

SALLY

the SWINGING SNAKE

by Hap Palmer

TEACHER'S GUIDE

Introduction

This recording helps children expand their comprehension of the English language and develop basic movement skills while increasing their potential for creative, imaginative movement. Designed as a companion album to “**Walter The Waltzing Worm,**” (AR/AC/CD 555) it contains more songs to enhance the movement vocabulary of young children. The songs are effective with a wide age range of children from pre-school through third grade. Many of the songs encourage children to sing along as they move. Children are motivated to learn the meaning of a wide range of words which describe and define the movements of the human body. At the same time they are becoming more proficient in their performance of basic movement skills and developing a wider range of creative movement responses—all through the joy of active participation.

The movement vocabulary is divided into five categories and includes the following words:

- **Body Parts:** hand, foot, head, shoulder, elbow, knee, hip, fingers, toes, wrist, ankle, thumbs, nose, arm, stomach.
- **Actions:** walk, march, jump, run, slide, crawl, rock, spin, roll, curl, shake, fall, vibrate, tiptoe, stamp, wiggle, jiggle, squirm, fidget, bend, stretch, pull, grip, wait, leap, turn, swing, balance, lean.
- **Spatial Concepts:** up, down, side, front, back, high, low, wide, thin, short, long, round, flat, twisted.
- **Qualities:** tight, loose, quick, slow, smooth, sudden, calm, heavy, strong, light, soft.
- **Relationships:** together, apart, near, far, in front, in back, to the side, over, under, circle around, single, solo, partners, couples, small groups, large groups.

The guide lists the vocabulary covered in each song, a description of the activity, the lyric of the song, and also includes follow-up activities to be used after the song has been played.

Follow-up activities encourage children to further explore and expand on the material introduced in the song. Children might be asked to recall movement they did with the song: “*How many pairs of body parts can you recall stretching far apart then letting snap back together?*” or asked to find other ways of moving: “*What is another way you could move around the puddle?*” or to connect movement to imagery: “*Can you think of an animal that moves slowly?*” or to move in ways which contrast those described in the song: “*Imagine you are not made of rubber but are made of steel and concrete. How would you move?*”

The possibilities for follow-up questions and challenges are endless. The ideas listed are samples to stimulate your creativity in the formation of activities and discussion to follow a song.

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SALLY THE SWINGING SNAKE

LYRIC

Chorus: *Sally the swinging snake,
She does the shimmy shake.
She loves to rock and roll,
Feels that rhythm in her soul.*

*Sally can you swing from side to side?
Oh my yes I can.
Sally can you stretch out long and tight?
Oh my yes I can.
Sally can you curl up in a ball?
Sally can you jump up high and fall?*

(Repeat Chorus)

*Sally can you crawl in a small space?
Oh my yes I can.
Sally can you crawl all over the place?
On my yes I can.
Sally can you quickly vibrate?
Sally can you make a letter shape?*

(Repeat Chorus)

VOCABULARY:

stretch, curl, fall, vibrate, side to side, small space, all over the place, long, tight, letter shape

MATERIALS:

A two to three foot length of rope for each participant.

ACTIVITY:

Imagine your rope is a snake named Sally. During the chorus let Sally dance with the music (make sure she does not swing too high and hit someone else). During the verses have Sally follow the directions in the lyric of the song.

FOLLOW-UP:

Can you make Sally crawl in a straight path? curved path? zig-zag path?

What else could your rope be?

Show me the slowest speed you can make your rope swing side to side.

Now show me the fastest speed you can make it swing.

Stretch your rope above your head, below your knees, behind your back.

Can you lie down and roll around keeping your rope stretched tightly all the time?

See if you can bend the rope with one foot as you roll.

