



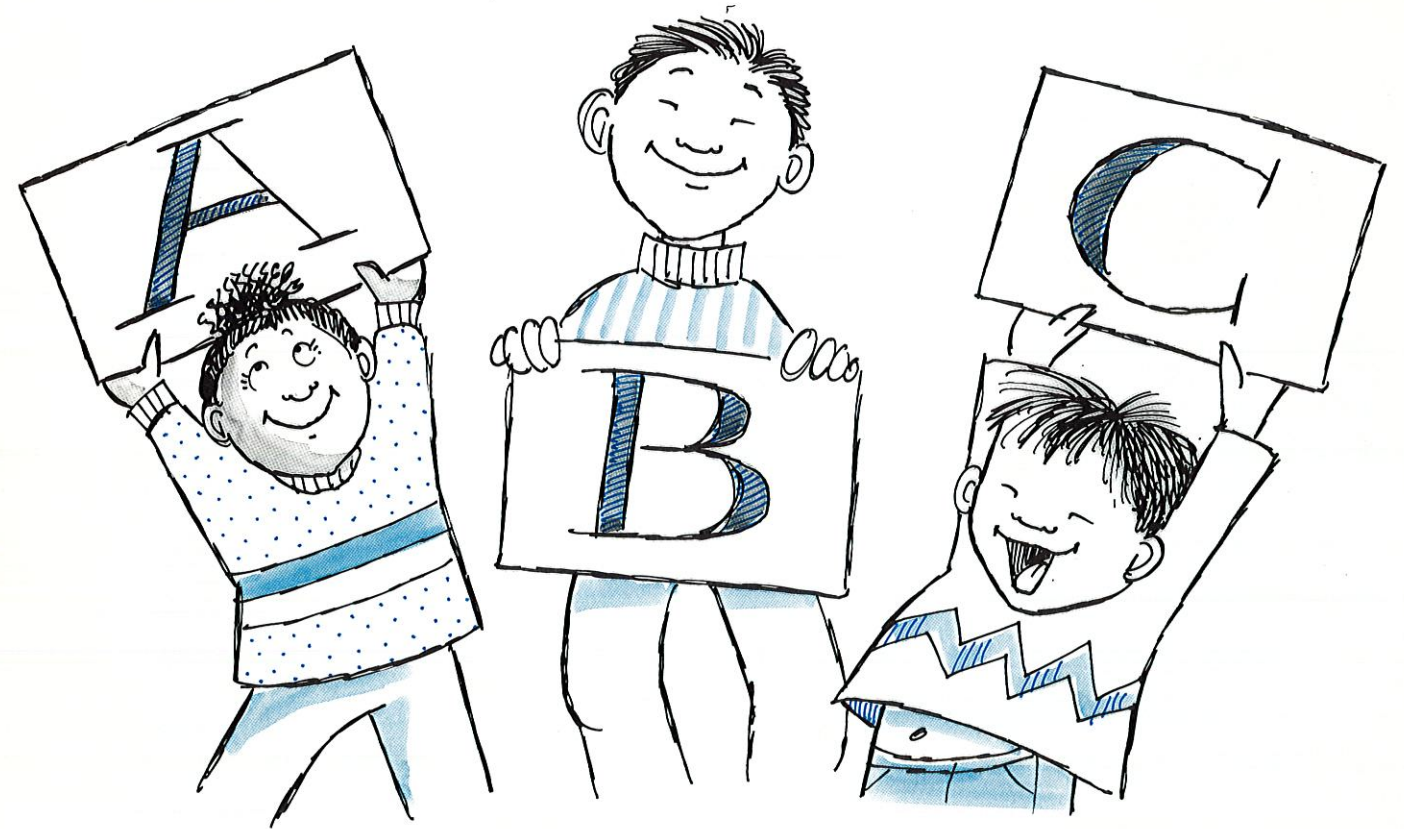
# The Alphabet Song

Musical score for page 4 of 'The Alphabet Song'. It consists of ten staves of music in G major (one sharp) and 4/4 time. The lyrics are: A B C D E F G H I like Eng-lish! A B A B C D E F G H I J K L M N O I like Eng-lish! A B A B C D E F G H I J K L M N O P Q R S T Wow! I like Eng-lish! I like Eng-lish!

Chords indicated above the notes: D, G, A, D, G, A, D, G, G#dim, D, G, G#dim, D, G, A, D, G, A, D, G, G#dim, A, D, G, A, D, G, A, D, G, G#dim, A, D, G, A, D, G, A.

Musical score for page 5 of 'The Alphabet Song'. It consists of three staves of music in G major (one sharp) and 4/4 time. The lyrics are: 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 I like Eng-lish!

Chords indicated above the notes: D, G, A, D, G, G#dim, A, D, G, G#dim, A, D, G, A, D.





### The Spelling Song

D A6 A

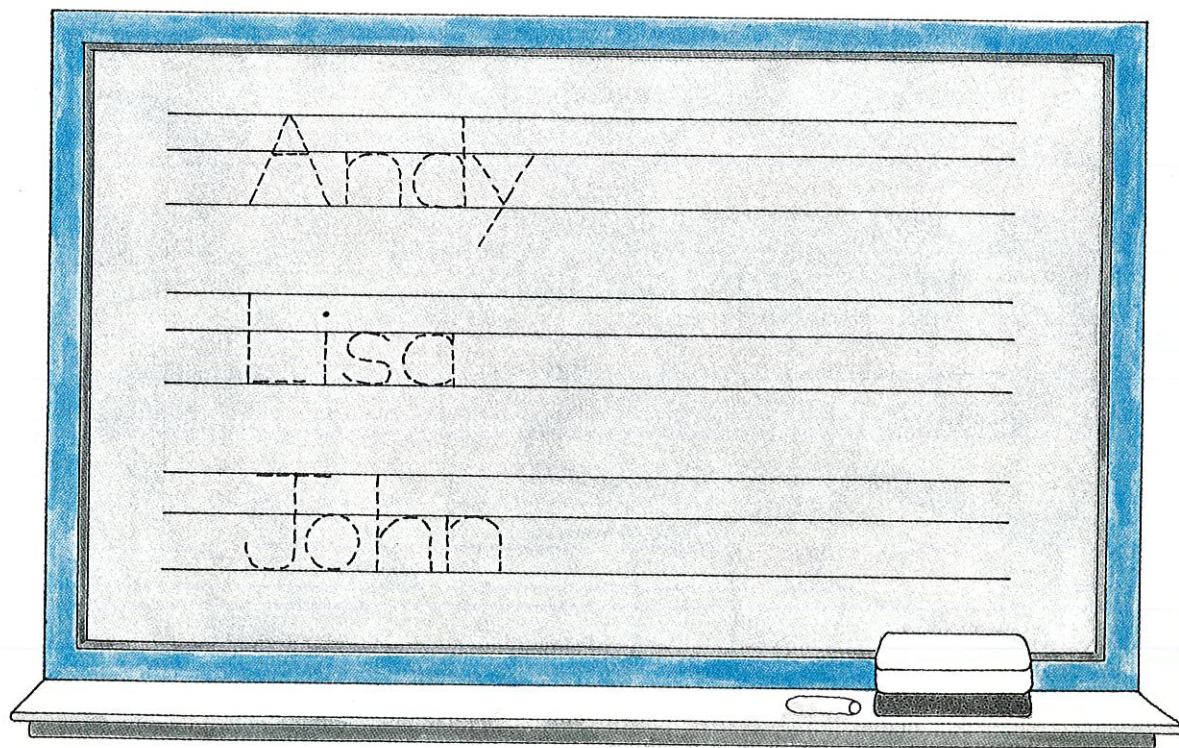
1 A N D Y An - dy, A N D Y An - dy,

D G A6 A D

A N D Y, A N D Y, An - dy.

2 LISA Lisa,  
LISA Lisa,  
LISA, ANDY,  
Andy.

3 JOHN John,  
JOHN John,  
JOHN, ANDY,  
Andy.

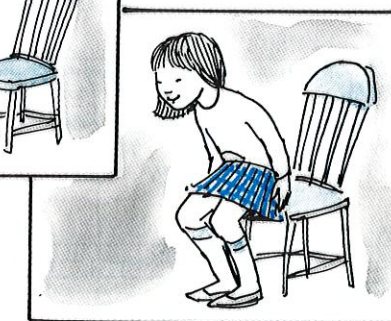


### Listen Carefully

Listen, listen, listen carefully.  
Listen carefully, very carefully.  
Listen, listen, listen carefully.  
Please be quiet. Sh!



