

Hip-Hop AlphaBop™
by Jack Hartmann

1 – Hip-Hop Alpha Bop

*Skills and Activities – Use as a fun motivational song to get children singing, moving and ready to read.
Shake hips, hop and move.*

Chorus

Hip-Hop AlphaBop, bop, bop, bop
Hip-Hop AlphaBop

Get ready readers, clap your hands, clap
them to the beat
Let's all move and have some fun as
we learn to read

Get ready readers, twist your hips, twist
them to the beat
We'll learn about the alphabet, we'll
learn from A to Z

Repeat Chorus

Get ready readers, chug along like a
choo choo train
We'll learn to hear when sounds are different
And when they are the same

Get ready readers, spread your arms,
fly high like a bird
When you read and when you write you'll fly around the world

Repeat Chorus

2 – Freeze It

Skills and Activities – Children love moving and “freezing” and they have to listen to when they’re suppose to freeze. All the freeze dances rhyme (i.e. Hip Dip). Be creative and move as the dances indicate (i.e. Snakes Shake, etc.). As a higher-level activity the class can create their own dances that rhyme using the soundtrack on CD2 (i.e. do the Hop Bop, the Chomp Stomp, the Funky Monkey).

Do the Snake Shake, do it, do it any
way you please it
Do the Snake Shake, you can do it, then you’ve got to freeze it

Do the Hip Dip, do it, do it any way you please it
Do the Hip Dip, you can do it, then
you’ve got to freeze it
Do the Jive Dive, do it, do it any way you please it
Do the Jive Dive, you can do it, then you’ve
got to freeze it

Chorus

Everybody shake it, shake it,
you can really make it
Clap it, clap it, you can make it happen

Do the Slide Glide, do it, do it any
way you please it
Do the Slide Glide, you can do it, then you’ve
got to freeze it

Do the Wiggle Jiggle, do it, do it any
way you please it
Do the Wiggle Jiggle, you can do it, then you’ve got to freeze it

Do the Fun Run, do it, do it any way you please it
Do the Fun Run, you can do it,
then you’ve got to freeze it

Repeat Chorus (2X)

5 – Hip-Hop Humpty (movement)

Skills and Activities – Have fun and Hip-Hop with Humpty Dumpty. Sing and do some hip-hop dance moves. Arms are loose; hands hang down and bend forward. Then you cross arms to your chest- then move them away from your body. Follow movement word - roll-em up – roll your hands; rock-em up - move arms together in front of you back and forth; tickle-em up – wiggle, wiggle your fingers like tickling someone.

Make a Humpty Dumpty with construction paper, color – make him a Hip-Hop Humpty. At an advanced level use CD2 Hip-Hop Humpty to have fun and enhance phonemic awareness by changing the beginning sounds/letters. And on second version (open) children and teachers can make up their own beginning sounds. It's language play with Humpty Dumpty.

Hip-Hop Humpty, Hip-Hop Humpty, Hip-Hop, Hip-Hop Humpty Dumpty

(Repeat)

Chorus

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall
All kings horses, all the kings men,
Couldn't put Humpty together again

Hip-Hop Humpty, Hip-Hop Humpty, Hip-Hop,
Hip-Hop, Hip-Hip, Humpty Dumpty

(Repeat)

Chorus

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall
All kings horses, all the kings' men,
Couldn't put Humpty together again

Hip-Hop Humpty, Hip-Hop Humpty, Hip-Hop,
Hip-Hip, Humpty Dumpty
They tried to roll-em up, roll-em, roll-em, roll-em
They tried to rock-em up, rock-em,
rock-em, rock-em
They tried to tickle him up, tickle, tickle, tickle
They just couldn't do it, just couldn't do it

Repeat

6. Mrs. Clangbangbingbongbo

Skills and Activities – She’s a fun character that likes to have “lots of fun” and always express her feelings. Children can develop their listening and oral language skills by repeating the fun exclamations of Mrs. C. Listen for the language patterns and the emotion of Mrs. C as she expresses her excitement.

On CD-2, use as a creative language and writing activity. Children can make-up different places where Mrs. C can go and what she would say. She can say anything in any pattern (i.e. – when she flies a plane, goes on a boat, plays tennis, or goes to school and more).

