

**Transitions & Finger Plays:
Having Fun Throughout the Day!**

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Even the most well thought out schedule for a preschool classroom will have transitions. In fact, children start their day of preschool with a transition: leaving mommy/daddy and coming into your classroom. Being aware of the different transitions and arming yourself with a variety of activities/finger plays/songs will make you and your children happier, help your day flow more easily, and bring a relaxed sense of control to your classroom. Sounds appealing, doesn't it?

Are you aware of the transitions in your day? Take a look at your class schedule to see what transitions you have and if any of those transitions can be eliminated. Ask a co-worker to take an objective look at your class schedule and offer his/her opinion. There could be some easy changes that you may have overlooked. In addition to your planned transitions, count on having some unexpected opportunities to wait with your preschoolers too. Once you know what you need, you can load your arsenal with songs, finger plays & activities to help move you through your day.

Never underestimate the power of a good song or a fun finger play. You can take a hallway filled with (30) out of control 3yr & 4yr olds waiting for the bathroom and completely bring their focus back to you simply by singing a song. However, there are typically two obstacles that get in the way of you successfully using songs & finger plays with your children. First, your storehouse of songs & finger plays might be empty or the inventory could be dangerously low. Maybe you've been using the same songs/finger plays for years and haven't taken the time to learn some new ones. Or perhaps you're new to early childhood and the only songs you sing are ABC's and Twinkle Little Star (by the way – you can make these songs work for you too!). This is easily remedied if you simply challenge yourself to learn a new song or finger play every 2-3 weeks. One of the wonderful things about toddlers & preschoolers is that they love repetition; in fact, they need repetition to help them learn. So really, repeating the same song/finger play for a few weeks eases your load and greatly benefits the children. It's a win-win! You can choose songs/finger plays that are thematic, silly, active, or quiet. The more you learn, the more you have at your immediate disposal. While the first obstacle of building your inventory is fairly easy to solve, it's the second obstacle that seems to be more of a challenge. That's because the second obstacle is you!

Yes, that means you're going to have to work on changing yourself and not too many people like the idea of changing themselves. You can go to as many workshops & presentations as you want. You can listen to speakers, write down lyrics, and make notes on finger plays. You can create little pocket booklets of activities and transitions. But until you give yourself permission to get excited,

be silly and just sing in front of a child, your vast warehouse of songs & finger plays isn't going to help you. Preschoolers don't care if you can sing well or not. In fact, they will most likely think you are one of the best singers in the whole world if you just give them a chance to hear you sing. The children in your class already have an emotional connection with you so give them that emotional connection to music and the learning that comes from music too. They know and find comfort in the sound of your voice. Listening to music on a cd is fine, but having you in the room singing to and with the children has a much bigger impact. First choose the song or finger play you want to learn and start practicing it. If you have a recorded version of the song, listen to it and sing along with it. This is a very important step; you have to totally know the song/finger play before trying to teach it to your class. Once you've got the song/finger play completely memorized it's time to begin using it with the children. This is where you might have to take a step outside of your comfort zone (a big step for some of you) by going public with your singing talents. You've got to let yourself be silly. You've got to have over-the-top enthusiasm and excitement. And you've got to let go of any apprehension you have about what others might think of your "performance". Just let loose and have fun with it. The more fun you're having, the more fun the kids will have with you!

Why are Finger Plays so important???? First, Finger Plays give you yet another opportunity to have fun with children. That alone is reason enough to do a finger play with your kiddos. But there's so much more. Finger Plays help young children develop an understanding of rhythm in both speech and music. They also help build a child's vocabulary and aid in language development by encouraging children to participate verbally. Often finger plays have a sequence to follow and that sequencing is a great pre-reading skill. Finger Plays do an amazing job of incorporating fingers, wrists and sometimes bigger muscle movements into a fun rhyme which helps develop both fine and gross motor muscles. There are often movements in finger plays that also help the children develop "digit individuation" which means that children can isolate one finger singly and group fingers in precise patterns such as pointing, pincer grasp and holding a pencil/crayon. Digit Individuation is a prerequisite for the "tripod pencil grasp" so the more we can work on this skill the better. Finger Plays allow for self expression because a child gets to have his/her own response in the use of his/her own body & speech. But wait, there's more! Finger Plays also: help children learn to follow directions; increase children's attention span; develop children's listening skills; and often help teach number concepts (count 10 fingers, take 1 away, etc.). Really, the question should be: Why don't we do more Finger Plays with our children????!!!! Learn some finger plays and have some fun.

Benefits of Music & Movement: The brain, at birth, is undeveloped. As the brain develops, it organizes & grows sequentially starting from the lowest regions of the brain then processing up through the more complex parts of the brain. In order for the upper regions to be healthy, you must first develop healthy lower regions. The normal organization of the brain is “use-dependent”; the more patterned activity (think music, reading, conversation, etc.), the more the brain regions responsible for these tasks will organize and be functionally “healthy”. And guess what! The majority of this sequential and use-dependent development takes place in early childhood. In fact, by age 3, 85% of the brain has developed.

What does that have to do with music, movement & early childhood? Everything! We have this amazing window of opportunity in early childhood to help our little ones develop healthy brains. We need to capitalize on these early childhood years. As we teach preschoolers, we need to match experiences to the child’s level of neurodevelopment: physical/motor, behavioral, emotional, social and cognitive. Play & exploration grow the brain—healthy play & developmentally appropriate exploration grow healthy brains!

So much research has been done and is still being done that tells us that there is definitely a link between music education and school readiness. When you think of preschoolers you think of active learning. Music & movement activities promote physical well-being and fine & gross motor development. These activities also help to promote social/emotional development as interacting with other children comes naturally in the course of singing & moving together. Music activities that emphasize song texts, rhyming words, rhythmic patterns, steady beat, and dramatization of stories through movement & instruments help develop a child’s literacy skills as well. Kids find music & movement a joyful, playful and efficient way to learn (they don’t even know they’re learning). When we nurture a love for music & movement, we’re ultimately facilitating a love for all learning. To a young child (infant, toddler, and preschooler) music inherently has power and meaning that go beyond words. Music enhances listening; invites intuitive and steady beat responses; and aids learning of vocabulary, sound and pitch discrimination, emotional responses, creative responses, and memory. (Carlton, 2000) Music evokes an emotional response through the words, melody, pitch and rhythm of a song. Music gives us the ability to communicate with young children in a way that makes sense to them. An infant, who can’t yet sing along with you, is very capable of listening and recognizing many sounds especially the voices of the significant adults in his life. Toddlers will start to join in by repeating words or copying the rhythm of a song. Preschoolers begin to match the pitch and melody as well as remember the words to songs. Music is an amazing tool for aiding in the development of a child, with unlimited potential, as long as you choose to use it.

