



The Story of the Wide Mouthed Frog

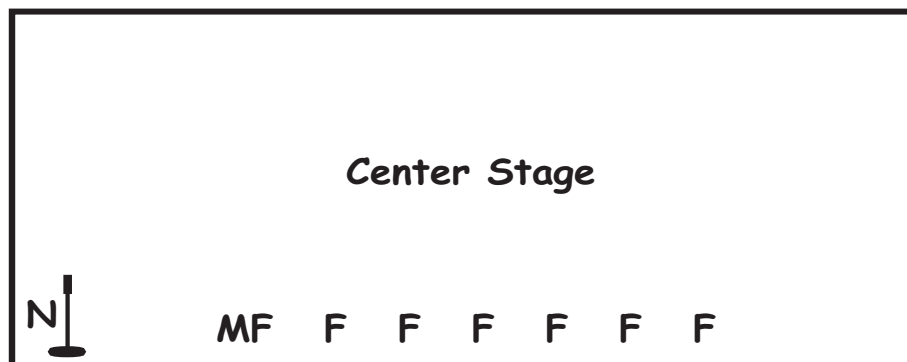
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The Wide Mouthed Frog

Initial Stage Set Up



MF = Mother Frog F = Baby Frogs
L = Lions E = Elephants M = Monkeys
N = Narrator C = Crocodile (Microphone)

Narrator:

Once upon a time, there was a wide mouthed frog who laid some eggs in a pond. And by and by, they ALL hatched. Soon those little tadpoles grew into a whole pond FULL of little froggies.

Overture- Sung by the Chorus. (Chorus stands for this song and then sits when it is over.)

Narrator:

So all those new little froggies went out to play!

Brummp Went the Little Green Frog (Sung by all, danced by all frogs.)

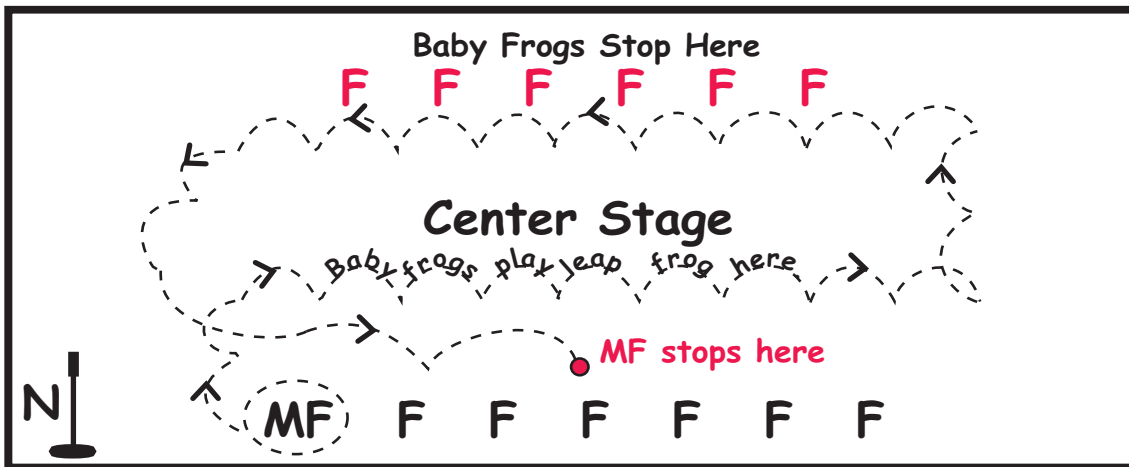
Narrator:

Now mother frog had lots of babies to feed, and they were hungry. She was a good mother and wanted to feed her babies the best possible food. So she took her babies with her, and they hopped along, and they hopped along, looking for some food.

Elephants' Section

Hopping Along (Sung by all. Baby frogs play leap frog across the stage during this song. Mother Frog leads them as she hops along across the stage as shown, circling the stage and winding up front and center for the next song. The baby frogs follow her and play leap frog across the stage during the first part of the song, and then hop around to line up at the back of the stage, where they will stand to sing and dance along during all of the other songs. A piece of tape with each child's name helps them find their spot.)

Hopping Along Stage Set Up

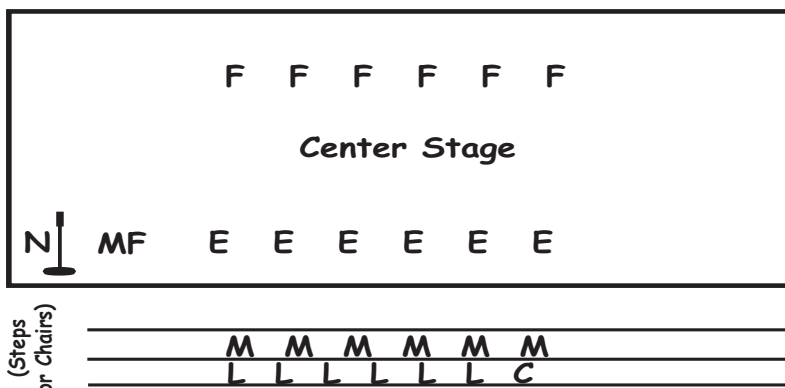


Narrator: And as we hopped, she sang:

Wide Mouthed Frog (Sung by all but "features" Mother Frog center stage, and danced by all frogs. We had a cordless body mic for the Mother Frog, so there was no need to worry about having her stay near a microphone. Otherwise, place a mic on a stand center stage.)

Narrator: Then the wide mouthed frog met some elephants. So she decided to ask them what they feed *their* babies. (The elephants now come up to the stage before the next song starts.)

Elephants' Section Stage Set Up



Boom, Boom (Sung by all but "features" Mother Frog, and danced by all frogs.)

Narrator: And the elephants said:

Elephants' Song (Sung by all but "features" the elephants singing and dancing.)

Narrator: So Mrs. Froggy replied:

How Nice (Sung by all but "features" Mother Frog, and danced by all frogs. The elephants exit the stage while Mother Frog is singing.)

Narrator: But Mrs. Froggy knew that her babies could not swallow peanuts. So she hopped along, and she hopped along, and she hopped along.

Monkeys' Section

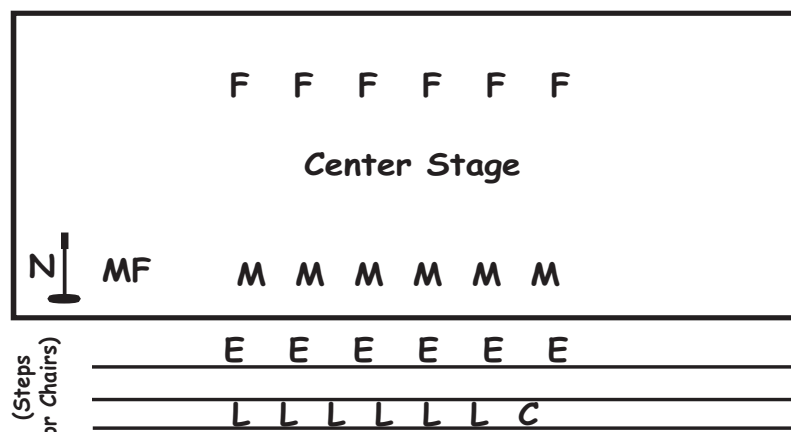
Hopping Along (Sung by all. Baby frogs play leap frog across the stage during this song. Use same stage direction as previously illustrated.)

Narrator: And as she hopped, she sang:

Wide Mouthed Frog (Sung by all but "features" Mother Frog front and center, and danced by all frogs.)

Narrator: Then the wide mouthed frog met some monkeys. So she decided to ask them what they feed *their* babies. (Monkeys come up to the stage now before the next song begins.)

Monkeys' Section Stage Set Up



Boom, Boom (Sung by all but "features" Mother Frog, and danced by all frogs.)

Narrator: And the monkeys said:

Monkeys' Song (Sung by all but "features" the monkeys singing and dancing.)

Narrator: So Mrs. Froggy replied:

How Nice (Sung by all but "features" Mother Frog, and danced by all frogs. The monkeys exit the stage during this song.)

Narrator: But Mrs. Froggy knew that she would never be able to reach those bananas in the trees. So she hopped along, and she hopped along, and she hopped along.

Lions' Section

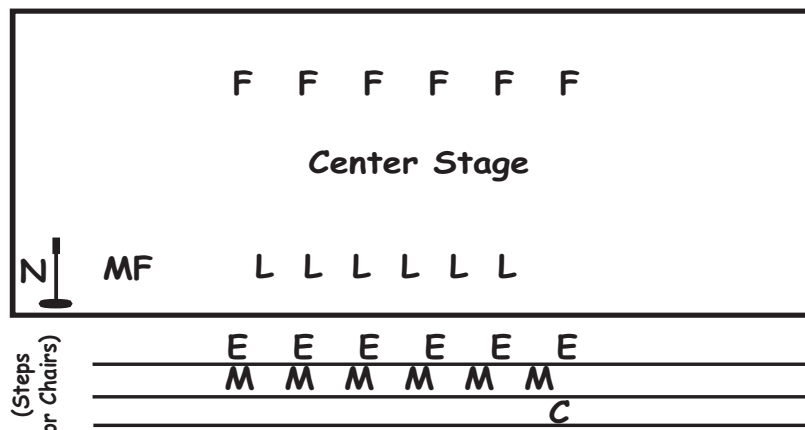
Hopping Along (Sung by all. Baby frogs play leap frog across the stage during this song. Use same stage direction as previously illustrated.)

Narrator: And as she hopped, she sang:

Wide Mouthed Frog (Sung by all but "features" Mother Frog front and center, and danced by all frogs.)

Narrator: Then the wide mouthed frog met some lions. So she decided to ask them what they feed *their* babies. (The lions come up to the stage now.)

Lions' Section Stage Set Up



Boom, Boom (Sung by all but "features" Mother Frog, and danced by all frogs.)

Narrator: And the lions said:

Lions' Song (Sung by all but "features" the lions singing and dancing.)

Narrator: So Mrs. Froggy replied:

How Nice (Sung by all but "features" Mother Frog, and danced by all frogs. The lions exit the stage during this song.)

Narrator: But Mrs. Froggy knew that she would never be able to catch any of those animals. So she hopped along, and she hopped along, and she hopped along.

