We Like Math

We like Math 'cause it makes us smart
It's used with many things that we do
We like Math it helps us a lot
And you should like Math, too. What?
You should like Math, too. Why?

You have to measure to bake cookies
Or to make Mac and Cheese
You need to know how much medicine to take
If a cold is making you sneeze.

You need to handle money if you like to shop
So you can pay for things in a store
If you like to play sports,
You need to know how to keep score.

Builders and carpenters need to know math
Community helpers use math everyday
You use math for a phone or a clock
You use math to dance or play!

We Like Math

Too many times children are told they 'need' to know something, but they're not given reasons why. There is no emotional buy-in for them. This song gives them applicable reasons they can relate to for learning math.

To keep children actively involved with the song, have them clap after the words "It's used in many things that we do." Clap, clap Then have them say the words "What?" and "Why?" and allow them to use attitude.

After singing the song, ask the children what other every day things that they do need math.

Counting by 2s

Everybody March. Move your feet
Count by twos and keep the beat.
2, 4, 6, 8 (repeat)
10, 12, 14, 16
18, 20, 22, 24
26, 28, 30!

Counting	2,4,6, 8
By 2s	10, 12
What's next?	14, 16
Bring it home	18, 20, 22, 24, 26, 28, 30

Count by Fives

Everybody March. Move your feet.
Count by fives to the Dixie beat.
5, 10, 15, 20 (5, 10, 15, 20)
25, 30, 35, 40 (25, 30, 35, 40)
45, 50, 55, 60 (45, 50, 55, 60)
65, 70, 75, 80 (65, 70, 75, 80)

85 Counting
90 By fives
95 Bring it on home
100!!

Counting by 2s (or 5s)

Movement adds to any learning experience since 95 percent of the population is kinesthetic learners. (Mozart was a kinesthetic learner.) We need to move to learn.

Before moving with the song, listen to it and learn the counting part. When they know that part, add the marching. This puts the beats in sets of 2 or 4. Have children get up and march, swinging their arms by their sides. If the right leg is up, the left arm should be up. Then, switch. This is getting cross-lateral movement happening. Cross-lateral movement is important for reading skills and also for helping the brain to work from both hemispheres.

The students should echo along with the children on the recording and learn their part. After the song is familiar, the children can sing it without the recording. The teacher can be the leader or children can have turns.

For the Fives, it's the same except a New Orleans Dixie beat is used. This is an opportunity to really use cross lateral movement. Try this march: Move the right foot forward, back and forward, then the left foot forward, back and forward. Keep doing this and alternating while swinging opposite arms. Doing this march while singing the fives will really strengthen those brain muscles. (Oh yeah. And, they'll be having fun!)

Certain, Probable, Impossible

It's certain, it's probable, it's impossible
Its true, it will happen – That's certain
Not sure, it might happen – That's probable
No way, it won't happen – That's impossible

My dog can bark – That's certain
She likes bones – That's probable
Sometimes she flies – That's impossible

Rain is wet –
Rain makes puddles –
Rain goes up –

A parrot is a bird –
A parrot can talk –
A parrot drives a car –

Activity

When children leave the pre-operational world and begin to think more concretely, it is quite amusing to them to realize the difference between fantasy and reality.

In this song, children learn the definitions for certain, probable and impossible. Before singing, we discuss the three words. A sign for each word can be made for the teacher to hold up. Or, the children can each have three signs at their desk. (An index card for each word would work well.) They can hold up the appropriate word during the song.

Next, teach the lyrics. "It's true. It will happen." Tell the children to respond "That's certain." "Not sure. It might happen." Children respond, "That's probable." "No way. It won't happen." Children respond, "That's impossible!" This last one is their favorite because it's a silly response like "My dog can fly!" Have them wave their arm out when they respond. This keeps motion involved in the activity.

Lastly, make up your own lists of certain, probable and impossible things.

The Clock

Time to tell time on a clock. Listen to time pass. Tick tock. Tick tock

The front of a clock is called a face. It's a round number line
The 12 is at the top; the 6 is at the bottom.
The 3 is to the right; to the left is 9.

The clock shows seconds, minutes and hours. Each has its own hand.
The short hand is for hours; The long one is for minutes.
The thin one is for seconds. You understand!

