

Here's the "Shout Out" list:

As always, to my wife (Susan) and my son (Brandon) for their support and understanding in the midst of all my travels. I love you both.

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Michael Hurley, you da bomb! You make projects to much fun to be work. And one more thing: You shoulda been a genius!

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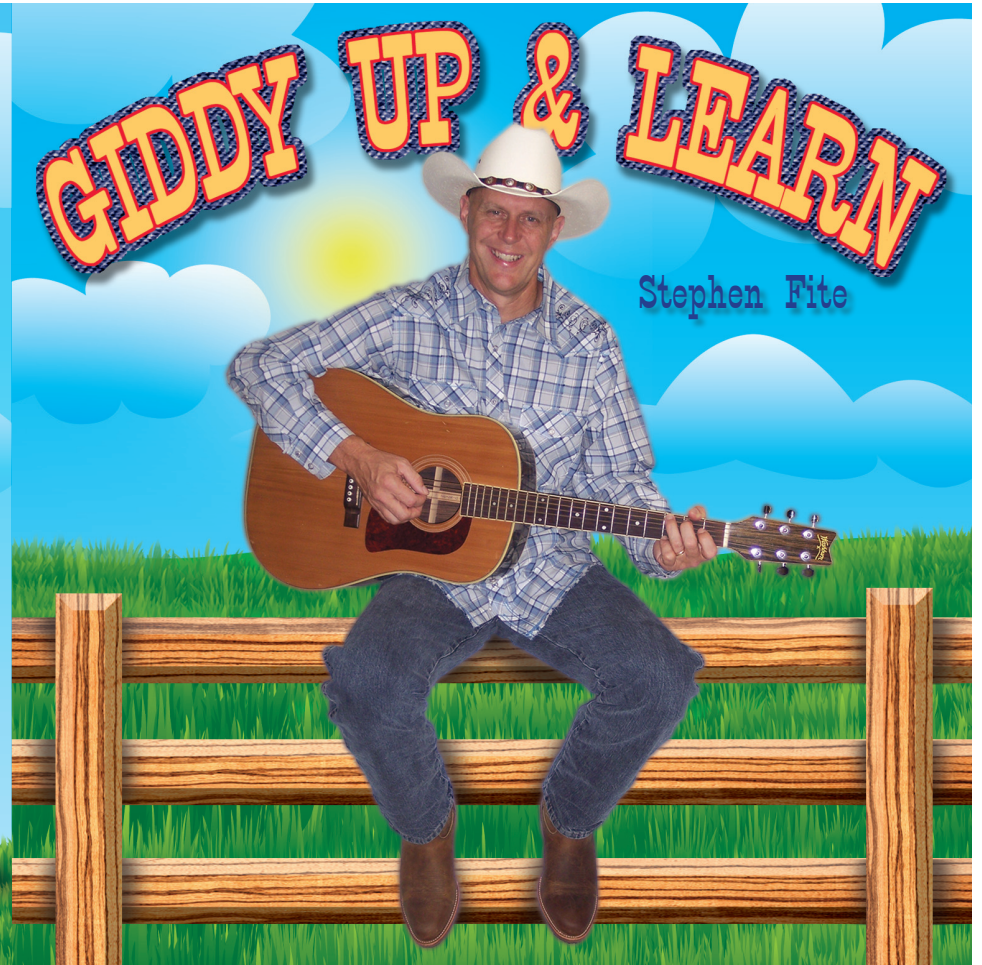
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# GIDDY UP & LEARN

Stephen Fite



## 1. Giddy-Up & Learn

Now we're callin' all the cowboys asleep in  
the straw

Come on, let me hear you shout a big  
"yee-haw"

Hey there, won't you show me how you  
rope and ride

Now show me that boot scootin' side  
to side

All you rowdy cowboys, now it's your turn  
Come on ya'll - giddy-up and learn

Now we're callin' all the cowgirls and that  
means you

Come on let me hear you shout a big  
"woo-hoo"

Hey there, won't you show me how you  
rope and ride

Now show me that boot scootin' side  
to side

All you rowdy cowgirls, now it's your turn  
Come on ya'll - giddy-up and learn

It's a hand clappin', knee slappin',  
how-do-you-do

Don't be tardy, 'cause it's your party  
We're gonna have a learnin' round up  
with you

We're callin' all the cowgirls and  
cowboys, too

Come on, let me hear you shout a big  
"ya-hoo"

Hey there, won't you show me how you  
rope and ride

It's time to do some boot scootin' side  
to side

Cowgirls and cowboys, now it's your turn  
Come on ya'll - giddy-up and learn

Cowgirls and cowboys, now it's your turn  
Come on ya'll - giddy-up and learn

Cowgirls and cowboys, now it's your turn  
Come on ya'll - giddy-up and learn

**Activity Suggestions:** Yeeeeehaw! Use this rip-roarin' tune to kick off each day in a rowdy cowboy/cowgirl way to get your youngins (children) energized and ready to learn. Here's a quick guide to the movements: To rope and ride, stretch one arm forward and hold the reins with your hand and twirl the other arm above your head like your swingin' a lasso. Then, spread your feet apart, bend your knees and bob up and down. Rope and ride at the same time and you're an honest to goodness cowboy or cowgirl. During the boot scootin' (Line Dance) section, you simply move right four steps, clap your hands and then back to the left four steps and clap your hands. If you have very little room, then just take one step right, then left and

go back and forth. You can also create your own dance steps to fit the needs of your class and space. During the "hand clappin', knee slappin'" section, make sure you clap your hands, slap your knees and shake hands with someone, or give them a high five. Just be sociable. And most importantly, make sure you take your hat off and wave it in the air while you shout, "Giddy Up and Learn!" As a beginning of the year get-to-know-you activity, cut sheriff badges out of yellow construction paper and let the students decorate them. You may want to write the names so they are easy to read. While your students sing and dance they can begin to learn the names of the other kids in their posse!

