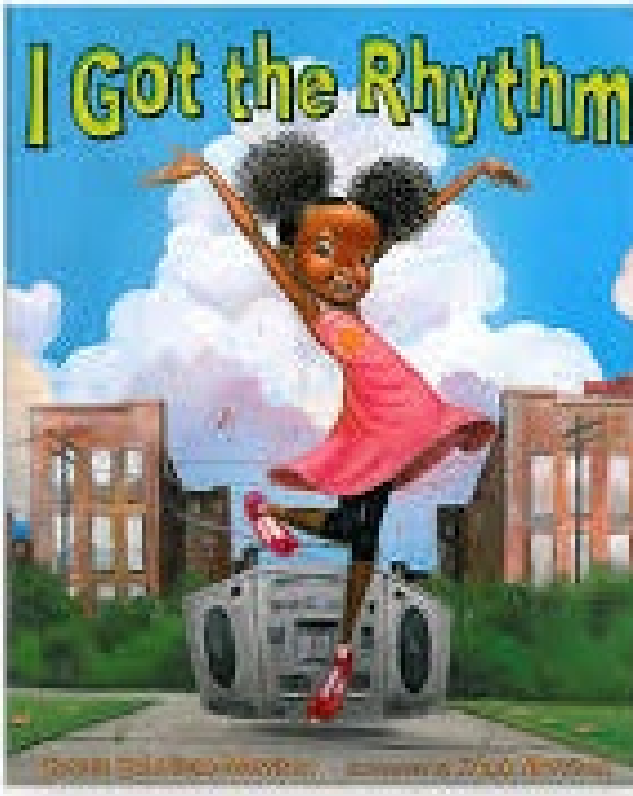


# "I Got the Rhythm"

Words by: Connie Scholfield-Morrison Illustrated by: Frank Morrison



Readers will take a trip to the park where the joy of music overtakes a mother and daughter. The little girl hears the rhythm coming from the world around her. Butterflies, street performers, ice cream sellers...everything is musical! She sniffs, snaps, and shakes her way to the heart of the beat, finally busting out in an impromptu dance, which all the kids join in on.

**Rhythm:** a regular, repeated pattern of sounds or movements

**Mind:** the part of a person that thinks, reasons, feels, and remembers

**Think:** to believe that something is true, that a situation exists, that something will happen, etc.

**Blink:** to close and then open your eyes very quickly

**Beat:** to hit (a drum) repeatedly in order to produce music or a signal

**Sniff:** to take air into your nose in short breaths that are loud enough to be heard

**Snap:** to use your thumb and fingers to make a short, sharp sound

**Stomp:** to walk or move with very heavy or noisy steps

**Boom Box:** a large portable radio and often tape deck or CD player with two attached speakers

**Beat Box:** vocal sound involving the art of mimicking drum machines, using one's mouth, lips, tongue, and voice

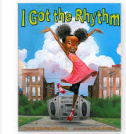
**Clap:** to hit the palms of your hands together usually more than once

**Shake:** to move back and forth or up and down with short, quick movements

**Knock:** to hit something with the knuckles of your hand or with a hard object



# Early Literacy Schedule



Monday: Warm-Up Activity - Musical Chairs, Read Aloud *I Got The Rhythm*, Connection Activity - Great Verbs Collage



Tuesday: Warm-Up Activity - Line Dance, Read *I Got the Rhythm* (if you didn't finish it on Monday), Review Vocabulary, Connection Activity - Drumline



Wednesday: Warm-Up Activity - Guess the Instrument, Connection Activity - Noise Makerss, Vocabulary Activity - Rhyme Machine



Thursday: Warm-Up Activirty - Name that book, Connection Activity - Create your own song, Vocabulary Activity - Find the Word



Friday: Warm-Up Activity - Finish the Lyrics, Connection Activity - Rhythm and Names, Vocabulary Acitvty - Rhyming Sentence



# Day One

## Warm-Up Activity: Musical Chairs

**Rules:** To develop strategic thinking, listening to directions and social comfort.

**Equipment Needed:** Chairs/cones (one chair less than the number of players participating) and music. Players are gathered in a circle around the chairs.

