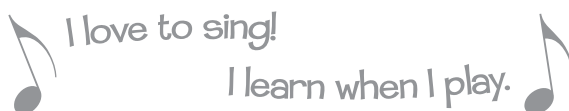


## CD

Track	Activity	What the children will be doing
1	<b>ABC Music &amp; Me™ Hello</b> (1:45)	Waving, stretching, stomping, and swinging hello
2	<b>Two Hands</b> (2:10)	Moving their hands in different ways to a rhyme
3	<b>Activity Introduction</b> (0:07)	Getting ready to listen
4	<b>Sounds of Children Playing</b> (0:30)	Listening to children enjoying playtime
5	<b>At the Playground</b> (0:51) (on the seesaw)	Pretending to play on a seesaw
6	<b>At the Playground</b> (0:45) (on the swings)	Pretending to play on swings
7	<b>At the Playground</b> (1:08) (on the slide)	Pretending to play on a slide
8	<b>Activity Introduction</b> (0:27)	Getting rhythm sticks
9	<b>Exploring Rhythm Sticks</b> (0:47)	Practicing playing rhythm sticks in different ways
10	<b>Follow the Leader</b> (2:08)	Playing rhythm sticks to music
11	<b>Roll That Ball</b> (1:41)	Rolling a ball around the “music circle” as they sing
12	<b>Allee Galloo</b> (1:31)	Singing and moving in a large circle
13	<b>Activity Introduction</b> (0:23)	Getting ready to listen
14	<b>Train Sounds</b> (1:16)	Listening to train sounds
15	<b>Train is A-Comin'</b> (3:12)	Moving like trains to a song
16	<b>Playing the Tambourine</b> (1:39)	Exploring the sound, shape, and parts of a tambourine
17	<b>Activity Introduction</b> (0:28)	Getting one-bell jingles
18	<b>Hine Rakevet</b> (2:13)	Playing one-bell jingles to music
19	<b>Golden Bear</b> (0:52)	Listening to storytime
20	<b>Teddy Bear</b> (2:10)	Moving like teddy bears
21	<b>ABC Music &amp; Me Goodbye</b> (0:48)	Singing and waving goodbye

We encourage you to duplicate this page for easy use in the classroom.



**Are you ready for *ABC Music & Me™*?**

- You may use dot stickers or masking tape to create “a music circle” on the floor. Each child should have enough space to see you easily and sit without being crowded.
- Use bed sheets or tablecloths to cover anything, such as toys or shelves, that might become a distraction.
- Put materials in a place that is convenient for you but inaccessible to the children. You will need:
  1. CD Player
  2. Teaching CD for Lessons 1 & 2
  3. Easy Guide for Lessons 1 & 2
  4. Rhythm sticks (2 per person\*)
  5. Beach ball
  6. Tambourine
  7. One-bell jingles (1 per person\*)
  8. Family Guide, p. 7–14

\* Don't forget yourself and your assistant(s)!
- Have weekly Take-Home Pages ready to hand out or place in children's cubbies.
- Before the children arrive, be sure to take a few moments to center yourself and relax. Focus on being calm and fully present for the children.
- Meet and greet the children as they arrive.
- Have fun!

**Materials:** CD Track 1

**Benefits:** Establishing ritual  
Developing singing skills  
Developing social skills


### Directions:

- Gather the children. Invite them to sit in a circle.

Hello and welcome to *ABC Music and Me!*  
Let's wave our hands and sing hello!

### ABC Music & Me Hello

 Verse 1  
ABC Music & Me

*Wave hello, wave happily.  
Wave hello with a 1, 2, 3!  
Wave hello and sing with me.* 

- Sing verse 1 while waving to each other.

Let's stretch up high as we sing hello.

 Verse 2: *Stretch hello, stretch happily...* 


- Sing verse 2 while stretching.

Can you stomp your feet? Here we go!



 Verse 3: *Stomp hello, stomp happily...* 

- Stomp as you sing verse 3.

Let's swing our arms forward and back as we sing "Swing hello, swing happily."

 Verse 4: \_\_\_\_\_ *hello,* \_\_\_\_\_ *happily...* 

- Swing your arms during verse 4. Invite the children to sing the word "swing" in the blanks.

 I love to sing!  
I learn when I play. 

### Lesson 2 extension:

This week, alternate between doing the movements on the faster (micro) and slower (macro) beats of the song, so they are fast in one verse and then slow in the next.


