

Mr Greg & Cass McCombs

Sing and Play New Folk Songs for Children



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1. Little Wilma Wiggly Worm (2:22)

(Gregory Todd Gardner, BMI – Cass Eugene McCombs/Die Sect, BMI)

2. Friends from All Around the World (Hello Version)

(1:54)

(Gregory Todd Gardner, BMI – Jeremy Brown)

3. J-O-B (2:09)

(Gregory Todd Gardner, BMI – Cass Eugene McCombs/Die Sect, BMI)

4. Requiem for Ruth Bader Ginsburg (3:01)

(Gregory Todd Gardner, BMI – Cass Eugene McCombs/Die Sect, BMI)

5. A Builder's Got a Hammer and Nails (2:39)

(Lyrics by Gregory Todd Gardner, BMI | Music arr. by Gregory Todd Gardner, BMI – Cass Eugene McCombs/Die Sect, BMI)

6. Each One of Us (2:39)

(Gregory Todd Gardner, BMI – Cass Eugene McCombs/Die Sect, BMI)

7. What's Your Favorite Kind? (1:23)

(Gregory Todd Gardner, BMI – Cass Eugene McCombs/Die Sect, BMI)

8. I'm a Nocturnal Animal (2:31)

(Gregory Todd Gardner, BMI – Cass Eugene McCombs/Die Sect, BMI)

9. Paper Airplane (1:23)

(Gregory Todd Gardner, BMI – Cass Eugene McCombs/Die Sect, BMI)

10. My Skull is Made Outta Bone (2:35)

(Gregory Todd Gardner, BMI – Cass Eugene McCombs/Die Sect, BMI – Jeremy Brown)

11. Wave a Flag for Harvey Milk (3:22)

(Gregory Todd Gardner, BMI – Cass Eugene McCombs/Die Sect, BMI | arr. by Kirk Eichelberger)

All lyrics by Gregory Todd Gardner (BMI) and music by Gregory Todd Gardner (BMI) – Cass Eugene McCombs (Die Sect, BMI) unless otherwise indicated.

12. Things That Go in the Recycling Bin (3:05)

(Gregory Todd Gardner, BMI – Jeremy Brown)

13. Roll Around Downtown (2:06)

(Gregory Todd Gardner, BMI – Cass Eugene McCombs/Die Sect, BMI)

14. Deciduous Tree (1:26)

(Gregory Todd Gardner, BMI – Cass Eugene McCombs/Die Sect, BMI)

15. We Build a Lot of Muscle as We Exercise (1:02)

(Gregory Todd Gardner, BMI – Cass Eugene McCombs/Die Sect,
BMI – Sean Trott)

16. The Sounds that the Letters Make (1:52)

(Gregory Todd Gardner, BMI – Cass Eugene McCombs/Die Sect, BMI)

17. Who Are You? (2:39)

(Gregory Todd Gardner, BMI – Cass Eugene McCombs/Die Sect, BMI)

18. Together with You (2:33)

(Gregory Todd Gardner, BMI – Cass Eugene McCombs/Die Sect,
BMI – Jeremy Brown)

19. Oona Louise, My Friend (1:12)

(Gregory Todd Gardner, BMI – John Trott)

**20. Friends from All Around the World
(Goodbye Version) (3:48)**

(Gregory Todd Gardner – Cass Eugene McCombs – Jeremy Brown –
Woody Guthrie)

Contains a sample from "Why Oh Why," Words and Music by Woody Guthrie.

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(BMI)/Gregory Todd Gardner/Die Sect

Introduction by Mark “Frosty” McNeill

These songs are silly-willy, wiggly-wormy, we’re-all-here together, zig-zagging, hair-blowing, free-flowing, human-bodies growing, grinning, sprouting, skating, sneezing, smiling, working side-by-side to build a better world type of songs. It’s music that’s supercharged with the spark of the human spirit. So whether you are tiny or tall, have curly locks or no hair at all, these jubilant jams are here to get you glowing as you go.

Greg Gardner, or simply Mr. Greg to lots of lucky little ones, is a San Francisco-based preschool teacher whose joyful j-o-b is stoking the wellspring of pure imagination. Whimsical young minds have an extraordinary way of looking at the world and Greg floats their creative notions into musical forms. Learning moments in the schoolyard sprout into songs, while circle-time chatter and play-based projects become catchy compositions that transform positive ideas into flowing new forms.

Greg knows that magic manifests when enthusiastic, creative minds are in the mix, so he invited his pal Cass McCombs to help bring these tunes to life. Cass is a shining star singer-songwriter and humble human who goes



way way way back with Greg. As curious teens, and still today, the two can often be found on skateboard decks click-clacking across the city as the zooming rush of the world provides sensory inspiration for their collaborations—writing songs, making movies, sketching zines, and more.

Round and round like those skateboard wheels, this record radiates with friendship through and through. It's an audible expression of the good things that come when people bond to build community. Greg and Cass were joined by an expansive circle of contributors: banjo strummers, ukulele thumbers, harmony hummers, drum-a-bum-bummers, and more buddies from beyond. Among this quilt of instrumentation you'll also hear friendly greetings from far and wide, but this picture wouldn't be complete without your very own brilliant strokes, so don't be shy—chime in with a whooping holler or clang-a-bangin' pot-n-pan bash while dancing delightfully along.

Like each of us humans, art comes from many different places. Songs spring forth from hearts and minds but are also built on yesterdays. Greg and Cass's music pays tribute to the past, but is also for the now. Their ditties celebrate the little victories and historic heroes alike. It's also a nod to those who have believed in the power of sound as a vessel for positive thought, especially the artists who through gen-

erations inspired children's music. The Folkways Records heritage is also deeply part of this album's DNA. In the rhythm and merriment, you can hear the echo of handclaps and heartfelt songs from musicians like Ella Jenkins, Peggy Seeger, Bilal Abdurahman, Nancy Dupree, Woody Guthrie, Michael Hurley, and so many more.

Greg, like many great teachers, follows the lead of the wisest amongst us all—those young folks who know that happiness comes from the caring way you walk this earth. So he's strung these songs together like mirrors to guide us through, with melodies and rhythms reflecting the goodness all around. These songs serve as sonic reminders that no matter how far apart we each might be, our miraculous differences are what really bond us together. This music illuminates the special space each of us holds in the harmonics—a symphony of multicolored dreams. So, please wander these songs like bridges to many adventures in the making, and know that you can also change the world with a tune so brightly sung.



TRACK NOTES by Mr. Greg

1. Little Wilma Wiggly Worm

Greg Gardner, vocal; Cass McCombs, electric guitar, acoustic guitar, organ, bass, vocal; Stephen Kerwin, drums; Oona Gardner, speaking; Jeremy Brown, acoustic guitar

During a trip to the school garden, a four-year-old student named Wilder was sifting through the compost pile in search of tiny critters and found a beautiful, pink, wiggly earthworm,

which we named Wilma Wiggly Worm. I used the children's observations about Wilma to write the song, which we sing before sifting through the soil in the garden and reading nonfiction books about garden creatures. The song has since become a classroom favorite—a fun way to introduce composting and soil and, of course, earthworms and the other creatures that live underground and in the garden.



