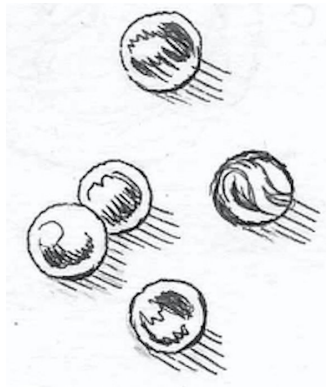




Songs to Sit Criss-Cross to (But Dance if you Want)

Chords & Lyrics Booklet

1. The Welcome Song



[Capo 3]

[C] Welcome, welcome, we're [F] happy you're [C] here
Welcome, welcome, [G] welcome to [C] school
I'm so [Am] glad you strolled [Em] in, now the [F] day can [C] begin
And [G] here's what I hope for [C] you—

I hope that you learn [F] something [C] new
I hope I play some [G] games with [C] you
That your [Am] math improves [Em] and you [F] find your [C] groove
I [G] hope you learn something [C] new

You may fall and [F] scrape your [C] knee
You may argue with a [G] friend or [C] three
I don't [Am] have any [Em] doubt that we'll [F] figure it [C] out
Between [G] you and your friends and [C] me

[F] I hope we have a [C] dance party
I [G] hope you have a [C] chance to get arty
I [F] hope you make a [C] new friend
I [G] hope your good luck [C] never ends
I [F] hope you find some [C] weird bugs
I [G] hope you get some [C] big ol' hugs
I [F] hope to see your [C] reading blossom

I [G] hope you know that you are awesome

[C] Welcome, welcome, we're [F] happy you're here

Welcome, welcome, [G] welcome to [C] school

We [Am] sing this [Em] song so you [F] know you [C] belong

And [G] here's what I hope for [C] you

Yeah, we [Am] sing this [Em] song so you [F] know you [C] belong

And [G] that's what I hope for [C] you

Yeah [G] that's what I hope for [C] you

Oh [G] that's what I hope for [C] you

~ ~ ~

This is a song meant for the beginning of the school year, to remind kids that we are excited for all of them to be here and that we have hopes and dreams for each one of them. Kids love to make up hand motions and other choreography for this song, particularly in the 4th verse that gets more energetic. You also get an early glimpse into who likes bugs and who doesn't.

Sometimes we elongate the "dance party" section in order to, you guessed it, have a dance party.

Kids can try to write their own matching lyric pairs for that part. Sometimes they get really into it, particularly because of the rhyming challenge. A few of my favorites from first graders:

I hope you drink some apple juice

I hope you ride in a caboose

I hope you play some new sports

I hope you buy some new shorts

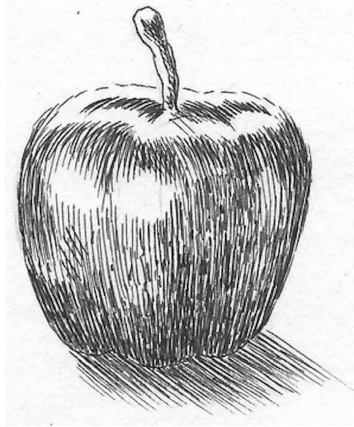
I hope you have a fun day

I hope you don't start eating hay (like a horse)

I hope you bring some candy to share

I hope you have on cool underwear

2. It Don't Matter Who's First in Line



[Capo 3]

[C] We all got in line

[Em] Everything seemed just fine

Then [F] my frie[G]nd [C] cut me

[C] We fought and fought and fought

[Em] First a little then a lot

Cause [F] my frie[G]nd [C] cut me

[Dm] But then from the [C] corner of my [G] eye

I saw [Dm] another friend [C] walkin' [G] by

And she said:

[C] It don't matter who's first in line

[Em] We're gonna get there at the same time

[F] Just chill your muscles and re[C]lax your bones

[G] Quit those screams and [G7] shrieks and moans

[C] It don't matter who's first or last

[Em] We're all gonna have ourselves a blast

[F] Wherever we're goin', I [C] walk there knowin' that

[G] Fighting and a fussing's gonna cause us some slowin'

[spoken] But friends, please remember not to cut each other in line. No front cuts or back cuts or underwater somersault triple-reverse cuts. Thank you for your attention to this matter.

