

# LEARNING BASIC SKILLS THROUGH MUSIC Vocabulary

ORIGINAL  
WORDS & MUSIC  
BY  
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This collection of original and simple game songs is both fun and educational. It is designed for use with preschool, Head Start and special education programs. It is particularly effective with the English language learners. The students hear words and learn their meaning by responding in movement.

## TRACK #1 SAFETY SIGNS

**Vocabulary:** Stop, poison, danger, fire, exit

**Materials:** Safety signs - These can be made by writing the words on pieces of cardboard or 5 x 8 index cards. Pointer ( optional ) - This can be a 2' - 3' dowel, a golf tube, or playtube.

**Setting:** The safety signs are pinned on the bulletin board or placed in the tray of the chalkboard.

**Action:** During the instrumental part of the song, the children take turns pointing to the sign that is named.

**Lyric:**

1. *If you want to be safe  
All through the day  
Look for safety signs  
And know what they say*
  
  2. *When you come to a corner  
You should always stop  
Can you find the sign  
The sign that says stop*
  
  3. *Don't touch bottles and cans  
When the labels say poison  
Can you find the sign  
The sign that says poison*
  
  4. *Now you'd better watch out  
When the sign says danger  
Can you find the sign  
The sign that says danger*
  
  5. *You should call for the fireman  
When you see a fire  
Can you find the sign  
The sign says fire*
  
  6. *When you want to get out  
Look for doors marked exit  
Can you find the sign  
The sign that says exit*
- (Repeat First Verse)**

**Variation:** Scatter safety signs around the floor of the classroom or an open area. The students walk, run, or skip around the sign that is named in each verse.

## **TRACK #2 LISTEN AND DO**

**Vocabulary:** forward - backward, apart - together, square - circle, short - tall, loudly - softly, inside - outside

**Materials:** Circles (optional) - These can be made of cardboard, wire, or plastic tubing, Squares (optional) - Square can be cut out of cardboard or simply laid out on the floor with strips of wood or cardboard. This song is also effective using imaginary circles and squares. Students can "show" these shapes by drawing them on the floor with hands or feet and then standing inside and outside their pretend circles and squares when these directions occur in the song.

**Action:** The students listen and respond to the challenges they hear in the song

**Lyric:**

**Chorus:**

*Listen and do, listen and do  
Can you - listen and do  
Can you - listen and do*

- 1. Can you walk forward  
Can you walk backward  
Can you walk forward  
Can you walk backward*

2. *Can you make yourself short*  
*Can you make yourself tall*  
*Can you make yourself short*  
*Can you make yourself tall*

**(Chorus)**

3. *Can you spread your feet apart*  
*Can you bring them close together*  
*Can you spread your feet apart*  
*Can you bring them close together*

4. *Can you clap your hands loudly*  
*Can you clap you hands softly*  
*Can you clap your hands loudly*  
*Can you clap you hands softly*

**(Chorus)**

5. *Can you show me a square*  
*Can you show me a circle*  
*Can you show me a square*  
*Can you show me a circle*

6. *Can you stand inside the square*  
*Can you stand outside the square*  
*Can you stand inside the circle*  
*Can you stand outside the circle*

**(Chorus)**

### **TRACK #3 HIGH AND LOW**

**Vocabulary:** high, low, up, down

**Setting:** Class sitting in seats, standing in a circle, or scattered around the room

**Action:** The students move their hands as the lyric suggests. In the second verse, they pretend their hands are airplanes and

in the third verse, they wiggle their hands to pantomime birds in flight.

**Lyric:**

**Chorus:**

*My hands are high  
My hands are low  
My hands are high  
My hands are low*

1. *I raise my hands oh so high  
I bring them down and now they're low  
I raise my hands oh so high  
I bring them down and now they're low*  
**(Chorus)**

2. *My hand is an airplane flying high  
The plane flies down and now it's low  
The plane flies up and now it's high  
The plane flies down and now it's low*  
**(Chorus)**

3. *My hand is a bird flying high  
The bird flies down and now it's low  
The bird flies up and now it's high  
The bird flies down and now it's low*  
**(Chorus)**

**Variation:** Where space permits, a bird and airplane can be pantomimed using the whole body and moving around the entire room.

## TRACK #4 HOW ARE WE GOING?

**Vocabulary:** car, boat, train, plane

**Setting:** Participants move around the circle or freely about the room.

**Action:** Students act out the form of transportation they hear in each verse. They can pretend to operate or be each vehicle as it is named. The group can "hook together" (put hands on shoulders or person in front) to form one long train.

