



Songs and Fingerplays

Music Consultant
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Introduction to Songs and Fingerplays

Promoting Learning Through Musical Experiences

Young children delight in expressing themselves through song, rhyme, and movement. When you incorporate songs and fingerplays in daily classroom activities, you engage children in a shared experience that builds learning, active participation, and enjoyment. Integrating songs and fingerplays into daily instruction also enables learners to use their brains and bodies in meaningful and fun ways. These experiences contribute to the development of essential skills.

Oral Language

- Age-appropriate and theme-aligned selections introduce new words and build vocabulary.
- Recordings and teacher modeling present fluent language models for children to follow.

Auditory Discrimination

- Repetition of rhymes and motions improves auditory memory.
- Repeated listening helps children compare and contrast sounds.
- Frequent opportunities to participate develop children's sense of rhythm and rhyme.

Large and Small Motor Skills

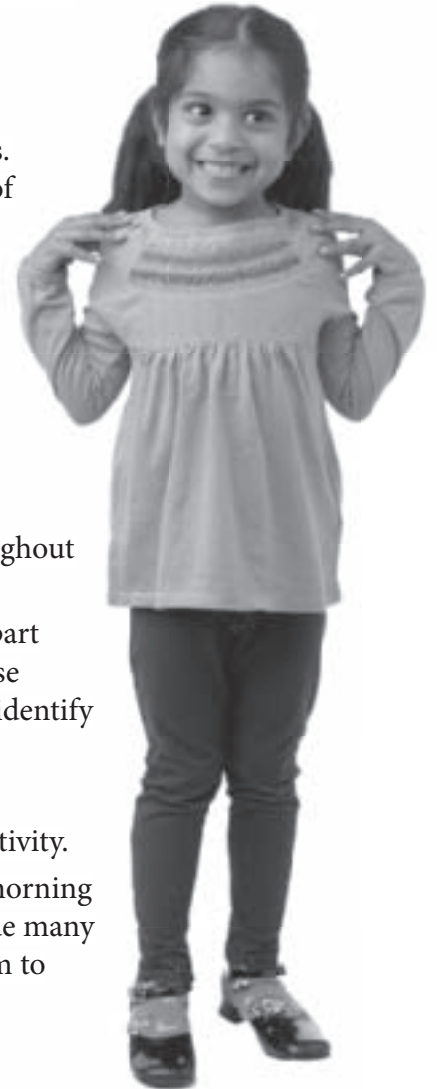
- Practicing hand and finger movements develops precision of fine motor skills.
- Deliberate large body movements encourage children to explore their physical space as they develop gross motor skills.

Singing and Moving Throughout the Day

Songs and Fingerplays selections are theme-aligned and integrated throughout *Big Day* instruction and daily routines.

- Two selections each week are referenced in the *Teaching Guides* as part of alphabet knowledge Big Experiences. The word exemplars in these selections provide opportunities for children to hear, produce, and identify target letter-sounds.
- A third selection each week may be used after rest time in full-day classrooms, to help focus and energize children before their next activity.

Children will enjoy repetition of favorite songs and fingerplays during morning Meet and Greet routines, transition times, play time, or any time. Provide many opportunities to revisit children's favorite selections, and encourage them to experiment with music concepts, including volume, pitch, and tempo.



Flip Book Organization and Features

Songs and Fingerplays is a flip book; on one side you will find the collection of English songs and fingerplays. When you flip the book over, you will find the Spanish songs and fingerplays.

Song pages feature music notation with the vocal melody and chords to facilitate performance. Superscript letters in the notation correspond to related movement instructions below. Fingerplay pages feature art that depicts the movements.

Using the Recording

The songs in this collection are also available on the *Songs and Fingerplays* CD. Use the recording to introduce and teach songs, as well as to accompany children's singing. Recorded selections represent a diverse group of performers, instruments, and styles to build children's appreciation of many types of music.



Music in the Preschool Classroom

by Dr. Antonio Fermín

Nurturing a Love of Music

Integrating music throughout your children's PreK day provides experiences that help children build social skills, fine and gross motor skills, confidence, and enjoyment of school and each other. Through many opportunities to enjoy music with others, you nurture children's love of music-making and sharing.

You Can Teach Songs and Fingerplays

Many teachers approach music and movement with concerns about their ability to sing and to teach music. The good news is that the children are naturally drawn to participate in music and movement. If you display enthusiasm about song and fingerplay selections, children will tend to follow suit, and wholeheartedly join in. In addition, you can rely on the song recordings to introduce the melodies and rhythms to the class.

Developing Children's Musical Abilities

Begin early in the year by modeling for children the difference between speaking and singing. This simple contrast will support them in the early stages of their vocal development. To complement their efforts, play a recording of the song, and invite children to clap along.

You can help establish the building blocks of musical enjoyment and proficiency by building children's awareness of a few basic elements, and providing repeated opportunities for practice.

Steady Beat and Rhythm Preschoolers can keep a steady beat, and you can nurture this ability through having children identify and practice clapping the beat. Help children by gently patting the beat on their shoulders, or mirror you as you clap.

Encourage children to participate in "guess the song" by clapping a song's rhythm. Children should be able to recognize a familiar selection simply from hearing its clapped rhythm. Then, ask children to step the beat and clap the rhythm after you model an example:

RHYTHM	□	□	□		□		□	
	Mary had a little lamb, little lamb, little lamb							
BEAT								

Practice patterns by providing rhythm instruments and short rhythm patterns for children to echo. Let children invent their own patterns for you and others to echo.

Reflect Musical Elements and Expression Through Movement You can use movement to make children aware of musical elements and to help them show what they hear. Children can reflect *tempo*, or the speed of the beat, by moving slowly to a slow beat, and speeding up when they hear a change. Children can use their bodies to reflect how *melody* moves high and low. Engage them in movement, moving hands, arms, or whole bodies up when the melody rises, and low when it descends. Lastly, children love to show *loud* and *soft*. They can softly tiptoe when music is soft and make bold, spirited movements when music gets louder.

Most importantly, give children frequent opportunities to express themselves through music and movement. Try performing the same song in a range of dynamics, from soft to loud, or, for example, in the case of a march, step softly as if the parade were far away, then louder as it approaches, then very loud as it reaches the end of the parade. Working with such varieties of *loud-soft* dynamics can encourage children's emotional expression and sensory imagery. Let them experiment with the musical elements of fast/slow, loud/soft, and others, and encourage individuals to develop their own ideas and lead others in performance.

Teaching Songs and Fingerplays: A Five-Day Plan

Preparation: For best results, practice the selection and movements ahead of time, so you can be a consistent model for children. Use the song recordings to learn the melodies.

Day 1: Model the fingerplay or play the song recording. Invite children to do some of the movements with you, and join in on repeated words or the chorus as they are ready. Explain meanings of words as needed.

Day 2: Model again, reviewing the motions and inviting children to join in on the words and motions as they are able. Some selections will take longer for children to learn than others. Applaud their efforts and, if necessary, provide suggestions for focusing on repeated sections or the simplest parts of selections.

Day 3: Continue having children practice putting words and motions together.

Day 4: Children are becoming more expert. Work on performing with expression, varying loud/soft, clapping the beat, adding instruments, and expressive movement.

Day 5: Invite small groups to lead the class in performing the selection. Repeat, giving all children an opportunity to be in the lead group.

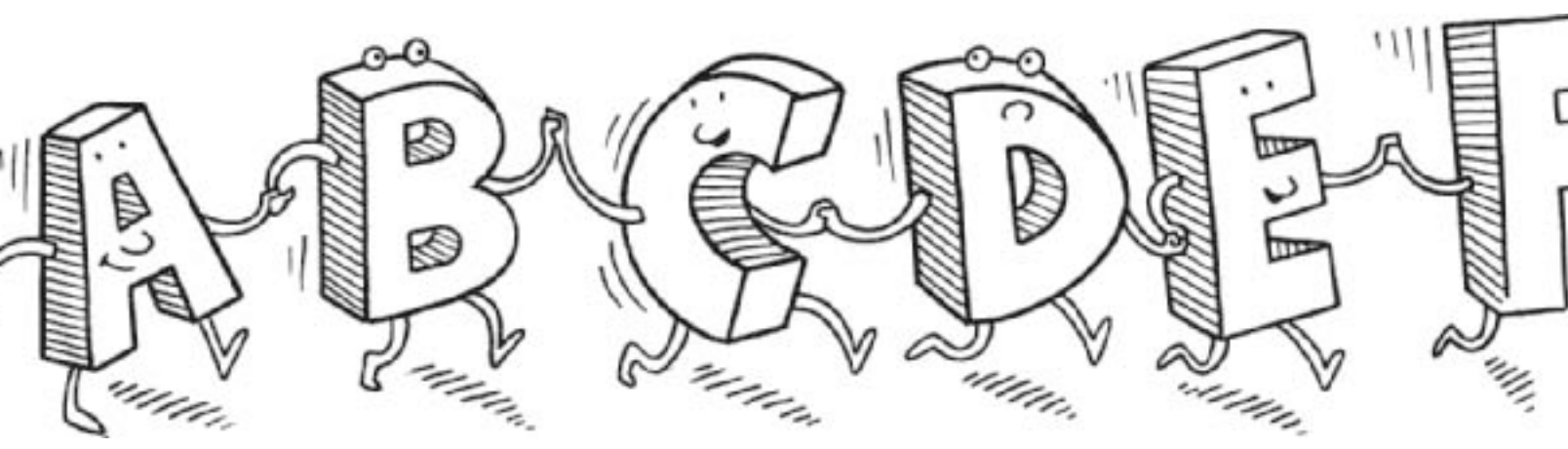


The Alphabet Song

Musical score for 'The Alphabet Song' in 3/4 time, featuring lyrics and chord symbols.

Chord symbols: F, B^b, F, C⁷, F, C⁷, F, B^b, F, C, F, C, F, B^b, F, C⁷, F, G^m, C⁷, F.

Lyrics:
 A, B, C, D, E, F, G,
 H, I, J, K, L, M, N, O, P,
 Q, R, S, T, U, V,
 W(dou - ble - U), X, Y, and Z. Now I
 know my A - B - Cs. Next time
 won't you sing with me?



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Look Who Came to School Today

Sing to the tune of "London Bridge"

The musical notation is written on two staves in 2/4 time. The first staff contains the melody for the first line of lyrics, with chords F, C7, and F indicated above the notes. The second staff contains the melody for the second line of lyrics, with chords C7 and F indicated above the notes.

^aLook who came to school to - day, school to - day, school to - day.

^aLook who came to school to - day. ^bWel - come [child's name]!

Actions

a) march in place

b) wave hello

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Ready for School



Two little houses closed up tight.
(make two fists)



Open the window and let in light.
(open fists)



Ten little children tall and straight.
(hold up ten fingers)



Ready for school at half past eight.
(“walk” pointer and big finger on opposite arm)

The More We Get Together

Traditional

The ^Dmore we get to - geth - er, to - geth - er, to - geth - er, the

^Amore we get to - geth - er the hap - pi - er we'll be. For

^A your friend is ^D my friend, and my friend is ^A your friend. The

^Dmore we get to - geth - er the hap - pi - er we'll be!

Actions

- a) sway from side to side
- b) point to self
- c) point outward

Additional Verses

The more we play together . . .

The more we work together . . .



Apples and Bananas

Traditional

I like to ^Geat, eat, eat ap - ples and ba - nan - as. ^{C6}

I like to ^Deat, eat, eat ap - ples and ba - nan - as. ^G

Action

a) tap head three times

Additional Verses and Actions

I like to ate, ate, ate ay-ples and ba-nay-nays . . .
(tap shoulders three times)

I like to eat, eat, eat ee-ples and bee-nee-nees . . .
(clap hands three times)

I like to ite, ite, ite i-ples and by-ny-nys . . .
(tap head three times)

I like to ote, ote, ote oh-ples and bo-no-nos . . .
(tap shoulders three times)

I like to oot, oot, oot oo-ples and boo-noo-noos . . .
(clap hands three times)

I like to eat, eat, eat apples and bananas . . .
(tap head three times)



Let's Wave Hello

Sing to the tune of "Skip to My Lou"

The musical notation is written on two staves in 2/4 time. The first staff contains two measures of music. The first measure is marked with a treble clef, a key signature of one flat (B-flat), and a 2/4 time signature. It starts with a chord of F major (F4, A4, C5) and contains the lyrics: "Hel - lo, [child's name], how are you?". The second measure is marked with a C7 chord (C4, E4, G4, Bb4) and contains the lyrics: "Hel - lo, [child's name], how are you?". The second staff also contains two measures. The first measure is marked with an F chord and contains the lyrics: "Hel - lo, [child's name], how are you?". The second measure is marked with a C7 chord and contains the lyrics: "Let's wave hel - lo to our friends." The piece ends with a final F chord.

Actions

- a) pretend to shake someone's hand
- b) wave hello





The Hokey Pokey

Traditional

You put your right hand in, you put your right hand out. You put your
right hand in, and you shake it all a - bout. You do the Ho - key
Po - key, and you turn your - self a - round. That's what it's all a - bout.

Actions

Follow directions given in lyrics.

Additional Verses

You put your left hand in . . .

You put your right foot in . . .

You put your left foot in . . .

You put your head in . . .

You put your whole self in . . .



We'll Share a Treat

Sing to the tune of "On Top of Old Smokey"

Let's ask our friend ^a[child's name] if (he/she)'d like a treat.

If we don't have ap - ples, ^bwhat else could (he/she) eat?

Actions

- a)** smile and hold hand out toward child whose name is sung
- b)** hold both palms up and shrug

Additional Verses and Actions

We'll peel a ripe orange.
(pretend to peel an orange)
 It's easy to share.
 We'll split it in slices
(pretend to pull apart orange slices and give the "slices" to children)
 To show we all care.

Then after our snack time
 We'll work and we'll play.
 We'll act out a story
 That we read today!
(pretend to read a book)





Oh, Little Playmate

Oh, lit - tle play - mate, come out and play with ^ame and bring your
 dol - lies ^bthree. ^cClimb up my ap - ple tree. ^dSlide down my rain bar - rel in - to my
 cel - lar door ^eand we'll be jol - ly friends for - ev - er - more.

Actions

- a)** point to self
- b)** hold up three fingers
- c)** “walk” pointer and big finger up opposite arm
- d)** slide fingers down arm
- e)** hug self and sway from side to side





Me and You

Invite children to choose a partner with whom to play this game. Tell children to use the subject "he" if their partner is a boy or "she" if their partner is a girl. Partners face each other and mirror the actions of the other.

**Who's that person in the mirror?
(He/She) looks a lot like me!**

(point to face)



If I lift my arm and wave,
(wave)

(He/She) does, too, you see?

If I stomp my feet, one, two,
(stomp feet)

Look at what (he/she) will do!



If I turn, then (he/she) does, too.
(turn in place)

Oh, that person must be YOU!
(point to other person)

Be a Friend

Sing to the tune of "He's Got the Whole World in His Hands"

^aLet's be a friend to our class - mates. ___ ^bYes, we can! ___ ^aLet's be a friend to our class - mates. ___ ^bYes, we can! ___ ^aLet's be a friend to our class - mates. ___ ^bYes, we can! ___ Let's be the best friend that we can be! ^c

Actions

- a)** hold arms out at sides with palms forward
- b)** nod head and smile
- c)** clap twice

Additional Verse and Actions

Let's read a book with our classmates.
(pretend to read)
 Yes, we can!
(nod head and smile)

(Repeat twice)

Let's be the best friend we can be!
(clap twice)



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Bounce and Build

Bounce the ball.

(pretend to bounce a ball)

Bounce with me.

(point to self)

Bounce it, bounce it,

(pretend to bounce a ball twice)

1, 2, 3!

(count from 1 to 3 on fingers)



Build a house.

(pretend to place a brick)

Build with me.

(point to self)

Build it, build it,

(pretend to place one brick, then another)

1, 2, 3!

(count from 1 to 3 on fingers)

Bounce and build

(pretend to bounce a ball, then pretend to place a brick)

You and me.

(point outward, then to self)

Bounce it, build it,

(pretend to bounce a ball, then pretend to place a brick)

1, 2, 3!

(count from 1 to 3 on fingers)



If You're Happy and You Know It

Traditional

If you're hap - py and you know it, clap your hands.^a If you're
 hap - py and you know it, clap your hands.^a If you're
 hap - py and you know it, ^bthen your face will sure - ly show it. If you're
 hap - py and you know it, clap your hands.^a

Actions

a) clap hands twice

b) point to face

Additional Verses and Actions

If you're happy and you know it, stomp your feet . . .
(stomp feet twice)

If you're happy and you know it, shout "Hurray!" . . .
(shout "Hurray!")

If you're happy and you know it, do all three . . .
(clap hands, stomp feet, shout "Hurray!")



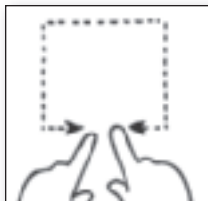


This Is My Family

by Linda Nuñez

This is my family

(open arms wide)



And this is my house.

(draw a square in the air with both pointer fingers)

This is my cat

(pretend to hold and pet a cat)

And this is my mouse.

(pretend to hold a mouse in the palm of one hand)

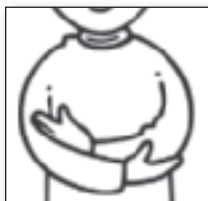


This is the baby

(pretend to cradle a baby)

And this is her cup.

(pretend to drink from a cup)



This is my brother

(raise hand over head to show big brother)

And this is his pup.

(make patting motion at waist level with hand)

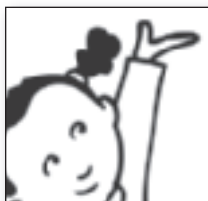


This is my mom

(hold out one hand, palm facing up)

And this is my dad.

(hold out other hand, palm facing up)

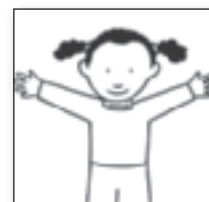


This is my family

(open arms wide)

And I am glad.

(point to mouth and smile)



Eat It Up!

