

DAY-O

Day----o.....Day-ay-ay-o.

Daylight come and me wanna go home.

Day!.....me say Day-ay-ay-o.

Daylight come and me wanna go home.

Work all night 'till de morning come.

Daylight come and me wanna go home.

Stack ba-na-na 'till de morning come.

Daylight come and me wanna go home.

Come mister tally man, and tally me ba-na-na.

Daylight come and me wanna go home.

Me say come mister tally man and tally me ba-na-na.

Daylight come and me wanna go home.

Lift six hand, seven hand, eight hand bunch!

Daylight come and me wanna go home.

Me say six hand, seven hand, eight hand bunch!

Daylight come and me wanna go home.

Day!.....me say Day-O.

Daylight come and me wanna go home.

Day!.....me say Day-O.

Daylight come and me wanna go home.

A beautiful bunch , ah ripe ba-na-na.

Daylight come and me wanna go home.

Hide the deadly , black tarantula.

Daylight come and me wanna go home.

Come mister tally man, and tally me ba-na-na.

Daylight come and me wanna go home.

Me say come mister tally man and tally me ba-na-na.

Daylight come and me wanna go home.

Lift six hand, seven hand, eight hand bunch!

Daylight come and me wanna go home.

Me say six hand, seven hand, eight hand bunch!

Daylight come and me wanna go home.

Day----o.....Day-ay-ay-o.

Daylight come and me wanna go home.

Day!.....me say Day-ay-ay-o.

Daylight come and me wanna go home.

# DID YOU FEED MY COW?



- ① DID YOU FEED MY COW? YES MA'AM.  
 CAN YOU TELL ME HOW? YES MA'AM.  
 WHAT DID YOU FEED HER? CORN & HAY.  
 WHAT DID YOU FEED HER? CORN & HAY.
- ② DID YOU MILK HER GOOD? YES MA'AM.  
 DID YOU MILK HER LIKE YOU SHOULD? YES MA'AM.  
 HOW DID YOU MILK HER? SQUISH SQUISH SQUISH.  
 HOW DID YOU MILK HER? SQUISH SQUISH SQUISH.
- ③ DID THE COW GET SICK? YES MA'AM.  
 WAS SHE COVERED WITH TICKS? YES MA'AM.  
 HOW DID SHE DIE? UGH UGH UGH.  
 " " " " " " "
- ④ DID THE BUZZARDS COME? YES MA'AM.  
 DID THEY PICK HER BONES? YES MA'AM.  
 HOW DID THEY COME? FLAP FLAP FLAP.  
 " " " " " " " POOR OLD COW!!!

Your Chick-  
100 and 101;  
S

to the record-  
to contrasting  
question: Which  
es clapping  
(Section A)

o that children  
opping sounds  
n A. Have  
quent repeti-  
hatch

at p. 101 to  
the tone color  
orders on the  
n, as others  
, some children  
strument of  
e they hatch  
he form of the  
(A) How do  
is repeated

ome of the  
make section A  
B. Note: The  
in melody (A  
repeated tones;  
ep), rhythm (A  
uses mostly  
rmony (A uses  
uses three  
→

Listen to discover repetition and contrast in the sections of  
this song. Is the form AB, or ABA? ABA

# DON'T COUNT YOUR CHICKENS

WORDS AND MUSIC BY CARMINO RAVOSA

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Piano acc., p. 257

Violin

(Introduction)

Don't count your chick-ens be - fore they hatch, Be - fore they hatch,

be - fore they hatch. Don't count your chick-ens be - fore they hatch,

Be - fore they hatch, (clap clap) they hatch!

Don't you plan a - bout to - mor - row, 'cause to - mor - row does - n't come un - til to -

mor - row; Have a lot - ta fun to - day be - cause to -

mor-row may just bring a lot - ta sor - row. Don't you sor - row.

Don't count your chick-ens be - fore they hatch, Be - fore they hatch,

be - fore they hatch. Don't count your chick-ens be - fore they hatch,

Be - fore they hatch, (clap clap) they hatch!

