Jammin With You

SONGBOOK

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Jammin With You

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Jammin With You Songbook, Vol. 1

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Happy Song

CD: ALL CATEGORY: WELCOME

Materials - None / Rhythm instruments

This song opens every Jammin With You class! Ask students to tap their hands on their knees to keep the beat while sitting and singing this song.

For the B Section:

- Call on individual students to give them a "drum solo" on an instrument or on their knees. Example: Sing, "Let's jam, Joey, jam!"

- You can also call on categories of students, such as "girls" or "blue shirts" to solo. Example: Sing, "Let's jam, blue shirts, jam!" or "Let's jam, girls, jam!"

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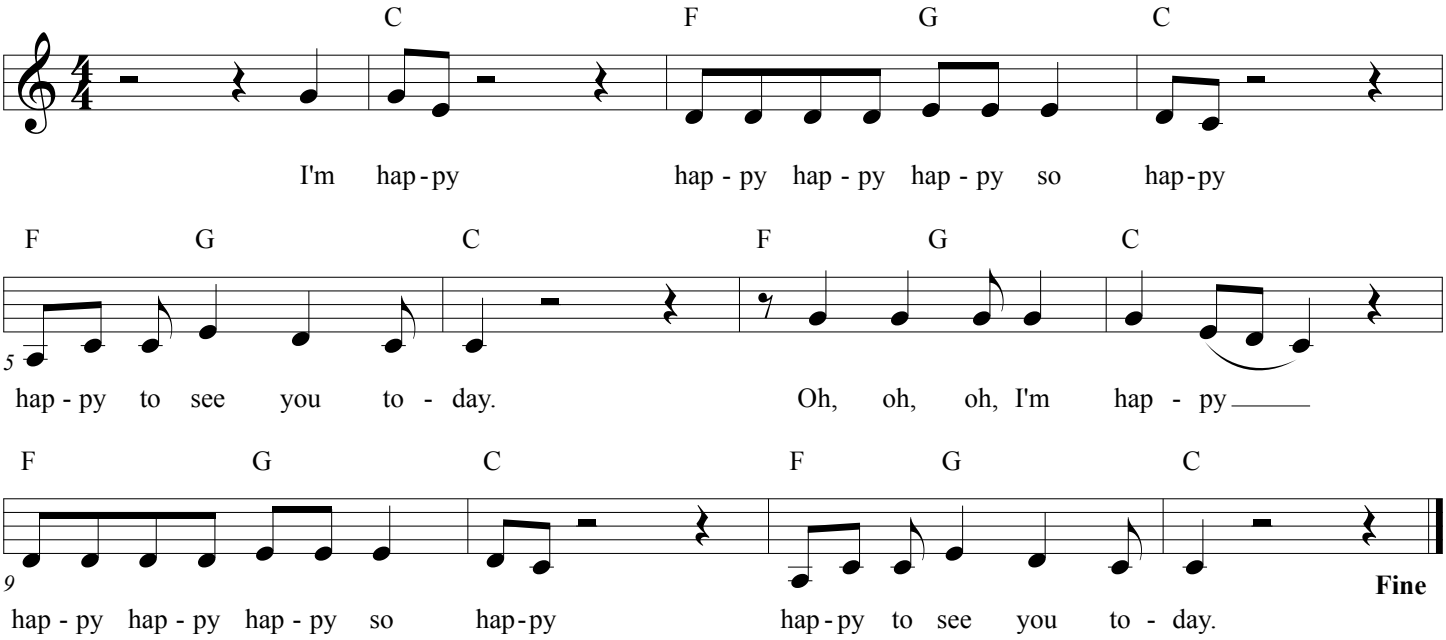
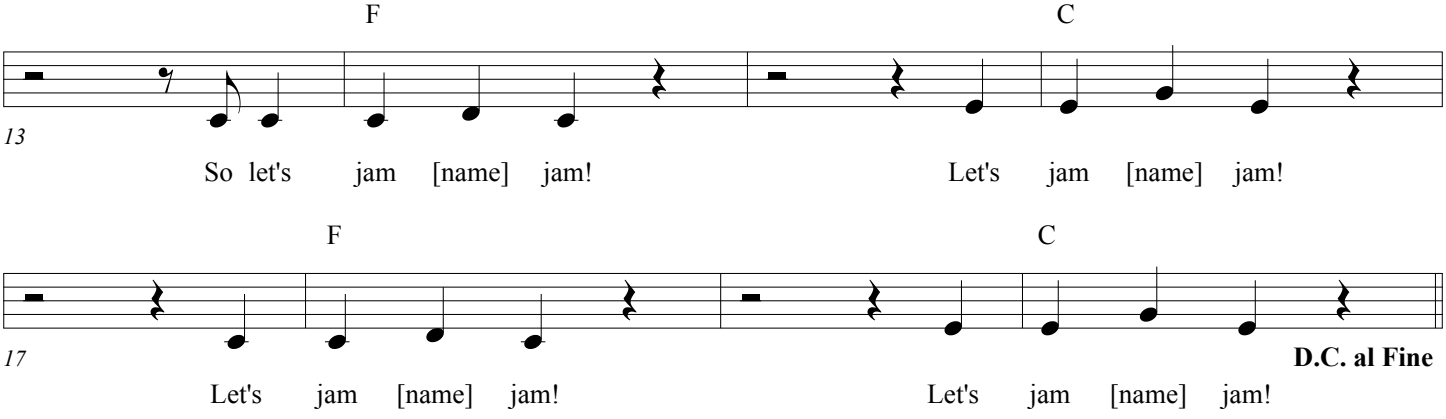
Happy Song

J. Shriber

A



B



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Introduction to Focusing Chants

CD: ALL CATEGORY: FOCUSING

Materials - None / Rhythm instruments

Focusing chants are used at the beginning of the class, often times after the Happy Song, to help students settle in and focus.

For students ages 3 years to 6 years:
Act out the chant as you say it.
Stop after each line to allow the students to act and repeat after you.
Repeat the whole chant a few times to allow the students to become familiar with it.
Adaptation: Each time you repeat the chant, pretend that you forgot a word or an action and let the students help you.

For students ages 6 weeks to 3 years:
Act out the chant as you say it.
Encourage the students to act along with you (i.e. "Look over there!" or "Clouds *rolled* in")
Repeat the whole chant a few times to allow the students to become familiar with it.

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2 Little Hands

CD: Winter 1 **Category:** Focusing

Materials - None / Rhythm instruments

I have two little hands
They can do many things
They can clap
They can snap
They can wear fancy rings
They can pat your back
They can scratch your nose
They can wear fuzzy socks
(No those are for your toes!)
They can give thumbs up
They can give thumbs down
They can wave, “Oh, hey! Hi!”
They can wave, “Bye bye!”
They can point to me
They can tie your shoes
They can blow a kiss
They can say, “I Love You!”

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5 Lil' Bears

CD: None **Category:** Focusing

Materials - None / Rhythm instruments

5 lil' bears going on a hike
The first one said, "Vroom! Vroom! Look! I brought my bike!"
The second one said, "No no no! We have to use our feet!"
The third one said, "Oh! I just can't take the heat!"
The fourth one said, "
The fifth one said, "

Then the 5 'lil bears said, "Hiking's just not for me"
And they headed back home to watch lots and lots of TV

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5 Lil' Crocodiles

CD: None **Category:** Focusing

Materials - None / Rhythm instruments

5 'Lil Crcodiles going for a walk
The first one said, "Hey Look! I can talk!"
The second one said, "That's nothing, I can dance."
The third one said, "Oooh, Mr. Fancy-Pants!"
The fourth one said, "Shh! What was that?"
And the fifth one said, "HIPPOPOTAMUS ATTACK!!"
So the 5 'lil crocodiles jumped into the swam
And swam far far away with a CHOMP! CHOMP! CHOMP!

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5 Lil' Kitty Cats

CD: Spring **Category:** Focusing

Materials - None / Rhythm instruments

5 lil' kitty cats sitting on the dock
The first one said, "I like to swim with one sock!"
The second one said, "I like to dive down deep!"
The third one said, "Eh, you know, I just like to wet my feet."
The fourth one said, "I like to splish and splash all day!"
And the fifth one said, "NO! Splashing is not okay!"

Then the clouds rolled in
And the sky grew dim
Out of the water kitty cats!
You don't know how to swim!

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5 Lil' Pumpkins

CD: Autumn **Category:** Focusing

Materials - None / Rhythm instruments

5 lil' pumpkins sitting on a gate
The first one said, "Oh my, it's getting late!"
The second one said, "There are witches in the air!"
The third one said, "Pfft! I don't care!"
The fourth one said, "Let's run and run and run!"
And the fifth one said, "Isn't Halloween fun?"

Then WOOSH went the wind
And OUT went the lights
And the 5 lil' pumpkins went rolling out of sight

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5 Lil' Snowflakes

CD: Winter 2 **Category:** Focusing

Materials - None / Rhythm instruments

5 lil' snowflakes blowin' through the air
The first one said, "Brrr! It's cold out here!"
The second one said, "I'm floating away!"
The third one said, "Come on! Let's play!"
The fourth one said, "Catch me if you can!"
And the fifth one said, "Let's build a snowman!"

So they all rolled up into a big snowman
And all the children played in their winter wonderland

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5 Lil' Squirrels

CD: None **Category:** Focusing

Materials - None / Rhythm instruments

5 lil' squirrels set out to make some syrup.
The first one said, "Waaaait! I have to comb my fur up!"
The second one said, "We have to tap a tree!"
The third one said, "Over there! Follow me!
The fourth one said, "Ew! This stuff is sticky!"
And the fifth one said, "It comes off with a little licky!"

So the 5 lil' squirrels scooped up the sap in paw-fulls
And headed back home to make lots and lots of waffles!

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5 Lil' Turtles

CD: None **Category:** Focusing

Materials - None / Rhythm instruments

5 lil' turtles about to cross the street
The first one said, "Over there looks neat!"
The second one said, "When you cross the street, make sure you look both ways."
The third one said, "Oooo! Can we go another day?"
The fourth one said, "Pffft! It's not that far!"
And the fifth one said, "Look out! There's a car!"

And then HONK went the horn and SCREECH went the brakes
And the 5 lil' turtles scurried back into the lake

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A Turkey Ran Away

CD: Autumn Category: Focusing / Sing-A-Long

Materials - None

This is a Thanksgiving classic! Play along to each of the verses making up moves to suit each character.

Here are some suggestions:

- Turkey Verse - flap your wings and bob your head like a turkey
- Pumpkin Verse - make a big circle with your arms and waddle side to side
- Cranberries Verse - sing in a high pitched silly voice
- Mashed Potatoes Verse - bump your fists together and say “Ouch! Why are you mashing me?!” or “Stop it!” “Quit it!” etc.

For added fun, ask the students what they like to eat and add a verse for each answer. For example, “The macaroni ran away before Thanksgiving Day. It said to me mac & cheese I’ll be if I should stay…”

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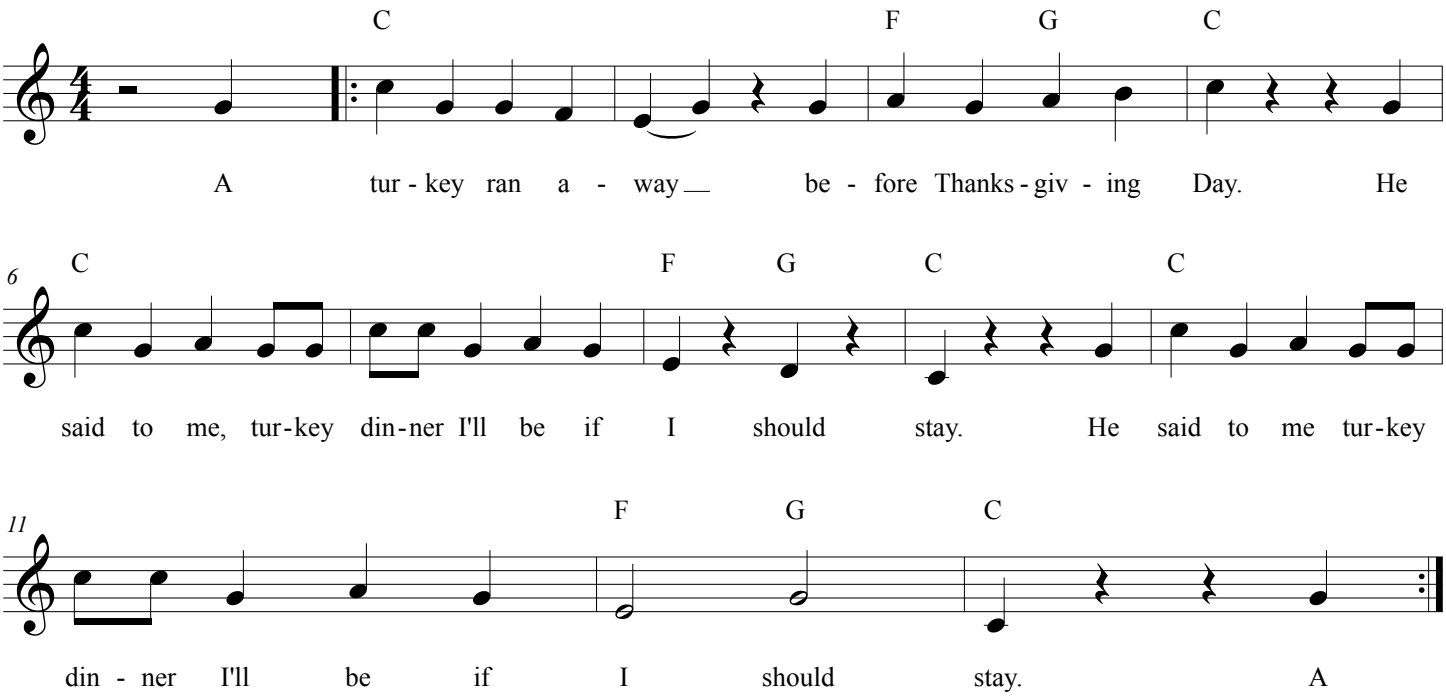
A Turkey Ran Away

Traditional
Arr. J. Shriber

Verse 2
(All gobbles)

Verse 3
A pumpkin ran away before Thanksgiving Day
He said to me pumpkin pie I'll be if I should stay
He said to me pumpkin pie I'll be if I should stay

Verse 4 *(optional regge accent)*
A cocount ran away before Thanksgiving Day
He said to me a pina colada I'll be if I shoud stay
He said to me a pina colada I'll be if I shoud stay

Verse 5
Some cranberries ran away before Thanksgiving Day
They said to me cranberry sauce we'll be if we should stay
They said to me cranberry sauce we'll be if we should stay

Verse 6
La la la la la la la la la la la la
He said to me turkey dinner I'll be if I should stay
He said to me pumpkin pie I'll be if I should stay
They said to me cranberry sauce we'll be if we should stay

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Apple Tree

CD: Autumn Category: Focusing

Materials - None

This is a fall classic! Great to sing during apple-picking season.

Sing this song 5 times through; each time decreasing the number of worms you find in the apple by 1.

Here are some suggestions on how to act it out as you sing:

- Reach your arms up high and pretend to pick an apple
- Pretend to take a BIG bite of that apple. Repeat this step asking the students to take a bigger and bigger bite; "No, I mean really BIG bite!"
- When you sing, "What did I see?" play a drum roll on your knees/thighs.
- When you sing, "Five/Four/etc. wiggly worms" use your fingers to show the worm count.
- When you sing, "You can eat my home but you can't eat me," make an angry face and shake your pointer finger in a scolding manner. Afterward, cross your arms in front of your chest or put your fists on your hips and say, "Hmph!"
- When you get to the last worm, make it the littlest worm and use just your pinky finger. Sing in a high pitched voice, "You can eat my home…"

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Apple Tree

Traditional
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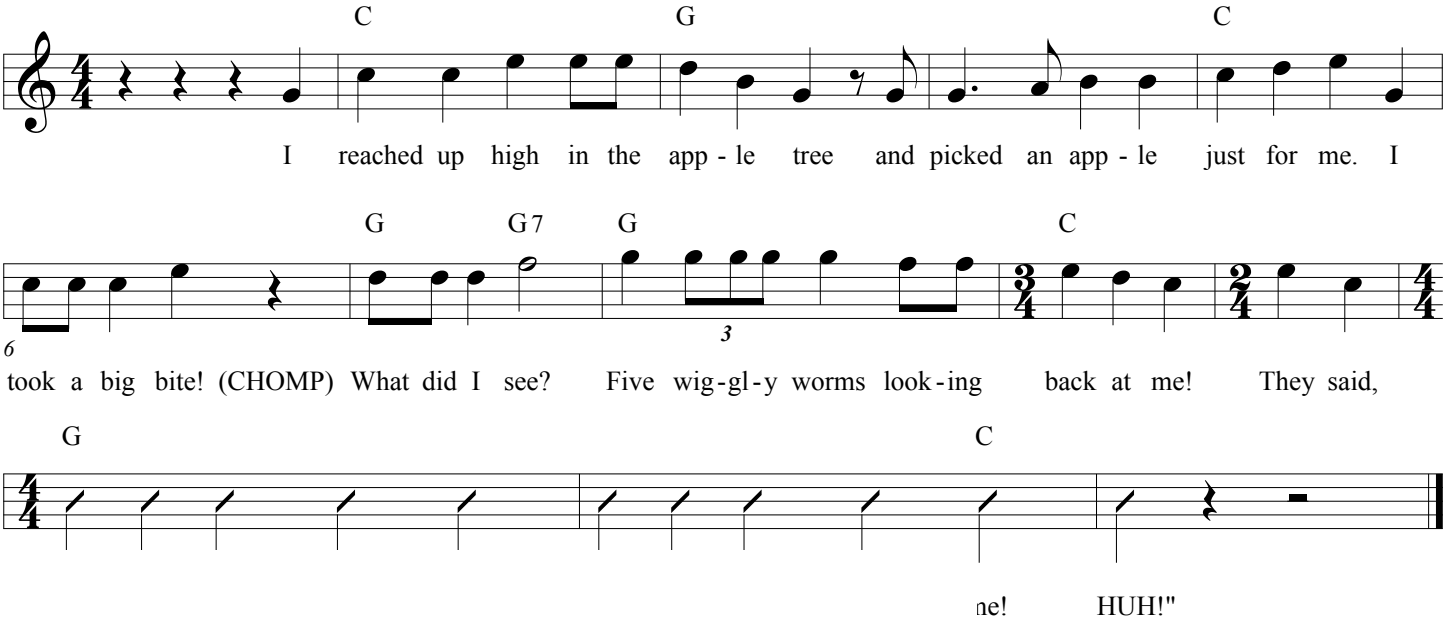

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Artik Menta

CD: Spring **Category:** Movement

Materials - Scarves

Pretend that the scarves are popsicles. Demonstrate how to dance (shimmy side to side, etc.) while holding your scarf in front of you with one hand. When you say "Wooo!" flick your scarf up and down. Perform a different dance move each time you sing the verse.

For the chorus, get down in a crouched position and simultaneously jump up and throw your scarf up in the air each time you sing "Whoa oh oh."

Here are some suggestions:

- First time through: Put your feet together and shimmy side to side
- Second time through: Step from side to side.
- Third time through: Pretend to get a "brain freeze" from eating too fast and move in slow motion.
- Fourth time through: Put your feet together and pretend to ski (jump from side to side as if skiing down moguls).

For added excitement, when you're crouched down for the chorus you can pause and whisper something like, "Now, I would never tell you to do this in real life, but, I don't think anyone's watching. So, right now, I want you to…throw…your popsicle…*on the ceiling!!*"

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Artik Menta

Israeli Commercial Jingle
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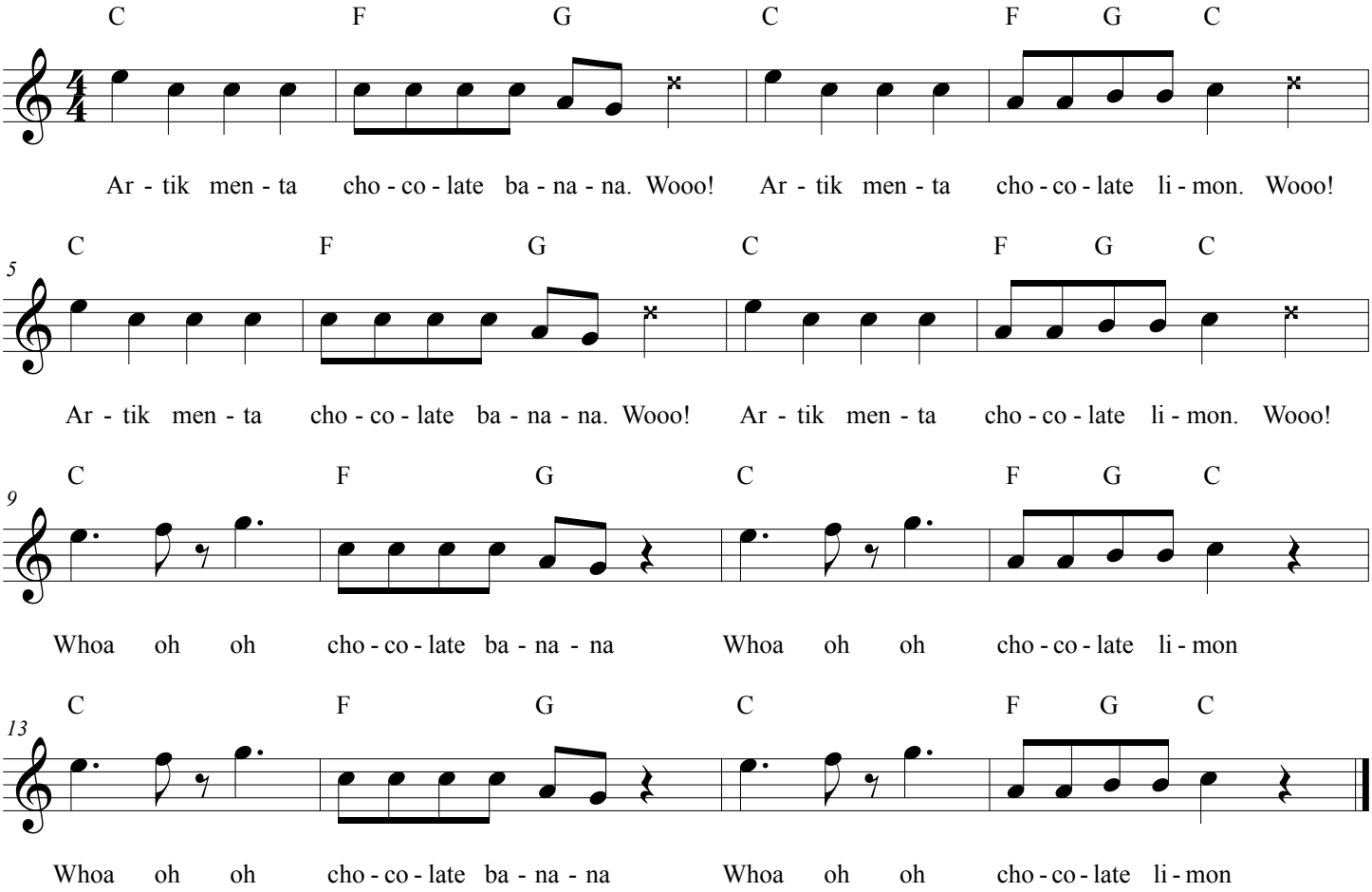
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Brush Yo Teefs

CD: Spring Category: Movement

Materials - Shakers

Pretend your shaker is a toothbrush. While seated, demonstrate how you should brush your teeth high, low, side to side, front to back, fast, slow, etc. Also demonstrate how to "give a big smile…say ahhh…"

Start this song seated. After the second ending, take a musical break (over the verse) where you stand up and pretend to turn into a "human toothbrush" and use your whole body to "brush" by jumping up and down, front to back, side to side and all around. Do this for the remainder of the song.

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Brush Yo Teeth

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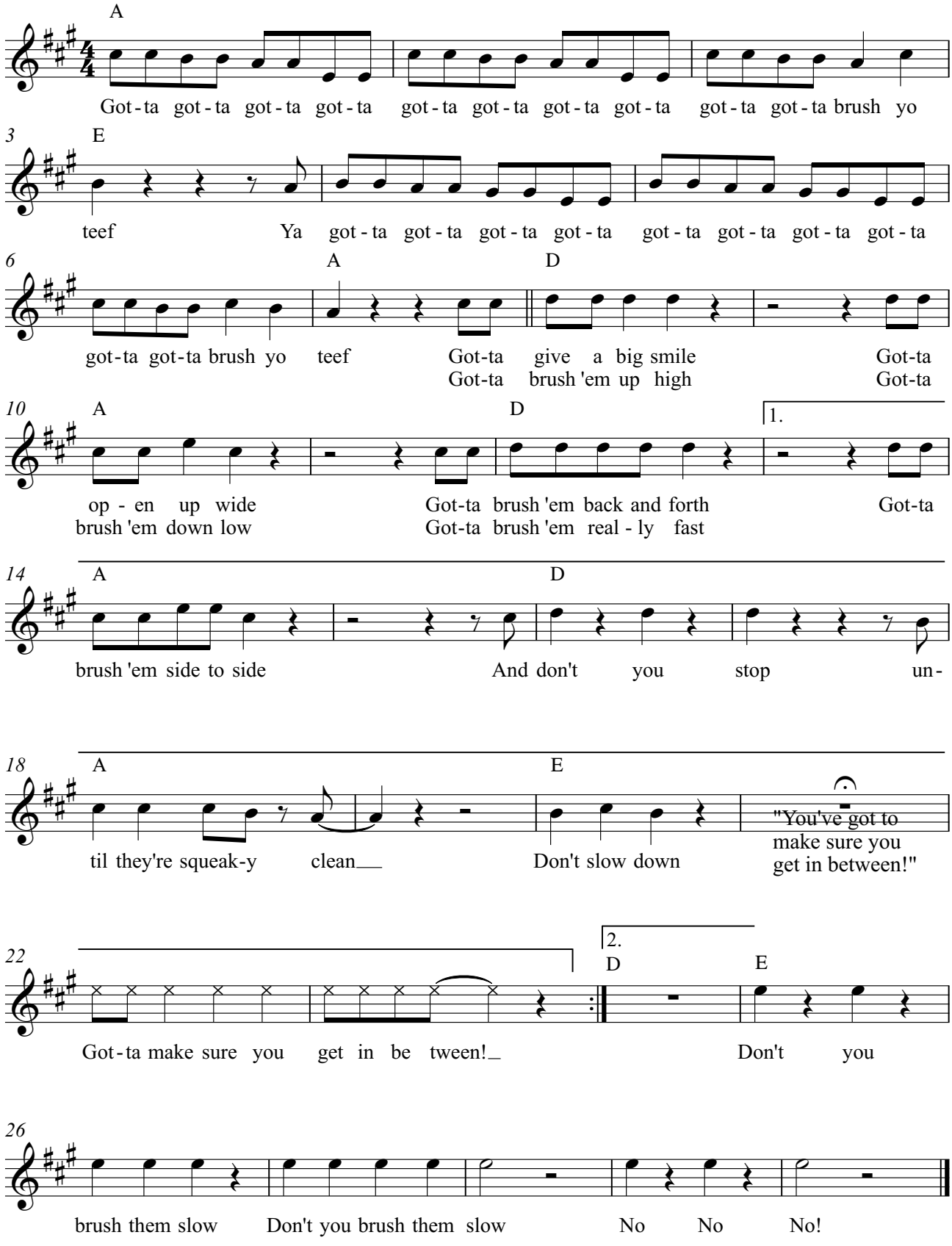
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Chanukah Time

CD: Winter 1 **Category:** Refocusing

Materials - None / Drums / Rhythm Sticks

This is a great song to sing in preparation for and during the Chanukah holiday!

