

**IS EVERYBODY HAPPY?**  
**Dr. Jean Feldman**

Is everybody happy?

Yes, mam'!

H - A - P - P - Y.

HAPPY!

**If You're Happy and You Know It**

(Traditional Tune)

If you're happy and you know it, clap your hands. (Clap twice.)

If you're happy and you know it, clap your hands. (Clap twice.)

If you're happy and you know it, then your face will surely show it.

If you're happy and you know it, clap your hands. (Clap twice.)

If you're happy and you know it, hug yourself... (Hug self.)

If you're happy and you know it, kiss your brain... (Kiss fingers & touch head.)

If you're happy and you know it, wiggle all over... (Wiggle.)

If you're happy and you know it, shout, "Hoorah!".. (Put hand in air & shout.)

If you're happy and you know it, do them all... (Do all 5 motions.)

*Activities: Make a class book called "Things to Be Happy About." Each child contributes a page by drawing and writing about things that make them happy. Make a "Big Book of Feelings" by cutting poster board into 12" x 14" pieces. Cut a 7" circle out of the middle of each page. Write a different emotion on each page, such as "happy," "sad," "angry," "proud," etc. Children hold up the book and insert their face through the circle making the appropriate facial expression. Discuss what makes you feel different ways. "What can you do if you are angry?" "What can you do if you are scared?"*

## **Couch Potato Pokey**

(Traditional Tune)

You put your thumbs in.	(Thumbs out in front.)
You take your thumbs out.	(Thumbs behind.)
You put your thumbs in,	(Thumbs in front.)
And you wiggle them all about.	(Wiggle thumbs.)
You do the couch potato pokey,	(Wave arms in air.)
And you roll your arms around.	(Roll hands over.)
That's what it's all about!	(Slap thighs, clap hands, snap fingers.)

You put your noses in...  
You put your elbows in...  
You put your eyebrows in...  
You put your chins in...

You put your pinkies in...  
Give a microwave with your pinkies  
And say good-bye today,  
Cause that's all we're going to play!

*Activities: Discuss what it means to be a "couch potato." Why is it important to get exercise? Brainstorm what you can do instead of watching television. Make a list of what you can do to "get in shape."*

## **Button Factory**

Hi! My name is Jean.	
I've got a dog and two kids	
And I work in a button factory.	
One day, my boss came to me and said,	
"Jean, are you busy?" I said, "No."	
"Then work with your right hand."	(Move right hand.)
Then work with your left hand...	(Add left hand.)
Then work with your right foot...	(Add right foot.)
Then work with your left foot...	(Add left foot.)
Then work with your head...	(Nod head.)
Then work with your tongue...	(Wiggle tongue.)
I said, "YES!"	(Throw arms up in the air!)

*Activities: Have children make up their own versions of this chant using their names.*

*Hint! Children can also do this activity sitting on the floor or in a chair.*

## **Nursery Rhyme Medley**

Let's all play a rhyming song.  
The first time you can sing along.  
Then I'll leave off the end of each line,  
And you fill in the word that rhymes.

Humpty Dumpty...	(Extend arms in a circle like Humpty.)
Little Boy Blue...	(Pretend to hold a horn.)
Jack and Jill...	(Thumbs up for Jack and Jill.)
Twinkle, Twinkle...	(Open and close fingers to twinkle.)
Hickory Dickory Dock...	(Palms together and tick tock.)
Baa Baa Black Sheep...	(Hands behind back, then hold up 3 fingers.)

*Activities: Say other rhymes and finger plays leaving out words for the children to supply. This will help their ability to use context clues when they read. Have children think of other words that rhyme in each verse.*

## **The Itsy Bitsy Spider**

(Traditional Tune)

The itsy bitsy spider	(Fingers pretend to climb in front of you.)
Went up the water spout.	
Down came the rain	(Wiggle fingers down.)
And washed the spider out.	(Cross arms.)
Out came the sun	(Make circle above head.)
And dried up all the rain.	
And the itsy bitsy spider	(Take fingers and climb up in front of you.)
Went up the spout again.	
The big, fat gorilla...	(Sing this version in a loud voice and make large, exaggerated movements.)
The teensy weensy ant...	(Sing in a quiet voice and make very small motions with your fingers.)

