

Section 5:

Music

Throughout

the

HighScope

Day





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Greetings!

My name is Ashley Moss Fox, and I am the PreK Music and Movement Specialist. It is my job to guide classroom teams in the application of the Music Building Block Curriculum, as well as provide additional resources and activities to support instruction throughout the Daily Routine. This section of the Educator Binder serves as a resource that will help teams infuse music into the classroom environment and support developmentally appropriate, standards aligned music making at the same time. In addition to the resources found here, each classroom should have the following:

- Rhythmically Moving CDs 1-3
- Music Building Blocks CDs 3 & 4
- Rest Time CD
- "Movement Plus Rhymes, Songs, and Singing Games" by Phyllis Weikart
- "Movement in Steady Beat" by Phyllis Weikart

There are many resources available electronically (www.rcsdk12.org/prek/blocks) to support music learning, content, rituals and routines throughout the daily routine.

- Song Cards: These resources were created to support adults as they introduce new songs in their classrooms. Each card has pictures and lyrics to help teach songs, and newer song cards include music notation, suggestions for use, and standards alignments. Once a song is familiar, it can be included in the classroom songbook for student use.
- Transition Resources: This is a collection of tried and true transition songs, games, or activities currently in use in EPK and UPK classrooms in the greater Rochester area.
- Activity Guides: This is a collection of individual activities designed by teachers, TSTs, and/or content specialists that you can modify for use in your classroom. All guides include standards alignment to help with planning.
- Movement Materials: This is a collection of resources designed in collaboration with an occupational therapist and a physical therapist to provide targeted, developmentally appropriate movement experiences as part of the daily routine.

Finally, there are several professional development opportunities available to educators throughout the school year. These opportunities target specific areas of instruction and/or the Daily Routine and are excellent opportunities to experience new songs, chants, and activities. Additionally, job imbedded training is available to all classroom teams who wish to have one-on-one support in their classroom environment.

If you have any questions or concerns about Music Building Blocks or the resources available to classroom teams, please do not hesitate to contact me!

Respectfully,

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The Case for Music and Movement

“Just as all children are born with the potential to learn to speak and understand their native language, all children are born with the potential to learn to perform and understand their culture’s music.”

From “The Importance of Music in Early Childhood” by Lili M. Levinowitz

■ “...music is a vital part of every human culture, and therefore should be an integral part of young children’s experiences.”

■ “...connecting through music, whether listening, singing, playing instruments, moving, or creating, fosters important connections between individuals.”

From “Communicating the Importance of Music in Early Childhood” by Lisa Huisman Koops

“A child’s musical experiences from birth to age five have a particularly profound impact on the extent to which she will be able to understand, appreciate, and achieve in music as an adult. Children must be exposed to a rich variety of music during these years in order to develop the necessary readiness for formal music learning when they are older.”

From “The Gordon Institute for Music Learning” website:
www.giml.org/mlt/earlychildhood/

■ “The value of a variety of music experiences during a child’s early years is evident in the extensive research in this field. Key areas of benefit include social, cultural, cognitive, aesthetic, and linguistic domains.”

■ High quality, developmentally appropriate early childhood music experiences promote well-being, belonging, contribution, communication, and exploration through play.

From “The ‘Serious Business’ of Musical Play in the New Zealand Early Childhood Curriculum” by Robyn Trinick and Lesley Pohio

A Note on Prerecorded Music

We are aware that many classrooms have and utilize CDs and playlists of prerecorded songs and activities marketed to early childhood educators (i.e.; Greg and Steve, The Learning Station, Lynn Kliner, etc...). There is a time and place to use these resources; however, "in order to promote a true appreciation for the skill and practice of singing, children must be exposed to adults who are willing to sing for and with them" (Boisvert & Gainsley, 2006, pg. 11). Additionally, the majority of prerecorded activities marketed to early childhood educators:

- Give instructions too rapidly for most students to comprehend and successfully do.
- Contain movements that are developmentally inappropriate for young children.
- Have more lyrics or verses than children can remember.
- Do not allow opportunities for modifications base on the needs of children.

If there is a prerecorded song or activity you wish to use in your classroom, it is recommended that adults learn the song so that it can be modified to meet the needs of the students in the classroom.

Boisvert, C., & Gainsley, S. (2006). *50 large-group activities for active learners*. Ypsilanti, MI: High/Scope Press.

Tried and True Transition Tiles

For many teaching teams, transitions are the most challenging part of the day. Engaging students in fun, focused transitions decreases undesirable behaviors as you move through the Daily Routine and provides additional opportunities for learning. The following pages contain miniature versions of some tried and true transition and wait time songs and activities that you can use in your classroom.

The cards that follow are designed to be cut out, hole-punched, and attached to a ring so that you can carry them on a lanyard, hang them in strategic places around the room, or share them with guests to help them participate in your classroom routine. It is recommended that you laminate the tiles or copy them onto cardstock to help keep them intact when they are on the ring. If you need additional copies, please feel free to reach out!

<p><u>Clean Up, Clean Up Little Star</u> <i>To the tune of "Twinkle, Twinkle Little Star"</i></p> <p>Clean up, clean up, little star Stop and clean up where you are It's time to put the toys away We'll get them out later today Clean up, clean up, little star Stop and clean up where you are - - - ...It's time to put the toys away We'll get them out another day...</p>	<p><u>Everybody Have a Seat</u> <i>MBB CD #3 - Track 12</i></p> <p>Everybody have a seat, have a seat, have a seat Everybody have a seat on the rug Not on a spider! Not on a bug! Everybody have a seat on the rug</p> <p><i>Best Use: Transition to Greeting and/or Large Group Time</i></p>
<p><u>Heigh-ho, Heigh-ho</u> <i>MBB CD #3—Track 4</i></p> <p><u>Original Track</u> Heigh-ho, heigh-ho, it's cleanup time you know. We'll do our best then help the rest Heigh-ho, heigh-ho!</p> <p><u>Variation #1:</u> Heigh-ho, heigh-ho to Small Group time we go We'll find our group, We'll sit right down Heigh-ho, heigh-ho!</p>	<p><u>Heigh-ho, Heigh-ho</u> <i>MBB CD #3—Track 4</i></p> <p><u>Variation #2</u> Heigh-ho, heigh-ho, to large group time we go We'll meet our friends all on the rug Heigh-ho, heigh-ho!</p> <p><u>Variation #3:</u> Heigh-ho, heigh-ho, it's work time now we know We'll make a plan then play with friends Heigh-ho-heigh-ho!</p>
<p><u>It's Planning Time</u> <i>To the tune of "The Farmer in the Dell"</i></p> <p>It's planning time, it's planning time, It's time to make a plan for what you'll do a work time.</p> <p><i>Adapted for Recall Time...</i> <i>It's recall time, It's recall time, It's time to remember What you did at work time.</i></p>	<p><u>It's So Good To See You</u> <i>MBB CD #3 - Track 23</i></p> <p>It's so good to see you I really couldn't wait Won't you <u>clap</u> your hands And count to eight!</p> <p>1...2...3...4...5...6...7...8</p> <p><i>Repeat. Invite children to choose the action (tap legs, stomp, etc...)</i></p> <p><i>Best Use: Greeting Song</i></p>

