

Smart & Yummy 1: Good Food Tunes

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Approx. running time: 47 min.

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Does a Pumpkin Pump? It certainly does! Dish up some yummy tunes that emphasize healthy eating habits and active fun. Toss in a serving of fruit, add some veggies, blend in a few things from the kitchen, and you have an eclectic mix of melodies that are garnished with simple moves that the little ones can handle: turn, pull, bend, reach, jump, wiggle, swing, clap, knock, balance, drum, shake, stomp, and more. These musical activities can be modified to engage different ages at different stages. Includes 12 select Spanish versions. A quick-view guide is printed on the inside cover.

1. Does a Pumpkin Pump

Does a pumpkin pump
Does a pumpkin pump
Up and down
before your eyes
(Pump arms and knees
up and down)



Does a turnip turn
Does a turnip turn
Front to back
or side to side
(Turn at the waist,
from side to side)

Does a raisin rise
Does a raisin rise
Right on up
into the sky
(Bend and touch the floor,
rise up on your tippy toes,
reach high or just stand and sit)

Ohhhhh, (touch toes)
Ohhhhh, (touch knees)
Ohhhhh, (reach high)
I don't know
(Shrug shoulders)
I kinda think so!
(Knod head)

~ Repeat ~

2. Pull Those Turnips

Caregivers engage young children with their hands, or assist them with gentle hand motions. We are harvesting our crops standing or on our knees. Now, find something else to harvest for the last instrumental verse, and come up with a cool move. What favorite fruits or veggies can we pick or pull up?

Pull those turnips
(Bend down to your feet and
straighten up, pull up)
Pull them free
Pull those onions
Pull those beets



Twisting, turning
(Twist your body left to right)
over your waist
Oh, I think we'll
have a taste

Pull them up right
out of the ground
Pull them up because
they grow down

Grab that corn that
grows so high
(Reach up high and stretch,
pulling with arms up and down)
Grows straight up,
up to the sky

Twist those grapevines
that you see
Twist your body left to right -
Shaking feet and legs
Between your legs,
around your knees

Grab that corn
that grows so tall
Grab that corn!
Yes, grab it all.

3. Can You Do What I Do?

Supported or held by a caregiver - rock/swing from side-to-side, bounce, and stretch. Older children move independently either laying down, sitting in a chair, or standing. Transition into a game of charades "Can you do what I do?" or act-out the sequences of a story you've just read.

There's an apricot
swaying in the tree
(Sway body in different directions)
Can you do what I do?
Can you do what I do?

There's a lettuce leaf
growing, come and see
(Squat or curl into a ball,
uncurl, and stretch long)
Can you do what I do?
Can you do what I do?

An apricot, swaying in the tree
(Sway around tick-tocking in a circle, or
moving upper body in a circle motion)
Can you sway around,
just like me?
Can you sway around,
just like me?

A lettuce leaf, growing,
come and see
Can you grow up tall,
just like me?
Can you grow up tall,
just like me?



3. Can You Do What I Do? Cont'd

There's an apple branch,
bending in the breeze
(Keeping arms spread-out
and straight/stiff - bend & twist
like branches in the wind)
Can you do what I do?
Can you do what I do?

An apple branch,
bending in the breeze
Can you bend your knees
just like me?
Can you bend your knees
just like me?

4. Lemons in the Tree

Imagine you are harvesting lemons from up in a tree, lifting heavy pumpkins, grabbing berries, and rolling/lifting large watermelons along the ground. Enhance with a prop such as a scarf or streamer, or parachute (shake up, down - with left hand, right hand)

Lemons in the tree
(Picking hands up high)
Pumpkins on the ground
(Squat with arms in a circle, and lift)
Lemons in the tree (Up)
Pumpkins big and round
(Round arms)
Pick those lemons (Up)
Lift that pumpkin
(Squat with arms in a circle, and lift)
Lemons in the tree (Up)
Pumpkins on the ground
(Squat with arms in a circle, and lift)
Clap, clap, clap

There's a pumpkin vine
climbing wild and free
(Start low and climb up
using arms and legs)
Can you do what I do?
Can you do what I do?

A pumpkin vine,
climbing wild and free
Can you climb a vine,
just like me?
Can you climb a vine,
just like me?

Berries in front
(Shake hands in front)
Watermelons on the side
(Shake on either side)
Berries in front
Watermelons on the side
(Shake on either side)
Pick those berries
(Shake hands in front)
Roll that watermelon
(Push away from the body)
Berries in front
(Shake hands in front)
Watermelons on the side
(Shake on either side)
Clap, clap, clap

5. My Bunny's Carrots

Carrots are root vegetables that grow underground. Imagine that you are digging carrots out of the ground. They are all around you. Dig in front ,on each side., and behind. Place paper carrots on the floor and jump over, around, between, using **Diagrams A1 and A2**, or cups. Don't jump on the bunny! What other vegetables grow underground? (Garlic, onion, potato, radish, beet, rutabaga...)

