

Smart Songs 1 (with NEW updated songs)

Lyrics for Music CD

VOTED "Best Educational"
Children's Music Web
Awards 2003.



1. Clap One to the Left
2. Eight Big Planets
3. Plant a Seed
4. Insect Acts
5. There are 12 Months a Year
6. Days of the Week
7. Yesterday, Today & Tomorrow
8. Four Seasons
9. There are 5 Senses
10. Up and Down Our Bodies
11. Off to the Doctor
12. AEIOU (long vowels)
13. I Spy (shapes)
14. Transportation
15. Don't Talk to Strangers
16. To Cross a Street
17. If There is a Fire
18. Number Chants (from 1-10)
19. I Know Spanish (numbers)
20. A Counting We Will Go (From 1-100)
21. Make Up a Story (About a Boy) 3:09

Approx. running time: 37 min.

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If you have any additional questions, please feel free to contact us. 562-421-1836, info@abridgeclub.com

A NOTE ABOUT MUSIC

Music is one way to expose young children to a wide variety of tastes, smells, textures, colors, and sounds — experiences that can forge more pathways between the cells in their brains. Just listening to music can make these connections, but the biggest impact on a child comes when he or she is actively engaged in musical activities. You don't have to carry a tune to sing to a baby. Make up your own easy songs, and use the baby's name when you sing. Either way, you will want to repeat, repeat, and repeat!

Normal child development tends to follow a certain pattern, but all babies and tots develop at different ages and stages. If you are concerned about a baby's development, talk to your baby's doctor.

■ Music can grow with a child by simply changing the moves. When you see this symbol, we will have suggestions on how to use the songs for children who are transitioning into and through the tot stages.

1. Clap One to the Left

This song helps emphasize directional concepts such as right, left, front, back, up, and low, as the children are directed to clap a certain number of times (1-4) and in a specific direction. The correct rhythm is provided by knocks and ticks. Your goal with them is simply to get them to clap in response, and then work on where they clap. A slower version "Clap 1 Far Out" can be found on "Smart Songs for Kids 2".

You'd better listen
and clap where I tell you

Clap 1 To the left **Clap**
4 to the right **Clap Clap Clap Clap**
2 to the front **Clap Clap**
3 to the back **Clap Clap Clap**
2 to the right **Clap Clap**
1 up top **Clap**
3 down low **Clap Clap Clap**

Once again
Now here we go.

Clap 2 To the right
3 to the front
1 to the left
2 to the back
4 way up
2 down low
4 to the left



Once again
Now here we go.

Clap 3 To the front
1 To the right
2 To the left
4 To the back
3 To the left
1 up top
2 down low
And the song ends
Just like so

2. Eight Big Planets

The 9 big planets in orbit around the sun have now officially become 8 big planets orbiting the sun. Science is forever changing as the scientific community discovers new and exciting things. In 2006, Pluto was reclassified as a dwarf planet by the International Astronomical Union because it is not big enough to dominate its orbit. Please inform your students about this update.



There are 8 big planets
Going around the Sun
Mercury and Venus
And some bigger ones
We live on planet Earth
And farther back is Mars
Out there with the stars

Jupiter's the biggest
Saturn has some rings
Uranus & Neptune
Out there orbiting
With smaller planets
Oh so very far
Out there with the stars

2. Eight Big Planets (cont'd)

There are 8 big planets
Going around the Sun
Mercury and Venus
And much bigger ones
We live on planet Earth
And farther back is Mars
Out there with the stars

Jupiter's the biggest
Saturn has some rings
Uranus & Neptune
Out there orbiting
With comets, moons,
and objects very far
Out there with the stars
Out there with the stars

3. Plant a Seed

Types of plants: trees, plants, bush, flowers, grass, plants, vines, weeds, seaweed, cactus, tropical, edibles fruits and vegetables, inedible berries, etc.

Related words and terms: Root, blooms, blossom, wilt, leaves, flower, needles, burrs, cones, branches, thorns, catches insects, grows toward the sun, grows under water, grows in the desert, etc.

Plant a seed

Use fingers to push
the seed into the dirt
and a flower may grow
Place elbow on wrist,
cup hand & wiggle fingers
or a tree

Stretch arms out on each
side of body. You're a tree!
from the dirt up they go
Stretch hands high
in the air

In the sun
Make a big circle
with arms in the air
Water well
and you know
Wiggle fingers and
mimic rain coming down
Plant a seed,
Use fingers to push
the seed into the dirt
and a flower may grow.
Place elbow on wrist,
cup hand & wiggle
fingers

Plant a seed
and a flower may grow
or a tree
Stretch arms out
on each side of body.
You're a tree!
home to birdies,
you know
Stretch arms out
and flap birdie wings



And its leaves, in the
wind they will blow
Wave arms like the tree
is blowing in the wind
Plant a seed,
and a flower may grow.
I'm a seed. To the sky
I will grow
Start low and stretch
hands high in the air
I'm a tree. Home to
birdies, you know
Stretch arms out and
flap birdie wings
I have leaves. In the
wind I will blow
Wave arms like the tree
is blowing in the wind
I'm a seed. To the sky
I will grow.
Start low and stretch
hands high in the air
I'm a seed. To the sky
I will grow.
Start low and stretch
hands high in the air

moist paper towel. Place it in the sunlight. Keep the towel moist, and watch it grow. Baby food jars work well, but any jar will do. Once the bean sprouts, you can replant it in a pot and soil. Use two different beans or seeds. Cover one so that it doesn't get sunlight, and leave the other out in the sun. Show the kids how sun affects a plant's growth. Build a paper garden using **Templates SS1-A1 and SS1-A2**

4. Insect Acts

Imitate the way insects move and the different characteristics of bugs: crawl, fly, bite, sting (flick fingers), many legs (wiggly fingers). For an easy THUMB ART pattern click on **Templates SS1B**.

