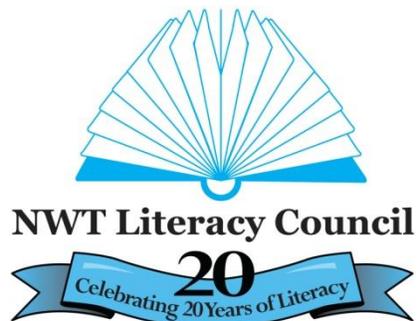


1-2-3 Rhyme with Me



Facilitator's Manual



Acknowledgements

The NWT Literacy Council is a not-for-profit organization that supports literacy development in all official languages of the Northwest Territories. For more information on *1-2-3 Rhyme with Me* or any of our work, please contact:

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Human Resources and
Skills Development Canada

Ressources humaines et
Développement des compétences Canada

Canada

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Introduction

- [Overview](#)
- [What is 1-2-3 Rhyme with Me?](#)

Overview

This program manual was written to help community groups organize and deliver *1-2-3 Rhyme with Me* programs in their communities.

The goals of the program are:

- To promote oral language development, which is the basis for literacy development.
- To promote positive family relationships through time spent having fun with rhymes, songs and stories.
- To provide social and parenting support for parents of young children.
- To provide community groups with a resource to support and deliver a *1-2-3 Rhyme with Me* program.



What is the 1-2-3 *Rhyme with Me* program?

The *1-2-3 Rhyme with Me* program is a fun and interactive program for parents and their young children. They meet once a week to learn rhymes and songs that include a lot of holding, touching, smiling, bouncing and bonding. Parents gain confidence and parenting skills, which help them to support their children's learning and literacy.

1-2-3 Rhyme with Me programs usually:

- Include 8-10 families with preschool-aged children.
- Meet once a week for 1-2 hours.
- Run for 6-10 weeks.

The *1-2-3 Rhyme with Me* program:

- Teaches fun and interactive rhymes, songs and stories.
- Gives parents tools they can use with their children (for example using rhymes to calm a fussy child or to help with diaper changing and bathing).
- Allows parents to be part of a group that is supportive and accepting.
- Models positive interactions with children.
- Creates a comfortable and safe environment that parents and children enjoy.

There are many benefits for parents, children, and communities.

Parents:

- Gain confidence in their parenting skills.
- Spend time bonding and playing with their children.
- Gain skills in positive discipline.
- Develop a network of friends and supports.
- Learn many new rhymes, songs, and stories to use at home.

Children:

- Develop language and pre-literacy skills.
- Gain self-esteem.
- Learn to play with other children.

Communities:

- Build networks of families with young children.

Starting a Program

- **Overview**
- **Building Community Partners**
- **Finding a Location**
- **Setting up a Budget**
- **Advertising the Program**
- **Overcoming Barriers to Participation**
- **The First Session**

Overview

This section tells you how to run a program in your community. It is a suggested format; you can adapt and change the program to suit your community. It is a good idea to include northern songs and rhymes in your program. You may also want to invite elders or people who speak the local language to teach rhymes or songs.

Building Community Partners

Community partners can help make your program more successful. The following are possible partners that may support your program by being on an advisory committee or providing sponsorship, staff, or space to run the program:

- Early childhood programs
- Pre-natal nutrition programs
- Play groups
- Parents and tots groups
- Childcare centres
- Teachers
- Friendship centres
- School or community libraries
- Early intervention programs
- Teachers
- Band, hamlet or town councils
- Elders
- District education councils

Finding a Location

The location of your program can play a big part in its success. It is important to recognize that people respond differently to different locations and to different sponsors. Try to choose a location that is:

- Friendly and inviting.
- Accessible (for strollers, people with disabilities, etc.).

- Close to the participants.
- Suitable for serving snacks.
- Safe for children.
- Not crowded with furniture.
- Carpeted or has mats.

Setting up a Budget

It is important to think about how much your program will cost. Although your program may only run for one hour, you will need to plan the program, contact participants, keep records, and build community partnerships. Here are a few things to consider when budgeting:

- Staff – Are the staff in existing positions or are they being hired specifically for the program?
- Salary – How much will you pay the facilitators and childcare workers?
- Space – Is the space donated or do you have to pay to use it?
- Transportation – Do participants need transportation to the program?
- Budget – How much will it cost for photocopying, supplies, childcare, etc?
- Snacks – How much will they cost?

For an example budget, see page 27.

Advertising the Program

Once you have found a sponsor and a location for your program, the next step is to advertise. Think about where potential participants are likely to see the information. These are some good places to hang posters:

- The post office
- The local store
- The band office
- The health centre or wellness centre
- The pre-school or daycare
- The school, school library or community library

You can also hand out personal invitations to families or put an announcement on the radio. Another important way to advertise your program is to talk to the organizations and people that are already working with families, such as daycares or pre-and post-natal programs. Due to confidentiality, most agencies cannot give you names of people who might take part in your program, but they can tell their clients about it.



Overcoming Barriers to Participation

There are many things that stop people from coming to groups, such as the timing of the program, the location, lack of transportation or lack of childcare. Try to reduce barriers so that more parents are able to participate. You will need to think about these questions when planning your sessions:

- Is the location easy for people to get to?

