



“*KET Sets of Magnets*” - Activities, Songs, and Raps

General Suggestions and Comments

Listed below are the activities, songs, and raps to use with our colorful magnets of common objects. In addition, we have created 11 free picture sheets (located on our Free Stuff page) to use with the magnets and activities. Please download the pictures and use them as a background for the activities we have written for you.

These activities, songs, and raps can be easily adapted and changed to fit the needs of your children. We encourage you to also write your own activities utilizing our magnets. Many of the songs we have included implement familiar tunes, and some of them can be sung with our instrumental songs on our *Drills on Wheels 2* CD (to be released in Nov. 2005) and our Rocking and Talking CD. Because these tunes are very common, you can easily sing them, chant them, or even speak them without any instrumental at all. You may want to try using our egg shakers to set the rhythm for these songs.

Our team at Kids' Express Train aspires to give you, the parents and educators working with children, as many tools as possible to enhance the speech and language development of children.

Enjoy our *KET Sets of Magnets* and all the accompanying free materials!

Apple Activities – Use the 5 apple magnets and free picture on our website entitled “Apples in the Tree” for these activities.

1. **Apples in the Tree** – Put the apples on the tree (free picture of the tree from our Free Stuff page). Use a little basket to pick the apples one by one.

Put the apples on the tree.
Count, count, count with me.
1 – 2 – 3 – 4 (count as you put the apples on the tree)
5 apples on the tree.

Pick an apple. Put it in.
Now let's do it again. (repeat this verse 4 times until all the apples except one are in the basket.)

On the last apple say:
Pick the apple. Last one.
No more apples. All done.

2. **I Love Apples** – Sing this to the tune of Shortnin' Bread. You can use the instrumental track #12 of *Rockin' Robin* from our **Rocking and Talking** CD if you would like some rhythm and music to help you sing.

I love apples. Yes I do.
I love apples. How about you? (repeat)

Apples, apples, yum, yum, yum.
Apples, apples, I'll eat one. (repeat)

Say these words as you take turns putting apples in the basket one by one.

Apple, yum, yum, yum (repeat 4 times or as long as your child can attend)

Repeat top 4 lines again.

3. **Apple Juice and Apple Sauce** – this rap can be spoken with or without the instrumental track # 13, *Let me Hear You Say*, from our **Drills on Wheels 2** CD.

Let me hear you say apple. (apple, apple)
Let me hear you say apple juice. (apple juice, apple juice)
Let me hear you say apple pie. (apple pie, apple pie)
Oh, I like that when you try.

Let me hear you say apple. (apple, apple)
Let me hear you say apple sauce. (apple sauce, apple sauce)
Let me hear you say apple tree. (apple tree, apple tree)
You can say it just like me.

Let me hear you say apple juice. (apple juice, apple juice)
Let me hear you say apple sauce. (apple sauce, apple sauce)
Let me hear you say apple pie. (apple pie, apple pie)
Oh, I like that when you try.

Let me hear you say my apple. (my apple, my apple)
Let me hear you say one apple. (one apple, one apple)
Let me hear you say apple tree. (apple tree, apple tree)

Apples, apples yummy!

4. **Apple Sauce** – This song can be sung to the tune of *Skip to My Lou*. The instrumental track #11, *What's That?*, from our **Rocking and Talking** CD contains that tune. You can use that for instrumental background if you like.

I make apple sauce. (Pick apples off the tree and put them in a bowl, or each child can hold one apple in his/her hand)

I make apple sauce.

I make apple sauce.

Squish the apples. Squash, squash, squash.

Psh, psh, squish the apples.

Psh, psh, squish the apples.

Psh, psh, squish the apples.

Yummy, yummy apple sauce.

5. **Who Took the Apples?** – This rap is similar to “*Who Stole the Cookies from the Cookie Jar?*” You can use our Chez monkey, our Tony puppy (to be released in Nov. 2005), any puppet, or the children to take turns removing apples from the apple tree. Use our apple magnets and our tree picture (free on our Free Stuff page) to play this game.

Who took the apple from the apple tree?

(Not me, not me)

(Name the child) took the apple from the apple tree.

(Not me) Then who could it be?

Ball Activities – Use the 5 balls and the free pictures entitled “Same/Different”, “Boy Wants a Ball”, and “Ball in the Box” for these activities.

