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This compilation of songs is a combination of stories I like to sing and songs I like to pass on. Some of the stories are traditional tales that still have a relevant lesson. Others are songs I've shared with children through the many years I've had the privilege of working with them. These are songs that have inspired much laughter and eager participation. It is my desire to share them with you in the hope you may share them with more children. 🎵

The Wide-Mouthed Bullfrog

(and Other Stories I Like to Sing)



Music Mar.

This CD Comes with a 32-page Booklet Containing the Words to All 17 Songs as well as Suggestions for Lots of **FUN** Activities to Accompany Each One!

The Wide-Mouthed Bull Frog

There once was a wide-mouthed bullfrog friendly as could be
He liked to hop around and talk to any animal he'd see. He'd say,
"Hi. I'm a wide-mouthed bullfrog and I eat bugs. What do you eat?"
One day on his travels he saw a blue-feathered bird.
He hopped along and sang his song. Sing with me each word.
"Hi. I'm a wide-mouthed bullfrog and I eat bugs. What do you eat?"
"I eat wiggly worms," said the bird.
"Oh!" said the bullfrog.
And he hopped, hopped, hopped away.
Next he met a brown mouse, a cute furry little thing.
He went real near the mouse's ear and began to sing. He sang,
"Hi. I'm a wide-mouthed bullfrog and I eat bugs. What do you eat?"
"I eat seeds and berries." Said the mouse.
"Oh!" said the bullfrog. And he hopped, hopped, hopped away.
The frog went to the swamp. Saw a gator swimming around.
The wide-mouthed frog jumped on a log and began to sound. He sang,
"Hi. I'm a wide-mouthed bullfrog and I eat bugs. What do you eat?"
"I eat wide-mouthed bullfrogs" said the gator flashing big teeth.
The bullfrog pulled his mouth real small and answered back real sweet.
"You don't see many of them around here."
And he hopped, hopped, hopped away!

Recording Credits

Music/lyrics:	Mar. Harman
Traditional Songs:	<u>I Have a Cat</u> , <u>All Around the Circle (Kitchen)</u> <u>Today is Monday</u> , <u>B-A Bay</u> , <u>Apples & Bananas</u> <u>Come On and Sing</u> (based on <u>Down by the Bay</u>)
<u>The Little Old Lady Who Wasn't Afraid of Anything</u> based on book of same name.	
Arrangements:	Mark Dye
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Instrumentation:	Mark Dye
Produced by:	Music with Mar.
Duplication:	Progressive Music, Tampa, FL
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Kid Vocals:	Gioia, Amy Weaver, Kaitlin & Kylie Ready, Courtney Cleland, Marissa Lynch, Samantha Leon, Evan & Stefanie Miller

These songs were a long time in the making. I'd like to thank everyone for their patience! For years, I have sung versions of these songs in many classrooms. Some of them are silly and some teach a lesson. To all the children who have sung these songs with me over the years, thank you so much. You know I love you! Gioia, your voice is, as always, a special addition.
Mark, recording with you is a wonderful experience.

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Read to Me

At the end of every day, when we've put the toys away,
And sometimes daddy's fast asleep,
You run and get a book and say "Mom. Look!"
And into storyland we creep.
Read to me. Read to me.
We sit and read side by side.
Stories old. Stories new.
Or about how dreams come true.
With our books we take a pleasure ride.
What's your favorite book? You decide.

Activities

This song is a warm-fuzzy song, meant to encourage parents to read to their children, every day. Reading can be an end of the day ritual. Rituals are important to children and adults as well. It creates a feeling of familiarity and security. Language is our basic way of communication. Songs and stories are a natural way to teach language. Story telling is a wonderful way to pass down heritage or teach lessons. Using music enhances both.



All the songs (stories) on this recording are given as gifts
to help pass down the fun traditions I've enjoyed sharing.

Some are for older children,
but the youngest ones will enjoy them as well.

To all you children, young and old, keep on singing!