Sample Music Activities

Including music in the classroom can be intimidating for some teaching teams due to insecurities around personal musicianship skills. It is important to note; however, that it is absolutely critical for children to have singing and music making modeled for them by the most influential people in their lives: parents, caregivers, and teachers! Children learn about how to explore their singing voices and personal musicianship skills by watching others engage in music making. It does not matter the quality of the music making that happens. When children see people they love and trust engaging in any activity, they are more likely to feel comfortable and confident in experimenting with that activity as well.

On the pages that follow you will find some of the most popular song cards from our EPK and UPK classrooms. Feel free to remove these pages from this binder, teach them to your students, and then share them with your students in your classroom Song Book. It is recommended that pages are either laminated or placed in slip covers to prolong their lifespan. If you need additional copies, please feel free to reach out!

Using Classroom Instruments

Every classroom is outfitted with a vast collection of movement materials and high-quality, authentic instruments. From the beginning of the school year it is expected that the music area be open and accessible. To facilitate success for your students and ensure the safety of both students and materials it is recommended that instruments are only included in the music area if they have been introduced during large group or small group time. New instruments should be introduced throughout the school year, and it is perfectly acceptable to rotate instruments in and out of the music area as you would toys in the toy area.

The following is the suggested timetable for introducing new instruments. Song cards and audio recordings are available online to assist teachers in introducing each instrument. If this is not an area of comfort, additional support is available through job-embedded training and professional development opportunities. Please feel free to reach out for assistance!

September

- Scarves (Large Group)
- Wrist Ribbons (Large Group)
- Rain Sticks (Small Group)

October

- Egg Shakers (Large Group)
- Hand Drums (Small Group)
- Cow Sounders (Small Group)

November

- Rhythm Sticks (Large OR Small Group)
- Tambourine (Small Group)
- Maracas (Small Group)

December

- Jingle Bells (Large Group)
- Triangle (Small Group)

January

- Review Familiar Instruments to ensure safe use.
- Reestablish routines and expectations.

February

- Floor Tom (Small Group)
- Sand Blocks (Small Group)

March

- Hand bells (Small Group)**
- Boomwhackers (Small Group)**

April

- Xylophone (Small Group)**
- Glockenspiel (Small Group)**
- Tone Bars (Small Group)**

**** Instruments are available if you attend “Tonal Instruments in PreK” Professional Development Opportunity.**

Music Building Blocks CD #3

Clean-Up Songs

1. Barney's Clean Up
2. Clean Up Little Star
3. Clean Up Girls, Clean Up Boys
4. Heigh Ho Clean Up
5. Observing Clean Up (example)
6. Observing Clean Up
(accompaniment)
7. Put Your Books on the Shelf
8. We Will Use Our Helping Hands
9. Yankee Clean Up

Gathering Songs

10. Children, Children It's Time to Eat
11. Come On Over to Circle
12. Everybody Have a Seat
13. When You're Finished Cleaning Up
14. Who Has a Seat and is Ready to Listen? (example)
15. Who Has a Seat and is Ready to Listen? (accompaniment)

Hello Songs

16. Clap, Clap, Clap Hello
17. Friend, Oh Friend
18. Good Day Everybody
19. Hello and How Are You?
20. I Have a Friend (example)
21. I have a Friend (accompaniment)
22. I Like Bein' Me
23. It's So Good to See You
24. Let's Clap to Say Hello
25. Little Red Box (example)
26. Little Red Box (accompaniment)
27. Make a Friend
28. We are Friends (Peacekeeping Skills—I Care Cat)
29. We're All Here Today (example)
30. We're All Here Today
(accompaniment)

Stretching and Re-focusing Songs

31. Children, Children Turn Around
32. Clap Your Hands
33. Everybody Stand Up
34. I'm Looking for Someone
35. Open Shut Them
36. This is My Place
37. Time to Listen

Transition Songs

38. Brown Bear
39. Clock on the Wall
40. Jump Up and Down (example)
41. Jump Up and Down
(accompaniment)
42. Let's Sit Down
43. Let's Stand Up
44. (A) Line Needs a Leader [used with permission]
45. Please Stand Up
46. Rainbow Fish
47. Someone's in the Middle
(example)
48. Someone's in the Middle
(accompaniment)
49. Sticky, Icky Bubblegum
50. Stop, Look and Listen/Hands Up, Hands Up, Way Up High
51. We're On Our Way to Wash Our Hands
52. What Do You Say? (example)
53. What Do You Say?
(accompaniment)
54. When It's Time to Line Up
55. Willoby Walloby Woo

Waiting Songs

56. A-Ram-Sam-Sam
57. Do As I'm Doing
58. Down by the Roller Coaster
59. Finger Family (Tommy Thumb is Up)
60. Jingle Jive
61. My Fingers are Starting to Wiggle
62. Now It's Time to Go to Sleep
63. Whose Name is This? (example)
64. Whose Name is This?
(accompaniment)
65. Who's Wearing Red?

Good-bye Songs

66. Let's Say Good-bye Now
67. Oh, It's Time to Say Good-bye
68. Good Night Ladies
(accompaniment)
69. You Are My Family
70. Zippity Doo Da

Traditional Melodies

(instrumental accompaniment for piggy-back songs)

71. Ants Go Marching
72. Chant/Jive Beat
73. Five Little Ducks
74. For He's a Jolly Good Fellow
75. Hokey Pokey
76. Hot Cross Buns
77. I've Been Working on the Railroad (w/ vocals)
78. I've Been Working on the Railroad (accomp)
79. London Bridge is Falling Down
80. Oh, Do You Know the Muffin Man
81. Old McDonald
82. Over in the Meadow
83. Polly Wolly Doodle
84. Shortnin' Bread
85. Ten Little Indians
86. This Old Man
87. Wheels on the Bus
88. 99 Bottles of Pop on the Wall

