

**Baila y Muévete  
con Matemáticas para Niños**  
Lyrics for Music CD

1. A Bee
2. Around in a Circle
3. Can You Move Like I Do
4. Go Straight
5. I Can Hold up 5 Fingers
6. I'm Swimming in the Water
7. Maraca Chaka (Four)
8. Mountain and Valley
9. The Shape Train
10. This Boulder is Heavy
11. Thump Dee Dump
12. I Move
13. Dance Freeze

Approx. Running Time: 25 min.  
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Early math for toddlers includes numbers, shapes, direction, patterns, sizes, pathways, weight, speed, and many discoveries while playing and following oral directions.

La matemática temprana para niños pequeños incluye conceptos simples como números, formas, tamaños, patrones, velocidad, y muchas descubrimientos mientras se juega.

**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. Introduce child-safe props after children are familiar with the song.
9. Use fine motor (sit down/cool down) songs at

**1. A Bee (Una Abeja)**

**Location and direction:** physically interpret the different locations - over knee, high in tree, down at feet, behind, in front, then shake and make honey. Song can be used with a prop or during parachute play.

Una abeja  
está zumbando  
over my knee  
sobre mi rodilla

Una abeja  
está zumbando  
high in a tree  
alto en un árbol

Una abeja  
está zumbando  
near my feet  
cerca de mis pies

Una abeja  
está zumbando  
he's behind me  
detrás de mí

Una abeja  
está zumbando  
in front of me  
delante de mí

Una abeja  
está zumbando  
he makes honey  
hace miel



**2. Round Like a Circle**

**Shapes:** move around in a circle and point out things that are round. If possible, pick them up and examine them. Great with parachute play. Move body parts in a circular motion. Point out other shapes.

We go  
around and around  
in a circle

Las cosas  
son redondas  
como un círculo

In a circle like a ball  
In a circle like the moon  
como una pelota  
y como la luna

Alrededor y alrededor  
en un círculo

In a circle like a wheel  
In a circle like a plate

como una rueda  
y como un plato

Around and around  
In a circle

In a circle like a pizza  
In a circle like the sun  
Como una pizza  
Y como el sol

alrededor en un círculo

Like things are round  
They are round  
Like a circle



### 3. Can You Move Like I Do?

Numbers and counting - recognizing, and extending patterns: Each move is completed in repeating rhythmic patterns using 4 counts.

¿Puedes moverte como yo?  
Can you move like I do?  
*escucha bien (listen carefully)*

Aplaudes (clap your hands)  
Uno, dos, tres, cuatro  
1..2..3..4 (x2)

Toca tus rodillas (pat your knees)  
Uno, dos, tres, cuatro  
1..2..3..4 (x2)

¿Puedes moverte como yo?  
Can you move like I do?

Aplaudes (clap your hands)  
Uno, dos, tres, cuatro  
1..2..3..4 (x2)

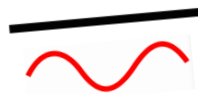
Pisa tus pies (tap your feet)  
Uno, dos, tres, cuatro  
1..2..3..4 (x2)

¿Puedes moverte como yo?  
Can you move like I do?

Aplaudes (clap your hands)  
Uno, dos, tres, cuatro  
1..2..3..4 (x2)

Sacude tus caderas (Shake your hips)  
Uno, dos, tres, cuatro  
1..2..3..4 (x2)

¿Puedes moverte como yo?  
Can you move like I do?  
Show me what to do?



### 4. Go Straight

Pathways to literacy - Introduce lines and pathways in such a way that children can recognize them and move the same way using fine or gross motor skills. Display cue cards to show children how to move. Mark the ground with chalk, laces, or tape.

Ok. Let's go  
We're moving in all different directions

Go straight, go straight  
*Mueve derecho*  
Go straight, go straight  
*Mueve derecho*

Now swerve and curve  
Like rivers flow  
*Haz curvas y curvas como un río*

Now around in a circle  
*Círculos, círculos*  
*gira en los círculos. Circle, circle*

Arms over the rainbow  
Over we go  
*En el arco iris hacia arriba y sobre*

Let's go down take our bodies  
toward our toes...down  
*Abajo y abajo. Vamos bajos.*

Now zig and zag  
go straight turn sharp.  
A la derecha, a la izquierda  
Go straight, turn sharp.

