

Ho! Ho! Ho!

& Other Christmas Songs



Includes online
and downloadable
songs and
backing tracks



Songs by Val Neubecker
Activities by Lisa Powell

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Teachers' Notes

Ho, Ho, Ho is the first sound you'll hear as the elves stack up Santa's sleigh with presents from *Santa's Workshop*. But what can you do if *Santa Has The Flu* and your *House Doesn't Have A Chimney*? Don't worry! All is well as there's a special light in the sky on *Christmas Eve* and the *Last Little Christmas Tree* now has a home. As Santa flies through the sky, a reindeer dreams of becoming *One Of Santa's Reindeer* while someone thinks Santa might like to cool off and *Swim In My Pool*. Some people are planning to celebrate *Christmas At The Beach* and then there are those who might *Give An Extra Gift* at Christmas.

Val Neubecker has composed this collection of ten Christmas songs suitable for junior primary school students. Simply follow the links to play the songs in class and photocopy the lyrics so your students can sing and dance along. If you are musical, the music sheets have been provided.

The songs are accompanied by curriculum-linked activities for students leading up to the Christmas period. They have been created by experienced teacher Lisa Powell. She has also provided suggested extended activities for the teacher which have been grouped into learning areas. However, often these activities will incorporate skills and outcomes from more than one learning area.

These songs and activities appear in order of difficulty from F-4, so lower school students would use the ones at the beginning.

Protective behaviour activities have been included to raise safety awareness and resilience building in children as outlined in the Australian Curriculum. Using the one step strategy, children are able to explore sensitive issues, identify risks, develop personal skills such as perseverance and persistence, and practise decision making in a safe, non-threatening environment. It is important to note that teachers are encouraged to dissuade children from talking in the first person in class discussions and enable students to withdraw if they find issues personally confronting and to protect them from making harmful disclosures.

The songs in this book are an excellent resource to use as a springboard for discussion and role playing. This is a Christmas book with a difference and one to surely engage the children before the end of school year.

Curriculum Links

English

Retell familiar literary texts through performance, use of illustrations and images (ACELT1580)

Know how to read and write some high-frequency words and other familiar words (ACELA1817)

Share feelings and thoughts about the events and characters in texts (ACELT1783)

Create short texts to explore, record and report ideas and events using familiar words and beginning writing knowledge (ACELY1651)

Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (ACELA1452)

Orally manipulate more complex sounds in spoken words through knowledge of blending and segmenting sounds, phoneme deletion and substitution in combination with use of letters in reading and writing (ACELA1474)

Understand that a sound can be represented by various letter combinations (ACELA1825)

Use knowledge of letter patterns and morphemes to read and write high-frequency words and words whose spelling is not predictable from their sounds (ACELA1823)

Recognise and know how to write most high frequency words including some homophones (ACELA1486)

Understand that a letter can represent more than one sound and that a syllable must contain a vowel sound (ACELA1459)

Discuss the characters and settings in different texts and explore how language is used to present these features in different ways (ACELT1591)

Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670)

Identify the point of view in a text and suggest alternative points of view (ACELY1675)

Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self-correcting (ACELY1679)

Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example perspective, distance and angle (ACELT1601)

Build morphemic word families using knowledge of prefixes and suffixes (ACELA1472)

Understand how to use letter-sound relationships and less common letter patterns to spell words (ACELA1485)

Understand how texts are made cohesive through language features, including word associations, synonyms, and antonyms (ACELA1464)

Know that word contractions are a feature of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480)

Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)

Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)

Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694)

Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of genres or texts (ACELA1496)

Maths

Sort, describe and name familiar two-dimensional shapes and three-dimensional objects in the environment (ACMMG009)

Represent and solve simple addition and subtraction problems using a range of strategies including counting on, partitioning and rearranging parts (ACMNA015)

Create displays of data using lists, table and picture graphs and interpret them (ACMSP050)

Create and interpret simple grid maps to show position and pathways (ACMMG065)

Measure, order and compare objects using familiar metric units of length, mass and capacity (ACMMG061)

Represent money values in multiple ways and count the change required for simple transactions to the nearest five cents (ACMNA059)

Use 'am' and 'pm' notation and solve simple time problems (ACMMG086)

