



## Mr. Froggy's Fitness Fun

Fitness includes eating well, exercising, hydrating and rest (sleep) with a little bit of sunshine.

When exercising, remember children's heart rates cannot stay elevated as long as an adult's.

Their muscles have not developed yet. It is important to mix things up high energy, medium energy and low energy.

Frequency	Song Title	Movements / Activities / Props	Benefits
Every Class (Class Opening)	Catching Bubbles	Try to catch the bubbles. Switch hands to reach with both. Blow bubbles up with mouth to keep from getting to the ground. Follow the bubbles with your body	Tracking, air control, spatial-temporal reasoning
Every Class (Class Greeting)	Mr. Froggy's hOppy Hello	Sing to Mr. Froggy "Hi, Frog. Watch and see. I can hop. 1, 2, 3" Hop for the hop part. At end of song, everyone hops three more times	Follow melody for phonemic awareness and to build confidence. Hopping is hard at this age. It is only one foot; jumping is two. This is an opportunity to practice skill.
Choice	Time to Stretch	Get everyone up and stretching before movement activities. Bending left and right. Listen for directions. Practice how to use breathing to energize. Move head up and	Learn importance of stretching before workout. Follow directions. Learn Left / Right; Up / Down; In/Out
Choice	I've Got a Bean Bag	Give out bean bags. (children only so parents can help direct them) Listen to directions and do what song says. Children practice different	Balance. Following directions. Motor skills. Sharing. Confidence
Choice	Moving with a Scarf	Give out scarves. (children only so parents can help direct them). Two movement directions are given for each verse. Walk with scarf/move up and down; skip with scarf/move side to side; walk backwards/drag scarf on the ground; spin/twirl scarf above the head	Moving forward, backwards and in a circle. Vocabulary words - above, in front of, on the floor. Develops balance and motor skills

Choice	Machines	Pretend to be the machines. For helicopter, turn arms around and around while going forward and then in a circle down to the ground; While on ground, get in a position to move upward like a crane. Extend your arms until you are standing. For bulldozer, push against the hands of the adult who brought you. The windmill - move arms at sides or in front. At end, children pick their favorite machine and do the motions.	Vocabulary of different machines. Understanding of how machines move. Bulldozer teaches resistance. This song uses all three body levels - low, medium and high. Teaches they can choose.
Every Class has a March 2 choices	Mardi Gras March May not apply in China	Done during Mardi Gras Week. Children carry umbrellas, wear masks and follow lyrics to dip down and turn around while marching. Bring beads to class. During mid section, toss beads to children. Be sure to make it so you give one set to each child and not have them dashing for beads. Children put beads one and repeat the march while repeating the words.	Teaches about Mardi Gras. Introduces some French - mon petit (my little one) Laissez le bons temps rouler (let the good times roll) le fin (the end). Marching is beats in sets for math readiness. Spatial-temporal awareness. Children must pay attention and stop for the mid section. They must 'wait their turn' to get beads. Sharing and patience
Every Class has a March 2 choices	Mr. Froggy's Fitness March	Calls out commands for children to follow - March in place; About face, forward march. Swing arms high by side and lift legs.	Marching is beats in sets for math readiness. Spatial-temporal awareness. Must listen and follow commands. Cross lateral movement for reading by swinging arms and lifting opposite legs
Every Class	Drink Some Water	Take a break. Sit and drink.	Teaches importance of hydrating
Choice	Smart Woman Merengue	Children each get a piece of the food to feed to the Smart Woman Doll. After each food is given to the doll, they do a motion. At the end, show food and have children say its food group.	Nutrition. Food Groups. Movement. Teaches different activities that can be done to get exercise. Allows for creativity. Teaches Spanish word "Vamos" (Let's go!) And Te Gusto (I Like it!)