[C] So then we all got back in line

[Em] This time everything was fine

Because [F] no [G] one [C] cut me

[C] But even if someone cut

[Em] I'd have shrugged and said "so what?"

Cause [F] I know it [G] doesn't [C] matter

Let's [F] forget the [G] mean ol' [C] chatter

Let's not [F] make our [G] feelings [C] shatter

Then my friend said:

[C] It don't matter who's first in line

[Em] We're gonna get there at the same time

[F] Just chill your muscles and re[C]lax your bones

[G] Quit those screams and [G7] shrieks and moans

[C] It don't matter who's first or last

[Em] We're all gonna have ourselves a blast

[F] Wherever we're goin', I [C] walk there knowin' that

[G] Fighting and a fussing's gonna cause us some slowin'

[spoken] Seriously folks, we're just walking. We're all trying to get to the same place. Maybe it's the library, maybe it's the science lab. Maybe it's the neighborhood park. Just remember to walk slow, be chill, and enjoy the ride.

~ ~ ~

Every year it comes up: arguing over who's first in line, who was where when, who cut who, and everything. We get it: we were kids too and that stuff was extremely important.

In the meantime, though, let's remind ourselves that even though it's an annoying thing adults say... it's actually true! It DON'T matter who's first in line! We ARE gonna get there at the same time!

3. This room ain't gonna clean itself



[Capo 3]

We gotta [C] clean up the stuff we're [F] doin'
Don't wanna [G] leave the room in [C] ruins
Gotta put things [C7] away, put 'em [F] back on the [Fm] shelf
No this [C] room ain't gonna [G] clean it[C]self

We're gonna [C] clean up quick, calm, and [F] quiet
It's the [G] best way, you can't de[C]ny it
Pick up things off the [C7] floor, even [F] if they're not [Fm] yours
No this [C] room ain't gonna [G] clean it[C]self

[C] Oh, you might see a mess you didn't make
And be [F] tempted to [G] pass it [C] by
But [Am] that would be a [Em] grave mistake
And [F] let me tell you [G] why:

If we don't [C] clean up the stuff we're [F] doin'
We're gonna [G] leave the room in [C] ruins
Gotta put things [C7] away, put 'em [F] back on the [Fm] shelf
No this [C] room ain't gonna [G] clean it[C]self

We've gotta [C] clean up the stuff we're [F] doin'
Or we'll [G] leave the room in [C] ruins

Gotta put things [C7] away, put 'em [F] back on the [Fm] shelf

No this [C] room ain't gonna [G] clean it[C]self

No this [C] room ain't gonna [G] clean it[C]self

No this [C] room ain't gonna [G] clean it[C]self

~ ~ ~

Everyone knows *The Cleanup Song*:

Clean up, clean up, everybody, everywhere

Clean up up, clean up, everybody do your share

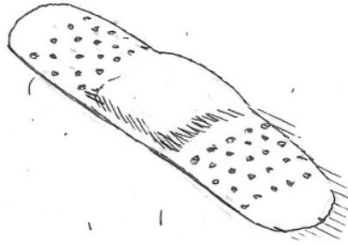
It's the National Anthem of daycare and preschool. Kids come out of the womb knowing the lyrics of the song. If you've heard a group of very little kids sing it while cleaning up, it's almost frightening; they act like automatons who have been activated by this particular sequence of words and melodies.

But older kids don't respond as well to the song, so it was time for a new version. This one is meant to be sung in a light, breezy way, so that cleaning up is the chill and joyful endeavor it was always meant to be.

In the classroom or at home, challenge kids to be done cleaning up a certain task before the end of the song.

