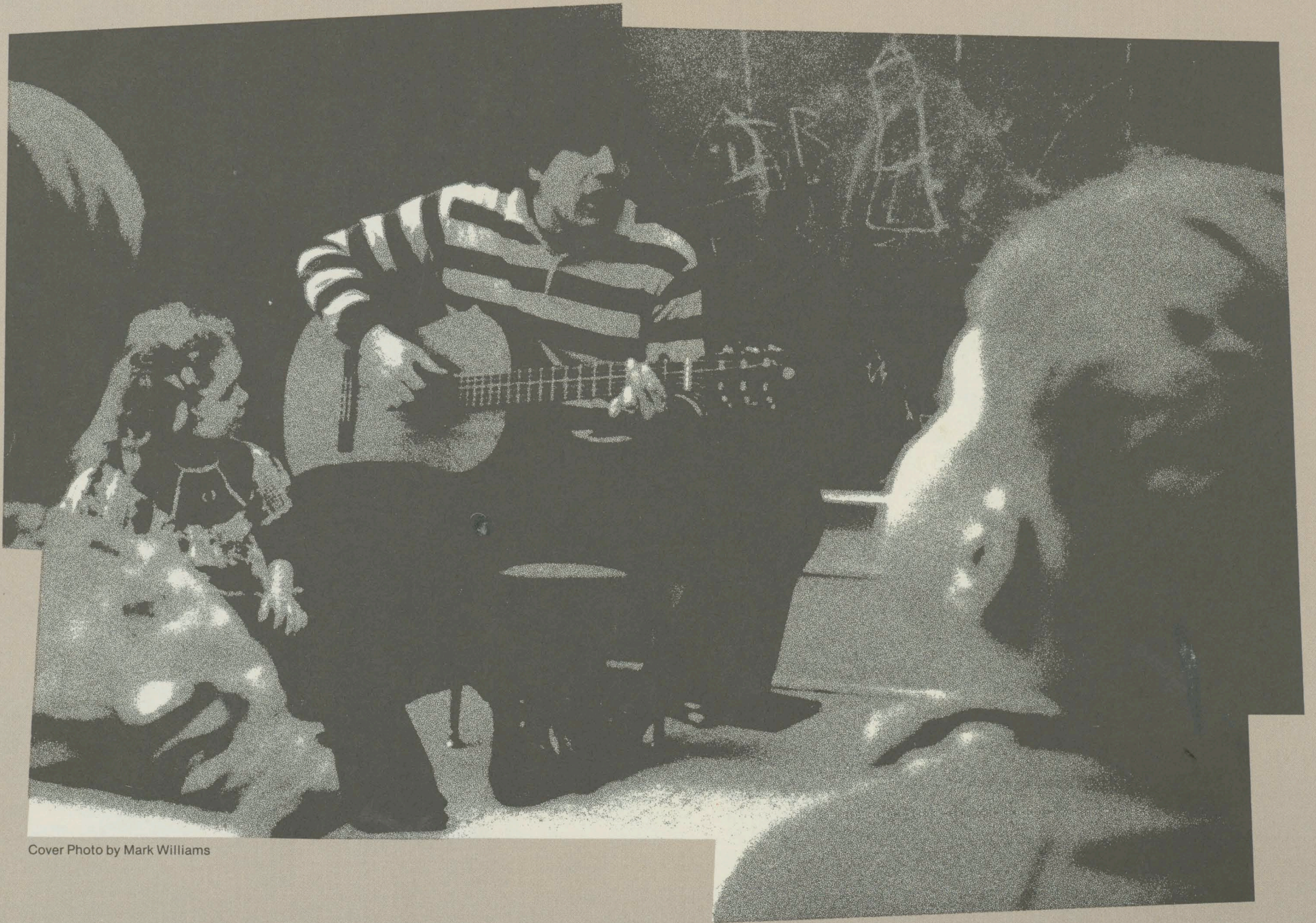


FOLKWAYS RECORDS FC 7516

"SADDLE-UP YOUR PONY"
AND OTHER
MOVEMENT SONGS FOR CHILDREN
BY ANDREW GUNSBERG



Cover Photo by Mark Williams

COVER DESIGN BY RONALD CLYNE

M
1985
G976
S124
1981

MUSIC LP

SIDE I

1. "Who's That Knocking" 5:45
2. "The 'A' Train" 4:20
3. "Pumpkins One Two Three" 3:22
4. "The Race Car" 4:00
5. "Clean Up Time" 3:15

