

Action Songs

children Love

Volume 3 Grade 2-5



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Volume 3: Grades 2-5

Category	Songs	Page	Category	Songs	Page
Keep the Beat	1. A Wuni Kuni	3	Body Percussion Fun	19. Napoléon	21
	2. Categories	4		20. I've a Car	22
	3. Boom Chicka Boom	5			
	4. Concentration	6			
	5. Love Grows Under	7			
	6. Mama Don't Allow	8			
High Low	7. I Can Sing a High Note	9	Leave it Out	21. John Brown's Baby	23
Changing Tempo	8. Chester	10	Rounds to Sing and Play	23. A Ram Sam Sam	25
	9. Deep and Wide	11		24. Little Tommy Tinker	26
	10. Under the Chestnut Tree	12		25. Make New Friends	27
				26. I Love the Mountains	28
Movers and Shakers	11. Who Did?	13	27. Ghost of Tom	29	
	12. George Washington	14	28. Row, Row	30	
			29. Three Blind Mice	31	
Brain Teasers	13. An Austrian Yodeling	15	30. Frère Jacques	32	
	14. Topnotcher	16			
	15. Chinese Fan	17			
	16. My Bonnie	18			
	17. She Sailed Away	19			
	18. I am Slowly Going Crazy	20			
			French Vocabulary		
			31. Alouette	33	

1. A Wuni Kuni

Camp Song

A musical score for the song 'A Wuni Kuni'. It consists of two staves of music in a treble clef with a common time signature (C). The melody is simple, using quarter and eighth notes. The lyrics are written below the notes. The first staff contains the lyrics: 'A Wu - ni Ku - ni kai - ai wu - ni. A Kai - ai - ai yi - pi'. The second staff contains the lyrics: 'ai - ai - ai - ai. A wu, A wu - ni Ku - ni.' There are repeat signs and a double bar line at the end of the second staff.

A Wu - ni Ku - ni kai - ai wu - ni. A Kai - ai - ai yi - pi

ai - ai - ai - ai. A wu, A wu - ni Ku - ni.



2. Categories

Traditional

One two cat - e - gor - ies tell me the name of cars: _____

Ford, _____ Chev - y, Chrys - ler...

The image shows two staves of musical notation in treble clef with a common time signature (C). The first staff contains the melody for the first line of lyrics, with notes corresponding to the words 'One', 'two', 'cat - e - gor - ies', 'tell', 'me', 'the', 'name', 'of', and 'cars: _____'. The second staff contains the melody for the second line of lyrics, with notes corresponding to 'Ford, _____', 'Chev - y,', and 'Chrys - ler...'. There are 'x' marks above some notes in the second staff, likely indicating specific rhythmic or articulation instructions.



3. Boom Chicka Boom

Leader All Leader Camp Song

Boom chick - a boom. Boom chick - a boom. Boom chick - a rock a chick - a

rock a chick - a boom. Boom chick - a rock a chick - a

rock a chick - a boom. All right? All right? Oh yeah!

All Leader All Leader (no echo)

Oh yeah! One more time. One more time. Lit - tle bit loud - er.

Detailed description: The image shows a musical score for a camp song. It consists of four staves of music in 4/4 time, written on a treble clef. The lyrics are written below the notes. The score is divided into sections for 'Leader' and 'All'. The first staff has a treble clef and a common time signature. The notes are represented by 'x' marks on the staff lines. The lyrics are: 'Boom chick - a boom. Boom chick - a boom. Boom chick - a rock a chick - a'. The second staff continues the lyrics: 'rock a chick - a boom. Boom chick - a rock a chick - a'. The third staff has lyrics: 'rock a chick - a boom. All right? All right? Oh yeah!'. The fourth staff has lyrics: 'Oh yeah! One more time. One more time. Lit - tle bit loud - er.' There are some corrections in the lyrics, such as 'Lit - tle bit' instead of 'little bit' and 'loud - er.' instead of 'louder.'.

4. Concentration

arr. Denise Gagné



Con-cen-tra-tion; eve-ry-bod-y read-y? When you hear your name the game be-gins!



Mi - chael Da - vid Da - vid Jo - di Jo - di Ka - thy Ka - thy Laur - a.



