

Lyrics and Activities to Accompany



Better Bodies and Brains
Discs 1 and 2

Building Better Bodies and Brains!

April, 2010

*This is an organic website!
It's free, fun, doesn't harm the environment,
and the activities are good for children's bodies and brains!*

There is a crisis in our country called childhood obesity. It's alarming how many children are overweight and the long term damaging effects that obesity can cause. There are many social and cultural factors that have contributed to this crisis: diet and fast foods, safety issues, modern conveniences that make our lives "easier," and television and technology. Further, the academic push in education has eliminated recess in many schools and limited time for physical education. The answer to this problem is simple, but it isn't easy. Somehow the number of calories that children intake has got to be reduced while the number of calories they use exercising has got to increase.

This month is dedicated to getting children to MOVE! And the secret is to make it so much FUN they won't realize it's exercise. As early childhood educators, we have ALWAYS been committed to the whole child! We need to be as concerned about the child's physical, social, and emotional well being as we are about their intellectual skills.

Come on! Let's get moving!!!

HOW?

Start each day with 10 minutes of rigorous exercise and then use energizers throughout the day to improve health, reduce wiggles, and help children focus. This can be a win/win situation because you can reinforce academic skills as you exercise. Nothing can take the place of running, jumping, swinging, and climbing outside, but if you have limited time, space, and equipment, you'll find the activities this month are just what you need. All of these exercises can be done in regular clothing as children stand in a small space or by their desks. They are non-competitive and everyone can experience success.

WHY?

You learn on your feet, not on your seat! When children move, dance, and wiggle, more senses are activated and the message is more likely to get to the brain. Music and movement also emit endorphins which make you happy. These activities are great for cardio, eye-hand coordination, flexibility, strength, and children's BRAINS! Children will also develop body spatial awareness, cooperation, self-control, social skills, and they will learn to listen and follow directions. It feels good to feel good, and when children feel good their behavior improves!

WHO?

You don't have to be an aerobics instructor or Olympic champion to have fun doing these activities WITH your students. Children learn through modeling, and what better way to give your students lifelong attitudes about healthy living than exercising with them. These songs and activities can also reduce your stress level and give you more energy.

WHAT?

My new CD has the music for all of these activities, but you can easily take the ideas and use them with music you already have. I have always been resistant to make a video because I wanted adults and children to interact together. However, I felt it might be helpful to see some of these activities demonstrated so there is also a DVD if you'd prefer that.

There are songs to start your day and wake up the brain, as well as songs for stretching, breathing, and relaxing. There are movement ideas to reinforce math and reading skills, as well as lots of songs that will make you want to stand up, move, and smile!

Note! I always encourage teachers to adapt ideas to the particular age, ability, and interests of their students. Just remember to keep it playful and FUN!

Better Bodies and Brains!
Let's Get Moving!

Disk One	Disk Two
1. Time to Get Up (Vocal)	29. Chair Can Can (Vocal)
2. Time to Get Up (Instrumental)	30. Chair Can Can (Instrumental)
3. Hello Friends! (Vocal)	31. My Bonnie Bounce (Vocal)
4. Hello Friends! (Instrumental)	32. My Bonnie Bounce (Instrumental)
5. Morning Stretch (Vocal)	33. Wiggle Willy (Vocal)
6. Morning Stretch (Instrumental)	34. Wiggle Willy (Instrumental)
7. ABC Kick Box (Vocal)	35. Banana Dance (Vocal)
8. ABC Kick Box (Instrumental)	36. Banana Dance (Instrumental)
9. Letter Pops (Vocal)	37. Kids on the March (Vocal)
10. Letter Pops (Instrumental)	38. Kids on the March (Instrumental)
11. Phonercise (Vocal)	39. Jump Rope Rally (Vocal)
12. Phonercise (Instrumental)	40. Jump Rope Rally (Instrumental)
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14. Cheering Letters (Instrumental)	42. Zoo Movements (Instrumental)
15. Macarena Count to 100 (Vocal)	43. Patty Cake Party (Vocal)
16. Macarena Count to 100 (Instrumental)	44. Patty Cake Party (Instrumental)
17. This Is the Way We Exercise (Vocal)	45. Line Dance (Vocal)
18. This Is the Way We Exercise (Instrumental)	46. Line Dance (Instrumental)
19. Seven Days of Boot Camp (Vocal)	47. Head, Muscles, Baby 1-2-3 (Vocal)
20. Seven Days of Boot Camp (Instrumental)	48. Head, Muscles, Baby 1-2-3 (Instrumental)
21. Sports Around the Year (Vocal)	49. Balancing Act (Vocal)
22. Sports Around the Year (Instrumental)	50. Balancing Act (Instrumental)
23. Jump Up, Turn Around, Cross That Midline (Vocal)	51. Tighten and Relax (Vocal)
24. Jump Up, Turn Around, Cross That Midline (Instrumental)	52. Tighten and Relax (Instrumental)
25. Hand Jive (Vocal)	53. Tony Chestnut (Vocal)
26. Hand Jive (Instrumental)	54. Tony Chestnut (Instrumental)
27. I Am Slowly Going Crazy (Vocal)	55. It's All Good! (Vocal)
28. I Am Slowly Going Crazy (Instrumental)	56. It's All Good! (Instrumental)

*Each song has a vocal arrangement as well as a track with the instrumental version. This will give you the opportunity to make up your own movements and exercises.

Arrangements by the one and only...MARK DYE!

Lyrics by my wonderful daughter...DR. HOLLY KARAPETKOVA!

