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## **Making Music Together : A Music Handbook for an Early Childhood Classroom**

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# **MAKING MUSIC TOGETHER**

A MUSIC HANDBOOK FOR AN EARLY CHILDHOOD CLASSROOM

By  
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Submitted in partial fulfillment of the requirements of the degree of  
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**MAKING MUSIC TOGETHER**  
**A MUSIC HANDBOOK FOR AN EARLY CHILDHOOD CLASSROOM**

Shana Hope Frankel  
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This paper discusses the importance of music in Early Childhood classrooms. It is meant to be a resource for the classroom intended to be used by teachers, however; it can also be used by families and caregivers who want to add more music in to their homes. The songs are organized to follow a typical daily schedule in a classroom. The readers do not need background knowledge of music and can make up their own tunes to most of the songs provided. I have suggested the music to go along with most of the songs however other melodies could work as well.

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## **Letter to the Reader**

Ever since I was a little girl my life has revolved around music. I started singing at the age of three and have never stopped. While music has always influenced my life, I never realized how much it remains in my day-to-day life until I became a teacher. Whenever there is a free moment in our day I find myself singing with my students. We sing anything from lyrics to help them learn the days of the week to current songs they hear on the radio. One thing my classroom is currently missing is a handbook with song lyrics that my fellow teachers and I can pull from the shelf to find that “perfect song” we are looking for. I thought I would take this as an opportunity to do just that - create a teacher's handbook to serve as a helpful resource for them to introduce music into their own classrooms.

Throughout the world, parents use music as a way to bond with their children. This begins as they cradle their babies, swing their children, and sing lullabies to soothe them at night or just as a comedy tool such as singing them silly nursery rhymes. Teachers should be doing the same thing as music plays an instrumental role in children's lives. Through music, children are encouraged, and learn, ways to express their feelings as well as relieve tension. According to Berger and Cooper (2003), in a study done in 1991, research found that when music was introduced in to the classroom children expanded their “opportunities for exploring, improvising, and creating with sound” (pg 151). Music is also a way for children to convey a specific mood or emotion they are feeling. While music can help kids retain a new language, it can help them with basic skills in their native language as well.

According to Merrell (2004), Music can also help create a calm classroom environment as teachers can use it as “a tool that can be used to help teachers achieve effective and efficient classroom management” (pg. 4) Music has the ability to create calming effects on children as well as in a classroom. Music can help to keep the levels of tension and stress to a minimum in a classroom, which is important in all classroom settings. When music is played in the classroom it can help to change the mood. Music has the ability to help young children grow, it teaches them vital skills. There is a strong connection between music and the development of mathematical thinking, such as when they learn counting songs. There is also a strong connection between music and the development of creativity. Music can help create and expand a child's imagination, creativity as well as their fine and gross motor skills. What was once a simple box can become a drum, a paper towel roll can become a microphone, or a water bottle can become a maraca. Through music children can also gain phonological processing, spoken language, and pre-literacy skills such as comprehension that is the foundation for reading.

This Teacher's Music Handbook is not meant to teach anyone how to read music nor does it have music curriculum guides. Instead it is intended to add a support to the classroom. It is meant to inspire teachers with songs to add into their day such as morning meeting, transitions and common lessons in a preschool atmosphere.

## References

Berger, A., & Cooper, S. (2003). Musical Play: A Case Study of Preschool Children and Parents. *Journal of Research in Music Education*, 51(2), 151. Retrieved July 7, 2011, from the Academic Search Premier database.

Merrell, A. (2004, November 23). Importance of Incorporating Music In The Classroom. *Audrey Merrell*. Retrieved June 10, 2011, from [audreymerrell.net/INTASC/INTASC6/the%20benefits%20of%20incorporating%20music.pdf](http://audreymerrell.net/INTASC/INTASC6/the%20benefits%20of%20incorporating%20music.pdf)

In addition to the sources above, this handbook would not be made possible without the help of my fellow teachers at Temple Israel's Early Childhood Learning Center for teaching me songs they have learned over the years.

The songs I included in my book mainly came from songs I use in my classroom, as well as songs my fellow teachers have taught me. While we do not know the true origin or original writer for them, we have known them since we were in pre-school.

However, two websites I found extremely helpful were:

<http://www.songsforteaching.com/index.html>

<http://www.songs4teachers.com/>

## **Review of Literature**

101 Music Games for Children: Fun and Learning with Rhythm and Song. Written by Storms & Hurd

- This book was great for teachers who are looking to incorporate games into their curriculum. They all helped children who are learning rhythm and taught new songs. I like this book for my classroom, however it does not accompany my idea.