Sing to the tune of "Row, Row, Row Your Boat"

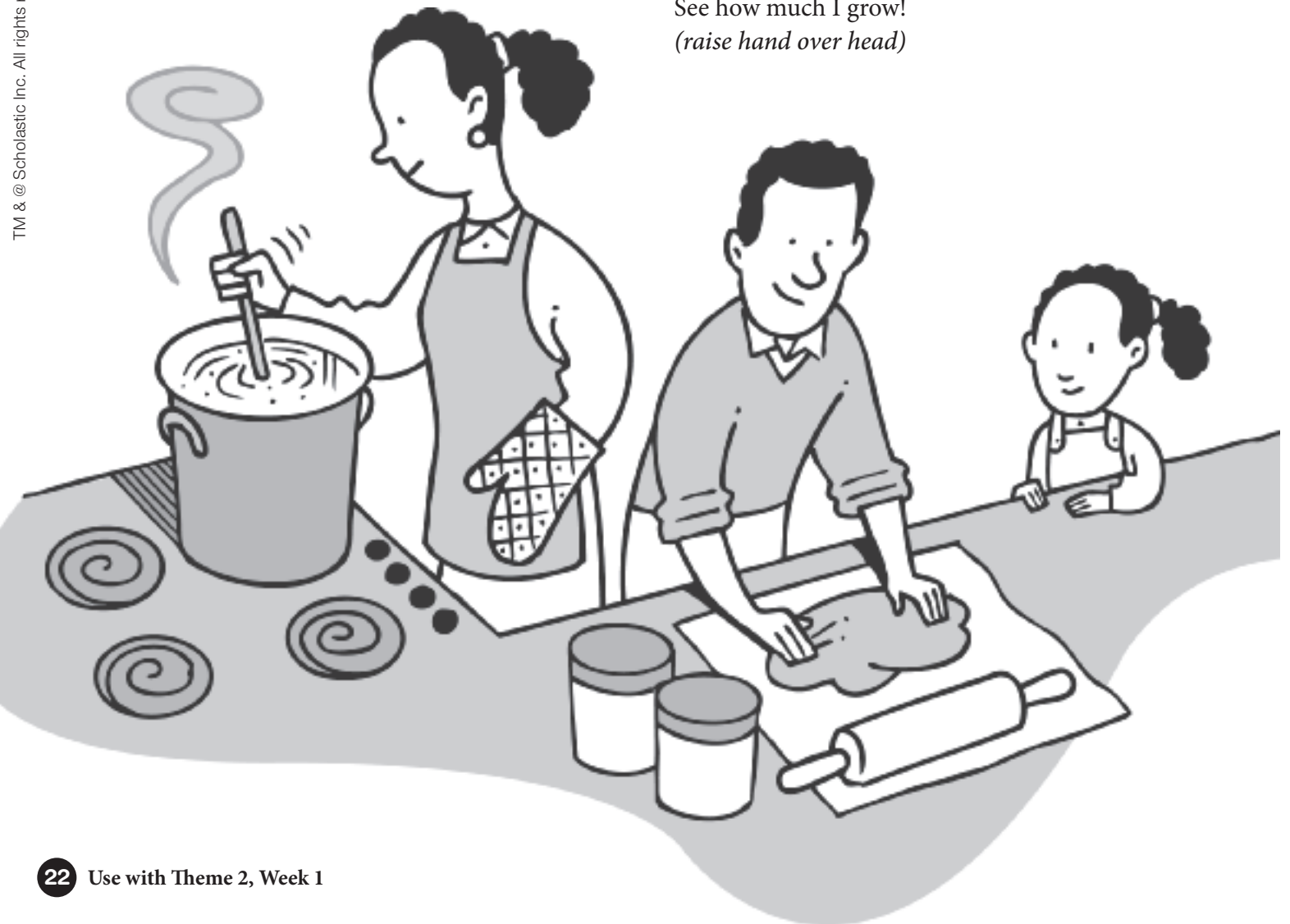
The musical notation is written on two staves in 6/8 time. The first staff begins with a treble clef, a key signature of one flat (B-flat), and a common time signature (C). The notes are: C4 (quarter), C4 (quarter), C4 (quarter), D4 (quarter), E4 (quarter), F4 (quarter), G4 (quarter), F4 (quarter), E4 (quarter), D4 (quarter), C4 (quarter), and a final C4 (quarter). The lyrics are: "Cook, cook, cook the soup, ^a Mom - my stir the pot." The second staff begins with a treble clef, a key signature of one flat, and a common time signature (C). The notes are: G4 (quarter), F4 (quarter), E4 (quarter), D4 (quarter), C4 (quarter), B3 (quarter), A3 (quarter), G3 (quarter), F3 (quarter), E3 (quarter), D3 (quarter), and a final C3 (quarter). The lyrics are: "^b Eat, eat, eat it up, ^c I can eat a lot!"

Actions

- a) pretend to stir a pot*
- b) pretend to eat with a spoon*
- c) pat belly*

Additional Verse and Actions

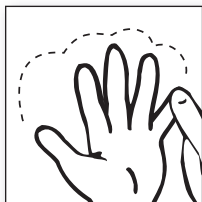
- Bake, bake, bake the bread,
Daddy roll the dough.
(pretend to use a rolling pin)
- Eat, eat, eat it up,
(pretend to eat a piece of bread)
- See how much I grow!
(raise hand over head)





This Is a Family

This is a family.
Let's count them and see
(hold up one hand and spread fingers)

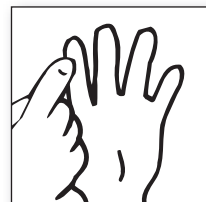


How many there are
(count each finger—1, 2, 3, 4, 5)

And who they can be.

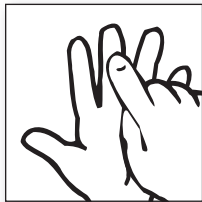
This is the mother
(touch pointer finger)

Who cares for everyone.



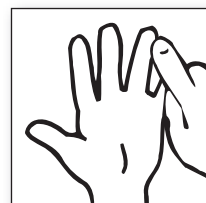
This is the father
(touch big finger)

Who is lots of fun.



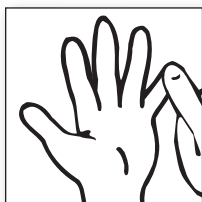
This is the sister.
(touch ring finger)

She helps and she plays.



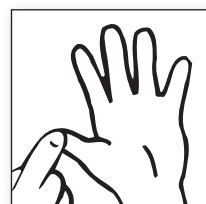
This is the baby.
(touch pinky)

He's growing each day.

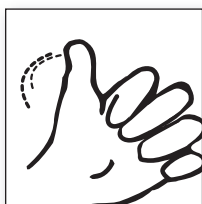


But who is this one?
(touch thumb)

He's out there alone.



Why it's Jackie, the dog.
He's chewing a bone.
(wiggle thumb)



Mommy Took Me to the Store

Sing to the tune of "Pop Goes the Weasel"

New Words by Fran Avni

Chorus:

E B E B E

Mom - my took me to the store ^ato buy some sum - mer san - dals. ^bShe

B E A B E Verse:

put her mo - ney in her purse, the one with fan - cy han - dles. ^cThree

A B A B

dol - lars for a pair of socks, ^dthe ones with fun - ny fa - ces. ^eI

A F#m B E

want to buy some run - ning shoes ^fwith rain - bow co - lored la - ces.

Actions

- a)** hold up foot and point to it
- b)** pretend to put money in a bag
- c)** hold up three fingers
- d)** make a funny face
- e)** run in place
- f)** pretend to tie shoelaces

Additional Verse and Actions

(Repeat chorus)

How much are those rubber boots,
The ones with shiny zippers?
(pretend to zip boots on feet)

Can I get another pair
Of furry, fuzzy slippers?
(hold out hands palms up)

(Repeat chorus)





My House

Here are the windows

(draw a square in the air with both pointer fingers)

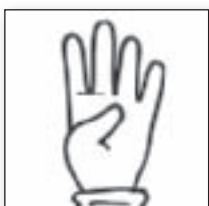


Here is the door.

(make "U" shape with pointer fingers and thumbs)

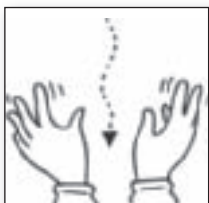
**Come on in,
I'll show you more.**

(motion with hand for someone to follow)



**Here is the kitchen,
The living room, too.
A bathroom, a hallway,
and a room for you!**

(count on fingers as you say "kitchen," "living room," "bathroom," and "hallway"; point outward on "you")



An attic, a chimney,

(point pointer finger toward sky; flutter fingers and move hands up to indicate smoke)

And a roof above.

(touch fingertips over head)

**My house is a home,
'cause it's filled with love!**

(point to self on "my," then hug self)



Skidamarink

Traditional

A **D** **A**

a Skid - a - ma - rink a - dink - a - dink, *b* Skid - a - ma - rink a -

D **A** **D** **E**

doo, _____ *c* | _____ *d* love _____ *e* you. _____

D **E** **D** **E**

a Skid-a - ma - rink a - dink - a - dink, *b* Skid-a - ma - rink a - doo, _____ *c* | _____

A

d love _____ *e* you. _____ *f* I love you in the mor - ning _____ and

D **B7**

g in the af - ter - noon. _____ *h* I love you in the eve - ning _____ and

E **E7** **A** **D**

i un - der - neath the moon. Oh, *a* Skid - a - ma - rink a - dink - a - dink,

A **D** **E7** **A**

b Skid - a - ma - rink a - doo. _____ *c* | _____ *d* love _____ *e* you! _____

Actions

- a*) put right elbow in left hand, wiggle right-hand fingers
- b*) put left elbow in right hand, wiggle left-hand fingers
- c*) point to self
- d*) hug self
- e*) point outward
- f*) form a circle above head with arms, lean left
- g*) keep circle above head, stand straight
- h*) keep circle above head, lean right
- i*) sweep arms around and form a new circle above head



With My Family

Sing to the tune of "The Muffin Man"

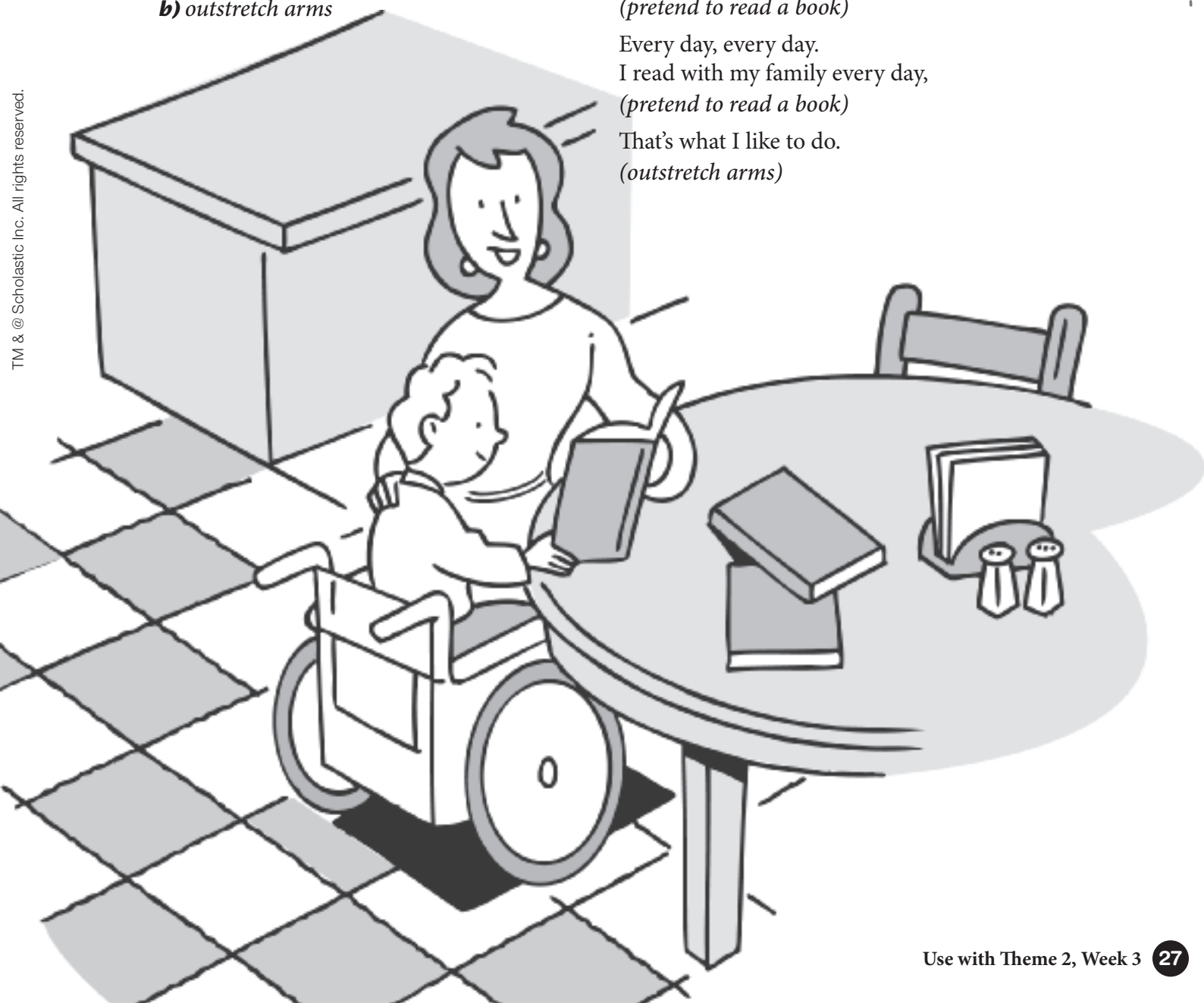
I ^a eat with my fam' - ly ev' - ry day, ev' - ry day, ev' - ry day. I
^a eat with my fam' - ly ev' - ry day, that's ^b what I like to do.

Actions

- a)** pretend to eat with a fork
- b)** outstretch arms

Additional Verse and Actions

I read with my family every day,
 (pretend to read a book)
 Every day, every day.
 I read with my family every day,
 (pretend to read a book)
 That's what I like to do.
 (outstretch arms)



On Our Camping Trip

Sing to the tune of "Here We Go 'Round the Mulberry Bush"



Look at us as we're ^apitch - ing our tent, we're pitch - ing our tent, we're pitch - ing our tent.



Look at us as we're ^apitch - ing our tent. It's fun to go camp - ing out - side!

Action

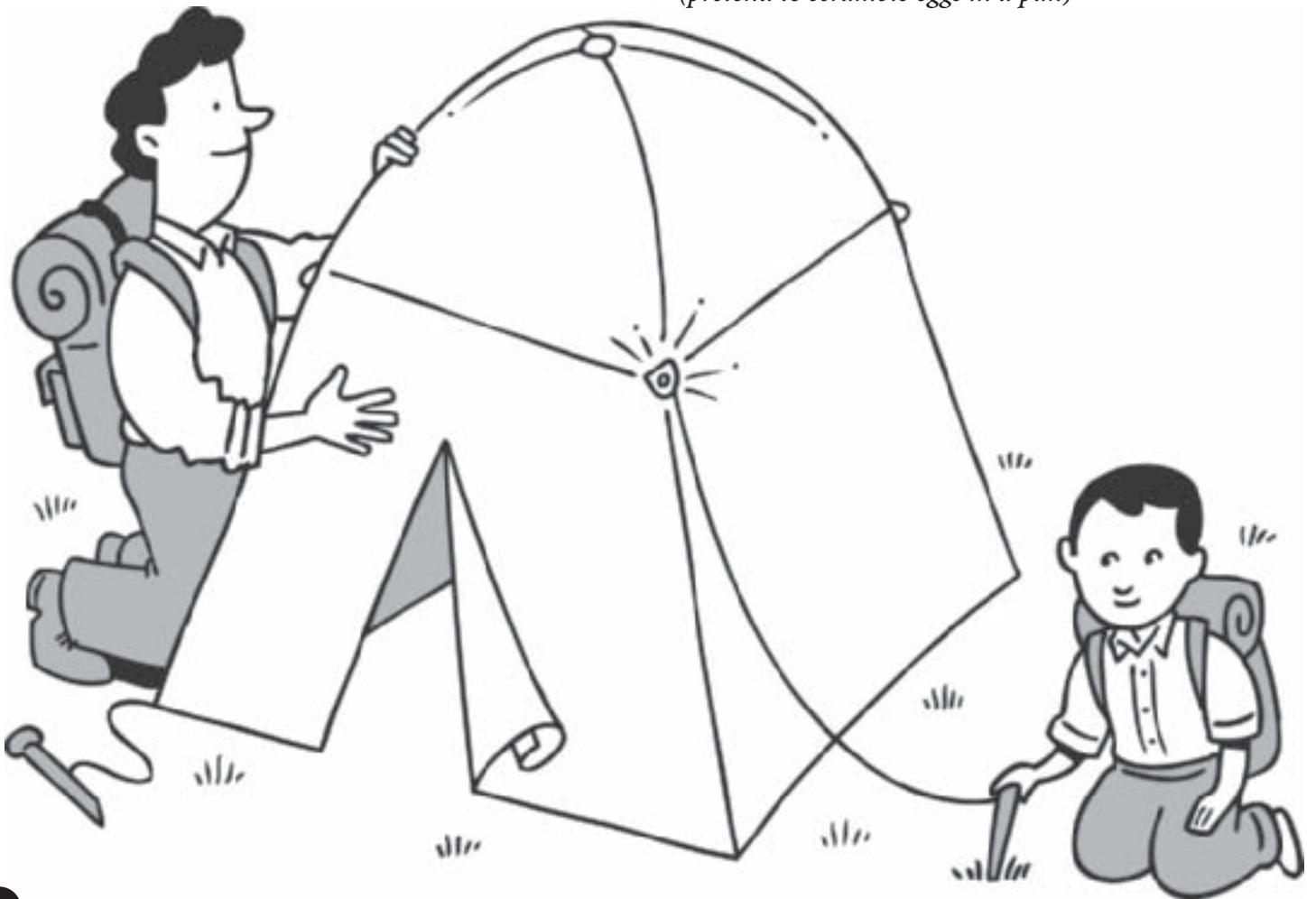
a) make upside-down "V" by holding hands rigid and touching fingertips in front of chest

Additional Verses and Actions

Look at us as we're taking a hike . . .
(walk in place)

Look at us as we're sleeping at night . . .
(press hands together, close eyes, and tilt head on hands)

Look at us as we're cooking the eggs . . .
(pretend to scramble eggs in a pan)



