



Smart Songs for Kids 2

1. It's Time To Clean
2. Everybody Has To Potty
3. Where They Go (Home)
4. Breakfast, Lunch & Dinner
5. I Brush My Teeth
6. I Go To The Library
7. We're Born
8. Where I Am
9. Good Manners
10. Double Trouble
11. Animal Acts
12. A Week Has 7 Days
13. I Spy (colors)
14. We Drive a Car
15. Clap One Far Out
16. Opposites
17. Gather All the Coins
18. After A Comes B
19. AEIOU (short vowels)
20. I Know Spanish (animals)
21. Counting We Will Go (By 5 to 100)
22. Make Up a Story (About a Girl)

Approximate running time: 42 minutes

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NEW & REVISED SONGS! MORE INTERACTIVE!

Start kids **listening** and **learning** early! We wouldn't know our ABCs unless we sang them. This 2nd CD in the series introduces young children to more interaction while they **clean up**, use the **potty**, learn to the value of money, move through the **days of the week**, identify **shapes**, observe the room around them, practice good **manners**, interpret **opposites**, and so much more.

They are songs with a purpose that encourage kids to sing along, mimic a phrase, shout a response, or move! Whether in the house, in class, or in the car, these subjects and concepts will help get kids ready for school, and retain the information they learn. Guest singers are Tim Russ (Tuvok) and Robert Picardo (The Doctor) from the TV series, Star Trek: Voyager.

1. It's Time To Clean

Don't forget to show children how to properly clean up, that everything has its place, and where that place is located. Try assigning children to different sections of the room or having section leaders who check the cleaned area. You can rotate the leaders each day or each week.

It's time clean it up
It's time to clean today
It's time to tidy up
And put your things away
It's time to stack the books
It's time to clean the floor



It's time to clear the way
From the wall to the door
It's time to pack it neat
And put it all away
It's time to clear the tables
Time to clean today

It's time to stack the books
It's time to clean the floor
It's time to clear the way
From the wall to the door

It's time clean it up
It's time to clean today
It's time to tidy up
And put your things away

It's time to pack it neat
And put it all away
It's time to clear the tables
Time to clean today

2. Everybody Has To Potty

"The average age at which a child will start to show interest in learning to potty train is around 2 years, but it's a bell shaped curve -- some will go earlier and others not until 3 or even 4." - Mark Wolraich, MD

Everybody has to Potty
Everybody has to go
When we do we
use the bathroom
find the toilet
and push out below.



Everybody has to Potty
Everybody has to go
When we're done
we wash our hands with
soap and water.
No more germs, no, no .

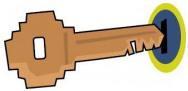
When we do we
use the bathroom
Find the toilet
and push out below.

That's right cause...
Everybody has to Potty
Everybody has to go

That's right we
find the toilet and
push out below

3. Where They Go (Home)

It's a great time to identify different objects and items in the house. Each and each object serves a purpose.



Do you know
that the key goes
in the lock
in the lock

Do you know
that the ceiling is
on top
on top

Do you know
the floor is
down at your feet.

Do you know
that the table's
where we... sit and eat

Do you know
the door will open
and will close

Do you know
that outside
is where the
green grass grows

Do you know
that the doorknob turns
and the fireplace
is where wood burns

Do you know
the windows open
and they close

Do you know
you flick the light on
and it glows.

Do you know
that on either side
are the walls
standing tall and wide

Do you know
that the water
will turn
on and off

Do you know
that the stairs
will take you
up or down

Do you know
in a room
you can just
walk around

Do, do, do,
Do, do, do, do, do, do
Do, do, do,
Do, do, do, do, do, do

Do you know
that the key goes
in a lock



4. Breakfast, Lunch & Dinner

Discussion of the daily cycle of the day and how the day cycles into night. Then how the our bodies wind down and rest, only to start anew the next morning. Introduce the concept of time, and give the children specific times for things that happen during their day; snack, play, study, lunch, nap study, play, go home. Here is a sun that starts the day. **Diagram A**

