

## Eletelephony

### National Standards:

2. Performing on instruments, alone and with others, a varied repertoire of music
4. Composing and arranging music within specified guidelines

### Ohio State Standards:

- 1CE: Identify patterns of same and different phrases in simple poems and songs
- 4CE: Identify elements of music using developmentally appropriate vocabulary
- 6PR: Play a variety of classroom instruments, along and with others, and demonstrate proper technique
- 5RE: Respond to patterns of same and different phrases in simple poems and songs

### Concept:

Literature can be depicted through music.

### Objective:

- Students will listen to the poem and understand subject matter.
- Students will appropriately use instruments in rhythm.
- Students will identify literary concepts such as rhyming.
- Students will give the poem more depth through music.

### Materials:

- Poem projected document camera
- Varied markers to color code rhyming
- Unpitched percussion instruments
- Hand drum on hand

### Procedure:

1. Share that my favorite animal is an elephant
2. Give all students 30 seconds to make the best elephant sound they can
  - a. Tell them that the class will listen to 5 volunteers
3. Read adapted poem  
Once there was an elephant,  
Who tried to use the telephant—  
No! No! I mean an elephone  
Who tried to use the telephone—  
But some how he got his trunk  
Entangled in the telephunk;  
The more he tried to get it free,  
The louder buzzed the telephee—
4. Analyze poem
  - a. What was it about?
  - b. Any made up words? Any words that rhyme?
5. Review where it rhymes and have students gently tap shoulders
  - a. Model and point out how “trunk” and “free” are different
6. Teach everyone ostinato (START WITH HAND DRUM FOR STEADY BEAT)

- a. "Hey, where's my elephant?"
  - b. "Tel-el-phone"
  - c. "Buzzzzzz Buzzzzzz"
7. Practice layering those in vocal parts
8. Have students figure out rhythm in their groups and be prepared to share with the class
9. Layer in again having students say vocal part while tapping rhythm
  - a. "Hey, where's my elephant?" – body percussion of patting legs
  - b. "Tel-el-phone, ring" – snapping
  - c. "Buzzzz Buzzzz" – rubbing hands together (Buzz Buzz, half notes)
10. Whisper parts out loud along with body percussion
11. Say it in head while doing body percussion
12. Move to instruments
  - a. Have stations set up around the room of wood block (a), triangles (b), and guiros (c)
  - b. Send students to appropriate place in room
13. Same process as above.
14. Students perform on instruments while I say poem

Questions/Closure: What was the poem about? Did the words to the ostinato patterns relate to the poem? What words rhymed in the poem? What music element were the words and the instruments playing...steady beat or rhythm?

Assessment/Evaluation:

Can students keep ostinato going with other parts going on around it?

Extension:

Students could develop own rhythms. Students could choose what instruments could represent which parts.

Adapted from *Making Music*—Written by: Silver/Burdett, Grade 2 (page 161)  
Poem adapted from Laura Richard's poem *Eletelephony*

### ***Eletelephony***

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