- Will families feel comfortable at the location? (i.e. is it safe, welcoming and easy to find?)
- Is the program at a convenient time?
- Will families need childcare for their older children during the program?
- Will participants need transportation to the program?
 - If your agency has transportation, program staff could pick up the participants.
 - You could arrange taxis to pick up participants. The program can either pay for the taxis or provide vouchers.
 - You could arrange a buddy system. Participants with vehicles can pick up other participants who live nearby.

The First Session

The day before the first session

Call each family to remind them about the next day's session. Phoning beforehand helps you estimate how many people will be attending and make transportation arrangements. You should also plan the snack and get it ready if necessary.

Plan and practise the rhymes you are going to teach. Plan a few more than you think you will have time for.

Before the session

Come about 45 minutes before the session starts.

- Set up the room, move furniture, and do any childproofing that needs to be done.
- Put up a “Welcome to *1-2-3 Rhyme with Me*” sign and clear directions to get to the program room.
- Make coffee and tea and prepare snacks.

Getting started

It is very important to help people feel relaxed and comfortable at the first session. When people feel welcome, they are more likely to relax and participate. In the first session, explain to the participants what the program is all about and what they can expect to gain from it.

- Introduce yourself.
- Ask participants to introduce themselves and their children.
- Ask them why they are interested in the program.
- Explain the objectives of the program.
- Explain how each session will run.
- Establish ground rules for the group.

- Start with easier rhymes or rhymes that people already know, like *The Eensy Weensy Spider* or *Twinkle Twinkle*.

Establishing ground rules

During the first session, the facilitator and the participants should brainstorm rules to help the group run smoothly. Here are some examples of ground rules:

- Start and end on time.
- Respect all opinions.
- Let everyone participate.
- Everyone has the right to pass in discussions.
- Have fun!

Be sure everyone agrees with the rules. Review the ground rules every few weeks. Ask if any rules need to be added or deleted.



Running a Program

- **Overview**
- **Greeting Participants**
- **Rhymes**
- **Songs**
- **Snacktime**
- **Playtime**
- **Dancing/Circle Games**
- **Storytime**
- **Saying Goodbye**

Overview

This section gives you information about how to plan and run a *1-2-3 Rhyme with Me* session. It also includes tips and ideas about how to teach new rhymes and songs. You do not have to follow this format exactly. Feel free to rearrange parts or leave out parts that do not work for your program.

Greeting Participants (5 minutes)

It is important to create a safe and welcoming environment. Here are some tips for making people feel comfortable:

- Arrive early and get set up before participants arrive.
- Welcome everyone as they arrive. Make name tags for adults and children.
- Start the session by sitting on the floor in a circle. Don't worry if children wander around. They will join in later.
- Ask people to introduce themselves and their children. You may want to use a naming song, such as *Ickety Tickety Bumblebee*.
- You might decide to choose a rhyme that you will use every week to gather the group. When people hear that rhyme they will know it is time to join the circle and begin the session.

Rhymes (10 minutes)

The rhymes and songs are the main part of the program. Choose rhymes that are fun and interactive. Try to include different types of rhymes, such as bouncing rhymes, touch and tickle rhymes and fingerplays in every session. Make sure to include favourite rhymes that families already know. Many fun and familiar rhymes are included in the rhyme section of this manual. Choose ones that you like and practice them well before the session.

How to teach new rhymes

- Say the rhyme through once. If there are actions, show them yourself or on a willing child.
- Focus on the words. Say each line and ask the group to repeat it after you.
- Repeat the whole rhyme together.
- Talk about the words and ask if anyone knows another version of the rhyme.
- Talk about how families can use the rhyme. For example, if you are teaching a bedtime rhyme, ask whether anyone has used rhymes or songs to get their children to sleep.
- Review the rhyme again the next week.

Tips for teaching rhymes to parents

- You should teach rhymes that parents can use both in the session and in their daily lives.

- Some people may feel unsure about learning new rhymes, or anxious that they are not learning quickly enough. They may feel more comfortable reading from a handout at first.
- Parents do not have to learn lots of rhymes or songs. Having just one or two favourite rhymes or songs is enough to get started.
- Not all the teaching has to come from the facilitators. Participants can share their favourite rhymes too.
- Because people may not be there every week, not everyone will know all of the rhymes. Parents who have missed a session can buddy up with other parents to learn the new rhymes.

Tips for teaching rhymes to children

- Children may take some time to really respond to the rhymes, songs and stories. It is okay for them to be more interested in the other children and in playing in a new place. When this happens ask the parent to do the actions anyway – this will help them to remember the rhymes later.
- Each child will respond differently to bouncing, tickling, or having their feet and faces touched. Remind parents that they should watch their children closely to find out what they like.
- Children may respond very differently at home than in the program.
- Parents should feel free to play with the rhymes and to change the words to suit their children.

Songs (10 Minutes)

Simple songs and fingerplay activities are easy and fun ways for parents and caregivers to interact with children. Children often want to hear the same songs over and over. Remind parents that repetition is helpful and important for children.



Encourage parents to sing anywhere and everywhere. Let them know that they can turn boring waits into learning moments and good memories for both them and their children. Riding the bus, driving in the car, waiting at the doctor's office or even waiting in line at the grocery store are good times for talking and singing with a child. If parents feel shy about singing in public, suggest they hold their children close and sing quietly just to them.

In your *1-2-3 Rhyme with Me* sessions, sing both quiet lullabies and lively active songs. Most groups will find three or four favourite songs and use them over and over again. Ask participants to share songs from their own childhoods. You may want to ask an elder to visit the program and share traditional stories, songs and rhymes.

