

# Total Learning Initiative

## Auditory Model Lesson 1 Intermediate Level - Lesson Objectives

### *Auditory Focus*

Same and different, Voice, Auditory Discrimination

### *Auditory Skills*

Discriminating details of sounds

Using speaking, singing, whispering and calling voices

Following orally presented directions

### *Social/Emotional Focus*

Building a sense of self-concept and belonging

Building classroom procedures and expectations

### *Classroom Curriculum Links*

Language Arts/Literacy: rhyming words, fluency, context, -er endings

Math: patterns

Science: qualities of sound

### *Lesson Objectives/Assessment Checkpoints*

- To experience using different voices (speak, sing, whisper, call)
- To choose and practice ways to use the voice
- To interpret a poem using different way to use the voice
- To create and perform speech ostinati

### *Materials*

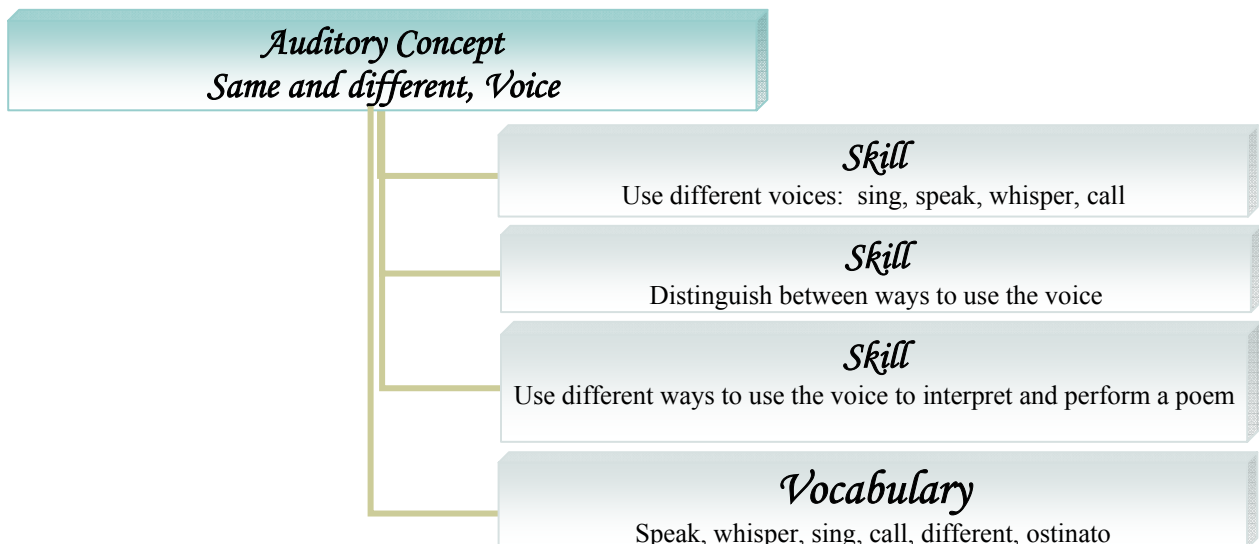
“Rocky Mountain” (CD or sung)

Boom box (if using CD)

Word wall (sticky sheet, paper slips, marker)

“Tickle Me, Pickle Me, Tickle Me Too,” by Shel Silverstein

Board or sentence strips



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## Auditory Model Lesson 1 Intermediate Level - Teaching Sequence

### Teacher to Teacher

*You will be very busy during model lessons. Please plan to spend all training classes in the classroom and fully involved. As the trainer teaches your students, you will function on two different levels. As a learner, you should participate fully in the lesson. You will be modeling good student skills for your children, while building your own skills. As a teacher, you should focus on student reaction to the lesson, noting effective management skills and powerful teaching strategies. Collect observations and questions for your conference time.*

### Get Set

**Experience using different voices through learning a song and dance.** Have students:

- ☞ Listen and echo “Rocky Mountain,” with phrases whispered, sung, spoken and called).
- ☞ Tell the four different voices used. (whisper, speaking, calling, singing)
- ☞ Listen and follow directions to do the dance as they are spoken, sung, and whispered.
- ☞ Sing the song and do the dance.

