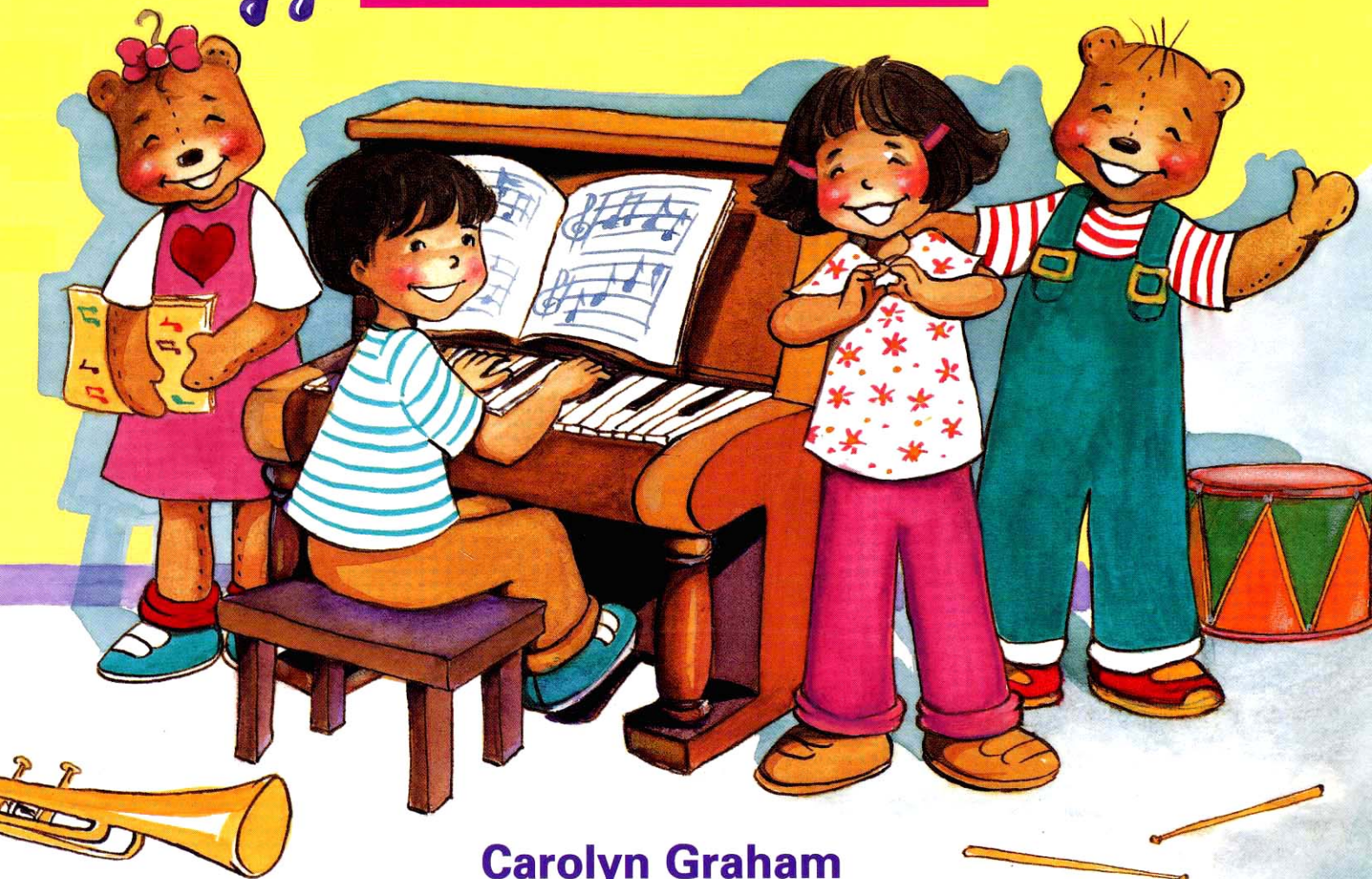


Tiny Talk



Songbook



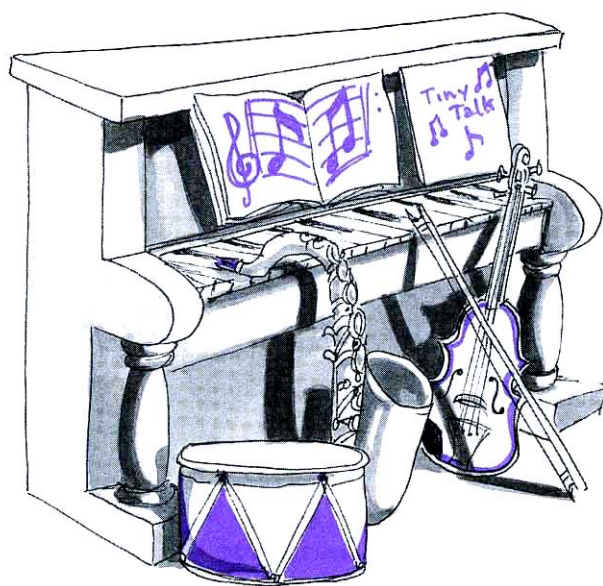
Carolyn Graham



Oxford University Press

Tiny Talk

Songbook



Carolyn Graham

based on the *Tiny Talk* kindergarten series by Susan Rivers

Oxford University Press

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TINY TALK SONGBOOK

The *Tiny Talk Songbook* contains the words and sheet music to all sixty original songs and chants written by Carolyn Graham for the *Tiny Talk* kindergarten series. Each selection relates directly to everyday themes and situations that young children clearly recognize and identify with. They are short, simple, and easy for preschoolers to learn.

All children enjoy music, and the *Tiny Talk* songs and chants give young students numerous opportunities to learn and practice important English vocabulary, expressions, and language patterns in fun and meaningful ways.

The songs and chants appear in the *Songbook* in the order in which they appear in the *Tiny Talk* series. As the language develops, the selections progress from very simple expressions to more complex structures. An alphabetical index of the songs and chants appears at the back of the book.

Teachers with their own instruments will enjoy playing the *Tiny Talk* music themselves directly from the *Songbook* sheet music. Others can simply use the *Songbook Cassette* or *CD* to model and practice the music selections. (See the teaching section following the series description below.)

The *Songbook* components can be used either independently or as integrated supplements to the regular *Tiny Talk* program.

SERIES DESCRIPTION

Tiny Talk is a three-level program designed for preschool and kindergarten children. This series is designed to help young children build strong listening and speaking skills in English by having them interact with warm, lovable characters in everyday real-life situations.

The three levels are each divided into A and B sections. Each section includes a *Student Book*, a *Workbook*, *Picture Cards*, *Wall Charts*, and a *Cassette*. The *Teacher's Book* for each level offers instructions for both the A and the B sections. Also available are the *Tiny Talk ABC Workbook* and

Puppets of the four main characters. By coordinating the use of all these components, the teacher can enable students to understand and practice a wide variety of basic English patterns.

TEACHING THE SONGS AND CHANTS

The *Tiny Talk Songbook Cassette* or *CD* contains two versions of each song or chant — a model version and a music-only version that allows students to perform the selection completely on their own. You can use the *Songbook* components to present a song or chant as follows:

- (1) Review or introduce the main language in the song/chant, using either pictures or actual objects if possible.
- (2) Play the first (model) version on the cassette/CD to familiarize students with the song/chant. (You can play it yourself on your own instrument, using the sheet music.)
- (3) Present the song/chant line-by-line, using appropriate gestures, expressions, and/or actions whenever possible. Sing or chant each line, then have the class repeat the words and the actions.
- (4) Play the first (model) version of the song again while the class sings/chants along and performs the actions. Divide the class into interactive groups when appropriate. (See pages 77–81 for teaching suggestions for each song/chant.)
- (5) Once the students have mastered the song/chant, they can perform the second (music-only) version with other verses.

If there are a few extra minutes remaining at the end of class, students can request their particular favorites.

TOTAL PHYSICAL RESPONSE (TPR)

The TPR method links physical actions to language and is an excellent way for young children to retain new language, burn off energy, and have fun. You should try to link as much new vocabulary as possible to gestures and actions. In addition, you should frequently conduct activities in which students respond physically to commands and/or the language in songs and chants (see pages 77–81).

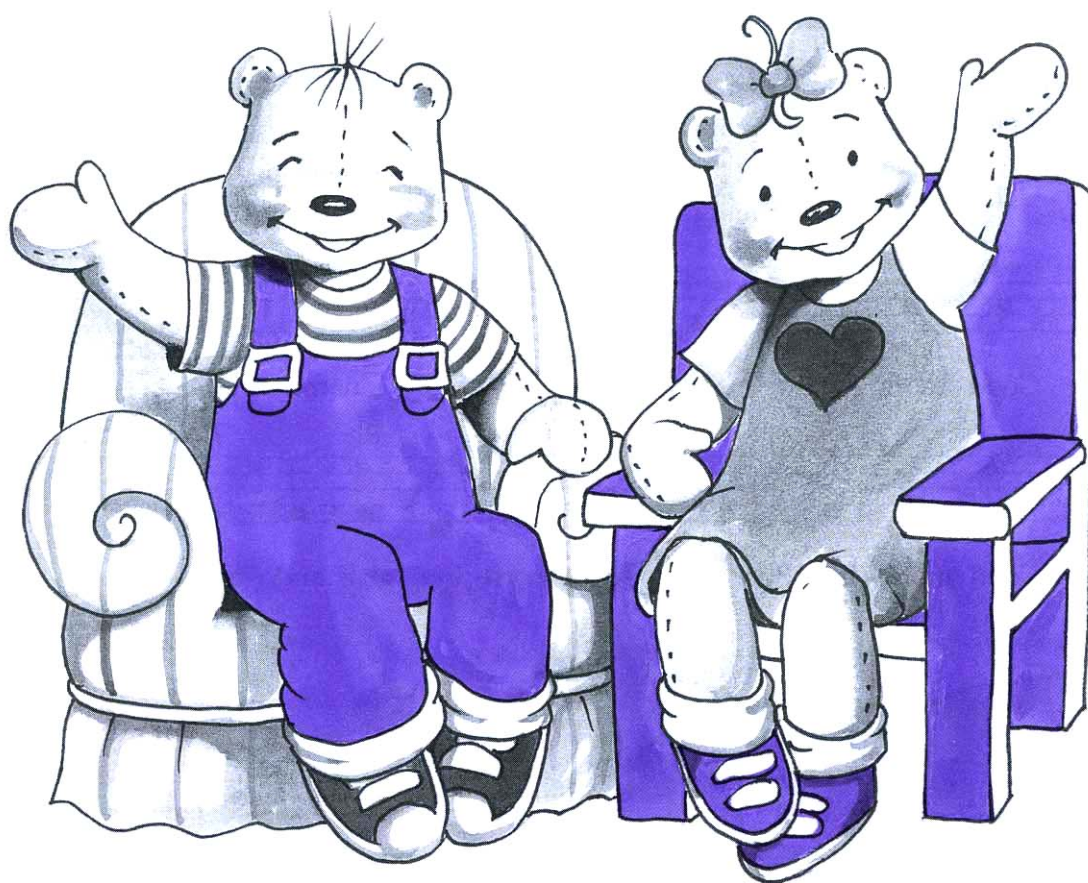
Hi! Hello!

Hi. Hel-lo, hel-lo. Hi. Hel-lo, hel-lo.

lo. Hi. Hel-lo. Hi. Hel-lo. Hi. Hel-lo. Hi. Hel-lo.——

Hi. Hel-lo. Hi. Hel-lo. Hi. Hel-lo, hel-lo.

The musical score is written on three staves in G major (one sharp) and 4/4 time. The first staff contains the melody for the first line of the song, with lyrics 'Hi. Hel-lo, hel-lo.' and a key signature change to B-flat major indicated by a Bb symbol. The second staff continues the melody with lyrics 'lo. Hi. Hel-lo. Hi. Hel-lo. Hi. Hel-lo. Hi. Hel-lo.——' and includes a key signature change back to G major indicated by a C symbol. The third staff concludes the melody with lyrics 'Hi. Hel-lo. Hi. Hel-lo. Hi. Hel-lo, hel-lo.' and includes a key signature change to B-flat major indicated by a Bb symbol.



My Name's Benny

F



My name's Ben - ny. Good morn - ing, Ben - ny.



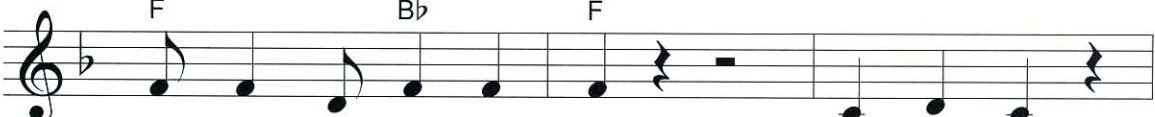
My name's Ben - ny. Good morn - ing, Ben - ny.

C7



My name's Ben - ny. Good morn - ing, Ben - ny.

F Bb F



Good morn - ing, girls and boys! My name's Sue.



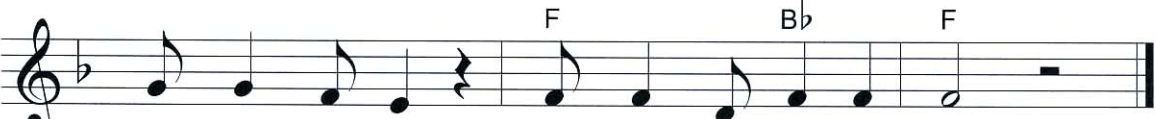
Good morn - ing, Sue. My name's Sue.

C7

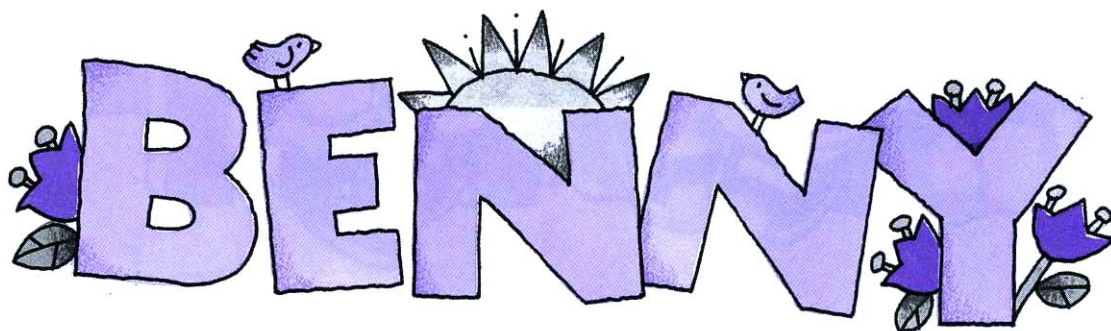


Good morn - ing, Sue. My name's Sue.

F Bb F



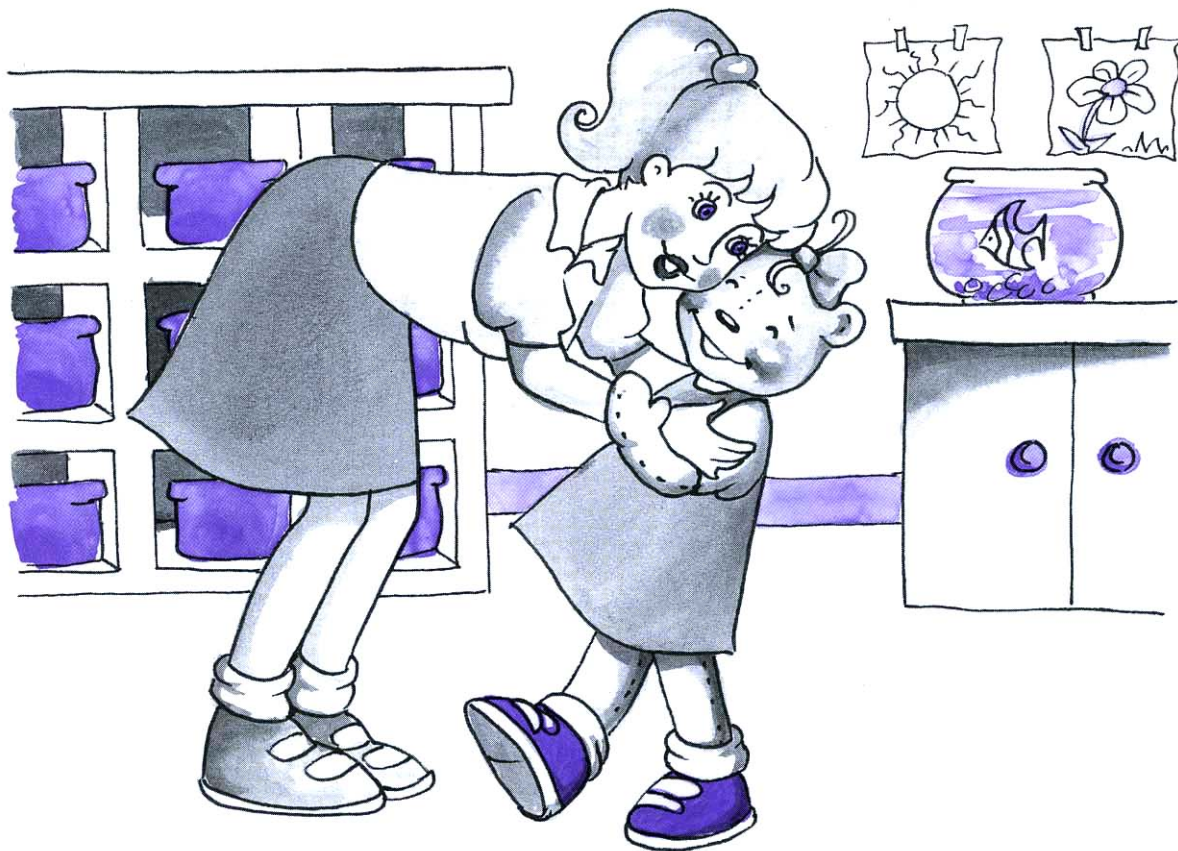
Good morn - ing, Sue. Good morn - ing, girls and boys!



How Are You, Sue?

