

# SING AND MOVE AT THE ALPHABET ZOO

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## 1 – Alphabet Zoo

*Skills and activities –Letter Recognition and Beginning Letter Awareness*

*Children can sing along with chorus and “roar” like the lions do. Print out the words of the animals and highlight the beginning letter. Point to the beginning letter as children say each animal. Use animal pictures if you can. Be creative and develop movements that somehow represent each animal.*

Chorus: Alphabet, alphabet, Alphabet Zoo

Let's all move like the animals do

Raise your paws, give a roar like the lions do

Alphabet, alphabet, Alphabet Zoo

a for alligator, b for bear, c for cougar, d for deer,

e for elephant, f for falcon, g for gorilla,

h for hippopotamus.

(repeat chorus)

i for iguana, j for jaguar, k for koala, l for lion,

m for monkey, n for newt, o for otter, p for penguin

(chorus)

q for quail, r for rhinoceros, s for seal, t for tiger,

u for umbrella bird, v for viper, w for walrus,

x like in fox, y for yak, z for zebra

## 2 – The Animal Parade

*Skills – Language Play & Beginning Sound Substitution*

*This is a new “animal parade” version of the old big hit song The Witch Doctor. Let children pretend to be the animals parading. Clap hands, march, lead the band and sing the popular sing along phrase. There are same letter, vowel and phoneme sounds in this well known chorus. Follow along, everyone sing along. Then substitute another beginning sound, i.e., boo, bee, boo, ba, ba, bing, bang, balla, balla, bing bang. Have fun and play with the language sounds.*

Clap hands together for the animal parade  
Now, give a cheer, hooray and the monkeys lead the way  
They sing a silly song the band begins to play

Chorus: They go –  
Oo,ee,oo,ah-ah,ting-tang, walla-walla, bing-bang  
Oo,ee,oo,ah-ah,ting-tang, walla-walla, bing-bang

March all together as your arms go up and down  
Now, lead the animal band marching through the town  
Have fun and sing along and make this crazy sound

It goes – repeat chorus

The seals play the cymbals  
The ducks play the drums  
The baboon plays the bass guitar  
And goes bum, bum, bum, bum

Repeat Chorus 2x

### 3 – Rocco the Rhyming Rhino

*Skills – rhyming completion and production*

*Write out Rocco's full name and highlight the beginning letter R. Children can try to draw and color a picture of Rocco. Rocco loves to rhyme and children can join in and respond as Rocco asks them to say a rhyming word. On Rocco #2, teachers and children can identify and say other rhyming words. Have fun as a child can select/volunteer to be Rocco.*

Chorus: Rocco, Rocco the Rhyming Rhino  
He knows how to rhyme lots of words  
He listens with his ears, thinks with his mind  
And then he sings out a word that rhymes

When you say hat, Rocco says cat  
When you say hi, Rocco says bye  
When you say man, Rocco says can  
When you say hug, Rocco says bug

Bridge: He rhymes and rhymes all day (2x)  
Everybody knows his name  
Rocco, Rocco, Rocco, Rocco, Rocco

Repeat Chorus

Rocco says dig, then you say \_\_\_\_\_  
Rocco says ring, then you say \_\_\_\_\_  
Rocco says frog, then you say \_\_\_\_\_  
Rocco says tall, then you say \_\_\_\_\_

Repeat Bridge and Chorus

## 4 – The Animal Hokey Pokey

### Skills –Listening and Following Directions

*Have fun with this new original version of the Hokey Pokey. Children will learn how the different animals move. And they can do some creative thinking and writing by discussing what other animals could do the Hokey Pokey and how they would move.*

