

Toddler & Up STEM Songs & Steps

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6. When I Drum
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15. Two by Two
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20. When I Rest My Body

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Age: Toddler thru 6 years

STEM for young children involves learning with fun activities that peak their curiosity and foster exploration of their world. They can make connections that support science, technology, engineering, and mathematics all day. It involves making abstract concepts concrete and taking STEM approaches to learning in unique ways.

Interactive music is a great resource to help

engage young children in physically learning experiences that include things like identifying body parts, positions in space, matching tempos, force and motion, animal characteristics, exploring sizes, cause and effect, simple machines, and more. Transition children from adult-assisted to independent play through ages and stages as they grow. Find the lyrics and other fun music titles at www.AbridgeClub.com.

The moves in green text are just suggestions. Please feel free to make up your own moves.

1. Who's Ready?

Welcome Song: Attention to task

I'm looking to see
I'm looking to see
Who's ready

I'm looking to see
I'm looking to see
Who's ready

Eyes on me
Eyes on me
Who's ready

Is it a she
Or, is it a he
Who's ready

I'm looking to see
I'm looking to see
Who's ready



2. Here's a Ball

Force & motion: roll ball, pound hammer, blow & toot trumpet, then peek-a-boo. Force is an action that changes the motion of an object. For example, if you push or pull an object, it will move. The children learn cause and effect when their actions result in something happening.

Here's a ball to play with
It rolls on the ground

Here's a heavy hammer
to pound, pound, pound

Here's a noisy trumpet
Toot, toot, toot

Here's the way my friend
Plays... peek-a-boo

Boo! Boo! Boo!



3. This is My Face

Life science — The human body: point out face, cheeks, forehead, mouth, tongue, nose, ears, eyes. The human body has complex biological systems that all work together.

This is my face
This is my face
Can you see me?

These are my cheeks
These are my cheeks



3. This is My Face (continued)

This is my chin	This is my nose
Here's my forehead	It can smell
Here's my forehead	the air any place
This is my skin	
This is my mouth	These are my ears
This is my mouth	These are my ears
I put food in	they help me hear
This is my face	These are my eyes
Can you see?	When I close them
I can see you	Things disappear
This is my face	This is my face
Can you see me?	Can you see?
I see you, too?	I can see you
This is my tongue	This is my face
This is my tongue	Can you see me?
It helps me taste	I see you, too?

4. My Duck Goes In

Position in space is the ability to perceive an object's position in space relative to oneself and the direction in which it is turned (for example: up, down, in front, behind, between, left, right). Move a rubber/felt/foam/clay duck in/out, near/far. Hold a parachute and tap on the body, raise it, turn around while holding it, then shake at the end.

My duck goes in
My duck goes in
and quack, quack,
quack, quack,
Moves again
My duck comes out
My duck comes out
and quack, quack,
quack, quack,
Moves about
In, out, in, out, in, out,
in, and moves about
My duck comes near
My duck comes near



and quack, quack,
quack, quack,
Over here
My duck goes far
My duck goes far
And quack, quack,
quack, quack,
Where his friends are
Near, far, near, far,
near, far, near, far
near, far,
where his friends are.

5. Peek-a-Boo, Tee Hee

Interpret feelings & emotions: peek-a-boo, tee-hee, pee yew, ick, ugh, uh oh, boo hoo. Make silly faces that reflect different emotions.

Peek-a-boo
I see you
Peek a boo
Peek a boo



Tee, hee, hee
Laugh with me
Tee, hee, hee
Tee, hee, hee, hee

Ugh, ugh, ugh
I need a hug
Ugh, ugh, ugh
Ugh

Pee yew
I smell you
Pee yew,
Pee yew

Uh, oh, oh
I have to go
Uh oh, oh
Uh oh

Ick, ick, ick,
I feel sick
Ick, ick, ick,
Ick

Boo hoo hoo
I miss you
Boo hoo hoo
Boo hoo

6. When I Drum

Explore rhythm, tempo, and patterns. Practice listening skills. What is different about the sounds you hear? Drum, clap and stomp to the different beats: slow, fast, faster. Try new moves. Introduce rhythm sticks or shakers.

When I drum,
My hand is flat
Nice and flat
And I pat
When I drum

When I drum
I can drum
I drum a little faster
Can you drum
like I drum?

When I drum
I can drum
Very slowly
Can you drum
like I drum?

When I drum
I can drum
Even faster
Can you drum
like I drum?

7. Shake Things Up

Directionality: shake hands/body in different ways, blow a kiss, shake high/low. Optional: use shaker, bells, or a scarf. Directionality refers to understanding and applying movements in regards to surrounding space. If you tell your child to shake under a table, they will know where to shake.

