

# Songs and Rhymes to Share



Created for you by staff at  
Tumwater Timberland Library, WA  
[www.TRL.org](http://www.TRL.org)

## Hickety Pickety Bumblebee



Hickety pickety bumblebee  
Won't you say your name for me?  
(Say baby's name)  
(Repeat baby's name)  
That's a very nice name!

One of our story time big sisters taught us that this can be a great vocabulary building song. Sing it while you are walking around, and point to something to name it. Your little one can learn the names to lots of objects while you enjoy the bouncy rhythm of this tune.

## When cows get up in the morning



When cows get up in the morning,  
they always say hello!

When cows get up in the morning,  
they always say hello!

They say "moo, moo!" That's how they say hello!

They say "moo, moo!" That's how they say hello!

*You can repeat this for other animals or you can choose other things that make cool noises; cars, trucks, trains, etc.*

Playing with animal sounds is a fun way for children to hear the small parts that make up words in our language. Being able to hear these smaller parts of words will help them sound out words when they are learning to read.

## Here's a Ball for Baby



Here's a ball for baby, big and soft and round.  
*(fingertips form a ball)*

Here is baby's hammer, see how he can pound.  
*(pound a fist on palm of other hand)*

Here are baby's soldiers, standing in a row.  
*(hold 10 fingers straight up)*

Here is baby's music, clapping, clapping so.  
*(clap hands)*

Here is baby's favorite game,  
*(cover your eyes)*

It's called Peek-a-Boo!  
*(peek!)*

Peek-a-boo is a game young children love. It helps them learn object permanence, the concept that even if something cannot be seen, it is still there. When they are under ten months old, it is good to cover your own eyes. As your baby gets older, you can cover his or her eyes. Many books play with the idea of peek-a-boo.

# Baby put your pants on



Sing to the tune "Mama's Little Baby Loves Shortnin' Bread"

Baby put your pants on, pants on, pants on  
Baby put your pants on—one, two, three!

Baby put your shirt on, shirt on, shirt on  
Baby put your shirt on—one, two, three!

Baby put your socks on, socks on, socks on  
Baby put your socks on—one, two, three!

Sing each verse for as long as it takes to put that article of clothing onto your baby. Singing songs can help to soothe or distract during activities that your baby doesn't love—diaper changing, getting dressed, car rides, etc.

# If You're Happy & You



## Know it



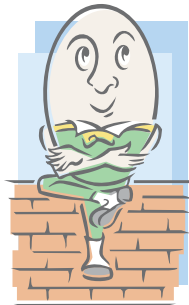
If you're happy & you know it, clap your hands.  
If you're happy & you know it, clap your hands.  
If you're happy & you know it, then your face will surely show it.  
If you're happy and you know it, clap your hands.

Other verses:

If you're happy & you know it, stomp your feet. . .  
If you're happy & you know it, shout hooray. . .  
If you're happy & you know it, do all three. . .

Sharing songs and nursery rhymes is one good way for your children to hear the sounds of language. If you are comfortable talking with your children in a language other than English, talk with them in that language, so they hear even more sounds.

# Humpty Dumpty



Humpty Dumpty sat on a wall. *(fold hands together)*  
Humpty Dumpty had a great fall. *(roll hands)*  
All the King's horses *(wiggle fingers on one hand)*  
And all the King's men *(wiggle fingers on other hand)*  
Couldn't put Humpty together again.  
But I can! *(fold hands together)*

Nursery rhymes often expose children to words that are not used in everyday conversation. Researchers have found that children who know rhymes find it easier to learn to read.

# Sleeping Bunnies



See the little bunnies sleeping till it's nearly noon  
Let us try and wake them with a little merry tune.

Oh how still! Are they ill?

Wake. Up. Soon.

Hop little bunnies, hop hop hop!  
Hop little bunnies, hop hop hop!  
Hop little bunnies, hop hop hop!  
Hop little bunnies, hop hop hop!

Kids LOVE this action game, and it is a great way for them to learn about self regulation. As your children get older, you can stretch out the time they have to be still before they get to hop. To make the song longer, you can have different kinds of sleeping animals. You can ask your child what other kinds of animals they'd like to be, and what those animals will do when they wake up.