<p>All the animals are ready to sing and move and do the Hokey Pokey at the Animal Zoo</p> <p>Go elephants go! You swing your big trunk in You swing your big trunk out You swing your big trunk in Then you shake it all about You do the Hokey Pokey Then you swing your trunk around That's what it's all about.</p> <p>You stomp one big leg in You stomp one big leg out You stomp one big leg in Then you shake it all about You do the Hokey Pokey Then you stomp all around That's what it's all about</p> <p>You stomp the other leg in You stomp the other leg out You stomp the other leg in Then you shake it all about You do the Hokey Pokey Then you stomp all around That's what it's all about</p> <p>Go gorillas go! You pump one big arm in You pump one big arm out You pump one big arm in Then you flex it all about You do the Hokey Pokey Thump your chest all around That's what it's all about</p>	<p>You pump the other arm in You pump the other arm out You pump the other arm in Then you flex it all about You do the Hokey Pokey</p> <p>Thump your chest all around That's what it's all about</p> <p>Now, snakes! You wiggle your tongue right in You wiggle your tongue right out You wiggle your tongue right in Then you slither all about You do the Hokey Pokey And you ssss all around That's what it's all about</p> <p>You rattle your tail right in You rattle your tail right out You rattle your tail right in Then you slither all about And you ssss all around That's what it's all about</p> <p>Cheetahs go! You prowl with one paw in You prowl with one paw out You prowl with one paw in Then you shake it all about You do the Hokey Pokey And you growl all around That's what it's all about</p>	<p>You prowl with both paws in You prowl with both paws out You prowl with both paws in Then you shake it all about You do the Hokey Pokey And you growl all around That's what it's all about</p> <p>You run, run right in You run, run right out You run fast like a cheetah Then you shake it all about You do the Hokey Pokey And run fast all around That's what it's all about</p> <p>Sloths go – slow You move slowly in You move slowly out You move slowly in Then you shake it all about You do the Hokey Pokey Then you slowly move around That's what it's all about</p> <p>Dolphins do the Hokey Pokey You flap your flippers in You flap your flippers out You flap your flippers in Then you shake them all about You do the Hokey Pokey And you swim all around That's what it's all about</p>
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## 5 – The Three Goats Gruff

### Skills – Story Retelling and Literature Appreciation

*Our version has a peaceful non-violent resolution to the traditional version. Ask your children about other ways the Troll and the Billy Goats could have resolved their conflict. Children can move to the different parts of the song. (i.e., boppin up the hill and on trip-trap they can tap their knees). Be creative and have fun with all the different characters. Let children name the different characters and identify what happens at the beginning, middle and end of the song.*

Once upon a time there were three billy goats living in a valley so low. There was no grass to eat, no flowers or trees, so they said, hey, we've got to go to find a meadow, to get some food, they were so hungry, but they were cool.

Walking all together went the three billy goats bop, bop, boppin' up the hill. They were swinging their tails right up the trail. Then they stopped, and said, we've got to chill There was a bridge, over a river Under the bridge there lived a Troll that made them **shiver!**

So the first and smallest billy goat went over the bridge

Chorus: He went trip-trap, trip-trap, trip-trap, what!

Trip-trap (2x)

Who's that trip – trappin' over the bridge, I'm gonna gobble you up! No, you don't want me I'm small as can be I'm the first Billy goat Gruff Wait for my brother, he's like no other He's bigger and better than me Alright then I'll wait for your brother, that sounds pretty sweet So the second and bigger Billy goat went over the bridge

Repeat Chorus (2x)

Who's that trip – trappin' over the bridge, I'm gonna gobble you up! No, you don't want me I'm small as can be I'm the second Billy Goat Gruff Wait for my brother, he's like no other He's bigger and better than me Alright then I'll wait for your brother, that sounds pretty sweet So the third and biggest Billy goat went over the bridge

Repeat Chorus (2x)

Who's that trip – trappin' over the bridge, I'm gonna gobble you up! No, you don't want me I'm tough as can be I'm biggest Billy goat Gruff I'm really strong, with big horns But hey, we don't have to fight I'll help you, you help me, let's live together in harmony

And they shook hands, and gave two thumbs up And that's the story of the Billy Goats Gruff And they all kept going

Repeat Chorus

## 6 – Count and Move

### *Skills – Sentence Segmentation*

*The ability to distinguish words in a sentence. Children can sing and move to the chorus. (i.e., clap hands, shake hips). On each part follow the movement instructions and count the words with the children on the recording. Children can try to draw a picture of the Cool Counting Cougar – he’s cool!*

Chorus: Count and move, move and count

Tell me how many words I say now

Shake your hips            1,2,3    Repeat

Fly way up high            1,2,3,4    Repeat

Tap your knees            1,2,3    Repeat

Repeat Chorus

Clap your hands    1,2,3, Repeat

Sway your hands down low    1,2,3,4,5 Repeat

Twist your feet    1,2,3    Repeat

Repeat Chorus

## 7 – Who is at the Zoo

*Skill – Auditory Visualization, Creating a “Brain Picture” in Your Mind From the Word Clues*

*Children can sing along with the catchy chorus and on you, you, you part they can point to different children. Use visuals of the clues and of the animal. Children can participate and sing out the answer. An extension activity can be to give one child a large picture of an animal and face it out so they can't see and the rest of the class can. One at a time the children can give clues and then the child must guess what animal they're holding up. Call it the Who is at the Zoo Game. You could do the same for Who is a Community Helper or Who is on the Farm. Have fun!*

Chorus: Who, who, who is at the zoo, zoo, zoo  
Who, who, who is at the zoo?  
I'll give you a few words as a clue  
Then you, and you, and you, and you, and you  
Tell me who, who, who is at the zoo?

