

Let's Start
the MUSIC

ALA Editions purchases fund advocacy, awareness, and accreditation programs for library professionals worldwide.

Let's Start the **MUSIC**

Programming
for Primary Grades

AMY
BROWN



An imprint of the American Library Association
Chicago | 2014

Amy Brown, who has worked in libraries for fourteen years, is currently a library manager for Worthington Libraries in Worthington, Ohio. She has presented at state and national conferences, taught workshops for libraries, and written articles on using music and the theory of multiple intelligences in children's programming. Amy has an MLIS degree from Wayne State University in Detroit, Michigan. This is her first book.

© 2014 by the American Library Association.

Excerpt from *Bedtime at the Swamp*, by Kristyn Crow, used by permission of HarperCollins Publishers.

Printed in the United States of America

18 17 16 15 14 5 4 3 2 1

Extensive effort has gone into ensuring the reliability of the information in this book; however, the publisher makes no warranty, express or implied, with respect to the material contained herein.

ISBNs: 978-0-8389-1166-2 (paper); 978-0-8389-9692-8 (PDF). For more information on digital formats, visit the ALA Store at alastore.ala.org and select eEditions.

Library of Congress Cataloging-in-Publication Data

Brown, Amy, 1976-

Let's start the music : programming for primary grades / Amy Brown.

pages cm

Includes bibliographical references and index.

ISBN 978-0-8389-1166-2

1. Children's libraries—Activity programs—United States. 2. School libraries—Activity programs—United States. 3. Music—Instruction and study—United States. I. Title.

Z718.3.B76 2014

027.62'5—dc23

2013010871

Cover design by Casey Bayer. Image © Shutterstock, Inc.

Text design by Kirstin Krutsch in Snidley and Gentium Book Basic.

© This paper meets the requirements of ANSI/NISO Z39.48-1992 (Permanence of Paper).

To my mom, Cindy, who started me on
this magical musical journey

CONTENTS

ACKNOWLEDGMENTS ix

INTRODUCTION xi

CHAPTER 1 ▶ 1

The Importance of Music

CHAPTER 2 ▶ 7

Incorporating Songs and Instruments
into Library Programming

CHAPTER 3 ▶ 25

Instrument Jam Band

CHAPTER 4 ▶ 31

Feel the Rhythm

CHAPTER 5 ▶ 39

Sing-Along Stories and Songs

CHAPTER 6 ▶ 49

Moving and Grooving

CHAPTER 7 ▶ 57

A Sound Hullabaloo

CHAPTER 8 ▶ 67

Musical Potpourri

CHAPTER 9 ▶ 81

Animal Antics

CHAPTER 10 ▶ 93

Camp Do Re Mi

CHAPTER 11 ▶ 99

Dragons, Monsters, and Ghosts, Oh My!

CHAPTER 12 ▶ 107

Once Upon a Time

CHAPTER 13 ▶ 115

Earth Celebration

CHAPTER 14 ▶ 123

Game Time

CHAPTER 15 ▶ 131


Tasty Tunes and Tales

APPENDIX 1 143

APPENDIX 2 145

INDEX 153

ACKNOWLEDGMENTS

 would like to thank my family for their love and support and for helping me check out all those books and CDs from the library. Thank you, Mom, for sharing your many musical tips and classroom experiences with me. Megan, thank you for editing the manuscript (several times!) and for encouraging me through this whole process. Molly, thank you for introducing me to the theory of multiple intelligences and the wonders of programming with kazoos. Stephanie Zvirin, ALA acquisitions editor, thank you for giving me this amazing opportunity and for all of your help along the way.

INTRODUCTION



ne summer I shared with a group of first through third graders one of my all-time favorite stories, *Abiyoyo*, by Pete Seeger (Simon and Schuster Books for Young Readers, 2001). *Abiyoyo* is about a boy and his father who each has a talent that annoys the neighboring town. The boy plays his ukulele, and the father plays magical jokes on unsuspecting neighbors. When the townsfolk have had enough, they send the two away, only to realize later that they need their special talents when a huge, slobbery giant comes to town. This story has it all: magic, a giant, a child with a great big idea that saves the day, and a catchy song that kids can sing with enthusiasm.

Before reading the book, I taught children the song. Then, as I read the story, they had an opportunity to join in and sing it over and over. After the library program finished, a boy ran out to his mother and excitedly told her about the tale and singing the song. The mother told me how happy she was because she remembered both from her childhood and was thrilled to be able to check out the book and share that memory with her son.

Musical moments like this are special. Think back on some of your favorite musical memories. What song did you listen to over and over? What musical memory or experience is vivid for you? When I was growing up, my mom and siblings and I would dance in the kitchen to Carole King while making dinner. I remember my first job, hoeing a massive field of beans (I grew up on a farm), and then using my paycheck to buy a radio. That began my love affair with the radio station CK 105.5. I remember my last piano recital and the hardest piece I've ever played, Rachmaninoff's Prelude in C Sharp Minor. The boys I took piano lessons with often got the fast, loud, and fun recital pieces, but not that time.

Musical experiences can be memory making and magical, and that's why I love sharing music with children. It's thrilling to see kids excitedly sharing songs they've learned in a program or to hear a boy say that he can't wait for

the next library event because he's going to make a shoe-box guitar. I love it when I listen to a new children's song and know just the group to share it with. I enjoy watching kids play with instruments they've never seen and try to figure out how they work. Music has power. It's social, it's creative, it's play, it's improvising, and it's learning. It's not just singing in tune, taking piano lessons, or having innate talent. Music is for everybody, and it connects with each of us in unique ways. Sometimes, as adults, we forget the joy of music, the thrill of creating, and the enjoyment of sharing that experience with others. It becomes easy to say, "I can't sing," or "I'm too old to learn how to play an instrument."

My hope is that this book will provide entertaining, easy-to-implement ideas, and helpful resources for using music with children in primary grades. You don't have to know how to play an instrument or need to be able to sing in tune. Trust me, I do not have a perfectly in-tune voice. I often joke that I can tell when I'm not singing in tune, but that doesn't mean I can fix the situation! I also don't play a guitar or the piano in my programs, although many people do. That's OK. Children don't care about whether you have a good voice. They don't care if you mess up on a rhythm or do the wrong steps in a line dance. Those mistakes make it easier for them to experiment, to try new things, and to not worry about having to be perfect. They just want to play and have fun. That's all they want from you, too.

I believe in the following musical premises and have written this book based on them:

- We all have musical talent.
- There are many ways to be musical.
- We can grow in our musical ability.
- Music has powerful benefits in our lives.
- Music is meant to be shared.
- The library is a great place to experience and experiment with music.

In this book you will find information about the importance of using music with children; ways to introduce children to songs and instruments; thirteen ready-made thematic program plans; an appendix of action songs and an appendix with a cross-reference of additional themed resources.

