

## Hand Jivin'

by Jill Gallina and  
Michael Gallina, consultant

### TRACK # 1 - HAND JIVIN'

Hand Jivin' , do the hand jive with me.  
Hand Jivin' , it's easy as one, two, three.  
Just do what I tell you to,  
And you can do the hand jive, too.  
( *Spoken* ) Here we go now !

#### Verse 1:

Right hand up and right hand down,  
Shake your right hand around and around.  
Right hand up and right hand down,  
Tap your right hand two times on the ground.

Bring your right hand down to your knee,  
Now to your right side, please.  
Now put it behind your back,  
And then shake, shake, shake,  
Yeah ! you've got the knack.  
( *Spoken* ) Left hand ready now ?

Verse 2: Repeat verse 1 using left hand.

#### Verse 3:

( *Spoken* ) Both hands ready now ?  
Both hands up and both hands down,  
Shake both hands around and around.  
Now, clap your hands along with me.  
Shake them, high now, one two, three.

Now clap and shake\* and clap and shake,  
It's easy as it can be. - Oh, yeah ! you're doin' , doin' ,  
Doin' the hand jive with me.

*(Spoken )* Clap and shake and clap and shake !  
Oh, yeah ! You're doin' , doin' ,  
Doin' the hand jive with me.  
Clap and shake and clap and shake !  
Oh, yeah; you're doin' , doin' ,  
Doin' , the hand jive with me.  
Clap, shake, clap: STOP !

*\*Clap hands once for two counts and shake hands above head  
two counts.*

**Skill areas** - auditory cuing; right/left discrimination; body  
identification; listening skills.

**Directions** - Children stand in a scattered position around  
room, responding to the directions contained in the lyrics.  
Encourage the students to perform the activities enthusiastically.  
Students may clap to the beat, especially during first four lines.

## **TRACK # 2 - HAND RAG**

Verse 1:

Would you like to do the hand rag ?  
It's a lot of fun to do. ( children stand, facing partners )  
Shake your partner's right hand now,  
Then say, " How do you do ? " ( partners shake hands )

Verse 2:

Would you like to do the hand rag ?  
It's a lot of fun to do. ( repeat as in verse 1 )  
Shake your partner's left hand now,  
Then say, " How do you do ? "

Verse 3:

Shake both your partner's hands  
And after you shake, ( partner's shake left and right hands )  
Face both hands to your partner now.  
It's time for pat-a-cake.  
( hands upright, facing partner in a pat-a-cake position )

Verse 4:

Clap and slap and clap and snap  
Now shimmy down to the floor  
( two pat-a-cakes and partners wiggle to the floor )  
Grab your partner by the hands  
And shimmy back up once more.

Verse 5:

Now clap and slap and clap and slap  
And now duck way down and low.  
( two pat-a-cakes and partners bend toward the floor )  
Now grab hands and hold on tight  
' Cause up, up, up, you go.

*Repeat first five verses*

Now that you have done the hand rag,  
Shake your partner's hand again. ( partners shake hands )  
Now, won't you wave good-bye ?  
'Cause that's the hand rag, my friend ;  
(partners wave " good - bye " )  
That's the hand rag, my friend !

**Skill areas** - right/left discrimination; eye-hand coordination ;  
body identification ; following directions

**Directions** - Children are paired off in partners, scattered  
around the room, leaving room between couples for freedom  
of movement. Directions are contained in the lyrics of the song.

### TRACK # 3 - FINGER PLAY SONG

I have five fingers on my right hand,  
And I can wiggle them, yes I can.

I can squeeze them all together,  
I can spread them all apart, - I can  
wiggle them in the air,

And I can place them on my heart.

Doodleley, doodleley, doo, doo, doo,  
doo, doo, doo, doot, doot, doot.

I wiggle my right thumb, pointer,  
middleman

Ringman, pinky, yes I can.

I wiggle my right thumb, pointer,  
middleman,

Ringman, pinky, my whole hand.

Doodleley, doodleley, doo, doo, doo,  
doo, doo, doo, doot, doot, doot.

( Repeat song using left hand; then,  
repeat song using both hands. )

There are so many things my fingers  
can do,

I think I'll let my fingers try to tickle  
me, too.

( Children tickle themselves. )

**Skill areas** - finger dexterity; right/left discrimination; following directions; hand coordination.

**Directions** - Children may be seated at desks or on the floor. Have the students follow the verbal directions in the lyrics. This activity may be practiced several times before using the the recording.

