*Take Time and Make Time for Fun* is about the act of slowing down and making time for the little things that make us happy. The words celebrate simple joys like the weather and playing together. The playful quality of the melody evokes playground games and childhood rounds.

This song can be performed together with a hand clapping game. You can use any hand clapping game you like, but we suggest: hands on lap, clap, right hands together, clap, left hands together, clap, both hands together, cross arms over chest.

Note that the A section (m. 1-8) uses a pentatonic scale, so this is a great opportunity to use solfege to teach this concept. Also be sure to highlight the fact that a canon begins in measure 17.

This piece also presents a wonderful opportunity to discuss with your students the things that bring them joy and the importance of making time to do things simply because they make you happy.

1. Ask students to do what you do and begin demonstrating the hand clapping game (hands on lap, clap, right hand, clap, left hand, clap, both hands, cross arms over chest) that accompanies *Make Time and Take Time for Fun.*
2. Once students are comfortable with the hand clapping game on their own, have them turn to a partner to play the game with. While the students are playing the game, begin to sing the A section (m. 1-8) of *Make Time and Take Time for Fun.*
3. After singing the A section a few times through, break down the melody for them by having them repeat each phrase after you.
4. Have the students sing the full A section all the way through.
5. Tell the students they are going to sing the melody again, but this time, you are going to do something different and ask them to pay attention to what it is.
6. Have the students begin the melody, then sing it in canon with them.
7. Ask the students what you did that time. *(You started singing after us.)*
	1. Define this as a canon or round. Ask students if they know of any other songs that are sung as canons. (*Row, Row, Your Boat, Frere Jacques, etc.)*
8. Divide the group and have the students sing the song as a Canon.
9. Perform the song as written, and when you get to the B section (m. 9-16), perform it alone and have the students listen.
10. Introduce the B section as 4 phrases
	1. You sing phrases 1 and 3 and have the students sing phrases 2 and 4
	2. Teach phrases 1 and 3 on solfege, then text
	3. Put the full B section together
11. Put the full piece together.
	1. In subsequent lessons, add children to instrumental parts and encourage them to create ostinato parts to add