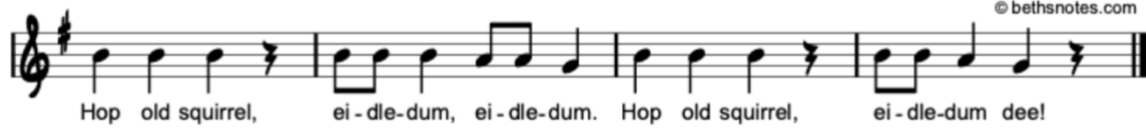
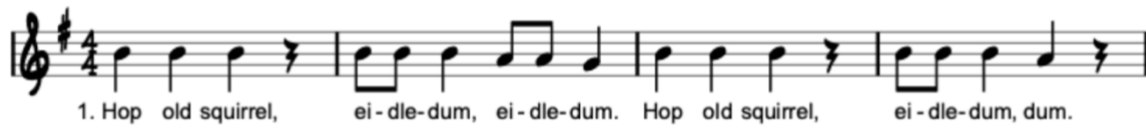


Hop Old Squirrel

Folk song



© bethsnotes.com

2. Jump old squirrel...
3. Run old squirrel...
4. Hide old squirrel...

Game 1 (from bethsnotes.com)

Formation: Students sit in a circle on the floor.

- Verse 1- One student is the “squirrel” (“It”) who hops around the outside of the circle as students pat the steady beat while singing. Everyone freezes on the last word “dee.” “It” stops behind one person, who becomes the new “It.”
- Verse 2- “It” jumps (on two feet) around the outside of the circle and stops on “dee.” “It” stops behind one person, who becomes the new “It.”
- Verse 3 – “It” runs around the outside of the circle and stops on “dee.” “It” stops behind one person, who becomes the new “It.”
- Verse 4 – Students sitting in the circle close their eyes while “It” hides behind a piece of furniture in the room. At the end of the song, students in circle ask, “Where are you, old squirrel?” The hiding squirrel makes a squeak, and students in circle point to where they think the sound came from. “It” comes out of hiding and shows if they are correct.

**Note from Katie Hejazi-Far- I also talk to my students about different (safe) locomotor movements that “it” can do around the circle.*

Game 2 (adapted from a PD by Rebecca O’Boyle)

Formation: Students scattered around the room standing with their arms out like branches holding “acorns” (luffas). Two chairs at the front of the room for the squirrels.

- While the trees sing the song, two kids (the “squirrels”) try to collect as many acorns (luffas) off the trees as possible.
- By the end of the song, the squirrels must be back in their tree (chair)
 - Option to add a “hawk” (teacher or a non-aggressive kid) can capture them and take all their acorns.

- Squirrels count their acorns, and the winning squirrel gets to choose their next opponent and the other squirrel joins the trees in the forest and the next round begins!
 - Integration option for older students- Have the squirrels count their acorns by 2s or 3s (etc...) to work in a little math.
-

Recorder Options:

The music notation above is written so you can adapt this into a BAG recorder activity.

Standards:

- Music:
 - Perform:
 - Develop techniques and concepts to refine work for presentation by singing a variety of simple songs
 - Respond to visual representations of rhythm patterns.
 - Demonstrate persistence and cooperation.
 - Start, stop, and stay together.
 - Discuss basic elements of music to be performed.
 - Sing folk songs in tune with good vocal tone.
 - Perform and identify melodic patterns: mi-re-do
 - Perform and identify rhythmic patterns: quarter notes, eighth notes, and quarter rests.
 - Respond with body percussion, voice, or simple instruments to visual representation of rhythm patterns.
 - Respond:
 - Listen for and identify meter, rhythm, melody
 - Connect:
 - Draw upon interests, knowledge, and skills developed to inspire and inform the creation, performance, and appreciation of music, and deepen understanding of another content area through music.
- Math: Skip Counting

Hunt the Cows

Jean Ritchie, Smithsonian Folkways

Refrain



Wake up, you sleepy heads and go and hunt the cat-tle,____
(la - zy - bones)



Wake up, you sleepy heads and go and hunt the cows.
(la - zy - bones)

Slower, ad lib.



The cows are lost, the sun is warm,

© bethsnotes.com



I think I'll rest, till they come home.