Please stand up.  
Listen carefully.  
Please sit down.  
Listen carefully.  
Open your book.  
Listen carefully.  
Please be quiet. Sh!



Listen, listen, listen carefully.  
Please stand up.  
Listen carefully.  
Please sit down.  
Listen carefully.  
Please be quiet. Sh!



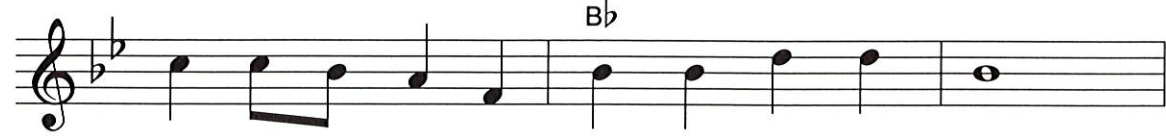
Have students act out the commands.



# Hi, How Are You?


  
 Hi, how are you? I'm fine.


  
 Hi, how are you? I'm fine. Hi, how are you? I'm


  
 fine. How are you? I'm fine, I'm fine, I'm fine.


  
 Hi, how are you? I'm fine. How are you?


  
 Hi, how are you? I'm fine. Hi, how are you? I'm


  
 fine. How are you? I'm fine, I'm fine, I'm fine.



# What Color Is This?

What color is this?

It's red. \*\*

What color is this?

It's green. \*\*

What color is this?

It's red and green and black and white and purple.

What color is this?

It's pink. \*\*

What color is this?

It's blue. \*\*

What color is this?

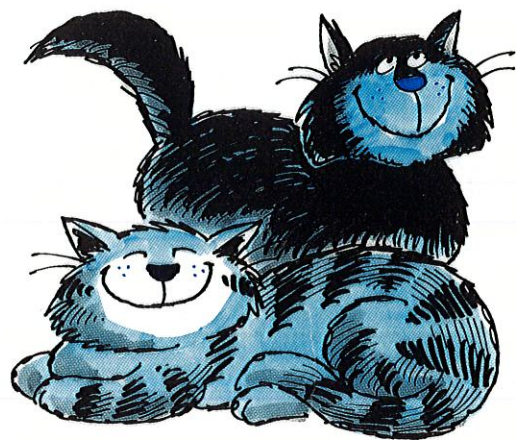
It's pink and blue and black and white and purple.



Make a color wheel to use as a reference for the chant. One side should be red, green, black, white, and purple, and the other side should be pink, blue, black, white, and purple.

## The Black Cat Song

Green grass (green grass), Blue skies (blue skies),  
 Black cats (black cats), Yel - low eyes. —  
 Red birds (red birds), Blue skies (blue skies), Black cats,  
 Yellow eyes. White clouds (white clouds), Blue skies (blue skies),  
 Black cats, Yel - low eyes. — Black cats (black cats),  
 Blue skies (blue skies), Yel - low, yel - low eyes.



## The Yellow Chair Chant

Purple ruler  
 Pink eraser  
 Yellow chair  
 Yellow chair

Purple marker  
 Pink eraser  
 Yellow chair  
 Yellow chair

Purple pencil  
 Pink eraser  
 Yellow chair  
 Yellow chair

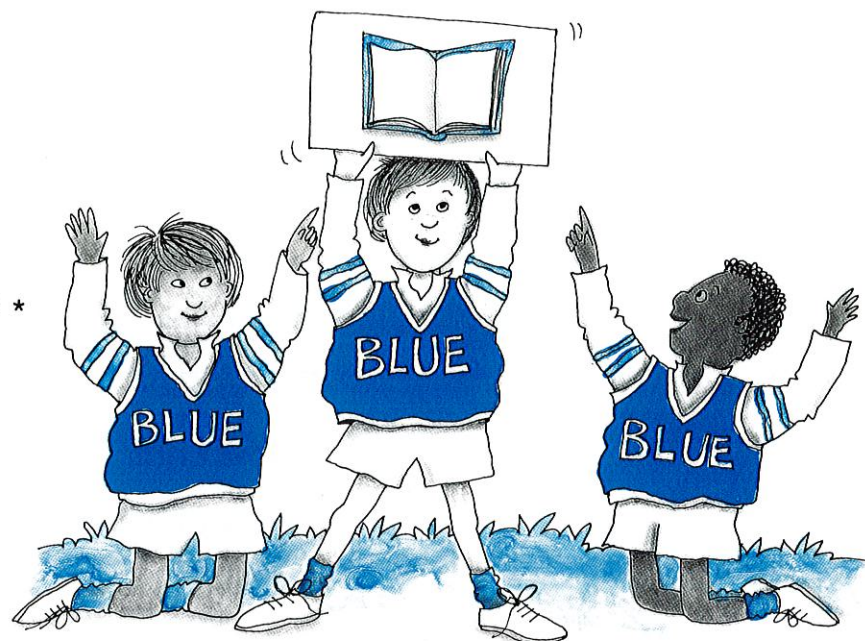
Purple, green, and pink eraser  
 Yellow chair  
 Yellow chair

Have students color the picture according to the colors described in the chant.  
 Have students point to the picture as they say the chant.



### This Is Blue, This Is a Book

This is blue.  
 This is a book.  
 This is a blue book. \* \*  
 This is red.  
 This is a pen.  
 This is a red pen. \* \*



This is a book.  
 This is a pen.  
 This is blue.  
 This is red.  
 This is a blue book. \* \*  
 This is a red pen. \* \*



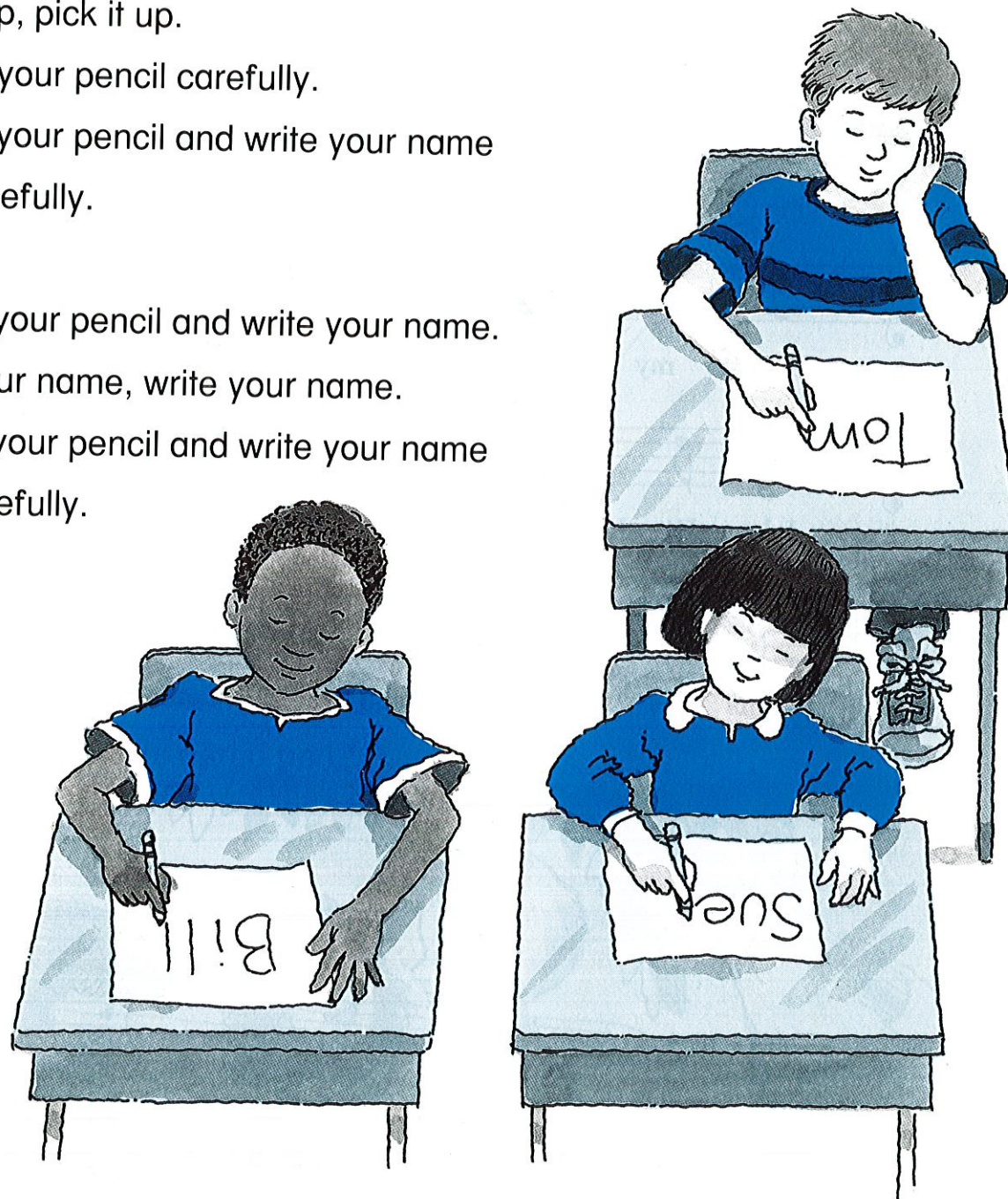
Make new verses using other colors and classroom objects.