As you sing the song, take turns adding a cluster of tones on the words *they hatch*. To play a cluster, strike a group of bells with the edge of a small wooden ruler. Or play a group of piano keys with your knuckles.

Will you play a cluster of high tones, or low tones?



high cluster



low cluster

Ask two friends to help you play clusters of tones on recorders.

One recorder plays G, another plays A, the third plays B—all at the same time.

they hatch

**REVIEW/REINFORCEMENT**

Have children use tone clusters to fill in the silences during the performance of "Scratch, Scratch" (p. 6). If a piano is available, have them experiment with playing thin and thick clusters, using fingers (single notes), playing consecutive keys (single notes), or playing consecutive keys with the palm of hand, forearm, elbow, or wrist. Suggestion: Children might experiment with patterns of clusters for other instruments to play, using the symbols for clusters shown on p. 6.

Note: Look at the meter signature at the beginning of "Don't Count Your Chickens." The quarter note is the basic unit of measure. The number of quarter notes is constant throughout the song. The meter signature is not repeated. Each change of number of quarter notes in a measure (see measures 12-13 and 14-15) occurs every two measures).

**TRY THIS**

1. Encourage children to create movements that show the contrast between sections A and B of the song.

3. Children can add a percussion accompaniment to the song. This accompaniment shows the contrast between sections A and B of the song.

# Did you ever see a Lassie?

Moderately

F (D)\* C7 (A7) F (D)

Did you ev - er see a las - sie, a las - sie, a las - sie? Did you

*mf*

This system contains the first four measures of the piece. The treble clef staff has a 3/4 time signature and a key signature of one flat (Bb). The melody begins with a quarter note G4, followed by quarter notes A4, Bb4, and C5. The bass clef staff provides a harmonic accompaniment with chords. The lyrics are written below the treble staff.

C7 (A7) F (D)

ev - er see a las - sie go this way and that? Go

This system contains the next four measures. The melody continues with quarter notes C5, Bb4, A4, and G4. The bass clef staff continues with chords. The lyrics are written below the treble staff.

C7 (A7) F (D) C7 (A7) F (D)

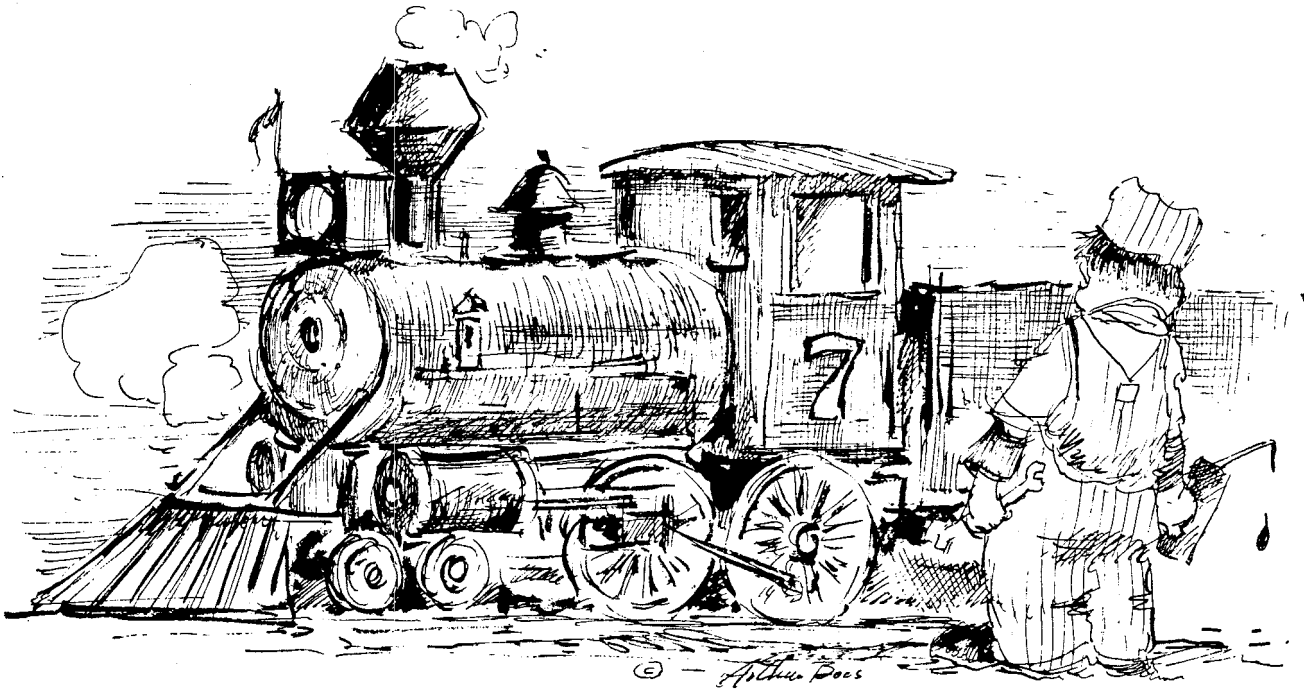
this way and that way and this way and that way, Did you