*Activities: Have children make paper plate spiders. Glue 8 strips of paper (4 on each side) to the plate. Curl or accordion fold strips. Decorate with eyes, nose, and mouth. Tie on a piece of elastic so the spider can bounce up and down as you sing.*

*Use children's names in the song. For example: "Kia Johnson went up the water spout."*

## **Ride That Pony**

(Each child will need a partner to do this activity.)

Ride, ride, ride that pony, Get up and ride that big, black pony. Ride, ride, ride that pony. This is what they told me.	(Face partner and begin clapping to the beat. Bounce up and down as if riding on a pony.)
Front, front, front, my baby.	(Clap hands in air with partner.)
Side, to side, to side, my baby.	(Bump hips on the side.)
Back, back, back, my baby, This is what they told me.	(Turn around and bump back sides.) (Find a new partner.)

*Activities: Do this as a line dance. Children form two lines facing each other. Step down to get a new partner after touching back sides. Make stick ponies. First, roll up three sheets of newspaper lengthwise and tape to make the "stick." Next, let children decorate a lunch sack to look like a pony's head. Glue on construction paper triangles for ears. Stuff the lunch sack, then tape to the newspaper stick as shown. Go out on the playground and "ride that pony!"*

## **Hand Dancing**

(This is a dance children can do with their arms.)

Monkey - vine.)	(Put your fists out in front of you and pretend to climb a vine.)
Pony -	(Pretend to hold your reins and bounce.)
Swim -	(Move arms around as if swimming.)
Hitch hike - you.)	(Stick up thumbs and move them back and forth in front of you.)
Twist -	(Bend elbows and twist body at waist.)
Funky Chicken -	(Make arms like wings and flap.)
Batman -	(Make V's with hands and sweep in front of your eyes.)
Jerk -	(Jerk arms in the air.)

*Activities: Try hand dancing to other popular music. Let children make up their own motions for "dancing" with their arms.*

## **Rules Rap**

Chorus:

The rules, the rules, the rules of the classroom. (Snap fingers.)

The rules, the rules, the rules of the classroom.

Follow, follow, follow directions, (Point index fingers.)

Follow, follow, follow directions.

Chorus

Feet and hands, feet and hands,

(Point to feet and hands.)

Feet and hands to yourself.

Chorus

Small voices inside, tall voices on the playground. (Quiet voice, then loud voice.)

Small voices inside, tall voices on the playground.

Chorus

Work together, don't fight, or you'll get in trouble. (Clasp hands, then point finger.)

Work together, don't fight, or you'll get in trouble.

Chorus

YEAH!

*Activities: Write the rules on a chart. Call children's attention to them when they are behaving inappropriately.*

*Make a "Class Rule Book." Ask each child to illustrate and write (or dictate) a rule that they think is important. Put their pictures together and staple in a construction paper cover. Read the rules together, then display in the room and use as a "reminder" when necessary.*

## **Junior Birdmen**

(Make circles with index fingers and thumbs and hold around eyes like goggles.)

Up in the air, Junior Birdmen.  
Up in the air, upside down.  
Up in the air, Junior Birdmen.  
Keep your noses off the ground.

And when you hear the grand announcement  
That their wings are made of tin.  
Then you will know the Junior Birdmen  
Have sent their box tops in.

It takes five box tops,	(Hold up five fingers.)
Four labels,	(Four fingers.)
Three coupons,	(Three fingers.)
Two bottle caps,	(Two fingers.)
And one thin dime.	(One finger.)

J – U – N – I – O – R, B – I – R – D – M – E – N.

Junior Birdmen!

*Activities: Ask children to explain the words in the song. Have they ever found a prize in a cereal box? Have they ever sent off for a prize?*

*Have children bring in their favorite cereal box. Look for prizes and coupons on the cover of the boxes. Cut the front off each box and punch 2 holes in the left side. Bind with book rings to make a book called "What's for Breakfast?"*

## **Money Song**

(Tune: "Shortnin' Bread")

Chorus:

I like money to buy things at the store.

