

Smart Moves 2: Preschool thru 1st

Lyrics for Music CD

Featured in Head Start's
"I am Moving. I am Learning."
(IMIL) Anti-obesity campaign

1. Build a Bridge 1:17
2. Take That Rope (Letters) 3:22
3. Step on the Stones (Colors) 3:41
4. Show Me Your Middle 1:37
5. Dance Freeze 2:37
6. We Are Rolling 1:46
7. How Low is Low? 1:10
8. Play in the Band 2:57
9. Can You Find the Shape? 2:34
10. Chuggin' Down the Track 2:57
11. Go 'Round the Village 2:09
12. Balance It On My Head 2:14
13. Keep It Up! 2:05
14. With a Letter or Two 2:48
15. Bounce That Ball To Me 2:27
16. Step on the Stones (Color Patterns) 3:41
17. Build a Bridge (Warp Speed) 1:18
18. Keep It Up! (Instrumental) 2:05

Spanish Versions:

19. Step on the Stones (Colors)
20. Take That Rope (Letters)
21. Chuggin' Down the Track
22. Roll That Ball To Me
23. Play in the Band
24. --- The End ---

Approx. running time: 53 min.

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violation of applicable laws.

Important:

1. Music can be played for movement or simply for music appreciation.
2. Make sure the actions are age-appropriate. Modify accordingly.
3. Clear the area of toys and furnishings to avoid trips and falls.
4. Space children properly to avoid collisions, interference and distractions.
5. Practice the moves and steps prior to playing the song
6. Physically guide children through the song
– WITH ENTHUSIASM!
7. Review class room rules to avoid chaos.
8. Use child-safe props.
9. Use fine motor (sit down/cool down) songs at the end of your active session.

1. Build a Bridge

Hand or interactive song that introduces building of structures:
bridge-tunnel-road, cave-tower-wall.

- a) Children build imaginative structures using just their hands and other parts of their bodies
- b) Children team up, join hands and build their structures.

Build a bridge
Build a tunnel
Build a road

Build a bridge
Build a tunnel
Build a road

Build a bridge
Build a tunnel

Build a bridge
Build a tunnel

Build a bridge
Build a tunnel
Build a road

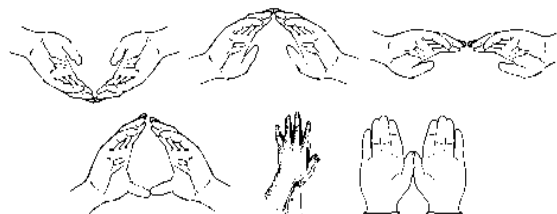
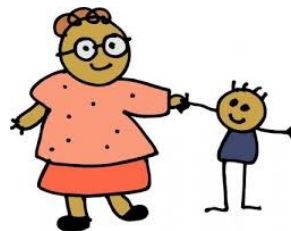
Build a cave
Build a tower
Build a wall

Build a cave
Build a tower
Build a wall

Build a cave
Build a tower

Build a cave
Build a tower

Build a cave
Build a tower
Build a wall



2. Take That Rope (Letters)

A prop game that promotes letter recognition, phonetic awareness, teamwork and reactive movement. Independently use a short string. Large groups can use a rope for this exercise. Group size is determined by the length of the rope. Alternative props are laces, strings, magic ribbons (elastic), the children's bodies, hands/fingers, chalk, small blocks or other manipulative pieces. Children form the following letters: O, V, P, C, S, G, L on the ground, at their desk, or in the air. Review how the children, with prop in hand, have to form the shape of the letter that is called out. Holding up the letters on a cue card to improve comprehension.

To increase level of difficulty, encourage the children to continue moving around in a circle or raise and lower their letter, while still holding the shape of the letter they have formed out of rope.

- Call out the sound that the letter makes or shout out words that begin with the letter.
- Call out words that begin with that letter.
Is it an upper or lower case letter?
- Team up and make the letters using rope or their bodies—either standing, or laying on the floor.
- Spell a word out of multiple ropes? Words that rhyme? Site words? Action words? Then complete the action?

