

Appendix 4.1 Morning greeting songs

Source: ABC Useful Book (ABC, 1995)

This book is a collection of traditional children's songs from the popular and iconic children's television program, *Play School*. I have an earlier version of this text, but it is still available and an excellent resource for beginning teachers who seek support in integrating music in the early reading classroom. I have gifted a copy of this text to most of my student teachers throughout my career. It is a seminal text, explicitly linking music, drama and language acquisition.

Appendix 4.1a: What do you think my name is?

The morning greeting song, "Oh, what do you think my name is?" is available ABC. (1995). *The New Useful Book*. ABC Books, p6. Repeat the song after greeting each child individually, to make them feel special. Children to add actions and possibly instruments to keep the beat/ rhythm of the song as they sing. An online version of song available [ABC & what do you think my name is? - Search \(bing.com\)](#). All ABC children's programs can be sourced [All Programs - ABC Kids listen](#). ABC children's songs are readily available Spotify playlist [Spotify – Aussie Kids Songs | Australian Children's Music | ABC Kids Music](#).

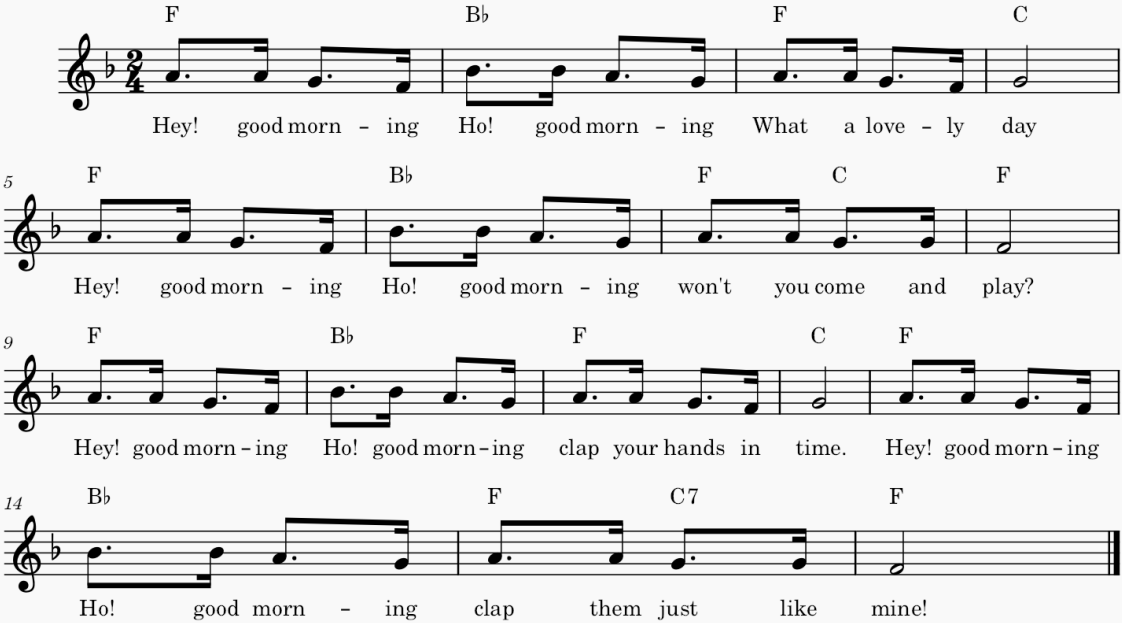
Appendix 4.1b: Hey good morning

The morning greeting song, “*Hey good morning, ho good morning*” is also a useful and popular greeting song in F-2 classrooms.

Hey! Good morning, Ho! Good Morning

morning circle greeting song

Source : unknown



Hey! good morn - ing Ho! good morn - ing What a love - ly day

5 Hey! good morn - ing Ho! good morn - ing won't you come and play?

9 Hey! good morn - ing Ho! good morn - ing clap your hands in time. Hey! good morn - ing

14 Ho! good morn - ing clap them just like mine!

MP3

This song is useful following morning calendar. My class always stretched for *hey good morning, ho good morning* (raise alternate hands like you do when getting out of bed in the morning). Then, depending on the weather that day, they would do a specific action e.g. make a sun with your arms if sunny, pitter patter raindrops if rainy, roll arms to make a whooshing sound if windy etc. It is fun to make up your own actions with your class as it facilitates oral language and vocabulary development. Additionally, adding body percussion and simple percussion instruments to keep the first one beat, then two beats to a bar provides students with a beginning understanding of rhythm and creating rhythm patterns.

