

# Read & Sing with Hap Palmer

Musical Picture Books for Young Children



DVD plays on both your television  
and computer

## PART 1.

### Lyrics, Activities, Follow-ups, and Credits

For lyrics as punctuated on this DVD, and  
notes on lyric punctuation, see PART 2.

# Read & Sing with Hap Palmer

Musical Picture Books for Young Children



Twelve Hap Palmer favorites are presented in a series of musical picture books that combine song lyrics with high quality audio recordings, imaginative illustrations, and colorful photographs, all designed to motivate children to read and sing.

This DVD is made up of individual illustrations and photographs that bring to life the ideas and stories of each song. This format makes it easier for children to read and sing the words. The steady illustrations help new readers focus on text, identify sight words and start to read new vocabulary.



1. Sammy/I'm Glad I'm Me
2. What A Miracle
3. Down By The Bay
4. The Mice Go Marching
5. What Do The Animals Say?
6. Clown Song
7. Growing
8. Backwards Land
9. Teddy Bear Ball
10. Witches' Brew
11. One Little Sound
12. We're On Our Way



# 1. Sammy / I'm Glad I'm Me

*Words and Music by Hap Palmer*

This is a story 'bout Sammy  
His father sent him out to buy bread  
But Sammy didn't feel like walkin'  
He wished he could fly instead, and he said,

“If I were a bird I would fly to the store,  
Fly to the store, fly to the store  
If I were a bird I would fly to the store  
Fly to the store for my father.”

This is a story 'bout Clara  
Her father sent her out to buy bread  
But Clara didn't feel like walkin'  
She wished she could gallop instead, and she said,

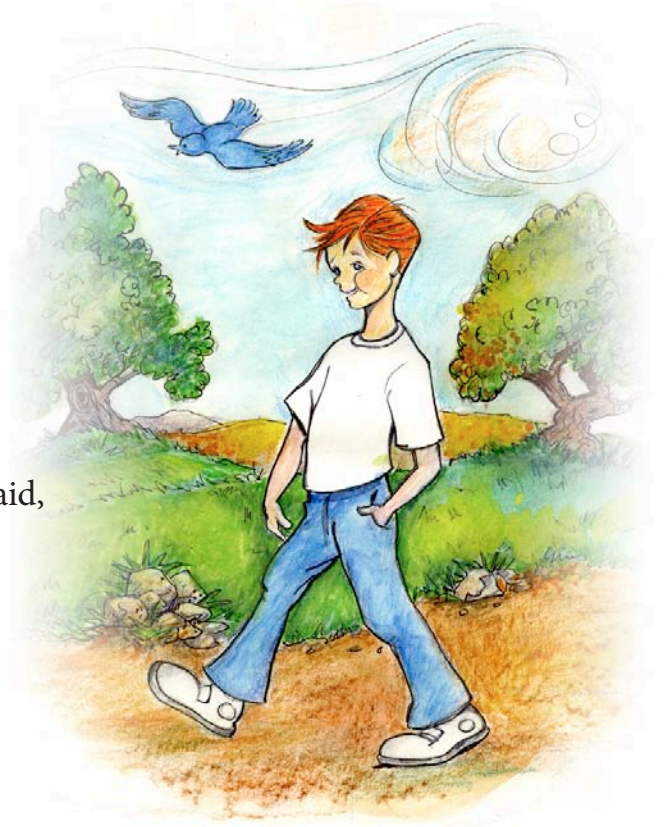
“If I were a pony I would gallop to the store,  
Gallop to the store, gallop to the store  
If I were a pony I would gallop to the store  
Gallop to the store for my father.”

This is a story 'bout Lucinda and Jose  
Their father sent them out to buy bread  
But Lucinda and Jose didn't feel like walkin'  
They wished they could jump instead, and they said,

“If we were kangaroos we would jump to the store,  
Jump to the store, jump to the store  
If we were kangaroos we would jump to the store  
Jump to the store for our father.”

Then Sammy and his friends remembered the bread  
And knew they better move along  
And as they walked, each one smiled  
And made up a brand new song,

“I'm glad I'm me and I'm walking to the store  
Walking to the store, walking to the store  
I'm glad I'm me and I'm walking to the store  
Walking to the store for my father.”



**Activity:**

Move like the animal named in each verse.

