

## PROJECT UNIT: SILLY SONGS

<b>OBJECTIVES</b>	
<i>Language:</i>	Pupils should be able to: <ul style="list-style-type: none"> <li>• recognise rhyming words</li> <li>• create rhyming verses</li> </ul>
<i>Intercultural aspect:</i>	Pupils should: <ul style="list-style-type: none"> <li>• learn a traditional North American song</li> <li>• become familiar with nonsense songs from different cultures</li> </ul>
<i>Learning strategies:</i>	Pupils should develop an awareness of rhyming.
<b>NEW LANGUAGE</b>	
<i>Production</i>	bay, watermelon, moose, fly (insect), ‘dare not go’
<i>Comprehension</i>	
<b>RECYCLED LANGUAGE</b>	A variety of vocabulary (animals, clothes, food)
<b>MATERIALS</b>	Audio CD for Year 5, mini-whiteboards
<b>TIME</b>	1 x 40 minutes
<b>PROCEDURE</b>	
<b>INTRODUCTION</b>	<ul style="list-style-type: none"> <li>• Pupils sing ‘Apples and bananas’, the song learnt in Unit 1.</li> <li>• The teacher tells pupils that most languages and cultures usually have some silly/nonsense songs. ‘Apples and bananas’ is an example of such a song from the USA. S/he asks pupils if they know any other silly songs in English and reminds them of the variation of ‘Row, row your boat’ which they learnt in Year 4 (available on Audio CD for Year 4 and in Audio CD for Year 5):           <p style="margin-left: 40px;">Row, row your boat, gently down the stream If you see a crocodile, don’t forget to scream!</p> </li> <li>• The teacher asks pupils if they know silly/nonsense songs in Greek. A song which pupils might share could be ‘Είπαμε πολλά ψέματα’.</li> <li>• The teacher suggests that pupils ask at home for more nonsense songs their parents or grandparents know. Pupils who bring a new song will present it to the class in following</li> </ul>

	<p>lessons. If any children know a silly song in their heritage language, they can present it at this point.</p>
<p><b>GETTING TO KNOW A SILLY SONG</b></p>	<ul style="list-style-type: none"> <li>• The teacher says s/he will introduce the pupils to another North American silly song. S/he then writes the first verse on the board: <p style="margin-left: 40px;">Down by the bay Where the watermelons grow Back to my home I dare not go</p> <p><i>Tip: Always keep the pupils engaged when you are writing on the board. Ask them to predict what word you are writing, to predict what word will follow, etc.</i></p> <p>The teacher goes through the above lyrics explaining them to the pupils, making sure they understand what they mean and particularly focusing on ‘down by the bay’ and on ‘I dare not go’. The teacher can also ask pupils to predict why the singer dares not go home.</p> </li> <li>• S/he then asks the pupils, if they think it is a silly song. The pupils will probably not see anything silly just yet so the teacher introduces the second verse: <p style="margin-left: 40px;">For if I do My mother will say Did you ever see a bear combing his hair? Down by the bay</p> <p>The teacher asks pupils if they see anything silly in this part of the song. The pupils should be able to notice the ‘bear combing his hair’.</p> </li> <li>• The teacher says the song gets funnier as it progresses but they have to try singing it. The pupils listen to the first verse of the song or the teacher sings the song for them. The style of the song is that for each verse the singer sings, the pupils repeat afterwards, e.g.: <p style="margin-left: 40px;">Teacher: Down by the bay Pupils: Down by the bay Teacher: Where the watermelons grow Pupils: Where the watermelons grow</p> </li> </ul>

