

Can A Jumbo Jet Sing The Alphabet
Revised Expanded Edition
Words, Music and Activities by Hap Palmer

Introduction

Young children learn best by doing. These songs invite active involvement in developing vocabulary and mastering a wealth of skills and concepts. The joy of moving generates enthusiasm to learn about:

1. Identification of body parts and spatial orientation
2. Shapes and letters
3. Numbers and counting
4. Number value
5. Phonics
6. Fractions
7. Tools and utensils
8. Fantasy and reality
9. Cultural diversity
10. Composting
11. Problem solving
12. Creative movement

The music and activities support the curriculum from pre-school through third grade. The up-beat musical arrangements appeal to students in the intermediate grades as well, making the activities beneficial for remedial review of basic concepts.

This teaching guide contains the following information:

Skills and Concepts - A list of skills and concepts presented in each song.

Vocabulary - Key words to introduce to children before you play the recording.

Lyrics - The words for each song.

Activity - Ways children can participate with each song.

Variation - Suggestions for different ways of participating with a song.

Follow up - Activities and questions to present after children have participated with a song.

Activities, variations, and follow-ups are not limited to those presented in this guide. There are endless possibilities awaiting your creative impulse.

1. 'Round The World With Ways To Say Hello

Words and Music: Hap Palmer

Skills and Concepts:

- Recognizing that different cultures have different ways of saying "hello."
- Encouraging appreciation of cultural diversity
- Hearing and repeating phonemes of different languages

Vocabulary:

Hola, hejsan, jambo, bonjour, privet, ni hao, shalom, salaam, annyong, konnichiwa, sawubona, prijatno, namaste, dzien dobry, aloha.

Activity:

This is a call-and-response song about the ways people say "hello" in different languages. Children listen to each word or phrase then sing it back like an echo. As a lead up activity, it is helpful to break the words into syllables and slowly say each syllable one at a time. This is an excellent activity for helping children develop phonemic awareness, or the ability to hear the sounds of language.

Lyric:

Hola, hola, (OH-lah) says hello in Spanish
Hejsan, hejsan, (HEY-sun) that's the word in Swedish
Jambo, jambo, (JAHM-boh) says it in Swahili
'Round and 'round the world we go with ways to say hello

Bonjour, bonjour, (bohn-zhoor) says hello in French
Privet, privet, (preev-YET) that's the word in Russian
Ni hao, ni hao, (nee how) says it in Chinese
'Round and 'round the world we go with ways to say hello

There are oh, so, many friendly ways
Every language has a word or phrase

Shalom, shalom, (sha-lome) says hello in Hebrew
Salaam, salaam in (sah-lahm) Arabic and Persian
Annyong , annyong, (ahn-yohng) says it in Korean
'Round and 'round the world we go with ways to say hello

Konnichiwa, konnichiwa, (Ko-nee-chee-wa) says hello in Japanese
Sawubona, sawubona, (saw-oo-BOH-nah) that's the word in Zulu
Prijatno, prijatno, (pree-yat-no) says it in Macedonian
'Round and 'round the world we go with ways to say hello

There are oh, so, many friendly ways
Every language has a word or phrase

Namaste, namaste, (nah-MUS-stay) says hello in Hindi
Dzien dobry, dzien dobry, (JEEN-do-bri) that's the word in Polish

Aloha, aloha, says it in Hawaiian
'Round and 'round the world we go with ways to say hello

Follow up:

Use the sing-a-long background track (CD #23) in the following ways:

- Have children take turns being the leader
- Ask if children know of any other ways to say "Hello."
- Sing this song using greetings from other languages

2. Alphabet In Motion

Words and Music: Hap Palmer

Skills and Concepts:

- identifying letters of the alphabet
- learning the order of the letters of the alphabet.
- recognizing symbol sound correspondence
- increasing movement vocabulary.

Vocabulary:

See words which describe the motion for each letter in the lyric below.

Activity:

Children stretch, shake and bounce to warm up during the opening verse. Next, they do a motion that goes with each letter of the alphabet. For example: A, arch, reach up and bend backwards; B, bend, bend forward; C, clap, clap hands; D, droop, let head, arms and spine sag forward; E, expand, make the body tall and wide. After completing the alphabet, each child faces someone and writes her/his name in the air with big letters.

Lyric:

Learn the abc's with ease
While getting fit and having fun
Alphabetize your exercise
And do your moves one by one

At the store or in the park
You'll cause a small commotion
If you suddenly stand and start
The alphabet in motion

A arch N nod
B bend O open
C clap P prance
D droop Q quake
E expand R rock
F flop S squat
G grow T turn
H hop U uncurl

I itch V vibrate
J jog W walk
K kick X make an X shape
L leap Y yawn
M march Z zig zag

Now do some letters from your name
Sharing them with someone
It's a friendly way to end
The alphabet in motion

Variation:

- Teacher or parent can hold up letter cards as each letter is named.
- During the last verse, the older child can do the motion for all the letters of her/his name.

Follow up:

- Students can find other movement words that begin with each letter.
- Have children find an animal that begins with each letter and move like that animal.

3. What Could You Use?

Words and Music: Hap Palmer

Skills and Concepts:

- Understanding that a tool is a device used to perform or facilitate manual or mechanical work
- Understanding that a utensil is an implement, or container used domestically
- Recognizing the appropriate use of various tools and utensils
- Developing problem-solving skills

Vocabulary:

Bucket, ladder, rake, broom, mop, hammer, saw, trash can, can opener, knife, spatula, cloth, sponge, peeler, knife, fork, spoon, brush

Activity:

Participants answer each question by naming a tool or utensil. There is often more than one correct answer. Students can work individually, with a partner, or in small groups, or see how many different responses they can make.

