

# Early Years Songbook



Welcome to the YMCA Ontario Early Years. Included is a collection of our favorite songs for you to take home and learn. Music is a great way to spend time with your children. It encourages co-operation, participation and independence.

## Welcome Song

Hello everybody and how are you, how are you, how are you?

Hello everybody and how are you, how are you today.  
Come on everybody and clap your hands, clap your hands,  
clap your hands.

Come on everybody and clap your hands, clap your hands,  
clap your hands today.

Come on everybody and ...stomp your feet

Tickle your tummies

## Good Morning to you

Good morning, good morning, good morning to you.

Good morning, good morning and how do you do.

Your face is like sunshine it brings us good cheer. We're  
happy to see you and glad you are here.

## Closing song

Tick-tock, tick-tock

The clock on the wall says circle time is over, circle time is  
over, circle time is over, the clock on the wall says circle time  
is over, it's time to say good-bye.

*Why sing these songs with your children?  
Each of these songs help to create a warm and  
inviting environment. Children love routine and by starting  
and ending with the same song each time we can help to  
encourage this.*

The Grand old Duke of York

Oh, the Grand old Duke of York  
He had ten thousand men,  
He marched them up to the top of the hill and he marched them  
down again.  
When they were up, they were up,  
When they were down, they were down,  
And when they were only half-way up, they were neither up  
nor down.  
He marched them to the left, he marched them to the right, he  
marched them in a circle and he marched them out of sight.

Tony Chestnut

Tony (toe, knee) Chest (chest) nut (head) knows (nose) I (eye)  
love you.  
Tony knows, Tony knows  
Tony chestnut knows I love you that's what Tony knows.

I have a little pony

I have a little pony  
I feed him oats and hay  
I open up the stable doors and let him out to play, oh he  
Gallops here he gallops there he gallops everywhere  
He'll never stop until you say whoa my pony, whoa!

Little Bicycle

I ride my little bicycle, I ride it to the shop.  
And when I see a red light I know that it means stop!  
I ride my little bicycle, I ride it to and fro.  
And when I see a green light, I know that it means,  
Go,go,go,go,go!

*How do songs encourage early math skills?*

*Songs can be used to teach spatial concepts for  
example over, under, up, down & beside.*

Row, row, row your boat

Row, row, row your boat  
Gently down the stream merrily, merrily, merrily, merrily  
Life is but a dream. (Repeat)  
Row, row, row, your boat gently down the stream  
If you see a crocodile don't forget to scream,  
AHHHHH! (Repeat)  
Row, row, row your boat gently down the river,  
If you see a polar bear don't forget to shiver. (Repeat)

My Bonnie lies over the ocean

My bonnie lies over the ocean,  
My bonnie lies over the sea,  
My bonnie lies over the ocean.  
So, bring back my bonnie to me  
Bring back, Bring back, oh, bring back my bonnie  
to me to me  
Bring back bring back oh bring back my bonnie to me.

Horsey, Horsey

Horsey, horsey don't you stop,  
Just keep going clippity, clop  
Your tail goes swish and the wheels go round, giddy-up we're  
homeward bound.  
Horsey, horsey on our way,  
We've been travellin' for many a day,  
Your tail goes swish and the wheels go round, giddy-up  
We're homeward bound.

*How can music and action songs create  
relationships?*

*Action songs help to create intentional interactions with adults  
as well as peers. It helps children to build a positive sense of  
self-worth.*

### She Didn't Dance

She didn't dance, dance, dance,  
She didn't dance at all today,  
She didn't dance, dance, dance no nor yesterday  
So dance her up and up and up and up  
Dance her up to the sky  
And dance her up and up and up and up  
She'll be down by and by  
She is like a lady she is like a queen she is like a lady off to the fair at Lynn.  
He didn't dance, dance, dance,  
He didn't dance at all today,  
He didn't dance, dance, dance no nor yesterday  
So dance him up and up and up and up  
Dance him up to the sky  
And dance her up and up and up  
He'll be down by and by  
He is like a gentleman he is like a king he is like a gentleman off to the fair at Lynn.

### If all the Raindrops

If all the raindrops were lemon drops and gumdrops,  
Oh, what a rain it would be.  
We would stand outside with our mouths open wide,  
A,a,a,a,a,a,a,a  
If all the raindrops were lemon drops and gumdrops  
Oh, what a rain it would be.  
Repeat with: If all the snowflakes were chocolate bars and milkshakes

*Why should you sing the same song over and over with your child?*

*Children learn through their experiences. Often times you may need to try a new song many times for you child to return a reaction. Babies build language through repetition by creating pathways in the brain.*

### Finger Family

Tommy thumb is up and Tommy thumb is down  
Tommy thumb is dancing all around the town,  
Dance him on your shoulders, dance him on your head  
Dance him on your knees and (kiss, kiss)  
Tuck him into bed  
Repeat: Peter Pointer, Toby Tall, Ruby Ring, Baby finger, Finger Family

### Slowly, Slowly

Slowly, slowly very slowly crawls the garden snail  
Slowly, slowly very slowly up the garden trail.  
Quickly, quickly very quickly runs the little mouse  
Quickly, quickly very quickly right into his house.

### If you are Happy and You know it

If you are happy and you know it clap your hands  
If you are happy and you know it clap your hands  
If you are happy and you know it and you really want to show it if you are happy and you know it clap your hands.  
Repeat: If you are happy and you know it stomp your feet, shout hurray, do all three.