Chorus
Mrs. Clangbangbingbongbo makes a lot of noise
Wherever she goes
Mrs. Clangbangbingbongbo
has so much fun you can hear her go

When she goes fishing, everybody knows
Listen and you can hear her go
She goes wow, yow, holy cow, it’s a big one! **(Repeat)**
What, what, how does she go?
She goes wow, yow, holy cow, it’s a big one!
(Repeat)

Mrs. C has fun
When she goes golfing, everybody knows
Listen and you can hear her go
She goes swish, ping, oops, oh, my, my!
(Repeat)

What, what, how does she go?
She goes swish, ping, oops, oh, my, my!
Mrs. C has fun

(Repeat Chorus)

When she goes to the zoo, everybody knows
Listen and you can hear her go
She goes grrr, sssss, eeee **(Repeat)**
What, what, how does she go?
She goes grr, sssss, eeee **(Repeat)**
Mrs. C has fun

When she goes swimming, everybody knows
Listen and you can hear her go
She goes boing, boing, splash, splish splash **(Repeat)**
What, what, how does she go?
She goes boing, boing, splash, splish splash **(Repeat)**
Mrs. C has fun

7 – I'm Learning to Read

Skills and Activities – Let children celebrate their progress and excitement about learning to read with this fun movement song. Follow the movement/action words (shake, clap, etc.). On wow-move hands out wide, on cool – point both index fingers down and “be cool”, on ooh – pump one arm back and on wee – pump arm up high. Discuss all the topics you can read about and fun you can have.

On CD-2 children can sing along with the music at a special program.

Wow, cool, ooh wee, I'm so excited
I'm learning to read
(Repeat)

I feel my hands shaking – shake, shake
My hips swaying – sway, sway
My feet jumping – jump, jump
My heart beat thumping – thump, thump
My toes tapping – tap, tap
My hands clapping – clap, clap
And if you ask me why this is happening to me,
I think and say, I'm so excited I'm learning to read

Repeat

8 – Proud to be an American

Skills and Activities – Get some props to make this patriotic movement and language play song more fun (i.e. – drill sergeant hat, military shirt and American flags). Someone should be the drill sergeant (leader) and the class is the troop. Stand march and follow the movements and word phrases. Raise the flag high and be proud to be an American. On CD-2 have children perform at an assembly or special program – celebrate America.

I'm the drill sergeant and you're on my team
March in place and listen to me
Say what I say and do what I do
Salute now troops and get ready to move

Pump your arms way up high **(kids respond)**
Say oh my my, my my my **(kids respond)**
Now shake your hips and get real loose
(kids respond)
Say do wha diddie diddie do **(kids respond)**
Dive down deep in the sea **(kids respond)**
Say o e o ee **(kids respond)**
Now stand up tall and wave the flag
(kids respond)
Say I'm proud to be an American **(kids respond)**

Count off – 1, 2
Count off - 3, 4
Count off – 1, 2, 3, 4

Repeat Chorus

Fly your plane and go real fast **(kids respond)**
Say you can't catch me –
na, na, na, na **(kids respond)**
Float down slow in your parachute **(kids respond)**
Say ooh, ah, ooh ooh ooh **(kids respond)**
Now stand up tall and wave the flag
(kids respond)
Say I'm proud to be an American **(kids respond)**

Repeat Count off

Repeat Chorus

9 – Letter Sounds Yo Yo

Skills and Activities – They’ve got to learn those letter sounds. This song says the letter sounds clearly to a hip-hop rap beat. Sing together with the song saying the letter sounds clearly.

On CD-2 classroom teacher, speech teachers and children can say the sounds clearly and use words of their own. You can hear whether they are saying the sounds accurately.

Chorus

Letter sounds, letter sounds, letter sounds
Listen with your ears, then say them nice and clear
Letter sounds from A to Z – can help you
write and help you read
Letter sounds from A to Z, to write and read
Listen, hear, say **a, a – apple (phrase “Listen, hear” repeats)**
b – banana
c – carrot
d – donut
e – egg
f – face
g – goat
h – hippopotamus

Repeat Chorus

i – insect
j – jelly
k – kangaroo
l – lion
m – monkey
n – number
o – otter
p – pencil

Repeat Chorus

q – quarter
r – rabbit
s – sandwich
t – turtle
u – umbrella
v – van
w – walrus
x – box
y – yoyo
z – zebra

Repeat Chorus

10 – These are the Vowels

Skills and Activities – Children can feel the beat as they listen and learn the vowel sounds. These are the basic vowel sounds AEIOU.