The thematic programs are designed to be used with children in kindergarten through third grade. Each theme starts with an outline ("playlist")

for an hour-long program that is composed of books, songs, an activity, and an opportunity for making and using musical instruments like kazoos, guitars, drums, and shakers. My philosophy is to always overplan for a program. I never know how many kids I'm going to have, what the majority age is going to be, or how they will respond to the material that I've prepared. Sometimes a book or song will take much longer to share because the crowd is interacting with the material and really responding to it. Sometimes four books will be too much for an active group, and most of the program ends up being songs and activities. Other times the group wants more stories. I have a plan and flow for the program, but in the moment, I tailor it to each group. You may find that a playlist has too many songs or that you don't have time to do the activity and the musical instrument. Please adjust the material to your group and programming style.

I start my programs by introducing the theme. To do this, I share some information about the topic and ask the group questions. For example, in the theme that looks at sound, I have children close their eyes and listen to a sound. Then I ask them to guess what makes that sound. Sometimes I share facts, riddles, or realia relating to the theme. After introducing the theme, I start with a song and alternate between reading stories and sharing songs for thirty to forty minutes.

I like to have an activity or game in each program. Sometimes I'll do the activity at the beginning, giving the group something to work on while we wait for latecomers to arrive. Other times I use it to transition to the instrument craft. I finish the program with children working together to design their own instrument. During this time, I play music in the background. For kids who finish early, I have books for them to look at and a collection of musical instruments they can explore.

Everyone has unique programming styles and what works for one person may not work for another. For that reason, I've included "bonus books" and "bonus tracks" for each theme. These are additional mix-and-match options so that you can pick and choose material that is most comfortable for you. There is enough material for additional programs on the same theme or variants of the theme.

My hope is that this book will help you discover new tales, entertaining songs, and interactive activities that will assist you in creating musical memories with children.

Let the music making begin!

CHAPTER 1

THE IMPORTANCE OF MUSIC



Ten years ago a librarian friend of mine introduced me to Howard Gardner's theory of multiple intelligences (MI theory), and I began rethinking how I use music in library programming. I embarked on a reading journey that changed how I looked at the process of learning; what it means to be smart; and how to make library programming appealing to a variety of children, not just those who naturally gravitate toward books and reading.

MULTIPLE INTELLIGENCES: WHAT ARE THEY?

Howard Gardner developed the theory of multiple intelligences in the early 1980s. The theory is based on the belief that intelligence is more intricate and varied than people sometimes realize. A score on an IQ test doesn't tell the whole story about people and their intelligence. Gardner writes, "I believe that human cognitive competence is better described in terms of a set of abilities, talents, or mental skills, which I call *intelligences*."¹ There are eight intelligences: linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, interpersonal, intrapersonal, and naturalist.

The theory of multiple intelligences has the following premises:

- ▶ Everyone has eight intelligences, but not everyone has the same skill level for each intelligence. For example, an artist may be very strong in the bodily-kinesthetic and spatial intelligences but not as strong in the logical-mathematical intelligence.

- ▶ Each intelligence is multifaceted. There’s more than one way to demonstrate an aptitude for an intelligence. For example, with musical intelligence one person may be a proficient pianist while another writes emotional lyrics and yet another selects the perfect song to be played during a pivotal movie scene.
- ▶ The intelligences aren’t static (this is one of my favorite premises). We can improve upon them. Although I grew up on a farm, I am not strong in the naturalist intelligence. That doesn’t mean that I’m hopeless or that I can’t grow in that intelligence with time and work.
- ▶ Intelligences are not exclusive of each other. They mix together in amazing and intricate ways. Imagine yourself as a surgeon. You may use music to help you focus on the task or to keep you relaxed through the hours of grueling surgery. You use your interpersonal skills to communicate with the people on your surgical team. You use your spatial skills to visualize what needs to happen during the surgery, and you use the bodily-kinesthetic intelligence to execute the intricate movements required for a successful surgery.²

THE EIGHT INTELLIGENCES

This section includes a brief synopsis of each of the intelligences. I have included MI theory resources at the end of the section for further study.

Linguistic intelligence: Linguistic people have an affinity for language and working with language. They can do this through the written word, through storytelling, or through giving speeches. A child who is strong in this intelligence might enjoy a book like *Rip the Page! Adventures in Creative Writing*, by Karen Benke (Trumpeter, 2010). Or he or she might want to try some of the suggested activities, like keeping a favorite word list or creating spoonerisms.

Logical-mathematical: Logical-mathematical people may be strong in logic, math, and science. They may enjoy puzzles, word problems, and science experiments. Kids who are strong in this intelligence often like nonfiction books that explain how and why. They might like a book like *Cool Special Effects: How to Stage Your Very Own Show*, by Karen Latchana Kenney (ABDO Publishing, 2010), which might appeal to them because it explains the science behind light and sound effects.

Musical: Musical people may play instruments, hear rhythms, notice what is out of tune, write their own music, or critique the music of others. They may like to sing, compose pieces, craft playlists for special events, or participate in a band. They might read a book like *Learn to Speak Music: A Guide to Creating, Performing, and Promoting Your Songs*, by John Crossingham and illustrated by Jeff Kulak (Owlkids Books, 2009). Then they might use what they learn to help them decide what instrument to play and how to write a song.

Spatial: Spatial people use their visual abilities to help them learn and process information. They may express themselves in images. Sketching, photography, and design are activities they may gravitate toward. They might like to do crayon scratchboard creations or eraser art from the book *Art Lab for Kids: 52 Creative Adventures in Drawing, Painting, Printmaking, Paper, and Mixed Media*, by Susan Schwake (Quarry Books, 2012).

Bodily-kinesthetic: Bodily-kinesthetic people use their body to learn, to create, and to communicate. They may have coordination and precision of movement. They might enjoy sports, dance, physical comedy, and building or making things. They might learn choreography and various dance styles from books like *Learn to Speak Dance: A Guide to Creating, Performing, and Promoting Your Moves*, by Ann-Marie Williams and illustrated by Jeff Kulak (Owlkids Books, 2011).

Interpersonal: Interpersonal people know how to read a crowd and communicate to a group. They may enjoy working in teams, leading a group or activity, or teaching others how to do something. They might want to plan a block party to help neighbors get to know one another or create a cleanup day for the neighborhood. They might learn how to do these things by reading a book like *Ways to Help in Your Community*, by Claire O'Neal (Mitchell Lane Publishers, 2011).

Intrapersonal: Intrapersonal people seek to understand themselves better. They are honest about their strengths and weaknesses and may like to take personality quizzes or spend time in self-reflection. They may enjoy reading a book like *You're Smarter Than You Think: A Kid's Guide to Multiple Intelligences*, by Thomas Armstrong (Free Spirit Publishing, 2003). The book has quizzes they can take to see what intelligences they are strong in. It also has suggestions for activities they can do to improve their intelligence in different areas.

Naturalist: Naturalist people pay close attention to their environment. They may like to explore nature or classify things in their neighborhood, like the different architectural elements that can be found on a city street. A child who is strong in the naturalist intelligence might enjoy growing carrots or sweet

potatoes in the kitchen or planting a pizza garden. These activities and more can be found in the book *The Budding Gardener*, edited by Mary B. Rein and illustrated by Jane Dippold (Gryphon House, 2011).³

The following books have additional information about MI theory:

Armstrong, Thomas. *Multiple Intelligences in the Classroom*. 3rd ed. Alexandria, VA: ASCD, 2009.

