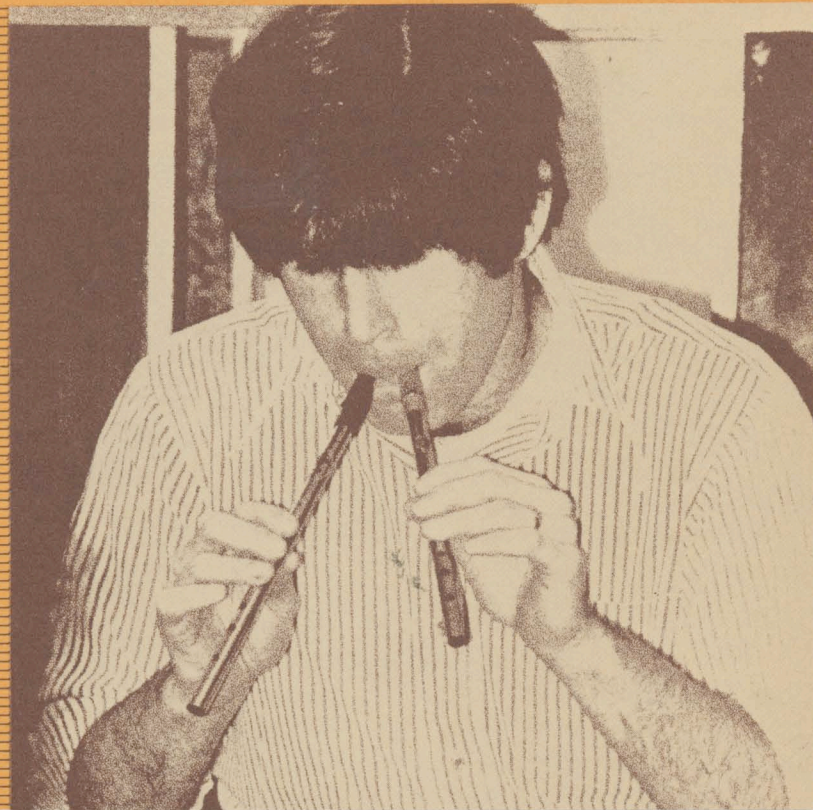


COLOR TRAIN

Andrew Gunsberg

FLYING OVER SPAIN / ROUND AND ROUND / BOUNCING CAR / FIVE LITTLE BIRDS / THE GIANT / LONG STEPS M'LADY / TERRIBLE DREAM / REACH FOR THAT PUNCH / COLOR TRAIN



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1993
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PHOTOS BY DICK FOX

COVER DESIGN BY RONALD CLYNE

MUSIC LP

COLOR TRAIN

Andrew Gunsberg

INTRODUCTION

The songs on this album are intended to provide teachers, parents, and others who work with young children with a way of integrating music and movement into structured lessons and unstructured play activities.

Often adults interacting with young children are at a loss as to how to participate with children in their play. These songs were written to provide adults and children with a context within which to take roles and become partners in sociodramatic play activities. Each song presents a story or activity for adults and children to listen and respond to. Included in this album are lesson plans suggesting ways in which a teacher can present each song in a structured lesson. These suggested lessons are meant to be a stimulus to spark ideas, concerning how these songs can best be used in the listener's unique situation. Listen to the songs, read the lesson plans, and then devise your own way of using the song with children.

My experience has been that participating with children in play activities suggested by these songs and encouraging the children to invent their own variations, has created a joyful cohesive group feeling in my classroom while at the same time promoting learning in academic, musical, motor, and social domains.

Andrew Gunsberg
October, 1982

SIDE I

1. FLYING OVER SPAIN
2. ROUND AND ROUND
3. BOUNCING CAR
4. FIVE LITTLE BIRDS

SIDE II

5. THE GIANT
6. LONG STEPS M'LADY
7. TERRIBLE DREAM
8. REACH FOR THAT PUNCH
9. COLOR TRAIN

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COLOR TRAIN

Andrew Gunsberg

DESCRIPTIVE NOTES ARE INSIDE POCKET

FOLKWAYS RECORDS FC 7517

COLOR TRAIN Andrew Gunsberg

Flying Over Spain

Objectives: The children will pretend to be flying on a plane and will enact the various airport jobs described in the song.

