

Sing- Along Songs: Action

Grade Level: Pre-K - 3

Content Areas: Art, Recreation, Language Arts and Music

Time Frame: 120 minutes

MATERIALS

[Sing- Along Songs: Action](#) Books

Chart Paper for Tracing Activity

Drum or Woodblock

Chart Paper for Hokey Hokey Lyrics

List of Body Parts Vocabulary in The Language You Are Studying

Teddy Bear

OBJECTIVES

Students will:

- Identify Common BodyPart
- Explore, remember and repeat a range of actions
- Practice foreign language vocab
- Gain sequential recall
- Participate freely in music activities
- Respond through movement to music

VOCABULARY:

Key vocabulary

Before reading, focus on vocabulary. Read the glossary words and their definitions.

Jump - To move forward through the air and over

Shuffle - The act of moving by sliding your feet without lifting them off the ground

March - To move along with a steady regular stride especially in step with others

Dance -To move quickly up and down or about

FREE SONG

[Click here](#) to download or stream the Sing- Along Songs: Action songs.

Find other Cantata Learning songs and books at <http://www.cantatalearning.com>.

PROCEDURES/ACTIVITIES

Preparation:

Gather all materials for the activities and create a chart for *Hokey Hokey* so all students can read the words as they sing along. In place of the *Hokey Hokey* lyrics, post the lyrics with other language vocabulary in place of English words. For example, if are teaching Spanish words for body parts, replace all body parts in English with body parts in Spanish

Lesson Procedure:

Clap Your Hands

1. Tell the students you are going to listen to a book and song to help them review their body parts.
2. Read [Clap Your Hands](#) to students several times and have them move and sing along with the book
3. Review body parts with the students and make sure they know all of their body parts mentioned in the song.
4. Divide students into pairs of two. Tell students they are now going to have an activity where they will trace themselves on a piece of paper and label their body parts.
5. Have advanced students use the backs of their worksheets to write descriptions for what each body part does.

Grand Old Duke of York

1. Tell the students you are going to listen to a book and song that they are going to following the directions too. Such as Simon says explain when the books says get up or get down or march they will do the action.
2. Clear a space in the classroom and have students find their own space in the hall and to stand tall and straight like soldiers.
3. Read and listen to [Grand Old Duke Of York](#) and have students do the actions to the song.
4. Play a follow-my-leader marching game. Get the children to work in pairs, marching around the space, one behind the other, following a steady beat played on a drum or using Grand Old Duke Of York music. When the leader calls out 'Change!' the pairs reverse so that the 'follower' becomes the leader.
5. Next ask students for suggestions for alternative pairs of contrasting percussion to signal new dance steps such as skipping and leaping.
6. Break students into groups and have students come up with their own movements and pairs and have them demonstrate for the class.

The Hokey Hokey

1. Tell the students you are going to listen to a book and song that they are going to following the directions that the book says.
2. Play [The Hokey Hokey](#) for the students and have them follow along with the song and do the movements.
3. Now get out the chart paper that you created and have students sing The Hokey Hokey again but with the new language vocabulary that is in the song.
4. Making the connection between music and language helps students remember the new vocabulary.

Teddy Bear, Teddy Bear

1. Tell the students you are going to listen to a book and song that they are going to following the directions too.
2. Read and sing along with [Teddy Bear, Teddy Bear](#) several times.
3. With the students seated in a circle, have them pass around the teddy bear
4. When each students holds the teddy bear it is his or her turn to sing the song, have students come up with a new lyric at the end of the song before that pass it to the next student.

Technology Extension:

Break your class into four different groups and assign one song/book to each group. Each group will be responsible for teaching the rest of the class about their song with the actions on how to do it. They are going to come up with a creative way to teach the other groups through a video they record and share. They can act it out, create posters with the directions, use digital slides with iMovie, use props, etc...

Each group will use a device to record. They will then bring their action video into iMovie (or another video editing tool) to create their group movie. This will be a great project to teach students the in's and out's of iMovie such as transitions, text slides, adding music, sounds, etc..

When these movies are complete, they will use them to teach classmates and others in the school how to do the song. It would be fun to add this to each book by creating a QR which takes any user to the video through a link from YouTube (Each action song movie can be uploaded to YouTube).

Art Extension:

Students could create posters and props for their iMovie as an art extension. Perhaps they draw the steps on a poster with the children doing the actions.

Physical Education Extension:

This series would be perfect to integrate in the physical education classroom with a possible collaboration between the music teacher and classroom.

Language Extension:

As a class, use [Wordle](#) to create a word cloud on all of the action verbs. You can also focus on how these songs make you feel. This activity can be done individually or in small groups too.

Standards:

CCSS.ELA-LITERACY.RL.K.10 - Actively engage in group reading activities with purpose and understanding.

CCSS.ELA-LITERACY.SL.K.5 - Add drawings or other visual displays to descriptions as desired to provide additional detail.

CCSS.ELA-LITERACY.RF.1.4 - Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-LITERACY.SL.1.5 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

CCSS.ELA-LITERACY.RF.2.4 - Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-LITERACY.SL.2.5 - Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

CCSS.ELA-LITERACY.RF.3.4 - Read with sufficient accuracy and fluency to support comprehension.