1. **Same/Different** – Use the free picture entitled Same/Different and match the ball magnets to the correct picture as you recite this poem.

I see lots of balls on the page.

Some are different. Some are the same.

Put these balls where they go.

Same or different. You will know.

2. **Boy Wants a Ball** – Give the boy in the picture entitled, Boy Wants a Ball, the ball magnets. You can also add other object magnets, boat and bee if you like.

The boy wants a ball.
Ball, ball, ball
The boy wants a boat.
Boat, boat, boat
The boy wants a bee.
Bee, bee, bee
They start with B. Say them with me.

Ball (your turn) ball
Boat (your turn) boat
Bee (your turn) bee
That was great. You said them with me.

3. **Balls in the Box** – Use the picture, “Balls in the Box” as you recite this poem and have your child follow these directions. You can add other object magnets if you like.

Put the ball in the box, box, box.
Put the ball on the rocks, rocks, rocks.
Put the ball on the chair, chair, chair.
Put the ball in her hair, hair, hair.

That’s silly! It doesn’t go there.

4. **B – A – L – L** – Helping children become aware of letters in words is a good skill to stress regardless of a child’s age. Here is one poem to emphasize that. Write the word ball and the letters separately as you recite this poem. Put the ball magnets next to the letters each time you say the poem.

B – A – L – L
Ball, ball. I can spell.
B – A – L – L
That spells ball.

It starts with a B. (It starts with a B.)
With an A in the middle. (With an A in the middle.)
It ends with L – L. (It ends with L – L.)

I can spell. (I can spell.) (repeat)

5. **Throw the Ball** – Use a real ball for this song to the tune of *Row, Row, Row Your Boat*.

Throw, throw, throw the ball.
That’s what we do.

Catch, catch, catch the ball.
Catch it, too.

Bee Activities – Use the 5 bee magnets and the picture, “Bees and Flowers” for these activities.

1. **Baby Bumble Bee** – Use the “Bees and Flowers” picture and have all the bees stuck to their beehive house as you sing this song.

I’m bringing home a baby bumble bee.
Bumble bee, just for me.
I’m bringing home a baby bumble bee.
Ouch, he stung me. Owie!

No, no baby bumble bee.
No, no, no stinging me.
No, no baby bumble bee.
Back in your bee hive. X Hurry!

2. **Buzzing Bee** – Use either the tune to *Shortnin’ Bread* (our instrumental track # 12, *Rockin’ Robin* from our *Rocking and Talking* CD can be used for this song) or the instrumental of *Let Me Hear You Say* from our *Drills on Wheels 2* CD, sung in the military chant style of “I don’t know what you’ve been told.”

Black and yellow bumble bee (black and yellow bumble bee)
Finding flowers, 1 – 2 – 3. (finding flowers. 1 – 2 – 3)
Buzzing here, buzzing there (buzzing here, buzzing there)
Buzzing, buzzing everywhere (buzzing, buzzing everywhere)

Speaking part
Bzzzzzzzzzz (your turn) Bzzzzzzzzzz
Bzzzzzzzzzz (your turn) Bzzzzzzzzzz
Bumble bee (your turn) bumble bee
Bumble bee (your turn) bumble bee

3. **Flight of the Bumble Bee** – Play this classic song and give a magnetic bee to every child in your class. Explore moving as a bee would do, making it fly up, down, in circles and encourage imitating your movements as well as spontaneous movement.

As the song ends, each child can fly the bee back to the hive (located on to our Free Stuff page).

4. **Honey Bee** – This rap can be used with the instrumental track #13, “Let Me Hear You Say”, from our Drills on Wheels 2 CD. All children hold a magnetic bee during this rap.

Let me hear you say ba, ba, ba (ba, ba, ba ba, ba, ba)
Let me hear you say bo, bo, bo (bo, bo, bo bo, bo, bo)
Let me hear you say bee, bee, bee (bee, bee, bee, bee, bee, bee)
Buzzing, buzzing honey bee.

Let me hear you say bzzzzzz (bzzzz bzzzz)
Let me hear you say bzzzzzz (bzzzz bzzzz)
Let me hear you say bzzzzzz (bzzzz bzzzz)
Buzzing, buzzing honey bee.

Let me hear you say hi bee. (hi bee, hi bee)
Let me hear you say honey. (honey, honey)
Let me hear you say beehive (beehive, beehive)
Fly away and say goodbye!

