

DR. JEAN SINGS SILLY SONGS

I Like You

(Tune: "Skip to My Lou")

I like you, there's no doubt about it. (Point to self and then to a friend.)
I like you, there's no doubt about it.
I like you, there's no doubt about it.
You are my good friend.
You like me, there's no doubt about it. (Point to a friend and then to self.)
You like me, there's no doubt about it.
You like me, there's no doubt about it.
You are my good friend.

Activities: Ask the children to draw pictures of all the people who like them or love them. Label their pictures.

Make a language experience story by having each child complete this sentence: "A friend is..."

Alligator

Chorus: Alligator. (Extend arms and open and close as if an
Alligator. alligator's mouth.)
Alligator.
Can be your friend, can be your friend,
Can be your friend, too! (Point finger.)

The alligator is my friend, (Point to self.)
And he can be your friend, too. (Point to a friend.)
If only you could understand, (Hold up palms.)
Don't wear him as a shoe! (Point to shoe.)

Chorus

The alligator is my friend. (Point to self.)
He likes to dance and flirt. (Shuffle feet and fluff hair.)
If only you could understand, (Hold up palms.)
Don't wear him as a skirt. (Point to skirt or legs.)

Chorus

The alligator is my friend. (Point to self.)
He likes to sing and dance. (Snap fingers and dance.)
If only you could understand, (Hold palms up.)
Don't wear him as your pants. (Point to pants or legs.)

Chorus

Activities: Make an alligator puppet to help you sing this song. Glue pompoms to the outside heel of a green sock. Take a handful of cotton and stick it in the heel. Extend your fingers from your thumb. Wrap a rubber band between your fingers and thumb to make the alligator's mouth as shown.

Cool Bear Hunt

Chorus: We're going on a bear hunt. (Slap thighs.)
We're going to catch a big one, (Extend arms.)
With big green eyes, (Make circles around eyes.)
And a fuzzy little tail. (Bend over and make a tail with hands.)

Look over there. (Point to left.)
It's a candy factory.
Can't go over it. (Hands over head.)
Can't go under it. (Hands down low.)
Can't go around it. (Circle arms around.)
Guess we'll go through it. (Palms up.)
Yum, yum, yum, yummmm. (Pretend to stuff mouth with candy.)

Chorus

Look over there. (Point to right.)
It's a peanut butter river... (Pretend to swim with arms.)

Look over there. (Point in front of you.)

It's a Jell-o swamp...

(Wiggle all over.)

Look over there. (Point behind you.)

It's a cave...

It's cold in here. (Shiver.)

I see two big green eyes, (Pretend to hold a flashlight.)

And a fuzzy little tail.

It's a bear! (Throw arms in air.)

Go through the Jell-o swamp. (Wiggle.)

Swim across the peanut butter river. (Swim with arms.)

Go through the candy factory. (Stuff mouth.)

Run home. (Slap thighs.)

Open the door. Shut the door. (Pretend to open and shut a door.)

We went on a bear hunt,

And we weren't afraid! (Thumbs on chest as if proud.)

Activities: Have children recall the bear hunt in sequential order.

Make a class book of "The Cool Bear Hunt" by having children illustrate the events in the chant.

HINT! When children illustrate pictures for class books, remind them to use as many colors as they are in age. Five year olds-five colors; six year olds – six colors, etc.

Katalina Matalina

(Tune: "Shortnin' Bread")

Chorus: Katalina Matalina Upsadina Walkadina
Hoca Poca Loca was her name.

