

School Song

Concepts: following directions, daily routines, sequencing

Lyrics	Activities / Ideas
<p>Let's get ready for school Let's get ready for school today</p> <p>First eat some breakfast Something yummy to eat Then wash your face And brush your teeth</p> <p>Let's get ready for school Let's get ready for school today</p> <p>Now it's time to get dressed Put on your clothes Now put on your shoes You're ready to go!</p> <p>Let's get ready for school Let's get ready for school today</p> <p>"I'm going to have so much fun at school today! I'll see my friends Play with toys Read a story Go on the slide And the swing And the sandbox I'm so excited!"</p>	<p>During the song... Use gestures to accompany each action (eat, wash face, brush teeth, etc.)</p> <p>Continue the learning experience...</p> <ol style="list-style-type: none">1. Practice following directions by playing "Simon Says"2. Have your child help with daily chores (e.g., putting laundry into washing machine and pushing the buttons)3. Play with favorite characters (dolls, Elmo, etc.) and help them get ready for school4. Make art projects following a simple sequence (for example, make a turkey by tracing your child's hand, gluing on feathers, and drawing facial features)5. Follow simple recipes to make favorite foods (peanut butter and jelly, cookies, etc.)

Time To Play

Concepts: following directions, parts of the body, actions

Lyrics	Activities / Ideas
<p>Come friends, it's time to play Let's have some fun today Let's see what you can do and say</p> <p>Clap your hands Stomp your feet Shout hooray!</p> <p>Come friends, let's dance and sing Everybody come join in Let's see what you can do and say</p> <p>Clap your hands Stomp your feet Shout hooray!</p> <p>Come friends, and gather 'round All together make a sound Let's see what you can do and say</p> <p>Clap your hands Stomp your feet Shout hooray!</p>	<p>During the song... Clap, stomp, and shout "Hooray!" with the song</p> <p>Continue the learning experience...</p> <ol style="list-style-type: none">1. Trace your child's hands and/or feet onto paper and color them. Make hand/foot prints with finger paint.2. Blow bubbles, catch a bubble on the wand, and pop it on your child's nose, ears, chin, etc. You can give him choices, e.g., "Should I pop the bubble on your cheek or on your chin?"3. Play "Follow The Leader" going through your home by marching, jumping, crawling, spinning, etc. Take turns being the leader.4. Describe basic routines as you do them (e.g., washing hands: "First turn on the water, then get soap, then rub your hands, etc.")

Sound Song

Concepts: speech sounds, phonemic awareness

Lyrics	Activities / Ideas
<p>I can make so many sounds with my lips Let's see if you can make a sound like this M M P P B B That's how it goes</p> <p>I can make so many sounds with my tongue Making sounds like these are so much fun N N T T D D That's how it goes</p> <p>I can make so many make sounds with my throat Let's do it together, ready, here we go! H H K K G G That's how it goes</p>	<p>During the song... Imitate the sounds along with the children on the CD</p> <p>Continue the learning experience...</p> <ol style="list-style-type: none">1. Play with alphabet puzzles, or magnetic letters on the refrigerator2. Find small objects that all start with the same sound, and hide them in a "mystery box"3. Read books that rhyme or have words that start with the same sound (alliteration). Examples: Dr. Suess books, <u>Princess Prunella and the Purple Peanut</u> by Margaret Atwood4. Have your child do "mouth exercises" by holding a Cheerio on the tip of his tongue, or licking peanut butter off the corners of his mouth, or blowing a cotton ball across a table5. Have your child make speech sounds in front of a mirror to see how her mouth looks when making different sounds

