

## One Little Sound

Fun with Phonics and Numbers

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### Introduction

The objective of these songs is to stimulate oral language development. They are easy to learn and fun to sing. Some of the songs appear twice, once with complete lyrics and once with blank spaces where the children sing lyrics they have created and verbalized. After children have sung a song and are familiar with it they are ready for the Fill-In-The Blanks version. For instance, to do Grandmother's Farm, you might ask the children, "What are four more animals you could find on a farm? Write the four suggestions on the board. Then play the Fill-In-The Blanks version of Grandmother's Farm using the animals the children have thought of (For each song that has a Fill-In-The Blanks version, you will find a sample question for eliciting the children's responses.) Many of the songs have Instant Sing Lines. The Instant Sing Line is a phrase or sentence that repeats itself throughout the song. Because it can be learned quickly, the children are able to participate right away.

### 1. Chickadee And Chipmunk

*Words and Music: Hap Palmer*

#### **Subject:**

Dividing words into syllables  
Counting from 1 to 8  
Number sound correspondence

#### **Vocabulary:**

Chunk (a syllable), chickadee (one of a group of small birds with a black head and throat, gray wings, and white feathers on its underside), kookaburra (an Australian bird that makes a loud cackling sound like the sound of someone laughing), koala (an Australian animal that looks like a small bear but is actually a marsupial and lives in eucalyptus trees.)  
abracadabra, alligator, refrigerator

#### **Activity:**

This song starts with a short verse which sets a scene or tells a story. This is followed by a question which is repeated 3 times. Next, a word is slowly divided into "chunks" or syllables.

1. Sing the question which repeats 3 times.
2. Hold up fingers as each "chunk" or syllable is slowly spoken.
3. Count the number of fingers you are holding up and call out the

number of chunks before the children on the recording give the answer.

**Variations:**

Clap as you sing the questions, and jump as you chant each chunk.

(For older children)

1. While singing the question, estimate the number of chunks.
2. Before the word is said slowly, hold up fingers to show your answer.
3. As we slowly count the chunks, you are free to change your answers whenever you wish.

**Lyric:** (Pronunciation aids are shown in parenthesis.)

Said the chickadee to the chipmunk

"Tweedle-dee howdy doo

It's a beautiful day for singing a song

Here's a little tune about you"

How many chunks do you hear in chipmunk?

How many chunks do you hear in chipmunk?

How many chunks do you hear in chipmunk?

Say it slowly

CHIP - MUNK...Two! (chip-muhnk)

How many chunks do you hear in chickadee?

How many chunks do you hear in chickadee?

How many chunks do you hear in chickadee?

Say it slowly

CHICK - A - DEE...Three! (chik-uh-dee)

Said the kookaburra to koala

"Abracadabra, fly with me"

And the furry little friend began to fly

With a roly polly tee hee hee

How many chunks do you hear in kookaburra?

How many chunks do you hear in kookaburra?

How many chunks do you hear in kookaburra?

Say it slowly

KOOK - A - BUR - RA...Four! (kuk-uh-bur-uh)

How many chunks in abracadabra?

How many chunks in abracadabra?

How many chunks in abracadabra?

Say it slowly

AB - RA - CA - DAB - RA...Five! (ab-ruh-cuh-dab-ra)

There's an alligator in my refrigerator,

Eating all my food

But I don't care, I like those words

So I'm in a happy mood

How many chunks do you hear in alligator?  
How many chunks do you hear in alligator?  
How many chunks do you hear in alligator?  
Say it slowly  
AL - LI - GA - TOR ... Four! (al-i-gay-tur)

How many chunks do you hear in refrigerator?  
How many chunks do you hear in refrigerator?  
How many chunks do you hear in refrigerator?  
Say it slowly  
RE - FRIG - ER - A - TOR ... Five! (ri-frij-uh-ray-tur)

Said the chipmunk to the chickadee  
"Skidamarinkadinkadoo"  
"It's a beautiful day for singing a song  
Here's a little tune for you"

How many chunks in skidamarinkadinkadoo?  
How many chunks in skidamarinkadinkadoo?  
How many chunks in skidamarinkadinkadoo?  
Say it slowly  
SKI - DA - MA - RINK - A - DINK - A - DOO ... Eight!

