

## Math Music & Motion

1. Down & Up I Go 1:00
2. I Can Make a Straight Line 2:08
3. We Count With Numbers 3:25
4. Let's Find a Triangle 1:37
5. Five Finger Marching Band 1:39
6. Two Clapping Hands 2:16
7. Shake It 2:04
8. Oops 1:54
9. Patterns 3:22
10. Count from 1-100 2:21
11. Making Shapes 2:49
12. Moving Numbers 1:46
13. You are Next to Me 2:03
14. When I See Shapes 3:08
15. Time Goes Around 1:15
16. Spend a Penny 1:41



The simple way to educate! An early math experience enhanced by movement, activities and eclectic music styles that engage a young child's brain and body. We're up and moving with counting, shapes, patterning, sequencing, comparing, spatial awareness, money and more. Musical elements such as a steady beat, rhythm, melody, and tempo possess inherent mathematical principles that are built upon to make math active and fun. **"Math Language" PDF** is attached.

For Preschool through K

**Running time: 33 minutes**

UPC: 698731-00056-9 [www.abridgeclub.com](http://www.abridgeclub.com)

©2013 Russ InVision. All rights reserved.

### 1. Down and Up I Go

Use of up and down motions to understand directionality and how the body moves through space. Also works well for scarf, streamer, or parachute play.



Reaching high  
up in the sky.  
Touching down  
below my thighs.  
Down and up  
and down I go  
Up and down  
I go

Jumping high  
up in the air.

Squatting to  
sit in a chair.  
Down and up  
and down I go  
Up and down  
I go.

Tap my fingers  
on my toes.  
Rising up to  
touch my nose.

Down  
and up  
and down I go  
Up and down  
I go

Bending over  
at my waist.  
Standing up  
till I am straight.  
Down and up  
and down I go  
Up and down

### 2. I Can Make a Straight Line

Focus on different properties of a line whether traced, molded, or drawn. Interpret the curves and angles of these lines using your body and motion. Consider using chalk, wiki sticks, yarn/laces, or scarves in the air. Work independently or as a group. **Diagrams 2A, 2B 2C**

I can make a **STRAIGHT LINE**,  
straight line, straight line  
Shooting like an arrow, end to end  
I can make a straight line,  
straight line, straight line  
I can make a straight line pencil thin  
I can make a straight line pencil thin



I can make a **CIRCLE**, circle, circle  
Over and around until ends meet  
I can make a circle, circle, circle  
Round like a plate used when I eat  
Round like a plate used when I eat



I can make a **ZIG ZAG**, zig zag, zig zag  
Straight lines with pointy bends and turns  
I can make a zig zag, zig zag, zig zag  
Looks like lightning that strikes and burns  
Looks like lightning that strikes and burns



I can make a **BIG CURVE**, big curve, big curve  
Arching like a rainbow in the sky  
I can make a big curve, big curve, big curve  
Bent like bananas hanging high  
Bent like bananas hanging high



I can make it **WAVY**, wavy, wavy  
Waves go up and down and up and down  
I can make it wavy, wavy, wavy  
Like a snake that slithers on the ground  
Like a snake that slithers on the ground



## 2. Can Make a Straight Line ~Continued

I can make a **WIDE SPLAT**, wide splat, wide splat  
Like a rainy puddle in the street  
I can make a wide splat, wide splat, wide splat  
Like the silly Play Doh that I beat  
Like the silly Play Doh that I beat



## 3. We Count With Numbers (Diagram COUNTING)

Introducing numbers 1-10 and counting using various motor skills. Choose which of the two moves you are going to do, and then count out each move. Try to do both! Or make up your own! Locomotor and non-locomotor suggestions are provided.

Can you show me the **number 1**?

1 big rainbow  
*(Arms sweep in arc overhead)*  
1 squat down low  
1



Can you show me the **number 2**?

2 pats on your chin  
2 jumps on in  
1,2



Can you show me the **number 3**?

3 waves in the air  
3 stomps like a bear  
1,2,3

Can you show me the **number 4**?

4 knocks on the door  
4 steps on the floor  
1,2,3,4

Can you show me the **number 5**?

5 ins and outs  
*(Arms/legs/elbows go wide and then close to body)*  
5 hops all about  
1,2,3,4,5



Can you show me the **number 6**?

6 claps to the beat  
6 kicks with our feet  
1,2,3,4,5,6

Can you show me the **number 7**?

7 taps on your knee  
7 climbs up a tree  
1,2,3,4,5,6,7

Can you show me the **number 8**?

8 ups and downs  
*(Arms up & down, or squats)*  
8 marches around  
1,2,3,4,5,6,7,8

Can you show me the **number 9**?

9 flaps on the sides  
*(Flap elbows or arms like a bird)*  
9 slides and glides  
*(Slide feet flat on the floor, like skating)*  
1,2,3,4,5,6,7,8,9

Can you show me the **number 10**?

10 circles with your wrist  
10 turns and twists  
*(Twist hips/body)*  
1,2,3,4,5,6,7,8,9,10

## 4. Let's Find a Triangle (Diagram SHAPES)

Identify geometric shapes as you move from one to the other in a variety of ways: skip, hop, run, march, jump, dance, wiggle, tiptoe, side-step, slide on paper plates, stomp, mimic animals or bugs...



Let's find a **TRIANGLE**  
When we get there

We'll keep on moving  
and go to a **SQUARE**

Do you see a **CIRCLE**?  
There's one over there

Oh, where is that  
**RECTANGLE**?  
Where, oh where?

Onto an **OVAL**  
The next one, you know

Do you see a **DIAMOND**?  
I think so, let's go!

Please don't stop moving  
Cause we are not done

The next one we'll find  
is a **HEXAGON**

We found our shapes  
And, now we are at the end

So let's start all over  
Just look where we've been

## 5. Five Finger Marching Band

Understanding the relationship between numbers and counting, and extending rhythmic patterns.



I have 5 fingers on 1 hand  
Like the 5 players in a marching band  
*(Conduct with 1 hand showing 5 fingers, and march)*

I have 10 fingers on my 2 hands  
*(Conduct with 2 hands showing 10 fingers, and march)*  
When my 2 hands come together, I can clap. I CAN!  
*(Clap to the rhythm)*

I can beat my drum with a boom, boom, boom  
*Boom, boom, boom*  
*(Mimic beating the drum and try to match the rhythm)*

I can play my horn with a toot toot toot toot  
*Toot, toot, toot, toot*

*(Mimic playing a horn and try to match the rhythm)*  
I can hit my cymbals with big clang, clang  
*Clang, clang*  
*(Mimic clanging cymbals and try to match the rhythm)*

Because I'm in a marching band, I am.

I have 5 fingers on 1 hand  
Like the 5 players in a marching band  
I have 10 fingers on my 2 hands  
When my 2 hands come together.  
I can clap. I CAN!

Boom, boom, boom, boom X2  
Root, toot, toot, toot X2  
Clang, clang X2



## 6. Two Clapping Hands

Classifying and grouping body parts that come in pairs using our body's symmetry (the concept of balanced proportions). Work through each move or combine the moves in sets: clap while tapping elbows, roll while shaking hips, knock knees while dancing. Can you do them all together? The last two will have you dancing like Elvis. Now, combine some moves of your own.

I have **clapping hands**

I have 2 clapping hands  
I have, 1,2 clapping hands  
1,2 clapping hands

I have **elbows that tap**

I have 2 elbows tap  
I have 1, 2, elbows tap  
I have 1, 2, elbows tap

I have **shoulders that roll**

I have 2 shoulders that roll  
I have 1,2, shoulders that roll

I have **hips that shake**

I have 2 hips that shake  
I have, 1,2 hips that shake  
1, 2 hips that shake

I have **knees that knock**

I have 2 knees that knock  
I have 1,2, knees that knock  
1,2, knees that knock

I have **feet that dance**

I have 2 dancing feet  
I have 1,2, dancing feet  
1,2, dancing feet

## 7. Shake It

Shaking in various directions to gain an awareness of the body's position in space, and the body's relationship to the objects in the space. The understanding of positional words we use to define where we are in space is essential to spatial awareness. Introduce props: scarves, streamers, shakers, parachutes, etc.

