

Total Learning Initiative

Auditory Model Lesson 1 Upper Level - Lesson Objectives

Auditory Focus

Voice, Auditory Discrimination, representation of sound

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: dialogue, rhyming words, fluency, context, inference

Math: patterns, numbering off

Science: sound in the environment

Lesson Objectives/Assessment Checkpoints

- To experience using the voice in interesting ways (speak, sing, whisper, call)
- To identify and recreate sounds in the soundscape using graphic representation
- To interpret a poem using different way to use the voice
- To create and perform speech ostinati with text taken from and related to a poem.

Materials

“Jacqueline,” as learned from Avon
Gillespie

Word wall (sticky sheet, paper slips,
marker)

Sentence strips or paper roll

“Tckle Me, Pickle Me, Tickle Me Too,”
by Shel Silverstein (or alternate)

Board or sentence strips

Auditory Concept *Same and different, Voice*

Skill

Use different voices: sing, speak, whisper, call

Skill

Use different vocal sounds to imitate environmental sounds

Skill

Use different ways to use the voice to interpret and perform a poem

Vocabulary

Speak, whisper, sing, call, environmental sounds, soundscape, ostinato

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Auditory Model Lesson 1 Upper 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 a name game. Have students:

- ☞ Play “Jacqueline.”
- ☞ Describe how the voice was used (speak) and identify other ways to use the voice (whisper, sing, call).
- ☞ Each use an interesting voice to lead echo of own name (around the circle).
- ☞ Create longer rhythmic patterns by saying one name after another, using the expressive qualities from echoing.

Develop

1. Explore Sounds in the Environment, creating a vocal soundscape to represent the school sound environment. Have students:

- ☞ Listen in silence for 30 seconds.
- ☞ Tell the sounds they heard, creating a list.
- ☞ Categorize the list by qualities of the sounds: high and low, loud and soft, fast and slow, human and non-human, etc.
- ☞ Vocally recreate some sounds, drawing graphics to represent each chosen sound.
- ☞ Make a quick “score,” then perform it as one student moves an indicator (ruler, pencil, shoe) slowly across the top or bottom of the score.

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

- ☞ *What did we do together today? First? Next? Next?*
- ☞ *What did you like?*
- ☞ *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, or 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.

“Jacqueline,” collected by Avon Gillespie

Circle formation

Zing, zing, zing (jump 3 times, holding hands)

I'm Jacqueline (begin alternating clap own, neighbors' hands – keep hand clap pattern going)
1, 2, 3, etc. (number off around circle with steady beat)

Jacqueline: Who stole the cookie from the cook, cookie jar?
Number ____ stole the cookie from the cook, cookie jar.

Number ____: Who me?

Jacqueline: Yes, you.

Number ____: Couldn't be.

Jacqueline: Then who?

Number ____: Number ____ stole the cookie from the cook, cookie jar.

Rules:

Jacqueline may not be called

You may not call back the number of someone who has just called you.

Variations: Use imaginary or fake names, names of states, etc.

Change meters for the dialogue part from duple to triple.

Move around the circle clockwise or counterclockwise as you play the game.

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>

Alternate speech pieces:

Create a speech piece that sets a tone for the year. What are the expectations you want students to reflect in your classroom community every day? The structure of a short, rhythmic poem, followed by individual responses is a great way to get each day going in a positive direction.

Think about and write down short phrases about the important characteristics that will define the classroom and behavior within it, then organize into a rhythmic, rhyming pattern, something like:

*All: Our school is a learning community
Each day it's my responsibility.
I'll set a goal and find a way,
To help myself and another today.*

*Solo: My goal is _____.
Today I plan to _____.*
(Solo can be rhythmic or stop the beat and flow more freely. Several solos, perhaps four, can occur before returning to the group refrain.)

“Peanut Butter, Jelly” uses speaking, singing, and whispering voice. In *Teaching Music in the Elementary School*, by Dr. Sue Snyder, published by IDEAS, www.aeideas.com.

“Introduce Yourself,” adapted from **Konnie Saliba**

Formation: circle

Hand clap pattern: clap own hands, clap neighbors' hands on both sides – alternate

All: Introduce yourself, introduce yourself.

*Solo: My name is _____, you see
I am _____, indeed
I've come to meet you, to greet you,*

All: Jump up, jump back, jump back.

Each individual takes a solo turn, filling in the blanks with her/his name and some characteristic or activity that is important to her or him.

“Jambo,” a Swahili greeting song, opens the door for greetings from many cultures.

“Funga Alafia” is a Liberian/West African greeting song that has many variants, depending upon where it was learned. Drumming is a natural extension for this song, and therefore particularly appealing to upper grade students. See Mary Knysh Drumming Video.

“This School is Your School” is a parody that begins by introducing “This Land is Your Land,” by Woody Guthrie. (Bruce Springsteen does a pretty rough version of the song that is appealing to upper elementary and middle school students, and can be downloaded for \$.99 from iTunes.) Guide students to create a revised text for the refrain. Identify school issues and possible solutions. In groups, each group create a verse for one problem/solution, and movement to accompany it. Share and refine.