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Special thanks to my amazing aerobics teacher Susan Lozier!

Thanks to Mara Horn and the other teachers who shared ideas with me.

This CD is dedicated to all the teachers and children who like to sing, dance, move, and play!

Time to Get Up

(Tune: Reveille)

It's time to get up, it's time to get up, (Rocking horse back and forth.)
Get up on your feet this morning.
It's time to get up, it's time to get up,
Get ready to learn today.
Get that blood flowing.
Get your heart going.
Move those arms and legs
And wake up your brain!
Power march!

Second Time - Hold your reins and do squats.
Power march!

Third Time - Backward lunge and then salute.

Activities: Why is it important to wake up your body and brain every morning?
How do you get your day started?
How do you feel if you don't get enough sleep?
Why do you need to eat a good breakfast?

Give children a paper plate and ask them to draw a picture of a healthy breakfast.

Note! Linda Duncan of Lake County, Florida, starts her day by having her students "turn on their brains." They turn on the left side (twist by left forehead), the right side (twist by right forehead), the left ear, the right ear, the left eye, and the right eye. They don't have to turn on their mouths because they stay "on" all the time. Now they are ready to learn!!!

Hello Friends!

(Tune: Do Lord)

Hello, jell-o! (Tap opposite heels as you wave with arms.)
Hi there, grizzly bear!
How are you, caribou?
I'm fine, porcupine!
What's up, buttercup?
Not much, coconut!
This is how our day begins.
Nice to see ya, tortilla! (Step from side to side as you open arms wide.)
Hi, hi, pumpkin pie!
How've you been, dolphin?
Just great, rattle snake.
What's shakin', little bacon?
Not a lot, tater tot!
This is how our day begins.
Bonjour, dinosaur! (Knees up and pull arms down at the same time.)
Good day, blue jay!
Howdy, brownie!
Welcome, bubble gum!
Hola, cola!
Yoo hoo, tennis shoe.
This is how our day begins.
Give me five, dragon fly. (Give high five to a friend.)

Shake a hand, rubber band. (Shake hands.)
Here's a hug, doodlebug. (Hug.)
Wave to me, bumblebee. (Wave.)
Come on in, my friends (Open arms and sweep in.)
With a smile and song (Smile.)
This is how the day begins! (Clap.)

Activities: Let children walk around the room and greet friends by shaking hands, giving a high five, etc.

Let children illustrate the verses in this song and put them together to make a class book.

Learn to say good morning in different languages.

Talk about nonverbal language. How can we use our face and body to say "Hello" and "I'm glad to see you"?

Morning Stretch

(Tune: Morning Has Broken)

It feels so good to start the day by stretching. (Stretch up high on toes.)
Breath in deeply and then let the air out. (Slowly breath in and out.)
Breath in fresh air – push the stale air out.
Stand up tall. (Stand with crown of head reaching up.)
Look left then right. (Slowly look left and then right.)
Roll your neck around (Gently roll your head around in one direction.)
So it's not too tight. (Roll head in opposite direction.)
Shoulders up and circle around (Shoulders up as if shrugging and around.)
Other direction without a sound. (Opposite direction.)
Slowly breath in and lift your arms up high. (Lift arms up and then down.)
Let the air out and bring your arms by your sides.
Now stretch your arms out (Stretch arms out in a T.)
Big circles make. (Make big circles with arms.)
Other direction, (Make circles in the opposite direction.)
Then swish and shake. (Swing arms like a dishrag left and right.)
Bend to the left with right arm over head (Straighten right arm and bend.)
Next on the right with left arm instead. (Straighten left arm and bend.)
Slowly... (Lift arms and breath in. Lower arms and exhale.)
Touch your toes, then stretch high in the air. (Touch toes then up.)
Once more touch toes, lift up your cares.
Heel up and bend down first on the right. (Right heel up and stretch.)
Then left heel up and bend with toes in sight. (Left heel stretch.)
Slowly... (Lift arms and breath in. Lower arms and exhale.)
Stretch the right calf, and then the other side. (Place foot back – heel down.)
Stand tall as can be and hug yourself with pride. (Wrap arms around self.)
Bring the corners of your mouth up toward your eyes.
Think of something happy and give big smile! (Squeeze body and smile.)
Slowly...

Activities: Why do you need to stretch before you exercise?

What are some other ways you can stretch?

How do cats and dogs stretch?

Why is it important to lower your heart rate and "cool down" after you exercise?

What are some ways to "cool down"?

ABC Kick Box

Let's all jump up and kick box the alphabet. (Dukes up, shoulders back, elbows in and make small circles with fists.)

Jab with your right hand and say the letter;

Then punch across with your left as you make the sound.

Back on your left foot to begin.

A - /a/

B - /b/

C...Z

Speed bag and make little circles. (Up, down, left, right.)

Upper cut. (Punch down and up.)

Hook. (Forearm across body.)

This time we're going to say the alphabet backwards starting with Z.

We'll jab with our left hand and say the letter;

Then punch across with the right as you make the sound.

Back on your right foot to begin.

Z - /z/

Y - /y/

X...A

Activities: Rule number one in martial arts – never fight! Use your words.

We do kick boxing to exercise, practice coordination, and help us concentrate.

Role play being angry and what you can do.

Invite a martial arts expert in to share with your class.

Punch out names, word wall words, vocabulary words, etc.

Letter Pops

(Tune: Lollipop)

Letter pops, letter pops, (Bounce and kick right and then left.)

It's letter popping day.

Use arms and legs to make letters that I say.

You can do them any way,

So come on let's play – letter pops!

