AGES 3-10

the Skip Count Kid

lyrics
movements
materials
games

and friends!

THE SKIP COUNT KID and FRIENDS

INTRODUCTION

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Successful teachers know that preparation is one secret to success. Another key is enthusiasm. Creativity and adaptability are important, too. In writing these songs and developing the movements, materials and games, I have experimented alot. Please study the lyrics and movements that accompany the song you'd like to introduce, and I think you'll be most successful. Big numbers may take some getting used to, so introduce the songs gradually. Let your whole class become proficient in the Little Hen (2 x) song, over a number of weeks, and then add the tricycle song. Teach the movements to a song before you actually sing it to the tape. Sing the songs on the playground, sing them acapella, let the children who have memorized the song stand up and sing the chorus-(-the numbers-) to their friends. Skip count raisins for the class snack. Let the children line up by 2s and skip count them! In short- Have Fun! Be open to the children's suggestions, and you'll be successful!

P.S. I urge you to try to make some of the materials - introduce the material some time after the class has been practicing the song it goes with. I think you'll find it was worth the effort to make the material!

CONTENTS

MY LITTLE HEN - 2 x - lyrics & movements (1 & m)..... 1

2 x - materials (mats.)..... 2

TRICYCLE - 3 x - (1 & m)(mats.)..... 3

pictures to xerox in order to make material.....(back p. 3).....

SKIP COUNT KID - 4 x - (1 & m)..... 4

4 x - (mats.)(diagram of horse to be cut from felt)..... 5

THE NUMBER 5 - 5 x - (1 & m).....6.- 7

5 x -(mats.)..... 7

THE MONKEYS - 6 x - (1 & m)..... 8

IN THE ZOO - 7 x - (1 & m)..... 9

6 x and 7x (mats.)..... 10

OCTOPUS FAMILY - 8 x - (1 & m)..... 11

BASEBALL CARDS - 9 x - (1 & m)(mats.) 12

GLOVES - 10 x - (1 & m)..... 13

8 x and 10 x - (mats.)..... 14

TEENS-- (1 & m) 15

teens (mats.)..... 16

ADDITIONAL APPLICATIONS.... 17

EXTENSIONS WITH THE MONTESSORI MATERIALS.....18

MY LITTLE HEN-2 x

Begin with hands under arms. Flap arms like a chicken. "Scratch" at floor with the feet like a chicken. Clapping occurs at the end of lines, and during choruses. Claps are indicated below lines with this sign: (X) Underlines mean vocal emphasis.

LYRICS

MY LITTLE HEN WEARS RUNNING SHOES - SHE KEEPS THEM ALL IN BOX-ES
(scratch and flap) (X) (X)

SHE KEEPS TWO SHOES IN EV' RY BOX - TO HIDE THEM FROM THE FOX-ES
(scratch and flap) (X) (X)

AND IF YOU HELP HER COUNT HER SHOES, MY LITTLE HEN WILL SAY THANK YOU
(scratch and flap) (X) (X)

TWO FOUR SIX - EIGHT TEN TWELVE - FOURTEEN SIXTEEN EIGHTEEN
(X) (X) (X) (X) (X) (X) (X) (X) (X) (X) (X) (X)

TWO FOUR SIX - EIGHT TEN TWELVE - FOURTEEN SIXTEEN EIGHTEEN
(X) (X) (X) (X) (X) (X) (X) (X) (X) (X) (X) (X)

MY LITTLE HEN SAYS TWO FOUR SIX - I'LL COUNT SOME SHOES FOR ALL MY CHICKS
(scratch and clap) (X) (X) (X) (point at shoes) (X) (X) (X)

A HUNGRY FOX SAYS EIGHT TEN TWELVE - I SEE THEM PLAYING BY THE WELL
(put palms up by ears like fox) (X) (X) (X) (shade eyes with hand as if looking afar) (X) (X) (X)

FOURTEEN SIXTEEN EIGHTEEN - OH! - THOSE LITTLE CHICKS NEED HELP, YOU KNOW!
(X) (X) (X) (X) (X) (X) (throw hands up) (X) (X) (X)

(continue claps on chorus as before) (sing chorus during space without vocals)
(clap again with chorus)(at end put hands back under arms, flap scratch and cluck!)

When some of the children have begun to memorize the song, these activities can be added: COUNTING SHOES, SEARCHING FOR THE NUMBERS and ORDERING THE NUMBERS. Some easy to make materials are required for these activities. See MATERIALS and ADDITIONAL ACTIVITIES for details.

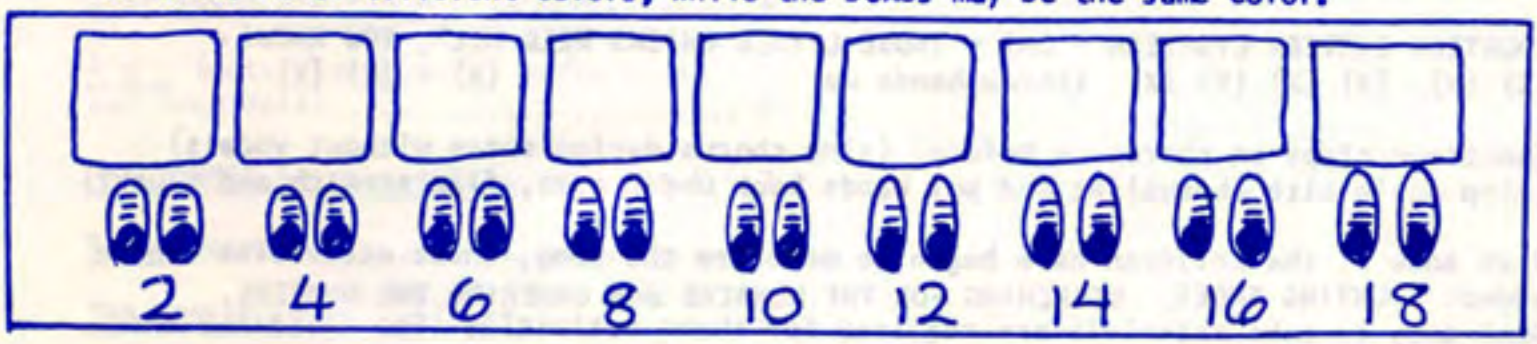
MATERIALS

Most Montessori teachers will be familiar with making their own materials. I have made a set of materials for each of the songs, in order to match the content (i.e., shoes and boxes, or bananas) with the concept, but this is not necessary. Simply with mime and singing, the songs can be very successful. If you would like to make such materials, instructions follow. If not, see how I relate the songs to existing Montessori materials in Extensions with Montessori Materials.

MY LITTLE HEN - 2 x : My wife was able to find tiny plastic boxes and doll shoes at the Five and Dime store. I simply prepared a felt-strip with a space for each box and its shoes, with the numbers of the growing total from left to right. This makes a charming Opening/Closing Practical Life lesson. You can cover match boxes with colored contact paper and cut out shoes from construction paper and achieve the same effect.

Materials: 9 boxes, 9 "shoes", a felt strip, a tray to hold the lesson, an extra little box to hold the numbers for ORDERING THE NUMBERS(see Additional Activities)
a) the child takes the lesson from the shelf to a table
b) the child first rolls out the felt, numbers up if he's not yet ready to ORDER
c) the child opens one of the boxes, puts the shoes before the number 2, then closes the box and puts it behind the shoes. Child continues until all shoes and boxes are neatly displayed.
d) the child can sing or say the song softly while counting the shoes. The child may also "Whisper Skip" (see Additional Activities).
e) to put the lesson away, the child opens a box, puts the shoes in, and puts that box back on the tray. Child continues until all boxes are on the tray. Child rolls felt and returns it to tray. After putting in chair, child returns lesson to shelf.

As with all these lessons, other materials may be substituted for those I recommend. You may find another kind of box suitable. Be creative! I do suggest that the pairs of shoes be of different colors, while the boxes may be the same color.



I HAVE A LITTLE TRICYCLE - 3 x

In this song we extend the forearms and grip the handlebars of our imaginary tricycles. We march slowly in place, bringing our knees up high, as if pumping the pedals. Even when we act out the song with different hand gestures, our legs keep "pumping". At the chorus, we execute a turn in place at the end of each phrase, holding onto those handlebars and pumping the whole time.