Gardner, Howard. *Frames of Mind: The Theory of Multiple Intelligences*. 3rd ed. New York: Basic Books, 2011.

———. *Multiple Intelligences: New Horizons*. New York: Basic Books, 2006.

LIBRARY PROGRAMMING WITH MI THEORY

When I started programming using MI theory, I began to look at music differently. Music became more than playing a song on a CD that fit with the theme of the day. I explored new ways for children to interact with music and ways to use music to interact with the other intelligences.

For each of the programs in this book, I include a variety of ways to connect with music, and I incorporate at least several of the intelligences. Some of the techniques that I use are the following:

- ▶ Asking questions to help children relate the theme to themselves and to others (intrapersonal and interpersonal)
- ▶ Including movement activities like playing instruments, engaging in games, or participating in action songs (bodily-kinesthetic)
- ▶ Highlighting nonfiction books that have facts, puzzles, jokes, or science experiments that connect to the theme (logical-mathematical)
- ▶ Bringing in musical instruments for children to look at and play (spatial and bodily-kinesthetic)
- ▶ Using natural or recycled elements for instruments and sharing books that feature nature (naturalist)

Music and Early Literacy

Not only is music an important part of MI theory; it is also a vital part of early literacy. In the summer of 2011, the Public Library Association and Associa-

tion for Library Service to Children rolled out the second edition of the toolkit Every Child Ready to Read® @ your library®, an update to the early literacy initiative Every Child Ready to Read. The new framework has five practices that parents and caregivers can do with their children to help them develop early literacy skills. One of those practices is singing, and music helps children develop early literacy skills in a couple of ways.

Let's look at the song "Old MacDonald Had a Farm." When we sing the song, we sing the words slower than we would say them, allowing children to hear the individual words. Also, in many songs the syllables of words are associated with different musical notes. This is an auditory clue that helps children realize that words are made up of different sounds. Both of these musical traits assist with phonological awareness.

Just like picture books, songs use words and describe objects that children might not be familiar with. If you sing "Old MacDonald" and include a variety of different animals, like goats, llamas, chickens, and rabbits, children who don't live on a farm and aren't familiar with farmers can learn about them. This increases their vocabulary.

Singing songs like "Old MacDonald Had a Farm" are enjoyable for young children because they can make the animal sounds and help develop additional verses. They participate in the creation of music while at the same time having fun with language. This assists with print motivation. For more information about the five practices, check out Every Child Ready to Read®, Second Edition Kit (ALSC and PLA, 2011).

Additional Benefits of Music

Music is social and can be used to create community. We play music during many types of family and community events, such as birthdays, weddings, and graduations. Playing musical instruments in a band or a class requires that musicians work together to create music. Bobby McFerrin once said, "The most wonderful thing about music is that it's not really meant to be kept close to the breast, as they say. You know it's not for yourself alone. I think music is something to be shared with people."⁴ In the library or classroom setting, learning songs together, playing musical games, and creating music are all social activities.

Music can also be used to elicit emotion. When we want to feel a certain way, we might pick music that will help us experience that emotion. People exercise to upbeat, energetic music. Moviemakers create soundtracks to emphasize the

emotion in pivotal scenes. Music played during children’s library programming can also set the tone. A quiet interlude may calm a crowd. An energetic, silly song may cause laughter.

Music inspires movement. It’s very hard to listen to music and not move. Nodding the head, swaying from side to side, snapping fingers, clapping hands, and tapping toes are all natural responses to music. Including action songs in programs can help refocus a restless audience or add an enjoyable interactive element.

Music helps with memory. Some teachers use rap music to help their students remember math and science concepts. A song about space might help kids learn and remember the names of the planets months later. A song about the Dewey decimal system can help children remember where to find science books or fairy tales. Throughout history music has been used to tell stories. People have passed down traditional songs from generation to generation to share important information.

Music also inspires creativity, improvisation, and play, and we can find examples of this innovation throughout the ages. Instruments and musical genres change over time as people and cultures interact with them. The amazing thing about music is that we all have the opportunity to be a part of the music conversation and create our own musical story.

NOTES

1. Howard Gardner, *Multiple Intelligences: New Horizons* (New York: Basic Books, 2006), 6.
2. Thomas Armstrong, *Multiple Intelligences in the Classroom*, 3rd edition (Alexandria, VA: ASCD, 2009), 15–16.
3. Thomas Armstrong, *You’re Smarter Than You Think: A Kid’s Guide to Multiple Intelligences* (Minneapolis: Free Spirit, 2003), 3–4.
4. Elena Mannes, *The Power of Music: Pioneering Discoveries in the New Science of Song* (New York: Walker & Company, 2011), 212.

INDEX

A

A Soup Opera (Gill), 139
Abiyoyo (Seeger), 147
Abiyoyo Returns (Seeger), 41
Acoustic Rooster and His Barnyard Band
(Alexander), 29
acting out songs, 15
action songs, 143–144
activities
 camping, 96
 Doggie, Doggie, Who Has the Bone?,
 84
 Earth Bingo, 118–119
 guess the instrument, 28
 L-I-M-B-O, 96
 monster puppets, 102
 musical art, 70
 Pass the Ball, 127
 Rhythm Mirrors, 35
 ribbon circles, 52
 The Telephone Game, 42
 water glass scale, 61
Aiken Drum (folk song), 12, 132
Alexander, Claire, 45
Alexander, Kwame, 29
All Access (Crawford), 127–128
All Around the Kitchen (activity), 135
All God's Critter's (Staines), 43
American Folk (CD), 75
Amoroso, Cynthia, 36
Ancona, George, 37
Animal Adventure (animal song), 84, 151
The Animal Faire (CD), 75

animal sounds

 activity, 84
 books, additional, 85–89
 music, additional, 89–91
 musical instruments, 85
 playlist, 81–84
Ant and Grasshopper (Gray), 44
Ants in My Pants (movement song), 55
Ants in Your Pants #99 (movement song),
 50, 149
Apples and Bananas (food song), 139
architecture, 3
Armstrong, Thomas, 3–4
Around the World with the Percussion Family
(Shaskan), 35
Art Lab for Kids (Schwake), 3
Ashburn, Boni, 103–104
auditory clues, 5
Aylesworth, Jim, 12

B

Baby Rattlesnake's First Rattle (Pawnee
 tale), 21
Bacon, Christylez, 37, 77, 133
Bacon Brothers (band), 33, 76, 152
Bad Boys Get Cookie! (Palatini), 152
Bad Boys Get Henpecked! (Palatini), 85
Bagpipes (Gill), 25–26
Bair, Diane, 57, 63
ballet, 49
Ballroom Bonanza (Rycroft and Harris), 53
Bananas (food song), 133, 149