Here are a few things to remember when teaching songs:

- A parent should know at least one lullaby, so include a lullaby each time.
- Teach the songs as you would rhymes. If the song has many verses, teach them slowly.
- Remind parents that it doesn't matter what they sound like. Having fun together is the important part!



Dancing/ Circle Games (10 minutes)

After the story and playtime, bring everyone together again for some dancing and circle games. Lively songs like the *Hokey Pokey* or *The Grand Old Duke of York* or chants like the *Five Little Monkeys* work well (you can find other circle games in the *Rhymes and Songs* section).

Here are some points to remember:

- Children love dancing with their parents, so encourage everyone to participate.
- All children can take part, but how they participate will vary with age.
- Ask the group members to share circle games and songs that they know.

Storytime (10 minutes, optional)

You may want to read a short book or tell a story during your session. Young children love folk and fairy tales, because they have a lot of repetition and are easy to follow. Here are some ideas to help make storytelling easier for the storyteller and engaging for the children.

Felt Board Stories

Felt story boards are great for interactive storytelling. They help everyone, including the person telling the story, to remember the characters of the story and the sequence of events. Felt board stories are also quick to capture children's interest. They may even enjoy inventing their own stories using the felt pieces.

You can easily make a felt board by covering a piece of corrugated cardboard in felt or flannel and stapling it in place. Then, cut characters and important objects from the story out of felt. They will stick to the board as you tell the story.

Felt Aprons

Instead of using a felt board, try making a felt apron. Trace a simple apron shape on felt, cut it out and sew on straps made of webbing or cloth. Your felt board shapes will stick to the apron.



Puppets

Puppets are great for capturing children's attention. The storyteller can use the puppets to act out the story. For example, when telling the story of *The Three Little Pigs*, one child could have a wolf puppet and say "I'll huff and I'll puff and I'll blow your house in" in a wolf voice each time the line appears in the story.



You can use purchased puppets or make your own from socks, paper bags or other materials. For more ideas, see the NWT Literacy Council's [Puppet Making How-to-Kit](#).

Snack Time (10-15 minutes)

Snack gives people a chance to socialize and have something to eat. You may want to use a special song or rhyme (e.g. *Way Up High*) each week to signal that it is snack time.

Saying Goodbye

- Choose a goodbye song and use it every session.
- You may want to give each parent a copy of the rhymes or songs that were taught during the session. Or, you may want to give out a booklet with all the rhymes and songs at the end of the program.
- Parents may want to stay around a little longer to visit. Do your best to allow time for this.
- Say goodbye to everyone and thank them for coming. Let them know you look forward to seeing them at the next session.

Administration

- [Overview](#)
- [Keeping Records](#)
- [Confidentiality](#)
- [Budget](#)
- [Evaluation](#)
- [Forms](#)

Overview

All programs require some type of administration. This section contains the information and forms you will need to keep program records.

Keeping Records

Keeping records may seem like extra work, but it is very important. Records are necessary not only for funders, but also to help you evaluate and make changes to your program. Record keeping may be as simple as taking attendance at each session. It is also a good idea to keep all of your session plans in one notebook or folder. You can make notes on them as you go, and will be able to refer back to them later.

Examples of the following forms are included in this manual. You may choose to use some or all of them.

- Budget
- Registration forms
- Attendance forms
- Session plans
- Program evaluation

Confidentiality

Any information you collect from participants should be kept confidential. Let participants know that you will not share their names or contact information with anyone. You may want to use parents' feedback in your evaluation or reports to funders. Let them know if you plan to do this, and that their names will not be used.

Budget

In order to receive funding for a program, you will have to develop a budget. You will probably also have to provide a financial statement at the end of your program to show how closely you followed your budget. Things that are given to the program for free are called in-kind donations. Remember to include these in your budget.

Sample Budget

Here is an example of a budget for a 10 week program:

Item	In Kind	Request
Space \$30/week x 10 weeks (donated by school)	\$300	
Transportation \$10/week x 8 participants x 10 weeks		\$800
Facilitator Salary/Honoraria 2hrs/week x \$20 x 10 weeks		\$400
Photocopying/Printing (in kind from school)	\$25	
Snack \$50/week x 10 weeks		\$500
Supplies -storage bins		\$50
Other Costs:		
Total	\$325	\$1750

Evaluation

Evaluating your program is very important, not only to satisfy funders' requirements but also to let you know how the program is going and how you can improve it. You can evaluate your program by:

- Writing a summary of the program and its benefits.
- Writing a summary of successes and challenges.
- Collecting anecdotes from participants.
- Collecting evaluation questionnaires from participants.
- Collecting attendance records.

Sample Session Plan

You can use this sheet to plan each session of your program. You will probably want to keep them all together in a binder or folder. You can make notes about what worked well and what didn't on each sheet. Here is an example of what your session plan might look like:

Date: February 12th	Supplies to bring: frog puppet, snacks
Opening/Name Rhyme: Ickety Tickety Bumblebee	
Touching/Tickling/Bouncing Rhymes: Riding on an Elevator Mother and Father and Uncle John The Moon is Round	Songs/Fingerplays: Ga Goon Went the Little Green Frog -Kids requested Eensy Weensy Spider
New Rhymes to Teach: Five Little Pumpkins	Lullabies/Calming Rhymes: Rock a Bye Baby All Through the Night -Toddlers lost interest during this part
Snacktime Rhyme: Way Up High Snack: Apple slices, Juice	
Transition Rhyme: Everybody Take a Seat	
Circle Games: Hello, My Name is Joe Ring Around the Rosy -Kids requested <i>Zoom Zoom Zoom</i>	
Goodbye Rhyme/Song: Goodbye Everybody	
Notes: -Joey wants to do <i>Where is Thumbkin?</i> next week	

Session Plan

Date:	Supplies to bring:
Opening Rhyme:	
Name Rhyme:	
Touching/Tickling Rhymes:	Bouncing Rhymes:
New Rhymes to Teach:	Lullabies/Calming Rhymes:
Snack:	
Transition Rhyme:	
Circle Games:	
Goodbye Rhyme/Song:	
Notes:	

Participant Evaluation

Thank you for taking time to complete this evaluation. Your feedback is important to us.