Her head was shaped like a baseball bat. (Point to head.)
And right on top was a funny, old hat. (Chorus)

She had two hairs in her head. (Hold up two fingers.)
One was alive and the other was dead. (Chorus)

She had two eyes in her head. (Point to eyes.)
One was purple and the other was red. (Chorus)

She had two teeth in her mouth. (Point to mouth.)
One pointed north and the other pointed south. (Chorus)

Her neck was as long as a ten foot pole. (Point to neck.)
And right in the middle was a big, black bow. (Chorus)

Her hips were like two ships in port. (Hands on hips.)
One headed south and the other headed north. (Chorus)

Her feet were as flat as a bathroom mat. (Point to feet.)
How did they ever get like that? (Chorus)

But she had a heart, so I'm told. (Point to heart.)
That was made of purest gold. (Chorus)

*Activities: Have the children draw or paint their interpretations of Katalina Matalina.
Put these together to make a book.*

Discuss what it means to have a "heart of gold." When you catch children being kind to a friend say, "Kiss your heart of gold. You're just like Katalina!"

Over in the Meadow

Over in the meadow in the sand and the sun
Lived an old mother froggie and her little froggie one. (Hold up 1 finger.)
“Hop,” said the mother. “I hop,” said the one. (Pretend to hop finger.)
So they hopped and were glad in the sand and the sun.

Over in the meadow where the stream runs blue
Lived an old mother fishie and her little fishies two. (Hold up 2 fingers.)
“Swim,” said the mother. “We swim,” said the two. (Wiggle fingers as if
So they swam and were glad where the stream runs blue. swimming.)

Over in the meadow in the nest in the tree
Lived an old mother birdie and her little birdies three. (Hold up 3 fingers.)
“Fly,” said the mother. “We fly,” said the three. (Fly fingers in air.)
So they flew and were glad in the nest in the tree.

Over in the meadow by the old apple core
Lived an old mother wormie and her little wormies four. (Hold up 4 fingers.)
“Squirm,” said the other. “We squirm,” said the four. (Wiggle fingers all
So they squirmed and were glad by the old apple core. around.)

Over in the meadow by the big bee hive
Lived an old mother bee and her baby bees five. (Hold up 5 fingers.)
“Buzz,” said the mother. “We buzz,” said the five. (Open and close fist.)
So they buzzed and were glad by the big bee hive.

*Activities: Assign sets of children to be the different animals in the song.
Have them get up and move around appropriately when their verse is sung.*

Have children paint a mural to illustrate the song.

Make up additional verses for the numerals 6-10. For example, “Over in the meadow in a home made of sticks lived an old mother beaver and her little beavers six...”

Make a step book from three sheets of paper as shown. Let children illustrate the different verses.

Bringing Home a Baby Bumblebee

I'm bringing home a baby bumblebee.
Won't my mommy be so proud of me?
I'm bringing home a baby bumblebee.
Buzz, buzz, buzz, buzz, buzz.

(Clasp two hands as if holding a bee.)

(Put hands near ear as if listening.)

I'm bringing home a baby kitty cat.
Won't my mommy say, "What's that?"
I'm bringing home a baby kitty cat.
Meow, meow, meow, meow, meow.

(Hold up left arm and pretend to stroke with your right hand.)

I'm bringing home a baby puppy dog.
Won't my mommy say, "He's such a hog."
I'm bringing home a baby puppy dog.
Woof, woof, woof, woof, woof.

(Pretend to hold a leash with a dog on the end.)

I'm bringing home a baby rattlesnake.
Won't my mommy shiver and shake.
I'm bringing home a baby rattlesnake.
Sss, sss, sss, sss, sss.

(Palms together and wiggle like a snake.)

Activities: Cut a bee, cat, dog, and snake out of construction paper and tape them to a straw. Hold them up as you sing the different verses in the song. Ask the children to suggest other animals they could bring home to mommy. Make up rhymes about what she would do.

I Wish I Had a Little Red Box

(Tune: "Polly Wolly Doodle")

I wish I had a little red box

To put my mommy in.

I'd take her out and go,

Kiss, kiss, kiss,

And put her back again. (Kiss in air.)

* Daddy: Hug, hug, hug. (Hug self.)

* Good Friends: "How do you do?" (Shake hands.)

Activities: Have the children paint a big box red. Let one child at a time get in the box as you sing their name in the song.

Write children's names on index cards and put them in a tissue box covered with red paper. Pull out one name at a time and sing the song using that child's name. (For younger children, glue their photograph beside their name.)