## TRACK #4 - HAND GAME

I know a hand game that's fun to do, -  
Fun to do, fun to do.  
Would you like to play this hand game, too ?  
Come on and play along with me.  
Can you shake your right hand way up high ?  
Make it fly to the sky.  
Can you shake your right hand way down low ?  
How low, low, low can you go ?  
Now shake your right hand above your head.  
And now behind your back instead.  
Now touch your right shoulder if you please.  
Now won't you slap your right knee ?  
( Slap eight times. )  
Now swing your right hand to and fro,  
To and fro, to and fro. ( Swing arms forward  
and back. )  
Swing it up high then way down low. \*  
How low, low, low can you go ?

Repeat entire song using left hand; then,  
repeat song using both hands.

\* Last Verse

Yes, it's a lot of fun to do.  
But now the hand game is through.

**Skill areas** - right/left discrimination; hand  
and arm dexterity; body identification;  
listening skills

**Directions** - Children are standing in a scattered  
position around the room. Encourage children to  
listen carefully and follow the verbal directions  
within the lyrics of the songs.

## TRACK # 5 - OUR TWO HANDS

A hand is a very special thing;  
Just think of all the joys that our hands can bring.  
Our hands can touch one another, hold on to each other.  
And build just about anything.  
Just think, when you're walking down the street;  
You can shake hands with anyone you meet.  
Hands are for molding and shaping,  
    for giving and taking,  
And clapping in time to a beat.  
I wave my hands when I'm happy,  
And put them down by my sides when I'm sad.  
And please understand. I really feel grand.  
When a friend asks if I'll lend a hand.  
And sometimes when words are hard to find,  
I can just take your hands and place them into mine.  
And with my hands I can show you, it's so nice to know you,  
So simple and true, what our two little hands can do.  
So simple and true, what our two little hands can do.

**Skill areas** - creative expression; pantomime; finger and hand dexterity; listening skills; auditory cuing

**Directions** - The lyrics to " Our Two Hands " lend themselves to a quiet pantomime activity with children seated at desks or on the floors. Encourage the children to respond to the lyrics of the song with their fingers and hands pantomiming at the appropriate movements. This may be done individually or in pairs. The lyrics may also be used to stimulate discussion on friendship and interpersonal relationships.

## **TRACK # 6 - THE MIRROR GAME**

Verse 1:

I look in the mirror and what do I see ?  
I see someone who looks just like me.  
I wave at the mirror now one, two, three;  
And my mirror waves back at me.

Chorus:

The mirror game, the mirror game;  
Whatever I do, my mirror does the same.

Verse 2:

I clap, clap, clap; my mirror clap, clap, claps,  
I snap, snap, snap, my mirror snap, snap, snaps,  
I touch my toes; my mirror touches its toes.  
I scratch my nose, and my mirror scratches its nose.

( Chorus )

Verse 3:

I row my boat; my mirror rows its boat.  
I swim and float; my mirror swims and floats.  
I touch the ground; my mirror touches the ground.  
I turn around and my mirror turns around.

( Chorus )

Verse 4:

I climb up high; my mirror climbs up high.  
I try to fly; my mirror tries to fly.  
I blink my eyes; my mirror blinks its eyes.  
I wave good-bye, and my mirror waves good-bye.

( Chorus )

**Skill areas** - large and small muscle development;  
listening skills; auditory cuing

**Directions** - Children are in partners and standing facing each other with a lot of room between couples for freedom of movement. One student performs the action and the other acts as the " mirror ". Encourage children to listen carefully to the verbal directions in the lyrics of the song. Ask children to sing along with

the chorus.

## **TRACK # 7 - MAKING PIZZA**

Put some flour in a bowl;  
Add yeast and water, too.  
Now mix it 'round and 'round and 'round,  
Yes, that's what we must do.  
Mix it 'round and 'round and 'round.  
Yes, that's what we must do.  
Lift the dough out of the bowl,  
Don't drop it on the ground.  
Knead it, knead it, squeeze it,  
Squeeze it, squeeze it all around.  
Knead it, knead it, squeeze it,  
Squeeze it, squeeze it all around.  
Now take some flour,  
Sprinkle it all around;  
Roll out the dough till it's nice and round.  
Now lift the dough; toss it in the air.  
Catch it and stretch it, stretch it everywhere.  
Then get a pan; spread the dough right in.  
Pinch all the edges all around the tin.  
Now take some tomato sauce and  
Spread it on the pie.  
Grate some mozzarella cheese and  
Pile it nice and high.  
Grate some mozzarella cheese  
And pile it nice and high.  
Put the pizza in to bake,  
And when the baking's through,  
Take it out and eat it.  
It's a pizza pie for you. Mamma mia,  
Come and see a pizza pie for you! Yum!