Letter A, Letter A /a/ /a/ /a/

Letter B, Letter B /b/ /b/ /b/

C...Z

Hint! Let the children brainstorm how to make these letters with their bodies before you begin.

You can make upper or lowercase letters ANY way that you want! Here are some suggestions:

A – Palms together overhead. Feet extended.

B – Right arm on waist. Left leg bent.

C – Make semi circle with arms facing right.

D – Bend to the right and touch feet.

E – Extend arms straight to the right and stick out right foot.

F – Extend arms to the right. Feet together.

G – Left arm circles head. Bend right wrist in to make "G."

H – Legs out and knees bent. Arms up bent at elbows.

I – Arms straight overhead.

J – Face right and bend one leg backwards.

K – Extend right arm and right leg to the side.

L – Turn feet and face right.
M – Straight arms slightly out by sides.
N – Bend right elbow and left arm out by side.
O – Circle arms overhead.
P – Right hand on waist.
Q – Left hand on waist.
R – Right hand on waist. Extend right leg.
S – Curve arms to right and bend left knee backwards.
T – Arms extended on either side.
U – Arms curved up in the air.
V – Arms straight up and out in the air.
W – Bend elbows by sides and forearms out.
X - Extend arms and legs.
Y – Extend arms in “v” overhead.
Z – Turn right. Extend right arm and kick back left leg.

Letter pops, letter pops, (Side step and swing arms.)
We sang from A to Z.
It’s the end of the alphabet, you see.
It was fun for you and fun for me.
Letter pops! (Hands up.)

Activities: Use bodies to make letters with a partner.
Make letter pops by gluing magnetic letters to craft sticks. Match up with letters in the classroom, in books, etc.
Make an alphabet book by having children lay on the floor and form letters. Take pictures and make a class book.
Pop out words that start with each letter.
Use sign language to sing this song.

Phonercise

Time to Phonercise. We’re going to put our arms in the air and say a letter.
We’ll touch our shoulders and make the sound. Then we’ll touch the ground and say a word that starts with that sound.

A (Hands up in the air and say “A.”)
/a/ (Hands on shoulders and make the short /a/ sound.)
_____ (Say a word that starts with “A” as you touch your toes.)
B...Z

Activities: Use different categories to phonercise. You could do foods, animals, vocabulary from a unit of study, things in your state, etc.
Do body blending. Touch your head and make the beginning sound in a word. Touch your waist and make the middle sound. Touch your toes and make the final sound. Blend the sounds and say the word.
Do body math. Hands in the air and say a number. Touch your head and say “plus” or “minus.” Touch your waist and say a second number. Touch your knees and say, “equals.” Touch your toes and say the answer.

Cheering Letters

(Tune: Notre Dame Fight Song – Glory to Old Georgia)

We're going to cheer lowercase letters by making a V with our arms in the air for letters that start at the top dotted line. We'll put our arms out straight in front of us for letters that start at the middle dotted line. We'll squat down with our hands on our hips for letters with a tail.

A (Arms straight out in front of you with feet extended.)

B (Arms straight up in the air in a "V" shape.)

C (Arms straight out in front of you with feet extended.)

D (Arms straight up in the air in a "V" shape.)

E (Arms straight out in front of you with feet extended.)

F (Arms up in the air in a "V" shape.)

G (Squat down on the ground with hands on your hips.)

H...Z

A-Z to "Glory, Glory to Old Georgia"

Activities: Make sign language letters when you sing this song.

Write "invisible" letters in the air with your index finger as you sing.

Make pom poms from lunch sacks. Cut down 1" strips from the top of the sack stopping at the bottom flap. Roll up the flap to make a handle and tape in place. Fluff up the strips.

Spell word wall words or vocabulary words by cheering them.

Give me a "t." "T"

I've got a "t," you've got a "t."

Give me an "h." "H"

I've got an "h," you've got an "h."

Give me an "e." "E"

I've got an "e," you've got an "e."

What's it spell. "THE!"

Macarena Count to 100

1 (Right arm out palm down.)

2 (Left arm out palm down.)

3 (Right palm up.)

4 (Left palm up.)

5 (Right hand on left shoulder.)

6 (Left hand on right shoulder.)

7 (Right hand behind head.)

8 (Left hand behind head.)

9 (Right hand on left hip.)

10 (Left hand on right hip.)

(Clap two times.)

That is one ten. (Hold up one finger.)

11, 12, 13, 14, 15, 16, 17, 18, 19, 20 (clap clap) That is two tens.

21-100

Activities: Point to the numerals on a 100 chart as you sing.

Skip count using the Macarena. Counting by 2's, 5's, 10's, etc. will help children with multiplication.

Do expanded notation with the body movements. Clap the ones, stomp the tens, and snap the hundreds.

Can children count backwards from 100??

Trace around each child's hand on a 7" square. Let them decorate their hands with markers or crayons. Put their hands together to make a book called "High Five to 100" by writing 5, 10, 15, 20...100 on each page.

You can make a similar book called "Give Me Ten to 100" by tracing toes!

This Is the Way We Exercise

(Tune: Mulberry Bush)

This is the way we touch our toes, (Bend and touch toes.)

Touch our toes, touch our toes.

This is the way we touch our toes so early Sunday morning.

Monday – knee lifts (Right elbow to left knee. Left elbow to right knee.)

Tuesday – jumping jacks (Jump with feet out and clap hands overhead.

Jump bringing feet in and move arms by sides.)

Wednesday – windmills (Extend arms and legs. Bend right hand to left foot. Straighten. Bend left hand to right foot.)

