

Hear It! Sing It! Move It!

A North American Folks Song Collection
(for ages K-5 and the young at heart)

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Introduction

Let us take our children seriously! Everything else follows from this...only the best is good enough for a child. -Zoltán Kodály

When I served as the music specialist in a Seattle Montessori preschool, multicultural nights regularly included songs from around the world. Children sang *Backe, backe Kuchen* from Germany, *Hava Negila* from Israel, and *You Take the High Road* from Scotland, to name a few. The children loved the process of hearing and learning songs, creating movements, and then performing for adoring family and friends. What better place to experience a variety of languages and multicultural music than in preschool?

Twenty years of experience as a music specialist along with music residencies in a variety of early learning communities, and a master degree in music education led me to this project. *Hear It! Sing It! Move It!* offers engaging songs and easy to follow lessons plans along with sheet music and an accompanying recording. For the project, I selected lesser-known folk songs from North America, drawn from the Caribbean, Mexico, Canada, and the United States.

Folk songs, passed down from generation to generation in the oral tradition, provide rich material for any music curriculum. Because of the nature of folk songs, melodies, and lyrics vary widely from source to source. In creating the sheet music and recording, I have altered some of the melodies, i.e. modifying big vocal leaps in order to keep the songs as easy to learn and sing as possible.

I invite classroom teachers, music specialists, parents and care givers to use these materials in whatever way works for their particular situation. Some may simply want to play the recording as background music in the classroom or at home. Some may choose to teach the lesson plan in tandem with the recording. A music specialist may choose to use the lesson plan as a guide while singing a cappella or playing simple accompaniments on a piano or a guitar.

A group of these songs together creates a delightful multicultural arts performance program. Throw in a potluck dinner of multiethnic foods, and you have yourself a North American culture party!

Approach any music class, and indeed, every moment in this life, with grace, humor, enthusiasm, a sense of wonder, flexibility, and of course, love! I present, ***Hear It! Sing It! Move It!***

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A la Limón

Allegro

Puerto Rico

C

A - la li - món a la li - món que

G7 C

se rom - pió la fuen - te, A la - li - món a

G7 C

la - li - món man - dad - la comp - po - ner. Hu -

F C F C

rrí hu - rrí hu - rrá La rei - na va pa - sar.

F C G7 C

hu - rrí hu - rrí hu - rrá la rei - na va pa - sar.

Animal Song

Capo on 2

United States

Lively C

The musical notation is in 4/4 time and consists of two staves. The first staff has a treble clef and a common time signature (C). The melody is written on a five-line staff with a key signature of one flat (F major). The lyrics are: "Al - li - ga - tor, hedg - hog, ant - eat - er, bear,". Above the second measure of the first staff is a chord symbol "F". The second staff also has a treble clef and a common time signature (C). The melody continues on a five-line staff. The lyrics are: "Rat - tle snake, buf - fa - lo, an - a - con - da, hare". Above the second measure of the second staff is a chord symbol "G7", and above the fourth measure is a chord symbol "C".

Alligator, hedgehog, anteater, bear
Rattlesnake, buffalo, anaconda, hare

Bullfrog, woodchuck, wolverine, goose
Whippoorwill, chipmunk, jackal, moose

Mud turtle, whale, glowworm, bat
Salamander, snail and Maltese cat

Black squirrel, raccoon, opossum, wren
Red squirrel, loon, South Guinea hen

Polecat, dog, wild otter, rat
Pelican, hog, dodo and bat

Eagle, kingeron, sheep, duck and widgeon
Conger, armadillo, beaver, seal and pigeon

Reindeer, blacksnake, ibex, nightingale
Martin, wild drake, crocodile and quail

Houserat, toad, rat, white bear, doe
Chickadee, peacock, bobolink and crow

Come To Your Mommy

Capo on 2

Halifax, Canada

Gently

The musical score is written in G major (one sharp) and 3/4 time. It consists of six staves of music. The lyrics are: 'Come to your mommy, my bonnie ladie, come to your mommy, oh my little lamb ye will get a coatie, an' a pair of breekies. an' a whirli-gi-gi, an' a supple tam! come to your mommy, my bonnie ladie come to your mommy, oh, my little lamb.' The chords are: G, D, G, Em, Bm, Em, G, D, G, Em.

(2nd verse)

Dance to your Daddy
My little babby,
Dance to your Daddy, my little lamb.
You shall have a fishy
In a little dishy
You shall have a fishy,
When the boat comes in.

coatie: coat
breekees: underpants
supple tam: spinning top

Gypsy In the Moonlight

Trinidad

Happily D

A7

Gyp-sy in the moon light gyp-sy in the dew. Gyp-sy ne-ver

D

come back — be - fore the clock strike two.

