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2020

Mango Song Lesson Plan

Nadia Castagna

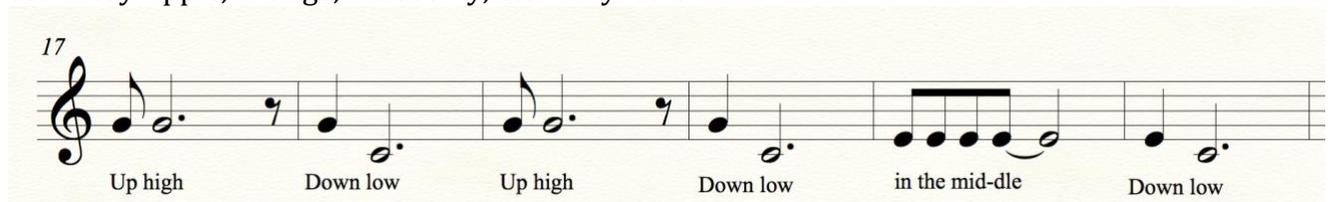
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- During the kiwi part of the song there are times where it says, **FREEZE**. During this part make sure the children freeze their bodies and freeze their instruments.
- When the song says, Cherry, put both hands up above your head and yell the word Cherry (not too loudly).
- In the music where it says, Cherry, can be substituted for any fruit that the children want to contribute. Ask the child what fruit they want to put in the song. Instead of Cherry they could say Apple, Orange, Blueberry, etc... any fruit.



- After each time of singing the Mango Song, Sing this potion above. The order and rhythm can be changed up every time.
- When you say, Up High, have the children shake their instruments above their head
- When you say, In the Middle, have the children shake the instruments at waist level
- When you say, Down Low, have the children crouch down to the floor and shake the instruments by their feet
- (If you are using scarves, have the children wave the scarves above their heads, at their waist level and down by the floor)
- Once all of the children have contributed a fruit ask for the instruments back one child at a time. You could also call them back by the color of the instrument, such as saying, “I would like all of the red shakers back”, “I would like all of the green shakers back”, etc...

Rubric/Assessment(s): Things to think about and look for...

- Make sure the children are moving to the music and are shaking the instruments or scarves to the music (doesn't necessarily have to be shaken to in time with the music, just make sure they are utilizing the instrument in their hands).
- Make sure the children are starting and stopping their bodies and instruments at the appropriate times.
- Watch to see if the children are following the movements for, Up high, in the middle, down low.
- Listen to hear if the children are singing and or audiating.
- Listen to hear if the children are pitch matching.
- When asking the child what fruit they want to add to the song, listen to the child's speech and listen for:
 - If they can verbalize words, are the words spoken clearly or not
 - If they can verbalize words, are they being prompted to say a word (Ex: “You say, Apple.” and the child says “Apple”)
 - Watch to see if the child can think of a fruit on his or her own without being

- prompted.
- If they cannot verbalize any words, watch and listen to see if they communicate what they would like to contribute to the song. If they can communicate what they want, take note as to how they communicated it.
- If you give the child a choice of two different fruits, can they choose an option without being prompted or repeating the words.

Adaptations (size, color, pacing, modality):

- The tempo of this song can be taken as slow or as fast as you would like.
- Using colored shakers can be a good way to help the child communicate
 - For example: If the child has a red and a blue shaker you could go up to the child and ask them, “Do you want to sing Strawberries (point to red shaker) or Blueberries? (point to blue shaker).” This could potentially make it easier for the child to choose a fruit because it narrows down the choices and if the child has a difficulty verbalizing words, he or she could hold up the colored shaker of their choice.
- Instead of replacing Cherry with another fruit, if the child really cannot contribute a fruit, another choice of food can be used.

Modifications:

- If the child has a physical impairment have the child try to go as far as they can with a distinction of higher and lower. Even if their span of movement is only 12 inches, that child can have distinction of higher and lower.
 - A goal of this song can be to increase movement. What you can do to start increasing motion is putting the instrument just ever so slightly out of the students available reach and have the student reach to play the instrument. It is important not to make the reach too uncomfortable. The OT of the child should be consulted if possible.
- If the child cannot move and shake the instruments at the same time, have the child pick one or the other and have him or her switch it up every time the song is performed. The song can be performed stationary, only shaking the instruments.

