

Hip-Hop AlphaBop™ 2
with Jack Hartmann and his Crew

1 – Start This Day With a Song

Topic – Motivation, listening, body movement.
Activity – Follow action words and sing along. Let this bright melody and cool beat get your class to engage both brain & body.

Let's start this day everybody clap your hands
 Let's start this day everybody shake your hips
 Let's start this day everybody swing your arms
 Let's start this day with a song
 Let's start this day everybody tap your knees
 Let's start this day everybody twist your feet
 Let's start this day everybody swing your arms
 Let's start this day with a song
 Sing after me

Chorus

Let the music make you sway and say
 Thanks for this day (repeat)
 Let the music make you twist and say
 I'll do my best
 So let's start this day

Let's start this day everybody clap your hands
 Let's start this day everybody shake your hips
 Let's start this day everybody swing your arms
 Let's start this day with a song
 Let's start this day with a song – sing
 Start this day with a song

2 – Hip-Hop Tooty Ta

Topic – Listening, following directions, phonemic awareness, body movement.
Activity – Lift spirits and stimulate some fun with my new hip-hop version of this favorite song. Use for an upbeat transition or as a reward. Also, develop phonemic awareness with (open) version by substituting beginning sound (t) with another letter sound (ie. w-wooty wa or s – sooty sa)

Hip-Hop Tooty-Ta, Hip-Hop, Hip Hot Tooty Ta
 Let's do it

Chorus Line

A tooty-ta, a tooty-ta, a tooty-ta-ta
 (children repeat)

Children repeat all lines and move

Thumbs up		Thumbs up
	Repeat a Tooty Ta	
Thumbs up		Thumbs up
Elbows back		Elbows back
	Repeat A Tooty Ta	
Thumbs up		Thumbs up
Elbows back		Elbows back
Feet apart		Feet apart
	Repeat A Tooty Ta	
Thumbs up		Thumbs up
Elbows back		Elbows back
Feet apart		Feet apart
Knees together		Knees together

Repeat A Tooty Ta

Thumbs up	Thumbs up
Elbows back	Elbows back
Feet apart	Feet apart
Knees together	Knees together
Bottoms up	Bottoms up

Repeat A Tooty Ta

Thumbs up	Thumbs up
Elbows back	Elbows back
Feet apart	Feet apart
Knees together	Knees together
Bottoms up	Bottoms up
Tongue out	Tongue out

Repeat A Tooty Ta

Thumbs up	
Elbows back	
Feet apart	<i>Repeat</i>
Knees together	
Bottoms up	
Tongue out	
Eyes shut	

Repeat A Tooty Ta

Thumbs up	
Elbows back	
Feet apart	<i>Repeat</i>
Knees together	
Bottoms up	
Tongue out	
Eyes shut	
Turn around	

Repeat A Tooty Ta

3. Workout to the Letter Sounds

Topic – Letter sounds, body and brain connections.
Activity – Get ready to move and learn the letter sounds. Follow movements – stretching left to right, touching parts of body and pumping- up like a body builder moves. We make every effort possible to isolate each letter sound and say them clearly. Have some extra fun with your children and put some exercise gear on (ie. Sports hat, shirt or sweatshirt) as you workout.

Chorus

Stretch up high to the sky
 Workout, workout
 Tap your knees to the beat
 Workout, workout
 Twist your hips, just like this
 Workout, workout
 Everybody workout to the letter sounds

Now, stretch to the left for the letter
 Stretch in the middle for the sound
 Stretch to the right for a word
 Everyone workout!

a	a	alligator
b	b	baby
c	c	caterpillar
d	d	dinosaur
e	e	elephant
f	f	family
g	g	gorilla
h	h	hippopotamus

Repeat Chorus
 Hands on your shoulders for the letter
 Hands on your waist for the sound
 Hands on your knees for a word
 Everyone workout!

i	i	insect
j	j	jet
k	k	kite
l	l	lion
m	m	monkey
n	n	nickle
o	o	octopus
p	p	pumpkin

Pump both arms up for the letter
 Pump both arms down for the sound
 Pump one arm strong for a word
 Everyone workout!

q	q	quarter
r	r	rainbow
s	s	snake
t	t	turtle
u	u	umbrella
v	v	violin
w	w	woodpecker
x	x	like in a fox
y	y	yo yo
z	z	zebra

Repeat Chorus
 That was great! I'm feeling good, feeling fine.
 Working out to the letter sounds
 can help you read & write

4 – The Silly Pirate Song

Topic - Sequencing, auditory memory comprehension and brain/body connections

Activity – I wrote this song in Nov. 04 to give children a song to really have fun with as they develop important listening, comprehension and movement skills.