Skidamarinkadinkadink, skidamarinkadoo, I Love You  
Skidamarinkadinkadink, skidamarinkadoo, I Love You  
I love you in the morning and in the afternoon  
I love you in the evening and underneath the moon  
Oh, Skidamarinkadinkadink, skidamarinkadinkadoo  
I Love You, I Love You

**Follow-up:**

Who can think of a 2 syllable word?...a 3 syllable word?...a 4 syllable word?...You can also make up a word like rockatockamongo.

We can sing this song using your ideas. We need 2 words for each verse and we can included the names of the children who suggest the words. For example:

Said Marion and Wesley,  
"Tweedle-dee howdy doo  
It's a beautiful day for singing a song  
Here's some words for you

Here are the number of syllable we need, to fit in each verse:

Verse 1 - a 2 syllable word and a 3 syllable word  
Verse 2 - a 4 syllable word and a 5 syllable word  
Verse 3 - a 4 syllable word and a 5 syllable word  
Verse 6 - a 6, 7, or 8 syllable word  
(For younger children, just use the first 1 or 2 verses)

Here are some examples:

2 syllable words: chopsticks, penguin, eyeball

3 syllable words: pagoda, pajamas, bicycle

4 syllable words: watermelon, huckleberry, helicopter,

5 syllable words: cafeteria, tyrannosaurus, observatory

6 syllable word: onomatopoeia (on-uh-mat-uh-pee-uh)

7 syllable word: alakazamakazoo

8 syllable word: supercalifragelistic

## **2. Bop 'Til We Drop**

*Words and Music: Hap Palmer*

### **Subject:**

'OP' word family

Initial consonants: B, H, P, M, O

Blends: CH, FL.

### **Vocabulary:**

Hop, mop, chop, bop (dancing to jazz music), pop (to move suddenly, quickly; to explode or burst), flop, (to fall or drop limply, heavily) short 'O' sound

### **Activity:**

(Teacher places the letters 'OP' on the board.) Who can think of a word that ends with the sound /op/? (Teacher lists words then circles any words that will be used in this song.) Let's try a fun way to play "freeze dance." When the music plays, do the motion that ends with OP. Stop moving when the music stops and listen for the next motion.

### **Lyrics:**

Well let's bop, bop, 'til we drop  
Dance 'til we hear the music stop  
Bop, bop, 'til we drop  
Everything we do ends 'O' 'P' op

Let's hop, hop, 'til we drop  
Hop 'til we hear the music stop  
Hop, hop, 'til we drop  
Everything we do ends 'O' 'P' op

With the short O sound and the letter P  
We can do so much it's plain to see

Let's pop, pop 'til we drop  
Like kernels of corn on a hot stove top  
Pop, pop 'til we drop  
Everything we do ends 'O' 'P' op

Let's mop, mop 'til we drop  
The floor's all sticky with slop and glop  
Mop, mop til we drop  
Everything we do ends 'O' 'P' op

With the short O sound and the letter P  
We can do so much it's plain to see

Let's chop, chop til we drop  
Pile logs in the shed right up to the top  
Chop, chop til we drop  
Everything we do ends 'O' 'P' op

Let's flop, flop til we drop  
Like Raggedy Ann dolls in a toy shop  
Flop, flop til we drop  
Everything we do ends 'O' 'P' op

Let's /h/ op 'H' 'O' 'P', /p/ op 'P' 'O' 'P', /m/ op 'M' 'O' 'P',  
/ch/ op 'C' 'H' 'O' 'P', /fl/ op 'F' 'L' 'O' 'P', /b/ op 'B' 'O' 'P',

Well let's bop, bop, 'til we drop  
Dance 'til we hear the music stop  
Bop, bop, 'til we drop  
Everything we do ends 'O' 'P' op  
Everything we do ends 'O' 'P' op

**Follow-up:**

What other words can you think of that end with the letters 'op'? (Examples: crop, shop, top, stop, drop, plop, stop, top)

I'm going to place six movement words on the board. Examples: JUMP, SLIDE, SKIP, RUN, SWING, STAMP, SHAKE, FALL

Let's move with the instrumental version (#14). During each pause, I will call out a word ending. Look at the board and find the word on the board which uses this ending and show in movement the word that fits.

Use other word families and find ways to move

Examples:

'UMP' jump, bump, pump

'IDE' slide, ride, hide

'INK' blink, sink, wink

'OCK' rock, knock, block, walk, talk

'UG' tug, shrug, hug

'AW' draw, saw, paw

'ASH' dash, mash, bash

'IP' skip, dip, sip, tip, flip

'ING' swing, sing, cling, fling

'AMP' stamp, clamp, tamp

As you listen to the instrumental version (#14), create your own ways to move. After each pause, find a different way to move.