Time to tell time on a clock.
Listen to time pass. Tick tock. Tick tock

The clock moves by ones, fives and tens. 15s or 30s, too.
When the long hand moves all the way around, that's 60 minutes.
An hour is through.

Look for the short hand first to find the hour.
See where the long hand is.
Strait up its o'clock. Down's half-passed.
You can tell time now. You're a wiz!

Clock Activities

More children today are familiar with digital clocks, but reading a face clock is still an important skill. Introduce this concept by showing the children a clock that has three hands and all the numbers on it. Let them know the song is going to mention all the different parts of the clock. Tell them to listen for each part because when the song is over, you're going to ask questions and see who has good memories.

Invite the children to click their tongues to the tick-tock sound. This is giving them something to do that they enjoy. Every time the song says, "Tick-tock", have them repeat the sound with their tongues. As the song is playing, point out the parts of the clock being sung about. When it is over, follow the format of the song and ask the children:
What is the front of a clock called?
Where is the 12? The 3? The 6? The 9?
The clock shows what units of time? (Here, you will introduce seconds, minutes and hours.)
How many hands does a clock have?
What is the short hand for? Long hand? The thin hand?
Here you will introduce that seconds and minutes move in increments of 1, 5, 10, 15, 30 and 60. Ask first to see what they already understand.
What hand do you look for to find the hour?
If its straight up, what does that mean? How about down?
Let children draw their own clocks or maneuver the hands on a clock you have available. Ask them to show different times.
Let children make paper plate clocks with movable hands.

Skipping Numbers

Skip. Skip. Count and skip.
Start on one and skip to three.
Skip. Skip when you count.
Count along with me.
1, 3, 5, 7, 9 and then 11
13, 15, 17, 19, 21, 23

Skip. Skip. Count and skip.
Start on one and skip to three.
Skip. Skip when you count.
Count along with me.
25, 27, 29
We could count forever that would be fine.
We'll finish up 31, 33
35's the end of this song for me.

Count By 3; Waltz with Me

Count by 3; waltz w/me
Waltz w/me; count by 3 (interlude)
3, 6, 9 12, 15, 18 and 21, 24, 27
We've reached 30. Its fun! (We're done!)

Activities

Skipping

Children usually cannot skip until about the age of six. That is because it is cross-lateral movement. Cross-lateral movement cannot be emphasized enough in primary education. Any activity that uses it strengthens abilities in math and language as well as overall body coordination and strengthening the Vestibular system. (The Vestibular system is part of the ear related to balance and movement and must be activated for learning to take place. It is in the eighth cranial nerve. The eighth cranial nerve pair carries auditory information from the ear to the brain. These connect through the Vestibular system to all the muscles of the body. Disturbance to the vestibular system can cause learning difficulties.)

Listen to the song first and present the concept. Put the numbers up visually and point to them as they are being sung. Play a second time and have children sing along. After that, let children skip while singing and skipping numbers.

Counting by 3

As skipping while skipping numbers will help the brain understand the concept, so will waltzing (a dance in sets of three) help the brain understand the concept of counting by 3. Once again, introduce the song as you did the skipping song, listen while looking at the numbers, sing-a-long, do activity.

Measurement Song

There are different ways to measure
How much or how long
Lets sing about measurement
In a measurement song

If we want to know how much,
We can start with an ounce
Then would be a cup
Next comes a pint, then a quart
Than a gallon. It all adds up.

For how long we start w/millimeters
Centimeters than an inch
Next is a foot, than a yard
You can measure. It's a cinch!

Measurement Song Activities

This song can definitely use visuals. Teach them to sing the chorus part. For each verse, show the words you are speaking about. In Kindergarten, children need a basic understanding of which is smallest, which is largest. In first grade, the concept becomes more concrete and in second grade, they can begin learning how many cups for a quart etc.

You can use pictures of a measuring cup or an actual measuring cup. Bring in a cup, quart and gallon and let them see the differences in the sizes.

Have children look at their rulers for this song. Or, you can have a picture of a big ruler up on the board or an overhead. (It is understood that mixing millimeters and centimeters with inches is using two types of measurement, but many rulers are made that way.)

Allow children time to explore the different measuring tools. They can use water, sand or any other appropriate substance. This not only teaches the math concept of measurement, but surely awakens the little scientist as well.

Starts with a Penny

It starts with a penny. That's one cent.
One copper penny is quickly spent
Pennies add up one at a time
You need 5 for a nickel and ten for a dime.

