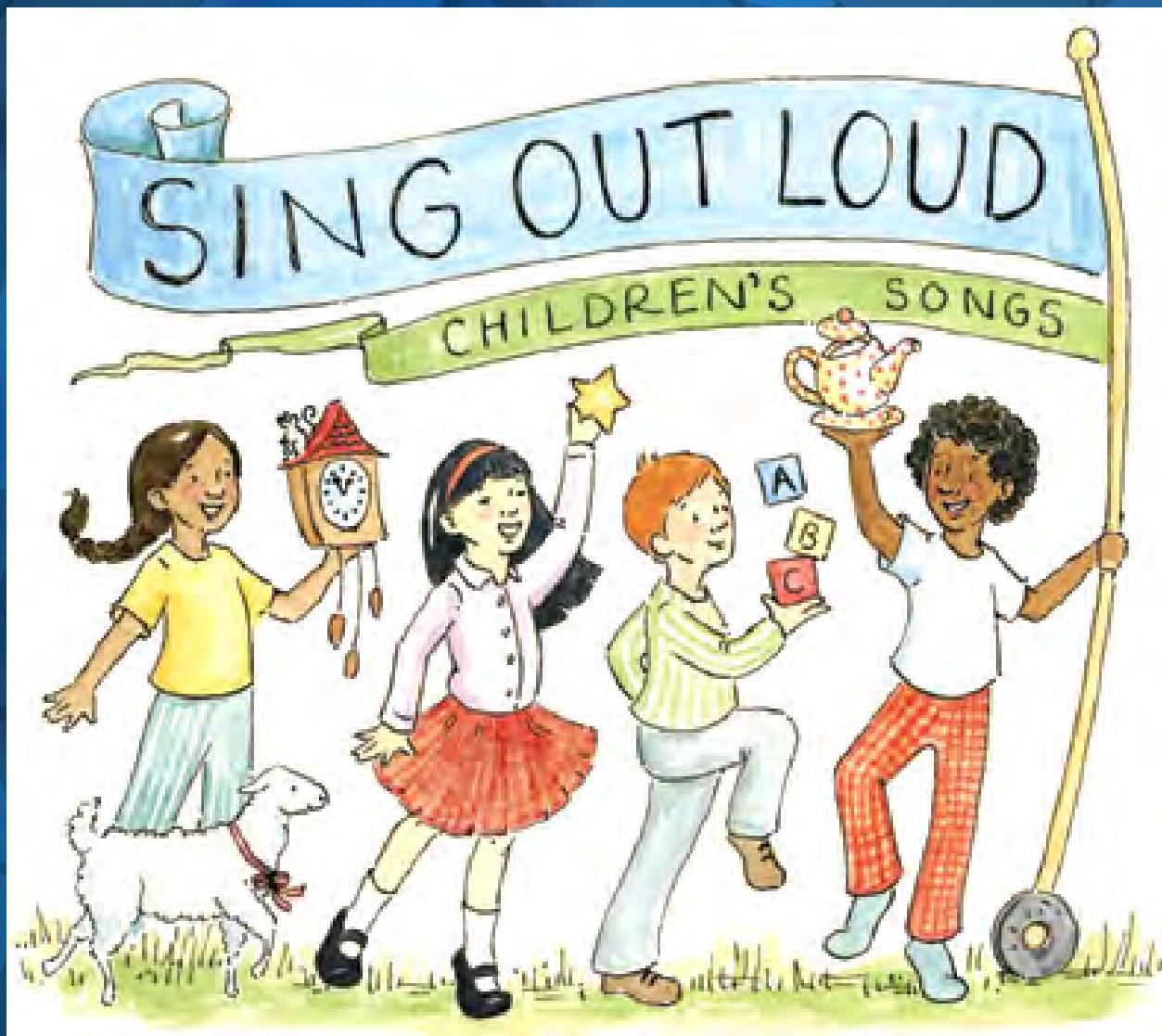


## Part 1.1: General Song Activities for *Children's Songs*



## ***Sing out Loud: Using Music in the Classroom***

Special thanks to the team at Iowa State University for editing and piloting the support material for these songs in classrooms and with E-Teacher Materials Development participants.

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## USING SONGS IN CLASS: THE SING OUT LOUD SERIES

Songs and music in the classroom are fun, and they are also powerful educational tools that teachers can use to help students learn English. This book accompanies three CDs of songs (all songs are also available online at [americanenglish.state.gov](http://americanenglish.state.gov)):

### ***Sing Out Loud: Children's Songs:***

The 13 songs included in *Children's songs* are typically sung to (and by) young children in the U.S. The supplementing activities are specifically designed to engage young learners with beginning language skills in English.

### ***Sing Out Loud: Traditional Songs:***

The 13 songs in *Traditional Songs* are famous American folk songs that students around the country learn while growing up in the U.S. They are often connected to cultural characteristics and historical events in the U.S.

### ***Sing Out Loud: American Rhythms:***

The 17 songs in *American Rhythms* represent present-day genres of American music, including folk music, rap and hip hop, jazz and blues, pop rock, indie, and acoustic music. Five additional songs and accompanying materials are also available online.

There are many pedagogically sound reasons for using songs in the language classroom:

- to provide authentic listening comprehension practice
- to cultivate interest in listening activities
- to create intrinsic motivation for listening
- to introduce different intonation and stress patterns
- to develop sound and word discrimination skills
- to present opportunities to develop listening comprehension skills, including listening for specific details
- to increase active participation in listening activities

Using songs in class can help students:

- learn and practice good prediction strategies
- encounter vocabulary and language forms in an authentic context
- practice speaking, reading, and writing skills in integrated ways
- enrich cultural understanding

## How This Book Is Organized

This teacher's book is divided into two parts: **Part 1: Children's Songs** and **Part 2: Traditional Songs and American Rhythms**.

Each part is accompanied by a set of **General Song Activities** (40 activities for *Children's Songs*, and 50 activities for Traditional Songs and American Rhythms). Each activity includes a basic activity description followed by possible modifications to vary the activities and materials to fit different proficiency levels, language skills, and classroom contexts. These activities can be used with the songs included on the three CDs, as well as any other song you wish to use in your class. These general activities are divided into five main sections (an index of song units that model each activity is provided at the end of each of these sections):



## Five Types of General Activities

### 1. Pre-listening activities

The pre-listening activities are intended to activate background knowledge and generate interest in the song and the themes represented by it. They also introduce vocabulary and/or language structures that students will encounter in the song. Many of them incorporate pictures to increase interest and comprehension.

### 2. Listening activities

The listening activities provide tasks to complete while listening to the song. These activities help students focus their attention on particular aspects of the song including vocabulary, language forms, and song meanings.

### 3. Singing / Music activities

The singing activities help students learn to sing and perform the songs. The purpose of these activities is generally to give students practice producing spoken English in an enjoyable group environment. The rhythm and melody of songs let students practice pronunciation, intonation, and rhythm. This section also includes instructions for constructing four homemade instruments.

### 4. Post-listening activities including

- a. Speaking
- b. Reading
- c. Writing

The post-listening section is designed to develop three language skills: speaking, reading, and writing. At lower levels (*Children's Songs*), speaking activities help students practice the pronunciation of words and phrases, while reading and writing activities target the development of beginning literacy skills in English (including recognizing and writing letters and words).

For older and/or more advanced students (*Traditional Songs* and *American Rhythms*), these post-listening activities generally reinforce and/or extend students' learning of the language forms and themes used in the songs, while at the same time giving additional practice in developing speaking, reading, and writing skills.

### 5. Extended classroom approaches (*Traditional Songs* and *American Rhythms* only)

Activities included in this section involve students extensively in the learning and practicing of songs in an English language classroom and may require more time in and out of the classroom. These activities may work best after your students have used the songs in the classroom several times.

Each general activity description contains information about

- the educational **purpose** of the activity
- the **proficiency** level(s) for which each activity is intended
- the amount of **time** needed to complete the activity during class
- a description of **materials** that should be prepared before class
- step-by-step **instructions** for carrying out the activity
- possible **modifications** that can be used to adjust the activity for different songs, proficiency levels, and classroom contexts

The proficiency levels indicated at the beginning of each activity are general guidelines that refer to the language proficiency needed to complete the activity successfully. However, each activity can be modified to match the needs of different ages, proficiency levels, and classroom contexts. In the activity descriptions, many modifications are provided, which are discussed in more detail below.



The proficiency levels used in this book have been adapted from the PreK-12 English Language Proficiency Standards Framework of *Teachers of English to Speakers of Other Languages, Inc. (TESOL)*. (Used with permission; full standards are available at: <http://www.tesol.org>).

<b>TESOL Proficiency</b>	<b>Description</b> ( <a href="http://www.tesol.org">http://www.tesol.org</a> )
Level 1 – Starting	<p>Students initially have limited or no understanding of English. They rarely use English for communication. They respond nonverbally to simple commands, statements, and questions. As their oral comprehension increases, they begin to imitate the verbalizations of others by using single words or simple phrases, and they begin to use English spontaneously.</p> <p>At the earliest stage, these learners construct meaning from text primarily through illustrations, graphs, maps, and tables.</p>
Level 2 – Emerging	<p>Students can understand phrases and short sentences. They can communicate limited information in simple everyday and routine situations by using memorized phrases, groups of words, and formulae. They can use selected simple structures correctly but still systematically produce basic errors. Students begin to use general academic vocabulary and familiar everyday expressions. Errors in writing are present that often hinder communication.</p>
Level 3 – Developing	<p>Students understand more complex speech but still may require some repetition. They use English spontaneously but may have difficulty expressing all their thoughts due to a restricted vocabulary and limited command of language structure. Students at this level speak in simple sentences, which are comprehensible and appropriate, but which are frequently marked by grammatical errors. Proficiency in reading varies considerably. Students are most successful constructing meaning from texts for which they have background knowledge upon which to build.</p>
Level 4 – Expanding	<p>Students' language skills are adequate for most day-to-day communication needs. They communicate in English in new or unfamiliar settings but have occasional difficulty with complex structures and abstract academic concepts.</p> <p>Students at this level may read with considerable fluency and are able to locate and identify the specific facts within the text. However, they may not understand texts in which the concepts are presented in a decontextualized manner, the sentence structure is complex, or the vocabulary is abstract or has multiple meanings. They can read independently but may have occasional comprehension problems, especially when processing grade-level information.</p>
Level 5 - Bridging	<p>Students can express themselves fluently and spontaneously on a wide range of personal, general, academic or social topics in a variety of contexts. They are poised to function in an environment with native-speaking peers with minimal language support or guidance.</p> <p>Students have a good command of technical and academic vocabulary as well of idiomatic expressions and colloquialisms. They can produce clear, smoothly flowing, well-structured texts of differing lengths and degrees of linguistic complexity. Errors are minimal, difficult to spot, and generally corrected when they occur.</p>

In general, the activities in *Sing Out Loud: Children's Songs* target young learners (ages five to ten years) at Levels 1 and 2. These learners may have just begun to develop literacy skills in their own native language. Most of the activities are for students truly beginning to learn English and do not require them to read or write. Activities that are primarily suited for truly beginning or upper-beginner students are marked with the exact level. Children's Songs activities appropriate for both Level 1 and Level 2 students are labeled *All*.

The songs and activities included for *Sing Out Loud: Traditional Songs* are designed with students ages 10-14 years in mind. Most of these activities target students at approximately Levels 2, 3, and 4, although many can be fairly easily modified for students with truly beginning (Level 1) language skills. Younger students may also find these songs engaging.

The songs and activities included for *Sing Out Loud: American Rhythms* are designed with students ages 14-18 years in mind. Most of these activities target students at approximately Level 3 and above, but again can be fairly easily modified for students with lower proficiency levels.

As mentioned above, the general activities in this book have been presented along with possible modifications in order to

- offer a greater variety of activities
- make activities more and less challenging
- adjust the activities for different classroom contexts (e.g., large classes, classrooms with little space to move around, or classes with limited access to additional resources.)

Each modification is marked with a descriptive label to indicate how it differs from the basic activity. For example:

- an activity for Level 2 students with a modification labeled – *difficulty* means it is appropriate for Level 1 students
- an activity with a modification labeled – *materials* will require less teacher preparation, such as photocopying or preparing handouts

To help you determine whether a particular activity modification is appropriate for your needs, the table below lists the modification labels along with a brief explanation of what they mean.

#### **Modifications.** Labels used in General Song Activities

---

##### **Proficiency level**

*modification to adjust the expected proficiency level of the students*

---

+ / - difficulty	increased difficulty (+), decreased difficulty (-)
+ scaffolding	activity includes additional instructional support to help students complete the task

---

##### **Materials**

*modification to adjust the number or type of materials needed to complete the activity*

---

+ / - materials	additional (+) or fewer/no (-) materials are needed
+ / - pictures	pictures are used (+) or not used (-)
+ dictionary	students will need dictionaries

---



## Modifications continued. Labels used in General Song Activities

### Purposes, Language Skills, and Content

*modification to adjust the purpose of the activity, or the type of language or content focus*

+ (language feature) <i>verb forms, past tense, future, active/passive voice, phrases, alphabet, word forms, vocabulary, synonyms, rhyming, definitions, conditionals, questions, sound/pattern discrimination</i>	a specific feature of language is the focus of the activity
+ (language skill) <i>speaking, writing, spelling, literacy, charts/graphs</i>	a specific language skill is the focus of the activity
+ (cognitive skill) <i>prediction, memory, creativity, summary, research, main ideas, decision-making</i>	a specific cognitive skill is used in the activity
+ (other) <i>art, creativity, tracing, background knowledge, parts of the body, language focus, color words, give directions, follow commands, music, mime, role-play, history, humor, fun, songwriting</i>	other possible modifications to vary the focus of the activity

### Classroom context

*modification to adjust for the size, design, and resources of a particular classroom*

+ extension	extended to include additional steps and/or content; these activities generally take more classroom time
+ competition	activity becomes a contest or competition between students or groups
+ / - groups	students complete the activity in small groups (+); students complete the activity individually or as a class rather than in small groups (-)
+ large classes	modification works well for large classes
+ / - space	the amount of physical space needed in the classroom
+ / - movement	whether students are required to move around the classroom
+ equal participation	activity structured to ensure all group members participate equally
+ / - time	more (+) or less (-) time is required than indicated in the basic activity



Following the General Activity Descriptions, **Part 1.2 (Children's Songs)**, **Part 2.2 (Traditional Songs)** and **Part 2.3 (American Rhythms)** of the book provide a feast of class materials to be used with the songs on the *Sing Out Loud* CDs, collected into a song unit for each of the selections on the CD. Each song unit includes the following items:

1. an **activity menu** that lists 12 activities suggested for the song
2. the **lyrics** of the song
3. **activity descriptions and instructions** for the suggested activities, including three pre-listening, three listening, three singing, and three post-listening activities (one speaking, one reading, one writing), along with any **accompanying materials** (such as discussion questions, handouts, and pictures) needed to use the activity
4. a simple **reading text** to help you and your students understand the history, themes, and/or style of the song (*Traditional Songs* and *American Rhythms* only)
5. **answer keys** to the activities suggested in the unit

Choose activities from each menu that are suitable and will appeal to your students, just as you would select food items from a restaurant menu. Try to use at least one pre-listening, one listening, one singing, and one post-listening activity for each song. And spice things up by adding your own ideas and activities.

## PART 1.1: GENERAL SONG ACTIVITIES FOR CHILDREN'S SONGS

The instructions for the activities in the book are described below. **Part 1.2** suggests particular activities for 13 songs on the *Children's Songs* CD and provides accompanying materials. Most activities could be used with any song that you wish to teach. For your reference, an index of song units that model each type of activity is provided at the end of each activity section. You can use these indices to locate examples of the materials described in **Part 1.1**.

### Section 1: Pre-listening Activities

Listening to new songs presents unique challenges. Before listening to a song, teachers should prepare students. With pre-listening activities, teachers can

- introduce new words or phrases that students will hear in the song
- activate students' background knowledge about a particular topic so they can predict what they will hear
- introduce cultural references to help students understand the song
- motivate students and spark interest in the song

Pre-listening activities can be done in a variety of ways and may include

- class games or discussions based on particular topics
- the presentation of new vocabulary, phrases, or grammar structures
- the practice of prediction strategies based on key ideas
- the use of pictures to increase interest in the song and offer visual clues to help students understand vocabulary and themes

Included below are ten pre-listening activities that you can adapt to almost any song.

#### *Pre-listening Activities:*

Pre-listening 1: Four Corners .....	<u>8</u>
Pre-listening 2: One Title – Many Possibilities .....	<u>13</u>
Pre-listening 3: Swat! .....	<u>13</u>
Pre-listening 4: Carpet Square Challenge.....	<u>14</u>
Pre-listening 5: Simon Says .....	<u>15</u>
Pre-listening 6: Find Someone Who.....	<u>16</u>
Pre-listening 7: What Do You Know About...? .....	<u>17</u>
Pre-listening 8: Where Is It?.....	<u>18</u>
Pre-listening 9: Picture Predictions .....	<u>19</u>
Pre-listening 10: Can You See What I See? .....	<u>20</u>

Many of these activities are specifically designed to use pictures, which can increase interest in the song and activity. They also help young learners make connections between English words and their meanings. Many pictures are provided in **Part 1.2** of the book, but you can also find suitable pictures from the Internet and in magazines and newspapers for these and other songs. Most activities require very few or no materials. When activities do require specific materials, you can find examples in **Part 1.2**. An index of song units that model these activities appears at the end of each activity section.



## Pre-listening 1: Four Corners

**Purpose:** To generate interest, express opinions, make choices, and introduce vocabulary in the song

**Level:** All

**Time:** 10 – 15 minutes

**Note to the teacher:** This activity requires enough space in the classroom for students to move around.

**Preparation and Materials:** Prepare a list of three to five topics, activities, or objects that students can like or dislike. Prepare a large picture that represents each topic, activity, or object. The topics can relate to music in general or to specific themes in the song. Label four corners of the classroom with the following posters or signs ([pages 9-12](#)):

*Really Like!*      *Like*      *Don't Like*      *Yuck!*

### Instructions:

1. Hold up the picture of one topic, activity, or object and call out its name.
2. Ask all the students to walk to and stand in the corner that matches how they feel about that topic, activity, or object.
3. Once everyone is in a corner, you can ask students to share with the others in the same corner why they feel that way about the topic, activity, or object. Students may discuss in their first language (L1), if needed.
4. Repeat the procedure for each of the prepared topics, activities, or objects.

## Modifications:

**A.** + difficulty  
+ pictures

Create three to five questions that have several possible answers. Then label the corners of the room with pictures of possible responses to the questions. Ask students a question and have them go to the corner that best represents the answer to the question. After each question, have students explain why they chose their particular answers. Example: Use pictures of four different foods and ask

*Which food do you like best? and  
Which food do you like least?*

**B.** + *large classes*  
- *space*  
- *movement*  
- *time*

Ask students to respond with a show of hands or by holding up cards with their choices.

**C.** + *difficulty*  
+ *literacy*

Write the name of the topic, activity, or object below the picture.

**D.** + *difficulty*  
- *materials*

Write the topics, activities, or objects on the board without providing a picture.



**really like!**





**like**





**don't like**





**yuck!**



## Pre-listening 2: One Title – Many Possibilities

**Purpose:** To predict the content of the song, generate interest in the song, and introduce vocabulary from the song

**Level:** All

**Time:** 10 – 15 minutes

**Note to the Teacher:** If students make predictions in their L1 because they do not have the vocabulary to express themselves, then you may wish to teach them some keywords. Limit the number of new words to approximately three to five (+ time).

**Preparation and Materials:** Prepare a large picture that represents the song. Hang the picture on the board and write the title of the song below it.

### Instructions:

1. Tell students that the line on the board is the title of a song that they are going to listen to. Explain any of the words in the title that students may not know.
2. Ask students to guess what the song is about. They may make predictions in their L1. Ask individual students or the whole class to call out ideas. Write their ideas on the board.
3. After listening to the song, ask students to check if their predictions were correct or not.

### Modifications:

**A.** + difficulty  
+ scaffolding  
+ time

Write question words (*Who?* *Where?* *What?* *Why?* and *When?*) or complete questions on the board. Ask students to predict answers for each question. Example questions:  
*Who will be the main character in the song?*  
*Where will the song take place?*  
*What will happen in the song?*  
*Why will this happen?*  
*When will the action take place?*

**B.** + pictures  
+ vocabulary

Instead of using the song title, choose three to five key content words from the song. Write each word on the board next to a picture that represents it. Teach the words if needed. Based on these keywords, ask students to make predictions about the song

**C.** + groups  
+ time

Divide students into small groups and complete the above activity. Allow time for groups to share their ideas with the whole class.

---

## Pre-listening 3: Swat

**Purpose:** To introduce vocabulary from the song and make print and sound connections.

**Level:** All

**Time:** 10 – 15 minutes

**Note to the Teacher:** This activity involves swatting or hitting pictures of the vocabulary words with a flyswatter or rolled up newspaper. It requires enough space in the classroom for students to move around. However, the activity can also be completed by pointing to or circling the target item.

**Preparation and Materials:** Choose five to ten key vocabulary words from the song. (Optional: Choose three to five additional words related to these words.) Prepare a large picture that represents each of the words and write the vocabulary word below the picture. Hang the pictures on the board in a random order. Prepare a flyswatter or rolled up newspaper for each team.

**Instructions:**

1. Point to each picture, say the word, and have students repeat the word after you. Explain the meaning of the words if needed.
2. Divide the class into two, three, or four teams. Give each team a flyswatter or a rolled-up newspaper. Tell the teams to stand in lines at an equal distance away from the board.
3. Explain that you will call out a word. The first person from each team must race to the board and hit the picture with the flyswatter or newspaper. The team that hits the correct picture first gets a point.
4. Tell the first person to give the flyswatter or newspaper to the next person on the team before proceeding to the back of the line.
5. Call out words in random order. You can use words more than once. As the game continues, each person on the team should have a chance to swat the pictures. At the end of the game, the team with the most points wins.

**Modifications:**

<b>A.</b> + <i>difficulty</i> - <i>materials</i> + <i>literacy</i>	Use only the printed words (no pictures). Write the words on the board, and follow Steps 1–4 above.
<b>B.</b> + <i>extension</i> + <i>time</i>	Once students have learned the words, let them take turns calling out the words for the teams to swat.

## Pre-listening 4: Carpet Square Challenge

**Purpose:** To introduce vocabulary from the song

**Level:** All

**Time:** 10 – 15 minutes

**Note to the teacher:** This activity requires enough space in the classroom for students to spread out.

**Preparation and Materials:** Obtain a square carpet sample, square reed mat, hand towel, or piece of paper for each student. Prepare a list of five to ten vocabulary items to call out. Fill a paper bag with small objects or pictures that represent the vocabulary items. Prepare one bag for each student or group of students.

**Instructions:**

1. Arrange the carpet samples (or other squares) on the floor around the room. Have students position themselves next to a square.
2. Give each student or group a paper bag containing the objects or pictures.
3. Tell the students that you will call out the name of an item, and they must find that item or picture in the paper bag. Tell the students that they should place the item on the carpet sample as quickly as possible and call out the word.
4. Call out one of the vocabulary items. Ask students to place that item on the carpet sample and call out the word as quickly as they can.
5. Have students put the item back in the bag. Repeat Step 4 for all the items. You can repeat items to help students learn the words.
6. Once you have called out all of the vocabulary items at least once, tell students that they will have a race. Assign one student as the judge, who will stand where he/she can see all the students/groups. As you call out each item again, the judge should decide which student/group found the correct item, placed it on the carpet sample, and called out the word first.

**Modifications:**

A.	- <i>difficulty</i> + <i>parts of the body</i>	Use vocabulary for the parts of the body (for example, <i>ear</i> , <i>nose</i> , <i>elbow</i> , <i>hand</i> , <i>knee</i> ). As you call out names of the parts of the body, have students touch that body part to the carpet sample.
B.	+ <i>difficulty</i> + <i>literacy</i>	Prepare word cards (instead of objects or pictures) by printing a vocabulary word on each card.
C.	+ <i>competition</i>	By calling out items quickly one after another, this activity can turn into a vigorous game. You can gradually increase the speed at which you call out new items as students learn the words. Assign a judge to identify who finds the correct word first.
D.	- <i>space</i>	Instead students may place small objects, pictures, or word cards on their desks.
E.	+ <i>extension</i> + <i>difficulty</i> + <i>time</i>	Once students have learned vocabulary items, call out clues or hints that describe an item (instead of the name of the item). Then ask students to find the item that you have described, place it on the sample, and call out its name.

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**Pre-listening 5: Simon Says**

**Purpose:** To carry out oral commands and learn action verbs

**Level:** All

**Time:** 10 – 20 minutes, depending on the number of commands

**Note to the teacher:** This activity requires enough space in the classroom for students to move around. Simon Says is a popular children's game in which one person calls out commands (usually actions), and the others perform those actions. The person calling out the commands chooses whether or not to begin a command with the phrase '*Simon Says*' (for example, *Simon says jump up and down!*). The children are only supposed to carry out the action when the command begins with '*Simon Says*'.

**Preparation and Materials:** Prepare a set of commands for actions the students are to complete. For example, possible commands include

*shake your right foot*

*raise your left hand*

*jump up and down*

**Optional:** Pre-teach verbs of movement (*pick up*, *touch*, *raise*, *shake*, *jump*, *put*) and directions (*left*, *right*, *up*, *down*, *around*).

**Instructions:**

1. Have students stand around the room, far enough apart that they can move around easily.
2. Call out the movement commands, sometimes beginning with "*Simon Says*" and sometimes not. When you first begin, complete the motions with the class so the students can imitate you.
3. Over time, increase the speed at which you say the commands and reduce the amount of time between commands.
4. After students have learned how to play the game, make it into a competition. Have one student serve as the judge and watch as students respond to the commands. If a student completes an action when the command did not start with "*Simon Says*," the student is 'out' of the game. If a student does not complete an action when the command starts with "*Simon Says*," the student is also 'out.' The last student who has not made a mistake and remains standing wins the game.

**Modifications:**

A. - *space* Use actions that students can do while sitting in a desk or chair. For example, possible commands include  
*raise your right hand*  
*put your hand on top of your head*

B. + *materials*  
+ *vocabulary* To teach vocabulary of concrete objects (rather than body parts), and give commands in which students must place objects (or pictures of objects) in specific locations. For example, possible commands include  
*put the book under your desk*  
*raise the pen above your head*  
*throw the ball to your partner*

C. + *language focus* Incorporate prepositions (*in, on, under, on top of, in front of, behind, etc.*), directions (*left, right, north, south, etc.*), locations (*in the corner, on the desk*), and action verbs (*jump, sit, spin, skip, etc.*) in the commands to focus on a particular language feature.

D. + *difficulty* Give multiple commands at once. For example, possible commands include  
*put your right hand on your left knee*  
*pat your head with your left hand.*

---

## Pre-listening 6: Find Someone Who...

**Purpose:** To generate interest in the song, activate background knowledge about the topic, and introduce vocabulary from the song

**Level:** All

**Time:** 15 – 30 minutes

**Preparation and Materials:** Choose a set of items that can be paired together (for example, capital and lowercase letters, weather and seasons, parts of the body and clothing/accessory items worn on specific body parts). You will need enough items so that each student in the class has one item. Make a set of small cards containing pictures of the items.

**Instructions:**

1. Introduce the activity by telling the students about the paired items and the theme of the song. Teach any new vocabulary.
2. Tell the students that you will give each of them a card, and they should not show it to anyone. They will need to find out which other student has a card that makes a pair with their card.
3. Tell the students that they should find their partner by asking and answering questions about their cards without showing anyone their card. Students may ask and answer questions in their L1 if needed. For example, if doing this activity with letters of the alphabet, the students could ask  
*What sound does your letter make?*  
*What is a word that begins with your letter?*
4. Distribute the cards in a random order, and have the students stand up and walk around while completing this task.
5. While students are completing the task, you need to walk around, too, and make sure that they are asking and answering questions either in English or in their L1 (but not simply showing their cards to one another).

**Modifications:**

<b>A.</b>	<i>- difficulty</i> <i>- time</i>	Make pairs of cards that contain the same item or picture (instead of two pictures that go together based on a theme).
<b>B.</b>	<i>+ vocabulary</i> <i>+ literacy</i>	Put a picture of the item on one card, and the written word on the paired card.
<b>C.</b>	<i>+ difficulty</i>	Make cards in sets of three instead of in pairs. For example, if using the letters of the alphabet, you could have one card with the capital letter, one card with the lowercase letter, and one card with a picture of an item that begins with that letter. The three students with those cards must form a group of three.
<b>D.</b>	<i>+ groups</i> <i>+ large classes</i>	Divide students into groups based on the number of items you have. For example, if you have ten cards containing five pairs, divide students into groups of ten. Make a copy of the cards for each group, and have each group complete the activity.

---

## Pre-listening 7: What Do You Know About...?

**Purpose:** To generate interest in the song and activate background knowledge about the topic

**Level:** All

**Time:** 10 minutes

**Preparation and Materials:** Prepare a large picture or photograph related to the theme of the song and hang it on the board. Prepare three to five simple questions or statements that you can ask students orally. Questions can be yes/no (*Do dogs have four legs?*) and statements can be true/false (*Dogs have four legs*).

**Instructions:**

1. Show students the picture and tell them that it is related to a song that they will hear. Tell them that you will ask them some questions about the picture. Explain that the students should respond 'yes' or 'no.'
2. Ask the first question. As you ask the question, point to parts of the picture that are related to the question, or act out words so that students can understand the meaning of the question. For example, for a picture of a dog, you can say and mime the following:  
**Do dogs** [point to the dog] **have four** [hold up four fingers] **legs** [point to your own legs or the dog's legs]?
3. Repeat Steps 1 - 2 for each question.
4. End the activity by repeating the answers in statement form. For example, for the question in Step 2, you could say, "Dogs have four legs."

**Modifications:**

<b>A.</b>	<i>+ difficulty</i>	Use open-ended questions or statements ( <i>What is a dog like? Describe a dog.</i> ) Students can answer in their L1 or use simple English words and phrases to show what they know. For example, if you tell students to describe a dog, they might call out words like <i>furry, bark, four legs</i> .
<b>B.</b>	<i>+ scaffolding</i> <i>+ literacy</i> <i>+ time</i>	Choose three to five vocabulary words that can be seen in the picture or that are related to the theme of the song and write them on the board. The words should help students understand or answer the questions. As you ask questions, point to the written form of any words that are in the question. After students answer, have them practice writing the words.



		<b>(Modifications cont.)</b>
C.	+ difficulty	Have students create the statement forms (Step 4) after answering each question.
D.	- difficulty	Use simple true/false statements. Students should respond by saying <i>yes/true</i> or <i>no/false</i> . These statements can be humorous to get students engaged (for example, <i>Dogs have two tails</i> ).
E.	+ extension + art	Have students draw their own pictures related to the theme after answering the questions.

---

## Pre-listening 8: Where Is It?

**Purpose:** To carry out oral commands, learn directions left and right, and some action verbs

**Level:** 2

**Time:** 15 – 20 minutes

**Note to the Teacher:** This activity also works well to teach prepositions of place, locations, map reading, and directions.

**Preparation and Materials:** Prepare a pair of small boxes, labeled with two contrasting directions (for example: *in* and *out*, *underneath* and *on top of*, *left* and *right*, *in front of* and *behind*). Prepare a set of picture cards that represent objects or people in the different positions. Ideally, the pictures should be in pairs so that the same person/object is pictured in both locations (for example, you can have pictures of a child *in a box* and a child *out of a box*). You will need a set of boxes and picture cards for several groups.



### Instructions:

1. Divide the students into groups (three or four students per group). Give each group a pair of boxes and a set of the pictures.
2. Teach the two directions that you will focus on.
3. Tell the students to look at each picture and decide which direction best describes the picture.
4. Have the students place the picture in or beside the corresponding box. For example, if the picture is of a child *in a box*, the students should put that picture inside the 'in' box. If the picture is of a child *out of a box*, the students should place the picture in a pile beside the box.
5. After all groups have finished, have groups compare where they put each picture.

### Modifications:

A. + competition  
+ difficulty

Prepare a description for each picture that uses the direction words you are focusing on (for example, *the child is in the box*). Call out the descriptions one at a time and have students find the correct picture and then place it in the correct box. Call out the descriptions quickly. The goal is to see how many pictures the students can correctly place in the box.



**B.**    + *movement*  
      + *difficulty*

#### Modifications (cont.)

Prepare a list of directions that ask students to choose the correct picture and place it in a specific spot. For example, possible commands:

*Take the picture of the child in the box and put it on the floor.  
Put the picture of the child out of the box on your desk.*

---

## Pre-listening 9: Picture Predictions

**Purpose:** To generate interest in the song, activate background knowledge about the topic, and introduce vocabulary

**Level:** All

**Time:** 10 – 20 minutes

**Preparation and Materials:** Prepare a large picture or photograph related to the theme of the song and hang it on the board.

#### Instructions:

1. Show the picture to the students and explain that it represents a story.
2. Tell the students that together they are going to create the story.
3. Prompt the students to help them create the story. You can begin by asking them who the characters are and where they live.
4. Invite students to orally construct the story as a whole class, prompting them when necessary and teaching them vocabulary when needed. The students may tell the story in their L1.
5. Tell students they are going to listen to a song about the same picture, and they should compare their story to the one they hear in the song.

#### Modifications:

**A.**    + *extension*  
      + *time*  
      + *art*

Tell the students the title of the song, and teach them any new vocabulary words. Ask the students to draw a picture to go with the song. When they are finished, they can compare their pictures with the one that you have.

**B.**    + *difficulty*  
      + *verb forms*

Use questions to prompt the students to re-create the story in the past tense. Example questions:  
*When did the story take place?  
What happened first?  
What happened second?*

**C.**    - *difficulty*

Follow Step 1 above. Instead of having the students develop a story, ask them to create a title for the song.

**D.**    + *time*  
      + *art*

Prepare a coloring page that represents the song and have students color the picture. Then, complete Steps 1 – 5 above.

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## Pre-listening 10: Can You See What I See?

**Purpose:** To generate interest in the song, activate background knowledge about the topic, and introduce vocabulary

**Level:** All

**Time:** 5 – 15 minutes

**Preparation and Materials:** Prepare a large picture related to the theme of the song. Make a copy of the picture for each student or group of students. Choose three to five items that can be seen in the picture to call out.

### Instructions:

1. Give each student or group of students a copy of the picture.
2. Tell students that you will call out the name of one item in the picture, and they should find the item and circle it.
3. Call out a word and have students circle the item. Go around the classroom and check that each student has identified the correct item. Continue with the remaining words.
4. Tell students that the picture relates to the song. Ask them to predict what the song will be about. They may make predictions in their L1.

### Modifications:

#### A. - materials

Instead of giving each student a copy of the picture, hang a large picture at the front of the classroom. Have the students sit or stand around the picture as you call out a word. Let students volunteer to find the item and circle each word. Then do Step 4 above.

#### B. - difficulty + scaffolding + time

Give each student or group of students a copy of the large picture. Then hang on the board separate pictures of the items they are to find in the larger picture. Point to one picture, say the word aloud, and have students repeat it after you. Have the students find that item in the picture and circle it. Then point to the next picture, but have students put a square around it. Continue until you have found all of the items. Other possible ways to mark items are to draw other shapes around them (triangle, star, heart) or to underline the object with different types of lines (wavy lines, dashed lines, two lines). Then do Step 4.



## Index of Pre-listening Activities for *Children's Songs* Units

Song Units	Pre-Listening Activities									
	1. Four Corners	2. One Title - Many Possibilities	3. Swat!	4. Carpet Square Challenges	5. Simon Says	6. Find Someone Who ...	7. What Do You Know?	8. Where Is It?	9. Picture Predictions	10. Can You See What I See?
1. The Alphabet Song			*			*				*
2. Over the River & Through the Woods		*	*				*			
3. I'm a Little Teapot		*A							*D	*A
4. Hickory Dickory Dock			*A			*A,D				*
5. Twinkle, Twinkle, Little Star		*B	*							*C
6. Mary Had a Little Lamb		*B							*	*
7. One, Two Buckle My Shoe			*	*D		*B				
8. Bingo							*D		*	*B
9. Hush, Little Baby	*								*D	*A
10. The Happy Song			*		*					*
11. Head, Shoulders, Knees and Toes			*	*A	*					
12. Are You Sleeping?	*						*B,E		*	
13. Hokey Pokey					*A	*D		*		

Letters indicate which modification in the pre-listening activity applies



## Section 2: Listening Activities

After preparing students for the song with pre-listening activities, the next step is the actual listening activity. Sometimes this step is referred to as “while-listening” or “during-listening.” Students can do many things while listening that will help to focus their attention on particular aspects of the songs. Among other things students can be asked to listen

- for particular sounds
- for particular words and short phrases
- for the tune or beat of the music

Teachers often wonder how many times songs should be played for students. The answer depends on your own students’ needs and interests. You should play the song enough times that most students can understand at least some of it, while still keeping the students interested and focused on the song. Remember that you can play the song again during singing and post-listening activities.

Included below are a number of listening activities that can be used with almost any song. The amount of time required will vary depending on the length of the song and the number of times that you choose to play it.

### *Listening Activities:*

Listening 1: Relax and Enjoy!.....	<a href="#">23</a>
Listening 2: Mixed-Up Pictures .....	<a href="#">30</a>
Listening 3: Listening Gap-Fill.....	<a href="#">30</a>
Listening 4: Listening for Rhyming Words.....	<a href="#">31</a>
Listening 5: Musical Words .....	<a href="#">32</a>
Listening 6: Move Along!.....	<a href="#">33</a>
Listening 7: Song Bingo .....	<a href="#">33</a>

Some of the activities require very few materials or no materials at all. You can find examples of activities that require specific materials in **Part 1.2** of the book, where there are specific lesson menus and accompanying materials for all of the songs included on the *Sing Out Loud: Children’s Songs* CD. For your reference, an index of song units that model listening activities is provided at the end of this section.



## Listening 1: Relax and Enjoy!

**Purpose:** To enjoy listening to the song

**Level:** All

**Time:** 7 – 10 minutes (the length of the song plus time for discussion)

**Preparation and Materials:** Prepare two to five questions to guide the class discussion about the song.

Some questions you might ask include the following:

- *Does it seem like a happy or sad song?*
- *Does it seem to be a serious or funny song?*
- *Do you like the song? Why or why not?*
- *Does the song remind you of any other songs you know?*

### Instructions:

1. Tell the students they are going to hear a song and that you want them to focus on how the song makes them feel and what it reminds them of.
2. Play the song one time.
3. Have a general class discussion about the students' ideas and feelings using the questions you prepared.
4. After the discussion, choose another activity for the second listening.

### Modifications:

A.     + *movement*  
      - *difficulty*  
      + *pictures*  
      + *materials*

Hang two pictures that represent two opposite responses to the first discussion question (*happy/sad*) in locations around the classroom. Ask the question, and have students stand next to the picture that best represents their feelings about the song. Replace the pictures with the pictures for the second question (*serious/funny*), ask the question, and have students move again. Repeat this process for the third question. See pictures for possible responses to the first three example questions in Step 3 ([pages 24-29](#)).



**happy**





**sad**





**serious**





**funny**





like





**don't like**



## Listening 2: Mixed-Up Pictures

**Purpose:** To listen for specific words or phrases

**Level:** 2 and above

**Time:** 10 – 15 minutes

**Preparation and Materials:** Prepare a set of large pictures that represent keywords from the song and hang them on the board in random order. Put a letter under each picture: A, B, C, and so on. This activity works best if you choose words that occur only one time in the song. If you must use words that are repeated in the song, choose words used in only one verse (or stanza).

### Instructions:

1. Show the pictures to the students. Make sure they know what the pictures represent and the correct pronunciation for the vocabulary represented in the picture.
2. Tell the students to write the numbers 1 to X (depending on how many pictures you have) on a piece of paper. For example, if you have five pictures, the students should write 1 to 5.
3. Explain to the students that they are going to listen to the song, and they need to decide which picture is mentioned first, second, third, and so on. They should write the correct letter next to the number on their paper.
4. Play the song two or three times so that most of the students have ordered the pictures correctly. Check their answers.

### Modifications:

A. - *difficulty*  
+ *materials*  
  
(*optional*)  
+ *groups*

B. - *materials*  
+ *literacy*

C. + *difficulty*

D. + *difficulty*  
+ *time*

Photocopy and cut up the same set of pictures for each student (or group of students). Follow the instructions above and have the students work individually or in groups to put the pictures in order by arranging them on the desk.

Instead of using pictures, write vocabulary words or phrases from the song on the board in random order. Follow Steps 1 and 2 above, and have students write down the words in the order that they hear them.

Include two or three extra pictures that show items *not* mentioned in the song. Have students choose which words they hear in the song and put them in order. Then make a separate list of the items they do not hear.

Use pictures that represent ideas or themes from the song (rather than individual vocabulary words). You may need to pause after a line or stanza to give students a chance to think about the meaning of what they have heard.

---

## Listening 3: Listening Gap-Fill

**Purpose:** To listen for specific words or phrases and introduce vocabulary from the song

**Level:** 2 and above

**Time:** 10 – 20 minutes

**Note to the Teacher:** Traditional listening gap-fill activities require preparation of a handout with the song's lyrics printed on it. Some of the words in the song are omitted and replaced with blank lines (gaps). Words are removed based on whether the teacher wants the students to focus on an element of grammar or some particular vocabulary.

**Preparation and Materials:** Create a Gap-Fill handout using the lyrics of the song. For the gaps, provide a series of small pictures that represent the missing words, with the vocabulary word printed beneath the picture. Make a copy of the handout and pictures for each student or group of students. Copy the Gap-Fill handout onto the board (or print it on a large poster). For an example of a Gap-Fill handout with pictures, see the units for *Twinkle, Twinkle, Little Star* and *Mary Had a Little Lamb*.

**Instructions:**

1. Give students (individually or in groups) copies of the Gap-Fill handout and have them cut apart the pictures.
2. Teach the vocabulary represented by the pictures.
3. Tell the students that you will play the song, and they should put the pictures in the blanks according to what they hear.
4. When you play the song the first time, point to the lyrics on the board so that students can follow along and identify where the gaps are. Play the song several times.
5. After students have listened several times, go through the answers.

**Modifications:**

A. + *difficulty*  
- *materials*  
+ *literacy* Instead of providing pictures, use the written words. Write the possible words on the board. Have students copy the word that they hear in each gap.