	<p>etc.</p> <p>The teacher plays or sings the whole song inviting the pupils to sing along. The following links can be used for the pupils to listen to the song.</p> <p><a href="https://www.youtube.com/watch?v=BRHD7CCeChA">https://www.youtube.com/watch?v=BRHD7CCeChA</a>  <a href="https://www.youtube.com/watch?v=allMyNXmfcM">https://www.youtube.com/watch?v=allMyNXmfcM</a>  <a href="https://www.youtube.com/watch?v=Rnq0kL3rITc">https://www.youtube.com/watch?v=Rnq0kL3rITc</a></p> <p>Do note that because it is a traditional song there may be different variations of the song available online.</p>
<p><b>WRITING A SILLY SONG</b></p>	<ul style="list-style-type: none"> <li>• Pupils sing the song again while reading the lyrics from their Pupil’s Book.</li> <li>• They underline the funny lyrics. The teacher asks them to notice the lyrics carefully and see if they notice anything. Pupils are guided to notice that they all rhyme:       <p>Bear / hair</p> <p>Moose / goose</p> <p>Fly / tie</p> </li> <li>• Pupils try to rhyme various words given by the teacher, e.g.       <p>Teacher: cat</p> <p>Pupils: hat</p> <p>Teacher: coat</p> <p>Pupils: goat</p> <p>etc.</p> </li> <li>• Pupils are divided into two groups. Each group has to respond to a word given by the teacher with another rhyming word.       <p>Some examples of rhyming words from the pupils known vocabulary are: tie / eye - dog / fog - box / fox / socks– cry / fly / buy – four / more – hen / pen – cake / lake / make / snake – skirt / shirt – kite / fight – drink / pink – late / eight – two / shoe – book / look/ cook – meat / eat – cat / fat / hat/ that – flower / shower – nose / close , etc.</p> </li> </ul>

	<p><b>Tip:</b> <i>If you keep the pace fast, then this will be an entertaining game for pupils. Encourage wide participation by not allowing pupils to respond twice. This encourages shy or weaker pupils to become active and participate for the sake of their team!</i></p> <ul style="list-style-type: none"> <li>• If there is time, the pupils work in pairs with their mini-whiteboards. The teacher says a word and the pupils write as many rhyming words as they can before the teacher calls ‘stop’.</li> </ul> <p><b>Tip:</b> <i>If the pupils need some help, they can use their picture dictionaries, their books or the Word Wall for support.</i></p> <ul style="list-style-type: none"> <li>• The teacher explains that ‘Down by the bay’ is a traditional song sung by many people and that there are many more silly lines. S/he introduces another example, e.g. ‘Did you ever see a goat wearing a coat’ or ‘Did you ever see a llama wearing pyjamas’. The pupils note the rhyming pattern once more: goat/coat – llama/pyjama.</li> <li>• The teacher asks pupils to work in pairs and write their own silly line in their Pupil’s Book. Pupils can open their picture dictionaries or use the Word Wall or the vocabulary list at the back of their books to help them. The teacher monitors the activity and offers help when necessary.</li> </ul> <p><b>Tip:</b> <i>If pupils need help getting started you can give them a few starters, e.g. Did you ever see a cat..... / Did you ever see a snake.....?</i></p>
<p><b>SINGING/ PRESENTING THE SONG</b></p>	<ul style="list-style-type: none"> <li>• Once the pupils are ready, the class sings the song. Each time there is a ‘Did you ever...’ line, a pair sings their line and the rest of the class repeats.</li> <li>• Pupils can prepare to present the song along with their own additions at the school assembly or another event. So that the song is not extremely long, pupils can choose five or six rhyming sentences to use. Each pair reads their sentence and the teacher numbers it on the board or writes the rhyming words. Pupils choose which ones they will use.</li> <li>• Pupils work in groups of four or five. Each group gets a rhyming line and decides how they can present it using props or other ideas they may have. An example could be ‘Did you ever see a cat wearing a hat’ and the pupils prepare for one of the group to walk at the front wearing a cat mask and wearing a hat.</li> </ul>

	<p><b>Tip:</b> <i>Don't miss the opportunity to share this song in an assembly or another event. It is great fun, the pupils will feel proud and confident and the whole school can join in the singing.</i></p>
<b>PROJECT</b>	<ul style="list-style-type: none"> <li>• Pupils can talk to their family or search online for a nonsense song in English, Greek or their heritage language. They learn the song and prepare to present it in one of the following lessons.</li> </ul> <p><b>Tip 1:</b> <i>Pupils can present one song per lesson for a series of lessons to follow. The project can run for a long time and does not need to end in the following lesson.</i></p> <p><b>Tip 2:</b> <i>If a number of nonsense songs are collected, it might be a good idea to create an audio CD with the class singing them or a booklet with the lyrics for the pupils to have.</i></p>
<b>PORTFOLIO</b>	<ul style="list-style-type: none"> <li>• Pupils add the new song in the list of songs they learnt. They can also add a recording (audio or video) of them singing the song.</li> </ul>
<b>CROSS-CURRICULAR LINKS</b>	<p>Music:</p> <p>a) The song can be further explored. Pupils can identify traditional North American instruments such as the banjo and explore North American folk music.</p> <p>b) A project of nonsense songs in different languages could also be explored in the music lesson.</p>