



Play-Along Songs - Volume 1

Musical Activities for Children

Sing-Along Activity Songs for Kids

Teacher Lesson Plans

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INTRODUCTION

Let me begin by stating the obvious:

Teaching is challenging! No question about that. Standards are required to be taught at earlier and earlier ages, often before some children are developmentally ready to learn the material.

Children like to play! No question about that. Children must play. Play is an essential part of their developmental process. Play helps them to socialize, move, think, problem solve, imagine, create, and grow emotionally.

Children learn better when they are having fun! No question about that. A child will remember most of what they enjoyed during the day. Ask a child what they did in school today and he or she will tell you what happened at recess.

This being said, put children in an environment where they think they are playing, but are actually learning, makes teaching just a bit less challenging.

As a teacher, if you have ever had a wiggly child or a group that is struggling to focus, breaking the day up with music and a fun activity that is meaningful and relevant to your curriculum could be just the answer.

Play-Along Songs was created with the developmental needs of children in mind. Learning numbers, how to spell, using their imaginations to think up rhymes or phrases, moving, following directions, dancing, appreciating music, and being successful is just the beginning of what your students will gain. Within the *Play-Along Songs* books are a wide variety of songs that will engage children of all ages. Some songs are more appropriate for very young children, language learners building a vocabulary, and those with special needs that might move at a slower pace. Some songs are more suited for older children and those that want to be challenged. And then there are many songs that will work for any age and ability. As the teacher, you decide based on the age, interests, and abilities of your students.

The Introduction for each of the *Play-Along Songs* books offers the benefits of using songs and what children will learn. Each book has a section on how to use the book and how to use *Play-Along Songs* with children. The information here will help you learn how to adapt songs for different ages, how to teach *Play-Along Songs* while playing an instrument, and how to have children be creative with each of the songs. There is also the section explaining the use of American Sign Language with song. Read through these pages to gain a basic understanding of how to proceed.

If you feel singing or music in general is not your strength, that's OK. The CD has the music so you can feel free to chant or talk rhythmically to the music. Children place no judgment on how you sound. They derive pleasure from the engaged interaction of adults. Teaming up with another teacher that loves to sing is also an option. By making music part of your day, you and your students will support learning and benefit children on so many levels.

Even though there are detailed explanations and pictures provided in the book showing the movements for the songs, there are also online demonstrations available for you to view at www.playalongsongs/teacher. You will need to enter this code: PAS101A to access all the videos which

will help to enhance your understanding of the songs – their melodies, the movements, and additional hints on how to teach them. Please make use of all the resources because we want everyone to be successful.

The following lesson plans offer you a clear **Objective**, the **Standard** you will address, and **Teaching Notes** that give you specific direction for that particular song. Many lessons also include an **Extension Activity**. After the title of the song, you will find the page number so you can locate the song in the book and what number the song is on the CD.

As you learn the songs, hopefully you will have your students create new verses, new rhymes, new actions, and develop a love and appreciation for music. Listed below are some resources that might help you with your *Play-Along Song* endeavor.

Jumping

Pages 16 and 17 in Play-Along Songs – Volume 1
#16 on the CD

Objective: Children will move as directed by the song and STOP (using the American Sign Language ASL sign for STOP) when it comes up in the song (much like “freeze” when playing tag).

Standards: Music: Promotes student’s experiences and skill development in a variety of aspects of learning to sing, listen, and learn about music performance and dance.

Dance: Promotes student’s experiences and skill development in a variety of rhythm, movement and technique.

Dance: Develops student’s ability to move expressively, without being based on particular dance forms or on developing specific dance techniques.

Physical Education Content: Applies movement concepts and principles to the learning and development of motor skills.

Teacher Notes: Depending on the space or environment, you can change this song to any types of actions you want. If you are outside on the playground, you can have each child pick an action to do from running to rolling on the grass.

You might want to have it more structured by having the children in a circle and all the actions would be performed while moving in a circle or in a line such as a follow-the-leader style with a different child being the leader for each verse. If you are inside, use actions like stretching, wiggling, clapping and end, with one teacher’s favorite - whispering. This helps to get them ready to listen for their next lesson.

ABC Sign Song

Pages 18 and 19 in Play-Along Songs – Volume 1
#1 on the CD

Objective: To support the learning and memorizing of the letters of the alphabet by combining spoken letters with signed letters from the manual alphabet of American Sign Language and be able to sing and sign the *ABC Sign Song*.

Standards: Music: Promotes student’s experiences and skill development in a variety of aspects of learning to sing, listen, and learn about music performance and dance.

Language Arts: Acquire reading strategies which include phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Teacher Notes: To sign the ASL alphabet, use your dominant hand at shoulder height. If you are not familiar with the American Sign Language manual alphabet, watch the on-line support segment for this song to make sure your letters are correct before teaching your students.