Activities

This song accompanies the story of the wide-mouthed bullfrog. A great book to supplement the telling of this story/song is "The Wide-mouthed Frog" by Keith Faulkner. Here is how to use the song with the book. If you do not have the book, you can use pictures or puppets.

Before starting the song or book, have children repeat after you "Hi! I'm a wide-mouthed bullfrog and I eat bugs. What do you eat?" Tell them to open their mouths as wide as possible. This is a lot of fun and gets lots of giggles going. From a music teacher's perspective, it teaches them to open their mouths wide as they should for singing.

Show the page of the bird when singing his line. Go back to the frog for the frog parts. For the mouse, have all the children "eek, eek" with the mouse. When the gator comes around, open and close the book to have his jaw jut in and out. During the scary gator music, move around the children, opening and closing the page to have the jaws go in and out towards their faces. (Be careful with children two and under; it can be too scary for them.)

When showing the page where he makes his mouth small, help them to understand the lesson by saying, "He didn't want to be a wide-mouthed anymore." When finished, open to the last page and have children yell "Splash!"

Apples & Bananas

I like to eat, apples and bananas (2x)
Repeat using each vowel sound

For the letter A, use a regular voice

For the letter E, use a whisper voice

For the letter I, use an Australian accent

For the letter O, use a ghost's voice

For the letter U, use an opera voice

Repeat all the way through

Activities

Here is another traditional tale with a moral to discuss. This one is about lying and friends being able to trust what you say. The style of this song is rap and rock. When the beat gets going, you'll find yourself moving.

The children are to put up their paws or make the sign for wolf and say "Wolf! Wolf!" every time it comes around in the song. Although, like any other story song, you can add puppets or act it out, sometimes a song is just for listening to and discussing. With children late fours and up, I talk about the story, then I play the song and then we discuss. They will have a lot to say on the subject!

One time, a very wise four-year-old, who I was trying to teach a lesson to with this story, taught me a lesson. She kept yelling "Help!" in the swimming pool, so I told her this story. She said to me "Aunt Mar., I have a story for you. There was a little girl who called "Help" all the time because she thought it was funny. Her mom always came because she loved her." What do you say to that?

The Boy Who Cried Wolf!

There was a boy who watched sheep; it often was a lonely day
To get people to visit him this is what he would say,
He'd cry "Wolf, Wolf" (echo)
Now there was no wolf and when people came
They said "You lied. You should be ashamed
No one believes you when you lie. If you really need us, we might not come by."
Then they left the boy alone. Everyone went home.

The next day the boy was in the field. He thought he'd do it again.
He wanted to have someone visit him. He wanted to see a friend
He cried "Wolf, Wolf! (echo)
Now there was no wolf and when people came
They said "You lied. You should be ashamed.
No one believes you when you lie If you really need us, we might not come by."
Then they left the boy alone. Everyone went home.

Soon after while watching his sheep, the boy saw a wolf outside
He knew he really needed help so he opened up his mouth and cried
He cried "Wolf, Wolf" (echo) He cried "Wolf, Wolf" (echo)
No one answered
Because he called Wolf many times in play
When he really meant it, his friends stayed away.
He had no help to protect his sheep. When the wolf had gone, he sat down to weep.
He learned no one believes you when you lie.
When you really need them, they won't come by.
Only cry Wolf when it is true then your friends will believe in you.

Activities

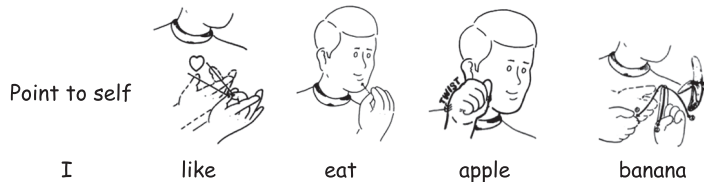
This song helps children learn their vowel sounds as well as practice different voices. And, it's a lot of fun. When we begin, I tell the children "Please be careful not to laugh". Of course, this makes them laugh all the more.

Whispering is harder than talking. It takes more muscles. That is why we should allow times for children to practice the whisper voice.

