

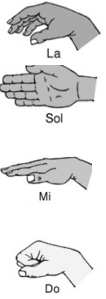


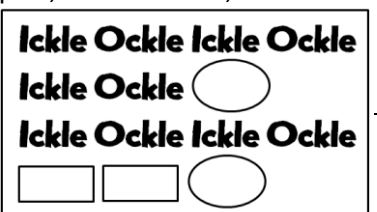






# Ickle Ockle

Arranged by: S. Harvie '20

**A** Voice  Ick-le, ock-le, blue bot-tle fish-es in the sea. If you have no part-ner please choose me!  
 \*Ick-le, ock-le, blue bot-tle fish-es in the sea. Will you pick a co-lour, then show me!

**B** Speech  Ick-le, ock-le, Ick-le, ock-le Ick-le, ock-le Blue Ick-le, ock-le, Ick-le, ock-le I choose you!



Activity	Ickle Ockle	Level: K-Grade 3	Sue Harvie	
Learning Intentions	<ul style="list-style-type: none"> <li>Sing expressively, matching pitch and using proper breath support, vowel sounds, consonants, and tone production</li> <li>Sing and sign a tetratonic melody using L-S-M-D</li> <li>Literacy focus: Identifying and creating rhyming words</li> </ul>			
Materials Needed	<ul style="list-style-type: none"> <li>Pitch Stack</li> <li>Visual of B Section Text</li> <li>Colour cards</li> </ul>			
Process	<ul style="list-style-type: none"> <li><b>*A-Section:</b> Echo teach song phrase by phrase using pitch stack to anchor pitches</li> <li><b>B-Section:</b> Refer to visual to teach the speech. Ask students to identify the type of words at the end of each phrase. <i>Rhyming words!</i></li> <li>During A-section, students choose a colour card. In the subsequent B-section, students substitute the colour chosen and create a rhyming phrase to finish the verse.</li> </ul>			
Extensions	<p>Add movement:</p> <ul style="list-style-type: none"> <li>A-section Students in scattered partnerships                             <ul style="list-style-type: none"> <li>m. 1: Partners facing each other holding hands swing arms back and forth for 4 beats</li> <li>m. 2: Window washer turn over the 4 beats</li> <li>m. 3: Same movement as in m. 1</li> <li>m. 4: Swing 2 more times, let go of hands and point to self on 'me'.</li> </ul> </li> <li>Have students swallow the beat to their feet and take B-section for a walk. On each rhyming word freeze. Change direction after the first phrase and come to a stop in front of a new partner at the end of the final phrase.</li> </ul>			
Assessment	Skills:	All the time	Sometimes	I have trouble
	I can: sing 'Ickle Ockle' in tune using sol-fege hand signs.			
	I can: make a rhyming phrase with colour words.			
I can: move and do the actions with a partner.	