

Institut Pendidikan Guru Kampus Dato' Razali Ismail

Songs and Poetry for ESL

Materials from the website created by Ruth Wickham

Songs and Poetry for ESL



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Songs and Poetry for ESL



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Songs and Poetry for ESL

Introduction

This module contains the materials that have been uploaded to the Songs and Poetry for ESL website.

Materials

The website was created by Ruth Wickham and contains Songs and Poetry for kids learning English in Malaysian schools.

List of Songs on the Web Site

- 5 Little Ducks (Action Songs)
- 5 Little Speckled Frogs (Finger Plays)
- 10 in the Bed (Action Songs - slides)
- Alison's Camel (Action Songs)
- Alive, Alert, Awake (Action Songs)
- Arabella Miller (Finger Plays)
- Are you sleeping? (More songs)
- Auld Lang Syne (Guitar Songs for Year 1)
- Bear went over the Mountain (Songs - some old favourites)
- Bear went over the Mountain in C / in G (Songs to start with)
- B.I.N.G.O. (Action Songs - slides)
- Clementine (Guitar songs to start with)
- Elephant in the Attic (Action Songs and Rhymes)
- Farmer in the Dell (Songs - some old favourites)
- Grand Old Duke of York (Action Songs)
- Happy Birthday and again (Happy Birthday on the guitar)
- Heads, Shoulders, Knees and Toes (Action Songs - slides)
- Hello, My Name is Joe (Action Songs and Rhymes)
- Herman the Worm (Action Songs and Rhymes)
- Hokey Pokey (Songs - some old favourites)
- If you're happy and you know it in G and in C (Guitar songs to start with)
- I met a Bear (Songs - some old favourites)
- Little Peter Rabbit (Action Songs)
- London Bridge (Songs - some old favourites)
- Long-legged Sailor, for guitar (Action Songs)



Johnny Works with one Hammer (Action Songs)
Mulberry Bush (Songs - some old favourites)
My Garden (Finger Plays)
On Top of Spaghetti words (More Songs) and guitar instructions (More Simple Guitar Songs)
Open, Shut Them (Action Songs - slides)
Row Your Boat (Songs - some old favourites)
Sailor Went to Sea (Action Songs - slides)
She'll be Coming Round the Mountain in C, and in D, and in E, and in G (Guitar - she'll be coming)
There's a Hole in my Bucket (Songs - some old favourites) and for guitar (More Simple Guitar Songs)
There's a Spider on the Floor (Songs - some old favourites)
There was an old lady who swallowed a fly (Songs - some old favourites) and for guitar (More Simple Guitar Songs)
This is the sea (Finger Plays)
This Old Man (Songs - some old favourites)
Wheels on the Bus (Action Songs - slides)
Yankee Doodle (More Simple Guitar Songs)

Places to find music for your classes - for YOUNG learners of ESL

Words, actions, worksheets, music mp3s or midi files and sheet music is available in many places on the internet. Here are some useful ones:

[Songs For Teaching](http://www.songsforteaching.com) - The Definitive Source for Educational Music. Creative teachers can use music to teach content across the curriculum – to students of all ages. This site offers thousands of children's songs, lyrics, sound clips and teaching suggestions. (<http://www.songsforteaching.com>)

[Mother Goose Club](http://www.mothersgooseclub.com) - a complete list of nursery rhymes, with a kids page, parents page, and sheet music. (www.mothersgooseclub.com)

[Songs with Music](http://songs-with-music.freeservers.com) - a great site with lots of kids songs and music files too. (<http://songs-with-music.freeservers.com>)

[Kididdles](http://www.kiddiddles.com) - this is a huge site with lots of songs with words and some with music - all freely available. (www.kiddiddles.com)

[Storytime Songs](http://www.storytimesongs.com) - this site has lots of old favourites and guitar chords too. (www.storytimesongs.com)

The [Baby Patch](http://www.baby-patch.com) has a lot of songs, with guitar chords, for little kids. Although our students are not babies, they are in the early stages of learning the English language. (www.baby-patch.com)

[Here are the songs](http://julianmorgan.tripod.com) - this site starts playing music as soon as you go there, and has lists of songs that you can click on to hear the tunes. (<http://julianmorgan.tripod.com>)

Kristin Hall's [Fabulous Song Book](http://kristinhall.org/songbook/songbook.html) - lots and lots of songs, many different types (so not all suitable necessarily), in pdf format with guitar chords. No music - you need to know the song or find the tunes elsewhere. (<http://kristinhall.org/songbook/songbook.html>)

[SongDrops](http://www.songdrops.com) - another website that boasts children's music - not all of it traditional. (www.songdrops.com)

[Boy Scout Song Book](http://www.access.com/~daveh/sean/song/pbsong0.html) - lots of words, and ideas for skits and cheers too. No music. (www.access.com/~daveh/sean/song/pbsong0.html)

[Flying Pig](http://www.flyingpigs.org.uk) - lots of song words for scouts and guides (no music.). (www.flyingpigs.org.uk)

Dragon's Sleep Deprived [Camp Songs](http://dragon.sleepdeprived.ca) - Lots of songs for singing around the campfire, words only. (<http://dragon.sleepdeprived.ca>)

[Children's poetry archive](http://www.poetryarchive.org/childrensarchive.home.do) - a place to find some good children's poetry and hear it read aloud by the poet. (www.poetryarchive.org/childrensarchive.home.do)

[Apples4theTeacher](http://www.apples4theteacher.com/poetry.html) has printable poetry for kids, by theme, including nursery rhymes. (www.apples4theteacher.com/poetry.html)

Songs - Some Old Favourites

On this page you will find some traditional songs in the form of JPEGs (click on each one to view it larger on the screen) and also as a complete PowerPoint presentation (you need to download it first, and then open it on your computer).

Under that are individual files for the songs, as a Scribd document so that you can click on "Fullscreen" and view it here on the site (you need to have a reasonable Internet connection as they can be slow), and also as a file that you can download to view on your computer or print out as worksheets.

Soon there will be very simple sound files attached to each song to allow you to hear the tunes if you are unfamiliar with them. It is recommended that you **learn** the tune and **sing it with your students**, rather than trying to use it as a soundtrack for children to sing to!

Using Traditional Songs

There are a lot of traditional songs for children that have been used for a great many years, and can continue to be used and recycled with altered words or completely re-written lyrics. They have survived over time because they have catchy tunes with simple rhythms. (And nowadays these songs are 'Public Domain' - outside copyright restrictions)

Of course many [Nursery Rhymes](#) also have tunes and are Traditional Songs for children as well. Look for them on the [Nursery Rhymes](#) page under [Poetry](#) (or click on the link here).

The Bear went over the Mountain

This song is also available with [guitar](#) chords [here \(in C\)](#), and [here \(in G\)](#) (in 3 different keys).

The bear went over the mountain
The bear went over the mountain
The bear went over the mountain
To see what he could see.

And what do you think he saw?
And what do you think he saw?

The other side of the mountain
The other side of the mountain
The other side of the mountain
Was all that he could see.



The Hokey Pokey

ACTIONS

1. You put your right foot in, *everyone puts their right foot into the circle*
- You put your right foot out, *everyone turns slightly and puts their right foot outside of the circle*
- You put your right foot in *everyone puts their right foot into the circle*
- And you shake it all about. *Everyone shakes their right foot in the circle*
- You do the Hokey Pokey *hands under chin, elbows out, tip head side to side*
- And you turn around, *turn around on the spot*
- That's what it's all about. *Three claps*

Repeat with each body part.

2. You put your left foot in, ...
3. You put your right hand in, ...
4. You put your left hand in, ...
5. You put your right shoulder in, ...
6. You put your left shoulder in, ...
7. You put your right hip in, ...
8. You put your left hip in, ...
9. You put your whole self in, ...



(If you don't know the tune, you can find the music on [ChildStoryHour](http://childstoryhour/nurseryrhymes8.htm))
(<http://childstoryhour/nurseryrhymes8.htm>)

Here We Go Round the Mulberry Bush

Here we go 'round the mulberry bush,
The mulberry bush, the mulberry bush.
Here we go 'round the mulberry bush,
So early in the morning.

This is the way we wash our clothes,
Wash our clothes, wash our clothes.
This is the way we wash our clothes,
So early Monday morning.

This is the way we iron our clothes...
... So early Tuesday morning.

This is the way we mend our clothes...
...Wednesday morning.

This is the way we sweep the floor ...
...Thursday morning.

This is the way we scrub the floor,
... Friday morning.

This is the way we bake our bread,
... Saturday morning.

This is the way we go to church,
... Sunday morning.



*Note: the activities and days can be changed to suit local culture.