Try this at home or in class:

- Sift through the soil for some underground creatures. Build a lush and nutritious temporary habitat for your worms and other critters, watch them wiggle and do their thing.
- Write and illustrate a short novel or nonfiction book about the worms and other creatures that you have found.
- Note that worms have both male and female anatomy and then start a conversation about human gender identity.

Little Wilma Wiggly Worm

Little Wilma Wiggly Worm
Is not afraid of icky germs
She digs through dirt in the early morn
Brave Little Wilma Wiggly Worm

For breakfast humans eat French toast
While Wilma chews through old compost
She's a proud young worm, but she never boasts
Proud Little Wilma Wiggly Worm

She's got no skeleton, got no bones
She's got no hair, don't need a comb
Ain't gonna pay a hairdresser for a curly perm
Bald Little Wilma Wiggly Worm

When the rain falls down
Wilma creeps through puddles
Where it's moist and damp
All the earthworms huddle
It cools her off when she gets too warm
Cool Little Wilma Wiggly Worm

Little Wilma Wiggly Worm is not afraid of icky germs
She digs through dirt in the early morn
Little Wilma Wiggly Worm
Little Wilma Wiggly Worm

2. Friends from All Around the World (Hello Version)

Greg Gardner, vocal; Cass McCombs, vocal, guitar; Jeremy Brown, guitar, vocal, conga drum; Vale Slapak-Brown, vocal, speaking; Abe Gardner, speaking; Oona Gardner, speaking; Dotty Kitty, meow; Gloria Argueta, speaking; Michael Hurley, speaking; Ngoc Phung Tran, speaking; Saidah Said, speaking; The Miraculous Love Kids, vocal

At the beginning of each school year, practice greeting one another with smiles, waves, high-fives, handshakes, and

spoken greetings. We acknowledge each child by name and say hello. First, in English and then in the many languages spoken by students, staff, and faculty. "Friends from All Around the World" gives students the opportunity to learn greetings in different languages and celebrates the cultural and linguistic diversity in our country. This particular recording includes greetings in Cantonese, English, Hebrew, Malay, and Spanish, as well as one special feline greeting from my cat, Dotty.

Try this at home or in class:

- Sing this song for your children and leave an opening for each child to say their name, where they are from, and how they like to say hello. Try this at morning circle time as a way to greet and acknowledge one another.
- Invite families into the classroom to share their home languages. Learn to say hello in the different languages that are represented in your community.

Friends from All Around the World

I've got friends from all around the world
So many people that I know
Like Gloria from El Salvador
And this is how she says "hello..."

3. J-O-B

Greg Gardner, vocal; Cass McCombs, vocal; Bongo Sidibe, percussion; Jeremy Brown, bass; The Watersnakes Preschool Class: Jayce Eisenberg, Mose Sigoss, Charlie Frey, Abigail Neuwirth, Max Thomas, Ruby Andrews, Jackson Hunt Kendal, Naomi Sussman-Jones, Vardaan Gupta, Graham Barber, Tarika Jairam, speaking

How children choose to spend their time on any given day in preschool may yield fascinating clues to their futures as architects, scientists, thespians, playwrights, caretakers, restaurant workers, community helpers, or singers. My students' interests and our class discussion about their future jobs inspired this song. This led to a class project in which students interviewed school employees and family members about their vocations, including the school facilities team, an entomologist, a filmmaker, a children's book author and illustrator, and a doctor.

Try this at home or in class:

- Invite members of the community to share about their jobs or take a walking field trip to local businesses to interview the workers.
- Provide dress-up materials and tools of various trades for children to use to play the roles of various workers.
- Help your children plan for, design, and run a pretend

business in the classroom or at home with friends. For example, set up a restaurant where the children assume the roles of host, cook, menu designer, wait staff, cashier, and guest. Consider inviting guests from the greater school community to dine at the restaurant.

When I grow up I'll have a J-O-B
A job, a job
That's fun for me
One that suits my personality
With a lot of responsibility

Like a beekeeper, just watch out for the stinger
The president, or an opera singer
There's thousands of jobs
It's a long, long list
Perhaps I'll be a great geologist

I'll be a schoolteacher of Spanish or math
Or a zookeeper with chimps and giraffes
There's thousands of jobs
It's a long, long list
Perhaps I'll be a meteorologist

Or a carpenter with a hammer and nails
Or a gardener hanging out with the snails
There's thousands of jobs
It's a long, long list
What would you be if you had to pick?

J-O-B

When I grow up I'll have a J-O-B
A job, a job
That's fun for me
One that suits my personality
With a lot of responsibility

Like an animal doctor: a veterinarian
A park ranger, a humanitarian
There's thousands of jobs
It's a long, long list
Perhaps I'll be a rocket scientist

I wanna be a poet or a train conductor
Or ride the waves like a surf instructor
There's thousands of jobs
It's a long, long list
Perhaps I'll be an archeologist

4. Requiem for Ruth Bader Ginsburg

Cass McCombs, bass, vocal; Greg Gardner, vocal; Ben Sigelman, banjo, fiddle; Chapin Sisters (Abigail & Lily Chapin), vocal; Oona Gardner, poem; Naomi Sussman-Jones, speaking; Abigail Neuwirth, speaking; Vardaan Gupta, speaking

I wrote "Requiem for Ruth" on September 23, 2020, while listening to Ruth Bader Ginsburg's memorial service on my drive to school. Inspired by her work as a Supreme Court Justice, I wanted to create a song to introduce my young students to this pioneer of women's rights and civil rights. Later that day, Cass and I recorded the song with Ben Sigelman, the father of one of my students, on the banjo and fiddle. This recording of the song also includes the voices of my students, my daughter, and the Chapin Sisters.

Try this at home or in class:

- Read a nonfiction book or watch a short film about Justice Ruth Bader Ginsburg.
- Ask the children to share about positive change makers in their lives. For example, a grandmother who runs a community garden that feeds the homeless, a cousin who works at an animal shelter, or an older sister who advocates for them when people are treating them unkindly.

Requiem For Ruth Bader Ginsburg

Do what is right
Be fair and brave
We learn this in our youth
Stand up for the ones who can't
And always speak the truth

That's the truth, Ruth Bader Ginsburg
Knew it all along
We the people are all equal
our voices all belong

That's the truth, Ruth Bader Ginsburg's
Spirit lingers on
You can feel it all around us
And hear it in this song

When Ruth was young she hoped to be a famous opera star
Singin' in a forte voice so her words would travel far
Well Ruth became a star it's true but she shined a different
light
On the people in the shadows longing for their equal rights

That's the truth, Ruth Bader Ginsburg
Knew it all along

We the people are all equal
our voices all belong

That's the truth, Ruth Bader Ginsburg's
Spirit lingers on
You can feel it all around us
And hear it in this song

Her stage was in the courtroom and her voice did travel far
To the people of America, from the Hamptons to Del Mar
She fought for women's rights, equal treatment, equal pay
Like an opera star her voice was heard, near and far away

That's the truth, Ruth Bader Ginsburg
Knew it all along
We the people are all equal
our voices all belong

That's the truth, Ruth Bader Ginsburg's
Spirit lingers on
You can feel it all around us
And hear it in this song

A feminist, a mother, a scholar of the law,
Jewish Supreme Justice, this lady did it all
And maybe most important is the legacy she leaves
Do what's right and always fight—for what you believe