D.C. al Fine

Game: (adapted by Katie Hejazi-Far from an Alpine School District PD)

Formation: Students stand in a circle or scattered. One student is selected as the subtraction dog* or cowboy/cowgirl on a hobby horse and stands in the middle.

*The dog represents a herding dog, and the teacher may have to explain how cows are herded.

- As students sing the song they skip, or march to the steady beat, changing directions on the repeat.
- “The cows are lost”- movement: all go down on one knee.
- “The sun is warm”- movement: all put down the second knee.
- “I think I’ll rest,” movement: remain on knees and put elbows on the floor, resting chin on both hands.
- “Till they come home”- movement: put head down and close eyes.
- At this point, the subtraction herding dog or cowboy(girl) touches a number of students gently on the head and they quietly move to a hula hoop (pen) or a predesignated area.
- The subtraction herding dog or cowboy(girl) then claps their hands and the students ‘wake up’.

- The subtraction herding dog or cowboy(girl) then asks how many ‘cows’ are missing?
 - The teacher should write the equation.
 - Then the teacher asks if we should “add” the lost cows back in and shows the reverse equation.

A new subtraction herding dog or cowboy(girl) is chosen and the game starts over!

Standards:

- Music:
 - Perform:
 - Develop techniques and concepts to refine work for presentation by singing a variety of simple songs
 - Respond to visual representations of rhythm patterns.
 - Demonstrate persistence and cooperation.
 - Start, stop, and stay together.
 - Discuss basic elements of music to be performed- introduces fermata
 - Sing folk songs in tune with good vocal tone.
 - Perform and identify melodic patterns: solidifies so-mi-do
 - Perform and identify rhythmic patterns: quarter notes, eighth notes, and quarter rests.
 - Respond:
 - Listen for and identify steady beat, rhythm & melody
 - Connect:
 - Draw upon interests, knowledge, and skills developed to inspire and inform the creation, performance, and appreciation of music, and deepen understanding of another content area through music.
- Math: Subtraction (game best for late 1st grade or early 2nd grade)
 - Helps visualize subtraction

Layering Learning with Ostinati

3rd-6th Grade

Students will create and perform layered ostinatos using spoken words derived from their general education content. These words will be related to topics such as moon phases, Christopher Columbus, continents, etc.... Students will practice creating and layering these ostinatos, leading to a performance that integrates both music and academic content.

Utah Core Standards

Art Core Standard(s) <ul style="list-style-type: none">● Generate and conceptualize artistic ideas and work.● Organize and develop artistic ideas and work.● Refine and complete artistic work.● Perform music, alone or with others, with expression and technical accuracy.	Core Content Standard(s) <p>Grade 3-6 ELA Standards: Speaking and Listening</p> <ul style="list-style-type: none">● Engage effectively in a range of collaborative discussions.● Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant details. <p>Grade 3-6 Social Studies Standards:</p> <ul style="list-style-type: none">● Various historical and geographical content standards relevant to the integrated material.
---	---

Lesson Objectives

- Students will understand the concept of an ostinato and how to layer multiple ostinati.
- Students will create ostinati using spoken words related to general education topics.
- Students will work collaboratively to perform layered ostinati.
- Students will extend their learning by creating their own ostinati based on current classroom content.

**Please note that layering ostinati is an integration technique and can be used for integrating almost anything into the classroom. As a teacher, you are not limited to the topics discussed here.

Materials/Equipment/Resources

N/A

Instructional Procedures

Introduction (10 minutes):

- Explain the concept of an ostinato (a repeated rhythmic or melodic pattern).
- Provide examples of musical ostinati and demonstrate with body percussion or simple instruments.
- Explain how we can create spoken word ostinati using words from their classroom subjects.

Creating Ostinati (10-15 minutes):

- Have a core content subject ready or have the students choose a topic they are working on in class.
- Brainstorm words or short phrases related to the topic and write them on the board (e.g., "new moon," "Columbus sailed," "Africa").
- Teacher guides students in creating simple rhythmic patterns for the words or phrases, ensuring the patterns can be easily repeated. (about 4-8 beats)

Layering Ostinati (15 minutes):

- Practice saying the ostinato rhythmically and repetitively.
- Separate class into groups and assign an ostinato to each group.
- Combine groups to create a layered effect. Start with one group, then add another group's ostinato, and so on until all groups are performing simultaneously.
- Practice starting and stopping the ostinati together, ensuring each group can hear and follow the overall rhythm.

