

# Wiggle, Giggle, & Shake

## INTRODUCTION

The songs on this recording were inspired by the poems and classroom themes found in my book **Wiggle, Giggle, & Shake: 200 Ways to Move & Learn** (Beltsville MD: Gryphon House, 2001). That book is just one of the resources I've created, over the past 25 years, to help teachers promote learning through movement, which is a powerful educational tool for children and their preferred method of learning. With this CD we're adding music to the mix, incorporating yet another sense in the learning process - because research has shown that the more senses used, the more children retain. Besides, if there's one thing kids love as much as movement, it's music!

The songs on this CD can help children follow directions, expand their vocabulary, reinforce classroom concepts, stimulate their imaginations, better understand themselves, and physically participate in their own learning. Most of all, it can make their early education fun! Famous music educator Jaques-Dalcroze once said: "I look upon joy as the most powerful of all mental stimuli."

With each song title is the theme under which the song falls in the book, *Wiggle, Giggle, & Shake*. If the song appears as a poem in the book (and all but four songs, including the two instrumentals, do), I've included the page number for your reference.

Enjoy! And never stop moving & learning!

# Rae

1. **Wiggle, Giggle, & Shake**  
(Health Awareness: Bodies in Motion)

*You can move your muscles  
You can move your bones  
You can move your whole body  
With a friend or alone.*

**Chorus:**

*You've gotta wiggle in the morning  
Shake after noon  
And when the sun goes down at night  
Wiggle, giggle, shake by the light of the moon!  
Movin' feels good  
Movin' feels great  
Movin' keeps you healthy  
Cause to celebrate.*

**(Chorus)**

*You can shake and shimmy  
You can jump and spin  
The more you get movin'  
The better shape you're in.*

**(Chorus)**

*Movin' keeps you active  
Movin' keeps you fit  
And once you get movin'  
You'll never wanna quit!*

**(Chorus)**

**Suggested Activity:** Children move in any way they like, responding to the beat and the lyrics. For example, they may want to “shake and shimmy” when the lyrics call for it. How many other ways can they think to move?

**2. The Body Poem**

(Self-Awareness: Body Parts, pp. 19-20)

*I have two feet,  
Two ears, two legs,  
Ten fingers and ten toes;  
I have two knees,  
Two lips, two hands,  
And even two elbows.  
I have two eyes  
And four eyelids.  
So why, do you suppose,  
With all these parts  
On my body  
I only have one nose?!*

**(Repeat 3 times)**

**Suggested Activity:** This song reinforces body-part identification and listening skills. Children should simply touch the body part(s) being sung about. However, since the song starts off slowly and gets increasingly faster with each of its three repetitions that may not be as easy as it sounds!

**3. If I Could Have Any Pet I Want**

(Animals: Pets, pp. 120-121)

*If I could have any pet I want,  
It'd be so hard to choose -  
I'd like to have a puppy dog,  
But he might chew up my shoes!  
I'd like to have a furry kitten  
Who would snuggle up and purr,  
But then I know that come the spring  
She would start to shed her fur!*

*Maybe tropical fish would be nice -  
I'd watch them swim all day.  
But I might have to clean their tank  
When I'd rather go and play!  
A hamster, a gerbil, or a mouse  
Might make a real good pet.  
But if it happened to get sick  
Could I take it to the vet?  
Still, puppies are fun, and loving, too;  
Tropical fish are pretty.  
Hamsters, gerbils, and mice are cute,  
And I would love a kitty!  
It might be work to have a pet,  
But they sure are lots of fun.  
They also make the best of friends -  
So why not have more than one?!*

**Suggested Activity:** Give the children a chance to act like the various animals mentioned by exploring this song as a poem first. Then, when you play the song, ask them to move to it like any animal(s) they want. You could even play a game of Freeze! Invite the children to move like an animal, which you designate, while the music is playing; freeze in place every time you pause the song; and then move like another animal when the music resumes.