How are you, Sue? How are you, Sue? How are you? How are you? How are you? How are you? How are you, Sue? How are you, Sue? I'm fine, thank you. How are you?

The musical score is written on four staves in G major (one sharp) and 4/4 time. The melody is simple and repetitive, with lyrics written below the notes. Chord symbols (F, Bb, C, C7) are placed above the staff at specific points.



Thank You, You're Welcome

Thank you. You're wel - come.

Thank you. You're wel - come. Thank you. You're wel - come.

Thank you ver - y much. You're wel - come.

Thank you. You're wel - come. Thank you. You're wel - come.

Thank you, thank you ver - y much. You're wel - come!



Up, Down, Turn Around

Up, down. Turn a-round, turn a-round.

Up, down. Turn a-round, turn a-round.

Up, up, up. Down, down, down, down,

down. Turn a-round! Jump!



Count To Five

C G

One, two, three, four, five. Lis - ten to me.

C G F C

I can count to five. One, two,

Dm C G C

three, four, five. I — can count to five.

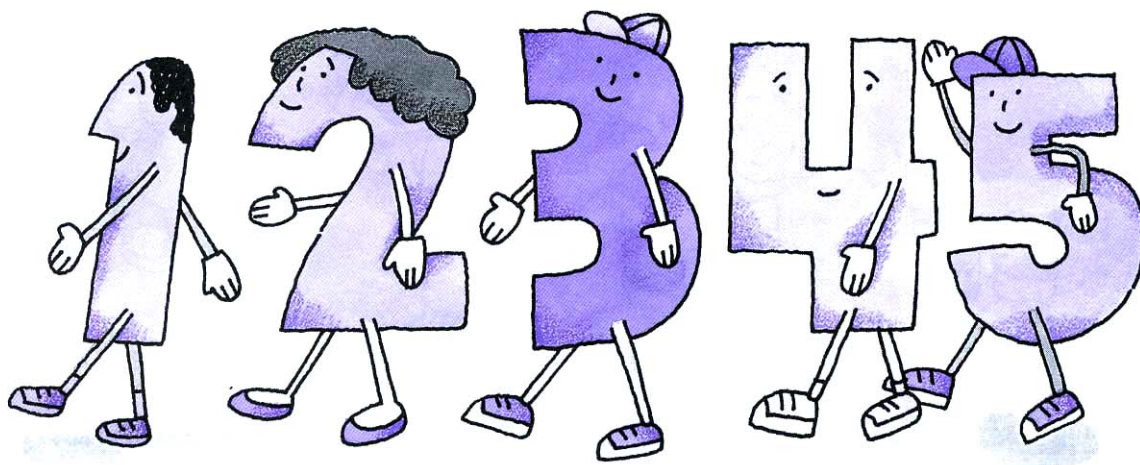
G

One, two, three, four, five. Hey! One, two, three, four,

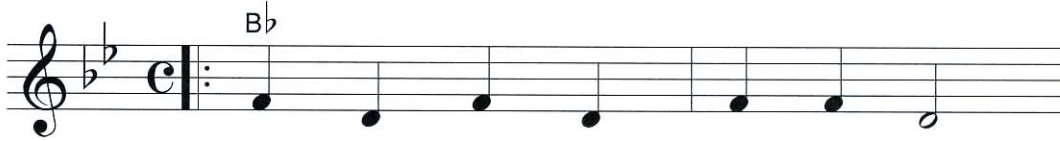
five. Yes! One, two, three, four, five. Wow!

C

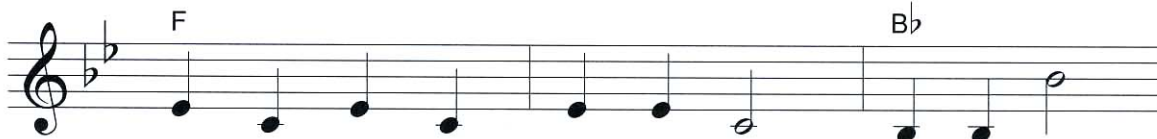
One, two, three, four, five!



The Snack Time Song



1. Cook - ies, cook - ies. One, two, three.
2. Ap - ples, ap - ples. One, two, three.



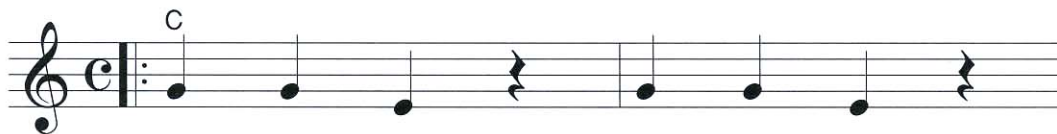
Cook - ies, cook - ies. One, two, three. One for you,
Ap - ples, ap - ples. One, two, three. One for you,



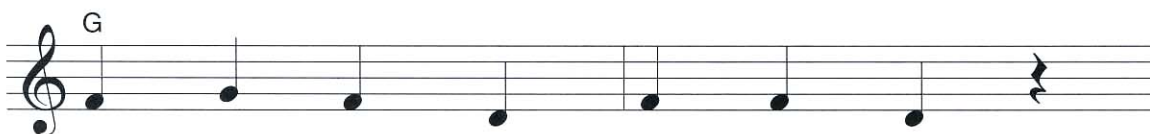
one for me. One for the teach - er, one, two, three.
one for me. One for the teach - er, one, two, three.



I Like Pink



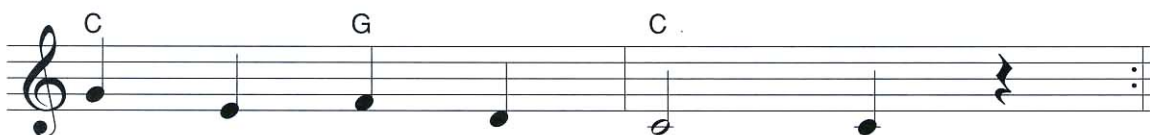
1. I like pink. I like blue.
2. I like red. I like blue.
3. I like green. I like blue.



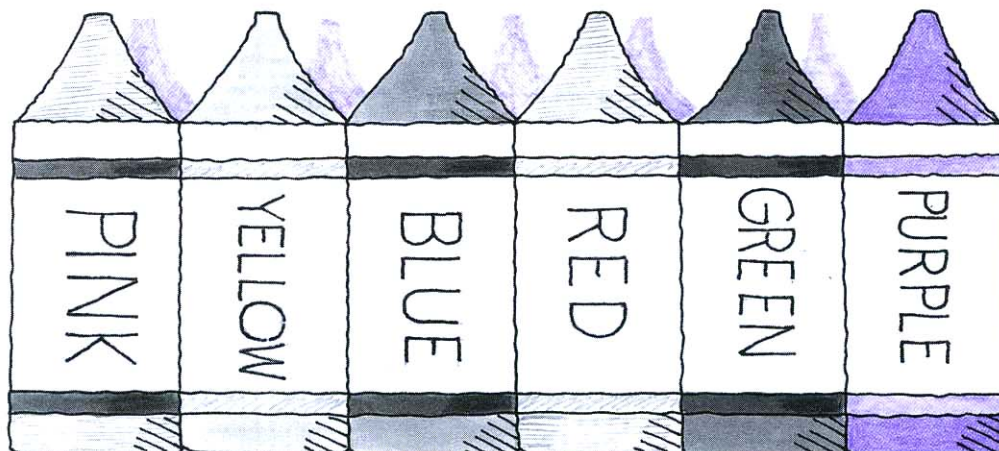
I like yellow. I do, too.
I like purple. I do, too.
I like yellow. I do, too.



Pink and blue and yellow, too.
Red and blue and purple, too.
Green and blue and yellow, too.



I like pretty colors.
I like pretty colors.
I like pretty colors.



The Bye Bye Song

Bye, bye. See you to-mor - row.

Bye, bye. See you to-mor - row. Bye, bye.

See you to-mor - row. Bye, bye. Bye, bye.



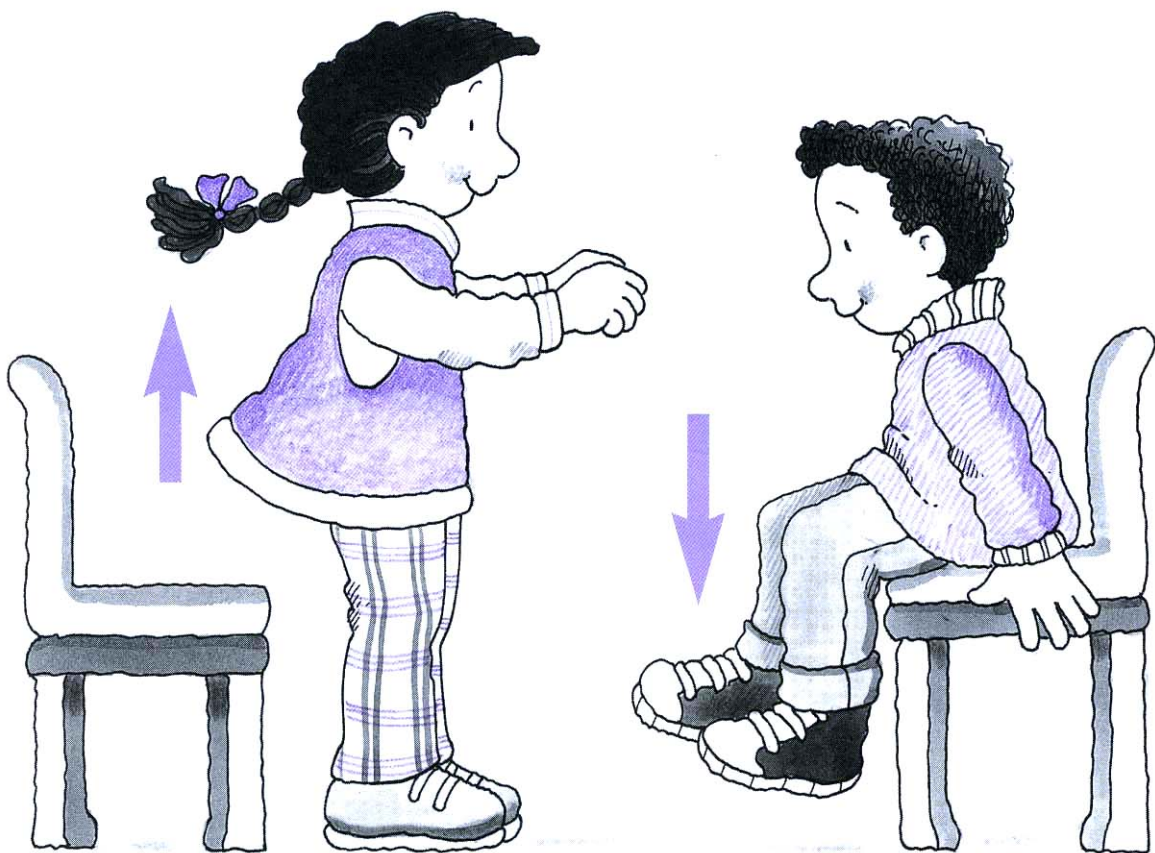
Stand Up, Sit Down

Stand up. Stand up. Stand up.

up. Sit down, down, down. Stand up. Stand up. Stand up.

up. Sit down, down, down. Stand up. Sit down. Stand up.

up. Sit down. Stand up. Sit down, sit down.



The Weather Song

It's rain-ing here. It's rain-ing there. It's

rain - ing, rain - ing eve - ry - where. It's

rain-ing here. It's rain-ing there. It's rain-ing eve-ry-where. I'm

wet. I'm wet. I'm ver - y, ver - y wet. It's

rain-ing here. It's rain-ing there. It's rain-ing eve - ry-where.



Chicken Noodle Soup

The musical score is written for a single melodic line on a treble clef staff in the key of E-flat major (three flats: B-flat, E-flat, A-flat) and 4/4 time. The melody consists of several phrases with lyrics underneath. Chords are indicated by letters with flats above the staff. The score includes a repeat sign in the first line, a double bar line with repeat dots in the fifth line, and a final double bar line at the end of the eighth line. The lyrics are: "I'm hun - gry. — Have some chick - en soup. I'm hun - gry. — Have some chick - en soup. I'm hun - gry. — Have some chick - en soup. Have some chick - en noo - dle soup. — (I'm) Chick - en noo - dle, one, two. Chick - en noo - dle soup for you! Chick - en noo - dle, one, two, three. Chick - en noo - dle soup for me!"

Lyrics:

I'm hun - gry. — Have some
chick - en soup. I'm hun - gry. — Have some
chick - en soup. I'm hun - gry. — Have some
chick - en soup. Have some chick - en noo - dle soup. —
(I'm) Chick - en noo - dle, one, two.
Chick - en noo - dle soup for you!
Chick - en noo - dle, one, two, three.
Chick - en noo - dle soup for me!

The Yellow Pillow Song

F C7 F

That's my pil - low. No, no, no.

C7 F C

Yel - low pil - low. No, no, no. That's my pil - low. No, no, no.

F B♭ F C7 F

That's my yel - low pil - low. It's my pil - low. No, no, no.

C7 F C

Yel - low pil - low. No, no, no. It's my pil - low. No, no, no.

F B♭ F

It's my yel - low pil - low.



The Traffic Light Song

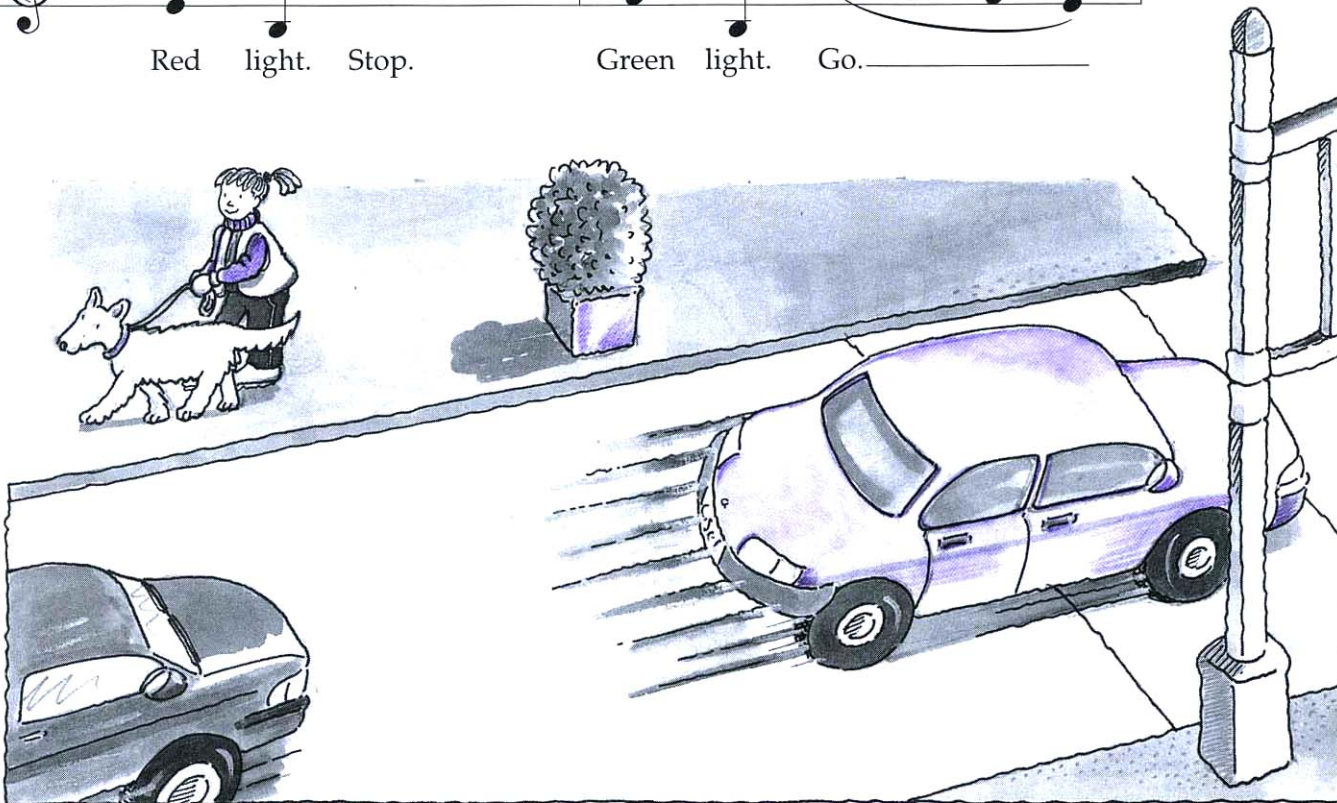
Red light. Stop. Green light. Go.

Green light. Yes. Red light. No, no, no.

Green light. Yes. Red light. No.

Yel - low light, yel - low light. Please be care - ful.

Red light. Stop. Green light. Go.