LYRICS

I HAVE A LITTLE TRICYCLE - ONE WHEEL IN FRONT, TWO WHEELS IN BACK
("ride") (hold up 1 finger, point in front) (hold up two fingers, point behind you)

AND ALL MY FRIENDS RIDE TRICYCLES - WHEN THEY COME OVER FOR A SNACK
(point to all the children with a sweeping circular motion) (pull palms toward you, as if inviting them)

LET'S COUNT THE WHEELS ON EV'RY TRIKE, AND HAVE A SNACK WE REALLY LIKE!
(point to the ground, as if counting) (rub belly contentedly)

THREE SIX NINE TWELVE - FIFTEEN WHEELS GO 'ROUND AND 'ROUND
("ride") ("ride" as you turn in place)

EIGHTEEN TWENTY-ONE TWENTY-FOUR TWENTY-SEVEN - THAT'S HOW MANY WHEELS I COUNT
("ride") ("ride" as you turn in place)

VERY GOOD - NOW SING ALONG WITH ME
(keep "riding")

REPEAT THE SONG AND MOVEMENTS. AT THE END, REPEAT THE CHORUS WHILE "RIDING" UNTIL THE "FADEOUT".

When some of the children have begun to memorize the song, these activities can be added: COUNTING WHEELS, SEARCHING FOR THE NUMBERS, ORDERING THE NUMBERS and SINGING THE FADEOUT IN TWO PARTS. See MATERIALS and ADDITIONAL ACTIVITIES.

DON'T FORGET YOUR WHISPER COUNTING!

MATERIALS

I HAVE A LITTLE TRICYCLE - 3 x : Even if we had been able to find little tricycles at the Dime Store (we couldn't), I wouldn't want them unless the wheels were removable. The whole point of these lessons is activity. You can make this little lesson by making nine xeroxes of the drawing provided. There are no pedals because they'd be covered by the "wheels", and there are no wheels because the child gets to put them on.

Materials: 9 tricycle xeroxes(color them different colors, mount them on cards and cover them with clear contact paper), ORDERING NUMBERS in their own little box, a box with 27 poker chips or other circles to use as wheels, and a tray to hold the lesson.
a) after taking the lesson to the table, the child lines up the nine trike cards.
b) from the box, the child puts a wheel at each of the three dots. After doing this for each trike, the ORDERING NUMBERS can be placed from left to right under each card. (a felt as in the 2 x lesson may be provided with the numbers on it for the child to match

THE SKIP COUNT KID - 4 x

This song has three basic movements. The first is "riding", in which we extend the arms as if holding onto reins, while flexing the knees slightly to imitate the movement up and down riding horseback. The second is a "slap and wave" like bronco riders use. One hand remains extended as if holding the reins, while the other hand comes down to slap the rear slightly, and then up into the air like a grand wave to the crowd. The last movement is "twirling the lasso". One hand extends to hold the reins, while the other arm is extended up over head and twirled in slow circles as if twirling a lasso. Remember to keep "riding" the whole time!

LYRICS

THE SKIP COUNT KID LOVES NUMBERS - COUNTING IS A BALL
("ride")

NOW TWO PLUS TWO MAKES FOUR
(put out two fingers on one hand, then two on the other, then put the fingers side by side to show four)

HE LEARNED WHEN HE WAS SMALL
(flatten hand and push low as if indicating a very short person)

SO EARLY IN THE MORNING
(fingers spread, palms start together and move out in circular motion to indicate the rising sun)

BEFORE HE EATS HIS EGGS
(mime bringing food to mouth with an imaginary fork)

HE RUBS HIS EYES AND STRETCHES
(mime rubbing eyes and stretching arms up)

AND COUNTS THE HORSES' LEGS
(point down as if counting legs)

READY GO - FOUR EIGHT TWELVE SIXTEEN, TWENTY, TWENTY- FOUR
("ride")

TWENTY-EIGHT, THIRTY-TWO, THIRTY-SIX - THAT'S FUN - YA-HOO!
("ride") (slap thigh) (big wave)

FOUR EIGHT TWELVE SIXTEEN, TWENTY, TWENTY-FOUR
("ride")

TWENTY-EIGHT, THIRTY-TWO, THIRTY-SIX - THAT'S FUN - YA-HOO!
("ride") (slap thigh) (big wave)

YIPPEE YI KI YAY - HE SKIP COUNTS EV'RY DAY
YIPPEE YI KI YAY - HE SKIP COUNTS EV'RY DAY (twirl your lasso!)

REPEAT SONG AND MOVEMENTS TRY TO DO THE NUMBERS DURING THE VOCAL SPACE
AT SONG END, PUT HANDS TOGETHER AND PULL THEM TOWARDS THE CHEST, AS IF STOPPING YOUR HORSE, WHILE SAYING "WHOA"

When some of the children have begun to memorize the song, these activities can be added: COUNTING LEGS, SEARCHING FOR THE NUMBERS, ORDERING THE NUMBERS (the "round-up") and SKIP COUNTING WITH FINGERS TO THE MUSIC. See MATERIALS and ADDITIONAL ACTIVITIES. DON'T FORGET YOUR WHISPER COUNTING!

MATERIALS

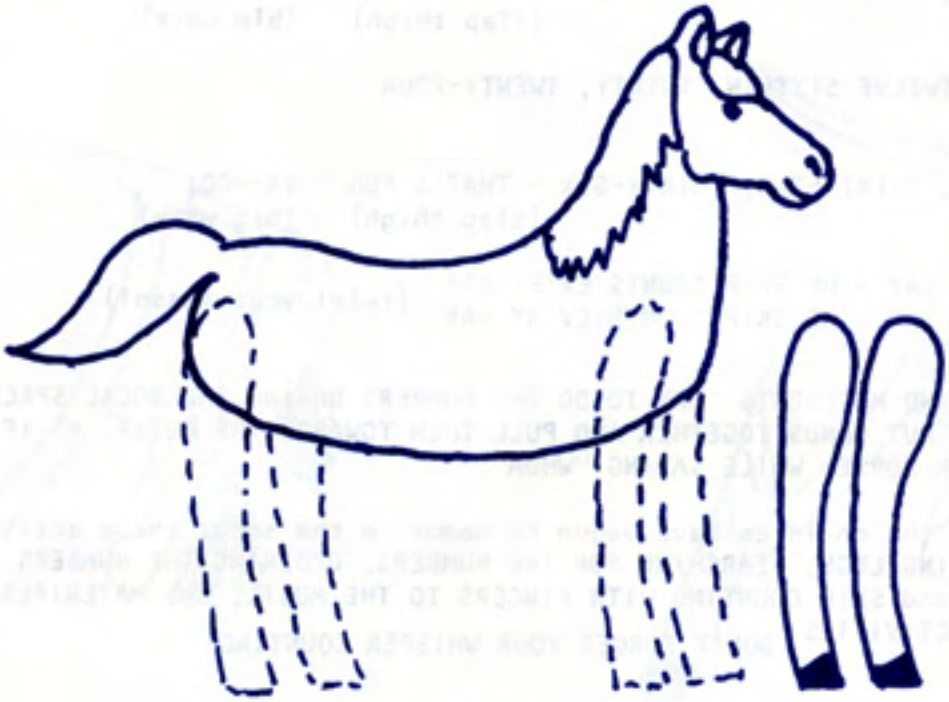
The Skip Count Kid - 4 x : This material can be made out of felt very easily. With a long felt mat of the right size, the felt horses and legs do not shift very much, it's easy to replace missing parts (just cut out more), it's virtually unbreakable, and can be made in almost any color.

Materials: nine different colors of felt from which to make horses and legs, plus a longer roll of felt to make a mat from, a box for horses' legs, ORDERING NUMBERS in a box, and a tray to hold the whole lesson.

a) child selects lesson and brings to table or carpet

b) child rolls out mat numbers up or down, depending, then arranges legless horses across mat. Child adds four legs to each horse* then skip counts legs.

c) ideally, child should skip count the legs as they are put back into their box, to insure that all are there. Then horses are stacked on tray, mat rolled, lesson replaced. *(as in the diagram, the two "far" legs can be placed under the horse, then the two "near" legs over, for a more natural look. This is slightly advanced...)



