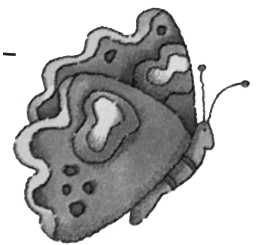


Table of Contents/CD Track Listing

The enclosed CD begins with a full version of the following songs sung by children. Each song is then repeated as an instrumental version (no singing). Several of the movement activities may have extended versions of the songs so the children have an increased opportunity to focus on their creativity while doing the movements.

Song Title	Page #	CD Track With Voices	Instruments Only	Extended Version
I Can.....	3.....	1	2.....	
I Can March.....	4	3	4	5
I Can Jump.....	6	6	7	
I Can Spin.....	8	8	9	10
I Can Rest.....	9.....	11	12.....	
I Can Hop.....	11.....	13	14.....	15
I Can Run.....	13.....	16	17.....	18
I Can Crawl.....	15.....	19	20.....	21
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I Can Wiggle.....	19.....	25	26.....	27
I Can Tip-Toe.....	21.....	28	29.....	30
I Can Stomp.....	23.....	31	32.....	33
I Can Dance.....	25.....	34	35.....	36
I Can Gallop.....	27.....	37	38.....	
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National Standards

The games and activities in this book address the following National Education Standards:

Fine Arts

- NA-M.K-4.1 Singing, alone and with others, a varied repertoire of music;
- NA-D.K-4.1 Identifying and demonstrating movement elements and skills in performing dance.



I Can March

This song begins with a typical John Philip Sousa style introduction. This piece may be used several ways because it repeats exactly:

- Have the students sing the first time through and march the second time.
- Divide the class into two groups. Have the first group sing while the other group marches and then reverse roles the second time.
- Once the children know the song, they can sing and march at the same time, following the directions in the song – “march around the room” or “march in place.”
- If you are using this song with younger students, have them practice “left” and “right” skills.

Once the students have marched freely during the song a few times, you can introduce some marching games to add to the fun. For example:

- Follow the leader
- March individually in a set pattern (square, triangle, etc.)
- March in opposite directions in concentric circles - to make this more challenging, have students change directions after each “march in place.”
- Create a “Figure 8” with students crossing by each other at the intersection
- March toward each other in two or more lines and cross through
- If space allows, form the children into a geometric shape and have them keep the shape intact as they march.

	Inst. Only	Ext. Version
3	4	5

I Can March

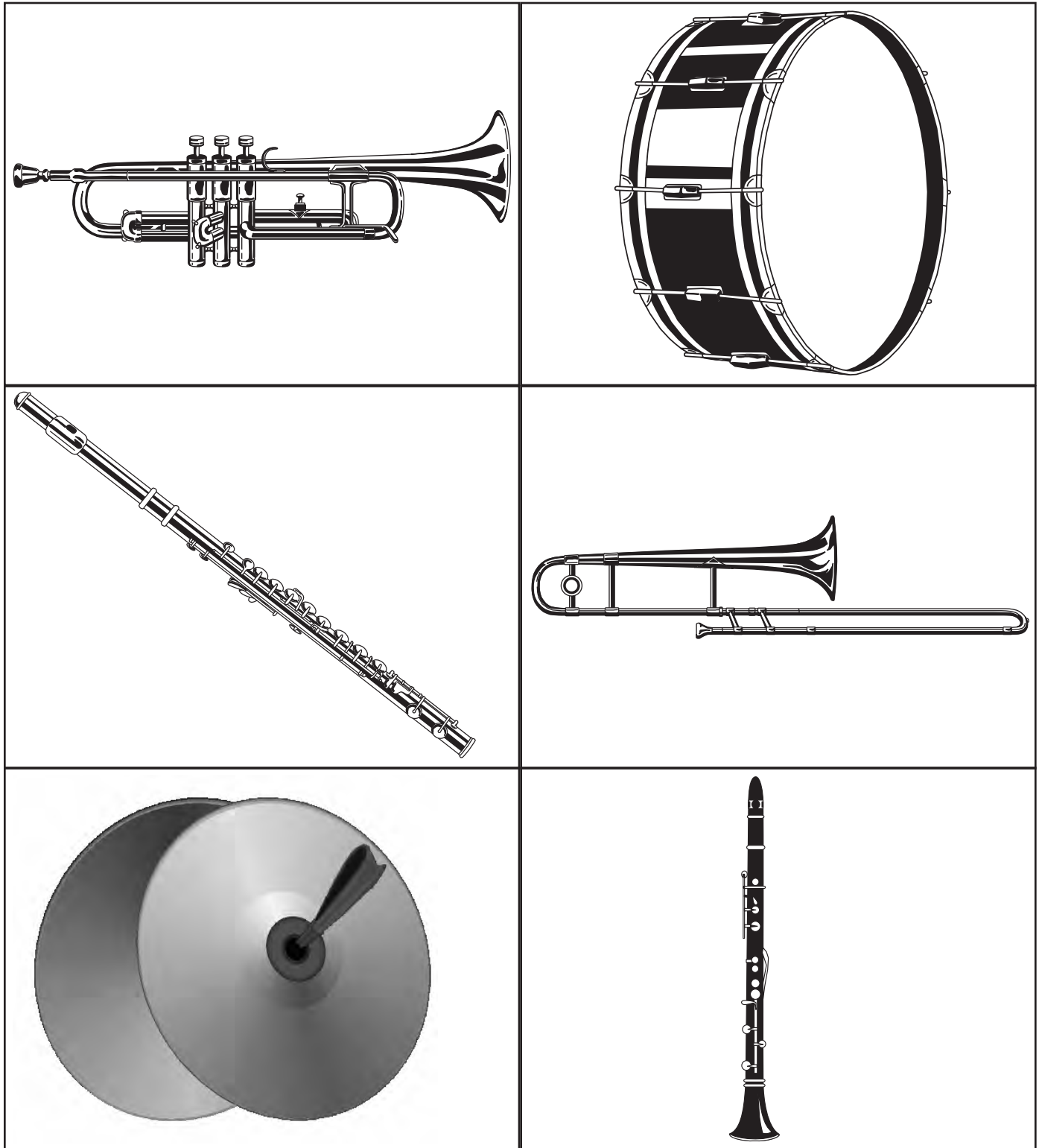
I can march around the room.
I can march around the room.
I can march in place right here.
I can march in place right here.
I can march around the room.
I can march around the room.
I can march in place right here.
I can march around the room.



Here Comes the Marching Band!

You can find all these instruments in a marching band.

Color the boxes of those you would like to play.



I Can Jump

This is a bright song that will work best if you have your students sing the song and at the appropriate place in the music, you call out "one, two, three, jump!" The students should jump up as high as they can. When the song repeats, have the children sing again or just let them continue jumping at their own pace.

As your class becomes familiar with the song, you can challenge them in various ways. For example, you could say "one, two, jump right," "one, two, jump left," "one, two, jump forward," "one, two, jump back" or other similar instructions. Let your students take turns being the leader, too!



I Can Jump

I can jump up high with no reason why.

I'm a kid you know, always on the go.

I can jump up high.

I can jump up high.

1, 2, 3, Jump!

1, 2, 3, Jump!

1, 2, 3, Jump!

1, 2, 3, Jump!