# Rain is Falling Down



Rain is falling down. Splash!

Rain is falling down. Splash!

*(flutter fingers down & clap on “splash”)*

Pitter-patter, pitter-patter, *(clap for each syllable)*

Rain is falling down. Splash!

Sun is peeking out. Peek!

*(circle arms over head;*

*then cover eyes with hands & “peek”)*

Sun is peeking out. Peek!

Peeking here, peeking there,

*(peek from behind your hands again, one side & then other)*

Sun is peeking out. Peek!

One way you can build your baby’s vocabulary is to narrate your day. Describe what you and your baby are doing. You might even add little stories about when you were a child. By doing this, you are exposing your child to lots of language! Be sure to include some questions and leave your child time to respond, even if you can’t understand what he or she is saying.

# Talk, Sing, Read, Write, Play!



*You can sing this to the tune Skip to my Lou*

Talk, sing, read, write, play

Talk, sing, read, write, play

Talk, sing, read, write, play

Talk, sing, read, write, play

Growing readers day by day!

You are your child’s best and first teacher! When you talk, sing, read, write, and play together, you are not only having fun and creating a strong parent-child bond, you are laying a great foundation for all of their future learning. Hooray!

# The Noble Duke of York

The noble Duke of York, he had ten thousand men,

*(clap hands in rhythm)*

He marched them up to the top of the hill

*(raise arms up)*

Then marched them down again. *(lower arms down)*

And when they were up, they were up. *(arms up)*

And when they were down, they were down.

*(arms down)*

And when they were only halfway up,

*(arms halfway up)*

They were neither up *(arms up)*

Nor down. *(arms down)*



Children learn by repetition. Infants and young children have extremely active brains. The more stimulation they receive from their environment—what they see, hear, touch, taste, and smell—the more connections are made between brain cells. After a while, there are so many connections that the ones that are not used are pruned. It is repetition that keeps connections and makes them strong. So share rhymes and songs over and over again!

# Teddy Bear, Teddy Bear



Teddy Bear, Teddy Bear, clap a beat.

Teddy Bear, Teddy Bear, stomp your feet.

Teddy Bear, Teddy Bear, roll your hands around.

Teddy Bear, Teddy Bear, touch the ground.

Teddy Bear, Teddy Bear, touch your nose.

Teddy Bear, Teddy Bear, point to your toes.

Rhyming is one way that children learn to hear that words are made up of smaller parts. This skill helps them when they later try to sound out words to read. You can play with sounds by picking a word and finding lots of words that rhyme. You can even make up nonsense words that rhyme!

# Tommy Thumbs



Tommy Thumbs up,  
Tommy Thumbs down,  
Tommy Thumbs are dancing all around the town.  
Dance 'em on your shoulders,  
Dance 'em on your head,  
Dance 'em on your knees,  
Then tuck them into bed.  
*("hide" thumbs, in fists or armpits)*

When reading a book together, occasionally take time to ask questions about what is happening in the story. How is this character feeling? What is this character doing? Leave time for your child to respond. If they are too young to talk, pause, then answer the question yourself. As they get older and talk about what is happening, mirror back what they say, and then add a little more. We call this strategy "dialogic reading" and it is a fantastic way to build skills they will need when they are learning to read.

# Crackers and Crumbs

Crackers and crumbs, crackers and crumbs.  
*(alternate clapping hands and slapping thighs)*  
Here are my fingers, here are my thumbs.  
*(wiggle fingers and thumbs)*  
Here are my eyes, here are my ears.  
*(point to or touch eyes and ears)*  
They'll all grow bigger in the next few years!  
*(raise arms high in the air)*

Repeat and change first two lines with:  
pickles and cheese...elbows and knees  
bacon and eggs...arms and legs

For a baby's short attention span, reading doesn't have to be done in one sitting. Try reading in short bursts throughout your day. Keep books handy, and read when you and your baby are relaxed and happy. This will help your child learn to love books and reading!