Oh, when the sun
Starts up the day
I eat my breakfast
Right away

Morning breakfast
Lunch at noon
Dinner's evening
Bedtime's soon



Oh when it's noon
I break for lunch
Eat something healthy
Munch & crunch
Morning breakfast
Lunch at noon
Dinner's evening
Bedtime's soon

Oh when the sun
Sets for the night
I eat my dinner
I eat right



Morning breakfast
Lunch at noon
Dinner's evening
Bedtime's soon

5. I Brush My Teeth

Children should know the importance of brushing their teeth, and the consequences of not doing so. Show them how to properly brush their teeth. Give them an assignment: Examine the teeth of an older relative and ask the relative to explain what they see.



I brush my teeth each morning
And floss them in between
Brush up and down and all around
Then rinse out in the sink

Now when they're clean, they're clean
And when they're not, they're not
Brush plaque away, both night and day
To fight you're the tooth decay

I brush again at bedtime
Before I go to sleep
My teeth are white
And shining bright
No cavities for me

Now when they're clean, they're clean
And when they're not, they're not
Brush plaque away, both night and day
To fight you're the tooth decay

6. I Go To The Library

Ask the children to discuss their experiences at the library. What can they do at the library: read, use computer, borrow books, return books, pay for lost books, rent videos and music, etc. Does the library have books on all subjects? What does a librarian do? How do we find books at the library? Can we just put books back anywhere once we've read them? Why not?



I go to the library
to check out books for free
To read and study lots of things
of shhhh to me
Shhhhhh...

6. I Go To The Library ~ Continued

Books about how things are made
cars, machines, and candy
books about our animals
from zebra to chimpanzee
I go to the library
to check out books for free
I take them back
when I am told
or else I pay some money
Shhhhhh...
Books about our whole body
Our world, and art, and history
Anything you want to know
You'll find it in the library



Shhhhhh...

7. We're Born

Introduce the natural order of things. This is your opportunity to delicately introduce the subject of passing away. Be sensitive to religious beliefs.

We're Born	Our spirits soar
We live	Oh, way up high
We laugh	Some day
We cry	We'll say goodbye
We play	
We grow	
We die	

8. Where I Am

This song is a simple "mirroring" song about spatial awareness and sequential order. Make up hand and body movements to go along with each line.

ACTIVITY: Pick a subject and let the children come up with a sequential order for that subject. Example: dirt, seed, plant, branch, tree, nest, bird, egg.

I'm a person	On a continent
I'm a person	On a continent
In a space	That is part
In a space	That is part
In a room	Of the world
In a room	Of the world
Of a place	On a planet
Of a place	On a planet
On a road	That is Earth
On a road	That is Earth
Or a street	In this huge
Or a street	In this huge
In a town	Universe
In a town	Universe
Or a city	That is where
Or a city	That is where
Of a state	I am
Of a state	I am
In a country	
In a country	
That is great	
That is great	



9. Good Manners

Pretty self explanatory. Good time to discuss good manners, practice proper responses, and discuss what not to do. Give an example of bad manners and have the children pick whether that response was good or bad.

When I give a greeting
"Hello" is what I say
If someone tells me nice things
"Thank you" is what I say
If I don't want something
"No, Thank You" is what I say

When I ask for something
Then "Please" is what I say
When I'm interrupting
"Excuse me" is what I say

If I hurt some feelings
"I'm sorry" is what I say
If someone is sneezing
"Bless you" is what I say
If someone is leaving
"Goodbye" is what I say



10. Double Trouble

Pretty self explanatory. Good time to discuss classroom rules or rules they follow at home.

If I don't listen
I get in trouble
On the double
If I'm too loud then
I get in trouble
On the double

If I won't share things
I get in trouble
On the double

If I say bad words
I get in trouble
On the double

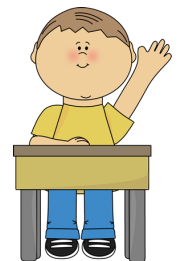
If I'm not nice then
I get in trouble
On the double

If I don't clean up
I get in trouble
On the double

If I tell lies then
I get in trouble
On the double

I get in trouble
On the double

I get in trouble
On the double
Double Trouble



11. Animal Acts

Mimic them moves and sounds of various animals. Pick some new animals and do the same.