## 2. Stand Up, Sit Down

Stand up, it's a brand new day  
Sit down, hear the music play  
Slow motion around (while you're  
sitting down)

Everybody, come on, stand up, sit down

Hey, I need to know  
Can we start the show  
We'll learn from head to toe  
Let's giddy up and go, come on...

Stand up, it's a brand new day  
Sit down, hear the music play

Slow motion around (while you're  
sitting down)

Everybody, come on, stand up, sit down

Hands are in the air  
Waving everywhere  
Lots of high fives to share  
Join us if you dare, come on...

Stand up, it's a brand new day  
Sit down, hear the music play  
Slow motion around (while you're  
sitting down)

Everybody, come on, stand up...

Stand up, it's a brand new day  
Sit down, hear the music play  
Slow motion around (while you're  
sitting down)

Everybody, come on, stand up, sit down  
Na-na-nah-nah-nah-nah-nah  
Na-na-nah-nah-nah  
Slow motion around (while you're  
sitting down)

Everybody, come on, stand up, sit down  
Come on, stand up, sit down  
Come on, stand up, sit down

**Activity Suggestions:** When Stephen says, "Stand up," everybody stands. When Stephen says, "Sit down," everybody sits. When Stephen says, "Slow motion around,"

everyone should move his or her arms, torso and heads all around in slow motion. Here are the motions for the first verse: "Hey, I need to know" – point to your brain. "Can we start the show" – play guitar, drums, etc. "We'll learn from head to toe" – point to head and move down to the toes. "Let's giddy up and go..." – hold the reins with one hand and swing your hat above your head with the other. These are the motions for the second verse: "Hands are in the air" – hands above your head. "Waving everywhere" – wave hands. "Lot's of high fives to share" – high-five someone. "Join us if you dare..." – point to someone or motion him or her toward you with one hand. Especially for your English Language Learners, take pictures of the kids doing the motions and/or make giant 8 ½" X 11" flashcards to show the movements. These can be hung up and a student can use a pointer to point to the movement the class is doing during the song. The student pointing can be your "Ranch Hand" of the day!

### 3. Stephen Says

Stephen says (what's he gonna say)  
Put your hands up in the air  
While they're there (way up in the air)

Why not shake them everywhere  
Here's the game (what's the game now)  
Move however Stephen says  
Put your hands up in the air  
Shake 'em like you just don't care

Stephen says (what's he gonna say)  
Bend your knees and then squat down  
Bounce around (like a bouncy ball)  
While you're acting like a clown  
Come on move (get your groove on)  
Bounce around like Stephen says  
Bouncy-bouncy up and down  
While you're acting like a clown

"Hey Stephen! What's up with this game?"  
"Well, it's kind of like Simon Says, but, there's a big difference."  
"What's the diff?"  
"You don't have to stop playing if you make a mistake."  
"Ohhh. Hey! Why is the song called Stephen Says?"  
"Because, I'm the one telling you what to do. Let's go!"

Stephen says (I wonder what's next)  
Everybody get in line  
Dance so fine (make a conga line)  
And with the music stay in time  
Come on dance (a latin dance)  
Dance around like Stephen says

Stephen Says (what's he gonna say)  
Blow your teacher a huge kiss  
But there's this (get your ears on)  
Please make sure that you don't miss  
Now pucker up (come on buttercup)  
Blow a kiss like Stephen says  
Pucker up and launch that kiss  
Make sure that you don't miss

Stephen says (are we through yet)  
Everybody settle down  
Not a sound (it's so quiet)  
Nor a wiggle can be found  
No one move (like a statue)  
Please be still like Stephen says  
Frozen statues all around  
Please be still like Stephen says  
Not a wiggle can be found  
Please be still like Stephen says  
"Wait for it. Wait for it."  
"Okay. Unfreeze and let it out."

**Activity Suggestions:** Start this song with everyone standing. The movements and activities are simple and contained within the lyrics. Just do whatever Stephen says. If you don't have the room to line up in a "Conga Line"; have everyone remain in place, roll their arms and say, "Hey!" To get the children to be as still as possible during the last verse, offer an award/treat to the child who does the best "frozen statue"

imitation. Have students make a poster to accompany this song/activity. But instead of "Stephen Says" it could be "Ms. (teacher's name) says." The posters the students make can depict appropriate classroom behaviors/rules. Ex: Ms. Stewart says, "Share with friends." The teacher can write the sentence for the younger children, and the children can illustrate their poster. These could be done for all types of behaviors and settings: lunchroom, restroom, hallway, recess, library, etc.