B. + *difficulty* Prepare a Gap-Fill handout with two rhyming words or two similar-sounding words in each space. Have students circle the word that they hear.  
*Example: Send it by mail / rail.*

C. + *tracing* Prepare a Gap-Fill handout with two rhyming words or two similar-sounding words printed in tracing letters in each space. Have students trace the word that they hear.  
*Example: Send it by mail / rail.*

D. - *difficulty*  
+ *tracing* Prepare a Gap-Fill handout with the missing words printed in tracing letters in each space. Have students trace the word as they listen.  
*Example: Send it by rail.*

---

## Listening 4: Listening for Rhyming Words

**Purpose:** To listen for specific words or phrases, recognize and discriminate between similar sounds, and introduce new vocabulary

**Level:** 2 and above

**Time:** 10 – 15 minutes

**Preparation and Materials:** Choose three to five key vocabulary words from the song. For each word, choose another word that rhymes (either from the song or not in the song), so that you have three to five pairs of rhyming words. Prepare a picture to go with each word. Prepare a handout with the two rhyming word pictures beside each other and the word written beneath the picture. Make sure to put the pairs in the order in which they appear in the song. If both rhyming words appear in the song, you may include the same pair of pictures more than once on the handout.

**Instructions:**

1. Give the students the handout with the rhyming pictures. Have them look at the first pair of pictures. Go over both pictures, teaching the words. Say each word for the students several times and have them repeat the word after you.

2. Tell the students that you will play the song, stopping after each line of the song. Tell them that they should listen for the words illustrated in the pictures and circle the picture that they hear.
3. Play the first line of the song two times. Have students circle the word that they hear.
4. Discuss the answer, or listen again if needed.
5. Repeat Steps 3 and 4 for each line of the song (or pair of pictures).

**Modifications:**

**A. - materials**

Hang large copies of the word pairs on the board where everyone can see them. Label one picture in the pair 'A' and the other 'B.' Follow Steps 1 – 5 above, but have students call out 'A' or 'B' to indicate which word they heard in the song.

**B. + extension  
+ time**

On the board, write one to three of the words from the song (you may provide a picture if desired). Below each word, provide a picture and the written word for two to eight words, some that rhyme with the word from the song and others that do not rhyme. Some of these words can come from the song and some can be new. Begin by saying out loud the word from the song and having students repeat the word after you. Then say each of the following words and have students decide whether or not the new word rhymes with the word from the song. Listen to the song again, and ask students to identify other words in the song that rhyme with the first word.

## Listening 5: Musical Words

**Purpose:** To listen for specific words or phrases and pronounce specific words

**Level:** All

**Time:** 5 – 15 minutes

**Preparation and Materials:** Identify three to five keywords in the song where you will stop the music.

**Instructions:**

1. Tell students that you are going to play a part of the song and then stop the song suddenly. Tell them that they should yell out the last word that they hear when you stop the song.
2. Play the song. Stop the music immediately after a keyword is used. Have students yell out the last word they heard.
3. Repeat the procedure until you have finished all of the song.

**Modifications:**

**A. + movement  
+ time**

Before listening to the song, teach three to five keywords from the song. Have the students come up with actions or movements to represent those words. When you stop the song after the keywords, have students mime the action for the last word that they heard as they yell out the word.

**B. + pictures  
+ materials  
*(optional)*  
+ art**

Give students small pictures that represent the keywords or have them draw their own pictures. Have students hold up the picture for the last word they heard when you stop the song.



#### (Modifications cont.)

C. + competition

+ difficulty

+ literacy

+ time

(optional)

+ groups

Tell the students that you will play part of the song and then stop it suddenly. Have the students (individually or in small groups) write down all words they can remember when you stop the song. Repeat until you have finished the song. Play the song again and check the students' answers. The student or group that has the most correct words gets a point for that part. The student or group with the most points wins.

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## Listening 6: Move Along!

**Purpose:** To listen for specific words or phrases and represent word meanings with actions

**Level:** All

**Time:** 10 – 15 minutes

**Preparation and Materials:** Identify five to ten keywords or phrases in the song for which you will try to elicit movements.

**Instructions:**

1. Tell students that you are going to play a song and that they will move along with the song.
2. Play the first line of the song. Teach any key vocabulary items in that line or explain the meaning of the line (this can be done in the students' L1). Have students suggest a mime or movement to go along with vocabulary words or specific phrases.
3. Listen to the line again and have students complete the movement when they hear the line or vocabulary word. For example, students could cradle their arms and rock them back and forth for *Hush Little Baby* and pretend to wipe away tears for *don't you cry*.
4. Repeat Step 2 for each line in the song.
5. Tell the students that you will play the whole song and they should carry out the movements as they listen to the song.

**Modifications:**

A. + groups

- difficulty

Divide students into groups (one group for each line in the song).

Assign each group one line and corresponding movement(s). Play the song and have each group carry out their mime when they hear their line in the song.

---

## Listening 7: Song Bingo

**Purpose:** To listen for specific words or phrases and make print and sound connections

**Level:** 2

**Time:** 15 – 20 minutes

**Preparation and Materials:** Choose six to ten words from the song and write them on the board in random order.

**Instructions:**

1. Make sure that the students know the meaning and pronunciation of all of the words.
2. Tell the students to draw an empty grid—two squares by two squares (2 x 2)—on their papers (see below). Instruct them to write one word from the board in each square.

3. Tell them that you are going to play the song and they should cross off their words when they hear them. The first student to cross off all four of their words should shout “Bingo.”
4. After the first student has finished, play the song one more time so that the whole class can check their answers.

**Example: 2 x 2 grid**


**Modifications:**

- A.    - *difficulty*  
      + *pictures*  
      + *materials*  
      - *writing*
- B.    + *difficulty*  
      + *time*
- C.    + *difficulty*  
      + *verb forms*  
  
      (*optional*)  
      + *extension*

Prepare pictures for the six to ten words you have selected from the song. Create a small grid containing the pictures. Give each student a copy of the pictures and have them cut apart the pictures. Go over the pictures, pronouncing the words for the students. Have students draw a blank 2 x 2 grid on their papers. Have students choose four pictures to place in the squares in the grid that they drew and follow Steps 3 – 4 above.

Choose 10 to 20 words and have students create larger grids (3 x 3 or 3 x 4).

For songs that contain the verb ‘*to be*,’ write the various forms of the verb on the board (*am, is, are, was, were, be, been, being*). Have students write down four forms of ‘*to be*’ in the 2 x 2 grid and follow Steps 3 – 4 above. Optional: After listening to the song, discuss which forms of ‘*to be*’ were used and why each form was used (looking at subject-verb agreement and tense).



## Index of Listening Activities for *Children's Songs* Units

Song Units	Listening Activities						
	1. Relax and Enjoy	2. Mixed-up Pictures	3. Listening Gap-Fill	4. Listening for Rhyming Words	5. Musical Words	6. Move Along!	7. Song Bingo
1. The Alphabet Song	*	*A	*				
2. Over the River & Through the Woods	*			*B		*A	
3. I'm a Little Teapot	*				*		*A
4. Hickory Dickory Dock	*A					*	*A
5. Twinkle, Twinkle, Little Star	*		*				*A
6. Mary Had a Little Lamb	*		*		*A		
7. One, Two Buckle My Shoe		*A	*			*	
8. Bingo	*	*C			*		
9. Hush, Little Baby	*A	*			*A		
10. The Happy Song	*A				*A	*	
11. Head, Shoulders, Knees and Toes	*				*	*	
12. Are You Sleeping?	*		*	*B			
13. Hokey Pokey	*A	*A				*	A

Letters indicate which modification in the listening activity applies

## Section 3: Singing / Music Activities

Singing along to a newly learned song is fun! And it can also be educational and pedagogically sound. Students not only practice using grammatical chunks of language and pronouncing new words, they also become more familiar and comfortable with rhythm and stress in English, which may improve their intonation skills. Thus, it is recommended that teachers include class time after the listening activities for students to sing the song.

Some teachers may feel awkward asking students to sing in class, and some students really do not like singing and do not want to sing in front of others. Ways that you can help students to relax and enjoy singing include the following:

- Encourage students to listen and tap their fingers on the desk to practice the rhythm, while other students sing.
- Refrain from asking students to stand in front of the class. Allow them to stay at their desks to sing.
- Give students small instruments, such as drums or shakers, to focus on while singing. Instructions for making several simple instruments are provided in this section.
- Assign movements to do with some of the lyrics, such as swaying back and forth when they hear the word 'wind.'
- Ask students to draw pictures to accompany the words in the song and hold up the correct pictures when they sing those words.

By having the students focus on something else, such as playing an instrument or doing particular movements, students are less likely to be nervous and will enjoy singing.

Included in this section are seven singing activities that you can adapt to almost any song as well as instructions for making four homemade instruments.

### *Singing / Music Activities:*

Singing 1: Sing Along With Me.....	<u>37</u>
Singing 2: Disappearing Song.....	<u>38</u>
Singing 3: Crazy Lyrics .....	<u>38</u>
Singing 4: Show Me the Word.....	<u>39</u>
Singing 5: Your Moves .....	<u>40</u>
Singing 6: Sing a Round .....	<u>41</u>
Singing 7: Drum and Instrument Circles .....	<u>42</u>
Instrument 1: Can and Bottle Shaker .....	<u>43</u>
Instrument 2: Rattle Stick .....	<u>43</u>
Instrument 3: Rain Stick .....	<u>44</u>
Instrument 4: Bottle Xylophone .....	<u>44</u>

To assist you in teaching students to sing the songs, the lyrics to each song on the *Sing Out Loud: Children's Songs* CD are included on the second page of each song unit in **Part 1.2** and may be photocopied as handouts.

Examples of singing/music activities that require materials appear in **Part 1.2** when these activities are adapted to specific songs. An index table of song units that model these activities is provided at the end of this section.



## Singing 1: Sing Along With Me

**Purpose:** To practice pronunciation and intonation

**Level:** All

**Time:** 10 – 15 minutes

**Preparation and Materials:** None

### Instructions:

1. Tell the students that they will be singing a song. If the song is new, tell them what the song is about (you may need to do this in their L1).
2. Sing one line (or phrase) at a time, and have students repeat after you. For example, depending on your students, you could sing the entire line *Hush little baby, don't you cry* and have them repeat it, or you could break the line into two parts (*Hush little baby* and *don't you cry*), having the students repeat after each part. You may need to sing each line or part more than once.
3. Repeat Step 2 for each line in the song. After each new line, go back to the beginning and sing the song up to that point until you reach the end of the song.
4. If some students learn the song quickly, they can come up to the front and lead the song. Different students can take turns.

### Modifications:

**A. - difficulty**

If the melody of the song is difficult, start by humming it. Ask the students to hum along with you their first time through the song. The second time ask them to sing the refrain and hum the remaining verses. Depending on the difficulty of the song, the next time you may introduce one or two verses.

**B. + groups  
+ time**

Divide the class into small groups and assign one line or verse to each group. Each group can practice singing its line or verse, and then teach it to the others.

**C. + groups**

You can divide the students into call-and-response groups in which one group or person sings a line and the other group responds with the next line. This works well when there is repetition in the song (for example, *Are You Sleeping?*)

**D. + scaffolding  
+ pictures  
+ materials**

Prepare large pictures that represent key vocabulary items to help students understand the content of the song. Hang the pictures on the board and point to them as you sing corresponding words or lines. Optional: Have one student hold up each picture when the word is sung.

**E. - difficulty**

For a song in which each verse uses the same basic line but has one or two different vocabulary words, have students sing or shout out only the words that change in each line. Sing the song and pause before the word that changes in each verse. For example, in *The Hokey Pokey*, sing *You put your pause* and the students would sing or shout 'right arm'.

**F. - difficult  
- time**

For a song in which each verse uses the same basic line but has one or two different vocabulary words, have students sing or shout out only the words that *do not* change in each line. For example, in *Hickory Dickory Dock*, after students sing '*Hickory dickory dock, the mouse ran up the clock*', you sing the remainder of each line.



## Singing 2: Disappearing Song

**Purpose:** To practice pronunciation and intonation, and recall words and phrases

**Level:** 2 and above

**Time:** 15 – 25 minutes, depending on the song's length

**Note to teacher:** This activity involves singing the song multiple times and asking students to recall words that you have erased from the lyrics. The number of words that you choose to erase and the pace with which you remove them will depend on the length of the song, the difficulty of the lyrics, and the level of your students. You do not need to erase a high percentage of words for the activity to be engaging and challenging. Also be careful about singing the song too many times so the activity does not become boring.

**Preparation and Materials:** Write the song lyrics on the board.

### Instructions:

1. Practice singing the song with the students line by line.
2. Erase approximately ten percent of the words. Draw a blank space under each erased word. Practice singing the song again with the students. Make sure that they can remember and sing the missing words.
3. Erase another ten percent of the words and follow the procedure in Step 2.
4. Now erase an additional twenty to thirty percent so that only about half of the words remain. Practice singing the song again.
5. Finally, erase an additional twenty to thirty percent so that about twenty percent of the words remaining. Sing the song one final time.

### Modifications:

**A.** - *difficulty*

Begin with the complete lyrics written on the board. Sing the song, pointing to each word as you sing it. Erase one word at a time. Erase words from the portions of the lyrics that are repeated often (for example,        *little baby, don't say a word*) or the words that change with each verse of the song (for example, *Papa's going to buy you a \_\_\_\_\_*).

**B.** - *difficulty*  
+ *scaffolding*  
+ *pictures*  
+ *materials*

As you delete words, replace them with pictures to help students recall the words.

## Singing 3: Crazy Lyrics

**Purpose:** To practice pronunciation and intonation, explore the rhythm of words, and learn new vocabulary

**Level:** All

**Time:** 20 – 30 minutes

**Preparation and Materials:** Choose three to six key content words to replace in the song. For example, you could replace verbs, nouns, adjectives, or a mix of these words. Create new versions for two to three lines or verses in the song, using new vocabulary items that you wish to teach. For example, a new version of the first line of *Mary Had a Little Lamb* could be

Mary had a **puppy dog, puppy dog, puppy dog.**  
Mary had a **puppy dog**, its **coat** was **brown** as **sand**.



**Instructions:**

1. Sing one line (or phrase) at a time, and have students repeat it after you. Teach the new vocabulary items as you go along.
2. Repeat Step 1 for the new version of the line or song. After each new line, go back to the beginning and sing the song up to that point until you reach the end of the song.
3. If there are students in the class who learn the song quickly, they can take turns coming up front and leading the song.
4. Play the song so that the group can practice singing the new crazy song.

**Modifications:**

<b>A.</b> <i>+ / - difficulty</i>	Change more or fewer words in each line to match the level of your students.
<b>B.</b> <i>+ scaffolding</i> <i>- difficulty</i> <i>+ pictures</i> <i>+ materials</i>	Prepare pictures of the new words that you have chosen and hang them on the board. Teach the vocabulary items that go along with the pictures. Tell students what word to replace when they sing. As students sing the song, point to one of the pictures and have them sing the song with that new vocabulary item.
<b>C.</b> <i>+ difficulty</i> <i>+ materials</i> <i>+ time</i> <i>+ creativity</i>  <i>(optional)</i> <i>+ pictures</i>	Prepare a list of words (represented by pictures or words) from which students may choose which words to replace in the song (you can provide a handout of the lyrics with gaps for the new words). Then allow students to come up with their own new set of Crazy Lyrics.
<b>D.</b> <i>- difficulty</i> <i>- new vocabulary</i>	Instead of changing to new vocabulary words, reorder the existing words to make a new version of the song.

## Singing 4: Show Me the Word

**Purpose:** To make print and sound connections, represent word meanings with pictures, and learn vocabulary from the song

**Level:** All

**Time:** 15 – 25 minutes

**Preparation and Materials:** Choose three to six keywords from the song for the students to focus on. Draw or hang a picture of each word on the board, and write the words below the pictures.

**Instructions:**

1. Have each student choose one word from the board and draw a picture representing that word on a piece of paper.
2. Next tell the students that when the class sings the song, they each need to raise their picture above their heads when their word/picture is sung.
3. To make this activity more competitive you can nominate a ‘class judge’ to watch the students and make sure they raise the correct words.

**Modifications:**

<b>A.</b> <i>+ difficulty</i> <i>+ time</i>	Choose eight to ten words and distribute two words to each student. Tell the students to draw a picture of each of the words assigned to them. Then follow Steps 2–4 above.
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		<b>Modifications (cont.)</b>
<b>B.</b>	- <i>materials</i> + <i>writing</i> - <i>time</i>	Instead of drawing pictures, students can write down the words on the paper.
<b>C.</b>	- <i>materials</i> - <i>pictures</i>	Write the words on the board but do not provide a picture. Have students draw a picture representing their word following Steps 1–4 above.
<b>D.</b>	+ <i>art</i>	Provide a simple picture or coloring page that represents key vocabulary from the song. Give each student a picture and have them color or decorate the picture. Then following Steps 2–4 above.

---

## Singing 5: Your Moves

**Purpose:** To learn vocabulary from the song and represent word meanings with actions

**Level:** All

**Time:** 20 – 30 minutes, depending on the length of the song

**Preparation and Materials:** Choose five to ten keywords or phrases from the song.

**Instructions:**

1. Elicit from the students some possible motions that could be associated with each keyword. For example, students could represent the word *tall* by raising their hands straight upward or by holding one hand up with the palm facing the floor. When the students have suggested a number of different mimes for a keyword, ask the class to choose the one they like the best.
2. Practice that mime and then go on to the next keyword until each keyword has a mime. Practice all of them until students can remember them.
3. Play the song and have the students sing along and do the correct mimes when they hear the keywords.

**Modifications:**

<b>A.</b>	- <i>time</i>	Many children's songs have traditional movements that go along with the song. For example, the songs <i>I'm a Little Teapot</i> ; <i>The Happy Song</i> ; <i>Head, Shoulders, Knees and Toes</i> ; and <i>The Hokey Pokey</i> have traditional movements, which are described in each song unit. You can use these traditional movements, or make up your own.
<b>B.</b>	+ <i>large classes</i> - <i>difficulty</i> - <i>time</i>	Choose the motions before class instead of eliciting them from the students. Teach the song along with the movements. For lower level classes, teaching the song and the movements together will help students understand the meanings of the words.
<b>C.</b>	- <i>difficulty</i> + <i>scaffolding</i> + <i>pictures</i> + <i>materials</i>	Prepare large pictures for each of the chosen keywords. Hold up each picture, teach the vocabulary word, and elicit a motion. Have students practice the motion when you raise the picture. Then play the song and raise the picture when the word is used in the song (it may be used more than once) to help students make the movements at the right time.

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## Singing 6: Sing a Round

**Purpose:** To practice pronunciation and intonation

**Level:** 2 and above

**Time:** 15 – 25 minutes

**Note to the Teacher:** This activity works well after students have learned to sing the song as a group. We suggest using this activity after completing *Singing 1: Sing Along With Me* ([p. 37](#)).

**Preparation and Materials:** Practice singing the song as a whole group.

### Instructions:

1. Divide students into two groups. Tell the students that they will be singing the same song, but each group will begin singing at a different time.
2. Have the first group begin singing the song from the beginning to the end without stopping.
3. When the first group gets to the end of the first line of the song, have the second group start singing the song from the beginning. The first group must continue singing without letting the second group distract them.

### Example (each pair of lines is sung at the same time):

Group 1: Are you sleeping, are you sleeping,  
Group 2: (silent)

Group 1: Brother John, Brother John?  
Group 2: Are you sleeping, are you sleeping,

Group 1: Morning bells are ringing, morning bells are ringing.  
Group 2: Brother John, Brother John?

Group 1: Ding, dong, ding. Ding, dong, ding.  
Group 2: Morning bells are ringing, morning bells are ringing.

Group 1: (silent or begin again at the beginning)  
Group 2: Ding, dong, ding. Ding, dong, ding.

### Modifications:

A. - *difficulty* If the song is long, only sing the first verse of the song.  
- *time*

B. + *scaffolding* Provide the lyrics for students to follow along. Write the lyrics on the board two times (once for each group). Ask one student (or a helper) to guide one of the groups while you guide the other group. Point to the words as the students sing.

C. + *large classes* You can divide the class into three groups.



## **Singing 7: Drum and Instrument Circles**

**Purpose:** To practice pronunciation and intonation and explore the rhythm of words

**Level:** All

**Time:** 20 – 30 minutes

**Preparation and Materials:** Collect and bring in different types of drums, if possible.

**Instructions:**

1. Ask students to stand or sit in a circle. Give each one a drum. If there are not enough drums, students can share drums, clap their hands, or tap on the desks.
2. Provide a model of how the song can be sung with the beats by tapping out a few words or a line of the song. Focus on the coordination of word stress and the drum beats. Have the students repeat the model using their instruments.
3. As the students become more comfortable with the idea of coordinating the stress and beats, you can introduce different speeds and rhythms.
4. If you wish, ask students to take turns being leader of the drum circle.

**Modifications:**

**A. - materials**

Encourage students to bring in their own musical instruments from home on the day you wish to sing the song. You can sing the song along with your new class orchestra.

**B. + extension  
+ time**

Before the song lesson, do a separate lesson on making instruments. Give directions on how to make simple instruments. You can use the directions for four instruments that appear on the following two pages as a guide. Bring in the materials that the students need or ask them to bring these materials from home. After the instruments have been constructed, the groups can play them while singing.

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## Homemade Instruments

### Instrument 1: Can and Bottle Shaker (Maracas)

#### Materials:

- An empty metal drink can or plastic/glass bottle
- Small pebbles, dried beans, or uncooked rice
- Paper
- Tape



#### Instructions:

Wash out the can or bottle and let it dry completely. Put a small number of pebbles (or dried beans or uncooked rice) in the bottle. Cover the top or the hole with your hand. Shake it and listen to the sound. Decide whether or not you need to add more pebbles/beans/rice. Cut the paper into a circle large enough to cover the top of the can or bottle. Place the paper circle on the top and tape it into place to seal the pebbles/beans/rice into your shaker. Decorate the outside of the shaker with pictures or stickers.

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### Instrument 2: Rattle Stick

#### Materials:

- Six metal bottle caps
- A stick, approximately 6 – 12 inches (about 15 – 30 centimeters) long
- 1 large nail and 3 small nails
- A hammer
- Markers or paint to decorate the stick (optional)



metal bottle cap

#### Instructions:

Using a large nail, hammer a hole into the center of each bottle cap. Next, using a smaller nail, fasten two bottle caps (smooth sides facing each other) on the side of the stick near one end. The two caps should be nailed in loosely so that they rattle in a similar fashion to the bells in the picture. Then nail the next two bottle caps under the first set (but so that they are not touching the first set), and nail the final two bottle caps under the second set. If you wish, decorate the handle of the stick.



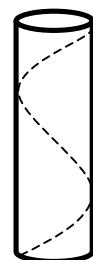
### Instrument 3: Rain Stick

#### Materials:

- 1 cardboard tube, any length
- 20 – 30 nails as long as the diameter of the tube
- 1 – 2 cups of dried beans or pebbles
- Fabric and paper to cover the ends and the outside of the tube
- Glue
- Tape

#### Instructions:

Starting at one end of the tube, gently hammer or push nails into the spiral seam of the tube. The nails should go across the tube to the other side, but they should *not* stick out the other side. Turn the tube and continue pushing in nails following the spiral pattern. If the tube does not have a seam, push the nails along the length of the tube in a spiral pattern (as shown in the drawing on the right). The nails should be about one-half inch or one inch apart. Cover one end of the tube with paper, and tape it closed. Pour enough beans or pebbles into the tube to fill it about half full. Cover the other end of the tube with paper, and tape it closed. Now wrap the entire tube in paper or fabric and glue it down so that the nails do not come out. Slowly tilt the rain stick back and forth. Listen to the beans or pebbles pouring past the nails, like rain on a metal roof.



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### Instrument 4: Bottle Xylophone

#### Materials:

- 5 or 6 glass bottles
- Water
- A stick or spoon to tap the bottles

#### Instructions:

Put a different amount of water into each bottle, enough to have six distinctly different sounds. When you tap each bottle you will produce a different pitch.



## Index of Singing / Music Activities for *Children's Songs* Units

Song Units	Singing / Music Activities						
	1. Sing Along With Me	2. Disappearing Song	3. Crazy Lyrics	4. Show Me the Word	5. Your Moves	6. Sing a Round	7. Drum & Instrument Circles
1. The Alphabet Song	*B	*		*D			
2. Over the River & Through the Woods	*B	*					
3. I'm a Little Teapot	*B		*B		*A		
4. Hickory Dickory Dock	*F				*		*A
5. Twinkle, Twinkle, Little Star	*A			*C		*A	
6. Mary Had a Little Lamb	*B	*		*D			
7. One, Two Buckle My Shoe	*			*B,C	*		
8. Bingo	*D		*B				*
9. Hush, Little Baby	*A			*A	*C		
10. The Happy Song	*		*		*		
11. Head, Shoulders, Knees & Toes	*		*B,D			*	
12. Are You Sleeping?	*C		*B			*	
13. Hokey Pokey	*E		*B	*			

Letters indicate which modification in the singing / music activity applies

## Section 4: Post-listening Activities

While it is possible to stop after doing only pre-listening, listening and singing activities, it can be very valuable to extend the instructional sequence to include a number of post-listening activities. They increase the educational value of the song. The post-listening activities included in this book are divided into three main sections: 1) Speaking, 2) Reading, and 3) Writing.

Because this book is intended for children who are just beginning to learn English, the activities focus on the very early stages of these skills:

**Speaking:** pronouncing individual words, phrases, or common patterns (e.g., *I like playing, I like running*)

**Reading:** recognizing individual letters, patterns, or words; following a story as it is read aloud; matching sight words with pictures illustrating word meaning

**Writing:** tracing or copying individual letters and words

The following post-listening activities can be used with almost any song. Select several activities from these sections based on your student's needs and interests. Experiment using different activities with different students, different levels, and different songs. Most of these activities require very few materials or none at all. Those that require specific materials are in **Part 1.2** of the book, which provides specific lesson menus and accompanying materials for the songs on the *Sing Out Loud: Children's Songs* CD.

### Section 4.A: Post-listening – Speaking Activities

One of the first steps in learning a new language is to learn to produce the sounds of the new language, as well as how those sounds combine to form meaningful words. The activities in this section are intended to give students an opportunity to say English sounds and words out loud and to make connections between spoken words and word meanings. To help beginning learners with English pronunciation, these activities may ask students to

- repeat individual sounds and words
- say common phrases
  - *I like \_\_\_\_\_ (I like playing, I like running, I like jumping)*
  - *What time is it? It's 2 o'clock.*
- make connections between sounds and letters
- recall vocabulary words previously learned

Following are five activities that students can do to practice their speaking skills. An index of model units for post-listening speaking activities is provided at the end of Section 4.A.

*Post-listening – Speaking Activities:*

Post-listening – Speaking 1: Fluency Circle.....	<a href="#">47</a>
Post-listening – Speaking 2: Question & Answer.....	<a href="#">48</a>
Post-listening – Speaking 3: Fill in the Blank .....	<a href="#">48</a>
Post-listening – Speaking 4: Telephone.....	<a href="#">49</a>
Post-listening – Speaking 5: Let's Build on It.....	<a href="#">50</a>
Post-listening – Speaking 6: Hot or Cold? .....	<a href="#">50</a>
Post-listening – Speaking 7: Go Fish!.....	<a href="#">51</a>



## Post-listening – Speaking 1: Fluency Circle

**Purpose:** To pronounce individual words and/or sounds, and to learn vocabulary from the song

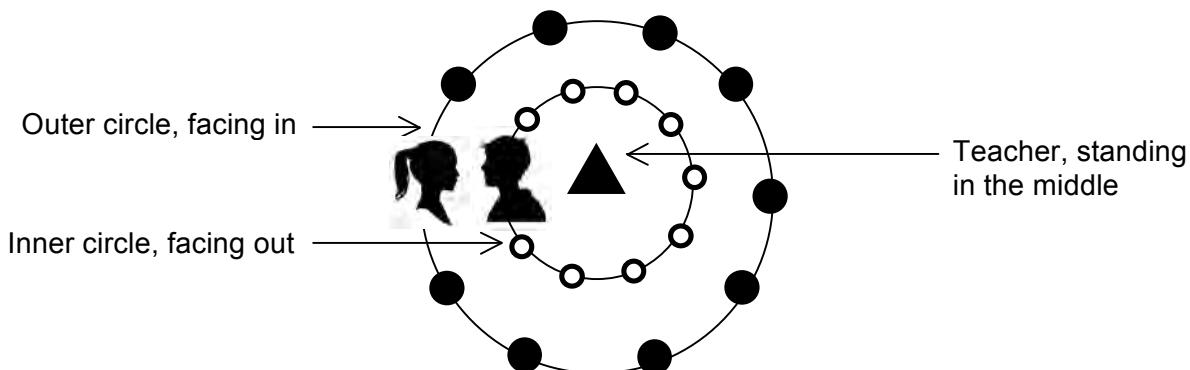
**Level:** All

**Time:** 10 – 15 minutes

**Preparation and Materials:** Prepare five to ten large pictures that represent vocabulary words from the song (or that are related to the song).

### Instructions:

1. Divide the students into two equal groups. Assign one group to be the inner circle. Have these students form a circle, facing out. Then have the second group form a larger, outer circle by having each of them stand in front of one of the students in the inner circle. The partners from the two circles should be facing each other. The teacher should stand in the middle of the inner circle.



2. Hold up a picture. Tell the students in the outer circle to look at the picture out loud.
3. Students in the inner circle must repeat out loud the word that their partner said.
4. Show the first picture. Turn around so that all of the students in the outer circle can see you. Have the students in the outer circle say the word and those in the inner circle repeat it.
5. Next have the students in the inner circle move one place to the right to face a new partner. Repeat Step 4 until you have used all of the pictures.
6. Have the students switch places, so that the students in the inner circle move to the outer circle, and those in the outer circle switch to the inner circle. Repeat Steps 4 and 5.

### Modifications:

A. - *difficulty*  
+ *alphabet* Use cards that contain only letters of the alphabet. As you hold up a card, the outer circle can say either the name of the letter or the sound that the letter makes. Students in the inner circle should repeat the letter or sound.

B. + *spelling* After the outer circle says the word on the card out loud (Steps 1 – 4 above), have the students in the inner circle say the letter of the alphabet that begins the word.

C. + *difficulty*  
+ *spelling* Using cards containing the letters of the alphabet, have the outer circle say a word that begins with that letter and the inner circle repeat the word before moving.



## Post-listening – Speaking 2: Question & Answer

**Purpose:** To practice phrases and respond to questions

**Level:** All

**Time:** 15 – 25 minutes

**Preparation and Materials:** Prepare five to ten yes/no questions that follow the same form. Example question forms include: *Are you sleeping? Are you eating? Are you reading? Or Do you have a dog? Do you live on a farm?*

### Instructions:

1. Teach students two basic responses to your questions. For example, for the questions above: *Yes, I am* and *No, I'm not* or *Yes, I do* and *No, I don't*.
2. You will ask them a question, and they should respond out loud with one of the possible responses.
3. Ask your first question. As you say the final word (for example, *sleeping*, *eating*, or *reading*), mime the activity to help students understand what you are asking.
4. Repeat Step 3 for each of your questions.

### Modifications:

<b>A.</b>	<b>+ difficulty</b> <b>+ pictures</b> <b>+ materials</b> <b>+ time</b>	Create picture cards that show actions or words that you can ask questions about. Give one card to each student, and ask one of your questions. The students should respond with <i>Yes, I am</i> (if their picture matches your questions) or <i>No, I'm not</i> (if their picture does not match.)
<b>B.</b>	<b>+ difficulty</b> <b>+ questions</b>	Use several different question forms ( <i>Do you have a _____? Are you sleeping? Is the dog brown?</i> ) and teach the corresponding responses ( <i>Yes, I do/No, I don't, Yes, I am/No, I'm not, Yes, it is/No, it isn't</i> ). Students must choose the correct way to respond to the question you ask.
<b>C.</b>	<b>+ difficulty</b> <b>+ ask questions</b> <b>+ time</b>	Have students create the questions themselves.
<b>D.</b>	<b>+ difficulty</b> <b>+ wh-questions</b>	Use <i>wh</i> -questions instead of yes/no questions. For example, you can teach students the forms <i>They are _____ing</i> and <i>He/She is _____ing</i> . Show the students a picture of an action, and ask, “ <i>What are they doing?</i> ” or “ <i>What is he/she doing?</i> ” The students should respond using the verb in its <i>-ing</i> form ( <i>They are reading</i> or <i>He is sleeping</i> ). Depending on the proficiency level of the students, you can tell them the action word that they should use to fill in the blank.

## Post-listening – Speaking 3: Fill in the Blank

**Purpose:** To practice phrases and learn vocabulary from the song

**Level:** All

**Time:** 20 – 30 minutes

**Preparation and Materials:** Choose a phrase, such as *I have a \_\_\_\_\_, I'm eating \_\_\_\_\_, I like \_\_\_\_\_, or I don't like \_\_\_\_\_*. Prepare five to ten large pictures that represent vocabulary either in the song or new vocabulary related to the song. Hang the pictures on the board.



**Instructions:**

1. Teach students the phrase that you have picked.
2. Point to one picture on the board, say a word out loud, and have the students repeat the word after you.
3. Then say a phrase out loud containing the new word (for example, *I have a book*). Have the students repeat the complete phrase.
4. Repeat Step 3 for each of the new vocabulary items.

**Modifications:**

**A.** + *extension*  
+ *time*

Once students have learned the words, tell them that you will point to the picture without saying the word out loud. Have the students say the phrase with the word that you have pointed to.

**B.** + *extension*  
+ *movement*  
+ *time*

Once students have learned the words, have one student come to the front of the class and act out the word/action. Have the other students call out what the student is doing.

**C.** + *difficulty*  
+ *background knowledge*  
+ *creativity*

For students who already know quite a few vocabulary words in English, do not provide a prompt. Instead, teach phrases of interest, and have the students use their imagination to fill in the blanks.

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## Post-listening – Speaking 4: Telephone

**Purpose:** To listen for specific words or phrases and practice pronunciation and intonation

**Level:** All

**Time:** 10 – 15 minutes

**Preparation and Materials:** Choose three to six keywords from the song.

**Instructions:**

1. Divide the class into two groups, and have each group form a circle.
2. Tell the students that you are going to whisper a word to one person in the group so that *only* that person can hear it. That student will then whisper the word to the next person in the circle so that *only* that person can hear them, and so on.
3. Tell the students that the last student in the circle should yell out the word. The first group to call out the word correctly wins.

**Modifications:**

**A.** + *large classes*

Divide the students into more than two groups.

**B.** + *difficulty*

Use phrases or sequences of three keywords from the song as the starting point (instead of one word).

**C.** + *difficulty*

Make up a new line for the song by substituting one to three of the words. Then use that line as the starting point.

**D.** + *movement*

If words that represent actions are used, have the last person in the group carry out the action as he/she calls out the word or phrase. The first group to carry out the action wins.



## Post-listening – Speaking 5: Let's Build on It

**Purpose:** To form phrases or sentences

**Level:** 1

**Time:** 15 – 20 minutes

**Preparation and Materials:** Write the song's lyrics on the board.

### Instructions:

1. Before beginning, ask a group of students (one student for each word in the first line of the song) to come to the front of the class. Assign each one a word from the line.
2. Ask the student with the first word to say his or her word out loud. Have the entire class repeat the word.
3. Ask the student with the second word to say his or her word out loud. Have the entire class repeat the first student's word and the second student's word (for example, if the first student says *hush*, and the second student says *little*, then the class will repeat *hush little*).
4. Ask the student with the third word to say his or her word out loud. Have the entire class repeat the first, second, and third words (for example, *hush little baby*). Repeat this process until you have finished the first line of the song.
5. Invite a new group of students to the front of the classroom and continue with the remaining lines in the song.

### Modifications:

A. - *difficulty*  
+ *pictures*  
+ *materials*  
+ *vocabulary* Use vocabulary words that students have been learning instead of the lyrics. Give each student a card with a picture and the written form of the word. Have each student say the word on his/her card, and follow Steps 1 – 5 above. The class will be repeating strings of vocabulary words.

B. + *large classes* Invite small groups (five to ten students per group) to the front of the class to say the words for the class. Then have the entire class repeat the words and series of words.

C. + *difficulty* Increase the number of words that are repeated in a series.

D. + *difficulty*  
+ *creativity* Choose a topic related to the theme of the song. Have students create new phrases or sentences about the topic.

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## Post-listening – Speaking 6: Hot or Cold?

**Purpose:** To practice comparative adjectives

**Level:** All

**Time:** 10 – 20 minutes

**Preparation and Materials:** Prepare three to six small objects that represent vocabulary items from the song.

### Instructions:

1. Show the students the small objects and make sure they know the names of the objects.
2. Tell the students that one student will be the 'Finder,' and the rest of the class will be the 'Hiders.'



3. Ask the Hiders will hide the objects in different places in the classroom. The Finder will need to locate those items. Tell the Hiders that as the Finder is looking, they should give clues. Tell them that when the Finder is close to the object, they should yell “*hot!*” As the Finder gets closer to the object, they can yell “*hotter!*” If the Finder is not close, they should yell “*cold!*” If the Finder begins to move farther away, the Hiders should yell “*colder!*”
4. Have the Finder leave the classroom (or go to a corner in the classroom with her/his eyes closed). Have the Hiders hide the first small object.
5. When the Finder returns and begins to look for the item, direct the Hiders in yelling out the ‘*hot*’ and ‘*cold*’ clues until the Finder locates the object and says its name out loud.
6. Choose a new Finder and repeat this process for each object.

**Modifications:**

A. + *difficulty*  
+ *give directions* Have the Hiders give specific directions or clues (such as “*to your right*,” “*it’s under something big*”) to help the Finder locate the item.

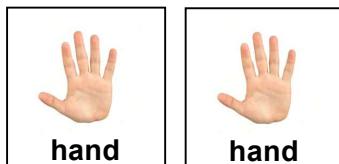
## Post-listening – Speaking 7: Go Fish!

**Purpose:** To ask questions and learn vocabulary from the song.

**Level:** All

**Time:** 20 – 25 minutes

**Preparation and Materials:** Choose ten to twenty vocabulary items either from the song or related to the theme of the song. Make a set of Go Fish! cards by creating two identical cards for each vocabulary item (see example below). Each card should contain a picture that represents the vocabulary item and the word written below the picture. Make a set of cards for each group of students.



**Instructions:**

1. Teach students the basic question form “*Do you have a \_\_\_\_\_?*”
2. Practice using different nouns in the question. For example, *Do you have a book?* or *Do you have a dog?*
3. Divide students into groups of three or four, sitting in a circle. Put a set of Go Fish! cards in the middle of the group. Have each student draw three cards. The remaining cards should stay in a pile (face down) in the middle of the circle.
4. Tell the students that they need to get two of the same cards. Student A asks one of the others in the group “*Do you have a \_\_\_\_\_?*” (naming the object on the card).
5. If that other student has the card, he/she must give the card to Student A, who now has a pair and can place the pair of cards face up on the table in front of him/her. If that other student does *not* have the card, she or he says to Student A, “*Go Fish.*” Student A then draws a card from the pile in the middle of the group to end his/her turn.
6. Repeat Steps 3 and 4 for each student going around the circle clockwise. When all possible matches have been made, the game is over. The student with the most pairs wins.

**Modifications:**

A. + *difficulty*  
+ *literacy* For each pair of cards, have one card containing a picture and the other card containing the printed word.



## Index of Post-listening – Speaking Activities for *Children's Songs* Units

Song Units	Speaking Activities						
	1. Fluency Circle	2. Question & Answer	3. Fill in the Blank	4. Telephone	5. Let's Build on It	6. Hot or Cold?	7. Go Fish!
1. The Alphabet Song					*A		
2. Over the River & Through the Woods				*			
3. I'm a Little Teapot							*
4. Hickory Dickory Dock			*				
5. Twinkle, Twinkle, Little Star			*C				
6. Mary Had a Little Lamb				*B			
7. One, Two Buckle My Shoe					*		
8. Bingo						*	
9. Hush, Little Baby			*A				
10. The Happy Song				*C,D			
11. Head, Shoulders, Knees and Toes	*						
12. Are You Sleeping?		*D					
13. Hokey Pokey							*

Letters indicate which modification in the speaking activity applies

## Section 4.B: Post-listening – Reading Activities

Young learners of English may just be beginning to develop reading skills in their native language. At the beginning stages of learning to read in a new language, one of the first steps is to learn the alphabet (both the written characters and the sounds that are associated with them). Learning the alphabet is especially important if the native language has a different writing system than the new language. The first song on the *Sing Out Loud: Children's Songs* CD, called *The Alphabet Song*, is a song many American children sing as a way to learn their ABCs.

The activities in this section help young learners solidify and extend their knowledge of the written form of English and how to combine letters to form words. These activities ask students to:

- recognize individual letters, both in isolation and within words
- discriminate between different letters and words
- recognize words, both in isolation and within strings of words
- match the written with the spoken form of the word
- match the written form of words with pictures representing the meaning
- follow a story as it is read out loud

Following are five activities to develop beginning reading skills in English. Try a variety of these activities with your students. An index of model units for each activity is provided in a table at the end of this section.

### *Post-listening – Reading Activities:*

Post-listening – Reading 1: Find That Word .....	<u>54</u>
Post-listening – Reading 2: Word Series .....	<u>54</u>
Post-listening – Reading 3: Memory .....	<u>55</u>
Post-listening – Reading 4: Picture Story.....	<u>56</u>
Post-listening – Reading 5: Follow Me.....	<u>57</u>



## Post-listening – Reading 1: Find That Word

**Purpose:** To recognize the written forms of words and make print and sound connections

**Level:** 2

**Time:** 10 – 20 minutes

**Preparation and Materials:** Write the lyrics of the song on the board. Choose three to five vocabulary words from the song and prepare a large picture for each with the word written below the picture.

### Instructions:

1. Show students a picture and a word, and tell them to find that word in the song.
2. Tape the first picture to the board. Pronounce the word for the students and have them repeat it.
3. Give the students some time to look at the lyrics printed on the board and locate the word.
4. Ask one student to come to the board and circle the word in the lyrics. If the word appears in the lyrics more than one time, have multiple students come up and circle the different instances of the word.
5. Repeat Steps 2 – 4 with each word for which you have prepared a picture.

### Modifications:

**A.** *- difficulty  
+ materials*  
*(optional)  
+ groups* Create a handout with a short poem, song, or story on it, and prepare a copy for each student or group of students. Make sure that the words are fairly large so that students can circle individual letters. Read the poem, song, or story to the students. Choose three to five letters of the alphabet. One letter at a time, have students find a number of examples of that letter. For example, you could have students circle five A's, underline two B's, and put a square around three C's, depending on how often the letters appear in the text.

**B.** *+ difficult  
- materials  
- time* If students already know the words and how they are spelled, you can ask them to find words without providing a picture with the written word.

