

Singing Games

Children Love

Volume 3

Compiled by Denise Gagné

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Themes & Variations

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Teaching Concept Index

Openers, Warmups and Organizers

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4. Clap Your Hands
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s m

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ls m

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s m d

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mrd

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ls m d

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Major

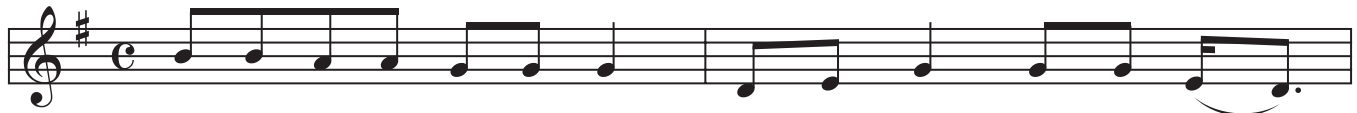
52. A Sailor Disneyland

Openers, Warmups and Organizers

1. Time for Music

CD: 1-53

D.G.



Time for mu - sic clap your hands! Clap your hands! Clap your hands! —
pat your knees! Pat your knees! Pat your knees!
tap your toes! Tap your toes! Tap your toes!



Time for mu - sic clap your hands! Clap your hands with me!
pat your knees! Pat your knees with me!
tap your toes! Tap your toes with me!

4. Time for music flap your arms! Flap your arms! Flap your arms!
Time for music flap your arms! Flap your arms with me!
5. Time for music play the drum! Play the drum! Play the drum!
Time for music play the drum! Play the drum with me!
6. Time for music sing out loud! Sing out loud! Sing out loud!
Time for music sing out loud! Sing out loud with me!

Substitute other instruments for drum: play the bars, play the sticks,
play finger cymbals, play the shakers, etc.

Directions: This is an opening song that can be used for each music class throughout the year. At first teach the song by rote and sing the lyrics given creating the movements that the words suggest. When the children know the song well, have them create their own verses and movements.

Concepts to teach: steady beat, create movement

This song was inspired by a visit to Jan Scott's kindergarten music class in Bloomington-Normal, Illinois.

2. Follow, Follow Me

CD: 2-54

D.G.



Fol - low, fol - low me in a line, in a line.



Fol - low, fol - low me and we'll stop like this!

Directions: This game will give children the opportunity to explore different ways of moving. Choose a leader. The children follow the leader and do the actions as the leader does. Stop and freeze at the end. The leader moves to the end of the line and the next in line is the new leader. Repeat as many times as the children can think of new ways to move. This can also be used to make a line-up at the end of class.

Concepts to teach: steady beat, following directions

39. Old Dog Full of Fleas (ls m d)

CD: 39

Old Rhyme
Melody: Denise Gagne

Old dog, full of fleas, Try - ing hard to scratch them.
Hop, hop they nev - er stop, Can't be - gin to catch them.

Directions: Form a single circle. One to three children hide their eyes in the middle. While you sing the song pass a “flea” around the circle. (Another way is to have a beat keeper go around the outside of the circle with the flea. This has been a better way for keeping the beat than passing it from child to child.) I go to the dollar store and buy a package of the ugliest bugs I can find to be the “flea.” At the end of the song, all hide their hands behind their backs and the children in the middle guess who has it.

You could have children sing their guesses. This would give you an opportunity to hear and assess solo singing.

Concepts to teach: mrd, ♩ ♪ solo singing



40. Johnny Caught a Flea (ls m d)

CD: 40

Traditional

Tee hee hee! John-ny caught a flea! Flea died, John-ny cried, tee hee hee!

Directions: Form a single circle. 1-3 children hide their eyes in the middle. While you sing the song pass a “flea” around the circle. I go to the dollar store and buy a package of the ugliest bugs I can find to be the “flea.” At the end of the song, all hide their hands behind their backs and the children in the middle guess who has it.

It’s fun for the teacher to pretend to hold a conversation with the “flea.” Your “flea” might tell you that the students are listening or singing really well today. Younger children are fascinated by conversations with a plastic “flea.”

You could have children sing their guesses. This would give you an opportunity to hear and assess solo singing.

Concepts to teach: mrd, ♩ ♪ solo singing

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