- bands, instrumental jams, 25–30
- Banjo to Beatbox* (CD), 37
- Barenaked Ladies (band), 121
- Base, Graeme, 21, 34
- Baseball (game song), 129
- Baseball Dreams (game song), 129
- Baseball Time (game song), 125–126
- Bats at the Ballgame* (Lies), 128
- Bat's Big Game* (MacDonald), 128
- Bayou Boogie*, 26–27
- Be Part of the Band (jam band song), 30
- Be Quiet, Mike!* (Patricelli), 33
- Beall, Pamela Conn, 84, 101
- Bear to the Left (animal song), 82
- The Bear Went Over the Mountain
(traditional song), 13
- beat, maintaining, 19
- Beaty, Andrea, 103
- Bedtime at the Swamp* (Crow), 20, 100–101,
147
- Bedtime Hullabaloo* (Conway), 62
- Beethoven's Wig 3* (CD), 75
- benefits of music, 5–6
- Benke, Karen, 2
- Berkner, Laurie, 108
- Berry, Lynne, 97
- Best, Cari, 136
- The Best of the Laurie Berkner Band*
(Berkner), 19
- The Big Man Drum (folktale), 21
- The Billy Goat's Gruff (fairy tale song), 109
- Bingo variation (song), 11
- Bixler, Leslie, 40, 55
- Black, Michael Ian, 87
- Blue Moo* (CD), 75–76
- Bluemle, Elizabeth, 54
- bodily-kinesthetic intelligence, 1, 3
- The Body Rocks* (CD), 76
- Bone Soup* (Evans), 103
- Bonwill, Ann, 54
- Boogie Knights* (Wheeler), 50, 150
- Boogie Woogie Bugs* (Downing), 12, 89
- Boom, Boom, Ain't It Great to Be Crazy
(camp song), 97
- Boom Chicka Boom (sing-along song), 16,
40–41
- boomwhackers, 22
- Bootman, Colin, 37
- Boy Dumplings* (Compestine), 103
- Boynton, Sandra, 33, 65, 74–76, 145
- Brady, Wayne, 50, 60, 90, 106
- Bristow, John, 77
- Brontorina* (Howe), 51
- Brown, Cindy, 22, 70
- Brown Bear, Brown Bear, What Do You See?*
(Martin), 20
- Buchanan, Liz, 114
- Buckwheat Zydeco (band), 69
- The Budding Gardener* (Rein), 4
- Buffet Ballet (movement song), 55
- Bugtown Boogie* (Hanson), 52
- Bunny Hop (animal song), 90
- Bunting, Eve, 111
- Burkert, Rand, 21
- Buster Goes to Cowboy Camp* (Fleming), 96
- Buzz Buzz* (CD), 76, 139–140
- ## C
- Calmenson, Stephanie, 73
- Camp Lisa* (CD), 97
- camping
- activity, 96
 - books, additional, 96–97
 - music, additional, 97–98
 - musical instruments, 96
 - playlist, 93–95
- Campo (rhythm song), 37
- Canyon, Christopher, 74
- The Carnival of the Animals* (Saint-Saëns),
70, 86, 148
- Caspar Babypants (band), 65, 90
- castanets, 52–53
- Catfish Kate and the Sweet Swamp Band*
(Weeks), 25–26
- Cathy and Marcy (band), 37, 77, 133
- The Cazuela That the Farm Maiden Stirred*
(Vamos), 136

- Celenza, Anna Harwell, 73
cELLAbration! (CD), 46
 Chapin, Tom, 58, 121
 Chapman, Susan Margaret, 64
 characters, representing, 20–21
The Cheese (Palatini), 111
 Cherry Pants (movement song), 55
 Chewing Gum (sing-along song), 41, 149
Chicken Dance (Sauer), 86
 Chicken Joe (genre song), 76
Chirchir Is Singing (Cunnane), 44
 choreography, 3
 Claflin, Willy, 113
Clink (DiPucchio), 29, 147
 cognitive competence, 1
 Comden, Betty, 89
 community, music and, 5
 Compestine, Ying Chang, 103, 138
The Composer Is Dead (Snicket), 72
 composing music, 3
Compost Stew (Siddals), 117
 conductor, rules and, 18
Conejito (MacDonald), 53
 Conway, David, 62
 The Cookie Jar Chant (food song), 134–135
Cooking with Henry and Elliebelly
 (Parkhurst), 136
Cool Country Music (Lindeen), 72
Cool Daddy Rat (Crow), 69, 146
Cool Special Effects (Kenney), 2
 Coombs, Kate, 86
 Costello, David Hyde, 29
 Country Medley (genre song), 69
A Couple of Boys Have the Best Week Ever
 (Frazee), 97
 Covert, Ralph, 83, 121
Crash Bang Donkey! (Newton), 62, 146
 Crawford, Aimee, 127–128
A Crazy Day at the Critter Café (Odanaka), 83
 creatures
 . See monsters
 Crimi, Carolyn, 68
The Croaky Pokey! (Long), 86
 Crossingham, John, 3
 Crow, Kristyn, 20, 68, 100, 113
 Crummel, Susan Stevens, 112
 Cunnane, Kelly, 44
 cymbals, paper-plate, 127
 Czekaj, Jef, 110
- ## D
- Daddy a Go Go (band), 76, 98, 122, 140
 Dan Zanes and Friends (band), 68
 The Dance Along Gong Song (movement
 song), 55
 dancing, 3, 49
 Davis, David, 132
 A Day at Camp Decibel (camp song), 97, 147
 de Las Casas, Dianne, 133
 Dickinson, Rebecca, 100
Dino-Basketball (Wheeler), 124
 Dippold, Jane, 4
 DiPucchio, Kelly, 29, 104–105
The Django (Pinfold), 72–73, 145
 Do the Elephant (animal song), 149
 Do the Walk (movement song), 55
 Do You Hear the Birds Singing? (earth
 song), 121
Dog Train (Boynton), 33
Dogs Don't Do Ballet (Kemp), 53
 dollar stores, 17
Don't Wake Mr. Bear! (Newton), 86
The Donut Chef (Staake), 136
 Downing, Johnette, 12, 84
Dragon Pizzeria (Morgan), 110, 150
 dragons
 . See monsters
Dragons and Monsters (Reinhart and
 Sabuda), 103
 Dreamtree Shakers (band), 140
Drum City (Guidone), 36
 Drumming the House (rhythm song), 38
Drums (Amoroso and Noyed), 36
 drums, making, 35
Drums and Percussion Instrument (Ganeri), 36
 Dry Bones (monster song), 101
Duck Tents (Berry), 97

Duke Ellington's Nutcracker Suite (Celenza), 73
 Dylan, Bob, 87

E

early literacy, 4–5
 Earth Bingo (activity), 118–119
 earth celebrations
 activity, 118–119
 books, additional, 119–120
 music, additional, 121–122
 musical instrument, 119
 playlist, 115–118
 Earth Worm Disco (earth song), 117, 148
Easy as Pie (Best), 136–137
 Eat Every Bean and Pea on Your Plate
 (food song), 140
 echoing, 15
 egg shakers, 17
 Ehrhardt, Karen, 75
Ella Bella Ballerina and Swan Lake
 (Mayhew), 73
 Ellery, Amanda, 128
 Emberley, Adrian, 105
 Emberley, Ed, 105
 Emberley, Rebecca, 101, 105
 Emmett, Jonathan, 69
 emotions, music and, 5–6
 Enderle, Dotti, 112
 England, Frances, 121
 Eric Herman and the Invisible Band, 106
 Ernst, Lisa Campbell, 60
 Evans, Cambria, 103
 Evans, Nate, 97
 Every Child Ready to Read® (tool), 5
Every Cowgirl Needs Dancing Boots (Janni), 53
Everyone Loves to Dance! (Smith), 27, 55
 exploration, 3

