

Apples and Bananas



1. I like to eat,	I like to eat,	I like to eat	ap - ples and ba - na - nas.
2. I like to ate,	I like to ate,	I like to ate	ayp - ples and ba - nay - nays.
3. I like to ete,	I like to ete,	I like to ete	ep - ples and ba - ne - nes.
4. I like to ite,	I like to ite,	I like to ite	ip - ples and ba - ni - nis.



I like to eat,	I like to eat,	I like to eat	ap - ples and ba - na - nas.
I like to ate,	I like to ate,	I like to ate	ayp - ples and ba - nay - nays.
I like to ete,	I like to ete,	I like to ete	ep - ples and ba - ne - nes.
I like to ite,	I like to ite,	I like to ite	ip - ples and ba - ni - nis.

5. I like to ote,
 I like to ote,
 I like to ote opples and banonos ...

6. I like to ute,
 I like to ute,
 I like to ute upples and banunus ...

SINGING

Enjoy singing the song several times getting to know the melody well. (refer to listening lesson below) Keep the beat in a variety of ways while singing the song (pat stomach, clap, pat knees, shoulders) Ask students for suggestions on vowel sounds to substitute in the song. *Continue singing the song, keeping the beat until each vowel sound has been sung with the song.

PLAYING

Discuss different types of instruments. (drums, shakers, woods and metals) Tell your students that the fit into a group based on how they make their sound. Some may fit into two groups. Example: Jingle bells are made of metal but you shake them to make their sound. After doing the listening lesson below and noticing that the melody repeats three times. Choose three different types of instruments to play on the beat. Play a different instrument on each repeated melodic phrase and they all play the beat together on the last phrase. This activity could be repeated playing the rhythm as the beat. Students could also play the starting tone of each repeated phrase on a barred instrument. Example: (F,F,F, A,E,E,E,F)

CREATING

Create a new rhythm pattern that repeats itself three times and then end with a new idea. You could use rhythm cards to help with ideas. Do a class creation first and then divide into small groups. Give each group two rhythm cards with four beats of sound. Ask them to perform one of the patterns three times with body percussion and the other card one time with a body percussion pattern. Body percussion is clapping, snapping, patting, stomping. With young children, suggest choosing one or two places to perform their pattern. For example, they may want to clap the first three rhythms and then stomp the last rhythm card. Let each group share their creations with the class. Have the class try to echo their patterns.

LISTENING

Ask students to listen to the song and figure out the game. (vowel sound substitution)

Ask students to listen to the song and signal when the melody changes. Listen again for how many times the tune repeats before it changes (3).

CURRICULUM INTEGRATION (Reading)

As students think of vowel sounds write the letter on the board.