Let's see what you know
about insects or bugs.



Some bugs crawl down on the
ground
Either crawl or squat and scuttle
On the ground, On the ground
Some bugs crawl down on the ground
Which bugs crawl down on the ground?
(beetles, ants, roaches, spiders, caterpillars, etc)

Others like to fly around
Flap arms and fly up, down and sideways
fly around, fly around
Others like to fly around
Which bugs like to fly around?
(bees, butterfly, moths, wasps, fly, ladybugs,
dragonflies, mosquitoes, etc.)

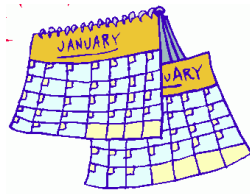
Some bugs might just bite on you
Snap fingers open and closed while moving arms
around
Bite on you, Bite on you
Some bugs might just bite on you
Which bugs might just bite on you?
(mosquitoes, flies, ants, fleas, etc.)

Others might just sting you too
Flick fingers and make a zapping motion while
arms extend and recoil
Sting you too, sting you too
Others might just sting you too
Which bugs might just sting you too?
(bumble bees, wasps, hornets, yellow jackets, etc.)

Some bugs have so many legs
Wiggle fingers and wave arms about
Many legs, many legs
Some bugs have so many legs
Which bugs have so many legs?
(caterpillar, spider, ants, etc.)

5. There are 12 Months a Year

Start off each week with this song and show the kids which month/week/day today is on a calendar. Mark the days as they pass. At the beginning of each month, discuss and mark the important days of the month (holidays, birthdays, special events, etc.) Have the children count the number of days in the current month, and even the number of months until the end of the year, or until the next special occasion.



There are 12
month's a year
Shout them
like a cheer
In groups of 3
Shout after me
All 12 months
of the year

There are 12
month's a year
Shout them
like a cheer
In groups of 3
Shout after me
All 12 months
of the year

January, February,
March

January, February,
March

April, May, June

April, May, June

July, August, September

July, August, September

October, November,
December

October, November,
December

Can you tell me...

Which day starts the New Year? ____? ____ (January)

And, which month are we in right now ____? ____

Which month brings you your birthday ____? ____

And which day ends the year? ____? ____ (December)

6. Days of the Week

This can be played as a game. You can turn the song off and children can take turns saying the "Days of the Week" any way they want. Use the calendar as a guide. Introduce speed, emotion, pitch, etc. What other ways can you say them? Like you're a witch, underwater, barking dog, British citizen, or like you speak a language other than Spanish. Use **DIAGRAM SS1C** to put the days in order.

Monday, Tuesday, Wednesday, Thursday, Friday,
Saturday, Sunday

Say the days of the week in a normal voice

(Slower) Monday thru Sunday

Speak very slowly

(Faster) Monday thru Sunday

Speed up very fast

(Softly) Monday thru Sunday

Whisper softly

(Louder) Monday thru Sunday

(Sad) Monday thru Sunday

Act like you are crying

(Happy) Monday thru Sunday

Big smile ~ cheerful

(Madder) Monday thru Sunday

Frown and clench fists, stomp ground

(High) Monday thru Sunday

In a high pitched voice

(Lower) Monday thru Sunday

In the deepest voice you can

From the middle (Wed, Thurs, Fri, Sat, Sun, Mon, Tues)

Start at Wednesday

Backward (Sun, Sat, Fri, Thurs, Wed, Tues, Mon)

Start at Sunday and work backward

Spanish (Lunes, Martes, Mie'rcoles, Jueves, Viernes, Sa'bado, Domingo)

Use this repetitive technique to teach children how to spell their name, memorize their address, phone number, or other specifics.

7. Yesterday, Today & Tomorrow

A difficult concept to teach preschoolers. Move forward and back on a calendar. Point down at your feet for "today". Point forward for "tomorrow." Hitch hike your thumb over your shoulder for "yesterday." What will the kids do tomorrow? What are they doing today? What did they do yesterday?

So, today is the day we are in right now

Tomorrow's the day that comes

after today

You will go to sleep tonight

and then, wake up tomorrow.

Tomorrow is after today, after today

WOW!

So, today is the day we are in right now

Tomorrow's the day that comes

after today

You will go to sleep tonight

and then, wake up tomorrow.

Tomorrow is after today, after today

WOW!

So, today is the day we are in right now

and yesterday's the day that came

before today

So when you went to bed last night,

and woke up this morning,

yesterday was before that, before that

WOW!

So, today is the day we are in right now

and yesterday's the day that came

before today

So when you went to bed last night,

and woke up this morning,

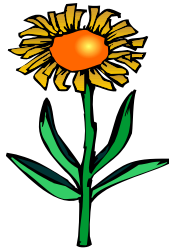
yesterday was before that, before that

WOW!

8. Four Seasons

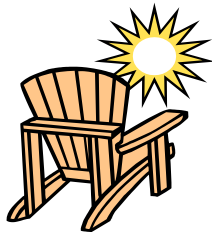
Discuss the weather, the seasons, and sun safety.
What does someone wear in the snow? In the rain?
In the sun? Where does it snow? What activities do
we do in the snow? In the rain? What do we do with
leaves that fall from the trees?