Lyric:

A windy storm blows through your town
Knocks the leaves and branches down
Your roof gets hit, a shingle slips
There's a puddle on the floor where the water drips
What could you use -
To catch the drops? To dry the floor?
To climb on the roof? To pound a nail?

To clean up the leaves? To cut up the branches?

To dig a trench? To sweep the porch?
Some friends stop by to say "hello"
They only have an hour or so
It's been all day since they ate last
You want to cook some food and do it fast
What could you use -

To open a can? To stir the soup?
To spread some jam? To peel an apple?
To flip the pancakes? To eat the food?
To wipe the table? To wash the dishes?

Your friends say, "Mmmm, that was good!
So sorry just to eat and run.
We want to thank you with a gift,
Your favorite tool, you pick the one"
What would you choose?
What could you use?

Variation:

- Have children create a dance with the music. They pantomime each task and call out the name of the tool they would use as they move.

Follow up:

- Ask children to name tools or utensils that could be used for activities not named in this song. For example: to plant a tree, make a birthday card, build a table, fix a leaking water pipe, overhaul an automobile engine, bake a cake, or sew a dress.

- Challenge children to invent their own tool. Have them explain its purpose, and describe how it is used.

4. Can A Jumbo Jet Sing The Alphabet?

Words and Music: Hap Palmer

Skills and Concepts:

- Differentiating between fantasy and reality
- Naming letters of the alphabet
- Recognizing words that rhyme

Vocabulary:

Bug, weave, rug, duck, drive, truck, sheep, sleep, pen, count, clown, smile, frown, cow, cloud, drench, crowd, jumbo jet

Activity:

Children listen to each question and sing it back like an echo. They answer "yes" if it's something that could really happen, or "no" if it is something that

could not really happen.

Lyric:

Can a bug weave a rug?
Can a duck drive a truck?
Can a sheep go to sleep?
Can your little toe trace the letter 'O' ?

Can a clown smile and frown?
Can a cow say "meow" ?
Can a cloud drench a crowd?
Can a jumbo jet sing the alphabet?

A, B, C, D, E, F, G
H, I, J, K, L, M, N, O, P
Q, R, S- T, U, V- W, X, Y and Z
Now I've said my A B C's
Won't you come and fly with me!

Variation:

- Children can act out the idea described in each line during the short instrumental section that follows.

Follow up:

- Ask students to name the words that rhyme in each question.
- Have students make up their own questions with words that rhyme.

5. The Shapes That Surround You

Words and Music: Hap Palmer

Skills and Concepts:

- Identifying shapes
- Recognizing shapes in the environment

Vocabulary:

Triangle, circle, square, oval, rectangle, angle, side, straight, curved, elliptical.

Activity:

Make shapes from cardboard or poster board. Participants sit in a circle. Each person has a shape card. When their shape card is named, they stand and move inside the circle. They return to their place when the next shape is named. At the end of the song, when all the shapes are named, everybody stands and moves together.

Lyric:

Triangle, triangle, where can you be?
What do we look for and what do we see?

I'm a sail on a boat or a hanger for your coat
I have three angles and three straight sides

Circle, circle, where can you be?
What do we look for and what do we see?
I'm a wheel on a skate, a clock or a plate
I curve around in an endless line

Square, square, where can you be?
What do we look for and what do we see?
I'm a check on a dress or a board to play chess
With four right angles and four equal sides

Oval, oval, where can you be?
What do we look for and what do we see?
I'm the path of the moon or the head of a spoon
An elliptical shape, with the curve of an egg,

Rectangle, rectangle, where can you be?
What do we look for and what do we see?
I'm a dollar, a door, or a basketball floor
With four right angles and four straight sides

Triangle circle and square
Oval and rectangle too
As you go through the day pause on the way
And see all the shapes that surround you

Variation:

- Participants use scarves to draw shapes in the air.
- Participants use different body parts (head, elbow, knee, foot, etc.) to draw shapes in the air as they are named in the song.
- Choose one person to hold each shape and hide. Everyone else observes where each shape hides. The observers try to remember where each shape is hiding, and point to that place as each shape is called.

Follow up:

- Each shape named in this song appears on the cover of this cassette or CD. Ask children to find each shape.
- Have children look for shapes in things around the room. Ask, "What shape is the easiest to find? ... the hardest to find?"
- Cut out pictures from magazines that show the shapes named in this song and make a shapes book.

6. Jig Along Shapes

Words and Music: Hap Palmer

Skills and Concepts:

- Identifying shapes
- Developing locomotor movement skills

- Creating pathways in space

Vocabulary:

Triangle, circle, square, oval, rectangle, jig, jump, step, hop, skip, gallop

Activity:

A jig is a rapid, lively, dance usually in triple meter. The quick 6/8 rhythm of this music is ideal for stepping, jumping, hopping, galloping and skipping. Participants create their own combinations of these basic locomotor motions as they travel in a path that traces the shape named in each verse of this song.

Lyric:

Now jig along my jolly friends
And travel the path of a triangle
Lift your feet and tap the beat
And travel the path of a triangle

Now jig along my jolly friends
And travel the path of a circle
Lift your feet and tap the beat
And travel the path of a circle

Now jig along my jolly friends
And travel the path of a square
Lift your feet and tap the beat
And travel the path of a square

Now jig along my jolly friends
And travel the path of an oval
Lift your feet and tap the beat
And travel the path of an oval

Now jig along my jolly friends
And travel the path of a rectangle
Lift your feet and tap the beat
And travel the path of a rectangle

Now travel the shape you like the best
Pick your favorite path my friends
Jig along with a merry song
And freeze when the music ends

Variations:

- Play "Freeze Dance." Use the pause button on the CD or cassette player to stop the music before each new shape is introduced. Have children freeze when the music stops.

