INTRODUCTORY SONG:
I'M ALL EARS
© by Nancy Schimmel and Fran Avni 1997
I'm all ears, I'm ready to listen,
I'm all ears, I'm humming along,
I'm all ears, it's perfectly clear,
That my ears are here for the ear song.

I can rhyme in the month of June,
Fly to the moon in a blue balloon.
I laugh like a loon 'cause I can't go wrong.
I'm tuning my ears to croon this song.

I need my eyes when I learn to write,
But you know this song is out of sight.
I need my eyes when I learn to read,
But right now ears are all I need.

A bat has ears to steer in the dark,
A dog needs to hear the other dogs bark,
A musician's ear knows high from low,
I've got ears for your hello!

RHyme completion:
GOOD FOR YOU!
© Nancy Schimmel and Fran Avni 1998
Tell you something quite insane,
All about my sister Jane:
On her birthday, by mistake,
She ate the candles not her ___ cake!

CHORUS: Good for you! you made a rhyme,
You can make one any old time, time,
You can make one any old time.

Tell you something quite absurd,
My music school is run by a bird.
She keeps time while the chorus sings,
She taps her foot and flaps her ___ wings!

CHORUS

Tell you something you won't believe
All about my brother Steve:
He couldn't swim, he couldn't boat
But he crossed the river without a ___ boat!

CHORUS

Tell you something you'll never guess,
I didn't either, I'll confess.
This song was written by a kangaroo,
If he could do it, so can you!

RHymE recoGnItion:
NAME GAME
words and music © Fran Avni revised 1996
CHORUS: I'll make a rhyme and we'll play a game,
Rhyming means things sound the same,
Same game, game same,
Let's begin with someone's name!

Ella, Ella, remember your umbrella (2x):

CHORUS: I'll make a rhyme and we'll play a game,
Rhyming means things sound the same,
Same game, game same,
Let's continue with another name!

Caroline, Caroline, won't you be a friend of mine
Taylor, Taylor grew up to be a sailor,

Cory, Cory remembers every story

LAST CHORUS: I'll make a rhyme and we'll play a game,
Rhyming means things sound the same,
Same game, game same,
Find a rhyme for your own name!

If the name doesn't fit the rhythm, you can still fit it in. For instance, for Ramen: ra-MOH-OHN, ra-MOH-OHN, pick up the telePHOH-ahn...and if you can't think of a real rhyme, make up one: Laura...is going to the store-a, etc.
Right where I have elbows,
My monster has his___melbows/delbows
Right where I have hips, my monster has his ____ mips/kips

CHORUS
I'm playing with a monster, my monster comes from Bonster.
Because my name is ____my monster's name is ______

This can be done with the same initial sound throughout,
or with different ones for each body part.

SYLLABLE SEGMENTATION:

HEY CATERPILLAR
© Fran Avril 1997

CHORUS:
Caterpillar griddle cakes and caterpillar stew;
Caterpillar muffin mix and nothing else will do,
Caterpillar burgers with a pickle on a bun,
Pack a sack of sandwiches, we'll eat them on the run. (2x)

Hey Caterpillar (echo) Caterpillar bread (CA-TER-PILLAR)
I get so very hungry (echo) I stand up on my head (echo)
I'll brush my teeth and wash my neck (echo)
and jump right into bed (echo)
If only I can get some of that caterpillar bread (echo)

CHORUS:
Hey Caterpillar, caterpillar cake,
I get so very hungry, my knees begin to shake.
I'll stamp my feet and wave my arms and slither like a snake,
until you give me just a little caterpillar cake.

Hey Caterpillar, caterpillar chips,
I get so very hungry, I start to lick my lips.
I'll stamp my feet and wave my arms,
and even swing my hips,
If only I can get a batch of caterpillar chips

CHORUS:
Hey caterpillar, caterpillar fries,
I get so very hungry, the tears come to my eyes.
I'll stamp my feet and wave my arms
and even slap my thighs,
If only I can have a plate of Caterpillar fries!