### 4. A Silly Little Song

Here's a silly little song that you can sing  
And you can sing along but it won't mean a thing  
"Alright, just listen to what I sing and then sing it back."

Rain makes applesauce  
And lemon mud pies  
My polka dot cat  
Wears polka dot ties  
"Hey, those were great. Alright, here's some more for you. Try these on for size.

Beluga whales race  
Through the clouds every night  
My shoes always dance  
In the early morning light

Well, you can sing them at night, or during the day  
You can sing them any old time  
And you can make up your own words, it's easy to do  
Just think some silly thoughts and make sure they rhyme  
"Hey, why don't you give it a try?"  
"Who, me?"  
"Yeah, you. It's easy."  
"Okay."

The rain falls up  
Into a pink summer sky  
My bicycle swims  
And my bed can fly

"Hey! Those were great. Alright, here are the last four."

The sun shines at night  
And the stars all day  
The fleas drink tea  
Down by the bay

**Activity Suggestions:** This sing-along tune is loosely based on the children's book, *Rain Makes Applesauce* by Julian Scheer. Much like the book, the lines in this song are silly and make no sense, but do offer children the opportunity to work on their creative writing, rhyming and storytelling skills. The children should do nothing more

than repeat each line with the kids on the recording. After they have learned the song, offer them the opportunity to individually or as a group, create and illustrate their own silly rhymes. You can also let them sing their rhyme using the Music Only Track #18 provided with the CD. Create a classroom silly chain with construction paper strips. Write down a silly phrase on a strip and staple together in interlocking loops to make a silly chain of silly phrases. The kids will love to read each link and maybe even act it out!

## 5. Cowboy Countin' By Twos

Cowboys, cowgirls, make a sound  
Give a yee-haw, yippie-ti-yee  
You better listen up so come on  
gather 'round  
You're gonna count 'em by twos with me  
Here we go...  
Cowboy 2 and cowboy 4  
Everybody get down on the floor  
Cowboy 6 and cowboy 8  
Get back up and don't be late  
Cowboy 10 and cowboy 12  
Pull that bucket up from the well  
Cowboy 14, cowboy 16  
Dustin' off your cowboy jeans  
Cowboy 18, cowboy 20  
Countin' cowboys countin' plenty

Cowboy countin' by twos  
Cowboy countin' with you

Let's round 'em up - yeah  
Get all those numbers in the number corral  
Count 'em off with me  
2 - 4 - 6 - 8 - 10 - 12 - 14 - 16 - 18 - 20

Repeat Verse

**Activity Suggestions:** Select ten children and give each of them one number card – 2, 4, 6, 8, 10, 12, 14, 16, 18, 20. When Stephen calls out their number during the song, they should hold it up. Following are the motions. "Everybody get down on the floor" – Bend your knees and squat down to the floor. "Get back up and don't be late" – Stand up straight. "Pull that bucket up from the well" – Imitate a pulling motion as if you are pulling a rope out of the well, one hand over the other. "Dustin' off your cowboy jeans" – Use both hands to pat your legs, back and forth in rhythm. Have students think of and draw a picture or find a picture of something that comes in 2's or pairs such as shoes, gloves, skates, etc. Put ten pairs together, two on each page to make a Pairs Book of Counting. You could also use cowboy cut-outs to make a Cowboy Countin' by Twos book.

## 6. Old MacDonald's Blend Farm

Old MacDonald had a farm  
Ee-i-ee-i-o  
And on this farm he had a blend  
Blee-bli-blee-bli-blo  
With a bl-bl here  
And a bl-bl there  
Here a bl, there a bl  
Everywhere a bl-bl  
Old MacDonald had a farm  
Blee-bli-blee-bli-blo

Old MacDonald had a farm  
Ee-i-ee-i-o  
And on this farm he had a blend  
Free-fri-free-fri-fro  
With a fr-fr here  
And a fr-fr there  
Here a fr, there a fr  
Everywhere a fr-fr  
Old MacDonald had a farm  
Free-fri-free-fri-fro

Old MacDonald had a farm  
Ee-i-ee-i-o  
And on this farm he had a blend  
Plee-pli-plee-pli-plo  
With a pl-pl here  
And a pl-pl there

Here a pl, there a pl  
Everywhere a pl-pl  
Old MacDonald had a farm  
Plee-plee-plee-plee-plo

Old MacDonald had a farm  
Ee-i-ee-i-o  
And on this farm he had a blend  
Snee-sni-snee-sni-sno  
With a sn-sn here  
And a sn-sn there  
Here a sn, there a sn  
Everywhere a sn-sn  
Old MacDonald had a farm  
Snee-sni-snee-sni-sno

**Activity Suggestions:** Use the Music Only Track #19 to work on other blends, digraphs or even consonant sounds. Have cards ready with the blends, digraphs or consonants to show the children as they are singing each new verse. Label chart paper or butcher paper with each individual blend combination. Brainstorm all of the words the kids can think of with the "sn" blend such as snack, snake, snow, etc. Use these charts around the room to help kids "Read Around the Room" when they first arrive in the morning. Unsharpened pencils with cute toppers make great pointers.