Many Foundation students and teachers enjoy “piggyback songs”, text innovations that piggyback popular songs and tunes (Debreceeny, 2015a, 2021; Levitin, 2006). I hear *Days of the week* sung to

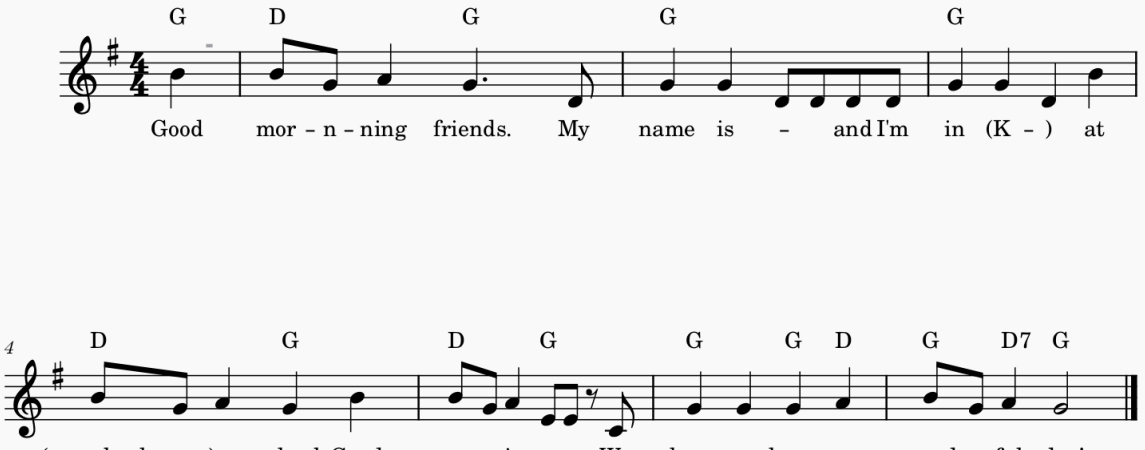
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the tune of the Addams Family ubiquitously in F-2 classrooms (Music, 2021). Although the benefits of using piggyback songs on-line cannot be denied as they are joyful, and information technology (IT) is increasingly successfully employed in the classroom as a pedagogic tool, it is important we prioritise oral language development in the early reading classroom and provide every opportunity for students to join into class discussions and grow their oral vocabularies, as *reading floats on a sea of talk* (Britton, 1983). It is important that teachers recognise and focus *on the centrality of talk throughout primary school learning* (Jones, 1996), as the bedrock on which reading and writing forms and develops. Song is an excellent means of building the pillars of effective reading instruction.

Appendix 4.1c: Good morning song

Good Morning Song

Arranged by Winsome McArthur Lyrics by Lorri Bev




(e.g.school name) school. Good mor-n-ing - We hope you have a wond-er-ful day!


[Good morning friends](#) piano accompaniment- 1 bar introduction and once through song.

In this song, appendix 5c., the class is sitting in a circle. The first time through, the teacher models how to sing this greeting song. The teacher sings, “*Good mor-n-ing friends. My name is (insert teacher name) and I’m in (insert class name) at (insert school name) School*”. The class then responds, “*Good morning (students insert teacher name). We hope you have a won-der-ful day!*”. Then, the next person in the circle sings their greeting. This is a useful greeting song for early in the school year as students are learning each other’s names. As the class get more familiar with the

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song, body percussion using an ¹Orff approach, in increasingly complex rhythm patterns, maintains high student engagement and incorporate musical concepts through play. Repeated ostinato patterns can be added to the song:

e.g., start with 4 even beats. 

then add other patterns e.g., 

[Appendix 4.1d: Morning rap](#)

arranged for morning circle by Lorri Bev.

One version of this traditional nursery rap is performed here by [the Kaboomers](#).

This song teaches keeping a simple rhythm, musical notation and reading a basic musical score. A range of instruments and body percussion can be used using the Orff² approach for this activity.



When I wake up in the morn-ing at a quart - er to 8 I brush my teeth

(child adds the time they woke up)



ch ch ch ch ch ch ch ch

(child provides an action)



Fr - ed brush - es his teeth ch ch ch ch ch ch ch ch.

The class responds by repeating the child's words and actions, inserting their name.

Then, move to next student in the circle, who leads the chant, selecting a time, and an alternate action. Class responds, copies action and this continues around the circle.

N.B. The *ch* digraph could be replaced with the phoneme of the day, to reinforce the sound and how it is made in the mouth.

¹ Orff approach combines music, movement, drama and speech, similar to a child's world of play. Orff instruments include xylophones, castanets, bells, maracas, triangles cymbals and drums. ([Orff Instruments – Classics for Kids](#))

² The Orff Approach, is a developmental approach used in music education, combining music, movement, drama and speech in which children learn through play (Shamrock, 1997).