**TRAINER MATERIALS**

**Science Module**

**Brain Break Songs**

Music by:

**Angela Russ**

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Lessons by:

**Patricia Kimbrell**



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| Song: Lemons in the Trees | **Activity Format:** Area for children to move without touching others | |
| CD: Smart & Yummy 1 | **Needs:** Music player, picture cards of fruit and veggies (optional) | |
| Artist: Angela Russ | **Author: Patricia Kimbrell** | |
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| **Getting Ready**: Let’s look at some food cards of fruit and vegetable. Where do they grow? They grow at different levels: high, medium, and low. Can you lift your hands over your head and reach high? Can you touch the ground at a low level? Demonstrate how lemons grow at a high level in a tree (reach up to pick a lemon), and pumpkins grows on the ground at a low level (squat low). This song has lemons, pumpkins, berries, and watermelons in it and it’s a pattern song! For the last part of the song we will create new movements to do in the song. | | |
| **Lemons in the Trees** | **Notes:** | |
| *(Practice moves first, see notes column, then add music)*  ***First Verse:***  Lemons **in the** tree  Pumpkins **on the** ground (2xs)  Pick those lemons  Lift that pumpkin  Lemons in the tree  Pumpkins on the ground  Clap, clap, clap *(Turn in a full circle)*  ***Second verse:***  Berries **in front**  Watermelons **on the side** (2xs)  Pick those berries  Roll that watermelon  Berries **in front**  Watermelons **on the** side  Clap, clap, clap *(Turn in a full circle)*  Which fruit do you like to pick?  ***Third verse* *– Instrumental***  *(****FREEZE*** *music. Ask the children to suggest fruits or vegetables they can harvest. At what level do they grow and how do you pick them? Cue music and perform new moves.)* | LEMONS = *Reach* ***high*** *to pick the lemons out of the tree – alternate picking on one side then the other to cross the left/right midline*  PUMPKINS = *Squat* ***low*** *to pick up big pumpkins with round arms then stand up - crossing the top/bottom midline*  ----------------------------------------------------  BERRIES = *Lean* ***forward****, use pincher grasp to gently pick berries from a* ***medium*** *bush - reinforcing the forward midline*  WATERMELON = *Squat at a* ***low*** *level, reach arms out to both sides, pretend to push/roll big watermelons* ***forward*** *strengthening arm muscles*  *----------------------------------------------------*  **Physical Development:** Continue to explore various balancing skills for motor development with the following prompts:   * **Pulling** turnips/potatoes/carrots out of ground * **Lifting** honeydew/cantaloupe up and * **Twisting** to put in the basket * **Picking** blackberries, blueberries, and/or tomatoes gently off of bush * **Reaching** high to pluck corn * **Jumping** to grab coconuts/bananas | |
| Song: I’m Growing | **Activity Format:** Area for children to move without touching others |
| CD: Smart & Yummy 1 | **Needs:** Music player, book about seeds or life cycle (optional) |
| Artist: Angela Russ | **Author: Patricia Kimbrell** |
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| **Getting Ready**: Think about what plants, animals and humans need to live. Who can tell us what a see needs to live? Soil, water, sunlight. Can your body get small like a seed in the ground? Can it grow tall and strong and then wilt when it doesn’t have water or sunlight. Let’s try! | |
| **I’m Growing** | **Notes:** |
| I start as a seed in the ground *(Squat down low and ball up like a* ***seed*** *in the ground that is ready to* ***grow****)*  I’m growing *(Breathe slowly and deeply)*  My seed sprouts a long, strong stem *(Begin to expand from the ball position and reach slowly to the sky with one arm like a* ***sprout*** *that begins to grow and breaks through the soil)*  I’m growing *(Breathe slowly and deeply)*  My stem grows into a strong tree *(Extend legs upward, keep stretching and reaching with arms, feel muscles stretch)*  I’m growing  My tree grows wide branches, you see *(Pretend to grow more* ***branches*** *by stretching to the front/side/back)*  I’m growing  With leaves that are all over me *(Add* ***leaves*** *to the branches by stretching out arms again and again and patting them, these are leaves growing on the* ***limbs****)*  I’m growing  The wind blows my leaves with a breeze *(Gently sway and blow in the wind)*  I’m blowing  Blowing, I’m blowing (*Move arms quickly imagining the wind is strong and forceful, return to a gentle breeze imitating winds that arrive and leave with a storm)*  There is no water for me *(Breathe slowly and deeply)*  I’m drooping *(Slowly begin to bend over and* ***droop*** *arms)*  There is no sunshine for me *(Breathe slowly and deeply)*  I’m drooping ...drooping ...drooping *(Continue to* ***wilt*** *and droop with arms slowly approaching ground)* | *This song lends itself well with yoga poses, guiding children to focus their mind (concentrating and focusing), body (as it stretches up and droops over) and breathing. The song may be performed with children laying on a clean floor and feeling their body breathe, tense and relax.*  *New vocabulary words for young learners and second language learners may be introduced as they comprehend meaning through a kinesthetic approach.*  **Physical development:** Concepts such as **swaying** (with gentle or great force), **levels** (high, medium, low), **flexibility** (stretching high, bending over) and **balancing** are explored.  *Another song that develops balance and locomotor skills on the Smart & Yummy 1 CD is “Balancing in the Garden”. Young learners can tip-toe, walk, side-step, gallop slowly, etc. in the garden so they don’t step on the broccoli or zucchini.* |