Here are some suggestions for actions:
- Count the lights on your fingers if you don't have instruments
- Play a big drum hit on each count if you choose to use drums or sticks
- Play a drum roll on each "*time*" ("It's Chanukah *tiiiiiiime*") on your knees, drums or sticks

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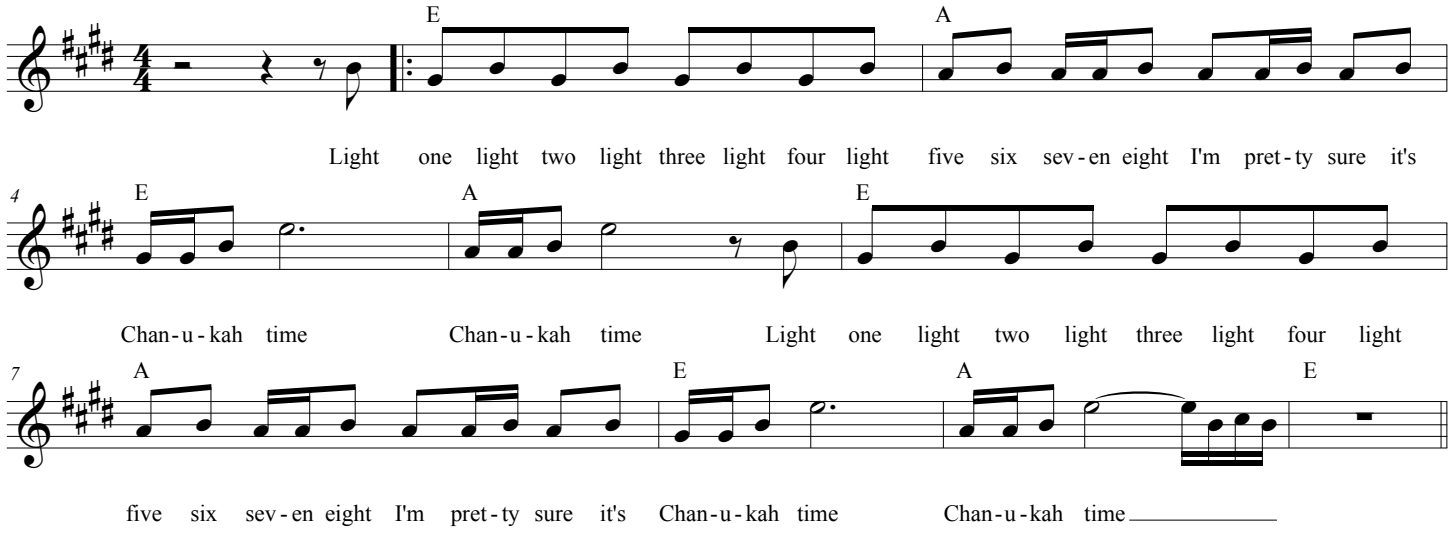
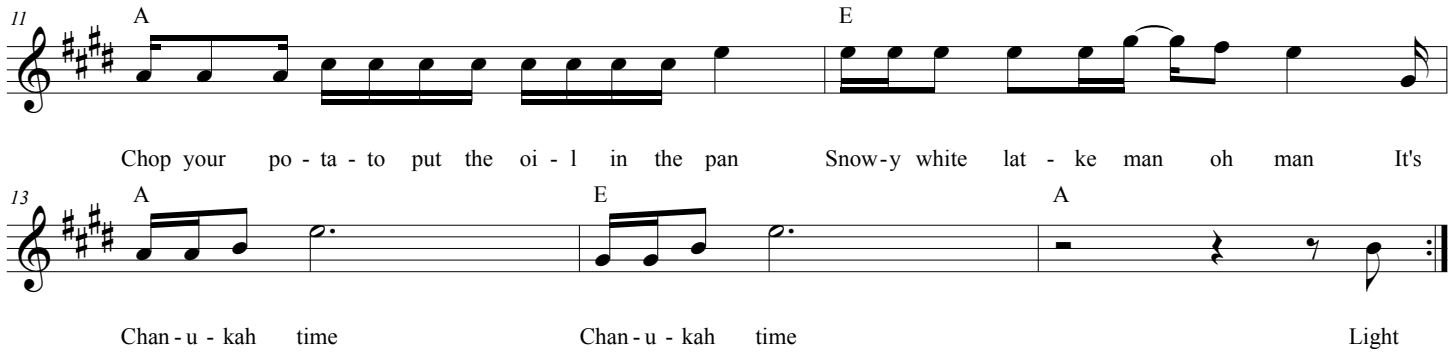
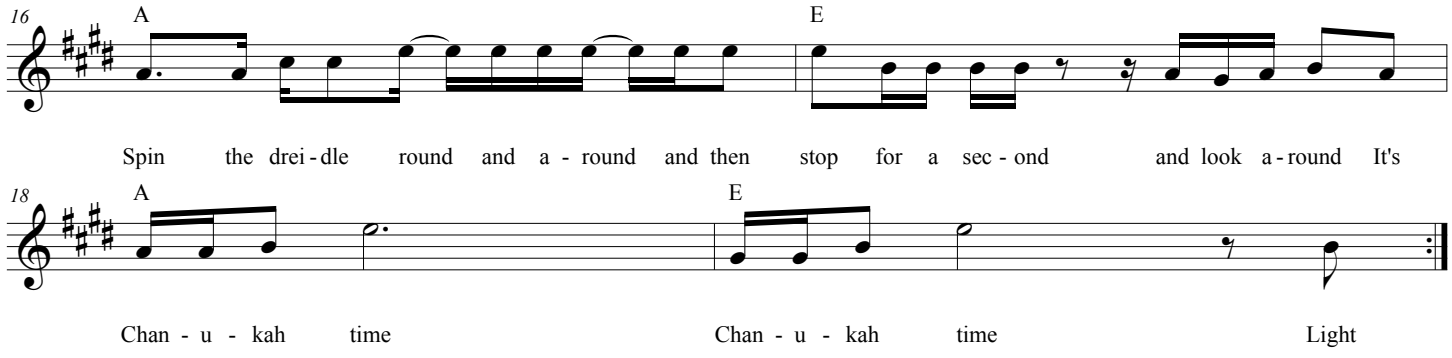
Chanukah Time

J. Shriber

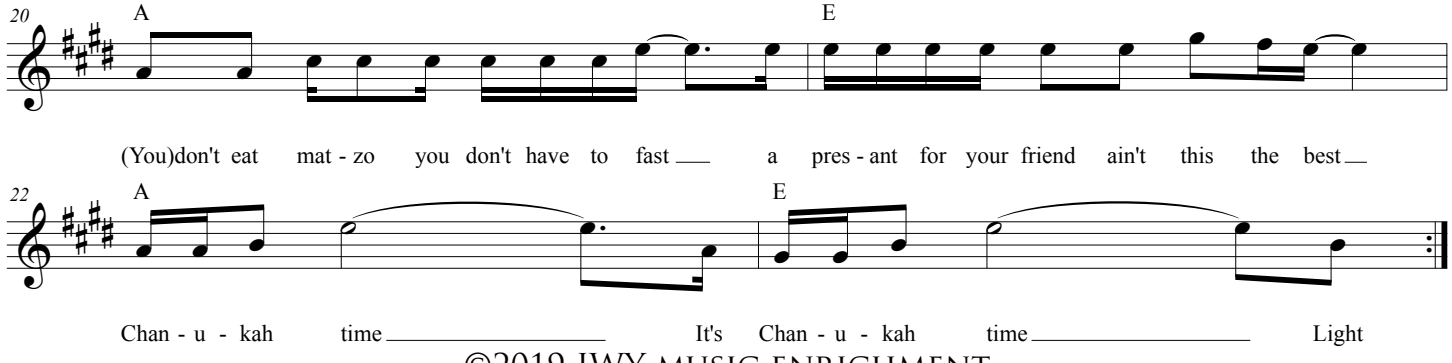
Chorus

Verse 1



Verse 2



Verse 3



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Chicken Dance

CD: Winter 2 Category: Movement

Materials - None

This is a great dance number to get students up and moving around.

A Section
Act out the lyrics and in measures 4, 8, 12 and 16, clap this rhythm

B Section
Sing "La la la" along with the melody. Hold your arms above your head and spin in a circle. After every musical phrase, yell out "switch!" and spin the other direction.

Whole Song
Play each repetition faster.

Adaptation
On the CD, this song shifts through many musical styles. Improvise the type of chicken and your accent for each style.

Here are some suggestions:

- "If you wanna *reggae chicken, then flap your wings and say 'Hey mon, yah mon!'"*
- "If you wanna *country chicken, then flap your wings and say 'Yeeeeee haw!'"*
- "If you wanna *rock chicken, then flap your wings and play air guitar"*
- "If you wanna *funky chicken, then flap your wings and dance like this" (do a funky dance)*

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Chicken Dance

1st x Hip Hop
2nd x Halftime Reggae (Ska for B section)
3rd x Rock

Traditional
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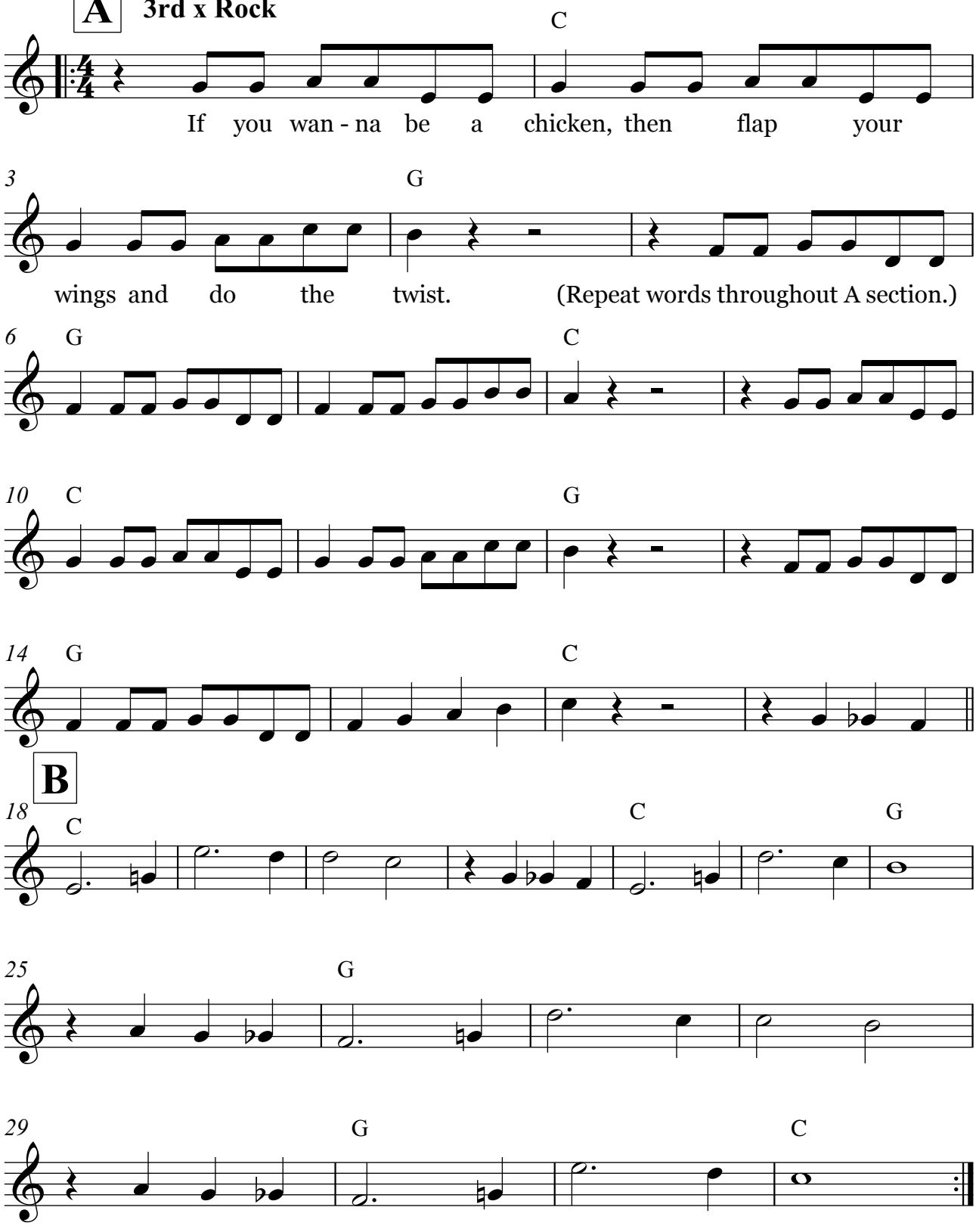
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Clap It Tap It Sing Out Loud

CD: Autumn Category: Focusing / Movement

Materials - None / Rhythm Instruments

This song works well placed after the focusing song/chant towards the beginning of class. Sing it seated, standing or as a transition from sitting to standing.

Verse 1 - Clap your hands to a half note count for measures 1-8 and quarter note for measures 9-16.

Verse 2 - Stomp your feet instead of clapping your hands.

Verse 3 - Sing, “Oh Yeah!”

Second Ending - Clap and stomp at the same time.

If using rhythm instruments:
Change the words to suit the instruments. For example, sing “Everybody tap your sticks” or “Everybody play your drum.”

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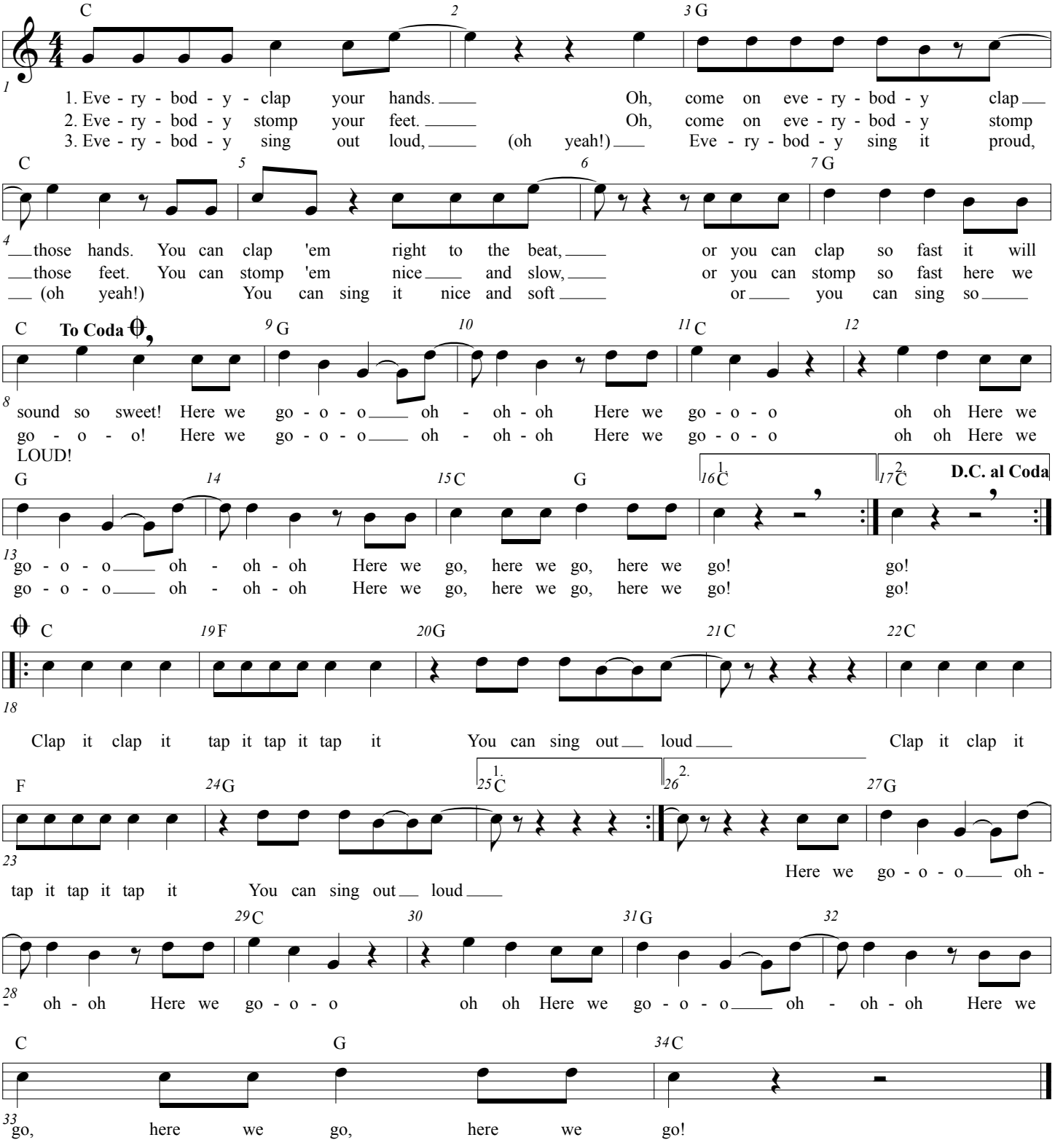
Clap It, Tap It, Sing Out Loud

J. Shriber

Swung (Reggae Style)

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Dreidle

CD: Winter 1 Category: Movement

Materials - None

This is a great song to sing in preparation for and during the Chanukah holiday!

Demonstrate the actions in this song before you start.

- Put your palms together above your head like the top of a dreidle.
- Spin each student around and say, “Spin, dreidle! Spin!”

A Tempo parts: rock your hips back and forth or march
Double Time parts: jump and spin around

When you sing “…it drops and then I win” encourage everyone to fall down like a dizzy dreidle!

This song can easily transition into Jingle Bells.

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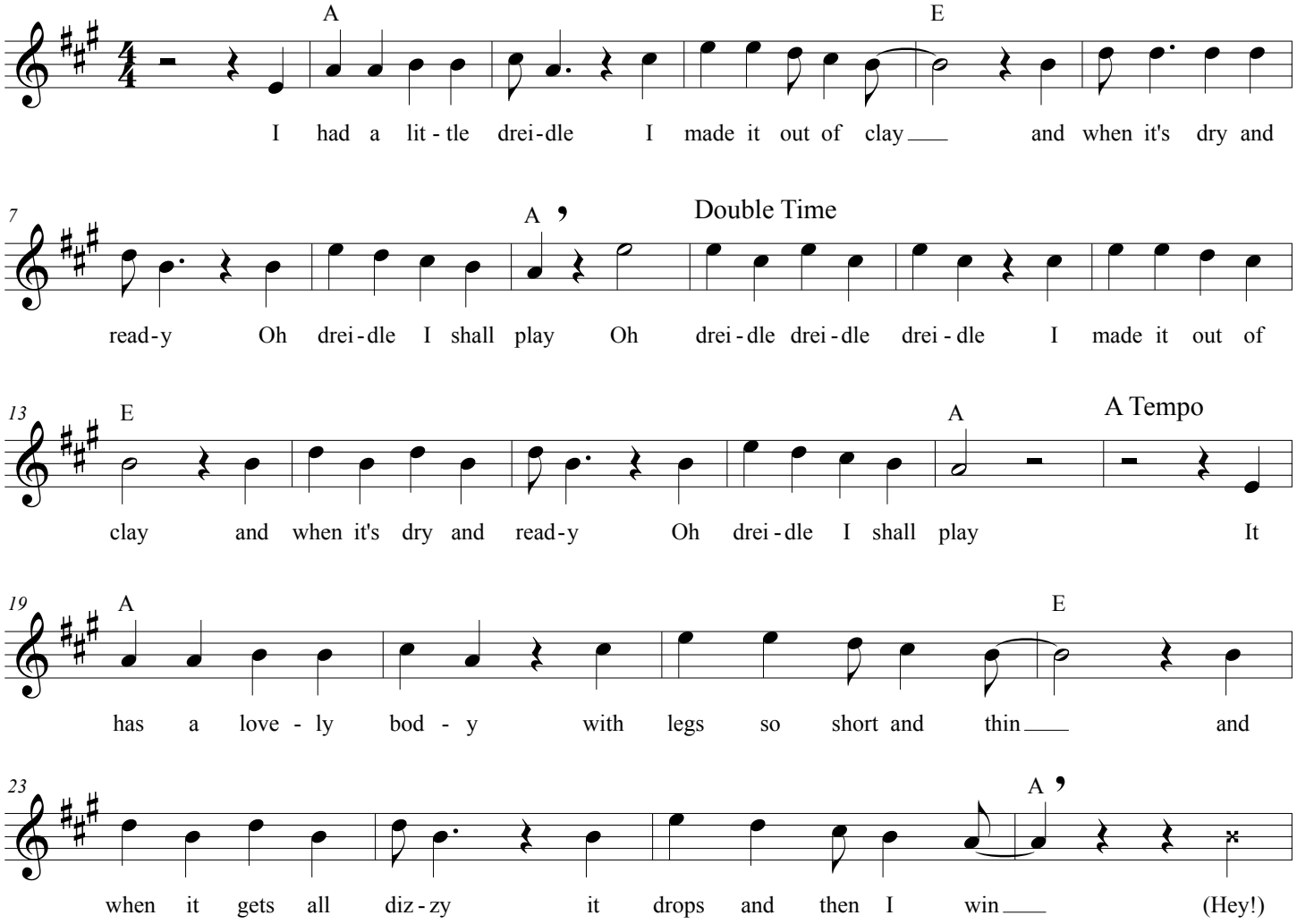
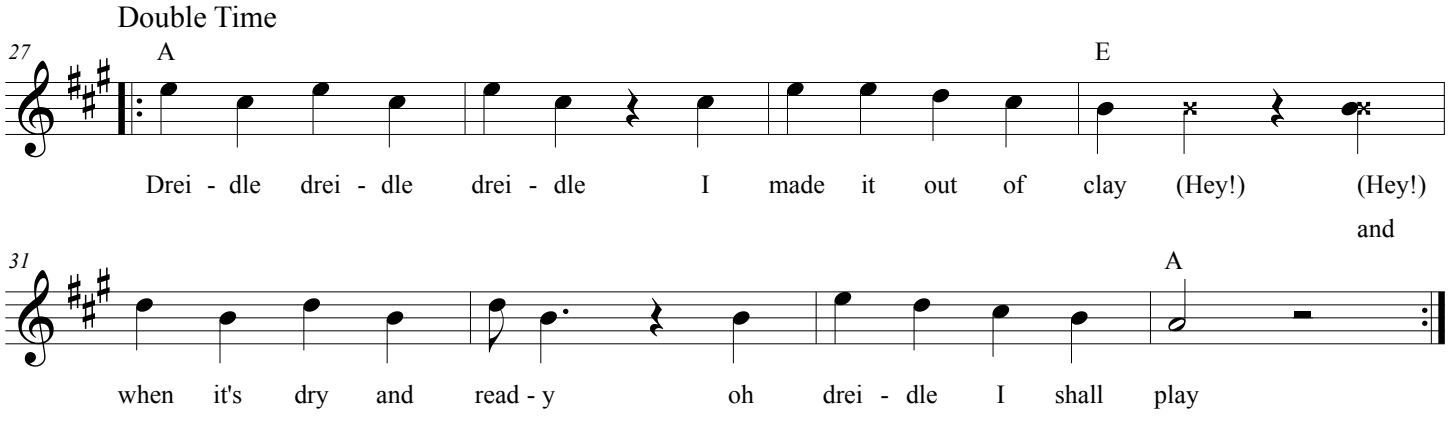
Dreidle

Traditional
Arr. J. Shriber & P. Hanlin

Reggae Style



Repeat until end



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Everybody Dance

CD: Autumn Category: Movement

Materials - None

This song is sure to get the dance party started! It's best for students aged 4 years and older.

Demonstrate the actions in this song before you start.

- Take it forward (jump forward one time)
- Take it back (jump backwards one time)
- Take it side, side, side (jump left-right-left or vice versa)
- Everybody dance (throw your arms up, jump and spin around while shouting, "Everybody dance!")

Practice voice echoing using the actual words in the song, or by making up silly phrases or sounds.

- Ask students to stand with feet together and rock hips side to side and say, "Yeah! That's what movin' and groovin' looks like. Now, while you're movin' and groovin', repeat after me!"

For added fun, try this song using scarves.

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Everybody Dance

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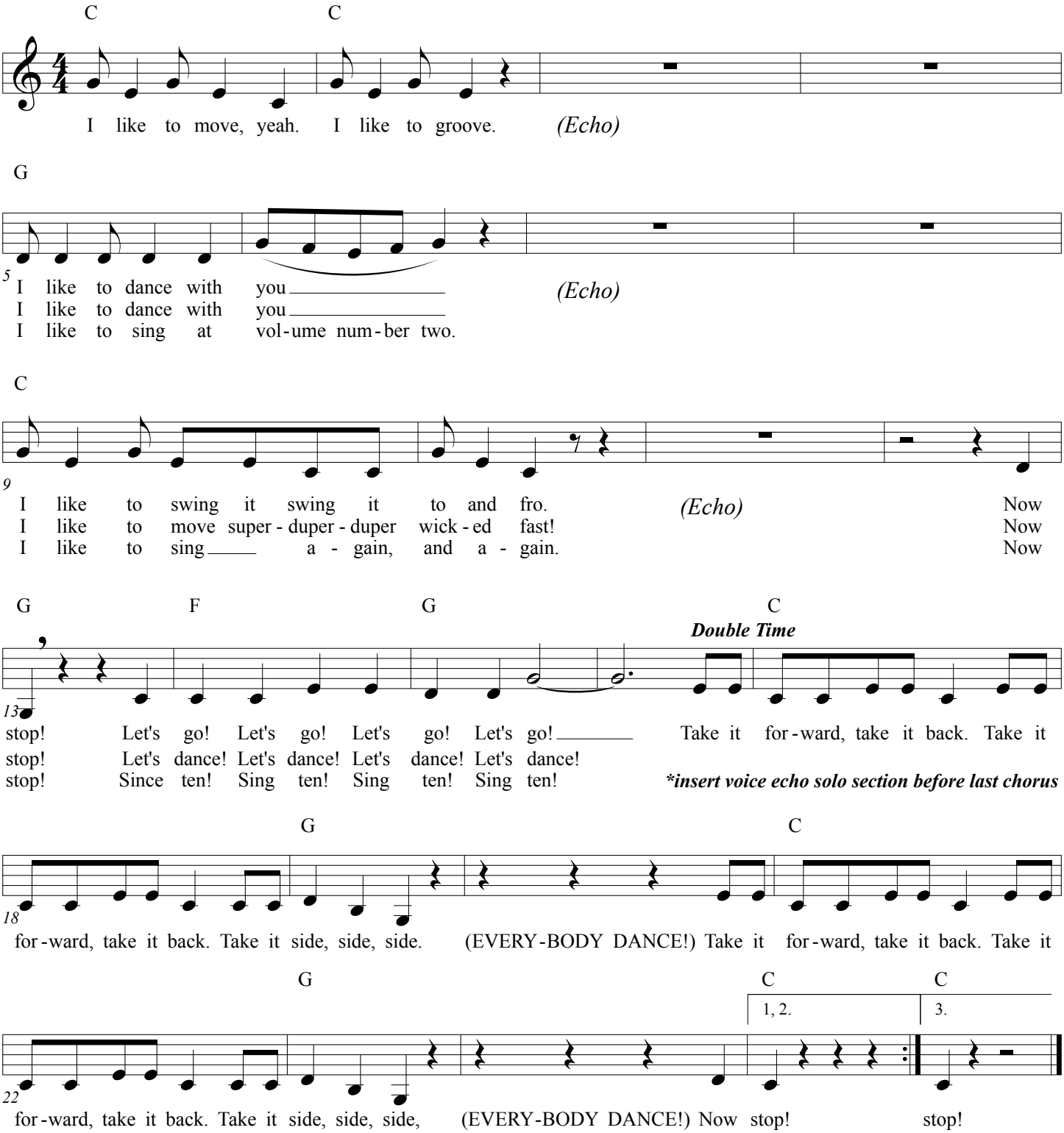
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Family

CD: Spring **Category:** Refocusing / Sing-A-Long

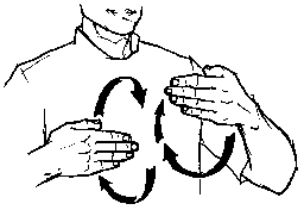
Materials - None

Demonstrate the signs (ASL) in this song before you start.

- Sing and sign the chorus

family

happy (glad)



music (sing)

Adaptation:
Add pauses to the song and ask students about their family, i.e. “What’s your dog’s name?” “What’s your favorite thing to do with your grandma?” to get them thinking about their family as they sing and sign this song.

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Family

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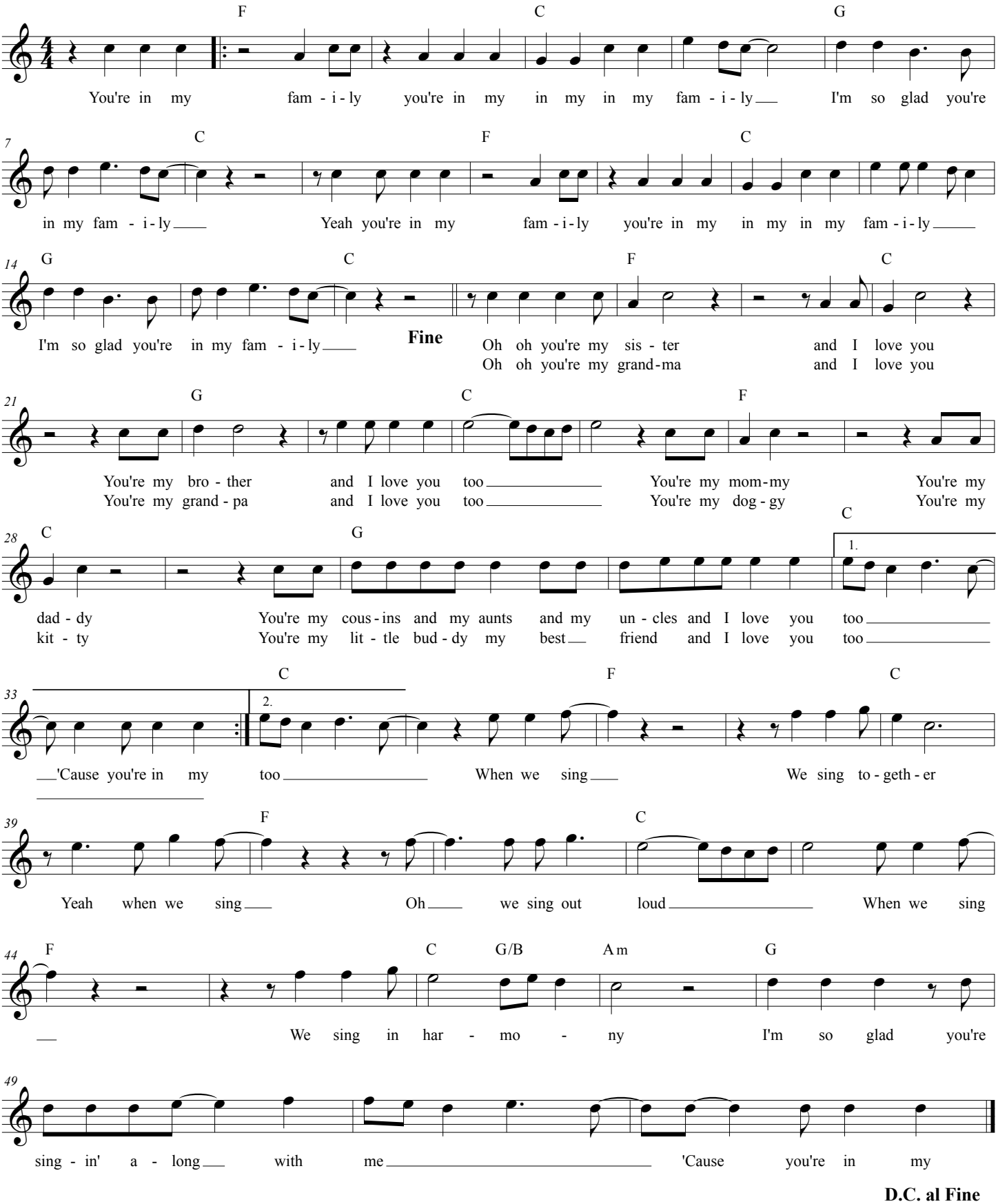
D.C. al Fine

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Germs

CD: Winter 2 Category: Movement

Materials - None / Scarves

Demonstrate the actions in this song before you start.