SIDE II

1. "Dancing" 2:37
2. "Best Friend's House" 3:35
3. "Saddle Up Your Pony" 3:44
4. "I've Been Waiting" 4:35
5. "Dancing Floor" 2:37

A WORD ABOUT THESE SONGS

These songs were written for children to listen to, move to, and pretend to. The lesson plans included in this album are just some of the many uses these songs can be put to. I hope that teachers, parents and anyone else who enjoys providing children with opportunities to listen to, sing and move to music will use these lesson plans as a starting point for developing ideas of their own. I think that many children would enjoy accompanying these songs with rhythm band instruments; maraccas, for instance, would sound great on "The A Train."

If these songs inspire children to create their own variations and elaborations of the games suggested by the songs, all the better. If the children think up a spooky game they can play based on the plot of the song "Who's That Knocking," that is wonderful. The teacher can help by providing the children with props: a wooden divider to serve as a door to rap upon, for example, would be helpful for "Who's That Knocking." It is hoped that moving to these songs will inspire adults and children to come up with their own original ways of creating group games to music. Watch the children while they play to the music. If you see someone come up with a good idea, imitate him or her and suggest that the other children do the same. In this fashion, we become partners in the creation of the game. For the purposes of this record, skills and concepts are not as important at first as enjoyment and group participation. Later on, as the children exhaust their ideas about what to do to the music, the teacher can re-introduce the number and letter skills presented in the songs.

I hope that you and the children enjoy listening and playing to these songs as much as I enjoyed writing them.

Andrew Gunsberg is a head teacher at the Colonel Wolfe Preschool in Champaign, Illinois. He is currently writing his doctoral thesis on the effects of improvised songs and chants on the group play of handicapped and non-handicapped preschoolers.

**"SADDLE-UP
YOUR PONY"
AND OTHER
MOVEMENT SONGS
FOR CHILDREN
BY ANDREW GUNSBERG**

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1. Who's That Knocking

Skills and/or Concepts: 1) Listening skills
2) Sequencing
3) Creative movement

Materials Optional: cardboard cut-outs of the characters in the story.

Procedure: The teacher introduces the song by telling the children that they are going to hear a story about the strange thing that happened to a little boy one night when he was trying to go to sleep. The teacher could ask the children if they ever hear noises in the house when they are trying to sleep. Briefly discuss the kinds of responses the children give. Then tell the children to listen to what happened to the little boy in the story. The teacher then plays the song, using the cardboard cut-outs on a felt- or blackboard to represent the characters. After telling the story the teacher reviews it, asking the children questions such as, "Who visited the little boy?" and "What did the little boy do for his visitors?" When the teacher thinks the children know the story he-or-she gives each of the cardboard cut-outs of the characters to a child. The teacher then plays the song again and helps the children to place the characters on the board when they are called for.

An extension or second lesson taught with this song involves the children acting out the song with their bodies. The teacher should stimulate discussion concerning how each of the characters in the story moves by asking questions such as, "How does a snake move?" "How does a cat move?" If the children cannot verbalize their answers, the teacher should say, "Show me." If the children do not know how some of the animals in the story move, the teacher or aide should model a snake slithering, a cat creeping, a bat flapping its wings, a horse stamping and tossing its head, a dog raising its paws and showing its tongue, and a robber sneaking. The children should be allowed to practice being the characters. After the children have practiced the movements the teacher should assign different children to the various roles in the story, play the song, and help the children to act out the story. Every child should get a chance to play a role in the story.