Classic Tunes & Tales: Ready-To-Use Music Listening Lessons & Activities for Grades K-8. Written by Tod F. Kline

- I felt like this book was above my student's age level. While I knew it was a kindergarten book, the title made me assume that it would be classic tunes to teach pre-school children. Instead, it seemed as if the activities were meant for elementary school kids who had prior knowledge of music.

Music in Childhood: Enhanced Edition. Written by Patricia Shehan Campbell

- I did not like this book. I felt as if it was bland and didn't provide teachers with ideas of what to do in their classroom. It was filled with strategies for teaching music, not songs to enhance the classroom environment. I felt like it was intended for a music teacher instead of a classroom teacher.

Play, Sing & Dance: An Introduction to Orff Schulwerk. Written by Doug Goodkin

- This book would be perfect for a teacher who was looking to incorporate musical lessons into their classroom. It does not accomplish the goals of my book as it doesn't introduce songs for teacher's to integrate into their day. Instead, it is meant for a teacher who is looking to focus a segment of their curriculum around music, not just songs.

Strategies for Teaching K-4 General Music. Written by Jennifer Davidson

- I was not very fond of this book. The strategies listed were meant for a music classroom, not for a general classroom looking to incorporate music into their curriculum. The book was not written for teachers who did not have a strong familiarity of music.

The Complete Book of Rhymes, Songs, Poems, Fingerplays, and Chants. Written by Jackie Silberg & Pam Schiller

- This book is great for a teacher to use in their classroom. It provided me with a lot of great ideas and inspirations. It differs from my book because it is not organized by category instead it lists songs alphabetically.

The Great Big Book of Children's Songs. Written by Hal Leonard Corp

- I loved this book. Once I read it, I immediately bought it. It was filled with ideas of songs to add into the daily schedule. While it did not separate songs by categories, like my book does, it was great for teachers to flip through to gain ideas. Teachers, parents and caregivers can use it.

Threading the Concept: Powerful Learning for the Music Classroom. Written by Debra Gordon Hedden

- As the title suggests, this book is meant to assist music teachers with concepts and



teaching strategies for the classroom. It is not intended for general teachers to simply read and gain inspirations. I felt like a teacher needed background knowledge of music before reading this book.

# Making Music Together

Created By,  
Shana Hope Frankel  
2011

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## **MORNING MEETING:**

### **Call to Circle Time**

1, 2, 3, 4

Put your bottom on the floor

5, 6, 7, 8

Eyes forward back straight!

### **ABC Morning Song**

A (Alice, Alex, Addison, Amy)

B (Ben, Becca, Bella, Brian)

C (Chloe, Cameron, Cooper, Caitlyn)

D (Doug, Drew, Danielle, Dara)

The whole class sings ABC and when they get to a letter which starts with a child's first name, the child stands up and says their name out loud to the class.

**We're So Glad to Have You**  
(Sung to Frere Jacques)

Hello, (child's name) Hello, (child's name)  
How are you? How are you?  
We're so glad to have you,  
We're so glad to have you.  
Here at school, here at school.

**Glad To See You Here**  
(Sung to Frere Jacques)

*Teacher:*

I'm Ms. (name), I'm Ms. (name).  
That's my name, That's my name.  
Glad to see you here.  
Glad to see you here.  
What's your name? What's your name?

*Child:*

I am (name), I am (name).  
That's my name, that's my name.  
I am glad to be here,  
I am glad to be here.  
At school today, at school today.

## **Chicka Chicka Boom Boom**

Chicka Chicka Boom Boom Look Who Is Here In Our Room!

(Rhythmic sentence where children get the opportunity to stand up and say their name. This morning greeting pairs nicely with the book Chicka Chicka Boom Boom written by Bill Martin Jr.)

## **Good Morning**

(Sung to This Land Is Your Land)

Good morning\_\_\_\_, Good morning\_\_\_\_, (sung for every child)

We're so happy you're here today!

## **There are Seven Days**

(Sung to Oh My Darling Clementine. Used to help students learn the days of the week or months of the year)

There are 7 days, There are 7 days

There are 7 days in a week

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

\*Helps to clap on the actual day of the week

## **There are 12 Months**

(Sung to Oh My Darling Clementine)

There are 12 months, There are 12 months

There are 12 months in a year

January, February, March and April

June July and August

September, October, November, December

Those are the 12 months in the year

There are 12 months, There are 12 months

There are 12 months in a year.