In the spring the flowers bloom
The cold is gone
In the spring the flowers bloom
The cold is gone
It can get windy and rainy
Days are just a little zany
In the spring the flowers bloom
The cold is gone



In the summer comes the heat
And days are long
In the summer comes the heat
And days are long
I wear sun screen and sun glasses
I play sports, take fewer classes
In the summer comes the heat
And days are long

In the fall leaves can turn brown
And drop from trees
In the fall leaves can turn brown
And drop from trees
We can pile the leaves real high
And jump in like we can fly
In the fall leaves can turn brown
And drop from trees



Then comes winter with the cold
and sometimes snow
Then comes winter with the cold
and sometimes snow
We will dress in our warm clothes
Cover up from head to toe
In the winter comes the cold
and sometimes snow

ACTIVITY: Go on a nature walk and pick up leaves, sticks, rocks, dirt, pine cones, and other natural things you find on the ground. Bring them back into the classroom and sort and classify them into groups, then count all of the sticks, rocks, etc. Make a graph based on the results of their count. Then the items put them in sequential order. Which came first the leaf or the twig? The dirt or the pine cone?

Glue the items on a piece of paper for a nature collage.

9. There Are 5 Senses

Point to the part of your body that answers the question in the song: eyes, ears, nose, tongue, skin. Toward the end of the song, children are given an opportunity to name things that they can see, hear, smell, taste and touch. Other things to delve into are various tastes, textures, temperatures, noises, smells, handicaps.



There are 5 senses
5 senses, 5 senses
There are 5 senses
Now, what could they be?

Two eyes, two ears, a
nose, and a tongue
And skin all over me.
I see with my eyes
with my eyes I can see
Just what do you think I
can see?

I hear with my ears
with my ears I can hear
Just what do you think I
can hear?

I smell with my nose
with my nose I can smell
Just what do you think
I can smell?

I taste with my tongue
with my tongue
I can taste
Just what do you think
I can taste?

I touch with my skin
with my skin
I can touch
Just what do you think
I can touch?

I see, I hear, I touch,
taste, and smell
But not everyone can do
these well.

► Close your eyes (or use a blindfold) and try to fill up a cup of water using their sense of touch. Stick your finger inside the rim and stop pouring when you feel the liquid.

► Hold blindfold taste tests to identify a flavor, a scent, or a texture rubbed against the skin or touching a hands. Can you identify things with the touch of their bare feet or other parts of the body? Can you pick up things with your toes?

► Hold your nose and see if you can identify a flavor with your tongue. You won't be able to, of course.

10. Up & Down Our Bodies

Let's take a trip up and down our bodies and follow some simple directions. Discuss what the various parts of our bodies do. How many parts do we have? Does everyone have them? It's a good time to discuss disabilities. What if we didn't have some of these parts?

Follow me little children
follow me, follow me
I will show you a wonder
as true as can be.



Come away with me here
(motion with one hand)
Come away with me there
(motion with opposite hand)
On a trip up and down our bodies
(Touch head, touch toes)
We will tap on our noses

10. Up & Down Our Bodies (cont'd)

We'll rub on our chins
We will slide over elbows
and drum on our shins
We will wiggle our fingers
And tap with our toes
As we travel our
bodies like so

We will tug on our ears
Pat our cheeks, 1, 2, 3
We will click
with our heels
We will scratch
on our knees

We will shake
our own hands
Brush across
our tummies

On a trip
up and down
our bodies.
On a trip
up and down
our bodies

Long vowels
say their name
Say the letter,
and they sound
the same

Say the word
and listen now,
to these long letters
Listen now.

When you hear SKATE
A says A (slide feet)
When you hear RACE
A says A (pump arms)

When you hear FEET
E says E (wiggle feet)
When you hear CHEEK
E says E (pat cheek)

When you hear HI
I says I (wave hand)
When you hear NINE,
I says I (hold up 9 fingers)

When you hear
NO, NO, NO
O says O
(shake head, or tick tock
index finger)
When you hear ROLL
O says O
(roll fists, or rolling
pin motion)

When you hear CUTE
U says U
(make a cute face)
When you hear HUGE
U says U
(spread arms wide)

AEIOU
When vowels are long
here's what they do

11. Off To See The Doctor

Discuss the various aspects of a check-up and its purpose. Why do we go to the doctor? What is the process of a typical doctor's visit? Why is it important to tell your parents if you aren't feeling well? Why do we have to get shots? What does a high temperature mean? Why and how do we take medicine? Do we take medicine whenever we want? Do we take as much as we want? Does medicine always taste good? Do your parents always do what the doctor tells them to do?



I'm off to
see the doctor
I don't feel very well
He'll take my
blood pressure
And temperature
See what I weigh
Might get shots for sure
No, I'm not afraid
Of the doctor
He knows best
what to do
So I'll take
all my medicine
And feel better, soon
That's right
I'm off to

see the doctor
I don't feel very well
He'll peek in my ears
And say open wide
He'll check my body
Press on my sides
No, I'm not afraid
Of the doctor
He knows best
what to do
So I'll take
all my medicine
And feel better, soon

12. AEIOU (long)

Basic phonics. Short vowels can be found on
"Smart Songs for Kids 2"

AEIOU
When vowels are long
here's what they do

AEIOU
5 long vowels
here's what they do

13. I Spy (shapes)

Children find shapes in everyday things they see in the room: circle, square, triangle, rectangle, diamond, and oval. Give the children a physical activity that they have to complete when they find the shape. For instance, "Hop over to each shape you find."

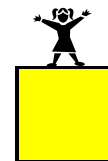
Make shapes using colored form or masking tape on the carpet. Use for target practice with bean bags or other manipulatives. Don't forget to record how many land in, out, on, or around your target. Locomotor to, around, and inside your target.

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 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. Transportation

There are many ways to get around: plane, bike, cycle, bus, car, train, horse, boat. Which mode of transportation is faster than the other, slower, louder, harder, or bumpier, more expensive? What kind of sounds do the modes make? How do they move? (in the air, on the ground, on a track, on the dirt, in the street, on the water...) Where do we have to go to take these modes? (a bus station, a bus stop, a train station, metro station, an airport, a stable, the driveway or garage...) Where can these modes take us? Where can they not take us? Have you ever ridden on a bus? a train? a metro line? a horse? a wagon? a motorcycle? What are some of the ways that children get around now? (Skateboard, motorized skateboard, roller skates, ice skates, roller shoes, bike, scooter, etc.) How did people get around in the old days? How will we get around in the future?