It's always best to end the song with a flourish, and probably jazz hands as well.

4. Do you really need a bandaid?



Do you [C] really [G] need a [C] bandaid
If you can't even [F] see any [C] blood?
Do you really [G] need an [C] icepack
Just because you [F] stepped in [C] mud?
Just because you [G] stepped in [C] mud?

Ooh [F] ooh [G] ooh [C] ooh
Ooh [F] ooh [G] ooh [C] ooh
[C7]

Do you [C] really need to [G] go to the [C] bathroom?
You just went 5 [F] minutes [C] ago
Do you really need to [G] get more [C] water?
We're in a drought I'll have [F] you [C] know
We're in a drought I'll [G] have you [C] know

Ooh [F] ooh [G] ooh [C] ooh
Ooh [F] ooh [G] ooh [C] ooh
[C7]

Do you [C] really [G] have a [C] question
Or just a story [F] about your [C] cat?
Do you really [G] have a [C] comment?
Does the whole class need to [F] know about [C] that?
Does the whole class need to [G] know about [C] that?

Ooh [F] ooh [G] ooh [C] ooh

Oob [F] oob [G] oob [C] oob
[C7]

Is it really [F] true? Do you really [C] do?
Need all those [G] things? That you [C] ask for [C7]
Is it really [F] so? I'd love to [C] know
Why you [G] ask

[Spoken: "Really? You really do? OK, Let me try to see it from *your* perspective!"]

I think I [C] really [G] need a [C] bandaid
Cause it'll reassure me [C] then
I think I really [G] need that [C] icepack
Cause it'll makes me smile [C] again
Cause it'll makes me [G] smile [C] again

Oob [F] oob [G] oob [C] oob
Oob [F] oob [G] oob [C] oob
[C7]

I think I do need to [G] go to the [C] bathroom
Just to have a [F] little [C] break
I think I really [G] do need [C] water
I'm comin down with a [F] bad [C] headache
I'm comin down with a [G] bad [C] headache

Oob [F] oob [G] oob [C] oob
Oob [F] oob [G] oob [C] oob
[C7]

I think I really [G] have a [C] question
And a story about my [F] kitty [C] dear
I think I really [G] have a [C] comment
That my friends all [F] need to [C] hear
That my friends all [G] need to [C] hear

It's really [F] true: I really [C] do
Need all those [G] things that I [C] asked for [C7]
Yes it's really [F] so
I need you to [C] know just why I [G] asked

~ ~ ~

Kids ask for these things all the time: bandaids, icepacks, water breaks... it's easy to get a little weary of the requests, but it's good to remember why kids are asking. Do they just need a little break? Are they nervous about something? Is your math lesson a little dry? Do they REALLY have a story about their cat that their friends all need to hear during that math lesson?

5. The 10-second song



I got [C] 10 seconds to get where I'm goin'
[F] 9 more seconds, I [G] better start [C] flowin'
8 more seconds to move my body
[F] 7 more seconds to [G] stop bein' [C] naughty
6 more seconds, I'm keepin' my cool
[F] 5 more seconds, I'm [G] usin' my [C] tools
4 more seconds, for personal space
[F] 3 more seconds, to [G] get to my [G] place
2 more seconds, I'm lookin' around
[F] 1 more second, to [G] calm myself [C] down
Now I'm quiet, don't need to be a hero,
We [F] got all the way from [G] 10 down to [C] zero!
(Silence)

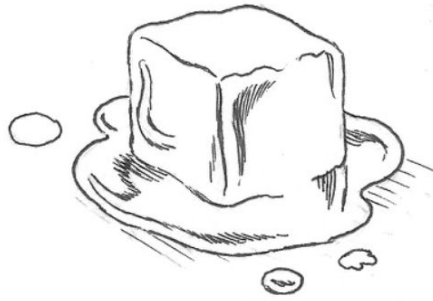
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This was always my students' most commonly-used transition song. And yes, as kids so astutely point out, it actually takes about a minute to sing the 10-second song, but in the words of a former first grader: "it's a good thing, because 10 seconds is too short and that would be dangerous."

