

CD Name	Song Title	Age	Movements / Activities / Props	Expected Outcomes
Keep Safety Roo Teen	911	4 to 10	Repeat words; make motions to use phone. Point to different children to say "911"	Know how /when to use 9 1 1. Listening.
unFROGettabe	A Child in a Circle	4 to 6	This is a full participation version of "The Farmer in the Dell". Form a circle with one child in the middle. Listen for the direction and have that child pick another who fits that characteristic. On the next direction, there will be 2 children picking. It keeps increasing until the end of the song when everyone should join hands and walk in a circle.	Teaches cooperation and participation. Children must listen to the description and find someone who fits it. This drills on characteristics - blue eyes, brown hair, wears sneakers, has glasses etc. This can be done without the CD so the teacher can call out prompts so as to get everyone picked.
Songs I Hadn't Sung Yet	ABCs Rap	2 to 6	Have children move while they do the ABCs, 3 at a time. Let them be creative in their movements. Teacher can be pointing to the letters as they are said	Review of the ABCs with movement added allows for better retention - and makes it more fun
Safety Songs	Accident Free	4 to 10	Think about everyday safety	Know how to stay safe
My Mindful Music	Ah! Breath	3 to 6	Can be done sitting, standing or laying down and with eyes open or closed. Following the directions, breath in through the nose and let the air out slowly through the mouth while making a shhh sound.	Teaches focused breathing. Air into the brain and held there collects antioxidants; blowing it out, releases the toxins. Making the Sh sound gets the brain more aware of what is happening. This teaches children a technique for calming themselves.
Tunes/Zoo	Alligator Jaws	2 to 6	Snap jaws on snap part; Slap hands on slap part: For beady eyes, circle fingers around eyes. Show small and large.	Knowledge of alligators. Cross-lateral movement; why/how to zig-zag; small and large
Jazz Up Your Language Arts	Alliteration	6 - 9	Get into groups of two; teach hand jive pattern and practice saying words; May also be done in a conga line	Understand what alliteration is. Ability to make sounds; patterns

Wide-mouthed Bullfrog	All Around the Circle	5 - 8	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.
Play & Learn	Animal Sounds	0-5	Sign words; make the sounds	Will know animal sounds; language
Music Makes it Memorable	Animal Shop	6 - 10	Listen to song with lyrics. Discuss.	Learn about different types of animals. Song lists names the invertebrates.
Wide-mouthed Bullfrog	Apples & Bananas	5 - 9	Teacher sings and children repeat. Song repeats with all long vowel sounds - a, e, I, o, u. A is done regular voice; e is a whisper; I is an Australian accent; o is like a ghost; u throws voice up into head for Opera voice. Can use sign language. Watch DVD.	Learn long vowel sounds. Different voices teach different things. Whisper - voice control. Its difficult to whisper because it takes more muscles; I - stretching face and you hear the instruments of Australia; o - cross over your midsection making an o with your fingers; u - puts voice in head to energize brain.
Start the Music	Are You Ready for Bed?	3 - 6	Call and response song. Children must answer questions.	Helps to develop listening skills as well as beginning to encourage inner voice. Also sequence of steps to bedtime for transition.
MARry Christmas	Auld Lang Syne	4+	Listen to song and then learn what the words mean. They sing along.	Teaches meaning of song and passes on the tradition.
Singing in a Different Key	Autumn Leaves Oom Pah Pah (5 or 10 leaves)	3 - 7	Have one child be the tree. Give leaves to 10 (or 5) children. The other children are the wind. A child picks the first leaf off the tree and swirls onto the ground and dances to be followed one-by-one by all the others. The wind comes along and blows all the leaves away. The children scatter	Subtraction. Weather changes for Fall. Listening and taking turns. Song has two versions. Use 5 leaves for the younger, shorter attention spans. Children will want to do it again to change parts they play.

Wide-mouthed Bullfrog	B A Bay	5 - 9	Each consonant goes against each long vowel sound, playing with sounds. Have words up front for children to follow along.	Teaches consonants, long vowel sounds and how words can be changed by changing beginning letters. Its fun!
Having a Ball with Music	Baby in Our House	2 - 7	Sings about the emotions children feel when they know their parents are having a baby. Gives simple explanation of "Moms belly got real big. She left one day and came back with a baby".	This song is a listening to song to help children who are getting ready to have a sibling.
A Musical MARathon	Be A Teacher	Adult	Feel good song about being a teacher and why you make the choice.	Sing a long and enjoy.
Mr. Froggy's Fitness Fun	Bear Walk	3 - 7	Ask children how a bear moves. Show them how a bear walks on all fours. Have them walk like bears. When song prompts, stand up and wave arms while growling. Get back on the ground and do it again. With adults in the room, have adults go into downward dog pose (bent down with hands on ground and back arched). Children can bear walk under the adults.	Bear walking strengthens core body muscles, necessary for ability to sit in a chair and work as well as overall physical help. Using hands to walk increases strength in hands and fingers. Going from ground to standing teaches the different levels at which a bear moves.
Fingertips	Bee Bosa Nova	0-6	Finger puppets & glove. Put bees on outside of hand so fingers can fold down and be hidden. After all bees are gone, listen for sound and bring them back.	Children will learn subtraction. Going backwards will wire brain for that ability. Concept of 5; new style of music

Mr. Froggy's Family	Because We're Friends	4 - 8	Use the cards that have the words on them. Before singing, discuss physical attributes with children. (ie Who has blue eyes, brown hair, plays ball, is Jewish etc) Have children take parts and sing them. Everyone sings "It doesn't matter because we're friends." Pick groups/individuals to sing the lines "I like you because you're fun to be with; I like you because you make me smile; I like you because you're always there." Have them point to a person when they say them and then altogether sing "I hope we're friends for a long, long while"	Teaches tolerance and acceptance of our similarities and differences. Sings about opposites. Gets children to notice things about each other. Opens dialogue. They learn that although we may be different, we can all be friends.
Music with Mar.	Best Baby in the World	0 - 5	Parent dances with and sings to child; Child sings to parent; sit and cuddle or stand; can stand on feet and move teaching directions	Adult and child will connect and learn they are important to each other; rhythm of dance wires brain for language
Fingertips	Big Band Birdies	2 - 7	Birds on outside part of hand on glove; Start with five, one at a time leaves. The one left alone whistles at the end	Concept of subtraction; learn that it's ok to be by yourself. Singing solo is fun; Big band style.
Songs I Hadn't Sung Yet	Birthday March	2 - 5	You can give out instruments. Have birthday child lead the parade as you march. Stop for the part where ages are called out and the child chooses which one is theirs. Continue	Celebrates someone on their special day. Marching is good for math.
Counting Backwards	Blast Off with 9s	5 - 9	Talk about rocket ships. Ask children to pretend they have blasted off and then count backwards by 9s starting at 108	Review vocabulary rocket ship - blast off. Counting backwards by 9s.
A Musical MARathon	Blending Colors with My Feet	6 - 8	Put primary, secondary colors as well as pink, brown and black on floor. Can use Meaningful Movement Mats or vary a Twister game. Have children do as the song prompts.	Teaches how blending colors makes other colors.

Songs for a Great Day!	Blending Song	3 - 7	Use color wheels; Do calypso / samba dance. Show how colors go together to make a color; second time, show color and ask what other color is needed to make the secondary color	Learn secondary colors come from combining primary colors. Math, science and language all taught when combining making pudding w/song. See book "And That's Why Music's Important!"
Keep Safety Roo Teen	Body, Heart & Mind	4 - 9	Listen to song and discuss how we are made up of a body, heart and mind and what each part does	Understand that all three components make us human and they work together
Start Each Day with a Song	Body Identification	0 - 5	Ask children to show ears, eyes, nose, mouth & hands. Show each part as song says it. Get arms and give yourself a hug.	Learn the five senses, what each sense does and where it is located
My Mindful Music	Boom Boom Beat	2 - 7	Have children put hands on heart and pump the boom boom beat - opening hands on the word beat. Dance around and go to the toybox. Take out the robot. Do as song prompts. Stop and pump heart for each "Boom Boom Beat" part. For spinning like an acrobat, sit on backside, feet off the floor and use hands to rotate the body. At end part, lay down; breath in and out and relax. Lay still until you are ready to move	Awareness of heartbeat. Following directions. Mindfulness of specific body parts. Purposeful moving. When spinning using hands for support, it strengthens wrist for writing skills. The bending of the back strengthens back muscles for posture which is necessary for sitting for longer periods of time and balance. Lying down, brings the activity down to mindful rest and breathing.
WMBF	Boy Who Cried Wolf	4 - 9	Listen to story and teach children to sign wolf & lie. Ask children to sing, "You lied. You should be ashamed" Also have them echo "Wolf! Wolf!" and sign it.	Familiarize with story of the Boy who Cried Wolf. Discuss. importance of honesty and telling the truth
Mr. Froggy's Fitness Fun	Boy Who Liked to Move	4 - 9	Do as the song says. Bouncing keeps feet on the ground. At the end, just let children act it out as they want. Say "It's more fun together". You can sign it	Bouncing is necessary for reading proficiency. Spinning is good for vestibular system. Walking backwards helps coordination. Puts concept of importance of exercise and family exercise.

My Mindful Music	Breath	4 - 9	Close your eyes. Focus on tightening the muscles in each part of your body. Hold them tight for the count of five. Then, slowly release your breath through the mouth, using a 'Sh' sound.	Binaural music uses sounds that activate different areas of the brain. It has no beat or tonal center. Tightening the muscles brings focus to that body part. Slowly loosening, relaxes that part of the body. Doing the muscles in the whole body, releases neurochemicals and calms the body. While breathing in, the counting goes up (addition); counting is backwards (subtraction) as the breath is released.
Music Makes it Memorable/ Mr. Froggy's Friends' ABCs	Brush Your Teeth	3 - 10	Song lasts for two minutes which is the length of time teeth should be brushed.	Teaches how to brush teeth and for how long.
unFROGettable/Music Makes Me Wanna Move	Bunny Hop Jump	4 - 9	Follow lyrics. Tell everyone at the beginning they are to say, in a strong voice, "Jump. Jump. Jump." after each "Act like a bunny and..." Put two hands up on either side of the head for ears and move them up and down. Bring them down to in front of you and move them from side to side. Stop when song says to. Put your hands on your thighs, bend your knees and bounce your body. Put hands in front like paws and take 3 jumps to the right after lyric "Jump to the right". Count to 3. Repeats 3 more times	Patterns of bets in sets of four and following direction. Turning full circle allows for peripheral vision as they watch you when facing you; need to look towards the right, then left as they face different points away from you. When turned completely away, they must rely on their memory. Use of hip hop sound makes the song very inviting. They need to listen for their part to insert the words "Jump".
Start Each Day with a Song / Everybody Speaks Music (Spanish, Japanese)	Calendar Polka	5 - 9	Hold hands and do a polka in a circle. Stop to name the months. Hold hands up and take one step into circle for each month up to June. Then, put hands down and step backwards and out of circle while naming the next set of months.	Learn months of year. Sequencing and patterns for math. Circle dance for cooperation. Polka, different culture.

Start Each Day with a Song	Can it! Save the Planet!	4 - 9	Teach children to sing "Can it! Save the Planet!" Children can listen, discuss and take parts. They can perform this as part of an Earth Day Celebration. Have a garbage can, a recycling box and various items sung about in song. Teach a few signs to use while singing.	Basic ideas about recycling are discussed on a simple level. Vocabulary associated with recycling is used. By acting it out, children will remember it better.
Music Makes it Memorable	Can You Predict it?	6 - 10	This can be done with visuals or by just listening.	Prediction. Outcomes.
Mr. Froggy's Fitness Fun	Catching Bubbles	3 - 10	Invite children to use pincer grip to catch bubbles. Switch arms and reach. Children can blow bubbles to keep them from landing on the floor. Have the child blow a bubble back and forth with their parent.	Reaching for bubbles is projection and prediction. Use of pincers develops skill for writing. Reaching and switching arms exercises both sides. Blowing the bubbles is fun and develops air control. Blowing between mom and child is focused concentration.
Singing in a Different Key	Celtic Car	3 - 6	Talk about Celtic music coming from Ireland and tell them in a jig you kick your legs out. Pretend to be in a car seat and kick left and right while seated. Listen to descriptions and say what you are hearing. Then act it out.	Exposure to Celtic music. Cross lateral movement as legs are kicked. Vocubular building and reinforcement by adding the movement. Listening skills and listening to clues for deductive reasoning.
Math with Mar.	Certain, Probable, Impossible	5 - 8	Talk about what is certain, probable and impossible. Discuss things that are each. Tell children for "That's certain", they wag their finger. For that's probably, shrug shoulders. For impossible, wave arm forward as if dismissing it.	Probability; definition of words; abstract thinking to come up with own
A Musical MARathon	Change it!	6 - 9	Can use Meaningful Movement Mats, can make own on cardboard, or use a visual up front and have children change the first letters. Move feet to spell words or letters.	Rhyiming words. Changing the first letters to change words.

Hear Me Sing; Watch Me Dance	Chicken Dance	4+	Stand in circle. Can have a person with or w/out a chicken puppet in middle to lead. Open and shut hands for beaks, flap arms for wings, shake backside for backside and clap. Then walk in circle. At this point, person in middle can pick someone to take their place. Song changes tempo. At end, sit.	Walking in circle - cooperation. Taking turns. Sequence and patterns for math. Body parts. Tempo change for adapting to changes.
WMBF	Chicken Little	5 - 9	Listen through then assign parts; have children act out while listening	Trust; Being a leader and not following the crowd; creativity in acting out
Roo Teen	Choices	3 - 8	Teach chorus; have them sing along and listen to choices; talk about other choices	Learn choices are not just actions, but feelings. We are in control of ourselves.
MARry Christmas	Christmas Wrappin'	4 +	Just a fun song. Get a box, bag and paper to act out the wrapping part. Watch on You Tube.	Just a fun Christmas song!
unFROGettable	Chugga Chugga	4 - 8	Wave the "Hi" sign. For a lot of this and a lot of that, put out first left hand then right. Stand up and follow the prompts. To chugga, use pointers on both hands and point them as the song indicates. Step, slide is just that. Face a partner and tap your two hands against theirs. Ending, chugga turning in a circle and then down into your seat.	Works on the "CH" blend. Follow directions, up / down; left / right; turn in a circle. Working with a partner. Good song for beginning the day.
Start Each Day	Circle Fun	2 - 7	Stand in circle; follow words of song	Following directions; listening; work together
Start Each Day	Circus	4 - 8	March around room singing; act out words	Readiness for circus unit or visit
Start the Music	Clean Up	2 - 6	Clean up while singing along.	Fun song to encourage cleaning.
Music with Mar.	Clean-up Blues	2 - 9	Have kazoos in open-air container; when children finish cleaning, can join you and play blues on kazoos;	Cooperation and working together; use of music to get a job done; style of blues; development of inner voice w/kazoo
Singing in a Different Key	Clean Up Fun	2 - 7	Background music for clean up time.	Music helps mood while doing chores.

Math with Mar.	Clock	4 - 9	Have clock visual; play song and point out parts; Children can 'chime' in on tick-tock part; After song, ask children to tell you what they remember; Repeat	Learn about clocks and telling time;
Mr. Froggy's Friends' ABCs / Everybody Speaks Music - version with German, Italian, French, Spanish Chinese Hindi	Colors	4 - 8	Show colors and have children identify. Each color is then associated with a motion. Children must remember what to do for each color.	Teaches primary and secondary colors. Drills on memory.
Jazz Up Your Language Arts (a little more)	Come and Go Around with Adjectives	5 - 9	Talk about how adjectives describe nouns. Listen to song and respond to the words. Cup your ear for "What do you hear?" and Point to your eyes for "What do you see?" Lyrics to song will direct what to do	Works with adjectives and reviews parts of the community. Has children explore different descriptions.
Singing in a Different Key	Come and Go Around with Me	4 - 8	Listen to song and respond to the words. Cup your ear for "What do you hear?" and Point to your eyes for "What do you see?" Lyrics to song will direct what to do. Pretend to walk around the neighborhood and do as the song	Gets children thinking about what they will find when they go different places. Builds vocabulary and prepares for writing skills.
Wide-mouthed Bullfrog	Come On and Sing!	5 - 9	Listen to song and sing along. Then make up own couplets. One about something about yourself you like. One about something you like about a friend.	Couplets, rhyming. Self-esteem. Friendship.
Tunes for Tiny Tots / Start Each Day w/a Song	Community Helpers	2 - 7	Teach children to sing "I'm a helper" part of song. Have puppets available for children to see the helper that is being sung about. Listen to each section. Discuss afterwards and lead into asking what other helpers are in our community. May ask about children's parents' occupations. Can graph or chart.	Teaches concept of what a community helper is and their importance. Allows children to explore options of what to be when they grow up.