- Children form lines of 5-8 and play follow the leader. The leader chooses the step and picks the route that draws the shape named in each verse. After

each verse, the leader goes to the end of the line and the next person becomes the leader.

- Lay ropes or tape on the floor in the shapes named in each verse. Children travel around the rope that makes the shape named in each verse.

Follow up:

- Have children travel the pathway of shapes not named in this song such as star, crescent, diamond, trapezoid, hexagon etc.

Have each child travel the pathway of the letters of her/his name.

7. Everybody Dance

Words and Music: Hap Palmer

Skills and Concepts:

- Enhancing spatial awareness:
- Relating body planes to directions in space.
- Developing basic motor skills

Vocabulary:

Front, back, side, high, low, forward, backward, right, left, over, under, pat, clap, lean, reach, jump, turn, shake, wiggle, swing

Activity:

Children do the motions described in each verse. When they hear the words, "Let's Dance," they combine the movements in any order they wish, or create their own ways of moving.

Lyric:

Pat the front of your body, everybody clap to the front
Pat the back of your body, everybody clap to the back
Pat the right side of your body, lean and clap to the right
Pat the left side of your body, lean and clap to the left

Reach up high, hands over your head
Bend down low, and touch your knees
Reach up high, hands over your head
Now move any way you please

Chorus:

Now let's dance, everybody dance
Now let's dance, everybody dance

Pat the front of your body, now everybody jump forward
Pat the back of your body, now everybody jump backward
Pat the right side of your body, everybody turn to the right
Pat the left side of your body, everybody turn to the left

Swing your arms from side to side
Wiggle your fingers and shake your shoes
Swing your arms from side to side

Then move any way you choose

Repeat Chorus

Follow up:

- Have children pat different body parts and explore ways to move. For example: Pat your back. Arch and bend your back. Pat your knees. Bend and stretch your legs. Pat your neck. Turn your head from side to side.
- Have children find other ways to move forward, backward and sideways. (examples: run, hop, skip)

8. Take Me Out To The Ball Game - Basic

Words and Music: Hap Palmer

Skills and Concepts:

- Recognizing numbers 1 - 8
- Understanding number value

Vocabulary:

More, less

Activity:

Children sing the traditional favorite, **Take Me Out to the Ball Game**.

During the verses, they do the following:

- Hold up fingers on each hand to indicate how many points each team has.
- Hold up the number that is more.
- Hold up the number that is less.

Lyric:

Chorus:

Take me out to the ball game
Take me out with the crowd
Buy me some peanuts and cracker jack
I don't care if I never get back.
Let me root, root, root for the home team
If they don't win it's a shame
For it's one, two, three strikes you're out
At the old ball game

The Tigers have 2, the Phillies have 4
2 or 4, which is more? . . . Which is less?
The Reds have 1, the Rockies have 3
1 or 3, which is more? . . . Which is less?

Repeat Chorus

The Pirates have 3 the Twins have 2
3 or 2, which is more? . . . Which is less?

The Angels have 5 the Yankees have 4
5 or 4, which is more? . . . Which is less?

Repeat Chorus

Follow up:

- Children select teams and make up scores. Sing this song using their ideas.
- Try the advanced version of this song, #19 on this CD.

9. Please And Thank You - Part I

Words and Music: Hap Palmer

Skills and Concepts:

- Appreciating other cultures
- Dividing words into syllables
- Hearing and repeating phonemes of different languages

Vocabulary:

S'il vous plait, merci, por favor, graças, tafadhali, asante, mn goi, doh je, pozhaluista, spasibo, perfavore, grazie

Activity:

This is a call and response song about the ways people say "please" and "thank you" in different languages. Children listen to each word or phrase then sing it back like an echo. As a lead up activity, it is helpful to break the words into syllables and slowly say each syllable one at a time. This is an excellent activity for helping children learn to divide words into syllables, and to hear the phonemes of different languages.

Lyric:

Chorus:

If you want to show appreciation
Ease the way in any situation
There's a way to say in every nation
Please and thank you

S'il vous plait, S'il vous plait (see-voo-PLAY)

Merci, Merci (MER-cee)

That's the way we say it in French

Por Favor, Por Favor (POR-fa-vor)

Gracias, Gracias (GRA-see-ahs)
That's the way we say it in Spanish

Tafadhali, Tafadhali (taf-a-DAH-lee)
Says please in Swahili
Asante, Asante (a-SAN-tay)

Says "thank you," whoa-oh

Repeat Chorus

Mn goi, Mn goi (mmm-goy)
Doh je, Doh je (DOH-jeh)
That's the way we say it in Cantonese

Pozhaluista, pozhaluista, (pa-ZHAHL-sta)
Spasibo, spasibo, (spa-SEE-ba)
That's the way we say it in Russian

Per favore, per favore (pair-fa-VOR-eh)
Says "please" in Italian
Grazie, grazie (gratz-ee-eh)
Says "thank you," whoa-oh

Repeat Chorus

Follow up:

- To say please and thank you in six more languages, try version II (#20) of this song.
- There are many languages we have not included. Do you know a way to say please and thank you in another language?