Verse 2 (group)

Walk in gypsy walk in.
Walk right in I say.
Walk into my parlor
To hear my banjo play.

Verse 3 (gypsy solo)

I don't like nobody.
Nobody loves me.
All I want is (insert name)
To come and dance with me.

Verse 4 (group sings)

Tra la la la la
Tra la la la.
Tra la la la la
Tra la la la.

Ink PA TA NA

Sioux

Gently

Ink - pa ta Na - wa j na - a Shi - na
chi - cho ze Ma - ma, ma - ma Le - chi ku
ya na - a Le chi ku
ya na - a

Ink Pa Ta Na

Ink pa ta
Na waj na-a
Shina chi cho ze
Ma-ma, ma-ma
Le chi ku ya na
Le chi ku ya na

Way Off From You

Way off from you
I am standing
My blanket I am waving
Mah, Mah, mah, mah
Come here to me
Come here to me.

I Went to a Party

Happily

West Indies

The musical score is written on four staves in 4/4 time with a key signature of one flat (B-flat). The melody is simple and rhythmic, with lyrics written below the notes. Chord symbols (F and C) are placed above the staff to indicate accompaniment. The lyrics are: "I went to a party — I went to a fair. I saw a Cin-der-el-la with the cur-lers in her hair. Oh twist im ba-by twist im ba-by twist im all the time. And all the boys and all the girls were play-ing in this climb. Turn to the east, turn to the west, turn to the one we love the best."

F C

I went to a par - ty — I went to a fair. I

F

saw a Cin - der - el - la with the cur - lers in her hair. Oh twist im ba - by twist im ba - by

C F C F

twist im all the time. And all the boys and all the girls were play - ing in this climb.

C F

Turn to the east, turn to the west, turn to the one we love the best.

La tía Monica (My Aunt Monica)

Latin America

Allegretto

Yo ten-go un - a tí - a lla - ma - da - Mó - ni - ca, que cuan - do va a

bai - lar le di - cen u, la, la. U, la, la u, la, la, le di - cen u, la,

la. A - sí mue - ve los O - jos, a - sí, a - sí a - sí A sí, se da una

vuel - ta a - sí a - sí a - sí. A - sí, mue - ve los si.

CORO

Yo tengo una tía
llamada Monica,
que cuando va a bailar,
le dicen u, la, la.
U, la, la, u, la, la,
le dicen, u, la, la.

Así mueve los ojos,
así, así, así.
Así se da una vuelta,
así, así, así.

CHORUS

I have an aunt,
her names is Monica,
and when she starts to dance,
everyone goes Ohh, la, la.
Ooh, la, la, ooh, la, la,
everyone goes ooh, la, la

She likes to move her eyes
she likes it just like me.
She likes to spin and spin
round and round like me.

Repeat using the following lines for the bold print:

Así mueve las cejas. (eyebrows)

Así mueve las pestañas. (eyelashes)

Así mueve la cabeza. (head)

Así mueve los hombros (arms)

Así mueve los codos. (elbows)

Así mueve las manos (hands)

Así mueve las caderas (hips)

Así mueve las rodillas (knees)

Así mueve los pies. (feet)

Así mueve todo el cuerpo (body)

Mama Don't Allow

United States

Bossy!

D

Ma - ma don't al - low no gui - tar play - in' round here,

I say that ma - ma don't al - low no gui - tar play - in' round

A7 D

here Well, I don't care what

D7 G Gm

ma - ma don't al - low gon - na play my gui - tar an - y how, _

D A7 D

ma - ma dont' al - low no gui - tar play - in' round here.

2. Mama don't allow no piano playin'....
3. Mama don't allow no hand clappin'.....
4. Mama don't allow no foot stompin'---
5. Mama don't allow no singin' round here.....
Gonna sing my head off anyhow
6. Mama don't allow no loud-mouth talkin' round here.....
Gonna shoot my mouth off anyhow, etc.
7. Mama don't allow no nothin'goin' round here
Well, I don't see why my Mama won't allow.
She was once as young as we are now.
Mama don't allow no nothin'goin' round here.

My Home's in Montana

USA Cowboy Ballad

Giddy up! C



My home's in Mon - ta - na, I

F C



wear a ban - da - na, my spurs are of

F C G7



sil - ver my po - ny is gray. What

C F



ev - er the wea - ther, we tra - vel to -

C F



geth - er, with foot in the sti - rup, I'll

G7 C



gal - lop all day.