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Other Great Resources:

Transition Time: Let's Do Something Different! By Jean Feldman

Teachable Transitions by Rae Pica

www.songsfor teaching.com

www.writeoutofthebox.com

www.drjean.org

Circle of Songs with Hugh Hanley

Another Circle of Songs with Hugh Hanley

One More Circle of Songs with Hugh Hanley

www.kathiehillmusic.com

<http://commtechlab.msu.edu/Sites/aslweb/browser.htm>

<http://www.aslpro.com/>

Wiggle Them
by Dr. Jean (“All Day Long” CD)
www.drjean.org

Wiggle them, wiggle them, wiggle them so. (*wiggle your fingers in front of you*)

Wiggle them high, (*wiggle fingers above your head and use a high voice*)

wiggle them low. (*wiggle fingers down low and use a low voice*)

Wiggle to the left, wiggle to the right. (*wiggle them left & right – do opposite sides if facing children*)

Wiggle them, wiggle them out of sight. (*use a quieter voice, hide fingers behind your back*)

(*the original lyrics says "snap" but I use "clap" instead of the younger kiddos*)

Clap them, clap them, clap them so. (*clap hands in front of you*)

Clap them high, (*clap hands above your head and use a high voice*)

clap them low. (*clap hands down low and use a low voice*)

Clap them to the left, clap them to the right. (*clap hands left & right – do opposites sides if facing children*)

Clap them, clap them out of sight. (*use a quieter voice, hide hands behind your back*)

Open and shut them just like so. (*open hands then make a closed fist in front of you*)

Open them high, (*open/shut hands above your head and use a high voice*)

and open them low. (*open/shut hands down low and use a high voice*)

Open to the left, and open to the right. (*open/shut left & right – do opposites sides if facing children*)

Open and shut them out of sight. (*use a quieter voice, hide hands behind your back*)

Shake them, shake them, shake them so. (*shake hands in front of you*)

Shake them high, (*shake hands above your head and use a high voice*)

shake them low. (*shake hands down low and use a low voice*)

Shake them to the left, shake them to the right. (*shake hands left & right – do opposites sides if facing children*)

Shake them, shake them out of sight. (*use a quieter voice, hide hands behind your back*)

Wave them, wave them, wave them so. (*wave hands in front of you*)

Wave them high, (*wave hands above your head and use a high voice*)

and wave them low. (*wave hands down low and use a low voice*)

Wave them to the left, wave them to the right. (*wave hands left & right – do opposites sides if facing children*)

Wave them, wave them out of sight. (*use a quieter voice, hide hands behind your back*)

Special Me
by Dr. Jean (“Dr. Jean & Friends” CD)
www.drjean.org

(*sung to the tune of "Twinkle Little Star"*)

Special, special, special me. (*clasp hands together at your chest & make a sweet smile*)

I'm as special as can be. (*point to yourself with your thumbs*)

There is no one quite like me. (*shake finger “no” back & forth in front of you*)

I'm as good as I can be. (*give 2 “thumbs up”*)

Special, special, special me. (*clasp hands together at your chest & make a sweet smile*)

I'm as special as can be. (*point to yourself with your thumbs*)

The Sun Goes Up, The Sun Goes Down
by Melinda Carroll (available on iTunes)

The Sun goes up, *(open hands & raise over head)*
The sun goes down. *(close hands as you bring them down in front of you)*
The world keeps turning round and round. *(“roll” hands in front of you)*
I love you *(point out to the children)*
and you love me. *(point to yourself with your thumbs)*
That's how simple life can be. *(palms up, out to sides)*

These Are My Glasses
by Laurie Berkner Band (“Whaddaya Think of That?” CD, available on iTunes)

These are my glasses, *(make eyeglasses with your fingers in front of you)*
this is my book. *(close hands in front of you like a closed book)*
I put on my glasses *(make eyeglasses with your fingers around your eyes)*
and open up the book. *(open hands, palms up in front of you)*
Now I read, read, read. *(hold “open book” and bounce book 3 times)*
And I look, look, look. *(finger eyeglasses and look 3 times)*
I put down my glasses *(carefully remove eyeglasses and put gently on floor)*
and Whoop! close up the book. *(close hands with a clap)*

We Had a Good Day
by Dr. Jean (“Kiss Your Brain” CD)
www.drjean.org

We had a good day. *(one “thumbs up”)*
We had a great day. *(two “thumbs up”)*
So pat yourself on the back. *(pat your back)*
We had a good day. *(one “thumbs up”)*
We had a great day. *(two “thumbs up”)*
So pat yourself on the back. *(pat your back)*

We thought a lot today. *(tap your head)*
We learned in many ways. *(open hands wide in front of you)*
So kiss your brain. *(kiss your fingers then “tap” the kiss onto your head)*
We thought a lot today. *(tap your head)*
We learned in many ways. *(open hands wide in front of you)*
So kiss your brain. *(kiss your fingers then “tap” the kiss onto your head)*

It's time to say so long and end with a song. *(point to your wrist like there's a watch)*
So wave good-bye to your friends. *(wave)*
It's time to say so long and end with a song. *(point to your wrist like there's a watch)*
So wave good-bye to your friends. *(wave)*

Ten Fingers Original Author Unknown

I have 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?
I can shut them up tight *(make fists)*
I can open them wide *(open hands)*
I can put them together *(place palms together)*
I can make them all hide *(put hands behind back)*
I can make them jump high *(hands over head, use a high voice)*
I can make them jump low *(touch floor, use a low voice)*
I can fold them up quietly *(fold hands in lap, use a whisper)*
And hold them just so.

Baby Bear Story

This version by Karyn Henley ("Five Little Ladybugs CD, Available on iTunes)