2. The A-Train

Skills and/or Concepts 1) letter recognition
2) listening skills
3) gross motor movement
4) Pretending

Materials Cardboard cards with tape on back. Each card has a different letter printed on it.

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Procedure: Tell the children that they are going to pretend to ride on a train and that they will need tickets. Give each child one card that will have either the letter A, B, C, or D written on it. The teacher pretends to be a train circling the classroom and returning to where the children are seated. The teacher holds up the letter A and all those holding this letter can board the train by linking up to teacher, hand to waist, to form a train. The train chugs around the room and returns to where the children were seated. Follow the same procedure for the other three letters.

Modifications include using different letters with the teacher calling out the new letter in the appropriate place in the song.

3. Pumpkins One, Two, Three

Skills and/or Concepts: 1) little, big and biggest
2) ordering
3) following directions
4) creative movement

Materials 1) construction paper cut-outs of three pumpkins, sized little, big, and biggest.
2) a construction paper cut-out of a witch stirring her brew
3) masking tape
4) a wooden spoon

Procedure: This song can be done in the fall as Halloween approaches. The teacher says to the class, "This is a story about three pumpkins." She holds up the characters, starting with the biggest pumpkin, then the pumpkin that is not as big, and finally the pumpkin that is little. "These three pumpkins visited a scary witch who was stirring her brew. Brew is a witch's drink that she makes in a big pot." The teacher holds up the cut-out of the witch. "Now listen to the story, because I will ask you to help me tell it again when I am done." The teacher then tells the story using the words of the song and manipulating the cut-outs when called for. After telling the story, the teacher gives each cut-out to a child. "Now I am going to play a song that tells the story. Listen, and when it is your turn to dance, make your pumpkin dance and fly away." The teacher plays the song and helps the children act out the song with their cut-outs.

A second lesson taught with this song involves the children acting out the song using their bodies rather than the cut-outs. The teacher can tape the cut-outs to the children's chests, and then discuss the way a pumpkin would move. Teacher questions might include, "What shape are pumpkins?" "Can you make a round shape?" The teacher gives the wooden spoon to the witch and shows how to stir the brew and give sips of it to the pumpkins.

When everyone knows what to do the teacher plays the song and helps the children act out the song using their bodies.

4. The Race Car

Skills and/or Concepts: 1) number recognition
2) hand-eye coordination
3) balance
4) gross motor movement
5) pretending

Materials 1) masking tape track taped in a circular pattern on classroom floor
2) a wheel rotating on a handle constructed of giant tinker toys
3) cardboard cards, each with a number in the sequence 1-5 printed on it

Procedure: Seat the children beside the "race track" and say "We are going to pretend to be race cars." Discuss the fact that a race car tries to go fast, but always keeps its wheels on the track. Give each child a number card to tape on his or her chest. The game can be played several ways. The children can creep or crawl around the track when their number is sung, making sure their knees and arms are straddling the taped line. The children can also take turns grasping the handles of the tinker toy wheel and roll it around the race track, taking care to keep the rolling wheel on the taped track. Each number "car" must leave the track when the song tells him or her to, and the next number called for in the song should start to move around the track.

5. Clean-up Time

Skills and/or Concepts: 1) cooperation
2) following directions

Materials none

Procedure: This song serves as a cue to remind the children to begin to clean up at the end of directed play. The teacher should introduce the song by seating the children after play and calling their attention to the toys that are scattered about. The teacher then should discuss the need for everyone helping to put things back where they belong. The teacher should conclude the discussion by saying, "Listen to this song about cleaning up, and let's do what the song tells us to do." The teacher then should pitch in and model clean-up by helping the children. On subsequent days the song should be played as a cue to begin cleaning, and played during clean-up as an incentive to clean up.