10. Letters In The Blender

Words and Music: Hap Palmer

Skills and Concepts:

- Recognizing initial consonant sounds
- Understanding blends
- Developing phonemic awareness

Vocabulary:

Blender, slender, sled, slip, slide, slippery, slope, truck, trapped, traffic, Tripoli (the capital of Libya on the northern coast of Africa), platypus, pluck, plunger, plumber, drowsy, drift, drop, drawbridge, statue, suddenly, stomp, startle, flock, flamingo, flamenco, flip, flap, flick, flashy, feathers

Activity:

Each verse starts by naming two letters. Children first make the sound of

each letter, then listen for the sound of the blend in the words that make up the sentence that follows. During the instrumental portion, children call out one or two words they heard that begin with the blend.

Lyric:

Take an S, and an L, put them in the blender
And Slim's slender sled slips and slides down slippery slopes
Take a T, and an R, put them in the blender

And Trina's truck gets trapped in traffic on a trip to Tripoli

Chorus:

We take two letters
Toss them in the blender
See what they will render
When they get together
They make another sound and a whole lot of words
We'd like to share a few we have heard

Take a P, and an L, put them in the blender
And the playful platypus plucks the plunger from the plumber
Take a D, and an R, put them in the blender
And the drowsy driver drifts to sleep and drops right off the drawbridge

Repeat Chorus

Take an S, and an T, put them in the blender
And Stacey stands still as a statue, then suddenly stomps and startles
Steven
Take an F, and an L, put them in the blender
And flocks of flamingos dance flamenco and flip, flap, flick their flashy
feathers

Variation:

- Participants work with a partner. During the instrumental portions, they share the words they remember hearing that begin with each blend or children do one of the following:

Repeat the whole sentence.

- Think of other words that begin with the blend.
- Make up their own sentence using words that begin with the blend.
- Act out the action described in the sentence. For example, in the sentence Slim's slender sled slips and slides down slippery slopes children might do slipping and sliding motions.

Follow up:

- Think of blends that were not used in this song such as GL, CL, or BR.
- Discuss the writing technique of alliteration - the recurrence of letter or

letters at the beginning of words in close succession

- Have children find words that begin with each blend then create sentences using alliteration.

11. Boogie Down And Cruise

Words and Music: Hap Palmer

Skills and Concepts:

- Recognizing numbers one through five
- Developing balance, coordination and strength
- Enhancing creative problem solving abilities

Vocabulary:

Wagon, dog, frog, trike, cane, clown, pogo stick, penguin, duck, starfish, boogie, cruise, ramble, amble, hop, wiggle, wobble, waddle, dawdle, jam along, jive, creep

Activity:

Children create ways of traveling around the room and contacting the floor with the number of body parts named in each verse of this song.

Lyric:

Boogie down and cruise on four parts
Boogie down and cruise on four
Like a wagon or a dog, or a frog on a log
Boogie down and cruise on four

Ramble and amble on three parts
Ramble and amble on three
Like a trike in the lane or a man with a cane
Ramble and amble on three

Be bop and hop on one part
Be bop and hop on one
Like a clown doing tricks on a pogo stick
Be bop and hop on one

Wiggle and wobble on two parts
Wiggle and wobble on two
Like a penguin waddles or a ducky dawdles
Wiggle and wobble on two

Jam along and jive on five parts
Jam along and jive on five
Like starfish creep in the ocean deep
Jam along and jive on five

Boogie down and cruise on any number
Boogie down and cruise around
What you do is up to you

Boogie down and cruise around

Variation:

- Participants work with a partner and find a way to connect to each other. They think of themselves as one creature and contact the floor with the number of parts named in each verse.

Follow up:

- Stimulate further movement exploration by asking participants the following questions: "Choose your three favorite ways of moving and create a movement phrase." "Can you find a way to move on 6 parts? 7 parts? 8 parts?" "Can you think of other things that move on 4 parts? 3 parts? 1 part? 2 parts?"

12. The Bean Bag

Words and Music: Hap Palmer

Skills and Concepts:

- Identifying body parts
- Developing eye hand coordination
- Improving rhythmic awareness

Vocabulary:

head, shoulder, elbow, knee, back, stomach, finger, foot, arm,

Activity:

Each participant holds a bean bag and responds to the directions given in the song. Bean bags can be purchased commercially or homemade with uncooked dry rice or beans inside a sock.*

Lyric:

Chorus:

Throw the bean bag and catch
Turn around, turn around, stamp, stamp, stamp
Throw the bean bag and catch
Turn around, turn around, stamp, stamp, stamp

Put it on your head and walk around the room
Put it on your head and walk around the room

Repeat Chorus

Put it on your head and walk around the room
Put it on your head and walk around the room

Put it on your shoulder
Put it on your elbow
Put it on your knee
Put it on your back now

Put it on your stomach
Put it on your finger
Put it on your foot
Put it on your arm now

Put it on your head and walk around the room
Put it on your head and walk around the room

Repeat Chorus

Variation:

- Children work together and share a bean bag with a partner. They throw and catch with each other then take turns placing the bean bag on different body parts.

Follow up:

Stimulate further exploration by asking questions and giving challenges, for example:

- "In your own time, put the bean bag on all the body parts you remember hearing in this song."

- "Can you put the bean bag on parts of your body that were not named in this song? examples: spine, pelvis, chest, chin, hips, forearm, calf, shin."

- "Put your bean bag on your head. As I play the drum, move around the room. Walk faster when I play the drum faster. If your bean bag falls on the floor, stop moving and freeze by your bean bag."

- "Can you find other ways to move with the bean bag?" examples:

Put it on your spine and crawl around the room
Put it in your palm and hop around the room
Put it on your wrist and run around the room
Drop it on the floor and run around the bag

- "Sing this song again using your ideas. "

* For hints on making bean bags, visit www.happalmer.com and click on "Making Teaching Materials."

