

My Bonnie Lies Over the Ocean

G C G G

My Bon - nie lies o - ver the o - cean. My Bon - nie lies

A7 D7 G C G

o - ver the sea. My Bon - nie lies o - ver the o - cean.

A7 D7 G

Oh, bring back my Bon - nie to me.

Chorus G A7 D7 G

Bring back, Bring back, Bring back my Bon - nie to me, to me.

G A7 D7 G

Bring back, Bring back, Oh bring back my Bon - nie to me.

SINGING

The students can make giant waves with their arms as they echo each phrase of the song. Ask students to try not to breathe until the end. Talk about good posture and deep breathing. Have students take a sip of air as if they are sipping through a straw. This forces the air deep into the lungs. This is where we want the air to be when we sing. Try singing the song taking good breaths.

Sing the song on another day bringing attention to the $\frac{3}{4}$ time. Have students sway as if they are in a boat on the ocean while they sing the song. Have another group of students make small waves with their hands feeling the accent on beat one.

PLAYING

Play a rhythm instrument on beat one and a different instrument on beat two and three. Place beat icons on the board with an accent on beat one. Ask students to watch and play as you point to the icons. Try it again while they sing the song.

This is also a great song to accompany on an autoharp or ukulele. As students sing the song, have them snap every time they see a chord change. Have them notice the chord changes occur on beat one in this song. Also notice that the chords are I, IV and V in the key of G. So they are always named G, C, or D7. Teach the placement or fingering of the chord. Practice chord changes by having them change every eight beats. The next time change every 6 beats and keep lowering the number of beats in the chord changes until the students can move chords on every beat. Next play the chord changes in the order and frequency they occur in the song. Strum on beat one only. Sing and play. When they are ready have them strum all three beats of the measure. Be patient and give them lots of short term practice.

CREATING

Create an introduction and coda to the song. First, talk about waves and the characteristics of their sound. They build to a louder climax and then as it crests the sound is softer. Some people find this very relaxing so they have made CDs for relaxation using ocean wave sounds. Define a crescendo as gradually getting louder and a decrescendo as gradually getting softer. Show the symbols on the board. Using instruments such as ocean drums, maracas, rain sticks and scratching fingertips in a circular motion on a hand drum, try to make the sound of ocean waves. Have a leader direct the introduction and coda and perform with the song.

LISTENING

As a warm-up sing the song. Have the students stand up or sit down on every "B" sound that occurs in the song. This would be a great energy building activity on a day when students are weary.

Have the students listen to each phrase of the song and decided which phrases have the same rhythm. (phrase 1,2 & 3) Ask them to notice which phrase are the same melody. (1 & 3 of the verse) Notice that phrase 2 is almost the same except for the ending.

CURRICULUM INTEGRATION (Geography/Science)

Have student locate oceans and seas on a map. Discuss the difference.

6th grade sound unit: Make a rain stick and use it to do the creating portion of this lesson.