THE NUMBER FIVE IS VERY NICE - 5 x

This song has two main features. The first is a movement at the hips- with hands on hips, in time with the music, and feet slightly apart for balance, we "bump" two times to the right, then two times to the left, side to side. The sign (br) for "bump right" and (bl) for "bump left" will be used at the beginning of the lyrics to give you an idea of the rhythm. Continue the bumping throughout the song. The second feature is the hand movement to indicate numbers in the "tens family" (arms outstretched, ten fingers spread out)*and the numbers in between that end with five (one hand on the hip, the other arm outstretched with five fingers spread and "panned" slowly from one side to the other)* Combined with the hip movement, and alternating the hand used for fives, the result looks like a Motown dance move, and once the children get it flowing, they love it!
The only break in this action is an exaggerated step up-clap and step back-clap during "We did it!", which follows the hands thrown into the air when we reach "One hundred!" Now get down and boogie and rap with me!
*(5 f. sw. means "five fingers sweep" - 10 f.o. means 10 fingers out)

LYRICS

THE NUMBER FIVE IS VERY NICE - AND IT LOOKS REAL NEAT ON A PAIR OF DICE
(br) (br) (bl) (bl) (br) (br) (bl) (bl)

SAY FOUR PLUS ONE OR THREE-PLUS TWO - I'LL SKIP COUNT FIVE IF YOU HELP ME TO
(br) (br) (bl) (bl) (br) (br) (bl) (bl)

NOW LET'S GO SLOW - WE HAVE A LONG WAY TO GO!
(br) (br) (bl) (bl) (br) (br) (bl) (bl)

FIVE TEN FIF- TEEN TWENTY
(br) (br) (bl) (bl) (br) (br) (bl) (bl)
(5 f. sw.)(10 f.o.) (5 f. sw.) (10 f. o.), etc...
TWENTY - FIVE THIRTY THIRTY - FIVE FORTY
(br) (br) (bl) (bl) (br) (br) (bl) (bl)

FORTY - FIVE FIFTY FIFTY - FIVE SIXTY
(br) (br) (bl) (bl) (br) (br) (bl) (bl)

SIXTY - FIVE SEVENTY SEVENTY - FIVE EIGHTY

EIGHTY - FIVE NINETY NINETY - FIVE ONE HUNDRED!!
(throw hands in air!)
ALRIGHT! WE DID IT! WE DID IT! GET DOWN! COUNT YOUR NUMBER FIVE!
(step up and back with hands on hips along with the rhythm)

YOU COUNT VERY WELL NOW I CAN TELL
(make O.K. sign with fingers) (point to self)

YOU HAVE THE KEY TO THE MYSTERY SO RAP WITH ME!!
(mime turning a key) (shade eyes) (X) (X) (X)
THE NUMBER FIVE...(repeat intro, then...)
NOW THIS TIME - DO IT BY YOURSELF! I KNOW YOU CAN DO IT IF YOU TRY READY GO!

FIVE! (this is a vocal space for you and the children to count with the music)
(continue side to side and the hand movements- they help to keep you "on track".

ONE HUNDRED! YOU DID IT!
(step up and back, etc., then...) (YOU COUNT VERY WELL etc.,...then....)

CONTINUED.....

FIVE TIMES AN ODD NUMBER WILL END WITH FIVE
(5 f. sw.) (5 f. sw.)

FIVE TIMES AN EVEN NUMBER MUST BE IN THE TENS FAMILY
(5 f. sw.) (10 f. o.)

REPEAT WORDS AND MOVEMENTS - FILL IN VOCAL SPACES

THE NUMBER FIVE IS VERY NICE AND IT LOOKS REAL NEAT ON A PAIR OF DICE
(side to side)
(etc.....)
VERY NICE!!

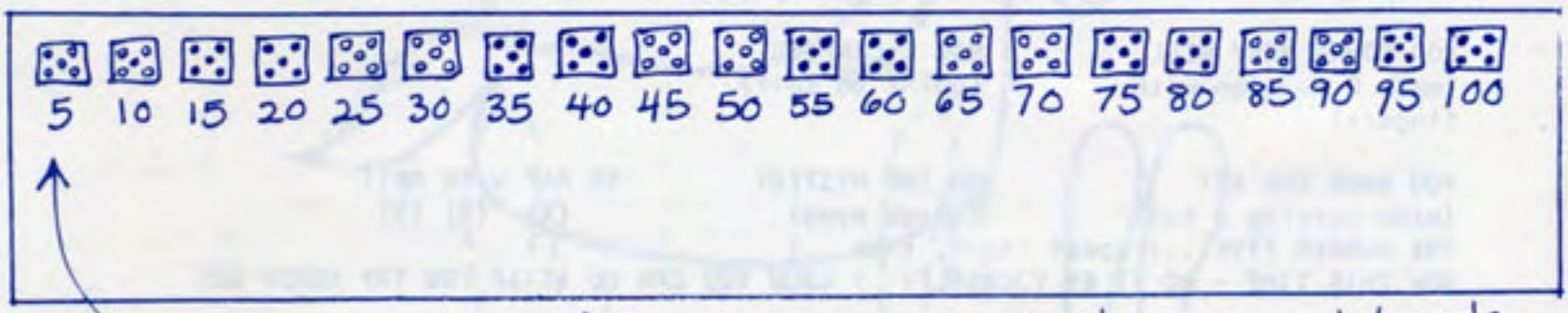
When some of the children have begun to memorize the song, these activities can be added: COUNTING DICE, SEARCHING FOR THE NUMBERS, ORDERING THE NUMBERS. See MATERIALS and ADDITIONAL ACTIVITIES.

MATERIALS

The Number Five Is Very Nice - 5 x : "And it looks real neat on a pair of dice". The most advanced form of this lesson could be made from actual pairs of dice, or once again felt can be substituted. To recreate the song, 20 pairs of dice are needed to get to 100. If cut from felt, 20 squares are needed, and the five dots drawn on each square. Using real dice requires the child to find on each die the side with the 5 dots. The felt mat should, as always, be blank on one side for the ORDERING NUMBERS exercise. The other side (control side) has the numbers from 5 to 100 by fives, and we drew above each number the face of the die with 5 dots.

Materials : 20 real or felt dice (10 pairs), a felt mat, ORDERING NUMBERS, and a box or tray in which to carry the material.
a) child selects the lesson and brings it to the table. Felt mat is rolled out. Dice are placed 5 side up above each number. Child skip counts by five.
b) using the blank side of the felt, the child may experiment with putting other numbers face up. 2,3,4,5, and 6 may be skip counted on the dice as well, but either the arrows from the Montessori bead chain cabinet or more ORDERING NUMBERS will be needed to count 20 dice...
c) Child replaces the material when finished. Dice first, then felt, go in the box or tray. Ordering Numbers if used. Then the lesson is returned to the shelf.

DON"T FORGET YOUR WHISPER COUNTING!



- Put actual or felt dice on control, or on blank side (with ORDERING NUMBERS) for greatest challenge!

THE MONKEYS IN THE JUNGLE - 6 x

Even more than the other songs, this song requires the teacher to be "loose and goofy", to act like a monkey. By now, you have seen that we use the fingers to indicate the numbers, and that we "build" the even numbers by first showing the two even numbers that make the number we will count. We do the same in this song, but the important movements are all for fun. The first invloves stooping, letting the arms dangle loosely as we sway back and forth. We will call this "swaying". The second involves bobbing up and down at the knees while we scratch our heads with one hand and our sides with the other, so we'll call this movement "scratching". The third movement is like the sixties dance "The Monkey". We lean forward as we move opposing hands up and down while bobbing at the shoulders. We will call this "the monkey". Other moves are mimes of the actions in the story.

LYRICS

THE MONKEYS IN THE JUNGLE KNOW THREE PLUS THREE MAKE SIX
(sway) (put out 3 fingers on one hand , then 3 on the other, then put them together to make six)

AND WHEN THEY COUNT BANANAS THEY TAKE OUT THEIR RHYTHM STICKS
(hand on hip, mime counting by pointing imaginary bananas) (do the monkey)

THEY PUT SIX BANANAS IN EV'RY BUNCH
(hold out 3 and three make six fingers again)

SKIP COUNT BANANAS BEFORE THEY EAT THEIR LUNCH AND THEY COUNT
(mime counting) (rub belly eagerly)

SIX TWELVE EIGHTEEN TWENTY-FOUR THIRTY THIRTY-SIX
(sway)

FORTY-TWO FORTY-EIGHT FIFTY-FOUR BANANAS
(scratch)

(REPEAT CHORUS, SWAYING, THEN SCRATCHING - BE LOOSE!)

THEN THEY PEEL 'EM AND THEY SQUEEZE 'EM AND THEY GULP 'EM DOWN
(mime peeling a banana) (start with an open hand and make an exaggerated squeeze) (put both hands on belly, look up then bob once at the knees, as if following the squeezed through the air to gulp it!)