Arrange chairs in a circle with the seats facing outwards. Play the music and have the players walk around the perimeter of the chair circle. When the music stops, everyone must immediately sit in a chair. The one person left standing is out. Remove another chair and continue until only one person is left.



Read Aloud Link:

[I Got the Rhythm- Read Aloud](#)

**Connection Activity: Great Verbs Collage:** There is a wonderful selection of verbs that the author uses in this story, including: dance, snap, etc. Provide your students with kid-friendly definitions of each of these verbs. Next, in groups of three, have students create a collage of the many verbs they see and find from the text. This collage can be written on a poster board with markers, sidewalk with chalk, cut-out letters and words from magazines.

## Before Reading:

Background Knowledge: What's your favorite song? What's your favorite dance?

Introduce Vocabulary: Written on post-its, index cards, or largely displayed on screen.

Rhythm – a strong, regular, repeated pattern of movement or sound.

## During Reading:

1. Where did she hear the rhythm?
2. Where did she see the rhythm? How can you see rhythm?
3. How did she keep the rhythm?

## After Reading:

### Comprehension Questions

1. What is rhythm?
2. What happened as the little girl walked through the park?
3. What did the other people around her do?
4. What sounds did you hear in the read aloud?
5. How can you make rhythm?



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# Day Two

## Warm-Up Activity: Line Dance

**Rules:** To choreograph an effective routine, a dancer will use several techniques to create a dance that will not only fit the music but will feel good when danced. The tools we use as choreographers are knowledge of the dance components, a basic idea of phrasing music, and an idea of how the material is to be used."

**Directions:** Number off 1-4. Find a song that has an easy beat. Each person is responsible for making up one set of 8 counts of the dance. The fourth 8 count must include a way to turn  $\frac{1}{4}$  turn. Group members will then decide on a beginning and ending pose. Practice the moves, adding on one 8 count at a time until you can perform it from memory! Dances must include changes in direction (forward, backward, sideways right and left), changes in level, and changes in pathway. Poses must include a variety of body shapes.



## Bonus Activity: Concert Field Trip

Take a field trip to a local community concert in the park/neighborhood festival.

## Connection Activity

**Drumline** - Nothing beats playing a real drum set, but it isn't always possible to have one at home. Here are three makeshift drum sets to get children jamming out without spending a dime:

1. **Couch drums** - Why a couch? Because they can take a beating and you probably have one at home. Set up a few things in whacking distance, like a pillow (for the kick drum sound) and a notebook (for the snare drum sound).
2. **Pots and pans** - You can always build the classic pots and pans kit. Use wooden spoons as drumsticks, and let your child go wild on whatever configuration of metal pots and pans and plastic bowls give them the sounds they like.
3. **Body drums** - You don't need anything to turn your body into a drum kit. Show them stomping, clapping, snapping, or tapping their chest and legs. You can get a nice kick drum thump on the chest, and a solid snare on the leg. Let them experiment and find unique sounds from high to low.



# Day Three

## Warm-Up Activity: Guess the Instrument

**Rules:** Play a range of different music compositions for your students. Ask students to close their eyes as you play each segment, and when the music is over, give them a minute to shout out one of the mystery instruments they heard, or you could name an instrument as the song plays, and ask the children to raise their hands or stand up when they hear the instrument in the music



## Vocabulary Activity: Rhyme Machine

Rhyming is such an important skill to master for reading. There's no actual machine in this game, but children can pretend to put words into the 'machine' and then try to think of as many words that rhyme with that word. Some can be gibberish words, that's okay! It's still rhyming and listening to the sounds in a word. Here's an example how the game is played.

*Teacher: "What word do you want to put in the rhyme machine today?"*

*Student: "Let's put in 'kite'!"*

*Teacher: "Okay, let's see...kite rhymes with might! Your turn!"*

*Student: "Sight. Right. Tight."*

You can keep doing this until you can't think of any more words. It's such a simple game, but children love it.