There are exceptions with y and other letters but I wanted to introduce the basics here. Some movements you can try are; on A elbows, push back just like your tongue pushes back as you say A. On E-move both arms far out wide like the corners of your mouth as you smile. On (1) move one hand down as your chin lowers and the other hand up with index finger pointed up in the shape of an (1).

On O move bother arms up in the shape of a big O as your mouth makes the shape of an O. On U point both index fingers out in front as your lips go out too.

Use our vowel sound chart or make your own to enhance learning with visuals.

On CD-2 make up your own words. Remember say the sounds clearly.

A - E – I – O – U, these are the vowels

A – E – I – O – U, listen to the sounds

A is a vowel and it has two sounds
One says its own name – **a-a** - acorn
The other one says **a-a** – acorn

E is a vowel and it has two sounds
One says its own name – **e-e**-eagle
The other one says **e-e** elephant

I is a vowel and it has two sounds
One says its own name – **i-i**-ice
The other one says **i-i**-insect

O is a vowel and has two sounds
One says its own name – **o-o**-oval
The other one says **o-o**-octopus

U is a vowel and it has two sounds
One says its own name –**u-u**-ukulele
The other one says **u-u**-umbrella

Repeat Chorus

11 – Clapping Machine 1

Skills and Activities – Develop listening skills as children have fun clapping and moving to all the different music rhythms and beats. Listen to the different beats and styles of music. Great for ESOL classes or programs/topics on diversity.

Chorus

I'm a clapping, clapping machine,
I can clap my hands to any beat
Come on everybody, clap along with me,
And you can be a clapping machine

Now clap your hands to this beat
And shake your hips right along with me
Now clap your hands to this beat,
And sway your body along with me
Now clap your hands to this beat
And stomp your foot along with me
Now clap your hands to this beat,
Hip-Hop your body right along with me

Repeat

12 – Clapping Machine 2

Skills and Activities – Same as above, but with different music styles.

Chorus

I'm a clapping, clapping machine
I can clap my hands to any beat
Come on everybody, clap along with me.
And you can be a clapping machine

Now clap your hands to this beat
And bend your body right along with me
Now clap your hands to this beat, and
Shake; shake your body right along with me
Now clap your hands to this beat,
And rock your guitar right along with me
Now clap your hands to this beat,
And you can be a robot right along with me

Repeat Chorus

13 – Goldilocks and the Three Bears Rap

Skills and Activities – I know it's long, but, I tried to tell the story as accurately as I could. There's lots of movement words, numbers, digraphs, and rhyming in this language play rap. What happens first? Then what happens? What happens at the end of the story? What did Goldilocks learn? Have fun!

Chorus

Goldilocks and the Three Bears (3X)

1 – 2 – 3

Once upon a time there was a girl named Goldilocks
And her mother told her not to go too far away
But she didn't listen and she wandered
in the woods

Thought it would be fun to go out there and play
So Goldilocks with her long, curly blond hair
Walked this way, that way, here and over there
She hopped, she bopped, she bopped
And hopped and didn't want to stop
She went, oh my my there's a cute little house!
I'll boogie, woogie over there and check,
check it out
Ring, ring went the doorbell, knock,
knock at the door

But nobody answered, so she opened up the door

Goldilocks tippy tippy toed through the house
There were words on the wall
That made her jump and shout
Whoa, whoa, I know who lives here
This is the house of the Three Bears
1 - 2 - 3, 1 - 2 - 3, 1 - 2 - 3 bears live here
Mama Bear, Papa Bear, and wee, wee,
wee little Baby Bear
Then Goldilocks went upstairs oh oh oh,
Then goldilocks went downstairs ooh, ooh ooh
She turned around, then touched the ground
And said, "I'm so hungry, what will I do?"