### Pick Up Your Pencil

Pick up your pencil.  
 Pick it up, pick it up.  
 Pick up your pencil carefully.  
 Pick up your pencil and write your name  
 Very carefully.

Pick up your pencil and write your name.  
 Write your name, write your name.  
 Pick up your pencil and write your name  
 Very carefully.



Have students act out the commands.



### This Is My Friend

**B $\flat$**

This is my friend, Sar - ah. Hel - lo, Sar - ah.

**F7** **B $\flat$**

This is my friend, Sar - ah. Hel - lo, Sar - ah.

This is my friend, John. Hi John! This is my friend,

**F7**

John. Hi John! This is my friend, Sar - ah.

**B $\flat$**  **E $\flat$**  **B $\flat$**

This is my friend, John.



### What's This?

What's this?

What's this?

It's a pencil case.

What's this?

What's this?

It's a pen.\* \*

What are these?

What are these?

They're purple pencils.

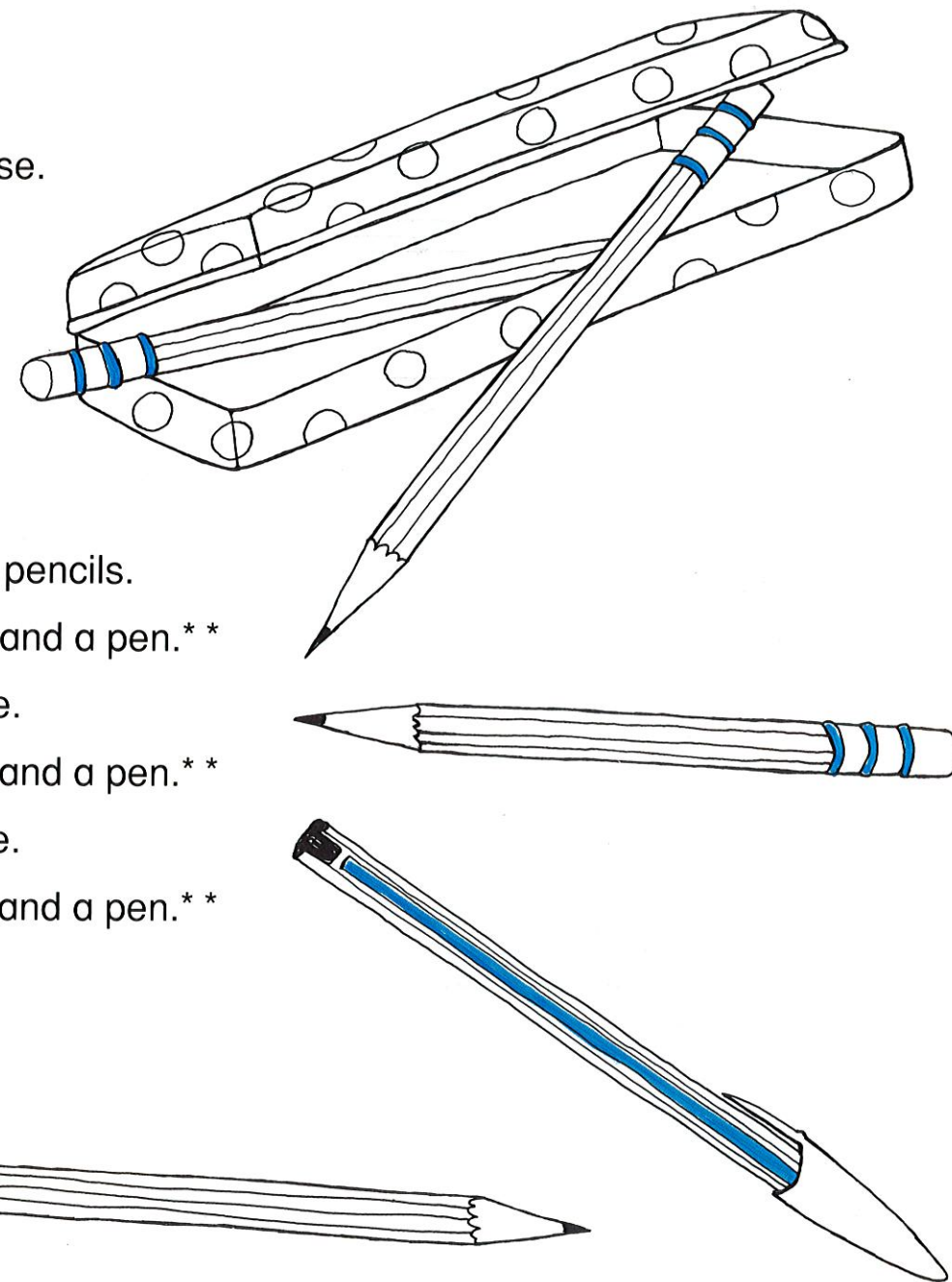
Purple pencils and a pen.\* \*

One pink pencil case.

Purple pencils and a pen.\* \*

One pink pencil case.

Purple pencils and a pen.\* \*

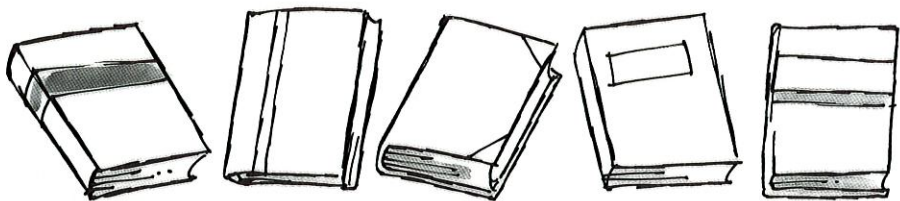


Have students color the picture according to the colors described in the chant.  
Have students point to the picture as they say the chant.



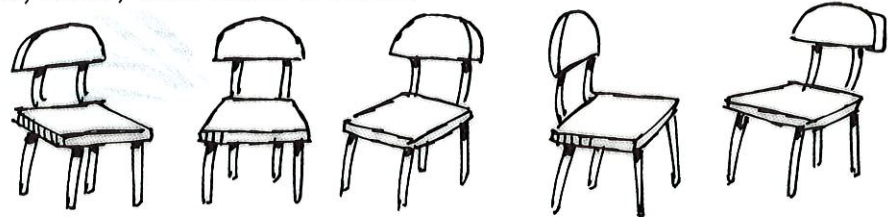
### Books, Books

Books,\* books,\*  
Count the books.\*



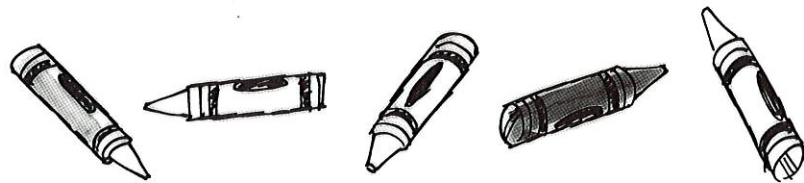
One, two, three, four, five blue books.

