



1. The Brain Train

The day is here and don't you know we're ready to show
How much we've grown and just how much we know
We've got to move some "O" to our brains - Oxygen
Before we board that learning train
And together we'll rock this station
The Education Station

Everybody up and jump
Everybody fly so high
Everybody move and groove
Everybody pack your mind it's time
Time to catch the brain train

Shake it up now and get that noggin' all ready and loose
We're gonna shine now, shine as bright as a yellow
caboose
We've got to move some "O" to our brains - Oxygen
Before we board that learning train
And together we'll rock this station
The Education Station

Everybody up and jump
Everybody fly so high
Everybody move and groove
Everybody pack your mind it's time
Time to catch the brain train
All aboard the brain train
All aboard

Everybody up and jump
Everybody fly so high
Everybody move and groove



Everybody up and jump
Everybody fly so high
Everybody move and groove
Everybody pack your mind it's time
Everybody pack your mind it's time
Time to catch the brain train

Activity Suggestions

It is important that children are alert and focused before boarding the train to learning. One of the best ways to "oxygenate" their brain is by giving them opportunities to move and be active. Therefore, the "O" that Stephen mentions in the song is Oxygen. Here are the suggested movements. Verse 1: When you hear him sing, "...O to our brains" - make a huge "O" with your arms above your head and then point to your brain. When you hear, "before we board that learning train" - chug your arms like a locomotive. When you hear, "...rock this station" - pump your fist in the air on each syllable (4 times total). Chorus: Before every chorus, the kids should be either in a squatting or crouching position so that they can explode off the floor. When you hear, "everybody up and jump" - explode off the floor and begin jumping; "everybody fly so high" - fly with arms outstretched; "everybody move and groove" - dance however you choose; "everybody pack your minds..." - use your hands to put things in your head like a suitcase; "time to catch the brain train" - point to your wrist on the word "time" (wristwatch), then to your head and then chug your arms again. Verse 2: When you hear, "Shake it up now and get that noggin' all ready and loose" - shake your body and your head. The rest of the movements for the verse are the same as Verse 1. Art Idea: Find a Clip-Art picture of a Train Engine, Caboose or Passenger Car. Cut out the window and put in a photo

of each of your kids. Place the car on a Craft Stick and make a Choo-Choo Line for trips you are taking outside the class.

2. Crazy Backwards Day

Let's start our day
In a crazy backwards way
We're gonna change it around
With everything I say
The opposite will be the way
You're gonna change it around
Now up means down
It's all turned around

Put your hands down
Come on make a frown
Everybody freeze
Everybody move around, around, around

It's a silly day
When you reverse the things I say
It's cool to change it around
So come on let's play
I'm thinkin' now you know the way
The way you'll change it around
Now smile means frown
It's all upside down

Open up your eyes
Come on say goodbye
Everybody freeze
Everybody move around, around, around
Now show me your left hand

Now everybody put your right foot in the air
Now show me your right hand
But, don't leave it there

Everybody up
Everybody down
Everybody cry
Everybody say "School Is Cool" backwards
"Cool Is School"
Everybody tongues in
Everybody tongues out
Everybody up, down, up down
Up, down, up, down
Everybody move

Activity Suggestions

This song is simple - do the opposite of whatever Stephen asks you to do. If he says, "move" then you should freeze. If he says, "freeze" you should move. If he says, "tongues in" your tongue should be sticking out. If he says, "show me your left hand" show your right hand. If he says, "put your right foot in the air" put your left foot in the air. The activities will work on Listening Skills, Directional Awareness, Body Part Recognition and of course, the concept of Opposites. The directions contained in the lyrics will take a few repetitions to master; but help has been added in the form of verbal answers to some of the commands that will give you the correct opposite. This will be a fun addition to any Backwards Day activities you currently do. If you don't do Backwards Day you can start one by trying a few of these suggestions: 1. Have the kids wear their clothes inside out or backwards. 2. Try walking backwards wherever you go, even outside the classroom. 3. Have the kids write their names and other words backwards.