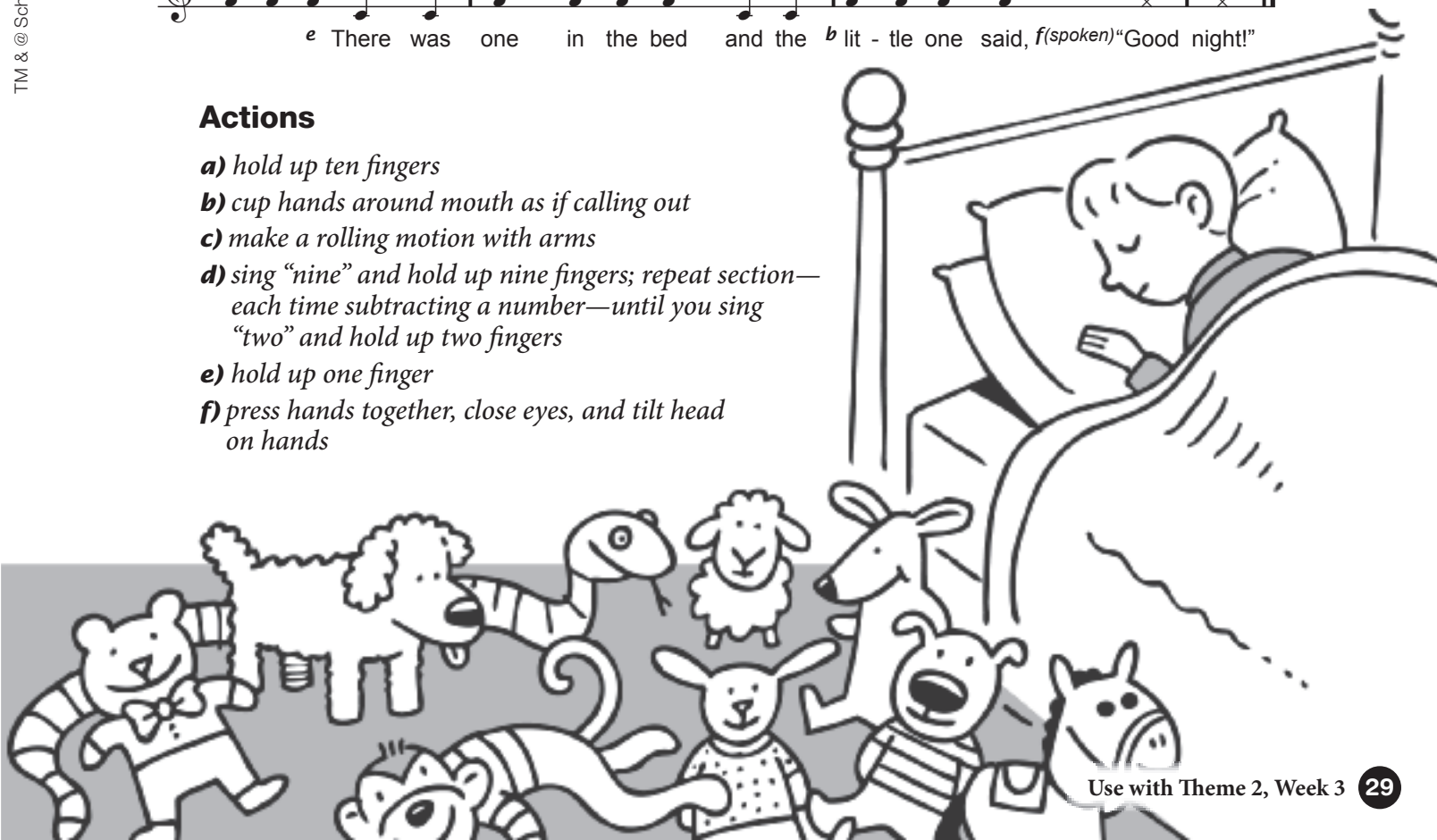
Ten in the Bed

Traditional

There were ^aten in the bed and the ^blit - tle one said, ^c"Roll
(Repeat for nine through "two in the bed")
o - ver! Roll o - ver!" So they all rolled o - ver and
one fell out. There were ^d(____) in the bed and the
^blit - tle one said, ^c"Roll o - ver! Roll o - ver!" So they
(Last time only)
all rolled o - ver and one fell out.
17 ^e There was one in the bed and the ^blit - tle one said, ^f(spoken) "Good night!"

Actions

- a)** hold up ten fingers
- b)** cup hands around mouth as if calling out
- c)** make a rolling motion with arms
- d)** sing "nine" and hold up nine fingers; repeat section—each time subtracting a number—until you sing "two" and hold up two fingers
- e)** hold up one finger
- f)** press hands together, close eyes, and tilt head on hands



Grandma and Me

Sing to the tune of "Twinkle, Twinkle Little Star"

My grand - ma ^aloves me, you will see. She takes such good care of me.

^bWe go shop - ping at the store. ^cWe help clean and mop the floor.

^dEach of us will make a bed. ^eI make sure our dog is fed.

Actions

- a)** *point to self*
- b)** *pretend to push shopping cart*
- c)** *pretend to mop the floor*
- d)** *pretend to make a bed*
- e)** *pretend to put dog food in a dish*

Additional Verse and Actions

All our chores have just been done.
 Now it's time to have some fun.
 We read stories at the park.
(pretend to read a book)

We play games until it's dark.
(pretend to play a board game such as checkers)

My grandma loves me, as you see.
(point to self)

She takes such good care of me.





We're a Happy Family

I love Mommy, she loves me.

(point outward; point to self)

We love Daddy, yes siree.

(nod head)

He loves us and so you see

(outstretch arms)

We're a happy family.

(hug self)



I love Baby, he loves me

(point outward; point to self)

We love brother, yes siree.

(nod head)

He loves us and so you see

(outstretch arms)

We're a happy family.

(hug self)



I love Auntie, she loves me

(point outward; point to self)

We love Uncle, yes siree.

(nod head)

He loves us and so you see

(outstretch arms)

We're a happy family.

(hug self)



Families

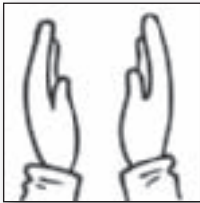


We all live in families,
(outstretch arms)

You and me.
(point outward on “you” and to self on “me”)

What kinds of families?
(hold hands out with palms facing up)

Let me see!
(place pointer finger on cheek, and tilt head to side in “thinking pose”)



Some are very small.
(hold hands close together to show “small”)

Some are mostly tall.
(rotate hands and move them apart to show “tall”)

Some serve guacamole.
(pretend to hold a fork in left hand and “eat” with it)

Some love ravioli!
(pretend to hold a fork in right hand and “eat” with it)



**But no matter what,
You have a family!**
(stretch arms up over head)



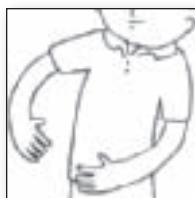
To Market, To Market

Mother Goose



To market, to market, to buy a fat pig,
(outline a large belly in front of stomach with hands and arms)

Home again, home again, jiggety-jig;
(dance in place)



To market, to market, to buy a fat hog,
(outline a large belly in front of stomach with hands and arms)

Home again, home again, jiggety-jog;
(jog in place)



To market, to market, to buy a plum bun,
(pretend to hold a bun and bite into it)

Home again, home again, market is fun!
(jump and raise both fists in the air)



Down at the Firehouse

Sing to the tune of "Down by the Station," original words and music by Lee Ricks and Slim Gaillard.

New words by Jean Warren

F Dm7 Gm7 C7 F
 Down at the *a* fire - house, *b* ear - ly in the mor - ning, you can see our
 Dm7 G7 C7 F Dm7
c jack - ets, *d* hang - ing in a row. When there's a *e* fi - re,
 Gm7 C7 F N.C. Gm7 C7 F6
 we can dress so quick - ly. *f* Boots, jack - ets, hats, and gloves, *g* off we go!

Actions

- a*) draw a square in the air with both pointer fingers
- b*) pretend to rub sleep from eyes
- c*) point to clothes
- d*) pretend to hang up clothes
- e*) look surprised, then pretend to dress quickly
- f*) tap on boots, clothes, and head, then clap
- g*) take three steps forward





Rig a Jig Jig

Traditional

Additional Lyrics: Nancy Cassidy

Pair children with a partner for the duration of this song.

As I was walk - ing down the street, down the street, down the street, a
 ve - ry good friend I chanced to meet, hi - ho, hi - ho, hi - ho.
 Chorus:
 Rig a jig jig and a - way we go, a - way we go, a - way we go,
 rig a jig jig and a - way we go, hi - ho, hi - ho, hi - ho.

Actions

- a) walk in place
- b) wave hand to say "hello"
- c) link arms with partner—walk in a counter-clockwise circle
- d) unlink arm and link opposite arm with partner—walk in a clockwise circle until returning to starting place



Additional Verses and Actions

We clapped our hands and stomped our feet,
(clap hands and stomp feet)

Stomped our feet, stomped our feet,
(stomp feet twice)

We clapped our hands and stomped our feet,
Hi-ho, hi-ho, hi-ho.

We jumped up high and came back down,
(jump)

Came back down, came back down,
We jumped up high and came back down,
(jump)

Hi-ho, hi-ho, hi-ho.
(Repeat chorus)

We climbed on a train and tooted the horn,
(pretend to tug on a horn)

Tooted the horn, tooted the horn,
(pretend to tug on a horn twice more)

We climbed on a train and tooted the horn,
Hi-ho, hi-ho, hi-ho.

Kissed my ma and hugged my pa,
(blow a kiss and pretend to hug someone)

Hugged my pa, hugged my pa,
Kissed my ma and hugged my pa,
(blow a kiss and pretend to hug someone)

Hi-ho, hi-ho, hi-ho.
(Repeat chorus)

Who Am I?

Sing to the tune of "Are You Sleeping?"

^a What is my job? What is my job? *^b* Do you know? Do you know?

^c I help peo-ple get well. I help peo-ple get well. *^a* Who am I? Who am I?

Actions

- a)* hold out hands in a questioning gesture and raise eyebrows
- b)* point outward
- c)* feel pulse on wrist

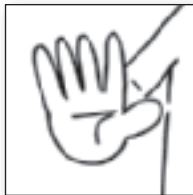
Additional Verse and Actions

... I help tend a garden ...
(pretend to dig a hole)





My Crossing Guard

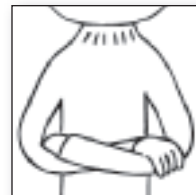


Gary is my crossing guard.

(hold hand up, pretending to stop cars)

He stands near my school gate.

(fold arms and stand still)



He helps the children cross the street

(hold one hand up to “stop cars,” and motion with the other for children to “cross the street”)

While cars must stop and wait.

(pretend to hold a steering wheel still)



He always says, “Good morning.”

(pretend to nod head while holding the brim of a cap)

I smile and say, “Hello.”

(smile and wave)

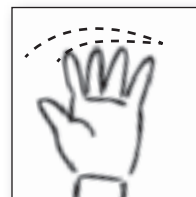


I safely walk across the street

(walk in place)

Then off to school I go!

(wave good-bye)





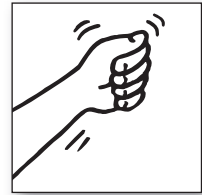
Ten Little Firefighters

Traditional



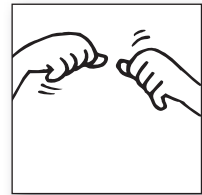
Ten little firefighters sleeping in a row.
(turn palms up, make fists with both hands)

Ding, ding goes the bell,
(pretend to ring a bell)



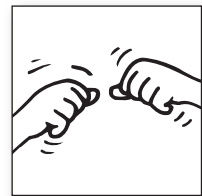
And down the pole they go.
(pretend to hold a fire pole with both hands)

Off on the engine, oh, oh, oh.
(pretend to turn a steering wheel)



Using the big hose, so, so, so.
(hold an imaginary hose and "spray" it from side to side)

When all the fire's out, home so slow.
(pretend to turn a steering wheel slowly)



Back in bed, all in a row.
(turn palms up, make fists with both hands)



I've Been Working on the Railroad

Traditional

F B \flat F

I've been work - in' on the ^arail - road, all the live - long day.

G 7 C

I've been work - in' on the ^arail - road, just to pass the time a - way.

C 7 F B \flat A 7

^b Don't you hear the whis - tle blow - ing? Rise up so ear - ly in the morn.

B \flat F C 7 F

^b Don't you hear the cap - tain shou - ting, "Di - nah, blow your ^a horn?"

F G 7 C 7 | 1. F | 2. F

Di - nah, won't you blow, Di - nah, won't you blow, Di - nah, won't you blow your ^a horn? — ^a horn?

F C 7

^b Some-one's in the kitch-en with Di - nah. Some-one's in the kitch-en, I know.

F F 7 B \flat C 7 F

^b Some-one's in the kitch - en with Di - nah, strum - ming on the old ban - jo.

C 7

^b Fee, fie, fid - dle - e - i - o. Fee, fie, fid - dle - e - i - o.

F F 7 B \flat C 7 F

^b Fee, fie fid - dle - e - i - o. Strum - ming on the old ban - jo.

Actions

- a) pretend to tug on an imaginary horn*
- b) cup ear and pretend to listen*



On the Go

Here are people on the go.

They are walking to and fro!

("walk" pointer and big fingers on back of opposite arm)



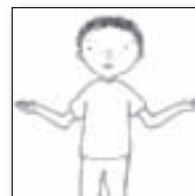
How can I get from here to there

(point at feet, then point outward)



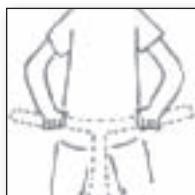
When there's traffic everywhere?

(turn up palms)



Should I ride a bike or bus

(pretend to grab handlebars)



Which can fit a group of us?

(pretend to sit)



Here are people on the go.

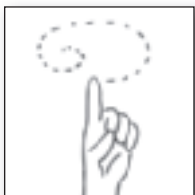
They are walking to and fro!

("walk" pointer and big fingers on back of opposite arm)



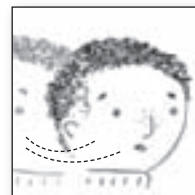
Helicopters in the air,

(twirl pointer finger in the air)



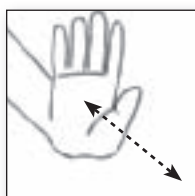
Trucks and cabs are everywhere.

(swivel head from left to right)



Cars are honking in the street.

(pretend to honk a car horn with palm of hand)



Friends will stop to hug and meet!

(hug self)



The Wheels on the Bus

Traditional

F C7 F C7 F

The ^awheels on the bus go round and round, round and round, round and round. The

^awheels on the bus go round and round, all a-round the town. The

1. 2.

Action

a) hold out pointer fingers and roll arms in a circular motion

Additional Verses and Actions

The money on the bus goes clink, clink, clink . . .
(move hand as if dropping a coin)

The driver on the bus says, "Move on back!" . . .
(point thumb over shoulder)

The doors on the bus go open and shut . . .
(rotate forearms inward and outward to mimic bus doors)

The people on the bus go bumpety-bump . . .
(move up and down with whole body)

The baby on the bus goes "Waaah, waaah, waaah!" . . .
(rub eyes as if crying)

The wipers on the bus go swish, swish, swish . . .
(arc hands left and right together)

The wheels on the bus go round and round . . .
(hold out pointer fingers and roll arms in a circular motion)





Tips to Save the Earth



Here are tips to save the Earth:
(make a large horizontal circle with arms)

Don't let faucets drip.
(shake head and move pointer finger back and forth)



Turn off lights when leaving rooms.
(pretend to turn off a light switch)



Walk more on a trip!
(walk in place)



Pick up trash and throw it out.
(pretend to pick up and throw out trash)

It's the only way.
You can make a difference.
(point outwards)

Each and every day!
(outstretch arms)

Reduce, Reuse, Recycle

Sing to the tune of "The Eentsy, Weentsy Spider"

a Re - duce, *b* re - use, *c* re - cy - cle, words we all should
d know. We have to save the pla - net so *e* we can live and
 grow. We might be on - ly chil - dren, but *f* we will try, you'll
 see. And we can save this pla - net. It starts with *g* you and *h* me. ___

Actions

- a)* hold up one finger
- b)* hold up two fingers
- c)* hold up three fingers
- d)* point to top of head with pointer finger
- e)* crouch down and then rise up into a full stretch with hands over head
- f)* put hands on hips and nod head
- g)* point outward
- h)* point to self



This Old Earth

Sing to the tune of "This Old Man"

a This old Earth needs our help to stay fresh and clean and green. With a

b pick it up, pitch it in, throw it in the can, this old Earth gets a hel-ping hand.

Actions

- a)* make a large horizontal circle with arms
- b)* pretend to pick up trash and dump it in a trash can
- c)* clasp left hand with right and pretend to "shake hands"





Baby Kangaroo

Jump, jump, jump goes the big kangaroo.
(jump once for each "jump")



I thought there was one, but I see there are two.
(hold up one finger, then hold up two fingers)

In mother's pouch, the baby takes a ride.
(hold pointer and big fingers behind closed fingers of opposite hand)



She does the hopping, he stays inside.
(bounce hands together while keeping previous position)

Jump, jump, jump; jump, jump, jump.
(jump once for each "jump")



Do You Know the Jungle Animals?

Sing to the tune of "London Bridge"

The musical notation is written on two staves in 2/4 time. The first staff contains the melody for the first line of lyrics: "Do you know the a sca - ly snake, sca - ly snake, sca - ly snake?". The second staff contains the melody for the second line: "Do you know the a sca - ly snake in the jun - gle?". Chords F, C7, and F are indicated above the notes.

