

specialneedsinmusic.com  
**Beautiful Songs Audio CD**  
**Song Lyrics and Work Sheets for Parents and Teachers**

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Songs with an **asterik (\*)** are found on both the **specialneedsinmusic.com**  
“**Beautiful Songs**” Audio CD and “**Instructional**” Audio CD

## **Preface for Song Lyrics**

- For many students, singing on syllables is a wonderful accomplishment.
- It is fun for students to count up the number of words or syllables they have sung.
- The CD's and worksheets are designed with this purpose in mind.
- Sometimes it is necessary to read the bottom of the song lyric worksheet to the student. You may also need to break down the steps of counting out the number of words or syllables that have been sung. Drawing a "Smile Face" or putting a sticker on the worksheet is a fun way to complete the lesson.
- Some students may find it enjoyable to sing these songs to others; for example, younger children or senior citizens. **\*\*The songs may be included in a vocational training program as well.\*\***
- Many of these songs can be used to enrich science, social studies and language arts lessons. It is helpful to have a picture dictionary available while learning these songs



**Sing a Song**  
American Folk Song

Beautiful Songs Track 1  
Instructional CD Track 27

Sing a song to start the day  
La, la, la, la, la, la, la  
Sing a song of work and play  
La, la, la, la, la, la, la  
Play will come when work is done  
La, la, la, la, la, la, la  
Sing a song of having fun  
La, la, la, la, la, la, la

This is a great song for classroom management ( along with "Shoo Fly").

It also brings students out of their shells through cheerful vocalizations.

The simplicity of the la, la, la's enables instant participation and immediate success for many students.

Music Exercise: Sing the descending arpeggio on the syllable la. Explain to the students that this is how an arpeggio going down sounds. Have the students sing a downward arpeggio.

## Good Morning Song

Folk Song

## Beautiful Songs Track 2

I'm calling good morning  
Good morning to you  
This bright sunny morning  
How do you do?

(Sing the verse again and sing "Quite well are you"  
instead of "How do you do?" each time )

I'm calling good morning  
Good morning to you  
This dark cloudy morning  
How do you do?

I'm calling good morning  
Good morning to you  
This dark rainy morning  
How do you do?

Students can use visual aids such as pictures showing various weather conditions. A piece of paper can be folded into three parts in order to show three different weather scenes. Students can also circle the correct weather condition for the day on the whiteboard.

### Music Exercise

Sing the words; "good morning" . Explain that the syllable "morn" sounds stronger than the other syllables and that this is called an accent. Draw an accent for the students under the syllable "morn". Let them sing the words 'good morning' again after telling them "Pay attention to the accent".

**So Early in the Morning**  
English Folk Song

Beautiful Songs Track 3

The sun is rising out of bed  
And in the east the sky is red  
Then up and wake each sleepy head  
So early in the morning  
T'is shame to dream the hours away  
When all the world is bright with day  
And nature calls to work and play  
So early in the morning

This song can be used by art and classroom teachers as the basis for imaginative sketches, paintings, murals, or drawings. It is important that the sun be shown rising in the east.

The song can easily be divided into four scenes by associating every two lines with a work of art. Teachers and parents can also help students develop their communication skills by asking questions that can use verbal answers, gesturing or pointing to symbols and colors.

Questions might include:

1. Have you ever seen the sun rise?
2. What color is the sky during a sunrise?
3. What do you do when you wake up in the morning.  
(i.e. I brush my teeth, I wash my face, I wait for the school bus etc.)

**The Sun is Up**  
Kaila Rochelle

Beautiful Songs Track 4  
Instructional CD Track 16

The sun is up  
It's time for singing  
The sun is up  
It's time for joy  
The sun is up  
It's time for singing  
The sun is up  
It's time for joy

Sun up  
Time for singing  
Sun up  
Time for joy  
Sun up  
Time for singing  
Sun up  
Time for joy

This song is successful for many levels of functioning. Lower functioning students in particular love to point up or hold up a paper sun to the words "sun up". It is fun to paste a big yellow sun made from construction paper onto a paper plate. Some students have the musical ability to sing the words "sun up" repeatedly as an accompaniment to the first verse.

**Music Exercise**

Sing the perfect 4th to the words "sun up" as they are sung in the second part of the song. Explain to the students that there are four steps by singing one step at a time on the word sun . Have the students sing "sun up" and then ask them if they have sung a perfect fourth.