Skill areas: Sociodramatic play, Listening skills, Receptive language, Impulse control,

Materials: A long bench or chairs lined up so as to suggest seats on an airplane. A picture book or pictures showing various jobs that are done at the airport.

Procedure: Introduce this activity by saying, "Today we are going to play a pretend game about riding on an airplane. Have any of you ever been on an airplane?" If some of the children have, let them recount their experiences to the rest of the class. Ask them if they went to the airport and what they saw there. Ask them if they brought suitcases with them, and what happened to their suitcases? Ask if they were given anything to eat on the plane. When discussion dies down, go straight to your pictures or picture book and talk about the following airport

jobs:

- 1) flying the plane
- 2) ticket selling
- 3) refueling the plane
- 4) baggage loading
- 5) cleaning the plane
- 6) fixing the engine
- 7) serving food

It would be helpful if after you discussed each job you pantomimed it, modeling gestures for each job, encouraging the children to pantomime with you. Be looking for original ideas the children come up with concerning jobs at the airport and incorporate their ideas into your pantomiming.

After familiarizing the children with the various jobs and the gestures that represent them, tell them that it is time to play the pretend game. Tell the children that you will be the ticket agent, and that when the song begins they should walk past you and take a seat on the plane. Pretend to sell each child a ticket. (Or, if you prefer to make it more realistic give them each a slip of paper.) Put on the song and let the children take their seats on the plane. Play the game with them for the first time modeling appropriate gestures for each verse of the song.

Once the children become familiar with the activity, let them invent their own games to the music during directed play.

Round and Around

Objective: The children will join hands and circle, doing the appropriate movements called for in the story.

Skill areas: Rhythmic movement, Listening skills, Cooperative play

Materials: None

Procedure: Introduce the song by saying, "We are going to play a circle game." Have the children stand in a circle and join hands. Teach them the movements involved in the song: 1) circling, 2) then stepping high on tip-toes, and then 3) bending low as they circle, then 4) all going in to the center and coming out, and then 5) finally dropping hands and turning around in their place before joining hands and circling once again.

Once the children have practiced the movements called for in the song, play the song and participate with the children, cueing them to follow the songs' directions. Once the children become familiar with the song and the circle dance, let them invent their own variations during play.

Bouncing Car

Objectives: 1) The children will recall the sequence of events described in the story.
2) The children will enact the events described in the story.

Skill areas: Sequencing, Receptive and expressive language, Question comprehension, Sociodramatic play

Materials: masking tape, pictures or models of a trailer truck, car, motorcycle, and pick-up truck and hats to differentiate the drivers of each vehicle

Procedure: Introduce this song by saying, "Today we will listen to a song about a man whose car breaks down on the highway. He started out in the morning and everything was fine, but listen closely and tell me what happened."

Play the song through once and then ask the children to tell you as best they can what happened in the song. Prompt them with questions like - Who drove by first? Did he stop? Ask similar questions to establish the sequence of events in the song. A useful aid to remembering the sequence is a visual reminder such as a picture or model of the trailer-truck, car, motorcycle, and pick-up truck. Some children may not know the difference between a trailer truck and a pick up truck, and the pictures or models will help to clarify the appearance of each vehicle. As the children describe what happened in the song, place the pictures or models in order, trailer truck first, car second, motorcycle third and pick up truck last, and stress the order for the children.

Once the children are familiar with the story, the teacher can initiate a sociodramatic play activity to the music. Place a long line of tape on the floor for the highway and pass out the truck driver, car driver, motorcycle driver, and pick up truck drivers' hats. The teacher plays the role of the man waiting for a ride and prompts each driver to come driving down the road towards him when his or her character is called for in the song. After each of the three drivers ignore the teacher's call for help, the pick up driver stops and gives the teacher a "ride into town". Once the children become familiar with the game the teacher no longer need participate and the children should be allowed to elaborate their own versions of the game during play, with a child taking the role of the man whose car broke down.