Jazz Up Your Language Arts (a little more)	Complete and Incomplete Sentence Square Dance	5 - 9	Review what complete / incomplete sentences are. Put children in two lines facing each other (square dance style). When a sentence is complete, they will do-si-do with the person across from them. If it is incomplete, they will bow.	Use of square dance for partners. Listening skills. Review complete / incomplete sentences.
Singing in a Different Key	Cookie Mouth Sounds	3 - 6	Have children pat thighs and repeat the second sentence of each phrase and make the mouth sound. Use hand motions for words (ie "Sh!" put finger to mouth. For the "I like to eat something sweet" part, have children listen to you and then repeat it. Then, go back to steady beat. At the end, pretend to take a big bite. Can supplement this by reading a book about Cookies, making cookies, or serving cookies.	Use of 6 basic mouth sounds. Puts it into a story sequence to aide in memory. Goes through process of what happens when you find / eat a cookie.
More Music with Mar.	Co-op-er-ate	4 - 10	Have 4 cards - Co Op Er Ate; One child holds each card; They hold it up when that syllable is sung; everyone sings that part; Keep steady beat with snaps. In one verse, syllables switch places and the word doesn't make sense anymore; Tell how each syllable by itself means something; put word back together; Clap along and sing	Snaps and claps keep steady beat (reading). Learn concept of cooperating; when syllables work together, there's a word; when they don't, it doesn't make. Abstract concept of how we are all something along, but much stronger when we work together.sense;
Counting Backwards	Count Backwards by 2s	5 - 9	March while counting backwards by 2s. Start at 24	Review of counting backwards. March helps feel beats in sets of 4.
Counting Backwards	Count Backwards by 4s	5 - 9	Sing and row while counting backwards by 4s. Start at 48	Review of counting backwards. Rowing helps to feel a steady beat
Counting Backwards	Count Backwards by 5s	5 - 9	Teach a basic Charleston step and have children step while counting backwards by 5s. Start at 60	Introduce Charleston step which helps to establish a pattern.

Counting Backwards	Count Backwards by 8s	5 - 9	Feel beat and count backwards by 8s starting at 96. Based on times table.	Review of backwards counting by 8
Counting Backwards	Count Backwards by 11s	5 - 9	Have children feel beat and count backwards by 11s starting at 132.	Review of backwards counting by 11
Counting Backwards	Count Backwards by 12s	5 - 9	Feel Salsa beat and count backwards by 12s starting at 144	Review of backwards counting by 12
Counting Backwards	Counting Backwards from 12	5 - 9	Sing "we're gonna count back. Gonna gonna count back" Then count backwards from 12	Use chromatic scale that has 12 tones. Teaches counting back from 12
Math with Mar.	Counting by 2s	5 - 9	Stand and march in place; Tell children to repeat after the counting; review once before playing song; Count once with repeats and then all the way through	Cross-lateral movement; concept of counting by twos; All areas of brain activated with marching and singing; aids in retention and quicker memory and comprehension
Math with Mar.	Counting by 3s	5 - 9	Waltz and count 1, 2, 3; feel beats; can do with partners;	Beats In sets of 3; patterns; concept of counting by 3s;
Math with Mar.	Counting by 5s	5 - 9	Same as 2s but with a Charleston Step; Would not be able to do this if not reading yet; Right foot forward back and forward; then left does same pattern; keep repeating as moving forward and counting	Same as 2s but more difficult; Introduce to Dixie music
Math with Mar.	Counting by 10s	5 - 9	Bounce in seat and sing; Move hands as if conducting; bring them up at end. Act very self-satisfied	Concept of 10s; use of Mozart to stimulate full brain activity and memory; Bouncing keeps steady beat; being a little silly
Counting Backwards	Counting to 1000 by 100s	5 - 9	Move to the funky beat and count.	Drill on counting to 1000 by 100s. Learn how many hundreds make 1000.
Today's Children	Creativity	5 - 9	Listen and discuss	What is creativity? Being you.
Start Each Day	Criss Cross	2 - 6	Sing and have children listen and sit	Listening; transition; quieting down

Mr. Froggy's Fitness Fun	Da Daddy Dance	3 - 7	I always tell children that this is how my daddy danced. I ask them if their daddy dances. I show them the basic steps of the dance. - fist up in the air pumping, nodding the head up-and-down and turning your body while stomping your feet. During the instrumental part, I invite the children to dance the way their daddy dances.	Gets children talking about their fathers. Teaches patterns and following directions. Allows for creativity and silliness.
Tunes for Tiny Tots	Daddies are Special People	1 - 5	Sign words and sing; Cuddle w/daddy; if for parent presentation; have children sing and sign and during instrumental go to their daddies, climb in lap, finish song and give big hug and kiss	Importance of being a daddy; pulling on emotion of love between father and child;
A Musical MARathon	Dance for the Food Groups	5 - 9	At beginning of song, each food group is named and a dance is associated with it. Do the dance and ask children to call out a food in that group. After all groups have been identified, you'll hear the music for the dance and a food. Identify the dance and name the food group.	Puts a sound with a concept. Works on memory. Teaches food groups. Exercise and nutrition.
Music Makes Me Wanna Move / Singing in a Different Key	Dancing Disco Dogs	3 - 6	Show Disco steps. Have everyone standing with their hands held in front of them like paws. Jump forward to times and bark, then backwards. Follow directions given by song. Get into downward dog position and walk around. When song directs, roll around on the floor, Stand back up and find a partner. Tap paws with your partner; bark 2X and then switch partners. Keep doing this until the end.	Follwing directions. Cross lateral disco steps for reading readiness. Downward dog strengthens upper body for core body muscle tone. Rolling strengthens vestibular system. Working with a parter reinforces cooperation. Counting steps - moving forward and backward. Finding the beat

Wide-mouthed Bullfrog	Dark, Dark	4 - 8	Use a black box and have spiders inside. Keep shaking box. Have children repeat words "dark, dark" each time you say them. Have them use fingers to climb the stairs while clicking their tongues. Put hands over heart when listening to heart beat. AT end, throw out spiders. Can segueway into Spider on the Floor	Use of repetition of word for creative writing and foreshadowing. Anticipation of the unknown. Great for Halloween time.
Start Each Day	Days of the Week	2 - 6	Sing words; clap before saying Sunday. During bridge, bob head from side to side feeling beat; May add sign language	Concept of seven days and the signs for the days
Counting Backwards	Degrees	7 - 9	Teach degrees on a circle. Have children stand with hands on their knees and jump as they turn in a circle. Each jump announces how many degrees they have jumped until they come full circle or 360 degrees.	Teaches degrees on a circle. Turning full circle strengthen vestibular system.
Jazz Up Your Language Arts	Descriptive Words	6-10	Listen and discuss the words in the song; what were adjective / adverbs; make up own	Adjectives and adverbs
unFROGettable/Music Makes Me Wanna Move	Dinosaur Dance	2 - 6	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
A Musical MARathon	Directions	5 - 9	Stand on floor (or mat) with N, S, E, W drawn. Move body to the directions and follow the songs prompts.	Listening, directions, basic motor skills.
Singing in a Different Key	Do You Know Your Community Helpers?	3 - 6	Teacher sings question; children sing answers.	Community helpers and what their roles are. Learn when to listen; when to answer.

Singing in a Different Key	Drawing in the Air	3 - 6	Ask children to use their imaginations and tell you what they are going to use to draw in the air. Follow the song as it instructs to draw lines up, down, side-to-side, diagonal and around. During chorus, children can switch their imaginary drawing tools.	Before children can manage a skill like drawing on a small sheet of paper, they need to understand the movement by performing it in a gross motor way. Teaches up/down, side-to-side, slant up right / left and circle. Uses imagination to pick drawing tool. Builds confidence for writing.
More Music with Mar.	Eat From All Your Food Groups	5 - 9	Done as a square dance; Can reinforce with board book "Dance at Grandpas" Ingalls Listen once; learn chorus; get partners; Keep steady beat by slapping both hands on right thigh and then on left. Keep alternating. Call out to children "Dance in circle w/partner" "Swing your partner" and "Do Si Do". Then bow to partner. Keep beat again. Get into two lines facing each other for last verse. Couple at end join hands and sashay down center. Line moves up and next couple goes. Repeats until end of song. Yell "Yee Haw!"	Learn food groups; partner dancing; working together - cooperating; patterns for math; Square dance is national dance of USA, shows multiculturalism of country's growth; social studies
A Musical MARathon	Eat. Then Exercise	5 - 9	Goes through the whole day charting out good choices for each meal and an associated exercise. Can use Meaningful Movement Mats.	Teaches food groups. Combines exercise and nutrition.
Start Each Day	End Each Day with a Song	3 - 6	Just for listening; keep music a part of day	Music is a part of day - all day; good feelings
Music Makes it Memorable	Eco Shopper	6-10	Listen to song and discuss what makes an 'eco shopper'. Poll class on who recycles and who buys things in eco friendly packaging.	Learn about ways to be an eco friendly consumer.
Singing in a Different Key	Everybody	1 - 4	Listen to song and touch the body part it names. At end review.	Teaches body parts and ways to touch or move them - tap, touch, tickle, pat, bend

Start Each Day	Everybody Has a Family	3 - 6	Ask children who is in their family. Discuss. Show sign for everybody and family. Listen to song and draw picture of family. Afterwards, discuss	Awareness that not all families are the same. Acceptance of differences. Teaches what makes a family
Having a Ball with Music	Everybody Has a Song Hello & Goodbye	2 to 6	Children sit on floor and clap their hands and feet. They sit up and repeat the different ways Good Morning and Goodbye are sung. Then they end by clapping again. Afterwards, children are encouraged to try their own way of saying the greetings	This is a ritual to beginning and ending the day. Practice steady beat and coordination. Following a melody is related to phonemic awareness. Creativity is encouraged.
MARry Christmas / Everybody Speaks Music	Everybody Loves Christmas Time	3 +	Sing along about the holiday season in Spanish, Italian, French, Chinese, German and Igbo.	No matter what you celebrate, everyone enjoys the season!
Math with Mar.	Fact Family	6 - 9	Have an overhead with the facts from the song on it. Point to each fact as it is sung about; discuss definitions with children; Have them make their own.	Understanding of relationships between numbers; know fact families, related facts and turnaround facts
Music Makes it Memorable	Fanfare for the Brain	6+	Have diagram of brain up front to show parts or hold up a brain. For last part, tap head with fingers to each part of brain as it is called out.	Teaches about basic brain anatomy.
Mr. Froggy's Family	Find the Gift	4 +	Listening song. We each have a gift	Everyone has something special
A Musical MARathon	Find the One That I Don't Say	5 - 9	Uses familiar tune to name food groups. Song is repeated with groups left out. Children must figure out what is missing. When it repeats, figure out group missing and name a food from that group. Song gets faster for a challenge.	Teaches food groups. Drills on memory skills. Going faster gets brain to pull information forward more quickly.
Today's Children	Find the Pet	4-10	Listen to song; Write on board some of the tips for having a pet; what is a responsibility; Taking care of another living thing; What is a vet? Ask who has what for a pet. Graph.	Learn responsibility for another living thing; Understanding what it requires to take care of a pet

Fingertips	Finger Family	2 - 6	Show each finger as it is sung about. Point up and down and then around in a circle. Tap them on knees, toes, shoulders and nose. Follow the dance style of each finger. For waltz, move in a 1,2,3 pattern. At end, slow things way down, fold hands and put head down on them pretending to sleep.	Teaches finger names and different styles of dance. For waltz, beats in sets of 3 for math patterning; Learn body parts; End has them quiet and still.
Music Makes it Memorable	Finish the Pattern	6 - 10	Have chart up with visual of patterns. Children watch and complete pattern.	Helps with Math / Science for completing patterns.
Music with Mar. / Everybody Speaks Music	Five Fingers in My Pocket	2 - 6	Ask, "show me five fingers. Put them in a pretend or real pocket" Say this so children without a pocket have one. Pull fingers out for each verse (4, 3, 2, 1, 0) At each number ask "Who's 4 (3, 2, 1)?" When none come back, act sad and cry. Ask if you should check. Act as if something is moving in your pocket. Pull out 5; act surprised. Yell "hooray!" and throw hands up in air.	Understanding of having 5 fingers; Put in pocket and one goes away helps to teach constancy. Pre-operational children are not sure if they are really gone. Sets brain mapping for subtraction. When they come back, it's safety, predictable. Also done with language insertions on ESM.
Mr. Froggy's Friends' ABCs/ Frog Glove	Five Hip-hoppy Frogs	4 - 8	Children ribbit for each frog at the end of each verse - one frog (one ribbit). Two frogs (two ribbits). Feel beat and move to it.	Increasing numbers up to five. As you ribbit for each number, the ribbiting takes longer teaching the brain the larger number takes more space. Feel the steady beat.
Mr. Froggy's Friends' ABCs/ Monkey Glove	Five Monkeys Swinging in a Tree	4 - 7	Can use glove or children as monkeys. Pretend to swing from a tree. Put hands up near head in teasing pose. Show hands together as alligator comes along. Snap hands shut and say "EEK!". Oh oh! Last monkey doesn't tease.	Variation of traditional song but in this version last monkey learns teasing is not a good choice so he survives. Also basic subtraction.
Start Each Day /Everybody Speaks Music	Five Senses	2 - 5	As music starts, say "Show me your eyes. Show me your nose. Show me your mouth. Use your hands and gently grab your ears." Touch each part as song mentions it.	Teaches five senses and body parts. Repeats in Spanish and French for ELL.

Hear Me Sing; Watch Me Dance	Flea Fly	5 - 10	Play with sound. Repeat words at different speeds.	Playing with sound for oral language.
Start Each Day	Follow Directions	2 - 6	Everyone faces 'teacher'. Do as song says	Listening and following directions
A Musical MARathon	Food Group Fun	6 - 9	Each food group gives a different motion. When that group is called, do the associated motion.	Reviews food groups. Movement for exercise.
Everybody Speaks Music	Four Animals on My Fingers	4 - 8	Show the four animals and name them. Then repeat in other languages - Spanish, French, Japanese.	Animals in other languages.
Start Each Day	Four Seasons	4 - 7	Listen. Ask, "What are the seasons?" Repeat them and play again with children singing. Act out the hot, cold and other descriptive words	Teaches 4 seasons; uses Vivaldi for added benefit of Baroque music
unFROGettable	Frog Song (The)	4 - 7	This song is a round and children usually become able to do a round when they have inner voice- around the age of 6/7. Teach the words. Have children do the "Crik, Crik" sound. Divide into 2 groups. Have one group start and bring the other in on the second line. When they get better at it, divide into 3 groups.	Helps to strengthen inner voice which is the ability to think internally. Works on listening skills and working independently while part of the group.
Jazz Up Your Language Arts	Function of a Conjunction	10-Jun	Form a circle. Each child holds a conjunction, noun or verb. Move around circle, singing and using right hand to pull imaginary train whistle while making "Whew, whew!" sound. Conjunctions go into middle of circle when named. All other continue circling around. For the "Let's move" part, each conjunction goes and gets either two nouns or two verbs. They join together with the conjunction in the middle. The little trains move around together for the ending.	Learn what a conjunction is and what the different kinds are. Learn how to use conjunctions to join verbs/nouns.
Start the Music	Gentle Hands	2 - 6	Listen. Encourages use of gentle hands. Interact with child and demonstrate.	Teaches gentle touch.

Start Each Day	Get up On Your Feet	2 - 7	Teach everyone to answer "Hi, Mar." or substitute Ma'am or Sir and "Let's play" They stand up and first time say "Ch Ch Ch Ch" at a moderate tempo; second time is "t t t t" at a fast tempo and the last time is "lu lu lu lu" at a slow tempo. Follow what the song says pointing left, right and turning. At end of slow verse, sit as slowly as possible. Then first verse repeats. Song ends with everyone sitting and putting their finger to their lips, saying "SH!"	Teaches call and response in song. Uses sign language; Teaches tempo; Practice sounds; direction. Practice direction (left/right); For slow verse, moving as slow as possible works on muscle control. Ending has them seated, quiet and waiting for further
Jazz Up Your Language Arts (a little more)	Go! Go, Vowels!	5 to 8	Say the vowels while stomping your feet. Can sign them. Repeat faster.	Review of vowels. Keeping a beat helps to retain them longer
Start Each Day	Go Horse, Go	2 - 7	Can sit or stand; pretend to ride horse. Make clicking sound w/tongue. For repeating part, bounce up and down while saying "Yippee Yi Yi YI" . Pretend to hold a lasso for "Go, horse, go" and say "Yee Haw"	Learn about parts used to ride a horse; Clicking sound helps to exercise tongue muscle; Bouncing is feeling and keeping steady beat. Listening and repeating
Start the Music	Going Home	3 - 8	Fun song for transition of leaving. Sing to children then have them stand up and march in place. When singing comes back, they march to door and sing.	Great for transition. Marching is cross lateral and aids in reading readiness.
Mr. Froggy's Friends' ABCs	Going On a Shape Hunt	4 - 6	Children repeat after you. Put hand over right eye, then switch to left while turning body from side to side and say "Going on a shape hunt". Point to self for "I know my shapes". Point to brain for "I'm a smart kid". Look around room for each shape. Draw shape in air. Let children find the shapes within real objects.	Basic shapes - circle, square, rectangle, triangle, star, oval, octagon, pentagon. Let's them relate shapes to real objects. Encourages belief in ability.
Music Makes it Memorable	Gonna Name Our States	6 - 10	Children can have name or representation of state in hand and hold up as their state is called. Sing along; clap along.	Learn names of states alphabetically.

SFGD	Goodnight; Time to Sleep	1 - 5	Just a song for listening while going to sleep. Can be used to help a child transition.	Quiet music to transition to sleep time
Hear Me Sing; Watch Me Dance / Everybody Speaks Music	Goodbye to You	5 - 10	Sing goodbye in 12 languages. Get a partner to hand jive with during chorus. Stop while languages are being said and repeat each language.	Partner work. Patterns for math and language. Cultural appreciation. Good for ELL.
Mr. Froggy's Friends' ABCs	Green, Yellow, Red	4 - 8	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.)	Traffic signals and colors. Body control. Good for the heart.

