

Fun with Music



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INTRODUCTION

Since its establishment in 2003, The Faisal Hussein Foundation has focused on the educational sector. The following is a description of its Comprehensive School Reform Project.

The Project included upgrading the targeted schools' infrastructure and facilities, and the enhancement of the long-term cooperative efforts of the school administrations with their staff, their students, and their students' parents.

The first phase of the Project was the development of a vision for each targeted school. All the stake-holders (the administration, the staff, the students, and the parents) were involved in the development of the vision and this has later facilitated its implementation.

The main goal of the Foundation's work with the targeted schools was to make the learner the centre of the educational process. Moreover, through a variety of projects, the Foundation has tried to create a school environment based on the following human values: justice, tolerance, respect of the other, and the significance of the individual and his/her ability to play a leading role in the development of his/her community.

We would like to extend our sincere thanks to everyone who has helped us throughout this process especially our funding agencies: the Italian Cooperation/ Italian Government through the Palestinian Municipal Development Fund, who gave us their financial, technical, and moral support. We would also like to thank the Italian people for their support of the Palestinian people and the Palestinian cause.

We would like to extend our thanks to the Directorate of Education in Jerusalem for their ongoing support during the project.

The Comprehensive School Reform Project was conducted in the following schools of the Jerusalem Directorate of Education: Jabal Al-Mukaber Elementary School (Co-Ed), Dar Al-Aytam "C" Elementary School, Dar AL-Fatah Al-Laji'a "A", Al-Shabat Al-Muslimat High School, Al-Fatah AL-Shamila High School, Al-Nahda Al-Islamiya Elementary School "A", Al-Nahda Al-Islamiya Elementary School "B", Dar Al-Aytam Elementary "D", Dar-Al-Fatah Al-Laji'a "D".

The Faisal Hussein Foundation
Jerusalem
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INTRODUCTION

The Use of Songs In English Language Classroom

Following is a summary of Carol Read's discussion of the value of using rhymes, chants, and songs in the classroom (Section 6, pp. 182-183).

When starting to learn a foreign language, songs play a special role in drawing students into producing language in ways which are **natural, spontaneous** and **enjoyable**.

Rhymes and songs allow for both verbal and non-verbal participation through **physical movement, actions, drama**, and **play**. By building on the students' pleasure in rhythm and sounds, they engage them in responding to and producing language in ways which develop **their confidence** and **self-esteem** and **lead** to a **sense of achievement** and **success**.

Songs are **communal, social** events which add variety and a change of pace to classroom activities and build up a sense of **group identity** and **belonging** within the class. They can be used as a ritual part of starting and ending lessons, or as an integral part of language.

Songs can be used to **introduce new language** or to **consolidate, recycle** and **extend the contexts** in which students **use structures** and **vocabulary** that are already familiar.

They develop listening comprehension and speaking skills, both spoken production and spoken interaction. Above all, **songs help to improve all aspects** of the students' pronunciation. Through **repetition of songs**, students develop their ability to imitate and produce individual sounds in a natural way. They also help to develop the students' awareness of **stress, rhythm**, and **intonation** patterns in English.

The use of **rhythm** and **music** in songs aids **memorization** and students are frequently capable of recalling extensive chunks of language in the context of songs, which they would not otherwise be able to do. Students often **naturally transfer** the language they have met in a song to another communicative context in the classroom.

Finally, songs also frequently provide a vehicle for English going out of the classroom and into the playground or home. This also helps to reaffirm in students the intrinsic pleasure and value of what they are learning.

Source:

Read, Carol. 2007. *500 Activities for the Primary Classroom*. Macmillan Books for Teachers.



Songs For
Grades 1+2

Song 1: Greetings

This song was written by Noubar Vosgeritchian, and he also composed the music.

Class: Grades 1 + 2

Aims: **Linguistic:** *Good Morning! How are you?*

The Words of the Song:

Good Morning
Good Morning
Good Morning
How are you?
Very well, very well, well, thank you.

We are ready for the class
La, la, la, la
What did you prepare for us?
La, la, la, la

In Class:

- 1- **Revise:** the greetings, and the words **ready** and **prepare**.
- 2- Let the students **listen** to the song.
- 3- Get the students **to repeat** the song after you.
- 4- Get the students to **sing it through with you**.
- 5- Let the students sing it through **alone**.

Note

Encourage the students to sing it at the beginning of the lesson at least once a week.

Song 2: I've got a lot of animals

This song was adapted from Reilly and Ward's song 3.11 "I've got a lot of pets", pp.67-68. The names of the animals were taken from "English For Palestine" books 1 and 2.

Class: Grades 1 + 2

Aims: **Linguistic:** animal vocabulary, *I've got; I like ...*

Materials: Pictures of the animals in the song.

The Words of the Song:

I've got a frog, and I've got a lion,
I've got a cat, and I've got a tiger,
I've got a lot of animals.

I like animals, I like lions.
I like animals, I like frogs.

I've got a dog, and I've got a crocodile,
I've got a mouse, and I've got a rabbit.
I've got a lot of animals.

I like animals, I like crocodiles.
I like animals, I like rabbits.

In Class:

- 1- Show the animal pictures one at a time and **revise** the names.
- 2- Stick the pictures on the board **in the order** of the song.
- 3- Let the students **listen** to the song and point to each animal **as it is mentioned**.
- 4- Get the students to **repeat** the song **after you line by line**.
- 5- Get the students to **sing it through with you**.
- 6- Let the students sing it through **alone**.
- 7- The students could make suggestions and **add other animals** to the song.

Variation:

This song could be used for any grade. Add the animals that they are introduced to in these grades.

Song 3: My Family

This song was adapted from Reilly and Ward's song 3.2: "Where are you?", p.52. The names of the members of the family were taken from "English for Palestine" books 1+2. The music for the song was composed by Noubar Vosgeritchian.

Class: Grades 1 + 2

Aims: **Linguistic:** family vocabulary mother, father, sister, brother, *Where are you? I am here.*

Materials: Flashcards with the family names in the song. Make sure that you have enough family name cards for each student in class.

The Words of the Song:

Mother, Mother, Where are you?
I am here
Where are you?

Father, Father, Where are you?
I am here
Where are you?

In Class:

- 1- Show the flashcards one at a time and **revise** the names of the family members you plan to include in the song. You can add a verse using sister, brother, etc.
- 2- Give each student a family name card.
- 3- Let the students **listen** to the song, let them **hold their cards up** when the family member on their card is mentioned.
- 4- Get the students to sing **it through with you.**
- 5- Get **one** of the students to hide. The other students sing: "Father, Father, Where are you?. The student who has hidden appears and sings "I am here".

Do the same with the rest of the **family member names** you want to practise.

Variation:

This song could be used for any grade. Add the family member names that they are introduced to in these grades.

Song 4: Food

This song was adapted from Read's song 6.2 page 187. The food items were taken from "English For Palestine" books 1 + 2. The music for the song was composed by Noubar Vosgeritchian.

Class: Grades 1 + 2

Aims: **Linguistic:** food vocabulary, *Is this ? No it isn't . What is it ...? It's an ...*

Materials: Pictures of the food items in the song.

The Words of the Song:

Is this a banana? No it isn't, No it isn't.
What is it? It's an orange, It's an orange.
Yum, Yum, Yum, Yum, an orange.

Is this an egg? No it isn't, No it isn't.
What is it ? It's an ice cream, It's an ice cream.
Yum, Yum, Yum, Yum, an ice cream.

In Class:

- 1- Show the food item pictures one at a time and **revise** the items.
- 2- Stick the pictures on the board **in the order** of the song.
- 3- Let the students listen to the song and point to each food item **as it is mentioned**.
- 4- Get the students to sing **it through with you**.
- 5- Let the students sing it through **alone**
- 6- Get **one group** of students to hold a different food item (e.g. an apple). Let them ask the other group what is it ?
- 7- If the answer is correct, the group gets 2 points.
- 8- Let the **other group** now hold a different food item. Use the same procedure in 6 and 7.
- 9- The group that gets most of the points is the winner.

Variation:

This song could be used for any grade.
Add the food items that they are introduced to in these grades.

Song 5: Introductions

This song was written by Noubar Vosgeritchian, and he also composed the music.

Class: Grades 1 + 2

Aims: **Linguistic:** food vocabulary, *I am....; you are....; my name is ...*

Materials: A picture of a girl and a picture of a boy.

The Words of the Song:

I'm a little girl,
My name is Aya.
I'm a little boy,
My name is Sami.
I am Aya and you are Sami.

In Class:

- 1- Show the students a picture of a girl and **revise** with them : *I'm a little girl. My name is Rose.*
- 2- Do the same with a picture of a boy: *I'm a little boy. My name is Max.*
- 3- Let the students **listen** to the song..
- 4- Get the students to **sing it through with you.**
- 5- Divide the students **in pairs** and let them sing the song **to each** other.

If the class is only girls, let them sing "I'm a girl" twice, and if they are boys, Let them sing: "I'm a little boy" twice. Then let them say: I'm X and you're Y.

Song 6: Clothes

This song was adapted from Read's song 6.22b, p.206. The music for the song was composed by Noubar Vosgeritchian.

Class: Grades 1 + 2

Aims: **Linguistic:** item of clothing, *Where is...; Can you ...? Did you...?*

Materials: Items of clothing.

The Words of the Song:

Where is my coat?
Where is my coat?
Can you find it?
Did you see it?

Where is my T-shirt?
Where is my T-shirt?
Can you find it?
Did you see it?

In Class:

- 1- **Revise** the items of clothing you plan to include in the song.
- 2- Let the students **listen** to the song.
- 3- Get the students **to repeat** the song after you.
- 4- Get the students to sing **it through with you**.
- 5- Divide the students in **two groups**.
- 6- **Group 1 goes out** of the class and **Group 2** hides the items of clothing.
- 7- When **Group 1** comes back they sing three verses asking for 3 items of clothing.
- 8- **Group 2** will go to the place where they hid the items and take them out.
- 9- For each correct item, **Group 2** gets 1 point.
- 10- Repeat procedures 6 – 9 with **Group 2**.
- 11- The **Group** that collects more points wins and gets a prize.

Variation:

This song could be used for any grade.
Add the items of clothing that they are introduced to in these grades.



Songs For
Grades 3+4

Song 1: Parts of the Body

This song was taken from the Internet (www.songsforteaching.com/esl). The words indicating the parts of the body were taken from English for Palestine books 3+4. The music was composed by Noubar Vosgeritchian.

Class: Grades 3 + 4

Aims: **Linguistic:** *Parts of the Body.*

Materials: Picture of a boy or girl with the parts of the body in the song.

The Words of the Song:

Eyes and ears and mouth and nose,
Mouth and nose,
Mouth and nose,
Eyes and ears and mouth and nose,
It's my body.

Head and shoulders, knees and toes,
Knees and toes,
Knees and toes
Head and shoulders, knees and toes
It's my body.

In Class:

- 1- Put the picture of the body parts on the board and **revise** the words **in the order** of the song.
- 2- Let the students **listen** to the song while **you** point at the parts of the body.
- 3- Get the students **to repeat** the song after you and to **point to the parts** of the body.
- 4- Divide the students **in two** groups facing each other.
- 5- Get the students in Group 1 to repeat the song **line by line** and **point to their parts of the body as they are mentioned.**
- 6- Group 2 will observe Group 1 and see whether anybody in Group 1 has pointed to the wrong body part. The student or students who have done this go out of the game.
- 7- Now Group 2 will sing and point to their body parts (see procedure 5).
- 8- Group 1 will observe and ask the student or students from Group 2 who pointed to the wrong body part to go out of the game.
- 9- The winner Group is the one who has more students left.

Song 2: Numbers

The words and the music of this song were taken from a Norwegian Mazurka.

Class: Grades 3 + 4

Aims: **Linguistic:** *Number 1 - 20*

Materials: Cards with numbers 1 - 20

The Words of the Song:

One, two, twenty

In Class:

- 1- Show the number cards one at a time and **revise** the numbers.
- 2- Arrange them on the board **in the order** of the song.
- 3- Let the students **listen** to the song and **point** to each number as **it is mentioned**.
- 4- Get the students **to sing it through with you**.
- 5- Let the students sing it through **alone**.
- 6- Let **each student** sing it through **alone**; the student who makes **one mistake** is not allowed to continue and does not get a point or a sticker as a prize.

Song 3: Careers

The words and the music of this song were taken from a Czech melody.

Class: Grades 3 + 4

Aims: **Linguistic:** *Careers: teacher, farmer, painter, this is my job;*

The Words of the Song:

I am a teacher,
This is my job,
I am a teacher,
From when I wake up.
See what I'm doing (2)
Do what you see!

Verse two: farmer
Verse three: painter

In Class:

- 1- **Revise** the words teacher, farmer, painter.
- 2- Let the students **listen** to the song and **do and action** that is relevant to the career when **"see what I'm doing"** is mentioned.
- 3- Get the students to repeat the song after you line by line and do the actions after **"see that I'm doing"**.
- 4- Let the students sing it through **alone** and do the actions.
- 5- Let the students suggest **new careers** and **invent actions** that suit these careers.

Variation:

This song could be used for any grade. Add the careers that they are introduced to in these grades.

Song 4: The Weather

This song was taken from Reilly and Ward's song 5.8 pp. 120-121 The music for the song was composed by Noubar Vosgeritchian.

Class: Grades 3 + 4

Aims: **Linguistic:** *snowing, raining, sunny, windy, it's.....*

Materials: Pictures of the weather representing the snow, the rain, the sun, and the wind.

The Words of the Song:

It's snowing, it's snowing,
Brr. Brr, Brr, Brr.
It's raining, it's raining
Pit-a-pat, pat.
It's sunny, it's sunny,
Phew! Phew! Phew! Phew!
It's windy, it's windy,
Whoosh! Whoosh! Whoosh!

In Class:

- 1- Show the pictures of the snow, the rain etc... and say it's snowing, it's raining, it's sunny, it's windy. Let the students repeat after you.
- 2- Put the pictures on the board in the order of the song.
- 3- Let the students listen to the song and **do the following actions** as they are listening:

It's snowing brr, brr : **Wrap your arms round yourself and shiver.**

It's raining pit-a-pat, pat: **Tap your fingers lightly on the top of your head.**

It's sunny Phew! Phew!: **Pretend to wipe the sweat from your brow.**

It's windy Whoosh! Whoosh: **Fill you checks with air and make a whistling or blowing sound.**

- 4- Let the students **listen** to the song and **do the actions** themselves.

Song 5: Transport

This song was adapted from Reilly and Ward's song 5.2, pp. 112, 113. The names of the means of transport were taken from "English for Palestine" books 3+ 4. The music for the song was composed by William Vosgeritchian.

Class: Grades 3 + 4

Aims: **Linguistic:** *means of transport; go, slow, stop.*

Materials: Three pieces of card board: one red, one yellow, one green cut into circles to represent traffic cards.

The Words of the Song:

Beep, beep, in my little car,
Beep, beep, in my little car,
Beep, beep, in my little car,
Green means **go**.

Beep, beep, on my little bicycle,
Beep, beep, on my little bicycle,
Beep, beep, on my little bicycle,
Yellow means **slow**.

Beep, beep, in my little bus,
Beep, beep, in my little bus,
Beep, beep, in my little bus,
Red means **stop**.

In Class:

- 1- **Revise** the colours, and the words: car, bicycle, and bus. Explain the traffic signals.
- 2- Let the students **listen** to the song , hold up the appropriate colour **at the right moment**. **Mime** drive a car, ride a bicycle, drive a bus.
- 3- Get the students sing **it through with you** and encourage them to join in the miming.
- 4- Divide the class in three groups: Group1 gets the green card and sings and mimes "my little car"; Group2 gets the yellow card and sings and mimes "my little bicycle"; Group 3 gets the red card and sings and mimes "my little bus".
5. Alternate the cards among the Groups twice; this will enable **each Group to sing and to mime the three verses**.

Song 6: Classroom Items

This song was adapted from Read's rhyme 6.1c. p. 185. The music for the song was composed by William Vosgeritchian.

Class: Grades 3 + 4

Aims: **Linguistic:** *items found in the classroom; point to.....*

The Words of the Song:

Point to the window!
Point to the door!
Point to the ceiling!
Point to the floor!

Point to the clock!
Point to the shelves!
Point to the board!
Point to ourselves!

Point! Point! Point!

In Class:

- 1- **Revise** the items found in the classroom that are part of the song.
- 2- Let the students listen to the song and point to each item as **it is mentioned**.
- 3- Get the students to **sing it through with you** and to **point to the items as they are mentioned**.
- 4- Get **Group one** to sing the first verse and to point to the items. If one member of the group points to the wrong item the Group loses. If not, they get 10 points.
- 5- Get **Group two** to sing the second verse and to point to the items. If one member of the group points to the wrong item the Group loses. If not, they get 10 points.

Variation:

You can substitute words for any furniture or any other items that are in your classroom.

Song 7: Numbers

This song was adapted from Read's rhyme 6.4 b. p 189. The music for the song was composed by Noubar Vosgeritchian.

Class: Grades 3 + 4

Aims: **Linguistic:** *Number one-seven; feels sad, runs away, all alone.*

The Words of the Song:

Seven little rabbits,
Go out to play,
One says goodbye,
And runs away.

Verse two: Six little rabbits
Verse three: Five little rabbits
Verse four: Four little rabbits
Verse five: Three little rabbits
Verse six: Two little rabbits

One little rabbit,
Plays all alone,
Feels very sad,
And runs back home!

In Class:

- 1- **Revise** numbers 1 – 7; runs away, feels sad, all alone.
- 2- Let the students **listen** to the song and **do the actions** as they are mentioned for example : "pretend to go out of the class" "say goodbye" "run away" etc....
- 3- Get the students sing it **through with you**. Start the first verse with **seven** little rabbits, the second with **six**, the third with **five** until you reach the last one, **one**: little rabbit.
- 4- Get the students sing it through **alone** and let them do the actions as they are singing.
- 5- Form a group of **seven students**, when the first verse is sung by the whole class, one student rabbit goes out says goodbye and runs away. Continue until one student rabbit is left.
- 6- Keep forming groups of 7 until every student in class gets the chance to play a rabbit.



Songs For
Grades 5+6

Song 1: Positions

This song was taken from the Internet (www.songsforteaching.com/esl). The music for the song was composed by Noubar Vosgeritchian.

Class: Grades 5 + 6

Aims: Linguistic: *Where's ... , Here it is! above*

The Words of the Song:

Where is the desk? Where is the desk?
Here it is! Here it is!
I can touch the desk, I can touch the desk,
With my hand, with my hand

Where is the ceiling? Where is the ceiling?
Above my head! Above my head!
I stretch, but I can't touch it, but I can't touch it
It's too high! It's too high

In Class:

- 1- Let the students **listen** to the song and **do all the actions as they are mentioned**. Example: "Here it is" (Touch the Desk) etc...
- 2- Get the students **to sing it through with you** and ask them **to do all the actions** by imitating you.
- 3- Get the students to **sing it through alone** and do the actions alone.
- 4- Divide the students in four groups.
- 5- **Group 1** sings verse 1 through alone and does the actions. If one student in the group makes a mistake, the group doesn't get any points. If not, they get 5 points.
- 6- Do the same with **Groups 2, 3, and 4**.
- 7- The **Group** that gets the most points is the winner.

Song 2: The Doctor

This song was taken from Reilly and Ward's song 5.9 pp.121-122.

Class: Grades 5 + 6

Aims: **Linguistic:** *doctor, sick, pill, bill, past simple tense*

Materials: A doll

The Words of the Song:

Miss Dima had a dolly who was sick, sick, sick.
So she called for the doctor to come quick, quick, quick.
The doctor came with her bag and her hat,
And she knocked on the door with a rat-tat-tat.
She looked at the dolly and she shook her head,
And she said "Miss Dima, put her straight to bed".
She wrote on a paper for a pill, pill, pill.
"I'll be back in the morning with my bill, bill, bill!"

In Class:

- 1- Show the students the doll. Put your hand on her forehead and pretend that it is very hot.
Say: My dolly is very sick.
- 2- Let the students **listen** to the song and **do the actions as they are mentioned in the song**.
For example:
She called the doctor **Pretend to phone**
She knocked on the door **Knock on the table**
Put her straight to bed **Put the doll on the table**
- 3- Let the students **listen** to the song again and encourage **them to do the actions with you**.
- 4- Call two students out to be the doctor and Miss Dima. **They do the actions** while the **other students sing the song**.

Song 3: Animals

This song was taken from Reilly and Ward's song 5.5 pp.116-117.

Class: Grades 5 + 6

Aims: **Linguistic:** *animals, it likes, action verbs*

Materials: Pictures of the animals that are mentioned in the song

The Words of the Song:

The lion is the king of the jungle,
The elephant is big and strong,
The crocodile is very dangerous,
The snake is very long.
The monkey likes to swing through the branches,
The camel likes to walk, walk, walk,
The hippo likes to sit in the mud all day,
The parrot like to
Talk, talk, talk, talk.