This animal is:  
Big, grey, two big ears, long trunk, walks slow  
And ends with ant  
This animal is...an elephant

This animal is:  
Long, smooth, no legs, wiggles tongue, slithers  
And begins with sssss  
This animal is....a snake

This animal is:  
Swims, long tail, big nose, strong jaws, chomps  
And ends with ator  
This animal is....an alligator

Repeat Chorus

This animal:  
Lays eggs, sharp claws, wings, yellow bill, soars  
And rhymes with beagle

This animal is....an eagle

This animal:  
Has big eyes, spotted coat, long legs, tall neck, reaches high  
And rhymes with laugh  
This animal is ....a giraffe

Repeat Chorus

I gave you a few words as a clue  
Then you, and you, and you, and you, and you  
Told me who, who, who is at the zoo

## 8 – The Animal Alphabet and Cheer

*Skill – Alphabet Awareness and Recognition*

*Make large alphabet cards and give one to each child. As I sing each letter, children hold up letters and everyone sings it out. Use some cheerleading props (i.e., pom poms, etc.) Sing along with the chorus and everyone sing out “the Alphabet”. You can try and create a hand or body movement for each letter.*

All the animals everywhere are doing – doing  
The Animal-animal, Alphabet-alphabet, cheer-cheer, yeh!

Chorus: What starts with the letters A B C  
And ends with last letter Z  
Helps you learn to write and read  
It’s what? The alphabet!

Give me an A – A

Give me a B – B

Continue with letters up to H, then return to Chorus

Continue with letters up to P, then return to Chorus

Continue with the last letters to Z, then return to

Chorus

## 9 – Do Like the Animals Do

*Skill – Listening and Repeating Sounds and Words.*

*Just a great sing along and children can move to all the action parts (i.e., wave, give each other five, dive and swim, etc.). An extension activity can be to tell children other animals and they can say or write other descriptive action words or sounds that identify a particular animal.*

See you later alligator

Give me five crocodile (children repeat)

Dive and swim little dolphin

Shake it out porcupine

Oo – ugh big gorilla

Growl, growl mountain lion

Chorus: Everybody do, do, do like the animals do

Clapping and swaying at the Alphabet Zoo

Do, do, do like the animals do

E – e, ah – ah, oo, oo, oo

Like the animals do

Wiggle, wiggle baby otter

Twist your knees chimpanzee (children repeat)

Swing your trunk elephant

Jump, jump monkeys

Run, run fast cheetahs

Swim s l o w manatees

Repeat Chorus

## 10 – Animal Exercising

*Skill – Syllable Segmentation and Counting*

*Children can really move like the animals on this cool movement song, but they can also develop their awareness of syllables except exercising. Children can stretch, pump, reach as they sing out the syllables. Use animal props if you can. You can even choose a leader to lead all the animals exercising.*

Everyone get up – let's move and sing  
We're getting strong, c'mon and join  
The animals exercising

1. Strong lions stretching (3x)

Animals let's go-

2. Big gorillas pumping (3x)

Animals let's go-

3. Tall giraffes reaching (3x)

Animals let's go-

Chorus:

Let's go, let's go

March, marching

Let's go, let's go

Jump, jumping

Let's go, let's go

Twist, twisting

Let's go, let's go

Animals exercising

4. Mountain Lions climbing (3x)

Animals let's go

5. Kangaroos hopping (3x)

Animals let's go

6. Cool dolphins swimming (3x)

Animals let's go

(Repeat Chorus)

## 11 – County the Animal Sounds

*Skills – listening skills, counting sounds and patterning*

*Children can chomp like alligators, growl like big bears on the chorus, then follow the action sounds of the animals. Count the sounds and move like the animals. Children sing along with the children on the song as they listen for the patterns and the number of sounds.*

Chorus: Alligators chomp, big brown bears growl  
Let's move like the animals do  
And count the number of sounds

