



# Tunes for Tasks

# Tips

## INTRODUCTION

Music is an ideal way to capture students' attention and reduce frustration when presenting new skills. Many students with special needs also show increased response when instructions are presented in a melodic or chanted format, as it provides more structure and emphasis to the words being presented. Furthermore, music creates a positive environment that can often enhance the child's mood and motivation, and increase the level of engagement between the instructor and student or amongst peers in a group setting. The following examples are familiar children's tunes with new lyrics relating to a variety of daily living, play, or educational skills. Sing these songs live with your child or student, pausing at the end of the song phrase and encouraging them to help by filling in the missing word. Using these songs as template, you can also create your own "Tunes for Tasks"!

### Allouette

Put your coat on, time to put your coat on. Put your coat on, then it's time to go.

### Are You Sleeping

Time for circle, time for circle, here we go, here we go. Sit down in the circle, sit down in the circle, quiet hands, quiet hands.

### Did You Ever See a Lassie

Did you ever see (name) go back and forth, and back and forth. Did you ever see (name) go back and forth.  
*(this activity can apply to swinging, play with scarves & streamers, or other movement by changing the lyrics accordingly such as "up and down", "high and low", "side to side", etc.)*

### Farmer and the Dill

It's time to wash our hands, it's time to wash our hands. We'll rub, rub, rub, until they're clean, it's time to wash our hands.

### Goodnight Ladies

Goodbye (name), goodbye (name), goodbye (name), it's time to say goodbye.

### If You're Happy and You Know it

When I want to have some more, I say... (more). When I want to have some more, I say.. (more). We can clap our hands along as we sing our little song, when I want to have some more, I say.. (more)

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## London Bridge

Quiet feet and quiet hands, quiet hands, quiet hands. Quiet feet and quiet hands, I am waiting.

## Mary Had a Little Lamb

(Name) find the letter A, letter A, letter A. (Name) find the letter A, and put it in the bin.

*(substitute new letters into the song, forming a word if desired, or having the student put magnetic letters in order on a magnet board)*

## The Muffin Man

(Name) find the color red, the color red, the color red. (Name) find the color red, somewhere in this room.

*(insert new colors into the song)*

## Mulberry Bush

This is the way all line up, all line up, all line up. This is the way we all line up, waiting at the door.

## Pop Goes the Weasel

Bubbles, bubbles in the air, we're blowing lots of bubbles. Try to catch one in your hand...POP goes the bubble!

## Row Your Boat

Play, play, play with me, let's play with our toy. Push the button then you'll hear a very funny noise.

## TEACHING RESOURCES

The Tuned in to Learning® program was designed with the needs of special learners in mind, including appropriate pacing, simplified language, and additional response time for children to practice each target skill. This 9-volume music-assisted learning curriculum covers 90 educational skill objectives and uses an engaging combination of inventive songs, movement, and vibrant visual supports to boost motivation and lock in core concepts.

**TuNed In to LEARNING™**

To learn more, visit  
[www.tunedintolearning.com](http://www.tunedintolearning.com)

