

MATH MOVES ME!

By Hap Palmer

Your children will sing, dance, play and move to the joyous sounds of Hap Palmer while developing math foundational skills *aligned to early learning standards and themes*. These SUPER songs will engage even the most reluctant learner and make math fun!

1. COUNT UP, COUNT DOWN

Words and Music: Hap Palmer

VOCABULARY AND CONCEPTS: Recognizing numerals 0-10; Counting forward and backward.

MATERIALS: Set of number cards 0-10.

ACTION: Each participant holds a number card. They line up in order and begin by holding their cards down as they bounce or jump to the rhythm of the music. Each participant holds his number up when it is called, and puts it down when it is called again.

SONG LYRICS:

We're doin' a count up,
We're doin' a count up,
We're doin' a count up from zero.
We know what we say,
and we say what we know,
and we know we can count up from zero.
0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, Yay!

We're doin' a count down,
We're doin' a count down,
We're doin' a count down to zero.
We know what we say,
and we say what we know,
and we know we can count down to zero.
10, 9, 8, 7, 6, 5, 4, 3, 2, 1, 0, Yay!

Repeat All

We're doin' a count down,
We're doin' a count down.

2. SHOW ME THE CARD

Words and Music: Hap Palmer

VOCABULARY AND CONCEPTS: Number order – before, after, in between.

MATERIALS: Set of number cards 0-9 for each participant.

ACTION: The participant stands inside a small circle of number cards 0-9 and is asked to find two numbers. The participant puts a foot by each number. The song then asks which number comes before, after or in between the two numbers. This question is answered by bending down and placing both hands on the correct number.

SONG LYRICS:

Who can find the answer and show me the card?
Who can find the answer and show me the card?

Here's a little quiz and it's not very hard
Show me, can you show me the card.

Who can find a 3 and who can find a 5?
Who can find a 3 and who can find a 5?
Now what comes in between the 3 and the 5?
Show me, can you show me the card?

Who can find a 2 and who can find a 3?
Who can find a 2 and who can find a 3?
Now what comes before the 2 and the 3?
Show me, can you show me the card?

Show me a 5 and show me a 6.
Now what comes after the 5 and the 6?

Who can find a 1 and who can find a 3?
Who can find a 1 and who can find a 3?
Now what comes in between the 1 and the 3?
Show me, can you show me the card?

Who can find a 6 and who can find an 8?
Who can find a 6 and who can find an 8?
Now what comes in between the 6 and the 8?
Show me, can you show me the card?

Show me a 4 and show me a 5.
Now what comes before the 4 and the 5?

Who can find a 7 and who can find an 8?
Who can find a 7 and who can find an 8?
Now what comes after the 7 and the 8?
Show me, can you show me the card?

Who can find a 3 and who can find a 4?
Who can find a 3 and who can find a 4?
Now what comes before the 3 and the 4?
Show me, can you show me the card, um-hum?
Show me, can you show me the card, um-hum?
Show me, can you show me the card?

3. MOVIN' BY NUMERALS

Words and Music: Hap Palmer

VOCABULARY AND CONCEPTS: Recognizing numerals 0-9; same, like and different.

MATERIALS: Set of number cards 0-10.

ACTION: Participants stand in a circle so everyone can see everyone else's number. During the chorus, they create rhythmic movements, and during the verses, they perform the movements and solve the challenges that are given.

SONG LYRICS:

**CHORUS: We're all just hearing our numerals,
Learning our numerals,
Moving by numerals from 0-9.
As we move we learn,
Everyone gets a turn, so put on a smile,
And have a good time.**

4, can you turn around one time?
6, can you do the same thing?
3, kneel down and stand up.
8, can you do the same thing?
5, shake a part of your body.
0, can you shake a different part?
1, swing your arms up and down.
2, can you do something different?
9, can you wiggle your fingers?
7, can you do it again?
3, can you do something different?
5, can you move like 3 did?