AND THEN THEY'RE READY FOR ANOTHER ROUND
(with hands palms up, draw them towards the chest in a beckoning motion)

(repeat words and motions through chorus and bridge through the fadeout)

When some of the children have memorized the song, then the following activities can be added: COUNTING BANANAS, SEARCHING FOR THE NUMBERS, ORDERING THE NUMBERS, and SKIP COUNTING WITH FINGERS TO THE MUSIC. See MATERIALS and ADDITIONAL ACTIVITIES

- DON'T FORGET YOUR WHISPER COUNTING! -

IN THE ZOO - 7 x

This song is a good one to calm down to after the Monkey song. We mime the actions in the story. The only move to introduce is "making shishkabobs". You may have to explain that a shishkabob can be vegetables and/or meat on a skewer (or "stick") and that the food is cooked that way, on a grille or open fire. Then you can point out that the seal puts seven fish on every stick, and that he has nine sticks. "Boy, that's alot of fish! Let's see how many the seal cooks!" Show how we mime making a shishkabob: extend an arm, and with the other arm make chopping motions up and down the extended arm. I've tried a more realistic miming of the skewering process, but children enjoy the chopping motion more. If you've seen David Byrne do "As the Days Go By", you know how to do it. Tap a foot to the rhythm as you sing!

LYRICS

IN THE ZOO I SAW A SEAL
(shade eyes to see)

MAKING FISHY SHISHKABOBS
(chop!)

HE PUT SEVEN FISH ON EV'RY STICK
(show 4 fingers on one hand, 3 on the other)

HE SAID COUNTING THEM IS AN EASY JOB
(Hand on hip, make an open-handed wave from the side of the head, forward then down)

SEVEN FOURTEEN TWENTY-ONE TWENTY-EIGHT THIRTY-FIVE
(chop) (switch arms, chop) (switch, chop) (switch,chop) (switch,chop)

COUNTING MY FISH SURE IS FUN
(bend arms in and clap hands, like a seal flapping flippers)

I THINK I'LL TAKE A LITTLE DIVE
(put hands together and mime a dive by dipping hands out then down)

FORTY-TWO FORTY-NINE FIFTY-SIX SIXTY-THREE OH
(chop) (switch,chop) (switch,chop) (switch,chop)

THESE FISH LOOK DEE-LICIOUS
(rub belly)

NOW COME AND EAT THE FISH WITH ME!
(beckoning motion)

YUM YUM YUM BUT NOW MY FRIENDS WANT SOME!
(rub belly) (put both hands on head, act surprised and exasperated)

LET'S SEE, HOW DOES IT GO? 7 14 21 28 35 42 49 56 63
(scratch head,wondering) (count on fingers- now each finger stands for seven fish- see ADDITIONAL ACTIVITIES)

HEY, I GET IT! HEY, LET'S ALL HELP THE SEAL COUNT HIS FISH! READY? LET's GO!
(slap forehead) (hand on hip, beckon with other hand) (extend arm, ready to chop)

(repeat chorus with alternating chops)

BUT NOW WE ALL KNOW HOW TO DO IT! READY?
(hands on hips) (lift on hand with fingers spread to skip count on fingers- see ADDITIONAL ACTIVITIES)

(continue to end counting on fingers...then...)

HEY, I KNEW WE COULD DO IT!
(repeat the seal flap/clap- yay!) (add seal barks if desired)

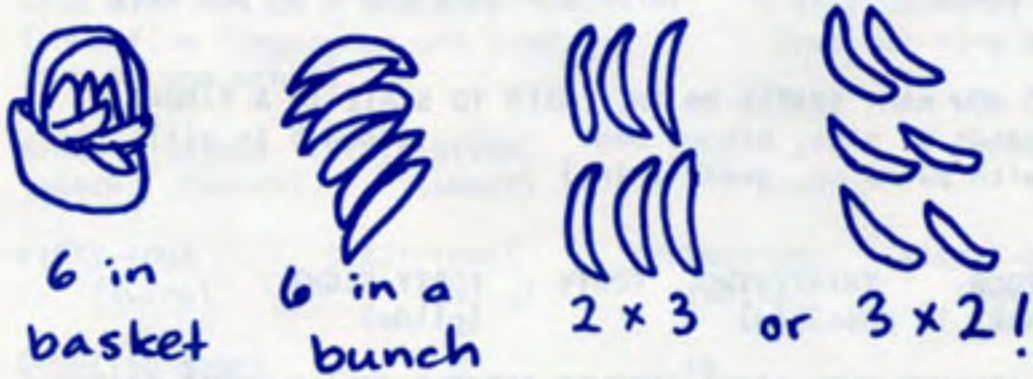
After memorization, try COUNTING FISH, NUMBER SEARCH and ORDERING THE NUMBERS.

- DON'T FORGET WHISPER COUNTING!-

MATERIALS

The Monkeys in the Jungle - 6 x : If you want to go first-class and know where to go for art supplies, you can get "Sculpey III modeling compound". At 88¢ cents per pack, one can make 10-12 bananas or more per pack. Baked at 300-325 degrees for 15-20 minutes, they make very realistic bananas! Or one can cut out bananas from felt. Either way, the bananas can be made to be connected in pairs and threes, or they can be separate. To keep the bunches together, we found little straw baskets. Boxes or grouping in sixes right on the felt can also work.

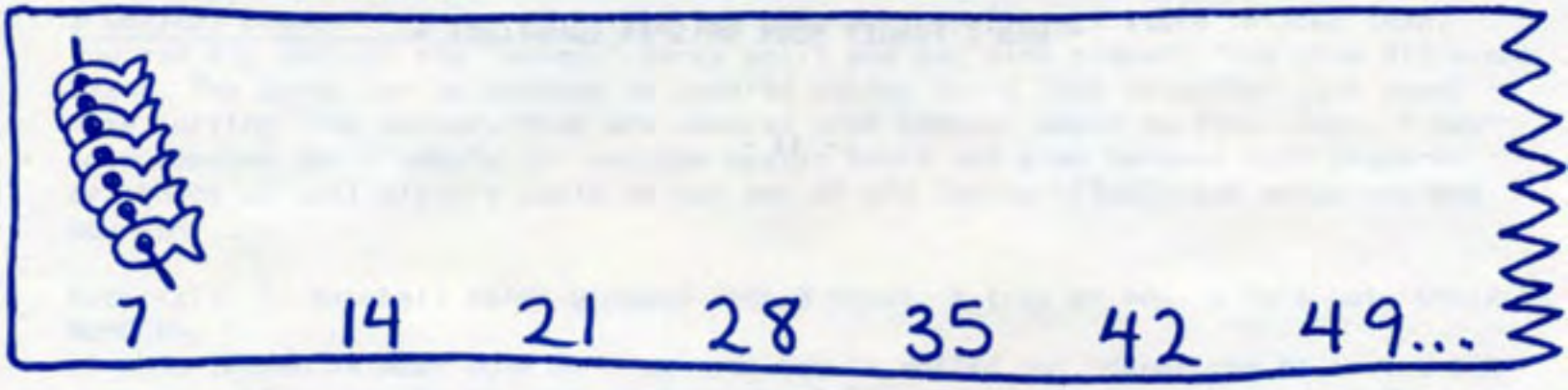
Materials: 54 felt or molded bananas, 9 baskets or boxes, a larger box or basket to hold the bananas before they're sorted, a felt mat, ORDERING NUMBERS, and a tray.
a) After lesson is selected and at table, felt is rolled out. Bananas are counted out by six and arranged into 9 bunches. Later, the child may see that a bunch can be skip counted by 3 twos or 2 threes, that the whole amount may be counted by 2s or 3
b) after skip counting, lesson is replaced- first bananas, then felt.



MATERIALS

In the Zoo - 7 x : We cut our fish out of thick plastic used for overhead projectors. We punched a hole in each, and color coded each group of 7 fish to add the fun of sorting to the lesson. We "skewer" our fish on colored pipe cleaners. We also tried making paper fish with a staple at the mouth. We then made sticks with 7 little adhesive magnetic strips on each. The pipe-cleaner method proved easier and a more realistic shish kabob. You may find a better way. That's half the fun!

Materials: 63 fish of plastic sheet, paper, leather or other material. Ideally, a fish bowl to store them in, 9 skewers, a felt mat, a tray, ORDERING NUMBERS.
a) lesson to table; roll out felt... child takes a skewer and one at a time, puts 7 fish on every stick. Then child skip counts!
b) ater counting, unskewer fish carefully and return them to bowl. replace skewers, roll mat, replace tray!