Class Performance (10 minutes):

- Perform the layered ostinati as a class. Consider recording the performance for students to hear and evaluate and to share with their teacher/parents.
- Encourage students to listen for how the different patterns interact and complement each other.

Assessment

Formative Assessment:

- Observe students' participation and collaboration during the creation and practice of ostinati.
- Provide feedback and support as needed during group work.

Summative Assessment:

- Use a rubric to assess the final performance, considering criteria such as creativity, rhythm accuracy, collaboration, and how well the ostinati reflects the academic content.

Differentiation/Accommodations

For Students Needing Additional Support:

- Provide rhythmic templates or patterns to help structure their ostinati.
- Pair students with a peer mentor for additional guidance.
- Use simpler, more repetitive phrases for students who need more practice with rhythm.

For Advanced Students:

- Challenge them to create more complex rhythmic patterns or add body percussion to their ostinati.
- Encourage advanced students to take on leadership roles in their groups.
- Have them incorporate dynamic changes (e.g., volume, tempo) into their performance for added expression.

References

Going on a Letter Hunt

K-2 ELA

Students will engage in a fun, interactive "letter hunt" inspired by the book "We're Going on a Bear Hunt." They will sing a modified version of the song, focusing on letters and their sounds, and participate in a scavenger hunt to find hidden letters around the classroom.

Utah Core Standards

Art Core Standard(s)

- **Standard K-2.M.CR.1:** Generate and conceptualize artistic ideas and work.
- **Standard K-2.M.CR.2:** Organize and develop artistic ideas and work.
- **Standard K-2.M.CR.4:** Refine and complete artistic work.

Core Content Standard(s)

- Demonstrate understanding of the organization and basic features of print.
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- Know and apply grade-level phonics and word analysis skills in decoding words.

Lesson Objectives

- Students will identify letters and their corresponding sounds.
- Students will recognize vowels and consonants.
- Students will participate in a musical activity that reinforces phonemic awareness.
- Students will work collaboratively to find hidden letters.

Materials/Equipment/Resources

- Copy of the book We're Going on a Bear Hunt by Michael Rosen and Helen Oxenbury
- Large letter cards (A-Z)
- Chart paper or whiteboard and markers
- A device to play music or a teacher-led song
- Tape or sticky tack for hanging letter cards around the classroom
- Pencils and paper

Instructional Procedures

Introduction (10 minutes):

- Read the book "We're Going on a Bear Hunt" to the class. Discuss the different places the characters go and the repetitive nature of the story.
 - This can be done in an entirely different lesson (or done in collaboration with the music teacher/general education teacher).
 - Add musical instruments to represent the places they go in the book. Play instruments on the beat for 8 beats.
 - To add difficulty, choose an 8-beat rhythm to be played when the characters are going through the places in the book.
- Explain that instead of hunting for a bear, the class will be hunting for letters. Introduce the modified song, "We're Going on a Letter Hunt."
 - This can also be a chant instead of a song for those who are not comfortable singing.

Teaching the Song (10 minutes):

- Teach the modified lyrics of the song to the class, emphasizing the letters and their sounds (long or short sounds depending on the lesson)
- "We're going on a letter hunt (echo), we're gonna' catch a big one (echo), I'm not scared (echo), it's a beautiful day! (echo). Uh oh, 'A', We can't go over it (echo), we can't go under it (echo), we'll have to go through it (echo). A-A-A-A-A-A-A" ("a" sound 8 times on the beat)
 - Extension- Use movements to represent different actions (e.g., swishing for "S," jumping for "J").

Letter Hunt Activity (15 minutes):

- Before class, hide large letter cards around the classroom. Or students can look for letters already in the room.
- Explain that students will go on a letter hunt, looking for the hidden letters while singing the song.
- Students can hunt for letters alone or in a small group.
- Play or sing the song while students hunt for the letters.
 - If "hiding" letter cards, when they find a letter, they should bring it back to a designated area.
 - If they are hunting letters already in the room, their groups should stand by a letter once they find it. Try to have groups find different letter "A" (for example) so everyone isn't standing at the same letter "A"

Discussion and Reflection (5 minutes):

- Once all letters are found, gather the students and review the letters they discovered.
- Discuss which letters are vowels and which are consonants.
- Ask students to give examples of words that start with each letter.

