

Can A Cherry Pie Wave Goodbye?
Songs for Learning Through Music and Movement

Introduction

Young children learn best by doing and these songs invite active involvement in mastering a wealth of vocabulary. This guide includes objectives, setting, lyrics, and activities for each song. It also includes variations and follow up activities. The ideas are suggestions. There are endless variations and possibilities awaiting your creative impulse. Have fun!

The accompanying teaching guide contains information for each song:

Objectives - Help teachers and parents include the songs where they relate to classroom curriculum or daily activities.

Activity - Suggests how teachers and parents can introduce and explain activities before the children participate with the recording.

Setting - Identifies space requirements and arrangement of children.

Lyrics - The words for each song.

Variation - Shows other ways of actively participating with the recording.

Follow up - Suggests things to do after playing the recording.

1. Let's All Clap Our Hands Together

Words and Music: Hap Palmer

Objectives:

- Improve motor skills
- Increase cardiovascular function (endurance)

Setting:

Stand in front of your chair or spread out in an open area.

Activity:

You can lift your spirits and increase your alertness with physical activity. Each verse features a different way to move:

1. Clap your hands.
2. Shake and bounce.
3. Alternate making yourself small and big
4. Swing your arms from side to side
5. Hop when you hear the music; freeze when the music stops.
6. Repeat verse three.

7. Jump and turn.

End each verse by reaching high and lengthening your spine.

Lyric:

Let's all clap our hands together people everywhere
Let's all clap our hands together with the joy that we can share
Let's all clap our hands together; just stand up and try
Then reach high, high, high - stretching for the sky

Let's all shake and bounce together people everywhere
Let's all shake and bounce together with the joy that we can share
Let's all shake and bounce together; just stand up and try
Then reach high, high, high - stretching for the sky

Feel your body growing and your spirit soaring free
Reach up for the highest star and all that you can be -

Let's all swing and sway together people everywhere
Let's all swing and sway together with the joy that we can share
Let's all swing and sway together; just stand up and try
Then reach high, high, high - stretching for the sky

Let's all hop and freeze together people everywhere
Let's all hop and freeze together with the joy that we can share
Let's all hop and freeze together; just stand up and try
Then reach high, high, high - stretching for the sky

Feel your body growing and your spirit soaring free
Reach up for the highest star and all that you can be -

Let's all jump and turn together people everywhere
Let's all jump and turn together with the joy that we can share
Let's all jump and turn together; just stand up and try
Then reach high, high, high - stretching for the sky

Follow up:

- Show me all the movements you remember doing in this song.
- Can you think of movements we did not do in this song?
- What are your three favorite movements?
- Do them one after the other in any order you wish to form a short movement phrase.
- Do your phrase in slow motion
- Now show me the fastest speed you can do your phrase

2. Put A Little Color On You

Words and Music: Hap Palmer

Objectives:

- Recognize and identify colors
- Associate colors with everyday objects
- Identify body parts.

Setting:

Sit on the rug. (For variation #1 students sit facing each other in groups of four. For variation #2 students move freely around the room.)

Activity:

Follow the directions in the verses and place the color cards red, green, yellow and blue on various parts of your body. You can also use colored ribbons, yarn, buttons etc.

Lyric:

Chorus:

Just put a little color on you
Red, green, yellow or blue
For a beautiful way, to brighten your day
Just put a little color on you

Put the color blue on your shoe
Color blue on your shoe
Put the color green on your knee
Color green on your knee

Put the color yellow on your elbow
The color yellow on your elbow
Put the color red on your head
The color red on your head

Repeat Chorus

Put the color of a rose on your toes
Color of a rose on your toes
Put the color of leaves on your sleeves
Color of leaves on your sleeves

Put the color of a lemon peel on your heel
A lemon peel on your heel
Put the color of the sky on your thigh
The color of the sky on your thigh

Put the color of a dollar on your collar
Color of a dollar on your collar
Put the color of the yolk of an egg on your leg
Yolk of an egg on your leg

Put the color of the sea on your knee
The color of the sea on your knee
Put the color of a stop sign on your spine
A stop sign on your spine

Repeat Chorus

Variation 1:

- Work in groups of four people.
- Sit close together and face each other.
- Each person holds one of four color cards.
- As each color is called, everybody in the group shares the one color card, touching it to the body part named. For example, when you hear "touch the color red to your head," each person puts her/his head on the one red card. You can also try this activity without color cards using instead the colors of the clothes people in the group are wearing.