2. We're up with the sun, 'cause there's work to be done,
In the wide open spaces, that's where we would be.
Out here in the West is the life we love best,
Montana is home for my pony and me.

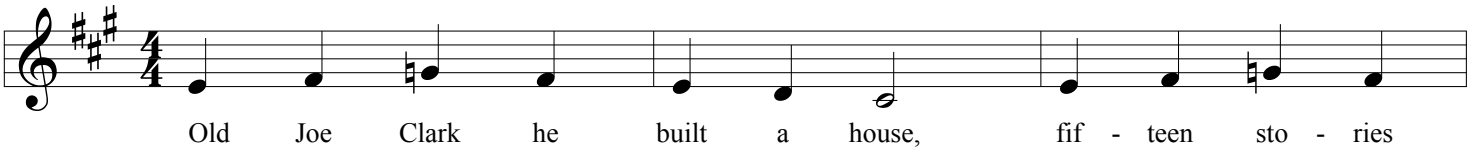
3. When far from the ranches, I chop the pine branches
To heap on the campfire as daylight grows pale,
When I have partaken of beans and of bacon,
I whistle a cheery old song of the trail.

Old Joe Clark

United States

Allegro


A



Old Joe Clark he built a house, fif - teen sto - ries

E

A

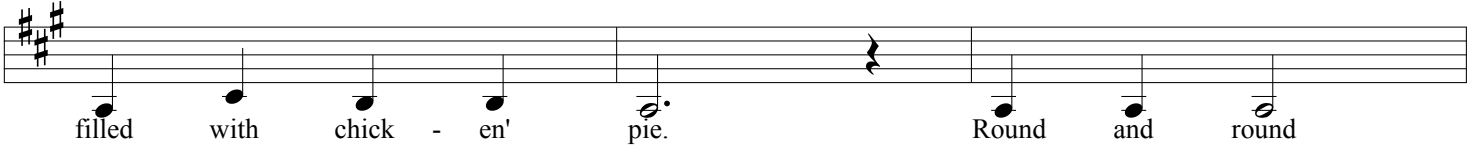


high, Ev' ry Sto - ry in that house was

E

A

A



filled with chick - en' pie. Round and round

em



Old Joe Clark, round and round I say,

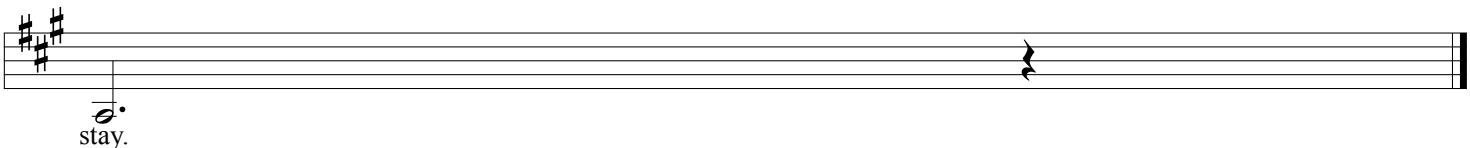
A

E



round and round Old Joe Clark, I ain't got long to

A



stay.

Pimpón

Mexico

Moderato

Pim - pón es un mu - ñe - co con
ma - nos de car - ton. Se la - va la ca -
ri - ta con a - gua y con ja - bón.

Pimpón

Pimpón es un muñeco
con manos de cartón.
Se lava la carita
con agua y con jabón.

Pimpón es un muñeco
con manos de cartón.
Se lava las manitas
con agua y con jabón

Se desenreda el pelo
con peine de marfil
Y aunque no le gusta
no lorra, ni hace así.

Pimpón, dame la mano
con un fuerte apretón,
que quiero ser tu amigo-
Pimpón, Pimpón, Pimpón.

Y cuando las estrellas
comienzan a salir,
Pimpón se va a la cama,
Pimpón se va a dormir

Pimpón

Pimpón is a nice puppet
with hands made out of paper.
He like to wash is face
with soap and lots of water.

Pimpón is a nice puppet
with hands made out of paper.
He likes to wash his hands
with soap and lots of water.

Pimpón fixes his hair
with a comb or with a brush.
Although he doesn't like it,
he doesn't make a fuss.

Pimpón shakes hands with me
with a big, happy smile.
He likes to be my friend-
Pimpón, Pimpón, Pimpón

And when the stars are blinking
up in the pretty sky,
Pimpón closes his eyes,
and he whispers, "Good night."

See the Pony Galloping

Galloping along!