My bunny is digging
(Bend over or squat and dig)
for carrots
My bunny is digging
around

My bunny is looking
for green on top
and orange underground

Boing, boing, boing, boing
boing, boing, boing
(Get up and jump around
the carrot patch)

My bunny has found
his carrots
He's jumping
right off the ground

My bunny says,
"Come and jump with me.
See the carrots that I found."



Boing, boing, boing, boing
boing, boing, boing

We jumped around
(Jump around in a circle)
those carrots
We jumped around
the pile

Those carrots were
as bright and sweet
As my bunny's
winning smile

Boing, boing, boing, boing
boing, boing, boing

6. Rooty Tooty Potato

Potato grow in the silliest places: on knees, on a shirt, on a hat, and finally on a plate, so we can eat them! Wiggly fingers are the roots. What other body parts or objects can you imagine Rooty Tooty growing on? Place Rooty Tooty anywhere to help children identify different objects. Locomotor over to him. Hide him for a seek and find.



Diagram B

My Rooty ...Rooty ,
Tooty...Tooty
Potato ...potato

Has roots so long, you see
They're bent and curved
all over the place
Like these roots on my **KNEE**
Like these roots on my knee

My Rooty ...Rooty ,
Tooty...Tooty
Potato ...potato

It grows down in the dirt
The roots stick out
All over the place
Like these roots on my **SHIRT**
Like these roots on my shirt

My Rooty ...Rooty ,
Tooty...Tooty
Potato ...potato

Is brown or red, and fat
The roots stick out
All over the place
Like these roots on my **HAT**
Like these roots on my hat

My Rooty ...Rooty ,
Tooty...Tooty
Potato ...potato

Is gonna taste so great
It's clean and cooked
The roots are gone
Like this one on my **PLATE**
Like this one on my plate

7. Kookie Coconut

Swing arms forward & back in front of the body, on each side, with opposing arms, behind the back, over the rainbow, completely in a circle, or between the legs. Experiment with the many ways you can swing. Squat down when the coconuts crack. If you have a tot, you can hold them and swing them! No dropping!

I saw a kookie coconut
Swinging in a tree
Swing kookie coconut
Swing toward me

Swing kookie coconut
This way and that
Swing kookie coconut
Drop down, and CRACK!

Swing kookie coconut
Swing with the breeze
Swing in the tall tree
Swing by the sea



Swing kookie coconut
Swing up and down
Swing kookie coconut
And drop to the ground

I saw a kookie coconut
Swinging in a tree
Swing kookie coconut
Swing toward me

Swing kookie coconut
This way and that
Swing kookie coconut
Drop down, and CRACK!

8. Five Little Peas

Five little peas are squeezed inside
(Hold one fist up)
1, 2, 3, 4, 5

(Open fist one finger at a time)
They grew, and they grew,
and they never stopped
(Put palms together, and move
hand apart on each "grew")
They grew so big that the pea pod popped
(Clap hands on "popped")

Five more peas are squeezed within
(Hold the other fist up)
6, 7, 8, 9, 10 (Open fist one finger at a time)
They grew, and they grew, and they never stopped
(Put palms together, and move hand apart on each "grew")
They grew so big that the pea pod popped



9. Knock, Knock, Lettuce In

Knock, knock, knock
(Knock on door 3 times)
Knock, knock, knock (echo)
(Knock on door 3 times)
Lettuce in
Lettuce in

Knock, knock, knock
(Knock on door 3 times)
Knock, knock, knock (echo)
(Knock on door 3 times)
Lettuce in
Lettuce in

Who has the lettuce?
(Shrug shoulders,
palms in the air)
I have the lettuce
(Raise on hand)

Come on in
(Motion with hand to come on)
Come on in

We'll make a salad
We'll make a salad

Come on in
(Motion with hand
to "come on")
Come on in

Who's has the veggies
(Shrug shoulders,
palms in the air)
I have the veggies
(Raise one hand/arm)

Toss them in
(Toss with 1 or both hands)
Toss them in

Add a little dressing
(Shake some dressing on)
Add a little dressing

And, we'll begin
And, we'll begin



10. I'm Reaching for the Apple

Stretching is a slow, gentle, and controlled movement. Children **stretch** and **reach** for the imaginary apple, orange, and berries. They stand and stretch up on their tippy toes with their hands in the air, or reach to get something from the center of a table. They sit and reach for their toes, lay straight like a pencil, or straddle their legs and reach for their feet. There are many ways to perform simple stretches.