Transportation
Transportation

There are many
ways to go



Ride a bus that
carries many

Take a car and
drive the road

There are many
ways to get there
Choose a way
and then you go



Transportation
Transportation

There are many
ways to go

Transportation
Transportation

There are many
ways to go



Take a train on
tracks with others

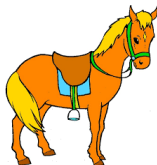
Ride a horse and
travel slow

Take a plane and
fly with others

Bike or cycle your
way home

Transportation
Transportation

There are many
ways to go



Take a boat over
the water

Sail or motor, try
to row

15. Don't Talk to Strangers

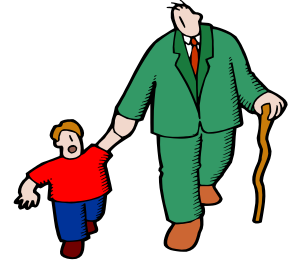
Teaching tip: Remind children who they can go to if they are lost: mothers with children, other children, store clerks, police officers in uniform, fireman, and security guards in uniform.

"Don't talk to strangers" can send a mixed message to children who are encouraged to greet strangers everyday when with their parents. They should trust their feelings, and follow specific rules. There are good and bad people in the world, but bad people don't look like they are bad. They can look nice,

dress well, have a nice smile, and sound sincere. What do they think a bad person looks like? A good person? A nice person? A mean person?

Practice by setting up real life role-plays whenever possible. Teach them not to fall for tricks designed to trick them into going places, or lure them away from friends; help finding pets, the promise of money/gifts/rides, carrying packages, helping with directions, playing games, playing with an unseen child.

Kids must always get a caregiver's permission to leave. Teach children how and when to dial "911".



It is okay to shout, "NO!" to someone they don't know and run away.

Please stay safe.
Don't talk to strangers.
People you don't know.
You don't know what
they are thinking.
Don't go with them.
No, No, No!

If they ask you
for a favor,
go straight to
your family.
Then you will be
well protected
if that stranger's mean.

Strangers look like
normal people,
but inside you can't see
if they're bad
or they're evil.
Things aren't
what they seem.

Please stay safe,
Don't go with strangers;
people you don't know.
Strangers will not know
your password.
Run away and shout,
NO! NO!

Please stay safe.
Don't talk to strangers
even if they're kind.
They might smile
and ask for something.
You don't know what's
on their mind.
No, No, No!

Always team up
with a buddy.
Stay close to
the people you trust.
If somebody tries
to take you,
fight, run,
scream, and fuss!

Children should:

- Never share their address, name or phone number with people they don't know.
- Lock their home & car doors/windows and never open doors to people they don't know.
- Never accept gifts or money from people they don't know. It is a lure, like a worm on a fish hook.
- Never help strangers find people, animals, or things.
- Never stray from their parents or caregivers in the company of strangers.
- Play and walk where their parents direct them to, avoiding short cuts.
- Try to always walk with a buddy.

16. To Cross a Street

Discuss the importance of always looking both ways when crossing the street, and watching for traffic while crossing. What can happen if we don't look for cars? What do the colors of a traffic light mean? Associate traffic light colors with an appropriate response. Play "Red Light—Green Light." Go when you say, "green light," stop when you say, "red light," and move slowly when you say, "yellow light."



When I go to
cross a street
I wait for a green light
I stop, look, and listen
I want to do it right

I wait for cars
to pass by
they might not see me
I hold a grownup's hand
I'm as careful
as can be

To cross a street
I cross it carefully
If I am hit by a car
That could be
the end of me

When I go to
Cross a street
I look for a street light
I go stand on a corner
I want to do it right

I look both ways:
left and right
See the street is clear
Before I step
my foot in
Because
my life is dear

To cross a street
I cross it carefully
If I am hit by a car
That could be
the end of me

17. If There is a Fire

At home and school, have emergency drills and practice the "stop, drop & roll" technique, crawling down low where the air is cleaner, and use a nearby item to make noise so rescuers can find you. Know where the exits are, the proper route to take, and where the safe havens are in the case of a fire, tornado, or an earthquake. For more FIRE SAFETY tips see — **Template SS1-D** below.



If there is a fire
I get out
I practice
and know where to go
If I see some smoke
I crawl down low
The air is
much better below
If I am on fire
I stop my body
I stop, I drop fast & I roll

When I know I can
I call for help
I dial 911
and breath slow
The fireman
puts the fire out
If I'm still inside
I make noise
So he knows
just where
to come and
get me.
He'll come get
a girl or a boy

18. Number Chants (from 1-10)

Use cue cards as visual aides. Repeat each chant as it is sung in the song. Move through the motions by air writing, writing on an eraser board, writing with another implement, or forming the letters out of laces.



Writing numbers
can be fun.
We will start
with number 1.
And work our way
on up to 10.
Are you ready?
Let's begin.

Straight line down
until we're done.
That is how we
make a 1.

Over and down
then back we fly,
Make a 2 and don't
be shy.

Belly on top,
belly bellow,
3 has nowhere
else to go.

Down and back,
straight down some
more.
Across the back of
number 4.

Long neck,
big belly like that
Make sure 5 puts
on his hat

Curved line down
then loop back in.
That is how
a 6 will end.

Across the sky
then angle down.
Number 7
is back in town.

Make an "S"
shaped like
a snake.
Whip that tail up,
make an 8.

Make a circle,
drop a line.
That is how you
make a 9.

Make a 1
to begin,
put a circle
next to him.
You have made
the number 10.

19. I Know Spanish (numbers)

I know Spanish
How about you?
I know numbers
You can too
I say words
Here's what you do
Copy me
So you'll know too.