6, can you make a funny face?
1, can you do the same thing?
8, bend down and stand up.
2, can you do it again?

Repeat Chorus

9, can you turn around one time?
0, can you do the same thing?
7, can you jump up and down?
4, can you do something different?
5, do whatever you want.
4, can you do what 5 did?
6, clap your hands very loudly.
3, can you do something different?
2, can you wiggle your foot?
7, can you do it again?
0, can you do something different?
1, can you move like 0 did?
9, can you make a funny face?
6, can you do the same thing?
3, sit down and stand up.
8, can you do it again?

Repeat chorus and end.

4. LUCKY NUMBERS

Words and Music: Hap Palmer

PURPOSE: Identification of numbers 1 - 20.

MATERIALS: Number cards 1 - 20 and a circular board with the numbers 1 - 20 around the outside edge. The wheel can spin underneath a stationary pointer, or the pointer can be nailed and spin on top of the wheel.

SETTING: The number cards are placed inside the edge of the circle. The children stand in line around the circle ready to march. The wheel can be placed in the center of the circle or at the front of the class.

ACTION: The children march around the circle. When the bell rings, they run and stand by a number card. Each child raises her/his hand when s/he hears her/his number. Then, someone spins the wheel to find out what the lucky number is. The person who is standing by the lucky number is the winner.

SONG LYRICS:

One, two, three and around we go.
How many numbers do you know?
When you hear the bell, run and stand by a number.
Raise your hand when you hear your number.

1, 2, 3 and 4
5, 6, 7 and 8
9, 10, 11,
12, 13, 14
15, 16, 17,
18, 19, 20

Now it's time to spin the wheel and see,
What the lucky number will be.

Repeat All

5. THE NUMBER MARCH

Words and Music: Hap Palmer

VOCABULARY AND SKILLS: Correlation of number symbols 1-5 with concrete examples, counting, addition and subtraction of one, and the concept of nothing.

FORMATION: Lines of 5 children, each line by a circle.

ACTION: One child starts marching around the circle, and one child is added each verse until there are 5 children. In the second series of verses, children are subtracted. When the teacher taps a child on the shoulder, the child sits down. One child is subtracted each verse until there are no children left.

SONG LYRICS:

One person march around the circle;
March, march, march.
One person march around the circle,
Now, let's have two.

Two people march around the circle;
March, march, march.
Two people march around the circle,
Now let's have three.

Three people march around the circle;
March, march, march.
Three people march around the circle,
Now, let's have four.

Four people march around the circle;
March, march, march.
Four people march around the circle,
Now, let's have five.

There are five people marching,
Round and round,
1, 2, 3, 4, 5 people march.
There are five people marching,
Round and round,
1, 2, 3, 4, 5 people march.

Five people march around the circle;
March, march, march.
Five people march around the circle,
Now let's have four.

Four people march around the circle;
March, march, march.
Four people march around the circle,
Now, let's have three.

Three people march around the circle;
March, march, march.
Three people march around the circle,
Now, let's have two.

Two people march around the circle;
March, march, march.
Two people march around the circle,
Now let's have one.

One person march around the circle;
March, march, march.
One person march around the circle,
Now there is none.

There were five people marching
Round and round.
Now there is none,
Now there is none.

Repeat last verse.

6. HOW MANY WAYS?

Words and Music: Hap Palmer

VOCABULARY AND CONCEPTS: Square, circle, rectangle, oval, triangle.

ACTION: Using different parts of their bodies, the participants draw the shapes that are named. They draw them in the air, in as many different ways as they can think of.

SONG LYRICS:

Draw me a square,
Draw it in the air,
Up, down, here, there draw it anywhere.
Use your hands or use your feet,
Knees, head, elbows, anything at all goes.
How many ways can you draw me a square?
How many ways, yes,
How many ways?

Draw me a circle,
Draw it in the air,
Up, down, here, there, draw it anywhere.
Use your hands or use your feet,
Knees, head, elbows, anything at all goes.
How many ways can you draw me a circle?
How many ways, yes,
How many ways?