Literature

89. Down by the Bay
90. Gingerbread Man
91. Goldilocks and the Three Bears
92. Little Red Hen

Music Building Blocks CD #3 – Lyrics Sheet

Clean Up Songs

1. Barney's Clean Up
Clean up, clean up, everybody everywhere
Clean up, clean up, everybody do your share
2. Clean Up Little Star
Clean up, clean up little star, stop and clean up where you are.
Time to put the toys away, we'll get them out another day.
Clean up, clean up little star, stop and clean up where you are.
3. Clean Up Girls, Clean Up Boys—from *RCN Honeybee Room*
Clean up girls, clean up boys, clean up all the blocks and toys.
Don't forget the dishes and the cups. That's the way we all clean up!
4. Heigh Ho Clean Up
Heigh ho, heigh ho, it's clean up time we know.
We'll do our best, then help the rest, heigh ho, heigh ho!
5. Observing Clean Up (Example)
I see Marianna cleaning up, I see Joseph cleaning up,
I see Terrance cleaning up, they're cleaning up the blocks.
6. Observing Clean Up (Accompaniment)
(Teachers fill in names of students as they observe them and what they are cleaning up.)
7. Put Your Books on the Shelf
Put your books on the shelf, on the shelf. Put your books on the shelf, on the shelf,
Put your books on the shelf, you can do it by yourself,
Put your books on the shelf, on the shelf!
(Repeat above, changing it to the items that children are cleaning up.)
8. We Will Use Our Helping Hands
We will use our helping hands, helping hands, helping hands,
We will use our helping hands to clean up the room.
(Insert child's name) is using helping hands, (insert child's name) is using helping hands,
(Insert child's name) is using helping hands, they're cleaning up the room.
9. Yankee Clean Up (*lyrics by Maxine Smith, ABC Head Start*)
Now it's time to clean the room, I know you're having fun,
It only takes a little while to get the work all done.

Gathering Songs

10. Children, Children It's Time to Eat (M. Speranza)
Children, children it's time to eat, so find a chair and have a seat.
Serve the food and eat it up, talk with your friends and then clean up!
11. Come on Over to Circle
Come on over to circle, com on over right now
Come on over to circle, come on over, we'll have some fun.
Find a spot on the rug, find a spot on the rug,
Find a spot on the rug, give yourself a great big hug.
(Repeat first two lines)
12. Everybody Have a Seat
Everybody have a seat, have a seat, have a seat,
Everybody have a seat on the rug.
Not on a spider, not on a bug,
Everybody have a seat on the rug.
13. When You're Finished Cleaning Up, Come Over Here (M. Speranza)
When you're finished cleaning up, come over here.
When you're finished cleaning up, come over here.
When the room is nice and neat, come over here and have a seat.
When you're finished cleaning up, come over here.
14. Who Has a Seat and is Ready to Listen (Example)
Jameika has a seat and she's ready to listen, and Marcus has a seat, he's ready to listen.
And Lydia has a seat, she's ready to listen, and Ronald has a seat, he's ready to listen.
15. Who Has a Seat and is Ready to Listen (Accompaniment)

Hello Songs

16. Clap, Clap, Clap Hello
Clap, clap, clap hello, clap hello together
Clap, clap, clap hello, clap hello together
(Continue with "pat," and then use other movements children can think of)
17. Friend, Oh Friend - Partner Song (M. Speranza)
Note: On the recording, there is not much time between verses. This encourages children to find a partner quickly rather than be very selective or omit certain children. Adults should model this partner dance slowly before using the CD

Friend, oh friend, how do you do? Both my hands I give to you.
'Round we go, 'round and then, off to find another friend.
(Spoken) Find a new friend while I count to five. 1, 2, 3, 4, !

(Repeat several times, then change last line as follows...)

'Round we go, 'round and then, off to find just one more friend.

(Last time) 'Round we go, 'round and then, sit back down, this is the end.

18. Good Day Everybody

Good day everybody, good day everybody, good day, good day, good day,
Let's smile everybody, let's smile everybody, and chase those blues away.
Shake hands everybody, shake hands everybody, and make a friend today.

19. Hello, and How are You? - Multicultural

Hello, and how are you? Hello, and how are you?

Well I'm OK, yes I'm OK, and how are you? Hello, and how are you?

(Repeat using "Hola," "Bonjour," and other languages of choice.)

20. I Have a Friend (Example)

I have a friend whose name is Michael, stand up, wave hello, Michael, you're our friend.

21. I Have a Friend (Accompaniment)

22. I Like Bein' Me

Well, I like it bein' me. Well, I like it bein' me.

Shake my hand 'cause I'm a special person, and I like it bein' me.

23. It's So Good to See You

It's so good to see you, I really couldn't wait.

Won't you clap your hands and count to 8. 1, 2, 3, 4, 5, 6, 7, 8!

(Repeat, changing words to "tap your legs" then action of your choice.)

24. Let's Clap to Say Hello (M. Speranza) *Note: "Pat" means to pat on thighs.*

Let's clap to say help, let's clap to say hello,

Let's clap (*clap clap*), Let's clap (*clap clap*), let's clap to say hello.

(repeat, changing words to "tap your legs" then action of your choice)

25. Little Red Box (Examples)

Oh, I wish I had a little red box to put Darrin in,

I'd take him out and (*insert action*) and put him back again.

*(Insert action: Pretend to take him out of a box, pucker lips and pretend to kiss him three times—
or use words like "shake his hand," "give a high five," or "give him a hug.")*

26. Little Red Box (Accompaniment)

27. Make a Friend (M.Speranza)

Make a friend at school today, smile and ask, "Do you want to play?"

Make a friend at school today, smile and ask, "Do you want to play?"

28. We Are Friends (Peacekeeping Skills—I Care Cat) (D. Ondishko & M. Speranza)

(This is a fun, easy way to review your "I Care Cat" poster)

My ears are listening, listening, listening, my ears are listening, we are friends.

My hands are helping, helping, helping, my hands are helping, we are friends.

My words are caring, caring, caring, my words are caring, we are friends.

I care about your feelings, feelings, feelings, I care about your feelings, we are friends.

I am responsible, responsible, responsible, I am responsible for what I say and do.

29. We're All Here Today (Example)

We're all here today, we're all here today,

Clap your hands together 'cause we're all here today.

John is here today, Maria's here today.

Clap your hands together 'cause we're all here today.

Alex is here today, and Julie's here today.

Clap your hands together 'cause we're all here today.

30. We're All Here Today (Accompaniment)

We're all here today, we're all here today,

Clap your hands together 'cause we're all here today.

(Add children's names as in example above)

Stretching and Re-focusing Songs for Large Group Time:

Don't keep preschoolers sitting for too long!!

