

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
November 29		December 1	2	3	4	5
		Have programs printed	Pick up programs		Dress rehearsal	CONCERT!

Tuesday Song

Konnie Saliba

Voices

It's Tues - day all day long, we're hop - ing for the sun. It's

SG/AG/SM

AX/AM

BX/BM

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Voices

time for this (fourth) grade to have some fun.

SG/AG/SM

AX/AM

BX/BM

Friday Song

Konnie Saliba

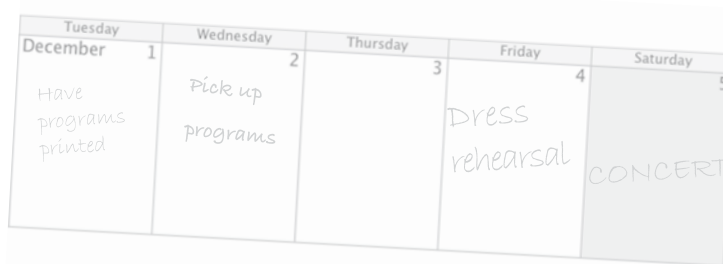
It's Fri - day, oh yes it's Fri - day, and I think I am a - wake! It's

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Fri-day all day long and I am glad, and this week-end I'll go to the lake!

Additive

And I'll rest.
 And I'll swim.
 And I'll fish.
 And I'll play.
 And I'll read.
 And I'll tan
 And sip water
 And play with my friends



Movement Game (Partners freely spaced)

clap* right+ clap left# clap right clap left clap both** both

5

join right elbows and circle to right move shoulders to the rhythm bump++ bump

- * clap own hands
- + clap partner's right hand
- # clap partner's left hand
- ** clap both hands of partner
- ++ bump hips with partner

Teaching Suggestions

- Teach the melody by rote.
- On a visual, show the additive patterns (and I'll rest, etc.).
- In class ask the students to suggest in-place movements for each pattern.
- Perform as follows:
 - ♦ Sing the song and add pattern one;
 - ♦ Repeat the song and add patterns one and two, etc. until all eight patterns are included.

Creative Idea

- Ask the students to suggest other things they might do on this imaginary lake adventure.

Good Morning to You

Konnie Saliba

Voices: Good morn - ing, good morn - ing, good morn - ing to you morn - ing to

SG/AG: [Musical notation]

SM/AM*: [Musical notation]

[Triangle icon]: [Musical notation]

[Beehive icon]: [Musical notation]

BX/BM/CBX: [Musical notation]

1. 2.

Voices: you. I'll smile with my eyes, I'll smile with my

SG/AG: [Musical notation]

SM/AM*: [Musical notation]

[Triangle icon]: [Musical notation]

[Beehive icon]: [Musical notation]

BX/BM/CBX: [Musical notation]

6

*Play any two notes in C pentatonic, creating clusters.

Teaching Suggestions

- Teach the song by rote.
- Add the bass part by singing the lower note and playing in the air with the left hand; transfer to bass instruments and add the fifth above on BX with the right hand.
- Sing SG/AG part from a melodic visual and then transfer to instruments.
- Sing and play temple block part in the air; transfer.
- In measure 3 add the bell tree.
- Ask the students to read the speech sections below from word visuals.
- Encourage interesting voices and decide whether the entire group speaks or if some of the verses are spoken by soloists.

B Section

*Look on top the counter, look behind the clock
Look on top the radio, look behind the glock*

C Section

*Go around the patio, go around the room
Go into the living room, look behind the broom.*

D Section

*Check out in the garden, look on top the shed
Now I see him yes I see him. . . . Cat is in his bed!!!*
(speak slowly with expression)

Sing the Last Verse

*I am very happy, I have found my cat.
Yes, I found my kitty-cat, sleeping on his mat!*

Movement for the Song:

Partners, Randomly Spaced in the Room

- Measure 1: run away from partner in four steps
- Measure 2: run towards partner in four steps
- Measure 3: right hand to forehead; turn right 1-2-3-4 counts
- Measure 4: imitate cat whiskers

Movement for B,C,and D sections should be individually improvised.

Creative Idea

Use a cat puppet. Every time the word *cat* is sung in the song, the cat can appear over, on the side, or under a portable chalkboard, or something similar. For the last verse the cat should be asleep.

Accompany speech sections with non-pitched ostinato:

