

SHORT AND LONG SOUNDS

ACTIVE Demonstrate understanding of long and short sounds as represented by notation

MATERIALS	VOCABULARY
"Billy Boy" (Pick-A-Track), CD 3-7 Chalkboard	long sounds short sounds

ART
Have students follow the words of "Billy Boy" as they listen to the recording. (Some students may be familiar with this old folk song and will be able to sing along immediately.) Have students recount the musical conversation, using their own words.

DEVELOP
Have students follow the music as they listen along to the recording, paying particular attention to the *Billy Boy* pattern made by the notes in the color box.

Have students chant and clap the *Billy Boy* pattern several times.

Clap the melodic rhythm of the first two lines of the song.

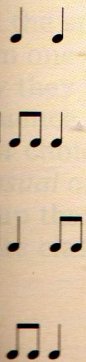
Students should discover that the *Billy Boy* pattern is used almost exclusively in the first two lines.

When students have learned the song, ask them to sing it in solo-chorus style. The class will sing the questions; a solo voice will sing the answers.

HOME
In the class, work through the sequence outlined on p. 69 in the student text. Additional suggestions for using the material appear in Reading Strategies under Skills.

LESS Written Assessment

Write the following patterns on the chalkboard.



Billy Boy

Folk Song from England

Follow the music as you listen to this recording. Notice the notes in the color box. Do you hear this rhythm pattern anywhere else in the song?



- Oh, ___ where have you been, Bil - ly Boy, Bil - ly
- Did she bid you to come in, Bil - ly Boy, Bil - ly
- Did she give you a chair, Bil - ly Boy, Bil - ly
- Can she make a cher - ry pie, Bil - ly Boy, Bil - ly
- Can she cook and can she spin, Bil - ly Boy, Bil - ly
- How ___ old is ___ she, Bil - ly Boy, Bil - ly



- Oh, ___ where have you been, charm - ing Bil - ly?
 Did she bid you to come in, charm - ing Bil - ly?
 Did she give you a chair, charm - ing Bil - ly?
 Can she make a cher - ry pie, charm - ing Bil - ly?
 Can she cook and can she spin, charm - ing Bil - ly?
 How ___ old is ___ she, charm - ing Bil - ly?



I have been to seek a wife, She's the joy ___ of my
 Yes, she bid me to come in, There's a dim - ple in her
 Yes she gave ___ me a chair, But there was no bot - tom
 She can make a cher - ry pie, Quick as a cat can wink her
 She can cook and she can spin, She can do most an - y -
 Three times six and four times seven, Twen - ty - eight ___ and e -



She's a young thing and can - not leave her moth - er. ___

Ask individual students to clap the patterns as you point to them. Then have students clap four patterns of eighth notes and quarter notes and have students write and notate the rhythms on paper, using either line notation or quarter notes and eighth notes.

Integrating the Curriculum

Mathematics Have students figure out how old Billy Boy's girl friend is by doing the arithmetic problems posed in the last line of the song. (The answer is 85.)

Language Arts/Writing Point out the following pattern in the song, "Billy Boy" to students.

Question, followed by *Billy Boy, Billy Boy*

Answer, followed by additional information

Invite students to identify the questions, the answers, and the additional information. Working in small groups, students can then write their own version of the song, either adding verses about Billy Boy or choosing a new topic and writing pattern verses for it. When students have finished, they can sing or recite their verses for the class.

the Billy Boy pattern. Bil-ly Boy, Bil-ly Boy, Bil-ly Boy, Bil-ly Boy

Billy Boy pattern.

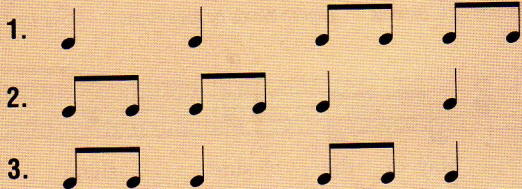
words short-short-long as you clap.

Play the Billy Boy pattern on a woodblock.



Play these patterns

on a woodblock?



Play a new pattern of short and long sounds. Then work with your classmates to create your own rhythm piece. What instruments will you choose to play your composition?



Rhythm 69

SKILLS

Reading Music

After establishing a steady beat, have students play the patterns on p. 69 in the student text, one after the other, without missing a beat.

Using a woodblock, some students may be able to play the patterns, one after the other, without missing a beat.

Students can gain additional practice with both traditional notation and traditional notation by completing the Match the Rhythms activity on p. 221 of the Resource Book.

Playing Instruments

Autoharp Have students take turns playing two-chord autoharp accompaniment for "Billy Boy."

Recorder

Students can play a recorder part for "Billy Boy" that contains short and long sounds. (See p. 168 of the Resource Book.)

Keyboard

Invite students to play on the keyboard a courtly melody for "Billy Boy." (See p. 206 in the Resource Book.)

Additional Resource

Recorders
Keyboard
Autoharp
Resource Book, pp. 168, 206, and 221

Reinforcement The melodic rhythm in each of the songs listed below is made up primarily of quarter-note and eighth-note patterns. You may choose to use one or two of the songs to reinforce the concept of short sounds and long sounds.

"Father John," p. 41

"The Shepherd," p. 49

"Bos a dos," p. 62

"Sam Sam Sam," p. 88

"Never Smile at a Crocodile," p. 154

"Bebe," p. 257

"Alabama Gal," p. 263

"The Gully," p. 279

"The Corn," p. 289