Crocodile's Section

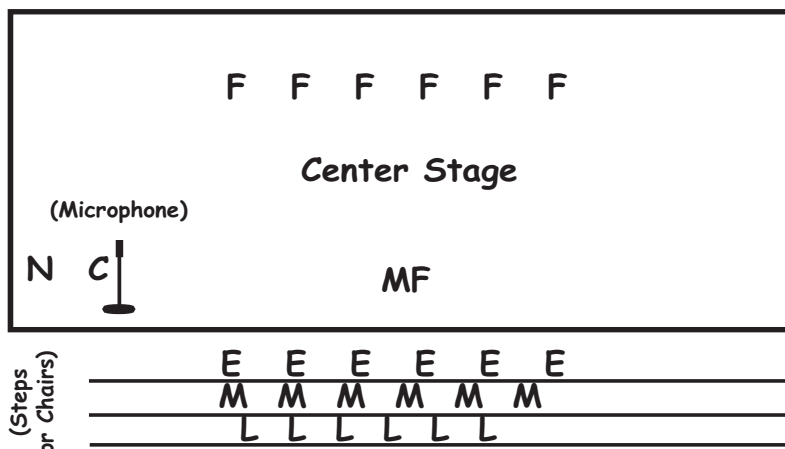
Hopping Along (Sung by all. Baby frogs play leap frog across the stage during this song. Use same stage direction as previously illustrated.)

Narrator: And as she hopped, she sang:

Wide Mouthed Frog (Sung by all but "features" Mother Frog front and center, and danced by all frogs.)

Narrator: Then the wide mouthed frog met a crocodile. So she decided to ask him what he feeds *his* babies. (Crocodile comes up to the mic on the stage now.)

Crocodile's Section Stage Set Up



Boom, Boom (Sung by all but "features" Mother Frog, and danced by all frogs. This time, mother frog is singing the *Boom, Boom* song in the middle of the stage, rather than at the side, since the crocodile will need to share the narrator's microphone for the next song. We had a cordless body mic for the Mother Frog.)

Narrator: And the crocodile said: (The narrator should either give the crocodile his or her microphone, or place an extra microphone in front of the crocodile before he begins to sing.)

Crocodile's Song (Sung by the crocodile into the microphone. The rest of the class sings along, but the croc is featured.)

Narrator: But then Mrs. Froggy realized her mistake!

You Don't Find Too Many (Sung by the Mother Frog. The rest of the class sings along, but the Mother Frog is featured.)

Narrator: Uh, oh! Big mistake! Hop away fast!

Hop Away Fast (Sung by everyone. During this song, the crocodile chases all of the froggies around the stage, "chomping" with his hands as he goes along. The frogs all try to hop away. By the end of the song, they have all gotten away. I had them each "hide" in a certain place of their own on the stage, peeking out with their little heads from behind a curtain. Mrs. Froggy was the last one to get away at the very end of the song. Then, the Crocodile comes up to the microphone and speaks this one next line.)

Crocodile: Darn! I'll get 'em next time!

Narrator (and all join in and shout on the word, "splash"): **When Mrs. Froggy and her babies got back home, they jumped back into the pond with a big SPLASH, and never left it again! The end!** (*All of the froggies hop out from behind their hiding spots on the word, "Splash!" and hop back out to their original starting positions near the front of the stage at the beginning of the show. Then everyone stands up for the Finale.*)

Finale (All sing and stand for this song.)

Lyrics for The Wide Mouthed Frog Songs

Overture

Well the itty bitty tadpole hatched from an egg,
Hatched from an egg,
Hatched from an egg.

Well the itty bitty tadpole hatched from an egg,
And he had a wiggly tail.

Then the itty bitty tadpole grew some legs,
Grew some legs,
Grew some legs,

Well the itty bitty tadpole grew some legs,
But he still had a wiggly tail.

Then the itty bitty tadpole lost his tail,
Lost his tail,
Lost his tail,

Then the itty bitty tadpole lost his tail,
And became a wide mouthed frog!

Wide mouth! Wide mouth! Wide mouth!

Brummp Went the Little Green Frog

Brummp went the little green frog one day,
Brummp went the little green frog!
Brummp went the little green frog one day,
And his feet went jump, jump, jump!

Hopping Along

So the wide mouthed frog went hopping along,
Hopping around the bend!
So the wide mouthed frog went hopping along,
Until she met a friend.

Hop, hop,
Hop, hop, hoppity,
Rib, rib,
Rib, rib, ribbity,
Hop, hop,
Hop, hop, hoppity,
Rib, rib, ribbity,
Hop, hop!

Wide Mouthed Frog

Wide mouthed frog!
Wide mouthed frog!
Isn't it great?
Isn't it great
to be a wide mouthed frog!

Boom, Boom

Boom, boom! What do you feed your babies?
Boom, boom! What do you feed your babies?
Froggies are hungry all day long!
Boom, boom! What do you feed your babies?

Elephants' Song

Hup, two, three, four,
Stomp your feet right on the floor!
We elephants go like this and that!
It's peanuts and veggies that make us fat!
We've got big ears,
And a big long nose,
That shoots out water
Like a fire hose!
One, two, three, four!
Clunk, clunk, swing that trunk!
Clunk, clunk, swing that trunk!
Clunk, clunk, swing that trunk!

How Nice

How nice.
That's very interesting!
How nice.
That's very interesting!

Monkeys' Song

Ooh, eee, ooh ah, ah!
I'm a monkey, monkey, monkey!
Ooh, eee, ooh ah, ah!
I eat the bananas in the tree!

Lions' Song

I'm a lion, lion, ROAR!
I'm a lion, lion, ROAR!
I eat elephants and monkeys.
Anything but skunk-ies!
Elephants and monkeys.
Anything but skunk-ies!
I'm a lion, lion, ROAR!
I'm a lion, lion, ROAR!
Anything but skunk-ies!
Anything but skunk-ies!

Crocodile's Song

I am a crocodile, king of the swamp!
I am a crocodile, king of the swamp!
Chomp, chomp, crack, crack,
Hear my jaws snap, snap!
I eat wide mouthed froggies
Just like that!
I eat wide mouthed froggies
Just like that!

You Don't Find Too Many

Oh, you don't find too many of those around here.
Do you?
Oh, you don't find too many of those around here.
Do you?

Hop Away Fast

Uh-oh! Big mistake! Hop away fast!
Uh-oh! Big mistake! Hop away fast!
Hop, hop, hop!
Chomp, chomp, chomp!
Uh-oh! Big mistake! Hop away fast!

Finale

Curiosity can kill a cat,
Kill a cat, kill a cat!
Curiosity can kill a cat,
And sometimes froggies, too!

Sometimes it is best to forget the rest.
Forget the rest, forget the rest!
Sometimes it is best to forget the rest,
And just let you be you.

Talking, talking, talking way too much,
Way too much, way too much!
Talking, talking, talking way too much,
It's best to zip it up!

WIDE mouth!
WIDE mouth!
WIDE mouth!

Cast

This play was designed to be flexible with casting so that the teacher could give every child in the class a part if desired. It is also possible to give just some of the children in a class a part in the play, and let the rest of the class form the chorus. The children in the chorus would then simply sit in chairs or on steps in front of the stage and sing along with all of the songs. They would not have any special costumes unless the teacher could think of or design some especially for this purpose. In my case, I chose to give all of the children in my class a part and a costume, and did not need to worry about having a chorus. I prefer to cast plays this way with young children, because there are fewer hurt feelings and tears when everyone gets to be on the stage at least for a little while. But this does mean that more costumes must be purchased, and at my school, I could not ask parents to buy these costumes. This meant that I had to take care of it myself. However, if a whole grade level works together to purchase or make the costumes, very often the burden can be shared. In my case, a grandmother volunteer offered to help make the lion hats, the animals' tails, and even came up with the design for that tricky crocodile tail! I ordered most of everything else from the internet or found it a local t-shirt mart.

Narrator: (one)

For the purpose of the HeidiSongs DVD and my first production of this show, I asked my adult (19 year old) daughter Kimberly to narrate the play. It was much easier to have her narrate the show than to attempt to do it myself while running the sound, directing the show, and trying to keep my lively group of children in line!

Mother Frog: (one)

This part must go to a girl, and a very smart one that can sing! There is a LOT to remember, and mother frog sings just about every song in the show. She "drives" the show along, and her energy can make or break your show. She is the "star" of the show, and there can be just one. Consider training two children to learn this part if you do this at a time of year when kids tend to get sick quite a bit. In that case, you'll have to do two shows to give them

both a chance to perform!

Baby Frogs: (Three to eight)

There really can be any number of baby frogs, but a comfortable number to have on stage is five or six. I used six little girls, mainly because since I wanted them to play leap frog across the stage, I felt that keeping the group to a single gender would be wise. (In the game of leap frog, children roll up into a ball on the floor, and another child straddles the one on the floor and leaps up and over the other child.) I also felt that it was important to have children on the stage that I was very sure would be able to follow directions on stage, under pressure, in front of an audience, for the entire 20 minutes. Therefore, I chose no children at all to be baby frogs that had presented discipline problems during the school year. That also seemed fair to me, since the roll of the baby frogs was really the best one to have, because they got to be on stage the entire time and play that fun leap frog game. Their parents really enjoyed watching them up there, I think!

Elephants: (Three to Six)

I had five elephants. I mainly had the children all tell me what animal they wanted to be the most, and asked them to give me their first, second, and third choice. I was able to give everyone their first or second choice, (excluding the choice of Mother Frog or Crocodile, since there can be only one of each.)

Monkeys: (Three to Six)

I had five monkeys. It was easy to choose the monkeys; I just chose the ones that were the best at monkeying around!

Lions: (Three to Six)

I had five lions. The boys seemed to LOVE roaring like lions, and being very fierce! This was a favorite song and a favorite roll to have.

Crocodile: (One)

There can only be one villain in this play! Plus, the crocodile hat was expensive, and I sure didn't want to buy a second one or make a second tail! This child needs to be unafraid to sing alone and "ham it up" a bit. There's usually at least one or two children like this in every class!

Caution: The only problems that I had in casting the play were that many children kept requesting to be switched to baby froggies when they saw how

much fun the girls were having with the leap frog game. It was fortunate that I didn't tell the children that the baby frogs were going to play leap frog when I asked them what they wanted to be. My "stock" answer to everyone was that I gave them the part that they requested.

Costumes

Mother Frog and Baby Frogs

Green short sleeved t-shirt, yellow felt collar, green shorts, and a frog hat that I found online for \$5.95 each at: <http://www.fun-shop.com>. I cut the collar free hand out of a big circle, and tried to make it look like Kermit the Frog's yellow collar.