There once was a Baby Bear *(index finger & thumb showing something small)*
Who lived in a cave in a mountainside *(make a circle with your arms stretched overhead)*
He had a Mommy Bear *(wiggle right index finger)*
And a Daddy Bear *(wiggle left index finger)*
Mommy Bear and Daddy Bear *(quickly wiggle right index finger then left index finger)*
Told Baby Bear when to pick up his toys *(shake & point left index finger)*
When to brush his teeth *(shake & point right index finger)*
And when to go to bed! *(shake & point right index finger)*
Baby Bear got tired of it! *(index finger & thumb showing something small)*
"Why can't I be my own boss??!" *(cross your arms and make a grumpy face)*
"I'm going to RUN A-WAY!" said Baby Bear *(keep arms crossed for "run away", then make a scared face)*
So he walked along the rocky road *(pat your legs with your hands)*
And he walked along the stony path *(clap your hands)*
And he walked across the great, big bridge *(pound your chest with your fists)*
And he shuffled through the tall grass *(rub the palms of your hands together)*
And he squished through the mud *(squeeze your hands together making a puff of air)*
Then Baby Bear came to the end of the path. *(slow down and use a quiet voice to build suspense)*
AND DO YOU KNOW WHAT HE SAW?! A LION!!!
So he squished back through the mud *(squeeze your hands together making a puff of air)*
And he shuffled back through the tall grass *(rub the palms of your hands together)*
And he ran back across the big bridge *(pound your chest with your fists)*
And he ran back along the stony path *(clap your hands)*
And he ran back along the rocky road *(pat your legs with your hands)*
Until he was safe in his cave again *(make a circle with your arms stretched overhead)*
Baby Bear said, "I'm so glad God gave me ..." *(index finger & thumb showing something small)*
"a Mommy Bear" *(wiggle your right index finger)* "and a Daddy Bear" *(wiggle your left index finger)*
"who will always take care of me." *(use a soft voice and bring your hands to your chest)*

King Kong
Originally by Dr. Jean (www.drjean.org)
Modified by Melissa McKenzie

King Kong (*strong muscle arms*)
Was a tiny, little monkey (*little voice, with little fingers*)
compared to my love for you. (*hug and then point out to "you" with both hands*)
Your kisses & hugs are oh so sweet. (*blow a kiss*)
Loving from you can't be beat. (*hug*)
King Kong (*strong muscle arms*)
Was just a tiny, little monkey (*little voice, with little fingers*)
compared to my love for you. (*hug and then point out to "you" with both hands*)
You help me know God & to pray (*praying hands*)

OR

You help me to know love every day (*hold hands over heart*)
in your soft & gentle way. (*"soft" – palms upward, the hands are opened & close gently*)
King Kong (*strong muscle arms*)
Was just a tiny, little monkey (*little voice, with little fingers*)
compared to my love for you. (*hug and then point out to "you" with both hands*)
I love you in the day (*circle arms over head for sun*)
and at night (*sleeping head on hands*)
my love for you is out of sight (*hug, point out to "you" with both hands, "look" out*)
King Kong (*strong muscle arms*)
Was just a tiny, little monkey (*little voice, with little fingers*)
compared to my love for you. (*hug and then point out to "you" with both hands*)

Couch Potato Pokey
by Dr. Jean ("Is Everybody Happy" CD)
www.drjean.org

(like the Hokey-Pokey but it's a simple Fingerplay you do sitting down)

You put your thumbs in, you take your thumbs out.
You put your thumbs in and you wiggle them all about.
You do the Couch Potato Pokey and roll your arms around.
That's (*tap knees*) what it's all (*clap*) about. (*snap*)
You put your noses in...
You put your elbows in...
You put your eyebrows in...
You put your chins in...
You put your pinkies, you take your pinkies out.
You put your pinkies in and you wiggle them all about.
Give a micro-wave with your pinkies (*that's a tiny wave*)
and say good-bye today.
Cause that's all we're going to play.

Ten Little Friends

Dr. Jean

www.drjean.org

(hold up your fingers & count your friends)

1, 2, 3, 4, 5, 6, 7, 8, 9, 10 - Ten Little Friends *(wiggle each finger as you count it)*

Now hide them behind your back)

Ten little friends came out to play *(slowly bring your wiggling fingers from behind your back)*

On a bright and sunny day *(spread your fingers out and move hands slowly back and forth)*

They had a little talk *(face hands together and let fingers wiggle and "talk" to each other)*

Talk, talk, talk, talk, talk, talk, talk.

And they took a little walk *(face hands out & take turns moving them forward to "walk")*

Walk, walk, walk, walk, walk, walk, stop!

Till they saw a great, big hill *(lean your head & hands back and look up at the top of the hill)*

They climbed to the top *(take turns climbing hands to the top)*

Climb, climb, climb, climb, climb

And stood very still *(hold hand up straight, spread fingers out and don't move)*

Until they tumbled down *(roll your hands down)*

And fell to the ground, BOOM! *(drop hands to the ground)*

"We're tired" they said *(bring hands up from the ground looking droopy & tired)*

So they went home and went to bed *(count your fingers, tucking each one in as you count)*

1, 2, 3, 4, 5

Shhhhh, they're sleeping, we'd better whisper *(now finish counting/tucking the other 5 fingers)*

6, 7, 8, 9, 10 *(hold closed fists together facing each other)*

Shhhhh *(still whispering and lay your sleeping fingers down to rest)*

Ten Little Fingers

Handwriting Without Tears ("Get Set for School" CD)

www.hwtears.com

(hold up your fingers)

I have 10 little fingers and they all belong to me.

I can make them do things, just you wait and see.

I can wiggle them high *(wiggle fingers up high)*

And wiggle them low *(wiggle fingers down low)*

I can push them on the floor *(push hands flat on the floor)*

And stretch them just so. *(push hands away from you on the floor, spreading fingers)*

They can make little O's by touching them together *(now count each one making an "O" as you touch a finger to the thumb)*

I can even make a little cup *(cup hands tightly together)*

To catch rain in rainy weather.

I can stretch them out wide *(hold up hands and spread fingers wide)*

Or close them real tight *(make tight fists with hands)*

I might just fold them quietly when I sleep at night *(fold hands in your lap).*

The Alligator Chant

By Dr. Jean ("Sings Silly Songs" CD)

www.drjean.org

(This is an "echo song" - the children will echo back each line after you say it)

Alligator *(slightly open your hands for the alligator's mouth)*

Alligator *(open your arms from the elbows for the alligator's mouth)*

Alligator *(said much louder and open arms as wide as possible)*

Can be your friend, can be your friend, can be your friend too. WOOO! ("hug" index fingers, this is the ASL sign for "friend" and then fan hands for the "Wooo")

The alligator is my friend. (point your thumbs to yourself)
And he can be your friend too (point out to the kids)
If only you could understand. (tap the side of your head with your index finger)
Don't wear him as a shoe! (shake index finger back and forth for "no")

Alligator (slightly open your hands for the alligator's mouth)
Alligator (open your arms from the elbows for the alligator's mouth)
Alligator (said much louder and open arms as wide as possible)
Can be your friend, can be your friend, can be your friend too. WOOO! ("hug" index fingers, this is the ASL sign for "friend" and then fan hands for the "Wooo")

The alligator is my friend. (point your thumbs to yourself)
He likes to dance and flirt (smile and wave open hands)
If only you could understand. (tap the side of your head with your index finger)
Don't wear him as a skirt! (shake index finger back and forth for "no")

