

LEARNING BASIC SKILLS THROUGH MUSIC
VOLUME 5
Original Words and Music By Hap Palmer

Track #1 - RICKY STICKY MAN

Chorus:

Ricky Stick Man, made of simple things.
Ricky Stick Man, made of sticks and rings.
He shows you how to throw, catch and twirl,
'Cause he loves all the boys and girls,
 whoa
He loves all the boys and girls.

(Spoken):

Hello, I love you!
Now throw and catch my nose.
Throw and catch my right hand.
Twirl my right arm three times 'round.
Balance my left leg on your hand.

(Repeat Chorus)

(Spoken):

Now, throw and catch my mouth.
Throw and catch my left hand.
Twirl my left arm three times 'round.
Balance my right leg on your hand.

(Repeat Chorus)

(Spoken):

Throw and catch my feet.
Throw and catch my eyes.

Jump back and forth over my tummy.
Hula hoop with my head. Easy, easy...

(Repeat Chrous)

Concept: Body part identification

Perceptual Motor Skills: Throwing, catching, balancing and twirling a stick

Materials: 5 three-foot wooden dowels (for arms, legs, and torso), 5 bean bags (for hands, feet and mouth), 1 hoop (for head), 3 buttons (for eyes and nose)

These materials are just suggestions. Be creative and design " Ricky " around materials that are easily available to you. Other materials that can be used are: old tennis balls; bottle caps; cardboard discs; coins; tops of jars and cartons; rhythmic sticks; plastic golf tubes; old broom handles; cardboard and wire hoops; etc. Children can bring materials from home and design their own " stick person ."

Action: Follow Ricky's directions as you throw, catch, and twirl different parts of his body. After each direction, put the part back in the correct place before going on.

Variation: Work with a partner. One person follows Ricky's directions; the other works with the body part on the opposite side. E.g., "Throw and catch my right hand"- one person throws Ricky's right hand, the other throws his left hand. Where two body parts are mentioned like, "Throw and catch my eyes," each person throws and catches one eye. Where one part is mentioned, such as, "Throw and catch my nose," one partner picks up Ricky's nose and throws it to the other partner who catches it, then puts it back in place.

In-Seat Variation: Have students make miniature stick people out of straws, buttons, ice cream sticks, strip of cardboard, small hoops of wire or pipe cleaners, etc. Follow Ricky's directions in your seat. Use your fingers to jump back and forth over his tummy. " Hula hoop " his head around one of your fingers.

“ No Materials “ Variation: Pretend you are “ Ricky Sticky Man “ and you can throw and catch your nose and hands. Twirl your right arm three times 'round. Balance your left leg on your hand. Some of the directions will take imagination to act out, e.g., “ Jump back and forth over my tummy. “ You can let your hands jump back and forth over your tummy or pretend to put your tummy on the floor and jump back and forth over it. There are many ways to act out Ricky's directions: solve each problem in your own way.

Track #2 - POCKET FULL OF B's

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
Ball, like Boat, like Blue, like Baby,
I got a pocket full of B's, woo, I got a pocket full of B's.

Got a pocket full of T's, a pocket full of T's;
A pocket full of tees like the 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
Top, like Time, like Toe, like Taxi,
I got a pocketful of T's, woo, I 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 letter P you get from the alphabet.
It's a sound you've heard that makes the words like
Paint, like Pan, like Place, like Paper,
I got a pocket full of P's, woo, I got a pocket full of P'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
Jet, like Jam, like Jump, like Jangle,
I got a pocket full of J's, woo, I got a pocket full of J's

Got a pocket full of Q's, a pocket full of Q's;
A pocket full of cues like pool players use?
No I mean the alphabet the letter Q you get from the alphabet.
It's a sound you've heard that makes the words like
Quick, like Quack, like Queen, like Quiet,
I got a pocket full of Q's, woo, I got a pocket full of Q'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
Cat, like Car, like Cake, like Crazy,
I got a pocket full of C's, woo, I got a pocket full of C's.

Concepts: Phonetics - initial consonant sounds B, T, P, J, Q, and C.

Action: Each verse features a different letter. Each time a word beginning with that letter is sung, pull an imaginary letter out of your pocket and say the word you heard.

The song is repetitive and easy to learn-sing along as soon as you know it.