On parts, once there was a pirate...and yo,ho,ho, ho, hee...make fists with both hands, elbows out to the sides & swing arms back & forth – like a pirate!

*For surfer – both arms out balancing like your on a surf board.
 For shark – both arms straight out front and chomp/clap two times.
 For helicopter – one arm high above head & swing around.
 For octopus – both hands out front and wiggle fingers.
 For submarine – shoot one arm up like a periscope.
 For singing mermaid – both arms spread out like a star singer and sing la, la, la.
 For police boat – one arm out front hand open with palm out like a traffic policeman stopping traffic.
 On a pirates life is...touch your head like your thinking & then shake pointer finger like your saying no and then finally both arms hands up in frustration on “there are too many interruptions.”
 Get a pirate eye patch & hat to add fun!
 Children can retell story, characters & sequence.
 Draw some pirate pictures too. Enjoy lots of giggles & fun!*

Chorus line

Once there was a pirate who sang a pirate song
 Then interrupting the pirate, a surfer came along

You'd hear...Yo, ho, ho, hee,hee, hee
 Hey dude, surfs up
 A pirates life for me
 Yo, ho, ho, hee, hee, hee
 Hey dude surfs up
 A pirate's life for me

Repeat Chorus Line

A big shark came along
 You'd hear...Yo, ho, ho ho, hee, hee, hee
 Chomp, chomp, hey dude, surfs up
 A pirates life for me
 Yo, ho, ho, hee, hee, hee

Repeat Movements

Repeat Chorus Line

A helicopter came along
 You'd hear... Yo, ho, ho, hee, hee, hee
 Swoosh, swoosh, chomp, chomp, hey,
 dude surfs up
 A pirates life for me
Repeat

Repeat chorus Line

An octopus came along
 You'd hear... Yo, ho, ho, hee, hee, hee
 Wiggle wiggle, swoosh, swoosh, chomp, chomp,
 Hey dude, surfs up
 A pirates life for me
 Yo, ho, ho, hee, hee, hee

Repeat Movements

Repeat Chorus Line

A submarine came along
 You'd hear...
 Yo, ho, ho, hee, hee, hee
 Up periscope, wiggle, wiggle, swoosh,
 Swoosh, chomp, chomp, hey dude, surf up
 A pirates life for me
 Yo, ho, ho, hee, hee, hee

Repeat Movements

Repeat Chorus Line

A singing mermaid came along
 You'd hear... Yo, ho, ho, hee, hee, hee
 La, La, la, up periscope
 Wiggle, wiggle, swoosh, swoosh chomp, chomp
 hey dude, surfs up
 A pirates life for me
 Yo, ho, ho, hee, hee, hee

Repeat Movements

Repeat Chorus Line

A police boat came along
 You'd hear...Yo,ho,ho,hee,hee,hee

Stop-freeze, la,la,la, up periscope
Wiggle, wiggle, swoosh, swoosh,
Chomp, chomp, he dude surfs up
A pirates life for me
Yo, ho, ho, ho, hee hee, hee

Repeat Movements

A pirates life for me
A pirates life is...not for me!
There are too many interruptions!

5. Jack's Miss Mary Mack

Topic – Rhyming awareness.

Activity – Children sing along and follow our children repeating the ending words and sounds. Children can also move to the beat with partners doing paddy cake, or tapping knees and patting hands. On rap part do some cool hip-hop/rap moves with arms & hands & rap with me.

