

Lesson Plan - March 2022

Claire Lux

K-6 General Music

Bell Elementary

Objective: I can read and play Ti-Tika and Tika-Ti rhythms
(Best for grades 5-6)

Materials:

- Hand drums/tubanos
- Book: **Word Collector** By Smriti Pasadam-Halls

Process:

Day1:

- Teach students the rhythmic poem by having them echo back one phrase at a time.
- Once students know the words, teach them how to play it using hand drums.
 - The words underlined below are **Low** sounds.

Some people collect stamps.

Some people collect coins.

Some people collect art.

He collected words!

Stamps, coins, art, words.

Stamps, coins, art, words.

Stamps, coins, art, words.

He collected words!

- Read ***Word Collector***, have students play the drumming piece every time you turn the page.
- Draw Ti-Tika, Tika-Ti, and Tika-Tika on the board in separate sections. Have students break into small groups to think of interesting words that use these rhythms.
- Once the class has made a list of words on the board they can then work in their groups to create a word chain for a "B section".

Day 2:

- Review the drumming pattern from the previous lesson. Have students also practice sight reading new rhythm patterns that use ti-tika and tika-ti.
- Students will then get back into their small groups and create their own rhythmic ostinato using their word chain and a variety of non-pitched instruments.
- Have students share their word chain with the rest of the class in a rondo.
- Before leaving class, they will review the drumming pattern in unison and then learn to play it in canon.

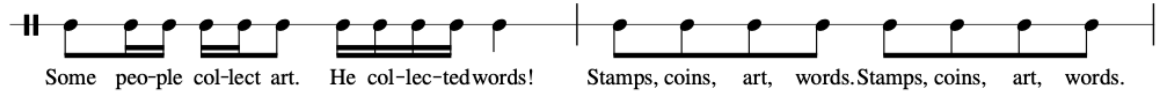
Word Collector

Claire Lux

$J = 75$

1 
Some peo - ple col - lect stamps. Some peo - ple col - lect coins.

2


Some peo-ple col-lect art. He col-lec-ted words! Stamps, coins, art, words. Stamps, coins, art, words.

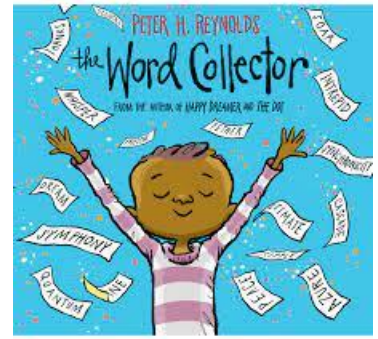
4


Stamps, coins, art, words. He col - lec - ted words!

March 2022 - Book Review:

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The Word Collector
By Peter H. Reynolds



This book is about a child who discovers the magic and power of words. Jerome is fascinated by all of the different types of words there are and the meanings that each one of them has. He notices that other people collect material things and so he starts to collect words on pieces of paper. The book talks about how you can use all of these words to tell stories, create poems and even write songs. There are many opportunities to emphasize how words matter. The author talks about the power that words have and that they can make people happy and sad.

I made a rhythmic canon for this story that uses ti-tika and tika-ti. (See the March Lesson for those materials) There are so many different things you could do with this book, the possibilities are endless.

Helpful Hint:

Claire Lux

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I have been trying to get my kindergarten and first grade students moving more throughout my class. I came up with a little movement activity to use when preparing students to transition between instruments. Prior to this activity we had just finished reading a book about penguins so for this class they had to move like penguins. You could have your students pretend to be any type of animal. My goal was to teach them how to transition to new instruments in a timely manner that didn't involve lots of talking.

To start class we did a locomotor movement activity where I kept a steady beat on the drum while they were moving to a specific locomotor action. When the drum stopped they had to sit down and then we sang a little song that they had learned in a previous class. After singing the song I said "penguins stand up" and then we picked a new locomotor movement and the game continued. Towards the end of the class we did this activity again. However this time they only had four beats to move around before having to sit down and sing their song while keeping a steady beat on their lap. While leading this activity I would say "Penguins stand up", then I would wait until they all were standing with their voice off. After they were ready I said "March, 2, 3, 4, penguins now sit on the floor" or "Skip, 2, 3, 4". Once they were sitting we would once again sing the little song about penguins.

During the next class I transitioned this activity to playing a steady beat on xylophones and they would have to stand and march between each turn. By creating a movement activity during the previous class we were able to transition to instruments and quickly rotate spots. I am planning to repeat this activity using a different animal as it is a fun way to practice moving to new instruments while keeping my students engaged.