**Note: the tune is useful for many other lyrics.

Farmer in the Dell

The farmer in the dell
The farmer in the dell
Hi-ho the dairy-o
The farmer in the dell

The farmer takes a wife
The farmer takes a wife
Hi-ho the dairy-o
The farmer takes a wife

Repeat with:
The Wife takes a child ...

The Child takes a dog ...

The Dog takes a cat ...

The Cat takes a rat ...

The Rat takes the cheese ...

The Cheese stands alone ...

Instructions:

The children stand in a circle with one child (the farmer) in the centre. As the children sing the first verse, the farmer chooses a wife to join him from the circle. In the second verse she chooses another child to be the child. In the last verse, the cheese stands in the middle and everyone gathers around and pats the cheese (or whatever is suitable).



London Bridge is Falling Down

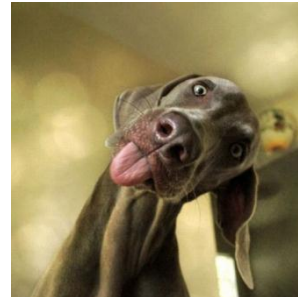
London Bridge is falling down,
falling down, falling down,
London Bridge is falling down,
my fair lady-o.

Build it up with sticks and stones,
sticks and stones, sticks and stones,
Build it up with sticks and stones,
my fair lady-o.



This Old Man

This old man, he played one,
He played knick-knack on my thumb
With a knick-knack paddy-wack
Give the dog a bone
This old man came rolling home



Other Verses:

Two...shoe

Three...knee

Four...door

Five...hive

Six...sticks

Seven...heaven

Eight...gate

Nine...down the line

Ten...in the den

Row Your Boat

Row, row, row your boat

Gently down the stream

Merrily, merrily, merrily, merrily

Life is but a dream



I met a bear

Leader: *Group, echoing:*

The other day (*The other day*)
I met a bear (*I met a bear*)
A way up there (*A way up there*)
A great big bear (*A great big bear*)

Everyone:

The other day I met a bear
A great big bear a way up there
[Continue this pattern throughout the song.]

He looked at me
I looked at him
He sized up me
I sized up him
He said to me
Why don't you run
I see you don't
Have any gun

And so I ran
Away from there
And right behind
Me was that bear

Ahead of me
I saw a tree
A great big tree
Oh, Golly Gee!

The lowest branch
Was ten feet up
I had to jump
And trust my luck

And so I jumped
Into the air
And missed that branch
A way up there

Now don't you fret
And don't you frown
I caught that branch
On the way back down

That's all there is
There is no more
Until I meet
That bear once more

The end, the end, The end, the end
The end, the end, The end, the end
... This time it really is the end.



There's a Hole in My Bucket

Boys: There's a hole in my bucket, dear Liza, dear Liza.

There's a hole in my bucket, dear Liza, a hole.

Girls: *Then fix it, dear Henry, dear Henry, dear Henry.*

Then fix it, dear Henry, dear Henry, fix it.

Boys: With what shall I fix it, dear Liza, dear Liza?

With what shall I fix it, dear Liza, dear Liza?

Girls: *With a straw, dear Henry, dear Henry, dear Henry.*

With a straw, dear Henry, dear Henry, a straw.

Boys: But the straw is too long, dear Liza, dear Liza, dear Liza.

But the straw is too long, dear Liza, too long.

Girls: Then cut it, dear Henry, dear Henry, ...

Boys: With what shall I cut it, dear Liza, ...

Girls: With an axe, dear Henry, ...

Boys: But the axe is too blunt, dear Liza, ...

Girls: Then sharpen it, dear Henry, ...

Boys: With what shall I sharpen it, dear Liza, ...

Girls: With a stone, dear Henry, ...

Boys: But the stone is too dry, dear Liza, ...

Girls: Then wet it, dear Henry, ...

Boys: With what shall I wet it dear Liza,...

Girls: With water, dear Henry, ...

Boys: In what shall I fetch it, dear Liza, ...

Girls: In a bucket, dear Henry,

Boys: But there's a HOLE in my bucket, dear Liza, dear Liza!

There's a hole in my bucket, dear Liza, dear Liza, a hole!



I knew an old lady who swallowed a fly

I knew an old lady who swallowed a fly
I don't know why she swallowed the fly
I don't know why she swallowed the fly
Perhaps she'll die.



There was an old lady who swallowed a spider
That wiggled and jiggled and tickled inside her.
She swallowed a spider to catch the Fly
I don't know why she swallowed the fly
Perhaps she'll die.



There was an old lady who swallowed a bird.
How absurd, to swallow a bird!
She swallowed a bird to catch the spider
That wiggled and jiggled and tickled inside her.
She swallowed the spider to catch the fly,
I don't know why she swallowed the fly,
Perhaps she'll die.



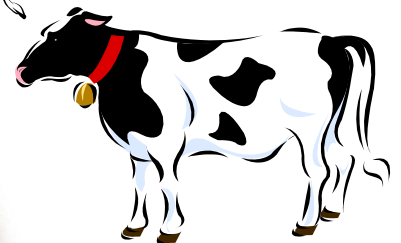
There was an old lady who swallowed a cat.
Imagine that, she swallowed a cat!
She swallowed the cat to catch the bird,
She swallowed the bird to catch the spider,
That wiggled and jiggled and tickled inside her.
She swallowed the spider to catch the fly.
I don't know why she swallowed the fly.
Perhaps she'll die.



There was an old lady who swallowed a dog.
What a hog, to swallow a dog!
She swallowed the dog to catch the cat ...



There was an old lady who swallowed a goat.
She opened her throat and swallowed the goat! ...



There was an old lady who swallowed a cow.
I don't know how she swallowed the cow! ...

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



There's a Spider on the Floor!

There's a spider on the floor, on the floor.
There's a spider on the floor, on the floor.
Who could ask for any more, than a spider on the floor.
There's a spider on the floor, on the floor.

Now the spider's on my leg, on my leg. ...
Oh, I wish I had some Raid for this spider on my leg! ...

Now the spider's on my chest, on my chest! ...
Oh, I'd squish him in my vest, if it didn't make a mess! ...

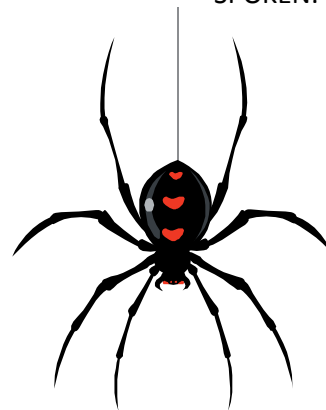
Now the spider's on my neck, on my neck! ...
Oh, I'm gonna be a wreck, I've got a spider on my neck! ...

Now the spider's on my face, on my face! ...
Oh, what a big disgrace, I've got a spider on my face! ...

Now the spider's on my head, on my head! ...
Oh, I wish that he were dead. I've got a spider on my head! ...

jumped off..." *[start back at the beginning]*

SPOKEN: "But he





Are you sleeping?

This is a very old tune, originally sung in French (for school children learning French). It has been translated into English, and there have been many other versions made up. It is a simple tune, and can be sung as a round (and therefore can be played all on one chord, or just by repeating the same simple sequence over and over).

“Are You Sleeping?” or “Frere Jacques” or “Where is Thumbkin?”

This song is a round, which means that:

group 1 starts singing,
and then group 2 starts at the beginning when group 1 starts line 2,
and then group 3 starts at the beginning when group 2 starts line 2 ... and so on.

So that in the end, all four lines are being played and/or sung at the same time.

Therefore, all four lines will have the same guitar chords as each other.

If you are just strumming to keep the beat, you can play just one chord all the way through.

C / / / C / / /
Are you sleeping? Are you sleeping?

C / / / C / / /
Brother John. Brother John.

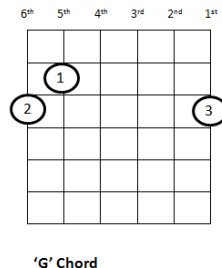
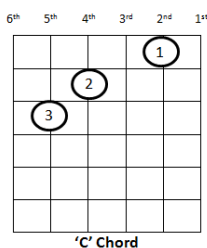
C / / / C / / /
Morning bells are ringing, morning bells are ringing.

C / / / C / / /
Ding, ding, dong. Ding, ding, dong.

To start, strum the C chord, then pluck the 5th string which your 3rd finger is pressing on the 3rd fret.

Some people prefer to play a little more tunefully by repeating these chords for each line:

C G C / C G C /
Are you sleeping? Are you sleeping?





On Top of Spaghetti

On top of spaghetti
All covered in cheese
I lost my poor meatball
When somebody sneezed.

It rolled off the table
And onto the floor
And then my poor meatball
Rolled out of the door

It rolled in the garden
And under a bush
And then my poor meatball
Was nothing but mush

The mush was as tasty
As tasty could be
And early next summer
It grew into a tree

The tree was a covered
In beautiful moss
It grew lovely meatballs
And tomato sauce.

