

KISS YOUR BRAIN!

1. Kiss Your Brain

Chorus

Kiss your brain! Kiss your brain! (Kiss fingertips, then touch head.)

It's something you can do.

Kiss your brain! Kiss your brain!

When you feel proud of you!

You've done something you've never done before,

You're feeling good about it.

You are thinking, "Good job, me!" (Pat yourself on the back.)

And you want to shout it. So...

Chorus

You wrote a book all by yourself. (Pretend to write on palm.)

You learned on the computer. (Pretend to type.)

You played checkers with your mom,

And you beat her! So... (Fist in air.)

Chorus

You can kiss your brain 'cause you feel good.

You can kiss your brain 'cause you're smart.

You can kiss your brain 'cause you're learning.

You can kiss your brain with a happy heart! So...

Chorus

Activities: Let children draw pictures of themselves doing something that makes them want to "kiss their brain." Put them together to make a class book.

2. Twinkle Friends

Twinkle, twinkle, little star. (Children face partner and gently touch and wiggle fingertips.)

What a special friend you are.

From your head to your toes, (Touch each other's head, then toes.)

We are special friends you know. (Hold hands and circle around.)

Twinkle, twinkle, little star. (Children touch fingertips.)

What a special friend you are. (Children hug.)

Now, go find another friend,

And we'll twinkle once again...

Now, take a little hike.

Find another friend you like...

Now we'll sing one more time.

Won't you be a friend of mine?

Activities: Have children complete this sentence: "A friend is..." Write their answers on a language experience chart.

3. Shake a Hand

Everybody shake a hand, (Walk around the room and shake hands.)
shake a hand, shake a hand.
Everybody shake a hand
and walk around the room.

Everybody give high five, (Walk around the room giving high fives.)
give high five, give high five.
Everybody give high five
and walk around the room.

Everybody smile and wink, (Smile and wink at friends as you walk around.)
smile and wink, smile and wink.
Everybody smile and wink
and walk around the room.

Everybody give a hug, (Hug friends.)
give a hug, give a hug.
Everybody give a hug
then sit down in your seat.

Activities: Let children suggest other handshakes and ways to greet friends.

4. Who Let the Letters Out?

Who let the A out? /a/a/a/a/
Who let the B out? /b/b/b/b/
Who let the C out? /c/c/c/c/
Etc.

Activities: Put hands in the air and wave or make dance motions as you sing.
Have the class stand in a circle. When the letter that each child's name begins with comes up in the song, they can get in the middle and break dance.

5. Letter Aerobics

Some letters are tall. They start at the top dotted line. Some letters start at the middle dotted line. And some letters have a tail. They go below the line. As we say the letters of the alphabet, we're going to put our hands in the air for the tall letters, our hands on our waist for the short letters, and we're going to touch the ground for the letters with a tail.

a – hands on waist
b – hands in the air
c – hands on waist
d – hands in the air
e – hands on waist
f – hands on waist
g – touch the ground
and so forth...

Next, we're going to clap the letters. Clap up high for tall letters. Clap in front of your body for short letters. Clap down low for letters with a tail.
a-b-c-d-etc.

This time we'll pretend we're cheerleaders. Jump and put your arms out in the air for tall letters. Hands on hips for short letters. Squat down for letters with a tail.
a-b-c-d-etc.

Activities: Spell word wall words using letter aerobics.

6. The Alphabet's in My Mouth

I've got the whole alphabet in my mouth,
I've got the whole alphabet in my mouth.
I've got the whole alphabet in my mouth and I can read!

I've got A - /a/ /a/ in my mouth (Make sign language letters as you sing.)
I've got B - /b/ /b/ in my mouth
I've got C - /c/ /c/ in my mouth and I can read!
D...E...etc.

I've got all the sounds in my mouth, and I'm ready to read!

Activities: Take a close up photo of each child's face with their mouth wide open. Enlarge these and use them to make a class book that goes with the song. On each page write a verse to the song and glue the appropriate letter on the child's tongue.

Note! If you use Zoo Phonics, Animated Literacy, or another phonics program you can adapt these songs to reinforce your unique movements.

7. Bitty Bi Bo Bu

B A - ba
B E- be
B I – bitty bi,
B O- bo
Bitty bi bo
B U- bu
Bitty bi bo bu

N... K... Y... R... V... Z

Activities: Adapt this song for other consonants, blends, or diagraphs.

8. Vowel Cheer

Give me a long A - /a/ (Open palm and make a straight movement in front of your body.)
Give me a short A - /a/ (Make a curve down and up in front of your body.)

