

## Options Communication Therapy Centre: **Songs to Learn By.**



### **Heads and shoulders**

Heads and shoulders

Knees and toes

“ “ “

“ “ “

Heads and shoulders

Knees and toes

We all clap hands together.

Eyes and ears

And mouth and nose

“ “

“ “

“ “

Eyes and ears

And mouth and nose

We all clap hands together

**Tongue and teeth**

**And lips and chin**

“ “

“ “

**Tongue and teeth**

**And lips and chin**

**We all clap hands together.**

Take your child's hand to touch these body parts as you sing. Use only the amount of support you need to help the child. Sing as slowly or as quickly as the child needs in order to follow.

## **If you're Happy and You Know it.**

If you're happy and you know it  
Clap your hands (clap, clap)

If you're happy and you know it  
Clap your hands (clap, clap)

If you happy and you know it  
You really ought to show it

If you're happy and you know it  
Clap your hands (clap, clap)

Repeat with the following actions (lines 2,4,8)

- Wave hello
- Nod your head, say 'yes'

Vary the song with other emotions i.e. 'If you're angry and you know it...'

- Stamp your feet
- Look like this (angry face)

'If you're tired and you know it ...'

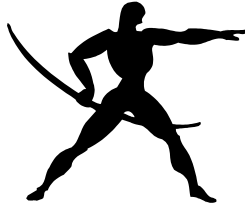
- Have a yawn
- Go like this (gesture for sleep)

Consider these as well: If you have a pain, show where (point to parts of the body as named)  
If you know the answer, hand up  
If you've had enough say "stop"!

## **Everybody do this**

Everybody do this, do this, do this  
" " " just like me.

Repeat with:	Nodding	to say yes
	Shaking	to say no
	Pointing	to say this
	Chewing	to say yum
	Close eyes	to say sleepy
	'Shhh'	to say be quiet
	Hands to ears	to say noisy!



## Twinkle, Twinkle Little Star

Twinkle, twinkle little star (Hands up, open / shut fingers)

How I wonder what you are (hands down)

Up above the world so high (One hand up to point)

Like a diamond in the sky (hand stays up)

Twinkle, twinkle little star (other hand up and fingers open/ shut)

How I wonder what you are

Underlined words are words where the jaw lowers. They can be highlighted in your singing by pausing before you sing them to encourage your child to join in. You can also touch cue the child to lower his/ her jaw by moving the jaw of the child gently with your thumb on their chin.

## I love you

I love you

You love me

We're a happy family

With a great big hug (hug)

And a kiss from me to you

Won't you say you love me to (kiss)

Photos of family members to represent concepts of happy, hug and kisses are good for this song.

## Old Mac Donald Had a Farm, E-I-E-I-O

Old Mac Donald had a farm E-I-E-I-O

And on that farm he had a

Dog - h-h-h

Sheep- baa

Bee - mm

Old Mac Donald had a **Pet Shop** E-I-E-I-O

And in that pet shop he had a:

Fish- (open and shut mouth quietly)

Puppy- h- h

Lizard- (tongue in and out)



Old Mac Donald had a **zoo** E-I-E-I-O

Lion- arr

Monkey- ee ee

Crocodile- biting action.

Animal cards are included for your child to choose independently or co-actively which animal they want included. Remember to display only the animals that are relevant to the version of song you are singing.

## Wheels on the Bus

The wheels on the bus (child holds your hands or makes a steering wheel)

Go round and round

“ “ “

“ “ “ (Child makes forward circle movements)

The wheels on the bus Go round and round

All the way to town.

The People on the bus \_\_\_\_\_ stand up, sit down (action)

Mummies on the bus \_\_\_\_\_ rock their baby (gesture)

Children on the bus \_\_\_\_\_ clap their hands (action)

“ “ “ \_\_\_\_\_ stamp their feet (action)

“ “ “ \_\_\_\_\_ wave by-bye (gesture)

“ “ “ \_\_\_\_\_ say ‘let’s go!’ (gesture)

Mummies on the bus \_\_\_\_\_ say “come here” (gesture)