### **3. Marching Around The Alphabet**

*Words and Music: Hap Palmer*

(This is a variation of one of my earliest songs. It encourages interaction between children.\* )

#### **Subject:**

Identifying letters of the alphabet A -Z

Recognizing initial consonant sounds

Problem solving and creativity

Working with a partner and sharing ideas

#### **Vocabulary:**

**Actions:** March, bend down, stand up, alphabet, whistle, letters A - Z.

#### **Materials:**

Make a set of alphabet cards using poster board, file cards or cardboard. Use a felt pen to write one letter on each card. Laminate the cards for durability.

#### **Activity:**

Let's place our alphabet cards in a circle on the floor then stand around the outside of the circle.

1. When you hear the music, march around the alphabet.
2. When the whistle blows, stop and stand by a letter.
3. Bend down and pick up the letter, and face someone who is standing near you.
4. Show and identify your letter to the person(s) you are facing.

#### **Variations:**

Share a word that begins with the letter you are holding.

Think of a 2 or 3 syllable word that begins with the letter you are holding.

Think of a word that fits a category: foods, places, animals, names, etc.

Share a word that begins with the letter your partner is holding.

#### **Lyric:**

We're marching around the alphabet

Around the alphabet

Passing letters from 'A' 'B' 'C'

All the way to 'X' 'Y' 'Z'

We're marching around the alphabet

Around the alphabet

Where we stop nobody knows

Until the whistle blows

Now bend down right where you are  
Pick a letter that's near your toes  
Face someone who's standing near  
Show and tell the letter you chose  
Show and tell the letter you chose

(Instrumental)

Put your letter back on the ground  
Stand up tall and march around

Repeat All

We're marching around the alphabet  
Around the alphabet  
Passing letters from 'A' 'B' 'C'  
All the way to 'X' 'Y' 'Z'

**Follow-up:**

Find other ways of moving around the alphabet. Examples: jumping, hopping, running. Sing this song with the instrumental version (#15) using your ideas.

Use this song for number recognition activities. Place the number cards 1 - 20 in a circle. Use the instrumental version (#15), to sing the following words.

We're marching around the number wheel  
Around the number wheel  
Passing numbers from 1,2,3,  
All the way to twenty  
We're marching around the number wheel  
Around the number wheel  
Where we stop nobody knows until the whistle blows  
Now bend down right where you are  
Pick a number that's near your toes  
Face someone who's standing near  
Show and tell the number you chose

You can also use the instrumental version for marching and playing rhythm instruments.

**\*Note:** In the original version, the teacher stands in the center of the circle and points to children who then call out the letter they hold. In this variation, children work in partners or small groups, and share answers with each other. The original version is from *Learning Basic Skills Through Music, Vol. 1* available from Educational Activities. 1-800-797-3223.

#### **4. Ayee I Owe You**

*Words and Music: Hap Palmer*

##### **Subject:**

Vowels A, E, I, O, U, and sometimes Y

Addition

Concept of zero

A dollar as a unit of money

##### **Vocabulary:**

Owe (to have to pay money to someone, especially money that you have borrowed) borrow, dollar, one, two, three, zero, vowels

##### **Activity:**

This is a narrated story with a simple sing along song that repeats throughout. Listen to the story, sing along and answer the questions.

##### **Story and Lyric:**

I arrived at school one day and realized I had forgotten my lunch money.

I asked my friend Ayee, "Can I borrow a dollar?"

He said, "Sure".

"Thanks" I said.

Ayee I owe you one dollar  
Ayee I owe you one dollar  
Ayee I owe you one dollar  
Thank you for helping me out

The next day I forgot my money again. How could I be so forgetful?

Ayee said "Don't worry about it. Just remember tomorrow."

So Ayee loaned me another dollar.

How many dollars did I owe Ayee in all?...Two!

Ayee I owe you two dollars  
Ayee I owe you two dollars  
Ayee I owe you two dollars  
Thank you for helping me out

The next day ... I remembered! I brought a dollar for my lunch and the two

dollars I owed Ayee. How many dollars did I bring all together?...Three!

After I gave Ayee the two dollars I owed him, how much did I owe him?...

Nothing!

