



# Musical Math Handmotions

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# Using Music and Movement to Reach Your K-1 English Language Learners in Math

Presented By Heidi Butkus

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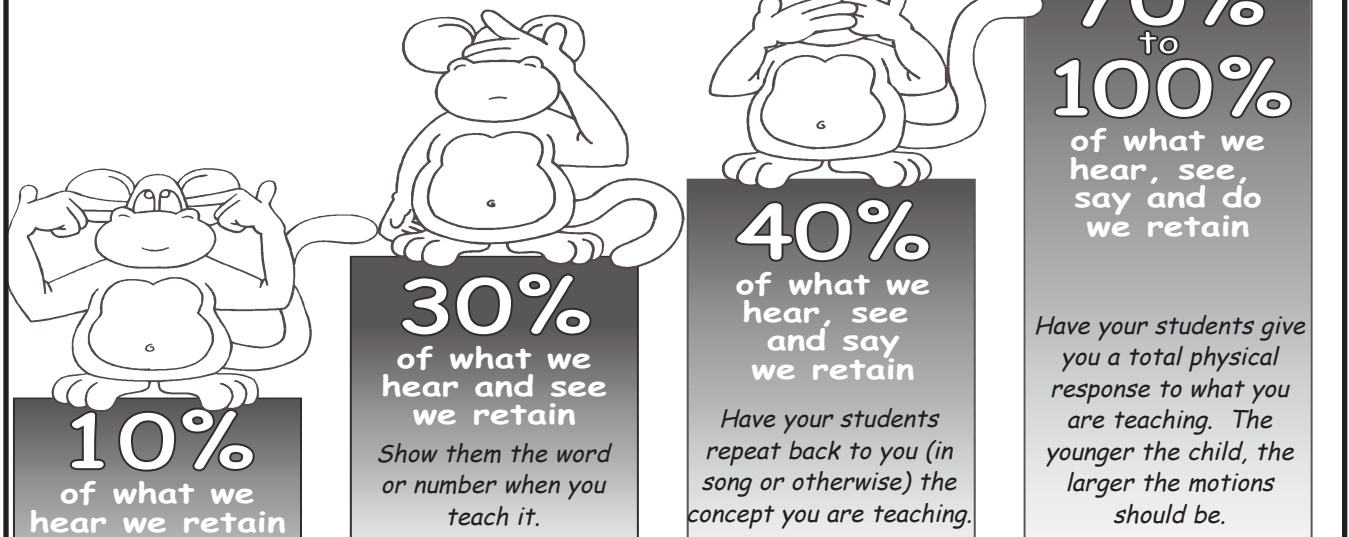
The methods suggested in this presentation are supported by brain research and are also consistent with "best practices" recommended by the Learning Disability Association, the Council for Exceptional Children, the International Dyslexia Association, and other respected organizations. I took the principals that worked for language arts and applied them to math instruction, and this is what I got!

I found that the methods that work consistently well take advantage of *simultaneous* multisensory teaching techniques. This is simultaneous multisensory teaching in a nutshell:  
*The more senses involved all at once, the better you retain information.*

## Help! I've got a silly song stuck in my head!

Multisensory teaching is *simultaneously* using multiple pathways in the brain to reach your students

The best songs for teaching young children include motions, are repetitive, and are just a little bit silly! As a rule of thumb, if it sticks in your head and drives you crazy, you probably just hit the nail right on the head!



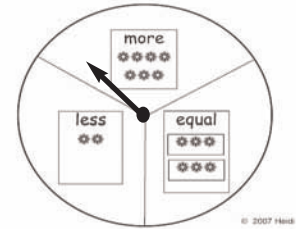
Why is does this work? If one pathway to the brain is blocked, (as in a learning disability) there are other alternatives or paths to take in information.

Why use special education techniques to help children who are merely learning English as their second language? Because if you use techniques designed to get past a learning disability, you will very likely be able to teach them the content **no matter what!** Simply over-compensate for the lack of English language skills by using techniques designed for students with learning disabilities. **Then you can be fairly sure that if it is possible for them to learn, they WILL learn! Then add as much language into it as possible!**

# Teaching Ideas for the Concepts in Musical Math

## Counting:

Get a Zero the Hero puppet, and on every tenth day of school bring the puppet out for a visit. Have the children count aloud, and have the puppet pop up each time they come to a multiple of ten. The children should crouch down while counting and then pop up when the puppet pops up, too, shouting out that multiple of ten! Then have them mimic the puppet's movements, as he bounces around, jumps, dances, etc.



More, Less, and Equal Spinner

## Comparing Sets: (More, Less, and Equal)

After teaching the songs, have the children answer these questions: "What does "more" mean? (A lot.) "What does "less" mean? (A little.)"What does "equal" mean? (The same.) Make sure the children can answer these questions before attempting to test them on comparing sets.

### The More, Less, and Equal Game

Have the children take turns rolling a die. Each child takes the number of counters that comes up on their roll of the die. When everyone at the table has had a chance to roll, then spin the spinner to see if more, less, or equal is the winner. The winner of each round gets all of the counters at the table. The spinner is printable off of the Musical Math Resource CD.

### The Cup Game

Preparation: Get ten the paper cups and place them upside down. Number them 1-10 with a magic marker. Place the cups upside down on a table in order. To Play: Have the children hide their eyes. Put a small toy under one of the cups while they are not looking. Have a child choose a cup to lift, looking for the toy hidden below. He must first identify the number of the cup. If he doesn't find it, give him a hint. For example, "You chose 6. The number is **more** than 6." To make this game more challenging, increase the number of cups.

## Patterning:

String beads or other manipulatives on a string and have the children copy them, then identify the pattern. See if they can make the same pattern with a different manipulative. Make patterns with modeling clay by giving the children pea-sized balls of different colored clay. They place the balls in a line on a strip of paper to form a pattern. Then flatten the clay on to the paper and scratch a design into it with a pencil.

## Coin Recognition:

**The Coin Trading Game-** (Available on the Musical Math Resource CD)

Tip: Make your own die with only 1's, 2's, and 3's on it by writing the numbers on a blank wooden cube. This will make the game last longer.

To Play: Each child in turn rolls a die and takes that number of pennies. When a child acquires five pennies, he may exchange them for a nickel. When he acquires two nickels, he may exchange them for a dime. The first child to acquire two dimes and a nickel may exchange them for a quarter, and is the winner of the game.

Variations: We play this game earlier in the year with nickels and pennies only, and later add in dimes. (Alternate versions are also on the Math Resource CD.) By May in kindergarten, the children can successfully play this game with all four coins.

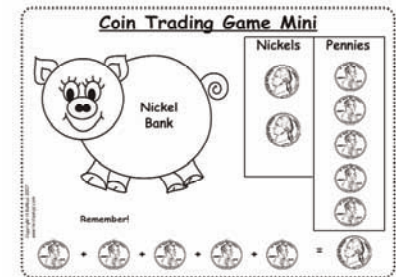
## Volume Shapes:

Have the children graph their favorite shape of candy by tasting. Try Whoppers for spheres, caramel squares for cubes, and chocolate kisses. This graph is included on the Math Resource CD, but was very easy to make.

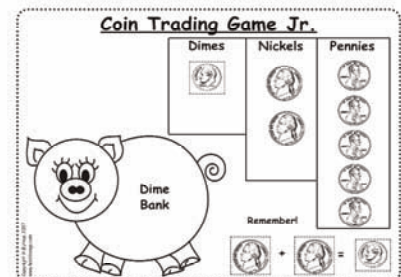
## Addition:

### Make an Addition Song Book

Have the children illustrate each addition problem by making pictures of common objects. Try using thumbprint pictures, such as those found in Ed Emberly books. Make the pictures into an addition book with the lyrics to each song as the words on each page. Masters and pictures for this book are available on the Math Resource CD



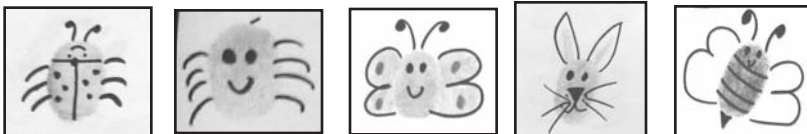
Easiest Version (uses nickels and pennies only)



Medium Version (Uses pennies, nickels, and coins)



Hardest Version (uses all coins)







### "Fuzzy Wuzzy" Addition Game

- Note: This game plays like BlackJack or 21 but with the goal being sums of seven rather than 21.
- Preparation: Make game cards with numbers 0-5 on them. There should be lots of ones and zeros, a fair amount of twos and threes, and just a couple of fives. On the bottom of each card, place the corresponding number of sticker dots so the children have something to count. Pick a clip art picture of some kind of friendly looking creature to be the wild "Fuzzy Wuzzy."