Math with Mar.	Grouping by 10s	5 - 9	Stand and learn basic disco steps; Stay in place doing skip step while providing answers to "one ten is." "10" "Two tens are..." "20" Turn in circle with right pointer finger up and say "Ooh ooh!" Put hands up at end (raise roof) and say "We're grouping!"	Teaches how to group in tens up to 100; Basic dance steps help for math patterning. "Ooh Ooh" sound throws oxygen into the brain.
Counting Backwards	Groups by 10s Backwards	5 - 9	Make "OO OO!" sound. Stand and learn basic disco steps; Stay in place while counting backwards by 10s starting at 120.	Disco steps use cross lateral movement for reading. OO OO sound energizes brain. Practice counting backwards by 10.
Music Makes it Memorable	Habitat Scat	6 - 10	Have signs with habitats and some with animals. Put Velcro on habitat and animal so the animal can stick to the habitat. Some children hold habitats up front and others bring the animal and put into the habitat when they hear their clue in the song.	Teaches habitats and animals in them. Leaves one habitat open so children can discuss who lives in that habitat.
Roo Teen	Halloween	4 - 9	Take hands in front, bring up center of body while saying "Hallo" and then for "Ween" bring them down while wiggling them from side to side. Listen. Put in motions to go with words; Discuss trick-or-treating	Cross lateral movement on Halloween; Discuss safety and how to behave when trick-or-treating
Mr. Froggy's Family	H A P P Y	4 - 8	Ask children what it means to be happy? What does your face look like when you are happy? Listen to the song and whenever you hear the part "H A P P Y. Spell it and say Wool!" Have children throw hands up and say "Wool!"	Works on positive attitude. Personalities are developed by the age of 7. Teach children to smile. Introduction to spelling of word Happy.
Start Each Day / MARry Christmas	Happy Holiday to You song is on two CDs	4 - 9	Learn signs for chorus; Act out verses; play along on kazoos for "Jingle Bells" part	Can be used for performance; Learn about holidays; use of kazoos helps with inner voice development;

Having a Ball with Music	Having a Ball w Music	1 to 5	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.	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.
Hear Me Sing; Watch Me Dance / Everybody Speaks Music	Head & Shoulders; Knees & Toes	4 - 9	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.
Hear Me Sing; Watch Me Dance	Hear Me Sing; Watch Me Dance	4 - 10	Dance around to chorus. Pretend to honk horn when you hear the horn. Then do as song tells you.	Following directions. Bouncing to the beat. Being creative.
Mr. Froggy's Friends' ABCs/ Monkey Glove	Here is a Monkey	4 - 8	Starts with one monkey (one voice). Start with one child. Add one child, one monkey. Goes up to five.	Simple song to teach numbers up to 5.
More MwM / Everybody Speaks Music (Spanish, Hebrew)	Hey, Hey Everybody	3 - 9	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	2 to 6	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

Singing in a Different Key	High / Low	1 to 4	Explain to children that when you say "High", their arms go up; when you say "Low", their arms go down. Follow the song. Repeat by using the whole body - stand up for High; sit back down for Low	Explores understanding of High / Low with voice, arms and whole body. Listening Skills
Hear Me Sing; Watch Me Dance	Hi. My Name is Jo!	4 - 9	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.
Playing & Learning / Everybody Speaks Music (Spanish/Farsi)	Hokey Pokey	4 - 8	Do dance. Put body part in as song indicates. During "Hokey Pokey" part gently poke someone in the belly.	Teaches body parts, left / right, and directions. Poking teaches playful touch.
Hip Hop	Holidays are Fun	4 - 10	Listen and discuss holidays mentioned. Make two lists: the holidays mentioned and the safety issues. Ask children if they can add to the lists. Can graph who celebrates which	Learning different holidays. Learning about how when we're busy, our excitement can cause us to forget safety issues.
Jazz Up Your Language Arts	Homophone Blues	5 - 10	Listen and discuss what a homophone is; Have homophones used in song written on board. Identify after listening; make up own.	Know what a homophone is and how to use one. Graphing helps with math
Singing in a Different Key	How Can I Move There?	4 - 8	Teach them to sing the "Let's move; let's play. O A O A" part. Listen to the different options for how you can move and then move that way. When song says "Stop", stop and listen for next movement. At end, move around the room singing "O A O A"	Explores different movement to include animal movement. Move in different ways - upward, downward, circular, forward, backward (helps for math - subtraction). Listening skills - stop. O and A sounds.

Jazz Up Your Language Arts (a little more)	How Can I Move There? With adverbs	5 - 9	Tell them an adverb describes a verb. Teach them to sing the "Let's move; let's play. O A O A" part. Listen to the different options for how you can move and then move that way. When song says "Stop", stop and listen for next movement. At end, move around the room singing "O A O A"	Explores different movement to include animal movement. Move in different ways - upward, downward, circular, forward, backward (helps for math - subtraction). Listening skills - stop. O and A sounds. Adds adverbs to include different ways to move - slowly, quickly...
SFGD / Everybody Speaks Music	How Many Ways (ILY)	4 - 10	Discuss how to say "I love you". Ask if anyone has another language other than English spoken in their home. How do you say "I love you" in that language. Teach signing. Review the 8 ways to say "I love you". Listen, sign and have children repeat the "I love you"	Awareness of other languages; use of signing for acceptance and better comprehension and retention; Understand that people everywhere say "I love you"
Fingertips / MArRY Christmas	I Built a Snowman	2 - 5	Put snowmen on outside of hand. Bend hand and hold up pointer so one snowman shows. Bring finger up for each snowman. At end, use left hand to shine down like sun and melt snowmen. Have hand fold up to show melting. All children say "goodbye snowmen"	Concept of 5. Understanding of sun's power to melt snow. Working together to build.
Hip Hop	I Can	4 - 7	Get beat going for intro. Move body and sing chorus. For verses, do what song says while answering "I can". When asked "Can you sing?" Sing answer; for whisper, whisper answer.	Positive attitude; belief in abilities; Listening and following directions
Hip Hop	I Can Be Whatever I Want	5 - 8	Listening song for concept of being whatever you want - no limits. Discuss afterwards.	Concept that you can be whatever you want to be.

unFROGettable	I Can Count and Singo	4 - 7	Have children show you 5 fingers. Sing the song and count to five to the melody of Bingo. Each time song repeats, you stay silent for a number. The first time, you show 1 finger and do not sing 1. Goes through whole song until there is no singing.	Develops inner voice (ability to think internally) which is usually in place by age 7 and needed for silent work. Children must use control as they show the finger and stay quiet until it is time to say the spoken number. Reinforces visualization of how many make five.
Mr. Froggy's Family Everybody Speaks Music - second version - Hindi, Chinese, German, French, Tagalog	I Can Count to Ten	2 - 8	Counting is done first with two hands up to ten. Song's lyrics reinforce positive belief in one's abilities. "I can and I can do it again." Second time, count and use sign language. Counting to ten is then repeated in a Latin language (Spanish), Mid Eastern (Farsi) and Far Eastern (Japanese). Instruments from that region of the world play as they hear the language. The last time it is done backwards.	Using two hands gives a visual for what is 10. Repeating it and doing it in sign adds use of motor cortex to language and is helpful for Children that are ELL. Hearing various languages validates different ethnicities and exposes the brain to more sounds. Sequencing backwards helps to wire the brain for subtraction.
unFROGettable	I Do Like to Sing	4 - 9	Have the children say the words "I do like to sing". Tell them they are going to say them over and over again in a pattern. Just have them try (without any expectations to do it well). It's just fun.	Helps develop tongue dexterity to say words quickly. Great brain exercise, too. And, it's silly.
Mr. Froggy's Family	I Don't Need a Gang!	5 - 9	No set dance steps are taught; individuality is encouraged. First listen to song. Discuss what it means. Have children work out a routine for it and perform it. May want to put in groups and watch each other's performances.	Teaches it is to be an individual and that you do not need to be a part of a group to feel good about yourself.
Wide-mouthed Bullfrog	I Have a Cat	5 - 9	Each animal has an associated sound. Can also use the sign for that animal.	Song scaffolds. Works memory.
Tunes	I Just Can't Seem to Tie Shoes Yet	3 - 6	Listening song. Children hear about difficulty learning to tie shoes.	Understand all children have problems with this skill. Use of blues music.
Start the Music	I Kiss You; You Kiss Me	1 - 6	Interact with a child and do as song says	Basic bonding. Can be helpful to parents who are uncomfortable.

Fingertips	I Have 5 Valentines	2 - 6	Concept of 5. Show 5 Valentines on glove. Take one away for each verse. At end, take the last one off, kiss it and hold it out towards the children.	Use of Valentines to show affection. Family identities; Subtraction.
Music Makes it Memorable / Hear Me Sing; Watch Me Dance	I Know a Smart Woman	4 - 10	Have a doll to feed or make a cardboard box and draw a face with a cut out mouth. Children feed the food to the woman. Can have food pyramid up front. Can use Meaningful Movement Mats. As song is sung, each person must remember what they feed to doll so they can repeat it as song comes back around.	Teaches food groups and good food choices. Teaches retain and retrieve because song repeats. Extensions include graphic and discussions on who eats what and what else goes into which group.
Play & Learn	I Like My Bath	1 - 3	Listening song for toddler to enjoy bath.	To help with bath enjoyment.
ILY Rits 2	I Like to Be With You	3 - 9	Find a partner. Hold hands, face each other, sway and sing. Point for "just you and me" Time for a hug (HUG). "Uh uh uh uh" poke pointer fingers gently into partners belly. Do as song directs for verse parts.	Choosing partners and positive interaction. Ritual for adult/child relationship. Proper touch. Follow directions. Be silly.
Mr. Froggy's Friends' ABCs	I Like My Clothes That I Am In	4 - 8	Show each article of clothing as it is sung about. For shoes, jump. For dress, spin. For hat, tap head. At end, each repeats. Afterwards, ask about other articles of clothing.	Articles of clothing and some characteristics of them.
Singing in a Different Key	I Love My Family	1 - 6	A song just to sing. Two parts. One to sing about loving family. Second spells I love you.	Encourages love of family. Names family members. Let to spell I love you.
unFROGettable	I Love You All the Time	1 - 3	This song is for interaction with your baby. Show the baby the parts as they are sung about and then show them where you are going to put the kiss and then, put it there. Song has a mommy and a daddy verse.	Bonding song. Teaches body parts. How to show love.

Music with Mar.	I'm a Little Bunny	2 - 5	Listening song. Can invite children to be bunnies	Soft music for calm atmosphere.
Music with Mar.	I'm a'lookin'	4 - 9	Get a beat going by clapping hands and then hitting thighs. May be done with a partner. Repeat after teacher. Follow the song format. At end children take pledge to respect all animals.	Teaches about endangered animals. Children make commitment to take care of animals. Learn word pledge.
Tunes/Zoo	I'm a penguin	2 - 7	Show egg. Give clues. "Look. Two yellow (or orange) webbed feet". Open and show penguin. Have children repeat words "I'm a penguin." When song uses word "absurd" tell children that means it's silly;it doesn't make sense. During instrumental, stand up and walk like a penguin shifting weight from foot to foot. Have children flap arms and try to fly during "I can't fly" part. Slide feet and try to skate when words "On the ice on slide" are sung.	Deductive reasoning skills. What's inside? Discuss penguins do not fly. Learn penguins colors, movements and enjoyment of cold. Shifting weight strengthens vestibular system. Sliding is another gross motor skill. New vocabulary word - absurd.
My Mindful Music	I'm a Rag Doll	3 - 7	Prepare for this song by introducing the word 'rag doll'. Most children do not know what one is. Have them make their bodies loose, as if they had no bones. Follow prompt of words - stand on tip toes, turn in a circle, swing arms from side to side, jump two times and then flop forward. Hang your body so your head is all the way down. Stand back up. Go down into a Child's Pose. (Down sitting on knees. Bend all the way forward with arms out.)	Learn new vocabulary word. Gain awareness of body control. Turning on tip toes strengthens toe muscles and vestibular system by going in a circle. Swinging arms is cross lateral for reading. Jumping is focused movement. Flopping forward stretches the back. Hanging upside down drains inner ear canals of excess fluid. Child's Pose stretches the body and calms the mind.

unFROGettable	In & Out the Windows	4 - 8	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	I've Been Working on the Railroad	4 - 8	Children can keep beat to the song by pretending to hammer in tracks. Tell children about how men used to do that work and that this is a song they would sing. Act out the words. Hand to ear for "Can't you hear the whistle". Pretend to blow the horn with Dinah. Repeat softly "Someone's in the kitchen". Pretend to play banjo and sing "Fee Fi fiddley I O"	Introduces children to work songs. Use of motions to words engages entire brain. Singing at end drills on vowels and the letter F. Going up to the high pitch, energizes the brain.
Mr. Froggy's Fitness Fun	I've Got a Bean Bag	3 - 7	Give out bean bags. Be silly about saying "I've got a bean bag". Do as song says. During last part, I challenge them to see how high they can toss the bean bag.	Challenges children to throw, catch, share and balance. Develop motor skills
Mr. Froggy's Friends' ABCs/ Frog Glove	I've Got a Frog on My Thumb	4 - 8	Start with one frog on your thumb. Move frog to pointer as song says it. Point to fingers as they are named in the song. When prompted to say "Croak", tell children to wait until you point at them.	Names the fingers. When they have to wait to say "Croak", teaches them to follow directions and be patient.

Frog Fam/Hip Hop	I Put My Helmet On	3 - 8	Get on floor, roll back and kick feet as if riding a bike. For verse, sit up and listen to words. During instrumental, get a partner and put feet on each other's feet. Cycle together. Sing along on the chorus. May put hands together instead of feet.	Safety and importance of bike helmets. Words repeated several times to hammer point home. Use of cross-lateral movement. Partners helps working together and understanding you have to be at a certain length or it doesn't work
Hip Hop	I Said No	3 - 8	Snap fingers and listen. Repeat and sign "No" Pretend to play piano during instrumental. Discuss after listening	Understanding having to listen to "No" and that you can say "no". Snapping helps to feel steady beat for reading
Fingertips	I Wave My Flag	4 - 9	Can be done with teacher putting fingerplay puppets on hand or with 5 children coming to front of room and holding flags. Children wave flags in front of them for chorus. Each child raises flag at appropriate time. After fourth flag, everyone stands up and marches in place. When the fifth flag goes up, that person starts to march and everyone follows in a parade around the room.	Teaches about pride in country. Teaches color of flag. Concept of ordinal numbers. Places flags are flown. Parade works on following directions and marching. Marching helps in math skills because of patterns, steady beat and cross-lateral movement.
Roo Teen	If You Can Reach Out and Touch	4 - 8	Listen and talk about strangers and when it is ok to talk to one.	Understanding of when a child can talk to a person they do not know.
Play & Learn (slow)/ Today's Children; Tomorrow's Future (Bluesy)	If You're Happy and You Know it	0 - 6	Two versions. The Play & Learn version is the traditional baby song. Just do as song says. The Roo Teen one is bluesy. Differences are with Roo Teen you pretend to play blues guitar and through arms up in between words like this "If you're happy" arms up "and you know it" arms up. Then do as song says. For either version, for 'then your face with show it" put your fingers into your cheeks and smile.	Positive attitude. Follow directions. Body parts. Interaction between adult and child. Fun!
Start Each Day / Everybody Speaks Music	It's a New Year!	4 +	Listen to celebrate.	Just a celebration song.

Music Makes it Memorable	It's Alive / Non-living	6 -10	When something is alive, throw up your arms and say (like a mad scientist) "It's alive!". If something is not, talk like a robot and say "non-living".	Learn about living and non-living things.
MARry Christmas	It's Hanukkah	4 - 10	Sing chorus together. Assign each of three parts to three groups and have them sing their part. Everyone sings together at end as it picks up the tempo.	Learn about Hanukkah traditions. Taking parts. Getting faster.
Roo Teen	It's Ok to Tell	4 - 9	Can stand up and do a cha cha. Children fill in words "It's ok to tell" Listen. Have children repeat the bridge after hearing first time on recording. Discussion on when it's ok to tell.	Understanding of when it is ok to tell and when it's tattling. Movement helps vestibular system. Introduction to new dance.
Start Each Day	Jazz	4 - 9	Sing the j j j jazz and snap fingers; pretend to play different instruments; form trios at end with air jazz bands. Children pretend to play their instrument and make the sound. Can extend into art project and have children make their instruments	Exposes to jazz form and timbre of different instruments; introduces term trio; imagination
Jazz Up Your Language Arts	Jazz Up Your Language Arts	5 - 9	Listen to song and discuss words and what they mean in relationship to writing	Gets children thinking about creative writing; Defines terms - sparkle words, rhyming words
MARry Christmas	Jingle Bells	4+	Sing along and learn the Florida verse. Spell Jingle Bells.	Fun, well-known song. Learn to spell Jingle bells.
unFROGettable	Join in the Game	3 - 6	Follow song prompts. Stand up. Bounce body (feet stay on the ground). Jump with two feet leaving the ground. Hop on one foot. Skip. Sit back down.	The reggae beat is very inviting. These are the steps needed to be reading ready. Stand and balance. Bounce to feel rhythm. Jump, then hop on one foot. Skipping is alternating feet (cross lateral) and indicates reading readiness.