# Two Little Blackbirds



Two little blackbirds sitting on a hill,  
*(hold both hands up)*  
One named Jack, the other named Jill.  
*(extend one hand out, then the other)*  
Fly away Jack, fly away Jill.  
*("fly" hands behind back)*  
Come back Jack, come back Jill!  
*(bring hands back out front)*

Young children learn through their senses. Touching, smelling, and tasting are as important as hearing and seeing. Give them opportunities to feel different textures and shapes. Talk about what feels the same, and what feels different. These introductory opportunities help them later when they try to make out differences among all kinds of things, including shapes of letters when they are learning to read.

# To Market, to Market



*Bounce your baby on your lap or hip*

To market, to market to buy a fat pig,  
Home again, home again jiggity jig.  
To market, to market to buy a fat hog,  
Home again, home again jiggity jog.  
To market, to market to buy a plum bun,  
Home again, home again market is done.

When children are young, they treat books as they would any other toy. This means they put them in their mouths to explore! We want our children to feel comfortable with books, so calmly and gently take the book from your child's mouth and start showing him or her the pictures. Keep some books in their toy box! Having a positive association with books is one of the skills that researchers have shown is an important part of a strong foundation for reading.

# Hickory, Dickory Dock



Hickory, dickory dock,  
(*swing arm from side to side*)

The mouse ran up the clock.

(*run fingers up body from toes to head*)

The clock struck one, (*clap hands and say "1"*)

The mouse ran down,

(*run fingers back down body from head to toes*)

Hickory, dickory dock. (*repeat swinging arm*)

**REPEAT WITH:**

The clock struck two, (*clap twice while saying "1", "2"*)

The mouse said "BOO". (*say "Boo"*)

**AND:**

The clock struck three, (*clap three times while counting*)

The mouse went Weeeeeee! (*say "Weeee" while racing  
fingers down body from head to toes*)

Take advantage of every opportunity to play with words. Make up riddles or play "I Spy" as you wait in the doctor's office or anywhere else. Your child will be learning, and you will lessen the boredom and tension of waiting!

# Head and Shoulders



(*Throughout, touch appropriate parts of body*)

Head and shoulders, knees and toes,  
Knees and toes.

Head and shoulders, knees and toes,  
Knees and toes.

Eyes and ears, and mouth and nose,  
Head and shoulders, knees and toes,  
Knees and toes.

This is a good rhyme to do as you are bathing or diapering your child. Use different parts of the body and words for different actions to help increase your child's vocabulary. Even though your child does not understand everything you say, it is important to him or her to hear you speak. Hearing lots of words will build your child's vocabulary. Knowing lots of words will make learning to read easier!

# Roly-Poly



(*roll hands around & around & suit actions to words*)

Roly-poly, roly-poly, up and down, up and down.

Roly-rolly-poly, roly-rolly-poly,  
up and down, up and down.

Roly-poly, roly-poly, out and in, out and in.

Roly-rolly-poly, roly-rolly-poly, out and in.

Roly-poly, roly-poly, fast and slow, fast and slow.

Roly-rolly-poly, roly-rolly-poly,  
fast and slow, fast and slow.

After reading a book, go back through the book and play with its words. For example, clap out the number of syllables in the names of vegetables, people, or places mentioned in the story, or change the initial sound of the refrains that you are saying.

# The Itsy Bitsy Spider



The itsy, bitsy spider went up the water spout.

(*Move fingers up toward sky*)

Down came the rain and washed the spider out.

(*Bring fingers down and back*)

Out came the sun and dried up all the rain

(*Move arms up over head*)

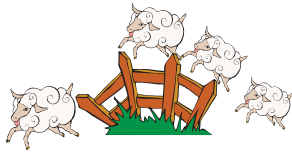
And the itsy, bitsy spider climbed up the spout again.

(*Move fingers up toward sky*)

The fingerplay version of this rhyme is great for building strength and fine motor skills in little fingers. Having strong and nimble fingers is important when your children are learning to color, draw, and later write! Other ways to build finger strength are popping bubbles, playing with play dough, and scribbling with crayons.



# I Can Even Count Some More



One, two, three, four  
*(raise each finger—no thumbs—on one hand)*  
I can even count some more.  
Five, six, seven, eight  
*(raise each finger—no thumbs—on the other hand)*  
All my fingers stand up straight.  
Nine, ten  
*(raise thumbs)*  
Here are my thumb men!