## 7. Forwards & Backwards ABC's

A, B, C, D, E  
F, G, H, I, J, K  
L, M, N, O, P  
Q, R, S, T, U, V  
W, X, Y & Z

You sang it forwards  
That's what I heard  
Now try it backwards  
It's not that absurd

Z, Y, X, W, V  
U, T, S, R, Q, P  
O, N, M, L, K  
J, I, H, G, F, E  
D, C, B & A

A, B, C, D, E  
F, G, H, I, J, K  
L, M, N, O, P  
Q, R, S, T, U, V  
W, X, Y & Z

Z, Y, X, W, V  
U, T, S, R, Q, P  
O, N, M, L, K  
J, I, H, G, F, E  
D, C, B & A

I sang them A to Z  
And Z to A



**Activity Suggestions:** Make a big book using the letters of the alphabet. Place Velcro on the back of each letter and attach to the book. The number of pages will be determined by the size of letters you use. Pull the letters off the pages and allow the children to reattach them in order, either forwards or backwards. Use the Music Only Track #20 to work on memorization. Make or use ABC flashcards to hold up as you sing the song. The students can decorate their letter by finding, cutting and pasting magazine/newspaper pictures that begin with that letter. When finished, hole punch the cards and make a class ABC book, or rather a ZYX book!

## 8. Cowboy Shuffle

Round everybody up  
Let's do the cowboy shuffle  
Come on, it's a hoe-down  
We'll do the cowboy shuffle  
Alright, alright, alright, line it up partners  
Yeah, let's get in some rows  
Gonna cowboy shuffle  
And we're gonna take it slow  
Yippie-ti-ya and Yippie-ti-yo  
Grab your boots and away we'll go

Step it to the right to the right to the right  
to the right  
To the left to the left to the left to the left  
To the back to the back to the front to  
the front  
Now swing your lasso, jump, turn and clap  
Yeah, you're lookin' good, but you're not  
done yet  
Let's try and add a little kick after each set  
of steps  
We're gonna kick it to the right and kick it  
to the left  
Now let's put it all together, get ready  
get set

To the right to the right to the right  
and kick  
To the left to the left to the left and kick  
To the back and kick to the front and kick  
Now swing your lasso, jump, turn and clap  
To the right...

I like the way that you groove when  
you move to the cowboy shuffle  
It's lookin' like a hoe-down  
doin' the cowboy shuffle

To the right...

Let's break it down

Everybody clap your hands

Stomp right, stomp left

Stomp right, stomp left

Two times

Stomp right, stomp left

Stomp right, stomp left

Everybody get funky

Show me that cowboy funky

Let's take it back

To the right...

I like the way that you groove when you

move to the cowboy shuffle

It's lookin' like a hoe-down doin' the  
cowboy shuffle

To the right...

I like the way that you groove when you

move to the cowboy shuffle

**Activity Suggestions:** Start this dance in lines with plenty of room to move around. If you don't have much room, then try simplifying the steps or have the children step in place. Here are the basics: "To the right to the right..." – take four side steps to the right. Your first step should hit the floor when you hear the word "right" the first time. "To the left..."



- four side steps to the left. Again, your first step should hit the floor with the first "left" you hear. "To the back ..." – take two steps backwards starting with your right foot, left foot coming to meet it, right foot again, left foot coming to meet it. Once again, your first step back should hit the floor when you hear the word "back" the first time.

"To the front..." – take two steps forwards starting with your left foot this time, right foot coming to meet it, left foot again, right foot coming to meet it. The first step hits the floor when you hear the word "front" the first time. "Now swing your lasso..."

– put either hand/arm in the air and swing an imaginary rope. "Jump, turn and clap..." – simultaneously jump and make a quarter turn to your left on the word "and" and land and clap on the word "clap!" If you want to

add the kick, read on. During the "To the right..." line, you will kick with your left foot right on the word "To" or first word of the next line. During the "To the left..." line, you will kick with your right foot right on the word "To" or first word of the next line. During the "To the back..." line, you will kick with your left foot right on the word "To" and during the "To the front..." part, you will kick with your right foot right on the word "Now" or first word of the next line. Once everyone has mastered the dance, you

can add claps to coincide with the kicks or any other move that will make it more challenging or interesting. Once you start the steps, you will continue repeating the pattern until the breakdown section. After the breakdown section, you will resume the steps again and continue to the end. Trace and cut out a boot pattern on brown construction paper. Have the students decorate a special "Cowboy Shuffle" boot that represents them. Are they a glittery diva cowgirl with glitter and sequins, or a sporty cowboy with footballs and baseballs decorating their boot? This is a great opportunity to include the family in gathering items or pictures of items to help their child share a part of themselves with their school family. This is a great Open House activity!

