

WITCH, WITCH

VOCAL WARMUP

MOVEMENT GAME

CHASING GAME

STEADY BEAT PRACTICE

IDENTIFYING SO AND MI

COMPOSE A POTION



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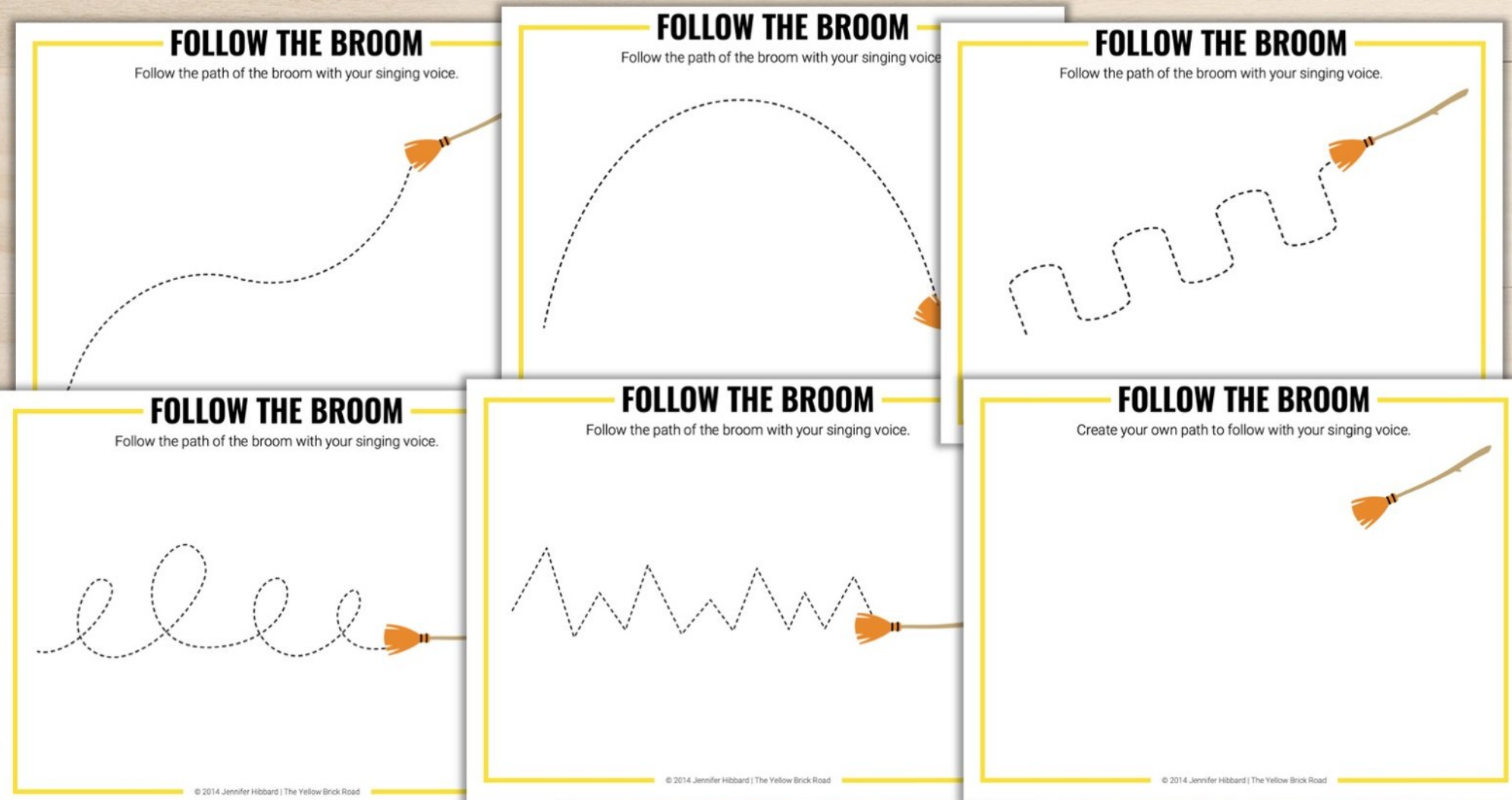
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Students experience the folk song with:

- ✓ Vocal Warmups
- ✓ Movement & Chasing Game
- ✓ Steady Beat Practice
- ✓ So and Mi Identification
- ✓ Composition

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Students warm-up their voices with vocal explorations & create their own



This song and game is soooo fun. My second graders loved taking turns being the witch.