Adjust the numbers of signs you teach at one time depending on the ages and ability of your students.

If your students already know their alphabet, then you may choose to teach the song in its entirety. Go slow and check for understanding, making sure that each student is forming the letters correctly. Repetition is the key to remembering how to form each letter. If your students are just learning their alphabet, then teach the manual sign when you introduce each new letter and have the children practice that letter’s sign as they say the letter – like a “letter of the day” or “letter of the week.” Once all the letters are learned put them all together into the *ABC Sign Song*.

Extension Activities: Sing and sign the song backwards.

Play a game where each child gets a turn to form a letter and have the rest of the class say what it is. Giving each child a different letter card will ensure that all the letters you want to reinforce are used.

Little Cabin in the Woods

Pages 20 and 21 in Play-Along Songs – Volume 1
#18 on the CD

Objective: To use and remember hand motions while singing a song. Then be able to leave out certain words while continuing to use the hand movements connected to the words not being sung. To experience TEMPO by performing this song at different speeds.

Standards: Music: Promotes student’s experiences and skill development in a variety of aspects of learning to sing, listen, and learn about music performance and dance.

Teacher Notes: This song has two parts. The first part has everyone singing and moving together. The second part has everyone making the actions but not singing the action words. This song supports a basic choral concept of singing certain parts to a song and not others.

When teaching this song, talk through the song using the movements, one line at a time, and have the children repeat after you. Depending on the age and ability of your students, you might need to repeat this until they are proficient. Then sing the song with its movements slowly (the first part). Repeat the song speeding up the tempo with each additional verse.

The challenge with this song is to coordinate the movements with the words. For even more fun you can perform the movements more dramatically.

You will find that when you begin to sing and move to the second part of the song, that is, where you make the movement but do not sing the word, some may find this to be difficult. Again, start out slowly and then increase the tempo as you repeat each verse. Children will sing words that are to remain silent, and that’s fine. It just adds to the fun of this song.

Extension Activity: Have the students make up their own words and actions to a song using this same format and melody. In the following example, children can choose to flap their arms for bird and hold arms up like a tree for the first line. In the second, they can make some action for singing and then point for you and me. Encourage them to use their imaginations to come up with songs.

Example: Little bird up in the tree
Singing songs about you and me
Saw a cat coming close by
With a hungry look in his eye.
“Help me, help me, help me!” cried
“I’m afraid of this great big cat.
I don’t want to be his new feathered hat.”
“Little bird you can fly away
And sing another day.”

Head and Shoulders

Page 22 in Play-Along Songs – Volume 1
#10 on the CD

Objective: Coordinate singing to the movements of pointing to various body parts as they are named in the song.

Standards: Music: Promotes student’s experiences and skill development in a variety of aspects of learning to sing, listen, and learn about music performance and dance.

Dance: Promotes student’s experiences and skill development in a variety of rhythm, movement and technique.

Physical Education Content: Applies movement concepts and principles to the learning and development of motor skills.

Teacher Notes: Start out by singing this song slowly, then speed up until the students are moving very fast.

This is a great indoor activity when you need to get their bodies going for a quick burst of energy release or as a warm up for another physical activity.

Extension Activity: Reverse the song and start out very fast and slow it way down by the end. This is a great way to end an activity period when you want the students to calm back down to focus on the next lesson.

Have the students make up a new song by using other body parts to point to in the same manner.

A Sailor Went to Sea

Pages 23 - 25 in Play-Along Songs – Volume 1
#2 on the CD

- Objective:** Coordinate the singing of the song with the movements and pointing to various body parts when named in the song.
- Standards:**
- Music: Promotes student’s experiences and skill development in a variety of aspects of learning to sing, listen, and learn about music performance and dance.
- Dance: Promotes student’s experiences and skill development in a variety of rhythm, movement and technique.
- Physical Education Content: Applies movement concepts and principles to the learning and development of motor skills.
- Teacher Notes:** Teach the song slowly at first explaining the movements:
Every time you sing See or Sea – put your hand up to your forehead and tap three times
When you sing “Chop, Chop, Chop” – “chop” one hand into the bent elbow of the other arm three times
For “Knee, Knee, Knee” – pat your knees three times
For “Toe, Toe, Toe” – bend down and touch your toes three times
For “Oo-Washy-Wash” – just go crazy and wiggle down and up to the music
- The last verse combines all the movements into one long verse.
This song gets everyone moving and can be a real physical workout that you can do indoors as well as outdoors.

Open and Close

Pages 26 and 27 in Play-Along Songs – Volume 1
#22 on the CD

Objective: Students will be able to express visually what various opposites “look” like when singing this song.

Standards: Music: Promotes student’s experiences and skill development in a variety of aspects of learning to sing, listen, and learn about music performance and dance.

Dance: Promotes student’s experiences and skill development in a variety of rhythm, movement and technique.

Math: Describe and compare measureable properties.