**C.** *+ difficulty  
+ pattern  
discrimination  
- pictures  
+ time*  
*(optional)  
+ materials* When you write the lyrics, draw a blank line wherever the word that you are focusing on occurs. On the line, write the target word and another word that is only one or two letters different. You can write this on the board, or create a handout to give to each student. Show a picture of the word (without the word written below it) or read each line out loud for students. Have them circle the correct word based on the picture.  
*Example:*  
*Mary had a little land / lamb.*

*Twinkle, twinkle, little star, how / who I wonder what you are.*

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## Post-listening – Reading 2: Word Series

**Purpose:** To recognize the written forms of letters

**Level:** 1

**Time:** 10 – 15 minutes

**Preparation and Materials:** Write on the board a list of words that begin with different letters.

**Instructions:**

1. After you have written some words on the board, ask the students to find all of the words that begin with a certain letter.
2. Write one letter on the board and say it out loud. Give the students several minutes to look at the words. Have the students circle all words beginning with that letter. You can invite one student at a time to the board to circle the words.
3. Repeat Step 2 with a different letter.

**Modifications:**

**A.** + *large classes*  
- *movement*

Put a number next to each word that you write. Have each student decide which words begin with the letter. Have students write down the numbers for those words in their notebooks. Then check the answers as a whole class.

**B.** + *difficult*  
(optional)  
+ *rhyming*

Put on the board a series of words that are similar and dissimilar in form. For example, you could include *sing, ding, ring, snug, dong, hang*. Ask the students to identify which words are the same in some way and which words are different.

**C.** + *difficulty*  
+ *rhyming*

Write on the board the rhyming words from the song, two to four additional words that rhyme, and three to five words that do not rhyme. Ask students to identify the words that rhyme.

**Post-listening – Reading 3: Memory**

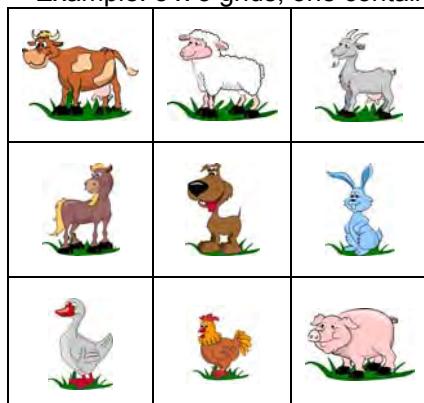
**Purpose:** To make connections between written forms and word meanings

**Level:** 2

**Time:** 20 – 25 minutes

**Preparation and Materials:** Prepare eight to twelve large pictures and hang them face down on one side of the board in a grid. (Or hang them face up and cover them with a second piece of paper.) For each of the pictures, write the corresponding word in a second grid on the board and cover each one with a piece of paper.

Example: 3 x 3 grids, one containing pictures and the other containing words



rabbit	duck	horse
chicken	cow	goat
pig	sheep	dog



**Instructions:**

1. Ask students to match the picture with the written form of the word. Each student will have a turn coming to the board and turning over one piece of paper from each grid to try to make a match.
2. Invite one student to the board to turn over one picture and one word. If the picture and word match, the student gets to keep the pair. If the picture and word do not match, the student should replace the picture and the word (in the same location) face down.
3. Invite a second student to come to the board and repeat Step 2. As more and more pictures and words are uncovered, students will remember where particular pictures and words are located.
4. Continue until all the pairs have been matched.
5. You can then rearrange the pictures and words, and repeat Steps 1-4.

**Modifications:**

**A.** + *competition*

+ *groups*

+ *materials*

Instead of doing this activity at the board, you can create a set of small cards with the pictures and words. Divide students into groups of three or four and give each group a set of cards. Students can mix up the cards and place them face down on the desk or floor. Then they can take turns trying to make pairs. The student with the most pairs wins.

**B.** + *difficulty*

- *pictures*

- *materials*

Instead of using pictures, write the same set of words in random order in both grids on the board. Cover each word with paper and have students find two matching words.

**Example:**

cow	sheep	dog
chicken	duck	goat
pig	horse	rabbit

rabbit	pig	chicken
dog	cow	horse
duck	goat	sheep

**C.** + *difficulty*

Mix the word and picture cards together and put them into one large grid (instead of two separate grids).

**Modifications (continued)**

**D.** - *difficult*  
+ *scaffolding*

Write the word below the picture in small print so that students can more easily match the word with the picture. Or put a small version of the picture below the written word.



## Post-listening – Reading 4: Picture Story

**Purpose:** To learn vocabulary from the song, make print and sound connections, and appreciate the story

**Level:** All

**Time:** 10 – 20 minutes

**Preparation and Materials:** Create a worksheet using the lyrics for the song or another story. Circle one content vocabulary word from each line in the song (if the same word is used more than once in the line, circle it each time it appears). For each circled word, prepare two small pictures to place next to the line,



one that represents the word and the other a related picture. Make a copy of the Picture Story worksheet for each student.

One, two, buckle my shoe.



Three, four, shut the door.



**Instructions:**

1. Give students the Picture Story handout.
2. Tell students that you are going to read them a story and they should follow along on their Picture Story handout. Whenever you pause, they should look at the two pictures for that line and decide which picture matches the circled words.
3. Read the first line in the song or story. If possible point to the words as you read through the lines. Have students identify and circle the picture that matches the word.
4. Repeat Step 2 with all lines in the song.

**Modifications:**

A. + extension  
+ difficulty  
+ materials

Use a completely new story or poem that is related to the theme of the song, or which uses some of the same vocabulary words as the song. Provide pictures along with the story or poem to help students understand the meaning of the story. Make a handout or write the story on the board and draw the corresponding pictures. As you read the story or poem out loud, point to each word so that students can follow along. You can also underline or circle key vocabulary words that you want students to pay attention to. *Example:*

Hush little baby, don't you **cry**



Mama's going to buy you a **kite** to fly



B. + difficulty  
+ time  
+ vocabulary

Create a new song by changing one or two words in each line of the song. For each word that you change, write two words and underline them. Place a small picture that matches one of the new words under the line. As you read the lines out loud, ask students to circle the word that corresponds to the picture. *Example:*

Hush little baby, don't you cry / fly



Mama's going to buy you a kite / bite to fly.



## Post-listening – Reading 5: Follow Me

**Purpose:** To make connections between written forms and word meanings

**Level:** All

**Time:** 10 – 15 minutes

**Preparation and Materials:** Prepare a worksheet with a 2 x 3 grid on the top half of it. In each square print the name of one vocabulary item at the bottom of the square. On the lower half of the worksheet, put a 2 x 3 grid containing six pictures in random order that match the words. Make a copy of the Follow Me worksheet for each student. For an example of a Follow Me worksheet, see *Head, Shoulders, Knees and Toes* ([p. 269](#)).



**Instructions:**

1. Give students the Follow Me worksheet. Have them cut out the six pictures on the lower half of the page.
2. Tell the students that they need to match the picture with the correct word in the grid on the top half of the worksheet.
3. If needed, you can go through the activity once as a whole class to teach the words. Then have students mix up the pictures and do the activity again on their own.

**Modifications:**

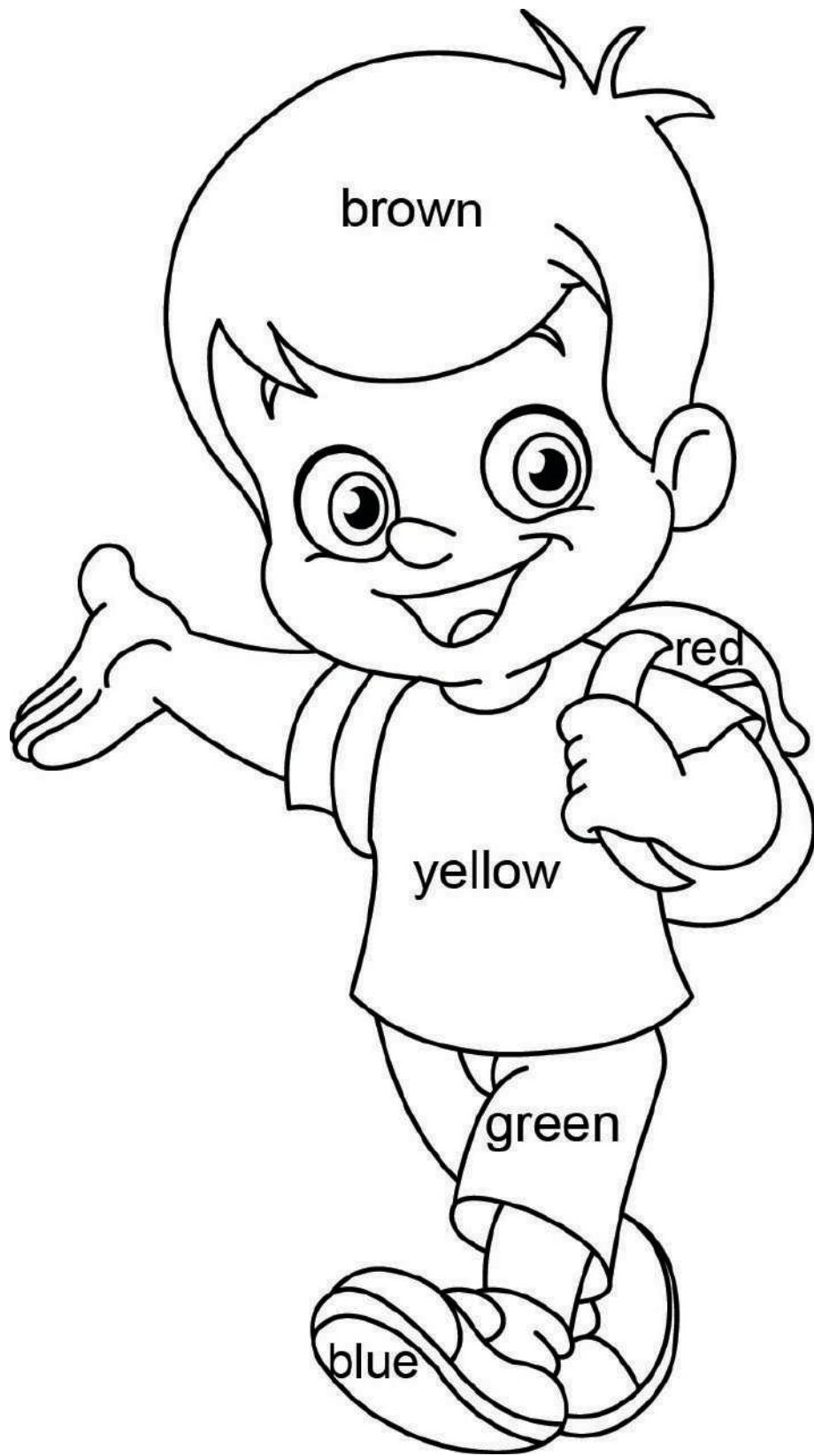
**A.** + *color words*  
+ *time*  
+ *art*

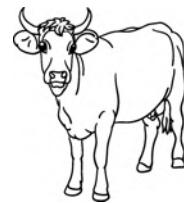
Prepare a large outline picture related to the theme of the song. Divide the picture into parts, and write the names of colors in the sections of the picture. Teach the color names if needed. Using crayons or markers students color in the parts of the picture by reading the color words. (An example is included on [page 59](#)).

**B.** + *difficulty*  
- *pictures*  
- *materials*  
+ *follow commands*

Create a handout by arranging small pictures in various positions around the page so that after lines are drawn between the pictures, a shape will appear. Write directions on the board telling students what lines to draw to create the shape. For example, commands could be very simple “dog to cat” or more complex “draw a line from the dog to the cat”. Point to each word in the command as you read them out loud. Have students draw the lines to form the shape. (An example is included on [page 60](#)).

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COW



DUCK



MOUSE



CAT



DOG

CAT to COW  
COW to DOG  
DOG to DUCK  
DUCK to MOUSE  
MOUSE to CAT



## Index of Post-listening – Reading Activities for *Children's Songs* Units

Reading Activities					
Song Units	1. Find That Word	2. Word Series	3. Memory	4. Picture Story	5. Follow Me
1. The Alphabet Song	* A				
2. Over the River & Through the Woods			* D		
3. I'm a Little Teapot	*				
4. Hickory Dickory Dock				* A	
5. Twinkle, Twinkle, Little Star	* C				
6. Mary Had a Little Lamb		*			
7. One, Two Buckle My Shoe			* A		
8. Bingo			* D		
9. Hush, Little Baby				* A	
10. The Happy Song	*				
11. Head, Shoulders, Knees and Toes					*
12. Are You Sleeping?					*
13. Hokey Pokey					* B

Letters indicate which modification in the reading activity applies

## Section 4.C: Post-listening – Writing

Young learners of English may just be beginning to develop writing skills in their native language. This section provides activities for them to practice forming letters and words in the English language rather than to produce extended sequences (such as sentences, paragraphs, or essays).

Activities include:

- tracing letters and words by using dashed lines as a guide
- copying letters and words to replicate the patterns after looking at examples

Following are four activities that students can do to begin producing the written form of English. An index of song units that model these writing activities is provided at the end of this section.

*Post-listening – Reading Activities:*

Post-listening – Writing 1: Gap-Fill.....	<a href="#">63</a>
Post-listening – Writing 2: Trace Me .....	<a href="#">65</a>
Post-listening – Writing 3: Crazy Lyrics.....	<a href="#">65</a>
Post-listening – Writing 4: Copy Me .....	<a href="#">66</a>



## Post-listening – Writing 1: Gap-Fill

**Purpose:** To practice forming letters and spelling

**Level:** All

**Time:** 15 – 20 minutes

**Note to the teacher:** Traditional gap-fill activities require preparation of a handout with the song's lyrics. Some of the words are omitted and replaced with gaps. The teacher decides the words to remove based on an element of grammar or particular vocabulary on which the teacher wants the students to focus.

**Preparation and Materials:** Create a Gap-Fill handout using the song's lyrics. For the gaps, include the missing word in dashed letters that students can trace. Make a copy of the Gap-Fill handout for each student. An example of a handout appears on [page 64](#).

### Instructions:

1. Give students the Gap-Fill handout.
2. Teach the vocabulary words in the gaps.
3. Tell the students that as you play the song, they are to write the words that they hear by tracing the letters on the handout.
4. When you play the song the first time, point to the lyrics on the board so that students can follow along and identify where to listen for the gaps. Play the song several times.

### Modifications:

**A. + difficulty** If students have had some practice writing in English already, leave out the tracing letters. Instead write the vocabulary word on the board or in small print below the line. Have the students copy the word.

**B. + scaffolding + pictures** If students are just learning the words, include a small picture below the line or beside the word to help them learn the meaning of the word.

**C. + scaffolding + difficulty** Replace the same word with a gap two times. The first time provide the tracing letters. The second time remove the word, leave a blank line, and have students fill in the word on their own.



Hickory dickory dock,  
the  mouse ran  
up the  clock.

The  clock struck  
one, the mouse  
 ran down, Hickory  
dickory dock.



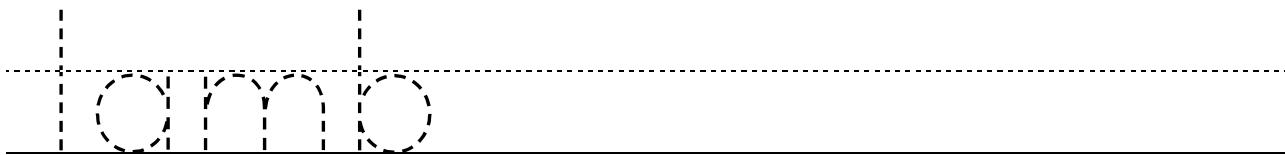
## Post-listening – Writing 2: Trace Me

**Purpose:** To practice forming letters and spelling words

**Level:** All

**Time:** 15 – 25 minutes, depending on the number of words

**Preparation and Materials:** Choose three to eight keywords from the song to focus on, such as rhyming words or words that illustrate a grammar point (for example, plural ‘s’, verbs ending in *–ing*). Create a Trace Me worksheet that has the word printed in dashed letters that students can trace, and space for students to print the word on their own. Make a copy of the Trace Me worksheet for each student.



### Instructions:

1. Give students the Trace Me worksheet.
2. Teach the vocabulary words or grammatical point intended for the worksheet.
3. Have students trace the words.
4. Then have the students write the words on their own once or twice.

### Modifications:

A. + *scaffolding*  
+ *pictures*  
+ *materials*

Provide a picture below the written word to help students understand the meaning of the word.

## Post-listening – Writing 3: Crazy Lyrics

**Purpose:** To be creative with language, learn new vocabulary, and (optional) practice writing words

**Level:** 2

**Time:** 20 – 30 minutes

**Preparation and Materials:** Choose five to ten words in the song to replace. For example, you could choose to replace all nouns or all action verbs, depending on the song. Prepare large pictures that represent possible replacement words and hang the pictures on the board where everyone can see them. Write the words below the pictures. Write the lyrics on the board with blank spaces for the words that you are going to replace.

### Instructions:

1. Tell students that you are going to create a new version of the song and that you have taken out some of the words in the song. They will need to choose words to fill in the blank spaces.
2. Present the pictures to the students. Make sure that they know the vocabulary words and what they mean.
3. Ask students to fill in the blank spaces with the right words based on the pictures beside the spaces.
4. Have students help you spell the words and write them in the blank spaces on the board. You can also have students take turns coming to the board to fill in the words.
5. After you have completed the song, have the class sing or recite the new version out loud.



**Modifications:**

<b>A.</b> + <i>difficulty</i> + <i>verb forms</i>	If using verbs, provide the base form of verbs as possible replacement words. Then have students write the correct form of the verb (e.g., past tense or <i>-ing</i> form).
<b>B.</b> + <i>materials</i> + <i>writing</i>	Create a handout containing the lyrics and blank spaces. Have students copy words from the board in the spaces. Each student can create his/her own version and then share it with the class.
<b>C.</b> + <i>difficulty</i> - <i>pictures</i> + <i>background knowledge</i>	Do not provide pictures of possible replacement words. Instead let the students come up with their own words to fill the blank spaces, a good way to review vocabulary that you have taught earlier.

---

**Post-listening – Writing 4: Copy Me**

**Purpose:** To practice forming letters and spelling

**Level:** 2

**Time:** 15 – 20 minutes

**Note to the teacher:** In this activity, students copy words or letters on a worksheet *without* using any tracing letters (as in the previous writing activity 2, Trace Me). You can design a Copy Me worksheet in many ways as long as it contains words or phrases for the students to copy on their own and a space for copying them. Examples: *The Alphabet Song* and *Hickory Dickory Dock*.

**Preparation and Materials:** Choose five to ten words or phrases that are related to the theme of the song. Create a Copy Me worksheet that contains a list of the words to be copied and a series of blank spaces where students can copy them. An example is included below. Make a copy of the worksheet for each student.

*Example:*

cup    dog    apple    bear

1. \_\_\_\_\_ begins with the letter “a”
2. \_\_\_\_\_ begins with the letter “b”
3. \_\_\_\_\_ begins with the letter “c”

**Instructions:**

1. Give students the Copy Me worksheet.
2. Have students choose the appropriate word to complete each blank and write it down.
3. When all students have completed the worksheet, go over the answers as a class.

**Modifications:**

**A.** - *materials*

Instead of creating a handout, write the words to be copied on the board. Give students some clues about which word to write, and have them copy the appropriate word on their paper.

B. + *scaffolding*  
+ *pictures*  
+ *materials*

### Modifications (cont.)

Design the handout as a matching activity. Prepare a picture for each vocabulary item that you want students to learn or practice. Create a worksheet with the picture followed by a blank line to write on. Have students write the matching word next to the picture.

*Example:*

clock    mouse    ran    up    down



1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

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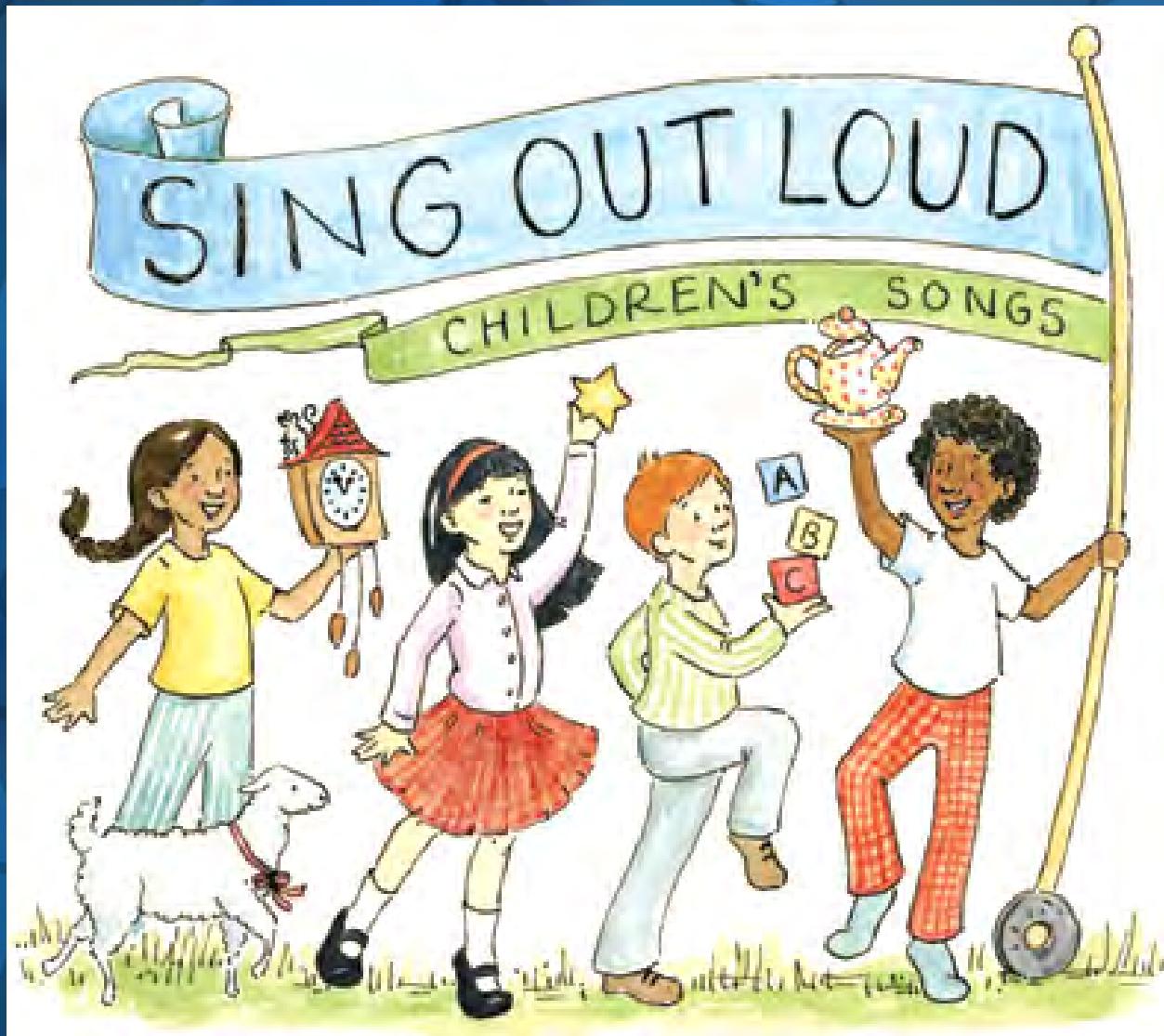


## Index of Post-listening – Writing Activities for *Children's Songs* Units

Song Units	Writing Activities			
	1. Gap-Fill	2. Trace Me	3. Crazy Lyrics	4. Copy Me
1. The Alphabet Song				*B
2. Over the River & Through the Woods	*B			
3. I'm a Little Teapot	*B			
4. Hickory Dickory Dock	*			*
5. Twinkle, Twinkle, Little Star		*A		
6. Mary Had a Little Lamb	*B			
7. One, Two Buckle My Shoe		*		
8. Bingo		*A		
9. Hush, Little Baby		*A		
10. The Happy Song	*B,C		*	
11. Head, Shoulders, Knees and Toes				*B
12. Are You Sleeping?		*A		
13. Hokey Pokey		*		

Letters indicate which modification in the writing activity applies

## Part 1.2: Materials for *Children's Songs*



## PART 1.2: MATERIALS FOR CHILDREN'S SONGS

**Part 1.2** contains materials to use in your class for each of the songs on the *Sing Out Loud: Children's Songs* CD. These materials are collected into 13 song units. The menu on the first page of each song unit includes three suggested activities for each of the four types of activities explained in **Part 1.1**:

1. Pre-listening
2. Listening
3. Singing
4. Post-listening (Speaking, Reading, and Writing)

The lyrics of the song appear on the second page of each song unit. The remaining pages provide descriptions of suggested activities, including the estimated language proficiency levels and class time required for the activities. These descriptions are followed by any materials needed for that activity. These materials may be a list of words or questions, handouts that you can photocopy or write on the board, or pictures. Answer keys are provided for activities that have specific answers. For the complete instructions on how to use each activity, you will need to turn back to a specific page in **Part 1.1**.

Just as you would select food items from a restaurant menu, you may select the activities from the song menu that are appropriate for your students and will appeal to their tastes. Try at least one pre-listening, one listening, one singing, and one post-listening activity for each song. Depending on your students' needs, you may wish to include additional activities. It is important to spice things up by adding your own ideas and activities. The ultimate goal is to tailor the lessons to provide your students with a suitable and delicious "song feast."



## ***Song 1: The Alphabet Song***



## ACTIVITY MENU

## PRE-LISTENING

## Can You See What I See? Find Someone Who... Swat!

## LISTENING

# Relax and Enjoy! Mixed-Up Pictures Listening Gap-Fill

## SINGING

# Sing Along With Me

## Show Me the Word

### Disappearing Song

## POST-LISTENING

## Speaking: Let's Build on It Reading: Find That Word Writing: Copy Me



### **The Alphabet Song: Lyrics**

(1:36)

1      A, B, C, D, E, F, G,  
H, I, J, K, L, M, N, O, P,  
Q, R, S, and  
T, U, V,  
W, X, and Y, and Z.

6      Happy, happy we shall be,  
when we learn our ABCs.



**Pre-listening Activities:** Choose one or two of the activities below.

### Can You See What I See?

**Purpose:** To generate interest in the song, activate background knowledge about the topic, and recognize the letters of the alphabet

**Level:** 1

**Time:** 10 – 15 minutes

**Preparation and Materials:** Make a copy of the tree of letters ([page 73](#)) for each student.

**Instructions:** See [page 20](#). Call out letters of the alphabet for students to find.

### Find Someone Who....

**Purpose:** To generate interest in the song and introduce vocabulary from the song

**Level:** All

**Time:** 15 – 20 minutes

**Preparation and Materials:** Make two copies of the printed alphabet letters ([see page 74](#)), and apart the letters. Divide the number of students you have by two, and choose that many letters for the activity. For example, if you have 30 students, you will use 15 letters.

**Instructions:** See [page 16](#), Modification A.

### Swat

**Purpose:** To make print and sound connections, and teach the alphabet

**Level:** 1

**Time:** 15 – 20 minutes

**Preparation and Materials:** Prepare one flyswatter or rolled-up newspaper for each group. Hang 26 pictures ([pages 75-87](#)) on the board in random order.

**Instructions:** See [page 13](#). After each word, ask students to say what letter the word starts with. Call out the following words:

apple   bee   cat   door   egg   flower   globe   house   ice cream  
jeans   key   leaf   moon   nuts   ocean   pencil   quiet   rope  
snake   turtle   umbrella   van   window   xylophone   yo-yo   zebra



## The Alphabet Song: Can You See What I See?



## The Alphabet Song: Find Someone Who....



The Alphabet Song: Swat



**apple**

---



**bee**

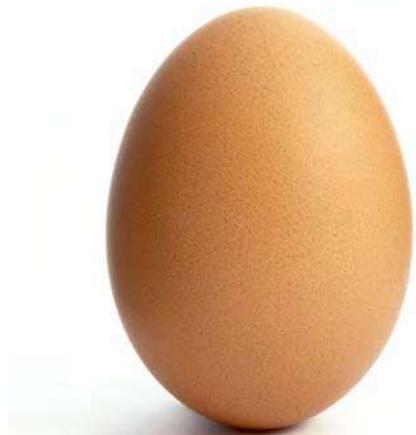


**cat**



**door**





**egg**

---



**flowers**





**globe**

---



**house**





**ice cream**

---



**jeans**





**key**

---



**leaf**





**moon**

---



**nuts**





**ocean**

---



**pencil**



**quiet**

---



**rope**



**snake**

---



**turtle**



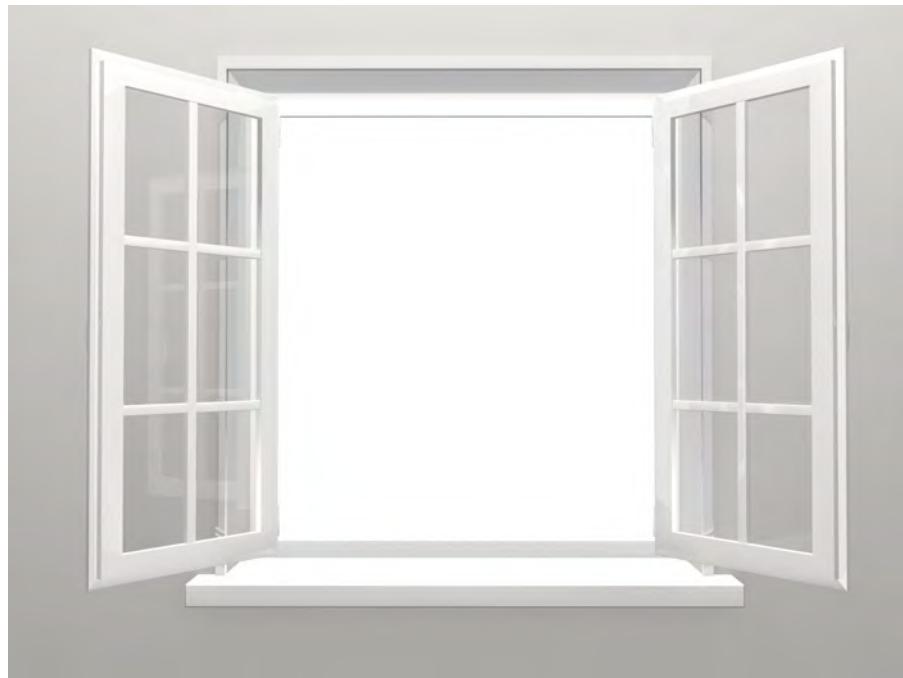
**umbrella**

---



**van**





**window**

---



**xylophone**





**yo-yo**

---



**zebra**



**Listening Activities:** Choose one of the listening activities below.

### **Relax and Enjoy!**

**Purpose:** To enjoy listening to the song.

**Level:** All

**Time:** 2 minutes for listening, plus 5 minutes for reflection

**Preparation and Materials:** None

**Instructions:** See [page 23](#).

### **Mixed-Up Pictures**

**Purpose:** To listen for specific letters and practice the alphabet

**Level:** 1

**Time:** 10 – 15 minutes

**Preparation and Materials:** Make a copy of the alphabet cards ([page 89](#)) for each student or group of students. See the song lyrics ([page 71](#)) for the correct order.

**Instructions:** See [page 30](#), Modification A.

### **Listening Gap-Fill**

**Purpose:** To identify details in the song, and; to recognize and discriminate between similar sounds

**Level:** 1

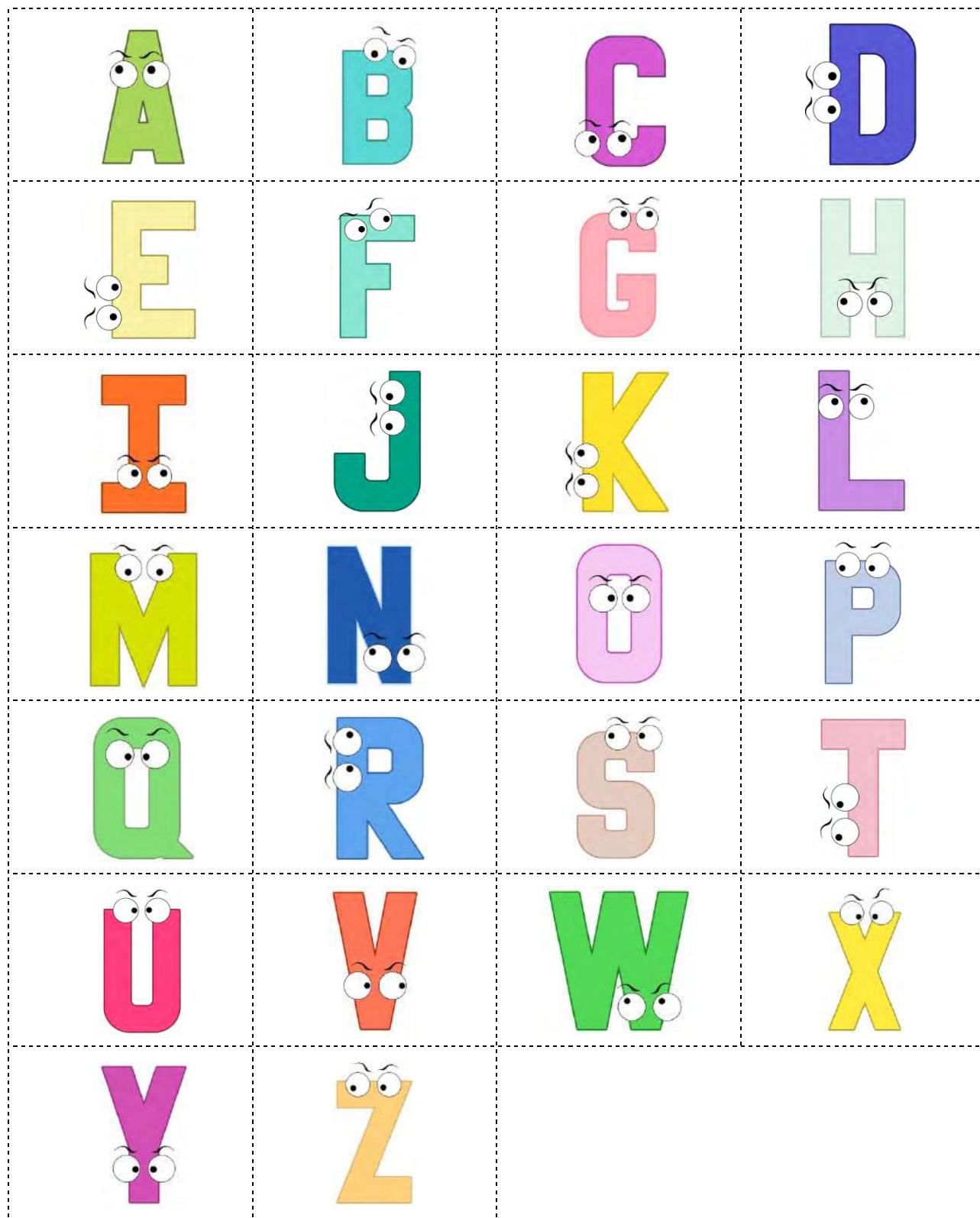
**Time:** 10 – 15 minutes

**Preparation and Materials:** Choose one of the Gap-Fill handouts from [pages 90-91](#). Make a copy of the Gap-Fill handout for each student or group of students. Copy the Gap-Fill handout onto the board (or print it on a large poster). (Answer key: see the song lyrics on [page 71](#))

**Instructions:** See [page 30](#).

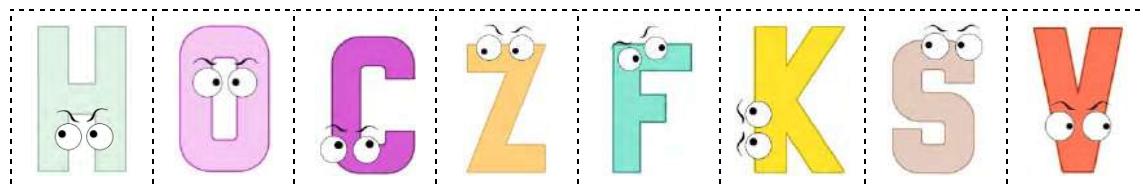


## The Alphabet Song: Mixed-Up Pictures

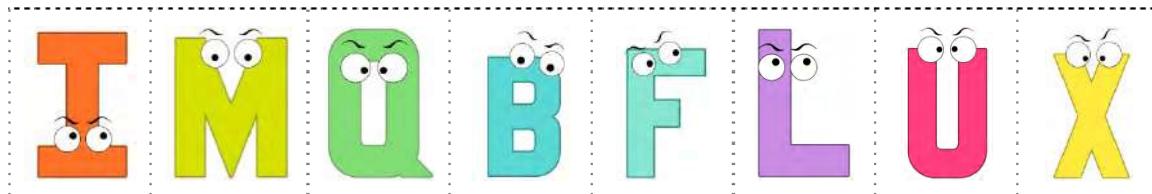
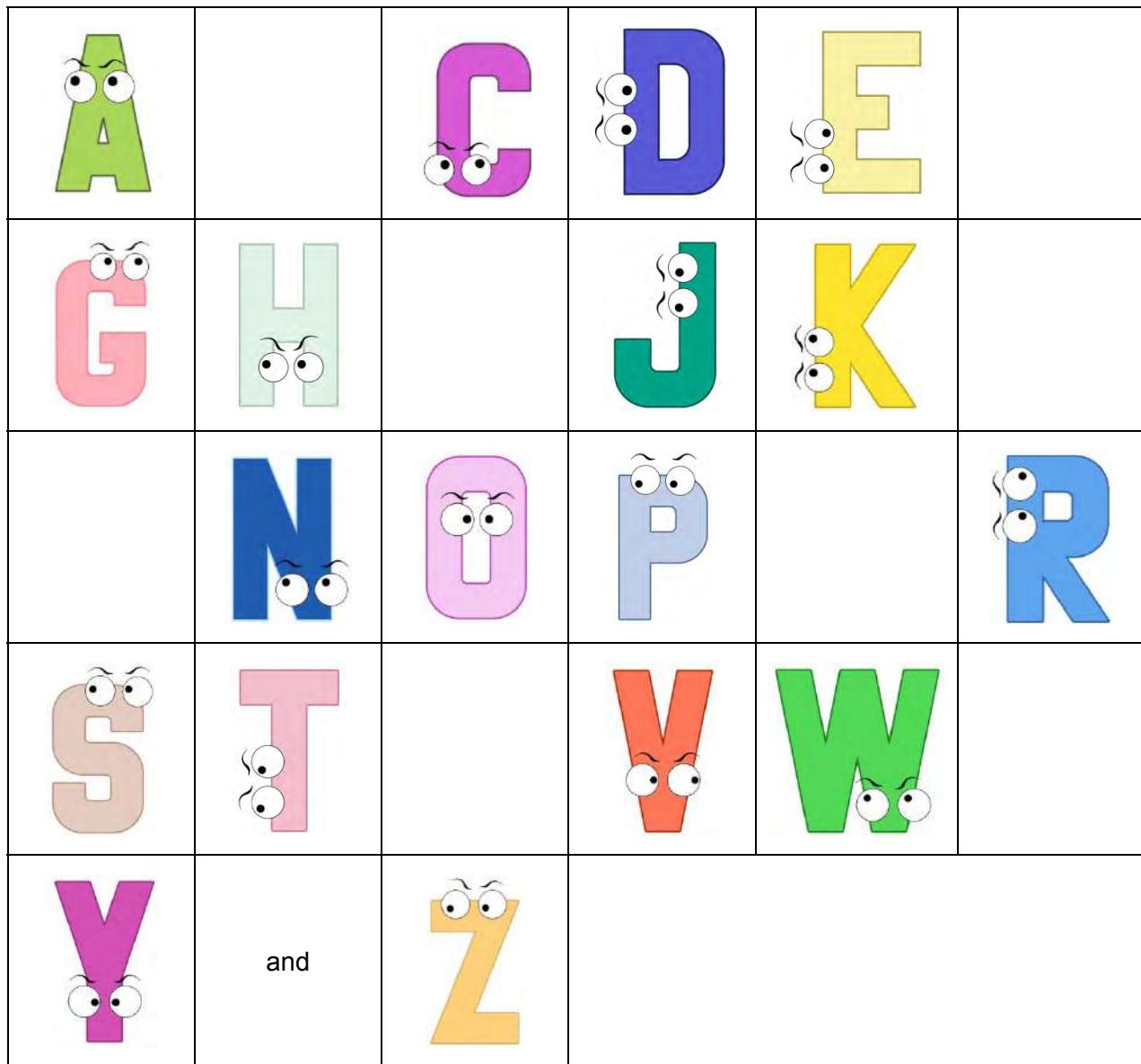


## The Alphabet Song: Listening Gap-Fill

Version 1:



Version 2: Listen Again!



**Singing Activities:** Choose one of the singing activities below.

### **Sing Along With Me**

**Purpose:** To practice pronunciation and intonation

**Level:** All

**Time:** 15 – 20 minutes

**Preparation and Materials:** None

**Instructions:** See [page 37](#), Modification B. Divide students into four groups and have each group sing the following portion of the song:

Group 1 - letters A – G

Group 2 - letters H – P

Group 3 – letters Q - V

Group 4 - letters W – to the end

### **Show Me the Word**

**Purpose:** To make print and sound connections, and learn the alphabet

**Level:** 1

**Time:** 15 – 20 minutes

**Preparation and Materials:** Make enough copies of the letter cards ([pages 93-99](#)) so that each student has one letter card. Cut apart the letter cards.

**Instructions:** See [page 39](#), Modification D.

### **Disappearing Song**

**Purpose:** To practice pronunciation and intonation, and to recall letters and words

**Level:** 1

**Time:** 10 – 15 minutes

**Preparation and Materials:** Write the lyrics of the song ([page 71](#)) on the board.

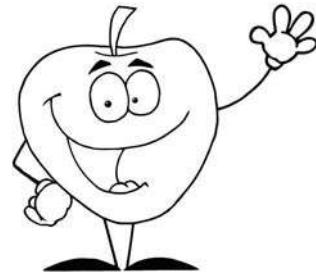
**Instructions:** See [page 38](#).