Give me a long E...I...O...U...

Now let's do the vowel beat. (Clap twice.)
Clap your hands and stomp your feet. (Stomp twice.)
Long A - /a/, Short A - /a/

Raise your arms high and swing them down low. (Hands up high and then down.)
The E vowel sound is the way to go.
Long E - /e/, Short E - /e/ (Form the macron and breve with your hand as you sing.)

Hop 2 steps up and 2 steps back. (Hop forwards and then backwards.)
With the I vowel, you're right on track.
Long I - /i/, Short I - /i/

Step to the left, step to the right. (Step to the left and then right.)
The O vowel sound is out of sight.
Long O - /o/, Short O - /o/

Shout it out loud and whisper it low. (Shout and then whisper.)
Just the U vowel sound to go.
Long U - /u/, Short U - /u/

Now give high five to a nearby friend. (Dance around and give high fives to friends.)
The vowel beat has come to an end.
Yeah! Vowels!

Activities: Make diacritical marks with your hands to reinforce phonemes.
Use a T-chart to sort words with long and short vowel sounds.

9. When You Come to a Word You Don't Know

When you come to a word that is strange or new,
This is a song that you can use.
Look at the picture. (Point to eyes.)
Let the sounds help you. (Point to ears.)
Say, "blank," and keep on reading, (Open up palms.)
That's what you should do. (Point finger.)

Now sing along about what you can do
When you come to a word that is strange or new.
Look at the picture.
Let the sounds help you.
Say, "blank," and keep on reading
That's what you should do.

Activities: Make a chart on the wall with the three cues. When children ask what a word is remind them to try one of their cues.
Model how to use these skills when reading big books and other print in the classroom.

10. Singular and Plural

One is book, 2 are books. (Hold up fingers.)
One is cook, more are cooks.
Add an "s" to the end of a word
Makes it plural, haven't you heard?

One is toy, two are toys.
One is boy, more are boys.

I'll say a word, then you add an "s."
You make it plural - do your best!

Car	Star
Dog	Log
Cat	Hat
Ball	Wall
Coat	Boat
Tree	Bee

Now you know what plurals are for.
Add an "s" when there's two or more!

Activities: Cut strips of paper 8 ½" x 2 ½". Fold over the right end 2". Write the singular form on the strip. Open and write the "s" under the flap.

11. Verbs

Verbs, verbs, action words.
Things you can do!

I'll say a word and if it's a verb
See what you can do.

Fly – that's a verb. (Flap arms and pretend to fly.)
Let's fly.

Run – that's a verb. (Run in place.)
Let's run.

Chair – that's not a verb. (Shake head “no.”)
You can't chair.

Hop – that's a verb. (Hop on one foot.)
Let's hop.

Walk – that's a verb. (Walk in place.)
Let's walk.

Tree – that's not a verb. (Shake head “no.”)
You can't tree.

Swim – that's a verb. (Pretend to swim.)
Let's swim.

Jog – that's a verb. (Jog in place.)
Let's jog.

Dog – that's not a verb. (Shake head “no.”)
You can't dog.

Sit – that's a verb. (Sit down.)
So sit down in your seat.
Now you know action words.
Move to the verb beat!

Activities: Let children brainstorm other action words and act them out.

12. SINGING THE WORLD WALL

Here are some songs that will help you remember how to read and spell words. If it's a short two letter word, then try spelling it to the tune of "If You're Happy and You Know It."

If you want to spell "go," say G - O.
If you want to spell "go," say G - O.
It's easy as can be when you sing and spell with me.
If you want to spell "go," say G - O.

If you want to spell "my" ...

Now, if it's a three letter word,
try the tune of "Three Blind Mice."

A-N-D, A-N-D, that spells "and,"
that spells "and."
A-N-D spells "and," A-N-D spells "and."
A-N-D.

N-O-T...

For four letter words, sing and spell
to "My Darlin' Clementine."
L-I-K-E, L-I-K-E, L-I-K-E spells "like."
L-I-K-E, L-I-K-E, L-I-K-E spells "like."

T-A-L-K...

Five letter words are a snap with "BINGO"
There is a word that I can spell and
"could" is the word-o.
C-O-U-L-D, C-O-U-L-D, C-O-U-L-D,
And "could" is the word-o.

Activities: Use these tunes to sing spelling words or words on the word wall.
Spell words out in sign language as you sing.

13. SPELLING NUMBERS

(Tune: "Farmer in the Dell")

O – n – e spells one. (2x) (Hold up one finger.)

Spelling numbers is such fun.

O – n – e spells one.