Don't forget to "Yee Ha!"

Take that rope and make an "O"
Circle 'round and make an "O"
Outside, over, open O
Make it, make it, make an "O"
Make it, make it, make an "O"



Take that rope and make an "V"
Point it down and make a "V"
Very, vivid, vocal V
Make it, make it, make an "V"
Make it, make it, make an "V"

Take that rope and make an "S"
Snake around and make an "S"
Swerving, silent, secret S
Make it, make it, make an "S"
Make it, make it, make an "S"

Take that rope and make a "P"
Loop it 'round and make a "P"
Popping, prancing, pretty P
Make it, make it, make a "P"
Make it, make it, make a "P"

Take that rope and make a "G"
Curve it in and make a "G"
Goofy, grateful, gentle "G"
Make it, make it, make a "G"
Make it, make it, make a "G"

Take that rope and make a "C"
Open up and make a "C"
Closer, centered, careful C
Make it, make it, make a "C"
Make it, make it, make a "C"

Take that rope and make an "L"
Straighten out and make an "L"
Lucky, laughing, lazy L
Make it, make it, make an "L"
Make it, make it, make an "L"

3. Step on the Stones (Colors)

Step on the stones, not in the water
Stones, not in the water, children
Stones, not in the water
You better watch out or you might fall in

Step on red stones, I said red
Step on red stones, he said red
Step on red, do what I said
Step on red stones, he said red
Step on the red stones, not in the water
Red stones, not in the water, children



Red stones, not in the water
Red stones, not in the water
You better watch out or you might fall in
You better watch out or you might fall in

Step on blue stones, I said blue
Step on blue stones, he said blue
If you fail, you'll get wet, too.
Step on blue stones, he said blue

Step on the blue stones, not in the water
Blue stones, not in the water, children
Blue stones, not in the water
Blue stones, not in the water
You better watch out or you might fall in
You better watch out or you might fall in

Step on yellow stones, I said yellow
Yellow stones, he said yellow
Don't fall in, Yes, I said so
Step on yellow stones, he said yellow
Step on the yellow stones, not in the water
Yellow stones, not in the water, children
Yellow stones, not in the water
Yellow stones, not in the water
You better watch out or you might fall in
You better watch out or you might fall in

Step on green stones, I said green
Step on green stones, he said green
Green is always what it seems
Step on green stones, he said green
Step on the green stones, not in the water
Green stones, not in the water, children
Green stones, not in the water
Green stones, not in the water
You better watch out or you might fall in
You better watch out or you might fall in
You better watch out or you might fall in

Spanish:
Red / Roja
Blue / Azul
Amarillo / Yellow
Green / Verde

4. Show Me Your Middle

Motor skill song that familiarizes children with how their bodies can move, and supports the following directions. Be sure to discuss how important it is not to fight.

You gotta show me your middle
(Point at tummy)
Show me your middle
Rub on your top
Rub on your top
(Rub or pat head)



You gotta touch
on the bottom
Touch on the bottom
(Touch on the feet)
Please don't stop
Please don't stop
(Touch feet again)



- Yeah Yeah

You gotta slide
over sideways
(Slide sideways with feet)
slide over sideways
Kick to the side
Kick to the side

You gotta punch
like a boxer
Punch like a boxer
Please don't fight
Please don't fight

- Yeah Yeah

You gotta jump
like a bunny
jump like a bunny
Reach for the sky
reach for the sky

You gotta bend
over easy
bend over easy
Give it a try
Give it a try

Yeah Yeah

You gotta tip toe softly
tip toe softly
Back-up and turn
back-up and turn

You gotta squat
like a froggie
squat like a froggie
Something to learn
Something to learn

- Yeah, Yeah
- Yeah, Yeah
- Yeah, Yeah

5. Dance Freeze

An up-tempo gross motor free dance song that enhances listening skills. Kids dance and freeze when the music stops. Feel free to assign locomotor moves throughout the song: walk, run, jump, hop, skip, gallop, leap, slide, tip toe and march.