Repeat Chorus

There were three bowls of porridge on the table over there
Three bowls of porridge that belonged to the bears
No, no it wasn't right what Goldilocks did
She ate the bears' porridge and not a little bit
She tried Papa Bear's bowl and it was too hot
Then Mama Bear's bowl and it was too cold
Wee, wee, wee little Baby Bear's
and it was just right
Yum, yum, yum, yum, yum
Goldilocks ate the porridge until it was gone
She said what else can I do in this house
Yo, I think I'd like to sit and just chill out

Goldilocks found the rocking chairs of the bears
Three rocking chairs, right by the stairs
She rocked in Papa Bear's and it was too hard
Then in Mama Bear's and it was too soft
In wee, wee little Baby Bear's
She said, cool this chair's all right, it's tight

She rocked slow and fast and slow and fast until the chair
crashed

Then this is too much, you, I'm getting tired
Goldilocks stretched her arms out wide
She yawned and touched her hands to her head
Then walked around the house and
looked for a bed

Repeat Chorus

Shh, shh she looked for a bed so she could
rest her arms, her legs, and her head
She found Papa Bear's bed and it was too
high at the head
Then Mama Bear's bed, but it was to
high at the end
Then wee, wee little Baby Bear's bed,
It wasn't too high, it was just right
So she slept and dreamt, and slept and dreamt,
and got a little rest

Then bop, bop the bears came home
They were tired and hungry and then
they groaned

Grr, grr someone's been in our house
Let's look around and check, check it out
So the bears went upstairs, bop, bop, bop
And then they went downstairs, hop, hop, hop
They said someone's been eating my porridge,
oh no!

And someone's been rocking in my chair, oh oh!
And someone's been sleeping in my bed!
Wee baby bear said and there she is!

Goldilocks freaked, and hopped and ran home fast without
a stop

Her mother, sister and brother gave her a hug
And said that it's you that we love
Goldilocks knew deep in her heart I love
my family like no others
I'll always remember, listen to your mother

14 – Is it a Word or Not

Skills and Activities – Have fun with language and freeze dancing as we delete phonemes and letter sounds. Each time we ask the question Is It A Word or Not?, to enhance word recognition awareness. Follow the dance moves, and with our children say “not” then “freeze”.

On CD-2, make up your own dance words (i.e. cha-cha, swim, slide, disco, and more).

Is it a word or not? If it's not – then stop!
Don't move your head, your shoulders, your hips or your knees
If it's not a word then stop and freeze

Let's bop, let's bop – bop with all you've got,
Then take away the b and you've got op
Is it a word or not – NOT, then STOP

Let's jump, let's jump – jump with all you've got
Then take away the j and you've got ump
Is it a word or not – NOT, then STOP

Let's boogaloo, let's boogaloo – boogaloo with
all you've got
Then take away the b and you've got oogaloo
Is it a word or not – NOT, then STOP

Repeat Chorus

Let's twist, let's twist – twist with all you've got
Then take away the tw and you've got ist
Is it a word or not – NOT, then STOP

Let's chicken, let's do the chicken –
chicken with all you've got
Then take away the ch and you've got icken
Is it a word or not – NOT, then STOP

Let's monkey, do the monkey –
monkey with all you've got
Then take away the m and you've got onkey
Is it a word or not – NOT, then STOP

15 – Old McDonald Had a Farm – Eng./Span

Skills and Activities – Here's an old favorite that gives the children the animal names in Spanish. Use in ESOL classrooms as well as to enhance language skills in the regular class. Let children see the word in English and Spanish.

On CD-2 think of other farm animals and learn the Spanish names. Also, this open song gives the opportunity to learn and sing the animal names in other languages (i.e. Chinese, Japanese, Swahili, and others).