**The Alphabet Song: Show Me the Word and Let's Build on It**

A a

**A is for apple**



B b

**B is for bat**



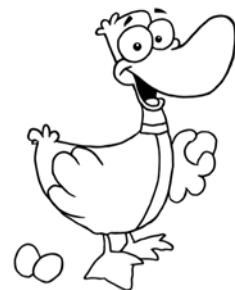
C c

**C is for cake**



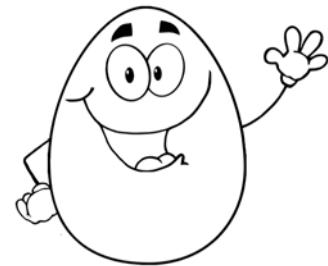
D d

**D is for duck**



**E is for egg**

E e



**F is for frog**

F f



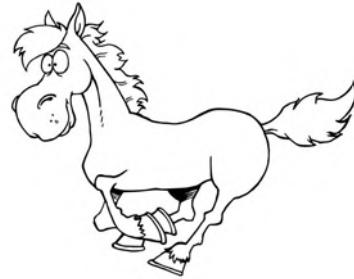
**G is for girl**

G g

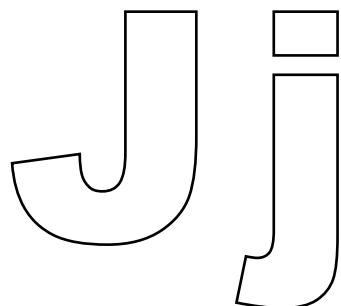
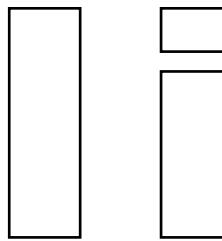


**H is for horse**

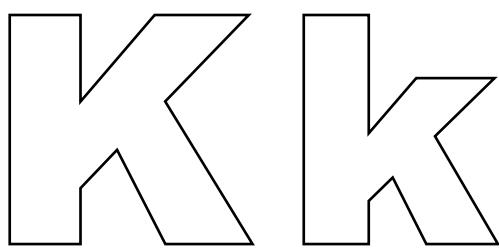
H h



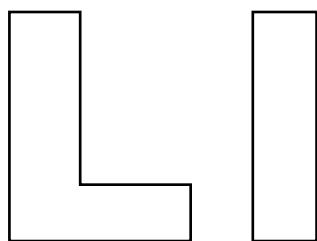
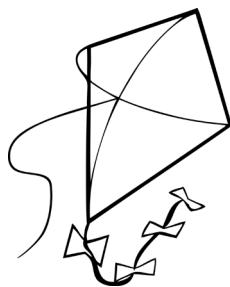
**I is for ice cream**



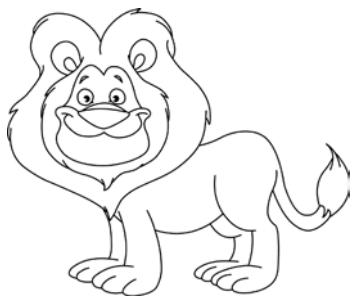
**J is for jam**



**K is for kite**



**L is for lion**



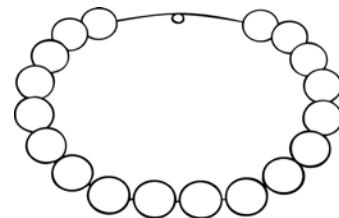
**M is for moon**

M m



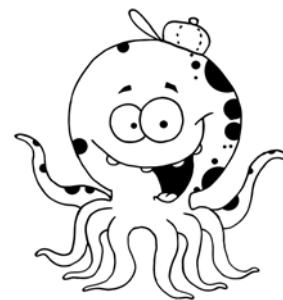
**N is for necklace**

N n



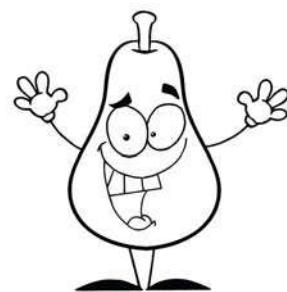
**O is for octopus**

O o



**P is for pear**

P p



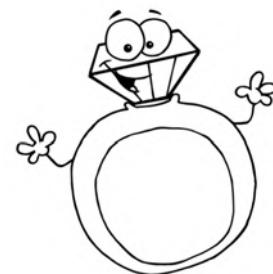
**Q is for queen**

Q q



**R is for ring**

R r



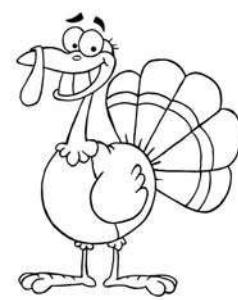
**S is for snake**

S s

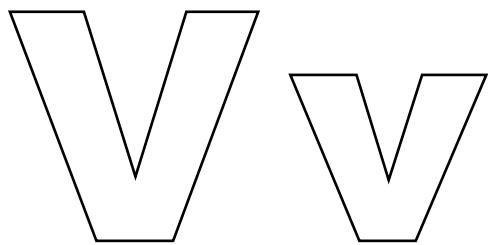
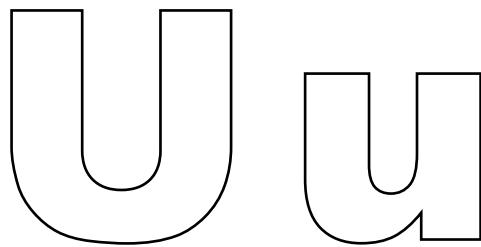


**T is for turkey**

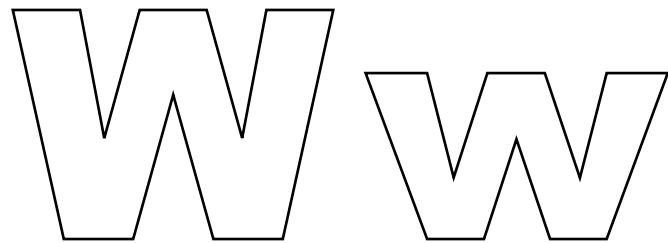
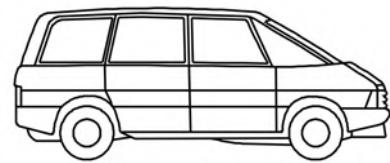
T t



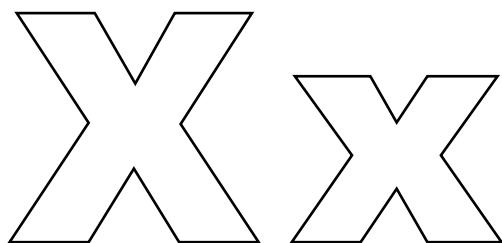
**U is for umbrella**



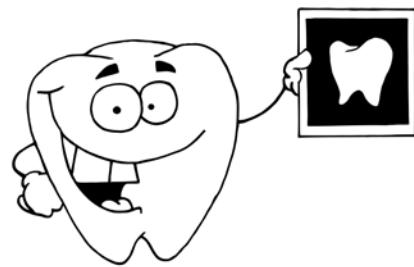
**V is for van**



**W is for worm**

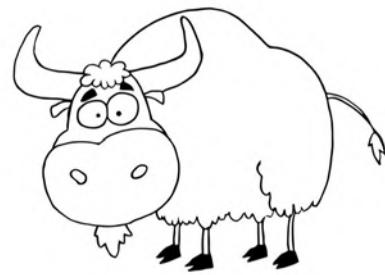


**X is for x-ray**



**Y is for yak**

Y Y



**Z is for zebra**

Z Z



**Post-listening Activities:** Choose one or two of the activities below.

**Speaking: Let's Build on It**

**Purpose:** To practice pronunciation and intonation

**Level:** All

**Time:** 10 – 15 minutes

**Preparation and Materials:** Make a copy of the letter cards ([pages 93-99](#)) and cut them apart.

**Instructions:** See [page 50](#), Modification A. Ask students to say another vocabulary word that begins with the letter that they have on the card. If they cannot think of a new word, they can say the word on the card.

**Reading: Find that Word**

**Purpose:** To recognize the written forms of letters, and to make print and sound connections

**Level:** 1

**Time:** 15 – 20 minutes

**Preparation and Materials:** Make a copy of the Find That Word handout ([page 101](#)) for each student or group of students. (Answer key: [page 103](#))

**Instructions:** See [page 54](#), Modification A. Have students find and mark the following letters (or choose your own letters):

I – find and circle five

S – find and underline five

C – find and wavy underline five

G – find and put a square around five

H – find and double underline five letters that *do not* appear in the word *Harry*

**Writing: Copy Me**

**Purpose:** To practice forming letters and spelling words

**Level:** 2

**Time:** 15 – 20 minutes

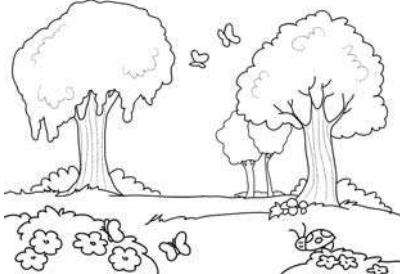
**Preparation and Materials:** Make a copy of the Copy Me handout ([page 102](#)) for each student. (Answer key: [page 103](#))

**Instructions:** See [page 66](#), Modification B.



## The Alphabet Song: Find that Word

### Harry the Cat

		
<p><b>Harry is a cat. He lives in a nice house with Pat and Matt.</b></p>	<p><b>One day, Harry went on a walk. He went through the woods.</b></p>	<p><b>He saw a boy and girl. Harry wanted to say hi. But Harry cannot talk.</b></p>
		
<p><b>Then Harry saw some cows. They were eating grass. Harry was hungry, too. He wanted to go home. But he was lost!</b></p>	<p><b>Pat and Matt couldn't find Harry. Pat was sad. Matt yelled for Harry. They wanted Harry to come home.</b></p>	<p><b>Harry walked and walked. Then he heard Matt. Finally, Harry got home to Pat and Matt.</b></p>



## The Alphabet Song: Copy Me

*Directions:* Find a word that begins with each letter. Write the word on the line.

*Example:* A as in apple.

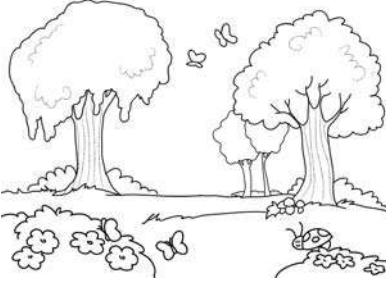
violin	zebra	jump	xylophone	queen	eat
cup	dog	game	food	worm	animal
teacher	run	me	open	kite	ball
like	pan	nice	snake	yak	ice
under	hat				

1. a as in \_\_\_\_\_
2. b as in \_\_\_\_\_
3. c as in \_\_\_\_\_
4. d as in \_\_\_\_\_
5. e as in \_\_\_\_\_
6. f as in \_\_\_\_\_
7. g as in \_\_\_\_\_
8. h as in \_\_\_\_\_
9. i as in \_\_\_\_\_
10. j as in \_\_\_\_\_
11. k as in \_\_\_\_\_
12. l as in \_\_\_\_\_
13. m as in \_\_\_\_\_
14. n as in \_\_\_\_\_
15. o as in \_\_\_\_\_
16. p as in \_\_\_\_\_
17. q as in \_\_\_\_\_
18. r as in \_\_\_\_\_
19. s as in \_\_\_\_\_
20. t as in \_\_\_\_\_
21. u as in \_\_\_\_\_
22. v as in \_\_\_\_\_
23. w as in \_\_\_\_\_
24. x as in \_\_\_\_\_
25. y as in \_\_\_\_\_
26. z as in \_\_\_\_\_



## The Alphabet Song: Answer Keys

### Find that Word: Answer Key

 <p>Harry <u>is</u> a <u>cat</u>. He <u>lives</u> <u>in</u> a nice <u>house</u> with <u>Pat</u> and <u>Matt</u>.</p>	 <p>One day, Harry went on a walk. He went <u>through</u> the <u>woods</u>.</p>	 <p>He <u>saw</u> a boy and <u>girl</u>. Harry wanted to <u>say</u> <u>hi</u>. But Harry <u>cannot</u> talk.</p>
 <p>Then Harry <u>saw</u> some <u>cows</u>. They were <u>eating</u> <u>grass</u>. Harry was <u>hungry</u>, too. He wanted to <u>go</u> <u>home</u>. But he was <u>lost</u>!</p>	 <p>Pat and Matt <u>couldn't</u> <u>find</u> Harry. Pat was <u>sad</u>. Matt yelled for Harry. They wanted Harry to <u>come</u> <u>home</u>.</p>	 <p>Harry walked and walked. Then he <u>heard</u> Matt. Finally, Harry <u>got</u> <u>home</u> to Pat and Matt.</p>

### Writing: Copy Me: Answer Key

1. <b>a</b> as in <b>animal</b>	10. <b>j</b> as in <b>jump</b>	19. <b>s</b> as in <b>snake</b>
2. <b>b</b> as in <b>ball</b>	11. <b>k</b> as in <b>kite</b>	20. <b>t</b> as in <b>teacher</b>
3. <b>c</b> as in <b>cup</b>	12. <b>l</b> as in <b>like</b>	21. <b>u</b> as in <b>under</b>
4. <b>d</b> as in <b>dog</b>	13. <b>m</b> as in <b>me</b>	22. <b>v</b> as in <b>violin</b>
5. <b>e</b> as in <b>eat</b>	14. <b>n</b> as in <b>nice</b>	23. <b>w</b> as in <b>worm</b>
6. <b>f</b> as in <b>food</b>	15. <b>o</b> as in <b>open</b>	24. <b>x</b> as in <b>xylophone</b>
7. <b>g</b> as in <b>game</b>	16. <b>p</b> as in <b>pan</b>	25. <b>y</b> as in <b>yak</b>
8. <b>h</b> as in <b>hat</b>	17. <b>q</b> as in <b>queen</b>	26. <b>z</b> as in <b>zebra</b>
9. <b>i</b> as in <b>ice</b>	18. <b>r</b> as in <b>run</b>	



## **Song 2: Over the River and Through the Woods**



### **ACTIVITY MENU**

#### **PRE-LISTENING**

Swat  
One Title – Many Possibilities  
What Do You Know About...?

#### **LISTENING**

Relax and Enjoy!  
Move Along!  
Listening for Rhyming Words

#### **SINGING**

Sing Along With Me  
Show Me the Word  
Disappearing Song

#### **POST-LISTENING**

Speaking: Telephone  
Reading: Memory  
Writing: Gap-Fill



**Over the River and Through the Woods: Lyrics**  
(1:03)

- 1      Over the river and through the wood to Grandfather's house we go.  
The horse knows the way to carry the sleigh through the white and drifted snow.
  
- 2      Over the river and through the wood, oh, how the wind does blow!  
It stings the toes and bites the nose as over the ground we go.



**Pre-listening Activities:** Choose one or two of the activities below.

### Swat

**Purpose:** To introduce vocabulary from connections between print and sound

**Level:** All

**Time:** 10 – 15 minutes

**Preparation and Materials:** Prepare a flyswatter or rolled-up newspaper for each group. Hang the pictures (pages [107-112](#)) on the board in random order.

**Instructions:** See [page 13](#). Call out the following words:

river    woods    grandfather    house    horse    sleigh  
snow    wind    ground    toes    nose    blow

### One Title – Many Possibilities

**Purpose:** To predict the content and generate interest in the song, and (optional) introduce vocabulary from the song

**Level:** All

**Time:** 10 minutes

**Preparation and Materials:** Hang the picture of the winter scene ([page 113](#)) on the board. Write the title of the song underneath the picture. See 'Information for Teachers' ([page 113](#)).

**Instructions:** See [page 13](#). Optional keywords to teach:

woods    horse    snow    go    sting    bite

### What Do You Know About...?

**Purpose:** To generate interest in the song, activate background knowledge and introduce vocabulary about winter

**Level:** All

**Time:** 10 minutes

**Preparation and Materials:** Hang the picture of the boy sledding ([page 114](#)) on the board. Use the following questions, or create your own:

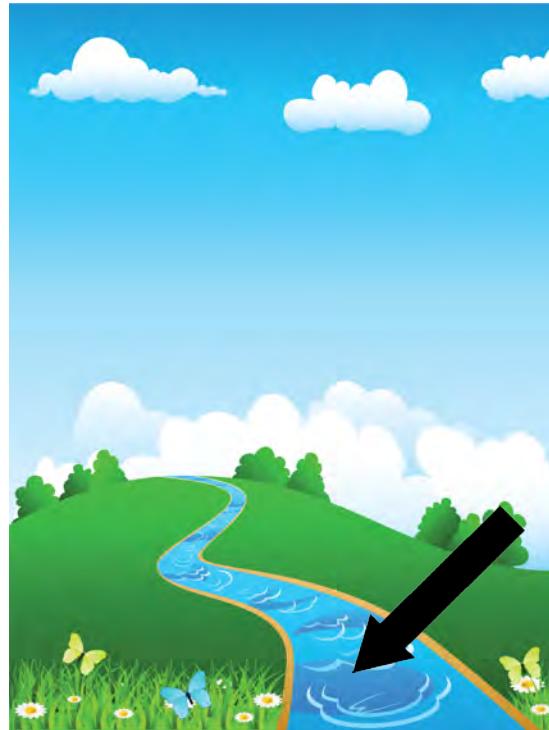
1) <i>Is it cold in the picture?</i>	3) <i>What is the white stuff on the ground?</i>
2) <i>Is it hot in the picture?</i>	4) <i>When does it snow?</i>

**Instructions:** See [page 17](#), Modification A.

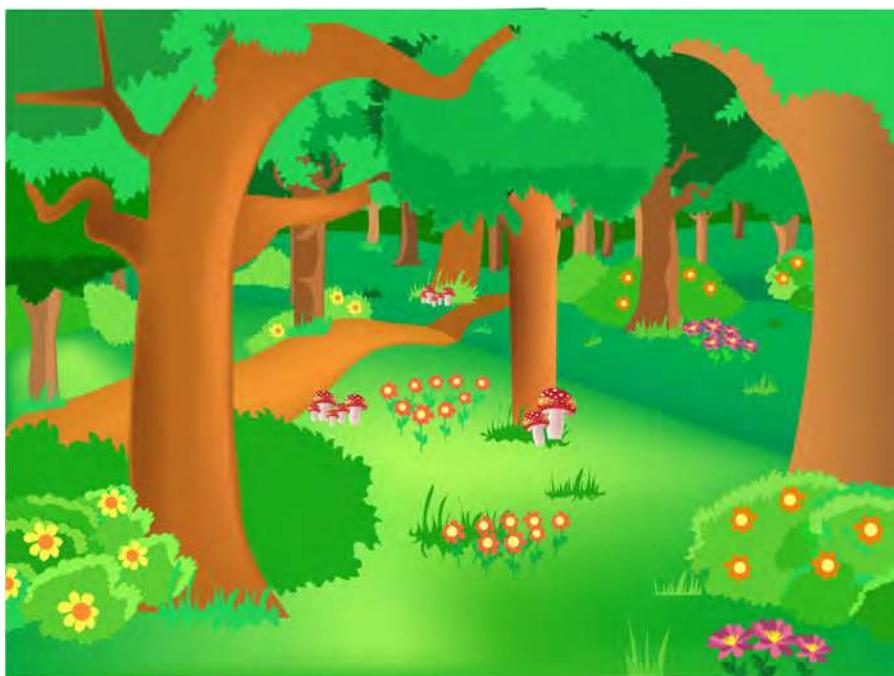
Answer Key: 1) yes    2) no    3) snow    4) during the winter season



**Over the River and Through the Woods: Swat, Listening for Rhyming Words, Show Me the Word, and Memory**



**river**



**woods**





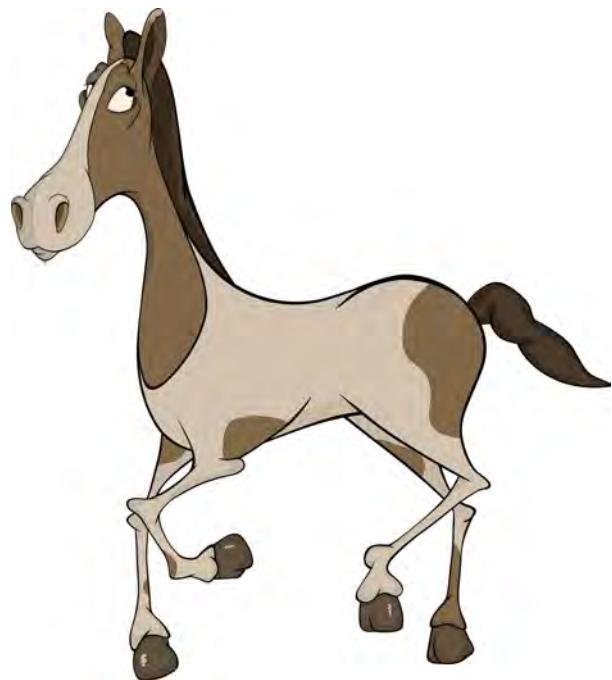
**grandfather**

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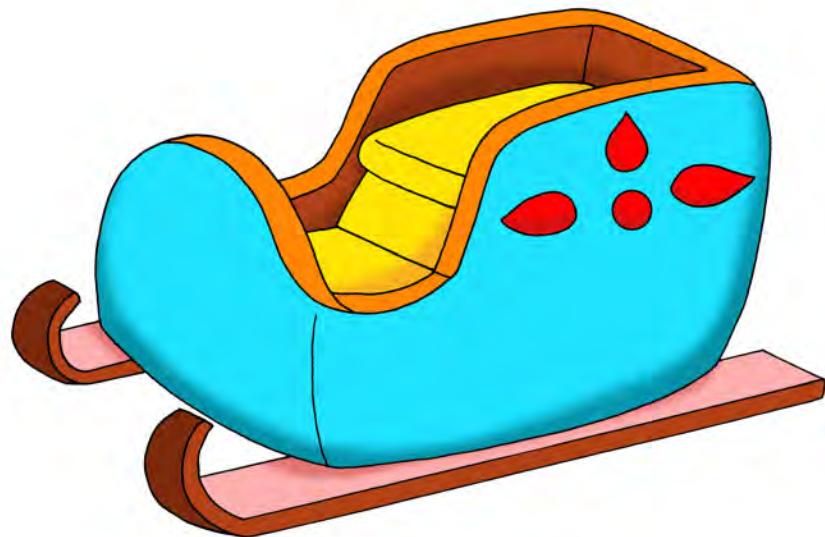
**house**





**horse**

---



**sleigh**





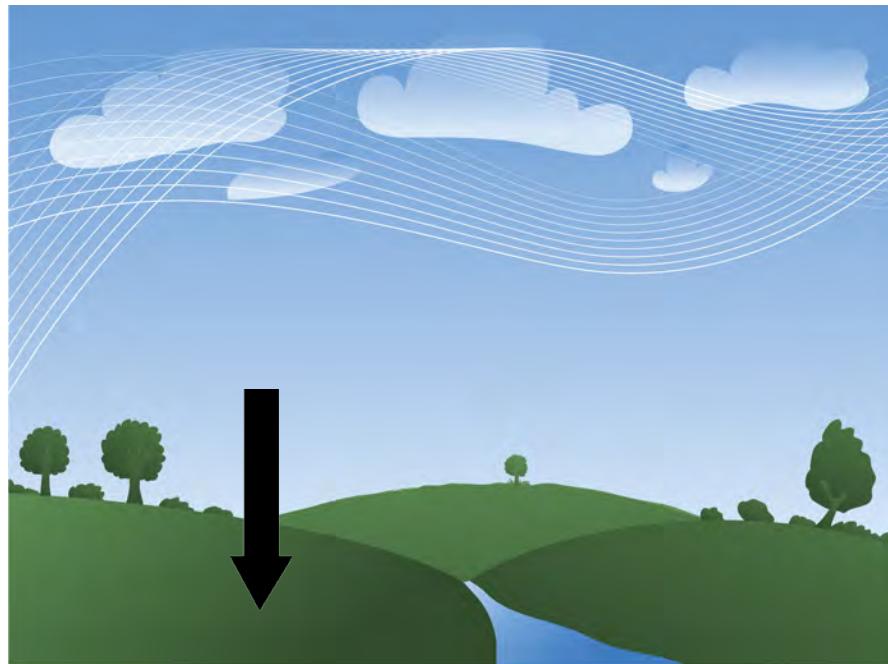
**snow**

---



**wind**





**ground**



**toes**





**nose**



**blow**



## Over the River and Through the Woods: One Title – Many Possibilities



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### Information for Teachers

*Over the River and through the Woods* is a song about travelling to a grandparent's house during the winter season, where many family members gather to celebrate winter holidays together (for example, Christmas and Thanksgiving). In the song, the singers travel through the cold, wind, and snow in a sleigh pulled by a horse. Because the sleigh is uncovered, the travelers are very cold.



**Over the River and Through the Woods: What Do You Know About...?**



**Listening Activities:** Choose one of the listening activities below.

### **Relax and Enjoy!**

**Purpose:** To enjoy listening to the song

**Level:** All

**Time:** 1 minute for listening, 5 minutes for reflection

**Preparation and Materials:** None

**Instructions:** See [page 23](#).

### **Move Along!**

**Purpose:** To listen for specific words or phrases and represent word meanings with actions

**Level:** All

**Time:** 10 – 15 minutes

**Preparation and Materials:** None

**Instructions:** See [page 32](#), Modification A. Divide students into four groups, and assign one line per group (see the song's lyrics on [page 105](#)).

### **Listening for Rhyming Words**

**Purpose:** To recognize and discriminate between similar sound and introduce new vocabulary

**Level:** 2

**Time:** 10 – 15 minutes

**Preparation and Materials:** Use the pictures for *house*, *horse*, *sleigh*, *snow*, *toes*, *nose*, and *blow* ([pages 108-112](#)) along with the pictures for *mouse* and *paw* ([page 116](#)). Divide the nine pictures into three sets (in random order), and hang each set of pictures in a different place on the board. Answer key: starred\* words rhyme:

Set 1: *house\**   *mouse\**   *horse*

Set 2: *toes\**   *nose\**   *sleigh*

Set 3: *blow\**   *snow\**   *paw*

**Instructions:** See [page 31](#), Modification B.



**Over the River and Through the Woods: Listening for Rhyming Words**



**mouse**

---



**paw**

**Singing Activities** - Choose one of the singing activities below.

### **Sing Along With Me**

**Purpose:** To practice pronunciation and intonation

**Level:** All

**Time:** 15 – 20 minutes

**Preparation and Materials:** None.

**Instructions:** See [page 37](#), Modification B. Divide students into 4 groups and have each group sing one line from the song (see the song lyrics on [page 105](#)).

### **Show Me the Word**

**Purpose:** To make print and sound connections, represent word meanings with pictures, and learn vocabulary from the song

**Level:** All

**Time:** 20 – 30 minutes

**Preparation and Materials:** Hang the following pictures ([pages 107-109](#)) on the board:

river    woods    grandfather    house    horse    sleigh

**Instructions:** See [page 39](#).

### **Disappearing Song**

**Purpose:** To practice pronunciation and intonation, and to recall words and phrases

**Level:** 2

**Time:** 15 minutes

**Preparation and Materials:** Write the lyrics of the song ([page 105](#)) on the board.

**Instructions:** See [page 38](#).



**Post-Listening Activities:** Choose one or two of the activities below.

### **Speaking: Telephone**

**Purpose:** To listen for specific words or phrases and practice pronunciation and intonation

**Level:** All

**Time:** 10 – 15 minutes

**Preparation and Materials:** None

**Instructions:** See [page 49](#). Use some or all of the following words:

*river    woods    house    horse    sleigh    snow    wind    ground*

### **Reading: Memory**

**Purpose:** To make connections between written forms and word meanings

**Level:** All

**Time:** 20 – 25 minutes

**Preparation and Materials:** Hang the pictures for the words listed below ([pages 107-111](#)) face down in a 3 x 3 grid on one side of the board. Write the following words in a 3 x 3 grid on the other side of the board (in random order) and cover them with a piece of paper:

*river    woods    grandfather    house    horse    sleigh    snow    wind    ground*

**Instructions:** See [page 55](#), Modification D.

### **Writing: Gap-Fill**

**Purpose:** To practice forming letters and spelling words

**Level:** All

**Time:** 15 – 20 minutes

**Preparation and Materials:** Make a copy of the Gap-Fill handout ([page 119](#)) for each student.

**Instructions:** See [page 63](#), Modification B.



Over the river and  
through the  woods  
to grandfather's  
 house we go.

The  horse knows  
the way to carry  
the  sleigh  
through the white  
and drifted  snow.



## ***Song 3: I'm a Little Teapot***



### **ACTIVITY MENU**

#### **PRE-LISTENING**

One Title – Many Possibilities  
Can You See What I See?  
Picture Predictions

#### **LISTENING**

Relax and Enjoy!  
Musical Words  
Song Bingo

#### **SINGING**

Sing Along With Me  
Your Moves  
Crazy Lyrics

#### **POST-LISTENING**

Speaking: Go Fish!  
Reading: Find that Word  
Writing: Gap-Fill



## I'm a Little Teapot: Lyrics

(1:02)

1 I'm a little teapot short and stout.  
Here is my handle, here is my spout.  
When the water's boiling, hear me shout,  
"Tip me over, pour me out!"

5 I'm a little teapot short and stout.  
Here is my handle, here is my spout.  
I can change my handle or my spout.  
"Tip me over, pour me out!"

9 I'm a little snowman, short and fat.  
Here is my broomstick, here is my hat.  
When the jolly sunshine comes to stay.  
Then I slowly melt away!



**Pre-listening Activities:** Choose one or two of the activities below.

### One Title – Many Possibilities

**Purpose:** To predict the content of the song, generate interest in it, and practice answering *wh-* questions

**Level:** 2

**Time:** 10 – 15 minutes

**Preparation and Materials:** Hang the picture of a teapot ([page 123](#)) on the board. Write the following question words on the board:

*What? How? When?*

**Instructions:** See [page 13](#), Modification A. Have students describe what a teapot is and how and when it is used.

### Can You See What I See?

**Purpose:** To generate interest in the song and introduce vocabulary for the parts of the teapot

**Level:** All

**Time:** 5 – 10 minutes

**Preparation and Materials:** Hang the picture of the teapot and cup ([page 123](#)) on the board.

**Instructions:** See [page 20](#), Modification A. Call out the following words for students to find:

*teapot cup handle spout*

### Picture Predictions

**Purpose:** To generate interest in the song and activate background knowledge about snow and snowmen

**Level:** All

**Time:** 15 – 20 minutes

**Preparation and Materials:** Make a copy of the snowman picture ([page 124](#)) for each student. Prepare crayons or paints for each student. See 'Information for Teachers' ([page 124](#)).

**Instructions:** See [page 19](#), Modification D.



**I'm a Little Teapot: One Title – Many Possibilities and Can You See What I See?**





---

#### **Picture Predictions: Information for Teachers**

*You may want to use this information to help students make their stories, and to compare the students' stories to the theme of the song.*

Children in the U.S. often build snowmen during the snowy winter months. A snowman is a figure made out of snow. It typically has three sections, which are made by rolling snow into different sized balls. The three balls are stacked on top of one another, with the largest ball on the bottom, and the smallest ball on the top to serve as the head. The snowman is typically decorated with some of the following objects:

- sticks for arms
- a carrot for a nose
- coal, rocks, or buttons for a mouth
- coal, rocks, or buttons for eyes
- a scarf and/or hat

In the third verse of the song, a snowman has been built, and has been decorated with a broomstick and a hat. However, when the weather warms up and the sun comes out, the snowman melts.



**Listening Activities:** Choose one of the listening activities below.

### **Relax and Enjoy!**

**Purpose:** To enjoy listening to the song

**Level:** All

**Time:** 2 minutes for listening, plus 5 minutes for reflection

**Preparation and Materials:** None

**Instructions:** See [page 23](#).

### **Musical Words**

**Purpose:** To listen and learn to pronounce specific words

**Level:** 1

**Time:** 10 – 15 minutes

**Preparation and Materials:** None

**Instructions:** See [page 32](#). Stop the song after the following words:

teapot    handle    spout    pour    shout    snowman    sunshine

### **Song Bingo**

**Purpose:** To listen for specific words

**Level:** All

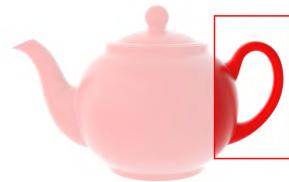
**Time:** 15 – 20 minutes

**Preparation and Materials:** Make a copy of the Bingo pictures ([page 126](#)) for each student.

**Instructions:** See [page 33](#). Modification A.



## I'm a Little Teapot: Song Bingo



**handle**



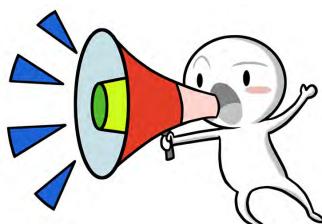
**spout**



**pour**



**teapot**



**shout**



**snowman**



**hat**



**broomstick**



**melt**



**sunshine**



**Singing Activities:** Choose one of the singing activities below.

### **Sing Along With Me**

**Purpose:** To practice pronunciation and intonation

**Level:** All

**Time:** 15 – 20 minutes

**Preparation and Materials:** None

**Instructions:** See [page 37](#), Modification B. Divide students into three groups and have each group sing one stanza of the song (see song lyrics on [page 121](#)).

### **Your Moves**

**Purpose:** To learn vocabulary from the song and represent word meanings with actions

**Level:** All

**Time:** 15 – 20 minutes

**Preparation and Materials:** See the suggested movements that are traditionally used with the first two verses of this song on [page 128](#).

**Instructions:** See [page 40](#), Modification A. Use the first two verses.

### **Crazy Lyrics**

**Purpose:** To practice pronunciation and intonation, explore the rhythm of words, and learn new vocabulary

**Level:** All

**Time:** 20 – 30 minutes

**Preparation and Materials:** Hang the large pictures ([pages 129-130](#)) on the board.

**Instructions:** See [page 38](#), Modification B. Use the following new version of the song:

*I'm a happy monkey, furry and brown.  
Here is my tree house, here is my crown.  
When I see a yellow banana, then I quickly swing on down.*



## I'm a Little Teapot: Your Moves

### Traditional Movements

Line/phrase	Movement
1. I'm a little teapot	Stand with both hands on your hips.
2. Short and stout	Bend at the knees and then stand up straight again. End with your arms hanging at your sides.
3. Here is my handle	Put your left hand on your hip, so that the elbow is bent and forms a handle shape.
4. Here is my spout	Raise your right hand up and away from the body, so that the hand is cupped and facing down. The hand should be at about shoulder level. At this point, you should be in the “teapot” position, which looks like this:
	
5. When the water's boiling	Bend at the knees and then jump into the air.
6. Hear me shout	Cup hands around mouth.
7. Tip me over, pour me out	Return to in the “teapot” position, but lean over so that the arm held up like a spout is pointing towards the ground.
8. I can change my handle	Reverse the movements of Phrase 3 and 4 above. Put your <i>right</i> hand on your hip to form the handle.
9. And my spout	Raise your <i>left</i> hand to form the spout





**monkey**

---



**tree house**





**crown**



**banana**



**Post-listening Activities:** Choose one or two of the activities below.

**Speaking: Go Fish!**

**Purpose:** To ask questions and learn vocabulary from the song

**Level:** All

**Time:** 20 – 25 minutes

**Preparation and Materials:** Make a copy of the Go Fish! cards ([pages 132-133](#)) for each group of three or four students. Cut apart each set of cards.

**Instructions:** See [page 51](#).

**Reading: Find that Word**

**Purpose:** To recognize the written forms of words and make connections between print and sound

**Level:** All

**Time:** 10 – 15 minutes

**Preparation and Materials:** Write the lyrics for the first verse of the song ([page 121](#)) on the board. Have the pictures ([pages 134-136](#)) of the following words ready to show the students:

*teapot    handle    spout    shout    pour*

**Instructions:** See [page 54](#).

**Writing: Gap-Fill**

**Purpose:** To practice forming letters and spelling words

**Level:** All

**Time:** 15 – 20 minutes

**Preparation and Materials:** Make a copy of the Gap-Fill handout ([page 137](#)) for each student.

**Instructions:** See [page 63](#), Modification B. After completing the Gap-Fill handout, ask students to identify which of the words that they traced rhyme.



## I'm a Little Teapot: Go Fish!



handle



spout



pour



teapot



shout



handle



spout



pour



teapot



shout





**snowman**



**hat**



**broomstick**



**melt**



**sunshine**



**snowman**



**hat**



**broomstick**



**melt**



**sunshine**



I'm a Little Teapot: Find that Word



**teapot**

---



**handle**



**spout**

---



**shout**





**pour**

---



I'm a Little Teapot: Gap-Fill



I'm a little teapot,

short and stout.



Here is my handle,



here is my spout.

When the water's boiling



hear me shout,



“Tip me over, pour me out!”



# **Song 4: Hickory Dickory Dock**



## **ACTIVITY MENU**

### **PRE-LISTENING**

Swat  
Picture Predictions  
Find Someone Who...

### **LISTENING**

Relax and Enjoy!  
Song Bingo  
Move Along!

### **SINGING**

Sing Along With Me  
Drum and Instrument Circles  
Your Moves

### **POST-LISTENING**

Speaking: Fill in the Blank  
Reading: Picture Story  
Writing: Copy Me & Gap-Fill



## Hickory Dickory Dock: Lyrics

(1:03)

1 Hickory dickory dock, the mouse ran up the clock.

The clock struck one, the mouse ran down,

Hickory dickory dock.

4 Hickory dickory dock, the mouse ran up the clock.

The clock struck two, the mouse said “Boo!”

Hickory dickory dock.

7 Hickory dickory dock, the mouse ran up the clock.

The clock struck three, the mouse said “Whee!”

Hickory dickory dock.

10 Hickory dickory dock, the mouse ran up the clock.

The clock struck four, the mouse said “No more!”

Hickory dickory dock.

**Pre-listening Activities:** Choose one or two of the activities below.

### Swat

**Purpose:** To teach numbers, and make print and sound connections

**Level:** 1

**Time:** 10 minutes

**Preparation and Materials:** Prepare a flyswatter or rolled-up newspaper for each group. Write the following numbers (in words) on the board in random order:

one    two    three    four    five    six    seven    eight    nine    ten

**Instructions:** See [page 13](#), Modification A. Call out the numbers between one and ten in random order.

### Picture Predictions

**Purpose:** To generate interest in the song, activate background knowledge about the topic, and introduce vocabulary from the song

**Level:** All

**Time:** 10 – 15 minutes

**Preparation and Materials:** Hang the picture of a clock and a mouse ([page 141](#)) on the board. See 'Information for Teachers' ([page 141](#)).

**Instructions:** See [page 19](#).

### Find Someone Who...

**Purpose:** To generate interest and introduce vocabulary in the song

**Level:** All

**Time:** 15 – 20 minutes

**Preparation and Materials:** Make a copy of the cards ([page 142](#)) for every group of 12 students.

**Instructions:** See [page 16](#), Modifications A and D. Divide the class into groups of 12 students.



## Hickory Dickory Dock: Picture Predictions



### Information for Teachers

*You may want to use this information to help students make their stories, and to compare the students' stories to the theme of the song.*

In the song, a mouse “runs up” a clock. But as the clock chimes loudly to mark the beginning of a new hour (e.g., one o’clock) at first the mouse is afraid and runs away. The mouse continues to climb the clock, but each time it is less scared when the clock chimes.



## Hickory Dickory Dock: Find Someone Who...



1

1

2

2

3

3

4

4



**Listening Activities:** Choose one of the listening activities below.

### **Relax and Enjoy!**

**Purpose:** To encourage students to enjoy the song

**Level:** All

**Time:** 1 minute for listening, plus 5 minutes for reflection

**Preparation and Materials:** Hang the pictures for *happy* and *sad* ([pages 24-25](#)) in two places in the room. Have the pictures for *serious*, *funny*, *like*, and *don't like* ([pages 26-29](#)) ready to use.

**Instructions:** See [page 23](#), Modification A.

### **Song Bingo**

**Purpose:** To listen for specific words

**Level:** All

**Time:** 15 – 20 minutes

**Preparation and Materials:** Make a copy of the Bingo pictures ([page 144](#)) for each student.

**Instructions:** See [page 33](#), Modification A.

### **Move Along!**

**Purpose:** To listen for specific words or phrases, and represent word meanings with actions

**Level:** All

**Time:** 10 – 15 minutes

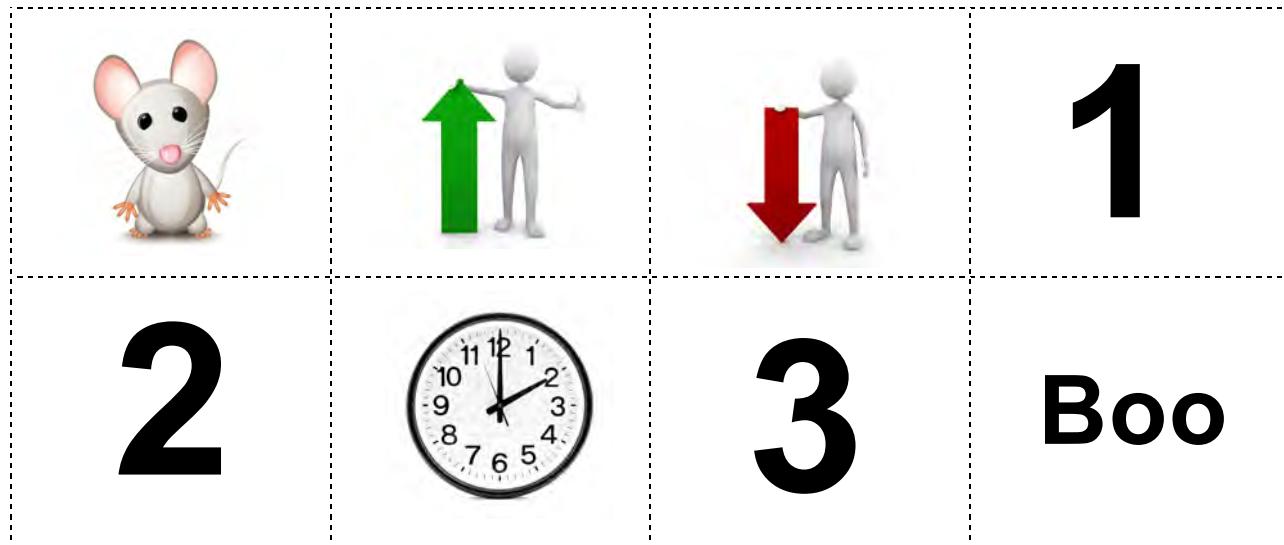
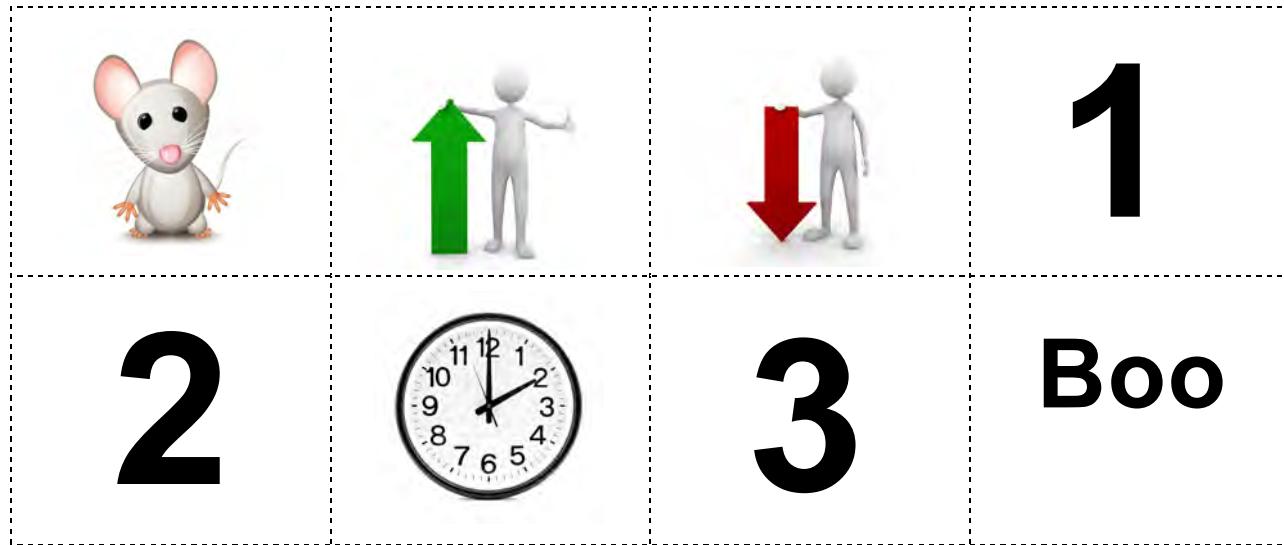
**Preparation and Materials:** None

**Instructions:** See [page 33](#). Elicit movements for the following words or phrases:

mouse    ran up    ran down    boo    whee  
no more    one    two    three    four



## Hickory Dickory Dock: Song Bingo



**Singing Activities:** Choose one of the singing activities below.

### **Sing Along With Me**

**Purpose:** To practice pronunciation and intonation

**Level:** All

**Time:** 10 – 15 minutes

**Preparation and Materials:** None

**Instructions:** See [page 37](#), Modification F. Have students sing the first and last line of each verse of the song (see the song on [page 139](#)).

