

# GOING PLACES

## BY NELSON GILL

### TRACK 1. TEN LITTLE DUCK

This song helps the child to develop basic math skills. It involves counting from 1 to 10 in reverse order. A strong Caribbean rhythm sets a happy mood for counting in a way that is normally difficult for younger children.

**Activity:** Sing-a-long. Practice counting from 1 - 10 & 10 - 1 before playing the song and afterward to reinforce counting.

**Variation:**

(For a group of 10 children) Use as background music for musical chairs game. Decrease chairs from 10 to 1.

*Once I had ten little ducks, one got lost in the green berry vine, then there were nine.*

*Once I had nine little ducks, one ran away through a hole in the gate, then there were eight.*

*Once I had eight little ducks, one flew away up in the heavens then there were seven.*

*Once I had seven little ducks, one built her house from a pile of sticks, then there were six.*

*Once I had six little ducks, one took the car and went for a drive, then there were five.*

*Once I had five little ducks, one got lost in a great big store, then there were four.*

*Once I had four little ducks, one swam away in the deep blue sea, then there were three.*

*Once I had three little ducks, one got caught and was placed in the zoo, then there were two.*

*Once I had two little ducks, one went out to play in the sun, then there was one.*

*Once I had one little duck, she left me and I'm all out of luck, no more ducks.*

## **TRACK 2. BIG FARM**

Introduces children to the farm animals and sounds they make. A memory builder as well. Children must recall the animal sounds in order. The number of sounds they must remember increase with each verse.

**Activity:** Sing-a-long. Have children mimic the animal sounds.

### **Variation:**

- 1) Children can develop finger play which represents the different animals e.g. fingers over the head for horns = cows.
- 2) Children can be encouraged to add animals and sounds not in song as they continue singing when the music stops, e.g. house pets, jungle animals.
- 3) Children can make puppets to represent the various animals featured in the songs and display them when the animal is featured in the lyrics.

*I have a big farm with lots of animals  
Every time I feed them it's just like carnival  
My little rooster says cock-a-doodle doo,  
cock-a-doodle, cock-a-doodle, cock-a-doodle-doo.*

*I have a big farm with lots of animals.  
Every time I feed them it's just like carnival  
My little cat says meow, meow,  
My little rooster says cock-a-doodle doo,  
cock-a-doodle, cock-a-doodle, cock-a-doodle-doo.*

*I have a big farm with lots of animals.  
Every time I feed them it's just like carnival  
My little frog says rabbit, rabbit  
My little cat says meow, meow,  
My little rooster says cock-a-doodle-doo,  
cock-a-doodle, cock-a-doodle, cock-a-doodle-doo.*

*I have a big farm with lots of animals  
Every time I feed them it's just like carnival  
My little dog says ruff, ruff  
My little frog says, ribbit, ribbit  
My little cat says meow, meow,  
My little rooster says cock-a-doodle-doo,  
cock-a-doodle, cock-a-doodle, cock-a-doodle-doo.*

*I have a big farm with lots of animals  
Every time I feed them it's just like carnival  
My little pig says oink, oink  
My little dog says ruff, ruff  
My little frog says ribbit, ribbit  
My little cats says meow, meow,  
My little rooster says cock-a-doodle-doo,  
cock-a-doodle, cock-a-doodle, cock-a-doodle-doo.*

*I have a big farm with lots of animals  
Every time I feed them it's just like carnival*

*My little duck says quack, quack  
My little pig says oink, oink  
My little dog says ruff, ruff  
My little frog says ribbit, ribbit  
My little cat says meow, meow,  
My little rooster says cock-a-doodle-doo,  
cock-a-doodle, cock-a-doodle, cock-a-doodle-doo.*

*I have a big farm with lots of animals  
Every time I feed them it's just like carnival  
My little cow says moo, moo  
My little duck says quack, quack  
My little pig says oink, oink  
My little dog says ruff, ruff  
My little frog says ribbit, ribbit  
My little cat says meow, meow,  
My little rooster says cock-a-doodle-doo,  
cock-a-doodle, cock-a-doodle, cock-a-doodle-doo.*

### **TRACK 3. BIG FARM - SPANISH VERSION**

See Track 2 for English version.