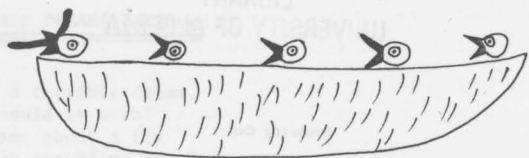
Five Little Birds

Objectives: 1) The children will correctly state how many birds still need to be fed when asked to do so. 2) The children will enact the story told in the song.

Skill areas: Counting, receptive and expressive language, listening skills, sociodramatic play

Materials: Chalkboard, bits of yarn cut in lengths to resemble worms, chairs

Procedure: Introduce this activity by saying, "This morning I went out walking and I looked up in a tree. What do you think I saw." Let the children guess. After they guess, continue. "I saw a bird's nest that looked like this." Draw a bird's nest. "In the nest I saw some little birds. Let's count how many I saw." Draw one, two, three, four, five little birds and let the children count along as you draw them. "That's right. There were five little birds in that nest, and they were all hungry, they chirped and called for their mother. Do you know what birds eat?" Have the children tell you the things that birds eat. "Well finally the mother came and brought the first bird a worm." Draw a worm in the beak of the first little bird as illustrated below.



"One bird has a worm but the others are still hungry. Let's count the little birds that don't have a worm and are still hungry. How many still need to be fed?"
 Count the remaining birds. "Four that's right. Four birds still need worms, well the mother came back again and brought another worm." Draw a worm on the second bird's beak and follow the same procedure of counting the remaining hungry birds. Do this until all the little birds are fed. Conclude the story with, "and the mother bird was so tired she sat down on the edge of the nest and told her babies to stop crying and let her rest!"

Tell the children you have a song about the five little birds and prompt them to listen closely to the story. Put on the song and play it through.

When the children are familiar with the story introduce a sociodramatic play activity. Make a nest area and have five children pretend to be the five little birds calling for their supper of worms. Have another child be the mother bird and scatter the lengths of yarn "worms" on the floor across the room. Have the mother bird fly off and bring back one worm at a time, feeding each of her "babies" in turn, as called for in the song. Once the children are familiar with this version of the game, put on the song during free play and let them invent their own ways of playing to the music.

The Giant

Objective: Given teacher questions about what they could do if they were giants, the children will verbally state what they would do, and then pretend to be giants while listening to the song.

Skill areas: Receptive and expressive language, Divergent thinking, Impulse control

Materials: A big sheet of butcher paper, magic markers, and some small play figures of people.

Procedure: The teacher introduces this lesson by saying, "Today we are going to talk about giants. Who knows what a giant is?" The teacher illustrates a giant on the butcher paper. "That's right. A giant is a big, big, big person. Here's her big head." The teacher draws the head, and then has the children name the other body parts as he or she draws them. (To highlight the giants size it would be helpful to draw houses, trees and people that are small by comparison.) After drawing the giant, ask the seated children to pretend their hands are big. Model stretching your hands wide. Ask the children what a giant could do with its big hands. List the children's responses on the butcher paper. Follow the same procedure with arms, legs, and feet, first having the children move these limbs as if they were big and then asking them what a giant can do with these body parts. List all the children's responses so they can see them. Ask the children to pretend that their mouth is very big and wide. What can a giant do with its big wide mouth? Ask them to take a deep breath and blow it out. What happens when a giant takes a deep breath and blows?

After this discussion tell the children that you have a song about a giant. Say, "We are going to listen to the song and then pretend to be giants."

Play the song several times for the children so that they learn the sequence of actions called for, then play it and allow several children to be giants to the music. Model giant actions if the children don't have any ideas.

Once the children have some ideas of how to play to the song, put it on during play and let the children elaborate on their ideas independently.

Long Steps M'Lady

Objective: Given the sung commands to take long steps, high steps, kick steps, cross steps, and wide steps the children will do so in time to the music.

Skill areas: Moving balance, Rhythmic movement, Impulse control, Following directions, Listening skills, and Sequencing

Materials: Model or drawing of a horse and a rider

Procedure: The teacher introduces this lesson by telling the children the story of Dan, a man who has been away from home for a long time. Dan has a horse and his horse's name is M'Lady. Dan decides to ride M'Lady home to see his family and friends because M'Lady is a special horse, a horse that can walk in many different ways. They start on their way, but soon come to big puddles right in the middle of the road. Dan says, "long steps M'Lady", and his horse takes long steps, (the teacher should demonstrate each different walk) right over the puddle. Dan wants to get home to see all his friends and family who are waiting for him at the station, but he and M'Lady come to some fallen trees lying across the road. Dan says, "high steps M'Lady" and his horse takes high steps over the fallen trees.