Old McDonald had a farm, eieio
And on that farm he had a pig –
(Spanish cerdo) eieio

With an oink oink here and an oink oink there, here an oink, there an oink
Everywhere an oink oink
Old McDonald had a farm, eieio

Old McDonald had a farm, eieio
And on that farm he had a cow – (Spanish vaca)
eieio

With a moo moo here and a moo moo there,
here a moo, there a moo
Everywhere a moo moo
Old McDonald had a farm, eieio

Old McDonald had a farm, eieio
And on that farm he had a horse –
(Spanish caballo)
eieio

With a nay nay here and a nay nay there, here a nay, there a nay
Everywhere a nay nay
Old McDonald had a farm, eieio

Old McDonald had a farm, eieio
And on that farm he had some chickens – (Spanish pollos) eieio
With a buck buck here and a buck buck there,
Here a buck there a buck
Everywhere a buck buck
Old McDonald had a farm, eieio

Old McDonald had a farm, eieio
And on that farm he had a pig – (Spanish cerdo)
And on that farm he had a cow – (Spanish vaca)
And on that farm he had a horse –
(Spanish caballo)
And on that farm he had some chickens – (Spanish pollos)
eieio
Old McDonald had a farm

16 – The all Wrong Old McDonald Song

Jack sings this song live

Skills and Activities – I do this song in my live concerts and the children always have such fun with it. It's a way to listen carefully for the right sounds and categories of animals. Basically, what words or sounds make sense, which is a critical skill in reading. Let children participate together – listen for my mistakes and give me the right answer.

17 – Hello All Around the Word

Skills and Activities – Saying hello or giving a welcome greeting is common around the world. Use this song to practice saying hello in different languages. Learn other ways to say hello from other countries and places. Great for multicultural/diversity topics.

On CD-2 use the open version for a special performance at assemblies.

Chorus

Hello, hello all around the world
Hello, hello to every boy and girl

Repeat

If you go to Spain, this is how they say hello
We say hello – they say Hola **(repeat)**

If you go to Africa, this is how they say hello
We say hello – they say Jambo **(repeat)**

If you go to China, this is how they say hello
We say hello – they say Ni hao **(repeat)**

Repeat Chorus

If you go to Vietnam, this is how they say hello
We say hello – They say Chao **(repeat)**

If you go to Japan, this is how they say hello
We say hello – they say Konnichi wa **(repeat)**

If you go to Israel, this is how they say hello
We say hello – they say Shalom **(repeat)**

18 – I See Colors

Skills and Activities – Learn colors in Spanish with this simple song. Children can move with action words (driving a car, swinging on a swing, moving like a monkey).

On CD-2 children can sing at a special program all on their own.

Chorus

I see colors everywhere I go,
Colors up high and way down low
All different colors all around the world,
I see colors on every boy and girl

If you're riding in your car and you have to stop
What color is the light that makes you stop?
It's red (Spanish rojo) **(repeat)**
If you're riding in your car and you have to stop
Red is the color that makes you stop

Repeat Chorus

If you're swinging on a swing on a sunny day
What color is the sky on a sunny day?
It's blue (Spanish azul) **(repeat)**
If you're swinging on a swing on a sunny day
Blue is the color of the sky on a sunny day

Repeat Chorus

If monkeys in the zoo are eating bananas
What color are the ripe bananas?
They're yellow (Spanish Amarillo) **(repeat)**
If monkeys in the zoo are eating bananas
Yellow is the color of ripe bananas.

Repeat Chorus

19 – Popcorn Words

Skills and Activities – When I sing the chorus “Pop, pop, popcorn words”, children can move their hands open and closed alternately like popcorn popping. Then spell the words with me and say the word out loud. There are many high frequency/sight words. It sure helps with successful reading if children can quickly recognize these words. CD-2 use other high frequency words and visuals.

Chorus

Pop, pop, popcorn words, pop, pop,
popcorn words
Pop, pop up when you read in newspapers, books and magazines
Pop, pop up when you read in newspapers, books and magazines

y-o-u – you	w-e – we	i – i
w-h-o – who	h-e – he	a – a
a-n-d – and	i-n – in	a-s – as
c-a-n – can	t-o – to	a-t – at
m-e – me	i-t – it	b-y – by
s-e-e – see	i-s – is	t-h-e – the

Repeat Chorus

20 – It’s a Big World

Skills and Activities – Again, the focus is on listening for sounds in the environment. Children can sing the song then echo the sounds they heard me make. They can also make movements with the action words. Have children think of other common sounds at different places. What might you hear at _____? Use CD-2 version to be creative with sounds and have fun.