(Caterpillar may be replaced by stegosaurus, salamander,
cauliflower, dandelion, rutabaga, watermelon, pumpernickel,
any four-syllable word with 1st & 3rd syllables accented)

DRACULA CAME TO OUR SCHOOL
© Nancy Schimmel and Fran Avril 1998

Dracula came to our school, Dra-cu-la (2x)
He thought that he was totally cool,
Looked at us and started to drool,
But he was easy as pie to fool, Dra-cu-la

A basketball came out of the blue, bas-ket-ball (2x)
Somebody threw it, I don't know who,
Dracula pounced and started to chew,
His fang went in and the basketball blew, bas-ket-ball

The principal took a photograph, prin-ci-pal (2x)
He gave it to Drac' to autograph,
When Drac' saw the photo he started to laugh,
So did the principal and the staff, prin-ci-pal

When Dracula laughed it broke the spell, Dra-cu-la (2x)
He was just a kid underneath his shell,
A regular kid, so all was well,
And which kid he is, I'll never tell! Dra-cu-la.

SYLLABLE DELETION:

THERE'S A STARFISH HIDDEN UNDER MY BED
© Fran Avril 1996

There's a starfish hidden under my bed,
Starfish (clap, clap) starfish (clap, clap)
Someone took the star, what's left instead? (2x),
It's just a fish (clap, clap) a fish (clap, clap)

There's a cowboy hidden under my bed... cowboy (clap, clap)
Someone took the boy, what's left instead? (2x)
It's just a cow, (clap, clap) a cow.

There's a toothbrush hidden under my bed...
Someone took the tooth, what's left instead? (2x)
It's just a brush, (clap, clap) a brush.

There's a keyhole hidden under my bed...
Someone took the hole, what's left instead? (2x)
It's just a key, (clap, clap) a key.

There's a football hidden under my bed...
Someone took the foot, what's left instead? (2x)
It's just a ball, (clap, clap) a ball.

There's a doorbell hidden under my bed...
Someone took the door, what's left instead? (2x)
It's just a _____, a _____.

Each object named can be followed by claps, snaps, or any repeated rhythmic pattern. The door can be knocked on, the bell can be rung, teeth can be brushed, the cow can moo, etc.
TAKE A WORD APART  
© Fran Avni 1996  
CHORUS:  
Take a word apart, 2x. Take a part away.  
Find the part that’s left behind,  
What does that part say? Hey!  
From the treetop take the tree,  
From the kneecap take the knee,  
From the seashell take the _____ sea!  
Take a part away. CHORUS  
From the teapot take the tea,  
From the keyhole take the key  
From the beehive take the _____ bee!  
Take a part away, CHORUS  
From the handball take the hand,  
From the sandwich take the sand,  
From the landslide take the _____ land!  
Take a part away.  
From the chairlift take the chair,  
From the hairdo take the hair  
From the scarecrow take the _____ scare!  
Take a part away. CHORUS  
From the snowfall take the snow,  
From the doughnut take the dough  
From the glowworm take the _____ glow!  
Take a part away.  
From the dishcloth take the dish,  
From the fishbowl take the fish,  
From the wishbone take the _____ wish!  
Take a part away, CHORUS  

PHONEME ISOLATION AND ALLITERATION:  
MUFFIN MIX  
© Nancy Schimmel and Fran Avni 1998  
Mmm, muffins! I love munching muffins.  
Make me muffins for my lunch,  
Please, O please and thanks a bunch.  
CHORUS:  
When the first sounds sound alike,  
As in Betsy bought a bike,  
Or Steve’s still standing at the station,  
We call that alliteration.

Sss, snakesound. I stop when I hear snakesound.  
Stay right still, leave me alone,  
I only speak to snakes by phone.  
CHORUS  
Shhh! Shushing. Shortly we’ll be shushing.  
Shut the sheep in the shearing shed,  
Take the shaggiest one to bed.  

LISTEN LISTEN LEND AN EAR  
© Fran Avni 1996  
Listen, listen, lend an ear,  
What’s the first sound that you hear?  

CHUGGA CHUGGA CHOO-CHOO  
© Fran Avni 1996  
Chugga chugga choo-choo, choo-choo (3x),  
Chewy chewy chocolate chips. CHEW!  
Charlie’s children cheerfully chewed,  
Chicken chunks in the kitchen for lunch (2x)  
Chugga chugga choo-choo, choo-choo (3x),  
Chewy chewy chocolate chips. CHEW!  