1. My child is _____ months old.
2. I came to the program _____ times.
3. I liked the program:

____not at all ____a bit ____a lot
4. Would you attend another *1-2-3 Rhyme with Me* program? If not, why not?
5. Have you noticed any changes in your child as a result of the program?
6. How do you use the rhymes and songs with your child/children?
7. How can we improve the program?

Rhymes and Songs

- **Welcome and Name Songs**
- **Fingerplays**
- **Bouncing Rhymes**
- **Touch and Tickle Rhymes**
- **Silly Songs**
- **Transition Rhymes**
- **Circle Games and Songs**
- **Bedtime Rhymes and Songs**

Northern Rhymes

Welcome and Name Songs

The Moon is Round

The Moon is round
As round can be
Two eyes, two ears
And a mouth like me



We're Glad You're Here Today

To the tune of *The Farmer in the Dell*.

We're glad you're here today
We're glad you're here today
Let's give a cheer because _____ (say name) is here
We're glad you're here today

Ickety Tickety Bumblebee

Go around the circle, having each parent say her name and her child's name.

Group: Ickety Tickety Bumblebee
Won't you say your names for me?

Parent: Suzie and Jonathon

Group: Suzie and Jonathon
Those are very nice names

Paw Paw Patch

Go around the circle until you have said the names of all the parents and children in your program.

Where oh where are David and Sonya?

Where oh where are David and Sonya?

Where oh where are David and Sonya?

Way down yonder in the paw-paw patch

Picking up the paw-paws, put 'em in your pockets

Picking up the paw-paws, put 'em in your pockets

Picking up the paw-paws, put 'em in your pockets

Way down yonder in the paw-patch

Bounce them on your knees and tickle their tummies

Bounce them on your knees and tickles their tummies

Bounce them on your knees and tickle their tummies

Way down yonder in the paw-paw patch



Fingerplays

Five Little Pumpkins

Five little pumpkins sitting on a gate

The first one said, "Oh my, it's getting late" (*wiggle thumb*)

The second one said, "There are witches in the air" (*wiggle pointer finger*)

The third one said "But we don't care!" (*wiggle middle finger*)

The fourth one said, "Let's run, run, run!" (*wiggle ring finger*)

The fifth one said, "Let's have some fun" (*wiggle pinky*)

Then "Wooooo" went the wind (*wiggle all fingers*)

And out went the light (*clap*)

And five little pumpkins rolled out of sight (*Roll fists over and over*)



Go Bananas!

Peel bananas, (*pretend to peel a banana in your hand*)

Peel, peel bananas

Chop bananas (*with one arm straight out, "chop" it with opposite hand*)

Chop, chop bananas

Eat bananas (*pretend to eat a banana*)

Eat, eat bananas

Go bananas! (*wiggle whole body around*)



Ring the Bell

Ring the bell (*Tug at a lock of the child's hair*)

Knock at the door (*Knock gently on her forehead*)

Peek in (*Look in her eyes*)

Lift the latch (*Push up on the end of her nose*)

Walk in (*"Walk" your fingers on her lips*)

Let's go down cellar and eat apples (*Run your fingers down the child's body to her tummy, then tickle*)



Here is the Beehive

Here is the beehive (*make a fist*)

Where are the bees? (*shrug shoulders*)

Hidden away where nobody sees (*tap fist with finger*)

Soon they come creeping out of the hive

One, two, three, four, five (*hold up fingers*)

Bzzzzzzzzzzzz...they're alive! (*wiggle fingers*)

This Little Piggy

This little piggy went to market

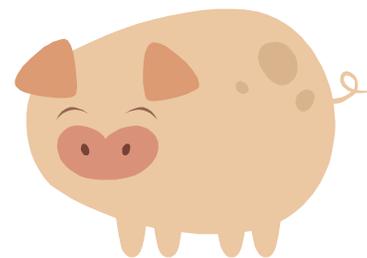
This little piggy stayed home

This little piggy had roast beef

This little piggy had none

And this little piggy cried

Wee-wee-wee, all the way home



Where is Thumbkin?

Where is Thumbkin? (*Stick up one thumb*)

Where is Thumbkin? (*Stick up the other thumb*)

Here I am (*Wiggle thumb*)

Here I am (*Wiggle other thumb*)

How are you this morning? (*Wiggle thumb as if it is talking*)

Very well I thank you (*Wiggle other thumb as if it is talking*)

Run away (*Put thumb behind your back*)

Run away (*Put other thumb behind your back*)

Repeat the verse using each of your fingers – pointer, middle man, ring man and pinky.



Bouncing Rhymes

Elevator

For this bouncing rhyme, sit on the floor with your legs extended. Sit your child on your legs facing you.