31. Children, Children Turn Around (M. Speranza)

Children, children turn around, children, children, touch the ground

Children, children show your shoe, children, children, clap one, two!

Children, children, touch your nose, children, children touch your toes,

Children, children, look around, slowly, quietly sit right down.

32. Clap Your Hands

Clap your hands, touch your toes, turn around and put your finger on your nose.

Flap your arms, jump up high, wiggle your fingers and reach for the sky!

33. Everybody Stand Up (M. Speranza)

Everybody stand up, stand up, stand up, everybody stand up on your feet.

Stretch to the ceiling, stretch to the floor, stretch to the ceiling, now do it once more.

(Repeat, changing last part to "now clap to four, 1, 2, 3, 4)."

34. I'm Looking for Someone

I'm looking, looking, looking, I'm looking for someone

Who's sitting very quietly and ready for some fun!

35. Open Shut Them—finger play

Open, shut them, open, shut them, give a little clap, clap, clap

Open, shut them, open, shut them, fold them in your lap, lap, lap

Creep them, creep them, creep them, creep them, right up to your chin

Open up your little mouth but do not let them in!
Open, shut them, open, shut them, give a little clap, clap, clap
Open, shut them, open, shut them, fold them in your lap.

36. This Is My Place

This is my place, this is my space; My place, my space, nobody but me!

37. Time to Listen

Time to listen, now it's time to listen, open up your ears.

Transition Songs

38. Brown Bear

Brown Bear, Brown Bear, what do you see?

I see _____ looking at me.

(Child fills in the blank)

39. Clock on the Wall

(The) clock on the wall says it's time to stop, time to stop, time to stop!

The clock on the wall says it's time to stop. It's time _____.

(Teacher fills in the blank with "for clean up," "for circle," etc...)

40. Jump Up and Down (example)

Mariah and Michael, jump up and down, turn all around, touch the ground!

Mariah and Michael, jump up and down, now walk to wash your hands.

41. Jump Up and Down (accompaniment)

(Use children's names and change "now walk to wash your hands" to other activity as needed, i.e.; "now tell us your choice")

42. Let's Sit Down

Let's sit down, while we sing. Down, down, down, down, down, down, down, down.

43. Let's Stand Up

Let's stand up while we sing to 8. 1, 2, 3, 4, 5, 6, 7, 8.

44. (A) Line Needs a Leader [*used by permission, BillyB Productions.com*]

A line needs a leader, it needs a caboose. It needs to be straight and it needs to be loose!

With our hands by our sides, we're walking in a line,

We're gonna walk, walk, walk in a line. We're gonna walk, walk walk, in a line.

45. Please Stand Up - formerly "Stand Up Quick"

(Teacher inserts children's names and where they should go or what they should do, i.e.; "go and wash your hands," or "and tell us your choice.")

If your name is _____, please stand up, If your name is _____, please stand up.

If your name is _____, please stand up and _____.

46. Rainbow Fish (G. Wetzel & M. Speranza)
Child sings as he/she holds us his/her plain fish.
Rainbow fish, won't you please share a shiny scale with me.
(Teacher answers while handling them a piece of foil to put on their plain fish)
Here's a shiny scale for your, now I'm feeling happy, too.
47. Someone's in the Middle (example)
Carrie's in the middle, middle, middle, Carrie's in the middle dancing like that.
48. Someone's in the Middle (accompaniment)
49. Sticky, Icky Bubblegum (*pat/clap pattern*)
Sticky icky bubblegum, chewing's not the only fun!
Sticky mess, sticky mess, stuck like glue
Sticky mess, sticky mess, stuck on you!
(Oooooooh, pop!)
50. Stop, Look, and Listen/Hands Up, Hands Up, Way Up High
Stop, look, and listen. Hands up, hands up, way up high. Listen and I'll tell you why.
51. We're On Our Way to Wash our Hands (M. Speranza)
We're on our way to wash our hands
We're on our way to wash our hands
We're going to use some soap and water
We're on our way to wash our hands.
52. What Do You Say? (Example)
Jerrod, Jerrod, what do you say? What will you do for choice time today?
53. What Do You Say? (Accompaniment)
54. When It's Time to Line Up (M. Speranza)
When it's time to line up, this is what you'll see
I'll use walking feet and take care of only me.
I'll move like a cloud that's way up in the sky,
Floating very gently as I'm passing by.
(Words on lines 3 and/or 4 can be changed every so often!)
55. Willoby Walloby Woo
Willoby wallaby woo, an elephant sat on you,
Willoby wallaby, wee, and elephant sat on me!
(Repeat, using rhyming words of each child's name, i.e.;
Willoby wallaby wustin, an elephant sat on Justin,
Willoby wallaby warryl, an elephant sat on Darryl!)

Waiting Songs

56. A-Ram-Sam-Sam

A-ram-sam-sam, A-ram-sam-sam, Goulie-goulie-goulie-goulie, ram-sam-sam.
A-raffi! A-raffi! Goulie-goulie-goulie-goulie, ram-sam-sam.

57. Do As I'm Doing

Do as I'm doing, follow, follow up. Do as I'm doing, follow, follow me.

58. Down by the Roller Coaster

Down, down baby, down by the rollercoaster,
Sweet, sweet baby, I'll never let you go
Shimmy, shimmy cocoa pop, shimmy, shimmy pow.
Shimmy, shimmy cocoa pop, shimmy, shimmy pow.
Grandma, grandma, sick in bed, she called the doctor and the doctor said
"Let's get together with the clap" (*clap clap*)
"Let's get together with the stomp" (*stomp stomp*)
"Let's get together with the arms, hooray!"

59. Finger Family (Tommy Thumb is Up)

Tommy thumb is up and Tommy thumb is down
Tommy thumb is dancing all around the town.
Dance him on your shoulders, dance him on your head,
Dance him on your knees and tuck him into bed.
(Continue with "Peter Pointer," and "Polly Pinky," and the whole "Finger Family," letting children decide another body part to replace knees)

60. Jingle Jive

Jingle, jingle, jingle jive, clap your hands while I count to five!
Jingle, jingle, jingle jeight, clap your hands while I count to seven!
(Add other numbers to help children with rhyming words; you can also change "clap" to a different movement)

61. My Fingers are Starting to Wiggle

My fingers are starting to wiggle, my fingers are starting to wiggle,
My fingers are starting to wiggle, around and 'round, and 'round.
(Repeat, changing fingers to hands, feet, etc...)

62. Now It's Time to Go to Sleep

Now it's time to go to sleep, put the baby in the bed
Cover the baby in the bed, and kiss the baby goodnight!
(Ask children what they think the baby needs, and repeat)

63. Whose Name is This? (Example) - *Tone-matching and identifying their name.*

64. Whose Name is This? (Accompaniment)

65. Who's Wearing Red? - *Tone-matching and identifying colors*
(Adult sings question and children respond, "I'm wearing _____" If they are wearing that color.)