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| Song: Jump - Fly - Crawl | **Activity Format:** Open space/area for children to move without touching others |
| CD: Bugsters Tunes and Tales | **Needs:** Music player |
| Artist: Angela Russ | **Author: Patricia Kimbrell** |
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| **Getting Ready**: Insects move in a variety of ways, what are some ways insects travel? They can crawl, creep, walk, jump, or fly to get to new places. Can you think of ways your body can move from one place to another? This song is about insects that jump, fly and crawl. | |
| **Jump - Fly - Crawl** | **Notes:** |
| *Prior to song, introduce and practice the three main moves in the song:*  ***JUMP*** *= Jump one time in place*  ***FLY*** *= Flap small wings and make bee sounds*  ***CRAWL*** *= Lift one knee and tap with opposite hand, repeat on other side*  JUMP, FLY, AND YOU WANNA CRAWL (5 xs)  JUMP and FLY and CRAWL.... *(March in place quickly)*  Can you hop-tee-hop, like a cricket in a soda shop....  *(Hop on one foot)*  Can you flap your wings, like a bee on a flower top? *(Flap wings and fly)*  Can you crawl on your hands and feet like an ant who likes to rock...! *(Tap opposite knees)*  Now… JUMP, JUMP, and  FLY, now FLY, and  CRAWL and CRAWL...! Ha, Ha. That’s it.  There are many ways to movein the insect world out there, *(Wiggle fingers from one side to the other)*  Some move on the ground, and *(Squat down low)*  Some fly through the air. *(Stand and flap big wings)*  Some even walk on the water, and *(Stand on tip toes)*  Some land in your hair. (Yow!) *(Touch head)*  JUMP! Let me see you JUMP, now JUMP!  FLY, flap your wings. Can you FLY? Ha, Ha. That’s it.  CRAWL, on your hands and feet and CRAWL!!  When you look around, *(Hand at forehead searching)*  and see your little bug friends, *(Point and pretend to count)*  think about how they move, *(Touch index finger to head)*  from one place to the next. *(Point from side to side)* | Flyin', crawlin', swimin', jumpin', here we go again.... *(March in place quickly)*  Now… JUMP, just like a cricket, just JUMP!  And FLY like a bumble bee. Can you FLY?  Now CRAWL, like the little tiny ants! CRAWL!  Ha! Ha! You got it!  *(Complete song with actions of your choice – marching, jumping, flying or crawling)*  JUMP, FLY, AND YOU WANNA CRAWL,  JUMP, FLY, and CRAWL.... (5 xs)  JUMP, FLY, AND YOU WANNA CRAWL,  JUMP, FLY, and CRAWL.... (5 xs)  **Physical Development:** Moving at a fast pace can increase heart rates strengthening the cardiovascular system and encouraging Active Physical Play. Reviewing locomotor skills frequently and in different settings develops coordination as young learners learn to talk to their muscles and be the boss of their body. Monitor jumping since it may be intense for some, if a child fatigues they can stand and bounce instead of jump. Or they can sign “jump” by opening one palm upward and using two fingers to “jump” up and down on the palm of the open hand. |