Alligator (slightly open your hands for the alligator's mouth)
Alligator (open your arms from the elbows for the alligator's mouth)
Alligator (said much louder and open arms as wide as possible)
Can be your friend, can be your friend, can be your friend too. WOOO! ("hug" index fingers, this is the ASL sign for "friend" and then fan hands for the "Wooo")

The alligator is my friend. (point your thumbs to yourself)
He likes to sing and dance (move arms up and down in front of you)
If only you could understand. (tap the side of your head with your index finger)
Don't wear him as your pants! (shake index finger back and forth for "no")

Alligator (QUIET VOICE - slightly open your hands for the alligator's mouth)
Alligator (MORE QUIET - open your arms from the elbows for the alligator's mouth)
Alligator (JUST ABOVE A WHISPER - said much louder and open arms as wide as possible)
Can be your friend, can be your friend, can be your friend too. WOOO! (BARELY WHISPER - "hug" index fingers, this is the ASL sign for "friend" and then fan hands for the "Wooo")

Slippery Fish
By Freddy N Friendz (“Kazoo It!” Cd available on iTunes)

(hands & arms together in a swimming motion back & forth, use a small voice)
Slippery fish, slippery fish, sliding through the water,
Slippery fish, slippery fish, Gulp, Gulp, Gulp!
Oh, no! It’s been eaten by an ... *(hands on cheeks)*
(big arms “waving” backwards, use a goofy voice)
Octopus, octopus, squiggling in the water
Octopus, octopus, Gulp, Gulp, Gulp!
Oh, no! It’s been eaten by a ...*(hands on cheeks)*
(hands together at wrists and open & close, regular voice)
Tuna fish, tuna fish, flashing in the water,
Tuna fish, tuna fish, Gulp, Gulp, Gulp!
Oh, no! It’s been eaten by a ...*(hands on cheeks)*
(big, straight arms out in front and open & close, use a monster-like voice)
Great white shark, great white shark, lurking in the water,
Great white shark, great white shark, Gulp, Gulp, Gulp!
Oh, no! It’s been eaten by a ...*(hands on cheeks)*
(make a big whale belly & use a big, slow voice)
Humongous whale, humongous whale, spouting in the water,
Humongous whale, humongous whale,
Gulp! ... Gulp! ... Gulp!
Oh, no! No more fish...*(hands on cheeks)*

Hello Song
by Kathie Hill & Darlene Abbott (“Songs & Chants for Antsy Pants” CD)
www.kathiehillmusic.com

Hello, hello this is how we sing hello.
Hello, hello, sing hello.

Hello, hello this is how we clap hello.
Hello, hello, clap hello.

Hello, hello this is how we jump hello.
Hello, hello, jump hello.

Hello, hello this is how we wave hello.
Hello, hello, wave hello.

TRY THIS: Once the children get familiar with this song start changing your “hello’s”. You might incorporate some hello’s that go with your current theme or season (i.e. animal hello’s, bug hello’s, snowman hello’s, etc.). You might want to work on some specific fine or gross motor movements (snap hello’s, wiggle 1 finger hello’s, finger to finger hello’s, move arms up & down hello’s, jumping jack hello’s, tip-toe hello’s, etc.). Include the children in the process by letting them pick some hello’s they’d like to try. This is a wonderful way to give kids ownership and encourage participation. It also lets them get creative & imaginative and work on some problem-solving. For instance, if a child wants to do a “dolphin hello” ask him/her what that would look like and have him/her figure it out.

Drip, Drop!
by Kathie Hill & Darlene Abbott (“Songs & Chants for Antsy Pants” CD)
www.kathiehillmusic.com

(start out in a squat position in your “tub” and very, very slowly move stand up and finish the song standing up)

Drip, drop, drip, drop
The water fills my tub
Drip, drop, drip, drop
I’m floating to the top
Drip, drop, drip, drop
The water lifts me up
Drip, drop, drip, drop
Now I’m standing up.

Tic, Toc for lining up
by Kathie Hill & Darlene Abbott (“Songs & Chants for Antsy Pants” CD)
www.kathiehillmusic.com

Tic, Toc, Tic, Toc
It’s that time.
Please stand up and get in line
Tic, Toc, Tic, Toc
It’s that time.
You take your place and I’ll take mine
Tic, Toc, Tic, Toc
It’s that time.
Now we’re done don’t we look fine!

Tic, Toc
Modified by Melissa McKenzie
(there are lots of options for customizing this song to suit your needs)

Tic, Toc, Tic, Toc
It’s that time.
All my friends go get in line.
Cats on the red line,
Puppies on the blue line.
Tic, Toc, Tic, Toc it’s that time.
OR
Tic, Toc, Tic, Toc
It’s that time.
All my friends go get in line.
Some on the right side,
Some on the left side.
Tic, Toc, Tic, Toc it’s that time.
OR

Tic, Toc, Tic, Toc
It's that time.
All my friends go get in line.
Some in a wiggly line,
Some in a straight line.
Tic, Toc, Tic, Toc it's that time.

Think up some more ways to line up (skipping, hopping, tip-toeing, etc.)

Jump Up and Sit Down
by Kathie Hill & Darlene Abbott (“Songs & Chants for Antsy Pants” CD)
www.kathiehillmusic.com

Put your hands up
Put your hands down
Stomp your feet and turn around
Put your hands up
Put your hands down
Jump up once and then sit down

Jump Up and Sit Down
Modified by Melissa McKenzie
(there are lots of options for customizing this song to suit your needs)

Put your hands up
Put your hands down
Touch your nose and turn around
Put your hands up
Put your hands down
Flap your arms and then sit down
(now add in any other movements to work on a specific skill or by letting the kids help choose)

Give Me a Clap
By Dr. Jean (“All Day Long” CD)
www.drjean.org

Give me a clap (*clap twice*)
Give me a clap (*clap twice*)
Give me a clap, give me a clap, give me a clap (*clap twice*)

Repeat with snap
Repeat with clap

Give me a snap (*snap twice*)
Give me a snap (*snap twice*)

Now fold your hands
And put them down into your lap

Who's That Underneath that Hat
Author unknown
(to the tune of "Head, Shoulders, Knees & Toes")

Who's that underneath that hat, that hat?
Who's that underneath that hat, that hat?
I see _____ underneath that hat.
_____ 's underneath that hat, that crazy hat!
(repeat for each one of your children)

I Wish I Had a Little Red Box
By Dr. Jean ("All Day Long" CD)
www.drjean.org

I wish had a little red box to put my mommy in *(make a box with hands)*
I'd take her out *(open hands and take something out of one hand)*
And go kiss, kiss, kiss *(blow kisses & make kiss noises)*
And put her back again *(put something back into hand & make a box again)*

I wish had a little red box to put my daddy in *(make a box with hands)*
I'd take him out *(open hands and take something out of one hand)*
And go "mmmm, mmmm, hug" *(give yourself a hug)*
And put him back again *(put something back into hand & make a box again)*

I wish had a little red box to put my good friend in *(make a box with hands)*
I'd take them out *(open hands and take something out of one hand)*
And go "how do you do?" *(wave to friends)*
And put them back again *(put something back into hand & make a box again)*

I Wish I Had a Little _____ Box
Modified by Melissa McKenzie
(there are lots of options for customizing this song to suit your needs)

(Start by asking 1 child what his/her favorite color is and what he/she would like to put in the box. Let's assume the answers were: pink & dog.)