Shake like this,  
Shake like that  
on your head  
like a party hat

Shake around  
In a circle you go  
Shake it fast  
or shake it slow

Right behind  
or way out wide  
in the front  
or side to side

Balancing  
(on 1 foot)  
right in your space  
with 2 feet down  
jumping in place



High above  
or way down low  
Shake 1 leg  
or 1 elbow

Over here  
or over there  
in between  
without a care

Shake it short  
and shake it tall  
Shake it large  
or shake it small

Shake just 1  
shake just 2  
In the middle  
that's all we'll do

## 8. Oops!

Problem-solving and sequencing events while getting dressed: *Shirt – pants – socks – shoes – hat – groove – Oops!* (**Diagrams \*8A/8B/8C**) Almost everything we do is a series of events, ideas, or objects in a logical order, and we sequence everyday. We sequence numbers, letters, the alphabet, dance steps, images & photos, recipes, daily routines, and so much more. Review these and other events using key words like “first,” “second,” “third,” and “next,” “then,” and “finally.”

It's time, so come on  
They're a waitin' for us  
So, let's go

Oops, forgot to put my **SHIRT** on  
You forgot to put my shirt on  
I've got my shirt on  
So, let's go

Oops, forgot to put my **PANTS** on  
You forgot to put my pants on  
I've got my pants on  
I've got my shirt on  
So, let's go

Oops, forgot to put my **SOCKS** on  
You forgot to put my socks on  
I've got my socks on  
I've got my pants on  
I've got my shirt on  
So, let's go

Oops, forgot to put my **SHOES** on  
You forgot to put my shoes on  
I've got my shoes on  
I've got my socks on  
I've got my pants on  
I've got my shirt on  
So, let's go

Oops, forgot to put my **HAT** on  
You forgot to put my hat on  
I've got my hat on  
I've got my shoes on  
I've got my socks on  
I've got my pants on  
I've got my shirt on  
I got my **GROOVE** on  
So, let's go

Oops, forgot to put my **UNDIES** on!



## 9. Patterns

Recognizing and extending numerical patterns of color combined with movement. Create these patterns using the movement of your body. Some samples are provided below. Change the moves often. Listen to the 1st line, and fill in the missing underlined colors in the subsequent 2 lines. Children extend patterns easier when they are put to a melody. Other than body moves, patterns can be made out of colors, shapes, sizes, sounds, moves, manipulatives, genders, and so much more.

Yellow blue blue

**ABB pattern**

(arms straight, 2 hugs)

Yellow blue blue

Yellow blue blue

I made a pattern for you

Now, **WIGGLE** down

and boo-ga-loo

Red • green • red • green

**ABAB pattern**

(clap, jump, clap, jump)

Red • green • red • green

Red • green • red • green

It's everything it seems

Now, **JUMP** just like

a jumping bean

Blue • orange • orange • white

**ABBC pattern**

(wave, clap, clap, pat thighs)

Blue • orange • orange • white

Blue • orange • orange • white

Did you get that one right?

We'll **STOMP** our feet

on outta sight?



Yellow • yellow • green • blue • blue

**AABCC pattern**

Yellow • yellow • green • blue • blue

Yellow • yellow • green • blue • blue

Everyone will march with you

Now, **MARCH** around

and lift those shoes

Green • green • blue • blue • red • red

**AABCC pattern**

Green • green • blue • blue • red • red

Green • green • blue • blue • red • red

Did you hear what I said?

We'll **GALLOP** like

a horse, instead

Orange • white • orange • orange • white

**ABAAB pattern**

Orange • white • orange • orange • white

Orange • white • orange • orange • white

Now, I think that you might

**SKIP** around all day and night



## 10. Counting 1 to 100

Counting by ones in increments of 20 while dancing to culturally diverse rhythms.

Choose 1 or 2 moves that are unique to the style of dance and then count while dancing.

1-20 Hula

21-40 Country Hoedown

(Gallop and twirl rope, or slap heels/knees... YEE HA!)

41-60 Tango

(One arm straight out to the side as if dancing with an imaginary partner)

61-80 Jewish Folk Dance - "Hava Nagila"

(Arms stretched out to each side.)

Feet kick and cross over each other.)

81-100 Salsa

## 11. Making Shapes (Diagram SHAPES-A)

Making, tracing, drawing, and resizing basic 2-dimensional geometric shapes in the air, or using your hands, body, scarves, laces, sand, etc.

Make a **CIRCLE**, just like so.

Up and over, down you go.

Scoop on back to touch, you know.

Make a circle. Make a circle.

I can trace it with my hand.

I can trace it. Yes, I can.

Make it **BIGGER**. Make it **SMALLER**.

Trace a circle with my hand.



A **TRIANGLE** has 3 corners.

A triangle has 3 sides.

Up the steps and down the slide.

Right back to the steps you glide.

I can trace it with my hand.

I can trace it. Yes, I can.

Make it **WIDER**. Make it **TALLER**.

Trace a triangle with my hand.



A **SQUARE** with 4 sides the same.

4 sides and 4 corners, too.

Out and down, back and up.

Make a square. That's what you do.

I can trace it with my hand.

I can trace it. Yes, I can.

Make it **BIGGER**. Make it **SMALLER**.

Trace a square. Oh, with my hand.



A **RECTANGLE** has 2 long sides.

And 2 so short and sweet.

Long and short, long and short.

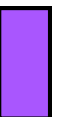
Bring the end back up to meet.

I can trace it with my hand.

I can trace it. Yes, I can.

Make it **WIDER**. Make it **TALLER**.

Trace a rectangle with my hand.



## 12. Moving Numbers

Keeping rhythm, counting, and moving as directed in this hustle style dance.

2 steps to the front

1 • 2

1 hop up and down

1

3 hip shakes

1 • 2 • 3

2 claps for fun

1,2

3 stomps out wide

1 • 2, • 3

1 arm swinging high

1

2 jumps to the back

1 • 2

1 clap for fun

1



## 12. Moving Numbers continued

3 steps to the front  
 1 • 2 • 3  
 1 knock on your knees  
 1  
 2 hops to the back  
 1 • 2  
 3 claps for fun  
 1 • 2, • 3



2 pats on the head  
 1 • 2  
 1 touch on the ground  
 1  
 3 wiggles go  
 1 • 2, • 3  
 2 claps for fun  
 1 • 2

2 stomps out wide  
 1 • 2  
 1 jump up and down  
 1  
 3 hip shakes  
 1 • 2 • 3  
 1 clap. We're done  
 1

## 13. You are Next to Me

Measuring with a partner by comparing positions in space: *wide (thin), short (tall), far (near).*

You stand next to me  
 and I stand next to you.  
 If I spread my arms out  
 and you hug tight.  
 Then I will be much wider  
 than you.



You stand next to me  
 and I stand next to you.  
 If I curl in a ball  
 but you stand tall.  
 Then I will be much  
 shorter than you.

So, I am over here  
 and you are over there.  
 If I reach out my hand  
 and you do, too.  
 Then I can do a dance  
 with you.

You are facing me  
 and, I am facing you.  
 If I take 1 step back  
 and, you do, too.  
 Now, I'm farther away

Instrumental verses  
 for free dancing

## 14. When I See Shapes (Diagram SHAPES)

Moving after identifying geometric shapes: paper shapes, drawn shapes, shapes found in the room, shapes made with yarn or laces, shapes made with your hands or body, shapes made with a partner.

I like to **TWIRL** my **ARMS** when I see a **CIRCLE**,  
 make big rings in the sky, and watch my arms go by.

I like to **REACH** up **HIGH** when I see a **TRIANGLE**,  
 I lift up on my toes, and stretch out all my clothes.

## 14. When I See Shapes continued

I like to **SLIDE & GLIDE** when I see a **RECTANGLE**,  
 my feet flat on the floor,  
 will help me slide some more.



I like to **SQUAT DOWN** low  
 when I see a **SQUARE**,  
 I bend my knees and sit,  
 in the air for just a bit.

I like to **FLAP** my **ARMS** when I see an **OVAL**,  
 up and down, watch me fly, my arms go low and high.

I like to **LIFT** my **KNEES** when I see a **HEART**,  
 while staying in one place, I march in my own space.

*Do you see a shape? What moves can you do?*

Instrumental verse

(Find various shapes around you and make up your own moves)

## 15. Time Goes Around



Introducing the concept of time using the progression of a playful day with a friend. (Diagram 15-A)

Can you hear me knock?  
 Knock, knock, knock, knock  
(Knock on door)  
 It is 12 o'clock  
 Tick tock, tick tock  
 Can you hear me knock

Let me help you chop.  
 Chop, chop, chop, chop  
(Chopping motion with hands)  
 Now it's 6:00  
 With dinner to fix.  
 Let me help you chop.