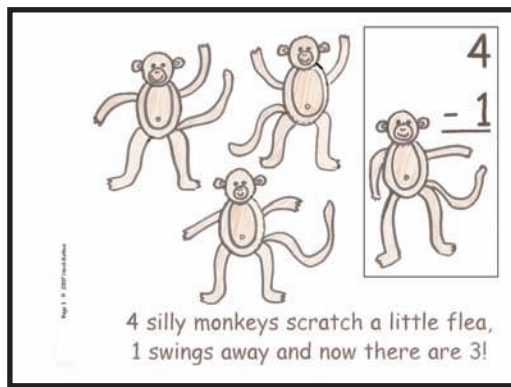
- To Play: In a small group, mix up the cards and give each child two. The goal is for each child to get as close to seven as possible without going over. On each child's turn, ask them how many dots they have, and then ask them if they want any more cards. Anyone who goes over seven loses that round. A person that gets seven exactly (or is the closest to seven) is the winner of the round. Fuzzy Wuzzies are wild and make the child an instant winner.
- The winner(s) of each round get a counter for a point. The person with the most counters when the time is up is the winner. This game is also on the Resource CD, but was easy to make.

### Act Out the Equation

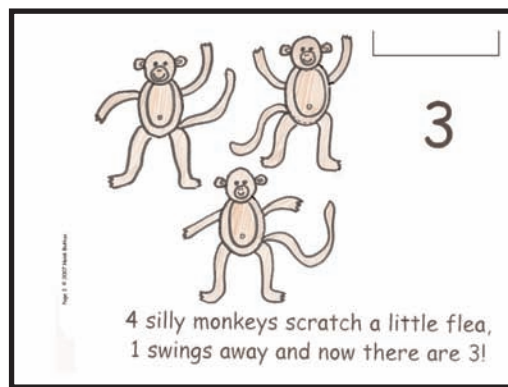
- Have one child roll a die. Have that many children come up and stand on one side together. Roll a die again. Have that many people join them on the other side. Choose a child to hold a plus sign and another to hold an equal sign. Then have the whole class "read" the equation. (Example:  $2 + 2 = 4$ ) Then all of the children in the equation, other than the plus and equal signs, go rushing over to the appropriate side of the equal sign. Then choose a volunteer to write the equation for the group on a white board, and have everyone read it again.

### Subtraction:

- Make a lift the flap subtraction book. In this book, the equation is written on the flap, along with illustrations of the subtrahend (the second number in the addition problem). When the flap is lifted, we see the answer to the problem and an illustration of the remainder. The masters and photos of each page of the Subtraction Book are available on the Math Resource CD.



Example of Page with Flap Open:



Example of Page with Flap Closed:



Additional resources available at [www.heidisongs.com](http://www.heidisongs.com)

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Swing hands side to side  
and shake hips in time to  
the music: right- left-  
right, left - right- left

# 1-100 Song

(by Heidi Butkus)



1, 2,



3, 4,



5, 6,



7,



8, 9,



10,



11,



12

Roll Hands

(Roll arms  
facing to the  
right hand  
side.)



13, 14,

(Roll arms  
facing to  
the left  
hand  
side.)



15, 16,

Roll Hands

(Roll arms  
facing the  
front.)



17, 18,

Pat your legs in  
time with the music!

Pat legs three times  
on the last three  
beats of the  
phrase.



19, 20!

21, 22, 23, 24, etc.

Repeat hand motions from the beginning,  
substituting the next set of numbers from 21-30, then 31-40, etc.

# Sorting

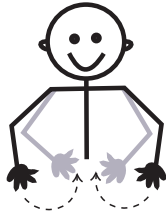
Make a motion as if you are dealing cards or sorting things out in front of you on each word, "sort."

Pretend to Arrange or Deal Cards!

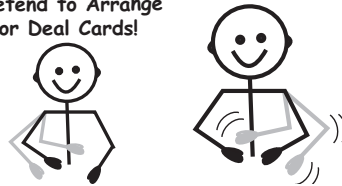


I can sort, I can sort! I can sort, sort, sort,

Pretend to gather things up and put them in a pile in front of you.



Pretend to Arrange or Deal Cards!



Make a motion as if you are dealing cards or sorting things out in front of you on each word, "sort."

I can put 'em into groups and I can sort, sort sort!

To show color, make the sign language signal for the color white, which is done by pulling on the front of your shirt.

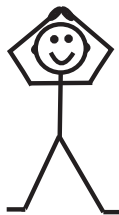


To show size, hold out your hands to show something really big, with one hand high up and the other down low.



I can sort by color. I can sort by size.

To show shape, make a triangle shape like a pointy hat on top of your head.

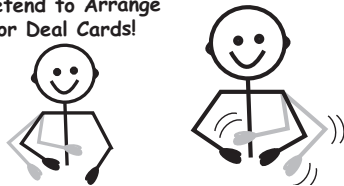


Shake your finger as if to say, "I told you so!"

I can sort by shape- any old time!

Make a motion as if you are dealing cards or sorting things out in front of you on each word, "sort."

Pretend to Arrange or Deal Cards!

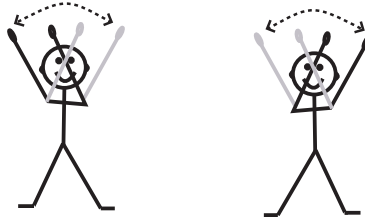


Pretend to gather things up and put them in a pile in front of you on the words, "put 'em into groups" (as before.)

I can sort, I can sort! I can sort, sort, sort,  
I can put 'em into groups and I can sort, sort sort!

# Position Words

Wave hands over your head back and forth in time to the music, with fingers spread open.



Over my head with my hands in the air!

Pat your behind!

Pat your clothes where your underwear would be.



Under my clothes I've got my underwear!

Point to each body part as you say it.

Touch Your Shoe!



Point To Your Nose!



I've got some fuzzy stuff between my toes, behind my knees and on my nose!

Point to your shoes.

Point down!



Hop!



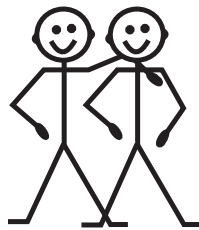
Hop & turn!



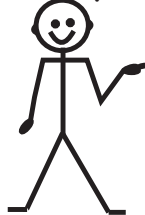
Hop on one foot, then turn around in circles while hopping when the music says to.

In my shoes I've got feet that hop, around and around until I stop!

Put your arm over the shoulder of a friend on the word, "friend." Point to where the kids turn in their homework or other papers according to the music.



Point!



Flap your wings!

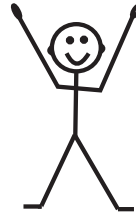


Flap arms like a duck, then make a duck's bill with your hands and pretend to quack.

I'm next to my friend but we don't talk,  
And I put my homework in the homework box!  
Wart's on a duck's back. Quack, quack!

# More

Put hands out really big to show a whole lot of things.



Put hands out really big to show a whole lot of things.

More means a lot! More means a lot!

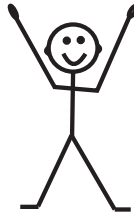
Make a "come on!" motion with your hands (First right, then left) as if to say, "Come on, give me more!"



Make three "come on!" motions again, this time with both hands in time with the music.

More candy, more cookies, give me all you've got!

Put hands out really big to show a whole lot of things.



More means a lot.

Punch your hand in the air and jump on each word, "more."

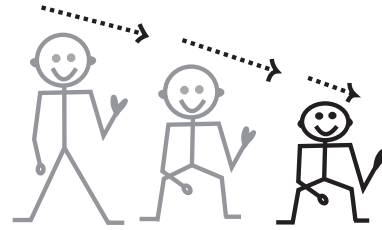
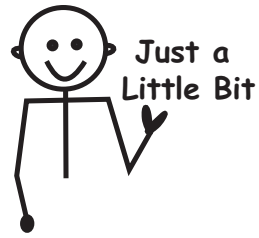


More, more, more!



