



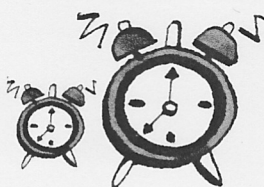
# Mr Wolf

1

2

3

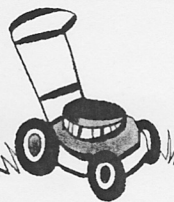
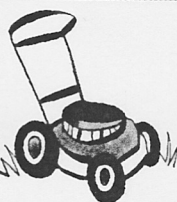
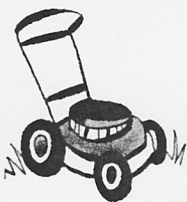
4



Time

to get

up



Time

to mow

the lawn!



Time

to wash

the di-shes!



Din - ner time!



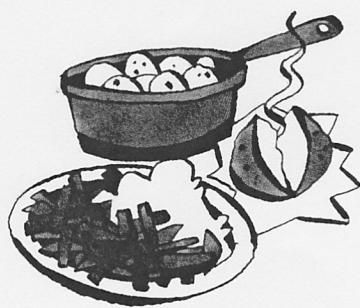
# DINNER TIME RHYTHMS

## 1 Play *What's the time, Mr Wolf?* to practise recognising clapped word rhythms



5'

- Revise the clapped *Mr Wolf* rhythms from Lesson 3 activity 3, checking that all the children remember which rhythm matches which answer.
- Play *What's the time, Mr Wolf?* like this:
  - the class stamp the beat throughout and ask the repeated question, 'What's the time, Mr Wolf?';
  - you take the role of Mr Wolf, clapping the rhythm but not the words of his answers or tapping them on a drum;
  - as soon as Mr Wolf taps 'Dinner time', the class stops stamping and keeps very silent or the wolf will eat them up!
- When the game is well established, invite one of the children to be Mr Wolf. Keep changing the leadership to give several children the opportunity to perform the rhythms.



Beat or rhythms

## 2 Perform the beat and word rhythms in *A plate of potatoes*



- Listen to the CD together and join in with the chorus:

A plate of potatoes, a plate of potatoes,

Ch There's nothing as great as a plate of potatoes!

Vs1 Baked in foil, fried in oil,

Ch There's nothing as great as a plate of potatoes!

Vs2 Cooked in a curry, boiled in a hurry,

Ch There's nothing as great as a plate of potatoes!

Vs3 Stewed in a pot? Give me the lot!

Ch There's nothing as great as a plate of potatoes!

Vs4 Mashed with cheese? Mmm, yes please!

Ch There's nothing as great as a plate of potatoes!

- As they listen to the CD again, ask the children to say whether the beat or the rhythm is being clapped during the chorus. (*The beat.*)

## 3 Invent a new class version of *A plate of potatoes*

- As a class, discuss suggestions for a new verse about a meal made with potatoes (*the words do not have to rhyme, but they do need to fit into a count of four beats*), eg

|                            |      |   |   |
|----------------------------|------|---|---|
| 1                          | 2    | 3 | 4 |
| Sliced in chips with fried | egg. |   |   |

- Invite a child to clap the rhythm of the new words while you tap and count the beat. Does the rhythm match the words, and do the words fit into four beats? If the class approves the rhythm, perform the chant with the new words, everyone tapping the beat of the chorus, and clapping the new rhythm as in activity 2.

- Divide into four groups. Ask each group to invent as many new verses for the chant as they like, but to select their favourite invention for a class performance. Give each group time and space to practise saying and clapping the rhythm of their words, if necessary helping them to fit their verse into a count of four beats.

- Perform the new version of *A plate of potatoes* as a class. Decide on an order for each group to perform their new verse with the clapped rhythm. All chant the chorus and tap the beat.

|   |   |   |   |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|   |   |   |   |

There's no - thing as great as a plate of po - ta - toes!

Perform the chorus together, tapping knees on the beat. Ask how many beats are tapped in the chorus. (*Four.*)

- Listen to the CD again, and ask the children to say whether the beat or the rhythm is being clapped during the verses, eg:

|   |   |   |   |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
|   |   |   |   |

Vs1 Baked in foil, fried in oil.

(Answer: the rhythm)

- Teach the verses using the CD and clapping their rhythms together.
- Perform the chant, with or without the CD, alternately tapping the beat of the chorus and clapping the rhythm of the verses.