

Favorite Children's Books with Orff Process Lesson Plans

Includes Online Supplemental Materials

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S'More Bits

with Children's Lit

Sandy Lantz
Gretchen Wahlberg

Beatin' Path Publications, LLC

BPP-SGSB



Children's literature in the elementary music classroom continues to be a hot topic!

The connection between reading and music is very powerful. Children love a great book and children love performing and creating music; the connection, therefore, between children's literature and music continues to grow and grow and grow!

In **S'more Bits With Children Lit**, we've included 14 books of various genres and reading levels. As districts across the nation continue to use the Common Core Standards, our lessons integrate language arts and music while maintaining the integrity of both subject areas. In addition, these lessons adapt to multi-age groups as well as special needs classes. Our kid-tested teaching process works with all children.

Some lessons can be used as a single class activity while others can be embellished into a fully orchestrated performance. Whether you love the chocolate, the marshmallow, or the graham cracker, making and eating s'mores is a delightful activity. With this in mind, we hope you and your students will enjoy making your own version of s'mores and heating up children's lit in your classroom!

Don't forget to take advantage of the **online supplemental materials**. There are full color visuals, student song sheets, full scores, and graphic art for each song. Purchasers can download the materials from a secure web page. We've also provided a helpful glossary with definitions for elements and terms referred to in the lesson plans.



Sandy

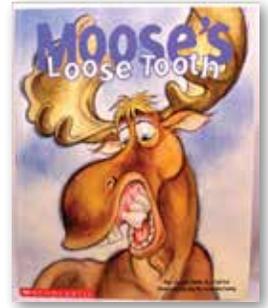
Patricia

Contents

Piggies in the Kitchen	6
Way Down Deep in the Deep Blue Sea	8
Ruby in Her Own Time	10
Down by the Cool of the Pool	12
The Flea's Sneeze	14
We're Off to Find the Witch's House	16
Moose's Loose Tooth	19
This Is the House That Jack Built	22
Yo! Yes?	24
The Way I Feel	26
I Wanna New Room	30
Skippyjon Jones	32
A Cat	33
Skippyjon Jones	34
El Skippito	36
Too Many Beans	38
Woolbur	40
Trouble in School	40
Ain't It Great	40
All Night Long	41
Like Everybody Else	42
How Do You Wokka-Wokka?	45
Glossary	48

Moose's Loose Tooth

by Jacqueline A. Clarke
 Illustrated by Brue McNally
 Scholastic Inc.
 ISBN 0-439041183-1



Objectives

- ♪ Sing melody with head voice.
- ♪ Accompany melody with proper instrument technique.
- ♪ Solo speak rhythmic phrase.
- ♪ Students read and play rhythmic patterns.

Teaching Suggestions

Class 1

- ♪ Read *Moose's Loose Tooth*. Have all students speak phrase in unison each time an animal says, "Tooth trouble, eh? Let me help!"

Tooth Trouble

Tooth trou - ble, eh? Let me help!

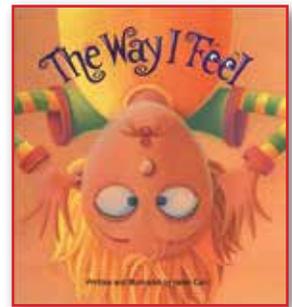
- ♪ Students discuss losing a tooth, pulling a tooth, tooth fairy, etc.
- ♪ Teacher sings *They Pulled and Pulled* phrase by phrase. Students echo.
- ♪ Teacher sings entire song; students echo.
- ♪ Students create motions for lyrics and perform.

Class 2

- ♪ Review *Moose's Loose Tooth*, speak *Tooth Trouble*, and sing melody *They Pulled and Pulled*.
- ♪ Teacher patsches Bass Xylophone Part and speaks "Pull it! Pull it! Get it out!" while students sing *They Pulled and Pulled*.
- ♪ Students join teacher with body percussion and rhythmic speech.
- ♪ Make two groups; one group sings melody and one group patsches. Switch roles. Transfer to instrument.
- ♪ Students sing and play Bass Xylophone Part; teacher snaps Glockenspiel Part (mirrored imitation, low, high low). Students sing and snap; transfer snaps to glockenspiels.
- ♪ Teacher air plays Cabasa Part while students sing. Students air play while singing melody. Transfer to cabasa.
- ♪ Combine all parts and perform as lyrics appear in the book.

The Way I Feel

by Janan Cain
Illustrated by Janan Cain
Parenting Press
ISBN 1-884734-71-5



C



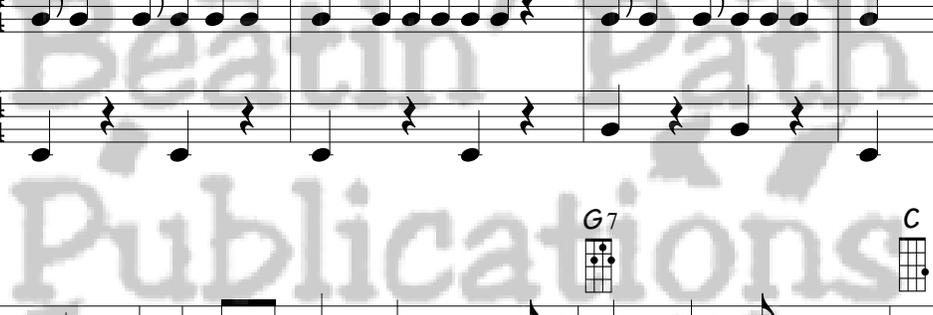
G7



C



Music notation for the first system, measures 1-4. Includes staves for Voice, SR, SG/AG, AX, and BX. Lyrics: "Feel-ings come and feel-ings go, I nev - er know what they'll be."



