

CD1

I.3)))

Rhyme: Hello! [Chant]

Hello, hello, hello.

[Smile and nod. Shake hands with neighbours.]

How are you?

[Hold hand out and look at neighbour questioningly.]

Hello, hello, hello,

[Smile and nod. Shake hands.]

I'm fine, thank you.

[Hand on chest, nod and smile.]

[Chant repeats]

I.5)))

Rhyme: Goodbye [Song]

Goodbye Dona. Goodbye Sam.

Goodbye Tarik. Goodbye Lin.

Goodbye friends, goodbye to you.

Goodbye, goodbye, goodbye, goodbye.

[Song repeats]

Goodbye, goodbye, goodbye, goodbye.

[Wave (with alternate hands) for each name as it is sung. Use Poster 1 or IWB page (Unit 1, page 4) and wave to each character.]

I.7)))

Unit 1, Lesson 2, Rhyme: Alphabet [to a, b] [Chant]

a, b, a, b.

a, b, a, b.

a and b.

[The children should clap on the beat as they say each letter name or point to each letter named.]

I.10)))

Rhyme: Numbers: One [Chant]

I can count to one.

I can count to one.

One, one, one.

I can count to one.

[The children should hold up one thumb as they say 'one' (if culturally appropriate to do so).]

I.11)))

Rhyme: Our world [Song]

This is our world;

[Make a big circle in the air with both hands/arms.]

This is our home,

[Cross hands on chest or hands and arms in inverted V-shape over head.]

The birds in the trees;

[Make flapping motion with both hands out to the side.]

The fish in the sea.

[Make sideways wiggle/swimming motion with one hand.]

A home for you;

[Point to another person/other people.]

A home for me;

[Point to self.]

A home for everyone.

[Hold both arms out to indicate everyone else.]

This is our world;

[Make a big circle in the air with both hands/arms.]

This is our home,

[Cross hands on chest or hands and arms in inverted V-shape over head.]

The grass is green,

[Arms by sides; sway body from side-to-side as if long grass swaying in the wind.]

The sea is blue.

[Raise arm to shoulder height and 'draw' a wavy line with the hand from left to right.]

A home for me;

[Point to self.]

A home for you;

[Point to another person/other people.]

A home for everyone.

[Hold both arms out to indicate everyone else.]

A home for everyone.

I. 12)))

Rhyme: Come and play! [Chant]

Come girls, come and play.

[Make big 'come here' motion with one hand towards the girls in the class.]

Come and say a rhyme today.

[Bring hand up in front of chest, palm inwards, move hand away from self, palm upwards, to indicate production of sound.]

Come boys, come and play.

[Make big 'come here' motion with one hand towards the boys in the class.]

Come and say a rhyme today.

[Bring hand up in front of chest, palm inwards, move hand away from self, palm upwards, to indicate production of sound.]

[Chant repeats]

I. 13)))

Rhyme: Values [Song]

I can listen,

[Raise hand to ear.]

And I can learn.

[Raise hand as if to answer a question.]

I can sit and wait my turn.

[Sit down feet together, hands together in lap.]

I can tidy,

[Make picking-up motion with hand.]

And I can share,

[Make giving motion with both hands.]

I can help, and show I care.

[Place both hands on heart.]

[Song repeats]

I. 14)))

Rhyme: Art [Song]

Cut

[Make scissors-action with fingers of one hand.]

And fold,

[Start with palm up and bring hand smoothly over onto desk, palm down.]

And colour,

[Make scribbling motion with one hand.]

And glue.

[Run fist firmly along desk from left to right as if using a glue stick.]

This is what we need to do.

[Nod head repeatedly.]

Draw and paint,

[Sweep hand/arm up and down through the air in big paintbrush action.]

And stick,

[Make a fist and push thumb down onto desk.]

And sew.

[Fingers and thumb together, make up-and-down sewing motion action.]

Now we're ready - off we go!

[Walk on the spot and wave both arms above the head.]

[Song repeats]

Hurray!