Teacher name and school/district affiliation:

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Master’s in Music Education with and Autism Concentration

Hello Song/Goodbye Song

Domain Addressed: Communication, listening, joint attention, eye gaze

Objective(s): These songs are designed to bring attention to each individual child. This will boost confidence, self-worth, and also encourage the children to acknowledge their classmates by singing the song and also improve joint attention and eye gaze by having the children look at whoever is being sung to.

Materials:

- Instrument is optional, it can be sung to the students. I play it on the Ukulele but guitar or piano will do just fine.

Procedures:

- At the beginning of class have the children sit in a circle either on the floor or at a table.
- Begin singing the song starting out by singing it as seen below

HELLO SONG

Hel - lo ev-ery-one Hel - lo ev-ery-one Hel - lo ev-ery-one and wel - come to mu-sic to-day

- Have the children keep the beat on their legs
- The word, Everyone, will then be substituted for each child's individual name
 - Ex: if the child's name is John you would sing "Hello John, Hello John, Hello John and welcome to music today"
- Make sure to say Hello to yourself as the music teacher.
 - Ex: My students call me Ms. Nadia, I sing "Hello Ms. Nadia, Hello Ms. Nadia, Hello Ms. Nadia and welcome to music today."
- Sing your name last in order to show recognition and acknowledgement to the children and also to turn the attention back to you by the end of the song so that you can continue teaching.
- Make sure to be looking and smiling at the child you are singing to. It is important to bring a Safe Space into the environment right off the bat and looking and singing to the child is important.
- Try to make eye contact with the child (it might not happen on day one but the goal should be for the child to look at you).
- At the end of class we sing the Goodbye Song seen below

GOODBYE SONG

Good-bye ev-ery-one Good-bye ev-ery-one Good-bye ev-ery-one and thank you for mu-sic to-day

- The same rules apply, after singing the song as seen up above, the word, Everyone, will then be replaced by each child's individual name, yours being the last.

Rubric/Assessment(s): Things to think about and look for...

- Watch the children to see if they are singing the song with you
 - If they are singing, are they verbalizing, humming or audiating various syllables?
 - Are they matching pitch? Are they close to matching pitch?
- Are they singing the whole song or only parts of the song? Which parts?
- Are they singing words or various syllables?
- If they are not singing are they keeping the beat on their legs?
- Are they looking at who is being sung to?
- Are they making eye contact with you?
- Are they making eye contact with other classmates?
- Look to see if the children are singing to their classmates
- Is the child able to multitask? (tap the beat on his or her leg and sing at the same time)
- Does the child have an emotional response? It can be positive or negative.
- Does the child react to his or her name being sung? (Ex: Do they smile upon hearing their name? Do they look at you or in your direction?)

Adaptations (size, color, pacing, modality):

- During this song I go over to each individual student and allow him or her to strum my ukulele while we all sing the song with his or her name in it. We all sing to the tempo that the student creates for us. During this time the other students are watching that child play the instrument, which is improving joint attention and eye gaze. It is important to have the children sit patiently and wait their turn to play.
- A child can request an order placement if they would like. Some children like to go first, some like to go last.

Modifications:

- If the child cannot verbalize the song they should just tap the beat on their legs.
- Hand over hand can be used to help a child engage and tap the beat on their legs.
- The child doesn't have to play an instrument if they do not want to

Teacher name and school/district affiliation:

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 Master's in Music Education with and Autism Concentration

My Mom and Your Mom

Domain Addressed: Communication, pitch matching, joint attention, eye gaze

Objective(s): The children will work on communication skills by responding to the song being sung. They can improvise and they can echo the instructor. They will be working on pitch matching by listening to the instructor sing different pitches on either Do Mi or Sol. When both the child and the instructor are focused on the puppet and focused on what the puppet is saying it is improving on their joint attention and also on their eye gaze. It also will be improving their joint attention when they are watching other children when it is not their turn.

