



Unit 6

I Have...Who Has?

Cards

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Credits:

Rhythmic Content: John Feierabend,
Conversational Solfege, Level 2, Unit 6

Additional Rhythmic Content: Chris Anne Powers

Background: Graphics by JW Illustrations
www.jessicaweible.com

Frame: Graphics by The 3AM Teacher
<http://the3amteacher.blogspot.com>

Font: Lovin Lit: imlovinlit.blogspot.com

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Recommendations:

- ♪ Print on white cardstock and number the cards on the back (this makes for easier collection at the end – but remember, don't hand the cards out in order.)
- ♪ There are two size options – full page or quarter page. To save ink, the cards may be printed in black and white.
- ♪ When printing, select "Scale To Print>Fill Entire Paper".
- ♪ Laminate the cards to prolong the lifespan of the activity.
- ♪ There are 26 cards. If you have less than 26 students, consider challenging students who are demonstrating mastery by giving them 2 cards.
- ♪ If you have more than 26 students, consider pairing a struggling student and a student who is demonstrating mastery to work as a team.
- ♪ Remember: this activity is reserved for Step 8 of Conversational Solfege because it uses both familiar and unfamiliar patterns.

Directions:

- ♪ Pass out a card to each student.
- ♪ Put on a metronome or piece of classical music that is in 2/4 on a loop in the background to help maintain the steady beat.
- ♪ Pick a student to read his or her card aloud: "I Have ____, Who Has ____?"
- ♪ The student who has the matching rhythm goes next.
- ♪ If no one responds, have the last person read the card again and have the students help their neighbors find the matching rhythm.
- ♪ The game continues until you reach the first person who read a card or until everyone has had a turn.