6. Dancing

Skills and/or Concepts: This is a slow-movement song in which the children practice moving slowly to the gentle rhythm of the song. This song also can be used in a unit on fall to heighten perceptions of how the environment changes with the progression of the seasons.

Materials a few brightly colored leaves, streamers of fall colors

Procedure: The teacher can introduce the song by talking about how leaves fall in the autumn. Do they come falling down like a rock, or do they drift slowly down? Do they blow about on a windy day? What sound do leaves make when you walk in them? The teacher can show the children the bright fall leaves and drop them from standing on a chair. The children can watch how they fall. The teacher can then show the children the streamers. "We are going to be leaves with fall colors." Give each child two streamers, one for each hand. Show the children how to make the streamers move by holding up your arms and moving them slowly and gently. Next let the children practice moving them. Show the children how to vary speed and direction. Make circles with the streamers, now lines. Tell the children that we are going to move your leaves to a song about leaves dancing in the air. Play the song and move your streamers with the children to the music.

Extension: when the children have the knack of moving the streamers, let them stand and move to the music with their streamers.

7. Going to My Best Friend's House

Skills and/or Concepts: 1) number recognition
2) listening skills
3) matching identical forms
4) pretending

Materials 1) blackboard and chalk
2) cardboard cards, each containing a number from one through ten

Procedure: Following a discussion about neighborhoods and addresses, draw five houses with one number from the sequence 1 through 8 on each of the house doors. Tell the children to listen to the song for the part when the singer says he is looking for number one. The child with that number is to go to the board and place his number one on the number one door. Follow the same procedure for numbers 2-8.

Modifications include using numbers through ten.

8. Saddle Up Your Pony

Skills and/or Concepts: 1) divergent thinking
2) listening skills
3) gross motor movement
4) pretending

Materials Optional: sticks or broom handles or giant tinker toys the children can pretend are horses.

Procedure: This song can be used to guide the children into a pretend play activity in which the children pretend they are riding

ponies. This can be done by giving the children a brief introduction involving showing them a picture or rubber model of a horse. Ask the children what a horse does. If they cannot tell you, the teacher can point out body parts on a picture or model and ask what the horse does with its legs, head, mouth, tail, etc. The teacher can state some things a horse does and get the children to act them out, such as stamping feet, tossing head, eating hay, making a clip-clop sound with feet. You can ask the children to gallop by making a quicker stamping sound with their feet. The teacher then will talk about getting ready to take a ride. The teacher can point out that a saddle is a seat you can sit on when you ride a horse. It is made of leather. First put on the blanket; act it out. Then the saddle--now we are ready to ride. The teacher might want to have the children pretend to ride in their seats at first to get the feeling for the rhythm and a knowledge of the words of the song. The teacher can lay down a tape "horse trail" on the floor and gallop around it with the children.

Modifications: Give the children a giant tinker toy tube or some other stick that can serve as a "horse." The kids can hold it between their legs and ride it. An extension of this is to play "Pony Express," in which two children ride their horses and give them to two other children to ride around the circle until everyone has a turn. The important thing is to make sure the kids are all moving at controlled speed in the same direction to the rhythm of the song.

9. I've Been Waiting All Day Long

Skills and/or Concepts: 1) listening skills
2) unison singing
3) pretend play

Materials none

Procedure: This song can be used to encourage group unison singing and to develop the ability to act out a song. The teacher should go over the words to the song, encouraging the children to act them out. If the children cannot come up with any ideas, the teacher can pretend to be lost in the jungle; by putting hand to brow and looking around and pretend to be a lion chewing on a buffalo bone by holding hands to mouth as if holding a bone and biting. The teacher should have a set of gestures for each verse of the song just in case the children can't think of any. The teacher can present these gestures to the class and allow them to elaborate, change or modify them in any way the children want to. "How is your lion biting, with big bites or little bites?" Encourage elaboration and creation of different ways of acting out the verses. The teacher should play the record and encourage the children to sing the refrain "lotte-lotte-lo" in unison.