SOMETHING SPECIAL

LYRIC

*Clapping is a simple thing
People do it everyday
But you can clap and make it something special
When you do it in a different way.
Do it high, do it low, do it somewhere in between
To the side, the other side, to the back where it can't be seen.
Do it your way—
Do it your way—*

*Walking is a simple thing
People do it everyday
But you can walk and make it something special
When you do it in a different way.
Do it high, do it low, do it somewhere in between
To the side, the other side, take little steps that can't be seen.
Do it your way—
Do it your way—*

*Shaking hands is a simple thing
People do it everyday
But you can shake and make it something special
When you do it in a different way.
Do it high, do it low, do it somewhere in between
To the side, the other side, to the back where it can't be seen.
Do it your way
Do it your way*

VOCABULARY:

clap, walk, shake, high, low, in between, side, other side, back

ACTIVITY:

Clap your hands in the directions described in the lyric of the song: high, low, in between, to the side, the other side, to the back. In the second verse try walking, and in the third verse shake hands with someone.

The second half of each verse gives you a chance to create your own ways of moving. Clap your hands (walk, shake hands) anyway you want. Add variety by changing the speed—sometimes clap quickly and sometimes clap slowly. You can try clapping with a sudden bursting quality or contrast with a smooth even clap. You can also clap with tight tense muscles or with loose floppy movements. You can clap over your head, or under your knees...near your body, or far away from your body. In this part of the song find all the ways of clapping you can discover.

Using the same spatial concepts, in the second verse you will walk, and in the third verse you will shake hands with a partner.

FOLLOW-UP:

Can you find another way to make clapping different and special?

Who can clap at a high level and walk at a low level at the same time?

Now try the opposite: clap low and walk high.

What are the three everyday movements we did in the song? (clapping, walking, shaking hands)

Can you think of another everyday movement? (examples: yawning, smiling, waving hello or goodbye)

How could you make these movements special and different?

Let's sing this song again using your ideas of simple everyday motions.

WIGGY WIGGY WIGGLES

LYRIC

*I got the wiggly wiggly wiggles and I can't slow down
The squizzy squizzy squirmies, got to move around
The busy busy buzzies like a buzzin' fly
The silly willy nillies and I don't know why.*

*I got the jiggy jiggy jiggles and I can't sit still
The shiver shiver shakies like a fever chill
The fidgy fidgy fidgets and I'm flippin' out
Golly golly jeeppers got to jump about.*

*And my mommy and my daddy and my teachers say
"Calm down, cool down, Hey Hey Hey!
You drive me crazy crackers when you act this way
Slow down, slow down, slow down, slow down."*

VOCABULARY:

wiggle, squirm, jiggle, shake, shiver, fidget, jump about, slow down, freeze, be still

ACTIVITY:

When you hear the music, wiggle, jiggle, squirm, shake and fidget as fast as you can. Gradually slow down as the music gets slower. When the music stops, freeze and hold whatever shape your body is in.

Children can start by wiggling individual body parts and progress to wiggling the whole body. The teacher can give cues such as: "Wiggle just your hands ... Now wiggle just your feet ... Wiggle your shoulders ... Find another part of your body you can wiggle ... Can you wiggle two parts at once? ... Now let me see you wiggle your whole body."

FOLLOW-UP:

Name all the things you can think of that wiggle.

Can you wiggle just your shoulder? your right leg? your whole body?

What makes you feel restless and fidgety?

What is the opposite of restless and fidgety?

What makes you feel calm and peaceful?

What words describe how you might move when you feel calm and peaceful?

(Examples: slow, smooth, even, relaxed, loose, easy)

Create a three part movement phrase that starts slowly and smoothly, becomes wiggly and jiggy, then ends slowly and smoothly.

DANCING WITH A STICK

LYRIC

Chorus: *If you want to dance and you're all alone
Don't feel blue.
Just pick up a stick and hold it close
And let it go dancing with you.*

*Dance with your stick in front of you.
Now switch so your stick is in back of you.
Dance with your stick close by your side.
Now hold it above your head so high.*

(Repeat Chorus)

*Hold your stick still as you circle around.
Now twirl by yourself as your stick falls down.
Glide swiftly away 'til you're far apart.
Now come together heart to heart.*

(Repeat Chorus)

VOCABULARY:

in front, in back, to the side, above, high, circle around, fall down, apart, together

MATERIALS:

A three foot stick, wand or baton for each person—safe, durable and inexpensive sticks can be made from three foot lengths of 1/2" schedule 40 PVC pipe.