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**Weather Signs**  
English Folk Song

Beautiful Songs Track 5

If the evenings red  
And the morning's gray  
It's a sign of a bonny, bonny day  
If the evenings gray  
And the mornings red  
The ewe and the lamb will go wet to bed

This song can be used by art teachers and classroom teachers to show two similar scenes using different colors for the sky. It is a fun challenge to associate the red with a pretty day and the gray with a rainy day. Students can learn that the word "bonny" is an expression used by the British to mean pretty. Some students enjoy pointing to pictures of lambs.

**Music Exercise**

Have students sing on the syllable ba. Have them clap whenever they sing the accents.



**Shoo Fly!**  
American Folk Song

Beautiful Songs Track 6  
Instructional CD Track 26

Shoo fly, don't bother me  
Shoo fly, don't bother me  
Shoo fly, don't bother me  
I belong to somebody

I feel, I feel, I feel like a morning star  
I feel. I feel, I feel like a morning star  
I feel. I feel, I feel like a morning star  
I feel, I feel, I feel like a morning star, oh

Other stanzas to follow "Shoo Fly" include

I feel like a big sunflower  
I feel like a singing bird  
I feel like a music note

"Shoo Fly" is one of the most popular songs in this collection. Students enjoy the gesture of shooing the fly away. They also enjoy holding a star, paper sunflower or bird. The repetition of the phrase "I feel" encourages students to sing.

Students can also make up their own lyrics by putting in their own ending to the phrase "I feel like a \_\_\_\_\_."

The teacher or parent can also make up their own description of how they feel (i.e. "I feel like a bouncing ball").

## Tick Tock

Pierrepont, Lowell

## Beautiful Songs Track 7

Tick, tock, tick, tock  
Listen to the busy clock  
Tick, tock, tick, tock  
Just about to strike

One, two, three, four, five, six, seven, eight, nine, ten,  
eleven, twelve.

Students love the pendulum like motion of this song. They enjoy counting to twelve using a big picture of a clock. Students may use a clock with hands that move (perhaps made from construction paper) to associate with the time in the song lyric.

Teachers and parents can ask students questions regarding activities related to time. Some examples of this might include:

1. What time do you usually wake up?
2. What time do you usually catch the bus?
3. What time does school start?
4. What time do you usually eat lunch?

Students can answer verbally, write out the corresponding numbers, point or nod.

### Music Exercise

Students can play repeated A flat notes or repeated A flat and E flat notes on the piano with the recording.

**Little Brother Dance With Me**  
E. Humperdinck

Beautiful Songs Track 8

Little brother dance with me  
Both your hands in mine you see  
One, two, three  
One , two three  
Round about so merrily

With your foot a tap, tap, tap  
And your hands a clap, clap, clap  
One, two, three  
One, two, three  
Round about so merrily

Students enjoy following the directions in this song They gesture one, two, three, as they sing. They also enjoy tapping, clapping and dancing in a spin during this song.

**Music Exercise**

Write out the words tap, tap, tap. Under each tap write a quarter note. Then write a quarter rest following the quarter notes. This phrase can be used to teach the concept that each quarter note is one beat and that the one beat of silence is written out as a quarter note rest. Do the same for the words clap, clap, clap.

**Shoes**  
Old Song

Beautiful Songs Track 9  
Instructional CD Track 40

Windows full of shoes  
Oh what fun to choose  
Shiny black to wear to parties  
Plainer ones for days like Monday  
Sturdy good new shoes

Students love to sing this song and point to their shoes. The song repeats on the syllable "ba". Students with severe speech challenges can possibly participate. It is important to focus one to one attention on students when trying to get results with syllable singing.

**Echo**  
Grieg/Cain

Beautiful Songs Track 10

Echo where are you  
Oh tell me why you hide?  
Tell me why you hide?  
Far up the mountain  
Where misty clouds abide  
Misty clouds abide

Echo you mock me  
No matter what I say  
Matter what I say  
Echo you tease me  
And so I'll say good day  
So I'll say good day

The concept of an echo can be introduced as follows;

An echo is like a mirror of sound. First you hear a sound, and then you hear it again a little bit later and a little bit softer. The teacher or parent can use the word "Hello" to demonstrate this by first saying hello in a loud voice and then repeating it in a soft voice. Pictures of mountains can be used to show where echoes are frequently heard.