Alternatives:

- During the freeze section, when it's quiet, call out a change in the direction of the movement.
- Guide the children around props.
- Form a line.
- Dance and freeze in a zig zag/circle or variety of shapes... triangle, diamond, etc.
- Find a partner and high five/low five/high ten/etc.
- Touch different body parts: toes, touch elbows, shake a leg, tick tock arms, etc.



Dance when you hear music
And when it stops you freeze
Start dancing when it starts again
Dance freeze, dance freeze, dance freeze

6. We are Rolling

There are so many ways to roll: just the forearms, full bodied like a Tootsie Roll on the floor, or roll head-to-toe in a supervised gym setting over pads and inclined mats. Take the roll above the head, over and under (roll up above the head, and down toward the knee), low down and under (roll lower to the feet), this way and that way (roll left and right), over and over, back where they came from (backwards in the opposite direction).

Alternative: Roll a ball around, through, over, or under obstacles.

We are rolling
Over and over
Yes, we are rolling
Here we go



We are rolling
High up and over
Yes, we are rolling
Here we go

We are rolling
Over and under
Yes, we are rolling
Hi and low



We are rolling
Low down, and under
Yes, we are rolling
Yes, I know

We are rolling
This way & that way
Yes, we are rolling
To and fro

We are rolling
Over and over
Yes, we are rolling
Tootsie Roll

We are rolling
Over and over
Yes, we are rolling
Head to toe

We are rolling
Back where
we came from
Yes, we are rolling
Back we go

7. How Low is Low?

Song supports concepts of size, space, and direction. Children stand in one place and move to the rhythm as they adjust their arms and legs to demonstrate the size changes in the song. Using their hands, or props such as a rope or manipulatives, children work individually or as a team.

How low is **low**,
to the **bottom** can you go?
(Touch feet or hold rope at feet)
How high is **high**?
Reach up **top** to the sky.
(Reach up on tip toes or raise rope above head)



How small is **small**? **Little tiny**, smaller, small
(Squeeze body into a tight ball, scrunch up rope)
How wide is **wide**, spread 'em wide, at each **side**
(Stretch arms out wide to sides or hold rope horizontally)

How thin is thin make it **thin below** your chin
(With arms flat on side, stand tall - or hold 1 end of rope and let the other drop)
How large is **large**? You take charge. Show me large.
(Make body as big as possible, the rope too)

Push way up **tall**, **above** your head, don't you fall
(Reach up on tip toes or raise rope above head)
How thick is **thick**, show it quick, make it thick
(Spread body wide, or mold the rope into a thick shape or double it up)

Come back to **narrow**, make it **narrow**, come back in.
(With arms flat on side, stand tall - or hold 1 end of rope and let the other drop)
How short is **short**? Hold your hand down. Make it short
(Drop body low, hold rope low to the floor)

How long is **long**? For the end, of the song?
Just make it **long**
(Stretch body, or - stretch the rope long, or drag it along the floor)

8. Play in the Band

Children are encouraged to mimic the playing of imaginary instruments as they are called out. Review the various instruments, how they look, how they are played, how they sound. Children make fake instruments out of cut-out cardboard or plastic bottles that they can decorate themselves, or use look-alike props. Split a group up into 2 sections, each assigned to play alternating instruments.

Pick up and instrument
Let's play in the band

Piano
Saxophone
Trombone
Guitar
Bass
Drums



9. Can You Find the Shape?

Concentrates on shape recognition, reactive movement and action sequences or patterns. When a shape is found, the child completes the physical action: triangle/jump-slide-slide, oval/shuffle-shuffle-spin, square/hop-skate-skate, diamond/kick-kick-turn, star/waddle-waddle-pause, rectangle/leap-stomp-stomp, and circle/run-run-freeze. Post shapes that children can search for: on the floor, on the wall, in a mixed up pile. Make shapes out of rope, yarn, or string...as a group, or independently. Locomotor around the shapes, jump into and out of them, etc. Relate the action to their experiences, the way animals move, a sport, or an activity.