**Materials:** CD Track 2

**Benefits:** Developing fine-motor skills  
Labeling body parts and movements

**Directions:**

How many arms do you have? (Pause) How many feet do you have? (Pause)  
How many ears do you have? (Pause) What about elbows? How many elbows  
do you have? (Pause) How many hands do you have? (Pause) You have TWO!  
Let's play a game with our hands! Can they wave? (Pause) And shake? (Pause)  
And clap? (Pause) Let's wave them up high (pause), now down low. (Pause)  
Can you move them fast (pause) and now slow? (Pause)  
This poem will tell our hands just what to do.

**Two Hands**

 ***I have two hands and they love to play.***  
Hold up both hands and wiggle your fingers.  
***They can wave and shake and clap all day.***

Wave, shake, and clap your hands.

***They can play up high.***

Wiggle your fingers up high.

***They can play down low.***

Tap your fingers on the ground.

***Sometimes they're fast.***

Roll your hands quickly.

***Sometimes they're slow.***


Float and glide your hands slowly through the air.

***I can open them up.***

Open your hands.

***I can shut them tight.***

Make tight fists.

***I can put them together and say goodnight.*** 

Put your palms together, place them at the side of your face,  
and close your eyes.

***(Repeat)***

- Practice the hand motions before trying them with the recording.
- Repeat the activity.

**Lesson 2  
extension:**

Do the activity again, referencing other parts of the body that come in pairs—for example, two feet, two ears, or two elbows.



**Materials:** CD Tracks 3 and 4

**Benefits:** Developing listening acuity and attention skills

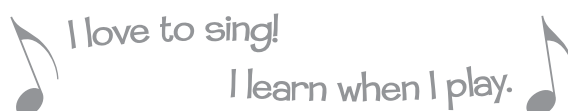
**Directions:**

Playing is fun! Rub your ears all around the edges and listen to the sounds of these children playing.

- Listen to the sounds of children playing.

**Lesson 2 extension:**

Today, ask the children to close their eyes while they listen to the recording and imagine these children playing on the playground.



**Materials:** CD Tracks 5, 6, and 7

**Benefits:** Inviting creativity  
Moving expressively  
Engaging in pretend play  
Developing gross-motor skills

**Directions:**

It's time for us to play! Let's take a walk to the playground! (Pause) Look! There's a seesaw. One side goes uuuuup and the other side goes doooooown. Can you do that with your arms?

- Stand and follow the cues on the recording for each part of the activity.
- Rock from side to side with your arms outstretched, one pointing up and the other down to mimic a seesaw.

Now let's walk to the swings! (Pause) Use your arms and whole body to pretend to swing. Forward and back. Swinging, swinging, oh so high—we can almost touch the sky!

- While standing, model swinging your arms forward and backward like a swing.

Let's walk some more. (Pause) Do you see the slide? Let's go! Oh, it has SO many steps to climb. Start down low! (Pause) Climb up the ladder (pause) to the tip top. (Pause) Sliiiiide down! (Pause) Climb again! (Pause) Wheeee!

- Use hand movements to pretend to climb a ladder, starting with your hands near ground level and ending with them high above your head.
- On the "slide down" musical cue, pretend to slide down the slide.
- Pretend to climb up and slide down again.

What a lot of fun we had at the playground on the seesaw, swings, and slide! Let's walk back home!

**Lesson 2 extension:**

Encourage the children to discuss other equipment they might play on or in at the playground, such as the balance beam, monkey bars, or sandbox.

## Follow the Leader

Instrument  
Play-Along  
and Game

**Materials:** CD Tracks 8, 9, and 10  
Rhythm sticks  
(2 per person)

**Benefits:** Exploring instruments  
Developing steady beat  
Developing attention  
skills

### Directions:

Let's play rhythm sticks! Please come get two sticks to play.  
(Getting-instruments music) Let's tap our sticks together (pause) aaaaand stop!  
Now try tapping on your knees (pause) aaaaand stop! What about on the floor?  
(Pause) Aaaaand stop. Can you tap on your toes? (Pause) Aaaaand stop!  
Let's play a game called "Follow the Leader" today! Make your sticks do just  
what the teacher's sticks do.

- Distribute two sticks to each child.
- Explore different ways of making sounds with the sticks. Practice how to stop tapping and then start up again.
- Play along to the recording.