THE OCTOPUS FAMILY - 8 x

Two fours make eight, so we make each hand show four fingers. Then we dangle them fingertips-down with hands together to make our octopus. Now we're ready to begin! We should scrape our feet as if we were wiping them on a doormat, to mime skating, and "skate"throughout the song. The only exceptions are the numbers "forty-eight"...."fifty-six"...,when we need to balance on one foot, as if gliding, switching feet for "fifty-six"... Resume skating at "64" "72". This is another calm song, but for some children, the "skating" will excite them, and the "gliding" will be a challenge.

LYRICS

AN OCTOPUS FAMILY WANTS TO SKATE
(make a finger octopus, and start skating!)

THEY WANT TO SKATE IN A FIGURE EIGHT
(draw a figure eight in the air)

TWO FOURS MAKE EIGHT
(make 4 fingers on each hand, put them together as eight)

SO HOW MANY SKATES DO THEY NEED TO SKATE IN A FIGURE 8?
(hands at side, elbows bent with palms up, questioning)
(draw 8 in air)

EIGHT SIXTEEN TWENTY-FOUR THIRTY-TWO FORTY FORTY-EIGHT
(skate- with hands behind back, if possible)
(glide)

FIFTY-SIX SIXTY-FOUR SEVENTY-TWO
(glide) (resume skating)

LOOK! ANOTHER OCTOPUS FAMILY WANTS SKATES, TOO!
(point, shade eyes) (hands on head, exasperated)

(repeat words and motions)

THIS TIME, CAN YOU COUNT THEM BY YOURSELF?
(nod vigorously)

SURE THEY CAN!
(class can respond, "Sure we can!")

(repeat words and motions during vocal space)

CAN WE HELP YOU? HMMM?

After beginning memorization, try COUNTING SKATES, NUMBER SEARCH, ORDERING THE NUMBERS and SKIP COUNTING ON FINGERS.

- DON'T FORGET YOUR WHISPER COUNTING! -

I COLLECT BASEBALL CARDS - 9 x

This song has three basic motions. The first is "putting the ball in the glove". One hand has an open palm, the other hand, balled into a fist, smacks the open ("gloved") hand. We do this once for each of the first five numbers, and indicate this motion by (smack). The second big move is the batter's set up swing, (swing). The third move is the hand carried up to the head as if taking ahold of our hat bill, bringing the "hat" down to our opposite hip, then miming flinging the hat back up in the air with a little jump. This last move is a nice, flowing motion that the children love!

LYRICS - (intro- whistle the tune if you can!)

I COLLECT BASEBALL CARDS BUT COUNTING THEM ISN'T HARD
(point to self with thumb) (palm forward - disdainful wave)

WITH NINE MEN ON A BASEBALL TEAM I SKIP COUNT BY NINE IF YOU KNOW WHAT I MEAN
(show five fingers on one hand, four on the other) (put out nine again)

NINE EIGHTEEN TWENTY-SEVEN THIRTY-SIX FORTY-FIVE
(smack) (smack) (smack) (smack) (smack)

FIFTY-FOUR SIXTY-THREE SEVENTY-TWO EIGHTY-ONE
(swing) (swing) (swing) (swing)

COUNTING NINES IS FUN!
(grab "cap bill") (bring to hip) ("fling" cap in air!)

LET'S SEE..... NINE TEAMS...TIMES NINE MEN
(hand on chin) (show 9 fingers) (9 fingers)

HOW MUCH WILL I GET IF I SKIP COUNT AGAIN?!
(scratch head, then.....smack!)

(repeat words and motions to end)

Aft-r beginning memorization, try COUNTING PLAYERS, NUMBER SEARCH, ORDERING THE NUMBERS and SKIP COUNTING ON THE FINGERS.

- DON'T FORGET YOUR WHISPER COUNTING! -

MATERIALS

I Collect Baseball Cards - 9 x : If you have a baseball card store in your town, you can dig through the "common" cards until you get nine players from nine different teams. The cards can be mounted on colored poster board (one color for each team) to make sorting them easier. Mine are covered with contact paper to stay clean. I suppose someone could simply cut out the poster board and draw cartoon ball players- or photos of ball players could be cut out of old Sports Illustrated magazines and mounted...

Materials: 81 baseball cards grouped into 9 teams, a tray or box, a felt mat, ORDERING NUMBERS.
a) this lesson is best done on a carpet. mat is rolled out. cards can be sorted one team at a time, or one of each kind can be laid out and the rest matched to form the teams.
b) after the cards have been sorted and skip counted (by 3s or 9s!), they can be put back in the box at random to be already mixed for the next person, or they can be put back neatly, to be shuffled by the next person. mat is rolled, lesson replaced.

I LOVE GLOVES - 10 x

Children love to mime, but they also love the real thing. Unfortunately, sometimes the real thing will distract if it's a prop which distracts from the main idea. One solution is to have less props than children in the class, so that sharing is necessary. Then the children who wait for a turn tend to use good manners while waiting, while those who use the prop use it correctly, knowing that another child might be given that prop to use it more correctly. The gloves are such an appealing prop, which can be attractive if used correctly. They can be introduced, like all the other props, after doing the song in mime.

LYRICS (let's get ready, everybody!)

I LOVE GLOVES
(hold hands together)

I HAVE A PAIR
(hold out two hands)

FOR EVERYTHING I DO
(hold out palm of one hand, tap with index finger of other hand)

I LOVE TO COUNT THE FINGERS UP
(tap each finger)

AND YOU CAN HELP ME, TOO
(point to all the children)

NOW EVERYBODY KNOWS
(shake upraised palms)

THAT FIVE AND FIVE MAKE TEN
(put out 5 fingers, 5 fingers, put them together as 10)

SO LET'S ALL PUT OUR GLOVES ON
(mime putting on gloves finger by finger)

AND WE CAN COUNT BY TEN
(put out ten fingers)

TEN TWENTY THIRTY
(with hands at lap level, open and shut three times)

FORTY FIFTY SIXTY
("flash" tens at chest level)

SEVENTY EIGHTY NINETY
("flash" tens at head level)

ONE HUNDRED FINGERS COVERED UP!
(arms up, jump up!)

(repeat counting and "flashing" tens)

I'VE GLOVES FOR IN THE GARDEN
(mime digging in the garden)

GLOVES FOR IN THE SNOW
(hold self and shiver)

RUBBER GLOVES FOR CLEANING
(mime scrubbing)

AND FANCY GLOVES FOR SHOW
(extend hands with fingers spread, admiringly)

GLOVES WITH HOLES FOR DRIVING
(mime steering the car)

GLOVES LIKE DOCTORS WEAR
(hands up, fingers spread, palms to face)

SILVER GLOVES FOR ASTRONAUTS
(rub hands together)

FLYING THROUGH THE AIR
(hands together, push from chest outwards)

MY BABY GLOVES
(mime holding two little things, by pinching with thumb and index fingers)

MY MOTHERS GLOVES
(sweep hand from fingertips to elbow as if putting on cocktail gloves)

THE GLOVES I GOT FROM DAD
("pull" on gloves with two firm motions, from palm to wrist)

BOY, I NEVER KNEW HOW MANY FINGERS I HAD!
(shake open hands, palms up)

(repeat chorus and verse, then....) (as chorus gets faster, repeat the "flashing fingers motion at each level, faster and faster and jump if with arms up at "yeah"!

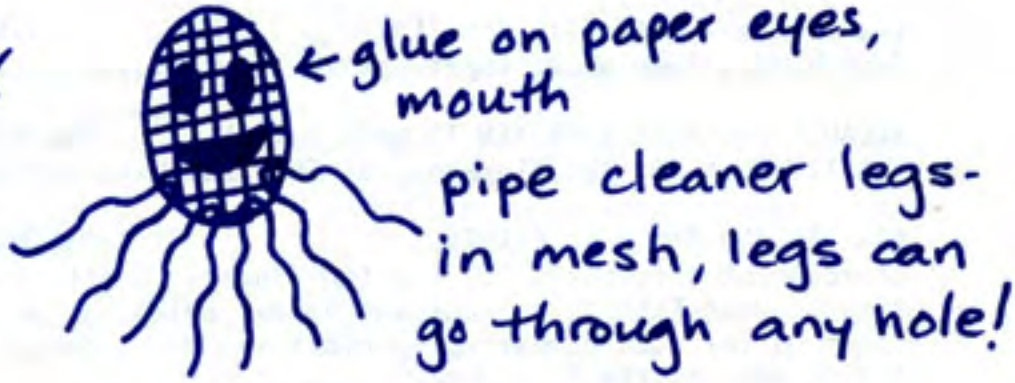
Later try COUNTING FINGERS, NUMBER SEARCH, ORDERING, COUNTING ON FINGERS.