Choice	M O V E	Children move around any way they want while spelling word. They stop at "Mooove!" and follow the directions - lifting arms, twisting right and left, lifting legs. When lifting legs, I demonstrate that you can lift your left forward, backward or to the side or by bending your knee. You could also teach the Tree Pose (Yoga)	Spelling move. Following directions - left, right. Balance. Forward, backwards, sideways. Builds confidence as they can balance. Allows for creativity as they get to free form move while spelling the word
Choice	The Boy Who Liked to Move	Follow the story and do as it says - bounce, spin, walk backward. Parents, be playful and say the parent parts while pointing your finger at your child. At end, child invites parent to do it with them and everyone does the activities together	Listening. Importance of families exercising together. Bouncing - for reading proficiency; Spinning - for strengthening the vestibular system; walking backwards - balance and processing backwards for subtraction. Combines drama with music and movement
Choice	Da Daddy Dance	Have children dance like their daddy dances. Follow prompts to put arms up, nod head and pump fists. Get children stomping feet and being silly.	Encourages silliness. Follow directions. Finds beat which is necessary for reading.
Choice	Mommy Minute Waltz	Dance with your child. Step right and tap left toe; Step left and tap right toe. Go in a circle.	3/4 meter for math. Children hear mostly 4/4. Follow directions. Left / Right. Bonding with parent. New dance style

Choice	Who Can Pull the Stretchy Band	<p>Get everyone around the stretchy band. Before putting on music, have everyone practice taking 2 little steps back while saying "We can". Practice one time pulling it out and walking back in. For 3rd verse, tell everyone to get inside the band and face outward. Follow the directions. For next verse, tell them to get out of the band and sit down with it facing in. Follow directions. When laying completely down, pull the band up to your chin. Release slowly. Stand back up and repeat first verse. At end, words say "Let go of the stretchy band when I say drop. Drop." This gets the band on the floor so you can pick it up.</p>	<p>Following directions and cooperation. Counting to four (math skill) Walking backwards and forward. Stengthens upper body muscles and arms. Teaches resistance and working together. Builds core body muscles essential for the ability to sit still and focus.</p>
Choice	Stretchy Band Jam	<p>This can be done sitting or standing. When parents are with children, it is good to sit to be at the same level. Or, parents can stand behind their child. Begins with hands up and opening to stretch band. Be sure the hands are placed far enough apart that they can stretch the band. Then, band is brought to chin level and you lift first one arm and then the other up and down. Next, use your arms to pretend you are peddling a bike and go out and in with alternating hands. Then, pretend to row a bow. Put both hands forward, move them up and pull them back toward you. The next activity has the band going from head, shoulders, knees and toes. For ending, put band above your head and pull it wide with your hands. Then, put your hands back together and move the band back to in front of your chin.</p>	<p>Great for arm muscles! Listening!!! Following directions. Working on Left / Right. Movement comprehension for bike riding, boat rowing. Body parts - head, shoulders, knees, toes.</p>

Choice	Bear Walk	Get down on the ground on all fours. Move your right arm and left foot forward. Move your left arm and right foot forward. Repeat this 2 or 3 times. Stand up. Wave your paws and growl. Get back down and do it again. Be sure your backside is up in the air. When the kids get back down to bear walk the second time, parents can go into downward dog position and the kids can crawl under the parents.	Upper body strength for core body muscle toning. Use of cross lateral movement for reading. Different levels - on the ground, then upright. Movement forward. Strengthens arms as they hold the weight of the body. Follow directions.
Choice	Baby Dolly Dance	Have them bring a dolly to class. Hold the dolly and step from side to side. For kick out part, just bring you right heel out then your left, alternating. Ends with walking in place	Encourages exercise. Teaches direction and counting. Walking in place is cardio-vascular health. Holding a dolly teaches exercise is important as a family.
Choice	Yoga Pose	Follow directions for the two yoga poses - Cat/Cow and Triangle. These are modified to be easier for children. Get down on ground with hands and feet. Bring knees down to the floor. Follow directions.	Teaches two yoga poses. Strengthens body and cardio vascular health. Must follow directions.
Choice	Can put a book choice here		
Every Class - Ending Song	Take Your Little Hand and Move	Move your hands above your head. Jump with your feet. Balance on one foot. Show different ways to balance. Bend and touch toes. Stretch and wave. Use different languages to say goodbye. First verse repeats	Following directions. Jumping is for steady beat for reading. Balance on one foot helps strengthen balancing skills needed for all things. (Show Tree Pose - Yoga) Different vocabulary - bend, touch, balance, stretch, wave. Hearing different ways people say goodbye. This song is a ritual. Rituals help people feel safe and connected.