This song can be used to teach the difference between the dynamics piano and pianissimo.

Teachers or parents can divide students up into two groups. The first group sings:

"Oh, tell me why you hide?" the first time the line is heard. The second group sings

"Oh, tell me why you hide?" (the echo part) in softer voices.

The same strategy is used for "And so I'll say good day".

Groups can take turns playing the part of the echo.

**Tic-e-Toc**  
Italian Folk Song

Beautiful Songs Track 11  
Instructional CD Track 28

Tic-e-tic-a-Toc  
My zither ringing  
Tic-e-tic-a-Toc  
To sounds of singing  
No, no, no, no, no,  
All else may leave me  
Comrades still are zither and I

Tra, la, la, la, la, la, la, la, la  
Tra, la, la, la, la, la, la, la  
Tic-e-tic- a-Toc

Tic-e-tic-a-Toc  
Then forth we're faring  
Tic-e-tic-a-Toc  
No frown we're wearing  
No, no, no, no, no  
For fear is folly  
Made for music are zither and I

Students enjoy singing or saying the tic-e-tic-e- toc syllables and the tra, la, la, syllables. It is fun to stroll around pretending to pluck a small harp as another student holds up a sign that says tic-e-tic-a-toc and tra, la, la, la, la.

**Music Exercise**

Tic-e-tic-a-toc is useful for teaching 6/8 time. Students can out six beats per measure as they listen to the recording.

**Mr. Rabbit**  
American Spiritual

Beautiful Songs Track 12  
Instructional CD Track 36

Mr. Rabbit, Mr. Rabbit  
Your ears mighty long  
Yes my lord, they were put on wrong  
Every little soul must shine, shine  
Every little soul must shine, shine, shine

Mr. Rabbit, Mr. Rabbit, your coat mighty gray  
Yes, my lord it was put on that way  
Every little soul must shine, shine  
Every little soul must shine, shine, shine

Mr. Rabbit, Mr. Rabbit  
Your tail mighty white  
Yes, my lord and I'm getting out of sight  
Every little soul must shine, shine  
Every little soul must shine, shine, shine

This song provides an opportunity to explain that a folk song is a song that is passed on from generation to generation. We sometimes do not know the name of the person who wrote the song. "Shoo fly" is also a folk song.

**Music Exercise**

Students can play an open G string on a violin in repeated notes for the first two stanzas of Mr. Rabbit. When the song modulates in the third stanza they can play an A flat by placing the index finger on the G string. Students could also do the same on the G string of a guitar (the A flat is on the first fret of the G string).

**She's Feeding the Cat**  
Kaila Rochelle

Beautiful Songs Track 13  
Instructional CD Track 35

She's feeding the cat  
Feeding the cat  
Feeding the cat every day  
She's feeding the cat  
Feeding the cat  
The cat is meowing away

Some students like to sound this out on the piano. They love to hold up pictures of cats.

**Music Exercise**

“She's Feeding the Cat” is an excellent song to which students can improvise on syllables. Students can also talk about their pets. Humane education can be incorporated into the lesson. Students can learn about The Humane Society and other animal advocacy organizations.



**Squirrel Town**  
Anonymous

Beautiful Songs Track 14

Oh come let us go to the woodlands  
Away over meadows we'll roam  
Oh come let us go to the woodlands  
Where squirrels have built their homes  
Chip, chip, chip, chip  
Chippy chat, chat  
Surely he's saying good morning sir  
Chip, chip, chip, chip  
Chippy, chat, chat  
I wish you good morning sir

Students with speech challenges tend to enjoy the chip, chip, chat syllables. The syncopated rhythm is also intriguing for students to sing on the syllables.

**In a Hickory Nut**  
Pierrepont/Lowell

Beautiful Songs Track 15

A wee little worm in a hickory nut  
Sang happy as he could be  
Oh, I live in the heart of the whole round world  
And it all belongs to me

This song can be sung and acted out in a comic way. It can also be performed using a sock puppet and by creating a hickory nut from construction paper or oak tag. The song also contains syllable singing.

**Music Focus**

This song is a good example of legato. Legato can be explained as “connecting the notes together” as they are sung.