I wish I had a little pink box to put my doggie in *(make a box with hands)*
I'd take him out *(open hands and take something out of one hand)*
And go "ruff, ruff, ruff"
And put him back again. *(put something back into hand & make a box again)*

Hello How Are You
By Dr. Jean (“Sings Silly Songs” CD, www.drjean.org)

Hello how are you? (*children repeat*)
Hello how are you?
How are you this morning?

I am fine and I hope you are too (*children repeat*)
I am fine and I hope you are too.
I hope you are too this morning.

Turn to your neighbor and shake their hand (*children repeat & shake hands*)
Turn to your neighbor and shake their hand (*shake hands*)
Shake their hand this morning. (*shake hands*)

Hello How Are You
Modified by Melissa McKenzie
(there are lots of options for customizing this song to suit your needs)

Hello how are you? (*children repeat*)
Hello how are you?
How are you this morning?

I am wiggly and how about you? (*wiggle; children repeat*)
I am wiggly and how about you? (*wiggle*)
I am wiggly this morning. (*wiggle*)

(*other options: “I am happy” (big smiles); “I am stretchy” (big stretches); “I am sitting” (sit down); “I am bouncy” (bounce/hop around)*)

Turn to your neighbor and give a high-five. (*give high-fives, children repeat*)
Turn to your neighbor and give a high-five (*give high fives*)
Give a high-five this morning. (*give high fives*)

(*other options: “...and give a hug” (give hugs); “...and pinky hug” (give pinky hugs); “...and give a wink (give winks/blinks); “... and give a point” (give a “cool” point)*)

Eyes are on the Teacher
Author unknown

My mouth is very quiet
I’m standing straight and tall
My eyes are on the teacher
And I’m ready for the hall.

Willoughby Wallaby Woo
By Raffi (“Singable Songs for the Very Young” CD, available on iTunes)

Willoughby wallaby wee
An elephant sat on me.
Willoughby wallaby woo.

An elephant sat on you.

Willoughby wallaby walissa
An elephant sat on Melissa.
Willoughby wallaby wusan.
An elephant sat on Susan.

Flippity, Dippity, Fluttery Flea
by Kathie Hill & Darlene Abbott (“Songs & Chants for Antsy Pants” CD)
www.kathiehillmusic.com

Flippity, dippity, fluttery flea
Won't you say your name for me?
“Melissa”, “Hi Melissa”

Keep repeating for each child.

Walking
By Rita Kirsch (“Samba Snap” CD, available on iTunes)

1 for the money (*kids copy*)
2 for the show (*kids copy*)
Everybody walk (*kids copy*)
Here we go (*kids copy*)

Let's sing a song about walking, walking, walking.
Let's sing a song about walking, sing a little walking song.

Now hop, now hop.
Now touch your head and stop.
Hands up high (*kids copy*)
Hands down low (*kids copy*)
Everybody march (*kids copy*)
Here we go (*kids copy*)

Let's sing a song about marching, marching, marching.
Let's sing a song about marching, sing a little marching song.

Now hop, now hop.
Now touch your cheeks and stop.
Clap your hands (*kids copy*)
Tap your toes (*kids copy*)
Everybody tip-toe (*kids copy*)
Here we go. (*kids copy*)

Let's sing a song about tip-toeing, tip-toeing, tip-toeing.
Let's sing a song about tip-toeing, sing a little tip-toe song.
Now hop, now hop.

Now touch your chin and stop.
Wiggle your ears. *(kids copy)*
Tie 'em in a bow. *(kids copy)*
Everybody swim. *(kids copy)*
Here we go. *(kids copy)*

Let's sing a song about swimming, swimming, swimming.
Let's sing a song about swimming, sing a little swimming.
Now hop, now hop.
Now touch your hips and stop.
1 for the money *(kids copy)*
2 for the show *(kids copy)*
Everybody walk *(kids copy)*
Here we go *(kids copy)*

Let's sing a song about walking, walking, walking.
Let's sing a song about walking, sing a little walking song.
Now hop, now hop.
Now touch your knees and stop.
4-3-2-1 touch your nose
Our song is done.

Tiny Tim

This version created by Melissa McKenzie

(get "Tiny Tim" - a turtle - out of your pocket and give him a kiss - your fist is Tiny Tim)

Part 1

I have a little turtle, his name is Tiny Tim *("dance" your fist in front of you)*
I put him in the bathtub to see if he could swim *(clap hands together and swerve your arms for swimming)*
He drank up all the water *(hold arms out to your side and move them up & down)*
Gulp-gulp-gulp-gulp-gulp – aaaahhhhh!
He ate up all the soap *(pretend to eat, then say "Yuck" making a yucky face)*
"Do we eat soap?!" - NO!
And now he's sick in bed *(tap your tummy with both hands)*
with bubbles in his throat *(point to your throat)*
Bubble, bubble, bubble. Bubble, bubble, bubble. Bubble, bubble, bubble. *(open & shut hands in front of you)*
Oh Bubble, bubble - POP! *(spread arms out when you say "POP" very loudly)*

Part 2

I have another turtle, he lives in a box. *(close hands together like a little box)*
He likes to swim in puddles *(big swimming arms in front of you- like breaststroke)*
He likes to climb on rocks *(stretch arms up & down like climbing)*
He snaps at the mosquitoes *(clap hands in front of you with arms stretched out)*
He snaps at the fleas *(clap hands in front of you with arms stretched out)*
He snaps at the minnows *(clap hands in front of you with arms stretched out)*
He even snapped at me! *(put hands on face, making a surprised/scared face)*
He caught the mosquito *(clasp hands together)*
He caught the flea *(clasp hands together)*
He caught the minnow *(clasp hands together)*

But he didn't catch me (*shake finger back & forth*)