Chairs,\* chairs,\*  
Count the chairs.\*



One, two, three, four, five brown chairs.

Crayons,\* crayons,\*  
Count the crayons.\*



One, two, three, four, five red crayons.

How many books?

Five books.

How many chairs?

Five chairs.

How many crayons?

Count the crayons.

One, two, three, four, five!\*



Have students color the picture according to the colors in the chant.  
Make new verses using other classroom objects and colors.

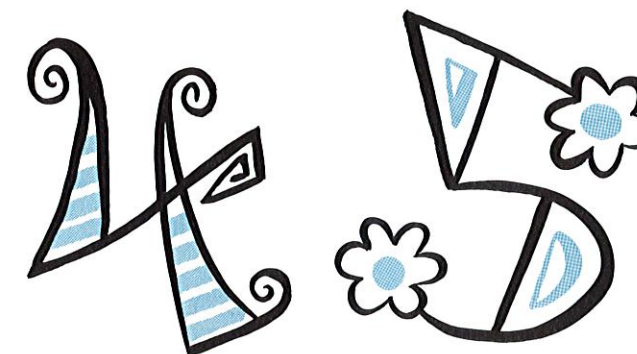


### The Name Chant

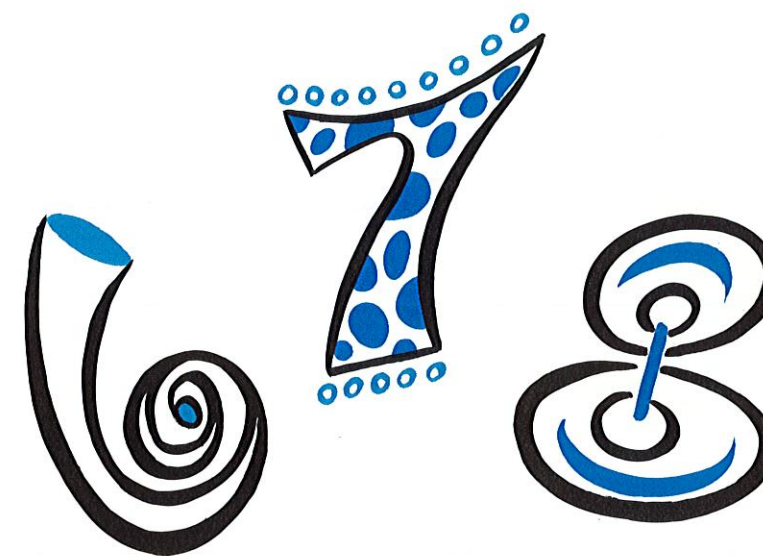
Andy, Jenny,  
Kate, Kate, Kate.  
One, two, three, four,  
Five, six, seven, eight.



Lisa, Sarah,  
Kate, Kate, Kate.  
One, two, three, four,  
Five, six, seven, eight.



Scott, John,  
Kate, Kate, Kate.  
One, two, three, four,  
Five, six, seven, eight.



Andy, Jenny,  
Kate, Kate, Kate.  
One, two, three, four,  
Five, six, seven, eight.

Make new verses by replacing the first two names in each verse  
(e.g., Andy, Jenny) with the names of students in the class.



### The Purple Sneaker Song

F  
One lit-tle, two lit-tle, three lit-tle sneak-ers,

C  
Four lit-tle, five lit-tle, six lit-tle sneak-ers,

F  
Sev-en lit-tle, eight lit-tle, nine lit-tle sneak-ers,

C F  
Ten lit-tle pur-ple sneak-ers. Ten lit-tle, nine lit-tle,

C  
eight lit-tle sneak-ers, Sev-en lit-tle, six lit-tle,

F  
five lit-tle sneak-ers, Four lit-tle, three lit-tle,

C7 F  
two lit-tle sneak-ers, One lit-tle pur-ple sneak-er.



### Make a Circle

Make a circle.\* \*

Make a circle.\* \*

Count the girls.\* \*

One, two, three, four.

Make a circle.\* \*

Make a circle.\* \*

Count the boys.\* \*

One, two, three, four.

Make a circle.

Make a circle.

Count the girls and boys.\*

One, two, three, four, five, six, seven, eight.

Count the girls and boys.\*

Count the girls and boys.\*



Have students act out the commands.





### The Family Song

**B $\flat$**

This is my moth - er. Nice to meet you.

**F7**

Nice to meet you, too. This is my fa - ther.

**B $\flat$**

Nice to meet you. Nice to meet you, too.

This is my sis - ter. Nice to meet you.

**E $\flat$**

Nice to meet you, too. This is my broth - er.

**B $\flat$ /F** **F7** **B $\flat$**

Nice to meet you. Nice to meet you, too.



### Who's She?

Who's she? \*\*

She's Marie. \*\*

Who's he? \*\*

He's my brother, Lee.

Who's he? \*\*

He's my brother, Lou.

Who's she? \*\*

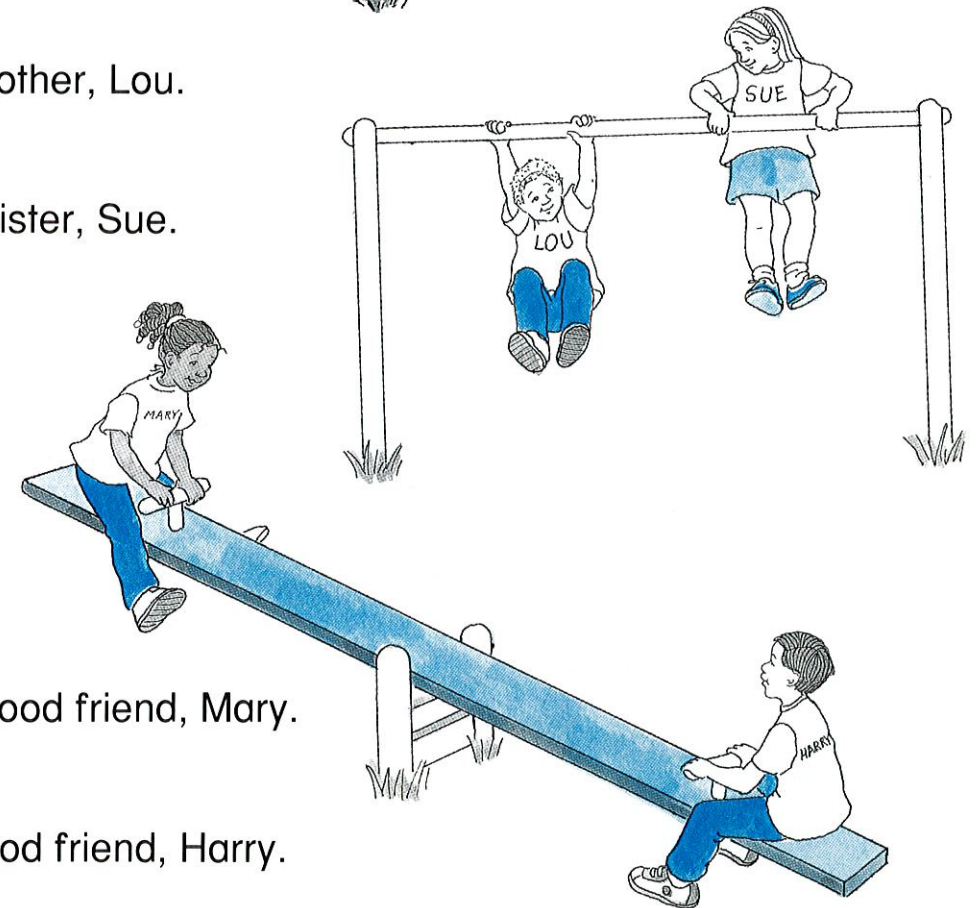
She's my sister, Sue.

Who's she? \*\*

She's my good friend, Mary.

Who's he? \*\*

He's my good friend, Harry.