Variation: Each time a word is sung, say a different word that begins with the same letter.

Track #3 - SOMEONE TOOK SOMETHING SOMEWHERE

Chorus:

Someone took something somewhere,
Travelin' the whole world 'round, and
You can have a turn to go there, too,
When you listen for your letter sound.
David took some hay to Tampa Bay...
Leslie took her kite to Richmond Heights...
Maybelle took a fan to Yucatan...
Ellen took her gum to Washington...
Norma took some juice to Syracuse...

Oscar took his band to Queensland...
Allen took a peach to Vero Beach...
Iggy took a clown to Uniontown...

(Repeat Chorus)

Annie took her jokes to River Oaks...
Larry took his play to Santa Fe...
Harry took the mail to Uniondale...
Kiki took her gown to Quakertown...
Otha took a nail to Vernondale...
Irene took chalk to Woodstock...
Doggy took a bone to Yellowstone...
Edie took a flea to Tennessee...

(Repeat Chorus)

Concept: Recognition of letters: initial
consonant sounds

Perceptual Motor Skills: Agility; listening;
quick recognition of letter shapes

Materials: Alphabet cards A-Y (no X)

Setting: Set up letters in two parallel
Lines - A-P on one side of the room, Q-Y
on the other side. Participants stand behind
letters A-P facing the other line.

Action: In each line of the verses,
someone is going to take something somewhere.
When you hear the name of someone or
something that begins with the letter in
front of you, move to the letter that
begins the name of the place they are
going, e.g., "David took some Hay to Tampa Bay."
If you are standing behind letters D or H ,

move across the room and stand behind the T.
The first time the activity is tried, the teacher may want to read the lyrics of the song and run through the activity without the music before putting on the recording.

Variation: Think of different ways you could move across the room: jump; skip; leap over a hurdle; etc.

Variation to Simplify Challenge: Start out by doing this activity in parts:

1. While sitting, each person holds a letter card A-P.

a. Just listen for the name of someone.

If the person's name begins with the letter you are holding, stand.

b. Just listen for the name of something.

If it begins with the letter you are holding, stand.

2. Each person holds a card Q-Y (no X).

Listen for the name of a place. If it begins with the letter you are holding, stand.

Track #4 - ALL THE COLORS OF THE RAINBOW

1,2. What color could a flower (butterfly) be ?

Here's a color that a flower (butterflies) could be.

We have all the colors of the rainbow.

What color could a tree (the sky) be ?

Here's a color that a tree (the sky) could be.

We have all the colors of the rainbow.

3. They're seen on everyone and everything;

Each one with a special gift to bring.

They brighten up the world and make you want to sing.

We have all the colors of the rainbow.

4,5. What color could a puppy (bird) be?
Here's a color that a puppy (bird)
could be.
We have all the colors of the rainbow.
What color could a kitty (baby) be ?
Here's a color that a kitty (baby)
could be.
We have all the colors of the rainbow.
(Repeat Verse 3)

Concepts: Recognition of colors in the world around us.

Perceptual Motor Skills: Recognition of colors; swaying in rhythm with the music

Materials: A color card for each person: red, yellow, blue, black, white, brown, pink, purple, gray and any other color.

Action: The song asks what color various things in the world around us could be. If you have a color that answers the question, stand up. The song is repetitive and very easy to sing so everybody join in.

Example:

Leader: What color could a flower be?
Everyone: Here's a color that a flower could be. (Those with appropriate color stand.) We have all the colors of the rainbow.

Variation: Answer each question by moving around the room and finding something that is the color of a flower, tree, butterfly, sky, etc.

Track #5 - A QUESTION OF LUCK

(Sung three time)

It's just a guess, no more, no less,

It's just a question of luck.

We don't care who comes out best,

it's just a question of luck.

Some choose out and some choose in,

Flip the disc and see who wins, and

If you lose, don't get the blues;

It's just a question of luck.

(drum solo)

Concepts: Inside, outside; recognizing the element of chance or luck and the fact that we cannot control the outcome.

Perceptual Motor Skills: Basic locomotor movement; dancing; jumping inside and outside of a circle.

Materials: A long rope to form a circle on the floor; a small cardboard disc with the word "IN" printed on one side and the word "OUT" printed on the other side.