United States

C G7



See the po - ny gal - lo - ping gal - lo - ing - down the coun - try

C



lane. See the po - ny gal - lo - ing, gal - lop - ing

G7 C



down the cou - ntry lane. See the po - ny

G7 C



ri - ding home, all tired out,

Slower Still C



all tired out,

G7 C



all tired OUT!

Un Éléphant, Ça Trompe

French Canadian

Marching Tempo

The musical score is written in 2/4 time with a key signature of one flat (B-flat). It consists of five staves of music. The first staff begins with a C major chord and ends with a G7 chord. The lyrics are: 'Un é lé phant, ça trom - pe ça'. The second staff starts with a C major chord and ends with a G7 chord. The lyrics are: 'trom - pe un é lé phant, ça'. The third staff starts with a G7 chord and ends with a C major chord. The lyrics are: 'tromp' - pé nor - mé - ment. La pein - tu - r'á -'. The fourth staff starts with a G7 chord, has a C major chord in the middle, and ends with a G7 chord. The lyrics are: 'l'hui - c'est bien dif - fi ci le, mais c'est bien plus beau que la pein'. The fifth staff starts with a C major chord and ends with a double bar line. The lyrics are: 'tu - r'á - l'eau.'

- Deux éléphants.....
- Trois éléphants.....
- Quatre éléphants.....
- Cinq éléphants.....
- Six éléphants.....
- Sept éléphants.....
- Huit éléphants.....
- Neuf éléphants.....
- Dix éléphants.....

Up in a Balloon

Floating along!

Canada

The musical score is written in 6/8 time with a key signature of one flat (Bb). It consists of five staves of music. The lyrics are: "Up in a balloon boys, up in a balloon - All among the little stars and all around the moon. Up in a balloon boys up in a balloon won't we have a jol - ly time, up in a balloon." The score includes various musical notations such as notes, rests, and a fermata over the word "time".

F Gm

Up in a bal - loon boys, up in a bal -

C

loon All a - mong the lit - tle stars and

F C F

all a - round the moon. Up in a ba -

Gm Bb

loon boys up in a bal - loon won't we have a

F Gm C F

jol - ly time, up in a bal - loon.

Vamos a cantar (Let's Sing)

Latin America

D

A ho- ra va - mos a can tar, a can

A7 D

tar. a can tar. A ho- ra

A7

va - mos a can - tar, a - can tar. a can -

D

tar.

Ahora vamos, **a cantar, a cantar, a cantar**
(sings twice)

Everybody **sing now**
sing now, sing now.

Repeat the song, each time replacing the words in boldface with the words below.....

- a leer read
- a escribir write
- a comer eat
- a silbar whistle
- a reír laugh
- a bailar dance
- a saltar jump
- a roncar snore
- a aplaudir clap

General Teaching Suggestions:

1. Position of students (for most of the songs): students sitting (criss -cross applesauce) or standing in a circle.
2. The space should include enough open space for safe and uncrowded dancing .
3. Thirty minutes lessons work for me in the preschool music class. Repeat lessons and songs frequently.
4. You may find, some students join in singing without being asked as they become familiar with the songs. Repeat songs often!
5. Students at this age experience music in a variety of ways, perhaps they won't sing along, but enjoy tapping their knees or moving their bodies along to the music, and this is perfectly fine.
6. Allow for a variety of expressions and learning styles when working with this age group.

Hear It!

1. Sing through the entire song a cappella or play the recording for the group.
2. If using a recording, have the music cued up on a working speaker that the entire group can hear.

Sing It!

1. Introduce the lyrics by call and response speaking in rhythm before adding the melody
2. Teach lyrics and melody together in a call and response format
3. Sing the song along with the recording or accompaniment

Move It!

1. After children are able to sing the song, introduce the dance/movement part of the lesson
2. Model the movements/dance while children watch
3. Encourage students to join in the movements/dance
4. When students can do the movements, add the singing and put it all together!
5. When students are ready, teacher can put on the recording or accompany the students with piano or guitar.

Further Exploration: Includes books and web links, and recordings. A disclaimer: web links worked at the time this guide was produced, they may go out of date.

A la Limón Puerto Rico

Hear It!

- Teacher sings *A la Limón* a cappella or plays the recording for the group.
- If using a recording, cue the music ahead of time and do a sound check.

Sing It!

- Teach the song in a call and response format verse by verse.
- Introduce the lyrics by call and response, speaking in rhythm before adding the melody.
- Teach lyrics and melody together in a call and response format.
- Combine verses until children can sing the entire song.
- Sing the song along with the recording or accompaniment.

Move It!

Edna Smith Edet's Version

The boys (children) form two lines facing each other. The two lines take turns singing the song and approaching each other.