MARry Christmas	Jolly Old St. Nicholas/Busy Girls and Boys	4 - 10	Just a listen to song. Children can act out both songs. For Busy Girls and Boys, fly around room like bees and then stop. Jolly Old St. Nicholas, do as song says.	Christmas pleasure. Think about presents and how they are not the most important part of the season. Behavior.
A Musical MARathon	Jump'round the Clock	6 - 9	Stand on clock. Do as song says, adding up to twelve. Subtracting on the way back.	Teaches addition and subtraction. Reviews number sequence on the clock.
More Music with Mar.	Jungle	5 - 9	Discuss what animals live in a jungle habitat. There are 5 sections to this song/activity. First children pick which animal they'd like to be and they move around the room as if they were that animal. When the lyrics begin, show how to do free-form African dancing. As the conga music begins, form a conga line. Move around the room in the conga step pattern 1,2, 3 and on 4 kick out your left foot and on next sequence right foot. Sing along on the Conga to the Congo part. For the Rock section, pretend to play air guitar. Put hands on thighs and bounce body for the part where the lyrics say "Yeah, we're rocking." Have children throw hands up and yell "Rockin!" The last part is a stroll. The chorus section will come back and children should turn back into the animals. When the music stops, they freeze and the teacher goes around trying to guess what different animals the children are. The classroom can also become a jungle or rain forest by bringing in pictures, stuffed animals and other things from the jungle.	Teaches children to think about what animals live in the jungle. Introduces new vocabulary by introducing new animals - ie 3-toed sloth. Dancing teaches beats in sets. The patterns for the dance steps prepare the brain for patterning that is needed for math skills. Internalizing rhythm and organizing beats in sets is helpful to math and language skills. When doing the conga, inner voice is developed as children have to think the 1,2,3 and on the 4 say "Hey!". When they have to shout out, they are putting oxygen up in the head and energizing the brain. All the movement keeps the motor cortex involved in the learning process. Drama Is used by having them act as animals.

Roo Teen	Keep Safety Roo Teen	5 - 8	Establish a hand jive pattern for chorus. At last part, instead of the regular hand movement, put up thumbs and say "thumbs up". For each part, stop hand jive and do related motions. Run (run motion) Yell (hands cup mouth) touch (reach out) tell (point to lips); stop (sign for stop) drop (put both palms down) roll (roll hands over each other) Go (sign for go); Stop (sign for stop) use your mind (point to head) ask (point to lips) you'll find (sign for find)	Using hand jive is cross-lateral movement. Challenge older children to walk while hand jiving and then walk and turn on the middle part. Great brain exercise when singing at the same time! Reviews safety rules for 3 different instances - stranger,, fire and getting lost. Using signs helps retention
Fingertips	Lady Bug Rap	2 - 8	Put lady bugs on top of hand; Start by putting 2 fingers on head, like antennae and say "I'm buggin'!" Close hand and have bugs pop out for each number. After two, ask everyone to jam and then do a 'cabbage patch'. After four, move your hands in a wave motion back and forth. While waiting for five, rub your chin and say "Hm" Then use sign for Yes and show last lady bug. Repeat.	Addition. Showing antennae teaches all insects have two. Motions keep vestibular system involved and activated.
MARry Christmas	Latkes Are Delicious	5 - 9	Sing song together. Assign parts. Each group sings their own part.	Learn to spell latkes. Singing in a round. Difficult before age 7.
Start Each Day	Leprechaun	2 - 6	Pretend to have a hammer and hit fisted hand with pretend hammer for "tick tack tick" Shake finger for "Don't turn your back" Have children listen and pretend to try to reach out and catch them, but have them duck. Make running sounds with hands on thighs for "Get away!"	Introduces the legend of leprechaun. Opens way for discussion on how different cultures have different stories. Motions aid in keeping active involvement and better comprehension.

More MwM	Let Me Be a Rainbow	4 - 8	Song for listening and discussion. Children can have crayons and color while listening.	Concept of death. Ties in that rainbows come after a storm (hard times) Written for a group named by a terminally ill child who wanted to be a rainbow after she died. There is beauty at the other end.
Math with Mar.	Let's Compare Numbers	6 - 9	Put number concepts from song on overhead or on handout for children to see while listening. Have children repeat answers.	Concepts of equivalent, less than and greater than
Songs for a Great Day	Let's Just Cuddle	1+	Find someone you love and cuddle	Use of jazz and duet and two type voices - child and mother. Bonding song.
Having a Ball with Music	Let's Play Kazoo	2 - 7	Give each child a kazoo. Have children blow into the air and then into the kazoo to demonstrate that blowing produces no sound. Have them say "Nothing!". Have children say "OOH" in the air and then into the kazoo. It will make a sound. Tell children when your kazoo is held in your hand and up in the air, everyone is listening. When you put the kazoo in your mouth, it is time for the children to do the same and to repeat what they heard. At the end, they add the "Toot toot!" to the well know ditty.	Kazoos vibrate bones in head and energize the brain. Puts an instrument they can be successful with in their hands to foster a love of playing music. Patters for math and listening skills. It's fun! Must learn when to listen and when to play.
Singing and Signing Animals	Let's Sign...	2 - 6	Each animal uses the same melody and has its own sound. Children will make the sign for the letter the animal starts with, move as it moves and make the sound that it makes. Songs should be done standing up.	Learn how to sign 26 animals as well as their beginning letter, how they move and the sound they make.
Songs for a Great Day	Let's Sing with our Grandmas and Grandpas	3 - 7	Form circle, and sway for first verse. Do each activity as verse calls for it. Final verse, hold hands up and walk into circle counting to four. Put hands down walk backwards and out counting to four. End with hands up and everyone singing "La la la la la"	Zydeco style and appreciation for generations. Allows children to try new things they want to do like snapping and whistling, as well as reinforcing steady beat with clapping and foot stomping. Practices "L" sound by singing "Lala la"

Songs I Hadn't Sung Yet	Lining Up	4 - 7	Practice how you will say something and they will repeat it. This song is for transition. Have children repeat after you and do as the song directs. For the part "Then we stop", everyone stops and listens to you sing the next part. "Let's go!" indicates you start moving again. At the end, have children put up the right hands with a flicking motion and say "We're out!"	Great ritual for transition. Teaches call and response - when to listen/when to talk. Establishes a routine / pattern.
MwM - Zoo	Little Bunny Foo Foo	2 - 7	Show rabbit and mouse (squeak). Have rabbit hit mouse on head. Put up your hand for mouse and say "Stop. That hurt me." Then the mommy says ... Stay quiet. Allow the audience to sing the response. Tell the rabbit to sit alone so his friends will be safe. Repeat. Tell rabbit he can think of better choices. Help by saying "what are good choices? I can go get help; I can use my words; I can use gentle touch" The rabbit comes out and hugs. Sing last verse with "I am so proud of you" Tell everyone to give themselves a great big hug and if the person with them doesn't mind, hug them, too."	Conflict resolution. Visual use of hands in front of body shows aggressive person that boundaries are being established. Important to say "That hurt me" and not just "That hurt" Other person will think "I didn't feel anything." Speak positively "I know you can make better choices" Models behavior by helping with choices. "It's better to hug than it is to hit" Not everyone likes to be hugged, so always ask first.
Playing & Learning with Music / Everybody Speaks Music	Little Lullabies with Love	1 - 4	Cuddle and rock to sleep.	Lullaby song in English, Italian, Spanish and German
Wide-mouthed Bullfrog	Little Old Lady Who Wasn't Afraid of Anything	4 - 9	Use book to accompany. Use props. Can use felt board as well. Have children hold props up front. As song progresses, they have to insert their prop and sound. At end, put all the pieces together to make the scarecrow. Have children that do not have props use their hands to pat on their thighs keeping the beat.	Retain and retrieve as the song scaffolds. Memory. Keeping the beat linked to language proficiency. Each verse, beat quickens helping brain to learn to work at different speeds.

Hear Me Sing; Watch Me Dance	Little Peter Rabbit	5 - 10	Sing song through. Then each repeat one word is left out and replaced with a motion. If someone slips and says word, they have to put their arms up and say "oops".	Inner voice. Difficult before the age of 7. Concentration and challenging. Fun.
Start Each Day/WMBF	Little Red Hen	4 - 7	Pick four children to be the characters. Teach the Hen to throw up hands and say "Well alright. I'll do it myself" and then stamp foot. When asked "Who wants bread" Each animal responds "I would" The rest of the audience does the part "Oinked the pig" "Quacked the duck" "Purred the cat". When being asked to help, they respond "Not I" At the end, when asked to eat, they all respond "I would" and the hen says "No you won't. I'll eat it myself" Discuss lesson learned and how this may have happened to them.	Story of Little Red Hen lesson is about doing your share of the work. Let children talk about it. Drama helps in retention and ability to comprehend. For up to two hours after acting something out, the benefits remain no matter what lesson is being taught.
unFROGettable	Looby Loo	4 - 7	Form a circle. On "Here we go Looby Loo", sway arms to the right; "Looby Li" to the left. "On the Bayou every night", turn in a circle. First verse, put right arm in/then left. Shake them and turn. Follow lyrics for the other verses.	Introduction to Cajun music. Use of French phrases. Works on Right/left as well as body parts and following directions.

Roo Teen	Maerobics	4 - 7	<p>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 "You 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</p>	<p>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. Saying words with motions helps for memory and putting positive thought into mindset. Counting from one to eight and then backwards.</p>
Mr. Froggy's Fitness Fun	Machines	4 - 7	<p>Dance until time to be machines. Helicopter - put arms out like blades and spin while turning in circles. Swoop to where you want to land and spin down to the ground with arms straight out. Crane - pull arms in, pull body up to being on your knees. Bring arms to shoulders as you stand. Put arms straight up as you stand. Bulldozer - pick a partner and face each other put your hands on your partners hands and push against each other. Windmill - put arms at side, in front or over your head and move them like a windmill. At end, choose your favorite machine and be it while singing. "I love machines!"</p>	<p>By putting movement to them, children will better understand how the machine works. Builds vocabulary about machines. Spinning strengthens vestibular system. Going from ground to standing and stretching exercises body. Various parts of the body are getting exercised for muscle toning.</p>

Music Makes it Memorable	Magnets	6 - 10	Have children get partners to swing dance with. Pull into partners for attract; pull away for repel. Turn around during "That's what a magnet does" part. Watch DVD to see how to invert a circle.	Basic concept of magnets are taught when children physically get to be the magnets.
SFGD / Everybody Speaks Music	Manners Matter	4 - 8	Can sing and do sign language. Have children put in the words. For example, when you meet someone you say..."How do you do?" Can clap and sing along.	Puts concept in that manners are important. Teaches what manners to use when. Introduces to Gospel style of singing. Clapping keeps steady beat.
Mr. Froggy's Fitness Fun	Mardi Gras March	4 - 8	This is a fun song to do for Mardi Gras celebration. Show children pictures of Mardi Gras parades and ask them if anyone has been to Mardi Gras. You can have children decorate umbrellas or masks to use for the parade. You carry a large umbrella and lead the parade around the room. Follow the words and when they say twirl your umbrellas, twirl them. Bend yourself at the waist with your arm in front of your waist while leaning right. Stop marching during the spoken part. have the children count to three and then toss some beads around the room. Resume march with children repeating the words after you.	This is an introduction to the culture of New Orleans. Follow directions. Marching is good exercise as well as math readiness. Tossing the beads teaches sharing and how to get what you want appropriately
Math with Mar.	Measurement Song	6 - 8	Learn words to chorus. Sing along. Tells why you need to know measurement in a practical way for children. "You need to measure to make mac and cheese." Listen and discuss different types of measurement	Gives value to learning skill for practical purposes. Shows different types of measurement. Why you would want to know how to measure

Music with Mar.	Mexican Hat Dance	4 - 7	Stand in a circle. Put out your right foot and clap two times and then your left. For next section, hold hands and go around the circle. Lyrics tell you what to do. During instrumental, encourage children to call out and to dance with partners. Can place a sombrero in the middle of the circle.	Circle dancing teaches cooperation and strengthens vestibular system. Teaches patterns as children learn which steps to do with which section. Also introduces to the national dance of Mexico.
Music with Mar.	Milk and Cookies	2 - 6	Just a background, feel good song about having a ritual at the end of every day. Song is done as a round teaching children to be familiar with the concept. Children can pass out cookies during instrumental version by sitting in a circle and passing them around to the beat. Encourages feeling of fellowship and afterwards, snack time together.	Singing rounds requires inner voice which usually doesn't kick in until around the age of 7. Song also teaches the importance of rituals and how they make us feel connected.
Hear Me Sing; Watch Me Dance	Miss Mar.'s Farm	4 - 7	Repeat after voice while going on a trip.	Fun. Listening. Directions.
Songs I Hadn't Sung Yet	Mitzvah Monkey	3 - 7	Teaches word from Jewish culture - mitzvah, which is a good deed. Children sing the song and you have a monkey puppet that is on your hand. You ask children to share their mitzvahs.	Many children will need some direction as to what is really a Mitzvah and what is something you should just do.
	Mr. Froggy's Fitness Fun	3 - 7	Children pair up with the parent or doll. Face your partner, hold hands and step from side to side feeling the waltz beat. When a parent is dancing with their child, they should mirror the left and the right so that the child is going in the correct direction. Spin in a circle when the song says so and then, get back into the beat.	Great bonding song. The use of the 3/4 beat is good for mathematics. Teaches left and right. Spinning is good for the vestibular system.
Start the Music / Monkey Glove	Monkey, Monkey	2 - 7	Each monkey picks a different motion and children must follow.	Following directions.

SFGD	Monster	2 - 7	<p>Have children pretend to be monsters. Move arms around and move around room. Roar with monster; stamp feet. Pretend to all 'scare' the teacher. Take arms up in the air and wave them. Put arms up and say "Ow ooo!" like a wolf. For last verse, hug yourself or your friend (if in a MwM class, hug the adult that brought you). Do silly monster dance until music stops. Hands up in air. Legs going up and down and making silly sounds - ie eee,, ooo aaaaa"</p>	<p>Monsters can be a little scary. Must learn to face fear in safe environment. Important skill we cannot protect children from fear; it happens. Allows them to control it. At end, learn that even though everyone misbehaves, we all like to be loved. Silly sounds at end is good cardio vascular workout and energizing for brain. Allows for silly ending to a song that may be a little scary to some.</p>
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SFGD	Morning Strut	3 - 10	<p>Come On Everybody and hear what I say (<i>put hands out for everybody - put hand to ear</i>) <i>It's the start of another day (show sign for day - "D" hand comes down to arm in front of body) Clap your hands and stamp your feet, doesn't matter what you do just get the beat. (alternate stamp, clap) Bounce body up and down, (bounce) Shake yourself to the sound (shake)Come on Everybody sing and dance start the day right...etc. (during this part, hold hands with the ADULT you came with and twisty dance) During instrumental, say "Thank you" and "Whew!" then find someone your size to dance with and dance with them when that verse repeats.Wear a smile and sing a song (sign smile and song) If you don't know the words, hum along (hum)Music is for you and me start the day off happy (sign happy)Tell everyone "Bounce up and down like Tigger. Then "Shake yourselves" Tell them to make up their own dance. Then say "All the way down, all the way down til you're seated on the ground" Doing this puts everyone back on the floor and seated, waiting for next activity</i></p>	<p>New vocab word - Strut; teaches positive attitude. Stamp/Clap is cross lateral. When children can do this, it shows reading readiness. Bouncing feels the steady beat for reading proficiency. Dancing with someone teaches proper touch. Looking and smiling at child, stimulates dopamine, strengthening the frontal lobe. Saying "Thank you" teaches manners. (and the sign) "Whew!" puts oxygen in the brain. Dancing with someone else, works on social skills. Make up own song encourages creativity. At the end, everyone is instructed to quietly sit back down, putting children (and adults) back in a position to listen.</p>
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Mr. Froggy's Fitness Fun	M O V E Move!	3 - 7	Announce, "We're going to M O V E, move!" Tell them that now they know how to spell move. Following prompts of song lifting right and left arms and legs. When lifting legs, encourage lifting forward, backward or sideways. You can have them be creative. For the slow part, have them deliberately move very slowly. Model this for them. At words "Move your body now, ow, ow, ow, ow". Then, excitedly, throw arms up and say "Let's go!" Put hands on waist to twist right and left. Ends on spelling S T O P stop. Show sign for stop. Left hand in front of body, Palm up with fingers facing right. Right hand faces forward with palm facing left on top of left palm	Spelling of word Move and stop. Right / Left - Body parts. Listening. Spinning - vestibular system strengthening. Body control.
Jazz Up Your Language Arts (a little more)	Move for a Proper Noun	5 - 8	Have children stand up. Tell them to stay still until they hear a proper noun. Then they move their body.	Song to review proper and common nouns
Music Makes Me Wanna Move / Singing in a Different Key	Move. Then, Stay Still	2 - 6	Tell children as you hear the tamborine and bass. Then call out "Move" and have everyone dance until the song says "Stay still". Follow lyrics of song.	Teaches self control. Tone color of bass and tamborine. Body parts.
A Musical MARathon	Moving Around the Clock	5 - 9	Can use Meaningful Movement Mats or draw a clock on the floor. Child (or children move around clock). Stop when directions begin and do what it says to do on the corresponding number if you are standing on it. If only one child on mat, that child goes to that number and does as it directs.	Identify numbers around the clock. Combine movement with numbers.

