Songs, Games and Movement
Songs, Chants and Rhymes

It is helpful to know that when teaching in a preschool setting that repetitiveness is important for the learner. The aspect of repetitiveness can be used singing songs, chants and saying rhymes. Songs, chants and rhymes help children’s language development, and also their physical development when used in conjunction with dance and mime. Songs, chants, and rhymes have a rhythm that aids the children in remembering words. Rhymes are captivating and colourful; they have vivid language, which catches the imagination of the children. Songs, chants and rhymes help develop vocabulary and other concepts. The use of rhymes encourages children to explore sounds of words, and the use imagery enriches their perception of the world and their ability to express what they feel.

One of the linguistic advantages of songs, chants and rhymes is that the learners will happily repeat the same structure, even the same words, over and over again without getting bored. Reilly and Ward state that while young learners are improving their pronunciation, young learners are concentrating on sound rather than on the meaning (Very Young Learners, P. 23).
Creating Songs

There are many ways to create an exciting repertoire of songs and chants for your language nest. We like to have “song creating days” where we are randomly given a tune on a piece of paper and a theme on another piece of paper. Then we are challenged to produce songs within a certain timeframe. By separating into groups it becomes more of a competition. We like to use traditional tunes, nursery rhymes and anything that offers an upbeat, repetitive tune.

In order to create comprehensible and fun songs for young children keep in mind that repetition is key, as well as staying within a range of vocabulary and content that the children are familiar with.

Here are some ideas for tunes that have worked for us. We often do not translate the original song’s lyrics but just borrow the tune to insert our own subject matter and theme. I think this is called “artistic license”. (K.Michel)

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<td>1.</td>
<td>Bluebird, bluebird</td>
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<td>2.</td>
<td>Hokey Pokey</td>
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<td>The Farmer in the Dell</td>
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<td>Where is Thumbkin?</td>
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<td>Itsy, bitsy Spider</td>
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<td>6.</td>
<td>Who Stole the Cookie From the Cookie Jar?</td>
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<td>7.</td>
<td>There’s a Penny in My Hand</td>
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<td>8.</td>
<td>Sweetly Sings the Donkey</td>
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<td>Head and Shoulders</td>
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<td>10.</td>
<td>Put Your Right Hand In</td>
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<td>11.</td>
<td>If You’re Happy and You Know It</td>
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<td>12.</td>
<td>Michael Rowed the Boat Ashore</td>
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<td>13.</td>
<td>Kumbaya</td>
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<td>14.</td>
<td>The Bear Went Over the Mountain</td>
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<td>15.</td>
<td>Jingle Bells</td>
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<td>16.</td>
<td>There Was an Old Lady Who Swallowed a Fly</td>
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<td>17.</td>
<td>Amazing Grace</td>
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<td>18.</td>
<td>Twinkle, Twinkle Little Star</td>
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"I've Got Lots of Pets" Song Activity

Lesson plan using the animal theme
Time: 10-15 minutes

Objectives:
• Children will learn language
• Children will learn animal vocabulary
• Students will use Total Physical Response
• The children learn the names of animals, mime them and sing a song.

Prepare the pictures ahead of time after finding out what kind of pets the students have (one or two days prior), and have the song "I've got lots of pets" printed on chart paper for all the students to see.

1. Ask the children if they have any pets at home. If not, ask them which pet they would like to have.
2. Show the children animal pictures one at a time and teach the names. Put the pictures up on the board in the order of the song.
3. Choose different children and ask them to pretend to be an animal that the rest of the class will guess what type of animal they are pretending to be.
4. Sing the song, pointing to each of the animal as it is mentioned.
5. Get the children to repeat the song after you line by line and then sing the song.
6. Sing the song again. Choose a helper to point to the animals as they are mentioned.
7. For further activities, have the children do free drawing or painting of their pet or the pet that they would like to have.

"I've got lots of pets song"

I've got a dog and I've got a cat,  I've got a horse, I've got a parrot
I've got a hamster, I've got a rat, I've got a rabbit, I've got a mouse
I've got a turtle, I've got a snake, I've got a spider,
I've got lots of pets.   've got lots of pets.