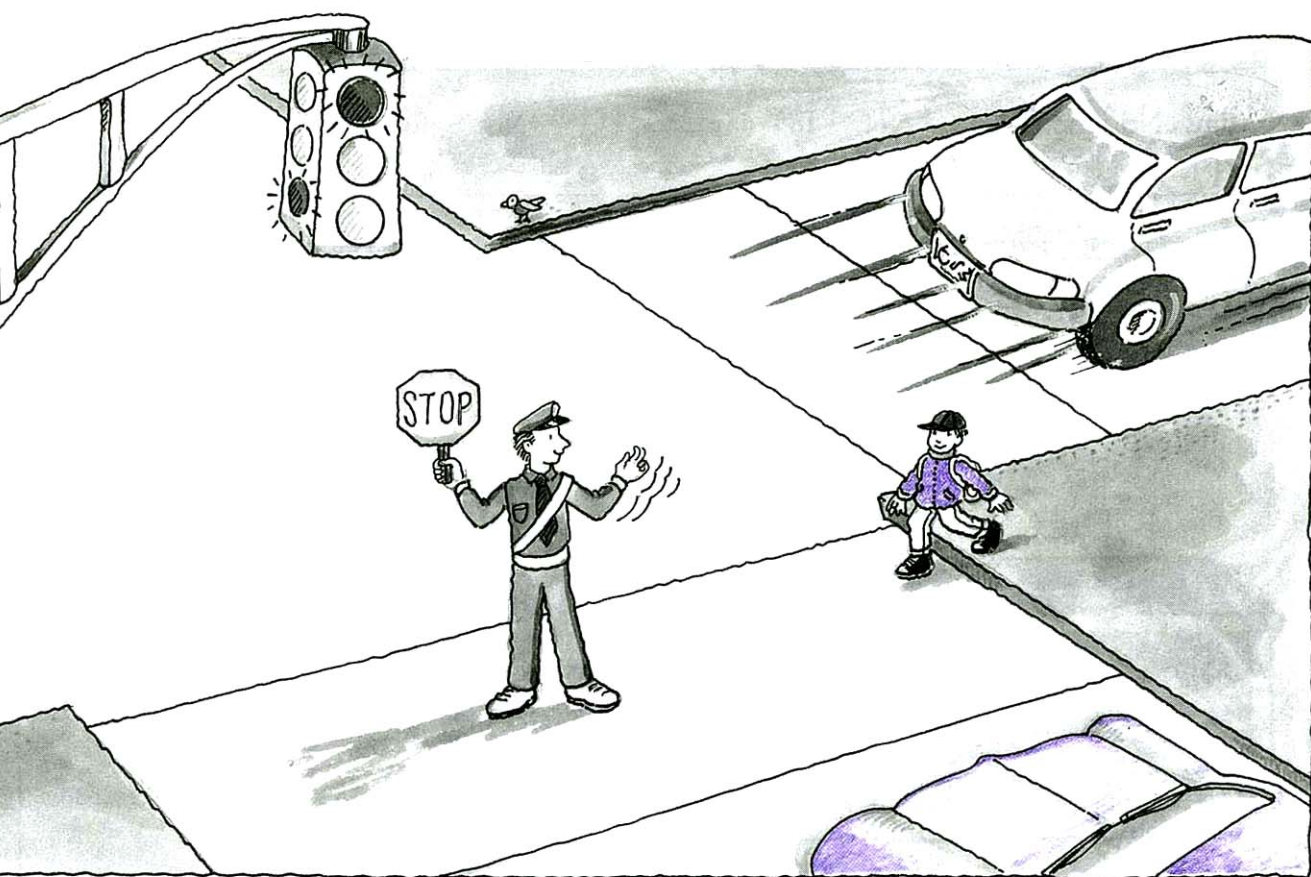


Green light. Yes. Red light. No, no, no.

Red light, green light, yel - low light. Oh!

Yel - low light, yel - low light. Please be care - full!

Yel - low light. Go slow!



Not Today

C

Mom - my, Mom - my, I want can - dy.

G C

Not to - day. Not to - day. Mom - my, Mom - my,

G C

I want can - dy. I want can - dy to - day. No, no, no.

F C G

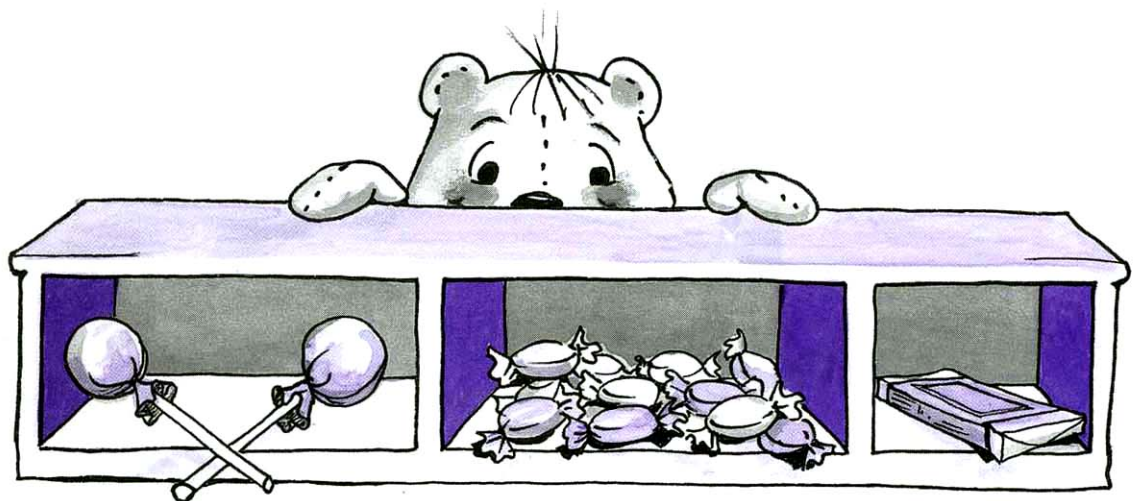
Not to - day. Not to - day. No can - dy to -

C7 F C

day. No, no, no. Not to - day. Not to - day.

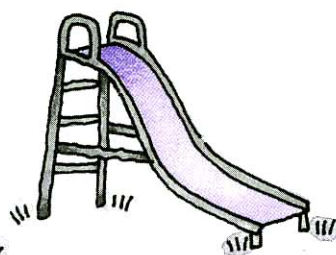
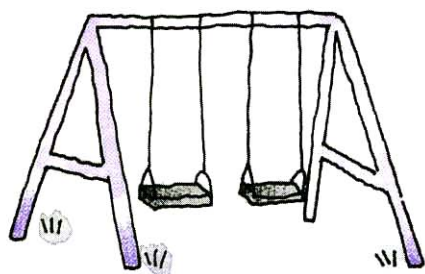
G C

No can - dy to - day.



The Playtime Song

Let's play! Let's
 swing on the swing. Let's slide on the slide. Let's
 run. Let's play! Let's swing on the swing. Let's
 slide on the slide. Let's run. Let's
 swing on the swing. Slide on the slide.
 Run, run, run, run, run! Let's swing on the swing.
 Slide on the slide. Run, run, run, run, run!



Daddy's Home

The musical score is written for a single melodic line in B-flat major (two flats) and common time (C). The melody is simple and repetitive, consisting of eighth and quarter notes. The lyrics are written below the staff, and chord symbols (F, Bb, Bb7, Eb) are placed above the staff to indicate the harmonic accompaniment. The score is divided into two main sections: the first section contains the first two lines of the song, and the second section contains the last two lines. The lyrics are: "Dad - dy's home. He's my dad - dy." and "I'm so hap - py my dad - dy's home." and "Here comes Dad - dy." and "I'm so glad."

Dad - dy's home. He's my dad - dy.

Dad - dy's home. He's my dad - dy.

Dad - dy's home. He's my dad - dy.

I'm so hap - py my dad - dy's home.

Dad - dy's home. Here comes Dad - dy.

Dad - dy's home. Here comes Dad - dy.

Dad - dy's home. Here comes Dad - dy.

I'm so hap - py my dad - dy's home. I'm so glad.

He's my dad-dy. I'm so glad. He's my dad-dy.

I'm so glad. He's my dad - dy.

I'm so hap - py my dad - dy's home.



I Don't Like Fish

D

I don't like fish. I do. I like it.

A

I do, too. I don't like fish. I do.

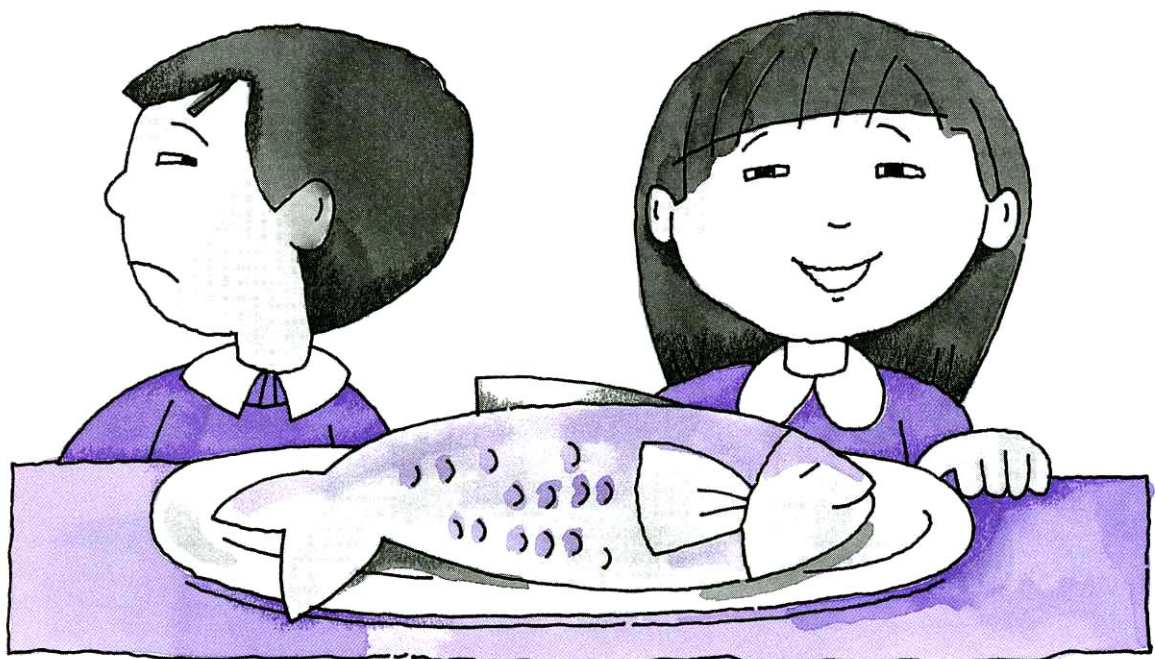
D

I love it. I do, too. I don't like

fish. I do. I like it. I do, too.

A D A D

I love it. I do, too. I don't. I do. Me too!



Where's The Soap?

Where's the soap, Ben - ny? Where's the

soap, Ben - ny? Where's the soap?

Here it is! Where's the towel, Ben - ny? Where's the

towel, Ben - ny? Where's the towel?

Here it is! Where's the sham - poo, Ben - ny? Where's the

sham - poo, Ben - ny? Where's the sham - poo?

Here it is! Where's the soap, Ben - ny? Where's the

soap, Ben - ny? Where's the soap? Here it is!

Chords: G, D, G7, C, D7

The Bedtime Song



G C G

1. Goodnight, Mom - my. Look at the moon!
2. Goodnight, Ben - ny. Look at the stars!

C G

Good night, Mom - my. Look at the moon!
Good night, Ben - ny. Look at the stars!

D

Good night, Mom - my. Look at the moon!
Good night, Ben - ny. Look at the stars!

G C G G C G

Look at the yel - low moon! Good night, Sue.
Look at the yel - low moon!

C G

Look at the sky! Good night, Sue.

D

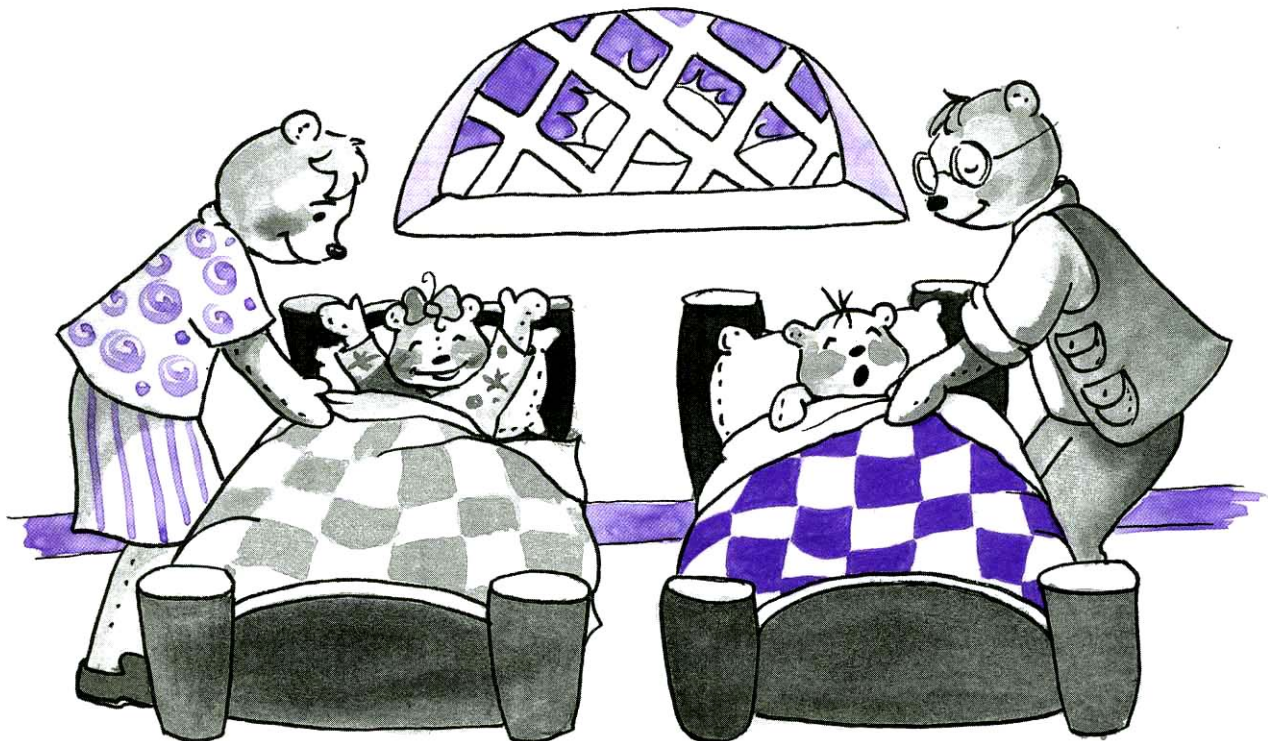
Look at the sky! Good night, Sue.

G C G

Look at the sky! Look at the yel - low moon!

Good Morning, Mommy

Musical notation for the song 'Good Morning, Mommy'. The melody is written on a single staff in E-flat major (three flats). The lyrics are: 'Good morn - ing, Mom - my. Good morn - ing, Sue. Good morn - ing, Dad - dy. How are you? Good morn - ing, Ben - ny. Good morn - ing, Sue. — Good morn - ing, Mom - my. How are you?'



Wash Your Face

The musical score is written on eight staves in G major (one sharp) and common time. It includes lyrics and chord symbols (F, C, F7, Bb, C, F) above the notes. Some measures contain 'x' marks, likely indicating where to place a hand or a specific action. The lyrics are: 'Wash your face, Ben - ny. Wash your face, Ben - ny. Do it now! Wait a min-ute! Wait a min-ute! Now, Ben - ny. Do it now, Ben - ny. Do it now! No, Ben - ny. Do it now, Ben - ny. Do it now, Ben - ny. Wash your face, Ben - ny. Wash your face, Ben - ny. Do it now! Right now!'.

Wash your face, Ben - ny. Wash your
face, Ben - ny. Do it now!
Wait a min-ute! Wait a min-ute! Now, Ben - ny. Do it
now, Ben - ny. Do it now!
Wait a min-ute! Wait a min-ute! No, Ben - ny. Do it
now, Ben - ny. Do it now, Ben - ny. Do it
now, Ben - ny. Wash your face, Ben - ny. Wash your
face, Ben - ny. Do it now! Right now!

The Toothbrush Song



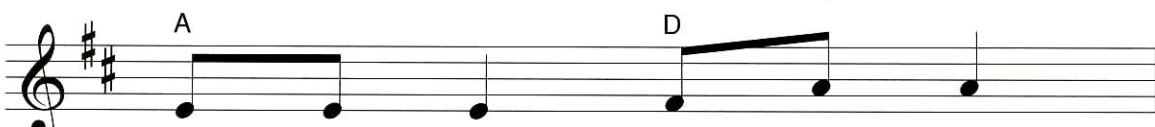
1. Here's your tooth-brush. Here's your tooth-brush.
 2. Here's your hair-brush. Here's your hair-brush.



Here's your tooth-brush. Brush your teeth right now.
 Here's your hair-brush. Brush your hair right now.



Brush, brush, brush, brush, brush your teeth.
 Brush, brush, brush, brush, brush your hair.



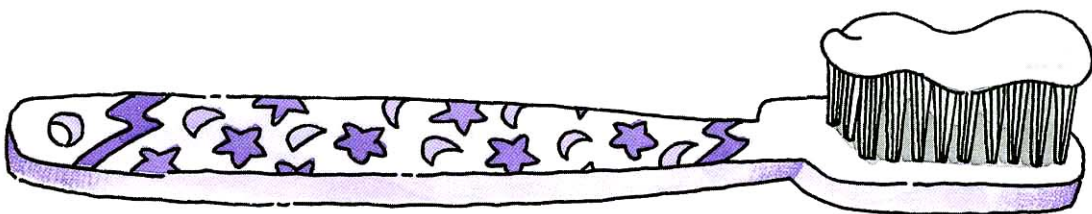
Brush your teeth. Brush your teeth.
 Brush your hair. Brush your hair.



Brush, brush, brush, brush, brush your teeth.
 Brush, brush, brush, brush, brush your hair.



Brush your teeth right now.
 Brush your hair right now.



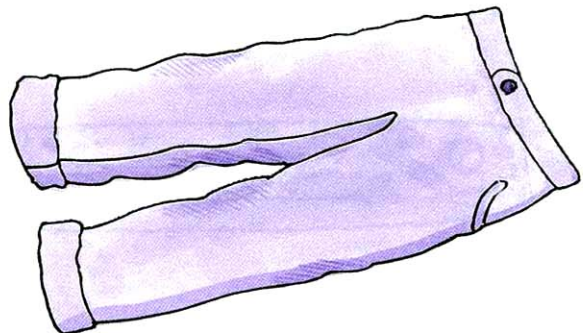
The Purple Pants Song

Chorus:

Put on your shirt. Put on your pants.
Put on your pur - ple pants. Please help me!
Put on your shirt. Put on your pants.
Put on your pur - ple pants. Please help me!
Put on your shirt. Put on your pants.
Put on your pur - ple pants. Put on your T - shirt.
Put on your pants. Put on your pur - ple pants.

Chorus:

Put on your shirt. Put on your pants.
Put on your pur - ple pants. Please help me!
Put on your shirt. Put on your pants.
Put on your pur - ple pants. Please help me!
Put on your shirt. Put on your pants.
Put on your pur - ple pants. Put on your T - shirt.
Put on your pants. Put on your pur - ple pants.