- DON'T FORGET TO WHISPER COUNT! -

MATERIALS

The Octopus Family - 8 x : This was a tricky one! Imagine making 8-legged octopi and 72 little skates! So we opted to make this lesson less than literal. We will count the legs - the activity will be lacing. We think the most durable lacing lesson can be made with leather or plastic mesh. Rather than have 72 separate laces, we have 36 laces knotted halfway- so each "octopus" only has four holes to put the lace through. This also reinforces the "two 4s make eight" (conversely, four 2s make eight) concept. Pipe cleaners also make good legs, and can be bent halfway. The legs can also be bent into wavy poses.

Materials: 9 mesh or leather octopus "bodies", 36 legs of thong or pipe cleaners divided to have, in effect 72 legs, a basket or box for the legs, a basket or box for bodies, a felt mat, ORDERING NUMBERS, a tray.
a) lesson at table - roll out mat. chose a body, put 2 4 6 8 legs on through the holes. Complete all 9 octopi. Skip count legs by 2s, 4s, or 8s!
b) replace legs in box, replace bodies, roll felt, replace tray!



MATERIALS

I Love Gloves - 10 x : I like my children to be able to help make a lesson when possible. You could probably collect one pair of each kind of glove mentioned in the song by donations fron families. The astronaut's gloves are simply gardening gloves painted silver. Baby gloves need only be much smaller than the other pairs. "Mother's gloves" should be long cocktail gloves if possible. Father's gloves can be any kind that don't already resemble another pair. Remember, gloves only - no mittens! or you won't have fingers to count!

Materials: 10 pairs of gloves, a basket to hold them, a felt mat, ORDERING NUMBERS.
a) child takes basket to carpet, finds a pair of gloves and puts them on, then lays them on mat, finds another pair, etc., until all the pairs have been tried on. now the fingers are counted by 5s or 10s!
b) gloves are returned to basket at random or in order, mat is rolled, lesson replaced!

YOU MUST HAVE TEN TO MAKE A TEEN - "building teens"

Some children in your class may have older brothers and sisters, and some of them may have some image of teenagers derived from T.V. or movies. In keeping with the rock n' roll nature of this song (the finale), I have used the stereotyped car-driving, loud music-loving image...., but I balanced it out with good counting skills, school and friends, so I don't feel too guilty! You might want to have a little discussion about teens, age groups, growing up, and stereotypes before or after this song. All learning can be interrelated! I've included this song because so many children say "one and one is eleven",etc., thinking about how to write the number without knowing its structure. One and one make two. Ten and one make eleven!

LYRICS

I JUST CAN'T WAIT 'TIL I'M TEN — I JUST CAN'T WAIT 'TIL THEN
(rub hands, look about impatiently.....)

BECAUSE YOU MUST HAVE TEN TO MAKE A TEEN — YOU MUST HAVE TEN TO MAKE A TEEN
(at TEN, put out ten fingers...at TEEN put hand on hip, snap fingers of other hand)

NOW TEN AND ONE MAKE ELEVEN — TEN AND TWO MAKE TWELVE
(throughout this part, put out ten fingers at TEN, put out one finger at AND ONE, then at MAKE ELEVEN, put out two hands. palms up. as if to say."isn't it obvious?" Continue for each number up to nineteen- don't forget the snaps at YOU MUST HAVE TEN TO MAKE A TEEN.)

TEN AND THREE MAKE THIRTEEN — YOU MUST HAVE TEN TO MAKE A TEEN
(10 f.o.)(3 f.o.) (palms o.) — (10 f.o.) (hand on hip, Snap!)

TEN AND FOUR MAKE FOURTEEN — TEN AND FIVE MAKE FIFTEEN
(10 f.o.)(4 f.o.)(palms o.) — (10 f.o.)(5 f.o.) (palms o.)

TEN AND SIX MAKE SIXTEEN — YOU MUST HAVE TEN TO MAKE A TEEN
(10 f.o.)(6 f.o.)(palms o.) — (10 f.o.) (hand on hip, Snap!)

TEN AND SEVEN MAKE SEVENTEEN — TEN AND EIGHT MAKE EIGHTEEN
(10 f.o.)(7 f.o.) (palms o.) — (10 f.o.)(8 f.o.) (palms o.)

TEN AND NINE MAKE NINETEEN — NOW WHAT DO YOU DO WHEN YOU'RE A TEEN?
(10 f.o.)(9 f.o.)(palms o.) — (palms up and out to side, questioning) — (hand on hip, snap!)

YOU GET IN YOUR CAR AND DRIVE AROUND — TURN THE MUSIC WAY UP LOUD
(pretend to steer car) — (put hands over ears)

GO TO HIGH SCHOOL WITH ALL YOUR FRIENDS — AND LEARN TO COUNT WAY, WAY, WAY PAST TEN
(march in place and wave) — (index fingers push from side of head, out)

(repeat words and motions another time, then at HOW DO YOU MAKE...? put palms up during question, then form the number with fingers as before. Try to get children to give response independently by putting your hand to your ear. Say "Great!" whenevr you get a response.)(At end, repeat motions and words at beginning.)

Later, try COUNTING TEENS, NUMBER SEARCH, ORDERING, and COUNTING ON FINGERS.

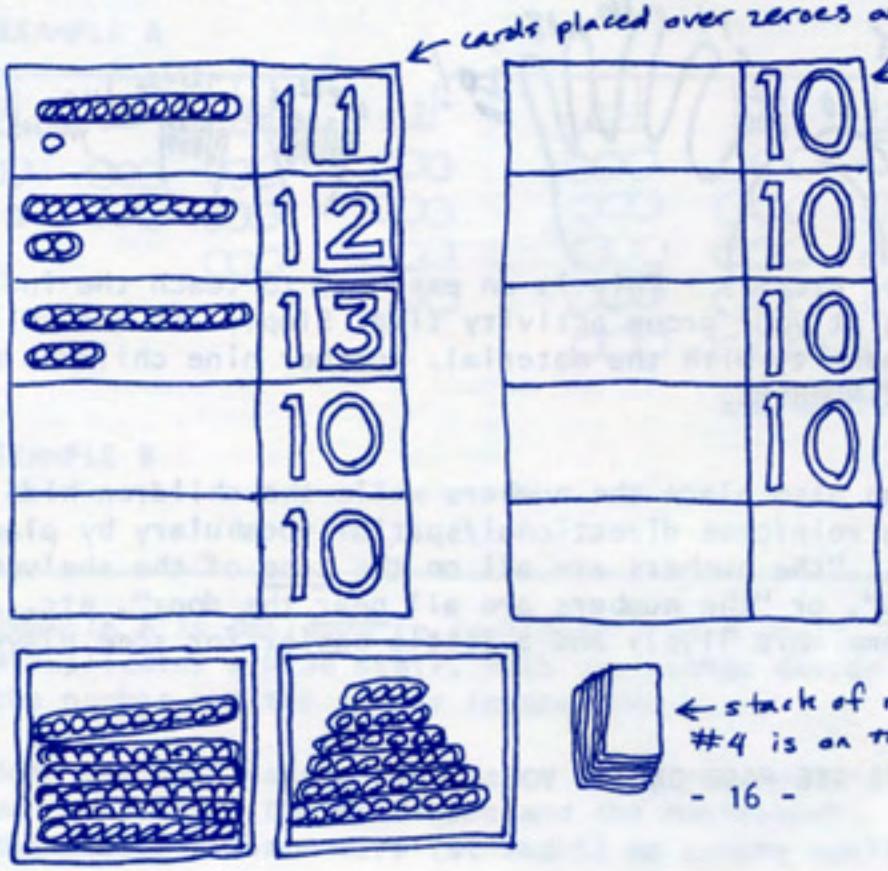
MATERIALS

You Must Have Ten to Make a Teen - 10 x : The first time we sang this song in class, a little boy said, "It's the Teens Board!". I did model the song after the Montessori lesson, and since the numbers are not attached to any objects, the Montessori Teens Board with its beautiful colored units, gold ten bars and sliding numbers is the best activity for this song. If you don't have a Montessori environment, you can make a teens board. You need wooden popsicle sticks to make bead bars. Make ten 10 bars by glueing 10 small buttons to each stick. Paint them gold. Then glue one button to a stick, two to anther, etc., and shorten the sticks to the length of the buttons. In my class, one is red, two is green, three is pink, four is yellow, five is light blue, six is brown, seven is white, eight and nine are other shades of blue. Paint your bars accordingly. Now cut out a large felt mat and draw on it as in the diagram. Finally, cut out 9 unit cards, 1-9, from poster board. Have a box for the cards, a box for the ten bars and a box for the unit bars.

a) mat is rolled out. ten bars are placed at bottom left in box. then unit bars. then unit cards. cards are sorted so that one is placed face up, then two stacked on top, etc. then stack is flipped over so that numbers will be taken from the stack in order as needed, but remain unseen until needed.

b) indicate the first 10 on the mat. say "ten" and place ten bar to left of 10..."and one" - place one bar to right of ten bar - "eleven". pick up first unit card - indicate 10, say "ten" then place 1 over the zero - "and one - eleven". continue slowly and carefully in this way. then go back as in the song... "how do you make eleven?" "ten and one", etc.

c) when all the teens have been made and counter, objects are replaced in their own boxes, mat rolled and returned to shelf!

