

GOOD MORNING

Good morning, wake up little children
It's time to get ready and go to the school building
I have a good feeling, today will be a good day
Got your homework, got your books
Time to work and then play

Good morning, wake up little sunflowers
Gotta get to school, you got about an hour
Brush your teeth, wash your face
Get dressed, the one thing you should be thinking is,
"I'm the best"

Good morning wake up little mathematicians
Time to do some subtraction and some addition
Make sure you're listening
To everything your teacher tells you
Get an education, it'll never fail you

Good morning, wake up y'all, it's bright and early
Sleepyheads, can't get up out of bed
If you want to be successful
You got to eat your vegetables
Get a good night's rest
Wake up and pass your test

Good morning, wake up everybody
It's time to get to school, everyday is a math party
I'm never tardy, thanks to my parents
So I get good grades, all for my parents

notes

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I CAN COUNT

K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

I can count. I can count.

Hey, how many days in a week?

1, 2, 3, 4, 5, 6, 7

Yes! I can count. I can count.

Hey, how many eggs in a dozen?

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Yes! How many fingers on my hands?

1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Yes! Ok, how many tires on a car?

1, 2, 3, 4

Ok, how many wheels on a bike?

1, 2

I can count. Yes!

How many legs on an octopus?

1, 2, 3, 4, 5, 6, 7, 8

Yes! I can count.

Ok, how many legs on an ant?

1, 2, 3, 4, 5, 6

Yes! I can count. I can count.

How many leaves on a lucky clover?

1, 2, 3, 4

I can count. Yes!

I can count. I can count.

Yes! I can count. I can count.

Like this

1, 2, 3, 4, 5, 6, 7, 8

8, 7, 6, 5, 4, 3, 2, 1

I can count. I can count. I can count.

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ADD AND SUBTRACT WITHIN 5

K.OA.5 Fluently add and subtract within 5

Chorus (x2)

I know how to add
I love to subtract
Just give me some numbers
I'll give you the facts

Verse 1

$1 + 1$ is 2

$1 + 2$ is 3

$1 + 3$ is 4

$1 + 4$ is 5

$1 + 5$ is 6

When you're adding one

Just make the number one greater, kid.

$5 + 1$ is 6

$4 + 1$ is 5

$3 + 1$ is 4

$2 + 1$ is 3

$1 + 1$ is 2

When you're adding one

Just make the number one greater, kid.

Chorus (x2)

Verse 2

$5 - 1$ is 4

$5 - 2$ is 3

$5 - 3$ is 2

$5 - 4$ is 1

$5 - 5$ is 0

When subtracting two numbers that are the same

You always get zero

$1 - 1$ is 0

$2 - 1$ is 1

$3 - 1$ is 2

$4 - 1$ is 3

$5 - 1$ is 4

When subtracting

Your numbers just get smaller and smaller

Chorus (x2)

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GROUPS OF 1

K.NBT 1 Work with numbers 11–19 to gain foundations for place value.

Chorus (x2)

Pick a number, any number from 11 to 19
We'll break them into two groups of ones
To break them down use tens
'Cause one is in the tens place
Then add the number in the ones place, yeah

Verse 1

Let's start with 14, a one is in the tens place
The four is in the ones place, there you go
Listen up please, don't scream
Since 1 is in the tens place
The 4 is in the ones place
That's $10 + 4$, all we did was use 10
'Cause one is in the tens place
Then add what's in the ones place, which was four
So we have 10 ones plus 4 ones
Add them all together you get 14 and we're done

Chorus (x2)

Verse 2

Look at 19 now, the 1 is in the tens place
The 9 is in the ones place, that's $10 + 9$
Try 15 now, the 1 is in the tens place
The 5 is in the ones place, that's $10 + 5$
Let's try out 13, the 1 is in the tens place
The 3 is in the ones place, that's $10 + 3$
All you do is use 10 'cause 1 is in the tens place
Then add what's in the ones place, so easy