I'm reaching for the apple
The apples
The apples
The apples
I'm reaching for the apple
As far as I can go

I'm reaching for the orange
The orange
The orange
The orange
I'm reaching for the orange
As far as I can go

I stretch myself when reaching
I make my body long
Go long like a banana
I make my body long

I'm reaching for the berries
Berries
Berries
I'm reaching for the berries
As far as I can go

I stretch myself when reaching
I make my body long
Go long like a banana
I make my body long



11. Balancing in the Garden

Children try to keep their **balance** while **walking a straight line** through the imaginary garden. Walk on a line made of chalk, tape, rope, yarn, vinyl strips, leaves, tile grout, or cracks in pavement. Get creative and design a variety of paths that branch off in different directions. Older children can be introduced to a low rise beam (with the support of a caregiver). They can stop on the way and try to hold one leg up, and then the other. Set something flat in their path that they can step or jump over. *Don't step on the veggies!*



11. Balancing in the Garden ~ Continued

Balancing
Balancing
Balancing
WOW!
Go straight through the garden
And then turn around
One foot then the other
One foot then the other
Zucchini, carrot,
and cucumber

WOW!
My hands at my sides
My arms are spread wide
I look where I'm going
Don't step on what's growing
One foot then the other
One foot then the other
Straight through the garden
Balancing
WOW!

12. I'm Growing

Just like plants, we need clean air, water, sun, and nutrients to grow. Children imitate a **lifecycle of a plant**. Start on the ground. **Ball up** like a seed on the ground and grow. **Reach** and **spread arms** like branches, **spread hands** like leaves, **sway** and blow in the breeze. Take slow deep breaths. Oops, no water or sunlight. Now, **wilt** and **droop** slowly back into a ball. Older children can attempt to balance on one leg with the one foot flat against the knee in a *tree pose*.

I start as a seed
(Sitting or squatting, curl up
tightly in a ball)
in the ground
I'm growing (breathe deeply)

My seed sprouts
a long, strong stem
(Still sitting or squatting, raise
one arm up, and then the other,
reaching for the sun)
I'm growing (breathe deeply)

My stem grows
into a strong tree
(Slowly stand, rolling up 1 vertebrae
at a time into a straight
standing position, and reach
arms high)
I'm growing (breathe deeply)

My tree grows
wide branches, you see
(Slowly lower arms, spreading
them out wide to each side)
I'm growing (breathe deeply)

With leaves
that are all over me
(Wiggle fingers and hands)
I'm growing (breathe deeply)



The wind blows
my leaves with a breeze
(Sway, twist, bend, and blow
in the wind, wiggling hands)
I'm blowing (breathe deeply)

Blowing... I'm blowing

There is no water for me
I'm drooping
(Lower hands and arms,
begin to bend and droop -
breathe deeply)

There is no sunshine for me
I'm drooping (breathe deeply)
(Slowly bend & droop until
back into a curled up or
squatting position on ground)

...drooping (breathe deeply)
...drooping (breathe deeply)



13. We Wash Up

Act-out or lead the children through the simple process of **cleaning their hands** before eating: turn on the water, add soap, scrub, rinse with water, and dry. We also wash fresh fruits and vegetables before we eat them.

We wash up, we wash up
Before we eat

We wash up, we wash up

Under water we go
Add the soap as it flows
So we scrub the dirt away

Then we rinse, you know
Cause the germies don't show
And we want to eat right away

14. Boom, Boom Goes the Pot

Form a band by giving children age-appropriate, child-safe, instruments: plastic containers drums, home-made shakers, or cymbal lids. Keep it simple for the little ones. Take older children on a march. Try to make different sounds and rhythms that the kids can imitate, from big booms to small taps, from slow beats to faster beats. Make music and sounds with your mouth, and challenge the children to imitate. Split the older kids up so that half of them make music while the other half dances to the beat. Drumming helps children explore tempo, develop a steady beat, experiment with different rhythms and patterns, develop tonal awareness, and learn to love making music.

Boom Boom Goes a Pot
Boom Boom Goes a Pot
BOOM! BOOM!
BOOM! BOOM!

I'm a big kid
I can clang with the lids
A CLANG BOOM!
BOOM BOOM!

I can bang on a pot
Or the things that I've got

A BOOM! BOOM!
BOOM! BOOM!
BOOM! BOOM!

I make this kind of noise
I make that kind of noise

BOOM!
BOOM!
BOOM!
BOOM!