Make the bubbles pop.  
 Pop, pop, pop, pop  
(Pop bubbles with clapping hands)  
 Now it's 2:00  
 I'll play with you.  
 Make the bubbles pop.



The sun's gone over the top.  
(Hands sweep over head in an arc)

We've done quite a lot.  
 Now it's 8:00  
 and very late.  
 The sun's gone over the top.

Time goes around on a clock.  
 Tick tock, tick tock  
(Swing arms around in a circle or left to right)  
 Now it's 4:00  
 Let's go to the store.  
 Time goes around on a clock.

That's all the time we've got.  
 Goodbye, we have to stop.  
(Wave goodbye)  
 Now, it's 10:00  
 and over when  
 that's all the time we've got.

## 16. Spend a Penny

Becoming familiar with the value of money.

We're making change, you know

1 cent is a penny

5 cents makes a nickel

10 cents makes a dime

There you go!

Spend a **PENNY**

*(One finger up)*

Spend a **NICKEL**

*(5 fingers up)*

Spend a **DIME**

*(10 fingers up)*

Spend a penny

Spend a nickel

Spend a dime

Spend a penny

Spend a nickel

Spend a penny

Spend a nickel



Spend a penny

Spend a nickel

Spend a dime

2 dimes and 1 nickel

Make a quarter

*(Form a circle with your hands)*

2 dimes and 1 nickel

Make a quarter

2 dimes and 1 nickel

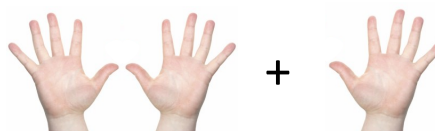
2 dimes and 1 nickel

2 dimes and 1 nickel

Make a quarter

4 quarters make a dollar

*(Flat hand)*



1,2,3,4

1,2,3,4

4 quarters make a dollar

We're making change, you know

1 cent is a penny

5 cents makes a nickel

10 cents makes a dime

There you go!

### Credits ~~~~~

**Vocals:** Angela Russ-Ayon, Jisel Ayon,  
Marcos Ayon, Tim Russ, John Prpich

**Music Arrangement:** Bill Burchell

**Lyrics & Composition:** Angela Russ-Ayon

**Recording Engineer:** John Prpich

**Consultant:** Patricia Kimbrell, M. Ed.

**Graphics:** www.moongraf.com



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

Angela Russ-Ayon

Recording Artist ~ Children's Author

Keynote Speaker

www.AbridgeClub.com

# The Language of Math

Use terms and give directions throughout the day  
to help children learn the language of MATH

## Positional Words: Navigation & Direction

Front/back/behind  
Top/bottom  
Center  
Next to/Beside  
Between/Through  
Before/After  
Over/Under  
On/Off  
Above/Below  
Inside/Outside  
Left/Right  
Up/Down



## Distance Words:

Close to/Far from  
Near/Far  
Shortest/Longest

## Movement Words:

Forward/Backward  
Toward/Away from  
Straight/Curved path  
Zigzag/Wavy path

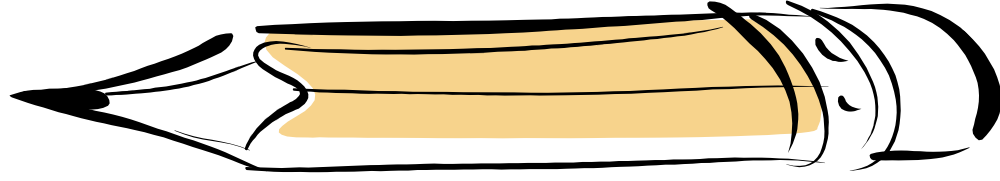
## Measurement Words:

Taller/Shorter  
Smaller/Bigger  
Thinner/Narrower/Wider

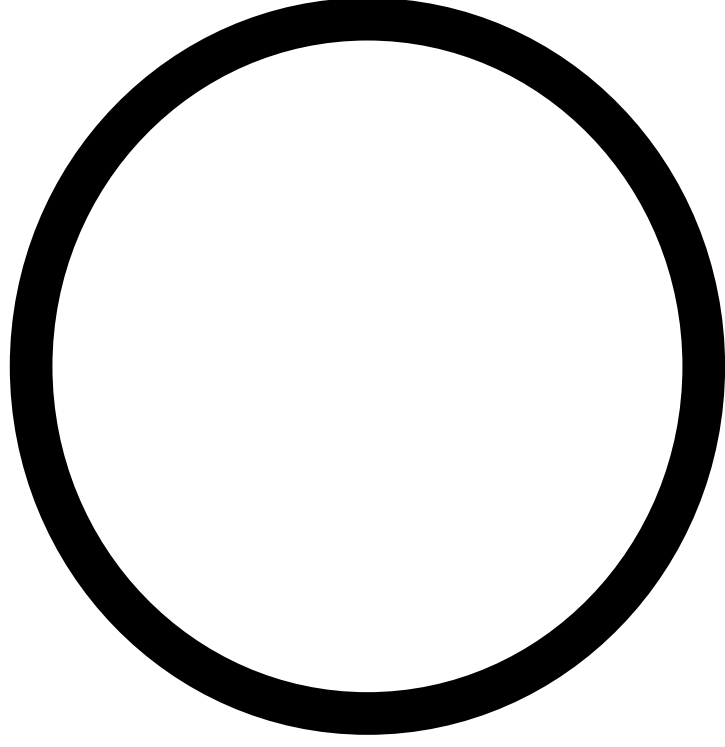
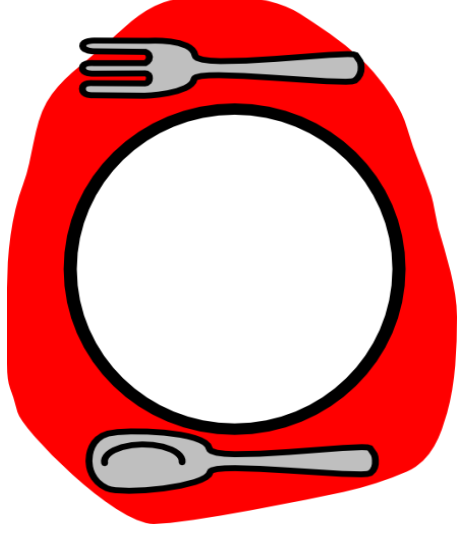
## Math Terms:

First/Second/Third..  
Next/Then/Last/Finally  
Different  
Same/Alike/Similar  
Zero/None/Nothing  
Every/All  
Few/Some  
More/Less  
Add/Subtract  
More than/Less than  
How many?  
What's left?  
Together/Pair  
Full/Empty/None  
Half/Medium  
Single/Piece  
Even/Odd  
Horizontal/Vertical  
Parallel