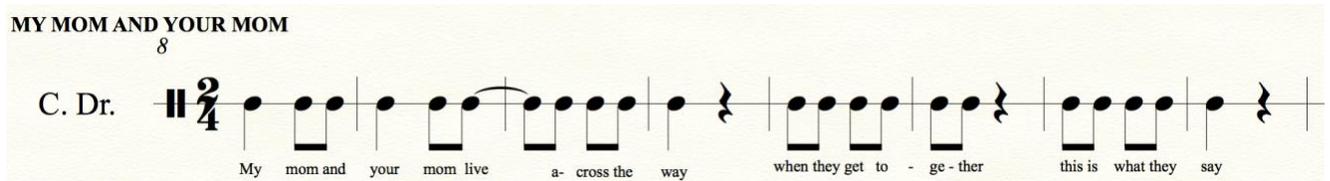
Materials:

- Puppets (At least two)

Procedures:

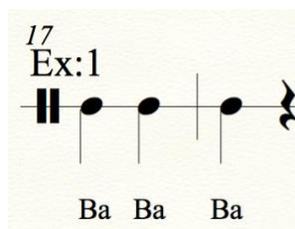
- Have the children sit in a circle with you.
- Put a puppet on each hand and sing the song below

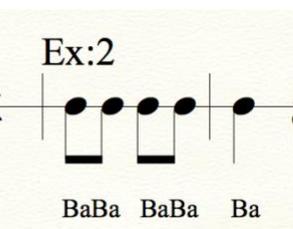
MY MOM AND YOUR MOM
8

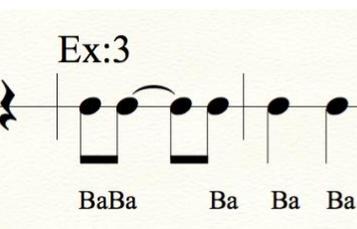
C. Dr. 

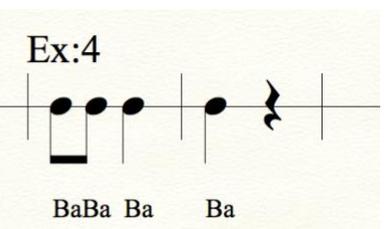
- With a puppet on each hand have a dialogue. The phrases should be spoken on the syllable “Ba” and spoken should be simple 4 beat rhythms. Your puppets can echo each other or they could each have different rhythms like a question and answer.
- The next step is to do this with each individual student.
- Go up to each individual child and sing the My Mom and Your Mom song to the child. Your puppet should also be singing with you. Having a puppet to sing through sometimes can make it easier for children to open up.
- After you are done singing the My Mom and Your Mom song start to sing simple 4 beat rhythms on “Ba” and solfege that the child can respond to. Examples are listed below.

Rhythms

17
Ex:1  Ba Ba Ba

Ex:2  BaBa BaBa Ba

Ex:3  BaBa Ba Ba Ba

Ex:4  BaBa Ba Ba

Solfege

27
C. Dr. Ex:1 Ex:2 Ex:3 Ex:4
Examples of pitch
Do Mi Sol Sol Mi Do MiMi Mi Sol Sol Sol Sol Do Do

- For the pitched rhythms, using the syllable “Ba” is a good idea while singing; it is a simple syllable for children to produce.
- Once the child has done well with the syllable “Ba” you can start using other syllables such as “Ma”, “Ta”, “La”, etc... You can also start using other vowels such as “Too” “Loo” “Moo” and so on.
- Once the small syllables are going well you can start using small words such as “Ca- Ca- Cat”
- Later on the rhythms and solfege can be used in conjunction with small sentences or simple words.
 - For Example, You could use the rhythm and pitches from Ex: 1 and use the words “I like Pears”
- Once every child has been sung to and worked with, Sing the Goodbye Song to the puppets and put them away.

Rubric/Assessment(s): Things to listen and watch for...

