

Chapter 14.

Songs, Fingerplays, and Movement Activities for Circle Time



Mississippi State University
Early Childhood Institute

Chapter 14. Songs, Fingerplays, and Movement Activities for Circle Time

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Introduction

This chapter contains the songs, fingerplays, and movement activities that you will find in the weekly lesson plans in this curriculum. Many of these activities will reinforce early literacy concepts such as rhyme and math concepts such as rhythm. Others are simply silly and fun!

For short songs and fingerplays, you may want to write the words in large, clear print letters on chart paper for the children to see as you read aloud.

If children in your class have special needs, you can replace activities that would be inappropriate or adapt the activities to match their abilities. For example, a child who uses a wheelchair will not be able to sit on the floor and bend into a ball for the movement activity “Flowers Start as Tiny Seeds,” so you would have children sit in chairs for the activity. You can demonstrate fingerplays for children with limited vision by moving their hands for them while chanting the poems. For children with limited hearing, choose activities that involve clapping and stamping feet.



: **Aiken Drum**

: There was a man lived in the moon, in the moon, in the moon,
: There was a man lived in the moon,
: And his name was Aiken Drum.

: *Refrain:* And he played upon a ladle, a ladle, a ladle,
: And he played upon a ladle, and his name was Aiken Drum.

: And his hair was made of spaghetti, spaghetti, spaghetti,
: And his hair was made of shaghetti, and his name was Aiken Drum.

: *Refrain*

: And his hat was made of cream cheese, cream cheese, cream cheese,
: And his hat was made of cream cheese, and his name was Aiken Drum.

: *Refrain*

: And his coat was made of roast beef, roast beef, roast beef,
: And his coat was made of roast beef, and his name was Aiken Drum.

: *Refrain*

: **Alice the Camel**

: Alice the camel has five humps,
: Alice the camel has five humps,
: Alice the camel has five humps,
: So go, Alice, go!
: Boom, boom, boom.

: Alice the camel has four humps,
: Alice the camel has four humps,
: Alice the camel has four humps,
: So go, Alice, go!
: Boom, boom, boom.

: Alice the camel has three humps,
: Alice the camel has three humps,
: Alice the camel has three humps,

: So go, Alice, go!
: Boom, boom, boom.

: Alice the camel has two humps,
: Alice the camel has two humps,
: Alice the camel has two humps,
: So go, Alice, go!
: Boom, boom, boom.



Alice the camel has one hump,
Alice the camel has one hump,
Alice the camel has one hump,
So Alice is a horse,
Of course!

All by Myself

These are things I can do,
All by myself.

Point to self.

I can comb my hair and fasten my shoe,

Point to hair and shoe.

All by myself.

Point to self.

I can wash my hands and wash my face,

Pretend to wash.

All by myself.

Point to self.

I can put my toys and blocks in place,

Pretend to put things away.

All by myself.

Point to self.

Alphabet Jump

Tell the children that you are going to name a letter of the alphabet. When a child's name begins with that letter, that child can jump up and then sit back down.

Recite the alphabet, and pause when you reach a letter that begins a child's name. If that child hesitates, repeat the letter and look at the child.

You can prompt a child by saying, "B. B. I think Bryan starts with B."

If a child jumps on the wrong letter, say, "Oops, Janna, you jumped too soon! Keep listening for that J."



Alphabet Song

A - B - C - D - E - F - G
H - I - J - K - L - M - N - O - P
Q - R - S - T - U - V
W - X - Y and Z.
Now I know my ABCs,
Next time won't you sing with me?



The Ants Go Marching

March in place.



The ants go marching one by one,
Hoorah! Hoorah!
The ants go marching one by one,
Hoorah! Hoorah!
The ants go marching one by one,
The little one stops to suck his thumb,
And they all go marching down
To the ground
To get out
Of the rain, boom, boom, boom.

Continue counting:

Two by two ... tie his shoe.

Three by three ... climb a tree.

Four by four ... shut the door.

Five by five ... swim and dive.

Six by six ... pick up sticks.

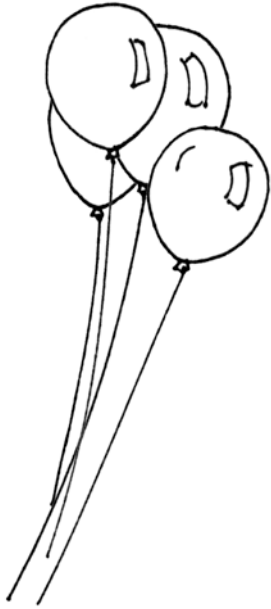
Seven by seven ... look to heaven.

Eight by eight ... shut the gate.

Nine by nine ... pick up twine.

Ten by ten ... say "The End."





Balloon Keep Up

This activity requires lots of colorful balloons.

Ask the children to sit in a circle on the floor. Be sure that they are not crowded too closely together.

Throw a balloon into the air, and ask the children to keep it in the air using their hands. Remind them that they have to stay seated and wait for the balloon to come to them. Add a few more balloons.

If it is difficult for the children to remain seated, you can try this with everyone standing up.

This works well outside, where you have more space. If the children get a little rowdy in the circle, tell them that you will take the balloons outside and play again on the playground.

Bicycle Built for Two

Daisy, Daisy, give me your answer, do.

I'm half crazy all for the love of you.

It won't be a stylish marriage,

I can't afford a carriage.

But you'll look sweet

Upon the seat

Of a bicycle built for two.

The Big Bass Drum

Oh! We can play on the big bass drum,

And this is the way we do it:

Rub-a-dub, boom, goes the big bass drum,

And this is the way we do it.

Oh! We can play on the violin,

And this is the way we do it:

Zum, zum, zin, says the violin,

Rub-a-dub boom goes the big bass drum,

And this is the way we do it.

Oh! We can play on the little flute,

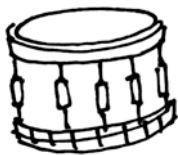
And this is the way we do it:

Tootle, toot, toot, says the little flute,

Zum, zum, zin, goes the violin

Rub-a-dub, boom goes the big bass drum.

And this is the way we do it.



Bingo

There was a farmer had a dog,
And Bingo was his name-O.
B - I - N - G - O,
B - I - N - G - O,
B - I - N - G - O,
And Bingo was his name-O.

There was a farmer had a dog,
And Bingo was his name-O.
(clap) - I - N - G - O,
(clap) - I - N - G - O,
(clap) - I - N - G - O,
And Bingo was his name-O.

There was a farmer had a dog,
And Bingo was his name-O.
(clap) - (clap) - N - G - O,
(clap) - (clap) - N - G - O,
(clap) - (clap) - N - G - O,
And Bingo was his name-O.

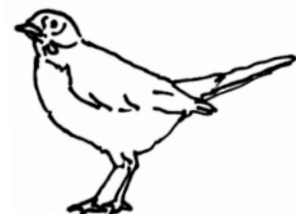
There was a farmer had a dog,
And Bingo was his name-O.
(clap) - (clap) - (clap) - G - O,
(clap) - (clap) - (clap) - G - O,
(clap) - (clap) - (clap) - G - O,
And Bingo was his name-O.

There was a farmer had a dog,
And Bingo was his name-O.
(clap) - (clap) - (clap) - (clap) - O,
(clap) - (clap) - (clap) - (clap) - O,
(clap) - (clap) - (clap) - (clap) - O,
And Bingo was his name-O.

There was a farmer had a dog,
And Bingo was his name-O.
(clap) - (clap) - (clap) - (clap) - (clap),
(clap) - (clap) - (clap) - (clap) - (clap),
(clap) - (clap) - (clap) - (clap) - (clap),
And Bingo was his name-O.

Birds

If I were a bird, I'd sing a song,
And fly about the whole day long.
And when the night came,
Go to rest, up in my cozy nest.





Birds Fly

Ask the children if they can name some things that fly.

Have everyone stand up. Tell the children that you are going to name many different objects and animals, some that fly and some that do not. When you name something that flies, the children will flap their arms like a bird. If you name something that doesn't fly, they will cross their arms across their chests.

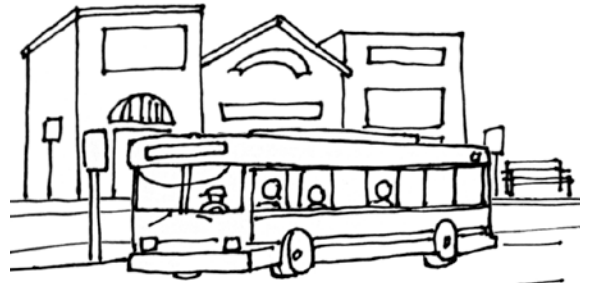
As the children become familiar with this activity and what flies and what doesn't, the children can be leaders.

Blow, Wind, Blow

Blow, wind, blow! And go, mill, go!
That the miller may grind his corn;
That the baker may take it,
And into bread make it,
And bring us a loaf in the morn.

The Bus

There is a painted bus
With twenty painted seats.
It carries painted people
Along the painted streets
They pull the painted bell,
The painted driver stops,
And they all get out together
At the little painted shops.



Bus Stop

Ask the children if they have ever ridden on a bus. If they have, ask them where they wait for the bus. If they have not, explain that you wait at a bus stop for the bus to pick you up.

Tell the children that you are a bus driver and you will be delivering children to their centers for the morning. Tell them that when you ride a city bus, you pull on a cord to let the bus driver know that you want to get off at the next stop. Tell them the cord makes a "ding" sound.

Pick up 3-4 children at a time from the Circle Time area. Tell them that they will need to "ding" when you get to a center where they want to stop. Pretend to drive a bus around the room, and have the riders follow you. Stop when they "ding."

Continue until you have delivered every child to a center.

Busy Bee and Back to Back

Each time the leader calls “Busy Bee,” all players begin buzzing. A player stops buzzing when he or she finds another player and stands back to back. If an extra player cannot find a partner, you can stand back to back with this player.

“Busy Bee” is called again, and buzzing players find new partners.

Limit this activity to 5 minutes.

Butterfly

Before the children arrive, attach sheets of brightly colored construction paper, or flowers made of construction paper, to walls and shelves around the room.



Ask the children if they have ever watched butterflies. Let some of the children tell you what they observe. Tell the children that butterflies fly from flower to flower, gathering food. Tell them that they are going to be butterflies. Ask the children if they notice anything different in the room. Several of them will mention the construction paper.

Tell them that they are going to be butterflies moving from flower to flower. Ask the children to describe how butterflies move. They are slow and gentle. Have the children practice flapping their “wings” like butterflies.

Let the children move around the room touching the different pieces of paper. Tell them to try to touch 5 different flowers before they return to the circle.

Buttercups and Daisies

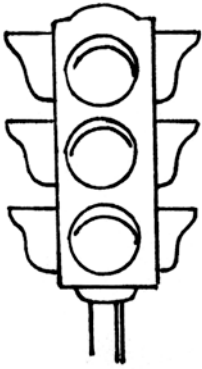
Buttercups and daisies,
Oh, what pretty flowers,
Coming in the springtime,
To tell of sunny hours!

