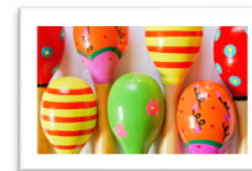


# SONGS FOR PRE-VERBAL & EMERGING VERBAL LEARNERS



Developed by Coast Music Therapy  
[www.coastmusictherapy.com](http://www.coastmusictherapy.com)

# Introduction



Coast Music Therapy is a San Diego-based agency helping children with special needs grown through music. This music therapist-designed activity guide was designed to help teachers, therapists, and parents use song and rhythm as a powerful way to encourage speech.

The following five songs build momentum and anticipation by purposefully including elements of surprise or novelty in order to create natural opportunities for the child to want to fill in a word or sound in order to continue the song/activity.

## WAYS TO BUILD ANTICIPATION

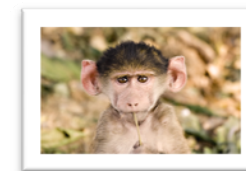
- Progressively increase your voice volume and pitch up to the point where you want the child to fill in a word or sound such as "Ready, Set..... GO!" Or "and..... STOP!"
- Place your hands (or puppet) in front of the child, approaching to tickle but waiting for child's verbal initiation in order to follow through.
- Incorporate activities with high sensory appeal such as bouncing, jumping, bubbles, water play, use of scarves, etc...then stop activity and wait for child's verbal initiation to continue.
- Utilize activities the child finds funny such as making silly faces, moving toy animals in silly ways or engaging in silly dance moves. Create a 'stop' and 'go' theme to these activities to incite the child's desire to use communication in order to continue.

# THIS LITTLE LIGHT OF MINE



TARGET SOUNDS/WORD	MATERIALS NEEDED
<ul style="list-style-type: none"><li>• Mine</li><li>• Shine</li></ul>	<ul style="list-style-type: none"><li>• Flashlight</li></ul>
<b>ACTIVITY</b>	
<ul style="list-style-type: none"><li>• Use a flashlight as a motivational prop, dimming the lights in the room if appropriate.</li><li>• During 'Shine all over (name)', the adult can shine the light on the student's stomach (avoiding the eyes).</li><li>• Require the student to attempt a sound/word at the end of the phrase 'I'm gonna let it _____'.</li><li>• Only turn the flashlight on after the student either attempts a sound.</li><li>• As an alternative, the adult can model closed fists opening to splayed fingers (mimicking a light flickering) for the student to imitate if he or she is not able to vocalize.</li><li>• The student can also attempt filling in the word 'mine' or putting their hand on their chest at the end of the phrase 'This little light of _____.'</li></ul>	
<b>LYRICS</b>	
<p>This little light of mine, I'm gonna let it shine. Oh this little light of mine, I'm gonna let it shine. This little light of mine, I'm gonna let it shine, Let it shine, let it shine, let it shine.</p> <p>Shine all over (name) I'm gonna let it shine. (repeat 3x) Let it shine, let it shine, let it shine.</p>	

# FIVE LITTLE MONKEYS



TARGET SOUNDS/WORD	MATERIALS NEEDED
<ul style="list-style-type: none"> <li>• Bed</li> <li>• Head</li> <li>• Said</li> <li>• No</li> <li>• More</li> <li>• Ouch</li> </ul>	Ball or trampoline Monkey props or photos Drum
<b>ACTIVITY</b> <ul style="list-style-type: none"> <li>• This activity can be done with the student bouncing on a therapy ball or jumping while holding the adult's hands.</li> <li>• Require the student to fill in the blank "One fell off and bumped his _____" at which point the adult can safely squat to the ground with the student or catch them off of the therapy ball.</li> <li>• As an alternative, have a drum available and monkey pictures (can be affixed to wooden craft sticks) or rubber/stuffed monkeys. The adult can assist the student in pretend play, having the designated number of monkeys jumping on the drum. In order for each monkey to fall off onto the floor, require the student to produce the sound 'Ouch' after the adult sings 'One fell off and bumped his head.'</li> </ul>	
<b>LYRICS</b> <p>5 little monkeys jumping on the bed.            1 fell off and bumped his head (ouch!)            Momma called the doctor (<i>put hand to ear as if making a call</i>) and the doctor said... (<i>wag finger/ shake head no</i>)            No more monkeys jumping on the bed!</p> <p>4 little monkeys...</p>	