Ayee I owe you zero dollars  
Ayee I owe you zero dollars  
Ayee I owe you zero dollars  
Thank you for helping me out

The next day Ayee came running up to me  
"Can you help me out" he said. "I'm having a test on the vowels and I just  
can't remember them  
I said, "Ayee, how much do I owe you?"  
He said, "Nothing"  
"Right," I said "Ayee I owe you nothing  
Now, change nothing to sometimes Y"  
He said, "Why?"  
I said, "sometimes Y"  
He said, "Why?"  
I said, "sometimes Y"  
He shouted, "Why?"  
I said, "because sometimes Y is a vowel. Now sing with me"

'A' 'E' 'I' 'O' 'U' and sometimes 'Y'  
'A' 'E' 'I' 'O' 'U' and sometimes 'Y'  
'A' 'E' 'I' 'O' 'U' and sometimes 'Y'  
Now you know all of your vowels  
Now you know all of your vowels

### **Follow-up:**

When we name the vowels, we use the long vowel sound. Say each of the vowels using the short sound.

Name the vowel used by each of these words: ape, me, fine so, use cat, pet, win, hot, tug

How much would you owe Ayee if he loaned you lunch money two days in a row, and each lunch cost 2 dollars? 3 dollars? Choose different number combinations and, sing this song with the instrumental version (#16)

The instrumental version of this song alternates between segments with a regular 3/4 rhythmic pulse, and softer segments with a free flowing quality. You can use this music for creative movement sessions. For example: When you hear the softer music slowly make yourself into a shape or statue. When you hear the louder rhythmic music, make your shape travel through space.

## **5. Mary And Marvin**

*Words and Music: Hap Palmer*

This song is the first half of a two part activity. After participating with this song, go to the next song, BOUNCE, where you will hear the action words used in MARY AND MARVIN presented in parts. Put the parts together and identify the words.

**Subject:**

Identification of body parts: hands, feet, hair, face  
Alliteration and the letter sound M.  
Coordination and motor skill development.  
Pantomime and creative movement

**Vocabulary:**

Hands, feet, hair, face, door, drum, banana, ball, knock, bang, peel, brush, itch, scratch, pump, bounce, wave

**Activity:**

Listen to the first two lines of this song: Mary and Marvin are marvelous monkeys, With millions of things they can do. How many words do you hear that start with the letter 'M'? Now let's listen to the whole song. Pantomime each motion first with your hands then with your feet.

**Lyrics:**

Mary and Marvin are marvelous monkeys  
With millions of things they can do  
What they can do with their fingers and hands  
They can do with their toes and feet too

They knock on the door with their hands  
They knock on the door with their feet  
They bang on a drum with their hands  
They bang on a drum with their feet  
They pick a banana and peel it to eat  
Using their hands or feet  
They brush their hair with their hands  
They brush their hair with their feet  
When they itch they scratch with their hands  
When they itch they scratch with their feet  
They wash their faces so clean and neat  
Using their hands or feet

Repeat First Verse

They pump up a ball with their hands  
They pump up a ball with their feet  
They bounce the ball with their hands  
They bounce the ball with their feet  
They wave goodbye with a smile so sweet  
Using their hands or feet

Repeat First Verse

**Follow-up:**

Think of other things Mary and Marvin could do with hands and feet.

Here is an example of an alternate lyric you can sing with the instrumental version

(#17) of this song:

They stir with a spoon in their hands (feet)  
They polish a car with their hands (feet)  
They drive it away with the wheel in their hands  
Or drive it away with their feet

They drink from a cup with their hands (feet)  
They type out a note with their hands (feet)  
They hold a pencil and write their names  
Using their hands or feet

They plunk a guitar with their hands (feet)  
They play a trombone with their hands (feet)  
They bang on the bongos and join the band  
Using their hands or feet

Work with a partner, and act out things Mary and Marvin could do together.

Examples: play ping pong, play pat-a-cake, scratch each others backs, talk in sign language, pedal a bicycle built for two.

**6. Bounce**

*Words and Music: Hap Palmer*

**Subject:**

Initial consonants: D, F, H, B, H Blend: DR

Word Families: or, ace, air, all, anana, um, and, ump

Motor skill development

Pantomime and creative movement

**Vocabulary:**

Door, face, hair, ball, banana, drum, hand, pump knock, wash, brush, bounce, peel, bang, wave, inflate

**Activity:**

In this song, you will hear many of the action words used in MARY AND MARVIN. Each word describes a motion. The word is presented in parts. Put the parts together and show the word by doing the motion.