**Follow-up:**

What kind of animal would you like to be? Show me how the animal moves.

Let's sing the song again using your name and the animal you have chosen.

## 2. What A Miracle

Words and Music by Hap Palmer

I have hands, I have hands  
Watch me clap, watch me clap  
Oh, what a miracle am I  
I have feet, I have feet  
Watch me stamp, watch me stamp  
Oh, what a miracle am I

Chorus:  
Oh, what a miracle, oh, what a miracle  
Every little part of me  
I'm something special, so very special  
There's nobody quite like me

I have arms, I have arms  
Watch me swing, watch me swing  
Oh, what a miracle am I  
I have legs, I have legs  
They can bend and stretch,  
they can bend and stretch  
Oh, what a miracle am I

Repeat Chorus:

I have a spine, I have a spine  
It can twist and bend, it can twist and bend  
Oh, what a miracle am I  
I have one foot, I have one foot  
Watch me balance, watch me balance  
Oh, what a miracle am I

Repeat Chorus:



### Activity:

During the verses sing each “answer-back” phrase, then do what the words say. Each time you hear the chorus, sing as much as you can remember.

*Oh, what a miracle, oh, what a miracle*  
*Every little part of me*  
*I'm something special, so very special*  
*There's nobody quite like me*

### Variation:

Every time you sing the chorus, combine the actions in the previous verse. For example, in the first verse clap your hands and stamp your feet as you sing. During the second chorus, swing your arms and bend and stretch your legs.

### Follow-up:

- What are some other ways you can move your hands? feet? arms? legs? spine?
- Can you name a part of your body that was not used in this song?
- What are some ways you could move this part?
- Who can think of another part that was not named in this song?
- Can you move two body parts at the same time?
- Let's list the body parts and actions you have suggested and sing the song again using your ideas.

### 3. Down By The Bay

*Additional Words and Music by Hap Palmer*

Note: I have taken this traditional favorite and added new words and melody. The goal is to familiarize children with the name and sound of each instrument in the orchestra.

Down by the bay, where the watermelons grow  
Back to this place I dare not go  
For if I do, my mother will say  
Did you ever see a tuba swimming off to Cuba?  
Down by the bay



Down by the bay, where the watermelons grow  
Back to this place I dare not go  
For if I do, my mother will say  
Did you ever see a trumpet munching on a crumpet?  
Down by the bay



Did you ever see a drum chewing bubble-gum?  
Did you ever see a trombone gnawing on a dog's bone?  
Did you ever see a flute shake a parachute?  
Did you see a violin kiss a monkey on the chin?



Down by the bay, where the watermelons grow  
Back to this place I dare not go  
For if I do, my mother will say  
Did you ever see a cymbal sipping from a thimble?  
Down by the bay



Did you ever see a cello eat a bowl of Jello?  
Did you ever see a French horn munch a bag of popcorn?  
Did you ever see an oboe dancing with a hobo?  
Did you see a clarinet take a kitten to the vet?

Did you ever see a harp playing checkers with a carp?  
Did you see a viola eating some granola?  
Did you see a bassoon talking to the moon?  
Did you ever see a bass race a rocket into space?

Down by the bay, where the watermelons grow  
Back to this place I dare not go  
For if I do my mother will say  
Let the orchestra play 'til the break of day  
Down by the bay (whole orchestra plays)

**Activities:**

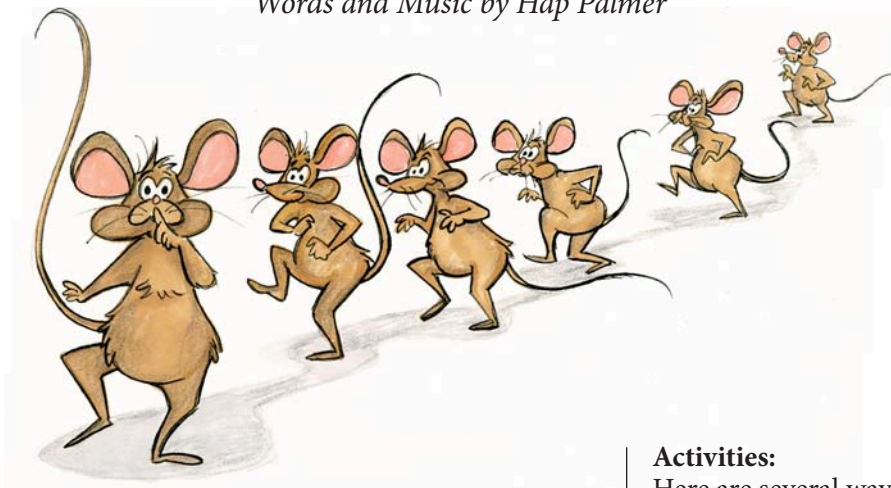
Sing along with this call-and-response favorite, and pantomime playing the instruments as they are named.