Crocodile

Green hooded sweatshirt, green sweatpants, crocodile tail made of felt and styrofoam, and a crocodile hat purchased online for \$5.95 each at: <http://www.fun-shop.com>.

Monkeys

Brown short sleeved t-shirt, brown shorts, monkey tail made out of a stuffed men's dress sock, and a monkey hat purchased at Michael's.

Elephants

Gray short sleeved t-shirt, gray sweatpants, elephant tail made out of a stuffed men's dress sock, and an elephant hat purchased at Michael's.

Lions

Yellow short sleeved t-shirt, orange leggings, mane, a lion tail made out of a stuffed men's dress sock, and a home made lion hat. The hat was made out of felt and had a fluffy fringe sewn on, and ears that stuck up. It tied around the chin to form the mane, rather than fasten around the back of the head the way hats usually do. It was a little itchy for some of the kids, but it really looked cute!



The Frog Hat



The Crocodile Hat



The Monkey Hat



The Elephant Hat



The Lion Hat



Mother Frog (The jeans under the costume in this photo were not part of the show.)



The Crocodile, from the front and from the back. The styrofoam pieces are glued on.



The Elephant



The Monkey



The Lion



Here is an alternate lion costume with a purchased foam lion hat from Michael's and some fringes wrapped around the neck for a mane. We couldn't find more than two of these hats, so we had to come up with another plan.



In this picture, you can see a few of the different animals' tails. They were made out of over-stuffed mens' socks and fastened with a safety pin.



Above is a wonderful "action shot" of our entire class hamming it up as they got into character for their performance!



Here is our entire cast, with my daughter, Kimmie Butkus, who was the Narrator for the DVD. I, Heidi, am on the right.

Props and Sets

There are really no props needed for this show, thankfully! You can get by just fine without any sets, too! I decided to decorate for our show by putting up some large cut-outs of zoo animals that my class made to decorate our class for Open House. Some parent helpers added some bushes and tall grass made out of butcher paper and/or construction paper, and then also hung some tree branches and leaves from the ceiling above the stage. The tree branches were made by taking long, narrow (approximately 6-8 wide) pieces of brown butcher paper and twisting them into tree branches. Then we had the children make some leaves out of green construction paper.

To make the large animals that we used to decorate our stage, we enlarged the basic zoo animal patterns that are sold in my Little Songs for Language Arts CD and Printable Projects CD. This CD and the accompanying projects, including the zoo animals can be found at:

http://heidisongs.com/Singable_Books/Sinagable_Books.html. (These same zoo animal patterns are also sold as an individual download on my website, www.heidisongs.com, as part of the Zoo Song Book download. This is helpful to know if you would like the patterns, but do not wish to purchase the entire set.) The basic method I used for creating the zoo animals was to get a large piece of white butcher paper and cut it into pieces that are about the right size for each body part and then tape them together. I always started with the head, and then just visually took a guess at how big the body would then be, and started cutting. I laid out the pieces on the floor, and if something seemed too big or too small, I just fixed it before I taped it on. I doubled the pieces of butcher paper on some of the narrower body parts to increase the strength and also to get them to lay flatter while being painted. Once everything was taped together, the children painted the large animals with tempera paint in small groups. With our class divided into four small groups, each group works on one animal. If there are stripes to be painted, I penciled them in ahead of time and wrote the color in lightly. I must confess that I saved the more difficult to paint animals for the higher functioning groups!

When we first started making the animals, I wanted them to get an idea of how large some of these real zoo animals would be! So I taped together a really big elephant shape and had them paint it outside on the concrete. I

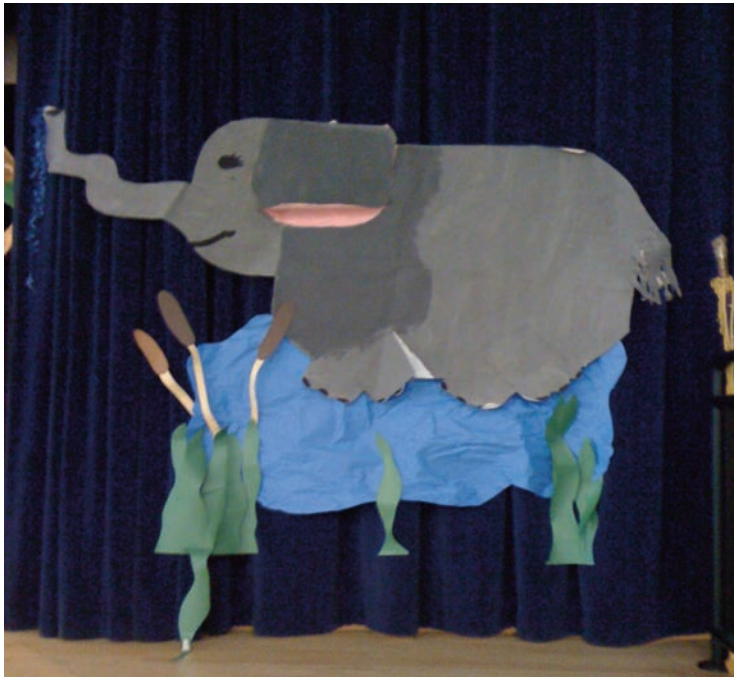
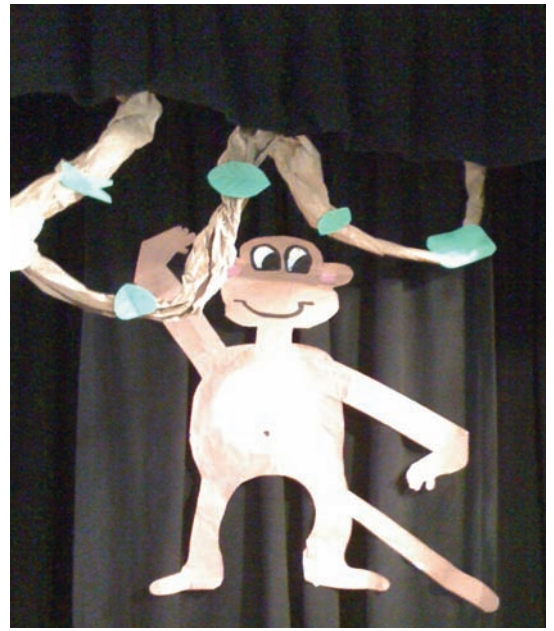
had them do just the main color, and I added the details for the face, etc., later. The activity was such a hit that the children wanted to do more! So I started creating more and more large zoo animals, and now this activity has become a "tradition" in my classroom each year. We make at least four new animals each year, and put up four old ones that I folded up and saved from the year before. (Amazingly, they "save" quite well, all folded up and placed in a storage box with extremely large folders meant for posters or big books!) The walls in my classroom are very high and my classroom is large, so it is good to have something very large to fill the space for Open House. Now, it is great to know that these animals will serve double duty as set decorations for this play. Below, you will see some pictures of the zoo animals as they were set up as decorations for our play.



Above is the tree with the snake hanging from it, and also the crocodile with the small frog in the corner. The bushes with the plants growing out of them, and the pond that they are all sitting in add a nice touch of color as well.



This is a close up shot of the frog you see in the left corner of the upper picture. It was made by layering different colors of green tissue paper, fixing them to the paper with starch applied with a brush, and adding the details with construction paper after it dried. (This pattern is not sold in any current products on my website.)



General Instructions

"The Story of the Wide Mouthed Frog" is a musical play that was written by a kindergarten teacher for use as a program in a public school. It was first used in a Kindergarten class, but it would also be very appropriate for any class up to second or third grade.

Probably the easiest way to put on a class play is to team up with another teacher and another class. We suggest that you plan on presenting the play twice with two casts of children as principal actors, and both classes forming the chorus together for both plays. In this way, you will have an understudy for every role, with one class providing the cast for a morning show and one class providing the cast for the evening show. Also, there will be more volume from the chorus with more children singing. For very young children, it is probably best if the teacher is the narrator. Older classes may be able to let one child or a group of children be the narrator. With Kindergarten and First Graders, the teacher that narrates the show stands up on the stage with the children, and is available to solve problems as they arise. During the last show, our narrator actually had to tie one of the character's shoes while she sang one of her songs! Of course, the advantage to putting on the play with just one class is that everyone can have a part and do something on the stage at some point. But this means that there are more costumes to buy and more children to be managed by one teacher as they get in and out of their costumes. Parent volunteers become a necessity in this case! You may also find that some parents may not bring their children back to school for an evening performance anyway, leaving you with some missing characters for this performance. And of course, as much as I begged that they show up on time, one family came 25 minutes late and interrupted our play in progress by pushing their child up on the stage without her costume on to perform her song. Then, they proceeded to pull her off the stage and change her into her costume right in front of the stage, and then put her back up to complete the show. Needless to say, it was more than a little distracting for all of us. But this is the reality of working with the general public.

If two teachers team up to present this play, one teacher could teach both casts the stage direction while the other teaches the rest of the children the music and hand motions. If possible, have a parent volunteer or teacher aide assist in the stage direction to remind the children of their cues. If one child continually forgets his cue, sometimes it is helpful to give

another child the job of reminding him. Even young children will take this responsibility seriously and may surprise you at how well they can remember their own part as well as someone else's.

This play was written in such a way that nearly every child that has a part on the stage has a buddy with him or her. For example, almost all of the animals go on stage and do their actions and songs together. Therefore, with the exception of the crocodile and Mrs. Frog, each child sings and does all of the stage action with a buddy. It may be helpful to pair up a more confident child with a timid one for the roles that have buddies. To increase the number of children given a part in the play, there could be extra animals of each type. By the same token, if you do not have enough children, reduce the number of animals in the play.

The children who have the principal parts in the play may also join the chorus before and after they sing their parts. You may wish to have a parent helper stay on the side of the stage to quietly escort the children to their seats on the edge of the chorus steps or risers. We have found that it is also helpful to place a strip of masking tape with each child's name on it in the spot where they should sit when they are finished. The children will then always sit right where they are told, and you can separate children that should not sit together due to behavior problems. It looks very professional when children exit the stage and go straight to their assigned places in an orderly fashion. I have found that if the children stay off-stage when they finish their part, they tend to get a bit unruly because they are so excited. On the other hand, if they rejoin the chorus, they stay focused and under control, since they are watched and still a part of the show.