Using many manipulatives...

- have the children sort by color/shape/size.
- graph the piles that they sort.
- add or subtract the items. (add 1 color/shape/size to/from another)
- make patterns using the different characteristics.

Can you find a triangle
3-corners, 3-sides
When you find a triangle
Jump, slide, slide
Jump, slide, slide
Jump, slide, slide

Can you find an oval
A long rounded oval
When you find an oval
Shuffle, shuffle, spin
Shuffle, shuffle, spin
Shuffle, shuffle, spin

Can you find a square
4 corners & 4 even sides
When you find a square
Hop, skate, skate
Hop, skate, skate
Hop, skate, skate

Can you find a diamond
A kite shaped diamond
When you find a diamond
Kick, kick, turn
Kick, kick, turn
Kick, kick, turn

Can you find the shooting star
A 5-pointed shooting star
When you find the shooting star
Waddle, waddle, pause
Waddle, waddle, pause
Waddle, waddle, pause

Can you find the rectangle
A square with 2 long sides
When you find the rectangle
Leap, stomp, stomp
Leap, stomp, stomp
Leap, stomp, stomp

Can you find a circle
A perfect rounded circle
When you find a circle
Run, run, freeze
Run, run, freeze
Run, run, freeze



10. Chuggin' Down the Track

Gross motor song designed to promote teamwork and imaginative play. Independently or lined up, each child is part of the train with one child assigned to be the engine. The train moves in a coordinated motion, following the directions. Chug around tables, hoops, cones, or natural outdoor props.

Spanish:

*Down / Bajo
Right / Derecho
Left / Izquierda
Blow horn / Sopla el pito,
Swerve / Tuerce
Down in the tunnel / Abajo el túnel
Faster / Mueve rápido
Back-up / Muevete hacia atrás
Slow down / Moviendote despacio*



Engine, Engine Number 9
Goin' Down the Railroad Line
If the train goes off the track
Do you want your money back

Chuggin' Chuggin' down the track
Chuggin', chuggin' down the track
Wheels are rolling down the track
All in line, now don't look back

Chuggin' Chuggin down the track
Turnin' right, now don't look back
Turnin' right, now don't look back
All in line, chug down on the track

Chuggin' Chuggin down the track
Turnin' left, now don't look back
Turnin' left, now don't look back
All in line, chug on the track
Chuggin' Chuggin down the track

Blow the horn, now don't look back
Blow the horn, now don't look back
All in line, chug on the track

Chuggin' Chuggin down the track
Swurving, curving don't look back
Swurving, curving don't look back
All in line, chug on the track

Chuggin' Chuggin down the track
Down through the tunnel, don't look back
Down through the tunnel, don't look back
All in line, chug on the track



10. Chuggin' Down the Track ~ Continued

Chuggin' Chuggin down the track
Movin' faster, don't look back
Movin' faster, don't look back
All in line, chug on the track

Chuggin' Chuggin down the track
Backing up, we're moving back
Backing up, we're moving back
All in line, back on the track

Chuggin' Chuggin down the track
Slowing down, now don't look back
Slowing down, now don't look back
Stopping, stopping, on the track



Go down and sweep it up now
Go down and sweep it up now
Go down and sweep it up now
As we have done before
(Bend down and sweep up from the floor)

Go right around the village
Go left around the village
Go right around the village
As we have done before

Go wide and spread it out now
Go wide and spread it out now
Go wide and spread it out now
As we have done before
(Step away from each other, as wide as you can)

Go sideways in and out now
Go sideways in and out now
Go sideways in and out now
As we have done before
(Turn sideways and take steps in and out)

Back in and step it out now
Back in and step it out now
Back in and step it out now
As we have done before
(Face out and step backward and then forward)

Go right around the village
Go left around the village
Go right around the village
As we have done before

11. Go 'Round the Village

This circle game that facilitates teamwork and social interaction. Can be played standing in a circle, holding hands (or not), or grabbing the outside of a parachute, round table cloth, magic band (elastic), or rope.