**Lyrics:**

What can you knock that starts with a 'D'

Starts with 'D' and ends with or

I bet you can knock on a door  
What can you wash that starts with an 'F'  
Starts with 'F' and ends with ace  
I bet you can wash your face

And what can you brush that starts with 'H'  
Starts with 'H' and ends with air  
I bet you can brush your hair  
What can you bounce that starts with a 'B'  
Starts with 'B' and ends with all  
I bet you can bounce a ball

Everybody bounce, give it every ounce,  
Everybody bounce, and you can learn your letter sounds

What can you peel that starts with a 'B'  
Starts with 'B' and ends with anana  
I bet you can peel a banana  
What can you bang that starts 'D' 'R'  
Starts 'D' 'R' and ends with um  
I bet you can bang on a drum

And what can you wave that starts with 'H'  
Starts with 'H' and ends with and  
I bet you can wave your hand  
What can you use for inflating a ball  
It starts with 'P' and ends with ump  
I bet you can use a pump - Hsss, hsss, hsss, hsss, hsss, hsss, hsss, hsss

Everybody bounce, give it every ounce,  
Everybody bounce, and you can learn your letter sounds

### **Follow-up:**

Here are some questions to help you create a new lyric which you can sing with the instrumental (#18) version of this song.

Think of something you could ride. (examples: horse, bike, train, plane)

What letter does the word begin with? How does it end?

Now let's use the word to create a new verse for this song. Example: What could you RIDE that starts with 'H'  
Starts with 'H' and ends with orse?  
I bet you could ride a horse.

You can create other verses starting with questions, and filling in the blanks. Here are some examples:

1. What could you BUILD that starts with \_\_\_\_\_?  
Starts with \_\_\_\_\_ and ends with \_\_\_\_\_  
(examples: table, house, fort)

2. What could you PLAY that starts with \_\_\_\_\_?

Starts with \_\_\_\_\_ and ends with \_\_\_\_\_

(examples: game - basketball, chess, musical instrument - drum, piano)

3. What could you FLY LIKE that starts with \_\_\_\_\_?

Starts with \_\_\_\_\_ and ends with \_\_\_\_\_

(examples: bird, plane, rocket, jet)

This question can lead into new words for the chorus:

Everybody fly, reach up to the sky

Everybody fly, and you can learn your letter sounds

Other possible categories for questions are:

What could you COOK ? PLANT? CLIMB? DRAW? SKATE ON / WITH?

The category of things you can skate on or with, can lead into new words for the chorus:

Everybody skate, hey, you're lookin' great

Everybody skate, and you can learn your letter sounds

## **7. Follow Along**

*Words and Music: Hap Palmer*

### **Subject:**

Recognition of movement and counting patterns

Development of coordination and motor skills

Counting from 1 to 20, and counting by 4s

Identifying loud and soft beats

### **Vocabulary:**

Pattern (a repeating arrangement) tap, pat, shake, touch, clap, whisper, hands, feet, knees, shoulders

### **Activity:**

This song describes patterns of movement. We'll do each pattern first slowly, then faster, then combine the movement pattern with a counting pattern. You can create your own pattern of motions with the last verse.

### **Lyrics:**

Step in place, step again

Shake your hands high over your head

Step in place, step again

Shake your hands so high

*Pick it up, quicker now, ready set go:*

Step, step, shake your hands

Step, step, shake your hands

Step, step, shake your hands

Join the joyful song

Now let's count to sixteen  
With the moves you've just seen  
Following a pattern as we go:  
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

Touch your knees, touch your shoulders  
Touch your head and clap your hands  
Touch your knees, touch your shoulders  
Touch your head and clap

*Pick it up, quicker now, ready set go:*

Knees, shoulders, head, and clap  
Knees, shoulders, head, and clap  
Knees, shoulders, head, and clap  
Join the joyful song

Now let's count to twenty, whispering the first three  
Shouting every fourth beat as we go  
1 2 3 4 5 6 7 8 9 10 11 12  
13 14 15 16 17 18 19 20

Now this time it's your turn, create a pattern  
Something we could follow as we go

**Follow-up:**

Create your own pattern or sequence of movements. Examples:

Jump, jump - clap, clap, clap,  
Down, up, turn around,

Create a pattern that travels. Examples:

Jump - jump - run, run, run  
3 soft steps, 1 loud step

Find your own counting pattern. Examples: count by 2s, 5s, 10s

Sing this song with the instrumental version (#19) using your ideas.