Being chased by the crocodile is the most exciting part of the play as well as the most challenging for the teacher. However, most children that really want a part in the play will do as they are told, as long as they understand that this is the condition of having a part in the play. If necessary, make a path for them to follow by placing masking tape on the floor. In this play, the chasing happens only once, so it did not become a problem for us. Also, given that my baby froggies were played by children who were not discipline problems, there were never any issues during this scene.

In order to teach the blocking of the play, I have found that telling the story with flannel board characters works very well. I went to an educational supply store and found enough characters there to make up the whole cast, just by buying a few sets of storybook flannel board characters. I also made

a little microphone out of felt, so that I could show the actors standing before the microphones. To teach the blocking, I tell the story several times to my class using the flannel board set and the music, encouraging them to sing along. By the time we go over to the stage to rehearse, the children already have a good idea of where they are going. Also, I show the HeidiSongs DVD or a videotape of past classes performing the show. This really helps young children understand what you are trying to teach them.

It may take 2-3 weeks of practicing the stage directions before very young children have learned it well enough to do it for an audience. Plan on about two to three weeks to teach your class all of the songs and hand motions whole group. Then choose the children who will be the main characters, and proceed to teach those children the stage blocking.

Finally, have fun and keep your rehearsals "light." Very young children need to be told even the simplest stage direction many times before they remember it. Praising children for their efforts does wonders to help them succeed. To ensure success, before we begin each rehearsal we discuss their cues and remind the children of what they should do when they hear them. The narration has been set up to remind the children of their actions on the stage. Establishing some hand signals from the director of the play are very useful. The children will know when to go up on the stage, begin singing, come down from the stage, etc. when they see their director signal them. They can also be taught to recognize a hand signal that tells them if they are not loud enough or too loud, or if they need to approach the microphone a bit more. Sometimes, children inadvertently turn a microphone off. They can be taught a signal that tells them to turn it back on.

Remember, many people who are struck with "stage fright" often forget nearly everything they have learned when the spotlight goes on. And children are no different. Some children will remember what to do as soon as they hear the music, and will be using the music as their cues. Others will probably be depending on the narrator to remind them of their actions, which is another reason why it may be easiest to let a teacher be the narrator. It may be necessary for the narrator to repeat a line if a child missed his cue. Naturally, the older the children are, the easier it will be present this play. But it can be done very successfully with Kindergarten children as well. And truthfully, the mistakes are usually the cutest part!

Suggested Timeline

This play can be easily prepared as a class play in about 5 weeks at a leisurely pace. (In other words, if you can devote 20 minutes a day for three to four days per week, you will probably be ready in plenty of time if you begin 5 weeks in advance.) You can be ready in less time if you practice more often, but I would caution teachers from attempting to produce this play in less than three weeks.

Beginning of School Year:

- * Choose a date for your show and reserve your auditorium (if necessary) for both rehearsals and shows. Remember, these facilities are usually very busy, especially during the holidays.

- * Consider contacting your local cable company to see if they would like to broadcast your show if desired. Arrangements for this must usually be done well in advance. (We were never comfortable having our show broadcast until we had successfully produced it many times.)

- * Begin making costumes.

Five weeks ahead of show time:

- * Introduce the story by reading any available version of it. We enjoyed reading several different versions. Reread the story at least twice and talk about it.

- * Introduce the flannel board play and the songs. Show the children the stage blocking (where they go on the stage) with the flannel board characters. We usually do this about two or three times during this week.

- * Teach the hand motions for the songs. Sing each of the songs at least one time per day. The only exception is that we usually wait to teach the Finale until the children know the Overture, since it is the same melody. It seems to be less confusing this way because they are written to the same tune.

Four weeks ahead of show time:

- * Continue practicing the songs and hand motions. We usually do this as "filler activities" or "sponge activities" when we need a break from sitting too long. We try to sing the songs a little bit each day.

- * We also usually retell the flannel board story one more time during the week.

- * Show a video or DVD of the play if you have one. I always save copies of the previous year's show. This visual aid especially helps the process become more concrete for the limited English students or students with language delays.

Three weeks ahead of show time:

- * Retell the flannel board story one more time. This helps them learn the blocking of the play, so it becomes more clear if you do it often.
- * Audition your students by having them come up and sing in pairs in front of the whole group. Let students volunteer for this- no one HAS to do it. But if they won't, they cannot get a special part. They will have to be in the chorus. Explain that not everyone can be the Gingerbread Man or the Fox.
- * Bring props to the stage that you will be using and make sure that there are no issues with the microphones. Now is the time to check the microphones, since technical problems can be time consuming to solve and can potentially ruin your show. Parents want to hear their children singing.
- * Put tape down on the stage where the children stand when the children will stand at the beginning of the show. Write their names on the tape. (See the stage set up layout.) The children will also need some strips of tape put down where they should stand when on the stage. You may not want to write names on this tape, since it will be used by almost all of the cast members sometime during the show. For this show, I put little stars on each piece of tape on the stage where the animals were each to stand.
- * Put tape down to make a path where the cast members can come down off of the stage when it is time to join the chorus. (We have had children try to pick their way straight through the middle of the chorus as they sit on the steps. They don't necessarily know that they should go around.
- * We also sometimes have designated different spots for cast members to sit in after they do their part in the show. They can be so over-excited that they have trouble settling down. They sometimes do better when they sit down right in front of me on the floor. The tape always seems to be coming up off of the floor, and when a child's tape and name is missing sometimes they can get upset. So I always brought along extra tape and a marker, just in case.
- * Remember to tape down the cord from your CD player to the floor if necessary, and to tape down microphone cords. We always seem to have someone tripping over cords making microphones fall over and CD players stop running mid-show. Make a note about which CD track you are using for each song, just in case you lose power in the middle of the show. If you can run the show off of batteries, you may prefer to do this. Also, I found it very easy to this year to run the music off of an mp3 player! This allowed me to read the title of every song before I started it, which helped me avoid inadvertently start-

ing the wrong song due to accidentally pushing (or even NOT pushing) a button. This was the first time in years that I did NOT make a mistake in starting the wrong song during a show!

* Send a note home to parents about your coming show. You may also want to inform them about when you are planning on auditioning. Sometimes we send home the words to the songs for kids to practice singing at home as part of their homework.

Two weeks ahead of show time:

* Start bringing your cast members to the stage to practice. Usually the first day of rehearsal on the stage, I only bring the Mother Frog and baby frogs over to practice. This allows me to show them where they go when they play leap frog, etc., without having to worry about the rest of the class getting restless or demanding a turn to play the game. We found that the baby frogs needed some kind of signal when the last frog leaped over their backs so that they would know that it was time to get up and hop over to the back of the stage. So we trained the last baby frog to tap each of the other baby frogs on the back as she leaped over, and say, "Last one!" This helped each frog know that she could get up and start hopping.

* After you have had one or two sessions with only these children, then bring the rest of the cast members and teach them their parts.

* On the third day, review the blocking with all of the cast members.

* Sometime this week, begin to try practicing with live microphones. Children can be really thrown off by any change that you make right before the show. They need to be taught how close to stand to the microphone in order to be heard.

* Plan on having one day each week to take a break from practicing. Kids will tire of this in time. Plus, if someone gets sick (including the teacher!) then you don't have to worry about losing a day.

One week before show time:

* Bring entire class to the stage to practice. Bring the children who are only chorus members as well, if you cast your play this way. Be sure to plan two or three days to practice with everyone. We always let the chorus have at least one day to watch the cast members perform. Otherwise, they will always be turning around to watch when they are supposed to be facing the audience.

* We usually feel comfortable enough at this point to only practice every other day, but this depends on how your students are doing. I usually plan on practicing more often, and then choose to skip it if we need a break.

- * You may or may not want to let them practice once with costumes on. This is also a good time to take some pictures. It can also clear up some problems such as slippery items and hats that won't stay on, etc. Keep a bunch of bobby pins on hand to help keep those hats on!
- * Try costumes on the children to make sure they fit. Put each child's costume and accessories in a bag with their names on it.
- * Make a program with the children's names in it for the parents to read when they arrive.
- * Ask other teachers in the school to plan on watching a daytime show!

One day before the show:

- * Reconfirm that lights and microphones work.
- * Send home another reminder note to parents about the show.
- * After school, put the costumes out (with names on them) for the children to put on when they arrive at school for the morning show. It helps to put a parent volunteer in charge of getting everyone dressed and ready.

On the day of the show:

- * Arrive early to make sure everything is in place and working properly.
- * Remind kids to always face forward. No one came to see the backs of the children in the chorus.
- * Videotape the show if possible. They will enjoy watching it later.
- * Plan a Froggy/Crocodile Themed day for after the play if you wish.

Audition Tips

- * Have everyone try out on the same song if possible.
- * Make notes on what you liked about each person, or what was wrong. This helps if you are confronted by a rather forceful "stage mom" who is upset about her child's part (or lack thereof.)
- * We usually tell the children that the most important thing is that we can all hear you singing and that they do the hand motions. A child that won't move and can't be heard is not a good choice for a special part. We tell kids that we cannot choose them if we cannot hear them.
- * Consider double casting the best parts, such as the Mother Frog and the Crocodile. One child can perform for a morning show, and one in an evening show. That way, you have an understudy for the important roles. (However, be aware that this requires more rehearsal time.)

* Sometimes, it helps the kids who did not get a special role to know that you will be doing another show later in the year. Just don't mention it unless you KNOW you will follow through!

* Consider making some kind of special t-shirt or necklace for chorus members to wear if you wish. We have found that if they are given some kind of "costume," they feel more special. But of course, this is an extra expense and more work.

CD Musical Track Options

The music CD is divided into sections for your use. There is an additional track called the "Underscore" for your use if you want to play any music under the narration, or if you want to play any "mood music" before or after the play.

First Set: Demonstration Tracks

(This is how it is intended to sound!

These are good tracks to sing along with for rehearsals.)

1. *(This track contains printable script and instruction book files only.)*
2. Wide Mouthed Frog Overture
3. Brummp Went the Little Green Frog
4. Hopping Along
5. Wide Mouthed Frog (Theme)
6. Boom, Boom, What Do You Feed Your Babies?
7. The Elephants' Song
8. How Nice
9. Hopping Along
10. Wide Mouthed Frog (Theme)
11. Boom, Boom, What Do You Feed Your Babies?
12. The Monkeys' Song
13. How Nice
14. Hopping Along
15. Wide Mouthed Frog (Theme)
16. Boom, Boom, What Do You Feed Your Babies?
17. The Lions' Song
18. How Nice
19. Hopping Along
20. Wide Mouthed Frog (Theme)
21. Boom, Boom, What Do You Feed Your Babies?