*Yo tengo una finca con muchos animales  
Cada vez que comen parase carnaval  
Mi gallo dice qui-qui-ri-quui-qui, qui-qui-ri-qui-,  
qui-qui-ri-qui, qui-qui-ri-qui-qui.*

*Yo tengo una gran finca con muchos animales  
Cada vez que comen parase carnaval  
Mi gato dice meow, meow, y mi gallo dice  
qui-qui-ri-qui-qui, qui-qui-ri-qui-,  
qui-qui-ri-qui, qui-qui-ri-qui-qui.*

*Yo tengo una gran finca con muchos animales  
Cada vez que comen parase carnaval  
Mi perro dice ruff, ruff  
Mi rana dice ribbit, ribbit  
Mi gato dice meow, meow,*

*Y mi gallo dice qui-qui-ri-qui-qui, qui-qui-ri-qui-,  
qui-qui-ri-qui, qui-qui-ri-qui-qui.*

*Yo tengo una gran finca con muchos animales  
Cada vez que comen parase carnaval  
Mi perro dice ruff, ruff  
Mi rana dice ribbit, ribbit  
Mi gato dice meow, meow,  
Y mi gallo dice qui-qui-ri-qui-qui-, qui-qui-ri-qui-,  
qui-qui-ri-qui, qui-qui-ri-qui-qui.*

*Yo tengo una gran finca con muchos animales  
Cada vez que comen parase carnaval  
Mi cochino dice oink, oink  
Mi perro dice ruff, ruff  
Mi rana dice ribbit, ribbit  
Mi gato dice meow, meow,  
Y mi gallo dice qui-qui-ri-qui-qui, qui-qui-ri-qui,  
qui-qui-ri-qui, qui-qui-ri-qui-qui.*

*Yo tengo una gran finca con muchos animales  
Cada vez que comen parase carnaval  
Mi pato dice quack, quack  
Mi cochino dice oink, oink  
Mi perro dice ruff, ruff  
Mi rana dice ribbit, ribbit  
Mi gato dice meow, meow,  
Y mi gallo dice qui-qui-ri-qui-qui, qui-qui-ri-qui-,  
qui-qui-ri-qui, qui-qui-ri-qui-qui.*

*Yo tengo una gran finca con muchos animales  
Cada vez que comen parase carnaval  
Mi vaca dice moo, moo  
Mi pato dice quack, quack  
Mi cochino dice oink, oink  
Mi perro dice ruff, ruff  
Mi rana dice ribbit, ribbit  
Mi gato dice meow, meow*

*Y mi gallo dice qui-qui-ri-qui-qui, qui-qui-ri-qui-,  
qui-qui-ri-qui, qui-qui-ri-qui-qui.*

#### **TRACK 4. CLAP YOUR HANDS WITH ME**

This action-filled song has endless possibilities. It teaches body part vocabulary and helps the young child identify the various body parts. The child learns to listen to and carefully follow instructions.

This action song can also be successful with non-english speaking children. They can identify with most of the suggestions made & willingly will join in with the group.

**Activity:** Children get happily involved as they act out the instructions given by the singer.

**Variations:** Whole categories of physical activities can be explored. Classroom teachers or the children themselves can suggest novel movements such as pull your ears, scratch your brows, rub your eyes, etc. This will extend the children's knowledge of body parts and action verbs.

*Clap your hands with me, can you clap your hands  
with me,*

*Can all the girls and all the boys, clap your hands  
with me.*

*Touch your nose with me, can you touch your nose  
with me,*

*Can all the girls and all the boys, touch your nose  
with me.*

*Nod your head with me, can you nod your head  
with me*

*Can all the girls and all the boys nod your head  
with me*

*Touch your mouth with me, can you touch your  
mouth with me*

*Can all the girls and all the boys touch your mouth*

*with me.*  
*Clap your hands with me, can you clap your hands*  
*with me,*  
*Can all the girls and all the boys, clap your hands*  
*with me.*  
*Stand up with me, can you stand up with me,*  
*Can all the girls and all the boys, stand up with me.*  
*Stamp your feet with me, can you stamp your feet*  
*with me*  
*Can all the girls and all the boys stamp your feet with*  
*me.*  
*Turn around with me, can you turn around with me,*  
*Can all the girls and all the boys, turn around with me.*  
*Clap your hands with me, can you clap your hands with*  
*me,*  
*Can all the girls and all the boys, clap your hands with*  
*me.*  
*Hold hands with me, can you hold your hands with me*  
*Can all the girls and all the boys hold your hands with*  
*me.*  
*Jump up with me, can you jump up with me*  
*Can all the girls and all the boys jump up with me.*  
*Sit quietly with me, sit quietly with me,*  
*Can all the girls and all the boys sit quietly with me.*

**Repeat last verse.**

## **TRACK 5. PLAY THE GAME**

This movement oriented dance song can be used as a learning medium for teaching body parts, new words (Language Arts) and following directions. Although the fun lyrics are geared towards children, it's strong beat lends itself to adult tastes.

