

Music play for Kindergarten

by Denise Gagne

This Kindergarten music program was written to provide you with music to teach musical concepts AND music to reinforce all areas of Kindergarten curriculum - language arts, math, science and social studies. The students will love the songs just because they are engaging and fun to sing - not because they are learning. A Big Storybook and reproducible take-home books will be available so that you can truly integrate the teaching of the songs with learning to read.

Why use music as a tool in learning? In one study quoted by Don Campbell in "The Mozart Effect", first graders who participated in Kodaly music appreciation and movement lessons five days a week, forty minutes per day for seven months, scored significantly higher on a standard reading test than a group without exposure to music. The Kodaly group scored at the eighty-eighth percentile as compared to the seventy-second percentile of the control group. Advertisers long ago discovered just how powerful it is to put words to a catchy jingle. There is no doubt that music is the "hook", and we can use that same "hook" to not only get the information into long term memory in the first place, but also to improve recall over time. Brain researchers have found that music, rhyme and rhythm are all effective methodologies in increasing memory. Just think of all the songs whose lyrics you never intended to learn, but that you learned many years ago and still know!

There are 6 CD's for this program with a wealth of music and musical styles. The CD's include music by popular children's entertainers, traditional action songs and singing games, songs with Orff accompaniments, songs using rhythm instruments, drumming to move to, and very short classical piano pieces and Celtic fiddle music for listening. Where it was technically possible, songs that might be used in a program, have accompaniment tracks like Karaoke tracks. This will give you accompaniments for the songs in the program AND accompaniments for many of the "piggyback" songs that you create for use in your classroom.

There are also a wealth of poems and chants included. These teach children to keep a beat and to use the rhythm of language. They also provide you with more language arts material. There are 3 stories included - "Sleeping Beauty", "Gingerbread Man" and "Three Billy Goats Gruff". Music to integrate with the story is given on CD so that again you can use music to reinforce language learning, or to create a performance.

To Order: Fax Toll Free 1-888-562-4647 or email tvmusic@telusplanet.net

Core Program: Introductory Price: (to be reviewed in Sept 2003)

#731 Kindergarten Musicplay teacher binder with 6 CD's: \$125 Canada or US

#732 Kindergarten Big Storybook \$30 Canada or US

#733 Kindergarten reproducible take-home little books \$20 Canada or US

Recommended supplements to this program:

#470 Alphabet Action Songs with 2 CD's: \$30 Cdn \$25 US

#471 Alphabet Activity Book: \$15 Cdn \$12 US (printing and drawing practice)

#312 Movement Songs Children Love \$25 Cdn \$20 US

Kindergarten Song List

Names/Beat/Welcome/Lineups

Listen as I play the beat
Follow Follow Me
I'm gonna sing when the spirit says sing
Hickety tickety bumblebee
New Welcome echo song
Cookie Jar
Walk to School
Put Your Finger on Your Lip
Fiddledeedee

Speaking/Singing Voice

This is my speaking voice
High Voice - Low voice song

Loud/Soft:

Grizzley Bear game

Fast/Slow:

Take a Little Ride in my Car (new)
Down by the Station
Chew Chew Chew
Get on Board
Pages train

High-Low Songs:

Old King Glory
I have a little puppy (scale song)
Autumn Leaves scale song
Snowman Joe

sm songs (lsm)

Kangaroo song *guessing game
Fireman
Hey hey look at me
Old mother Brown
Andy Pandy
Burnie Bee *guessing game
Bubblegum
Curly Joe *guessing game
Seesaw
A tisket

Beat/Instruments:

I've got that happy feeling
Put the beat in your feet and I don't care,

Counting Songs:

Barnacle Bill
Alice's camel
Count and Go

Days of the Week/Months:

Days of the Week
Months of the Year

Colors/Shapes:

Color song, (Mr. Troll)
Shape song

Safety / Health Songs:

Stop Look and Listen
Germs
Wear a Helmet
Brush Your Teeth

Bears

Teddy Bear
Bear - Lee & Sandy

Space:

Spaceworms
5 Green Men in a Silver Spaceship

Halloween

Pumpkin Fat
Costume Fun
Halloween Looby Loo
Pumpkin Stew
October is Here

Thanksgiving

Glad I have a nose
We Cook Turkey
We Are Thankful

Christmas

Jolly Jolly Santa
Rock around the Christmas Tree
Christmas is Here
S-A-N-T-A
He'll be Comin' Down the Chimney

Hanukkah

Hanukkah

100 Day

Cheer for 100!