Alligators go (listen to the sounds and count)

How many? 1 2 3

Alligators go

How many 1 2 3 4

Alligators go

How many? 1 2

Big bears go

How many? 1 2

Big bears go

How many? 1 2 3

Big bears go

How many? 1 2 3 4

Repeat Chorus

Elephants go

How many? 1 2 3 4

Elephants go

How many? 1 2 3

Elephants go

How many? 1 2 3 4 5

Repeat chorus

## 12 – Stretchy the Word Snake

*Skills – Phoneme Segmentation.*

*Children can slither, wiggle and stretch with Stretchy the Word Snake. Teachers can make Stretchy with a long sock or use a snake puppet. Attach cards with letters on Stretchy and expand the letters to visually enhance the phoneme segmentation.*

Chorus: Stretchy the Word Snake goes this and that way  
Stretchy the Word Snake loves stretching words

He takes a word like sun  
Then he'll stretch it, stretch it, just like this  
s-u-n, s-u-n  
Sun, sun, sun

He takes a word like red  
Then he'll stretch it, just like this  
r-e-d, r-e-d  
Red, red, red

Repeat Chorus

He takes a word like nap  
Then he'll stretch it, stretch it, just like this  
n-a-p, n-a-p  
Nap, nap, nap

He takes a word like log  
Then he'll stretch it, stretch it, just like this  
l-o-g, l-o-g  
Log, log, log

Repeat Chorus

### 13 – Chunk it

*Skills -- Chunking Blends, Digraphs, Endings and Smaller Words Within Bigger Words*

*The message in the chorus is a good one to remember when trying to figure out a word. Use visuals to show the chunking strategy. Research seems to indicate that any type of chunking can be helpful to children. (i.e., blends, digraphs, endings and little words within bigger words) Children can also have fun drawing pictures of Chico the Chunking Cheetah. Use Chunk It 2 to try other words and practice the skill.*

Chorus: Chunk the beginning, chunk it at the end  
Chunk it in the middle or anyway you can  
If you can't read a word and you don't know what to do  
Chunk, chunk, chunk it and it might help you

Chunk the word chin  
Chunk the beginning ch ch (repeat)  
Chunk it at the end in in (repeat)  
Put the chunk together ch-in, ch-in  
And you've got chin

Let's chunk the word rainbow  
Chunk the beginning rain rain (repeat)  
Chunk it at the end bow bow (repeat)  
Put the chunks together rain bow, rain bow  
And you've got rainbow

(Repeat Chorus)

Let's chunk the word anteaters  
Chunk the beginning ant ant (repeat)  
Chunk the middle eat eat (repeat)  
Chunk the end ers ers (repeat)  
Put the chunks together ant eat ers (repeat)  
And you've got anteaters (Repeat Chorus)

## 14–15 – Down in Jamaica

*Skill – social skills and diversity*

*Exposing and encouraging children to listen to music from around the world enriches their heart and mind. I wrote this song after I vacationed with my family in Jamaica during the summer of 2003. It's a song of peace and respect. Make your children aware that this is a reggae style of music, fun, easy to sing and with a distinctive beat and rhythm. Try the movements with children having a partner. On "one love" one hand in a fist, one child move one fist up as the other child moves it down and the fists gently touch. Then on "one heart" move fists again but move in opposite direction and then fists touch. On "one world" touch one palm with another and move in a circle. On "in peace" open hands, touch and slide backward toward yourself. This is a gesture of hello, respect and peace.*

Chorus: (2x) Down in Jamaica and around the world  
Let there be peace for every boy and girl.

One love – one love  
One heart – one heart (repeat)  
One world – one world  
In peace – in peace

Celebrate and sing a happy song – sing  
O Yo yo-yo-yo  
I Yi yi-yi-yi (children repeat)  
A Ya ya-ya-ya

Repeat Chorus and "one love" part

## 16 – Rhymin Lion

### Skills – Rhyme Recognition and Word Families

*Rhyme, move and dance to this cool song. Children can move as they rhyme and make word families. Make one movement as you say the beginning sound, then another move as you say the ending sounds then another move as you put the sounds together to make a word. Children can also growl with Rhymin Lion.*