Action

a) put hands and arms together and move them in a slithering motion

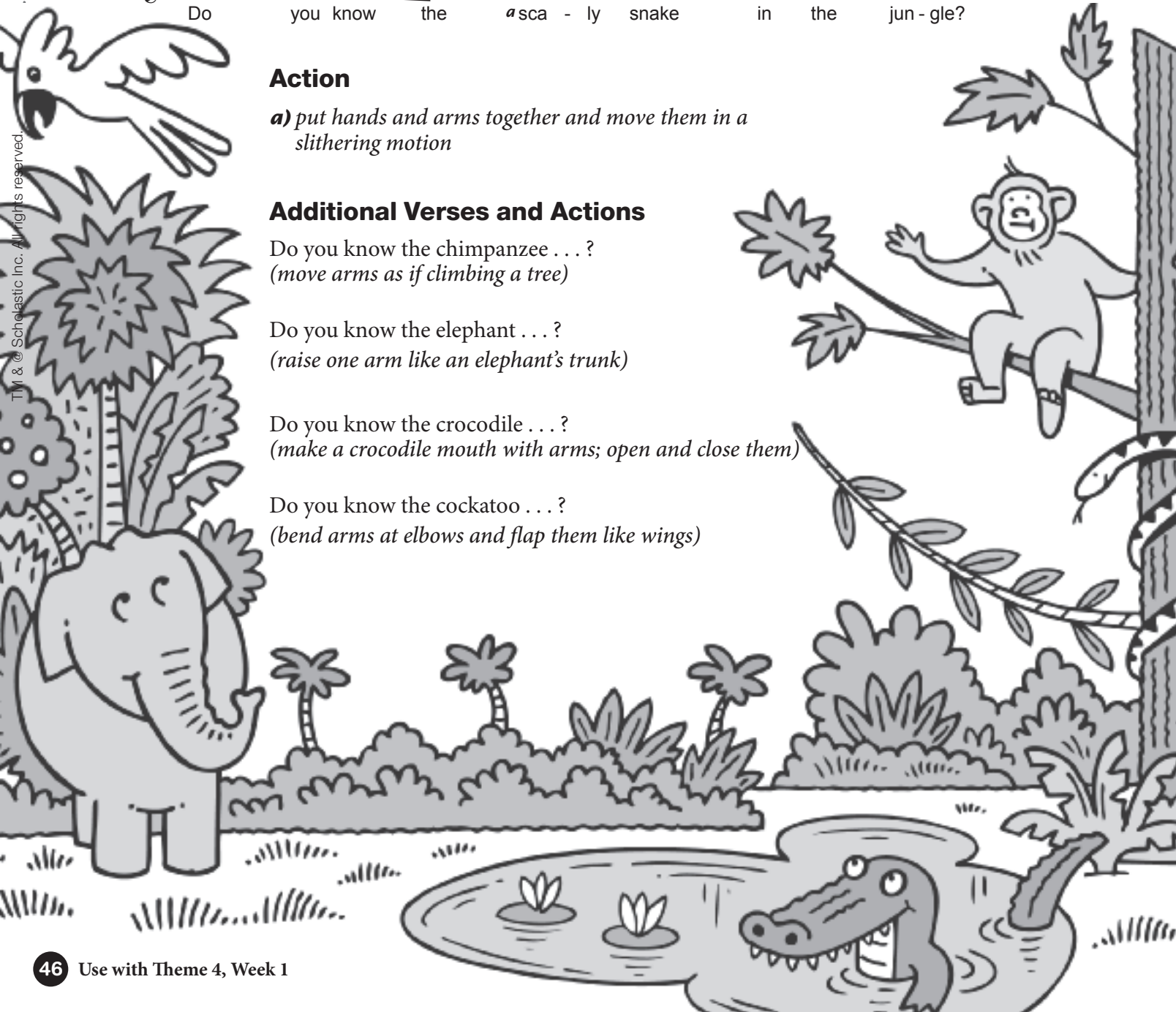
Additional Verses and Actions

Do you know the chimpanzee . . . ?
(move arms as if climbing a tree)

Do you know the elephant . . . ?
(raise one arm like an elephant's trunk)

Do you know the crocodile . . . ?
(make a crocodile mouth with arms; open and close them)

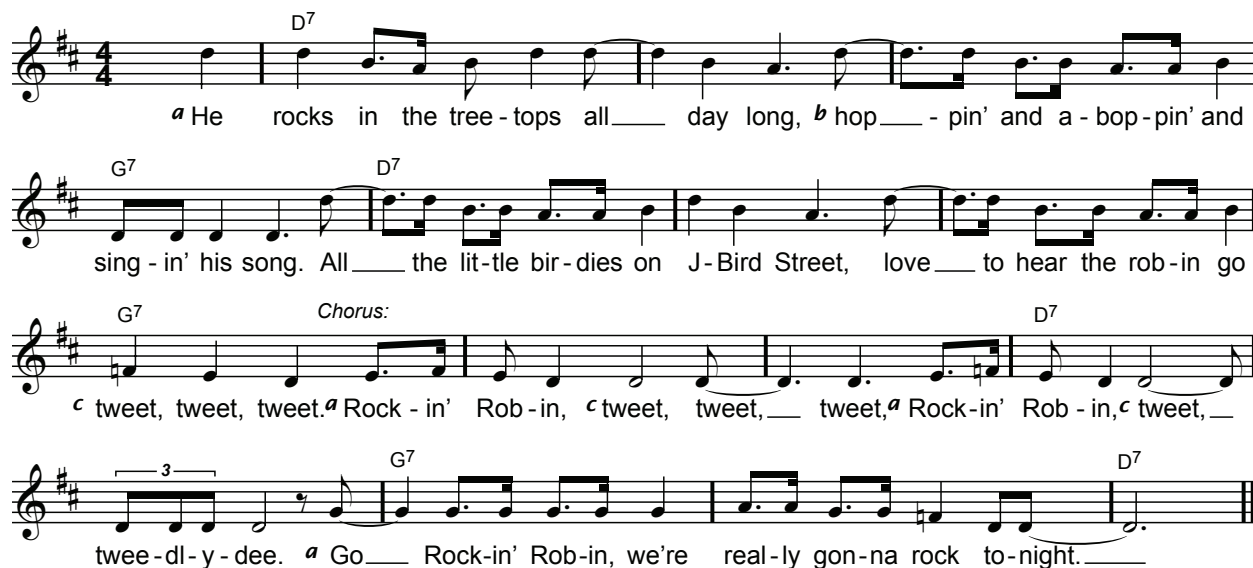
Do you know the cockatoo . . . ?
(bend arms at elbows and flap them like wings)



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Rockin' Robin

by Jimmie Thomas



^a He rocks in the tree-tops all day long, ^b hop - pin' and a - bop-pin' and
sing - in' his song. All the lit-tle bir-dies on J-Bird Street, love to hear the rob-in go
^c tweet, tweet, tweet. ^a Rock - in' Rob - in, ^c tweet, tweet, tweet, ^a Rock-in' Rob - in, ^c tweet, _
twee - dl - y - dee. ^a Go Rock-in' Rob-in, we're real-ly gon-na rock to-night. _

Actions

- a)** rock left and right
- b)** hop forward, then backward
- c)** hold hand next to mouth and open and close it like a beak

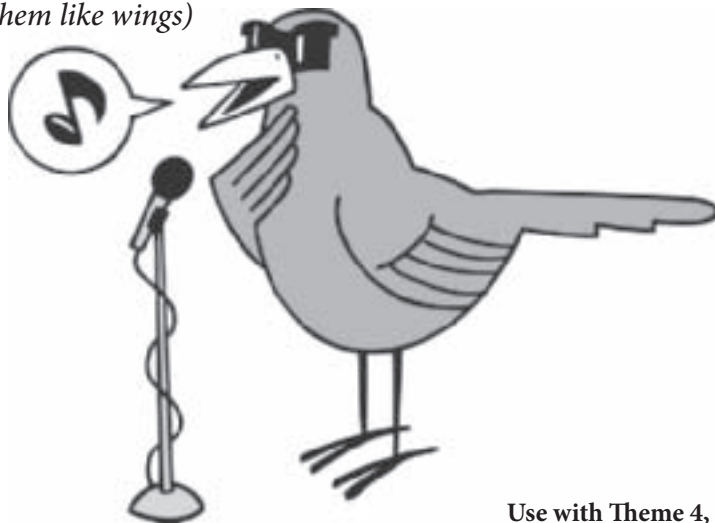
Additional Verse and Actions

Every little swallow, every chickadee,
(hook thumbs and flap hands like a bird's wings)

Every little bird in the tall oak tree.
The wise old owl, the big black crow,
(use hands to make circles, or "eyeglasses," around eyes)

Flappin' their wings singin' go bird, go.
(bend arms at elbows and flap them like wings)

(Repeat chorus)



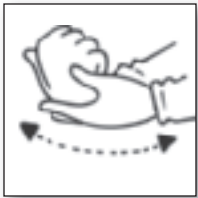


Baby Koala



Here is baby Koala
(make a soft fist)

Resting in a tree.
(place palm of other hand under fist)



This is Koala's home.
(rock palm and fist back and forth)

It's where she likes to be.
(pull palm and fist close to chest, near heart)



Now the sun is gone,
(raise arms in a circle overhead and then lower them)

And so she sleeps like this.
(roll hand into a soft fist)



Sleep, baby Koala.
(press hands together, close eyes, and tilt head against hands)

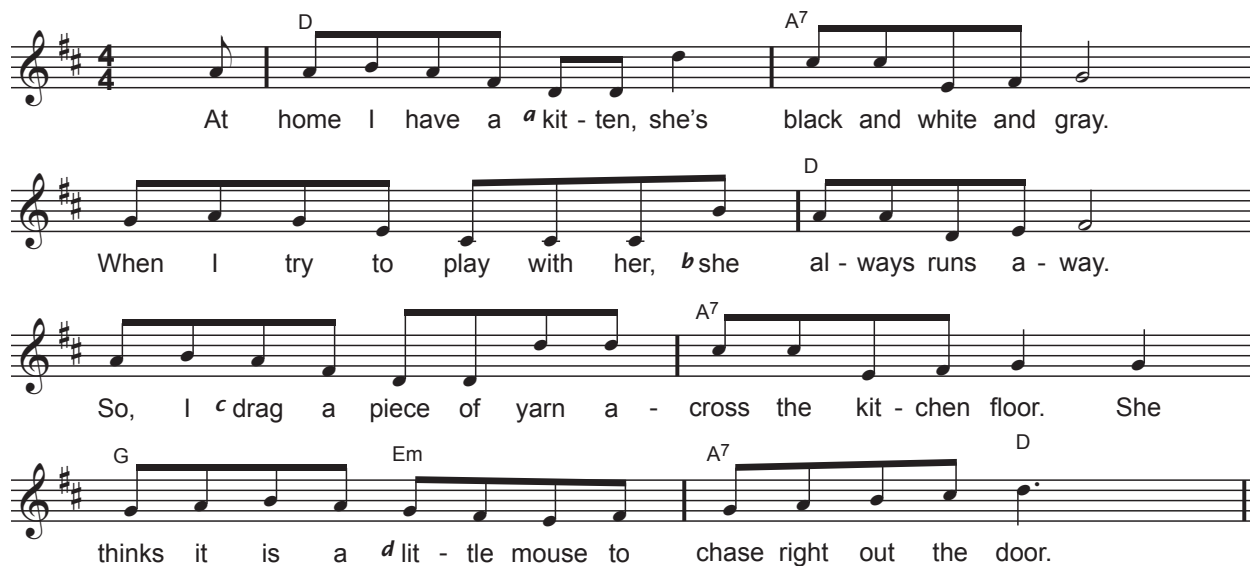
Here's a little kiss!
(make a soft fist and kiss it)



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I Have a Little Kitten

Sing to the tune of "Sing a Song of Sixpence"



At home I have a ^a kit - ten, she's black and white and gray.

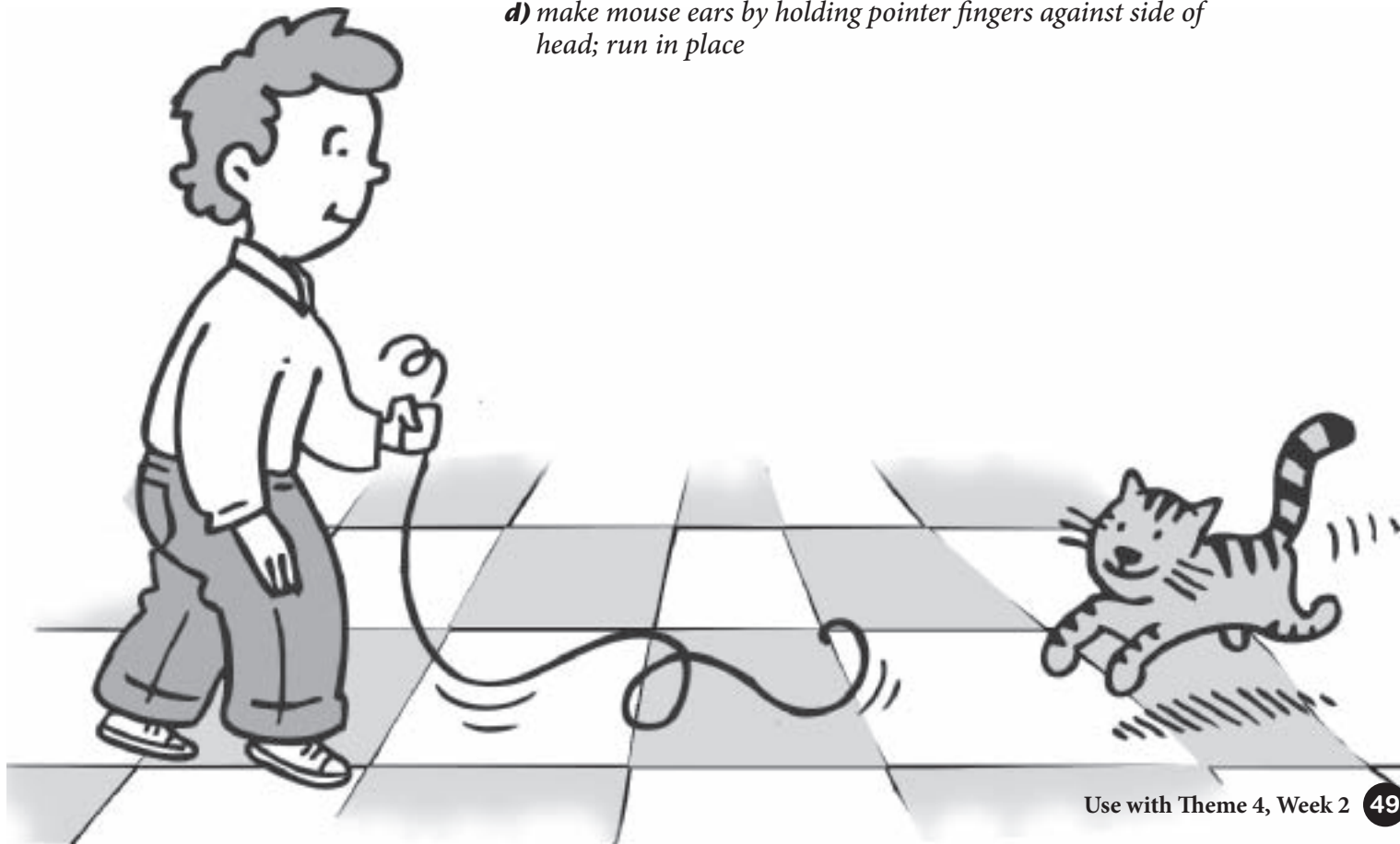
When I try to play with her, ^b she al - ways runs a - way.

So, I ^c drag a piece of yarn a - cross the kit - chen floor. She

thinks it is a ^d lit - tle mouse to chase right out the door.

Actions

- a)** pretend to pet a kitten held in arms
- b)** run in place
- c)** shake hand over floor while moving it slowly from left to right
- d)** make mouse ears by holding pointer fingers against side of head; run in place



There's a Hole in the Middle of the Pond

Traditional

There's a ^a hole in the ^b mid - dle of the ^c pond, there's a

^a hole in the ^b mid - dle of the ^c pond. There's a hole, there's a

hole, there's a ^a hole in the ^b mid - dle of the ^c pond.

Actions

- a)** use arms to make a large circle in front of body
- b)** touch center of circle with one pointer finger
- c)** re-form circle

Additional Verses and Actions

There's a log in the hole in the middle of the pond . . .

(bend one elbow and bring bent arm forward to show the "log"; repeat Actions a, b, and c)

There's a bump on the log in the hole in the middle of the pond . . .

(hold out one fist to show the "bump"; bring bent arm forward and place fist on top of the "log"; repeat Actions a, b, and c)

There's a frog on the bump on the log in the hole in the middle of the pond . . .

(hold out one fist to show the "frog"; bring bent arm forward and make fist "hop" once before landing on the "log"; repeat Actions a, b, and c)

There's a hole, there's a hole,

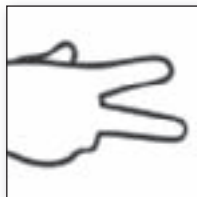
There's a hole in the middle of the pond.

(repeat Actions a, b, and c)





Ladybug, Ladybug



Ladybug, Ladybug,

(make a fist with pointer and big fingers held out in a "V" shape)

Where will you land?

(hold hands palms up)

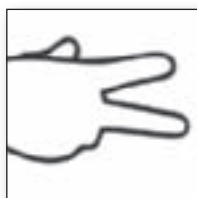


Will you rest on my nose?

(point to nose)

Will you rest on my hand?

(point to hand)



Ladybug, Ladybug,

(make a fist with pointer and big fingers held out in a "V" shape)

Where did you go?

(hold hands palms up)



Did you land on my head?

(place one hand on top of head)

No! You're on my toe!

(crouch down and point to toe)



Buzzy Bee

Sing to the tune of "Do Your Ears Hang Low?"

Do you like to buzz? Are you ^a cov - ered all in
 fuzz? Do you call a ^b hive a home in the ^c gar - den where you
 roam? Do you make ^d lots of hon - ey? Are your ^e stripes a lit - tle
 fun - ny? Do you like to buzz? _____

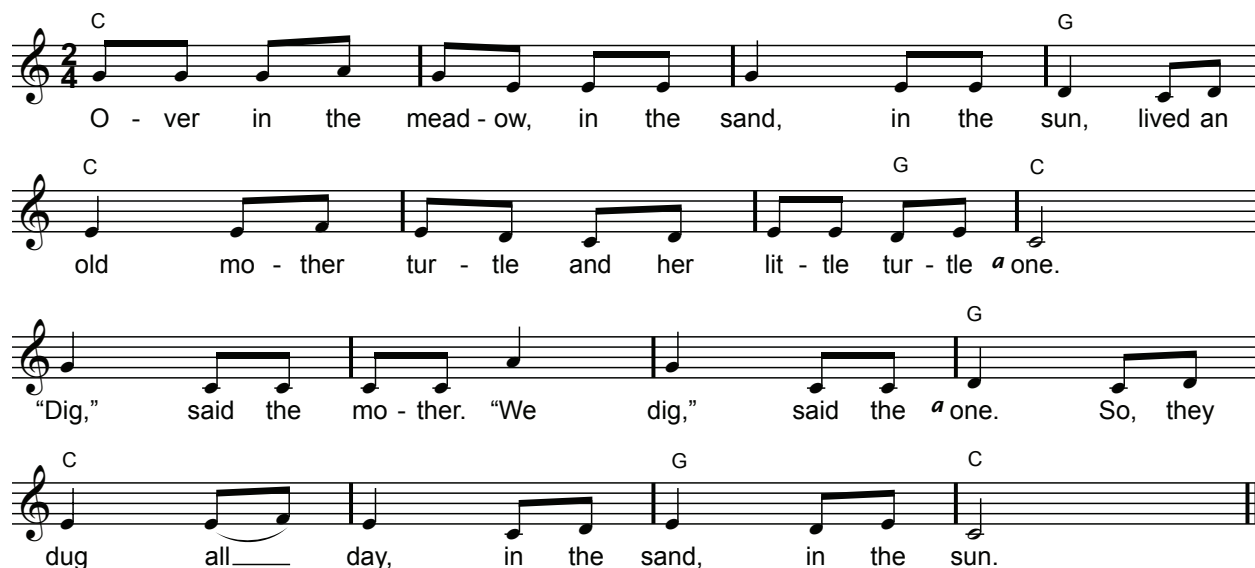
Actions

- a) rub each arm up and down with opposite hand*
- b) make a small oval shape in front of chest with hands*
- c) hold arms out by side; bend side-to-side from waist as if "flying"*
- d) pretend to eat honey with a spoon*
- e) trace a wavy stripe in the air from left to right with pointer finger*



Over in the Meadow

Traditional



O - ver in the mead - ow, in the sand, in the sun, lived an
old mo - ther tur - tle and her lit - tle tur - tle ^a one.
"Dig," said the mo - ther. "We dig," said the ^a one. So, they
dug all day, in the sand, in the sun.