Valentines

I like Valentines
Hey There Friend!

St. Patricks Day

Leprechaun march

Easter

Color the Eggs
Easter Bunny Hops Along
Easter is Here

Earth Day

We've Got the Whole World

Mothers Day

Mom's are special
Frog in My Pocket

Singalong/Repertoire Songs:

Michael Finnegan
Michael Row the Boat Ashore
Sailor Song - Blue binder
Jubilee
A Boy and a Girl in a Little Canoe
I am a Pizza
I Wanna be a Dog
Watch the Garden Grow
She'll be comin' round the mountain
Don't throw your junk (family)
If all the raindrops
What shall we do on a rainy day?
A Smile Goes a Long Long Way
Boganning Hill
Me and my kite
A me limbo
Wallaby Hop
We don't put up with put-downs
Hugs 'n Grugs 'n Snugglebugs
Wheat in the Wind (peace)
It Takes One to Know One
Six Inch Boots in a Nine Inch Puddle
Circus Parade (circus)
Kids are Cool

Oceans/Beaches:

Sammy the Salmon
The Humpback Whales are Blowing Bubbles
Listen to the Water

Action/Game Songs

Knees up Mother Brown
Hippety Hop
Purple Stew
One in the Middle
Dr. Knickerbocker
Go round and round the village
Ha Ha This-A-Way
Willowbee
Four in a Boat
Naughty Kitty Cat
On a log, hear the frog
Bluebird bluebird through my window
Who has the pencil
Are you a phony baloney
Button Factory
Pass the Shoe
London Bridge
Draw a Bucket
Old Navy
Miss Polly
Join in the Game
If you're Happy and you know it
Tommy Thumb
Where is Thumbkin
Peanut Butter

Stories

Pretty Princess
Gingerbread Man
Mr. Troll
Nanny Goats Gruff
Multicultural:
Sambalele
Scie le bois / Tetes Epaules (French)
Los Pollitos, Arroz con Leche (Spanish)
San Severino, De bajo del boton (Spanish)
Tingalayo (West Indian)
Sambalele (Brazil)
Kumbayah (African)
Hotaru Koi, Tsuki, Nabe Nabe (Japan)

Families:

Rainbow World (Don't throw your Junk)

Animals/Farms/Zoo

Old MacDonald
Farmer in the Dell
Uptown Zoo

K Graduation

I'd Go Dancing
Let Your Light Shine

Grandparents Day

Grandma and Grandpa We Love You
Grandma Moses

Instrument Exploration Songs

Chickamy Crow, (Old MacDonald)

Alphabet:

ABC Blues
Alphabet Action

Piggy Back Song Accompaniment

Kindergarten Year Plan

Beat/Rhythm Expression	Melody - Harmony	Listening Creating	Form/Culture Movement	Teaching Songs	Action/Game Songs	Theme/Repertoire Songs
* Beat - experience * loud - soft <i>Listen as I Play the Beat</i>	* vocal exploration <i>This is my Speaking Voice</i> <i>Loud Voice - Quiet</i>	* experience phrase <i>Gingerbread Man</i>	* define open space * imitation - action songs <i>Andy Pandy</i> <i>Dr. Knickerbocker</i>	<i>Color Song</i> <i>Put Your Finger on Your Lip</i> <i>Count and Go</i>	<i>Hickety Tickety Follow Follow Me</i> <i>Cookie Jar</i>	<i>Welcome to School</i> <i>I'm Gonna Sing when the Spirit says Do You Want to Be a Friend</i> <i>A Smile Goes a Long Long Way</i>
* Beat - experience * loud - soft * fast - slow * short-long patterns <i>I Get a Happy Feeling</i>	* experience high-low * tone match <i>Autumn Leaves</i> <i>Hey Hey Look at Me</i>	* phrase * high/low * timbre - voices	* exp phrase * free movement, imitation * high/low	<i>Shape Song</i> <i>Stop Look and Listen</i> <i>Alphabet Action</i> <i>Brush Your Teeth</i>	<i>October is Here</i> <i>Costume fun</i> <i>Pumpkin Fat</i> <i>Halloween Looby Loo</i>	<i>I'm Glad I have a Nose</i> <i>We Cooked Turkey</i> <i>Pumpkin Stew</i> <i>It Takes One to Know One</i>
* Beat - label * loud - soft * fast - slow * short-long patterns <i>Grizzly Bear (l-s)</i> <i>Take my Little Car (f-s)</i>	* high-low, tone match <i>Teddy Bear</i> <i>Old King Glory</i>	* exp phrase * high/low * explore instruments * timbre - voices	* exp phrase * free movement, imitation <i>Sambalele - Brazil</i> <i>Barnacle Bill</i>	<i>ABC Blues</i> <i>Days of the Week</i>	<i>Tommy Thumb</i> <i>Phoney Baloney</i>	<i>Bear - Lee & Sandy</i> <i>Kumbayah - Pease</i> <i>Rainbow World</i> <i>Wheat in the Wind</i>
* Beat - label * loud - soft * fast - slow <i>Put the Beat in your feet</i>	* high-low, tone match <i>Curly Joe - guess</i>	* create sound effects * timbre - voices <i>Join into the Game (with Inst)</i>	* mime animals * free movement, imitation <i>Hanukkah</i>	<i>Gerns</i>	<i>Christmas is Here</i> <i>Button Factory</i>	<i>Rock Around the Christmas Tree</i> <i>S-A-N-T-A</i> <i>He'll be Comin' Down the Chimney</i> <i>Jolly Jolly Santa</i> <i>Hanukkah</i>
* loud - soft * fast - slow <i>Get on Board</i>	* show high-low with arm motions (so-mi) <i>Old Mother Brown</i>	* create sound effects * timbre - voices <i>Who Has the Pencil</i> <i>Pretty Princess</i>	* free movement, imitation, mime <i>Barnacle Bill</i>	<i>Months of the Year</i> <i>100 Day Song</i>	<i>Ha Ha thisaway</i>	<i>'Bogamin' Hill</i> <i>Michael Row</i> <i>Penguin Polka</i> <i>Sailor Song</i>
* loud - soft * fast - slow <i>Head and Shoulders</i> * label patterns J J	* music can express feelings * show high-low <i>Kangaroo</i>	* create sound effects * timbre - voices <i>If You're happy (with Inst)</i>	* mime animals etc <i>China</i>	<i>Months</i> <i>Dinosaurs</i> <i>T-Flex is Coming</i>	<i>We Don't Put up with Putdowns</i> <i>A Tisket a Tasket</i>	<i>Groundhog</i> <i>As Friends We're Two</i> * Valentines !!! <i>I Wanna be a Dog</i>
* loud - soft * fast - slow <i>Pages Train</i> <i>Chew Chew Chew</i> <i>Down by the Station</i>	* respond to so-mi hand signals <i>Bubble Gum</i> <i>Rain Rain</i>	<i>Mr Troll</i>	* singing games <i>This Way we Willowby</i> <i>Purple Stew</i> <i>Tingalayo - Caribbean</i>	<i>A Me Limbo - L&S</i>	<i>Leprechaun March</i> <i>Mr Troll (colors)</i> <i>Four in a Boat</i>	<i>Don't Throw Your Junk</i> <i>Me and My Kite</i> <i>? Billy Goats Gruff ?</i> <i>Hugs and Grugs and Snugglebugs</i> <i>Michael Finnigan</i>
* accent	* respond to so-mi hand signals <i>Bubble Gum</i> <i>Rain Rain</i>		* free movement, imitation, mime * singing games <i>Bluebird</i>	<i>Color the Eggs (colors)</i> <i>Wear a Helmet</i>	<i>Old Mr. Rabbit</i> <i>Easter Bunny Hops Along</i> <i>Easter is Here</i> <i>Grandma Moses</i>	<i>Calliope Clown</i> <i>If all the Raindrops</i> <i>I'd Go Dancing ????</i> <i>Grandma and Grandpa we Love You</i>
	* respond to so-mi hand signals <i>Fireman</i> * Prepare la <i>The Mill</i>	* timbre - instruments - sound effects <i>Chicamy Crow</i> <i>Old Macdonald</i> <i>(with inst)</i>	* Music can be organized into sections (phrase) <i>Spanish: Los Pollitos</i> <i>En el Arco (animals)</i>	<i>Watch Our Garden Grow</i>	<i>On a Log</i> <i>I'm in the Old Navy</i>	<i>Chew Chew Chew</i> <i>Moms are special</i> <i>Old MacDonald</i> * ? Uptown Zoo <i>Frog in my Pocket</i>
	* Prepare la <i>Naughty Kitty Cat</i>	classify by sound	beat, mime, imitate * A section can be same/different <i>Japan - Firefly</i>	<i>Insects: What Shall we do? Firefly</i>	<i>Miss Polly</i> <i>Pass the Shoe</i> <i>Draw a Bucket of Water</i>	<i>Let Your Light Shine</i> <i>A Boy and a Girl in a Little Canoe</i>

