

## Learning Basic Skills Through Music, Vol. 2

By Hap Palmer

### 1. Parade Of Colors

*Words and Music: Hap Palmer*

**Purpose:** Identifying colors.

**Materials:** Ten color cards - blue, red, black, green, yellow, pink, purple, brown, white, orange.

**Setting:** The children stand in line, ready to march around the circle. Each child holds a color card.

**Action:** The children march around the circle. When they hear the bell, they go to their seats which are placed in a large circle around the outside of the marching circle. They stand and sit as directed in the lyric of the song.

**Lyrics:**

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 all around  
At the sound of the bell they will stop  
And all sit down.

Blue stand up, red stand up, black and green stand up.  
Yellow stand up, pink stand up, purple and brown stand up.  
Green sit down, red sit down, white and orange stand up.  
Yellow sit down, green stand up, pink and blue sit down.  
Purple sit down, black sit down, red and yellow stand up.  
Black stand up, blue stand up, purple and pink stand up.

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 all around  
At the sound of the bell they will stop  
And all sit down.

Pink stand up, white stand up, brown and red stand up.  
Black stand up, orange stand up, green and yellow stand up.  
Red sit down, brown sit down, blue and purple stand up.  
Orange sit down, brown stand up, green and black sit down.  
Yellow sit down, white sit down, red and white stand up.  
Yellow stand up, orange stand up, black and green stand up.

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 all around  
At the sound of the bell they will stop  
And all sit down

**Follow-up:**

Try the advanced variation of this song PARADE OF COLORS from the recording,  
CAN A CHERRY PIE WAVE GOOD-BYE?  
by Hap Palmer

## 2. Paper Clocks

*Words and Music: Hap Palmer*

**Purpose:** Identifying numbers 1 - 12; telling time on the hour.

**Materials:** Ideally, one large paper clock, and a small paper clock for each member of the class.

**Setting:** The large paper clock is at the front of the class. Each child has a small paper clock at his or her desk.

**Action:** The children set the hands of their clocks as directed by the song. The teacher or one of the students operates the large clock at the front of the class. This can serve as a self-checking device for the rest of the class.

The children enjoy watching each other participate in this game, and, if only one clock is available, they can take turns.

### Lyrics:

Chorus:

I am a paper clock I am  
But I cannot move my hands  
How I wish that I could tell the time  
If you could help me move my hands  
Everything would be just grand  
If you could help me tell the time  
Everything would be just fine

I want to say 4 o'clock. Move my hands to 4 o'clock  
I want to say 6 o'clock. Move my hands to 6 o'clock  
I want to say 2 o'clock. Move my hands to 2 o'clock  
I want to say 7 o'clock. Move my hands to 7 o'clock  
I want to say 10 o'clock. Move my hands to 10 o'clock  
I want to say 3 o'clock. Move my hands to 3 o'clock

Repeat Chorus

I want to say 5 o'clock. Move my hands to 5 o'clock  
I want to say 8 o'clock. Move my hands to 8 o'clock  
I want to say 11 o'clock. Move my hands to 11 o'clock  
I want to say 1 o'clock. Move my hands to 1 o'clock  
I want to say 9 o'clock. Move my hands to 9 o'clock  
I want to say 12 o'clock. Move my hands to 12 o'clock

Repeat Chorus

**Follow-up:** Try the two variations of this song which encourage whole body movement - JOLLY CLOCK (Time on the Hour), and JOLLY CLOCK (Advanced) from the recording CAN COCKATOOS COUNT BY TWOS? by Hap Palmer

### 3. Let's Dance

*Words and Music: Hap Palmer*

**Purpose:** Identification of body planes (front, back, side) and movements in relation to these planes.

**Setting:** Children in a line, circle or scattered.

**Action:** Follow directions in song.

**Lyrics:**

Touch the front of your body  
Now everybody bend forward  
Touch the back of your body  
Now everybody bend backward  
Touch the side of your body  
Now everybody bend sideways  
Touch the other side of your body  
Everybody bend to the other side