Science: Use vocabulary to analyze data and understand patterns and relationships.

Teacher Notes: Explain what the word opposite means (being very different from each other). Then as you go through the motions, you might want to ask the children, “If this is ‘OPEN’ (with both hands opened wide), then what would ‘CLOSE’ look like?” And so on for each of the opposites used in the song. Not only do they get to hear what the words sound like, they get to express the movements associated with each opposite.

Extension Activity: You and your students can sing about other opposites. Brainstorm some other options and decide on how you would physically demonstrate what they would look like.

Bingo

Pages 28 and 29 in Play-Along Songs – Volume 1
#4 on the CD

Objective: To use American Sign Language words and letters while singing and signing this classic spelling song.

Standards: Music: Promotes student’s experiences and skill development in a variety of aspects of learning to sing, listen, and learn about music performance and dance.

Language Arts: Acquire reading strategies which include phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Teacher Note: As added practice to learning the manual ASL alphabet, *Bingo* is a favorite song for children. It requires a bit of coordination to leave out letters and sign them at the appropriate time, so you will need to go slow at first. To show you how a good song can last a long time, *Bingo* was first published in 1780 – that was a long time ago!

Extension Activity: Bingo uses a *name sign*. This is usually a person’s first initial signed with your dominant hand but tapped on the opposite shoulder. After learning the alphabet, have each child sign their own name sign. If you have more than one child with the same initial, you could add an additional letter to differentiate between the students.

Change the name of Bingo the dog to some other name and animal.
Example: “There was a girl that had a cat and Rufus was its name - O.”

Note: If you choose a name that is shorter (Rex) or longer (Princess, just adjust the notes that you sing to make it fit. If it sounds silly, all the better.

Twinkle, Twinkle Little Star

Pages 30 and 31 in Play-Along Songs – Volume 1
#26 on the CD

Objective: To enhance the learning and memorization of this classic nursery rhyme and song by adding hand motions while singing it.

Standards: Music: Promotes student’s experiences and skill development in a variety of aspects of learning to sing, listen, and learn about music performance and dance.

Language Arts: Identify and use types of literature (nursery rhymes) according to their purpose and function.

Teacher Note: Nursery rhymes are critical to a child’s reading readiness. Most children will already know this classic rhyme, but there will be some that have never heard it before. So, teach it like it is new to everyone. For toddlers and very young children you can do fewer motions. When they have reached proficiency, have them “perform” this as if to an audience or even in front of a mirror. It becomes a beautiful piece when all children are moving together.

Talk through the rhyme and its actions slowly at first, then sing and move along to the melody of the song. Children always enjoy singing the song slowly and then speeding up the tempo to make it more fun and challenging.

Extension Activity: Change the motions to American Sign Language. This version can be found in the *Play-Along Songs – Songs to Sign, Volume #3* or you could look up the signs in an ASL Dictionary or an ASL website (see the resources page for suggestions).

Old Brass Wagon

Page 32 in Play-Along Songs – Volume 1
#20 on the CD

Objective: To have students follow directions while singing and dancing this classic American folk song and square dance.

Standards: Music: Promotes student’s experiences and skill development in a variety of aspects of learning to sing, listen, and learn about music performance and history.

Dance: Promotes student’s experiences and skill development in a variety of rhythm, movement and technique.

Teacher Notes: Since this song served as a square dance for the pioneers journeying west, this is an excellent song and dance to include in a study of the Western Movement and our American heritage.

You can have your students in one big circle or break into several smaller circles, whatever works best for your group.

Like so many of the old folk songs, it is easy to change the words and actions. You can lead your children in creatively adapting this song with some suggestions like, “Jump up and down – the Old Brass Wagon;” “Clap your hands – the Old Brass Wagon;” etc.

Let them come up with their own words and movements.

I Had Me a Rooster

Pages 33 - 35 in Play-Along Songs – Volume 1
#10 on the CD

Objective: To sing about animals, their sounds, and remember the sequence in which the animals are sung in this very old traditional folk song.

Standards: Music: Promotes student’s experiences and skill development in a variety of aspects of learning to sing, listen, and learn about music performance and history.

Teacher Notes: This is a folk song from Ireland that is over 350 years old. You might want to stress to your students that music is an integral part of society and that all cultures have been singing since the beginning of time. Folk songs, like *I Had Me a Rooster*, have lasted for hundreds of years because they are easy to sing and are fun. This song is very much like America’s *Old MacDonald Had a Farm*. It is about animals that make sounds, and once you add an animal and its sound it stays in a song (making this a “zipper” song). Once the song is learned it is constantly changed and adapted as children love to sing about their own animals and sounds.

You will find that as the children pick animals sometimes they will pick an animal that does not make a sound. If this happens, have them decide on an appropriate sound that it could possibly make.