— Nicholas M.



Have students take turns using
a fun pointer and being the
conductor of each warm-up

Students play movement-filled activities to learn the lyrics of the song

MOVEMENT GAME

*Black text = lyrics
*Green text = actions

Witch, witch, fell in a ditch,
Fall down in your spot
Picked up a penny and thought she was rich.
Pretend to pick up a penny and stand back up
Are you my children?
Yes, we're your children.
Turn around in your spot
Are you my children?
Yes, we're your children.
Turn around in your spot
Are you my children?
No, you old witch!
Shout "No, you old witch!" and sit back down

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CHASING GAME

- Sit in a circle & choose one person to be "it"
- "It" will walk around the circle as you sing the song.
- When you hear the words "No, you old witch!", "it" will tap someone on the shoulder.
- The person who was tapped must try to catch "it" before they make it back to their spot.
- Whoever doesn't make it to the empty spot will be "it" for the next round.

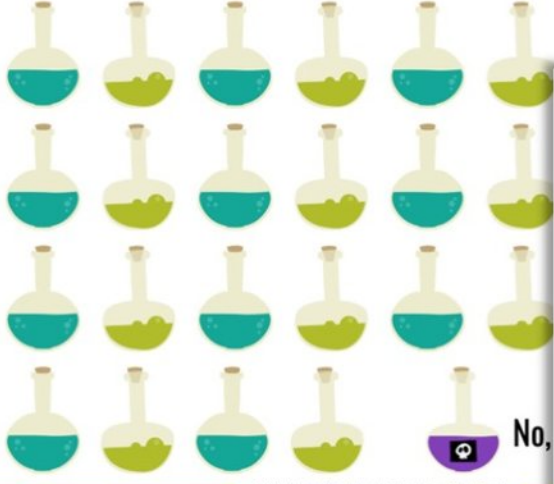
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Use real pennies as place-
markers and to make the
game more fun!

Students use body percussion to practice the steady beat of the song

BEAT CHART
Point to the potions to keep the beat as you sing the song.


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SONG LYRICS

Witch, witch, fell in a ditch,
Picked up a penny and thought
Are you my children?
Yes, we're your children.
Are you my children?
Yes, we're your children.
Are you my children?
No, you old witch!

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STUDENT CHOICE
Keep the steady beat as you sing the song.

-  Pat the beat on your legs
-  Step around the room to the beat
-  Tap the beat on your shoulders
-  Make up your own movement

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A great song for teaching 6/8 time with fun suggestions for a game. Cute graphics. Great to use for teaching so/mi with a sheet for a very easy composition.

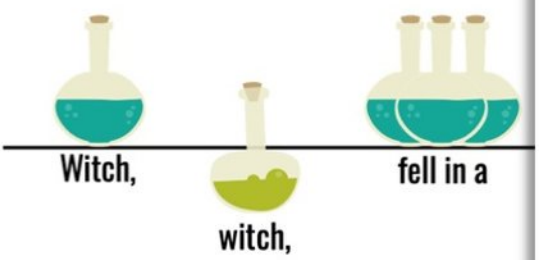
– Kim S.



Have students **take turns**
being the conductor as they
point to the beat on the beat
chart.

PITCH POTIONS

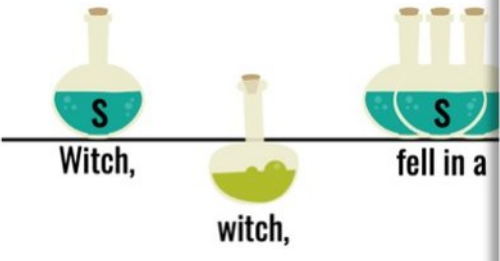
Look at the picture and answer the question below.