September Week 1

Concept to teach: Following Directions

1. Welcome to School CD1: 1
2. Put Your Finger CD1: 2-29
3. Count and Go CD1: 3
4. Listen as I play the beat CD1: 4
5. Join into the Game CD1: 5
6. You've got to sing CD1: 6-30

1. Welcome to School CD1: 1

Leader class echoes DG.

Wel - come to mu - sic ev - ery one (Wel - come to mu - sic ev - ery - one)

Leader class echoes

Hope you have a lot of fun (Hope you have a lot of fun.)

Leader class echoes

Now is the time to sing and play (Now is the time to sing and play)

Leader class echoes

Hope you have a (clap) great day! (Hope you have a (clap) great day)

Teaching Process/Suggested Activities:

The classroom Kindergarten teacher can use this song to welcome the children to school. For the music specialist that sees the Kindergarten students only 1-2 times a week, this is a song to welcome the children to the music classroom. In either case, echo songs are a good way to have students hear and model a singing voice. You could explain to the students that “I will sing, and then you echo me”. An alternate way might be to have a pop-up puppet in your classroom. Tell the children that “I will sing, and then you sing with Pop-up”. When it’s the children’s turn, bring the pop-up puppet out of his cone. If you give the Pop-up Puppet a name such as “Melody” or “Sammy the Singing Puppet”, the puppet becomes a friend to the children. Children who are shy, will often sing to a puppet even if they won’t sing to their teacher!

Following Directions:

The concept to teach for the first week of school is that of following directions. If your students have had experience with playschool or a structured day care, they may already be used to following directions and listening to a classroom teacher or a music teacher. However, it isn’t unusual to have Kindergarten students without any prior classroom experience. These students really need to learn to listen to and follow directions. All of the songs in this first week include lyrics that give the child directions. The first song is an echo, so the child learns to listen and repeat. The other songs give the child an action to perform. This concept is crucial to success in school, and will be reviewed in many songs throughout the school year.

The music specialist may want to consider purchasing or making colored dots for children to sit on. A formal seating plan is hard to implement for kindergarten, but it’s easy for them to understand when you say “Sit on a dot”.

2. Put Your Finger on Your Lip CD1: 2-29

Traditional / Barb Ledwith

Put your fin - ger on your lip on your lip! Put your
hand on your hip on your hip. Put your fin - ger on your lip and your
hand on your hip put your fin - ger on your lip on your lip. zip zip! -

Teaching Process/Suggested Activities:

This song is a song to teach children how to walk through the hallways of the school. With one finger on their lip indicating “sh” or quiet, they should remember not to talk in the hallway. The other hand on their hip is so they remember not to touch the walls or poke another student as they walk through the hallways.