Go right around the village
Go left around the village
Go right around the village
As we have done before



Go right around the village
Go left around the village
Go right around the village
As we have done before
(Travel around & around in a circle changing Direction first right, then left, then right),.

Go in close and back out now
Go in close and back out now
Go in close and back out now
As we have done before
(Step in close to the center & back out)

Go up and down the ladder
Go up and down the ladder
Go up and down the ladder
As we have done before
(Raise and lower arms & legs, as if going up and down a ladder)

Make waves off to the right now
Make waves off to the right now
Make waves off to the right now
As we have done before
(Turn and make a wave with the right hand)

Wave left the other way now
Wave left the other way now
Wave left the other way now
As we have done before
(Turn and make a wave with the left hand)

Go right around the village
Go left around the village
Go right around the village
As we have done before

12. Balance It on My Head

A gross motor song that develops balance and promotes good posture. The goal is for children to place an object such as a bean bag, a paper plate, or manipulative on their head and challenge complete the actions without dropping the object: walk, turn, tip-toe, dance, skip, and sit down.

Move around a designated course, or turn the activity into a tag team relay.

Challenge the kids to act like "*The Cat in the Hat*," who always balanced more than one thing on his head. Layer a felt piece, a small toy plastic plate and then a bean bag or manipulative.



What's sitting on my head
Balancing on my head
I can walk straight ahead
With this thing on my head

What's sitting on my head
Balancing on my head
Think I'll try to dance instead
With this thing on my head

What's sitting on my head
Balancing on my head
Think I'll turn around instead
With this thing on my head

What's sitting on my head
Balancing on my head
I can skip straight ahead
With this thing on my head

What's sitting on my head
Balancing on my head
Think I'll tip toe straight ahead
With this thing on my head

What's sitting on my head
Balancing on my head
Think I'll sit down instead
With this thing on my head

13. Keep It Up!

A simple “break the ice” game requiring children to keep a soft, floating object from hitting the ground using their hands, elbows, head, knee, or feet. Use a balloon, beach ball, or balled up paper, a softly stuffed & tied-off paper bag, or a stuffed sock.

Push it up
Keep it up
Push it up
Mantenlo hacia arriba
Aviéntalo para arriba
Hey! Ho!

No hands, no hands
With your head
Con tú cabeza
With an elbow
Con tú codo
Pero, no tus manos

Whatcha’ got?
Got a knee?
Set it free
Higher now
Más alto
There it goes

Alli va
No hands
Keep it up
No tus manos
With your feet
Con sus pies
Here we go
Vamonos



Push it high
To the sky
Watch it fly

Keep it up
Push it up
Keep it up
aviéntalo, más alto,
al cielo, vamonos

Oh no! Not the flo’
Ooooouuuuu!
Got a knee
Set it free
Usa tú rodilla
No hands
No hands

Ha! Haaaaa!

Push it up
Keep it up
Push it up

Push it up
Keep it up
Push it up



J is the letter
That jumps & jiggles
Can you jump up high
4 times with a wiggle
(Jump 4 times)

L is a letter
That lunges & leans
Can you lunge
with your legs
5, bent at the knee
(Lung your legs 5 times)

M is the letter
That mixes & matches
Can you mix and stir
6 times, 6 batches
(Mix the batter with both hands)

P is the letter
That prances and pops
Can you pop the bubbles
Pop 7, then stop
(Pop the 7 bubbles with clapping hands)

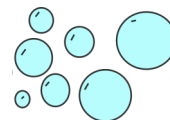
R is the letter
That races and rubs
Can you rub your hands
8 times rub a dub
(Rub the hands together 8 times)

S is the letter
That stands and slides
Can you slide your feet
9 times to the side
(Slide your feet 9 times)

T is the letter
That turns and taps
Can you tap your feet
10 times just like that
(Tap your feet 10 times)

Well, that was fine
The things that you did
The way that you moved
And, so many times

Now you pick a letter
Tell me what do
What do you
have in mind?
One move, or few.



