



Music Keys

Unlock Your Child's Potential



*Researched and Designed for
Preschool, Pre-K, Daycare, and Kindergarten Classrooms*

Teachers Guide and Resource Materials

Music and Movement

Music Keys
Unlock Your Child's Potential

**A curriculum researched and designed
for Preschool Children for Preschools, Pre-K, Kindergarten and
Daycare classrooms**

**Lorna L. Heyge
Linda K. Robinson**

**Teacher's Guidebook and
Resource Materials
For Classroom Instruction**

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Authors and Artists

Lorna Lutz Heyge, Ph.D., is well known as the author of the **Musikgarten Music and Movement Series**, a comprehensive music education course for children from birth to age 9. After earning a Bachelor of Music degree in organ performance from the Eastman School of Music, she completed the M.M. in organ at Northwestern University and a Ph. D. in musicology at the University of Cologne in Germany. Dr. Heyge also holds the Artist Diploma in Organ from the Cologne Musikhochschule. Lorna Heyge is the founder and president of the Musikgarten Foundation (formerly Foundation for Music-Based Learning). She is active in the music education field, presenting sessions at national conferences including NCKP, MENC, MTNA, the Suzuki Association, and Head Start.

Linda King Robinson has been actively involved in teaching music to children for over forty years in private and public schools, Headstart classrooms, Montessori school, studio classes for young children and parents, and Christian education programs. She has been a teacher educator in early childhood music and movement for many years and is frequently engaged as a clinician for conferences and conventions. In addition to undergraduate and graduate degrees in music education, Mrs. Robinson completed a Master's degree in Family Studies, concentrating on children ages 0-6 years, and a Montessori Diploma for Primary Class. She is certified at level III by the Early Childhood Music and Movement Association and Orff-Schulwerk certified Level II. Mrs. Robinson was named Music Teacher of the Year – Elementary Division by the Kentucky Music Educators Association in 1994 for “creative teaching and outstanding contributions to the profession”. She has had several articles published in professional journals and is co-author of “God’s Children Sing” in the Musikgarten series.

Howard Baer brings to *Music Keys* over twenty-five years of studio recording experience as a musical arranger/producer, composer, keyboardist, musical director, and conductor. Baer has had over 5000 of his arrangements recorded, has received four JUNO nominations for album productions, and has composed and conducted numerous scores for TV and film, including *Sesame Street* and the 1998 Winter Olympic Games in Calgary. He has been the music producer for IMAC films, including the widely publicized *Titanica*. His music productions for children include work with such publishers as Hohner, Schott International, Macmillan McGraw-Hill, and Silver Burdett. His recordings used in this publication bring a synthesis to the basic ideas of the pedagogy – music, movement, language, and nature.

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Features of the Publication

Music Keys presents music and movement activities to build the sensory-motor foundation for learning, respecting the preschool child's growing independence and developing competencies. The collection includes songs, numerous movement activities, exciting exploration of instruments and stories for the children to act out and embellish. The primary goal is to bring the children together with the teachers into the music, movement, and environmental experience which will support development and educational growth in the classroom.

The *Teacher's Guidebook* together with the companion recordings, *Music Keys* Blue recording and *Music Keys* Purple recording offer complete resources for a developmentally appropriate music program for preschool children and their teachers.

Activities

The *Teacher's Guidebook* presents many varied activities for young children. Moving, singing and chanting, listening, and playing instruments are the core activities. In addition to the whole group activities, there are many activities which the classroom teacher can easily repeat after the music teacher has presented the lesson.

The activities are presented to meet the fundamental needs of a well-balanced music experience: move, listen, sing and play. The activities also meet the developmental needs of young children and support their continued growth in areas of motor skills, language development, social-emotional development, and cognitive skills. Melody and text, suggestions for presentation, and location of music on the recording are given for each activity.

Lesson Suggestions

Lesson suggestions are focused on a theme and organized into semesters of 14 lessons each. The materials in each lesson are sequenced in a 30-minute period for children and teachers in a classroom setting.

