

DAILY MOTOR SKILLS
for Young Children

Volume 1 - CD 865

BODY IMAGE

1. HOKEY POKEY *From Children's All-Time Rhythm Favorites by Jack Capon and Rosemary Hallum, Ph.D.*

MUSIC: Hokey Pokey

FORMATION: Circle, all facing center, hands not joined.

WORDS	ACTIONS	MEASURES
1) You put your right hand in, You put your right hand out, You put your right hand in, And you shake it all about, You do the Hokey Pokey And you turn yourself around,	Put RH in toward center of circle Put RH out Put RH in again Shake RH Turn in circle with 8 walking steps, hands raised in "holdup" position, "twinkling" or shaking	1 2 3 4 5-6
That's what it's all about.	Clap 4 times	7-8
2) You put your left hand in...	Repeat Part 1 using LH	9-16
3) . . .Right foot	Repeat Part 1 using RF	1-8
4) . . .Left foot	Repeat Part 1 using LF	9-16
5) . . .Right elbow	. . .Use R elbow	1-8
6) . . .Left elbow	. . .Use L elbow	9-16
7) . . .Right hip	. . .Use R hip	1-8
8) . . .Left hip	. . .Use L hip	9-16
9) . . .Head	. . .Use head	1-8
10) . . .Back side	. . .Use back of body	9-16
11) . . .Whole self	. . .Use whole body	1-8
12) You do the Hokey Pokey, You do the Hokey Pokey, You do the Hokey Pokey, That's what it's all about—HEY!	Bend at waist down and up 3 times, arms in "holdup" position and hands shaking. Clap 3 times. On "HEY!" jump, raise arms, and shout "HEY!"	9-16

TEACHING TIPS

- ★ To help young children remember their R and L sides, put a rubber band on their R wrist.
- ★ Older children may want to choose their own actions to do on the chorus: "You do the Hokey Pokey and you turn yourself around, That's what it's all about."

BODY IMAGE

2. LOOBY LU *English Singing Game From Folk Song Carnival by Hap Palmer.*

Action:

Children do the actions suggested by the words of each verse.

Now we dance Looby Lu
Now we dance Looby Li
Now we dance Looby Lu
All on a Saturday night

I put my right hand in
I take my right hand out
I give my hand a shake, shake, shake
And I turn myself about

I put my left hand in
I take my left hand out
I give my hand a shake, shake, shake
And I turn myself about

Now we dance Looby Lu
Now we dance Looby Li
Now we dance Looby Lu
All on a Saturday night

I put my right foot in
I take my right foot out
I give my foot a shake, shake, shake

And I turn myself about

I put my left foot in
I take my left foot out
I give my foot a shake, shake, shake
And I turn myself about

Now we dance Looby Lu
Now we dance Looby Li
Now we dance Looby Lu
All on a Saturday night

I put my two hands in
I take my two hands out
I give my hands a shake, shake, shake
And I turn myself about

I put my whole self in
I take my whole self out
I give myself a shake, shake, shake
And I turn myself about

Now we dance Looby Lu
Now we dance Looby Li
Now we dance Looby Lu
All on a Saturday night

SPACE & DIRECTION

3. LISTEN and DO *From Learning Basic Skills Through Music - Building Vocabulary by Hap Palmer.*

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)—Squares 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
(Repeat 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 your hands softly
Can you clap your hands loudly
Can you clap your hands softly
(Repeat 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
(Repeat Chorus)

SPACE & DIRECTION

4. SHOW ME *From Learning Basic Skills Through Music - Building Vocabulary by Hap Palmer.*

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.

Setting:

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 a pencil—Show me a book
Show me some paper—Show me the clock
2. Show me a table—Show me a chair
Show me the chalkboard—Show me the wall
Show me the record player—Show me a desk
Show me the light switch—Show me the flag

BALANCE

5. HIGH WIRE ARTIST *From Easy Does It by Hap Palmer*

Skills: Balance

Materials: Balance beam, rope, tape, or chalk line for each child

Setting: Scattered

Lyric:

I'm a high wire artist, a tightrope walker
To do my show and do it well is my desire
People sitting below me
Faces still as they're watching me
Balancing alone on the wire
I slowly walk forward, turn around and walk bark
Then I slowly walk backwards
Stopping somewhere near the middle of the wire

I balance on one leg
I balance on the other leg

Like a dancer I move my arms
Changing legs with the feeling
My silhouette on the big top ceiling
Repeat last three lines

Explanation: During introduction, children pretend to climb up a ladder to their "tightrope". Then children move along their "tightrope" responding to challenges heard in the song. At the end children have the opportunity to do whatever they wish on their "tightrope".

Increasing the challenge: Use the narrow side of balance beam, raise the balance beam, have children perform challenges with eyes closed; give specific, more difficult challenges during free movements portion at the end of the song. i.e.: Make one foot and one hand touch beam. Move backward to the middle of the beam and standing on one foot, turn all the way around.