**8. One Little Sound**

*Words and Music: Hap Palmer*

**Subject:**

Word families: ant, ox, eel, up, ark, all, ice, eat, ape, each, oil, end  
Initial consonants: C, S, H, P, B, W, R, T, M  
Adding and subtracting sounds (blending and segmentation)

**Vocabulary:**

Can't, ant, sox, ox, heel, eel, pup, up, Noah's ark, bark, wall, all, rice, ice, heat, eat, tape, ape, peach, each, soil, oil, mend, end, feisty, slimy

**Activity:**

In the first half of each line, the beginning sound of a word is removed, creating a new word. The second half of each line uses this new word in a short phrase. In the next part of the song, the challenge is to put the words back together and call out the answers before you hear it in the recording.

**Variation:**

After you have heard this song a few times, join in and sing the second half of each line and the whole fourth line of each verse. You can hear the children on the recording sing this pattern.

**Lyrics:**

Take the /c/ from can't and meet a feisty ant  
Take the /s/ from sox, step past a sleepy ox  
Take the /h/ from heel and hug a slimy eel  
Oh, what a difference, just one little sound

Take the /p/ from pup and the pup is all grown up  
Take the /b/ from bark, hear a dog in Noah's ark  
Take the /w/ from wall, and you can see it all  
Oh, what a difference just one little sound, add  
/c/ and ant CAN'T  
/s/ and ox SOX  
/h/ and eel HEEL  
/p/ and up PUP  
/b/ and ark BARK  
/w/ and all WALL  
/m/ and ore MORE More? ... okay

Take the /r/ from rice, and the food is cold as ice  
Take the /h/ from heat, warm it up and we can eat  
Take the /t/ from tape and feed a hungry ape  
Oh, what a difference, just one little sound

Take the /p/ from peach and serve a slice to each  
Take the /s/ from soil, drill down and hunt for oil  
Take the /m/ from mend and this song is near the end  
Oh, what a difference just one little sound, add  
/r/ and ice RICE  
/h/ and eat HEAT  
/t/ and ape TAPE  
/p/ and each PEACH  
/s/ and oil SOIL  
/m/ and end MEND

Oh, what a difference just one little sound

**Follow-up:**

Let's find other words where we can remove the beginning sound and make a new word. Here are some helpful clues:

Something you drink out of that starts with 'C'

(CUP UP)

A common name for a dog that starts with 'R'

(ROVER - OVER)

Something you could use to sweep the kitchen

(BROOM - ROOM)

What you are standing on

(GROUND - ROUND )

Something you do with your brain

(THINK - INK)

A kind of pickle that starts with 'D'

(DILL -ILL)

A word for things like sox, shoes, and earrings that come in groups of two (PAIR - AIR)

Something children like to play with that starts with 'B'

(BLOCKS - LOCKS)

Something hard that starts with 'S' and is found on the ground or the bottom of a stream (STONE - TONE)

The top of a hill

(CREST -REST)

Something you measure with a scale

(WEIGHT - EIGHT)

Small animals that live in fields or homes and like to eat cheese.

(MICE -ICE)

Make a list of 12 words, then sing this song with the instrumental version (#20) using your ideas. You can simplify the lyric in the following way:

Take the /c/ from cup and now the word is "up"

Take the /r/ from rover and now the word is "over"

Take the /b/ from broom and now the word is "broom"

Oh, what a difference just one little sound

**9. D-O-G, WALKIN' THE DOG**

*Words and Music: Hap Palmer*

**Subject:**

'OG' word family

Initial consonants: D, F, L, B, H, M, J, P

**Vocabulary:**

Dog, fog, bog, hog, jog, misty, mucky

**Activity:**

Who can think of a word that ends with the sound /og/? (Teacher lists words then circles any words that will be used in this song.) Let's start with the word DOG. In each verse, we will drop the first letter and replace it with another. During the pause, the challenge is to call out the new word before you hear the answer on the recording.