Recall multiplication facts of two, three, five and ten and related division facts (ACMNA056)

Solve word problems by using number sentences involving multiplication or division where there is no remainder (ACMNA082)

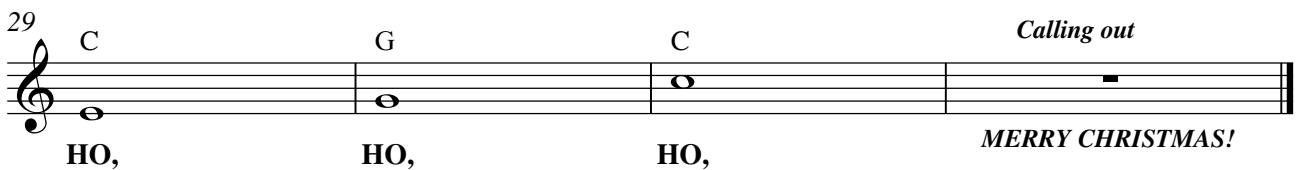
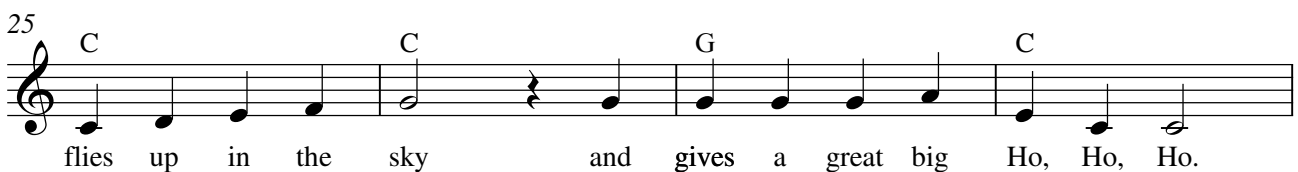
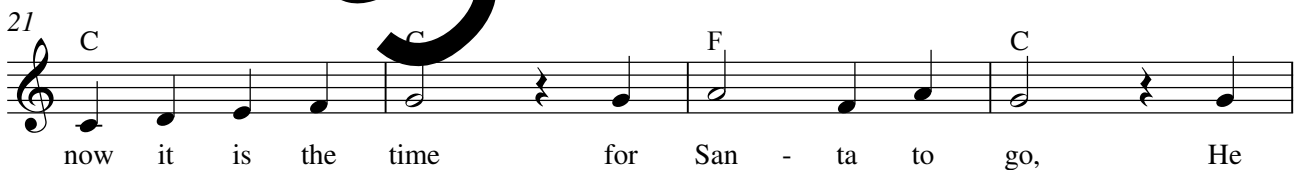
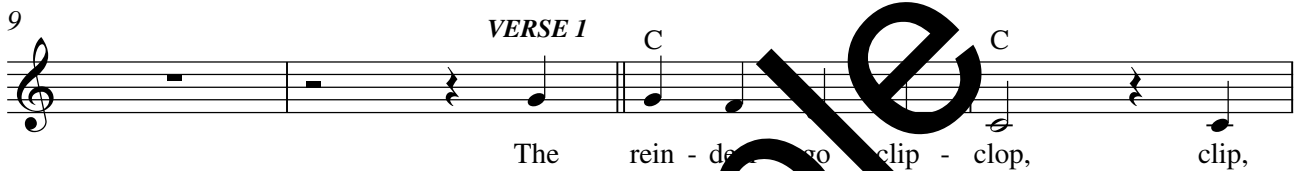
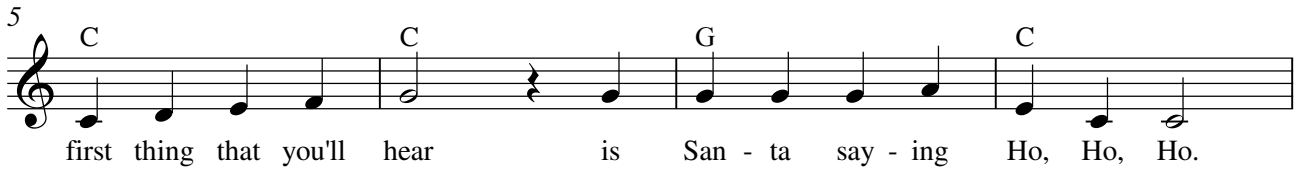
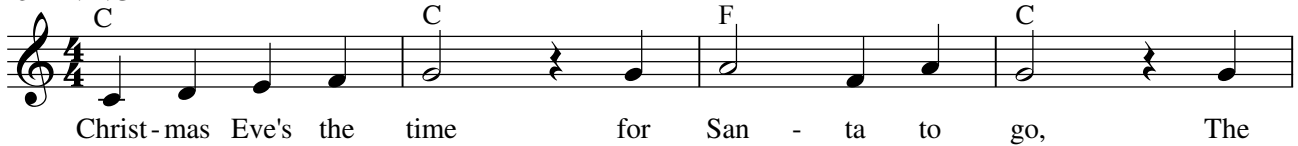
Solve problems by using number sentences for addition or subtraction (ACMNA036)