Now they are riding through the mud and Dan wants his horse to keep her legs clean so he says, "kick legs M'Lady" and she kicks her legs as she walks kicking the mud right off her hooves. Suddenly the road gets rocky and M'Lady must be careful not to hurt her legs. Dan says, "cross tep M'Lady" and she crosses her legs as she walks stepping on the biggest rocks. Down the road they go and they come to a deep ditch, a hole running right down the middle of the road. But Dan says, "wide steps M'Lady" and she walks with wide steps her legs spread wide on both sides of the ditch.

Now they are almost home and Dan can see the crowd of people waiting for him, "long steps M'Lady" he shouts, and his horse takes long steps, covering the ground with long strides getting him home in time for a big welcome home dinner. And, M'Lady was given a big bag of tasty oats for her dinner.

After the story the teacher should present each obstacle. The puddles, trees, mud, rocks, and the ditch, and ask the children to demonstrate M'Lady's walk for each. Once the children can do this, the teacher can present the song telling the children they can walk like M'Lady when the song tells them to. The teacher puts on the song and models the various walks with the first group of children, fading out as subsequent children participate.

Once the children learn the game, they should be given the opportunity to create their own variations during the free play situation.

Terrible Dream

Objectives: 1) The children will make the appropriate sounds when called for in the song. 2) The Children will enact the characters described in the song.

Skill areas: Auditory discrimination, Listening skills, expressive language, Sequencing, Sociodramatic play

Materials: none

Procedure: Introduce this song by saying, "We are going to hear a song about a terrible dream. Do any of you ever dream when you sleep?" Allow the children to answer and ask several children to tell the class what they dream about. After the children describe their dreams say, "The song we will listen to tells about different creatures and animals that a man dreams about. First he dreams about a ghost that goes Boo! Boo! Boo! Can you do that?" Have the children make the sounds with you. "Next he dreams about a bear that goes Crr! Crr! Crr!" Have the children make the bear sounds with you and follow the same procedure for each creature in the song. Once the children have made all of the sounds required in the song say, "Now we are ready to listen to the song."

Play the song through for the children. After they have listened once say, "Now we will listen again and this time make the sounds with the singer." Play the record and model the appropriate sounds, participating with the children.

Once the children know the sequence of creatures appearing in the story, improvise a sociodramatic play activity in which one child pretends to be sleeping while the other children play the parts of the various creatures that disturb his or her sleep. Each child should move like the creature he or she is pretending to be and make the appropriate sounds. Allow the children to elaborate their pretending during free play.

Reach for that Peach

Objective: The children will suggest ways of getting a peach down from a tree and then will enact various attempts at reaching for the peach described in the song.

Skill areas: Standing balance, Sequencing, Receptive language, Expressive language, Divergent thinking

Materials: chalkboard and chalk

Procedure: The teacher introduces this lesson by telling the following story. "One day I was walking through a forest, and I came upon a peach tree. (The teacher draws a tree on the board.) At first I didn't see any peaches on it. But then I looked up and there on the highest branch was the biggest, fattest, roundest, juiciest peach I ever saw. (The teacher draws a peach high in the tree.) It made my mouth water just to look at it. So I stood on tip toes and stretched. (The teacher stand on tip toes and stretches.) But I couldn't reach that peach. I walked around and around there on the ground thinking of ways to get that peach down so I could eat it. Do any of you children have any ideas how I can get that peach down?" List all the ideas the children give you for getting down the peach. Try to get as many ideas as they can give you. Then continue the story. "Well I tried something new. I jumped up as high as I could but I still could not reach that peach. So I walked around and around on the ground. (Teacher models, walking and thinking.) Suddenly I had another idea. I shook the tree. Shake! Shake! (Teacher pretends to shake!) But the peach did not fall down. I walked around and thought and thought. Then I had another idea. I picked up a big rock and threw it at the peach, but I missed. I tried again but I missed again. (Teacher models throwing a rock.) I walked around and round thinking I had another idea. I started to climb the tree. (Teacher pretends to climb.) But the branches broke, and I fell flat on the ground. I was getting so hungry! I walked in a circle and thought. Do any of you have an idea?" Enact the children's ideas for getting the peach down. If they suggest using a ladder say, "I don't have