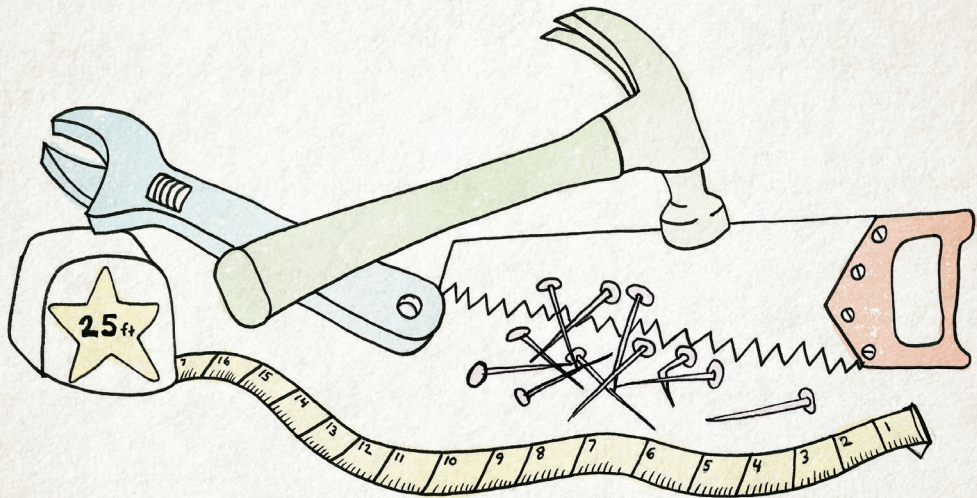
That's the truth, Ruth Bader Ginsburg
Knew it all along
We the people are all equal
our voices all belong

That's the truth, Ruth Bader Ginsburg's
Spirit lingers on
You can feel it all around us
And hear it in this song

5. A Builder's Got a Hammer and Nails

Greg Gardner, vocal, hammer, measuring tape, wrench;
Cass McCombs, guitar, bass, vocal, saw, sandpaper, power drill

Construction work fascinates our students, who delight in watching the sawing of 2x4s or the drilling of holes. One year, we invited the facilities team into the classroom to ask them about their work and the tools of their trade. After the visit, I used a list we made of the tools to write this song. With child-sized versions of these tools, our youngest students are able to drive nails into 2x4s, saw wood in half with handsaws, drill holes with hand drills, construct abstract wooden sculptures, and even create useful objects. For this recording, we used carpenter's tools to create percussive sounds.



Try this at home or in class:

- Provide your children with real, child-sized tools and safety gear like hand drills, hammers, nails, screws, screwdrivers, handsaws, sandpaper, measuring tape, vises, wood, and protective goggles. Throw in hard hats and orange vests for fun. Demonstrate how to use each tool safely one at a time and then invite the children to experiment.
- Once the children are adept at using their tools, invite them to collaborate on building something for the home or the classroom. Have them generate a list of materials they will need and ask them to draw blueprints of the project before building. Ideas: a bench, a wooden plane, a balance beam, or a tricycle ramp.

A Builder's Got a Hammer and Nails

A builder's got a hammer and nails, a hammer and nails, a hammer and nails

A builder's got a hammer and nails

To build a house up without fail

A builder's got a saw and it cuts so good, it cuts so good, it cuts so good

A builder's got a saw and it cuts so good

Through 2x4s of solid wood

A builder's got sandpaper, sandpaper, sandpaper

A builder's got sandpaper

To make the wood soft and free of splinters

A builder's got a power drill, a power drill, a power drill

A builder's got a power drill

To make holes in the wood for the screws to fill

A builder's got measuring tape, measuring tape, measuring tape

A builder's got measuring tape

To measure things of every shape

A builder's got protective goggles, protective goggles, protective goggles

A builder's got protective goggles

To protect her eyes from flying nails

A builder's got a monkey wrench, a monkey wrench, a monkey wrench

A builder's got a monkey wrench

That she stores in the drawer of her worker bench

A builder's got a creative brain, a creative brain, a creative brain

A builder's got a creative brain

And a hard hat to shield it from falling things

A builder's got imagination, imagination, imagination

A builder's got imagination

They can build anything for any occasion

6. Each One of Us

Greg Gardner, vocal; Cass McCombs, guitar, bass, harmonica, vocal; Ben Sigelman, cello

The first part of the school year in the preschool classroom is dedicated largely to building community and getting to know one another. Students share their interests, likes and dislikes, and compare their physical attributes, including

hair color and texture, skin tone, height, and eye color. We invite families to share their traditions, holiday celebrations, ethnic and cultural backgrounds, and what they like to do for fun. We sing “Each One of Us” to emphasize that we can all be friends who celebrate our similarities and differences.

Try this at home or in class:

- Read the book *All the Colors We Are: The Story of How We Get Our Skin Color* by Katie Kissinger and invite the children to mix paint colors to make colors that match their individual skin tones. Paint self-portraits using these skin-color paints.
- Invite families to share their family traditions, holiday celebrations, ethnic and cultural backgrounds, family structure, and what they like to do for fun. Ask the students to interview the families, take notes, and hang the documentation on the wall for all to see.
- Look at photographs of different kinds of homes from around the world and invite the children to draw them or make three-dimensional representations of them with blocks or recycled materials.
- Stock a classroom or home library that includes authors, illustrators, and characters from diverse ethnic, cultural, and socioeconomic backgrounds.

Each One of Us

Hazel's lovely locks are wild and curly
Amy keeps her hair combed straight and tame
Freddy has a flattop short and spiky

Each one of us is different, but we're friends just the same

Jake lives in a house with his two mommies
Jill lives on a boat on Lake Champlain
Kate has an apartment in the city

Each one of us is different, but we're friends just the same

Asher's eyes are blue just like the ocean
Isabel's are green like leaves in spring
Max's eyes are brown just like his grandma's

Each one of us is different, but we're friends just the same

Some travel to school by way of skateboard
Some ride on a speedy Muni train
Kathie and Katrina come by carpool

Each one of us is different, but we're friends just the same

Hank Jr., he was named after his daddy
Shasta Panda Irene Miranda has a long long name
A.J.'s name is short—spelling it's so easy

Each one of us is different, but we're friends just the same

When Fay grows up she's gonna be a doctor
John will open a bookshop on State and Main
Matthew plans to be a modern dancer

Each one of us is different, but we're friends just the same

7. What's Your Favorite Kind?

Greg Gardner, vocal; Cass McCombs, guitar, vocal; Tommy McMahon (Controller 7), moog, mellotron; Abe Gardner, speaking; Oona Gardner, speaking; The Watersnakes Preschool Class: Graham Barber, Tarika Jairam, Jackson Hunt Kendal, Mose Sigoss, Naomi Sussman-Jones, speaking

We often sing this song during circle time as a way to get to know one another. It's fun to watch the students connect with each other over their common love of a type of food, animal, or color. This song results in wonderful student connections and statements like, "I love tacos too!," "My favorite animal is also a komodo dragon!," and "My favorite

color is sparkly pink, like Abby." The whimsical soundscape on this recording was provided by Tommy McMahon, aka Controller 7, a childhood friend of Cass and myself.

Try this at home or in class:

- Sing this song at circle time and collaborate on a pictorial graph of the children's favorite animals, foods, and colors. Notice an overlap of interests. Count what food is liked the most and the least by the children.
- Ask the children to help prepare their favorite foods for snack time.
- Invite the children to write and illustrate "All About Me" autobiographies that include their favorite things and activities.