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| Song: Itch & Scratch | **Activity Format:** Area for children to move without touching others |
| CD: Bugsters Tunes and Tales | **Needs:** Music player |
| **Artist:** **Angela Russ** | **Author: Patricia Kimbrell** |
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| **Getting Ready**: Have you been bitten by a bug before? Bugs bite and make us scratch all over. When you get bit, should you keep scratching or ask an adult for help? Yes, ask for help. In this song, we will ***pretend*** to itch and scratch all over our body. Get ready to listen for different body parts to itch and scratch! | |
| **Itch & Scratch** | **Notes:** |
| *(March in place)*  Itch & scratch! I gotta itch!  Itch & scratch! I gotta scratch! Itch & scratch!  When I roll around in the grass outside, *(Turn in circle)*  the little red bugs really make me itch. *(Sign the color red – touch index finger to chin and pull forward bending the finger)*  Then I spend the rest of the afternoon, *(Touch wrist as if watch is there)* in a scratchin' fit *(Present to scratch all over)*  Now, show me if you think you know, *(Point to head)*  how to scratch from your head to your toes *(Touch head, then touch toes)*  *(Scratch the following body parts when mentioned in the song)*  Scratch your ELBOW!  Scratch your TUMMY!  Scratch your FOOT!  Scratch your HAND!  Scratch your HEAD!  Now early in the evening I was walking outside, *(Walk in place)*  that mosquito got a piece of my backside, *(Point behind)*  The next thing you know, *(With index finger point to head)*  I was squirmin' all round, *(Wiggle body)*  itchin' and a scratchin' all over the ground. *(Scratch all over)*  Show me if you think you know, *(Point to head)*  how to scratch from your head to your toes *(Touch head, then touch toes)*  *(Scratch the following body parts when mentioned in the song)*  Scratch your BACK!  Scratch your NECK!  Now, scratch your ARM!  Scratch your KNEE!  Now, scratch your BOOTY!  *(Continue in next column)* | Now, scratch it on your LEFT, *(Scratch air on left side)*  Scratch it on your RIGHT, *(Scratch air on right side)*  Scratch it all DAY, *(Hold arms overhead in a big circle)*  and scratch it all NIGHT, *(Pretend to sleep)*  Scratch it over HERE, *(Scratch air in front of body)*  and scratch it over THERE, *(Scratch air behind body)*  Scratch it from your TOES, *(Scratch toes)*  to the top of your HAIR *(Scratch head)*  *(Itch and scratch all over or stand and march)*  When you gotta itch, you gotta scratch  You gotta scratch it just like that. (2 xs)  **Remind children not to actually itch and scratch, just pretend!**  **Physical Development:** This fast-paced song requires children to listen to cues in the song and responds with actions that develop: body part identification, directional awareness and balance. Crossing midlines occurs with high/low and front/back actions. If the words are too fast, children can march in place turning around to stimulate the vestibular system that sends information to the brain where their body is in space. |