4. Have a contest to see who can say the ABC's backwards. 5. Use "You're Welcome" instead of "Thank You" or "Goodbye" instead of "Hello". 6. Call Lunch - Breakfast and Breakfast - Lunch.

3. Tell Me What You Like

I know what I like to do
And what I don't
I know just what I'll eat
And what I won't
I have some favorites
And some not so
Won't you tell me what you like
With a yes or no

Do you like macaroni and cheese
Do you care for carrots and peas
What about PB&J
Yes or no is all you say
Just tell me what you like

Food's a wonderful thing
It does a body good
If you're feeling grumpy or weak
It can change your whole mood
Filled with vitamins, too
It's gonna help you grow
So come on tell me what you like
I really want to know

If you like cheeseburgers and fries
Do you like your mom's apple pie
How about spaghetti and meatballs

Answer yes or no that's all
Just tell me what you like

I know that we all like different things
Our tongues, they all munch to a different beat
But you should know one thing before you put the food
in your mouth
That you are just what you eat

Have you ever had fried worms
Does the thought make your stomach turn
I could eat them every day
Yes or no is all you say
Just tell me what you like

What about pepperoni pizza
How about a cheesy enchilada
Would you eat a big spinach ball
Answer yes or no that's all
Just tell me what you like

Activity Suggestions

This fun food tune will let you know about your kid's favorite and not so favorite cuisine choices. Ex: When Stephen sings, "Do you like Macaroni & Cheese" the kids should give a "yes" or "no" answer. For a little added emphasis, have them give a thumbs up or down as well. List all the favorite foods of your kids (limit one per child) on a chart and find out which ones are the most and least popular. List all the favorite restaurants of your kids (limit one per child) on a chart and find out which ones are the most and least popular. Have your kids bring their favorite healthy snack to share with their classmates.

4. I've Been Working On The Railroad

Come on everybody it's time to go to work
Hey, everybody it's time to go to work
Yeah, everybody it's time to go to work
Go to work, now it's time to go to work

I've been working on the railroad
All the live long day
I've been working on the railroad
Just to pass the time away
Don't you hear the whistle blowing
Rise up so early in the morn'
Don't you hear the Captain shouting
Dinah blow your horn

"My name is Captain Stephen and I'm the engineer.
Climb aboard and together we'll work to get this
train movin'. Here's what we need to do first..."

We're gonna shovel some coal - into the fire box
Shovel some coal - gonna make some steam
Shovel some coal - into the fire box
Shovel some coal - shovel some coal

We're gonna pull the whistle - whoo-who
Pull the whistle - whoo-who
Pull the whistle - whoo-who
We're ready to go - All Aboard!

We're starting to move - pump-pump
We're starting to move - pump those arms
We're starting to move - pump-pump
We're starting to move - here we go

We're going through a tunnel - close your eyes
Going through a tunnel - it's gonna be dark
Going through a tunnel - close your eyes
We're coming to the end - BLOW YOUR HORN!

We're going up a hill - pump it slow
Going down a hill - pump it fast
Going up a hill - pump it slow
Everybody STOP! - Tracks out

Swing your hammer - gotta fix the track
Swing your hammer - drive that spike
Swing your hammer - gotta fix the track
Swing your hammer - Track's Fixed

Shovel more coal - into the fire box
Shovel more coal - gonna make some steam
Shovel more coal - into the fire box
Shovel more coal - shovel more coal

We're starting to move - pump-pump
We're starting to move - pump those arms
We're starting to move - pump-pump
We're starting to move - here we go

We're going up a hill - pump it slow
Going down a hill - pump it fast
Going up a hill - pump it slow
Going down a hill - pump it fast
We're going to fast - pull the brake
Going to fast - pull the brake
Going to fast - pull the brake
Pull the brake - pull that brake



We're comin' to the station - pull the whistle
Comin' to the station - pull the brake
Comin' to the station - wave to the people
Comin' to the station - pull the whistle
Comin' to the station - pull the brake
Comin' to the station - wave to the people
Comin' to the station - pull the brake
We made it to the station - The Education Station