Animal Song

Concepts: colors, animals, actions

Lyrics	Activities / Ideas
<p>I see a green frog Do you see it too? I see a green frog What does it do? It goes hop hop hop</p> <p>I see a blue fish Do you see it too? I see a blue fish What does it do? It goes swim swim swim</p> <p>I see a red bird Do you see it too? I see a red bird What does it do? It goes fly fly fly</p> <p>I see a brown dog Do you see it too? I see a brown dog What does it do? It goes run run run</p>	<p>During the song... Pretend you are the animals hopping, swimming, flying and running</p> <p>Continue the learning experience...</p> <ol style="list-style-type: none">1. Visit the local zoo or aquarium2. Make Play-doh animals3. Visit pet adoption sites4. Read animal themed books: <u>Spot's Playtime Pop-Up</u> by Eric Hill, <u>Brown Bear, Brown Bear, What Do You See?</u> By Bill Martin and Eric Carle, <u>I Went Walking</u> by Sue Williams and Julie Vivas5. Fill the bath tub with water and pretend fish

Opposite Song

Concepts: opposites, describing

Lyrics	Activities / Ideas
<p>Come on everybody And sing with me The Opposite Song Come on everyone Join in And sing along with me</p> <p>Let's start with big and little Elephants are big Houses are big Bugs are little Raisins are little</p> <p>How about hot and cold? Ovens are hot The sun is hot Ice is cold Snow is cold</p> <p>Let's do one more- wet and dry Water is wet Juice is wet Paper is dry Crackers are dry</p> <p>Come on everybody And sing with me The Opposite Song Come on everyone Join in And sing along with me</p>	<p>During the song... Use gestures to complement the descriptive words</p> <p>Continue the learning experience...</p> <ol style="list-style-type: none">1. Find big/little items while walking through your neighborhood2. Read books that emphasize descriptive words, such as the <u>Touch and Feel</u> series by DK Publishing, or <u>Path The Bunny</u> by Dorothy Kunhardt3. Draw pictures with sidewalk chalk, making pictures that are big/little, long/short, etc.4. Have your child help you clean up messes and talk about how it was "dirty" and now it's "clean"5. When doing laundry, have your child help put the wet clothing into the dryer, and then take the dry clothing out of the dryer

Body Song

Concepts: parts of the body, actions

Lyrics	Activities / Ideas
I have two little eyes So I can see, see, see	During the song... Point to or touch the parts of the body as you sing
I have one little nose So I can smell, smell, smell	Continue the learning experience... 1. Play with Mr. Potato Head
I have two little ears So I can hear, hear, hear	2. Make gingerbread man cookies 3. Sing "If You're Happy and You Know It" but change the body parts- clap your elbows, stomp your knees (kneel or sit on your feet to do this).
I have one little mouth So I can talk, talk, talk	4. Print out a large photograph (8x10) of your child standing. Create a puzzle from the picture by cutting out each leg, each arm, and his head. Glue each piece onto construction paper to recreate the picture, prompting your child to name each part (e.g., "That's my arm!").
I have two little legs So I can jump, jump, jump	5. Read <u>Head To Toe</u> by Eric Carle
I have two little arms So I can reach, reach, reach	
I have two little feet So I can kick, kick, kick	
I have two little hands So I can wave, wave, wave	

Train Song

Concepts: vehicles, Up/down

Lyrics	Activities / Ideas
<p>There's a train coming 'round Going all through my town There's a train coming 'round today</p> <p>It goes up up up, up the hill It goes down down down, down the hill It goes up up up, up the hill again</p> <p>I can see it on the tracks Coming closer, oh so fast There's a train coming 'round today</p> <p>It goes up up up, up the hill It goes down down down, down the hill It goes up up up, up the hill again</p> <p>Now it turns round and round Then it makes the choo choo sound [Choo Choo!] There's a train going through my town</p> <p>Chuga chuga choo choo</p>	<p>During the song... Make train motions with your arms (back and forth motions), then reach up and down following the lyrics</p> <p>Continue the learning experience...</p> <ol style="list-style-type: none"> 1. Play "I see" ("I spy") while driving. For example say, "I see a red car. What do you see?" 2. Practice language concepts <i>up/down</i> by pushing cars up/down a ramp, or even up/down the legs of a table. Practice concepts <i>in/out</i> by making the car go in/out of a tunnel. You can also practice concepts <i>stop/go</i>, <i>fast/slow</i>, or you can find a big car and little car to practice <i>big/little</i>. There are so many possibilities! Be creative! 3. Look through magazines together and find pictures of vehicles. Cut them out and glue them onto construction paper to make a collage. 4. Read vehicle themed books together. Some personal favorites include: <u>Wheels on the Bus</u> by Paul O. Zelinsky and <u>Inside Freight Train</u> by Donald Crews. 5. Go to the car wash and watch the cars go through the machines. Talk about the vehicles you see ("little red car," "big gray car," etc.) and what is happening ("Here comes the soap!").