- "They're flyin' high" (raise scarf)
- "And they're creepin' low" (lower scarf)
- Encourage students to shout "Yes, Germs!" each time you sing "germs"

Dance and move to this song.

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Germs

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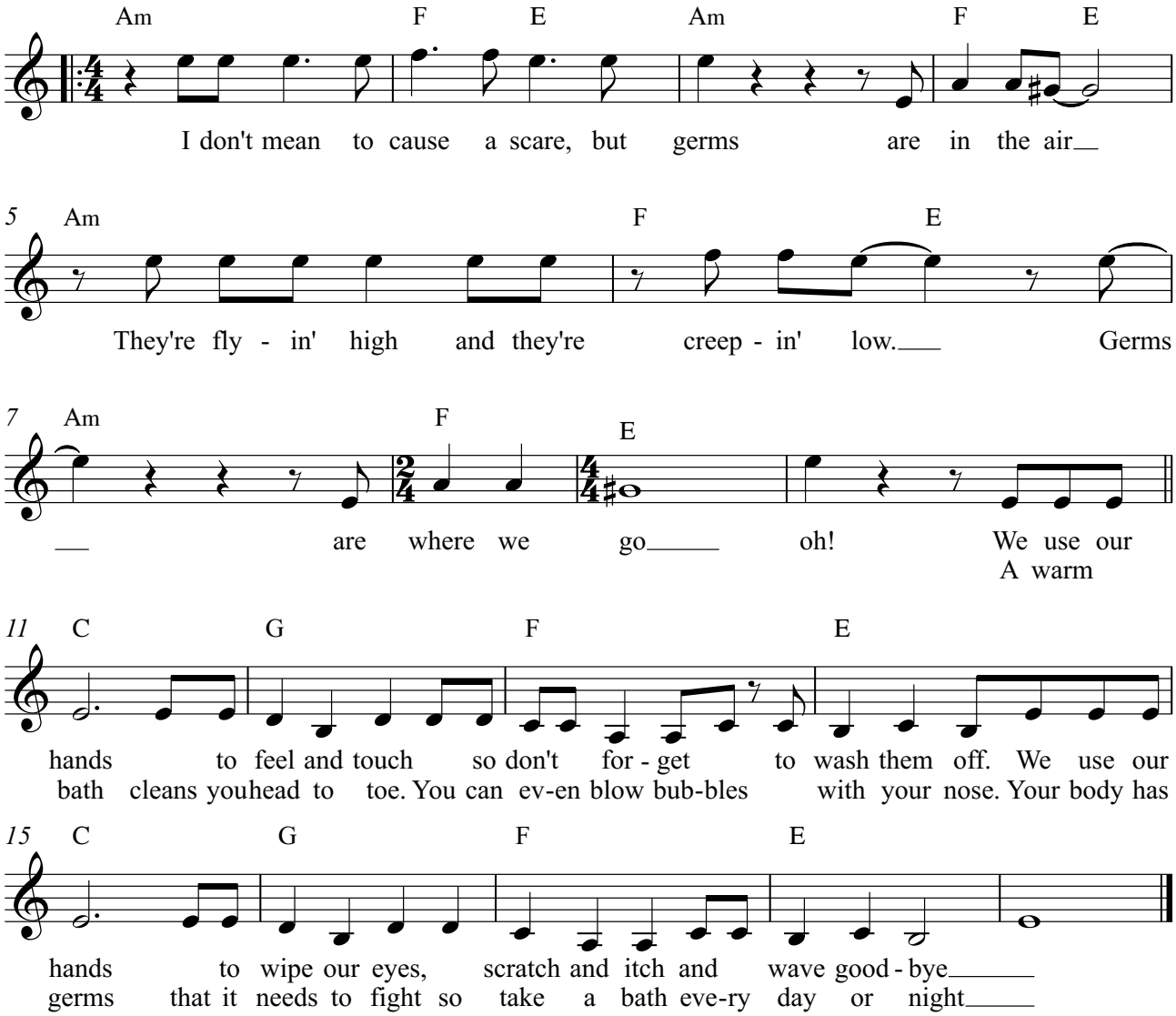
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Great Big World

CD: Autumn Category: Movement

Materials - Scarves

This song is great to play near the change of the seasons, or any time you feel like dancing!

Demonstrate the actions in this song before you start.

- Chorus - twirl your scarf or whole body around in a circle
- Winter - move your scarf side to side to mimic the snow blowing
- Spring - raise your scarf to mimic a growing flower
- Summer - sway your scarf overhead to mimic the sun or use it as a fan
- Autumn - drop your scarf or whole body to the ground to mimic falling leaves

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Great Big World

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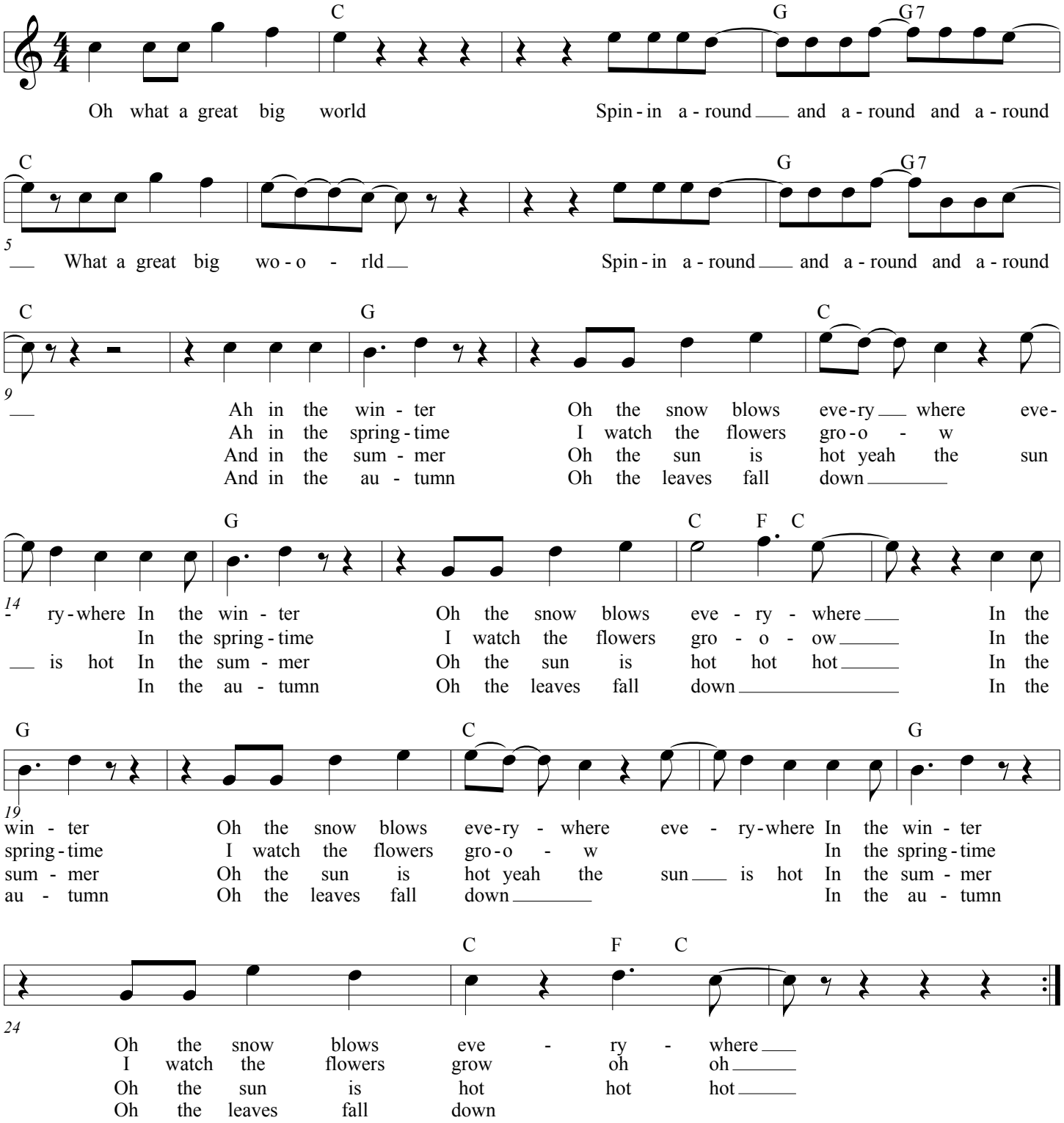
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Green and Spakkled Frogs

CD: Spring Category: Focusing

Materials - None / Rhythm instruments

Pretend everyone is a frog and part of a rock band…

Practice shouting "We are the green and spakkled frogs!" during the chorus.

During the song, add in "air" instrument (air guitar, air drums, air tuba, etc) solos or "American Idol" solos (hold your fist to your mouth like a microphone and sing, "Yeah, yeah, yeah").

You can continue the "air jams" by adding a few instrumental measures after singing "We are the green and spakkled frogs!" in measures 27-29.

If the students are playing along on real instruments, call out each instrument or student to take a solo during the song.

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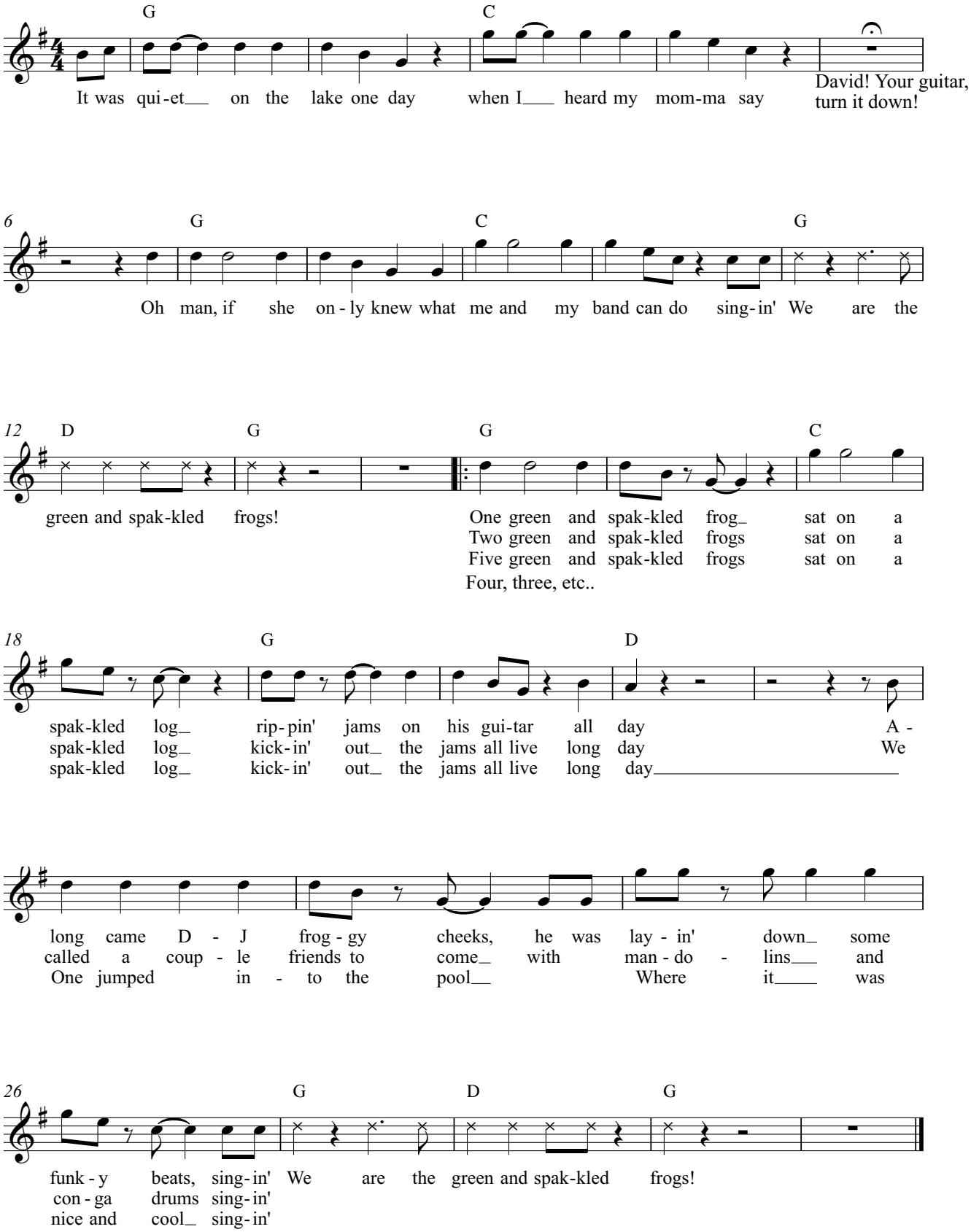
Green and Spakkled Frogs

Traditional
Arr. J. Shriber & P. Hanlin

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Hey Little Frosty

CD: Winter 1 Category: Movement

Materials - Scarves

This song is a great choice all winter long!

Demonstrate the actions in this song before you start.

- The snow is falling down (lower scarf)
- Grab your guitar (play scarf like a guitar)
- Plug in that microphone (hold scarf to mouth like a microphone)
- Shimmy to the left/right

Act out the rest of the words freely.

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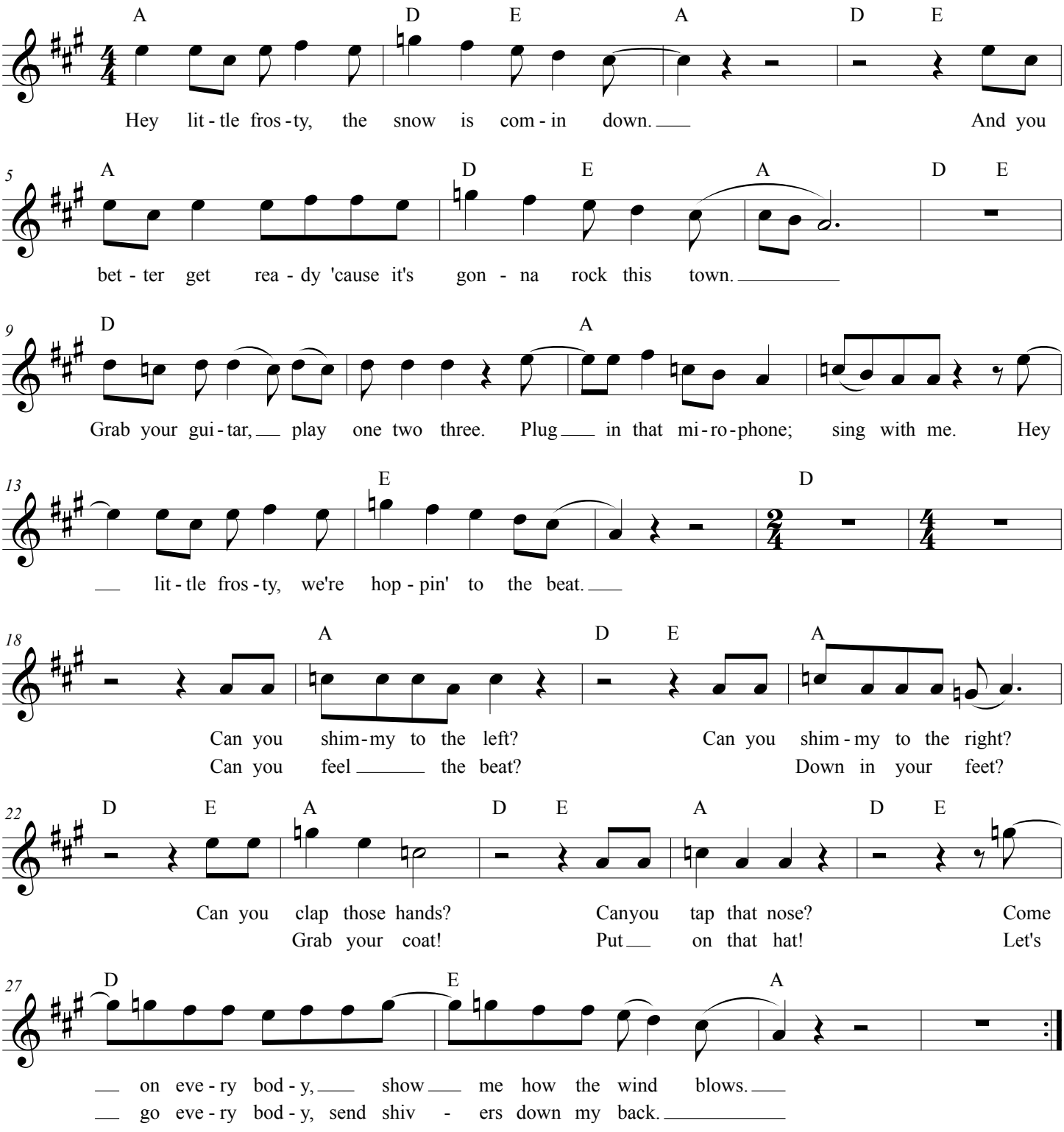
Hey Little Frosty

B. Rausch

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Hokey Pokey

CD: Autumn Category: Movement / Jam

Materials - None / Rhythm instruments

Take this traditional song and make it your own! Here are some suggestions on how to create a new kind of Pokey in your class.

Traditional

Put body parts in/out for each verse (left hand/right hand, feet, head, etc).

Rhythm/Rock Band Instruments

Put particular instruments in/out for each verse to feature each student or group of students.
(*"You put the* drums/shakers/sticks/claves/etc. *in…"*)

"Air" / Pretend Instruments

Pick specific students as the "drummers" and "guitarists" or have everyone pretend to play each "air" instrument at the same time. It helps to make exaggerated faces when "air playing."

Seasonal Pokey

Winter Pokey

- Put your left / right mitten in…
- Put your left / right boot in…
- Put your jacket in…
- Put your snow pants in…
- ETC

Summer Pokey

- Put your sunglasses in…
- Put your flip flops in…
- Put your swimsuit in…
- ETC

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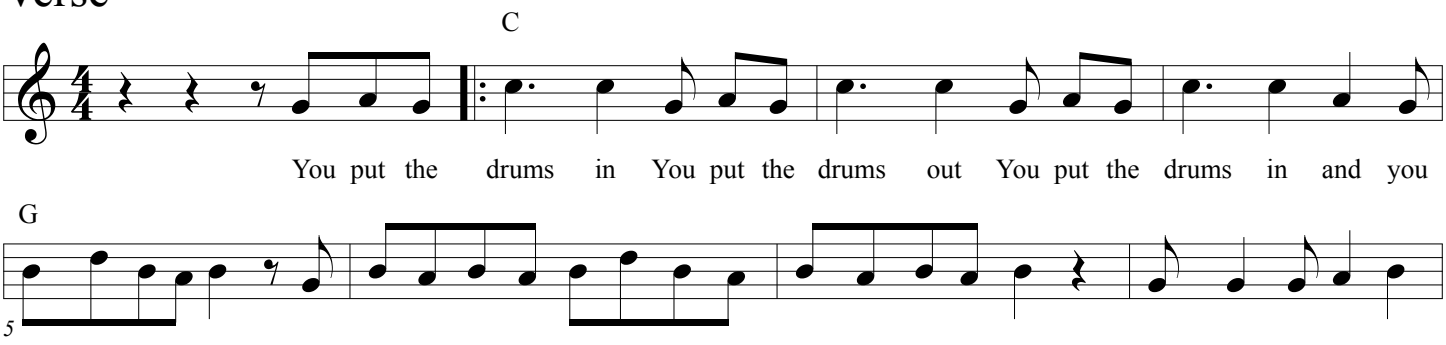
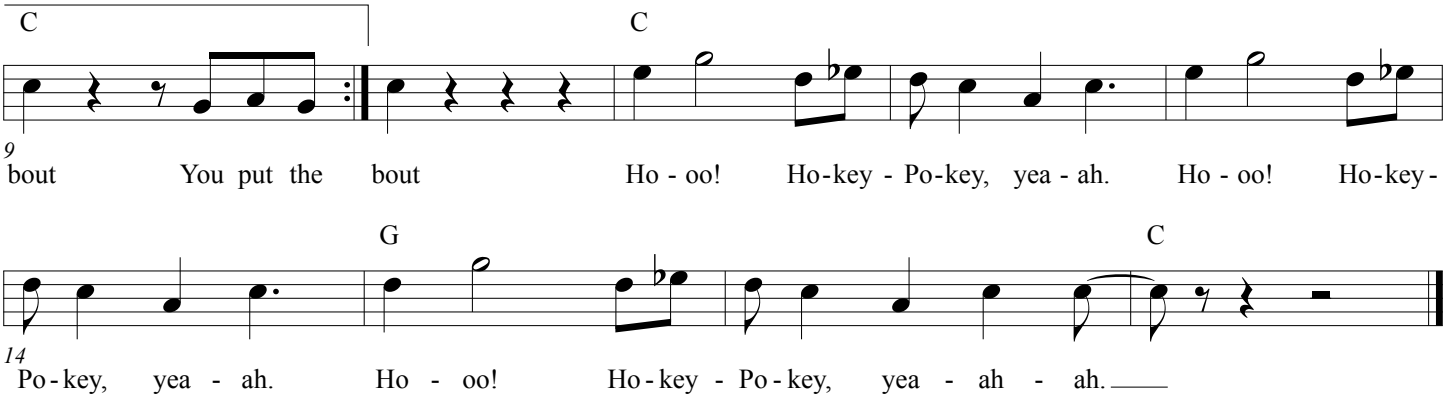
Hokey Pokey

Traditional
Arr. J. Shriber & P. Hanlin

Verse



Chorus



Verses 2 - 6
"You put the ____ in..." 2 - bass, *jam break*, 3 - guitar, *chorus*, 4 - horns, 5 - keys, *chorus*, 6 - band, *chorus*

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Iko Iko

CD: Winter 2 Category: Jam

Materials - Drums / Rhythm instruments

This song is a cajun classic! Make it interactive by adding solos in between the verses.

Here are some suggestions of how to initiate solos after each chorus:
"Just the boys!"
"Only girls!"
"*Piano* drum solo!"
"*Forte* drum solo!"
"Everybody go crazy!"

Demonstrate the clapping section using call and response:

Teacher: ♩ ♩ ♩ ♩ Students: ♩ ♩ ♩ ♩
1 2 3 4 1 2 3 4

Encourage students to shout "hey now!" after each time you sing "hey now!"

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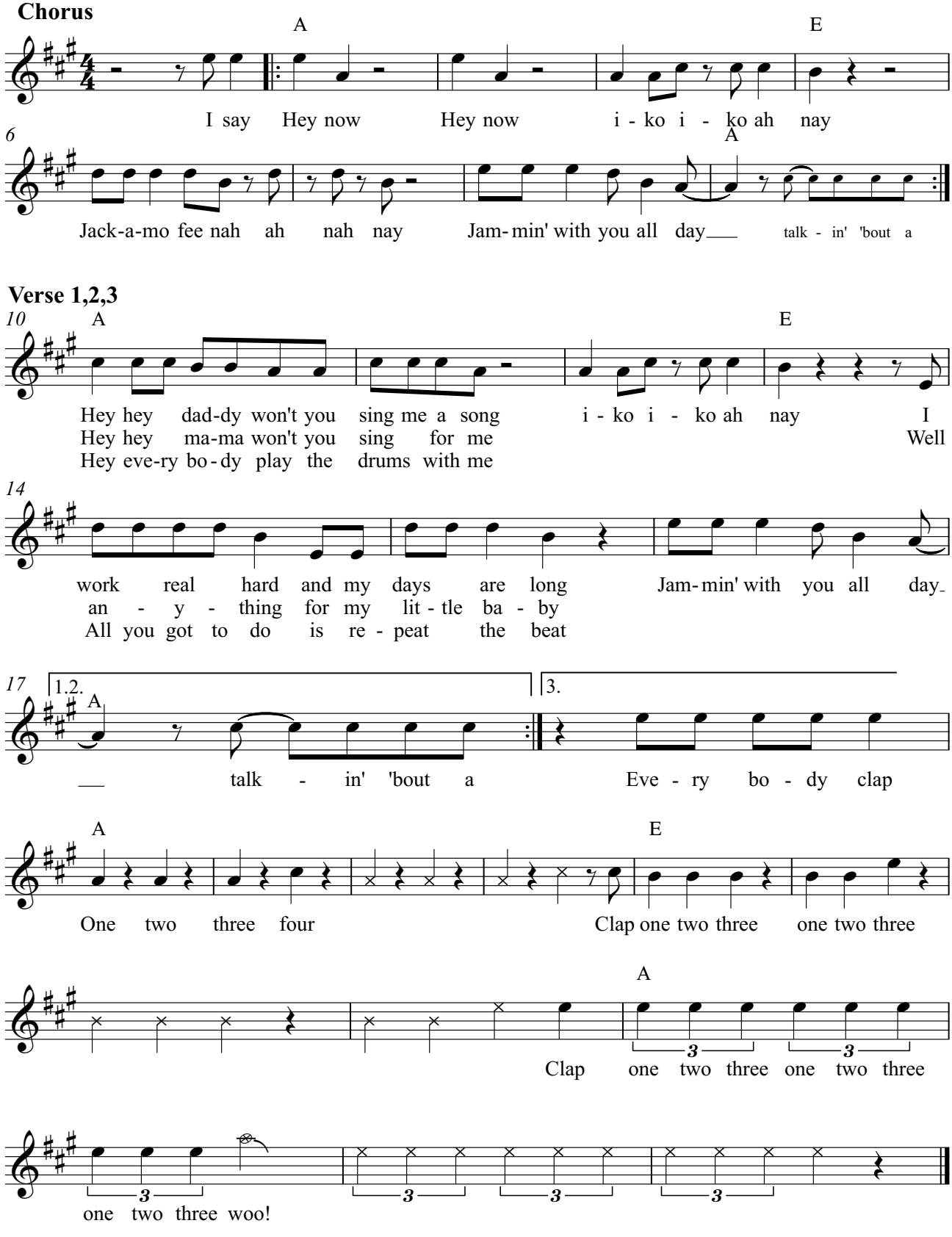
Iko Iko

James "Sugar Boy" Crawford
Arr. J. Shriber and P. Hanlin

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I Love Your Face!

CD: Winter 2 Category: Movement

Materials - None / Shakers

Demonstrate the actions and practice the call and response before you start.

Call and Response section:

Everybody say…

- Oooh! Oooh! ("raise the roof" with your hands)
- Oh yeah!
- 1 2 3 / A B C

Actions:

- Bounce (slow-motion bounce up and down with your arms out like airplane wings)
- Slide to the left / right
- I love your face (make a ridiculous / silly face)

Dance and sing along to this song using just your bodies or with shakers / scarves.

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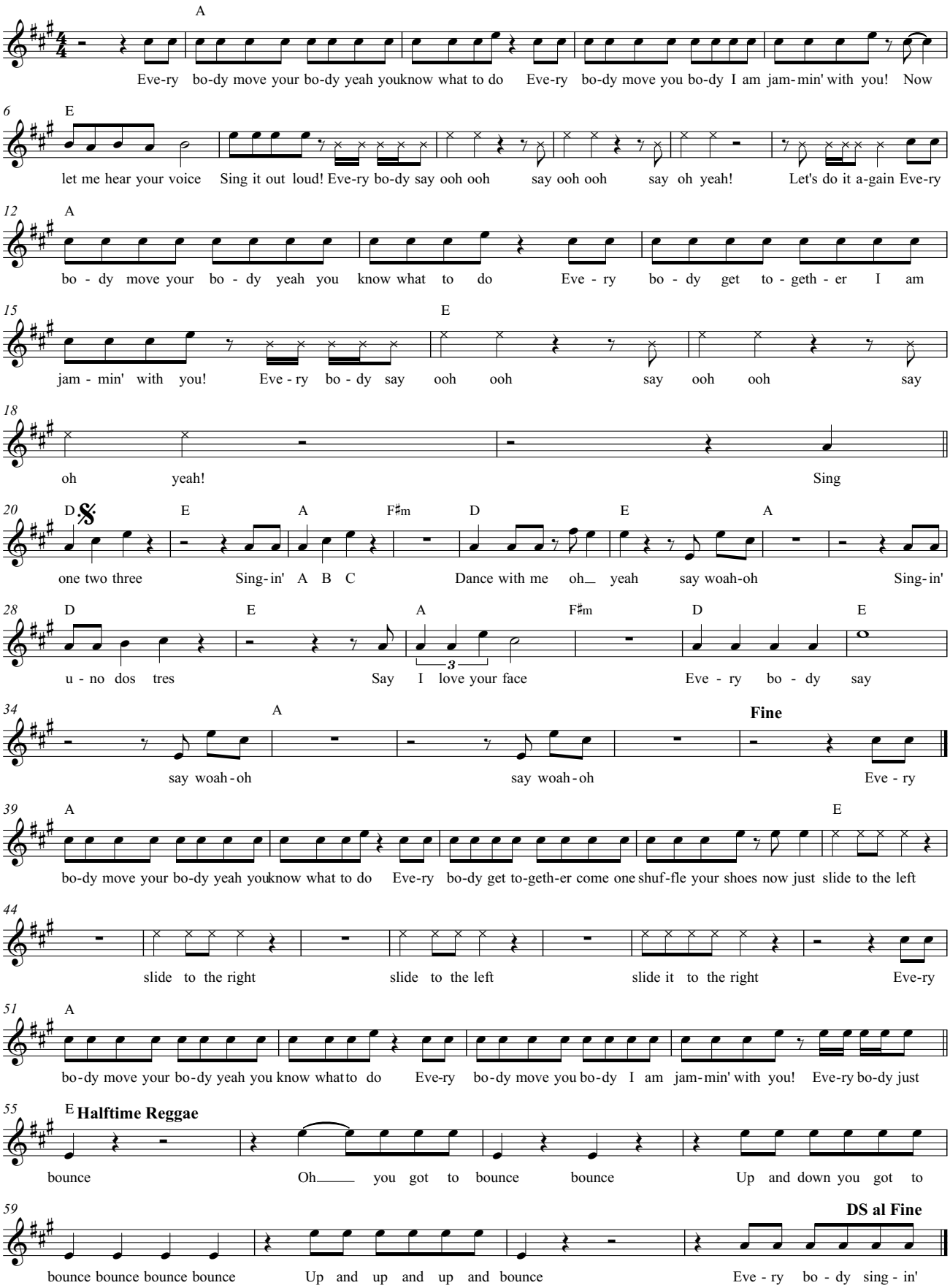
I Love Your Face!