Thursday – deep squats (Extend legs and bend knees up and down.)

Friday – hop scotch (Jump and kick left foot backwards. Jump and kick right foot backwards.)

Saturday – sit and smile (Sit and put hands in your lap as you smile.)

Activities: Make a step book with the days of the week.

Let children suggest other exercises for each day.

Make a set of cards with numbers on them. Make another set of cards with exercises. Let a child choose a card from each set and then lead the class doing that exercise the number of times selected.

Take advantage of transitions by having children exercise while they wait. For example, they could do push ups against the wall in the hall or balance on tiptoes.aaa

Seven Days of Boot Camp

(Tune: The Twelve Days of Christmas)

On the first day of boot camp (Up on toes and stretch arms up high.)

My trainer taught me

To stretch up high as can be.

2nd Day – deep squats (Legs extended and bend knees up and down.)

3rd Day – toe touches (Bend and touch toes and then arms in air.)

4th Day - back lunges (Step back on right foot and then left.)

5th Day - jumping jacks (Jump out with arms up and then arms down.)

6th Day – knee lifts (Alternate bringing knees up and pulling arms down.)

7th Day - scissor kicks (Cross legs in front and then cross legs in back.)

Activities: Let children illustrate their favorite exercises and make a class book called "School's Name Boot Camp."

What does a trainer do? How is a trainer like your teacher?

Let children take turns being the "trainer" and leading exercises.

Brainstorm how they can exercise at home. Make a T-chart with exercises they can do "outside" and "inside."

Sports Around the Year

(Tune: Pay Me My Money Down)

January, let's all skate – (Slide feet from side to side with big steps.)

Slipping, sliding, feeling great.

In February, grab your skis (Squat and swing arms from left to right.)

Down the mountain, fast and free.

In March we'll do some hoops (Pretend to dribble a ball and then shoot.)

Basketball dribble, shoot, and loop.

In April let's do track and field (Run in place and jump.)

Running, jumping down the field.

Chorus:

Biking, dancing, playing ball (Do jumping jacks, march, or

Winter, spring, summer, fall. a dance step.)

Staying fit and staying strong.

Playing sports all year long!

In May we'll kick and punt the ball (Right foot kicks to the left

Playing soccer, one and all. and then left foot kicks to the right.)

In June baseball is so much fun (Pretend to swing a bat.)

Pitching, batting in the sun.

In July we'll swim in the pool (Swim forwards, backwards, sidestroke.)

Backstroke, sidestroke, feeling cool.

In August we'll all be gymnasts (Balance on right foot and lean forwards.)

Balancing, tumbling on the mats. (Balance on left foot and lean forwards.)

Chorus

September, now it's football time: (Feet out and run in place.)

Down, set, hut on the scrimmage line.

October's great for cheerleading, (Hands in air and jump up and down.)

Cheering on our favorite team.

November: let's karate chop! (Pretend to chop right and then left.)

Kick and block – now don't you stop!

December, swing your hockey stick- (Pretend to skate and swing a stick.)

Hit that puck, we never miss!

Chorus

Activities: Have a "sports day" where children wear clothing of their favorite team.

Discuss what it means to be a "good sport." Role play being a good loser and a good winner.

Encourage children to bring equipment from sports they like to play. Write down the names of the equipment on the board and use for a writing activity.

Make a graph of their favorite sport or sports team.

Talk about where you went to college and why it is important to go to college. Let each child make a pennant of the college they would like to attend. Use the pennants to decorate your classroom.

Jump Up, Turn around, Cross the Midline

(Tune: Pick a Bale of Cotton)

Jump up, turn around, cross the midline, (Jump, turn, stretch arms left.)
Jump up, turn around, cross it every day. (Jump, turn, stretch arms right.)
Jump up, turn around, cross the midline,
Jump up, turn around, let's see how many ways.
Bend low and pick that bean. (Bend down to the left with right hand.)
Bend low and pick that pea. (Bend down to the right with left hand.)
Bend low and pick that berry.
Bend low and get that squash for me.
Jump up stretch and pick that apple. (High to the left with right hand.)
Jump up stretch and pick that pear. (High to the right with left hand.)
Jump up stretch and pick that cherry.
Jump up and get that orange over there.
Now dig a hole with the shovel, (Pretend to hold shovel to left.)
Now weed a row with the hoe, (Pretend to dig on the right.)
Get that ax and chop those vines down, (Chop left to right.)
Lift that ax and chop to and fro. (Chop right to left.)
Grab a cart and let's go shopping. (Pretend to hold a grocery cart and reach
Reach to the left and fill up your cart. right hand to left.)
Reach to the right and get some more things. (Reach left hand to right.)
Left, right, left, right, into the cart.
Use both hands and pull that boat in. (Pull from left to right.)
Use both hands and hoist that sail. (Stack hands and pull up and down.)
Now climb up with the ladder. (Pretend to climb a ladder.)
Get in the boat before it sails.
Make lazy eights with your right hand. (Make "8" laying down.)
Make lazy eights with your left hand, too.
Wave so long with your right hand. (Big wave in front of body.)
Left hand waves good-bye to you, too.

Activities: Have children put their two fists together to make their "brain." Explain that both sides of the brain have to work together. Make "bridges" from one side to the other by crossing over our fingers. We can help make connections in our brains by crossing over this imaginary midline. (Draw a line down the middle of your body from your head.)

Make rainbow wands to use for cross lateral activities by taping tissue paper streamers to a craft stick.

