

Singing Games Children Love

Volume 1

Compiled by Denise Gagné

Contents:

Index	i-ii
Introduction	iii
Hints For Playing Games	iv-v
Singing Games and Directions	Page 1-32
Game Song Resources	Page 33
Alphabetical Index of Games	Page 34

Themes & Variations

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Teaching Concept Index

Melodic Concepts:	Song #	Rhythmic Concepts:	Song #
s m:		 only:	
Hello Game	2	Good Morning	1
Cuckoo	12	Hello Game	2
Lemonade	18	Snail, Snail	7
Witch Witch	25	The Snail	8
Engine Engine Number Nine	38	Doggie Doggie	13
Cinderella	56	Tommy Tiddlemouse	14
		Down Came Johnny	17
ls m:		Lemonade	18
Snail, Snail	7	Lucy Locket	28
Doggie Doggie	13	Mouse Mousie	29
Tommy Tiddlemouse	14	Tisket a Tasket	31
Lucy Locket	28	Let us Chase the Squirrel	33
Tisket a Tasket	31	Cut the Cake	34
Ickle Ockle	36	Ickle Ockle	36
Bluebells	57	Engine Engine Number 9	38
		Pass the Stick	39
s m d:		Johnny One Hammer	40
Good Morning	1	Closet Key	43
Concentration	3	Cobbler Cobbler	44
Mouse Mousie	29	Button You Must Wander	45
Pass the Stick	39	Bow Wow Wow	46
Johnny One Hammer	40	Cinderella	56
One Potato	41	Bluebells	57
Jack in the Box	42		
		Who's That?	15
mrd:		Here Comes a Bluebird	54
Closet Key	43		
s mrd:		Skip to My Lou	9
Who's That?	15	6/8	
Down Came Johnny	17	Thread and Needle	10
Let us Chase the Squirrel	33	Hippity Hop	19
Cobbler Cobbler	44	Rig a Jig Jig	24
		Witch Witch	25
ls mrd:		The Old Gray Cat	26
Black Snake	27	I'se the B'y	47
Button You Must Wander	45		
Bow Wow Wow	46	Purple Stew	21
John Kanakanaka	49	Black Snake	27
			
high do:		Hot Potato	37
Circle Round the Zero	53	John Kanakanaka	49
		On a Mountain	59
low la and so:		Chants:	
Charlie Over the Ocean	30	Cookie Jar Chant	4
Madame I Have Gold	32	Had a Little Crate	58
Wake Me! Shake Me!	48		
fa:			
Cut the Cake	34		

Singing Games Children Love Vol. 1

Index of Games

Name Games:

1. Good Morning
2. Hello Game
3. Concentration
4. Cookie Jar Chant
5. Corner Grocery Store
6. Hey Liddee

Winding Games:

7. Snail, Snail
8. The Snail
9. Skip to My Lou
10. Thread and Needle
11. Alley Alley Oh

Guessing Games:

12. Cuckoo
13. Doggie Doggie
14. Tommy Tiddlemouse
15. Who's That?
16. Five Fat Turkeys
17. Down Came Johnny

Acting Games:

18. Lemonade

Choosing Games:

19. Hippity Hop
20. Farmer in the Dell
20. Goblin in the Dark
21. Purple Stew
22. One in the Middle
23. Dr. Knickerbocker
24. Rig a Jig Jig

Group Chase Games:

25. Witch Witch
26. The Old Gray Cat
27. Black Snake

Chase Games:

28. Lucy Locket
29. Mouse Mousie
30. Charlie Over the Ocean

31. Tisket a Tasket
32. Madame I Have Gold and Silver
33. Let us Chase the Squirrel
34. Cut the Cake
35. Drop the Handkerchief
36. Ickle Ockle

Beat Keeping Games:

37. Hot Potato
38. Engine Engine Number Nine
39. Pass the Stick
40. Johnny One Hammer
41. One Potato
42. Jack in the Box

Hiding Games:

43. Closet Key
44. Cobbler Cobbler
45. Button You Must Wander

New Partner Games:

46. Bow Wow Wow
47. I'se the B'y
48. Wake Me! Shake Me!
49. John Kanakanaka
50. Donkey Riding
51. Wishy Washy Wee

Cumulative Games:

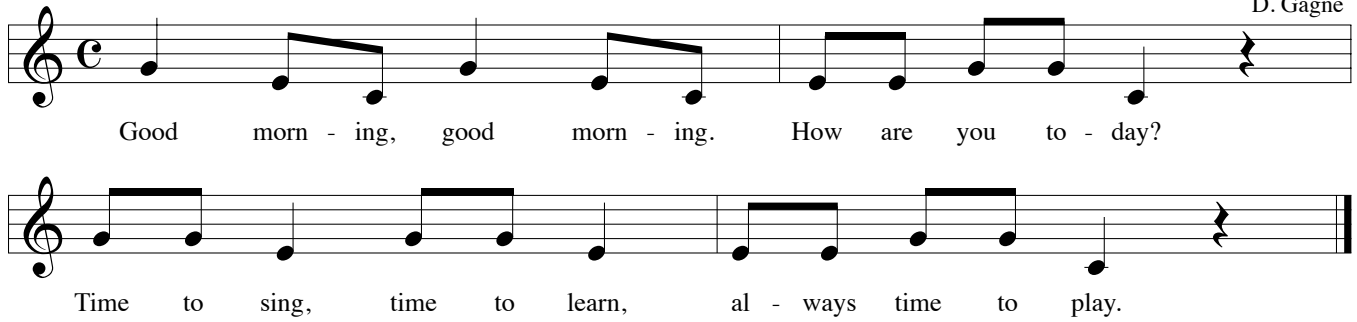
52. Old King Glory
53. Circle Round the Zero
54. Here Comes a Bluebird
55. Go Round the Village

Skipping Games:

56. Cinderella
57. Bluebells
58. Had a Little Crate
59. On a Mountain
60. Miss Lucy

1. Good Morning

D. Gagné



Directions: Make a single circle with partners facing each other.

Measure 1 - shake right hands, shake left hands

Measure 2 - a wake up stretch

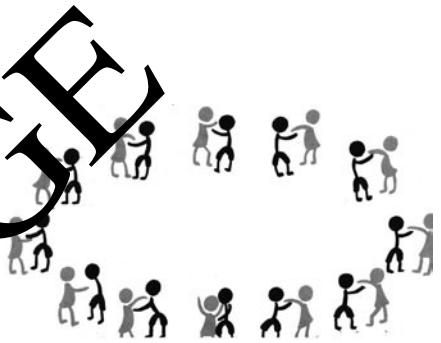
Measure 3 - give '5', your partner gives you '5'

Measure 4 - take your partner's hands and circle, exchanging places as you do so

Make a 1/2 turn at the end

Repeat with a new partner

The game repeats a half step higher each time you sing.



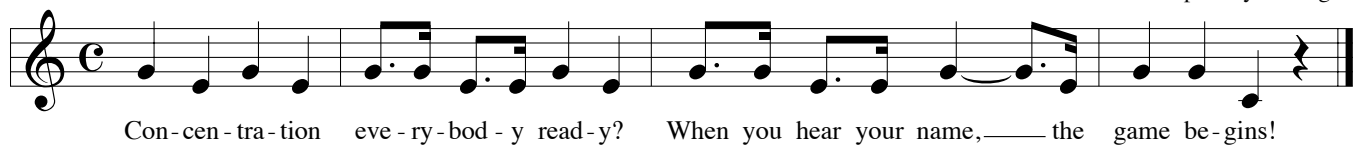
2. Hello Game



Directions: The teacher starts by singing "Hello" to a student. The student continues the game by singing his own name followed by a classmate's name. The classmate sings his own name followed by a different classmate's name. Eliminate those who don't sing on the beat, until there are only a few left. Practice many times before beginning the elimination part of this game.