Now around in a circle  
*Círculos, círculos*  
*gira en los círculos. Circle, circle*

### 5. I Can Hold Up Five Fingers

Number sense - counting and one-to-one correspondence. Display 5 fingers on each hand and touch different body parts. Count other objects.

*Puedo levantar*  
*Un dedo*  
*Un dedo*  
*en el aire*  
I can hold up  
1 finger  
Touch my nose  
*Toco mi nariz*



*Puedo levantar*  
*dos dedos*  
*dos dedos*  
I can hold up  
2 fingers  
Touch my hair  
*Toco mi pelo*

*Puedo levantar*  
*tres dedos*  
*tres dedos*  
*detrás de mí*  
I can hold up  
3 fingers  
Touch my back  
*Toco mi espalda*

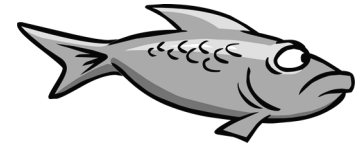
*Puedo levantar*  
*cuatro dedos*  
*cuatro dedos*

*fuera y dentro*  
I can hold up  
4 fingers  
Touch my chin  
*toco mi barbilla*

*Puedo levantar*  
*cinco dedos*  
*cinco dedos*  
*Si yo puedo*  
I can hold up  
Touch my ears  
*toco mis oídos*

*Puedo contar*  
*Cinco dedos*  
*Uno, dos, tres,*  
*cuatro, cinco*

I can count my  
5 fingers  
1,2,3,4,5 (x1)



### 6. I'm Swimming in the Water

Size and speed: Swim with stroking arms, swim faster, use hands to show a smaller fish, a bigger fish, and move like a slow fish. Observe objects traveling fast or slow. Experiment with how to change their speed.

*Estoy nadando en el agua*  
*en el agua....in the water.*  
Splash, splash  
Splash, splash  
*aquí voy*

*Un pez más rápido nadó*  
*(a faster fish)*

por mí  
por mí  
Swish, swish, swish, swish  
swish, swish, swish  
*Ahí va*

*Un pez más pequeño nadó*  
*(a smaller fish)*

por mí  
por mí  
Swish swish  
Swish swish  
*Ahí va*

*un pez más grande nadó*  
*(a bigger fish)*

por mí  
por mí  
Swoosh, swoosh  
Swoosh, swoosh  
*Ahí va*

*un pez más lento nadó*  
*(a slower fish)*

Water, water  
S p l i s h, s p l a s h  
*Ahí va*

*Estoy nadando en el agua*  
*en el agua....in the water.*  
Splash, splash  
Splash, splash  
*aquí voy*



## 7. Maraca Chaka

Numbers and counting from 1 to 4 and math related terms, ending in a pattern of movement: you, me, one, two, high, low, stop, go.

Maraca chaka yo (*me*)  
Maraca chaka tu (*you*)

Maracka chaka uno (1)  
Maracka chaka dos (2)

Maraca chaka arriba  
(*high*)  
Maraca chaka abajo (*low*)

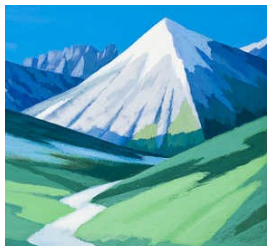
Maraca chaka pa'rate (*stop*)  
Maraca chaka ve'te (*go*)

Uno, dos tres, cuatro  
*Sacude, sacude* (*shake*)

Uno, dos tres, cuatro  
*Sacude, sacude* (*shake*)

Uno, dos tres, cuatro  
*Sacude, sacude* (*shake*)

Uno, dos tres, cuatro  
*Sacude, sacude* (*shake*)



## 8. Mountain and Valley

Shapes, forms, and observations in nature.