13. What Could A Bean Bag Be?

Words and Music: Hap Palmer

Skills and Concepts:

- Visualizing, imagining and acting out things a bean bag could be
- Developing eye hand coordination and manipulative skills

- Understanding vocabulary

Vocabulary:

Hot potato, maraca, soaring baseball, sizzling pancake, desert turtle, bird perched in a tree, falling pine cone, cooling ice pack, friendly kitten, thousand pounds of sand, tiny pillow.

Activity:

Children imagine different things a bean bag could be and show in movement how each thing would look and feel.

Lyric:

What could a bean bag be?
What could a bean bag be?
Imagination helps you see
What a bean bag could be

It's a hot potato you juggle hand to hand
Now it's a maraca, shake it, you're in a Latin band
Your bag's a soaring baseball; catch it if you can
Now it's a sizzling pancake; flip it in the pan

Your bag's a desert turtle crawling slowly cross the sand.
Now it's a bird perched in a tree so high above the land
Your bag's a falling pine cone that conks you with a thump
Now it's a cooling ice pack to sooth a swelling bump

Your bag's a friendly kitten hold it close and hear it purr
Feel it lick your face and arms as you gently stroke its fur
Your bag's a thousand pounds of sand
But you can lift it with one hand
Now it's a tiny pillow to help you fall asleep
And dream of the things that a bean bag could be

Variation:

- Children work together and share a bean bag with a partner. They throw and catch with each other then take turns placing the bean bag on different body parts.

Follow up:

Can you think of other things your bean bag might be? Examples:
a bouncing bull frog jumping by a lake, a tail that vibrates on a frightened rattle snake, a tiny raft tossing in a stormy sea, a squirrel, that races by and scampers up a tree, a tiny cap you wear upon your head, a hungry rat nibbling on some bread "

14. Tug-A-Tug To Twenty-Two

Words and Music: Hap Palmer

Skills and Concepts:

- Skip counting by twos, fives and tens
- Recognizing number patterns
- Working together as a team

Vocabulary:

Tug, pull, tight, tense, relaxed, loose

Activity:

This activity is basically a good old fashioned "Tug of War," with 2 - 8 people on a team. Lay the rope out on the floor. The teams face each other and line up by the rope. When the participants hear the words, Tug-a-tug, they pick up the rope and start pulling. As they pull, they count to the number named in each verse, then quickly drop the rope. The challenge is knowing when to drop the rope and stop pulling. In verse one, children count by 2's to 22; in verse two they count by 5's to 55; in verse three they count by 10's to 110.

Lyric:

Tug-a-tug-a-tug-a up to twenty-two
Plant your shoes and count by twos to twenty-two
Exercise your body as you energize your mind
And tug-a-tug to twenty two
2 4 6 8 10 12 14 16 18 20 22

Tug-a-tug-a-tug-a up to fifty-five
Come alive and count by fives to fifty-five
Exercise your body as you energize your mind
And tug-a-tug to fifty five
5 10 15 20 25 30 35 40 45 50 55

Tug-a-tug-a-tug-a to a hundred and ten
Join your friends and count by tens to a hundred and ten
Exercise your body as you energize your mind
And tug-a to a hundred and ten
10 20 30 40 50 60 70 80 90 100 110

Variation:

- Both teams work together to do a "cooperation tug-of-war." The goal is to put as much tension on the rope as possible without pulling the other team across the floor. When they reach the target number, they drop the rope. If the rope doesn't move more that two feet either way, everybody wins!

Follow up:

- Pick other counting patterns and make up your own verses. For example:

Tug-a-tug-a-tug-a up to thirty three

Bend your knees and count by threes to thirty three

or

Tug-a-tug-a-tug-a up to forty four

Shut the door and count by fours to forty four

- Encourage further exploration with the following directions: "Recall the feeling of pulling very hard. Were your muscles tense or relaxed? Create ways of moving that contrast tense and relaxed motions."

15. Fun With The Rhyme Time Band

Words and Music: Hap Palmer

Skills and Concepts:

- Recognizing word families and word endings

- Developing rhyming skills

- Identifying body parts and ways we can move

Vocabulary:

Head, hair, lips, heel, feet, neck, tummy, waist, nod, brush, circle, lift, stamp, twist, tickle, bend

Activity:

In each verse there are three words that rhyme. Participants move a body part that also rhymes with these words. They need not wait to hear all three words. They can move as soon as they know the answer.

Lyric:

Shake a part of your body that rhymes with red

Rhymes with bed, rhymes with said

. . . Everybody shake your head

Brush a part that rhymes with bear

Rhymes with chair, rhymes with air

. . . Everybody brush your hair

Circle a part that rhymes with lips

Rhymes with chips, rhymes with dips

. . . Everybody circle your hips

Lift a part that rhymes with peel

Rhymes with wheel, rhymes with seal

. . . Everybody lift your heel

Chorus:
We're the Rhyme Time Band
The prime time sound in all the land
We're the Rhyme Time Band
Come on and join the fun!

Stamp a pair of parts that rhyme with beat
Rhyme with treat, rhyme with neat

. . . Everybody stamp your feet

Twist a part that rhymes with peck
Rhymes with heck, rhymes with wreck
. . . Everybody twist your neck

Tickle a part that rhymes with yummy
Rhymes with chummy, rhymes with mummy
. . . Everybody tickle your tummy

Bend a part that rhymes with taste
Rhymes with paste, rhymes with haste
. . . Everybody bend your waist

Repeat Chorus

Follow up:

- Have children name body parts not used in this song and think of words that rhyme.