Good-bye Songs

66. Let's Say Good-bye Now (adapted from "The Everyday Song Book")
Let's say good-bye now, it's time for us to go (repeat 3x)
Au revoir, adios, goodbye.
67. Oh, It's Time to Say Good-bye
Oh, it's time to say good-bye for today, oh, it's time to say good-bye for today.
Can you wave your hand like this, can you blow a little kiss?
Oh, it's time to say good-bye for today.
68. Good Night, Ladies (Accompaniment)
Good-bye (*insert children's names*)
69. You Are My Family (C. Haymond-Hasketh, modified by M. Speranza)
You are my family, my Pre-K family, and I will miss you when we're apart.
But I will love you, and I'll think of you, and I will keep you here in my heart.
70. Zippity Doo Da
Zippity Doo Dah, Zippity A. My, oh my we had a wonderful day!
Plenty of singing, plenty of play. Zippity Doo Dah, Zippity A!

Traditional Melodies (instrumental accompaniment for piggy-back songs, except #77)

71. Ants Go Marching
72. Chant/Jive Beat
73. Five Little Ducks
74. For He's a Jolly Good Fellow
75. Hokey Pokey
76. Hot Cross Buns
77. I've Been Working on the Railroad (w/ Vocals)
I've been working on the railroad all the live long day.
I've been working on the railroad just to pass the time away.
Can't you hear the whistle blowing, rise up so early in the morn.
Can't you hear the captain shouting, Dinah blow your horn.
Dinah won't you blow, Dinah won't you blow, Dinah won't you blow your horn?
Dinah won't you blow, Dinah won't you blow, Dinah won't you blow your horn?
Someone's in the kitchen with Dinah. Someone's in the kitchen I know.
Someone's in the kitchen with Dinah, strumming' on the old banjo.
They're singing fee fi fiddley I oh, fee fi fiddley I oh,
Fee fi fiddely I oh, strummin' on the old banjo.

78. I've Been Working on the Railroad
79. London Bridge is Falling Down
80. Oh, Do You Know the Muffin Man
81. Old McDonald
82. Over in the Meadow
83. Polly Wolly Doodle
84. Shortnin' Bread
85. Ten Little Indians
86. This Old Man
87. Wheels on the Bus
88. 99 Bottles of "Pop" on the Wall

Literature - see song cards for words

89. Down By the Bay (*echo song*)
90. Gingerbread Man, (M. Speranza) - *use hand drums to accompany*
91. Goldilocks and the Three Bears - *exploring/identifying low, middle, and high vocal sounds*
92. Little Red Hen - *summary of story, using some of the text*
93. Napping House - *summary of story, using some of the text*
94. Rainbow Fish (S. Longhouse, RPPP teacher)
95. Three Pigs - *summary of story, using some of the text as well as instruments and voice inflection*

Music Building Blocks CD #4

Concept/Theme Songs

1. (An) Apple is a Fruit
2. Apples Hang on a Tree
3. Autumn Leaves are Falling
4. Beautiful Butterfly
5. Bidy Bidy Bum Bum
6. Bubbles Pop
7. Clickety-Clack (Train Song)
8. Color Bear (accompaniment)
9. Color Song
10. Cooperation—One Little Ant
11. Days of the Week
12. Deantal Health—Flossing
13. Did You Ever See the Leaves? (3 verses)
14. Did You Ever See the Leaves? (4 verses)
15. Dinosaur Graphing Song
16. Down by the Station—Sequencing Song
17. Down on Grandpa's Farm
18. Fire Safety—Stop, Drop, Cover Your Face
19. Five Green and Speckled Frogs
20. Grocery Store
21. Here's a Baby Birdie
22. Hickety Pickety Bumblebee (example)
23. Hickety Pickety Bumblebee (accompaniment)
24. How Much Is That Doggie in the Window?
25. I Am a Fine Musician
26. I Know an Old Lady
27. I Shut the Door (used by permission, lyrics by Anonymous, Tune by Debbie Carroll © 2004 SOCAN)
28. I'm a Little Acorn Round
29. If You're Sad, Angry, Scared, Happy
30. John Brown's Baby
31. Leaves are Falling
32. Little Duck Egg
33. Little Red Caboose

34. Martin Luther King Had a Dream
35. Mouse in my Heart
36. One Little Bird
37. Owl in the Tree
38. Penguins Forward and Back
39. Pumpkin Vine
40. Rain, Rain Go Away
41. Seed in the Ground (used by permission, Connie Kaldor conniekaldor.com)
42. Star Light, Star Bright
43. Stomp, Stomp, Stomp (Dinosaur Song)
44. Voice—letter sounds
45. What's the Weather?
46. What Do You Hear?
47. Zippity Birthday

Instrument Songs

48. Cabasa
49. Finger Cymbals
50. Floor Tom
51. Guiro
52. Hand Drum
53. Maracas
54. Rain Stick
55. Rhythm Sticks
56. Sandblocks
57. Shaker Instruments
58. Tambourine
59. Tick Tock Block
60. Tick Tock Cuckoo Clock Counting
61. Triangle
62. Tubano
63. Xylophone

Movement Songs/Activities

64. Alphabet March
65. Bluebird, Bluebird In and Out My Window
66. Dog Chant—Duple/Triple Meter
67. Exercise Song
68. Head, Shoulders, Knees, and Toes

69. Hokey Pokey
70. I Can Make a Pattern
71. I Can Tap My Head—Patterns
72. I Can Use My Walking/Running Feet
73. Jenny Works with One Hammer
74. Looby Loo
75. Mr. Rabbit/Bunny Hop
76. Music Signs (Go/Stop) w/ movement
77. Raindrops Jumping Up and Down
78. Rake, Rake, Rake the Leaves
79. Rig-A-Jig-Jig
80. Shake Those Simmons Down
81. Two Little Blackbirds
82. We're Floating in the Ocean/One in the Middle

Parent/Child Songbook

83. Itsy Bitsy Spider
84. Twinkle, Twinkle Little Star
85. Fuzzy Caterpillar
86. Brush Your Teeth
87. Way Up High in the Apple Tree
88. Wheels on the Bus
89. Five Little Monkeys Jumping on the Bed
90. Shawn Wore a Red Shirt
91. Feelings

Music Building Blocks CD #4 – Lyrics Sheet

Concept/Theme Songs—see song cards on website for further information

1. (An) Apple is a Fruit (M. Speranza)

An apple is a fruit that grows on a tree, and apple is a fruit that's good for me.