If this is your expectation, practice the behavior until the students have the behavior mastered. Re-teach and practice if the students get forgetful as the year goes on. If you are walking down the hall and students don’t meet your expectations, take them back to the classroom and explain that “since they forgot the correct way to walk down the hall, they need to practice it”. The music specialist might see 25 different classes in a week. Each of these classes has a classroom teacher with a little different expectation. It is the specialists job to teach his or her expectations to all 25 classes.

Rote teaching Process:

In the rote teaching process, the teacher breaks the song into phrases (short musical sections) and sings them one at a time, with the class echoing each one. If a phrase is not echoed correctly, repeat it. After the class can echo each phrase, sing 2 phrases and have the class echo. Then sing 4 phrases and have the class echo. Finally, sing the entire song and have the class echo. Don’t sing with your students - listen to them so you can hear if they need to practice one phrase again.

For the classroom teacher that isn’t confident singing alone, use the pause button on the CD player to do the same thing. Play a phrase and pause the CD so children can echo. Using the CD might also be an option for a classroom teacher who sings lower than the students. Children shouldn’t sing below middle C. The healthiest range for children to sing is above middle C. Some teachers sing very well in a lower range - but this isn’t where the children should be singing. (Children can develop vocal nodes if they misuse their voice frequently!) If you are not comfortable singing above middle C, use the CD to get your students singing in a higher range.

Accompaniment Tracks:

There are 2 CD tracks listed for this song. It is found on CD 1: 2-27 The first track has singers on the CD. The second track has just the accompaniments, like a Karaoke CD. The accompaniment track is given for songs that you might want to perform in a program or assembly, or for songs that are frequently used as piggy-back songs. In this case, the accompaniment is given, because this melody is often used as a piggy-back song - a song where the melody is well known and new words are written to teach students a particular concept. In this case, the concept is lining up. You may want to use this melody for other teaching purposes, and you can use the accompaniment for your new songs. For example: Use the same melody to teach all the long vowels.

When letter A is long it says it’s name - A A
When letter A is long it says it’s name - A A
When letter A is long it says it’s name out loud and strong
When letter A is long it says it’s name - A A

This is the melody that was used for all the long vowels in “Alphabet Action Songs”. Email tvmusic@agt.net if you want more information on the collection of alphabet songs.

3. Count and Go

CD1: 3

Count and Go

Here's a game that's fun to play
We're going to count in a special way
I will tell you what to do
Do what I say and freeze when you're through!

March in place and count to 6 1 2 3 4 5 6

Clap your hands and count to 13 1 2 3 4 5 6 7 8 9 10 11 12 13....

Jump in place and count to 15

Pat your knees and count to 11

Pull your ears and count to 12

Stick your tongue out and count to 5

Pat your behind and count to 16

Shoulder shoulder - head head and count to 19

Hip hip - elbow elbow - count to 14

Stamp stamp - clap clap - count to 17

Jumping Jacks and count to 20

Teaching Process/Suggested Activities:

This song is included to have the children learn to count to 20. It is also a very good way to have them learn to listen and follow directions.

When having students do any kind of movement activities, give them your expectations for behavior before you begin. I show them the boundaries of where they are allowed to move with my "laser" finger. (My finger isn't really a laser - I just tell them that it is to get their attention.) I tell the students that they are to keep their eyes wide open so they don't bump into anyone. I tell them that anyone who bumps into someone - even if it's accidental - will sit down. Then I do exactly what I've said. We begin the movement activity. If anyone is behaving inappropriately or bumping into other children, I go right up to them and tell them that they'll have to watch for a while until they can remember to use their own space.

19. Color Song

CD1: 19

Musical score for "Color Song" in G major, 4/4 time. The score consists of two staves of music with lyrics underneath. Chords are indicated above the notes: D, A, DG, D, G, D, A, D.

Stand up if you're wear - ing red And pat your hands on your
head Turn a - round and then sit down There's some - one new in town

2. blue - bend down and tap on your shoe.
3. white - make a face that will give me a fright
4. black - and pat yourself on your back
5. green - and scrub your hands nice and clean.
6. pink - and give the class a big wink.