**Follow-up:**

Listen to the instrumental version of this song (#20 from CD Two Little Sounds), and call out the name of instruments you can recognize by sound.

## 4. The Mice Go Marching

Words and Music by Hap Palmer



The mice go marching quietly by, shh, shh!  
The mice go marching quietly by, shh, shh!  
They march with softly clicking sounds  
You hardly know that they're around  
Oh the mice go marching quietly by, shh!

The mighty monster marches by, kaboom, kaboom!  
The mighty monster marches by, kaboom, kaboom!  
With hairy legs and heavy feet  
He cracks the pavement with each beat  
And the mighty monster marches by, kaboom!

The mice go marching up the monster, dear, oh dear!  
The mice go marching up the monster, dear, oh dear!  
They're stepping softly through his hair  
So monster will not know they're there  
And the mice go marching up the monster, dear!

The monster sneezes suddenly, achoo, achoo!  
The monster sneezes suddenly, achoo, achoo!  
He shakes and makes a thunderous sound  
The mice fly off and tumble down  
When the monster sneezes suddenly, achoo!

The mice all laugh and squeak, "What fun, tee hee, tee hee!"  
The mice all laugh and squeak, "What fun, tee hee, tee hee!"  
With tiny thumps they hit the ground  
They slip and slide and roll around  
And the mice all laugh and squeak, "What fun, tee hee!"

### Activities:

Here are several ways this song can be used:

- Clap or play rhythm instruments softly when the mice move, and loudly when the monster moves.
- Use your fingers and hands to act out each verse:
  1. Walk fingers around your body or in your own space.
  2. Pound fists on your legs or the floor by your side.
  3. Start at your toes and walk your fingers up to the top of your head.
  4. Loudly say, "Achoo!"
  5. Let your fingers fly off your body and land on the floor as you softly giggle, "Tee hee."
- Act out each verse using your whole body:
  1. Tip-toe quietly.
  2. Stamp your feet.
  3. Tip-toe at a low level; gradually rise to a high level.
  4. Do a whole body convulsive sneezing motion.
  5. Repeatedly, jump high, land and fall, slip, slide and roll.



# 5. What Do The Animals Say?

*Words and Music by Hap Palmer*

Chorus:

What do the animals say?  
This fine morning, this fine morning  
What do the animals say?  
Listen! Listen! Listen!

The cow says moo, moo, moo, moo  
The duck says quack, quack, quack, quack  
The chickens all cackle:  
    bak-bak, bak-bak, bak-bak  
Oh, what a racket they make!  
But the rabbit says nothing  
It just listens, listens, listens!

Repeat Chorus:

The cat says meow, meow, meow, meow  
The crow says caw, caw, caw, caw  
The wolves all howl aaooo - aaooo -  
Oh, what a racket they make!  
But the rabbit says nothing  
It just listens, listens, listens!



## Activities:

This is a song about the sounds animals make. It is an excellent activity to quiet and focus children. Each verse features three different animals and ends with the rabbit. The song builds to a crescendo with the chickens squawking and the wolves howling and then dramatically quiets when the rabbit perks up its ears and “listens, listens, listens.” The children receive the following directions:

- Make the sound of each animal as it is named.
- Each time you hear the word “rabbit,” make rabbit ears by holding fingers up on each side of your head.
- Be very quiet!
- Listen and notice any sounds you hear.

The “rabbit” signal can be used throughout the day as a signal for children to be silent and listen.

## Follow-up 1:

Make rabbit ears and listen silently for 30 seconds. Name all the sounds you hear during the quiet time.

## Follow-up 2:

Can you think of other animals that were not named in this song? (Examples: pig, dog, horse, snake). Can you think of another animal that is very quiet? (Example: turtle). Make a list of the animals you choose and with the instrumental version (#21 on album, Learning In Two Languages), sing this song again using your ideas.