Chorus: Now let's dance, now let's dance  
Everybody dance, now let's dance  
Now let's dance, now let's dance  
Everybody dance, now let's dance

Touch the front of your body  
Everybody take a step forward  
Touch the back of your body  
Everybody take a step backward  
Touch the side of your body  
Everybody take a step sideways  
Touch the other side of your body  
Everybody step to the other side

Repeat Chorus

Touch the right side of your body  
Now everybody move right  
Touch the left side of your body  
Now everybody move left  
Touch the right side of your body  
Now everybody move right  
Touch the left side of your body  
Now everybody move left

Repeat Chorus

**Follow-up:** Try the updated rockin' version of this song, EVERYBODY DANCE from the recording CAN A JUMBO JET SING THE ALPHABET? by Hap Palmer

#### **4. One Shape, Three Shapes**

*Words and Music: Hap Palmer*

**Purpose:** Form perception; seeing likenesses and differences.

**Materials:** A collection of various shapes in pairs. These can be designed for use on a felt board, or made of a stiff material so they can be placed in the tray of the chalk board and easily manipulated by the children.

**Setting:** Three shapes are displayed in the front of the class. Three participants are given a shape identical to one of these shapes. During the vocal part of the song, the teacher points to the three shapes in front of the class and then to the one shape that looks the same as theirs.

**Lyrics:**

You hold one shape  
Here are three shapes  
Can you see the one  
That is just like yours?  
You hold one shape  
Here are three shapes  
Come and find the one  
That is just like yours

## 5. Lucky Numbers

*Words and Music: Hap Palmer*

**Purpose:** Identification of numbers 1 - 20.

**Materials:** Number cards 1 - 20 and a circular board with the numbers 1 - 20 around the outside edge. The wheel can spin underneath a stationary pointer, or the pointer can be nailed and spin on top of the wheel.

**Setting:** The number cards are placed inside the edge of the circle. The children stand in line around the circle ready to march. The wheel can be placed in the center of the circle or at the front of the class.

**Action:** The children march around the circle. When the bell rings, they run and stand by a number card. Each child raises his hand when he hears his number. Then, someone spins the wheel to find out what the lucky number is. The person who is standing by the lucky number is the winner.

## Lyrics:

One, two, three and around we go  
How many numbers do you know?  
When you hear the bell run and stand by a number  
Raise your hand when you hear your number

1, 2, 3 and 4

5, 6, 7 and 8

9, 10, 11,

12, 13, 14

15, 16, 17,

18, 19, 20

Now it's time to spin the wheel and see

What the lucky number will be

## 6. Triangle, Circle Or Square

*Words and Music: Hap Palmer*

**Purpose:** Recognition of three basic shapes; triangle, circle and square. Perception of things with the hands.

**Materials:** A triangle, circle and square made of a stiff material so they can be manipulated. A box or bag.

**Action:** To start with, the three shapes are placed in full view. The children take turns pointing to the shapes described in each verse. Next, the three shapes are put in a box or bag. The child may feel the shapes but he may not see them. This can also be an activity involving intersensory training. The child is shown a picture of the shape described in a given verse, and then tries to find that shape in the box or bag without looking. In this activity, we have the transfer of a perception based upon one kind of sensory input (vision) with a perception depending upon another kind of sensation (tactile Kinesthetic input.)

**Lyrics:**

Triangle, circle, and square  
Triangle, circle, and square  
As you look at each one  
see how different they are

Triangle, circle, and square

Can anyone show me a triangle?  
Can anyone show me a triangle?  
It has three sides each one is straight  
Can anyone show me a triangle?

Can anyone show me a circle?  
Can anyone show me a circle?  
It's curved and round with no straight lines  
Can anyone show me a circle?

Can anyone show me a square?  
Can anyone show me a square?  
It has four sides equal and straight  
Can anyone show me a square?