I. 18)))

Rhyme: My body (Verse 1) [Song]

Point to your arm and point to your leg.

Point to your body and point to your head.

Point to your body and point to your head.

Point to your arm and point to your leg.

[Children point to their own bodies as indicated.]

I. 20)))

Rhyme: Alphabet [to c, d] [Chant]

c, d, c, d.

a, b, c, d.

a, b, c, d.

[See track 1.7 for actions.]

I. 22)))

Rhyme: Numbers: [to 2] [Chant]

I can count to two.

[Hold up the thumb and forefinger on one hand, arm fully extended.]

I can count to two.

One, two, one, two.

[Show thumb alone, then thumb and forefinger together.]

I can count to two.

[Hold up the thumb and forefinger on one hand.]

1.24)))

Rhyme: Numbers: [to 3] [Chant]

I can count to three.

[Hold up the thumb and first two fingers on one hand, arm fully extended.]

I can count to three.

One, two, three.

[Show thumb alone, then forefinger, then middle finger.]

I can count to three.

[Hold up the thumb and first two fingers on one hand.]

1.25)))

Rhyme: My body (Verses 1 and 2) [Song]

Point to your arm and point to your leg.

Point to your body and point to your head.

Point to your body and point to your head.

Point to your arm and point to your leg.

Point to your hand then point to your feet.

Stand up straight and sit on your seat.

Stand up straight and point to your feet.

Point to your hand then sit on your seat.

[Children carry out the instructions as given.]

1.26)))

Rhyme: Fish swim [Chant]

Fish swim,

[Swimming motions with arms in front of chest.]

Birds fly,

[Flapping motions with arms.]

Kangaroos hop.

[Hop on one foot.]

Boys and girls walk and run,

[Walking motions on the spot with arms pumping at sides.]

And boys and girls stop.

[Everyone stands still.]

[Chant repeats]

1.27)))

Rhyme: Wash [Song]

This is the way we wash our hands,

Wash our hands, wash our hands.

This is the way we wash our hands,

Before we eat our food.

[Hand-washing action for first three lines; spooning food into mouth for last line.]

[Song repeats]

1.31)))

Rhyme: Alphabet: [to e, f] [Chant]

e, f, e, f.

a, b, c, d,

e and f.

[See track 1.7 for actions.]

1.34)))

Rhyme: One, two. How are you? [to 4] [Chant]

One, two,

[Count on fingers as numbers named.]

How are you?

[Shake hands with a neighbour.]

Three, four,

[Count on fingers as numbers named.]

Who's at the door?

[Cup hand over ear and lean towards door as if listening.]

1.35)))

Rhyme: Numbers: [to 4] [Chant]

I can count to four.

[Hold up four fingers on one hand, thumb tucked down, arm fully extended.]

I can count to four.

One, two, three, four.

[Show forefinger alone, then middle finger, then third, then little finger. Keep thumb tucked down.]

I can count to four.

[Hold all four fingers out, arm extended.]

1.37)))

Rhyme: Numbers: [to 5] [Chant]

I can count to five.

I can count to five.

[Hold up all fingers and thumb on one hand. Arm extended.]

One, two, three, four, five.

[Show thumb, then each finger as you count.]

I can count to five.

[Hold up all fingers and thumb on one hand. Arm extended.]

I.38)))

Rhyme: *Shamlar the camel* [Song]

Shamlar the camel has five humps!
Shamlar the camel has five humps!
Shamlar the camel has five humps!
Go, Shamlar, go!

Shamlar the camel has four humps!
Shamlar the camel has four humps!
Shamlar the camel has four humps!
Go, Shamlar, go!

Shamlar the camel has three humps!
Shamlar the camel has three humps!
Shamlar the camel has three humps!
Go, Shamlar, go!

Shamlar the camel has two humps!
Shamlar the camel has two humps!
Shamlar the camel has two humps!
Go, Shamlar, go!

Shamlar the camel has one hump!
Shamlar the camel has one hump!
Shamlar the camel has one hump!
Go, Shamlar, go!