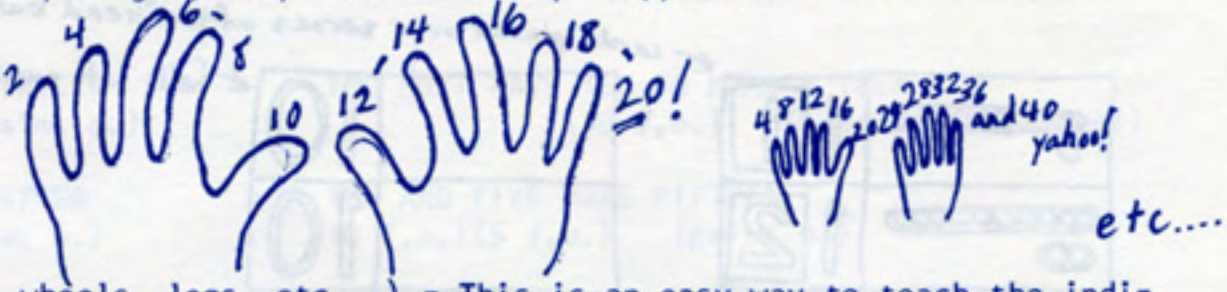


ADDITIONAL APPLICATIONS

ORDERING THE NUMBERS - for each lesson, make a small set of numbers cards to match with the materials you made, and a set about 4" x 6" per card or larger for use in a group. In order for the child to show others his number and know what he's showing, the number should be on both sides of the card. In ORDERING THE NUMBERS, give the number cards out to 9 children. If you've made the materials, some children may have arranged them neatly on a carpet inside your circle. Now, while your class chants the chorus to the song, the child holding the first number puts it next to the first quantity (or if the materials are not in the circle, she simply puts it at the start - top or left, then the next child needs to look at his/her card and realize that it is their turn, etc., until all the cards are in the proper order. If they are not, we can ask, "who would like to order the numbers?" and let another child make the needed corrections.

NUMBER SEARCH - In this game, use the large number cards. pass out the 9 cards to 9 children. They get to place the cards about the room in plain sight. Then one at a time, children are sent out to get the cards to bring back and place in order. The first child should get the first card in the sequence, etc., but if they make a mistake, let it pass until all the numbers have been brought. If another player has seen the mistake, they may correct it when they place their card, or you may ask for another player to order the numbers at the end.

SKIP COUNTING ON THE FINGERS - This is simply skip counting a sequence while pointing to the next finger each time we say a number. In this game, the tenth number should be named. Then, if a child is ever skip counting the numbers alone, if they don't have a number for every finger, they know that they skipped one!



COUNTING THE (shoes, wheels, legs, etc...) - This is an easy way to teach the individual lessons to the whole class at your group activity time. Simply let the children take turns in counting out the quantity with the material. Another nine children may place the numbers in ORDERING THE NUMBERS.

In NUMBER SEARCH, the teacher can also place the numbers while the children hide their eyes. The teacher can then reinforce directional/spatial vocabulary by placing the cards in a similar location..."the numbers are all on the tops of the shelves", or "the numbers are all down low", or "the numbers are all near the door", etc... These are clues that make the game more lively and a little easier for some players.

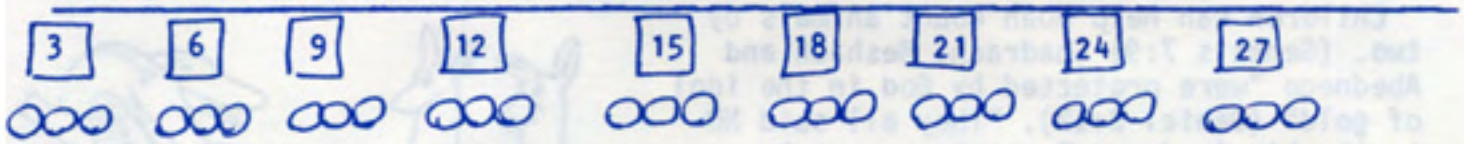
AND DON'T FORGET TO WHISPER COUNT! SEE PAGE ONE IF YOU FORGOT HOW!

EXTENSIONS WITH MONTESSORI MATERIALS

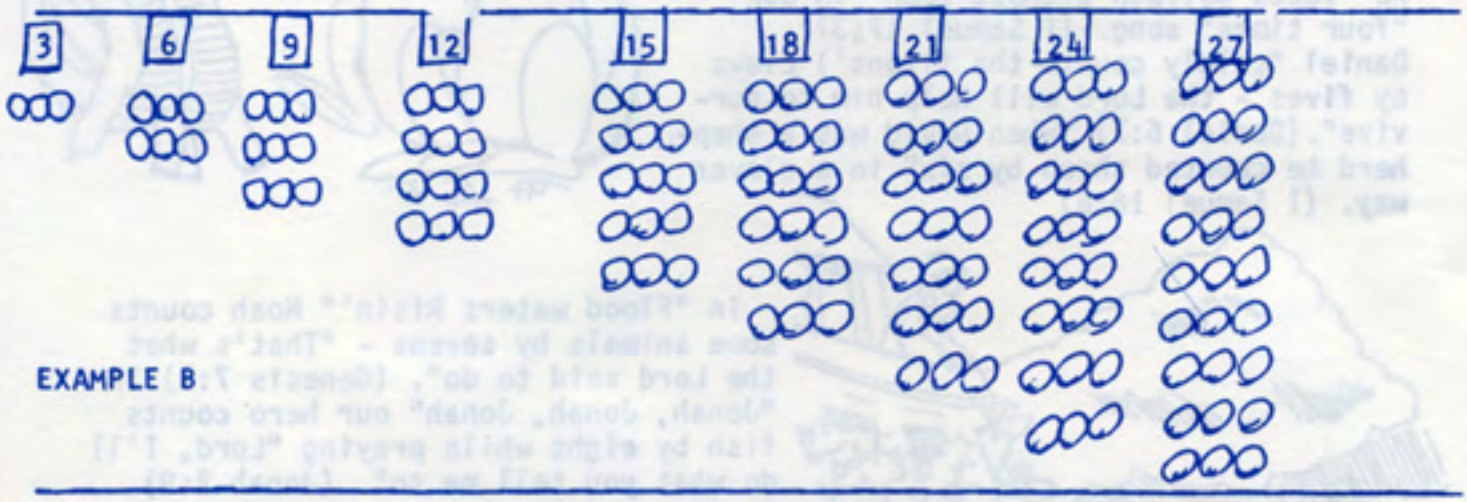
Many Montessori teachers might point out that Montessori already has skip counting material: the chains of the squares of numbers, the chains of the cubes of numbers, as well as multiplication lessons with colored bead bars or beads on an indented board. True! Any child who transfers the knowledge from one material to the other benefits from both approaches. My wife suggested that I have Montessori teachers use the arrows from the bead cabinet with the little skip counting lessons, but the "two squared" chain has only the numbers 2 and 4. Two cubed has 2, 4 6 and 8. In each of the chains, we consistently go to 9 x the number (with the exception of 5s and 10s). So, soon the arrows would be more than we needed. Thus, I suggest that if you make one of our materials, you make a set of ORDERING NUMBERS for it so that the child has just what s/he needs for the lesson.