What's Your Favorite Kind?

What's your favorite kind of food to eat?
Is it spicy, salty, sour, sweet?
Vegetable, cheese, bread, fruit, or meat?
What's your favorite kind of food to eat?

What's your favorite kind of animal?
Mole, rat, house cat, wild bull?

Peregrine falcon, western gull
What's your favorite kind of animal?

What's your favorite color in the world?
Topaz, jasmine, emerald
Chartreuse, hot pink, rainbow swirled
What's your favorite color in the world?

8. I'm a Nocturnal Animal

Greg Gardner, vocal; Cass McCombs, guitar, bass, vocal; Jeremy Brown, guitar, vocal; Chapin Sisters (Abigail & Lily Chapin), vocals

"I'm a Nocturnal Animal," a song about owls, was written for a first-grade class called the Owls. Throughout the school year, the Owls class had become experts in all things owls. I collected all of the students' owl facts, added some of my own, and put them in this song. With the Owls teachers, Belinda Gray and Anna Lee, I taught the students "I'm a Nocturnal Animal" and they sang it to the entire school and their families at a school assembly. It was a real HOOT-en-anny!

Try this at home or in class:

- Procure some owl pellets and dissect them with your

children. See if the kids can identify the remnants of the owl's prey.

- Ask the children to identify and draw pictures of other nocturnal animals.
- Define the terms nocturnal and diurnal. Research and organize other animals into categories according to the terms.
- Have your children use their super-owl hearing while listening to animal recordings and other sound effects from the Smithsonian Folkways catalog to see if they can identify them. Try *Sounds of Insects*, *Cable Car Soundscapes*, *Sounds of the Junk Yard*, *Sounds of Steam Locomotives*, *Sounds of Animals*, *Sounds of North American Frogs*, and *Sounds and Ultra-Sounds of the Bottle-Nose Dolphin*.

I'm a Nocturnal Animal

I'm a nocturnal animal
I sleep all day
At night I take flight
To hunt for prey

Hoot hoot hoot hoot
Yeah, I make that sound

And I can spin my head
Nearly all the way around

O-W-L
An owl, that's me
You might find me in a barn
Or perched in a tree

Barn, horned, snowy, elf
Yes, we're birds of a feather
We fly silently
And our brains are clever

Hoot hoot hoot hoot
Yeah, I make that sound
And I eat little critters
Off the forest ground

I've got super night vision
When the sky goes black
To help locate my
Midnight snack

Those little birdies and rats
Find it a challenge
To break free from

The clasp of my talons

Hoot hoot hoot hoot
Are the words that I speak
Now read my lips
I mean, read my beak

Here's the story of my diet
This is how I tell it
You can see what I've eaten
In my owl pellet
The things I can't digest
On my dinner plate
Are the contents of the pellets
I regurgitate

Hoot hoot hoot hoot
Yeah, I make that sound
Owl pellets are where
The fur and bones are found

Of the prey that I caught
On the forest floor
So watch out little rodents
Cause I'm coming for more

I'm a nocturnal animal
I sleep all day
At night I take flight
To hunt for prey

Hoot hoot hoot hoot
Hoot hoot hoot hoot
Hoot hoot hoot hoot
Hoot hoot

9. Paper Airplane

Greg Gardner, vocal, slide whistle;
Cass McCombs, guitar, bass, vocal; Jeremy
Brown, guitar

I wrote this song when a child in my class taught a few of his fellow classmates how to fold a piece of paper into a simple airplane. Children became teachers and teachers became learners as we taught one another how to fold different types of planes, sending both spirits and planes aloft in the classroom! As we flew the planes off the treehouse balcony, we noticed

that some designs tended to loop-de-loop or boomerang while others followed straight and extended flight paths.

Try this at home or in class:

- Invite your children to strengthen their fine motor skills by folding different styles of paper airplanes. Encourage them to get creative and notice which designs fly and which designs crash. Decorate the planes with colorful designs.
- Launch the paper planes from a high location and have the children measure the distance of the flight with measuring tape or non-traditional tools of measurement like counted footsteps or linked arms of classmates.
- Read nonfiction books about airplanes, the physics of flight, and inspirational pilots, like Amelia Earhart.

Paper Airplane

Well, you grab a piece of
paper

You fold it and fold it

Now you got a paper plane

And this is how you hold it

Fly, fly, fly the paper airplane

Fly the paper airplane

Again and again

It's got a point nose

And wings and things

And when it catches air

Oh the joy it brings

You gotta fly, fly, fly

the paper airplane

Fly the paper airplane

Again and again

Hey, look gramma

Check it out mommy

I can make a paper plane

With some simple origami

Fly, fly, fly the paper airplane

Fly the paper airplane

Again and again



10. My Skull Is Made Outta Bone

Greg Gardner, vocal; Cass McCombs, bass; Jeremy Brown, electric piano; Ben Sigelman, cello

As my classes learn about one another, we discuss what we observe about the physicality of our bodies. This song uses anatomical terms to name and describe the functions of different body parts. While students may have differences in personality, interests, family structure, and abilities, they find common ground in singing about their bodies. We each learn to celebrate the strength and usefulness of our human forms.

Try this at home or in class:

- Have the children trace one another on parchment paper. Invite the children to fill in the outline of their bodies to make anatomically correct self-portraits.
- Ask the children what they can do to take care of their bodies. For example, eat a healthy diet, exercise, and learn new things. Provide opportunities for your children to help make healthy snacks, engage in plenty of movement activities, and encourage them to explore their interests by giving them the educational tools to do so.
- Listen to the Smithsonian Folkways album *Vox Humana*:

Alfred Wolfsohn's Experiments in Extension of Human Vocal Range to marvel at the magical sounds that human vocal cords can produce.

- Listen to the sounds of the human heart, lungs, and hungry bowels on the Smithsonian Folkways record *Sounds of Medicine: Operation Body Sounds*.
- Listen to the Smithsonian Folkways recording, "What Do I Have," by Nancy Dupree and a group of Rochester, N.Y., youngsters, about the figurative "guts...heart...and soul" that every child possesses.

My Skull Is Made Outta Bone

My skull is made outta bone
It's solid and hard as a stone
It protects my brain from the wind and the rain
My skull is made outta bone

My brain is grayish and pink
It's smart 'cause it knows how to think
It controls all the parts of my body
telling my eyes when to blink

My eyes can see a great deal
The nerves in my hands help me feel

This song I can hear loud and clear with my ear
With my tongue I taste every meal

And I can smell my grubby toes with my nose

My skin is stretchy and thin
It holds all my organs in
My heart pumps blood, my stomach holds food,
my lungs breathe in oxygen

There's a purpose for each body part,
from your big toe up to your heart
Now let's use our brain to remember again
how this song did start

My skull is made outta bone

11. Wave a Flag for Harvey Milk

Greg Gardner, vocal; Cass McCombs, guitar, bass, vocal; San Francisco Gay Men's Chorus, vocals

The Children's Day School is on the edge of the Castro District in San Francisco where Harvey Milk was known as "The Mayor of Castro Street." I wrote this song to introduce preschoolers to the positive things that Harvey Milk did for

San Franciscans in particular and the LGBTQ+ community at large. One year, every child from preschool to fifth grade learned the song and belted it out while waving rainbow flags. We are super proud that this recording includes the voices of the San Francisco Gay Men's Chorus.