During the letter I, we try to speak with an Australian accent. While doing so, the music playing is the didgeridoo and the bullroar, instruments from the continent of Australia. O is a ghost sound. Make faces and have your voice go up and down in volume. For opera stars, hold your hands with fingers clasped in front as opera singers do, put your head up high and throw out that high voice.

After each vowel has been practiced, we repeat the first verse and then go through each vowel one more time. At the end, we take a big bite of our apple.

Children can also be taught the sign language for the beginning verse of this song.



Reggae Riding Hood

Oh Red Riding Hood. Watch out for wolves. All people should. (2X)
Little Red went walking one day. To grandma's house she was on her way.
Grandma was feeling sickly so Red brought soup and vitamin C.

Oh Red Riding Hood. Watch out for wolves. All people should. (2X)
Little Red was feeling glad when a wolf appeared. He was big and bad.
He asked questions and when he was done he knew her destination.
She shouldn't have told him where she was going to go.
That wasn't a good idea. No, no! (2X)

Oh Red Riding Hood. Watch out for wolves. All people should. (2X)
The Wolf got to grandma's before Red. Put grandma in the closet, got in her bed.
Soon Red came through the door but she hesitated before crossing the floor.
"What big eyes you have!" she said.
"The better to see you. Come nearer to the bed"
"Your teeth, they look big, too" "That's so I can eat you!"

Oh Red Riding Hood. Watch out for wolves. All people should. (2X)
The wolf tried to grab Red, but she ran. In through the door came a hunting man.
He saved Red and her grandma, too. This story has a happy ending for you.
Oh Red Riding Hood. Watch out for wolves. All people should. (2X)

Activities

Here is a traditional song that teaches the vowel sounds and consonants.
It gets right/left brain activity really busy.

Starting with the first consonant, B, we sing it against each vowel - B-A.
It says 'bay'. Then put the B against each other vowel. Very challenging!
The song would be very long if we did each consonant so just a few were
chosen. Have fun trying all the different consonants!

Activities

One the children's most favorite activities with me is when I sing songs that
use their names. This song takes the traditional melody to "Down By the Bay"
and puts different children's names in the verses. It's a wonderful song to
teach about rhyming words. When I take my guitar out and sing this, they
would do it until it was time to go home! It's also great to do without any
accompaniment. Have fun.

B-A Bay

B - A Bay; B - E Be
B - I Bicky Bi; B - O Bo
Bicky bi bo B - U Bu
Bicky bi bo bu

K - A Kay; K - E Ke
K - I Kicky Ki; K - O Ko
Kicky ki ko; K - U Ku
Kicky ki ko ku

M, T, Z
Sing same pattern with different consonants.

Come On and Sing!

Come on and sing. Make up a song
About a friend. Please sing along.
Just take words, make up something.
Did you ever see Miss Mar. dance with a bear?
Come on and Sing!

Did you ever hear Mark sing like a Lark?
Did you ever see Nicolay be a roly poly?
Did you ever see Samantha chased by a pantha?
Evan can eat five tacos with meat.
AJ can dance like there's ants in his pants.
Kaity and Kylie are pretty smiley.
What dya think Gioia? Can this annoy ya?
Did you ever hear a song that lasted too long?

Activities

You may want to begin this lesson by reading the traditional version of the story. Most children are familiar with it. You can also read the book that offers the Wolf's perspective (for older children 5+). This helps to teach them that everyone has their side of the story.

Teach children to sing the part "Oh Red Riding Hood. Watch out for wolves. All people should." This keeps them actively involved in the story.

Another activity would be to get them to act out the story. Pick characters and have them act it out. Using drama has been proven to enhance retention skills as well as comprehension.

They can draw a picture of their favorite part and tell why.

You might ask children about the words in this song. What did Red bring Grandma? The answer is soup and Vitamin C teaching the good habit of eating proper foods.

The style is Reggae music, introducing children to another style.