Shamlar the camel has no humps!
Shamlar the camel has no humps!
Shamlar the camel has no humps!
Oh no, Shamlar is a goat!

[No actions. Use Poster 7 with Online Resource 1.25 (cut-outs of humps) or the IWB Poster 7.]

I.43)))

Rhyme: *Alphabet [to g, h]* [Chant]

g, h, g, h.
a, b, c, d,
e, f, g, h.

[See track 1.7 for actions.]

I.45)))

Rhyme: *There is one fish* [Song]

Look! There is one fish in the sea.

[Hold up thumb of one hand.]

Look! There are two fish,

And now there are three.

Look! There are four fish,

And now there are five.

There are five fish in the sea.

[Hold up a finger on one hand as you count.]

There are five fish in the sea.

[Hold up all five fingers on one hand.]

Look! There are four fish,

And now there are three.

Look! There are two fish,

And now there is one.

There is one fish in the sea.

[Close fingers on one hand as you count back from five.]

Look! There are no fish in the sea.

[Show hand with all fingers and thumb closed.]

There are no fish in the sea now.

[Shake head.]

Goodbye fish. Goodbye.

[Wave goodbye to class.]

Look! There are no fish in the sea.

There are no fish in the sea now.

[Shake head.]

Goodbye fish. Goodbye.

[Wave goodbye to class.]

I.48)))

Rhyme: *My family* [Song]

There are five people in my family.

[Hold up thumb and all five fingers on one hand.]

There's my mummy and my daddy in my family.

There's my sister and my brother in my family.

[Hold up a finger for each family member as mentioned.]

And there's me. Yes, there's me.

[Point to self.]

[Song repeats]

1.49)))

Rhyme: *Helping others* [Chant]

I help at home.
I help my mum.
I help at home.
I help my dad.
I pick things up, and
I put things away.
I help at home.

I help at school.
I help my teacher.
I help at school.
I help my friends.
I pick things up, and
I put things away.
I help at school.

[No actions.]

1.53)))

Rhyme: Alphabet: [to i, j] [Chant]

i, j, i, j.
a, b, c, d.
e, f, g, h,
i and j.

[See track 1.7 for actions.]

1.55)))

Rhyme: *Five baby ducks* [Song]

Five baby ducks went swimming one day,
Over the pond and far away.
Mummy duck said: 'Come back, come back'.
Four baby ducks came swimming back.

Four baby ducks went swimming one day,
Over the pond and far away.
Mummy duck said: 'Come back, come back'.
Three baby ducks came swimming back.

Three baby ducks went swimming one day,
Over the pond and far away.
Mummy duck said: 'Come back, come back'.
Two baby ducks came swimming back.

Two baby ducks went swimming one day,
Over the pond and far away.
Mummy duck said: 'Come back, come back'.
One baby duck came swimming back.

One baby duck went swimming one day,
Over the pond and far away.
Mummy duck said: 'Come back, come back'.
No baby ducks came swimming back.

Sad Mummy duck went swimming one day,
Over the pond and far away.
Mummy duck said: 'Quack, quack, quack, quack'.
And five baby ducks came swimming back.

**[Use Poster 9 and Online Resource 1.29
(cut-outs), or IWB Poster 9.]**

1.59)))

Rhyme: *Colours* [Song]

I can see colours:
Yellow and green.
I can see colours:
Red and blue.
I can see colours:
Lots of colours.
I can see colours.
How about you?

[Song repeats]

**[Place flashcards 31a, 33a, 39a and 54a on board
or use IWB flashcards and point to each one as
you sing the colour.**

**'How about you?' Point to individual children
around the class.]**

I.64)))

Rhyme: One, two. How are you? [to 6] [Chant]

One, two,

[Count on fingers as numbers named.]

How are you?

[Shake hands with a neighbour.]

Three, four,

[Count on fingers as numbers named.]

Who's at the door?

[Cup hand over ear and lean towards door.]