# Less

Pinch your fingers together on the words "less" and "little" to show just a small amount.



Each time you say the word, "little," crouch down a little bit more and squeeze your fingers closer together.

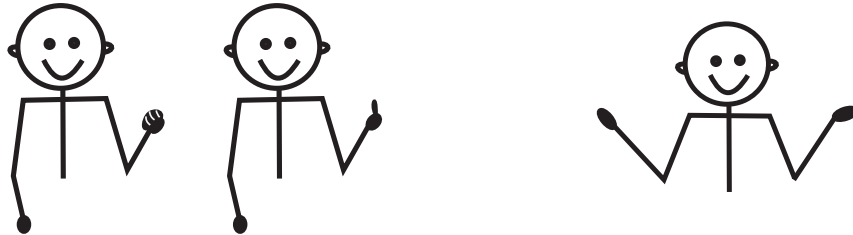
Less is just a little. Little, little, little!

Pinch your fingers together on the words "less" and "little" to show just a small amount.



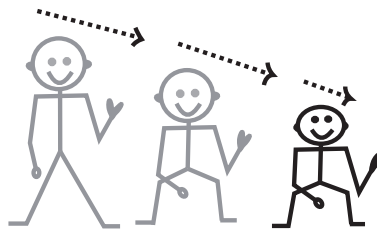
Less is just a little-bitty bit!

Make a fist to show zero fingers on the word, "zero." Show one finger for number one and two fingers for number two.



Put your hands out as if to say, "All done!"

Like zero or one or two, that's it!



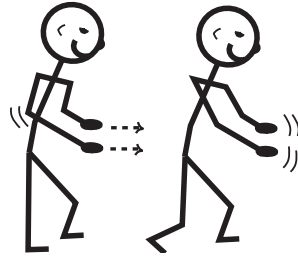
Each time you say the word, "little," crouch down a little bit more and squeeze your fingers closer together.

Less is just a little-bitty bit!

# Equal

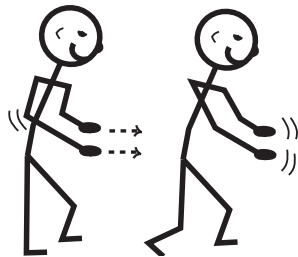
(Sounds like the chorus to "My Bonnie Lies Over the Ocean")

Walk to the right side, with one hand over the other, sort of forming an equal sign with your hands as you walk along.



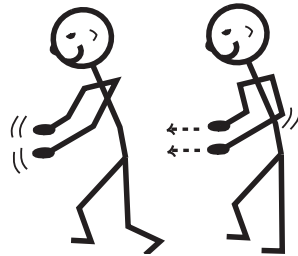
Equal, equal,

Continue walking to the right side, with one hand over the other, sort of forming an equal sign with your hands as you walk along.



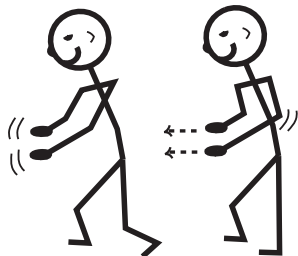
Oh, equal is always the same, the same!

Walk to the left side, with one hand over the other, sort of forming an equal sign with your hands as you walk along.



Equal, equal,

Continue walking to the left side, with one hand over the other, sort of forming an equal sign with your hands as you walk along.



Oh, equal is always the same!

# AB Pattern

**Thumbs to Yourself!**

Point your thumbs towards yourself.



**Wave Hands Back and Forth!**

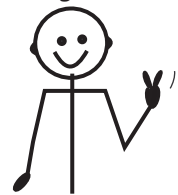
On the words, "A," "B," and "pattern," wave hands back and forth in time to the music, with fingers spread open.



## I can make a pattern- an AB pattern,

On the words, "A," "B," and "pattern," wave hands back and forth in time to the music, with fingers spread open.

**Wave Hands Back and Forth!**



Show two fingers on the word, "two."

## An AB pattern, with just two things!

A- Jump

B- Clap

Jump on A, then clap on B. Continue doing this when the words change to "red-green."



## A-B, A-B, A-B, A-B! Red-green, red-green, red-green, red-green!

**Thumbs to Yourself!**

Point your thumbs towards yourself.



**Wave Hands Back and Forth!**

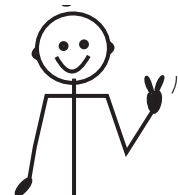
On the words, "A," "B," and "pattern," wave hands back and forth in time to the music, with fingers spread open.



## I can make a pattern- an AB pattern.

On the words, "A," "B," and "pattern," wave hands back and forth in time to the music, with fingers spread open.

**Wave Hands Back and Forth!**



Show two fingers on the word, "two."

## An AB pattern, with just two things!

# ABC Pattern

"A:" Slap  
your thighs.

"B:" Clap  
your hands.

"C:" Touch  
your shoulders

Continually make  
an ABC pattern in  
time to the music,  
with the following  
motions:



Show Three  
Fingers!



Show three fin-  
gers on the word,  
"three."

## The ABC pattern, it always has three!

"A:" Slap  
your thighs.

"B:" Clap  
your hands.

"C:" Touch  
your shoulders

Continually make  
an ABC pattern in  
time to the music,  
with the following  
motions:



## It goes A-B-C, A-B-C,

"Red:" Slap  
your thighs.

"Blue:" Clap  
your hands.

"Green:" Touch  
your shoulders.

Continually make  
an ABC pattern in  
time to the music,  
just as before.



## Red-blue-green, red-blue-green!

"A:" Slap  
your thighs.

"B:" Clap  
your hands.

"C:" Touch  
your shoulders

Continually make  
an ABC pattern in  
time to the music,  
with the following  
motions:



Show Three  
Fingers!



Show three fin-  
gers on the word,  
"three."

## ABC pattern, it always has three!

# The AAB Pattern

Continually make an AAB pattern in time to the music, with the following motions:

"A:" Slap your thighs.



"A:" Slap your thighs.



"B:" Slap your knees.



The AAB pattern, AAB goes legs-legs-knees, legs-legs-knees.

Continually make an AAB pattern in time to the music, with the following motions: (same as before.)

"Red:" Slap your thighs.



"Red:" Slap your thighs.



"Green:" Slap your knees.



Red-red-green, red-red-green, red-red-green, red-red-green,

Continually make an AAB pattern in time to the music, with the following motions:

"Chug:" Make a train chugging motion.



"Chug:" Make a train chugging motion.



"Caboose"



On the word, "caboose," scoot back quickly, throwing your derriere backwards.

Chug-chug, caboose! Chug-chug, caboose!  
Chug-chug, caboose! Chug-chug, caboose!

Continually make an AAB pattern in time to the music, with the following motions:

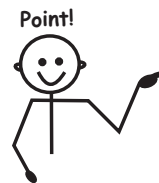
"Duck:" Flap your arms like a duck.



"Duck:" Flap your arms like a duck.



"Goose:" Point to someone.



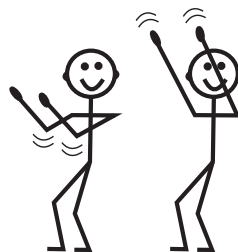
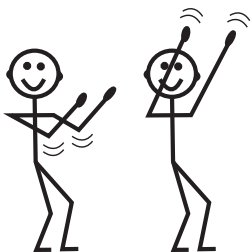
Point to someone on the word, "goose."

Duck-duck, goose! Duck-duck, goose!  
Duck-duck, goose! Duck-duck, goose!



# What Comes Next?

Push hands to the right while doing a step-together-step motion.



Push hands to the left while doing a step-together-step motion.

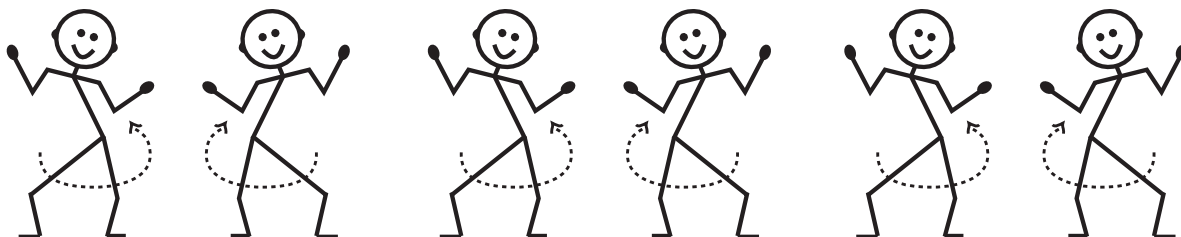
## What comes next? What comes next?