Triangle, circle, and square  
Triangle, circle, and square  
As you go through the day  
Look for these shapes  
Triangle, circle, and square

**Follow-up:** Try the variation of this song that relates shapes to things in the home, class and outdoors. This song titled, THE SHAPES THAT SURROUND YOU, is from the recording CAN A JUMBO JET SING THE ALPHABET? by Hap Palmer

## 7. Something That Begins Like

*Words and Music: Hap Palmer*

**Purpose:** Phonetic analysis - recognizing words that begin with the same initial consonant.

**Materials:** Pictures of the following items (or the real thing, if possible):

1. A ball and two or three other things that begin with "B"
2. Some pie and two or three other things that begin with "P"
3. A Man and two or three other things that begin with "M"
4. Hair and two or three other things that begin with "H" (The teacher can use a person or a picture of a person and point to the hair.)
5. A dog and two or three other things that begin with "D"

**Setting:** An assortment of pictures are placed on the bulletin board or chalk tray, or real objects are placed on a table in front of the class.

**Action:** During the vocal part of the song, the teacher points to a picture of the example word. The song is more effective if the class sings along with the recording. This will help the children recognize the sound of the beginning consonant. As the class sings, one person tries to find a word that begins like the example word.

### **Lyrics:**

Ball, Ball,

Can you find something that begins like ball?

Look at everything, look so carefully

Can you find something that begins like ball?

### **Additional Verses:**

(2) Pie

(3) Man

(4) Hair

(5) Dog

## 8. Words On The Board

*Words and Music: Hap Palmer*

**Purpose:** Recognition and discrimination of words that are alike.

**Materials:** Word cards - these can be words that are being learned in the reading program or protective vocabulary.

**Action:** Each participant is given a word card. An identical word card is placed on the felt board or the bulletin board. During the vocal part of the song, the children look for the word that looks the same as theirs. During the instrumental part, the children go to the board and hold their word next to the one that looks the same. Then the children take their word and give it to someone who has not had a turn and the game begins again. The vocal and instrumental parts are played 3 times so if the teacher wishes to have everyone participate, 1/3 of the group should go each time.

**Lyrics:**

There are many different words  
Written on the board  
And one word is the same as yours  
As you look at all those words  
Written on the board  
Can you find the one  
That looks the same as yours?

## 9. Let's Hide The Tambourine

*Words and Music: Hap Palmer*

**Purpose:** Listening and following directions - visual acuity.

**Materials:** A tambourine.

**Action:** One child is chosen to be "It," and another child is designated to hide the tambourine. The child who is "It" turns around and closes his eyes when he hears this command given in the song. Then, someone hides the tambourine where it can

be seen without opening or moving things. The child who is "It" turns around and opens his eyes when he hears this command given in the song. He then looks for the tambourine until he hears the words "shake, shake, the tambourine." If he has found the tambourine, he shakes it; if not, the person who hid the tambourine shakes it. Then, new participants are chosen, and the game begins again.

**Lyrics:**

Turn around. Close your eyes.

Let's hide the tambourine

Let's hide the tambourine

Let's hide the tambourine

Tam-tambourine

Repeat

Turn around. Open your eyes.

Look for the tambourine

Look for the tambourine

Look for the tambourine

Tam-tambourine

Repeat

Shake, shake the tambourine

Shake, shake the tambourine

Shake, shake the tambourine

Tam-tambourine

Repeat

Now who is next?

Repeat All

## 10. Partners

*Words and Music: Hap Palmer*

**Purpose:** Listening and following directions.

**Setting:** Each child stands with a partner.

**Action:** Follow directions in song.

### Lyrics:

Chorus: Partners, partners,  
Here's a little game with partners  
One person moves while the other stands still  
Everybody find a partner

Stand in front of your partner  
Stand in back of your partner  
Stand on your partner's right side  
Stand on your partner's left side

Repeat Chorus

Move away from your partner  
Now move toward your partner  
Make yourself shorter than your partner  
Stand back-to-back with your partner

Repeat Chorus

**Credits:**

Guitar, Recorder, Saxophone, Percussion, Lead and Harmony Vocals: **Hap Palmer**

Bass: **Tom Perry**

Engineer: **Tom Perry**

Cover: **Yvonne Wood**

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