**Jimmie Rodgers: A Spider and a Yodel (Pre-K)**

***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 Pre-K:**

4-Year-Olds:

**Phonological Awareness**

With prompting and support, demonstrate an emerging (developing) understanding of spoken words, syllables, and sounds.

* Explore and recognize rhyming words (e.g., using songs, finger plays, nursery rhymes, imitation, poetry, and conversation).
* Demonstrate an understanding of syllables in words (units of sound) by clapping, stomping and finger tapping.
* Begins in kindergarten or when the individual child is ready. RF.K.2c Blend and segment onsets and rimes of single syllable spoken words.
* With prompting and support, isolate and pronounce the initial sounds and ending sounds in words.
* Engage in language play (e.g., sound patterns, rhyming patterns, songs).
* Demonstrate awareness of the relationship between sounds and letters.

**Goals:**

* 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 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.

**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**

* 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)
* Next, the teacher plays 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)*
* Introduce 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.)*
* Teacher introduces 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 divides classroom into verse singers and yodelers. Teacher begins the lesson by demonstrating the 12bar blues song and yodel or playing the teaching artist’s demonstration video available in the materials provided in this lesson plan. Students sing and yodel the new version several times. Then the verse singers and yodelers switch roles. This will be a fun song to start music time or to get warmed up each day.
* Students can use the same hand motions for the blues version or students may use hand instruments to play along with the song as they sing and yodel
* The teacher may choose to have the students perform this song at a Parent/Teacher or special event at the school

**Evaluation:**

* By observing the students’ performance and listening to the vocal delivery of the song, the teacher can identify the student’s ability to:
1. keep rhythm
2. enunciate yodel vowel sounds
3. work with other students in singing and yodeling

**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.

**Informational Resource:**

**Children’s Academy: https://childrensacademytn.com/the-importance-of-music-and-movement-activity-in-preschool/**

**Expand:**

* Develop story awareness by asking the students questions about character motivation and sequence of events. *(Why do you think the itsy-bitsy spider climbed up the waterspout? Where do you think the spout was located? What do you think the sky looked like? Remind them of the line: “Down came the rain.” Assess their knowledge by asking how many legs the spider had.)*
* Develop new verses with different characters to sing in 12-bar blues/yodel. New verses can work well in introducing new units. For instance, in introducing a reptile unit:

The iggly-wiggly lizard

Slid up a big oak tree

Down came the rain

The lizard fell on me

Out came my scream

I tumbled to the ground

But the iggly-wiggly lizard

He never made a sound

REVISED NURSERY RHYME: ***THE ITSY-BITSY SPIDER***

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And washed the spider out
Out came the sun
And dried up all the rain
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Climbed up the spout again***

***12-BAR BLUES VERSION, Jimmie Rodgers style:***

***YODEL-AY-EE-YODEL-AY-EE-OOOO***

***YODEL-AY-EE-YODEL-AY-EE-OOOO***

***YODEL-AY-EE-OOOO-YODEL-AY-EE-OOOO***

***YODEL-AY-EE***

***The itsy-bitsy spider
Climbed up the waterspout YODEL-AY-EE-OOOO***

***The itsy-bitsy spider
Climbed up the waterspout YODEL-AY-EE-OOOO***

***Down came the rain
And washed the spider out YODEL-AY-EE-OOOO***

***YODEL-AY-EE-YODEL-AY-EE-OOOO***

***YODEL-AY-EE-YODEL-AY-EE-OOOO***

***YODEL-AY-EE-OOOO-YODEL-AY-EE-OOOO***

***YODEL-AY-EE***

***Out came the sun
And dried up all the rain YODEL-AY-EE-OOOO***

***Out came the sun
And dried up all the rain YODEL-AY-EE-OOOO***

***And the itsy-bitsy spider
Climbed up the spout again YODEL-AY-EE-OOOO***

***YODEL-AY-EE-YODEL-AY-EE-OOOO***

***YODEL-AY-EE-YODEL-AY-EE-OOOO***

***YODEL-AY-EE-OOOO-YODEL-AY-EE-OOOO***

***YODEL-AY-EE***