**Songwriting (K-2)**

***THE ITSY-BITSY SPIDER***

***The itsy-bitsy spider
Climbed up the waterspout
Down came the rain
And washed the spider out
Out came the sun
And dried up all the rain
And the itsy-bitsy spider
Climbed up the spout again***

**STATE STANDARDS (K-2):**

Phonological Awareness

RF.K.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RF.K.2a - Recognize and produce rhyming words.

RF.K.2b - Count, pronounce, blend, and segment syllables in spoken words.

RF.K.2c - Blend and segment onsets and rimes of single-syllable spoken words.

RF.K.2d - Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.)

RF.K.2e - Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

W.K.2 - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.3 - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

W.K.5 - With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

 W.K.6 - With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

**NATIONAL STANDARDS:**

**PHONOLOGICAL AWARENESS**

* Demonstrate understanding of spoken words, syllables, and sounds

(phonemes).

* Recognize and produce rhyming words.
* b. Count, pronounce, blend, and segment syllables in spoken words.
* c. Blend and segment onsets and rimes of single syllable spoken words.
* d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes)

in three-phoneme (consonant-vowel-consonant, or CVC) words. \* (This does

not include CVCs ending with /l/, /r/, or /x/.)

* e. Add or substitute individual sounds

Demonstrate understanding of spoken words, syllables, and sounds

(phonemes).

* Distinguish long from short vowel sounds in spoken single-syllable words.
* b. Orally produce single-syllable words by blending sounds (phonemes),

including consonant blends.

* c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in

spoken single-syllable words.

* d. Segment spoken single-syllable words into their complete sequence of

individual sounds (phonemes).

**OBJECTIVES:**

* Students will experience song through hand motions, (visual), listening (auditory), reciting, and singing (oral) a familiar nursery rhyme song.
* Students will learn new vocal techniques through the Jimmie Rodgers 12-Bar Blues yodeling style version of the song.
* Students will build critical thinking skills about the sounds of music and language, hear, and adapt to the changing meter and rhythm of song, and learn a very basic yodel.
* Students will understand how songs can change rhythm and style.
* Through clapping hands and tapping feet, students increase knowledge in the meter and rhythm of language.
* Students substitute different rhyming words or lines into the Itsy-Bitsy Spider *(Vary complexity of substitution according to grade level standards and objectives.)*
* Students substitute a new character, a new problem, and new resolution into the lyric. *(Vary complexity of substitution according to grade level standards and objectives.)*
* Students use musical instruments to add depth and fun, but, more importantly, to develop, build, and keep rhythm with other students, much like band members do.

**EXAMPLE OF REVISED NURSERY RHYMES:**

***THE ITSY-BITSY SPIDER***

***The itsy-bitsy spider
Climbed up the waterspout
Down came the rain
And washed the spider out
Out came the sun
And dried up all the rain
And the itsy-bitsy spider
Climbed up the spout again***

***12-BAR BLUES VERSION: (with line syllable count)***

***The itsy-bitsy spider 7
Climbed up the waterspout 6***

***The itsy-bitsy spider 7***

***Climbed up the waterspout 6
Down came the rain 4
And washed the spider out 6***

***Out came the sun 4
And dried up all the rain 6***

***Out came the sun 4
And dried up all the rain 6
And the itsy-bitsy spider 8
Climbed up the spout again 6***

***EXAMPLE REWRITE: (Same syllable count)***

***The Iggly Wiggly Lizard 7***

***climbed up the big oak tree 6***

***The Iggly Wiggly Lizard 7***

***climbed up the big oak tree 6***

***Down came the rain 4***

***That lizard fell on me 6***

***Out came my scream 4***

***I tumbled to the ground 6***

***Out came my scream 4***

***I tumbled to the ground 6***

***But that iggly Wiggly lizard 8***

***he didn’t make a sound 6***

**Challenges:**

Learning the yodel sound can be challenging for teacher and young students, but through practice, critical skills are being developed to help control tone, sound, and delivery of specific sounds, which will later benefit the delivery of words and phrases in reading aloud. Just have fun!

**Preparation:**

Before the lesson, the teacher should be familiar with all materials, specifically the YouTube videos of The Ghost Script version of “The Itsy-Bitsy Spider,” the “How to Yodel in 3 easy steps,” the Jimmie Rodgers “Blue Yodel 4,” the 12-bar blues backing track, and the teaching artist video of the Itsy-Bitsy Spider performance in the 12-bar blues yodel revision with the backing track.