Chorus (x2)

notes

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BASIC MEASUREMENT

K.MD 2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

Chorus (x2)

My grade is high, mine is higher
But mine is the highest, yup it's the highest

Verse 1

Spider is small, ladybug is smaller
But the ant is smallest, yup it's the smallest
Kobe is tall, Lebron is taller
But Durant is the tallest, yup he's the tallest
(Bedtime)
8 is late, 9 is later. 10 is the latest
Car, train, plane...fast, faster, fastest
Apartment, house, mansion...big, bigger, biggest

Chorus (x2)

Verse 2

We are comparing objects
Look at any object
See which one is bigger
And see which one is smaller

Like a car is smaller than a truck
Or say that a truck is bigger than a car
Or a ruler is longer than a pencil
Or say that a pencil is shorter than a ruler
In math, I'm the ruler
That means that I'm better than the test
Yes, I can pass any test

I work hard, I work harder
But I work the hardest, yup I work the hardest
I work hard, I work harder
But I work the hardest, yup I work the hardest
I do good, I do better
But I do the best, yes I try my best
I do good, I do better
But I do my best, yes I try my best

Chorus (x2)

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SHAPES

K.G 2 Correctly name shapes regardless of their orientations or overall size.

Chorus (x2)

Name a shape with 3 sides
(Triangle)

Name a shape with 4 sides
(Rectangle)

Name a shape with 4 sides that are all the same
(That's a square)

Name a shape with no sides
(That's a circle right there)

Verse 1

If you have a shape
And it has 3 sides
It's a triangle
See it with your eyes
If you have a shape
And it has 4 sides
It's a rectangle
You're doing all right

Chorus

Verse 2

If you have a shape
With 4 sides that are equal
That shape is a square

Say it with me people

If you have a shape and it has no sides

That shape is a circle

A perfect little circle

Chorus

Verse 3

If I have a shape
One that I can hold
That's called three dimensional
Like cubes or cones
If I have a shape
And it is 3-D
That's a 3 dimensional
S-H-A-P-E

Chorus

Verse 4

Cube, square, rectangle
Kite, rhombus, triangle
Hexagon, circle, oval, sphere
Cylinder, pyramid, trapezoid, diamond. Yeah!

Chorus

LOCATIONS

K.G 1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

Verse 1

A plane is above the sea
The bird is above the tree
The flower is below the bee
The grass is below my feet
Ok, so above means on top
And below means underneath
Like when I'm sleep and I'm counting sheep
My body is below the sheets
And the ceiling is above me
Check it, my eyebrow is above my eye
In a race, the fast person is in front of the line
And the slow person, they are behind
My left foot is beside my right
Listen to this song, by the end of the night
You can explain all locations right
Front, back, side-to-side
You can see all locations
See them with your eyes like...

Chorus

Above is up, below is down
Beside is next to, in front is ahead
And behind is in the back
Say the back is behind, one more time
Above is up, below is down

Beside is next to, in front is ahead
And behind is in the back
And say the back is behind

Verse 2

Raise your hand, your hand is above you
Look in the sky, the clouds are above, too
Now a fish is below the sea
And my best friend is beside me
The ocean is beside the beach
In the crayon box, red is next to peach
In the word "crayon" "r" is next to "c"
Front, back, side-to-side
When I'm riding in a car
Make a wish below the bridge
In my house the couch is beside the wall
A seed is below the ground
But a tree is above the ground
Ok, see above means on top
And below means underneath
Like when I'm sleep and I'm counting sheep
My body is below the sheets
And the ceiling is above me

Chorus

EQUALITY

1.OA 7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.

