

**ELA & MUSIC** | Lesson 7: Name that Tune, Change that Tune **K-6**

Just as “Twinkle Twinkle Little Star” is used to teach the alphabet, songs can be given new lyrics in order to boost learning. In this game, players first try to identify a song that the instructor plays or hums. Once the song is identified, students must try to compose new words to the song, but keep the same melody and rhythm. Older students can also write their new composition around a relevant classroom theme.

*Standards listed on next page*

**Supplies: none****Objective**

Recognize contrafactums and create your own to practice counting syllables.

**Outline of Video**

1. Listen and identify the tune that Miss Liz hums (00:15) - Row, Row, Row
2. Do the same with the next example (1:00) - Happy Birthday
3. Try with the last example (2:05) - Twinkle Twinkle / ABCs
4. Learn that the tune we know as Twinkle or the ABCs is a **contrafactum**: a song based off an existing melody, but with different lyrics.
5. Let's make our own contrafactum song using the melody to Row, Row, Row Your Boat. (4:05) Follow the steps:
  6. Step 1: Pick a theme, decide what the song should be about
  7. Step 2: Figure out how many syllables are in each line and pick words that fit
  8. Row, Row, Row, Your Boat = 5 syllables
  9. Step 3: Make up a lyric that matches the count of syllables
10. Repeat steps 2-3 for the next lines (5:47)
  11. For Miss Liz's example to create the second line (5 syllables), help come up with ideas of ways to describe playing a drum, that can be sung in our new tune. (6:30)
  12. For the third line (3 syllables), brainstorm ideas for words that rhyme with the last word of the second line depending on what you chose: “loud” (6:57), with “soft” (7:23), with “quick” (7:40), and “slow” (7:58)
13. See all of Miss Liz's word ideas that rhyme at (8:19)
14. For the fourth line, there are 12 syllables, so we want a word with 3 syllables that we can repeat four times.

15. For the last line (5 syllables) we need one new line to close, where the very last word rhymes with “quick” (10:17). We can also try this rhyming with “loud” for the last word (11:40).
16. Individually, write a line ending with the word “proud” (which rhymes with “loud”) (12:06)
17. Using a classroom drum or instrument, play along with Miss Liz in singing our final tune (13:50)
18. DIY: Using “Happy Birthday”, create your own contrafactum by writing your new lyrics based on the syllables and melody.

### **Kentucky Standards:**

**L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.**

**L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.**

**L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.**

**L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.**

**L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from an array of strategies.**

**L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from an array of strategies.**

**L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies.**

### **Ohio Standards:**

**W.3.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.**

**W.4.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.**

**W.5.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.**

**W.6.2e. Use precise language and domain-specific vocabulary to inform about or explain the topic.**

**L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.**

**L.4.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.**

**L.5.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.**

**L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.**