J. Shriber

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I Luv U

CD: Winter 2 **Category:** Refocusing

Materials - None

This song works great at the end of class, just before the goodbye song, or any time you want to sit and sing to refocus.

Act out the words:

Cross my heart ... close my eyes ... cross my fingers ... make a wish ... blow it away ...

Ask students to think of or name someone they love. Sway with the music.

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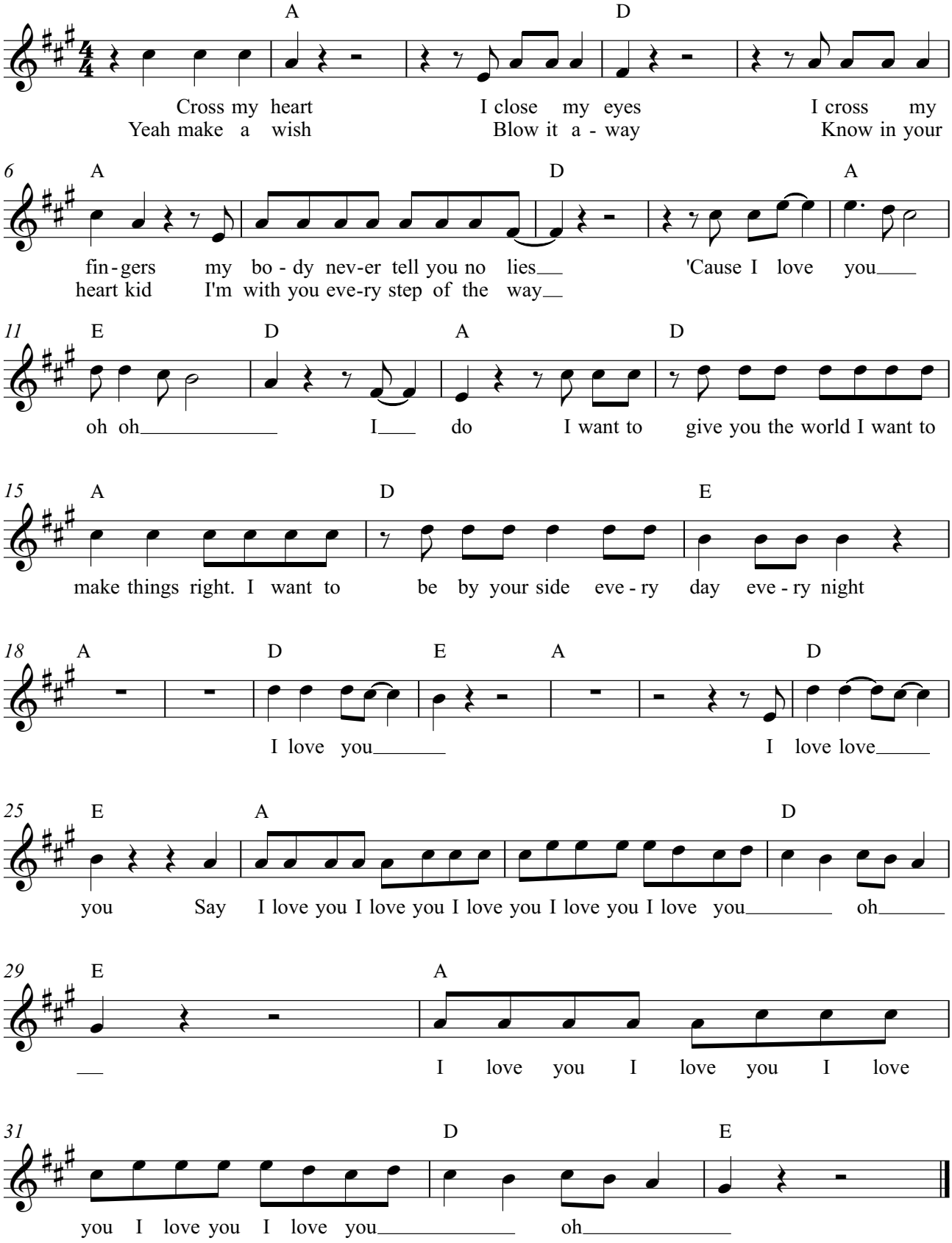
I Luv U

J. Shriber

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I'm A Ghost

CD: Autumn Category: Focusing / Movement

Materials - Scarves

Place a scarf over your heads to become a "ghost."

Act out the words to this song; "…quietly I *creep around*…I can *spin around and around*...I like to *jump up and down*…"

When you get to "…and then I make some noise…" pull off your scarf and shout, "Boo!" Replace your scarf just as quickly - to "turn back into a ghost" - and carry on with the song.

Adaptation:
You can increase the tempo at the third ending and have the students dance rapidly around the room.

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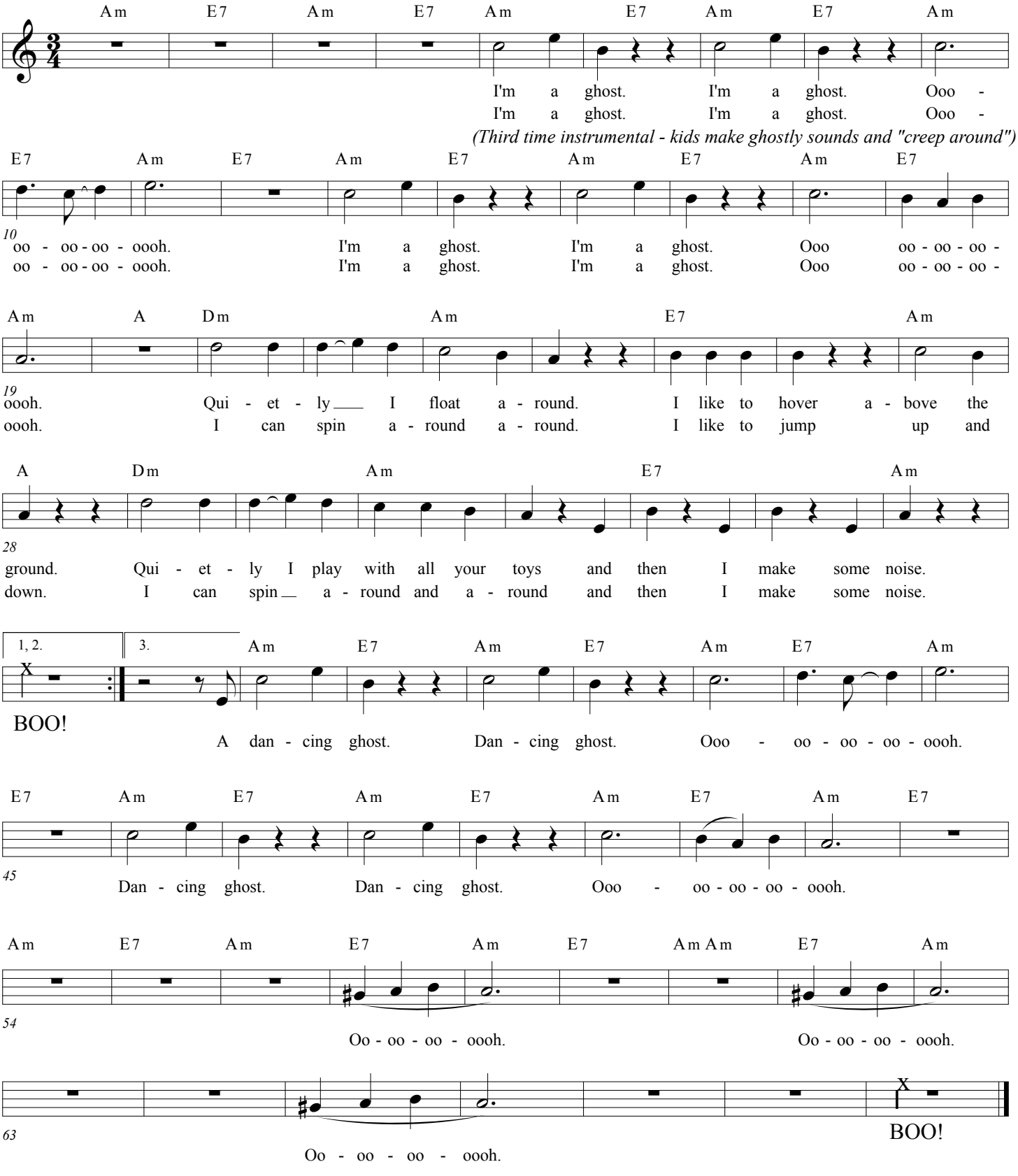
I'm A Ghost

J. Shriber

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I'm Just a Cowboy

CD: Spring **Category:** Focusing

Materials - None / Drums

Demonstrate the actions in the song before you start.

- Put your palms together and wiggle your arms like a rattle snake. Say, "Sssssss"
- Put your arms above your head and say, "Roar!" like a great big bear.
- Ride your horse (pretend to hold the reigns and bounce up and down in your seat)
- Put on your hat / take off your hat / say, "Yee haw!"
- Wave and say, "Howdy, mam" / "Howdy, sir"

If using drums:
- Ask the students to keep a beat.
- Wiggle your hands across the drum to make the "snake" sound.
- Put one hand on he drum like it is your horse.
- If using smaller drums, use them as your hat.

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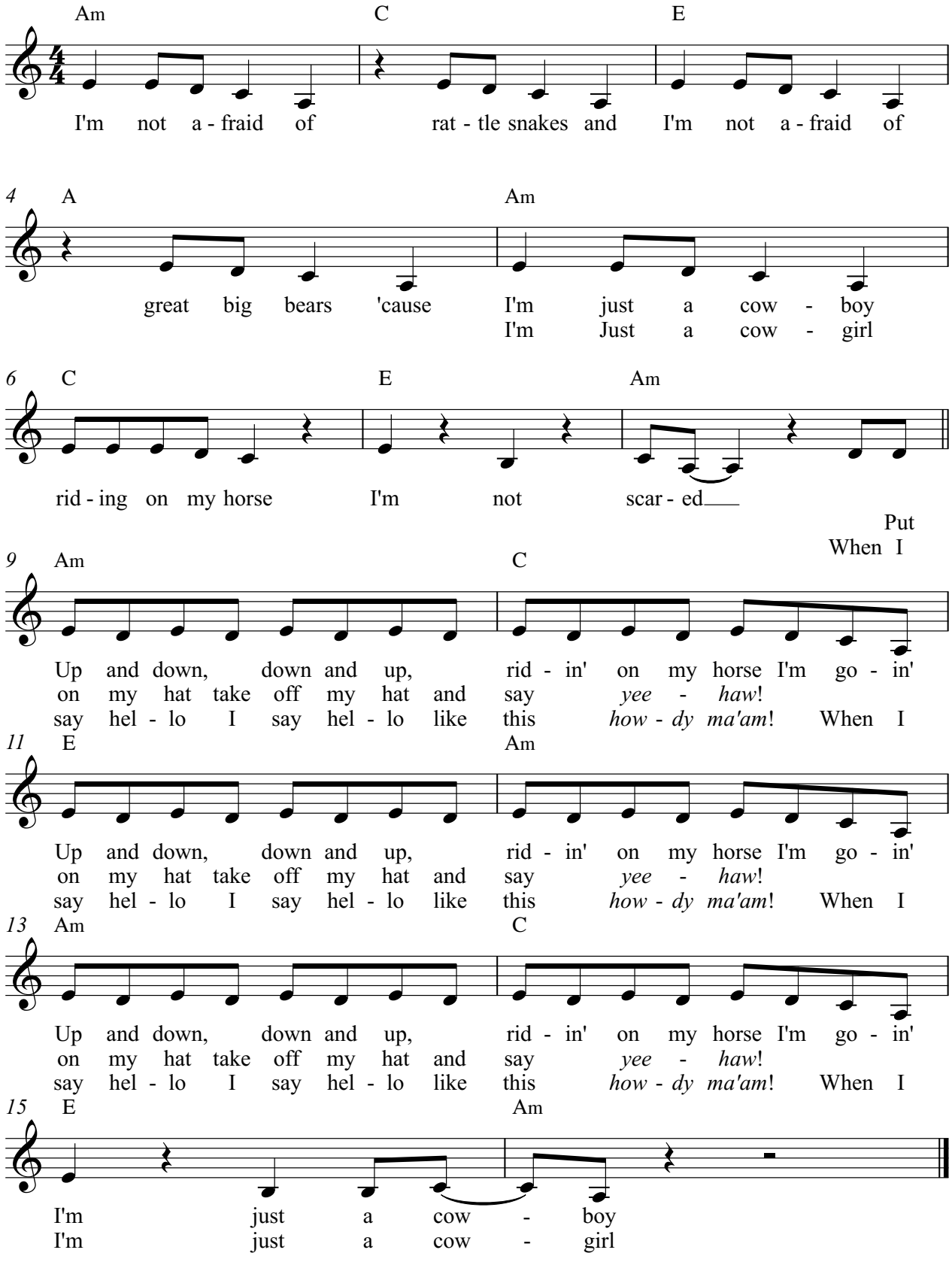
I'm Just A Cowboy

B. Rausch

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I've Been Workin' On The Railroad

CD: Spring Category: Movement

Materials - None / Shakers

March around the room like you are on a train. When you sing, "Can't you hear the captain shouting" encourage the students to yell "Dinah! Blow your horn!"

Here are some suggestions to liven up the march:
- Walk to a quarter note "marching" beat for "I've been working…"
- Walk to a half note "monster steps" beat for "Dinah won't you blow…"
- Walk to an eighth note "baby steps" beat for "Someone's in the kitchen with…"
- Dance around for "Dance dance…"

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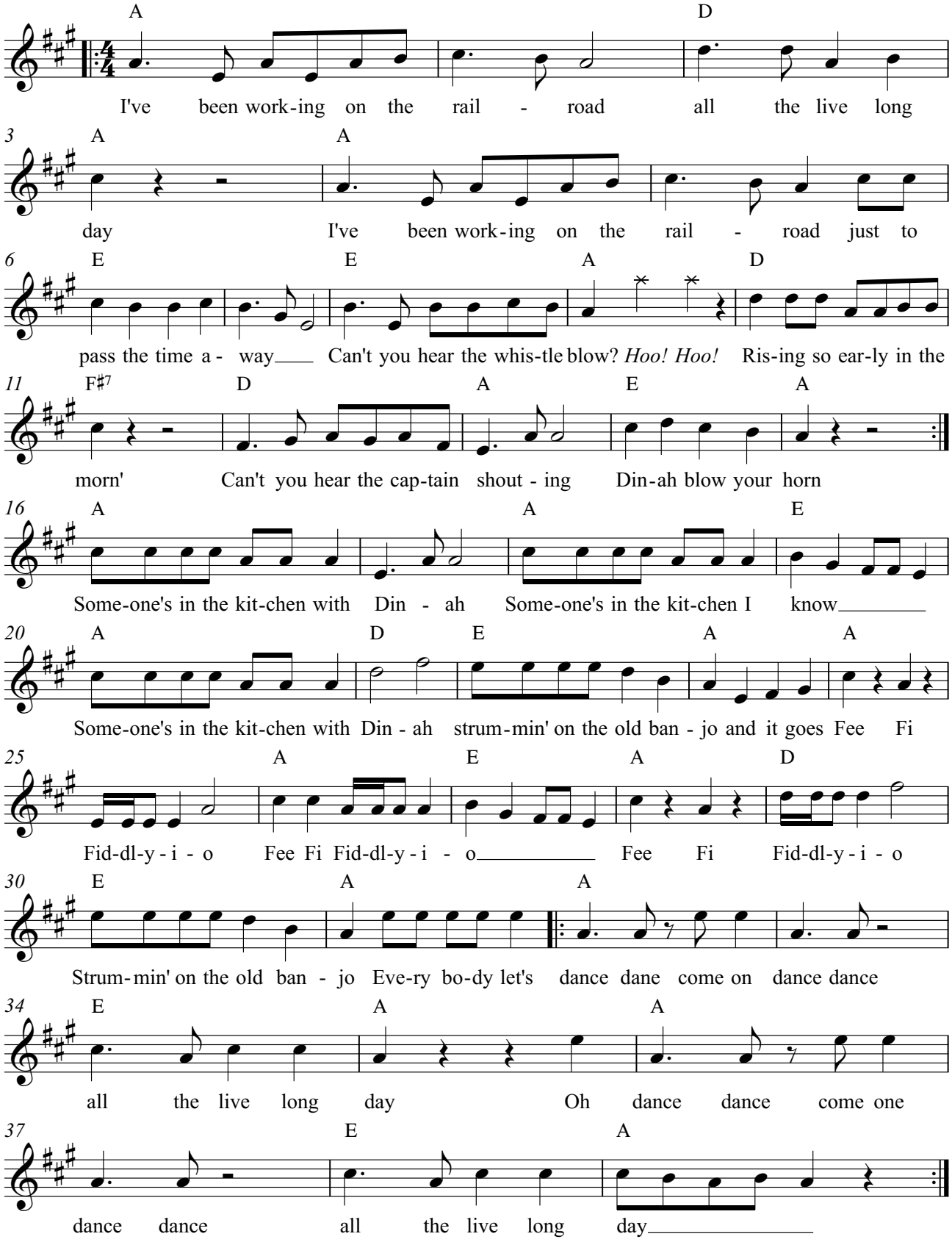
Workin' On The Railroad

Traditional
Arr. J. Shriber & P. Hanlin

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Jingle Bells

CD: Winter 1 Category: Movement / Jam

Materials - None / Shakers and bells

This is a great song to sing in preparation for or during the Christmas holiday!

Form a circle and march around, train style, while singing this song.

- March slowly during the choruses and faster (using "tiny fast steps") during the verses.
- For more variation, sing some parts loud (stomp) and some parts soft (tip toe).

This is a good song to pair with "Dreidel."

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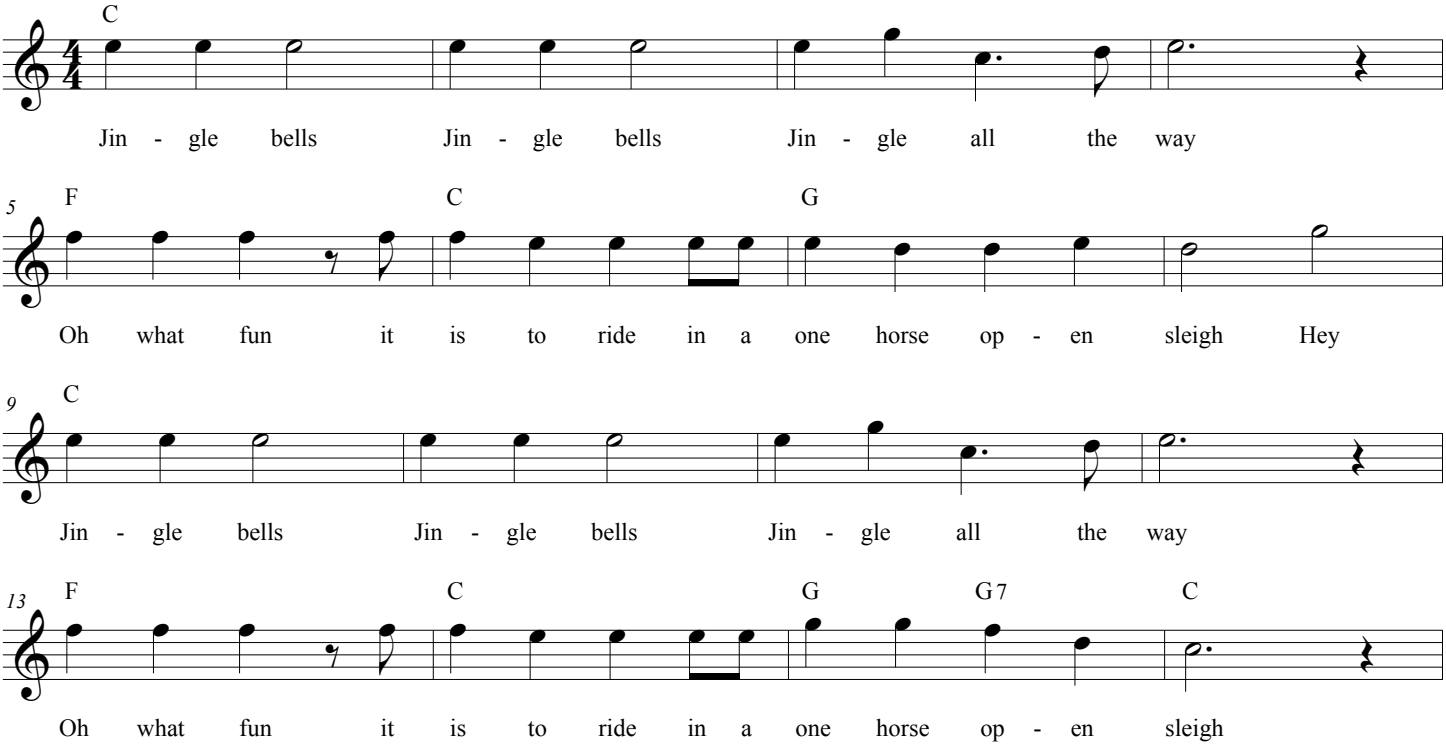
Jingle Bells

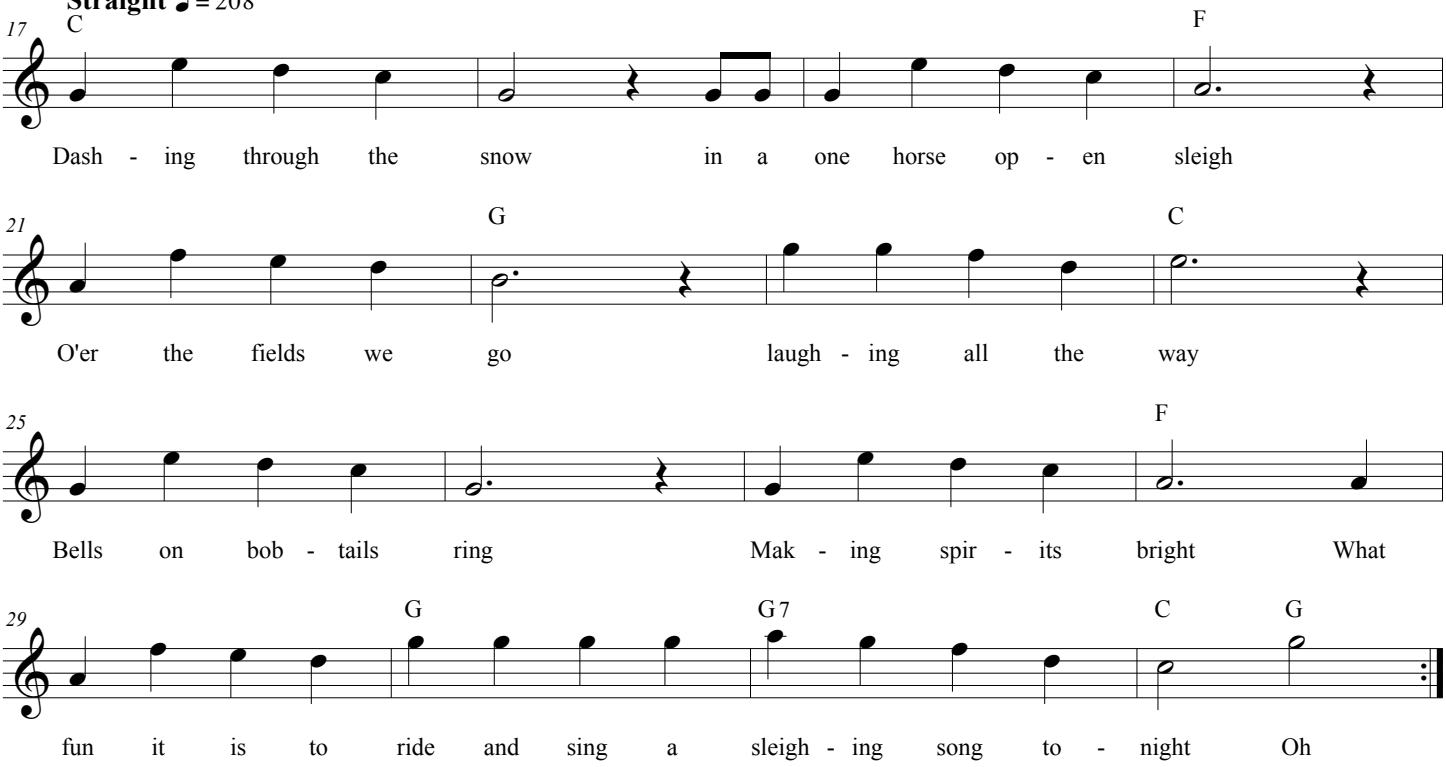
Traditional
Arr. by J. Shriber and P. Hanlin

Chorus (3rd time fast and straight like verse)

Reggae Style ♩ = 112



Verse

Straight ♩ = 208

Form: C / V / C / V / C / tag

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John Jacob

CD: Winter 1 Category: Jam

Materials - Drums / Rhythm instruments

Demonstrate singing “La la la la la la” loudly with the students. This part will remain forte as you sing each repetition of the song softer than the last.

If using bells or shakers:
Sing this song standing. When you sing and play “La la la la…” raise instruments over head and jump. Get lower and lower to the ground as you sing quieter and quieter while keeping “La la la la…” very loud.

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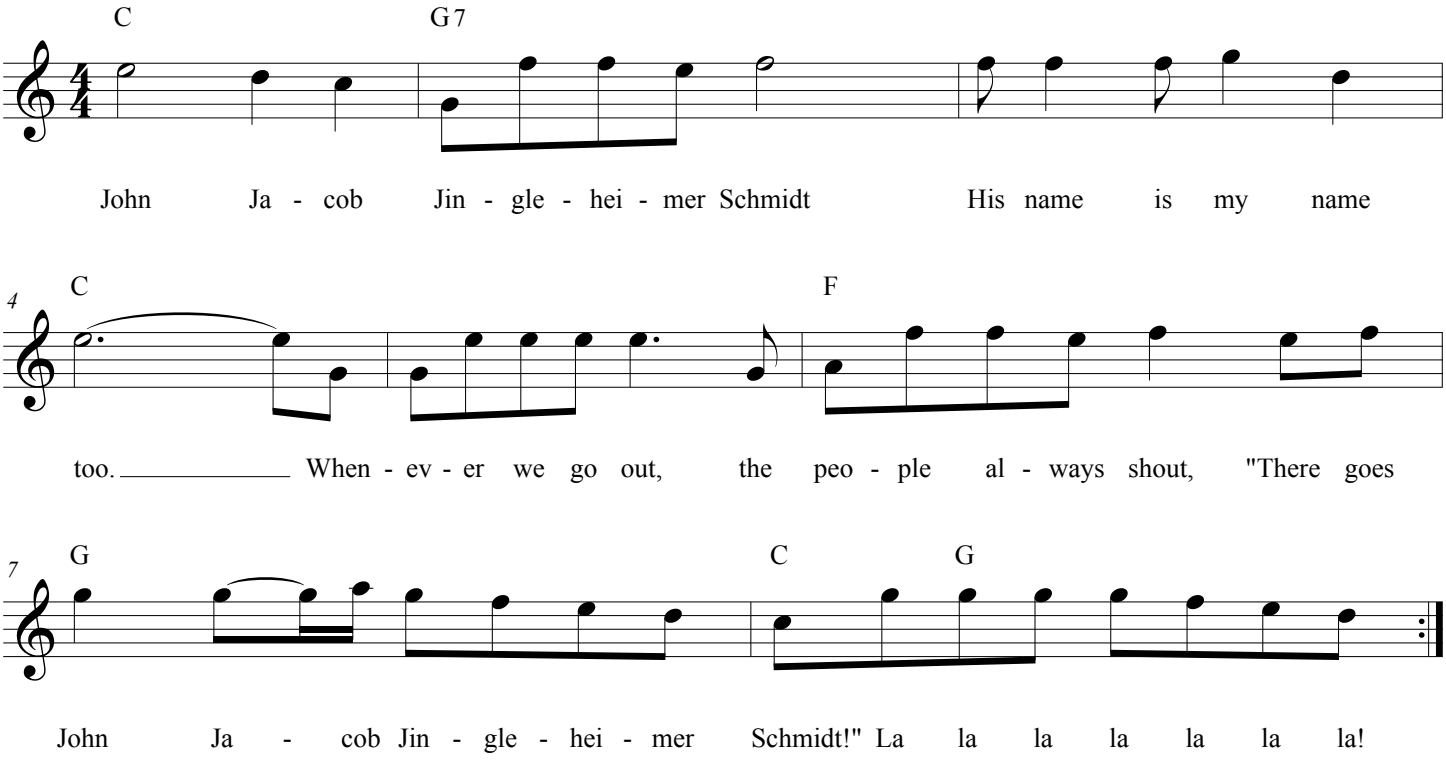
John Jacob

Traditional
Arr. by J. Shriber and P. Hanlin



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Jump Up

CD: Winter 2 Category: Movement

Materials - None

This song is a JWY! classic. It can be used all times of the year to get the dance party started!