Try this at home or in class:

- Use Gilbert Baker's gay pride rainbow flag as inspiration to design and draw a flag that represents the values of your family or classroom.
- View the many LGBTQ+ flags and open a discussion about the many types of families.
- Listen to the Smithsonian Folkways recording "Docta King" by Nancy Dupree from the album *Ghetto Reality: Composed and Sung by Nancy Dupree with a Group of Rochester, N.Y., Youngsters*. Compare and contrast the activism of Dr. Martin Luther King Jr. and Harvey Milk.
- Listen to the Folkways album *Gay and Straight Together*, a collection of songs by gay and straight singer-songwriters that was produced by children's music artist Ginni Clemmens in 1981. Talk about how we can all be allies for those who are treated unfairly.



Harvey was
an activist...

and we can
also be...

When we celebrate our differences...



and promote
diversity.

Wave a Flag for Harvey Milk

Harvey Milk believed in rights for all
He did not discriminate
He stood up for his people
Down by the Golden Gate

He spoke of justice, peace, and love
Things we all appreciate
And his influence is felt today
In each and every state

*Let's all wave a flag for the late great Harvey Milk
A flag that stands for love made of rainbow-colored silk
Let's all wave a flag for the late great Harvey Milk
A red, orange, yellow, green, blue, purple flag of rainbow silk*

Harvey was an activist
And we can also be
When we celebrate our differences
And promote diversity

Erase hate, fear, intolerance
Live both proud and free
And let your heart be full of love
Just like our friend Harvey

*Let's all wave a flag for the late great Harvey Milk
A flag that stands for love made of rainbow-colored silk
Let's all wave a flag for the late great Harvey Milk
A red, orange, yellow, green, blue, purple flag of rainbow silk*

If you can hear us, Harvey
We're happy to report
The LGBT community
Is given more support

But we still fight for love for all
'Cause love's the only thing that's true
And we advocate for what we believe
Just like you used to do

*Let's all wave a flag for the late great Harvey Milk
A flag that stands for love made of rainbow-colored silk
Let's all wave a flag for the late great Harvey Milk
A red, orange, yellow, green, blue, purple flag of rainbow silk*

12. Things That Go in the Recycling Bin

Cass McCombs, guitar, vocal; Greg Gardner, vocal; Jeremy Brown, guitar; Ben Sigelman, cello

Like many adults, children have difficulty remembering which items go in the recycling bin, the compost, or the trash. This is particularly apparent after lunchtime when the children attempt to discard their refuse: "Does this banana peel go in the green, blue, or white can?" This song about recycling and composting was written in an effort to help children remember where to put their rubbish. It also helps open conversations about how we can conserve resources and be responsible stewards of the Earth.

Try this at home or in class:

- Make art out of recycled materials.
- Help beautify the local park or beach by picking up trash with your students and families.
- Set up a miniature recycling center in the classroom with toy garbage trucks, appropriately colored bins, bottle caps, paper scraps, plastic utensils, orange peels, etc., for the students to practice putting rubbish in the proper bins.
- Have a discussion about global warming and pollution

and talk with the students about how we can help keep the Earth and its creatures clean and healthy.

Things That Go in the Recycling Bin

Soda-pop bottle, junk-mail pile, bean can made outta tin
These are things that go in the recycling bin
Cardboard scraps, outdated maps, lotto card that didn't win
These are things that go in the recycling bin

Bottle caps, paper sacks, old postcards sent from Jim
These are things that go in the recycling bin
Jam jar, wrapper from a candy bar, milk carton low-fat or skim
These are things that go in the recycling bin

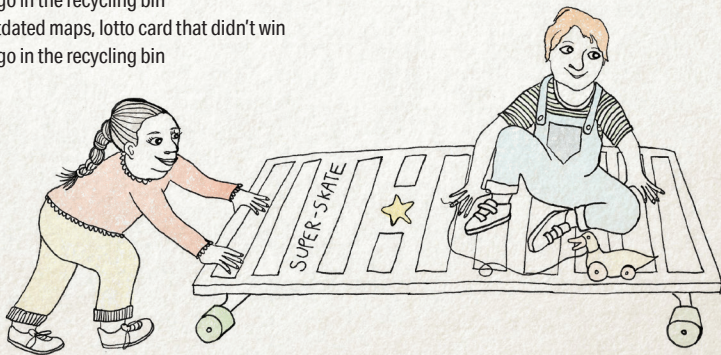
Think twice before you go and throw those things in the trashcan
We don't need another junk pile littering our lovely land
That rubber tire can be recycled be reborn a rubber band
Many things can be renewed, reused, and used and used again

Apple core, cold soup du jour, rotten eggs, burnt toast
These are things that go into the compost
Food scraps, stale flapjacks, old driftwood from the coast
These are things that go into the compost

Moldy meals, banana peels, tofu that's gone vile
These are things that go into the compost pile
Avocado pits, crushed potato chips, spoiled juice left out a
while
These are things that go into the compost pile

Think twice before you go and throw those greens in the
trash can
Mix 'em in the compost for Wilma Worm and all her friends
What her body leaves behind becomes rich soil for the farm
land
A healthy home for all the plants to grow and feed us once
again

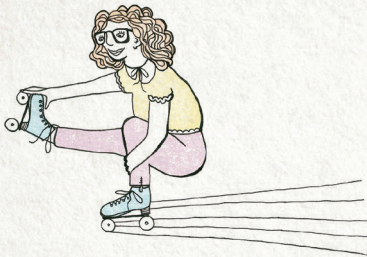
Soda-pop bottle, junk-mail pile, bean can made outta tin
These are things that go in the recycling bin
Cardboard scraps, outdated maps, lotto card that didn't win
These are things that go in the recycling bin



13. Roll Around Downtown

Greg Gardner, vocal, skateboard sounds; Cass McCombs, electric
guitar, drum machine, vocal; Oona Gardner, speaking; Vardaan
Gupta, speaking; Jackson Hunt Kendal, speaking

Skateboarding and singing are two things in this world that
put me in a magical flow state that harkens back to the feel-
ing of childhood. "Roll Around Downtown" invites listeners
to sing and roll around downtown on their wheels of choice:
skateboards, roller skates, mountain bikes, or tricycles. Lis-
ten for the sounds of my students riding an eight-passenger
super-skateboard that we built as a class, my daughter roller
skating, and my son and me skateboarding a halfpipe. The
screeching sound at the end is me wiping out on a tailslide.



Try this at home or in class:

- Allow your children to take risks in a safe environment, build confidence through perseverance, and have fun on people-powered wheels. Provide skateboards, roller skates, tricycles, and scooters to zip around in the schoolyard.
- Help the children build a ramp for their wheeled devices. Ask them to work together to create a ramp that is angled perfectly for their needs: not too steep and not too mellow. Ask, would the angle differ for different rolling devices? Why?
- Use chalk to draw a skateboard/roller skate/tricycle track and have the students time each other as they race around from start to finish. Which wheeled device is fastest?