Variation 2:

- Look around the room.
- Name all the things you see that are red...blue...green...yellow...
- Working individually, try this song moving freely about the room as you contact various body parts with colors.

If you would like more time to explore these activities, try the "Extended Response Time" version (#14) of this song.

3. Can A Cherry Pie Wave Goodbye?

Words and Music: Hap Palmer

Objectives:

- Recognize the difference between fantasy and reality
- Think imaginatively
- Develop skill in rhyming words

Setting:

Sit in your chair or on the rug.

Activity:

Listen to the questions. If it's something you might really see, nod your head and answer "yes." If it's something you would not really see, shake your head and answer "no."

Lyric:

Many lines we'll sing for you
Some are false and some are true
Can you tell if it's fact or fantasy
Is it just a funny thought?
Could it be or could it not?
Is it something you might really see?

Does a rose have toes?
Does a bear have hair?
Can a log chase a dog?
Can you take a trip on a ship?
Can a sock wind a clock?
Do trees have leaves?
Can a bird be heard?
Can a cherry pie wave goodbye, wave goodbye?
Can a cherry pie wave goodbye?

Repeat first verse

Can a snake bake a cake?
Do you eat with your feet?
Can a sink smile and wink?
Can you sweep a room with a broom?
Does a hose wear clothes?
Does a phone have a tone?
Can a dress play chess?
Can a cherry pie wave goodbye, wave goodbye?
Can a cherry pie wave goodbye?

Follow up:

- Show me in movement how you imagine it would look if a snake could bake a cake...if a log could chase a dog...if you could eat with your feet.
- Which imaginary situation did you find funniest?
- Draw a picture that shows what this situation would look like.
- Think of other rhymes that describe both imaginary situations and situations that could happen in real life.
- Sing this song again using your ideas with the instrumental version (CD#15) of this song.

4. Weekly Rap

Words and Music: Hap Palmer.

Objectives:

- Identify and memorize the days of the week
- Improve motor skills and endurance
- Count from one to seven

Setting:

Stand in front of your seat or spread out in open area

Activity:

Learn the days of the week as you reach, run, tap, pat, stretch, bend, twist, turn and jump with the "Weekly Rap." We'll go through the days three times - on the third time get ready to speed things up!

Lyric:

Monday, Monday, reach and run day
Tuesday, Tuesday, tap your shoes day
Wednesday, Wednesday, stretch and bend day
Thursday, Thursday, twist and turn day
Friday, Friday, jump up high day
Saturday, Saturday, pat your body day
Sunday, Sunday, that's the one day
We can rest and do nothing at all

Now clap, clap, clap for the weekly rap
Count to seven and do it again

Repeat First Verse

Now clap, clap, clap for the weekly rap
Count to seven and pick up speed !

Repeat First Verse with Faster Tempo

Now clap, clap, clap, for the weekly rap
Count to seven and that's the end

Follow up:

- Feel your heart before you start this activity, then feel it again after doing the activity. Is it beating faster? Do you know why?
- In your own time, do the motions in order. Now try it in slow motion. Now do the opposite and show me the fastest speed you can go.

5. Bean Bag Alphabet Rag

Words and Music: Hap Palmer

Objectives:

- Recognize letters of the alphabet
- Master initial consonant sounds
- Identify body parts
- Improve motor skills

Setting:

Stand in front of your seat or in open area

Activity:

Get a bean bag, or put beans inside an old sock and move along with the "Bean Bag Alphabet Rag."

