



I've Lost My Dog

Two ideas for activities to develop speech and language:

- Learning and singing the song with children with actions, facial expression and gestures to emphasise the questions and meanings of each phrase. The fun and enjoyment of the song will encourage the children to develop their confidence in the use of expressive intonation and gestures.
- Talking to the children about where the dog could be and making use of different prepositions to describe location. 'Is he under the table?', 'on top of the cupboard?', 'next to the chair?', 'behind the box?', etc.



How Many Trees?

Three ideas for activities to develop speech and language:

- Exploring concepts and vocabulary related to nature: 'what other things do you see when you go to the park?' - Grass, children playing, swings, dogs (Semantics).
- Developing clear articulation of speech sounds, especially singing/saying the numbers as they have such a strong rhythmic quality in the song. Children could clap or play a drum as they do this. (Phonology)
- Emphasising the questions in the song 'How many trees (are) in the park?' and 'Can you count with me?' to improve the expressive use of intonation in the voice. Facial expressions and gestures also help support this. You can ask the children to change the question 'How many leaves on the tree?' (Prosody).



I'm Going To...

Two ideas for activities to develop speech and language skills through this song:

- Learn and practise the song all together, using actions to reinforce understanding of vocabulary and memory of the lyrics. Add flashcards with images of the actions to support and develop this.
- Once the children are familiar with, and confident in singing the song, split them into four groups and assign a line of the verse to each group. Sing the song a few times, changing which line each group sings (group 1 sings line 1 the first time, then line 2 the next time, then line 3 etc). You can develop this further by inviting children to sing a solo for individual lines (they could also hold the relevant flashcard).



Henry's Tail

Two ideas for activities to develop speech and language skills through this song:

- This song works as a spoken call and response. The leader chants a line and the children repeat it back. Use expression in your voice and face to emphasise actions and emotions and to illustrate the story. Find points in the story for your voice to get deeper or higher, louder or softer, excited or sad. This will encourage the children to do like-wise, developing their skills in using they own voices expressively.
- When you think the children have become familiar with the song ask a group to take the role of leader, which will develop and test their auditory memory skills.



The Sparkling Sea

Two ideas for activities to develop musical skills and imagination through this song:

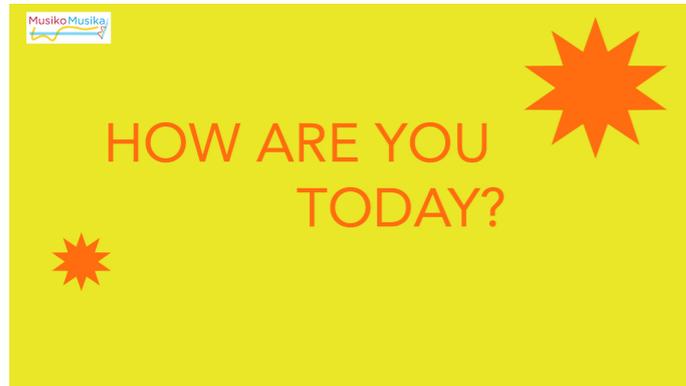
- Sing the song as a call and response. The leader sings a line and the children sing it back to you. Add gestures and actions, with your arms waving and moving in the water for the seaweed dancing, make the little fish with your hands darting here and there, and the waves rolling and crashing onto the beach.
- Work with the children to find instrument sounds to represent the seaweed dancing, the fish swimming and the waves of the sea. These can be used to accompany the song, and to create an ambient introduction to the song..



We're Going To The Seaside

Two ideas for activities to develop knowledge and understanding of the sea and the seaside:

- Collect images of things you might see or do on the beach and find in the sea and any items such as seashells, model fish, sand etc. and create an environment for learning the song.
- The song is chanted as a call and response, with the children a each line that you say. In between ask them to choose and name some of the things that you have collected.



Good Morning

Three ideas for activities to improve social and emotional development:

- Initially focus on inspiring smiling and eye contact during the song. Enjoying the up-beat rhythm and feel of the song, moving and dancing will help with this. Then as the children become familiar with singing the song ask them to get into pairs and to sing the song together. Holding hands can help to support the focus of singing to each other.
- Ask pairs of children to come to the front to show how they can sing to each other. The children that are singing more confidently and are comfortable singing to each other whilst maintaining eye contact can provide a model for children who are less confident.
- Discuss other responses to the question 'How are you today?' and use these to create some other lines for the song...
'I'm sad, I'm sad, I've got a tear in my eye'
'I'm worried, I'm worried, I've got a frown on my face'
'I'm cross, I'm cross, can't you see my angry face?'



Cornelius The Octopus

Two ideas for activities to develop singing and listening skills:

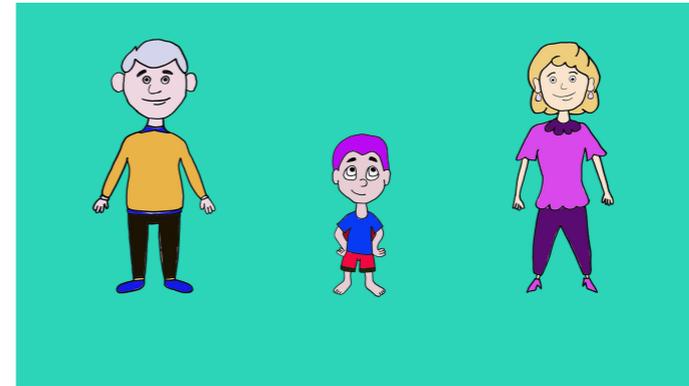
- Refer back to the first song in the book, Songo Songo and talk to the children about Cornelius being Songo's special friend. Listening to the song, can the children tell you some more of Cornelius' friends that are mentioned in the song?
- Learn the song, practising the chorus first, feeling the gentle swing of the waltz beat that is used for the music, and developing strong and confident singing, before moving on to learn the lyrics and sing the two verses.