Book Choice for end	Wide-mouthed Bullfrog	<p>Have everyone open mouth as wide as possible and sing the "Hi" part. Be in a frog hop position and whenever he hops, children do little hops and say "Hop, hop, hopped away."</p> <p>For bird, flap arms like a bird. For mouse, get small like a mouse and "EEK!". For alligator, lay on side and pick one leg up and down like an alligator's jaw. At end, throw up arms and have everyone say "splash"</p>	<p>Conveys that books are fun. Concept of being careful about who you brag to. Hopping like a frog keeps vestibular system active and strengthens thigh muscles. "eek" is a high pitch sound which energizes the brain. Opening legs up and down is good exercise and body control. Saying splash at ends lets everyone help with the 'reading'</p>
Book Choice for end	The Wheels on the Bus	<p>Roll arms for the 'round and round' words. Open and shut - hold your arms together in front of you and pull them apart. Then, bring them back to together. Out and in - move legs straight out and bring them back in by bending at the knees. Up and down - stand up and down. Move on Back - take hand with thumb up and move it over your shoulder. Switch hands. Bumpety Bump - bounce your body up and down, from side to side. (I always say "If you bump into someone, say 'excuse me;") Wah Wah - rub eyes and kick legs. Sh Sh - put finger on lips and lean forward to say "Sh sh". At end, I let children take turns coming up and opening the flaps. I say the words to the flap they opened and am silly about it.</p>	<p>Love of books and reading. Interaction keeps vestibular system active. Use of different movements teaches different vocabular and exercises different parts of the body. The movements have children very aware of what each phrase means. This song uses retain and retrieve; what you heard at the beginning of the song, you must recall at the end of the song. This skill is necessary for chapter book reading. Teaches children to scaffold and prepares them for chapter book reading</p>

My Mindful Music	Boom Boom Beat	Hold hands over heart and move like a heart beat. Open hands on word "Beat". Dance around and pretend to open a toy box. Bend stiff arms like a robot. Put knees together and stick out your backside. Move it around. Get on knees in upright position and pretend to play guitar. Lay down. Breath slowly. Make a robot sound and exhale.	Moving at 3 levels. Use of imagination. Move body different ways. Self regulation as children learn to take energy and direct it. Ending has them calm themselves and focus on breathing and laying still.
My Mindful Music	I'm a Rag Doll	Explain what a rag doll is. Have them move their bodies as if they had no bones. Stand on tip toes and touch their nose while turning in a circle. Sway arms in front from side to side. Jump 2 times. Flop forward. Stand back up on tip toes and then go down into a Child's Pose (yoga).	Learn what a rag doll is. Pretend to move with no bones. Follow directions, Turn in circular motion. Directions - left/right. Cross lateral for reading. Flopping forward is good for the inner ear canals. It helps to drain them. Child's pose is down on the ground with body folded up and arms extended out in front of the head.
Music Makes Me Wanna Move	I Like to Jump	Begins with jumping. Then, fist pump and everyone says "Everybody jump now!" Follow words to jump high/low, fast/slow, forward/backward and side to side. At end, "everybody stop"	Cardio vascular workout. Fun! Saying "everybody jump" puts oxygen into head. Learn directions for high/low, fast/slow, forward/backward and side to side. Opposites. Jumping is steady beat for reading proficiency. Following commands.
Music Makes Me Wanna Move	Up on Your Feet	Stand up. Put hands up and shake them. Count to 10. Stamp feet and count to eight. Turn in a circle and spell S P I N. Repeat. At end, pretend to be a statue and stay still	Follow directions. Use of Salsa type music to energize brain. Counting, spelling, following directions. Creativity and confidence as they pretend to be statues
Music Makes Me Wanna Move	Crab Crawl	Down on the ground with bellies up. Move forward using your hands and feet. Follow lyrics to move backwards, side to side and in a circle. Sit for "Crab hears a noise" Put up pincers. Turn while sitting. Do as song says. Start crawling again. Count steps as you go left and right.	Core body strengthening. Children need to be able to have strong core body muscles to sit still in school. Song teaches directions, counting and listening skills

