



## Rhyme n' Rhythm

A Song's Heartbeat

**Beginner:** Bounce a balloon or clap to the beat of a song, counting “1, 2, 3, 4, 1, 2, 3, 4. . .” as you bounce.

**[Tip]:** Try to focus on the drumbeat in the song, which usually follows the tempo. Try songs like: The Wheels on the Bus, Twinkle Twinkle Little Star, Old MacDonald, Alouette.

**Intermediate:** Bounce a ball/balloon or clap to the beat of a song. Point out how each word “fits” into a bounce.

**[Tip]:** In the song “The Wheels on the Bus,” the word “wheels” takes up 1 bounce, while the words “on the” together take up 1 bounce.

Each pair of brackets represents a beat/bounce. An empty pair of brackets means there is a beat of silence for that beat/bounce.

**The (wheels) (on the) (bus) (go) (round) (and) (round) ( )**

**(Round) (and) (round) ( )**

**(Round) (and) (round) ( )**

**The (wheels) (on the) (bus) (go) (round) (and) (round) ( )**

**(All) ( ) ('round) ( ) (the town) ( ) ( )**

**Experienced:** Create your own melody and lyrics, and bounce a balloon or clap to the beat.

**[Tip]:** Set to a steady pulse. The lyrics can be as simple as what you will have for breakfast.

**Why is this important?** Experimenting with rhythm helps children learn about fractions.

**References:** Azaryahu, L., Courey, S. J., Elkoshi, R., & Adi, J. E. (2020). ‘MusiMath’ and ‘Academic Music’ – two music-based intervention programs for fractions learning in fourth grade students. *Developmental Science*, 23(4). <https://doi-org.uwinnipeg.idm.oclc.org/10.1111/desc.12882>