A nickel is silver – a dime is, too.
A nickel is 5 pennies. A dime is ten. That's true.
A quarter is silver and bigger in size
Its 25 pennies you must realize

Five pennies make a nickel.
Two nickels make a dime.
Five nickels make a quarter.
We'll finish up this rhyme.
Put two dimes with a nickel. What will that do?
It makes 25 cents or a quarter. We're through!

Activities

This song teaches about the most common coins used in the US' monetary system- the penny, nickel, dime and quarter. Many manipulatives can be used with this song. This is my favorite.

Use two gloves. On one hand, have a glove that has a penny on each finger and a nickel in the palm. The other would be a penny on each finger and a dime in the palm. The song begins "It starts with a penny." Show one finger, one penny. As they add up, open your fingers and then show your entire hand for 5 for a nickel and show the other hand when the lyrics say "Ten for a dime."

The gloves should be double-sided so you can turn your hands around. Have fingers closed and a quarter showing on the outside of one of the gloves and a dime on the other. Open two fingers to show nickels on the dime hand. Open five nickels for the quarter hand. Take a nickel away from the dime hand and add two dimes to show that two dimes and a nickel make a quarter. To show the 25 pennies, you have a couple of options. One is to just sing it. The second is to pick up 3 gloves or a drawing of 3 hands with pennies on each finger. Another would be to add 15 pennies to your gloves.

To have the children more involved, they could have these coins on their desks. As each concept is sung, they put paper coins (that have sticky tack or tape on them on) on their fingers. At the end of the song, the teacher can have three children come up to show 25.

Shapes

We know our shapes so here's what we'll do
We'll draw our shapes and sing them, too

A circle has one line. One line that's round
Start at the top and make this sound
Whoop! (Whoop) One round line Whoop!

A square has four sides that are all the same
Say this sound 4 times to play this game
Wo Wo Wo Wo (again) 4 same sides on a square

A rectangle has 4 sides like a squareTwo are short, two are long.
Draw them in the air Wo WHEW Wo WHEW (repeat)
2 long, 2 short rectangle Wo whew, wo whew

A triangle is different; Its sides are three
Draw 3 sides and make this sound with me.
Ting, Ting, Ting (repeat) Triangle has 3 sides Ting, Ting, Ting

We know our shapes. Yes we do. We can draw them and sing them, too!

A Round of Shapes

Shapes have different numbers of sides
A pentagon has five sides. A hexagon has six sides.
A heptagon has seven. An octagon has eight.

Shape Activities

There will be several instances on this recording when the importance of adding music to math enhancing math comprehension is highlighted. Here is another.

In this activity, children will watch and listen as the teacher demonstrates drawing the shape in the air and making a sound. The children then draw the shape and make the sound. For repetition, both teacher and children draw and sing the shape a third time.

If you do not want to draw in the air, the children can have a visual on their desk that has the four shapes and they can trace the shape with their fingers.

This song uses the basic four shapes- -circle, square, rectangle and triangle. The "Round of Shapes" teaches the names of the shapes for various amounts of sides. In the primary grades, the most important aspect is for them to understand what the names of the shapes are and how many sides they have. This song doesn't get any more complicated than that.

Counting by Tens

10, 20, 30, 40, 50
60, 70, 80, 90, 100
We have counted by ten
We can do it again.
10, 20, 30, 40, 50
60, 70, 80, 90, 100
We've counted by tens

Grouping by Tens

We're grouping – Grouping by Tens
Yeah Yeah - grouping, grouping by tens
One ten is ten – two tens are twenty
Three tens are thirty-four tens are forty
Five tens are fifty- six tens are sixty
Seven tens are seventy (mark voice)
Eight tens are eighty; nine tens are ninety
Ten tens – One hundred!

Activities

These concepts are closely related. To count by tens to one hundred, Eine Kleine Nachtmusik by Mozart is used as the theme. Although listening to Mozart does not 'make you smarter' or increase your IQ, Mozart's music does help stimulate the brain to enhance learning. While listening to Mozart or after listening to Mozart, the brain retains and processes information better.

For the concept of grouping, disco music is used-just for fun! The sound "ooh ooh" is fun but it also energizes the brain. (High pitches vibrate the bones in the head and put oxygen in the brain.)

Always teach the concept first, before doing the activity. Play song, listen, sing-a-long and then get up and show the children some disco steps!