Hearing a question and formulating a response involves at least three different parts of the brain. You may have noticed that it takes children longer than adults to respond to questions because they have not had as much practice at it as we have. Try to wait about five seconds to give your child time to respond to what you say.

# Pat a Cake



Pat a cake, pat a cake, baker's man.  
*(clap hands)*  
Bake me a cake as fast as you can.  
*(clap hands)*  
Roll it, and pat it, and mark it with a "B".  
*(roll & pat hands, then draw letter "B" on child's hand, back, or tummy)*  
Then put it in the oven for baby and me.  
*(point to baby, then yourself)*

This rhyme is a great way to introduce letters to your child. If you share this one often enough, your child will eventually understand that the letter 'B' makes the beginning sound of the word Baby, and that a "B" is that shape that you draw on them. You can change the rhyme to use other letters, too! Make a cake with an "M" for Mama, a "P" for Papa, etc.

# Twinkle, Twinkle Little Star



Twinkle, twinkle little star,  
*(open & close fingers like twinkling stars)*  
How I wonder what you are,  
*(put hands out, palms up)*  
Up above the world so high,  
*(form circle with hands & hold up high)*  
Like a diamond in the sky.  
*(draw diamond shape in the air)*  
Twinkle, twinkle little star,

Talking about shapes is great for your baby's brain. Shapes are everywhere, and understanding words that describe shapes helps build vocabulary. Also, the letters of our language are made up of shapes! Learning to tell the difference between different shapes will help your children when they are learning to recognize the letters of the alphabet.

# From Wibbleton to Wobbleton



*This rhymes is fun to clap or bounce to.  
Lean to one side on "Wibbleton" and to the  
other side on "Wobbleton"*

From Wibbleton to Wobbleton is fifteen miles,  
From Wobbleton to Wibbleton is fifteen miles,  
From Wibbleton to Wobbleton, from Wobbleton to  
Wibbleton,  
From Wibbleton to Wobbleton is fifteen miles!

Your children love to hear the sound of your voice. When you sing to them, they are learning the rhythm of language. As you do rhymes and songs with them at home, notice what your child does as she or he responds to different ones. As children get older and more familiar with them, they start to clap or do the motions to a rhyme or song they recognize.

# 'Round & 'Round the Garden



'Round and 'round the garden goes the teddy bear.

(Draw circles on baby's tummy, back,  
or hand with your finger)

One step, two step, tickle (child's name) under there!

(Walk your fingers up baby's arm or chest,  
ending with a tickle under chin or arm)

*"The single most important activity for building the knowledge  
required for eventual success in reading is reading aloud to  
children."*

*Becoming a Nation of Readers, 1985*



# Rickety, Rickety Rocking Horse

*This is a great bouncing rhyme!*

Rickety, rickety rocking horse,

Over the fields we go!

Rickety, rickety rocking horse,

Giddy up! Giddy up! Whoa! (*Lean back on "Whoa"*)

Rickety, rickety rocking horse,

Over the fields we go!

Rickety, rickety rocking horse,

Giddy up! Giddy up! Whee! (*Lift baby on "Whee"*)

When choosing books to read to your child, make sure and pick ones that you enjoy! When you love the books you read together, you are teaching your child that reading is fun! Sharing the fun of reading with your child is a great way to build up the motivation to read, which will help them in their future learning.



# Cheek, Chin

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*(Tap each body part while reciting this rhyme)*

Cheek, chin, cheek, chin, cheek, chin, NOSE.

Cheek, chin, cheek, chin, cheek, chin, TOES.

Cheek, chin, cheek, chin, cheek, chin,

UP baby goes!

*(When diapering baby, hold baby's ankles together,  
lift up and slip diaper underneath)*

It's important for kids to know what books are and how they work. A great way to help babies learn about books and reading is to point to the words as you read to them. You are helping them make the connection that the words you are saying are those strings of shapes on the page.

# Trot, Trot to Boston



Trot, trot to Boston. Trot, trot to Lynn.

Look out little baby, you might fall in!

*(Dip baby on "fall in")*

Trot, trot to Boston. Trot, trot to Dover.

Look out little baby, you might fall over!

*(Tip baby to side on "fall over")*

Trot, trot to Boston. Trot, trot to town.