So if you have spaghetti
All covered with cheese
Hold on to your meatballs
'Cause someone might sneeze

Action Songs

Why do we teach "Action Songs"?

There are some very good reasons:

It's fun. Children have a lot of energy to burn. (Adults enjoy jumping around too, if they can overcome their reluctance to maybe look foolish.)

It increases learning. Adding movement to something to be learnt improves memory. It's fun.

Instructions for some Action Songs

Here are some well-known songs with instructions for the actions, and some maybe less well known ones.

You may look at some of these and say, "That's not how you do it!" There are always many variations to these old songs with actions, and you are always free to vary them yourself in any way that suits your needs.

Alive Alert Awake

(to the tune of "If You're Happy and You Know It")

I'm alive, alert, awake, enthusiastic
I'm alive, alert, awake, enthusiastic
I'm alive, alert, awake,
I'm awake, alert, alive,
I'm alive, alert, awake, enthusiastic!

Actions:

Alive: hands on your head

Alert: hands on shoulders

Awake: cross arms over chest

Enthu-: hands on thighs

-si-: clap

-astic: snap with both hands

Repeat the song a number of times, getting faster as you go!

[Second verse to the song:

I am dead to the world and very sleepy ...
I am dead to the world and the world is dead to me
I am dead to the world and very sleepy]

Elephant Song

(Spoken. Actions in brackets)

What is that noise *(cup hand to ear)*
Up in the attic *(point over your head)*
It is an elephant *(make a trunk with your arm)*
Cycling round and round. *(cycling motion with legs)*
It is an elephant *(make a trunk with your arm)*
All chic and elegant *(fashion model pose)*
With one tail here *(make trunk with your arm)*
And one behind. *(point to where your tail would be if you had one!)*

Repeat the song a number of times, each time, you stop singing one line of the song, but continue to do the action for that line. By the end of the song all you're doing is actions, no singing/speaking.

Hello My Name is Joe

(chanted, not sung)

Hello, my name is Joe
I have a wife and a dog and a family
I work **all day** in the button factory
One day, my boss came up to me and said,
"Hey Joe, are you busy?"
I said, "No ... no!"
"Then do this..."

Actions: *At the end of the first verse, pretend you're punching a button with your right hand's index finger. Then repeat the chant, adding your left index finger. Then one foot, then both feet, then your head are added.*

While punching a button with each finger, each foot, and your head:

Hello, my name is Joe
I have a wife and a dog and a family
I work **all day** in the button factory
One day, my boss came up to me and said,
"Hey Joe, are you busy?"
I said, "YES!!"

... And collapse as if exhausted.

Herman the Worm

(Actions in brackets)

I was sitting on my fencepost, chewing my bubble-gum (*chew, chew, chew, chew*)
Playing with my yo-yo, wee-oo! wee-oo! (*action playing with yo-yo*)
When along came Herman the worm (*finger-worm coming along like inch-worm*)
And he was this big (*show tiny size with fingers*)
And I said: "Herman? What happened?" (*use voice expression*)
"I ate my Mother."

(repeat verse, with worm action getting larger and larger for each of the following lines:)

"... I ate my Father." (*hand-sized worm*)
"... I ate my Brother." (*fore-arm sized worm*)
"... I ate my Sister." (*whole are sized worm*)
"... I ate my Dog." (*whole body / two-arm-size to show*)

Repeat verse one last time, with a tiny worm action for:

"I burped."

5 Little Ducks

5 little ducks went out one day (*hold up hand with 5 'duck' finger puppets*)
Over the hill, and far away. (*wave hand high and bring down behind back*)
Mother Duck said, "Quack! Quack! Quack! Quack!" (*other hand as "Mother Duck" goes 'quack'*)
But only 4 little ducks came back. (*flick one puppet behind you, bring hand back with only four.*)

- 4 little ducks went out one day (*continue as above*)
- 3 little ducks went out one day
- 2 little ducks went out one day
- 1 little duck went out one day

No little ducks went out one day
Over the hill, and far away.
Mother Duck said, "Quack! Quack! Quack! Quack!"
And all the 5 little ducks came back. (*pick up the 5 finger puppets and show*)

Alternatives:

- Just use fingers, and bend fingers over when they don't come back.
- Let children play the part of the little ducks and Mother Duck.



Alison's Camel

Alison's camel has 10 humps (*show 10 fingers*)

Alison's camel has 10 humps

Alison's camel has 10 humps

So go, Alison, go! (*walking motion with hips, shoulders and arms*)

Boom boom boom. (*bump hips with neighbours alternately*)

Alison's camel has 9 humps ...

Alison's camel has 8 humps ...

.
. .
.

Alison's camel has no humps (*show two closed fists*)

Alison's camel has no humps

Alison's camel has no humps

So Alison has a horse of course! (*horse riding action*)

Alternatives:

- *Change Alison's name / change it to the camel's name: "(Alice) the camel has ... so (Alice) is a horse ..."*
- *Start with different number of humps, go down in multiples of 2's or whatever.*
- *Children in conga line play the 'humps', falling away as song progresses.*

Little Peter Rabbit

1 2 3
Little Peter Rabbit had a fly upon his nose.

1 2 3
Little Peter Rabbit had a fly upon his nose.

1 2 3
Little Peter Rabbit had a fly upon his nose.

4 5 6
So he flipped it and he flapped it and it flew away.

1. *hands above head sticking up like rabbit ears*
2. *flicker fly flying movements with fingers of one hand*
3. *point to tip of nose*
4. *wave one hand across face*
5. *wave other hand across face*
6. *flickering fly flying movement from nose away.*

1st time: sing all, with all actions.

2nd time: actions only for "rabbit" –

Little Peter * had a fly upon his nose.
Little Peter * had a fly upon his nose.
Little Peter * had a fly upon his nose.
So he flipped it and he flapped it and it flew away.

3rd time: actions only for "rabbit" and "fly" -

Little Peter * had a * upon his nose.
Little Peter * had a * upon his nose.
Little Peter * had a * upon his nose.
So he flipped it and he flapped it and it flew away.

4th time: actions only for "rabbit", "fly" and "nose" –

Little Peter * had a * upon his *.
Little Peter * had a * upon his *.
Little Peter * had a * upon his *.
So he flipped it and he flapped it and it flew away.

Continue with actions only on 4, 5, and 6 – finally "singing" whole song with actions only and no words at all.



Johnny Works with One Hammer

Johnny works with one hammer, *(1 hammer - 1 fist pounding on knee)*

One hammer, one hammer

Johnny works with one hammer

Then he works with two

(2 hammers - 2 fists pounding on knee)

(3 hammers - 2 fists 1 foot)

(4 hammers - 2 fists 2 feet)

(5 hammers - 2 fists, 2 feet and head)

after 5: "Then he goes to sleep."

Finger Plays

Sometimes because of noise or space constraints, or simply because you want to calm rather than excite children, finger plays are a great alternative to action songs and rhymes. The children are concentrating and learning, and they can practise in their own time - lying in bed or whenever they like.

Pass the Beat

This is a circle activity for a group or class. It is great for encouraging socialisation, developing control, improving a sense of rhythm ... as well as having great possibilities for language practice and a great deal of fun if handled well.

Sit in a circle.

(Maybe try passing an object around the circle, to make sure the concept is understood.)

Demonstrate hand-clapping to a regular beat, and hand-clapping irregularly. Explain that as a group you are going to create a regular beat. You are going to "Pass the Beat" around the circle, with each child providing one beat / clap.

You do the first clap, and the child next to you claps once, and then so on around the circle.

Discuss how well it went. Try again going around the other way.

Try other styles:

- Get faster / slower as you go around.
- Each child claps twice, but keep the beat even. (3 times, 4 times)
- One child claps, and the next child claps twice quickly creating a rhythm.
- Every second (or 3rd or 4th ...) child claps (once, or twice or ...)
- Close their eyes and see if they can take their turn at clapping at the right time.
- Claps get louder / softer as they go around the circle.
- Add other body percussion - clicks / knee-slaps.
- Try a "Mexican Wave" or other movement - each child in turn makes the movement.
- Get them to clap hands with the child on one side, then the child on the other, thus passing the clap around.
- Use words - pass a word around, or a word sequence (count, go through alphabet, days of the week, or just alternate with two words ...) There are endless possibilities ...

This can become a regular activity at the beginning and/or end of a lesson to revise / practice some part of the work. It has the effect of calming and focusing the group.