Cheetahs like to run so fast
Run so fast, run so fast
Cheetahs like to run so fast
Take your feet and run in place



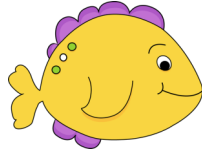
11. Animal Acts ~ Continued

Sloths they like to move so slow
Move so slow, move so slow
Sloths they like to move so slow
Move your legs and walk so slow

Snakes they like to slither low
slither low, slither low
snakes they like to slither low
take your arms and slither low

Birds they like to fly so high
Fly so high, fly so high
birds they like to fly so high
Flap your arms way, way up high

Fish they like to swim around
Swim around, swim around
Fish they like to swim around
Take your arms and swim around



12. A Week Has 7 Days

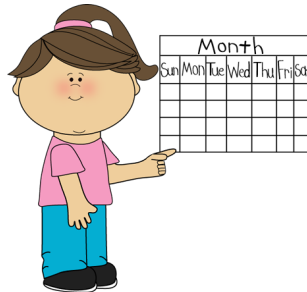
Requires verbal responses, but using a large calendar is helpful. Use **Diagrams B1 and B2** to put days in order.

A week has 7 days
Everybody knows them
Start with Monday
Sing the rest to me

Monday, Tuesday
Wednesday, Thursday, Friday
Saturday, Sunday

Which day is today? ___?___
Monday, Tuesday
Wednesday, Thursday, Friday
Saturday, Sunday
What was yesterday? ___?___
Can you name the
day that starts the school week?
Can you name it?
I will wait and see. ___?___
Can you name the
last day of the school week?
Can you name it?
I will wait and see. ___?___

Can you name the
the day that starts the weekend?
Can you name it?
I will wait and see. ___?___
Can you name the
the day that ends the weekend?
Can you name it?
I will wait and see. ___?___
Monday, Tuesday
Wednesday, Thursday, Friday
Saturday, Sunday
7 days a week



13. I Spy (shapes)

We find shapes in everything we see: circle, square, triangle, rectangle, diamond, oval, etc. Suggest that children locomotor to a shape. For instance, "Hop over to a circle." or "Toss a bean bag into the taped-off square."

I see shapes with my keen eye
Move to the shapes
Come play I spy

I spy a circle, round like a pie
Do you see a circle?
Come play I spy
___?___
I spy a square with 4 equal sides
Do you see a square?
Come play I spy
___?___

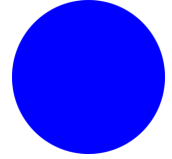
I spy a triangle with 3 sides
Do you see a triangle?
Play I spy
___?___

I spy a rectangle with 2 long sides
Do you see a rectangle?
Play I spy
___?___

I spy a diamond shaped like a kite
Do you see a diamond?
Come play I spy
___?___

I spy an oval, round with long sides
Do you see an oval?
Come play I spy
___?___

We saw the shapes with our keen eyes.
We moved around and played eye spy.

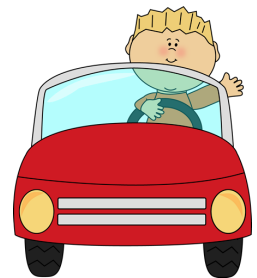


14. We Drive in the Car

Discuss the topic of transportation and follow the motions as directed. Relate the action to the experiences the children have had. What have they seen? How are the characteristics different? What have they ridden on? Where have they been?

