

## Toddler Math, Moves, and Mania

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UPC: 698731-00075-0  
Age Toddler thru 6 years

Early math for toddlers involves making interesting discoveries through play and exploration. Many adults are intimidated by math, but early math is fun and easy to demonstrate to young children. With movement, children gain an understanding of counting and number sense, shapes, space, positions, direction, patterns, sizes, pathways, weight, speed, and much more. What better way to practice these concepts than using fun-filled lyrics and motor skills that engage the brain and the body? Build on their natural curiosity and create experiences that promote learning. Adult-assisted or independent play.

This CD offers many ways to introduce early math to young children with verbal cues that are easy to interpret. Encourage children to think and make connections between the movement, objects, and their playful activities. Get creative!

The moves in green text are just suggestions. Please feel free to make up your own moves.

### 1. Maraca Chaka (Four)

One-to-one correspondence using fingers or another item.

Maraca chaka me  
(Point to yourself)  
Maraca chaka you  
(Indicates someone else)  
Maracka chaka 1  
(Hold up one finger)  
Maracka chaka 2  
(Hold up two fingers)  
Maraca chaka high  
(Raise hands high)  
Maraca chaka low  
(Touch toes)  
Maraca chaka stop  
(Dance, then freeze)  
Maraca chaka go  
(Dance)



1,2,3,4  
(Count with fingers)  
Shake, shake, shake  
1,2,3,4  
Shake, shake, shake  
1,2,3,4  
Shake, shake, shake  
1,2,3,4  
Shake, shake, shake

### 2. Around in a Circle

Discover things around you, or name things, that are round like a circle. Mold or stamp Playdoh into a circle. Walk around holding, raising, and lowering a parachute.

We go around and around  
in a circle  
Like things are round  
They are round like a circle



In a circle like the ball  
In a circle like the moon  
When we go around a circle  
We will meet up soon

Around and around  
in a circle

In a circle like a wheel  
In a circle like a plate  
We can go around a circle  
and I just can't wait

Around and around  
in a circle  
in a circle like a pizza  
in a circle like the sun  
I will go around in a circle  
for as long as I'm able

Around and around  
In a circle  
Like things are round  
They are round like a circle

### 3. On Two Feet I Jump

Counting from 1 to 4, jumping and hopping to start and stop prompts.

On two feet I jump, jump  
On two feet I jump  
*Boing! Boing!*  
I wiggle my nose  
*Boing! Boing!*  
My body goes

Jumpity thump  
Bumpity thump  
Jumpity, bumpity thump  
*Boing!*  
1,2,3,4

On one foot I hop, hop  
On one foot I hop



*Twang! Twang!*  
I wiggle my ears  
(wiggle hands on top of head)  
*Twang! Twang!*  
I stop right here

Hippity hop  
Flippity flop  
Hippity flippity flop  
1,2,3,4

### 4. A Bee is Buzzing

A bee buzzes all over the place, follow the prompts clapping and tapping where he flies. Roll your hands or pump your fists to make honey. Introduce a bee puppet.

Hold a parachute and tap on the body, raise it, turn around while holding it, then shake at the end.



A bee, a bee is buzzing.  
Over my knee. Over my knee.

A bee, bee is buzzing  
High in a tree. High in a tree.

A bee, a bee is buzzing  
Down by my feet. Down by my feet.

A bee, a bee is buzzing.  
Right behind me. Right behind me  
*Where did he go? I can't see him!*

A bee, a bee is buzzing.  
In front of me. In front of me.

A bee, a bee is buzzing  
He makes honey. He makes honey.

### 5. The Shape Train

March around, follow the jump prompts. Travel around in a circle or in a line. Identify and describe shapes you find.

Jump, jump, jump, jump,  
jump, jump, jump, jump, jump!  
... aboard the shape train  
Jump! .... aboard the shape train



Bring your shapes on the shape train and...  
Toot, Toot, Toot. Toot, Toot, Toot.

Who has a square on the shape train?  
Who has a square on the shape train?  
A square has four sides all the same  
Who has a square on the shape train?  
Jump, jump, jump, jump,  
jump, jump, jump, jump, jump!

*Whistle and horn*

Is a rectangle on the shape train?  
Is a rectangle on the shape train  
With two long sides and two short sides  
Is a rectangle on the shape train?  
Jump, jump, jump, jump,  
jump, jump, jump, jump, jump!

