

## **Math In Motion**

### **Jack Hartmann**

#### **1 – L o o b y L o o**

*Activity – on "Looby Loo, do the Looby Loo" put both hands in a fist together in front of your chest - palms down. Move them together in little circles. This fun techno version of an old favorite can help children's awareness of right and left. On "here we go", swing both pointer fingers to the right. On "Looby Loo" move both hands up and down. On Looby Li, swing to the other side. On "all on a Saturday night" circle hands over one another and then clap hands. Follow all right and left action words and have Looby Loo fun!*

Here we go Looby Loo, here we go looby li

Here we go Looby Loo

All on a Satu rday night

Move your right arm in, move your right arm out

Give your arm a shake, shake, shake and turn yourself about

Move your left arm in, move your left arm out

Give your arm a shake, shake, shake and turn yourself about

Move your head in, move your head out

Give your head a shake, shake, shake and turn yourself about

Repeat Chorus

Move your right leg in, move your right leg out

Give your leg a shake, shake, s hake and turn yourself about

Move your left leg in, move your left leg out

Give your leg a shake, shake, s hake and turn yourself about

Move your back in, move your back out

Give your back a shake, shake, shake and turn yourself about

Repeat Chorus

Move your right hip in, move your right hip out

Give your hip a shake, shake, s hake and turn yourself about

Move your left hip in, move your left hip out

Give your hip a shake, shake, shake and turn yourself about

Move your whole body in, move your whole body out

Give your whole body a shake, sha ke, shake and turn yourself about

Repeat Chorus

#### **2 – M a t h i n M o t i o n**

*Activity –follow all action/movement parts. A variety of math concepts are introduced*

*here (time, shapes, patterns and more). Move and sing as you introduce your math study topics.*

Math in motion, round and round

Math in motion up and down

This side, that side, all over the town

Math in motion all around

Shake your one hand up -- that's 5 fingers, add the other hand

That's \_\_\_\_ fingers

Sway your hips side to side, left and right

Math in motion all around

Draw a square in the air -- with 4 equal sides

Draw a circle in the air, way up high

Draw a triangle with 3 sides, like a piece of pie

Math in motion all around

Repeat Chorus

Make a pattern -- clap, tap, tap -- it's a pattern - clap, tap, tap

Make another pattern -- clap, clap, shake

Math in motion all around

Tic tock goes the big hand -- telling minutes

Tic tock goes the little hand -- telling hours

They go round and round

Telling us the time

Math in motion all around

Repeat Chorus

### **3 – Let's Go To Hollywood**

*Activity – be an actor or actress in this creative play song. Basic math concepts include:*

*big, open, shut, up, down, counting 1- 2- 3, high, low, as children are having fun.*

*Followup*

*with hands on and learning activities on these math concepts.*

Let's go to Hollywood - be in a movie

Let's go to Hollywood - be in a show

I'm the director - you be the stars

Ready on the set - let's go!

This is a movie called Dinosaur's World

You be the dinosaurs -- boys and girls

Lights - camera - 3-2-1 action!

You're a big, big dinosaur

Taking big, big dinosaur steps through the jungle

Oh, you're so big

Now, stop -- don't move a muscle

Dinosaurs look up, dinosaurs look down, turn all the way around

Slowly, now get down low

Pterodactyls are flying over your head

Watch out, watch out -- roar, roar  
This is a movie called Mystery House  
You be the inspectors, searching for a mouse  
Lights - camera - 3-2-1 action!  
Tip, tip, toe towards the house ? shsh - open the door, go in  
Close the door - it's dark in there  
Something's tickling you - it's sticking to you all over - YUK!  
Now something's nibbling on your right ear - what is it?  
It's the mouse giving you a kiss and saying he's glad you're here!  
This is a movie called Circus Fun  
You are the clowns - everyone  
Lights - camera - 3-2-1 action!  
You're bouncing, bouncing on a trampoline, like a ball up and down  
Now you honk your big red nose 3 times, 1-2-3-Good  
Now, wave to the crowd up high, wave to the crowd down low  
Then bed over - take a bow, be cause it's the end of the show.  
Repeat Chorus

#### **4 & 5 – Start the Day**

*Activity – basic calendar skills introduce children to identifying the day of the week. Our children's chorus sings Monday to show you how to do it -- follow along to start a great day. On Start the Day 2 -- children fill in the blank with the day of the week. Use calendar visuals to enhance learning.*  
We're here together to work and play  
We're here together to start the day  
Today's name is Monday, Monday, Monday  
Chorus  
Chorus  
Today's name is Monday, Monday, Monday Chorus  
All day long.  
(Repeat)