This dirty has all three positions for the ch/ sound - initial, medial and final.  

TWO TIRED TODDLERS  
© Fran Avni 1996  
Two tired toddlers twiddled twenty tiny toes, twenty tiny toes,  
Two toes two toddlers twiddled,  
Two tired toddlers twiddled twenty tiny toes,  
Twenty tiny toes two toddlers twiddled.  

A fun vocal percussion exercise - is similar to the high hat sound of a drum kit. Teachers can suggest different patterns for the students and divide the class into sections.

LILY LOVES LISTENING TO LULLABYES  
© Fran Avni 1996  
Lily loves listening to lullabies,  
Liltingly lovely lullabies. (2x)  

ONE WET WINDY WEDNESDAY  
© Fran Avni 1996  
Wendy went walking with Wally one Wednesday,  
Woo, woo, one wet Wednesday  
Wendy went walking with Wally one Wednesday,  
One wet windy Wednesday.
Willy was watching Walt wade in the water, 
Woo, woo, Walt wade in the water, 
Willy was watching Walt wade in the water, 
One wet windy Wednesday. 

Winifred Wagner was wiggling and wailing, 
Woo, woo, was wiggling and wailing, 
Winifred Wagner was wiggling and wailing, 
One wet windy Wednesday. 

**BRING BACK THE BAT** 
© Nancy Schimmel and Fran Avni 1996 
We wake up when the bat goes to bed, 
Don't ban the bat, don't ban the bat, 
He sleeps with his feet up over his head. 
Oh, bring back the bat. 

**CHORUS:** 
Bring the bat back for the balance of nature, 
Bring the bat back to the banks of the stream, 
Bring the bat back, there's a bat in your future, 
Be batgirl or batboy on the bat's home team. 

He flies like a bird but he's more like a mouse, 
He can't build a nest so build him a house. 

The bird eats mosquitoes and so does the bat, 
Mosquitoes eat me and I don't like that. 

**CHORUS** 
Build the bat a box and she'll catch a batch of bugs 
Raise little bats and give them little bat hugs. 

**CHORUS** 
Bats aren't bad, they're bashful and sweet, 
And they pollinate bananas for us to eat.* 

*The bats that eat bugs and the bats that pollinate flowers are not the same kind. The pollinating bats eat nectar. This song can also be used for alliteration - with a chorus of B-B-B-B-s as well there are a number of final sound changes bat bad - back bat. 

**COMPLETE SEGMENTATION:** 

**DOWN BY THE TRACK** 
© Nancy Schimmel and Fran Avni 1998 
If I give you suck, suck, suck, 
What do you give me back? /s/ /a/ /k/ 
If I give you tack, tack, tack, 
What do you give me back? /t/ /a/ /k/ 

**CHORUS:** 
Down by the track there's a door in a shack, 
Open it a crack, say ACK! and jump back. 

If I give you Jack, Jack, Jack, 
What do you give me back? /j/ /a/ /k/ 
If I give you pack, pack, pack, 
What do you give me back? /p/ /a/ /k/ 

**DELETION:** 

**I LOST A SOUND** 
© Nancy Schimmel and Fran Avni 1997 
One day I went out for a walk, 
With my nosy dog named Rover, 
But on the way we lost a sound, 
And I thought our walk was over. 

(Here teacher can ask: What's that sound we lost?) 
"Where's that /s/?" I asked him, 
We looked in the grass and clover, 
We looked all around and under the ground 
And the sound was found by Rover. 

Rover, Rover, let everyone come over. 

At school we painted on a wall, 
And I tried to draw a train, 
But I fooled around and lost a sound, 
And all I had left was rain. 
(What's that sound we lost?) 
So rain is what I painted. 
The teacher said, "That's good! 
Rain will bring the flowers to 
Our painted neighborhood." 
Rain, rain, wash the train, 
Rover, Rover, let everyone come over. 

On that day of paper hearts, I got my mom a glove. 
But walking home I lost a sound, and all I had left was love. 
So love is what I gave her, she said she liked it fine, 
'Cause love is the very thing you need to make a valentine. 