Recordings

The recordings include listening examples for four primary areas: focused listening examples drawn from nature, often together with full-color illustrated animal cards; picture scores for Recorded Movement Stories; songs and music for movement and stories; music for dancing and playing instruments.

Materials for Families at Home

There are two outstanding recordings for nurturing music in the home – a vital part of the *Music Keys* program. The recordings include most of the activities which the children learn in class, and enable the children to repeat them with their families. When music and movement become a part of daily life, the true benefits of the program emerge for the child. Parent Bulletins are provided for licensed *Music Keys* programs, and are available for each lesson.

Introduction

Music and movement experiences meet the needs of the child.

All aspects of learning are greatly enhanced when music is a key element in a holistic approach to learning. Musical play offers children experience in the two areas which are most important in their lives today, learning to know and control their bodies and learning to listen with intention. Research shows that when music, movement, and language are integrated, the benefits are incalculable, both intellectually and psychologically.

Young children grow and develop as whole human beings in a “doing” environment. Sensory-motor exploration forms and sustains their intellectual life. Making learning a part of everyday living makes it relevant, interesting, accessible, and integrated. Through *Music Keys* we will introduce a multi-faceted music program based on themes from everyday life.

Young children are naturally whole persons.

Every child is naturally embedded in the whole experience of life, a person who observes and absorbs every facet of the environment. Children’s natural wholeness points to a holistic way of learning. Education is not simply a matter of imparting knowledge. Education has to support human development as a continuous process through different phases of life.

The development of the child – psychologically, physically, emotionally, socially, and cognitively – occurs in an integrated manner when the whole personality is actively engaged in a dynamic process of interaction with the environment. To create a situation in which natural learning can continue, we need environments that are conducive to holistic education – environments that address the child’s basic developmental needs: movement, exploration, sensory-motor experience, language, and interesting activities that require their involvement.

In these environments the children feel *a part of* life, not *apart from* it. Holistic education allows the children to continue learning in natural ways – natural because the children are teaching themselves.

Sensory-motor exploration is the pathway to learning.

The assimilation of everything around a child is intensely focused through the channels of the senses: sight, hearing, taste, touch, and smell. The world is a stimulating place every waking moment, evoking a response from the child. As each day passes, the child absorbs impressions, stores them, and gradually develops patterns of response that become a permanent part of his/her person.

The child meets the world with a *beginner’s mind*, as a tireless sensory-motor explorer urged by the energy of life itself to create and become a unique individual. No other stage of development will be as creative as the first six years of life. During the first phase of development, the infant/toddler’s personality is being created and formed in a process of exchange from *within* to *without* in the work of self-construction. To this the adult brings help by providing a nurturing environment for development.

A critical period for sensory-motor development – the primary way children learn – occurs from birth to around four to five years. The sensory-motor pathways to learning are absolutely vital to

all later learning and successful cognitive functioning. Receiving, absorbing, and integrating the information through all sensory channels is the way the child builds sensory experience into concepts.

The ear plays a central function in all learning.

As neurological research continues to confirm the value of a multi-sensory approach to learning, the function and training of the auditory modalities remain poorly understood and underestimated in education. Dr. Alfred Tomatis has conducted landmark research over the past thirty years in the fields of audition and dyslexia. His work has immense implications for education in general and for music, movement and language connections in the life of the young child in particular.

The ear, with its dual vestibular and auditory functions, plays a central role in human development and is given a pivotal role in this publication. The bombardment of the ear by noise in our environment, presents the young child, both while awake and asleep, with the difficult task of discriminating sounds against a backdrop of competing noise. Heightening the discriminatory ability of the ear is of considerable importance to every aspect of learning – intellectually, emotionally, socially, and spiritually.

Knowing that the senses have an extraordinary compensatory capacity, it is appropriate to isolate one sense to heighten the functioning of the others. Dr. Maria Montessori developed many sensory-motor activities to use with children at this period of development when neurological networking is happening. This publication includes games which enhance listening and touching, as well as the memory of shape, form, and texture. Games are fun; the element of mystery is always exciting for a child.