### Develop

**1. Play a name game, choosing ways to use their voice.** Have students:

- ☞ Each say her or his name for the class to echo, attending to details.
- ☞ Lead echo again, choosing a different way to use the voice, or a different inflection or style.
- ☞ Tell and list the details that made the names different, labeling details such as louder, softer, longer, shorter, harsher, gentler, and so on.

**2. Practice ways of using the voice with a poem.** Have students:

- ☞ Read or echo each line of the first stanza of “Ickle Me, Pickle Me, Tickle Me Too,” by Shel Silverstein (or another short, rhythmic, rhyming poem).
- ☞ Discuss possibilities for where they might speak, whisper, call, and/or sing.
- ☞ Identify the places that might be solos.
- ☞ Perform the stanza several different ways, discussing the pros and cons of each, then choose and practice one variation.

### Apply

**Create ostinato patterns to go with the poem.** Have students:

- ☞ Choose interesting, short bits of text and create ostinato patterns.
- ☞ Write the patterns down, try them out.
- ☞ Choose a final structure for the poem using singing, speaking, whispering, sometimes with and without the ostinato.

## Share/Close

- ☞ *Tell me one way you used your voice today. Another. Another.*
- ☞ *What is one example of a time you needed to listen?*
- ☞ *Are there any times you worked well together in this class?*
- ☞ *How might you use the skills we worked on today after this class is over?*

## Extensions

Teachers can extend this lesson in the following ways.

- ▶ Repeat any segment of the lesson as written.
- ▶ Have a student lead the lesson segment.
- ▶ Name game: Have each student practice and then say her or his name three very different ways in sequence. The class echoes all three, in order, as closely as possible. Now add to the list of ways to vary the voice.
- ▶ Add to the word wall as different ways of using the voice are heard and identified.
- ▶ Make a variety of vocal choices to give directions or answers during class time.
- ▶ Divide the class into groups. Each group take one stanza of “Ickle Me, Pickle Me, Tickle Me Too,” either self selecting or drawing the stanza out of a hat. Each group create a setting of their stanza, deciding ways to use the voice, solo and group sections, and developing a speech ostinato. Practice and then perform it.

### Suggestions for Creating Speech Ostinato Patterns

Ostinato patterns are short, rhythmic patterns that repeat at least twice. The word “ostinato” has the same word as “obstinate,” telling us that the pattern is stubborn and won’t go away!

To accompany rhythmic poems, speech ostinato patterns are developed in the following ways:

1. Words taken from the poem (for example: “Tickle me”)
2. Words related to the poem (for example: Whee \_\_\_\_\_! Look at me \_\_\_\_\_!)

Whether “taken from” or “related to,” the rhythm must be different from how the words appear in the poem, or they must fall at different times than the word appear in the poem.

In “Ickle me, Pickle me, Tickle me Too,” the children might choose “tickle me too.” The teacher’s job is to play with the rhythm, perhaps repeating some words and making some nice spaces. The words in parentheses are said inside the head to create space:

“Too, (too), too, Tickle me”

Or

“Tick (le me) tick (le me) too, too” (Note: Use higher and lower pitches for “tick” and “too.”)

As you experiment, write each idea on the board, so children have the opportunity to read the words over and over. For those who are insecure readers, this repetition increases confidence and experience with the sound symbol matches they need.

## Ickle Me, Pickle Me, Tickle Me Too

from the book "Where the Sidewalk Ends" (1974) by Shel Silverstein

Ickle Me, Pickle Me, Tickle Me too  
Went for a ride in a flying shoe.  
"Hooray!"  
"What fun!"  
"It's time we flew!"  
Said Ickle Me, Pickle Me, Tickle Me too.

Ickle was captain, and Pickle was crew  
And Tickle served coffee and mulligan stew  
As higher  
And higher  
And higher they flew,  
Ickle Me, Pickle Me, Tickle Me too.

Ickle Me, Pickle Me, Tickle Me too,  
Over the sun and beyond the blue.  
"Hold on!"  
"Stay in!"  
"I hope we do!"  
Cried Ickle Me, Pickle Me, Tickle Me too.

Ickle Me, Pickle Me, Tickle too  
Never returned to the world they knew,  
And nobody  
Knows what's  
Happened to  
Dear Ickle Me, Pickle Me, Tickle Me too.

<http://www.geocities.com/SunsetStrip/Club/6166/ss/sstexts.html#icklemepicklemeticklemetoo>