#### **6 – The Beanbag Bop**

*Activity – grab your beanbags and move along with the action words. Spatial concepts, shapes and body awareness are here as everyone "bops". On the word "bop" give your beanbags some fun shakes - bop!*  
Everybody get your beanbag  
Ready to rock -- follow me and have fun do The Beanbag Bop  
Do it, do it, The Beanbag Bop  
Move your beanbag high -- bop, bop  
Move your beanbag low -- bop, bop  
Move your beanbag like -- you won't ever stop

Everybody to the b-b-beanbag bop  
Beanbag, beanbag - side to side ? shake it, shake it, side to side  
Beanbag, beanbag round and round ? circle, circle - round and round  
Beanbag, beanbag up and down, up-down, up and down  
Beanbag, beanbag between your knees ? swing it, sway it between  
your k nees  
Repeat chorus  
Beanbag, beanbag on top of your head ? top, top, on top of your head  
Beanbag, beanbag under your chin ? hold it, hold it under your chin  
Beanbag, beanbag, toss it up ? toss it, catch it - toss it up  
Beanbag, beanbag back and forth ? toss it, catch it -- back and forth  
Repeat chorus

### **7 – 5 Little Monkeys**

*Activity - fingerplay fun as children count down from 5. Basic subtraction as Mr. Crocodile comes along. Hold one hand up and sway sway back and forth. Use the other*

*hand for the crocodile chomp-chompin. Shake hand and head on "you can't catch me."*

*Snap with crocodile hand. Then, fold up one finger. On last finger, wiggle it as song says you missed me.*

Five little monkeys, swinging in a tree  
Along came a crocodile as quiet as can be  
The first monkey said, yo u can't catch me -- SNAP  
Four little monkeys, swinging in a tree  
Along came a crocodile as quiet as can be  
The second monkey said, y ou can't catch me -- SNAP  
Third little monkeys, swinging in a tree  
Along came a crocodile as quiet as can be  
The third monkey said, yo u can't catch me -- SNAP  
Two little monkeys, swinging in a tree  
Along came a crocodile as quiet as can be  
The fourth monkey said, yo u can't catch me -- SNAP  
One little monkey, swinging in a tree  
Along came a crocodile as quiet as can be  
The last monkey said, you can't catch me -- SNAP  
You missed me!

### **8 – Move Fast, Move Slow**

*Activity – follow all action words -- clap, tap, etc. Discuss things that go fast and slow*

*(i.e. race cars, turtles). Everyone will have fun moving fast and slow, as they learn about*

*these basic math concepts.*

Move fast, move slow - move fast, move slow

All around the world you can see things go -- fast and slow  
Clap, clap, clap your hands as fast as you can  
Clap, clap, clap your hands as slow as you can  
Tap, tap, tap your knees as fast as you can  
Tap, tap, tap your knees as slow as you can  
Shake, shake, shake your hips as fast as you can  
Shake, shake, shake your hips as slow as you can  
Repeat chorus  
Bend, bend, bend your knees as fast as you can  
Bend, bend, bend your knees as slow as you can  
Swim, swim, swim as fast as you can  
Swim, swim, swim as slow as you can  
Run, run, run as fast as you can  
Run, run, run as slow as you can  
Repeat chorus

### **9 – 5 Senses**

*Activity – basic counting to five and awareness of the five senses are the focus of this*

*song. Point to the body part that gives us each sense. Hold up one hand and raise finger*

*by finger to 1, 2, 3, 4, 5.*

1, 2, 3, 4, 5 - how many senses ? I've got five

1, 2, 3, 4, 5 - how many senses ? I've got five

One - I see with my eyes, see the sun shine and the blue skies

Two - I hear with my ears, hear the sounds faraway or near

Three - I taste with my tongue, taste something sour or sweet -- yumyum

Four - I smell with my nose, smell a sweet and fragrant rose

Five - I touch with my skin, touch and feel the hand of a friend

Repeat chorus

### **10 – Counting 1 to 20**

*Activity – children can sing along with the children on the song as they count up to twenty.*

*On counting numbers way up high-raise arms up high. Then follow with arms down low.*