Verse 1 *(children sing)*
Miss Mary Mack – Mack, Mack
All dressed in black – black, black
With silver buttons – buttons, buttons
All down her back – back, back
She asked her mother – mother, mother
For 15 cents – cents, cents
To see the elephants – elephants, elephants
Jump the fence – fence, fence
They jumped so high – high, high
They touched the sky – sky, sky
And they didn't come back – back, back
Til the 4th of July – ly, ly
And they didn't come down – down, down
Til the 4th of July

Rap
Miss Mary Mack all dressed in black
With silver buttons all down her back
She asked her mother for 15 cents
To see the elephants jump the fence
They jumped so high, touched by the sky
They didn't come back til the 4th of July
No, they didn't come back til the 4th of July

Repeat Verse 1

6 – The Cowboy Dance

Topic – Listening and following directions.

Activity – Follow and move like your putting on a cowboy hat and boots. Get some partners to join you. Follow dance moves and then on Yippi – yi – yo...bend your knees, arm up and circle your arm in the air like you have a lasso. Children can try moving on a horse forward and backward as they do the Cowboy Dance. Also follow new dance steps with right and left leg. Get some cowboy hats, boots, scarfs and have fun!

Yippee Yi Yo, Yippee Yi Ya repeat
Do the Cowboy Dance this way
I've got my cowboy hat

I've got my cowboy boots
I love to sing and move
And do the Cowboy Dance with you

Dance Moves *(children sing)*

Now spread your feet out wide – wide
Point knees out to each side – side
Then bend knees up and down – down
Right to this cowboy sound – sound
Raise one arm up high – high
Your lasso in the sky
Ride your horse, take a chance
Lets all do the Cowboy Dance

Dance Chorus

Yippee Yi Yo – Yippy Yi, Ya (3x)
Do the Cowboy Dance this way

Repeat Dance Moves

Learn some new cowboy steps
Right foot out toe up, clap and stomp
Left foot out toe up, clap and stomp
Now, left foot out, quarter turn left,
right foot stomp
Now, right foot out, quarter turn right,
left foot stomp

Do it again, ride your horse
Do the Cowboy Dance once more

Repeat Chorus (2x)

7 – Make a Rhyme, Make a Move

Topic – Rhyming awareness, listening

Activity – Following the hip – hop moves if words rhyme or they don't. On open version children can work in pairs or teams & come up with some new words that rhyme or don't rhyme.

Make a rhyme, make a move
You can do it – I can too

Chorus

Make a rhyme, make a move
Do it to the beat
Make a rhyme, make a move
Have some fun with me

When the two words rhyme make a move like this
Two thumbs, crisscross, say that rhymes
that rhymes
When the words don't rhyme
make a move like this
One arm out front, back and forth say
no way, no way

Cat – hat	that rhymes (2x)
Dog – frog	that rhymes (2x)
Can – mat	no way (2x)
Pig – jig	that rhymes (2x)
Boat – car	no way
Silly – Willy	that rhymes

Repeat Chorus

Bug – hug that rhymes (2x)
Teacher – preacher that rhymes (2x)
House – truck no way (2x)
House – mouse that rhymes (2x)
Tree – me that rhymes (2x)
Egg – chicken no way (2x)

Repeat Chorus

8 – Move to the Alphabet

Topic – Identifying letter size and position, rhyming.

Activity – Move arms up high, out front or down low as letter is called out. On (open) version children sing out tall, small or fall and move all on their own as different letters are called out.

Chorus

The letters of the alphabet
There's 26 in all
The letters of the alphabet
Are tall, small and fall

When I say the letters of the alphabet
you move like this

Hands up high if the letters are tall
Hands out front if the letters are small
Hands down low if the letters fall
Move to the alphabet

a – small	n – small
b – tall	o – small
c – small	p – fall
d – tail	q – fall
e – small	r – small
f – tall	s – small
g – fail	t – tall
h – tall	u – small
i – small	v – small
j – fail	w – small
k – tall	x – small
l – tall	y – fall
m – small	z – small

9 – The Cool Itsy Bitsy Spider

Topic – Rhyming awareness, self-esteem.

Activity – Children crawl hands and fingers up the spout, shoot down, open hands as the sun comes up, palms out and move round on dried up and then up the spout again.

Rap parts with me as they do some hip-hop moves. Draw pictures of spiders or cut out. Discuss how the spider kept trying & didn't give up.