<p>Chorus: I'm Rhymin Lion at the zoo And there's something I love to do Children sing and dance with me As we make a <u>word family</u> (2x)</p> <p>4. Hands high – hands low come and dance with me. This is how you do it with the <u>ig</u> family. p - ig = pig b - ig = big w - ig = wig f - ig = fig</p> <p>5. Step left – step right come dance with me This is how you do it with the <u>ug</u> family. b - ug = bug t - ug = tug r - rg = rug m - ug = mug</p> <p>6. Hips left – hips right come and dance with me. This is how you do it with the <u>an</u> family. f - an = fan m - an = man t - an = tan c - an = can</p>	<p>1. Shake left – shake right come and dance with me. This is how you do it with the <u>at</u> family. c- at = cat b - at = bat m - at = mat s - at = sat</p> <p>2. Wave left – wave right come and dance with me. This is how you do it with the <u>op</u> family. t - op = top m - op = mop h - op = hop p - op = pop</p> <p>3. Clap left – clap right come and dance with me. This is how you do it with the <u>ing</u> family. s - ing = sing w - ing = wing r - ing = ring p - ing = ping</p> <p>(Repeat Chorus)</p>
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## 17 – Please Say Cheese

*Skills – Social Skills and Brain Development*

*Dance and have fun with this cool, silly song. Lead children dancing and moving with lots of crossover moves with hands, arms and feet. Cross over midline - right arm to left side and left arm over to the right. But make sure when the monkey with the camera says “freeze, please say cheese” everyone stop and smile for a picture! Have fun together.*

Everybody dance like the penguins do  
Wiggle – waddle and flap your wings too  
Then some monkey with a camera says  
“Everyone freeze, and please say cheese”  
Cheese

Everybody dance like the buffalos do  
Raise your shoulders up and down too  
Then some monkey with a camera says  
“Everyone freeze, and please say cheese”  
Cheese

Everybody dance like the gorillas do  
Pump up and thump your chest too  
Then some monkey with a camera says  
“Everyone freeze, and please say cheese”  
Cheese

Chorus: Tails are shaking right to the beat  
Feet are jumpin’ 1 2 3  
Arms are swingin up in the trees  
Then someone says freeze, and please  
say cheese  
Cheese

Everybody dance like the sea turtles do  
Flap your flippers and swim around too  
Then some monkey with a camera says  
“Everyone freeze, and please say cheese”  
Cheese

Everybody dance like the rattle snakes do  
Slide and slither and shake your rattlers too  
Then some monkey with a camera says  
“Everybody freeze, and please say cheese”  
Cheese

Everybody dance like the lions do  
Raise your paws and give a growl too  
Then some monkey with a camera says  
“Everyone freeze, and please say cheese”  
Cheese

Repeat Chorus

## 18 – Benny the Blending Baboon

### Skills – Phoneme Blending

*The ability to blend letter sounds and phonemes is certainly a most critical skill in reading development.*

*Benny the Blending Baboon tries to help out a bit with this song. We tried very hard to blend the sounds as accurately as we could. Use visuals of the words and how the phonemes are blended. Be aware, of course, sit and run, have three separate phonemes and frog has the blend fr, which you hear two phonemes f and r, but they're sounded out faster. Try other words in the classroom. Children can also draw a cool picture of Benny. Show them what a real baboon looks like.*

Chorus: Benny Baboon likes to swing from the trees  
Benny Baboon likes shaking his knees  
But, his favorite thing to do hands down  
Benny Baboon likes blending sounds

He listens, listens and here's what he does  
He hears s – i – t, he hears s – i – t  
Then he blends them  
He goes s – i – t, s – i – t, sit  
The word is sit, the word is sit

He listens, listens and here's what he does  
He hears r – u – n, he hears r – u – n  
Then he blends them  
He goes r – u – n, r – u – n, run  
The word is run, the word is run

Repeat Chorus

He listens, listens and here's what he does  
He hears fr – o – g, he hears fr – o – g  
Then he blends them  
He goes fr – o – g, frog, frog  
The word is frog, the word is frog

Repeat Chorus

Blending sounds, blending sounds...