*Children let's get ready for a brand new game*  
*Find a partner and join in with me*  
*Children let's get ready for a brand new game*

*Let's find a partner and join in with me.*

**Chorus**

*It's very simple as simple as can be  
So come on boys and girls come play the game  
with me.*

**Spoken:** *Are we ready? Here we go!*

*Move your body to the beat, move your body now  
I want all the boys and girls to move your body now.  
Move your body to the beat, move your body now  
I want all the boys and girls to move your body now.*

**Repeat Chorus**

*Move your feet to the beat, move your feet now  
I want all the boys and girls to move your feet now.  
Move your feet to the beat, move your feet now  
I want all the boys and girls to move your feet now.*

**Repeat Chorus**

*Move your hips to the beat, move your hips now  
I want all the boys and girls to move your hips now.  
Move your hips to the beat, move your hips now  
I want all the boys and girls to move your hips now.*

**Repeat Chorus**

*Move your shoulders to the beat, move your  
shoulders now  
I want all the boys and girls to move your shoulders  
now.  
Move your shoulders to the beat, move your  
shoulders now  
I want all the boys and girls to move your shoulders*

**Repeat Chorus**

*Move your body freely, move your body now  
I want all the boys and girls to move your body now.*

*Move your body freely, move it to the beat,  
I want all the boys and girls to move your body now.*

**Repeat Chorus**

**Spoken:** *O.K. Here we go! Move, move, move your  
body, move, move, move your body, move, move, keep  
on moving, move move, keep on moving, move,move,  
keep on moving, let's go!*

**TRACK 6. PLAY THE GAME -SPANISH VERSION**

See Track 5 for English version.

*Preparense niños para un juego nuevo  
Busquen su pareja y listos a jugar  
Preparense niños para un juego nuevo  
Busquen su pareja y listos a jugar*

**Chorus**

*Esto es muy simple, simplemente es  
Así es que niños ponganse a jugar*

**Spoken:** *Están listos? Vamos Ila!  
Muevanse ahora todos al compaz  
Quiero que se muevan todos al compaz  
muevanse ahora todos al compaz  
Quiero que se muevan todos al compaz*

**Repeat chorus**

*Muevanse los pies todos al compaz  
Quiero que los muevan todos al compaz  
muevanse los pies todos al compaz  
Quiero que los muevan todos al compaz*

**Repeat chorus**

*Muevan las caderas todos al compaz  
Quiero que las muevan todos al compaz  
muevan las caderas todos al compaz*

*Quiero que las muevan todos al compaz*

**Repeat chorus**

*Ahora los hombros todos al compaz*

*Quiero que los muevan todos al compaz*

*Ahora los hombros todos al compaz*

*Quiero que los muevan todos al compaz*

**Repeat chorus**

*Muevan libremente todos al compaz*

*Ila veran que pronto bien se sentiran*

*muevan libremente todos al compaz*

*Ila veran que pronto bien se sentiran*

**Repeat chorus**

**Spoken:** *O.K. vamos Ila!, muevan,*

*muevan, muevanse*

*muevan, muevan, muevanse*

*muevan, muevan, libremente*

*muevan, muevan, libremente*

*muevan, muevan, libremente, vamonos!*

**TRACK 7. DANCE MERENGUE**

A lively and very entertaining song with Spanish and English lyrics, which has as its primary purpose the feeling of happiness and enjoyment. Children can happily move their feet and body to the sound of this distinctive Caribbean rhythm while releasing their pent-up energy. No particular instructional value - the message is simply let's dance, let's share, let's have fun!

**Activity:** Encourage child to dance freely in step with the song's beat.

**Variation:** Introduce the child to dance games e.g. limbo, bunny hop, etc.

*Todos los niños vengan a bailar  
Todos los niños vengan a gozar  
Todos los niños vengan a bailar  
Todos los niños vengan a gozar*

*Venir a divertirse venire a compartir  
Venir a divertirse jugar y a reir  
Venir a divertirse venire a compartir  
Venir a divertirse jugar y a reir*

*Todos los niños vengan a bailar  
Todos los niños vengan a gozar  
Todos los niños vengan a bailar  
Todos los niños vengan a gozar*

*Venir a divertirse venire a compartir  
Venir a divertirse jugar y a reir  
Venir a divertirse venire a compartir  
Venir a divertirse jugar y a reir*

*Now all you children come let's dance and play  
Come on all children let's have some fun today  
Now all you children come let's dance and play  
Come on all children let's have some fun today*

*Come dance to the music come move to the beat  
Come dance to the music and do as you please  
Come dance to the music come move to the beat  
Come dance to the music and do as you please*

*Venir a divertirse venire a compartir  
Venir a divertirse jugar y a reir  
Venir a divertirse venire a compartir  
Venir a divertirse jugar y a reir*

*A bailar a gozar y a merenguiar  
A bailar a gozar y a merenguiar*

*Venir a divertirse venire a compartir  
Venir a divertirse jugar y a reir*

## **TRACK 8. LULLABY FOR AN AFTERNOON**

As the titles suggest, a quiet song for the afternoon or whenever quiet time seems to fit in the classroom environment. Ideally used to prepare the child for nap time or to slow down at the end of the day before parents arrive to pick child up. Can also be used while children pick up after other activities.