Jack Hartman and Diamond D gonna do it like
This for ya!

Girls and boys you know this song
C'mon move and sing along
Wiggle your fingers and crawl right up
Like the spider that never gave up

Verse

The Itsy Bitsy Spider went up the water spout
Down came the rain and washed the spider out
The Itsy Spider went up the spout again
Never gave up, never gave up!
(Repeat Verse)
That little spider helps us learn
Sometimes it gets rough in this world
But through the dark clouds and the rain
Soon the sun will shine again (2x)

Now, listen to this
To rise above when things get rough
Do your best and never give up

Repeat Verse

10 – 5 Funky Little Monkeys

Topic – Counting down, rhyming and language development.

Activity – Hold five fingers up & move up & down.

On one fell off, hold one finger up & point to your head. On
mamma called the doctor, hold hand to your ear like with a
phone. On no more monkeys, shaking finger back and forth.
Children all sing out – no more monkeys jumping on the bed
after hearing “what”?

(Hip – Hop style)

5 Little monkeys jumpin on the bed
One fell off & bumped his head
Momma called the doctor and the doctor said
“No more monkeys jumpin on the bed”
what?

(children) ‘No more monkeys jumpin on the bed’
5 Little monkeys & not one more
One fell off & now there's four

4 Little monkeys jumpin on the bed
One fell off and bumped his head
Momma called the doctor & the doctor said
“No more monkeys jumpin on the bed”
what?

No more monkeys jumpin on the bed
4 Little monkeys you can see
One fell off, so now there'e three

3 Little monkeys jumpin on the bed
One fell off & bumped his head
Momma called the doctor & the doctor said
“No more monkeys jumpin on the bed”
what?

No more monkeys jumpin on the bed

3 little monkeys with no shoes
One fell off a & now there's two

2 Little monkeys jumpin on the bed
One fell off & bumped his head
Momma called the doctor and the doctor said
“No more monkeys jumpin on the bed”
What?

“No more monkeys jumpin on the bed”
 2 Little monkeys having fun
 One fell off & now there’s one.
 1 Little monkey jumpin on the bed
 One fell off & bumped his head
 Momma called the doctor & the doctor said
 “No more monkeys jumpin on the bed”
 What?
 “No more monkeys jumpin on the bed”

 1 Little monkey – the silliest one
 He fell off & now there’s none

 But, someday soon their momma said
 They’ll be 5 Little monkeys
 Jumpin on the bed

11 – Hop Over It

Topic – Reading strategy.

Activity – Children can rap with me and on “hop” parts they can hop with their whole body or just with hand as a fingerplay. Get a frog puppet and make the frog hop when I sing that part.

When you come to a word you can’t figure out
 No need to panic, no need to pout
 Just think like a frog, you’ll know what to do
 Hop over the word and read on for a clue

Hop, hop, hop – hop over it (2x)

Chorus

Hop over it, hop over it
 A word you can’t figure out
 Hop over it, hop over it
 No need to panic or pout
 Hop, hop, hop – hop over it

Here are some clues that you can use
 What looks right, what sounds right
 And what makes sense
 Is it a big word or small word
 Do the best you can

Repeat hop and Chorus

12 – Lets Make Words

Topic – Beginning sounds, onsets and rimes.

Activity – Do some hip – hop moves on the chorus and then follow movements left to right. On (open) version, class can try other words. Class can be split up as one half says the beginning sound (on set) the other says the rime part of the words. On (open) version start with simpler, two phoneme words (/a/ - /t/) then try three & four phoneme words (/sl- eep/).

Chorus

Hip – Hop with your hands – what!
 Hip – Hop with your head – yo!
 Hip – Hop with your hips – what!
 Hip – Hop and make words – like this!

Put your hands in the air boys and
 Girls, left to right, let’s make words

When I say d, you say uck 2x
 d, - uck, d – uck
 Together we’ve got – duck
 When I say z you say oo 2x
 z – oo, z – oo
 Together we’ve got – zoo
 When I say c, you say ow 2x
 c – ow, c – ow
 Together we’ve got – cow
 When I say m, you say onkeys 2x
 M – onkey, m, onkeys
 Together we’ve got – monkeys
Repeat Chorus
 One arm out front boys & girls
 Left to right, lets make words
 ch – icken
 air – plane
 bl – ue
 cl – ap

Repeat Chorus 2x

13 – Be a Family of Words

Topic – Word families, rhyming

Activity – Children follow movements clap, tap, snap and then follow all the movements for each word. We use all nouns here.