**Skill areas** - finger/hand/arm dexterity;  
fine and gross motor development; imaginative  
pantomime; listening skills

**Directions** - This song lends itself perfectly to an assembly production or just ordinary classroom fun. Children are standing in scattered formation around the room. Children are asked to pantomime the making of pizza pie. Encourage children to exaggerate the hand and arm motions in the lyrics of the song.

### **TRACK # 8 - CLAP YOUR HANDS TO A GROOVY BEAT**

Verse 1:

Oh, there are so many things that my hands can do,  
Like waving and tapping and snapping, too.  
Oh, but I know one thing that can't be beat;  
I like to clap my hands to a groovy beat.  
Come on and clap your hands to the groovy beat.

Verse 2:

Clap them low, yes clap them low.  
Now on your right side here we go.  
Now on your left side one, two, three.  
Now in front, clap along with me.  
Clap, clap, clap, along with me.

Verse 3:

Clap your hands behind your back.  
Now let's do some jumping jacks.  
Now spread your hands, spread them way out wide.  
And twist and twist from side to side.  
Come on, let's twist and twist from side to side

Verse 4:

Clap them high, yes, clap them high.  
Now won't you clap them on your sides?  
And now won't you tap them on the floor?  
Now back up, out in front once more.

Clap, clap, clap in front once more.

Verse 5:

Clap your hands behind your back.

Now let's do some jumping jacks.

Now sit right down on the floor,

And let's clap and clap, and clap some more.

Verse 6:

Well there are so many things that my hands can do,

So, let's keep clapping till the music's through, oh,

Let's keep clapping till the music's through.

**Skill areas** - large and small muscle development; fine and gross motor coordination; auditory cuing; right/left discrimination.

**Directions** - Children are standing in scattered formation around the room. Children are asked to clap, twist, and do jumping jacks to the music. Encourage children to listen carefully to the verbal direction; in the lyrics.

## **TRACK # 9 - HAND AND ARM SONG**

Introduction: Ooh...

Verse 1:

My hands can stop or go.

Fingers can point high and low.

Hands can help me catch a ball.

Toss it up now ten feet tall.

Chorus:

Funny how I never know

All the things my hands and arms can do.\*

Verse 2:

Wrists and arms can swing a bat;

Snap a coat or tie a hat.  
Fingers play the piano, too;  
Strum a guitar when I'm through.

( Chorus )

Verse 3:  
Need my arms to climb up high.  
Like a bird now I can fly.  
Use them when I'm swimming, too.  
And when I wave good-bye to you.

( Chorus ) \* Encourage children to sing along  
with the chorus

**Skill areas** - finger/hand/arm dexterity; large  
and small muscle development; imaginative and  
creative expression

**Directions** - Children are in a scattered position  
around the room. Ask the children to respond to the  
lyrics in the song by pantomiming the appropriate  
motions. This may be done singly or in pairs.

## **TRACK # 10 - TWIST OF THE WRIST**

Verse 1:  
Twist of the wrist, ( twist wrists from side to side )  
Flick of the fingers;  
( fingers tightly closed then rapidly spread apart )  
My hands do just what I tell them to.  
Twists of the wrist, flick of the fingers;  
My hands do just what I tell them to.

Verse 2:  
Pinkies up, pinkies down, - Pinkies 'round and around.  
Pinkies up, pinkies down, - Pinkies 'round and around.

Verse 3:

Ringmen up, ringmen down,  
Ringmen 'round and around.  
Ringmen up, ringmen down,  
Ringmen 'round and around.

Verse 4:

Twist of the wrist, flick of the fingers.  
My hands do just what I tell them to.

Verse 5:

Middlemen up and then down,  
And now 'round and around.  
Middlemen up and then down,  
And now 'round and around

Verse 6:

Pointers up, pointers down,  
Pointers 'round and around.  
Pointers up, pointers down, -  
And around and around.

Verse 7:

Thumbs go up, thumbs go down,  
Thumbs go 'round and around.  
Thumbs go up, thumbs go down.  
Thumbs go 'round and around.

Verse 8:

Twist of the wrist, flick of the fingers,  
My hands do just what I tell them to.  
Twist of the wrist, flick of the fingers.  
My hands do just what I tell them to.

**Skill areas** - finger dexterity; hand coordination;  
right/left discrimination; listening skills.

**Directions** - Children may be standing in a scattered position, or seated at desks or on the floor. With both hands held in mid-air, fingers extended, have students respond to the lyrics of the song.



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