Activity Suggestions

This is a classic children's tune with a new activity twist. Here are the directions for the movements which should all be performed in rhythm with the music: Shoveling the Coal - bend over with both hands gripping the imaginary Coal Shovel while scooping and slinging the coal in one movement. Pulling the Whistle - bend your arm (making an "L"), make a fist and pull down. Starting to Move - bend and make an "L" with both arms (forearm horizontal this time) and pump your arms back and forth. The Tunnel - close your eyes (it's dark in a tunnel) and keep pumping your arms. Swinging the Hammer - imagine a huge hammer with a long handle and start with it over your head and swing down to drive the spike. Pulling the Brake - extend both arms in front of you with fists clutching the brake lever and pulling it back towards you. You are ready to work on the railroad with Stephen! Science Idea: This song can also be used as an opportunity to discuss the concept of Steam, or how boiling water turns the liquid into steam or a gas. Consider a trip to the kitchen for a visual demonstration. Art Idea: Use a fun train border and a white paper bag to make a railroad hat. Cut strips of the border (large enough to go around a child's head) and staple or tape to fit each head. Let each child decorate their own bag and when finished, gather and attach to the

inside of the border. You can also pass out paper plates or tag board and have the children decorate. When finished, roll them up into a horn for the "Dinah's Horn" line of the song.

5. My Seven Days

Nah, na-na-na-nah,
Nah, na-na-na-na-nah
Nah, na-na-na-nah, nah
Nah, na-na-na-nah,
Nah, na-na-na-na-nah
Nah, na-na-na-nah, nah

The first day of my week is Sunday/Domingo
The second day of my week is Monday/Lunes
The third day of my week is Tuesday/Martes
The fourth day of my week is Wednesday/Miercoles
The fifth day of my week is Thursday/Jueves
The sixth day of my week is Friday/Viernes
The seventh day of my week is Saturday/Sabado
My seven days they always make a week, singin'

Nah, na-na-na-nah,
Nah, na-na-na-na-nah
Nah, na-na-na-nah, nah
Nah, na-na-na-nah,
Nah, na-na-na-na-nah
Nah, na-na-na-nah, nah
I always start my week with a Sunday
My first day of school is a Monday
I go to bed and wake up it's Tuesday
Then before I know it, it's Wednesday
My week is flying by and it's Thursday

School's out, I always shout for Friday
I'm gonna sleep, sleep in on Saturday
Then I'll start it, I'll start it all again, singin'

Nah, na-na-na-nah,
Nah, na-na-na-na-nah
Nah, na-na-na-nah, nah
Nah, na-na-na-nah,
Nah, na-na-na-na-nah
Nah, na-na-na-nah, nah

Sunday & Monday, Tuesday, Wednesday, Thursday
Friday & Saturday

Domingo & Lunes, Martes, Miercoles, Jueves
Viernes & Sabado

Activity Suggestions

You will definitely want your kids to learn the "Nah-Nah's" during the chorus and practice waving their hands back and forth. If you're feeling "saucy", try two times or beats on the right and two on the left. That's much more hip! Have a list of the days of the week in English & Spanish in front of each child so that they may point to it as they say its name. Make a big book with a different day on each page to use during the song. Art Idea: Write the days on sentence strips. Make a cut like a puzzle piece between each day. Make sure each cut is unique so that the days will only go together in their proper sequence. You can also use the Anything Limbo (Open Version) to say the Days of the Week. For ideas, see the Activity Suggestions on the Alphabet or Number Limbo.