## 9. The Beaver Call

I'm a beaver, you're a beaver

We are beavers all

And when we get together

We do the beaver call

Our teeth are strong and shiny

Our tails are flat and long

Come on beavers join me

And sing the beaver song

Alright all you beavers

Follow along and sing it with me

Beavers one, beavers all  
Let's all do the beaver call  
Beavers two, beavers three  
Let's all climb the beaver tree  
Beavers four, beavers five  
Let's all do the beaver jive  
Beavers six, beavers seven  
Let's all fly to beaver heaven  
Beavers eight, beavers nine  
Stop! It's beaver time!  
This is how we chew it  
This is how we chew it  
Beavers ten, beavers ten  
Let's be beavers once again

Alright all you beavers  
Let's do it one more time

Repeat verse

...Now you are a beaver friend

**Activity Suggestions:** This will be a fun and easy-to-learn activity tune for the kids. The Beaver Call is the munching noise (beavers chewing on wood) you hear after the first, second, fourth and sixth lines. Encourage the kids (as if they'll need encouragement) to join in and munch with the beavers on the recording. Here are some fun movements to add to the tune: "Let's all do the beaver call" – cup your hands around your mouth. "Let's all climb the beaver tree" – reach with your hands

and step with your feet like you're climbing a tree or ladder. "Let's all do the beaver jive" – Do a disco dance or any kind of dance you choose. "Let's all fly to beaver heaven" – flap your arms like you are flying. "Stop! It's Beaver Time" – hold out a hand, palm facing out and then do the "Cabbage Patch" dance or any dance you choose to the music. "Let's be beavers once again" – hold up one finger. "Now you are a beaver friend" – give someone close a hug or a high five. Instead of making the munching noise, hold up a card with a letter, blend or digraph and have the kids say the sound in the same munching pattern. Have the kids look at pictures of Beaver Lodges in books or on the Internet. In the block center, provide Lincoln Logs for the kids to construct beaver homes out of logs. You can also have them collect twigs from the ground and build a replica of a Beaver home as a home project. For an extension activity, have the children draw what they built.

## 10. The Okie Pokie

"This here's a little version of the Hokey Pokey done Oklahoma style called the Okie Pokie!"

You kick your right foot in, "Like Joe!"  
Your right foot out, "Cotton-Eyed Joe!"  
Your right foot in  
And you stomp it all about  
You do the Okie Pokie  
Swing your lasso all around  
That's what'll make you shout  
"Yee-Haw!"

You kick your left foot in, "Like Joe!"  
Your left foot out, "Cotton-Eyed Joe!"  
Your left foot in  
And you stomp it all about  
You do the Okie Pokie  
Swing your lasso all around  
That's what'll make you shout  
"Yee-Haw!"

You wave your right hand in, "Hi, Ya'll!"  
Your right hand out, "Bye, Ya'll!"  
Your right hand in  
And you wave it all about, "Howdy!"  
You do the Okie Pokie  
Swing your lasso all around  
That's what'll make you shout  
"Yee-Haw!"

You wave your left hand in, "Hi, Ya'll!"  
Your left hand out, "Bye, Ya'll!"  
Your left hand in  
And you wave it all about, "Howdy!"  
You do the Okie Pokie  
Swing your lasso all around

That's what'll make you shout  
"Yee-Haw!"  
You put your head in, "Hat off!"  
Your head out, "Hat on!"  
Your head in  
And throw your hat and give a shout,  
"Whoo-Hoo!"

You do the Okie Pokie  
Swing your lasso all around  
That's what'll make you shout  
"Yee-Haw!"

You ride your whole self in, "Giddy-Up!"  
Your whole self out, "Whoa back!"  
Your whole self in  
And ride your pony all about  
You do the Okie Pokie  
Swing your lasso all around  
That's what'll make you shout  
"Yee-Haw!"

You do the Okie Pokie  
You do the Okie Pokie  
You do the Oklahoma Pokie  
It's guaranteed to make you shout

**Activity Suggestions:** There's nothin' better than the Hokey Pokey, especially when it's the Okie Pokie done Oklahoma style. Here's a couple of pointers to make this dance fun and easy for the kids. "You

kick your right foot in" – you can just plain 'ol kick your foot in or you can try the Cotton-Eyed Joe way of kicking in by crossing your right foot and calf over your left shin and then kicking in. This is how it will go: "You kick your right foot in" - right foot forward on the word "right", cross over on the word "foot" and kick forward on the word "in". "You kick your right foot out" - cross over on the word "right", right foot forward on the word "foot" and kick your right foot out behind you on the word "out". It'll be the same for the left foot except reversed of course. "You put your head in" – bow your body and pull off your imaginary (or real) hat as if you were sayin' "Pleased to meet ya." "Your head out" – put that hat back on. "And throw your hat and give a shout" – throw it straight up in the air and say "Whoo-Hoo!" "You ride your whole self in" – grab those reins and ride your pony forward a step or two. "Your whole self out" – pull those reins and ride back to where you were. "You do the Okie Pokie, swing your lasso all around" – just swing that lasso above your head while your turning around. Shucks, you can even swing it in front of ya or beside ya in a big circle if ya think you can. And don't forget to say "Yee-Haw!" every chance you get.

You can use the Music Only Track #21 to let the kids sing by themselves with the lyrics in this CD or lyrics and movements they create themselves. Make a Cotton-Eyed Joe head on butcher paper and have the kids play a game of "Pin the Cowboy Hat on the Cowboy". The added bonus is the opportunity to work on positional words. Is the hat on Joe's head? Is the hat below Joe's head?