Chorus

You see an equal sign (equal sign)
That means the same (means the same)
Value on each side, yo they are the same (are the same)
When you're adding (when you're adding)
Or subtracting (or subtracting)
Value the same, means they're equal get it cracking

Verse 1

3 equals 3 and 5 equals 5
They have the same value on each side
That's why 9 equals 9, 8 will equal 8
4 will always equal 4
They have the same value on each side
So they're equal, that's for sure
So 6 equals 6, and 7 equals 7
If the value on both sides be the same
They're equal, ain't no stressin'
Here we go, take 2 and 4, wonder if they're equal?
Check the value of each number
They're not the same so they're not equal
Here we go, take 1 and 6, they're not the same
So it means that one and six are not equal
No time for playing, here we go, take 3 and 5
They're not the same, so 3 and 5 are not equal
'Cause equal means the same, yeah

Chorus

Verse 2

I'm going to prove to you that $5 + 2$ is 7
Check the value on both sides, see if they're both 7
One side $5 + 2$, add them up, you'll get 7
Other side is just 7, so $5 + 2$ is 7
Now it's time to prove, that $3 + 3$ will equal 6
Check the value on both sides, see if they're both 6
One side $3 + 3$, add them up you'll get 6
Other side is just 6, so $3 + 3$ is 6
Let's check $2 + 8$, let's see if it equals 9
Check the value on both sides, see if they're both 9
One side $2 + 8$, add them up you'll get 10
Both sides are not 9, so $2 + 8$ don't equal 9

Chorus

Verse 3

$2 + 3$ is equal to $6 - 1$, why? The reason that they're equal
The value on both sides equals 5
 $8 + 1$ is equal to $7 + 2$, why? The reason that they're equal
The value of both sides equals 9
Don't matter when you're adding or subtracting any numbers
If the value the same, they're equal, you don't have to wonder
If the value's different, that means they're not equal
Yeah, you know I'm different, that means we're not equal
1 boy has 5 pencils and 2 pens
Is it the same as a girl that has 4 pencils and 4 pens?
The boy has 7 objects, the girl, she has 8
So $5 + 2$ don't equal $4 + 4$ 'cause 7 don't equal 8

FIND THE MISSING NUMBER

1.OA 8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \square - 3$, $6 + 6 = \square$.

Chorus

When adding or subtracting
And there's a number missing
To solve it all you do is use subtraction or addition
When adding or subtracting
And there's a number missing
To solve it all you do is use subtraction or addition
With addition you subtract, subtraction you just add
Now say it I can pass (I can pass)
When adding or subtracting
And there's a number missing
To solve it all you do is use subtraction or addition

Verse 1

$8 + \text{something} = 11$
To find the missing number
Just listen to this lesson
The problem is addition
To solve, you must subtract
 $11 - 8$ is 3
3 was missing, now it's back

Chorus

Verse 2

Next, $5 = \text{something} - 3$
This one is subtraction so we just A-D-D
 $5 + 3 = 8$
The number 8 was missing
You're doing great

Chorus

Verse 3

Here we go again
Listen up
 $9 + 4 = \text{what?}$
13, the answer is 13
Just add this one the normal way
You can do it every day

Chorus

Now the reason why I say do this one
the normal way is because the missing number
is not next to the + sign or the - sign. It's so easy.

10'S AND 1'S

1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.

Chorus

When a number has 2 digits
Understand that there are 1's and 10's present
I'll show you how to break it down
'Cause there are 1's and 10's all around
For example number 11
Is composed of 1 ten and 1 one, huh
Take a look at number 18
Can you give me 1 ten and 8 ones please?

Verse 1

Numbers numbers numbers
There are different ways for us to represent numbers
We can take any number
And compose it a little differently
Let's look at the number 13
That's 1 ten and 3 ones
And the number 17 is 1 ten and 7 ones
If you're wondering why
It's because of place value
Look at how the numbers align, yes!