Teaching Process/Suggested Activities:

This song will help children to learn their colors and learn to read color words. It is also another song that has the child following the directions that are given in the song. Write the color words - red, blue, white, black, green and pink on construction paper of the matching color and place them in that order in a pocket chart. Point to the color word each time you hear it in the song. Later, have students come to the pocket chart and point to the different color words. When the students are more proficient at recognizing the color words, print them all on white cardstock and see if they can still recognize them. Teach the song by rote and perform the song with the actions that are indicated by the words.

20. I am a Pizza

CD1: 20-34

Teaching Process/Suggested Activities:

This song was made popular by singer Charlotte Diamond. Echo songs are excellent opportunities to have students hear and practice in-tune singing. Use this song as the basis for a discussion of the four food groups. This is also a good song to chart and have the students read as you sing.

Musical score for "I am a Pizza" in C major, 4/4 time. The score consists of four staves of music with lyrics underneath. Chords are indicated above the notes: C, G7, Peter Akrop, C, F, G, F, C, G7, C.

I am a piz - za (I am a piz - za) With ex - tra cheese (With ex - tra cheese)
From to - mat - oes (From to - mat - oes) sauce is squeezed (sauce is squeezed)
On - ions and mush - rooms (on - ions and mush - rooms) o - reg - a - no (o - reg - a - no)
I am a piz - za red - y to go Oh

October Week 2

Concepts to Teach: Fast-Slow

- 24. We Cook Turkey CD1: 24-37
- 25. *Elegy*, Carl Reinecke CD1: 25
- 26. *Study No 2*, Samuil Maikapar (1867-1938) CD1: 26

Other Songs:

- 27. I'm glad I have a nose CD1: 27
- 28. London Bridge CD1: 28-38

24. We Cook Turkey

CD1: 24-37

The image shows two staves of musical notation for the song 'We Cook Turkey'. The first staff is in G major (one sharp) and 2/4 time. It starts with a treble clef and a key signature of one sharp (F#). The melody is written on a five-line staff. Below the staff, the lyrics are: 'We cook tur - key nice and hot'. Above the staff, the chord 'D' is written above the first measure, 'A' above the second measure, and 'DG.' above the third measure. The second staff continues the melody. Below the staff, the lyrics are: 'We cook tur - key nice and hot on Thanks - giv - ing Day'. Above the staff, the chords 'D', 'A', and 'D' are written above the first, second, and third measures respectively.

- 2. We eat turkey for a week, we eat turkey for a week
We eat turkey for a week - we eat it every day.
- 3. Turkey sandwich, turkey soup; turkey sandwich turkey soup;
turkey sandwich turkey soup; then some turkey pie.
- 4. Sandwiches and soup are fine. Sandwiches and soup are fine.
By the way - would you like mine? I think I've had enough.
- 5. We cook turkey nice and hot. We cook turkey nice and hot.
We cook turkey nice and hot on Thanksgiving Day.

Teaching Process/Suggested Activities:

This song was included as a Thanksgiving activity, and to demonstrate how music can be fast or slow. As the person in the song gets tired of eating turkey, the song slows down. Teach the song as a listening activity. Listen to a verse and ask questions about it.

Verse 1 ask: "Why did the person in the song cook turkey?"

Verse 2 ask: "What did they eat every day?" "Have you ever eaten the same food every day?" "How do you feel about that?"

Verse 3 ask: "What kind of food does your Mom make out of turkey?"

Verse 4 ask: "Why do you think the music has slowed down?"

Since the song uses a familiar melody, the melody will be easy for the children to remember. The words are repetitive, so they should be easy to teach as well. American teachers may want to save this song until November for American Thanksgiving.

25. *Elegy*, Carl Reinecke CD1: 25

26. *Study No 2*, Samuil Maikapar CD1: 26

25 *Elegy*, Carl Reinecke

26 *Study No 2*, Samuil Maikapar (1867-1938)

(slow/fast)

Fast-Slow: These 2 listening selections are included to have children experience listening and moving to music that is fast and music that is slow. Play the first selection and have the children move to the music. After they have listened and moved to the music ask them what the music makes them think of. Ask them how the music makes them feel. Then, listen and move to the second selection and do the same. Ask the children how the second selection was different than the first. (faster)

This is an easier concept for Kindergarten children to grasp than high-low. Some may grasp the concept the very first time you talk about it. However, there may be some children in the class that need to experience this more than once to understand fast and slow. When you're learning or listening to other songs, ask the students if they are fast or slow. Not only will you ensure that all students have understood the concept, you will help all the students to develop better listening skills.