10. Dancing Floor

Skills and/or concepts: 1) rhythmic movement

Materials a floor marked off as a dancing area

Procedure: Tell the children that you are going to play a dancing

song for them. Tell them you have a dancing floor that you want to try out; it is magic. Anyone who stands on it must dance. Show them by stepping on it yourself and dancing. Step off the dancing floor and stop dancing. Say to the children, "I have a song about my dancing floor." Play it for the children and dance on the floor. Invite the children to dance with you.

WHO'S THAT KNOCKING

Oh it was such a cold dark night,
and the moon was shining bright.

I was upstairs in my bed,
trying to rest my weary head.

Suddenly I heard the sound
of something moving around and around.

It wouldn't stop, and then once more
I heard it moving outside my door.

Oh well, I guess I'll go
downstairs with a candle oh

To see what this is all about,
What it is I'll soon find out.

Oh someone's knocking at the door, I better see who's knocking.
Oh someone's knocking at the door, I better see who's knocking.

The first to come in was a wiggling snake,
Maybe to open up the door was a mistake.

With a flickering tongue and flashing scales
and a rattle that rattled on the end of his tail.

Oh well you can stay, it's cold outside, the night is late;
Oh well you can stay, I'll pour you some warm milk in a plate.

Ooh, someone's knocking at the door, I better see who's knocking.
Ooh, someone's knocking at the door, I better see who's knocking.

Next to come in was a tiger cat, a tiger cat--imagine that!
With big sharp teeth and long strong claws,

and a swishing tail and a very loud roar.

Oh well, you can stay; it's cold outside, the night is late;
Oh well, you can stay; I'll pour you some warm milk in a plate.

Ooh, someone's knocking at the door, I better see who's knocking.
Ooh, someone's knocking at the door, I better see who's knocking.

Next to come in was a furry bat,
with leathery wings and a silk top hat,

and bright little eyes that closed in the light;
I tell you now it was a terrible sight.

Oh well, you can stay; it's cold outside, the night is late;
Oh well, you can stay; I'll pour you some warm milk in a plate.

Ooh, someone's knocking at the door, I better see who's knocking.
Ooh, someone's knocking at the door, I better see who's knocking.

Next to come in was a big black horse,
who pranced and stamped and whinnied and tossed

his long black mane and his jet black tail.
His eyes were fire and his hooves were hail!

Oh well, you can stay; it's cold outside, the night is late;
Oh well, you can stay; I'll pour you some warm milk in a plate.

Ooh, someone's knocking at the door, I better see who's knocking.
Ooh, someone's knocking at the door, I better see who's knocking.

Next to come in was a big yellow hound
with a big red tongue and eyes that were round,

with a nasty growl he was covered with scars;
His ribs were showing and he looked half-starved.

Oh well, you can stay; it's cold outside, the night is late.
Oh well, you can stay; I'll pour you some warm milk in a plate.

Ooh, someone's knocking at the door, I better see who's knocking.
Ooh, someone's knocking at the door, I better see who's knocking.

I opened the door and what did I see?
A robber pointing his gun at me.

He said, "Give me all your money or I'll knock you down."

I've been robbing people all over this town."

Oh well, you can stay; it's cold outside, the night is late;
Oh well, you can stay; I'll pour you some warm milk in a plate.

"Oh" was all the robber said,
and the hair stood up on his head,

and he dropped his gun and ran
and he never came back again.

Now we live so happily,
Snake, tiger, bat, horse, dog, and me.

If you're ever in the neighborhood do drop in;
It's always nice to have a visit from a friend,--
and, oh well, you can stay when it's cold outside and the night is late;
Oh well, you can stay, I'll pour you some warm milk in a plate.

THE A TRAIN

Here comes the letter A train,
Here comes the letter A train,
Here comes the letter A train,
Everyone who's got an A can ride the train.

Everyone who's got an A,
Get on board the A train.

There goes the letter A train,
There goes the letter A train,
There goes the letter A train,
Everyone who's got an A can ride the train.