Toast For Breakfast

F C
 Toast for break - fast, I like toast and jam.

F
 Toast for break - fast, I like toast and jam.

B $\flat$
 Toast for break - fast, I like toast and jam.

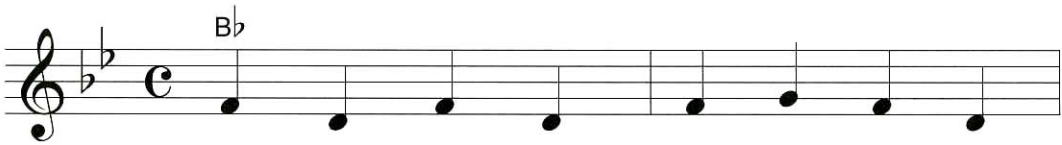
F
 Milk and cer - e - al, milk and cer - e - al.

C F
 I like milk and I like cer - e - al.

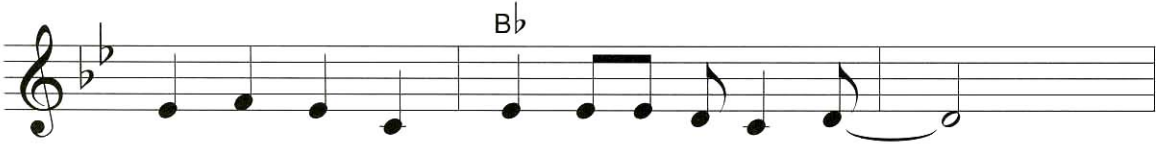
B $\flat$ F C F
 Milk and cer - e - al, milk and cer - e - al. I like toast and jam.



The Tattletale Song


Mom - my, Mom - my, look at Ben - ny.


Don't be a tat - tle - tale. — Look, Mom - my,


Ben - ny's play - ing. Don't be a tat - tle - tale. —


Mom - my, Mom - my, look at Ben - ny. Don't be a tat - tle - tale. —


— Don't, don't, don't, don't.


Don't be a tat - tle - tale. — No, no, no. Don't, don't,


don't, don't. Don't be a tat - tle - tale. —



One Eraser, Five Toys

Note: Each verse is chanted twice.

One eraser
Two erasers

One pencil
Three pencils

One marker
Four markers

One toy
Five toys

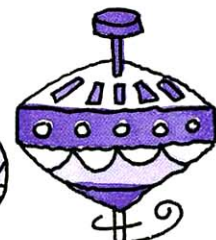
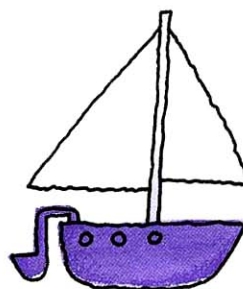
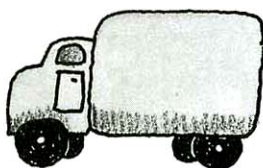
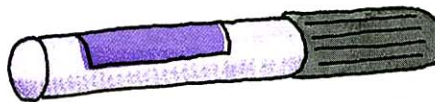
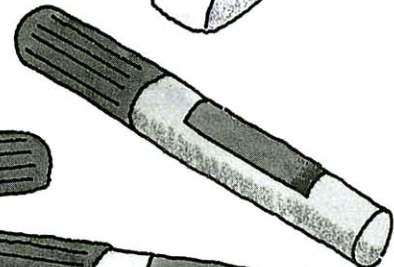
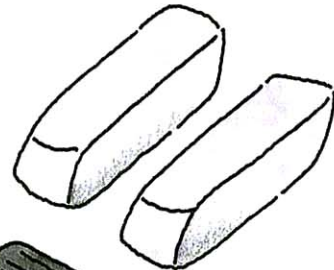
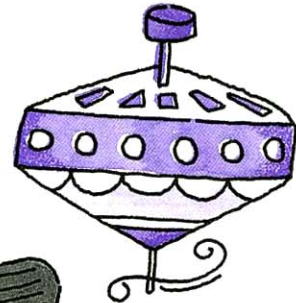
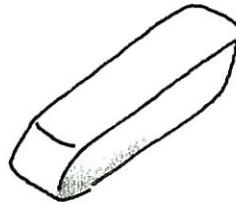
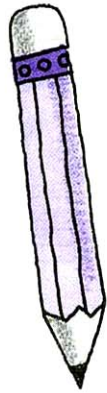
Five toys, five toys
One, two, three, four, five toys

Four markers, four markers
(clap, clap) One, two, three, four markers

Three pencils, three pencils
One (clap), two (clap), three (clap) pencils

Two erasers
Three pencils
Four markers
Five toys

One, two, three, four, five toys
Five big toys! (clap)



The Little Green Bag Song

Don't for- get. Don't for- get. Don't—

— for- get your lit- tle green bag. Don't for- get.

Don't for- get. Don't— for- get your lit- tle green

bag. Here, Ben - ny. Here it is.—

Here's your lit- tle green bag. Here, Ben - ny.

Here it is. Here's— your lit- tle green bag. Thanks, Mom- my!



The Julie Song

Who's she? She's Ju - lie.

Nice to meet you, Ju - lie. Who's she? She's Ju - lie.

Nice to meet you, Ju - lie. Who's she? She's Ju - lie.

Nice to meet you, Ju - lie. Hi Ju - lie, nice to meet you.

Hel-lo Ju - lie, nice to meet you. Hi Ju - lie, nice to meet you.

Nice to meet you, too.



The Bus Driver Song

Is he a teach - er? No, no, no.

Is he a stud - ent? No, no, no. Is he a driv - er?

Yes he is. ——— Let's go! He's a

bus driv - er. He's a bus driv - er.

Look at the yel - low bus. He's a

bus driv - er. He's a bus driv - er.

Look at the yel - low bus. Bus driv - er.

Bus driv - er. He's a bus driv - er. He's a

bus driv - er. He's a bus driv - er. He's a
bus driv - er. Look at the yel - low bus. Let's go!



How Many Buses?

E♭

How man - y bus - es? How man - y bus - es?

B♭

How man - y bus - es can you count? Six!

How man - y teach - ers? How man - y teach - ers?

E♭

How man - y teach - ers can you count? Seven!

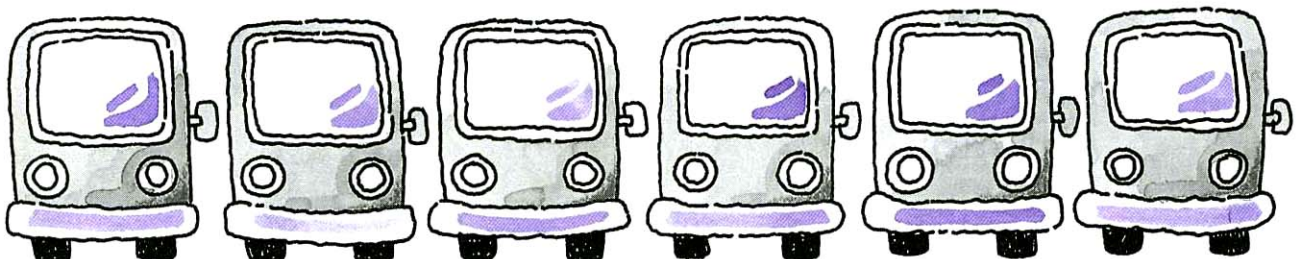
How man - y girls? Eight! How man - y boys? Nine!

E♭7 *A♭*

How man - y stud - ents can you count? Ten!

E♭ *B♭7* *E♭*

One, two, three, four, five, six, sev - en. Eight, nine, ten!



I Can See Butterflies

F B $\flat$

I can see trees. I can see sky.

F C

I can see but - ter - flies. I can see but - ter - flies.

F B $\flat$

I can see clouds. I can see sky.

F C F

I can see but - ter - flies. So can I.

B $\flat$ F

I can see flow - ers. Red and blue.

G7 C7

I can see blue - birds, too.

F B $\flat$

I can see blue - birds. I can see two birds.

F C F

I can see but - ter - flies. I can, too.

Big Green Kite

Note: Each verse is chanted twice.

I have a kite (*clap, clap*)

I have a big kite

I have a big (*clap*) green (*clap*) kite (*clap, clap*)

I have a ball (*clap, clap*)

I have a small ball

I have a small (*clap*) blue (*clap*) ball (*clap, clap*)

I have a big kite

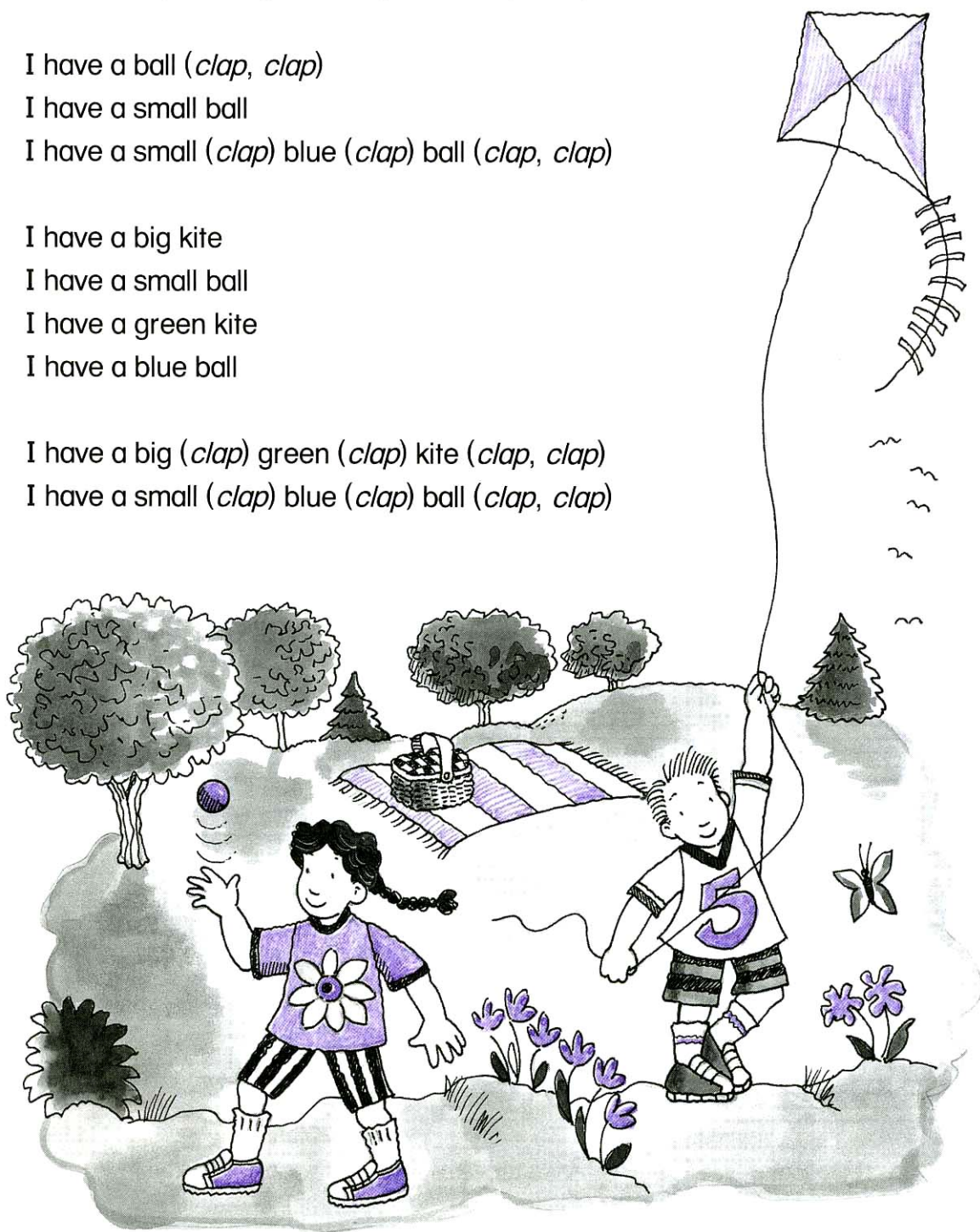
I have a small ball

I have a green kite

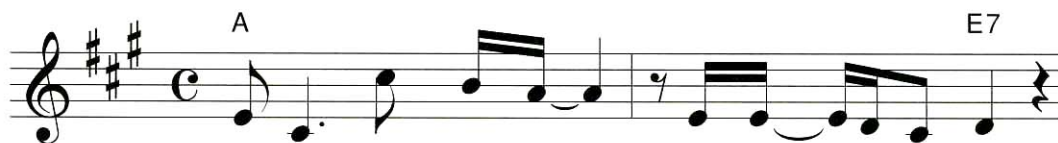
I have a blue ball

I have a big (*clap*) green (*clap*) kite (*clap, clap*)

I have a small (*clap*) blue (*clap*) ball (*clap, clap*)



Where's The Ball?



Uh-oh! Where's the ball?— It's und - er the bus.



Uh - oh! Where's the ball?— It's und - er the bus.



Where's the ball?— There it is!— Where's the ball?— There it is!—

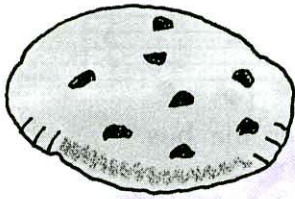


Where's the ball?— There it is!— It's und - er the bus. Uh-oh!



Cookies And Ants

Note: Each verse is chanted twice.

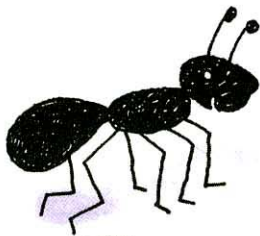
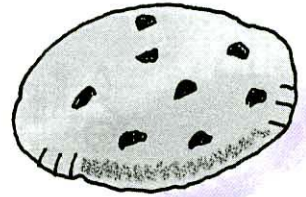


What are these? (*clap, clap*)

They're cookies

What are those? (*clap, clap*)

They're ants

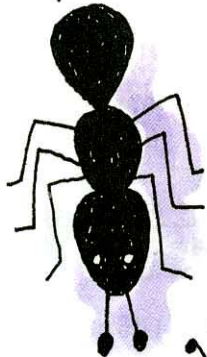
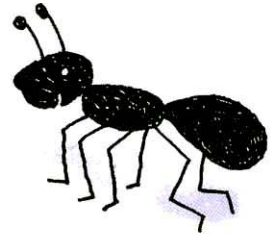


What are these? What are these?

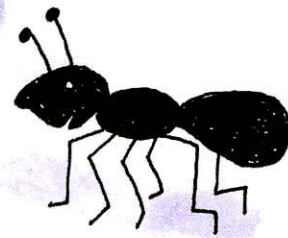
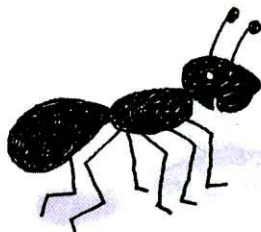
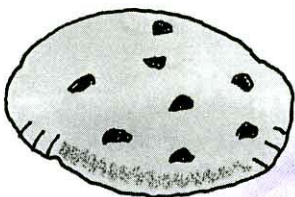
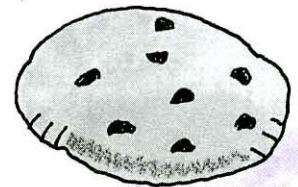
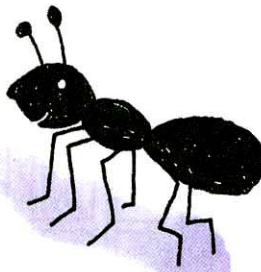
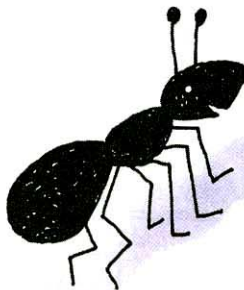
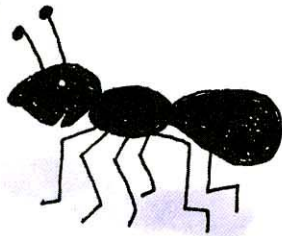
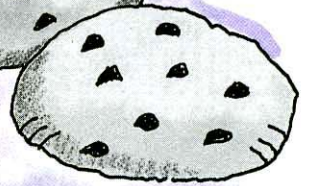
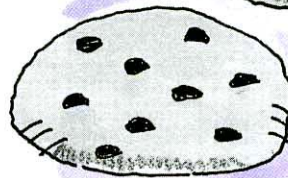
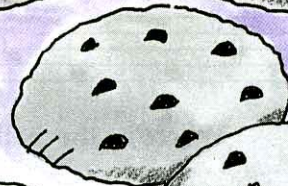
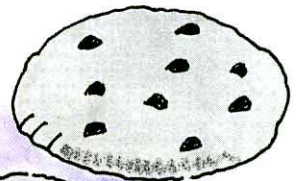
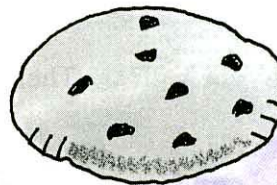
They're cookies

What are those? What are those?

They're ants



Cookies and ants
Cookies and ants
These are cookies
And those are ants



I'm Hungry

I'm hun - gry. What do you want? I'm
 hun - gry. What do you want? I'm
 so hun - gry. What do you want? I
 1. D A D
 want my lunch! I want a
 D
 ham - bur - ger and a hot dog. I want an
 A D
 ap - ple and a cook - ie. I want a ba -
 D7 G D A D
 na - na and an egg. I want my lunch!
 2. D A D
 want my lunch!

What Are You Doing?

F



What are you do - ing? I'm blow - ing

Bb



bub - bles. What are you do - ing? I'm play - ing

F



tag. What are you do - ing? I'm blow - ing

G



bub - bles. What are you do - ing? I'm play - ing



C F
 tag. What are you do - ing? I'm blow - ing
 Bb
 bub - bles. What are you do - ing? I'm play - ing
 A7 Bb F D7
 ball. What are you do - ing? I'm play - ing hide - and - seek.
 G7 C7 F
 What are you do - ing? I'm play - ing ball.



Look At Benny — What's He Doing?