In the Play-along Songs version, we have added American Sign Language for the animals. If you have access to our many signing songbooks or DVDs, a signing dictionary, or a signing website, you could add dozens of animal signs to your students’ vocabulary.

I'm Thinking of an Animal

Pages 36 and 37 in Play-Along Songs – Volume 1
#14 on the CD

Objective: To be able to describe characteristics of various animals, in a song, by giving four or five clues so that other children can guess what the animal is.

Standards: Music: Promotes student's experiences and skill development in a variety of aspects of learning to sing, listen, and learn about music performance and history.

Language Arts: Demonstrate competence in speaking to convey information.

Teacher Notes: This song is so great at having your students think about how to describe an animal without giving away too much information. For very young children, you never know what you will get. Sometimes a child will give as their first clue, "It's a rabbit!" In that case, everyone then sings the last line of, "That's how I describe a rabbit." Or a child might give bizarre characteristics as clues. Just go with it. As they get more practice of looking at animals and observing the typical colors, how many legs, the sounds they make, where they typically live, how they move, what they eat, etc., they will become more adept with their descriptions. This song can be contagious as children will often want to continue singing the song until everyone has had a chance to give out clues for their animal.

Extension Activity: Have the students look through books and magazines to find interesting animals and have them write four or five descriptors of that animal that they will be able to later use in the song.

Have the students draw a picture of an animal and then have them give the description in the song. When they are finished, they can show everyone their picture.

Going Up the Mountain

Pages 38 and 39 in Play-Along Songs – Volume 1
#8 on the CD

Objective: Support and reinforce the learning of numbers 1 through 5 using American Sign Language while singing this song,

Standards: Music: Promotes student’s experiences and skill development in a variety of aspects of learning to sing, listen, and learn about music performance and history.

Math: Representing, relating, and operating on whole numbers

Teacher Note: To sign the ASL numbers, use your dominant hand at shoulder height. If you are not familiar with the American Sign Language manual numbers, watch the on-line support segment for this song to make sure your numbers are correct before teaching your students. Go slow and check for understanding, making sure that each student is forming the numbers correctly. Repetition is the key to remembering how to form each number.

This song uses numbers one through five, but since counting with ASL uses only one hand, you could easily add more numbers to this song and have them *Going Up the Mountain* with much larger numbers.

I'm a Little Piece of Tin

Pages 40 and 41 in Play-Along Songs – Volume 1
#12 on the CD

Objective: To use and remember hand motions while singing this classic American camp song.

Standards: Music: Promotes student's experiences and skill development in a variety of aspects of learning to sing, listen, and learn about music performance and history.

Teacher Notes: When teaching this song, talk through the song using the movements, one line at a time, and have the children repeat after you. Depending on the age and ability of your students, you might need to repeat this until they are proficient. Then sing the song slowly at first, speeding up with each additional verse.

The challenge with this song is to coordinate the movements with the words. The movements are descriptive of the words in the song and can even be done dramatically for even more fun.

For the very last line of the song - "Honk, honk, rattle, rattle, crash, beep, beep, Honk! Honk!" – the challenge is to stop singing on the last "Honk!" What tends to happen is that the children will start to repeat the, "rattle, rattle, crash, beep, beep," part. To make it a game, if someone does do this, everyone has to sing the entire song over again - only faster. Don't be surprised if they do it on purpose which just makes everyone laugh.

Where Is Thumbkin?

Pages 42 and 43 in Play-Along Songs – Volume 1
#30 on the CD

Objective: To sing and move along to this traditional finger-play song while learning the names for each of the fingers. Supports fine motor skill development.

Standards: Music: Promotes student’s experiences and skill development in a variety of aspects of learning to sing, listen, and learn about music performance and history.

Language Arts: Identify and use types of literature (nursery rhymes) according to their purpose and function.

Teacher Note: Nursery rhymes are critical to a child’s reading readiness. Most children will already know this classic rhyme, but there will be some that have never heard it before. So, teach it like it is new to everyone. Introduce each finger with its correct name and demonstrate how they will hide behind their backs and only come out when called.

To add more fun and drama to the song, have the children really exaggerate how the fingers are talking to each other.

I'm a Little Teapot

Pages 44 and 45 in Play-Along Songs – Volume 1
#13 on the CD

Objective: To use and remember body movements while singing this classic nursery rhyme. Additional verses will help children to see how new words can be added to old rhymes.

Standards: Music: Promotes student's experiences and skill development in a variety of aspects of learning to sing, listen, and learn about music performance and history.

Language Arts: Identify and use types of literature (nursery rhymes) according to their purpose and function.

Teacher Note: This classic nursery rhyme is a wonderful song to get children up and stretching during the day. Anytime you can add music to the teaching day makes learning more enjoyable and refreshes the students for the upcoming lesson.

Have the children all stand up facing you and then mirror all your actions and repeating the words as you talk through the song and then sing it together slowly at first.