Point your finger as if to say, "I told you so!"



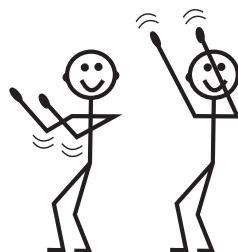
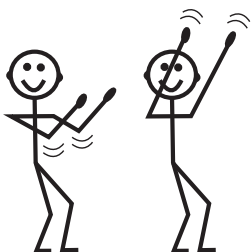
Point your finger as if to say, "I told you so!"

## Just do your best! Just do your best!



## It's 19, and 20, 29 and 30, 39 and 40,

Push hands to the right while doing a step-together-step motion.



Push hands to the left while doing a step-together-step motion.

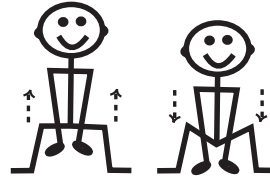
## Is what comes next! What comes next?

(Continue counting out the numbers until you reach 100)

# Penny

Squat down in a "froggy position" with your hands down on the ground between your legs. Bounce in time to the music while squatting.

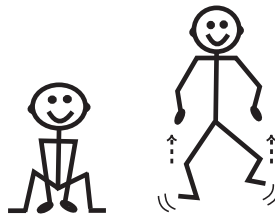
Pretend You're a Frog!



Bop your head like a croaking frog on the words, "mm-hmm."

A froggy found a penny, said, "mm-hmm! mm-hmm!"

Jump up to a standing position. Show one finger for one cent.



It's brownish and it's worth one cent,

Shrug Shoulders

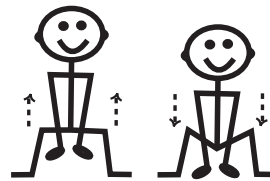
Shrug shoulders and hold hands out as shown.



He found the penny by accident,

Squat down in a "froggy position" with your hands down on the ground between your legs. Bounce in time to the music while squatting.

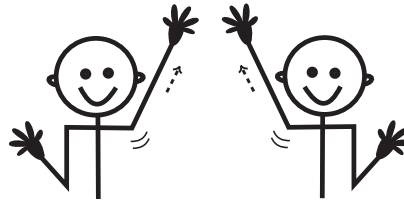
Pretend You're a Frog!



"Mm-hmm! Mm-hmm!"

# Nickel

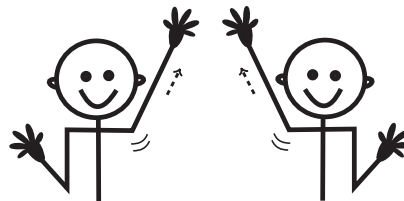
Grab a fake ponytail behind your head, then turn around in a circle while showing your pony tail.



Wave hands over your head, (first right then left) on the words five cents. Spread fingers wide to show five fingers.

Oh, the man with the pony tail is on the nickel,  
And it's worth five cents!

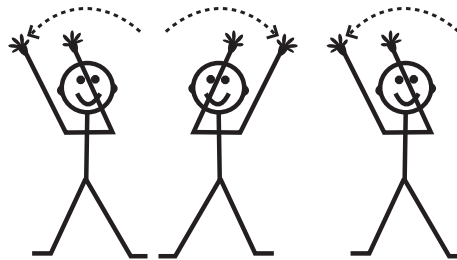
Grab a fake ponytail behind your head, then turn around in a circle while showing your pony tail.



Wave hands over your head, (first right then left) on the words five cents. Spread fingers wide to show five fingers.

Oh, the man with the pony tail is on the nickel,  
And it's worth five cents!

Wave hands over your head, (right, left, right, etc.) each time you say the word, "nickel." Spread fingers wide to show five fingers.



Nickel, nickel nickel!

Wave hands over your head, (first right then left) on the words five cents. Spread fingers wide to show five fingers.



And it's worth five cents!

# Dime

(Sounds like "If You're Happy and You Know It")

Hold one hand up and squeeze thumb and fore-finger together to show something small.



Open and Close Hands



Hold both hands in front of you and spread out all ten fingers every time you say "dime" or "ten cents."

Oh, the little coin's a dime, it's a dime!  
(Ten cents!) Clap twice each time you say, 'Ten cents!'

Hold one hand up and squeeze thumb and fore-finger together to show something small.



Open and Close Hands



Hold both hands in front of you and spread out all ten fingers every time you say "dime" or "ten cents."

Oh, the little coin's a dime, it's a dime!  
(Ten cents!) Clap twice each time you say, 'Ten cents!'

Point to your head in time to the music to show that you remember.



Hold both hands in front of you and spread out all ten fingers, bouncing hands in time to the music.

I remember every time- ten pennies make a dime!

Hold one hand up and squeeze thumb and fore-finger together to show something small.



Open and Close Hands



Hold both hands in front of you and spread out all ten fingers every time you say "dime" or "ten cents."

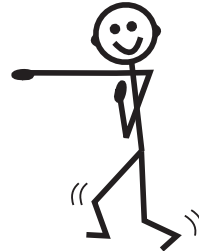
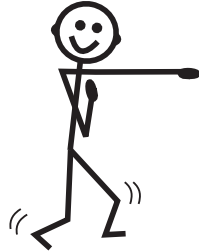
It's a dime, it's a dime, it's a dime! (Ten cents!)

Clap twice each time you say, 'Ten cents!'

# Quarter

(Sounds like "The Tango")

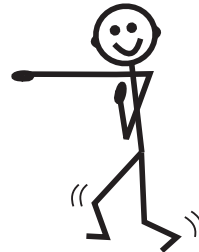
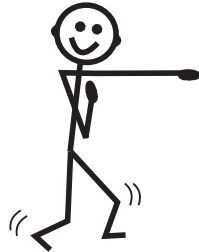
Turn sideways and pretend to dance the tango with one hand out leading the way and the other folded in.



Flip around quickly and turn the other direction on the word, "quarter."

## Twenty-five cents- a great big quarter!

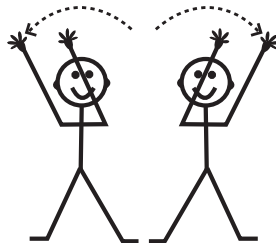
Turn sideways and pretend to dance the tango (to the opposite direction) with one hand out as before.



Flip around quickly and turn the other direction on the word, "quarter."

## Twenty-five cents- a great big quarter!

Wave hands back and forth in time to the music, with fingers spread open.



Pound your fist into the palm of the other hand on the word, "now."

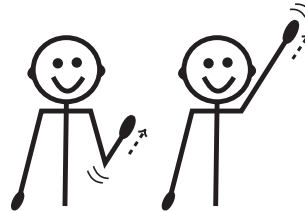
## Twenty-five cents. I want a quarter now!

Shake your finger as if to say, "I told you so."



"Yum..." - (punch half way up.)

"...yum!" - (punch all the way up.)



Punch fist in the air on the words, "yum, yum."

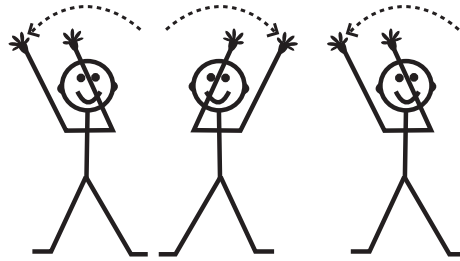
## To buy some bubble gum. Yum, yum!



# Estimate

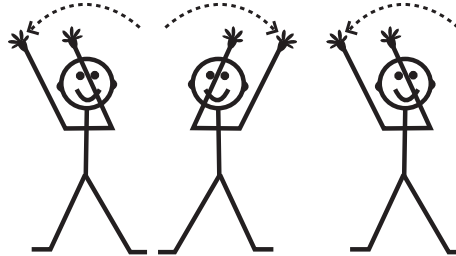
(Sounds like "The Pizza Hut Round")

Wave hands back and forth in time to the music, with fingers spread open on each syllable of the word, "Estimate."



## Estimate! Estimate!

Twirl fingers next to head in a "crazy!" type of motion on the words, "take my best guess."