In Class:

- 1- Show the students the pictures of the animals in the order of the song. Tell them the names of the animals. Do this once or twice.
- 2- Stick the pictures on the board in the order of the song and let the students give you their names.
- 3- Let the students **listen** to the song and **do** the actions **as they are mentioned in the song**.
For example:
The lion is king of the jungle **Walk round looking proud**
The snake is very long **Move your arm like a snake**
The hippo likes to sit in the mud ... **Make a gesture for "fat" a pretend to sit**
- 4- Let the students listen to the song again and encourage them to do the actions with you.
5. Call 8 students out to be the lion, the elephant, etc. Each student **does the action while the other students sing the song**.
6. Call another 8 students and follow the same procedure in No.5.
7. Keep forming groups of 8 until every student gets the chance to be an animal.

Song 4: What's Your Favourite Food?

This song was adapted from Reilly and Ward's song 6.2 p.187. The words were taken from "English For Palestine" books 4 +5. The music for the song was composed by William Vosgeritchian.

Class: Grades 5 + 6

Aims: **Linguistic:** *food, Do you like? Yes, I do! No I don't! What's your favourite...*

Materials: Pictures of the food items

The Words of the Song:

Do you like sandwiches? Yes, I do.
Do you like fish? No, I don't.
What's your favourite? Chocolate cake.
Yum, Yum, Yum, Yum Chocolate cake.

Do you like chicken? Yes, I do.
Do you like fruit? No, I don't.
What's your favourite? Falafel.
Yum, Yum, Yum, Yum Falafel.

In Class:

- 1- Show the food pictures one at a time and **revise** the food items.
- 2- Stick the pictures on the board **in the order of the song**.
- 3- Let the students **listen** to the song again and **point** to each food item **as it is mentioned**.
- 4- Let the students sing it through **alone**.
- 5- Divide the class in two groups. **Group 1** sings the questions, for example, "Do you like sandwiches?" **Group 2** sings the answer, for example, "Yes, I do."
- 6- Now change the groups, **Group 2** sings the questions and **Group 1** sings the answers.
- 7- Ask the students to **change the food items** and produce their own song.

Song 5: Shops and Houses

This song was taken from Reilly and Ward's song 5.1 pp.110-111. The music for the song was composed by Noubar Vosgeritchian.

Class: Grades 5 + 6

Aims: **Linguistic:** *shop, house, car, take ... off, clap hands, sit down,*

The Words of the Song:

In and out the shops and houses,
In and out the shops and houses,
In and out the shops and houses,
On our way to school.

In between the cars and buses,
In between the cars and buses,
In between the cars and buses,
On our way to school.

Up and down the busy streets,
Up and down the busy streets,
Up and down the busy streets,
On our way to school.

In Class:

- 1- **Revise** the vocabulary: house, shop, car, bus, street.
- 2- Choose one student to be the "**leader**".
- 3- Get the other students to stand in a circle, hold hands, and then raise arms to form arches.
- 4- Take the "leader" to the centre of the circle, take him/her by the hand, and sing the first verse, leading him/her in and out between the other students, under the arches.
- 5- When you reach the word **school**, she/he stands on the outside of the circle behind one of the others.
- 6- Repeat the **first three verses**, while more and more students weave in and out.
- 7- Finally, **all the students** stand in a circle to sing the **last verse and do the actions**.

Song 6: Colours

This song was taken from Reilly and Ward's song 4.6 pp.97-98.

Class: Grades 5 + 6

Aims: **Linguistic:** *the names of the colours, rainbow*

Materials: Draw on the board some brown fields with a few trees. In the sky draw a rainbow in the same order as the colours in the song. Round the rainbow draw some white, grey, and black clouds.

The Words of the Song:

Red, and orange, and green,
Yellow, purple, pink, and blue,
Black, and white, and grey, and brown,
These are the colours for you.

Look for the rainbow,
Look for the rainbow in the sky,
Look for the rainbow,
Look for the rainbow in the sky.

In Class:

- 1- Teach the word **rainbow**. Revise the colours.
- 2- Let the students **listen** to the song and **point** to **each colour** in the rainbow.
- 3- Get the students **repeat** the song and **point** to **each colour** in the rainbow.
- 4- Get the students to sing it through **alone** and do the following actions:

Red and orange etc. **Point to the colours in the rainbow you have drawn.**

Black, white, grey, brown. **Point to the clouds and fields.**

Look for the rainbow. **Point to your eye then to the rainbow, and look around.**

Look for the rainbow in the sky. **Continue pointing to your eye and point to the sky.**