22. The Crocodile's Song
23. You Don't See Too Many of Those Around Here!
24. Hop Away Fast
25. Wide Mouthed Frog Finale
26. Underscore

Second Set: Split Track, with the vocals on one speaker and the instruments on the other. You may turn the vocalists up or down as you prefer to give your singers a little of assistance if necessary.

27. Wide Mouthed Frog Overture Sp Tr
28. Brummp Went the Little Green Frog Sp Tr
29. Hopping Along Sp Tr
30. Wide Mouthed Frog (Theme) Sp Tr
31. Boom, Boom, What Do You Feed Your Babies? Sp Tr
32. The Elephants' Song Sp Tr
33. How Nice Sp Tr
34. Hopping Along Sp Tr
35. Wide Mouthed Frog (Theme) Sp Tr
36. Boom, Boom, What Do You Feed Your Babies? Sp Tr
37. The Monkeys' Song Sp Tr
38. How Nice Sp Tr
39. Hopping Along Sp Tr
40. Wide Mouthed Frog (Theme) Sp Tr
41. Boom, Boom, What Do You Feed Your Babies? Sp Tr
42. The Lions' Song Sp Tr
43. How Nice Sp Tr
44. Hopping Along Sp Tr
45. Wide Mouthed Frog (Theme) Sp Tr
46. Boom, Boom, What Do You Feed Your Babies? Sp Tr
47. The Crocodile's Song Sp Tr
48. You Don't See Too Many of Those Around Here! Sp Tr
49. Hop Away Fast Sp Tr
50. Wide Mouthed Frog Finale Sp Tr
51. Underscore Sp Tr

Third Set: Set: No Vocals, instrumental performance tracks only.

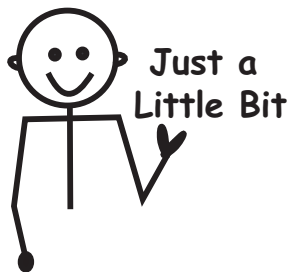
(These tracks are for those who wish their students to perform without any additional back-up vocals. This is for the very brave only! If you choose to use this option, be sure to practice the play using this track several times before the performance.)

- 52. Wide Mouthed Frog Overture Instrumental
- 53. Brummp Went the Little Green Frog Instrumental
- 54. Hopping Along Instrumental
- 55. Wide Mouthed Frog (Theme) Instrumental
- 56. Boom, Boom, What Do You Feed Your Babies? Instrumental
- 57. The Elephants' Song Instrumental
- 58. How Nice Instrumental
- 59. Hopping Along Instrumental
- 60. Wide Mouthed Frog (Theme) Instrumental
- 61. Boom, Boom, What Do You Feed Your Babies? Instrumental
- 62. The Monkeys' Song Instrumental
- 63. How Nice Instrumental
- 64. Hopping Along Instrumental
- 65. Wide Mouthed Frog (Theme) Instrumental
- 66. Boom, Boom, What Do You Feed Your Babies? Instrumental
- 67. The Lions' Song Instrumental
- 68. How Nice Instrumental
- 69. Hopping Along Instrumental
- 70. Wide Mouthed Frog (Theme) Instrumental
- 71. Boom, Boom, What Do You Feed Your Babies? Instrumental
- 72. The Crocodile's Song Instrumental
- 73. You Don't See Too Many of Those Around Here! Instrumental
- 74. Hop Away Fast Instrumental
- 75. Wide Mouthed Frog Finale Instrumental
- 76. Underscore Instrumental

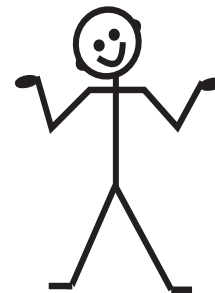
Wide Mouthed Frog Overture

(By Heidi Butkus and Mike Cravens- Verse 1)

Show just a little bit with two fingers on the words, "itty bitty." Crouch down and cover up your head as if you are a tadpole in your egg. Then pop out of the egg as shown when you "hatch."



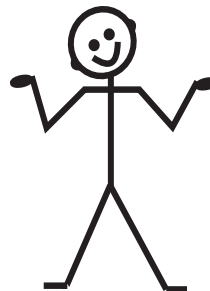
Crouch down and cover your head!



Well, the itty bitty tadpole hatched from an egg,

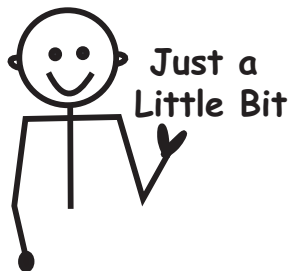
Crouch down and cover up your head as if you are a tadpole in your egg. Then pop out of the egg as shown when you "hatch."

Crouch down and cover your head!

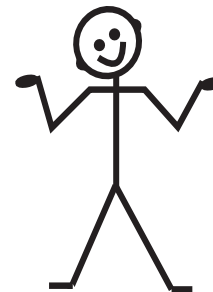


Hatched from an egg, hatched from an egg!

Show just a little bit with two fingers on the words, "itty bitty." Crouch down and cover up your head as if you are a tadpole in your egg. Then pop out of the egg as shown when you "hatch."



Crouch down and cover your head!



Well, the itty bitty tadpole hatched from an egg,

Show your wiggly tail!

Show your wiggly tail!

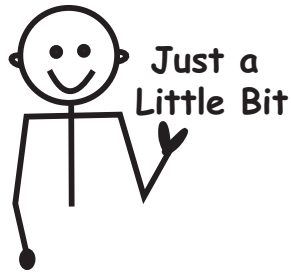


And he had a wiggly tail!

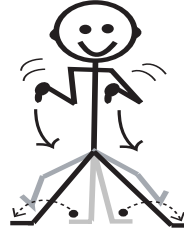
Wide Mouthed Frog Overture

(By Heidi Butkus and Mike Cravens- Verse 2)

Show just a little bit with two fingers on the words, "itty bitty." Jump and put your legs out as you grow some legs.



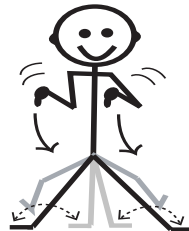
Jump and put your legs out!



Then, the itty bitty tadpole grew some legs,

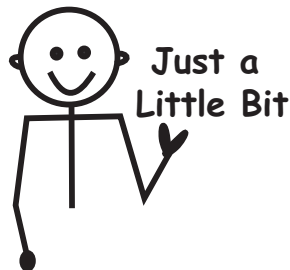
Jump with your legs together and apart!

Jump with feet together on the word, "grew" and then apart on the word, "legs."

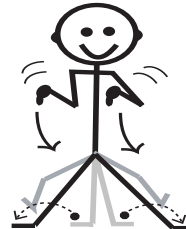


Grew some legs, grew some legs!

Show just a little bit with two fingers on the words, "itty bitty." Jump and put your legs out as you grow some legs.



Jump and put your legs out!



Then, the itty bitty tadpole grew some legs,

Show your wiggly tail!

Show your wiggly tail again!

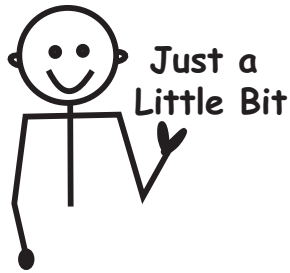


But he still had a wiggly tail!

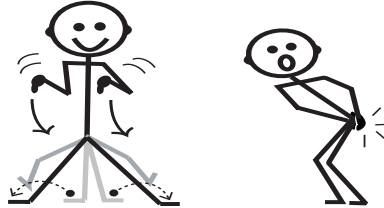
Wide Mouthed Frog Overture

(By Heidi Butkus and Mike Cravens- Verse 3)

Show just a little bit with two fingers on the words, "itty bitty." Jump and put your feet apart as shown, and then jump back in again on the word, "tail," scooting your feet back together and patting your rear end.



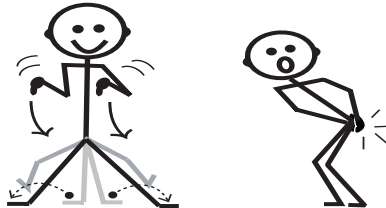
Jump out, then jump and scoot your feet back together, patting your rear end to show you lost something!



Then, the itty bitty tadpole lost his tail,

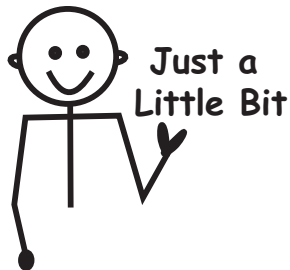
Jump out, then jump and scoot your feet back together, patting your rear end to show you lost something!

Keep jumping as before and patting your bottom, each time you say, "lost his tail."

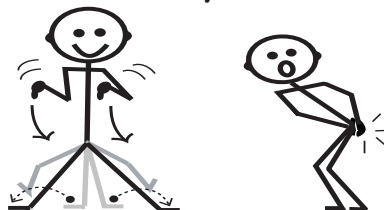


Lost his tail, lost his tail!

Show just a little bit with two fingers on the words, "itty bitty." Jump and put your feet apart as shown, and then jump back in again on the word, "tail," scooting your feet back together and patting your rear end.



Jump out, then jump and scoot your feet back together, patting your rear end to show you lost something!



Then, the itty bitty tadpole lost his tail,

Pretend you're a frog!

Pretend you are a frog!



And became a wide mouthed frog!

Wide Mouthed Frog Overture

(By Heidi Butkus and Mike Cravens- Ending)

Crouch down on the word, "Wide," and then jump up on the word, "mouth," putting your hands around your mouth.

Get ready...and...jump!



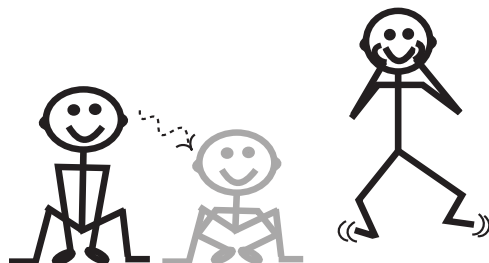
Wide... Mouth!

Note: Another way to do it is to show "wide" arms and hands on the word "wide," and then put your hands on your mouth in the "froggy" position on the word, "mouth." Both work just fine!

Wide mouth!

Get ready...and...jump!

Crouch down on the word, "Wide," and then jump up on the word, "mouth," putting your hands around your mouth.