15. Wiggle Noodles

Caregivers can use this as a **TICKLE** song. Older children use their fingers as imaginary noodles that **wiggle** all over the place: head, feet, seat, hand, knees, high, low, in the mouth (using the tongue to poke out cheeks), then down they go (motion with hands). Where else can noodles wiggle...up top, below, above, or underneath? Use your wiggly finger to explore different body parts, directions, and positional words such as in, out, around, and behind.

Can you see the noodles
Wiggle when I eat
They wiggle on my **HEAD**
Right down to my **FEET**

They wiggle on my **SEAT**
They wiggle in my **HAND**

They wiggle on my **KNEES**
And wherever they can

They wiggle up so **HIGH**
They wiggle down so **LOW**

Then into my **MOUTH**
And down they go

Where do your noodles wiggle
Where do your noodles go

Do they wiggle up **TOP**
Or down **BELOW**

Where to your noodles wiggle
Show me so I can see

Do they wiggle above
Or **UNDERNEATH**

16. This Little Piggy

Wiggle & tickle each finger on "this little piggy." There is an added verse here to cover all ten fingers or toes. Book : "Ten Little Fingers and Ten Little Toes" by Mem Fox & H. Oxenburgh

Have you heard about the little piggies?

This little piggy went to the market
This little piggy stayed home
This little piggy had roast beef
This little piggy had none
And this little piggy cried, "wee, wee, wee"
All the way home

This little piggy went in the garden
This little piggy had corn
This little piggy had red beets
This little piggy had none
And this little piggy cried, "wee, wee, wee"
All the way home.



17. Pat-a-Cake

Partner up for this traditional **clapping game** and **finger play**. We have added a new verse.

Pat-a-Cake, Pat-a-Cake Baker's man
(Clap hands with a partner, palm to palm)
Bake me a cake as fast as you can.
(Clap hands with a partner, palm to palm)
Roll it and pat it and mark it with a "B"
(Roll fingers around, pat hands together, and draw a "B" the palm of the hand)
And put it in the oven for Baby and me.
(Palms in the air, and slide the imaginary cake into the oven)

Out of the oven, comes Baby's cake
(Palms up. Slide the imaginary cake out of the oven)
Marked with the B, that we did make
(Retrace the "B" in the palm of the hand)
Spread on the icing
(Use a flat hand to spread the icing)
And will you please
(Raise hands, palm up on each side of the body)
Cut off a piece
(Gently slice hand through the imaginary cake)
For you and me
(Point to your partner, point to yourself)



18. Jell-O on My Plate

Jell-o on my plate
(Jiggle the body like Jell-O)
Jell-o on my plate
Jiggle, jiggle, jiggle, jiggle
Jell-o on my plate

Biscuits in the tin
(Shake arms in front)
Biscuits in the tin
Shake, shake, shake, shake
Biscuits in the tin

Noodles on the floor
(Stomp the noodles on the floor)
Noodles on the floor
Stomp, stomp, stomp, stomp
Noodles on the floor

Candles on the cake
(Blow out the candles)
Candles on the cake
Blow, blow, blow, blow
Candles on the cake

19. I'm a Little Teapot

A traditional **clapping game** and **finger play**. We have added a new verse.

I'm a little teapot
(Point to body)
Short & stout
(Squat using bent knees)
Here is my handle
(Bow one arm in, fist to hip, like a handle)
Here is my spout
(Bend the opposite arm up like a spout)
When I get all steamed up
Hear me shout
(Make a toot noise)
Tip me over and
(Bend over at the waist, as if pouring)
Pour me out

Straighten up my teapot
(Straighten back up)
Watch the steam
(Raise eyes to the ceiling)
Drop in the sugar
(Drop in sugar with one hand)
Pour in the cream
(Pour in the cream with the other hand)
With a spoon, we stir it, in the cup
(Stir with an imaginary spoon)
Take a sip, and drink it up
(Lift the teacup to the lips and take a sip)



20. I Can Eat By Myself

In order to eat by ourselves we must use our hands: put food in our mouths, pick-up a cup, and drink. Practice these moves.

I can eat by myself
By myself
By myself
I can eat by myself
I use my hands

I put food in my mouth
By myself
By myself
I put food in my mouth
Watch and see
I put food in my mouth
Watch and see

I can pick up a cup
By myself
By myself
I can pick up a cup
I use my hands



I can drink by myself
By myself
By myself
I can drink by myself
I use my hands
I can drink by myself
I use my hands

I can use a napkin
By myself
By myself
I can use a napkin
To clean my hands

I can use a napkin
By myself
By myself
I can use a napkin
Watch and see
I can use a napkin
Watch and see

21. Down Goes the Spoon

It is during the 2nd year that most children demand to feed themselves independently using utensils. Modeling this behavior makes it fun for kids to mimic, and practice makes perfect. Large motor moves for older children are up and down using a scarf (bringing the scarf in close ,and out far, up and down) or parachute (walking the chute in and out).