Demonstrate the actions in this song before you start.

- Jump up / get down
- Jump up AND get down
- Spin around
- Dance party

During the "get low" verse, after you've gotten all the way on the ground, you can add a dramatic pause and talk about how it's "so nice down here, I could use a nap…" maybe yawn and pretend to nap for a minute. You can draw this part out until the students correct you and tell you that it's not nap time and you can act mistaken and say, "Oh yeah! It's…DANCE PARTY TIME!" and jump back into the song.

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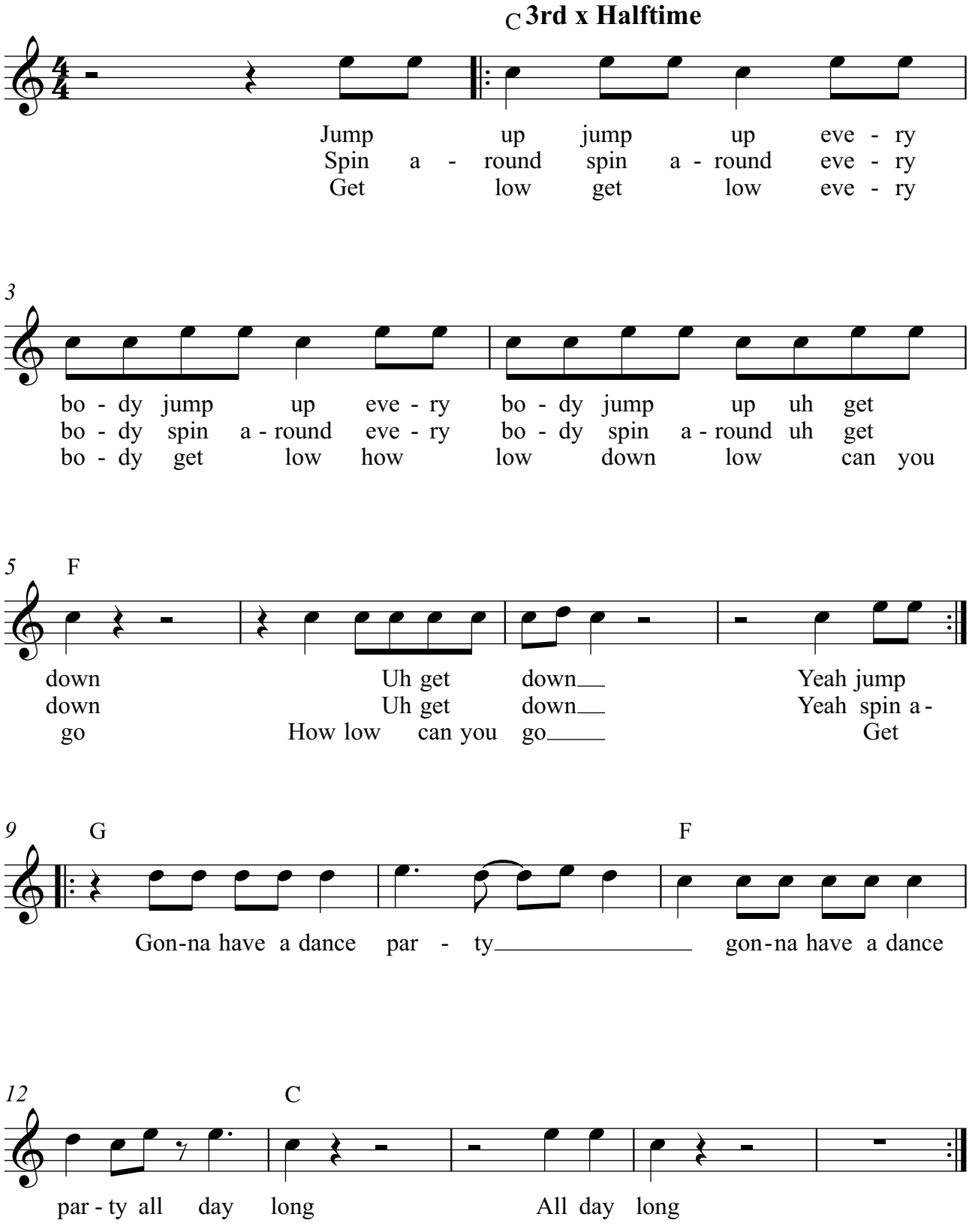
Jump Up!

J. Shriber



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Kukkabura

CD: Spring Category: Refocusing / Sing-A-Long

Materials - None / Shakers

This song works great at the end of class, just before the goodbye song.

Sit and sing/shake along to this song.

Teach the students to sing the “la la la” part with you. Review it before you start.

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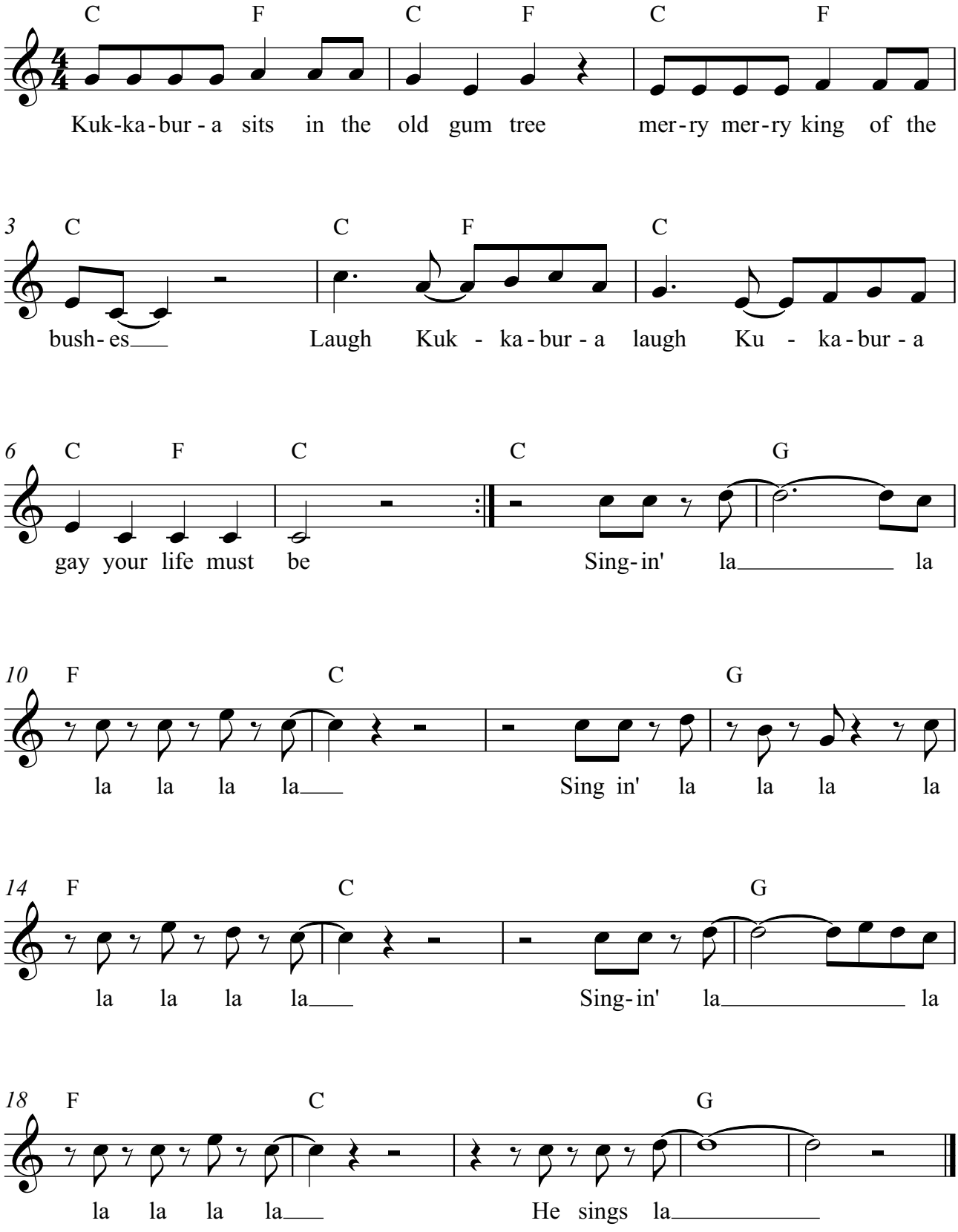
Kukkabura

Traditional
Arr. J. Shriber & P. Hanlin

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Let It Grow

CD: Spring Category: Refocusing

Materials - None

This song is great to sing in the spring!

Demonstrate the actions in this song before you start.

- Plant an apple seed
- Let it grow (spin your fists from low to high)
- Give it water (pretend to water the ground)
- Give it sun (raise your arms and connect them above your head to make the sun)
- Give it love (cross your arms over your heart or blow your seed a kiss)
- Stretch your branches (arms) up to the sky
- Sing the tree a lullaby (rock your arms like you're cradling an infant)
- Little child take my hand (hold hands or give high fives)
- For the section that starts at measure 19, sway side to side in your seat

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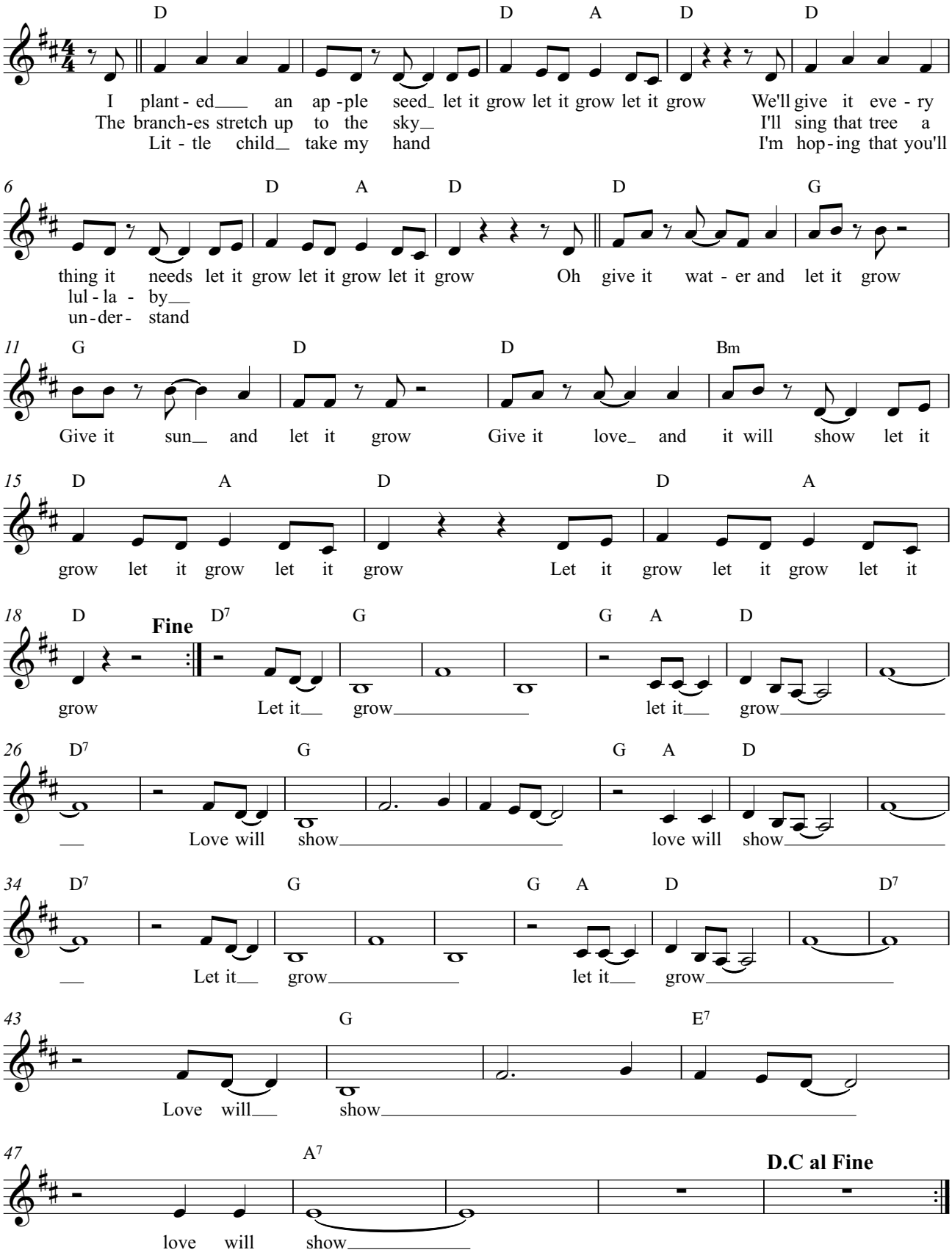
Let It Grow

B. Rausch

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L.O.V.E.

CD: Winter 2 **Category:** Refocusing / Sing-A-Long

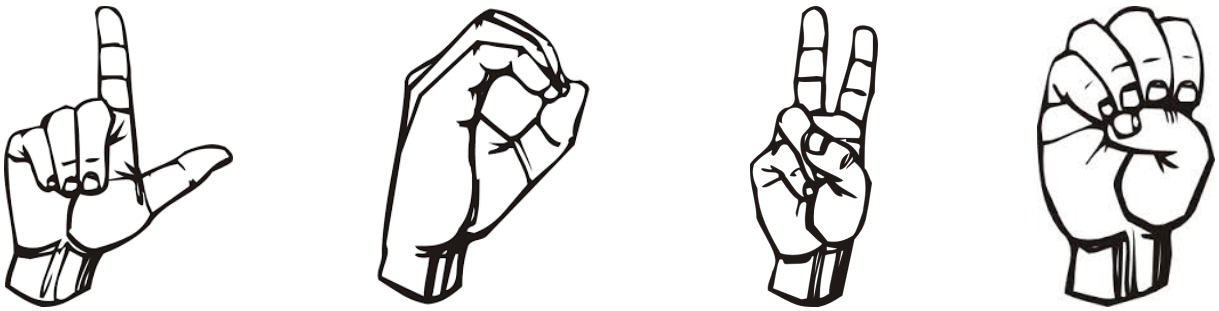
Materials - None

Use American Sign Language, or your body, to spell out the letters L.O.V.E.

Encourage the students to do so each time you sing the letters, during the song.

Sit and sing this song.

L O V E



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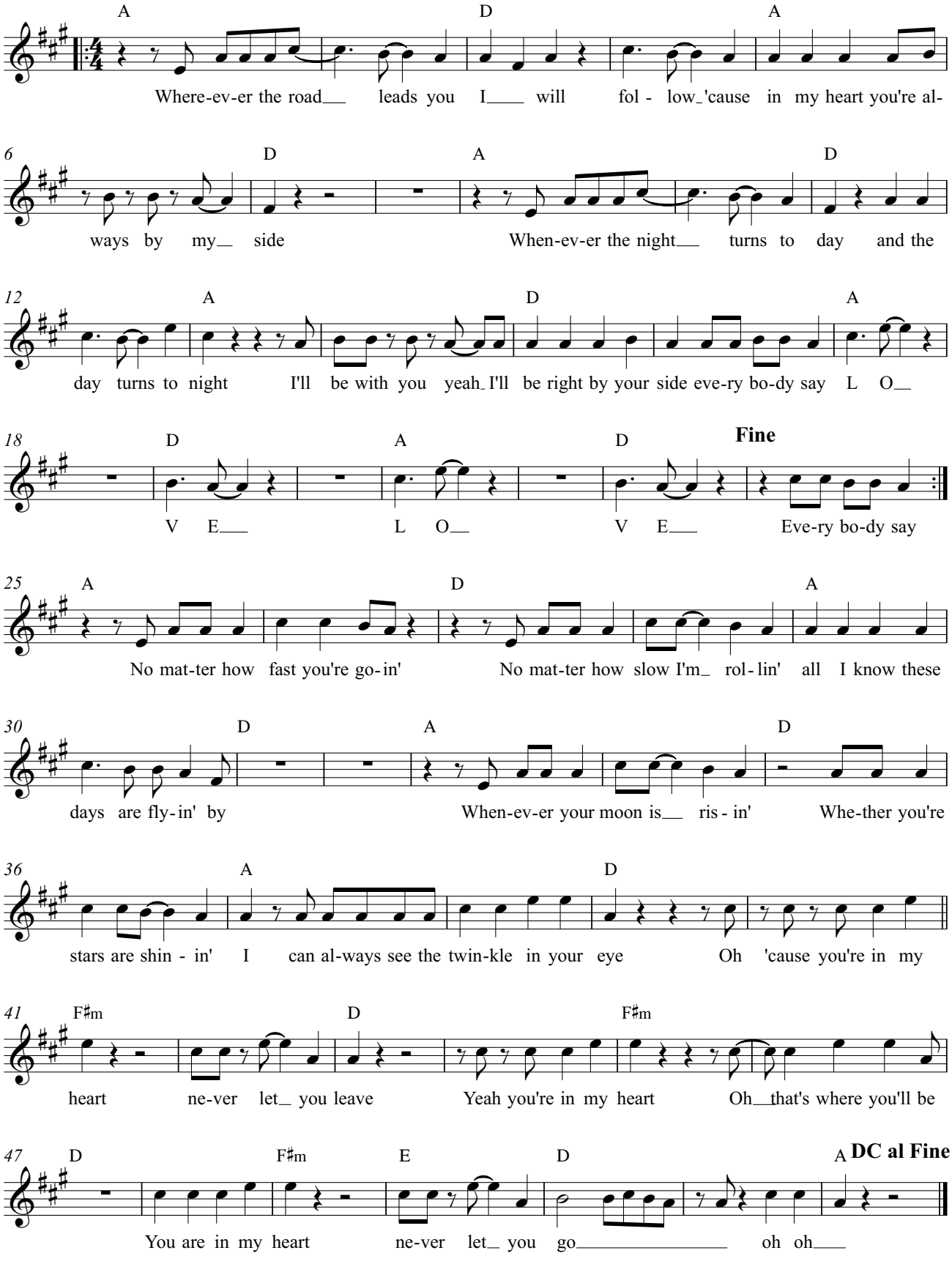
Love

J. Shriber

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Lukie's Boat

CD: Winter 1 Category: Movement

Materials - Scarves / Sticks / None

Gather up ye mateys and sing a sailin' song!

Form a circle and march, train style, to this song.

- Ask everyone to "get in the boat!" and put your "sails up" (scarves)
- Paint it (the boat) green!…no, blue!…no, red!…no, (pick a student and use the color that he or she is wearing; "Ok, Josh, we'll paint it yellow!")
- Rehearse the voice echo parts; "Ah-ha!" and "Ahar, me boy, a riddle-ay-eh" using different dynamics or accents to liven up the repetition.
- Ask the students to "hoist your sail" (throw scarf into the air) each time they sing "Ah-ha!"

March and sing this song.

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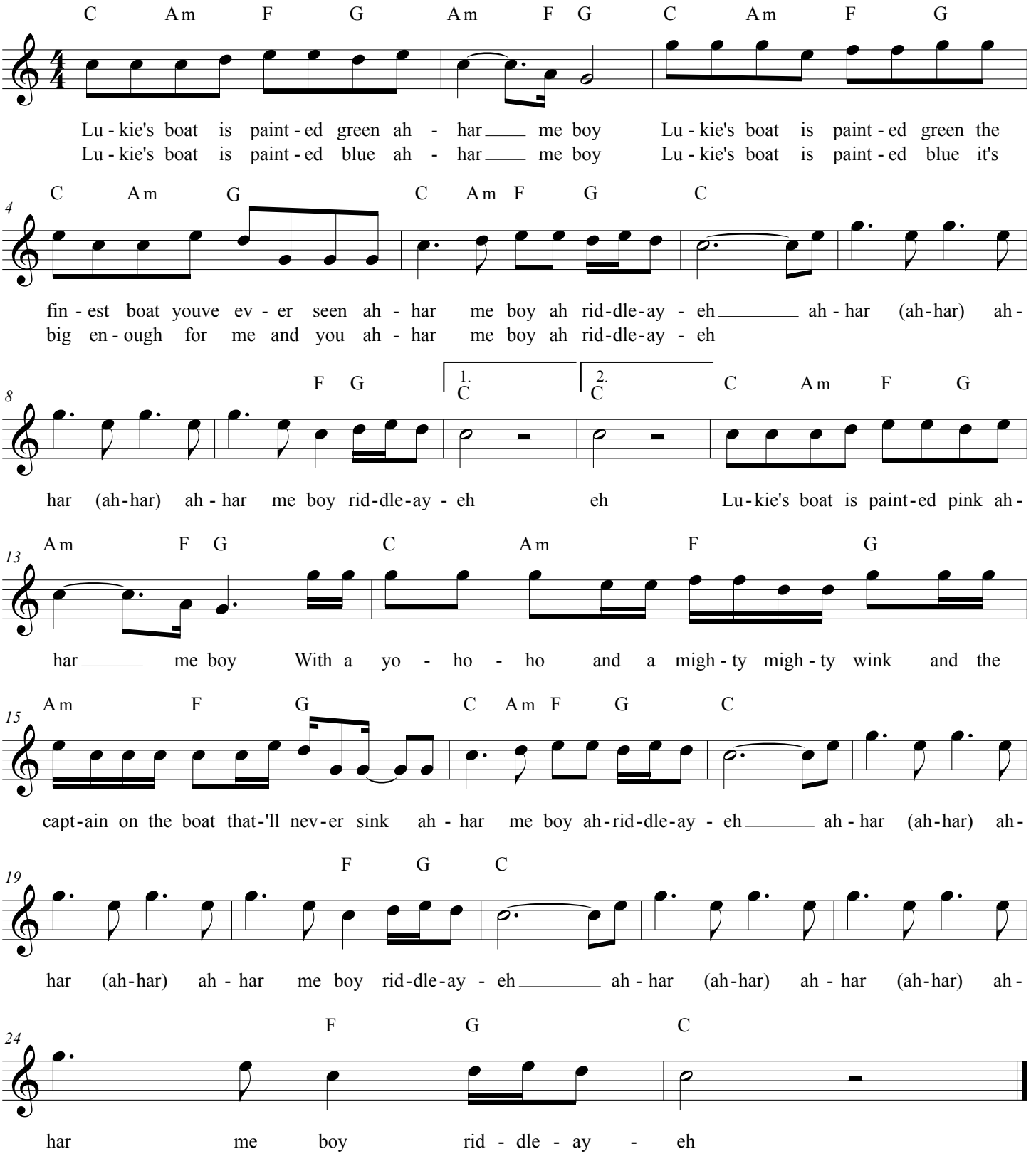
Lukie's Boat

Traditional
Arr. J. Shriber and P. Hanlin

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Mamaweya

CD: Winter 1 Category: Refocusing / Sing-A-Long

Materials - None / Scarves

This is a great refocusing song. Sing it just before the goodbye song or any time, as a way to help calm students' bodies and minds.

Sit and sing this song. If using scarves, move them freely to the music.

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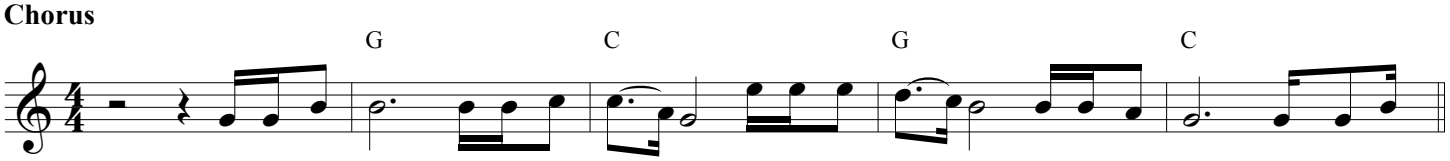
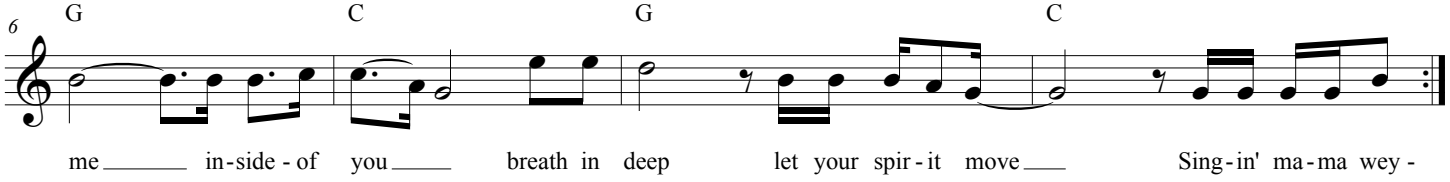
Mamaweya

J. Shriber

Chorus

Verse 1

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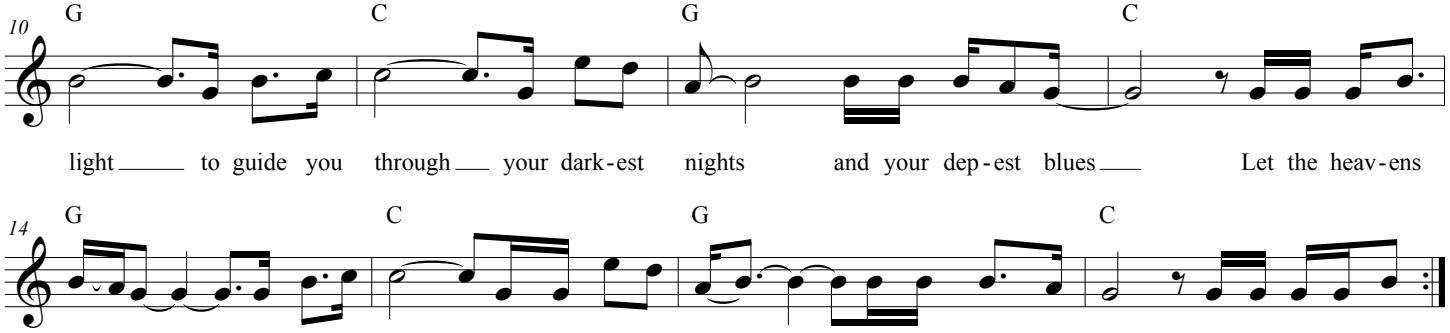
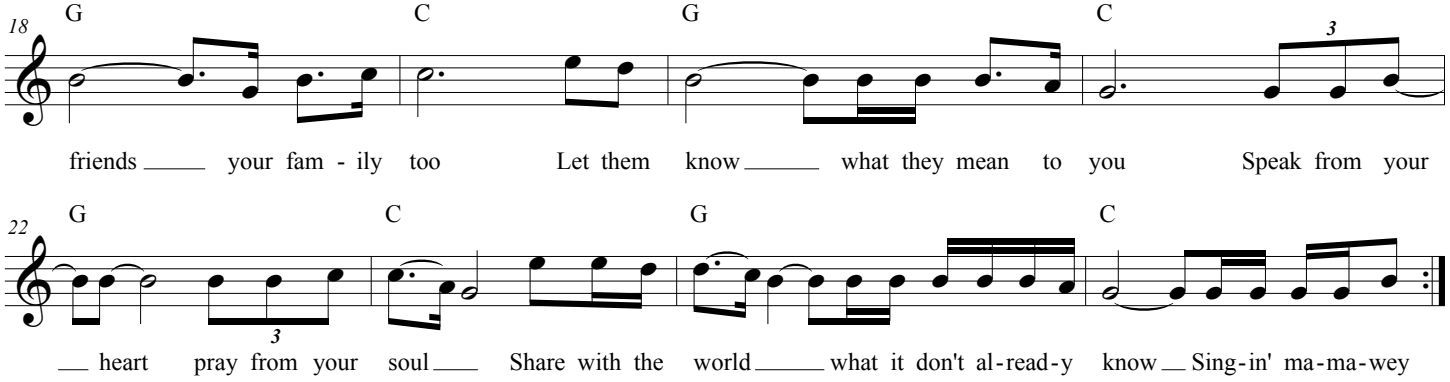


Verse 3



Form: C / V / C / V / C / V / C / C / C

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Move Around

CD: Winter 1 Category: Movement

Materials - None / Shakers / Scarves

This song is a dance-a-long classic!

Here are some suggestions for how to incorporate shakers or scarves:

Scarves
At the breath mark (comma):

- Hold your scarf up high
- Take a deep breath
- Make an exaggerated sigh with your voice from high to low like a horse's "neigh" while wiggling your scarf back down to the ground.

Shakers
At the breath mark (comma)

- Stop and take a deep breath
- Hold the silence for a moment
- Make an exaggerated sigh with your voice from high to low like a horse's "neigh" while shaking your shakers from high to low.