*Example:*

Students: *Hickory dickory dock, the mouse ran up the clock.*

Teacher: *The clock struck one, the mouse ran down.*

Students: *Hickory dickory dock.*

### **Drum and Instrument Circles**

**Purpose:** To practice pronunciation and intonation, and explore the rhythm of words

**Level:** All

**Time:** 20 – 30 minutes

**Preparation and Materials:** Collect and bring in different types of drums. If you cannot do this, then students can clap their hands or tap on the desks.

**Instructions:** See [page 42](#), Modification A.

### **Your Moves**

**Purpose:** To learn vocabulary from the song, and represent word meanings with actions

**Level:** All

**Time:** 20 – 30 minutes

**Preparation and Materials:** None

**Instructions:** See [page 40](#). Elicit movements for the following words and phrases:

*mouse ran up clock struck ran down Boo! Whee! No more!*



**Post-listening Activities:** Choose one or two of the activities below.

### **Speaking: Fill in the Blank**

**Purpose:** To practice phrases and learn the vocabulary for telling time

**Level:** All

**Time:** 20 – 30 minutes

**Preparation and Materials:** Photocopy the clock and its hands ([page 147](#)), cut out the pieces, and assemble it. Hang the clock on the board so that everyone can see what time it is by the clock. Alternatively, you can draw a large clock on the board.

Teach the students the following phrases:

*What time is it?*                            *It's (number) o'clock.*  
*When do you (action verb)?*    *At (number) o'clock.*

**Instructions:** See [page 48](#). Display a specific hour on the clock. Have one student ask, “*What time is it?*” and individual students or the whole class answer. Change the time on the clock and repeat. After students are comfortable with these phrases, ask them, “*When do you (action verb)?*” and have students yell out times. As students suggest times, have one student change the time on the clock to match what they say. Suggested verbs are:

*eat    sleep    wake up    play    read*

### **Reading: Picture Story**

**Purpose:** To learn vocabulary, make print and sound connections, and listen to a story

**Level:** All

**Time:** 10 – 15 minutes

**Preparation and Materials:** Make a copy of the Picture Story handout ([page 148](#)) for each student, or write the story on the board and draw your own pictures next to the words.

**Instructions:** See [page 56](#), Modification A.

### **Writing: Copy Me**

**Purpose:** To practice forming letters and spelling words, and telling time

**Level:** 2

**Time:** 15 – 20 minutes

**Preparation and Materials:** Make a copy of the Copy Me handout ([page 149](#)) for each student. Decide whether to have students write the numerals or the number words. Then write either possible numerals or number words on the board for students to copy. (Answer key: [page 150](#))

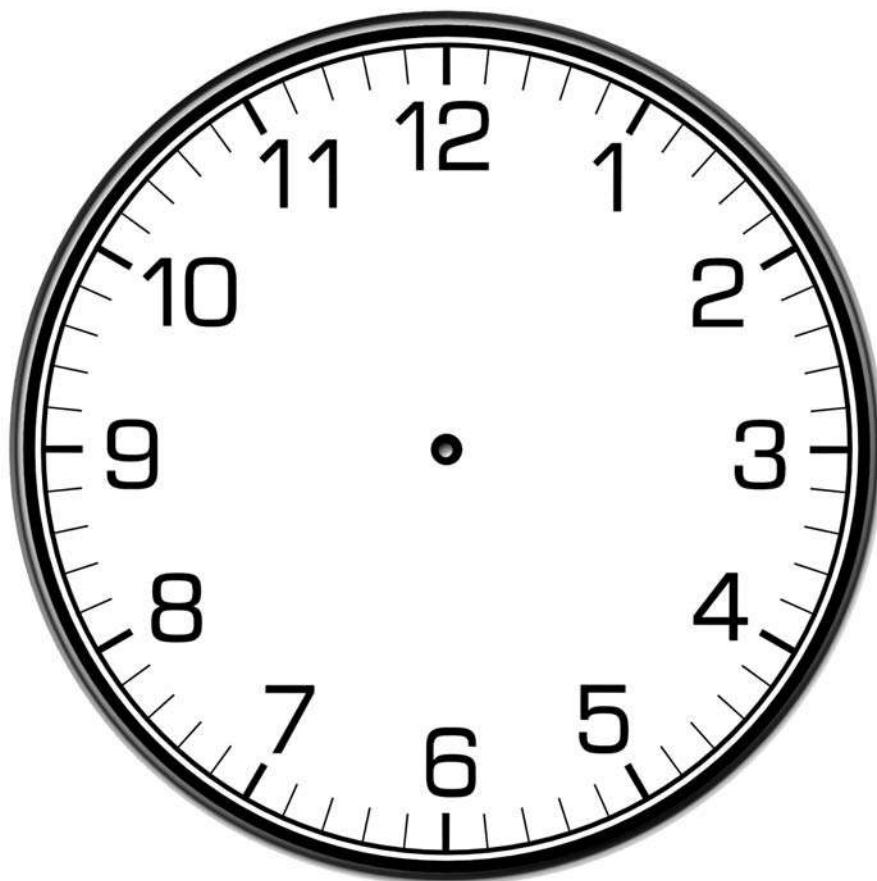
**Instructions:** See [page 66](#).



## Hickory Dickory Dock: Fill-In the Blank

Cut out the clock face and the two clock hands. Attach the clock hands to the clock using a fastener (pictured below) that allows the clock hands to move around the clock.

Fasteners:



## Hickory Dickory Dock: Picture Story

### There's a mouse in the house!



There's a mouse in the house!  
Oh wow! That's right!  
There's a mouse in the house,  
In the night.



There's a mouse in the house!  
Oh no! Oh where?  
There's a mouse in the house,  
Over there!



There's a mouse in the house!  
Oh no! Oh my!  
There's a mouse in the house!  
Oh why?



There's a mouse in the house!  
Oh no! Oh scat!  
There's a mouse in the house,

And a cat! A simple line drawing of a cat with a bushy tail and whiskers.



There was a mouse in the house.  
He was here and about!  
There was a mouse in the house  
Now he's out!

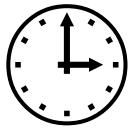


## Hickory Dickory Dock: Copy Me

*Directions.* What time is it? Look at the clock and decide what time it is. Complete the phrases to state the correct time.



It is \_\_\_\_\_ o'clock.      It is \_\_\_\_\_ o'clock.      It is \_\_\_\_\_ o'\_\_\_\_\_.



It \_\_\_\_\_ o'clock.      \_\_\_\_\_ is \_\_\_\_\_.



\_\_\_\_\_.



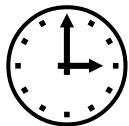
## Hickory Dickory Dock: Answer Keys

### Copy Me: Answer Key

Teachers may choose whether students will write the numbers in words or numerals.



It is eight / 8 o'clock.      It is two / 2 o'clock. It is ten / 10 o'clock.



It is four / 4 o'clock.    It is three / 3 o'clock.



It is twelve / 12 o'clock.

---

Note to Teachers: An additional Post-listening: Writing 1 Gap-Fill activity for “Hickory Dickory Dock” appears on [page 64](#) of Part 1.1.



## ***Song 5: Twinkle, Twinkle, Little Star***



### **ACTIVITY MENU**

#### **PRE-LISTENING**

Picture Predictions  
One Title – Many Possibilities  
Swat

#### **LISTENING**

Relax and Enjoy!  
Song Bingo  
Listening Gap-Fill

#### **SINGING**

Sing Along With Me  
Sing a Round  
Show Me the Word

#### **POST-LISTENING**

Speaking: Fill in the Blank  
Reading: Find That Word  
Writing: Trace Me



## Twinkle, Twinkle, Little Star: Lyrics

(2:15)

- 1 Twinkle, twinkle, little star, how I wonder what you are.  
Up above the world so high, like a diamond in the sky.  
Twinkle, twinkle, little star, how I wonder what you are.
  
- 4 When the blazing sun is set, and the grass with dew is wet.  
Then you show your little light, twinkle, twinkle all the night.  
Twinkle, twinkle, little star, how I wonder what you are.
  
- 7 Then the traveler in the dark, thanks you for your tiny spark.  
How could he see where to go, if you did not twinkle so?  
Twinkle, twinkle, little star, how I wonder what you are.
  
- 10 As your bright and tiny spark, lights the traveler in the dark.  
Though I know not what you are, twinkle, twinkle, little star.  
Twinkle, twinkle, little star, how I wonder what you are.

*To Sing Stanza 1 as a Round:*

Group 1: Twinkle, twinkle, little star, how I wonder what you are.

Group 2: (silent)

Group 1: Up above the world so high, like a diamond in the sky.

Group 2: Twinkle, twinkle, little star, how I wonder what you are.

Group 1: Twinkle, twinkle, little star, how I wonder what you are.

Group 2: Up above the world so high, like a diamond in the sky.

Group 1: (silent)

Group 2: Twinkle, twinkle, little star, how I wonder what you are.



**Pre-listening Activities:** Choose one or two of the activities below.

### Picture Predictions

**Purpose:** To generate interest in the theme, activate background knowledge about the topic, and teach vocabulary related to the song

**Level:** All

**Time:** 10 – 15 minutes

**Preparation and Materials:** Hang the picture of the night scene ([page 154](#)) on the board. See 'Information for Teachers' ([page 154](#)).

**Instructions:** See [page 19](#), Modification C.

### One Title – Many Possibilities

**Purpose:** To predict the content, generate interest in the song, and introduce vocabulary

**Level:** All

**Time:** 10 – 15 minutes

**Preparation and Materials:** Hang the pictures for *star*, *world*, *sky* and *sun* ([pages 155-156](#)) on the board. See 'Information for Teachers' ([page 154](#)).

**Instructions:** See [page 13](#), Modification B.

### Swat

**Purpose:** To introduce vocabulary from the song, and make print and sound connections

**Level:** All

**Time:** 15 minutes

**Preparation and Materials:** Prepare a flyswatter or rolled-up newspaper for each group. Hang the eight pictures ([pages 155-158](#)) on the board in random order.

**Instructions:** See [page 13](#). Call out the following words:

*star   world   sky   sun   grass   diamond   light   dark*



## Twinkle, Twinkle, Little Star: Picture Predictions



---

### Information for Teachers

*You may want to use this information to help students come up with a title and to compare the students' title to the title or theme of the song.*

In this song, someone is singing to a star in the sky. The singer wonders what the star is and why it shines in the night sky. Each verse of the song shows the singer's appreciation for the light that the star provides in the dark night.



**Twinkle, Twinkle, Little Star: One Title – Many Possibilities and Swat**



**star**

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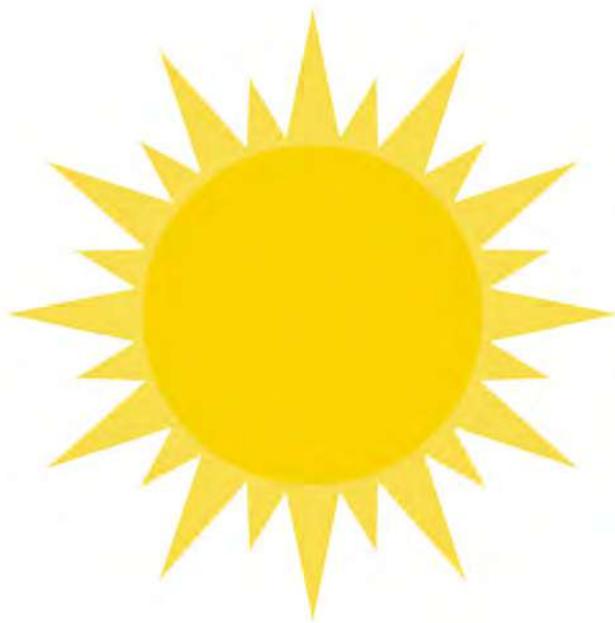
**world**





**sky**

---



**sun**



**grass**

---



**diamond**





**light**



**dark**



**Listening Activities:** Choose one of the listening activities below.

### **Relax and Enjoy!**

**Purpose:** To enjoy listening to the song

**Level:** All

**Time:** 3 minutes for listening, plus 5 minutes for reflection

**Preparation and Materials:** None

**Instructions:** See [page 23](#).

### **Song Bingo**

**Purpose:** To listen for specific words

**Level:** All

**Time:** 15 – 20 minutes

**Preparation and Materials:** Make a copy of the Bingo pictures ([page 160](#)) for each student.

**Instructions:** See [page 33](#), Modification A.

### **Listening Gap-Fill**

**Purpose:** To listen for specific words

**Level:** 2 and above

**Time:** 10 – 15 minutes

**Preparation and Materials:** Make a copy of the Gap-Fill handout ([page 161](#)) for each student or group of students. Copy the Gap-Fill handout onto the board (or print it on a large poster). (Answer key: star, world, sky, little)

**Instructions:** See [page 30](#).



## Twinkle, Twinkle, Little Star: Song Bingo



**dew**



**grass**



**light**



**dark**



**sky**



**star**



**sun**



**world**



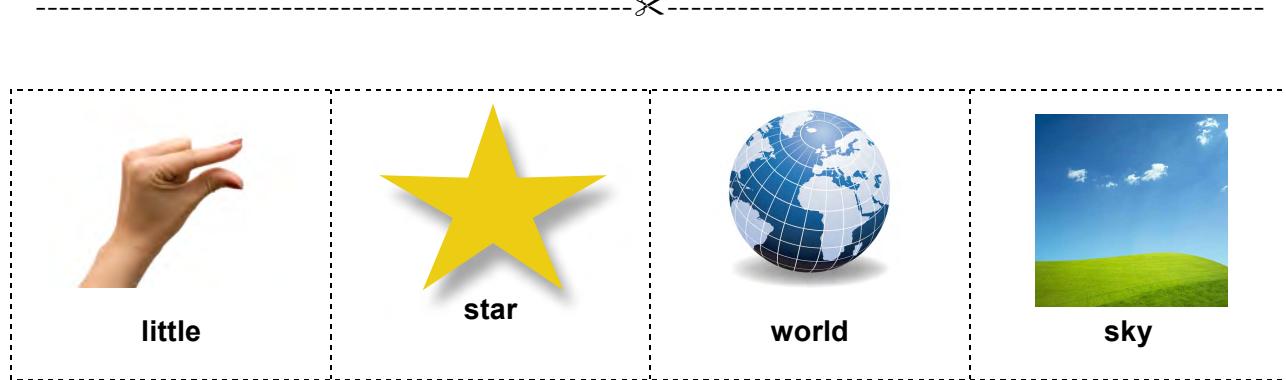
## Twinkle, Twinkle, Little Star: Listening Gap-Fill

Twinkle, twinkle, little \_\_\_\_\_ how I wonder what you are.

Up above the \_\_\_\_\_ so high,

Like a diamond in the \_\_\_\_\_.

Twinkle, twinkle, \_\_\_\_\_ star, how I wonder what you are.



**Singing Activities:** Choose one of the singing activities below.

### **Sing Along With Me**

**Purpose:** To practice pronunciation and intonation

**Level:** All

**Time:** 10 – 15 minutes

**Preparation and Materials:** None

**Instructions:** See [page 37](#), Modification A.

### **Sing a Round**

**Purpose:** To practice pronunciation and intonation

**Level:** 2 and above

**Time:** 15 – 20 minutes

**Preparation and Materials:** None

**Instructions:** See [page 41](#), Modification A. See [page 152](#) for the song's lyrics divided for singing it as a round.

### **Show Me the Word**

**Purpose:** To make print and sound connections, represent word meanings with pictures, and learn vocabulary from the song

**Level:** All

**Time:** 20 – 30 minutes

**Preparation and Materials:** Write the following words on the board:

*star    sky    diamond    sun    grass    night*

**Instructions:** See [page 39](#), Modification C.



**Post-listening Activities:** Choose one or two of the activities below.

**Speaking: Fill in the Blank**

**Purpose:** To practice the phrase '*I wish I had...*'

**Level:** All

**Time:** 20 – 30 minutes

**Preparation and Materials:** Make a copy of the star outline ([page 164](#)) for each student. Prepare markers, crayons, or paints for the students. Teach students the phrase '*to wish upon a star*' and explain that it is a saying that people use to make a wish for something. Then complete the speaking activity using the phrase *I wish I had*.

**Instructions:** See [page 48](#), Modification C. Give each student a star to decorate. Have each of them make a wish on that star, using a complete sentence, such as '*I wish I had a new toy.*'

**Reading: Find that Word**

**Purpose:** To recognize the written forms of words, and make print and sound connections

**Level:** 2

**Time:** 10 – 20 minutes

**Preparation and Materials:** Make a copy of the handout ([page 165](#)) for each student. (Answer key: [page 168](#))

**Instructions:** See [page 54](#), Modification C. Read each line out loud for students.

**Writing: Trace Me**

**Purpose:** To practice forming letters and spelling words

**Level:** All

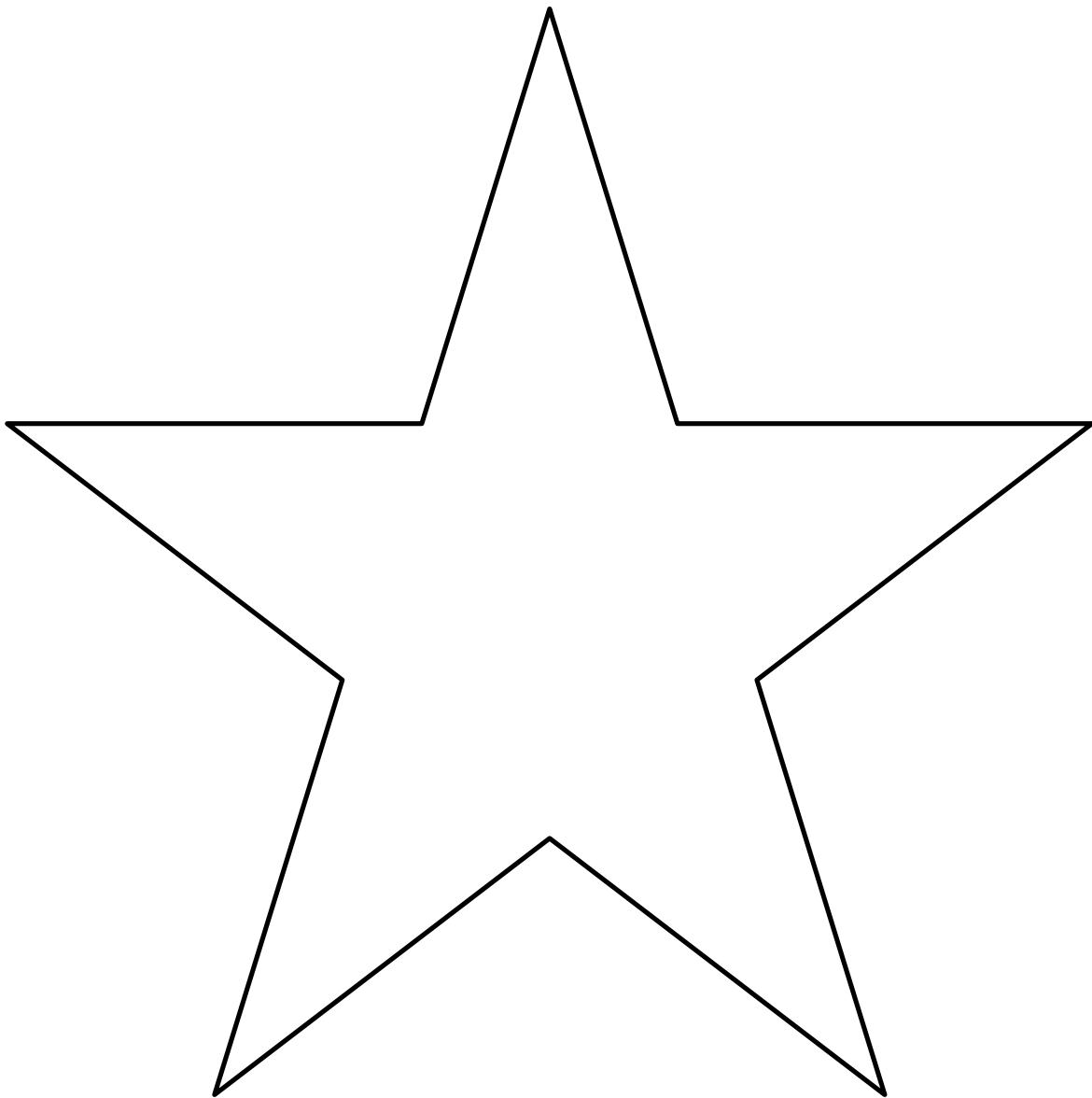
**Time:** 15 – 20 minutes

**Preparation and Materials:** Make a copy of the Trace Me handout ([pages 166-167](#)) for each student.

**Instructions:** See [page 65](#), Modification A.



**Twinkle, Twinkle, Little Star: Fill in the Blank**



## Twinkle, Twinkle, Little Star: Find that Word

*Directions:* Circle the word that you hear.

Twinkle, twinkle, little car / star,

how I wonder what / why you are.

Up on / above the world so high,

like a diamond in the eye / sky.

Twinkle, twinkle, big / little star,

how I wonder what you are / am.

When the blazing sun / sea is set,

and the grass with dew is hot / wet.

Then it / you show your little light,

Twinkle, twinkle all / some the night.



## Twinkle, Twinkle, Little Star: Trace Me

### Things Found in the Sky

*Directions.* All of these things can be found in the sky. First, trace the word. Then practice writing it two more times.

MOON



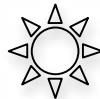
STAR



CLOUD



SUN



T O T T Y



D I R Y



K I T E



W I N D



W I N D O W



## Twinkle, Twinkle, Little Star: Answer Keys

### Find that Word: Answer Key

Twinkle, twinkle, little car star,

how I wonder what why you are.

Up on above the world so high,

like a diamond in the eye sky.

Twinkle, twinkle, big little star,

how I wonder what you are am.

When the blazing sun sea is set,

and the grass with dew is hot wet.

Then it you show your little light,

Twinkle, twinkle all some the night.



# Song 6: Mary Had A Little Lamb



## ACTIVITY MENU

### PRE-LISTENING

One Title – Many Possibilities  
Can You See What I See?  
Picture Predictions

### LISTENING

Relax and Enjoy!  
Musical Words  
Listening Gap-Fill

### SINGING

Sing Along With Me  
Show Me the Word  
Disappearing Song

### POST-LISTENING

Speaking: Telephone  
Reading: Word Series  
Writing: Gap-Fill



## **Mary Had a Little Lamb: Lyrics**

(1:49)

- 1      Mary had a little lamb, little lamb, little lamb.  
Mary had a little lamb, its fleece was white as snow.
  
- 3      And everywhere that Mary went, Mary went, Mary went.  
And everywhere that Mary went, the lamb was sure to go.
  
- 5      It followed her to school one day, school one day, school one day.  
It followed her to school one day, which was against the rule.
  
- 7      It made the children laugh and play, laugh and play, laugh and play.  
It made the children laugh and play to see the lamb at school.
  
- 9      And so the teacher sent it out, sent it out, sent it out.  
And so the teacher sent it out, but still it lingered near.
  
- 11     It stood and waited round about, round about, round about.  
It stood and waited round about, till Mary did appear.
  
- 13     “Why does the lamb love Mary so, Mary so, Mary so?  
Why does the lamb love Mary so?” the little children cry.



**Pre-listening Activities:** Choose one or two of the activities below.

### One Title – Many Possibilities

**Purpose:** To predict the content, generate interest in the song, and teach vocabulary

**Level:** All

**Time:** 10 – 15 minutes

**Preparation and Materials:** Hang the pictures for *lamb*, *Mary*, *teacher*, and *school* (pages [172-173](#)) on the board. See ‘Information for Teachers’ ([page 175](#)).

**Instructions:** See [page 13](#), Modification B.

### Can You See What I See?

**Purpose:** To generate interest, activate background knowledge about the topic, and introduce vocabulary from the song

**Level:** All

**Time:** 10 minutes

**Preparation and Materials:** Make a copy of the picture of the school scene ([page 174](#)) for each student or group of students.

**Instructions:** See [page 20](#). Call out the following words for students to find:

*lamb*   *school*   *teacher*   *children*   *Mary*

### Picture Predictions

**Purpose:** To generate interest in the song, activate background knowledge about the topic, and introduce vocabulary from the song

**Level:** All

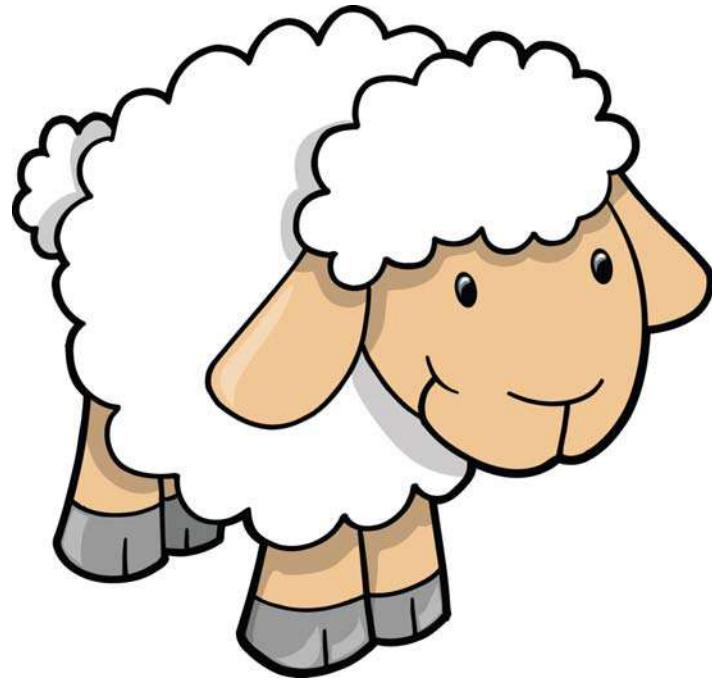
**Time:** 10 – 15 minutes

**Preparation and Materials:** Hang the picture of the girl and lamb ([page 175](#)) on the board. See ‘Information for Teachers’ ([page 175](#)).

**Instructions:** See [page 19](#).



**Mary Had A Little Lamb: One Title – Many Possibilities**



**lamb**

---



**Mary**





**teacher**

---



**school**



## Mary Had A Little Lamb: Can You See What I See?



## Mary Had A Little Lamb: Picture Predictions



---

### Information for Teachers

*You may want to use this information to help students make their stories, and to compare the students' stories to the theme of the song.*

In the song, a young schoolgirl named Mary has a pet lamb. Mary loves the lamb, and the lamb loves Mary. The lamb follows Mary wherever she goes, and this causes problems when the lamb follows Mary to school.



**Listening Activities:** Choose one of the listening activities below.

### **Relax and Enjoy!**

**Purpose:** To enjoy listening to the song

**Level:** All

**Time:** 2 minutes for listening, plus 5 minutes for reflection

**Preparation and Materials:** None

**Instructions:** See [page 23](#).

### **Musical Words**

**Purpose:** To listen for and pronounce specific words

**Level:** All

**Time:** 5 – 10 minutes

**Preparation and Materials:** None

**Instructions:** See [page 32](#), Modification A. Elicit actions for (and stop the song after) the following words:

*lamb    Mary    school    teacher    love*

### **Listening Gap-Fill**

**Purpose:** To listen for specific words

**Level:** 2

**Time:** 10 – 15 minutes

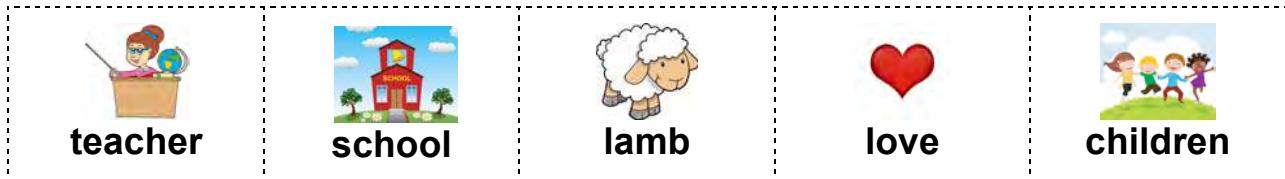
**Preparation and Materials:** Make a copy of the Gap-Fill handout ([page 177](#)) for each student or group of students. Copy the Gap-Fill handout on the board (or print it on a large poster). (Answer key: lamb, school, children, teacher, love)

**Instructions:** See [page 30](#).



## Mary Had A Little Lamb: Listening Gap-Fill

1. Mary had a little lamb, little \_\_\_\_\_, little lamb. Mary had a little lamb, its fleece was white as snow.
2. And everywhere that Mary went, Mary went, Mary went. And everywhere that Mary went, the lamb was sure to go.
3. It followed her to \_\_\_\_\_ one day, school one day, school one day. It followed her to school one day, which was against the rule.  
It made the children laugh and play, laugh and play, laugh and play.
4. It made the \_\_\_\_\_ laugh and play to see the lamb at school.  
And so the teacher sent it out, sent it out, sent it out. And so the
5. \_\_\_\_\_ sent it out, but still it lingered near.  
It stood and waited round about, round about, round about. It stood and waited round about, till Mary did appear.
6. “Why does the lamb love Mary so, Mary so, Mary so? Why does the lamb \_\_\_\_\_ Mary so?” the little children cry.



**Singing Activities:** Choose one of the singing activities below.

### **Sing Along With Me**

**Purpose:** To make print and sound connections, represent word meanings with pictures, and learn vocabulary from the song

**Level:** All

**Time:** 15 – 20 minutes

**Preparation and Materials:** None

**Instructions:** See [page 37](#), Modification B. Divide students into seven groups and have each group sing one stanza of the song.

### **Show Me the Word**

**Purpose:** To make print and sound connections, and teach vocabulary related to the song

**Level:** All

**Time:** 20 – 30 minutes

**Preparation and Materials:** Make enough copies of the coloring page pictures (pages [179-182](#)) so that each student can have one.

**Instructions:** See [page 39](#), Modification D.

### **Disappearing Song**

**Purpose:** To practice pronunciation and intonation, and recall words and phrases

**Level:** 2

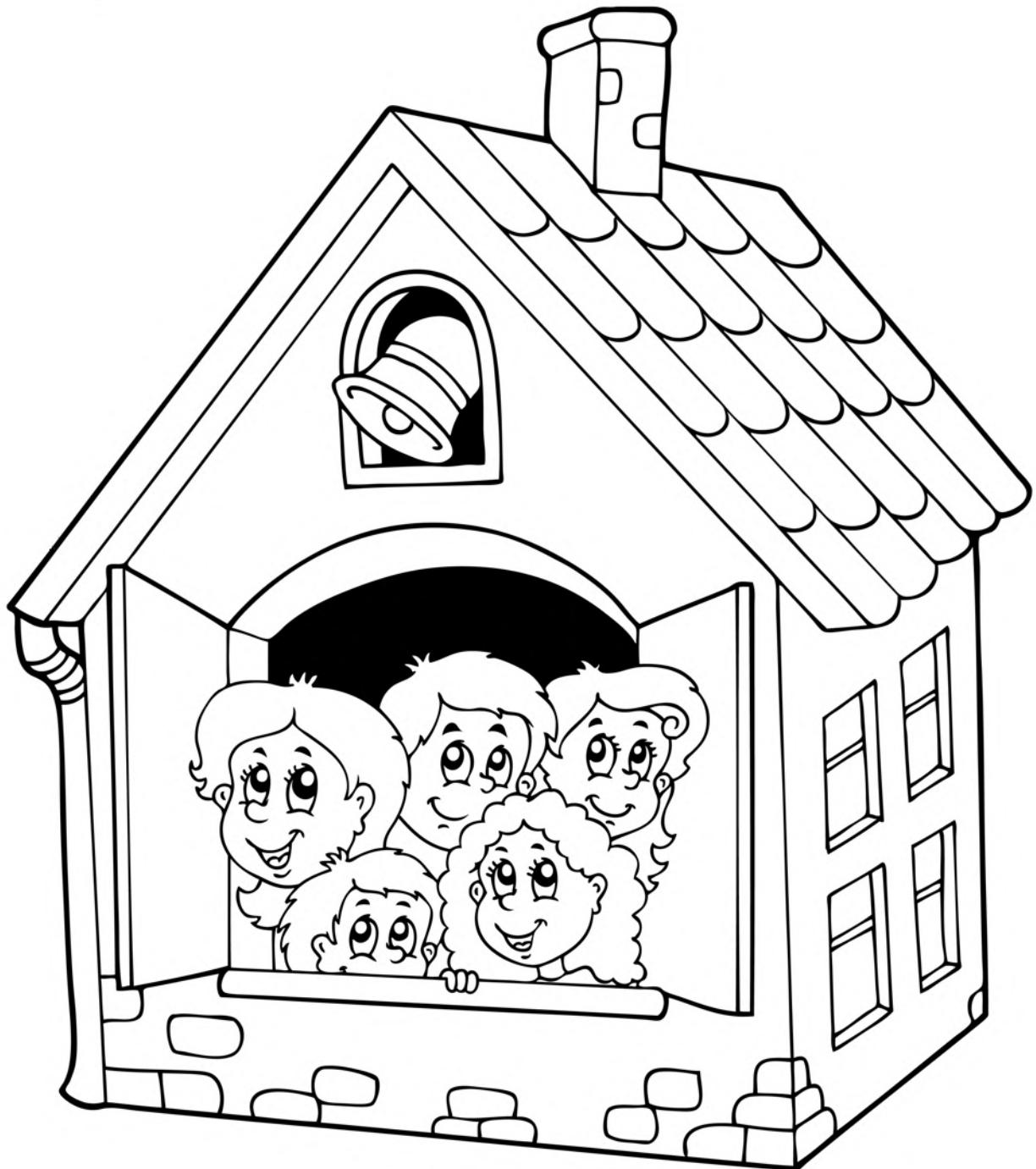
**Time:** 15 – 25 minutes

**Preparation and Materials:** Write the lyrics for the first three verses of the song ([page 170](#)) on the board.

**Instructions:** See [page 38](#).



**Mary Had A Little Lamb: Show Me the Word**



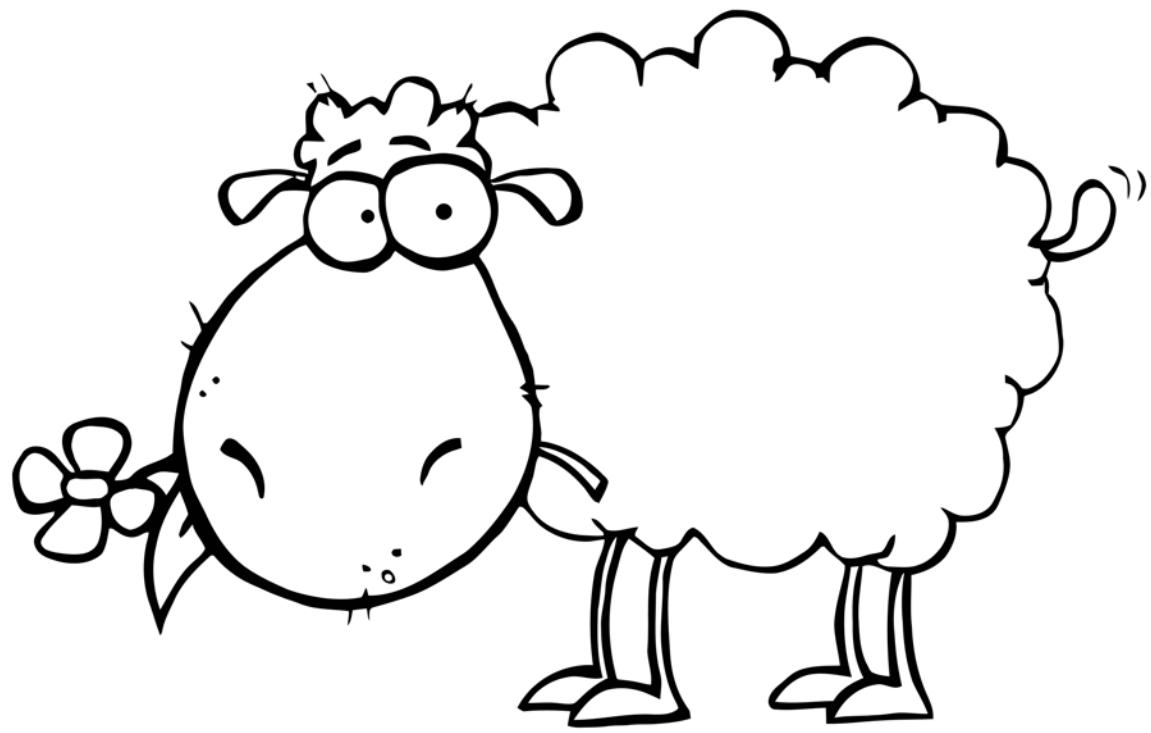
**school**





**Mary**





**lamb**





# children



**Post-listening Activities:** Choose one or two of the activities below.

**Speaking: Telephone**

**Purpose:** To listen for specific words or phrases, and practice pronunciation and intonation

**Level:** 2

**Time:** 10 – 15 minutes

**Preparation and Materials:** None

**Instructions:** See [page 49](#), Modification B. Use the following lines:

*It followed her to school one day  
It made the children laugh and play  
Why does the lamb love Mary so?*

**Reading: Word Series**

**Purpose:** To recognize the written forms of letters

**Level:** All

**Time:** 10 – 15 minutes

**Preparation and Materials:** Write the following words on the board in random order:

*lamb    little    school    teacher    sent    stood    waited  
love    snow    play    laugh    day    see*

**Instructions:** See [page 54](#). Use the following letters:

*L    S    T    P    W    D*

**Writing: Gap-Fill**

**Purpose:** To practice forming letters and spelling words

**Level:** All

**Time:** 15 – 20 minutes

**Preparation and Materials:** Make a copy of the Gap-Fill handout ([page 184](#)) for each student.

**Instructions:** See [page 63](#), Modification B.



Mary Had a Little Lamb: Gap-Fill



Mary had a little



lamb, little lamb,  
little lamb. Mary had

a little lamb, its

fleece was white as



snow.



# ***Song 7: One, Two, Buckle My Shoe***



## **ACTIVITY MENU**

### **PRE-LISTENING**

Find Someone Who...  
Swat  
Carpet Square Challenge

### **LISTENING**

Mixed-Up Pictures  
Listening Gap-Fill  
Move Along!

### **SINGING**

Sing Along With Me  
Show Me the Word  
Your Moves

### **POST-LISTENING**

Speaking: Let's Build on It  
Reading: Memory  
Writing: Trace Me



**One, Two, Buckle My Shoe: Lyrics**  
(0:58)

1      One, two, buckle my shoe.  
Three, four, shut the door.  
Five, six, pick up sticks.  
Seven, eight, lay them straight.  
5      Nine, ten, a big fat hen.  
Ten, nine, eight, seven, six, five, four, three, two, one, All done!



**Pre-listening Activities:** Choose one or two of the activities below.

### Find Someone Who...

**Purpose:** To generate interest in the song, and make connections between numbers and quantities

**Level:** All

**Time:** 15 – 20 minutes

**Preparation and Materials:** Make enough copies of the cards ([pages 188-189](#)) so that each student will have one card.

**Instructions:** See [page 16](#), Modification B.

### Swat

**Purpose:** To introduce vocabulary from the song, and make print and sound connections

**Level:** 1

**Time:** 10 minutes

**Preparation and Materials:** Prepare a flyswatter or rolled-up newspaper for each group. Hang the pictures of the ten numbers 1 – 10 ([pages 190-194](#)) on the board in random order, or write the numbers on the board in random order.

**Instructions:** See [page 13](#). Call out the following numbers:

one    two    three    four    five    six    seven    eight    nine    ten

### Carpet Square Challenge

**Purpose:** To make connections between numbers and quantities

**Level:** 1

**Time:** 10 – 15 minutes

**Preparation and Materials:** Fill a paper bag with ten small items, such as paper clips, small stones, dried beans, crayons, or toy blocks. Prepare one paper bag for each student or group of students.

**Instructions:** See [page 14](#), Modification D. Call out numbers from one to ten in random order, and have students place that number of items on the desk.



One, Two, Buckle My Shoe: Find Someone Who...