While the trees are leafless,
While the trees are bare,
Buttercups and daisies,
Spring up everywhere.



Buzzing Bees

Divide the children into two groups: Bees and Flowers. Ask the Flowers to sit scattered around the Circle Time area. Tell the Bees to find a Flower to sit beside when you say, “Bees Begin!” Tell them to buzz as they fly around the circle.



: Only one Bee can sit by each Flower. If two Bees choose the same Flower,
: one of them must move to a different Flower.

: When all the Bees are sitting, say, “Bees Freeze!” and the buzzing stops.
: Repeat, “Bees Begin!” and have the Bees choose new Flowers. Switch the
: children so that everyone has a chance to be a Bee and a Flower.

Can You ...

: Have the children sit in a semicircle.

: Ask them, “Can you ?” and demonstrate a movement, such as reaching
: high, standing up, sitting down, turning around.

: After each “Can you?” challenge, give the children time to participate.

: Use this activity to ease transitions as children stand in line to go outside,
: wait for the bathroom, etc.

Car and Driver

: Pair the children up so that each child has a partner.

: Have one child (the driver) stand behind the other child (the car).

: The driver will place his hands on the shoulders of the car, and steer the
: car around the room.

: Tell the children that they can move when you say, “Green light.” They must
: stop when you say, “Red light.” Remind the drivers that it is their job to
: steer the car safely around the room.

: You can be the traffic cop and be sure that the children do not drive too
: fast.

: Let the children switch places after a few minutes.

A Caterpillar Crawled

: A caterpillar crawled, (*Creep fingers up one arm*)

: To the top of the tree.

: “I think I’ll take a nap,” says he. (*Place one hand over opposite fist*)

: So under a leaf he began to creep

: To spin his cocoon,

: And fell asleep.



: All winter long he slept in his bed,

: ‘Til spring came along one day and said,

: “Wake up, wake up, little sleepyhead, (*Shake fist with other hand*)

: Wake up, it’s time to get out of bed.”

: So, he opened his eyes that sunshine day. (*Spread fingers, hook thumbs*)

: Lo! He was a butterfly, and flew away. (*Flap hands as if wings and fly away*)

Catch Him, Crow

Catch him, crow! Carry him, kite!
Take him away til the apples are ripe;
When they are ripe and ready to fall,
Here comes baby, apples and all.

Circle Time Song

Come on everybody and find a seat, find a seat, find a seat.
Come on everybody and find a seat,
It's circle time.

Come on everybody and clap your hands, clap your hands, clap your hands.
Come on everybody and clap your hands,
It's circle time.

Come on everybody and stomp your feet, stomp your feet, stomp your feet.
Come on everybody and stomp your feet,
It's circle time.

Come on everybody and whisper this song, whisper this song, whisper this song,
Come on everybody and whisper this song,
It's circle time.

Clap Your Hands

Clap your hands 1-2-3. (*Suit movements to words*)
Clap your hands just like me.

Wiggle your fingers 1-2-3.
Wiggle your fingers just like me.



Clapping Words

Post vocabulary words in the Circle Time area. Tell the children that you are going to clap the syllables of some of the vocabulary words.

Demonstrate how to clap syllables. Example: "The word *neighborhood* has 3 syllables. Neigh-bor-hood. So I will clap each time I say a syllable. Neigh-(clap) -bor- (clap) -hood (clap). That is three claps."

Repeat with a few other words. Say the word; then ask the children to repeat the word while they clap the syllables.
Repeat this activity with different words on different days, choosing words that relate to a book you have read or activity the children have enjoyed.

: **Clouds**

: White sheep, white sheep,
: On a blue hill,
: When the wind stops,
: You all stand still.
: When the wind blows,
: You walk away slow.
: White sheep, white sheep.

: **Cock-a-Doodle-Do**

: Cock-a-doodle-doo,
: My dame has lost her shoe! (*Point to shoe*)
: My master's lost his fiddling stick, (*Pretend to play the fiddle*)
: And doesn't know what to do, (*Hold out hands and shrug shoulders*)
: And doesn't know what to do, (*Hold out hands and shrug shoulders*)
: And doesn't know what to do, (*Hold out hands and shrug shoulders*)
: My master's lost his fiddling stick, (*Pretend to play the fiddle*)
: And doesn't know what to do. (*Hold out hands and shrug shoulders*)

: **Color Jump**

: Ask the children to look at their clothing. Ask them to notice the colors they
: are wearing.
: Tell the children that when you name a color they are wearing, they will
: jump up and then sit back down.

: Be sure the children have enough space to move without hurting other
: children. If your space is limited, they can all stand and then hop when their
: color is called.

: Call out one color. Help children by drawing attention to the colors they are
: wearing. Example: "Mara, is that red on your shirt?"

: Continue to call colors until every child has had at least one chance to jump
: up.

: **Cows and Ducks**

: Whisper either "cow" or "duck" in each child's ear.

: Ask the children to begin making the noise
: of their animal. Ask the "cows" and "ducks"
: to find each other so that they are in two
: groups. Let them continue to make their
: animal noises. If the children get too loud,
: ask them to make the sounds that calves
: and ducklings make.



Ask the children to sit down together in their groups.

Ask the children to count how many are in their groups. Ask the children to compare the groups and decide which group is larger and which group is smaller.

Ask the children to move back into their circle positions.

Crocodile Song

She sailed away on a bright and sunny day
On the back of a crocodile.
"You see," said she,
"he's as tame as he can be,
I'll just ride him down the Nile."
But the croc winked his eye
As she waved them all goodbye,
Wearing a great big smile.
At the end of the ride
The lady was inside
And the smile was on the crocodile!



Cross Over

Line the children up facing each other in two lines. When you say, "Go," the children will walk slowly to the other line, passing each other without touching each other. Encourage the children to move slowly and quietly.

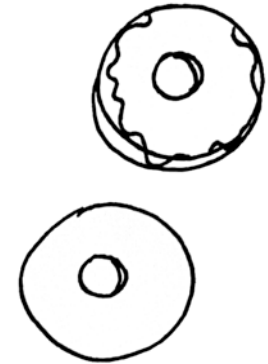
After the children have moved to the other side, ask them to describe how they moved without touching each other. Let them try again.

Donkey, Donkey

Donkey, donkey, old and gray,
Open your mouth and gently bray.
Lift your ears and blow your horn,
To wake the world this sleepy morn.
Donkey, donkey, do not bray,
But mend your pace and trot away.
Indeed, the market's almost done,
My butter's melting in the sun.
Get up, Neddy, to the fair.
What shall I buy when I get there?
A ha'penny apple, a penny pear,
Get up Neddy to the fair.

•
•
• **The Donut Song**

• Oh, I ran around the corner,
• And I ran around the block
• I ran right in to the donut shop.
• I grabbed me a donut,
• And I wiped off the grease,
• And I handed the lady a five-cent piece.



• Well, she looked at the nickel
• And she looked at me,
• And she said, "This nickel is no good to me.
• There's a hole in the middle
• And it goes right through,
• And I said, "There's a hole in the donut too!
• Thanks for the donut. You bet!"

• **Down by the Bay**

• Down by the bay, where the watermelons grow,
• Back to my home, I dare not go,
• For if I do, my mother will say,

• "Did you ever see a bear, combing his hair,
• Down by the bay?"

• Down by the bay, where the watermelons grow,
• Back to my home, I dare not go,
• For if I do, my mother will say,

• "Did you ever see a whale, with a polka dot tail,
• Down by the bay?"



• *Continue with other nonsense rhymes, ending with the following:*

• Down by the bay, where the watermelons grow,
• Back to my home, I dare not go,
• For if I do, my mother will say,

• "Did you ever have a time, when you couldn't make a rhyme,
• Down by the day?"

• **Down by the Station**

• Down by the station,
• Early in the morning,
• See the little puffer-bellies
• All in a row.

See the engine driver,
Pull the little throttle.
Puff, puff! Toot, toot!
Off we go!

Echo Me

Let each child take a turn being the leader. Ask each leader to make a sound. The rest of the children echo the sound.

Challenge the children to think of different sounds.

Eeny, Meeny, Miney Mo

Eeny, meeny, miney, mo,
Catch a tiger by the toe.
If he hollers, let him go.
Eeny, meeny, miney, mo.

Engine, Engine

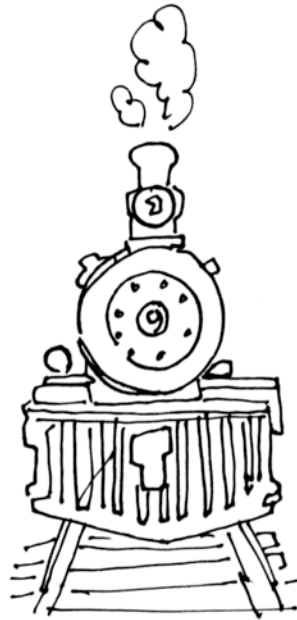
Children should sit in a line to form a train, and rock backward and forward to the beat. Do as fast verse as the train gathers speed, and a slow verse as the train comes into the station. When the song ends, toot the whistle, toooooot-toot.

Engine, engine, Number 9,
Ring the bell when it's time.
O-U-T spells "out" goes he
Into the middle of the dark blue sea.

Engine, engine, Number 9,
Running on Chicago line.
When she's polished, she will shine.
Engine, engine, Number 9.

Engine, engine, Number 9,
Running on Chicago line.
If the train should jump the track,
Do you want your money back?

Engine, engine, Number 9.
Running on Chicago line.
See it sparkle, see it shine.
Engine, engine, Number 9.



Farmer in the Dell

The farmer in the dell,
The farmer in the dell,
Hi-ho, the derry-o,
The farmer in the dell.

The farmer takes a wife,
The farmer takes a wife,
Hi-ho, the derry-o,
The farmer takes a wife.

The wife takes a child,
The wife takes a child,
Hi-ho, the derry-o,
The wife takes a child.

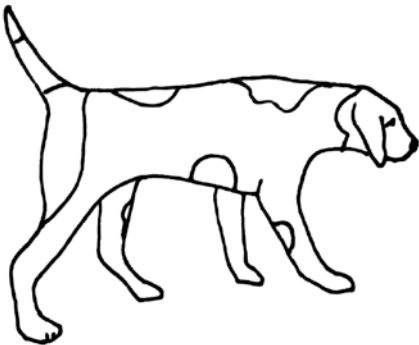
The child takes a nurse,
The child takes a nurse,
Hi-ho, the derry-o,
The child takes a nurse.

The nurse takes a cow,
The nurse takes a cow,
Hi-ho, the derry-o,
The nurse takes a cow.

The cow takes a dog,
The cow takes a dog,
Hi-ho, the derry-o,
The cow takes a dog.

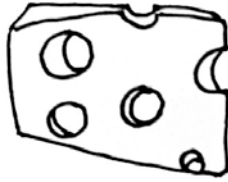
The dog takes a cat,
The dog takes a cat,
Hi-ho, the derry-o,
The dog takes a cat.

The cat takes a rat,
The cat takes a rat,
Hi-ho, the derry-o,
The cat takes a rat.