Music Makes Me Wanna Move	Wiggle Walk	Try wiggling; Try walking; Now, put them together. Wiggle walk forward, backward to the side. Stop when voice calls out "Are you wiggling?" Answer "Yes, Mar." Then count 1, 2, 3, 4 and start wiggle walking again	Learn two words that start with W. Wiggle your voice to help understand the meaning of wiggle. Teaches directions. Listening skills. Know when to stop and respond. Count and start again.
Music Makes Me Wanna Move	Music Makes Me Wanna Move	Move body freely and clap hands until the words, "Put your arms up" then follow the lyrics. Lean forwards and shake body. Then, lean back and do the same. End like beginning	Free form dancing for creativity. Clapping to find a beat. Practice left/right. Vocabulary for lean, shake, turn. Great for re-energizing after sitting for a bit
Music Makes Me Wanna Move / Singing in a Different Key	Dinosaur Dance	Put a dinosaur on the floor. Point to follow lyrics. Have children do as song prompts during chorus sections. Lift arms from side to side, move backside, stomp feet and then roar. In verses, teacher acts out the words getting children involved in the fantasy.	Works on imagination. Fantasy. Teaches directions, patterns. Use of roar throws oxygen up into brain. Discuss of dinosaurs no longer in existence
Music Makes Me Wanna Move	Dancing Disco Dogs	Show basic disco steps. Put right arm up with index finger pointed up and turn that way and then switch. Everyone says "Woof, Woof!". Follow directions. Hold hands up like a puppy. Jump forward two steps, then back. Get on the ground during that section of the song. Roll around. Then get on all fours and walk to another person. Stand up. Face that person and tap hands two times. Then, shake backside while saying "woof Woof" Go to another person. Repeat until song fades out	Teaches disco style. Following directions. Working with a partner. Saying "woof woof" throws oxygen into brain for energizing. Counting steps. Rolling on ground strengthens vestibular system for balance. Walking on all fours strengthens core body muscles. Take turns at the end visiting different friends and working together.

<p>Music Makes Me Wanna Move / Singing in a Different Key</p>	<p>Move. Then, Stay Still</p>	<p>Start by saying "Let's listen to what we have to do. I hear a tamborine. Now, I hear a bass." When the song says "Move!", start moving and stay still when it says stay still. Follow prompts to snap fingers, tap toes, move your head and whole body.</p>	<p>Teaches body parts and body control. Listening skills. Creative when you can make up your own moves.</p>
<p>Music Makes Me Wanna Move / unFROGettable</p>	<p>Bunny Hop Jump</p>	<p>Have everyone put two hands on their head to pretend they are ears. Everyone says "Jump, Jump, Jump" in a strong voice. Do as the song prompts, hands on head- flop flop; hands in front of your body like paws and sway from side to side, then stop! Put your hands on your thighs and bend and bounce; Jump 3 times and turn to the right. Repeat</p>	
<p>Music Makes Me Wanna Move</p>	<p>Frog Hop and Stop</p>	<p>Children will squat like a frog. They take a small jump when the song says hop and stop/stay still when they hear the word Stop. For the second part of song, the bounce while down in a frog squat. When they hear the word "Ribbit", they take a small hop upward and say "Ribbit!". The second time this part is played, they move to a new spot while hopping and saying the word "Ribbit". At the end, they hop to their lily pad and sit down.</p>	<p>This song works the thigh muscles. Be mindful not to repeat the song because it can be hard on the knees if done too much. Children must learn to listen to the words and control their bodies. They must be aware of the others around them.</p>