A Slippery Slithery Snake

A slippery slithery snake *(winding snake action with hand/arm)*

Slid through the grasses making them shake. *(indicate grasses with wiggling fingers)*

He looked at me with his beady eye. *(look through circle made from fingers)*

“Go away from my pretty green garden!” said I. *(speak loudly, wave hands)*

“Sssss!” said the slippery slithery snake *(hissing, hand movement)*

As he slid through the grasses making them shake. *(hand movement, grasses again)*

This is the sea

This is the sea, the wavy sea. *(hand drawing line of wavy sea)*

This is a boat, *(cupped hand)*

And this is me. *(index finger of other hand pointing in boat)*

All the little fishes down below *(both hands show wriggling fish low down)*

Wriggle their tails *(hands wriggle with a bit of a flourish)*

And away they go. *(hands away behind back)*



Arabella Miller

Tune: Twinkle Twinkle Little Star

Little Arabella Miller
Had a fuzzy caterpillar
(Tickle palm with two fingers)

First it crawled up on her mother
(Walk fingers up left arm)

Then upon her baby brother
(Walk fingers up right arm)

They said, "Arabella Miller!
(Walk fingers up over head)

Put away your caterpillar!"
(hide hands behind back)

Little Arabella Miller
Had a fuzzy caterpillar
First it crawled upon her brother
Then upon her dear grandmother
Gran said, "Arabella Miller,
How I love your caterpillar."

My Garden

Here is my garden *(Hand out and open, palm up)*

I'll rake it with care *(Rake with other hand)*

And then some seeds we'll plant in there *(Drop seeds)*

The sun will shine *(Arms make sun)*

And then my garden will grow big and tall *(Stretch arms way up and out)*



5 Little Speckled Frogs

Five little speckled frogs (*Hold up and bop five fingers*)

Sat on a speckled log

eating a most delicious bug (*Pick off and eat bug*)

Yum, yum, yum (*Rub tummy*)

One jumped into the pool (*One finger motions hopping into pool*)

where it was nice and cool,

Then there were four green speckled frogs (*Hold up four fingers*)

Glub, Glub, Glub

Sing down to 0 frogs - last line then is:

Glub, Glub, Glub - G - L - U - B (deep voice)

But I can't sing ...

OK, let's talk about this.

1. Firstly - Yes, you CAN!! I don't believe that there is something wrong with your voice and you can't make the sounds.

The problem is not with your voice, it's with your ears. You can't hear your own voice well enough to make the necessary adjustments - especially when people around you are also singing! You need some practice in safe places - in the shower, in your car, somewhere where your voice bounces back to you off the walls. Go to a town where you are not known and do lots of karaoke!

2. Secondly - it doesn't matter. The kids don't care, as long as they are having fun. No one is asking you to go on 'The Voice' (well, not yet), and you will improve as your confidence grows and as you start to hear yourself more clearly.

3. Thirdly - the rhythm is more important than the tune. You are teaching language, not music, and it is the rhythm of the song or poem that is most important. The tune, if you can manage one, adds 'sparkle' and aids memory.

So ... can't I just do poems? (I hear you say)

Well, yes, you should do poems ... as well. Don't skip the songs!

So ... why can't I just use recorded music? (that was you again)

You can. Yes, yes you can. And children will grow up even if you feed them nothing but snack foods ... Recorded music is fine SOME of the time.

They will learn better, and learn more, your lessons will develop a wonderful life of their own, you will (in the end) enjoy yourself if you sing and get your students to sing with you. Really! So, don't be lazy - give it a go, for the sake of the kids.

When you are **using Popular music**, then it is generally best to use a recording, but those lessons have a different purpose.

But I don't know those tunes

One of the reasons so many old traditional songs are used is because so many people do know them.

So you are using the KSSR syllabus and text book, and there is a lovely little rhyme with instructions to use a particular tune, and ... you don't know that one.

You have several choices:

1. Make up your own tune (see the [Create Your Own Songs](#) page), or see if it fits another tune that you know.

OR

2. If you are at IPGKDRI, come and see the fellows - or one of the lecturers.

OR

3. Go to the [links](#) page. Almost everything is available on the Internet either as a sound file or on YouTube with someone performing the song. Look on the [Places to find songs and music](#) where you will find a list of excellent websites.

OR

4. Try to find the song on [this](#) website, and hope that I have added a sound file. (Keep checking because I am adding more all the time). If you still can't find it, try filling in the [contact form](#) on the [Create Your Own Songs](#) page, and ask for it. :)

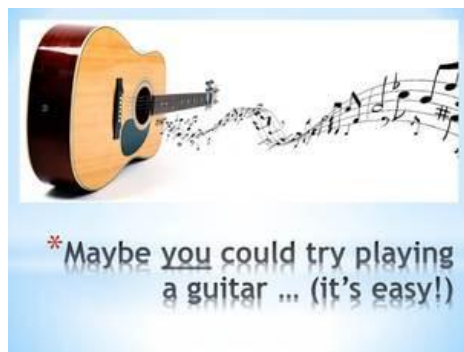
Using a Guitar

There are many advantages to using a guitar in the classroom.

- Kids love it. They get really excited when they see the teacher come in with a guitar. It can become a great motivation, as they look forward to the moment when you pick it up and start to strum.
- A guitar is relatively cheap (as instruments go), and very portable.
- A classical guitar (with nylon strings) doesn't make too much noise so as to upset the classes next door.
- Gentle guitar playing is very calming for the children, they settle down quickly and want to listen.
- It's EASY to learn!

So if you are reading this and thinking 'yes, yes, it would be good ... if I could ...'

Well, you CAN! And you can teach yourself.

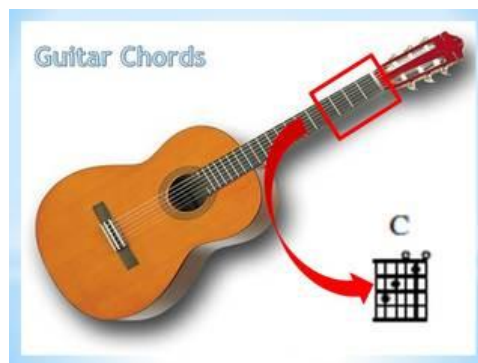


Guitar Chords

The guitar has six strings.

You will strum across the six strings with your right hand as you sing the song.

With your left hand you need to press some of the strings against the 'frets' (the metal inserts on the neck of your guitar) in a particular pattern, to create a chord which is a combination of notes that sounds harmonious with the notes you are singing.



Guitar Songs

Many songs only need 3 chords to play them - back in the Rock and Roll era this was known as the '3 chord trick'.

So as soon as you have learnt 3 chord shapes, and can move your hand quickly from one to another, you can start playing songs.

Some guitar music has a little diagram for each and every chord, just in case you forget.

Clementine

Piano

In a cav - ern, in a can - yon, ex - ca - vat - ing for a

Guitar Music

G C G

min - er, for - ty - six - er, and his daugh - ter Clem - en -

Here is a website that can help you with [Beginner Guitar](http://www.music-for-music-teachers.com/beginner-guitar.html). (www.music-for-music-teachers.com/beginner-guitar.html)

Guitar Chords

If you find a song with guitar chords marked and you want to know how to play them, [Chordie](http://www.chordie.com/chords.php) is a website that lists all of the chords ... but you really don't need ALL of them! (www.chordie.com/chords.php)



Getting Started on the Guitar

As with any instrument, there is so much to learn. If you are going to learn by yourself, where do you start?

Well, you have two hands, and they both have to work...

Right Hand

Your right hand will be strumming, keeping the rhythm, and making your playing interesting. To start off with, it is easy just to drag your right thumb across the strings, once for each beat. This is a calming, gentle style of playing.

But kids really love it if you "mix it up" a bit too! Experiment with what your right hand can do, using all of your fingers and fingernails, and develop some nice rhythms. Some rhythms need to have four beats, some three, and some two. Try imitating rhythms you have heard in your favourite music ... and develop your own style. This is something that may take some time - chill with your guitar on your lap and just try different things.

Left Hand

Your left hand creates the harmonious chords, so you need to practice forming each chord shape accurately, and changing crisply between chords.

When your fingers are placed (just behind each metal 'fret') in position, they must press hard enough so that as you pluck each string individually you can hear a clear note without 'jangle'!

Fingering for chords

Many chord charts will indicate (with a number) which finger you should place in each position on the guitar. Pay attention to it and try to do as they suggest - they have been playing longer than you have and they know a thing or two. There is a reason for the finger placement. When you are an expert, then you can decide about changing it.



There is no number for your thumb because you do not use it as part of any chords, it just wraps around the back of the guitar.

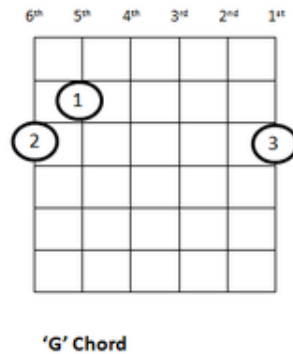
What if you are left handed?