Let's Compare Numbers

Let's compare numbers, if they're bigger, smaller or the same.
Greater than for bigger, less than for smaller, equivalent or equal.
Let's play the game!
5 6. Five's less than 6.
5 4. Five's greater than 4.
5 5. They're equivalent. Come on. Let's do some more.

10 100. 10's less than 100.
10 9. Ten's greater than 9.
10 5 + 5. They're equivalent. You see? You're doing fine.

10 20. 10's less than 20.
20 10. 20's greater than 10.
3 + 2 2 + 3. They're equivalent. Try to do another my friend.

30 3 tens. They're equivalent.
9 30. 9's less than 30.
30 9. 30's greater than 9. Now you do one more for me.

5 tens 4 tens. 5 tens are greater than 4.
100 100. They're equivalent.
6 7. 6 is less than 7.
We're all smart enough to be president!

Activities

Before listening to this song, the concept of greater than, less than and equivalent should be introduced. It is best to put a copy of the numbers used in this song on the board or on an overhead. Having the numbers to see visually while hearing them helps the brain to process.

This song uses several math concepts and unless the children are familiar with them, parts of the song won't make sense. Before using this song, review it and make sure the concepts used have been taught to the children. The concepts include single number comparison as well as fact families and tens.

When learning new concepts, everyone likes to hear reinforcement. That is why after each group, a positive statement is sung, ie "You're doing fine". To reinforce the concept that in this great country, you can grow up to be whatever you want to be, the sentence "We're all smart enough to be president" is stated at the end. I remember learning this when I was little and it helped me to put value on my education as well as appreciate the opportunities available.

Fact Family

A fact family is when you use three numbers
To put together or take away.
No matter if you add or subtract, the same three numbers stay.
In a fact family!

1 + 2 is 3 and 2 + 1 is 3. 3 – 1 is 2 and 3 - 2 is 1.
That's fun! Here's another.
3 + 1 is 4 and 1 + 3 is 4. 4 – 3 is 1 and 4 – 1 is 3. In a fact family,

When you add numbers together, the answer is the same
Doesn't matter which is first,
A turn-around fact is its name, in a fact family.
3 + 2 is 5 and 2 + 3 is 5. 4 + 2 is 6. 2 + 4 is 6. We'll do some more.
8 + 1 is 9. 1 + 8 is 9. 6 + 4 is 10 and 4 + 6 is 10. In a fact family,

When you take the numbers in the family, to add or subtract
5 + 3 is 8; 8 - 5 is 3. Now that's a related fact, in a fact family.
5 + 1 is 6 and 6 - 1 is 5. 6 + 2 is 8 and 8 - 2 is 6. Some more related facts.
9 + 1 is 10 and 10 – 9 is 1. 3 + 6 is 9 and 9 - 6 is 3.

In a fact family when you use three numbers
To put together or take away.
No matter if you add or subtract, the same three numbers stay.
In a fact family! It's all relative!

Activities

The concepts of fact families should be understood before teaching or using this song. Children should know what a turnaround fact and a related fact are. At this age, learning is best when there is an emotional attachment. That is why using the concept of family helps children relate to numbers better.

Put the facts from the song on the board or on an overhead so children can see the concepts as well as hear them. This adds another sense to the learning and allows the brain to process it better.

After this, the song can be used for reinforcement. As with the other songs, allow the children to make up their own facts.

Multiplication Rap

Let's be picky 'cause it's tricky to multiply
But it's important and you need to know why
When you're in the work word and you want to get paid
You multiply your hours and a salary is made
So come on everybody. Learning can be fun.
We're doing multiplying and we're jamming on the one.
1 x 1 is 1; 2 x 1 is 2; 3 x 1 is 3; 4 x 1 is 4; 5 x 1 is 5;
6 x 1 is 6; 7 x 1's 7; 8 x 1 is 8; 9 x 1 is 9; 10 x 10 is 10
11 X 1's 11; 12 x 1 is 12. The ones are done

We're going to start now with the two.
Let's see how well you all can do.
2 x 2 is 4; 2 x 3 is 6, 2 x 4 is 8 Now we've got the fix.
2 x 5 is 10; 2 x 6 is 12; 2 x 7 14. Now you're doing well.
16's the answer for 2 x 8; 2 x 9 is 18. Let's celebrate!
'Cause we're down to 2 x 10 and that's twenty
Twenty-two for two elevens and can't you see?
All we have left's 2 x 12 and that's 24.
We are finished with the twos. There are no more.