Mr. Froggy's Fitness Fun	Moving with a Scarf	3 - 7	Give each child a scarf and have one for yourself. Follow the directions of the song. For end part, put scarf on your head and go down to the ground with the scarf covering your head.	Learn right and left. Build vocabulary with body parts and movement words. Good for focus and mindful specific movement. Slow movement in mid section is body control. Skipping is a reading readiness indicator. Going to the ground at the end takes the children down into a quiet position.
MwM / Zoo	Mr. Froggy	0 - 6	Hold Mr. Froggy and sing to class first verse. Whole class sings back. During second verse, walk around room and let Mr. Froggy kiss each head or get a high 5. During instrumental, sing verse again, inviting children to sing answer. During last verse, continue to walk around room to visit those who didn't get to see Mr. Froggy yet. With younger children, go around circle and sing to each child individually, allowing them a solo chance to sing back. When they sing, they get a high 5. If they do not sing, they get a hug or kiss. First verse, sing to a child who is not singing yet. Second verse, walk around and explain what to do. Instrumental verse, sing to child you know will sing back. Put CD on pause and sing to the rest of the children one at a time. When finished, press play again and wave goodbye as the song finishes.	Singing to Mr. Froggy and looking into the child's eyes produces serotonin as well as creates confidence. Being able to follow a melody is directly related to phonemic awareness. If a parent is shy, child will most likely be shy. It is helpful when parent sings to show child it is ok; you are safe. Develops ability to look someone in the eyes and speak, an important life skill. Waiting turn. Learning when to listen, when it is your time to speak.

Mr. Froggy's Fam / Zoo	Mr. Froggy's Family	3 - 8	Have children hold hands up and sing "ribbit ribbit. Croak. Croak. Croak." Hands go from right to left in front of body and up and down from waist to face level for each croak. Show Mr. Froggy during verse. Use sign language. For chorus, show tadpole puppet. Open it into a polliwog and then a frog. During instrumental, you may show the metamorphosis process with puppet or children can sit like frogs (in a stooped position with hands inside the legs) Ask them to stay on their own lily pads and take the smallest hop possible. After singing the Ribbit part again, ask them to sit back on lily pads and finish song.	Teaches sound of frog. Movement of hands is cross lateral in front of body for reading readiness. Use of sing reinforces language development. Science skills are awakened by the use of a puppet to show metamorphosis. New vocabulary is also introduced. Sitting on own lily pad is spatial awareness. Taking the smallest hop is gross muscle control. Family values also come into play - frogs meet, fall in love, have family, stay together. Father's role of telling his children how much he loves them is demonstrated.
Mr. Froggy's Friends' ABCs	Mr. Froggy's Friends' ABCs	4 - 8	Each letter has a name. Then, a sentence is formed using words that begin with that letter. May use the accompanying coloring book for visual. At end, children must make up a sentence with their own name.	Teaches ABCs and basic sentence structure.
Having a Ball with Music	Mr. Froggy's hOppy Birthday Song	2 - 7	Form a circle around the birthday child. Everyone does the dance the birthday child does. Sing along to the "Shoo bop a do bop" part.	Celebrates birthdays. Creative movement. Makes birthday child feel special. Teaches others to enjoy when we celebrate someone else.
Mr. Froggy's Fitness Fun	Mr. Froggy's hOppy Hello	4 - 7	Mr. Froggy sings to child. When child answers, they hop 3 times and count, "1,2,3"! After all children have sung, the last verse I sung with everyone hopping 3 times	Singing to Mr. Froggy and looking into the child's eyes produces serotonin as well as creates confidence. Being able to follow a melody is directly related to phonemic awareness. Hopping on one foot is good for balance.

Songs I Hadn't Sung Yet	Mr. Froggy's hOpital Stay	4 - 7	Can use this when someone is going in the hospital. Read a book with this theme. Open discussion. Listen to the song. More discussion.	Eases discomfort of going to the hospital. Puts it in a context that it's uncomfortable and normal. Happens to almost everyone. Helps to alleviate fear not just for themselves, but for family members
Mr. Froggy's Family / Everybody Speaks Music	Multicultural Feast	4 - 9	The song is a listen to song. It would be helpful to have the words up for children to see the foods that go to the various countries. Children can learn to sing the chorus and on the last part, put their hands on their heads for the arches of McDonalds. Ask children what they eat in their homes. Can graph. As each country is sung about, an instrument representing that country is played. At the end, all the instruments, which usually do not play together, do and it sounds beautiful!	New vocabulary with different foods and names of the instruments heard. Exposure to the sounds of the different countries. Can try to name other foods that go to each country. For older children, can try to find other foods from the countries named and add countries not mentioned that may be the heritage of a child in your room.
Everybody Speaks Music	Mr. Froggy Visits the World	3 - 9	Sing to child and have them respond. Use the language most familiar to the child.	Teaches how to greet. Works on ability to speak out with confidence. Helpful to children who are ELL. They can hear it in their native language and then learn the English.
MARry Christmas	Mr. Froggy Went a'caroling	6 - 9	Each verse adds another friend to Mr. Froggy's caroling.	Traditional song with 'froggy' twist.
Songs I Hadn't Sung Yet	Mr. Warm Sunshine	2 - 7	Have a sunshine on a stick and walk around the room planting kisses on the children. Be sure to ask first.	Creates a warm feeling. Teaches they can say no to the kiss. Most enjoy it
Math with Mar.	Multiplication Rap	6 - 9	Children should have times table in front of them and sing along OR times table can be up in front of room on an overhead. Song is done for 1, 2 and 3 times table. An extra track is provided to add additional times tables.	It is best for there to be a visual and not just the audio of the song. Children learn better by seeing as well as hearing. By singing along, retention is further enhances.

Mr. Froggy's Fam	Musical Alphabet	5 - 8	Ask children to keep a steady beat with either provided percussion instruments or body percussion. This is done during the chorus of song. For the part where each letter is used for different musical vocabulary, children repeat the word and play it on their instrument.	Teaches vocabulary associated with music. Steady beat reinforced for reading proficiency. Body percussion provides opportunity for creativity. Exposes children to reggae style of music.
Music Makes Me Wanna Move	Music Makes Me Wanna Move	3 - 8	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
Having a Ball with Music	Musical Movement Alphabet	3 - 8	Uses a word for each letter of the alphabet and invites a movement.	Review of alphabet and building of vocabulary. Exposure to Reggae.
A Musical MARathon	My Country 'tis of Thee	5 - 8	Sing along with words. Listen to what they mean. Discuss.	Learn words to song.
Start the Music	My Hands	2 - 6	Before singing ask children "what am a wiggling?" and wiggle fingers. Move onto toes, legs bending, nose, fingernails, hair and then sing. At end, make a raspberry and show your tongue. They will laugh. Then let them know you can only do that with the song.	Teaches body parts and what they do, where they are. Is a silly song. Raspberries strengthen tongue muscles for language and they're fun. There's a time and place for everything.
Mr. Froggy's Family	My Kazoo	2 - 8	You must hum into a kazoo to get sound. Children can make their own kazoos. First part, children interject "toot toot-toot" after each sentence. Children must then repeat whatever pattern they hear played. Second part, children play along to melody. The next section is improv; play whatever you wish. The last section is the Blues.	Humming vibrates bone structure in the head and energizes the brain. Great for language development as air is supported by diaphragm. Children with delayed speech problems are helped with this type activity. Patterns are great for math. Improv helps children be creative. The last section introduces them to the form of "Blues", using music as an outlet for emotion.

Tunes	My Fat Cat	2 - 8	<p>First section of song, children repeat back what lead voice says and also does the motion. Point to self for I and sing cat for "I had a cat" Use sign for Fat. Show sign for No and climbing motion for "She couldn't climb up" and show sign for mine and sign for tree. For "My backyard tree" Put head on hands as if laying down for "she'd lay around" For "Just say 'meow'" show sign for cat. Demonstrate running for "Boy could she run" and for hearing bow wow, sign dog. For next part, have children listen and do motions while you sing and do the motions. When that section repeats, have children sing and do motions.</p>	<p>Putting motions with the words helps with retention. Use of several senses, helps to activate more involvement of the brain for memory. During second part, children watch and listen and then add their voice. This helps learning to memorize. The song is also plain fun and silly. It gets children actively involved in the story. Musically, the song is teaching A B B' form.</p>
unFROGettable	My Teddy Bear	2 - 5	<p>Ask children if they have teddy bears. Talk about them. Invite them to bring them to class or provide them for the children. Dance with the bears and when song prompts, give a hug, a squeeze and a tickle.</p>	<p>Teaches self-soothing and that it is ok to have a doll/bear for comfort. Shows gentle ways to interact that are loving.</p>
Start the Music	My Thumb	2 - 5	<p>Listen and discuss.</p>	<p>Break habit of thumb sucking.</p>

unFROGettable	Name Song Games	4 - 8	<p>This song may have to be introduced in sections as it is a compilation of 3 camp songs. "John Jacob Jingleheimer Schmidt", teach them how to say that name. Pat thighs while singing the name. Point out for "His name"; point to self for "My name, too". "Whenever we go out" move arms outward. Cup hands around mouth for "The people always shout" Point as you sing "There goes John Jacob Jingleheimer Schmidt" And sing "La la la la la la" Song repeats with louder and softer verses.</p> <p>Michael Finnegan - show hair on chin, Move hands up and out for the wind blowing them off and then back to chin when they grow back in. Show exasperation "Poor ole MF" Repeats with each verse getting faster. Sassy Sal and Happy Hal is a song where children repeat after you, using the same voice intonation.</p>	<p>Keeps traditional songs alive and shows how much fun they are. JJJS uses motion with words to activate the whole brain. Works on control of voice volume. Michael Finnegan works on Tempo - each time it gets faster, the tongue and brain must move more quickly. Sassy Sal / Happy Hap uses alliteration as well as various voice styles. Children who can follow melody will do better with phonemic awareness. This type song will help strengthen reading / speaking skills.</p>
Roo Teen	No Butts Tango	5 - 9	<p>Have children get into groups of two. They put arms out in 'tango' position' and take three steps for first line. They turn and take three steps in the opposite direction for second line and back again for the third line. They look at each other and say "No butts about it" Then put their hands in a pleading position and say to each other "Please don't smoke" Stop dancing and sing the bridge part. Let children act out the words as they see fit.</p>	<p>Teaches dance step and style of Tango. Enforces safety unit on refraining from cigarette smoke. Dancing with partner helps for proper touch. Looking at someone and asking not to smoke, personalizes the choice. Dance patterns help for math. Safety unit covers negative aspects of smoking.</p>

Start the Music	Nothing Else	3 - 9	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. Teaches how to occupy yourself.
Jazz Up Your Language Arts	Nouns	5 - 9	Use list on back of CD to make noun cards or put nouns on a list to view at front of room on an overhead. Divide nouns into 3 groups, person, place and thing. Have children sing "A noun is a person, place or thing" and children (or teacher) can hold up the card for each word. All the nouns that a persons are in the person file, and when that verse is sung, the appropriate card is held up for each word. Children repeat chorus and then the place pile and thing pile are presented.	Teaches concept that nouns are persons, places and things. Allows children to not only hear the definition but to see the words with pictures. Actively singing the definitions several times will allow the concept to become more concrete.
MARry Christmas	OChristmas Tee/ O Menorrah	4 - 10	Sing traditional song. Add Jewish verse.	Learn that we celebrate different things and what are traditions.
Start Each Day	Ocean	2 - 7	Put hand near ear for "Hear the roar". "Hear the waves smack" slap hands together; Hold nose for "smell the air" wiggle fingers and toes for last line. Sway back and forth for the verse.	Teaches vocabulary and synonyms - ocean/sea. Reinforces word meanings by acting out with motions. Swaying internalizes rhythm
Music Makes it Memorable	Oceans	6 - 10	Use of piggyback song to name oceans. Show oceans on a map.	Learn names of oceans.
Songs I Hadn't Sung Yet	Ohana Hula	4 - 8	Tell about the hula and how it is a dance from Hawaii. Have children move hands on one side and step the opposite direction and then switch. Follow the lyrics	Teaches coordinated movement and following direction. Introduces to Hawaiian music and culture.
Mr. Froggy's Friends' ABCs/ Barn Glove	Old Mac Donald	4 - 8	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.

Songs for a Great Day!	On a School Bus	2 - 6	Have children make "Brrr" sound to start engine. Pretend to drive a bus and bounce. Tell children to turn right. For verse part of song, Say "Red light. What should we do?" Stop bus and discuss. Music starts back up say "Green light. Let's go". At end, tell them to turn into parking lot, press the brake to stop and wave to the kids getting off the bus.	Brrr sound good for language development. Bouncing is for reading proficiency. Teaches about traffic lights and when we get to ride a school bus. Ritual into being a bigger kid
Jazz Up Your Language Arts / Play & Learn	Opposites	4 - 7	Sing along and bounce bodies. Give responses to opposites. May use signs with words on them for visual reinforcement.	Bouncing for steady beat. Learn opposites. Signs help for word recognition and visual learners.
Safety	Out and About	4 - 8	Listen and discuss. Children can take different parts to sing.	Teaches about safety issues when out side the home
unFROGettable	Over in a Place	4 - 8	Have pictures ready of the different animals or use puppets. Children can sing back the children's parts. EG - "Swim" said the mama. Children answer "We swim". Talk to children about how animals live in different places as people do. Discuss what animal might be indigenous to your area	Introduces animals from different regions of the country. Shows that all babies bond with their families.
Start Each Day	Parachute Song	2 - 6	Have half the group sit under parachute in a squat position so they can up and down easily. The other half holds the parachute. Walk the parachute around the children in the middle. When the parachute lifts up, the children in the middle stand; when it goes down, they go back into squat position. If done in a MwM class, children are under parachute; parents hold parachute. If children want to hold, they must be in parent's arms so the parachute can be lifted high enough.	Following directions. Learning up and down. Working together. Speed changes; it gets faster. For younger children, constancy is taught. Even though you cannot see parents when under the parachute, they are still there. This can be a little scary for 2 year olds.

Start the Music	Parachute Goes Up & Down	2 - 6	Follow directions of moving parachute up and down then shaking it.	Following directions, up and down and shaking.
Jazz Up Your Language Arts	Parts of Speech Slide	6 - 9	Must be familiar with parts of speech. Start by clapping hands and doing two foot stomps to opening lines. Listen as do as song directs.	Uses movement for active learning and reinforcement of parts of speech. Follow directions; sequencing.
Today's Children	Patience	2 - 6	Listening song. Discuss what patience is and why it is important. When do you need to be patient.	Defines patience. Exhibits child's typical behavior at end of song.
Hear Me Sing; Watch Me Dance	Peanut Butter & Jelly	5 - 9	Can use props. Sing "Peanut Butter' In full voice and whisper and jelly.	Shows process of making a sandwich for scientific method. Practices whisper voice for voice control. Listening.
Play & Learn	Peek-a-boo	0 - 3	Cover eyes and peek out whenever song says. For last time, there is a pause causing anticipation.	Teaches what peek-a-boo is by explaining in lyrics. Teaches constancy
Roo Teen	Peer Pressure	5 - 9	Song for listening and discussing.	Defines peer pressure.
Start the Music	Pee Pee In the Toilet Bowl	2 - 6	Let children listen; they'll giggle. Have them make the "pss pss" sound.	Teaches potty training.
My Mindful Music	Picture Thinking	5 - 9	Close eyes and visualize words. Discuss what was seen.	Helps children learn that they can visualize things they enjoy doing when they are in an uncomfortable place. This technique is often used for chemo therapy. This can also be used for pre writing skills. Children visualize and then put it down on paper or tell a story.
Pier Pals	Pier Pals Theme Song	3 - 9	Do Caribbean type dancing and sing along	Helps to feel welcome and happy
More Music with Mar.	Planets	6 - 9	Have children listen to beat and then tap their thighs to it. Left, right, left, left right. Try to sing while tapping. Stop the pattern and just tap both thighs together as the names of the planets are said. If instruments are available, they can be added	Beats in sets and patterns help math and language skills. Vocabulary is taught. Names of the planets are more easily retained because of use of music and patterns. Movement has the motor cortex involved as well.
Singing in a Different Key	Playing with a Bean Bag	2 - 6	Give out bean bags. Follow what the song says, tossing in the air, putting on your hip etc.	Coordination and vocabulary.

Hear Me Sing; Watch Me Dance	Pig Song	4 - 9	Can use book "Long-nosed Pig". Song is a tall tale. Explain about Aesop's Fables. Have children alternate hands quickly from one thigh to the other for the trotting sound. At end, have children reach up and squash their nose while saying "Oink".	Teaches moral - stop bragging so much. Story type - fable. Books are fun.
Songs I Hadn't Sung Yet	Pirate for a Day	3 - 7	Put a patch on your eye and wave a Jolly Roger (Pirate Flag). Talk about how pirates were not nice, even though we may want to pretend to be one. Have children practice thrusting their right fist upward and say "Yo ho! Yo ho!" Children repeat after you and said "Argh!" "Shiver me timbers". Tap alternating hands on thighs and pretend you are walking onto a ship. Listen to the words and play along.	Discusses what a pirate is and introduces vocabulary associated with it. Teaches when to listen and when to respond. Keep steady beat with hands for reading. Uses imagination
Music Makes it Memorable	Planet Placement Dance	6 - 10	9 children hold picture of planet with name. One child in middle is sun. Children walk and turn around the sun. Extra children can be stars, meteors, clouds etc.	Teaches planet placement, revolution and rotation.
A Musical MARathon	Pledge of Allegiance	5 - 9	Puts the words of Pledge of Allegiance to a march that is recognizable. Have children sing along while marching either in place or around the room.	Words to pledge.
Mr. Froggy's Family	Please Use Words	4 - 9	Listen to song. Have words up front and have children sing on the chorus. During instrumental, as the children to come up with some positive statements to interject ie "Treat others as you would like to be treated" After song is over, discuss what it means.	Teaches conflict resolution. Has children listen to other children tell what type situations they've been in, including that words are hurtful as well. Encourages them to come up with solutions.