We drive in the car
And turn the wheel
Turn the wheel
Turn the wheel
We drive in the car
and turn the wheel
All through the town

The doors in the bus
Go open and shut
Open and shut
Open and shut
The doors in the bus
Open and shut
All through the town



14. We Drive in the Car ~ Continued

Our motorcycle
Leans left and right
Left and right
Left and right
Our motorcycle
Leans left and right
All through the town

We fly in the plane
And soar on wings
soar on wings
we fly in the plane
All through the sky

We float in a boat
And row, row, row
Row, row, row
Row, row, row

We float in a boat
And row, row, row
all over the sea

We chug in the train
And toot, toot, toot
toot, toot, toot
toot, toot, toot
We chug in the train
And toot, toot, toot
Straight down the track



15. Clap 1 Far Out

A simple clapping game challenging the children to clap in a specific direction while changing the rhythm based on the number (1-4) that is called out. Review how increasing or decreasing the number of claps will change the speed/tempo/placement of the clapping beat.

Listen well
To play this game
you have to clap
where I tell you

Clap 1 far out <Clap>

3 up high <Clap Clap Clap>
1 close by <Clap>
2 down low <Clap Clap>
4 in back <Clap Clap Clap Clap>
1 up top <Clap>
2 below <Clap Clap>

Once again
Now here we go.

Clap 1 far out
4 up top
2 down low
3 close by

16. Opposites

Have the children come up with their own opposites, and make up their own verses.

This old man
He begins
He starts something
Then he ends
The opposite of begin is end
The opposite of begin is end



This old man
He will stop
When he's ready
He will go
The opposite of stop is go
The opposite of stop is go

This old man
He is here
Once he moves
Then he is there
The opposite of here is there
The opposite of here is there

This old man
He is first
If he's late
He could be last
The opposite of first is last
The opposite of first is last

This old man
He is low
He climbs up
Then he's up high
The opposite of low is high
The opposite of low is high

This old man
He walks out
Turns around
And walks back in
The opposite of out is in
The opposite of out is in

17. Gather All the Coins

Use **Diagram C** and real or fake money for simple counting activities.

Gather all the coins up
Count them now
We'll make a trade
I'll show you how
We'll start with one brown penny
In the end, we will have many

Gather all the coins up
Count them now

With 1 brown penny
You know what you can get
Pretty much, ...nothing
A penny is worth 1 cent

With 1 long finger, straight or bent
A penny is worth 1 cent
A penny is worth 1 cent

With 5 brown pennies
You know what you can get
one pretty silver nickel
But, we're not finished yet

Take 5 long fingers for a wiggle
5 cents makes a nickel
5 cents makes a nickel

With 10 brown pennies
You know what you can get
one tiny silver dime
But we're not finished yet

All ten fingers, clap in time
10 cents makes a dime
10 cents makes a dime



17. Gather All the Coins ~ Continued

With 25 brown pennies
You know what you can get
one big silver quarter
But, we're not finished yet



Raise both hands,
reach up and over
25 cents make a quarter
25 cents make a quarter

With 4 big silver quarters
You know what we can get
One big paper dollar
And, now we're really set

Cup your hands, and give a holler
4 quarter's make a dollar
4 quarter's make a dollar

We started with one penny
And now we have so many
Gather all the coins up

Count them now

18. After A Comes B

Helps children understand the placement of select letters within the alphabet. Call out letters and challenge them to say what comes next.

After A comes B
After B comes C
After C comes D
After D comes E
After F comes G
After O comes P
After S comes T
After U comes V
After Y comes Z

Now repeat
after me
After A comes B
After A comes ___?___
After B comes ___?___
After C comes ___?___
After D comes ___?___
After F comes ___?___
After O comes ___?___
After S comes ___?___
After U comes ___?___
After Y comes ___?___

Now repeat
after me
After A comes B (faster)
After A comes ___?___
After B comes ___?___
After C comes ___?___
After D comes ___?___
After F comes ___?___
After O comes ___?___
After S comes ___?___
After U comes ___?___
After Y comes ___?___

That's it
You see
After A comes B



19. AEIOU (short)

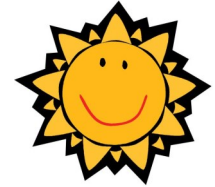
This is the way we say short vowels
Short, short vowels
Short, short vowels
This is the way we say short vowels
AEIOU

A sounds like (ah) in CAT
SAT, RAT
Short, short (ah) in CAT
AEIOU



E sound like (eh) in GET
NET, WET
Short, short (eh) in GET
AEIOU

I sounds like (ih) in PIG
DIG, BIG
Short, short (ih) in PIG
AEIOU



O sounds like (oh) in FROG
JOG, LOG
Short, short (oh) in FROG
AEIOU

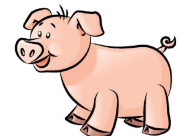
U sounds like (uh) in FUN
RUN, SUN
Short, short (uh) in FUN
AEIOU

20. I Know Spanish (Animals)

This song is shouted like a cheer, and using the same melody, you can replace the animals with any group of words you would like to present.