1



2



3



4



5



**6**



**7**



**8**



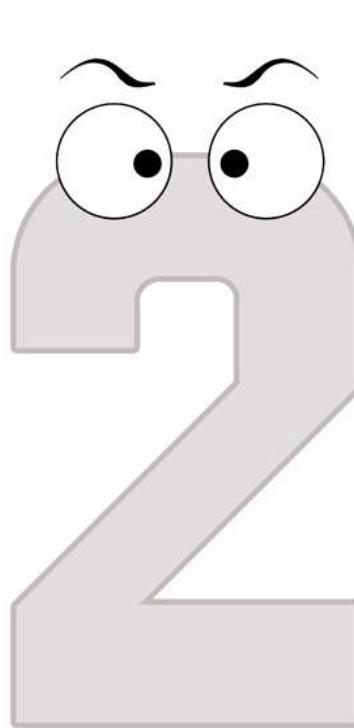
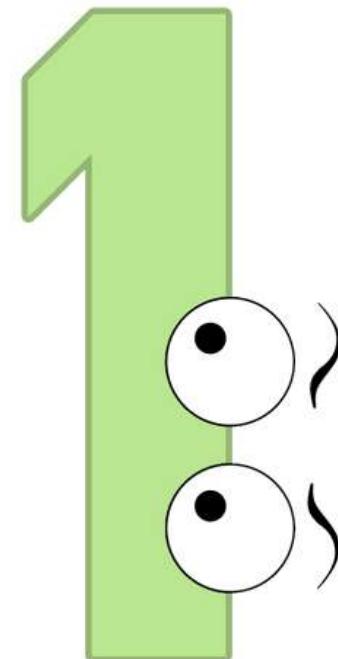
**9**

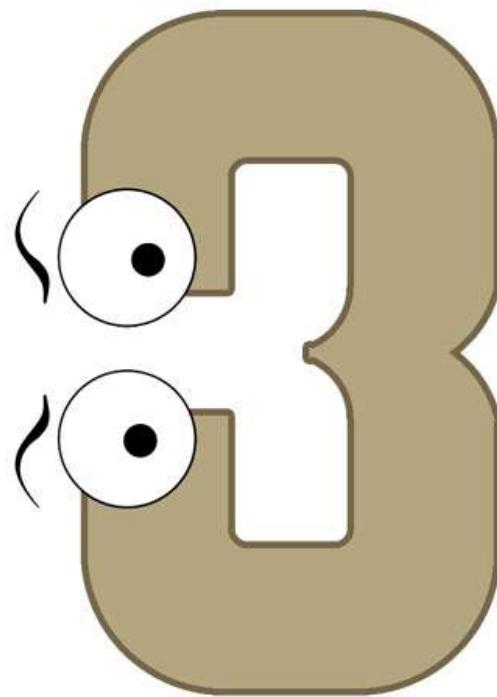


**10**

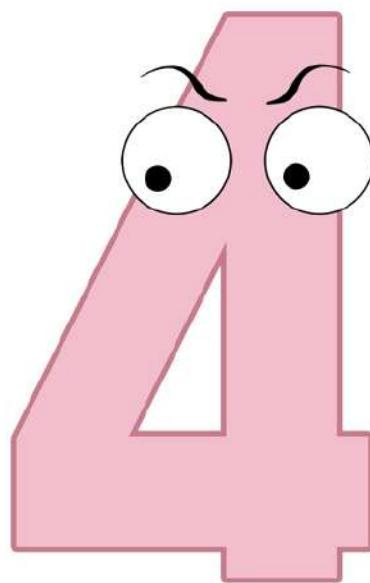


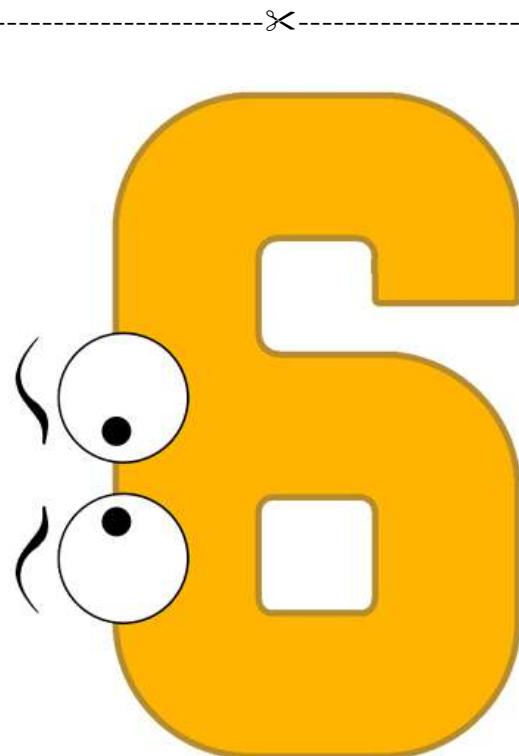
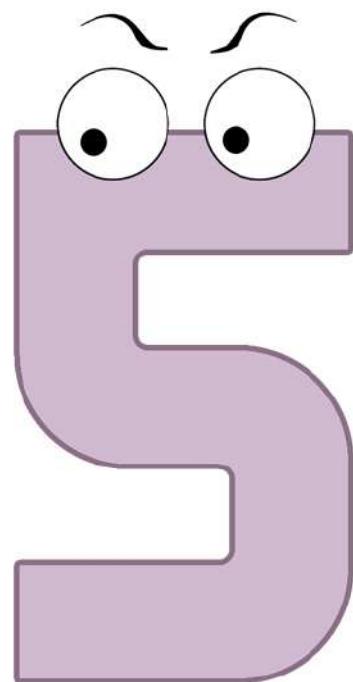
**One, Two, Buckle My Shoe: Swat**





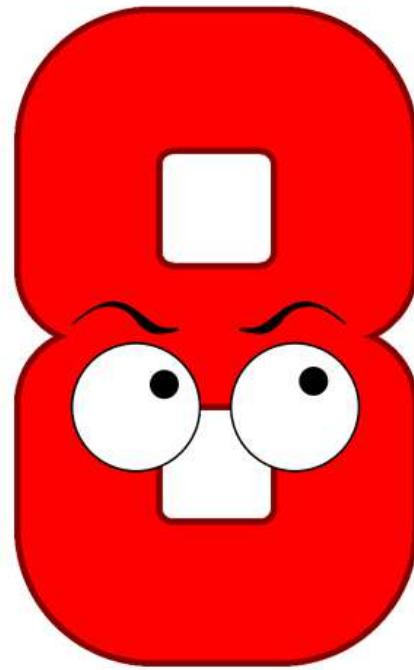
—X—

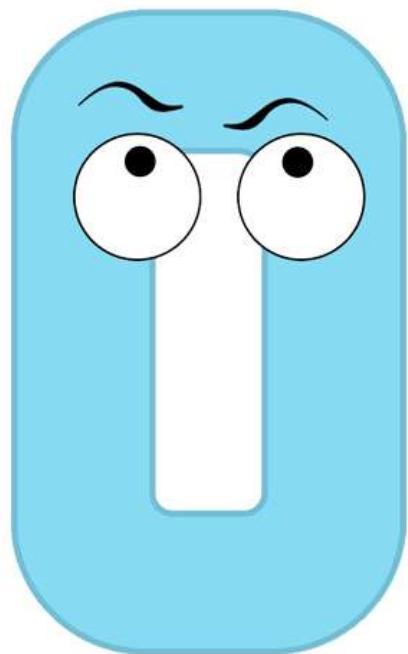
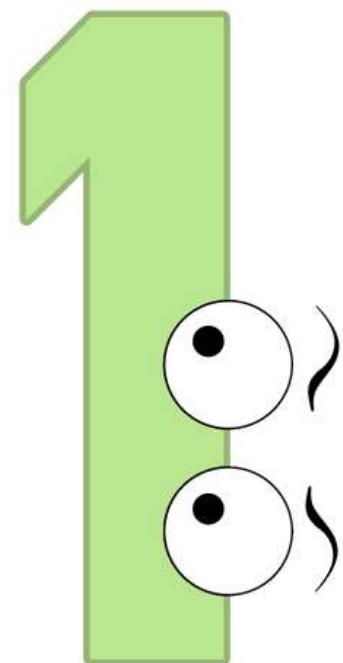
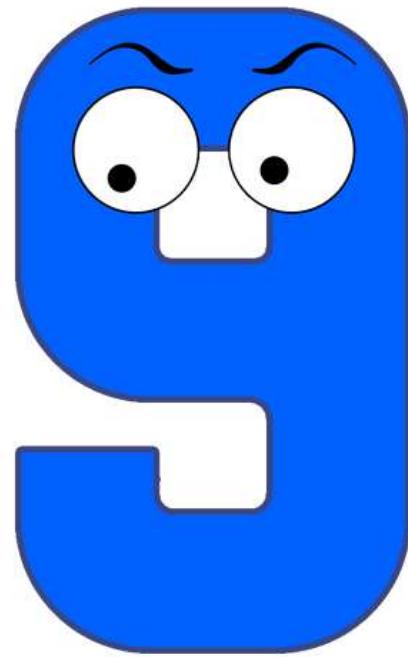






—X—





**Listening Activities:** Choose one of the listening activities below.

### **Mixed-Up Pictures**

**Purpose:** To listen for specific words

**Level:** 2

**Time:** 10 – 15 minutes

**Preparation and Materials:** Make a copy of the pictures (page 196) for each student or group of students. [Answer key: F, E (shoe), H, B (door), D, G (sticks), A, C (hen)]

**Instructions:** See [page 30](#), Modification A.

### **Listening Gap-Fill**

**Purpose:** To listen for specific words, and match action verbs with items

**Level:** 2

**Time:** 10 – 15 minutes

**Preparation and Materials:** Make a copy of the Gap-Fill handout ([page 197](#)) for each student or group of students. Copy the Gap-Fill handout onto the board (or print it on a large poster). (Answer key: shoe, door, sticks, hen.)

**Instructions:** See [page 30](#). As you go through the answers, focus students' attention on the action verbs that go along with the items used in the gaps.

### **Move Along!**

**Purpose:** To listen for specific words or phrases, and represent word meanings with actions

**Level:** All

**Time:** 10 – 15 minutes

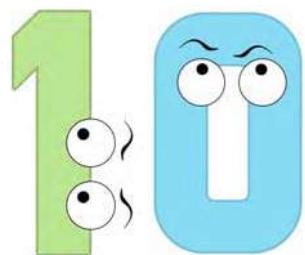
**Preparation and Materials:** None

**Instructions:** See [page 33](#). Elicit movements for the following phrases:

*buckle my shoe    shut the door    pick up sticks  
lay them straight    a big fat hen    all done*



## One, Two, Buckle My Shoe: Mixed-Up Pictures



A.



B.



C.



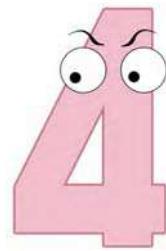
D.



E.



F.



G.



## One, Two, Buckle My Shoe: Listening Gap-Fill

One, two, buckle my \_\_\_\_\_.

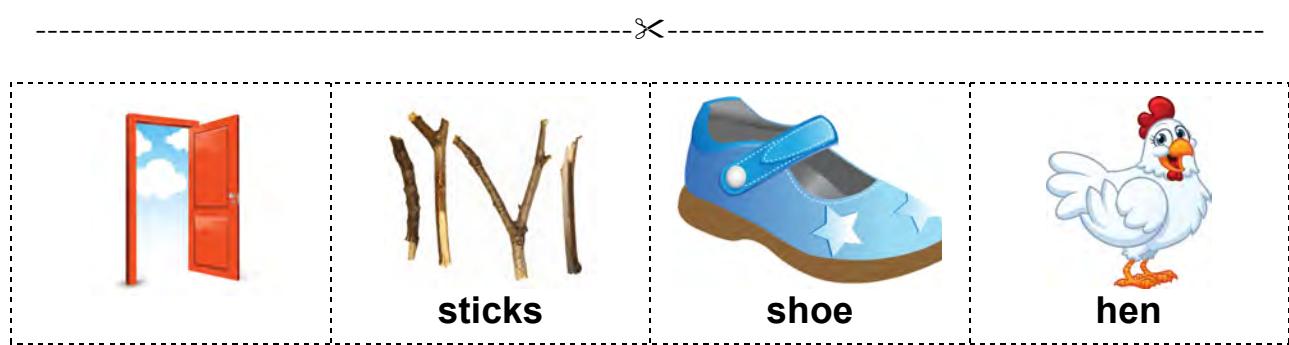
Three, four, shut the \_\_\_\_\_.

Five, six, pick up \_\_\_\_\_.

Seven, eight, lay them straight.

Nine, ten, a big fat \_\_\_\_\_.

Ten, nine, eight, seven, six, five, four, three, two, one, All done!



**Singing Activities:** Choose one of the singing activities below.

### **Sing Along With Me**

**Purpose:** To practice pronunciation and intonation

**Level:** All

**Time:** 10 – 15 minutes

**Preparation and Materials:** None

**Instructions:** See [page 37](#).

### **Show Me the Word**

**Purpose:** To make connections between print and sound and between numbers and quantities

**Level:** All

**Time:** 20 – 30 minutes

**Preparation and Materials:** Write the numbers one to four on the board in word form (*one, two, three and four*).

**Instructions:** See [page 39](#), Modifications B and C. Ask the students to write down the number in both form (one) and numeral form (1). Then have the students draw that number of items on the paper (for example, a student with the number three might draw three stars). Have students sit around the classroom in random order and jump up, hold up their picture, and sit back down quickly when they hear their number.

### **Your Moves**

**Purpose:** To learn vocabulary from the song, and represent word meanings with actions

**Level:** All

**Time:** 20 – 30 minutes

**Preparation and Materials:** None

**Instructions:** See [page 40](#). Elicit movements for the following phrases:

*buckle my shoe    shut the door    pick up sticks  
lay them straight    a big fat hen    all done*



**Post-listening Activities:** Choose one or two of the activities below.

**Speaking: Let's Build on It**

**Purpose:** To form phrases, and practice counting and using plural nouns

**Level:** 2

**Time:** 15 – 20 minutes

**Preparation and Materials:** None

**Instructions:** See [page 50](#), Modification D. Tell the students the topic will be '*Things That You Pick Up.*' Starting with one and counting to ten, ask students to say a number and an English vocabulary word of something that can be picked up. *Example:*  
Students might say:

Student 1: *one bag*  
Class: *one bag*  
Student 2: *two books*  
Class: *one bag, two books*  
Student 3: *three toys*  
Class: *one bag, two books, three toys*

**Reading: Memory**

**Purpose:** To make connections between the word forms of numbers, numerals, and quantities

**Level:** All

**Time:** 20 – 25 minutes

**Preparation and Material:** Make a copy of the Memory cards ([pages 200-201](#)) for each group of three or four students.

**Instructions:** See [page 55](#), Modification A.

**Writing: Trace Me**

**Purpose:** To practice forming numerals and letters, and making connections between numbers and quantities

**Level:** All

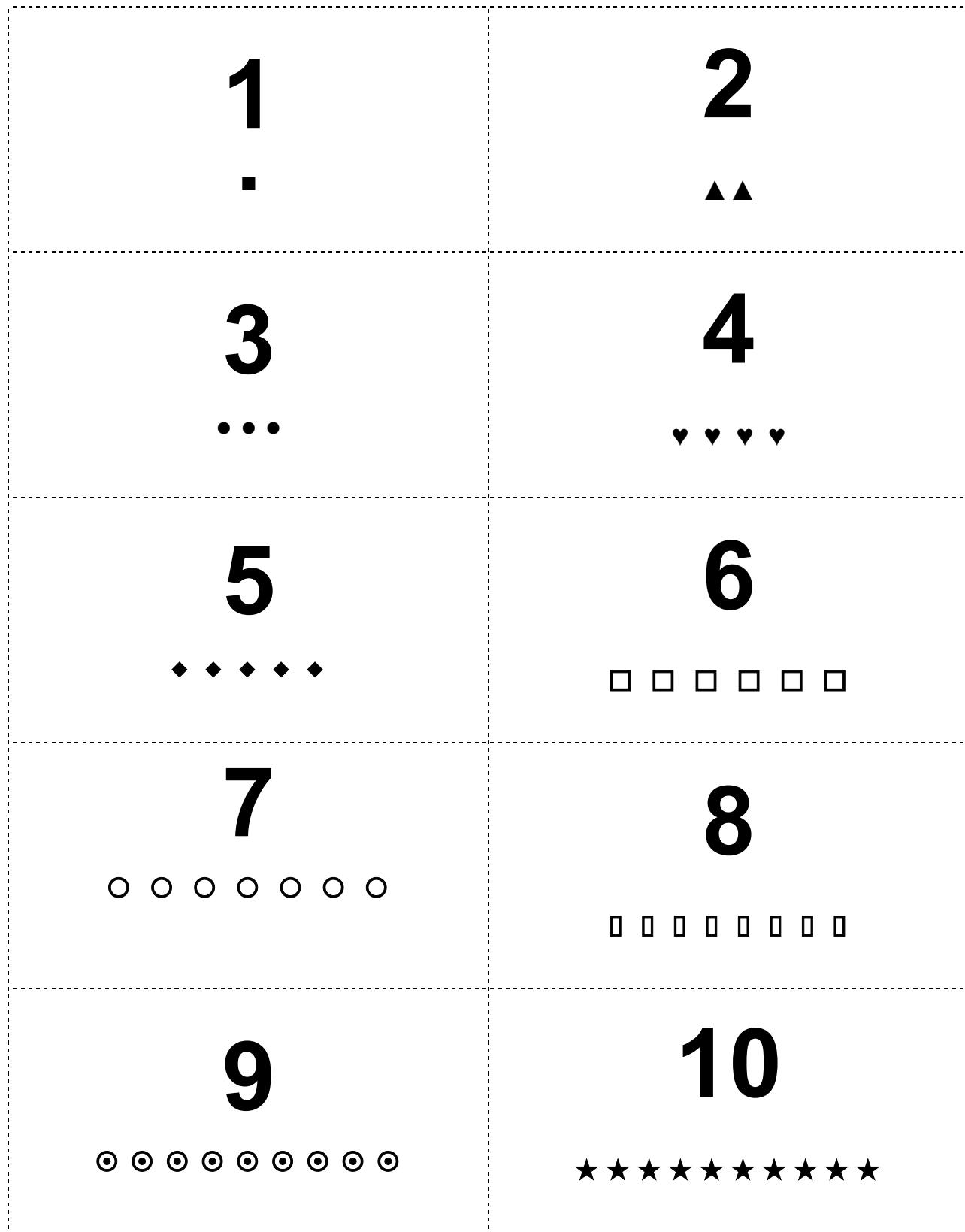
**Time:** 20 – 25 minutes

**Preparation and Materials:** Make a copy the Trace Me handout ([page 202](#)) for each student.

**Instructions:** See [page 65](#). Have students select the correct number, trace the numeral, trace the number word, and then color the pictures.



## One, Two, Buckle My Shoe: Memory



**one**

▪

**two**

▲▲

**three**

•••

**four**

♥ ♥ ♥ ♥

**five**

◆◆◆◆◆

**six**

□□□□□□

**seven**

○○○○○○○

**eight**

□□□□□□□

**nine**

◎◎◎◎◎◎◎

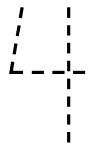
**ten**

★★★★★★★★★★

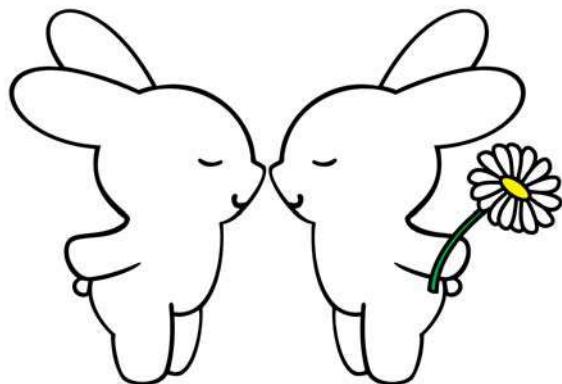


## One, Two, Buckle My Shoe: Trace Me

*Directions.* How many are there? Trace the correct number. Then trace the number word. Finally, practice writing the number on the line below.



One



2 0 1

Two



## ***Song 8: Bingo***



### **ACTIVITY MENU**

#### **PRE-LISTENING**

Can You See What I See?  
What Do You Know About...?  
Picture Predictions

#### **LISTENING**

Relax and Enjoy!  
Musical Words  
Mixed-Up Pictures

#### **SINGING**

Sing Along With Me  
Drum and Instrument Circles  
Crazy Lyrics

#### **POST-LISTENING**

Speaking: Hot or Cold?  
Reading: Memory  
Writing: Trace Me



## Bingo: Lyrics

(1:30)

- 1 There was a farmer had a dog, and Bingo was his name, o!  
B-I-N-G-O, B-I-N-G-O, B-I-N-G-O,  
and Bingo was his name, o!
- 4 There was a farmer had a dog, and Bingo was his name, o!  
(clap)-I-N-G-O, (clap)-I-N-G-O, (clap)-I-N-G-O,  
and Bingo was his name o!
- 7 There was a farmer had a dog, and Bingo was his name, o!  
(clap)-(clap)-N-G-O, (clap)-(clap)-N-G-O, (clap)-(clap)-N-G-O,  
and Bingo was his name o!
- 10 There was a farmer had a dog, and Bingo was his name, o!  
(clap)-(clap)-(clap)-G-O, (clap)-(clap)-(clap)-G-O, (clap)-(clap)-(clap)-G-O,  
and Bingo was his name o!
- 13 There was a farmer had a dog, and Bingo was his name, o!  
(clap)-(clap)-(clap)-(clap)-O, (clap)-(clap)-(clap)-O, (clap)-(clap)-(clap)-(clap)-O,  
and Bingo was his name o!
- 16 There was a farmer had a dog, and Bingo was his name, o!  
(clap)-(clap)-(clap)-(clap)-(clap), (clap)-(clap)-(clap)-(clap)-(clap),  
(clap)-(clap)-(clap)-(clap)-(clap),  
and Bingo was his name, o!

**Pre-listening Activities:** Choose one or two of the activities below.

### Can You See What I See?

**Purpose:** To generate interest in the song and introduce vocabulary for farm animals

**Level:** All

**Time:** 10 – 15 minutes

**Preparation and Materials:** Make a copy of the farm scene picture ([page 206](#)) for each student or group of students. Hang the pictures of farm animals ([pages 207-209](#)) on the board.

**Instructions:** See [page 20](#), Modification B. Pointing to each individual picture on the board as you say the corresponding word, call out the following words for students to find:

cow    goat    horse    pig    chicken    sheep

### What Do You Know About...?

**Purpose:** To generate interest, activate background knowledge about farm dogs, and introduce vocabulary from the song

**Level:** All

**Time:** 10 minutes

**Preparation and Materials:** Hang the picture of a farm dog ([page 210](#)) on the board. Use the following yes/no statements, or create your own (see the answer key on [page 221](#)):

1) Dogs have four legs.	6) Dogs bark.
2) Dogs do not sleep.	7) Dogs can talk.
3) Dogs have two tails.	8) Dogs have fur.
4) Dogs run fast.	9) Dogs work on farms.
5) Dogs can hear very well.	10) Dogs help the farmer.

**Instructions:** See [page 17](#), Modification D.

### Picture Predictions

**Purpose:** To generate interest in the song, and activate background knowledge about farm dogs

**Level:** All

**Time:** 10 – 15 minutes

**Preparation and Materials:** Hang the picture of the farm scene ([page 210](#)) on the board. See 'Information for Teachers' ([page 210](#)).

**Instructions:** See [page 19](#).



## Bingo: Can You See What I See?



Bingo: Can You See What I See? and Memory



**COW**

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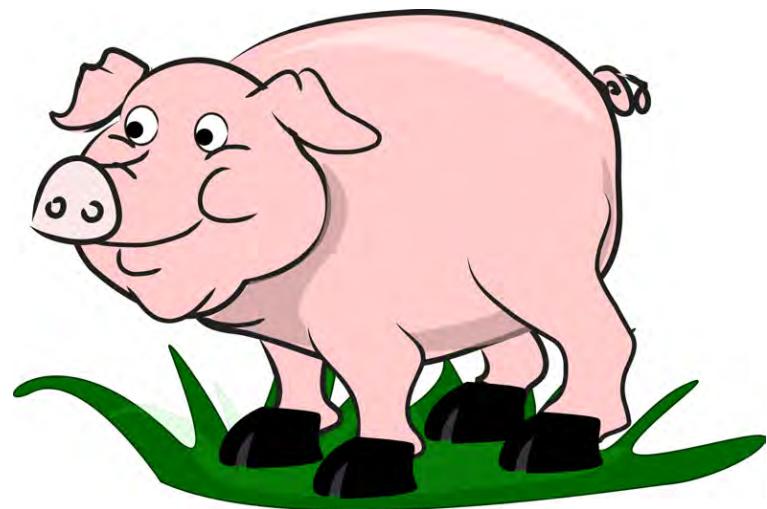


**goat**



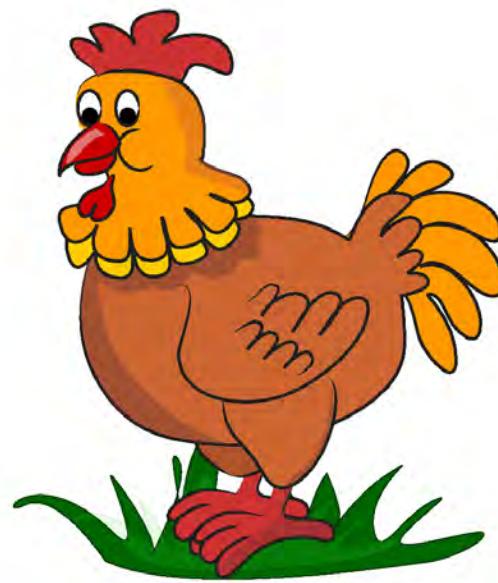
**horse**

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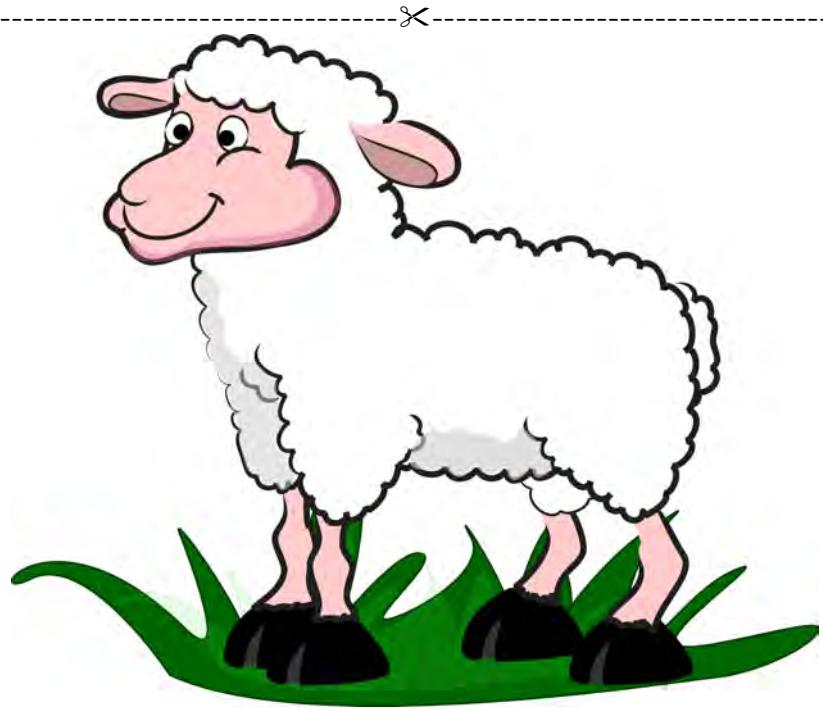
**pig**





**chicken**

---



**sheep**



## Bingo: What Do You Know About...? and Picture Predictions



---

### Information for Teachers

*You may want to use this information to help students make their stories, and to compare the students' stories to the theme of the song.*

In the song, a dog named Bingo lives on a farm and helps the farmer. Many farms in the U.S. raise animals like cows, chickens, and sheep. Many farms also have a dog, who offers friendship to the farmer. The dog often also helps around the farm by herding animals and by keeping wild animals away from the farm animals.



**Listening Activities:** Choose one of the listening activities below.

### **Relax and Enjoy!**

**Purpose:** To listen for keywords in the song

**Level:** All

**Time:** 2 minutes for listening, plus 5 minutes for reflection

**Preparation and Materials:** None

**Instructions:** See [page 23](#).

### **Musical Words**

**Purpose:** To listen for and pronounce specific words

**Level:** All

**Time:** 5 – 10 minutes

**Preparation and Materials:** None

**Instructions:** See [page 32](#). Stop the song after the following words:

*farmer    dog    Bingo*

### **Mixed-Up Pictures**

**Purpose:** To listen for specific letters

**Level:** All

**Time:** 10 minutes

**Preparation and Materials:** Make a copy of the letter cards ([page 212](#)) for each student or group of students.

**Instructions:** See [page 30](#), Modification C. Have students choose the letters they hear in the song and put them in order to spell B-I-N-G-O



Bingo: Mixed-Up Pictures

**b**

**a**

**o**

**t**

**i**

**d**

**c**

**n**

**g**



**Singing Activities:** Choose one of the singing activities below.

### **Sing Along With Me**

**Purpose:** To practice pronunciation and intonation

**Level:** All

**Time:** 15 – 20 minutes

**Preparation and Materials:** Hang the pictures of a farmer and a dog ([page 214](#)) on the board. Write the letters *B*, *I*, *N*, *G*, and *O* on the board.

**Instructions:** See [page 37](#), Modification D.

### **Drum and Instrument Circles**

**Purpose:** To practice pronunciation and intonation, and explore the rhythm of words

**Level:** All

**Time:** 20 – 30 minutes

**Preparation and Materials:** Collect and bring in different types of drums. If you cannot do this, then students can clap their hands or tap on their desks.

**Instructions:** See [page 42](#). Students will tap the drums in place of the omitted letters in the song.

### **Crazy Lyrics**

**Purpose:** To practice pronunciation and intonation, explore the rhythm of words, and learn new vocabulary

**Level:** All

**Time:** 20 – 30 minutes

**Preparation and Materials:** See the new versions of the song on [page 215](#). Hang the large pictures ([page 216](#)) on the board.

**Instructions:** See [page 38](#), Modification B.



**Bingo: Sing Along With Me**



## Bingo: Crazy Lyrics

### New version #1

There was a **baker** had a **bee**, And **Ringo** was his name, o!  
**R**-I-N-G-O, **R**-I-N-G-O, **R**-I-N-G-O, And **Ringo** was his name.

There was a **baker** had a **bee**, And **Ringo** was his name, o!  
(clap)-I-N-G-O, (clap)-I-N-G-O, (clap)-I-N-G-O, And **Ringo** was his name.

There was a **baker** had a **bee**, And **Ringo** was his name, o!  
(clap), (clap)-N-G-O, And **Ringo** was his name.

There was a **baker** had a **bee**, And **Ringo** was his name, o!  
(clap), (clap), (clap)-G-O, And **Ringo** was his name.

There was a **baker** had a **bee**, And **Ringo** was his name, o!  
(clap), (clap), (clap), (clap) –O, And **Ringo** was his name.

There was a **baker** had a **bee**, And **Ringo** was his name, o!  
(clap), (clap), (clap), (clap) , And **Ringo** was his name.

### New version #2

There was a **doctor** had a **duck**, And **Bongo** was his name, o!  
**B**-O-N-G-O, **B**-O-N-G-O, **B**-O-N-G-O, And **Bongo** was his name.

There was a **doctor** had a **duck**, And **Bongo** was his name, o!  
(clap)-O-N-G-O, (clap)-O-N-G-O, (clap)-O-N-G-O, And **Bongo** was his name.

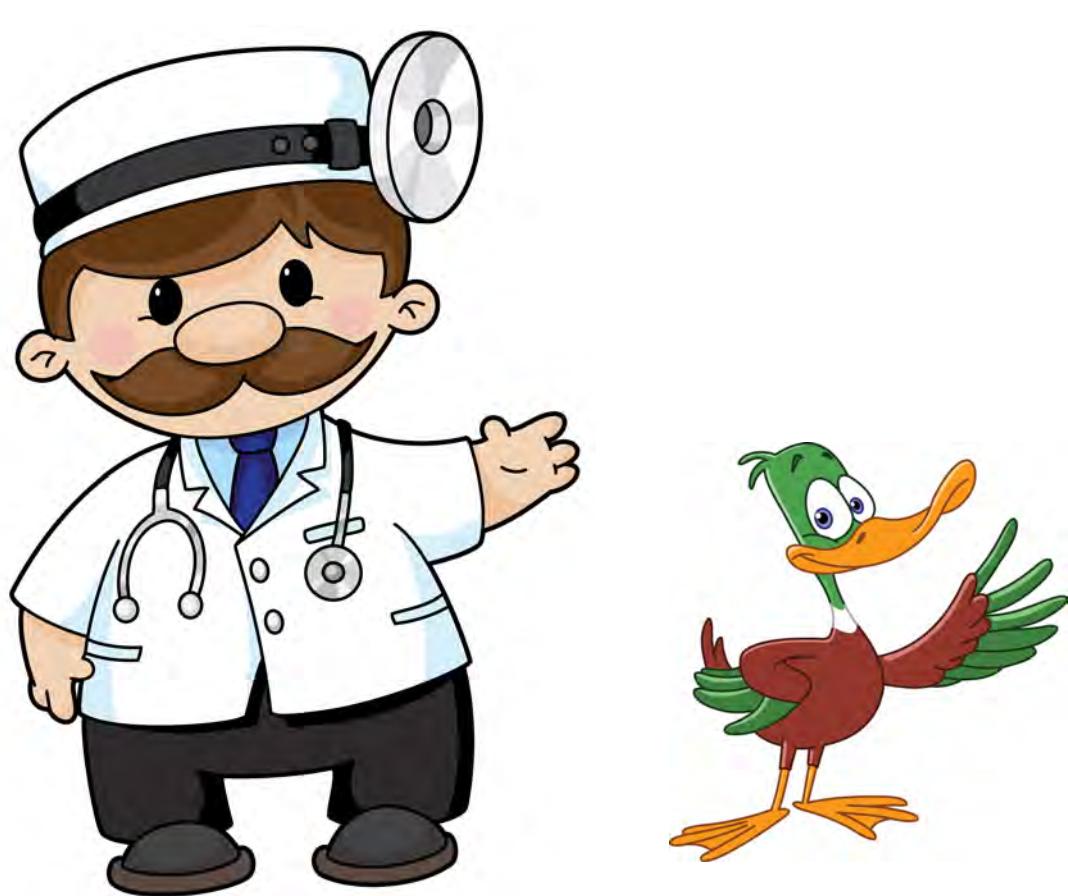
There was a **doctor** had a **duck**, And **Bongo** was his name, o!  
(clap), (clap)-N-G-O, And **Bongo** was his name.

There was a **doctor** had a **duck**, And **Bongo** was his name, o!  
(clap), (clap), (clap)-G-O, And **Bongo** was his name.

There was a **doctor** had a **duck**, And **Bongo** was his name, o!  
(clap), (clap), (clap), (clap) –O, And **Bongo** was his name.

There was a **doctor** had a **duck**, And **Bongo** was his name, o!  
(clap), (clap), (clap), (clap) , And **Bongo** was his name.





**Post-listening Activities:** Choose one or two of the activities below.

**Speaking: Hot or Cold?**

**Purpose:** To practice comparative adjectives

**Level:** All

**Time:** 10 – 20 minutes

**Preparation and Materials:** Find and bring in small animal figurines or toys for the following farm animals. If you cannot bring in actual objects, use the pictures provided in this unit instead.

dog    chicken    sheep    pig    horse    cow

**Instructions:** See [page 50](#).

**Reading: Memory**

**Purpose:** To make connections between written forms and word meanings

**Level:** All

**Time:** 20 – 25 minutes

**Preparation and Materials:** Hang the pictures for *cow*, *goat*, *horse*, *pig*, *chicken*, and *sheep* ([pages 207-209](#)), along with the pictures for *rabbit*, *dog*, *duck*, and *cat* ([pages 218-219](#)) face down in a 5 x 2 grid on one side of the board. Write the following words in a 5 x 2 grid on the other side of the board (in random order) and cover them with a piece of paper:

cow    goat    horse    pig    chicken    sheep    rabbit    dog    duck    cat

**Instructions:** See [page 55](#), Modification D.

**Writing: Trace Me**

**Purpose:** To practice forming and spelling words

**Level:** All

**Time:** 15 – 20 minutes

**Preparation and Materials:** Make a copy of the Trace Me handout ([page 220](#)) for each student.

**Instructions:** See [page 65](#), Modification A.



Bingo: Memory

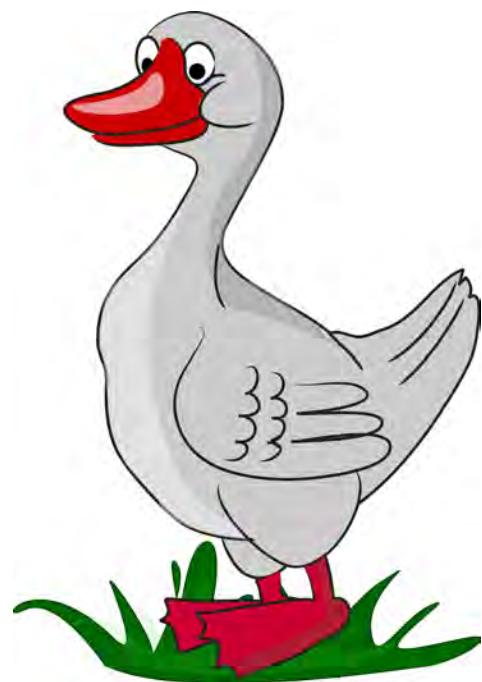


**rabbit**

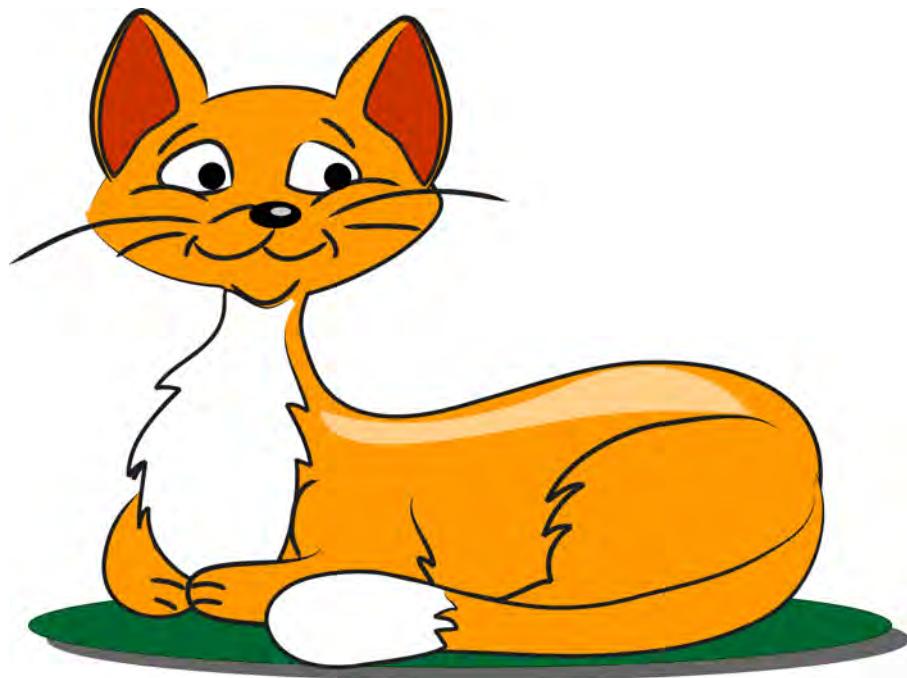


**dog**





**duck**



**cat**

## Bingo: Trace Me

First, trace the names of the animals. Then practice writing them on your own.

---

DOG

---



COW

---



GOAT

---



CAT

---



## Bingo: Answer Keys

### What Do You Know About...? Answer Key

1. Yes
2. No
3. No
4. Yes, usually
5. Yes, dogs are known for their good hearing, especially high-pitched sounds
6. Yes
7. No, although some people think of barking as a dog's way of communicating
8. Yes
9. Yes, sometimes
10. Yes, farm dogs often control (herd) farm animals like sheep, and may help keep wild animals away from the farm animals



## ***Song 9: Hush Little Baby***



### **ACTIVITY MENU**

#### **PRE-LISTENING**

Four Corners  
Picture Predictions  
Can You See What I See?

#### **LISTENING**

Relax and Enjoy!  
Mixed-Up Pictures  
Musical Words

#### **SINGING**

Sing Along With Me  
Show Me the Word  
Your Moves

#### **POST-LISTENING**

Speaking: Fill in the Blank  
Reading: Picture Story  
Writing: Trace Me



## **Hush Little Baby: Lyrics**

(2:04)

- 1 Hush little baby, don't you cry;  
Papa's going to sing you a lullaby.
  
- 3 Hush little baby don't say a word;  
Papa's going to buy you a mockingbird.
  
- 5 If that mockingbird won't sing,  
Papa's going to buy you a golden ring.
  
- 7 If that gold ring turns to brass,  
Papa's going to buy you a looking glass.
  
- 9 If that glass begins to crack,  
Papa's going to buy you a jumping jack.
  
- 10 If that jumping jack is broke,  
Papa's going to buy you a velvet cloak.
  
- 12 If that velvet cloth is coarse,  
Papa's going to buy you a rocking horse.
  
- 14 If that rocking horse won't rock,  
Papa's going to buy you a cuckoo clock.
  
- 15 If that cuckoo clock won't tick,  
Papa's going to buy you a walking stick.
  
- 16 If that walking stick falls down,  
You'll still be the sweetest little baby in town!

*Note for the Teacher:* The words going to are often pronounced like gonna when speaking/singing, and is often spelled to reflect this pronunciation.



**Pre-listening Activities:** Choose one or two of the activities below.

### Four Corners

**Purpose:** To generate interest in the song, express opinions, and introduce vocabulary

**Level:** All

**Time:** 10 minutes

**Preparation and Materials:** Hang the signs indicating feelings ([pages 9-12](#)) in four corners of the classroom. Prepare one copy of the pictures ([pages 225-228](#)) to show the students. See 'Information for Teachers' ([page 229](#)).

**Instructions:** See [page 8](#). Call out the following words as you show the matching picture:

*mockingbird   golden ring   looking glass   jumping jack  
velvet cloak   rocking horse   cuckoo clock   walking stick*

### Picture Predictions

**Purpose:** To generate interest in the song and activate background knowledge about the topic

**Level:** All

**Time:** 15 – 20 minutes

**Preparation and Materials:** Make a copy of the picture of a sleeping baby ([page 230](#)) for each student. Prepare crayons or paints for each student. See 'Information for Teachers' ([page 230](#)).

**Instructions:** See [page 19](#), Modification D.

### Can You See What I See?

**Purpose:** To generate interest in the song, activate background knowledge about the topic, and introduce vocabulary from the song

**Level:** All

**Time:** 5 – 10 minutes

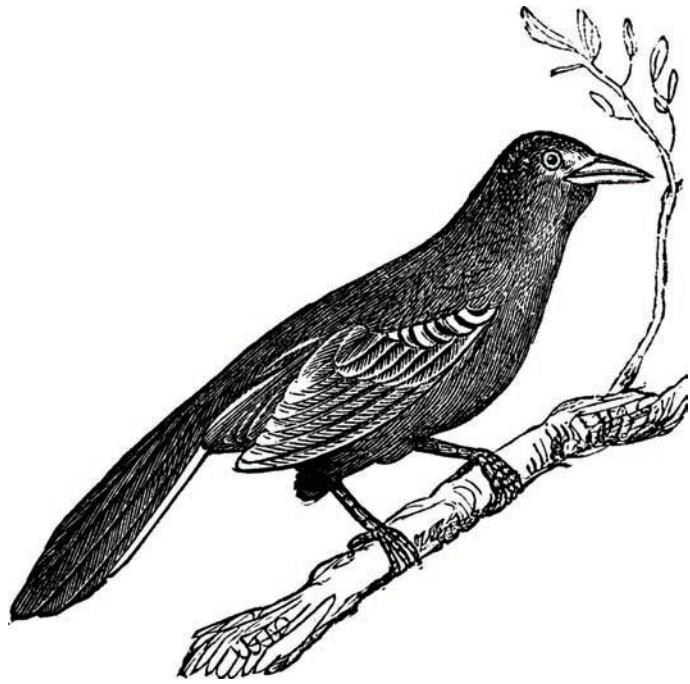
**Preparation and Materials:** Hang the picture of the father and baby ([page 231](#)) on the board.