I like animals, I like pets, I like animals, I like pets,
I like animals, I like pets. (S.M. Ward)
Games

Games help children acquire language in a natural way like native speakers do. The language is used as a means to an end rather than an end in itself, and the children are motivated to learn because they are enjoying themselves. Games also teach social skills such as cooperation and obeying rules. Games can be used to practice different language items, or action (Very Young Learners).

Games are fun but also physical. Children will not know that they are participating in physical education and focus only on the fun they are having. Games can be used as a tool to teach cooperative skills. When children are taught cooperative skills there are positive effects on social relationships (Slavin, 1985).
What time is it Mr. Wolf? Game

Lesson Plan using the animal theme
Time: 15-20 minutes

Objectives:
• Children will be physically active.
• Children will learn to play cooperatively.
• Children will learn to count.
• Children make the connection of time and numbers.
• Children will learn language.

Materials:
• Space to run.

Preparation: Write numbers on the board. Make a line with tape to mark where the children will cross.

Procedure:

1. Explain to the kids that one of them will be a wolf standing with his or her back to the other children.
2. The other children will call out to Mr. or Mrs. Wolf and ask, “What time is it Mr. Wolf?”
3. The wolf will reply that it is six o’clock, and the children will walk as quiet as possible six steps toward Mr. Wolf.
4. The children will attempt to be the first to cross the line.
5. The first to cross the line will become the next Mr. Wolf.
6. For further activities, play a game of duck, duck, and goose.

(Very Young Learners, Vanessa Reilly & Sheila M. Ward)
Spot the difference Game

Lesson Plan using the Clothing theme:
Time 15-20 Minutes

Objectives:
• Children will learn to play cooperatively.
• Children will learn names of clothing.
• Children will learn to take turns

Material:
• Dress up clothes, costumes, shoes, boots, and hats.

Preparation:
Set up the clothes so that the children will be paired up.

Procedure:

1. Pair off the children and explain to them that they will dress up in the clothing in front of them.
2. Choose two children to help demonstrate the game.
3. Once the children are dressed, ask one to close their eyes and have the second child take one item off.
4. Have the first children open their eyes and see if they can guess what is different about the second student.
5. The child guessing will name the item of clothing.
6. The second child closes his or her eyes and will take a turn at guessing what is different.
Flashcard Game

Lesson Plan using the food theme
Time: 15-20 minutes

Objectives:
• Children will learn language.
• Children will use memory skills.
• Children will learn to play cooperatively.
• Children will learn to count.

Material:
• 4x5 food flashcards.

Preparation:
Prepare 2 or 3 sets of 20-30 4x5 flashcards for a memory game.

Procedure:

1. Put the children into groups for each table, depending on size of group.
2. Place the cards facedown on the table and instruct the children that they will be taking turns choosing two cards and if they match, they get to keep the cards after they say the name of the picture.
3. When all the cards are gone, have the children count how many cards they have. For the younger children help them count their cards.

(C Manuel)
Tickle Trunk Game

Lesson Plan using the clothing theme
Time: 15-20 minutes

Objectives:

- Children will learn to play cooperatively.
- Children will creatively use their imagination.

Material:

- Old trunk, or empty box designed to look like a trunk.
- A mixture of clothing (shirts, jackets, coats, pants, shoes and boots).

Preparation:
If there is no trunk available, design one using an empty cardboard box.
Fill the box with a mixture of clothing.

Procedure:

1. Allow this period for the children to choose their clothing and dress up to be whomever they like.
2. Have areas set up where the children can go to play out their characters.
Puzzles, Blocks, Manipulatives

Puzzles aid in eye and hand coordination. Children learn to match and find that pieces must match a certain area on the board. Puzzles help children understand that things can be taken apart and put back together. When children work on puzzles, they are actually “putting the pieces together” in more ways than one. Puzzles help children build the skills they need to read, write, solve problems, and coordinate their thoughts and actions—all of which they will use in school and beyond.

Puzzles, building blocks, and manipulatives can provide formal learning experiences. Puzzles also help teachers observe children and assess their development. While children work alone or in groups, teachers can monitor the way they speak, move, and concentrate (Maldonado, N.S. 1996).