Give children a strip of toilet paper to wave in the air as they follow along.

Juggling also activates both sides of the brain. You can give children scarves, 8" squares of netting, or wadded up paper balls to practice juggling.

Hand Jive

Time for our hands to dance with the "Hand Jive."

We'll do everything four times.

Slap your thighs four times.

Clap your hands four times.

Shuffle with the right hand on top four times.

Shuffle with the left hand on top four times.

Thump with your right hand on top four times.

Thump with your left hand on top four times.

Hitch hike right thumb four beats.
Hitch hike left thumb four beats.
Reach up and grab a star.
Put it in your hand.
Clap it.
Blow it and share it.

Now, let's try some other hand dance:
Do the swim (Forwards and backwards.)
Funky Monkey (Fists go up and down.)
Disco (Point finger up and then down across your body.)
Cabbage patch (Fists together and then circle around.)
Genie (Elbows up and cross forearms. Lift forearms up, down, out, down.)
Twist (Twist upper body left and right.)

Activities: Use other popular music to do the hand jive.
Let children take turns leading the class in hand dances.
Reinforce math patterns with hand movements. Challenge children to do an AB pattern, AAB, BBA, ABC, AABBC, and so forth.

I Am Slowly Going Crazy

(Tune: Reuben, Reuben, I've Been Thinking)

I am slowly going crazy, (Cross right ankle on left knee. Place right
elbow on right knee and place chin on palm.)
1, 2, 3, 4, 5, 6, switch. (Cross left ankle on right knee and place
chin on left palm.)
Crazy going slowly am I, 6, 5, 4, 3, 2, 1, switch.
Continue singing faster and faster.

Activities: This is a great activity to relieve stress and make you smile!
Let the children make fiddle sticks by tying a 20" piece of string to a craft stick. When they are
anxious they can take out their fiddle stick and wind and unwind the string.
Brainstorm other things you can do when you feel like you're going crazy!
Make a class book of "Things That Drive Us Crazy!"

Chair Can Can

Oh, fun! We get to do the "Chair Can Can."
Sit in your seat and bounce your feet up and down to the beat.
Bend right knee and then kick. (Right knee up and kick out.)
Bend left knee and kick. (Left knee up and kick out.)
Cross kick right and then cross kick left. (Kick feet in opposite directions.)
Rainbow arms from left to right. (Swish arms in a big arch.)
Bounce your feet up and down as you rainbow your arms.
Right heel up. (Put up right heel.)
Left heel up. (Put up left heel.)
Open and close arms like an elevator door. (Open arms out and together.)
Hands on the sides of your chair and lift and sit. (Lift body.)
Lift, hold, hold, sit. (Lift, hold for several seconds, and sit.)
Kick right leg out straight and the left leg out straight. (Kick straight leg.)

Wave arms high in the air. (Arms up and move back and forth.)
Take a bow.

Activities: Play follow the leader and let children follow along as classmates make up exercises to do sitting down.

Play country music and do “seat square dancing” by with the do-se-do, honoring your partner, shaking hands, etc.

Give children paper plates to clap, shuffle, wave, and make other motions to music as they sit in their chairs.

My Bonnie Bounce

(Tune: My Bonnie Lies over the Ocean)

We’re going to sing a song you all know called “My Bonnie Lies over the Ocean” except every time we come to a word that starts with the /b/ sound we are going to stand up or sit down.

My Bonnie (Stand up.)

Lies over the ocean.

My Bonnie (Sit down.)

Lies over the sea.

My Bonnie (Stand up.)

Lies over the ocean.

Oh, bring (Sit down.)

Back (Stand up.)

My Bonnie (Sit down.)

To me.

Bring (Stand up.)

Back (Sit down.)

Bring (Stand up.)

Back (Sit down.)

Oh, bring (Stand up.)

Back (Sit down.)

My Bonnie (Stand up.)

To me, to me.

Bring (Sit down.)

Back (Stand up.)

Bring (Sit down.)

Back (Stand up.)

Oh, bring (Sit down.)

Back (Stand up.)

My Bonnie to me. (Sit down.)

A little faster...

Super fast...

Activities: Play other alliteration games where children jump up, hop, squat or do other movements when you say a word that starts with a particular sound.

Have children listen for similar sounds in “Peter Peter Pumpkin Eater,” “If Peter Pipe Pecked a Peck,” and other rhymes.

Think of an adjective for the beginning sound in each child’s name. For example: Sunny Sarah, Laughing Leon, or Helpful Hannah.

Wiggle Willy

I know a little boy. (Dance from side to side to the beat.)
His name is Wiggle Willy.
He is so very nice, but oh, he is so wiggly!
And so go his fingers and his fingers go like so
And his fingers are always soooooo... (Wiggle fingers.)
And so go his arms...(Wiggle arms and fingers.)
Legs...(Wiggle legs, arms, and fingers.)
Head...(Wiggle head, legs, arms, and fingers.)
Tongue...(Move tongue back and forth along with the other body parts.)
Wiggle Willy!

Activities: Why is Willy so wiggly? What makes you wiggly?
Have the children brainstorm how they can get rid of wiggles on the bus, in the car, sitting in their seat at school, etc.
Let children draw their interpretations of Wiggle Willy.

Banana Dance

Form the banana, form, form the banana. (Bring your right arm up
as you say this.)
Form the banana, form, form the banana. (Bring your left arm up.)
Peel the banana, peel, peel the banana. (Bring your right arm down.)
Peel the banana, peel, peel the banana. (Bring your left arm down.)
Go bananas, go, go bananas. (Jump around and act crazy!)
Go bananas, go, go bananas.