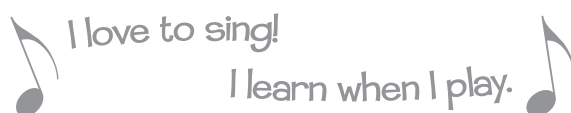
Sticks away, sticks away. Gently put the sticks away. (Instruments-away music)

- Collect the sticks.

Lessons 1 & 2

### Lesson 2 extension:

This week, give each child a chance to be the leader.



**Materials:** CD Track 11  
Beach ball

**Benefits:** Developing social skills  
Developing eye-hand coordination  
Developing gross-motor skills

**Directions:**

Playing with a ball is so much fun! Let's roll the ball all around our circle. Scoot back and stretch your legs out so the ball can roll right to you. (Pause) Ready to roll that ball?

**Roll That Ball**

Verse 1

*Roll that ball right down to town.  
Roll that ball right down to town.  
Roll that ball right down to town,  
So early in the morning.*

Verse 2

*Do do do...*

Verse 3

*Bop bop bop...*

Verse 4

*Dee dee dee...*

Verse 5

*Bounce that ball...*

- Sit in a circle with your legs outstretched in a "v" shape.
- Roll the ball to each child and sing along with the recording.

# Allee Galloo

Song with  
Movement



**Materials:** CD Track 12

**Benefits:** Developing social skills  
Developing spatial awareness  
Moving in response to an aural cue  
Exploring vocal sounds

## Directions:

Stand up and make a big circle. (Pause) Here's a song with silly words and a big "Whee!" at the end. Let's raise our arms up high and then down, and say that "Whee!" (Pause) Let's do it again! "Whee!" We'll move around in a circle to "Allee Galloo." When you hear the "Whee!" be sure to raise your arms up high and then down low.

## Allee Galloo

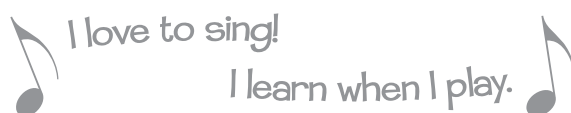
 *Allee galloo galloo.*  
*Allee galloo gallee.*  
*Allee galloo galloo gallee.*  
*Whee!* 

*(Repeat)*

- Stand and form a large circle.
- Practice saying "Whee!" as you raise your arms up high and then sink (not fall!) down to the ground.
- Play the recording and encourage the children to imitate the exclamations at the beginning—"Whoopee!" "Yahoo!" "Whee!"
- As the song begins, start walking around in a circle. Raise your hands up high and then sink down to the ground on the word "Whee!"
- Repeat the activity.

## Lesson 2 extension:

Today, ask the children to create their own movement circles with two or three friends.



**Materials:** CD Tracks 13 and 14

**Benefits:** Developing listening and attention skills

**Directions:**

One of my favorite games to play is trains! Sometimes, I pretend to be the conductor and call “All aboard!” Sometimes, I pretend to be the engine pulling the train slowly, then faster and faster. Listen to these train sounds—the train is going fast and then slowing down.

- The first time through, enjoy just listening to the sound of the train speeding up and then slowing down.

Can you move your arms with the train?

- The second time through, encourage the children to pump their arms in a train-like motion as they listen to the recording.

**Lesson 2 extension:**

Try a new movement this week—such as “punching” one arm, then the other, out straight, or bending and straightening your legs—to emphasize the tempo changes in the recording.

## Train is A-Comin'

Song with  
Movement


**Materials:** CD Track 15

**Benefits:** Developing gross-motor skills  
Engaging in pretend play  
Experiencing different tempos in music

### Directions:

Let's go on a train ride. Get your arms going! The song will tell us when it's time to go faster or slower. When the train comes to the station, it stops completely. Ready? Train is a comin'!

### Train is A-Comin'

 *Train is a comin', oh, yes.*  
*Train is a comin', oh, yes.*

*Train is a comin', train is a comin', train is a comin', oh, yes!*  
While standing, make "train arms" to the steady beat.


*Better get your ticket, oh, yes...*  
Distribute pretend train tickets.

*Train is a leavin', oh, yes...*  
With "train arms" still going, start walking in a circle.

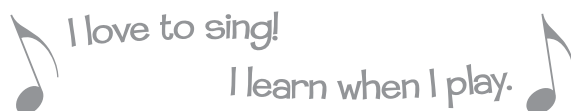
*Train's goin' faster, oh, yes...*  
Speed up.

*Train's goin' slower, oh, yes...*  
Slow down.