Action

a) hold up one finger

Additional Verses and Actions

(Hold up appropriate number of fingers when each number is sung.)

2. ...where the stream runs blue, lived an old mother fish and her little fishies two. "Swim,"...
So they swam all day where the stream runs blue.
3. ...in the wide oak tree, lived an old mother owl and her little owls three. "Whoop,"...
So they whooped all day in the wide oak tree.
4. ...by the old barn door, lived an old mother rat and her little ratties four. "Gnaw,"...
So they gnawed all day by the old barn door.
5. ...in a snug beehive, lived an old mother bee and her little bees five. "Buzz,"...
So they buzzed all day round the snug beehive.
6. ...in a nest made of sticks, lived an old mother crow and her little crows six. "Caw,"...
So they cawed all day in the nest made of sticks.
7. ...where the grass grows so even, lived an old mother frog and her little froggies seven.
"Jump,"...
So they jumped all day where the grass grows so even.
8. ...by the old mossy gate, lived an old mother lizard and her little lizards eight. "Bask,"...
So they basked all day by the old mossy gate.
9. ...in the pond by the pine, lived an old mother duck and her little ducklings nine. "Quack,"...
So, they quacked all day in the pond by the pine.
10. ...in a cozy, wee den, lived an old mother beaver and her little beavers ten. "Build,"...
So they built all day near the cozy, wee den.





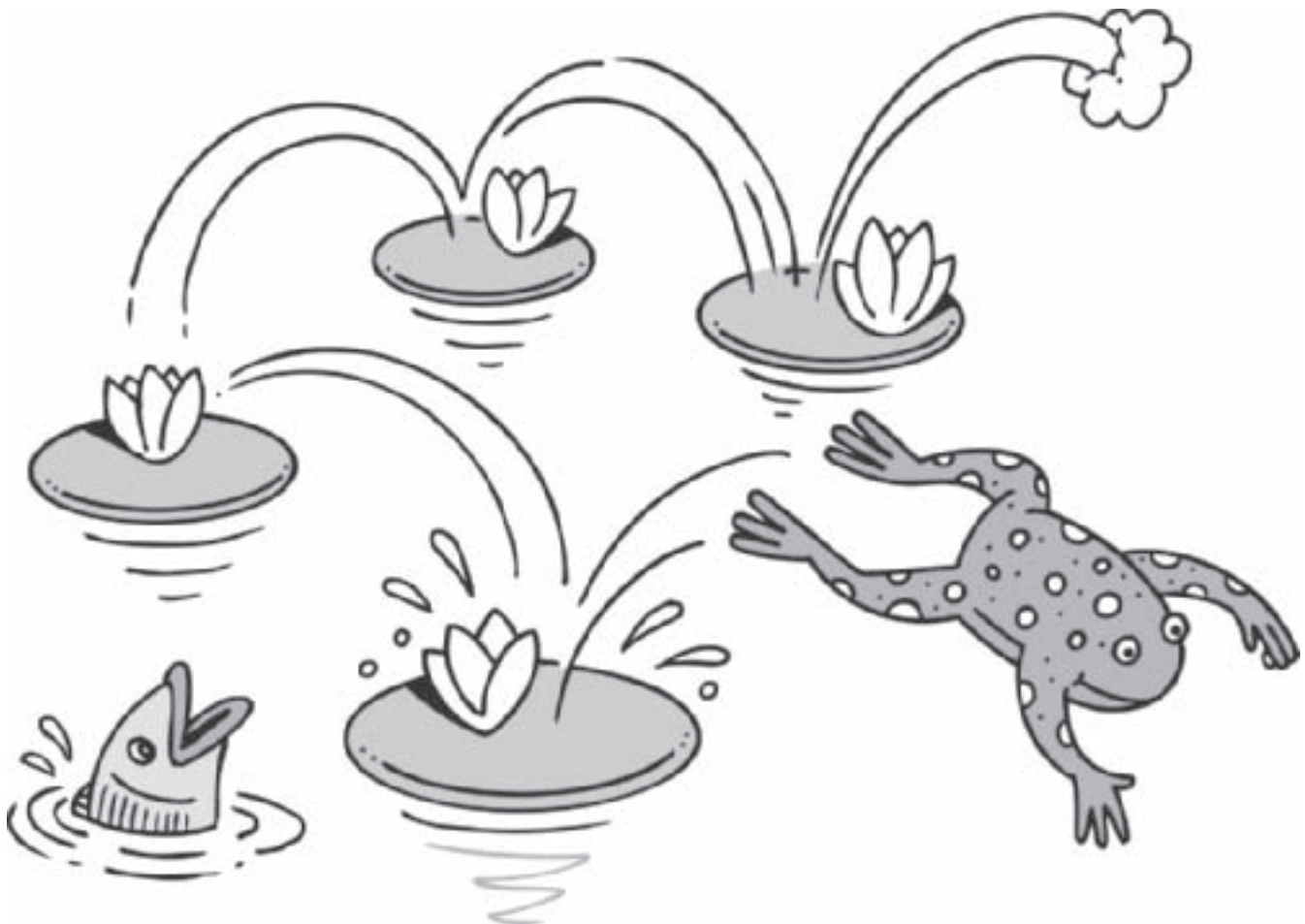
I'm a Little Frog

Sing to the tune of "I'm a Little Teapot"

Have children sit on the floor with their knees bent and feet on the floor in front of them.

Actions

- a)** wrap arms around knees and sway from side to side
- b)** lie on back and wriggle torso
- c)** sit up
- d)** one at a time, stretch legs out
- e)** move onto feet (in a crouching position)
- f)** pretend to hop like a frog





Lazy Little Caterpillar



Here is little caterpillar.
(wiggle pointer finger)

Look at how he creeps.
(place pointer finger on opposite arm and inch it along)



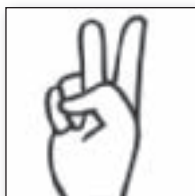
He spins himself a blanket.
(rotate pointer finger)

Look at how he sleeps!
(rest pointer finger on opposite palm and cup hand around it)



Lazy little caterpillar
(press hands together, close eyes, and tilt head against hands)

Wakes up with a sigh.
(open eyes, stretch, and take a deep breath)



Now he has two large wings.
(hold up two fingers)

He's a butterfly!
(place hands on waist and flutter arms as if a butterfly)





Five and Five Eggs

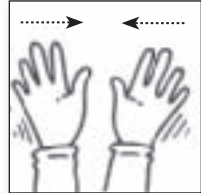


Five and five eggs,

(hold left hand by left shoulder with fingers spread, hold right hand by right shoulder with fingers spread)

That makes ten.

(bring hands next to each other)



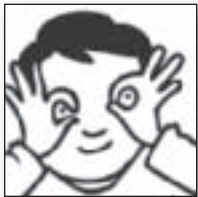
Sitting on top

(make fists with both hands and place one over the other one)

Is mother hen.

Crack! Crack! Crack!

(clap hands three times)

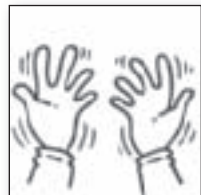


What do I see?

(circle pointer fingers and thumbs around eyes)

Ten fluffy chickens

(wiggle all ten fingers)



As yellow as can be!

Making Mud Pies

Words and music by A. S. Gatty

D G A D G⁷ A
 a Tell me, lit-tle chil-dren, b play-ing in the sun, c how man-y min-utes 'til our
 G A G B Em
 cook-ing will be done? d Kay-la brings the flour, made from gol-den dust.
 Em D A E A D
 e Ja-son does the mix-ing. f Lau-ra rolls the crust. g Pat 'em here, pat 'em there,
 Em D A⁷ D D A D
 h make 'em ev-ry size. Pop 'em in the oven, i nice mud pies!
 D Em
 g Pat 'em here, pat 'em there, j what a big sur-prise
 D A⁷ D D A D
 we will have for Mom-my, i nice mud pies!

Actions

- a) cup ear
- b) draw a circle overhead with pointer fingers
- c) pretend to look at a watch
- d) pretend to carry something heavy
- e) make mixing movements with hands
- f) pretend to use a rolling pin
- g) pretend to pat "dough"
- h) move hands apart to show different sizes
- i) rub belly
- j) jump in place with hands over head and feet apart





Cloud Pictures



Look up at the sky
(look up and point to sky)

And what do you see?
(point to eyes)

Clouds moving slowly
Above you and me.
(move arm in an arc overhead)

Clouds shaped like puppies
Are running so free.
(slowly trot in place)

Clouds shaped like kittens
(pretend to hold and pet a kitten)
Above you and me.
(move arm in an arc overhead)



Clouds shaped like muffins
(cup hands together, as if holding a muffin)
And ships on the sea.
(make an "ocean wave" motion with one hand)

Clouds shaped like faces
(point to face)
Above you and me.
(move arm in an arc overhead)



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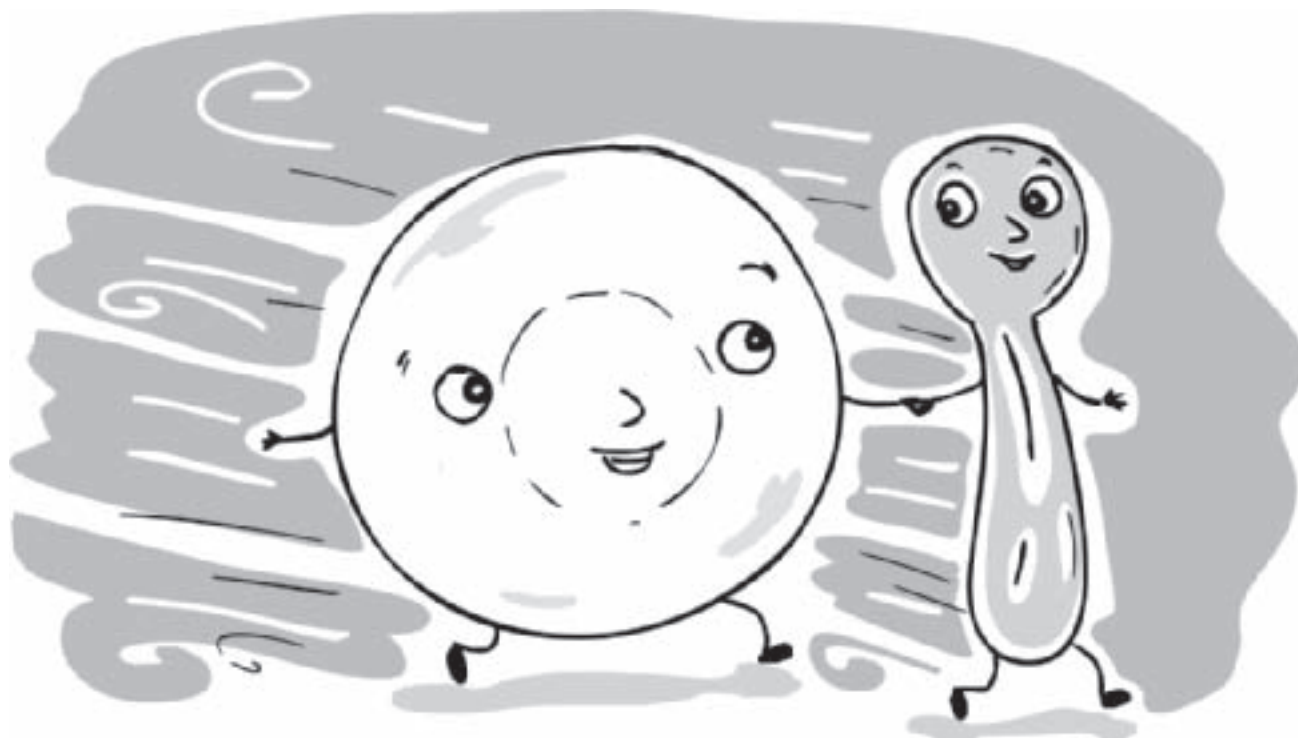
Hey Diddle Diddle

Traditional

^F Hey did - dle did - dle, the ^{C7} cat and the ^b fid - dle, the
^c cow jumped o - ver the ^{C7} moon. _____ The
^{Bb} lit - tle dog laughed ^d—ha!— to see such fun, and the ^{Dm}
^F ^{C7} ^F
^e dish ran a - way with the spoon. _____

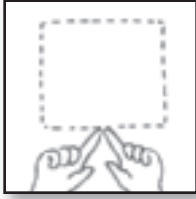
Actions

- a)** jump once in place
- b)** pretend to play a fiddle
- c)** make a fist with one hand and move other hand up and over it
- d)** hold stomach and pretend to laugh
- e)** use pointer and big fingers on both hands to show “running away”





Let's Build a Home



Let's build a home
(draw a square in the air with both pointer fingers)

That's nice and new:

A home for me,
(point to self)

A home for you.
(point outward)



We'll build with bricks,
(pretend to stack bricks on the floor)

We'll build with wood.
(pretend to hammer a nail)

**We'll build a home in
 Our neighborhood.**

(hold hand flat, palm down, and arc it from left to right)



We'll talk and read
(pretend to read a book and turn a page)

Or play all day
(jump up and down with excitement)

In our new home
(hug self)

Where we will stay.
(one at a time, plant feet firmly on ground)



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Here Are the Tools That We Use

Sing to the tune of "Skip to My Lou"

Here's a *a*nee - dle and some thread, We'll sew *b*yel - low green and red,
We'll sew a *c*co - zy bed - spread, Here are the tools that we use.

Actions

- a) pretend to hold a needle in one hand and thread in the other hand*
- b) hold up three fingers in quick succession*
- c) pretend to sew*

Additional Verse and Actions

- Here's a hammer and some nails.
(pretend to hold a nail and carefully hammer it)
- We'll build a boat and sew sails.
When done, we'll go look for whales!
(hold hand above eyes like a visor as if looking for something)
- Here are the tools that we use.



The Hammer Song

Traditional

F F C7 F

Jen - ny works with ^a one ham - mer, one ham - mer, one ham - mer.

F F C7 F

Jen - ny works with one ham - mer. Then she works with ^b two.

Actions

- a)** move one fist up and down like a hammer
b) hold up two fingers

Additional Verses and Actions

Jenny works with two hammers,
(move both fists up and down like hammers)

Two hammers, two hammers.
 Jenny works with two hammers.
 Then she works with three.
(hold up three fingers)

Jenny works with three hammers . . .
(move both fists and lift one foot up and down like hammers)
 Then she works with four.
(hold up four fingers)

Jenny works with four hammers . . .
(move both fists and lift both feet up and down like hammers)
 Then she works with five.
(hold up five fingers)

Jenny works with five hammers . . .
(move both fists, lift both feet, and move head up and down like hammers)
 Then she goes to sleep.
(press hands together, close eyes, and tilt head against hands)





What I'll Make



**I'll make my house
with this small box.**

*(make "U" shape with pointer fingers
and thumbs)*



**I'll make my garden
using rocks.**

*(cup one hand and pretend to pick
rocks from it and place them on the
ground)*



**I'll cut green paper
for my tree.**

*(make cutting motion with
pointer and big fingers)*



**I'll use some clay for
making me!**

*(pretend to mold clay with hands
and point to self on "me")*



My Skyscraper

Sing to the tune of "Are You Sleeping?"

E B7 E
E B7 E
E B7 E
E B7 E

^a Can I build it? Can I build it? *^b* I can try. I can try.

E B7 E
E B7 E
E B7 E
E B7 E

^c U-sing blocks and pa-per. Here is my sky - scra - per. *^d* Reach the sky. Reach the sky.

Actions

- a)** hold hands flat and slowly move them up to show something getting bigger*
- b)** place hands on hips and nod head*
- c)** place one hand on top of the other hand, as if stacking blocks*
- d)** stand on tiptoe and reach up over head*

Additional Verse and Actions

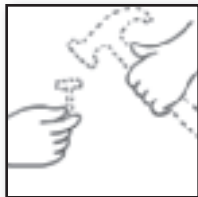
- Can you see it? Can you see it?
(hold one hand above eyes like a visor and look up)
- Way up high. Way up high.
(stand on tiptoe and reach up over head)
- Up above the treetops.
 Up above the treetops.
(hold arms out at sides with elbows bent and hands above head, spread fingers to imitate tree branches)
- Where birds fly. Where birds fly.
(hook thumbs and flap hands like a bird's wings)



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I Want to Be a Carpenter



**I want to be a carpenter
And work the whole day long.**

(pretend to hammer something)

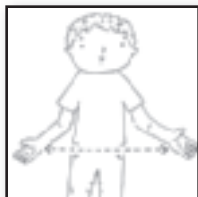
**I'll use a great big box of tools,
My arms are very strong.**

(flex arms to show "muscles")



**I'll saw and saw and saw the boards,
And cut them all in two.**

(make a sawing motion with hand and forearm)



**Little, big, and medium-sized,
All kinds of boards will do.**

(hold palms facing inward—move them apart to show "big," then move closer to show "medium-sized")



**I'll sand and smooth and work the boards,
For every one is rough.**

(place right palm on top of left palm and make a sanding motion)

**Back and forth I will sand them all,
Until they're smooth enough.**

(continue sanding motion)

**I'll measure them and measure them,
Each one down to a T.**

(pretend to use a tape measure)

**And then I'll start to build a house,
For me up in a tree!**

(use both pointer fingers to trace the outline of roof and house)



Painting, Painting

Sing to the tune of "Sailing, Sailing"

^a Pain - ting, pain - ting, oh, how I love to paint. ____ I

^b paint__ the sky and clouds and sun, and ^c paint__ the bir - dies, one by one.

^a Pain - ting, pain - ting, ^d pain - ting the trees and ground. ____ I

love__ to ^e mix the paints and watch ^f my brush swirl round and round. ____

Actions

- a)** pretend to hold a paintbrush and move arm up and down
- b)** hold hand over head and pretend to paint the sky, including a circle for the sun
- c)** pretend to paint small birds by tracing V's in the air
- d)** "paint" one stroke up high and one stroke down low
- e)** pretend to mix paint
- f)** hold out "paintbrush" and spin around once





This Is My Paintbrush



**This is my paintbrush,
soft and new.**

*(pretend to hold a paintbrush in one
hand and feel its tip with the other)*



**This is my easel, square
and blue.**

(make "U" shape with hands)



Here are my paint cans in a row.

(pretend to tap paint cans on a table)



**Here is my smock—
I'm ready to go!**

(pretend to put on a smock)

The Big Bass Drum

Traditional

Oh, we can play on the big bass drum and ^athis is the way we do it.

^bBoom, boom, boom goes the big bass drum and ^athat is the way we do it.