Form the corn, form, form the corn. (Bring your right arm up
as you say this.)
Form the corn, form, form the corn. (Bring your left arm up.)
Shuck the corn, shuck, shuck the corn. (Bring your right arm down.)
Shuck the corn, shuck, shuck the corn. (Bring your left arm down.)
Pop the corn, pop, pop the corn. (Jump on the word "pop.")
Pop the corn, pop, pop the corn.

Form the mango...
Do the tango! (Dance with a partner.)

Form the orange...
Squeeze the orange! (Hug a partner.)

Form the tomato...
"Th" the ketchup! (Make a "thump" sound as you pretend to shake a
ketchup bottle.)

Form the carrot...
Feed the bunny! (Fingers over head like ears and put top teeth
on bottom lip.)

Form the avocado...
Guacamole! (Shake your head and pretend to shake maracas.)

Activities: Have a tasting party where children bring in snacks to share.
Ask children to draw a time line to show how the tomato gets from the vine to the ketchup bottle.
Discuss all the things you can put ketchup on. Let each child draw a picture and then make a class book called “We Like Ketchup On....”
How many servings of fruits and vegetables do you need every day? Have children keep a food journal to see if they’re eating all their fruits and veggies.
Ask children to collect seeds from different fruits they eat, such as apples, oranges, avocados, etc.
Plant these and observe.

Kids On the March

Kids on the march!

How high can you lift your knees? (Lift knees high to the beat.)
How high can you swing your arms? (Swing arms up and down.)
March down low. (Bend down and march.)
March up high. (Stand tall and lift arms in the air.)
March out. (Extend legs and arms.)
March in. (Legs together and march with arms close by sides.)
March with rainbow arms. (Make arches with hands.)
March and lift opposite arms and legs. (Left leg and right arm.)
(Right leg and left arm.)
Cross and tap elbows to opposite knees as you march. (Right hand
to left knee and left hand to right knee.)
March in a circle. (March in one direction in a circle and then reverse.)
Quick step. (March, march, pause with knee lifted for two counts.)
Power march like you’re late for the bus. (Swing arms and legs.)
Tip toe march like you’re sneaking up on someone. (Tip toe.)
March in slow motion. (Step, pause, step, pause.)
March like a tin soldier. (Stiff arms and legs as you march.)

Activities: Make a long line and march around the room.
Make homemade instruments from paper towel rolls (sticks), paper plates (cymbals), toilet paper rolls (kazoo), and other objects. Have a parade and march and play!
March fingers on your desk or on your thighs.

Jump Rope Rally

Get out your imaginary jump ropes and here we go!
(Pretend to twirl a rope as you jump.)
Blue bells, cockle shells, eevie, ivy, over. (Jump on both feet.)
I like coffee. I like tea. I like you to jump with me.
Bubble gum, bubble gum in a dish (Alternate hopping on different feet.)
How many pieces do you wish?
If you jump to 24, you will get an extra turn.
1, 2, 3...24
Cinderella dressed in yella. (Pretend to cross the jump rope with hands.)
Went upstairs to kiss her fella.
Made a mistake and kissed a snake.
How many doctors did it take?
1, 2, 3...8

Engine, engine number nine (Pretend to twirl rope backwards as you tap
Going down the railroad line. heels.)
If the train jumps off the track
You will get your money back.
How much money will you get?
1, 2, 3, ...10
Teddy Bear, Teddy Bear, turn around. (Make movements indicated.)
Teddy Bear, Teddy Bear, touch the ground.
Teddy Bear, Teddy Bear, read the news.
Teddy Bear, Teddy Bear, tie your shoes.
Teddy Bear, Teddy Bear, go upstairs.
Teddy Bear, Teddy Bear, sit down in your chair!

Activities: Have children go home and ask their parents to teach them a jump rope rhyme they learned when they were in school.
Make jump ropes for each child in your room. Use these for exercising as well as making letters, numerals, and shapes on the floor.
Reinforce letters and sounds with this rhyme:
A my Name is (children think of a girl's name that starts with A.)
My husband's name is (children think of a boy's name with A.)
We come from (city or state starting with A.)
And we sell (product, food, etc. that starts with A.)

Zoo Movements

(Tune: Old Dan Tucker)

Look at the animals in the zoo. (Kick legs out to the sides.)
We can do their movements, too.
Just pretend and play along
With the zoo movements song.
Kangaroos jump around... (Bend elbows like paws and jump.)
Bears put all fours on the ground...(Put hands and feet on ground and walk.)
Elephants stomp and swing their trunks...(Clasp hands, swing, and stomp.)
Flamingoes stretch their legs a bunch...(Arms like wings and kick legs.)
Giraffes walk on tippy toes...(Stretch neck and walk on toes.)
Zebras gallop to and fro...(Gallop in place.)
Snakes slither and wiggle...(Wiggle as you go up and down.)
Penguins wobble with a jiggle...(Palms out by sides and wobble.)
Gorillas scratch their heads and think...(Scratch heads and sides.)
Look out, there's a skunk that stinks!...(Point, hold nose, and run in place.)
We saw animals in the zoo. (Kick from side to side.)
And we did their movements, too.
Moving is fun to do.
It's good for our bodies and brains, too.

Activities: Make animal stick puppets and hold them up as you do different movements.
Play "Guess who I am?" Children take turns doing animal antics while classmates try and guess what they are.
Do animal relays on the playground. Gallop like zebras, jump like kangaroos, walk on tippy toes like giraffes, etc.
Which animal would you like to be and why?
How are we like animals? How are we different?

