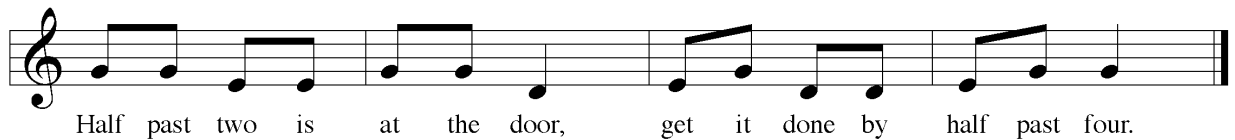


**Cobbler Cobbler**



**Source:** Peter Erdei. 150 American Folksongs.

**Grade level:** K

**Game:** T uses a hammer to tap S shoes to the steady beat.

Options: Have S lie down and put both feet in the air.

Choose the last S to be the next cobbler and hammer shoes to  
The steady beat (wait until S have a good sense of  
steady beat to play this variation)

**Concept:** Steady Beat

**Teaching Strategy:** S point to shoes for the steady beat on the board

S play the game.

S point to the steady beat on their own paper.

**Firefly, Firefly (Deta Deta)**  
**Japanese Folk Song**

Fire - fly, fire - fly in the night, With a yel - low, with a yel - low  
with a yel - low light. How I like to watch you shine to night. -

2. Firefly, firefly, may I speak? Did you turn your light off? Are you playing hide and seek?  
Up among the trees I see you peek!
3. Firefly, firefly, please don't go, Would you take me with you, I would like to fly, you know,  
Up above the trees, I'd love it so.
4. Repeat first verse.

**Scarf activity from Suzanne Burton**

With one scarf in each hand:

Beats 1-2	<i>Firefly</i>	Circle left hand
Beats 3-4	<i>Firefly</i>	Circle right hand
Beats 5-8	<i>in the night</i>	Circle both hands in contrary motion
Beats 9-14	<i>with a yellow</i>	Shake hands in front, lightly to the rhythm
Beats 15-16	<i>light</i>	Bounce up and reach upward and outward with both hands
Beats 17	<i>how</i>	Hands forward
Beats 18	<i>like</i>	Hands on upper arms, crossed in front
Beats 19	<i>watch</i>	Both hands point to eyes
Beats 20	<i>you</i>	Both hands point forward
Beats 21	<i>shine</i>	Reach up and outward
Beats 22	<i>to-</i>	Hands in praying position
Beats 23	<i>night</i>	Bow with hands still in praying position, oriental fashion.

**Source:** Jill Trinka. Folksongs, Singing Games and Play Parties, Book 2.

**Grade level:** 2nd

**Game:** Variant 1- scarf activity above

Variant 2- flashlight mirror activity from Purposeful Pathways

**Concept:** do pentatonic

**Teaching Strategy:** S sing in Japanese and do mirroring activity.

S read pentatonic staff patterns from the board.

S read a 4 beat pentatonic pattern from the staff and  
improvise 4 beat responses on barred instruments.

S perform ABA form (A- song, B-improvisation, A-song)

### Missasawga Rattlesnake



Missasawga rattlesnake eat brown bread,



Missasawga rattlesnake fall down dead.



If you catch a caterpillar feed him apple juice,



If you catch a rattlesnake turn him loose!

**Source:** workshop with Cecile Johnson

**Grade level:** 3rd

**Game:** circle/chase. (duck duck goose with a rubber snake). S chant “turn him loose” during the chase.

**Concept:** takadi (two sixteenths followed by one eighth note)

**Teaching Strategy:** S play game.

S tap and read rhythm from the board.

S inner hear the target rhythm and tap/read the chant.

Extension: S transfer to unpitched percussion.

## Peg Leg the Pirate



### The Game

- Students sit in a circle
- Have students put their left hand out in front of them with their fingers curled up to hide the contents of their hand. With their right hand, they will pick up from their neighbor's hand and pass to their own hand. Everyone pretends to pass to the beat.
- Give one student a coin (I use a penny). Another student goes to the middle and tries to watch where the penny goes.
- The circle passes the coin around as they sing. At the end of the song, the student in the middle tries to guess who has the gold.
- Whoever ends with the gold is the next person to go to the middle.

**Source:** workshop with Ginger Littleton

**Grade level:** 4th

**Game:** circle/passing game.

**Concept:** syncopation

**Teaching Strategy:** S play game.

S read syncopation rhythm flashcards.

S divide into teams of 4.

T performs a flashcard. ALL S speak the rhythm patter. One S from each team races on their "pirate ship" to choose the correct card from a group of 4 cards on the other side of the room.