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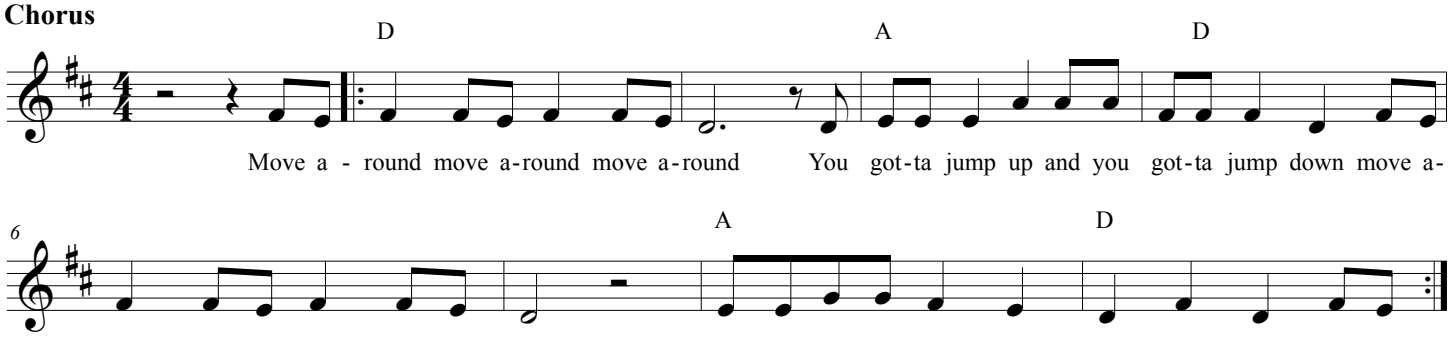
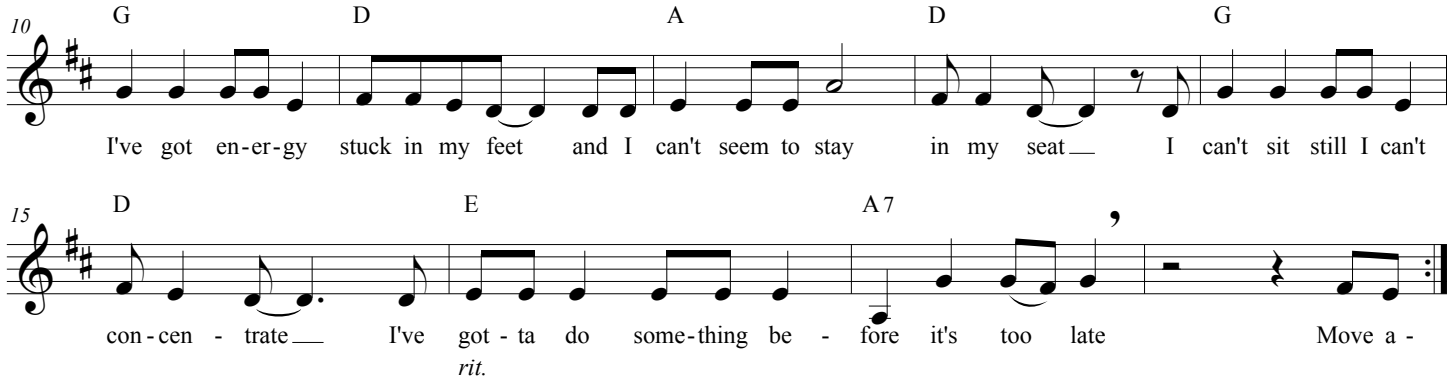
Move Around

B. Rausch

Chorus



Verse 1

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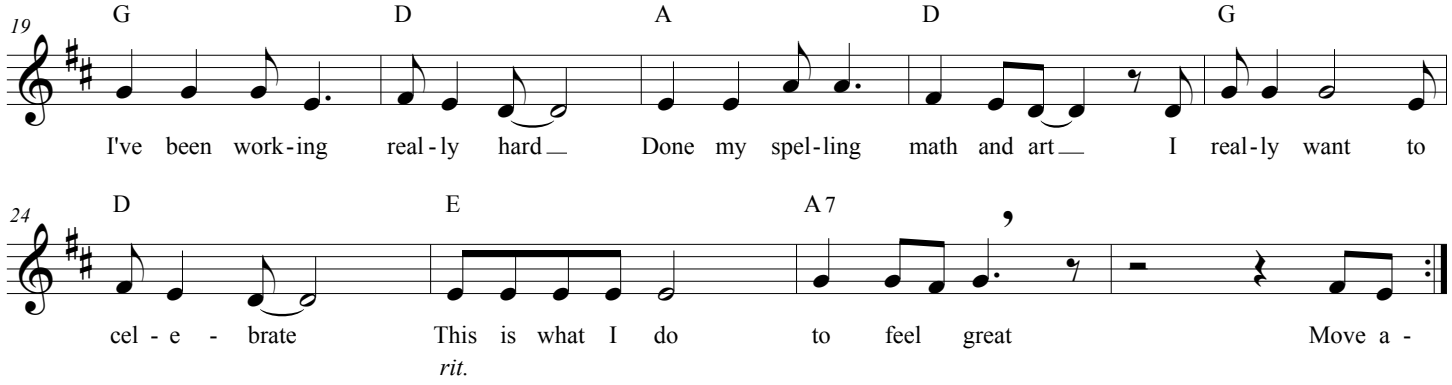
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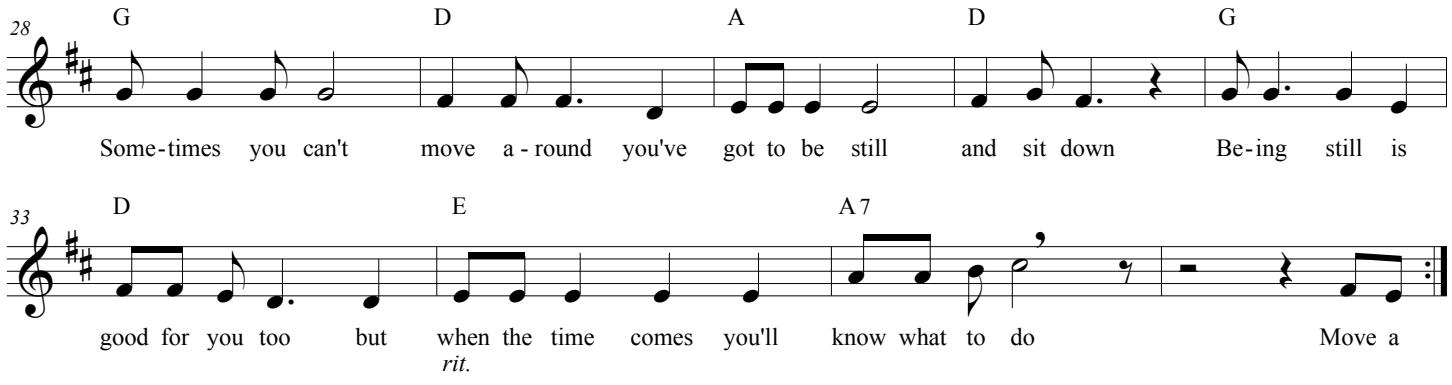
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Music In Me

CD: Winter 2 Category: Movement

Materials - None / Shakers or Jingle Bells

This song should be played upbeat and energetically.

Act it out by "dancing" with each body part as it's called out in the song. For example, wiggle your hips side to side if you've got the "music in my hips" or bob your head if you've got the "music in my head."

Add movements/verses to elongate the experience. Here are some examples:
I've got the music in my…

hands (clap)
shoulders (shrug)
knees (bend)
nose (wiggle)
hair (shake head around side to side)
toes (tap)
tongue (cluck)
eyes (wink or blink)
lips (motor boat sound)
tippy toes (tip toe)
spinnin'
jumpin'
skippin'

Adaptation (best for students ages 3.5 and up)
Ask individual students to get up in front of the group and lead a dance by telling and showing the group where the music is and then leading the dance for that verse.

If using shakers/jingle bells:
Sing "I hear the music in your _____" and have students move the shakers/bells to that area of their bodies (hands, feet, head, etc.)

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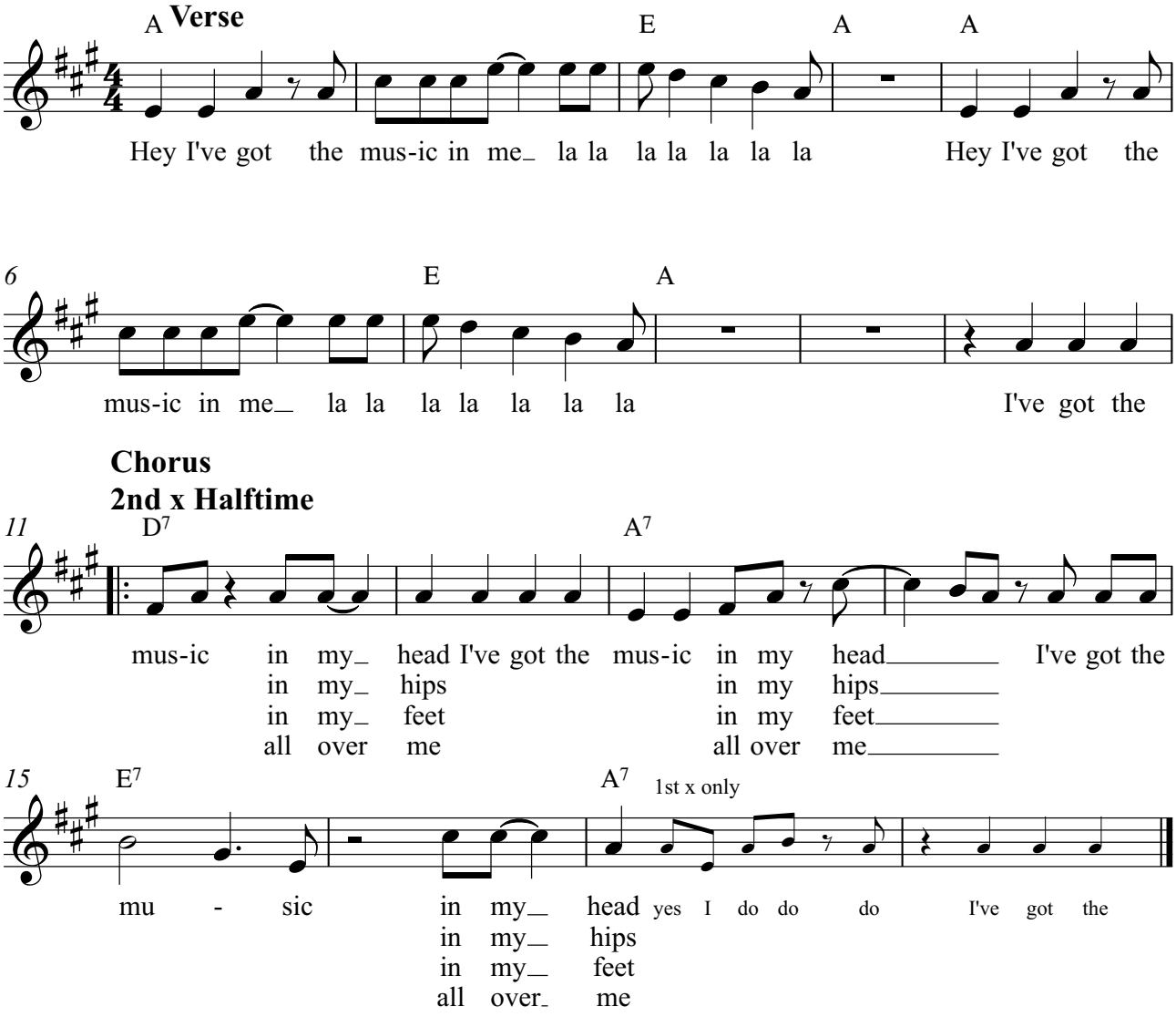
Music In Me

J. Shriber

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My Bonnie

CD: Spring Category: Refocusing

Materials - None

This song works great to add a bit of action to your refocusing time at the end of class.

Demonstrate the actions in this song before you start. Sing this song from a sitting position.

- Every time you sing “bring back” in measures 8 - 15, lean all the way back (feet in the air, back flat on the ground) and swing forward into a sitting position.
- Rock side to side during measures 1 - 7.

Adaptation:
Sing measures 1 - 7 increasingly softer each time and measures 8 - 15 always loud.

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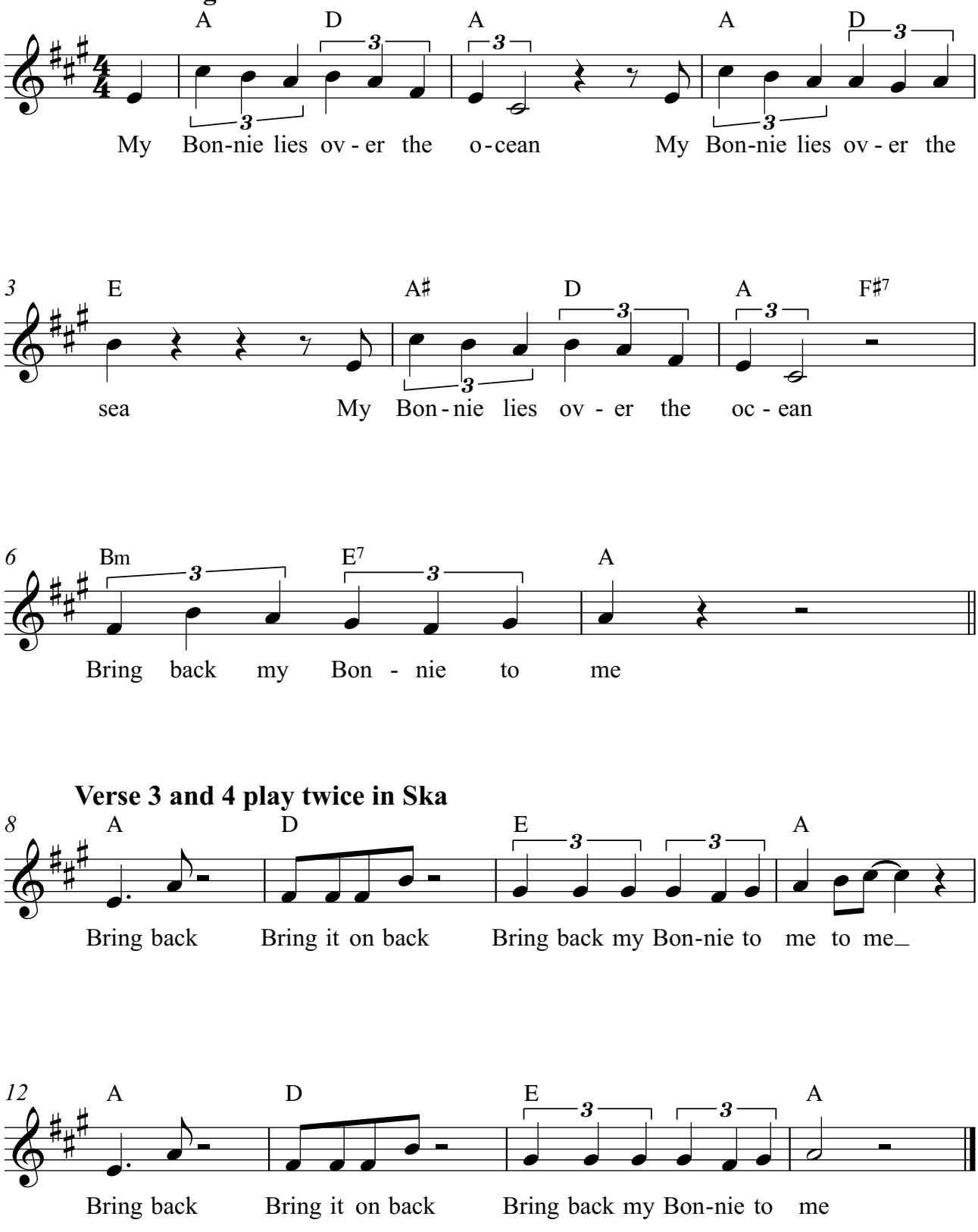
My Bonnie

Traditional
Arr. J. Shriber & P. Hanlin



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No One Like You

CD: Autumn Category: Refocusing / Sing-A-Long

Materials - None

This song is great for infants and toddlers, just learning to identify body parts. You can also use it as an interactive refocusing song for older students.

Sit and sing this song, call-and-response style.

Ask younger students to identify body parts by pointing to them, as they are sung. This will help develop language and listening skills.

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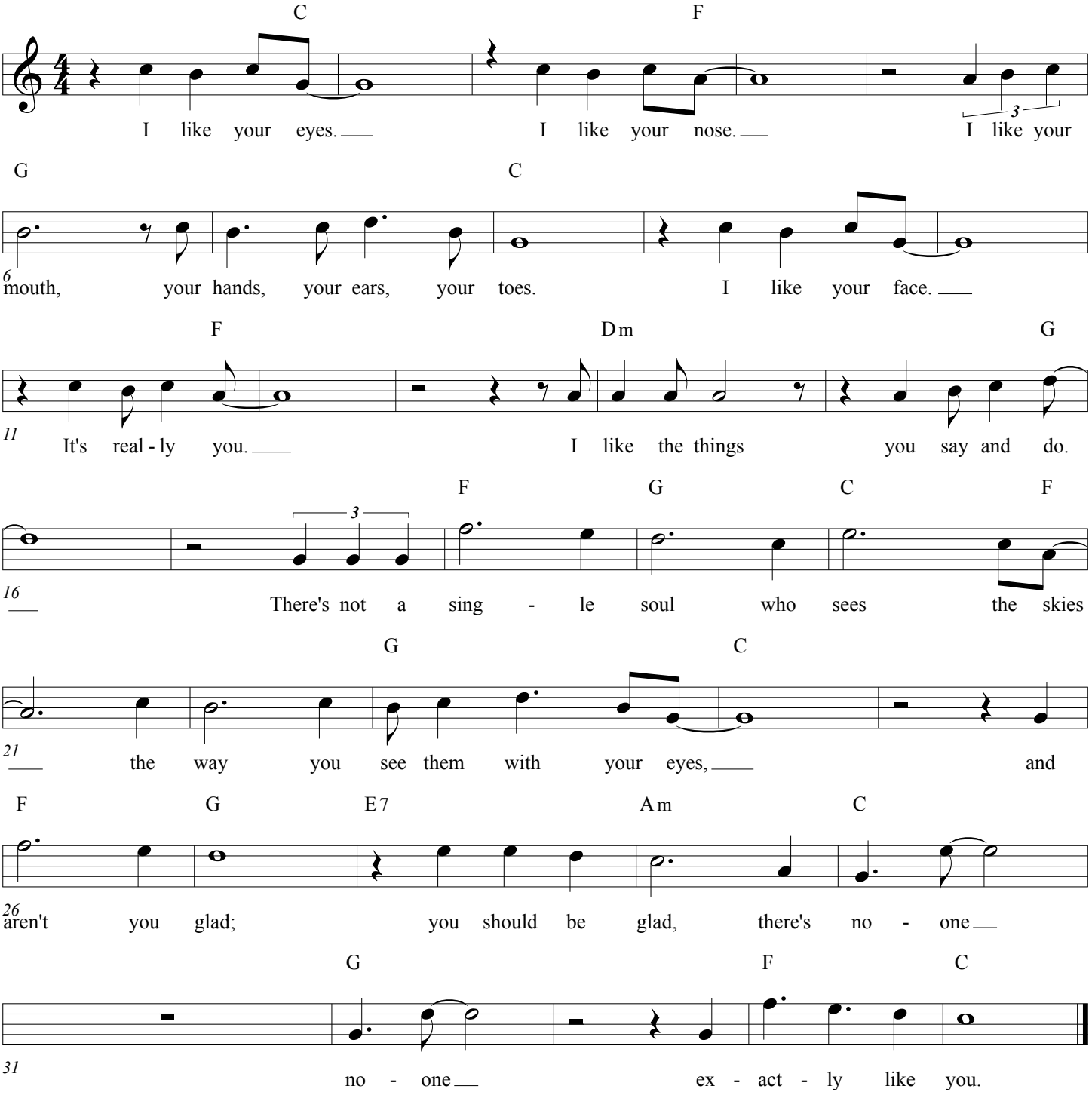
No One Like You

John Denver
Arr. J. Shriber & P. Hanlin

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Pirate's Life

CD: Autumn Category: Movement

Materials - Scarves

Gather up ye mateys and sing a pirate song!

Tie a scarf around each student's head to make a "pirate bandana." Ask them to say pirate phrases once they've got their bandana on such as, "Yaaaaar" or "Shiver me timbers" and practice "walking the plank."

Act out the song:

- Make a fist with one hand and swing that arm side to side while saying, "Yo ho ho!"
- Use scarves as different props in the song (hat, beard, treasure map, etc)
- Pretend to "walk the plank" and then turn into a shark with a big bite
- Stick a leg out as your "peg leg"
- See if you can find the letter "x" in the room somewhere (this works well in rooms with an Exit sign)
- Put your treasure in your satchel (scarf)

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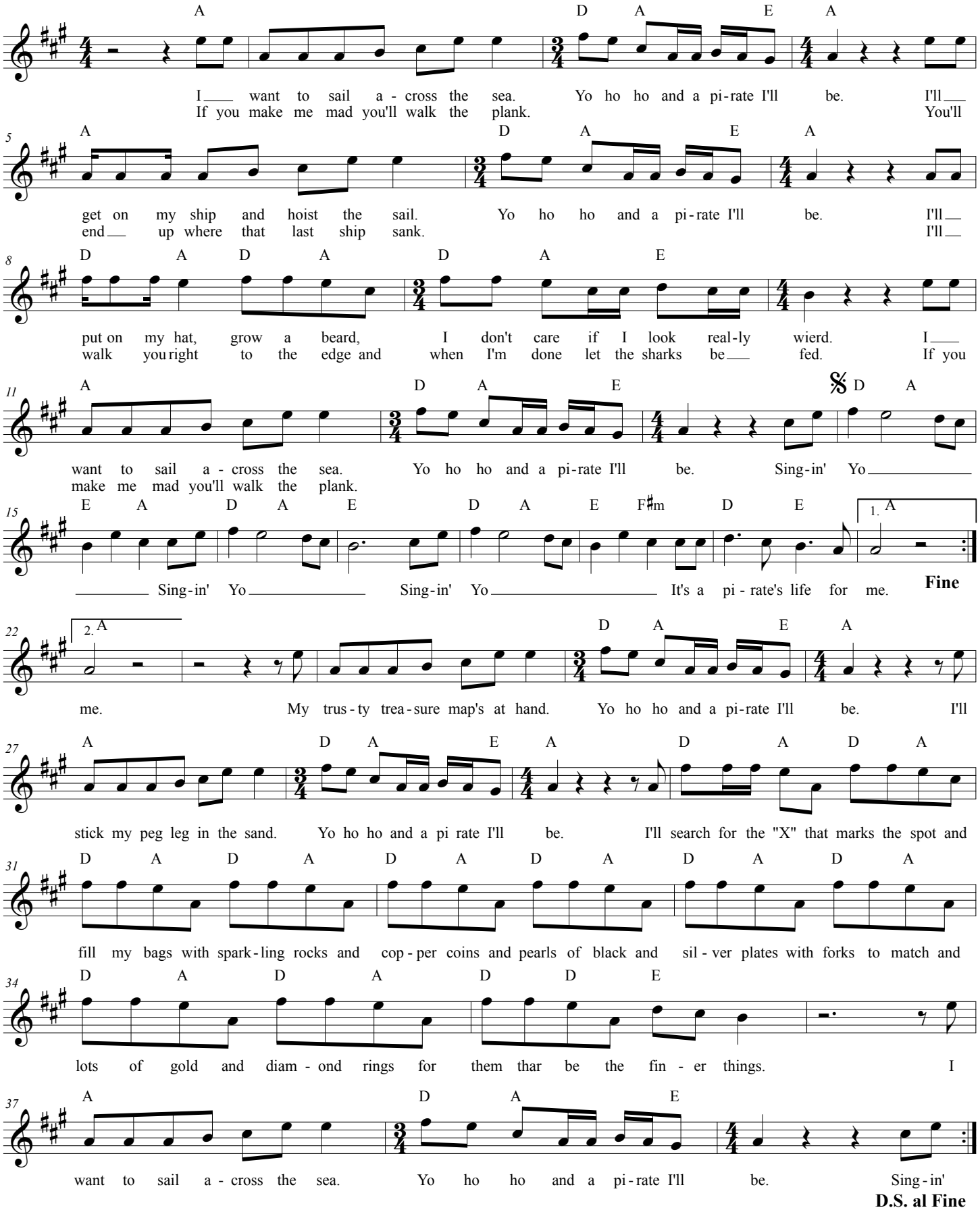
Pirates Life

B. Rausch

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Red Red Robin

CD: Spring Category: Refocusing / Sing-A-Long

Materials - None / Shakers

Rehearse the first line with the group using different dynamics to liven up the repetition. This line should be sung by everyone, each time it comes up in the song.

Adaptation:

- Pretend to fall asleep before each "Wake up!" section and become exaggeratedly-startled each time the students sing "Wake up!" to you.
- Repeat the last line several times, each time softer than the last until you are just mouthing the words.

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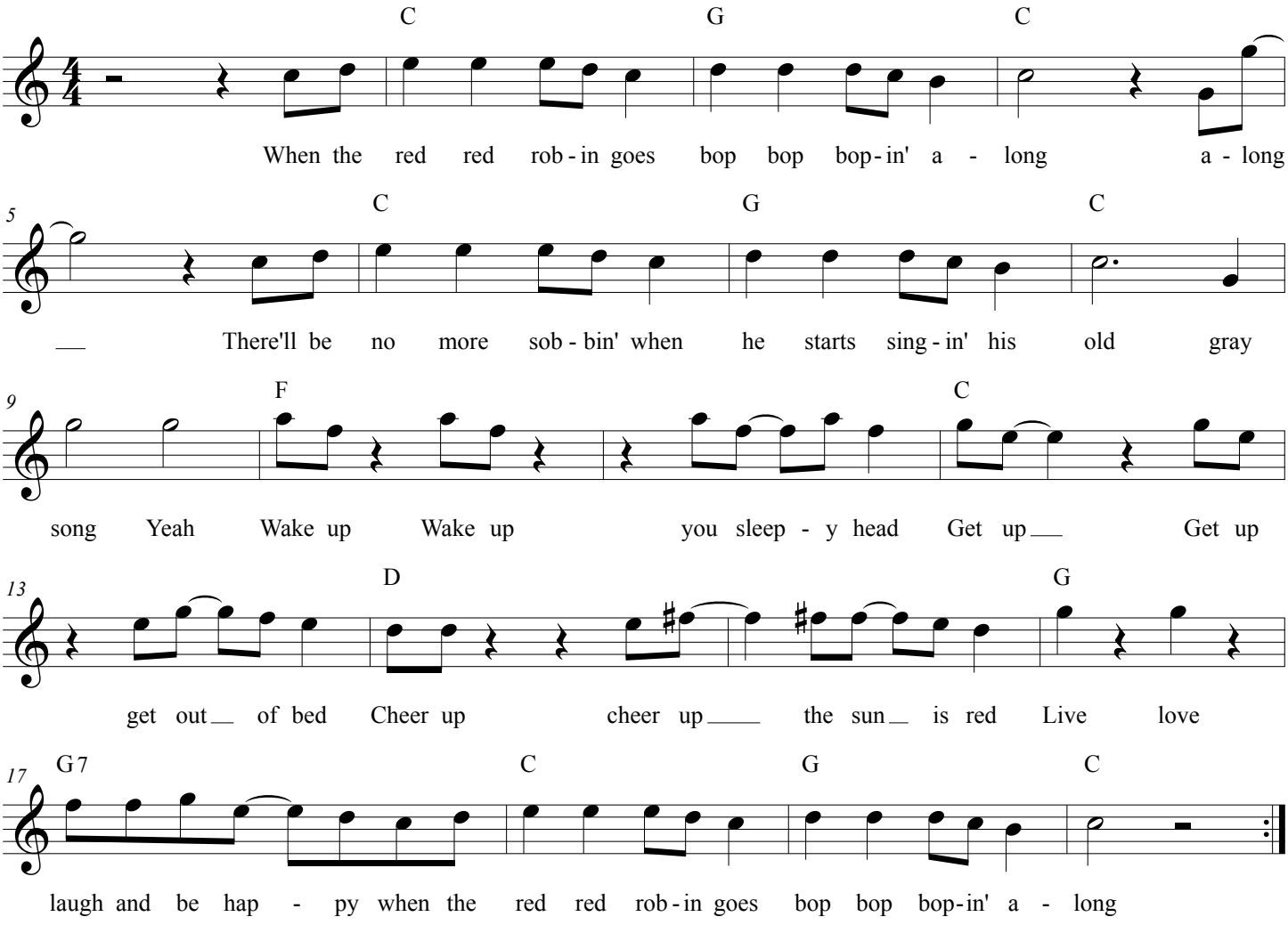
Red Red Robin

Traditional
Arr. J. Shriber & P. Hanlin

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Ride Ride Ride

CD: Winter 2 Category: Movement

Materials - None / Rhythm instruments

Circle up and march around, train-style, to this railroadin' song!

Adaptation
Sing only measures 1 - 16 on repeat. Each time through give the students clues to a different mode of transportation and have them guess which it is. Once someone guesses correctly, sing a round using that answer.