The rat takes the cheese,
The rat takes the cheese,
Hi-ho, the derry-o,
The rat takes the cheese.

The cheese stands alone,
The cheese stands alone,
Hi-ho, the derry-o,
The cheese stands alone.



Feed Your Alligator

Tell the children, "I keep a little alligator in my pocket. You have one, too. This morning we are going to feed our alligators and see how big they can get."

Make a tiny mouth with your finger and thumb, and say, in a little voice, "Chomp, chomp, chomp." Make a bigger mouth with your thumb and finger and say, in a bigger, voice, "Chomp, chomp, chomp." Each time, your motions will get bigger and your voice will get deeper and louder.

Two hands

Two arms

Have the children stick their legs straight out in front of them and both arms and legs for the alligator's mouth. (This is a great morning stretch!)

After the largest, "Chomp," ask the children if the alligator will fit in their pockets.

Tell the children that now they are going to shrink their alligators, and reverse the motions until you have a tiny little movement and little voice.

Tell the children, "Give your alligator a kiss and a hug, and tuck him back in your pocket. He can't come out again until we feed him!"

Firefighters

Up onto their loud, loud truck
The firefighters climb.
They're in an awful hurry,
They move in quick, quick time.
They're going to put out a fire,
Help is on the way.
They'll get there with their
water hose
And spray, and spray,
and spray.



Five Fingers on Each Hand

I have five fingers on each hand,
Ten toes on my two feet,
Two ears, two eyes,
One nose, one mouth,
With which to sweetly speak.



My hands can clap; my feet can tap;
My eyes can clearly see.
My ears can hear;
My nose can sniff;
My mouth can say, "I'm me."

Five Green and Speckled Frogs

Five green and speckled frogs (*Hold up five fingers*)
Sitting on a speckled log
Eating some most delicious bugs (*Pretend to eat bugs*)
Yum! Yum!
One jumped into the pool (*Point up and down with one finger*)
Where it was nice and cool.
Then there were four green speckled frogs (*Hold up four fingers*)
Ribbit! Ribbit!

Count down to "Then there were no green speckled frogs."



Five Little Ducks

Five little ducks went out to play
Over the hills and far away.
But the one little duck with the feather on his back,
He led the others with a quack, quack, quack.
Quack, quack, quack,
Quack, quack, quack.
He led the others with a quack, quack, quack.

Down to the river they would go,
Wibble wobble, wibble wobble,
To and fro.
But the one little duck with the feather on his back,
He led the others with a quack, quack, quack.
Quack, quack, quack,
Quack, quack, quack.
He led the others with a quack, quack, quack.

Five Little Monkeys

Five little monkeys swinging from a tree, (*Wave all five fingers*)
Teasing Mr. Alligator,
“You can’t catch me! You can’t catch me! (*Wave pointer finger and point*).

Along comes Mr. Alligator, quiet as can be, (*Make alligator with tow hands and snake through the air*)
And SNAPS (*Clap hands together*)
that monkey right out of that tree!

(*Continue counting down 4 little monkeys, 3 little monkeys, etc.*)

Five Little Monkeys Jumping on the Bed

Five little monkeys jumping on the bed; (*Bounce five hands up and down*)
One fell off and bumped his head. (*Point one finger up and down*)
Momma called the doctor (*Talk on the phone*)
And the doctor said,
“No more monkeys jumping on the bed! (*Point finger*)

Four little monkeys jumping on the bed; (*Bounce four fingers up and down*)
One fell off and bumped his head. (*Point one finger up and down*)
Momma called the doctor (*Talk on the phone*)
And the doctor said,
“No more monkeys jumping on the bed! (*Point finger*)

Continue with 3, 2, and 1.

Five Little Sausages

When you read the “BAM” part of the fingerplay, clap your hands together. Count down with each little sausage until you are out of sausages. You can use both hands and count down from 10.

Five little sausages, frying in a pan, (*Wiggle all five fingers*)
Sizzle, sizzle, sizzle, and one went BAM!





Five Little Snowmen

Five little snowmen, happy as can be, *(Hold up five fingers and move one for each snowman)*

The first one said, "What a nice day!"

The second one said, "We'll cry no tears."

The third one said, "We'll stay for years."

The fourth one said, "But what happens in May?"

The fifth one said, "Look, we're melting away!"

(Hold hands out like saying all gone)

Flowers Start as Tiny Seeds

Sit cross-legged on the floor.

Flowers start as tiny seeds *(Bend at the waist and clasp knees to roll into a ball)*

Balled up in the earth,

Balled up in the earth,

Where none can see.

With rain and sun they start to grow. *(Fingers make raining motion, then arms make a circle for the sun)*

They poke through the earth, *(Begin to stand)*

And begin to show.

They stand up high, *(Stand straight and tall)*

Reaching for the sun.

(Stretch arms up)

Bending in the wind *(Bend and sway)*

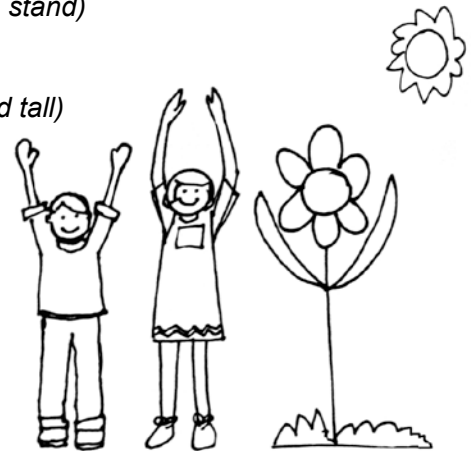
Can be such fun.

Flowers start as tiny little seeds

(Return to ball position)

Balled up in the earth,

Where none can see.



Follow Me

Have the children stand in a semicircle. Stand in the middle facing them.

Extend your arms and hold them in one position. Ask the children to copy your position. Allow time for everyone to assume the position.

When everyone is in position, assume a new position.

Found a Peanut

Found a peanut,
Found a peanut,
Found a peanut just now,
I just now found a peanut,
Found a peanut just now.



Cracked it open,
Cracked it open,
Cracked it open just now.
I just now cracked it open,
Cracked it open just now.

It was rotten,
It was rotten,
It was rotten just now,
I just now cracked it open.
It was rotten just now.

Four Seeds

Four seeds in a hole.
Four seeds in a hole.
One for the mouse,
One for the crow,
One to rot, and one to grow!

Freeze

Have the children stand in the Circle Time area.
Tell them to begin moving their bodies very slowly.
At the signal “Freeze,” the children will stop moving. Have them try to stand still and hold the position until “Melt” is called.

Frosty Weather

Frosty weather, snowy weather,
When the wind blows,
We all go together.



Fuzzy Wuzzy Was a Bear

Fuzzy Wuzzy was a bear.
Fuzzy Wuzzy had no hair.
Fuzzy Wuzzy wasn't fuzzy, was he?

Go in and out the Window

Go round and round the village,
Go round and round the village,
Go round and round the village,
As we have done before.

Go in and out the window,
Go in and out the window,
Go in and out the window,
As we have done before.

Now stand and face your partner,
Now stand and face your partner,
Now stand and face your partner,
As we have done before.

Now follow her to London,
Now follow her to London,
Now follow her to London,
As we have done before.

Now shake his hand and leave him,
Now shake his hand and leave him,
Now shake his hand and leave him,
As we have done before.

Verse 1: Two children go to the center of the circle of children, who are holding hands up high. The selected children thread in and out of the circle through the other children's arms.

Verse 2: The children in the center pick partners by stopping in front of another child.

Verse 3: The children follow their partners as they thread in and out of the circle.

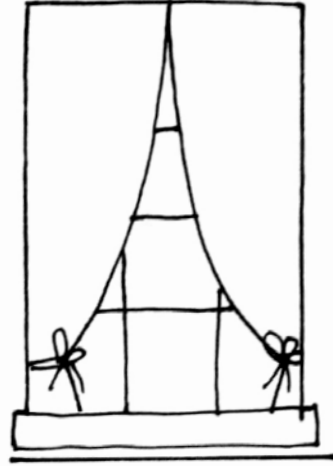
Verse 4: All the children join hands and circle in one direction.

Going on a Bear Hunt

Pat thighs to keep rhythm.

We're going on a bear hunt,
We're gonna catch a big one!
What a beautiful day!
We're not scared!

Uh, oh! Grass!



Long, tall grass.
Can't go over it! (*Shake head*)
Can't go under it! (*Shake head*)
We'll have to go through it! (*Nod head*)
Swish, swash, swish, swash, swish, swash (*Rub hands together*)

We're going on a bear hunt,
We're gonna catch a big one!
What a beautiful day!
We're not scared!

Uh, oh! A river!
A wide, deep river.
Can't go over it! (*Shake head*)
Can't go under it! (*Shake head*)
We'll have to go through it! (*Nod head*)
Splish, splash, splish, splash, splish, splash (*Stomp feet like walking through water*)

We're going on a bear hunt,
We're gonna catch a big one!
What a beautiful day!
We're not scared!

Uh, oh! Mud!
Thick, gooey mud!
Can't go over it! (*Shake head*)
Can't go under it! (*Shake head*)
We'll have to go through it! (*Nod head*)
Squelch, squerch, squelch, squerch, sqeluch, squerch (*Lift feet slowly as if walking through mud*)

We're going on a bear hunt,
We're gonna catch a big one!
What a beautiful day!
We're not scared!

Uh, oh! A forest!
A deep, dark forest!
Can't go over it! (*Shake head*)
Can't go under it! (*Shake head*)
We'll have to go through it! (*Nod head*)
Stumble, trip! Stumble, trip! Stumble, trip! (*Pretend to stumble*)

We're going on a bear hunt,
We're gonna catch a big one!
What a beautiful day!
We're not scared!

Uh, oh! A cave!



: A big, dark cave!
 : Can't go over it! (*Shake head*)
 : Can't go under it! (*Shake head*)
 : We'll have to go through it! (*Nod head*)
 : Tiptoe, tiptoe, tiptoe! (*Tiptoe in place*)
 : What's that? (*Reach hands out in front of you and pretend to feel something*)
 : One shiny wet nose!
 : Two furry ears!
 : Two big eyes!
 : IT'S A BEAR! (*Throw hands up in the air*)
 :
 : Quick! Back through the cave!
 : Tiptoe, tiptoe, tiptoe! (*Tiptoe quickly*)
 : Back through the forest!
 : Stumble, trip! Stumble, trip! Stumble, trip! (*Pretend to stumble quickly*)
 : Back through the mud!
 : Squelch, squerch, squelch, squerch, squelch, squerch (*Walk through mud quickly*)
 : Back through the river!
 : Splish, splash, splish, splash, splish, splash (*Splash through water quickly*)
 : Back through the grass!
 : Swish, swash, swish, swash, swish, swash (*Rub hands together quickly*)
 : Get to the front door.
 : Open the door. (*Pretend to open door*)
 : Up the stairs. (*Pretend to run up stairs*)
 : Forgot to close the door!
 : Back down the stairs. (*Pretend to run downstairs*).
 : Close the door. (*Pretend to close door*)
 : Back up the stairs. (*Pretend to run upstairs*)
 : Into the bedroom.
 : Jump into bed. (*Sit down on the floor*).
 : Under the covers. (*Pretend to pull covers over head*)
 : We're never going on a bear hunt again!