Look out little baby, you might fall down!

*(Dip baby on "fall down")*

Children need a lot of background knowledge (knowledge about the world around them) in order to later understand what they read. Gaining background knowledge starts at birth. Children with strong background knowledge are more likely to become successful readers who have a solid understanding of what they are reading. One way for them to accumulate knowledge is by talking with them about everything you see and do together.



## Father & Mother and Uncle John

Father and Mother and Uncle John  
went to town, one by one.

*(Bounce your baby on your lap)*

Father fell off, *(Tip your baby to one side)*  
And Mother fell off, *(Tip your baby to other side)*  
But Uncle John went on and on and on!

Choose books to read with your baby that show pictures of familiar things. If a book has a picture of an apple, talk about it! Then get a real apple and show it to your child. Talk about how it tastes—sweet; how it feels—round and smooth; and how it feels when you bite it—crunchy. You could tell your baby that it's too hard for them to eat because they don't have teeth yet, but they eat applesauce, which is made from apples! By spending time with the real object, you help your child realize that pictures represent real things. Later, they will also understand that printed words represent real things.



## Tick-Tock OR Cuckoo Clock

*This rhyme can be enjoyed in many different ways! You can hold your baby in your lap and gently rock back and forth. Or, you can hold your baby while you are standing and swing him or her back and forth like a clock pendulum. When saying "cuckoo," you can play peek-a-boo if you are seated, or lift your baby up in the air. Have fun!*

Tick-tock, tick-tock,  
I'm a little cuckoo clock.  
Tick-tock, tick-tock,  
Now I'm chiming one o'clock.  
Cuckoo!

Give your child choices when possible: "Would you like an apple or a banana for a snack?" "Which book would you like to read tonight before bed?" This will build your child's confidence that he can make good choices.

## Pizza, Pizza, Pumpnickel OR Three Tickles



Pizza, pickle, pumpnickel, *(bounce child)*

My little one shall have a little tickle,  
One for his/her nose, *(touch or tickle nose)*  
One for his/her toes, *(touch or tickle toes)*

And for his/her tummy  
where the yummy food goes.  
*(touch or tickle tummy)*

Sharing nursery rhymes and songs with your baby increases his or her ability to hear the smaller sounds in words.

## One, Two, Three



One, two, three,  
*(bounce child on knee)*  
Baby's on my knee.  
Rooster crows,  
*("crow")*

And away he/she goes!  
*(lift child up in the air)*

Babies and children are learning all the time, but they learn best when they feel happy and loved. Showing your children that you love them with hugs, kisses, smiles, and cuddles gives your child just what he or she needs. Feeling secure and loved while you read, play, talk, and sing together will make their learning experiences extra strong!



# This is the Way the Ladies Ride



This is the way the ladies ride,  
Trit, trot, trit, trot. (*gentle bounce*)

This is the way the gentlemen ride,  
Jiggedy, jog, jiggedy, jog. (*stronger bounce*)

This is the way the cowboys ride,  
Buckaroo-hoo! Buckaroo-hoo! (*lean left, then right*)

And this is the way the hunters ride,  
Galloping, galloping, galloping (*fast bounce*)  
Over the fence! (*lift baby up*)

The language used in books is different from what we use when we are speaking, making stories great for building vocabulary. Stories also have a certain structure, with a beginning, a middle, and an end. By exposing your children to books, you help them become familiar with the way language is written. Reading stories together helps them learn what to expect when they read stories themselves.

# Trot Go the Ladies



Trot go the ladies, the ladies, the ladies  
Trot go the ladies, Whoa!  
(*bounce gently, stop and lean back on "whoa"*)

Canter go the gentlemen, the gentlemen, the gentlemen,  
Canter go the gentlemen, Whoa!  
(*bounce more vigorously*)

Gallop go the huntsmen, the huntsmen, the huntsmen,  
Gallop go the huntsmen  
(*bounce very vigorously*)  
And they FALL in the ditch!  
(*let baby fall between your knees*)

In order to identify letters, kids need to be able to distinguish alike and different. For example, a lower case n and a lower case h look almost the same—just the height of the line is different. Noticing things that are alike and different will help later as kids learn to read. Fun ways to build this skill include playing matching games and sorting games.