**STRAIGHT**

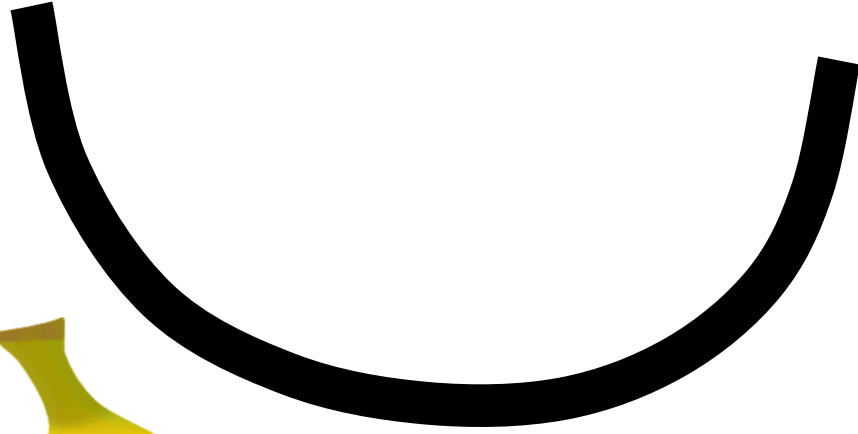


**CIRCLE**





# CURVE

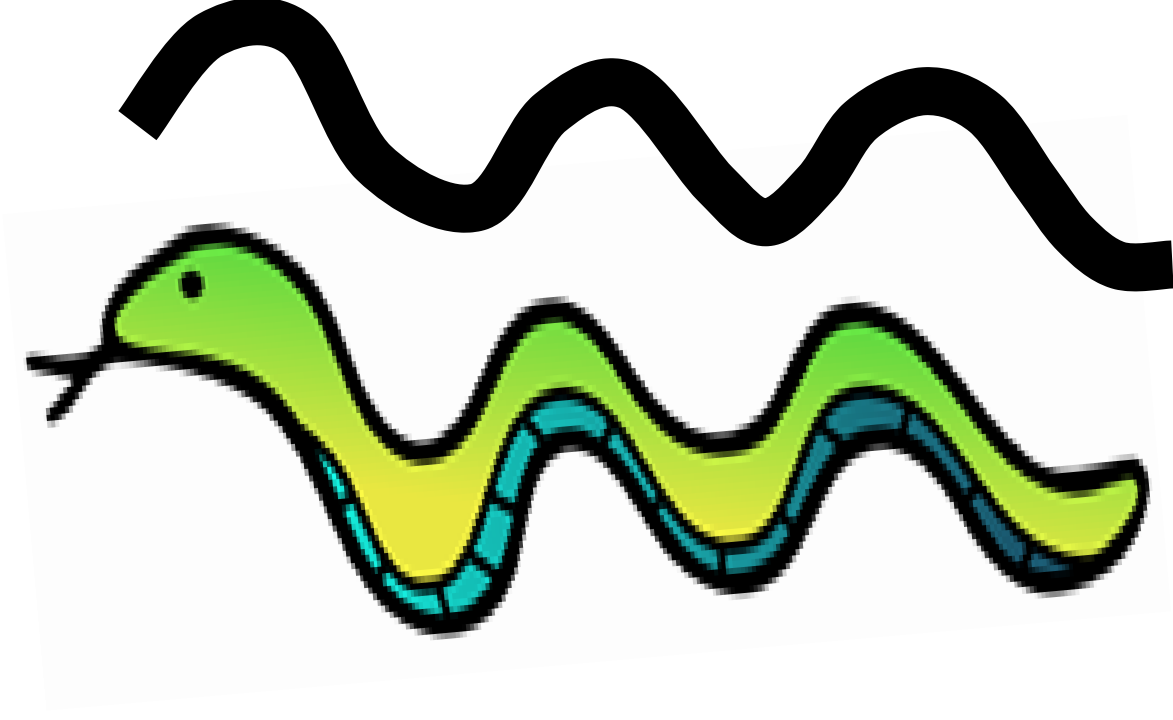


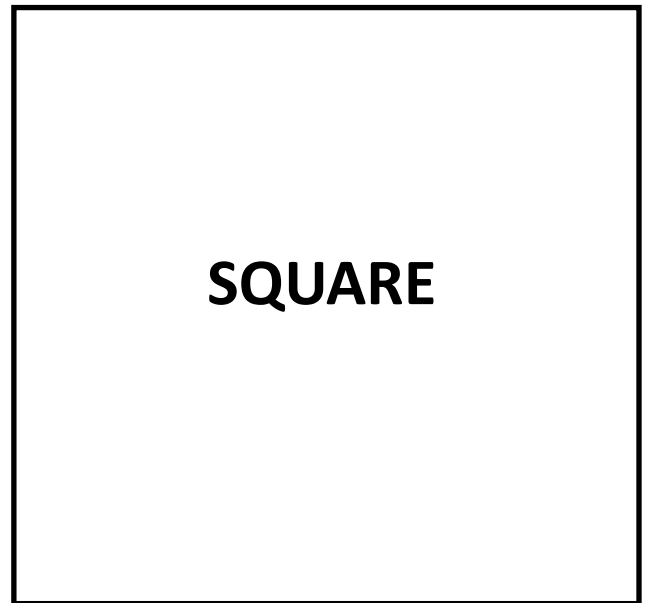
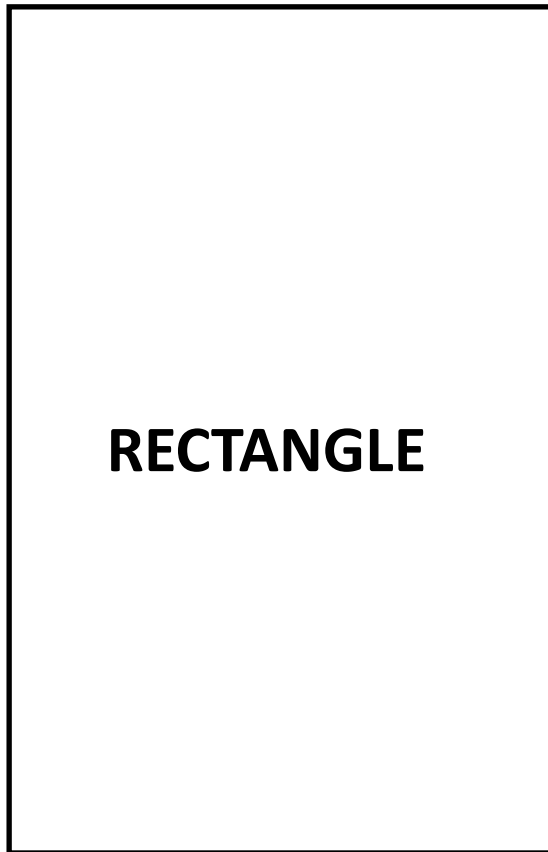
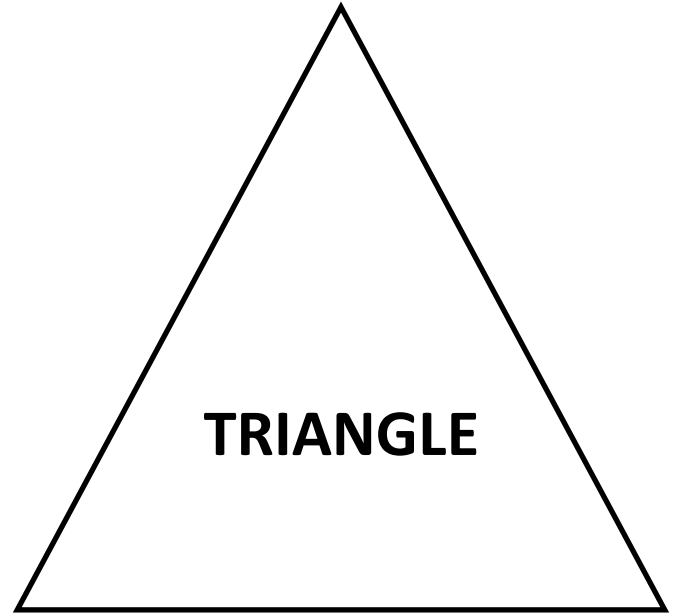
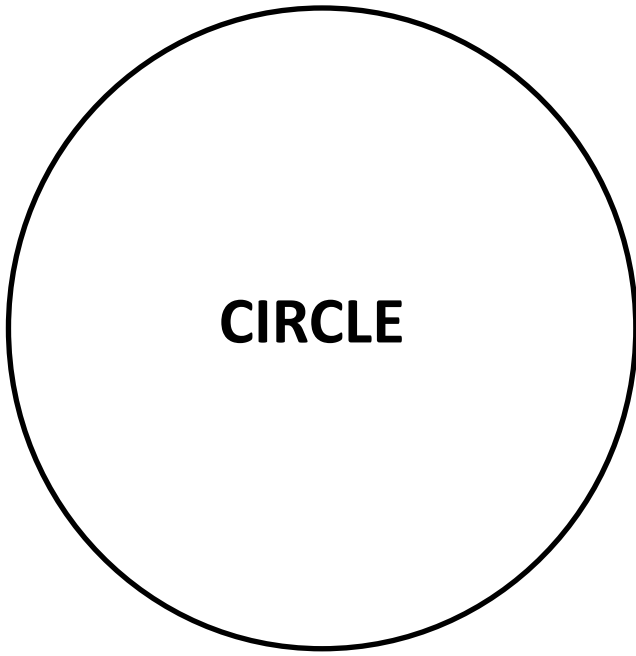
# ZIG ZAG