**We'll Work and Play Today**  
(Sung to Farmer in the Dell)

We'll work and play today  
We'll work and play today  
Hello! Hello! To everyone  
We'll work and play today

**Calendar Lessons**  
(Sung to Twinkle Twinkle Little Star)

When we do the calendar  
We learn the month the date the year.  
Every weekday has a name  
Their lots of numbers that look the same.  
So let's begin to show you how  
We do the calendar right now.



## **WEATHER**

### **What's the Weather Like Today?**

(Sung to London Bridges)

What's the weather like today, like today, like today?

What's the weather like today?

Please tell me.

Tell me is it sunny out,

sunny out, sunny out?

Tell me is it sunny out,

I'd like to know!

(continue with different descriptions: Chilly, Snowy,

Cloudy, etc...)

### **Weather Helper**

(Sung to Oh My Darlin' Clementine)

Weather Helper, Weather Helper

What's the weather outside?

Go and look out the window,

tell us what you see outside.

What's the weather?

What's the weather?

What's the weather tell everyone!

## **Weather Senses**

(Sung to Hi Ho The Derry-O)

I hear jumping, I hear jumping  
Hi-ho, the derry-o  
I hear jumping

I taste raindrops, I taste raindrops  
Hi-ho, the derry-o  
I taste raindrops

I feel splashes, I feel splashes  
Hi-ho, the derry-o  
I feel splashes

I see a rainbow, I see a rainbow  
Hi-ho, the derry-o  
I see a rainbow

I smell fresh air, I smell fresh air,  
Hi-ho, the derry-o  
I smell fresh air and the rain has stopped, the rain has  
stopped

**Winter's Coming**  
(Sung to Frere Jacques)

Winter's coming, Winters Coming.  
It is Dark, It is cold.  
I am bundled snug and warm.  
Animals sleep safe from harm.  
Sleds and snow.  
Cold winds blow.

**Dance Like Snowflakes**  
(Sung to Frere Jacques)

Dance like snowflakes  
Dance like snowflakes  
In the air In the air  
Whirling, twirling, snowflakes  
Whirling, twirling, snowflakes  
Here and there  
Here and there.

## **I'm a Friendly Snowman**

(Sung to I'm A Little Teapot)

I'm a friendly snowman big and fat. (stretch arms out to sides)

Here is my tummy and here is my hat. (point to tummy, then top of head)

I'm a happy fellow, here's my nose. (smile, then point to nose)

I'm all snow from my head to my toes. (point to head, then to toes)

I have two bright eyes so I can see. (point to eyes)

All the snow falling down on me. (flutter fingers downward)

When the weather's cold I'm strong and tall. (stand up all)

But when it's warm I get very small. (crouch down low)

## **Snowflakes, Snowflakes Falling to the ground.**

Snowflakes, Snowflakes Falling to the ground.

Each one rest so gently, they never make a sound.

Snowflakes, Snowflakes are so pure and white.

The special thing about them is no two are alike.

## **A Chubby Little Snowman**

A chubby little snowman had a carrot for a nose  
Along came a hungry bunny and what do you suppose?  
That hungry little bunny was looking for his lunch  
So he ate the snowman's nose, nibble, nibble crunch!  
(Children can substitute carrot for whatever item their  
choose)

## **I'm A Little Teapot**

I'm a little snow person,  
Short and fat  
Here are my buttons, here is my Hat.  
When the snow comes out, I cannot stay.  
Slowly I just melt away.

## **Jingle Bells**

Icy toes, Chilly nose, Wintertime is here.  
My teeth Chatter, What's the matter? Wintertime is here,  
Oh! Icy toes, Chilly nose, Wintertime is here.  
My teeth chatter, What's the matter? Wintertime is here.

## **Row, Row, Row Your Boat**

The Snow, Snow, Snowman came out to play.  
The children said, "Get back inside the sun is out today"  
The snow, snow, Snowman started to run away.  
But when he ran, he ran and ran until a puddle lay.

## **Five Little Snowman**

5 little Snowman standing in a row,  
Each had a hat and a big red bow.  
Out came the sun and it shone all day, 1 Little snowman  
melted away.  
4 Little Snowman standing in a row,  
Each had a hat and a big red bow.  
Out came the sun and it shone all day, 1 Little snowman  
melted away.  
Etc....

## **TRANSITIONS**

### **Find Your Seat**

(Sung to Row, Row, Row, Your Boat)

Find, find, find your smock,  
Help and do your part.  
Button, button, button up,  
Now it's time for art.

