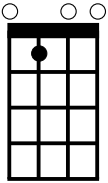
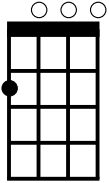
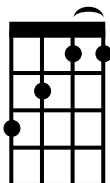
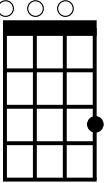
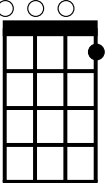
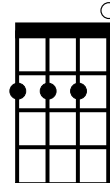
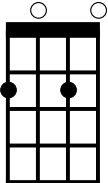
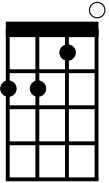
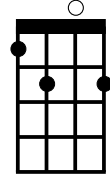
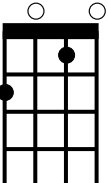
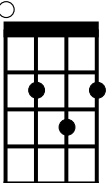
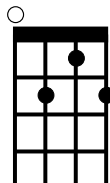
BX  
CBX

(octaves)

(octaves)

Detailed description: This is a musical score for a piece titled 'The Powhatan Nation' by Phyllis Gaskins, arranged by Brent Holl. The score is written for a voice part and a band consisting of saxophones (Soprano Saxophone - SX, Alto Saxophone - AX), drums, and percussion (Bass Drum - BX, Conga - CBX). The music is in 4/4 time and features a key signature of one flat (B-flat major or D minor). The score is divided into several systems. The first system includes a voice line with the word 'The' and a saxophone line marked '(octaves)'. The second system features a vocal line with the lyrics 'Pow-ha-tan Na-tion lived in the East-ern Wood-lands long a-go, long a-go.' and instrumental parts for saxophone, drums, and percussion. A section marked 'interlude' begins at measure 10. The final system includes two vocal lines marked '(octaves)', an alto saxophone line, and the drum and percussion parts. A 'Last Time' section is indicated at the end of the score. A large, faint watermark for 'Beatin' Path Publications' is visible across the center of the page.

Play all of the songs in this book on your ukulele! These are the chords you'll need for all the songs in this book.

<p>A7</p> 	<p>A m</p> 	<p>Bb</p> 
<p>C</p> 	<p>C7</p> 	<p>D</p> 
<p>D7</p> 	<p>D m</p> 	<p>E7</p> 
<p>F</p> 	<p>G</p> 	<p>G7</p> 



Pizza Peddler Pete  
The Old Stone Mountain  
Frogs in the Pond  
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The Powhatan Nation  
The Habitat Song  
Pueblo People

Spring Is Here!  
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