

# Sesame Street

Linda Morgan\*

Se - sa - me street. Se - sa - me street. I like to play on Se - sa - me street.

## Suggestions:

Extend the form by adding one or more of the speech and movement patterns below.

### B Section:

Big Bird, Big Bird, Big Bird, Big Bird.

(Move in space with half notes in the feet)

### C Section:

Cook - ie Mon - ster eats all the cook - ies!

(Speak using, high, funny voices)

### D Section:

Os - car's in the gar - bage can. Os - car's in the gar - bage can!

(Speak beginning softly, and add a big crescendo)

# Starlight, Starbright

Traditional

Star light, star bright, first star I see to - night. Wish I may, wish I might, have the wish I wish to - night.

## Suggestions:

Use this song for a quiet activity. Sit or lie quietly, with eyes closed and let fingers move like stars in the sky. Perhaps just the toes could move. Maybe the entire body could “twinkle.”

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## Sol-Mi-La

### Pink Pig

Konnie Saliba



Q	Pink Pig, Pink Pig, who do you see?	A.	I see a green dog look-ing at me.
	Green Dog, Green Dog, who do you see?		I see a yellow chicken look-ing at me.
	Yellow Chicken, Yellow Chicken, who do you see?		I see a red rooster look-ing at me.
	Red Rooster, Red Rooster, who do you see?		I see a black cat look-ing at me.
	Black Cat, Black Cat, who do you see?		I see a blue bird look-ing at me.
	Blue Bird, Blue Bird, who do you see?		I see a white ghost look-ing at me.
	White Ghost, White Ghost, who do you see?		Nobody. . . ( <i>spoken, softly</i> )

#### Suggestions:

Any number of colors and animals can be used to create this exciting singing activity for children. Use colored flannel for each animal. As the teacher sings the question phrase, the Pink Pig is placed on the flannel board. The answer can be sung by the children. After a very short time both questions and answers may be sung by the entire class, or the class may be divided into two groups.

#### Variations:

Vary the order of the animals. Ask individual children to place a flannel animal on the board and sing a solo. Change the category to toys or to halloween characters.

### Let Me See Your Pony

Konnie Saliba



Let me see your pon - y, show us what he'll do. Let me see your pon - y, we can gal-lop too.

#### Suggestions:

Ask one child in the class to gallop. Let small groups of children in the class gallop while others watch. After learning the song, ask one child to gallop while everyone sings. Then all children can gallop. Choose another child to gallop alone while everyone sings, etc.

# Tick-Tock

Konnie Saliba

Tick tock tick tock tick tock goes the clock. Tick tock tick tock Tick Tock.



**Bordun:** Alto or Bass Xylophone

## Suggestions:

Sing the song and pat half notes on the knees. Sing the song and pat quarter notes on the knees.

For the half note speak “ding dong” (  $\text{♩} \text{♩}$  ). Transfer the rhythm of those words to a suspended cymbal. Choose a child to play the cymbal while others sing. For the quarter pulse speak “tick tock”. Transfer the rhythm of “tick tock” to a wood instrument such as a single temple block. For the eighth pulse speak “tick-a tock-a”. Transfer the rhythm of “tick-a tock-a” to a different wood instrument.

Ask each child in the class to select a place in the room to stand. Let each create in-place movement which might represent a grandfather, a grandmother or a little cuckoo clock.

Accompany the singing of the song with a bordun, played on the pulse on alto or bass xylophone.

# Weather Song

Konnie Saliba

1. Wind play me a song.  
2. Rain play me a song.  
3. Thunder play me a song.  
4. Everyone play me a song.

## Suggestions:

Use a metallophone for wind, a glockenspiel for rain and a suspended cymbal or timpani for thunder. Put the metallophone and glockenspiel into C Pentatonic (remove all F's and B's). After singing verse one, one child, playing metallophone, improvises for two measures. After singing verse two, another child improvises on the glockenspiel, etc.