My variation on Edna's Choreography:

- Line one moves towards line two to meet in the middle :
A- la- limón, a- la- limón
que se rompió la fuente
- Line two moves toward line one to meet in the middle
A- la- limon, a- la- limon
Mandadla a componer.
- Line one moves back to original position
hurri hurri hurrá
La reina va pasar
- Line two moves back to original position
hurri hurri hurrá
La reina va pasar

Ideas from Teacher Vision Website:

This is a traditional *rueda* song, a circle game.

- Prep children for walking in a circle by singing the song while they march in place to the beat
- Children hold hands and walk around in a large circle, or a few small circles.

Further Exploration:

Edna Smith Edet's Recording: <https://www.youtube.com/watch?v=wLQVdos1MFI>

Book: Bernier-Grand, Carmen. *Shake it Morena*, Brookfield Connecticut: Brookfield Press, 2001.

Animal Song **United States**

Hear It!

- Teacher sings *Animal Song* a cappella or plays the recording for the group.
- If using a recording, cue the music ahead of time, and do a sound check.

Sing It!

- Teach *Animal Song* in a call and response format verse by verse. You may choose to teach one, two or three verses rather than the whole song. The amount of verses in this song may be overwhelming for the pre-k class.
- Introduce the lyrics by call and response, speaking in rhythm before adding the melody
- Teach lyrics and melody together in a call and response format
- Sing the song along with the recording or accompaniment.
- This is the perfect song to talk about enunciation. Invite children to REALLY open their mouths and announce the lyrics.

Move It!

- Invite students to create a motion for each animal. This, of course, invites a discussion about the animals in the song. Remember this is a folk song, so there may be some “fake news” in the list of animals. For instance, I have yet to find a *kingeron*.
- For example: long snapping arm motions for alligator, hands on head sticking out for moose, big arms raised above the body for bear.
- Each time you sing the song, use the same motions made up by the children. In no time at all, you will have your own group version of the song.

Further Exploration!

Pete Seeger singing the Animal Song:

<https://www.youtube.com/watch?v=xX5yRrO15zU>

List of Pre-K Books about animals:

<https://www.prekinders.com/books-about-forest-animals-for-pre-k/>

A personal Favorite Animal Book:

Watt, Mélanie, *Scaredy Squirrel*, Toronto, ON: Kids Can Press Ltd, 2006.

Come to Your Mommy **Halifax, Canada**

Hear It!

- Teacher sings *Come to Your Mommy* a cappella or plays the recording for the group.
- If using a recording, cue the music ahead of time and check the sound.

Sing It!

- Introduce the lyrics by call and response speaking in rhythm before adding the melody.
- Teach lyrics and melody together in a call and response format.
- Combine verses until children can sing the entire song.
- Sing the song along with the recording or accompaniment.

Move It!

- Invite children to stand and gently sway while singing this soft lullaby.
- Introduce smooth movements, For example, while standing in one place make gentle movements with the head, arms, shoulders, and body; or travel around the room while making smooth gestures with the arms.
- Encourage free movement around the room while singing.

Further Exploration!

English Version, *Dance to Your Daddy*.

<https://www.youtube.com/watch?v=2RvwoDmt8jQ>

Book:

Baily, Linda and Cass Reich. *Carson Crosses Canada*, New York: Northern Tundra Books of Northern, a division of Penguin Random House, 2017.

Gypsy In the Moonlight **Trinidad**

Hear It!

- Teacher sings *Gypsy In the Moonlight* a cappella or plays the recording.
- If using a recording, cue the music ahead of time and check sound.

Sing It!

- Introduce the lyrics by call and response, speaking in rhythm before adding the melody.
- Teach lyrics and melody together in a call and response format.
- Combine verses until children can sing the entire song.
- Sing the song along with the recording or accompaniment. Teach the word *solo*, and teach how the third verse contains a solo.

Move It!

Simplified Version (My simple version):

Invite children to hold hands and walk clockwise in a circle while singing through the entire song.

Edna Smith Edet's Version:

- The gypsy waits outside the circle of children during the first verse while children hold hands and walk clockwise in a circle.
- During the second verse, the gypsy enters the circle.
- She chooses a partner in the third verse, and the two dance together during the last chorus.
- The gypsy goes out of the circle and the other child becomes the gypsy.

Further Exploration!

Contemporary class singing/dancing *Gypsy in the Moonlight*:

<https://www.youtube.com/watch?v=0V29gZusTmI>

Book:

Joseph, Lynn with illustrations by Linda Saport . *Jump Up Time: A Trinidad Carnival Story*, Boston: Clarion Books, 1998.