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| Song: Firefly (with scarves) | **Activity Format:** Open space/area for children to move without touching others or things |
| CD: Bugsters Tunes and Tales | **Needs:** Music player, scarves (1 per child) |
| **Artist: Angela Russ** | **Author:** **Patricia Kimbrell** |
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| **Getting Ready**: Fireflies (also known as lightning bugs) appear during the warm summer months when they flash their lights for everyone to see. They fly above the ground, not too high, and they move very slowly. Let’s do a song about fireflies and practice moving slowly. | |
| **Firefly** | **Notes:** |
| *(Each child with a scarf with personal space in area)*  Now the sun has set for the evening sky, *(Make a small infinity sign in front of body)*  My flashing little friend has come out to fly,with me.... *(Toss overhead side to side like a rainbow)*  Flash....Flash....Flash....Firefly. *(Flash = flick scarf three times; Firefly = make a small infinity sign in front of body)*  She flashes on her light, so that I can see, *(Toss and catch with dominant hand)*  She flashes as she floats all around the trees, for me.... *(Toss and catch with non-dominant hand)*  Flash....Flash....Flash....Firefly. *(Flash = flick scarf three times; Firefly = make a medium infinity sign in front of body)*  They flash a yellow light all across the yard, *(Hold scarf and sweep the ground in front of body)*  I can see the flash of light and it’s not too far, for me… *(Toss overhead like a rainbow then go behind back, repeat)*  Flash....Flash.....Flash....Firefly. *(Flash = flick scarf three times; Firefly = make a large infinity sign in front of body)*  They’re flashing all around, in the firefly show, *(Pass the scarf around the body at waist level)*  They’re flashing all their lights in the evening glow, for me...... *(Toss and catch alternating hands in front of body)*  *(“Flash” scarf at different levels and locations; make infinity signs for “firefly” or toss and catch scarf in a variety of ways)*  Flash....Flash....Flash....Flash.....flash, flash, flash..... Flash....Flash....Flash…Firefly. | **Prior to starting song, practice how to toss and catch a scarf.** Lay scarf on non-dominant hand, using pincher grasp, grasp scarf in middle, toss and catch on dominant side using dominant hand with palm facing outward. Practice with non-dominant hand for bi-lateral development.  Note – young learners will use most of their body to catch scarf, with practice they will begin to use their hands.  **Variations:** Streamers, crepe paper, or toilet paper may be substituted as a manipulative in lieu of scarves.  **Physical Development:** Moving slowly can be difficult for young learners over a sustained time but an important concept to learn about how their body can move. Bodies can move slowly, quickly and even at a half-speed. Providing opportunities to practice different traveling skills with a variety of tempos is recommended often with young children who are learning to coordinate their body movements. |

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| Song: Firefly (with flashlights) | **Activity Format:** Indoor place with dimmed lights, children sitting on floor or in seats |
| CD: Bugsters Tunes and Tale | **Needs:** Music player, flashlights (1 per child) |
| **Artist: Angela Russ** | **Author**: **Patricia Kimbrell** |
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| **Getting Ready**: Fireflies (also known as lightning bugs) appear during the warm summer months when they flash their lights for everyone to see. They fly near the ground and not too high and they move very slowly. Today we are going to use flashlights to imitate fireflies while we remain seated. Flashlights are fun but they are ***not*** to be used to shine into your eyes or other children’s eyes. | |
| **Firefly** | **Notes:** |
| *Remind children of safety: Do not shine the flashlight in eyes and do not toss and catch the flashlight.*  Now the sun has set for the evening sky, *(Wave flashlight overhead with light on)*  My flashing little friend has come out to fly,  with me.... *(Hold flashlight and trace an infinity sign – figure 8 - in front of body)*  Flash....Flash....Flash....Firefly. *(Flick on and off)*  She flashes on her light, so that I can see, *(Hold flashlight under chin with light on – don’t look into light)*  She flashes as she floats all around the trees, for me.... *(Draw circles on ceiling with flashlight)*  Flash....Flash....Flash....Firefly. *(Flick on and off)*  They flash a yellow light all across the yard, *(Draw straight lines on ceiling)*  I can see the flash of light and it’s not too far, for me… *(Point flashlight to the corners of the room)*  Flash....Flash....Flash....Firefly. *(Flick on and off)*  They’re flashing all around, in the firefly show, *(Pass flashlight with light on around the body)*  They’re flashing all their lights in the evening glow, for me...... *(Pass flashlight under one leg, then the other)*  *(Prompt children to practice different moves performed in the song– no tossing/catching the flashlight!)*  Flash....Flash....Flash....Flash.....flash, flash, flash..... Flash....Flash... Flash …Firefly. | **Variation:** This song can be performed inside the classroom with the lights dimmed and small individual flashlights for each child. Children can flick on and off the flashlight imitating fireflies seen on a warm summer night. Practice the movements with the lights on first before dimming the lights. Since movement is a concern with dimmed lights, children should remain seated and just move their arms. If young children having difficulty turning the flashlight on and off they can cover the lens with their hands instead.  **Physical Development:** Moving slowly can be difficult for young learners over a sustained time but an important concept to learn about how their body can move. Bodies can move slowly, quickly and even at a half-speed. Practice different traveling skills with a variety of tempos often. |
| Song: Chicken Walk | **Activity Format:** Open space/area for children be spread out with ample personal space |
| CD: Animal Romp & Stomp for Kids | **Needs:** Music player |
| **Artist:** **Angela Russ** | **Author: Patricia Kimbrell** |
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| **Getting Ready**: Animals live all over the Earth. Chickens walk and squawk on the ground, fish swim in the ocean and lakes and birds fly high in the sky. Some animals live under rocks in the desert, some live in caves in the forest, and some live in trees in the jungle. Discuss how animals move and sound before moving to the song. | |
| **Chicken Walk** | **Notes:** |
| *(Prior to song, prompt children with the following questions: What sound does a chicken make? Squawk. Do fish make noise? No, but we can open and close our mouth. What sound does a bird make? Tweet.)*  *(Walk like a chicken and cluck)*  Elbows & knees out  Squawk, squawk, squawk  I move my feet  And do the chicken walk (2xs)  *(Alternate walking and squawking actions)*  I’m walkin’, I’m squawkin’, I’m walkin’, I’m squawkin’  *(Swim like a fish opening and closing mouth)*  Arms are strokin’  Swish, swish, swish  I move my arms  And swim, like a fish (2xs)  *(Alternate swimming and stroking – swimming sideways)*  I’m swimmin’, I’m strokin’, I’m swimmin’, I’m strokin’  *(Fly around using arms like giant wings)*  Arms **out straight** and  Flap, flap, flap  I move my arms  And do the birdie rap (2xs)  *(Alternate flying and flapping – bend elbows for short wings)*  I’m flyin’, I’m flappin’, I'm flyin’, I’m flappin’ | **Chickens:** Tuck arms into armpits and flap elbows. Walk and pretend to hunt for seed on the ground. Cluck and squawk loudly. Alternate walking and squawking during the chorus.  **Fish:**  Swim using an overhead, backward or breast stroke. Open and close mouth pretending to bring water in the mouth through the gills. Alternate swimming with stroking (do a side stroke action).  **Birds:** Stretch arms out far and wide and do a whole arm stroke. Fly at a high, medium and low level. Glide through the air catching an updraft and circle or spin coming back down to land. Alternate flying (gliding) with flapping (arms pumping in large motion to get high in the air).  **Physical Development:** Gross motor skills are at play when imitating animals. Using big arm movements in each of the actions helps to develop muscular strength and endurance throughout the arms and shoulder girdle (often a weak area for children). Add a spin or circular moves to activate the vestibular system and increases body and spatial awareness. |