**Instructions:** See [page 20](#), Modification A. Call out the following words for students to find:

*baby   papa   bottle   teddy bear*



Hush Little Baby: Four Corners, Mixed-Up Pictures, and Show Me the Word



**mockingbird**

---



**golden ring**



# looking glass

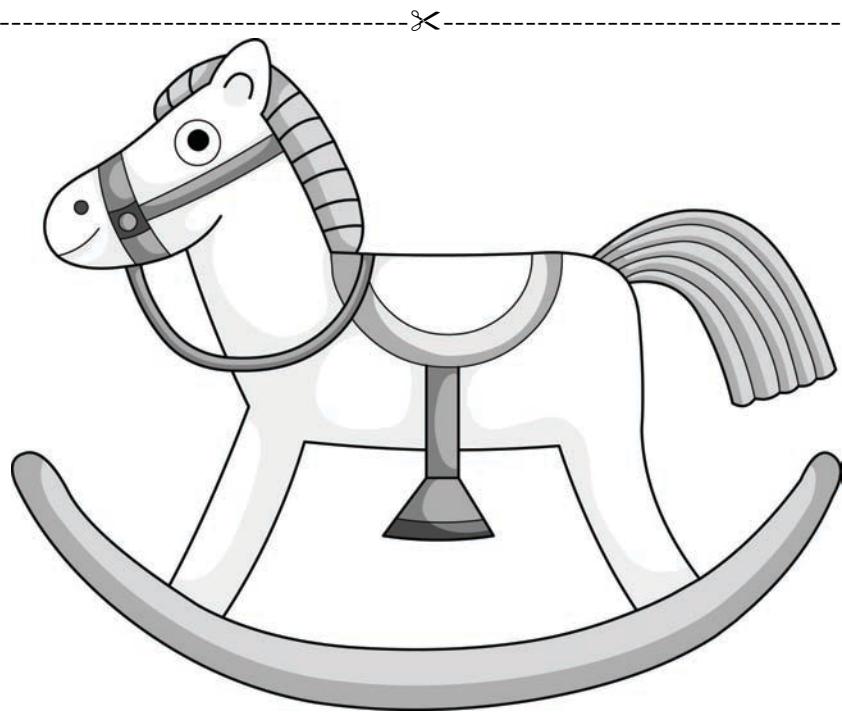


# jumping jack



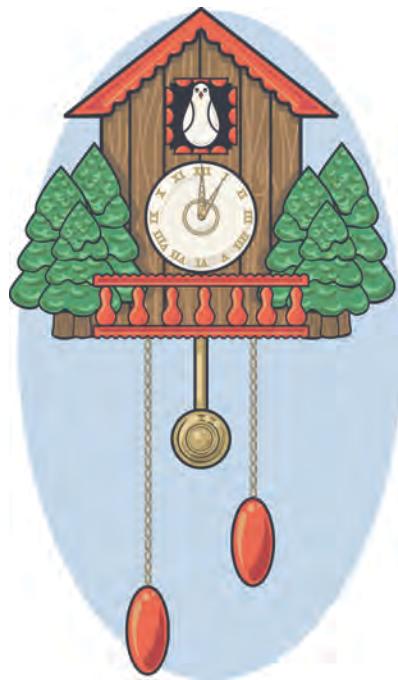


**velvet cloak**



**rocking horse**





**cuckoo clock**

---



**walking stick**



## Four Corners: Information for Teachers

Many of the words in “Hush Little Baby” are old-fashioned and not commonly used. Here are some definitions, which may help you explain these words to students.

**Mockingbird:** A North American bird known for loudly imitating (or “mocking”) the sounds of other birds and insects.

**Golden ring:** A ring made out of gold, to wear on the finger.

**Looking glass:** A mirror.

**Jumping Jack:** A wooden toy in the shape of a man. Strings are attached to the arms and legs to move them up and down when pulled; a puppet.

**Velvet cloak:** Velvet is a soft, smooth cloth with short raised fibers on one side that is considered luxurious. Appropriate clothing for a rich or royal person. A cloak is a loose, sleeveless garment that usually fastens around the neck, may have a hood, and is used to keep the wearer warm.

**Rocking horse:** A toy in the shape of a horse with rockers on the bottom that allow children to ‘ride’ the horse by rocking forward and backward.

**Cuckoo clock:** A wooden clock that chimes each hour. With each chime, a toy bird inside pops out of the clock and makes the sound “cuc-kuo” to tell what time it is.

**Walking stick:** A wooden or metal stick that is used to help a person walk, especially over uneven ground.



## Hush Little Baby: Picture Predictions



---

### Information for Teachers

*You may want to use this information to help students make their stories, and to compare the students' stories to the theme of the song.*

A lullaby is a soft, soothing song that many parents sing to calm babies and small children. In the lullaby *Hush Little Baby*, a father is singing to help his child fall asleep.



## Hush Little Baby: Can You See What I See?



**Listening Activities:** Choose one of the listening activities below.

### Relax and Enjoy!

**Purpose:** To enjoy listening to the song

**Level:** All

**Time:** 2 minutes for listening, plus 5 minutes for reflection

**Preparation and Materials:** Hang the pictures for *happy* and *sad* ([pages 24-25](#)) in two places in the room. Have the pictures for *serious*, *funny*, *like*, and *don't like* ([pages 26-29](#)) ready to use.

**Instructions:** See [page 23](#), Modification A.

### Mixed-Up Pictures

**Purpose:** To listen for specific words

**Level:** 2

**Time:** 10 – 15 minutes

**Preparation and Materials:** Hang the large pictures of words from the song ([pages 225-228](#)) on the board in random order. (Answer key: see the song lyrics on [page 223](#))

**Instructions:** See [page 30](#).

### Musical Words

**Purpose:** To listen for and pronounce specific words

**Level:** All

**Time:** 5 – 10 minutes

**Preparation and Materials:** None

**Instructions:** See [page 32](#), Modification A. Elicit actions for (and stop the song after) some or all the following words:

cry    lullaby    word    mockingbird    sing    ring    brass  
glass    crack    cloak    horse    rock    clock    stick    town



**Singing Activities:** Choose one of the singing activities below.

### **Sing Along With Me**

**Purpose:** To practice pronunciation and intonation

**Level:** All

**Time:** 10 – 15 minutes

**Preparation and Materials:** None

**Instructions:** See [page 37](#), Modification A.

### **Show Me the Word**

**Purpose:** To learn vocabulary from the song, and represent word meanings with pictures

**Level:** All

**Time:** 30 – 40 minutes

**Preparation and Materials:** Hang the pictures for the following words on the board:

*velvet cloak    mockingbird    looking glass    cuckoo clock    (pages 225-228)  
ring    papa    baby    rocking horse    (pages 234-236)*

**Instructions:** See [page 39](#), Modification A.

### **Your Moves**

**Purpose:** To learn vocabulary related to the song and encourage movement in the classroom

**Level:** All

**Time:** 20 – 30 minutes

**Preparation and Materials:** Hang the pictures ([pages 234-237](#)) on the board.

**Instructions:** See [page 40](#), Modification C. Elicit movements for the following words:

*hush    baby    papa    ring    jumping    rocking horse    walking*



## Hush Little Baby: Your Moves



**hush**

---



**baby**





**papa**

---



**ring**



**jumping**

---



**rocking horse**





# walking

---



**Post-listening Activities:** Choose one or two of the activities below.

### **Speaking: Fill in the Blank**

**Purpose:** To practice the phrase '*Papa's going to buy you a ...*'

**Level:** 2

**Time:** 25 – 30 minutes

**Preparation and Materials:** Hang the pictures of new vocabulary words ([pages 239-241](#)) on the board. Teach students the following phrase:

*Papa is going to buy you a (noun).*

**Instructions:** See [page 48](#), Modification A. Use the following new words:

*train    doll    truck    ball    bear    rocking chair*

### **Reading: Picture Story**

**Purpose:** To learn vocabulary from the song, make print and sound connections, and appreciate a children's story

**Level:** All

**Time:** 10 – 15 minutes

**Preparation and Materials:** Make a copy of the Picture Story handout ([page 242](#)) for each student, or copy the story and pictures on the board.

**Instructions:** See [page 56](#), Modification A.

### **Writing: Trace Me**

**Purpose:** To practice forming letters and spelling words, and using the plural 's'

**Level:** All

**Time:** 15 – 20 minutes

**Preparation and Materials:** Make a copy of the Trace Me handout ([page 243](#)) for each student. Teach students that one way of making words plural in English is to add an 's' at the end of words.

**Instructions:** See [page 65](#), Modification A.



## Hush Little Baby: Fill in the Blank



**train**

---



**doll**





**truck**

---



**ball**





**bear**

---



**rocking chair**



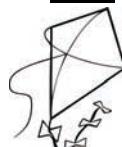
## Hush Little Baby: Picture Story

### Hush Little Baby

Hush, little baby, don't you cry, Mama's gonna buy you a kite to fly.



If that kite won't soar in the sky, Mama's gonna buy you an apple pie.



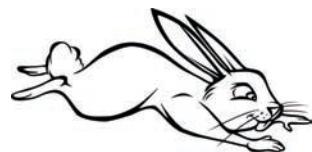
If that apple pie is sour, Mama's gonna buy you a big sunflower.



If that big sunflower turns brown, Mama's gonna buy you a circus clown.



If that circus clown isn't funny, Mama's gonna buy you a furry bunny.



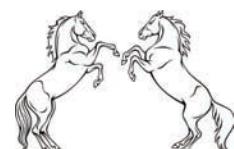
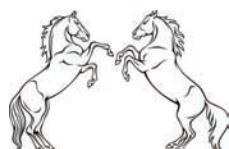
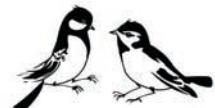
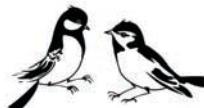
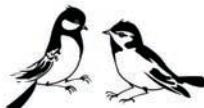
## Hush Little Baby: Trace Me

First, trace the words. Then practice writing them on your own.

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# **Song 10: The Happy Song**



## **ACTIVITY MENU**

### **PRE-LISTENING**

Simon Says  
Swat  
Can You See What I See?

### **LISTENING**

Relax and Enjoy!  
Move Along!  
Musical Words

### **SINGING**

Sing Along With Me  
Your Moves  
Crazy Lyrics

### **POST-LISTENING**

Speaking: Telephone  
Reading: Find That Word  
Writing: Gap-Fill  
Writing: Crazy Lyrics



### **The Happy Song: Lyrics**

(1:16)

- 1      If you're happy and you know it, clap your hands! (clap)-(clap)  
If you're happy and you know it, clap your hands! (clap)-(clap)  
If you're happy and you know it, and you really want to show it,  
If you're happy and you know it, clap your hands! (clap)-(clap)
  
- 5      If you're happy and you know it, slap your knees! (slap)-(slap)  
If you're happy and you know it, slap your knees! (slap)-(slap)  
If you're happy and you know it, and you really want to show it,  
If you're happy and you know it, slap your knees! (slap)-(slap)



**Pre-listening Activities:** Choose one or two of the activities below.

### Simon Says

**Purpose:** To carry out oral commands, and introduce action verbs and the vocabulary for parts of the body

**Level:** All

**Time:** 10 minutes

**Preparation and Materials:** Suggested commands for actions students are to perform with *Simon says* to do them:

*clap your hands*      *stomp your feet*  
*slap your knees*      *wave your arms*

**Instructions:** See [page 15](#).

### Swat

**Purpose:** To teach vocabulary related to the song, and make print and sound connections

**Level:** All

**Time:** 10 minutes

**Preparation and Materials:** Prepare a flyswatter or rolled-up newspaper for each group. Hang the four pictures for *hands*, *knees*, *clap*, and *happy* ([pages 247-248](#)) on the board in random order.

**Instructions:** See [page 13](#). Call out the following words:

*hands    knees    clap    happy*

### Can You See What I See?

**Purpose:** To generate interest in the theme of the song, activate background knowledge about the topic, and introduce vocabulary from the song

**Level:** All

**Time:** 10 – 15 minutes

**Preparation and Materials:** Make a copy of the picture of four children ([page 249](#)) for each student or group of students.

**Instructions:** See [page 20](#). Call out the following words for students to find:

*hands    knees    eyes    arms    feet*

**The Happy Song: Swat and Find that Word**



**clap**

---



**happy**





**hands**

---



**knees**



## The Happy Song: Can You See What I See?



**Listening Activities:** Choose one of the listening activities below.

### **Relax and Enjoy!**

**Purpose:** To enjoy listening to the song

**Level:** All

**Time:** 2 minutes for listening, plus 5 minutes for reflection

**Preparation and Materials:** Hang the pictures for *happy* and *sad* ([pages 24-25](#)) in two places in the room. Have the pictures for *serious*, *funny*, *like*, and *don't like* ([pages 26-29](#)) ready to use.

**Instructions:** See [page 23](#), Modification A.

### **Move Along!**

**Purpose:** To listen for specific words or phrases, and represent word meanings with actions

**Level:** All

**Time:** 10 – 15 minutes

**Preparation and Materials:** None

**Instructions:** See [page 33](#). Elicit movements for the following words and phrases:

*happy know clap your hands slap your knees*

### **Musical Words**

**Purpose:** To listen for and pronounce specific words

**Level:** All

**Time:** 10 minutes

**Preparation and Materials:** None

**Instructions:** See [page 32](#), Modification A. Elicit actions for (and stop the song after) the following words:

*happy know show clap hands slap knees*



**Singing Activities:** Choose one of the singing activities below.

### **Sing Along With Me**

**Purpose:** To practice pronunciation and intonation

**Level:** All

**Time:** 10 – 15 minutes

**Preparation and Materials:** None

**Instructions:** See [page 37](#).

### **Your Moves**

**Purpose:** To learn vocabulary from the song, and represent word meanings with actions

**Level:** All

**Time:** 20 – 30 minutes

**Preparation and Materials:** None

**Instructions:** See [page 40](#). Elicit movements for the following words and phrases:

*happy    show it    clap your hands    slap your knees*

### **Crazy Lyrics**

**Purpose:** To practice pronunciation and intonation, explore the rhythm of words, and learn new vocabulary

**Level:** All

**Time:** 20 – 30 minutes

**Preparation and Materials:** See some new versions of the song on [page 252](#).

**Instructions:** See [page 38](#).



## The Happy Song: Crazy Lyrics

### New version #1

If you're **friendly** and you know it, **wave your arms** (wave)-(wave)  
If you're **friendly** and you know it, **wave your arms** (wave)-(wave)  
If you're **friendly** and you know it, and you really want to show it,  
If you're **friendly** and you know, **wave your arms!** (wave)-(wave)

### New version #2

If you're **sleepy** and you know it, **shake your head** (shake)-(shake)  
If you're **sleepy** and you know it, **shake your head** (shake)-(shake)  
If you're **sleepy** and you know it, and you really want to show it,  
If you're **sleepy** and you know, **shake your head!** (shake)-(shake)

### New version #3

If you're **angry** and you know it, **stomp your feet** (stomp)-(stomp)  
If you're **angry** and you know it, **stomp your feet** (stomp)-(stomp)  
If you're **angry** and you know it, and you really want to show it,  
If you're **angry** and you know, **stomp your feet!** (stomp)-(stomp)



**Post-listening Activities:** Choose one or two of the activities below.

**Speaking: Telephone**

**Purpose:** To listen for specific words or phrases, and practice pronunciation and intonation

**Level:** 2

**Time:** 15 – 20 minutes

**Preparation and Materials:** None

**Instructions:** See [page 49](#), Modifications C and D. Use some or all of the following phrases:

*clap your hands    slap your knees    stomp your feet  
shake your head    jump up and down    snap your fingers*

**Reading: Find that Word**

**Purpose:** To recognize the written forms of words, and make print and sound connections

**Level:** All

**Time:** 10 – 15 minutes

**Preparation and Materials:** Write the song's lyrics ([page 245](#)) on the board. Have the pictures ([pages 247-248](#)) of the following words from the song ready to show students:

*happy    clap    hands    knees*

**Instructions:** See [page 54](#).

**Writing: Gap-Fill**

**Purpose:** To practice forming letters and spelling words

**Level:** 2

**Time:** 15 – 20 minutes

**Preparation and Materials:** Make a copy of the Gap-Fill handout ([page 254](#)) for each student.

**Instructions:** See [page 63](#), Modifications B and C.



The Happy Song: Gap-Fill

If you're  happy and you know it,

it, clap your  hands! (clap)-(clap)

If you're happy and you know it,

 clap your hands! (clap)-(clap)

If you're  and you know it,

and you really want to show it,

if you're happy and you know it,

 your ! (clap)-(clap)



# **Song 11: Head, Shoulders, Knees and Toes**



## **ACTIVITY MENU**

### **PRE-LISTENING**

Carpet Square Challenge  
Simon Says  
Swat

### **LISTENING**

Relax and Enjoy!  
Musical Words  
Move Along!

### **SINGING**

Sing Along With Me  
Your Moves  
Crazy Lyrics

### **POST-LISTENING**

Speaking: Fluency Circle  
Reading: Follow Me  
Writing: Copy Me



## **Head, Shoulders, Knees and Toes: Lyrics**

(1:03)

- 1 Head, shoulders, knees and toes, knees and toes.  
Head, shoulders, knees and toes, knees and toes.
- 3 Eyes and ears and mouth and nose,  
Head, shoulders, knees and toes, knees and toes.

**Example for two groups (each group of lines is sung at the same time) in Part I, Singing a Round, Singing Activity 6, p. 41).**

Group 1: Head, shoulders, knees and toes, knees and toes.  
Group 2: (silent)

Group 1: Head, shoulders, knees and toes, knees and toes.  
Group 2: Head, shoulders, knees and toes, knees and toes.

Group 1: Eyes and ears and mouth and nose,  
Group 2: Head, shoulders, knees and toes, knees and toes.

Group 1: Head, shoulders, knees and toes, knees and toes.  
Group 2: Eyes and ears and mouth and nose,

Group 1: (silent)  
Group 2: Head, shoulders, knees and toes, knees and toes.



**Pre-listening Activities:** Choose one or two of the activities below.

### Carpet Square Challenge

**Purpose:** To introduce vocabulary from the song

**Level:** All

**Time:** 10 – 15 minutes

**Preparation and Materials:** Obtain a square carpet sample, reed mat, hand towel, or square piece of paper for each student.

**Instructions:** See [page 14](#), Modification A. Call out the following words and have students touch that body part to the carpet sample:

*head shoulders knees toes ears nose hands feet*

### Simon Says

**Purpose:** To carry out oral commands, introduce action verbs and the vocabulary for parts of the body

**Level:** All

**Time:** 10 – 15 minutes

**Preparation and Materials:** Suggested commands:

*shake your head touch your knees close your eyes  
touch your shoulders bend your knees touch your toes*

**Instructions:** See [page 15](#).

### Swat

**Purpose:** To introduce vocabulary from the song, and make print and sound connections

**Level:** All

**Time:** 10 – 15 minutes

**Preparation and Materials:** Prepare a flyswatter or rolled-up newspaper for each group. Hang the eight pictures for parts of the body ([pages 258-265](#)) on the board in random order.

**Instructions:** See [page 13](#). Call out the following words:

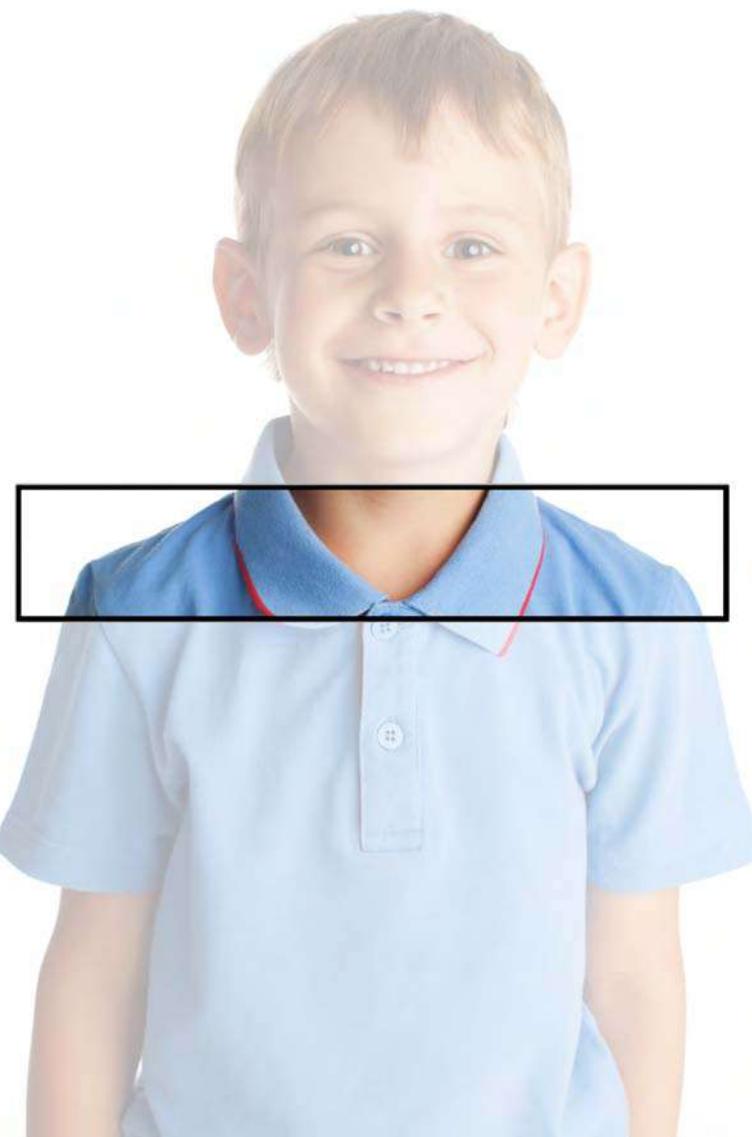
*head shoulders knees toes eyes ear nose mouth*

**Head, Shoulders, Knees and Toes: Swat, Crazy Lyrics, and Fluency Circle**



**head**





# shoulders





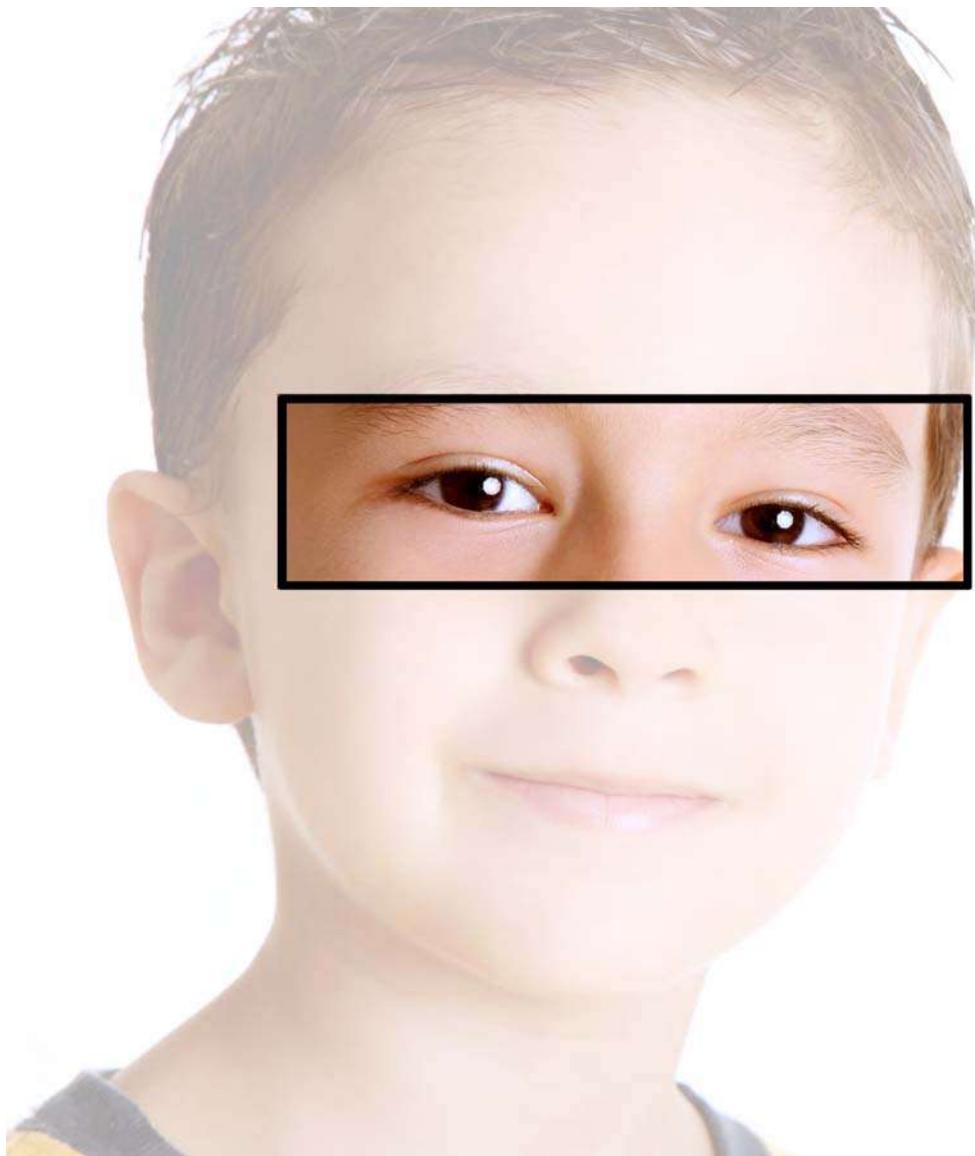
# knees





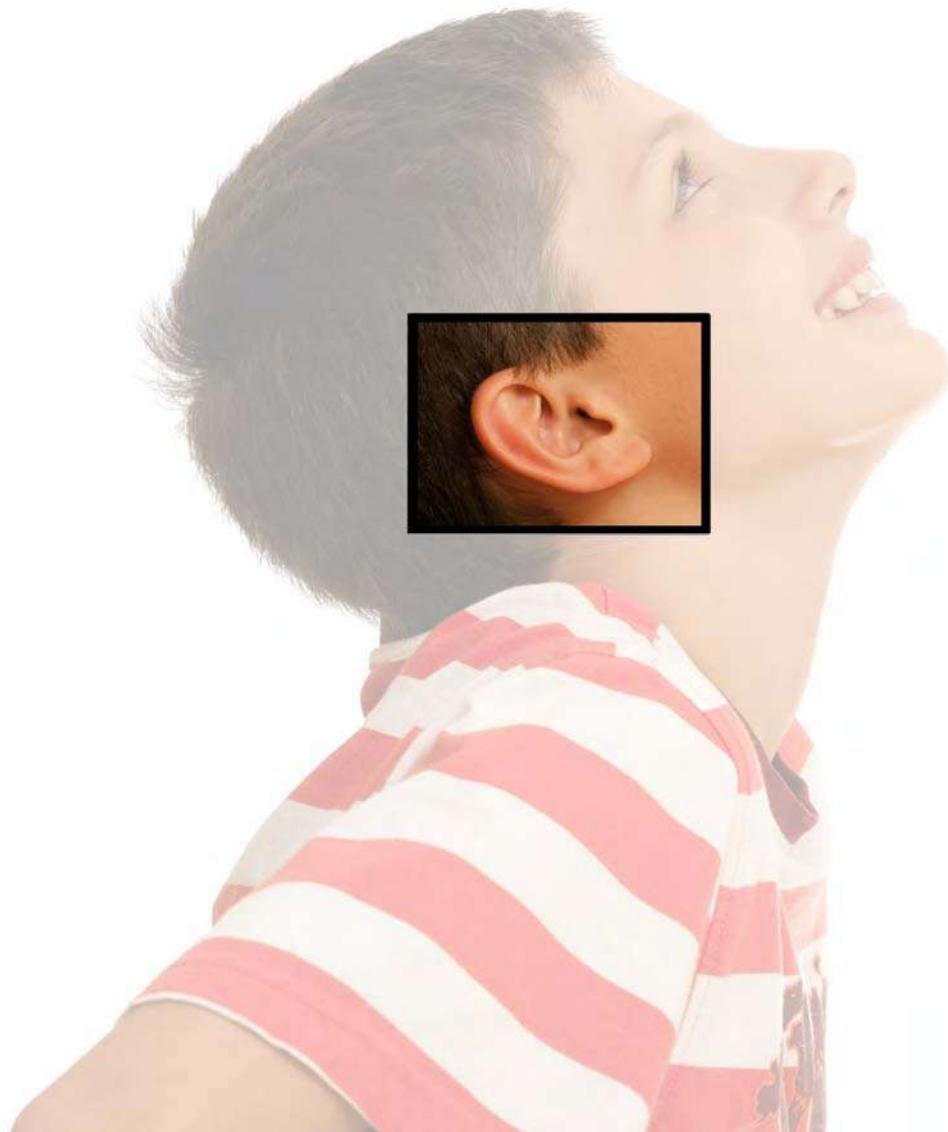
# toes





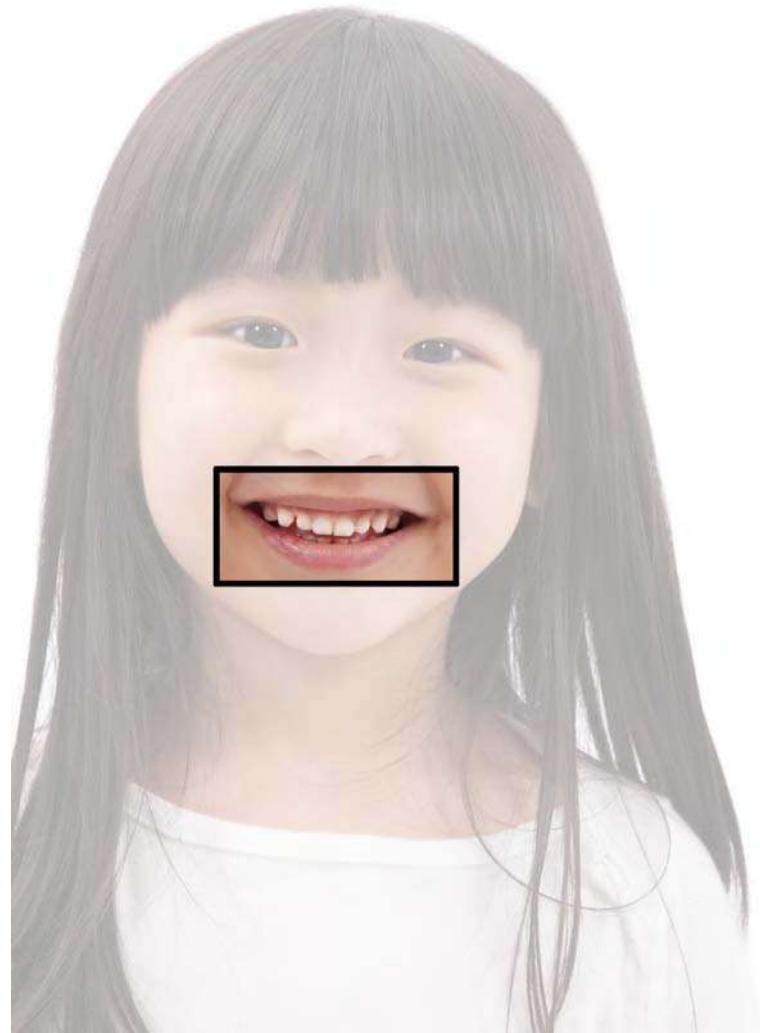
# eyes





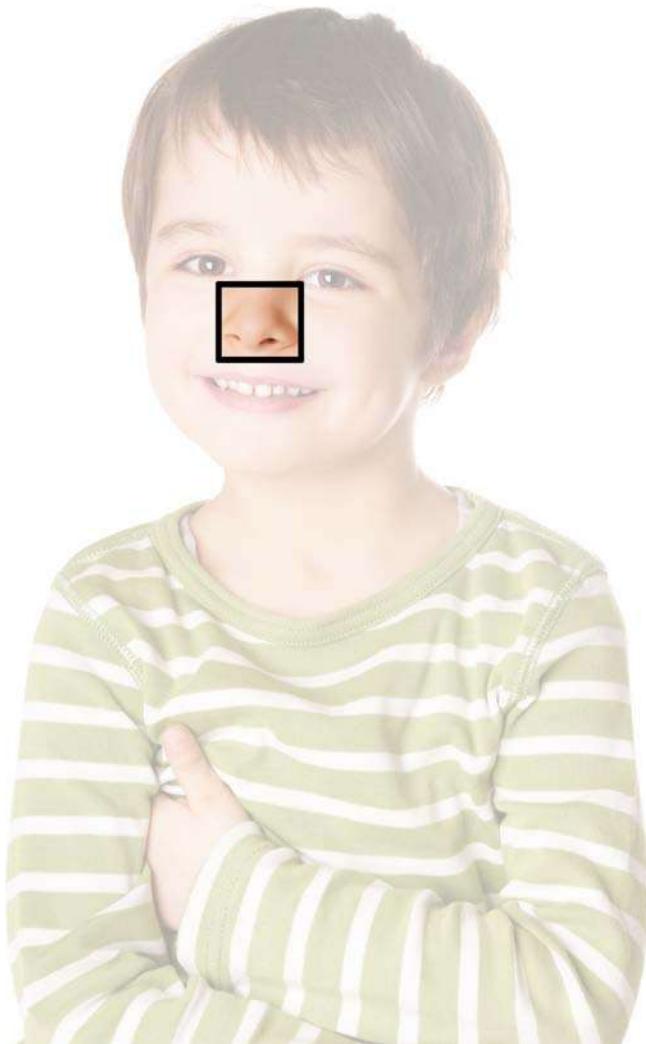
# ear





# mouth





**nose**



**Listening Activities:** Choose one of the listening activities below.

### **Relax and Enjoy!**

**Purpose:** To enjoy listening to the song

**Level:** All

**Time:** 2 minutes, plus 5 minutes for reflection

**Preparation and Materials:** None

**Instructions:** See [page 23](#).

### **Musical Words**

**Purpose:** To listen for and pronounce specific words

**Level:** All

**Time:** 5 – 10 minutes

**Preparation and Materials:** None

**Instructions:** See [page 32](#). Stop the song after the following words:

toes    eyes    ears    shoulders    nose

### **Move Along!**

**Purpose:** To listen for specific words or phrases, and represent word meanings with actions

**Level:** All

**Time:** 5 – 10 minutes

**Preparation and Materials:** None

**Instructions:** See [page 33](#). Have students point to the following parts of the body as they hear them mentioned:

head    shoulders    knees    toes  
eyes    ears    mouth    nose



**Singing Activities:** Choose one of the singing activities below.

### **Sing Along With Me**

**Purpose:** To practice pronunciation and intonation

**Level:** All

**Time:** 10 – 15 minutes

**Preparation and Materials:** None

**Instructions:** See [page 37](#).

### **Sing a Round**

**Purpose:** To practice pronunciation and intonation.

**Level:** 2 and above

**Time:** 15 – 20 minutes

**Preparation and Materials:** Write the song's lyrics ([page 256](#)) on the board.

**Instructions:** See [page 41](#).

### **Crazy Lyrics**

**Purpose:** To practice pronunciation and intonation, explore the rhythm of words, and learn vocabulary

**Level:** All

**Time:** 20 – 30 minutes

**Preparation and Materials:** Hang the large pictures ([pages 258-265](#)) on the board in the following order (the opposite order from when they were mentioned in the original song):

Row 1: nose    mouth    ears    eyes  
Row 2: toes    knees    shoulders    head

**Instructions:** See [page 38](#), Modifications B and D. Sing the following mixed-up version of the song, pointing to the pictures while you sing:

*Toes and knees, shoulders, head, shoulders head  
Toes and knees, shoulders, head, shoulders head  
Nose and mouth and ears and eyes  
Toes and knees, shoulders, head, shoulders head*

After singing the version above, let students choose other ways to re-arrange the words.



**Post-listening Activities:** Choose one or two of the activities below.

**Speaking: Fluency Circle**

**Purpose:** To pronounce individual words and/or sounds, and learn vocabulary from the song

**Level:** All

**Time:** 10 – 15 minutes

**Preparation and Materials:** Prepare a copy of the pictures of parts of the body ([pages 258-265](#)) to show the students.