Draw me a rectangle,
Draw it in the air,
Up, down, here, there draw it anywhere.
Use your hands or use your feet,
Knees, head, elbows, anything at all goes.
How many ways can you draw me a rectangle?
How many ways, yes,
How many ways?

Draw me an oval,
Draw it in the air,
Up, down, here, there draw it anywhere.
Use your hands or use your feet,
Knees, head, elbows, anything at all goes.
How many ways can you draw me an oval?
How many ways, yes,
How many ways?

Draw me a triangle,
Draw it in the air,
Up, down, here, there draw it anywhere.
Use your hands or use your feet,
Knees, head, elbows, anything at all goes.
How many ways can you draw me a triangle?
How many ways, yes,
How many ways?

7. CIRCLES EVERYWHERE

Words and Music: Hap Palmer

MAKING YOUR CIRCLES:

Materials: Flexible, polyethylene plastic pipe and one coupling for each circle. These materials can be obtained at a well-stocked hardware store or plumbing supply house.

To make the circle, cut the pipe with tin snips, or a sharp knife or hacksaw. A four-foot length of pipe will make a circle approximately 15 inches in diameter; six feet makes a 23-inch circle, eight feet makes a 30-inch circle.

Form circle by joining the ends of the pipe with a coupling. Dipping the ends of the pipe in warm water beforehand may help the coupling slip in easier. No glue or nails are necessary.

For small circles, you may want to saw ½ inch off of each end of the coupling with a hacksaw.

NOTE: You can also purchase ready-made hoops, e.g. hula hoops, in toy stores. However, I have found the homemade circles to be less expensive and more durable (I've had my set for years and they still haven't cracked or bent).

ACTIVITY:

Objective – Imagination, dramatic play; vocabulary enrichment

Materials – 1 hoop for each person

Action – Using your hoop, act out the scenes described in each verse. During the chorus, create your own rhythmic movements or try the following pattern:

Lyric: There are circles everywhere..

Action: Move circle in large arc.

Lyric: In the sea and in the air...

Action: Hold circle low then high.

Lyric: On the earth and in the sky...

Action: Hold circle low then high.

Lyric: They catch your eye...

Action: Hold circle in front of eyes.

Lyric: They're a part of everything,
All these gently curving rings.
There are circles everywhere,
The gift of life is shared.

Action: Hold your circle near something in the room

That has a circular shape, e.g., clock, doorknob, screw

or a nail head, a letter or number in a poster, a vase, a button, etc.

Follow Up: Of the four scenes described in the verses, pick your favorite and draw a picture of it. Can you think of other scenes or places where you might find the shape of a circle?

SONG LYRICS:

**CHORUS: There are circles everywhere,
In the sea and in the air.
On the earth and in the sky,
They catch your eye.**

**They're a part of everything,
All these gently curving rings.
There are circles everywhere,
The gift of life is shared.**

There's a circle in the moon,
So pale and yet so bright.
It floats across the winter sky
To brighten up the night.

There's a circle in a ripple,
There a circle in a pond.
There are circles in the Lily pads,
A frog can jump upon.

Repeat Chorus

There's a circle in a tumble weed,
Rolling cross the sand,
Swishing in a desert wind,
On a dry and barren land.

There's a circle in the cave,
Where a bear lies curled asleep.
It makes a shelter warm and safe,
In winter snow and sleet.

Repeat chorus and end.

8. TRIANGLE, CIRCLE OR SQUARE

Words and Music: Hap Palmer

PURPOSE: Recognition of three basic shapes; triangle, circle and square. Perception of things with the hands.

MATERIALS: A triangle, circle and square made of a stiff material so they can be manipulated. A box or bag.