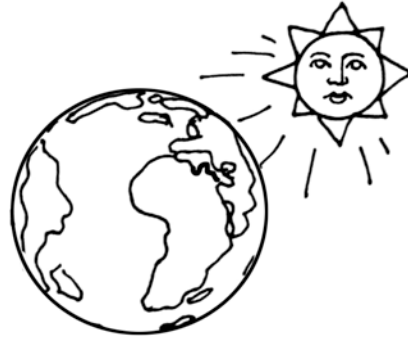
Good Morning to You

: Good morning, good morning,
 : Good morning to you.
 : Good morning, good morning,
 : Good morning to you.
 : Our day is beginning,
 : There's so much to do!
 : Good morning, good morning,
 : Good morning to you.



Good Morning, Merry Sunshine

Good morning, merry sunshine,
How did you wake so soon?
You've scared the little stars away,
And shone away the moon.
I watched you go to sleep last night,
Before I stopped my play,
How did you get way over there,
And, pray, where did you stay?



I never go to sleep, dear,
I just go 'round to see
My little children of the East,
Who rise to watch for me.
I waken all the birds and bees,
And flowers on my way,
Then last of all, the little child
Who stayed out late to play.

Green Cheese

Green cheese,
Yellow laces,
Up and down
The marketplaces.

Green Grass Grew All Around

There was a hole, (there was a hole)
The prettiest hole, (the prettiest hole)
That you ever did see. (that you ever did see)
Oh, the hole in the ground,
And the green grass grew all around, all around,
And the green grass grew all around.

And in that hole, (and in that hole)
There was a seed, (there was a seed)
The prettiest seed (the prettiest seed)
That you ever did see. (that you ever did see)
Oh, the seed in the hole
And the hole in the ground,
And the green grass grew all around, all around,
And the green grass grew all around.

And from that seed, (and from that seed)
There grew a tree, (there grew a tree)
The prettiest tree, (the prettiest tree)
That you ever did see (that you ever did see)
Oh, the tree from a seed,





: And the seed in the hole,
: And the hole in the ground,
: And the green grass grew all around, all around,
: And the green grass grew all around.

: And on and that tree, (and on that tree)
: There was a branch, (there was a branch)
: The prettiest branch, (the prettiest branch)
: That you ever did see (that you ever did see)
: Oh, the branch on the tree,
: And the tree from the seed,
: And the seed in the hole,
: And the hole in the ground,
: And the green grass grew all around, all around,
: And the green grass grew all around.

: And on that branch, (and on that branch)
: There was a nest, (there was a nest)
: The prettiest nest (the prettiest nest)
: that you ever did see (that you ever did see)
: Oh, the nest on the branch,
: And the branch on the tree,
: And the tree from the seed,
: And the seed in the hole,
: And the hole in the ground,
: And the green grass grew all around, all around,
: And the green grass grew all around.

: And in that nest (and in that nest)
: There was a bird, (there was a bird)
: The prettiest bird, (the prettiest bird)
: That you ever did see, (that you ever did see)
: Oh, the bird in the nest,
: And the nest on the branch,
: And the branch on the tree,
: And the tree from the seed,
: And the seed in the hole,
: And the hole in the ground,
: And the green grass grew all around, all around,
: And the green grass grew all around.

Head, Shoulders, Knees and Toes

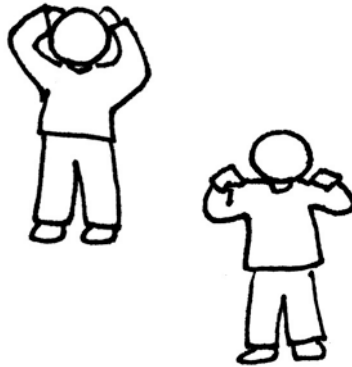
Demonstrate touching your head, shoulders, etc., as you recite the poem.

: Head
: Shoulders
: Knees
: And toes
: Knees and toes.

Head
Shoulders
Knees
And toes
Knees and toes.

Eyes
And ears
And mouth and nose.

Head
Shoulders
Knees
And toes
Knees and toes.



Help!

The object of this activity is for the children to move around in the space while carrying a paper napkin on their heads and avoiding any object or person. If the napkin falls off a child's head, he or she is frozen.

Another player can pick the napkin up put it back on the child's head, and he or she is unfrozen.

If it is too difficult to pick up a napkin for someone else, the children can unfreeze each other by touching a shoulder or arm.

Here is a House

Here is a house, built up high (*Stretch arms up touching fingertips like a roof*)

With two tall chimneys reaching the sky. (*Stretch arms up separately*)

Here are the windows. (*Make a square shape with your hands*)

Here is the door. (*Knock*)

If we peep inside

We'll see a mouse on the floor. (*Move fingers like a running mouse*).

Here is the Sea

Here is the sea, the wavy sea. (*Save your hands from side to side*)

Here is my boat, (*Cup your hands like a boat*)

And here is me. (*Point to yourself*)

All of the fishes (*Wiggle your fingers*)

Down below (*Point downward*)

Wiggle their tails, (*Wiggle your fingers*)

And away they go. (*Wiggle your fingers behind your back*)

Try this in slow motion and to music.



• **Hey, My Name is Joe!**

• Hey, my name is Joe!
• I have a wife, one kid, and I work in a button factory.
• One day my boss said, "Are you busy?"
• I said, "No."
• "Then turn a button with your right hand." (*Make a turning gesture with right hand*)

• Hey, my name is Joe!
• I have a wife, two kids, and I work in a button factory.
• One day my boss said, "Are you busy?"
• I said, "No."
• "Then turn a button with your left hand." (*Make a turning gesture with your left hand as you continue with the right hand*)

• *Continue adding number of children and adding right and left feet and head.*

• Hey, my name is Joe!
• I have a wife, six kids, and I work in a button factory.
• One day my boss said, "Are you busy?"
• I said, "Yes!"

• **Hickety, Tickety, Bumble Bee**

• Hickety, tickety, bumble bee,
• Who can say their name for me? (*Point to a child and have them say their name*)

• Who can say it? (*Say the name*)
• Who can whisper it? (*Whisper name*)
• Who can snap it? (*Snap and say the name*)
• Who can turn their voice off, and clap it? (*Clap the name*)

• *Repeat until every child has said his or her name.*

• **High There in the Deep Blue Sky**

• High there in the deep blue sky,
• Down the Milky Way,
• Rides a ship without a sail,
• With no oars, they say.
• White the ship, its only crew
• Is a rabbit white.
• Westward they're floating onward,
• Quietly through the night.



Hippity Hop to the Grocery Store

Hippity hop to the grocery shop
To buy three sticks of candy.
One for you, and one for me,
And one for sister Mandy.

Substitute each child's name, saying "brother _____," "or "sister _____" until you have named each child.

Hokey Pokey

You put your right hand in, you put your right hand out, (*suit motions to words*)

You put your right hand in, and you shake it all about.
You do the hokey pokey, and you turn yourself around.
That's what it's all about.

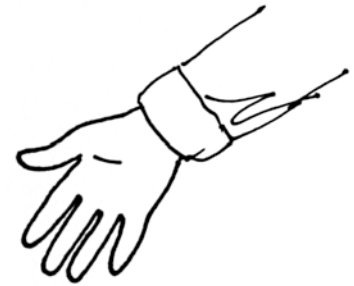
You put your left hand in, you put your left hand out,
You put your left hand in, and you shake it all about.
You do the hokey pokey, and you turn yourself around.
That's what it's all about.

Continue with right foot, left foot, head, whole self.

Home on the Range

Oh, give me a home,
Where the buffalo roam,
Where the deer and the antelope play.
Where seldom is heard
A discouraging word.
And the skies are not cloudy all day.

Home, home on the range!
Where the deer and the antelope play.
Where seldom is heard
A discouraging word,
And the skies are not cloudy all day.





The House That Jack Built

This is the house that Jack built.
This is the rat that lived in the house that Jack built.



This is the cat that chased the rat,
that lived in the house that Jack built.

This is the dog that scared the cat, that chased the rat,
that lived in the house that Jack built.

This is the cow with the crooked horn, that worried the dog, that scared the
cat, that chased the rat,
That lived in the house that Jack built.

This is the maiden all forlorn, that milked the cow with the crooked horn,
That worried the dog, that scared the cat, that chased the rat,
That lived in the house that Jack built.

This is the farmer, big and strong, that kissed the maiden all forlorn,
That milked the cow with the crumpled horn,
That worried the dog, that scared the cat, that chased the rat,
That lived in the house that Jack built.

If You're Happy and You Know It



If you're happy and you know it, clap your hands. (*Clap, clap*)
If you're happy and you know it, clap your hands. (*Clap, clap*)
If you're happy and you know it,
Then your face will surely show it.
If you're happy and you know it, clap your hands. (*Clap, Clap*)

If you're happy and you know it, stomp your feet. (*Stomp, Stomp*)
If you're happy and you know it, stomp your feet. (*Stomp, Stomp*)
If you're happy and you know it,
Then you're face will surely show it.
If you're happy and you know it, stomp your feet. (*stomp, stomp*)

Continue with other body movements, such as wiggle your ears, spin in a circle, etc.

I Have So Many Parts of Me

I have two hands to clap with. (*Clap*)
One nose with which to smell. (*Sniff*)
I have one head to think with. (*Tap head*)
Two lungs that work quite well. (*Take a deep breath*)
I have two eyes that let me see. (*Point to eyes*)
I have two legs that walk. (*Walk in place*)

I Have Something in My Pocket

I have something in my pocket,
It belongs across my face.
I keep it very close at hand
In a most convenient place.

I bet you could guess it,
If you guessed a long long while,
So I'll take it out and put it on,
It's a great big happy smile!

I Have Two Eyes

I have two eyes, one, two. (*Point to eyes*)
They're the same size, one, two.
I have two eyes, (*Point to eyes*)
And they're the same size.

I have two ears, one, two. (*Point to ears*)
They help me hear, one, two.
I have two ears, to help me hear, (*Point to ears*)
I have two eyes, (*Point to eyes*)
And they're the same size.

I have two feet, one, two, (*Point to feet*)
They can walk down the street, one, two.
I have two feet, they can walk down the street,
I have two ears, to help me hear, (*Point to ears*)
I have two eyes, (*Point to eyes*)
And they're the same size.