Having a Ball with Music	Shake it! Bounce it!	Get a 6 foot parachute, 3 balls and Mr. Froggy. Begin by practicing how to bounce the parachute so anything you place on it will stay on. Explain to parents that if a ball starts to come towards them, they must lift the parachute to keep it from falling off. Add 3 balls to parachute and have them keep the balls on there. Take balls off and add Mr. Froggy. At end of his verse, you stop. Take him off and put balls back on. For ending, bring the parachute down to the ground	Working together and cooperation. Self control. Keeping the items on the parachute is difficult because they want to shake them off. Listening to when to stop to add new items. Following directions. They are also learning different weights and how things move.
Hear Me Sing; Watch Me Dance / Everybody Speaks Music	Head & Shoulders; Knees & Toes	Follow along and touch the body parts the song indicates. Repeat faster. Then in various languages. One verse left empty to insert language of your choice. Variation into Swing and then Ghanese - Che Che Koolay.	Teaches body parts. Going faster gets brain to move more quickly. Hear various languages and cultural sounds.
More Music with Mar.	Hey, Hey Everybody	Stand up and follow directions to song. Ask children to sing along. When it says "Get down, stand up", they will do what you do. Model correctly. For last verse, go fast.	Following directions; sequencing; memory; stamping one foot is hard (related to reading) Making sounds is creative and energizes brain
Having a Ball with Music	Hey! Look What I Can Do	Children listen to what person says they can do. They then say back that they can do it and do the skills together.	Skills worked on are language (clicking tongue), motor (jump, tiptoe), rhythm (patsching thighs) Confidence and imagination
Hear Me Sing; Watch Me Dance	Hi. My Name is Jo!	Follow along as you add parts to this song - right hand, left hand, right foot, left foot, nose.	Sequencing. Coordination. Cross lateral stimulation. Being silly.

<p>Mr. Froggy's Friends' ABCs</p>	<p>Green, Yellow, Red</p>	<p>Run in place while singing "moving on the green; green means go", Slow down for yellow, stop for red and wait. When song asks "What's next?" yell, "Green" and start running in place again. We use 3 circles with the words Green, Yellow, Red. On the back of Green, it has Go; back of Yellow, Slow; Back of Red, Hold these up. Children run in place and pretend they are driving. Stay in one spot because moving around the room they can get hurt; and are not seeing you, learning the colors, seeing the words and what they mean. Hold green - "Moving on the Green, Green means "GO", (Turn circle over to show the word "GO".) Until Yellow. (Move Green circle to back. Now Yellow is showing) and then go slow (Turn circle to show slow). Everyone slows down. Til we get to red. (move Yellow to back. Now Red is showing.) That means Stop (turn circle to show Stop). Everyone stops. And waits. Can sign wait. What's next? (act all excited) GREEN!!!!!! (Move red to back and show the Green again.)</p>	<p>Traffic signals and colors. Body control. Good for the heart. Children are learning what each color means. Vocabulary is taught when they see the word for the color and the movement on the back of the color. Moving at different tempos helps brain to learn to process at different speeds.</p>
<p>Having a Ball with Music</p>	<p>Having a Ball with Music</p>	<p>Adult sits straddle on the floor with child in between. They face another adult / Child with feet touched and roll the ball, then toss, stand up to push it with their foot. (Deliberately avoided kick as that may get them to really move it hard) They then sit back down and repeat the rolling part. This can be done with circle of 4. It can also be done with children and no adults.</p>	<p>Children learn to follow directions. The motor words roll, toss and push with your foot are practiced. Skills include working together, cooperation and taking turns.</p>