In a Dark, Dark Wood

In the dark, dark wood was a dark, dark house
And at the dark, dark house was a dark, dark porch
Behind the dark, dark porch, was a dark, dark hall
And the dark, dark hall had dark, dark steps
Up the dark, dark steps was a dark, dark door
Through the dark, dark door was a dark, dark room
The dark, dark room had a dark, dark closet
And in the dark, dark closet was a dark, dark shelf
On the dark, dark shelf was a dark, dark box
And in the dark, dark box—
There were spiders!!

There's a spider on the floor

There's a spider on the floor (2x)
Who could ask for anything more than a spider on the floor?
There's a spider on my knee and I called "Oh Golly Gee!"
There's a spider on my knee
There's a spider on my thigh and I called "Oh me, oh my!"
There's a spider on my thigh
There's a spider on my belly and I think I'm gonna yelly
There's a spider on my belly
There's a spider on my face and I'm filled with such disgrace
With a spider on my face.
There's a spider on my head.
I am filled with so much dread with a spider on my head.
So....I brushed him off NOW
There's a spider on the floor (2x) Look! He's crawling out the door.
Goodbye spider on the floor.

Activities

Here is another song that can be introduced with a book. Discuss what the story means. Talk about helping each other and then enjoying the benefits together.

There are several things to do with this story and re-enactment. You can buy plastic noses and let the children put on the noses of the animals they wish to be. (You may have more than one cat, duck or pig.) OR, you can make masks or draw pictures. Children may also want props.

Divide the children into the groups of animals they will be. One person gets to be the little, red hen. The hen practices putting hands on hips and saying "I'll do it myself". Then the hen stamps her foot for emphasis. Each animal says "Not I" or "I would" at the right times. The teacher can sing along on the part of the narrator. Eventually, a child may be able to sing that part.

The Little Red Hen

This is the story of the little, red hen

Who wanted to bake some bread

She saw some friends in the barnyard

And to them she said,

"Who would like to have some bread?"

"I would" oinked the pig; "I would" quacked the duck

"I would" purred the cat; "Well, alright"

And then she said "Who will mix the flour?"

"Not I" oinked the pig; "Not I" quacked the duck

"Not I" purred the cat; "Well, alright. I'll do it myself!"

"Who will knead the dough?" (same answers)

"Who will bake the bread?" (same answers)

The little, red hen did the chores alone

And she baked the bread

She saw her friends in the barnyard

And to them she said,

"Who would like to eat some bread?"

"I would" oinked the pig; "I would" quacked the duck;

"I would" purred the cat. "No, you won't!

I'll eat it myself!"

Activities

For this song, I have taken an old shoebox and covered it with black construction paper. Inside the box, I put plastic spiders or spider rings. I shake the box when beginning to get their curiosity aroused.

I sing along always with the box in hand, accenting the words 'dark, dark'. At the end of the song, I throw open the box, tossing the spiders into the air. The children each take one bringing the extras back. We use the spiders to do the next song. Sometimes I collect the spiders back. At Halloween, I let them take the spiders home.

There is a book version of this story.

Activities

Using the spiders from the last song, I have the children move the spider where the song tells them to. This helps to learn body parts. Also, the responses help to teach rhyming words, i.e. golly gee rhymes with knee.

Sometimes I have a spider puppet and the children tell me where to put it. Or, I have them come up and move it for me. Another option is to teach the sign for spider and have the children make a spider with their hands and use that spider to move around on their body parts.