- When working with the students, watch how they form and pronounce their words.
- Take note of what syllables are easy for the student to form and pronounce and which are difficult.
- Check to make sure they are engaged through out the lesson especially during their turn.
- Are they echoing or are they improvising?
- Can they match pitch?
- If they cannot sing, can they verbalize the rhythm?
- If they cannot verbalize at all, can they audiate? (make sounds)
- If they cannot communicate or audiate, take note on how are they communicating
- Are they making eye contact?
- Are they watching other students when it is not their turn?
- Are they able to wait their turn?

Adaptations (size, color, pacing, modality):

- This is based on what the child can and cannot do verbally and communicatively. If the child is not engaging with the rhythms and solfege but they are particularly engaged with the puppet, you can start to ask the child questions. For example: “Find the puppet’s ears, where are your ears?”
- There will be some children that do respond to neither you nor the puppet. In this case you could bring in an instrument and see if they will respond to playing an instrument.

Modifications:

- You could try this using instruments instead of puppets and have the children respond on the instrument.

Teacher name and school/district affiliation:

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Master’s in Music Education with and Autism Concentration

Larry the Lion

Domain Addressed: Gross Motor Movement, Listening skills, Starting and Stopping, proprioception

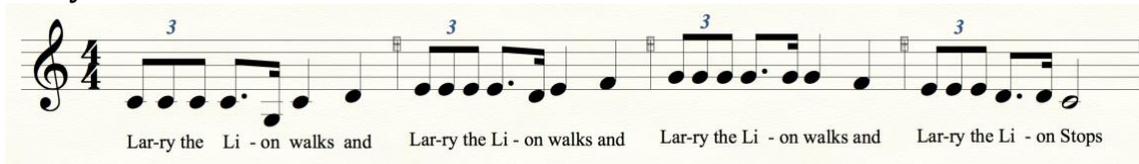
Objective: The children will be improving listening skills by listening to the song in order to find out how to move their bodies. They will be working on proprioception by figuring out how their bodies move in relation to other and in relation to the space around him. They will be working on their starting and stopping by listening to the cues of the song.

Materials: A puppet and a decent amount of space to move around in. (The puppet can be any animal, I use a Lion and I call him Larry)

Procedure:

- Introduce the puppet to the children and give it a name (I use a Lion puppet and I call him Larry). You should try and keep the name simple and short in order to fit in the song. Also, alliteration in the name (i.e. Larry the Lion) gives it a fun element and helps the song flow.
- Have the children stand up in order to move around.
- Inform the children that the song will tell them what kind of movement is going to happen so they need to listen to the words in the song.
- Sing the song to the children and have them do the movement in the song around the room (i.e. walking, jumping, hopping, crawling, tiptoeing, etc...)
- While singing the song, move with the children so that the puppet can participate too and so that you are modeling the appropriate movement for the song. Here is the Song:

Larry the Lion



- When the word “Stops” comes up, have the children freeze. (This is great for starting and stopping movement).
- I usually sing the song twice before switching the action word.
- Substitute the movement words in the song. You could use:
Larry the Lion jumps, Larry the Lion crawls, Larry the Lion tiptoes, Larry the Lion spins, Larry the Lion jogs, Larry the Lion dances, etc...
- You also can change tempo from fast to slow (i.e. if Larry the Lion is jogging, maybe you pick up the pace of the song, if Larry the Lion is tiptoeing, maybe the pace of the song is slower).

Assessment: Things to think about and look for...

Assess the students visually.

Look for the students that are performing the action words with ease.

Look for students who are having trouble performing the action words.

Look for students that feel uncomfortable moving around the room.

Look for students that may have lost focus in the song.

Over all, observe the behavior of the students while the song is being performed.

Adaptions: You can change tempo from fast to slow depending on the needs of students. If all of the children are performing better at a slower pace, then keep it slow and slowly over time raise the speed. You can also tailor the action words to fit the student's needs (the action words I provided are just a suggestion, not mandatory).

Modifications:

1) Instead of moving around the room, the children could stand in place or sit in a chair if they need.

2) If they are unable to perform a task such as jumping or crawling, they could do a separate action word.