Down, down, down
Goes the spoon to the food

Up, up, up
goes the food to my mouth

In, in, in
Goes the food so I can chew
Then I swallow
and I send the food
down, down, down



Down, down, down
Goes the spoon to the food

Up, up, up
goes the food to my mouth

In, in, in
Goes the food so I can chew
Then I swallow
and I send the food
Down, down, down

22. Oh, Dear

With eating comes dropping and spilling. Children drop their snacks in and out of a container to practice their fine motor skills, especially their pincher grasp. Use Cheerios, Fruit Loops, or Gold Fish crackers and a small container. Older children can **drop** and **pick-up**, or **toss** and **retrieve** age-appropriate child-safe manipulatives, and even toss them into receptacles. This can eventually lead to sorting by color, shape, size, or type.

Oh, Dear
What can the matter be
I spilled
it's all in front of me

Watch me
I'm going to pick it up
Put it all back in the cup

Oh, Dear
What can the matter be
I spilled
It is in front of me

Watch me
I'm going to pick it up
Now it's all back in my cup

~ Spanish Versions



23. Lemons in the Tree

Limones en el arbol
calabazas en el suelo

Limones en el arbol
las calabazas son redondas

Escoje los limones
Levanta la calabaza

Limones en el arbol
Calabazas en el suelo

Clap, clap, clap

(Las) Bayas en frente
Sandias al lado

Las bayas en frente
Sandias al lado

Escoje las bayas
Rueda la sandia

(Las) Bayas en frente
Sandias al lado

Clap, clap, clap

¿Que fruta te gustaria escojer?

24. Kookie Coconut

Yo vi un coco tonto
Columpiandose de un árbol
Columbia coco tonto
Columbia a mí



Columbia coco tonto
allá y aqui
Columbia coco tonto
Cái para abajo (y rompete)

Columbia coco tonto
Columbia con la brisa
Columbia en el arbol
Columbia cerca del mar

Columbia coco tonto
Columbia arriba y abajo
Columbia en el arbol
Cái al suelo

Yo vi un coco tonto
Columpiandose de un árbol
Columbia coco tonto
Columbia a mí

Columbia coco tonto
allá y aquí
Columbia coco tonto
Cái (para abajo) y rompete

25. Five Little Peas

Cinco chicharitos apretados adentro
Uno, dos, tres, cuatro, cinco
Ellos crecieron y nunca pararon
Crecieron grandes hasta que reventaron

Clap, clap, clap, clap, clap

Cinco (mas) chicharitos apretados adentro
Seis, siete, ocho, nueve, diez
Ellos crecieron, y nunca pararon
Crecieron grande hasta que reventaron

Crecieron grande hasta que reventaron



26. I'm Reaching for the Apples

Me estiro para la manzana
manzana
manzana
Me estiro para la manzana
Hasta lo más que puedo

Me estiro para la naranja
naranja
naranja
Me estiro para la naranja
Hasta lo más que puedo

Me estiro para alcanzar
Mí cuerpo se hace largo
Largo como un plátano
Mi cuerpo se hace largo

Me estiro para las bayas
Bayas
Bayas
Me estiro para las bayas
Hasta lo más que puedo

Me estiro para alcanzar
Mí cuerpo se hace largo
Largo como un plátano
Mi cuerpo se hace largo



27. I'm Growing

Comienso como una semilla (en la tierra)
 (Estoy) Cresiendo
 De mi semilla brota un tallo largo
 (Estoy) Cresiendo
 Mi tallo se combierte en un arbol (fuerte)
 (Estoy) Cresiendo
 En mi arbol crecen ramas anchas (lo ves)
 (Estoy) Cresiendo



Con ojas que me cubren, así

(Estoy) Cresiendo

El viento sopla mis ojas con la brisa

(Estoy) Soplando

(Estoy) Soplando

(Estoy) Soplando

No hay agua para mí

(Me estoy) Marchitando

No hay sol para mí

(Me estoy) Marchitando

(Me estoy) Marchitando

(Me estoy) Marchitando

28. We Wash Up

Lavamos, lavamos

Antes de comer

Lavamos, lavamos

Antes de comer

Lavamos, lavamos

Antes de comer



Lavamos, lavamos

Antes de comer

(Pasamos) Debajo de la agua

Pon el jabón para limpiar

Para quitarnos la tierra

Nos enjuagamos, así

No vemos los microbios

y queremos comer en seguida

29. Boom, Boom Goes the Pot

Boom Boom hace la holla

Boom Boom hace la holla

¡BOOM! BOOM!