## Connection Activity

### Noise Makers:

**OPTION 1:** A cardboard tube and some wax paper are all you really need to make a horn as a noisemaker! A leftover paper towel tube, toilet paper tube, or wax paper roll will do the trick—use whichever you have on hand. Place a piece of wax paper over one end of the tube and secure it in place with a rubber band or tape. If you like, make your horn extra-festive by covering it in wrapping paper. Use scissors or a knife (safely) to poke a few small holes (about an inch apart) at the covered end of the tube. Glue tissue-paper fringe around the end of the horn. Finally, when party time comes, blow your horn while covering the holes with your fingers.

**OPTION 2:** These noisemakers are surefire party-starters. Clean and dry empty water bottles, then fill them with coins, marbles, or beads. Twist the caps back on (tightly!) or glue them shut. Decorate the bottles with glued-on streamers, glitter, or paint. If they're for a football game or other event, decorate them in the colors of your team!





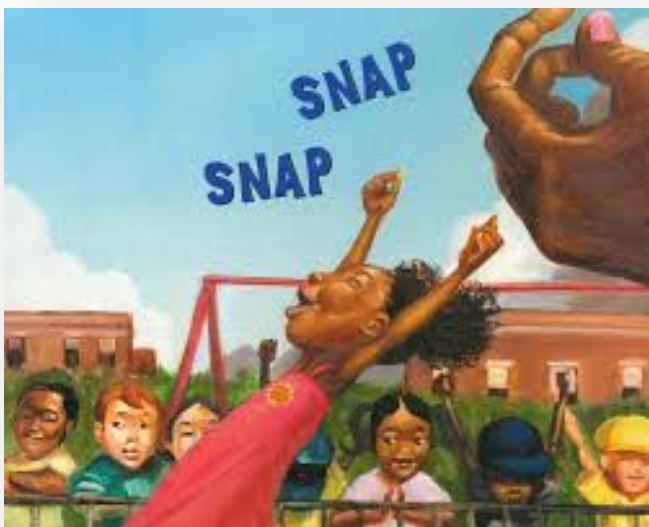
# Day Four

## Warm-Up Activity: Name That Book

**Rules:** Based on some clues, two children will go head to head to choose the best title of a book.

Children will have 10 seconds to create a book title. The rest of the class will be the judges and decided which title was the best.

This game can be played in teams in order to keep score. The team with the most points, wins!



## Review Vocabulary

### Vocabulary Activity: Find the Word

For this game, the teacher will ask the kids to think of a word that starts with an alphabet letter. For example, I'll say "Find a word that starts with /g/ sound." Then they start guessing words. Usually it takes just one or two tries to come up with the word. Vowels and r-controlled words are much harder!



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## Connection Activity: Create Your Own Song Lyrics, Create Your Own Song, Create Your Own Beat

**1. Write down ideas (Brainstorm)** - There are several ways to start writing song lyrics, one of which is to jot down several ideas and then try to fit them all together. The truth is when you set out to write a song, several ideas are likely to come rushing at you. A good practice is to write them all down and then examine which are worth exploring in terms of crafting lyrics.

**2. Start by picking a title** - A song's title often makes up the hook/punchline or chorus of a song and it can also be the song's main subject. Choosing a good title is a critical part of the lyric writing process because it must include what the song is about in very few words, thereby capturing the imagination of the listener. While the possibilities are endless, the title also must be memorable and catchy. If you think about some of your favorite songs, you will realize that the titles are usually short and spicy while raising some level of curiosity.

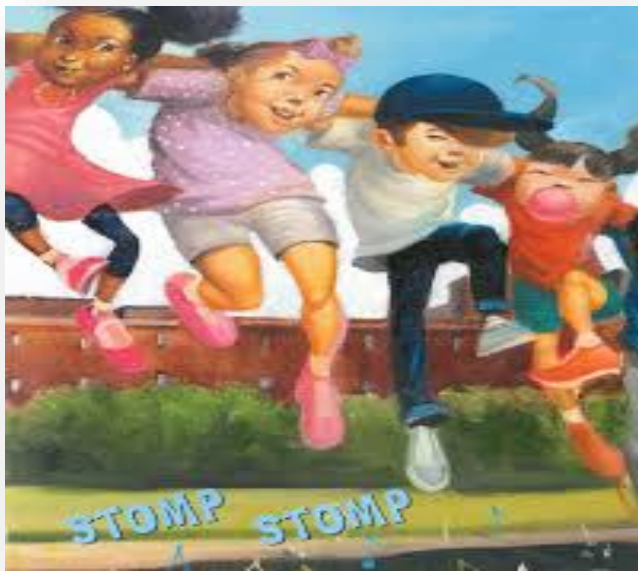
**3. Start writing (Drafting)** - On some days, inspiration will be great and there will be other days you probably won't have any idea what to write about. When that happens, don't think of throwing in the towel. Instead, start writing the first thoughts that come to your mind when you think of the subject or song title, even if those thoughts seem nonsensical.

