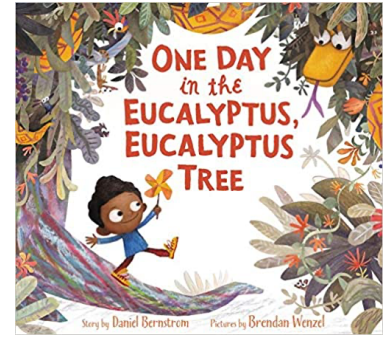


APRIL LESSON PLAN
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One Day in the Eucalyptus, Eucalyptus Tree

Grade Level: 3rd or 4th

Materials: Music For Children, Volume 1, page 131, Canon #40

Pacing: I did not lay this lesson out “day one” etc. Everyone has different length of contact time with their students as well as different level of abilities. Rather, I just set out the lesson with a series of steps that you can use at your discretion! Maybe over the course of two lessons...maybe stretch to using over the course of a month. You decide what works best in your classroom! Happy music making!

“ONE DAY IN THE EUCALYPTUS, EUCALYPTUS TREE...EEE! ONE DAY IN THE EUCALYPTUS, EUCALYPTUS TREE.”

-Words set to melody of Canon #40 MFC Vol 1, pg 131

-Read book and sing melody each time the phrase “One Day in the Eucalyptus, Eucalyptus Tree” happens (about every other page)

-Discuss/collect list of animals: (**Snake, Boy, Bird with Worm, Cat, Sloth, Ape, Bear, Bees, Fly**)

-Discuss/collect list of animal sounds (**Gobbled, Moaned, Cheep-cheep, Purr-purr, Slurp-burp, Munch-Munch, Buzz,-buzz, Sniff-sniff, Gurgle-gurgle, Burp-belch-blaaa!**)

-Another day, use the following words as a movement warm-up activity: **Whiz, Roll, Buzz, Run, Swing, Slink, Dash, Fly Slime, Skip, Zip, Crinkle-wrinkle, Wiggle-waggle, Twist, Up, Creeky-eeeky, Stretch**

-Teach the vocal melody on barred instruments

-Set instruments up in C pentatonic

-Introduce skeleton notes first: C-D-E-G, G-D-C

-Discuss this as the snake sliding up the tree, then down the tree

-Double the C's and D's

-Give students time to explore to see if they can fill in the rest of the blanks

-Save glissando for VERY end...see if they can put all bars back on, still play the melody and do a great glissando!

-Re-visit list of animal sounds

-Move students to small groups and ask them to work together to pick 2-4 words to come up with their own rhythmic animal “sentence”

-Can add sound effects, body percussion, unpitched instruments

-Perform the student creations in a rondo form—half the class sing/play the melody while two or three groups perform their sound sentences—then switch

Think of this as a “choose your own adventure” lesson. Pick and choose the part that will work in your classroom! I have simply read the book to my younger students and sang the melody with them. If you are working on mallet technique and have a section of students ready to learn the piece on the bars—great!