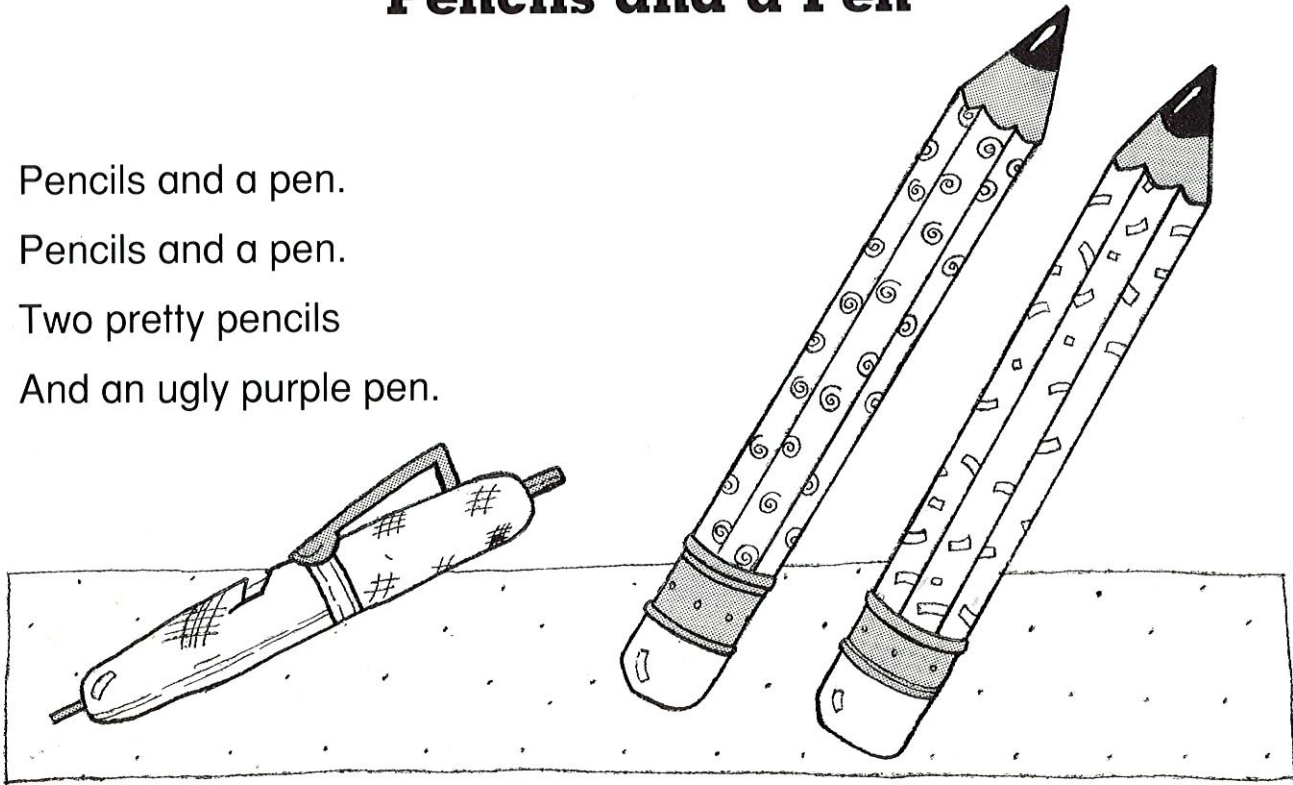


Have eight students act out the chant. Six of the students wear name tags (Marie, Lee, Lou, Sue, Mary, and Harry). The remaining two students act out the conversation, pointing to each person as they ask and answer the questions.

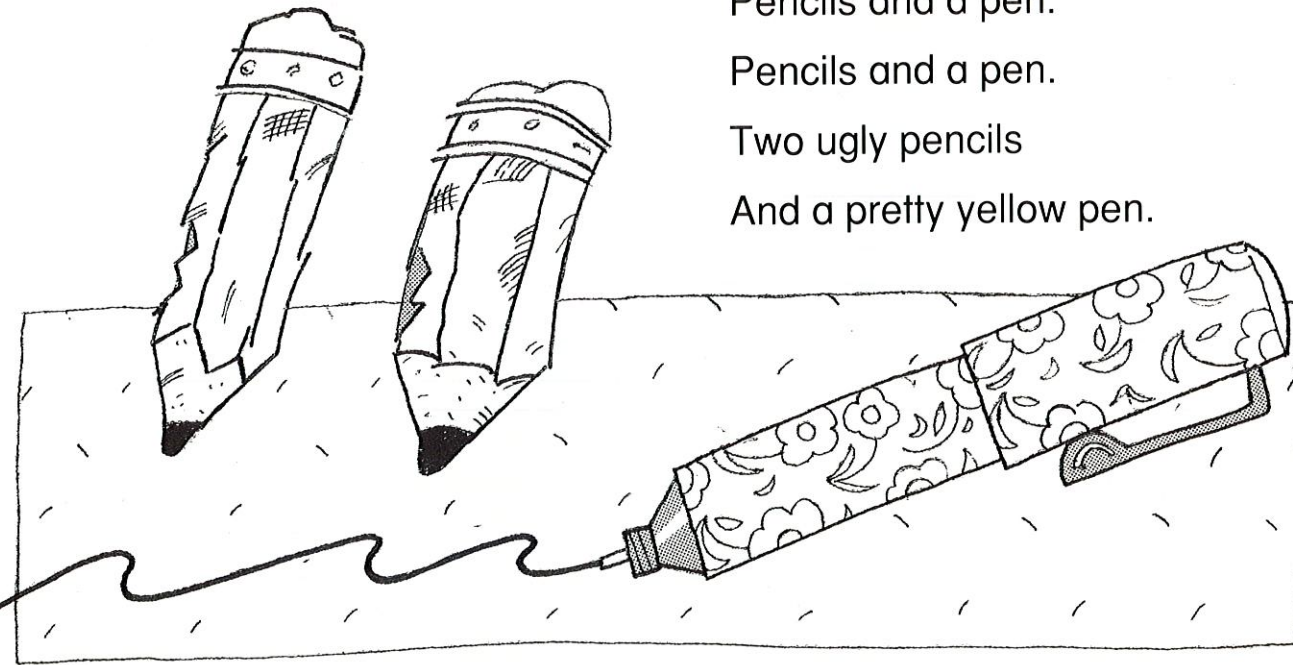


### Pencils and a Pen

Pencils and a pen.  
Pencils and a pen.  
Two pretty pencils  
And an ugly purple pen.



Pencils and a pen.  
Pencils and a pen.  
Two ugly pencils  
And a pretty yellow pen.



Have students color the picture according to the colors in the chant.  
Have students point to the picture as they say the chant.



### The Tall Teacher Chant

He's tall.\* \*  
He's a tall teacher.  
He's short.\* \*  
He's a short boy.  
He's old.\* \*  
He's an old teacher.  
He's young.\* \*  
He's a young boy.

Tall teacher.  
Short boy.  
Old teacher.  
Young boy.

He's thin.\* \*  
He's a thin teacher.  
He's fat.\* \*  
He's a fat boy.  
He's a tall, thin teacher.\*  
He's a short, fat boy.\* \*



Instruct students to draw a tall, thin, old teacher and a short, fat, young boy.  
Younger students can simply color the picture on this page.  
Have students point to the picture as they say the chant.



### Bess, Bess, Don't Make a Mess

Bess,\* Bess,\*  
 Don't make a mess.\*  
 Please,\* Bess,\*  
 Don't make a mess.\*  
 Bess,\* Bess,\*  
 Don't make a mess.\*  
 Clean up your room  
 Right now, now, now, now.



Lee,\* Lee,\*  
 Don't watch T.V.\*  
 Please,\* Lee,\*  
 Don't watch T.V.\*  
 Lee,\* Lee,\*  
 Don't watch T.V.\*  
 Please do your homework now.\*\*

Have students act out the commands.



### The Happy Birthday Song

**Lively**

It's my birth - day to - day. It's your  
 birth - day to - day. It's my birth - day to -  
 day. Hap - py birth - day, Jen - ny!  
 One, two, three, four, five, six,  
 seven years old! Now I'm seven years old. Now you're  
 sev - en years old. Now I'm sev - en years  
 old. Hap - py birth - day, Jen - ny!