ACTIVITY:

Dance with your stick in the ways described in the lyric of this song. During the chorus find other ways to dance with your stick. Some of the follow-up ideas listed below can also be used to stimulate exploration during the song.

FOLLOW-UP:

- Dance at a high level with your stick, a low level.
- Can you dance high while your stick dances low?
- Can you dance low while your stick dances high?
- Let's see the fastest speed you can dance with your stick.
- Now dance in slow motion.
- Can you hold yourself stiff and straight and move like a stick?
- Now can you move in a loose and floppy way like a piece of rubber?
- Pretend your stick is a horse and gallop around the room.
- What else could your stick be?
- Can you bend side to side while holding your stick straight up and down?
- Can you twist while your stick stays in one place?

RUBBER BAND MAN

LYRIC

Chorus: *I'm a rubber band man I am I am
I have no bones at all.
I can shoot in the air with a snap
And land softly when I fall.
I can hang loose, stretch tight,
Bend left, twist right.
I can make any shape I can I can
I'm a rubber band man.*

*I stretch my thumbs and shoulders far from each other
Far from each other, then let them snap back together.
I stretch my wrist and ankle far from each other
Far from each other, then let them snap back together.
I stretch my arms and stomach far from each other
Far from each other, then let them snap back together.
I stretch my toes and elbows far from each other
Far from each other, then let them snap back together.
I can stretch my body in a long, thin shape.
I can stretch my body in a short, wide shape.
I stretch my nose and fingers far from each other
Far from each other, then let them snap back together.*

(Repeat Chorus)

VOCABULARY:

thumbs, shoulder, wrist, ankle, arms, stomach, toes, elbows, fingers, nose, stretch, snap, land softly, hang loose, stretch tight, bend left, twist right, far apart, together, long, thin, short, wide

ACTIVITY:

Imagine you are made of rubber and have no bones. Do the actions described in the chorus of this song. During the verses two body parts will be named. Make these parts stretch far apart from each other. Imagine there's a rubber band connecting the parts. Feel the resistance as you stretch them apart, then let them suddenly snap back together. Feel the force of the rubber band as the two parts of your body quickly and suddenly come together.

FOLLOW-UP:

How many pairs of body parts can you recall stretching far apart then letting snap back together?
What other parts of your body could you stretch far apart and let snap back together?
If you were made of rubber, how would you walk? run? jump? skip?
Imagine you are not made of rubber but of steel and concrete. How would you move?

UP AND DOWN A MOUNTAIN

LYRIC

*Walking up a mountain one by one
Each of us is on our own.
Single, solo, one by one
Walking up a mountain.*

*Marching up a mountain two by two
May I come and march with you?
Partners, couples, two by two
Marching up a mountain.*

*Jumping up a mountain three or four
Huffing, puffing how much more?
Little groups of three or four
Jumping up a mountain.*

*Everybody made it to the top
Time to take a resting stop.*

*Running down a mountain one by one
Any speed we want to run.
Single, solo, one by one
Running down a mountain.*

*Sliding down a mountain two by two
May I slip and slide with you?
Partners, couples, two by two
Sliding down a mountain.*

*Crawling down a mountain three or four
Moaning, groaning how much more?
Little groups of three or four
Crawling down a mountain.*

*We made it home let's circle 'round
One big group all safe and sound.
Everybody made it up and down
Up and down a mountain.*

VOCABULARY:

walk, march, jump, run, slide, crawl, single, solo, partners, couples, little groups, big group

ACTIVITY:

We're going to go up and down an imaginary mountain. In each verse we will travel a different way and form ourselves into a different grouping as follows:

Verse 1. Walk up the mountain by yourself. Find your own path, one that is different from everybody else's.

Verse 2. Find a partner and march up the mountain two by two.

Verse 3. Form yourselves into little groups of three or four and jump up the mountain.

Verse 4. Take a rest on the mountain top.

Verse 5. Run down the mountain by yourself. Find your own path and choose your own speed.