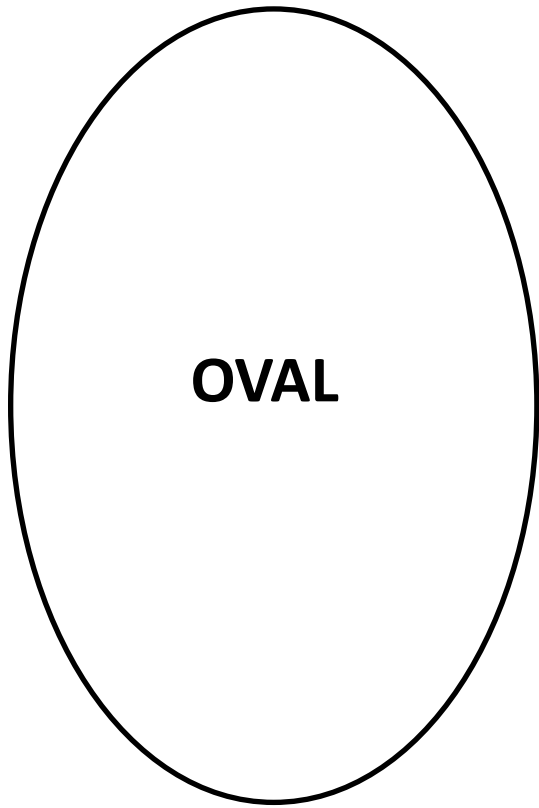
**SPLAT**



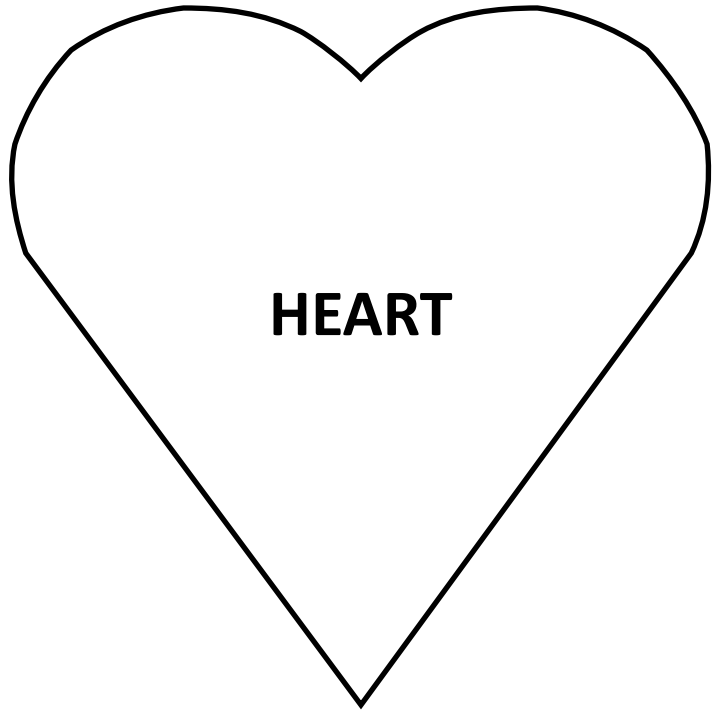
**WAVY**



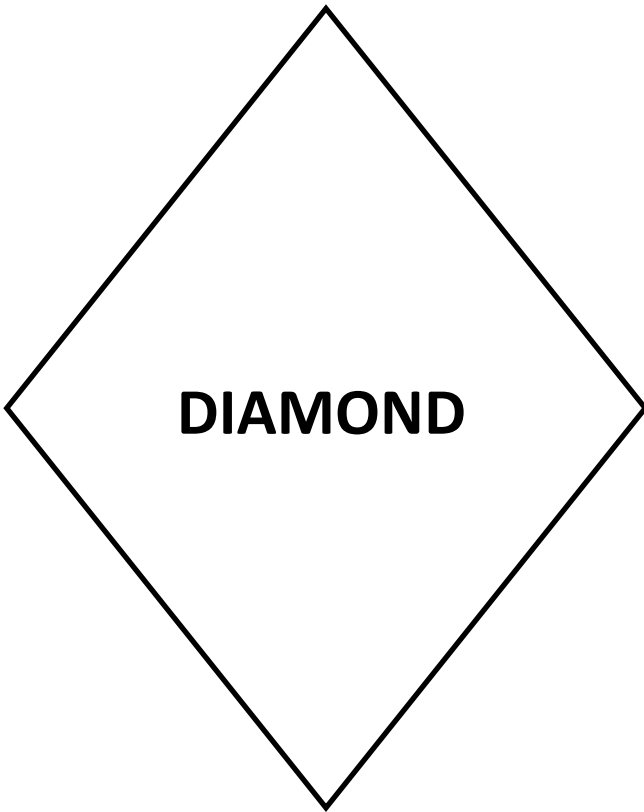




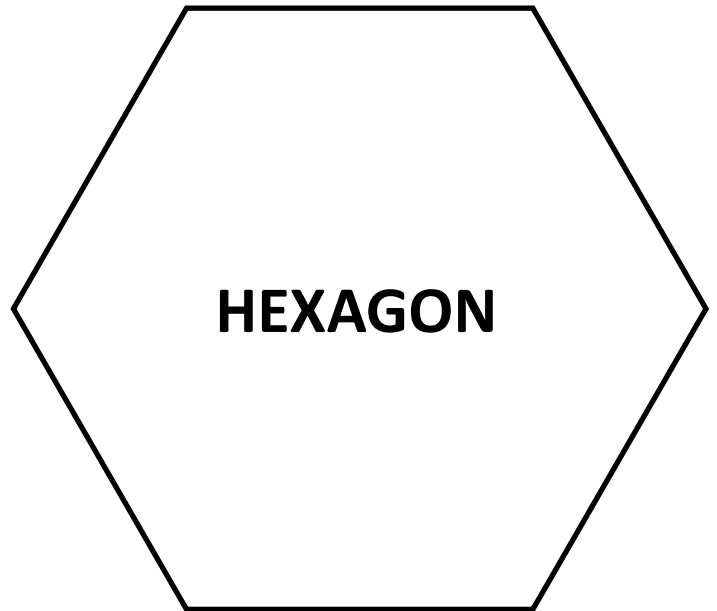
**OVAL**



**HEART**

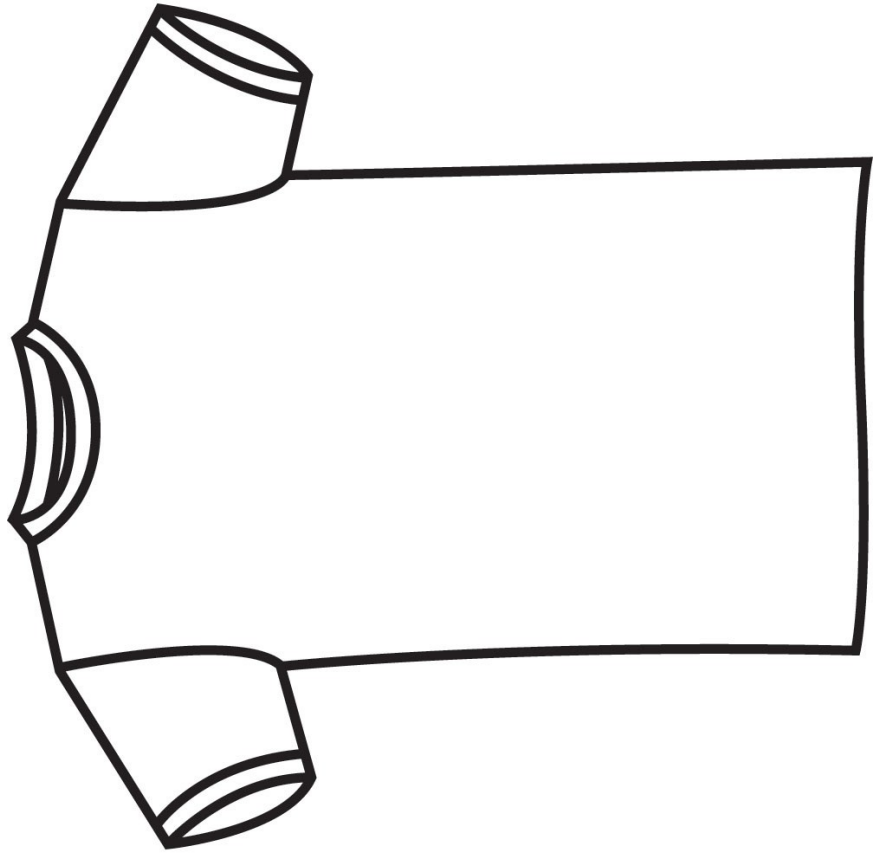