For example, if the action word is touch your toes, the child could either perform a different action words or they can perform the task half way such as touching their hips or knees.

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Song by Miles Wilcox

Hickety Pickety Bumble Bee

Domain Addressed: Gross motor movement, listening skills, pitch matching, pitch recognition

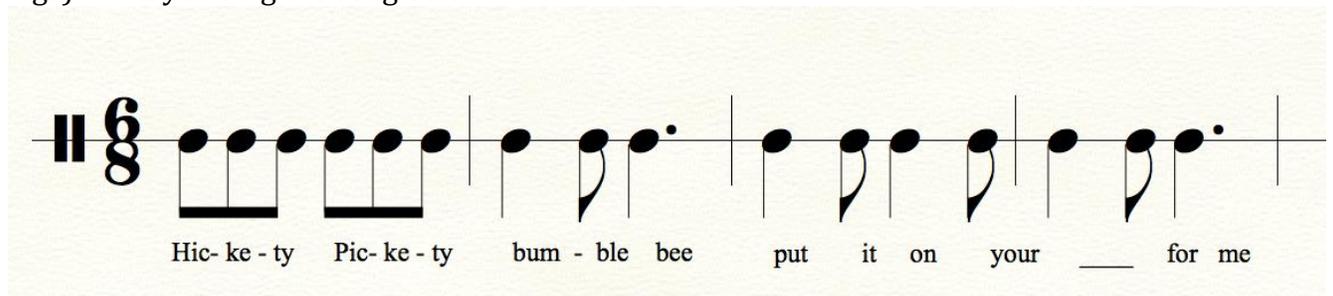
Objective(s): Children will improve on their gross motor skills by placing the beanbag on different parts of their bodies. They will also be practicing and improving on balance by balancing the beanbag on different body parts. They will be improving listening skills by listening to the song for cues on where to put the beanbag. Lastly they will be listening for pitches to tell them when to balance and when to let go.

Materials:

- Beanbags (different colors)

Procedures:

- Have the children sit in a circle.
- Give each child a beanbag
- Sit with the students and have them match your movements (tapping the beat on your legs) while you sing the song below



- The part where there is an underscore, is where you insert which body part you want the children to put the beanbag on. (Ex: head, foot, hand, nose, finger, knee, leg, belly, ear, shoulder, etc...)
- After singing the small phrase, you will follow it up by singing “Sol, Do”
- When the children hear the pitch Sol, they will hold the beanbag where they were asked to put it. When they hear the pitch Do, they will let it drop off on to the floor
 - For example: If we sang “Hickety Pickety Bumble Bee, put it on your head for me” The child would put the beanbag on their head. You will then sing a Sol Do progression. The children will try to balance the beanbag on their heads while you sing Sol, once you sing Do they can let it slide off their head on to the floor.
 - Repeat this pattern with all body parts sung about
- Once you have done about eight or so different body parts ask for the beanbags back by

color, and put them away

Rubric/Assessment(s): Things to think about...

- Watch to see if the children know where their body parts are.
- Watch to see if they can balance on their body parts.
- If they can balance, can they balance on all of the body parts sung? Or only some? If so, take note as to which body parts they can and cannot balance on.
- Are they responding to the pitch?
- Are they waiting for you to show them what pitch to hold and what pitch to fall or are they doing it on their own?
- Are the children singing with you while you sing Hickety pickety?
- Are they singing the Sol Do pitches?
- Do they know what the color of their beanbag is?
- Are they keeping the beat on their lap during the song?

Adaptations (size, color, pacing, modality):

- Instead of using different color beanbags, you could use different shaped beanbags.
- If the child is unable to reach their head or their feet or any specific part of the body, you could tailor the repertoire to exclude those body parts or to work around it.
 - For example maybe the child cant touch their toes but they can touch their knees

Modifications:

- The children could do this activity without any items in their hands at all. You can sing "Hickety Pickety Bumble Bee, can you touch your ____ for me?"
- For the Sol Do portion you could have them reach up above their heads on Sol and touch their toes on Do.

