

# I Eat My Peas with Honey

Trad.  
 arr. L. Blasi

(A)

Speech  I eat my peas with hon - ey. I've done it all my life. It

Sp.  makes the peas taste fun - ny but it keeps them on the knife.

(B)

Sp.  Shhhh - T t - t T T Shhhh - T - t - t - T - T

## Diaphragmatic Breathing and Resonance

### Materials Needed (in Supplemental Materials)

#### Poem Cards

**Little Bo Peep**  
*Nursery Rhyme*

Little Bo Peep has lost her sheep and  
 Doesn't know where to find them  
 Leave them alone, and they'll come  
 home,  
 Wagging their tails behind them.


**Mary Lost Her Coat**  
*Traditional Rhyme*


Mary lost her coat.  
 Mary lost her hat.  
 Mary lost her fifty cents,  
 Now what do you think of that?


**Luna Balloona**  
*By Susan Blasi*


Luna Balloona loved to eat tuna  
 With pickles and chips and pie.  
 No matter the flavor she's all the more  
 braver  
 When wearing her polka dot tie.


#### Beatboxing Cards


  
 K - K K K K

  
 Sss \_\_\_\_\_ Sss \_\_\_\_\_





  
 Shhhh \_\_\_\_\_

  
 T T T T T

  
 Sh Sh Sh - Sh Sh

  
 Pssst \_\_\_\_\_

## Process

-  Speak poem (A Section) two times in 4/4 meter.
-  Create locomotor movements for poem (reinforce phrase with scarves or movement).
-  Pick two beatboxing cards to repeat four times for B Section.
-  Create non-locomotor movements for vocal percussion (motions reinforce diaphragmatic breathing over clavicle breathing).

## Extension

- ♪ Students practice accenting words in phrase.
- ♪ Highlight and underline words that combine ending syllable of one word with beginning syllable of next or that have a shadow vowel in between.
- ♪ Students play highlighted words on Orff instruments or small hand percussion.
- ♪ Have students create beatboxing card rhythms in 4/4.
- ♪ Perform poems in 12/8.
- ♪ Have students create beatboxing card rhythms in 12/8.

