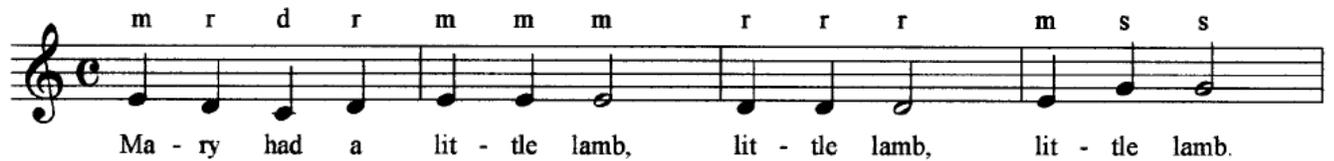


Mary Had a Little Lamb



LYRICS:

1. Mary had a little lamb, little lamb, little lamb.
Mary had a little lamb; its fleece was white as snow.
2. Everywhere that Mary went, Mary went, Mary went,
Everywhere that Mary went the lamb was sure to go.
3. He followed her to school one day, school one day, school one day.
He followed her to school one day which was against the rule.
4. It made the children laugh and play, laugh and play, laugh and play.
It made the children laugh and play to see a lamb in school.
5. And so the teacher turned him out, turned him out, turned him out.
And so the teacher turned him out, but he still lingered near.
6. He waited patiently about, -ly about, -ly about.
He waited patiently about 'til Mary did appear.
7. "What makes the lamb love Mary so, Mary so, Mary so?
What makes the lamb love Mary so?" the eager children cry.
8. "Oh, Mary loves the lamb, you know, lamb, you know, lamb, you know.
Mary loves the lamb, you know," the teacher did reply.

SINGING

Sing the song in a range that allows the children to comfortably use their head (singing) voices as opposed to their chest (speaking) voices. Although this song is notated in the key of C major (starting on E), it is entirely appropriate to sing it in the key of D major (starting on F-sharp), the key of E-flat major (starting on G), or the key of F major (starting on A). Because of the song's narrow range, most children will be able to sing it successfully in any of these keys if they use their head voice.

PLAYING

After students can keep a steady beat on their knees while singing have them keep a steady beat on small percussion instruments while singing.

CREATING

After the class sings a verse of the song invite a few students to freely improvise on musical instruments or sounds available in the classroom (i.e. tapping pencils, jingling change, banging desks, etc.). The sounds might reflect the words of the verse (i.e. light, tip-toeing sounds representing a lamb) or provide comic contrast to the words (i.e. thudding sounds typically associated with a giant). Repeat the process after each verse. Experiment with a wide variety of sounds.

LISTENING

Students who are not performing in the "Creating" activity listen to the performers' improvisation and move their bodies in a way that reflects the sounds being created.

CURRICULUM INTEGRATION (Social Studies)

Use the song as a springboard to discuss why we have rules at school. What might happen if animals really could roam freely around the school? What funny things might happen? Would there be any benefits? What problems might arise? What rules help us do our best at school? Describe a good place for a lamb.