

## Calgary Preschool Teachers Convention

# Teaching English through Songs, Games and Stories

Beginning the day by waking up the body and the heart, and by  
Reminding everyone that we're part of a group.

Say Hello and Howdy do  
Say Hello and how are you?  
Say Hello and get down, and get down, and get down,  
Say Hello and Howdy do!

(Adapted and used with permission, from "Good morning songs and wake-up games" by Konnie K. Saliba)

Snow is falling on my nose,  
Oh, oh, oh I've got a frozen nose  
Rubbing, rubbing, rubbing my nose  
to warm it up again.

Rubbing, rubbing, rubbing my nose  
Rubbing, rubbing, rubbing your nose  
To warm it up again!

Snow is falling on my hands,  
Oh, oh, oh, I've got frozen hands  
Clapping, clapping, clapping my hands  
To warm them up again.

Clapping, clapping, clapping my hands  
Clapping, clapping, clapping your hands  
Rubbing, rubbing, rubbing my nose  
Rubbing, rubbing, rubbing your nose  
To warm it up again!

Snow is falling on my feet,  
Oh, oh, oh I've got frozen feet  
Tapping, tapping, tapping my feet  
To warm them up again.

Tapping, tapping, tapping my feet.  
Tapping, tapping, tapping your feet.  
Clapping, clapping, clapping my hands  
Clapping, clapping, clapping your hands  
Rubbing, rubbing, rubbing my nose  
Rubbing, rubbing, rubbing your nose  
To warm it up again!

## Colour songs to sing again and again

*Red, red, red,*  
Who is wearing *red*?  
If you're wearing *red* today,  
Could you stand up right away?  
*Red, red, red* stand up please!

(All children wearing the colour named stand up. It doesn't matter if they only have a speck of it on their socks or if they're wearing lots of it on their shirt or pants. In the second verse we will sing the name of all the children standing).

*Red, red, red,*  
Who is wearing *red*?  
(Insert student names)  
They're all wearing red today.  
Look at them and we will say  
"Red, red, red, sit down please!"

Repeat the song with another colour.

### **Blue bird**

(For this song the children can only stand up if they are wearing the colour on their shirts/dresses.)

Blue bird, blue bird at my window,  
Blue bird, blue bird at my window.

Find a little boy, tap him on his shoulders  
Find a little boy, tap him on his shoulders  
Ah! Fly back home again.

Other examples of verses:

White bird, white bird at my window  
White bird, white bird at my window

Find a little girl, tap her on her knees  
Find a little girl, tap her on her knees  
Ah! Fly back home again.

Red bird, red bird at my window  
Red bird, red bird at my window

Find a Mrs. Williamson, tap her on her arms  
Find a Mrs. Williamson, tap her on her arms  
Ah! Fly back home again.

### **Number Songs/Poems**

Five Fat Peas

Five fat peas in a pea pod pressed.  
One grew, two grew, so did all the rest.  
They grew and they grew and they never, ever stopped  
And they grew so fat that the pea pod popped!

Repeat this poem with many different voices, and tempos. It is very good for the children to exercise their vocal chords in this way and although this is quite an active poem, if you end with an "invisible" voice, the children will always be focused and calm after doing it.

Other number songs and poems:

Three Blue Pigeons

Five Little Monkeys

This Old Man

Brush Your Teeth

The Ants Go Marching

I've Got Ten Little Fingers

### **Weather songs and poems**

Cloudy and cold, cloudy and cold,  
What can we do when it's cloudy and cold?

Jump up and down, jump up and down,  
That's what we do when it's cloudy and cold!

Put on our coats, put on our coats,  
That's what we do when it's cloudy and cold!

### **Snowflakes falling (to the tune of "Teddy bear, teddy bear")**

Snowflakes falling in the air  
Snowflakes falling everywhere  
Snowflakes falling all around  
Snowflakes falling on the ground

The importance of

- combining movement with words
- using your own voice
- repetition

## **Puppet stories**

Why puppets?

Choosing stories that have an appropriate emotional context.

Lap stories.

How to use puppets effectively

- invite the children into the context of the story
- once the story begins, look at the puppets to draw and keep the children's attention on the story, not on you.
- Exit the world of the story gently, and invite speech.
- Tell the story more than once over the course of a week or two.

## Resources:

Suzanne Down is the person who introduced me to creating puppets using dry felting. She is an inspirational and experienced story-teller and teacher. She has several books of stories and poems available for purchase from her website, as well as a listing of all her upcoming workshops.

Suzanne Down  
Juniper Tree School of Story and Puppetry Arts

Email: [suzanne@junipertreepuppets.com](mailto:suzanne@junipertreepuppets.com)  
Web: [www.junipertreepuppets.com](http://www.junipertreepuppets.com)

I am always happy to hear from people who have attended my workshops. If you have questions about finding stories or songs related to a specific theme or games to address particular social issues, please get in touch with me. If I don't have the answers, I will try to help you find them!

Denise Gagné Williamson  
Listening Voice Media Ltd  
[www.listeningvoice.com](http://www.listeningvoice.com)

If you would like to purchase any of my books or CDs from my website; include the words "Calgary preschool teacher" in the comment section and I will refund your shipping costs.

To purchase materials for dry or wet felting:

**Custom Woolen Mills**  
RR#1, Carstairs, Alberta, T0M 0N0 Canada

**Phone:** (403) 337-2221  
**Hours:** 9:00am-5:00pm MST Monday-Friday  
**Email:** [info@customwoolenmills.com](mailto:info@customwoolenmills.com)

Although materials can be ordered online and shipped via Canada Post, it is really worthwhile to drive out to the store and purchase your wool on site. Since every batch of wool has its own particular shades and hues, it helps to see and handle it in person. They also offer tours of the mill and grounds. It's about a one hour drive from Calgary and there are signs on the QE2 as you approach the turnoff.