



In November

Book by Cynthia Rylant, illustrated by Jill Kastner

Level: 3,4,5 (depending on ability)

Objectives: Melodic Shape, Phrase, Canon,

Needs: Book (optional), Teacher Recorder, Barred Instruments, MFC Vol 1

**Cinnamon and pumpkin pie, we enjoy in November!
Fire crackling, snug and warm, it's almost winter time.**

Music for Children, Volume I, pg 131 #40

- Lesson 1
 - Read Book (can always use tune without book too!)
 - Teacher plays melody on recorder while students travel throughout the room. Can give a variety of locomotor words, or ask students for suggestions. Students should freeze at end of song each time.
 - Discuss what they are hearing in the recorder. Is there anything that sounds the same? Or almost the same? When you hear it start over again in the middle of the melody, change direction with your feet
- Lesson 2
 - Review story, what do you think of in November?
 - Review recorder melody activity from lesson before. Teacher adds words. (Sing while they travel)
 - Echo sing to teach the lyrics. Have students travel while singing, still changing direction at halfway point
- Lesson 3
 - Review song, transfer to barred instruments
 - Set up in C pentatonic. Students have heard melody many times by now, and I challenge them to figure it out “on their own”
 - Give starting and ending note of “long C” remind them what they know about the two phrases—set them loose and see if they can figure melody out! (This is “controlled chaos” in my room! If you have a class that can’t handle this much freedom, move to next step! ☺) Ask for student volunteers to share, see what they come up with

- Lesson 4
 - Give a little bit of review time
 - Take ideas and form them into melody
 - Discuss melodic flow (goes up and comes back down)
 - We know it starts and ends on C
 - Teach skeleton form first
 - C, D, E, G--- G-D-C
 - After they are solid with that “steady beat skeleton” see if students can help you “fill in holes” by singing lyrics. (Usually I find they figure it out pretty quickly with the exception of the dotted rhythm!)
 - I teach the melody without the glissando the first few times and only add it if they are solid on the whole tune!
- Lesson 5 (if you teach it to a grade who is ready)
 - Review melody,
 - Play in canon
 - Woods/metals, boys/girls, sitting/standing, BassAlto/Sopranos, front row/back row (your kids will come up with groupings too if you ask them!)

A few thoughts:

-Add the simple bass line (timpani) to help keep the tempo steady. Once they know it they like to speed away!

-I usually do add the glissando eventually, but they seem to always add an extra beat trying to get it! We have a conversation about that it can't affect the melody of the song, and if you can't “fit it in” then you are free to leave it out if it means you are going to play them melody correctly!

-For an extra challenge, and more fun glissando-ing, play song with all bars on! Some of your students will thrive with this! (Some will struggle and that is ok too, just keep bars off for them!)

-You can certainly do parts and pieces of this lesson depending on where your students are at and what concepts you are working on in November!

Carolyn Stuwe
K-5 General Music
Pine Creek Elementary
cstuwe@bennps.org