Action: When the music plays, dance around the circle. When the music stops and only the drumbeat continues, stop moving and stand inside or outside the circle. The important thing is to quickly make a definite choice. At the sound of the slide whistle, someone flips the disc with "IN" written on one side and "OUT" written on the other side. If the word that describes your choice faces up, you win! Give yourself one point. Three points is a

perfect score.

Variations: Think of other locomotor movements you could use for moving around the circle: jumping, hopping, skipping, etc.

- Move around the circle by jumping inside and outside the circle. When the music stops, freeze where you land. Flip the disc and see who wins.
- Use this song as a way to divide the class into small groups for dismissal or other activities.

Follow up: Players keep track of how many times they guessed right and/or wrong. A discussion of odds and percentages should follow.

Track #6 - WALKING THRU THE JUNGLE

1. Walking thru the jungle, underneath
the trees,

You may see a creature, could be any kind.

Can you think of something big,

Can you think of something heavy?

Then move like something big and heavy
you might find.

("slow" instrumental)

2. Walking thru the jungle, underneath
the trees

You may see a creature, etc.

Can you think of something light,

Can you think of something quick?

Then move like something light and quick
you might find.

("quick, light" instrumental)

3. Walking thru the jungle, underneath
the trees, etc.

Can you think of something scary,
That makes you feel afraid?

Then move like something very scary you
might find.

("scary" instrumental)

4. Walking thru the jungle, etc.

Can you think of something funny
That makes you want to laugh?

Then move like something very funny
you might find

("funny instrumental")

5. Walking thru the jungle, etc.

Can you think of something weird,
No one's ever seen before?

An imaginary animal you could never find.

(instrumental for imaginary animal)

Concepts: Big and heavy, light and
scarey, funny, and imaginary; writing
and reading names of various animals

Perceptual Motor Skills: Walking in
rhythm with music; responding creatively to
different musical moods

Materials: Chalkboard and chalk, or
5" x 8" cards with felt pen

Lead up: Can you think of an animal
that is big and heavy? (Teacher writes the
name of the suggested animal on the
chalkboard or on a 5" X 8" card.) Can you
think of an animal that is light and quick?

Scary? Funny? (The names of these animals are written down.) Can you think of an imaginary animal, a creature that does not really exist and has been seen before?

Action: During the chorus of this song we are going to walk through the jungle. Each verse has a different feeling: big and heavy, light and quick, scary, funny, and weird. During each verse, read the name of the animal that was suggested in the discussion and move like that animal. (Teacher can fade the musical selection for imaginary animal by slowly turning the volume down when the class is ready to stop moving.)

Variation: Each participant selects animals individually as the song progresses with no discussion in advance.

Track #7 - TAP OUT THE ANSWER, JUST LIKE A DANCER

Chorus:

Can you tap out the answer, just like a dancer
Doin' a Broadway show?
Check out the facts, then add and subtract
And show us what you know.

Three plus two is... Five minus three is...
Four plus two is... Six minus three is...
Three plus three is... Six minus two is...
Two plus four is... Five minus two is...

(Repeat Chorus)

Four plus three is... Seven minus three is...
Five plus two is... Seven minus two is...

Two plus six is... Eight minus two is...
Six plus three is... Nine minus three is...
(**Repeat Chorus**)

Concepts: Simple addition and
Subtraction

Perceptual Motor Skills: Counting:
moving in rhythm with the music

Action: Each time a problem is sung,
tap out the number of beats that shows the
correct answer.

Variation: Create your own dance steps
by using a variety of ways to sound out the
correct number of beats. You can include
not only foot taps, but also hops, jumps,
leaps, turns, shuffles, slaps, hand claps,
etc.

In-Seat Variation: Tap out the answer
Using rhythm sticks.

Track #8 - THIRTY SECOND CHALLENGE

When you hear the starting gun,
Clear those hurdles jump and run.
Pick up cards one by one
You've got thirty seconds to get it done.
If at first you don't succeed,
One more chance is all you need.
You can learn to pick up speed,
You've got thirty seconds to get it done.
Thirty seconds to jump and run,
Thirty second of thrills and fun!
It's the thirty second challenge.
Tick, tock, Mr. Clock says you don't have

very long.
Tick, tock, Mr. Clock says the time's
all gone.
(30 second instrumental)
Tick, tock, Mr. Clock says you don't have
very long.
Tick, tock, Mr. Clock says the time's
all gone.
(repeat song to instrumental)

Concepts: Number order; odd and even numbers

Perceptual Motor Skills: Running, jumping, endurance; quick recognition of numbers

Materials: Number cards (1 - 10), two dowels and four blocks to make hurdles (Hurdles can also be made by simply putting a line made of tape, chalk, rope, etc., on the floor.)