They were right. So take your time, and remember that each second is a small instruction to help you do whatever you're doing: sit on the rug, line up, get ready for Zoom class to start, push in your chairs, whatever it may be.

If you ever post the lyrics on the wall of the classroom or bedroom, be prepared for kids to sing the word “silence” and laugh about it.

6. Freeze Dance



Fear not, educators, parents, and caretakers: your days of tirelessly pressing PLAY and PAUSE on your phone's music player are over. I present to you: *Freeze Dance*.

This age-old classroom game is where kids dance when the music is playing, and must stop (and freeze) when the music stops. You can play "outs" or not.

Some good ground rules are: be mindful of your own space bubble and don't pop anyone else's, no sitting down, move mindfully or people and furniture, no screaming (a good general rule of thumb actually in classrooms).

Use this to get the wiggles out! Have kids try to match the tone, speed, and mood of the music as they dance. You can also vary it in the following ways:

- **Finger Freeze Dance:** they can only dance with a finger! Works with any body part. Head-banging is a fun one.
- **Sitting Freeze Dance:** they must remain seated.
- **Reverse Freeze Dance** [advanced and silly]: dance when there's silence, freeze when there's music!
- **Funny Face Freeze Dance:** each Time the music stops, you have to make a new funny face
- Use this for a **timed transition:** they have the length of the song to, for instance, put something away and line up.
- **Freeze Draw:** see what kids can draw in the length of the song, stopping when the music stops. Do free-draw or assign something the whole class has to draw (a penguin, a flower).

- **Partner Freeze Dance:** everyone joins up with a partner (or two) and must remain connected at all times., Please offer some extra safety disclaimers, for the sake of the children. Please, think of the children.
- **Statue freeze dance**—strike a new pose each time you freeze.

7. The Goodbye Song



[Capo 3]

[C] Goodbye friends, [F] don't feel no [C] sorrow
For though [G] I will [Am] miss you [G] I will [F] see you [G] again [C] tomorrow

[C] And if tomorrow's a Saturday, [F] rest awhile it'll [C] be ok
Play some [G] more on Sunday and we'll see you again on Monday

[C] And if Monday's a holiday, it's [F] not a "sing the [C] blues" day
For though [G] I will [Am] miss you [G] I will [F] see you [G] again [C] on Tuesday

[C] And if next week is spring break, it's a [F] tough pill to [C] swallow
For though [G] I will [Am] miss you [G] I will [F] see you [G] the week that [C] follows

[C] And if it's finally summertime, [F] don't feel no [C] fear
For though [G] I will [Am] miss you [G] I will [F] see you [G] again [C] next year

[C] And if you're graduating, things might [F] feel a little [C] colder
But though I will miss you, I will see you when you're [C] older

See you when you're [C] older
I will see you when you're [C] older

[C] So long (so long), so long
Goodbye friends, I will miss you when you're gone
[C] So long (so long), so long
Goodbye friends, I will miss you when you're gone

[C] Goodbye friends, don't feel no [C] sorrow
For though I will miss you I will see you again tomorrow

[C] Goodbye friends, don't feel no [C] sorrow
For though I will miss you I will see you again [C] tomorrow
See you again [C] tomorrow
I will see you again [C] tomorrow

~ ~ ~

Time away from school means different things for different kids. Some get to spend time with family, some get to travel, some stay at home playing on their devices, and some may have complicated situations. We often celebrate the end of the day, term, or year, but we need to be careful and sensitive.

When I first wrote this song, it was just the single opening verse, sung to each kid, at closing circle time. But one day someone asked me "what if tomorrow's a Saturday?", and so I added another verse. I was later asked "but what if Monday is a holiday?", and another verse was written and you get the idea.

Goodbyes are hard, so let's sing about them.