F



1. Look at Ben - ny. What's he do - ing?
2. Look at Mike. — What's he do - ing?

C



He's fly - ing a kite. Look at Ben - ny. What's he do - ing?
He's rid - ing a bike. Look at Mike. — What's he do - ing?

F



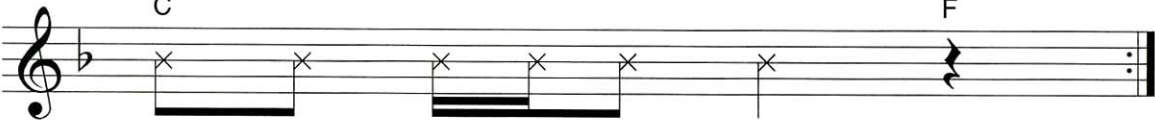
He's fly - ing a kite. Fly - ing a kite. Fly - ing a kite.
He's rid - ing a bike. Rid - ing a bike. Rid - ing a bike.

C F Bb F

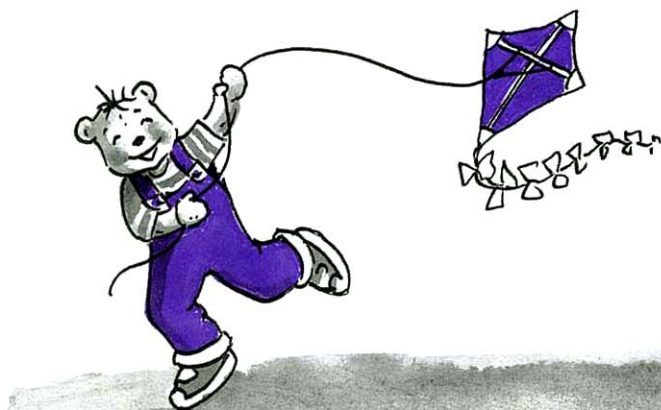


Ben - ny's fly - ing a kite. Fly - ing a kite. Fly - ing a kite.
Mike's — rid - ing a bike. Rid - ing a bike. Rid - ing a bike.

C F



Ben - ny's fly - ing a kite.
Mike's — rid - ing a bike.



Don't Cry, Benny

A

Ben - ny's cry - ing. Poor Ben - ny!

E7 A D

Ben - ny's cry - ing. Poor Ben - ny! Ben - ny's cry - ing. Don't cry Ben - ny.

A E A A

Ben - ny, what's wrong? My leg hurts. Poor Ben - ny! My

E7 A D

tum - my hurts. Poor Ben - ny! My head hurts. Poor, poor Ben - ny!

A E A A

Ben - ny, don't cry! My foot hurts. Poor Ben - ny! My

E7 A D

hand hurts. Poor Ben - ny! My head hurts. Poor, poor Ben - ny!

A E A

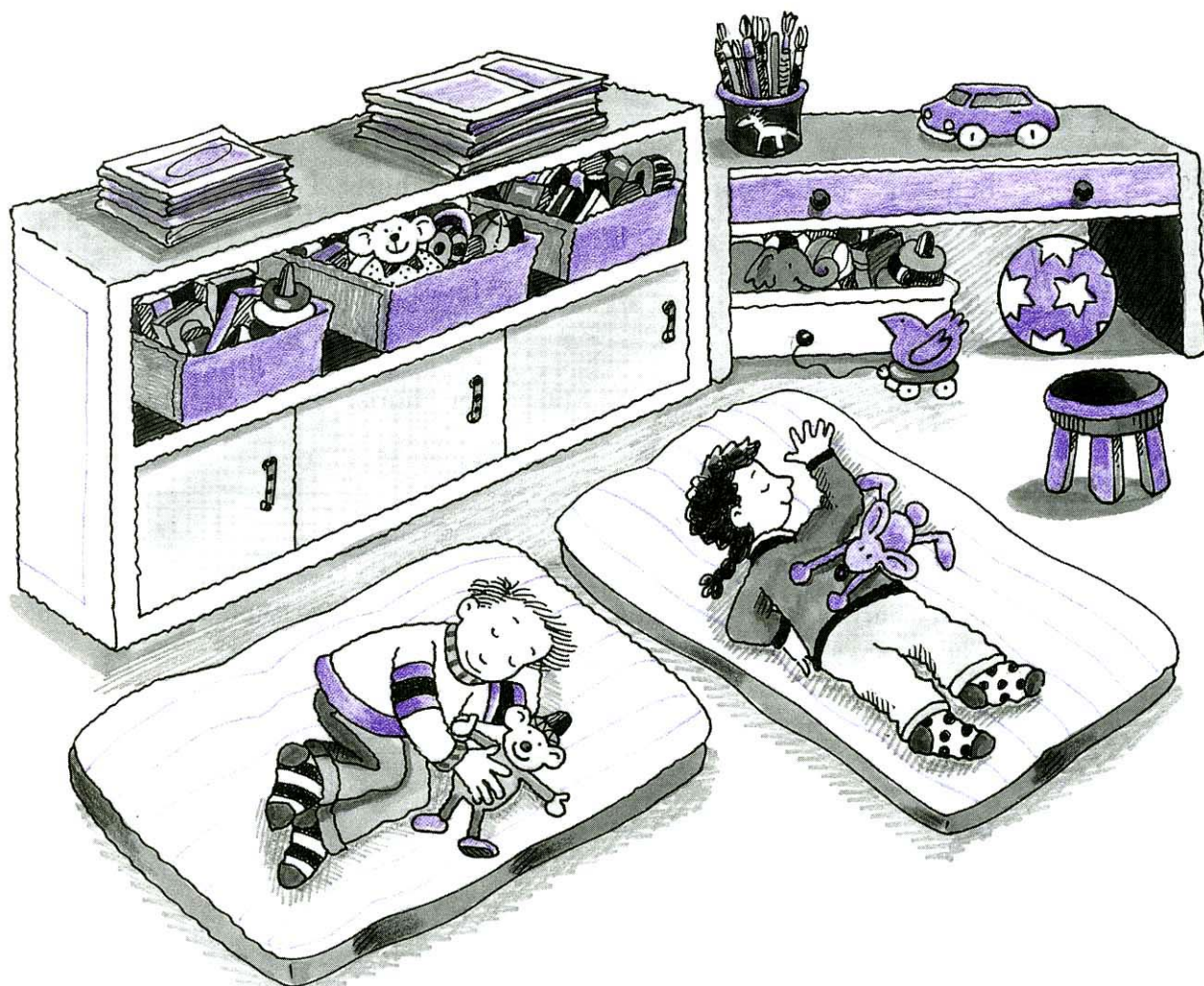
Ben - ny, don't cry!

The Sleeping Song

What are they do - ing? They're

sleep - ing. They're ver - y, ver - y tired. What are they

do - ing? They're sleep - ing. They're ver - y, ver - y



F

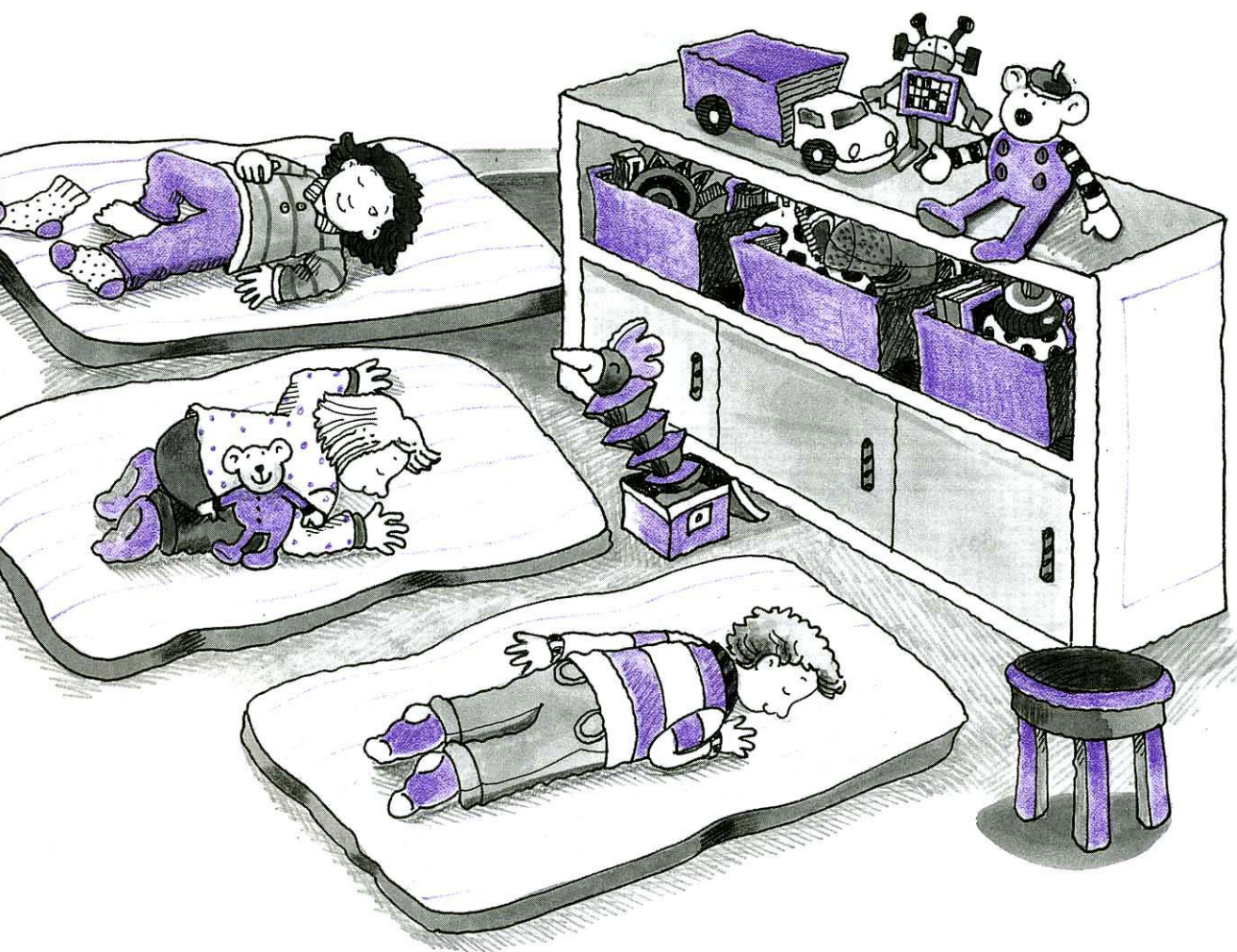
tired. The boys are sleep-ing. They're sleep-ing. They're

F7 Bb

ver - y, ver - y tired. The girls are sleep-ing. They're

F G7 C7 F

sleep-ing. They're ver - y, ver - y tired.



Wake Up, Julie

The musical score for 'Wake Up, Julie' is written in E-flat major (three flats) and common time (C). It consists of seven staves of music. The lyrics are: 'Wake up, Julie. It's late, Julie. Wake up, Julie. It's late, Julie. Wake up, Julie. It's late, Julie. Oh, Mike! No, Mike! It's Sunday! Sunday, Monday, Tuesday, Wednesday. Sunday, Monday, Tuesday, Wednesday. Sunday, Monday, Tuesday, Wednesday.' The score includes various musical notations such as whole, half, quarter, eighth, and sixteenth notes, rests, and bar lines. Chord symbols are placed above the staff: E-flat, B-flat7, A-flat, E-flat, B-flat7, E-flat, B-flat, E-flat, B-flat, E-flat, B-flat, E-flat, B-flat, E-flat, F minor, E-flat, and A-flat.

Wake up, Julie. It's

late, Julie. Wake up, Julie. It's

late, Julie. Wake up, Julie. It's late, Julie.

Oh, Mike! No, Mike! It's Sunday!

Sunday, Monday, Tuesday, Wednesday.

Sunday, Monday, Tuesday, Wednesday.

Sunday, Monday, Tuesday, Wednesday.

$E\flat$ $B\flat$ $E\flat$
 Thurs-day, Fri-day, Sat-ur-day. Wake up, Ju-lie. It's
 $B\flat7$
 late, Ju-lie. Wake up, Ju-lie. It's
 $E\flat$
 late, Ju-lie. Wake up, Ju-lie. It's late, Ju-lie.
 $A\flat$ $E\flat$ $B\flat7$ $E\flat$
 Oh, Mike! No, Mike! It's Sun-day!



The Bathroom Song

The musical score for 'The Bathroom Song' is written in treble clef with a key signature of one flat (Bb) and a common time signature (C). The melody is composed of eighth and quarter notes, with some rests. Chords are indicated by letters above the staff: F, Bb, F, Bb, F, C, F, A7, Dm, G7, C, F, Bb, F, Bb, A, Bb, B0, F/C, D7, G7, C7, F, C7, F, Bb, F, Bb, F, C. The lyrics are written below the staff, with some words underlined. The song is a simple, catchy tune about a bathroom.

F B $\flat$ F

Where are you? I'm in the bath - room.

B $\flat$ F C F A7 Dm

Where— are— you?— Where are— you?

G7 C

I'm in the bath - room. Where are you?

F B $\flat$ F

I'm in the bath - room. Where are you?

B $\flat$ A

I'm in the bath-room. Where— are— you?—

B $\flat$ B 0 F/C D7

I'm in the bath - room brush - ing my teeth, in the

G7 C7 F C7 F B $\flat$ F

bath - room.— Where is he?

B $\flat$ F C

He's in the bath-room. Where— is— he?—

Where is he? He's in the bath-room. Where is he?

He's in the bath - room. Where is he?

He's in the bath-room. Where is he?

He's in the bath - room brush - ing his teeth, in the

bath - room, not in the kitch-en, in the bath - room.



What Are You Wearing, Julie?

1. What are you wear - ing, Ju - lie?

What are you wear - ing to - day? Ju - lie,

what are you wear - ing? What are you wear - ing to - day?

Are you wear - ing a dress? What are you wear - ing to -

day? Are you wear - ing a skirt?

What are you wear - ing to - day? I'm wear - ing

(Chorus)
1. Shoes, socks,
2. Shoes, socks,

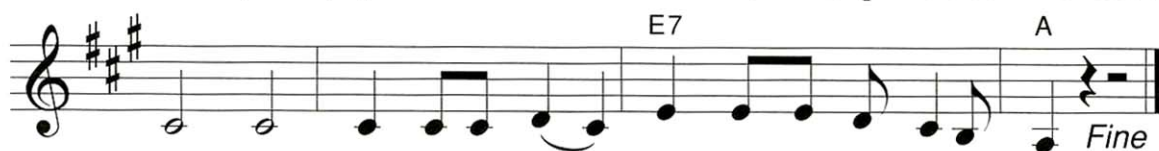
pants and a blouse.— Shoes, socks, pants and a blouse.— Shoes, socks,
pants and a T-shirt. Shoes, socks, pants and a T-shirt. Shoes, socks,

pants and a blouse.— That's what I'm wear - ing to - day.
pants and a T-shirt. That's what I'm wear - ing to - day.

The musical score is written on ten staves in treble clef with a key signature of three sharps (F#, C#, G#) and a common time signature (C). The melody is simple and repetitive, with lyrics written below the notes. Chord symbols (A, E7, D, Bm, A7/C#, A7) are placed above the staff at various points. The score includes a chorus section with two variations of the melody.



Shoes, socks, pants and a blouse.—Shoes, socks, pants and a blouse.—
Shoes, socks, pants and a T-shirt. Shoes, socks, pants and a T-shirt.



Shoes, socks, pants and a blouse.—That's what I'm wear-ing to - day.
Shoes, socks, pants and a T-shirt. That's what I'm wear-ing to - day.



2. What are you wear-ing, Mike? What are you wear-ing to -



day? Mike, what are you wear - ing?



What are you wear-ing to - day? Are you wear - ing



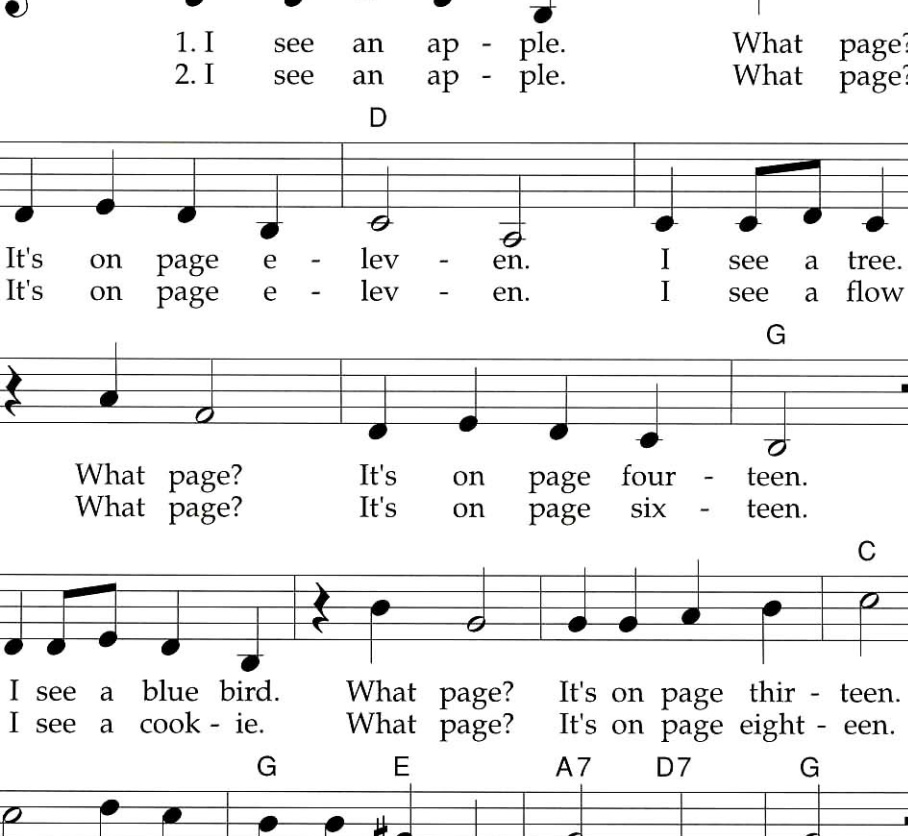
sneak - ers? What are you wear-ing to - day?