F

Fair Trade stores, 17
 fairy tales and nursery rhymes
 activity, 110–111

books, additional, 111–113
 music, additional, 114
 musical instruments, 111
 playlist, 107–110
Fandango Stew (Davis), 132–133, 146
 Fari Mbam (folktale), 21
Farmer Joe and the Music Show (Mitton), 29
 Fast and Slow (fairy tale song), 109–110
 Feldman, Jean, 121
 fill in the blank, 15
 Fine, Edith Hope, 117
 Fink, Cathy, 42
The First Music (Pritchett), 20–21
 Fleming, Denise, 96
Floating on Mama's Song (Lacámara), 44
Folk Dance Fun (Stewart), 49
 folk dances, 49
 food
 activity, 135
 books, additional, 136–139
 instrument, 135
 music, additional, 139–141
 playlist, 131–135
Frames of Mind (Gardner), 4
 Frazee, Marla, 97
 Free Little Bird (animal song), 90, 151
 Freezedance (movement song), 55
 Freund, Tom, 55
 Fried Ham (food song), 16, 134
Fritz Danced the Fandango (Potter), 51, 146
 Future Man, Future Lady (earth song), 121

G

Gabby & Grandma Go Green (Wellington), 119
 games
 activity, 127
 books, additional, 127–129
 incorporating, 4
 music, additional, 129
 musical instrument, 127
 playlist, 123–127
 Ganeri, Anita, 36, 64
 gardening, 3

Gardner, Howard, 1, 4
 genres, 67–79
 genres of music
 activity, 70
 books, additional, 72–75
 instrument, 70–72
 music, additional, 75–79
 playlist, 67–69
 ghosts
 . See monsters
The Gigantic Sweet Potato (de Las Casas), 133, 150
Giggling and Laughing (CD), 140
 Gill, Jim
 camping songs, 98
 foods, 133, 139, 141
 games, 124
 jam band, 25, 30
 movement music, 55
 rhythm music, 38
 science of sound, 64
The Gingerbread Girl Goes Animal Crackers (Ernst), 60, 152
The Gingerbread Man Loose in the School (Murray), 137
Going, Going, Gone! (Katz), 124
Going on a Picnic (CD), 140
 Gold, Andrew, 100
Goldie and the Three Hares (Palatini), 109
 The Gong Song (rhythm song), 38
 Good Dog Time (animal song), 90
 Good Garbage (earth song), 121
 Good-bye Instruments (variation song), 23
 Gorilla Song (food song), 152
Grandkid Rock (CD), 76
 Gray, Luli, 44
Greasy Kid Stuff 3 (CD), 76
The Great Monster Hunt (Landa), 60, 149
 The Great Outdoors (earth song), 121
 Green, Adolph, 89
 Green, Dan, 63
 The Green Grass Grows All Around (earth song), 121

Greg and Steve (band), 114, 127, 140
 groups
 communicating to, 3
 refocusing, 22
 Guess the Instrument (activity), 26
 Guidone, Thea, 36
 guitars, 61
Gunner, Football Hero (Ransome), 128

H

Hale, Bruce, 105
 Halpin, Angela Demos, 117
 handbells, 22
Hans My Hedgehog (Coombs), 86–87, 150
 Hanson, Warren, 52
 Harris, Stephen, 53
The Haunted Hamburger (LaRochelle), 137, 149
 Head, Shoulders, Knees, and Toes (song variations), 12, 143, 151
 Hello Muddah, Hello Faddah (camp song), 98
 Helsby, Genevieve, 28, 75
 Herman, Eric, 50
 Hey, Dr. Knickerbocker (action song), 143
Hey Diddle Diddle (Bunting), 111–112
 Hickory Dickory Dock (fairy tale song), 114
 The High-Low (movement song), 50, 146
Hip & Hop, Don't Stop! (Czekaj), 110, 148
Hip Hop Dog (Raschka), 73
 hip-hop dancing, 49
 Hip-Hop Humpty Dumpty (genre song), 77, 150
 Hoberman, Mary Ann, 34
 Hodgkinson, Jo, 45
 Hokey Pokey (action song), 143, 151
Holler Loudly (Smith), 59
 Hollow Trees (band), 90
 Hot Peas n' Butter (band), 37, 83
How Do You Wokka-Wokka? (Bluemle), 54, 151
How to Make a Cherry Pie and See the USA (Priceman), 137
 How to Move a Monster (monster song), 106

Howe, James, 51
 Huling, Jan, 58
 Humungous Tree (earth song), 121
Hush, Baby Ghostling (Beaty), 103
Hush, Little Dragon (Ashburn), 103

I

I Can Dance (movement song), 56
 I Changed My Mind (movement song), 52
I Got Two Dogs (Lithgow), 82
I Heart Earth (Miller), 90
 I Know a Chicken (Berkner), 19, 149
 I Like Jazz (genre song), 77, 146
 I Love Camping (camp song), 98
 I Love the Mountains (camp song), 151
 I Really Love to Dance (movement song), 56
I Want My Light On! (Ross), 104
 I Was Born a Horn (Gill), 25–26
 I Was Born to Blow This Horn (Wooley), 26–27
If I Were a Jungle Animal (Ellery), 128–129
If You Give a Dog a Donut (Numeroff), 137–138
If You're a Monster and You Know It (Emberley), 101
If You're Hoppy (Sayre), 87
 Italian tarantella, 49
 I'll Spell It out for You (movement song), 55
 information processing, 3
 insects, songs about, 12
 Instrument of the Day (Smith), 25, 27
 instruments
 castanets, 52–53
 choosing, 17
 drums, 35
 guitar, 61
 jam bands, 25–30
 jingle-bell wristlets, 85
 kazoo, 96
 kitchen percussion, 135
 making, 17–18
 maracas, 119

monster shakers, 102
 paper-plate cymbals, 127
 programming and, 7–23
 rain sticks, 28
 rules for, 18–19
 spoons, 70–72
 tambourines, 43
 using, 19–20

inter/intrapersonal intelligence, 1, 3
Investigating Sound (Walker), 61–62
 IQ tests, 1
 The Irrational Anthem (game song), 124
 It's Time to Get Up (genre song), 77

J

Jackhammer Sam (Mandel), 62
Jake the Philharmonic Dog (LeFrak), 73, 145
 jam bands, 25–30
 Janni, Rebecca, 53
Jazz Playground (CD), 77
Jazzmatazz! (Calmenson), 73
The Jellybeans and the Big Camp Kickoff (Numeroff and Evans), 97
 Jenkins, Ella, 16, 19, 23, 30, 34, 79
 Jim Along Josie (rhythm song), 33
 Jim Gill
 Jim Gill Makes It Noisy in Boise, Idaho (CD), 55, 64
 Jim Gill Presents, 25–26
 Jim Gill Sings Moving Rhymes for Modern Times, 55
 Jim Gill Sings The Sneezing Song, 55
 Jim Gill's Groove, 55
 Jim Gill's Irrational Anthem, 30, 55
 Jimmies (band), 65, 78
 jingle-bell wristlets, 17, 85
Jo MacDonald Saw a Pond (Quattlebaum), 87, 151
 Joanie Leeds and the Nightlights (band), 38, 77, 141
 Joe and the Button Factory (action song), 143, 149