Examples:

- I'm thinking of something that has four wheels and a steering wheel… (CAR!) "Let's ride, ride ride, get in the car and ride"
- I'm on something that has handle bars and pedals…(BIKE!) "Let's ride, ride, ride, get on a bike and ride"
- I'm on top of the ocean and I'm holding oars…what am I in? (BOAT!) "Let's row, row, row, get in the boat and row"
- I'm in a pool and I want to get from one side to the other…what do I need to do? (SWIM!) "Let's swim, swim, swim, get in the pool and swim"
- I'm on a pond, in the winter, and it's frozen…what am I doing? (ICE SKATING!) "Let's skate, skate, skate, get on the ice and skate"
- I'm up in the air and I can see the wings out the window…(PLANE!) "Let's fly, fly, fly, get in the plane and fly"

*You can also do movements (without clues)

- Let's jump, jump, jump, all around let's jump
- Let's spin, spin, spin, all around let's spin
- Let's crouch…
- Let's sneak…
- Let's march…
- Let's dance…

Adaptation (Reviewing rhythms / tempo)
To review quarter notes, half notes, whole notes or eighth notes (or all) ask the students to march to the different note values throughout the song. To review tempo, slow down or speed up.

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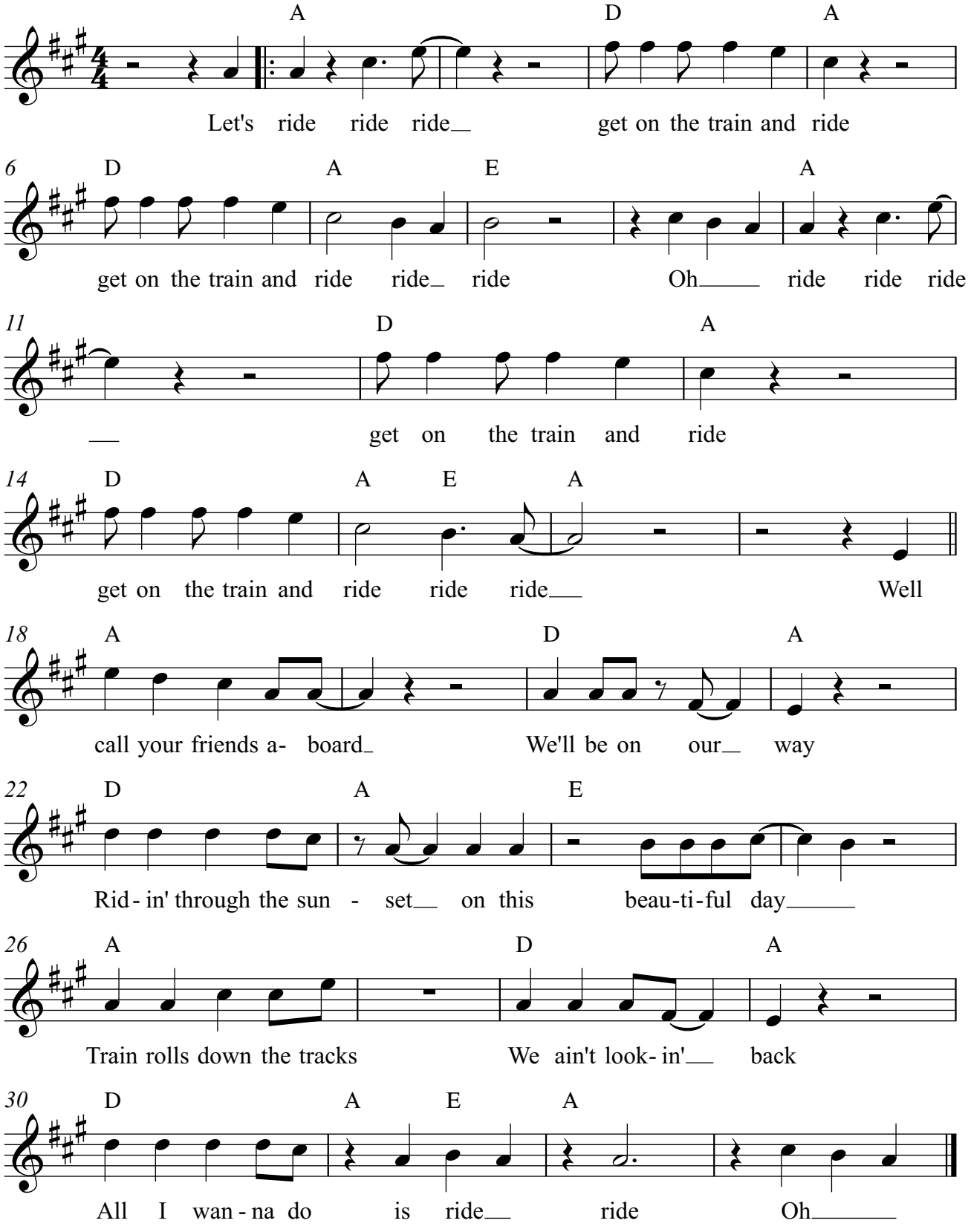
Ride Ride Ride

J. Shriber

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Skip To My Lou

CD: Spring **Category:** Movement

Materials - None / Scarves

This is a great song to get students up and moving around after the focusing songs.

Simply ACT this song out (*skip, jump, dance, etc)* as actions are sung.

Use scarves to:

- Shoo the fly away from your nose, ear and mouth
- "Maxin' and relaxin'…" (wave scarves above your head)

Adaptation:
Ask the students what they had for breakfast and incorporate their answers into the song, by repeating measures 13 - 15 using their different answers in the words. For example, if a student ate waffles, sing "Fly in your waffle, shoo! fly shoo!"

Continue the fun by repeating measures 13 - 15 using different body parts (ask students to give you answers, "Where is the fly now?") Examples: Fly in/on your ___ (hair, toenail, elbow, mouth, etc)

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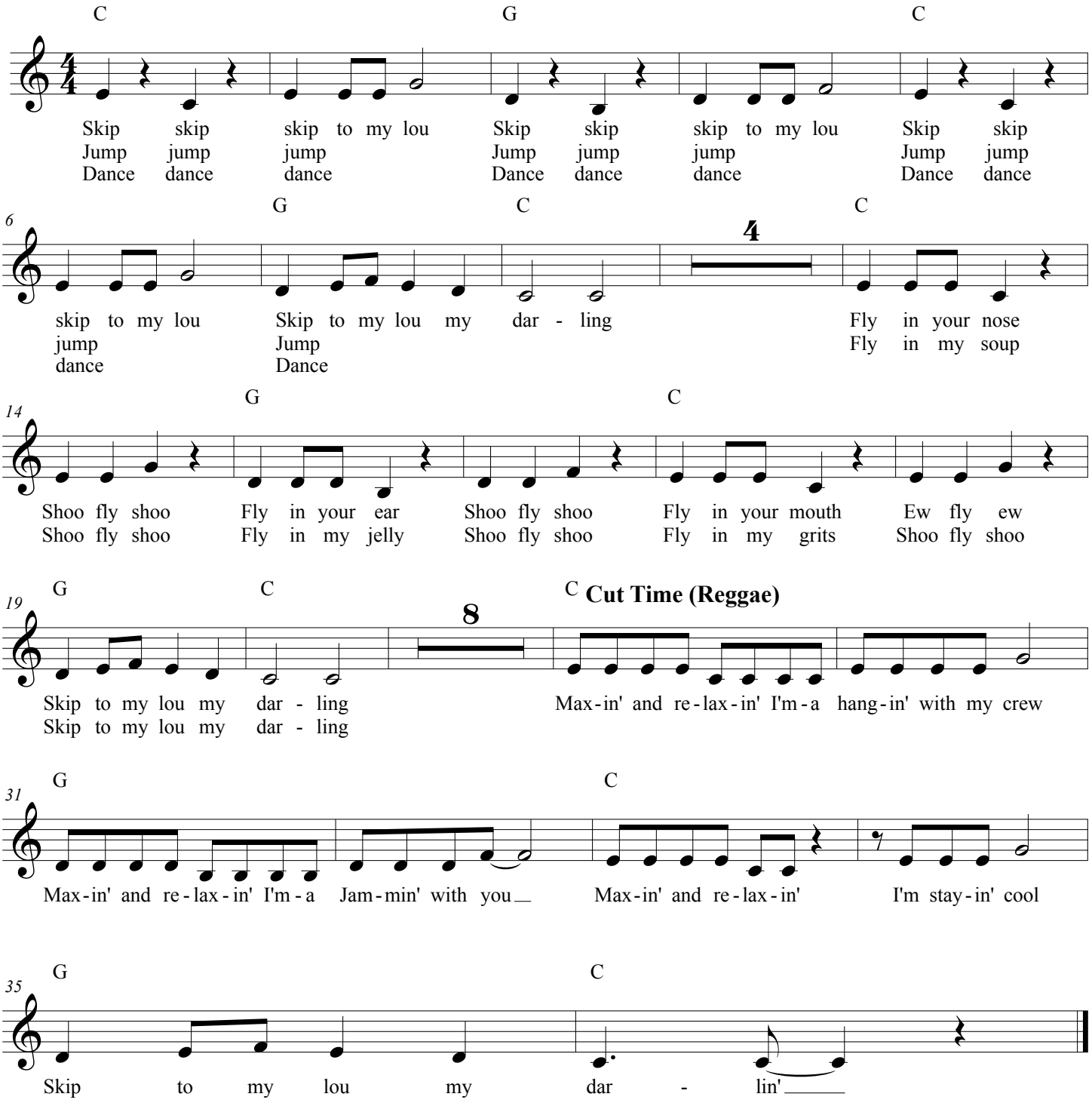
Skip To My Lou

Traditional
Arr. by J. Shriber & P. Hanlin

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Snow Day

CD: Winter 1 Category: Movement

Materials - Scarves / Shakers

This song is a winter time classic! Dance along using scarves or shakers.

Scarves
Crumple your scarves into "snowballs" and have a "snowball fight!" During Verse 3, un-crumple and move your scarf slowly to imitate "snow flurries" for a relaxing moment.

Shakers
Shake and dance along. Give a "big dramatic shake" after each line, in verse 3, is sung.

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Snow Day

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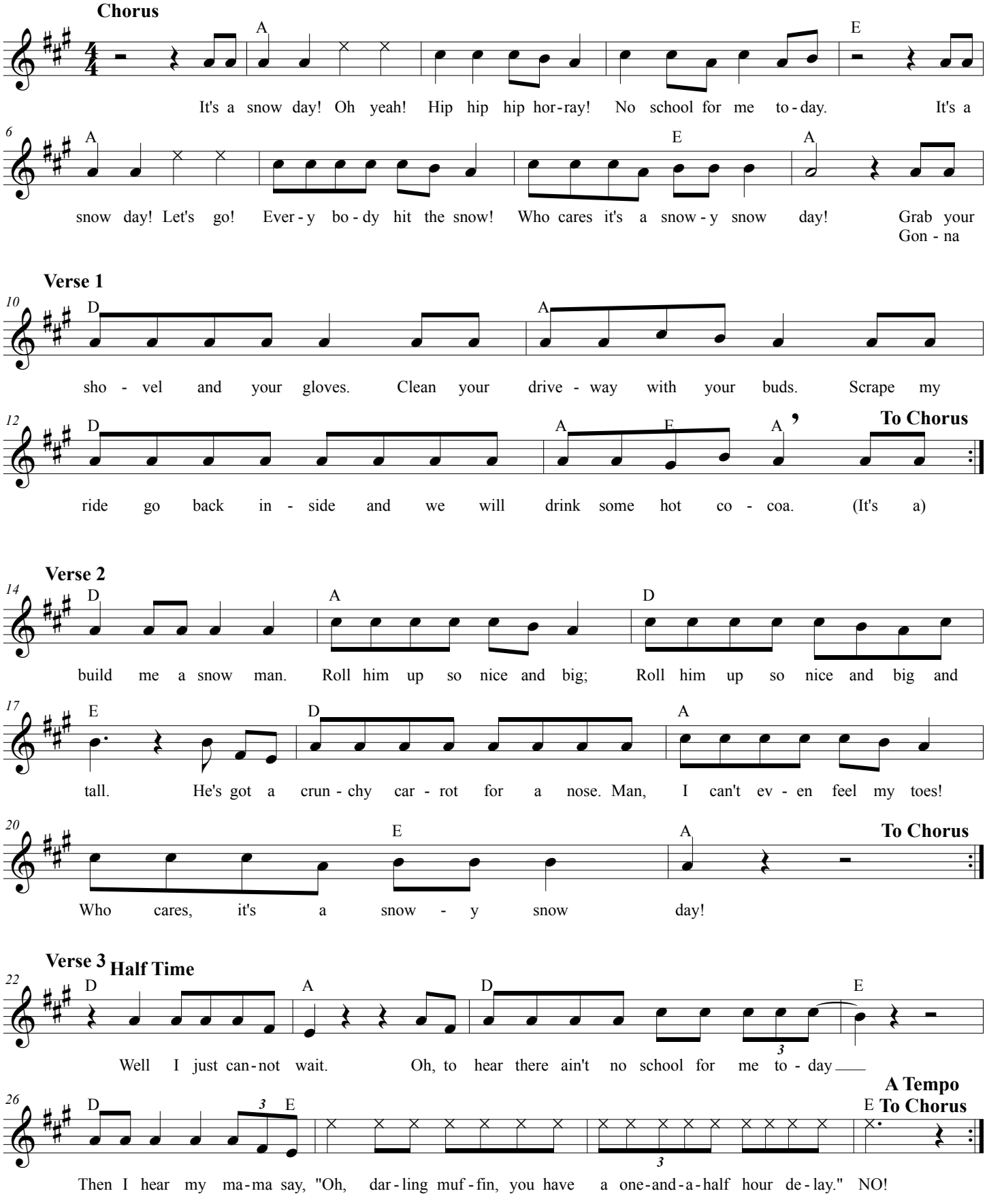
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Snow Is Falling Down

CD: Winter 2 Category: Refocusing

Materials - None

This song works great as a lullaby / sing-a-long at the end of class to set a calm mood.

Act out the words:
Wiggle your fingers like snow falling down
Sway when the "north wind blows"
Sway your "branches" when the "trees are turning white"
When you sing, "I will keep you warm" ask students to hug themselves or a friend/caregiver/parent.
When you sing, "…sipping hot cocoa" pause and take a long slow sip of cocoa.
Teach students to sing the last line together on repeat, "The snow is falling down"

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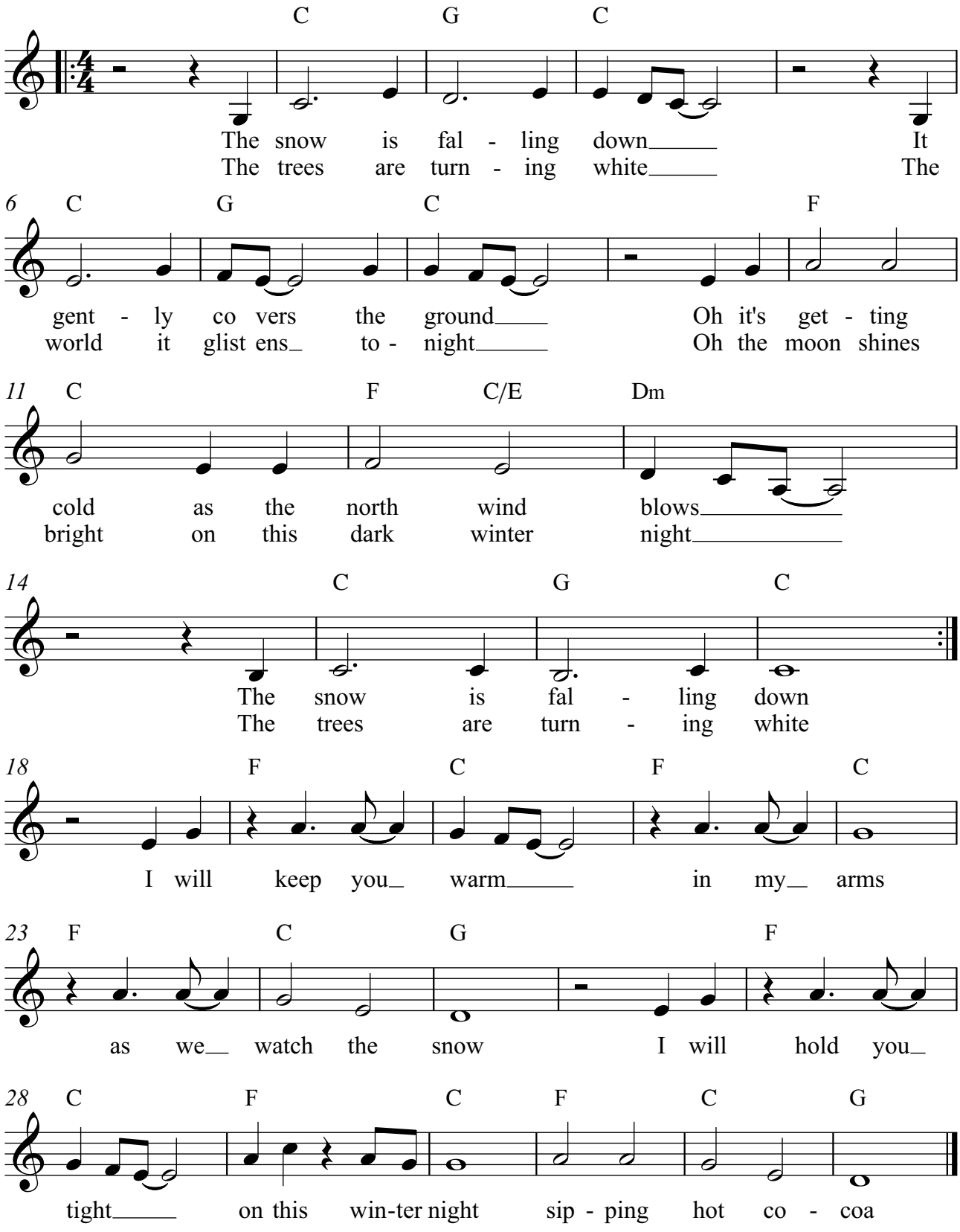
The Snow Is Falling Down

B. Rausch

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Sunflower

CD: Autumn Category: Refocusing / Sing-A-Long

Materials - None

Demonstrate the actions in this song before you start.

- Grow so high (crouch down and gradually raise your torso and arms up above your head)
- Sun…warmed you from the sky (hug yourself)
- Big round yellow balloon (make an "O" with your arms above your head and sway)
- Rain (rain your fingers down)
- Friends grow around you soon (point to your friends and sing)
- Add a little sunshine (make an "O" with your arms and sway)
- Add a little rain (rain your fingers down)
- Add a little food (rub your belly)
- Add a little love (hug yourself or blow kisses)

Sit and sing this song.

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Sunflower

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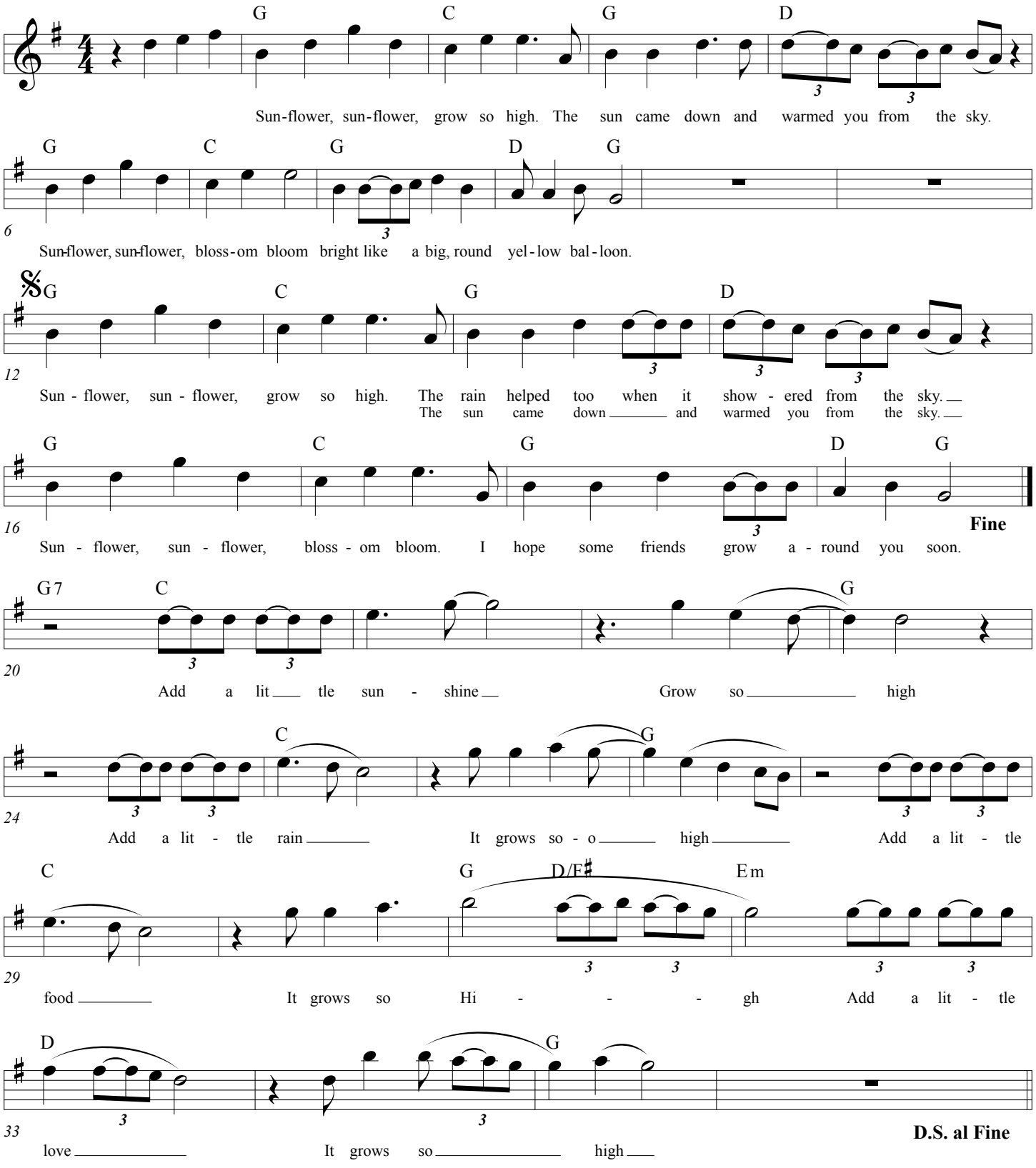
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Swing Low

CD: Winter 1 Category: Refocusing / Sing-A-Long

Materials - None / Scarves

This is a classic call and response song! Teach the students to sing the "comin' to carry me home" parts in the verse and teach them to sing the whole chorus.

Adaptation:
Use hand gestures to emphasize the "swing low" (clasp your hands together and swing your arms by your belly like you're cradling an infant) and "carry me home" (put your palms together over your head like the pitched roof of a house) during the choruses.

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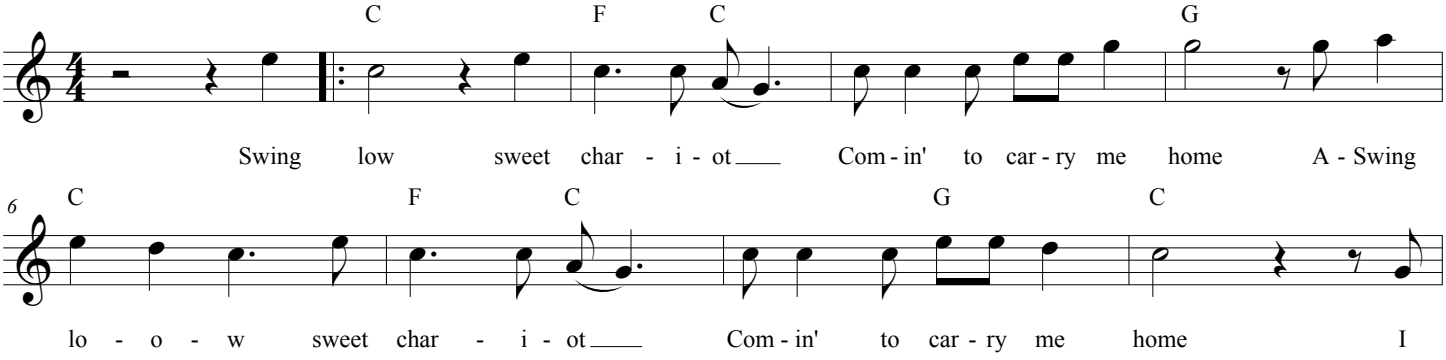
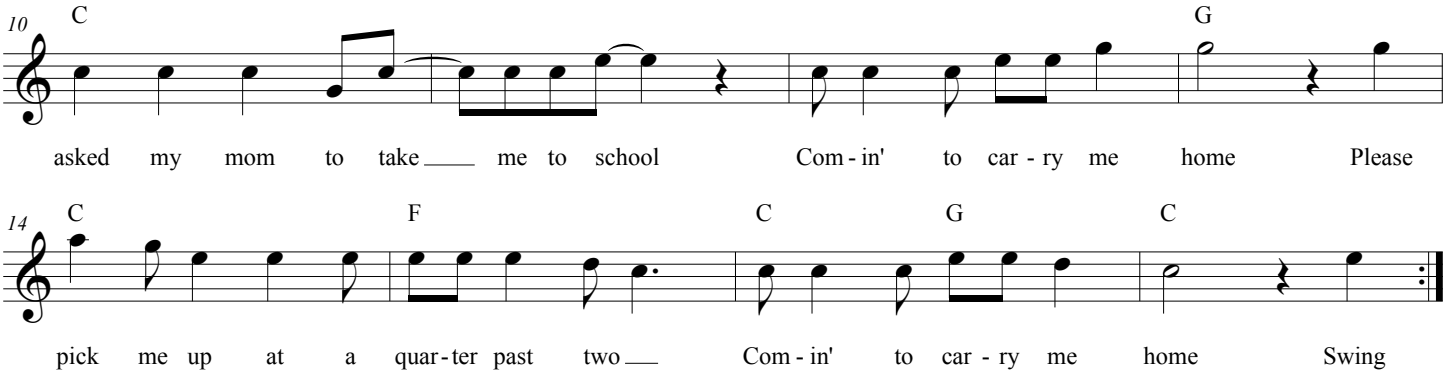
Swing Low

Traditional
Arr. J. Shriber & P. Hanlin

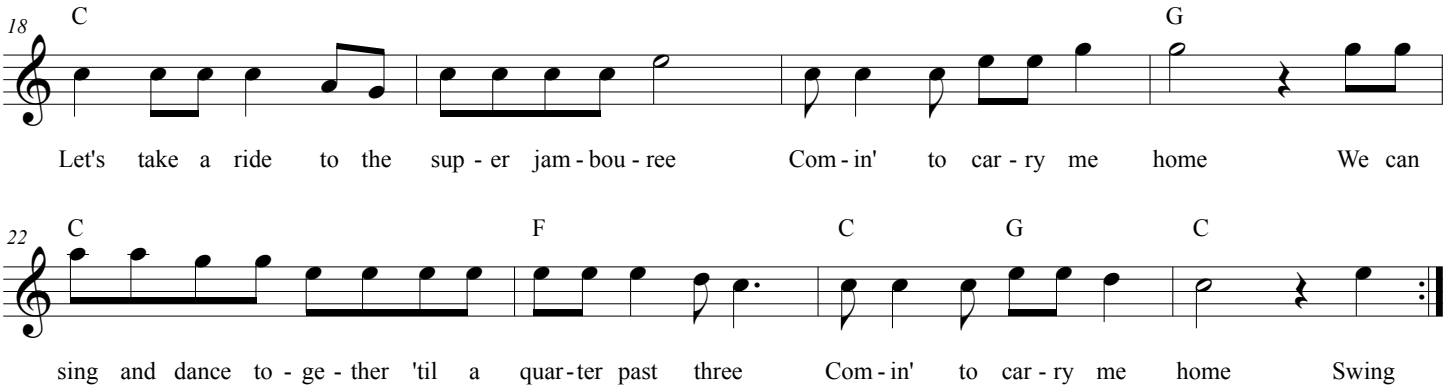
Chorus



Verse 1



Verse 2



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Tailfeather

CD: Winter 2 Category: Movement

Materials - Scarves

This song is a dance party hit!