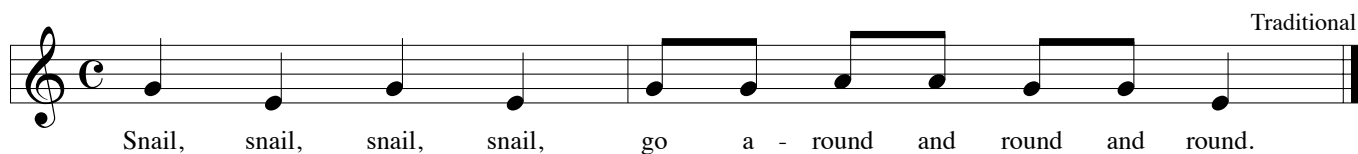
3. Concentration

Traditional adapted by D. Gagné

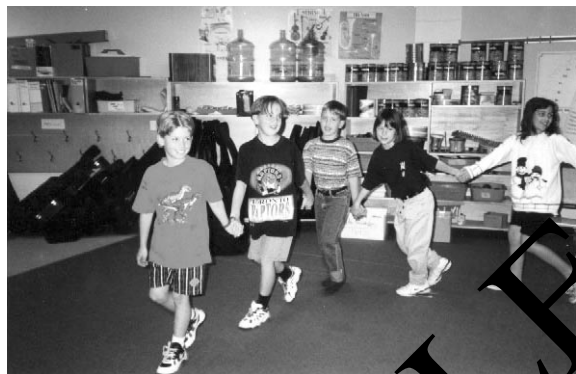


Directions: All begin by singing the first part of the song. After the line, "When you hear your name, the game begins!" the teacher sings her own name, followed by a student's name. The student continues the game by singing his own name followed by a classmate's name. The classmate sings his own name followed by a different classmate's name. Eliminate those who don't sing on the beat until there are only a few left. Practice many times before beginning the elimination part of this game.

7. Snail, Snail



Directions: I thought that Snail, Snail would be too ‘babyish’ for Grade One children but they love it, and continue to ask for it in Grade Two and Three. Make a line, then lead the line into a circle and then unwind them. It’s important to remind them that they need to keep their hands joined. If they break the chain, the “Snail” won’t work. It’s also important to remind them to crunch snails with their feet on every beat. With small children, sing the song at a fairly quick tempo. They have short legs, and will be more successful keeping the beat with quick steps than with slow ones.



8. The Snail

Traditional

Hand in hand you see us well. Creep like a snail in - to its shell.
Hand in hand you see us well. Creep like a snail out of its shell.
Ev - er near - er, ev - er near - er. Ev - er clos - er, ev - er clos - er.
Ev - er far - ther, ev - er far - ther. Ev - er wid - er, ev - er wid - er.
Ver - y snug in - deed you dwell, Snail with - in your ti - ny shell.
Who'd have thought this lit - tle shell, could have held us all so well.

Directions: Use the same formation as Snail, Snail. Make a line with all the children holding hands, lead them into a spiral, and then lead them out. After the children know it well, they enjoy being leader.

9. Skip to My Lou

Traditional

Lost my part - ner, what - 'll I do? Lost my part - ner, what - 'll I do?

Lost my part - ner, what - 'll I do? Skip to my Lou my dar - ling.

Lou, Lou, skip to my Lou. Lou, Lou, skip to my Lou.

Lou, Lou, skip to my Lou. Skip my Lou my dar - ling.

I'll find an - oth - er one pret - ti - er than you. I'll find an - oth - er one pret - ti - er than you.

I'll find an - oth - er one pret - ti - er than you. Skip to my Lou my dar - ling.

Formation: Single circle

Measures 1-4: All walk forward four steps to the center, hands joined, and raising arms as the steps are taken. All walk backward four steps, lowering arms and bringing arms back. Repeat.

Measures 5-8: Without dropping hands, the leader walks directly across the circle to the opposite side and walks under the joined hands of a arch couple. Everyone follows the leader (with hands still joined) under the arch, turning the circle inside out.

Measures 9-16: Repeat all steps backwards ending in a circle again.

Four steps back, four steps forward, four steps back, four steps forward.

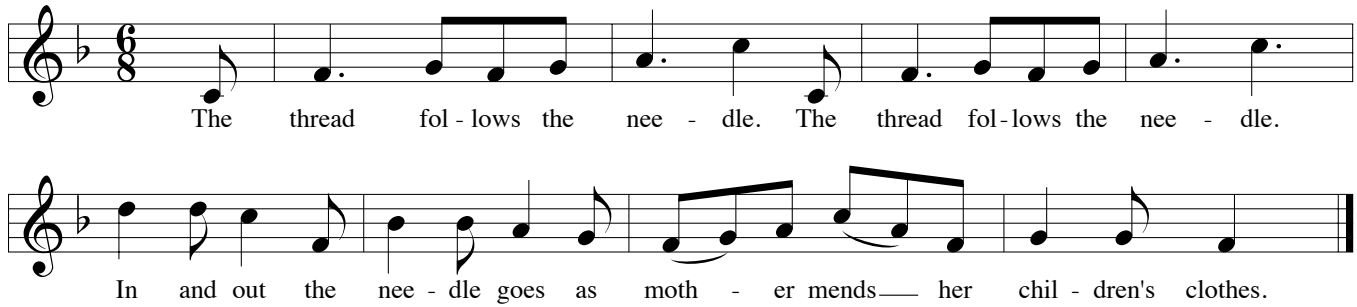
The leader walks backwards through the arch, and the circle reforms.