T – w – o spells two. (2x) (Hold up two fingers.)

I can spell and so can you.

T – w – o spells two.

Three – It's as easy as can be....

Four – I can spell even more...

Five – I can spell and I can jive...

Six – Number words are a trick...

Seven – We're so hot we are sizzlin'...

Eight – We are smart. We spell great...

Nine – Spelling good and feeling fine...

Ten – You've spelled "ten" and that's "The End"...

Activities: Write number words on sentence strips and hold up as you sing.

Make a class numeral book to go along with the song.

14. COUNTING CADENCE

Your left, your left, your left, right, left.

(Children repeat.)

We're the best, we're number one. (Hold up 1 finger.)

Now let's have some counting fun.

1 2 3 4 5 6 7 8 9 10 11 12

We are smart, we're really cool. (Hold up 2 fingers.)

Come on and let's count by two's.

2 4 6 8 10 12 14 16 18 20 22 24

We are rockin' you can see. (Hold up 3 fingers.)

All together count by three's.

3 6 9 12 15 18 21 24 27 30 33 36

We've got the beat and we know more.

Everybody count by four's.
4 8 12 16 20 24 28 32 36 40 44 48

We can count and we're alive.
Now let's try and count by five's.
5 10 15 20 25 30 35 40 45 50 55 60

Skip counting is a kick.
You can do it - count by six.
6 12 18 24 30 36 42 48 54 60 66 72

We're on a roll – our brains are revvin'.
Everybody count by seven.
7 14 21 28 35 42 49 56 63 70 77 84

We're fantastic – doing great.
Come on now and count by eight.
8 16 24 32 40 48 56 64 72 80 88 96

Lookin' good and counting fine.
Now it's time to count by 9.
9 18 27 36 45 54 63 72 81 90 99 108

Skip count, skip count once again.
One more time and count by 10.
10 20 30 40 50 60 70 80 90 100 110 120

We are super, yes we are.
Look out world here comes a star.

Activities: Point to a hundreds chart as you skip count.
Let children patty cake with a friend as they skip count.

15. PENNY, NICKEL, DIME
(Tune: "Frere Jacques")

Penny, nickel, dime. Penny, nickel, dime.
Quarter, half dollar. Quarter, half dollar.
Penny, nickel, dime. Penny, nickel, dime,
Quarter, half dollar. Quarter, half dollar.

One, five, ten. One, five, ten.
Twenty-five, fifty. Twenty-five, fifty.
One, five, ten. One, five, ten.
Twenty-five, fifty. Twenty-five, fifty.

Activities: Hold up pictures of coins or real coins as you sing.
Count pennies by one's, nickels by five's, and dimes by ten's.

16. INSECT'S BODY

(Tune: "Head, Shoulders, Knees, and Toes")

Head (Point to head.)
Thorax (Point to chest.)
Abdomen – abdomen! (Point to stomach.)
Head, thorax, abdomen – abdomen!
And eyes (Point to eyes.)
And mouth (Point to mouth.)
And antennae, two (Stick 2 fingers up.)
Six legs (Wiggle 3 fingers on each hand.)
And there's an insect for you!
(Leave off a verse each time you sing and hum.)

Activities: Let children draw pictures of insects and label.
Give children Styrofoam packaging and toothpicks to construct insects.

17. MACARENA BONES

Tarsal, (Point to foot.)
Tibia, (Point to larger bone below knee.)
Fibula, (Point to side bone below knee.)
Patella. (Point to knee cap.)
Femur, (Point to bone above knee.)
Pelvis, (Point to hip bones.)
Ribs, (Point to ribs.)
Sternum. (Point to where ribs join in center of chest.)
Carpal, (Point to hand.)
Ulna, (Point to inside bone above thumb.)
Radius, (Point to outside bone below elbow.)
Humerus. (Point to bone above elbow.)
Hey, kiss my cranium! (Point to skull.)

18. THE WATER CYCLE

("My Darlin' Clementine")

Evaporation (Push palms up.)
Condensation (Hands together in air.)
Precipitation all around (Wiggle fingers down.)
Accumulation (Sweep arms in circle.)
Evaporation (Push palms up.)
The water cycle goes
Round and round (Make circles with arms.)

Activities: Make “rain” by putting filling a large glass jar with hot water. Place a pie pan full of ice cubes on top. Observe as the water condenses and then appears to “rain” in the bottle.

Brainstorm why we need rain.

Make a book called “What to Do on a Rainy Day!”

19. LITTER PATROL

Well, here we go, (Clap and snap fingers to the beat.)