Nurturing independence and initiative is the path to self-esteem.

The first six years of human life are critical for the formation of the personality. Each child creates a structure of knowledge and understanding of him/herself and of the surrounding world during this time. Every child accomplishes this great work within a stimulating, supportive environment conducive to healthy active development. Teachers and parents facilitate children's efforts by encouraging them to do it for themselves.

The child's sensory-motor mode of learning is enhanced when the young explorer moves toward new and broader horizons from the security of loving teachers and supportive classrooms. When teachers and other adults encourage initiative it builds self-esteem and confidence to interact with new materials and experiences and to persist in learning new skills.

Musical Goals of the *Music Keys* Program

Music and movement address all facets of human development.

All aspects of learning are enhanced when music is a key element in a holistic approach. Music and movement are a natural part of life, especially for children. Movement should be part of all experiences for children, for it is their natural mode of being and expression. Moving to music and simple rhythmic songs comes naturally to young children; it both energizes them and helps integrate sensory-motor experiences.

Music and movement can:

- Develop balance, control, and coordination through activities that are fun and challenging
- Help children explore abstract concepts at an experiential level of understanding for deep learning
- Develop self-awareness
- Emphasize give-and-take social interaction through play/dance
- Express activities and feelings of everyday life in mime and drama
- Raise the level of consciousness of how to move, where to move, and how parts of the body feel while in action

This kinesthetic awareness is an inner sense, an awareness of how the body feels as it moves, and particularly how muscles and joints feel when tensed or relaxed. It is an important way of taking in information and remembering it when it is patterned in the body.

These very same movement activities give the child a foundation of musical experience: beat, meter, phrase, form – and a beloved repertoire of songs and games.

Sing, listen, move, and play – the musical components of the activities.

Musically, early childhood is a time of preparation, especially vocally and rhythmically. Establishing body control, grace and flow of movement, beat competency and nurturing the singing voice are priorities. Children need to have experiences without expectation or judgment; affirmation of their efforts will support their continued experimentation.

Sing. *Music Keys* features a rich collection of songs and chants. Most of the songs in the collection are folksongs and seek to introduce a new generation to the roots of our musical heritage. The songs selected come from numerous countries and share the histories of many cultures. Activities in general are simple and short, but not simply entertaining.

The early years are rich in vocal development, both speaking and singing. The cadences, rhythms, and melodies of the languages spoken in the environment pose no difficulty for the young child, since the ear is tuned with great sensitivity to these aspects. The acuity of audition will never be greater than at this point of life. A critical period for the formation of the language of the environment peaks at around two years, but continues to be a focal point in the child's life as it elaborates into formal language to age six. The experiences of the sensory-motor explorer spur language development, since the children need to communicate their perceptions with words.

Children learn through listening and then experimenting. Opportunities to hear singing voices and be with singing people provide the basis for developing the singing voice. Playing games that encourage a musical response will further lay the groundwork for learning to sing with ease

and joy. The collection presents many vocal activities that are appropriate for developing the young child's singing voice.

Listen. Children need to hear good music. The recordings feature the work of Howard Baer, composer, arranger and director of music production, and provide the children with a variety of music styles and recordings made primarily on acoustic instruments. In addition, selected excerpts from classical instrumental music introduce the children to masterpieces from many genres.

The entire music class is a rich aural experience. The specific listening exercises are chosen to develop auditory acuity and discrimination skills. Most importantly the recordings allow the teacher to have the sound environment in the classroom, so that a rich musical experience can become part of their daily lives.

Move. Learning for young children involves movement constantly. Movement activities in the music class take many forms, from finger plays and body awareness songs and chants, to various story settings, which involve the child's growing imagination. Movement stories are multifaceted. Children enjoy an active part in the story as they become the parts they play. They come to know themselves as they come to know others. Feelings and moods are important to them, and the use of gestures, facial expressions, and body language are well suited to their need for communication.

The music composed by Howard Baer for the recorded movement stories and rhymes focuses on how music expresses moods, feelings, and concepts. The music suggests the movements; the children must listen keenly in order to direct their movements in response to the music. Children enjoy the excitement and challenge of listening and moving appropriately.