Five, six,

[Count on fingers as numbers named.]

How many bricks?

[Raise both hands, palms up as if asking a question. Or place Flashcard 43a on board and point to it.]

I.67)))

Rhyme: Numbers [to 7] [Chant]

I can count to seven.

[Hold up all fingers and thumb on one hand and thumb and forefinger on other hand. Arms extended.]

I can count to seven.

One, two, three, four,

Five, six, seven.

[Close fingers and then raise each finger on hands as you count.]

I can count to seven.

I.69)))

Uncle Ali has a farm [Song]

Uncle Ali has a farm, E-I-E-I-O.

And on his farm he has a cat,

E-I-E-I-O.

There's a meow, meow here, and a meow, meow there.

Here a meow, there a meow, everywhere a meow, meow.

Uncle Ali has a farm, E-I-E-I-O.

Uncle Ali has a farm, E-I-E-I-O.

And on his farm he has a horse, E-I-E-I-O.

There's a neigh, neigh here, and a neigh, neigh there.

Here a neigh, there a neigh, everywhere a neigh, neigh.

Uncle Ali has a farm, E-I-E-I-O.

Uncle Ali has a farm, E-I-E-I-O.

And on his farm he has a duck, E-I-E-I-O.

There's a quack, quack here, and a quack, quack there.

Here a quack, there a quack, everywhere a quack, quack.

Uncle Ali has a farm, E-I-E-I-O.

Uncle Ali has a farm, E-I-E-I-O.

And on his farm he has a cow, E-I-E-I-O.

There's a moo, moo here, and a moo, moo there.

Here a moo, there a moo, everywhere a moo, moo.

Uncle Ali has a farm, E-I-E-I-O.

[No actions. Use IWB page 48 and point to each photo as you sing or hold up or point to Flashcards 62a, 63a, 24a, 64a.)

I.73)))

Rhyme: I can hear [Chant]

I can hear a bike.

I can hear a train.

I can hear a car.

I can hear a plane.

I can hear a car.

I can hear a plane.

I can hear a bike.

I can hear a train.

[Chant repeats]

[Cup hand to ear as if listening for each line.]

1.74)))

Rhyme: Wait, look, listen [Chant]

Wait, look, listen.

[Raise hand to indicate 'wait', point to eyes for 'look', cup hand over ear for 'listen'.]

Cross with dad or mum.

Wait, look, listen.

Walk. Don't run.

[Walk on the spot.]

Wait, look, listen.

[As above.]

Stop. It's red. No! No!

[Raise hand, palm flat towards the class to indicate 'Stop'. Shake head.]

Wait, look, listen.

[As above.]

It's green. Hold hands and go.

[Hold hands with a partner and walk on the spot.]

CD2

2.5)))

Rhyme: Alphabet [to m, n] [Chant]

m, n, m, n.

a, b, c, d,

e, f, g, h.

i, j, k, l,

m and n.

[See track 1.7 for actions.]

2.7)))

Rhyme: We're happy! [Song]

We're happy. Yes, we're happy, and we smile.

We're happy. Yes, we're happy, and we smile.

We're happy and we know it.

We're happy and we show it.

We're happy. Yes, we're happy, and we smile.

We're happy. Yes, we're happy. Clap our hands.

We're happy. Yes, we're happy. Clap our hands.

We're happy and we know it.

We're happy and we show it.

We're happy. Yes, we're happy. Clap our hands.

We're happy. Yes, we're happy. Smile and clap.

We're happy. Yes, we're happy. Smile and clap.

We're happy and we know it.

We're happy and we show it.

We're happy. Yes, we're happy. Smile and clap.

[Children smile and clap as appropriate.]

2.9)))

Rhyme: Numbers: [to 7, 8] [Chant]

I can count to eight.

I can count to eight.

One, two, three, four.

Five, six, seven, eight.

I can count to eight.

[Hold up fingers and thumbs on hands, arms extended for each number as above.]

