

**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.

**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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**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

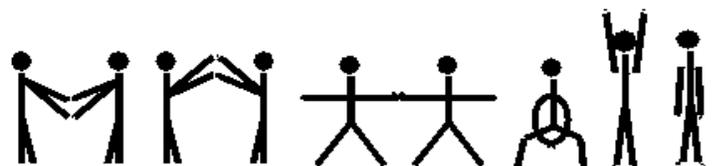
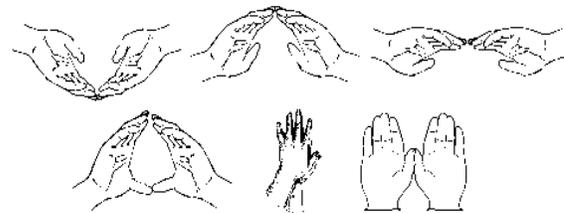
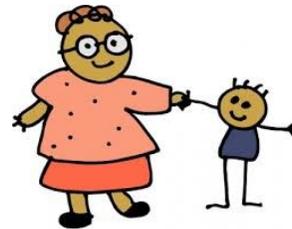
Build a cave  
 Build a tower  
 Build a wall

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 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 "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 "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 "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 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

## 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.

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

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



## 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



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



## 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

### 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)*



**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)*

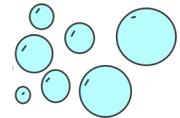
**R** is the letter  
that races and rubs  
Can you rub your hands -  
8 times rub a dub?  
*(Rub the hands  
together 8 times)*

**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?



### 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  
tratate' 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  
tratate 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:

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**Music Composition & Arrangement:** Bill Burchell

**Original Lyrics & Original Songs:** Angela Russ

**Producer:** Angela Russ

**CD Cover Graphics:** Moonlight Graphics, Sacramento, CA

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

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