Let's be steady. Are you ready to move on with me?
We'll multiply by the number three.
3 x 2 is 6; 3 x 3 is 9; 3 x 4 is twelve. Well, you're doing fine.
Fifteen for 3 x 5; 3 x 6 is 18. This is no jive.
3 x 7 21; 3 x 8 24; 3 x 9's 27 and we have some more
3 x 10 is 30; 3 11's 33; One more to go; finish up with me.
Take a twelve, multiply it by 3. Get 36 and you're in easy!

Multiplication Activities

Most of the multiplication songs available to teachers recite the times table and nothing more. At the beginning of this 'rap', a reason to learn to multiply is given. Once again, that gives children an emotional reason to want to learn to multiply. If children have a reason that makes sense to them, they are more willing to learn.

The more senses involved in the learning, the better the retention. Therefore, when teaching multiplication, it is best if children move, recite and SEE the facts. Just like other rap songs, unless children can see what they're saying, they're just 'singing along'. With most popular songs, children will recite all the words, but they don't really know what they're saying. That is the same for all the multiplication recordings. Teachers NEED to do more than just sing-a-long. After all this is done, than it becomes okay to play the music just to listen to or sing with because the children have been taught the concepts.

Learning is best when you teach. Therefore, have children write their own raps for the next sets of multiplication as they are taught. An extra track of just music is supplied so you can sing whatever times table you like with your own lyrics.

Spy Numbers

We have some missing numbers. You'll need to be a spy.
I know you're good with numbers. Please give this a try.
I'll give you all the numbers we have. But something will be missing.
Think like a spy; figure it out. You'll just have to listen.
Come on, spy. Give it a try.

1, 2, 4, 5	The missing number is "3".
2, 4, 6, 10	The missing number is "8".
, 6, 9, 12, 15	The missing number is "3".
1, 3, , 7, 9	The missing number is "5".
5, 10, 15, 20,	The missing number is "25"
10, 30, 40, 50	The missing number is "20"

They seem to have done well with our help. Yes, Mar.
Let's see how they do without us!
Come on, spy. Give it a try!

Repeat numbers

Don't think this spy has missed a clue. Case closed!

Spy Activities

This song encompasses many of the basic concepts from all the previous number concepts used on this recording as well as practicing the skill of patterns. Although math teaches how to use numbers to function in society, it teaches something so much more important than that. It teaches how to think. It teaches how to look at things from different angles.

A great way to begin that is by working on this skill, finding the missing number in the sequence. The first sequence is numbers in order. It is followed by counting by two's, three's, five's, ten's and skipping numbers. As children sing songs that incorporate the different concepts, they are learning that each math concept taught is not isolated, but connected to other concepts.

To make this activity more fun, let the children use spy glasses. The first time the song is sung, the answers are given. The next time, the space is left open for the children to fill in. The song ends by complimenting them on their knowledge. You can further this lesson by having the children write their own spy clues and exchanging them. Presenting it this way also shows how math is fun and similar to solving puzzles. We can teach children to enjoy math by having fun while we teach it and making it fun to learn!

Credits

Lyrics & Music by Maryann "Mar." Harman
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Produced by Music with Mar.
Vocals by Mar. & Mark
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Maryann "Mar." Harman has a BA in Music Education and a Masters in Elementary Education. She is the founder of the Music with Mar. program for adults and preschool-age children and has produced 15 recordings, three of which have won National Awards, including a Parents' Choice. She loves to use music in the classroom to enrich the learning experience and has taught in the classroom since 1977. Currently, she teaches at the University of South Florida.

Song Titles

1. We Like Math
2. Counting by Twos
3. Counting by Fives
4. Certain, Probable, Impossible
5. The Clock
6. Skipping Numbers
7. Count by Three; Waltz with Me
8. Measurement Song
9. Starts with a Penny
10. We Know Our Shapes
11. A Round of Shapes
12. Counting by Tens
13. Grouping by Tens
14. Let's Compare Numbers
15. Fact Family
16. Multiplication Rap – Ones
17. Multiplication Rap – Twos
18. Multiplication Rap – Threes
19. Multiplication Rap – Instrumental (Your choice!)
20. Spy Numbers