# Jack in the Box



Jack in the box, sits so still.  
Will he come out?  
Yes, he will!

# Beehive



Here is the beehive, (*make fist with one hand*)  
But where are the bees? (*shrug shoulders*)  
Hidden inside where nobody sees. (*shake head "no"*)  
Soon they'll come a buzzing, out of the hive,  
(*make "buzzing" sound*)  
One, two, three, four, five!  
(*open fist & count fingers, then tickle baby*)

# POP—Goes the Weasel

All around the mulberry bush,  
(*bounce baby on your hip or lap*)  
The monkey chased the weasel  
The monkey thought 'twas all in fun—  
POP—Goes the weasel!  
(*give a slight jump or lift baby up*)

# Pease Porridge Hot

*clap hands or bounce to the rhythm of this rhyme*

Pease porridge hot, pease porridge cold,  
Pease porridge in the pot nine days old.  
Some like it hot, some like it cold,  
Some like it in the pot nine days old.

Make rhyming words that rhyme with your child's name, your street, family names and so forth; clap them out so your child

## Horsie, Horsie

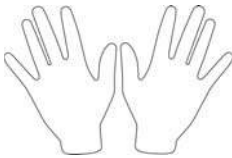
Horsie, horsie, don't you stop.  
Just let your feet go clippity clop!  
Your tail goes swish, and the wheels go round.  
Giddyup! We're homeward bound!



## Jack Be Nimble

Jack be nimble, *(bounce baby on one knee)*  
Jack be quick.  
Jack jump over the candlestick!  
*(lift baby up on "OVER" and land on other knee)*

## Open, Shut Them



Open, shut them, open, shut them,  
*(spread baby's arms wide)*  
Give a little clap, clap, clap. *(clap hands together)*  
Open, shut them, open, shut them,  
*(spread baby's arms wide)*  
Put them in your lap, lap, lap. *(put hands in lap)*  
Creep them, crawl them, creep them, crawl them,  
*(walk fingers up baby's chest)*  
Right up to your chin, chin, chin.  
*(tap baby's chin three times)*  
Open up your little mouth,  
*(massage circle around baby's mouth)*  
But do not let them in!  
*(tickle fingers down baby's chest)*

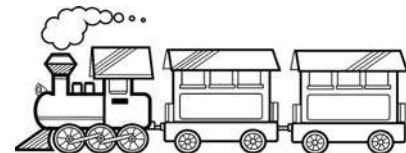
## Popcorn!



Pop, pop, pop, you put the corn in the pot.  
*(bounce baby to the beat)*  
Pop, pop, pop, *(bounce)*  
You shake it till it's hot.  
*(jostle baby gently side to side)*  
Pop, pop, pop, *(bounce)*  
Lift the lid and what have you got?  
*(pretend to lift lid from baby's head)*  
Pop, pop, pop, *(bounce)*  
Popcorn!

Some songs and rhymes, like this one, are a story or narrative. They have a beginning, middle, and end. Songs and rhymes like this teach our children how stories work, which is an important thing to know when you are learning how to read.

## Down by the Station



Down by the station, early in the morning,  
See the little pufferbellies all in a row.  
See the engine driver pull his little lever.  
Puff, puff. Toot, toot!  
Off we go!

Do you raise the pitch of your voice when you talk to your baby? Do you find yourself drawing out your vowels? Do you talk slowly in an exaggerated way and make silly faces when you talk? Fantastic! Researchers call this 'parentese,' and babies love it and need it to learn about language and how to communicate. By mixing in parentese with your normal speech patterns, you are helping your child focus and learn!

# Come Under my Umbrella



*Sing to the tune of "Did you ever see a lassie"*

Come under my umbrella, umbrella, umbrella  
Come under my umbrella, it's starting to storm.  
With thunder and lightning and wind and rain.  
Come under my umbrella, it's starting to storm.

# Cheeky, Cheeky, Chin

*Sing to the tune "Skip to my Lou."*

Eyes, nose, cheeky cheeky chin  
Eyes, nose, cheeky cheeky chin  
Eyes, nose, cheeky cheeky chin  
Cheeky cheeky chin, eyes, nose.