31. October is Here

CD2: 3-29

Key these kids Oc - to - ber is here Spoo - ky things are far and near

Ske - le - tons will come to say "Hope you have a scar - y day"

Black cats show us what you do. Count to 8 and you'll be through

1 2 3 4 5 6 7 8

D.G.

Teaching Process/Suggested Activities:

This song is included to provide an opportunity for the children to create movement. In verse 1, they are to move for 8 beats like “black cats”. In verse 2 they are to move for 8 beats like “pumpkins” and in verse 3 like “spiders”. Verse 4 is left blank so the children can think of something else that they can move like. You may want to insert a Halloween type character in verse 4 - witches, goblins or ghosts. If Halloween is not celebrated at your school, insert a character or animal that is not related to Halloween - bunnies, elephants or monkeys. The song is in a minor key and sounds kind of like a “Halloween” song, but does not include any actual pagan characters, so all children, regardless of beliefs, can participate. The 8 beats are included to keep the activity fun and creative, but to prevent chaos from breaking out. They move only for 8 beats and then sit down and sing again.

35. Halloween Looby Loo

CD2: 7-31

The musical score for 'Halloween Looby Loo' is presented on three staves. The first staff shows the melody with a treble clef, a key signature of one flat (B-flat), and a 2/4 time signature. It features a series of eighth notes with a long, sweeping slur over them, and three 'oo' symbols below the staff indicating where to hold a parachute. The second staff continues the melody with lyrics: 'all on a Hal-lo-ween night You put your bat wing in You put your bat wing out You'. The third staff continues the melody with lyrics: 'give your wing a shake shake shake and turn your-self a - bout'. The piece ends with a 'D.C.' (Da Capo) instruction.

2. You put your cat paw in....
3. You put your leg bone in
4. You put your pumpkin head in
5. You put your cat tail in
4. You put your skeleton in

Teaching Process/Suggested Activities:

This song is to be performed with a parachute. Have each child hold a part of the parachute. Circle to the right on the “oo’s”. On the words “all on a Halloween night”, stop and lift the parachute up high and let it fall to the ground. Do the actions as indicated in the song. On the final chorus, end with a big “Boo!” and lift the parachute up high, run under and out before it falls to the ground. You can also sing the song and simply form a circle by joining hands, but the song becomes really special when the parachute is used. If you don’t want to do a Halloween activity, change the word “Halloween” to “October”. The beginning of line 2 would be sung “On an Oc-to-ber night” instead of “all on a Halloween night.”

Curriculum Connections:

This Kindergarten music program was written to provide you with music to teach musical concepts AND music to reinforce all areas of Kindergarten curriculum - language arts, math, science and social studies. Some specific teaching aids are being created to further enhance this connection.

Big Books: Have your students read the lyrics to a song. If they can sing it, they can read it. The following songs have been illustrated for inclusion in a Big Book. The same songs will be available as reproducible take-home little books. All students will enjoy taking home a book that they can read to their parents. These little story books will provide all your students - those from homes with a wealth of reading material, and those from homes with no books - with a wealth of material that they can read. The following titles are included.

Michael Finnigan	This Old Man
What Shall We Do?	I’m in the Old Navy
Michael Row the Boat Ashore	Miss Polly
If all the Raindrops	I’m a Little Teapot
Barnacle Bill	Teddy Bear
Farmer in the Dell	Peanut Butter
Old MacDonald	She’ll be Comin’ Round the Mountain
Dr. Knickerbocker	Alice’s Camel
We’ve Got the Whole World	London Bridge

To teach phonemic awareness, printing and letter recognition we highly recommend “Alphabet Action Songs” as a supplemental resource to this program. It was published as a separate resource so you could choose the order that the letters should be taught, but it is intended to be used with the Music for Kindergarten.