The Butterfly

(Tune: "Up on the Housetop")

First comes the butterfly who lays an egg. (Clasp thumbs and wiggle fingers.)

Out comes a caterpillar with many legs. (Wiggle index finger.)

Oh, see the caterpillar spin and spin, (Roll hands.)

A little cocoon to sleep in. (Insert right index finger in left fist.)

Oh, oh, oh, look and see. (Hands over eyes.)

Oh, oh, oh, look and see.

Out of the cocoon, my, oh, my,

Out comes a beautiful butterfly. (Clasp thumbs and make butterfly.)

Tiny Tim

I had a little turtle (Cup hands together.)

His name was Tiny Tim.

I put him in the bathtub (Put hands down on floor.)

To see if he could swim. (Pretend to swim.)

He drank up all the water. (Pretend to drink.)

He ate up all the soap. (Pretend to gobble soap.)

And now he's sick in bed (Lay head on hands.)

With bubbles in his throat. (Vibrate lips together.)

Bbbbbbbb!

Activities: Draw a smile and two eyes on the end of a sock. Color two paper plates to look like a turtle's shell. Staple the paper plates together at the top and bottom as shown. Insert the sock in between the two plates.

Twink-A-Link

The stars at night go (Open and shut hands.)
Twink-a-link-a-link
Oh, way up in the sky.

The moon at night goes (Open and shut eyes.)
Blink-a-link-a-link
And shines right in my eye.

The skunk at night goes (Hold nose.)
Stink-a-link-a-link,
I wish he'd go right by.

A twink-a-link-a-link. (Open and shut hands.)
A blink-a-link-a-link, (Blink eyes.)
A stink-a-link-a-link, (Hold nose.)
Oh, my! (Wave hand.)

Activities: Staple paper stars to straws for the children to hold as you sing the song. Glue "glow in the dark" stars to craft sticks, then turn off the lights and sing.

Baby Fish

Baby fish, do-do, do-do-do-do, (Open and shut index
Baby fish, do-do, do-do-do-do. fingers to the beat.)
(Sing twice.)

Momma fish... (Open and shut hands.)
Daddy fish... (Open and shut arms.)
Giant whale... (Extend arm and leg to make whale's mouth.)

Activities: Make up other verses, such as one about uncle fish, grandma fish, etc. Have the children suggest arm movements to do for the different fish.

The Three Boppin' Bears Rap

Once upon a time in the middle of the woods (Snap fingers and slap thighs to the
Lived the three bears. Yeah! Yeah! Yeah! beat.)
One was the papa bear, one was the mama bear,
And one was the wee bear. Yeah! Yeah!
They went to take a walk in the big woods.
Along came the girl with the golden curls. (Make curls with fingers.)
Her name was Goldilocks,
And upon the door she knocked, (Pretend to knock on door.)
But no one was there. Yeah! Yeah!
So she walked right in and
Had herself a bowl of porridge.
She didn't care! (Shake head, "No.")
Home, home, home came the three bears.
"Someone's been eating my porridge,"
said the papa bear. Yeah! Yeah!
"Someone's been eating my porridge,"
said the mama bear. Yeah! Yeah!
"Ba ba ba re bear," said the little wee bear.
"Someone's been eating my soup – OOO!" (Throw arms up in the air.)
Just then Goldie woke up – AAA!
She broke up the party, and she beat it out of there!
"Good-bye, good-bye, good-bye," said the papa bear. (Wave.)
"Bye, bye, bye," said the mama bear. (Wave.)
"Ba ba ba re bear," said the little wee bear. (Wave.)
So ends the story of the three bears!

Hello Song

(Tune: "Skip to My Lou")

Hello, how are you? (Wave hand.)
Hello, how are you?
Hello, how are you?
How are you this morning?

I am fine, and I hope you are, too. (Point to self, then a friend.)

Turn to your neighbor, and shake their hand. (Shake hands.)

Activities: Make up new verses, such as "turn to your neighbor and give "high five," or "turn to your neighbor and give them a hug."