Extension Activity: Have the students make up more verses and movements to this song. Or, sing about an entirely different object that they could imitate. In the case of the example below, you can have them hold their arms in a circular manner for the ball and then roll their arms demonstrating that it's rolling a way. They can catch the ball and for play pretend to bounce it. It's fun to have your children come up with and decide on actions to be used in new rhymes like this one.

Example: I'm a little soccer ball rolling away
Come and catch me so we can play
I can bounce real high all night and day
When I score, we can all yell, "Hooray!"

One, Two Buckle My Shoe

Pages 46 and 47 in Play-Along Songs – Volume 1
#13 on the CD

Objective: To reinforce the learning of numbers 1 – 10 along with ASL number signs and vocabulary by singing and signing the words to this classic nursery rhyme. To experience TEMPO changes.

Standards: Music: Promotes student’s experiences and skill development in a variety of aspects of learning to sing, listen, and learn about music performance and history.

Language Arts: Identify and use types of literature (nursery rhymes) according to their purpose and function.

Math: representing, relating, and operating on whole numbers

Teacher Notes: This is a true “hands-on” approach to teaching the numbers one through ten. To sign the ASL numbers, use your dominant hand at shoulder height. If you are not familiar with the American Sign Language manual numbers and words, watch the on-line support segment for this song to make sure your numbers and signs are correct before teaching your students.

Teach the words and signs slowly with your children mirroring and repeating after you. Check for understanding, making sure that each student is forming the numbers and words correctly. Repetition is the key to remembering how to form each number.

The words are fun to sign and add even more enjoyment. You will find that even those students that know this rhyme will be challenged when adding ASL when singing and signing this song.

As the song is repeated, increasing the tempo just adds to the fun.

Slowly Walks the Dinosaur

Page 48 in Play-Along Songs – Volume 1
#23 on the CD

Objective: To dramatically imitate animal movements as children move to the music while singing about various animals and then using the sounds that the animals make.

Standards: Music: Promotes student’s experiences and skill development in a variety of aspects of learning to sing, listen, and learn about music performance and history.

Dance: Promotes student’s experiences and skill development in a variety of rhythm, movement and technique.

Dance: Develops student’s ability to move expressively, without being based on particular dance forms or on developing specific dance techniques.

Physical Education Content: Applies movement concepts and principles to the learning and development of motor skills.

Teacher Notes: You might want to discuss how various animals might move and what sound they might make – or – you could just leave the movement and sounds to each child’s imagination. If you decide to have each child pick an animal for the others to dance and sing about, then you might have that child do a demonstration as to what it would look and sound like.

If you are outside and have ample space, the children can move as big and as much as you would like. If you are indoors, you might need to limit the movements.

What a Nice Day It Is

Page 49 in Play-Along Songs – Volume 1
#29 on the CD

Objective: Using a song to have the students express, in their own words, what they like to do on a nice day and have everyone sing about it.

Standards: Music: Promotes student’s experiences and skill development in a variety of aspects of learning to sing, listen, and learn about music performance and history.

Language Arts: Demonstrate competence in speaking to convey information.

Teacher Notes: This is such a free and easy song to sing and the theme is something that everyone can relate to – things that we like to do on a nice day. And the best thing is – there are no restrictions on the length. One person might say, “I like to play ball” while someone else might say, “I like to visit my grandmother and grandfather on Christmas day in Texas.” As you sing that part of the verse, just stay on the same note and fit it all in.

Extension Activity: This could easily be added to your Language Arts lesson as the students write about what they like to do on a nice day and then shorten it to a phrase as they sing about it in the song.

Have the students draw a picture of their “Nice Day” and then sing about it.

Lions and Tigers

Pages 50 and 51 in Play-Along Songs – Volume 1
#17 on the CD

Objective: Using American Sign Language, coordinate the movements of using various signs for animals when named in the song.

Standards: Music: Promotes student’s experiences and skill development in a variety of aspects of learning to sing, listen, and learn about music performance and history.

Teacher Notes: What is wonderful about ASL is that so many of the signs are iconic – that is, they look like what they represent. In this case, most of the animals’ signs resemble something about each animal. Watch the on-line support if you need further clarification on making these animal signs.

This song is to the tune of *Head and Shoulders* and follows the same format. Teach the signs slowly, checking for understanding and proficiency. As you start to sing the song, begin slowly. Then as the students become comfortable with the signs, speed up the tempo.

Extension Activity: Have the students make up a new song using a variety of different animals and their signs. If you have access to our many signing songbooks or DVDs, a signing dictionary, or a signing website, you could add dozens of animal signs to your students’ vocabulary.

Itsy Bitsy Spider

Pages 52 and 53 in Play-Along Songs – Volume 1
#15 on the CD

Objective: To use and remember both hand and body movements while singing this classic nursery rhyme.

Standards: Music: Promotes student’s experiences and skill development in a variety of aspects of learning to sing, listen, and learn about music performance and history.