**APPROACH:**

* The teacher/teaching artist will initiate lesson by:
1. Playing the YouTube video of The Ghost Rider version of the Itsy-Bitsy Spider in different genres <https://youtu.be/e0WJBSRq10o>. *(Before the teacher does this activity, he/she should develop simple movements for each genre for the children to follow.)* *Movement develops dexterity, increases memory, perception, language, attention, emotion, and decision making. Creative movement also helps improve language skills. Music and movement make abstract concepts more concrete. By integrating movements with certain words or phrases, children more easily retain and recall things like vocabulary words. Movement also introduces children to rhythms and counting, which lay the foundation for math skills. (The Children’s Academy)*
2. Introducing Jimmie Rodgers through the YouTube Video of Jimmie Rodgers Blue Yodel #4. <https://youtu.be/s9SZ7aRh_MA>. (*Before introducing the yodel, the teacher should watch How to Yodel in 3 easy steps and be familiar with the exercises. It is not necessary to perfect the yodel. This is to introduce the children to learning control of tone, register, and voice.)*
3. Introducing the Itsy-Bitsy Spider in the 12-bar blues with the backing track, doing the yodel after each line is sung. Teacher may also choose to share the teaching artist’s video of the song with the children.
* The teacher/teaching artist will build knowledge by: Having students choose new characters, settings, and actions to put into the same music structure
* The teacher/teaching artist will model the experience: through introducing and performing the example re-write of the 12-Bar Blues/Yodel song with the backing track, doing the yodel after each line is sung.
* The teacher/teaching artist will guide the students and provide word list boards with various rhyming families: est, ent, ell, ee, etc. *(Create rhyming word lists that will easily replace nouns and verbs in the nursery rhymes.)*
* Explain how the class will brainstorm for new rhyming words to insert into blanks
* Explain how the meter (syllable count) of each word replaced must be the same. For instance, if you replace the word “spider,” the replacement word must have two syllables. Explain that you can replace two one-syllable words with a two-syllable word. For instance, “spider” can be replaced with one two-syllable word “pony” or the two one-syllable words “big cat.” *When a student suggests something like “little dog” to replace the word “spider,” count the syllables together and ask the student and classroom why “little dog” can’t replace “spider.”*

The students will apply understanding by:

* Answering questions on character motivation, setting, and sequence of events. *(What was the itsy-bitsy spider’s goal? What stopped the spider from obtaining that goal? What happened that helped solve Itsy Bitsy Spider’s problem? Even though it rained and washed the spider out, did the spider give up? What do you think the sky looked like? Remind them of the line: “Down came the rain” and how it “washed the spider out.”*
* Brainstorm with their group in rewriting The Itsy-Bitsy Spider 12-Bar Blues and Yodel version.
* Rewriting the rhyme with a new character, new action, and new resolution using the word boards and keeping to the syllable count in each line.

**IMPLEMENT:**

* Divide classroom into two to four groups, depending on the classroom size. Have each group brainstorm and rewrite the rhyme within a specific time limit. Let the group finishing first share their new rhyme by reading it aloud. Have the classroom discuss the new rhyme. *Is it smooth? Does it make sense? Does it tell a story? What is missing?* The group revises and the other group(s) finishes their rhyme. It will be the same question/discussion format for each finished rhyme.
* The classroom is finished and ready to perform. The group that did the rewrite will sing the verses and the other group(s) will do the yodel at the end of the lines. All students yodel on the “yodel” chorus. Teacher demonstrates again the 12bar blues song and yodel or playing the teaching artist’s demonstration video available in the materials provided in this lesson plan.

**EVALUATION:**

The teacher/teaching artist will create opportunities for reflection (Closing) by:

1. Discussing how changing genres of music can change the sound of the song without changing the basic rhythm.
2. Discussing how changing characters, setting and action does not affect the rhythm of song, only the meaning.
3. Discussing how syllables create the beat of words
4. The teacher/teaching artist will assess the students’ learning by:
5. Observing and encouraging student participation in class discussion, asking, and answering questions and offering ideas and comments
6. Correcting errors through discussion, affirming successes
7. Observing how students responded to questions and discussion

**EXPAND:**

* Students develop new hand motions for their new blues song. As they sing with the hand motions, the other students do their yodeling part and play hand instruments.
* Students can create homemade instruments, like a cigar box guitar, or drum, or shaker.
* The teacher may choose to have the students perform this song at a Parent/Teacher or special event at the school

***Tips For Kindergarten:***

* First, introduce the Itsy-Bitsy Spider hands motions only (no reciting) and ask the children if they know what song you are signing. (visual)
* Recite The Itsy-Bitsy Spider while the children do the hand motions. (auditory) Teacher and children recite the poem while doing the hand motions together. (Oral)
* Have illustrations of other potential characters set up or hanging in a visible place that students can refer to (lizard, lion, puppy, sparrow, eagle, elephant); and places (mountain, river, auditorium, stadium, park, city street); problem (snow, storm, wind, stampede) (visual)
* Provide nursery rhyme printouts (large fonts) for students. The printouts should look something like this.

***The itsy-bitsy spider (7 syllables)***

***Climbed on a funny clown (6 syllables)***

***The itsy-bitsy spider (7 syllables)***

***Climbed on a funny clown (6 syllables)***

***Down came the rain (4 syllables)***

***And pushed the spider \_\_\_\_\_\_ (6 syllables) RHYME with underlined word above (down)***

***Down went the sun (4 syllables)***

***Away went all the light (6 syllables)***

***Down went the sun (4 syllables)***

***Away went all the light (6 syllables)***

And the itsy-bitsy spider

***Climbed off into the \_\_\_\_\_\_\_\_\_ (6 syllables) RHYME night***

*At the bottom of printouts, have enough room for the Kindergartners to illustrate their new rhyme. (Interactive, visual) Students can play homemade or hand instruments with the new version.*

***(Teacher can add more blanks to challenge students even more.)***

**Materials:**

YouTube How to Yodel in 3 easy steps:

<https://youtu.be/S80ONToSIVM>

YouTube Jimmie Rodgers Blue Yodel #4

<https://youtu.be/s9SZ7aRh_MA>

YouTube video of the Itsy-Bitsy Spider in different genres

<https://youtu.be/e0WJBSRq10o>

YouTube video of blues backing track to sing the Itsy-Bitsy Spider in the 12-bar blues with yodel

<https://youtu.be/nKcO32AD0Jg>

YouTube of Teaching Artist doing the “Itsy-Bitsy Spider” with the backing track and yodel.

Word lists

Worksheet pages for rhyming words

Itsy-Bitsy Spider Sheet