a ladder but I could stand on a chair." (Stand on a chair and say, "Now I can reach it." Pretend to pick the peach and jump down off the chair.) "Now I'm going to take a bite and it sure tastes good."

Once the children have listened to this story say, "Now I am going to play a song that tells the story of the peach. Let's us stand up and pretend to reach for that peach." Play the song and enact the various ways of getting down the peach. Once the children know the sequence of events in the story allow them to invent their own variations during play.

Color Train

Objective: Given the name of a color sung in the song, children holding that color will form a train and move along the "track" to the music.

Skill areas: Color recognition, Following directions, Listening skills, Sociodramatic play

Materials: Rectangles of paper one for each child in the following colors: black, blue, red, green, yellow and white

Procedures: Talk about how train engines pull lots of cars and how these cars are often different colors. (A demonstration with a toy freight train and different colored cars would be useful here.) Tell the children that to ride on a passenger train people must buy tickets- hold up a ticket and ask the children what color it is. Hold up each of the colored tickets and let the children names its color. (If the children do not know the names of the colors, have them match the ticket to one of the colored toy cars or to a drawing of appropriately colored train cars.) Once the children know the names of each color or in a simpler variation, can match colors, introduce the song by saying, "We are going to play a train-riding game to music. I will give each of you a ticket. When your color is called in the son, it is your turn to get up and ride on the train.

Give each child a ticket and map out, perhaps with masking tape a train route on the floor. As the music plays the teacher chugs along the train track as the "engine" stopping in front of the seated children at the station, when the song calls for children holding a particular color to get on. If children cannot respond correctly to the names of the colors, the teacher should hold up the color called for in the song so that the children can match their color to the color the teacher is holding. As their color is named in the song, the children link up with this teacher and circle on the track. A variation involves each child circling separately as his or her color is sung. Once the children understand the game allow them to structure their own variations during directed play.

FLYING OVER SPAIN

Gathered at the airport, here we go.
Everybody have a ticket? Now don't be slow.
Every body get a seat;
We're getting ready to leave.

Start up the engines, listen to them roar.
The plane is moving all over the floor.
And it's time for us to fly
Way up in the sky; you know we're--

Refrain:

Flying over the trees,
Flying high on the breeze.
Flying and when you look down
You can see we're flying
Flying over Spain,
Flying on the plane.
Flying over Spain,
Flying on the plane.

Flying, oh, so high in the sky.
On a plane they serve you food
If you're hungry and you want to eat.
On a plane they give you something
So you can prop up your feet.

Flying over Spain,
Flying on the plane.
Now bring it on down,
On down to the ground.

Fill up the plane with plenty of fuel.
Pump it in you know, it's up to you.
We've got to fill this plane right up,
Check to see if you've put in enough.

Clean off the windows, wipe them down.
We're almost ready to leave the ground
And go flying on our way.
Way up in the sky you know, we're--

Refrain

Load that baggage onto the plane.
Load all the bags that are bound for Spain.
We've got to send them on their way,
Load up that suitcase, tuck it away.

Make sure the bags are all on board.
Are there any left? Are there any more?
Because it's almost time to fly
Way up in the sky; you know, we're--

Refrain

Fix that engine, there's something wrong.
Get out your tools; it won't take long.
We've got to make everything okay.
We're going to get ready to fly today.

Tighten the screws, tighten them up.
Now get in the plane because we're going to lift up,
And go flying on our way,
Way up in the sky; you know we're--

Refrain

ROUND AND AROUND

Round and around
round and round we go
round and around
and around and round we go.

Round and around
round and round we go
round and around
and around and round we go.

We go high
and we go low
round and round we go.
We go in and we go out
now drop hands and turn about
turn about
now join hands and we'll
go round again.