## 6. The Clown Song

Words and Music by Hap Palmer

If I joined the circus I would be a clown  
I would, if I could  
I'd wear a ragged coat with patches all around  
I would, if I could

I'd paint my cheeks with bright red rosy polka dots  
And wear a purple bow tie with a giant knot  
I'd flop around with flattened shoes upon my feet  
I would, if I could  
Then suddenly trip and land right on my padded seat  
I would, if I could

Ooh- Eee- Makin' funny faces,  
People leave their places, straining to see  
Ooh- Eee- Everyone would love me,  
Though my clothes were baggy and my hair was messy

I'd grin and make a flower magically appear  
I would, if I could  
And as I watched it wilt I'd shed a mournful tear  
I would, if I could  
Then I'd spin around and skip across the ring  
And imitate the way the monkeys jump and swing  
I'd juggle ridin' on a pony just for fun  
I would, if I could  
I'd use a dozen balls and never drop a one  
I would, if I could

Ooh- Eee- Makin' funny faces,  
People leave their places, straining to see  
Ooh- Eee- Everyone would love me,  
Though my clothes were baggy and my hair was messy

If I joined the circus I would be a clown  
I would, if I could, and I could, if I would.



### Activity:

If you've ever wanted to be a clown, this is the time! Just get up and do the actions described in this song. It's easy to sing along, too. Just repeat the phrases "I would" and "If I could" each time you hear them.

### Follow-up:

- If you joined the circus, what would you like to be or do?
- If you were a clown, what would you do to make people laugh?
- Describe the funny costume you would wear to make people laugh.



# 7. Growing

Words and Music by Hap Palmer



Chorus:

There are so many things that grow, grow, grow  
So many things that grow, grow, grow  
There are flowers and trees and chimpanzees  
Mice and rats and little kitty cats  
There are monkeys and parrots, peas and carrots  
And boys and girls all over the world

Now let's start with a tiny little seed  
That slowly grows and becomes a tree  
And the little twigs and branches become big limbs  
With leaves that sway and rustle in the wind  
With leaves that sway and rustle in the wind

Repeat Chorus:

Now we all started out as a tiny little baby  
And we grew a little bit and then we could crawl  
And we grew a little more and then we could walk  
And we grew a little more and then we could talk  
And we grew a little more and we could  
run like the wind

Repeat Chorus:

## Activities:

When you hear the words “grow, grow, grow,” lift your hands higher and higher and higher. Outline a big circle as we sing: “And boys and girls all over the world.”

- In the first verse make yourself small like a tiny seed. Slowly grow into a big tree.
- In the second verse act out the growth of a child. 1. crawl 2. walk 3. talk 4. run

## Follow-up:

- Let's see the tallest tree you can make. Let's see the widest tree you can make.
- Imagine you are an old tree becoming bent and twisted. Make different shapes as you bend and twist in different directions.
- Imagine you are an old brittle tree in the wind.....your branches suddenly crack and fall!.....Imagine you are a young and flexible tree – the branches bend but nothing breaks.
- What would your tree look like if it could walk? hop? run? Find another way your tree could travel.
- Make one branch grow under or over a branch of another tree near you.
- Make a group shape and freeze.

## 8. Backwards Land

*Words and Music: Hap Palmer*

Eat popcorn in the morning,  
pancakes in the night  
Fly a boat or float your favorite kite  
Take a pair of new shoes,  
lace one on each hand  
That's the way we live in Backwards Land

Oh Backwards Land, Land Backwards oh  
We love you so, So you love we  
You make us happy, happy us make you  
Backwards Land is the place to be

See starry skies with sunshine,  
rainbows in the night  
Cats that kiss each other when they fight  
Buy the biggest diamond with a bag of sand  
That's the way we live in Backwards Land

Oh Backwards Land, Land Backwards oh  
We love you so, So you love we  
You make us happy, happy us make you  
Backwards Land is the place to be

Frosty nights are warm and  
boiling water's cool  
Children make the grown-ups go to school  
Cars and clothes are worth more  
when they're second hand  
That's the way we live in Backwards Land

Oh Backwards Land, Land Backwards oh  
We love you so, So you love we  
You make us happy, happy us make you  
Backwards Land is the place to be  
Be to place the is Land Backwards!