7. Shake Things Up (continued)

I shake shake
shake, shake
I use my hands

I shake shake
shake shake
I use my body

Look at me
I shake like this
Shake my hands
and blow a kiss

When I move,
I'm shaking
I hear sounds
I'm making

I shake up high
I shake down low
I use my hands
I use my hands



The leaves will blow, blow, blow,
blow in the breeze
The leaves will blow, blow, blow,
blow in the breeze

The leaves will fall down, down,
down from the trees
The leaves will fall down, down,
down from the trees

I scatter leave, leaves,
leaves all around me
I scatter leave, leaves,
leaves all around me



8. Lift Up, Drop Down

Positions in space: hands, elbows, shoulders, feet, body. Position in space is the ability to perceive an object's position in space relative to oneself and the direction in which it is going, in this case, body parts move up and down.

My hands lift up, up
My hands drop
down, down
My hands go up, up,
and down, down, down
Up, down, up, down

My elbows lift up, up
My elbows drop
down, down
My elbows go up, up,
and down, down, down
Up, down, up, down

My shoulders lift up, up
My shoulders drop
down, down
My shoulders go up,
up and down,
down, down
Up, down, up, down

My feet lift up, up, up
My feet drop
down, down
My feet go up, up,
and down, down, down
Up, down, up, down

My body lifts up, up
My body drops
down, down
My body lifts....
and drops down
to the ground.
Up, down, up, down



9. The Leaves will Grow

Life science—plant function and structure. Leaves grow, blow, fall down, scatter around. Interpret these moves with your body. Leaves also come in different shapes, colors, textures, sizes, etc. Explore them all. Match them to the trees from which they fall.

The leaves will grow, grow, grow,
grow on the trees
The leaves will grow, grow, grow,
grow on the trees

10. Lids, Hammers, Shovels

Simple machines are basic tools we use to make our work easier. Turn the lid around <incline plane & screw>, pound the hammer down <lever with fulcrum>, push the shovel and dig <wedge & lever>.

Turning, turning,
lids turn around
Around and around
When I twist a lid,
it turns around
It turns around.

Turn, the lid will turn,
Turn, the lid will turn

Hammers, pound
something down
They pound down
When I swing a hammer,
it pounds down

Pound the hammer, pound
Pound the hammer, pound

Shovels dig down
They dig in the ground
When I push a shovel,
moves things around

Dig the shovel dig
Dig the shovel, dig



11. Squeeze, Shake, Ring, Pound

Force is an action that changes the motion of an object. For example, if you push or pull an object, it will move. Cause and effect is when one event causes another to happen. This is a combination of its action and reaction: squeeze and squeak, shake and rattle, ring and ding, pound and boom.

11. Squeeze, Shake, Ring, Pound (continued)

Squeeze	Ring
Squeak, squeak	Ding ding
Squeeze	Ring
Squeak, squeak	Ding ding
Squeeze	Ring
Squeak, squeak, squeak	Ding ding, ding
Shake	Pound
Rattle, rattle	Boom, boom,
Shake	Pound
Rattle, rattle	Boom, boom
Shake	Pound
Rattle, rattle, rattle	Boom, boom, boom
	Boom, boom



12. Crab, Penguin, Turtle

Life science —Animals have different characteristics, they move in different ways: crab claws open & close (step sideways), penguin feet step up & down (waddle), turtle's head goes in & out (step slowly). Explore animals and their characteristics.

The claws of
a little red crab
They open
and they close



Move like a little red crab
Move like a little red crab
with claws that open and close

The feet of a little penguin
They step up
and they step down
They step up
and they step down

Move like a little penguin
Move like a little penguin
They step up and down

The head of a sea turtle
Goes in a shell
and then comes
out of a shell
Goes in a shell
and then comes
out of a shell

Move like a big sea turtle
Move like a big sea turtle
His head goes in and out

13. I'm Going to Start Clapping

Children learn to control their bodies when they start and stop on command: clap, step, sing, hum. It involves focus, coordination, and reigning in impulses. Challenge kids to stop and start (freeze) during various activities, when they reach a target, and so on. Play movement games like "Red Light, Green Light."

I'm going to start clapping
And then I will stop
I'm going to start clapping
And then I will stop

I'm going to start stepping
And then I will stop
I'm going to start stepping
And then I will stop

I'm going to start singing
And then I will stop
I'm going to start singing
And then I will stop

I'm going to start humming
And then I will stop
(Humming)



14. I See a Rainbow of Colors

Earth science: natural phenomenon. Identify colors. Raise your arms up and over the rainbow, arching through the sky. Talk about the colors in the rainbow: red, orange, yellow, green, blue, purple. Locate and touch colors... sort, mix, use different mediums, etc..

I see a rainbow of colors
Way up, way up high
Long, long lines of color
Bent across the sky

I can paint a rainbow
Paint it with my hands
Up and over, up and over,
and down across the land
Up and over the land

First comes red and orange,
Then yellow and green
Last comes blue and purple
Colors I have seen

I can paint a rainbow
Paint it with my hands
Up and over, up and over,
And down across the land
Up and over the land



15. Two by Two

Touch objects when counting to two. Team up in pairs, hold hands, walk in a line, around in a circle, or follow other shapes. Match objects in sets of two. Identify the numeral two.