(Repeat the whole song 4 times ending
on . . .)

Round and around
round and round we go
round and around
and around and round we go.

Round and around
round and round we go
round and around
and around and round we go.

BOUNCING CAR

Bouncing in my bouncing car
on my way to market
with a wheel and a light
and a wind shield wipe
and I've got a key to lock it.

Suddenly my car broke down
out there on the highway
I stepped to the side
I waved and I cried
Hey are you going my way?

But the cars wouldn't stop
they just kept rolling on
the car's wouldn't stop
even though I waved my arms.

How I wish that they would stop
open up and let me ride.
How I wish that they would stop
open up and let me inside.

I was in luck a trailer truck
came rolling down the highway
I stepped to the side
I waved and I cried
Hey are you going my way.

But the truck driver rolled on by
like he didn't see me
He rolled on by didn't blink an eye
and left me by the road side.

BOUNCING CAR (continued)

That truck wouldn't stop
It just kept rolling on.
That truck wouldn't stop
even though I waved my arms.

How I wish that he would stop
open up and let me ride.
How I wish that he would stop
open up and let me inside.

It wasn't long till a car came along
rolling down the highway.
I stopped to the side
I waved and I cried
Hey are you going my way.

But the car driver rolled on by
like she didn't see me.
She rolled on by she didn't blink an eye
and left me by the road side.

That car wouldn't stop
it just kept rolling on.
That car wouldn't stop
even though I waved my arms.

How I wish that she would stop
open up and let me ride.
How I wish that she would stop
open up and let me inside.

After a while a motorcycle
came rolling down the highway.
I stepped to the side
I waved and I cried
Hey are you going my way.

But that motorcycle driver rolled on by
like he didn't see me.
He rolled on by
didn't bat an eye
and left me by the road side.

That motorcycle didn't stop
it just kept rolling on.
That motorcycle didn't stop
even though I waved my arms.

Sure enough a pick up truck
came rolling down the highway.
I stepped to the side
I waved and I cried
Hey are you going my way.

That pick up truck slowed right down
sure he said I'm going to town.
Hop inside I'll give you a ride
its getting kind of cold and
nasty outside.

That truck finally stopped
it didn't keep rolling on.
That truck finally stopped
he saw me wave my arms.

I'm so glad that little truck stopped
opened up and let me ride.
I'm so glad that little truck stopped
opened up and let me inside.

FIVE LITTLE BIRDS

As I was out walking one day in the spring,
To feel the warm breezes and hear the birds sing,
I looked up above and there was a nest,
Full of five little birds and here's what they said:

Refrain:

"Mother, my dear, hurry, come near.
We're hungry and we need some food.
A worm or a bug or some kind of grub,
Even a beetle will do."

The mother came flying and she brought them a worm.
She gave it to the first one but the others still squirmed.
"Mother," they said, "there's four of us left."
And the mother flew off, chirping, "I'll do my best."

Refrain

The mother came flying with worm number two.
She gave it to the second, but the others cried, "Boo hoo."
"Mother," they said, "There's three of us left."
And the mother flew off, shouting "I'll do my best."

Refrain

The mother came flying with worm number three.
The third one reached up and said, "Give it to me."
The other birds wept; "There's two of us left."
And the mother flew off shouting, "I'll do my best."

Refrain

The mother came flying with worm number four.
She gave it to the fourth; now there's only one more.
"Mother," he said, "I'm the only one left."
And the mother flew off, shouting "I'll do my best."

Mother my dear, hurry, come near.
I'm hungry and I need some food.
A worm or a bug or some kind of grub,
Even a beetle will do.

The mother came flying with worm number five.
She gave it to the fifth, now they're all full inside.
and the mother sat down by the edge of the nest,
And said, "You're all full of worms,
So now let me rest."

THE GIANT

My feet are big.
My step is long.
And when I step
You know I sing this song.
"I'm a giant, big as can be.
Not even the king's army wants to
Mess with me."

Refrain:

Yes, I'm a giant, big as can be.
Walking like a mountain, high above the trees,
Walking like a mountain high above the trees.

When folks are in trouble,
I give them a hand.
I bend down and pick them up there
In the palm of my hand.
But if they squawk and make a big fuss,
I just might drop them down on top of a bus.