Chorus

Verse 2

Numbers numbers numbers
There are different ways for us to represent numbers
Let's look at another number
Check out the number 19
Just 1 ten and 9 ones
Please do another
Let's check out another number, 50
5 tens and 0 ones
What about the number 20
2 tens and no ones
Now who thinks math is hard?
No one

Chorus

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ADDITION USING REGROUPING

1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

If you carry a 1 or carry a 2

That means regroup, that means regroup

If you carry a 1 or carry a 2

That means regroup, that means regroup

$18 + 14$, first you add the numbers in the ones place

$18 + 14$, then you add the numbers in the tens place

Verse 1

8 plus 4 equals 12, the 2 goes in the ones place

Now carry that 1, that means regroup

Now put a 1 in the tens place, over the 1 in 18

Now add the numbers in the tens place

Add the numbers in the tens place

Add the numbers in the tens place

$1 + 1 = 2$ and $2 + 1 = 3$

The 3 goes in the tens place

The 3 goes in the tens place

The answer is 32

And the 2 in the ones place is only 2

And the 3 in the tens place is 30

From Mr. Q-U-E, ya know me

If you carry a 1 or carry a 2

That means regroup, that means regroup

If you carry a 1 or carry a 2

That means regroup, that means regroup

$29 + 26$, first you add the numbers in the ones place

$29 + 26$, then you add the numbers in the tens place

Verse 2

$9 + 6$ is 15 so you put a 5 in the ones place

Carry the 1, that means regroup

Now put a 1 in the tens place

Over the 2 in 29

Now you add the numbers in the 10's place

Now add the numbers in the 10's place

Now add the numbers in the 10's place

$2 + 2 = 4$ and $4 + 1 = 5$

The 5 goes in the 10's place

The 5 goes in the 10's place

The answer is 55

But the 5 in the ones place is only 5

And the 5 in the tens place is 50, right?

From Mr. Q-U-E, ya know me

If you carry a 1 or carry a 2

That means regroup, that means regroup

If you carry a 1 or carry a 2

That means regroup, that means regroup

$29 + 26$, first you add the numbers in the ones place

$29 + 26$, then you add the numbers in the tens place

10 MORE 10 LESS

1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

Hey! How you doing class? It's Mr. Q-U-E
And we're about to do a little mental exercise
We are going to find 10 more or 10 less for any 2
digit number
And we don't even need fingers to do it
We're just going to do it like this
You ready?

Verse 1
Let's see, $29 + 10$ is 39, you're doing fine
Or $46 + 10$ is 56, you getting this?
 $63 - 10$ is 53, come on just follow me
And $51 - 10$ is 41, come on this is fun
And $37 + 10$ is 47, pay attention
And $28 - 10$ is 18, you listening?

All you do is add one to the 10's place
And you do nothing to the 1's place
Listen to your sensei
Do nothing to the 1's place
And add one to the 10's place
All we do is add one to the 10's place
And you do nothing to the 1's place
Listen to your sensei
Do nothing to the 1's place
And add one to the 10's place

Verse 2
Ok, on on to the next
Can you tell me what's $10 + 66$?
76, man you guys are getting good
Let's keep going, do another one
 $14 + 10$ is 24, let's do some more
 $42 - 10$ is 32, what else can you do?
 $28 + 10$ is 38, yup you're doing great
And $88 - 10$ is 78, almost time to play
So $10 + 10$ is 20, yup we're all winning
One more: $90 - 10$ is 80, I love math baby

All I do is subtract one from the 10's place
And I do nothing to the 1's place
Listen to your sensei
Do nothing to the 1's place
Subtract one from the 10's place
All I do is subtract one from the 10's place
And I do nothing to the 1's place
Listen to your sensei
Do nothing to the 1's place
Subtract one from the 10's place
Nothing to the 1's place, nothing to the 1's place
Add one to the 10's place
Or subtract one from the 10's place

QUARTERS AND HALVES

1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

Chorus

If two friends wanna be fair
How do they cut up that cake right there?
2 halves, that's how
Cut it into halves, that's how
If 4 friends wanna be fair
How do they cut up that pie right there?
4 quarters, that's how
Cut it into fourths, that's how