Keep Safety Roo Teen	Maerobics	Start out by jogging to get heart rate up. Show hands together for little and make larger for big. Shake finger in front of body for "there's no doubt"; show hands around body for "Your body" and for "workout" put hands in fists above head and move in outward circle (like Rocky) The song explains how to do each activity. Cross crawl-bring left knee up and touch with right elbow and then right knee to left elbow. Next section, bend over and touch right foot with left hand; cross over center of body and touch left foot with right hand. Stand with hands on hips and swivel body from left to right. For counting, cross body from top to bottom. 1 (hands up) 2 (hands on hips) 3 (hands to toes) 4 (hands on hips) Repeat for 5, 6, 7, 8. Repeat very fast and then do it counting backwards	Jog gets heart rate up without going right into high energy activity. Cross crawls are activities that go from one side of the body crossing mid-section, to the other side. Gets brain centered and more able to work from whole brain. Ability to do this is a reading readiness indicator. Saying words with motions helps for memory and putting positive thought into mindset. Counting from one to eight and then backwards.
Start the Music	Nothing Else	Pretend to start car, make 'brm' sound. Do each activity. When song repeats, do the activities then stop and repeat and add each one until you add the new one at the end. When song is over, ask "Are we there yet?"	Brm sound good for oral language. Scaffolding and sequencing as you must keep remembering each new motion. Gets brains ready for chapter book reading. Teaches how to occupy yourself. Doing all the skills together is great coordination.
Mr. Froggy's Friends' ABCs/ Barn Glove	Old Mac Donald	Divide into groups of the four animals. Each animal must stand and do as song says for its part. Can have animal masks or bags. May add more animals and do without music.	Variation of traditional song. Makes children have to listen for their part. Follow directions. Animal sounds
Start the Music / Music Makes Me Wanna Move	Shake it! Shake it!	Do as the song says, shaking each part of the body. At end, bring body down til seated.	Great for body control and awareness as well as body parts. It can be difficult to move just one part of body and keep everything else still. Fun!

Hear Me Sing; Watch Me Dance	Zoo Dee Ay	At beginning say "Ay yi!". Get a partner. Hold right hands and left hands. Twist arms and feet. Switch sides and point to your eyes, then to your friend. Join hands again and jump to the front, back and side. Get another partner and repeat.	Cajun style. Ay Yi, good sound for brain. Throws oxygen up into brain. Partner dancing, work together. Social skills to pick a partner. Follow dance steps - coordination.
WMBF	All Around the Circle	Children walk in circle and sing until song says to stop right still. Someone is in the middle. Children repeat the "I can do what you do" line. Do as song prompts. Person in middle makes up a motion to imitate. Everyone does it. Person in middle covers eyes with one hand while pointing out with the other. That person turns in a circle counting "1, 2, 3, 4. spin around and pick someone." On the word someone, they stop and whomever they are pointing to takes their place in the circle.	Learn how to play games with rules. Hard before the age of 6. Turn taking. Creativity with coming up with a movement. Walking in circle for cooperation and vestibular development. Can be child directed.
unFROGettable	In & Out the Window	Divide into two equal groups. One group forms a circle; the others are inside the circle. Circle children hold arms up for others to weave out the arms, to the right and back into the circle all the way around. When words "Stop in front of a friend" are heard, the weaving group must be inside the circle facing someone and do what the song says. Then, switch places and repeat.	This song teaches many things - the most important being spatial/temporal reasoning - understanding of our bodies in time and space. That is needed for math. Teaches patterns and patterns with variations. Following directions, pre-planning and working together. Vocabulary is built as we work on different motor skills.
unFROGettable/ Music Makes Me Wanna Move	Dinosaur Dance	Put a dinosaur on the floor. Point to follow lyrics. Have children do as song prompts during chorus sections. Lift arms from side to side, move backside, stomp feet and then roar. In verses, teacher acts out the words getting children involved in the fantasy.	Works on imagination. Fantasy. Teaches directions, patterns. Use of roar throws oxygen up into brain. Discuss of dinosaurs no longer in existence