2.10)))

Rhyme: One, two. How are you? [to 7, 8] [Chant]

One, two,

[Count on fingers as numbers named.]

How are you?

[Shake hands with a neighbour.]

Three, four,

[Count on fingers as numbers named.]

Who's at the door?

[Cup hand over ear and lean towards door.]

Five, six,

[Count on fingers as numbers named.]

How many bricks?

[Raise both hands, palms up as if asking a question. Or place Flashcard 43a on board and point to it.]

Seven, eight,

[Count on fingers as numbers named.]

Stand and wait!

[Stand still, hand raised to indicate 'wait' for last line.]

2.12)))

Rhyme: Numbers: [to 9] [Chant]

I can count to nine.

I can count to nine.

One, two, three, four.

Five, six, seven, eight, nine.

I can count to nine.

[Hold up fingers and thumbs on hands, arms extended for each number as above.]

2.13)))

Rhyme: Are you cold? [Chant]

Group 1: How are you?

Are you cold?

[Cross arms across body and hold upper arms as if feeling cold.]

Group 2: Am I cold?

No, I'm not.

[Cross arms across body and hold upper arms as if feeling cold. Shake head.]

Group 1: How are you?

Are you fine?

[Thumb on one hand up, or other gesture to show 'OK'.]

Group 2: Am I fine?

[Thumb on one hand up, or other gesture to show 'OK'.]

No, I'm hot.

[Shake head. Raise back of hand to forehead as if wiping brow. Class could be divided into two groups. See above.]

[Chant repeats]

2.15)))

Rhyme: Rice and beans [Song]

Rice and beans hot.

Rice and beans cold.

Rice and beans in a pot,

Nine days old.

Some like them hot.

Some like them cold.

Some like them in a pot,

Nine days old.

[No actions]

2.16)))

Rhyme: Good friends [Song]

We all need good friends.

When we are sad,

When we are ill,

When things are bad.

Good friends, good friends,

We all need good friends.

We all need good friends.

When we are fine,

When we are well,

At happy times.

Good friends, good friends,

We all need good friends.

Good friends, good friends,

We all need good friends.

[No actions]

2.19)))

Rhyme: The sun has got his hat on! [Song]

The sun has got his hat on.

[Make a large circle with arms and mime pulling hat onto head with both hands.]

Hip, hip, hip, hooray!

[Raise hands above head and wave them on 'hooray!']

The sun has got his hat on,

[Make a large circle with arms and mime pulling hat onto head with both hands.]

And it's time for us to play.

[Jiggle on the spot as if running, jumping, playing.]

We're all feeling happy.

[Make big 'smile' gesture with hand or finger in front of face.]

Hip, hip, hip hooray!

[Raise hands above head and wave them on 'hooray!']

The sun has got his hat on.

[Make a large circle with arms and mime pulling hat onto head with both hands.]

And it's time for us to play.

[Jiggle on the spot as if running, jumping, playing.]

[Use Flashcard 10a or the IWB flashcard.]

2.21)))

Rhyme: Alphabet [to q, r] [Chant]

o, p, o, p,

q, r, q, r.

a, b, c, d,

e, f, g, h.

i, j, k, l.

m, n, o, p,

q and r.

[See track 1.7 for actions.]

2.23)))

Rhyme: Incy Wincy spider [Song]

Incy Wincy spider climbs up the wall,

Down comes the rain, poor Incy has a fall.

Out comes the sun and dries up all the rain,

Incy Wincy spider climbs up the wall again!

[Song repeats]

[Use Poster 10 and Online Resource 1.43 (cut-outs), or the IWB poster. Or, touch forefinger to thumb of opposite hand, then swing hands and touch thumb to opposite forefinger, in climbing motion. This is traditional and good for motor control but a simpler climbing action can be substituted.]

2.25)))

Rhyme: Numbers [to 10] [Chant]

I can count to ten.

I can count to ten.

One, two, three, four, five.

Six, seven, eight, nine, ten.

I can count to ten.

I can count to ten!