*On alright give a pump with one arm - out forward and back.*

Let's count numbers from 1-20

Ready, let's go

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20

*(Repeat counting)*

Counting numbers up high

Counting numbers down low

Counting numbers up high

Counting numbers alright

*(Repeat counting)*

## **11 – 10 Little Donkeys**

*Activity – On "ten little donkeys walkin on the trail" sway your whole body slowly back and*

*forth. On "swaying their tail", wiggle your bottom a little. On "oh, so sweet" stop moving*

*and turn your head side to side. On counting numbers hold up fingers and sing along with*

*me and the children.*

Ten little donkeys walking on the trail

Going so slow, swaying their tails

10 little donkeys, oh so sweet

Everybody count the little donkeys with me

Chorus

Chorus

Chorus

Chorus

1 little donkey .....uno 6 little donkeys.....seis

2 little donkeys .....dos 7 little donkeys.....siete

3 little donkeys .....tres 8 little donkeys.....ocho

4 little donkeys .....cuatro 9 little donkeys.....nueve

5 little donkeys .....cinco 10 little donkeys.....diez

Repeat chorus

## **12 – Playing At the Park**

*Activity – have fun at the park as children can move to all the action words up and down, in*

*and out, ... Be creative - move your whole body or do as a finger play. Lots of simple*

*math concepts for little ones.*

Playing at the park

Playing at the park, we're all having fun

Playing at the park

The swings at the park go back and forth ...all through the day

The see-saws at the park go up and down...all through the day

The gate at the park goes open and shut...all through the day

The cars at the park go in and out...all through the day

The mummies at the park go swing up high sweetie, swing down low sweetie,

...all through the day

The daddies at the park go run fast, walk slow...all through the day

The little children at the park go lift me up, get me down mommy

...all through the day

The big children at the park go ring around a circle...all through the Day

### **13 – Numbers All Around**

*Activity – numbers in the environment increase the awareness of math all around us.*

*Children sing along and answer the questions with the children on the song.*

*There are lots*

*of numbers in the environment. Have fun and think of some!*

Numbers, numbers all around

Numbers on signs, numbers on the ground

Numbers in the country, numbers in the town

Numbers, numbers all around

*(kids respond) (kids*

*respond)*

How many ears on a bunny? two... arms on your right side?

.....one

... tails on a dog?.....one ... arms on your left side?one

... legs on a horse?..... four ... arms all together?.....two

... legs on a spider?..... eight ... noses on your face?.....one

... trunks on an elephant?.. one ... fingers on one hand?...five

... wings on a bird?.....two ... fingers on two hands? ...ten

... shells on a turtle?.....one ... toes on one foot?.....five

... teeth in a shark?..... a lot ... toes on both feet?.....ten

Repeat chorus

### **14 – So Big, So Small**

*Activity – act like animals, big and small, fast and slow. Learning about opposites as*

*everyone moves and acts like the animals..*

I love animals, all kinds of animals

I love animals and this is why

I love elephants because they're so big, so big, so big

I love elephants because they're so big and they're so beautiful too

I love puppies because they're so small, so small, so small

I love puppies because they're so small, and they're so beautiful too

Repeat chorus

I love cheetahs because they're so fast, so fast, so fast

I love cheetahs because they're so fast and they're so beautiful too

I love turtles because they're so slow, so slow, so slow

I love turtles because they're so slow and they're so beautiful too

### **15 – That Makes Cent to Me**

*Activity – use your "cents" to learn about this important basic money skill. Use visuals*

*and hands-on money to enhance learning.*

A penny equals one cent

A nickel equals five cents

A dime equals ten cents

That makes cents to me  
A quarter equals twenty-five cents  
A half-dollar equals fifty cents  
A dollar equals one hundred cents  
And that make s cents to me  
Now you answer all by yourself

### **16 – Save Your Pennies**

*Activity – This simple melody makes it easier to remember how many pennies equal our*

*most common coins. Use visuals and hands- on money.*

Five little pennies make a nickel,  
Ten little pennies make a dime  
Twenty-five little pennies make a quarter  
Every sin gle time  
Rep eat  
So save your pennies - don't you stop  
Save your pennies and you'll have a lot

### **17 – Show Me the Money 1**

*Activity – rock out with children singing along with the children on the song.*

*Children can*

*have real or play coins to show me the money when I identify the coin in sequence from penny to quarter.*