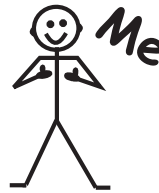
Wave hands back and forth in time to the music, with fingers spread open on each syllable of the word, "Estimate."

## I take my best guess and then I estimate!

(repeat first two lines)

Point to someone!

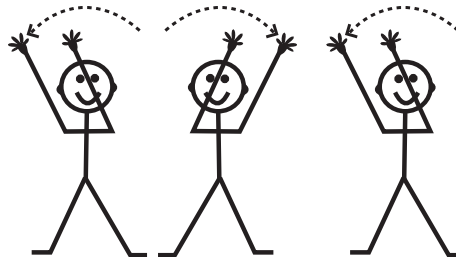
Point to somebody.



Point to yourself.

## You're close, but I'm closer!

Twirl fingers next to head in a "crazy!" type of motion on the words, "take my best guess."



Wave hands back and forth in time to the music, with fingers spread open on each syllable of the word, "Estimate."

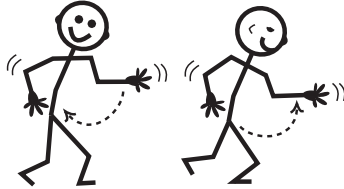
## I take my best guess and then I estimate!

(repeat last two lines)

# Count by Ten's

Turn and face to the right and walk that direction one step for every other number, letting arms swing.

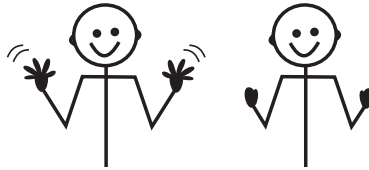
Left Hand Forward,  
then Right Hand Forward



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

Show ten fingers  
on the words,  
"Count by tens!"

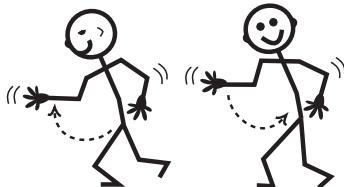
Open and Close Hands



## Count by tens!

Turn and face to the right and walk that direction one step for every other number, letting arms swing.

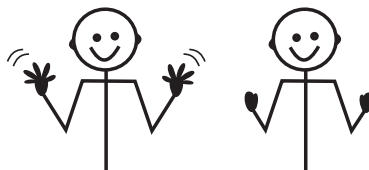
Right Hand Forward,  
then Left Hand Forward



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

Show ten fingers  
on the words,  
"Count by tens!"

Open and Close Hands



## Count by tens!

# Count by Two's

Show Two  
Fingers!

Show two fingers.



## Count by two's to twenty.

Put hands on head  
like bunny ears  
and hop on the  
underlined syllables.



## Twenty! Twenty! Hop like a bunny!

Hop like a bunny  
to the left on two,  
four, and six.



Hop like a bunny  
to the right on  
eight ten and  
twelve.

## Two, four six. Eight, ten, twelve.

Hop like a bunny  
to the left on  
fourteen, sixteen,  
eighteen.



## Fourteen, sixteen, eighteen.

Put hands on head  
like bunny ears  
and hop on the  
underlined syllables.

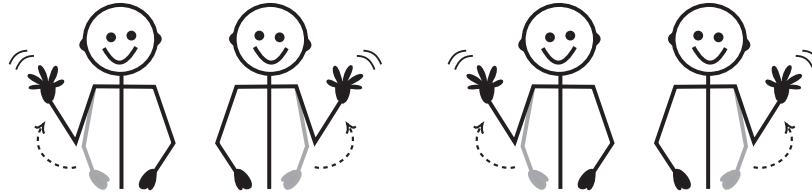


## Twenty, twenty, hop like a bunny! *(Repeat from beginning)*

# Count By Fives

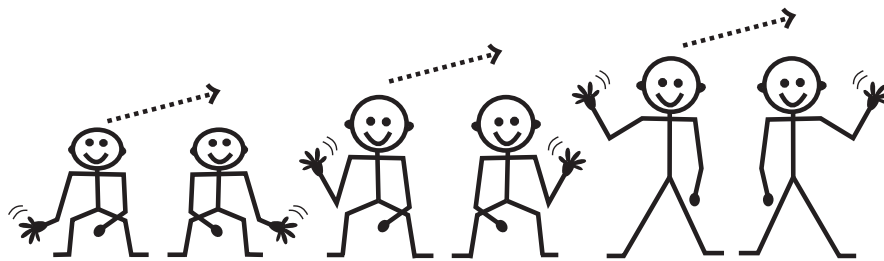
(Sounds like the baseball game "Charge" song)

Show five fingers on the underlined syllables, shifting weight onto each foot as you sing.



Count by fives, count by fives,

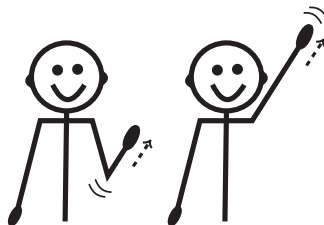
Continue as before, showing five fingers on each hand on each beat. Start down low with hands near to ground and grow taller as you sing.



(Let hands fall after saying number 100.)

Five then ten, 15, 20, 25, 30, 35,  
40, 45, 50, 55, 60, 65, 70, 75, 80,  
85, 90, 95, 100!

Punch one fist into the air on the word, "Charge!"



Charge!

# The Sphere

By Heidi Butkus

Pretend to bounce  
a ball.



Bouncy, bouncy ball,

Make a circle with your  
arms over-  
head, swaying left  
and right in time  
to the music.



It's a sphere, it's a sphere!

Pretend to bounce  
a ball.



Bouncy, bouncy ball,

Make a circle with your  
arms overhead, swaying  
left - right - left  
in time to the music.



it's a sphere, sphere, sphere!



# The Cube

(Sounds like "Ain't Gonna Rain No More")

Wave hands back and forth in time to the music, with fingers spread open, while turning around in a circle.

Wave Hands and Turn Around!



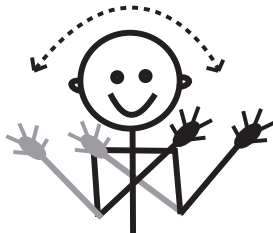
My little block is a cube, a cube,

Continue as before.



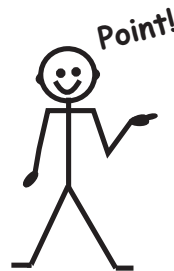
And I know just what to do!

"Unwinding," turn around the other direction. Wave hands back and forth in time to the music, with fingers spread open.



My little block is a cube, a cube,

Continue as before.



Point to someone on the word, "you!"

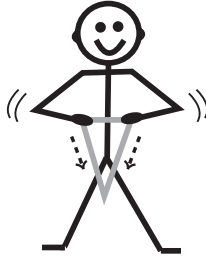
Gonna build a house for you!

# The Cone

(Sounds like "When I Was Single")

Draw Triangle

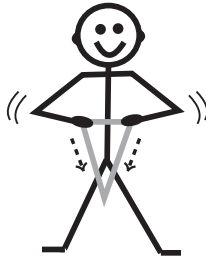
Draw a triangle in the air with your fingers.



A cone's a triangle treat!

Draw Triangle

Draw a triangle in the air with your fingers.



A cone's a triangle treat!

Wave hands back and forth in time to the music, with fingers spread open.

Wave Hands Back and Forth!



Point down!



Point to the ground.

Oh, the edges are round, and it points to the ground,

Pretend to eat the ice cream cone.



Rub your tummy on the word, "Yum!"



Like an ice cream cone you can eat! Yum!

# Addition

(Sounds like "La Cucaracha")

Turn slightly sideways and stomp on the ground on the last two syllables of the word, "addition," while punching the ground (as if stomping a *cucaracha*.)

Hand and Foot Forward

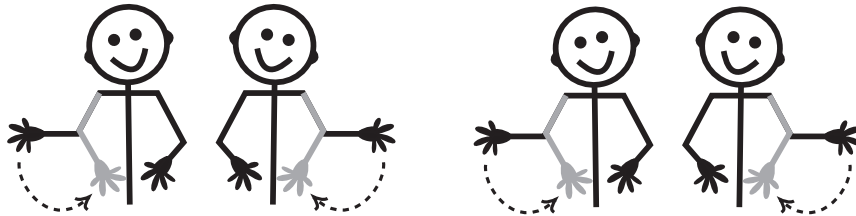


Hand and Foot Forward



Add-d-d-dition! Add-d-d-dition!