### The Yo-Yo Chant

What is it? \*

It's a yo-yo.\*

It's a little yellow yo-yo.\*

What is it? \*

It's a yo-yo.\*

It's a little yellow yo-yo.\*



Is this a yo-yo?

No, no.



Is this a yo-yo?

No, no.

Is this a yo-yo?

Yes, it is.

It's a little yellow yo-yo.\*



Use a yellow yo-yo and two other objects as a reference for the chant.  
Use pictures instead of real objects, if desired.



### Big Box, Little Box

Big box, little box,

Pretty little dolls.

Big box, little box,

Pretty little dolls.

One big square box,

One little round box,

One big blue box,

Pretty little dolls.



Use boxes and dolls as a reference for the chant.  
Use pictures instead of real objects, if desired.



### Is It a Big Box?

Is it a big box?

Yes, it is.

It's big.\* \*

It's big.\* \*

Is it a square box?

Yes, it is.

It's square.\* \*

It's square.\* \*

Is it a little box?

No, it isn't.

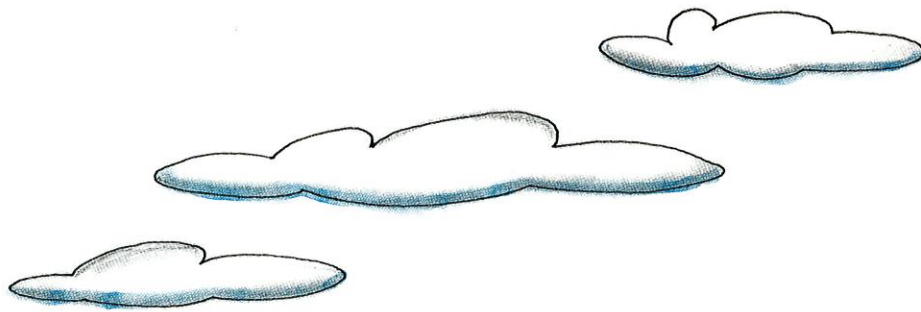
Is it a round box?

No, it isn't.

Is it a big box?

Yes, it is.

It's a big square box.\* \*



Use a big square box as a reference for the chant.  
Use a picture instead of a real box, if desired.



### Can You Play with a Yo-Yo?

Can you play with a yo-yo?

Yes, I can.

Can you count to ten?

No, I can't.

Can you write your name?

No, I can't.

But I can play with a yo-yo.\*

Can you draw a picture?

No, I can't.

Can you play the piano?

No, I can't.

Can you catch a ball?

No, I can't.

But I can play with a yo-yo.\*

I can play with a yo-yo.\*

I can play with a yo-yo.\*

I can't play the piano.

I can't count to ten.

But I can play with a yo-yo.\*



Make new verses using other verb phrases.



# How's the Weather?

①

How's the weath - er? It's sun - ny. How's the

weath - er? It's sun - ny. How's the weath - er? It's

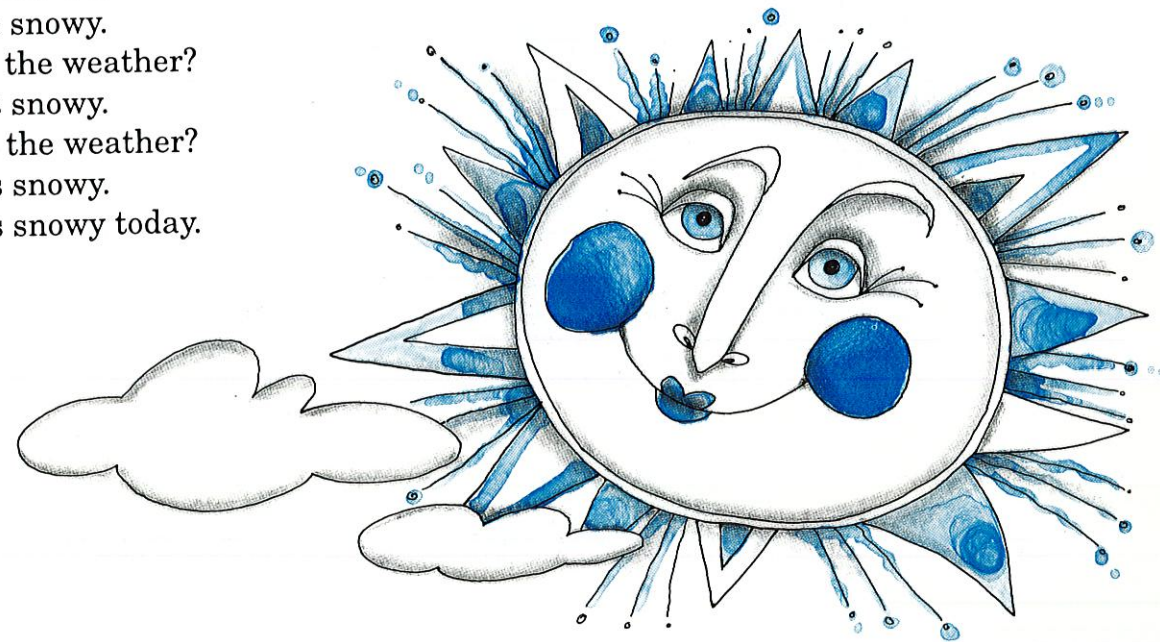
sun - ny. It's sun - ny to - day.

② How's the weather?  
It's rainy.  
How's the weather?  
It's rainy.  
How's the weather?  
It's rainy.  
It's rainy today.

③ How's the weather?  
It's windy.  
How's the weather?  
It's windy.  
How's the weather?  
It's windy.  
It's windy today.

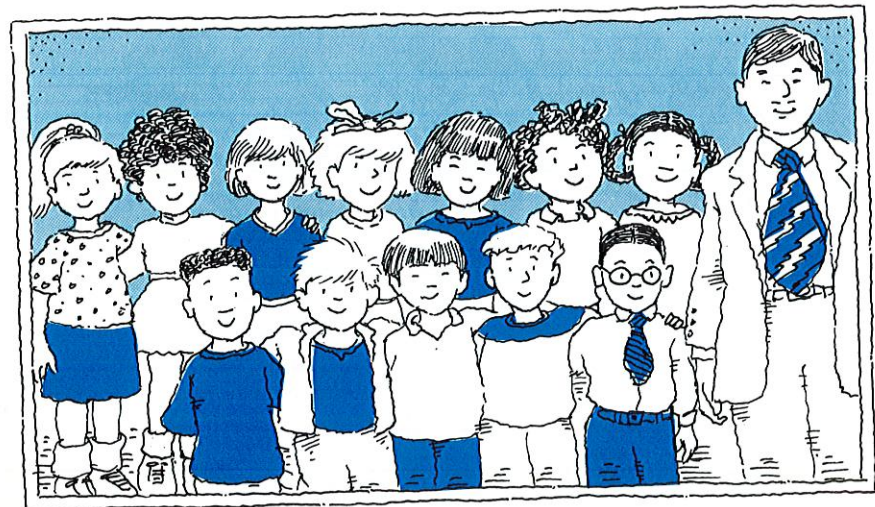
④ How's the weather?  
It's cloudy.  
How's the weather?  
It's cloudy.  
How's the weather?  
It's cloudy.  
It's cloudy today.

⑤ How's the weather?  
It's snowy.  
How's the weather?  
It's snowy.  
How's the weather?  
It's snowy.  
It's snowy today.



# The Student Chant

There are students in my class, in my English class.  
How many students are there?  
There are twelve students in my English class.  
How many boys are there?  
There are five boys in my English class.  
How many girls are there?  
There are seven girls in my English class.  
How many teachers are there?  
There is one teacher in my English class.  
There are five boys in my English class.  
There are seven girls in my English class.  
How many students are there?



Say the chant using the number of students in the class.



### The Bag Song

Where's the bat? It's in the bag.

Where's the ball? It's in the bag.

Where are the books? They're in the bag.

Where's the yo - yo? It's in the bag, in the bag.

Where's the puz - zle? It's in the bag, in the bag.

Where's the jump rope? It's in the bag.

Where's the bag? Where's the bag?

I don't know. Where's the bag?



### Can He Climb an Apple Tree?

Can he climb an ap - ple tree? Yes, he can, yes he can.

Can he climb an ap - ple tree? Yes, he can.