Verse 1

In math really only one way to be fair
Cut things up into equal shares
If two people want two equal pieces
Here's the secret: we cut it in half
If you have a birthday cake
With a rectangle shape
Cut a line that's straight, down the middle
It's really simple
Together those two pieces equal the whole cake
You're doing great

Chorus

Verse 2

Four friends wanna share a pie
They want to be fair, each gets an equal size
So they cut it up into fourths
That's four equal pieces, quarters for short
So each friend gets a quarter of the pie
They're so happy, see the twinkle in their eye
So each friend gets a fourth of the pie
They're so happy see the twinkle in their eye

Chorus

Verse 3

What do you do when you wanna be fair?
Cut things up into equal shares
What do you do when you want to be fair?
Cut things up into equal shares
When you want to be fair, equal shares
When you want to be fair, equal shares
Halves, quarters, fourths
You're getting one equal piece out of four

Chorus

PLACE VALUE

2.NBT 1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.

Chorus

Ones place (ones place)

Tens place (tens place)

Hundreds place (hundreds place)

That's the order that it goes

Ones place (ones place)

Tens place (tens place)

Hundreds place (hundreds place)

That's the order that it goes

That I know (ones)

That I know (tens)

That I know (hundreds)

That's the order that it goes

Ones place (ones place)

Tens place (tens place)

Hundreds place (hundreds place)

That's the order that it goes

Verse 1

What's your favorite number? Mine is 24

Let's learn place value for the 2 and the 4

4 is in the ones place

2 is in the tens place

Gotta read it from right to left

That's 4 ones and 2 tens

I got it, I got it, yup

4 cubes and 2 sticks

No problem, I got it

I'm ready for 156

That's 6 cubes 5 sticks 1 flat

I'm learning math

And if a number is all by itself, that's ones place

I don't need no help

Chorus

Verse 2

If you have a number to the right of the decimal

I'll show you how to do it like true professionals

Tenth, hundredth, thousandth

Make sure you say the "th" sound

And read it left to right now

3.1, that's 3 and 1 tenth

3.4, that's 3 and 4 tenths

3.14, that's 3 and 14 hundredths

Always say the place of the last digit

When you're doing decimals

Say the number in the last position

Chorus

MULTIPLES

2.NBT 2 Count within 1000; skip-count by 5s, 10s, and 100s.

Chorus

Multiples, multiples, yeah I know my multiples
Skip count, skip count, that's how you find multiples
2, 4, 6, 8, 10, and 12
My oh my, I'm doing well
Multiples, multiples, yeah I know my multiples
5, 10, 15, 20, 25, 30, 35, 40
Multiples, multiples, yeah I know my multiples
Skip count, skip count, that's how you find multiples

Verse 1

If you're looking for some multiples
All you do is skip count
This is what you do to find some multiples of 2
Watch...2, 4, 6, 8, 10, and 12
Want some multiples for 3? Well just follow Q-U-E
Look...3, 6, 9, 12, and 15
Skip count, skip count, find multiples for anything
5, 10, 15, 20, 25, 30, 35, 40
Those are multiples of 5
How you feeling? All right

Chorus

Verse 2

Can you find some multiples?
I can give you multiples
Multiples of 4 go
4, 8, 12, 16
Can you find some multiples?
Multiples of 6 go
6, 12, 18, 24, and 30
Can you find some multiples?
Multiples of 8 go
8, 16, 24, 32
Those are just a few
Can you find some multiples?
Multiples of 10 go
10, 20, 30, 40, 50
Get busy with your

Chorus

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COMPARING NUMBERS

2.NBT 4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.