G7



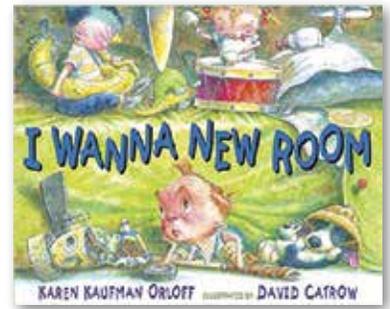
C



Music notation for the second system, measures 5-8. Includes staves for V, SR, SG/AG, AX, and BX. Lyrics: "Sil-ly or an - gry, hap-py or sad - they're all a part of me!"

I Wanna New Room

by Karen Kaufman Orloff
Scholastic Inc.
ISBN 978-0-545-40108-1



Objectives

- ♪ Sing with Curwen Hand Signs.
- ♪ Perform vocal ostinati independently and collectively.
- ♪ Play barred instruments with proper technique.

Teaching Suggestions

Class I

A

Voice 1
I real-ly need, I've got to have. I real-ly need it, got to have it, I wan-na new room!

Voice 2
I can't stand it! I'm go-ing cra - zy!

SG/AG

AX

Vibra Slap

BX

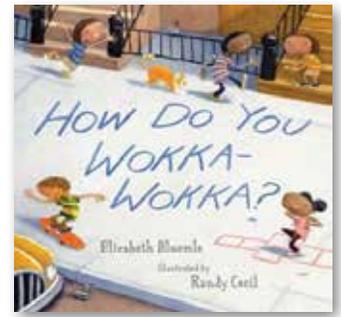
- ♪ Teacher sings Voice 1 Part, using Curwen hand signs for Do (high) and Do (low), on Phrase 2, and Sol and La on Phrase 3.
- ♪ Students echo sing with hand signs, one phrase at a time.
- ♪ Teacher sings entire song. Students echo.
- ♪ Read *I Wanna New Room*, discussing issue of sharing room.
- ♪ Sing song at every page turn.

Voice 2

I can't stand it! I'm go-ing cra - zy!

How Do You Wokka-Wokka?

by Elizabeth Bluemle
 Illustrated by Randy Cecil
 Candlewick Press
 ISBN 978-0-7636-3228-1



Objectives

- ♪ Read and perform simple rhythmic patterns.
- ♪ Perform six ostinato patterns independently and collectively.
- ♪ Create movement for characters in book.

Teaching Suggestions

Class I

Melody

- ♪ Using visual, teacher sings song phrase by phrase; students echo.

Wokka-Wokka

Music score for "Wokka-Wokka" in 4/4 time. The score includes parts for Voice, BX (Bass Xylophone), and V (Voice).

Voice: Hey, let's wok - ka, wok - ka, shim - my, shake and sho - cka, sho - cka!

BX: (Bass Xylophone accompaniment for the first phrase)

V: You can al - ways wok - ka in your own spe - cial way!

BX: (Bass Xylophone accompaniment for the second phrase)

- ♪ Students sing song with lyrics.
- ♪ Read *How Do You Wokka-Wokka*; sing song as lyrics appear in book.

Bass Xylophone Part

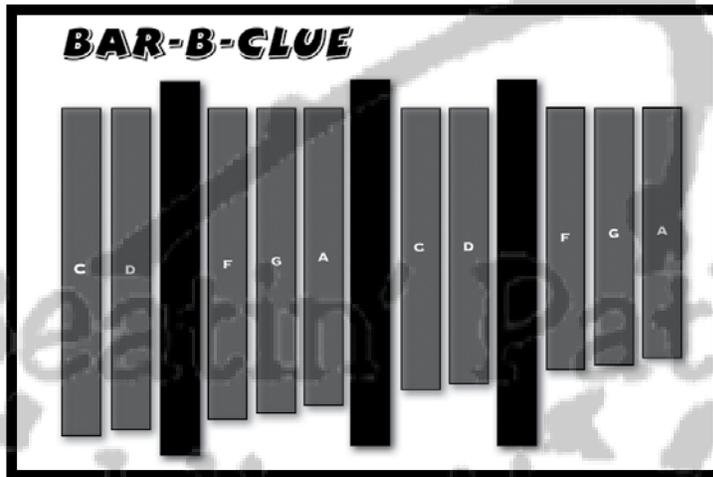
- ♪ Teacher patsches Bass Xylophone Part using mirrored imitation.
- ♪ Students imitate combination bordun pattern while singing.
- ♪ Transfer to bass xylophone; sing song.
- ♪ Read *How Do You Wokka-Wokka* with song and Bass Xylophone Part.