Can he climb an ap - ple tree? Can he count from one to three? Can he read from A to Z? — Yes, he can.





### Can He Play Baseball?

Can he play baseball?

Yes, he can.

Can he hit a baseball?

Yes, he can.

Can he catch a baseball?

Yes, he can.

He can hit and catch and run.\*\*

He can hit and catch and run.\*\*

Can he hit?

POW! Yes, he can.

Can he catch?

WOW! Yes, he can.

He can hit and catch and run.\*\*

He can hit and catch and run.\*\*

He can hit. POW!

He can catch. WOW!

He can hit and catch and run.\*\*



Say the chant again using "she" instead of "he."



### Peaches, Apples, and Plums

C G7 C

Peach - es, ap - ples, and plums.\_\_\_\_\_

F C

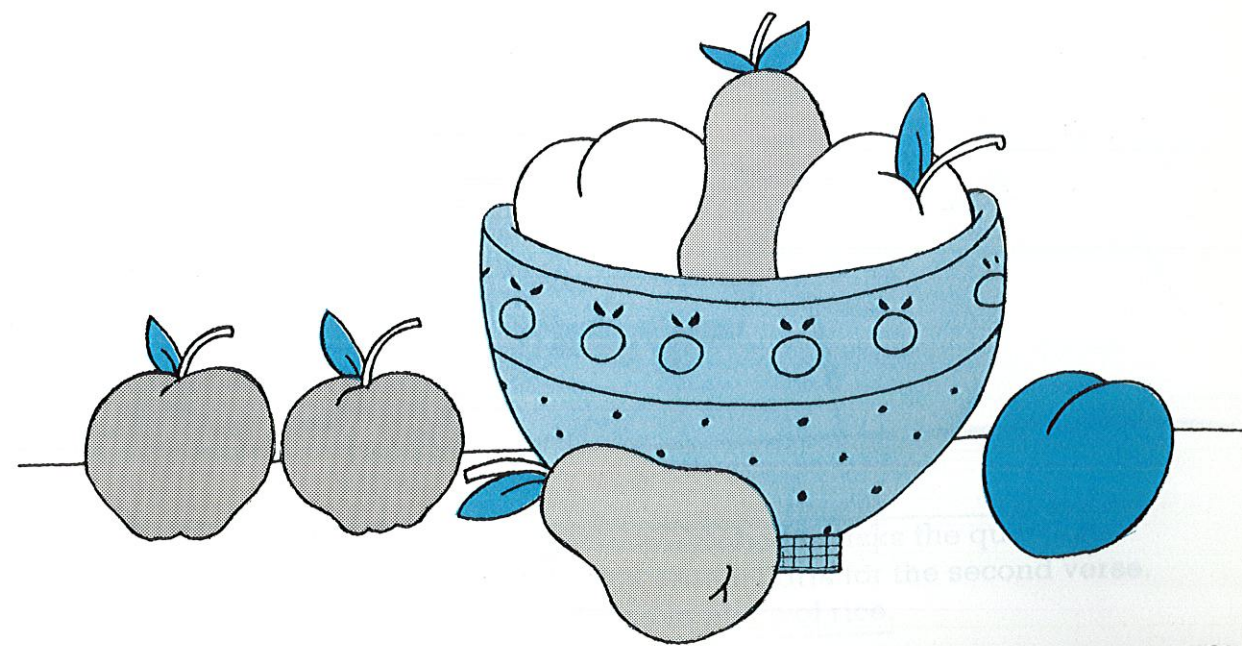
Peach - es, ap - ples, and plums.\_\_\_\_\_

F C

What do you want? I want an ap - ple.

G7 C

Peach - es, ap - ples, and plums.\_\_\_\_\_







### Mama, Mama, I Want an Apple

Mama, Mama, I want an apple.

Mama, Mama, I want an apple.

Mama, Mama, \* I'm hungry.

I want an apple, please.

Here you are.

Thank you, Mama.

Here you are.

Thank you, Mama.

\* You're welcome.

\* You're welcome.

Thank you, thank you, Mama.



Make new verses using other foods.



### What Do You Want for Dinner?

What do you want for dinner?

I want rice.

What do you want for dinner?

I want rice.

What do you want for dinner?

I want pizza.

I want chicken.

I want rice.

What do you want for dinner?

I want rice.

What do you want for dinner?

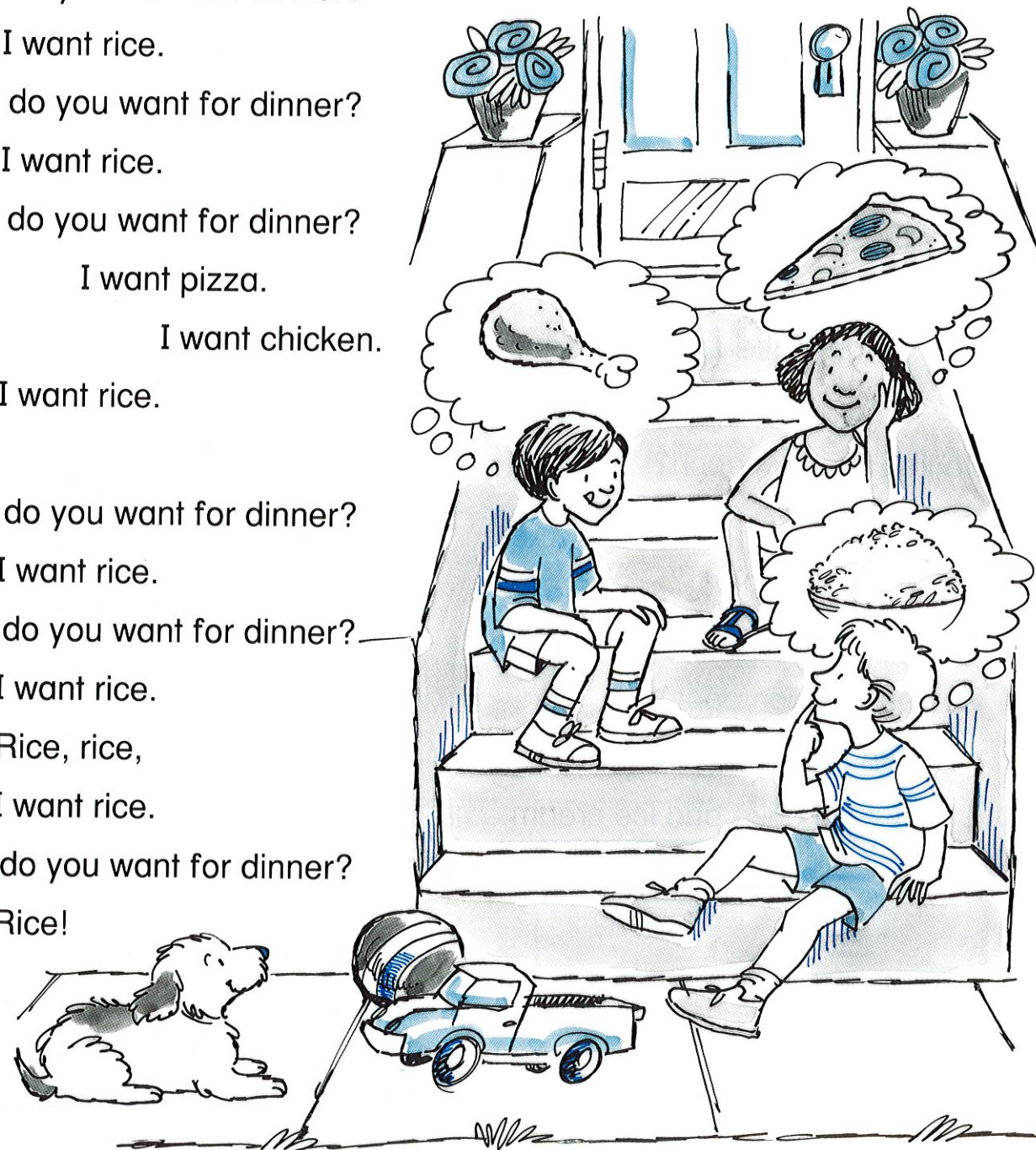
I want rice.

Rice, rice,

I want rice.

What do you want for dinner?