Lyric:

A - Arm, put it on your arm
B - Back, put it on your back
C - Catch, throw the bag and catch
D - Drop, drop the bag and dance
With the Bean Bag Alphabet Rag

E - Ear, put it on your ear
F - Foot, let it fall to your foot
G - Grab, grab and grip the bag
H - Hop, hold it on your head and hop
With the Bean Bag Alphabet Rag

I - Ice, imagine it's made of ice
J - Jump, jiggle the bag and jump
K - Keep, keep it on your knee
L - Leg, lift it with your leg
With the Bean Bag Alphabet Rag

M - March, N - Neck, put it on your neck and march

O - Off, let it ooze off your neck
P - Pat, gently pat the bag
Q - Quick, quickly make it quiver
R - Run, run around the bag
With the Bean Bag Alphabet Rag

S - Slide, slide it up your side
T - Toes, tap it on top of your toes
U - Under, undulate under the bag
V - Vibrate, vibrate very fast
With the Bean Bag Alphabet Rag

W - Waist, wipe it on your waist
X - X-ray, look through it with X-ray vision
Y - You, you make something up
Z - Zoom, zoom around the bag
With the Bean Bag Alphabet Rag

Follow up:

- Show me all the things you recall doing with your bean bag.
- Do the movements which go with the letters in your first name.
- Using your bean bag, find other movements you can do with each letter.
- Play the song again and see if you can find a way to do the activities sharing one bean bag with your partner.

6. Animal Quiz Part 1

Words and Music: Hap Palmer

Objectives:

- Identify animals based on characteristics
- Respond in language and movement

Setting:

Sit in your chair or on rug. (For variation, students stand in front of chairs or in an open area.)

Activity:

This song has phrases that describe different animals. If you know the animal, call out the answer.

Lyric: (Part 1)

Chorus:

Deep in the jungle or down by the sea
Playing in the grass or hanging in a tree
Down in the ground or high in the air
There are animals everywhere

My trunk is long and my skin is gray
I hang in a cave and I sleep in the day

I have a coat that's woolly and white
I crow loudly at day's first light

I slide through the grass; I'm long and thin
I have horns on my head and hair on my chin

The farmer feeds me and gathers my eggs
My neck is long and so are my legs

I have powerful jaws and a rough, tough hide
There's a pouch on my stomach where baby can ride

I scamper through the house and nibble on cheese
With my long arms I swing through the trees

Repeat Chorus

7. Animal Quiz Part 2

Repeat Chorus

I can gallop very fast with a saddle on my back
I have webbed feet and I say "quack quack"

I have eight arms and I swim in the sea

I'm a playful pet that can climb up a tree

I have large, round eyes and I say "Whoo-hooo"

I'm white and black and I chew bamboo

My feathers make a fan when I spread my tail

My house is my shell and I'm bigger than a snail

I'm a big, bold cat with a black striped coat

I'm a fish-like mammal that can swim and float

You can put me on a leash and take me for a walk

I'm a colorful bird that can learn to talk

Repeat Chorus

Answers:

Part 1: Elephant, bat, sheep, rooster, snake, goat, chicken, giraffe, alligator or crocodile, kangaroo, mouse, monkey.

Part 2: Horse, duck, octopus, cat, owl, panda bear, peacock, turtle, tiger, whale or dolphin or porpoise, dog, parrot.

Variation:

Move like the animal and make the sound of the animal described.

Follow up:

- Name all the animals you can remember that we described in this song
- Can you think of an animal that was not described in this song?
- Name all the animals you can think of that fly...that have fur... that can swim.
- Which animal is the fastest?...slowest?...largest?...smallest?
- If you were an animal, which one would you most like to be?

8. Parade Of Colors

Words and Music: Hap Palmer

Objectives:

- Identify and recognize ten colors
- Perform basic motor actions
- Develop spatial awareness

Materials:

This activity uses ten colors: red, green, yellow, blue, orange, pink, purple, black, brown and white. You can hold a color card, ribbon or scarf, or pick a color out of the clothes you are wearing.

Setting:

Move around the room or in a large open area.

Activity:

When the music begins, march around the room. When the bell rings, stop and stand still. When your color is called, do the action described.