Play. Playing instruments is of natural interest to young children. Young children have a natural tendency to touch, handle, and manipulate objects and can glean valuable experience from opportunities to purposefully explore making sound with instruments. The use of scarves is another kind of movement for children, helping to develop their sense of time and flow, as well as steady beat.

Musical play in the classroom

Children are supported and encouraged by group musical experiences to incorporate musical play into other classroom activities. Rhythms become part of creative block play, songs have new text added to reflect a playground activity, dancing becomes waltzing from the dress-up area. Children begin to sing songs as they paint or do table games and favorite songs become part of clean-up and line-up routines. Many children begin to make up their own music to describe feelings, activities, or stories. This spontaneous music-making allows the children to integrate concepts and skills and use them in new ways. It gives teachers the opportunity to observe children's preferences, skills and growth in the development of musicianship, general knowledge and skills.

Lesson Suggestions 1-14 (Blue Recording)

Lesson 1: My Home

Materials

Rhythm Sticks

Jingles

Cymbal (or Triangle)

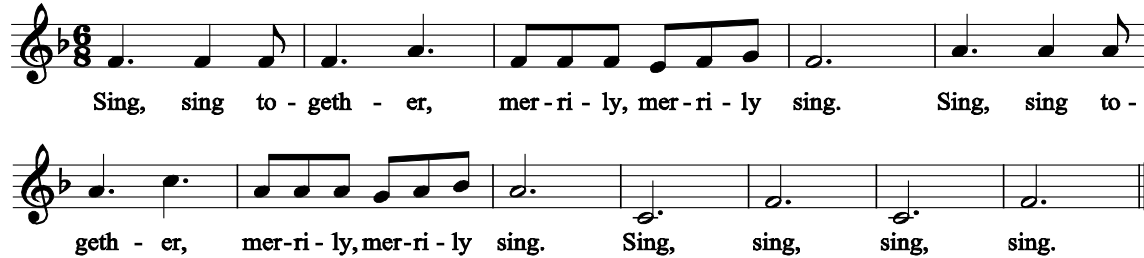
Music Keys Blue recording

Title	Function	Page	Card	Track
Sing Together	Greeting Song	26	1	
Clap, Clap, Clap	Stationary Movement	27	2	
Major Tonal Patterns	Patterns	21	59	
Ha, Ha, This-a-Way	Traveling Movement	28	3	2
Duple Rhythm Patterns	Patterns	21	57	
Conversation Time: Who lives at your house?		17	56a	
Voices Male, Female, Children	Listening Time	15	54	5-7
Houses	Finger play	29	4	
<i>In The Docks</i>	Rhythm Sticks	30	55	8
Jack in the Box	Stationary Movement, Cymbal	29	5	
Tideo	Singing Game, Jingles	30	6	
Sing Together	Closing Song	26	1	

► New Activity

Note: CD numbers are given only for those activities which require the recording in the lesson or would be enhanced by its use. *Music Keys* (Blue Set), © Musikgarten 2009 www.Musikgarten.org

Sing Together



Sing, sing to - geth - er, mer - ri - ly, mer - ri - ly sing. Sing, sing to -
geth - er, mer - ri - ly, mer - ri - ly sing. Sing, sing, sing, sing.

Text and Melody: traditional

- Sing the song, lightly tapping the beat on your knees. Sing a verse for each child in the circle by changing the text to "Sing, sing to Michael, merrily, ..."
- Change the motion from time to time. For example:
"Clap, clap for Tommy ...,"
"Wave, wave to Susan ...," etc.
- Observe the children and take ideas for motions from them. When the children are more familiar with the song, ask each child what motion s/he would like for his/her special verse.

Variations:

- If the class is large in number, two children's names could be sung in one verse.
- At the end of the lesson, sing "Wave, wave goodbye, merrily, merrily wave."