Rice!



Divide the class into two groups. For the first verse, one group asks the questions, and the other group answers the questions. Groups switch parts for the second verse. Make new verses using other foods in place of rice.



### Do You Want Chicken?

Do you want chicken?

No, I don't.

Do you want fish?

No, I don't.

Do you want rice?

No, I don't.

I want cake and ice cream.



Do you want a peach?

No, I don't.

Do you want a plum?

No, I don't.

Do you want an apple?

No, I don't.

I want cake and ice cream.

Make new verses using other foods.



### Buy an Apple

Buy an apple.

Wash it carefully.

Wash it, wash it,

Wash it carefully.



Buy an apple.

Wash it carefully.

Wash the pretty apple.

Cut the apple.

Cut it carefully.

Cut it, cut it,

Very carefully.

Cut the apple very carefully.

Cut the pretty apple.

Wash the apple,

Wash it carefully.

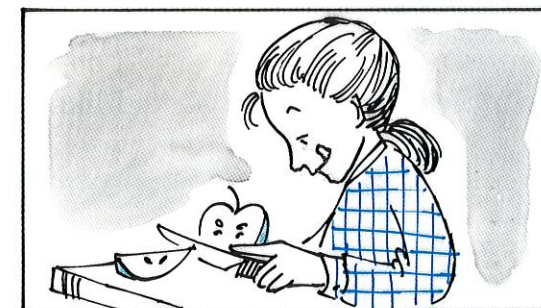
Cut the apple,

Cut it carefully.

Eat the apple.

Eat it, eat it.

Eat the pretty apple!



Have students act out the commands.



### I Like Rabbits

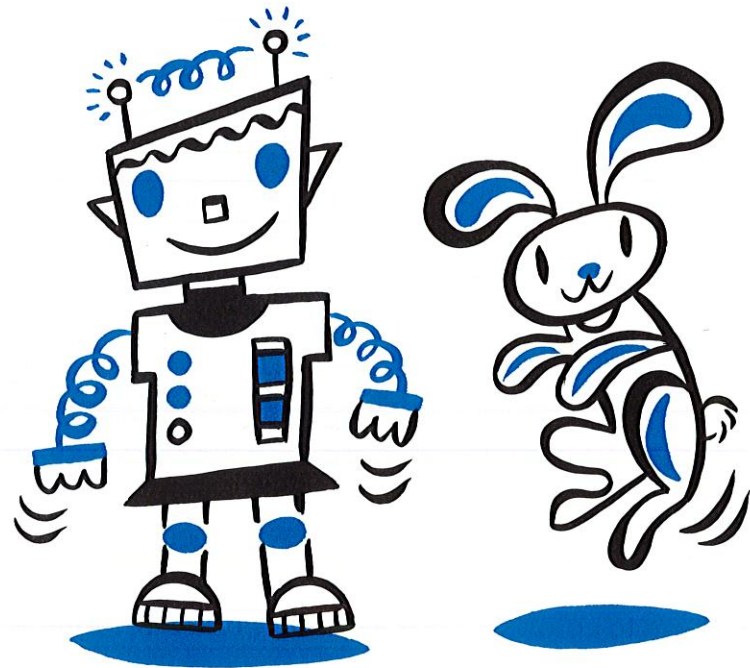
C  
I like rab - bits. I like ro - bots.

G7 C  
I like rab - bits. I like ro - bots. Rab - bits, ro - bots,

F C G7 C  
I like ro - bots. I like ro - bots, too. Rab - bits hop,

G7  
I like rab - bits. Ro - bots walk, I like ro - bots.

C F C G7 C  
Rab - bits, ro - bots, I like ro - bots. I like ro - bots, too.



### Do You Like Cats?

Do you like cats?

Yes, I do.

Do you like dogs?

Yes, I do.

Do you like spiders?

No, I don't.

I don't like spiders!

Do you like birds?

Yes, I do.

Do you like rabbits?

Yes, I do.

Do you like frogs?

No, I don't.

I don't like frogs!



Make new verses using other animals.



## Can a Dog Swim?

Can a dog swim?

Yes, it can.

Can a frog swim?

Yes, it can.

Can a fish swim?

Yes, it can.

Can a bird swim?

No, it can't.

Can a dog fly?

No, it can't.

Can a cat fly?

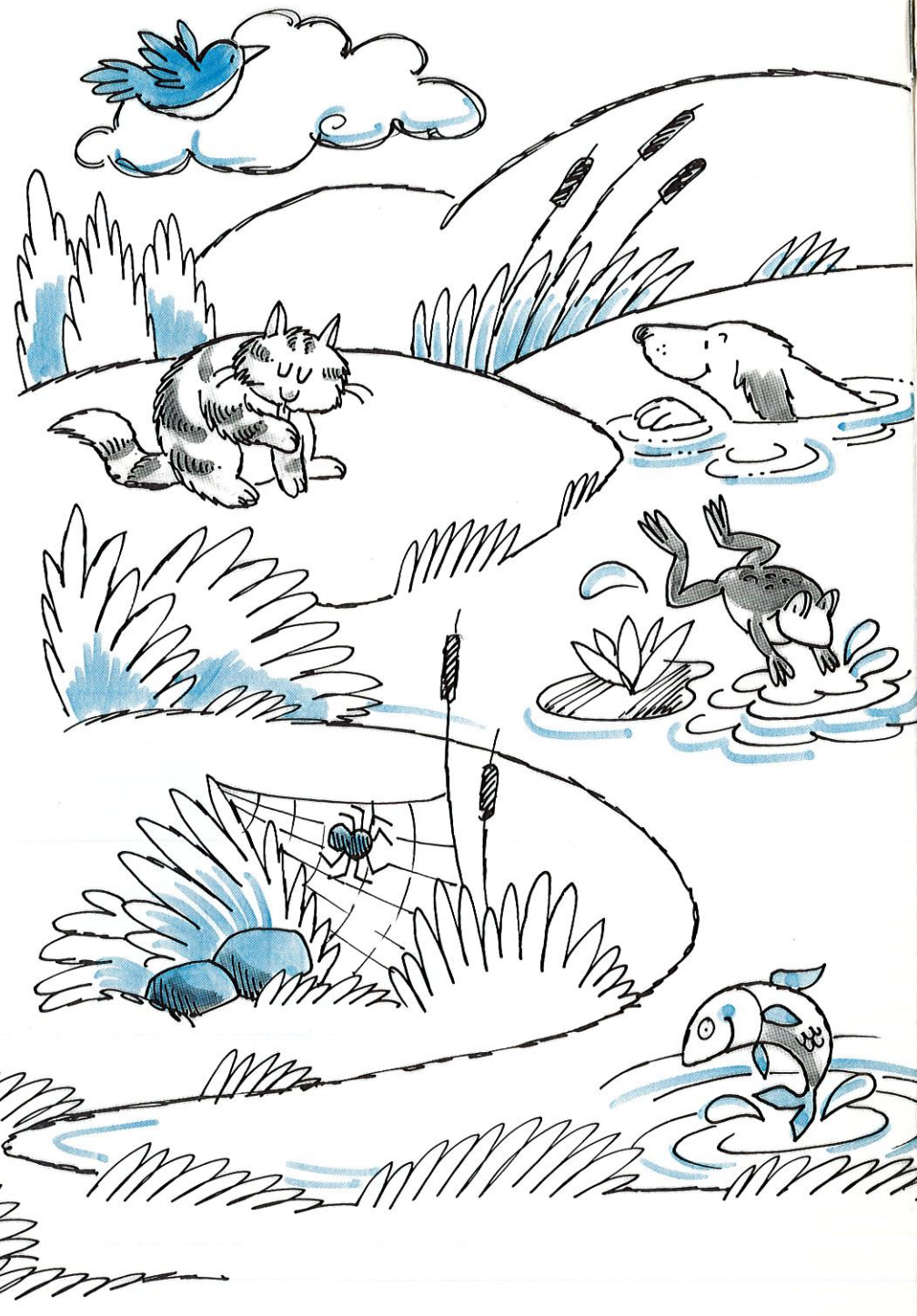
No, it can't.

Can a spider fly?

No, it can't.

Can a bird fly?

Yes, it can.



Make new verses using other verbs and animals.