Lyric:

Make way for the parade of colors
They are marching all around
There is purple and pink, red and green
Yellow, orange, blue and brown
Make way for the parade of colors,
They are marching near and far
At the sound of the bell, they will stop
And stand right where they are

Purple and pink, slowly shrink
Yellow, shake like Jello
Brown and green, do a sideways lean
Orange and black, jump back
White and pink, wiggle and wink
Red and blue shake a shoe
Purple, black, orange and brown,
All tiptoe and turn around

Make way for the parade of colors,
They are marching all around
There is purple and pink, black and white
Yellow, orange, blue and brown
Make way for the parade of colors,
They are marching near and far
At the sound of the bell, they will stop
And stand right where they are

Red, nod your head; yellow, wave hello
Blue and black, both clap
White, reach high; Yellow, reach low
Green, reach somewhere in between
Pink, blue, green and purple,
Hop and turn in a circle
Orange and white, side step right
Red and brown, spin around

Make way for the parade of colors
They are marching all around
At the sound of the bell, they will stop
And all sit down

Variation 1:

Try this activity balancing your color card on your head as you march.

Variation 2:

With large groups divide the group into ten lines and use just one set of color cards. Each line represents one color and the line leader holds the color card. When a color and action are called, the whole line responds. During the chorus each group follows its leader.

Variation 3:

Work in partners. One person has a complete set of color cards and holds up the correct cards as they are called; the other person performs each action as it is described.

Follow up:

- In this song, each color was given three motions. Can you name the three your color was called to do?
- Put the three motions together in any order you wish to form a short movement phrase.
- Can you do your phrase in slow motion? Show me the fastest speed you can do your phrase.

9. Pocket Full Of B's

Words and Music: Hap Palmer

Objectives:

- Learn initial consonant sounds of B, J, T, P, and hard C
- Improve motor skills
- Recognize that words which describe actions are called verbs

Setting:

Stand in front of your seat or spread out in an open area.

Activity:

The first verse of this song features four words that begin with the letter "B." Each word is a verb that describes an action. Sing each word after you hear it and at the same time do the movement described by the word. In the verses that follow, you will sing and move with verbs that begin with the letters "T, P, J, and C."

Lyric:

Got a pocket full of B's, a pocket full of B's
A pocket full of "bees" like the kind that sting?
No, I mean the alphabet, the letter "B" you get from the alphabet
It's a sound you've heard that makes the words like:
BEND, BOUNCE, BRUSH, BALANCE
I've got a pocket full of B's Woo - I've got a pocket full of B's.

Got a pocket full of J's, a pocket full of J's
A pocket full of "jays" like a flock of blue jays?
No, I mean the alphabet, the letter "J" you get from the alphabet
It's a sound you've heard that makes the words like:
JUMP, JOG, JERK, JIGGLE

I've got a pocket full of J's Woo - I've got a pocket full of J's.

Got a pocket full of T's, a pocket full of T's

A pocket full of "tees" like a golf player needs?

No, I mean the alphabet, the letter "T" you get from the alphabet

It's a sound you've heard that makes the words like:

TAP, TURN, TWIST, TIPTOE

I've got a pocket full of T's Woo - I've got a pocket full of T's

Got a pocket full of P's, a pocket full of P's

A pocket full of "peas" like the things you eat?

No, I mean the alphabet, the letter "P" you get from the alphabet

It's a sound you've heard that makes the words like:

POINT, PULL, POUNCE, POLISH

I've got a pocket full of P's Woo - I've got a pocket full of P's

Got a pocket full of C's, a pocket full of C's

"Seas" like the oceans that ripple in the breeze?

No, I mean the alphabet, the letter "C" you get from the alphabet

It's a sound you've heard that makes the words like:

CRAWL, CATCH, CLIMB, CARRY

I've got a pocket full of C's Woo - I've got a pocket full of C's.

Follow up:

- Can you think of other words that begin with the letter 'B'?... 'T'?... 'P'?... 'J'?... 'C'?...
- Choose other letters, and find words that begin with these letters.
- Using your ideas, sing along with the instrumental version (CD#16) of this song.
- To make it more challenging, pick a category such as: foods, places (cities, states, countries) names of people, or animals.

10. Following You

Words and Music: Hap Palmer

Objectives:

- Understand movement vocabulary and create actions.
- Work cooperatively with a partner
- Observe and mirror actions of partner

Setting:

Stand in an open area facing a partner

Activity:

One person leads and the other follows. Decide which role each of you will take. The leader moves first for 8 beats, then the follower moves in the same way. Each verse ends with a traveling movement where the follower imitates and trails the leader around the room.

