

## ***Environmental Sounds—Poems/Songs/Nursery Rhymes***

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### **Identify Sounds**

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#### ***Old MacDonald***

- Sing the song reversing the spot for the animal sound and the animal name. This way the teacher or a student can provide an animal sound: “Old MacDonald Had a Farm, E-I-E-I-O. And on this farm he had a quack, E-I-E-I-O.”
- The rest of the group completes the verse with the appropriate animal name: “With a duck, duck here, and a duck, duck there, Here a duck, there a duck, everywhere a duck, duck. Old MacDonald had a farm, E-I-E-I-O.”

#### ***The Wheels on the Bus***

- Before each verse ask a sound question: “What on the bus goes \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_?” filling in applicable sound words (e.g., *vroom, vroom, vroom*).
- Then students sing the verse accordingly: “The motor on the bus goes vroom, vroom, vroom, vroom, vroom, vroom, vroom, vroom. The motor on the bus goes vroom, vroom, vroom all through the town.”

### **Recognize Sounds as Same or Different**

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#### ***Old MacDonald***

- Sing the song, varying the animal sound. Either:
  - repeat with the same sound as usual: “With a quack, quack here, and a quack, quack there. Here a quack, there a quack, everywhere a quack, quack.”
  - or change with different sounds: “With a quack, chirp here, and a quack, chirp there. Here a quack, there a chirp, everywhere a quack, chirp.”
- At the end of the verse students identify the animal sounds as the same or different.

#### ***The Wheels on the Bus***

**Note:** For *The Wheels on the Bus* restrict the song to objects with sounds: wipers/swish, baby/wah, money/clink, motor/vroom, horn/beep as suggested on the resource page.

- Sing the song, varying the object sounds. Either:
  - repeat with the same sound as usual (e.g., *beep, beep, beep*)
  - or change with different sounds (e.g., *beep, beep, honk; swish, swash, swish; clink, clank, clank*, etc.)
- At the end of the verse students identify the sounds in the song as same or different.

## Count the Number of Sounds

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### *The Wheels on the Bus*

- Sing the song varying the number of times the sound word in each verse is repeated (one to four times).
- At the end of the verse students tell how many times the sound was heard.

## Identify and Recreate a Sequence of Sounds

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### *To Market, To Market*

- First refrain: Repeat *pig* one to four times, and students fill in the word *jig* the same number of times.
- Second refrain: Same as the first refrain but with *hog* and *jog* this time.
- Third refrain: Same as the first refrain but with *bun* and *done* this time.

### *Are You Sleeping?*

- Replace “Morning bells are ringing” with other sound phrases, such as “Race cars are zooming,” “Sick children are sneezing,” or “Baby chicks are cheeping.”
- Then create the final line accordingly, such as “Zoom, zoom, zoom! Zoom, zoom, zoom!” for the race car. Since the last line is composed of a repeated sequence of sounds, vary the number of times the first set of sounds is repeated (one to four times) and have students complete the line by copying the sequence you provided. For example, you say:
  - “Zoom, zoom, zoom, zoom!” and students repeat, “Zoom, zoom, zoom, zoom!”
  - Or “Zoom, zoom!” and students repeat, “Zoom, zoom!”

### *Five Little Ducks*

- Replace “quack, quack, quack!” on Line 4 with any sequence of sounds (e.g., varied rhythms of clapping, varied numbers of other animal sounds, varied sequences of onomatopoeias like “beep, bop, bop”), which students repeat twice for Line 5 and again in Line 6.

### *If You’re Happy And You Know It*

- For the sound actions in this song (e.g., clap hands, stomp feet, tap head, shout hooray) create varied rhythms and numbers of sounds the first time the action is performed.
- Students repeat the sequence the other two times the action is performed for each verse.

## **Represent a Number of Sounds with Movement/Objects**

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### ***Five Little Monkeys***

- Start with students standing up.
- Everyone sings the first two lines: “Five little monkeys jumping on the bed, One fell off and bumped his head.”
- Pat your hand on a surface one to four times.
- Students jump in place for the number of pats heard and then fall down.
- Everyone completes the verse: “Mama called the doctor, and the doctor said, ‘No more monkeys jumping on the bed!’”

# Old MacDonald

Old MacDonald had a farm, E-I-E-I-O.  
And on this farm he had some chicks, E-I-E-I-O.  
With a chick-chick here, and a chick-chick there,  
Here a chick, there a chick, everywhere a chick-chick.  
Old MacDonald had a farm, E-I-E-I-O.

Old MacDonald had a farm, E-I-E-I-O.  
And on this farm he had some ducks, 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 more verses about different animals and sounds:  
cow: mow-moo, sheep: baa-baa, pig: oink-oink, horse: neigh-neigh, dog: bow-wow, cat: meow-meow.*



# The Wheels on the Bus

*For each verse, make hand movements to match: wheels spinning, wipers swishing, people going up and down, driver pointing back, baby crying.*

The wheels on the bus go round and round,  
round and round, round and round.

The wheels on the bus go round and round  
All through the town.

*Verses:*

- *The wipers on the bus go swish, swish, swish*
- *The people on the bus go up and down*
- *The driver on the bus says "Move on back..."*
- *The baby on the bus cries "Wah, wah, wah..."*



Directions: See Identify Sounds, Recognize Sounds as Same or Different, and Count the Number of Sounds

# 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.

To market, to market,  
To buy a plum bun.  
Home again, home again,  
Market is done.





## Are You Sleeping?

Are you sleeping, are you sleeping,  
Brother John, Brother John?  
Morning bells are ringing,  
morning bells are ringing!  
Ding, Ding, Dong! Ding, Ding, Dong!

## Five Little Ducks

Five little ducks that I once knew  
Fat ones, skinny ones, tall ones, too.  
But the one little duck with the feather on his back,  
He ruled the others with a quack, quack, quack!  
Quack, quack, quack! Quack, quack, quack!  
He ruled the others with a quack, quack, quack!

Down to the river they would go,  
Wobble, wobble, wobble, wobble, all in a row.  
But the one little duck with the feather on his back,  
He ruled the others with a quack, quack, quack!  
Quack, quack, quack! Quack, quack, quack!  
He ruled the others with a quack, quack, quack!





# 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*].

*Sing more verses with different actions, like "stomp your feet," "wiggle your nose," "tap your head," and "shout hooray."*



Directions: See Identify and Recreate a Sequence of Sounds

# Five Little Monkeys

Five little monkeys jumping on the bed,  
One fell off and bumped his head,  
Mama called the doctor, and the doctor said,  
“No more monkeys jumping on the bed!”

*Repeat the poem, reducing the number of monkeys with each verse: Four little monkeys jumping on the bed... Three little monkeys jumping on the bed... etc.*



Directions: See Represent a Number of Sounds with Movement/Objects