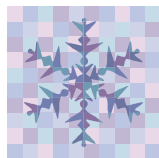


## Warming Up

What warms me up on a cold, cold day?  
Co-co warms me up in a chocolate way.  
What warms me up on a cold, cold day?  
A fire warms me up in a toasty way.  
What warms me up on a cold, cold day?  
A quilt warms me up in a snuggly way.  
What warms me up on a cold, cold day?  
A hug warms me up in a loving way!



## Mitten Music

Oh where, oh where did my new mittens go?  
Oh where, oh where can they be?  
Oh, I have looked up high and  
I have looked down low,  
Oh, where oh where can they be?

*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.*

Ontario Early Years Centres



A Place for Parents And Their Children.



# *WINTER Songs and Fingerplays*

**Compiled by the  
YMCA Ontario Early Years**



YMCA

We build strong kids,  
strong families, strong communities.

### Dance Like Snowflakes

(Sung to Are You Sleeping)

Dance like snowflakes,  
dance like snowflakes  
In the air, in the air  
Whirling, twirling snowflakes  
Whirling, twirling snowflakes  
Here and there, here and there

### Frost

(Sung to The Farmer In The Dell)

The frost is on the roof  
(point hands over head)  
The frost is on the ground  
(point to the floor)  
The frost is on the window  
(make a window with your hands)  
The frost is all around  
(make large circles with hands)



*How do songs encourage early math skills?*

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

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.

*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.*

## Snowball

I made myself a snow ball as perfect as could be.  
I thought I'd keep it as a pet and let it sleep with me.  
I made it some pajamas and a pillow for it's head.  
Then, last night it ran away.  
But first -- it wet the bed.

## It Is Winter

*to the tune of "Are You Sleeping?"*

It is winter,  
It is winter,  
Oh, so cold! Oh, so cold!  
Icy, snowy weather,  
Long nights and short days,  
Winter's here!  
Winter's here!

## CHUBBY LITTLE SNOWMAN (action rhyme)

A chubby little snowman,  
(Hold hands out to demonstrate "chubby.")

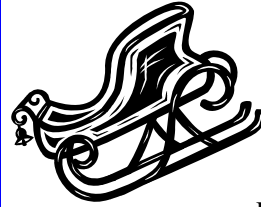
Had a carrot nose.  
(Point to nose.)  
Along came a bunny,  
(Hop like a bunny.)

And what do you suppose?  
(Shrug shoulders; hold out hands, as if to question.)  
That hungry little bunny, (Rub stomach.)  
Looking for his lunch.  
(Hold hand above eyes, as if searching for something.)

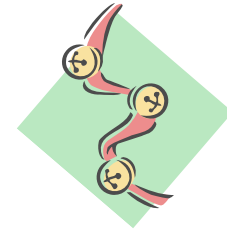
Ate that snowman's carrot nose, (Pretend to eat.)  
Nibble, nibble, crunch!!

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

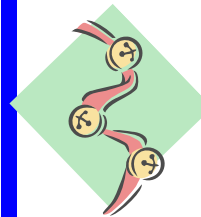
*Children learn through their experiences. Often times, you may need to try a new song many times for your child to return a reaction. Babies build language through repetition by creating pathways in the brain.*



## JINGLE BELLS



Dashing through the snow  
On a one-horse open sleigh,  
Over the fields we go,  
Laughing all the way;  
Bells on bob-tail ring,  
making spirits bright,  
What fun it is to ride and sing  
A sleighing song tonight  
Jingle bells, jingle bells, jingle all the way!  
O what fun it is to ride  
In a one-horse open sleigh  
A day or two ago,  
I thought I'd take a ride,  
And soon Miss Fanny Bright  
Was seated by my side;  
The horse was lean and lank;  
Misfortune seemed his lot;  
He got into a drifted bank,  
And we, we got upset.  
Jingle Bells, Jingle Bells,  
Jingle all the way!  
What fun it is to ride  
In a one-horse open sleigh.