Roll Around Downtown

Roll around downtown
Yeah, you just don't stop
Keep your eyes peeled for the traffic cop
Look both ways at the traffic stop
Let your hair flow free
Or put a helmet on top

If you're livin' in the city
Or out in the burbs
Slip on your shoes, grab the old skateboard
Up to the hills, down to the curbs
For a Bertlemann slide
And backside swerve

Roll around downtown
Yeah, you just don't stop
Keep your eyes peeled for the traffic cop
Look both ways at the traffic stop
Let your hair flow free
Or put a helmet on top

Religious, atheists
Now, here's the deal
You're invited to the church of eight wheels
Grab your roller skates and shoot the duck
Do an alley-oop flamingo
And a stalefish tuck

Roll around, roll around, roll around downtown

Roll around downtown
Yeah, you just don't stop
Keep your eyes peeled for the traffic cop
Look both ways at the traffic stop
Let your hair flow free
Or put a helmet on top

14. Deciduous Tree

Greg Gardner, vocal; Cass McCombs, guitar, vocal; Jeremy Brown, bass; Ben Sigelman, cello

My students chose to engage in an in-depth study of cycles, including the seasonal cycle and life-cycles of creatures and plants. Our exploration began in the fall when the leaves that were falling from the trees onto the playground were colored various shades of yellow, red, and brown. The children wanted to know more about why certain trees keep their green leaves through the fall while others have green leaves only in the spring and summer. The children noticed that both the cycle of the seasons and the life-cycles of creatures consist of a series of changing stages. This simple ditty explores the different stages of the deciduous tree and the caterpillar.

Try this at home or in class:

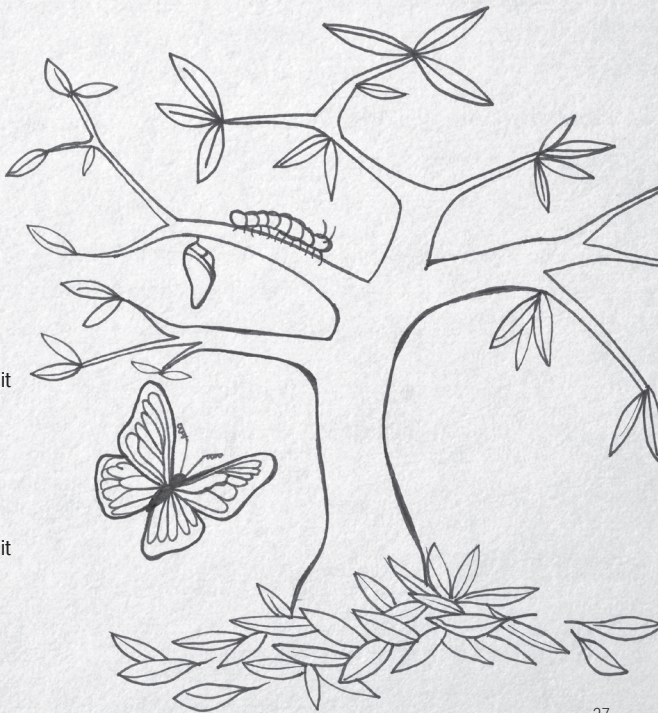
- Invite your children to collect fallen leaves in autumn to count and sort by color
- Work with your children to rake up all the leaves in the yard into a huge pile and dive into them
- Read nonfiction books about the seasonal cycle and life cycles of creatures and plants. Ask your children

about their own life cycle and how it is similar or different to that of other animals

Deciduous Tree

Deciduous tree how can it be
Your leaves change color seasonally
Green in the spring and summer still
In the fall, leaves lose their chlorophyll
Autumn leaves yellow, red, and brown
By winter the leaves are all on the ground
Deciduous tree how can it be
Your leaves change color seasonally

Green Caterpillar, how do you do it?
You make a chrysalis and put your body into it
Wait a little while, two weeks or more
Out comes a butterfly for the world to adore
A terrific transformer, you get the gist
A magical metamorphosis
Green Caterpillar, how do you do it?
You make a chrysalis and put your body into it



15. We Build a Lot of Muscle as We Exercise

Greg Gardner, vocal; Cass McCombs, bass, guitar, vocal; Sean Trott, vocal, keyboard

I wrote this song after a discussion that I had with my students about how they like to keep their bodies strong. We sing it regularly before circle time as a way to move our bodies and get our wiggles out before sitting.

Try this at home or in class:

- Ask your children to come up with exercises and movements that correspond to the lyrics of "We Build a Lot of Muscle as We Exercise." Move those muscles while singing along to the song
- Hold a mini-Olympics with tricycle races, long jumps over pretend alligator pits, gentle supervised wrestling, and tree climbing
- Read nonfiction books about the human body and amazing athletes

We Build a Lot of Muscle as We Exercise

Jump, jump, jump
Swim, swim, swim
Climb the apple tree
to the highest limb

Reach down low
Stretch to the sky
We build a lot of muscle
as we exercise

Squeeze your biceps muscle
Touch your calf and thigh
Our bodies are so special
Building strength as we exercise

Stomp, stomp, stomp
Spin, spin, spin
Cross the monkey bars
on the jungle gym

Jog in place
Clap side to side
We build a lot of muscle
as we exercise
We build a lot of muscle
as we exercise

16. The Sounds That the Letters Make

Greg Gardner, vocal; Cass McCombs, electric guitar, vocal; Bongo Sidibe, percussion; Ben Sigelman, cello; Jeremy Brown, bass, acoustic guitar

This is a slightly experimental alternative to the classic alphabet song. It includes mnemonic sounds of each letter (with some vowel sounds added to the end of some of the letters) and an avant-garde soundscape by Cass's electric guitar, Ben Sigelman's cello, and Bongo Sidibe's percussive African instruments.

Try this at home or in class:

- Erase a letter of your choice from the morning message board and challenge the children to identify the missing mnemonic sound and its corresponding letter.
- Help your students to create acrostic poems for one another.
- Challenge your children to think of words that start with the first letter of their name. Post these word lists on the wall under the alphabet.

The Sounds That the Letters Make

A /a/, B /b/, C /k/, D /d/

These are the sounds that the letters make
Put them all together and words you'll create

I can spell Abe with letters three
A and a B and the last letter E

F /f/, G /g/, H /h/

I can write hi with an H and an I
It's really quite simple if you give it a try

I /i/, J /j/, K /k/, L /l/

I've got a friend by the name of Tim
He writes it quick and easy with a T I M
Draw a table top T, an I tall and slim
And two twin hills to make an M

M /m/, N /n/, O /o/, P /p/

What's the silly song that the mallards do?
Quack, quack, quack, quack
Is a word that starts with Q