**Instructions:** See [page 47](#).

**Reading: Follow Me**

**Purpose:** To make connections between written forms and word meanings

**Level:** 2

**Time:** 10 – 15 minutes

**Preparation and Materials:** Make a copy of the Follow Me handout ([page 269](#)) for each student. (Answer key: [page 271](#))

**Instructions:** See [page 57](#).

**Writing: Copy Me**

**Purpose:** To practice forming letters and spelling words

**Level:** 2

**Time:** 15 – 20 minutes

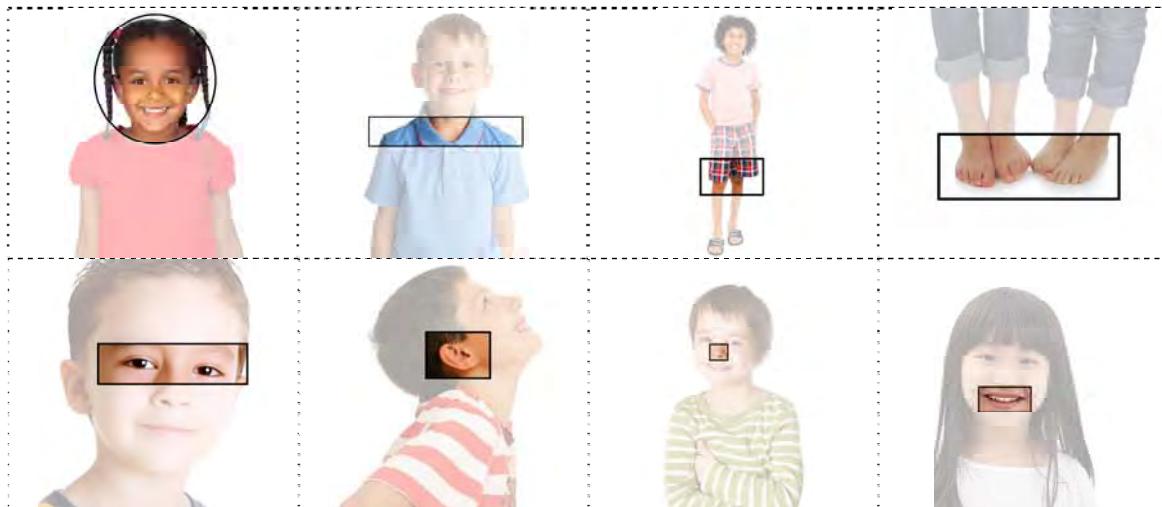
**Preparation and Materials:** Make a copy of the Copy Me handout ([page 270](#)) for each student. (Answer key: [page 271](#))

**Instructions:** See [page 66](#), Modification B.



## Head, Shoulders, Knees and Toes: Follow Me

<b>ears</b>	<b>eyes</b>	<b>head</b>
<b>knees</b>	<b>mouth</b>	<b>nose</b>
<b>shoulders</b>		<b>toes</b>



## Head, Shoulders, Knees and Toes: Copy Me

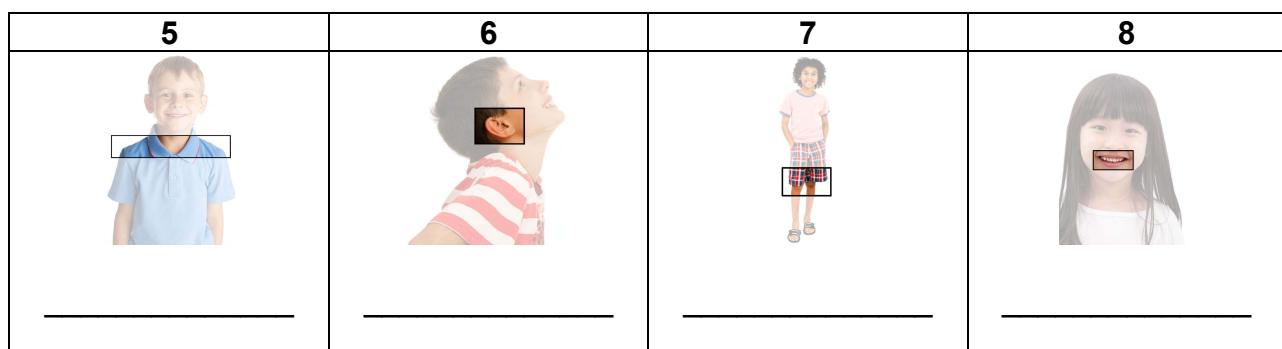
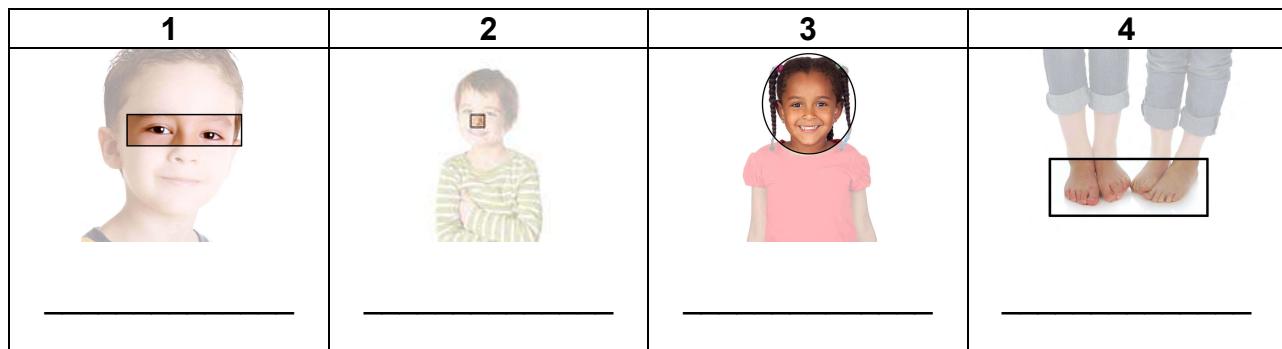
*Directions.* Find the word for each of the body parts. Write the word on the line.

head  
eyes

shoulders  
ears

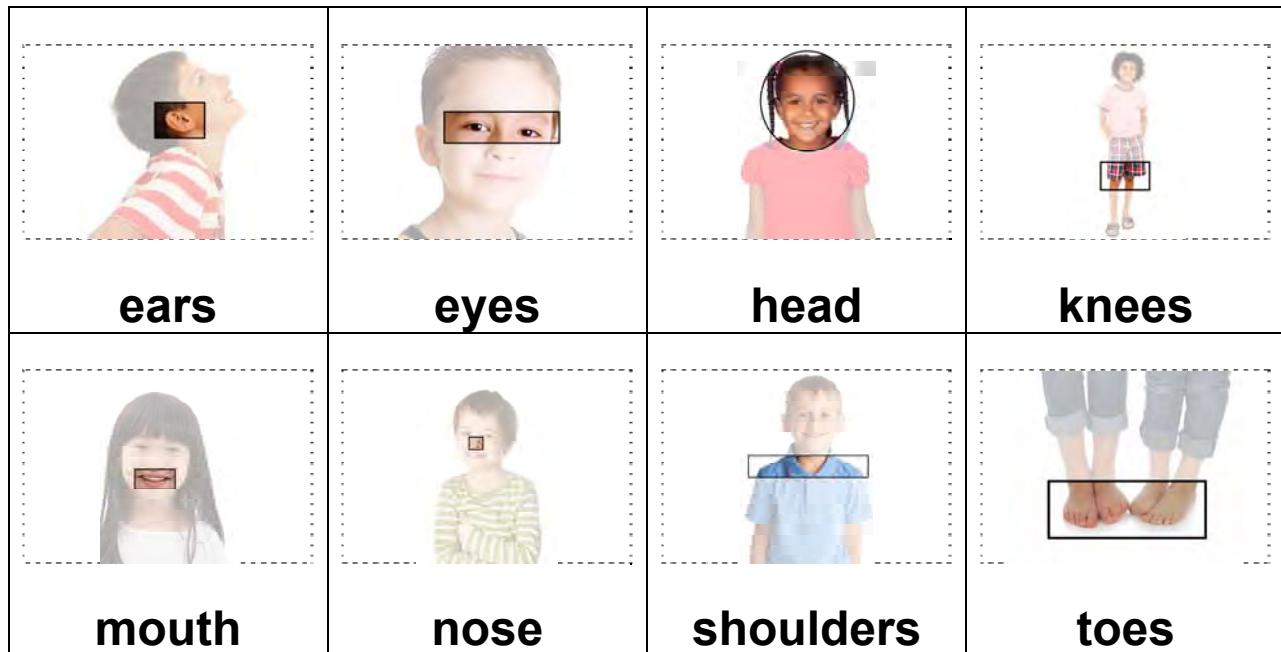
knees  
mouth

toes  
nose

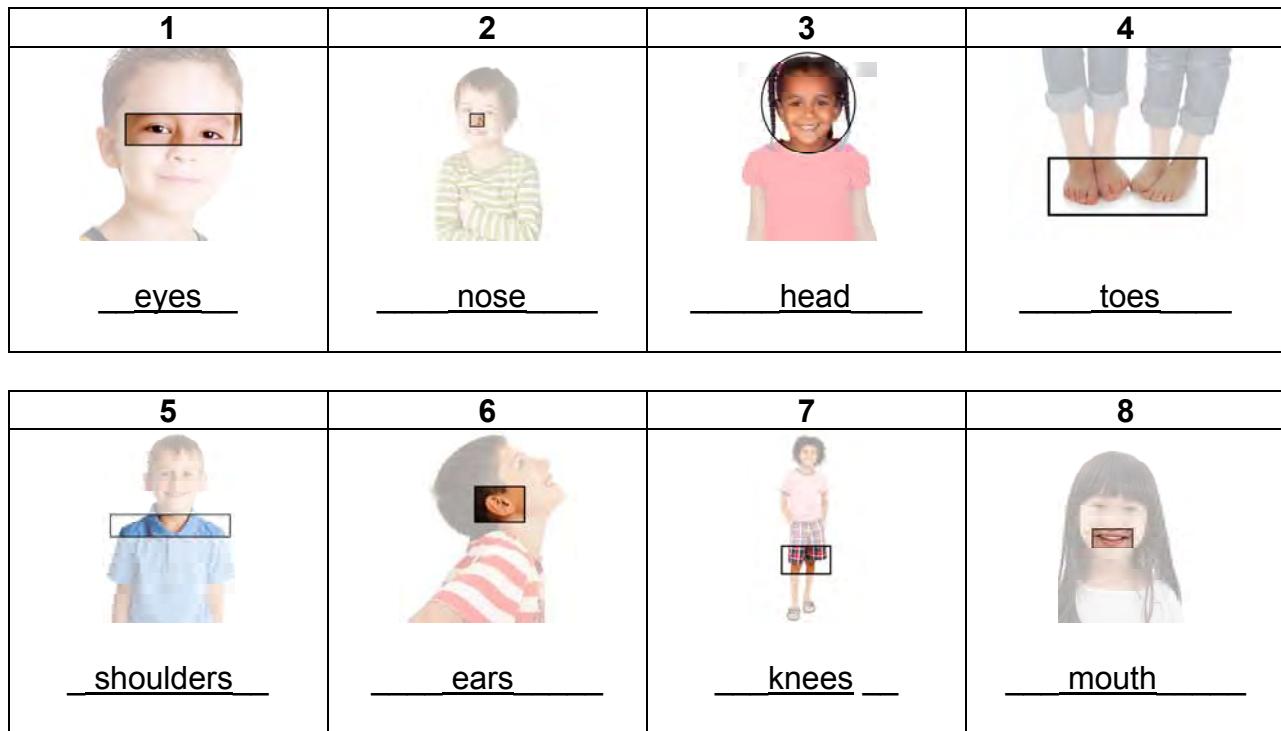


## Head, Shoulders, Knees and Toes: Answer Keys

### Follow Me: Answer Key



### Copy Me: Answer Key



# **Song 12: Are You Sleeping?**



## **ACTIVITY MENU**

### **PRE-LISTENING**

Picture Predictions  
Four Corners  
What Do You Know About...?

### **LISTENING**

Relax and Enjoy!  
Listening Gap-Fill  
Listening for Rhyming Words

### **SINGING**

Sing Along With Me  
Crazy Lyrics  
Sing a Round

### **POST-LISTENING**

Speaking: Question & Answer  
Reading: Follow Me  
Writing: Trace Me



## Are You Sleeping? Lyrics

(1:09)

1 Are you sleeping, are you sleeping,  
Brother John, Brother John?  
3 Morning bells are ringing, morning bells are ringing.  
Ding, dong, ding. Ding, dong, ding.

**Example for two groups (each group of lines is sung at the same time) in Part I, Singing a Round, Singing Activity 6, [p. 41](#).**

Group 1: Are you sleeping, are you sleeping,  
Group 2: (silent)

Group 1: Brother John, Brother John?  
Group 2: Are you sleeping, are you sleeping,

Group 1: Morning bells are ringing, morning bells are ringing.  
Group 2: Brother John, Brother John?

Group 1: Ding, dong, ding. Ding, dong, ding.  
Group 2: Morning bells are ringing, morning bells are ringing.

Group 1: (silent)  
Group 2: Ding, dong, ding. Ding, dong, ding.

**Example for three groups (each group of lines is sung at the same time):**

Group 1: Are you sleeping, are you sleeping,  
Group 2: (silent)  
Group 3: (silent)

Group 1: Brother John, Brother John?  
Group 2: Are you sleeping, are you sleeping,  
Group 3: (silent)

Group 1: Morning bells are ringing, morning bells are ringing.  
Group 2: Brother John, Brother John?  
Group 3: Are you sleeping, are you sleeping,

Group 1: Ding, dong, ding. Ding, dong, ding.  
Group 2: Morning bells are ringing, morning bells are ringing.  
Group 3: Brother John, Brother John?

Group 1: (silent)  
Group 2: Ding, dong, ding. Ding, dong, ding.  
Group 3: Morning bells are ringing, morning bells are ringing.

Group 1: (silent)  
Group 2: (silent)  
Group 3: Ding, dong, ding. Ding, dong, ding.



**Pre-listening Activities:** Choose one or two of the activities below.

### Picture Predictions

**Purpose:** To generate interest in the song, and activate background knowledge about waking up in the morning

**Level:** All

**Time:** 10 – 15 minutes

**Preparation and Materials:** Hang the two large pictures ([pages 275-276](#)) of the alarm clock and the sleeping child on the board. See 'Information for Teachers' ([page 297](#)).

**Instructions:** See [page 19](#).

### Four Corners

**Purpose:** To generate interest in the song, express opinions and make choices, and introduce *-ing* forms of words

**Level:** All

**Time:** 10 minutes

**Purpose:** Hang the signs indicating feelings ([pages 9-12](#)) in four corners of the classroom. Prepare one copy of each of the activity pictures ([pages 277-279](#)) to show the students.

**Instructions:** See [page 8](#). Call out the following words as you show the matching picture:  
*riding reading singing playing watching sleeping*

### What Do You Know About...?

**Purpose:** To generate interest in the song, and introduce the names of family members

**Level:** All

**Time:** 20 – 25 minutes

**Preparation and Materials:** Hang the picture of the family tree ([page 280](#)) on the board. Write the names of family members on the board:

*father, mother, sister, brother, grandmother, grandfather*

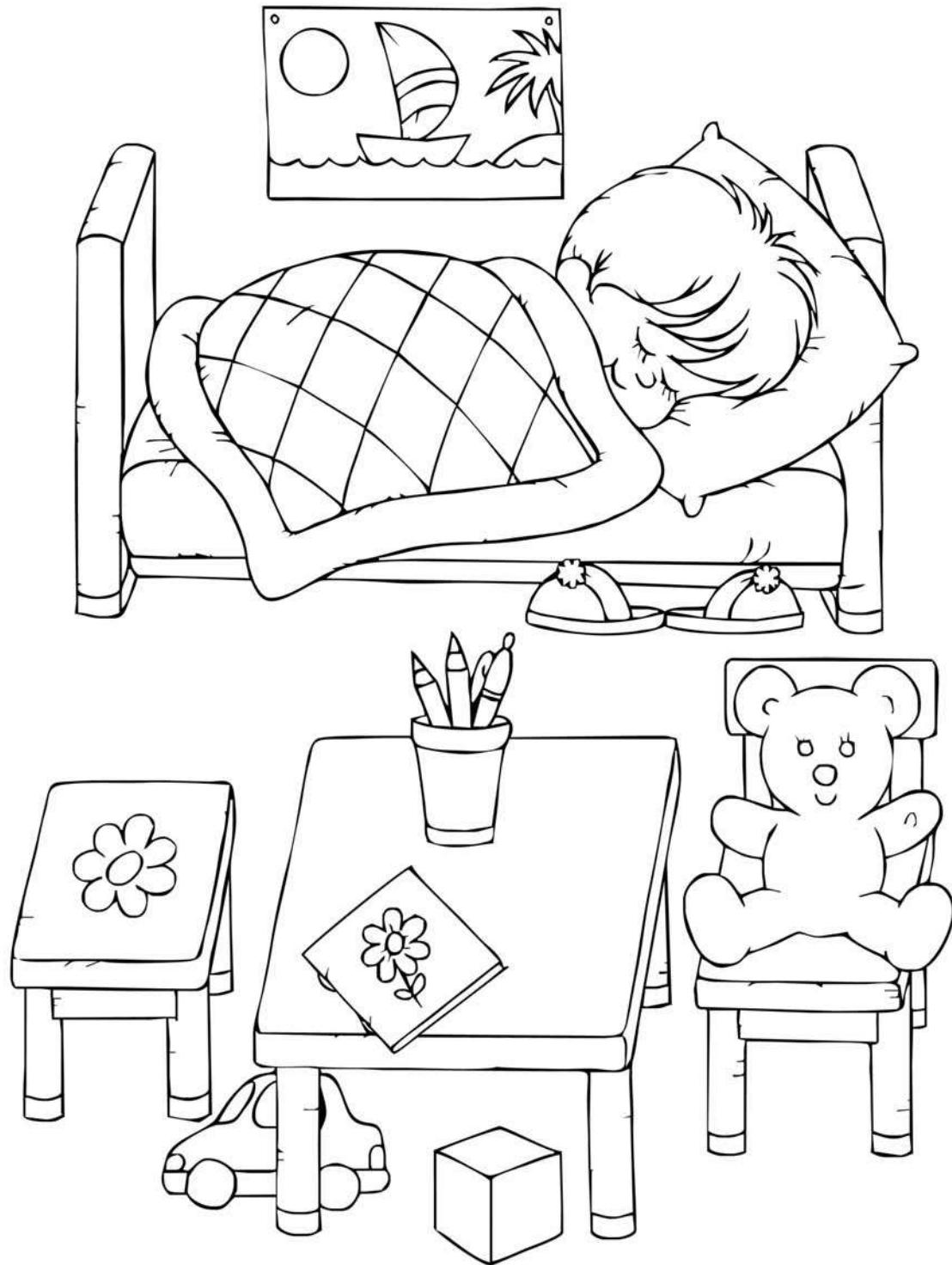
Make a copy of the blank family tree ([page 281](#)) for each student. Use the following questions or come up with your own (Answer key: [page 297](#)):

- 1) *Who is the mother?*
- 2) *Who is the father?*
- 3) *Who is the sister?*
- 4) *Who is the brother?*
- 5) *Who is the grandmother?*
- 6) *Who is the grandfather?*

**Instructions:** See [page 17](#), Modifications B and E. After answering questions about the picture, ask students to draw their own family tree using the empty tree ([page 281](#)). Students may label each family member by copying names of family members from the board.



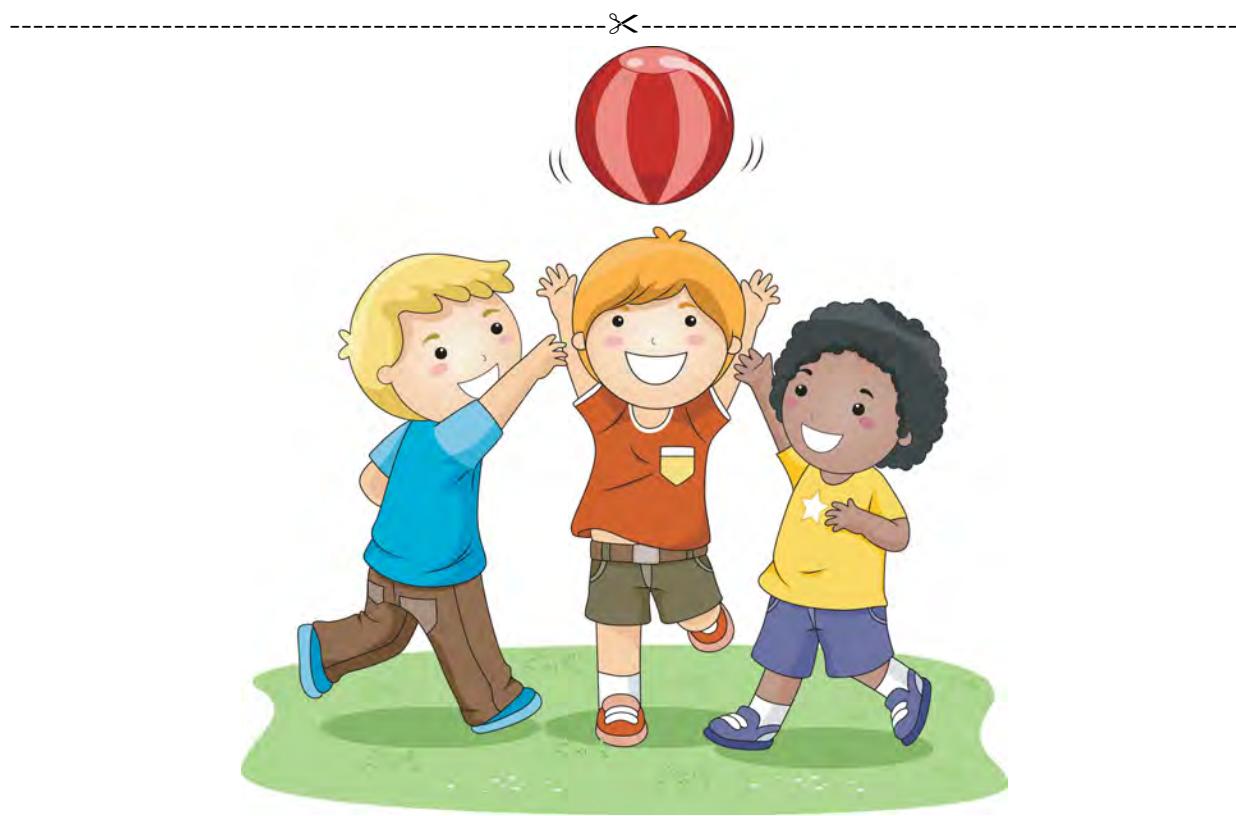
## Are You Sleeping? Picture Predictions

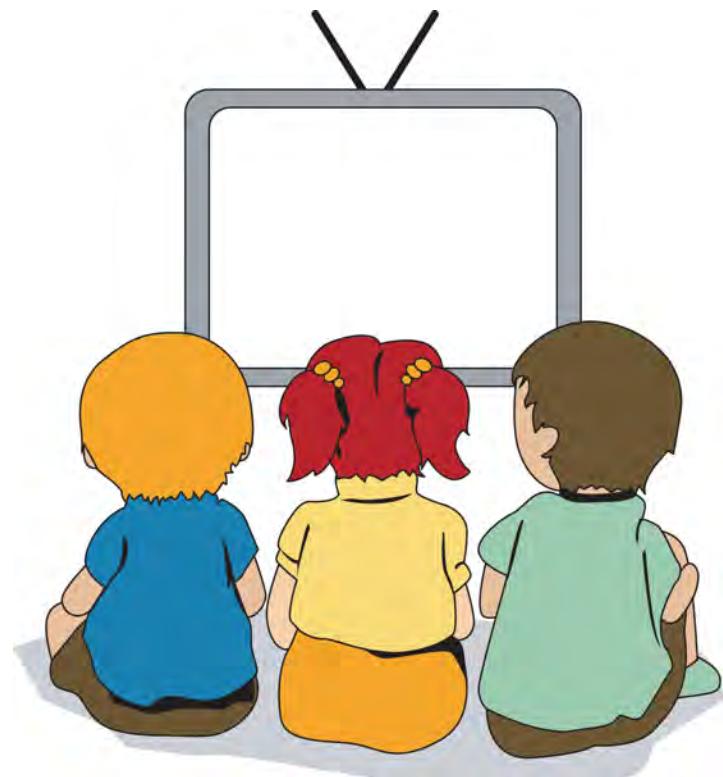




## Are You Sleeping? Four Corners

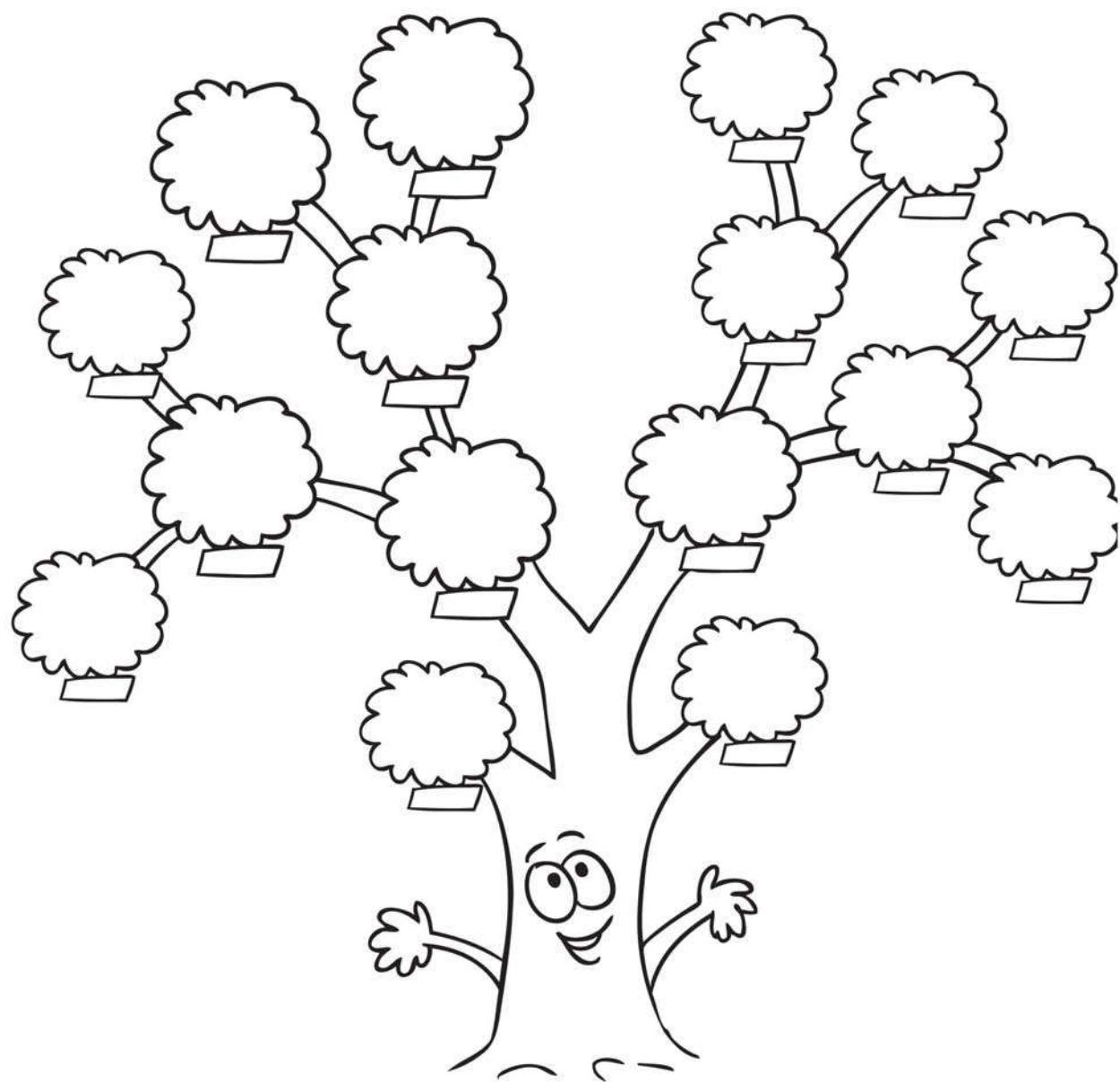






**Are You Sleeping? What Do You Know About...?**





**Listening Activities:** Choose one of the listening activities below.

### **Relax and Enjoy!**

**Purpose:** To enjoy listening to the song

**Level:** All

**Time:** 1 minute for listening, plus 5 minutes for reflection

**Preparation and Materials:** None

**Instructions:** See [page 23](#).

### **Listening Gap-Fill**

**Purpose:** To listen for specific words

**Level:** 2

**Time:** 10 – 15 minutes

**Preparation and Materials:** Make a copy of the Gap-Fill handout ([page 283](#)) for each student or group of students. Copy the Gap-Fill handout on the board (or print it on a large poster). (Answer key: sleeping, brother, bells, ringing)

**Instructions:** See [page 30](#).

### **Listening for Rhyming Words**

**Purpose:** To recognize/discriminate between similar sounds, and introduce new vocabulary

**Level:** 2

**Time:** 10 – 15 minutes

**Preparation and Materials:** Write the word 'ding' on the board. Hang the pictures ([pages 284-287](#)) on the board in random order.

**Instructions:** See [page 31](#), Modification B.



## Are You Sleeping? Listening Gap-Fill

Are you sleeping, are you \_\_\_\_\_,

Brother John, \_\_\_\_\_ John?

Morning \_\_\_\_\_ are ringing,

morning bells are \_\_\_\_\_,

Ding, dong, ding. Ding, dong, ding.



Are You Sleeping? Listening for Rhyming Words



**king**

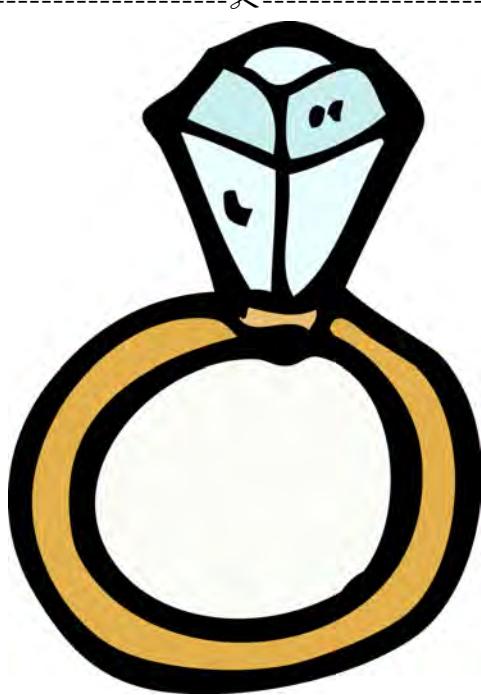


**sing**



wing

---



ring





**swing**

---

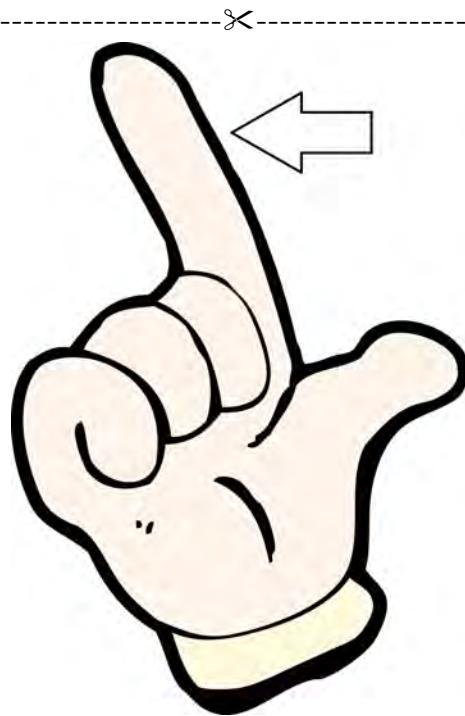


**frog**





**lion**



**finger**



**Singing Activities:** Choose one of the singing activities below.

### **Sing Along With Me**

**Purpose:** To practice pronunciation and intonation

**Level:** All

**Time:** 10 – 15 minutes

**Preparation and Materials:** None

**Instructions:** See [page 37](#), Modification C. The teacher sings the first part of the line, and the students sing the repeated phrase. For example:

Teacher: *Are you sleeping,*  
Students: *are you sleeping,*  
Teacher: *Brother John,*  
Students: *Brother John,*

### **Crazy Lyrics**

**Purpose:** To practice pronunciation and intonation, explore the rhythm of words, and learn new vocabulary

**Level:** All

**Time:** 20 – 30 minutes

**Preparation and Materials:** Hang the action pictures ([pages 289-290](#)) on the board.

**Instructions:** See [page 38](#), Modification B. Use the following words to create a new version of the song by replacing the word *sleeping*:

waking brushing washing eating  
riding studying playing

### **Sing a Round**

**Purpose:** To practice pronunciation and intonation

**Level:** 2 and above

**Time:** 15 – 20 minutes

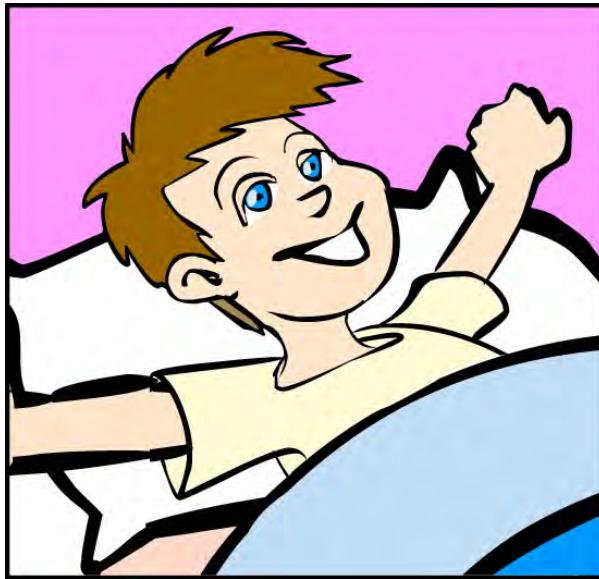
**Preparation and Materials:** Write the song's lyrics ([page 273](#)) on the board.

**Instructions:** See [page 41](#).

## Are You Sleeping? Crazy Lyrics



**sleeping**



**waking**



**washing**



**eating**





**brushing**



**riding**



**studying**



**playing**



**Post-listening Activities:** Choose one or two of the activities below.

**Speaking: Question & Answer**

**Purpose:** To practice the *-ing* form of verbs, respond to questions, and use pronouns

**Level:** 2

**Time:** 20 – 25 minutes

**Preparation and Materials:** Hang the action pictures ([pages 292-294](#)) on the board.

**Instructions:** See [page 48](#), Modification D. Teach the phrases with the *-ing* forms of verbs:

Phrases: *They are* \_\_\_\_\_ *He is* \_\_\_\_\_ *She is* \_\_\_\_\_  
Verbs: *reading*   *drinking*   *painting*   *playing*   *walking*

Use *wh*-questions (*What is he doing?*) and have students respond using the phrases and action verbs above.

**Reading: Follow Me**

**Purpose:** To make connections between written forms and word meanings

**Level:** 2

**Time:** 20 – 25 minutes

**Preparation and Materials:** Make a copy of the Follow Me handout ([page 295](#)) for each student. (Answer key: [page 297](#))

**Instructions:** See [page 57](#).

**Writing: Trace Me**

**Purpose:** To practice forming letters and writing verbs in the *-ing* form

**Level:** All

**Time:** 15 – 20 minutes

**Preparation and Materials:** Make a copy of the Trace Me handout ([page 296](#)) for each student.

**Instructions:** See [page 65](#), Modification A.



**Are You Sleeping? Question & Answer**



**They are reading.**

---



**She is drinking.**





He is painting.

---



They are playing.





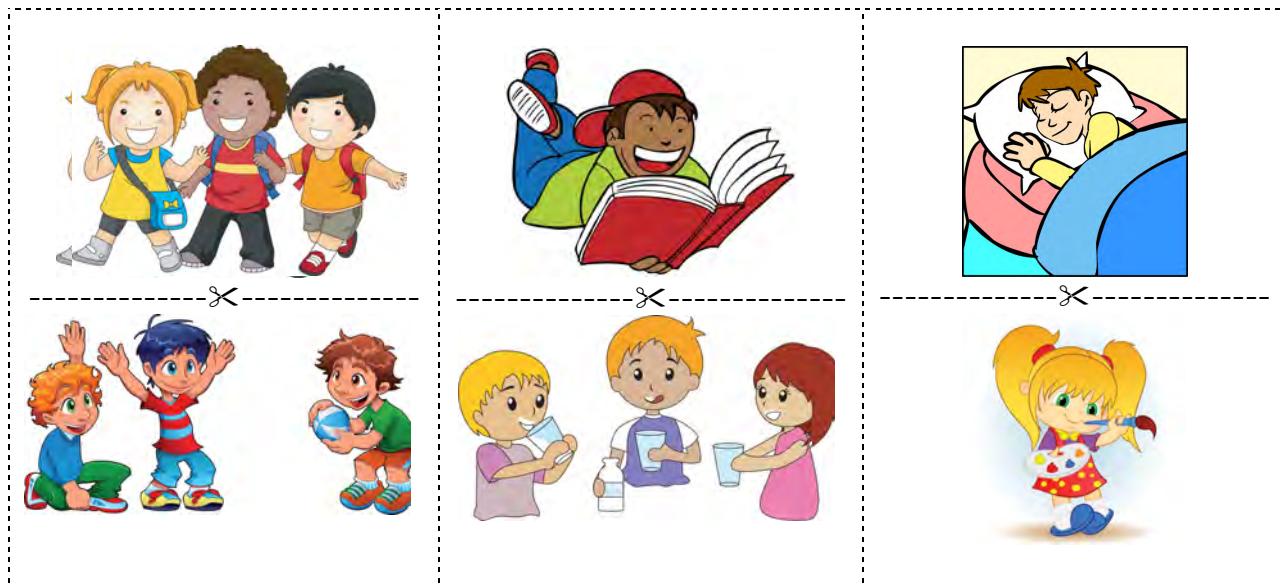
He is walking.

---



## Are You Sleeping? Follow Me

<b>playing</b>	<b>reading</b>
<b>drinking</b>	<b>painting</b>
<b>sleeping</b>	<b>walking</b>



## Are You Sleeping? Trace Me

*Directions.* Trace the words to see what John is doing.



John is  
walking



John is  
cooking



John is  
reading



John is  
sleeping



## Picture Predictions: Information for Teachers

You may want to use this information to help students make their stories, and to compare the students' stories to the theme of the song.

The character in *Are You Sleeping* (Brother John) is asleep. In the morning, the bells waken him. It is time to get out of bed because a new day is starting.

## Are You Sleeping? Answer Keys

### What Do You Know About...? Answer Key



1. mother
2. father
3. sister
4. brother
5. grandmother
6. grandfather

### Are You Sleeping? Follow Me

<b>playing</b> 	<b>reading</b> 
<b>drinking</b> 	<b>painting</b> 
<b>sleeping</b> 	<b>walking</b> 



# **Song 13: Hokey Pokey**



## **ACTIVITY MENU**

### **PRE-LISTENING**

Carpet Square Challenge  
Simon Says  
Where Is It?

### **LISTENING**

Relax and Enjoy!  
Mixed-Up Pictures  
Move Along!

### **SINGING**

Sing Along With Me  
Your Moves  
Crazy Lyrics

### **POST-LISTENING**

Speaking: Go Fish!  
Reading: Follow Me  
Writing: Trace Me



## Hokey Pokey: Lyrics

(3:58)

1 Put your right hand in, take your right hand out.  
Put your right hand in, and you shake it all about.  
Do the Hokey Pokey and you turn yourself around.  
That's what it's all about!

5 Put your left hand in, take your left hand out.  
Put your left hand in, and you shake it all about.  
Do the Hokey Pokey and you turn yourself around.  
That's what it's all about!

(CHORUS)

9 Do the Hokey Pokey  
Do the Hokey Pokey  
Do the Hokey Pokey  
That's what it's all about!

13 Put your right foot in, take your right foot out.  
Put your right foot in, and you shake it all about.  
Do the Hokey Pokey and you turn yourself around.  
That's what it's all about!

17 Put your left foot in, take your left foot out.  
Put your left foot in, and you shake it all about.  
Do the Hokey Pokey and you turn yourself around.  
That's what it's all about!

CHORUS

21 Put your whole self in, take your whole self out.  
Put your whole self in, and you shake it all about.  
Do the Hokey Pokey and you turn yourself around.  
That's what it's all about!

CHORUS (2x)



**Pre-listening Activities:** Choose one or two of the activities below.

### Carpet Square Challenge

**Purpose:** To introduce vocabulary for parts of the body from the song

**Level:** All

**Time:** 10 – 15 minutes

**Preparation and Materials:** Obtain a square carpet sample, reed mat, hand towel, or square piece of paper for each student. Pre-teach the concepts of “left” and “right.”

**Instructions:** See [page 14](#), Modification A. Call out some or all of the following words along with either “left” or “right” (when appropriate) and have students touch that body part to the carpet sample (e.g., *left elbow, right foot, stomach*):

shoulder arm elbow wrist hand fingers  
head forehead nose chin neck back chest stomach  
hip leg knee ankle foot toe

### Simon Says

**Purpose:** To carry out oral commands, introduce action verbs and the vocabulary for parts of the body

**Level:** All

**Time:** 10 – 15 minutes

**Preparation and Materials:** See suggested commands on [page 301](#).

**Instructions:** See [page 15](#), Modification D.

### Where Is It?

**Purpose:** To carry out oral commands, and practice prepositions of place

**Level:** All

**Time:** 15 – 20 minutes

**Preparation and Materials:** Prepare a small box for each group of students. Make a copy of the picture cards showing items in various locations ([pages 302-303](#)) for each group and cut them apart.

**Instructions:** See [page 18](#). Call out the following picture descriptions one at a time in random order. Have students choose the matching picture and place it in or near the box to match the picture and description you have given.

The baby is IN the box.

The CD is IN the case.

The mop is IN the bucket.

The girl is ON the chair.

The dog is INSIDE the box.

The boy is BEHIND the tree.

The baby is OUT of the box.

The CD is ON TOP OF the case.

The mop is IN FRONT OF the bucket.

The girl is UNDERNEATH the chair.

The dog is BESIDE the box.

The boy is NEXT TO the tree.



## **Hokey Pokey: Simon Says**

### *Simple Commands:*

raise your left leg  
raise your right arm  
shake your right foot  
raise both of your shoulders  
look at your right hand

### *More Complex Commands:*

put your left hand on your nose  
put both hands on your back  
put your left hand on your stomach  
put your left hand in the air  
wiggle the toes in your left foot  
put your left hand on your right ear  
turn all the way around  
shake your head and left leg  
touch your left ear to your left shoulder  
put your right hand on your left knee  
put your left hand on your right shoulder  
put your hands on your hips  
touch your left elbow with your right hand



## Hokey Pokey: Where Is It?





**Listening Activities:** Choose one of the listening activities below.

### **Relax and Enjoy!**

**Purpose:** To enjoy listening to the song

**Level:** All

**Time:** 4 minutes for listening, plus 5 minutes for reflection

**Preparation and Materials:** Hang the pictures for *happy* and *sad* ([pages 24-25](#)) in two places in the room. Have the pictures for *serious*, *funny*, *like*, and *don't like* ([pages 26-29](#)) ready to use.

**Instructions:** See [page 23](#), Modification A.

### **Mixed-Up Pictures**

**Purpose:** To listen for specific words

**Level:** 1

**Time:** 10 minutes

**Preparation and Materials:** Make a copy of the pictures ([page 305](#)) for each student or group of students. (Answer key: hand, foot, whole self)

**Instructions:** See [page 30](#), Modification A.

### **Move Along!**

**Purpose:** To listen for specific words or phrases, and represent word meanings with actions

**Level:** All

**Time:** 10 – 15 minutes

**Preparation and Materials:** None

**Instructions:** See [page 33](#), Modification A. Divide students into five groups, and assign one movement per group. See the suggested movements that are traditionally used with this song on [page 307](#).



## Hokey Pokey: Mixed-Up Pictures and Show Me the Word



**foot**



**whole self**



**hand**



**Singing Activities:** Choose one of the singing activities below.

### **Sing Along With Me**

**Purpose:** To practice pronunciation and intonation

**Level:** All

**Time:** 10 – 15 minutes

**Preparation and Materials:** None

**Instructions:** See [page 37](#), Modification E. When you pause for students to sing their words, point to the corresponding body part. Pause and have the students sing the following words or phrases:

*right hand    left hand    right foot    left foot    whole self*

### **Show Me the Word**

**Purpose:** To learn vocabulary from the song, and represent word meanings with pictures

**Level:** All

**Time:** 15 – 20 minutes

**Preparation and Materials:** Hang the pictures for the following words ([page 305](#)) on the board:  
*foot    hand    whole self*

**Instructions:** See [page 39](#).

### **Crazy Lyrics**

**Purpose:** To practice pronunciation and intonation, explore the rhythm of words, and learn new vocabulary

**Level:** All

**Time:** 20 – 30 minutes

**Preparation and Materials:** Hang the large pictures of parts of the body ([pages 308-310](#)) on the board.

**Instructions:** See [page 38](#), Modification B. Let students create new versions of the song by changing the body part in each verse:

*Put your \_\_\_\_\_ in, take your \_\_\_\_\_ out.*

*Put your \_\_\_\_\_ in, and you shake it all about.*

*Do the Hokey Pokey, and you turn yourself around,*

*That's what it's all about.*



## Hokey Pokey: Move Along! and Your Moves

### Traditional Movements

The Hokey Pokey is traditionally done in a circle. Have students form a large circle (facing in). Students can start with both arms down at their sides or with both hands on their hips.

Line/phrase	Movement
Put your right hand in	Stretch your right hand and arm straight out in front of you into the middle of the circle.
Take your right hand out	Stretch your right hand and arm behind you (out of the circle).
Put your right hand in and you shake it all about	Stretch your right hand and arm straight out in front of you into the middle of the circle. Shake your hand up and down.
Do the Hokey Pokey and you turn yourself around	Put your hands on your hips and move your hips from side to side as you turn around in a circle (end facing into the middle of the circle).
THAT'S what it's ALL a-BOUT!	For the last line, clap your hands following the rhythm of the song.

Repeat these actions for each verse using the corresponding part of the body. For the final verse, put your '*whole self*' in by jumping into the circle, and then back out of the circle.



## Hokey Pokey: Crazy Lyrics



**head**

---



**toes**





**ear**

---



**knees**





**nose**

---



**elbow**



**Post-listening Activities:** Choose one or two of the activities below.

**Speaking: Go Fish!**

**Purpose:** To ask questions, and learn vocabulary for directions and parts of the body

**Level:** All

**Time:** 20 – 25 minutes

**Preparation and Materials:** Make a copy of the Go Fish! cards ([page 312](#)) for each group of three or four students. Cut apart each set of cards.

**Instructions:** See [page 51](#).

**Reading: Follow Me**

**Purpose:** To make connections between written forms and word meanings, and follow commands

**Level:** All

**Time:** 15 – 20 minutes

**Preparation and Materials:** Make a copy of the Follow Me handout ([page 313](#)) for each student. (Answer key: [page 315](#))

**Instructions:** See [page 57](#), Modification B.

**Writing: Trace Me**

**Purpose:** To practice forming letters and spelling words

**Level:** All

**Time:** 15 – 20 minutes

**Preparation and Materials:** Make a copy of the Trace Me handout ([page 314](#)) for each student.

**Instructions:** See [page 65](#). After tracing the letters, have students draw a line to the part of the body that matches the word.

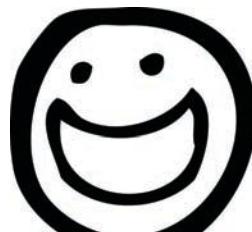


## Hokey Pokey: Go Fish!



## Hokey Pokey: Follow Me

1. head to heart
2. hand to heart
3. other hand to heart
4. heart to stomach
5. foot to stomach
6. other foot to stomach



head



hand



hand



heart



stomach



foot



foot



## Hokey Pokey: Trace Me

*Directions.* First, trace the word for the part of the body. Then practice writing it on your own. Finally, draw a line from the word to the matching part of the body in the picture.



head

elbow

foot

hair

arm

leg



## Hokey Pokey: Answer Keys

### Follow Me: Answer Key

1. head to heart
2. hand to heart
3. other hand to heart
4. heart to stomach
5. foot to stomach
6. other foot to stomach