Some people go to the trouble of having their guitar re-strung as a left-handed guitar. You could do that. Or you could just adjust yourself. After all, it could be said that the left hand does the hardest part of the work, so maybe you have an advantage.



Learn the 'G' chord first

There are many reasons why the 'G' chord is often learnt first.
This is what the chord shape looks like:



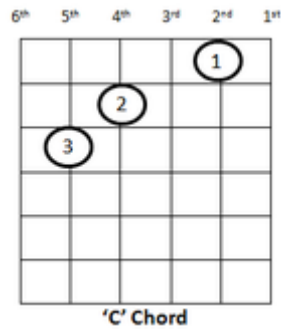
As soon as you try to put your fingers in those positions, you might start to feel a little awkward. You must use the correct fingers - i.e. your 3rd finger on the first string.
(If you find the chord very awkward at first, you can skip the 2nd and 3rd strings, and only strum on the four strings - 1st to 4th.)

Your thumb, on the back of the guitar, should point towards the top end of the 6th string. Here is a photo of someone playing the 'G' chord.



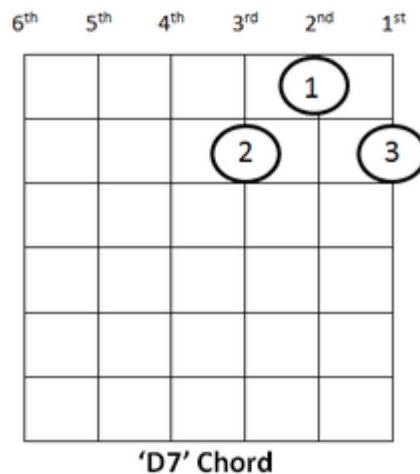
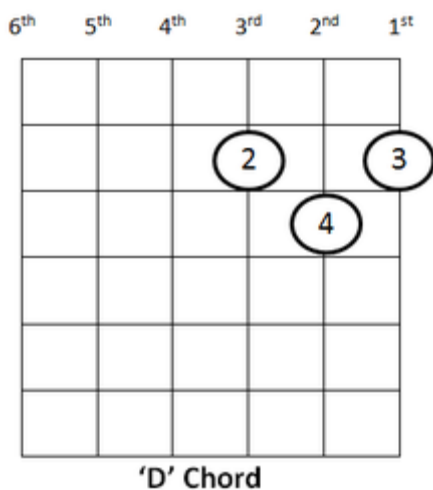
Chords that go with 'G'

Songs in the key of 'G' also use 'C' and 'D7':



Again, if this is awkward at first, you can place your first and second finger and only strum the first four strings, but it is good to play the full chord as soon as you can.

The next two chords, 'D' and 'D7' are interchangeable in many situations, especially when you are just beginning. Notice that 'D' uses your little finger and will take practice if it is not very strong! (You can play it with your 1st, 2nd and 3rd fingers instead, but the changes will be easier later if you learn it right to begin with.)



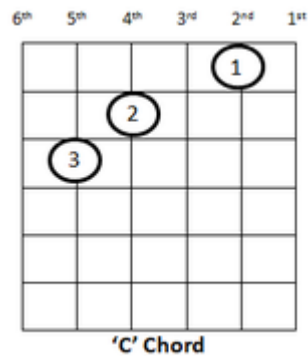
Playing in the Key of 'C'

If you are a piano player, you will know that playing in the key of C means playing just the white notes. Hence a lot of 'simple' music is written in this key, including children's songs.

On the guitar, the key of C is a little harder - at first - and you can always transpose (switch) the song to G using the [3 chord trick](#).

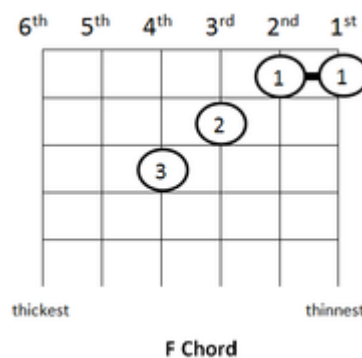
First Chord: C

If you have learnt your chords for the key of G, then you will already know this one!



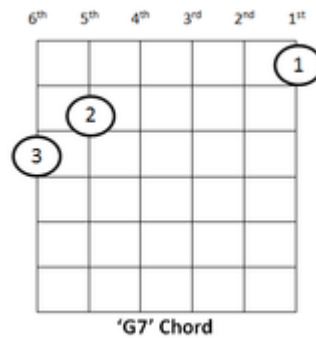
Second Chord: F

This one is harder because it requires you to create a small 'bar' by lying your first finger across the first two strings and making sure that you press hard enough for both strings to properly contact the metal fret.



Third Chord: G7

You can choose to simply use the G chord, which you have already learnt (I hope). **However**, if you have managed the F chord, then these three chords go (C, F, G7) are really similar in shape and go together really well, and you don't have to keep switching your hand back and forth to the G chord.



As with the G chord, when you are learning it is ok to place just your first finger and then strum only the first 4 strings.



Using the 3 chord 'trick'

Many songs can be played using only 3 chords, and once you have practised a little you should be able to play a song 'by ear' working out the chords as you go along.

The other usefulness of the 3 chords is that when you play a song and it is pitched too high or too low for you to comfortably sing it, you can easily change to a different key just by using the same 3 chords in a different key.

For example:

In the key of 'C' the 3 chords are:

(1) C (2) F (3) G7

And in the key of 'G' the 3 chords are:

(1) G (2) C (3) D7

To start off with, these will be your two main keys.

When you see a '-7' chord, you **can** just play the regular chord (although it will sound 'cooler' later when you use the right one!) So at first if you learn C, F, G and D, that will mean you can play in two different keys.



Happy Birthday - on the guitar

Maybe the first time you drag out your new guitar in the classroom is to play Happy Birthday to one of your lovely students ... or maybe to a colleague in the staff room. So, practise first!

Key and Pitch

The 'key' that you play the song in will determine the pitch of the song as a whole, as well as the chord shapes you need to learn.

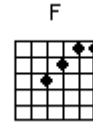
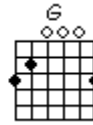
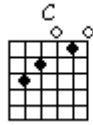
When you strum your first chord, there are six notes playing - so how do you know which one to start singing the song with?

In the file below, it points out which string to pluck to get your starting note.

If you remember the [3 chord trick](#), you can choose to play this song in 'C' or 'G'.

Playing Happy Birthday in the key of 'C'.

Chords:



The guitar chords and lyrics for 'Happy Birthday':

Strum the 'C' chord, and then pick the 3rd (open 'G') string to give yourself a starting note. (That's the 3rd thinnest string.)

C / / / G /
Happy birthday to you

/ / / C /
Happy birthday to you

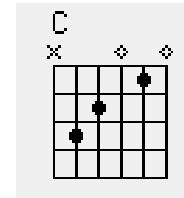
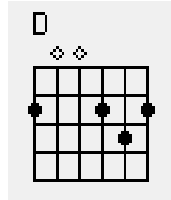
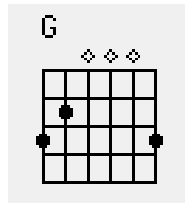
/ / / / G F / ... (hold it, pause a bit)
Happy birthday dear _____

F C / G C
Happy birthday to you

(The / lines show that you continue to strum the previous chord.)

Playing Happy Birthday in the key of 'G'.

Chords:



The guitar chords and lyrics for 'Happy Birthday':

Strum the 'G' chord, and then pick the 4th (open 'D') string to give yourself a starting note. (That's the 4th thinnest string.)

G / / / D /
Happy birthday to you

/ / / G /
Happy birthday to you

/ / / / D C / ... (hold it, pause a bit)
Happy birthday dear _____

C G / D G
Happy birthday to you

(The / lines show that you continue to strum the previous chord.)

Songs to start with on the guitar

So you have practised your 'strum', and you have learnt some chords .. here are some songs to use with your students.

Clementine

This song is very long and quite sad - the original content is hardly suitable for young children. However the tune is commonly used for a great many learning songs, (including in the [KSSR year one textbook](#)) and you can easily create your own words to it.