**DIAMOND**

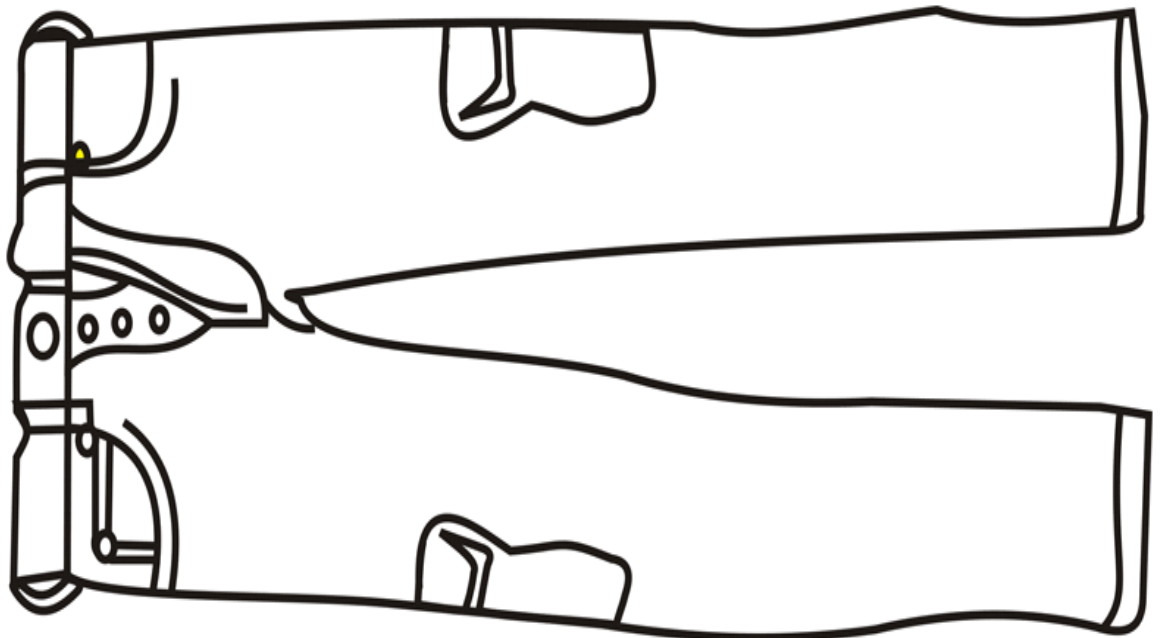


**HEXAGON**

# SHIRT



# PANTS

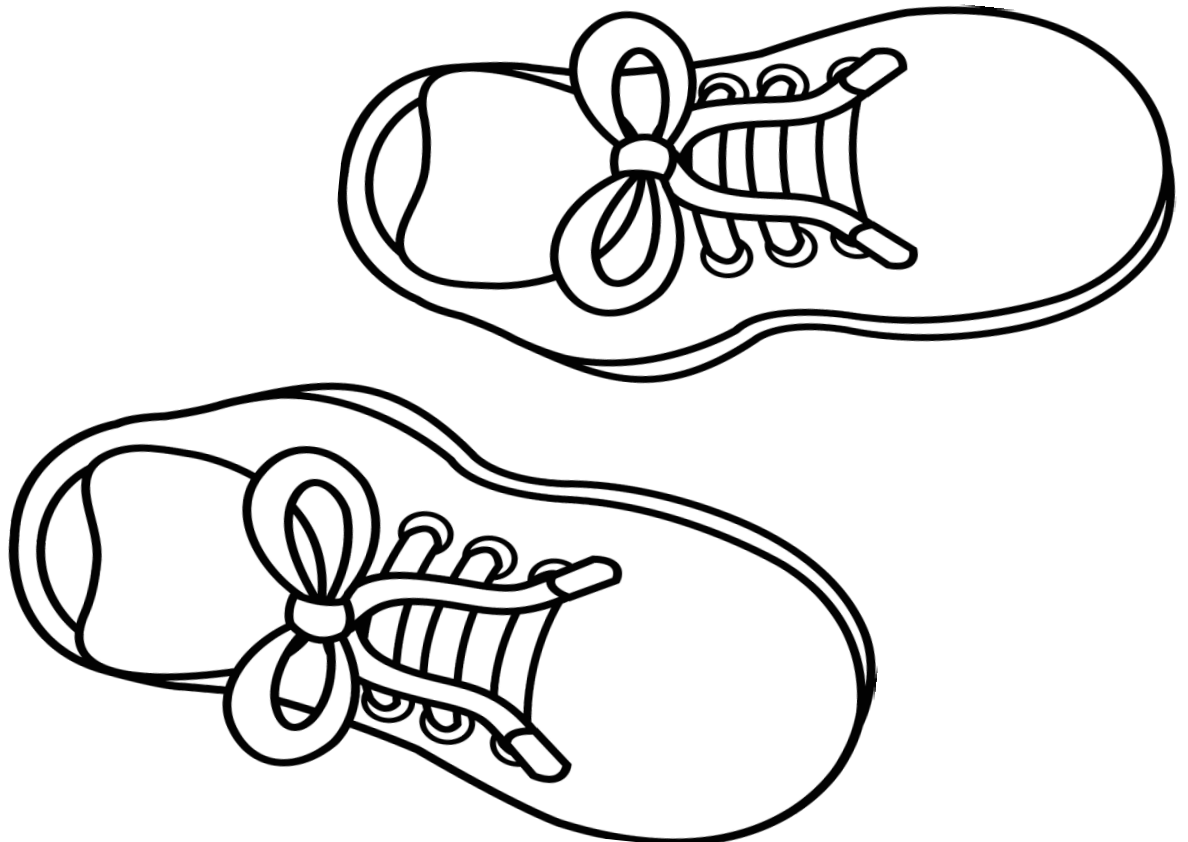




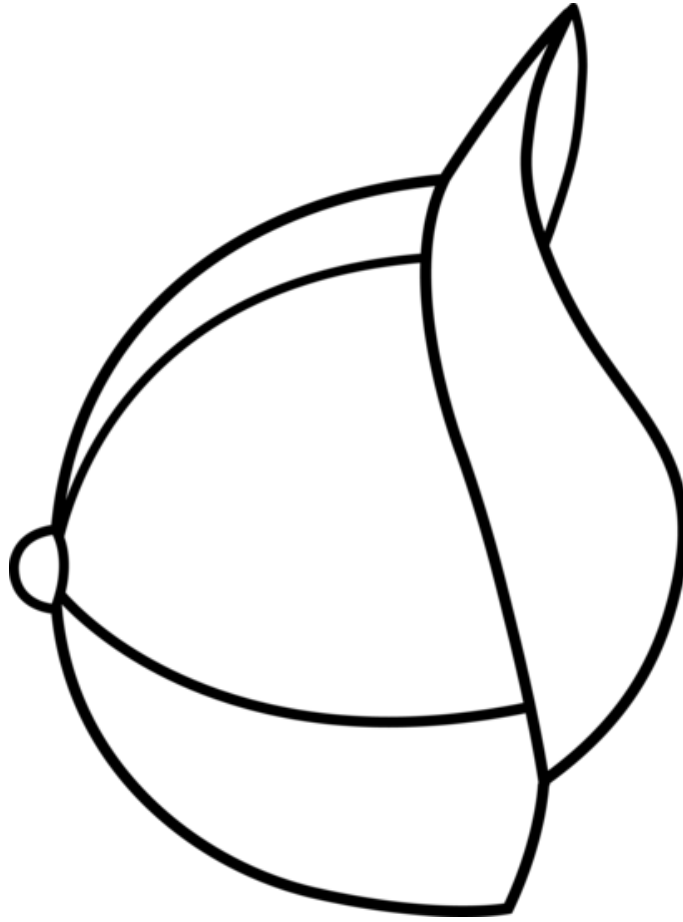
# SOCKS



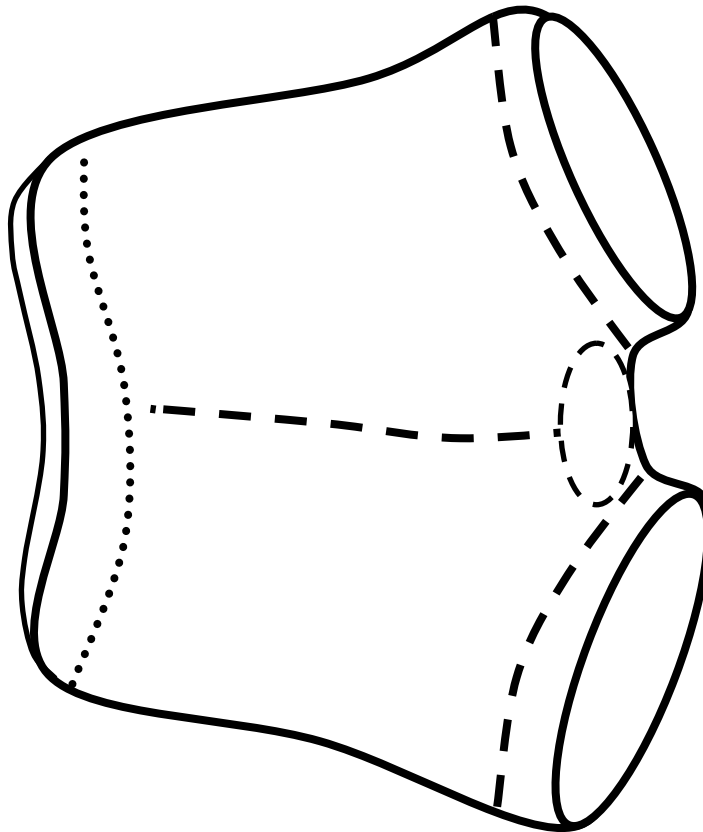
# SHOES

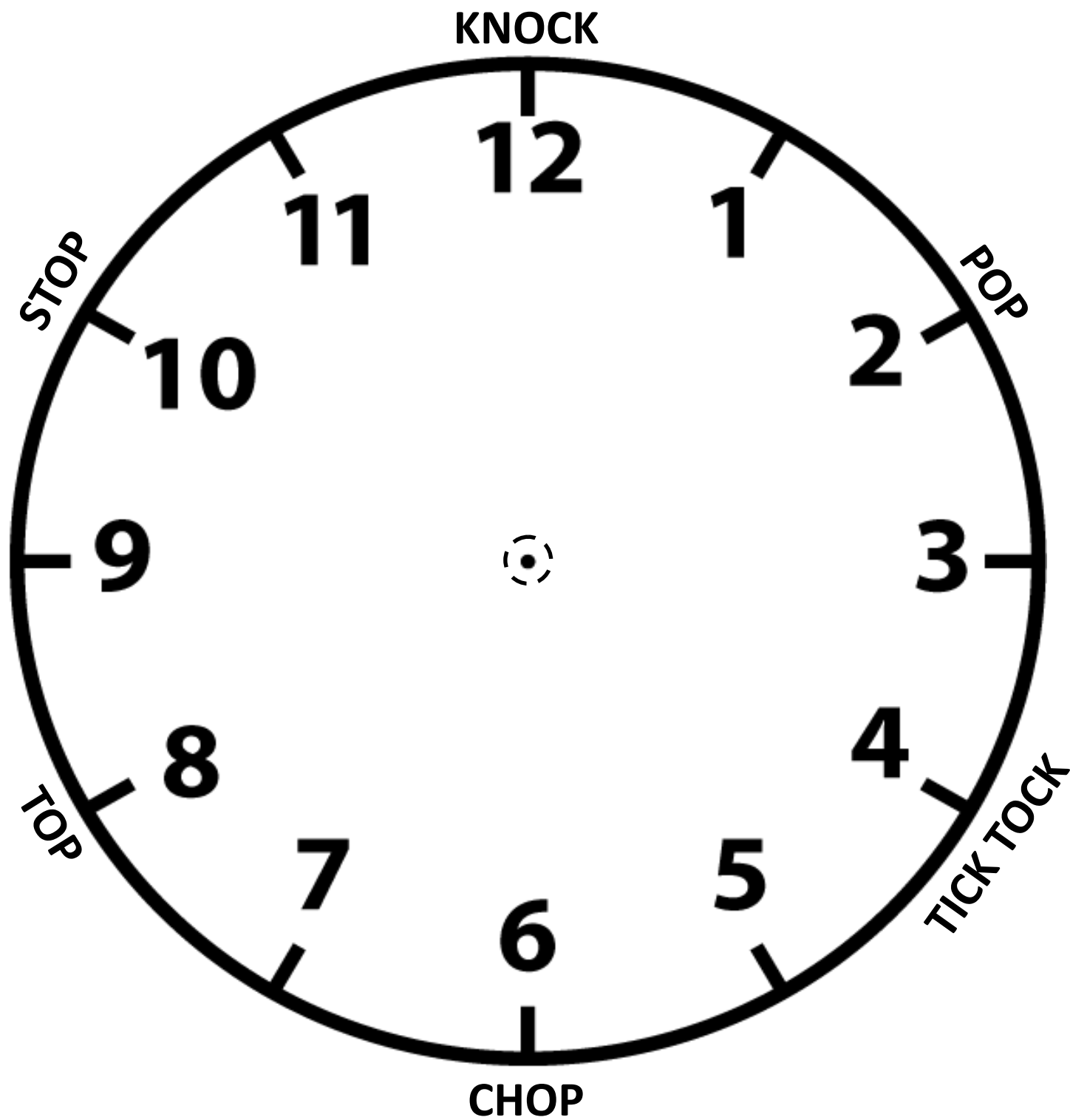