# The Wheels on the Bus



The wheels on the bus go round and round,  
Round and round. Round and round.  
The wheels on the bus go round and round,  
All through the town!

The wipers on the bus go swish, swish, swish. . .  
The horn on the bus goes beep, beep, beep. . .  
The doors on the bus go open and shut. . .  
The money on the bus goes clink, clink, clink. . .

Even though babies don't understand the meanings of **all** of the words we say, it is important for our kids to hear them. At birth, children have the ability to hear all of the sounds in all of the world's languages. By six months of age, babies are already able to recognize the sounds of the languages they hear. They also start to lose the ability to recognize those sounds they don't hear.



# Where is Big Toe?

Where is big toe? Where is big toe?  
Here I am! Here I am! (*touch or tickle baby's big toe*)

Wiggle, wiggle, big toe.  
Wiggle, wiggle, big toe.  
My big toe. My big toe.

Where is elbow. . . Bendy bendy elbow

Where is tummy. . .squish squashy tummy.

Where are two eyes. . . Winky blinky two eyes.

Where are two hands. . .happy clappy two hands.

## FACT:

The single most significant factor influencing a child's early educational success is an introduction to books and being read to at home prior to beginning school.

*National Commission on Reading, 1985*

# Old MacDonald



Old MacDonald had a farm. E-I-E-I-O!  
And on that farm he had some sheep. E-I-E-I-O!  
With a baa baa here. And a baa baa there.  
Here a baa. There a baa. Everywhere a baa baa.  
Old MacDonald had a farm. E-I-E-I-O!

Children love this song, and you can sing about as many different animals as you'd like! Change things up by singing about baby animals—lambs, kittens, puppies, etc. By using specific names for things, like cat and kitten, you help your child learn new words and you help them understand differences between similar things. This is one way to increase their vocabulary. You can also be really silly with Old MacDonald.

What else might make sounds on his farm? Tractors? Alligators? Being silly while you sing will encourage play and creativity, plus, you might get you some fun belly laughs from your child.

# Baa Baa Black Sheep

Baa baa black sheep. Have you any wool?

Yes sir, yes sir, three bags full.

One for my master, one for my dame.

One for the little boy who lives down the lane.

Baa baa black sheep. Have you any wool?

Yes sir, yes sir, three bags full.



# I'm a Little Teapot

I'm a little teapot, short and stout.

Here is my handle, here is my spout.

When I get all steamed up, hear me shout!

Just tip me over and pour me out.

I'm a clever teapot, yes it's true.

Here's an example of what I can do.

I can change my handle and my spout.

Just tip me over and pour me out.



# Acka Backa



*(Rock baby back and forth, or bounce on knee)*

Acka backa soda cracker, acka backa boo!

Acka backa soda cracker, I love you! *(Hug child)*

Acka backa soda cracker, acka backa boo!

Acka backa soda cracker, up goes you!

*(Lift child upwards)*

Babies start learning how to communicate as soon as they are born! When you imitate your baby's sounds or gestures, you are helping them learn how conversations work. You are also showing that what your child is trying to communicate is important to you. As they get older, you can encourage them to copy the sounds or words that you make.

# Ten Galloping Horses



Ten galloping horses *(hold up 10 fingers)*  
Came through town. *(wiggle fingers in a "gallop")*

Five were white *(stop & show one hand)*

Five were brown *(show other hand)*

They galloped up & they galloped down.

*(run fingers up & down baby, tickling as you go)*

Ten galloping horses came through the town.

*(repeat 10 "galloping" fingers)*

Children of different ages need different kinds of books. An infant's vision is blurry. Infants need pictures with bright colors and stark contrast between the background and the object. As they get a little older, they focus better and enjoy looking at pictures of things that are familiar to them, especially faces. As they become toddlers, they enjoy the predictability of repeated words and actions in a book and can focus on pictures that have detail.

# I Put My Arms Up High

I put my arms up high,

I put my arms down low.

I put my arms out to the side,

And then I let them go.



# Busy Lizzy

Busy, busy Lizzy all in a tizzy

*(bounce baby on one knee)*

Drank some soda pop! *(lift baby up)*

And went all fizzy! *(bounce baby on other knee)*