Ink Pa Ta Na

Sioux

Hear It!

- Teacher sings *Ink Pa Ta Na* a cappella or plays the recording for the group.
- If using a recording, cue the music ahead of time and check the sound.

Sing It!

- Introduce the lyrics by call and response, speaking in rhythm before adding the melody.
- Teach lyrics and melody together in a call and response format.
- Sing the song along with the recording or accompaniment.
- As this is a lullaby, introduce students to the idea of expression in singing by modeling a sweet, soft sound.

Move It!

- Children sit on floor in the circle and gently sway bodies back and forth to the lullaby.
- Speak about smooth movements in contrast to bumpy or jerky movements. Ask which type of movement is appropriate to this song.

Further Exploration!

Audio Recording of Ink Pa Ta Na played on flute:

<https://www.youtube.com/watch?v=fpEQXkOMDZs>

1894 vintage footage of Sioux Dancers with drumming and singing:

<https://www.youtube.com/watch?v=HOGW5a0q51w>

Book:

McGovern, Ann. *If You Lived with the Sioux Indians*, USA: Scholastic INC, 1974.

I Went To a Party West Indies

Hear It!

- Teacher sings *I Went To a Party* a cappella or plays the recording for the group.
- If using a recording, cue the music ahead of time, and do a sound check.

Sing It!

- Teach song in a call and response format verse by verse.
- Introduce the lyrics by call and response speaking in rhythm before adding the melody.
- Teach lyrics and melody together in a call and response format.
- Combine verses until children can sing the entire song.
- Sing the song along with the recording or accompaniment.

Move It!

One child is in the middle of the circle. This child follows the movements indicated by the words. The other children clap while standing in the circle.*

*Movement notes written by Edna Smith Edet liner notes on Smithsonian Folkways Recording

Further Exploration:

CD Recording of infectious Caribbean music:

Various Artists: *Caribbean Playground*, Putumayo Kids, 2004.

Book:

San Souci, Robert D., illustrated by Brian Pickney. *Cendrillon: A Caribbean Cinderella*. New York: Simon and Schuster, 2002.

La tía Monica (My Aunt Monica) Latin America

Hear It!

- Teacher sings a cappella or plays the recording for the group.
- If using a recording, cue the music ahead of time, and do a sound check.

Sing It!

- Introduce the lyrics by call and response speaking in rhythm before adding the melody
- Teach lyrics and melody together in a call and response format
- Combine verses until children can sing the entire song.
- Sing the song along with the recording or accompaniment.

Move It!

Invite children to stand in the circle, hands on hips and move hips back and forth while creating the movements of tía Monica.

1. los ojos (move eyes)
2. las cejas (move eyebrows)
3. la cabeza (move head)
4. los hombros (move arms)
5. los codos (move elbows)
6. las manos (move hands)
7. las caderas (move hips)
8. las rodillas (move knees)
9. los pies (move feet to turn around in a little circle)
10. todo el cuerpo (move entire body)

This fun energetic song engages all ages. I have used this in pre-k - 6th grade classrooms! It's also great for teaching Spanish vocabulary words for body parts.

Further Exploration!

Video with images of dancers with singing by José-Luis Orozco:

<https://www.youtube.com/watch?v=Uxx5jdqvgM>

Book:

Krebbs, Laura, with Tessa Strickland and Christopher Corr. *Off We Go to Mexico*, Bigfoot Books, 2008.

Mama Don't Allow

USA

Hear It!

- Teacher sings a cappella or plays the recording for the group.
- If using a recording, cue the music ahead of time and check the sound.

Sing It!

- Introduce the lyrics by call and response, speaking in rhythm before adding the melody.
- Teach lyrics and melody together in a call and response format.
- Combine verses until children can sing the entire song.
- Sing the song along with the recording or accompaniment.

Move It!

Children sit or stand in the circle and create the body movements or “play the instruments” as indicated in the verses.

1. guitar
2. piano playin’
3. hand clappin’
4. foot stompin’
5. singin’ (put hands on either side of mouth as in a singing motion)
6. loud moth talkin’ (see above)
7. no nothin’ (wag finger side to side with other hand on hip)

Further Exploration!

Traditional Bluegrass Version:

<https://www.youtube.com/watch?v=VpsGkKO3KWc>

Funny Short Film Version:

<https://www.youtube.com/watch?v=1tHj1Q39oFQ>

CD:

Rosenthal, Phil. *Folksongs and a Bluegrass Collection for Children*. Rounder, 2009.

Book:

Busse, Sarah Martin, *Banjo Granny*, Boston: Houghton Mifflin Company, 2006.