This is accomplished best if students go slowly through the arch. If they go too quickly, they pull on the arms of the couple who form the arch and can hurt them. The leader should walk straight across the circle and stay in that spot, both when turning the circle inside out and back again. The children on either side of the leader will continue moving until the circle forms, but if the leader moves, the circle will end up a bizarre shape.



10. Thread and Needle

Traditional



Directions: Make a line, join hands, face the blackboard. One end of the line is the 'knot' and doesn't move at all. The other end of the line is the 'needle' and leads the 'thread' through an arch formed by the last two children in the line. These children end up turned around with arms crossed in front of them. Teacher help is usually needed for the first few turns until the children have this figured out. A capable leader who leads the line in a big circle before going through the hands, helps. Continue until the line is all turned around and then everyone releases hands. After the children have become all knotted up, I like to pretend I have a pair of scissors in my hands and I snip the threads to release their hands.



11. Alley Alley Oh

Traditional



Directions: The children begin in a long line with the end child leaning his hand against a wall. All join hands and follow the big ship (the child at the unattached end) in a large circle through the window between the end child and the wall, then through the next window, and the next until all the windows have been used.

12. Cuckoo



Directions: Cuckoo is a singing game. The class sings the question, "Cuckoo, where are you?" One child is seated with his back to the class, hiding his eyes. Select one child to sing "cuckoo" on s-m. The child in front has to guess and guess who sang the solo. I allow only one guess for the game takes the entire music class and the children become restless. I keep track of who has had a turn on my class list, and at the same time evaluate how well the soloist is matching pitch. If I don't finish the game in one class, I know who hasn't had a turn in the next class.

Enlarge the picture of the cuckoo clock so that you can show your students what a cuckoo clock looks like.



Alphabetical Index of Singing Games

Title:	Song #	Page #	Title:	Song #	Page #
Alley Alley Oh	11	7	Hippity Hop	19	11
Black Snake	27	16	Hot Potato	37	20
Bluebells	57	31	I'se the B'y	47	25
Bow Wow Wow	46	24	Ickle Ockle	36	20
Button You Must Wander	45	24	Jack in the Box	42	22
Charlie Over the Ocean	30	17	John Kanakanaka	49	26
Cinderella	56	30	Johnny One Hammer	40	21
Circle Round the Zero	53	29	Lemonade	18	10
Closet Key	43	23	Let us Chase the Squirrel	33	18
Cobbler Cobbler	44	23	Lucy Locket	28	16
Concentration	3	1	Madame I Have Gold and	32	18
Cookie Jar Chant	4	2	Silver		
Corner Grocery Story	5	2	Miss Lucy	60	32
Cuckoo	12	7	Mouse Mousie	29	16
Cut the Cake	34	19	Old King Glory	52	28
Doggie Doggie	13	8	On a Mountain Stands a Lady	59	32
Donkey Riding	50	27	One in the Middle	22	12
Down Came Johnny	17	10	One Potato	41	22
Dr. Knickerbocker	23	13	Pass the Stick	39	21
Drop the Handkerchief	35	19	Purple Stew	21	12
Engine Engine Number Nine	38	21	Rig a Jig Jig	24	14
Farmer in the Dell	20	11	Skip to My Lou	9	5
Five Fat Turkeys	16	10	Snail, Snail	7	4
Goblin in the Dark	20	11	The Old Gray Cat	26	15
Good Morning	1	1	The Snail	8	4
Go Round and Round the	55	30	Thread and Needle	10	6
Village			Tisket a Tasket	31	17
Had a Little Crate	58	31	Tommy Tiddlemouse	14	9
Hello Game	2	1	Wake Me! Shake Me!	48	25
Here Comes a Bluebird	54	29	Who's That?	15	9
Hey Liddee	6	3	Wishy Washy Wee	51	28
			Witch Witch	25	14