We'll go riding on our way,
Aboard the letter A,
We'll go riding on our way,
Aboard the letter A.

Here comes the letter B train,
Here comes the letter B train,
Here comes the letter B train,
Everyone who's got a B can ride the train.

Everybody with a B
Get on board the B train.

There goes the letter B train,
There goes the letter B train,
There goes the letter B train,
Everyone who's got a B can ride the train.

We'll go riding on our way,
Aboard the letter B.
We will see what we will see,
Aboard the letter B.

Here comes the letter C train,
Here comes the letter C train,
Here comes the letter C train,
Everyone who's got a C can ride the train.

Everybody with a C
Get on board the C train.

There goes the letter C train,
There goes the letter C train,
There goes the letter C train,
Everyone who's got a C can ride the train.

We'll go riding on our way,
Aboard the letter C,
We will see what we will see,
Aboard the letter C.

Here comes the letter D train,
Here comes the letter D train,
Here comes the letter D train,
Everyone who's got a D can ride the train.

Everybody with a D
Get on board the D train.

There goes the letter D train,
There goes the letter D train,
There goes the letter D train,
Everyone who's got a D can ride the train.

We'll go riding on our way,
Aboard the letter D.
We'll go riding on our way,
Aboard the letter D.

Everybody can ride this train,
Everybody can ride this train,
Everybody can ride this train,
Everyone who's got a name can ride this train.

Everybody get aboard
This big long train.

Ride into the station, now sit down;
Ride into the station, now sit down;
Ride into the station, now sit down;
Ride into the station and now sit down.

PUMPKINS ONE TWO THREE

Once there were pumpkins,
One, two, three.
They came flying on Halloween,
Three fat pumpkins.
What did they do?
They took a sip of that old witch's brew,
They took a sip of that old witch's brew.
The first fat pumpkin was the biggest of all.
He danced around while the leaves did fall.
He danced around, then he flew away.
He said, "I'll be back next Halloween day;
I'll be back next Halloween day."

The second fat pumpkin wasn't as big;
She danced around like a leaf on a twig.
She danced around, then she flew away.
She said, "I'll be back next Halloween day;
I'll be back next Halloween day."

The third fat pumpkin, she was little.
She danced around like the bow on a fiddle.
She danced around, then she flew away;
She said, "I'll be back next Halloween day.
I'll be back next Halloween day."

Once there were pumpkins one, two, three.
They came flying on Halloween.
Three fat pumpkins,
What did they do?
They took a sip of that old witch's brew.
They took a sip of that old witch's brew.

RACE CAR NO. 1

I'm on my way,
Yes, we're gonna have some fun;
I'm on my way,
Yes, we're gonna have some fun.
'Cause I'm movin' down the track now,
You know, I'm Race Car Number One.

Refrain:

I'm moving fast, but my eyes are on the road;
I'm moving fast, but my eyes are on the road.
Gonna follow the white line almost anywhere it goes.

Race Car Number One, get off the track.
Now let Race Car Number Two have a crack.

I'm Race Car Number Two,
Look and see what I can do.
I'm Race Car Number Two,
Look and see what I can do.
'Cause I'm rolling down the track now,
You know, I'm Race Car Number Two.

Refrain

Race Car Number Two, get off the track.
Now let Race Car Number Three have a crack.

I'm Race Car Number Three,
Everybody look at me.
I'm Race Car Number Three,
Everybody look at me.
'Cause I'm rolling down the track now.
You know, I'm Race Car Number Three.

Refrain

Race Car Number Three, get off the track.
Now let Race Car Number Four have a crack.

I'm Race Car Number Four,
Watch and see me drive some more.
I'm Race Car Number Four,
Watch and see me drive some more.
'Cause I'm rolling down the track now.
You know, I'm Race Car Number Four.

Refrain

Race Car Number Four, get off the track.
Now let Race Car Number Five have a crack.