6. Crisscross Applesauce

Come on and sit crisscross applesauce
Hands in our laps
We're gonna sit crisscross applesauce
Hands in our laps

Come on and gather 'round
Just stop what you're doin'
It's time to sit down
And get our applesauce brewin'

We're sittin' crisscross applesauce
Hands in our laps, whoo
Crisscross applesauce
Hands in our laps, whoo
Crisscross applesauce
Hands in our laps, oh yeah
Mmmm, mmm, that applesauce is tastin' good

Activity Suggestions

This transition tune will assist you in letting the children know it is time to stop any other activity in which they are engaged and gather into a group. Those who have made it into their Crisscross Applesauce position (sitting down with legs crossed and hands in their lap) before the activity section begins can join in on these movements: "Come on and gather 'round" - twirl one finger in the air. "Just stop what you're doin'" - hold up one hand, palm facing out. "It's time to sit down" - point both pointer fingers at the ground. "And get our applesauce brewin'" - roll your hands one over the other. "We're sittin' criss-cross applesauce hands in our laps, whoo" - make a big "X" by crossing one arm across your chest on the word

"criss" and the other arm on the word "cross", mash your palms together on the word "applesauce", then move hands to your lap and lastly put your hands in the air as you say "Whoa". Once the kids know the song they can assist you in making up some alternate moves.

7. North, East, South & West

"Never Eat Sour Watermelon"

Everybody come on let's take a little trip, just a little trip
Let's use our feet, don't need a train, a boat, a car or plane
or a rocket ship

We'll need to know the way to go, so
We're gonna let the compass show us
Just where we are, and we won't go far
Just listen close to each direction if you
want to understand the connection between
North, East, South & West

All right, let's start our trip, here we go
Take one step forward - that's North
Take one step right - that's East
Take one step backward - that's South
Take one step left - that's West
Let's try it using the four compass directions
Take one step North - that's forward

Take one step East - that's right
Take one step South - that's backward
Take one step West - that's left

Let's try it with one hop
Take one hop North and clap - that's forward
Take one hop East and stomp - that's right
Take one hop South and cheer - that's backwards
Take one hop West and shake - that's left

Let's try it with a slide
Take one slide North and clap
Take one slide East and stomp
Take one slide South and cheer
Take one slide West and shake

I think you know the way to go
You're gonna let the compass show

Activity Suggestions

You will need some space to use this activity song. Just follow the verbal commands and take your trip. Before starting, make sure you have labeled your walls with the four compass directions. If you have a limited amount of space, you can try this activity in a sitting position, allowing the kids to point in the direction called. As a game extension, try playing Simon Says using the four directions. Again, make sure your walls are labeled. Ex: Simon says, "Take two steps West." Once the kids have mastered this version, you can try the Advanced Version that will give the directions out of sequence.

8. Alphabet Limbo

Everybody limbo
Undemeath the letter tree
Come on let's limbo
While we say our ABC's

You go first and one by one
We'll say our letters 'til were done
Come on let's limbo
Limbo to our ABC's

Activity Suggestions

You can work on the letters and their sounds in many different ways with this tune. As each child goes under the limbo stick say the next alphabet letter. Ex: 1st child says A, the 2nd B, the 3rd C and so on. For a little variety the children can say the letters while the child going under is silent, or everyone can say the letter and its sound. You can also play a game to see if the group can make it through the alphabet before someone falls while going under the stick. If someone does fall, you have to start over. You can also tape the letters to the children's clothes or have them hold the letter so that the visual aspect is put into play. To make it challenging, change the sequence of the letters.

9. Number Limbo

Everybody limbo
Undemeath the number tree
Come on let's limbo
While we say our 123's
You go first and one by one
We'll say our numbers 'til were done
Come on let's limbo
Limbo to our 123's



Activity Suggestions

You can work on the numbers in many different ways with this tune. As each child goes under the limbo stick say the next number. Ex: 1st child says 1, the 2nd 2, the 3rd 3 and so on. For a little variety the children can say the numbers while the child going under is silent. You can also play a game to see if the group can make it to 20, 30, etc. before someone falls while going under the stick. If someone does fall, you have to start over. You can also tape the numbers to the children's clothes or have them hold the number so that the visual aspect is put into play. To make it challenging, change the sequence of the numbers or try skip counting.