¡BOOM! BOOM!



Le pego a la olla

O las cosas que traje

¡BOOM! BOOM!

¡BOOM! BOOM!

¡BOOM! BOOM!

Soy un niño grande

Hago ruido con la tapa (tapadera)

¡CLANG BOOM!

¡BOOM! BOOM!

Hago este ruido

Y este otro ruido

¡BOOM! BOOM!

¡BOOM! BOOM!

30. Wiggle Noodles

Puedo ver los fideos

Qué se mueven cuando como

Se mueven de mí cabeza

Hasta mis pies

Se mueven en mí colita

Se mueven en mí mano

Se mueven en mis rodillas

Y donde quiera que pueden

Se mueven arriba

Se mueven abajo

Entran a mí boca

Y para abajo van

¿Donde se mueven tus fideos?

A donde van tus?

Se mueven arriba

O para abajo

¿Donde se mueven tus fideos?

Enseñame para yo ver

Se mueven arriba

31. This Little Piggy

¿Has escuchado de los puerquitos?

Este puerquito fue al mercado

Este puerquito se quedó en casa

Este puerquito comio carnita

Este puerquito no comio' nada

Y este puerquito lloro', "wee, wee, wee"



Este puerquito fue al jardín

Este puerquito comio maíz

Este puerquito comio remolacha

Este puerquito no comio nada

Y este puerquito lloro', ""wee, wee, wee"