14. With a Letter or Two

A rhythmic rap song that encourages dramatic play, creates phonemic awareness, and develops counting and motor skills: B bats the ball 1 time, C claps hands 2 times, D drums 3 times, J jumps 4 times, L lunges 5 times, M mixes 6 times, P pops bubbles 7 times, R rubs hands together 8 times, S slides feet sideways 9 times, T taps feet 10 times.

Call out your own letter and number, and come up with an action that begins with the letter you call out, then repeat the action that number of times.

Just what can you do?
With a letter or two
If you throw in a number
One move, or a few

I think you’ll enjoy
The way you can play
If you follow directions
And do as I say

B is the letter
That bats & bends
Can you bat the ball
1 time to a friend
(Bat the ball 1 time)



C is the letter
That claps & climbs
Can you clap your hands
2 times will be fine
(Clap 2 times)

D is the letter
That drums and dances
Can you bang the drum
You have 3 chances
(Bang the drum 3 times)

15. Bounce That Ball to Me

As children gain more control of the ball, increase the level of difficulty: move the ball toward a goal, into a receptacle, around an obstacle course, or against a wall. Pass, bounce, toss, bat, dribble, throw, keep up. Use the dominant and non-dominant hand. Increase the distance to the balls destination. Change the size of the balls. Tennis balls work great for little hands. Don’t forget to let the children chase the balls around when they lose control.

Bounce that ball to me
and I will try to catch it
Watch it come back to you
Don’t let go
Bounce it to me again
Ever soft and gently
Thank you, once more
Here we go

Toss that ball to me
and I will try to catch it
Watch it come back to you
Don’t let go
Toss it to me again
Ever soft and gently
Thank you, once more
Here we go

Dribble that ball around
And keep it moving
Dribble the ball again
Push down low
Dribble that ball around
Ever soft and gently
Thank you, once more
Here we go



Spanish:
Bounce / Bota la pelota
Toss / Tira la pelota,
Dribble / Dribla la pelota

16. Step on the Stones (Color patterns)

A more challenging version of song # 2 that introduces color patterns:

Red – yellow - blue
Yellow – green – red
Blue – red – green
Green – red – blue



Space out the alternate colors on the floor using colored mats, bean bags, markers or tape, construction paper, paper plates, or Velcro strips. Follow the song as directed and step only on the colors as the patterns are called. If they don't hit their mark, they fall in the water and get wet.

17. Build a Bridge (Instrumental - Warp Speed)

Extremely up-tempo instrumental version. Challenges children to sing and complete the moves at a ridiculously fast and riotously fun pace.

18. Keep It Up! (Instrumental)

--- Spanish Versions ---

20. Take That Rope (Letters)

Mueve la cuerda y ha's la letra "O"
Circle 'round and make an "O"
Outside, over, open O
Ha'sla, Has'la una "O"
Ha'sla, Has'la una "O"

Mueve la cuerda y ha's la letra "V"
Point it down and make a "V"
Very, vivid, vocal V
Ha'sla, Has'la una "V"
Ha'sla, Has'la una "V"

Mueve la cuerda y ha's la letra "P"
Loop it 'round and make a "P"
Popping, prancing, pretty P
Ha'sla, Has'la una "P"
Ha'sla, Has'la una "P"

Mueve la cuerda y ha's la letra "C"
Open up and make a "C"
Closer, centered, careful C
Ha'sla, Has'la una "C"
Ha'sla, Has'la una "C"