15. Chinese Fan

Traditional

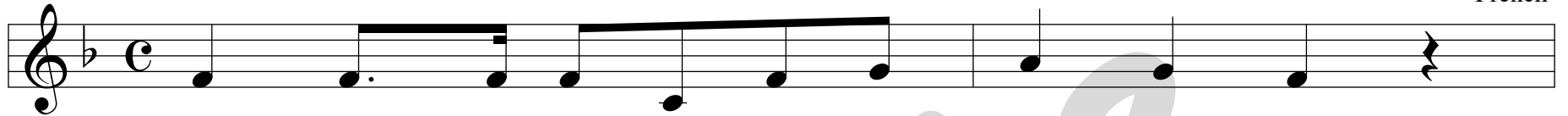
My ship sailed from Chi - na with a
car - go of tea, all lad - en with gifts for
you and for me. She brought me a fan. Just im -
ag - ine my bliss, when I fan my - self dai - ly like
this, and this, and this, and this.

The musical score is written on five staves in 3/4 time, featuring a treble clef and a key signature of two flats (B-flat and E-flat). The lyrics are printed below the notes. The piece concludes with a double bar line and repeat dots.

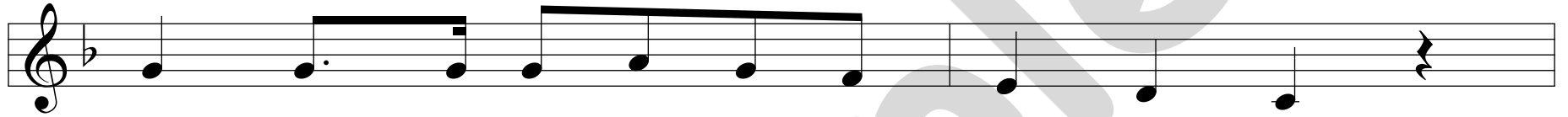


19. Napoléon

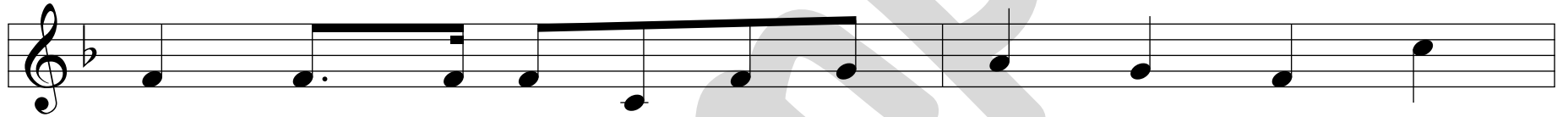
French



Na - po - lé - on a - vait cinq cents sol - dats.



Na - po - lé - on a - vait cinq cents sol - dats.



Na - po - lé - on a - vait cinq cents sol - dats. Mar -



chant du mê - me pas.



26. I Love the Mountains

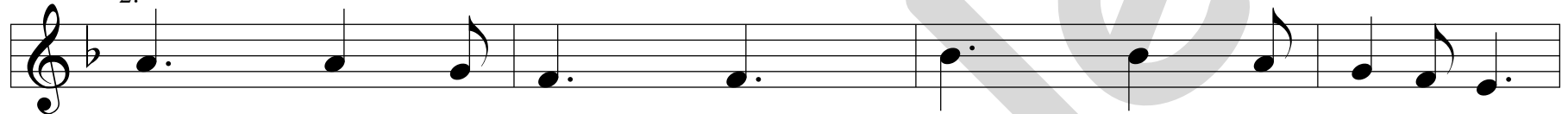
Traditional

1.




I love the moun - tains, I love the roll - ing hills.

2.



I love the foun - tains, I love the daf - fo - dils.

3.



I love the fire - side, when all the lights are low.

4.




Boom di ah da, boom di ah da, boom di ah da, boom di ah da,

repeat as needed



boom di ah da, boom di ah da, boom di ah da, boom di ah da.



boom di ah da boom boom, boom boom!

27. Ghost of Tom

Traditional

1. Have you seen the ghost of Tom? 2. Long white bones with the flesh all gone, _____

3. Ooo _____ 4. Would - n't it be chil - ly with no skin on?