[Use thumbs and fingers of both hands to count up.]

2.27)))

Rhyme: Ten little children [Song]

Ten little, nine little, eight little children,

Seven little, six little, five little children,

Four little, three little, two little children,

One little child all alone.

One little, two little, three little children,

Four little, five little, six little children,

Seven little, eight little, nine little children,

Ten little children now.

[Sitting: Children hold up all thumbs and fingers and tuck one down as they say each new number. In verse two they start with one finger and hold up one more each time.]

Standing: 10 children in a line at the front, the rest of the class pointing as the 10 children sit down/stand up in turn. (If room is restricted, the 10 children could raise their arms instead of standing up.)]

2.32)))

Rhyme: Rain, rain, go away! [Chant]

Rain, rain, go away!

[Rain: Waggle fingers of both hands downwards from above the head to waist.]

Go away: Big, pointing-away gesture.]

We want to go and play!

[Hands on hips, look cross.]

Rain, rain, go away!

Don't come back again today!

[Wag finger four times in time to the beat, and make a 'Don't do that!' gesture.]

2.33)))

Rhyme: The sun comes up [Song]

The sun comes up,

[Crouch on the floor and stand up, bringing arms up, round and down in a circle.]

And the rain comes down,

[Wiggle fingers and bring arms back down to floor.]

The sun comes up and the rain comes down,

The sun comes up and the rain comes down,

And the wind blows round and round.

[Wave arms around while turning in a circle.]

2.35)))

Rhyme: Alphabet [to s, t] [Chant]

s, t, s, t.

a, b, c, d,

e, f, g, h.

i, j, k, l.

m, n, o, p,

q, r, s, t.

[See track 1.7 for actions.]

2.38)))

Rhyme: Alphabet [to u, v] [Chant]

u, v, u, v.

a, b, c, d,

e, f, g, h.

i, j, k, l,

m, n, o, p,

q, r, s, t,

u and v.

[See track 1.7 for actions.]

2.41)))

Rhyme: There are animals here [Chant]

There are animals here.

[Point to Flashcards 15a, 16a, 17a, 18a, 23a, 24a, or the IWB equivalents.]

There are animals there.

[Point to Flashcards 26a, 35a, 37a, 38a, 50a, or the IWB equivalents.]

There are many, many animals everywhere.

[Point to both sets of pictures.]

There are birds in the sky.

[Point to bird picture or flap arms like wings flying.]

There are fish in the sea.

[Point to a fish picture or make a swimming motion with hands.]

There are birds and animals with you and me.

[Point to others in class and then to self.]

[Chant repeats]

2.42)))

Rhyme: One, two. How are you? [to 10] [Chant]

One, two,
How are you?
Three, four,
Who's at the door?
Five, six,
How many bricks?
Seven, eight,
Stand and wait!

[Stand still, hands by side.]

Nine, ten,
Let's say it again!

[Make a 'repeat' motion with hand which the children will understand.]

[Chant repeats]

[See track 2.10 for actions.]

2.43)))

Rhyme: Five little cakes [Song]

Five little cakes in the baker's shop,
Yellow and round, with sugar on the top.
Along comes Tarik with a penny one day,
He takes one cake and eats it right away.

Four little cakes in the baker's shop,
Yellow and round, with sugar on the top.
Along comes Tarik with a penny one day,
He takes one cake and eats it right away.

Three little cakes in the baker's shop,
Yellow and round, with sugar on the top.
Along comes Tarik with a penny one day,
He takes one cake and eats it right away.

Two little cakes in the baker's shop,
Yellow and round, with sugar on the top.
Along comes Tarik with a penny one day,
He takes one cake and eats it right away.

One little cake in the baker's shop,
Yellow and round, with sugar on the top.
Along comes Tarik with a penny one day,
He takes one cake and eats it right away.

No little cakes in the baker's shop,
Yellow and round, with sugar on the top.
Along comes Tarik with a penny one day,
But there are no little cakes for him to take away.