Mueve la cuerda y ha's la letra "S"
Snake around and make an "S"
Swerving, silent, secret S
Ha'sla, Has'la una "S"
Ha'sla, Has'la una "S"



Mueve la cuerda y ha's la letra "G"
Curve it in and make a "G"
Goofy, grateful, gentle "G"
Ha'sla, Has'la una "G"
Ha'sla, Has'la una "G"

Mueve la cuerda y ha's la letra "L"
Straighten out and make an "L"
Lucky, laughing, lazy L
Ha'sla, Has'la una "L"
Ha'sla, Has'la una "L"

21. Chuggin' Down the Track

Engine, Engine Number 9
Goin' Down the Railroad Line
Come on and jump on track
All in line now don't look back

Motor del tren, numero nueve
Viendo bajo las vi'as
Ven y salta en las vi'as
Todos el linia no miren haci atras

Chuggin, Chuggin, bajo las vi'as
Chuggin, Chuggin, bajo las vi'as
Llantas rodando bajo las vias
todos el linia no miren haci atras

Chuggin, Chuggin, bajo las vi'as
Volteando a la derecha, no miren haci atras
Volteando a la derecha, no miren haci atras
todos el linia no miren haci atras

Chuggin, Chuggin, bajo las vi'as
Volteando a la izquierda, no miren haci atras
Volteando a la izquierda, no miren haci atras
todos el linia no miren haci atras

Chuggin, Chuggin, bajo las vi'as
Sopla el pito, no miren haci atras
Sopla el pito, no miren haci atras
todos el linia no miren haci atras

Chuggin, Chuggin, bajo las vi'as
Tuercete, tuercete, no miren haci atras
Tuercete, tuercete, no miren haci atras
todos el linia no miren haci atras

Chuggin, Chuggin, bajo las vi'as
Abajo el tunel, no miren haci atras
Abajo el tunel, no miren haci atras
todos el linia no miren haci atras

Chuggin, Chuggin, bajo las vi'as
Muevete rapido, no miren haci atras
Muevete rapido, no miren haci atras
todos el linia no miren haci atras

Chuggin, Chuggin, bajo las vi'as
Muevete hacia atras, no miren haci atras
Muevete hacia atras, no miren haci atras
todos el linia no miren haci atras



21. Chuggin' Down the Track ~ Continued

*Chuggin, Chuggin, bajo las vi'as
Modie'ntote despacio, no miren haci atras
Modie'ntote despacio, no miren haci atras
Para, Para en las vias*

22. Bounce That Ball To Me

*Bota la pelota a mi
tratare' de cogerla
mirala que se regrese
no la sueltes*

*Bota la pelota a mi
con cuidado
gracias, otra vez
Vamonos*

*Tira la pelota a mi
tratare de cogerla
mirala que se regrese
no la sueltes*

*Tira la pelota a mi
con cuidado
gracias, otra vez
vamonos*

*Dribla la pelota
Con las manos
Dribla la otra vez*

*Dribla la pelota
con cuidado
gracias, otra vez
vamonos*

23. Play in the Band (Spanish Version)

*Levanta un instrumento
A que tocar in la banda*

*Guitarra
Trombo'n
Bajo Cesto
Tambor
Saxo'fono
Piano*



Credits:

Singers: Robert Picardo, Ethan Phillips, Jisel Soleil Ayon, Michael Russ, Josephine D. Russ, Angela Russ

Spanish Translation: Corina Pena & Jose Ayon

Music Composition & Arrangement: Bill Burchell

Original Lyrics & Original Songs: Angela Russ

Producer: Angela Russ

CD Cover Graphics: Moonlight Graphics, Sacramento, CA

Cover Artist: Laura DeSantis

Sound Recording & Mastering:
Master Groove Studios

Special Contributor: Jeannie McCarthy, GymTastics

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**Thank you for listening, and
welcome to the CLUB!**

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