*Whistle and horn*

Is a triangle on the shape train?  
Is a triangle on the shape train?  
With 3 corners and 3 sides  
Is a triangle on the shape train?  
Jump, jump, jump, jump,  
jump, jump, jump, jump, jump!

*Whistle and horn*

Who has a circle on the shape train?  
Who has a circle on the shape train?  
Round with no corners, and no sides  
Who has a circle on the shape train?  
Jump, jump, jump, jump,

*Whistle and horn*

### 6. I Can Hold Up 5 Fingers

Counting to five using fingers to touch different body parts as instructed.

I can hold up  
1 finger, 1 finger  
In the air  
I can hold up  
1 finger  
*Touch my nose*  
Touch it there

## 6. I Can Hold Up 5 Fingers (continued)

Hey, Where did it go?  
Where did my finger go?  
I can hold up  
2 fingers, 2 fingers  
That I see  
I can hold up  
2 fingers  
Touch the hair  
Look at me  
Hey, Where did they go?  
I can't find my fingers.  
I can hold up  
3 fingers, 3 fingers  
Behind me  
I can hold up  
3 fingers  
Touch my back  
1, 2, 3  
Does anyone know where  
my fingers went?  
I can't see them!

I can hold up  
4 fingers, 4 fingers  
Out and in  
I can hold up  
4 fingers  
Out and in, then  
Touch my chin  
Wow, I can't find my fingers.  
I wonder if I can see them if I  
look down.  
I can hold up  
5 fingers, 5 fingers  
Yes, my dear  
I can hold up  
5 fingers  
Touch my ears  
Yes, right here  
Where did my fingers go?  
Are they covering my ears?  
I can count my  
5 fingers, 1,2,3,4,5  
Count my  
5 fingers, 1,2,3,4,5

## 7. I'm Swimming in the Water

Explore the concepts of speed and size: faster, tiny, bigger, slower. Use wiggly hands, or real/hand-made puppets.

I'm swimming in the water, water, water  
Splash, splash, splash, splash  
Here I go.  
A faster fish swam by me, by me, by me  
Swish, swish, swish, swish, swish, swish, swish  
There it goes.  
A tiny fish swam by me, by me, by me  
Swish, swish, swish, swish  
There it goes.  
A bigger fish swam by me, by me, by me  
Swoosh, swoosh, swoosh, swoosh  
There it goes.  
A slower fish swam by me, by me, by me  
Splish.... Splash,  
There it goes.  
I'm swimming in the water, water, water  
Splash, splash, splash, splash  
Here I go.



## 8. What Can We Shake?

Use the body to explore directional concepts: up and down, and high and low, independently or while holding hands with a friend. Don't let go!



What can we shake,  
can we shake today?  
We can shake our hands  
this way.

Up and down. High and low. Let's go!

What can we shake, can we shake today?  
We can shake our feet this way.

Up and down. High and low. Let's go!

What can we shake, can we shake today?  
We can shake our shoulders this way.

Up and down. High and low. Let's go!

What can we shake, can we shake today?  
We can shake our hips this way.

Up and down. High and low. Let's go!

## 9. Mountain and Valley

Discover things in nature. Use hand gestures to interpret the lyrics.

The mountain is so high  
(Arms make a tee pee over head)  
The valley is so low  
(Drop arms and make a "v")  
The sun makes a circle way up high  
(Arms make a circle)  
The sun makes a circle way up high  
The sun makes a circle way up high  
The mountain is so high  
The valley is so low  
The water in the river rushes by  
(Wave arms about and wiggle fingers)  
Water in the river rushes by  
The water in the river rushes by

The mountain is so high  
The valley is so low  
A rainbow bends and curves across the sky  
(Arms arc up and overhead, left to right)  
A rainbow bends and curves across the sky  
The rainbow bends and curves across the sky

## 9. Mountain and Valley (continued)

The mountain is so high  
The valley is so low  
The clouds in the sky go rolling by  
(Roll hand over hand)  
Clouds in the sky go rolling by  
The clouds in the sky go rolling by

The mountain is so high  
The valley is so low  
The birds flap their wings so they can fly  
(Flap arms, or make flapping wings with open hands)  
Birds flap their wings so they can fly  
The birds flap their wings so they can fly  
Birds flap their wings so they can fly

## 10. Can You Move Like I Do?

Can you do what I do?  
Can you move like I do?