Lyric:

Stand facing me; make a shape I can see
I'll do the same; that's how we play the game
Hop up and down, and turn all around
Now watch me do the same thing as you
Now walk where you want to, and I'll follow you

Chorus:

I'm following you
Doing whatever you do
Following you
Following you

Now can you make a part of you shake?
I'll do it, too; see me shaking like you
Now stretch and bend again and again
I'll stretch and bend like you did, my friend
Now jump where you want to, and I'll follow you

Repeat Chorus

Now can you show me a way to move slowly?
I'll do it, too; just as slowly as you
Now can you pick me a way to move quickly?
I'll do it, too; just as quickly as you
Do anything you want to, and I'll follow you

Repeat Chorus**Variation:**

Trade roles each time you hear the chorus.

11. Everyone Can Be A Helper

Words and Music: Hap Palmer

Objectives:

- Learn the names of various occupations.
- Understand what people do in the workplace
- Recognize the value of different jobs and how they contribute to a community

Setting:

Sit in your chair or on the rug

Activity:

We'll start by singing a simple chant which is followed by pairs of questions based on descriptions of what various workers do. If you can identify either or both occupations, call out the answers during the pauses that follow each set of two questions.

Lyric:

Chorus:

Everyone can be a helper
There's something everyone can give
When we learn to work together
The world's a better place to live

Who grows the food we eat each day?
Who comes to haul the trash away?

Who totes a sack and brings the mail?
Who takes a robber off to jail?

Who treats the sick to make them well?
Who helps us learn to read and spell?

Who hauls goods from town to town?
Who makes repairs when a car breaks down? Repeat Chorus

Who cuts hair and keeps it neat?
Who cooks the food when we're out to eat?

Who mows lawns and pulls out weeds?
Who writes the words in the books we read?
Who moves dirt with a big machine?
Who takes pictures for a magazine?

Who sells flowers in a big bouquet?
Who cleans teeth and prevents decay?

Repeat Chorus

Who sews pants, a dress or blouse?
Who saws wood and builds a house?

Who cleans pipes and clears a drain?
When we travel by air who flies the plane?
Who designs radios, roads and cars?
Who studies galaxies, planets and stars?

Who installs switches, plugs and wires?
Who saves lives and puts out fires?

Repeat Chorus

Answers:

- Verse 1: Farmer, trash collector, mail carrier, police officer, doctor/nurse, teacher, truck driver, mechanic.
- Verse 2: Barber/hair stylist, cook/chef, gardener, author/writer, tractor driver, photographer, florist, dentist.
- Verse 3: Tailor/seamstress, carpenter, plumber, pilot, engineer, astronomer, electrician, fire fighter.

Variations:

- Listen to each pair of questions. Consider both occupations then call out the job you would prefer.
- Work with a partner and share with each other the occupations you prefer.
- You can also use movement instead of words. One person act out the job you prefer. The other person will watch and try to guess the occupation you are pantomiming.
- Listen to each pair of questions and name the two ending words that rhyme.

Follow up:

- Can you name an occupation that was not named in this song?
- Which helpers work outdoors?...in an office?...in a factory?
- Which helpers work with plants?...people...machines?...
- Which helpers do the most reading?...talking?...standing?...sitting?
- What jobs do you do at home?...at school?
- Name the occupation you would most like to do when you grow up?...why?
- Which is more important to you in choosing an occupation - making a lot of money or doing something you enjoy?

12. Say The Opposite

Words and Music: Hap Palmer

Objective:

Demonstrate understanding of opposites by verbal and movement responses.

Setting:

Sit in your chair or on the rug. (For variation, students move in front of seats or in an open area.)

Activity:

The verses of this song consist of a series of words. After you hear each word you have three counts to say the opposite. If you don't know the opposite of a word, don't worry - just go on to the next word.

Lyric:

Chorus:

Say the opposite; make a quick call

You have three counts and that's all

If you know, tell us so

Ready, set, here we go!