Verse 6. Find a partner and slip and slide down the mountain together. Help each other up when you fall, and keep each other from sliding too fast or too far down the mountain.

Verse 7. Form yourselves into groups of 3 or 4. Because it's been a long hike and you're getting extremely tired, you crawl down the mountain together.

Verse 8. Form yourselves into one big group and make a circle. Clap your hands to celebrate making it up and down the mountain.

FOLLOW-UP:

Can you find another way to travel up the mountain? Down the mountain?

Can you roll down the mountain without bumping into anyone else?

When you're walking uphill are your muscles tight or loose? Which muscles are the tightest?

When you're walking downhill, which muscles are tight? loose?

When you are going uphill, what happens to your breathing?

Does your heart beat slower or faster?

Find a partner and move around the room.

Join another couple...How many in each group now?

I'm going to call out a number. See how quickly you can form yourselves into groups of the number I call.

Form your group into a line and travel around the room. Can your group form another shape? and a different shape?

Each time I beat the drum, quickly form another group shape.

Make a group shape where some members are high and some are low.

Can you travel around the room in this shape?

Hold hands with the people in your group. Can you find another way to connect with the people in your group?

EVERYTHING HAS A SHAPE

LYRIC

Chorus: *Everything has a shape,
Pencils, pretzels and plates.
Sneakers and skates and Superman's cape,
Rivers and lakes and tiny snow flakes,
Everything has a shape, everything has a shape.*

*One can you show me a wide shape.
Two can you show me a thin shape.
Three can you show me a short shape.
Four can you show me a long shape.
Five can you show me a round shape.
Six can you show me a flat shape.
Seven can you show me a twisted shape.
Eight can you show me a stretching shape.
Nine can you show me a strong shape.
Ten can you show me a soft shape.
Eleven can you show me a balanced shape.
Twelve can you show me a leaning shape.*

(Repeat Chorus)

VOCABULARY:

shape, wide, thin, short, long, round, flat, twisted, stretching, strong, soft, balanced, leaning

ACTIVITY:

Using your body, make the shapes described in the lyric of this song. During the chorus, make your own shapes.

During the chorus, children can change shapes after each melodic phrase. The teacher can cue the changes verbally or with a drum beat.

VARIATIONS:

Makes shapes with a rope.

Work in partners or small groups and make shapes together.

FOLLOW-UP:

How many shapes can you recall making? Show me with your body.

Show me your three favorite shapes.

Make a movement phrase: Start with your first shape, then move to your second shape, then move to your third shape and hold it for an ending.

Repeat the phrase three times in a row. Can you do it faster? In slow motion?

Tell me all the things you can think of that are wide, thin, long, short, straight, curved, etc.

MUDDY WATER PUDDLE

LYRIC

*Everybody tiptoe through the puddle
Step inside with your pants held high
Tippy toe off you go popping bubbles
Playing in a muddy water puddle.*

*Everybody stomp around in the puddle
Stamp your boots so the water shoots
Stomp around clomp around, jump and scuffle
Playing in a muddy water puddle*

*Everybody roll around in the puddle
Get yourself muddy so you look real funny
Splash around thrash around gurgle guggle
Playing in a muddy water puddle.*

VOCABULARY:

inside, tiptoe, stamp, stomp, roll, light, heavy

MATERIALS:

A circle for each person. This can be a circle of rope on the floor, a hula hoop, or homemade circle made of flexible polyethylene pipe and a coupling. You can also use one large circle for everyone. This may be marked out on the floor with chalk or rope.

ACTIVITY:

Imagine your circle is a puddle of muddy water. In the first verse, pull your pants up so you don't get them wet. Step inside the puddle and lightly tiptoe around. In the second verse, don't worry about getting your pants wet. Stamp around with heavy forceful movements. Make the water splash high and shoot outside the circle. In the third verse get down and roll around in the puddle. Have fun getting yourself all muddy from head to toe.

FOLLOW-UP:

What part of your body got the muddiest?

Pretend your circle is a bathtub filled with clean clear sparkling water.