SFGD / Safety	Pledge to lead a Drug-free Life	4 - 10	<p>Take 3 steps forward with hands face up, fingers opening and closing for words "taking drugs" Right hand over left; then left over right for "Not the thing to do" Show sign for drugs "Drugs have a way" Take 3 steps back with hands on throat "Taking over you" Turn sideways and throw right arm out "We may be kids" Put right hand to right ear, "hear what we say" Stand facing forward with right hand up as in swearing an oath "we pledge" Do a silly dance step for music. Assign questions to different children. Have everyone look at them with negative expressions and give answers as a group. For rap, can give different sections to individuals. Stand in a "chill" position. Everyone says "You're just a real sap" and changes position. Everyone says "No longer makes the scene" Change position. Solo part and everyone comes in on "Drug Free" and does the sign language for it.</p>	<p>Teaches how to say no. When the questions are asked, the music is ominous; when a good answer is given, the music is happy. Children learn to be empowered to say "NO." The earlier the message is in the brain, the better chance the message stays with them. If nothing is there to teach that drugs are bad, they will not have a defense. Motions help for retention of words and comprehension. Use of rap and rock makes the song more likeable by children.</p>
Songs I Hadn't Sung Yet	Pretty Scarves	3 - 6	<p>Give each child a scarf and have them follow the words - move scarf up and down, side to side. Take it for a ride by moving freely around the room. Put scarf in front of your face. Lift it and say "Peek-a-boo!"</p>	<p>Teaches directional words and following directions. Allows for free movement of body for spatial temporal awareness. Peek-a-boo shows constancy.</p>

SFGD / Start Each Day	Primary Colors	2 - 6	Sign beginning. Show color wheels. Children tell color as it is shown. Show color and give a motion to go with it. The second time, you speak positively and say "You know what to do" and have children tell you. Clap at end and say "You know your colors" May use foreign languages or letter beginnings as repeat when children give color. For example, children say "Red" You may say "Rojo." Blue "Azul" yellow "Amarillo. In espanol, bien hecho" or Red R; Blue B; Yellow Y. Rouge, Jaune, bleu. En francais. Que bon. Rosso. Giallo, azzurro. In Italiano. Molto bono. German - Rot. Grun. Blau. Deutsch. Das ist gut.	Teaches colors, signs for colors and exposes to different languages or beginning sounds. Associating a motion helps to strengthen memory skills. By speaking "You know what to do" , reinforces positive thinking and belief in their abilities. Doing it several times helps for retention.
Safety	Private Zone	3 - 9	Listening song. Private zone is any area on your body that is covered by a bathing suit. Ask children about that. Talk about who touches you and why.	Teaches what a private zone is and empowerment to stop someone from touching you if it feels uncomfortable. Gives explanation on what is ok and what isn't.
Jazz Up Your Language Arts	Pronouns	5 - 9	Use cards with pronouns on them. Have children hold up and say them. Or, put them up on board to follow along. Show some nouns and use pronouns to replace them.	Teaches different types of pronouns. Allows children to think of how to use them.
SFGD	Proud to Be an American	4 - 9	Marching song. Give out percussion instruments. Call out "Let's march" and move around room hitting the beat with the instrument and singing the words. For instrumental, call out "Let' s count." First 4 times count loudly; second 4 times, count softly.	Pride in being American. Finding and keeping a steady beat. Learning about and using some percussion instruments. Using loud and soft voice. Beats in sets of four is good for math.
Jazz Up Your Language Arts (a little more)	Pump the Pronouns	5 - 9	Review what pronouns are. When you hear a sentence with a noun, bounce. When you hear a pronoun, pump your arms up.	Reviews pronouns. Listening skills. Bouncing for steady beat.

Jazz Up Your Language Arts	Punctuation Mark	6 - 9	Song is in style of Gilbert and Sullivan operetta. Children can have words to children's voices parts and come in at appropriate times. Have punctuation marks on display up front. Point to them when they are sung about.	Exposure to new art form. Learn different punctuation marks and when they are used.
Jazz Up Your Language Arts (a little more)	Punctuation Mark March	5 - 9	Tell about the different punctuation marks that will be used in this march. Have children march. Do as song directs for each punctuation.	Gives a motion to each punctuation mark to aid in comprehension and retention. Teaches sentence enders - period, question mark, exclamation mark. Mentions commas, apostrophes and others.
Jazz Up Your Language Arts	Questions	5 - 8	Teach signs and sing along on chorus. Show signs with words on them.	Teaches signs for different questions and when each question is used.
Tunes / Zoo	Ra Ra Raccoon	3 - 7	Put two hands up, first two times to the right and then two times to the left singing. For "Under the sun", put hands up to the left, then up to the right two times. During "My eyes have circles", draw circles in the air, "My tail has rings" make rings with your fingers. "What's so special" , make up a silly Raccoon dance (twist body, pick legs up and down). Instrumental, keep pattern of 2 bounces to each side and then moving hands up and down, first left than right. "I'm always looking" look for food. "For things to eat" rub belly. "People chase me" pretend run. Repeats. Dance like raccoon at end.	Beginning sounds are practiced (Ra Ra Raccoon; tu tu tu tune) Beats in sets of two, moving side to side is patterning needed for math. Practice shape of circle. Being silly and creative with dance. During instrumental, must hear music pattern to do proper hand motions. By remembering the words that go to the music in their heads, they should remember the motions.

Having a Ball with Music	Rain Dance	3 - 7	Talk about sounds you hear during a rain storm. Have children sing the chant "Rain, rain go away. I want to go out and play". You can let them stand and stamp foot out of frustration. Discuss how sometimes rain can spoil our plans and how we have to control our emotions. Follow prompts of song - stomp like thunder; sway body like wind; bring hands up and flutter fingers down for raindrops; spin like the wind.	Vocabulary for rain storms. Teaches about emotion. Pattern of motions. Coordination of doing them all together. Ritual for a rainy day
Singing in a Different Key	Rags and Puff	2 - 7	Ask the children to watch and follow you the first time and you sing Rags. Then, they repeat. Show fat tummy and zig zag sign. For "Flip Flop", take right then left hand and flop it in front. Shake backside for wig wag and move right hand quickly from side-to-side in front of you for Zig Zag. Same pattern for Puff verse. Show lick. Flick hand out for flick and short kicks for kick kick.	Shows difference between dogs and cats. Listening and memory skills. Puts motions to words for better comprehension.
WMBF	Read to Me	2 - 7	A listening song. Discuss before song, "what is your favorite book?" Ask when they read and with whom.	Great for body control and awareness as well as body parts. Fun!
Today's Children	Recycling Blues	4 - 9	Give out words to readers. Have them insert the singing 'repeat' words. Discuss facts in song. What do they mean? What is recycling? Do you recycle?	Discussion for recycling. Teaches what it is and facts about it. Practice singing blues style.
WMBF	Reggae Riding Hood	4 - 9	Discuss story of Red Riding Hood. Listen to song. Talk about it. Teach them to sing chorus part. Can follow safety lesson.	Shows story in different way. Allows for discussion. Exposure to Reggae music.
MARry Christmas	Reindeer Dance	4 - 10	Follow along with song and do the dance steps. Song progresses through different styles. Can watch on YouTube.	Fun dance for the holiday. Patterns good for math.

Hip Hop Mob	Respect & Pride	5 - 10	Put children into two groups and assign first group to sing "feeling good towards others" and gesture their hands towards the other group. The second group points to themselves and sing "feeling good inside" They all sing "They go together" and one group says "Respect" and the other says "Pride". During the choruses they listen. During instrumental, I tell them they can play air instruments.	Patterns and paying attention to what part to sing. Defines what the words mean and gets children to reflect on the choices they make. Motions use motor cortex and increases retention. Using air instruments is drama.
Today's Children	Responsibility	5 - 9	What is responsibility? Do you have any? What are they? Have children march and sing chorus. Talk about Mardi Gras music.	Hear style of New Orleans Dixie. March and sing for brain exercise. Think about responsibility and what it means.
Jazz Up Your Language Arts	Rhyming Square Dance	5 - 9	Form circle. Give children signs that have the words from the song on them. When their word is called out, they meet their partner in the middle. Put word in left hand, hook right arms at the elbow and turn in a circle, do-si-do, bow and go back into the circle. For last verse, they must find their own rhyming word.	Drills on rhyming words. Use of square dance allows for proper touch and learning steps of dance.
Hip Hop	Roller Skating's Fun	5 - 9	Listening song. Discuss what one must do to be safe when roller skating.	Teaches skating safety rules.
Math with Mar.	Round of Shapes	5 - 9	Sing through once as whole song. Just first part. Discuss different shapes. It goes in order from 3 sides to 4, 5, 6, 7 and 8. Draw shapes and let children see them. Divide class in two groups and sing as a round. Then try it without CD.	Introduces to or reinforces the shapes. Singing helps in retention because it activates another part of brain. Rounds help to strengthen inner voice
Music Makes it Memorable	Roy G Biv	6 - 10	Sing along. Look at rainbow and say colors	Teaches color of the rainbow.
Counting Backwards	Safari on 6	5 - 9	Talk and make sure children know what a Safari is. Have them pretend to be on one and do the motions the song invites while counting backwards by 6 starting at 72	Describes Safaris. Works on skill of counting backwards by 6

Songs I Hadn't Sung Yet	Say "Thank You"	3 - 9	Introduces children to Funk Style. Children say "Thank you" when the song prompts. Discuss before song times we say thank you. Review after song. Use sing for "Thank you". Let children dance	Importance of manners. Use of the word "Thank you".
A Musical MARathon	Scales, Feathers or Fur	6 - 9	Listen to song and identify animal. Can use visuals.	Different animal coverings including human.
Songs I Hadn't Sung Yet	School Year is Over	4 - 8	Song for the end of the year. Listen to it. Discuss. Allow for emotions of how they feel about leaving. Go over the "G O O D B Y E" part and tell them what it spells.	Celebrates all they learned. Goes over things they will be saying good bye to. Teaches spelling of the word which results in a feeling of accomplishment.
Music Makes it Memorable	Seven Continents	6 - 10	Use signs with Continent names and shapes. Children hold. Whenever word 'seven' is sung, children repeat. Hold up sign as name is sung. Let out a loud "Whew!" during instrumental.	Teaches names of continents.
Start the Music	Shake it! Shake it!	2 - 6	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. Fun!
Having a Ball with Music	Shake it! Bounce it!	2 to 6	Use a 6ft parachute. Larger ones can intimidate. For first verse, have children practice shaking the parachute gently. Explain the object is to keep things ON the parachute. Show how to lift the parachute when an object rolls toward you. Place 3 small balls on the chute. Then, remove balls and place Mr. Froggy on. Remove Froggy and bring the balls back.	Works on skill to move objects with control. Use of working together and language skills to communicate with others. Objects move depending on the force of the parachute. This is science.
Songs I Hadn't Sung Yet	Shake the Shaker	2 - 6	Give each child a shaker egg or maraquita.	Teaches control and listening. For the younger

A Musical MARathon	Shapes Make Letters Parts 1 & 2	5 - 7	Puts in their mind that if they can draw shapes, they can make letters because letters are combinations of shapes. Song is divided into two parts - letters that use straight lines and letters that used curved lines. Teacher draws letter up front while singing the directions. Children repeat. Can be done with big motions in the air or on paper.	Practice making capital letters.
Show Me How You Move to the Letters	Show Me How You Move to the Letters	3 - 7	There is a song for each letter of the alphabet and each song has 12 words that begin with the letter and invite movement. The song also is in a style of music that begins with the letter. You follow the words and move to them in a way that best describes the word. Allow for creativity.	Movement helps for better comprehension and retention. Children learn words for every letter of the alphabet and are exposed to various cultures through their musical sounds. Creativity and divergent thinking are used as children have to come up with ways to show the word.
Jazz Up Your Language Arts	(A) Simple Sentence	5 to 9	Use cards with nouns and verbs on them, nouns having one color/verbs another. Have children hold up their card on word noun / verb depending on what they are holding for "A simple sentence is a noun and a verb" Children place their cards together "To make a simple sentence". Listen as words are called and have the nouns find their verbs and join together.	Good review for nouns and verbs

Music with Mar. / Everybody Speaks Music	Sing with Me	5 - 9	Teach the solfege part and the main words. Can also teach sign for this song. Divide class in two parts. Try to sing in a round. Put Spanish and Hebrew words up. Have children listen and try to sing along. Divide class into parts they'd like to sing and try to sing only with the part you picked. Its great to ultimately have 4 groups - solfege, English, Spanish, Hebrew - all singing in a round.	Teaches solfege. Children all over the world can sing in solfege without knowing each other's languages. Exposes children to various languages. Singing in rounds helps to strengthen inner voice. Take concentration and helps to develop focus. Reinforces importance of music in one's life.
Singing in a Different Key	Skinnama Rinka Dinka Dink	3 - 7	Traditional song. Put right elbow in cup of left hand facing up for Skinnama Rink a Dink a Dink and then switch for next part. Sign I love you. Repeat. Indeed I do, hands on hips moving side to side. Stretch for "I love you in the morning. Throw arms out for "And in the afternoon. For "I love you in the evening underneath the moon", make a moon with your arms above your head. Repeat song getting faster, then slower. When inserting "Boop Boop a doos" put pointers out alternating and poking.	Put motions to words for retention. Use of different tempos to work brain and get mouth to form words more quickly. Use of sounds.
Math with Mar.	Skipping Numbers	5 - 9	Skip around room and sing. Instrumental part, get a partner, hold hands and skip in a circle.	By using "Skip to My Lou", brain is familiar with idea and skips numbers.
Start Each Day	Sky	3 - 6	Sing along with song and do hand motions. Point up in the sky. Show pictures of what is in the sky.	Basic understanding of what is in the sky. Shows clouds, stars, sun, moon planets and that they are far away.
WMBF	Slow & Steady	4 - 9	Tell story of the "Tortoise and the Hare". Listen to song. Discuss what it means. Allow children to listen, pick parts and act it out.	Moral of the story. Dramatization enhances comprehension.

Mr. Froggy's Fitness Fun	Smart Woman Merengue	3 - 7	<p>Introduce children to the doll and tell them how she eats healthy food choices. Show them the different foods they can feed her and have each child take one. Have everyone stand up and show them how to merengue. With your hands in fists, rotate them in front of your body. Without taking your feet off the floor lift your foot slightly and bend first your right knee and then our left. Feed the woman each food as it is sung and then do the motion that is called out.</p> <p>At the end of the song when the foods are being called out for review, have children name the food group they belong to. For the last singing part, have them rub their bellies and say, "Te gusto!"</p>	<p>Song teaches nutrition as well as food groups. By adding an exercise to each food, we are helping children to learn that exercise and nutrition go together. Listening skills are developed while they wait their turn. Reviewing at end teaches recall.</p>
Start the Music	Someone Else's Turn	3 - 7	Listen to song and discuss.	Learning its not always your turn.
Singing Science	Sounds All Around	3 - 7	Put hand to ear for Sounds; move your arms in a big circle for 'all around'. Call out answers to the clues and act out sounds	Children learn the four types of sounds - environmental, animal, nature and musical.
Having a Ball with Music	Sounds of Our Letters	4 - 8	Dance to the song and clap when you hear the claps. When it gets to the calling out letters, make the movement the song suggests.	Explores words that begin with every letter of the alphabet. Movement helps with retention and comprehension of the words.
A Musical MARathon	Spelling Colors	5 - 8	Sing and spell the colors.	Spelling the basic colors.
Start Each Day w/a Song	Spider	4 - 8	<p>A listening song that explains what a spider's 'job' is. Song mentions 'famous' spiders from literature ie Itsy Bitsy, Charlotte.</p> <p>Afterwards, discuss why are spiders so interesting.</p>	Tells what spiders do and encourages children to respect their place in nature.

Songs I Hadn't Sung Yet	Spring Song	4 - 8	Talk about when Spring starts and what is special about Spring. Listen to the song and then discuss. What are some things you can do in the Spring that you couldn't do in the Winter?	Review of Spring and what its characteristics are.
Math with Mar.	Spy Numbers	5 - 9	There are lot of things that can be done with this song. Children love to play. You can put on a Sherlock Holmes hat and get a magnifying glass. Pretend to be a spy as the song has its opening words. You may use an overhead with the number sequences and one number missing. Children follow along and put in the missing number. The first time through, it is on the music; the second time, they have to fill it in themselves. They may have individual sheets at their desk where they can write in the missing numbers. OR Sequences can be up around the room with the missing numbers being on the floor around the room. Children must find the numbers and put them where they belong.	Review of counting in order, skipping numbers, by 2s,3s, 5s, and 10s. Allows children to hear answers and then have to figure them out. The element of play keeps the emotions involved and strengthens the learning experience. Gives them opportunities to work it out in different ways.
Tunes	Start at the Beginning	5 - 8	Sing song once and let them discover there is no stopping place. Let children join in one at a time or in groups and then begin to leave until no one is left.	Teaches a looping song (song without a definite end). Allows them to learn waiting turn to come in and leave.
Start Each Day	Start Each Day with a Song	4 - 9	Just a fun song to sing along. Have children try to imitate style of singing. Let them put in their own motions.	Puts idea of music making life fun in their minds. Introduces to 'broadway' type singing.