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The Sorting Song

Domain Addressed: Color matching, Color recognition, communication, sensory play, fine motor movement, joint attention, eye gaze

Objective(s): The children will learn their colors, learn the names of different fruits and vegetables, and learn to sort the fruits and vegetables by color. They will improve their joint attention by watching other students when it is not their turn. They will improve their eye gaze by looking at the instructor as they speak to them and ask them questions. They will improve their communication by responding to the questions asked and the toys that are all different shapes and textures are satisfying sensory play.

Materials:

- Toy fruits and vegetables
- 6 baskets big enough to hold a toy food item
(1 Red, 1 Orange, 1 Yellow, 1 Green, 1 Blue, 1 Purple)

Procedures:

- Have the students sit in a circle or in a line in front of you.
- Take out 3 out of the 6 baskets you have and place them in front of you (i.e. you could start with Red, Yellow, and Blue). You will switch out the baskets after each child has taken a turn on the first three.
- Sing the Song below: (*to the tune of Are you Sleeping or Frère Jacques)

The Sorting Song

Match them, sort them

Match them, sort them

Find the one

Find the one

Pick it up and hold it,

Put it in the basket,

Find the one

Find the one

- After singing the song pull out your first fruit or vegetable and call on your first student.
- Have the student come up to the baskets. See if they can name the fruit or vegetable you

are holding.

- Ask them what color it is and then ask them to place it gently in the basket of the same color.
- Once they have completed the task, everyone should clap their hands and give specific verbal praise such as “Good naming the colors!” or “Great placing it into the basket!”
- The child can go back to their seat.
- Repeat this process with every child
- Once every child has taken a turn on the first three colors, pull out the other three colors and use those.

Rubric/Assessment(s): Things to think about...

- Look to see if the children are keeping the beat in their laps
- Look to see if they are watching other children when it is not their turn
- Try to make eye contact with the child.
- Make sure the child is engaged with the activity by looking at the fruit or vegetable
- Can the child name the fruit or vegetable but not the color or vice versa?
- Does the child need to be prompted to say the words such as, “You say Lemon” “You say Yellow”
- Can the child complete place the item gently in the basket or do they throw or slam the item in the basket?
- Does the child know how to match colors?
- Watch the child as they speak, can they form the word correctly or are they still learning to form words?
- Later on once the children do well with this activity you can

Adaptations (size, color, pacing, modality):

- You can also use other toys or objects as opposed to fruits and vegetables.
- You could also have different colored baskets than what was suggested.

Modifications:

- If a child has limited mobility, you could bring the baskets over to the child and have them do the activity at their seat.
- If the child cannot verbally communicate they could still match the item to the same colored basket

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3 Little Ducks

Domain Addressed: Communication, behavior, joint attention, eye gaze

Objective(s): The children will learn how to receive an item and then let it go by passing it on to a classmate. This can be a hard thing to do behaviorally. When we receive something we naturally want to keep it, not let it go, but in this activity the children will learn to share time with the item. They will be waiting for the item to get passed to them which will improve their joint attention and eye gaze just by them sitting, watching and waiting for the item.

Materials:

- Three Rubber ducks

Procedures:

- Have the children sit with you in a tight circle
- Take out one rubber duck and pass it to the student on your left.
- Verbally instruct the children on who to pass it to next. You can also point to the next child that is waiting for the pass.
- Once they have gone around the group circle one time you can start singing the song listed below

Three Little Ducks



The image shows the musical notation for the song 'Three Little Ducks'. It consists of two staves of music in G major (one sharp). The first staff starts at measure 50 and ends at measure 54. The lyrics are: 'Three lit - tle ducks went out one day o - ver the hill and far a - way Ma - ma duck said QUACK'. The second staff starts at measure 55 and ends at measure 59. The lyrics are: 'QUACK QUACK QUACK but on - ly two lit - tle ducks came back'. The music is written in a simple, child-friendly style with a treble clef and a key signature of one sharp.