## 11. Head, Shoulders, Knees and Toes

You've got your head, shoulders, knees and toes  
You've got your eyes, ears, mouth and nose  
Put 'em all together and you've got a funky song  
You know how it goes

Head, shoulders, knees and toes, knees and toes  
Head, shoulders, knees and toes, knees and toes  
And eyes and ears and mouth and nose  
Head, shoulders, knees and toes, knees and toes

Wead, woulders, wees and woes, wees and woes

Wead, woulders, wees and woes, wees

and woes  
And wyes and wears and wouth and wose  
Wead, woulders, wees and woes, wees and woes

Thead, thoulders, thees and thoes, thees and thoes  
Thead, thoulders, thees and thoes, thees and thoes

And thyes and thears and thouth and those  
Thead, thoulders, thees and thoes, thees and thoes

Fead, foulders, fees and foes, fees and foes  
Fead, foulders, fees and foes, fees and foes  
And fyes and fears and fouth and fose  
Fead, foulders, fees and foes, fees and foes

Zead, zoulders, zees and zoes, zees and zoes  
Zead, zoulders, zees and zoes, zees and zoes  
And zyes and zears and zouth and zose  
Zead, zoulders, zees and zoes, zees and zoes

**Activity Suggestions:** If you've never sung this song before, the activities and melody are quite simple. All you have to do is point to each body part as you sing it. Replacing the first letter with a different sound may make it difficult to point to the correct body part, but it will get easier with practice. Use the Music Only Track #22 to work on other consonants, blends or digraphs. Have the children lie down on

Butcher paper and then trace their entire body. Provide cards that say "head," "shoulder," "knees," "toes," "eyes," "ears," "mouth" and "nose" and let them glue the words next to their corresponding body parts. Use the finished product to line the hallway on the way to their classroom.

## 12. I Like To Sing Yippie-Ti-Yi-Ya

I like to sing yippie-ti-yi-ya, yippie-ti, yippie-ti-yo  
I like to sing yippie-ti-yi-ya, yippie-ti, yippie-ti-yo  
I like to sing yippie-ti-yi-ya, yippie-ti, yippie-ti-yo  
I like to sing yippie-ti-yi-ya, yippie-ti, yippie-ti-yo

I like to sing yappa-ta-ya-ya, yappa-ta, yappa-ta-ya...

I like to sing yeppe-te-ye-ye, yeppe-te, yeppe-te-ye...

I like to sing yippi-ti-yi-yi, yippi-ti, yippi-ti-yi...

I like to sing yoppo-to-yo-yo, yoppo-to, yoppo-to-yo...

I like to sing yuppu-tu-yu-yu, yuppu-tu, yuppu-tu-yu...

**Activity Suggestions:** Imagine you're sittin' by a campfire out on the lone prairie and all of a sudden, someone pulls out a guitar and starts singin' this strangely familiar song about vowels. That's right! This is the old Apples & Bananas song gone country and it's a fun way to help the kids sound out each long vowel sound. Make or find cards with individual vowels and give one to each student. Ex: Five children would get an A, Five would get an E, etc. During the beginning of the song you will hear the Vowel Cows mooing their name. Have the kids listen and hold up their vowel card when they hear their Vowel Cow mooing. They can also hold up their cards whenever their vowel is being sung during the song. Use the Music Only Track #23 to practice long and short vowel sounds. After singing the song, let students cut out pictures of words that start with each vowel and make a giant chart. This is a great classroom word wall or dictionary when students need to write a certain word. Each word should accompany a picture.



### 13. Water Cycle

Precipitation means that rain is fallin'  
Evaporation means the sun is callin'  
It's callin' water up to the sky  
And condensation means that the  
water vapor forms a cloud way up high

Precipitation means that rain is fallin'  
Evaporation means the sun is callin'  
It's callin' that water up to the sky  
And condensation means that the  
water vapor forms a cloud way up high

Yeah, the water cycle goes around  
and around  
Water rises and falls between  
the sky and the ground  
You see, there's really no beginning and  
there's really no end  
It just does it again and again and again  
and again and again and again  
and again, yeah

Precipitation means that rain is fallin'  
Evaporation means the sun is callin'  
Well, it's callin' that water up to the sky  
And condensation means that the  
water vapor forms a cloud way up high

Precipitation - the rain is fallin'  
Evaporation - the sun is callin'

Condensation - there's a rain cloud way up  
in the sky

**Activity Suggestions:** There are actually two other parts of the water cycle, but these are the three most recognized and easy to comprehend for children. One of the easiest ways to demonstrate evaporation is to pour water on the sidewalk and watch it disappear. If you would like to go even more in-depth, try this activity in your classroom. Before your children leave school, hang wet cloth towels over easels or a foldable laundry rack. When the students return the next day ask them to examine the towels. Ask them their thoughts on how the water disappeared from the towels. Explain to them that the water turned into vapor or a gas and escaped into the air. To further demonstrate evaporation, try this. Fill two identical jars half full of water. Measure and mark the levels on the outside of both jars. Cover one of the jars with aluminum foil. Place both jars in the sun and wait for several days and observe. Why does the jar with foil over it have more water? The foil covering the top of the jar kept the water from evaporating. Observe the jars over a period of a few days or weeks. The children can record the rate of evaporation by measuring the water in the

jar each day and keeping a log. The opposite of evaporation is condensation. Fill a glass with water and ice. Within minutes, water droplets will form on the outside of the glass. Ask the children these questions: "Where did the water come from? Did it leak out of the glass?" The air surrounding the glass is full of water vapor. When it comes in contact with the glass, the vapor or gas turns into a liquid. Inexpensive posters of the water cycle found at most teacher supply stores can be cut up to make a Water Cycle Puzzle.