Patty Cake Party

You can patty cake with a partner or by all by yourself.

Say, say, my playmate,
Come out and play with me. (Clap hands alternating
And bring your dollies three tapping right and left palms
Climb up my apple tree. with your partner.)
Slide down my rain barrel
And through my cellar door
And we'll be jolly friends forever more.
Say, say, oh, playmate.
I cannot play with you.
My dolly has the flu,
The mumps and measles, too.
I have no rain barrel.
I have no cellar door,
But we'll be jolly friends forever more, more, more.

Miss (Cross arms on chest.)
Mary (Slap thighs and then clap hands.)
Mack (Slap right hand to partner's right hand.)
Mack (Clap.)
Mack (Slap left hand to partner's left hand.)
All dressed in black, black, black (Continue to clap and
With silver buttons, buttons, buttons tap right hands. Clap
Up and down her back, back, back. and tap left hands.)
She asked her mother, mother, mother
For fifty cents, cents, cents
To see the elephants, elephants, elephants
Jump the fence, fence, fence.
They jumped so high, high, high
They touched the sky, sky, sky
And they never came back, back, back
Til' the 4th of July, ly, ly.

Double, double, this, this. (Make fists and tap on the word "double."
Double, double, that, that. Touch fronts of palms on the word "this."
Double this, double that. Touch backs of palms on the word "that.")
Double, double, this and that.
Faster...
Super fast...

Activities: Let children make up their own hand clap patterns.
Look on the internet for more jump rope rhymes and hand clap games.
Run off copies of hand clap games and jump rope rhymes for the children to make books. Use these for choral reading.

Line Dance

Form a line by standing behind each other.

Place your hands on the person's waist in front of you.

Now you're ready for the bunny hop.

Touch right heel two times. (Stick out right heel, bring in, then stick out.)

Touch left heel two times. (Stick out left heel two times.)

Hop forward once. (Hop up.)

Hop backward once. (Hop back.)

Then hop three times forward... (Hop, hop, hop.)

Time for the conga!

Step, step, right heel. (Two steps and stick out right heel.)

Step, step, left heel. (Two steps and stick out left heel.)

(Twirl hands and alternate putting opposite hand to elbow.)

Let's do a little Irish dancing!

Hands on waist.

Alternate kicking right and left heel. (Touch right heel and then left.)

Can you dance in a circle? (Put right hand above your head.)

Can you go in the opposite direction? (Put left hand above your head.)

Make up your own Irish dance!

Activities: Increase the difficulty of these dances.

Encourage the children to teach other dances that they know to their classmates.

Show video clips of different folks dances from around the world.

Invite parents or others in your community to demonstrate dances, instruments, or music from their culture.

Head, Muscles, Baby 1-2-3

Head, (Touch head.)

Deltoids, (Touch top of shoulders.)

Baby (Clap hands.)

1 (Tap right hand with partner.)

2 (Clap hands.)

3 (Tap left hand with partner's left.)

Head, deltoids, baby, 1 – 2 – 3.

Head, deltoids, head, deltoids, head, deltoids, baby, 1 – 2 – 3.

Deltoids – pecs (Touch shoulders and chest.)

Pecs – abs (Touch chest and stomach.)

Abs – biceps (Touch stomach. Cross arms and touch inner arms.)

Biceps – triceps (Touch inner arms and then outer arms.)

Triceps – quads (Touch backs of arms and thighs.)

Quads – glutes (Touch thighs and bottom.)

Baby, please sit down. (Sit down.)

Activities: What are muscles used for? What would happen if you didn't have muscles? What muscles do you use to walk? Carry your book bag?

Brainstorm what you can do to build strong muscles.

Use other body parts or bones in this song.

Explain that "pecs" is short for pectoral muscles and "abs" is short for abdominal muscles. What are "quads" and "glutes" short for?

Trace children's bodies on butcher paper and let them add bones, muscles, organs, etc.
Teach children the bones in the body with this song to the tune of "Macarena."

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.)

Activities: Let children draw skeletons and label.
What happens if you break a bone? What kind of doctor do you go to?
How can you build strong bones?
Why should you wear a helmet when you ride a bike or rollerblade?
Can you think of some other animals that have bones? What are some animals that don't have bones?

Balancing Act

Feet together, close your eyes, (Close eyes breath in and out.)
And breath slowly in and out.
Open your eyes.
Lift your right foot and balance on the left. (Balance on left foot.)
Put your arms out straight. (Arms out wide as you balance.)
Now reach for the stars. (Arms up in the air as you balance.)
Place your right foot on the floor
And raise your left foot. (Balance on right foot.)
Put your arms out straight. (Arms out wide as you balance.)
Now reach for the stars. (Arms up in the air as you balance.)
Place your left foot on the floor
And raise your right knee. (Lift right knee and balance on left foot.)
Can you bend your arms like a tree in the wind? (Move arms around.)
Put your right foot down
And raise your left knee. (Lift left knee and balance on right foot.)
Can you bend your arms like a tree in the wind? (Move arms around.)
Place your left knee down.
Raise your right foot. (Straighten right leg in the air and balance.)
Stretch it straight out in front of you.
Place your right leg on the floor.
Raise your left foot. (Straighten left leg in the air and balance.)
Stretch your left leg out straight and raise it high as you can.
Place your left leg on the floor.
Raise your right leg to the side. (Straighten right leg by side.)
Place your right leg on the floor.
Raise your left leg to the side. (Straighten left leg by side.)
Place your left leg on the floor.
Stretch out your arms. (Stretch arms out wide.)