#### 4. **Preparing Meals**

(Occupations: Keeping House, p.153)

*First we have to chop the food,  
Chop the food, chop the food.  
First we have to chop the food  
So we can eat our dinner.  
Now we have to mix it up,  
Mix it up, mix it up.  
Yes, we have to mix it up  
So we can eat our dinner.*

*Now we have to pour the food,  
Pour the food, pour the food  
Now we have to pour the food  
So we can eat our dinner.  
Finally, we serve the food,  
Serve the food, serve the food.  
Finally, we serve the food  
And now we eat our dinner!*

**Suggested Activity:** Invite the children to act out the verses!

**5. The Way I Feel**

(Self-Awareness: Feelings, pp. 26-27)

*I clench my fists  
And raise them high,  
I stomp my feet real loud.  
I walk around with shoulders hunched;  
My face, it has a scowl.  
I kick the floor  
And scuff my feet;  
I'm acting really 'bad.'  
But I can't help the way I feel  
Because, you see, I'm mad!  
I lift my chin,  
Throw out my chest;  
I hold my head real high.  
I walk around with body straight,  
So very proud am I.  
I swing my arms  
And look around;  
I'm pleased by all I see,  
'Cause I can't help the way I feel -  
So very proud of me!  
I hang my head,*

*Stick out my lip;  
I try so not to cry.  
I walk around with body bent,  
So very sad am I.*

*I wipe a tear  
And wipe my nose;  
I shuffle all around.  
But I can't help the way I feel,  
And the way I feel is down.*

*I wear a smile  
Upon my face -  
A grin from ear to ear.  
I walk around with steps so light;  
My eyes are very clear.*

*I hum a tune,  
A happy one;  
It's the best day that I've had.  
No, I can't help the way I feel  
Because, you see, I'm glad!*

**Suggested Activity:** It's important that children have the opportunity to explore and express emotions in a safe environment. Before playing this song, talk to them about the four emotions represented (anger, pride, sadness, and happiness). When have they felt these things? Then play the song and ask them to demonstrate each of the emotions as described!

**6. It's Their World, Too**  
(Animals)

*Can you imagine a world without dogs  
Or rabbits or horses or sheep?  
A world that had no playful kittens  
Or singing birds or baby chickens that peep?  
Oh, it's their world, too.  
Yes, it's their world, too.*

*Can you imagine what life would be like  
If we knew we never would see  
A groundhog poking up from his hole,  
A dolphin swim, or a squirrel in a tree?*

*Oh, it's their world, too.*

*Yes, it's their world, too.*

*How quiet, how still the forests would grow  
And the jungles and barnyards, too  
If, by chance we had no animals  
To share the world with humans like me and you.*

*Oh, it's their world, too.*

*Yes, it's their world, too.*

*How sad it would be if the day should come  
When the eagles no longer soared  
When elephants ceased swinging their trunks,  
Seals didn't play and lions no longer roared.*

*Oh, it's their world, too.*

*Yes, it's their world, too.*

*The world is theirs, too; and it's up to us  
To see that they always will be  
Allowed to live their lives as they should  
Life without fear  
Safe and happy and free.*

**Chorus:**

*Oh, it's their world, too*

*Yes, it's their world, too*

*It's a world large enough to share  
With all creatures great and small  
Living in peace, living in peace  
It can happen if we care!*

**(Repeat Chorus)**

**Suggested Activity:** By imagining what it's like to be the animals, children will hopefully never be able to imagine a world without the animals. It's best to first explore this song as a poem, discussing the animals and concepts with the children. Then, when you play the song, invite them to move to it while pretending to be any animal they want to be.

## 7. **The Astronaut**

(Occupations: More Professions)

*Instrumental*

**Suggested Activity:** Ask the children to get into a small shape near the floor, imagining they're spaceships on their launching pads. At the signal following the countdown, they "blast off." Then, as this instrumental song plays, they pretend to be astronauts floating weightlessly in and exploring space. If you like, you can eventually have them return to "Earth." This makes for a great winding-down activity!