Readiness: Social-emotional Development,
Language Development

Key/Range: F Major, c'-c''

Card: 1

Clap, Clap, Clap

♩ 1 (Blue Recording)

Clap, clap, clap your hands, clap your hands to - ge - ther. Fine

Clap, clap, clap your hands, clap your hands to - ge - ther. D.C. al Fine

La la la la la la la, la la la la la la. La la la la la la la, la la la la la.

Text and Melody: Tennessee Folksong

- Establish the beat by clapping your hands. After a few seconds, sing the song. Find a different motion for the *la la la* section; for example, reach up with both arms and wave from side to side, rocking the whole body.
- Make up further verses by taking motions from the children, such as
Tap, tap, tap your toes, etc.

Variations

- **Singing Game:** All stand in a circle. During the first line of the song, all clap. On the *la la la* section, join hands and circle. Continue in like manner with other motions which you choose for the following verses.
- **Greeting Song:** Insert a child's name into the text as follows: "Clap, clap, clap hello, clap hello to Evan, ..."
- **Play Instruments:** The song is also ideal for playing simple rhythm instruments. Change the text to:
"Tap, tap, tap the sticks, ..."
"Shake, shake, shake with me, ...
(a rattle)"
- **Traveling Movement:** Try moving around the room, using texts such as:
"Walk, walk, walk with me, ..."
"Jump, jump, jump with me, ..."

- **Original Text:** When you are familiar with the melody, learn the original text of this wonderful Tennessee folksong:

Chorus:

'Round and 'round, old Joe Clarke,
'Round and 'round I say;
'Round and 'round, Old Joe Clarke,
I haven't long to stay.

1 Old Joe Clarke, he had a house
sixteen stories high;
Ev'ry story in that house
Was full of chicken pie.

2 I went down to Old Joe's house,
never been there before;
He slept on the feather bed
and I slept on the floor.

Readiness:	Motor Development, Language Development
Key/Range:	Eb Mixolydian, bb'-db"
Recording:	Children's Choir, Clarinet, Piano
Card:	2


► New Activity

Note: CD numbers are given only for those activities which require the recording in the lesson or would be enhanced by its use. *Music Keys* (Blue Set), © Musikgarten 2009 www.Musikgarten.org

Ha, Ha, This-a-Way


♩ 2 (Blue Recording)

Chorus




Ha, ha, this-a-way, ha, ha, that-a-way, ha, ha, this-a-way, all day long.

Verse 1




Walk - ing, walk - ing, up the street; walk - ing, walk - ing, to the beat.

Verse 2



Jump - ing, jump - ing up and down, look at me, look at me.



Jump - ing, jump - ing up and down, jump - ing mer - ri - ly.

Text: adapted by Lorna Heyge and Martha Hallquist; Melody: traditional.

3. (tune: verse 1)

Crawling, crawling, oh, so slow. Crawling, crawling, way down low.

4. (tune: verse 2)

Bouncing, bouncing, like a ball, look at me, look at me,
Bouncing, bouncing, like a ball, bouncing merrily.

- Stand and sing the song. Swing side-to-side during the chorus.
- For each verse, move through the room with appropriate movements to the text. When introducing this song, repeat the verses several times, as needed, before returning to the chorus, to give the younger children time to explore the movement.
- Sing the chorus; signal everyone to stand on the spot, swinging side-to-side.

5. (tune: verse 1)

Swinging, swinging, side to side. Swinging, swinging, do not hide.

6. (tune: verse 2)

Turning, turning round and round, look at me, look at me,
Turning, turning round and round, do not make a sound.

Variations:

- Sing and move with the recording.
- Sing and accompany yourselves on instruments..