I do suggest that after a child has counted his bead chains unit by unit, s/he try to skip count the chain as far as the song goes. Some of my children skip count singing past the limits of the song, and improvise the melody from there. Conversely, after having counted the answer to a multiplication problem, my children may recognize the multiplicand (for example 4 x 7) and sing "4, 8, 12, 16, 20, 24..28" and stop there, having "traced" each bar with their finger as the number was being sung. SKIP COUNTING ON FINGERS is an aid to that approach.

Just using the box of colored bead bars and making none of the material I've outlined, the child can make an attractive display to skip count by:



EXAMPLE A



EXAMPLE B

Example A is designed to replicate a bead chain, or one of our lessons. Example B replicates a bead stair. Both approaches deepen the sensorial understanding of the number and the number in sequence.

Both examples can be replicated using the Mortensen rectangles as well. I have my own materials, the Mortensen and the Montessori. Three different ways to approach the concept. three ways (at least) to create applications in a coherent. sequential manner.

You will discover more applications (skip counting on the board of tiles from 1-100. skip counting on checking charts. skip counting the families oo the golden beads.) both in math and non-math materials. Be flexible. curious and creative like the children and you'll give them a wonderful foundation! Most of all, have fun!

YOU'LL SKIP COUNT EVERYDAY!

The SKIP COUNT KID makes learning the multiplication facts FUN and EASY.

Children love to sing these songs again and again, learning their multiplication facts in a fun, relaxed way, when their enthusiasm is at its highest! Play the tape in the car, at home, at school, anytime!

The Skip Count Kid is the ORIGINAL musical multiplication tape!

NOW there's the Kid's new tape - BIBLE HEROES! In these all - new songs, Old Testament figures skip count their way through your favorite Bible stories.

Children learn Bible stories and their underlying themes and morals, all while singing skip count songs!

The musical styles on this tape include doo-wop, vaudeville, bluegrass, jazz, rhythm and blues, pop, calypso and country. Great singing and counting FUN!

Children can help Noah count animals by two. (Genesis 7:9) Shadrach, Meshach and Abednego "were protected by God in the idol of gold" (Daniel 3:12). "They all said NO to the king's decree" as they count by three. "God was there by David's side", so he "faced Goliath without fear" in our "four times" song. (I Samuel 17;37). Daniel "calmly counts the (lions') claws by fives - the Lord will help him to survive".(Daniel 6:7) "When David was a shepherd he counted sheep by six" in a clever way. (I Samuel 16:6)

In "Flood waters Risin'" Noah counts some animals by sevens - "That's what the Lord said to do". (Genesis 7:2) In "Jonah, Jonah, Jonah" our hero counts fish by eight while praying "Lord, I'll do what you tell me to". (Jonah 2:9) Abraham and Sarah count by nines the years they wait until Isaac, their son, is born. They learn that "God keeps his promises". (Genesis 21:3) Moses celebrates the giving of the Ten Commandments - "we only need ten simple laws to guide us in our lives" in the "ten times" song. (Exodus 20)

The tape comes with a 26 page booklet full of lyrics, games, lesson plans and materials to make for more multiplication fun! NINE great songs! BIBLE stories! SKIP COUNTING fun!

DON'T SKIP THIS CHANCE TO ADD FUN TO YOUR MATH AND MUSIC! YOUR CHILDREN ARE COUNTING ON YOU!!

for Ages 3 to 10

You can count on
BIBLE STORIES and MULTIPLICATION FUN!
THE SKIP COUNT KID'S
BIBLE HEROES
the Skip Count Kid
us!
and friends

YIPPEE YI KI YAY
YOU'LL SKIP COUNT EVERYDAY!

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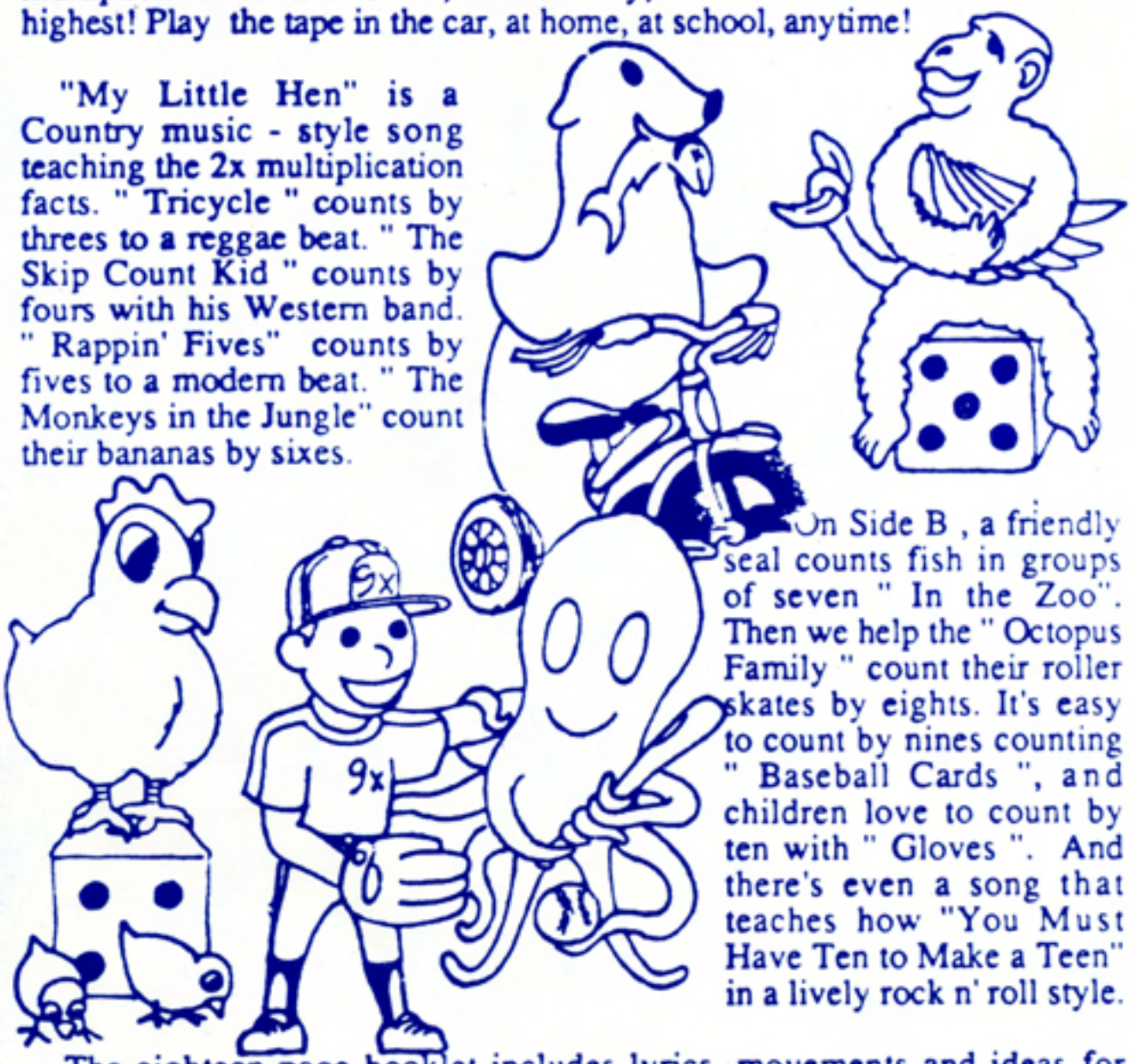
Children love to sing these songs again and again, learning their multiplication facts in a fun, relaxed way, when their enthusiasm is at its highest! Play the tape in the car, at home, at school, anytime!

"My Little Hen" is a Country music - style song teaching the 2x multiplication facts. " Tricycle " counts by threes to a reggae beat. " The Skip Count Kid " counts by fours with his Western band. " Rappin' Fives" counts by fives to a modern beat. " The Monkeys in the Jungle" count their bananas by sixes.



On Side B , a friendly seal counts fish in groups of seven " In the Zoo". Then we help the " Octopus Family " count their roller skates by eights. It's easy to count by nines counting " Baseball Cards ", and children love to count by ten with " Gloves ". And there's even a song that teaches how "You Must Have Ten to Make a Teen" in a lively rock n' roll style.

The eighteen page booklet includes lyrics, movements and ideas for games to play and materials to make at home or school.

Don't SKIP this chance to let your children love numbers and math! Your children are COUNTING on you!

"Let's skip down the path to higher math!"

FOR AGES 3 to 10