Food Song

Concepts: categories- food, clothing, animals, furniture, toys

Lyrics	Activities / Ideas
<p>Eat a sandwich Eat a carrot Eat some popcorn Eat my shoes Shoes? Eww, that's not food. Shoes are clothing.</p> <p>Eat a bagel Eat a salad Eat some oatmeal Eat a zebra Zebra? Eww, that's not food. A zebra is a zoo animal.</p> <p>Eat an apple Eat a cracker Eat some pizza Eat a table Table? Eww, that's not food. A table is furniture.</p> <p>Eat bananas Eat potatoes Eat some pancakes Eat a teddy bear Teddy bear? Eww, that's not food. A teddy bear is a toy.</p>	<p>During the song... Use gestures to express "Yum!" and "Eww!"</p> <p>Continue the learning experience...</p> <ol style="list-style-type: none">1. Cook favorite foods together2. Be silly when helping your child get dressed. Ask if the shoes go on his head, or if the shirt goes on his feet, etc. See if he can tell you where they really go!3. Make a snake by filling a long sock with cotton balls and sewing the end closed. Optionally, you can add buttons for eyes and make a tongue out of red felt.4. Play hide and seek, hiding behind/under the furniture (under the table, behind the chair, etc.)5. Keep only a select few toys out to play with and the rest in a storage area. Once per week have your child visit the toy storage and choose new toys!

Red Light, Green Light

Concepts: following directions, stop/go, colors

Lyrics	Activities / Ideas
<p>Green light, everybody dance now Green light, everybody sway now Green light, everybody move now Stop! Red light!</p>	<p>During the song... When the music is playing, dance! When it stops, freeze!</p> <p>Continue the learning experience...</p> <ol style="list-style-type: none">1. Practice following directions by playing "Simon Says"2. Have your child watch for red/green traffic lights while walking or in the car, and tell you when to "go"3. Read books about colors, such as <u>Colors</u> by Chuck Murphy4. Have your child choose between two shirts/two pants to wear (e.g., show your child a red shirt and a blue shirt and ask, "Do you want red or blue?")5. Play color sorting games such as "Lucky Ducks" and "Candy Land Castle Game", both by Hasbro

Goodbye Song

Concepts: social interaction

Lyrics	Activities / Ideas
<p>Goodbye, everybody, Goodbye I had so much fun Thanks for singing along But now it's time to say goodbye</p>	<p>During the song... Use the waving gesture and eye contact</p> <p>Continue the learning experience...</p> <ol style="list-style-type: none">1. Talk with your child about the children (s)he sees in class. Try to think of one interesting thing about the child you can talk about. For example, "Johnny had cool shoes on today. They had race cars on them!" Or, "Sarah really liked dancing to the "Red Light Green Light" song. She was so excited!"2. Talk about what your child has in common with other children. For example, "Johnny likes jumping, just like you! You both like jumping!"3. Practice interacting with other children through greetings, taking turns, handing them toys/other items, etc. Make sure (s)he is actually looking at the other child, not just saying "Hello" and looking at the next toy (s)he wants!4. Schedule play dates and plan activities that will bring the children together. Find out what the other child likes and choose things that both children would enjoy.