John Denver's Grandma's Feather Bed
(Canyon), 74
Johnson, Paul Brett, 134
Joseph Had a Little Overcoat (Taback),
119–120
Jump, Jump (action song), 143
Jungle Drums (Base), 21, 34

K

Karapetkova, Holly, 121
Katz, Alan, 13, 96, 124
kazoos, 17, 22, 96
Kellogg, Steven, 112–113
Kemp, Anna, 53
Kenney, Karen Latchana, 2
Kessler, Colleen, 61, 63
Kid's Country Song and Dance (CD), 77
Kids Meet Composers (CD), 77
Kisor, David, 55, 91
kitchen percussion (instrument), 135
Kline, Shira, 117–118
Knick Knack Paddy Whack (CD), 37, 145
Krause, Ute, 138
Kroll, Steven, 118
Kulak, Jeff, 3

L

Lacámara, Laura, 44
LaChanze, 44
Ladybug Music (band), 20, 33, 83, 106,
114, 139–140
Ladybug Music: Green Collection (CD), 77–78
Ladybug Music: Yellow Collection (CD), 20, 78
Lakeshore Learning (website), 17
Landa, Norbert, 60
LaRochelle, David, 137
Laurie Berkner Band, 19, 30, 56, 76, 109–
110, 114, 141
Learn to Speak Dance (Williams), 3
Learn to Speak Music (Crossingham), 3
Learning Station (band), 51, 59–60, 65,
69, 77

LeFrak, Karen, 73, 145
Let's Dance (movement song), 56
Let's Dance Now (movement song), 55
Let's Go! Travel, Camp and Car Songs (CD),
16, 78, 98
Let's Samba (movement song), 56
Let's Shake (genre song), 68, 144
The Library Gingerbread Man (Enderle),
112, 152
library programming, instruments and,
7–23
Lies, Brian, 128
Like Never Before (genre song), 78, 147
L-I-M-B-O (activity), 96
Lindeen, Mary, 72
line dancing, 49
linguistic intelligence, 1–2
Lisa Loeb's Silly Sing-Along (Loeb), 16
List of Dances (movement song), 55
Listen to My Trumpet! (Willems), 26–27
listening, songs and, 15
literacy, 4–5
Lithgow, John, 82, 112
Little Diva (LaChanze), 44
Little Lamb Jam (genre song), 78, 150
Little Man (Warwick and Wooley), 36
Little Pig Joins the Band (Costello), 29
The Little Red Hen (fairy tale song), 114
The Little Red Pen (Steven and Crummel), 112
Litwin, Eric, 42
Ljungkvist, Laura, 45
Loeb, Lisa, 16, 41–42, 78, 90, 97, 134
logical-mathematical intelligence, 1–2
Lola's Fandango (Witte), 36
Long, Ethan, 86, 104
Long, Robbie, 90
Loop De Loop (action song), 144
Lots of Little Pigs (fairy tale song), 114
Loud and Quiet (sound song), 65
The Loud Book! (Underwood), 62
Loud/Quiet (sound song), 65
Lucky Diaz and the Family Jam Band,
56, 78
lyrics, 15

M

- Maccarone, Grace, 54
- MacDonald, Margaret Read, 21, 53, 63, 118, 120, 128
- Mahal, Taj, 32
- Make Your Own Someday* (CD), 78
- Making Good Noise (sound song), 58
- Mama Don't Allow No Jugband Music (rhythm song), 38
- Man Gave Names to All the Animals* (Dylan), 87
- Mandel, Peter, 62
- maracas, 119
- Marley, Cedella, 74
- Marley, Ziggy, 121
- Marsupial Sue Presents "The Runaway Pancake"* (Lithgow), 112, 152
- Martin, Amy, 74
- Martin, Bill Jr., 20
- Marxer, Marcy, 42
- Mary Mack (rhythm song), 34
- math concepts, 6
- Maybe the Monster (monster song), 106
- Mayhew, James, 73
- McFerrin, Bobby, 18
- McGhee, Alison, 25–26
- Me and My Animal Friends* (Covert), 83
- Me Mother Caught a Flea (sing-along song), 46, 146
- melodies, 11, 14, 22
- memory, music and, 6
- The Middle Child Blues* (Crow), 68, 146
- Middleton, Charlotte, 120
- Milkshake (band), 129
- Miller, Lucas, 90
- Mind Your Manners, B.B. Wolf* (Sierra), 108–109
- Miss Lina's Ballerinas* (Maccarone), 54
- Miss Mary Mack* (Hoberman), 34
- Mitchell, Elizabeth, 78, 90, 116
- Mitchell, Susan K., 88
- Mitton, Tony, 29
- Molly (genre song), 78
- Monkey with a Tool Belt* (Monroe), 63
- Monroe, Chris, 63
- Monster Boogie (monster song), 101, 147
- Monster in My Closet (monster song), 106
- Monster Mash (monster song), 100
- monsters
- activity, 102
 - books, additional, 103–106
 - instruments, 102
 - music, additional, 106
 - playlist, 99–102
- More Cowbell (rhythm song), 38, 145
- Morgan, Mary, 110
- Mosquitoes Are Ruining My Summer!* (Katz), 96
- Mouse & Lion* (Burkert), 21
- movement
- activities, 52
 - books, additional, 53–55
 - castanets, 52–53
 - including activities, 4
 - inspiring, 6
 - playlist, 49–52
 - teaching and, 15
 - tracks, additional, 55–56
- Mr. Bassman (jam band song), 30
- Mr. T Experience, 148
- Muffin Man (fairy tale song), 114, 152
- Muldaur, Maria, 38
- Multiple Intelligences in the Classroom* (Armstrong), 4
- multiple intelligences theory (MI), 1
- Murray, Laura, 137
- music
- action songs, 143–144
 - animal sounds and, 81–91
 - earth celebrations and, 115–122
 - fairy tales and nursery rhymes, 107–114
 - foods and, 131–141
 - games and, 123–129
 - genres of, 67–79
 - importance of, 1–6
 - instrument jam bands, 25–30
 - library programming and, 7–23
 - movement and, 49–56

- resources, 145–152
- rhythm and, 31–38
- science of sound, 57–65
- sing-alongs, 39–47
- themes and, 99–106
- Music (Green), 63
- Music in Motion (website), 17
- The Music Song (sound song), 61
- musical art (activity), 70
- musical intelligence, 1, 3
- musicians, rules and, 19
- My Aunt Came Back (sound song), 65
- My Bonnie (traditional song), 14
- My Dog Rags (animal song), 83
- My Flea Has Dogs (animal song), 90