I'm Race Car Number Five,
Everybody watch me drive.
You know, I'm Race Car Number Five.
Everybody watch me drive.
'Cause I'm rolling down the track now,
You know, I'm Race Car Number Five

Refrain

CLEAN UP SONG

Everybody look around,
Look around and you will see,
There's a lot of toys there on the floor
Where they're not supposed to be.

Everybody look around,
Look around and you will find,
That it's time to clean up,
It's clean up time.

Refrain:

Round and around
and around we go,
Picking those toys up off the floor,
Round and around and around we go,
We're gonna clean and then we'll clean some more.

Everybody walk around,
Pick those toys off the ground
Everybody look and see
Where those toys are supposed to be.
Everybody's doing well,
Everybody's doing fine.
It's time to clean up,
It's clean up time.

Refrain

Everybody walk around
Pick those toys up off the ground.
Everybody, do you know,
Where those toys are supposed to go?
Everybody's doing fine,
You pick up yours and I'll pick up mine,
'Cause it's time to clean up,
It's clean up time.

Refrain

Everybody look around
Look around and you will see,
The room is almost all cleaned up,
Thanks to you and thanks to me.

Everybody look around,
Look around and you will find;
You will find
That it's time to clean up;
I said it,
It's time to clean up,
Don't forget it,
It's time to clean up;
It's time to clean up.

DANCING

Dancing,
Whirling round and round.
Dancing,
Whirling up and down,
Like a flame in the air,
Whirling off, off, to who knows where.

Dancing,
Lighter than the breeze.
Dancing,
Whirling past the trees,
Like a dream of myself,
Whirling off, off, to somewhere else.

Dancing,
Tumbling, tumbling down.
Dancing,
Blown across the ground.
Nothing left for me to do,
But to wander
And to dance with you.

Dancing,
Whirling round and round.
Dancing,
Whirling up and down,
Like a flame in the air,
Whirling off, off, to who knows where.

Dancing, Dancing, Dancing, Dancing, Down.

GOOD FRIEND'S HOUSE

I'm lookin' for my good friend's house;
Her house is Number One.
I'm lookin' for my best friend's house;
We're gonna have some fun.

Walkin' down the street,
and I'm lookin' for Number One.
I'm lookin' for my best friend's house;
We're gonna have some fun.

Refrain:

I'll be a-walkin', a-walkin' on my way;
I'll be a-walkin' to find this house today.

I'm lookin' for my good friend's house;
Her house is Number Two.
I'm lookin' for my best friend's house,
I wonder what we'll do.

Walkin' down the street,
and I'm lookin' for Number Two.
I'm lookin' for my best friend's house;
I wonder what we'll do.

Refrain

I'm lookin' for my good friend's house;
His house is Number Three.
I'm lookin' for my good friend's house.
I know he waits for me.

Walkin' down the street,
and I'm lookin' for Number Three.
I'm lookin' for my good friend's house;
I know he waits for me.

Refrain

I'm lookin' for my good friend's house;
Her house is Number Four.
And when I find my good friend's house,
I'll open up the door.

Walkin' down the street,
And I'm lookin' for Number Four.
And when I find my good friend's house
I'll open up the door.

Refrain

I'm lookin' for my good friend's house,
His house is Number Five.
And when I find my good friend's house,
I think we'll play inside.

Walkin' down the street,
and I'm lookin' for Number Five.
And when I find my good friend's house,
I think we'll play inside.

Refrain

I'm lookin' for my good friend's house;
Her house is Number Six.
I'm lookin' for my good friend's house;
I hope I find it quick.

Walkin' down the street
and I'm lookin' for Number Six;
I'm lookin' for my good friend's house.
I hope I find it quick.

Refrain

I'm lookin' for my good friend's house;
His house is Number Seven.
I'm lookin' for my good friend's house
Because he is my friend.

Walkin' down the street
and I'm lookin' for Number Seven.
I'm lookin' for my good friend's house
Because he is my friend.