Refrain

My hands are big,
My arms are long.
And I don't want to brag, but I'm very strong.
I can tear big mountains up by the roots
And throw big boulders like a cannon shoots.

Refrain

My chest is big, I take big breaths.
And when I blow it's like the wind from the west.
My teeth are big, and so's my bite.
I reach up and I pull the moon
Right out of the night.

Refrain

And when you talk, I've got to bend down.
And press my ear really close to the ground.
It's hard for me to understand just what you say.
Because great big giants aren't built that way.

Refrain

I do what I want, I do what I please.
The tallest sky scrapers just come up to my knees.
The only thing I really have to worry about
Is when my mommy tells me that I can't go out.
The only time I really have to listen at all
Is when I hear my great big giant mommy call.

Junior, come on in.
It's time for you to take your medicine.
Junior, come over here, It's time for me
To look inside your ears.

Yes, I'm a giant, big as can be.
The only one who's bigger is my giant mommy.
The only one who's bigger is my giant mommy.

LONG STEPS M'LADY

Long steps M'Lady
long steps M'Lady
long steps M'Lady
and we're almost, almost home.
Long steps M'Lady
long steps M'Lady
long steps M'Lady
and we're almost, almost home.

refrain: There'll be such jubilation
when they meet me at the station.
There'll be a celebration
'cause I'm almost, almost home.

There'll be a celebration
you can make my reservation.
There'll be a celebration
'cause I'm almost, almost home.

High steps M'Lady
high steps M'Lady
high steps M'Lady
and we're almost, almost home.
High steps M'Lady
high steps M'Lady
high steps M'Lady
and we're almost, almost home.

refrain:

Kick steps M'Lady
kick steps M'Lady
kick steps M'Lady
and we're almost, almost home.
Kick steps M'Lady
kick steps M'Lady
kick steps M'Lady
and we're almost, almost home.

refrain:

Cross steps M'Lady
cross steps M'Lady
cross steps M'Lady
and we're almost, almost home.
Cross steps M'Lady
cross steps M'Lady
cross steps M'Lady
and we're almost, almost home.

refrain:

Wide steps M'Lady
wide steps M'Lady
wide steps M'Lady
and we're almost, almost home.
Wide steps M'Lady
wide steps M'Lady
wide steps M'Lady
and we're almost, almost home.

refrain:

Long steps M'Lady
long steps M'Lady
long steps M'Lady
and we're almost, almost home.
Long steps M'Lady
long steps M'Lady
long steps M'Lady
and we're almost, almost home.

TERRIBLE DREAM

I had a terrible dream.
What could it mean?
I dreamt about a ghost
Whirling, swirling down, Oh,
Just chasing me all over town, town,
Whirling down,
Chasing me all over town.

Boo Boo Boo was all it said.
Boo Boo Boo, right over my head.
Boo Boo Boo, I wish that I were
Somewhere else instead.
[repeat once more]

I had a terrible dream.
What could it mean?
You know, I dreamt about a bear.
Had me by the underwear.
You know, I dreamt about a big brown bear.
Where I dreamt about a bear,
It had me by the underwear.

Grr Grr Grr was all it said.
Grr Grr Grr, straight over my head.
Grr Grr Grr, I wish that I were
Somewhere else instead.
[repeat once more]

I had a terrible dream.
What could it mean?
I dreamt about a snake.
You know, there must be some mistake.
Because I dreamt about a big black snake.
Snake, it kept me wide awake.
I dreamt about a big long snake.

Sss was all it said.
Sss, right over my head.
Sss, I wish that I were
Somewhere else instead.
[repeat once more]

I had a terrible dream.
What could it mean?
I dreamt about a crow.
That bird was pecking me on the toe.
You know, I dreamt about a big black crow.
Crow, Crow, Why, I don't know.
I dreamt about a big black crow.

Caw Caw Caw was all it said.
Caw Caw Caw, right over my head.
Caw Caw Caw, I wish that I were
Somewhere else instead.
[repeat once more]

I had a terrible dream.
What could it mean?
I dreamt about a man,
Laughing behind his hand.
That man was laughing behind his hand;
Hand, I dreamt about a man
Just laughing behind his hand.