Let's go riding on an elevator (*Bounce child gently on your legs*)

Let's go riding on an elevator

First floor (*Raise knees slightly*)

Second floor (*Raise knees higher*)

Third floor (*Raise knees higher*)

Fourth floor (*Raise knees higher*)

Down (*Return legs to floor*)

Mother and Father and Uncle John

Mother and Father and Uncle John (*bounce baby on your knees*)

Went to the market one by one

Mother fell off (*tilt baby to one side*)

And Father fell off (*tilt baby to the other side*)

But Uncle John went on and on and on and on...

(*bounce baby again*)



A Smooth Road

A smooth road, a smooth road, a smooth road, a smooth road

A bumpy road, a bumpy road, a bumpy road, a bumpy road (*bounce baby gently on your knees*)

A rough road, a rough road, a rough road, a rough road (*bounce baby harder*)

A HOLE! (*drop baby between your legs while holding onto her*)

Touch and Tickle Rhymes

I'm Being Swallowed by a Boa Constrictor

I'm being swallowed by a boa constrictor
I'm being swallowed by a boa constrictor
I'm being swallowed by a boa constrictor
And I don't like it very much

Oh no! He's up to me toe
Oh gee! He's up to my knee
Oh fiddle! He's up to my middle
Oh heck! He's up to my neck
Oh dread! He's up to my...
(GULP!)



On My Foot There is a Flea

On my foot there is a flea
Now he's climbing up on me (*creep fingers up leg*)
Past my belly (*creep fingers past belly*)
Past my nose (*creep finger past nose*)
On my head where my hair grows

On my head there is a flea (*Touch head*)
Now he's climbing down on me (*creep fingers down*)
Past my belly (*creep fingers past belly*)
Past my knee (*creep fingers past knee*)
On my foot (*touch foot*)
Take that you flea! (*Slap foot gently as if you are squishing a flea*)



I Have a Little Bicycle

Do this rhyme with your baby lying on your lap with her legs towards you.
Move her legs or arms as if she is riding a bike.

I have a little bicycle (*move legs*)

I ride it to the shop

And when I see a red light

I know it's time to stop (*stop*)

I have a little bicycle (*move legs*)

I ride it to the gate

And when I see a yellow light

I know it's time to wait (*stop*)



I have a little bicycle (*move legs*)

I ride it to and fro

And when I see a green light

I know it's time to go, go, go, go, go... (*move legs faster*)

Leg over Leg

This is a good diaper changing rhyme.

Leg over leg

The dog went to Dover

Take the child's feet and cross them, one over the other, back and forth

When he came to a stile

Keep crossing

Whoops! He went over!

Put your hand under the child's bottom and lift gently

Round and Round the Garden

Round and round the garden (*circle your child's tummy with your hand*)

Like a teddy bear

One step (*walk fingers up your child's arm*)

Two step

Tickle you under there. (*tickle under the child's arm*)



Round and round the lighthouse

In the wind and rain

One step

Two step

Tickle you there again

Tickly, Tickly

Tickly, tickly

On your knee

If you laugh

You must love me

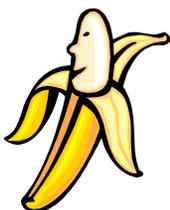
Silly Songs

Down by the Station

Down by the station, early in the morning
See the little pufferbellies all in a row
See the stationmaster pull the little handle
Puff, puff, toot, toot, off they go!



Anna Banana



Anna Banana jump into the stew
Gravy and carrots are good for you
Good for your hair and your fingernails too
So Anna Banana jump into the stew

Prune Song

A baby prune is like his dad
But he's not wrinkled half so bad
We have wrinkles on our face
A prune has wrinkles every place
No matter how young a prune may be
He's always full of wrinkles



Three Little Monkeys

Three little monkey swinging in a tree

Teasing Mr. Alligator

Can't catch me!

Along came Mr. Alligator

Mouth open wide

Snap!

The first little monkey was deep inside

Two little monkey swinging in a tree

Teasing Mr. Alligator

Can't catch me!

Along came Mr. Alligator

Mouth open wide

Snap!

The second little monkey was deep inside

One little monkey swinging in a tree

Teasing Mr. Alligator

Can't catch me!

Along came Mr. Alligator

Mouth open wide

Snap!

Missed me!



Ga Goon Went the Little Green Frog

Ga goon went the little green frog one day
Ga goon went the little green frog
Ga goon went the little green frog on day
And they all went ga ga goon



Now we all know frogs go (clap) la de da de da
(clap) la de da de da
(clap) la de da de da
We all know frogs go (clap) la de da de da
They don't go ga ga goon

Peanut Song

Peanut sitting on a railroad track
His heart was all a-flutter
Along came engine 99
Squish!
Peanut butter



Four Little Ducks

Four little ducks went out to play
Over the hills and far away
Mother duck said, “quack quack quack quack”
But only three little ducks came back

Three little ducks went out to play
Over the hills and far away
Mother duck said, “quack quack quack quack”
But only two little ducks came back

Two little ducks went out to play
Over the hills and far away
Mother duck said, “quack quack quack quack”
But only one little duck came back

One little duck went out to play
Over the hills and far away
Mother duck said, “quack quack quack quack”
And all four ducks came quacking back.



Transition Rhymes

Open Them, Shut Them

This is a good rhyme to signal the start of story time or quiet time.

Open them (open hands)

Shut them (shut hands)

Open them (continue...)