Front Quick Up Thick
Smile Strong Soft Long
Sit Small Throw Tall
Near Low Heavy Slow

Repeat Chorus

Shut Down Loose Frown
Back Thin On In
Far Pull Out Full
Hard Top Under Stop

Repeat Chorus

Big Tight Left Right
High Bend Over End

Variation:

Show the opposite of a word by creating a movement...for example, the opposite of "quick" could be shown by moving slowly. The opposite of "small" could be shown by making oneself large. If you would like more time to explore these movements, try the "Extended Response Time" version (CD#17) of this song.

13. Stepping Out On The Town

Words and Music: Hap Palmer

Objectives:

- Count from one to twelve
- Perform basic loco motor actions
- Use space cooperatively without interfering with others.

Setting:

Spread out and stand in open area

Activity:

Pick a spot somewhere in the room and call it home. Each verse of this song will give you a way to travel around the room and tell you the time you should arrive back home. As the numbers are called, move all around the room changing directions whenever you wish. The challenge is to plan your trip so you arrive home on time.

Lyric:

Stepping out on the town; stepping out on the town
But you must me home by eight
Stepping out on the town; stepping out on the town
Have a good time but be home by eight
(Spoken) One, two, three, four, five, six, seven, eight

It's eight o'clock! Hope you made it back home

(Similarly)

Jumping out on the town; jumping out on the town
But you must me home by ten ...

Tiptoe out on the town; tiptoe out on the town
But you must me home by nine ...

Hopping out on the town; hopping out on the town
But you must me home by three ...

Running out on the town; running out on the town
But you must me home by twelve ...

It's twelve o'clock! Hope you made it back home
'Cause it's midnight, it's midnight, and everyone should be back home.

Follow up:

- Can you name the five ways you traveled around the room?
- What other ways could you travel that were not named in this song?
(examples: skip, gallop, slide, roll, crawl)
- Show me your three favorite ways to travel.
- Create a short movement phrase using your three favorite ways of traveling.
Make a "getting ready" shape before you begin. When you are finished, make an ending shape.

14. Put A Little Color On You (Extended Response Time)

Words and Music: Hap Palmer

This version provides more time to respond to the directions. It can be used as a lead up to the original version (CD#2) or to give you more time to participate in the variation activities described for the original version.

Lyric:

Chorus:

Just put a little color on you
Red, green, yellow or blue
For a beautiful way
To brighten your day
Just put a little color on you

Put the color blue on your shoe
Color blue on your shoe

Put the color green on your knee
Color green on your knee

Put the color yellow on your elbow
The color yellow on your elbow

Put the color red on your head
The color red on your head

Put the color of the sea on your knee
Color of the sea on your knee

Put the color of a lemon peel on your heel
A lemon peel on your heel

Put the color of leaves on your sleeves
The color of leaves on your sleeves

Put the color of a stop sign on your spine
A stop sign on your spine

Repeat Chorus

15. Can A Cherry Pie Wave Goodbye? (Instrumental-Create Your Own Lyric)

Think of other phrases that begin with Can a, Can you, Does a, or Do you. They can describe both situations that are imaginary and situations that could really happen. Using this instrumental version, sing the song using your ideas. (Older children can use words that rhyme, write out their ideas, and read them as they sing.)

16. A Pocket Full Of B's (Instrumental-Create Your Own Lyric)

Can you think of four words that begin with the letter 'B'?... 'T'?... 'P'?... 'J'?... 'C'?... Using your ideas, sing along with the recorded background music. To make it more challenging, pick a category such as: foods, places (cities, states, countries) names of people, or animals. You can also choose other beginning letters. For Example: "A pocket full of Q's like pool players use? " or "A Pocket Full of I's like the kind that see?"

17. Say The Opposite (Extended Response Time) This version provides additional time between the words. It gives you more time to create movements that show the opposite. It is also valuable as a lead up to the faster version.

Lyric:

Chorus:

Say the opposite; make a quick call
You have three counts and that's all
If you know, tell us so
Ready, set, here we go!

Long Strong Quick Thick
Small Tall Slow Low

Down Frown Thin In
Pull Full Top Stop
Tight Right Throw Go

Credits:

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Lead and Harmony Vocals, Acoustic Guitar, Flute, Clarinet, Saxophone:

Hap Palmer

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Children's Chorus: **Amy Ainsworth, Sarah Ainsworth, Lauren Askey,**
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