Little Old Lady Who Wasn't Afraid of Anything

There was an old lady who wasn't afraid of anything at all
She went for a walk in the woods in the early Fall
She heard a sound, so she turned around
She saw two shoes go "Clomp Clomp"
She said "Go away! I'm not afraid of you today" But she walked a little faster
There was an old lady etc...
She saw two shoes go "Clomp Clomp" A pair of pants go "Wiggle Wiggle"
She said "Go away! I'm not afraid of you today" But she walked a little faster
There was an old lady etc...
She saw two shoes go "Clomp Clomp" A pair of pants go "Wiggle Wiggle"
One shirt go "Shake Shake"
She said "Go away! I'm not afraid of you today" But she walked a little faster.
There was an old lady etc...
She saw two shoes go "Clomp Clomp" A pair of pants go "Wiggle Wiggle"
One shirt go "Shake Shake" Two gloves go "Clap Clap"
She said "Go away! I'm not afraid of you today" But she walked a little faster
There was an old lady etc...
She saw two shoes go "Clomp Clomp" A pair of pants go "Wiggle Wiggle"
One shirt go "Shake Shake" Two gloves go "Clap Clap" One hat go "Nod Nod"
She said "Go away! I'm not afraid of you today" But she walked a little faster
There was an old lady etc...
She saw two shoes go "Clomp Clomp" A pair of pants go "Wiggle Wiggle"
One shirt go "Shake Shake" Two gloves go "Clap Clap" One hat go "Nod Nod"
And a Big Pumpkin Head said "BOO!"
She said "Go away! I'm not afraid of you today" But she ran a lot faster.
There was an old lady who wasn't afraid of anything at all
She ran to her house in the woods in the early Fall
She ran inside and closed the door. She didn't want to see anymore.
She jumped into her big safe bed, pulled the covers over her head...

Activities

This is an adaptation of a traditional song found in most children's literature - All Around the Kitchen. I've changed the words to "All Around the Circle". First, practice with the children to sing "I can do what you do" after everything you sing. Then have them stand and form a circle.

When children do circle games and dances, they are really learning a lot about cooperation and socialization. Often, the direction is given to 'hold hands gently'. This may mean nothing to a child. Be specific. Tell them, "Hold your friend's hand as if it were a tiny bird or a kitten." This gives them perspective, something to compare it to.

This game is for children late fours and older. Threes may be able to play if there are a lot of older children. It is a game with rules. They must learn to listen to what the song says and follow along. During the "all around the circle" part, they are holding hands and moving in a circle with one child in the center. Stop when the song says 'stop' put your hand on your hip; let your right foot slip (Children will need to be instructed to just move their foot a little. What usually happens is they all push their feet as far into the middle as possible, leaving no space for the child in the middle.) When the song says "Now do like this", the child in the middle begins an action and everyone copies. At 1, 2, 3, 4, the child in the middle covers their eyes and spins around with their right hand pointed out. On the word "someone", they stop. Whomever they are pointing to becomes the next child to get in the middle. Repeat the song without the music. You do not need the recording to play.

All Around the Circle

All around the circle, *I can do what you do (2X)*

Now stop right still. *I can do what you do.*

Put your hands on your hips. *I can do what you do.*

Let your right foot slip. *I can do what you do.*

Now do it like this. (everyone imitates child in the middle)

1 - 2 - 3 - 4. Spin around and pick some one.

We'll do some more!

In the morning she looked around.

Peeked out her window and here's what she found:

She saw two shoes go "Clomp Clomp" A pair of pants go "Wiggle Wiggle"

One shirt go "Shake Shake" Two gloves go "Clap Clap" One hat go "Nod Nod"

And a Big Pumpkin Head said "BOO!"

(Children laughing. "It's just a scarecrow!")

Activities

You can precede the song with the book by Megan Lloyd. To sing the song, choose children to hold the props - shoes, pants, shirt, gloves, hat and a pumpkin head. They can stand up in front of the class. Go over what each child is supposed to say.

Have them say their part when it gets there. Each time the song is repeated, another prop is added. At the last verse, collect all parts and as the verse is progressing, put the parts together to form the scarecrow. Show the children the results. They will want to do the song again so others get a chance to hold the props.

This can also be done with flannel board.

I Have a Cat

I have a cat. My cat pleased me. I sing with my cat under yonder tree.

My cat sings "Fiddle eye fee. Meow!"

I have a dog. My dog pleased me. I sing with my dog under yonder tree.

My dog sings "Ow oooo". My cat sings "Fiddle eye fee. Meow!"

I have a duck. My duck pleased me. I dance with my duck under yonder tree.

Duck dances, waddle, waddle. Dog sings "Ow oooo".

My cat sings "Fiddle eye fee. Meow!"

I have a bear. My bear pleased me. My bear plays guitar under yonder tree.