Glossary

Air Play - instrumental technique; playing an imaginary instrument in air.

Examples: 1) shake hands to represent maracas. 2) mallet technique: hold imaginary mallets and show sticking. 3) hold imaginary cabasa in one hand and twist imaginary handle back and forth.

Bar-B-Clue Visual - teacher-made poster-sized model of barred instruments with letter names written on each bar. Black bar-sized Velcro® strips represent bars to remove when setting up Orff instruments in pentatonic scales. Students compare their instrument to Bar-B-Cue Visual to demonstrate mallet sticking and melodies or melodic patterns.



Body Percussion (snaps, claps, patschen, stomps) - medium of learning rhythmic phrases and pieces. The natural timbre of each body percussion part allows students to hear different “pitches” as they play. Rhythms and phrases transfer easily to instruments after body percussion is learned.

Bordun - simple, elemental accompaniment based upon first and fifth scale degrees (open fifth) where first degree is always played on strong beats of each measure. The bordun should sound below the melody and is usually scored for low instruments.

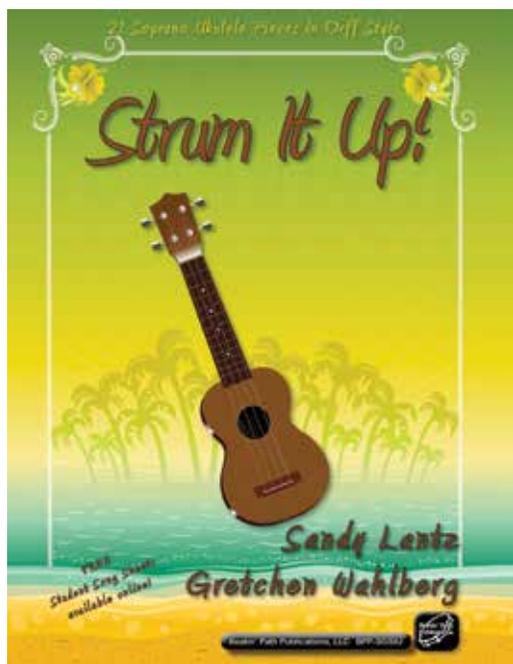
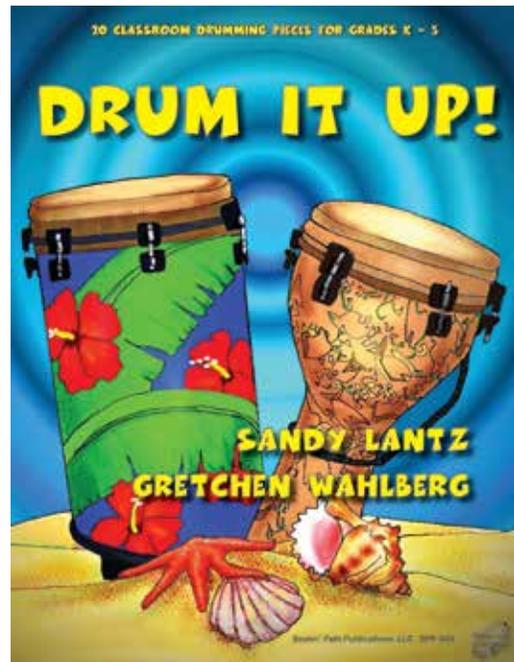
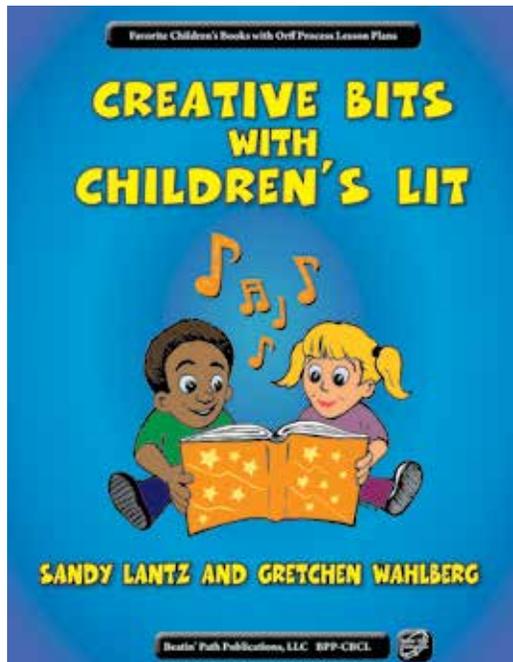
Four variations of the simple bordun

Chord Bordun Broken Chord Bordun

Crossover Bordun Level Bordun

A bordun may be embellished with a neighboring tone. In *do*-based (major) pentatonic scales, the dominant may move up a step or down a third. In *la*-based (minor) pentatonic scales, the dominant may move up a third or down a step. This style is called a moving bordun.

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Down by the Cool of the Pool

The Flea's Sneeze

We're Off to Find the Witch's House

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