### **Circle Time is Here**

(Sung to Row, Row, Row, Your Boat)

Hush, ssh, quiet please,  
Let's all gather near.  
Find a friend and sit right down,  
Circle time is here.

**Let us Quite Down Again**  
(Sung to London Bridge)

Let us quiet down again,  
down again,  
down again.  
Let us quiet down again,  
That's much better.

**Everybody Make a Line**  
(Sung to London Bridge)

Everybody make a line, make a line, make a line  
Everybody make a line, make a line, make a line  
For now it's (Bathroom) time.

**If You're Ready and You Know It**  
(Sung to If you are happy and you know it)

If you're ready and you know it, face the door.  
If you're ready and you know it, face the door.  
If you're ready and you know it  
Then it's the time to show it  
If you're ready and you know it, face the door (or say no  
more)



**Walking Down the Hallway**  
(Sung to Are You Sleeping)

Hands on shoulders, hands on shoulders  
Here we go, here we go  
Walking down the hallway, walking down the hallway  
Nice and slow, nice and slow

**We're Going To Eat Out Lunch**  
(Sung to Wash That Man Right Out Of My Hair)

We're going to eat our lunch right after our circle.  
We're going to eat our lunch right after our circle.  
We're going to eat our lunch right after our circle.  
So we can fill our tummies.

**Sitting Quietly**  
(Sung to Frere Jacques)

Eyes are watching,  
Ears are listening,  
Mouth is closed, mouth is closed  
Hands and feet are still, Hands and feet are still  
We're going \_\_\_\_\_ (home, to lunch, to P.E., to  
library, etc.)

**Sitting Ready**  
(Sung to Gilligan's Island)

My hands are tight behind my back  
I'm standing straight and tall  
My eyes are looking straight ahead  
I'm ready for the hall  
Ready for the hall

### **Please Put Our Things Away**

(Sung to Oh, Playmate, Come Out and Play With Me)

Say, say, oh, children,  
Please put our things away,  
So we can start our day,  
And learn in every way.  
Come find your places,  
In a circle on the floor,  
So we can grow and learn,  
And much, much more!

### **It's Off to School We Go**

(Sung to Heigh Ho, Heigh Ho)

Heigh Ho Heigh Ho  
It's off to PE (Music, recess) we go!  
We'll have some fun  
And we can run  
Heigh Ho Heigh Ho

## **FRIENDSHIP**

### **Are You Sharing?**

(Sung to Are You Sleeping)

Are you sharing,  
Are you sharing,  
Little ones,  
Little ones?

Sharing is caring,  
Caring is sharing,  
Be a friend!  
Be a friend!

### **Cooperation**

(Sung to Yankee Doodle)

Cooperation is the thing  
We all must learn to do.  
It makes life, oh, so nice  
And gets the work done, too.  
Let's cooperate today  
In our work and play.  
Who knows what we can do  
If we all work this way?

## **I Like You**

(Sung to Frere Jacques)

I like you , I like you  
Yes , I do , Yes , I do  
Friends are for sharing  
Friends are for caring  
I like you , I like you!

## **If You're Nice and You Know It**

(Sung to If You're Happy And You Know It)

If you're (nice, sharing, caring, funny, etc...) and you know  
it clap your hands  
If you're (nice, sharing, caring, funny, etc...) and you know  
it clap your hands  
If you're (nice, sharing, caring, funny, etc...) and you know  
it and you really want to show it  
If you're \_\_\_\_\_ and you know it clap your hands

## **The More We Get Together**

The more we get together, together, together.  
The more we get together, the happier we'll be.  
'Cause your friends are my friends  
And my friends are your friends.  
The more we get together, the happier we'll be!

## **Friends**

I have two friends, (hold up 2 fingers on left hand)  
And they have me; (hold up 1 finger on right hand)  
Two friends and me, (bend each from left to right)  
That's one, two, three (hold up whole saying 1,2 3)

## **Will You Be a Friend of Mine?** (Sung to Mary Had a Little Lamb)

Will you be a friend of mine, a friend of mine, a friend of mine?

Will you be a friend of mine and (insert an action) around with me?

\_\_\_\_\_ Is a friend of mine, friend of mine, friend of mine,  
\_\_\_\_\_ is a friend of mine, who (insert same action)  
around with me.

## **Friends, Friends 123**

Friends, friends 123

All my friends are here with me.

You're my friend, (point around room)

You're my friend, (point around room)

You're my friend, (point around room)

You're my friend, (point around room)

Friends, friends 123

All my friends are here with me.