When I say one,
you say uno.
One, uno
one, ____? ____

one, uno
two, dos
three, tres
four, cuatro
five, cinco
six, seis
seven, siete
eight, ocho
nine, nueve
ten, diez

20. A Counting We Will Go (from 1 to 100)

This is a silly song that is meant to encourage children to count along. Rote counting is the simplest of counting concepts to learn. The ability to count by rote can be deceiving. One cannot assume that just because a child has memorized the numbers from 1-100 or more, that the child has an understanding of what those numbers mean. Young children will eventually...

- learn to count objects (one-to-one)
- learn that the number of objects won't change if you move them around
- learn that a total number of objects includes all of the objects in a particular group
- understand the number names that indicate a position in a series (1st, 2nd, 3rd..)
- learn how to add-on to a total number of objects that have been previously counted.
- learn how to count when they are surrounded by a variety of counting activities and experiences.

Simple counting exercises....

Count the number of steps it takes to get somewhere.

Count as you stretch your body taller, and shrink as you count in reverse order.

Count a common attribute the children have, i.e. wearing tennis shoes. Then take away those with laces or Velcro closures, and recount.

Shadow counting is saying either the odd or the even numbers softly and consistently throughout the count. Try clapping only on the odd numbers, and slapping your knee on the even numbers.

Try popping up a puppet only on the even numbers, or When the children line up, have them count off with the with a loud voice, and then a whispered voice, and so on.

A counting we will go
just pick something you know
Hi, Ho, the merry O
A counting we will go
From 1 to 100 ?

21. Make Up a Story (About a Boy)

Take turns filling in the (40) blanks of this story. Answers can be silly or serious, or both.

There once was a boy named __1__, who had hair the color of a __2__ and eyes color of __3__. He lived in a __4__ right beside a __5__ that had very pretty __6__ in the back. This boy, named __7__, had two pet animals; one was a __8__ named __9__ who was as wide as a __10__ and liked to eat lots of __11__. The other pet animal was a __12__ named __13__ who was as tiny as a __14__, and likes to watch plenty of __15__. The boy and his pet animals enjoyed going to the __16__ to sit on top of the __17__ and watch the __18__ go by. He also liked to go by himself to the __19__ where he could play in the __20__, and roller blade around the __21__. When he did, he always passed the __22__ store, and sometimes, he would dig in his pockets for some __23__, and go in the store to buy himself as many __24__ as he could afford. At other times, he would go straight to his friend's house. His friend's name was __25__. They would play together and build a wonderful __26__, and paint it the color of __27__, and draw a bunch of __28__ on it. Then they would get in and pretend they could __29__, or pretend they were great __30__ in the land of __31__. The boy always had to be home before __32__, because it wasn't safe to stay out too late. So, he would leave his friend's house early and head for __33__, and he always made sure he got home in time for __34__. He would give his mom a big __35__, take a nice warm __36__, put on his comfortable __37__, and then crawl into __38__. Once in bed, he would think about his __39__, fall asleep, and dream about being a famous __40__ one day. The End

Credits:

Music Composition, Arrangement & Production:

Bill Burchell

Original Lyrics & Original Songs: *Angela Russ*

Producer & Director: *Angela Russ, Russ InVision*

CD Graphics: *Moonlight Graphics*

Special thanks to *Robert Picardo* for his rendition of "Off to the Doctor"