- Do this activity with things around the room. For example, point to something that rhymes with cable, label, and stable.

- Children can move different body parts with two other versions of this song; **Rhyme Time Band** and **Rhyme Time Band II** from the recording "Can Cockatoos Count by Twos?," track numbers 2 and 16.

16. Action Fraction

Words and Music: Hap Palmer

Skills and Concepts:

- Relating spatial concepts to fractions
- Developing rhythmic awareness and movement skills

Vocabulary:

High, low, middle, bend, reach, $1/2$, $1/4$, $3/4$, $1/3$, $2/3$

Activity:

Before playing the song, present the following directions to the students:

- Bend down and touch your toes. . . Now let me see how high you can reach.

- Imagine you are drawing a line from your toes all the way up to the highest point you can reach.

- Estimate where you think the middle or half way point on that line is located and clap your hands at that point. It might be somewhere around your belly button.

- Now consider the bottom half of the line; roughly from your toes to your belly button. Where do you estimate the half way point on that line is located? It might be somewhere around your knees. This is one fourth up the line from your toes, to the highest point you can reach. Place your hands here and snap your fingers.

- Now consider the line from your belly button to the highest point you can reach. Estimate the half way place on that line. It might be somewhere between your nose and chin. This is three fourths up the line from your toes, to the highest point you can reach. Shake your hands at this point.

Turn in a circle one time ending up right where you started. . . Now turn again, but this time divide this turn into 3 parts. Try to make each part the same or equal. You are turning roughly $1/3$ the way around the circle with each move.

Let's try all these motions with a rhythmic chant. The sequence is presented two times; first slowly, then faster, taking half the time to do each movement.

Lyric:

Chorus:

Everybody's doin' the Action Fraction
Gettin' mathematical satisfaction
Dancin' a radical new sensation
Sweepin' its way across the nation

Reach up high as you can go
Bend down low and touch your toes
Lift your hands half way up
And mark the middle with a clap, clap, clap

Reach up high as you can go
Bend down low and touch your toes
Lift your hands one fourth the way
Snap your fingers, step and sway

Reach up high as you can go
Bend down low and touch your toes
Lift your hands three fourths the way
Jiggle and shake 'em any old way

Turn one third and wave your hand
Turn another third and wave once more
Turn another third and you're right back home
Ready to do what you did before

Reach up high ... bend down low ...
Lift your hands half way and clap

Reach up high ... bend down low .

..

Lift your hands one fourth and snap

Reach up high ... bend down low...
Lift your hands three fourths and shake

Turn one third ... turn another third
Turn another third and you're right back home
Ready to do what you did before

Repeat Chorus

Follow up:

- Have students estimate fractions. "Find a place in the room and call it home. Walk half way to the door and return home... jump three fourths the way to the nearest window and return home ... hop one third the way to the light switch and return home."

17. Sharing The Bean Bag

Words and Music: Hap Palmer

Skills and Concepts:

- Developing eye hand coordination and skills of throwing and catching
- Working together cooperatively

Vocabulary:

Bean bag, share, throw, catch, step back, shoulder to shoulder, back to back, circle around.

Activity:

Partners face each other, standing 3-4 feet apart. One person holds a bean bag. On the word "throw," the person holding the bean bag throws it to her/his partner. When the partner catches the bag, both people take one step back. After throwing and catching three times, both the partners come together and start again, repeating the whole sequence. In the second part of this activity, partners stand shoulder to shoulder and share the bag by holding it between each other's shoulders. Next, they share the bag standing back to back. Then they walk or dance around in a circle as

they share the bag holding it hand in hand. To conclude the activity, partners repeat the throw and catch sequence.

Lyric:

Throw and catch and step back one
Throw and catch and step back one
Throw and catch and then, oh then
Come closer together and start again

Throw and catch and step back one
Throw and catch and step back one
Throw and catch and then, oh then

Come closer together; stand by your friend

Stand shoulder to shoulder and share it with your shoulders
Stand back to back and share it with your backs
Now share it with your hands as you circle around

We're sharing the bean bag hand in hand
Working together, united we stand
Sharing the bean bag around you go
Now stop! Listen! and get ready to throw

Repeat verses 1 and 2

Follow up:

- Here are some advanced challenges:

- Challenge participants to find the right height for each throw so the bean bag is thrown and caught right on the beat with the words "throw" and "catch."

- Give each partner a bean bag. Each person throws at the same time, and the bags cross paths in mid air. In the second part of this activity, the partners hold both bags between their shoulders as they stand shoulder to shoulder, and both bags between their backs as they stand back to back.

- To make a math activity, have some children act as observers, and count the number of times the bean bag hits the ground.

18. The Compost Bin

Words and Music: Hap Palmer

Skills and Concepts:

- Learning the value, techniques, principles of composting
- Identifying kinds of waste appropriate for composting

- Understanding the life cycle of organic matter

Vocabulary:

Compost, waste, decompose, microbes, soil, recycle.

Lead-up:

The following information will help children to understand this song:

Composting is the transformation of organic material (plant matter) through decomposition into a soil-like material called compost.

Invertebrates (insects and earthworms), and microorganisms (bacteria and fungi) help in transforming the material into compost. Composting is a natural form of recycling, which continually occurs in nature.

Activity:

Participants do the following:

Pantomime throwing each item named into an imaginary compost bin.

Mix compost with an imaginary shovel

Hold hands up, wiggle fingers, and sing,

"It's like magic, when the microbes eat the waste within."