ACTION: To start with, the three shapes are placed in full view. The children take turns pointing to the shapes described in each verse. Next, the three shapes are put in a box or bag. The child may feel the shapes but he may not see them. This can also be an activity involving intersensory training. The child is shown a picture of the shape described in a given verse, and then tries to find that shape in the box or bag without looking. In this activity, we have the transfer of a perception based upon one kind of sensory input (vision) with a perception depending upon another kind of sensation (tactile Kinesthetic input.)

SONG LYRICS:

Triangle, circle, and square,
Triangle, circle, and square.
As you look at each one see how different they are,
Triangle, circle, and square.

Can anyone show me a triangle?
Can anyone show me a triangle?
It has three sides, each one is straight.
Can anyone show me a triangle?

Can anyone show me a circle?
Can anyone show me a circle?
It's curved and round with no straight lines.
Can anyone show me a circle?

Can anyone show me a square?
Can anyone show me a square?
It has four sides equal and straight.
Can anyone show me a square?

Triangle, circle, and square,
Triangle, circle, and square.
As you go through the day look for these shapes,
Triangle, circle, and square.

9. MARCHING AROUND THE NUMBER WHEEL

Words and Music: Hap Palmer

OBJECTIVE: Addition and subtraction facts to 9.

ACTION: This game can be played many different ways and adapted to all levels. The numbers can be arranged so any addition or subtraction combination which totals 9 or less may be included. The numbers are arranged in a circle with one number in the middle. The participants do the following:

1. March around the number wheel until the bell rings.
2. Stand by a number and add or subtract it from the number in the middle (the operation is established before playing the song).
3. When you hear the answer to your problem, raise your hand.

The game can be played in one large circle or many small circles. The small circles have the advantage of making it easier for the participants to check each other's answers. The answers are called in random order, and the cycle is repeated two times. The operation (add or subtract) and/or combinations can be changed in the middle of the song. When many small circles are used, the groups can trade circles after the first cycle and work with a new set of combinations.

SONG LYRICS:

**CHORUS: We're marching around the number wheel,
Passing problems on the way.
We're marching around the number wheel.
When we hear the bell, we'll stop and play.
(Sound of a bell ringing)**

Are you standing by a number?
Can you add or subtract it from the number
in the middle of the circle?
Here we go, here we go.

If your answer is 3, raise your hand.
If your answer is 6, raise your hand.
If your answer is 4, raise your hand.
If your answer is 8, raise your hand.
If your answer is 0, raise your hand.
If your answer is 9, raise your hand.
If your answer is 2, raise your hand.
If your answer is 7, raise your hand.
If your answer is 1, raise your hand.
If your answer is 5, raise your hand.

Repeat Chorus

Are you standing by a number?
Can you add or subtract it from the number
in the middle of the circle?
Here we go, here we go.

If your answer is 2, raise your hand.
If your answer is 7, raise your hand.
If your answer is 1, raise your hand.
If your answer is 5, raise your hand.
If your answer is 6, raise your hand.
If your answer is 3, raise your hand.
If your answer is 4, raise your hand.
If your answer is 8, raise your hand.
If your answer is 0, raise your hand.
If your answer is 9, raise your hand.

Marching around the number wheel,
Everybody had a chance.
We're marching around the number wheel,
Now let's shake it up and dance, shake it up.
Come on now, everybody dance, shake it up.
Come on now, everybody dance, shake it up.

10. ONE SHAPE, THREE SHAPES

Words and Music: Hap Palmer

OBJECTIVES: Form perception; seeing likenesses and differences.

MATERIALS: A collection of various shapes in pairs. These can be designed for use on a felt board, or made of a stiff material so they can be placed in the tray of the chalk board and easily manipulated by the children.

SETTING: Three shapes are displayed in the front of the class. Three participants are given a shape identical to one of these shapes. During the vocal part of the song, the teacher points to the three shapes in front of the class and then to the one shape that looks the same as theirs.

SONG LYRICS:

You hold one shape,
Here are three shapes.
Can you see the one
That is just like yours?

You hold one shape,
Here are three shapes.
Come and find the one
That is just like yours.

Repeat all two times.



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