[Hold out fingers on one hand to represent the cakes and fold one as each cake is taken away.

Or use Online Resource 1.49 (cakes) and stick them on the board, have a child to be Tarik, and remove one 'cake' each verse.]

2.45)))

Rhyme: Where's my teddy? [Song]

Where's my teddy?
It isn't here with me.
Is it on the wall?
Is it under the tree?
Is it in the bin?
Is it under the chair?
Where's my teddy?
Where, oh where?

Where's my teddy?
It isn't here with me.
It isn't on the wall.
It isn't under the tree.
It isn't in the bin.
It isn't under the chair.
Where's my teddy?
Where, oh where?

[pause]

It's under the table, over there.

[No actions]

2.47)))

Rhyme: I'm a butterfly! [Chant]

I'm a butterfly,
[Hands in front of face. Thumbs crossed, palms towards the children, fingers outstretched and fluttering.]

A beautiful butterfly.

[As above]

I can fly,

I can fly,

[Arms outstretched, gentle flying motion.]

When the sun is in the sky,

[Draw a big circle in the air, palm of hand away from children.]

I can fly to the flowers.

[Arms outstretched, gentle flying motion.]

I can fly for many hours.

[As above]

I'm a butterfly,

[Hands in front of face. Thumbs crossed, palms towards the children, fingers outstretched and fluttering.]

A beautiful butterfly.

[As above]

[Chant repeats]

2.52)))

Rhyme: Goodnight [Song]

Goodnight, goodnight.

[Pretend to yawn and stretch as if tired.]

Look, it's dark!

[Cover face and eyes with hands.]

It's night, so go to sleep.

[Put hands together and place them beside face, rest side of head on hands as if making a pillow and close eyes.]

Good morning, good morning.

[Rub eyes as if waking up.]

Wake up, wake up!

[Stretch and rub eyes as if just waking up.]

The sun is in the sky.

[Draw a big circle in the air, palm of hand away from children.]

It's light and morning's here.

[Look up at the sky, shading eyes against the light.]

2.56)))

Rhyme: Alphabet [a to z] [Chant]

w, x, w, x,

y, z, y, z.

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.

[See track 1.7 for actions.]

2.58)))

Rhyme: One, two, three, four, five [Song]

One, two, three, four, five,

[Raise hand and thumb and fingers for each number.]

I can swim and dive.

[Swimming motion with arms in front of body and diving motion with hands.]

Six, seven, eight, nine, ten,

The sun is out, let's swim again!

[Draw a big circle in the air, palm of hand away from children. Swimming motion as above.]

[Song repeats]

2.61)))

Rhyme: The sun comes up (Verses 1 and 2) [Song]

The sun comes up and the rain comes down.

[Draw a big circle in the air, palm of hand away from children. Then raise both hands, palms downwards above head and bring slowly down towards floor, wagging fingers to indicate falling rain.]

The sun comes up and the rain comes down.

The sun comes up and the rain comes down.

And the wind blows round and round.

[Turn around on the spot or make a circular motion with one hand.]

The sun comes up and the rain comes down.

The sun comes up and the rain comes down.

The sun comes up and the rain comes down.

There's a rainbow in the sky.

Oh, Oh!

[Draw a large arc in the air in front of you.]

There's a rainbow in the sky.

[As above.]

2.62)))

Rhyme: My shadow [Chant]*

Now my shadow's tall.

[Stand tall, hands by sides.]

Now my shadow's small.

[Crouch down, making body as small as possible.]

Now the sun has gone away,

[Raise palm of right hand high in air and make an arc from above the head to the right side, to show the sun setting.]

I can't see it at all!

[Cover eyes with both hands.]

[*If possible, do chant outside where the children can see their shadows.]

[Chant repeats]

2.64)))

Rhyme: Twinkle, twinkle, little star! [Song]

Twinkle, twinkle, little star,

How I wonder what you are.

Up above the world so high,

Like a diamond in the sky.

Twinkle, twinkle, little star,

How I wonder what you are.

[No actions]