Language Arts: Identify and use types of literature (nursery rhymes) according to their purpose and function.

Teacher Notes: Because this nursery rhyme has been sung for generations, most adults and children are familiar with it. However you may find some that have never heard this before, so please don’t assume that all children know it. Review the hand motions before you begin singing it.

This song makes a perfect introduction to learning more nursery rhymes and discussing the concept of rhyming.

Extension activity: This nursery rhyme tells a story about a spider. Either as a class or individually, write a new story about a different animal and then turn it into your own nursery rhyme.

“The itsy bitsy spider walked along to school
Up came a breeze and it was very cool
He put on a jacket so he felt OK
And the itsy bitsy spider continued on his way.”

This Old Man

Pages 54 and 55 in Play-Along Songs – Volume 1
#25 on the CD

Objective: To reinforce the learning of numbers 1 through 10 by using the ASL signs for numbers along with signed words while singing and signing this classic nursery rhyme.

Standards: Music: Promotes student’s experiences and skill development in a variety of aspects of learning to sing, listen, and learn about music performance and history.

Language Arts: Identify and use types of literature (nursery rhymes) according to their purpose and function.

Math: Representing, relating, and operating on whole numbers

Teacher Note: Using this traditional nursery rhyme and incorporating the ASL signs for the numbers 1 – 10 gives you another way to have students practice their counting and remembering their numbers, and learn yet another fun rhyme. Music, language, math, fine motor skills, and fun all in one package!

As you teach the song, have children repeat and mirror your movements. Start out slowly until they have mastered both the song and the movements. For more fun, increase the tempo for, “Knick, knack, paddy, whack, give a dog a bone...” with each verse.

Yankee Doodle

Pages 56 and 57 in Play-Along Songs – Volume 1
#31 on the CD

Objective: To learn a classic American patriotic song that dates back to the Revolutionary War by singing it while using American Sign Language.

Standards: Music: Promotes student’s experiences and skill development in a variety of aspects of learning to sing, listen, and learn about music performance and history.

Social Studies: Understand connections among historical events, people, and symbols significant to United States history and cultures.

Teacher Notes: There are a lot of ASL signs used in this song. Only teach and use as many as you feel you and your students can be successful. Watch the on-line support segment for this song to make sure your signs are correct before teaching your students. Teach the signs slowly, checking for understanding and proficiency. As you start to sing the song, begin slowly. Then as the students become comfortable with the signs you can sing and sign to the CD.

Yankee Doodle was written by the British in 1775 as a way of making fun of the American Continental Army. But the joke backfired because this song became the favorite of the colonists and has been an American favorite ever since. You can use this song as a reinforcement activity when you study the Revolutionary War or for any patriotic holiday.

Extension Activities: This is just one of many verses to the song. You and your students could research to find dozens of other verses that you could sing and then sign the chorus. This song was made popular because revolutionary war soldiers would make up their own verses. Have your children try to come up with new lyrics and rhymes. A signing dictionary or online source will help you come up with signs to use.

Discuss the language that is used in the song. Look up the origin of words such as Yankee, macaroni, and dandy.

Cowboys Like to Ride

Pages 58 and 59 in Play-Along Songs – Volume 1
#6 on the CD

Objective: To pantomime various actions and sounds that reflects something about the life and times of the American cowboy as children sing this song.

Standards: Music: Promotes student’s experiences and skill development in a variety of aspects of learning to sing, listen, and learn about music performance and history.

Teacher Notes: You might want to start with a discussion of what the life of a cowboy is all about. This could entail reading a story or poem, looking through a picture book, or having a discussion based on what the students have seen in movies and on television. As you sing the song, ask for suggestions as to what a cowboy might do.

For example:

Teacher: What might a cowboy do?

Response: Ride a horse!

Teacher: And what would that look like?

Response: Students pantomime what that would look like

Class: Sing the first verse of the song.

If I Had a Fiddle

Page 60 in Play-Along Songs – Volume 1
#11 on the CD

Objective: To pantomime various actions and sounds that reflect what it would be like to play various musical instruments as children sing this song.

Standards: Music: Promotes student’s experiences and skill development in a variety of aspects of learning to sing, listen, and learn about music performance and history.

Teacher Notes: This song is all about pretending to play musical instruments. It might be helpful if you had pictures of various instruments to help the students see what they look like to help them imagine how you would play it. If you have some instruments in the classroom – even better.

After singing the verses that we have in the song, have the students come up with other instruments and a possible sound that it would make to add verses. For instance, a guitar might make the sound of “strum – a – strum – strum” or a cymbal might go “crash – a – crash – crash.”

Animal Choir

Pages 61 - 63 in Play-Along Songs – Volume 1
#3 on the CD

Objective: To have all the students experience the fundamentals of a choir as they sing together and then break into groups to sing their own parts, all at the same time.

