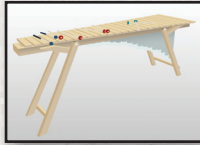
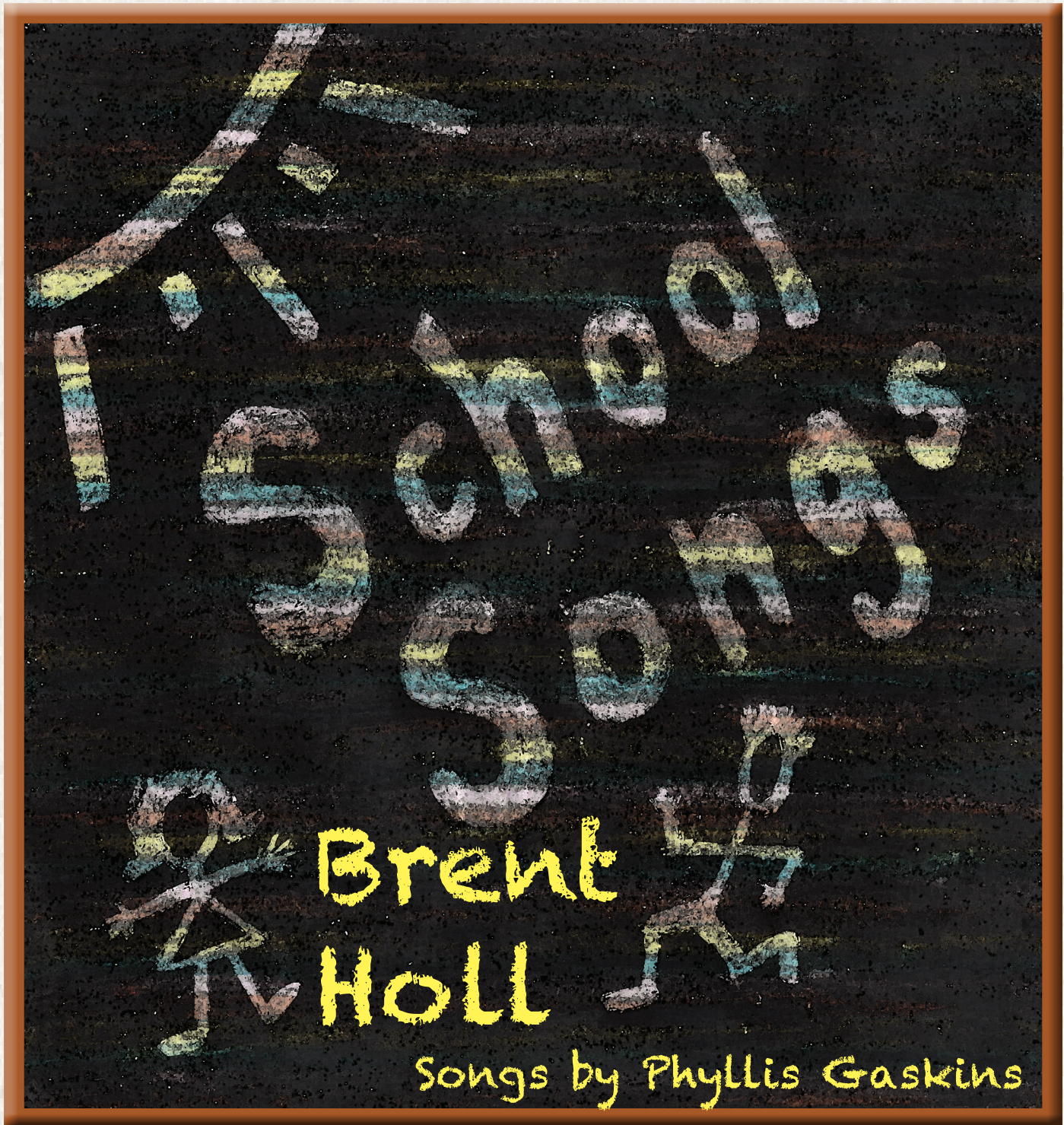


Reading, Science, and Social Studies in Music and Rhyme



*For ukulele and
Marimbas too!*



Audio CD
available
separately.



Beatin' Path Publications, LLC BPP-BPSS



SCHOOL SONGS

Reading, Science, and Social Studies in Music and Rhyme

BRENT HOLL

SONGS BY PHYLLIS 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://bpub.net/Madin_MYOM.

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

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

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PIZZA PEDDLER PETE

PHYLLIS GASKINS
ARR. BRENT HOLL



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

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

interlude

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.

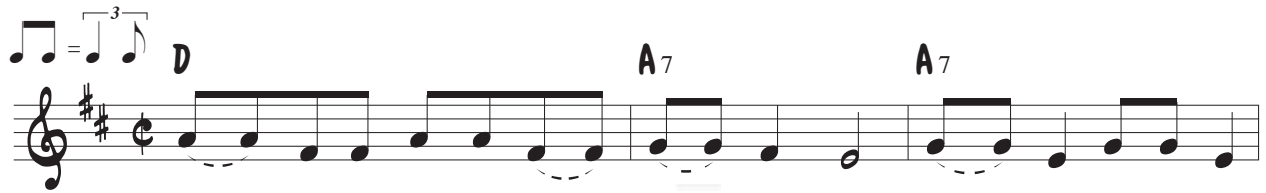
The Powhatan Nation *ate nuts, berries, fruit, planted their gardens - corn, beans, and squash, fished in the streams and hunted in the forests near the longhouses built where they lived in the Eastern Woodlands long ago, long ago.

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, long ago.