(/) G / / G /
In a cavern, in a canyon

/ G / / D(7) /
Excavating for a mine

/ D(7) / / G /
Lived a miner forty-niner

/ D(7) / / G /
And his daughter, Clementine

Chorus:

/ G / / G /
Oh, my darling, oh, my darling

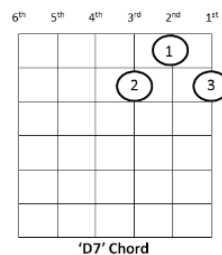
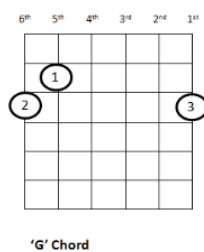
/ G / / D(7) /
Oh, my darling Clementine

/ D(7) / / G /
You are lost and gone forever

/ D(7) / / G //
Dreadful sorry, Clementine

NOTES:

- This song is in $\frac{3}{4}$ or 'waltz' time, which means a strong beat followed by two weaker beats in each 'bar' or 'measure' – Count ' **1** – 2 – 3 – **1** – 2 – 3 ' as you play.
- The chord name is placed on the first beat each time, followed by two strokes to indicate strums. (The chord names and strums have been carefully placed above the appropriate syllables in the song.)
- To start the song, strum the 'G' chord and then pluck the 3rd (open G) string to get your starting note.



If You're Happy and You Know it.

If you're happy and you know it – guitar chords (n G)

G / G / D(7) / D(7)
If you're happy and you know it, clap your hands. *Clap, Clap.*

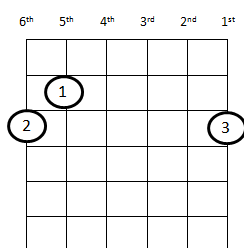
/ D(7) / D(7) / G / G
If you're happy and you know it clap your hands. *Clap, Clap.*

/ C / C / G / G
If you're happy and you know it, then you really ought to show it

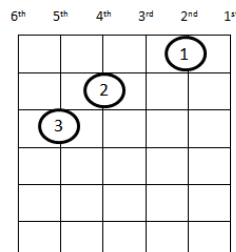
/ D(7) / D(7) / G / G /
If you're happy and you know it clap your hands. *Clap, Clap.*

NOTES:

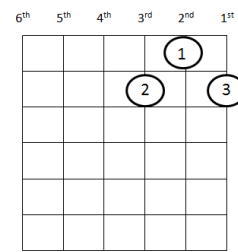
- This song is in 6/8 or 'march' time, which means a strong beat followed a weaker beat in each 'bar' or 'measure' – Count ' **1** – 2 – **1** – 2 ' as you play. (In fact, it is **1**-2-3-**4**-5-6 ... but you only really feel the 1 and 4!)
- The chord name is placed on the first beat each time, followed by a stroke to indicate your strum. (The chord names and strums have been carefully placed above the appropriate syllables in the song.)
- To start the song, strum the 'G' chord and then pluck the 4th (open D) string to get your starting note, and then the 3rd (open G) string for 'happy'.



'G' Chord



'C' Chord



'D7' Chord



If you're happy and you know it – guitar chords (in C)

C / C / G(7) / G(7)
If you're happy and you know it, clap your hands. *Clap, Clap.*

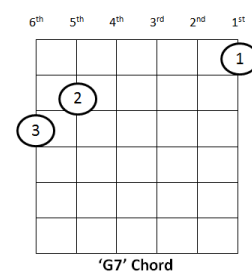
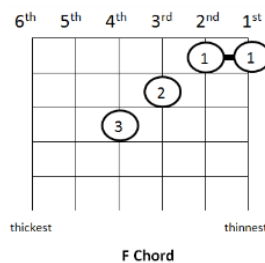
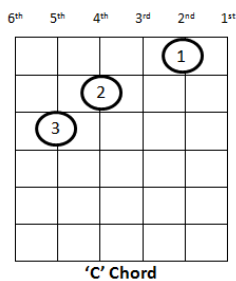
/ G(7) / G(7) / C / C
If you're happy and you know it clap your hands. *Clap, Clap.*

/ F / F / C / C
If you're happy and you know it, then you really ought to show it

/ G(7) / G(7) / C / C /
If you're happy and you know it clap your hands. *Clap, Clap.*

NOTES:

- This song is in 6/8 or 'march' time, which means a strong beat followed a weaker beat in each 'bar' or 'measure' – Count ' **1** – 2 – **1** – 2 ' as you play. (In fact, it is **1-2-3-4-5-6** ... but you only really feel the 1 and 4!)
- The chord name is placed on the first beat each time, followed by a stroke to indicate your strum. (The chord names and strums have been carefully placed above the appropriate syllables in the song.)
- To start the song, strum the 'C' chord and then pluck the 5th string (where your 3rd finger is pressing the 3rd fret) to get your starting note.





The Bear Went Over the Mountain

G / / G / / C // C /
The bear went over the mountain
/ D(7)/ / D(7)/ / G// G /
The bear went over the mountain
/ G(7) / / G(7) / / C // C /
The bear went over the mountain
/ D(7)/ / D(7)/ / G / / G /
To see what he could see.

/ G / / C / / G /
And what do you think he saw?
/ G / / C / / G /
And what do you think he saw?

G / / G / / C // C /
The other side of the mountain
/ D(7)/ / D(7) / / G// G /
The other side of the mountain
/ G(7)/ / G(7) / / C // C /
The other side of the mountain
/ D(7)/ / D(7)/ / G / / G /
Was all that he could see.

NOTES:

- This song is in 3/4 or 'waltz' time, which means a strong beat followed two weaker beats in each 'bar' or 'measure' – Count ' **1** – 2 - 3 – **1** – 2 - 3 ' as you play. (If you find it hard to play fast enough, just strum on the first beat, where the letter name for the chord is written.)
- The chord name is placed on the first beat each time, followed by two strokes to indicate your strums. (The chord names and strums have been carefully placed above the appropriate syllables in the song.)
- To start the song, strum the 'G' chord and then pluck the 4th (open D) string followed by the 2nd (open B) string to get your first two starting notes.
- This song has a fairly large pitch range – it starts low-ish but goes a bit high. You might want to try changing key and playing it in 'C' (see other file).



The Bear Went over the Mountain (in C)

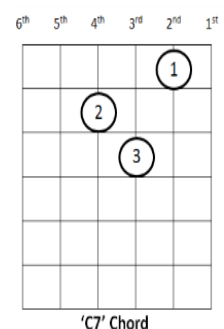
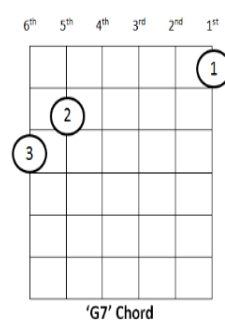
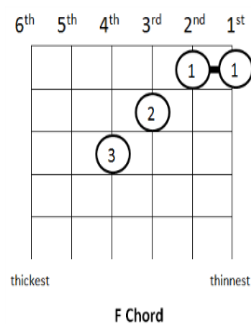
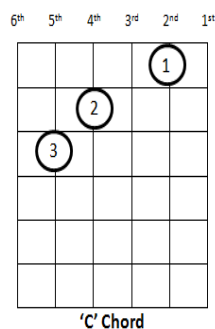
C / / C / / F // F /
The bear went over the mountain
/ G(7)/ / G(7)/ / C// C /
The bear went over the mountain
/ C(7)/ / C(7)/ / F // F /
The bear went over the mountain
/ G(7)/ / G(7)/ / C / / C /
To see what he could see.

/ C / / F / / C /
And what do you think he saw?
/ C / / F / / C /
And what do you think he saw?

C / / C / / F // F /
The other side of the mountain
/ G(7)// G(7) / / C// C /
The other side of the mountain
/ C(7)// C(7) / / F // F /
The other side of the mountain
/ G(7)/ / G(7)/ / C / / C /
Was all that he could see.

NOTES:

- This song is in 3/4 or 'waltz' time, which means a strong beat followed two weaker beats in each 'bar' or 'measure' – Count ' **1** – 2 - 3 – **1** – 2 - 3 ' as you play. (If you find it hard to play fast enough, just strum on the first beat, where the letter name for the chord is written.)
- The chord name is placed on the first beat each time, followed by two strokes to indicate your strums. (The chord names and strums have been carefully placed above the appropriate syllables in the song.)
- To start the song, strum the 'C' chord and then pluck the 5th string (where your finger is on the 3rd fret) followed by the 4th string (where your finger is on the second fret) to get your first two starting notes.
- Playing this song in 'C' rather than 'G' gives is a lower pitch which is easier to sing to. It is a little harder to play because the 'F' chord can be difficult to master well.



She'll be Coming Round the Mountain

- or whatever words you want to sing!

This is such a great song to learn because it is so versatile and has so many variations. Kids love it because of the fun of inserting words and sounds at the end of each line, and the choruses give everyone a chance to really belt it out.

I'm putting it here in four different keys - it is worth practising it in all of them.