Guest Singers: *Angela Russ, Tim Russ, Robert Picardo, Jisel Soleil Ayon*

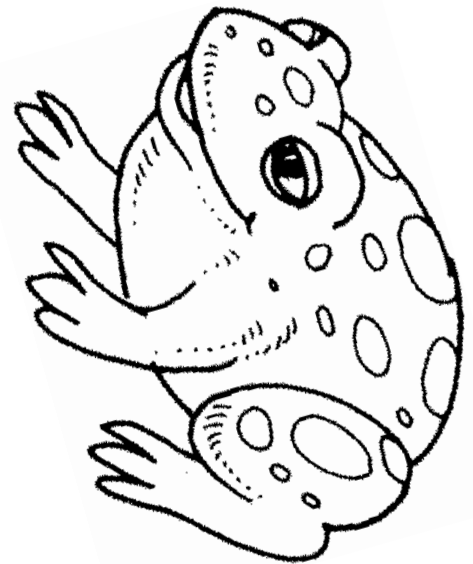
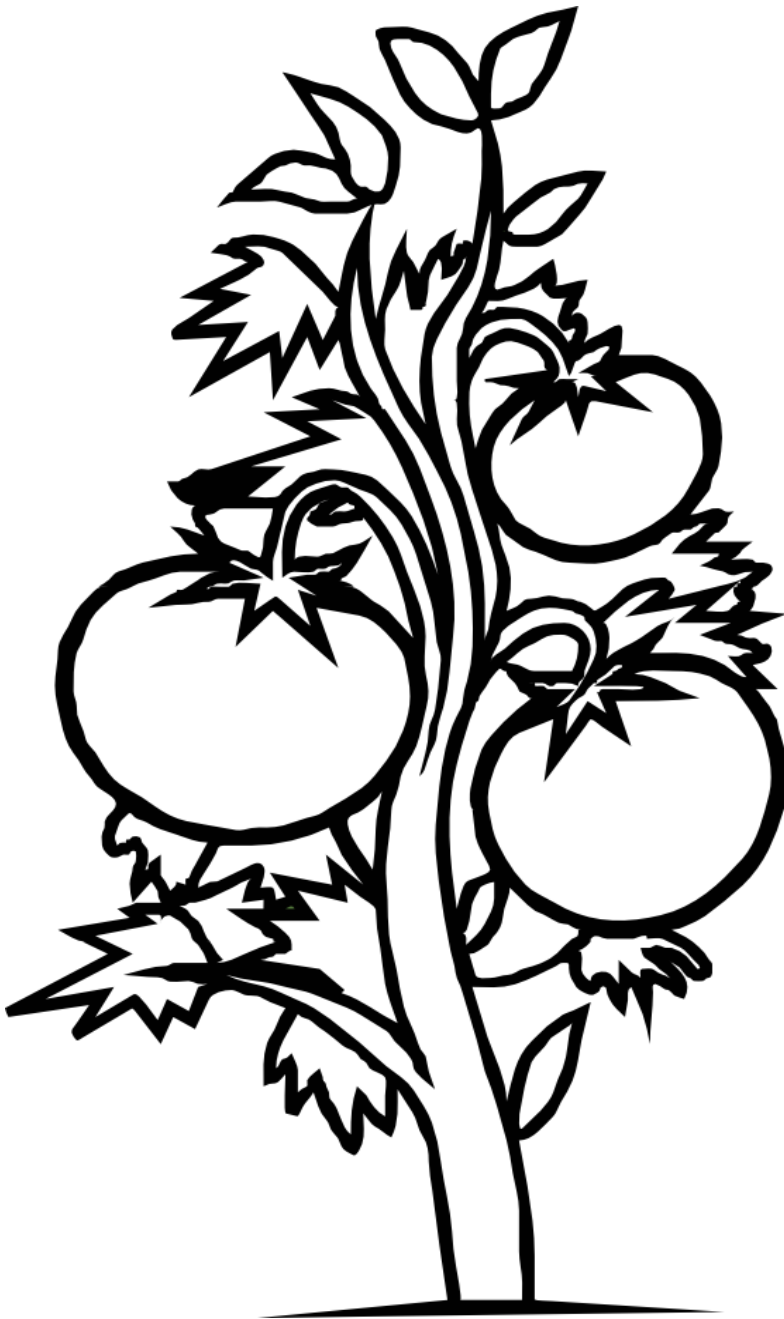
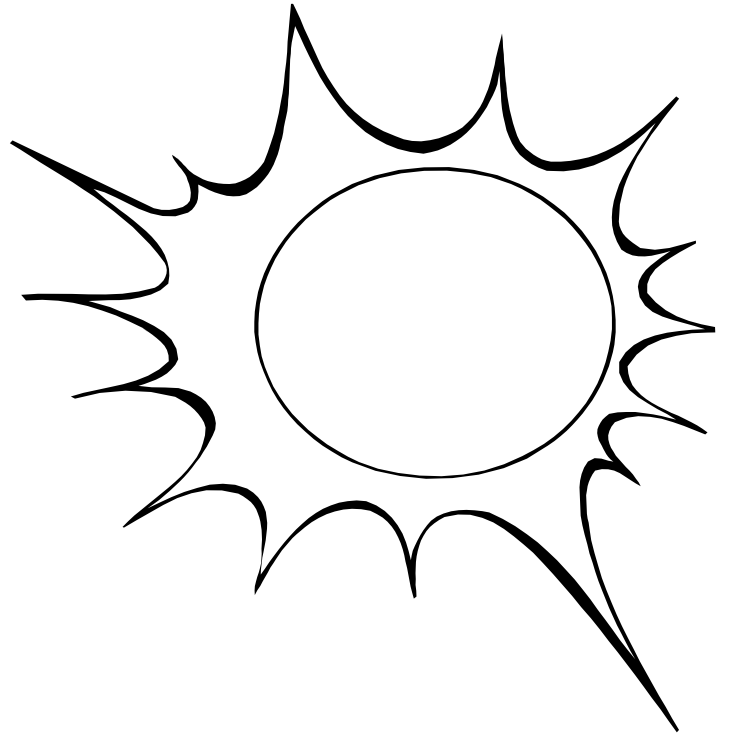
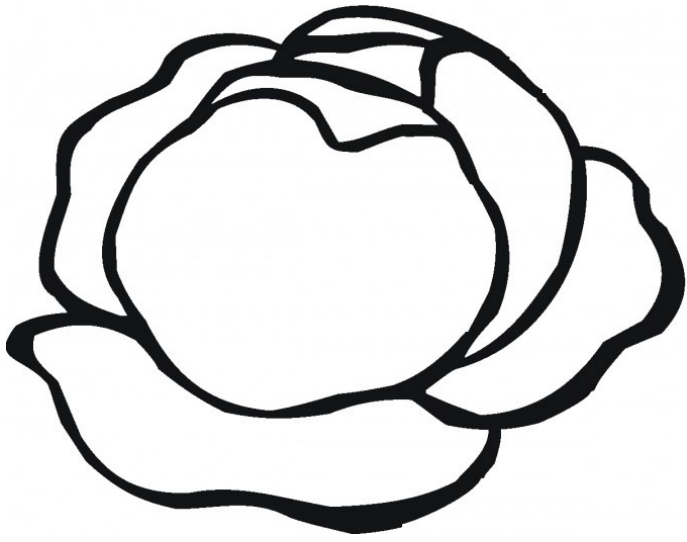
Dedicated to my loving family:

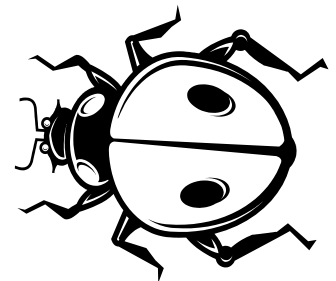
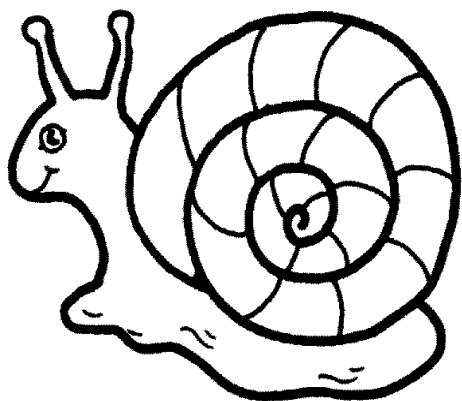
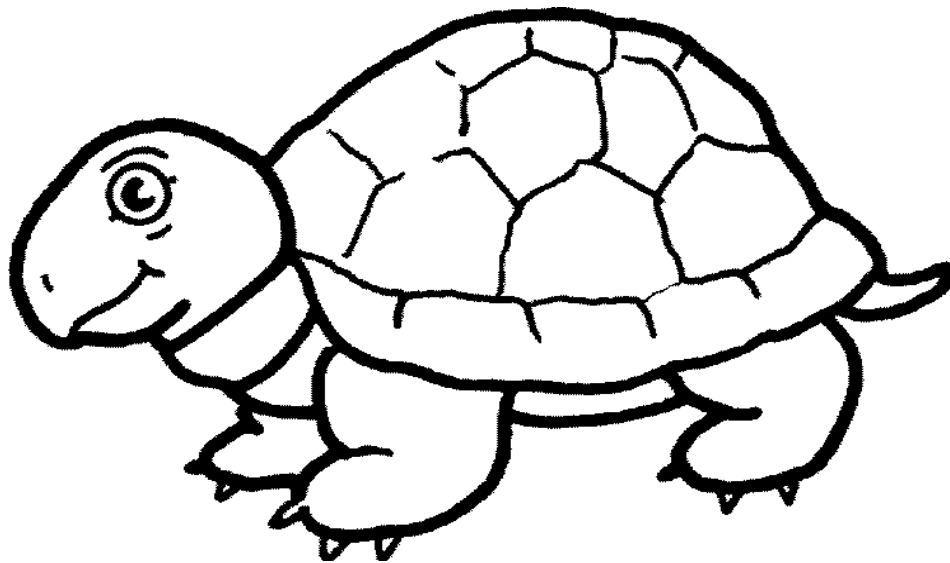
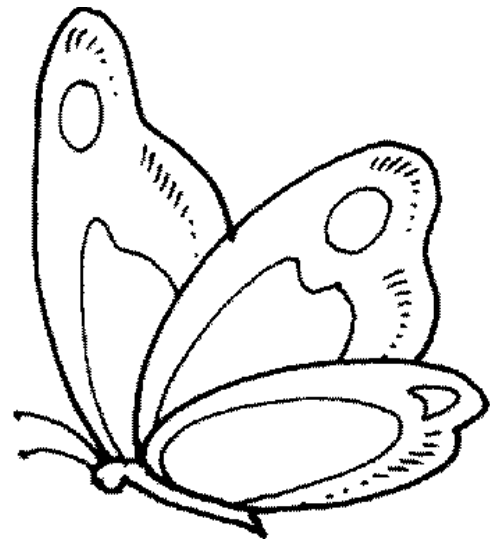
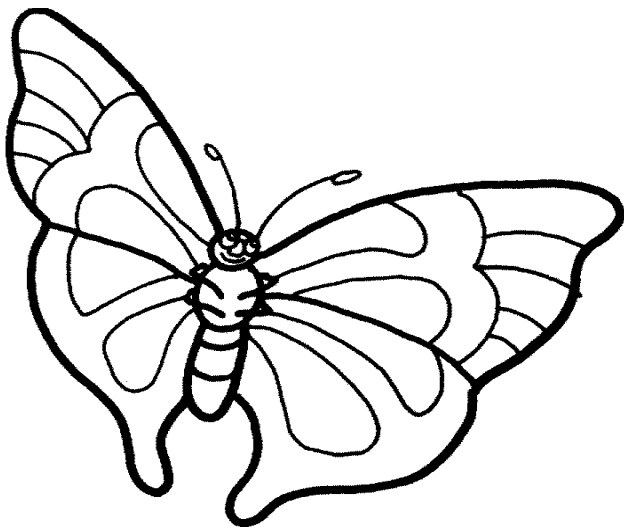
Jose, Jisel & Marcos Ayon

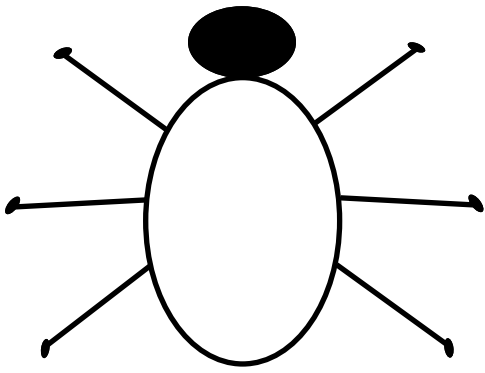


**Thank you for listening, and
welcome to the CLUB!**

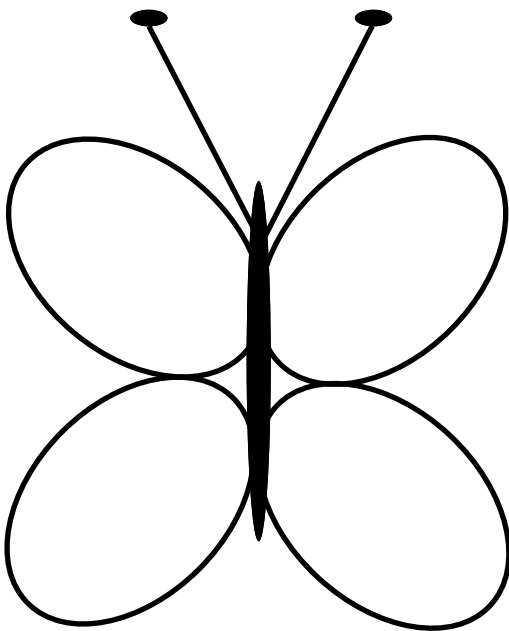
Angela Russ-Ayon
Recording Artist ~ Children's Author
Keynote Speaker
www.AbridgeClub.com