Standards: Music: Promotes student’s experiences and skill development in a variety of aspects of learning to sing, listen, and learn about music performance and history.

Teacher Notes: This is a great song to introduce children to the concept of singing different parts together as a choir. You can use any animal that makes a sound. To get the class started, get a big bag filled with stuffed animals of your choice. If this is not an option, a selection of pictures will work.

There are three parts. Part A has students select animals that make sounds and everyone sings. Part B has students separated into groups lead by students with animals. Each group sings only their animal’s sound. And Part C, all groups sing their animals sound, all at the same time.

1. For Part A, select a student to pick out an animal and have everyone sing the song and make the animal’s sound.
2. Repeat this for 2 or 3 more students.
3. Separate the class into 3 or 4 groups for Part B, each lead by a student and the animal they selected.
4. Now divide the class into groups, lead by the students that selected the animals. In Part B everyone sings the first 8 measures of the song, but when it comes time to make the animal sounds, each group will sing only its animal.
5. For Part C, everyone sings the first 8 measures of Part C, but each group sings their animal sound at the same time as the other groups.

The result is usually a competition as to which group can be the loudest. But, this is a start of how we can all sing something different at the same time.

Up, Up, Up We Go

Page 64 in Play-Along Songs – Volume 1
#27 on the CD

- Objective:** Children will move as directed by the song and change the pitch of their voices to correspond to high and low.
- Standards:** Music: Promotes student’s experiences and skill development in a variety of aspects of learning to sing, listen, and learn about music performance and history.
- Teacher Notes:** This song is about singing. In music, *pitch* is the property of a musical tone that is determined by the frequency of the sound waves producing it – hence the highness or lowness of sound. This song adds a visual and movement quality of what high and low look and feel like at the same time they are moving up (high) and moving down (low). For fun, you can have the students exaggerate the high and low pitches when they sing those words.
- It is a good song to move from active play to a sitting activity since the song ends with everyone sitting down.
- Extended Activity:** Have students think of other actions they can do to add more verses to the song.

Stop, Look, and Listen

Pages 65 – 67 in Play-Along Songs – Volume 1
#24 on the CD

Objective: Students will learn the ASL signs for various modes of transportation and for the directional words of *stop*, *look*, and *listen* while singing this song.

Standards: Music: Promotes student’s experiences and skill development in a variety of aspects of learning to sing, listen, and learn about music performance and history.

Teacher Notes: This is a great song to have students learn and practice the silent commands of stop, look, and listen. Using American Sign Language throughout your day will require the students to pay attention to you and will increase eye contact.

The ASL signs for these various modes of transportation are iconic – they resemble what the vehicle looks like. Be aware, that for airplane, if you hold the sign stationary up by your shoulder it means ‘I love you’ so they need to keep it moving. Before singing the song, demonstrate each sign, having the children copy the signs along with you.

Walking Through the Forest

Pages 68 - 71 in Play-Along Songs – Volume 1
#28 on the CD

- Objective:** To sing a song about animals while imitating how they move.
- Standards:**
- Music: Promotes student’s experiences and skill development in a variety of aspects of learning to sing, listen, and learn about music performance and history.
- Dance: Develops student’s ability to move expressively, without being based on particular dance forms or on developing specific dance techniques.
- Physical Education Content: Applies movement concepts and principles to the learning and development of motor skills.
- Teacher Notes:** This song is about using your imagination to envision what it would be like to go on a nature hunt of animals. After you and your students have learned the song, you can take the class outside in a large area and have a follow-the-leader approach. You are the leader. As the class walks behind you, they sing, “As I walked through the forest this is what I saw...” and you (or you can pick a student to select) announce what animal it is. Then you all sing and act out the movement of that animal.
- This is a zipper song so you keep adding on the various animals in reverse order. Be aware, you and your students will get quite a workout, so you might need to limit the number of animals that are selected. Notice the tempo changes as the animal’s movement change (elephants are slow, rabbits hop fast, etc.)
- Extension Activity:** Binoculars can be made using toilet paper tubes glued together and decorated to add to the fun of going on an animal hunt. Set out stuffed animals or pictures of animals out in the play area so the children can actually “spy” the animals you would like to sing about.

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Dum Dum Dah Dah

Pages 72-73 in Play-Along Songs – Volume 1
#7 on the CD

Objective: To sing and do a series of hand motions at the same time.

Standards: Music: Promotes student’s experiences and skill development in a variety of aspects of learning to sing, listen, and learn about music performance and history.

Physical Education Content: Applies movement concepts and principles to the learning and development of motor skills.

Teacher Notes: You will notice in the book that there are two versions of hand movements. The first version (Beginning) is great for young children and for those learning the song for the first time. Start out with the beginning movements which are simply patting thighs and clapping hands. This is a great way to introduce rhythm and beat. “Every time we sing ‘Dum Dum’ we will clap our hands and when we sing ‘Dah Dah’ we will pat our thighs to the beat of the music.” Sing and move to the song keeping the beat to a slow tempo and then picking up the tempo and beat each time the song is repeated. Once this is learned move on to the ‘Advanced’ version.