Sing children's names in the song. For example, "Hello Pepo, how are you? Hello Jan, how are you? Hello Marcus, how are you? How are you this morning?"

La De Da De Da

Ring, ring, went the little pink phone one day. (Put index finger in air and twirl around.)
Ring, ring, went the little pink phone.
Ring, ring, went the little pink phone one day,
All it did was ring, ring, ring.
But we all know phones go la de da de da, (Extend arms in opposite directions.)
La de da de da, la de da de da.
We all know phones go la de da de da.
They don't go ring, ring, ring.

Chug, chug went the little blue train one day... (Bend elbows and pretend to chug.)

Glub, glub went the little gold fish one day... (Move arms in swimming motion.)

Glink, glunk went the little green frog one day... (Open mouth and stick out tongue.)

Activities: Make up your own silly verses. For example, "Beep, beep, went the little yellow bus one day," or "Woof, woof went the big, brown dog..."

Silly Willy

I know a little boy, yeah!
His name is Silly Willy, yeah!
He is so very nice, but,
Oh, he acts so silly.
And so goes his right arm (Begin moving right arm.)
And his right arm goes like so,
And his right arm is always soooo.

And so goes his left arm... (Move left arm.)
And so go his feet... (Dance feet as you move arms.)
And so goes his head... (Move arms, feet, and head.)
And so goes his tongue... (Stick tongue in an out as you move
arms, feet, and head.)

Activities: Think of additional body parts you could add to the song, such as shoulders, hips, thumbs, eyes, etc.
Play the "Laughing Game." Everyone in the class tries to keep a straight face. One child is "Silly Willy" who does antics to make the others laugh. The first one to laugh or smile exchanges places with "Silly Willy."

Pepperoni Pizza

I like to eat, eat, eat,
Pepperoni pizza.
I like to eat, eat, eat,
Pepperoni pizza.

(Extend arms to make a circle like a pizza.)

Sing with the long “A” sound, then “E,” “I,” “O,” and “U.”

Activities: Make sign language letters as you sing.

Give children paper plates and have them color them to look like pizzas. Print one vowel on each plate, then hold up the letters as you sing them in the song.

Let the children make collage pizzas by cutting up construction paper to look like different pizza toppings (green pepper, cheese, pepperoni, etc.). Glue these on paper plates, then sprinkle on oregano or Italian seasonings so it will smell!

The Beaver Call

Chorus: F-f-f, f-f-f, f-f-f-f-f-f.

(Extend hands like little paws and open and close as you make the /f/ sound.)

Beavers one, beavers all,
Do a little beaver call. (Chorus)

Beavers two, beavers three,

(Pretend to climb a tree.)

Let’s chew up the beaver tree. (Chorus)

Beavers four, beaver five,

(Extend arms and dance.)

Do a little beaver jive. (Chorus)

Beaver six, beavers seven,

(Reach hands high in the air.)

Let’s fly up to beaver heaven. (Chorus)

Beavers eight, beavers nine,

(Stiffen arms and move like Frankenstein.)

Do a little Frankenstein. (Chorus)

Beavers ten, beavers ten,

(Extend hands and open and close.)

Let’s be beavers once again! (Chorus)

Activities: The beaver call is a great way to reinforce the “f” sound. Show the children how to put their front teeth over their bottom lip and blow. Have them look in a mirror as they reproduce the sound. Make a list of words that start with the /f/ sound.

The Bear Went Over the Mountain

(Traditional Tune)

The bear went over the mountain.
The bear went over the mountain.
The bear went over the mountain
And what do you think he saw?

(March in place as you sing.)

He saw a plate of brownies...
He ate up all the brownies...
He got a tummy ache...
He took some Alka Seltzer...
He went and told his mommy...
She sent him to his room...
He never went over the mountain.

Activities: Make a language experience chart to go with the song. Write "The bear went over the mountain and what do you think he say?" at the top of the chart. Write down each child's name and what he or she says the bear saw.