10. Somebody's Having A Birthday

Somebody's having a birthday - Who could it be?
Somebody's having a birthday - Is it me?
Somebody's having a birthday - Oh, it's you?
Today is your day

I hear your having a birthday today
Let's get this party in gear
We'll have some cake and ice cream, too
So come on, we'll celebrate another year with you

On your birthday
You're having a birthday
You're having a birthday
Today is your day

So come on, we'll celebrate another year with you

On your birthday
You're having a birthday
You're having a birthday
Today is your day

Activity Suggestions

What better way to kick off a birthday party than with a Rock 'n Roll song?! You can actively respond to the questions at the beginning of the song in the following way: "Who could it be?" - shrug your shoulders and hold your palms facing up. "Is it me?" - point to yourself. "Oh, it's you!" - point to the birthday person. During the guitar solo section, have the birthday person play some air guitar or let everyone play air guitar together. During that section or sometime during or after the song, have each kid give the birthday person a Birthday High Five, but only extend the number of fingers of their new birthday age. Ex: 4 years of age would require four fingers minus the thumb. Ages 6 to 10 will require two hands. Literacy Idea: Make a Birthday Big Book with monthly pages featuring photos of each child on their appropriate birthday month. Use Velcro to attach the pictures, names and other information so that you can use it each school year.

II. Your Five Senses

Point to your ears - Ears
That's how you hear
Wiggle those ears, wiggle 'em
Point to your eyes - Eyes
That's how you see
Jiggle those eyes, jiggle 'em
Point to your nose - Nose
That's how you smell



Wiggle that nose, wiggle it
Point to your tongue - Tongue
That's how you taste
Jiggle that tongue, jiggle it
Now point to your fingers, your hands, your skin
That's how you touch
Now wiggle everything

Repeat Verse

Yo, time to break it down
Wiggle those ears
Wiggle those eyes
Wiggle that nose
Wiggle that tongue
Now, wiggle fingers, hands, everything

Point to your ears - Hear
Point to your eyes - See
Point to your nose - Smell
Point to your tongue - Taste
Point to your ears - Hear
Point to your eyes - See
Point to your nose - Smell
Point to your tongue - Taste
Now point to your fingers, your hands, your skin
That's how you Touch
Now wiggle everything

Activity Suggestions

Bring different sensory items to your classroom that you can Hear, See, Smell, Taste and Touch. Chart each item according to the five categories. Which object falls into the most categories? Which falls into the least? This will take some critical thinking on the part of your children.

For instance: You can See, Smell, Taste and Touch an orange, but can you hear it? Does it make a sound by itself or do we have to squeeze the orange for it to make a sound? You can also group your items according to rough/smooth, smell/no smell, sound/no sound, etc. Art Idea: Find head and hand patterns and play a pin the tail on the donkey game without the blindfold. Call out one of the five senses and have a child point to the place(s) on the pattern(s) where it can be found, or write out the five names and have them pin the word on the correct area.

12. Put Some Peanut Butter On It

I was munchin' a tasty lunch just the other day
A big 'ol glass of two percent milk and a PB&J
Yeah, the jelly is sweet and so delicious, too
But the peanut butter sticks in your mouth, dude it's just like glue
Just then my mom walked up
With a broken coffee cup
And she said what should I do
So I said, put some peanut butter on it
"Do you really think it would work?"
Put some peanut butter on it
"Wow, look at that! It's good as new!"
After that I started to think of the ways I could use
This amazing sandwich spread that's as strong as glue
People brought me things to fix from near and far
I even used it to plug a leaky tire on my daddy's car
I repaired my grandpa's hair
My neighbor's teddy bear
They asked me how it stuck so tight

I just smiled and said, I put some peanut butter on it
"You put peanut butter on my toupee?"
Yeah, I put some peanut butter on it
"Hey, I can't get this thing off!"
Yeah, I know it...Hey, it really is stuck!