Chorus

Clap, clap, clap – be a word
 Tap, tap, tap – be a work
 Snap, snap, snap – be a word
 Be a family of words

Let’s have fun and be the ug family

Lying flat on the floor – be a rug r-ug rug
 Wiggle your antennae – be a bug b-ug bug
 Crawl slowly on the ground – be a slug
 sl – ug slug
 Hold juice you drink – be a mug m-ug
 Mug

Rub, bug, slug, mug – be a family of words

Let’s have fun and be the at family

Walk real cool-be a cat c-at cat
 Flap your wings-be a bat b-at bat
 Cover your head – be a hat h-at hat
 Shake your tail – be a rat r-at rat

Cat, bat, hat, rat – be a family of words

Repeat Chorus

Let’s have fun and be the an family

Spin round and round – be a fan f-an fan
 Fry some eggs – be a pan p-an pan
 Drive on the road – be a van v-an van
 Pour chicken soup – be a can c-an can
 fan, pan, van, can be a family of words.

14 – Down in the Jungle

Topic – Word families, rhyming, story building.

Activity – Get some jungle gear (ie. Safari hat, jungle glasses, jacket) and lead your children with movements through the song. On down in the jungle pretend to be plodding with feet & arms through the jungle. On cat that roared move both hands up like tiger paw & roar! On hat both hands pretend to put a hat on. On elephant sat, sit and swing both arms together like an elephant trunk. On splat, both hands sharply clap together. On scat, wiggle & wave both arms out like your telling someone to go away or scat. On that put your pointer finger to your brain like your thinking/imagining about something. On rat wiggle your fingers, by the sides of your mouth. On bat move your arms out like the wings of a bat. On knat move one hand (fingers like your holding something tiny). Put up words used in the at family up for children to see. Select another word family and use the words to make a new story. Let children review beginning, middle & end and sequence of the story.

Down in the jungle (3x)
Where the animals live

1. There's a cat that roared in the jungle
Down in the jungle, where the animals live
2. There's a hat on the cat that roared
in the jungle
Down in the jungle, where the animals live
3. Then an elephant sat and knocked – off the hat
on the cat that roared in then jungle
Down in the jungle where the animals live
4. Some bananas went splat as an elephant sat
And knocked – off the hat on the cat that
roared in the jungle
Down in the jungle, where the animals live.
5. Some monkeys yelled scat when some
bananas went splat as an elephant sat
and knocked – off the hat on the cat that
roared in the jungle
Down in the jungle, where the animals live.
6. Can you imagine that, some monkeys yelled
scat when some bananas went splat
elephant sat and knocked – off the hat on
the cat that roared in the jungle
Down in the jungle where the animals live.
7. Then a rat and a bat, and even
a tiny knat said, can you imagine
that some monkeys yelled scat
when some bananas went splat as an
elephant sat and knock – off the
hat on the cat that roared in the jungle
Down in the jungle where the animals live. (2x)

15. – Groovin Peanut Butter and Jelly

Topic – Sequencing, comprehension auditory language.

activity – Children sing along with our children and make all movements – dig, hands smack together on crack-em, palms together & twist in opposite directions on mash em, one hand moves over another like spreading peanut butter on bread for spread it. Reach up with one hand and move like your picking grapes for pick em. Wiggle fingers and move them together for squish em.

Move one hand over another like your spreading jelly on some bread for spread it. And, use both hands to hold your sandwich on eat it. Move both hands up to your mouth and pretend to take some yummy bites. Children can develop cognitive skills with re-telling, the song/story. Review what happened first, second, third & fourth with the peanuts and then the same with the grapes. Make some pb & j sandwiches and sing.