Shut them

Give a little clap, clap, clap

Open them

Shut them

Open them

Shut them

Fold them in your lap, lap, lap

Here Are Grandma's Glasses

Here is another rhyme to convince a child to sit quietly or transition to story time.

Here are grandma's glasses

Here is grandma's hat

And here's the way she folds her hands and puts them in her lap



Everybody Take a Seat

To the tune of *Shortnin' Bread*.

Everybody take a seat

Take a seat

Take a seat

Everybody come and take a seat on the floor

Not on the ceiling

Not on the door

Everybody come and take a seat on the floor

Way Up High

This is a good rhyme to signal the start of snack time.

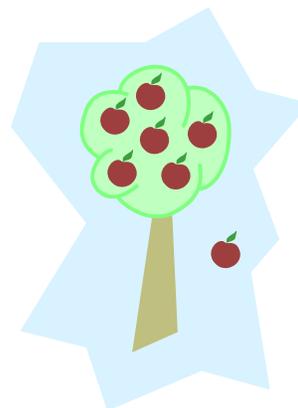
Way up high in the apple tree (raise hands above head)

Two little apples (raise two fingers) smiled at me (make the shape of a smile in the air)

I shook that tree as hard as I could

Down came the apples

Mmmm, they were good (rub tummy)



Apples and Bananas

This is another good snack time song.

I like to eat, eat, eat apples and bananas

I like to eat, eat, eat apples and bananas

(Repeat using the long "a" sound)

I like to ate, ate, ate ay-ples and ba-nay-nays

I like to ate, ate, ate ay-ples and ba-nay-nays

(Repeat using the long "e" sound)

I like to eat, eat, eat ee-ples and bee-nee-nees

I like to eat, eat, eat ee-ples and bee-nee-nees

(Repeat using using the long "i" sound)

I like to ite, ite, ite i-ples and by-ny-nys

I like to ite, ite, ite i-ples and by-ny-nys

(Repeat using the long "o" sound)

I like to ote, ote, ote oh-ples and bo-no-nos

I like to ote, ote, ote oh-ples and bo-no-nos

(Repeat using the long "u" sound)

I like to ute, ute, ute u-ples and bu-nu-nues

I like to ute, ute, ute u-ples and bu-nu-nues

Goodbye Everybody

Sing this song to the tune of *Goodnight Ladies*. Fill in the names of people in your group.

Goodbye _____

Goodbye _____

Goodbye _____

We'll see you again next week



Circle Rhymes & Songs

Circle rhymes and songs are a lot of fun. They require more independence than other rhymes, so they work better on days when there are not a lot of babies or in programs for slightly older children.

If You're Happy And You Know It

If you're happy and you know it

Clap your hands*

If you're happy and you know it

Clap your hands

If you're happy and you know it

And you really want to show it

If you're happy and you know it

Clap your hands

**Repeat using:*

If you're sad and you know it, cry a tear

If you're mad and you know it, stomp your feet

If you're glad and you know it, shout "hurray!"

Hokey Pokey

You put your right foot in

You put your right foot out

You put your right foot in and you shake it all about

You do the hokey pokey and you shake it all about

That's what it's all about

Repeat with left foot, right arm, left arm, head, tongue and whole self.

Punchinello

To start this game, chose one child as the leader. He or she stands in the middle of the circle and thinks of an action (i.e. Hopping on one foot, spinning around) while the rest of the group sings:

What can you do?

Punchinello funny fellow

What can you do?

Punchinello funny you

(The leader does an action. The rest of the group copies the action while singing the reply.)

We can do it too

Punchinello funny fellow

We can do it too

Punchinello funny you

Who Stole the Cookies?

This is a circle game with a surprise ending. The first time you play this game, one of the adult leaders should arrange to be the last person in the circle. Start with the name of the child on your right.

Group: Bill stole the cookies from the cookie jar.

Bill: Who me?

Group: Yes you!

Bill: Couldn't be!

Group: Then who?

(Bill names the next person in the circle)



The game continues until you have gone around the circle once. Instead of saying "couldn't be!" the last person in the circle says, "They were delicious."

Hello, My Name Is Joe

This is a good game to play if participants are uncomfortable with singing, because speaking is all that is required.

Hello

My name is Joe

And I work in a button factory

I have a wife and a cat and a family

One day the boss came up to me and said, "Hi Joe"

"Are you busy?"

I said no

So move your right hand

(Repeat the verse while moving your right hand. Continue with left hand, right foot, left foot, head and tongue. On the final repetition, when the boss asks if Joe is busy, say, "Yes!")

Going on a Picnic

Going on a picnic

Leaving right away

If it doesn't rain we'll stay all day

Leader: Did you bring the sandwiches?

Children: Yes I brought the sandwiches



Leader: Did you bring the cookies?

Children: Yes I brought the cookies

(Continue with watermelon, marshmallows, bannock or any picnic foods you can think of).

Auntie Monica

Oh I have an auntie
An Auntie Monica
And when she goes out shopping
They all say, "Oh la la"
Because her purse is swinging (*swing arm*)
Her purse is swinging so
Because her purse is swinging
Her purse is swinging so



Repeat with the following substitutions:

...because her dress is swinging (*swing hips*)
...because her hat is swinging (*swing head*)
...because my auntie's swinging (*swing whole body*).