*La montaña es muy alta* (*high*)  
*El valle es muy bajo* (*low*)  
*El sol hace un círculo en lo alto*  
The sun makes a circle way up high  
*El sol hace un círculo muy alto*

The mountain is so high  
The valley is so low  
*El agua en el río fluye rápido* (*flows fast*)  
Water in the river rushes by

*El agua fluye rápido sobre las cosas*

*La montaña es muy alta*  
*El valle es muy bajo*  
*El arco iris hace una curva*  
A rainbow bends and curves across the sky  
*El arco iris hace una curva*

*La montaña es muy alta*  
*El valle es muy bajo*  
*Las nubes en el cielo ruedan más allá*  
Clouds in the sky go rolling by  
*Las nubes en el cielo ruedan más allá*

The mountain is so high  
The valley is so low  
*Los pájaros aletean y ellos vuelan*  
Birds flap their wings so they can fly  
*Los pájaros aletean y ellos vuelan*  
The birds flap their wings so they can fly



## 9. The Shape Train

Discover shapes. Find the shapes using cue cards or samples as a guide, then jump and celebrate.

Jump, jump, jump, jump  
*Salta, salta, salta, salta*

*Salta... en el tren de formas*  
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?  
SQUARE!  
*¿Quién tienes un cuadrado?*  
*Con cuatro lados todos iguales*  
Who has a square on the shape train?

Is a rectangle on the shape train?  
RECTANGLE!  
*¿Quién tienes un rectángulo?*

*Con dos lados largos y dos lados cortos*  
Is a rectangle on the shape train?

Is a triangle on the shape train?  
TRIANGLE!  
*¿Quién tienes un triángulo?*  
*Con tres esquinas y tres lados*  
Is a triangle on the shape train?

Who has a circle on the shape train?  
CIRCLE!  
*¿Quién tienes un círculo?*  
*Redondo sin esquinas y sin lados*  
Who has a circle on the shape train?

## 10. This Boulder is Heavy

Weights and measures: compare and contrast non-standard objects based on how they look and feel when carried and/or weighed (*heavier than, lighter than or equal to*).

*Esta roca es pesada*  
This boulder is so heavy

*Este guijarro es ligero*  
This pebble is so light

*Uno es difícil de llevar*  
Since one is hard to carry

*Lo agarro con cuidado*  
I have to hold it right

*Este tronco es pesado*  
This log is very heavy

*Esta hoja es ligera*  
This leaf is very light

*Uno es difícil de llevar*  
Since one is hard to carry

*Lo agarro con cuidado*  
I have to hold it right

*Este balde es pesado*  
This bucket is so heavy

*Esta taza es ligera*  
This cup is very light

*Uno es difícil de llevar*  
Since one is hard to carry

*Lo agarro con cuidado*  
I have to hold it right



## 11. Thump-Dee-Dump

Rhythmic pattern: thump (flick fingers out), pat (any part of the body), blink (with eyes or open and shut hand/s).

Thump dee dump  
Thump dee dump

Pat pat sha dat  
Pat pat sha dat

Blinky blanky no no  
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



## 12. I MOVE

Speed - move faster and faster and feel how your heartrate changes. What other things do the children notice about their bodies after they move fast?



I Move, I Move  
*Me muevo y me muevo*  
*Siento el latido*  
*de mi corazon*  
Feel my heartbeat  
Boom boom  
Ding, ding, ding

I Move, I Move  
*Me muevo y me muevo*  
*Siento el latido*  
*de mi corazon*  
Feel my heartbeat  
Boom boom  
Ding, ding, ding

I Move, I Move  
*Me muevo y me muevo*  
*Siento el latido*  
*de mi corazon*  
Feel my heartbeat  
Boom boom  
Ding, ding, ding

I Move, I Move  
*Me muevo y me muevo*  
*Siento el latido*  
*de mi corazon*  
Feel my heartbeat  
Boom boom  
Ding, ding, ding

## 13. Dance Freeze

Move/dance to match the tempo, beat and rhythm of the music. When the music stops, FREEZE, when music resumes, continue to move/dance to match the music. Incorporate directionality, changes in speed, fine motor skills, and gross motor skills during stoppage. Provide sufficient personal space to avoid children running into each other. Dance in free space, in a line "follow-the-leader" style, or in a circle all moving in the same direction.

Dance and freeze please  
Bottom to the top  
First we dance , then we freeze  
When the music stops

1,2,3, Go! (during breaks)



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

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