## 19 – Miguel the Magic Monkey

*Skills – Beginning Sound Deletion*

*Miguel makes phonological awareness fun by making the beginning sound disappear to make a new word. It's a fun discovery for children. Try other words in Miguel 2. Use visuals and props (i.e., a monkey puppet, magic wand, etc. on abracadabra everyone can reach out their arms and wiggle them back towards themselves and sing abracadabra together.) Teachers can take away the beginning letter as we sing "disappear".*

Chorus:

Miguel the Magic Monkey makes sounds disappear  
Miguel the Magic Monkey just listen and you'll hear  
The children say Miguel, Miguel do some magic like you do.  
Then he goes abracadabra, abracadabra, abracadabra,-do

Then he takes a word like mice  
And makes the m disappear  
And you've got ice

He takes a word like cold  
And makes the c disappear  
And then you've got old

He takes a word like pants  
And makes the p disappear  
And then you've got ants

(Chorus)

Then he takes a word like farm  
And makes the f disappear  
And then you've got arm

Then he takes a word like hand  
And makes the h disappear  
And then you've got and

Then he takes a word like bus  
And makes the b disappear  
And you've got us

(Chorus)

## 20 – The Celebration Song

*Skills – Social Skills and Self-esteem*

*Use this song to celebrate anything you'd like in the classroom (i.e., special day, an accomplishment)  
Children can sing along with our children and be creative in the movements. Have fun, sing along and  
move.*

Chorus: All creatures big all creatures small  
Ones that run and ones that crawl  
They help each other every day  
They celebrate in their special way

Katie the Kangaroo goes like this  
Kiss your brain – kiss your brain  
Rocco the Rhino goes like this  
Raise the roof – raise the roof

Benny Baboon goes like this  
Baseball wave – baseball wave  
Fasha the Fox goes like this  
Fireworks sh, sh, sh – clap – ah...

Repeat Chorus

Pablo the Puma goes like this  
Do the pump – do the pump  
Holly Hyena goes like this  
Give a hug – give a hug (4x)

SeRay the Seal goes like this  
Stamp of approval – stamp of approval  
Tucker the Tiger goes like this  
Two thumbs up – two thumbs (4x)

Repeat Chorus

## 21 – Monkey Say, Monkey Do

*Skills – Listening and Repeating*

*Sing and follow the monkey's movements and sounds. Draw some monkeys and give them names that start with a certain letter. (i.e., name your monkey a different name than yours but that starts with the same letter.) Have some fun.*

Chorus: Monkey say, monkey do  
Monkey have some fun with you  
Whatever monkey say or do  
You do the same as the monkey do

Monkey swing, monkey swing  
Monkey jump, monkey jump  
Monkey clap, monkey clap  
Monkey sway, monkey sway  
Monkey bop, monkey bop  
Monkey say o,o,o, -e,e-a, a  
Monkey say o,o,o, -e,e-aa

(Chorus)]

Monkey run, monkey run  
Monkey twist, monkey twist  
Monkey hug, monkey hug  
Blow a kiss, blow a kiss  
Monkey hop, monkey hop  
Monkey wave, monkey wave  
Monkey sleep, monkey sleep  
Monkey say do wa wa diddy do  
Monkey say do wa wa diddy do

(Chorus)

## 22 – The Animal Alphabet Cheer (letter sounds)

*Skills – Learning and Saying the Letter Sounds*

*This is an excellent model for learning the correct way to say the letter sounds. These are said clearly and accurately. Children can sing along the whole song and especially sing out the alphabet. Each child can have a poster with a letter on it and stand as I sing their letter.*

All the animals everywhere are doing – doing  
The Animal-animal, Alphabet-alphabet, cheer-cheer, yeh!

Chorus: What starts with the letters A B C  
And ends with last letter Z  
Helps you learn to write and read  
It's what? The alphabet!

Give me an A – A  
Give me a B – B

Continue with letters up to H, then return to Chorus  
Continue with letters up to P, then return to Chorus  
Continue with the last letters to Z, then return to Chorus

## 23 – The Celebration Song

*Skill – Social Skills and Self-esteem.*

*On this version the children are truly the stars. Use this song for a variety of celebrations. We show you how to do it, then you can put in names, two or one for longer names. Also, create your own celebration movements. Be creative!*

Chorus: All children big, all children small  
Children all around the world  
They help each other every day  
They celebrate in their special way

Katie and Kyle go like this...  
Kiss your brain 4x (children repeat)

Teachers fill in parts with children's names from your class and you own special celebrations

## **24 – Rocco the Rhyming Rhino**

Same. *Now you can use any rhyming words you want. Review your rhyming words prior, then fill them in the same parts. One child can be Rocco.*

Open version for teachers

## **25 – Chunk It**

Same. *You can chunk new words.*

Open version for teachers

## **26 – Stretchy the Word Snake**

Same. *Stretch new words.*

Open version for teachers

## **27 –Miguel the Magic Monkey**

Open version for teachers

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