Part 3

I took Tiny Tim (*stand up & "dance" your fist in front of you*)
to play at the lake (*flap your hands & arms in front of you - like a turtle would look stuck on his back*)
He was about to jump right in (*bend knees to get ready to jump and then jump*)
When he saw a snake! (*put hands on face, making a surprised/scared face*)
It squirmed & it slithered, getting close to us. (*point arms/hands together and squirm them in front of you*)
We froze! And stood very still, trying not to fuss. (*FREEZE!*)
He stopped and he stared for a real long while. (*make mean "snake eyes" and stare*)
Then he said, "How do you do?!" (*put one hand on your hip and wave big with the other*)
With a great big smile! (*Smile and point to your big smile*)

Part 4

My turtle has a friend (*stand up & "dance" your fist in front of you*)
his name is Darth Vader (*breathe like Darth Vader*)
You'd better not get close to him (*point out and shake your finger*)
'Cause he's an alligator!!! (*slowly open your arms in front & then "snap" them closed as you shout "alligator"*)
He lurks in the water, finding food to eat. (*hold hands under eyes to make your eyes look like a gator's just above the water's surface*)
So if you see him coming (*point out and shake your finger*)
You'd better move your feet (*point to feet with both hands*)
Run, run, run, fast don't you stop. (*run in place*)
'Cause if Darth Vader catches you (*keep running in place*)
You'll have to learn to hop!!! (*stop running and freeze with a hop on one leg*)

Part 5

Tiny Tim wanted to come and learn at my school. (*stand up & "dance" your fist in front of you*)
So I put him in my backpack (*pretend to open backpack & put him in it*)
and acted really cool. (*give 2 thumbs up*)
I walked down the hall (*walk in place*)
but then I saw Ms. Claire. (*make a scared face*)
She opened up my backpack (*pretend to open a backpack*)
and saw a turtle hidden there. (*point to backpack with both hands*)
Ms. Claire called Ms. Barbara (*pretend to make a phone call*)
to come and take a look. (*make a waving motion like to "come over"*)
Ms. Barbara got her fishing pole (*pretend to reel in a fishing line*)
with a great big hook. (*air write the letter "J"*)
I jumped and shouted, WAIT! (*jump up then spread arms out and really shout*)
Tiny Tim is my friend! (*"dance" your fist in front of you*)
And now our song is over, (*spread arms out*)
this really is the end. (*turn and pat your bottom*)

Tick-a-Tack-a
Author unknown

Hey there Emma someone's on the phone,
If it's your friend Caleb tell him you're at home.
(let the child say, "I'm home" into the phone and then pass it to the child referenced in the song)
(tap and clap to the beat for this next part)

Singing tick-a, tack-a, tick-a, tack-a,
wally-woo-woo.

Singing tick-a, tack-a, tick-a, tack-a,
wally-woo-woo.

Hey there Caleb someone's on the phone,
If it's your friend Mark tell him you're at home.
(let the child say, "I'm home" into the phone and then pass it to the child referenced in the song)
(tap and clap to the beat for this next part)

Singing tick-a, tack-a, tick-a, tack-a,
wally-woo-woo.

Singing tick-a, tack-a, tick-a, tack-a,
wally-woo-woo.

(Continue singing until each child has had a turn with the phone, end with yourself)

Try this: Want to add in some advanced early literacy skills for the older children if they're developmentally ready

Replace the starting sounds for the "tic-a-tac-a" and the "wally-woo-woo" with another sound. For example, let's replace those sounds with the sound for "B":

Singing bick-a, back-a, bick-a, back-a

Bally-boo-boo.

Singing bick-a, back-a, bick-a, back-a

Bally-boo-boo.

Elevator

By Hugh Hanley ("Circle of Song" CD, www.hughhanley.com)

Let's go riding in an elevator.

Let's go riding in an elevator.

First floor

Second floor

Third floor

Fourth floor

Fifth floor

Down, down, down, down, down.

Sticky Bubble Gum
By Hugh Hanley (“Circle of Song” CD, www.hughhanley.com)

Sticky, sticky, sticky, sticky bubblegum. (*open hands wave back and forth*)
Bubblegum, bubblegum, bubblegum. (*open hands wave back and forth*)
Sticky, sticky, sticky, sticky bubblegum. (*open hands wave back and forth*)
Makes my hands stick to my knees. (*put your hands on your knees*)
So I pull ‘em, and I pull ‘em and I pull ‘em! (*pretend to pull really hard trying to get your hands off of your knees*)

(Keep singing but let children choose where their hands will stick)

Bubble Gum
By Mary Jo Huff (“Gettin’ Loose with Mother Goose CD available on iTunes)

I love it, love it, love it
I love my bubblegum.
I love it, love it, love it
I love my bubblegum.
I put it in my mouth.
Sugar free of course.
Chew it up, chomp, chomp, chomp
Blow a great big bubble. (*pretend to blow and then clap for the pop*)

Icky, sticky, icky, sticky bubblegum (*wave open hands back and forth*)
Bubblegum, bubblegum (*wave open hands back and forth*)
Icky, sticky, icky, sticky bubblegum (*wave open hands back and forth*)
Bubblegum, bubblegum (*wave open hands back and forth*)
Makes my hands stick to my... (*stick your hands to whatever body part you choose*)
And you pull it, and you pull it, and you pull it! (*pretend to pull hands off*)

A Ram Sam Sam
Original author unknown – several versions exist)

A Ram Sam Sam, (*tap fists on top of each other*)
A Ram Sam Sam (*tap fists on top of each other*)
Guli, guli, guli, guli, guli (*spin fists*)
Ram Sam Sam (*tap fists on top of each other*)
A Ram Sam Sam, (*tap fists on top of each other*)
A Ram Sam Sam (*tap fists on top of each other*)
Guli, guli, guli, guli, guli (*spin fists*)
Ram Sam Sam (*tap fists on top of each other*)

A Ravi, A Ravi (*wave hands up in the air*)
Guli, guli, guli, guli, guli (*spin fists*)
Ram Sam Sam (*tap fists on top of each other*)
A Ravi, A Ravi (*wave hands up in the air*)
Guli, guli, guli, guli, guli (*spin fists*)
Ram Sam Sam (*tap fists on top of each other*)

(Continue to sing the song but pause in between to give each child a chance to tell you what you have to pretend to be. For instance, sing it like a bear, lion, fish, princess, etc.)