Chorus

It’s a big world all around – all different places
All different sounds
It’s a big world all around – all different places
All different sounds
Listen, listen, listen to the sounds

At a baseball game, all around listen to the sounds
Swish, crack, yeah – you do it
At a playground all around listen to the sounds
Whoa, yea, wee – you do it
At a workout gym all around listen to the sounds
Pump, whoa, breathe – you do it

Repeat Chorus

At a restaurant, all around listen to the sounds
Gulp, crunch, yum – you do it
At a country farm, all around listen to the sounds
Moo, neigh, buck, buck

Repeat Chorus

21 – Have You Heard About Compound Words

Skills and Activities – This catchy chorus may help children remember how a compound word is made. Use visuals. Each child can have a word and they have to put the words together that make sense. Use CD-2 to recognize many other compound words.

Chorus

Take two words and make them one
What do you get – a compound word

Repeat

Take the word base and take the word ball –
put them together

and what do you get – you get – baseball

Take the word sun and take the word shine –

put them together and what do you get –
you get – sunshine

Take the word play and take the word ground – put them together and what do you get

–

you get – playground

Take the word fire and take the word house – put
them together and what do you get –

you get - firehouse

Repeat Chorus

Take the word snow and take the word man – put them together and what do you get –
you get snowman

Take the word sail and take the word boat – put
them together and what do you get –

you get – sailboat

Take the word foot and take the word ball – put them together and what do you get –

you get football

Take the word barn and take the word yard – put
them together and what do you get –

you get barnyard

Repeat Chorus

22 – Two Letters That Work Together

Skills and Activities – Children can sing along with this catchy chorus to help learn about blends. Say the letter sounds clearly. Charts, visuals of the blends all enhance learning with the song. CD-2 offers an opportunity for additional blends and new words. Have fun learning.

They are two letters that work together to help make words begin
They are two letters that work together and you can call them blends

Repeat 2X

Here are some letters that work together

b says b, r says r, together they say br –
like in bread

c says c, r says r, together they say cr –
like in crocodile

d says d, r says r, together they say dr –
like in dragon

f says f, r says r, together they say fr –
like in frog

g says g, r says r, together they say gr –
like in grapes

p says p, r says r, together they say pr –
like in present

t says t, r says r, together they say tr –
like in train

b says b, l says l, together they say bl –
like in block

c says c, l says l, together they say cl –
like in clown

f says f, l says l, together they say fl –
like in flag

Repeat Chorus

23 – The Letter Sound Listening Game

Skills and Activities – Enhance learning beginning, middle and ending sounds with this activity song. Children can say the words with me as I repeat them and say the beginning sound. On CD-2 teachers and children can use each song for beginning, middle and ending sounds. Make up your own words. Say the words and have them clearly visible to see. Here are some words you may want to use. Beginning sounds are the easiest; teacher, table, turtle, television. Middle sounds – make sure the beginning and ending sounds are different. Here are some words; log, clock, hot, pop. Ending sounds – bug, pig, egg, tag.

Chorus

Listen, listen to all the sounds
Listen for the sounds I want now
The beginning sounds of these words
are the same
So let's play the Letter Sound Listening Game

Listen to the beginning sound –
top, turtle, toes, ten
Now you say the words with me (**repeat words**)
The beginning sound to all these words is t, t – letter t

Repeat Chorus

Listen to the beginning sound – ball, boat, birthday, balloon
Now you say the words with me (**repeat words**)
The beginning sound to all these words is b, b –
Letter b

Repeat Chorus

24. Make New Sounds

Skills and Activities – Let this song help your children learn the digraphs ch, sh, wh, th. The two different sounds make one new sound. On CD-2 use new words that begin with digraphs. Use visuals, charts and pictures of words.

Chorus

It's fun to make new sounds
And make new words each day

(Repeat 2X)

Take the letter c – that makes the sound c
Take the letter h – that makes the sound h
Put them together to make a new sound –
ch, ch, ch

Like in cheer, chomp, cheeseburger
Now take the letter w – that makes the sound w
Take the letter h – that makes the sound h
Put them together to make a new sound –
wh, wh, wh
Like in whistle, wheel, whisper

Repeat Chorus

Take the letter s – that makes the sound s
Take the letter h – that makes the sound h
Put them together to make a new sound –
sh, sh, sh
Like in shake, shine, shoe

Take the letter t – that makes the sound t
Take the letter h – that makes the sound h
Put them together to make a new sound –
th, th, th
Like in think, three, thunder

Repeat Chorus

25 – My Brain

Skills and Activities – I was inspired to write this song by an article that talked about how many young boys think the only way they can be successful is with sports. Realistically, the percentages are not in their favor. This song can be used to encourage using their brain to achieve many wonderful goals. Also, use in science topics focusing on the brain.