Boat Activities – Use the 5 boat magnets and the free picture, “Boat in the Water” for these activities.

1. **Row, Row, Row Your Boat** – Children may benefit from simplifying this all-time favorite song. Sit on the floor, face each other and hold hands as you sing.

Row, row, row your boat. Fishie swim.
Row, row, row your boat. We fall in.

2. **Boats in the Water** - Using the free picture, Boat in the Water, sing this song to the tune of Shortnin’ Bread, (our instrumental of Rockin’ Robin – Track 12 from our Rocking and Talking CD can be used for this song) a wonderful song that can be adapted to the vocabulary and imitation needs of your students.

There’s a boat in the water, water.
There’s a boat in sea, sea, sea.
There’s another boat, sailing, sailing.
Sailing, sailing, sail with me.

There’s a boat in the water, water.
There’s a boat in the lake, lake, lake.
1-2-3-4-5 sail boats.
5 sail boats for goodness sake.

Boat – Boat (your turn) boat - boat
Boat – Boat (your turn) boat - boat

Duck Activities – Use the 5 duck magnets and the “Five Little Ducks” picture for these activities.

1. **Five Little Ducks** – Sing this song to the tune of Shortnin’ Bread. The instrumental tune, Rockin’ Robin – Track 12 from the Rocking and Talking CD can be used as you sing Shortnin’ Bread .

Five little ducks. Swim, swim, swim
Climbing out and jumping in.
Saw an airplane in the sky.
One little duck goes bye, bye, bye.

Fly, fly, fly (your turn) fly, fly, fly
Bye, bye, bye (your turn) bye, bye, bye

Four little ducks.....

2. **Five Little Duckies** – Sing the tune of the military chant, I Don’t Know What You’ve Been Told, for this rap. You can use the instrumental track to Let Me Hear You Say, Track 13, from our Drills on Wheels 2 CD for this rap if you would like some instrumental background.

One little duckie in the pool (your turn) One little duckie in
the pool
Swimming, swimming, keeping cool (your turn) Swimming,
swimming, keeping cool

Speaking part
Quack, quack, quack (quack, quack, quack)
Waddle, waddle (waddle, waddle)
Quack, quack, quack (quack, quack, quack)
Paddle, paddle (paddle, paddle)

Add another duck to the picture, and sing the song again.

3. **I See a Duckie** – The objective of this activity is to blend the /d/ and /k/ sounds within the same word. Use the tune, Skip to my Lou for this song listed below. The instrumental track, What’s That?, Track 11, from our Rocking and Talking CD contains that tune.

I see a duckie.
I see a duckie.
I see a duckie.
Duckie, duckie, 1 – 2 – 3

Duh, duh, duckie
Duh, duh, duckie
Duh, duh, duckie
Duckie, duckie 1 – 2 – 3

Key, key, duckie
Key, key, duckie
Key, key, duckie
Duckie, duckie 1 – 2 – 3

Hat Activities: Use the 5 hat magnets and the free pictures from our website entitled “Hats and Monkeys”, “Apples in the Tree”, “Sunny Hat Day”, and “A Cat and a Hat” for these activities.

1. **Hats and Monkeys** – Read the story, “Caps for Sale” by Esphyr Slobodkina, and use our face picture entitled, “Hats and Monkeys” to stack the hats on the boy’s head. Take the hats off the boy’s head and given one to each monkey on the picture. You can also down load the large tree and monkeys from our Illustration Station CD to more completely illustrate this story.
2. **Sunny Day** – Use the free picture labeled, “Sunny Hat Day” as you say this poem. Have the children take turns putting the magnetic hats on the heads of the children in the picture.

Go outside. (your turn) Go outside.
Too bright (your turn) too bright
Sunny day (your turn) sunny day
Play, play, play (your turn) play, play, play

Put your hat on. (your turn) hat on
Put your hat on. (your turn) hat on
Put your hat on. (your turn) hat on
Play, play, sunny day

3. **His Hat, Her Hat** - Use the free picture labeled, Sunny Hat Day as you say this poem. Have the children take turns putting the magnetic hats on the heads of the girls and boys depending on which pronoun, his or her, is said. This poem is excellent for practicing the /h/ sound and learning the pronouns his and her, as well as telling the difference between girls and boys.

Put a hat on her head.
Put a hat on his.
Where's the girl? There she is.