Math with Mar.	Starts with a Penny	5 - 9	Children can have their own handouts at desk and various different coins. OR teacher can have two gloves. On the right hand outside, a nickel in the middle with a penny on each finger. Show the penny for beginning of song. When it says "Five pennies make a nickel", hold up hand. The left hand has a penny on each finger with a dime in the middle. On the back of the right hand, have a nickel on two fingers and a dime in the middle. On the left hand, have a nickel on each finger with a quarter in the nickel. Show hand as a visual as each part is sung. For last part, take the dime from the front of the left hand, add it to the dime with the two nickels, take one nickel away and bring the quarter over. If children have own workshops at desk, they manipulate the coins with the song.	Learn values of penny, nickel, dime and quarter and the different variations. The visual allows the children to see as well as hear.
A Musical MARathon	Step Into It	5 - 9	Use Meaningful Movement Mats or have food group chart on floor. Three different meals are made using all the food groups. Step into each group to identify the food.	Combines nutrition and exercise while teaching food groups and good food choices. How to prepare a meal and think about using all food groups.
A Musical MARathon	Stomp For Each Number	6 - 9	Stomp once for one, twice for 2 etc. Song repeats with tapping and then again for children to make up their own action. Goes up to 12.	Body feels how numbers take up more space and time as they get larger.

SFGD / Safety	Stop, Drop, Roll & Go!	2 - 6	When song is starting, have children make siren sounds. Show children motions for song and have them do motions and sing whenever it says "Stop, drop, roll and go!". During the instrumental, let a child or two demonstrate how to actually do it so they don't think they're supposed to do the motions. (Remember? They're literal.) End the song with the siren sound again. It's fun!	Siren puts the voice up in the head energizing the brain. Teaches fire safety. Discusses what to do after "stop, drop and roll". Teaches that you only stop, drop and roll IF fire is on you and not to go back and get anyone. Teaches a safe place - where you meet outside your home if your house is on fire.
Play & Learn / Jazz Up	Stop the Music	4 - 7	Place different color papers or objects around them room. (Or, have them look for things that are red, yellow, blue and green.) Move around the room and go to the color the music sends you to. At that color, move the way the music makes you feel. May leave scarves near last color and invite children to pick them up and move with them. At the end, the music brings you down to the floor and you can put the scarf over your head and fold your body over.	Use of Eurhythmics - moving your body to the rhythm of the music. Bodily - Kinesthetic awareness. Awareness of one's own space. Creativity. Listening skills, gross motor skills. Color knowledge. Visualization of what the music means.
Mr. Froggy's Friends' ABCs	Stop Sounds	4 - 8	Point to stop sound letters as you sing them. First time, you sing "B B Big. B B Boy. Big and Boy start with..." have children say "B". Then they say " B B B B B B" Repeat for each.	Stop sounds and words that begin with them.
Jazz Up Your Language Arts (a little more)	Stop When it Doesn't Rhyme	5 - 8	Review what rhyming means. Tell children they will hear a word and do it until they hear a word that does not rhyme with it.	Uses Celtic music for appreciation of sound. Reviews rhyming words.

Safety	Stranger Danger	4 - 8	<p>Have children form a circle. Put the right hand over the head and the left arm folded in front of the body at waist level. Snap fingers while bending knees and switch arms. This is done for the "Stranger Danger" part. Take a pivot step forward, turn and face outside the circle. Take another pivot and turn back into the circle. This is done during the musical interlude. Hold hands and walk around the circle for the verses. Go in a clockwise motion. When it says "IF a stranger tries to grab you" ask children to yell "I don't know you!" Song repeats for three verses each time getting faster. Last verse, the verse is twice as long. When the song says, "run away" have children pretend run around the circle. At end, clap hands up over head move into the circle for 4 beats. Then, put hands down, clap and back out of the circle on 4 beats. This also gets faster. At end, everyone holds hands with hands down and then pick hands up, let go and shake them.</p>	<p>Teaches basic stranger safety. Discuss words with children while doing activity. Let's them practice yelling and running. This is a simple Israeli Folk Dance thus also exposing them to that cultures dance. The end is patterns for math. The song also changes tempo, allowing their bodies to start to feel the speed changes of steady beat. Forming a circle and holding hands is difficult for some young children. Ask them to hold their friend's hand as if it were a little bird or a kitten. Then tell them that this is 'gentle' touch. By going in and out at end, they are working on changing directions, not only with in and out but with up and down of hands as well.</p>
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Mr. Froggy's Fitness Fun	Stretchy Band Jam	3 - 9	Everyone stands are on the stretchy band with each hand on a different color. This song can be done standing up or sitting down Follow the words of the song. In the first verse you were lifting your right arm up like a left on stays down and then switching. The second verse has you peddling your arms straight out in front of you alternating right and left. For the row your boat verse, put both hands stretched out in front of you. Lift them slightly and come up and back into your body. Keep repeating this motion as if you were rowing a boat. Near the end of the song, you use the band to touch your head shoulders knees and toes. At the end, I let the children work the band up or down, in and out or however they like while saying, "stretchy band jam!"	The song is a great work out for the whole body. Works on the concepts of right and left as well as up and down and in and out. Children must cooperate. They learn they have to have their hands a certain distance apart in order to be able to move the stretchy band. Build vocabulary and reinforces body parts.
Roo Teen	Surf the Net	5 - 9	Listening song for children old enough to use internet. Discuss internet safety before and after song. Ask if they learned anything new. Can make up own surfing motions to sing chorus parts.	Internet safety. Surf style of music.
Counting Backwards	Surfing Sevens	5 - 9	Describe how you would stand on a surf board. Have children pretend to surf while counting backwards by 7s starting at 84.	Balance and review of counting backwards by 7s

More MwM / Safety	Swim, Swim	3 - 9	Everyone sings the "swim, swim" part while moving their arms in a swimming motion. We all play air guitar when the guitar is heard and then stand in a slightly bent position with our hands on our thighs. While I sing, I ask them to call out "Yeah, yeah, yeah". For the "No, No", show the sign for "No". During the instrumental, we count to 3 and pretend to jump in, feet first and noses free so we can push the air out. Then we make silly fish faces and try the back stroke. I ask the children to fill in the sentences for me when I get to the rules part (ie there are so many rules like walk--and they answer "Don't run!").	Swimming safety rules. Fun and a cardio workout! Swimming motion is cross lateral. Listening to parts and interjecting proper words. Counting to 3 and jumping.
Songs I Hadn't Sung Yet	Swishy Fishy	3 to 6	Children pretend to move like a fish in a bowl. They make fishy faces. When song prompts, they swish their tails and make fishy faces. At the end, they blow fish kisses	Makes their bodies become aware of how a fish moves. Puckering their lips strengthens the muscles for language. Swishing tails is focus on body control
Jazz Up Your Language Arts	Synonym Shoo Bop	5 - 9	Have words to chorus up for them to sing along. Challenging to sing the chorus! Listen and ask them to write down the synonyms they hear. At end, ask them what they were and discuss if they can think of more.	Drills mouth on saying "synonym, synonym". Teaches concept. Listening skills.
Jazz Up Your Language Arts (a little more)	Synonym Shake	5 - 9	Explain that synonyms are words that sound the same. Have children do a synonym shake whenever they hear a word that sounds the same.	Teaches synonyms

No CD	Take Care of Iur Planet	4 - 8	Teach words to children and discuss what things we can do to take care of planet. Each child has a part to sing (or divide class and each group sings a part) Children then sing in a round repeating the word "Take care of our planet"	Opens discussion to be aware of what each person can do to take care of the planet. Works on inner voice by using rounds.
Music with Mar.	Take Your Little Hand	0- 6	Use Mr. Froggy as a visual to follow. Do as the song says. Invite children to participate with a friend (or their parent if at a MwM class). Be silly so it sounds like a lot of fun. For tickling part, announce "Watch your bellies. Here come those fingers" then say "Tickle" in a higher pitched voice. When it comes to the kissing part, invite children to come up with 'slow, safe feet'" to kiss Mr. Froggy, if they want to. At end, put Mr. Froggy down, and use both hands to clap. Clap with hands up over your head, going from side to side.	Teaches clapping, hugging, tickling, kissing and waving. Mr. Froggy is a visual to demonstrate. Teaches proper touch and interaction with others. Reinforces moving with slow, safe feet to be careful. At end, the clapping over the head is cross lateral movement. The song is fun and helps to create a happy feeling.
Music with Mar.	Tap Your Sticks	3 - 7	When doing the song with sticks, follow along and do as the words say. Start out by holding the sticks up in front of you and moving them from side to side across the front of your body Have the children count "one, two, three" out loud as they hit the sticks. This reinforces the concept through three senses: hearing, seeing and feeling. Point out the counting goes forward and backward. Direction is taught: left, right, in between.	Moving sticks in front of body is crossing the mid-section. When hitting in the air, a different sound is produced than when hitting on the ground. Let children discover this for themselves. Don't always use sticks. For example, "Put your hands in the air and clap with me", "Put your feet on the floor and stomp with me", etc. Listening skills - following directions - Use of both sides of brain.

Mr. Froggy's Fitness Fun	Take Your Little Hands and Move	3 - 7	This is similar to the take your little hand song except it has more movement added. Follow the words of the song. For the part when they lift their, leg I encourage them to lift the leg forward, backwards or sideways. When they bend to touch their toes, I tell them to keep their legs straight without bending knees. Everyone says goodbye at the end.	Teaches directions. Challenges them with some of the activities. Creates a ritual for the end of class.
A Musical MARathon	Teens to Twenty	6 - 8	Teacher spells first, then children repeat. Challenging, fast tempo. Let children sing and challenge friends to repeat.	Spelling of numbers 13 - 20
Mr. Froggy's Friends' ABCs/ Sky Glove	Tell Me The Word	4 - 8	Music sounds inviting and encouraging. Listen to clues and identify the object. Point to it on the glove. Let children wear the glove. Give a motion for each word and prompt children to do motion on review.	Basic objects in the sky and some of their characteristics. Giving a motion for each word aids in memory and recall.
Roo Teen	Tell the Truth	4 - 8	Listening song. Talk about what it means to be truthful. After song, discuss how the girl that lied felt and what the difference was after she was truthful.	Explains importance of being truthful. Let's children know that lying makes you physically uncomfortable and when you tell the truth, you feel better.
Fingertips	These Stars of Mine	3 - 9	Put stars on glove outside of hand showing. Hot pink on pointer. Orange on tall man; Purple and yellow on ring and pinky; light pink on thumb. Take fingers out at appropriate times. Last verse, do twinkling motion, smiling motion and hands waved over your head to show light up the sky. Clap hands and sing ending verse. Last line, show sign for stars.	Teaches ordinal numbers - first, second etc. Teaches colors. Teaches self-concept. Use of familiar tune helps focus to stay on words. Use of gospel sound.

unFROGettable	This is the Way	3 - 7	Basically, a sing-a-long / movement song. Do as song instructs. Ask children to add other things that are done at school. Act those out.	Follows routine of the day. Works on movement words. Exercises the body.
Wide-mouthed Bullfrog	Three Pigs Rap	4 - 9	Ask children to put their "piggy paws' up and jam. Can assign parts to children to sing once they know the song. Have them repeat, "I'll huff and I'll puff'. Have them take in a deep breath and blow. Use hands to pat thighs and make a running away sound. At end, say "Peace out".	Story of the 3 pigs set to rap. Drama. Story component. Life lessons.
Music Makes it Memorable	Time to Read	6 - 10	Hold a book up front and demonstrate s the song plays. Have children whisper "It's time to read. Let's get a book."	Teaches how to treat a book and to value it.
Mr. Froggy's Fitness Fun	Time to Drink Some Water	3 - 7	Take time to sit and hydrate, while explaining why it is so important. Mention importance of water and not drinks with sugar.	Our brains are electrical and need water and oxygen. This sets a good habit in motion
Music Makes Me Wanna Move	Time to Stretch	4 to 7	Begin by stretching and discussing why we need to stretch our bodies. Follow prompts of song for bending, twisting and reaching. At end, when repeating words, have everyone sing the "Da da dadad" parts to involve the voice for added benefits	Movement and directional words. Getting Oxygen into brain for better focus. Loosening muscles in neck for blood flow to brain. Singing activates semi circular canals for balance
Songs I Hadn't Sung Yet	To the Zoo	3 to 6	Have children answer question "where are you going today" by saying "To the zoo". As they hear animal description, they say what animal is and do the motion /make the sound	Animals in zoo - how they move and the sound they make. Learn call and response - Question is asked; they respond

Wide-mouthed Bullfrog	Today is Monday	3 - 7	Make cards that have pictures of the day with the food. Children sing the different voices to go with each day. Each day represents a different region of the US.	Days of the week. Different food choices. Cultural differences. Memory. Retain and retrieve.
Everybody Speaks Music	Today is Monday Everywhere	5 - 9	Sing the days in English, Spanish, Japanese and Hindi. Can use signs to show the different words.	Teaches days of the week in 4 languages.
A Musical MARathon	Today is Monday 2	5 - 9	Uses Today is Monday song to insert food groups. Identifies the food eaten on that day to its group and then tells and exercise to do.	Teaches food groups. Incorporates exercise with nutrition.
Start Each Day	Tommy Turkey	4 - 9	Show sign for Turkey. Everyone is seated. Teacher sings. Shows sign for dance. Shake hands by holding them sideways for "shakes his tail feathers" Point to children for "wants to dance with you" Invite everyone to stand up when song says so. Everyone stands and shakes their tailfeathers, all the way down. Flap your arms and turn. Move from side to side like a turkey. Sit back down and show sign for "enough!" Repeats with children singing.	Fun song for Thanksgiving. Teaches signs. Children must follow directions. Can be a good song for show. Children also enjoy watching adults be silly.
Today's Children	Traffic	4 - 9	Listen to song. Have children sing "Traffic, traffic" part. When they are readers, give them the words to follow. Afterwards, discuss when they've been in traffic. What did they hear in the song that they are familiar with and what can they add to it.	Similar to a 'talking blues' song. Reviews behavior that is exhibited or should be displayed while stuck in traffic.

Tunes	Tunes for Tiny Tots	2 - 7	Get in a circle and skip around to "These are tunes.." part. Clap hands and stamp feet for that part. Instrumental part, do a simple jig. Put pointer finger on your head and other hand on your hip. Put right heel out in front of you, toes pointing up and then bring back in. Repeat with left foot. For older children, tap right toe forward, cross over your left leg, put it back out in front and then back into place. Repeat with left side. Sequence of song then goes backward - stamp, clap and circle.	Teaches an A B C B A pattern, which aids in higher level math readiness. Each section has its own movements associated with it. Clapping and stamping at same time is easier than alternating; it is not cross-lateral. The jig is very simple for little ones or you can use the harder one for the older children. Lyrics teach that "It doesn't matter - no one's steps are wrong."
More Music with Mar.	Turtle	2 - 7	Children can use hands with thumbs tucked inside as turtle or a puppet can be used as a visual. The style is classical exposing children to the sound of the string section of the orchestra. Walk around with turtle puppet and when the lyrics say "he takes a bite" pop out the puppet. (Or, they pop out their thumbs.) During instrumental, have children pull both arms into chest, thrust them out, open them up and then bring them back in, feeling the beat of the music.	Teaches about the environment of a turtle. In the background is the sound of a brook. You can explain that not all turtles live in the water. When children are doing the swimming with their arms, that is cardiovascular exercise and helps them to internalize rhythm.
MARry Christmas	Twelve Days of Christmas	4+	New version of old song. Can use cards to aid in memory or assign each person (or 2) something to remember.	Retain, retrieve, scaffolding.
Hear Me Sing; Watch Me Dance	Twelve Months of the Year	5 - 9	To the tune of "12 Days of Christmas". Each month represented by what it is best known for. Cards available by asking. Children hold cards up front and sing.	Retain and retrieve. Scaffolding.

unFROGettable	unFROGettable	3 - 7	This song reviews basic concepts. Sing along to the chorus. Get a beat going and sing the ABCs. For the counting, have children show their 10 fingers so they can SEE what ten is. During the color part, use the color wheels as you review how the primary colors blend.	Review of ABCs, counting to ten and blending of primary colors to make secondary colors.
Songs I Hadn't Sung Yet	The Unicorn	3 - 9	This song is based on a poem by Shel Silverstein. It tells the story of why there are no unicorns and is based on Noah's Ark. Show children motions for each animal. Ask for volunteers to come up front and lead the animals choosing one or two children for each animal. Have 2 children be unicorns and stay to the side, playing. Use the following motions: Green alligators - put your arms straight out and have your right arm lift up and then slap down onto your left arm two times; Geese - extend your arm up at the side of your head. Camels - show a hump on each shoulder; Chimpanzees - move your hands under your arms like a monkey. Cat & rats - make whiskers under your nose; Elephants - extend your arm in front of you, next to your nose. Unicorn - put index finger in the middle of your forehead, pointing out. During the verse where ducks quack, elephants elephant - make the sound. Have the unicorns act out the part where they splash and play and 'miss the boat'.	Importance of listening and staying with the group. Review of animal sounds. Memory skills as each verse repeats. Sound and movement together for more brain involvement. Creativity in use of motions. Singing for balance (activation of semi-circular canals.)
Today's Children	Vacation	4 - 8	A song to listen to when you are going to talk about vacations. Introduce the unit and discuss what you need to remember on a vacation.	Introduces some safety ideas children may forget about when on a vacation. Helps them to think about safety and not just the fun

Start Each Day	Valentine	3 - 7	Make Valentine sign over heart and sing. Valentine, valentine. Sign Happy Valentine's Day. Point to self, and then out for "I have something to say" Sign the letters to spell I Love You. Show sign for I love you. Put a kiss on your hand and blow it out to the class.	Teaches signing and spelling of I love you. Reinforces affection for one another.
Jazz Up Your Language Arts	The Verb Game	5 - 9	Give 6 children the cards with verbs on them. Stand in circle so everyone can see each other. Twist and sing 'verb game'. After "You'll say and do the same" clap 2 X. Point to child after "say and do a verb for me" That child announces verb on their card and does the action. Everyone else repeats the word, does action and says "That's a verb". The last time, verbs are not given. Ask children to make up verbs. Pick a child for each of the 3 blank spots and have them make up a verb	Teaches verbs. Gets children to follow a pattern. Teaches definition of word by having them do the associated action. Helps with creativity by having to think up new verbs.
Jazz Up Your Language Arts (a little more)	Vowel Power	5 - 8	Do each motion for the long vowel sounds. Repeat the song with different motions for the short vowel sounds.	Teaches long and short vowel sounds. Putting a motion to them activates the full brain for maximum comprehension and retention.
Mr. Froggy's Friends' ABCs/ Monkey Glove	Watch the Monkey That Moves	4 - 7	Show each monkey and identify what movement to do for that monkey. Children must watch do the motion for the monkey that moves.	Teaches following directions and memory.
Jazz Up Your Language Arts / Playing & Learning	Walk or Dance	2 - 7	Place colors around the room - red, blue, green and yellow. Tell them they can find the color in something else around the room. Great for use with descriptive writing. Have children move and when a color is called they go to that color and move the way the music sounds (eurhythmics).	Introduces to different styles of music. Spatial / Temporal reasoning. Move body to the beat. Find their colors.