Setting: Set up two hurdles. Place the even numbers in a circle at the start end and the odd numbers in a circle at the other end.

Action: The challenge is to pick the numbers up in order within thirty seconds. Start moving when you hear the sound of the gun. Pick up one card at a time, jumping the hurdles each time you move back and forth over the course. During the second verse the challenge is to put the numbers back down in order within thirty seconds. In the third verse, you once again pick up the numbers in order.

Variation:

- To simplify the challenge use a smaller group of numbers (1-6).
- To involve more children:
 1. Where space permits, set up several courses side by side.
 2. Have three people work at each course. One person picks the numbers up, the next puts them down and the third picks the number up again.
- Participants can pick up and put down other things in order: half the letters of the alphabet (A-M, N-P); a sequence of colors or words of a sequence.

In-Seat Variation: Make a set of small numbers cards (1-10). Put the even numbers on the left side of your desk and the odd numbers on the right side. Pick the numbers up in order within thirty seconds. Put them down in order within thirty seconds. For an extra challenge work with numbers 1-15 or 1-20.

Track # 9 - WHAT I DID TODAY

1. Tell me what you did today, when you went Outside to play? I bounced a ball...
2. Surely you did more than this, there Must be something that you missed. I bounced a ball, I jumped a rope...
3. Surely you did more than this, there Must be something that you missed. I bounced a ball, I jumped a rope, I rode a bike...

4. Surely you did more than this, there
Must be something that you missed.
I bounced a ball, I jumped a rope,
I rode a bike, and I climbed a pole...
5. Surely you did more than this, there
Must be something that you missed.
I bounced a ball, I jumped a rope,
I rode a bike, and I climbed a pole,
I slid back down...
6. Surely you did more than this, there
Must be something that you missed.
I bounced a ball, I jumped a rope,
I rode a bike, and I climbed a pole,
I slid back down, I hopped around...
7. Surely you did more than this, there
Must be something that you missed.
I bounced a ball, I jumped a rope,
I rode a bike, and I climbed a pole,
I slid back down, I hopped around,
I waved goodbye, and I ran back home.
8. Don't ask me more, I've said it all
There's nothing else I can recall.
I'll show you everything again
And then this little song will end.
I bounced a ball, I jumped a rope,
I rode a bike, and I climbed a pole,
I slid back down, I hopped around,
I waved goodbye, and then I ran back home.
And that's what I did today.
(That's what you did, that's what you did,
That's what you did today.)

Concepts: Vocabulary enrichment:
outdoor play activities.

Perceptual Motor Skills: Basic body movements: sequential memory

Action: Pantomime outdoor play activities as you hear them in song. One activity is added each verse (except verse 7, which adds two activities) until a sequence of eight is reached.

Follow up: Who thinks they could remember all eight play activities and act them out in order without the song?

Track # 10 - TUG A TUG

Tug a tug a tug a with the tambourine,
Huffin' , puffin' , gruntin' , working as a team.
Pullin' on the rope, we're gonna win I hope,
As we tug with the tambourine.
(Drums and Instrumental)

Repeat song 2X

Perceptual Motor Skills: Auditory discrimination; endurance and strength

Materials: One long, very strong rope

Setting: Group divided evenly into two teams for a tug of war.

Action: There are two ways to do this activity:
1. When you hear the tambourine, pull. When the tambourine stops, stop pulling. The team that has the advantage just before the tambourine stops gets one point.

If a team keeps pulling when the tambourine stops, the opposing team gets a point.

2. This approach is called a "cooperation tug of war". Both teams work together. When the tambourine rings, the group goal is for everyone to pull as hard as they can without pulling each other across the floor. Watch the other team. If you're pulling them towards you, ease off. If you're being pulled, pull a little harder. When the tambourine stops ringing everyone stops pulling and drops the rope. If the rope doesn't move more than two feet either way, everyone wins.

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