(Point to self.)

Money, money, money, I always want more!

(Palms up and shake.)

A penny's worth one cent.

(Hold up 1 finger.)

A nickel's worth five.

(Hold up 5 fingers.)

A dime's worth ten cents.

(Hold up 10 fingers.)

A quarter's twenty-five.

(Open and shut hands for 25.)

Chorus

Lincoln's on one cent.

Jefferson's on five.

Roosevelt's on ten cents.

Washington's on twenty-five.

Chorus

A building's on one cent.

A building's on five.

A torch is on ten cents.

An eagle's on twenty-five.

Chorus

*Activities: Enlarge pictures of coins and hold up as you sing.*

*Have children do rubbings of coins. Place each coin under a sheet of paper and rub with the side of a crayon. Who do they see? What's it worth?*

*Let children examine coins with a magnifying glass. Encourage them to discuss details. How old is the coin?*

### **The Gummy Bear Song**

(Tune: "Six Little Ducks That I Once Knew")

Down at the candy store, what did I see?  
Five little gummy bears smiling at me. (Hold up 5 fingers.)  
Along came child's name with a penny one day.  
They bought a red one and they took it away.

Continue singing children's names as you call out orange, yellow, green, and purple.

*Activities: Vary the number of bears and coins used in the song. (i.e. ten bears and nickels)*

### **Planet Poem**

I bought a MERCURY  
To visit friends on VENUS.  
But how on EARTH  
Can I ever get to MARS?  
Jumping JUPITER,  
SATURN's party is Saturday.  
URANUS and NEPTUNE  
Will ride in PLUTO's car.  
Oh, dear, oh, my.  
The planets in the sky.  
Let's learn them all in order  
Everybody try!

*Activities: Pass out paper plates to the children. Provide them with books about the planets, then challenge them to make their plate look like one of the planets. Label.  
Hold up as you sing about that planet in the song.*

### **Lettercise**

(Before doing this activity, the children will need to find their own "space" by spreading their feet and twisting around. Explain that when you shadow box, you don't make contact. If you see children touching their friends or getting out of their space, ask them to sit down and do the activity in their chair.)

All right! Everybody up so we can lettercise. (Begin jogging in place.)  
We're going to say each letter, then punch the sound like a boxer. In between we'll get in shape by jogging, jumping, and exercising our bodies and brains.



A /a/, B /b/, C /c/, D/d/, E/e/, F/f/, G/g/  
Now run in place. (Make circles with fists as you say  
the letter, then punch in front of body  
and make the sound.)

H/h/, I/i/, J/j/, K/k/, L/l/, M/m/, N/n/  
Let's pretend to jump rope. (Jump up and down.)

O/o/, P/p/, Q/q/, R/r/, S/s/, T/t, U/u/  
Time for jumping jacks. (Do jumping jacks.)

V/v/, W/w/, X/x/, Y/y/, Z/z/  
Super job! Now wave your arms in the air and (Put arms in the air and dance  
dance around like the winner you are! around and cheer.)

*Activities: Make manual signs for letters instead of punching them out.*

### **The Vowel Song**

(Tune: "Are You Sleeping?")

A makes two sounds. (Children echo each line.)

/A/ and /a/.

/A/ for apron, /a/ for apple.

/A/ and /a/.

/E/ and /e/ - eagle and elephant...

/I/ and /i/ - ice cream and inchworm...

/O/ and /o/ - open and octopus...

/U/ and /u/ - ukulele and uncle...

*Activities: Let children illustrate books to go along with this song. Fold 3 pieces of paper in half and staple on the fold. Children write a different vowel sound on each page and illustrate the short and long sounds.*

*Have children think of other words they could sing in the song.*

## The Letter Dance

In this song we're going to form letters with our bodies.  
Just use your imagination and have some fun!

The letter dance. (Begin by dancing back and forth to the beat.)  
Here's your chance.  
Learn sounds and letters,  
There's no way better.