# HAT

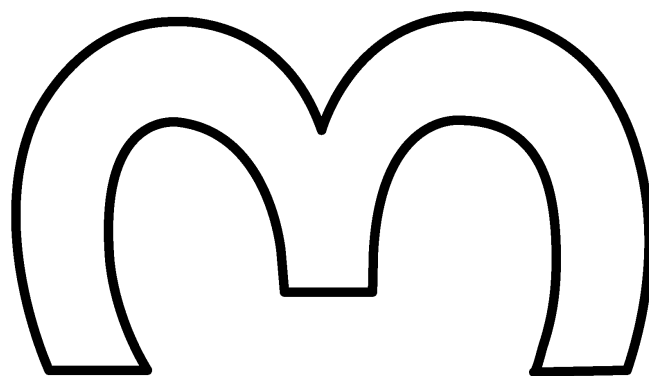
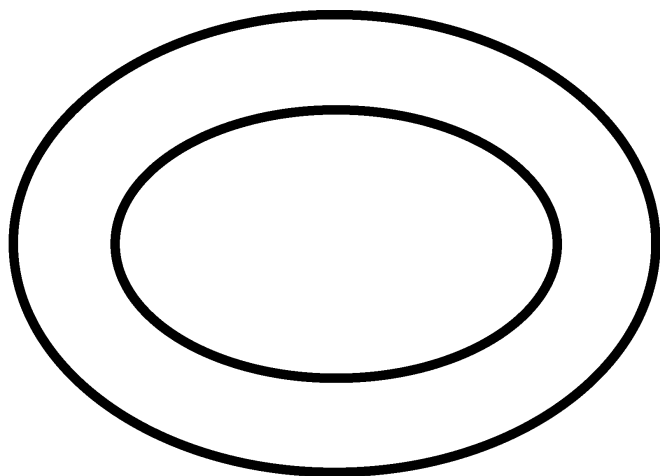
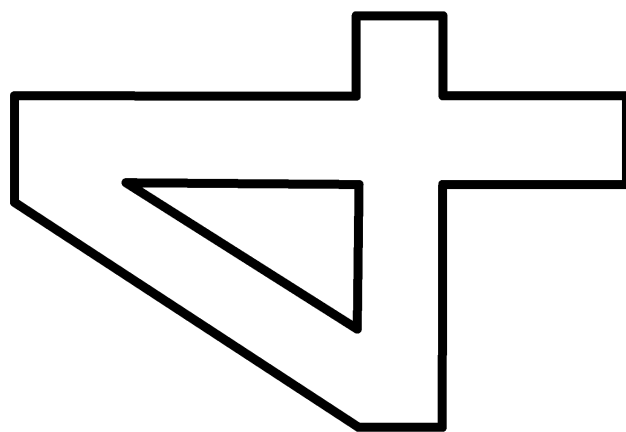
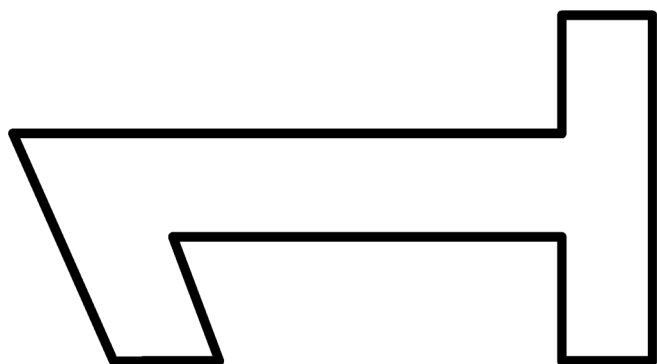
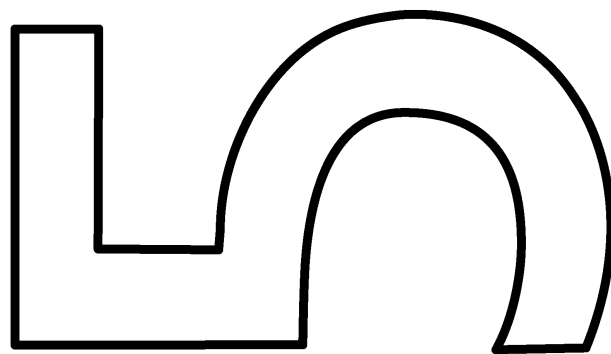
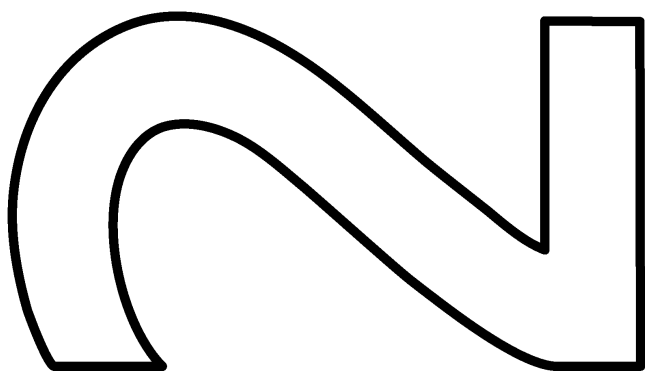