# BROWN BEAR, BROWN BEAR

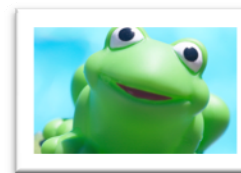


TARGET SOUNDS/WORD	MATERIALS NEEDED
<ul style="list-style-type: none"><li>• See</li><li>• Me</li><li>• Animal Sounds/Names</li></ul>	<p>Animal props or flashcards Container, pouch, or box</p>
<b>ACTIVITY</b>	
<ul style="list-style-type: none"><li>• Utilize flashcards or small brown bear felt/fabric props (available at some teaching stores)</li><li>• Start with the bear in view singing the song 'Brown bear, brown bear, what do you see?'</li><li>• Turn around and put the next animal in a fabric pouch, box, or other container.</li><li>• Start the next verse "I see a ____" while giving the student a quick peek in the bag but not allowing him or her access to the animal.</li><li>• Require the student to attempt the name of the animal or animal sound. After the student makes a vocal attempt, the adult can praise the student and allow them to take the animal out of the pouch and put it in a container of 'finished' animals.</li><li>• Upon singing 'What do you see? I see a ____ looking at.....' the adult covers his/her eyes (the adult's eyes, not the child's), and models the word "Me" while pulling hands off the eyes in an animated way.</li><li>• After the student is familiar with this routine, require them to fill in the word 'Me' in order for the adult to take his/her hands off the eyes and smile at the student.</li></ul>	
<b>LYRICS</b>	
<p>(to the tune of Twinkle, Twinkle, Little Star) Brown bear, brown bear what do you see? I see a red bird looking at me Red bird, red bird , what do you see? I see a yellow duck looking at me. Yellow duck, Blue Horse, Green Frog, Purple Cat, White Dog, Black Sheep, Gold Fish, Mother... Mother, mother, what do you see? I see beautiful children, looking at me.</p>	

# OLD MACDONALD



TARGET SOUNDS/WORD	MATERIALS NEEDED
<ul style="list-style-type: none"><li>• Animal Sounds</li><li>• Animal Names</li></ul>	<ul style="list-style-type: none"><li>• Play farm animals</li><li>• Play barn</li></ul>
<b>ACTIVITY</b>	
<ul style="list-style-type: none"><li>• Have small stuffed or plastic farm animals available and a container or play barn to store them in.</li><li>• Withhold the animals from the student, and allow them to choose each one given the verse "And on that farm he had a _____". The student can select the animal by pointing or attempting the animal name.</li><li>• Once the animal is selected, the adult starts the phrase "With a (animal sound)...." waiting for the student to attempt the animal sound.</li><li>• Once she/he produces a sound attempt, the adult moves the animal at a fast pace with excitement and animation across the ground, even having the animal jump or fly to make it into the barn.</li><li>• Subsequently, the student continues to have to produce each animal sound in order to receive the fun reward of seeing the animal dance/race into the barn.</li></ul>	
<b>LYRICS</b>	
<p>Old MacDonald had a farm, e-i-e-i-o. And on that farm he had a (farm animal), e-i-e-i-o. With a (sound-sound) here, and a (sound-sound) there, Here a (sound), there a (sound), everywhere a (sound-sound) Old MacDonald had a farm, e-i-e-i-o.</p>	



# FIVE GREEN & SPECKLED FROGS

TARGET SOUNDS/WORD	MATERIALS NEEDED
<ul style="list-style-type: none"> <li>• Yum</li> <li>• Pool</li> </ul>	<ul style="list-style-type: none"> <li>• 5 rubber frogs</li> <li>• Bowl with water</li> </ul>
<b>ACTIVITY</b>	
<ul style="list-style-type: none"> <li>• Have a bowl of water and 5 small rubber frogs (available at teaching stores or party supply stores)</li> <li>• Sing the song, encouraging the student to fill in the word “Yum” or the student can rub his or her belly if they are not able to produce the sound.</li> <li>• Upon singing “One jumped into the _____”, have him/her attempt the word ‘pool’ at which point the adult can plop one of the frogs into the water making a splash.</li> <li>• Encourage the student to count the remaining frogs along with you.</li> <li>• Repeat the activity until there are no remaining frogs.</li> </ul>	
<b>LYRICS</b>	
<p>5 green and speckled frogs sat  on a speckled log  Eating some most delicious bugs. Yum! Yum!  One jumped into the pool  Where it was nice and cool  Then there were 4 green speckled frogs (Ribbit, Ribbit)  <i>(continue verse down to one frog)</i></p> <p>One green and speckled frog  Sat on a speckled log  Eating some most delicious bugs. Yum! Yum!  He jumped into the pool  Where it was nice and cool  Then there were no green speckled frogs</p>	