I have



Who has



I have



Who has



I have



Who has



I have



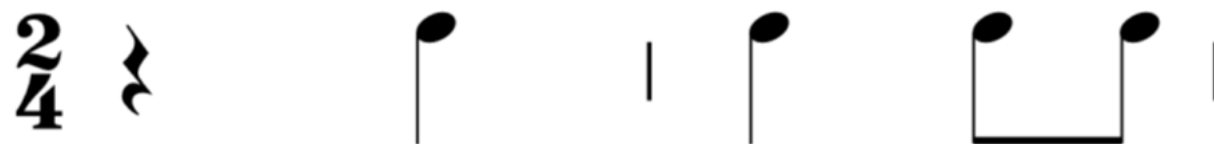
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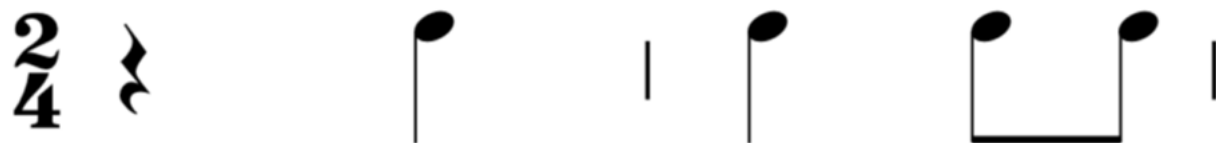
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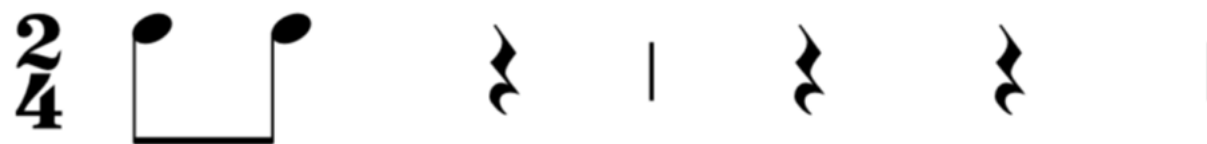
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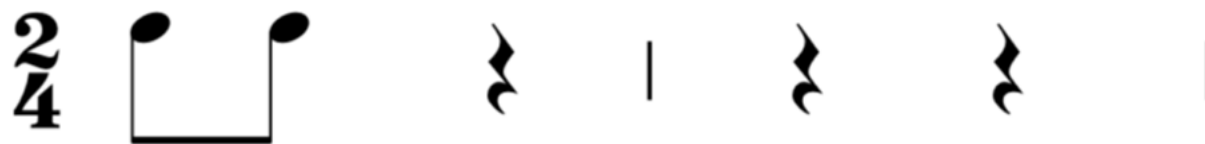
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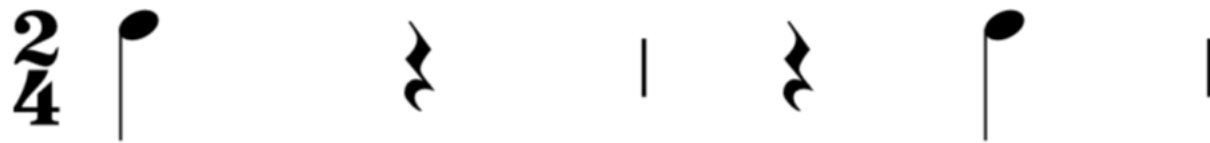
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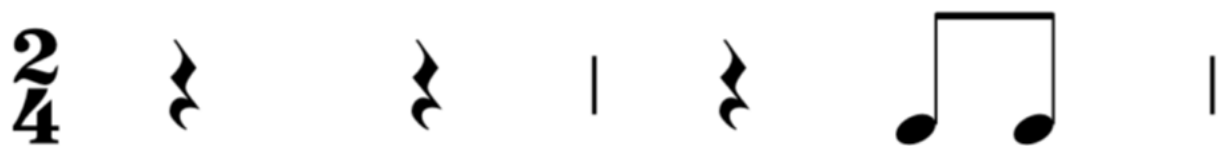
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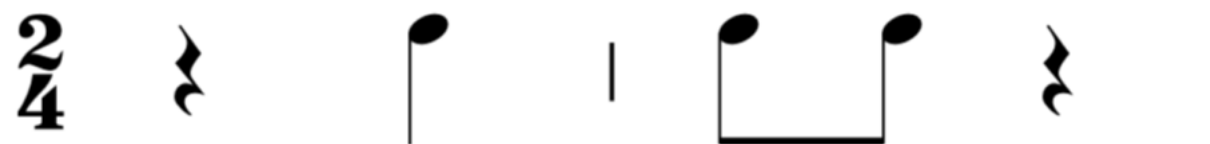
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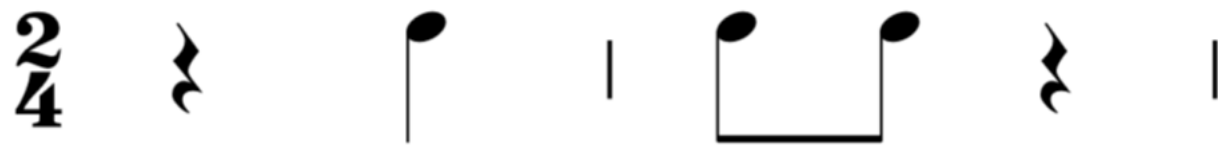
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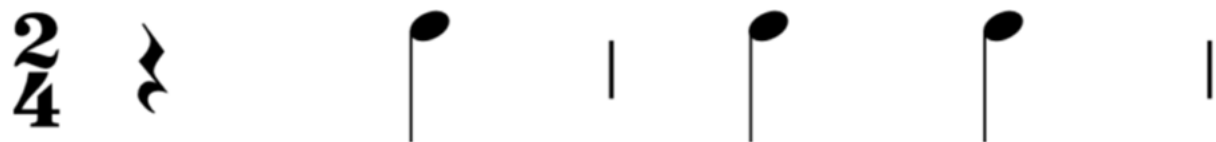
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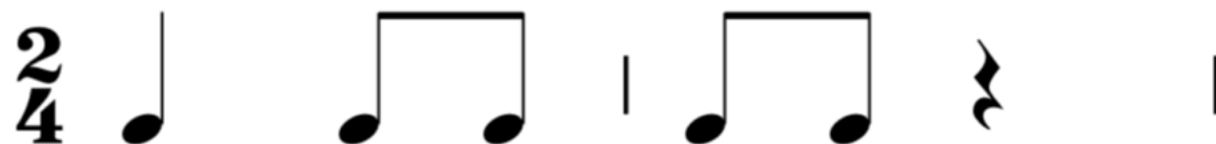
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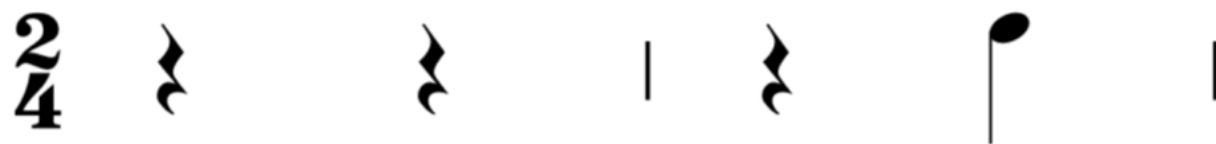
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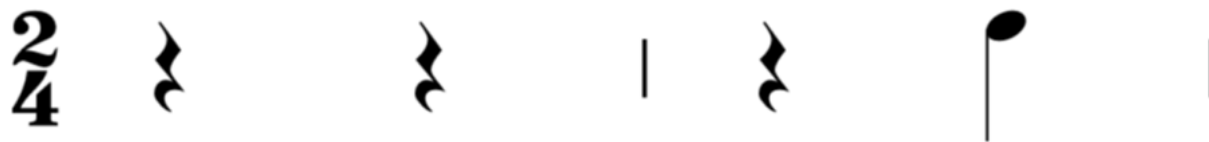
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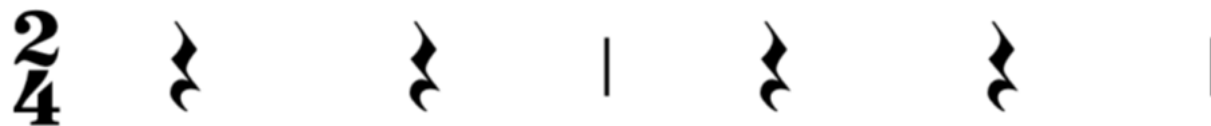
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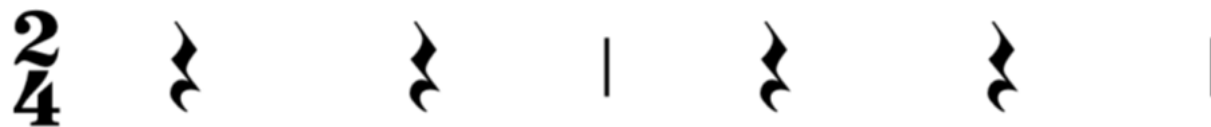
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