## 8. **Dance of the Snowflakes**

(Nature: Weather, p.106)

*Snowflakes drifting from the sky*

*Dancing lightly in the air.*

*Falling, falling without a sound;*

*Each unique and rare.*

*Snowflakes swirling in the wind*

*In a dance they can't control.*

*Higher, lower, around and 'round,*

*Shivering in the cold.*

*Snowflakes landing on the earth,*

*Melting quietly from sight.*

*Falling, falling until the ground*

*Is blanketed in white.*

**Suggested Activity:** Talk to the children about snowflakes - what they look like, how they move, and the fact that no two are alike! As the song plays, the children depict the images in each verse. (You can always do this first as a poem - until the children are familiar with it - so you, rather than the song, dictate the tempo.)



9. **Giants and Elves** (Fun Themes!:  
Creatures and Critters, p.203)  
*See the giants, great and tall  
Hear them bellow, hear them call.  
Life looks different from up so high  
With head and shoulders clear to the sky.  
At their feet they can barely see  
The little people, so very tiny  
Who scurry about with hardly a care,  
Avoiding enormous feet placed here and there.  
But together they dwell, the giants and elves  
In peace and harmony amongst themselves!  
Together they grow, the giants and elves  
In peace and harmony amongst themselves!*

**Suggested Activity:** Talk to the children about giants and elves. Do they know what giants and elves are? Also discuss the meaning of such words as bellow, scurry, enormous, dwell, and harmony. Then, as the song plays, simply invite the children to first depict giants, then elves and, finally, one or the other. Or you can assign some children to be giants and some to be elves, moving during the appropriate parts of the song!

10. **Somewhere Deep in the Ocean**  
(The Sea: Ocean Creatures, p.140)  
*Somewhere deep in the ocean  
A dolphin plays.  
Swimming, splashing, and chatting -  
That's how she spends her days!  
Somewhere deep in the ocean  
Whales do live.  
They can be very graceful,  
Even though quite massive!  
Somewhere deep in the ocean*

*A shark roams.  
It can be very scary  
To come upon his home!  
Somewhere deep in the ocean  
Swims a seal,  
Sliding throughout the blue sea  
Slippery as an eel!*

**Suggested Activity:** Talk to the children about each of the creatures mentioned in the lyrics, discussing their physical and character traits and the way they each move! Also review any vocabulary words the children may not be familiar with, like graceful and massive. Then, as the song plays, ask them to pretend to be the animal mentioned in each verse.

## 11. **Imagine**

(Self-Awareness)

*Imagine you're lying on a beach.  
The sun is warm, the breeze is cool.  
Can you hear the waves?  
Imagine you're lying on a beach.  
Imagine you're floating on a cloud.  
The cloud is soft, the sky is blue.  
It's so comfortable!  
Imagine you're floating on a cloud.  
Imagine you're sailing in a boat.  
The water's calm; you're gently rocked.  
Can you feel the peace?  
Imagine you're sailing in a boat.  
Imagine you're soaking in the tub.  
The water soothes; your muscles melt.  
It's relaxing you!  
Imagine you're soaking in the tub.  
Imagine you're drifting off to sleep.  
Your eyes are closed, the pillow's soft.*

*It's been a long day!  
Imagine you're drifting off to sleep.*

**Suggested Activity:** Not only is relaxation a learned and much-needed skill, but also children have little opportunity these days to create their own images. This song allows them a chance to both relax and imagine! Play it whenever the children need some downtime, asking them to lie quietly with eyes closed.

## 12. **Imagine**

*Instrumental Version*

**Suggested Activity:** Again, you can use this song whenever quiet time is called for. Or you can use it to inspire slow-motion moving - something that requires much more self-control than moving fast does. Also, hearing tempos like this helps make abstract concepts like slow and soft more concrete for children!

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