Two by two
I hold your hand
When we walk
or when we stand
Two by two
I move with you
Holding hands
Is what we do
Two by two
Right next to me
By your side
Is where I'll be

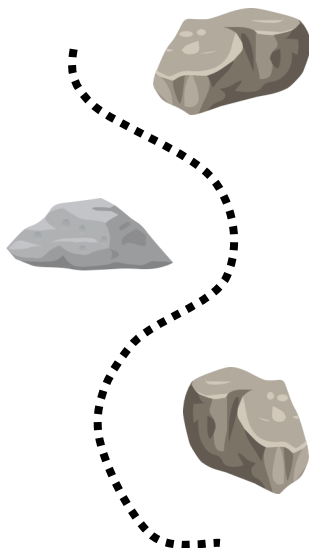


Two by two
I move with you
You hold me
I hold you, too.

16. Around the River Rocks

Earth science: rocks are solids made up of different minerals. Pick them up and examine them. How do they feel? How are they different from other objects? Walk around, step on, or jump over rocks. Sort, stack, make a path, place them on lines, use them to make shapes or art, paint them, etc. Imaginary rocks: cones, poly spots, foam sheets, felt sheets, chalk shapes, construction paper, etc.

Around the river walks
here we go
Around the river walks
nice and slow
Some are large
and some are small
when you walk
try not to fall
Step on the river rocks
One, two, three.
Step on the river rocks
Come with me.
Some are thin



and some are wide
try to reach
the other side
Step over river rocks
Jump over river rocks
One, two, three.

Jump over river rocks
You can see
Keep your balance
If you slip,
you might take
a little dip

17. Moving at Circle Time

Move and differentiate between sounds & rhythms: march, jump, walk slowly, tip toe. Introduce scarves, streamers, shakers, rhythm sticks, and directionality. Instrumental.

Listen, listen
Move to the music
High or low
Fast or slow
Around and
around you go

Let's march
Are you ready?
We're going to jump now.

That was great.
Now we'll walk slowly through the jungle
Now, we'll go up on our tippy toes.
Excellent! That's the way we move.



18. Baby Bear (version of "Baby Shark")

Explore the concept of volume and size using clawing bears: hike (step), baby (1 finger), cute (hand under chin—make a face), mama (both hands), daddy (bigger moves, wide arms), run (pump arms, run in place), safe (wipe brow).

On a hike - do, do, do, do, do, do
(step or shield eyes from sun)
On a hike - do, do, do, do, do, do
On a hike - do, do, do, do, do, do
On a hike
Baby bear - do, do, do, do, do, do
(one index finger clawing on each hand)
Baby bear - do, do, do, do, do, do
Baby bear - do, do, do, do, do, do
Baby bear



Was so cute - do, do, do, do, do, do
 (cup chin, make cute face)
 Was so cute - do, do, do, do, do, do
 Was so cute - do, do, do, do, do, do
 Was so cute

Mama bear - do, do, do, do, do, do
 (five fingers clawing on each hand)
 Mama bear - do, do, do, do, do, do
 Mama bear - do, do, do, do, do, do
 Mama bear



Daddy bear - do, do, do, do, do, do
 (arms out big and wide, clawing)
 Daddy bear - do, do, do, do, do, do
 Daddy bear - do, do, do, do, do, do
 Daddy bear

Had to run - do, do, do, do, do, do
 (pump arms and/or legs, run in place)
 Had to run - do, do, do, do, do, do
 Had to run - do, do, do, do, do, do
 Had to run

Safe at last - do, do, do, do, do, do
 (wipe brow)
 Safe at last - do, do, do, do, do, do
 Safe at last - do, do, do, do, do, do
 Safe at last

19. It's Time to Stop

Passage of time: stop playing, clean up and put the toys away. Clean up song.

It's time to STOP, STOP!
 doing what you're doing
 and put your things away

STOP, STOP!
 doing what you're doing
 There is no more time to play.

STOP, STOP!
 Playing with the blocks
 STOP, STOP!
 Playing with the clay
 STOP, STOP!
 Playing with the animals
 No quack, moo,
 woof, or neigh
 STOP, STOP!
 Doing what you're doing
 Please do just like I say
 STOP, STOP!
 We will work together
 It's looking good now, YAY!



20. When I Rest My Body

Life science - How the body works. Mindfulness: respite from stress and frustration. How does the body feel when you are resting? How does your body respond when you do different things, such as run, walk, or rest? Breathe slowly, in through the nose, out through the mouth, and rest.

When I rest my body
 Head to toe
 Head to toe
 I breathe very slowly
 Slowly, slowly in air goes
 I pull air inside me
 In the air goes
 through my nose



When I rest my body
 out of my mouth the air blows
 Slowly, slowly, slowly
 In air goes, in air goes
 Slowly, slowly, slowly

Out air blows, out air blows
 In air goes, through my nose
 From my mouth, out air blows
 I can feel my body
 Resting from head to toe
 In air goes, through my nose
 From my mouth, out air blows