I know Spanish	Dog, perro
How about you?	Cat, gato
I know animals	Cow, vaca
You can too	Rat, rata
I say words	Goat, cabra
Here's what you do	Pig, puerco
Copy me	Chicken, pollo
So you'll know too.	Duck, pato
	Bird, pa'jaro
	Horse, caballo

When I say one,
you say dog.
One, perro
one, ___?___



21. A Counting We Will Go (by 10 to 100)

Locomotor, toss and catch, bounce a ball, move any way you like—while counting.

A counting we will go
just pick something you know
Hi, Ho, the merry O
A counting we will go
By 5 to 100 ___?___

22. Make Up a Story (About a Girl)

Note: Have the children take turns filling in the blanks of this story. Answers can be silly or serious, or both. There are 37 opportunities, so everyone should get a chance.

Once upon a time there was a little girl named __1__, who lived in a silver __2__ in the land of make believe. She was always very __3__, and she looked just like a __4__. The animals really loved her, especially the __5__ and the __6__, who would come and visit her and give her lots of __7__ everyday. She would say thank you, and give them some __8__ in return. This land of make believe was a beautiful place with a sky the color of __9__, grass that tasted like __10__, leaves that felt like __11__, and flowers that smelled like __12__. In the summer the most beautiful __13__ would grow just on the other side of her __14__. She liked to sit and watch it wind its way around the __15__, before it sprang out over the __16__. In the winter, the days would become __17__, and the special __18__ would grow. She would bundle up in her __19__, slip on her __20__ and skip down to the __21__ to skate over the __22__. All of the magic little __23__ would join her to celebrate the coming of the __24__, and the bloom of the great __25__. They would stay all day until it was time to paint the __26__, and build the special __27__ out of clay. They would all bundle up because they wanted to cook __28__, and read books about __29__ until it was so dark that they couldn't see the __30__ anymore. That's when she would look up to the __31__, wish on a __32__, and then get up and head back to her silver __33__. Once home, she would write in her __34__, and then get read for __35__. When she woke up in the morning, there was always a thoughtful __36__ there waiting for her to __37__. The End

Credits:

Music Composition, Arrangement & Production: *Bill Burchell*

Original Lyrics & Original Songs: *Angela Russ*

Producer & Director: *Angela Russ, Russ InVision*

Recording Engineer: *Master Groove Studios*

CD Graphics: *Moonlight Graphics*

Special thanks to *Robert Picardo* for his rendition of "Everybody Has to Potty"

Singers:

Angela Russ, Tim Russ, Robert Picardo, Jisel Soleil Ayon

Dedicated to my loving family:

Jose, Jisel & Marcos Ayon

Singers:

Angela Russ, Tim Russ, Robert Picardo, Jisel Soleil Ayon

Dedicated to my loving family: Jose, Jisel & Marcos Ayon

Contact us for questions and information

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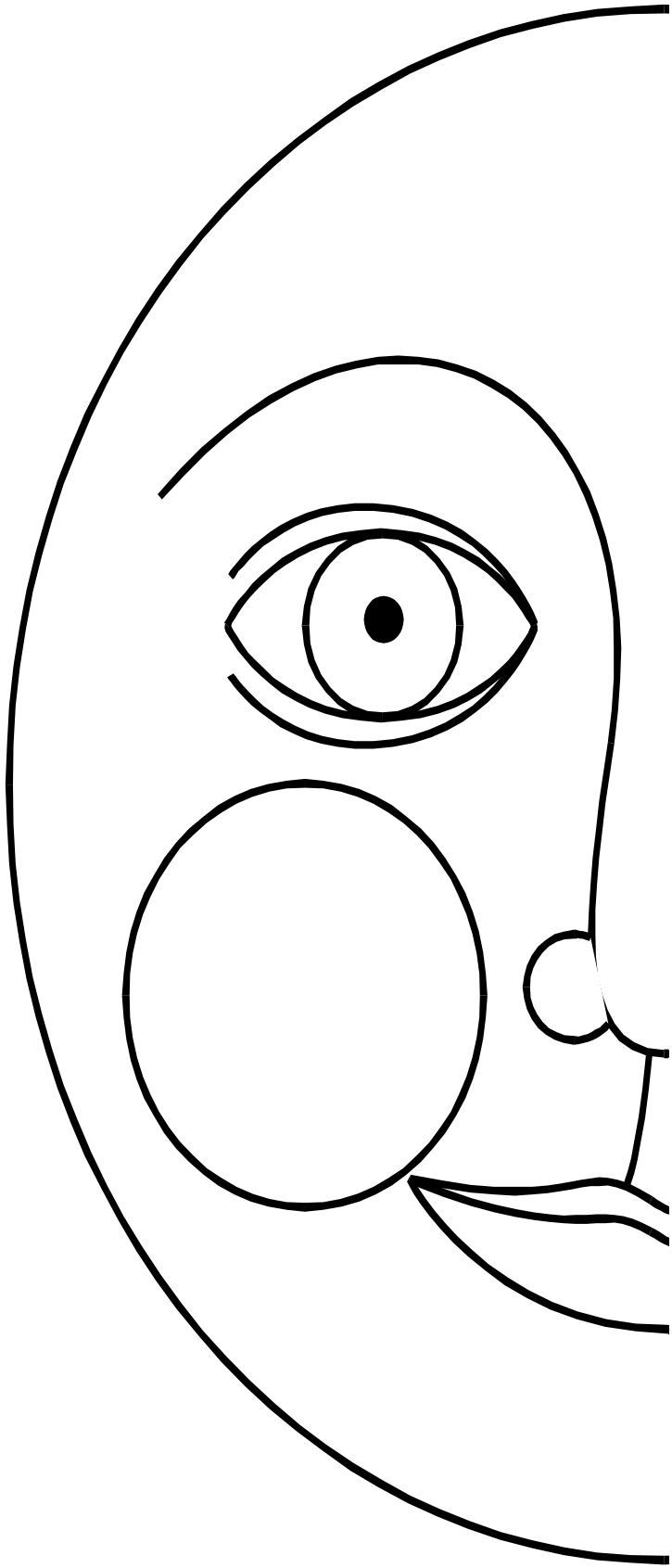
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**Thank you for listening, and
welcome to the CLUB!**

Angela Russ-Ayon
Recording Artist ~ Children's Author
Keynote Speaker
www.AbridgeClub.com



"Breakfast, Lunch, Dinner" - Diagram A - Fill in the other half of the sun
Courtesy of AbridgeClub.com

MONDAY

TUESDAY

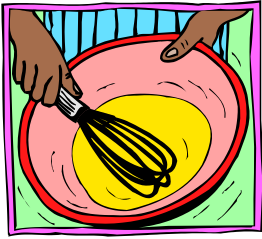
WEDNESDAY

THURSDAY

FRIDAY

SATURDAY

SUNDAY



Monday

Mix



Tuesday

Tap



Wednesday

Wave



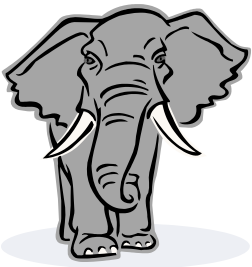
Thursday

Throw



Friday

Flap



Saturday

Stomp



Sunday

Stretch

1¢



25¢



5¢



10¢



\$ 1



"Gather All the Coins" - Diagram C - Cut-out and use to sort, shop, or trade
Courtesy of AbridgeClub.com