Button You Must Wander

One child sits in the centre of the circle. Everyone else sits in a circle and passes a button (or penny or rock) from hand to hand. Those who don't actually have the button pretend to pass one. When the song ends, the child in the middle has to guess who has the button. Whoever has it sits in the middle next.

Button you must wander
Wander
Wander
Button you must wander
Everywhere
Bright eyes will find you
Sharp eyes will find you
Button you must wander
Everywhere

My Ship

My ship sailed from China with a cargo of tea
A bundle of presents for you and for me
She brought me a fan, and oh what bliss
I fan myself daily like this, like this, like this, like this (*fan yourself with one hand*)

Repeat while fanning yourself. At the end, start fanning yourself with both hands. Continue repeating, adding your feet and head.

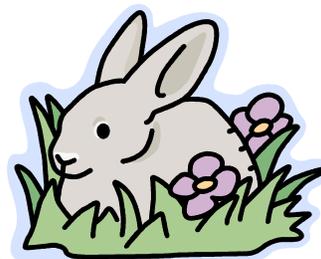
Sleeping Bunnies

See the sleeping bunnies
Sleeping 'till it's noon
Shall we wake them
With our merry tune?

Oh so still...
Are they ill?

Wake up, wake up, wake up sleeping bunnies
Wake up, wake up, wake up sleeping bunnies
Wake up, wake up, wake up sleeping bunnies

Hop little bunnies, hop, hop hop
Hop little bunnies, hop, hop hop
Hop little bunnies, hop, hop hop
And STOP!



Bedtime Rhymes & Songs

All Through the Night

Sleep my child and peace attend thee
All through the night
Guardian angels God will send thee
All through the night
Soft the drowsy hours are keeping
Hill and vale in slumber sleeping
I am loving vigil keeping
All through the night

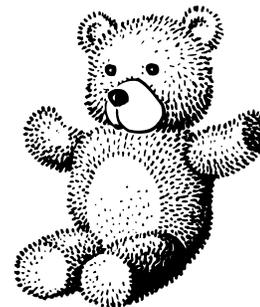


While the world is softly sleeping
All through the night
While the moon her watch is keeping
All through the night
While the weary world is sleeping
All through the night
O'er thy spirit gently stealing
Visions of delight revealing
Breathes a pure and holy feeling
All through the night

Teddy Bear, Teddy Bear

Do the actions along with this rhyme.

Teddy bear, teddy bear turn around
Teddy bear, teddy bear touch the ground
Teddy bear, teddy bear touch your nose
Teddy bear, teddy bear touch your toes
Teddy bear, teddy bear show your shoe
Teddy bear, teddy bear that will do
Teddy bear, teddy bear turn out the light
Teddy bear, teddy bear say good night



Rock a Bye Baby

Rock a bye baby on the treetop
When the wind blows the cradle will rock
When the bow breaks the cradle will fall
And down will come baby, cradle and all

Mommy Loves Baby

This lullaby has the same tune as *Rock a Bye Baby*. You can substitute other people or names, such as “auntie” or “sister” into this song.

Mommy loves baby, yes she does
Daddy loves baby, yes he does
Grandma loves baby, grandpa does too
We all love baby, yes we do

Hush Little Baby

Hush Little Baby

Don't say a word

Mama's going to buy you a mockingbird

And if that mockingbird don't sing

Mama's going to buy you a diamond ring

And if that diamond ring turns brass

Mama's going to buy you a looking glass

If that looking glass gets broke,

Mama's going to buy you a billy goat

If that billy goat won't pull

Mama's going to buy you a cart and bull

If that cart and bull turn over

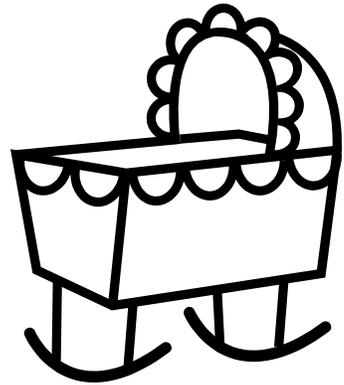
Mama's going to buy you a dog named Rover

If that dog named Rover won't bark

Mama's going to buy you a horse and cart

If that horse and cart fall down

You'll still be the sweetest little baby in town



Bye Baby Bunting

Bye baby bunting

Daddy's gone a hunting

To catch a little rabbit skin

To wrap the baby bunting in

Northern Rhymes

The following northern rhymes have been taken from: *Mother Raven Nursery Rhymes* by Peter Redvers. 1992. Hay River: Crosscurrent Associates.

An Old Woman

There was an old woman
Who lived in a tent
Her children had left her
Her money was spent
She walked in the bush
And checked all her snares
She cooked up some rabbit
And kept saying her prayers

Bwaa, Bwaa, Black Moose

Bwaa, bwaa, black moose,
Have you any fat?
Yes, sir, yes sir
Three packsacks



One for your grandma,
One for your aunts
And one for the skinny boy
Who falls through his pants

Bwaa, bwaa, black moose,
Have you any fat?
Yes sir, yes sir
Three packsacks

Jack and Jill

Jack and Jill chopped through the ice
To fetch a pail of water
The ice was thin
And Jack fell in
And Jill came sliding after

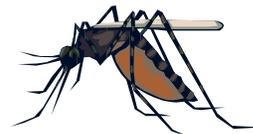
Then up they popped
And home they hopped
Before their bodies froze
Jack caught a chill
And got quite ill
And Jill lost all her toes