Pretend to push some things together in time to the music.



Put 'em all together now!

Turn slightly sideways and stomp on the ground on the last two syllables of the word, "addition," while punching the ground (as if stomping a *cucaracha*.)

Hand and Foot Forward

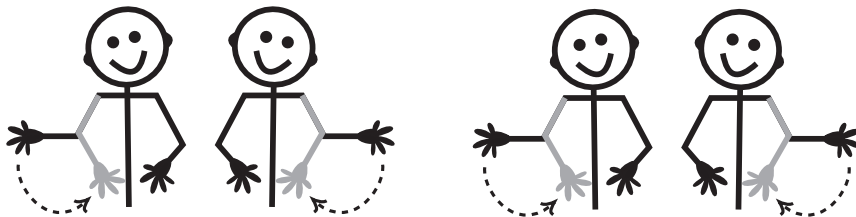


Hand and Foot Forward



Add-d-d-dition! Add-d-d-dition!

Pretend to push some things together in time to the music.



Put 'em all together now!

# Addition Doubles

(Verses 1 & 2)

(Sounds like "The Army Chant")

Clap your hands  
three times on the  
words, "Clap your  
hands."

Clap, clap!



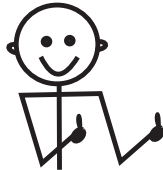
Touch  
Your Shoe!



Reach down and  
touch your shoe.

**Teacher:** Clap your hands and touch your shoe!  
(Children echo.)

Put out one finger  
on one hand, and  
then the other.  
Put hands close  
together on the  
word, "two."



**Teacher:** One plus one equals two!  
(Children echo.)

Pat Your Knees!

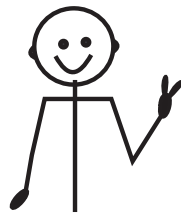
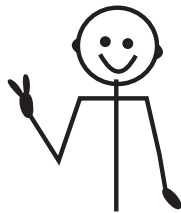
Slap your knees  
three times.



Reach down and  
pat the floorin  
time to the music.

**Teacher:** Slap your knees and pat the floor!  
(Children echo.)

Put out two fin-  
gers on one han-  
d, and then the  
other. Put hands  
close together on  
the word, "four."



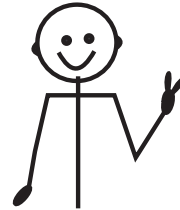
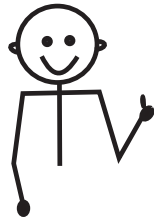
**Teacher:** Two plus two equals four!  
(Children echo.)

# Addition Doubles

("Sound Off" Chorus section)

(Sounds like "The Army Chant")

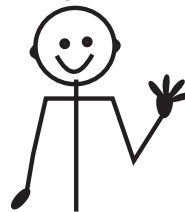
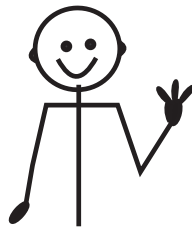
Place hand on mouth as if you are shouting.



Hold up one finger, then two.

*Teacher:* Sound off! *Children:* One, two!

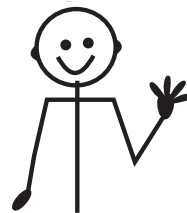
Place hand on mouth as if you are shouting.



Hold up three fingers, then four.

*Teacher:* Sound off! *Children:* Three, four!

Place hand on mouth as if you are shouting.



Hold up the number of fingers as indicated by the lyrics.

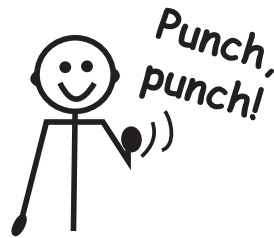
*All:* Sound off, sound off: one, two-three, four!

# Addition Doubles

(Verses 3 & 4)

(Sounds like "The Army Chant")

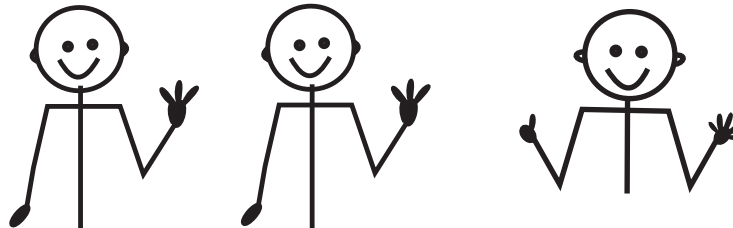
Punch out two times.



Do some karate kicks.

Teacher: Punch and punch and do some kicks!  
(Children echo.)

Put out three fingers on one hand, and then the other. Put hands close together on the word, "six."



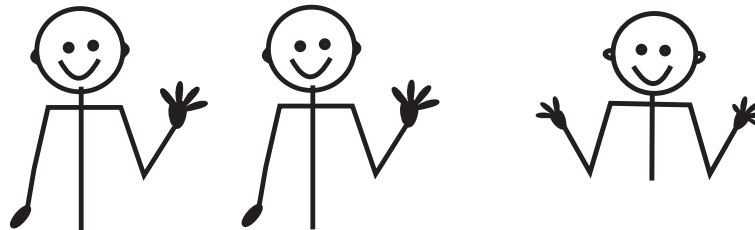
Teacher: Three plus three equals six!  
(Children echo.)

Run in place.



Teacher: Run to school, don't be late!  
(Children echo.)

Put out three fingers on one hand, and then the other. Put hands close together on the word, "six."



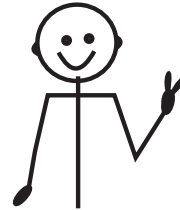
Teacher: Four plus four equals eight!  
(Children echo.)

# Addition Doubles

("Sound Off" Chorus section)

(Sounds like "The Army Chant")

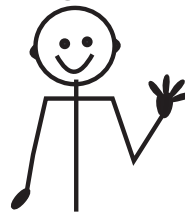
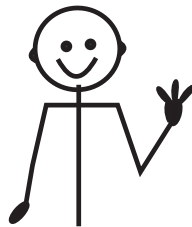
Place hand on mouth as if you are shouting.



Hold up one finger, then two.

*Teacher:* Sound off! *Children:* One, two!

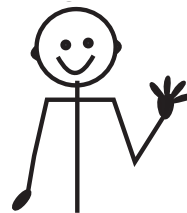
Place hand on mouth as if you are shouting.



Hold up three fingers, then four.

*Teacher:* Sound off! *Children:* Three, four!

Place hand on mouth as if you are shouting.



Hold up the number of fingers as indicated by the lyrics.

*All:* Sound off, sound off: one, two-three, four!



# Addition Doubles

(Verses 5 & 6)  
(Sounds like "The Army Chant")

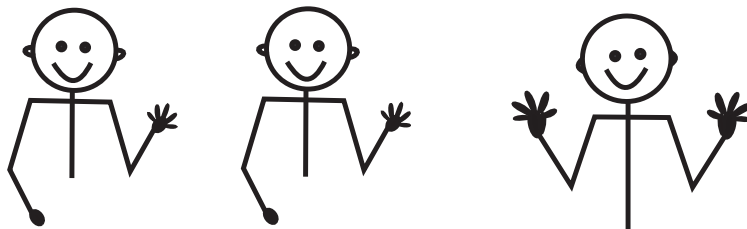
Point to your watch!

Wave hands back and forth in time to the music, with fingers spread open.



Teacher: Time for recess once again!  
(Children echo.)

Put out five fingers on one hand, and then the other. Put hands close together on the word, "ten."



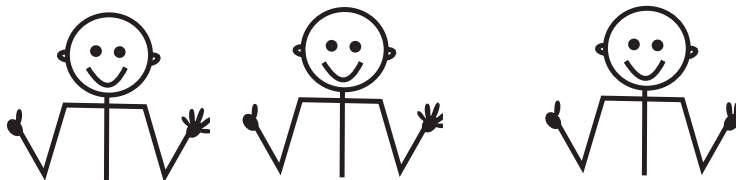
Teacher: Five plus five equals ten!  
(Children echo.)

Shake finger, as if to say, "no."



Teacher: Don't you tattle, don't you tell!  
(Children echo.)

Using both hands, "flash" six fingers two times to show number twelve. If desired, on the word, "twelve" show one finger on one hand and two fingers on the other.