Five pennies make a nickel *(kids repeat)*  
Two nickels make a dime *(kids repeat)*  
Two dimes and a nickel *(kids repeat)*  
Make a quarter every time *(kids repeat)*  
Hold them in your hand, as quick as a bunny  
When I say the coin, yo u show me the money  
A penny, a penny as quick as a bunny  
Show me, show me, show me the money  
*(Follow along with nickel, dime & quarter)*

### **18 – Show Me the Money 2**

*Activity – keep rockin, but, in a different sequence that will further challenge the children's*

*knowledge of the coins.*

### **19 – Counting Time**

Chorus

Chorus

Chorus

*Activity – This familiar melody can help children to remember some basic units of time.*

*On tic-toc move one arm up and side to side.*

Tic toc, tic toc, tic

Sixty seconds make one minute

Sixty minutes make one hour

Twenty-four hours make one day

I can count the time this way

*(Repeat)*

## **20 – Match My Clock**

*Activity – (everyone has to have their own cutout clock) children follow the teacher and*

*match the clock. Follow the (hour) version and move the big hand and little hand to the*

*time indicated on the song. On tic-toc move one arm up back and forth.*

Tic toc, tic toc match my clock

Tic toc, tic toc match my clock

Round and round and then we'll stop

Tic toc, tic toc match my clock

Little hand on the eight, big hand on the twelve

Tic toc, tic toc match my clock

*(Repeat)*

Now your clock should look just like mine

Match my clock and tell the time

It's eight o'clock!

Little hand on the ten, big hand on the twelve

It's ten o'clock!

*(Follow song with different times)*

## **21 – Match My Clock**

*Activity – for teaching half-hours.*

## **22 – Match My Clock**

*Activity – for teaching any hours or half-hours. Teachers / parents make-up any time.*

## **23 – Count By 10's**

*Activity – start with holding up ten fingers, then bend down and touch ten toes, and then*

*wiggle and waddle like ten little ducks. Sing along with the children and count by 10's.*

*Hold up ten fingers and open and shut hands as you count.*

Ten fingers, ten toes, ten little ducks waddling in a row

You can do it - it's fun count by 10's everyone

10, 20, 30, 40, 50, 60, 70, 80, 90, 100

## **24 – Number Writing Rhyme**

*Activity – get out your crayons and follow this simple little rhyme to write numbers.*

Let's do our number rhyme, we start with zero

Round and round and round we go

And we get home we have a zero

Start at the top and down we run ? that's the way we make a one

Around and back on the railroad track ? two, two, two

Around a tree, around a tree ? that's the way we make a three

Down and over and down some more ? that's the way we make a four

Down and around with a flag on high ? that's the way we make a five

Around to a loop ? number six rolls a hoop

Across the sky and down from heaven ? that's the way we make a seven

Make an "s" and do not wait ? when we get home we have an eight

Make a loop and then a line ? that's the way we make a nine

Now we have our number rhyme

## **25 – Color, Shape & Size**

*Activity – another little song to help children remember the different ways to sort.*

*Followup*

*with lots of visual and hands-on sorting activities.*

Color, shape and size, color, shape and size

We can sort a lot of things by color, shape and size

Repeat

## **26 & 27– What Number Comes Next**

*Activity – use this fun song to develop awareness of numbers in sequence and adding by*

*one. Children can use fingers or other props to help learn what number comes next. Use*

*the second version of this song to create your own numbers.*

Use your head, use your ears, use your mouth, use your nose

Use your fingers, use your knees, use your hips and your toes

When I say a number you do your best

Say, say, say the number that comes next

you say

When I say 1 2

When I say 4 5

When I say 8 9

When I say 3 4

When I say 6 7

*(Listen and answer)*

## **28 – Make a Group**

*Activity – swim like a fish, fly like a bird, gallop like a horse as children move together in*

*groups. Show children some pictures of animals in groups.*

Fish swim in a group - swim, swim, swim

Horses run in a group - clip clop clip

Birds fly in a group - fly, fly, fly

Let's make a group - you and I

Let's make a group, a group of 3

3 little fish swimming in the sea

Swim, swim and dive in the sea

In a group, a group of 3

Let's make a group, a group of 6

6 strong horses, galloping quick

Gallop, gallop, gallop quick

In a group, a group of 6

Repeat chorus

Let's make a group, a group of 5

5 little birds, flying high

Fly, fly and soar in the sky

In a group, a group of 5

Repeat chorus

Chorus

Chorus

*(Repeat 2X)*

*(Repeat 2X)*

*(Repeat 2X)*

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