Make an A – /a/, /a/, /a/, /a/, /a/ (Hands over head. Feet extended.)  
B... (Right arm on waist. Right leg bent.)  
C... (Make semi circle with arms over head.)  
D... (Bend over to right side and touch feet.)  
E... (Extend arms to right and stick out 1 foot.)  
F... (Extend arms to right.)  
G... (Form a "G" over head with arms.)

The letter dance.  
Here's your chance.  
You've got the beat.  
It's really neat.

Make an I - /i/, /i/, /i/, /i/, /i/ (Arms straight up over head.)  
J... (Turn to side and bend leg backwards.)  
K... (Extend right arm up. Right leg out to side.)  
L... (Turn feet to right.)  
M... (Hands on shoulders.)  
N... (One hand on shoulder.)  
O... (Circle arms over head.)  
P... (Right hand on waist.)

The letter dance.  
Here's your chance.  
It's a ball,  
For one and all.

Make a Q – /q/, /q/, /q/, /q/, /q/ (Left hand on waist.)  
R... (Right hand on waist. Extend right leg.)  
S... (Curve arms to right and bend over.)  
T... (Arms extended on either side.)  
U... (Arms curved up in the air.)  
V... (Arms straight and slanted up in the air.)  
W... (Bend elbows at waist and slant wrists up.)  
X... (Extend arms and legs.)  
Y... (Extend arms in "v" over head.)  
Z... (Turn right. Extend right arm and kick up left leg.)

Now we're done.  
And we had fun.  
And when you need.  
These sounds you'll need.  
The letter dance! Whoo!

*Activities: Use this song to reinforce sign language by making the manual sign for each letter as you sing.  
Have children make up their own movements for each letter.*

### **The Compound Boogie**

(Tune: "Ball in the Jack")

Take the word "rain" and the word "coat."

(Hold up left palm, then  
right palm.)

Put them together and get "raincoat."

(Bring palms together.)

Dog – house...foot – ball...cup – cake...

Sun – shine...lunch – box...

The compound boogie is easy to do.

You make one word out of two!

And now you can join in the fun.

I'll say two words and you make them one.

Play – ground...side – walk...bath – tub...

Tree – house... some – thing... sail – boat...

Bed – room... snow – man...cow – girl...

Door – bell...

*Activities: Have children think of other compound words. Write them on the board and sing them in the song.*

*Write compound words on paper plates. Cut between the words using a puzzle design as shown. Children put the puzzles together and read the words.*

## **Seven Little Letters**

(Tune: "Five Little Ducks")

Seven little letters went out one day	(Hold up seven fingers.)
Over the hills and far away.	(Move hand up and down.)
When the teacher called /m/, /m/, /m/, /m/,	(Cup hands around mouth as
Only the letter "M" came back.	you make the /m/ sound.)

Continue with /t/, /f/, /g/, /d/, /s/, /p/...

*Activities: Place magnetic letters on the overhead or on a cookie sheet and remove as you sing the song.*

*Sing a similar song for the vowels. "Five little vowels went out one day..."*

*Cut file folders in half. Punch 2 holes in the top and tie together with a 30" piece of string as shown. Print the uppercase letter on one side and the lowercase letter on the other side. Chose seven children to wear these like sandwich boards. Have the "seven letters" hold hands and skip in a circle. When you call their sound, they come to you.*

## **The More We Get Together**

(Sing in sign language.)

- The more we get together, together, together. (Hands in fists. Touch thumbs and circle around in front of you.)
- The more we get together, the happier we'll be. (Hands on chest and make circles up and out.)
- For your friends are my friends, (Point to a friend and clasp index fingers.)
- Are my friends are your friends. (Point to self and clasp index fingers.)
- The more we get together, the happier we'll be. (Hands in fists. Touch thumbs and circle in front of you. Make circles up and out from chest.)
- The more we play together... (For "play" extend pinky and thumb and wiggle.)
- The more we learn together... (For "learn" extend one palm like a book and then pretend to pull information from it and put it in your head.)
- The more we sing together... (Bend one arm and "strum" with other hand like an instrument.)

*Activities: Let children suggest other verses and motions, such as "The more we read together," or "The more we help each other."*