**Tarzan
By Dr. Jean**

Modified a little by Melissa McKenzie

(this is an echo song so children will echo back what you say)

Tarzan *(hands around mouth to “yell”)*
Swinging on a rubber band *(grab fists and swing arms one side then the other)*
Tarzan *(hands around mouth to “yell”)*
Fell into a frying pan *(clap hands together)*
Now Tarzan has a tan *(hands on hips and shake it to show off tan)*

Jane *(one hand behind head, the other on your hip)*
Flying in an airplane *(arms out like you’re flying)*
Jane *(one hand behind head, the other on your hip)*
Crashed into a freeway lane *(clap hands together)*
Now Jane has a pain *(grab your head like you have a headache)*
Now Tarzan has a tan *(hands on hips and shake it to show off tan)*

Cheetah *(make “monkey fingers”)*
Rockin’ to the beat-a *(groove to the beat with your “monkey fingers”)*
Cheetah *(make “monkey fingers”)*
Walkin’ down the street-a *(groove to the beat with your “monkey fingers”)*
Now Cheetah is velveeta *(rub your tummy)*
Now Jane has a pain *(grab your head like you have a headache)*
Now Tarzan has a tan *(hands on hips and shake it to show off tan)*

Now my story’s at an end. *(spread hands out like “the end”)*

Mr. Wiggle & Mr. Waggle

By Mary Jo Huff (“Gettin’ Loose with Mother Goose CD, available on iTunes)

(Mr. Wiggle is your right thumb and Mr. Waggle is your left thumb. Their homes are the palms of your hands. Mr. Wiggle lives on the East side of town and Mr. Waggle lives on the West side of town. When they go in/out of their homes you will make a “click” with your tongue.)

This is Mr. Wiggle *(hold up your right thumb)*
And this is Mr. Waggle *(hold up your left thumb)*
Mr. Wiggle lives on the East side of town *(wiggle your right thumb/hand)*
And Mr. Waggle lives waaaayyyy over on the West side of town *(wiggle your left thumb/hand)*
(now tuck your thumbs inside your hands and let’s begin our story)
One day Mr. Wiggle decided to go visit his good friend, Mr. Waggle *(hold up your right hand and wiggle it)*
So Mr. Wiggle opened his door *(“click” and open your right hand)*
Came outside *(“click” and stand your right thumb up)*
and closed the door *(“click” and close your right hand)*
Mr. Wiggle went up the hill, and down the hill *(move your right thumb up and down with the words)*

And up the hill, and down the hill
And uuuuuuuupppppppp the hill - it's a really big hill, and down the hill (*move your right thumb way up high*)
And up the hill, and down the hill
And up the hill, and down the hill
When he got over to Mr. Waggle's house he knocked on the door (*"click, click, click" and knock on your left hand*)
But Mr. Waggle didn't answer.
So Mr. Wiggle knocked again (*"click, click, click" and knock on your left hand*)
But Mr. Waggle still didn't answer.
So this time Mr. Wiggle knocked really loud (*"click, click, click" and knock on your left hand*)
And when Mr. Waggle didn't answer, Mr. Wiggle went around to the back door and knocked one more time
(*move around to the "back" of your left hand and knock "click, click", "click"*)
Mr. Waggle wasn't there so Mr. Wiggle went home.
Mr. Wiggle went up the hill, and down the hill (*move your right thumb up and down with the words*)
And up the hill, and down the hill
And uuuuuuuupppppppp the hill - it's a really big hill, and down the hill (*move your right thumb way up high*)
And up the hill, and down the hill
And up the hill, and down the hill
When he got home, Mr. Wiggle opened the door (*"click" and open your right hand*)
Went inside (*"click" and fold right thumb into your palm*)
And closed his door (*"click" and close your right hand*).
The very next day Mr. Waggle decided to go visit his good friend, Mr. Wiggle (*hold up your left hand and wiggle it*)
So Mr. Waggle opened his door (*"click" and open your left hand*)
Came outside (*"click" and stand your left thumb up*)
and closed the door (*"click" and close your left hand*)
Mr. Waggle went up the hill, and down the hill (*move your left thumb up and down with the words*)
And up the hill, and down the hill
And uuuuuuuupppppppp the hill, and down the hill (*move your left thumb way up high*)
And up the hill, and down the hill
And up the hill, and down the hill
When he got over to Mr. Wiggle's house he knocked on the door (*"click, click, click" and knock on your right hand*)
But Mr. Wiggle didn't answer.
So Mr. Waggle knocked again (*"click, click, click" and knock on your right hand*)
But Mr. Wiggle still didn't answer.
So this time Mr. Waggle knocked really loud (*"click, click, click" and knock on your right hand*)
And when Mr. Wiggle didn't answer, Mr. Waggle went around to the back door and knocked one more time
(*move around to the "back" of your right hand and knock "click, click", "click"*)
Mr. Wiggle wasn't there so Mr. Waggle went home.
Mr. Waggle went up the hill, and down the hill (*move your left thumb up and down with the words*)
And up the hill, and down the hill
And uuuuuuuupppppppp the hill, and down the hill (*move your left thumb way up high*)
And up the hill, and down the hill
And up the hill, and down the hill
When he got home, Mr. Waggle opened the door (*"click" and open your left hand*)
Went inside (*"click" and fold left thumb into your palm*)
And closed his door (*"click" and close your left hand*).

Well a couple of days went by and on the very same day at the very same time
 Mr. Wiggle (*shake your right hand*) decided to go visit Mr. Waggle (*shake your left hand*)
 And Mr. Waggle (*shake your left hand*) decided to go visit Mr. Wiggle (*shake your right hand*)
 They both opened their doors (*"click, click" and open both hands*)
 They both came outside (*"click, click" and stand up both thumbs*)
 And they both closed their doors (*"click, click" and close both hands*)
 They went up the hill, and down the hill (*move both thumbs up and down with the words towards the middle*)
 And up the hill, and down the hill
 and uuuuuuuuuuppppppppppp the hill (*both thumbs should be up high in the middle*)
 when they got to the top of the big hill they saw each other
 They began to talk, and talk, and talk, and talk, and talk..... (*wiggle thumbs at each other*)
 The whole afternoon away
 They were both really tired so they gave each other a hug (*hug thumbs together*)
 And then they went down the hill
 And up the hill, and down the hill
 and up the hill, and down the hill
 They opened their doors (*"click, click" and open both hands*)
 Went inside (*"click, click" and fold thumbs into your palms*)
 And closed their doors (*"click, click" and close your hands*)
 And they both took a nap (*snore*).
 And that is the story of Mr. Wiggle and Mr. Waggle.

Wally Acha

By Dr Jean ("Keep on Singing and Dancing" CD, www.drjean.org)

Wally Acha, Wally Acha (*tap knees & clap hands to the beat*)
 Doodlely-doo, Doodlely-doo (*left thumbs up and go from right side of body to left*)
 Doodlely-doo, Doodlely-doo (*right thumbs up and go from left side of body to right*)
 Wally Acha, Wally Acha (*tap knees & clap hands to the beat*)
 Doodlely-doo, Doodlely-doo (*left thumbs up and go from right side of body to left*)
 Doodlely-doo, Doodlely-doo (*right thumbs up and go from left side of body to right*)

(left elbow rests on right hand and wiggle fingers, then switch to right on left - continue to switch back and forth while you sing this part)

It's a simple little song there's not much to it.
 all you've got to do is doodlely-doo it.