It's sticky, it's gooey
It's yummy and it's chewy
Delicious, nutritious
Amazing what it fixes
It's so good with jelly
I want it in my belly
So go to your store
You need to get some more

"Will it fix my glasses? The lens fell out."
Put some peanut butter on it
"How about my doll? Her arm fell off!"
Put some peanut butter on it
"Have you ever tried it on a leaky faucet?"
Put some peanut butter on it
"Will it fix the hole in my underwear?"
Put some peanut butter on it

Activity Suggestions

Disclaimer: Stephen does not actually believe that Extra Crunchy Peanut Butter should be used as a glue substitute. Anyone with half a brain knows the Extra Creamy has much better bonding capability. Science Idea: Spread out a drop cloth or old blanket. Apply a generous coat of peanut butter to the bottom of something you can hold with one hand or hang from the ceiling. Ex: wooden block, cardboard box, a Stephen Fite CD case. You might even try the underside of the horizontal door-

frame in your classroom. Gather different items of varying weights that you can "stick" to the bottom of the "object." Chart which ones stay and which ones fall. You can also chart the amount of time those that fell remained attached. If you're feeling super-messy, try attaching multiple items to the object. This will require more peanut butter, but it's all in the name of science and fun. Afterwards, talk about gravity and it's effect on objects. **Cooking/Art Idea:** Build Graham Cracker houses using Peanut Butter as the mortar or glue. Add additional candy decorations such as Gumdrops, M & M's, etc. Use cake frosting to make doors and windows.

13. Twos, Fives & Tens

Yeah, yeah, you
 You're gonna count to twenty by twos
 It's something you should know how to do
 It's something everyone should know how to do
 2, 4, 6, 8, 10 (repeat)
 12, 14, 16, 18, 20 (repeat)
 2, 4, 6, 8, 10, 12, 14, 16, 18, 20
 I knew that you could count by twos

Hey, hey, hi
 You're gonna count to fifty by fives
 If you do it you will know you've arrived
 When you do it, you will know you've arrived
 5, 10, 15, 20, 25 (repeat)
 30, 35, 40, 45, 50 (repeat)
 5, 10, 15, 20, 25, 30, 35, 40, 45, 50
 You've counted fives and now you've arrived

Nah, nah, nen
 You're gonna count one-hundred by tens

I know this is a race you can win
 I think you know this is a race you can win
 10, 20, 30, 40, 50 (repeat)
 60, 70, 80, 90, 100 (repeat)
 10, 20, 30, 40, 50, 60, 70, 80, 90, 100
 I knew you'd win just counting by tens

You did it, you get it, you counted each one
 Twos, fives and tens, until you were done
 So use them each day and then you can say
 You're brighter than the morning sun
 That's right, yeah, you're brighter than the morning sun

Activity Suggestions

This song can be a great supplement to your Hundredth Day of School activity. The children will simply repeat the sequence of numbers they hear Stephen say and repetition will take care of the rest as they commit their twos, fives and tens to memory. To add the visual element, have a chart or book ready that contains the numbers so that you can point to them as they are chanting them back to Stephen. To add the kinesthetic element, have the kids pat on their laps as they repeat each number. In doing this, all three learning styles - auditory, visual & kinesthetic - will be satisfied.

14. My Body's Always Movin'

Sometimes you know, I feel like Joe
 And I'm workin' at the Button Factory
 With my left hand and with my right hand
 I'm pushin' buttons furiously
 You may wonder 'bout the buttons I've been pushing, but...

It seems like something on my body's always movin'

I love my school, I think it's cool
 And it always makes me jump
 Front to back, a jumping jack
 Up and down just like a pump
 You may wonder 'bout the energy I'm using, but...
 It seems like something on my body's always movin'

I'm always moving, my body's always grooving
 I've got the hippy, hippy shakes
 And though I try, it almost makes me cry
 I can't stop for goodness sakes

I'm a star on air guitar
 And I'm playing in a Rock 'n Roll band
 I rock the day, the day away
 And I've got so many fans
 You may wonder 'bout the music I've been choosing, but...
 It seems like something on my body's always movin'

Chorus

I like to eat, let me repeat
 I've got an appetite like Herman the Worm
 I'm goin' doo-wop, doo-wop, doo-wop, doo-wop
 I've got calories to burn
 You may wonder 'bout the bubblegum I'm chewin', but...
 It seems like something on my body's always movin'