Lyric:

Leaves that crunch by the bunch, broccoli stalks too

Mix them in the compost bin

It's like magic, when the microbes eat the waste within

Wilted kale, shredded mail, egg shells too

Mix them in the compost bin

It's like magic, when the microbes eat the waste within

Just add a little water and the brew heats up

Turn it now and then and watch it decompose

Then spread it on the ground and all around the plants

And oh, how the garden grows!

Melon rinds, all kinds, orange peels too

Mix them in the compost bin

It's like magic, when the microbes eat the waste within

Bread crumbs, dead mums, coffee grounds too

Mix them in the compost bin

It's like magic, when the microbes eat the waste within

The worms join in to eat the garbage too

And new life springs from what once was old

It's a miracle that makes the soil so rich

We call it "garden gold!"

Squished figs, dry twigs, carrot tops too

Mix them in the compost bin

It's like magic, when the microbes eat the waste within

Follow up:

- What waste items from your house and garden could you throw in a compost bin? What things would not be good to throw in the compost bin? What are the benefits of composting?

19. Take Me Out To The Ball Game - Advanced

Words and Music: Hap Palmer

Skills and Concepts:

- Recognizing numbers 1 - 8
- Understanding number value

Vocabulary:

More and less

Teacher Note: The challenge in this advanced version is for the child to retain several pieces information at the same time. For example, the first question begins: The Giants have 5, the Dodgers have 2 . At this point the child does not know which team will be the correct answer. The question continues: Who has more? Now the child must remember both teams and the scores and then name the correct team.

Activity:

Children start by singing the traditional favorite, Take Me Out to the Ball Game. Next, they listen to each game score and answer the question that follows.

Lyric:

Chorus:

Take me out to the ball game
Take me out with the crowd
Buy me some peanuts and cracker jack
I don't care if I never get back. Let me
Root, root, root for the home team
If they don't win it's a shame
For it's one, two, three, strikes you're out
At the old ball game

The Giants have 5, the Dodgers have 2 ... Who has more?
The Astros have 8, the Yankees have 3 ... Who has less?
The Tigers have 4, the White Sox have 6 ... Who has more?
The Red Sox have none, the Mets have 1 ... Who has less?

Repeat Chorus

The Reds have 7, the Rockies have 3 ... Who has more?
The Mariners have 4, the Marlins have 2 ... Who has less?
The Royals have 5, the Twins have 5 ... Who has more?
The Rangers have 1, the Cubs have 6 ... Who has less?

Repeat Chorus

Variation:

Give each student a number card 1 - 8. The students stand up when they hear their number named in the song. If they hold the number that answers the

question, they hold their card high in the air and jump up and down.

Follow up:

- Encourage students to look up scores in the sports section of their daily newspaper. Have students calculate the total points scored in each game or find the difference between the points scored by each team.

20. Please And Thank You - Part II

Words and Music: Hap Palmer

Skills and Concepts:

- Appreciating other cultures
- Dividing words into syllables
- Hearing and repeating phonemes of different languages

Vocabulary:

Ejo, oshe, be'vakasha, toda, kudasai, arigato, alstublieft, dankuwel, quing, xie xie, min fadilak, shokrahn

Activity:

This song presents 6 more languages in a call and response format about the ways people say "please" and "thank you" in different languages. As in part I, children listen to each word or phrase then sing it back like an echo.

Lyric:

Chorus:

If you want to show appreciation
Ease the way in any situation
There's a way to say in every nation
Please and thank you

Ejo, ejo, (eh-joh)
Oshe, oshe (oh-shay)
That's the way we say it in Yoruba

Be'vakasha, Be'vakasha (be -vah -kuh-shah)
Toda, Toda says (to da)
That's the way we say it in Hebrew

Kudasai, kudasai, (ku-dah-sah-ee)
Says please in Japanese
Arigato, Arigato (ah-ree -ga-to)

Says thank you, whoa-oh

Repeat Chorus

Alstublieft, Alstublieft (als tu BLEEFT)
Dankuwel, Dankuwel, (DANK-ooH-el)
That's the way we say it in Dutch

Qing, qing, (ching)
Xie xie, xie xie, (shee-eh shee-eh)
That's the way we say it in Mandarin

Min Fadilak, Min Fadilak (min-fad -lick)

Says please in says please in Arabic
Shokran, Shokran (shu-krahn)
Says thank you, whoa-oh

Repeat Chorus

Follow up:

- There are many languages we have not included. Do you know a way to say please and thank you in another language?

21. Motion Memory Good-Bye Game

Words and Music: Hap Palmer

Skills and Concepts:

- Recalling locomotor and non locomotor movement
- Creating movement phrases

Vocabulary:

Movement, motion, memory, farewell, goodbye

Activity:

This is a fun way to end a music and movement session. The activity can be done in a circle, in a scattered formation, or with participants standing in front of their seats. Choose 4 people to be leaders. Each leader chooses a simple motion from the day's activities such as marching, clapping, or jumping. The leaders take turns and stand inside the circle or come to the front of the room. Everyone else follows the leader. After all four leaders have had a turn, the participants try to recall the four motions and do them one after the other creating a movement phrase.

Lyric:

Now is the time to say farewell
With the motion memory good-bye game

Show us a way you moved today
And everybody will do the same

Show us a motion you remember
Show us a motion you remember
Show us a motion you remember
Show us a motion you remember

Repeat The First Four Lines

Farewell, good-bye, with the motion memory good-bye game

Variation:

- Participants can work with a partner and take turns being the leader.
- Participants can do this activity individually, and choose all four motions.
- Immediately after each vocal line, the teacher can call out the name of the leader, for example:

Show us a motion you remember, Billy do a motion you recall

Show us a motion you remember, Tamallia do a motion you recall

22. Good-Bye My Friends

Words and Music: Hap Palmer

Skills and Concepts:

- Recognizing that different cultures have different ways of saying "good-bye."
- Respecting cultural diversity
- Recognizing and hearing that words are made up of sequences of individual sounds and syllables.