*Listen carefully*

Clap your hands	Clap your hands
1..2..3..4	1..2..3..4
1..2..3..4	1..2..3..4
1..2..3..4	1..2..3..4
1..2..3..4	1..2..3..4
Pat your knees	Pat your head
1..2..3..4	1..2..3..4
1..2..3..4	1..2..3..4
1..2..3..4	1..2..3..4
1..2..3..4	1..2..3..4
Can you do what I do?	I can do what you do.
Can you move like I do?	I can move like you do.
	Show me what to do.
Clap your hands	
1..2..3..4	
1..2..3..4	
1..2..3..4	
Tap your feet	
1..2..3..4	
1..2..3..4	
1..2..3..4	
Can you do what I do?	
Can you move like I do?	



## 11. Clap One Time and Say...

Practice listening skills. Mimic the exclamations. Clap independently or with a partner.

Clap 1 time  
and say HEY!  
Clap 1 time  
and say HEY!

*Clap, HEY! (x4)*

Clap 2 times  
and say HOORAY!  
Clap 2 times  
and say HOORAY!  
*Clap, clap, HOORAY! (x4)*

Clap 3 times  
Say OO-ga-BOO!  
Clap 3 times  
Say OO-ga-BOO!  
*Clap, clap, clap,*  
*OO-ga-BOO! (x4)*

Who is clapping?  
Who? Who?  
Who is clapping?  
*You!*

## 12. My Body Has...

Explore the ones and twos of body parts. Touch them, count them, and move them.



My body...  
My body has...  
One nose  
One nose

My body has...  
Two arms  
Two arms

And two hands that  
go clap clap clap  
clap clap clap

My body...  
My body has....  
Two eyes  
Two eyes

My body has...  
Two legs  
Two legs

And two feet that  
go stomp stomp stomp  
stomp stomp stomp

My body  
My body has...  
One nose  
One nose

My body has...  
Two arms  
Two arms

And two hands that  
go clap clap clap  
clap clap clap

My body...  
My body has....  
One head  
One head

My body has...  
One waist  
One waist

And two knees that  
go knock knock knock  
knock knock knock

### 13. I Can Blink My Eyes

Oh, the things our bodies can do when we incorporate simple math and science terms.



I can blink my eyes  
open and shut  
open and shut  
open and shut

I can move my lips  
open and shut  
open and shut  
open and shut

I can lift and drop  
my shoulders  
Lift and drop my shoulders

I can shake my little hips  
Shake my little hips

I can touch my head  
on and off  
on and off  
on and off

I can move my hands  
high and low  
high and low  
high and low

I can lift and drop  
my shoulders  
Lift and drop my shoulders

I can shake my hips, like so  
Shake my hips, like so

I can stretch my arms  
(bend and stretch arms)  
long or short  
long or short  
long or short

I can stretch my legs  
(bend and stretch legs)  
long or short  
long or short  
long or short

I can lift and drop  
my shoulders  
Lift and drop my shoulders  
I can shake my little hips  
Shake my little hips

### 14. Go Straight

Take children moving along real or imaginary pathways: straight, curve, arc, down the diagonal, circle, and zig zag. Use rope, lines, tape, chalk, or natural pathways so children can see the pathways along which to move and practice starting, stopping, balancing, and motor skills.

Ok. Let's go

We're moving in all different directions

Go straight, go straight  
No turns, you know  
Go straight, go straight  
And go go go

Now swerve and curve  
Like rivers flow  
Now swerve, and curve  
Like rivers flow

Now around in a circle  
Circle, circle



A wheel and a plate  
Are circles, circles

Arms over the rainbow  
Over we go  
Up over the rainbow  
Over you go

Let's go down,  
take our bodies  
toward our toes  
Down low  
with our bodies  
We go low



Now zig and zag  
go straight turn sharp  
Now zig and zag  
go straight turn sharp  
Now around in a circle  
Circle, circle  
A wheel and a plate  
Are circles, circles

### 15. Thump Dee Dump

A simple rhythmic pattern that speeds a little on each verse.