Walking In The Jungle

Two ideas for activities to develop speaking skills and vocal confidence:

- The song is a chanted call and response. Practise the song with the children repeating each line after you (the leader) have said the line. Stand up and walk rhythmically with the beat of the song to emphasise the rhythmic quality of the words. Practise it softly as well as loudly (maybe you're walking and speaking softly as you creep around the jungle).
- Between each verse ask the children what animals they can see. Ask them to make the sounds of that animal and encourage them to add movement and actions. The 'roar' of the tiger and lion should be really loud and fearsome, the snake's 'sssss' long and slithery, the parrot will 'squawk' and the mouse.



Who's That Walking?

Two ideas for activities to develop moving, co-ordination and handling of objects (musical instruments):

- Sing the song standing up and move the feet with the words 'stomp, stomp' and 'step, step, step'. The 'clatter bang crash' can be done using hands on knees with a clap on 'crash'. These three patterns can be repeated and practised separately from the song, repeating each one with the words and movements and also as a sequence of patterns.
- As the children become familiar with the song and the rhythm patterns the rhythms can be transferred to a drum or other percussion. A different instrument can be chosen and played by the children for each verse. We find a heavy drum sounds good for 'stomp, stomp', a tambourine gives a clear rhythm for 'step, step, step' and claves or a small hand drum are easier to handle and control for the 'clatter bang crash'.



There's a Hungry Caterpillar

Three ideas for activities to develop understanding of numbers:

- Ask the children to choose the number of leaves for the caterpillar to eat and then count and clap or play that number in the song. Practise the numbers before singing the song to reinforce the learning of numbers. We use a guiro (or wooden scraper) to play for each leaf as it makes a crunching sound.
- Instead of a random choice of numbers sing the song with a sequence of numbers - for example from 1 to 5 or in reverse. Ask the children to say which number will be next in the sequence before each verse. Flashcards of leaves can also support the counting process.
- If your children have progressed in their mathematics to addition ask two children to choose flashcards showing different numbers of leaves and stand at the front with a third child holding a '+' sign.



Look At The Sky

Two ideas for activities to develop imagination:

- Adding actions to the song as you learn and sing it, making the actions expressive, beating really loudly on the floor for the storm and a wide expansive arc with the arms for the sun coming out and shining.
- Once you have sung the song a few times with the children, introducing some instruments to represent the sounds of the weather. Take your time, exploring and choosing the sounds one at a time, repeating the song:

Storm - a drum

Rain - a shaker or rainstick

Sun - a tambourine or chime bars

Wind - a wind instrument, flute, recorder, panpipes.



In The Jungle

Two ideas for activities to develop self-confidence:

- Use gestures and actions as you sing the song to help create the atmosphere of being surrounded by trees, grass, flowers and animals. Encourage the children to explore and enjoy the vocal sounds and facial expressions of each animal, practising the 'roarr' of the tiger, the 'ssss' of the snake etc. before you sing the song. Sometimes ask everyone to make the sounds and at other times ask a child to show the sound individually.
- Use hand or finger puppets or face masks to enable less confident children to assume the fierce character of a tiger as it roars, and to explore and express other characters and vocal sounds in a safe environment.



First Thing In The Morning

Two ideas for activities to develop speech and language:

- Focusing on the main verbs 'jump', 'wash', etc. using actions to reinforce the meaning of the words. Then as you learn and practise the song, modelling the use of longer verb phrases and different tenses like 'let's jump out of bed', 'I'm washing my face' 'look how Alex is washing his face', 'I ate toast for my breakfast this morning, what did you eat for your breakfast?'
- Using picture flashcards of 'bathroom', 'kitchen', etc. to draw out vocabulary and create opportunities for more dialogue and phrases from the children related to the song and the activities it describes.



Songo, Songo

Two ideas for activities to support personal, social and emotional development:

- This song is about the value that words bring into our lives and our relationships. As you learn and sing the song with them talk to your children about some of the key words and phrases in the song 'Speaking, listening, we'll get along' ... 'helping' ... 'share' and 'care'
- Tell your children how much Songo loves to listen to people sing and encourage them to choose and sing a song for Songo.



Hello

Three ideas for activities to develop speech and language:

- Motivating children to smile and make eye contact whilst singing the song. This can be further developed by including waving and other styles of greeting such as shaking hands, or turning to wave or shake hands with the child/ adult sitting on either side of you - these all help to develop the use of language and communication in a social context.(Pragmatics)
- Replacing the word 'hello' in the song with a greeting in another language, including languages that are spoken at home.
- Building the use of the song into your school day, whilst you have circle time or are doing the register.