Ho, Ho, Ho



Go to www.readyed.net/christmassongs and click to play two versions of this song to your class.

OPENING



Ho, Ho, Ho



As you listen to the song, sing along and add actions if you wish. Next, complete the activity pages which follow.

Opening: Christmas Eve's the time
For Santa to go,
The first thing that you'll hear is
Santa saying, "Ho, Ho, Ho".

Verse 1: The reindeer go clip, clop,
Clip, clop, clip, clop,
The reindeer go clip, clop,
While Santa's saying, "Ho, Ho, Ho".

Verse 2: Now Santa's sleigh goes whoosh,
Whoosh, whoosh,
Now Santa's sleigh goes whoosh,
While Santa's saying, "Ho, Ho, Ho".

Verse 3: The sleigh bells go ring, ring,
ring, ring, ring, ring,
The sleigh bells go ring, ring,
While Santa's saying, "Ho, Ho, Ho".

Closing: And now it is the time
For Santa to go,
He flies up in the sky
And gives a great big, "Ho, Ho, Ho".
Ho, Ho, Ho, Merry Christmas!

Ho, Ho, Ho

ACTIVITY

3

What is happening in the picture? Use these sight words to help you write.

the his way on in is he some





Ho, Ho, Ho

For The Teacher

English

- Re-enact the song.
- Paint favourite part of the song. Teacher can scribe the children's descriptions and reasons why it is their favourite part.
- Use alphabet cards to change the vowel in *clip* to create *clop*. Try other vowels to discover *clap*. Try other words and change them by only changing the vowels, for example, *ho* becomes *hi* and *he*.
- Brainstorm words with the *oo* sound as in *whoosh* such as *book, hook, look*. Rewrite these words with crayons using a different colour for the *oo* sound.

Music

- Use percussion instruments to create the sounds in the song such as *clap, clop, whoosh, whoop* and *ring ring*.
- Move to the music. Create movements for the above sounds.
- Using above movements and instruments, replay the song and give verbal cues for the time to play or move to the music.
- Clap to the beats in the bar. Discuss the rest note and find the symbol in the music. Use *sa* as the verbal cue and hands open to indicate the rest.
- Discuss loud and soft sounds. Experiment with percussion instruments to vary volumes. Discuss high and low sounds. Ask whether instruments can vary their pitch. Play music that varies in pitch and volume.

Children can move their bodies to demonstrate their understanding. For example, on their toes for high and marching for loud.

Science

- Investigate objects and things in the environment that also make sounds. Things in the classroom and around the school can be experimented with and discussed as a class. Students to come up with words to describe the sounds. Students can discuss in groups whether the objects make the sounds on their own or only if moved/touched.

Find pictures in magazines of objects that make sounds. Discuss how the sounds are made.

- Discuss the words used to describe sounds. Are the words the same as the sounds, such as *bang* and *shh*?

Assembly

- Divide the class into three groups.
- All sing the opening verse.
- Each group sings the first three lines of a verse with actions.
- Use musical instruments for the sounds.
- All sing the fourth line (*While Santa's saying, "Ho, Ho, Ho"*).
- All sing the closing verse.
- Props: Three children have large cards with *HO* written on them and hold them up at the end of each stanza as the words are sung.