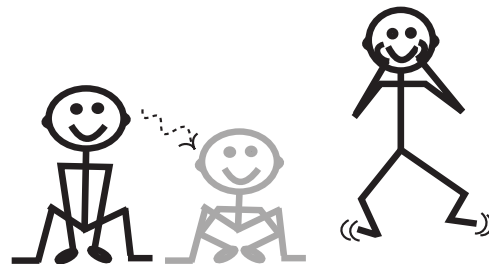


Wide... Mouth!

Wide mouth!

Get ready...and...jump!

Crouch down on the word, "Wide," and then jump up on the word, "mouth," putting your hands around your mouth.



Wide... Mouth!

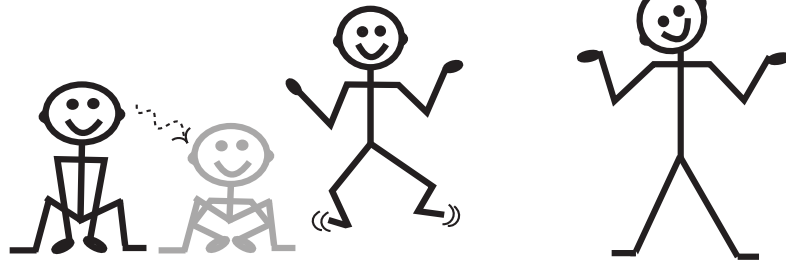
Wide mouth!

Brummp Went the Little Green Frog

(By Heidi Butkus and Mike Cravens)

Get ready...and...jump!

Crouch down and jump like a frog, and then put your hands out as shown on the word "frog."



Brummp went the little green frog one day!

Get ready...and...jump!

Crouch down and jump like a frog, and then put your hands out as shown on the word "frog."



Brummp went the little green frog!

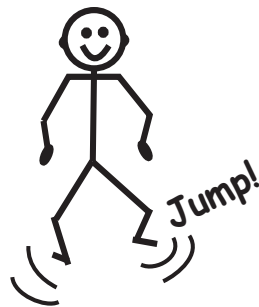
Get ready...and...jump!

Crouch down and jump like a frog, and then put your hands out as shown on the word "frog."



Brummp went the little green frog one day!

Jump three times!



And his feet went jump, jump, jump!

Hopping Along

(By Heidi Butkus and Mike Cravens- verse)

Get ready...and...jump! Get ready...and...jump!

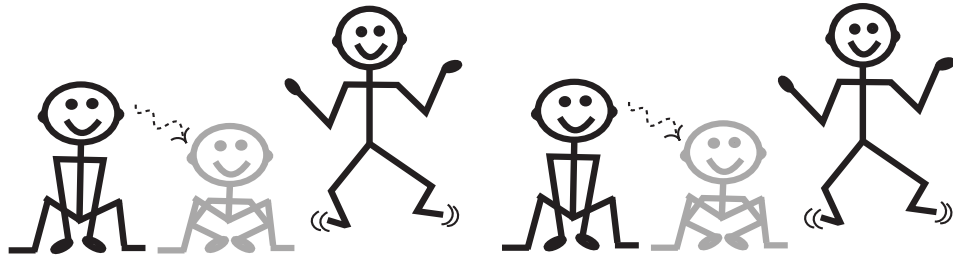
Hop along like a frog
in time to the music.



So the wide mouthed frog went hopping along,

Get ready...and...jump! Get ready...and...jump!

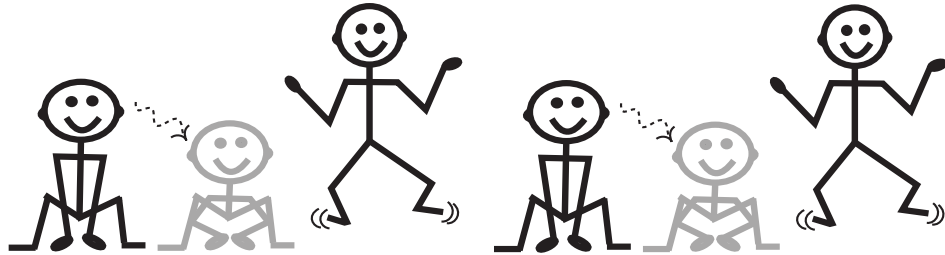
Keep hopping like a
frog!



Hopping around the bend!

Get ready...and...jump! Get ready...and...jump!

Keep hopping like a
frog!



So the wide mouthed frog went hopping along,

Get ready...and...jump! Get ready...and...jump!

Keep hopping like a
frog!



Until she met a friend!

Hopping Along

(By Heidi Butkus and Mike Cravens- chorus)

Get ready...and...jump! Get ready...and...jump!

Hop along like a frog
in time to the music.



Hop! Hop! Hop, hop, hoppity!

Put your hands on your
knees and bounce!

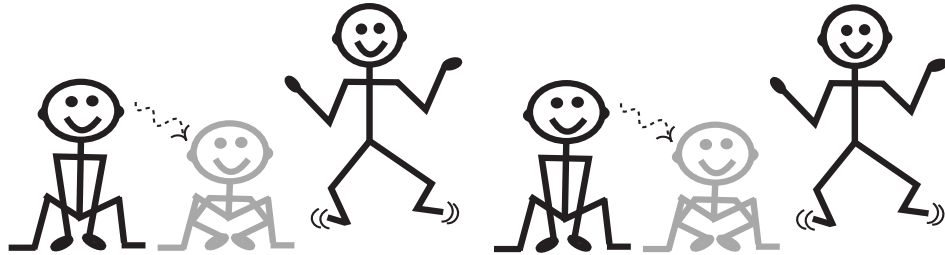
Put your hands on
your knees and
bounce in time to
the music.



Rib! Rib! Rib, rib, ribbity!

Get ready...and...jump! Get ready...and...jump!

Keep hopping like a
frog!



Hop! Hop! Hop, hop, hoppity!

Put your hands on your
knees and bounce! Get ready...and...jump!

Put your hands on
your knees and
bounce in time to
the music. Then hop
like a frog two more
times.



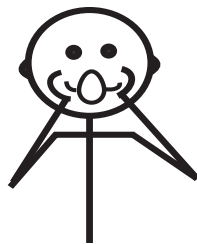
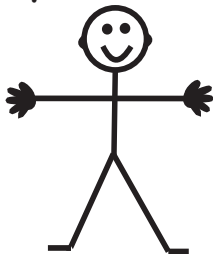
Rib, rib, ribbity, hop! Hop!

Wide Mouthed Frog Theme

(By Heidi Butkus and Mike Cravens)

Hold your hands out wide, then put your hands around your mouth, and then pretend you're a frog on each of the appropriate words.

Hold your arms wide!



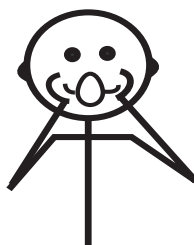
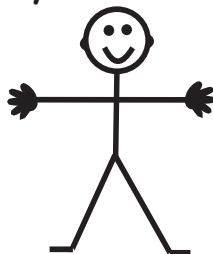
Pretend you're a frog!



Wide mouthed frog!

Hold your hands out wide, then put your hands around your mouth, and then pretend you're a frog on each of the appropriate words.

Hold your arms wide!



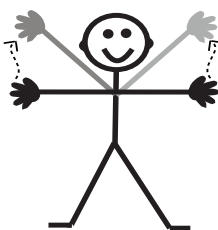
Pretend you're a frog!



Wide mouthed frog!

Put one hand up on the first word, "great," and then the other hand on the second word, "great."

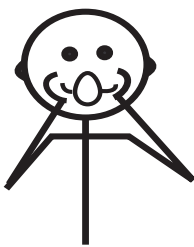
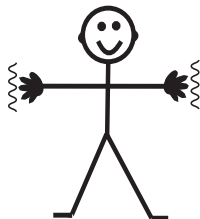
Put your hands up high, first one then the other



Isn't it great? Isn't it great,

Hold your hands out wide, and this time wiggle your fingers. Then put your hands around your mouth, Then pretend you're a frog on each of the appropriate words.

Hold your arms wide and wiggle your fingers!



Pretend you're a frog!



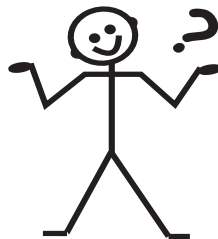
To be a wide mouthed frog!

Boom, Boom, What Do You Feed Your Babies?

(Boom, Boom, Ain't It Great To Be Crazy?)

Pat one knee and then the other on the words, "Boom, boom." Hold out your hands as show on the word, "what." Then pretend to rock a baby.

Pat one knee, then the other!



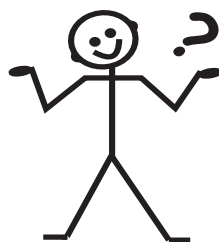
Rock a baby!



Boom, boom! What do you feed your babies?

Pat one knee and then the other on the words, "Boom, boom." Hold out your hands as show on the word, "what." Then pretend to rock a baby.

Pat one knee, then the other!

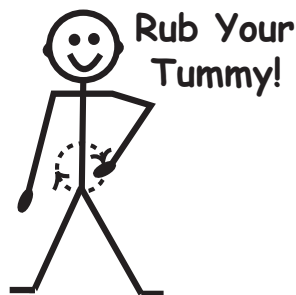


Rock a baby!



Boom, boom! What do you feed your babies?

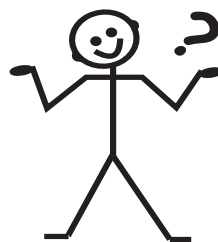
Rub your tummy to show that you are hungry.



Froggies are hungry all day long!

Pat one knee and then the other on the words, "Boom, boom." Hold out your hands as show on the word, "what." Then pretend to rock a baby.

Pat one knee, then the other!



Rock a baby!



Boom, boom! What do you feed your babies?

The Elephants' Song

(By Heidi Butkus and Mike Cravens)

March!

March and stomp your feet in time to the music.



Hup, two, three, four! Stomp your feet right on the floor!

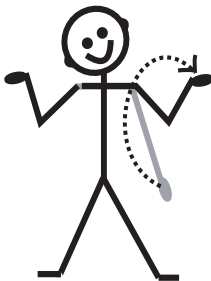
Pretend you're an elephant!

Swing your hands like an elephant's nose as shown. Keep swinging during the four beats after the words, "this and that."



We elephants go like this and that!

Put one hand out and then the other on the words, "peanuts and veggies." Then show your fat tummy on the word, "fat." Then continue walking like an elephant during the next four beats.



Show Me Your Fat! Pretend you're an elephant!