Bear plays, strum, strum. Duck dances, waddle, waddle

Dog sings "Ow oooo". My cat sings "Fiddle eye fee. Meow!"

I have a rooster; my rooster pleased me. I sing with my rooster under yonder tree.

My rooster sings "Er er er er ooo!"

Bear plays, strum, strum. Duck dances, waddle, waddle Dog sings "Ow oooo".

My cat sings "Fiddle eye fee. Meow!"

I have a spouse. My spouse pleased me. I sing with my spouse under yonder tree.

My spouse sings "Honey, Honey!" Rooster sings "Er er er er ooo!"

Bear plays, strum, strum. Duck dances, waddle, waddle. Dog sings "Ow oooo".

My cat sings "Fiddle eye fee. Meow!"

I have children. They please me. We make music under yonder tree.

My children play "Rock n Roll!"

Spouse sings "Honey, Honey!". Rooster sings "Er er er er ooo!"

Bear plays, strum, strum. Duck dances, waddle, waddle. Dog sings "Ow oooo".

My cat sings "Fiddle eye fee. Meow!"

I have friends. My friends please me. When we sing together, it's harmony!

The song is over you see!

Activities

Read the book. Tell the story. Talk about what a "moral" is. Discuss how we have sayings that tell us good rules to follow, like "haste makes waste" and "the early bird gets the worm". What do these mean? (These activities are for children 5+.) Children can make signs with their favorite sayings and you can display them around the room.

Children can draw pictures to go with the story. The pictures can get arranged in the order the events happen. Arrange the pictures in the front of the room and follow along as you play the song. Have everyone sing when you get to the chorus.

This is also another good story to let children use with drama. They can act out the story.

Slow and Steady

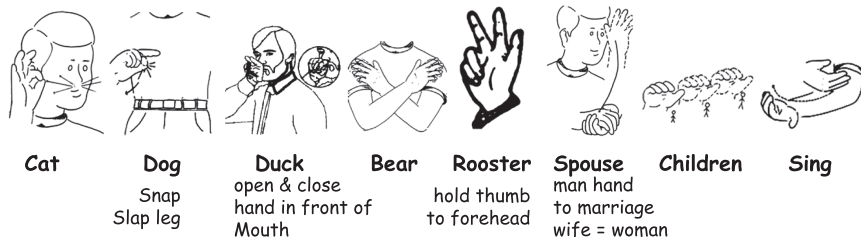
Slow and steady. Steady and slow. To get where you want to go.
Steady and slow. Slow and steady. To get where you want to be.
There was a hare who laughed loudly at a tortoise who moved slowly
The hare bragged that because his legs were long
No one could beat him. The tortoise said "You're wrong"
The hare began laughing. "What a joke!
You can't beat me. You're the slowest slow poke!"
The tortoise challenged him a little more; he said "I can beat you. I'm pretty sure."
Slow and steady. Steady and slow. To get where you want to go.
Steady and slow. Slow and steady. To get where you want to be.
The animals came to watch the race.
The hare took off. Left dust in tortoise's face.
The hare couldn't see the tortoise after a while
"I've as good as won this race," he thought with a smile
There's no reason for me to hurry. I think I'll rest under that shady tree.
He closed his eyes and fell sound asleep
While the tortoise kept moving - creep, creep, creep.
Slow and steady. Steady and slow. To get where you want to go.
Steady and slow. Slow and steady. To get where you want to be.
He didn't hear as the tortoise passed by
The tortoise kept moving, had the goal in his eye.
The tortoise stayed steady as the goal drew near.
The hare woke up. He heard a loud cheer.
He jumped up and saw he was behind the tortoise who just crossed the finish line.
Speed isn't the answer to winning a race
The answer is keeping a slow and steady pace!
Slow and steady. Steady and slow. To get where you want to go.
Steady and slow. Slow and steady. To get where you want to be.

Activity

This is a traditional song that has been set to music by the American composer, Aaron Copland. The song is originally titled, "I Bought Me a Cat". It would be wonderful to play Copland's version for the children.