*The robins are singing, the sparrows are nestling  
and the turtles curl up in their shell.  
The lizards find shelter on a branch in the shade  
and the ducklings are tucked in their beds.*

*I hear the wind blowing, I see the clouds passing  
and the squirrels are hiding in the trees  
The river flows slowly, the kittens sleep gently  
and puppies huddle close to stay warm.*

### **Chorus**

*Lullaby for an afternoon, lullaby for an afternoon  
It's a feeling so peaceful, a moment so tender  
It's a lullaby for an afternoon.*

*Well the little frogs and spiders, the butterflies and  
bunnies are all taking a nap  
The babies in the cradle, the horses in the stables  
And the meadow is peaceful and calm.*

**Repeat chorus twice.**

## TRACK 9. GOING PLACES

The theme of this piece is the child's imagination. It suggests that "Going Places" can be a physical psychological or emotional experience. The song encourages fantasy, exploration and creativity.

**Activity:** Children can fantasize about things they would like to do, places they would like to go, people they would like to meet, and people they would like to be.

**Variation:** Have children draw or paint a picture of an imaginary person, place, etc.

*Going places in the mind, going places all the time.  
Going places as I grow, going places I am sure.*

*Going places in the mind, going places all the time.  
Going places as I grow, going places I am sure.  
Going places in the mind, going places all the time.*

*Going places in the mind, going places all the time.  
Going places as I grow, going places I am sure.  
Going places in the mind, going places all the time.  
Going places as I grow, going places I am sure.*

## TRACK 10. FIRST DAY AT SCHOOL

This gentle song addresses some of the issues, that are typical among children or adults when placed in a different environment for the first time. It attempts to prepare the child emotionally and psychologically for leaving home and dealing with separation anxiety.

**Activity:**

Teacher and parents share their personal experiences regarding their first day in a new environment, e.g. work, school, new neighborhood, etc. Children should understand that these fears and anxieties are normal in everyone including adults.

*I'm walking out the doorway holding on to mommy's  
hand*

*I'm very happy to be me.*

*I get a little nervous as we walk along the sidewalks*

*But I'm sure my mom knows what to do.*

*'Cause today is the first of leaving my little home*

*Today is the day I'll start school*

*And I know that soon I will enter the big doorway*

*and walk along the giant hallways too.*

### **Chorus**

*It's my first day at school and I'm happy to be here*

*I know I will learn the golden rule*

*It's my first day at school and I'm happy as can be*

*And I know my mom is proud of me.*

*We get to the big street and the crossing guard says*

*"Stop"*

*While the cars, trucks and buses go by*

*Then comes our turn and she signals us to cross*

*My mom and I are holding hands real tight.*

### **Chorus**

### **Spoken**

*Well mom told me stories of her first day on her  
new job*

*How lonely and scared she really felt*

*And dad said that his first day at school was very  
scary*

*But not long after he made friends with some of  
the other children  
And why - Gee - Dad said that some of the  
children he met at  
school are his very best friends today.*

*Well I guess school is okay, even if you're a little  
scared and nervous at the beginning  
And maybe, maybe I'll make friends like my dad  
and keep them forever  
It's just that I'm a little nervous 'cause it's my first  
day at school.*

**Repeat chorus twice.**

## **TRACK 11. HAPPY TO BE IN SCHOOL**

This positive song describes a pre-school child's feeling of joy for being in the classroom. The song emphasizes some of the equipment and experiences that are featured in most pre-school classrooms. Care when crossing streets and the joy of visiting zoo, museums and art shows are addressed.

### **Activity:**

Children draw a picture of their favorite things or activities or their favorite part of the school day.

*I am so happy to be in school  
I get to play with all my friends  
And when it comes to games, books and toys  
And other little treats, I am as happy as can be.*

*In school we have a water table  
And we have a sandbox too  
And if we ever want to color, draw or use the easel  
board  
We are as free as can be.*

*In school we learn how to share  
We also learn to take turns  
And when it's time for us to go for walks across the  
  busy streets  
We are as careful as can be*

*We sometimes go on special field trips  
And visit places that are new  
When it comes to zoos, museums and art shows all  
  across the town,  
We are as busy as can be.*

*So I am happy to be in school  
'Cause I get to play with all my friends  
And even though sometimes we fuss and fight over  
  little things,  
My teacher seems to understand.*



**All words and music by NELSON GILL, M.Ed.  
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