Closure (5 minutes):

- Sing the "We're Going on a Letter Hunt" song one more time as a class, celebrating the letters found.
- Summarize the day's activities and reinforce the importance of recognizing letters and their sounds.

Assessment

Formative Assessment:

- Observe students' participation and engagement during the song and letter hunt.
- Listen to students' responses during discussions to assess their understanding of letters and sounds.

Summative Assessment:

- Use a simple checklist to assess each student's ability to identify letters and their sounds.
- Have students write a few letters they found and draw a picture of an object that starts with each letter.

Differentiation/Accommodations

For Students Needing Additional Support:

- Provide visual aids and flashcards with letters and corresponding pictures.
- Pair students with a buddy for the letter hunt to provide additional guidance.
- Use larger, more visible letters for students who may have difficulty seeing smaller print.

For Advanced Students:

- Challenge students to find and write words that start with each letter they find.
- Introduce blends and digraphs (e.g., "ch," "sh") for students who already know single letters.
- Encourage advanced students to lead small groups during the hunt and assist their peers.

References

Book-
We're Going on a Bear Hunt by Michael Rosen

Song-
"Going on a Bear Hunt" - from MusicPlay Grade 1, by Denise Gagne
([Spotify Link](#))

Oh a Hunting We Will Go

First & Second Grade (maybe late Kindergarten)

Enjoy a fun rhyming word "hunt" by using the book "Oh a Hunting We Will Go" by John Langstaff.

Utah Core Standards

Art Core Standard(s)	Core Content Standard(s)
<p>Standard K-2.M.P.3: Develop these skills and concepts essential to music performance:</p> <ul style="list-style-type: none">a. Explore the range and various qualities of the voice.b. Sing a variety of simple songs in tune.c. Perform a rhyme or song with teacher accompaniment.d. Perform steady beat with body percussion or unpitched percussion.e. Perform beat versus rhythm.f. Perform and identify one sound per beat and two sounds per beat.g. Perform music with expression.h. Respond to the conductor to start, stop, and stay together.	<p>K-2</p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none">a. Recognize and produce rhyming words.

Lesson Objectives

Students will be able to identify one-syllable CVC rhyming words.
Students will be able to create and perform a new verse to the song, "Oh a Hunting We Will Go."

Materials/Equipment/Resources

- “Oh a Hunting We Will Go” by John Langstaff
- CVC word cards

Instructional Procedures

- 1) Read “Oh a Hunting We Will Go” by John Langstaff (there are many read-alouds on youtube)
 - a) Have students realize that the book has rhyming words
 - b) Explain what makes a rhyming word (same ending/word family. For example: -at = cat and rat)
- 2) Re-read the book and have the student act out the rhyming pairs. They can use a buddy if they need to.
- 3) Ask students what their favorite rhyming pair was
- 4) Teach “Oh a Hunting we go” song.
- 5) Sing the book with the students. I use this [melody](#).
 - a) “Oh a hunting we will go, a hunting we will go, we’ll catch a fox and put it in a box, and then we’ll let it go.”
 - b) Repeat with the other rhymes.
- 6) Give each student a CVC card and ask them to go “hunting” for the match. Another student in the room should have the match.
 - a) Once they find their rhyming partner, they sit down together
- 7) Students will fill in the song with their new rhyming words.
 - a) Students have to decide what word will go first. Which one makes sense to be first in the song.
 - b) Example: DAD & MAD- “Oh a hunting we will go, a hunting we will go, we’ll catch a dad, but then he got mad, so then we let him go.”
- 8) Students will perform their new verse to the class.

Assessment

- Teachers will be able to assess if students can read CVC words
- Teachers will be able to assess if students can find a CVC word that rhymes with a given CVC word.
- Teachers will be able to assess if students can keep a steady beat while singing

Differentiation/Accommodations

- Teachers can help accommodate students by limiting the number of words that a student needs to match with the rhyming word.

- Teachers can extend this activity by inserting two-syllable words.

References

- [This](#) is the melody I like to use when singing the book.
- I [found this cute “clap-along”](#) with iconic notation for students to clap along with the song.
- Book from [Amazon](#)
- Book from [Thrift Books](#)
- Free CVC word card [resource](#)