**Butterfly Song**  
Samuel Drake

Beautiful Songs Track 16  
Instructional CD Track 30

If you watch a lovely butterfly  
Some lovely summer day  
It will spread it's wings and flutter by  
Then lightly float away

Never catch a lovely butterfly  
Don't try to make it stay  
Let it spread it's wings and flutter by  
Then lightly float away

This song is fun to sing and dance with cut out butterflies of various sizes and designs. Again, the syllable singing provides a chance for students with severe speech challenges to participate. Syllable singing provides a chance for students to recognize phonic sounds that are written out.

**Twilight Bells**  
French Folk Song

Beautiful Songs Track 19  
Instructional CD Track 41

Twilight bells are softly ringing  
Ding, dong, ding, dong  
Sleepy songs we all are singing  
Sing, song, sing, song

Students can accompany the descending scale to the song on the xylophone or piano. Students can be divided into two groups; those who sing the verse and those who give the ding, dong and sing song response. Chimes may be added for a beautiful effect.

**Fog**  
J. Lillian Vanderveer

Beautiful Songs Track 20

Fog, fog, soft and white  
How can you hide the world from sight  
Fog, fog, all around  
How can you creep and make no sound

This song needs to be sung quietly. It is a good song to illustrate the concept of "piano" and "pianissimo". These terms which designate the dynamics soft and very soft are represented by the symbols p and pp.

## Waves Wentworth/Fey

## Beautiful Songs Track 21

Falling, rising, falling, rising  
Ocean waves forever go  
Now the stormy clouds are forming  
Wilder now the waters go  
Now the golden sun is sinking  
All is quiet here below

This song is easily gestured. Making a collage of the scenes described in this song and having students show the corresponding picture to the lyrics is another activity that promotes literacy. Arm movements can correlate to the rising and falling of the sea.

### Music Exercise

The meter in “Waves” modulates from 2/4 to 6/8 in the third stanza. Teachers can illustrate the meter changes by writing the rhythmic values on the board and having the students clap.

**The South Wind**  
Dykema/Roe

Beautiful Songs Track 22  
Instructional CD Track 33

Blow, blow thou soft wind  
Fragrant with balm  
Blow from the south land  
Home of the palm  
Birds in the tree top  
Drowsily peep  
Blow, blow thou south wind  
Rock them to sleep

Blow thou at sunrise  
Drive gloom away  
Bring peace and heart's ease  
All through the day  
When day is over  
Stay in thy flight  
Guard us in slumber all through the night

It is good practice to precede this song with warm up ascending arpeggios.

**Little Wind**  
Roseman/Fey

Beautiful Songs Track 23

Little wind, little wind  
Blow on the hill top  
Little wind, little wind  
Blow on the plain  
Little wind, little wind  
Blow in the sunshine  
Little wind, little wind  
Blow out the rain

Little wind, little wind  
Blow on the tree top  
Little wind, little wind  
Blow on the flower  
Little wind, little wind  
Blow off the cloud top  
Little wind, little wind  
Blow out the shower

This song is well suited for making a collage or drawing the various scenes described.

Music Exercise  
Students can gesture pianissimo while conducting.



## The Milky Way

## Beautiful Songs Track 24

Many million miles above us  
So they say  
Shines a host of stars they call the milky way  
Watch on a pleasant night  
And see there a path of white  
The milky way  
So they say

Now and then I wonder if the stars each day  
Get their cream and butter from the milky way  
Still I just can not see how, because why?  
They have no cow  
The milky way, so they say

Students can use the internet to find pictures of the cosmos that may be used to associate with the song lyrics. They can also make up a story about how the milky way got it's name.

**Sing Mozart**  
Mozart/Kaila

Beautiful Songs Track 25

Sing Mozart and you'll feel all right  
Sing Mozart every day and night

It is an achievement to sing the rondo theme every time it appears. Students can try to count the number of times the above theme returns.

**Merry Music**  
Alpine Folk Song

Beautiful Songs Track 26  
Instructional CD Track 29

Me, sol, do, me, sol  
Fa, la, la  
Makes a little song to sing  
Me, sol, do, me, sol  
Fa, la, la  
Makes a song about the spring

Do, me, sol, fa, me, re  
That keeps the tune bright all day

Me, sol, do, me, sol  
Fa, la, la  
Makes a little song to sing

This song can be introduced by having students sing the scale on do, re, me, fa, sol, la, ti, do as they view the corresponding notation. Students can try to point to the note as they sing it.

Rogers and Hammersteins “Do-a-Deer” is a nice compliment to “Merry Music”