- What is seen in the picture is verse one, here are the other verses:

Verse 2

Two little ducks went out one day

Over the hill and far away

Mama duck said QUACK QUACK QUACK QUACK

But only one little duck came back

Verse 3

One little duck went out one day

Over the hill and far away

Mama duck said QUACK QUACK QUACK QUACK

And all of her babies came right back

- The song is sung while the children pass the rubber duck around the circle. From time to time you may have to interrupt the song to help the children pass the duck.
- Once all three ducks are passed around the circle and the song has been sung three times, you can do the activity again or you can put the ducks away.

Rubric/Assessment(s):

- Watch to see which child has a hard time giving up the toy to the next person.
- Take note on how they take the item when it is passed to them and take note on how they pass the item to the next child.
- Take note on what they do with the item once they have it, before they pass it.
- Are they watching the toy as it goes around the circle?
- Are they singing the song with you?
- Are they looking at the person that is passing to them?
- Are they looking at the person they pass to?
- Are they passing the item or keeping the item?
- Are they able to pass their item without behavioral issues?
- Are they able to wait their turn?

Adaptations (size, color, pacing, modality):

- You can change the amount of ducks you use in the activity.
- You can also change the animal that you use
 - For example you can sing:
“Three little cows went out one day
Over the hill and far away
Mama cow said MOO MOO MOO MOO
But only two little calves came back”
- If you change the animal in the song, make sure you change the item as well from rubber ducks to whatever animal you sing about.

Modifications:

- If the children cannot verbalize and pass the toy at the same time, just have them pass the toy.
- If they are not responding to the toy you can substitute a shaker or jingle bells or a tambourine, some thing that makes noise when handled.

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Master's in Music Education with and Autism Concentration

Clap 123

Domain Addressed: Listening skills, gross and fine motor movement, proprioception

Objective(s): The children will have to listen to the instructions given in the song to know what action to perform. They will be using a combination of gross and fine motor movement in the song. Also, they will be improving on their proprioception, where their body is in relation to the space around them, and learning how their body moves in space.

Materials:

- (Optional) Instruments

Procedures:

- Have the children face you and explain to them that they will have to listen to the words of the song so they know how to move their body
- Start the song out by singing it as written below

The image shows a musical score for a song titled "CLAP 123". The score is written on a single staff in treble clef with a 7/8 time signature. It consists of two systems of music. The first system starts at measure 40 and contains three phrases of music with lyrics: "I'm gon - na clap my hands one time", "I'm gon - na clap my hands two times", and "I'm gon - na clap my hands". The second system starts at measure 44 and contains two phrases: "three times" and "I'm gon - na clap my hands one time". The score uses various note values including quarter notes, eighth notes, and sixteenth notes, along with rests and bar lines.

- Where it says the words, “Clap my hands”, this can be replaced with any action.
 - For example: jump in the air, stomp my feet, snap my fingers, click my tongue, nod my head, hop in the air, etc...
 - If you use instruments you could start out with a drum and say, “I’m gonna hit my drum”
- Show the amount of times with your fingers and also count out loud
- Encourage children to count out loud too
- Later on once the children have demonstrated the actions well, you can move on and use dynamics with the song such as loud and soft
- Once you and your students have performed about 8-10 actions you can end the activity

Rubric/Assessment(s):

- Look to see if the children are performing the actions
- Are they relying on you to show them the action or can they perform it on their own?
- Take note if they cannot perform an action and why.
- Are they contributing any actions to the song if prompted?
- Are they counting?
- Are they demonstrating only the amount of actions asked for or are they just performing the action without counting?

Adaptations (size, color, pacing, modality):

- Actions can be tailored to the students needs. If they cannot perform the action they should be encouraged to sing and or count a loud.
- If the children cannot verbalize the counting or singing they should be encouraged to perform the actions.
- The pace can be as slow or as fast as the students can handle.

Modifications:

- If the children have any physical disabilities the actions can be changed to avoid certain actions.
 - For example: If the child is in a wheel chair, maybe you could avoid saying the action “jump in the air” or you could have the children that can perform the action, do it and the child that was in the wheelchair could be given a different activity.
- If the children have any verbal impairment, they should be performing the actions as opposed to counting out loud or they could hold up fingers to count.

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