6. BUNNY HOP *From Children's All-Time Rhythm Favorites by Jack Capon and Rosemary Hallum, Ph.D.*

MUSIC: Bunny Hop

FORMATION: Single line, hands lightly on hips of the person in front.

DIRECTIONS

Counts

- | | |
|--|------|
| 1) Introduction
Wait in place. | 1-16 |
| 2) FOOT-TO-THE-SIDE AND JUMPS | |
| Place R foot out to side, bring it back, | 1-2 |
| Place it out to the side again, step R beside L. | 3-4 |
| Place L foot out to the side, bring it back, | 5-6 |
| Place it out to the side again, step L beside R. | 7-8 |
| Jump forward lightly and pause. | 1-2 |
| Jump backward lightly and pause. | 3-4 |
| Jump forward 3 times, then pause. | 5-8 |
- Continue repeating this pattern.

TEACHING TIPS

- ★ Leader of the line may move in a circle clockwise or counterclockwise, or in any direction desired—for example, straight forward, sideward, curved, zigzag, etc. Teacher or student volunteer may give signal (ring bell, play drum, etc.) for the leader to go to the end of the line so that a new leader may have a turn.
- ★ Since there are no lyrics in this arrangement, call the dance by different names at different seasons of the year—Witch Hop, Turkey Hop, Santa's Elf Hop, Jack Frost Hop, etc.
- ★ Very young children may wish to jump forward all the time instead of the traditional forward-back-forward.

BASIC BODY MOVEMENTS

7. IF YOU'RE HAPPY and YOU KNOW IT

From Children's All-Time Rhythm Favorites by Jack Capon and Rosemary Hallum, Ph.D.

MUSIC: If You're Happy and You Know It

FORMATION: Informally scattered, seated, or standing.

DIRECTIONS

Sing as you do the actions.

WORDS

- 1) If you're happy and you know it,
Clap your hands, (clap, clap)
If you're happy and you know it,
Clap your hands, (clap, clap)
If you're happy and you know it,
Then your face will surely show it,
If you're happy and you know it,
Clap your hands. (clap, clap)
- 2) . . . Tap your toe (tap, tap)
- 3) . . . Nod your head (nod, nod)
- 4) . . . Do all three.

ACTIONS

- Sing throughout.
Clap hands twice.
Clap twice.

Smile.

Clap twice.

Tap toe on floor twice.
Nod head twice.
Do all three actions at the same time.
(clap hands twice, tap toe twice, and nod head twice)

TEACHING TIPS

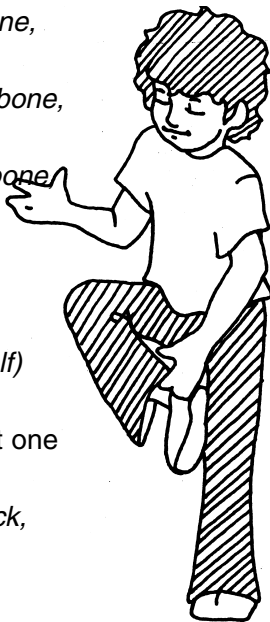
- ★ When the children sing the song without the recording, ask them to suggest additional verses, for example, "wiggle your hands," "stamp your feet," and "turn around."
- ★ A standard variation is to sing "If you're sad." Children may add other verses, such as "angry," "mad," "surprised," etc.

8. FOOTPLAY



From Finger Plays and Foot Plays by Rosemary Hallum, Ph.D. and Henry "Buzz" Glass

1. The toe bone's connected to the foot bone,
(Hand taps L toe, then L foot)
The foot bone's connected to the ankle bone,
(Hand taps L foot, then L ankle)
The ankle bone's connected to the leg bone
(Hand taps L ankle, then L leg)
That moves my feet around.
(Continue tapping leg bone)
My feet can move 'most anywhere,
(Move feet around on floor near self)
- On the floor or in the air,
(Move feet on floor; on word "in" lift one foot, on word "air" lift other foot)
- They can go forward and come right back,
(*"Walk"* feet forward, then back)



- Move in a circle around the track.
(*"Walk"* feet in small circle)
2. Repeat all, pointing to R toe/foot/ankle/leg bone.
 3. Repeat all, pointing to both toes/feet/ankles/leg bones.

TEACHING TIPS

- Have children sit with their knees bent and feet flat on the floor. Talk about how and where their feet should move (gently, not hard or loud; close to their own body, not touching others).
- Also do this standing, as an action game. In lines 1-4, point instead of tapping.

HEARING DISCRIMINATION

9. SIMON SAYS (Music: "The Breaks")

From Motor Fitness Rhythm Games by Jack Capon and Rosemary Hallum, Ph.D.