Love, love, find the glove, rain, rain, wash the train, 
Rover, Rover, let everyone come over.
DROP IT!
© Fran Avni 1996
Eat a date, now drop the /a/ and have a good ____ day
Here's a plate, now crop the /t/ then go outside to ____ play
Clip the /t/ from state, that's where you want to ____ stay
Drop or crop or clip (4 claps) a sound away.

Plant a seed, now crop the /d/ then jump into the ____ sea
Paint a bead, now drop the /d/ and buzz goes the ____ bee
Clip the /d/ from knead, and get down on one ____ knee
Drop or crop or clip (4 claps) a sound away.
Drop or crop, clip or snip, (2 claps) a sound away.

PHONEME SUBSTITUTION: (INITIAL SOUND)

PINEAPPLE
© Fran Avni 1996
Penny's got a pineapple, (Pass a piece, please),
Benny's got a pineapple, (Beautiful!),
Denny's got a pineapple, (Delicious),
Make that apple mine. MMMM Yum!

Jenny's got a pineapple, (Just juicy!),
Fenny's got a pineapple, (Fantastic),
Sanny's got a pineapple, (Sensational),
Make that apple mine. MMMM Yum!

Tineapple, tasty and terrific,
Vineapple, very very velvety
Wineapple, wow! it's wonderful,
Make that apple mine. MMMM Yum!

Renny's got a pineapple, (Red and rosy),
Henny's got a pineapple, (How heavenly),
Lenny's got a pineapple, (Luscious),
Make that apple mine. MMMM Yum!

FIDDLE AROUND WITH THE MIDDLE SOUND
© Fran Avni 1998
It's fun to fiddle with the sounds in the middle,
Though you might find it strange,
When you fiddle all around with the middle sound,
The word will change.
Deedle-dee deedle-dee deedle-dee deedle-dee,
Deedle-dee deedle-dee,
Doodle-dee doodle-dee doodle-dee doodle-dee,
Doodle-dee doodle-dee doo

My goat went running through the gate,
I played my lute so I came late,
My cat ran off to cousin Kate,
'Cause we fiddled around with the middle sound

My best friend Jake just told a joke,
I think our car's front brake just broke,
Dad put my dirty sock to soak,
'Cause we fiddled all around with the middle sound.

TRANSPOSITIONS:

TOPY TURVY
© Fran Avni 1998
At the tip of the pit or the top of the pot,
Backward words are what you've got.
Mid is dim and mud is dumb,
See if you can think of some.

CHORUS:
Flipping, slipping sounds around,
Skipping from the front to back,
Switch and sing a new sound song,
You'll soon get the knack.

Make is came and mate is tame,
The sound in the middle stays the same.
Cut is tug and gum is mug,
Give yourself a great big hug.

CHORUS

Tack is cat and tab is bat,
But Mom stays Mom, you can count on that.
Pup stays pup and roar stays roar,
Can you think of any more?

Peach is cheap and peek is keep,
Soon you'll do this in your sleep.
Leaf is feel and note is tone,
Now I think you're on your own.

CHORUS

PHONEME ADDITION

ON YOUR LAP
© Nancy Schimmel and Fran Avni 1997
Put a /k/ on your lap and /k/lap, clap,
Put a /k/ on your lap and clap,
Put a /k/ on your lap and /k/lap clap clap,
Put a /k/ on your lap and clap,
Clap your hands, clap your feet,  
To the rhythm and the beat,  
Put a /k/ on your lap and clap.  
Put a /s/ on your lap and /s/ lap, slap.  
Put a /s/ on your lap and slap.  
Put a /s/ on your lap and /s/ lap slap slap,  
Put a /s/ on your lap and slap.

Slap your hands, slap your feet,  
To the rhythm and the beat,  
Put a /s/ on your lap and slap.  
Put a /t/ on your lap and /t/ lap, flap etc.

(On the word “lap” slap thighs with both hands. On the word “clap” clap. Clap your hands, then clap the soles of your feet together (don’t try this standing up). On the word “lap” slap thighs with both hands. On “slap” hold one hand out, palm up. Slap it with the other hand. Repeat, then slap a foot with your hand. Flap — flap both hands to your sides, like a bird. Flap feet.