32. Jell-O on My Plate

Jelatina en el plato

Jelatina en el plato

Jiggle, jiggle, jiggle, jiggle

Jelatina en el plato

Pansesitos en la charola

Pansesitos en la charola

Shake, shake, shake, shake

Pansesitos en la charola

Pasta en el suelo

Pasta en el suelo

Stomp, stomp, stomp, stomp

Pasta en el suelo

Velas en el pastel

Velas en el pastel

Blow, blow, blow, blow

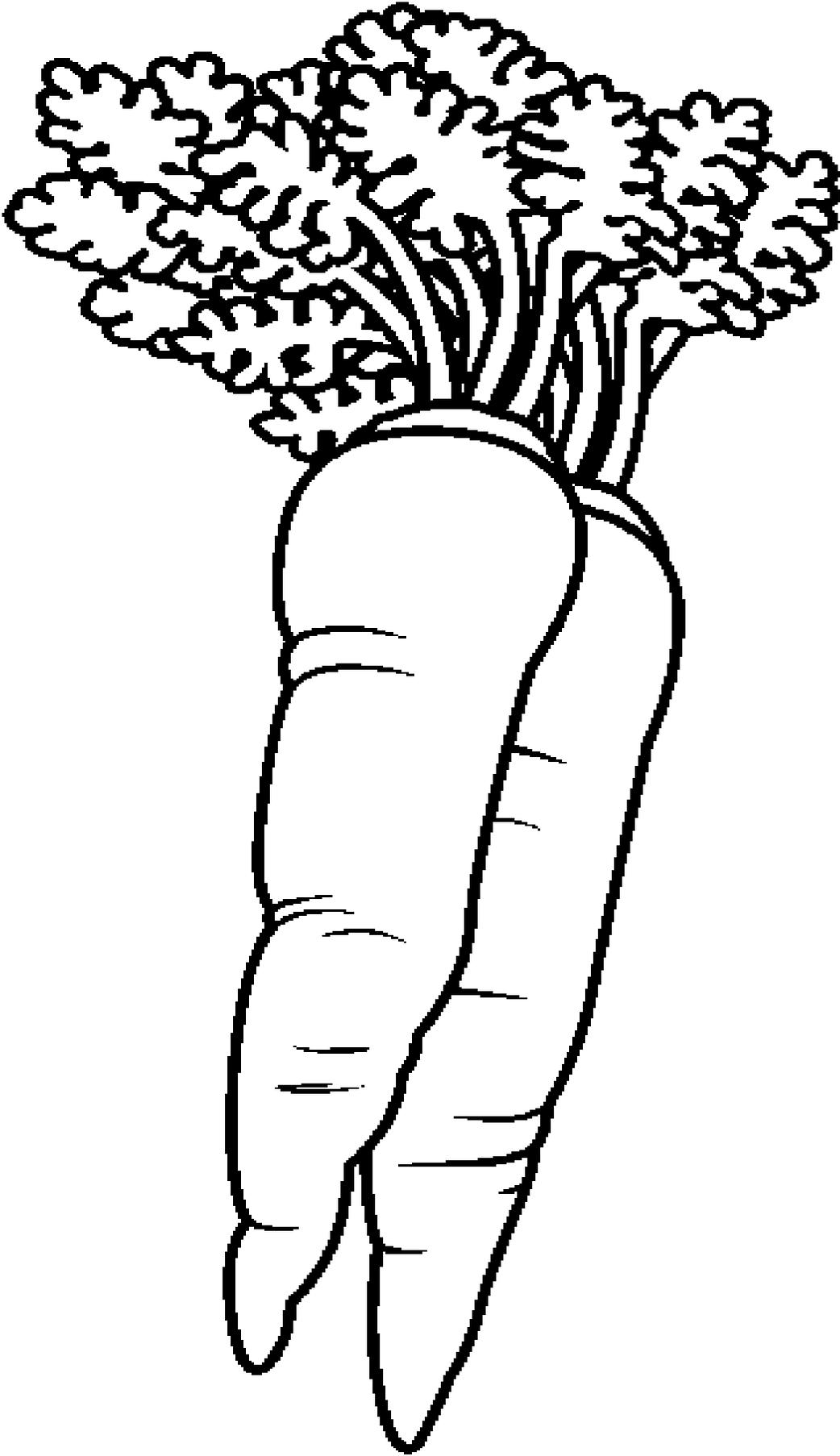