MOTOR FITNESS VALUES:

Auditory-motor coordination, Motor-rhythmic response, Flexibility

MOVEMENTS:

Follow directions given by the words: Raise hands and wave them. Jump. Touch toes, touch nose. Shake hips. Slap alternate thighs. Clap, snap. Play the traditional "Simon Says" game - if Simon says it, you do it (E.g.: Simon says, "Touch Your Toes" but if Simon doesn't say it, you don't do it [E.g.: "Touch your toes"]).

FORMATION: Informal, scattered

DIRECTIONS

Introduction

Wait in place, snapping your fingers and feeling the beat of the music.

Counts

1-16

CHORUS

Do actions indicated by the words.

Words

Actions

*Simon says, "Hands in the Air
And wave them all about."*

Raise hands overhead.

1-16

*Simon says, "Jump around
And smile, don't pout."*

Wave hands

Jump around in place.

Continue jumping, and smile.

Simon says, "Touch your toes."

Touch toes.

1-16

Simon says, "Touch your nose."

Touch nose.

Simon says, "Shake your hips."

Shake hips.

Simon says, "Put a smile on your lips."

Smile

That's what Simon says - yeah!

Alternately slap L thigh with LH and

1-16

(L R LR L clap)

R thigh with RH, on each syllable of the words as indicated by the small letters under the words. Clap on the word "yeah."

That's what Simon Says. (pause)

Repeat slapping movements of preceding line.

(L R LR L snap)

Snap fingers on the pause.

(Repeat preceding 2 lines.)

(Repeat actions of preceding 2 lines.)

VERSE

At the words "Simon Says 'Your Turn.'"

teacher or volunteer leads the traditional "Simon Says" game.

1-48

Repeat whole dance, choosing a new leader on each verse.

10. SONG ABOUT SLOW, SONG ABOUT FAST

From Walter The Waltzing Worm by Hap Palmer

This is a song about slow.

How slowly can you go?

As slow as the oak tree grows in the meadow,

How slowly can you go?

This is a song about fast.

It's almost over at last.

We're so glad it's ending 'cause we got to fly.

It's been great to know you. hello and goodbye!

This is a song about fast,

Soon it will be in the past.

We're in an awful hurry to sing and get through.

There's so many other things that we want to do.

SYMMETRICAL ACTIVITIES

11. SNOW ANGELS *Melody—You've Got To Have Someone*

From Body Jive by Ambrose Brazelton

Objectives:	Listening Skills (Audio reception— Perception—Response) Neuromuscular Coordination	25-32 Both arms, both legs, then arms & legs swing away and return 33-40 Right arm & left leg, then left arm & right leg swing away and return 41-42 One arm out and return 43-44 Two arms out and return 45-46 Two arms & one leg out and return 47-48 Two arms & two legs out and return 49-58 Arms and legs swing out and return into crossed position 59 Finish in crossed position (Freeze)
Activity:	Lateral arm and leg movement	
Starting Position:	Supine (students on backs, arms at sides, legs together~	
Activity Sequence:		
Measures		
1-8	Right arm, left arm, then both arms swing away from mid-line and return	
9-16	Right leg, left leg, then both legs swing away from mid-line and return	
17-24	Right arm & leg, then left arm & leg swing away and return	

.....

12. BASEBALL PLAY *From Silly Willy Sports Workout by Brenda Colgate*

Terms used:

Bat the ball: *Swing and follow through with an imaginary baseball bat*

Catching: *Mimic catching a ball in outfield.*

Run the bases: *Children move in a circle around their body as they mimic running the bases.*

Baseball is a game I love to play

We'll bat and catch, run round the bases today (*loosen up, swing your arms side to side*)

Nine innings we're up make a home run we'll have such fun!

We're healthy and fit muscles ready to go, we've just begun.

(Now, let's imagine you're holding a bat standing at home plate

Legs apart, grip it tight, swing and follow through. It's a single, a double, a triple, no. . .it's a home run.

We scored a run! Batter up keep practicing your swing. . .)

Baseball is a game I love to play (*Twist your body side to side*) We'll bat and catch run round the bases today
(*Warm up your knees bend up and down*)

Nine innings, we're up, make a home run we'll have such fun!

We're healthy and fit, muscles ready to go, we've just begun.

(It's time to catch the ball in the outfield! Look, it 's a high fly ball...stretch up tall!

Try to catch it with two hands. Here comes another ball. Look, it's by your feet! Bend down low and scoop it up.

Now, pretend you're a runner. Let's run around the bases. . . first base, second base, third base. . .

and back to home plate! You've scored another run. Keep those legs pumpin'!!)

Baseball is a game we love to play (*roll your shoulders round and round*)

We'll catch the ball and swing the bat all day (*bend your knees up and down!*)

I'll play for my team make a home run we'll have such fun!

We're healthy and fit muscles ready to go, our team just won!

This compilation © & © 2004 EA Produx, Ltd., Manufactured and marketed by
Educational Activities, Inc., 1937 Grand Ave. PO Box 87, Baldwin NY 11510.
All rights reserved. Unauthorized copying, reproduction, hiring, lending, public performance and broadcasting prohibited,
Printed in USA.