Chorus

Peanut butter – and jelly (4x)

First you take the peanuts and you dig-em
dig-em
(Children repeat all lines)
Then you take the shells and you crack-em,
crack-em
Next, you take the peanuts and you
mash-em mash-em
then, you take the bread and you spread
it, spread it

Repeat Chorus

Next, you, take the grapes and you
pick em, pick em
Then you take the grapes and you
squish em, squish em
Then you take the bread and you
spread it, spread it
Now, you take the sandwich and
you eat it, eat it

Repeat Chorus

Dig em, crack em, mash em, spread it
Mm, Mm looks good
Pick em, squish em, spread it, eat it
Tastes good
Peanut butter and ...jelly

16 – Rockin Hip – Hoppin Apples & Bananas

Topic – Long vowel sound awareness, auditory memory.

Activity – Children repeat all times to this traditional song with a cool hip-hop beat. Give two big claps to the beat before we sing apples – bananas between verses. Use visuals of the vowels a,e,i,o,u. Everybody sing along and have fun. List words that begin with the long vowel sound. (ie. Ape, ache, acorn, eagle, island, ice, unicorn, ukulele).

Apples – Bananas 2x

I like to eat, eat, eat apples and bananas
(children repeat all lines)

I like to ate, ate, ate apples and bananas

Bridge

Apples – what – Bananas – c'mon
Apples – yeh – Bananas

I like to eat, eat eat epples and banenes
I like to ite, ite, ite, ipples and baninis
Repeat Bridge

I like to ote, ote, ote opples and banonos
I like to ute, ute, ute upples and banunus

I like apples, they're so sweet
I like bananas, they're fun to eat
Eat some apples, so good for you
Eat some bananas, like monkeys do
Apples – Bananas

17 – Popcorn Words

Topic – High frequency/sight word awareness,
spelling of 4,5 & 6 letter words.

Activity – Children echo the spelling and saying of
each word. Use visuals of all the sight words. Cut out poster
board shapes of popcorn kernels with a sight word on each
one. Pass out to children and they jump up when we sing
their word. Use (open) version on Hip – Hop AlphaBop to fill –
in any other sight words.

(Four, Five and Six letter words)

Chorus

Pot, pop Popcorn Words 2x
Pop, pop-up when you read 2x
In newspapers, books and magazines

1st Set

very – spell and say word
they
then
them
those
from

Repeat Chorus

2nd Set

went
what
when
which
want
would

Repeat Chorus

3rd Set

this
with
your
where
like
friend

18 – Words

Topic – Language development vocabulary.

Activity – Children can sing & move with chorus.

*On wings, arms out & fly. On wheels, arms spin
round & round. On see, one hand like a visor & look
around. On dream, wiggle fingers up high like stars
twinkling. Children echo the words & word patterns
we say in the song. Make-up creative movements.
Use song as an introduction to learning new new
words/vocabulary.*

Chorus

Words – Words – Words are like
wings they can let you fly

Words – words- Words are like wheels
Take you for a ride
Words – words – Words are like eyes
They can help you see
Words – words – Words are like stars
Make you want to dream

Say these words after me and let them make you
move.

Repeat all lines

Zoom-Zoom, Zoom-Zoom, Zoom
pepperoni pizza 2x
jambo 2x
hola

alligator, chomp, chomp, chomp
butterfly, flutterby
hip-hop 2x
giddy-up3x

Repeat Chorus

cool man cool
sunshine 2x
champion
friendship 2x
buenos dias
rock, rock, rock n'roll
macaroni & cheese
chicken dance 2x

Repeat Chorus

19 – Hand Print On Our Hearts

Topic – Teacher appreciation.

*Activity – My wife and I wrote this song for a special
teachers retirement. We hope that you might share it the
same way with others at a retirement celebration or other
special event for a dedicated teacher, child care provider or
anyone who has worked with children.*

On this day we remember all the ways
you've touched our hearts

On this day we all celebrate that we
have been a part

Of your hopes and your dreams

That have shown us where to go

Of your work and your love

That have helped the children grow

Bridge

Through the years, you've taken us so far
And now we'll carry on when you are gone

Chorus

So we will work, we will dream
You have shown us where to go
We will hope, we will love
We will help the children grow
Oh, we thank you & promise to go on
Because you have left us
With your hand print on our hearts

Repeat Bridge & Chorus