# UNDIES

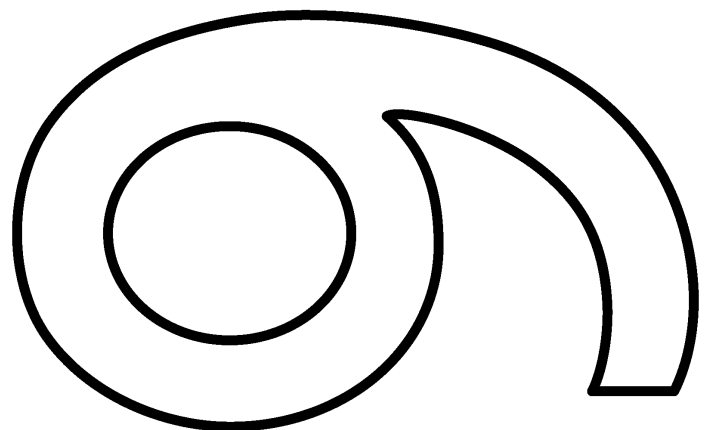
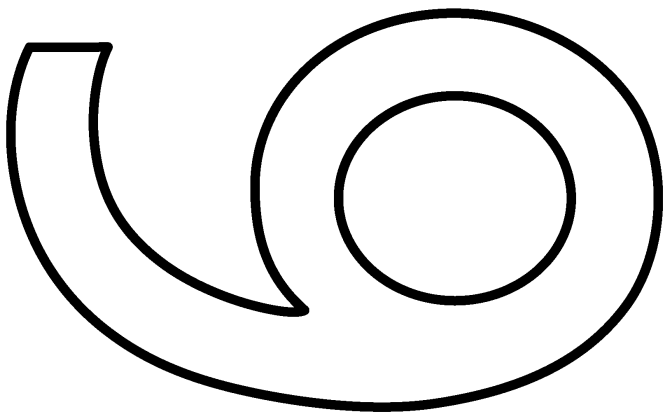
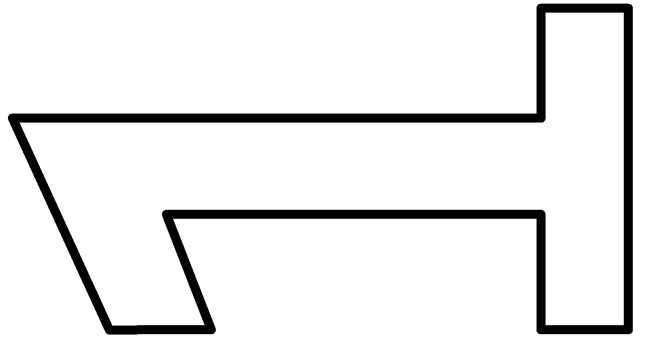
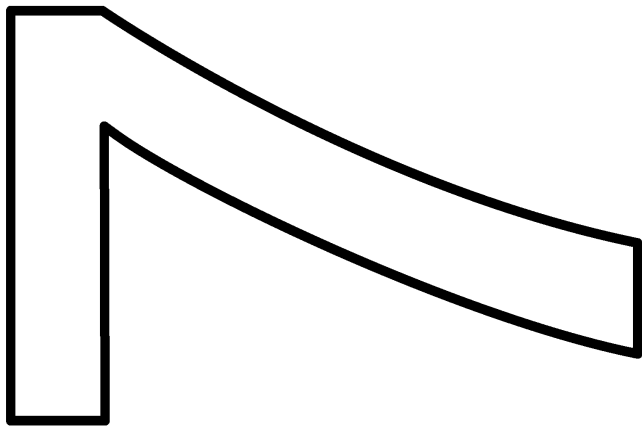
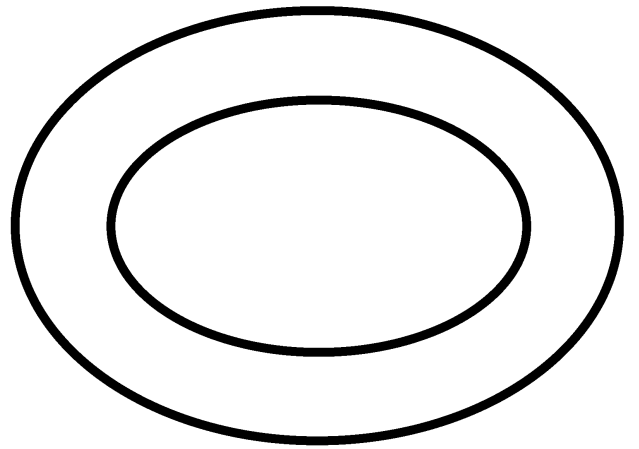
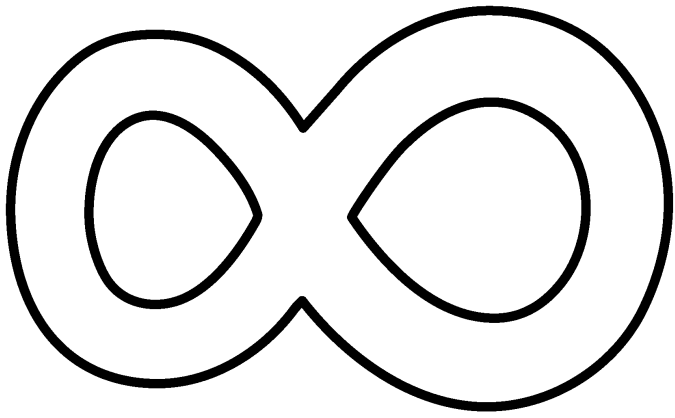




Cut the short and long hands out and use a metal round head fastener to secure in the center of the clock



Trace or color inside the numbers — Cut out and place in sequential order - or scatter on the floor and move between, over, around, etc.



Trace or color inside the numbers — Cut out and place in sequential order — or scatter on the floor and move between, over, around, etc.