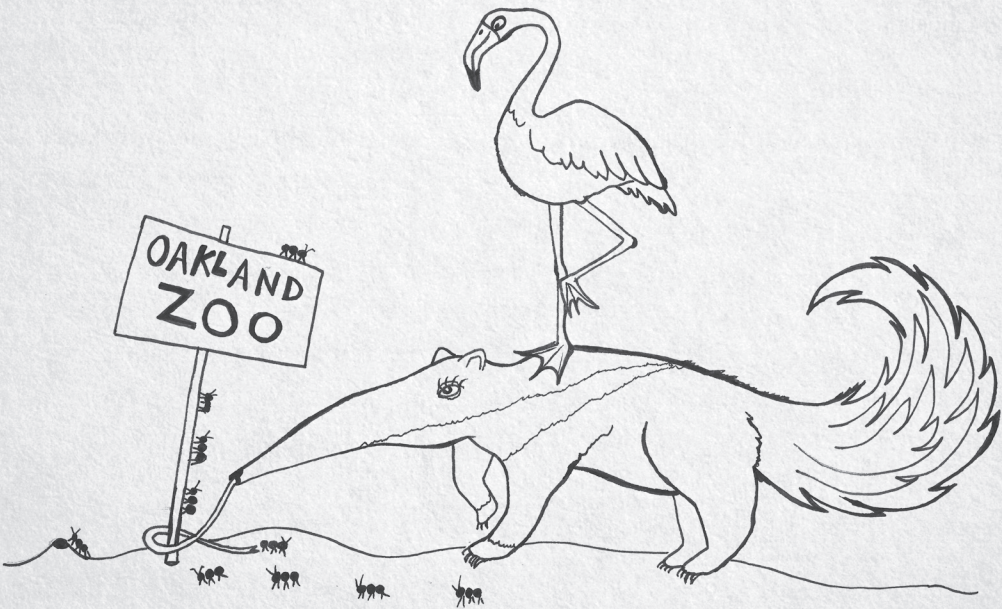
Q /kw/, R /r/, S /s/, T /t/

Cover your sneeze when you have the flu
Don't wanna spread the germs of the F L U

U /u/, V /v/, W /w/, X /ks/

These are the sounds that the letters make
Put them all together and words you'll create
What's that buzzin' fly doing on that pie?
It must be H U N G R Y

Y /y/, zig zag Z /z/ I z/ I z/



17. Who Are You?

Greg Gardner, vocal; Cass McCombs, guitar, vocal

This song blends two things children love: animals and guessing games. Partially inspired by Bob Dylan's "Man Gave Names to All the Animals," this song invites students to listen carefully to the attributes of each animal before revealing its true identity. The playful "voice" of each animal allows students to express their own spirit of play. After listening to this song, students often create their own animal mysteries, writing lyrics for new animals and giving classmates the chance to guess its identity.

Try this at home or in class:

- Invite each child to think of characteristics, habits, habitats, and diets of their favorite animals and have them ask their friends if they can guess what their favorite animal is based on their factual hints. Add those animals to your own version of "Who Are You?"
- Take a field trip to the zoo or invite a marine biologist, a reptile specialist, or veterinary specialist into the classroom to learn more about the animal kingdom.
- Ask the children to invent and draw silly fantastical creatures that mix attributes of existing animals. How about a

camelgator, a bunnyconstrictor, or a hippoplatypus?

- Have the children listen and move to Doris Jones's super-fun Folkways album *Activity Rhythmic Movements of Zoo Animals*.

Who Are You?

I took a field trip to the Oakland Zoo
I saw an animal and I asked 'em who are you
Who are you, who are you, who are you who who?

I'm long and lean
Brown and green
A cold-blooded
Zero-legged
Squeezing machine

Who are you, who are you, who are you who who?

I'm a snake, I'm a snake, I'm a Boa snake

Well I have no jaw
Just a long long snout
That I stick in antholes
To suck them out

Who are you, who are you, who are you who who?

I'm an ant, I'm an ant, I'm an anteater

I'm a three-toed slopoko

Who hangs from trees

I can turn my head

270 degrees

Who are you, who are you, who are you who who?

I'm a sloth, I'm a sloth, I'm a three-toed sloth

I'm a hungry hunter

And I travel in a pack

I've got K9 teeth

That come out when I attack

Who are you, who are you, who are you who who?

Hooooowl

I'm a wolf, I'm a wolf, I'm a wild grey wolf!

I'm pretty in pink

From the shrimp that I eat

I can balance on one leg

Don't need to stand on two feet

Who are you, who are you, who are you who who?

I'm a pink, I'm a pink, I'm a pink flamingo

I took a field trip to the Oakland Zoo

I saw an animal and I asked 'em who are you

Who are you, who are you, who are you who who?

Who are you, who are you, who are you who who?

18. Together with You

Greg Gardner, vocal; Cass McCombs, guitar, bass, vocal; Bongo Sidibe, percussion

This is a duet between two childhood friends, Cass and myself, appreciating our time spent together.

Try this at home or in class:

- During circle time, ask the children what they think are the qualities of a good friend. Ask them who they like to spend their time with.
- Invite the children to draw a picture of a friend engaged

in something they love doing together.

- Invite your children to make friendship bracelets for one another or make cards of appreciation for someone who they love.

Together with You

If you were a stocking then I'd be a shoe
I could spend all my time together with you

Ohhh, Ohhh
I'd spend all my time together with you

If you were a pea shell then I'd be a pea
You could spend all your time together with me

Ohhh, Ohhh
You'd spend all your time together with me

If you were the morning then I'd be the dew
And I'd spend all my time together with you

Ohhh, Ohhh
I'd spend all my time together with you

If you were a porpoise then I'd be the sea

And you'd spend all your time together with me

Ohhh, Ohhh
You'd spend all your time together with me

If you were a captain then I'd be the crew
I'd spend all my time together with you

Ohhh, Ohhh
I'd spend all my time together with you

If you were a kettle then I'd be the tea
And you'd spend all your time together with me

If you were a riddle then I'd be a clue
I'd spend all my time together with you

If you were a bandage I'd be a skinned knee
You'd spend all your time together with me

If you were a train track I'd be a choo choo
I'd spend all my time together with you

19. Oona Louise, My Friend

Greg Gardner, vocal; Cass McCombs, bass, vocal; John Trott, keyboard; Abe Gardner, speaking; Oona Louise Trott Gardner, speaking

My daughter's grandfather, John Trott wrote the music for "Oona Louise, My Friend" shortly after my daughter Oona was born. I later wrote words to go along with John's melody. The lyrics depict a typical day of Oona playing at her grandparents' house with her cousins Sylvia and Penelope, her brother Abe, her mother Sarah, and Sally the dog. This recording captures Abe's and Oona's young voices.

Try this at home or in class:

- Write a poem or a song about someone special in your life. Invite your children to do the same.
- Draw a portrait of someone special.

Oona Louise, My Friend

Oona Louise, my friend
Sister of a guy named Abraham
Runnin' hand and hand
Through the fields of Lounibos land
Under eucalyptus trees
Hair blowin' in the breeze

Rompin' around with Silly Sally
Covering your dress with mud
Dancin' a step with Sarah T
Your mother that you dearly love

Oona Louise, my friend
Pretty as a flower on a lupine stem
Sharp as a fountain pen
Quicker than a train rollin' round the bend
Playin' with Sylvie and Pen
Sweet Oona Louise, my friend



20. Friends from All Around the World (Goodbye Version)

Greg Gardner, vocal; Cass McCombs, guitar, drums, vocal; Bongo Sidibe, percussion; Ben Sigelman, cello; Jeremy Brown, vocal, bass; Malcolm Pullinger, vocal; Sarah Trott, speaking; Goose the cat, meow; Peggy Seeger, speaking; Pam Riviere, speaking; Divya Vyas, speaking; Abe Gardner, speaking; Oona Gardner, speaking; William Nguyen, speaking; Naomi Sussman-Jones, speaking; Abigail Neuwirth, speaking; Lucy Ehman, speaking; Asher Ehman, speaking; Dale Soderberg, speaking; Virginia Soderberg, speaking; Kathie Chinn, speaking; Tommy Guerrero, speaking; Michael Hurley, speaking; Fizah, speaking. Samples: Woody Guthrie "Why, Oh Why" from *Songs to Grow on for Mother and Child*; Ella Jenkins "Long John" from *Adventures in Rhythm*

The companion piece to the "Friends from All Around the World (Hello Version)" is both a celebration of friendship and of the many beautiful languages spoken throughout the world. This song includes our friends saying goodbye in Vietnamese, English, Spanish, Susu... and, again, cat. Notice the empty space on this song where you and your friends can tell us your names, where you are from, and how you say goodbye. Now, start the record over so we can say hello to you again!