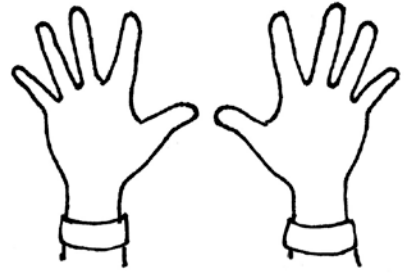
Two hands have I, one, two.
I can wave goodbye, one, two. (*Wave both hands*)
Two hands have I, I can wave goodbye.
I have two feet, they can walk down the street,
(*Point to feet*)
I have two ears, to help me hear, (*Point to ears*)
I have two eyes, and they're the same size. (*Point to eyes*)

I have two knees, one, two,
They're as round as you please, one, two. (*Point to knees*)
I have two knees, they're as round as you please,
Two hands have I, I can wave goodbye, (*Wave both hands*)
I have two feet, they can walk down the street, (*Point to feet*)
I have two ears, to ears, to help me hear, (*Point to ears*)
I have two eyes, and they're the same size. (*Point to eyes*)



I Have Two Eyes to See With

I have two eyes to see with,
I have two feet to run,
I have two hands to wave with,
And nose I have but one.
I have two ears to hear with,
And a tongue to say, "Good day."



I Love My Family; My Family Loves Me

Ask parents to send pictures of their families to school with the children. Put all family pictures into a large bowl. Select one child to pull a picture out of the bowl. Have children identify the classmate in the picture and then recite the poem, inserting the child's name.

I love my family; my family loves me.
This is _____'s family,

As happy as can be.
Who's in _____'s family?

Let's count and see:
One, two,

There are (number) in _____'s family,
As happy as can be.

Continue until each child has had a turn to pull a picture out of the bowl.

I'm a Choo-Choo Train

I'm a choo-choo train (*Bend arms at elbows*)
Chugging down the track. (*Rhythmically move arms*)
First I go forward, (*Move forward*)
Then I go back. (*Move backward*)

Now my bell is ringing. (*Pretend to pull bell*)
Hear my whistle blow.
What a lot of noise I make (*Cover ears*)
Everywhere I go!



In a Cabin in the Woods

In a cabin in the woods, (*Outline imaginary cabin*)
A little man by the window stood, (*Circle fingers for eye glasses*)
Saw a rabbit hopping by (*Bounce hands in front of you*)
Knocking at the door. (*Knock on door*)
Help me! Help me! Help me! he said, (*Throw hands up in the air*)
Or the hunter will bump me on the head. (*Touch top of head*)



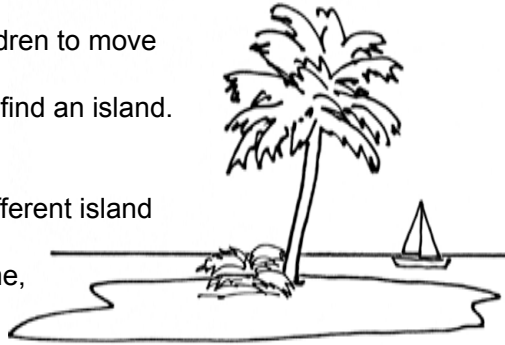
Little rabbit, come inside (*Motion inside*)
Safely we'll abide. (*Pat hand*)

Islands

Gather large circles made of butcher paper, plastic hoops, rugs, large towels, and recorded music. Spread the paper "islands" around the Circle Time area.

Turn the music on, and tell the children to move around from island to island.
When the music stops, all children find an island.
Sharing an island is fine.

Encourage the children to find a different island each time the music stops.
You can remove an island each time, which will encourage the children to share islands.



I Spy

Say, "I spy with my little eye ..." and describe something that you can see in the classroom. For example, for the clock, say, "It is round. It is on the wall. It has hands. It has numbers."

Tell the children to listen carefully to the clues. If they think they know what it is, tell them to silently stand up. This is a quiet game, and they can't make a sound.

After you give your last clue, let the children shout their answer.

Continue to describe items around the room.

It Rains, It Blows

It rains, it hails, it batters, it blows
And I am wet through all my clothes
I prithee, love, let me in!

It's Raining

It's raining, it's pouring,
The old man is snoring.
He went to bed, and he bumped his head
And he couldn't get up in the morning.



Itsy Bitsy Spider

The itsy bitsy spider went up the water spout (*Walk fingers up in the air*).
Down came the rain (*Pantomime rain with your fingers*)

And washed the spider out. (*Push hands out*).

Out came the sun and dried up all the rain (*Make sun above your head*).
And the itsy bitsy spider went up the spout again. (*Walk fingers up in the air*).

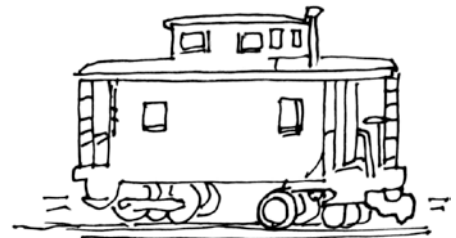
I've Been Working on the Railroad

I've been working on the railroad
All the live long day.
I've been working on the railroad
Just to pass the time away.
Can't you hear the whistle blowing,
"Rise up so early in the morn?"
Can't you hear the captain shouting,
"Dinah, blow your horn!"

Dinah won't you blow,
Dinah won't you blow,
Dinah won't you blow your horn!

Dinah won't you blow,
Dinah won't you blow,
Dinah won't you blow your horn!

Someone's in the kitchen with Dinah,
Someone's in the kitchen I know.
Someone's in the kitchen with Dinah
Strumming on the ole banjo,
And singing,
"Fe, fi, fiddly-i-o,
Fe, fi, fiddly-i-o,
Fe, fi, fiddly-i-o,"
Strumming on the old banjo.



I Wiggle

I wiggle, wiggle, wiggle my fingers. (*Wiggle fingers*)
I wiggle, wiggle, wiggle my toes. (*Wiggle toes*)
I wiggle, wiggle, wiggle my shoulders. (*Wiggle shoulders*)
I wiggle, wiggle, wiggle my nose. (*Wiggle nose*)
Now no more wiggles are left in me. (*Shake head*)
I am sitting as still as can be. (*Sit still*)

Jello Wiggle

Put on some danceable music and ask the children, "Have you ever seen a bowl of Jell-o wiggle? Have you ever opened the refrigerator and seen it wiggle? It doesn't move like anything else in the world. It is special. Can you move like Jello?" Continue with these challenges:

Can your shoulders jiggle like jell-o?

While you are jiggling your arms and shoulders, can you start your hips moving?

Can you be loose in the knees?

Can you wobble very slowly until you are slow motion?

Can you wobble forward and backward?

Can you wobble in a circle?

Can you wobble the other direction in a circle?

Can your wobble include some up and down motions?

Do you feel loose?

Can you wiggle with a friend?

Johnny Works With One Hammer

Johnny works with one hammer,
One hammer, one hammer. (*Make hammering motion with right hand*)

Johnny works with one hammer,
Then he works with two.

Johnny works with two hammers ... (*Motion with left and right hands*)

Johnny works with three hammers ... (*Motion with both hands and right foot*)

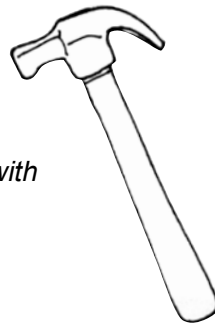
Johnny works with four hammers ... (*Motion with both hands and both feet*)

Johnny works with five hammers ... (*Motion with both hands and feet and with head*)

Then he goes to bed.

Jump, Frog, Jump!

Reread the book, *Jump, Frog, Jump!* and have the children jump up each time you read the phrase, "Jump, frog, jump!"





Ladybug! Ladybug!

Act out the following rhyme, with one child playing the ladybug, 3-4 children playing her children, and one child playing Ann. The other children recite the rhyme while some act it out. Repeat it until everyone has a chance to participate.

Ladybug! Ladybug!
Fly away home.
Your house is on fire
And your children are gone.
All except one,
And that's little Ann,
For she has crept under
The frying pan.



The Little Green Frog

Gunk gunk went the little green frog one day.
Gunk, gunk went the little green frog,
Gunk, gunk went the little green frog one day.
And his eyes went ahh, ahh, gunk. (Circle your fingers around your eyes and stick out your tongue.)

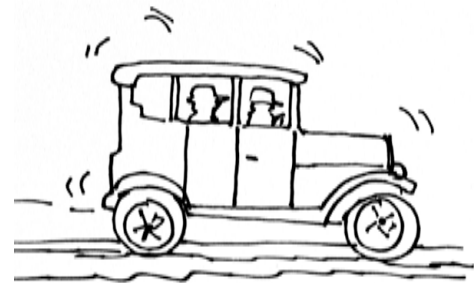
Little Miss Tucket

Little Miss Tucket
Sat on a bucket,
Eating some peaches and cream.
There came a grasshopper
And tried hard to stop her,
But she said, "Go away, or I'll scream."

Act out this rhyme, with two children playing Miss Tucket and the grasshopper, and the other children reciting the rhyme. Repeat until everyone has a chance to participate. Let the children scream the word, "Scream!"

Little Piece of Tin

I'm a little piece of tin,
No one knows what shape I'm in.
I've got four wheels and a running board.
I'm a four-door,
I'm a Ford.
Honk, honk,
Rattle, rattle, rattle,
Crash! Beep, beep.
Honk, honk,



Rattle, rattle, rattle,
Crash! Beep, beep.
Honk, honk,
Rattle, rattle, rattle,
Crash! Beep, beep.
Honk, honk!

Little Red Apple

A little red apple grew high in a tree. (*Point up*)
I looked at it. (*Shade eyes and look up*)
It looked down at me. (*Shade eyes and look down*)
“Come down, please,” I said. (*Use hands to motion downward*)
And that little red apple fell right on my head! (*Tap the top of your head*)



Little Red Wagon

Bumpin’ up and down in my little red wagon,
Bumpin’ up and down in my little red wagon,
Bumpin’ up and down in my little red wagon,
Havin’ so much fun.

Here come my friends in their little red wagons,
Here come my friends in their little red wagons,
Here come my friends in their little red wagons,
Havin’ so much fun.

Pull me around in my little red wagon,
Pull me around in my little red wagon,
Pull me around in my little red wagon,
Havin’ so much fun.



Little Skunk’s Hole

Oh, I stuck my head
In the little skunk’s hole,
And the little skunk said,
“Well, bless my soul!
Take it out! Take it out!
Take it out! Remove it!”

Oh, I didn’t take it out,
And the little skunk said,
“If you don’t take it out
You’ll wish you had.
Take it out! Take it out!”
Pheew! I removed it!

: **Little Squirrel**

: I saw a little squirrel
: Sitting in a tree;
: He was eating a nut,
: And wouldn't look at me.



: **Little Tommy Tittlemouse**

: Little Tommy Tittlemouse
: Lived in a little house.
: He caught fishes
: In other men's ditches.

: **London Bridge**

: London Bridge is falling down,
: falling down, falling down.
: London Bridge is falling down,
: my fair lady.

: Build it up with iron bars, iron bars,
: iron bars, iron bars.
: Build it up with iron bars,
: My fair lady.

: Iron bars will bend and break,
: Bend and break, bend and break.
: Iron bars will bend and break.
: My fair lady.

: Build it up with silver and gold,
: Silver and gold, silver and gold.
: Build it up with silver and gold,
: My fair lady.

: Take the key and lock her up,
: lock her up, lock her up.
: Take the key and lock her up,
: my fair lady.