*Goin' through some tunnels, oh, yes...*  
Form a "tunnel" with your arms for the children to go through.

*Comin' to the station, oh, yes...*   
Return to a sitting position as the train comes to a stop.

- Move to the song using the motions indicated.



**Materials:** CD Track 16  
Tambourine

**Benefits:** Exploring instruments  
Taking turns

**Directions:**

Listen to this! (Pause) It's called a tambourine. It's made of plastic and metal. The metal parts jingle when you shake the tambourine. Each of you will get a turn to tap and shake the tambourine; then pass it to your neighbor.

- Show the children the tambourine.
- Discuss the instrument's shape and explain that it is made from both plastic and metal.
- Pass the tambourine around the circle, giving each child a chance to play it.

# Hine Rakevet

Instrument  
Play-Along

**Materials:** CD Tracks 17 and 18  
One-bell jingles  
(1 per person)

**Benefits:** Exploring instruments  
Experiencing different  
tempo in music

## Directions:

Here's another metal instrument we can play. Jingle bells! Please come get one bell. (Getting-instruments music) Let's shake our bells to this train music.

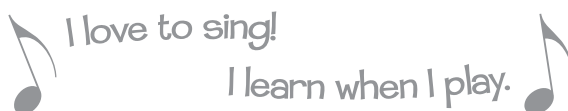
- Explore the one-bell jingles by playing them in different ways.
- Play along to the recording.

Bells away, bells away. Gently put the bells away. (Instruments-away music)

- Collect the bells.

## Lesson 2 extension:

This week, encourage the children to move around the room as they play the bells.



**Materials:** CD Track 19  
Family Guide, p. 7–14

**Benefits:** Developing language and  
literacy skills

**Directions:**

Find a spot where you can listen to a story about a little boy and his special playmate.

**Golden Bear**  
by Ruth Young

*Note: The story can be found in the back of this month's ABC Music & Me™ Family Guide.*



# Teddy Bear

Song with  
Creative  
Movement

**Materials:** CD Track 20



**Benefits:** Developing singing skills  
Developing locomotor  
movement skills  
Engaging in pretend play

## Directions:



There's a song about a teddy bear—maybe he's just like Golden Bear.  
Teddy Bear can do so many things in the song. He can turn around.  
Can you do that? (Pause) And touch the ground, just like you can do! (Pause)  
Teddy Bear can show his shoe. Can you stand on one foot and show me your  
other shoe? (Pause) This teddy bear can even brush his hair and climb the stair!  
Up, up, up! Can you? (Pause) Can you reeeeach for the sky? (Pause)  
And now wave goodbye? (Pause) Let's be teddy bears with this music!

## Teddy Bear



### Verse 1

 *Teddy Bear, Teddy Bear, turn around.*  
*Teddy Bear, Teddy Bear, touch the ground.*  
*Teddy Bear, Teddy Bear, show your shoe.*  
*Teddy Bear, Teddy Bear, that will do.* 

### Verse 2

 *Teddy Bear, Teddy Bear, brush your hair.*  
*Teddy Bear, Teddy Bear, climb the stair.*  
*Teddy Bear, Teddy Bear, reach for the sky.*  
*Teddy Bear, Teddy Bear, wave goodbye.* 



### Verse 3

 *Teddy Bear, Teddy Bear, \_\_\_\_\_.*  
*Teddy Bear, Teddy Bear, \_\_\_\_\_.*  
*Teddy Bear, Teddy Bear, \_\_\_\_\_.* 

- Begin by practicing the motions—turning around, touching the ground, showing a shoe, brushing hair, climbing a stair, reaching, and waving.
- Sing the song with the suggested motions.
- Invite the children to dance freely like teddy bears during the third verse.

## Lesson 2 extension:

Today, stop the recording after the second verse and ask the children to suggest other things Teddy Bear might do. Use their ideas to create additional verses. For example, Teddy could swing, slide, seesaw, or jump up like a jack-in-the-box.

 I love to sing!  
I learn when I play. 

**Materials:** CD Track 21

**Benefits:** Establishing ritual  
Experiencing individual  
recognition  
Developing vocal skills

**Directions:**

What great fun we've had today playing and making music!  
Time to wave to our friends and sing goodbye!

*ABC Music & Me Goodbye*

*When we sing and play in our class each day,  
We're as happy as can be.  
Now it's time to go, but we'll be back soon  
For ABC Music & Me!*

- Sing the goodbye song, waving and making eye contact with each child.