Readiness: Motor Development, Language Development

Key/Range: C Major, c'-d''

Recording: Children's Choir, Clarinet, Bassoon, French Horn, Snare Drum, Mark tree, Jaw's Harp, Vibraslap, Piano

Card: 3

List of Recording – Blue Recording

1. **Clap, Clap, Clap** – Children’s Choir, Clarinet, Piano
2. **Ha, Ha, This-a-Way** – Children’s Choir, Clarinet, Bassoon, French Horn, Snare Drum, Mark Tree, Jaw’s Harp, Vibraslap, Piano
3. **Duple Rhythm Patterns**
4. **Houses** – Howard Baer, Speaker
5. **Male Voice**
6. **Female Voice**
7. **Children’s Voices**
8. **In the Docks** – Espitalier, Folk Ensemble
9. **Tideo** – Children’s Choir, Bassoon, Trumpet, Guitar, Harp, Xylophone, Glockenspiel, Timpani, Tambourine, Castanets, Shaker
10. **Major Tonal Patterns**
11. **The Bullfrog** - Children’s Choir, Oboe, Clarinet, Bassoon
12. **Bullfrog** – Animal Voice
13. **Fly** – Insect Voice
14. **Canada Goose** – Bird Voice
15. **Frogs Jump** – Howard Baer, Speaker
16. **Hands a-Washing** – Children’s Choir, Accordion, Piano
17. **The Workshop** – Children’s Choir
18. **Hammering** – Working Sound
19. **Sawing** – Working Sound
20. **Drilling** – Working Sound
21. **Sanding** – Working Sound
22. **Zum Gali, Gali** – Children’s Choir, English Horn, Piano
23. **Jack Be Nimble** – Howard Baer (speaker), Clarinet, Bassoon, Xylophone, Siren, Slide Whistle, Piano
24. **Bim Bam** – Children’s Chorus, Clarinet, Oboe, Bassoon, Piano
25. **Minor Tonal Patterns**
26. **Walk Together** – Children’s Choir, Harmonica, Guitar, Bass, Piano
27. **The Eency Weency Spider** – Children’s Choir, Clarinet, Bassoon, Xylophone, Percussion, Piano
28. **Pop! Goes the Weasel** – Children’s Choir, MIDI
29. **Triple Rhythm Patterns**
30. **Scarf Chant**
31. **I Went to Visit a Farm** – Children’s Choir, Bass Clarinet, Spoons, English Horn, Flute, Piano, Bass Harmonica
32. **Cow** – Animal Voice

33. **Horse** – Animal Voice
34. **Pig** – Animal Voice
35. **Hen** – Animal Voice
36. **The Farmer in the Dell** - Cello, Banjo, Mandolin, Glockenspiel, Mark Tree, Harp, Piano, Animal Sounds
37. **Talking Drum** – Drum
38. **Jim Along, Josie** – Children’s Choir, Penny Whistle, Piano
39. **Here Is a Bunny** – Howard Baer, Speaker
40. **Little Rabbit** – MIDI

Alphabetical	Track
Bim Bam	24
Bullfrog, The	11
Bullfrog	12
Canada Goose	14
Children’s Voices	7
Clap, Clap, Clap	1
Cow	32
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Pop! Goes the Weasel	28
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Tideo	9
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Sanding	21
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Workshop, The	17
Zum Gali, Gali	22