Velas en el pastel

Whoooooosh

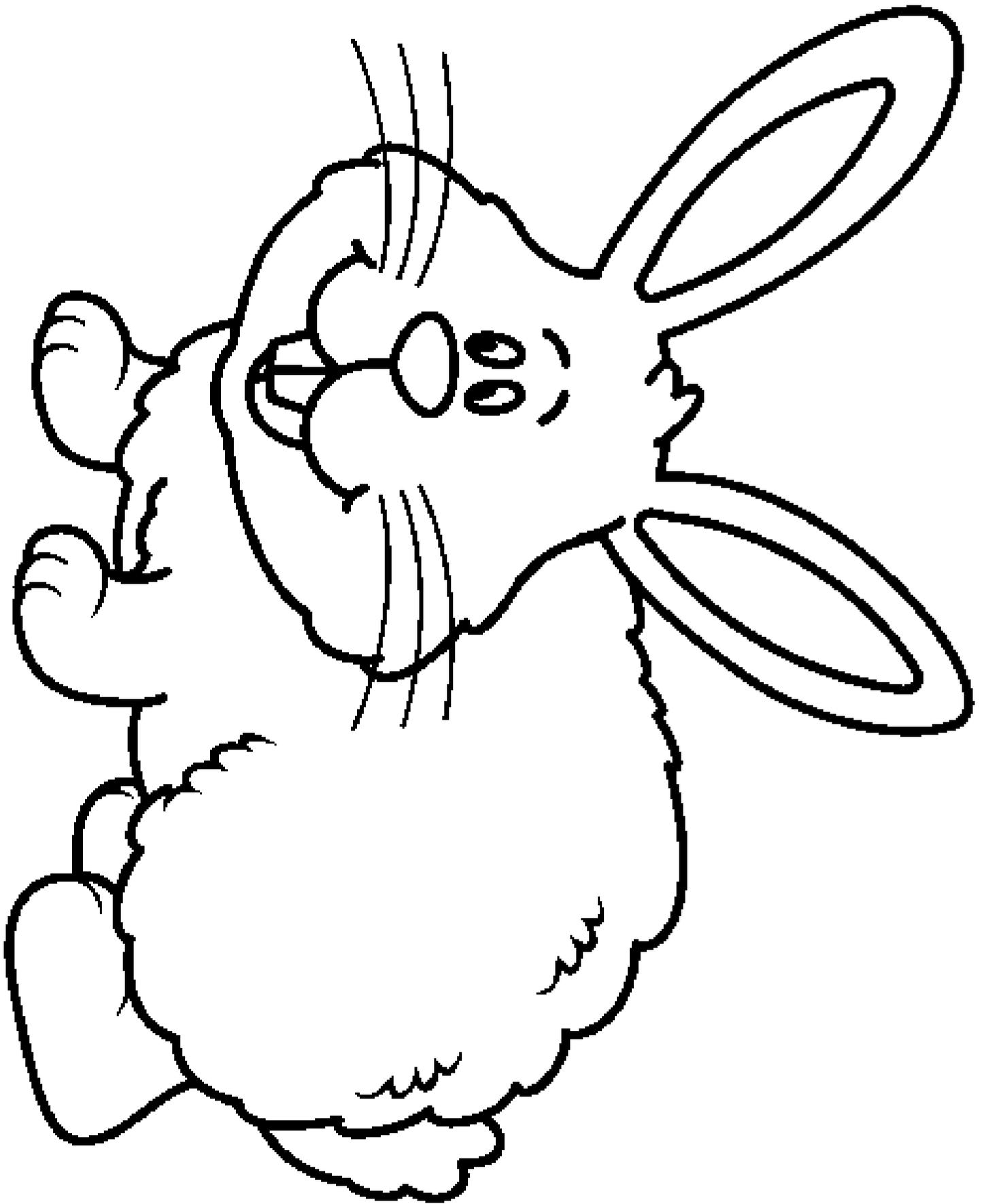


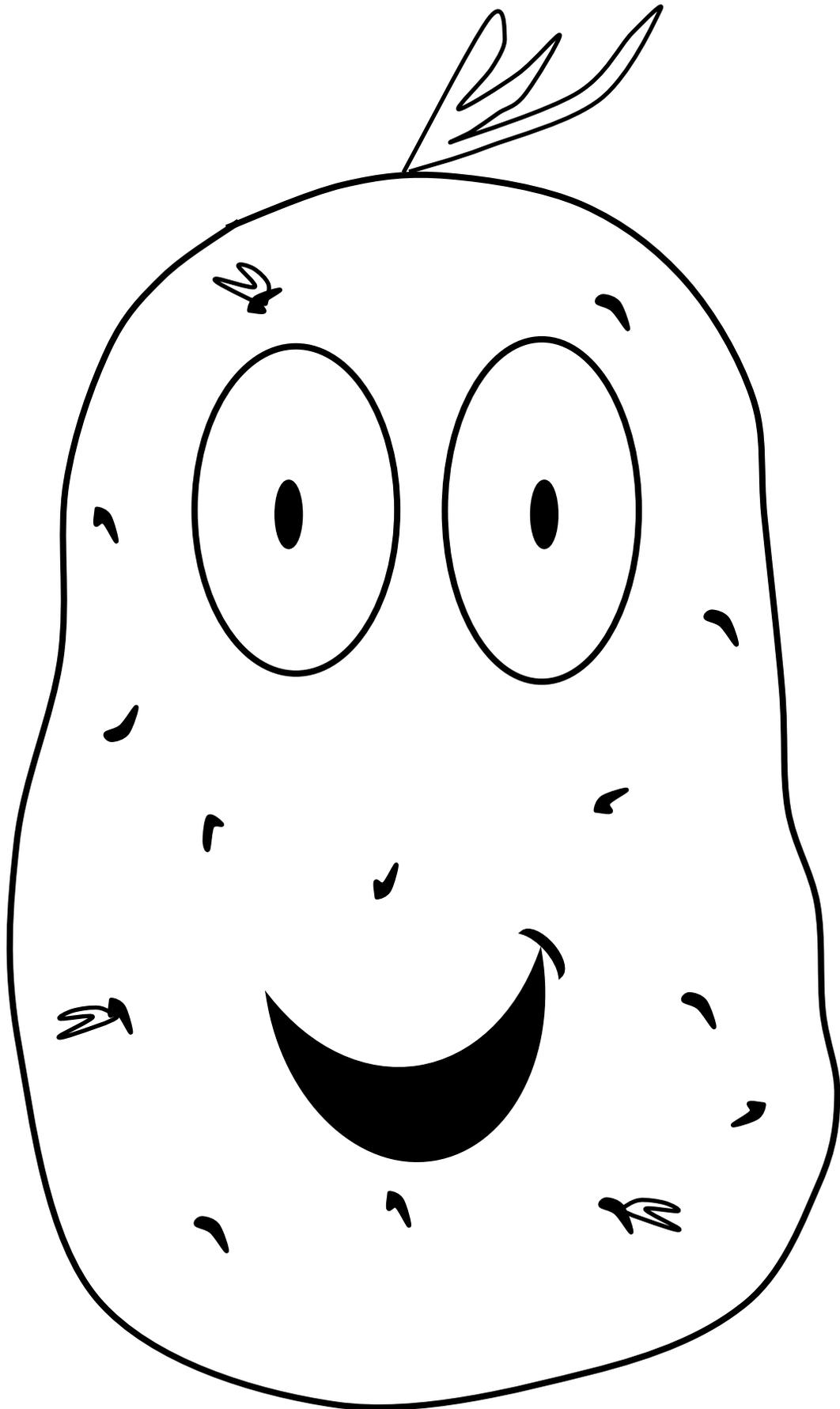
**Thank you for listening, and
welcome to the CLUB!**

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 Keynote Speaker
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"My Bunny's Carrots" - Diagram A1
Courtesy of AbridgeClub.com





"Rooty Tooty" - Diagram B
Courtesy of AbridgeClub.com