Actions

- a)** pretend to hit an imaginary drum in time with the music
- b)** slap both hands on thighs three times

Additional Verses and Actions

Oh, we can play on the little flute
 And this is the way we do it.
(pretend to play a flute by side of mouth)

Toot, toot, toot
(tilt head right, left, then right again)

Goes the little flute
 And that is the way we do it!
(pretend to play a flute by side of mouth)

Oh, we can play on the tambourine
 And this is the way we do it.
(pretend to shake a tambourine in the air)

Ting, ting, ting
(slap fingers against heel of opposite hand three times)

Goes the tambourine
 And that is the way we do it!
(pretend to shake a tambourine in the air)



Quiet Time

Sing to the tune of "Rock-a-Bye Baby"

A_b Qui - et time, chil - dren, \sharp don't make a sound. E_b
 E_b7 b Time to be qui - et, not move a - round. A_b D_b A_b
 A_b When we are qui - et and we just sit, D_b
 A_b Fm B,m E_b A_b
 c you can - not hear us, d not e - ven a bit.

Actions

- a) hold pointer finger in front of lips*
- b) fold hands in front of belly*
- c) cup hand behind ear*
- d) shake head "no" while holding pointer finger and thumb slightly apart*





I Have a Question

I have a question.

(point to self)

What will it be?

(hold both palms up)

What do we hear with?

(cup hands behind ears)

Kindly tell me!

(Repeat first stanza for each of the following senses.)



What do we see with?

(point to eyes)



What do we smell with?

(point to nose)



What do we taste with?

(point to mouth)



What do we touch with?

(point to opposite hand)

Head and Shoulders

Traditional

^D
^a Head, and ^b shoul - ders, ^c knees and ^d toes, ^c knees and ^d toes.

^D ^A
^a Head, and ^b shoul - ders, ^c knees and ^d toes, ^c knees and ^d toes.

^D ^G
^e Eyes and ^f ears and ^g mouth and ^h nose.

^A ^D
^a Head, and ^b shoul - ders, ^c knees and ^d toes, ^c knees and ^d toes.

Actions

Increase tempo for each repetition.

- a)** place hands on top of head
- b)** place hands on top of shoulders
- c)** place hands on knees
- d)** point to toes
- e)** point to eyes
- f)** point to ears
- g)** point to mouth
- h)** point to nose





Let's Exercise!



The sun is up.

(raise arms and make a circle above head)

It's time to rise.

(pretend to rub eyes and stretch)



It's a brand new day.

(hold arms out at sides with palms facing forward)

Let's exercise!

(run in place)

Let's hop and jump.

(hop on one foot, then jump in place)



Let's not just sit.

(move pointer finger from side to side)

We'll stretch and bend.

(stretch high, then bend down at waist)



We'll keep so fit!

(flex muscles in both arms)

Let's reach up high.

(reach arms above head)



Let's go for a run.

(run in place)

We'll drink some water

(pretend to drink from a cup)



When we are done!

(pat belly)

Aaah!

Wash, Wash, Wash Your Hands

Sing to the tune of "Row, Row, Row Your Boat"

^a Wash, wash, wash your hands ma - ny times a day.

^a Rub and scrub, and scrub and rinse. Now you're on your way.

^b Dry, dry, dry your hands. The tow - el's on the rack.

Don't for - get to dry them well and ^c put the tow - el back.

Actions

- a) pretend to wash hands*
- b) pretend to dry each hand against opposite hand, as if it is a towel*
- c) pretend to hang up a towel*



Brush Your Teeth

Traditional

If you ^a get up in the mor - ning at a quar - ter to ^b one, and
 you want to have a lit - tle fun, ___ you brush your teeth ^c ch - ch - ch - ch,
^c ch - ch - ch - ch, you brush your teeth ^c ch - ch - ch - ch ^c ch - ch - ch - ch.

Actions

- a)** stretch arms out as if waking up
- b)** hold up one finger
- c)** pretend to brush teeth in time with music

Additional Verses and Actions

... at a quarter to two,
 (stretch arms out as if waking up, then hold up two fingers)

And you want to find something to do ...
 (Repeat chorus)

... at a quarter to three,
 (stretch arms out as if waking up, then hold up three fingers)

And you want to hum a tweedle-dee-dee ...
 (Repeat chorus)

... at a quarter to four,
 (stretch arms out as if waking up, then hold up four fingers)

And you think you hear a knock at the door...
 (Repeat chorus)

... at a quarter to five,
 (stretch arms out as if waking up, then hold up five fingers)

And you just can't wait to come alive ...
 (Repeat chorus twice)



Silly Sandwich

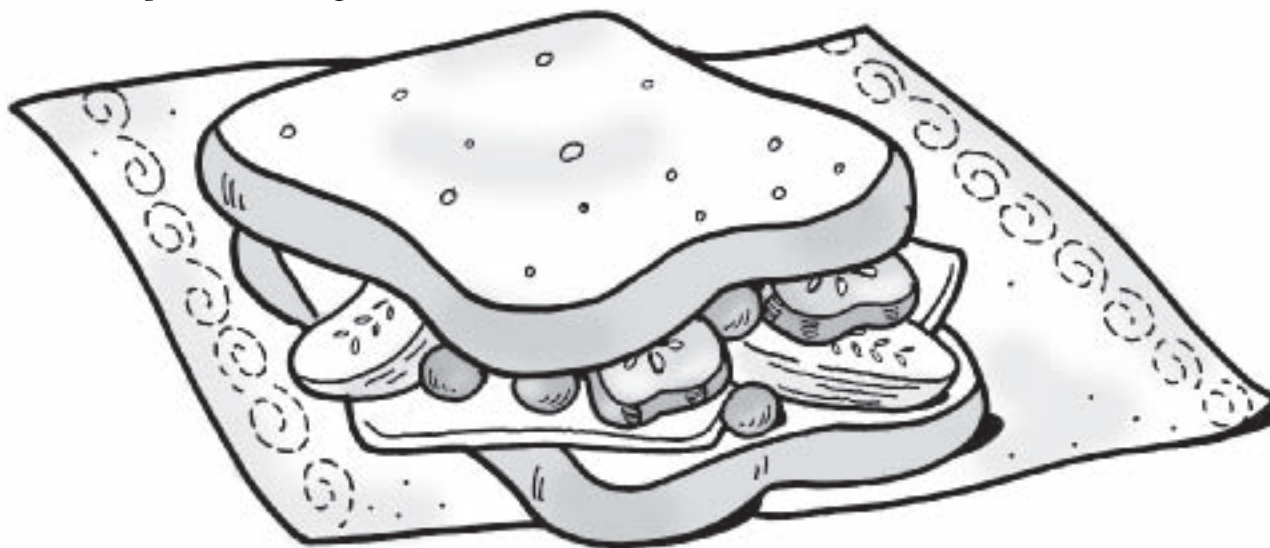
Sing to the tune of "On Top of Old Smokey"



The musical score is written in treble clef, key of D major (two sharps), and 3/4 time. It consists of six staves of music. The lyrics are written below the notes, and guitar chords (D, G, A7) are indicated above the staff lines. The lyrics are: "I'm ma - king a sand - wick with bread and some cheese. I'm add - ing some pi - ckles, ba - na - nas, and peas. My sand - wick is si - lly, but I like it so. I'm go - ing to eat it, get set here I go."

Actions

- a) hold hands flat together
- b) pretend to place pickles on palm of opposite hand
- c) rub belly
- d) pretend to bring a sandwich toward mouth with both hands





Carrots for Supper



Here is my carrot.

(hold hands flat against each other with fingers together)

Big and tall.

My fav'rite veggie

(point to self)

Of them all.



I wash it well

(pretend to scrub side of one hand with opposite hand)

Before I eat.

Then I taste it,

(pretend to bite a carrot)

Fresh and sweet.



Carrots for supper,

Lucky me.

(rub belly)

Carrots for supper,

Lucky me!

(raise both fists in the air)





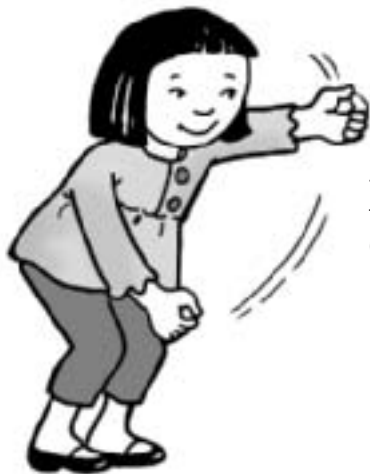
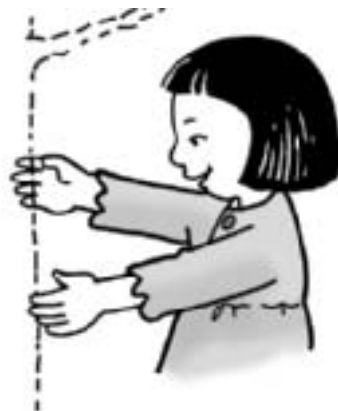
Apples

Way up high in the apple tree,
(stretch arms up high)



Two little apples smiled at me.
(keep arms stretched, then form a circle with each hand)

I shook that tree as hard as I could.
(pretend to shake a tree)



Down came the apples,
(drop hands, one at a time, down to lap)

Mmm, were they good!
(pat belly)





We Buckle Up!

We drive the car in town.

(pretend to hold and move a steering wheel)



The wheels go round and round.

(simultaneously draw two circles in the air with pointer fingers)

We buckle up

(pretend to fasten a seat belt)



In case we stop,

(hold out hand to signal "stop")

So we'll be safe and sound.

(hug self)



911

Sing to the tune of "BINGO"

There is a num - ber \sharp you can call when you need some help. Oh!

You call \flat 9 - 1 - 1. You call \flat 9 - 1 - 1.

You call \flat 9 - 1 - 1, and \flat they will come and help you.

Actions

- a)** make a "telephone" with hand and pretend to speak into it
- b)** pretend to call 911 by pressing "numbers" in palm of opposite hand
- c)** pretend to pick up a "child" with both hands and hold her against chest, slightly over shoulder



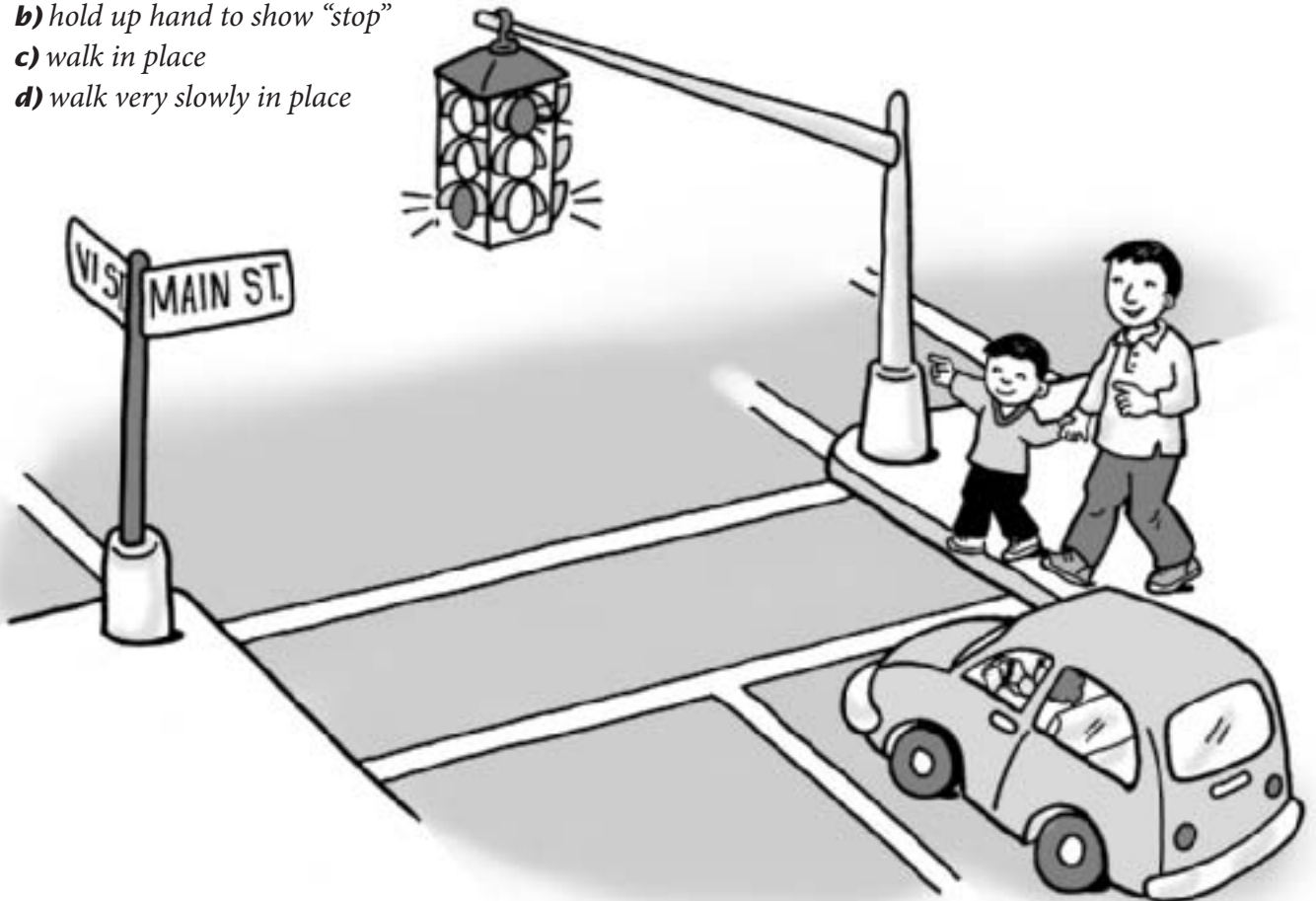
Traffic Light Song

Sing to the tune of "Twinkle, Twinkle, Little Star"

^F ^{B_b} ^F ^{C⁷} ^F
[#] Twin - kle, twin - kle tra - ffic light on the cor - ner,
^{C⁷} ^F ^{B_b} ^F ^C
 shi - ning bright. ^b Red means stop. ^c Green means go.
^F ^{B_b} ^F ^C ^F
^d Ye - llow means ve - ry ve - ry slow. [#] Twin - kle, twin - kle
^{B_b} ^F ^{C⁷} ^F ^{C⁷} ^F
 tra - ffic light on the cor - ner, shi - ning bright.

Actions

- a)** hold up both fists—open and close hands in time with music
- b)** hold up hand to show "stop"
- c)** walk in place
- d)** walk very slowly in place





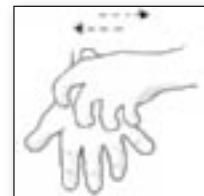
Here Is My Garden



Here is my garden.
(*extend one hand forward, palm up*)

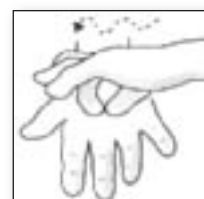
I'll rake it with care.

(*make raking motion on palm with fingers of opposite hand*)



I'll choose some red tulips
(*bring second palm forward, palm up*)

And plant them in there.
(*pretend to plant bulbs in a row on first palm*)



The sun will shine down.
(*raise arms and form a circle above head*)

The raindrops will fall.

(*let fingers flutter down*)



My tulips will blossom
(*cup hands together and slowly raise them*)

And grow straight and tall.
(*straighten body with arms over head and stand on tiptoes*)



Pick a Tomato

Sing to the tune of "Paw Paw Patch"

F C⁷

♯ Pick a to-ma - to and ♭ put it in the wa - gon. ♯ Pick a to-ma - to and

♭ put it in the wa - gon. ♯ Pick a to-ma - to and ♭ put it in the wa - gon.

C Dm C⁷ F B_b F

♮ Way down yon - der in the veg - gie patch!

Actions

- a) pretend to pick a tomato from a plant near the ground*
- b) pretend to place tomato in an imaginary wagon*
- c) pat knees in time with music*



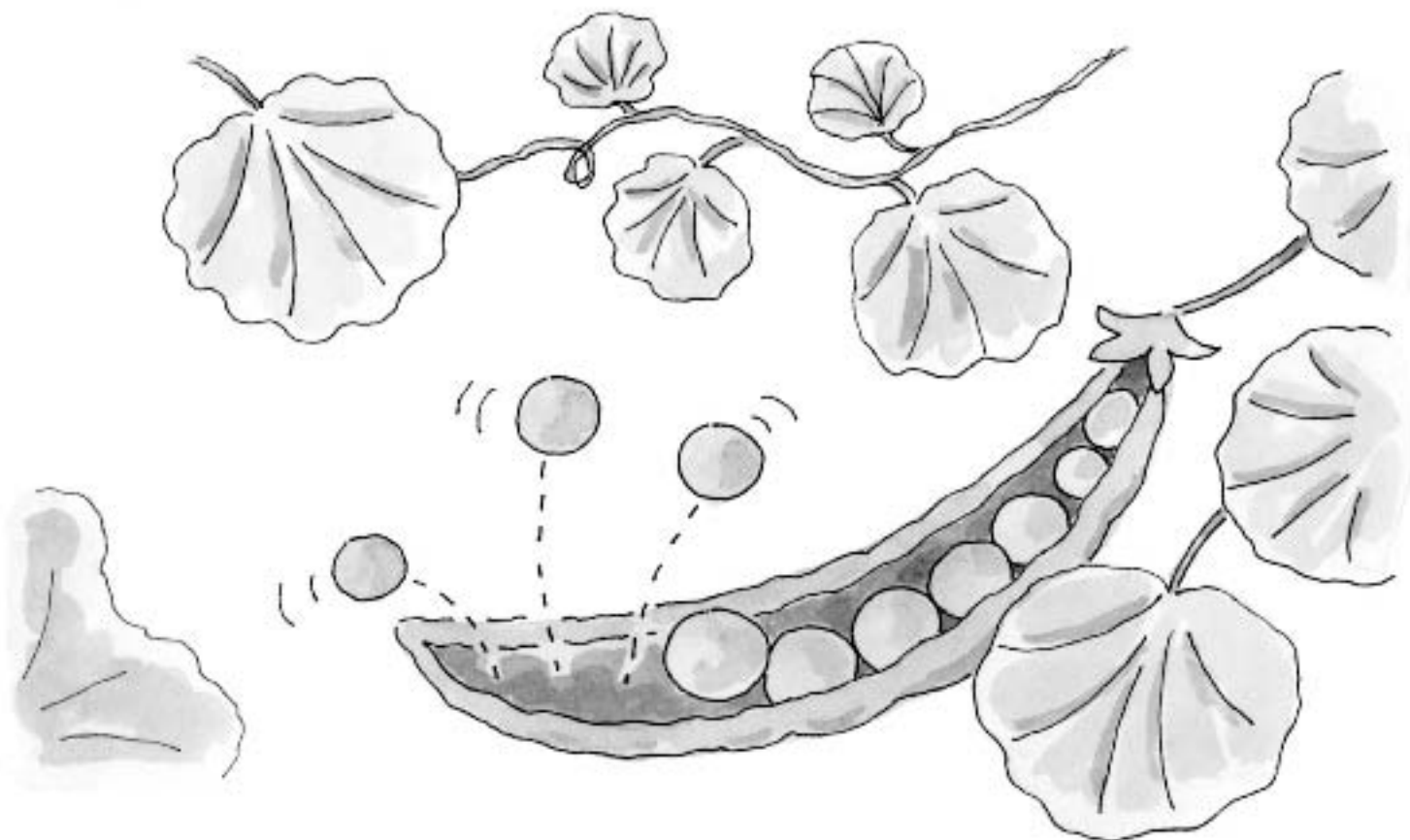
Ten Fat Peas

Sing to the tune of "Three Little Fishies (Itty Bitty Pool)"

^aTen fat peas in a pea pod pressed. ^b One grew, ^c two grew,
so did ^d all the rest. They ^e grew and grew and did not stop un - til
one day the pod _____ went ^f POP! _____

Actions

- a) hold both fists together in front of chest*
- b) hold up one finger*
- c) hold up two fingers*
- d) hold up all ten fingers*
- e) turn hands so that palms face forward, then raise them above head*
- f) clap hands once above head*



In the Sky

Sing to the tune of "Mary Had a Little Lamb"

Two staves of musical notation in 4/4 time. The first staff contains the melody for the first line of lyrics, with chords F, C, and F indicated above the notes. The second staff contains the melody for the second line of lyrics, with chords F, C, and F indicated above the notes.