There's red, green, golden, too. I eat apples, so should you!

Spoken—Let's hum while we pick some apples.

(Repeat song.)

2. Apples Hang on a Tree

Apples hang on a tree, apples hang on a tree.

Apples hang on a tree and they are good for you and me.

A bee, a bee, a bee flies 'round the tree. A bee, a bee, a bee flies 'round the tree.

Repeat lines 1 and 2.

3. Autumn Leaves are Falling

Autumn leaves are falling, orange, red, and brown,

See them swirling in the wind, falling to the ground.

4. Beautiful Butterfly

First comes a butterfly that lays an egg, out comes a caterpillar with many legs.

See the caterpillar spin and spin a little chrysalis to sleep in.

Oh, oh, oh, look and see. Oh, oh, oh, look and see.

Oh, out of the chrysalis, my oh my, out comes a beautiful butterfly!

5. Bidy Bidy Bum Bum—*Letter sounds*

Bidy bidy bum bum bum bum bum, Bidy bidy bum bum ba da ba da.

Bidy bidy bum bum bum bum bum, Bidy bidy bum bum ba da ba ba.

(Repeat with other letter and/or vowel sounds.)

6. Bubbles Pop

One little, two little, three little bubbles, four little, five little, six little bubbles,

Seven little, eight little, nine little bubbles, pop, pop, pop.

7. Clickety-Clack (Train Song)

Hear that train go clickety clack, tootin' its whistle and blowin' its stack.

Hear that train go clickety clack, goin' somewhere, not comin' back.

8. Color Bear (accompaniment—see song card for directions)

9. Color Song—COR—*Three Pitch Song*

Red, green, blue, red, green, blue. Yellow, yellow, yellow, yellow, red, green, blue.

10. Cooperation—One Little Ant

One little ant went off to work, building a home in the soft black dirt.
He couldn't do it all alone, so he asked another ant, "Please help be build my home."
(Continue with 2, 3, 4, and 5 ants)

11. Days of the Week

Days of the week, days of the week,
Days of the week, days of the week, days of the week,
There's Sunday and there's Monday, there's Tuesday and there's Wednesday,
There's Thursday and there's Friday and then there's Saturday.
(Repeat first two lines)

12. Dental Health—Flossing

Five little germs went out to play, right inside my mouth one day.
Five little germs went out to play, but wen I flossed, one went away.
(Repeat, subtracting germs)

13. Did You Ever See the Leaves? (3 verses)

Did you ever see the leaves, the leaves, the leaves,
Did you ever see the leaves on a tree in the fall?
The red ones are falling (*children holding red leaves let them fall to the ground*)
The yellow ones are falling (*children holding yellow leaves let them fall to the ground*)
The orange ones are falling (*children holding orange leaves let them fall to the ground*)
Did you ever see the leaves, the leaves, the leaves,
Did you ever see the leaves on a tree in the fall?

14. Did You Ever See the Leaves? (4 verses)

(Same as above, but add the fourth color—brown)

15. Dinosaur Graphing Song

Some dinosaurs were herbivores, herbivores, herbivores,
Some dinosaurs were herbivores, they likes to eat plants.
Some dinosaurs were carnivores, carnivores, carnivores,
Some dinosaurs were carnivores, they liked to eat meat.
Stegosaurus was an herbivore, herbivore, herbivore,
Stegosaurus was an herbivore, she liked to eat plants.
T-Rex was a carnivore, carnivore, carnivore,
T-Rex was a carnivore, she liked to eat meat.

16. Down By the Station

Down by the station, early in the morning, see the little puffer bellies all in a row.
See the engine driver pull the little handle, chug, chug, toot, toot, off we go!

17. Down on Grandpa's Farm

Down on Grandpa's farm there are some big brown cows. (2x)
The cows make a sound like this, moo. (2x)

They come on the run, they come on the run when the farmer gives them corn. (2x)
(Repeat with: *Big black horses...grain - Big pink pigs...slop. - Little white roosters - grain.*)

18. Fire Safety—Stop, Drop, Cover Your Face

In my clothes should catch on fire, this is what I'll do.
Stop, drop, cover my face, then roll all around.
Stop, drop, cover my face, and then roll all around.

19. Five Green and Speckled Frogs

Five green and speckled frogs, sittin' on a speckled log,
Eating some most delicious bugs, yum, yum.
One jumped into a pool, where it was nice and cool.
Now there are four speckled frogs, glub, glub.

20. Grocery Store

There were five good foods in the grocery store,
And they made your tummy want some more.
Along came (*insert child's name*) with a quarter to pay,
S/he bought some (*insert food name*) and took it away.
(Repeat, subtracting number of foods)

21. Here's a Baby Birdie

Here's a baby birdie, who's hatching from its shell,
First comes its head, then comes its tail.
Now its arms are stretching, its wings begin to flap.
Higher, higher, higher, now what do you think of that?
Down, down, down, down, down, down, down, down.

22. Hickety Pickety Bumblebee (example) - *Tone Matching Game*

Hickety pickety bumblebee, can you sing your name for me? Adrianna.

23. Hickety Pickety Bumblebee (accompaniment)

24. How Much is that Doggie in the Window?

How much is that doggie in the window? The one with the waggly tail?
How much is that doggie in the window? I do home that doggie's for sale!

25. I Am a Fine Musician

I am a fine musician, I practice everyday.
And people come from miles around just to hear me play,
My shakers, my shakers, they love to hear me play my shakers.
(Repeat with *tambourine, rhythm sticks, and sandblocks*)

26. I Know an Old Lady

I know an old lady who swallowed a fly,
She swallowed a fly, but I don't know why. Perhaps she'll die.

I know an old lady who swallowed a spider
 That wiggled and wriggled and tickled inside her
 She swallowed the spider to catch the fly, but I don't know why she swallowed the fly.
 Perhaps she'll die.
(Continue with bird [how absurd], dog [what a hog], cow [I don't know how], and horse)

27. I Shut the Door (used by permission, lyrics anonymous, tune Debbie Carroll © 2004 SOCAN)
 I shut the door and I lock it tight, I put the key right out of sight.
 I find the key to open the door, and I turn and I turn and I turn some more.
 And then I open the door.

28. I'm a Little Acorn Round
 I'm a little acorn round, lying on the cold, cold ground.
 Everybody steps on me, that is why I'm cracked you see,
 I'm a nut *(click tongue 2x)* I'm a nut *(click tongue 2x)*
 I'm a nut *(click tongue 2x)* I'm a nut *(click tongue 2x)*

29. If You're Sad, Angry, Scared, Happy—*exploring major and minor keys*
 If you're sad and you know it, cry a tear...etc.
 If you're angry and you know it, stomp your feet...etc.
 If you're scared and you know it, call a friend...etc.
 If you're happy and you know it, clap your hands...etc.