Ha Ha Ha was all he said.
Ha Ha Ha right over my head.
Ha Ha Ha, I wish that I were
Somewhere else instead.
[repeat once more]

TERRIBLE DREAM(continued)

I had a terrible dream.
What could it mean?
I dreamt about a fly
Buzzing around my eye.
That fly was buzzing around my eye.
Why, I don't know why
I dreamt about a buzzing fly.

Bzz Bzz Bzz was all it said.
Bzz Bzz Bzz, right over my head.
Bzz Bzz Bzz, I wish that I were
Somewhere else instead.
[repeat once more]

A terrible dream, a terrible dream.
Wop bop a do bop sha be da be do wa,
Boobie boobie doobie do be do, a terrible dream!

REACH FOR THAT PEACH

Reach for that peach
high in the tree
big and fat and so juicy.

Reach for that peach
high in the tree
reach, reach, reach for that peach.

Stand on tip toes tall as you can
try to reach that peach
with your reaching hands.

Stand on tip toes tall as you can
reach, reach, reach for that peach.

refrain: But I couldn't reach
that fat juicy peach
I'm still stuck here on the ground.
I walked around and around and around
wondering how to get it down.

Jump up children, jump so high
pull that peach right out of the sky.
Jump up children, jump so high
reach, reach, reach for that peach.

refrain:

Shake, shake,shake, shake that tree
soon that peach will belong to me.
Shake, shake, shake, shake that tree
reach, reach, reach for that peach.

refrain:

I'm gonna throw a rock
the one I've got.
I'm gonna give that great big peach a knock.
Throw a rock the one I've got
reach, reach, reach for that peach.

refrain:

Climb a tree quick as can be
soon that peach will belong to me.
But the branches broke
and I fell down
reach, reach, reach for that peach.

refrain:

Stand on a chair the one over there
and pluck that peach right out of the air.
Stand on the chair the one over there
reach, reach, reach for that peach.

You know I've got the peach
and I jump down
and take a bite
there on the ground.
You know I take a bite
and it sure tastes nice
I'm just eat, eat, eating that peach
eat, eat, eating that peach.
I finally got it
the one I wanted
and juice runs down my chin
and it sure tastes good.

THE COLOR TRAIN

I'm a little engineer
Rolling down the track.
You can ride upon my train
If your ticket's black.

Every body get on board
If your ticket's black.
Listen to that whistle blow,
Come now, come on, let's go.

Woo, Woo, goes the train.
Rolling down the track.
You can ride upon my train
If your ticket's black.
[repeat once]

I'm a little engineer
Riding up to you.
You can ride upon my train
If your ticket's blue.

Every body get on board
If your ticket's blue.
Listen to that whistle blow
Come on, now, come on, let's go.

Woo, Woo, goes the train,
Riding right up to you.
You can ride upon this train
If your ticket's blue.
[repeat once]

I'm a little engineer,
That is what I said.
You can ride upon my train
If your ticket's red.

Every body get on board
If your ticket's red.
Listen to that whistle blow,
Come on, now, come on let's go.

Woo, Woo, goes the train.
That is what I said.
You can ride upon my train
If your ticket's red.
[repeat once]

I'm a little engineer
My engine runs on steam.
You can ride upon my train
If your ticket's green.

Everybody get on board,
If your ticket's green.
Listen to that whistle blow,
Come on, now, come on, let's go.

Woo, Woo, goes the train.
Picking up a head of steam.
You can ride upon my train
If your ticket's green.
[repeat once]

I'm a little engineer
Riding high and low.
You can ride upon my train
If you've got yellow.

Everybody get on board
If you have yellow.
Listen to that whistle blow,
Come on now, come on, let's go.

Woo, Woo, goes the train.
Riding high and low.
You can ride upon my train
If you've got yellow.
[repeat once]

I'm a little engineer
Riding off into the night.
You can ride upon my train
If your ticket's white.

Everybody get on board
If your ticket's white.
Listen to that whistle blow,
Come one now, come on, let's go.

Woo, Woo, goes the train.
Riding off into the night.
You can ride upon my train
If your ticket's white.
[repeat once]