List of Recordings –Purple Recording

1. **I've Got Rhythm** – Children's Choir, Trumpet, Tuba, Piano, Vibraphone, Duck Call, Ratchet, Drums
2. **I Love Little Kitty** – Child Soprano, Piano
3. **Kittens** – Animal Voices
4. **Ducklings** – Animal Voices
5. **Puppies** – Animal Voices
6. **Baby Birds** – Bird Voices
7. **Good Day** – Children's Choir, Accordion, Piano
8. **Triple Rhythm Patterns**
9. **See How I'm Jumping** – Children's Choir, Clarinet, Flugelhorn, Bassoon, Xylophone, Timpani
10. **Minor Tonal Patterns**
11. **Wee Willie Winkie** – Howard Baer (Speaker), Children's Choir, Bassoon, Violin, Cello, Xylophone, Glockenspiel, Temple Blocks
12. **Gallant Ship** – Neil Donell (Baritone), Piccolo Trumpet, French Horn, Tuba, Bassoon, Cymbal, Glockenspiel, Drums, Rain stick, Piano, Synthesizer
13. **Who's That** – Children's Choir, Violin, Viola, Cello, Piano, Wood Blocks
14. **Major Tonal Patterns**
15. **Knocking** – Sound at home
16. **Doorbell** – Sound at home
17. **Willum** – Children's Choir, English Horn, Bassoon, Piano, Percussion
18. **Rain Medley**, 3 songs: *Rain, Rain, Go Away; It Rained a Mist*; and *It Ain't Gonna Rain No More* – Children's Choir, MIDI
19. **Rain** – Environment Sound
20. **Wind** – Environment Sound
21. **Thunder** – Environment Sound
22. **Doctor Foster** – Gail West (Speaker), Flute, Celesta, Bosouki, Piano, Rain Sounds
23. **Hop Up, My Ladies** – Children's Choir, Xylophone, Bass Drum, Hi hat, Piano
24. **Billy McGee** – Children's Choir, Guitar, Piano
25. **Crow** – Bird voice
26. **Chorus of Birds** – Bird Voices
27. **The Dandelion** – MIDI
28. **Mockingbird** – Bird Voice
29. **Chipmunk** – Animal Voice
30. **Cicada** – Insect Voice
31. **Green Frog** – Animal Voice
32. **Five Freckled Frogs** – Children's Choir, Flute, Trumpet, Bassoon, Wood Block, Piano
33. **Wiggley Woo** – Children's Choir, Flute, Trumpet, Bassoon, Xylophone, Tympani, Glockenspiel, Piano
34. **Walk & Stop** – Children's Choir, Tuba, Harmonica, Guitar, Piano, Celesta, Percussion
35. **Duple Rhythm Patterns**

36. **Boat Song** – Children's Choir, Oboe, Clarinet, Bassoon
37. **Sea Shell** – Children's Choir, Flute, Viola, Harp
38. **Oliver Twist** – Gail West (Speaker), Clarinet, Bassoon, Pizzicato Strings, Woodblock, Slide Whistle, Piano
39. **Shout for Joy** – Soprano, Harmonica, Guitar, Bass, Piano
40. **Down the River** – Children's Choir, Cello, Violin, Triangle, Cymbal, Mark Tree, Celesta, Piano

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Bim Bam	43	15	Listen and Draw (2)	85	14b
Boat Song	99	50	Listening Time	15	54
Bullfrog, The	34	8	Little Rabbit	57	23
Clap, Clap, Clap	27	2	Major Tonal Patterns	21	59
Conversation Time	17	56	Minor Tonal Patterns	21	60
Dandelion, The	89	43	Move and Draw	98	49
Doctor Foster	81	39	Mulberry Bush, The	93	46
Down the River	103	53	Oliver Twist	97	48
Duple Rhythm Patterns	21	57	Pop! Goes the Weasel	53	21
Eency Weency Spider, The	49	18	Rain, Rain, Go Away	78	37
Farmer in the Dell, The	55	22	Scarf Chant	37	10
Five Freckled Frogs	95	47	Sea Shell	102	52
Frogs Jump	33	7	See How I'm Jumping	68	30
Gallant Ship	72	34	Shout for Joy	101	51
Glossary	24		Sing Together	26	1
Good Day	69	31	Talking Drum	63	27
Ha, Ha, This-a-Way	28	3	Tideo	30	6
Hands a-Washing	36	9	Triple Rhythm Patterns	21	58
Here is a Bunny	59	24	Two Little Dickey Birds	90	44
Higgeldy, Piggeldy	62	26	Walk & Stop	84	41
Hoo, Hoo	66	28	Walk Together, Children	46	16
Hop Up, My Ladies	82	40	Wee Willie Winkie	71	33
Houses	29	4	Who's That?	75	35
I Love Little Kitty	70	32	Wiggley Woo	92	45
I Went to Visit a Farm	51	19	Willum	77	36
In the Docks	30	55	Workshop, The	39	11
It Rained a Mist	79	38	Zum Gali, Gali	40	12
I've Got Rhythm	67	29			
Jack Be Nimble	47	17			
Jack In the Box	29	5			
Jim Along, Josie	52	20			