: London Bridge is falling down,
: falling down, falling down.
: London Bridge is falling down,
: my fair lady.



Look What I Can Do

Ask the children to stand up. Sing, "Look what I can do. See if you can do it, too," demonstrating an action like touching your head or standing on one foot. Invite the children copy you. Repeat the tune with another movement. Continue for five minutes, or until you run out of ideas!

This is a great activity to do while waiting for something. You can do it sitting down or standing up, and it keeps the children occupied for a few minutes and focuses their attention on you.

Make a Pancake

Make a pancake, pat, pat, pat. (*Pat hands together*)
Do not make it fat, fat, fat. (*Stretch hands apart*)
You must make it flat, flat, flat. (*Pat hands together*)
Make a pancake just like that. (*Clap hands together*)



Mirror, Mirror, What Do I See?

Hold up a hand mirror and say, "Mirror, mirror, what do I see? I see _____
_ looking at me."

Pass the mirror to the child you have named. Have the children pass the mirror around the circle, with each child taking a turn.



Mary, Mary

Mary, Mary, quite contrary,
How does your garden grow?
With silver bells,
And cockle shells,
And little maids all in a row.

Miss Mary Mack

Miss Mary Mack, Mack Mack
All dressed in black, black, black,
With silver buttons, silver buttons,
Up and down her back, up and down her back.

She asked her mother, mother, mother,
For fifty cents, cents, cents,
To see the elephant, elephant, elephant,
Jump over the fence, fence, fence.

She jumped so high, high, high,
She touched the sky, sky, sky,



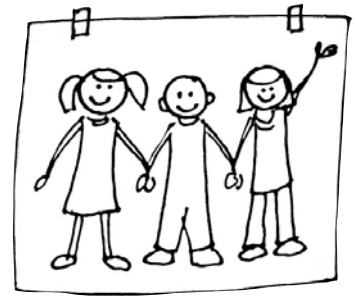
: And she didn't come back, back, back,
: 'Til the fourth of July, 'til the fourth of July.

Mister Sun

: Oh Mr. Sun, Sun, Mr. Golden Sun,
: Please shine down on me.
: Oh Mr. Sun, Sun, Mr. Golden Sun,
: Hiding behind that tree.
: These little children are asking you
: To please come out so we can play with you
: Oh Mr. Sun, Sun, Mr. Golden Sun,
: Please shine down on.
: Won't you shine down on,
: Please shine down on me!

The More We Get Together

: The more we get together,
: Together, together,
: The more we get together the happier we'll be.
: 'Cause your friends are my friends,
: And my friends are your friends.
: The more we get together the happier we'll be.



: *Have the children stand up to sing this song. Hold hands in the circle and
: sway from side to side as you sing.*

Muffin Man

: Oh, do you know the muffin man?
: The muffin man, the muffin man?
: Oh, do you know the muffin man
: Who lives in Drury Lane?

: Yes, I know the muffin man,
: The muffin man, the muffin man.
: Yes, I know the muffin man
: Who lives in Drury Lane.

My Apple

: Look at my apple, it is nice and round. (*Cup hands*)
: It fell from a tree, down to the ground. (*Move fingers in a downward motion*)
: Come, let me share my apple, please do! (*Beckoning motion*)
: My mother can cut it half in two – (*Slicing motion*)
: One half for me and one half for you. (*Hold out two hands, sharing halves*)



My Bonnie Lies Over the Ocean

My Bonnie lies over the ocean.
My Bonnie lies over the sea.
My Bonnie lies over the ocean.
Oh, bring back my bonnie to me!

Bring back,
Bring back,
Bring back my Bonnie to me, to me.
Bring back,
Bring back,
Oh, bring back my Bonnie to me.

My Head

Point to your head, mouth, etc., as you say the lines.

This is the circle that is my head.
This is my mouth with which words are said.
These are my eyes with which I now see.
This is my nose that is part of me.
This is the hair that grows on my head,
And this is my hat that I wear on my head.

Number Jump

Prepare 20 cards labeled with numbers 1 – 20, or enough so that each child has one.

Have the children sit in a semi-circle. Give each child a number. Ask each child to tell you the number that they are holding. Tell the children that you will announce one number at a time. When you say their number, they will jump up and then sit back down.

Slowly name the numbers in order. Next, call the numbers in a random order.

Nut Tree

I had a little nut tree.
Nothing would it bear.
But a silver nutmeg
And a golden pear.

The King of Spain's daughter
Came to visit me
And all for the sake
Of my little nut tree.



•
•
• **Old MacDonald Had a Body**
•

• Old MacDonald had a body,
• E – I – E – I – O.
• And on this body he had two arms,
• E – I – E – I – O.
• With a streeeeetch here, and a streeeeeeetch there,
• Here a stretch, there a stretch, everywhere a stretch, stretch.
• Old MacDonald had a body,
• E – I – E – I – O.

• *Continue with other body parts.*
•

• **Old MacDonald Had a Farm**
•

• Old MacDonald had a farm,
• E – I – E – I – O.
• And on that farm he had a cow,
• E – I – E – I – O.
• With a moo moo here, and a moo moo there.
• Here a moo, there a moo, everywhere a moo moo.
• Old MacDonald had a farm,
• E – I – E – I – O.

• Old MacDonald had a farm,
• E – I – E – I – O.
• And on that farm he had a horse,
• E – I – E – I – O.
• With a neigh, neigh here, and a neigh, neigh there.
• Here a neigh, there a neigh, everywhere a neigh, neigh.
• Old MacDonald had a farm,
• E – I – E – I – O.

• Old MacDonald had a farm,
• E – I – E – I – O.
• And on that farm he had a duck,
• E – I – E – I – O.
• With a quack, quack here, and a
• quack, quack there.
• Here a quack, there a quack,
• everywhere a quack, quack.
• Old MacDonald had a farm,
• E – I – E – I – O.

• *Continue with other farm animals.*
•
•
•



On Top of Old Smokey

On top of Old Smokey,
All covered with cheese,
I lost my poor meatball,
When I started to sneeze.

It rolled off the table,
And onto the floor,
And then my poor meatball,
Rolled right out the door.

One Finger, One Thumb, Keep Moving

Point, wave, turn, etc., to match the words.

One finger, one thumb, keep moving,
One finger, one thumb, keep moving,
One finger, one thumb, keep moving,
We'll all be merry and bright.

One finger, one thumb, one arm, keep moving ...
One finger, one thumb, one arm, one leg, keep moving ...
One finger, one thumb, one arm, one leg, one nod of the head, keep moving ...
One finger, one thumb, one arm, one leg, one nod of the head, stand up, sit down keep moving ...
One finger, one thumb, one arm, one leg, one nod of the head, stand up, turn around, sit down keep moving ...

One Potato, Two Potato

One potato, two potato, (*Make two fists, alternate tapping one on top of the other*)
Three potato, four,
Five potato, six potato,
Seven potato, more.
Eight potato, nine potato,
Where is ten?
Now we must count over again.

One, Two Buckle My Shoe

One, two, buckle my shoe. (*Buckle shoe*)
Three, four, shut the door. (*Shut door*)
Five, six, pick up sticks. (*Pick up sticks*)
Seven, eight, lay them straight. (*Lay sticks down*)
Nine, ten, a big fat hen. (*Hold arms out*)





Open, Shut Them

Open, shut them (*Open hands then close into a fist*)
Open, shut them (*Open hands then close into a fist*)
Give a little clap, clap, clap (*Clap hands on the word "clap"*)

Open, shut them (*Open hands then close into a fist*)
Open, shut them (*Open hands then close into a fist*)
Lay them in your lap. (*Fold hands together and place in your lap*)

Over in the Meadow

Over in the meadow, in the sand, in the sun,
Lived an old mother frog and her little froggie one.
"Croak!" said the mother; "I croak!" said the one,
So they croaked and they croaked in the sand,
in the sun.



Over in the meadow in the stream so blue,
Lived an old mother fish and her little
fishies two.
"Swim!" said the mother; "We swim!" said the two.
So they swam and they swam in the stream so blue.

Over in the meadow on a branch of the tree,
Lived an old mother bird and her little birdies three.
"Sing!" said the mother; "We sing!" said the three,
And they sang and they sang on a branch of the tree.

Pass the Shoe

Gather several large objects that are easy to handle, like shoes, soft balls or stuffed toy animals.

Ask the children to sit in a circle. Clap in a slow, steady rhythm. On each beat, each child pretends to place something in front of the child to the left. One child will have an object and actually pass it.

When the children understand the rules and can move with the rhythm of clapping, you can add another object so that two will be passed at the same time.

Next, try passing objects only on the fourth beat. Have the children count out loud with you, and when you say, "Four," they will pass the objects.

Peanut Butter

Peanut, peanut butter, and jelly.
Peanut, peanut butter, and jelly.
First you take the bread and you spread it, you spread it.

First you take the bread and you spread it, you spread it.

Peanut, peanut butter, and jelly,
Peanut, peanut butter, and jelly.

Then you take the jelly and you spread it, you spread it,
Then you take the jelly and you spread it, you spread it.

Peanut, peanut butter, and jelly,
Peanut, peanut butter, and jelly.

Then you take the bread and you squish it, you squish it.
Then you take the bread and you squish it, you squish it.

Peanut, peanut butter, and jelly,
Peanut, peanut butter, and jelly.

Then you take the sandwich and you eat it, you eat it.
Then you take the sandwich and you eat it, you eat it.

Peanut, peanut butter, and jelly,
Peanut, peanut butter, and jelly.



Pop Up

Whisper “bear” or “bunny” in each child’s ear.
Ask the children to jump up quickly when you call out their animal. Call out “bear” or “bunny” randomly, giving the children time to pop up and sit back down.

Repeat this several times. You can also call out other animals so that no children will pop up, to encouraging the children to listen carefully.

Play the game silently by holding up pictures of a bear and bunny.

Punchinello

What can you do, Punchinello, funny fellow?
What can you do Punchinello, funny you?

Have one child move into the middle of the circle and move. Copy their movements as you sing.

We can do it too, Punchinello, funny fellow!
We can do it too, Punchinello, funny you!

Repeat until every child has a turn in the center of the circle.



Puppies and Kittens

Tell the children that they are all going to be puppies and kittens. Let the children decide which animal they each want to be.

Ask all of the puppies to stand up; then ask them to sit down.

Ask all of the kittens to stand up; then ask them to sit down.

Ask the puppies to crawl around the circle and bark like puppies until you say, "Sit, puppies!" Ask the puppies to crawl back to their seats.

Ask the kittens to crawl around the circle and meow like kittens until you say,

"Quiet, kittens!" Ask the kittens to crawl back to their seats.

Give the children different commands, like "All puppies touch their noses" and "All kittens touch their ears."

Give each group one more opportunity to crawl and make noises.

For the rest of the day, line up for routines like hand washing and going outside by saying, "All puppies line up! All kittens line up!"