30. John Brown's Baby
 John Brown's baby had a cold upon his chest (3x)
 So they rubbed it with camphorated oil *(pinch nose on "camphorated oil")*
(Continue leaving out various phrases and just doing the motions so that children internalize the words and rhythm)

31. Leaves are Falling (G. Wetzel)
 Leaves are falling, leaves are falling, one fell on my nose,
 Leaves are falling, leaves are falling, one fell on my toes,
 Leaves are falling, leaves are falling, one fell on my head,
 Leaves are falling, leaves are falling, yellow, orange, and red.
(Do sign language for each color)

32. Little Duck Egg—*responding with correct rhythm word (phrase)*
Adult chants: Little duck egg, so quiet, so set, won't you come out?
Children answer: No, not yet.
(Repeat several times, then)
Adult chants: Little duck egg so quiet so still, won't you come out?
Children answer: Yes I will!

33. Little Red Caboose
 Little red caboose, little red caboose, little red caboose behind the train.
 Smokestack on his back, going down the track,
 Little red caboose behind the train.

34. Martin Luther King Had a Dream

Martin Luther King, had a dream. Martin Luther King, had a dream.
Martin Luther King, had a dream. He had the whole world in his dream.
He had *(insert child's name)* and *(insert child's name)* in his dream,
He had *(insert child's name)* and *(insert child's name)* in his dream,
He had *(insert child's name)* and *(insert child's name)* in his dream,
He had the whole world in his dream.
(Repeat last 4 lines to include all children's names.)

35. Mouse in my Heart (arr. By Karen Medley, used with permission)

(Accompany with xylophone set up in C pentatonic)
Nibble, nibble, nibble goes the mouse in my heart. (3x)
And the mouse in my heart is you.
Hippity, hippty, hop goes the bunny in my heart (3x)
And the bunny in my heart is you.
Flippity, flippity flop goes the fish in my heart (3x)
And the fish in my heart is you.
Softly now goes the beating of my heart (3x)
All of the love of you.

36. One Little Bird (S. Auriemma, RPPP)

There was one little bird in one little tree. "I'm so alone, I need a friend," said he.
So he flew far away, over the sea and brought back a friend to live in the tree.
(Continue with 2, 3, 4, and 5 birds, ending with:)
We're not alone anymore, Oh, no.

37. Owl in the Tree (M. Speranza) - *exploring meter change in a minor key*

There's an owl in the tree and she's staring at me,
There's an owl in the tree and she's staring at me.
And she sings, "Ooooh, Ooooh. Ooooh, Ooooh."

38. Penguins Forward and Back—*directionality, large motor*

Three little penguins, white and black, waddle waddle forward and waddle waddle back."

39. Pumpkin Vine—*growth cycle of pumpkin*

I looked out my window and what did I find, green leaves a-growing on my pumpkin vine.
Green leaves a-growing, green leaves a-growing on my pumpkin vine.
(Continue with: yellow blossoms, green pumpkins, orange pumpkins, and black spiders)

40. Rain, Rain Go Away—COR—*Three-pitch song*

Rain, rain go away, come again another day.
Little children want to play, rain, rain go away.

41. Seed in the Ground (used with permission, Connie Kaldor)

If you've got the sun and if you've got the rain,
You an plant a little seed in the old back lane.

You rake and you hoe and you keep the weeds down.
You might find, you might find
Some roots growin' out from the seed in the ground.
(Continue with: a stem growin' out from the seed with the roots in the ground, [then] a flower growin' out from the stem from the seed with the roots in the ground, [and finally] a seed growin' out from the flower from the stem from the seed with the roots in the ground.)

42. Star Light, Star Bright—COR—Three pitch song
Star light, star bright, first star I see tonight.

43. Stomp, Stomp, Stomp (Dinosaur Song)
Stomp, stomp, stomp and hear me roar, you can't catch me, I'm a dinosaur.

44. Voice—letter sounds
I have a voice and you do, too. Me, ma, me, ma, moo.
Sing with me, I'll sing with you. Me, ma, me, ma, moo.
(Continue with other letter sounds)

45. What's the Weather?
What's the weather, what's the weather, what's the weather like today? (2x)
Is it sunny, is it cloudy, is it rainy out today? Is it windy, is it snowy, is it stormy out today?
What's the weather, what's the weather, what's the weather like today? (2x)

46. What Do You Hear?
Nya, Nya, what do you hear? I hear the rhythm sticks playing in my ear.
Joseph, Joseph, what do you hear? I hear an apple shaker shaking in my ear.

47. Zippity Birthday
Zippity doo da, zippity a, our friend *(insert child's name)* is *(insert age)* today.
Plenty of sunshine comin' his/her way, zippity doo day, zippity a.

Instrument Songs—by M. Speranza and D. Ondishko

48. Cabasa
Cabasa, cabasa, I can play cabasa.
I rub the beads against my hand and I can play cabasa.

49. Finger Cymbals
Finger cymbals move up and down, touch them together and they make a sound.

50. Floor Tom
I use my hands on the big round drum, floor tom is its name-o
Tap, tap, tap, tap, tap. Tap, tap, tap, tap, tap. Tap, tap, tap, tap, tap.
Floor tom is its name-o.

51. Guiro
Scrape it out, scrape it in, scrape the guiro now.
Use the little wooden stick, *(insert child's name)* knows just how.

52. Hand Drum - *children echo each line below after the teacher sings it (two adults should model this activity first)*

Use your hand to keep the beat.
Oh, the hand drum sounds so sweet.
You can rub it round and round.
Or tap, tap, tap to make a sound.

53. Maracas

Maraca, maraca, touches the air, only the air, only the air
Maraca, maraca, touches the air, we must take care!

54. Rain Stick

A rain stick, a rain stick, I can play a rain stick,
I turn it slow and tip it down and I can hear its quiet sound.

55. Rhythm Sticks

Tap, tap, tap the rhythm sticks, rhythm sticks, rhythm sticks,
Tap, tap, tap the rhythm sticks, rhythm sticks, rhythm sticks, and make the letter "T"
(Repeat with scrape instead of rub)

56. Sandblocks

I know how to play the sandblocks, I know how to play the sandblocks,
I know how to play the sandblocks, you scrape and you scrape, and you scrape.

57. Shaker Instruments.

Shake, shake, shake your instrument, keep it in your space,
Shake it high and shake it low and put it in its place.