Wally Acha, Wally Acha (*tap knees & clap hands to the beat*)
 Doodlely-doo (*smaller movement this time - left thumbs up and go from right side of body to left*)
 Doodlely-doo doo (*smaller movement this time - right thumbs up and go from left side of body to right*)
 Boop, boop (*tug on your ears*)

(repeat in a loud voice, then repeat in a softer voice OR modify it anyway you want)

Baby in the Cradle
By Susan Salidor (“Come and Make a Circle 2” CD available on iTunes)

The baby in the cradle goes a rocka-rocka-rocka. (*pretend to hold a baby and rock arms back and forth*)
The clock on the wall goes a ticka-ticka-tocka. (*point index fingers up and move arms back and forth*)
The rain on the window goes a (*wiggle fingers from each hand down*)
tap-tap-tap. (*knock in the air three times with both hands*)
When the sun comes out we (*open hands wide and make a big circle up with arms*)
clap-clap-clap. (*clap three times*)

Baby Fish
By Dr Jean (“Sings Silly Songs” CD, www.drjean.org)

(small voice, open/close finger/thumb)

Baby fish – doo, doo, doo, doo, doo, doo
Baby fish – doo, doo, doo, doo, doo, doo
Baby fish – doo, doo, doo, doo, doo, doo
Baby fish – doo, doo, doo, doo, doo, doo

(regular voice, open/close hand)

Mama fish - doo, doo, doo, doo, doo, doo
Mama fish - doo, doo, doo, doo, doo, doo
Mama fish - doo, doo, doo, doo, doo, doo
Mama fish - doo, doo, doo, doo, doo, doo

(big voice, open/close arms at elbow)

Daddy fish - doo, doo, doo, doo, doo, doo
Daddy fish - doo, doo, doo, doo, doo, doo
Daddy fish - doo, doo, doo, doo, doo, doo
Daddy fish - doo, doo, doo, doo, doo, doo

(giant, deep voice, open/close whole arms)

Giant whale - doo, doo, doo, doo, doo, doo
Giant whale - doo, doo, doo, doo, doo, doo
Giant whale - doo, doo, doo, doo, doo, doo
Giant whale - doo, doo, doo, doo, doo, doo

Slowly Going Crazy

By Dr Jean

(You will tap your knees then clap your hands to the rhythm for the whole song. It starts out slow but then gets faster and faster as you repeat it over and over again.)

I am slowly going crazy 1-2-3-4-5-6 switch.

Crazy going slowly am I.

6-5-4-3-2-1 switch.

(keep repeating the song and pick up the speed)

When I Was a Little Fish

By Susan Salidor (“Come and Make a Circle: Twenty Terrific...” CD available on iTunes)

(hands & arms together in a swimming motion back & forth)

When I was a little fish, little fish, little fish

When I was a little fish swimming in the water.

(stretch your arms out in front of you, palms up with hands open, then bend arms at elbow and close hands; do this over and over again to the music for “come and get me”)

My mama come and get me, get me, get me.

My mama come and get me

And carry me home (cup hands together)

(hands & arms together in a swimming motion back & forth)

Ha! Ha! This-a-way

Ha! Ha! That-a-way

Ha! Ha! This-a-way

Carry me home. (cup hands together)

Tell the children to put the fish back in the water so Daddy can come and get it. Make a “PLOP!” sound as you open your hands to release the fish.

(Now repeat the song except “Daddy” will come and get the fish; Repeat the song a third time so grandma can come get the fish).

Try this: Instead of singing about a fish, use a different animal like a little snake crawling in the grass or a little frog hopping in the pond and adjust the movements. Change your voice for who is going to carry the fish home (i.e. a “mommy” voice, a “daddy” voice and a “grandma” voice). Let the children choose who will come and get the fish.

Who Stole the Cookies from the Cookie Jar
Original author unknown, modified by Melissa McKenzie

(Have a “cookie jar” with laminated “cookies”. Each cookie has a child’s name on it.)

Who stole the cookie from the cookie jar? *(reach in a grab a cookie from the jar)*

“ _____ ” stole a cookie from the cookie jar.

Who me? *(said by the child whose cookie was chosen)*

Yes you?

Couldn’t be. *(said by the child whose cookie was chosen)*

Then who?

(Now let the child select another cookie from the cookie jar. Say the name on the cookie and continue the song until you’re out of cookies)

Try this: Modify the cookies to have different types of cookies or color the “chips” on the cookies to sort/play by color. Have a number written on the cookie with a matching number of chips. Let the children sort the cookies and count them. Sing a song to put the cookies back in the jar. Modify it to match what you’re doing (by color, by cookie type, by number):

Let’s put the cookies in the cookie jar.

“ _____ ” get a red one for the cookie jar. *(choose someone to go first)*

Who me? *(said by the child chosen)*

Yes you.

This is easy. *(said by the child chosen – she selects the specified cookie and puts it in the jar)*

Now who? *(let the child select the next friend to go or you can select the next friend)*

I’m Looking Through the Window

By Dr. Jean, modified by Melissa McKenzie (to the tune, “In and out the window”)

(Have an empty wooden picture frame that is decorated. Look through the frame as you sing the song.)

I’m looking through the window

I’m looking through the window

I’m looking through the window

And I see my friend “ _____ ”

(Make a circle “frame” by decorating a foam wreath with duct tape. This will help reinforce the shape.)

I’m looking through a circle

I’m looking through a circle

I’m looking through a circle

And I see my friend “ _____ ”

(Try making a square and a triangle and modify the song to look through each of those shapes.)

You can also sing this song to help find things in the room or down the hallway as you walk or outside as you play:

I’m looking through the circle

I'm looking through the circle
I'm looking through the circle
And I see something blue.

Monster Box
(original author unknown)

Shape monster, shape monster
Munch, munch, munch.
How 'bout a triangle for your lunch?

The Monster Box can be used for many concepts/skills that you would like to reinforce with play: shapes, colors, numbers, letters, etc. Consider giving your Monster Box a name. For example:

Herbie, Herbie
Munch, munch, munch.
How 'bout the color red for your lunch?

You could also put a variety items/manipulatives out on the table. Then say the little rhyme and let a child select anything from what is out on the table and tell you what he has selected before feeding it to the monster.

Hungry monster, hungry monster.
Munch, munch, munch.
What do you want for your lunch, lunch, lunch?

Consider using small poms-poms of varying colors/sizes and a variety of grabbers (plastic tweezers, strawberry hullers, chopsticks with helpers attached, etc) for the children to use. Then when the children feed the monster they are building the fine motor skills as well as math logic.