You may wonder 'bout the surfin' I've been doing
 It seems like something on my body's always movin'
 You may wonder just exactly what I'm doing
 It seems like something on my body's always movin'

Activity Suggestions

This high-energy tune is based on several of the movement tunes Stephen has recorded over the years. They are in order: Hello My Name Is Joe, It Makes Me Jump, Rock The Day Away, Herman The Worm with a very short reference to Cool To Be In School towards the end. During the Joe verse, push imaginary buttons with your hands (palms facing out), feet, head and tongue. During the Jump verse, jump as many different ways as you can. During the Rock verse, play air guitar. During the Herman verse, start off by shoveling food into your mouth and chewing. Next, "Doo-Wop" an imaginary yo-yo up and down with either hand. Lastly, chew and smack your bubblegum as loud as you can. Everybody knows how to surf, right? Spread your feet, bend your knees and bob up and down. During the chorus, make up your own dance. Twist, Shimmy, Shake, etc. Have a great time!

15. Anything Limbo (Open Version)

Everybody limbo
 Underneath the limbo tree
 Come on let's limbo
 Everybody limbo with me
 You go first and one by one
 Under the stick until were done
 Come on let's limbo
 Everybody limbo with me

Activity Suggestions

This open version of Stephen's Limbo song will allow you to work on many different objects or skills. Some

examples would be Days of the Week, Months of the Year, Colors, Shapes and Animals just to name a few. For incorporating the Days and Months, refer to the Alphabet or Number Limbo notes for ideas that work well with sequential skills. For the other skills listed, here are some ideas. Attach a Color to each child, or have the child hold the color. As each child goes under the stick, have the class call out the color that person is wearing/holding. You can even call out the color of shirt or clothes they are wearing. You can also hand out Shapes of different Colors to make it more challenging. You can also play a game to see if the group can make it through all the colors/shapes/animals, etc. before someone falls while going under the stick. If someone does fall, you have to start over. When using the animals, have the children make a sound like the animal going under the stick. These are just a few of the skills and methods of use.

16. North, East, South & West (Advanced Version)

"Never Eat Sour Watermelon"

Everybody come on let's take a little trip, just a little trip
Let's use our feet, don't need a train, a boat, a car or plane
or a rocket ship

We'll need to know the way to go, so
We're gonna let the compass show us
Just where we are, and we won't go far
Just listen close to each direction if you
want to understand the connection between
North, East, South & West
All right, let's start our trip, here we go

Take one step North - turn East
Take one step East - turn South
Take one step South - turn West
Take one step West - turn North

Great job, let's take another trip
Take one step North - turn West
Take one step West - turn South
Take one step South - turn East
Take one step East - turn North

Okay, let's change it up a bit
Take one hop North and clap - turn South
Take one hop South and stomp - turn West
Take one hop West and cheer - turn East
Take one hop East and shake - turn North

Face South and let's try it with a slide
Take one slide South and clap - face East
Take one slide East and stomp - face West
Take one slide West and cheer - face North
Take one slide North and shake

Excellent! Now you make up a trip of your own

I think you know the way to go, and
You're gonna let the compass show

Activity Suggestions

With this advanced version, it is essential that you label your walls with the four directions. If you have access to multiple compasses, give one to each child. Start the activity pointing at True North and have them watch the needle change as they turn in each of the four directions.

Words & Music

Words & Music by Stephen Fite
I've Been Working On The Railroad by
Unknown - additional lyrics by Stephen Fite
Arranged & Produced by Stephen Fite

Musicians

Percussion
Guitars
Bass
Keyboards
Trumpet
Saxophone
Trombone
Lead Vocals
Background Vocals

Randy Nichols
Mark Poole
Chuck Archard
Michael Hurley
Charlie Bertini
Eddie Marshall
Jeff Thomas
Stephen Fite
Juan Cantu
Randy Nichols
Stephen Fite

CREDITS

Children's Vocals

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Mixing Engineers Tom Rau
Michael Hurley

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Weekly Design, Okla. City, Oklahoma

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