Here are some suggestions for how to use your scarf / act out the words:

- Shake your tailfeather (swing your scarf in a circle by one hip like you're swinging your tail)
- Get on down / Put on your dancing shoes (dance)
- Shout "I am feeling alright!" (review before you start using call and response)

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Tailfeather

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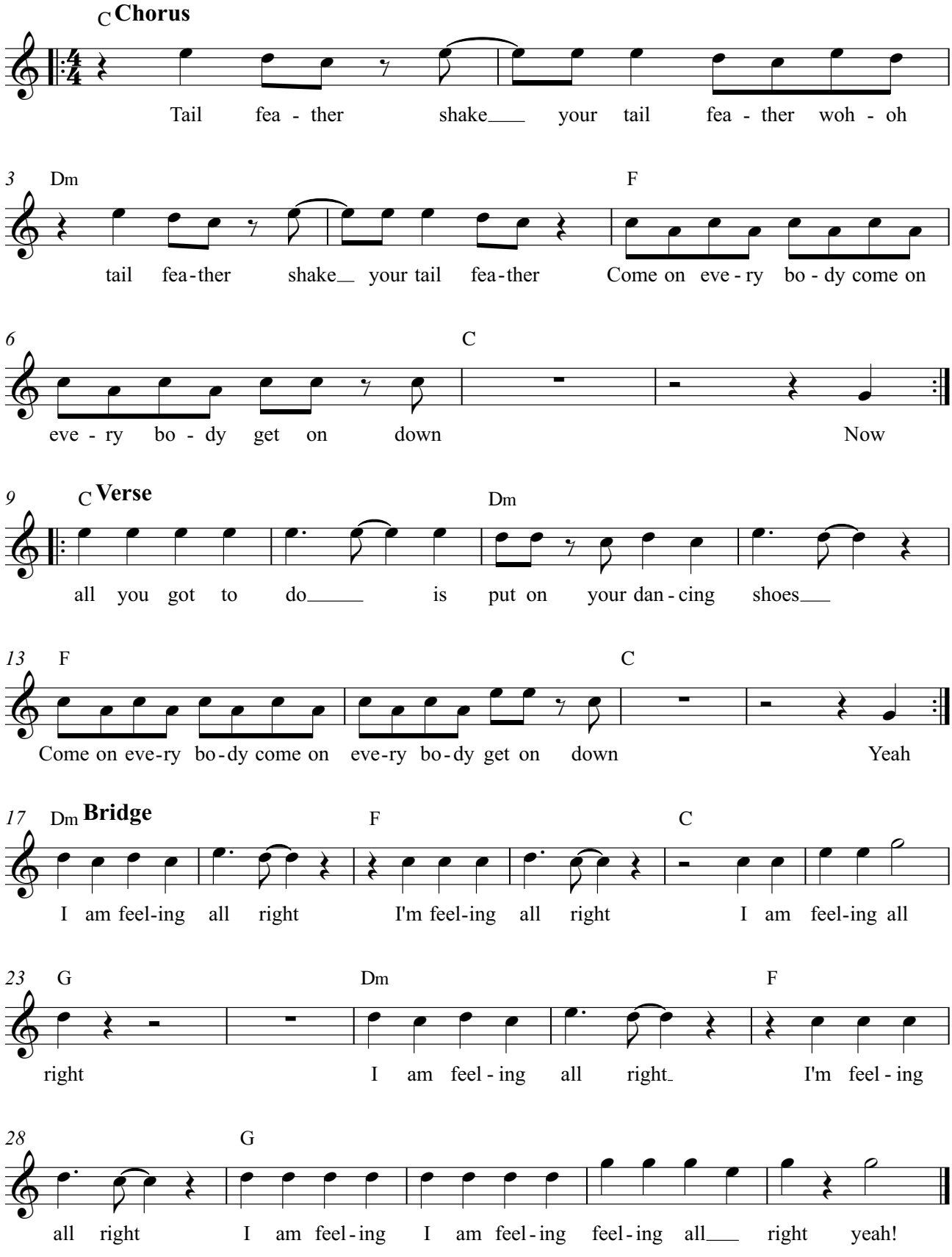
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This Little Child

CD: Winter 1 Category: Refocusing

Materials - None

Sit and sing this song.

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This Little Child

Use the music and chords for “This Little Light of Mine.” Play moderato and arpeggiated, like a lullaby.

This little girl of mine
I’m gonna watch you shine
This little boy of mine
I’m gonna watch you shine
This little child of mine
I’m gonna watch you shine
Watch you shine, watch you shine, watch you shine

Everywhere we go
I’m gonna watch you shine
Yeah, everywhere we go
I'm gonna watch you shine
Everywhere we go
I’m gonna watch you shine
Watch you shine, watch you shine, watch you shine

And I won’t let anybody slow you down
Gonna watch you shine
No, I won’t let anybody slow you down
Gonna watch you shine
I won’t let anybody slow you down
Gonna watch you shine
Watch you shine, watch you shine, watch you shine

You’re my little light
I’m gonna watch you shine
You’re my little light
I’m gonna watch you shine
Make my whole world bright
I’m gonna watch you shine
Every day, every night, gonna watch you shine
You’re my child, you’re my light, gonna watch you shine

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This Little Light of Mine

CD: Winter 1 Category: Refocusing / Sing-A-Long

Materials - None

Make a “little light” with your index finger. Pretend to light it and blow it out (use sound effects).

Sing this song waving your little light.

For variety you can light different parts of your body (toes, belly button, nose) and wave them while you sing a round for each.

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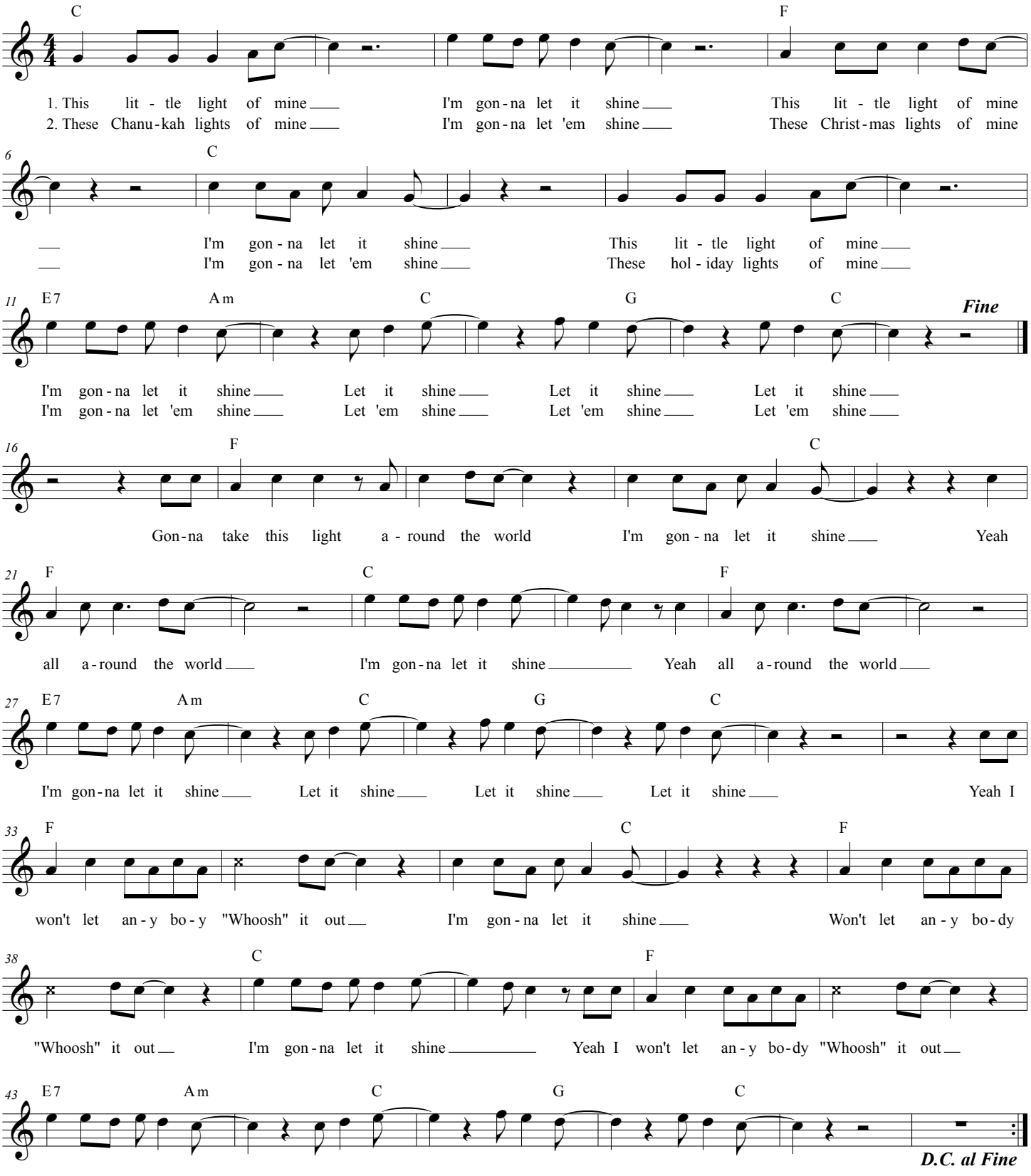
This Little Light of Mine

Traditional
Arr. J. Shriber & P. Hanlin

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This Old Man

CD: Autumn Category: Jam

Materials - Rhythm instruments

Add rhythm instruments to spice up this children's classic!

Act this song out; bang on the drum, dance, give high-fives.

You can elongate it by singing to ten. Here are some suggestions for the rest of the numbers:

- He played 6 - on his rhythm sticks
- He played 7 - turned up to 11
- He played 8 - danced on the gate
- He played 9 - shook his behind
- He played 10 - and did it all again (review all of the motions)

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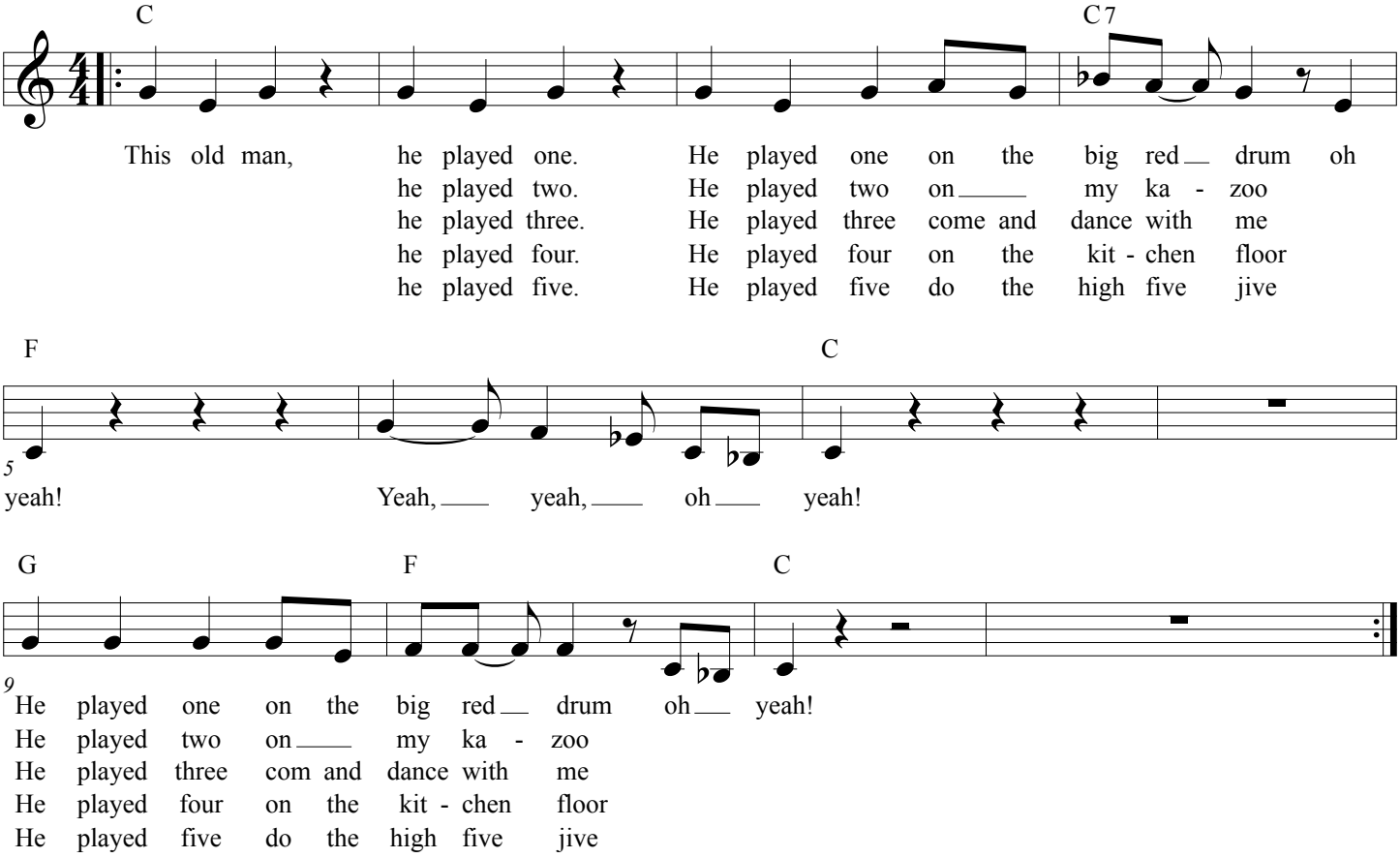
This Old Man

Traditional
Arr. J. Shriber & P. Hanlin

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Tiny Leaf

CD: Autumn Category: Refocusing / Sing-A-Long

Materials - None

This song is an autumn JWY! classic.

Sit or stand and sing this song, together, or call and response, with the students.

Fall, in slow motion, down to the ground during the last part ("I'm falling…I'm falling down…") and sing measures 36 - end from the ground.

Adaptation:
Ask the students to guess what colors the leaves are in each verse (season) before you sing it.
Use scarves as leaves and throw them high in the air, as the leaves fall down.

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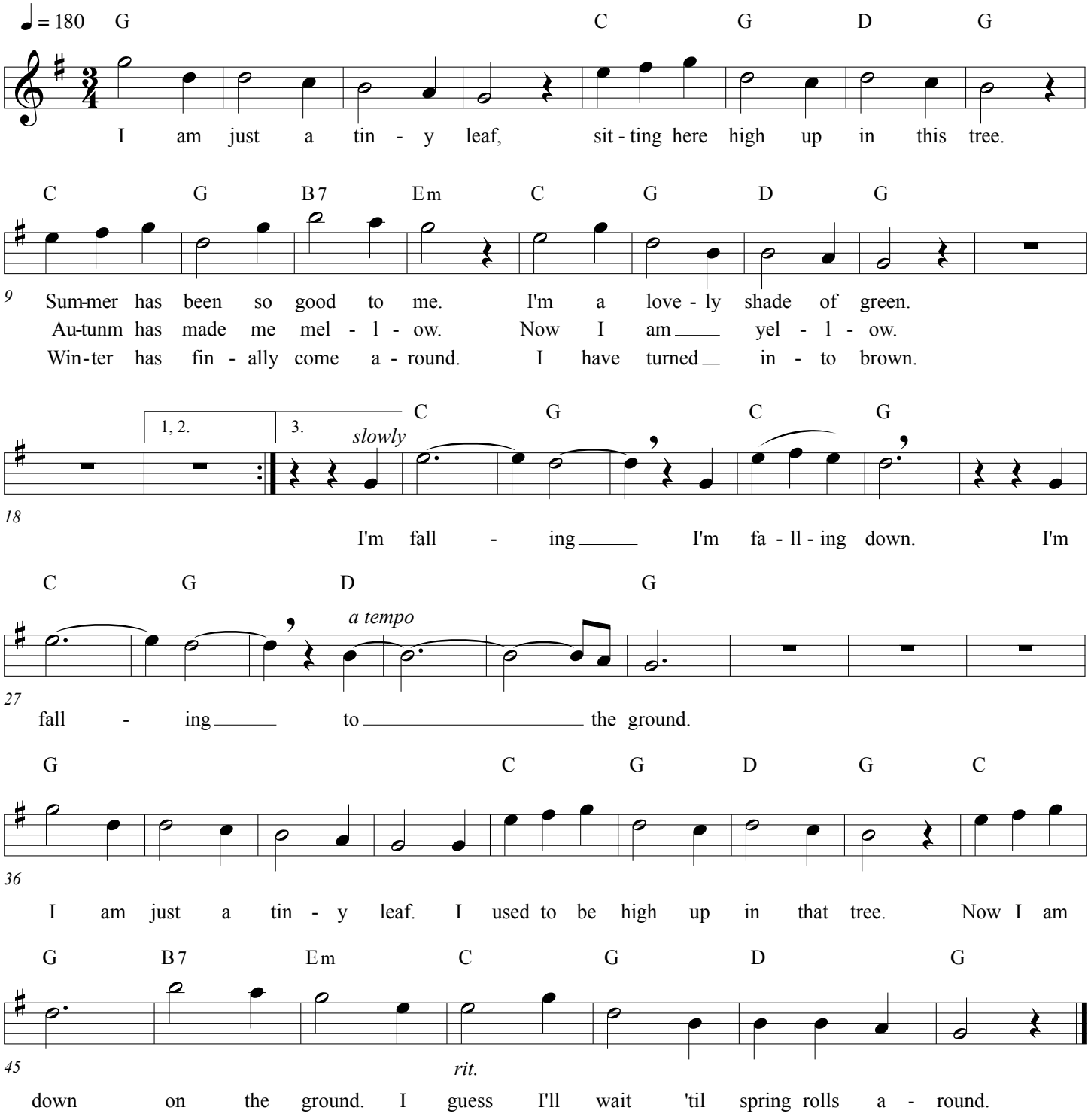
Tiny Leaf

B. Rausch

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Vamos A La Playa

CD: Spring **Category:** Focusing

Materials - None

Round up your sunscreen and take a trip to the beach!

Demonstrate the actions in this song before you start.

- Swim (pretend to swim with your arms - freestyle, backstroke, doggy paddle, etc)
- Get out your sunscreen and put a little (or a LOT) in your hand
- Put sunscreen on all parts of your body (arms, legs, elbows, knees, face, etc)

Sing and act out the song. Pretend to dig a sand castle with your “shovel” or “claws” for the third verse.

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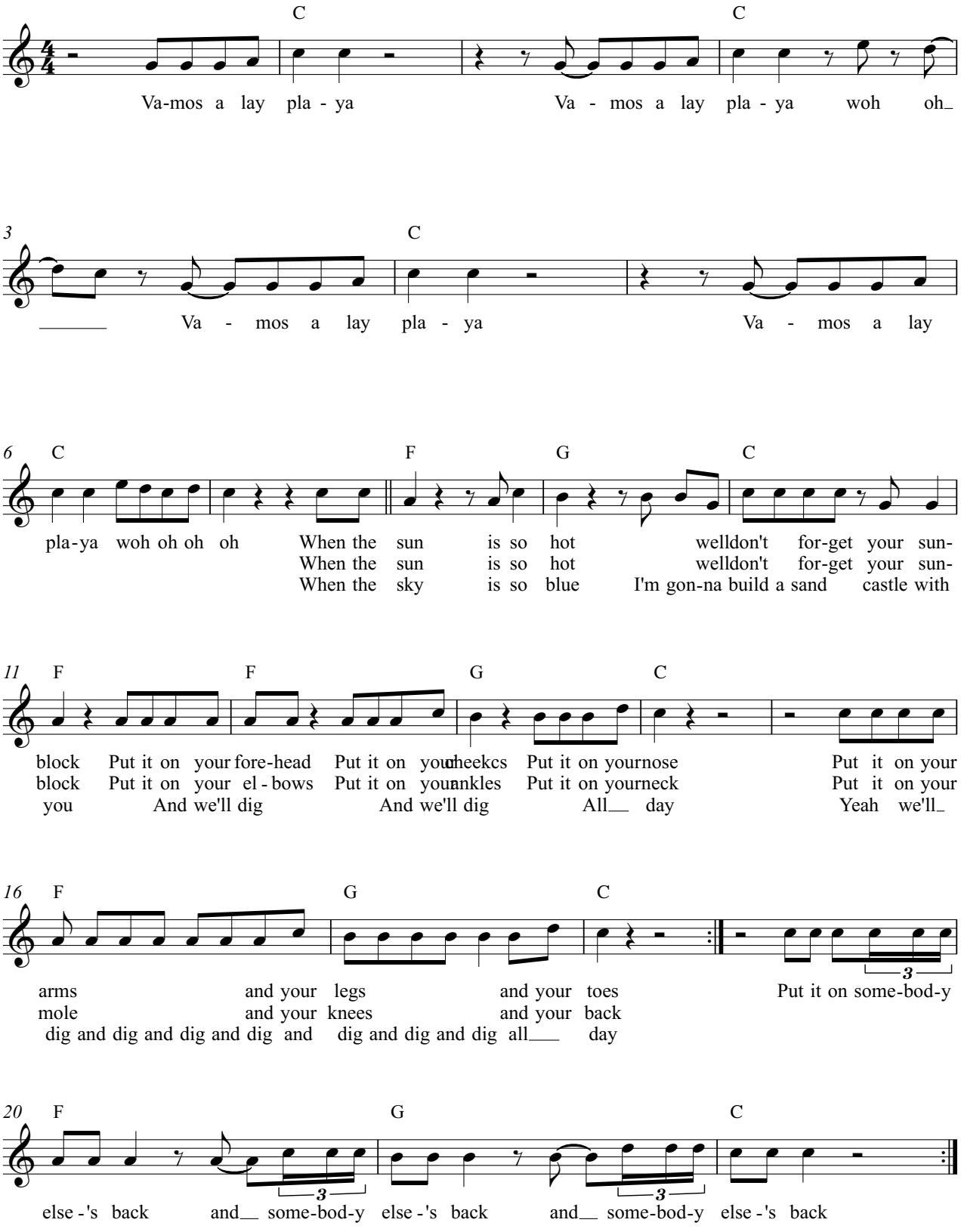
Vamos A La Playa

J. Shriber

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Water Is Wide

CD: Winter 2 Category: Refocusing / Sing-A-Long

Materials - None / Rhythm sticks

This song works really well paired after another aquatic adventure such as Vamos A La Playa, Lukie's Boat or Pirate's Life.

Pretend like you're in a boat and rock side to side.

If using rhythm sticks, pretend they are oars and row your canoe/kayak/boat along while singing.

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Water is Wide

Traditional
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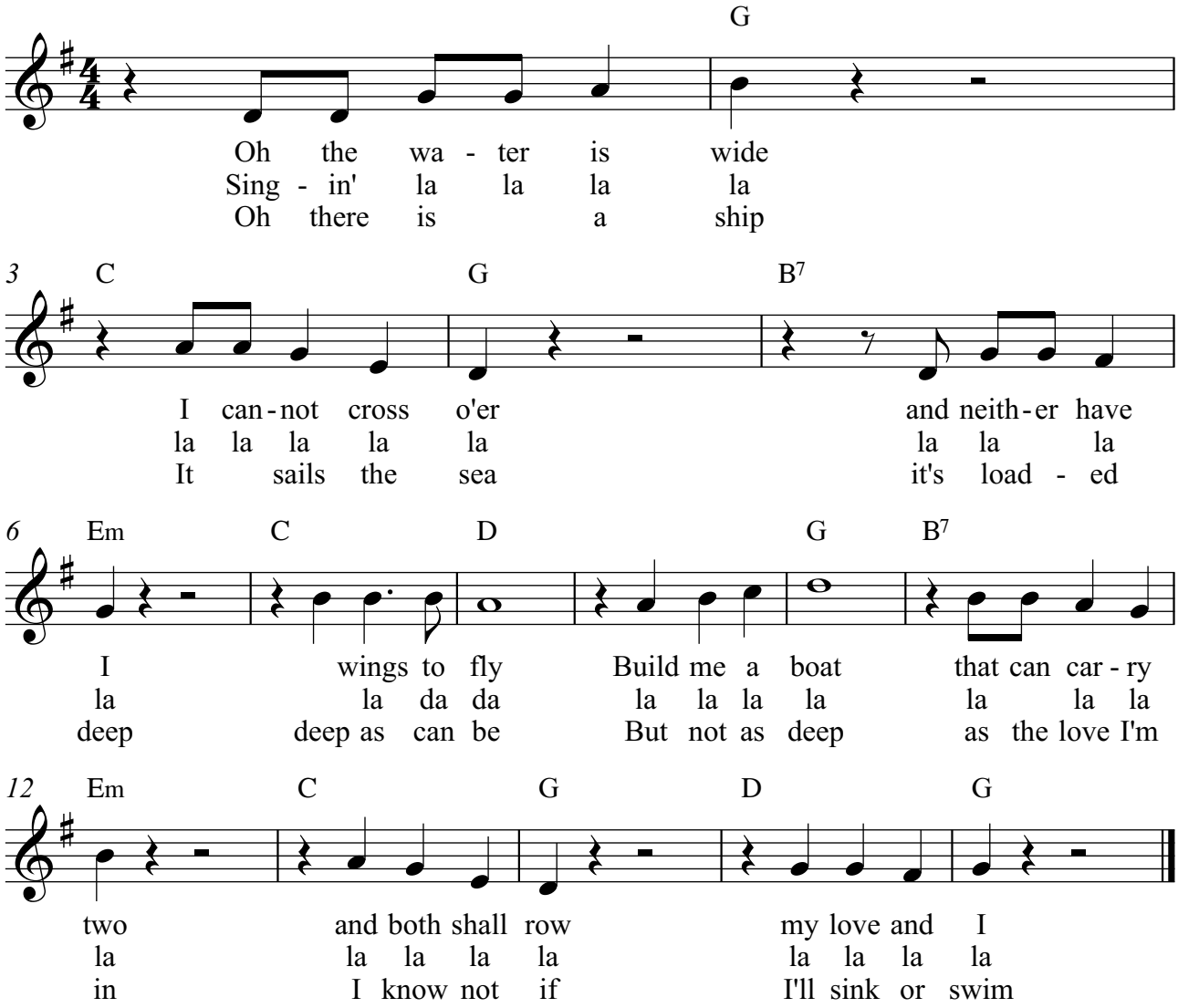
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Goodbye

CD: ALL CATEGORY: ENDING

Materials - None

Sing and act this song out, while seated, at the end of the session.

- give a high five
- hug
- hanshake

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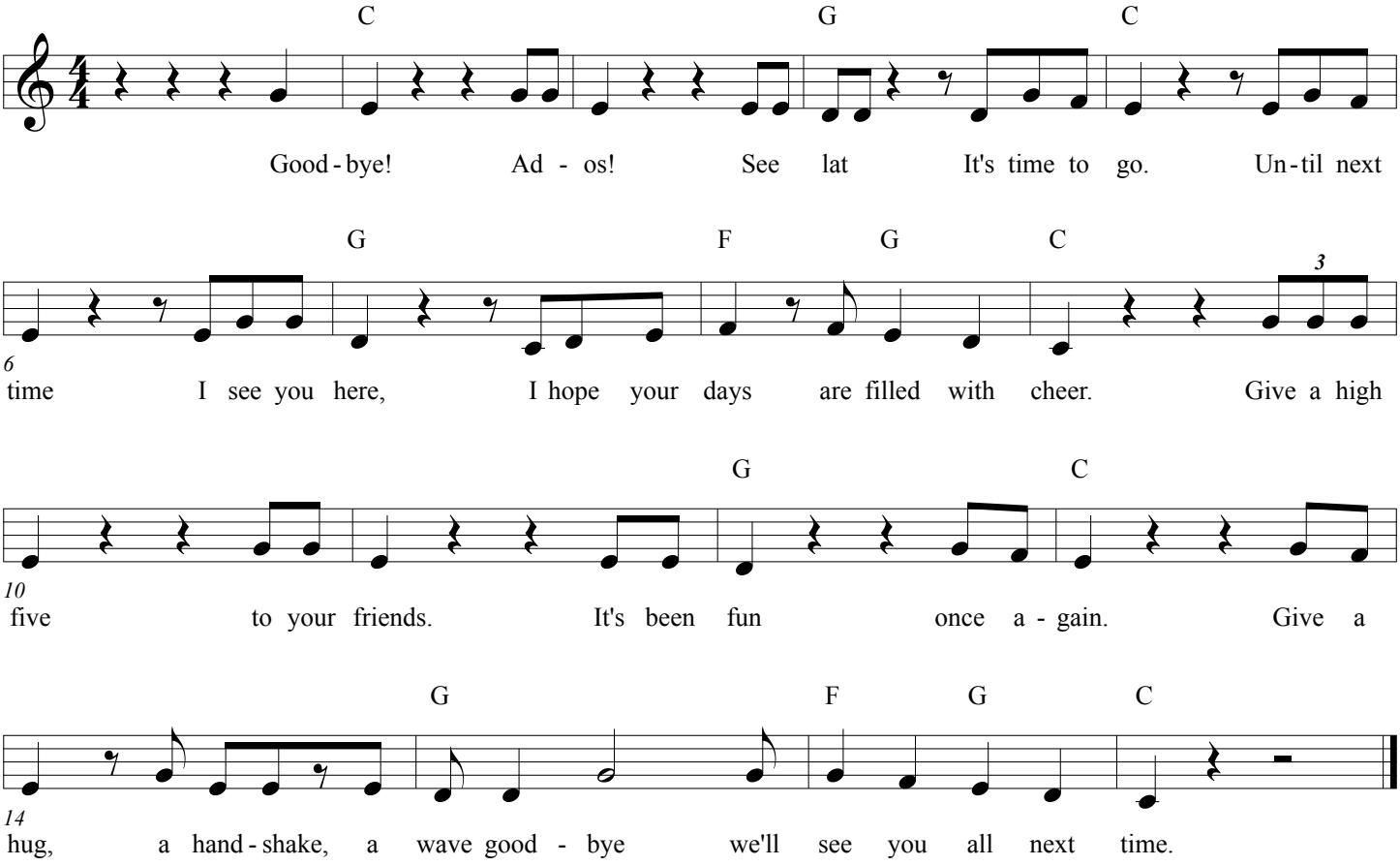
Goodbye

J. Shriber

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5 Lil Snowflakes
5 Little Kitty Cats
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Clap It, Tap It, Sing Out Loud
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I'm Just A Cowboy
Let It Grow
Vamos A La Playa

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Water Is Wide

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Jingle Bells
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This Old Man

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Iko Iko
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L.O.V.E.
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Music In Me
Ride Ride Ride
Snow Is Falling Down
I Luv U
Goodbye

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Happy So Happy
5 Little Kitty Cats
Vamos A La Playa
Green and Spakkled Frogs
Let It Grow
Artik Menta
Skip To My Lou
In My Family
Brush Yo Teefs
Red Red Robin
I'm Just a Cowboy
I've Been Workin' On The Railroad
My Bonnie
Kukkabura
Goodbye

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