**Lyric:**

- 1. Everyone get ready to go on a trip.  
How are we going - we are going by car  
With both hands on the wheel - we are  
travelling far  
How are we going - we are going by car*
- 2. Everyone get ready to go on a trip  
How are we going - we are going by boat  
Rocking and swaying - as we float  
How are we going - we are going by boat*
- 3. Everyone get ready to go on a trip  
How are we going - we are going by train  
All in a line - Mary Bobby and Jane  
How are we going - we are going by train*
- 4. Everyone get ready to go on a trip  
How are we going - we are going by plane  
Higher and higher - we are on our way  
How are we going - we are going by plane*

## TRACK #5 ALL ON THE TABLE BEFORE YOU

**Vocabulary:** plate, glass, knife, fork, spoon, cup and saucer, bowl, napkin

**Materials:** The items listed above are for each person participating in the song. These items may be drawn on paper and reproduced. Students are each given a copy so they can cut out their own sets of eating utensils.

**Action:** Participants begin by setting the table in front of them. The teacher then puts the CD on, and they perform the actions indicated on the song.

**Lyric:**

**Chorus:**

*See on the table before you  
A plate, a glass, a knife and spoon  
A cup and a saucer, a bowl and a napkin  
All on the table before you*

- 1. Point to the plate  
Point to the glass  
Point to the napkin and  
Point to the knife*
- 2. Point to the cup  
Point to the bowl  
Point to the fork  
Point to the spoon*

3. *Pick up the plate*  
*Put down the plate*  
*Pick up the knife and*  
*Pick up the spoon*

4. *Put the knife down*  
*Put the spoon down*  
*Pick the fork up and*  
*Pick the glass up*

5. *Put the glass down*  
*Put the fork down*  
*Pick up the napkin and*  
*Pick up the bowl*

6. *Put the napkin down*  
*Put the bowl down*  
*Pick up the cup and saucer*  
*And put them both down*

**(Chorus)**

**Variation:** Have each person in the group act out one item in the table setting. They pick themselves up and put themselves down as they are called.

**Follow-up questions:** The teacher can ask questions regarding the use of various utensils. The students answer by picking up the correct item.

**Examples:**

What would you use for eating a salad?

What would you use for drinking milk?

What would you use to butter bread?

What would you use for wiping your mouth?

## TRACK #6 KINDS OF FOODS

**Vocabulary:** All the foods listed in the lyric below

**Materials:** A picture of each food. These can be cut from magazines.

**Setting:** Students are seated and holding a picture of some kind of food

**Action:** Everyone looks at their picture of some kind of food. When their food is called, they hold up their picture. They bring it down when the next food is called.

**Lyric:**

*You are holding a picture of some kind of food*

*Look at your picture of some kind of food*

*Are you ready and listening so you won't be missing*

*A musical game about kinds of foods*

*Now the food you hold will be called*

*by and by*

*And that's the time to hold it very high*

*Are you ready and listening so you won't be missing*

*A musical game about kind of foods*

*Apple, milk*

*Sandwich, soup*

*Tomato, baked potato*

*Lettuce, lemon, toast, cereal*

*Chicken, grapes, green beans, pancakes  
Cherries, macaroni  
Spinach, onion, orange, salad*

*Carrots, corn  
Roast beef, eggs  
Bacon, watermelon  
Orange juice, grapefruit, rice, banana*

*You are holding a picture of some kind  
of food*

*Look at your picture of some kind  
of food*

*Were you ready and listening so you  
weren't missing  
A musical game about some kinds of foods*

**Variation:** During the first and second verses everyone marches around the room holding their pictures. They all sit down at the end of the second verse. Each person stands when the food picture he/she holds is called. When everyone has been called, the group marches around the room during the final verse.

## **TRACK #7 UNDER THE STICK**

**Vocabulary:** over, under, around

**Materials:** A stick 3 or 4 feet long. The ends should be covered with cloth or tape.

**Setting:** Everyone lines up around the circle. One person stands just inside the circle holding a stick across the path of the others. The stick is held high enough so people can bend and walk under it. They continue walking under the stick and around the circle during the first verse and instrumental portion which follows. During the next verse, the stick is held lower so people can step over it. In the third verse, participants walk around the stick.

