

Hickety Tickety



Lesson Summary

- © Sing the song "Hickety Tickety"
- © Determine syllabic stress patterns in names
- © Categorize names

Lesson Plan and Procedure

Learning Hickety Tickety

Invite students to sit in a circle. Sing the song "Hickety Tickety" while tapping hands on the floor from left to right in front of knees to keep the beat. When singing "will you," gesture with an upturned hand, inviting one student to say his or her name.

Teacher: *Listen carefully so you repeat [the student's] name the exact same way as he said his own name.*

Sing the student's name with the same inflection and articulation the student used.

Have a quick discussion about saying another's name in a different way than that person says his or her own name. As an example, say a student's name with the wrong pronunciation.

Teacher: *How does it makes you feel when I say your name incorrectly?*

Discuss how this singing game demonstrates respect for each individual by listening to and honoring how each person pronounces his or her own name.

Teacher: *We are going to add one more thing we need to listen to in this game. After we all repeat a student's name, copying the pronunciation as closely as we can, I will clap the stress pattern of the name. Please do not to clap with me, but instead, listen as I clap and then figure out how many syllables the name has.*

When clapping, be sure to emphasize the strong/weak stress pattern of the name. For example, "Johnny" begins with a strong sound and ends with a lighter sound- JOHN-ny. "Elaine" begins with a lighter sound (anacrusis) and ends with a strong sound- e-LAINE.

Start the singing game again, gesturing to the same individual selected the first time. Continue around the circle, encouraging students to listen to each class member says their name. The entire class then repeats the name with as close a pronunciation as possible to the individual's own

Lesson Key Facts

- © **Grade(s):** K, 1, 2, 3
- © **Subject(s):** English Language Arts, Music, Social Studies
- © **Duration of lesson:** 30 minutes
- © **Author(s):**



pronunciation. After each name, clap the stress pattern while the students count the number of syllables in the name and notice the strong/weak stress pattern.

Categorizing Names while Reviewing and Internalizing the Song

Repeat the process of singing the song and having students say their names. As names are said, write each name or place name cards on a chart. Names with the same stress-pattern go in the same column. Young students can quickly learn to hear syllables and stress patterns when guided to do so. This will prepare them for additional language study later on. Consider keeping the charts up all year and add other words such as vocabulary words or names of composers and visual artists.

How Many Syllables?

One syllable	Two syllables	Three syllables	Four syllables
Bill	Charles	Frank	George
Bob	David	Henry	James
John	John	Joseph	Thomas
Sam	Jack	Robert	William
Tom	Benjamin	Richard	Elizabeth
Mike	Charles	Jonathan	Rebecca
Eric	George	Andrew	Michelle
Paul	Edward	Anthony	Christina
Mark	Joseph	Christopher	Stephanie
Kevin	Michael	Matthew	Emily
Timothy	Christopher	Jonathan	Elizabeth
Robert	William	Richard	Thomas
James	John	Joseph	Benjamin
Charles	David	Henry	Frank
George	John	Robert	William
Thomas	Benjamin	Richard	Jonathan
William	Rebecca	Michelle	Stephanie
Emily	Christina	Michelle	Christina

Additional Connections

Using this music in the classroom has many spoken and unspoken connections that impact student learning both musically and developmentally. See the document "[What's Happening While Experiencing 'Hickety Tickety'](#)" in the Additional Resources section for further information.

Learning Objectives

- Ⓞ Sing "Hickety Tickety" in tune
- Ⓞ Show the beat by moving hands back and forth while singing
- Ⓞ Count and segment syllables in names
- Ⓞ Demonstrate respect for each individual by listening to and honoring how they pronounce their own name

Utah State Board of Education Standards

This lesson can be used to meet [standards](#) in many grades and subject areas. We will highlight one grade's standards to give an example of application.

Kindergarten Music

- Ⓞ **Standard K.M.P.3:** Develop these skills and concepts essential to music performance:
 - Sing a variety of simple songs in tune.
 - Perform steady beat with body percussion or un-pitched percussion.
- Ⓞ **Standard K.M.R.1:** Listen to and interact with a variety of contrasting music while recognizing steady beat, repeating patterns, and expressive elements.
- Ⓞ **Standard K.M.CO.2:** Describe how music relates to personal and social experience.
- Ⓞ **Standard K.M.CO.4:** Explore and demonstrate learning in another content area through music.

Kindergarten Language Arts

- Ⓞ **Reading, Foundational Skills Standard 2:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - Count, pronounce, blend, and segment syllables in spoken words.

Kindergarten Social Studies

- Ⓞ **Standard 1 (Culture):** Students will recognize and describe how individuals and families are both similar and different.
 - **Objective 1:** Identify how individuals are similar and different.
 - Demonstrate respect for each individual.

Revised Social Studies Standards (implemented 2024)

- © **Standard K.3.2:** List and describe the essential qualities needed to learn and work together as friends, neighbors, and family members (for example, honesty, integrity, morality, civility, duty, honor, service, respect, obedience to law).

Equipment and Materials Needed

- © Name Chart
- © Pre-written name cards (optional)
- © Hickety Tickety [sheet music](#) (optional)

Additional Resources

- © Teacher Resource: [What's Happening While Experiencing Hickety Tickety](#)
- © This lesson can be taught prior to another lesson on the BYU ARTS Partnership website, "Chopin Prelude."

Image References

- © Image 1-2: Brenda Beyal
- © Image 3: Susan Kenney