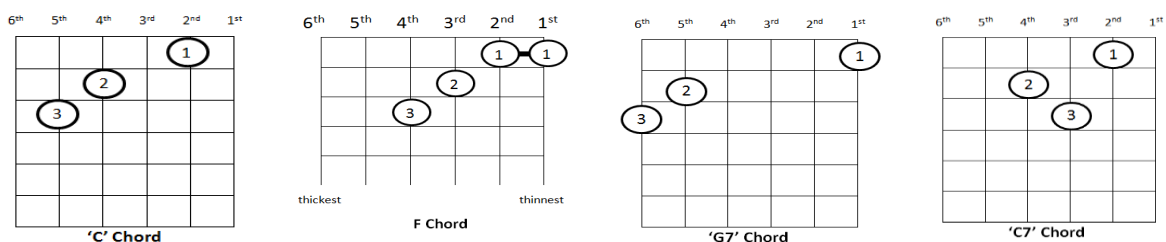
There are some new (super easy!) chords related to the chords you have (hopefully) already learnt. Moving from C to C7, from E to E7, and from D to D7 each requires moving only one finger while keeping the others in place ... and adds a lovely cool sound, so it's worth a try.

In the key of 'C':

(/) C / / / C //
She'll be coming round the mountain when she comes ...
/ C / / / G7 //
She'll be coming round the mountain when she comes ...
/ C / C7 / F / /
She'll be coming round the mountain, (she'll be) coming round the mountain,
/ G7 / / / C //
She'll be coming round the mountain when she comes ...

- The starting note for the word 'coming' is 'C' – with your fingers on the 'C' chord, pluck the 4th string which your second finger should be pressing on the second fret.
- The song is in 'Common' time, or 4/4, with 4 beats to a bar / measure. Count **1** – 2 – 3 – 4 ... as you play.
- At the end of the first and second line there is a sound (such as "Toot! Toot!" on the first verse. At the end of the fourth line all of the sounds for all previous verses are repeated in order from 1 to ... whatever verse you are up to.
- Chorus: There is a chorus at the end of each verse, same tune but no 'sounds' at the end of each line. It goes:

Singing aye-aye-yippee-yippee aye! ... (Feel free to invent your own chorus ...!)





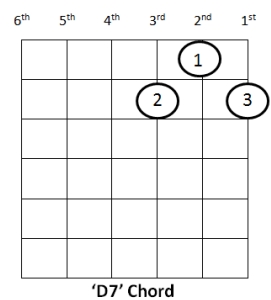
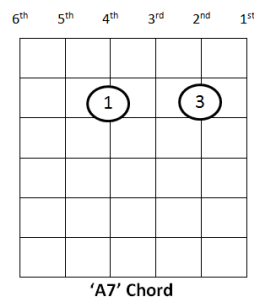
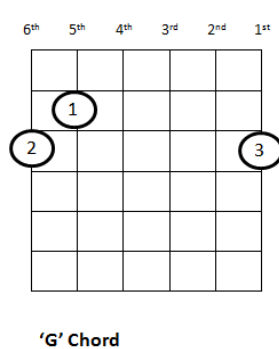
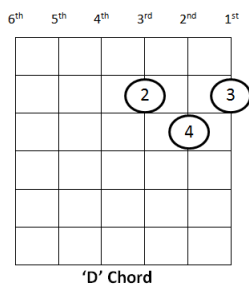
In the key of 'D':

(/) D / / / D //
She'll be coming round the mountain when she comes ...
/ D / / / A7 //
She'll be coming round the mountain when she comes ...
/ D / D7 / G / /
She'll be coming round the mountain, (she'll be) coming round the mountain,
/ A7 / / / D //
She'll be coming round the mountain when she comes ...

- The starting note for the word 'coming' is 'D' – with your fingers on the 'D' chord, pluck the open 4th (D) string.
- The song is in 'Common' time, or 4/4, with 4 beats to a bar / measure. Count **1** – 2 – 3 – 4 ... as you play.
- At the end of the first and second line there is a sound (such as "Toot! Toot!" on the first verse. At the end of the fourth line all of the sounds for all previous verses are repeated in order from 1 to ... whatever verse you are up to.
- Chorus: There is a chorus at the end of each verse, same tune but no 'sounds' at the end of each line. It goes:

Singing aye-aye-yippee-yippee aye! ...

(Feel free to invent your own chorus ...!)





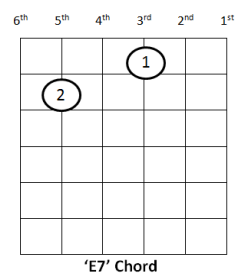
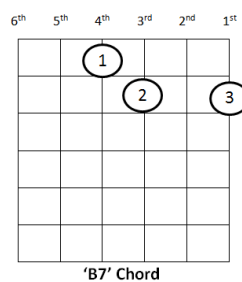
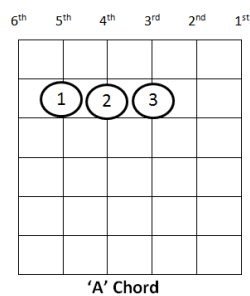
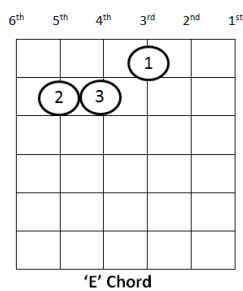
In the key of 'E':

(/) E / / / E //
She'll be coming round the mountain when she comes ...
/ E / / / B7 //
She'll be coming round the mountain when she comes ...
/ E / E7 / A / /
She'll be coming round the mountain, (she'll be) coming round the mountain,
/ B7 / / / E //
She'll be coming round the mountain when she comes ...

- The starting note for the word 'coming' is 'E' – with your fingers on the 'E' chord, pluck the 4th string where your second finger should be pressing on the second fret.
- The song is in 'Common' time, or 4/4, with 4 beats to a bar / measure. Count **1 – 2 – 3 – 4 ...** as you play.
- At the end of the first and second line there is a sound (such as "Toot! Toot!" on the first verse. At the end of the fourth line all of the sounds for all previous verses are repeated in order from 1 to ... whatever verse you are up to.
- Chorus: There is a chorus at the end of each verse, same tune but no 'sounds' at the end of each line. It goes:

Singing aye-aye-yippee-yippee aye! ...

(Feel free to invent your own chorus ...!)





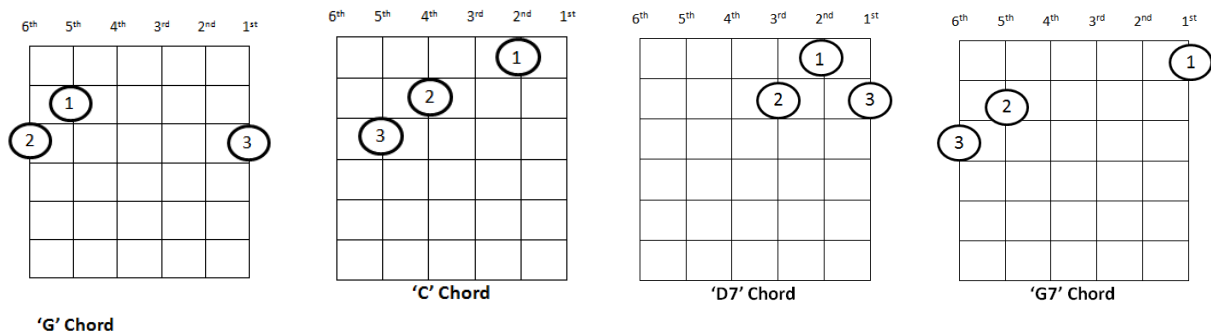
In the key of 'G':

(/) G / / / G //
She'll be coming round the mountain when she comes ...
/ G / / / D7 //
She'll be coming round the mountain when she comes ...
/ G / G7 / C / /
She'll be coming round the mountain, (she'll be) coming round the mountain,
/ D7 / / / G //
She'll be coming round the mountain when she comes ...

- The starting note for the word 'coming' is 'G' – with your fingers on the 'G' chord, pluck the 3rd (open) to play the note 'G'.
- The song is in 'Common' time, or 4/4, with 4 beats to a bar / measure. Count **1** – 2 – 3 – 4 ... as you play.
- At the end of the first and second line there is a sound (such as "Toot! Toot!" on the first verse. At the end of the fourth line all of the sounds for all previous verses are repeated in order from 1 to ... whatever verse you are up to.
- Chorus: There is a chorus at the end of each verse, same tune but no 'sounds' at the end of each line. It goes:

Singing aye-aye-yippee-yippee aye! ...

(Feel free to invent your own chorus ...!)



More Simple Guitar Songs

Here are some more songs that you can use with your class while you are playing your guitar.

Yankee Doodle

In the key of C

C / / / C / G /
Yankee Doodle went to town

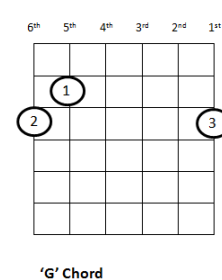
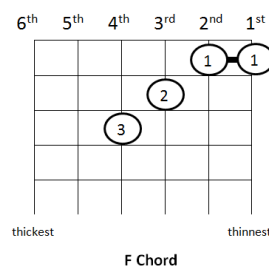
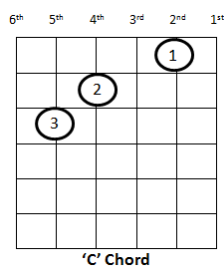
C / / / C / G /
Riding on a po - - ny.