## **Silver & Gold**

A circle is round it has no end,

That's how long I want to be your friend.

Make new friends but keep the old,

Some are silver and some are gold.

## **MISCELLANEOUS:**

### **John Jacob Jingleheimer Schmidt**

John Jacob Jingleheimer Schmidt, His name is my name too.

Whenever we go out, the people always shout, there goes John Jacob Jingleheimer Schmidt.

Dah dah dah dah, dah dah dah

(Everytime you sing the song, you get softer and softer until the “dah dah dah” part.)

### **The Ants Go Marching**

The ants go marching one by one, hurrah, hurrah

The ants go marching one by one, hurrah, hurrah

The ants go marching one by one,

The little one stops to suck his thumb

And they all go marching down to the ground

To get out of the rain, BOOM! BOOM! BOOM!

...two...tie her shoe

...three...climb a tree...

...four...shut the door...

...five...take a dive...

...six...pick up sticks...

...seven...pray to heaven...

...eight...shut the gate...

...nine...check the time...

...ten...say “The End!”



## **Willoughby Wallaby**

Willoughby wallaby wee, an elephant sat on me  
Willoughby wallaby woo, an elephant sat on you  
Willoughby wallaby Whana, an elephant sat on Shana  
Willoughby wallaby Wevan, an elephant sat on Evan

## **Baby Bumble Bee**

I'm bringing home a baby bumblebee,  
Won't my mommy be so proud of me,  
I'm bringing home a baby bumblebee,  
Ouch! It stung me!  
I'm squishing up the baby bumblebee,  
Won't my mommy be so proud of me,  
I'm squishing up a baby bumblebee,  
Ooh! It's yucky!  
I'm wiping off the baby bumblebee,  
Won't my mommy be so proud of me,  
I'm wiping off the baby bumblebee,  
Now my mommy won't be mad at me!

## **Down By The Bay**

Down by the bay  
Where the watermelons grow  
Back to my home  
I dare not go  
For if I do  
My mother will say  
"Did you ever see a bear  
Combing his hair?"  
Down by the bay.

Down by the bay  
Where the watermelons grow  
Back to my home  
I dare not go  
For if I do  
My mother will say  
"Did you ever see a bee  
With a sunburned knee?"  
Down by the bay.

Down by the bay  
Where the watermelons grow  
Back to my home  
I dare not go  
For if I do  
My mother will say  
"Did you ever see a moose  
Kissing a goose?"  
Down by the bay.

Down by the bay  
Where the watermelons grow  
Back to my home  
I dare not go  
For if I do  
My mother will say  
"Did you ever see a whale  
With a polka dot tail?"  
Down by the bay.

### **I've Been Working on the Railroad**

I've been workin' on the railroad,  
All the live long day.  
I've been workin' 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?"

Dinah, won't you blow,  
Dinah, won't you blow,  
Dinah, won't you blow your horn?  
Dinah, won't you blow,  
Dinah, won't you blow,  
Dinah, won't you blow your horn?

Someone's in the kitchen with Dinah.  
Someone's in the kitchen, I know.  
Someone's in the kitchen with Dinah  
Strumming on the old banjo.

Fee, fie, fiddle-e-i-o.  
Fee, fie, fiddle-e-i-o-o-o-o.  
Fee, fie, fiddle-e-i-o.  
Strumming on the old banjo.

## **Michael Finnegan**

There was an old man named Michael Finnegan  
He had whiskers on his chin again  
Along came the wind and blew them in again  
Poor old Michael Finnegan....Begin again.

There was an old man named Michael Finnegan  
He kicked up an awful dinnegann  
Because they said he must not sing again  
Poor old Michael Finnegan....Begin again.

There was an old man called Michael Finnegan  
Ran a race and thought he'd win again  
Got so puffed that he had to go in again  
Poor old Michael Finnegan....Begin again.

There was an old man named Michael Finnegan  
He drank through all his good gin again  
And so he wasted all his tin again  
Poor old Michael Finnegan....Begin again.

There was an old man named Michael Finnegan  
He went fishing with a pin again  
Caught a fish and dropped it in again  
Poor old Michael Finnegan....Begin again.

There was an old man called Michael Finnegan  
Climbed a tree and barked his shin again  
Took off several yards of skin again  
Poor old Michael Finnegan....Begin again.

There was an old man named Michael Finnegan  
He grew fat and then grew thin again  
Then he died and had to begin again  
Poor old Michael Finnegan....Begin again.

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