*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.*

## THE SNOW IS FALLING

Tune: "The Farmer In the Dell"  
The snow is falling down,  
The snow is falling down,  
Heigh ho, fast then slow,  
The snow is falling down.  
The yards are covered with snow,  
The yards are covered with snow,  
Heigh ho, just watch it snow,  
The yards are covered with snow.

## The Winter Pokey

*to the tune of "The Hokey-Pokey"*  
You put your right mitten in,  
You take your right mitten out.  
You put your right mitten in,  
And you shake it all about.  
You do the winter pokey, [shiver]  
And you turn yourself around.  
That's what it's all about!

You put your left mitten in....  
You put your right boot....  
You put your left boot....  
You put your long scarf in....  
You put your warm cap in....  
You put your snowsuit in....

## IT IS SNOWING

Tune: "Frere Jacques"  
It is snowing, it is snowing,  
Falling down, falling down.  
Winter winds are blowing,  
Drifts are slowing growing,  
All around, all around.

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

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



## Frosty the Snowman

Frosty the Snowman, was a jolly happy soul,  
With a corncob pipe and a button nose, and two eyes made of coal.  
Frosty the Snowman, is a fairytale, they say.  
He was made of snow, but the children know he came to life one day.  
There must have been some magic in that old silk they found,  
For when they placed it on his head, he began to dance around!  
Oh, Frosty, the Snowman, was a live as he could be;  
ans the children say he could laugh and play,  
just the same as you and me.  
Thumpety thump, thump, thumpety thump, thump,  
look at Frosty go.  
Thumpety thump, thump, thumpety thump, thump,  
over the hills of snow.  
Frosty the Snowman, knew the sun was hot that day,  
so he said, "Let's run, and we'll have some fun now, before I melt away."  
Down to the village, with a broomstick in his hand,  
Running here and there, all around the square,  
sayin', "Catch me if you can."  
He led them down the streets of town, right to the traffic cop;  
and only paused a moment, when he heard him holler, "Stop!"  
For Frosty, the Snowman, had to hurry on his way,  
But he waved goodbye, sayin' "Don't cry, I'll be back  
again some day."



*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.*



### **Rudolph the Red-Nosed Reindeer**

You know Dasher and Dancer and Prancer and Vixen, Comet  
and Cupid and Donner and Blitzen,  
but do you recall the most famous reindeer of all?  
Rudolph the Red-Nosed Reindeer, had a very shiny nose.  
And if you ever saw it, you would even say it glows.  
All the other reindeer used to laugh and call him names;  
they never let poor Rudolph join in any reindeer games.

Then one foggy Christmas Eve, Santa came to say:  
"Rudolph, with your nose so bright, won't you guide my sleigh tonight?"  
Then how the reindeer loved him, as they shouted out with glee:  
"Rudolph, the Red-Nosed Reindeer, you'll go down in history."

*Why are songs important to your child's  
brain development?*

*Songs that offer an element of surprise help young  
children to begin to problem solve and inference at a young age.*

### **Five Little Snowmen** (action rhyme)

Five little snowmen standing in a row.  
(Hold up five fingers; stand up straight like soldier.)  
Each had two eyes and a carrot nose.  
(Point to eyes; point to nose.)  
Along came the sun and shone all day,  
(Form sun with hands; wipe sweat from brow.)  
And one little snowman melted away.  
(Hold up one finger; slowly "melt" to the ground.)  
Four little snowmen...  
Three little snowmen...  
Two little snowmen...  
One little snowman...

### **I'm a Great Big Snowman**

*to the tune of "I'm a Little Teapot"*

I'm a great big snowman,  
Tall and fat.  
Here's my tummy.  
Here's my hat.  
Raisins for my eyes,  
And a carrot nose,  
I'm all snow from head to toe!

### **Here's A Hill** (action rhyme)

Here's a hill, (Tilt left arm so that it forms a hill.)  
And here's a hill, (Tilt right arm so that it forms a hill.)  
All covered with snow.  
(Raise hands above head).  
I'll jump on my sled.  
And ZOOM! Down I'll go.

*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.*