Chorus (x2)

The alligator eats the number that's greater
The alligator eats the number that's greater
Less than, greater than, or equal to
I'm greater, the alligator eats me before it eats you

Verse 1

The alligator eats the number that's greater
The alligator's hungry, save smaller numbers for later
Let's say you have 170 and 225
Let's put them in front of the alligator
And see who survives
225 got ate up
All because the hundreds place, it was greater
A 1 in the hundreds place
And a 2 in the hundreds place
2 is greater, 225 got ate by the alligator

Chorus (x2)

Verse 2

The alligator eats the number that's greater
But what if the numbers in the hundreds place
Are the same, huh?
Like 389 and 321
Which is the alligator gonna eat, huh?
Hundreds place are the same
So let's check the tens place
There's an 8 and a 2 in the tens place
So ask yourself, which one of these are greater?
That's the number that gets eaten by the alligator

Chorus (x2)

So when you compare 389 to 321
Make sure you say, "389 is greater than 321"
And that's why 389 gets eaten by the alligator

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SUBTRACTION USING REGROUPING

2.NBT 5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.

Umm, the ones place
Just isn't big enough to do this problem
Can I please borrow a 10 from the 10's place?
Yeah, my number just isn't big enough
You said I can? Ok, thanks
I'm going to do it like this

Verse 1
When it's time to subtract
Two numbers like this: $37 - 29$
You cannot subtract $7 - 9$
So you have to regroup
Borrow 10 from the 3
Cross out the 3, change it to 2
Cross out the 7 change that to 17
Nice start to this thing

Chorus
 37 minus 29
 29
You got to borrow, you got to borrow
When the ones isn't big enough
Just borrow from the tens place

Verse 2
Now 17 minus 9 , we can do it this time
I get 8 in the ones place
Now subtract the numbers in the tens place
Yes the tens place

$2 - 2$ is 0, the answer is 8
There's a 0 in the tens place
And a 8 in the ones place
I got it

Chorus

Verse 3
I know how to subtract two new numbers like this
 $63 - 35$
You cannot subtract $3 - 5$
So we have to regroup, borrow 10 from the 6
Cross out the 6 change it to 5
Cross out 3 make that 13
Take a break and just think

Chorus

Verse 4
Last part 13 minus 5 , I can do it, I can do it this time
I get 8 in the ones place
Now subtract the numbers in the tens place
Yes the tens place
 $5 - 3$ is 2, what I get is 28
Because a 2 is in the tens place
And a 8 is in the ones place (I'm feeling great)

Chorus

TIME

2.MD 7 Tell and write time from analog and digital clocks to the nearest five minutes, using A.M. and P.M.

Chorus

What time is it? Math time
What time is it? Math time
The short hand is hours, the long hand is minutes
What time is it? Math time
What time is it? Math time
The short hand is hours
The long hand is minutes, yeah

Verse 1

It's about that time we learn to tell time
Let's look at the hands, short one first
Short hand on the 1, long hand on the 12
It's 1 o'clock, it's 1 o'clock
Short hand on the 3, long hand on the 12
It's 3 o'clock, it's 3 o'clock
Short hand on the 5, long hand on the 12
It's 5 o'clock, it's 5 o'clock
I know you see it
It's the same on every clock
When the long hand is on the 12
Make sure you say "o'clock"
Now you can ask your parents for a watch
They said, "Can you tell time?"
I said, "Watch me!"

Chorus

Verse 2

Can you count by 5's? Yeah
You wanna learn to tell time? Yeah
Ok, count by 5 starting at 5
5, 10, 15, go
5, 10, 15, stop
If you go all the way around
60 minutes on the clock (60 minutes on the clock?)
Now it's time for the long and short hand
Short hand on the 3, long hand on the 3
It's 3:15, it's 3:15
Short hand on the 3, long hand on the 2
It's 3:10, it's 3:10
Short hand on the 3, long hand on the 4
It's 3:20, it's 3:20
Short hand on the 3, long hand on the 5
It's 3:25, it's 3:25

Chorus

The short hand is hours, the long hand is minutes
Remember the clock only has 60 minutes
Just skip count by 5 when you're telling the time
When the long hand's on 12, class
Just please say "o'clock"