Are you wear - ing shorts?



What are you wear-ing to - day? I'm wear - ing
(Repeat Chorus)



G

1. I see an ap - ple. What page?
2. I see an ap - ple. What page?

D

It's on page e - lev - en. I see a tree.
It's on page e - lev - en. I see a flow - er.

G

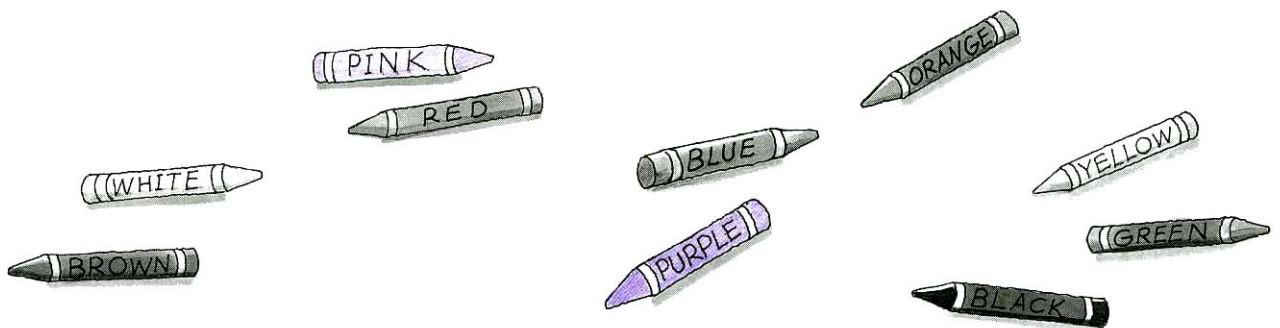
What page? It's on page four - teen.
What page? It's on page six - teen.

C

I see a blue bird. What page? It's on page thir - teen.
I see a cook - ie. What page? It's on page eight - een.

G E A7 D7 G

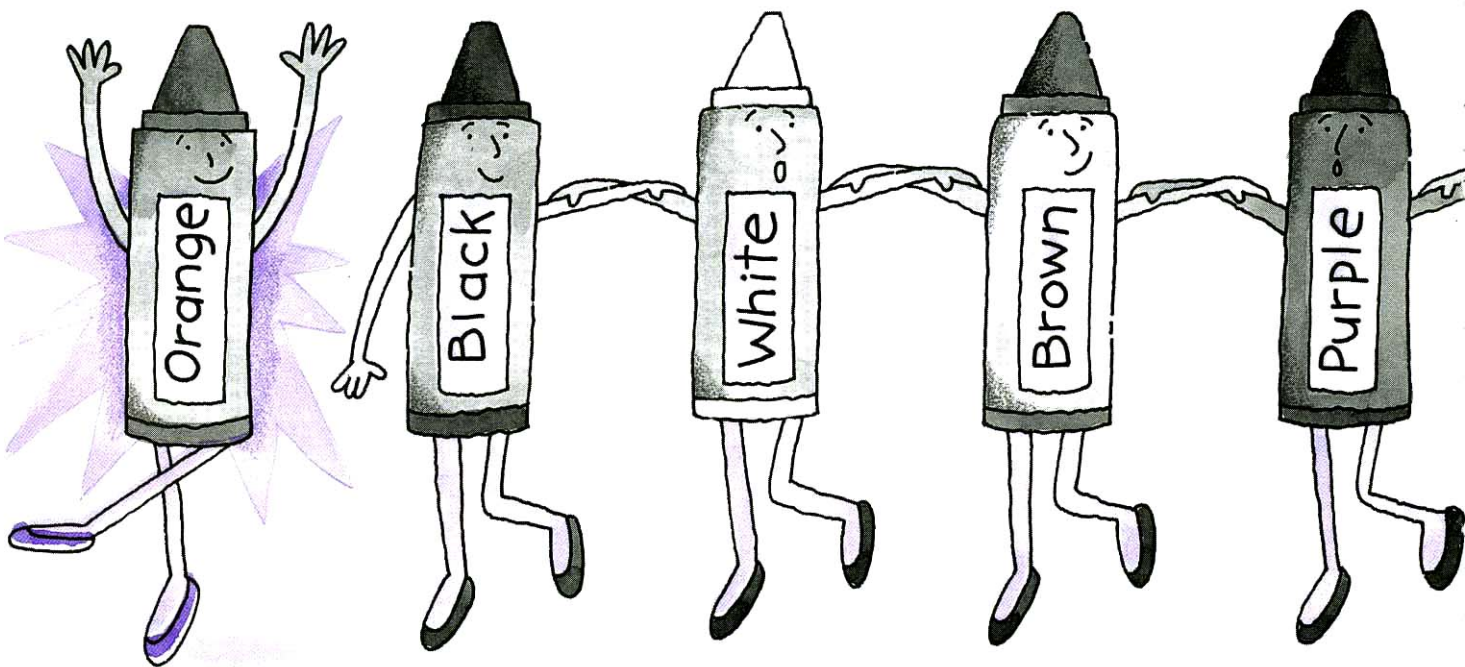
I see a but - ter - fly on page fif - teen!
I see a but - ter - fly on page fif - teen!





What Color Is It?

What col-or is it? It's pur - ple. What
col-or is it? It's blue. Or-ange is my fav - orite.
It's my fav-orite, too. What col-or is it? It's yel - low. What
col-or is it? It's blue. Or-ange is my fav-orite col- or.
1. It's my fav-orite, too. Is it red? No, it's not. Is it



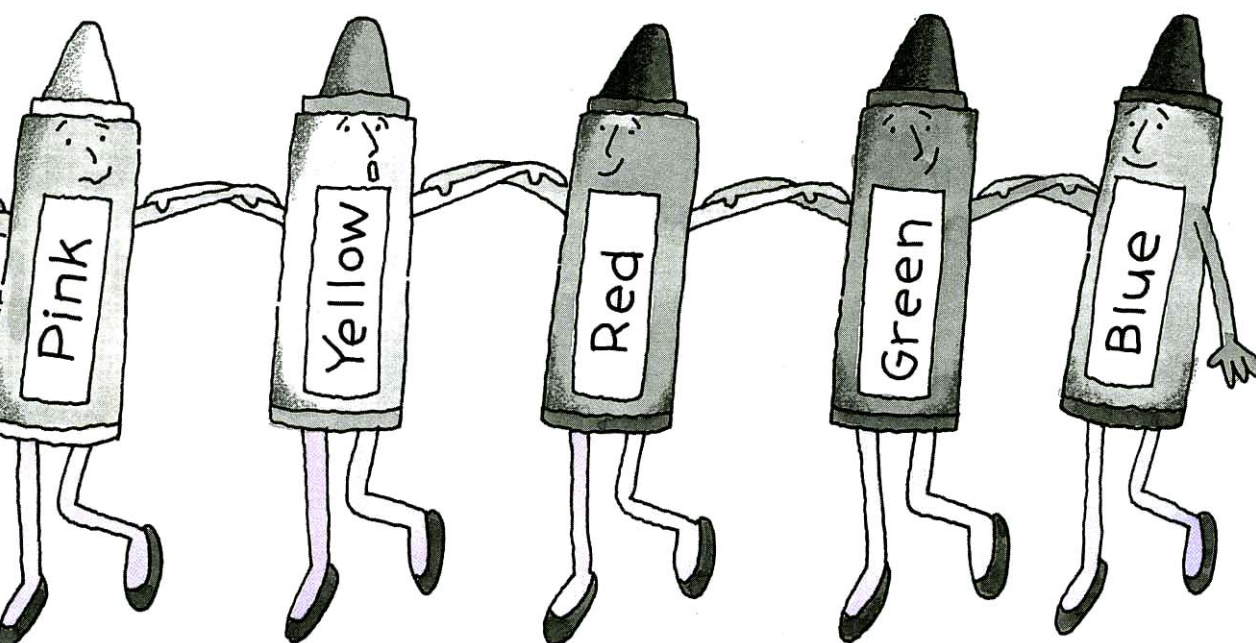
white? No, it's not. Is it pink? No, it's not. No, it's

not. No, it's not. Is it brown? No, it's not. Is it

black? No, it's not. Is it or - ange? Yes, it

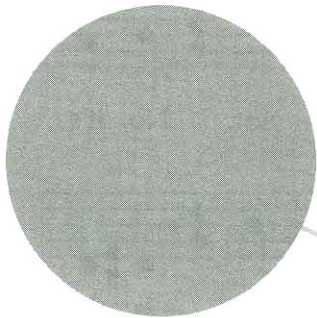
is. It's or - ange. What It's my fav - orite, too.

Chords: C, D, G, D, 2. A7, D7, G

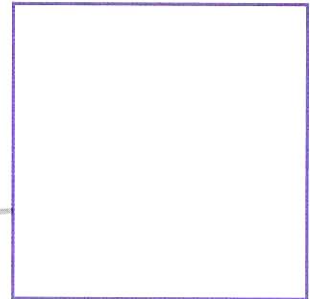


The Shapes And Colors Chant

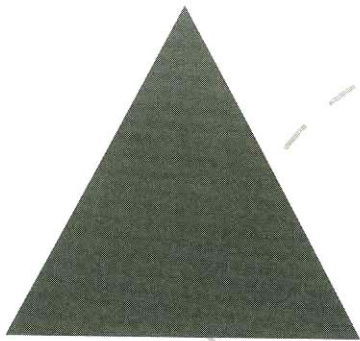
Note: Each line is chanted twice.



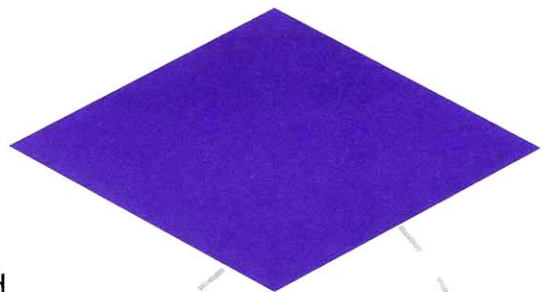
It's a circle
It's orange
It's an orange circle



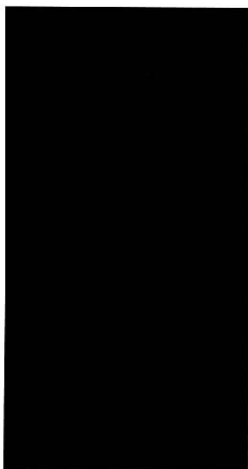
It's a square
It's white
It's a white square



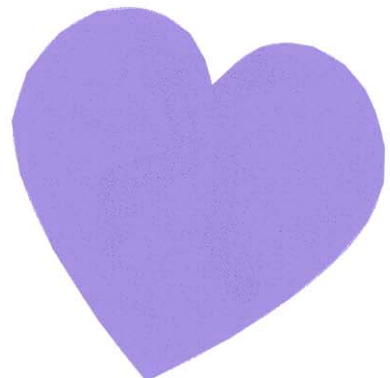
It's a triangle
It's brown
It's a brown triangle



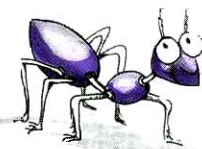
It's a diamond
It's purple
It's a purple diamond



It's a rectangle
It's black
It's a black rectangle

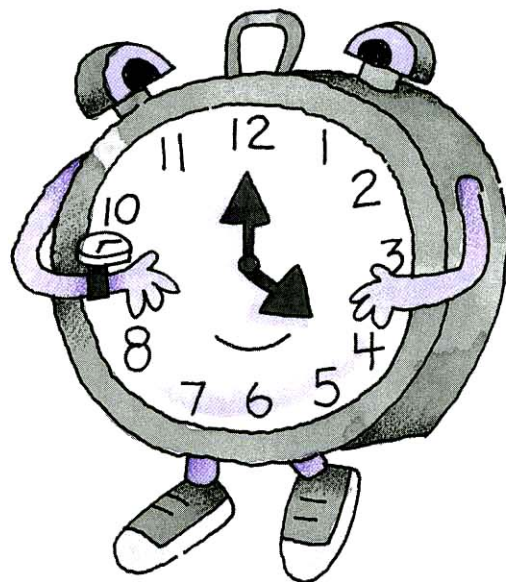
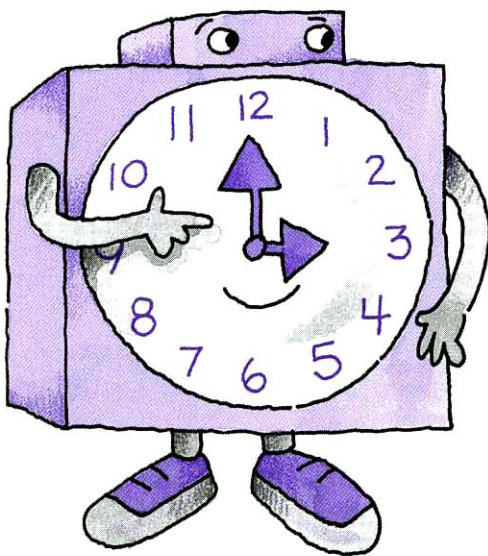


It's a heart
It's pink
It's a pink heart



What Time Is It?

What time is it? It's time to go. It's
time to say good-bye. What time is it? It's three o'clock. I'm
fin-ished. So am I. What time is it? It's time to go. It's
time to say good-bye. What time is it? It's four o'clock. I'm
fin - ished. So am I.



Pick Up The Crayons

F

1. Pick up the cray - ons. Pick up the toys.
2. Turn off the T - V. Pick up the toys.

C F

Clean up the mess and stop that noise! Turn off the light and
Clean up the mess and stop that noise! Go get the keys and

B $\flat$ F C7 F

pick up the toys.— Clean up the mess and stop that noise!
pick up the toys.— Clean up the mess and stop that noise!



Where Are We Going?

Fast-en your seat belts. Where are we go-ing? We're

go-ing to the zoo. Fast-en your seat belts.

Where are we go-ing? We're go-ing to a rest-aur-ant

too. Fast-en your seat belts. Where are we go-ing? We're

go-ing to the zoo.

Fast-en your seat belts. We're go-ing to the zoo and we're

go-ing to a res-tau-rant too. Yeah!

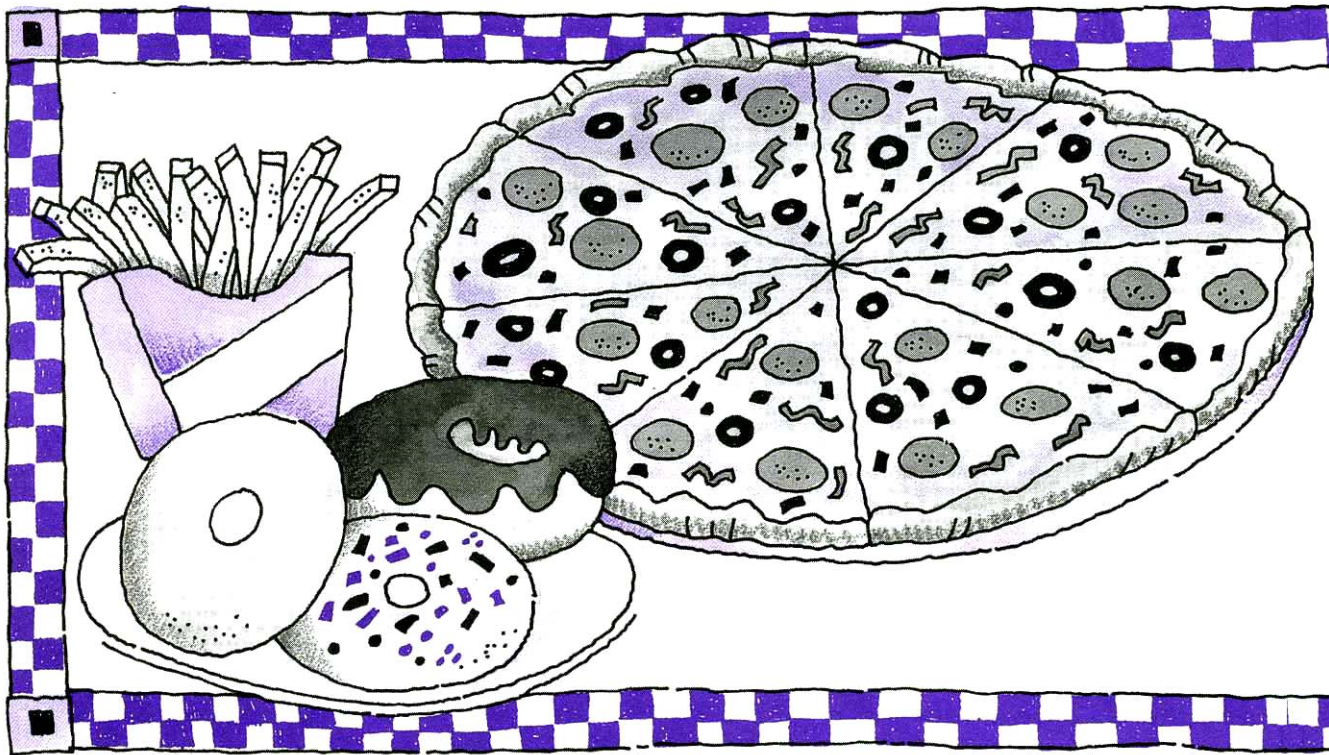
The French Fries Song

Do they have french fries?

