

Songs for Early Literacy

2 note songs soh-mi



Suas Síos: *soh, mi, (G,E)*



Suas síos suas is síos Suas is síos is suas is síos

Children can move their arms or bodies up and down

One, two, tie my Shoe: *soh, mi, (G,E)*



One, Two, tie my shoe, Three, Four, shut the door

Variation as Gaeilge

Aon, dó, muc is bó. Trí, ceathair, malá leathair.....

Cobbler, Cobbler, *soh, mi (G, E)*



Cob-bler cob-bler mend my shoe get it doneby halfpasttwo



Halfpasttwo is much too late Get it doneby halfpasteight

Actions: Children can sing this as a simple song with actions tapping as if they were making the shoe.

Game; Children seated in a circle, pass a shoe around the circle from child to child on the beat/pulse.



Old Missus Woodpecker *soh, mi* (G E)



Old Mis-sus Wood-peck-er tapp-ing on a tree
 Old Mis-sus Wood-peck-er tapp-ing in the rain
 Old Mis-sus Wood-peck-er I can do it too



Old Mis sus Woodpeck er tap a tune for me.
 Old Mis-sus Woodpeck-er tap it oncea - gain
 Old Mis-sus Woodpeck-er thisis just for you

Game :

- Sing each line of the song and repeat the rhythm on a woodblock, rhythm sticks or claves.
- When the song is well known make up a different rhythm pattern for the woodpecker for the children to clap or tap back.
- Play a game like “Simon says” – “Woodpecker taps”

Sally Ann *soh, mi.* (G, E)



Sal-ly Ann Sal-ly Ann Went to play with Jim and Dan



Kick'd the foot-ball kick'd the can. Kick'd the boys and off she ran.



See Saw, Up and Down:

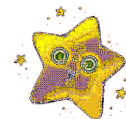
Soh, mi, (G, E) and other songs with same rhythm pattern



See -saw up and down in the sky and on the ground
 Hey hey look at me I am smil - ing you can see
 I, I, me o my How I love my Cher-ry Pie
 Cuc - koo Who are you? Came the Summer Off he flew
 Rain rain go a - way Come a - gain an - o - ther day
 Rain rain go a - way Lit - tle Su - sie wants to play
 Bee bee Bum-ble bee Stung a man up - on his knee
 Stunga pigup - on his snout I de - clare that you are out

Activities

- Make up actions for the songs
- For hey, hey look at me... change the word smiling to crying, laughing, jumping, swimming etc. and make up appropriate actions.
- For I, I, me oh my – change the words to other pies
- While singing I, I, me oh my, -try to tap your head with one hand and rub your tummy with the other
- For Bee, Bee use a picture, soft toy or bean bag as the bee and pass it around the circle from child to child on the pulse/beat.



Star Light: *soh, mi, (G, E)*



Star light star bright First star I see to-night, Wish I may



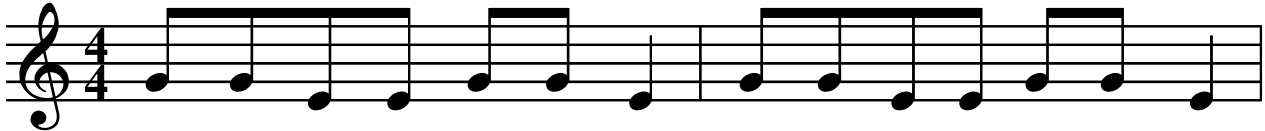
wish I might Have the wish I wish to-night

Activities

- Pass a large cardboard star around the circle, passing on the beat/pulse of the song. The person with the star at the end is the one to make a wish
- The teacher could sing “Jamie, what’s your wish? “The child could imitate a reply “ I wish I



Touch your shoulders *soh mi* (G E)



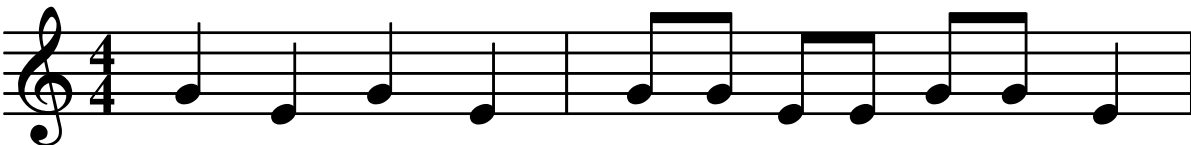
Touch your shoul-ders, touch your knees. Raise your arms and drop them please.



Touch your ank-les, touch your toes. Pull your ears and touch your nose.

Activities; Do the suggested actions

One, two, three, four *soh, mi*, (G, E)



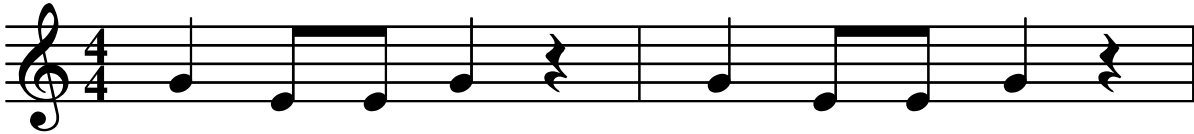
One two three four Ma - ry at the cot - tage door



Five six sev-en eight Eat-ing cher-ries off a plate

Activity; Teacher uses a tambour or tambourine to play a steady beat for four. Play the four steady beats again quietly but play on of the numbers very loudly. Ask the children to tell you which beat was loud.

Pease Porridge Hot : soh, mi, (G, E) plus crotchet rest (one beat)



Pease porr - idge hot ,Pease porr - idge cold,



Pease porr-idge in the pot, nine days old some like it hot,



Some like it cold, some like it in the pot nine days old.

Activities

- This song can become a clapping game with pairs of children
- After the word hot – blow (to cool the porridge). After the word cold- shiver, after the word old – say yuck !