Give yourself a bath and get all cleaned up. Wash your face, neck, legs, arms.

Don't forget to shampoo your hair too.

What is another way you could move in the puddle? (Examples: hop, run, jump, skip, gallop) .

Move around the whole room. Tiptoe around the outside of as many puddles as you can.

I'm going to count to 20. When I start, move quickly and tiptoe inside as many puddles as you can before I get to 20.

How many puddles did you tiptoe inside?

Imagine the puddles are filled with hot water. How would you tiptoe inside them?

Tiptoe through puddles of freezing water.

Try to stomp around in puddles filled with sticky glue.

What else could be in the puddles?

WATCH ME

LYRIC

*A boat rocks, a boat rocks
A chair rocks, a chair rocks
A cradle rocks, a cradle rocks
And I can too, I can too.*

Chorus: *Watch me, watch me, I can too
Come and see what I can do.
Watch me, watch me, I can too
See how I can move for you.*

*A top spins, a top spins
A wheel spins, a wheel spins
The world spins, the world spins
And I can too, I can too*

(Repeat Chorus)

*A ball rolls, a ball rolls
A log rolls, a log rolls
A car rolls, a car rolls
And I can too, I can too*

(Repeat Chorus)

VOCABULARY:

rock, spin, roll

ACTIVITY:

Repeat each phrase as it is sung and do the actions described in each verse. These actions can be done in a seated position as follows:

Verse 1. Rock front and back or side to side.

Verse 2. Do a whirling action with hands or fingers.

Verse 3. Do a circular rolling action with hands.

The actions can also be done as whole body movements—standing or lying down, using the space of the entire room.

FOLLOW-UP:

Who remembers the three ways we moved in this song?

Can you think of something else that rocks? spins? rolls?

Can you think of another way of moving?

Can you think of three things that move this way?

Example: swinging

A bell swings

A branch swings

A swing swings

Sing the song again using your ideas.

WHEN THE BELL RINGS

LYRIC

*This little song just moves along in an easy sort of way
With simple melody and words that don't have much to say
But now and then a bell will ring it's quite the strangest thing
And folks do something unexpected when they hear the bell ring.*

*When the bell rings you go wacky!
Waving wildly whirling weirdly,
Hands and arms are rearranged
Suddenly you seem deranged.....*

*With speedy spurts, explosive bursts!
Utter madness overcomes you,
It appears that you've gone cuckoo
But you're just having fun being funny!
Ha, ha, ha, ha, ha, ha, ha, ha, ha*

*This little song just moves along in an easy sort of way
And people move so slow and smoothly when they hear it play.*

VOCABULARY:

slow, smooth, sudden, unexpected

ACTIVITY:

When you hear the slow, smooth melody, move around the room in a calm and easy way. When the bell rings and the music becomes wild and unpredictable, move in sudden unexpected ways. Surprise me! When the music stops freeze. When it starts again, go back to moving slowly and smoothly.

FOLLOW-UP:

Can you move slowly and smoothly on a high level?...a low level?...a straight path?...a curved path?

Move just one part of your body slowly and smoothly while keeping the rest of you still.

Can you make a sudden quick movement that takes a big wide space? a small thin space?

On your own time without responding to any accompaniment, alternate between slow smooth movements, and sudden quick movements. Change whenever you want.

ON THE COUNT OF FIVE

An adaptation of the traditional melody "She'll Be Comin' Round The Mountain."

LYRIC

*Put your hands inside the circle hands inside
Put your hands inside the circle hands inside
On the count of five let them pop outside
One, two, three, four, five outside.*

*(Repeat above four more times using:
foot, elbows, head, shoulder.)*

*Put your hands inside, let them pop outside
Put your foot inside, let it pop outside
Put your elbows inside, let them pop outside
Put your head inside, let it pop outside
Put your shoulder inside, let it pop outside
Put your whole self in, pop your whole self out*

*Put your hands inside the circle hands inside
Put your hands inside the circle hands inside
On the count of five let them float outside
One, two, three, four, five outside.*

VOCABULARY:

inside, outside, hands, foot, elbow, shoulder, head, whole self

ACTIVITY:

Everyone sit around the outside of the circle. Put your hands inside the circle. You're going to count out loud to five, then let your hands pop out of the circle. In each verse you will put a different part of your body inside the circle. In the last verse you'll put your hands in again, and end by letting them float outside.