C / / / F / /
Stuck a feather in his cap

/ G / / / C /
And called it Macaroni.

Notes:

- The tune is in Common time or 4/4, so count **1 – 2 – 3 – 4** as you play.
- To start the song: Strum a C chord, and then pluck twice on the 5th string (where your 3rd finger is pressing the 3rd fret), then lift your 2nd finger off the 4th string and play it open, put your 2nd finger back on the 2nd fret and play it again. This will give you the notes for “Yankee Doodle ...”
- It is unlikely you will sing this actual song, but the tune is used for other songs.





Smile on the Crocodile

In key of C

C ... C / / / C / / / G⁷ / / / G⁷ //
She ... sailed away on a fine and sunny day on the back of a crocodile.

/ C / / / C / / / G⁷ / / / G⁷ //
You see, said she, He's as tame as tame can be, I'll ride him down the Nile.

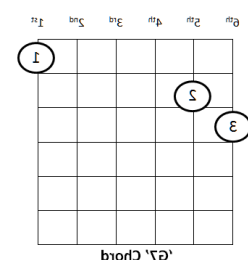
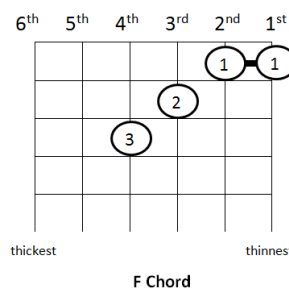
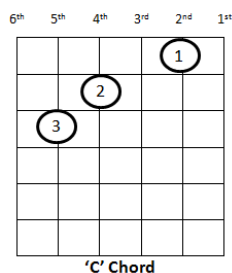
/ C / / / C / / / G⁷ / / / F //
The crock winked his eye, as the lady waved goodbye, wearing a great big smile.

/ C / // G⁷ / / / F / / / C //
/

At the end of the ride the lady was inside and the smile was on the crocodile!

Notes:

- The song is in common or 4/4 time, which means you count **1 – 2 – 3 – 4** as you play. (Notice with the chord at the end of each line, the fourth strum is at the beginning of the next line.)
- There is only one verse, but you can sing it through several times, getting quicker each time (so practice well).
- There are actions for almost every word or phrase. Teach them while you say the song before teaching students to sing it.
- To start the song: Strum the C chord, then pluck the (open) 3rd string, then the 2nd string (which your 1st finger is pressing on the 1st fret). This will give the first two notes for “She sailed ...” (If you want a couple more notes – for “...away...” you need to press a finger on the 2nd fret of the 3rd string and pluck that, and then play the open 3rd string again.)





On Top of Spaghetti

In the key of C

C / / F // F // F /
On top of spaghe - - tti

/ F / / C // C /
All covered in cheese

/ C / / G⁷ // G⁷ // G⁷ /
I lost my poor meat - - ball

/ G⁷ / / C // C //
When somebody sneezed.

C / / F // F // F /
It rolled off the ta - - ble

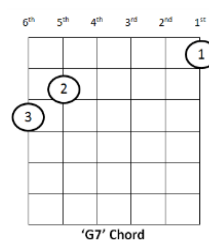
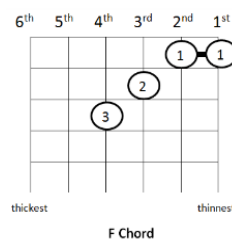
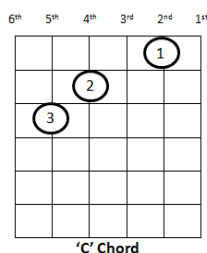
/ F / / C // C /
And onto the floor

/ C / / G⁷ // G⁷ // G⁷ /
And then my poor meat - - ball

/ G⁷ / / C // C //
Rolled out of the door

Notes:

- The song is in waltz, or $\frac{3}{4}$ time. This means you count **1 – 2 – 3 – 1 – 2 – 3** as you play. (The chord names are marked on the '1' each time). It is quite a slow song – but you can vary that if you choose.
- To start the song: Strum a C chord, then pluck the 5th string (which you are pressing the 3rd fret with your 3rd finger) twice, then 4th string (which you are pressing the 2nd fret with your 2nd finger), and then the (open) 3rd string for “On top of spa- ...”
- There are more verses. Practice playing the song until you can do it without looking, and then try singing all of the verses.





There was an old lady who swallowed a fly

In the key of C

C / / C / / C / / C //
There was an old lady who swallowed a fly.

G⁷ / / G⁷ // G⁷ / / G⁷ /
I don't know why she swallowed a fly.

/ F / / C /
Perhaps she'll die.

/ C / / C / / C / / C /
There was an old lady who swallowed a spider,

/ G⁷ / / G⁷ / / G⁷ / / G⁷ /
that wiggled and jiggled and tickled inside her.

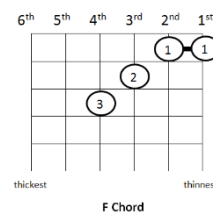
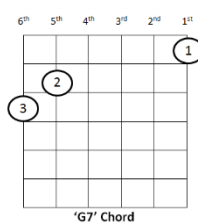
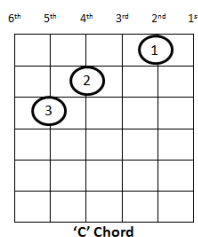
/ C / / C / / C / / C //
She swallowed the spider to catch the fly.

G⁷ / / G⁷ // G⁷ / / G⁷ /
I don't know why she swallowed a fly.

/ F / / C
Perhaps she'll die.

Notes:

- This song is in waltz (3 / 4) time, counting **1 – 2 – 3**, but the rhythm can be fairly loose and flowing, and you can add dramatic pauses.
- To find a starting note: Strum the C chord, and then pluck the (open) 3rd string, followed by the 2nd string (where your 1st finger is pressing the 1st fret) twice, then the (open) 1st string, then the 2nd string twice again for "There was an old woman ..."





There's a Hole in My Bucket

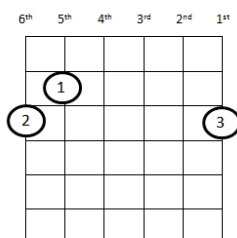
In key of G

G / / C / / C / / C /
There's a hole in my bucket, dear Liza, dear, Liza.

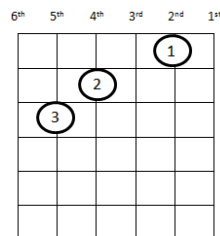
/ G / / C / / D⁷ // G /.
There's a hole in my bucket, dear Liza, a hole.

Notes:

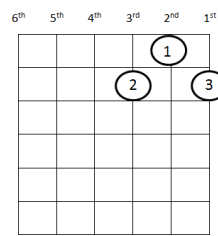
- This song has lots of verses, but each one is very short, and it is easy. So learn it well before you lead a class in singing it.
- The song is in waltz or $\frac{3}{4}$ time, so you count **1 – 2 – 3 – 1 – 2 – 3** as you play.
- At the end of each verse the third strum / beat can be the first beat of the next verse ... or you can add a few strums to get your breath. (Plan ahead).
- To start the song; Strum the G chord, then pluck the 3rd (open) string, put a finger on the 2nd fret of this 3rd string and pluck that note, and then pluck the (open) 2nd string. This should give you the notes for "There's a hole ..."



'G' Chord



'C' Chord



'D7' Chord

Getting that 'Sad' Sound

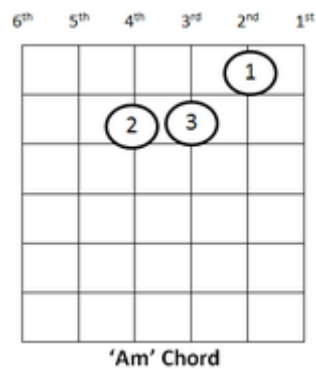
Sometimes you want to do a song with your children to keep them enthusiastic and interested. At other times, especially when you are using your guitar, you want to settle them down. And what better way to do that than with a gentle sad-sounding song?

Sad songs are played in a 'minor' key, or sometimes a few 'minor' chords are inserted into a song. They are the ones with the 'm' after their name.

The good thing is that a lot of 'minor' chords are really easy to play - so don't panic if you see one inserted with your regular chords. Here are some common ones:

'A minor' chord

This chord is related to 'C' and will sometimes appear in songs in the key of 'C'.



'E minor' chord

This chord commonly appears in songs in the key of 'G'.