**Lyric:**

1. *Come on people let's all get together  
All get together and go under the stick  
Under the stick - yes under the stick  
All get together and go under the stick*
  
2. *Come on people let's all get together  
All get together and go over the stick  
Over the stick - yes over the stick  
All get together and go over the stick*
  
3. *Come on people let's all get together  
Everybody go around the stick  
Around the stick - yes around the stick  
Everybody go around the stick.*

**(REPEAT FIRST VERSE)**

**Variation:** The class might enjoy making a dance out of this game. They dance around the circle, "limbo" under the stick, jump over the stick, and a turn around as they go around the stick.

**Follow-up questions:**

How many ways can you go over the stick? (jump, hop, leap, step, etc.)

How many ways can you go under the stick? (crawl, slide, walk, roll, slither, etc.)

How many ways can you go around the stick? (step, hop, jump, gallop, etc.)

**TRACK #8 HELLO****Vocabulary:**

Body parts - hair, eyes, head, cheeks, nose, mouth, ears, hand, shoulder, arms, stomach, back, knees, toes, leg, feet, fingers

Verbs - brush, blink, shake, nod, pat, wiggle, open, close, wave, scratch, touch, stamp

**Action:** Students listen and follow the directions in the songs. The challenge is to retain and perform two actions at once.

**Lyric:**

*Hello, hello, hello  
How are you today  
You can say hello by waving your hands  
Hello, hello, hello*

*Now let's get to know ourselves today  
Here's a song to show the way*

*Brush your hair and blink your eyes  
Shake and nod your head  
Pat your cheeks and wiggle your nose  
Open and close your mouth*

*Wiggle your ears then wave your hand  
Hello, hello, hello*

*Shake your shoulders and wiggle your  
arms  
Pat your stomach and scratch your back  
Touch your knees then touch your toes  
Shake your leg then stamp your feet  
Wiggle your fingers and wave your hand  
Hello, hello, hello*

*Now we waved our hands and said hello  
And we got to know ourselves from  
head to toe  
Hello, hello, hello*

**Variation:** Listen to each pair of actions and do the one you like best.

## **TRACK #9 SHOW ME**

**Vocabulary:** Window, door, ceiling, floor pencil, book, paper, clock, table, chair, wall, record player, desk light, switch, flag

**Materials:** All the items listed above, two or three pointers (optional). These can be 2' - 3' wood dowels, cardboard tubes, or golf tubes.

**Settings:** Two or three people are given pointers.

**Action:** Students point to eight objects around the room as they hear them named in the song. During the chorus they hand their pointers to someone else who points to the next eight objects.

**Lyric:**

**Chorus:** *Look around the room  
Look and you will see  
So many things  
You can show me*

1. *Show me the window - Show me the  
door  
Show me the ceiling - Show me the  
floor  
Show me the pencil - Show me a book  
Show me some paper - Show me the  
clock*

2. *Show me a table - Show me a chair  
Show me a chalkboard - Show me the  
Wall  
Show me the record player - Show me a  
desk  
Show me the light switch - Show me the  
flag*

## **TRACK #10 WALK AROUND THE CIRCLE**

**Vocabulary:** walk, run, jump, rest, hop, skip

**Setting:** Everyone in a line around the circle, or each person standing by an individual circle or hoop.

**Action:** Students move around the circle in the way named in each verse.

**Lyric:**

*There are many different ways you can  
move around the circle  
See if you can walk around - walk*

*around the circle*

*Walk walk walk - walk around the circle*

*Walk walk walk*

*Walk walk walk - walk around the circle*

*Walk walk walk*

*There are many different ways you can  
move around the circle*

*See if you can run around - run around  
the circle*

*Run run run - run around the circle*

*Run run run - run around the circle*

*Run run run*

*There are many different ways you can  
move around the circle*

*See if you can jump around - jump  
around the circle*

*Jump jump jump - jump around the circle*

*Jump jump jump*

*Jump jump jump - jump around the circle*

*Jump jump jump*

*There are many ways you can  
move around the circle*

*But now it's time to stop and rest -  
everybody rest (Instrumental)*

*There are many different ways you can  
move around the circle*

*See if you can hop around - hop around  
the circle*

*Hop hop hop - hop around the circle*

*Hop hop hop*

*Hop hop hop - hop around the circle*

*Hop hop hop*

*There are many different ways you can  
move around the circle  
See if you can skip around - skip around  
the circle  
Skip skip skip - skip around the circle  
Skip skip skip  
Skip skip skip - skip around the circle  
Skip skip skip  
(Repeat first Verse)*

**Follow up questions:**

What other ways can you think of to  
move around the circle? (gallop, slide,  
leap, roll, etc.)

How many different ways can you walk  
around the circle? (quickly, slowly, loud-  
ly, softly, etc.)



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