Chorus

My brain is in my head
My brain is above my neck
My brain it helps me move
My brain is really cool
My brain helps me see
My brain lets me read
My brain my whole life long
My brain can make me strong

I might not be big, I might not be tall
But I've got a brain that makes me strong
I can use it at home and use it at school
I can use it in everything I do
To tell time, to learn rhyme
To count numbers, to know colors
To learn to read, to dream dreams
To make friends and do my best

Repeat Chorus

There are so many things I can do with my brain
Let me explain
I can learn new words with my brain
I can make a plan with my brain
I can clap to the beat with my brain
I can learn new songs with my brain
I can get real smart with my brain
I can really go far with my brain!

Repeat Chorus

26 – The Reasons I Teach

Skills and Activities – I wrote this song for you – the teachers. A small way to thank you and to express appreciation for your dedicated work and reflect on the real reasons you do what you do each day. Hopefully, you can use it at the start of school, at a teacher's retirement party or anytime. Feel free to put slides or video with it. On CD-2 there's a soundtrack so one or more of your own teachers can sing it. Here's another fun idea. Write some silly/fun lyrics to this song. Use your sense of humor. Here's an example.

It's for those special gifts I get
Those porcelain apples and chia pets
It's for a mansion by the sea
That I felt the need to teach

Have fun and use lots of great humor!

It's for the smiles I get to see
When a child looks up to me
It's for the feeling that I get
When I help them give their best
It's for the chance I get to take
Touch their hearts and minds each day

Oh, I believe in – the Reasons I Teach

It's for the dreams that let them fly
That I give my extra time
It's for the words I get to say
Help a child to find their way
It's for the faith in boys and girls
That they'll make a better world

Oh, I believe in - the Reasons I Teach

Now tell me – do you believe in children?
Yes, I believe in children
Tell me – do you believe in their future
Yes, I believe in their future
So, stand up, clap your hands – celebrate!
Stand up, clap your hands –
it's you we thank today

Repeat first verse all together

27 – You Let Him Sing

Skills and Activity- I wrote this one from a thankful parent's perspective. Teachers touch the lives of so many. On CD-2 use the soundtrack and have a good singer from your area sing it to teachers on a special occasion. Dim the lights a bit and have someone sing it from the heart. Feel free to create your own slides or video, just give me song-writing credits thanks.

I'm not good with letters, I don't write well
But I've got something I'd like to tell you
So I wrote you this song
You've been my son's teacher since the fall
You've taught him so much, but that's not all
You know, you've done so much more
You touched him with your friendly way
You gave him your extra time every day
With your faith and good, good heart
He knew he could trust, you gave him your love
And he never smiled the way he smiles now
He never held his head up so proud
I see his blue eyes shining so bright
the way they should, it's so good
And teacher, just one more thing –
you let him sing

I don't talk much about it – but I'm telling you
There's been a lot that he's gone through last year
His mom went away – oh but we've grown closer
and stronger too
And we've been blessed with people
like you who care
You've made a difference to me
You touched him with your friendly way
You gave him your extra time every day
With your faith and good, good heart
He knew he could trust, you gave him your love
He never smiled the way he smiles now
He never held his head up so proud
I see his blue eyes shining so bright
the way they should, it's so good
And teacher, just one more thing – you let him sing, you let him sing
Humpty Dumpty, you let him sing
Now he says he loves me – you let him sing
You helped him have a happy heart again
I love to see him smile – thank you teacher

Visit Jack for ordering, concert or workshop
Information at: www.JackHartmann.com

These songs can be used in the classroom, assemblies, meetings and special programs. Feel free to copy this booklet. Please though, don't burn copies of the CD's and give them to others. It violates federal copyright laws.

Thanks!