Refrain

I'm lookin' for my good friend's house;
Her house is Number Eight.
And when I find my good friend's house
I'll open up the gate.

Walkin' down the street
And I'm lookin' for Number Eight.
And when I find my good friend's house
I'll open up the gate.

Refrain

SADDLE UP YOUR PONY

Everybody saddle up,
Saddle up your pony.
And we'll ride away, ride away,
Ride away forever.
(repeat entire stanza)

Don't you know your pony's fine,
Gallop off there in a line.
Don't you know your pony's fine,
Go riding where we go.
(repeat entire stanza)

Now you can slow your pony down,
Walk with your pony 'cross the ground.
Pat his head and stroke his mane;
He's the best pony that you've ever seen.

Everybody saddle up,
Saddle up your pony.
And we'll ride away, ride away,
Ride off on our journey.
(repeat stanza)

Don't you know your pony's fast,
Gallop off across the grass.
Don't you know your pony's fast,
For riding where we go.
(repeat stanza)

Now you can slow your pony down,
Walk with your pony on the ground.
Stroke his head and pat his mane;
He's the best horse that you've ever seen.

Everybody saddle up,
Saddle up your pony.
Ride out in the sun; it's sure is fun,
To ride that galloping pony.
(repeat stanza)

Oh, you know how good it feels,
Your pony stickin' to your heels.
Oh, you know how good it feels,
Go riding where we go.
(repeat stanza)

Now you can slow your pony down,
Walk with your pony round and round.
Round and round and round and round,
He's the best pony that you've ever found.

Everybody saddle up,
Saddle up your pony.
And we'll ride away, ride away,
Ride away forever.
(repeat stanza)

Oh it feels just like a dream,
When your pony jumps the stream.
Oh it feels just like a dream,
Go riding where we go.
(repeat stanza)

Now walk your pony to your seat,
Wave to the people that you meet.
Brush him down, yes, treat him right.
Give him some sugar,
And say good-night.

I'VE BEEN WAITING

I've been waiting
All day long.
I've been waiting
Just to sing this song.
It might be right,
And it might be wrong,
But I've been waiting
Just to sing this song.

Refrain:
Lotte, lotte, lotte, lotte
Lo, lo, lo
Lotte, lotte, lotte, lotte
Lo, lo, lo.
Well, it feels so good,
To let your whole self go.
Lotte, lotte, lotte, lotte,
Lo, lo, lo.

Deep in the jungle, I was all alone.
I saw a lion chewing on a buffalo bone.
I said, "Now Mister Lion, tell me what do you know,"
He turned and growled,
Lotte, lotte, lotte, lo.

Refrain
Out on the ocean I was looking for whales;
I thought I saw a big one just a-floppin' its tail.
I got down in my rowboat
And I started to row,
But the whale came up behind me, singing
Lotte, lotte, lo.

Refrain

High in the mountains I was climbing rocks;
Higher and higher, till I reached the top.
I stumbled, I tumbled, I fell far below,
But an eagle came and caught me, singing
Lotte, lotte, lo.

Refrain

Well, maybe you think that I'm a great big liar,
Well, let me tell you 'bout the great big fire.
Burning, burning, in the volcano.
Just a-huffin' and a-puffin',
Lotte, lotte, lotte, lo.

Refrain

I been waiting all day long;
I been waiting just to sing this song.
It may be right and it might be wrong,
But I been waiting just to sing this song.

Refrain

DANCING FLOOR

I've got a dancing floor;
You know it's shiny and clean.
You can dance upon it
If you know what I mean.
You can skip across the floor,
And you can hop on it too.
You can do any dance
That you feel you want to do.

I've got a dancing rug,
You know it's natty and neat.
You can dance upon it
With your bare feet.
You can skip across the rug
And you can hop up and down.
You can make a crazy circle
And go round and round.

It's a happy feeling.
Yes, I know it's true;
I got a big old dance floor
Spread out here for you.

(Repeat song)