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| Song: Move Like an Animal | **Activity Format:** Open space/area for children be spread out with ample personal space |
| CD: Animal Romp & Stomp | **Needs:** Music player, (Optional – animal cards) |
| Artist: Angela Russ | **Author: Patricia Kimbrell** |
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| **Getting Ready**: How do people move? How do animals move? Where do people live? Where do animals live? Where people and animals live are called habitats. Let’s do a song about animals and practice how they move. After the song, we can talk about habitats. | |
| **Move Like An Animal** | **Notes:** |
| *(Prior to song, prompt children to pretend they are on a safari, get hands ready imitating binoculars.)*  Move like an animal  *(****Walk*** *in the jungle looking for animals on a safari)*  Prowl like a **LION**  *(****Squat*** *in a low position, hands making clawing action while roaring)*  Slither like a **SNAKE**  *(****Stand****, hands together, slither all around - to the side, to the front, up high, down low)*  You’re a **GORILLA**  *(****Thump*** *chest, wave arms)*  A big **BIRD** of prey  *(****Flap*** *wings, fly high & low, glide while turning*)  Stomp like an **ELEPHANT**  *(Arm extended as if an elephant’s trunk,* ***stomp*** *and* ***walk****)*  Jump like a **KANGAROO**  *(****Jump*** *with two feet forward)*  *Song repeats* | Discuss each animal mentioned in the song, how they move and where they live (visuals are helpful for young learners and second language learners). Do they live up high near the sky, in a tree, under a bush, underground or in water?  **Physical Development:** Animals live and travel at various levels (birds = **high** level, kangaroos = **medium** level, snakes = **low** level). For low levels, (if the area is clean and safe) children can slither/creep/crawl on the ground, otherwise they can squat at a low level. For bird movements, encourage children to glide in a circle formation to increase spatial and body awareness. **Force** can also be taught by asking children how much force a gorilla would thump its chest or an elephant stomp. Discuss additional animal movements, how and where they travel and the amount of force they may display. |