We’re on the litter patrol.

We’re going to work all day

To put the trash away.

The planet earth, you see

Is our habitat.

We’re going to clean it up,

Well, how about that!

Activities: Make litter boxes from empty cereal boxes. Cut off the top of the boxes and tie on a piece of string. Children can wear gloves and pick up trash on the playground. Or, they can put these litter boxes in their cars.

20. FIVE SENSES

(“Bingo”)

I have five senses that I use (Hold up 5 fingers.)
to help me learn each day.

See, hear, smell, taste, touch. (Point to eyes, ears, nose, mouth, and hold up hands.)

See, hear, smell, taste, touch.

See, hear, smell, taste, touch,

I use them every day.

My five senses help me learn,

They’re pathways to my brain.

See, hear... (Point to eyes, ears, etc.)

They’re pathways to my brain.

Now, let’s play a little game

How many senses can you name?

- - - - (Hold up fingers one by one as children name senses.)

- - - -

- - - -

Five senses you can name.

Activities: Go on a listening walk where children are quiet and try to remember all the sounds that they hear. Make a list when you return to the classroom.

How many different textures and odors can the children identify on a nature walk.

Take an “I Spy” walk where children punch a hole in an index card. They look through the hole and “spy” animals, plants, rocks, and so forth.

21. PARTS OF A FLOWER

(Tune: “Head, Shoulders, Knees, and Toes”)

Flower (Hands around face.)

Stem (Point to neck.)

Leaves (Stick out arms.)

And roots (Touch feet.) –

Leaves and roots.

Flower, stem, leaves, and roots –

Leaves and roots.

All it takes is sun (Hands up in circle over head.)

And showers (Wiggle fingers down.)

And a seed (Hold out palm.)

Grows into a flower. (Spread fingers of right hand up through left fist.)

Activities: Have children draw pictures of flowers and label.

Plant flower seeds and observe. Record data of the flower’s growth in a journal.

Brainstorm the different parts of plants that we eat. What are some flowers that we eat?

Stems? Roots? Seeds? Leaves?

22. SEASONS

(Tune: “Oh, Susannah”)

Winter, spring, summer, fall,

Four seasons of the year.

Winter, spring, summer, fall,

I enjoy them all.

First comes winter, with ice and snow. (Pretend to shiver.)

Don’t forget your mittens when the cold wind blows. (Hold up hands.)

Next, comes spring when the earth warms up.

Birds sing and flowers bloom. Wake up butter cups. (Flap arms like a bird.)

Then it’s summer, with long, hot days. (Pretend to fan self.)

Read, bike, swim and in the sunshine play. (Pretend to swim.)

Finally, it’s fall and the earth cools down.

Leaves turn red, yellow, orange and brown. (Wiggle fingers in a downward motion.)

Seasons, seasons, bring changes for all.

Winter, spring, summer, fall. I enjoy them all.

Activities: Let each child make a book about the four seasons by stapling two sheets of paper in half.

Graph children’s favorite season.

Make an attribute web of signs, symbols, and sports for each season.

23. THE WORLD FAMILY

(Tune: “The Wheels on the Bus”)

In this song, you’ll have to fill in the name of your school, city, state, country, continent, and planet.

The name of my school is ____, ____, ____.

The name of my school is ____.

That’s the name of my school.

The name of my city is...

The name of my state is...

The name of my country is United States.

The name of my continent is North America.

The name of my planet is Earth.

We’re all part of the world family, family, family.

We’re all part of the world family.

Let’s live in love and peace.

Activities: Let children identify their city, state, country, and continent on maps and globes.

Have children make maps of the classroom, the school, or their bedrooms.

Make a visual graphic with concentric circles going outward. Label the inner circle with the school, then the city, state, and so forth.

24. WE HAD A GOOD DAY

(Tune: La Cuckla Racha)

We had a good day, we had a great day. (Wiggle back and forth on feet to the beat.)
So pat yourself on the back. (Pat yourself on the back.)
We had a good day, we had a great day.
So pat yourself on the back.

We thought a lot today (One finger in the air and turn in a circle.)
We learned in many ways,
So kiss your brain. (Kiss fingertips and then kiss brain.)
We thought a lot today, we learned in many ways,
So kiss your brain.

It's time to say so long and end with a song. (Palms up and wiggle wrists to the beat.)
Wave good-bye to your friends. (Wave hands.)
It's time to say so long and end with a song.
Wave good-bye to your friends.

Activities: Have children turn to a friend and discuss something new they learned at school.

Tell children something that they can look forward to doing at school the next day.