It's peanuts and veggies that make us fat!

Put your hands up to show great big elephant ears, and then show a big elephant nose. Then pretend that water is shooting out of your nose overhead.

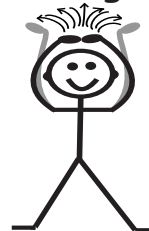
Show your big ears!



Show your big elephant nose!



Pretend that water is shooting out!



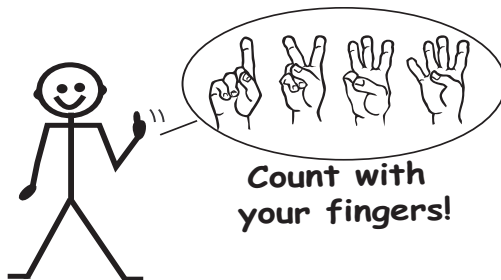
We've got big ears and a big long nose,
That shoots out water like a fire hose!

(Continued on the next page)

The Elephants' Song

(By Heidi Butkus and Mike Cravens - continued)

Count and show the correct amount of fingers.



Count with your fingers!

One, two, three, four!

Pretend you're an elephant!

Walk like an elephant!



Clunk, clunk! Swing that trunk!

Pretend you're an elephant!

Walk like an elephant!



Clunk, clunk! Swing that trunk!

Pretend you're an elephant!

Walk like an elephant!



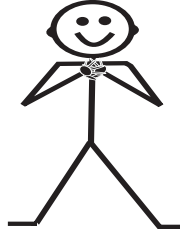
Clunk, clunk! Swing that trunk!

How Nice

(By Heidi Butkus and Mike Cravens)

Fold your hands
together.

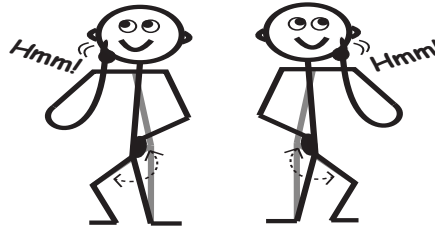
Fold your hands
together, bouncing
them as you sing.



How nice! That's very interesting!

Bounce your hip and tap your cheek
first one side, and then the other!

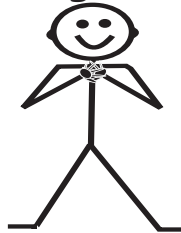
Bounce your hip and tap
your cheek in time to
the music.



(Eight beats of music; no vocals.)

Fold your hands
together.

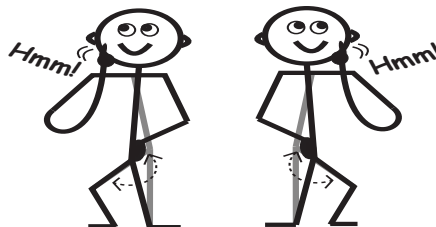
Fold your hands
together, bouncing
them as you sing.



How nice! That's very interesting!

Bounce your hip and tap your cheek
first one side, and then the other!

Bounce your hip and tap
your cheek in time to
the music.



(Eight beats of music; no vocals.)

The Monkey's Song

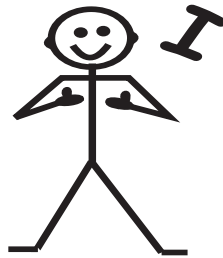
(By Heidi Butkus and Mike Cravens)

Dance around a bit like
a monkey while you
sing!



Oo ee, oo ah, ah!

Point your thumbs
to yourself and
bounce them in
time to the music.



I'm a monkey, monkey, monkey!

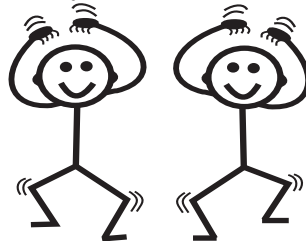
Dance around a bit like
a monkey while you
sing!



Oo ee, oo ah, ah!

Reach for the bananas!

Dance around like a
monkey with your
hands in the air, as
you reach for those
bananas in the trees!

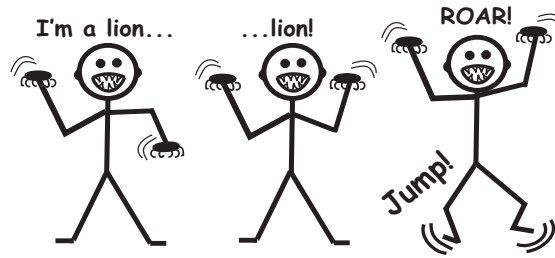


I eat the bananas in the trees!

The Lions' Song

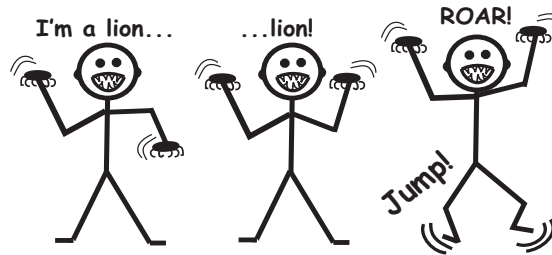
(By Heidi Butkus and Mike Cravens)

Put up one hand and then the other, showing your "claws" as a lion would, and then jump and roar!



I'm a lion, lion! ROAR!

Put up one hand and then the other, showing your "claws" as a lion would, and then jump and roar!



I'm a lion, lion! ROAR!

Pretend you're an elephant!

Pretend you are an elephant, and then pretend you are a monkey.



Pretend you're a monkey!



I eat elephants and monkeys!

Stinky!

Brush away the stinky air, because of the skunks!



Anything but skunkies!

(continued on next page)

The Lions' Song

(By Mike Cravens and Heidi Butkus- continued)

Pretend you're
an elephant!



Pretend you are an elephant, and then pretend you are a monkey.

Pretend you're
a monkey!



Elephants and monkeys!

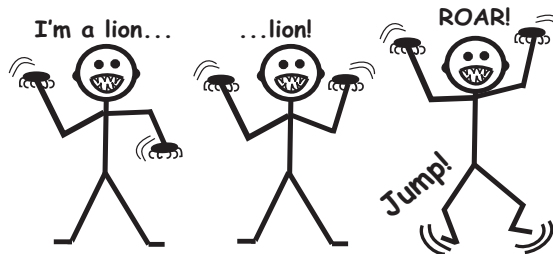
Stinky!

Brush away the stinky
air, because of the
skunks!



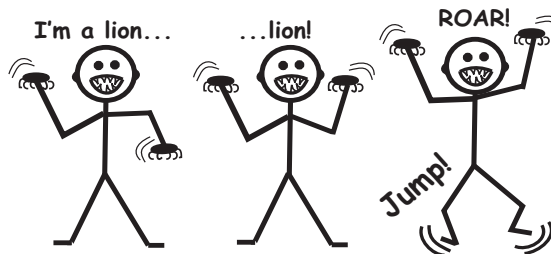
Anything but skunkies!

Put up one hand and then
the other, showing your
"claws" as a lion would,
and then jump and roar!



I'm a lion, lion! ROAR! I'm a lion, lion! ROAR!

Put up one hand and then
the other, showing your
"claws" as a lion would,
and then jump and roar!



Brush away the stinky
air, because of the
skunks!

Stinky!



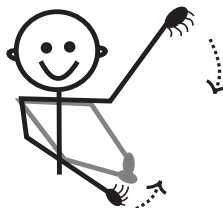
I'm a lion, lion! ROAR! Anything but skunkies! Anything but skunkies!

The Crocodile's Song

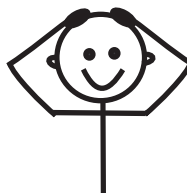
(By Heidi Butkus and Mike Cravens)

Chomp like a crocodile, and then touch your head to show a crown on it, as a king would have.

Chomp like a crocodile!



Touch your head!



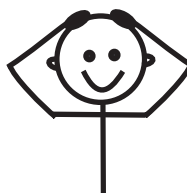
I am a crocodile, king of the swamp!

Chomp like a crocodile, and then touch your head to show a crown on it, as a king would have.

Chomp like a crocodile!



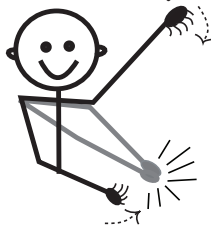
Touch your head!



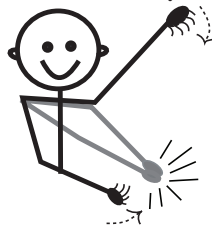
I am a crocodile, king of the swamp!

Chomp lots of times in time to the music!

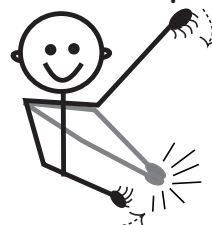
Crocodile snap!



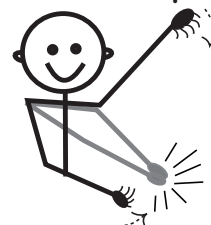
Crocodile snap!



Crocodile snap!



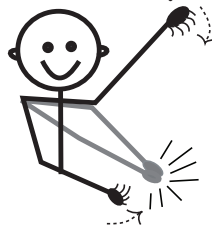
Crocodile snap!



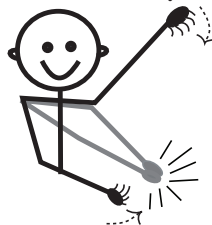
Chomp, chomp! Snap, snap!

Chomp lots of times in time to the music!

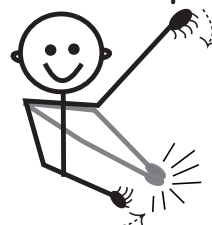
Crocodile snap!



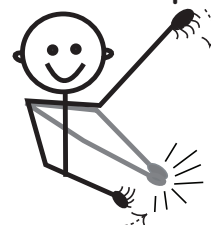
Crocodile snap!



Crocodile snap!



Crocodile snap!



Hear my jaws crack, crack!

(Continued on the next page)

The Crocodile's Song

(By Heidi Butkus and Mike Cravens- continued)

Grab something!

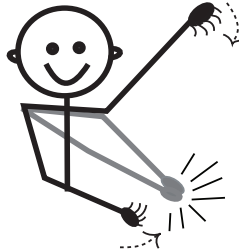
Pretend to catch something to eat.



I eat wide mouthed froggies

Crocodile snap!

Snap your "jaws" together quickly with a big clap on the word, "that."



Just like THAT!

Grab something!