### 14. She'll Be Comin' Round The Mountain

She'll be comin' round the mountain  
when she comes (yee-haw)  
She'll be comin' round the mountain  
when she comes (yee-haw)  
She'll be comin' round the mountain  
Comin' round the mountain  
She'll be comin' round the mountain  
when she comes (yee-haw)

She'll be driving six white horses  
when she comes (giddy-up, yee-haw)  
She'll be driving six white horses  
when she comes (giddy-up, yee-haw)  
She'll be driving six white horses

Driving six white horses  
She'll be driving six white horses  
When she comes (giddy-up, yee-haw)

Oh, we'll all go out to meet her  
when she comes (howdy girl, giddy-up,  
yee-haw)  
Oh, we'll all go out to meet her  
when she comes (howdy girl, giddy-up,  
yee-haw)  
Oh, we'll all go out to meet her  
All go out to meet her  
Oh, we'll all go out to meet her  
when she comes (howdy girl, giddy-up,  
yee-haw)

She'll be wearing red pajamas  
when she comes (scratch-scratch,  
howdy girl, giddy-up, yee-haw)  
She'll be wearing red pajamas  
when she comes (scratch-scratch,  
howdy girl, giddy-up, yee-haw)  
She'll be wearing red pajamas  
Wearing red pajamas  
She'll be wearing red pajamas  
when she comes (scratch-scratch,  
howdy girl, giddy-up, yee-haw)

She will have to sleep with Grandma  
when she comes (she snores,  
scratch-scratch, howdy girl,  
giddy-up, yee-haw)

She will have to sleep with Grandma  
when she comes (she snores,  
scratch-scratch, howdy girl,  
giddy-up, yee-haw)

She will have to sleep with Grandma  
Have to sleep with Grandma  
She will have to sleep with Grandma  
when she comes (she snores,  
scratch-scratch, howdy girl,  
giddy-up, yee-haw)

She'll be walkin' round the mountain  
when she comes  
She'll be runnin' round the mountain  
when she comes  
She'll be swimmin' round the mountain  
Jumpin' round the mountain  
She'll be spinnin' round the mountain  
when she comes

She'll be walkin' round the mountain  
when she comes  
She'll be runnin' round the mountain  
when she comes  
She'll be swimmin' round the mountain  
Jumpin' round the mountain  
She'll be spinnin' round the mountain  
when she comes

She'll be walkin' round the mountain  
when she comes  
She'll be runnin' round the mountain

when she comes  
She'll be swimmin' round the mountain  
Jumpin' round the mountain  
She'll be spinnin' round the mountain  
Spinnin' round the mountain  
Spinnin' round the mountain when  
she comes

**Activity Suggestions:** This is an old folk song from the late 1800's sung by folks in Appalachia and later on by Railroad Work Gangs in the Midwest. Throughout the decades the words have been changed and verses added and now you and your class can be part of that history by making up another verse or verses and singing it/them together! You can use the Music Only Track # 24 provided on the CD for that purpose or just to sing the song as is once you know all the lyrics. Have students draw a picture of the new verse(s). You can also assign each student a verse to illustrate, and as you sing each verse, hold up the picture! For gross motor skills, act out each verse on the playground. Start out doing the movements in place, and then try them in a circle moving clockwise. Add movements as the class shows they can safely walk, run, swim, spin, etc., around the mountain. Question: Did red pajamas really make you want to scratch?

## 15. I've Got A Penny, Nickel, Dime

I've got a penny, nickel, dime, quarter,  
half-dollar, dollar  
The dollar is large and the rest of them  
are smaller  
I've got a penny, nickel, dime, quarter,  
half-dollar, dollar  
And I'm feelin' kinda rich and it makes me  
want to holler

Now won't you show me that penny -  
one cent  
Won't you show me that nickel - five cents  
Come on, show me that dime - ten cents  
Now show me the money, yeah,  
everybody sing

I've got a penny, nickel, dime, quarter,  
half-dollar, dollar  
The dollar is large and the rest of them  
are smaller  
I've got a penny, nickel, dime, quarter,  
half-dollar, dollar  
And I'm feelin' kinda rich and it makes me  
want to holler

Now won't you show me that quarter  
- twenty-five cents  
Won't you show me that half-dollar  
- fifty cents

Come on, show me that dollar  
- one-hundred cents  
Now show me the money, yeah,  
everybody sing

I've got a penny, nickel, dime, quarter,  
half-dollar, dollar  
The dollar is large and the rest of them  
are smaller  
I've got a penny, nickel, dime, quarter,  
half-dollar, dollar  
And I'm feelin' kinda rich and it makes me  
want to holler  
Yeah, It makes me want to holler  
Yeah, it makes me want to holler  
I've got a penny, nickel, dime, quarter,  
half-dollar, dollar  
Show me the money

**Activity Suggestions:** Lay the six coins mentioned in the song in front of each child. Have them point to each one as they are mentioned in the verse. During the activity section, have them hold up the appropriate coin when asked. Ex: "Now, won't you show me that penny." If you are working on addition skills and your children know the value of each coin, you can create math problems using the coins in place of numbers. Ex: Lay a nickel and a dime on either side of a plus sign and have the children give you the answer - 15 or 15

cents. Play a grab bag game with real coins during circle time. Have students reach into a special bag without looking and pull out a coin. Can they name it? Can they tell you how much it is worth? As they become better acquainted with coins, put two different coins in the bag and ask them to identify them by touch. No peeking.