58. Tambourine

Watch me rub the tambourine, it's round with jingles in between.
I can tap with my hand and shake it, too. I can play it, so can you!

59. Tick Tock Block

Yashine is tapping the tick tock block, Yashine is tapping the tick tock block,
Yashine is tapping with the little wooden stick, she's tap, tap, tapping all day.

60. Tick Tock Cuckoo Clock Counting (Valerie Baratini, School #14)

Tick tock, tick tock, I'm a little cuckoo clock.
Tick tock, tick tock, now I'm striking one o'clock. Cuckoo!

61. Triangle

Hurry, hurry, drive the first truck, Hurry, hurry, drive the fire truck,
Hurry, hurry, drive the fire truck, ding ding ding ding.
(Repeat with: turn the corner, find the fire, climb the ladder, squirt the water, and let's go rest back at the station.)

62. Tubano

I use my hands on the big tall drum, tubano is its name-o.

Tap, tap, tap, tap, tap. Tap, tap, tap, tap, tap. Tap, tap, tap, tap, tap.

Tubano is its name-o.

(second verse is instrumental - if children are able, sing again but instead of saying "tap tap," etc. on the second line, spell out Tubano—"t-u-b-a-n-o," etc.)

63. Xylophone

Up on my knees to play the xylophone, I use the mallets to make a pretty tone.

I tap very gently in the middle of the bar. I play the xylophone just like a star.

Movement Songs/Activities

64. Alphabet March (M. Speranza) - *letter recognition using first letter of each child's name*

We march around the alphabet, hurrah, hurrah

We march around the alphabet, hurrah, hurrah

We'll find the letter of our name 'cause that's the way we play the game,

And we'll march until the teacher says to stop!

65. Bluebird, Bluebird In and Out My Window - *circle game*

Bluebird, bluebird in and out my window (3x)

Oh, bluebird aren't you tired?

66. Dog Chant - Duple/Triple Meter - *exploring changing meter (groups of beats)*

Well I like to pet my dog like this, petting so gently and petting so gently

And I like to watch my dog wag his tail, wagging and wagging and wagging and wagging,

And I like to brush my dog like this, brushing and brushing, and brushing, and brushing,

And I like to watch my dog take a drink splashing, and splashing, and splashing, and splashing.

67. Exercise Song

I'm stretching my legs, I'm stretching my legs,

I'm getting lots of exercise, I'm stretching my legs.

(Repeat with touching my toes, stretching my arms, jogging in place)

68. Head, Shoulders, Knees, and Toes

Head, shoulders, knees, and toes, knees and toes (2x)

Eyes and ears and mouth and nose. Head, shoulders, knees and toes, knees and toes.

69. Hokey Pokey

You put your foot in, you put your foot out, you put your foot in and you shake it all about.

You do the hokey pokey and you turn yourself around, that's what it's all about!

(Repeat with hand, elbows, hip, head, whole self)

70. I Can Make a Pattern (M. Speranza) *Note: "pat" means to pat thighs*

Pat, pat clap, pat, pat, clap, I can make a pattern now. *(Continue doing pattern without words)*

Jump, jump, clap, jump, jump, clap, I can make a pattern now.

71. I Can Tap My Head (M. Speranza) - *Patterns (tap 4x on head, 4x on chin)*
 I can tap my head and I can tap my chin (4x)
(Continue doing pattern during instrumental section)
72. I Can Use My Walking/Running Feet - *large motor/quarter notes/eighth notes*
 I can use my walking feet, I can keep a steady beat,
 I can use my running feet, running, running on the beat.
(Repeat above)
 And I can freeze!
73. Jenny Works With One Hammer - *large motor*
 Jenny works with one hammer, one hammer, one hammer,
 Jenny works with one hammer, now she works with two.
(Repeat, adding 1 hammer each time until ending with: "now she's done")
74. Looby Loo - *circle dance*
 You put your foot in, you put your foot out
 You give your foot a shake, shake, shake and turn yourself about.
 Here we go looby loo, here we go looby light,
 Here we go looby loo, all on a Saturday night.
(repeat with hand, elbows, shoulders, head)
75. Mr. Rabbit/Bunny Hop
 Mr. Rabbit, Mr. Rabbit your ears are mighty long, yes, indeed they're put on wrong!
 Every little soul must shine, shine, shine, every little soul must shine, shine, shine.
(Do simplified version of Bunny Hop and then repeat sections)
76. Music Signs (Go/Stop) w/ movement - *recognizing treble clef (on green paper) and double bar line (on red paper)*
 I'm gonna move, move, move when the sign is green, I'm gonna stop when the sign is red.
77. Raindrops Jumping Up and Down - *jumping movement, adding children*
 One little raindrop jumping up and down, jumping up and down, jumping up and down
(Continue to add children - see song card)
78. Rake, Rake, Rake the Leaves (practice - see song card)
79. Rig-A-Jig-Jig - *responding with body movements (walking then skipping) to changes in meter*
 As I was walking down the street, down the street, down the street,
 A friend of mine I planned to meet, hi ho hi ho hi ho.
 A rig-a-jig-jig and away we go, away we go, away we go.
 A rig-a-jig-jig and away we go, hi ho hi ho hi ho.
80. Shake Those Simmons Down
 Clap your hands, doo oh doo oh, clap your hands, doo oh doo oh,
 Clap your hands, doo oh doo oh, and shake those simmons down.
(Continue with tap your foot, move your hips, shake your hands)

81. Two Little Blackbirds - *rhyming/opposites (make up names and insert into last verse)*

Two little blackbirds sitting on a hill, one named Jack and the other named Jill.

Fly away Jack, fly away Jill, come back Jack, come back Jill.

Two little blackbirds walking down the hall, one named big and the other named small,

Fly away big, fly away small, come back big, come back small.

Two little blackbirds floating on a cloud, one named soft and the other named loud.

Fly away soft, fly away loud, come back soft, come back loud.

82. We're Floating in the Ocean/One in the Middle - *responding with body movement to changes in meter*

We're floating in the ocean, we're floating in the sea,

We're floating in the ocean in the deep blue sea.

One in the middle and you jump, fishy, one in the middle and you jump, fishy,

One in the middle and you jump, fishy, what a good swimmer you are.

Parent/Child Songbook - see song book

83. Itsy Bitsy Spider

84. Twinkle, Twinkle Little Star

85. Fuzzy Caterpillar

86. Brush Your Teeth

87. Way Up High in the Apple Tree

88. Wheels on the Bus

89. Five Little Monkeys Jumping on the Bed

90. Shawn Wore a Red Shirt

91. Feelings