To introduce the song, go over each character and their sound. The word 'spouse' will be a new vocabulary word to most of the children. If you want to integrate sign language, show the sign for each animal. (Signs are below.) When the duck dances, he puts his backside out and shakes it. The bear strums his guitar, two big strums. The rooster throws his head back and sounds. The children play any 'air' rock instrument and say (loudly) "Rock and Roll!" The last word, Harmony, is sung like an opera star, with hands clasped in front and voice thrown up high.

When introducing this song, as with most songs, the first time through is really for listening. They will not be able to keep up with the activities. Older children, over the age of six, may be able to. Be sure to do the song at least two times. This will make them feel successful. Puppets, pictures of the animals or masks may be added. Children can make their own or you can provide them.



Chicken Little

Chicken Little. Chick chicken little (3X)

One day while scratching in her yard something hit Chicken Little's head real hard
It was a pebble, not any other thing, but she thought, "I better tell the King"

She started off, and Henny Penny called out

"Chicken Little, why are you running about?"

She answered him, but kept on her way. This is what that chick did say,

"The sky is falling. The sky is falling. Hurry everybody look up and see

The sky is falling. The sky is falling. You better listen to me!"

Henny Penny asked to tag along. Then, Cocky Locky saw something was wrong.

They said the sky was falling and the king should know.

So all three to the palace did go.

Ducky Lucky said to the 3. "Why are you in such a hurry?"

Cocky Locky and Henny Penny said "A piece of sky hit Chicken Little's head!"

"The sky is falling. The sky is falling. etc

Goosey Loosey was the next they met. Where are you going? You look upset.

Ducky Lucky, Cocky Locky, Henny Penny, too said, "Chicken Little told us what to do

Goosey Loosey joined. They walked past some rocks. Out from behind jumped a fox.

Their story they began to tell about the piece of sky that fell.

"The sky is falling. The sky is falling. etc

He listened to their story squinted his eyes. Then told one of his big lies.

"I know a shortcut. Follow me inside." They started to go. Didn't know he lied.

A squirrel called "It's your necks he'll wring. Don't follow! You'll never see the king"

He threw a rock. Hit the fox's head. "The sky is falling" the hurt fox fled!

"The sky is falling. The sky is falling. Hurry everybody look up and see

The sky is falling. The sky is falling. Now a piece has fallen on me!"

Chicken Little thanked her friend. Set off to the palace where her trip would end.

Goosey Loosey, Ducky Lucky tag along. Cocky Locky, Henny Penny sing her song

Activities

When I first started teaching, this was one of my favorites. As years went by, I started adding things to make it more personal for the children. One idea is to give each child a blank piece of paper and have them put their favorite day on the top and a picture of their favorite food underneath it. We then performed the song with different words. It became quite a multicultural experience. Children can discuss the different foods eaten at their houses.

In this version, I use the different cultures that make up our country. Each day is a different part of our country. Monday is the Midwest. Hold your suspenders and speak with a Midwest accent. Tuesday is Little Italy. Hold your hand out, fingers together moving it up and say "Spaghetti". Wednesday, take a hold of our pretend mustache, move fingers up and say, with a French accent "Sooooop!" taking our voices higher and higher til we hit the "P" real hard. Friday, hold noses (fish smells). Saturday, Chinatown and Sunday, say real loud "Ice Cream!"

Cards with the day and a picture of the food can be held up. For older children, five and up, I let them hold the signs. They have to pay attention to when it is their day and hold that sign up high. This is also a good song to teach sign language for the days of the week



Each day is represented by taking the letter hand of the beginning letter and moving it in a circle, in front of the right side of your body (palm facing in). Thursday is a "T" into an "H". Sunday is the "5" hands on both sides of shoulders moving outward two times.

Today is Monday

Today is Monday (repeat)

Monday we go to the Midwest on a farm and we have Stringbeans!

All you hungry children come and eat it up!

Today is Tuesday (repeat)

Tuesday we go to Little Italy and we have Spaghetti!

Today is Wednesday (repeat)

Wednesday we go to the French Quarter. We have soup!