This system contains the next four measures. The melody continues with quarter notes G4, A4, Bb4, and C5. The bass clef staff continues with chords. The lyrics are written below the treble staff.

C7 (A7) F (D)

ev - er see a las - sie go this way and that?

This system contains the final four measures of the piece. The melody concludes with quarter notes C5, Bb4, A4, and G4. The bass clef staff continues with chords. The lyrics are written below the treble staff.

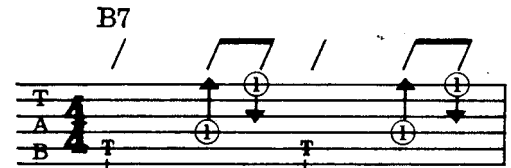
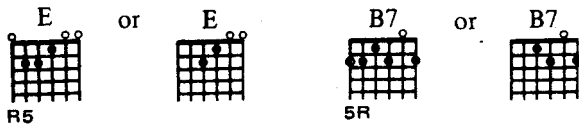


# DOWN BY THE STATION

Traditional

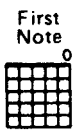
CHORDS USED IN THIS SONG:

SUGGESTED STRUM:



Count: 1 2 an 3 4 an

Thumb Scratch variation: thumb plucks the root (R) of the chord; optional - thumb plucks the fifth (5) of the chord on 3.



Down by the sta - tion ear - ly in the morn - ing,



See the lit - tle puff - fer - bil - lies all in a row. See the sta - tion mas - ter



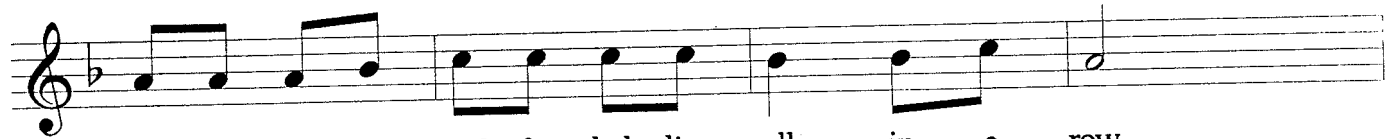
pull the lit - tle han - dle. Choo! Choo! Poof! Poof! Off they go.

# Down by the Station

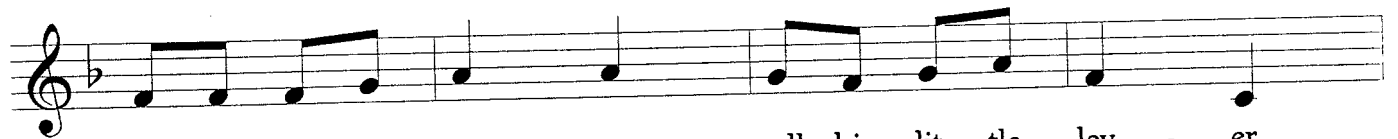
version two



Down by the sta - tion ear - ly in the morn - ing,



See the lit - tle puf - fer - bel - lies all in a row.



See the en - gine driv - er pull his lit - tle lev - er.



Puff, puff, Toot, toot, Off we go!