Put a hat on her head.
Put a hat on his.
Where's the boy? There he is.

4. **A Cat and a Hat** – Using the picture, “A Cat and a Hat”, take turns putting a hat on the cat’s head while saying this poem. The children can tap out the rhythm on their legs or use our egg shakers to keep the rhythm. Keep adding hats until all of the cats have hats on their heads.

A cat took my hat. No, no cat!
A cat took my hat. No, no cat!
A cat took my hat. No, no cat!
What should I do with a problem like that?
I'll just get another hat. You silly cat.

5. **Hat Off, Hat On** – Sing this song to the tune of Goodnight Ladies as you put the hats on the heads of the people on the Sunny Hat Day picture. This song teaches the concepts on and off as well as counting. It can also be an excellent song for working on the final /t/ sound within simple sentences.

Hat off, hat on.
Hat off, hat on.
Hat off, hat on.
That is my Hat Song.

I have one hat.
Two hats, three hats.
Four hats, five hats
That is my Hat Song.

Plane Activities – Use the 5 plane magnets and the picture “Airplane in the Sky” for these activities.

1. **Airplane in the Sky** – Sing this song to the tune of Skip to My Lou. This instrumental can be found on the “What’s That?” song, Track 11, from our Rocking and Talking CD. Use our airplane magnets and our “Airplane in the Sky” picture while singing this song.

Airplane in the sky.

Airplane fly, fly.
Flying in the air.
Flying, flying, everywhere.

Speaking part
5 – 4 – 3 – 2 – 1 Let's go!
Up, up, up, up, up (your turn) up, up, up, up, up
Fly, fly, fly, fly, fly (your turn) fly, fly, fly, fly, fly

2. **Puh-Lane** - Recite this poem for consonant blend practice as you put airplanes on the picture.

Put this airplane in the sky.
Bye airplane, bye, bye, bye.
Puh – lane (your turn) Puh – lane (good job)
Puh – lane (your turn) Puh – lane (you did it)
Puh – lane (your turn) Puh – lane (great)
Plane, plane, plane, plane, airplane (repeat this until all 5 airplanes are in the sky)

Count the airplanes in the sky.
Count them now. Will you try?
1 – 2 – 3 – 4 – 5
Airplanes in the sky.

3. **Airplanes Up, Down, Fast** - Sing this song to the tune of I'm a Little Teapot.

One little airplane flying around.
It flies up, and it flies down.
It goes fast. It doesn't go slow.
Watch it take off. Go, go, go!
Airplane up (your turn) airplane up
Airplane down (your turn) airplane down
Airplane fast (your turn) airplane fast
Airplane!

4. **Airplane** – Sing this song to the tune of Shoo Fly.

Airplane let's fly, fly, fly
Airplane let's go up high.
Airplane go down, down, down.
Up real high and to the ground.

5. **Fly, Fly, Fly, Fly** – Sing this song to the tune of The Farmer in the Dell. There are three verses for this song, but add additional verses depending on the vocabulary you want to teach.

There's an airplane in the sky.
An airplane in the sky.
Fly, fly, fly, fly
An airplane in the sky.

The pilot flies the plane.....
The people buckle up.....

Star Activities – Use the 5 star magnets and the “Twinkle Little Star” and “S Blending” pictures for these activities.

1. **Twinkle Twinkle Little Star** (adapted) – This song has been simplified for those children who may not be able to sing the words to the original version. Use the magnetic stars and our “Twinkle Little Star” picture for this song. Sing this song each time you add a star to the picture.

Twinkle, twinkle little star.
Star, star, there you are.
Up, up, up, high, high, high
Star, star, in the sky.

Twinkle, twinkle little star.
Star, star there you are.

2. **Star at Night** – Put star magnets in the sky as you practice saying this poem.

It's dark at night.
Let's make it bright.
The moon is up high.
Put a star in the sky.

Put a star up there.
To give some light.
Star bright.
Star at night.

3. **S Blending** - We have added the “S Blending” picture to assist students in learning to produce /s/ consonant blends. Match the magnet stars to the picture as you practice the /s/ sound. Extend the /s/ sound and end with

saying the word, star. On the second column, practice saying the words with a final /s/, and then follow by saying, star. Sometimes children are better able to produce final /s/ sounds, and this skill can be used to learn beginning /s/ sounds.