

## News and Notes

The purpose of Music Ed Ventures is to search for and practice ways of making music and interacting with people that preserve and celebrate the dignity of both. As a guiding principle, this purpose will focus our work on:

1. Practices that foster interactive, facilitative learning environments.
2. Strategies that empower the learner within the context of music experience and study.
3. Networks that encourage collaboration between diverse disciplines, professionals, and interest groups.

**Are you interested in hosting a workshop or class in your area? Send requests to the email address shown above, to be routed to the appropriate presenters/coordinators.**

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### From Our President Marilyn Winter, Butte, Montana

Recently, in reviewing our website, I reread the article, "The Right Answer Game," written by Dr. Doug Bartholomew in 1994. I felt Dr. Bartholomew's article to be timeless, as pertinent today as it was then.

As I read, I reflected on how I used "The Right Answer Game" techniques in my classes. I delighted as I recalled how this way of teaching, many days, brought my classroom to life. I loved how the light in the students eyes automatically "clicked on." You could almost see the brain "kick" into action. I believe the students began revisiting their answers, checking what they believed to be correct OR in some cases this process gave students the TIME they needed to figure out their answer.

Often after a student gave an answer, I would respond:

- Are you sure?
- What makes you give that answer?
- How did you figure that out?
- Prove your answer.
- Hmmm...why do you say that? Let's check out your answer.
- Hmmm! Could be, Sam what do you think? Could be, Ann what do you think?

In my classroom, before asking a question, I suggested the students keep their ideas a secret until they were asked to answer. This actually became an expected behavior in my classes.

Many times I would request that students not raise their hand after a question was asked. I would tell the children to formulate their answer and wait until they were called on to answer AND that I would be asking each student to respond with his or her own answer. It never ceased to amaze me how students patiently listened as each student gave an answer. Then we would check the answer and students could formulate for themselves if they were right or wrong.

The first thought that may come to mind is, "Can we afford to take this time from our learning day?" I'm wondering, can we afford NOT to take TIME to make sure all students are "on board" and truly engaged in the learning process. If we actually timed how long it takes to respond to answers in this way we may be surprised to learn that it takes less than a minute to explore answers from all students.

In conclusion, when we include "The Right Answer Game" way of handling questions/answers in our classroom we are saying to our students "We value you as a person because we take the time to listen. We value your ideas. We respect your right to have time to think and formulate ideas."

As I reflect on all this, I marvel at how fun and exciting the art of teaching is. It is kind of like a game going on in a teacher's mind. Puzzle, "How will I get my students to think and ultimately learn what I am trying to teach" "The Right Answer Game" way of responding to students is certainly a tool that we will want to include in our "Bag of Teaching Tricks".

Can there be any greater "high" in life than to transmit information to 30 little minds, to see their eyes light up and realize the "learning wheels" are turning? For me, the answer is "no".

Enjoy exercising the art of teaching for the rest of the school year.

*Marilyn*

*News and Notes* is the monthly communication of Music Ed Ventures, Inc. (MEI). Regular features will keep members and friends up to date on coming events and the latest teaching techniques, tips and strategies. Submissions are due on the 15th of the month prior to publication and may be submitted months in advance, indicating the month in which they are to be published. The committee reserves the right to select material to be published according to length and appropriateness. Articles should be 200-325 words. Visuals should be scanned and submitted as PDF or jpeg files. Submissions may be sent to [PamBridgehouse@hughes.net](mailto:PamBridgehouse@hughes.net) and may be edited to accommodate space limitations.

*Remember to check the website for photos from  
Conference 2010 in Portland.*

*and*

*Plan now to attend Conference 2011 in Portland  
February 24 - 26*

*Scholarship and travel grant requests are due in December –  
more details will come later*

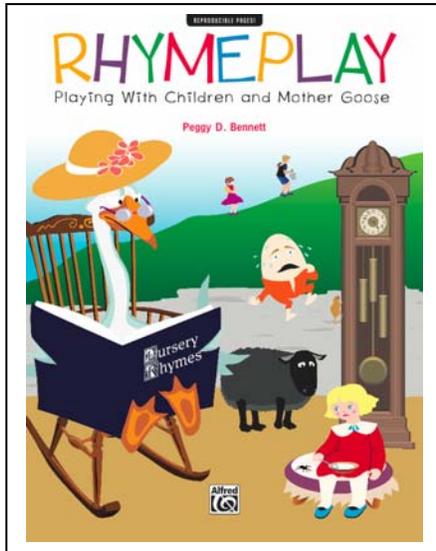
### *News from Judy Fjell – California Happenings*

Two weeks after the Portland conference, Judy Fjell spent three days as musician-in-residence at Brookside School in Willits, California. She reports that the seeds she has been planting there for the past many years continue to come up nicely. Many classroom teachers are using song games on a regular basis for creative writing, transitioning to new activities, and for general good cheer. Her afternoon inservice for teachers included a rousing Good Dog Ukulele lesson. With her suitcase full of ukuleles, everyone got to play, even the principal! This is Judy's third musician-in-residence at Brookside, which includes her teaching a lesson in every classroom, a "show and tell" time for the classes to show each other what they've learned, and a family night in which parents get to join in the fun and games. Judy will also be teaching a two-day Vo-CE (Voice-Centered Education) class in mid-August 2010 in the Willits area. The class will focus on singing games and ukulele songs for the classroom.

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# Announcing a New Book by Peggy D. Bennett

Charming the senses of young children is key to the spirit of **RhymePlay**. The simplicity and musical lilt of Mother Goose rhymes engage and enchant children as they play with language, dexterity and imagination. Accompanying the delightful rhymes are wonderfully photographed fingerplay movements, ready for immediate use. Reproducible Picture Cards enhance the lessons, making it easy to prepare and have students actively engaged in the lesson.



Designed for the early childhood classroom, **RhymePlay** includes a wealth of energizing and imaginative activities, focusing on building children’s organizational, expressive, and memory skills.

“Storymaking” and “Playlets” allow children to develop expressiveness and understanding as they actively explore the imaginary world of the rhymes. “ReadingPlay” exercises lead children toward literacy. Each of the charming finger plays and activities in **RhymePlay** will captivate and enchant children while developing their senses, minds, and social skills. [back cover]

**RhymePlay** is written for parents, teachers, and early childhood caregivers.

Bennett, Peggy D. (2010). *RhymePlay: Playing with Children and Mother Goose*. Van Nuys, CA: Alfred Publishing. ISBN 10: 0-7390-6146-1 ISBN-13: 978-0-7390-6146-6

Cost: \$24.95

Order: Available February 1, from your favorite music store, Alfred.com, Amazon.com

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