#Oh, the sun shines in the sky, in the sky, in the sky.

#Oh, the sun shines in the sky. I see it way up high.

Actions

- a) raise arms and form a circle above head
- b) look and point upward

Additional Verses and Actions

Soon the day will turn to night,
(turn once in place)

Turn to night, turn to night.

Soon the day will turn to night,
(turn once in place)

And I will curl up tight.

(press hands together, close eyes, and tilt head against hands)

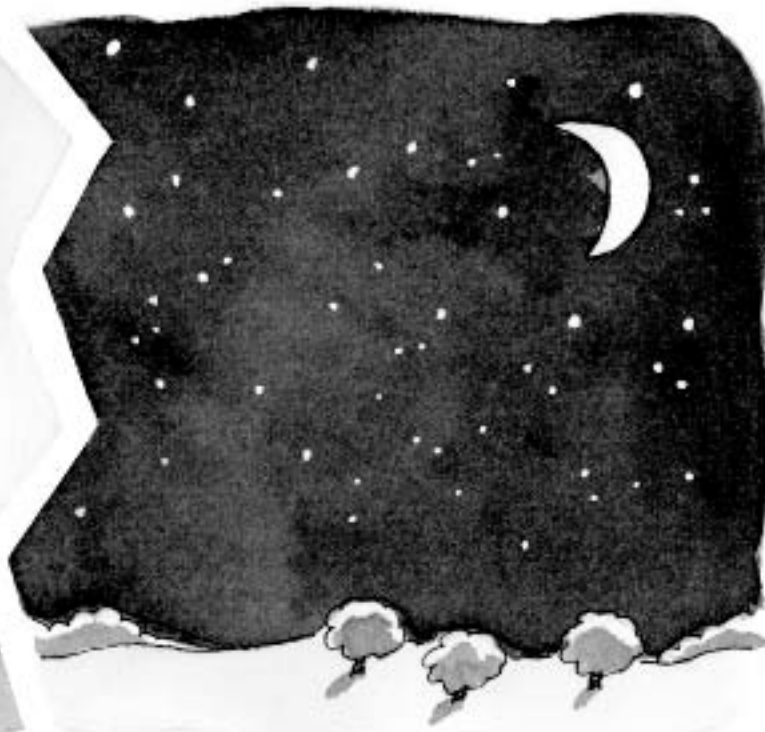
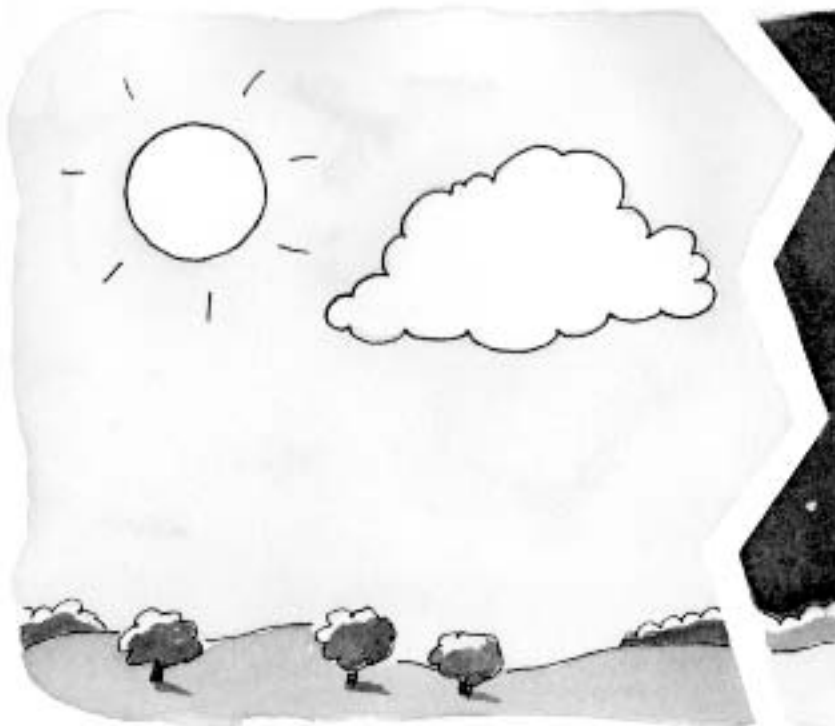
The stars are twinkling in the sky,
(hold hands up and wiggle fingers)

In the sky, in the sky.

The stars are twinkling in the sky.
(hold hands up and wiggle fingers)

I see them way up high.

(look and point upward)





It's Raining



It's raining, it's raining,
(move hands down while wiggling fingers)



Oh me, oh my!
(hold hands against cheeks)



But our umbrellas
(bring hands up and then move them apart to outline an arc above head)



Will keep us dry!
(pretend to dust off hands)

Mister Sun

Traditional

^aOh, Mis - ter Sun, Sun, ^{B^b} Mis - ter Gol - den Sun, ^C ^{F⁷} ^b please shine down on

^{B^b} me. ^aOh, Mis - ter Sun, Sun, ^C Mis - ter Gol - den Sun, ^{F⁷} ^c hi - ding be - hind a

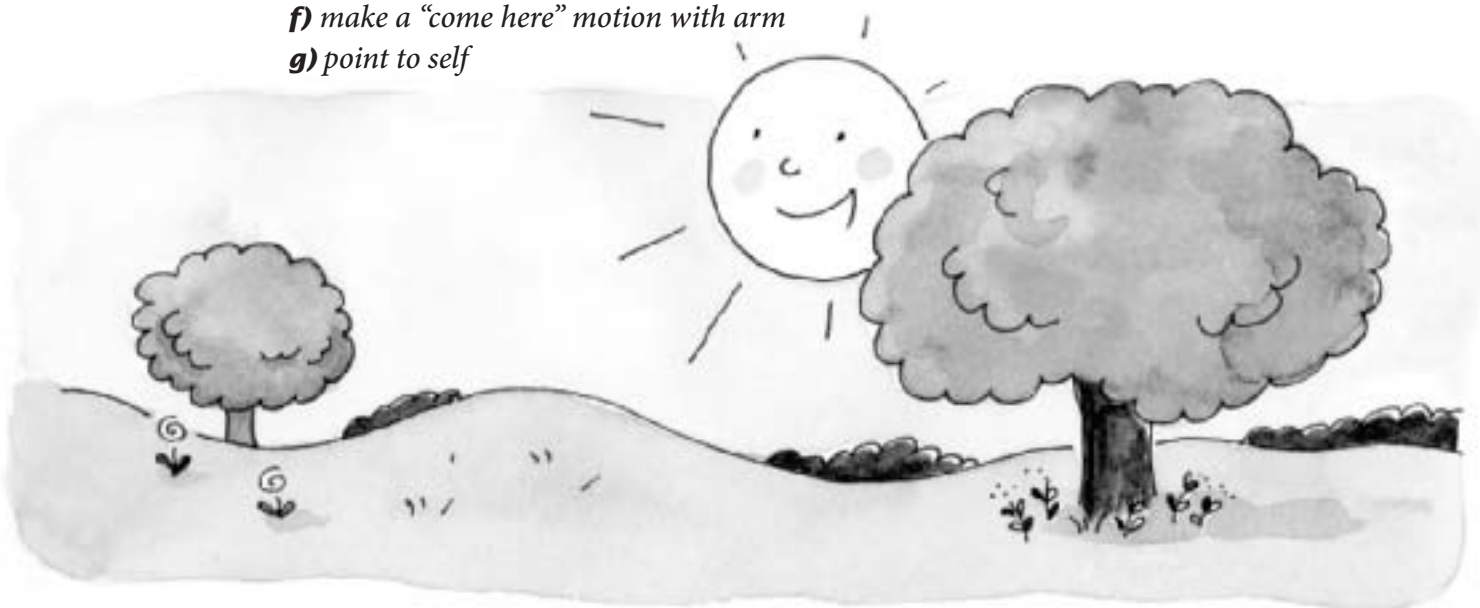
tree. ^{B^b} ^dThese lit - tle chil - dren are ask - ing ^F ^eyou _____ to

^{B^b} ^fplease come out so we can play with you. ^F ^{B^b} ^aOh, Mis - ter Sun, Sun,

^C ^{F⁷} ^{B^b} Mis - ter Gol - den Sun, please shine down on ^gme!

Actions

- a)** form a circle with hands by touching fingertips and thumbs
- b)** “stand” pointer and big finger on palm of opposite hand
- c)** hold up pointer and big finger and rest opposite palm on fingertips
- d)** hold arms out at sides with palms facing forward
- e)** point to sky
- f)** make a “come here” motion with arm
- g)** point to self



Down in the Valley

Traditional

Down in the val - ley, the val - ley so
low, hang your head
ver. Hear the wind blow.

Actions

- a) crouch near the floor with hands held low
- b) tilt head once to each side
- c) cup hand behind ear





Snowflake



**I think it's fun
To open my hand**
(hold out open palm)



**And let a tiny
Snowflake land.**
*(hold tip of pointer finger above open palm)
(slowly bring tip of pointer finger down to open palm)*



**Then I hold it
Very, very near**
*(close open hand into a soft fist)
(bring fist close to body)*



**And watch the snowflake
disappear.**
(slowly open palm and look down in surprise)



Rain

(Children should be seated on the floor.)

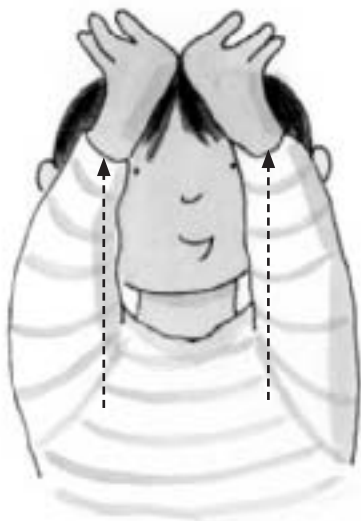


Pitter-pat, pitter-pat,
(gently drum fingers on the floor)

The rain goes on for hours.
(continue drumming)

**And though it keeps me in the house,
It's very good**

(hold hands in soft fists in front of body)



For flowers.

(open hands and raise them palms-up above head)



Whether the Weather



Whether the weather is cold,
(hug self and pretend to shiver)



Whether the weather is hot,
(wipe forehead with back of hand as if sweating)



**We'll be together,
whatever the weather,**
(clasp hands with person on each side)



Whether we like it or not!
*(swing arms up and release others'
hands above head)*



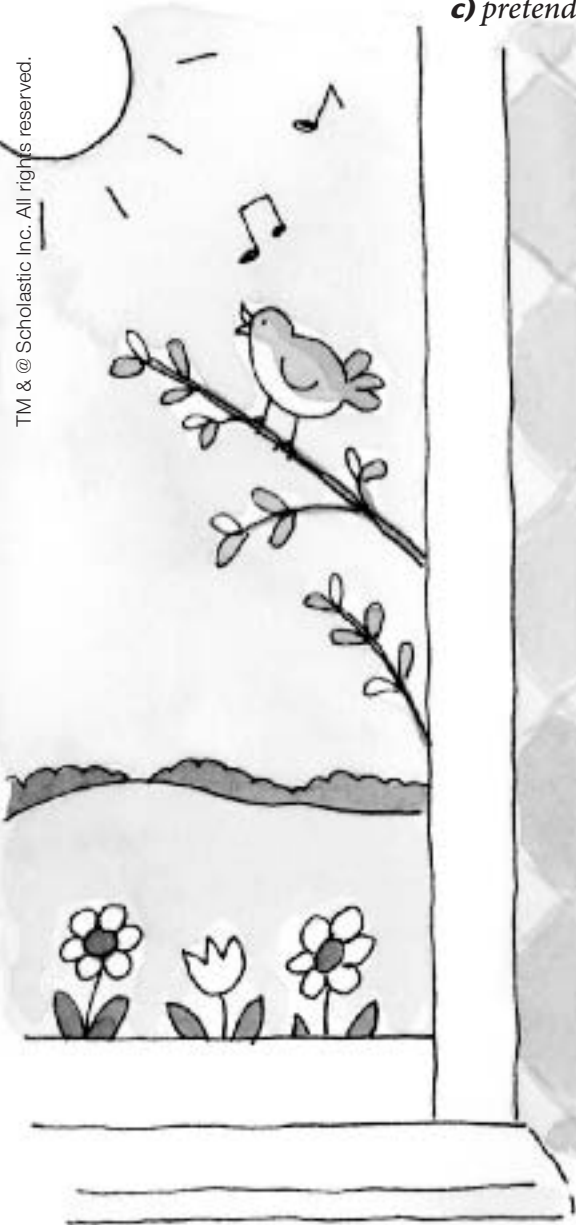
Can We Go Out?

Sing to the tune of "Clementine"

Actions

- a) hold both palms up
- b) hug self and pretend to shiver
- c) pretend to put on a coat

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March						
SUN	MON	TUE	WED	THU	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
SPRING						
21	22	23	24	25	26	27
28	29	30	31			



Seasons



In the summer, leaves are rustling,
(rub palms together to make a rustling sound)

**Green, green leaves are rustling,
In the summer, leaves are rustling,
Rustling on the trees.**

In the autumn, leaves are falling,
(rock hands from side-to-side as you bring them to the ground)

**Brown, brown leaves are falling,
In the autumn, leaves are falling,
Falling from the trees.**



In the winter, leaves are resting,
(crouch with both palms resting on the floor)

**Brown, brown leaves are resting,
In the winter, leaves are resting,
Resting on the ground.**

In the spring, leaves are growing,
(slowly stand up and raise both hands above head)

**Green, green leaves are growing,
In the spring, leaves are growing,
Growing from the branch.**



Take a Trip

Sing to the tune of "This Old Man"

The musical notation is written on two staves in 4/4 time. The first staff contains the first line of the song with chords C, Dm, and G. The second staff contains the second line with chords C, Dm, G7, and C.

^aTake a bus, ^btake a train, ^ctake a boat, or ^dtake a plane. ^eTake a
bike, ^ftake a tax - i - cab, ^ee - ven take a car. ^gTrav - el near or ^htrav - el far.

Actions

- a) pretend to hold a pole on a bus*
- b) pretend to tug on a train horn*
- c) pretend to steer a steering wheel*
- d) hold arms out like airplane wings*
- e) move feet quickly up and down as if pedaling a bike*
- f) hold arm out as if hailing a cab*
- g) point toward feet*
- h) point outward*





I'm Moving Tomorrow



**I'm moving tomorrow.
I've packed a big box.**
(draw a square in the air with pointer fingers)



**It's filled with my clothing
And my little toy fox.**
(pretend to cradle a stuffed animal and pet it)



**I'll miss my friend, Alex,
And my neighbor, Joy.**
(hug self)



**Will I meet a new friend,
A girl or a boy?**
(hold both palms up)

Sally Go 'Round the Sun

Traditional

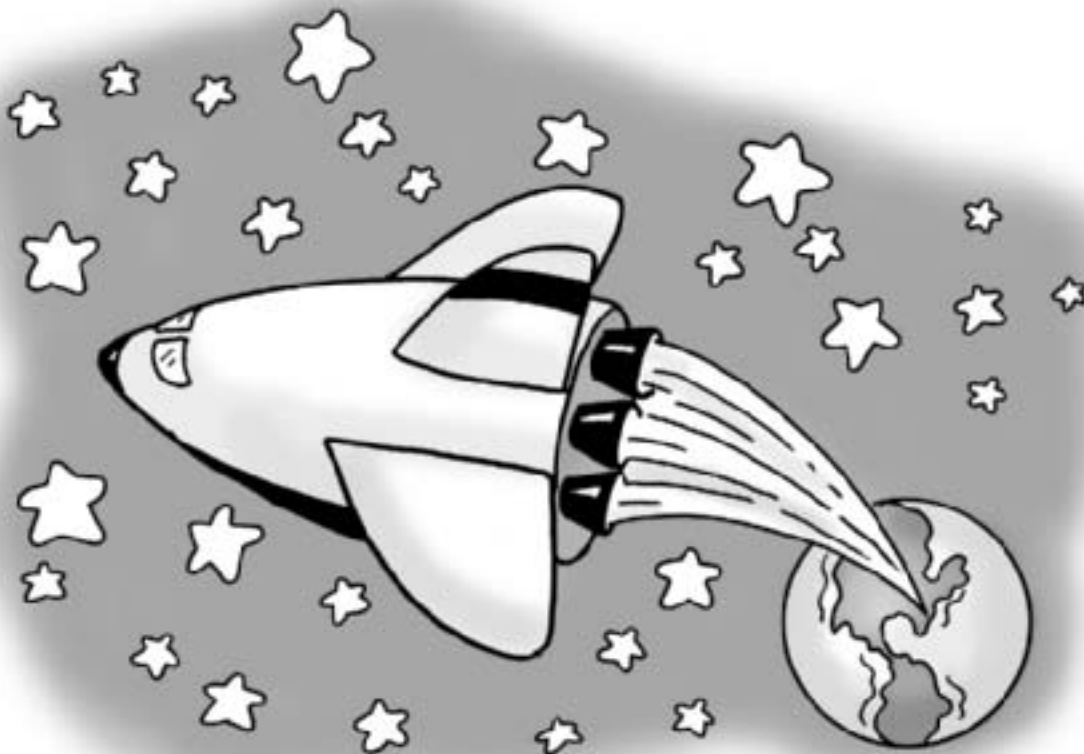
Actions

- a)** raise arms and form a circle above head by touching fingertips
- b)** keep arms above head with fingertips touching and bring thumbs together to form a smaller circle
- c)** draw a circle on the floor
- d)** dance in a circle

Additional Verses

Perform actions previously given for each additional verse.