Swede Saw

Swede saw, ravens caw,
Johnny cuts wood for an elder
He won't get a lickin' today
Because he is such a good helper

Bugs

Bugs, bugs, go away
Don't come back again this way
Summer's here, we want to play



Peter, Peter

Peter, Peter, dryfish eater
Had a wife and liked to please her
He took her to his smoke-house shed
And there they wintered, quite well fed

Little Miss Deedee

Little Miss Deedee
Sat in a tepee
Eating a gooseberry pie
She stuck out her tongue
And licked up a crumb
And said, "What a fine cook am I"

It's Snowing

It's snowing, it's blowing
The old man is groaning
There is no heat
On the outhouse seat
And he has to go there in the morning

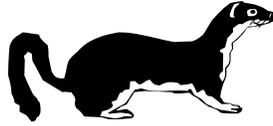


Hickory Dickory Dee

Hickory, dickory, dee
A bear climbed up a tree
When he heard a sound
The bear jumped down
Hickory, dickory dee

Flo

Flo went to her cupboard
In her old Mother Hubbard
To fetch her lead dog a fish
But a weasel was there
As fat as a bear
So the dog licked an empty dish

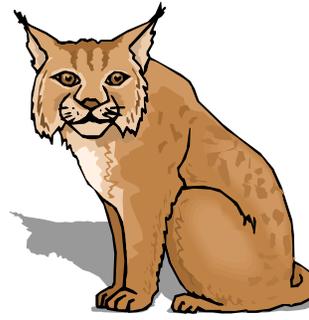


Mary

Mary had a little lynx
Its fur was soft and fine
And everywhere that Mary went
That lynx was close behind

It walked with her to school one day
The teacher was not pleased
The children thought it was such fun
The lynx was chased and teased

Mary took her lynx and ran
She cried the whole way home
She took the lynx back to the bush
And that's where he now roams



Little Miss Moosehump

Little Miss Moosehump
Sat on a tree stump
Eating some tea and bannock
But a raven flew near
And cawed in her ear-
Caw! Caw!
And caused poor Miss Moosehump to panic!

Picking Pebbles

Picking pebbles from along the lakeshore
Watch them shine like a fish's eye
Throw them higher
Watch the clouds fly
Throw them further
Watch the geese swim
Throw them harder
This is good fun
Picking pebbles from along the lakeshore

Whiskyjack

Whiskyjack, Whiskyjack
Up in the sky
Fly down beside me
I know you're not shy

Whiskyjack, Whisky jack
Perched on the pine
Come even closer
Be a friend of mine

Whiskyjack, Whiskyjack,
Hopping so near
The bread in my hand
Will lessen your fear

Whiskyjack, Whiskyjack,
You've tickled my palm
With bread in your beak
Now fly away home

Tom, Tom

Tom, Tom, the hunter's son
Stole some meat and away he run
The meat was stale
His gut was frail
So Tom went running to the honey pail

Three Prime Mink

Three prime mink
Three prime mink
Run through the snow
Run through the snow
They all run away from the trapper's wife
To save their fur from a skinning knife,
Have you ever seen such a sight in your life
As three prime mink

Joe

While hauling logs, Joe lost his dogs
And couldn't get home without them
So he boiled some fat
And they came back
Dragging their harness behind them



Humpty Dumpty

Humpty Dumpty fell in the snow
The temperature was forty below
And all of the nurses
And all of his friends
Couldn't get Humpty to warm up again



Ride a Dogsled

Ride a dogsled to Snowdrift and back
To see caribou migrate on the big lake
Frost on their antlers
And ice on their hooves,
There's nothing so lovely
As when the herd moves

Sing a Song of Sixty

Sing a song of sixty
A snowflake in your eye
Four and twenty ravens
Baked in a pie

When the pie was opened
The birds flew in the air
What a truly northern dish
To set before the mayor

The mayor was in his office
Counting out his votes
His wife was in the kitchen
Eating boiled oats

Their son was in the front yard
Fixing his old sleigh
The ravens grabbed the garbage can
And with it flew away

Jack

Jack is healthy
So is Pete
They both eat fish
And wild meat



The Strangest Sight I Have Ever Seen

The strangest sight I have ever seen
Is a little old lady on a snow machine
She wears a pink scarf and big fur mitts
And a bright green parka that doesn't quite fit
She skids over ice and sinks in the snow
She drives very fast—she never goes slow!
She wears caribou mukluks and a blue knit hat
She isn't very tall, but she sure is fat!
She drives like a wild man, uphill and down
She drives that skidoo all over town
The strangest sight I have ever seen
Is a little old lady on a snow machine

The Mitten in the Snow

Sing this song to the tune of *The Farmer in the Dell* and add in different animals, such as mouse, mink, fox, wolf or bear.

The mitten in the snow,
The mitten in the snow
Help us please so we won't freeze
The mitten in the snow
A _____ squeezes in
A _____ squeezes in
Help us please so we won't freeze
The mitten in the snow



I'm a Great Big Snowman

I'm a great big snowman
Tall and fat
Here is my tummy
And here is my hat
Raisins for my eyes
And a carrot nose
I'm all snow from head to toe!



More Rhyme and Song Books

These are just some of the rhyme books that are available from NWT Public Library Services. Some may be available in your local public or school Library. Others can be borrowed through interlibrary loan by contacting NWT Public Library Services in Hay River, NT.

By phone: 867-874-6531

On the internet: <http://nwtlibraries.ece.gov.nt.ca>

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