### I'm a little teapot

I'm a little teapot short and stout,  
Here is my handle and here is my spout.  
When I get all steamed up here me shout,  
Just tip me over and pour me out.  
I'm a clever teapot, yes it's true,  
Here's an example of what I can do,  
I can change my handle to my spout,  
Just tip me over and pour me out!

*What do active songs encourage?*

*Keeping children active during a song helps to extend their attention spans. It also helps to build gross and fine motor muscle control.*

### Baby Bumblebee

I'm bringing home a baby bumblebee  
Won't my mommy be so proud of me,  
I'm bringing home a baby bumblebee,  
OOO EEE he stung me!  
I'm squishing up my baby bumblebee *Repeat chorus*  
OOO EEE he's all over me!  
I'm licking off my baby bumblebee *Repeat chorus*  
OOO EEE he's still on me  
I'm washing off my baby bumble bee *Repeat chorus*  
Look at me I'm all clean!

### Sleeping Bunnies

See the little bunnies sleeping 'til it's nearly noon.  
Come and let us gently wake them with a merry tune.  
Oh, how still,  
Are they ill?  
Wake up soon.  
**WAKE UP LITTLE BUNNIES!**  
Hop little bunnies, hopping, hopping  
Hop little bunnies, hop, hop, hop (repeat)

### A Slippery Fish

A slippery fish, A slippery fish,  
Swimming in the water,  
A slippery fish, A slippery fish,  
Glub, glub, glub.  
Repeat with: an octopus, a tuna fish, a great white shark, a star fish, a jelly fish, a seahorse.

*How can songs build language concepts in your child?*

*Following patterns, rhythm and repetition in songs will help to promote literacy and new vocabulary.*

### Five Green and Speckled Frogs

Five green and speckled frogs,  
Sat on a speckled log,  
Eating some most delicious bugs, YUM YUM.  
One jumped into the pool, where it was nice and cool  
Now there are four green speckled frogs, glub, glub.  
Repeat with: 4, 3, 2, 1

### Five little Ducks

Five little ducks went out one day,  
Over the hills and far away,  
Mother duck said, Quack, Quack, Quack, Quack  
But only 4 little ducks came back.  
Repeat: 3, 2, 1, none of the little ducks came back  
So, sad mother duck went out one day  
Over the hills and far away,  
Mother duck said Quack, Quack, Quack, Quack  
And all of her five little ducks came back.

### Zoom, Zoom, Zoom

Zoom, Zoom, Zoom  
We are going to the moon.  
Zoom, Zoom, Zoom  
We are going to the moon.  
If you want to take a trip  
Climb aboard my rocket ship  
Zoom, zoom, zoom  
We're going to the moon.

*Why sing songs about numbers to young children?*

*Songs that include numbers help to introduce children to early math concepts. Including math through songs helps to build skills in a relaxed setting.*

Finger plays allow children freedom in movement. They can be used to teach numeracy, language and hand-eye co-ordination. Children learn through experiences offered to them by adults.

#### The Grandfather Clock

The Grandfather clock goes TICK TOCK, TICK TOCK,  
The kitchen clock goes tick tock, tick tock, tick tock,  
And mummies little watch goes TICKA, TICKA, TICKA.

#### Acka Backa

Acka Backa soda cracker  
Acka Backa, Boo  
Acka Backa soda cracker up goes you. (lift up baby)  
Acka Backa soda cracker  
Acka Backa Boo  
Acka Backa soda cracker I love you. (kiss)

#### Criss Cross Apple Sauce

Criss Cross applesauce,  
Fingers crawling up your tummy,  
Fingers here, fingers there, fingers crawling everywhere  
Cool breeze, tight squeeze.  
Now you've got the shiveries!

#### A smooth Road

A smooth road, a smooth road, a smooth road, a smooth road.  
A bumpy road, a bumpy road, a bumpy road, a bumpy road.  
A windy, road, a windy road, a windy road, a windy road  
A rough road, a rough road, a rough road, a rough road  
A hole!

*Why are songs important to brain development?  
Songs that offer an element of surprise help young  
children to begin to problem solve and inference at a young age.*

#### Walk little pony

Walk little pony, Walk little pony, walk little pony walk .  
Trot little pony, trot little pony, trot little pony trot.  
Run little pony, run little pony, run little pony run!

#### Open them, shut them

Open them, shut them.  
Open them, shut them.  
Give them a little clap, clap, clap.  
Open them, shut them  
Open them, shut them  
Lay them in your lap, lap, lap.  
Creep them, creep them slowly creep them right up to your chin,  
chin, chin.  
Creep them, creep them, slowly creep them,  
Do not let them in, in, in

#### Five little monkeys

Five little monkey's swinging in a tree,  
Along came a crocodile as quiet as can be.  
The first monkey said, "You can't catch me", snap, "got me"  
Repeat the same for :4, 3, 2.  
One little monkey swinging in the tree,  
Along came a crocodile as quiet as can be.  
The last monkey said, "You can't catch me", snap, "Missed me,  
missed me now you got to kiss me!

*How can I make learning fun and  
meaningful?*

*Fingerplays and songs can be great fun for children. They create  
numerous learning opportunities including, colours, numeracy,  
spatial concepts and vocabulary building.  
Parents create lasting bonds with their children through these  
music and language  
experiences.*