N

- naturalist intelligence, 1, 3–4
- Naughty Toes* (Bonwill), 54
- Nevius, Carol, 129
- Newton, Jill, 62, 86
- Nibbles: A Green Tale* (Middleton), 120
- The Nields (band), 78, 114
- Nipp, Susan Hagen, 84, 101
- No More Pie (technique song), 16
- N-O-I-S-E (sound song), 59
- Norman, Kim, 88
- Norworth, Jack, 125
- Not All Princesses Dress in Pink* (Yolen), 129
- Noyed, Robert B., 36
- Numeroff, Laura, 137
- nursery rhymes
 - activity, 110–111
 - books, additional, 111–113
 - music, additional, 114
 - musical instruments, 111
 - playlist, 107–110

O

- Odanaka, Barbara, 83
- Oh Susanna (genre song), 78, 146
- Ol' Bloo's Boogie-Woogie* (Huling), 58

- Ola with Didjuridu Train Ride (sing-along song), 40
- ¡Olé! Flamenco* (Ancona), 37
- On Top of Spaghetti* (Johnson), 134
- One Drowsy Dragon* (Long), 104
- One Love* (Marley), 74
- One Shoe Blues* (Boynton), 74, 145
- O'Neal, Claire, 3
- opening songs, 26
- Oscar and the Very Hungry Dragon* (Krause), 138, 150
- Our Abe Lincoln* (Aylesworth), 12
- Our Instruments (Brown), 22
- Over at the Castle* (Ashburn), 104
- Over the Hollow* (Dickinson), 100

P

- Palatini, Margie, 85, 109, 111
- Pamintuan, Macky, 105
- Parkhurst, Carolyn, 136
- Pass the Ball (activity), 127
- Passing the Music Down* (Sullivan), 74
- Patricelli, Leslie, 33
- Paul, Ann Whitford, 32
- Paula Bunyan* (Root), 45
- Peanut Butter & Jelly (food song), 140
- Pease Porridge Hot (food song), 140
- Peep Squirrel (animal song), 90
- Pepi Sings a New Song* (Ljungkvist), 45
- percussion instruments, 17, 125
- Perlmutter, Richard, 75
- personality quizzes, 3
- Pete the Cat* (Litwin), 42, 148
- Peter and the Wolf* (Raschka), 29–30
- phonological awareness, 5
- photography, 3
- physical comedy, 3
- Piano Music for Children* (CD), 70, 79
- Pickle in the Middle Blues* (CD), 90
- Pickle in the Middle Blues* (genre song), 79
- Picnic Playground* (CD), 135, 140–141
- The Pied Piper's Magic* (Kellogg), 112–113
- A Pig Parade Is a Terrible Idea* (Black), 87–88

Pinfold, Levi, 72, 145
Play Your Instruments (Jenkins), 16, 19, 23, 30
 playlists
 animal sounds, 81–84
 camping, 93–95
 crafting, 3
 earth celebrations, 115–118
 fairy tales and nursery rhymes, 107–110
 food songs, 131–135
 games, 123–127
 genres, 67–69
 jam bands and, 25–26
 monsters, 99–102
 movement, 49–52
 rhythm, 31–34
 science of sounds, 57–60
 sing-alongs, 39–42
 Poison Ivy (camp song), 98
 Popcorn (food song), 141
 Pots and Pans (rhythm song), 33, 152
 Potter, Alicia, 51
 Priceman, Marjorie, 137
The Princess of Borscht (Schubert), 138
 Pritchett, Dylan, 20
 programming
 contemporary songs, 10
 instruments and, 7–23
 picking songs, 7–8
 traditional songs, 8–9
A Project Guide to Sound (Kessler), 61, 63
 Protopopescu, Orel, 46
 Pumpkin (monster song), 106
 puppets, monsters, 102
 Purple People Eater (monster song), 106
 Put Your Finger in the Air (genre song), 68
 puzzles, 2

Q

Quattlebaum, Mary, 87

R

Raffi (band), 117
 rain sticks, 26, 28
The Rainforest Grew All Around (Mitchell), 88, 151
 rainstorm choir, 18
 Rani Arbo and Daisy Mayhem (band), 56, 82, 106, 121
Ranky Tanky (CD), 56
 Ransome, James E., 128
Rapunzel and the Seven Dwarfs (Clafin), 113
 Raschka, Chris, 29, 73
 Ratty Tat Tat (sound song), 19–20, 147
The Real Story of Stone Soup (Compestone), 138
The Really Groovy Story of the Tortoise and the Hare (Crow), 113
 recorders, 17
 recycling, 4, 17
 Reduce, Reuse, Recycle (earth song), 121
 Reduce Reuse Recycle & Rock! (earth song), 118
 Rein, Mary B., 4
 Reinhart, Matthew, 103
 resources, 145–152
 respect, rules and, 18–19
 rhythm
 activity, 35
 books, additional, 35–37
 music, additional, 37–38
 musical instrument, 35
 playlist, 31–34
 Rhythm Child (band), 135
 rhythm mirror (activity), 35
 rhythm sticks, 17, 19, 111
 rhythmic narration, 20
 ribbon circles (activity), 52
Ricky Is Brave (Van Genechten), 97
 Riddell, Chris, 120
Rip the Page! (Benke), 2
 Roberts, Justin, 106
 Robinson, Fiona, 89
 Robinson, Tony, 75, 84

Rock 'n' Roll Mole (Crimi), 68, 146
 Rodriguez, Edel, 126
 Rollin, Wendy, 77
 Ronstadt, Linda, 100
 Root, Phyllis, 45
 Roots & Shoots Everywhere (earth song),
 117
 Ross, Tony, 104
 Row, Row, Row Your Boat (traditional
 song), 14, 150
Rufus and Friends (Trapani), 13
 rules for instruments, 18–19
 Rum Sum Sum (fairy tale song), 108
The Runaway Wok (Compestine), 138–139,
 150
 Rycroft, Nina, 53

S

Sabuda, Robert, 103
 Saint-Saëns, Camille, 70, 86
 sand blocks, 17
 Sauer, Tammi, 86
 Sayre, April Pulley, 87
 Scat Like That (sing-along song), 42, 148
 Schubert, Leda, 138
 Schwake, Susan, 3
 science concepts, 6
 science experiments, 2
 science of sound
 activity, 61
 books, additional, 62–64
 music, additional, 64–65
 musical instrument, 61
 program playlist, 57–60
 Scootin' Dance Boogie (movement song), 51
 Seeger, Pete, 68, 75, 91, 135
 self-reflection, 3
 Selloane (band), 141
Sergio Saves the Game! (Rodriguez), 126
Shake-It-Up Tales! (MacDonald), 21
 shakers, 17, 19, 102
 Shaskan, Trisha Speed, 35, 64
 shekere, 21