## 16. I'll Sing You A Cowboy Goodbye

Well, it's been a long, fun trail today  
But now our fun has skedaddled away  
Time for us to say ciao now  
But I just don't know how  
I've got nothing that's cool left to say

So, I'll sing you a cowboy goodbye  
Where does the time go, it surely flies  
Out the window, through the door  
Down the hallway, across the floor  
Yeah, I'll sing you a cowboy goodbye

Time for us to say ciao now  
I just don't know how  
I've got nothing that's cool left to say

So, I'll sing you a cowboy goodbye  
Where does the time go, it surely flies  
Out the window, through the door  
Down the hallway, across the floor

Yeah, I'll sing you a cowboy goodbye  
Ya'll come back, we'll share a tune  
See ya soon you big baboon  
Hey, I guess I did have something cool left  
to say  
And I'll sing you a cowboy goodbye  
Ya'll come back now, ya hear

**Activity Suggestions:** If you do any type of Cowboy/Old West unit, this will be the perfect end of the day song for you and your class during that time or any old time. The kids will get a chuckle out of the "See ya soon you big baboon" line at the end. Not your typical country lyric, but it will open up the floor for more "rhyming goodbye slogans." As a class, see how many you can say that you already know or try to think up some new rhymes. This is also a good opportunity to talk about time. Make a large chart brainstorming what the kids do each day. From arrival to dismissal, have it written down with the clock next to the activity. As you move through the day, you could even have a Cowboy/Cowgirl helper move a star next to what the class is doing now. Ex: arrival, calendar, circle time, recess, snack, etc. This is a great way to help the more anxious students visually map out their day.

## 17. It's A Cowboy Goodbye

I wonder how a cowboy would say  
So long to family and friends  
When he had to ride away on a cattle drive  
I've never been a cowboy  
Might have to give it a try  
But I just might know how he'd say  
goodbye

Remember when my trail is long  
Sing this lonesome cowboy song  
And all your worries will be gone  
They'll skedaddle away  
And with every rising moon  
Know that I will see you soon  
So hum a lonely cowpoke tune  
Until that day  
That's what he'd say

I've never been a cowboy  
I'll have to give it a try  
But I know how I would say goodbye  
Remember when our day is gone  
We'll sing our lonesome goodbye song  
But you know it won't be long  
Til we're able to say  
That with every rising sun  
Our fun has only just begun  
So find a little tune to hum  
And then we'll play  
That's what I'd say  
It's a cowboy goodbye

**Activity Suggestions:** It's A Cowboy Goodbye is a song I had decided to leave off the album as I thought it was a bit too mournful. So, with that in mind, I wrote I'll Sing You A Cowboy Goodbye to take its place as the official goodbye song for the CD. However, when I got to the studio and told the musicians of my plans or non-plans for the song, they revolted. So we recorded it, and I'm glad we did. If you choose to use this tune, it can be a wonderful way to springboard you and your class into a discussion on the feelings we experience when we say goodbye to friends and family along with the expectations of seeing them again. You can also use it as a history lesson about the Old West and how trips didn't last for mere hours or days but rather months or years. Following is another great way you can incorporate this concept into your classroom. Each student will make two pictures. The first picture will be a Goodbye picture, and the second will be a Hello picture. Then, put them all together alternating with Goodbye and Hello pages to make a class "Goodbye and Hello" book. This is often a concept that is difficult for little ones, especially the goodbye part. When they learn their friends often share the same emotions about departing from loved ones, they are reassured themselves. With every "goodbye" comes a "hello."

## Tracks/Music Only

18. Silly Little Song
19. Old MacDonald's Blend Farm
20. Forwards & Backwards ABC's
21. The Okie Pokie
22. Head, Shoulders, Knees & Toes
23. I Like To Sing Yippie-Ti-Yi-Ya
24. She'll Be Comin' Round The Mountain



## CREDITS

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Original Songs written by Stephen Fite  
Arrangements by Stephen Fite  
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Adapted to *Old MacDonald's Blend Farm*  
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*Beaver Call* - Traditional  
Additional Lyrics by Stephen Fite  
*The Hokey Pokey* by Larry LaPrise  
Adapted to *The Okie Pokie* by  
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*Head, Shoulders, Knees & Toes* - Traditional  
Adapted by Stephen Fite  
*Apples & Bananas* - Traditional  
Adapted to *I Like To Sing Yippie-Ti-Yi-Ya*  
by Stephen Fite  
*She'll Be Comin' Round The Mountain*  
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*Stand Up, Sit Down*  
*Forwards & Backwards ABC's*  
*I've Got A Penny, Nickel, Dime*  
*I'll Sing You A Cowboy Goodbye*  
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*Beaver Call*  
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*Cowboy Countin' By Twos*  
*The Okie Pokie*  
*I Like To Sing Yippie-Ti-Yi-Ya*  
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