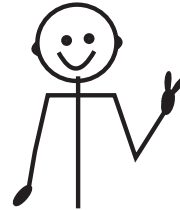
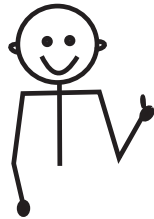
Teacher: Six plus six equals twelve!  
(Children echo.)

# Addition Doubles

("Sound Off" Chorus section)

(Sounds like "The Army Chant")

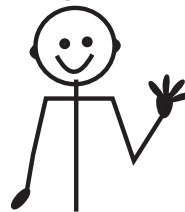
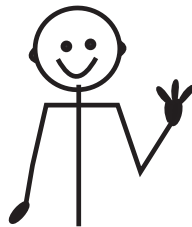
Place hand on mouth as if you are shouting.



Hold up one finger, then two.

*Teacher:* Sound off! *Children:* One, two!

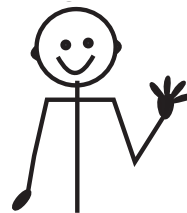
Place hand on mouth as if you are shouting.



Hold up three fingers, then four.

*Teacher:* Sound off! *Children:* Three, four!

Place hand on mouth as if you are shouting.



Hold up the number of fingers as indicated by the lyrics.

*All:* Sound off, sound off: one, two-three, four!

# Five Plus Two

(Sounds like "Mambo Italiano")

Take one foot and stomp it in front of you on the words "five" and "that." The hands, (in fists) follow the feet. First one hand down, then the other as you stomp.

Hand and Foot Forward



Hand and Foot Forward



## Five plus two, that equals number seven!

(Continue as before)

Take one foot and stomp it in front of you on the words "five" and "that." The hands, (in fists) follow the feet. First one hand down, then the other as you stomp.

Hand and Foot Forward



Hand and Foot Forward



## Five plus two, that equals number seven!

(Continue as before)

Take one foot and stomp it in front of you on the words "five" and "that." The hands, (in fists) follow the feet. First one hand down, then the other as you stomp.

Hand and Foot Forward



Hand and Foot Forward



## Five plus two, that equals number seven!

Put out one foot as if showing me new shoes. Then point to your foot in time with the music.

Point down!



## Five plus two is seven socks!

(Spoken, not sung)

# Two Plus Three

(Sounds like, "La Malagueña")

Hold your arms out as if you are playing the guitar.  
Strum and bounce from side to side in time to the music.



Two plus three, two plus three,  
that equals number five,

Hold your arms out as if you are playing the guitar.  
Strum and bounce from side to side in time to the music.



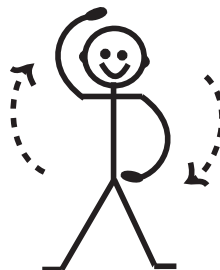
Two plus three, two plus three,  
that equals number five,

Hold your arms out as if you are playing the guitar.  
Strum and bounce from side to side in time to the music.



Two plus three, two plus three,  
that equals number five,

Strum your guitar two times hard on "Five, five, five, five" and also bob your head like a rock star.



Throw your hand in the air on the word, "Olé!" like a Spanish Flamenco dancer.

Five, five, five. Olé!

# Two Plus Four

(In the style of "The Twist.")

Twist down and up!

Swing your hips back  
and forth like a go-go  
dancer doing the twist.



Come on , baby, do the twist!

Twist down and up!

Swing your hips back  
and forth like a go-go  
dancer doing the twist.



Two plus four equals six!

Twist down and up!

Swing your hips back  
and forth like a go-go  
dancer doing the twist.



Come on baby, do the twist!

Twist down and up!

Swing your hips back  
and forth like a go-go  
dancer doing the twist.



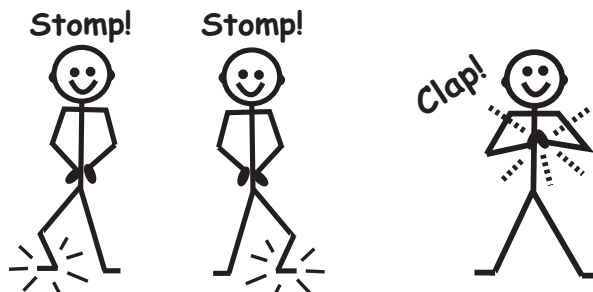
Twist down lower  
for emphasis on the  
words, "Da na na na."

Two plus four equals six! Da na na na!

# Three Plus Four

(In the style of "We Will Rock You")

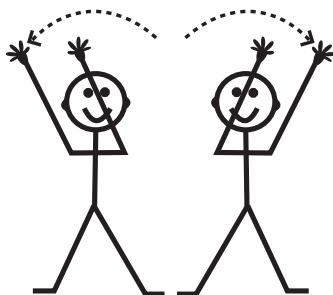
Do a "stomp, stop, clap" pattern in time to the music, "a la Queen."



Repeat this stomping pattern four times total for introduction.

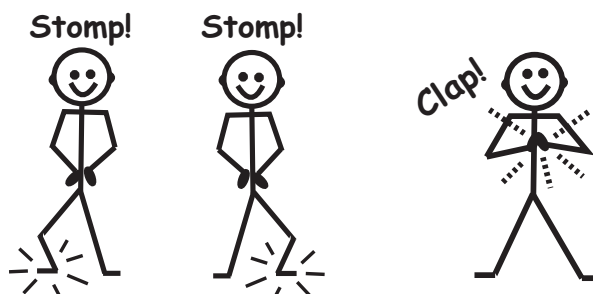
*(Instrumental introduction: stomp, stomp, clap!)*

Wave hands back and forth over head in time to the music on the words, "Three plus four is."



Three plus four is seven!

Do a "stomp, stop, clap" pattern in time to the music, "a la Queen."



*(Stomp, stomp, clap! Stomp, stomp, clap!)*  
*(Repeat this sequence four times total.)*

# Five Plus Three

Dance around freestyle  
on this one!

Rock and Step Together  
♪ Step to the Left!



Five plus three is eight!

Dance around freestyle  
on this one!

Rock and Step Together  
♪ Step to the Right!



Five plus three is eight!

Dance around freestyle  
on this one!

Rock and Step Together  
♪ Step to the Left!



Five plus three is eight!

Swing arms up and down  
for last verse! Freeze on  
the last note of the song  
(not the last word.)



Five plus three is eight!

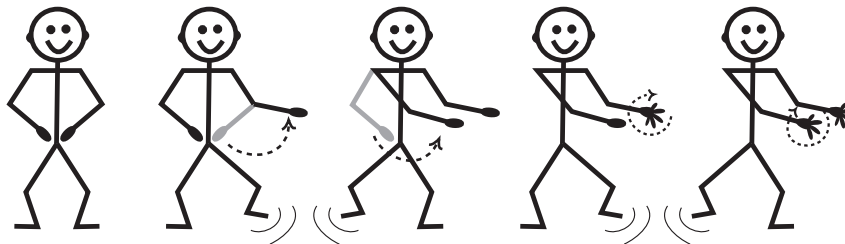


# Six Plus Three

(In the style of "The Macarena")

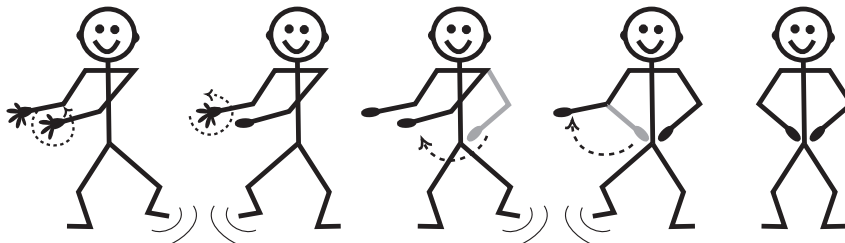
The movements to this song are similar to the first part of The Macarena. This movement is repeated three times for the children to form a pattern they can remember.

Facing to the RIGHT, first place one hand out (palms down), then the other, then flip the palms over as in The Macarena.



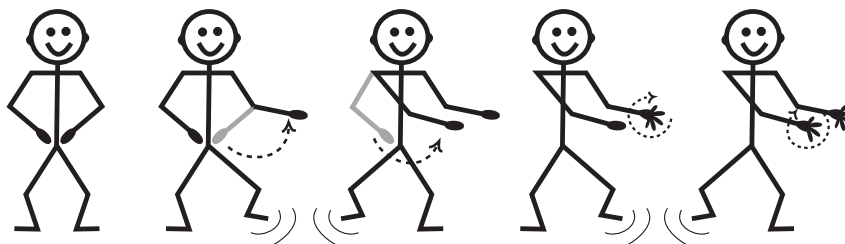
A six plus a three is a number, number nine!