She'll Be Coming 'Round the Mountain
 (Emmett), 69
 Shimmy Shimmy Coco Pop (game song), 151
 Shortnin' Bread (food song), 141
 Siddals, Mary McKenna, 117
 Sierra, Judy, 40, 108, 113
 Silly Dance Contest (movement song), 55
 Simon Says (action song), 144
 Sing a Little Song (sing-along song), 46
 sing-alongs
 activity, 42
 books, additional, 43–46
 instruments, 43
 music, additional, 46–47
 playlist, 39–42
 Sing Away the Blues (sing-along song), 46
 Singer, Marilyn, 54
Sipping Spiders Through a Straw
 (DiPucchio), 104–105, 149
 Skeers, Linda, 54
 sketching, 3
 skill levels, intelligences and, 1
 slide whistles, 17
Small Florence (Alexander), 45
Smelly Locker (Katz), 13
 Smith, Aaron Nigel, 25, 27, 55, 114
 Smith, Chad, 40, 55
 Smith, Cynthia Leitich, 59
 Snicket, Lemony, 72
Snoring Beauty (Hale), 105
Soccer Hour (Nevius), 129
 social implications, 5–6
 Sohn, Emily, 57, 63
 Song in My Tummy (sing-along song), 47
Song of Middle C (McGhee), 25–27
 songs, programming and, 7–23
Sound: Music to Our Ears (Sohn and Bair),
 57, 63
 sounds
 animal noises, 81–91
 science of, 57–65
 Soup, Soup (food song), 133
 Spaghetti Legs (food song), 141
 Spanimals (animal song), 149

- spatial intelligence, 1, 3
 Spider-Man (sound song), 148
Splinters (Sylvester), 129
 spoonerisms, 2
 spoons, playing, 17, 70–72
 sports, 3
 Sports Dance (game song), 127
 Sports Song (game song), 126
 The Sports Song (game song), 129
The Squeaky Door (MacDonald), 63
 Staake, Bob, 136
 Staines, Bill, 43
 staticity of intelligences, 2
The Steel Pan Man of Harlem (Bootman),
 37, 147
 Stevens, Janet, 112
 SteveSongs (band), 37, 145
 Stewart, Georgiana, 49
 Stomp (percussion group), 18
 Stop and Go (Jenkins), 19
 stories, sing-alongs, 39–47
 storytelling, enhanced, 21
The String Family in Harmony! (Shaskan), 64
Stringed Instruments (Ganeri), 64
 structure, songs and, 11
Stuff! Reduce, Reuse, Recycle (Kroll), 118
 Sullivan, Sarah, 74
 Sunny Day (earth song), 116
 Suppertime (food song), 141
Surf War! (MacDonald), 120
 Susie Tallman and Friends (band), 16, 40,
 78, 98, 110
Swimming in Noodles (CD), 141
Symphony City (Martin), 74–75
 Syncopated Washboard Rhythm Song, 145
- T**
- Taback, Simms, 119–120
Take Me Out to the Ball Game (Norworth), 125
The Talent Show (Hodgkinson), 45, 148
 Talk to the Animals (animal song), 90
Tallulah's Tutu (Singer), 54
 tambourines, 17, 43
Teach Your Buffalo to Play Drums (Vernick),
 33–34
 teaching, 3
 teams, working with, 3
 techniques, developing, 16
Tell the Truth, B.B. Wolf (Sierra), 113
Ten on the Sled (Norman), 88
 Ten Thousand Villages, 17
Thelonious Mouse (Protopopescu), 46, 148
 Them Bones (action song), 144, 150
 themed resources, 145–152
 themes, 11–13, 99–106
*There Was an Old Lady Who Swallowed Some
 Bugs* (Downing), 84
*There was an Old Monkey Who Swallowed a
 Frog* (Ward), 88
There Was an Old Monster! (Emberley,
 Emberley, and Emberley), 105, 146
*There was an Old Princess Who Swallowed a
 Pea* (Ward), 113
 There's a Cobbler (fairy tale song), 114
There's a Train (CD), 91, 141
The 13 Nights of Halloween (Vasilovich), 105
This Jazz Man (Ehrhardt), 75
 This Little Piggy (fairy tale song), 114
Those Amazing Musical Instruments!
 (Helsby), 28, 75
 The Three Piggy Opera (fairy tale song),
 114
 Throw It Out the Window (fairy tale
 song), 110
 Tillery, Linda, 32
 Tiny Tim (animal song), 83
Too Much Noise in the Library (Chapman),
 64
Tortuga in Trouble (Paul), 32–33, 147
 toy stores, 17
 traditional songs, 10–13
 Trapani, Iza, 13
 Tromboning (jam band song), 30
 Trout Fishing in America (band), 56, 76,
 141
Tutus Aren't My Style (Skeers), 54–55
Tweedle Dee Dee (Voake), 120

Twelve Haunted Rooms of Halloween
(Pamintuan), 105–106
Twist and Shout (genre song), 69, 147
Two Little Blackbirds (Ladybug Music),
20, 149

U

Under the Spreading Chestnut Tree
(earth song), 118
Underwood, Deborah, 62

V

Vamos, Samantha R., 136
Van Dyke, Dick, 40, 55
Van Genechten, Guido, 37
Vernick, Audrey, 33
Verve Pipe (band), 30, 141
Victor Vito (food song), 141
The Violin and Other Stringed Instruments
(Storey), 64
Voake, Charlotte, 120
vocabulary, 5
voices, altering, 16

W

Wake Up Hands (action song), 144
Walker, Sally M., 61–62
Ward, Jennifer, 89, 113
Warwick, Dionne, 36
Water, Weed, and Wait (Fine and Halpin),
117
water glass scale (activity), 61
Way Up in the Arctic (Ward), 89, 151
Ways to Help in Your Community (O’Neal), 3
We Kids Rock! (band), 91
Wee Sing Games, Games, Games (Beall and
Nipp), 84
Weeks, Sarah, 25–27
Weinstein, Muriel Harris, 41
Weirder Than Weird Animals (animal
song), 91

Weitkamp, Kim, 90
Wellington, Monica, 119
Wendel’s Workshop (Riddell), 120
We’ve Got Country in Our Body
(movement song), 146
What a Wonderful World (earth song), 122
What Animals Really Like (Robinson), 89
What’s in the Witch’s Kitchen? (Sharratt), 106
What’s New at the Zoo? (Comden and
Green), 89
What’s That Sound? (sound song), 65, 145
Wheeler, Lisa, 50, 124
When Louis Armstrong Taught Me Scat
(Weinstein), 41, 148
Whole World (Penner), 116
Whopper Cake (Wilson), 134
Why I Pack My Lunch (food song), 141
Willems, Mo, 26–27
Williams, Ann-Marie, 3
Willie and the Hand Jive (rhythm song), 32
Wilson, Karma, 134
Wimoweh (animal song), 91
window, fairy tale (activity), 110–111
Witte, Anna, 36
wooden frog guiro, 21
Woof: A Love Story (Weeks), 26–27, 148
Wooley, David Freeman, 36
Wooley, Michael-Leon, 26–27
word problems, 2
writing music, 3, 10–13

Y

Yodel Lady Who (sound song), 59–60
Yolen, Jane, 129
You’ll Sing a Song and I’ll Sing a Song (CD),
79, 146
You’re Smarter Than You Think
(Armstrong), 3

Z

ZooZical (Sierra), 40, 148
zorba dance, 49