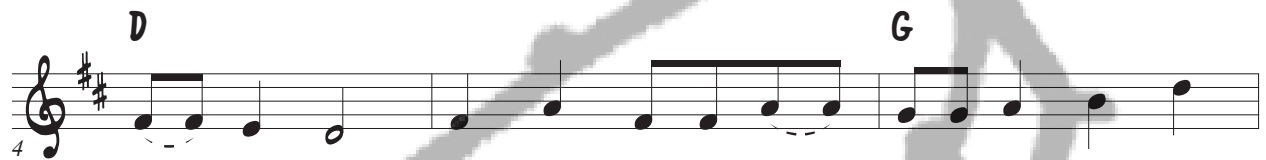
Insert new text at *. Full orchestration on page 47.

THE THREE RESOURCES

PHYLLIS GASKINS
ARR. BRENT HOLL



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



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



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.

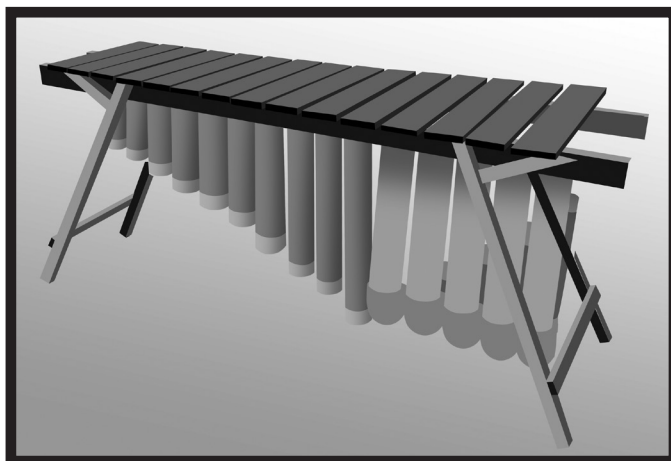
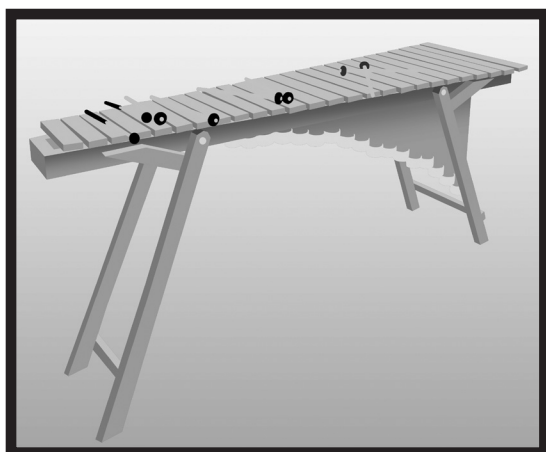


cap - i - tal, hu - man, nat-u-ral and cap - i - tal, hu - man, nat-u-ral and



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 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>.

THE POWHATAN NATION

PHYLLIS GASKINS
ARR. BRENT HOLL

Music score for "The Powhatan Nation" featuring Voice, SX AR, AX, Drums Rattles, BX CBX, and A. Rec. parts. The score includes lyrics and musical notation for various instruments.

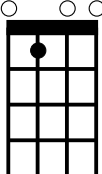
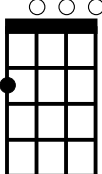
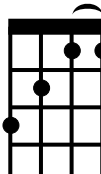
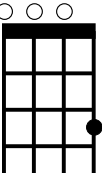
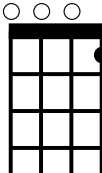
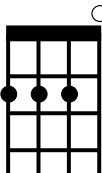
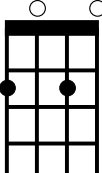
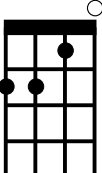
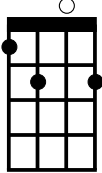
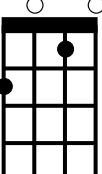
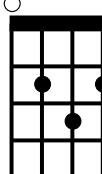
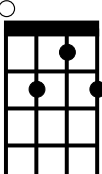
Lyrics:
The
Pow-ha-tan Na-tion lived in the East-ern Wood-lands long a-go, long a-go.

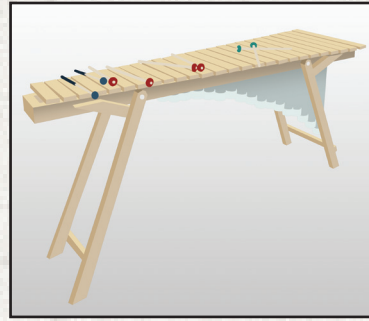
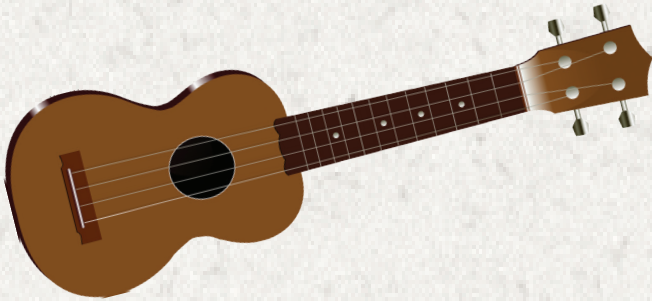
Section Labels:
interlude
Last Time

Performance Instructions:
(octaves)
A

Instrumentation:
Voice, SX AR, AX, Drums Rattles, BX CBX, A. Rec.

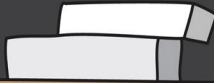
Play all of the songs in this book on your ukulele! These are the chords you'll need for all the songs in this book.

<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> 



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