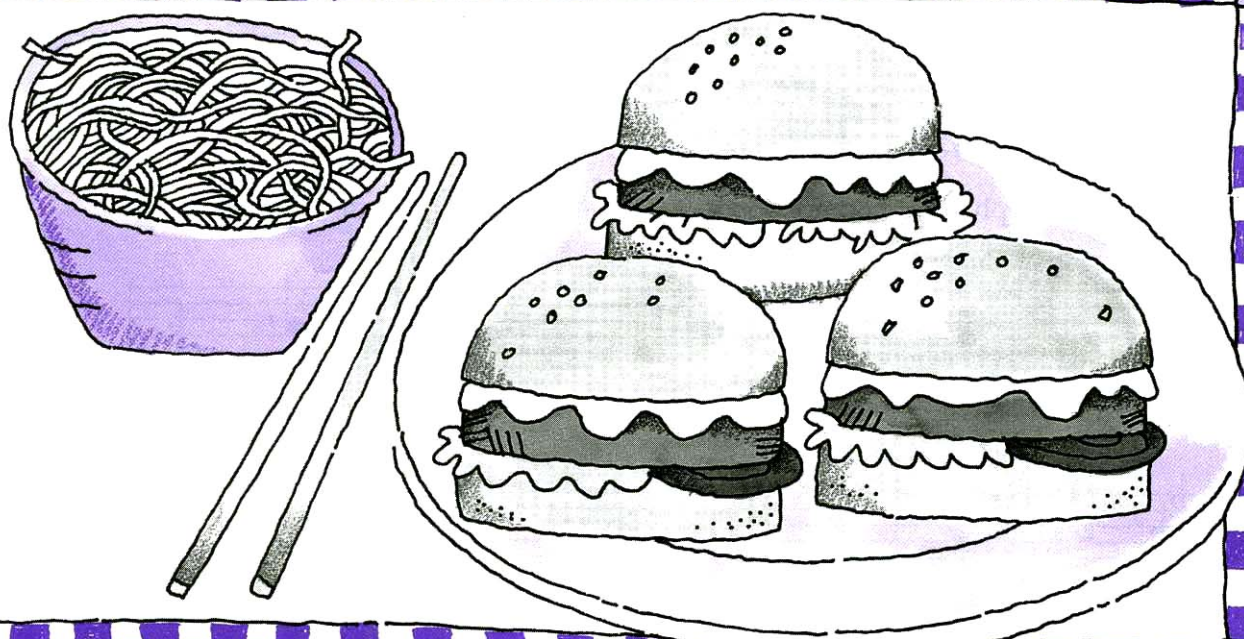
Yes, they do. I love french fries.

I do, too. Do they have do - nuts?

Yes, they do. I love do - nuts.



B $\flat$ Eb
 I do, too. Do they have piz - za?
 A $\flat$ Eb B $\flat$ 7
 No, they don't. Do they have nood - les?
 Eb7
 No, they don't. Do they have cheese - bur - gers?
 A $\flat$ Eb B $\flat$ 7 Eb
 Yes, they do. I love cheese - bur - gers. I do, too.



The Elephant Song

El - e - phants, boom, boom.

El - e - phants, boom, boom. Do you like el - e - phants?

Yes, I do. I like el - e - phants. I do, too.

I like el - e - phants. One, two, three.

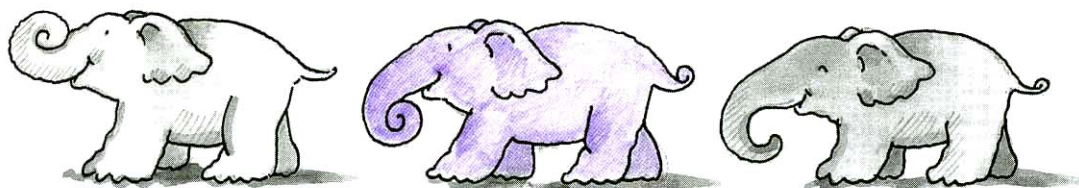
I like el - e - phants and they like me! —

El - e - phants, boom, boom. El - e - phants, boom, boom. Do

you like el - e - phants? No, I don't. I

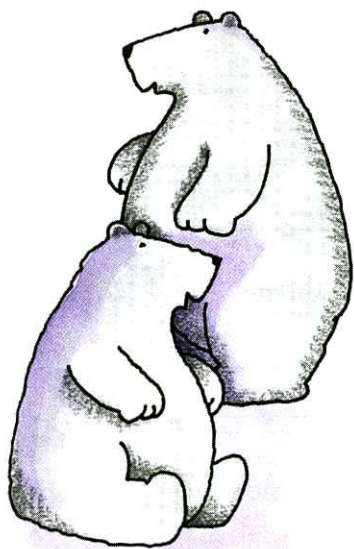
don't like el - e - phants. No, I don't. I

$A\flat$ $E\flat$
 don't like el - e - phants. One, two, three. I
 $F7$ $B\flat7$
 don't like el - e - phants, they don't like me! —
 $E\flat$
 El - e - phants, boom, boom. El - e - phants, boom, boom. Do
 $B\flat7$
 you like el - e - phants? Yes, I do.
 $E\flat$
 I like el - e - phants. I do, too.
 $E\flat7$ $A\flat$
 I like el - e - phants. One, two, three.
 $E\flat/B\flat$ $B\flat7$ $E\flat$
 I like el - e - phants and they like me!

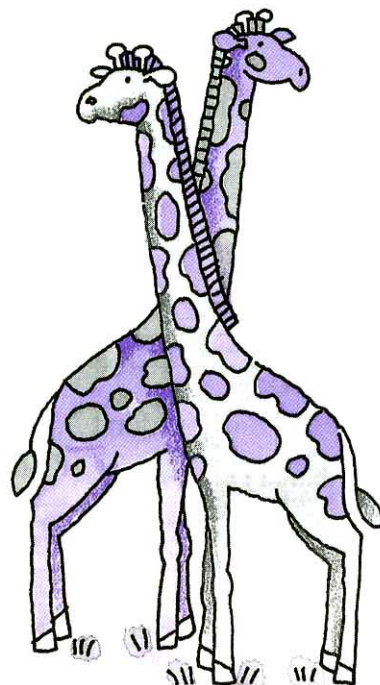


The Animal Chant

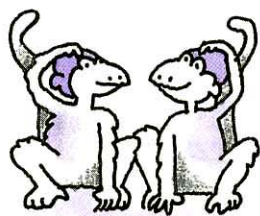
Note: Each line is chanted twice.



Look at those bears!
They're so big!
Look at those bears!



Look at those giraffes!
They're so tall!
Look at those giraffes!



Look at those monkeys!
They're so small!
Look at those monkeys!



Look at those tigers!
They're so fierce!
Look at those tigers!



Look at those lions!
They're so sleepy!
Look at those lions!

Look at those bears! They're so big!
Look at those giraffes! They're so tall!
Look at those lions! They're so sleepy!
Look at those monkeys! They're so small!

Can A Crocodile Swim?

Can a croc - o - dile swim? Yes, it

can. Yes, it can. Can a croc - o - dile swim? Yes, it

can. Can a croc - o - dile fly? No, it

can't. No, it can't. But a croc - o - dile can swim. So can

I. Can a kan - ga - roo jump? Yes, it

can. Yes, it can. Can a kan - ga - roo jump? Yes, it

can. Can a kan - ga - roo fly? No, it

can't. No, it can't. But a kan - ga - roo can jump. So can I.

The Hungry Monkeys Song

What do li - ons eat? They eat meat.

What do li - ons eat? They eat meat. —

What do liz - ards eat? They eat bugs. But

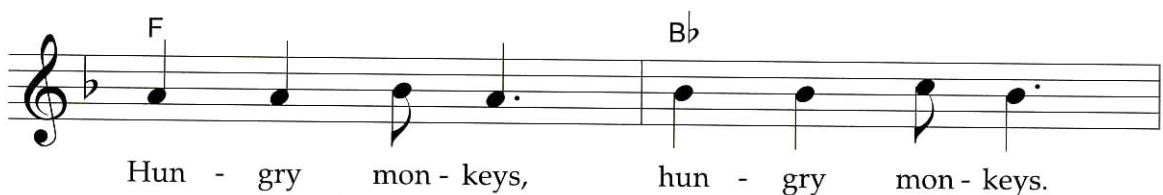
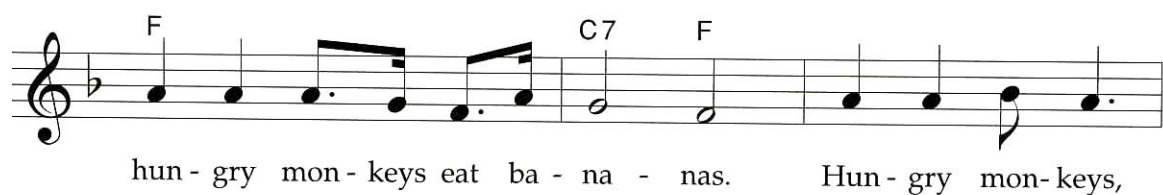
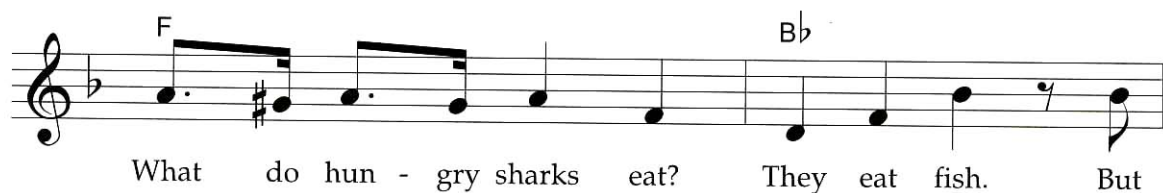
hun - gry mon - keys eat ba - na - nas. Hun - gry mon - keys,

hun - gry mon - keys. Hun - gry mon - keys eat ba - na - nas.

Hun - gry mon - keys, hun - gry mon - keys.

Hun - gry lit - tle mon - keys eat ba - na - nas.

What do li - ons eat? They eat meat.



Please Help Us

The musical score is written on ten staves in a single system, using a treble clef and a key signature of one flat (Bb). The time signature is common time (C). The melody consists of eighth and quarter notes, with rests and repeat signs. Chord symbols (F, C, F7, Bb, C7) are placed above the staff at specific points. The lyrics are written below the staff, aligned with the notes and rests.

F
Please help us. Help us, please. Help us, please. We're

C
lost. Please help us. Help us, please. Help us, please. We're

F F7
lost. What's your name? Mike. Help us, please. We're

Bb F C7
lost. What's her name? Jul - ie. Help us, please. We're

F
lost. What's your tel - e - phone num - ber? Help us, please. We're

C
lost. What's your tel - e - phone num - ber?

F
Help us, please. We're lost. What's your tel - e - phone

F7 Bb
num - ber? Help us, please. We're lost. 2 2 3 - 4

F C7 F B $\flat$
 5 6 7 Help us, please, we're lost. 2 2 3 - 4
 F D7 G7 C7 F
 5 6 7 Help us, please, we're lost.



Are You Mad, Mommy?

The musical score is written for a single melodic line in treble clef, key of B-flat major (one flat), and common time (C). The lyrics are written below the notes. Chords are indicated by letters (F, D7, G7, C7, Bb, Bbm, F/C, Bo) above the staff. The score consists of eight staves of music. The lyrics are: "Are you mad, Mom - my? No, I'm not. I'm hap - py to see you a - gain. Are you O - K, Ju - lie? Yes, I am. I'm hap - py to see you a - gain. Mom - my's O - K. Dad - dy's O - K. Mike's O - K. Ju - lie's O - K. Ever - y - bod - y's hap - py, ver - y, ver - y hap - py. We're hap - py to see you a - gain. Ever - y - bod - y's hap - py, ver - y, ver - y hap - py. We're hap - py to see you a - gain."

Are you mad, Mom - my? —

No, I'm — not. — I'm hap - py to see you a - gain. — Are you

O - K, Ju - lie? — Yes, I — am. — I'm hap - py to see you a - gain. —

— Mom - my's O - K. — Dad - dy's O - K. —

Mike's O - K. — Ju - lie's O - K. — Ever - y - bod - y's hap - py, — ver -

y, ver - y hap - py. — We're hap - py to see you a - gain. —

Ever - y - bod - y's hap - py, — ver - y, ver - y hap - py. — We're

hap - py to see you a - gain. —

Two Little Eyes

Two lit - tle eyes.____ One lit - tle nose.____

Ten lit - tle fin - gers____ and ten lit - tle toes.____

Two lit - tle ears.____ One lit - tle nose.____

Ten lit - tle fin - gers____ and ten lit - tle toes.____

One lit - tle mouth.____ One lit - tle nose.____

Ten lit - tle fin - gers____ and ten lit - tle toes.____

One lit - tle head.____ One lit - tle nose.____

Ten lit - tle fin - gers____ and ten lit - tle toes.____

The Family Song

He's my fa - ther. She's my mo - ther.

She's my sis - ter. He's my bro - ther.

She's my grand - ma. He's my grand - pa.

This is my fam - i - ly. I love my fa - ther.

I love my mo - ther. I love my sis - ter.



C F F7

I love my bro - ther. I love my grand - ma.

B♭ B° F/C C F C7

I love my grand - pa. I love my fam - i - ly! —

F B♭ B° F/C F C7

F F7 B♭ B°

I love my grand - ma. I love my grand - pa.

F C F

I love my fam - i - ly! —



Can You Blow Out The Candles?

The musical score is written for a single melodic line in treble clef, key of B-flat major (two flats), and common time (C). The melody is simple and repetitive, consisting of eighth and quarter notes. Chord symbols are placed above the staff at various points: F, C, Bb, B0, F/C, C7, and C. The lyrics are written below the staff, with line breaks corresponding to the musical phrases. The score is divided into eight lines of music, each with its own set of lyrics.

Can you blow out the can-dles? Yes, I can.— Can you
bake a cake?— No, I can't.— I can blow out the can-dles.
Yes, I can.— But I can't bake a cake.
Can you ride a bike? Yes, I can.— Can you
drive a car?— No, I can't.— I can ride a bike.—
Yes, I can.— But I can't drive a car.— Can you
draw a pic-ture?— Yes, I can.— Can you write your name?—
No, I can't.— I can draw a pic - ture.—

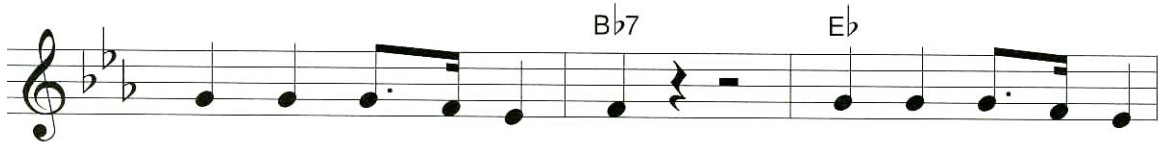
B $\flat$ B $^{\circ}$ F/C C7 F
 Yes, I can. — But I can't write my name. — Can you
 F
 blow out the can - dles? Yes, I can. — Can you
 C F
 bake a cake? — No, I can't. — I can
 B $\flat$ B $^{\circ}$
 blow out the can - dles. Yes, I can. — But I
 F/C C F
 can't bake a cake.



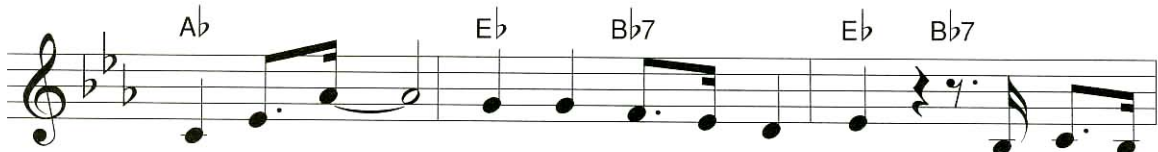
What Did They Like Best Today?



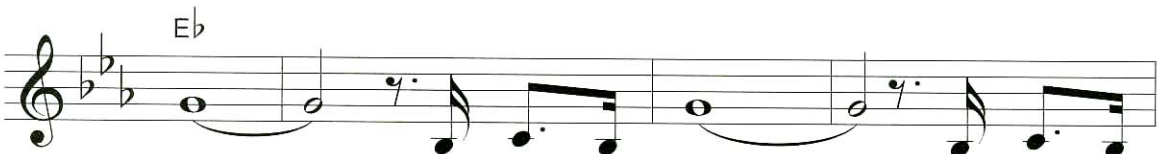
1. What did Dad - dy like best to - day?
2. What did Mom - my like best to - day?
3. What did Mike_____ like best to - day?
4. What did Ju - lie like best to - day?



What did Dad - dy like best?	What did Dad - dy like
What did Mom - my like best?	What did Mom - my like
What did Mike_____ like best?	What did Mike_____ like
What did Ju - lie like best?	What did Ju - lie like



best to - day?_____	What did Dad - dy like best?	He liked the
best to - day?_____	What did Mom - my like best?	She liked the
best to - day?_____	What did Mike_____ like best?	He liked the
best to - day?_____	What did Ju - lie like best?	She liked the



zoo._____	He liked the zoo._____	He liked the
zoo._____	She liked the zoo._____	She liked the
zoo._____	He liked the zoo._____	He liked the
zoo._____	She liked the zoo._____	She liked the



zoo._____	Yes, Dad - dy liked the zoo_____	best.
zoo._____	But Mom - my liked the rest - au - rant	best.
zoo._____	But Mike_____ liked the birth - day cake	best.
zoo._____	But Ju - lie liked the pres - ents	best.

Song Activities

Important: Clearly demonstrate all activities first so that students fully understand what they are to do.

Hi! Hello! (page 1)

Students wave or shake hands each time they sing *Hi! Hello!* **Variation:** Students stand in a circle. One student sings *Hi! Hello!* while bowing to the next student. That student sings and bows to the next student, and so on.

My Name's Benny (page 2)

Music-only version: Students take turns singing their own names. The rest of the class sings the response together.

How Are You, Sue? (page 3)

The class forms a circle around one female student ("Sue"). The students walk around "Sue" and point to her each time they sing *you*. "Sue" sings the response.

Expansion: Use the student's real name: *How are you, (Jane)?*

Thank You, You're Welcome (page 4)

All the students but one sit in a circle. The remaining student walks around the outside of the circle and sings. Each time he/she sings *Thank you*, he/she taps the nearest student on the shoulder. That student sings *You're welcome*. The last student to sing *You're welcome* is the next to walk around the circle.

Up, Down, Turn Around (page 5)

Familiarize students with the actions by having them jump, stand up, sit down, and turn around a few times. Students then perform these actions as they sing.

Count To Five (page 6)

Five volunteers come to the front of the class. The rest of the class counts them while singing up to the fourth *I can count to five* line. Then the volunteers count off in order for the spoken lines. The whole class counts the last line together.