**4. Build using music** - For some musicians, it's easier to produce lyrics if you can come up with music for your lyrics. If you play the guitar, piano, or any other instrument, you can try playing something and see where it takes you. Many times, the music will speak to you and you'll be able to come up with some lyrics to go with what you're playing. If you don't play an instrument, you can use instrumentals and music samples as the basis to come up with your song lyrics. Either way, be sure to record what you create.

# Day Five

## Warm-Up Activity: Finish the Lyrics

**Rules:** Find a list of popular songs that children know. Split the group in two teams. One person from each team has an opportunity to finish the lyrics of a song. Play the song, when the music stops, the person standing, representing the team must be able to finish the lyrics (in rhythm or speaking the lyrics). If the words are correct, the team receives a point. If the lyrics are not correct, the other team has a chance to steal.



## Literacy Activity: Rhyming Sentence

Another way we practice rhyming is with rhyming sentences. The teacher starts the sentence and has the children fill in the blank. Here's an example:

Teacher: "Can you fill in the blank? The cat went \_\_\_\_."

Children: "Splat!"

Teacher: "The frog had a \_\_\_\_."

Children: "Dog!"

Teacher: "A shoe is \_\_\_\_."

Children: "Blue!"

As you can see, these games are quite simple. Practicing early literacy skills through these games will help your children as they begin to learn how to read!

## Connection Activity

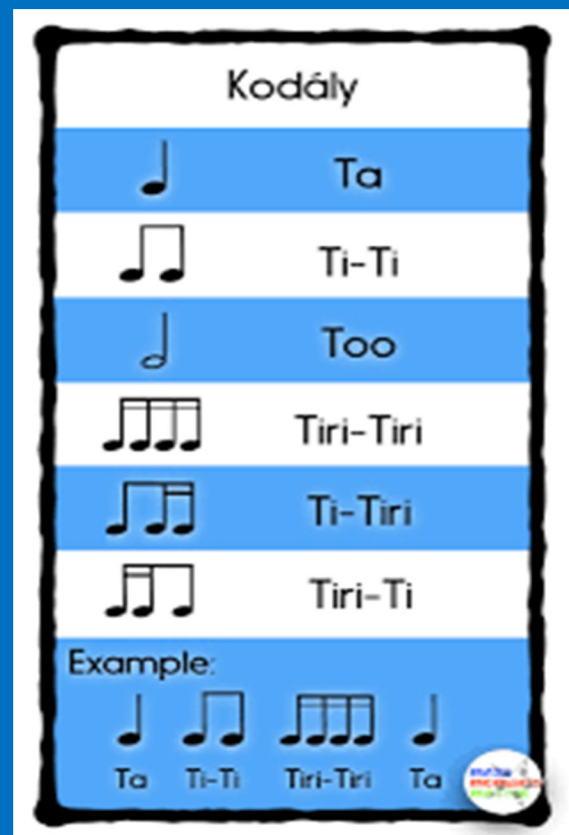
**Rhythm and Names** – Each child should write their name on a blank piece of paper. Determine how many syllables there are in their names. Example: Brandon (Bran-don, 2 syllables. Destiny (Des-tin-y, 3 syllables. Using a notes and rhythm anchor chart/guide, each child should correspond the notes associated with each syllable. Children can use the names of their peers to figure out the rhythm of their names as well.

Ta – 1 syllable

TiTi – 2 syllables

Too – Holding a note

Ti-Tiri- 3 syllables



# Teaching Resources

## [I Got the Rhythm Programming and Resource Guide](#)

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