**Lyrics:**

'D' 'O' 'G', I was walking the dog  
Take off the 'D' use an 'F' fa, fa,  
We walked into a misty fog

'F' 'O' 'G', a misty fog  
Take off the 'F' use an 'L' la, la,  
We tripped and tumbled over a log

'L' 'O' 'G', tripped over a log  
Take off the 'L' use a 'B' ba, ba,  
We fell into a mucky bog

'B' 'O' 'G', a mucky bog  
Take off the 'B' use an 'H' ha, ha,  
We bumped into a friendly hog

'H' 'O' 'G', a friendly hog  
Take off the 'H' use an 'M' ma, ma,  
The hog said, "Hi, my name is. Mog"

'M' 'O' 'G', my name is Mog  
Take off the 'M' use a 'J' ja, ja,  
He said, "Jump on" and he started to jog

'J' 'O' 'G', he started to jog  
Take off the 'J' use a 'P' pa, pa,  
He said, "Where to?" I said, "Pog Street"

'P' 'O' 'G', we live on Pog  
Take off the 'P' use a 'D' da, da,  
My little dog and I rode a hog named Mog  
through the bog, past a log,  
through the fog to our home on Pog Street...

Thank you Mister Mog  
You're a mighty fine hog  
I hope you join us again  
And we'll go walkin' the dog

**Follow-up:**

Can you think of other words that end with the letters 'o' 'g'?

Examples: frog, cog, flog

Let's make 3 letter words with a different word family.

Examples:

IT - bit, fit, hit, kit, pit, sit,

AN - fan, ban, can, man, pan, ran, tan

OT - cot, dot, got, hot, jot, lot, not, pot, rot, tot

Make up a story with the words from one of these families. Sing the song with the instrumental version (#21) using your ideas.

The first measure of each melodic phrase emphasizes the beats 1, 2, and 3.

Create a rhythmic movement pattern which emphasizes these beats.

Examples: Clap, clap, clap, pause, sway, sway

1 2 3 4 5 6 7 8

Jump, jump, jump, pause, slide, slide

1 2 3 4 5 6 7 8

Try your pattern with the instrumental version (#21) of this song.

**10. Celebrate The Day**

*Words and Music: Hap Palmer*

**Subject:**

Birthdays

Addition and subtraction

Animal sounds

**Vocabulary:**

Celebrate, birthday, chickie, lamb, mirth (merriment, gaiety, the state of being happy or merry)

**Activity:**

Is anyone having a birthday today? With this song we can celebrate everyone's birthday anytime of the year.

1. Hold up the number of fingers that shows how old you are.
2. Add one finger and show me how old you will be in one year.
3. How old will you be in 10 years? (You can add 10 years to your age by holding up your 10 toes).
4. With your fingers, show me again how old you are today.
5. Now subtract one finger and show me how old you were one year ago.

The first part of this song celebrates your birthday. In the next part of the song, you can use your fingers and toes to answer each question. We'll end by singing our celebration song again.

**Lyrics:**

Let's celebrate the day of your birth  
When you joined all the creatures on this earth  
The chickie said "Peep," the lamb said "Baaah"  
When you arrived, you hollered "Waaaaahh"

Now we're here to wish you  
A very happy birthday  
A merry full of mirth day  
A welcome to this earth day  
Happy Birthday to you!

How old are you today?  
How old will you be in one year?  
How old will you be in ten years?  
How old were you one year ago?  
My how you've grown!

Repeat verses 1 and 2

**Follow-up:**

Sing this song at a birthday party and use the name of the birthday child.

For example:

Let's celebrate the day of Sarah's birth  
When she joined all the creatures on this earth  
The chickie said "Peep," the lamb said "Baaah"  
When Sarah arrived, she hollered "Waaaaahh"

Create a new set of problems and sing this song with the instrumental version (#22).

For example:

How old is Sarah today?  
How old will she be in 3 years? ... in 6 years?  
How old was she 2 years ago?

**11. How Many Are Here?**

*Words and Music: Hap Palmer*

**Subject:**

Addition facts to 10  
Coordination of hands and fingers

**Vocabulary:**

Add, sum, plus, merry, group, troop

**Activity:**

In this song two groups get together to sing and dance. Hold up fingers to show each group. The fingers of one hand will be one group, and the fingers of the other hand will be the other group. Let your fingers dance with the music as you bring the two groups together. Count your fingers and call out the total.

**Variation:**

This can be done as a group movement activity. Dancing in a large open space, children form into groups and combine groups to illustrate the addition facts named in the song.