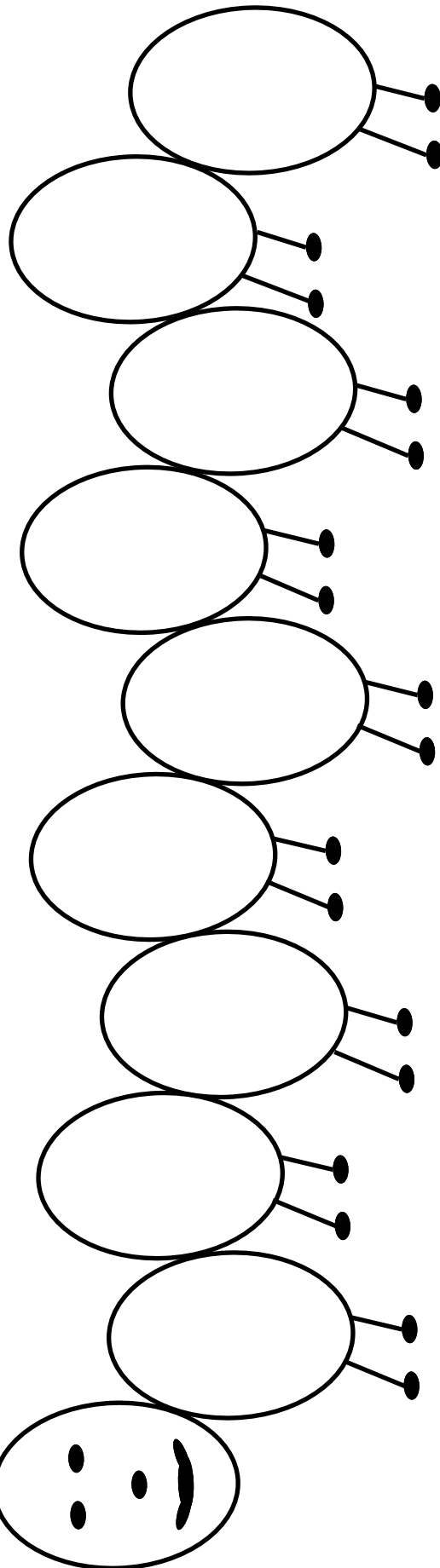




BUG



BUTTERFLY



CATERPILLAR

MONDAY

TUESDAY

WEDNESDAY

THURSDAY

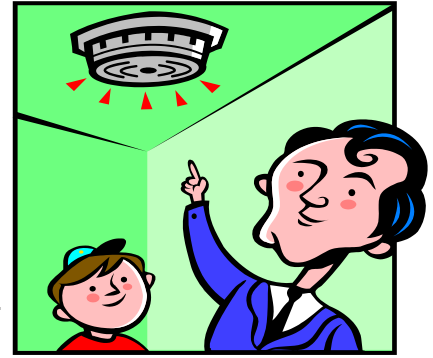
FRIDAY

SATURDAY


SUNDAY

Fire Safety Tips

Demonstrate the use of a smoke alarm so your child becomes familiar with the sound, and show where they are usually installed. Discuss why we use alarms, and what a child should do who hears one.



Here are some tips to share with your children

- ♦ Remain calm and quiet.
 - ♦ Fires can burn very fast and the smoke can make a room very dark.
 - ♦ Before opening any door in a fire, feel it first. If it is hot, there may be a fire on the other side. Try - to get out another way.
 - ♦ Crawl low to the ground to avoid heat and smoke.
 - ♦ Don't take time to gather up toys or belongings. They can be replaced.
 - ♦ Get out of the burning structure, and get help.
 - ♦ Use a fire escape or stairwell. Don't use the elevator.
- 
- ♦ If you need to alert someone on the inside, try banging on a window or door from the outside
 - ♦ Call 911 after escaping a fire
 - ♦ Once outside, stay outside, NO MATTER WHAT!
 - ♦ If you are stuck inside, make noise
 - ♦ Never hide from the firemen
 - ♦ Animals are better at detecting fire than humans, and that they know what to do.
 - ♦ Pick a safe and easy-to-remember place outside to meet the rest of the family
 - ♦ Dial "911" for emergencies, not for fun.
- ♦ Never play with fire. Fire can spread quickly and burned skin never heals well.

ACTIVITIES:

- ♦ Role-play the "Stop, Drop & Roll" technique. Tape a piece of red paper or tissue to their backs and have them roll around on the floor until it comes off.
- ♦ Role-play how to put a fire out when it is burning on a person's body using a blanket or a towel.
- ♦ Every fire situation is not a "Stop, Drop & Roll" situation. Make a fake fire out of orange and red construction paper and tell kids that when they see it in the class room, they are to practice their fire safety actions. Shout for help; go to the door or window for exit, etc.
- ♦ Hold fire drills using an actual bell or smoke detector: line up and exit the building in an orderly fashion
- ♦ Practice crawling low to exit a smoky room, and breathing into clothing to clean the smoke from the air going into their lungs.
- ♦ Find different ways to make noise for a fireman who might be searching a burning building for you. (Pound on the heater or pipes, clang metal, etc.)
- ♦ Express how important it is for children to remain calm in the case of an emergency. Teach them how to take their pulse, or at least feel how fast their heart is beating. Have them run in place for 2 minutes and show them the difference between heart beats Explain how the way they breathe can affect how much smoke goes into their lungs! Hold a mirror in front of their mouths so they can see how hard they are breathing.
- ♦ Visit a fire station or invite a fireman to your school so the children become familiar with the uniform. It can be pretty frightening.