My Home's in Montana **USA Cowboy Ballad**

Hear It!

- Teacher sings *My Home's in Montana* a cappella or plays the recording for the group.
- If using a recording, cue the music ahead of time and check the sound.

Sing It!

- Introduce the lyrics by call and response, speaking in rhythm before adding the melody.
- Teach lyrics and melody together in a call and response format.
- Sing the song along with the recording or accompaniment.

Move It!

- Children sit on floor in a circle and sway bodies back and forth to this gentle ballad.
- Demonstrate 3/4 time by shifting direction on the downbeat, thus each “sway” lasts for 3 beats.
- Pretend you are a group of cowboys sitting around the campfire at the end of the day.
- Ask what animal sounds might you hear on the open prairie. Invite children to make some animal sounds.
- Speak about smooth movements in contrast to bumpy or jerky movements. Ask which type of movement is appropriate for this song.

*19th Century cowboys used to sing to the cattle on the trail in order to keep the cows from stampeding. Two cowboys working a shift together, would take turns singing verses back and forth. Singing is a big part of the early American cowboy tradition.

Further Exploration!

Audio Recording by Wylie and the Wild West:

https://www.youtube.com/watch?v=_sNSPovrDOc

Books:

Dodds, Dayle Ann, illustrated by Rosanne Litzinger, *Sing, Sophie!* Massachusetts: Candlewick Press, 1997.

Old Joe Clark

United States

Hear It!

- Teacher sings a cappella or plays the recording for the group.
- If using a recording, cue the music ahead of time and check the sound

Sing It!

- Introduce the lyrics by call and response, speaking in rhythm before adding the melody.
- Teach lyrics and melody together in a call and response format.
- Combine verses until children can sing the entire song.
- Sing the song along with the recording or accompaniment.

Move It!

Group Version:

- Students stand and clap while singing the words:
Old Joe Clark he built a house, fifteen stories high,
Ev'ry story in that house was filled with chicken' pie
- Students grab hands and walk around in a big circle during the following words:
Round and round Old Joe Clark
Round and round I say
Round and round
Old Joe Clark,
I ain't got long to stay.

Partner Version:

- Two students face each while holding both hands of partner
- Students swing arms back and forth while holding hands for the following Lyrics:
Old Joe Clark he built a house, fifteen stories high,
Ev'ry story in that house was filled with chicken' pie
- Students keep same hand hold and turn around in a circle with their partner for:
Round and round Old Joe Clark
Round and round I say
Round and round
Old Joe Clark,
I ain't got long to stay.

Further Exploration!

Burleson Family Band "Old Joe Clark": https://www.youtube.com/watch?v=rA_IHmKH0Vw

Adorable Cartoon of Zebras, The Stripty Boys, playing Old Joe Clark:
https://www.youtube.com/watch?v=_NoevMgKm2c

Dan Zanes version: <https://www.youtube.com/watch?v=zVf6Ar-qMxE>

Pimpón Mexico

Hear It!

- Teacher sings *Pimpón* a cappella or plays the recording for the group.
- If using a recording, cue the music ahead of time and check the sound.

Sing It!

- Introduce the lyrics by call and response, speaking in rhythm before adding the melody.
- Teach lyrics and melody together in a call and response format.
- Combine verses until children can sing the entire song.
- Sing the song along with the recording or accompaniment.

Move It!

Invite children to create the movements of *Pimpón* as translated in the verses:

1. Wash face
2. Wash hands
3. Doesn't make a fuss (wag index finger back and forth while shaking head no)
4. Likes to be my friend (give yourself a hug)
5. Close the eyes and lay prayer like hands on side of cheek like lying on a pillow.

Further Exploration!

Cartoon with singing: <https://www.youtube.com/watch?v=xt0CcpjDXT0>

Book:

Garza, Cynthia Leonor, illustrated by Alyssa Bermudez, *Lucia the Luchador*. Brooklyn, NY: POW! 2017.

See the Pony Galloping

United States

Hear It!

- Teacher sings a cappella or plays the recording for the group.
- If using a recording, cue the music ahead of time and check the sound.

Sing It!

- Introduce the lyrics by call and response, speaking in rhythm before adding the melody.
- Teach lyrics and melody together in a call and response format.
- Combine verses until children can sing the entire song.
- Sing the song along with the recording or accompaniment.

Move It!

•Students sit criss cross applesauce on the floor, and tap the beat on their knees while singing, slowing down their action as the music slows down.

•Students stand in a circle and bend their knees to the beat of the music while singing, slowing down the action as the music slows down.

•Have students line up in a long line (with enough space to gallop across an area)

•Gallop to the beat of the music, slowing down the beat as the music slows down.