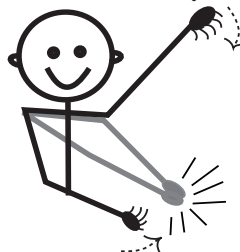
Pretend to catch something to eat.



I eat wide mouthed froggies

Crocodile snap!

Snap your "jaws" together quickly with a big clap on the word, "that."



Just like THAT!

You Don't Find Too Many of Those

(By Heidi Butkus and Mike Cravens)

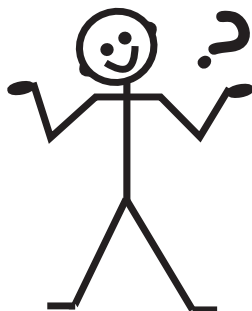
Shake Finger From
Right to Left!

Shake your finger
from side to side
in time to the
music.



Oh, you don't find too many of those around here,

Put your hands out
as shown.



Do you?

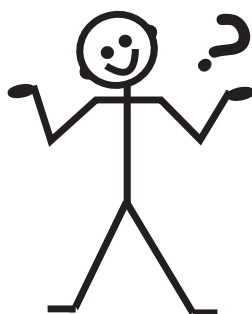
Shake Finger From
Right to Left!

Shake your finger
from side to side
in time to the
music.



Oh, you don't find too many of those around here,

Put your hands out
as shown.

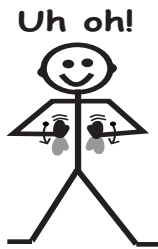


Do you?

Hop Away Fast

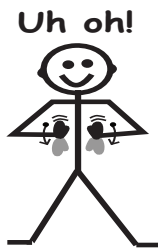
(By Heidi Butkus and Mike Cravens)

Flip your hands up and down on "Uh, oh!" Snap your finger on the words, "Big mistake!" Then hop away fast.



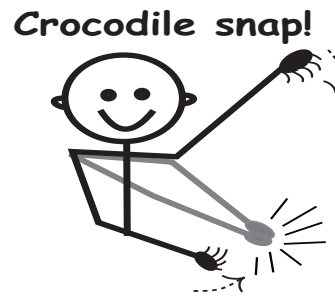
Uh, oh! Big mistake! Hop away fast!

Flip your hands up and down on "Uh, oh!" Snap your finger on the words, "Big mistake!" Then hop away fast.



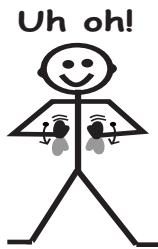
Uh, oh! Big mistake! Hop away fast!

Put one hand on your heart on the word, "Dear," and the other hand on your heart on the word, "Mom." Then hold them out towards someone that is "dear" to you!



Hop, hop, hop! Chomp, chomp, chomp!

Flip your hands up and down on "Uh, oh!" Snap your finger on the words, "Big mistake!" Then hop away fast.

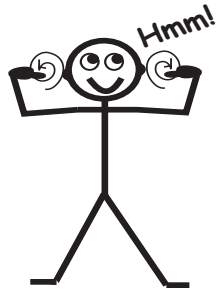


Uh, oh! Big mistake! Hop away fast!

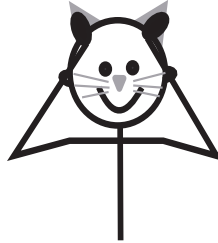
Wide Mouthed Frog Finale

(By Heidi Butkus and Mike Cravens- Verse 1)

Twirl your fingers around your head as you are thinking on the word, "curiosity." Then pretend to be a cat.

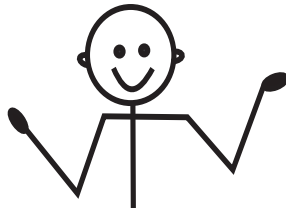


Be a cat!

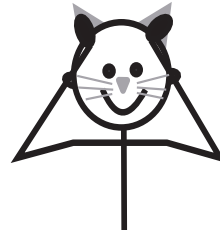


Curiosity can kill a cat!

Pull your hands away on the words, "Kill a" and then put your cat ears up again on each word, "cat."



Be a cat!

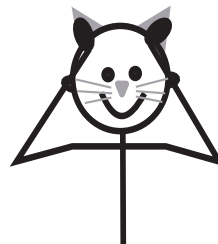


Kill a cat, kill a cat!

Twirl your fingers around your head as you are thinking on the word, "curiosity." Then pretend to be a cat.



Be a cat!



Curiosity can kill a cat!

Shake your finger!



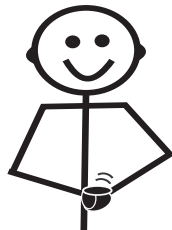
And sometimes froggies, too!

Wide Mouthed Frog Finale

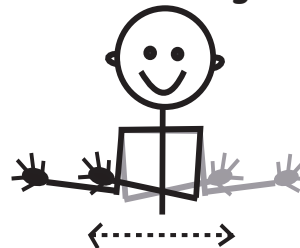
(By Heidi Butkus and Mike Cravens- Verse 2)

Point to your watch!

Point to your watch on the word, "Sometimes." Then brush something away on the words, "forget the rest."



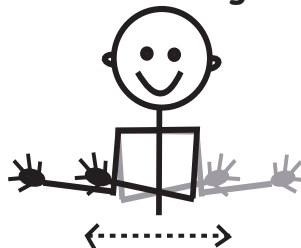
Brush Something Away



Sometimes it is best to forget the rest,

Brush Something Away

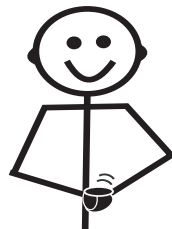
Brush something away on the words, "forget the rest."



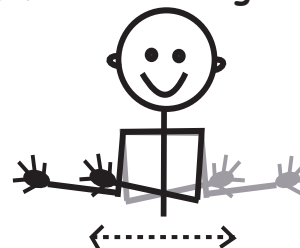
Forget the rest, forget the rest!

Point to your watch!

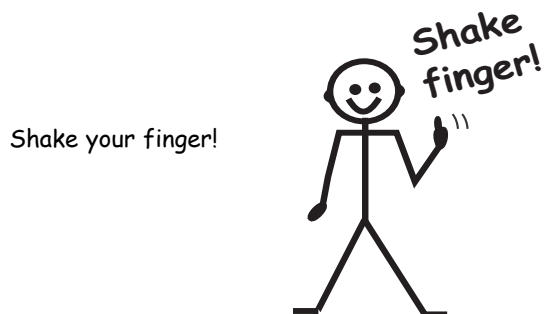
Point to your watch on the word, "Sometimes." Then brush something away on the words, "forget the rest."



Brush Something Away



Sometimes it is best to forget the rest,

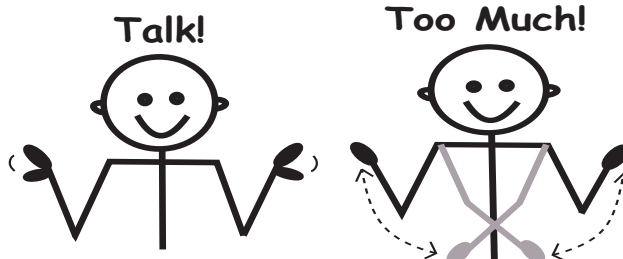


And just let you be you!

Wide Mouthed Frog Finale

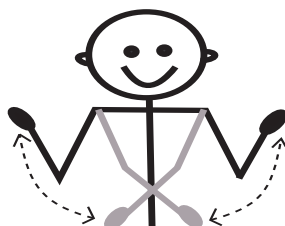
(By Heidi Butkus and Mike Cravens- Verse 3)

Make your hands "talk" as shown. Then cross your hands as shown on the words, "way too much."



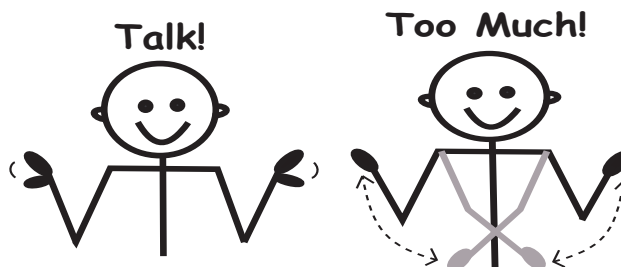
Talking, talking, talking way too much,

Too Much!
Cross your hands as shown on the words, "way too much."



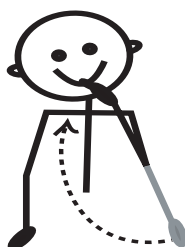
Way too much, way too much!

Make your hands "talk" as shown. Then cross your hands as shown on the words, "way too much."



Talking, talking, talking way too much,

Point To Your Mouth!
Pretend to zip up your mouth!



It's best to zip it up!

Wide Mouthed Frog Finale

(By Heidi Butkus and Mike Cravens- Ending)

Get ready...and...jump!

Crouch down on the word, "Wide," and then jump up on the word, "mouth," putting your hands around your mouth.

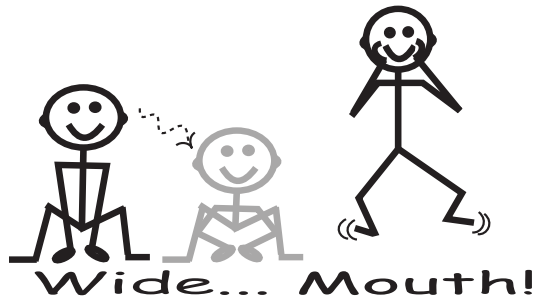


Note: Another way to do it is to show "wide" arms and hands on the word "wide," and then put your hands on your mouth in the "froggy" position on the word, "mouth." Both work just fine!

Wide mouth!

Get ready...and...jump!

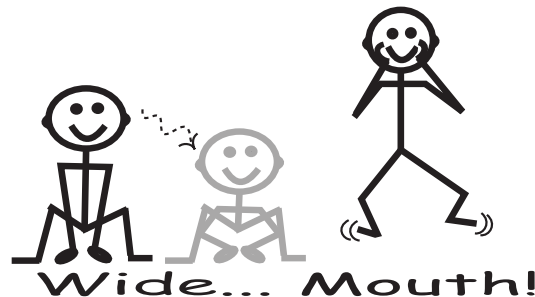
Crouch down on the word, "Wide," and then jump up on the word, "mouth," putting your hands around your mouth.



Wide mouth!

Get ready...and...jump!

Crouch down on the word, "Wide," and then jump up on the word, "mouth," putting your hands around your mouth.



Wide mouth!