Thump dee dump  
(Thump fingers)  
Thump dee dump  
Pat pat sha dat  
(Pat any part of  
your body)  
Pat pat sha dat

Blinky blanky no, no  
Clap, clap, clap  
Clap, clap, clap (x2)

Thump dee dump  
Pat pat sha dat  
Blinky blanky no, no  
Clap, clap, clap (x2)

Blinky blanky no, no  
(Open and shut hands, or blink eyes)

### 16. Sitting on One Seat

Moves we can do with our body while sitting down: sit, pat, nod, clap, stomp.

Sitting on one seat  
One seat  
One seat  
Sitting on one seat  
on my bum

Patting two knees  
Two knees  
Two knees  
Patting two knees  
Like a drum

Nodding one head  
One head  
One head

Nodding one head  
Up and down  
Clapping two hands  
Two hands  
Two hands  
Clapping two hands  
Makes a sound  
Stomping two feet  
Two feet  
Two feet  
Stomping two feet  
On the ground



## 17. I Move

Introduce the concept of speed. Choose a move, dance, or motor skill. The song changes speed four times, getting faster and faster, and faster. Increase the intensity of the movement with the song. Feel the resulting change in breathing and the heartbeat.

I move, I move,  
I move, I move, I move  
Feel my heartbeat.  
Boom! Boom!  
Feel my heartbeat.  
Boom! Boom!



## 18. Dance Freeze

Choose a move, dance, or motor skill. The song has random pauses and “1, 2, 3 GO!” Prompts to start up again. Give children other options during the music or the breaks.

Dance and freeze please,  
bottom to the top.  
First we dance then we freeze  
when the music stops.  
1, 2, 3 GO!



## 19. Counting Starts with Number 1

Count fingers, claps, and stomps count to demonstrate one-to-one correspondence. Help children learn that the last number in sequential order is the total.

Counting... it starts with number 1,  
and at the last number, we know we are done.  
We can count to 5.  
Show me on your fingers.  
We can count to 5.  
Ready? Ready!

We can count to 10.  
Clap with your hands.  
We can clap to 10  
1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Counting... it starts with number 1,  
and at the last number, we know we are done.  
We can clap to 10  
Stomp with our feet.  
Nice and slow. Here we go!  
Ready? Ready!



1, 2, 3, 4, 5, 6, 7, 8, 9, 10,  
11, 12, 13, 14, 15, 16, 17, 18, 19, 20

Show me what move you want to do,  
and I will move with you.  
Pick a number and we will count, too.  
That's what we'll do.

## 20. An Empty Cup

Introduce the concept of quantity with empty and full using a cup. Start with an empty cup. Examine it. Pour manipulatives or liquid into the cup until it is full. Practice this with any container.

An empty cup has nothing inside  
An empty cup has nothing inside  
Let's look inside... nope, nothing  
Let's tip it and... nope, nothing  
Nope, nothing



We put something in the cup  
And add some more  
We put something in the cup  
And add some more  
We put something in the cup  
And add some more

Until we fill it to the top. The top  
That is when we stop. We stop

Our empty cup is full now  
Our empty cup is full now  
Be careful not to spill now  
Our empty cup is full now



Now we tip the cup and pour everything out  
Now we tip the cup and pour everything out  
Now we tip the cup and pour everything out

Until we have an empty cup. Empty!  
Nothing is in the cup. Empty!

## 21. The Boulder is Heavy

Introduce the concept of weight with this singing science experiment. Pick up different objects and feel the difference in their weight. Use a homemade or store bought scale to compare. Observe how the dial changes when different objects are placed on the scale and what makes the scale balance out.

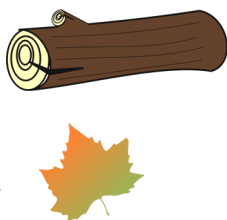
## 21. The Boulder is Heavy (continued)

This boulder is so heavy  
This boulder is so heavy  
This pebble is so light  
This pebble is so light



Since one is hard to carry  
Since one is hard to carry  
I have to hold it right  
I have to hold it right

This log is very heavy  
This log is very heavy  
This leaf is very light  
This leaf is very light



Since one is hard to carry  
Since one is hard to carry  
I have to hold it right  
I have to hold it right

This bucket is so heavy  
This bucket is so heavy  
This cup is very light  
This cup is very light



Since one is hard to carry  
Since one is hard to carry  
I have to hold it right  
I have to hold it right