•Students stand in a circle and face clockwise, gallop in a circle to the beat of the music, slowing down the beat as the music slows down.

Further Exploration!

Booklet:

March, Laura, *National Geographic Readers: Ponies*. Washington, D.C. : National Geographic Society Aug 23, 2011.

Un Éléphant, Ça Trompe French Canada

Hear It!

- Teacher sings a cappella or plays the recording for the group.
- If using a recording, cue the music ahead of time and check the sound.

Sing It!

- Introduce the lyrics by call and response, speaking in rhythm before adding the melody.
- Teach lyrics and melody together in a call and response format.
- Combine verses until children can sing the entire song.
- Sing the song along with the recording or accompaniment.

Move It!

- Students sit criss cross applesauce in a circle, and tap knees while singing. This is an excellent song to practice tapping the beat of the music.
- Students stand in a circle and march in place while singing.
- Students march around in the circle while singing.

Further Exploration!

Cartoon with words video:

<https://www.youtube.com/watch?v=ib3zBfCY3AE>

Book:

Lalgudi, Sujatha, *Jojo's Playful Day. La Journée De Jeu Jojo*, United States: CreateSpace Independent Publishing Platform, 2015.

Up In a Balloon

Canada

Hear It!

- Teacher sings a cappella or plays the recording for the group.
- If using a recording, cue the music ahead of time and check the sound.

Sing It!

- Introduce the lyrics by call and response, speaking in rhythm before adding the melody.
- Teach lyrics and melody together in a call and response format.
- Combine verses until children can sing the entire song.
- Sing the song along with the recording or accompaniment.

Move It!

- Up in a balloon boys: start with arms at sides, raise arms out to the side, and above the head.
- Up in a balloon: repeat 1st action
- All among the little stars: hold up hands in twinkling finger action
- All around the moon: make a circular motion with index finger of right hand above the head
- Up in a balloon boys: start with arms at sides, raise arms out to the side, and above the head.
- Up in a balloon: repeat previous action
- Won't we have a jolly time: swing arms, bent at the elbow in front of the body
- Up in a balloon!: start with arms at sides, raise arms out to the side, and above the head.

Further Exploration!

Audio Recording by Alan Mills: <https://www.youtube.com/watch?v=QVJodRVbDDU>

Book:

Brown, Margaret Wise, illustrated by Leonard Weisgard, *The Noon Balloon*, New York: Harper, 2014.

Vamos a cantar (Let's Sing)

Latin America

Hear It!

- Teacher sings a cappella or plays the recording for the group.
- If using a recording, cue the music ahead of time and check the sound.

Sing It!

- Introduce the lyrics by call and response, speaking in rhythm before adding the melody.
- Teach lyrics and melody together in a call and response format.
- Combine verses until children can sing the entire song.
 - Sing the song along with the recording or accompaniment.

Move It!

Invite children to stand in the circle while gesturing the words in *Vamos a cantar*.

1. a cantar (sing- hold hands on side of mouth)
2. a leer (read)
3. a escribir (write)
4. a comer (eat)
5. a silbar (whistle)
6. a reír (laugh)
7. a bailar (dance)
8. a saltar (jump)
9. a roncar (snore)
10. a aplaudir (clap)

Further Exploration!

Video with singing:

<https://www.youtube.com/watch?v=hGluljHJIDI>

Link to a list of 10 Spanish/English bilingual picture books:

<http://www.readbrightly.com/10-spanish-english-bilingual-picture-books/>

CD Recording:

Various Artists: *Putumayo Presents Mexico*, Putumayo, 2016

Sources

Burgie, Irving, *Caribbean Carnival: Songs of the West Indies*, New York: Tambourine Books, 1992.

Commins, Dorothy Berliner, *Lullabies of the World*, New York: Random House, 1967.

Gesser, Sam, *Game Songs of French Canada*, Montreal, Canada: Folkways Records, 1956.

Krull, Kathleen, illustrated by Allen Garns, *I Hear America Singing!: Folk Songs for American Families*, New York: Knopf, 1992.

Orozco, José-Luis, illustrated by Elisa Kleven, *Diez Deditos: Ten Little Fingers and Other Play Rhymes and Action Songs from Latin America*, New York: Dutton Children's Books, 1997.

Smith, Edna May, *Caribbean Songs and Games for Children*, New York: Smithsonian Folk Way Records, 1978.

Washington State Department of Early Learning, *Washington State Early Development Guidelines, Birth - 3rd Grade*, Olympia, WA: Office of Superintendent of Public Instruction, 2012.

