

## Mulberry Bush



Here we go round the mul-ber-ry bush, the mul-ber-ry bush, the mul-ber-ry bush.



Here we go round the mul-ber-ry bush, so ear-ly in the morn-ing.

### LYRICS:

Here we go round the mulberry bush,  
The mulberry bush, the mulberry bush.  
Here we go round the mulberry bush,  
So early in the morning.

### SINGING

Begin by singing and skipping around the mulberry bush. Stop at the cadence.

Standing circle with one person in the middle

The person in the middle does an action that everybody imitates.

All sing describing the action that they are doing.

On "early in the morning" the person in the middle spins around, freezes on "morning" and points his finger at a new one who is it.

This is the way we brush our teeth, sweep the room, dig the road, drive a truck, fly our rocket, walk on the moon - other ideas for actions that might be used.

Write the rhythm pattern on the board and have the students say the words of the song, pointing at the rhythm pattern as they say the words.

Have students say the words with their feet, their hands, their whole bodies.

Have the students gallop or skip as they sing the song. See if they hear the rhyme in their feet when they do it. Then have them turn their voices off and listen to the rhyme as they gallop or skip.

#### PLAYING

Use rhythm instruments - put in new words such as: This is the way we play the drum, ring the bells, strike the cymbals. March around and play the instruments, singing as you go.

#### CREATING

Build imagery for the song activity. It's early in the morning, why might we be going around the mulberry bush? What do we do in the morning to get ready for school? Divide the students into groups and have them create stories. What is a mulberry bush? Does it have leaves? Could a rabbit hide under it? Would a bird build a nest in it?

#### LISTENING

Divide students into groups or work as a whole group to create song stories using the tune of Mulberry Bush. Put new words on the rhythm pattern of the song. Each group shares its creation and the students assess their performances.

#### CURRICULUM INTEGRATION

Pantomime movement to language ideas. Use drama skills to create stories.

Word substitution - language skills

Working together, life skills, cooperation