Puppies and Kittens (Fingerplay)

One little, two little, three little kittens (*Pop up three fingers on left hand*)

Were napping in the sun. (*Rest head on hands*)

One little, two little, three little puppies (*Pop up three fingers on right hand*)

Said, "Let's have some fun." (*Smile*)

Up to the kittens the puppies went creeping (*Creep right fingers up left arm*)

As quiet as could be.

One little, two little, three little kittens

Went scampering up a tree! (*Wiggle left fingers overhead*)



Pussycat, Pussycat

Pussycat, pussycat,

Where have you been?

I've been to London

To visit the queen.

Pussycat, pussycat,

What did you there?

I frightened a little mouse

Under her chair.

Rain

Rain on the green grass
And rain on the tree;
Rain on the housetop
But not on me.

Rain, Rain, Go Away

Rain, rain, go away,
Come again another day.
Little (*Child's name*) wants to play.
Rain, rain, go away.

Ring Around the Rosies

The children join hands and move in a circle. At the end of the verse, they all sit down.

Ring around the rosies,
A pocket full of posies,
Ashes, ashes, we all fall down!



Rise and Shine

Gather something that rings, like an alarm clock, if you have one.

Have the children lie down and pretend to be asleep. Move around and be sure they are relaxed.

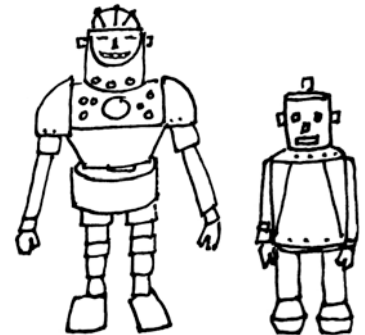
At the sound of the alarm (Or you can say, "Rise and shine!"), the children shall jump up and move quickly to another place, where they pretend to fall asleep again. Give them time to relax before sounding the alarm.

Repeat this several times.

Robot

Introduce this activity by telling the children that you are the Commander and they are robots. When you give them a command, they move. Tell the children to move forward, backward, and sideways, and to sit down, stand up, and stop.

After you have practiced this a few times, give the children partners. In each pair, one child will be the Commander, and the other will be the Robot. Tell the Commanders that they can tell the Robots to go forward, backward, stop, or go. Remind them to be sure that their robot can move safely around the room.



Tell the children to switch jobs so that everyone gets a chance to be a Commander and a robot.

Roll the Ball

Collect 5-6 balls.

Have the children sit in a tight circle on the floor with their legs spread out and their feet touching. Be sure to make allowances for any child who seems uncomfortable sitting this way.

Roll out one ball and ask the children to catch it and then roll it to someone else. Be sure to tell the children that they can't reach for the ball. They have to wait for the ball to roll to them. If they get up, the ball might roll through the space. When children seem able to do this, gradually roll out more balls.

The object of the activity is for the players to keep as many balls as possible rolling while still maintaining control. Remind the group to keep the ball moving and one the ground.



Round and Round the Garden

Round and round the garden like a teddy bear. (*Swirl index finger in palm of other hand*)

One step, two steps, (*Walk fingers up arm*)

Hidden under there! (*Walk fingers under arm*)

Row, Row, Row Your Boat

Row, row, row your boat

Gently down the sea.

Merrily, merrily, merrily, merrily,

Life is but a dream.



A Sailor Went to Sea

A sailor went to sea, sea, sea

To see what he could see, see, see.

But all that he could see, see, see

Was the bottom of the deep blue sea, sea, sea.

Sally Go Round the Sun

Sally, go round the sun.
Sally, go round the moon.
Sally, go round the chimney pots
On a Sunday afternoon.

Seasons

In the summer leaves are rustling,
Green, green leaves are rustling.
In the summer leaves are rustling,
Rustling in the trees.

In the autumn leaves are falling,
Brown, brown leaves are falling.
In the autumn leaves are falling,
Falling from the trees.

In the winter leaves are sleeping,
Brown, brown leaves are sleeping.
In the winter leaves are sleeping,
Sleeping in the trees.

September Blow Soft

September blow soft
Till the fruit's in the loft.

Shape Jump

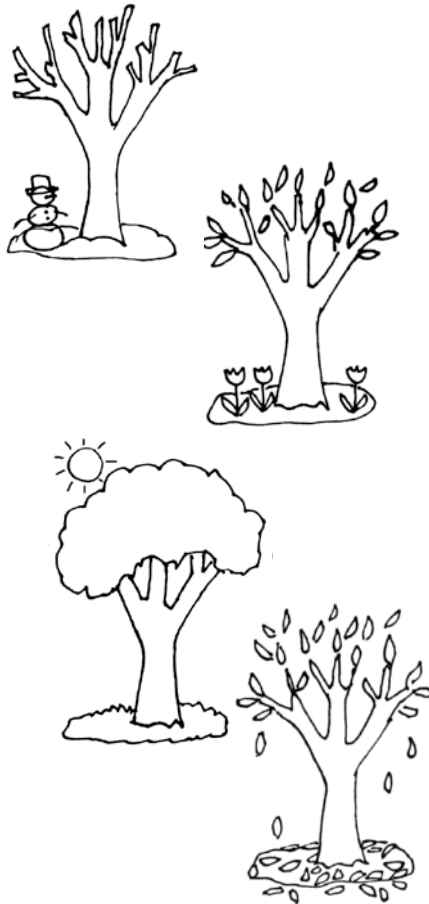
Prepare an assortment of cardboard circles, squares, triangles, rectangles
– enough for each child to have one.

Have the children sit in a semi-circle. Give each child a shape. Ask each child to tell you the shape that they are holding.
Tell the children that you will announce one shape at a time. When you say their shape, they will jump up and then sit back down. Start slowly calling shapes. Be sure to say each shape once.

Next, call the shapes in a random order; square, circle, square, triangle, circle, rectangle, rectangle, square, triangle. Mix up the order and repeat some shapes so that children have many opportunities to jump.

Shoo Fly

Shoo, fly, don't bother me,
Shoo, fly, don't bother me,
Shoo, fly, don't bother me,



Snow, Snow, Fly Away

Snow, snow, fly away
Over the hills and far away.



Sometimes I Feel

After reading *Alexander and the Terrible, Horrible, No Good, Very Bad Day* (J. Viorst), ask the children if they have ever felt like Alexander. Tell them that you want them to think about other feelings, both happy and sad ones, to show everyone.

Demonstrate by saying the phrase, “Sometimes I feel happy,” and making a happy face. Ask the children to copy your face.

Moving around the circle, ask each child to say, “Sometimes I feel ...” and add an emotion. Then they need to pantomime how that feels, and everyone will copy them.

Give every child a turn.

Spring Is Coming

Spring is coming; spring is coming!
How do you think I know?
I see a flower blooming,
I know it must be so.
Spring is coming; spring is coming!
How do you think I know?
I see a blossom on the tree,
I know it must be so.

Stomping Words

Have the children stand in a semicircle with room to move. Announce, “When I clap, you hop on one foot.” Clap and demonstrate hopping on one foot.

Demonstrate other signals:

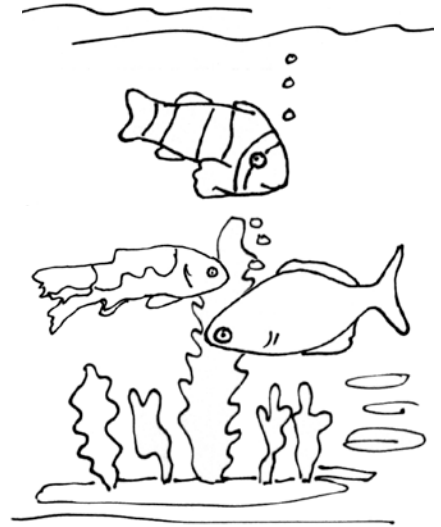
Finger snapping – running in place
Whistling – moving arms in big circle
Clicking tongue – nodding head

Give the signals one at a time, with no cues. Speed up and change the signals.



Swim Little Fishie

Swim little fishie
Swim around the pool
Swim little fishie
The water is cool.
Where's little fishie?
Where did he go?
There is is!
Splash!



Ta Tee Ta Ta

Move from side to side as you chant.

Ta tee, ta ta,
Ta tee, ta ta,
Ta tee ta ta ta.

Ta tee, ta ta,
Ta tee, ta ta,
Ta tee ta ta ta.

Children repeat:

Thumbs up!
Ta tee, ta ta,
Ta tee, ta ta,
Ta tee ta ta ta.



Thumbs up!
Elbows in!
Ta tee, ta ta,
Ta tee, ta ta,
Ta tee ta ta ta.

Continue: Knees together, bottoms out, tongues out.

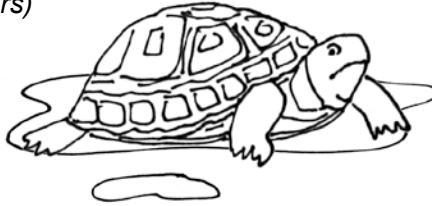
Teacher, Teacher

Teacher, teacher made a mistake.
She sat down on a chocolate cake.
The cake was soft; teacher fell off.
Teacher, teacher made a mistake.

There Once Was a Turtle

There once was a turtle (*Make a fist*)
He lived in a box. (*Draw a square in the air*)

He swam in a puddle (*Pretend to swim*)
He climbed on the rocks. (*Pretend to climb*)
He snapped at a mosquito (*Snap with fingers*)
He snapped at a flea. (*Snap with fingers*)
He snapped at a minnow, (*Snap with fingers*)
And he snapped at me. (*Snap with fingers*)
He caught the mosquito. (*Clap hands*)
He caught the flea. (*Clap hands*)
He caught the minnow. (*Clap hands*)
But he didn't catch me! (*Wave index finger as if saying no-no*)



There's a Hole in the Bottom of the Sea

Write the following poem on chart paper for the children to see.

There's a hole in the bottom of the sea,
There's a hole in the bottom of the sea,
There's a hole, there's a hole, there's a hole in the bottom of the sea.

There's a log in the hole in the bottom of the sea,
There's a log in the hole in the bottom of the sea,
There's a hole in the bottom of the sea,

There's a bump on the log in the hole in the bottom of the sea,
There's a bump on the log in the hole in the bottom of the sea,

There's a hole in the bottom of the sea.

There's a frog on the bump on the log in the hole on the bottom of the sea,
There's a frog on the bump on the log in the hole on the bottom of the sea,

There's a hole in the bottom of the sea,.

There's a fly on the frog on the bump on the log in the hole on the bottom of the sea,
There's a fly on the frog on the bump on the log in the hole on the bottom of the sea,

There's a hole in the bottom of the sea.

There's a wing on the fly on the frog on the bump on the log in the hole on the bottom of the sea,
There's a wing on the fly on the frog on the bump on the log in the hole on the bottom of the sea,

There's a hole in the bottom of the sea.

There's a flea on the wing on the fly on the frog on the bump on the log in the hole on the bottom of the sea,
There's a flea on the wing on the fly on the frog on the bump on the log in

She swallowed the dog to catch the cat,
She swallowed the cat to catch the bird,
She swallowed the bird to catch the spider,
That wiggled and jiggled and ticked inside her.
She swallowed the spider to catch the fly,
But I don't know why she swallowed the fly.
Perhaps she'll die.