Recommended albums from Smithsonian Folkways artists that appear on the *Friends from All Around the World* songs:

- *First Songs* by Michael Hurley FW03581, FG 3581
- *Dust Bowl Ballads* by Woody Guthrie FW05212, FH 5212
- *Songs of Courting and Complaint* by Peggy Seeger FW02049, FA 2049
- *African American Folk Rhythms* by Ella Jenkins and the Goodwill Spiritual Choir of Monumental Baptist Church SFW45003, SC 7654

A few recommended children's albums on Smithsonian Folkways:

- *1,2,3 and a Zing Zing Zing: Street Games and Songs of the Children of New York City* recorded by Tony Schwartz FW07003, FC 7003
- *Ghetto Reality: Composed and Sung by Nancy Dupree With a Group of Rochester, N.Y., Youngsters* FW07520, FC 7520, AH 820
- *Sound, Rhythm, Rhyme, and Mime for Children* by Bilal Abdurahman FW07540, FC 7540S
- *Marching Across the Green Grass and Other American Children Game Songs* by Jean Ritchie FW07702, FC 7792, AH 752

- *Edgar Kendricks Sings for the Very Young* FW07556, FC 7556
- *Blue Clouds* by Elizabeth Mitchell SFW45065
- *Smithsonian Folkways Children's Music Collection* SFW45043
- *African Songs and Rhythms for Children* recorded and annotated by Dr. W.K. Amoaku SFW45011, FC 7844
- *Animal Folk Songs for Children: Selected from Ruth Crawford Seeger's Animal Folk Songs for Children* by Peggy Seeger FW07551, SC 7551, FC 7551
- *Rhythms of Childhood* with Ella Jenkins SFW45008, FC 7653
- *Lead Belly Sings for Children* SFW45047
- *Songs to Grow on for Mother and Child* by Woody Guthrie SFW45035, FC 7015
- *Shake Sugaree* by Elizabeth Cotten SFW40147
- *False True Lovers* by Shirley Collins FW03564, FG 3564
- *At the Helm* by East New York Ensemble de Music FW33867, FTS 33867
- *Vari-Colored Songs: A Tribute to Langston Hughes* by Leyla McCalla SFW 40241
- *Smoky Mountain Ballads* by Bascom Lamar Lunsford FW02040, FA 2040
- *Anthology of American Folk Music* edited by Harry Smith SFW40090, FA 2951, FA 2952, FA 2953, FP 251, FP 252, FP 253
- *Smithsonian Anthology of Hip-Hop and Rap* SFW40230
- *Happy Woman Blues* by Lucinda Williams SFW40003, FTS 31067
- *Jujus/Alchemy of the Blues: Poems by Sarah Webster Fabio* FW09714, FL 9714

Mr. Greg's favorite Folkways albums, of any genre, at the time of this writing:

- *The Montgomery Movement* by the Montgomery Express FW33868, ST S33868
- *First Songs* by Michael Hurley FW03581, FG 3581
- *Clouds: New Music For Relaxation* by Craig Kupka FW06195, FMX 6195



25. Harbor Seals (Oct 2018)
26. Harbor Seals (Nov 2018)
27. Harbor Seals (Dec 2018)
28. Harbor Seals (Jan 2019)
29. Harbor Seals (Feb 2019)
30. Harbor Seals (Mar 2019)
31. Harbor Seals (Apr 2019)
32. Harbor Seals (May 2019)
33. Harbor Seals (Jun 2019)
34. Harbor Seals (Jul 2019)
35. Harbor Seals (Aug 2019)
36. Harbor Seals (Sep 2019)

Meeting Agreements

CALL 911
POLICE

Aloha Watersnakes
Today is Thursday

Friday

Weekly Calendar

CABLE CAR

SOUNDS AND THE ULTRA-SOUNDS OF THE BOTTLE-NOSE DOLPHIN

ELLA JENKINS
by Grace Kennedy

SOUNDS OF NORTH AMERICAN FROGS

SONGS TO GO WITH

CLOUDS

GETTING IT TOGETHER
and other fun songs for kids
by Grace Kennedy

activity songs for kids

THE SPINNING OF THE WOVEN FABRIC
by HE JUNG YARD

THE GREAT AMERICAN
by Grace Kennedy

from the
by Grace Kennedy

by Grace Kennedy

Woods, Bees
by Grace Kennedy

by Grace Kennedy

Credits

Produced by Cass McCombs

Engineered by Robby Joseph, Jeremy Brown,

Cass McCombs, and Sean Trott

Recorded in San Francisco, California, during the COVID-19 pandemic in living rooms, studios, classrooms, skateparks, playgrounds, and backyards.

Mixed by Chris Cohen

Mastered by Pete Reiniger

Production manager: Mary Monseur

Production assistant: Kate Harrington

Editorial assistance by James Deutsch

Art direction, design, and layout by Cooley Design Lab

Drawings for cover and booklet: Greg Gardner

Photo by Lilyanne Kane

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Please send comments and questions to smithsonianfolkways@si.edu.





SFW CD 45087

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THE TENDER AND CURIOUS SONGS on the first album by songwriter and pre-school teacher Mr. Greg and acclaimed indie chameleon Cass McCombs celebrate the joys of learning and discovery. The pair of longtime friends make connections for young children just beginning to find their own way in the world and for parents regaining their own childlike sensibilities. Set to tunes straight from the mold of Ella Jenkins and Woody Guthrie, the duo sings about the importance of friendship, understanding those different from yourself, and taking care of your body. They also pay musical tribute to heroic figures of bravery and justice like Ruth Bader Ginsburg and Harvey Milk. These songs are bridges to many adventures in the making and include suggested activities for youngsters to supplement their listening and exploration.

Produced by Cass McCombs • Illustrations by Greg Gardner

1. Little Wilma Wiggly Worm (2:22)
2. Friends from All Around the World (Hello Version) (1:54)
3. J-O-B (2:09)
4. Requiem for Ruth Bader Ginsburg (3:01)
5. A Builder's Got a Hammer and Nails (2:39)
6. Each One of Us (2:39)
7. What's Your Favorite Kind? (1:23)
8. I'm a Nocturnal Animal (2:31)
9. Paper Airplane (1:23)
10. My Skull Is Made Outta Bone (2:35)
11. Wave a Flag for Harvey Milk (3:22)
12. Things That Go in the Recycling Bin (3:05)
13. Roll Around Downtown (2:06)
14. Deciduous Tree (1:26)
15. We Build a Lot of Muscle as We Exercise (1:02)
16. The Sounds That the Letters Make (1:52)
17. Who Are You? (2:39)
18. Together with You (2:33)
19. Oona Louise, My Friend (1:12)
20. Friends from All Around the World (Goodbye Version) (3:48)