FOLLOW-UP:

What parts of your body can you remember putting in the circle?

What other parts of your body could you put inside the circle?

When your hands pop out do they move quickly or slowly?

How do your hands move when they float out?

What can you think of that moves quickly and suddenly? slowly and smoothly?

Can you make your whole body float inside and outside the circle?

What can you think of that moves this way?

Can you float all around the room, then float back in your circle and end by making an unusual shape of your body?

PERCIVAL THE PARROT

LYRIC

Percival the parrot was playing hide and seek,

Squawking in the jungle, talking in a tree.

"Find my colored feathers, see my curving beak,"

From somewhere in the leaves he teased and said to me,

Look front, back, side, side, up, down,

Woah—then circle all around.

I was looking hard but still I could not see.

"Look a little faster" is what he said to me.

Look front, back, side, side, up, down and circle all around,

Front, back, side, side, up, down and circle all around.

Laughing with a shriek he grew a little bolder

"Try it once again and do it with your shoulder."

Front, back, side, side, up, down and circle all around,

Front, back, side, side, up, down and circle all around.

"You make me laugh" he said "From this branch I fear I'll slip.

Still I'd like to see you try it with your hips."

Front, back, side, side, up, down and circle all around,

Front, back, side, side, up, down and circle all around.

He laughed so hard he shook then slipped and tumbled down.

Forgot to flap his wings and landed on the ground

When I picked him up and smoothed his ruffled feathers,

Cheerfully he chirped, "Let's do it all together."

Front, back, side, side, up, down and circle all around,

Front, back, side, side, up, down and circle all around.

VOCABULARY:

front, back, side, up, down, circle around, look, shoulder, hips

ACTIVITY:

Follow Percival's instructions and move in the direction he names. The actions by verse are:

1. look
2. look a little faster
3. move your shoulders
4. move your hips
5. move your whole body

FOLLOW-UP:

What other body parts could you move front, back, side, side, up, down and circle around?

Could you do the pattern moving two parts at the same time?

Let's try walking in the same pattern. Walk forward, backward, sideways, to the other side, then walk in place going high up on your toes, then walk in place as you squat down low.

Finish by walking in a circle.

Can you think of other ways you could travel in the same pattern?

(Examples: run, hop, jump, skip, crawl)

RIDE AND SWING

LYRIC

*If you wanna be a cowgirl, wanna be a cowboy
Partner get in the line
Saddle your horse and wait your turn
We're ridin' one at a time.*

*Ride that horse and swing that rope
Chase that calf don't let it roam
Swing that loop and let it go
Rope that calf and come on home.*

ACTIVITY:

This is an optional activity where children pretend to ride a horse and swing a rope as they chase a runaway calf. It is an effective way to collect the ropes at the end of a series of rope activities. A large box, chair, or any other object can be used as an imaginary calf. The box is placed at one end of the room and the children line up at the other end. It is safest to have children go one at a time. They receive the following instructions:

Fold your rope in half and hold it at both ends. When I tap you on the shoulder, ride out and swing your rope overhead. Gallop across the room and circle the calf. Swing your loop and let it go so it flies into the box.

Children can ride on each line of the lyric (4 children per verse) or on every four lines (1 child per verse). When just one child goes per verse the child can take more time and circle the calf 3 or 4 times before letting the loop go.

This activity can also be done with imaginary ropes.

FOLLOW-UP:

Now that we've collected all the ropes, gallop around the room swinging an imaginary rope.

What color is your rope? How long is it?

Imagine your rope is made of heavy steel cable. How would you swing it?

What are you chasing with your rope?

What else could you be trying to catch?

What are you going to do with it when you catch it?

Imagine you are a calf and a cowperson is chasing you. How would you move?