

Reviewed by **Amie C. McCaleb**

I Got the Rhythm

Written by Connie Schofield-Morrison

Illustrated by Frank Morrison

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group motions or dance moves for each onomatopoeia they encounter in the story.

This book has given my students the opportunity to explore rhythm around them in the things they see, smell, hear, and touch.

Although *I Got the Rhythm* immediately suggests kindergarten and first grade, many extensions would lend better to second- and third-grade musical concepts. My students created word chains in small groups and performed them with and without movement. This activity can also be expanded into a large group composition with canon and complementary movement activities. Questions such as, "What rhythms can you see with your eyes? Smell with your nose?" "How can you explore rhythm with movement?" and so on can be used to guide students to develop the ideas in the book further by using the sights and sounds around them to create original compositions.

Connie Schofield-Morrison's expressive words take readers on a journey of sound and movement, while Frank Morrison's colorful illustrations showcase the rhythm and vibrancy of the story. *I Got the Rhythm's* energetic little girl is a shining example for everyone to embrace their innate creativity and share it with others. She finds the rhythm in all she does and reminds the reader, "I got the rhythm and you can too!" ■

AMIE McCALEB teaches kindergarten through Grade 5 music at Lawrenceville Elementary School in Lawrenceville, Georgia. During her 18 years as a music educator, she has taught middle school chorus, guitar, general music, modern band, and elementary school music. She has completed three levels of Orff Schulwerk Teacher Education and currently serves as the District 13 elementary music chairperson for the Georgia Music Educators Association.



I *Got the Rhythm* is a delightful depiction of a little girl who embarks on an adventure of sound and dance as she walks with her mother, exploring her neighborhood and reflecting on sights, sounds, smells, and even the thoughts that come to mind. Along her journey, she transforms her experiences, senses, and imagination into rhythms that become an extension of herself. She expresses these rhythms through movement, song, and dance as she interacts with others along the way, simultaneously building relationships with her community. This energetic little girl symbolizes a spirit that encourages everyone to look for the creativity within and share it. She finds the rhythm in all she does and reminds the reader, "I got the rhythm and you can too!"

I Got the Rhythm is well suited for hands-on rhythmic engagement, literacy development, and as a springboard for composition and creativity. Repeated language in the book brings to mind the rhyme "Dr. Knickerbocker" with enhanced senses; for example, "I smelled the rhythm with my nose. Sniff sniff." Throughout the book the author intrigues students with rhythmic words, such as beat, beat, blink, blink, clap, clap, and ooh la la. Students will enjoy inventing individual or whole