Which potion shows the higher

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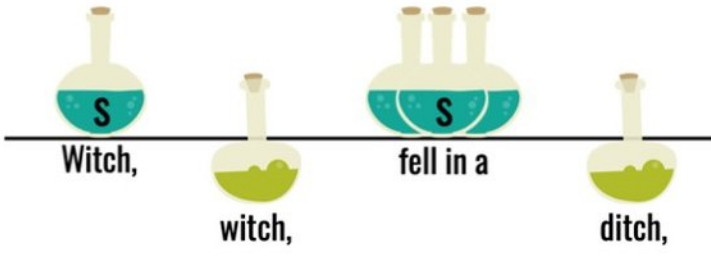
GOOD WORK!



The higher pitch is s

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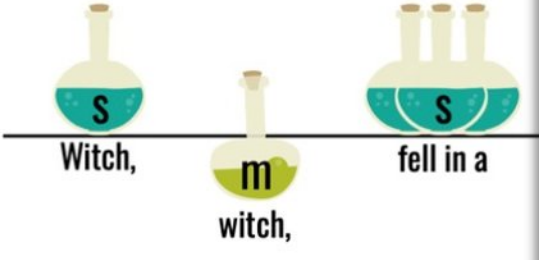
PITCH POTIONS



If the higher pitch is so,
what do we call the lower pitch?

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GOOD WORK!

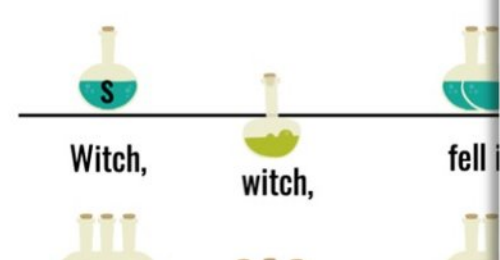


The lower pitch is mi.

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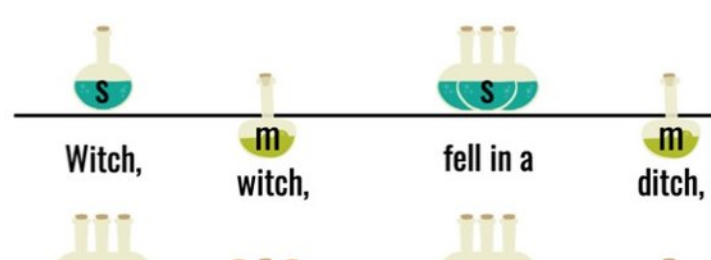
SO OR MI?

Label the potions with so or mi.



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GOOD WORK!



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Students identify the high/low pitches and so and mi using a one-line staff



Have students **use**
manipulatives to write out
small portions of the melody.

Students compose an eight-beat melody using so and mi.

COMPOSE A POTION

Mix the ingredients to create your own potion melody!

Use the next slide to mix potions as a class or use the worksheet provided.



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CLASS POTION

As a class, compose an 8-beat melody using So and Mi. Sing the melody when you're finished.

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EXAMPLE

Here is an example of a potion melody.

s	s		
		m	m
	s		s
m		m	

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Very versatile resource.
Great for my Halloween song activities.

– Tara S.



Have students use manipulatives to compose their melody, then write it out on the worksheet.

Standard notation, beat charts, and composition worksheets are included

Witch, Witch

Class

Witch, witch, fell in a ditch, Picked up a pen-ny and thought she was rich.

Solo

Are you my chil - dren?

Class

Yes, we're your chil - dren.

Solo

Are you my chil - - dren?

Class Shouts

No, you old witch!

BEAT CHART

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MY POTION MELODY

Compose an 8-beat melody using So and Mi.

NAME: _____ CLASS: _____

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EXAMPLE 1

NAME: _____ CLASS: _____

So	So		
		Mi	Mi

EXAMPLE 2 (for pitched percussion)

NAME: _____ CLASS: _____

So	So		
		Mi	Mi
So		So	
	Mi		Mi

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The biggest selling point for me was that this resource did a great job of explaining solfege to some of my older beginners. It was explained in a way that I felt comfortable sharing with students who were in quarantine. I also found this to be a great resource for some of the paras at the school to get a basic understanding of solfege so that they could better assist their students.

– Rooted in Rhythm [Basics of Pitch Bundle]



Want more resources to
practice Solfège?

Check out my custom
category!