Make a bear stick puppet using the pattern on the following page. Children can use their bears to demonstrate various prepositions. For example, "Put the bear on your head; beside you; under your chin, etc."

Five Little Fish

(Tune: "Down in the Meadow by the Itty Bitty Pool")

No little fishies swimming in the sea,
Splishing and a splashing
And a rocking to the beat.
Here comes a little fishie,
Oh, say, "hello."
One little fishie swimming in a row.

(Make a zero with thumb and index finger.)

(Pretend to swim.)

(Snap fingers.)

(Wave.)

(Hold up one finger.)

One little fishie...

(Hold up one finger.)

Two little fishies...

(Hold up two fingers.)

Three little fishies...

(Hold up three fingers.)

Four little fishies...

(Hold up four fingers.)

Five little fishies...

(Hold up five fingers.)

I Wish I Were

(Tune: "If You're Happy and You Know It")

Oh, I wish I were a little race car.	(Pretend to drive a car.)
Oh, I wish I were a little race car.	
I'd go zoom, zoom, zoom	
Over everybody's room.	
Oh, I wish I were a little race car.	
Orange- squirty, squirty, squirty	(Pretend to squeeze an orange.)
Over everybody's shirty...	
Cake – yummy, yummy, yummy	(Pat tummy.)
Down in everybody's tummy...	
Baby fish – I'd be such a cutie	(Pose with arm behind head.)
In my bathing suitie...	
Mud – oozie, oozie, oozie	(Wiggle foot.)
In everybody's toosies...	
Motorcycle – speedie, speedie,	(Extend arms and pretend to ride
Over everybody's feetie.	a motorcycle.)
Radio – "I'd go click!"	(Pretend to turn off the radio
	as you abruptly stop singing.)

Activities: Have the children draw pictures of the different items in the song and hold them up as you sing each verse.

Ask children to draw pictures about something they'd like to be. Have them dictate or write stories to go with their pictures.

Bubble Gum

Bubble gum, bubble gum,	(Roll hands around each other.)
Chewy, chewy, chewy, chewy, chewy	(Pretend to pull hands apart.)
(Repeat first two lines.)	
I love it! I love it!	(Throw arms up in air.)
Chewy, chewy, chewy, chewy, chewy	(Pretend to pull hands apart.)
Bubble gum.	(Roll hands around.)
I love it! I love it!	(Throw arms in air.)
Chewy, chewy, chewy, chewy, chewy	(Pull hands apart.)
Bubble gum.	(Roll hands around.)
Faster...	
Super fast...	

Activities: Sing this song loud, soft, slow, opera style, baby style, underwater – let the children suggest other versions.

The African Village Song

(Sing in sign language. Check out asl.com web site for signs.)

When the rain comes down,	(Wiggle fingers down.)
Comes down on everyone.	(Extend arms.)
When the rain comes down,	(Wiggle fingers down.)
Comes down on everyone.	(Extend arms.)
Rich or poor,	(Rich -pretend to throw money away. Pull at hole in sleeve for "poor.")
Great or small,	(Hands far apart, then together.)
It really doesn't matter at all.	(Slap fingers.)
When the rain comes down on everyone.	(Wiggle fingers down.)
Then the sun comes down...	(Hands over head to make the sun.)
Then the flowers bloom...	(Extend right hand through left fist like a flower blooming.)

Activities: Discuss how we all have times in our lives when it "rains" and we have problems. How can we help each other when we have difficult times? We also have good times when the "sun shines." How can we share our good times? Have the children draw pictures of a happy memory.

It Is Time to Say Good-Bye

(Tune: "She'll Be Coming Round the Mountain")

Clap your hands.	(Clap hands.)
Stomp your feet.	(Stomp foot.)
It is time to say good-bye to all my friends.	
It is time to say good-bye to all my friends.	
It is time to say good-bye,	
Give a smile and wink your eye.	(Smile and wink.)
It is time to say good-bye to all my friends.	(Clap.)
Good bye, friends.	(Wave.)
Yee haw!	(Fist in the air.)