Today is Thursday (repeat)

Thursday go out to cattle country. We have Roast Beef!

Today is Friday (repeat)

Friday we're gonna go to New England and have Fresh Fish!

Today is Saturday (repeat)

Saturday go to Chinatown have chung, chung Chicken

Today is Sunday (repeat)

Sunday we have America's favorite desert - Ice Cream!

"The sky is falling. The sky is falling." etc.

The king told Chicken Little "Step near. It's just a pebble. Nothing to fear.

Let me make something very plain. The only thing that falls from the sky is rain.

Be careful. Don't jump the gun. Check it out before you tell someone."

What else do we learn from this song? Don't follow the crowd. Don't just go along.

"The sky's not falling. The sky's not falling. Everybody, there's nothing to fear!"

The sky's not falling. The sky's not falling. Don't you believe everything you hear!"

Activities

First of all, you will want to tell or read the story. Children four and older will want to discuss it with you, and probably some threes. (Their takes on these stories are always interesting!) Tell them you'd like them to listen to the story as a song. Teach them to sing, "The sky is falling" and have them point up. As they start walking together, let them form a line and move to the beat while walking.

After listening, you can review sequence of events. Children love to act the story out. Pick characters. There can be more than one Henny Penny or Ducky Lucky. Play the song and let them try to put their characters in the right places. It will take quite a few attempts before they can do it. The learning experience is wonderful - taking turns, who's in charge, acting out a personality. Great stuff! You can stay on the perimeter, just there if they have questions, but for the most part, let them do it on their own. When they're finished, they can perform it.

Three Pigs Rap

This is the story about three pigs who needed to go out and get new digs
Each set out on his own way to build himself a place to stay
"I'm a lazy pig. I need time to play. I am building a house of hay!"
Now that didn't work out for too long Soon he heard the wolf sing his song
"I'll huff and I'll puff" (He'll huff and he'll puff)
"I'll huff and I'll puff. I'll blow your house down!"
Then the pig heard this real loud sound...
He blew the house down (He blew the house down)
Off he went, off he ran to see if his sister had a better plan

"When I saw my brother and heard him cry,
I said 'Let's give a house of wood a try'"
They built the house; they built it strong, but soon the wolf came along
"I'll huff and I'll puff" (He'll huff and he'll puff)
"I'll huff and I'll puff. I'll blow your house down!"
Then the pigs heard this real loud sound...
He blew the house down (He blew the house down)
Off they went, Off they ran to see if their sister had a better plan.

"My brother, my sister, you look so sick. Come and stay in my house of brick
The wolf can blow, but it will do no good. You can't blow stone like hay or wood."
The wolf came and gave a huff and puff. Soon he learned that it wasn't enough
Its best he learned to leave others alone when they are safely in their homes!

Activities

When I teach this song, I have all children sit. I tell them to follow along with what I do. I show them the sign for 'pig'. I ask them to put their piggy paws up in the air and wave them around. After the first line, I ask them to say "Yeah!"

After the pig says "I am building a house of hay," I have the children put both hands in front of them in fists. They put first right fist on top of left and alternate them. This motion is good cross lateral movement and gets both sides of the brain moving. Everyone repeats the "I'll huff and I'll puff" part. Then they take in a big breath. This helps to put oxygen in the brain. (The brain needs oxygen and water to run efficiently.) When they've taken the breath in as big as they can, I have them release it and ask them if they think they can move the pig puppet that I have on my hand. (This cleanses the oxygen.) I pretend that the air pushes it back a little bit. They put their hands on either side of their face (like in "Home Alone") and they repeat "He blew the house down". We all say "Oh oh!"

For the "Off he went part" we use our hands to make running movements on our thighs. As we listen to the sister talk about her brother crying, we make a motion like we're wiping tears from our eyes. Again we pretend to build with our alternating fists and everything else repeats.

For the last part, we move our hands as if inviting someone in. We show how the wolf blows but nothing happens. We hug ourselves for the last verse. At times, I will kiss the peace sign to my lips and hold them up and say "Peace out!"