**Lyric:**

Oh, a merry group of 3 met a merry group of 2  
They got together to sing and play  
They said, "How many are here today?...3 plus 2 is 5

A merry group of 5 met a merry person 1  
They got together to sing and play  
They said, "How many are here today?...5 plus 1 is 6

A friendly group of 4 met another group of 4  
They said "Let's get together and we'll have so many more"  
Someone find the sum and say how many we have today?...  
We're a jolly group, a traveling troop of 4 plus 4 is 8

Oh, a merry group of 4 met a merry group of 3  
They got together to sing and play  
They said, "How many are here today?... 4 plus 3 is 7

A friendly group of 5 met a friendly group of 4  
They said "Let's get together and we'll have so many more"  
Someone find the sum and say how many we have today?...  
We're a jolly group, a traveling troop of 5 plus 4 is 9

Oh, a merry group of 5 met a merry group of 5  
They got together to sing and play  
They said, "How many are here today?...5 plus 5 is 10

Then everyone danced away, none remained to sing and play  
Zero friends were left to say, "How many are here today?"

**Follow-up:**

Make up other problems that total 10 or less. Sing the song with the instrumental version (#23) using your choices.

Make up six problems with totals of 10 - 20. Sing the song again using your ideas. Work with a partner and use your fingers to show the problems and answers.

## 12. Secret Word

*Words and Music: Hap Palmer*

### **Subject:**

Blending individual phonemes to form words  
Developing basic motor skills

### **Vocabulary:**

Jump, turn, hop, clap, wiggle, tiptoe, yawn, march

### **Activity:**

The secret word tells you how to move, and the object of this game is to identify the word. You will hear the word in tiny little parts. Put the parts together and show in movement the meaning of the secret word. When the music stops, freeze. When the bell rings listen for the next word.

### **Variation:**

After each letter sound is chanted, put the sounds together a little faster. Say them again faster still until you finally blend them together and say the "secret word."  
(This will help children recognize how the individual sounds come together to form a word).

### **Lyrics:**

Have you heard the secret word?  
Have you heard, have you heard?  
Have you heard the secret word, do you know it?  
If you listen to each part  
Hear each sound right from the start  
You will know when you string them all together

/j/ /u/ /m/ /p/...Jump!

/t/ /ur/ /n/...Turn!

/h/ /o/ /p/...Hop!

/c/ /l/ /a/ /p/...Clap!

Repeat Chorus

/w/ /i/ /gg/ /le/...Wiggle!

/t/ /i/ /p/ /t/ /oe/...Tiptoe!

/y/ /aw/ /n/...Yawn!

/m/ /a/ /r/ /ch/...March!

Repeat Chorus as marching band

**Follow-up:**

This song is made up of an introductory melody followed by 8 short melodic segments. In the vocal version, individual sounds or phonemes of the following words are chanted between the segments: jump, turn, hop, clap, wiggle, tiptoe, yawn, march. See if you can recall the motion that goes with each melodic segment and move with the instrumental version of this song (#24).

Choose other movement words that go with each segment, and chant the individual sounds in the pauses.

For example:

bounce, spin, hammer, tap, shake, creep, slump, stamp

(For more time, teacher can press the pause button on the CD or cassette player)

Choose animals that go with each segment.

For example:

kangaroo, butterfly, bear, prancing horse

hummingbird, swan, turtle, elephant

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Lead Vocals: **Hap Palmer**

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Bass: **Jim Garafalo**

Keyboards: **Steve Kaplan, David Witham, Mary Falcone, Joe Bellamy**

Guitar: **Grant Geissman, Howard Anderson, Hap Palmer**

Mandolin, banjo: **Grant Geisman**

Tuba: **Jim Van Houten**

Trumpet: **Chris Tedesco**

Viola and Fiddle: **Miriam Mayer**

Saxophone, flute, recorder: **Mark Hollingsworth**

Saxophone, flute, oboe: **John Yoakum**

Recorder: **Laura Haladay**

Violins: **Peter Kent, Daphne Chen**

Cello: **Stephanie Fife**

Background Vocals: **Scotti Haskell, Shelby Daniels, Monique Donnelly**

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Hap Palmer is an innovator in the use of music and movement for teaching basic skills and encouraging the use of imagination and creativity. His recordings and videos have received numerous honors including the Parents' Choice Gold Award, American Library Association Notable Recording Designation, American Library Association Best of the Best for Children, National Parenting Publications Award, American Video Award, Early Childhood News Directors' Choice Award, Children's Music Web Awards Classic Recording for Toddlers, Oppenheim Toy Portfolio Gold Seal Award

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