Playing & Learning	Walking, Walking	1 - 4	Have children try it in their hands first by speaking the song. This puts the concentration into a part of their body that is easier to control. Then have them stand up and do song with entire body. Remember that a hop is one foot which is difficult for this age, but good to practice.	Teaches listening, body control and coordination. Also teaches motor skills.
I L Y Rits 1	Walk, Hop, Stop	2 - 7	First say words and use hands on lap to illustrate what they are. Walking, hopping (one hand), running and stopping. Then get up and do it with your whole body.	By putting in hands first, children can understand what they will be doing. Hopping is one foot; jumping is two. This teaches the motor skills as well as what the meanings of the words are. It also helps with gross motor skills
Play & Learn	Walking Drum	3 - 7	When children hear drum playing, they walk. The walk is to the pattern of the drum. When drum stops, all children squat down to the ground. The drum will make a 'stand up' sound and everyone will get up and repeat.	Drills on listening skills as well as motor skills. Creativity is explored when they must decide 'how to' move. Can let children do it without the music, allowing them to play drum and be creative.
A Musical MARathon	Walk. Jog. Run	5 - 9	Each food has a different fat content. Depending on that content, you should choose an appropriate exercise. Listen to the food choice and do the appropriate exercise.	Teaches nutrition and exercise.
Counting Backwards	Waltz and Count Backwards by 3	5 - 9	Teach a waltz step. Have children get partners and waltz while counting backwards by 3s starting at 36	Beats in sets of 3 uses a different meter for Math understanding. Partners encourages working together. Drills on backwards counting.
SFGD / Hip Hop	Wash Yourself	4 - 9	At beginning, swing arms in front of body and then throw them up in the air towards the	Teaches direction. Great exercise. Choosing partners and proper touch. Hygiene. Children
My Mindful Music	Waves	4 - 8	Act out words. Ask children if they've ever jumped in waves. Many haven't. Discuss what they can do in waves. Do the activities.	Introduces waves and the ocean. Purposeful movement teaches control. Swimming motion is cross lateral (reading.).

Mr. Froggy's Friends' ABCs	Ways to Move	4 - 8	During opening part, sing along. When the words say "move fast", run in place. "slow" move slow. Act out ways to move as they are sung about. At end, each movement repeats.	Explores ways of moving. Spatial awareness. Sounds of different transportation
Mr. Froggy's Friends' ABCs/ Sky Glove	Way Up High	4 - 8	Show the stars and count them.	Simple counting song to 5.
Roo Teen	We Can Change Things	5+	Listening song for older children. Discuss how people have been cruel to others. Explain how if we do not learn about these things, we do not know enough to recognize them and stop them. After song, ask for what they heard and have a discussion.	Teaches about prejudice. Empowers children to know they can make a difference. Maps brain to understand that knowledge gives us the power to change things. Learn about different types of prejudice.
Math with Mar. / Start the Music / Everybody Speaks Music (Spanish, Hindi, Chinese)	We Know Our Shapes	4 - 7	Find things that have the shape of a circle, square, rectangle and triangle. Sing the chorus. Hold up a circle. You draw a circle in the air and make the sound associated with it; the children repeat; the song defines a circle and then you and the class together make the sound and draw the shape. Everyone throws their hands out and says "Shapes, shapes, shapes, shapes". The song repeats for each shape.	Teaches four basic shapes. Because a sound and visual are added, it helps for comprehension by activated more regions of the brain. Using everyday items helps children see that shapes are a part of our everyday life.
Math with Mar.	We Like Math	5 - 9	Listen to song. Learn to sing chorus. Have children put in questions - What? Why? The song explains why you need to know math. Listen and then discuss what things were sung about in the song and ask children if they thought about math like that. What else do they need math for?	This song gives children a reason to learn math because it associates it with practical things they do in their daily lives. In the chorus, there is a little humor with the interjection of the questions.
Everybody Speaks Music	We Walk	7-Mar	Have children do the motions song indicates.	Teaches basic motor movement.

Fingertips	We Will Have a New Friend	4 - 8	Have 7 children come up front. Each has to remember one word and one motion for that word. For first verse, that person says "All Right" and throws up arms. Second person "Hi there" and wave; third - laugh and play - throw out arms and say "Ha ha ha" - Eat lunch "Chew chew" pretending to put food in mouth; take our naps - put head on hands and snore; sing songs -hold hands like an opera star and say "La la la". Get a hug say "Hug hug" and hug yourself. When second part is sung, it is followed by a repeat of the first. This continues so that by end of song, all parts are song. May use signs with the words/pictures on them. Can then put in a book for new child to take home with a copy of the song. Make a cover for the book welcoming the new child	Songs with verses that build upon each other get the brain ready for chapter book reading. Great memory drill. Helps children look forward to a new child coming; helps new child feel welcome. Teaches children how to make someone feel welcome. Reviews the events of the day in sequence. Visuals help word recognition.
A Musical MARathon	We Will Spell Our Number Words	6 - 9	Teacher sings number and its spelling, children repeat.	Spelling numbers up to 12.
Fingertips	We're Balls of Energy	4 - 8	Bounce up and down and sing loudly "Energy, energy. We're balls of energy" Then sing softly. Do as song says - bounce, spin, sway. Then song goes in backwards sequence in slow motion. At end, go all the way down to the floor. Put out sizzle fingers and say "szzzz".	Teaches everyone is in control of their own energy level and volume of voice. Practices changing from loud to soft. Bouncing feels steady beat for reading proficiency. Spinning strengthens vestibular system and swaying helps for balancing. Sequencing backwards wires brain for subtraction. Also, drills memory.
Start Each Day	Weather Song	4 - 7	Sing chorus together. When song says parts about what it's like outside, point to picture and have everyone give appropriate answer - it's windy, rainy or sunny. Can sing without CD and make up own verses.	Teaches about different types of weather and what we see outside that is associated with them

Mr. Froggy's Friends' ABCs/ Barn Glove	What Animal's Missing?	4 - 8	Use glove or pictures. Children sing sequence of five animals. Song repeats with one missing. Take the finger away when that animal's name should have been heard. This helps guarantee success. Children call out which animal was missing. Can repeat activity without music and change order of when animals leave or change whole order of animals. Let children do it.	Teaches to look for the missing piece. Letting children reorganize animals is child directed activity. Remember sequence and figure out what changed.
Having a Ball with Music	What Do You Hear?	3 - 7	Show the children the four instruments and how they sound. The first time they listen to the song, they can see the instruments and call out what they are hearing. The second time, have them close their eyes and guess what instrument they are hearing.	Introduces children to drum, shakers, triangle and tone block and the sound they each make (tone color). Develops strong listening skills. Extends music vocabulary
Start Each Day	What Will You Be?	3 - 7	Sing what will you be part. Then point to each child when question is asked. Have children announce what they'll be. Make funny faces and scary faces at appropriate times in song.	Creativity. Being something other than yourself to try it on is a helpful skill when thinking about what you want to be when you grow up or sometimes to conquer a fear of something.
Start the Music / Sky Glove	What Would I See?	2 - 6	Use glove and ask questions. Teach children responses with motions. The sun, fan self and say "It's hot." Star, its bright; Rocket ship, "Zoom fast" (slap hands together and slide them) rocket ship (put head on hands) say, "at night."	Teaches basic things in the sky and basic characteristics.

Mr. Froggy's Friends' ABCs	What's Up In the Sky?	2 - 6	Use glove or visuals. Hold glove and show them what to do for each object. For the sun, pretend to fan yourself and say "It's hot". Star - extend all fingers out and up and say "It's bright". Rocket ship - take your right hand and slide it forward on your left hand and say "Zoom! Fast!" For moon, put your hands together on the side of your head and tilt your head down to sleep and say "At night". Repeat all motions and words at the end.	Review of words for the sky and what their purposes are. Motion combined with word aids in comprehension and retention.
More Music with Mar.	When It's Ready!	4 - 7	Losing a tooth is a symbol to a child that they are no longer a baby. Song tells a story for children to listen to and discuss afterwards. They can sing along with "No No. Don't ask me anymore!"	Reflection on what losing a tooth means and the feeling associated with it.
I L Y Rits 2 / Fingertips	Where are the Bees?	2 - 6	Put bees on fingertips on outside of hand. Fold hand up. As bees come out, open up hand. Playfully fly hand around room making buzzing sound. At end, catch with other hand and fold back up.	Concept of five. B sound for buzzing. Unit on bees. Catch them and bring them back - protection.
Play & Learn	Where is Baby?	0 - 3	Can cover babies eyes with hands or a blanket. Pick up and be surprised for "here I am"	Constancy. Babies are not sure if things still remain when not seen. This teaches we are still there.
Hear Me Sing; Watch Me Dance	While Eating Lasagna	4 - 9	Have children listen to you tell story while you do motions. Discuss if it is a 'true' story. Do song again. This time you say a line and they repeat, including motions.	Tall tales. Listening. Putting motions to a word aids in comprehension and retention.

Tunes	Who are you?	4 - 8	Walk like a Native American hunter through woods. Two stomps with left foot; two stomps with right alternating. Stop on the "he sits up in a tree" For this part, pretend to be an owl. Last verse, children choose whether to be an owl or a hunter.	Uses soft flute and drum music. Introduces to Native American music. Two steps each side aids in math comprehension - beats in sets of two. Lesson about owls and hunters.
Mr. Froggy's Fitness Fun	Who Can Pull the Stretchy Band?	4 - 9	Have everyone stand around the stretchy band holding onto one of the colors. Tell them you're going to ask the question, "Who can pull the stretchy band?" and they will answer, "we can" while they take two very small steps backward. Pull the stretchy band out while walking backwards following the words and then walk the stretchy band back in as it directs. Follow all the directions of the song. The third first says to step inside the stretchy band. Have everyone do that and face outward again following the directions of the song. For the last verse sit on the ground with your feet straight out in front of you. Follow the prompts of the song until you were laying down pulling the stretchy band until it is up over your head. Sit Back up and then do it again. Stand up and repeat the first verse. The song says, "let go of the stretchy band when I say drop". and everyone should drop the band.	Excellent song for following directions, moving forward and backward and counting. Also works on cooperation and self control as well as toning muscles in the arms legs and abdomen.
More MwM	Who Sings for the Children?	5+	Just a listening song. Can be performed by giving out parts.	Think about the value children are to society and how we must take care of them
Start the Music / Barn Glove	Who's in the Barnyard?	2 - 7	Can use glove or other visual. Clues are sung and children must identify animal.	Basic animals.

WMBF	Wide-mouthed Bullfrog	3+	Have everyone open mouth as wide as possible and sing the "Hi" part. Stay in one spot as much as possible so as not to be a moving target to follow. This is distracting to some children. Show and sign blue bird. Ask children if they eat worms. No. Yuk! For 'hop, hop, hop' hit right leg with hand and point thumb out for away. Sign brown mouse and make "eek" sound. Walk alligator page around. Be careful to stay away from children who look frightened. Open last page slowly and say line with mouth as tightly closed as possible. Throw hands up for last page and have everyone say "splash"	Conveys that books are fun. Concept of being careful about who you brag to. Slapping leg keeps vestibular system active. "eek" is a high pitch sound which energizes the brain. Signs help for retention and language acquisition. Saying splash at ends lets everyone help with the 'reading'
Songs for a Great Day	Wiggle Worm	2 - 6	Children lay on floor pretending to be worms and move their bodies to the song. During instrumental part, they pretend to sleep. While sleeping, I ask them to move a particular part of their body ie "life only your right arm". When singing starts again, they crawl back to the spots and go to sleep at end and listen for the worm 'snoring'.	Body control - spatial awareness. Develop understanding of how a worm moves. Listening skills.
Tunes / Zoo	Will You Ever See a Dinosaur?	2 - 7	Use dinosaur in egg puppet. Ask children to watch for the clues to see what it is. Take parts out slowly so they can figure it out. Ask "Will you ever see a dinosaur?" Sign "no" and have them answer "Not anymore". Roar for dinosaur roar, stamp feet for stomp, point to door for 'come in through a door'.	Deductive reasoning skills. Understanding that dinosaurs no longer exist and cannot be a threat. Actions keep vestibular system active.
unFROGettable	Will You Hug Me?	4 - 8	Follow the prompts of the lyrics. For the "Will You Hug Me?" part have them go to a friend, ask and hug.	Teaches positional words, proper touch and that you have to ask someone's permission to hug them.

Music with Mar.	You are the Best	0 - 6	Dance with your child and sing. Have child sing back to you on the appropriate verse. During instrumental, play piano on bellies or do the backside bongos. Sing and dance with each other. Big hug/kiss at end.	A bonding song. Learn family unit loves each other as each member has a verse. Dancing creates inner rhythm for learning development. Tapping the beat on the body helps to feel the steady beat. Special interaction = love Some children are not receptive to hugging. This is the time when they can be taught to enjoy it or go through life that way.
Mr. Froggy's Fitness Fun	Yoga Pose	4 - 10	This song uses two basic yoga poses. Teaching children yoga as a way to not only be healthy but to help regulate their emotions is an important skill to give them. The lyrics give step-by-step directions to do the cat/cow and triangle poses. In between poses, have children sit on floor and breath	Yoga strengthens the core body muscles which are an important part of being able to sit at a desk and work. Following directions, use of left/right and understanding of the body of a cat/cow.
Having a Ball with Music	You Have a Boo Boo	1 - 6	Use when a child hurts themselves. Ask where the boo boo is and kiss it. Get the hug at the end.	Establishes that you can comfort them and that you are aware of their feelings. Teaches how to sooth.
Tunes	You'll Always Be My Child	0+	A song to sing to your child and cuddle	Bonding
Start the Music	You Gotta Laugh	2 - 6	Can wear blinking red nose. Have children echo your laughs. Walk around and tickle when it says and hold your nose for smelly toes part. Encourage everyone to show you're their best laugh at end.	Use of vowel sounds to vibrate different areas of the brain as well as teaching the sounds. Emphasizes the importance of laughter. Feels good.

My Mindful Music	Zigger Zagger Day	4 - 10	Ask the children if they've ever had a bad day, a day when nothing is going right. Allow them to talk about how they feel when it's a bad day. Tell them that in this song that is called a Zigger Zagger day because things keep going in different directions. For beginning of song, have make a "zip zip" sound and move their head looking first left then right to answer questions. Do actions as the song suggests. Tell children these are things you can do to release your frustration. After song you can read "Alexander and the Terrible, Horrible, No Good, Very Bad Day.	Teaches children to explore frustration and that they are in charge of their emotions and can control them. Also teaches that everyone has these moments. Gives suggestions for positive ways to get rid of this frustration. Helps with the "ZZ" sound.
Songs I Hadn't Sung Yet	Eyes On Me	4 - 8	Review words first. Tell children what their part is. Show them to point to eyes for "We've got our eyes on you" and then cup their ears for "And, our ears, too. Get everyone patting their thighs (tapping gently with their hands to keep a beat). Sing the teacher part; Students sing back their part.	Great for getting their attention. The "ZZZZZ" at the beginng grabs their attention and gets them finding the beat (which helps reading proficiency). Pointing to eyes and ears reinforces their purpose. Song has everyone focused for what will happen next.
Hear Me Sing; Watch Me Dance	ZYXs	4 - 10	Let children get a beat going and move their bodies as they sing the alphabet backwards.	Backward sequencing for math - subtraction skill
Hear Me Sing; Watch Me Dance	Zoo Dee Ay	4 - 10	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.