The Snack Time Song (page 7)

Music-only version: Individual students substitute their favorite foods for the *Cookies/Apples* lines. The rest of the class responds with *One, two, three*. Students point to the appropriate person when singing *One for you...*

I Like Pink (page 8)

Three volunteers each take a scarf from a bag. Each one sings *I like _____* in turn, using the color of his/her scarf. The first volunteer also sings *I do, too*.

The whole class sings (*Pink*) and (*blue*) and (*yellow*) too... together.

The Bye Bye Song (page 9)

Students pretend to ride horses while singing *Bye, bye*, and turn and wave as the teacher sings *See you tomorrow*. This song can be sung each time students leave class.

Stand Up, Sit Down (page 10)

A volunteer "teacher" sings the song solo. For each command he/she points to a different student, who performs the action. **Variation 1:** The rest of the class sings the song as an individual student performs the actions. **Variation 2:** The class sings the song together at an ever-increasing pace.

The Weather Song (page 11)

The class forms a circle around a student and sings *It's raining here....* Students point down for *here*, point far in front of them for *there*, and turn around with outstretched arms for *everywhere*. The student in the middle sings and acts out *I'm (very) wet*.

Chicken Noodle Soup (page 12)

All the students but one sit in a circle. The remaining student ("Mommy") walks around the outside of the circle and stops by any student. That student sings *I'm hungry* and holds up an imaginary bowl. "Mommy" ladles imaginary soup into the "bowl" and sings *Have some chicken soup*. Everyone chants from *Chicken noodle, one, two* to the end together, counting on their fingers and pointing to one another for *you* and *me*.

The Yellow Pillow Song (page 13)

Students sit facing each other, hold hands, and pull each other back and forth as they sing. **Variation 1:** Two lines face each other. One line of students pulls as they sing *That's/It's my pillow*, and the other line pulls as they sing *No, no, no*. **Variation 2:** Two lines face each other and pretend to have a gentle tug-of-war with a rope or other object as they sing.

The Traffic Light Song (pages 14–15)

The class sings the color words, and a volunteer "police officer" sings the directions while using appropriate hand signals. Students can sing at their desks or march around the room, stopping, going, moving slowly, or tiptoeing.

Not Today (page 16)

Music-only version: Individual students take turns singing *Mommy, Mommy, I want _____*. A volunteer “Mommy” sings *Not today* while wagging a finger, crossing both arms, or shaking her head. From the second *No, no, no* to the end, everyone sings together.

Variation: Students take turns pulling a food item out of a bag and singing about it.

The Playtime Song (page 17)

Students sing while doing the actions. For *Let’s play*, students point to each other and smile; for *swing*, students rock back and forth on their chairs; for *slide*, students swoop their arms downward; and for *run*, students move their arms as if running.

Daddy’s Home (pages 18–19)

A volunteer “Daddy” sings *Daddy’s home*. The rest of the class points to him and excitedly sings *He’s my daddy/Here comes Daddy and I’m so happy....* Everyone sings together from *I’m so glad. He’s my daddy* to the end.

I Don’t Like Fish (page 20)

Form three groups. Group 1 shakes their heads and sings *I don’t like fish*. Group 2 nods their heads and sings *I do. I like it*. Group 3 raises their hands and sings *I do, too*.

Variation: Groups stand up when singing, increasing the pace each time they sing the song.

Where’s The Soap? (page 21)

Form two groups. Group 2 sings *Where’s the soap, Benny?* while Group 1 pretends to wash their faces. Group 1 then holds up their imaginary bars of soap and sings *Here it is!* Group 2 sings *Where’s the towel, Benny?* while Group 1 pretends to dry themselves with imaginary towels. Group 1 then holds up their imaginary towels and sings *Here it is!* Group 2 sings *Where’s the shampoo, Benny?* while Group 1 pretends to wash their hair. Group 1 then holds up their imaginary shampoo and sings *Here it is!* Everyone sings the final *Where’s the soap, Benny?* lines to the end together while pretending to wash their whole bodies.

The Bedtime Song (page 22)

Form two groups. Group 1 yawns, stretches, and sings *Good night, _____*. Group 2 sings and points up to the sky for the *moon/stars/sky* lines. Students should sound softer and sleepier with each line, then pretend to fall asleep at the end. For fun, students can pretend to snore until you shout *Wake up!*

Good Morning, Mommy (page 23)

All the students but one sit in a circle. The remaining student (“Sue”) walks around the inside of the circle. Each time she sings *Good morning, _____*, she points to a student, who sings *Good morning, Sue*. Have a few other volunteers walk inside the circle and sing the song.

Wash Your Face (page 24)

A volunteer “Benny” comes to the front of the class. The rest of the class sings the command lines, with appropriate actions to show impatience, such as wagging fingers, tapping feet, pointing to an imaginary watch, and crossing arms. “Benny” responds lazily with *Wait a minute!* **Expansion:** Replace *Benny* with the volunteer’s own name, and sing the song a few more times. Repeat with different volunteers.

The Toothbrush Song (page 25)

Get silly! As students sing they pretend to brush each other’s teeth and hair.

The Purple Pants Song (page 26)

A volunteer “Benny” comes to the front of the class. The rest of the class sings *Put on your _____*. “Benny” puts on his “clothes” and sings *Please help me!* When the song is finished, the volunteer chooses another person to come to the front of the class. **Variation:** A volunteer “Mommy” gives imaginary clothes to three students while singing the commands. All three students sing *Please help me!* together. For fun, have real oversized clothes for students to put on.

Toast For Breakfast (page 27)

Sing the song as a class once or twice. Four volunteers then come to the board and draw pictures of their two favorite breakfast foods. The rest of the class sings *Toast for breakfast...* three times. Volunteer 1 then points to his/her items. All four volunteers sing *(Milk) and (cereal)...* and *I like (milk)...*, using those two items. Everyone sings the final *I like toast and jam* together. Sing the song three more times, each time using a different volunteer’s foods.

The Tattletale Song (page 28)

Two volunteers role-play “Benny” and “Mommy.” “Benny” acts out something silly as the rest of the class points and sings the complaints as “Sue.” As “Mommy” sings *Don’t be...*, she wags her finger and shakes her head. “Benny” and “Mommy” choose their replacements to sing the next round.

One Eraser, Five Toys (page 29)

Have each student choose to be either an eraser, a pencil, a marker, or a toy. Play the chant. When students hear the number of their object being chanted, they stand and hold up that number of fingers. For example, when *Five toys* is chanted, all “toys” stand and hold up five fingers.

The Little Green Bag Song (page 30)

All the students but one sit in a circle. The remaining student, “Mommy,” holds an object representing the bag. She sings as she walks around the inside of the circle. At the end of the song, she hands any student the “bag.” That student says *Thanks, Mommy!*, then walks around the circle for the next round.

The Julie Song (page 31)

One student role-plays “Julie.” The others form two groups. Group 1 sings the questions, Group 2 the responses, and Group 1 sings *Nice to meet you, Julie*. As both groups sing *Hi/Hello Julie...* together, “Julie” walks around shaking hands or bowing to different students. “Julie” then sings *Nice to meet you, too* solo.

Variation: Use students’ own names.

The Bus Driver Song (pages 32–33)

Make a bus formation with a “driver” in front and pairs of students lined up behind. The first student (S1) behind the “bus driver” sings the first three questions, and the rest of the class sings the responses. The “bus driver” shouts *Let’s go!* The class then marches around the room as if the bus were moving. When the song is finished, the “bus driver” takes another seat on the bus and S1 becomes the next “bus driver.”

How Many Buses? (page 34)

All the students but one sit in a circle. The remaining student walks around the circle singing the questions. When he/she sings *How many _____ can you count?*, the nearest student shouts the response and holds up the correct number of fingers. Everyone counts to ten together at the end of the song.

I Can See Butterflies (page 35)

Students draw pictures of all the objects in the song on separate pieces of paper. Then they sing the song and hold up the correct pictures when appropriate.

Variation: Trade pictures and sing the song again.

Big Green Kite (page 36)

Two volunteers come to the front of the class. Give one a kite and the other a ball. Each volunteer chants

either the initial *kite* or *ball* verse solo. The rest of the class repeats. The volunteers chant their respective *kite* and *ball* lines in the third and fourth verses, followed by the rest of the class.

Where’s The Ball? (page 37)

Draw four big buses on separate pieces of paper and place them in various parts of the classroom. A volunteer (S1) hides a ball “under” one of these pictures while the rest of the class closes their eyes. The class opens their eyes and sings (*Uh-oh!*) *Where’s the ball?* S1 runs and points to the ball, then sings (*There it is!*) *It’s under the bus*. **Variation:** Students look for the hidden ball before singing the song. The class then sings *Where’s the ball?* The student who found the ball sings *It’s under the bus*. That student hides the ball next.

Cookies And Ants (page 38)

Form two groups. Group 1 pretends to take the tops off imaginary cookie jars and peer deep inside. They chant excitedly *What are these?* as they point to the “cookies.” Group 2 chants the response, looking very hungry! Group 1 points to imaginary ants crawling toward them and chants *What are those?* Group 2 chants the response, pointing and laughing. Everyone chants together from *Cookies and ants* to the end.

I’m Hungry (page 39)

Each student draws a picture of two favorite foods. A volunteer (S1) comes to the front of the class and sings the first three *I’m (so) hungry* lines. The rest of the class responds *What do you want?* After singing *I want my lunch!*, S1 then points to three students who individually stand, point to the foods they have drawn, and chant *I want (an) (orange) and (a) (plum)*. These three students then chant *I want my lunch!* together.

What Are You Doing? (pages 40–41)

Form two lines facing each other. The first student in Line 1 (S1) sings *What are you doing?* to the first student in Line 2 (S2). S2 sings the response. The second student in Line 2 (S3) then sings *What are you doing?* to the second student in Line 1 (S4). S4 sings the next response, and so on along the lines, until all students have had a chance to sing. **Variation:** All the students but one sit in a circle. The remaining student walks around the circle singing the questions. When he/she stops by a student, that student sings the response. The student who sings the last line of the song becomes the next person to walk around the circle.

Look At Benny — What's He Doing? (page 42)

A volunteer "Benny" pretends to fly a kite. The rest of the class forms two groups. Group 1 sings *Look at Benny. What's he doing?*, and Group 2 sings the responses. "Benny" chooses a student to role-play "Mike," who sings the song again in the same way. **Expansion:** Have "Benny" and "Mike" perform different actions for the other students to identify. Students sing the song using those actions. Use students' own names for added fun.

Don't Cry Benny (page 43)

A volunteer "Benny" pretends to cry and rub his eyes sadly. The rest of the class points to him whenever they sing *Benny's crying. For Poor Benny*, the students point to "Benny" with one hand and pat their hearts with the other hand. Everyone sings *Benny, what's wrong?* and shrugs. "Benny" points to the appropriate body parts as he sings *My _____ hurts. Variation:* Draw a big chalk outline of a boy on the floor. "Benny" jumps onto the corresponding body part as he sings each of his lines.

The Sleeping Song (pages 44–45)

This is a class song to perform as a ritual at nap time. Sing it twice, and sing it progressively more softly the second time.

Wake Up, Julie (pages 46–47)

Form two groups. Group 1 puts their heads on their desks and role-plays "Julie." Group 2 sings *Wake up, Julie!* Group 1 then sleepily sings the response, pretending to wake up reluctantly. Everyone sings the days of the week together.

The Bathroom Song (pages 48–49)

A volunteer (S1) hides. The class sings *Where are you?* S1 pops out of his/her hiding place when appropriate, and sings and acts out the responses. Then the class "searches" for S1 while singing the *Where is he/she?* questions. They point to S1 as they sing the responses.

What Are You Wearing, Julie? (pages 50–51)

Students stand in two lines with boys facing girls. Verse 1: Boys sing the questions to the girls, who sing the responses as they point to their own clothes. Verse 2: Girls sing the questions to the boys, who sing the responses as they point to their clothes.

What Page? (pages 52–53)

Each student makes a 20-page picture book and draws a picture of an object he/she knows in English on every page. (Students can cut pictures out of magazines instead of drawing.) Then they number the pages. Choose a student to open his/her book and sing *I see*

a(n) _____ while pointing to the appropriate picture. The class sings *What page?*, and the student sings the response. Do this with at least seven students.

What Color Is It? (pages 54–55)

Hold up objects of the various colors in the song, and sing the questions. The class responds. After *Orange is my favorite color*, continue holding up the orange object to elicit negative responses to the *Is it _____?* questions. **Expansion:** Students take turns being the "teacher."

The Shapes And Colors Chant (page 56)

Students draw the six shapes on separate pieces of paper. Use the chant lyrics to tell them how to color each shape. Play the chant. Students hold up and say their colored shapes as the shape names and colors are chanted on the cassette. **Variation 1:** Students draw any shapes, and color them as they wish. They then take turns standing, showing their shapes, and leading the class in chanting; each changes the lyrics to match his/her own shapes and colors. **Variation 2:** Put several colored items (such as an orange ball and a red hat) into a bag. Students take turns pulling out an object and saying *It's a (red) (hat)*.

What Time Is It? (page 57)

Form two groups. Group 1 shrugs their shoulders and sings *What time is it?* Group 2 looks at their imaginary watches and sings the responses. Group 1 sings *So am I*. All students bounce their heads back and forth on the "tick tocks," and count the "bongs" on their fingers.

Pick Up The Crayons (page 58)

The class sings in unison, emphasizing *Clean up the mess and stop that noise* by singing loudly the second time, shouting the third time, and whispering the last time. Students act annoyed by wagging their fingers. **Variation:** Form two groups. Group 1 sings the orders while Group 2 mimes the actions.

Where Are We Going? (page 59)

Form a "car" with four chairs and make a "steering wheel" out of a paper plate. (You can have several cars for larger classes.) Four volunteers take on the following roles: S1 — Dad, S2 — Mom, S3 — Mike, S4 — Julie. S2 sings *Fasten your seat belts*. S3 and S4 sing *Where are we going?* S1 sings *We're going to the zoo/to a restaurant too*. From the final *Fasten your seat belts* to the end, all four sing together. S2-S4 pretend to fasten seat belts and S1 pretends to beep the horn along with the cassette. **Variation:** From the third *Fasten your seat belts* to the end, S1-S4 leave the chairs and "drive" together around the room.

The French Fries Song (pages 60–61)

Form two groups. Group 1 sings the questions and *I love* _____. Group 2 sings the responses. **Variation:** Form two lines facing each other. The first student in Line 1 (S1) sings *Do they have french fries?* The first student in Line 2 (S2) sings the response, *Yes, they do.* The second student in Line 2 (S3) then sings *I love french fries* to the second student in Line 1 (S4). S4 responds *I do, too.* S5 sings the next line and so on, until all students have had a chance to sing.

The Elephant Song (pages 62–63)

Form two groups of “elephants.” Everyone walks to the slow beat as they sing, swinging their arms like trunks and moving their bodies heavily from side to side. Group 1 sings the questions and Group 2 sings the responses.

The Animal Chant (page 64)

Form two groups. Group 1 points at imaginary animals and says *Look at those (bears)!*, etc. Group 2 points and repeats each line. Students act out each animal’s movements with appropriate gestures and sounds.

Variation 1: Students substitute their favorite animals for the ones in the chant. **Variation 2:** Five pairs of students face each other and chant alternate lines. All five pairs chant the final four *Look at those (bears)! They’re so (big)!* lines together.

Can A Crocodile Swim? (page 65)

Sing and pantomime the questions, and have the class nod or shake heads as they sing the responses. Change roles with the class and have them sing the questions while you respond.

The Hungry Monkeys Song (pages 66–67)

Form Group 1 (lions), Group 2 (lizards), Group 3 (pandas), and Group 4 (sharks). Everyone sings the questions, and each group sings the response and role-plays for their assigned animal: lions roar and paw the air, lizards flick their tongues in and out, pandas walk like teddy bears, and sharks bite the air. The whole class acts out *hungry monkeys* and *eat bananas* as they sing these lines together.

Please Help Us (pages 68–69)

Two volunteers role-play “Mike” and “Julie,” and the rest of the class role-plays “police officers.” “Mike” and “Julie” walk around the class, stopping by different “police officers” and singing *Please help us....* They then stop by a “police officer” who sings *What’s your/her name?* “Mike” and “Julie” respond. Everyone sings together from the final *223-4567* to the end. Sing the song again with a different “Mike” and “Julie.”

Are You Mad, Mommy? (page 70)

Sing the song as a class once or twice. Then have four volunteers role-play “Mom,” “Dad,” “Mike,” and “Julie.” “Mike” sings the first question, and “Mom” sings the first response. “Dad” sings the second question; “Julie” sings the response. The rest of the class chants the *(Mommy)’s OK* lines together as they point to the appropriate persons. As they sing the remaining lines, the whole class holds hands and dances around in a circle. **Expansion:** Use the four students’ own names.

Two Little Eyes (page 71)

Students point to their own body parts as they sing. Then they sing the song again, pointing to a partner’s body parts. **Variation:** Draw a big picture of a person, then cut out the different body parts. Draw an outline of the person on the board. Individual students sing the song and stick the corresponding body parts on the outline. Then, get silly! Stick the body parts on the wrong place on the body, and have students correct you.

The Family Song (pages 72–73)

Form two lines facing each other. A volunteer in Line 1 points to a boy in Line 2 and sings *He’s my father.* This student points to a girl in Line 1 and sings *She’s my mother* — and so on, until *This is my family*, which everyone sings. **Variation:** All the students but one sit in a circle. The remaining student walks around the circle and sings, pointing to a different student for each family member. Everyone sings *This is my family/I love my family!* together.

Can You Blow Out The Candles? (pages 74–75)

Students form pairs (S1s and S2s) facing each other. S1s sing the questions while doing the actions, and S2s sing the responses as they nod or shake their heads. If it is someone’s birthday, bring in a cake and sing this song. **Variation:** Choose a day to be “everyone’s birthday.” Bring in a cake, sing the song, and have a party.

What Did They Like Best Today? (page 76)

This is a good song to just sit and sing. Students or groups take turns singing the questions and responses, while swaying back and forth on the *zoo* chorus lines.

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