Facing to the LEFT, first place one hand out (palms down), then the other, then flip the palms over as in The Macarena.



A six plus a three is a number, number nine!

Facing to the CENTER, first place one hand out (palms down), then the other, then flip the palms over as in The Macarena.



A six plus a three is a number, number nine!

Place hands on hips and swing them around in a circle, as in The Macarena.

Rotate Hips



Jump and clap on the word, "Whew!"

Hey, number nine. Whew!

# Six Plus Four

(Sounds like, "Go Big Red")

**Flip Hands  
Back and Forth!**

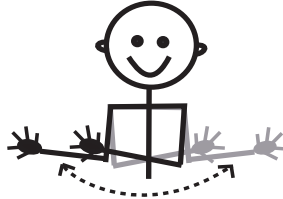
Flip hands back  
and forth from  
right to left as  
you move forward.



Six plus four equals ten,

**Flip Hands  
Back and Forth!**

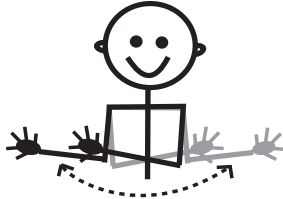
Flip hands back  
and forth from  
right to left as  
you move back-  
wards.



Six plus four equals ten,

**Flip Hands  
Back and Forth!**

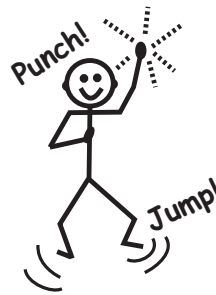
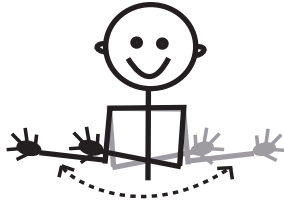
Flip hands back  
and forth from  
right to left as  
you move forward.



Six plus four equals ten,

**Flip Hands  
Back and Forth!**

Flip hands back  
and forth from  
right to left as  
you move back-  
wards.



Jump and punch  
hands in the air  
(right-left-right) like  
a cheerleader on the  
words, "num-ber ten"  
and "Do it a-gain!"

Six plus four equals number ten! Do it again!

# Anything Plus Zero

(Sounds like, "Dunderbeck's Machine")

Hold up one fist to show zero fingers.



Oh, anything plus zero is the same thing that you had!

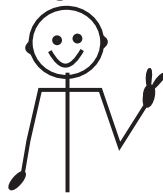
Cover up your "zero" fist with your other hand.



Just cover up the zero, you don't even have to add!

Hold up two fingers for the word "two," and three fingers for the word, "three."

Show Two Fingers!



Show Three Fingers!

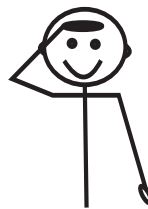


'Cause two plus zero is two,  
and three plus zero is three!

Cover up your "zero" fist with your other hand.



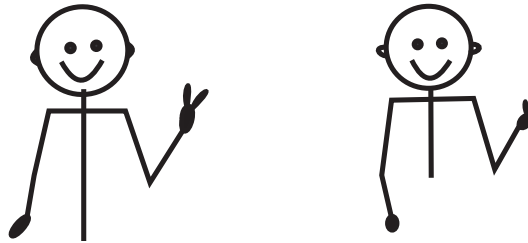
Hold your hand over your eyes to show that you are seeing something.



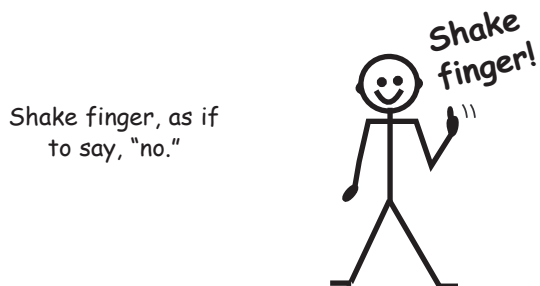
Just cover up the zero, write the number that you see!

# Mix it up

Hold up two fingers for the word "two," and one finger for the word, "one." Reverse order for next line

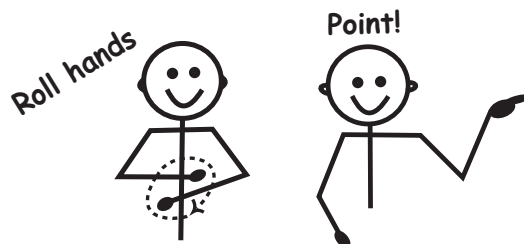


Two plus one, One plus two,



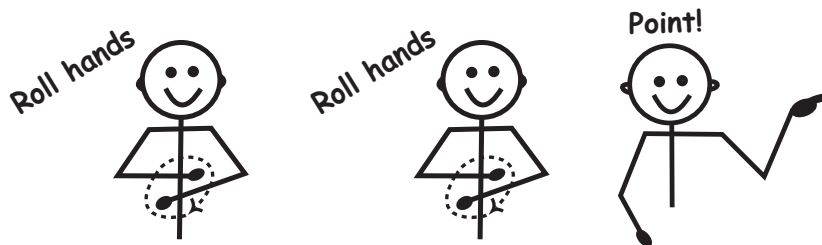
The answer is the same, no matter what you do!

Roll your hands and point Left, then roll your hands and point Right on each verse



Mix it up! Mix it up!

Roll your hands continuously until the last verse, then point Right



Mix it up, mix it up, mix it up!

# Subtraction

With both hands,  
point to someone  
on the word "you."  
Bounce along in  
time to the music.

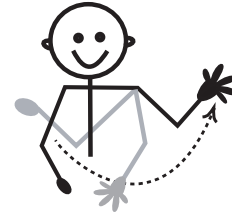
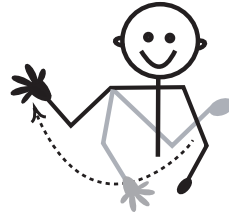
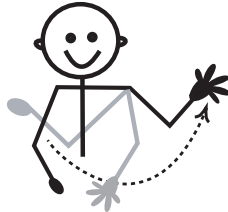
Point to someone



You can do subtraction! You can do subtraction!

Pretend to sweep  
something aside to  
the music, first to  
the right, and then  
to the left. (Hand  
comes down on the  
word, "away.")

Sweep away



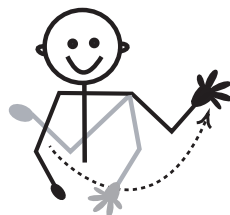
Take it, take it, take it, take it, take it away!  
Take it, take it, take it, take it, take it away!

Faster this time, pretend to erase something  
on a chalkboard in time to the music, first to  
the right on the word "subtract," and then to  
the left on the words, "take away."

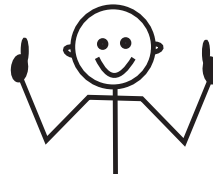
Point to the  
sky on the  
words,  
"Count it up."

On the words, "Go  
play," put your  
thumb out as if to  
say, "You're out!"

Sweep away



Point Up!



Subtract. Take away. Count it up. Go play!  
Subtract. Take away. Count it up. Go play!

# Alphabet Action

*(Note: For each letter, first the name of the letter is said twice, then the sound is given three times. Then an action word is sung five times. It is recommended that the teacher show or point to alphabet cards when the letters or sounds are said.)*

A - Ants (stomp on ants)

B - Boo! (scare someone)

C - Clap! (clap hands)

D - Dig! (dig like a dog)

E - End! (point to your rear end)

F - Fly! (pretend to fly)

G - Go! (thumb a ride)

H - Hop! (hop on one foot)

I - Itch! (scratch your arm)

J - Jump! (jump up and down)

K - Kick! (do a karate kick)

L - Leap! (leap to the side with one hand up)

M - Mine! (pretend to grab something)

N - No! (shake your finger, "No!")

O - On! (put one hand on the other)

P - Play! (run and shake hands over head)

Q - Quack! (flap arms like a duck)

R - Run! (run in place)

S - Swim! (pretend to swim)