Teach the hand movements slowly with children mirroring and repeating after you. Then talk the song slowly with all the movements. Finally begin singing the song slowly picking up the beat and tempo each time it is repeated.

Extended Activity: Have the students make up their own hand jive (hand movements that fit the beats of the music), to this same song. They can perform it within a small group or teach it to the rest of the class.

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Can You Do?

Pages 74 – 75 in Play-Along Songs – Volume 1
#5 on the CD

- Objective:** Perform various actions introduced in this zipper song and to creatively adapt the song, by having students choose new actions and sounds.
- Standards:** Music: Promotes student’s experiences and skill development in a variety of aspects of learning to sing, listen, and learn about music performance and history.
- Physical Education Content: Applies movement concepts and principles to the learning and development of motor skills.
- Teacher Notes:** You can start by choosing 5 – 6 students (or more) that will be picking a movement that they want the entire group to do. If it is complicated or vague, have the child demonstrate.
- Depending on the space you have available, you can have the students select actions that will need a lot of room (hop on one foot, roll on the ground, kick your leg up high) or minimal space (clap your hands, stomp your feet, pat your head and rub your stomach). This is a zipper song so everyone repeats the actions throughout the song until the end.

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My Hands by My Side

Pages 76-77 in Play-Along Songs – Volume 1

#19 on the CD

Objective: To sing a classic children’s song that requires the coordinated movements of pointing to various body parts and remembering their order in this zipper song.

Standards: Music: Promotes student’s experiences and skill development in a variety of aspects of learning to sing, listen, and learn about music performance and history.

Dance: Promotes student’s experiences and skill development in a variety of rhythm, movement and technique.

Physical Education Content: Applies movement concepts and principles to the learning and development of motor skills.

Teacher Notes: This is a traditional song that gives silly names to various body parts – but it gets the children thinking and playing about the uses of all of these body parts. Why is the stomach-area called, ‘the Bread Basket?’ What do eyes do? They blink – hence ‘Eye Blinkers!’

Remembering what you sang about, in the correct order, can be challenging for some. You will probably want to start at the top of the body and work down – or – start at the bottom and work up. Whichever way you decide, the children will love this activity.

Extension Activity: Have the students draw a picture of themselves (or you could have a handout with the outline of a child on it) and then label all the body parts with all of these silly names.

Have your students come up with other body parts and give them silly names, too!

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GLOSSARY

a cappella – performed by voices without musical accompaniment

ASL – American Sign Language

beat – a way of counting time when playing a piece of music. Beats gives music its regular rhythmic pattern.

cantor – A solo singer that sings a solo response part in a song.

chant – to recite the words of a song in the beat and tempo as it was written to be sung

core concepts –basic concepts including, but not limited to, ABCs, reading, writing, number recognition, math, rhyming, science, colors, shape recognition, etc.

fine motor – an action that requires the use and coordination of small muscles

finger play – using the hands and fingers to act out the words in a rhyme or song

fingerspelling – using the manual alphabet to fingerspell words. This can be used when a person does not know a sign, when spelling someone’s name, or when a sign does not exist for a certain word or concept.

gross motor – an action that requires the use and coordination of large muscles

full body – an activity that uses the entire body while performing it

iconic – the ASL sign resembles the object, concept, or some aspect of the word being depicted

manual alphabet – a series of handshapes used to represent each letter of the English alphabet used in American Sign Language

pitch – the high or low placement of a sound, determined by its frequency

rhyme – be similar in sound, especially with respect to the last syllable; "hat and cat rhyme"

rhythm – the pattern formed by the successive durations of sounds and silences in a song

round – a song in which people start singing the same song at different, marked intervals

tempo – rate of speed – used to indicate how slow or how fast the song should be performed

zipper song – take a part of a verse (words and/ or actions) and add it to the end of the next verse, and so on. If the song has five verses, the last verse will have four additional parts to sing at the end of that fifth verse.

RESOURCES

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DVD

We Sign: *ABC's; Numbers; Colors; Classroom Favorites; Rhymes; Animals; More Animals; American Patriotic Songs; Fun Time; Play Time; Christmas Carols; Santa's Favorites Christmas Songs; Babies and Toddlers 2; Baby Songs*

Music

iTunes: *Camp Songs; Mother Goose and Nursery Rhymes; Halloween Party; American Cowboy Songs*

Online Signing Products, Information and Dictionaries

www.playalongsongs.com

www.wesign.com

www.signtospeak.com

ASL Browser (Google search is faster) but address is:

<http://commtechlab.msu.edu/sites/aslweb/browser.htm>

www.dictionaryofsign.com

www.garlicpress.com