**BLOW A BUBBLE**
© Fran Avni 1997
To low add /b/  
And /b/low a bubble  
Or a blue balloon,  
Or /g/ for g/low,  
The sun and stars do,  
So too does the moon,  
Add /f/ for f/low, the rivers do  
And so too does the sea,  
Add /s/ for s/low,  
A snowflake slowly  
Melts upon my knee. (2x)

Act out the slow-motion movements to this dreamlike piece. It’s fun to blow soap bubbles with a wand and follow the bubbles as they float through the air.

**NOTE:**
A few of these songs treat blends as separate phonemes. We realize that many teachers teach them as one phoneme. Choose which songs or verses work for you.

**About The Authors:**
Singer-songwriter
arranger-producer
Fran Avni has been creating original songs for children for over two decades. An internationally acclaimed performer, she is a sought-after presenter at educational and music conferences. Fran’s songs are part of numerous language arts curricula including ongoing CBC Sesame Street repertoire. She most recently composed songs promoting early literacy for the National Film Board of Canada’s 1998 CD-ROM project Has Anybody Seen My Umbrella?

For information about Fran’s other recordings, and bookings for school concerts, workshops and artist-in-residencies, contact FAVNI@aol.com

Songwriter/storyteller Nancy Schimmel’s songs have been acclaimed by Parent’s Choice (two Gold Awards) and by the American Library Association. For information about recordings of Nancy Schimmel’s other songs and her storytelling book, access www.sisterschoice.com For performance information, e-mail nancy@sisterschoice.com

Songs written by Fran Avni (SOCAN) and Nancy Schimmel (ASCAP)
All music composed by Fran Avni (SOCAN)
Arranged and performed by Fran Avni
Credits:

Musicians:
Fran Avni: Guitars, snaps, claps, scissors
Andre Boulet: synths on Lily Loves Listening to Lullabies
Bobby Cohen: Electric, Acoustic Guitars, Mandolin
Brian Gelfand: Keyboard on Bat Song and Blow A Bubble
Jeffrey May: Congas on There's a Starfish, I Lost a Sound, recorders on Name Game, On Your Lap, flute on Blow a Bubble
Geoffrey Lang: Drums and percussion
Itsik Romano: assorted synth/keyboards
David Weigens: recorders on I Lost a Sound
Jon-Todd Archambault: Shaker, snaps and flaps
On Your Lap
Thanks to Ben Leinbach, Steve Fain and Bryan Matson for percussive snaps and claps on Starfish

Vocals:
Fran Avni: all leads and harmonies
Additional Chorus:
Jon-Todd, and Nancy Schimmel
Singing Children: Mai Baalbaki, Talia Cooper, Devon Finzer, Lauren Finzer, Lev Hirschhorn (and Mom Linda)

Recording & Production:
Recorded by Andre Boulet at Studio Acoustic 1 and Barney Benering at Fast Forward in Montreal
Jon-Todd Archambault at Audio Cafe in Berkeley
Ben Leinbach at Skyline Studios in Oakland
Mastered at Fast Forward in Montreal

Cover Art by Andrea Kassoff
Graphic Layout by Publiart
Photo by Jackie Cytrynbaum

Produced by Fran Avni
Executive Producers
Fran Avni & Nancy Schimmel

Acknowledgements:

These songs were inspired by and based upon the work of Dr. Orna Lenchner, reading specialist, author, educator, and creator of the innovative The Sounds Abound program (LinguistSystems) video and games. Orna has been our tireless mentor, eloquently encouraging and endlessly editing.

Special thanks to Dr. Margie Golick, Canadian educational psychologist, children's television and film consultant, author of Wacky Word Games, Playing With Words, Deal Me In, and Reading, Writing and Rummy. Margie has been one of our wonderful dedicated "ears" readily available for long-distance late night and early morning calls.

An additional thank-you to Dr. Sybil Schwartz, Speech and Language pathologist for becoming one of our final 'ears'.

We gratefully acknowledge the help and dedication of our friends, families and colleagues upon whom we tried out reams of rhythms and rhymes.

For additional copies of this recording and the upcoming activity book call 510-524-5804, or access www.sisterschoice.com

Available from StarFish Music
at Sisters' Choice Recordings,
704 Gilman Street, Berkeley CA 94710
(510) 524-5804, fax (510) 528-9342

In Canada call 514-737-9630
or contact, favni@aol.com