I know an old lady who swallowed a horse.
She's dead, of course!

This Little Piggie

Let the children take off their shoes for this finger- and toeplay.

This little piggy went to market (*Wiggle big toe with fingers*)
This little piggy stayed home. (*Wiggle second toe with fingers*)
This little piggy had roast beef, (*Wiggle middle toe with fingers*)
This little piggy had none. (*Wiggle forth toe with fingers*)
And this little piggy went, "Wee, wee, wee" all
the way home! (*Wiggle little toe with fingers*)



Three Little Kittens

Three little kittens lost their mittens;
And they began to cry,
"oh, mother dear, we very much fear
Our mittens we have lost."

"What! Lost your mittens, you naughty kittens!
Then you shall have no pie."
"Mee-ow, mee-ow, mee-ow, mee-ow."
"No, you shall have no pie."

The three little kittens, they found their mittens;
And they began to cry,
"Oh, mother dear, see here, see here!
Our mittens we have found."

"What!" Found your mittens! You good little kittens,
Now you shall have some pie."
"Purr, purr, purr, purr,
Purr, purr, purr."

A Thunderstorm

Boom, bang, boom, bang,
Rumperty, lumperty, bump!
Zoom, zam, zoom, zam,
Clippity, clippity, clump!

: Rustles and bustles,
: And swishes and zings!
: What wonderful sounds
: A thunderstorm brings.

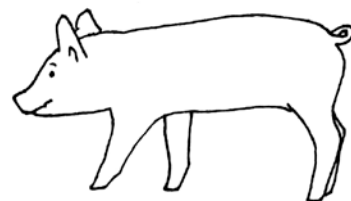
Tiny Seeds

: Tiny seed planted just right, (*Fold yourself into a ball*)
: Not a breath of air, not a ray of light.
: Rain falls slowly to and fro,
: And now the seed begins to grow. (*Begin to unfold*)
: Slowly reaching for the light,
: With all its energy, all its might.
: The little seed's work is almost done,
: To grow up tall and face the sun. (*Stand up tall with arms stretched out*).

To Market, To Market

: To market, to market, to buy a fat pig,
: Home again, home again, jiggety jig.

: To market to market to buy a fat hog.
: Home again, home again, jiggety jog.



Trying to Remember

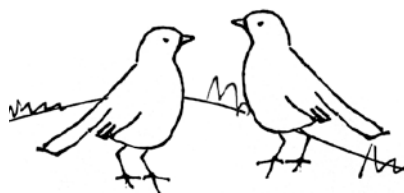
: Select five movements, such as clapping hands, running in place, reaching hands overhead, hopping, and wiggling your body.

: Assign a number to each movement. The object is for the children to remember which number calls for what movement.

: Begin by showing the children three movements. Slowly call out numbers and give the children time to remember the movement. After the children have mastered the three movements, add the fourth and then fifth movement.

: Emphasize to the children that it is more important to try a movement than to be right. Don't point out children who choose the wrong movement. The goal is for everyone to have fun participating.

Two Little Blackbirds



: Two little blackbirds, sitting on a hill (*Hold up two thumbs*)
: One named Jack (*Wiggle one thumb*)
: And one named Jill. (*Wiggle other thumb*)
: Fly away, Jack. (*Wiggle thumb and put hand behind your back*)
: Fly away, Jill. (*Wiggle other thumb and put hand behind back*)
: Come back, Jack. (*Bring first hand back to your front with thumb wiggling*)
: Come back, Jill. (*Bring other hand back to your front with thumb wiggling*)

Up to the Ceiling

Up to the ceiling, (*Raise hands up*)
Down to the floor, (*Put hands down*)
Left to the window, (*Point left with the left hand*)
Right to the door. (*Point to the right with the right hand*)
This is my right hand –
Raise it up high. (*Raise right hand*)
This is my left hand –
Reach for the sky. (*Raise left hand, keep right hand up*)
Right hand, left hand,
Twirl them around. (*Twirl hands one over another*)
Left hand, right hand,
Pound, pound, pound. (*Hit fists one on the other*)

We Can

We can jump, jump, jump. (*Jump in place*)
We can hop, hop, hop, (*Hop in place*)
We can clap, clap, clap, (*Clap your hands*)
We can stop, stop, stop. (*Be still*)

We can nod our heads for yes, (*Nod your head*)
We can shake our heads for no. (*Shake your head*)
We can bend our knees a tiny bit, (*Bend knees*)
And sit down slow. (*Slowly sit down in your place*)

We're on Our Way to Grandpa's Farm

We're on our way, we're on our way, on our way to Grandpa's farm.
We're on our way, we're on our way, on our way to Grandpa's farm.

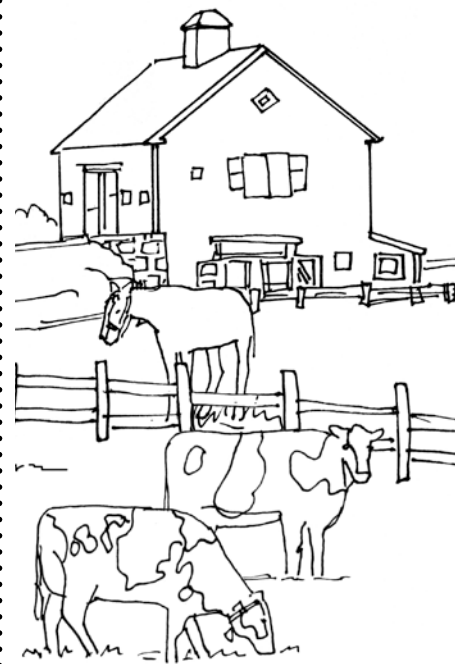
Down on Grandpa's farm there is a big brown horse,
Down on Grandpa's farm there is a big brown horse.
The horse, he makes a sound like this – Neigh!
The horse, he makes a sound like this – Neigh!

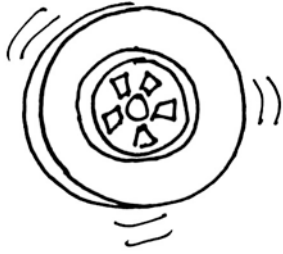
We're on our way, we're on our way, on our way to Grandpa's farm.
We're on our way, we're on our way, on our way to Grandpa's farm.

Down on Grandpa's farm there is a big white cow.
Down on Grandpa's farm there is a big white cow.
The cow, she makes a sound like this – Moo!
The cow, she makes a sound like this – Moo!

We're on our way, we're on our way, on our way to Grandpa's farm.
We're on our way, we're on our way, on our way to Grandpa's farm.

Let the children suggest other animals that they see on a farm.





Wheels on the Bus

The wheels on the bus go round and round (*Make circles in the air with your fingers*)

Round and round, round and round.

The wheels on the bus go round and round,

All through the town.

The people on the bus go up and down (*Bounce up and down*)

Up and down, up and down.

The people on the bus go up and down

All through the town.

The babies on the bus go, “waa, waa, waa” (*Cry, wipe eyes*)

“waa, waa, waa,

Waa, waa, waa.”

The babies on the bus go, “waa, waa, waa”

All through the town.

The mummies on the say “Ssh, ssh, ssh” (*Pretend to shush baby*)

“Ssh, ssh, ssh,

Ssh, ssh, ssh.”

The mummies on the bus say, “Ssh, ssh, ssh.”

All through the town.

The wipers on the bus go, “swish, swish, swish,” (*Wipe hands back and forth*)

“Swish, swish, swish,

Swish, swish, swish.

The wipers on the bus go, “Swish, swish, swish.”

All through the town.

The driver on the bus says, “Move on back! (*Motion back with your thumb*)

“Move on back! Move on back!”

The driver on the bus says, “Move on back!”

All through the town.

Where Is ...?

Have children stand in a circle.

Children will pivot to face each feature of the room as you ask, “Where is ...?”

Don't correct children if they turn in the wrong direction. If they can correct their own errors immediately, it is more fun for them.

Give the children time to move before calling out the next challenge.

Where, Oh Where Has My Little Dog Gone?

Where, oh where has my little dog gone?
Oh, where, oh where can he be?
With his ears cut short and his tail cut long,
Oh, where, oh where can he be?



Who Took the Bunny?

Get a stuffed bunny or another stuffed animal from the Dramatic Play Center. It needs to be small enough to hide behind a child's back.

Have the children sit in a semicircle. Put a chair at the front of the circle, facing away from the children. Ask one child to sit in the chair with their back to the children. Put the bunny under the chair. Ask the child in the chair to close his or her eyes.

Point to one child in the circle to sneak up, take the bunny, and hide it behind his back. Tell all the children to put their hands behind the back. Everyone should say, "Who took the bunny?"

Let the child in the chair make 3 guesses about who took the bunny. If they don't guess it, the other child can show the bunny.

Let the child who took the bunny have the next chance in the chair.

Repeat until every child has had a chance to guess. To end the game, take the last bunny.



Willoughby Wallaby Woo

Willoughby wallaby woo, an elephant sat on me.
Willoughby wallaby woo, an elephant sat on you.

Willoughby wallaby wustin, and elephant sat on Justin.
Willoughby wallaby wamicka, and elephant sat on Tamicka.

(Sing song with each child's name.)

Wind, Rain, and Thunder

Have children sit in a circle. Ask each child to copy what you do.

Rub your hands together to indicate wind.
Then begin tapping your hands on your thighs or tapping the floor to indicate rain.

- : Then begin stomping your feet to indicate thunder.
- :
- : Continue to challenge the group by shifting between these three motions.
- : End the activity by reversing the order, going from thunder to rain to wind.
- :
- : The final motion could be the folding of hands, asking the children to close their eyes and imagine a rainbow.
- : After a period of quiet, you might have the children open their eyes and pat themselves on the back for a job well done.

The Wind

- : I can blow like the wind. (*Blow gently*)
- : I can bring the rain. (*Move your fingers like falling rain drops*)
- : When I blow very softly, I can whisper my name. (*Whisper name*).

The Wind Blows High

- : The wind, the wind, the wind blows high.
- : The rain comes scattering down from the sky.



The Winds Are Changing

Have the children stand in a circle. Tell the children that they are going to move back and forth like the wind as you ask them a series of questions. Those answering, “Yes” will move to the opposite side of the circle.

Ask questions that will enable all children to move. Examples:

- Do you have a sister?
- Do you have a brother?
- Are you the only child in your family?
- Are you wearing sneakers?
- Are you wearing other shoes?
- Are you wearing blue?

Pause between questions so that children have time to move. Be sure everyone gets a chance to move.

The Wind (Swoosh, Swirl)

Swoosh, swirl, swoosh, swirl,
Watch the leaves tumble and twirl.

Windshield Wiper

I’m a windshield wiper (*Bend arm at elbow with fingers pointing up*)
This is how I go. (*Move arm to left and right, pivoting at elbow*)
Back and forth, back and forth, (*Continue back and forth motion*)
In the rain and snow. (*Continue back and forth motion*)