Chorus

MONEY

2.MD 8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

Chorus

If I have 1 cent, that's one penny
I know my math, I count my money (like this)
A nickel's 5 cents, a dime's 10 cents
A quarter's 25 cents, do it (like this)
A nickel: 5 cents, a dime: 10 cents
A quarter: 25 cents

Verse 1

When you get some money, just count it up
Easy class add it up (like this)
3 pennies and 1 nickel, that's 8 cents, class
Real simple (like this)
1 nickel is like 5 pennies
Plus 3 more pennies = 8 cents (like this)
Let's do another real quick
A dime and a nickel is how many cents? (like this)
Yup yup, that's right
Can you add up 5 dimes and do it right? (Like this)
Yup yup, half a dollar
And we know 10 dimes equals a dollar (like this)

Chorus

Verse 2

Yes, let me hear you holla
If you're really ready to learn about a dollar (like this)
That's 100 pennies, that's 20 nickels
That's 10 dimes, that's 4 quarters (like this)
Let me hear you holla
If you're really ready to learn about a dollar (like this)
That's 100 pennies, that's 20 nickels
That's 10 dimes, that's 4 quarters (like this)
If you have one dollar, that's 100 cents
On a dollar is our first U.S. President (like this)
What's 1 dollar and 3 quarters?
That's 1 dollar and 75 cents yes (like this)

Chorus

I DID MY HOMEWORK

Chorus

If you did your homework
Then say, "I did my home work"
I did my homework, I did my homework
And if you did your homework
Then say, "I did my homework"
I did my homework, I did my homework

Verse 1

I wanna do a good job
So I'm gonna work hard
I do my homework everyday
Yup everyday, I don't play
I do my homework on the bench
While my friends play
I do my homework in the kitchen
Then I stuff my face

Chorus

Verse 2

Homework is easy
Come on just watch me
I don't do it sloppy
I won't ever copy
Do everything neatly

I keep my paper crispy
Whenever I need help
I ask and I receive help, yup
That's just the way I do
Only way to work
When I'm in my class
I do my work
Even if my fingers hurt
I do my work
So I get high scores
And awards

Chorus

H-O-M-E-W-O-R-K
Do your homework every single day
H-O-M-E-W-O-R-K
Do your homework every single day
I don't play, no I don't play
I do my homework every single day
I don't play, no I don't play
I do my homework every single day

Chorus

I HOPE YOU LEARNED A LOT

Chorus (x2)

I hope you learned a lot listening to my music
Tell time on a clock listening to my music
You can do regrouping listening to my music
Learn how to count listening to my music

Verse 1

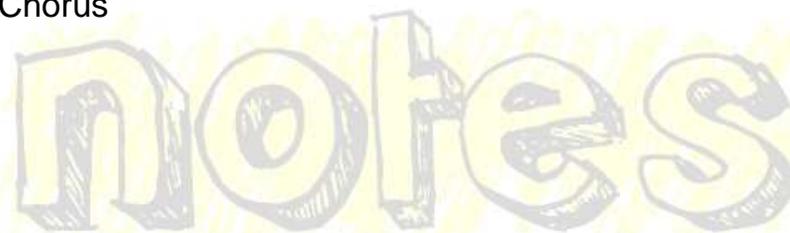
We took a trip from kindergarten to 2nd grade
We learned about locations and a few shapes
We learned how to be fair and give equal shares
We learned about groups of 1, you're so prepared
To go shopping and you can count your money
And you can tell time and find missing numbers
Make sure you practice over summer
If you forget your math, that'll be a bummer

Chorus (x2)

Verse 2

What's a quarter? What's a half?
Mr. D taught equality
You learned it fast
Plus you know how to
Look at place value
And can regroup, too
And your multiples, yeah you know your multiples
And you compared numbers with the alligator
Plus you know how to find 10 more or 10 less
Now everyday make sure you say, "I'm the best"
Yes!

Chorus



notes

study guides for the musical minds.