Activity:

This is a call and response song about the ways people say "good-bye" in different languages. Children listen to each word or phrase then sing it back like an echo. As a lead up activity, it is helpful to break the words into syllables and slowly say each syllable one at a time.

Lyric:

Chorus:

Good-bye, my friends, good-bye

Good-bye, my friends

Good-bye, my friends, it's time to end

Soon we'll meet again

Adios, adios, (ah-dee-OSE) says goodbye in Spanish

Do svidanja, do svidanja, (DUS-svee-DAN-ya) that's the word in Russian

Kwa heri, kwa heri, (kwa-HAIR-ee) says it in Swahili

Xin chao, Xin chao (Seen Jow) says it in Vietnamese

O dabo, o dabo, (oh-DAH-boh) says goodbye in Yoruba

Auf wiedersehen, auf wiedersehen (Au-VEE-der-zeyen)

that's the word in German

Maanak Parove, Maanak Parove, (Mn-AHK pah-ROVE) says it in Armenian
Joi gin, joi gin, (Joy-geen) says it in Cantones

Au revoir, au revoir, (Oh-VWAR) says goodbye in French

Shalom, shalom, (shah-lome) that's the word in Hebrew

Zaijian, zaijian, (Dsai Jeean)) says it in Chinese

Ciao, ciao, (Chyah-oh) says it in Italian

Sayonara, sayonara, (sigh-yo-nara) says goodbye in Japanese

Push pshena, push pshena, (push-p-SHEN-na) that's the word in Assyrian

Selamat ting gal, selamat ting gal (sa-LAM-a-TING-gal) says it in Malay

The time flew by but you and I will sing another day

Repeat Chorus

Follow up:

Use the sing-a-long instrumental track (CD#18) and have children take turns being the leader. You can also use the sing-a-long track to say "good-bye" in other languages.

Credits

Produced by **Hap Palmer** and **Miriam Mayer**

Arranger: **Miriam Mayer** Recording and Mastering Engineer: **Joe Bellamy**

Guitar: **Grant Geissman, Paul Viapiano, Hap Palmer** Mandolin: **Grant**

Geissman Keyboards: **Rich Ruttenberg, Steve Kaplan, Andre Mayeux**

Drums: **Tom Walsh** Bass: **James Garafalo** Percussion: **Brian Kilgore**

Violin: **Miriam Mayer** Trumpet: **Chris Tedesco** Saxophone, Penny Whistle:

Mark Hollingsworth Flute, Oboe, Clarinet, Saxophone: **Richard Mitchell**

Acordion: **Doug Legacy** Trombone: **Jim McMillan** Steel Drum, Banjo: **Tom**

Liston Lead Vocals, Guitar, Clarinet, Flamenco Stomping: **Hap Palmer**

Background Vocals: **Karen Harper, Scotty Haskell, Luana Jackman,**

Steve Lively, Hap Palmer Background Vocals: (songs 2, 8, 10) **Carmen**

Carter, Shelby Daniel, Molly Pasutti Children's Chorus (songs 1,9, 3,16)

Director: **Diana Acuna** Children's Chorus: **Carmel Echols, Joel Echols,**

Jonathon Hall, Francesca Riso, Caitlin Scheffler, Laurie Schillinger

Children's Chorus (songs 12,13,16) Director: **Yvette M. Devereaux**

Children's Chorus: **Camren T. James, David L. Lankster, Michelle I.**

Porter, Arthur V. Williams, Ashley D. Williams, Timothy S. Williams,

Tiara N. Wilson Production Consultant: **Tom Perry** Educational Consultant:

Angelia Leung Guidebook Editors: **Paula Little, RaeLynne Rein Ph.D.,**

Kelly Schulze , Betty Williams Design and Illustration: **Carole**

Schumacher Onaitis Recorded at: **Peace in the Valley**

Can A Jumbo Jet Sing The Alphabet?

Parent's Choice Gold Award

National Parenting Publications Gold Award

Parent's Guide Children's Media Award

Early Childhood News Directors' Choice Award

This multi-award winning CD is now better than ever with the new revised expanded version.

Children have more fun than ever with bean bags. Complementing Hap's ever popular classic THE BEAN BAG are two new bean bag activity songs: SHARING THE BEAN BAG and WHAT COULD A BEAN BAG BE?

Two of Hap's most requested songs are 'ROUND THE WORLD WITH WAYS TO SAY HELLO and GOODBYE MY FRIENDS. These songs teach children to say, "hello" and "goodbye" in 15 different languages. Noting the great interest in learning about other countries and languages, two additional call and response songs familiarize children with ways to say PLEASE AND THANK YOU in a variety of languages in parts one and two of this spirited call and response sing along. Children love to sing TAKE ME OUT TO THE BALL GAME and now there are two versions of Hap's original adaptation of this classic designed to facilitate understanding of the concepts of "more" and "less". The basic version is for preschool and kindergarten levels, and the advanced version challenges first, second and third grade students. Nature's miraculous cycle of life is celebrated in the rocking COMPOST BIN. The instrumental version allows children to sing their own lists of things to compost.

All songs published by Hap-Pal Music. ©1998, 2004 Hap-Pal Music all rights reserved. No part of these lyrics or activities may be reproduced or transmitted in any form or by any means without permission from the publisher.