Stand on your left leg. (Balance on left leg.)
Bend forward like an airplane. (Slowly bend forwards as you balance.)
Place your right leg on the floor.
Stretch out your arms. (Stretch arms out wide.)
Stand on your right leg. (Balance on right leg.)
Bend forward like an airplane. (Slowly bend forwards as you balance.)
Place your leg on the floor.
Stand up on tippy toes. (Stretch up on toes and balance.)
Stand still for as long as you can.
Raise your right hand and place (Raise right hand and pat on back.)
It on your back and give yourself a pat.
Raise your left hand and place (Raise left hand and pat on back.)
It on your back and give yourself a pat.
Now close your eyes and slowly breath in and out. (Hug self.)
Let your mind take you to a happy place.

Activities: What is a “happy place”? Draw pictures or write stories about your happy place.
How long can you balance? Let children keep individual records of how long they can balance on their right foot and then their left foot. Do this every day for several weeks. Did they improve?
Put masking tape on the floor and walk on it like a balance beam.
Let children draw lines with chalk on the sidewalk to practice walking forwards and backwards.

Tighten~Relax

(Tune: Hush Little Baby)

Squeeze your fingers tight as you can. (Squeeze fingers into fists.)
Now relax both your hands. (Open hands and relax.)
Squeeze your forearms and elbows, too. (Squeeze arms body.)
Now relax them is what you should do. (Relax.)
Squeeze your shoulders, stomachs, and hips. (Tighten body.)
Now relax and wiggle fingertips. (Wiggle fingers.)
Squeeze your legs and your knees. (Squeeze legs.)
Now relax them if you please. (Wobble legs.)
Squeeze your feet and your toes. (Squeeze feet.)
Now relax them and let go. (Wiggle toes and shake ankles.)
Squeeze your nose, mouth, and eyes. (Squeeze face.)
Now relax them and give a sigh. (Relax.)
Squeeze your whole body hold on tight. (Tighten all over.)
Now relax – you’ll feel just right. (Relax like a rag doll.)
Now you’re relaxed as you can be.
I see all of you smiling at me. (Smile!)

Activities: Why is it important to relax? How do you relax?
Brainstorm all the different ways people relax.
Let children practice breathing in on the count of eight and then exhaling on the count of eight.
Explain that this is a good thing to do when they are stressed or frustrated.
Create a “just chilling” center in your classroom where children can go when they are stressed.
You could have a tape of peaceful music, books, stuffed animals, stress balls, play dough, and other materials to help them relax.

Tony Chestnut

Toe (Point to toes.)
Knee (Point to knee.)
Chest (Point to chest.)
Nut (Point to head.)
Nose (Point to nose.)
Eye (Point to eyes.)
Love (Cross arms over chest.)
You (Point to a friend.)
Toe Knee Nose (Continue to point to body parts.)
Toe Knee Nose
Toe Knee Chest Nut
Nose Eye Love You
That's what Toe Knee Nose.

Continue singing softer each time.

Activities: Sing this song leaving out a word each time.

Sing faster or slower.

Let children make a web of all the people who love them.

Make a class book called "I'm Lovable" where each child draws a picture of what makes them lovable.

What is a homonym? Can children think of other homonyms?

Teach children how to say "I love you" in sign language. (Stretch out thumb, pointer, and pinky and bend down ring finger and middle finger.)

It's All Good!

It's great to be alive today (Step and tap from side to side swinging arms.)

Feeling good inside.

We've got our friends and teacher, too.

And smiles we just can't hide.

Get on your feet and just be glad,

This could be the best day you ever had.

It's all good! (Kick alternating feet and clap hands.)

It's all good!

It's all good!

It's all good!

Some days things can get you down (Knees up and pull down arms at the same time.)
You feel a little mad.

Arguments and troubles

Can make you kind of sad.

But when you dance

And when you sing

You can do most anything.

It's all good...

Drink lots of water. (Kick back and touch heel with opposite hand.)

Eat your veggies and fruits.

Get plenty of sleep each night.

And exercise to boot.

Your body is like a machine.
Take care of it, you know what I mean!
It's all good...

Be a friend to someone else. (Lunge from side to side doing
And they'll be your friend, too. bows and arrows with arms.)
Share some kindness every day
It will come back to you.
Learn, laugh, and do your best.
You will soar with all the rest.
It's all good... (Cool down by tapping heels right and left.)

Activities: Make a class book called "It's All Good" where children contribute pictures of things to be happy about.

How is your body like a machine?

Play the "Laughing Game" where children try to make classmates laugh.

Brainstorm how to be a friend.

Run off "kindness tickets" that children can pass out to their friends.

Make a "Book of Kind Deeds" where children can write positive notes about their classmates.

Some Closing Thoughts on Living and Moving

I was cleaning out my desk recently and I came across a quote from Mel Brooks. Adults are often frustrated by the perpetual movement of children and the noise they make. Sometimes children just get so full of JOY and life that they can't keep it inside! This thought certainly helps you look at the locomotion and commotion from a different perspective.

*Look, I really don't
want to wax philosophic,
but I will say that if you're alive,
you got to jump around a lot,
you got to make a lot of noise,
Because life is the very opposite of death.
And therefore, as I see it,
if you're quiet, you're not living.
You've got to be noisy,
or at least your thoughts should
be noisy and colorful and lively.*

Mel Brooks

*Shut your door!
Sing like no one can hear you.
Dance like no one is watching.
Act like you're getting paid to PLAY!*