- Sally go 'round the sun,
- Sally go 'round the moon,
- Sally go 'round the chimney pots
- On a Tuesday afternoon.
- ... On a Wednesday afternoon.
- ... On a Thursday afternoon.
- ... On a Friday afternoon.
- ... On a Saturday afternoon.
- ... On a Sunday afternoon.





The Swimming Lesson



I'm going to the pool today.
(walk in place)

I've just learned how to swim.



I love to jump into the pool
(make a swimming motion with arms)

The water cools my skin.



Today I dive under.
(pinch nose and squat down)

I count from one to three.
(maintain previous position and count from one to three with free hand)



"Yes!" I say, "I did it!"
(raise fists in the air)

It's so much fun for me.
(smile and point to self)

Oh, Yes I Can!

Sing to the tune of "Little Liza Jane"

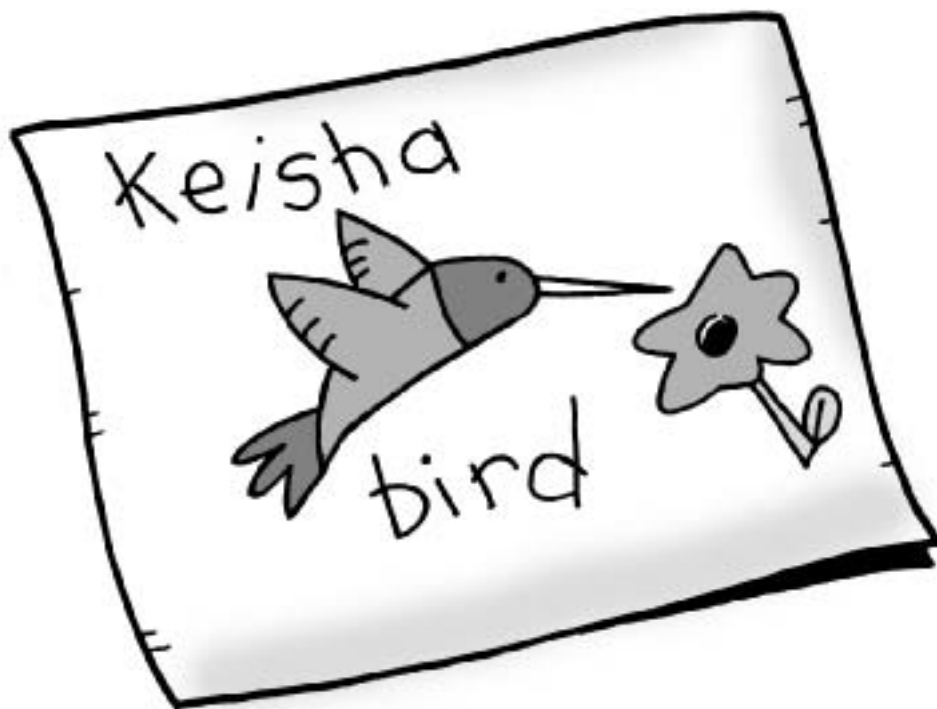
The musical score is written on three staves in 2/4 time. The first staff contains the first line of the song: "I know I can write my name. Oh, yes I can! I can play a". The second staff contains the second line: "count-ing game. Oh, yes I can! Chorus: I can do it." The third staff contains the third line: "Oh, yes I can! I can do it. Oh, yes I can!". Chords are indicated above the notes: C, F, C, G7, C, G7, C, F, C, G7, C, F, C, G7, C.

Actions

- a)** pretend to write
- b)** march in place
- c)** pretend to count on fingers
- d)** put hands on hips and nod

Additional Verse and Actions

- I can write a brand new word.
(pretend to write)
- Oh, yes I can!
(march in place)
- I can draw a hummingbird.
(hold hands out flat at sides and flap them quickly up and down)
- Oh, yes I can!
(march in place)
- (Repeat chorus)





Stepping Over Step Stones

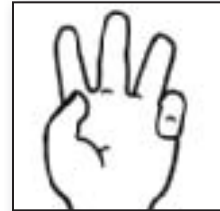


Stepping over step stones,

(step forward with left foot, then bring right foot to meet it)

One, two, three.

(count one, two, three on fingers)



Stepping over step stones,

(step forward with left foot, then bring right foot to meet it)

Come with me.

(motion for someone to come along)

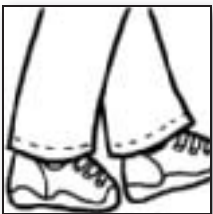
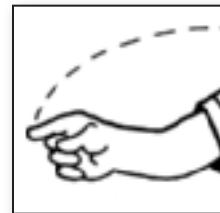


The river's very wide;

(hold both arms out at sides to show "wide")

To reach the other side,

(point to distance)

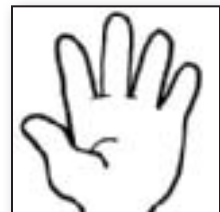


We'll step across on step stones,

(step forward with left foot, then bring right foot to meet it)

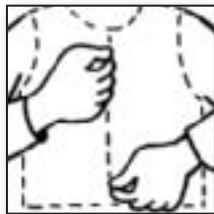
One, two, three, four, five.

(count one, two, three, four, five on fingers)



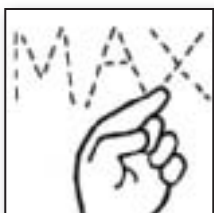


See Me Do It!

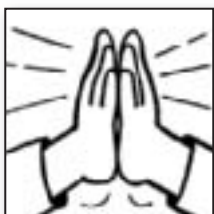


Zipper, snap, and button, too,
(pretend to pull up a zipper, close a snap, and button a button)

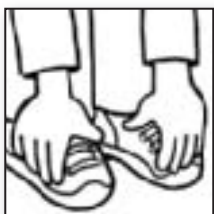
Here are more things I can do:



Write my name,
(pretend to print name in the air)



Play a game!
(clap once)

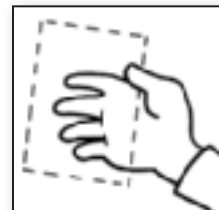


Wash my toes,
(reach down and touch toes)



And choose my clothes!
(pull shirt outward)

Put books away,
(pretend to place a book on a shelf)



Go on a slide,
(hold both arms up in the air)



Wash my face,
(rub face gently)



Brush my teeth,
(pretend to brush teeth)



See me do these things today.
I'm growing up in every way!
(hold hand flat, palm down, by top of head)



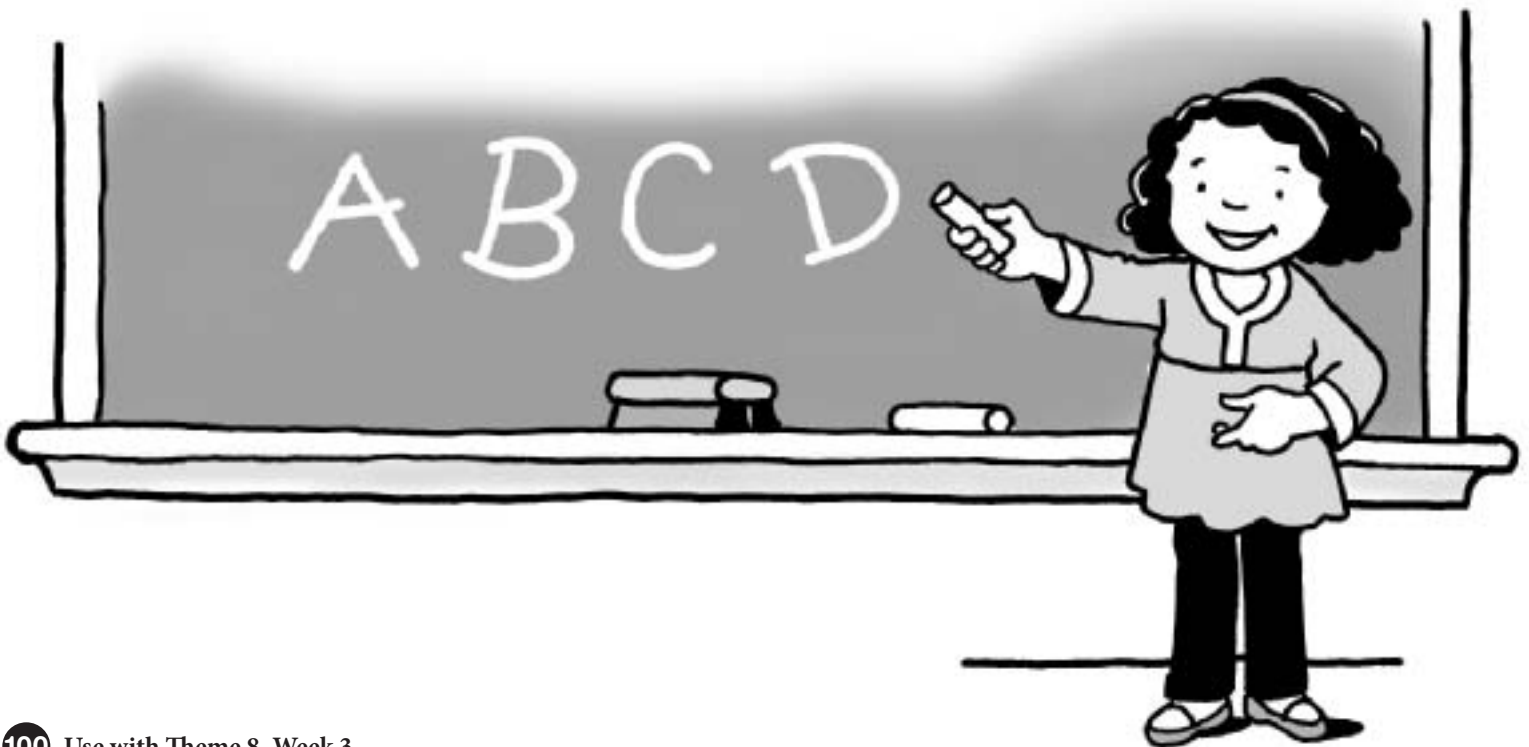
If You Know Your Letters Now

Sing to the tune of "If You're Happy and You Know It"

If you know your let - ters now, clap your hands.^{a)} If you
 know your let - ters now, clap your hands.^{a)} From ^{b)} ap - ple up to
^{c)} zoo, ^{d)} there's so much you can do! If you
 know your let - ters now, clap your hands.^{a)}

Actions

- a)** clap hands
- b)** pretend to hold an apple in both hands
- c)** scratch armpits like a monkey
- d)** hold arms out at sides with palms up



Just Keep Going On

Words and Music by Rev. Dan J. Smith

^G ^C ^G

^a Just keep go - ing__ on. ^a Just keep go - ing__ on.

^C ^G

^a Just keep go - ing__ on. ^a Just keep go - ing__ on. Take

^C ^G

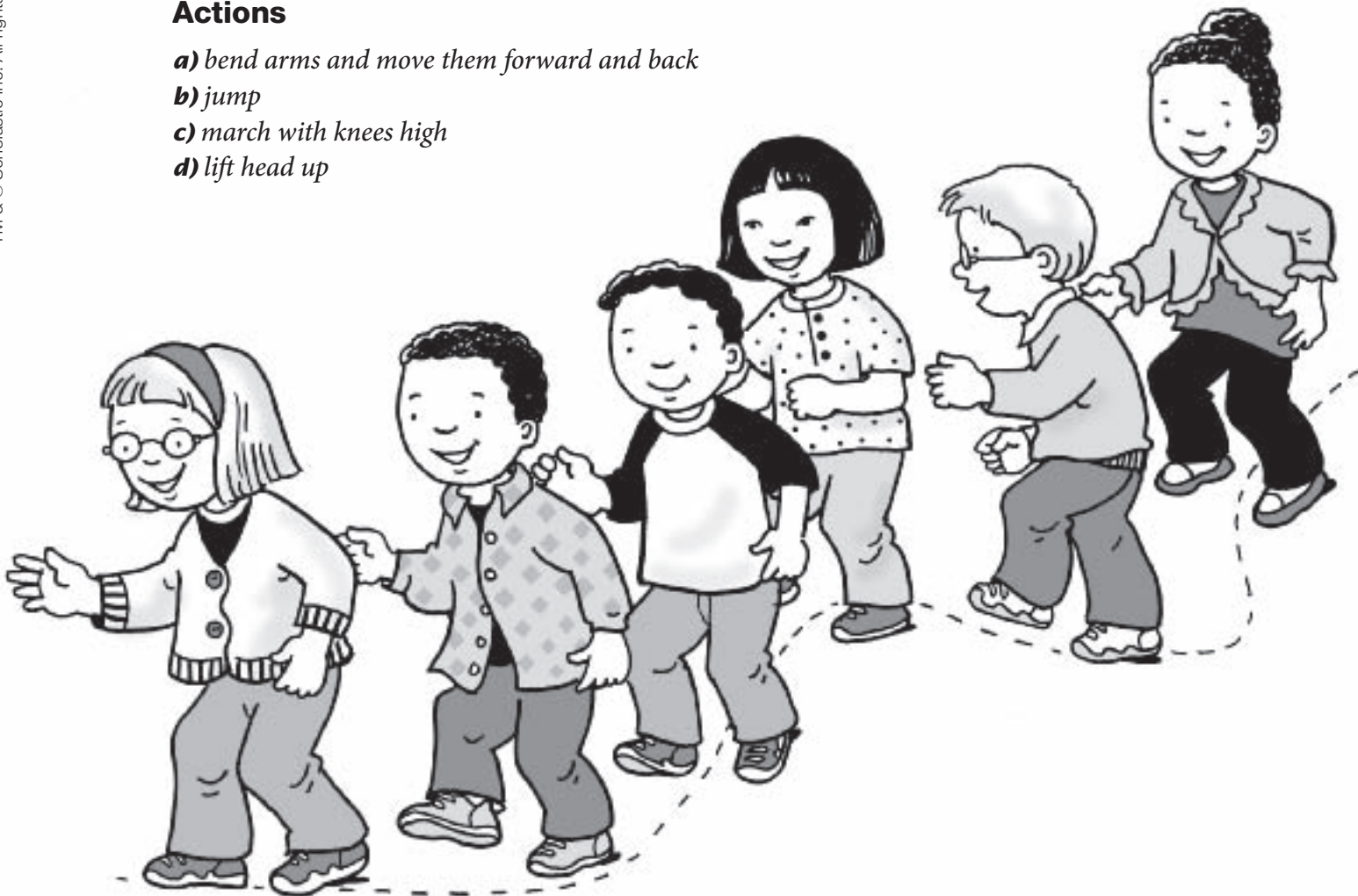
ev'-ry knock as a ^b boost and ev'-ry stum-bling block as a ^c step-ping stone. ^d Lift

^C ^G ^C ^G

up your head and hold your own. ^a Just keep go - ing__ on.

Actions

- a)** bend arms and move them forward and back
- b)** jump
- c)** march with knees high
- d)** lift head up





This Is the Way I Do It!

Sing to the tune of "Here We Go 'Round the Mulberry Bush"

F Gm C
*^a*This is the way I tie my shoe, tie my shoe, tie my shoe.

F Gm C⁷ F
*^a*This is the way I tie my shoe, so ear - ly in the mor - ning!

Action

a) pretend to tie shoelaces

Additional Verses and Actions

This is the way I walk to school . . .
("walk" pointer and big finger along opposite arm)

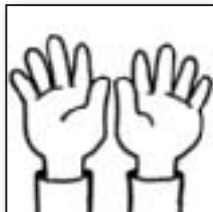
This is the way I ride my bike . . .
(pretend to hold handlebars and pedal a bike)

This is the way I wave "hello" . . .
(wave hello)





Here Are My Ten Fingers

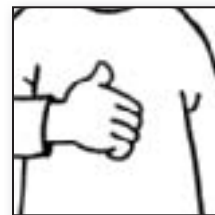


Here are my ten fingers.

(hold up both hands, fingers spread)

They all belong to me.

(point to self)



I can make them do things.

Would you like to see?

(point to eye)



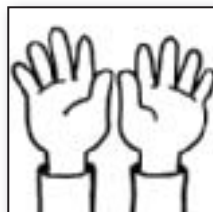
I can shut them tight

(make fists)



Or open them wide.

(open hands)



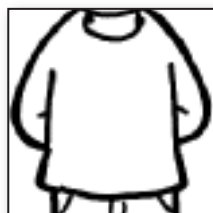
I can put them together

(press palms together)



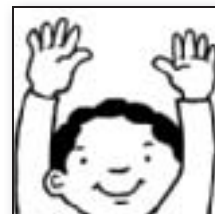
Or make them hide.

(place hands behind back)



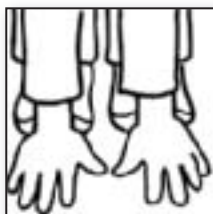
I can make them jump

(raise hands above head)



Or make them go low.

(touch floor)



I can fold them quietly

(fold hands in lap)



And hold them all just so.

Small Packages

Words and Music by Jim Rule

Chorus: E^b A^b E^b A^b Gm Fm⁷ B^b

^aBig things come in ^bsmall pack - ag-es, small pack - ag-es just like you!

E^b A^b E^b A^b Fm⁷ B^b E^b

^aBig things come in ^bsmall pack - ag-es. ^cThink of all the things that you can do!

Verse: A^b B^{b7} E^b G⁷ Cm Fm Fm⁷ B^{b7} E^b Fm Gm E^{b7}

You can help your ^dmom and ^edad, ^flis - ten to your friends when they feel sad.

A^b B^{b7} E^b G⁷ Cm F⁷ B^b B^{b7}

^hIf you're lit - tle, ⁱdon't feel blue. There's a lot that you can do! (^hWho? ⁱMe?) (^jYes, you!)

Actions

- a)** hold arms out at sides with palms forward
- b)** hold hands close together with palms facing
- c)** point to head
- d)** gesture upward with left hand
- e)** gesture upward with right hand
- f)** cup hand behind ear
- g)** shake head
- h)** hold both palms up
- i)** point to self
- j)** nod

Additional Verse and Actions

(Repeat chorus)

You can illustrate a book.

(pretend to draw in the air)

You can set the table. Help mom cook!

(pretend to place a dish on a table; pretend to mix a bowl)

If you're little, here's a clue.

(hold hands close together with palms facing; hold up a pointer finger)

You are lucky to be you.

Who? Me? It's true!

(hold both palms up; point to self; nod)

(Repeat chorus)



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