### Activity:

After you have sung this song a few times, play the memory game. The teacher or parent sings the first half of each line, and the child responds by singing the second half of the line.

### Questions:

- In Backwards Land we do things the opposite way we normally do them.
- Can you think of other funny things that might happen in Backwards Land?
- What's the silliest thing you could eat for breakfast?
- Why are most cars worth less as they become older?
- Can you think of anything that is worth more as it becomes older?
- Can you always value something by the amount of money it is worth?
- If children made the grown-ups go to school, what would the children do during the day?
- In what ways is the work you do at school like the work your mother and father do?

## 9. Teddy Bear Ball

*Words and Music by Hap Palmer*

Dream a little dream, happy little scene  
Teddy bears waltz  
Full of fluffy charm, dancing arm in arm  
Pudgy and soft  
Swirling as they gaze in each other's eyes  
Softly padded paws gliding swiftly by  
You can see it all  
There at the Teddy Bear Ball

Cheery little cubs giggle then they blush  
Each time they see  
Mom and daddy bear dancing cheek to cheek  
So tenderly  
Papa in a tux, whirling mom around  
Orchid on her wrist, flowing satin gown  
You can see it all  
There at the Teddy Bear Ball

They lift their tiny cups to a bowl of punch  
And sweetly pour  
Then they fill their plates with the honey cakes  
Bears all adore  
Merrily they chat, share each other's snacks  
Give each other hugs, pat each other's backs  
You can see it all  
There at the Teddy Bear Ball

Bouncy little bears playing in the band  
Smile with each song  
While conductor bear waving his baton  
Sings right along  
One bear on the drums, two accordions  
Three to toot the horns, four on violins  
You can see it all  
There at the Teddy Bear Ball

Counter Melody:

Dream, dream, sweetest you've seen  
Lullabies lifting spirits high  
Dream, dream, so serene  
As teddy bears go waltzing by

Repeat first verse and counter melody together



### Activity:

This is a song for quiet listening, reading and resting.

### Follow-up:

- Can you remember the last dream you had?
- Was it pleasant or scary? What happened?
- Would you like to go to the Teddy Bear Ball?
- What part would you like best - listening to the band, dancing, or eating a snack?
- What did the teddy bears do that showed they were friends?
- What do you like to do with your friends?
- How do you show your friends you like them?



# 10. Witches' Brew

Words by Martha Cheney and Hap Palmer. Music by Hap Palmer



Dead leaves, seaweed, rotten eggs, too  
Stir them in my Witches' Brew  
I got magic, Alakazamakazoo!  
Spider web, moldy bread, mucky mud, too  
Stir them in my Witches' Brew  
I got magic, Alakazamakazoo!

Ooo - My Witches' Brew -  
Ooo - What's it gonna do to you? Boo!

Floor wax, thumb tacks, purple paint, too  
Stir them in my Witches' Brew  
I got magic, Alakazamakazoo!  
Finger nails, lunch pails, apple cores, too  
Stir them in my Witches' Brew  
I got magic, Alakazamakazoo!

Ooo - My Witches' Brew -  
Ooo - What's it gonna do to you? Boo!

Wrinkled prunes, mushrooms, motor oil, too  
Stir them in my Witches' Brew  
I got magic, Alakazamakazoo!  
Yeah, yeah, I got magic, Alakazamakazoo!

## Activities:

Each verse ends with the same line, "Stir them in my witches' brew; I got magic, Al-a-ka-zam-a-ka-zoo!" We call this the "instant sing line" because children can learn it easily and can begin singing right away. As they participate, children are hearing and learning the rest of the song. Hand motions add to the fun!

*Dead leaves, seaweed, rotten eggs, too*  
.....Pretend to throw ingredients into a cauldron as they are named.

*Stir them in my Witches' Brew*  
.....Do a stirring motion.

*I got magic, Alakazamakazoo!*  
.....Shake your hands over an imaginary cauldron.

*Ooo - My Witches' Brew - Ooo*  
.....Sing a scary soft "ooh" sound.

*What's it gonna do to you? Boo!*  
.....Make a sudden scary movement and shout "Boo!"

## Follow-up:

If you were making a witches' brew, what would you put in it?

Using your ideas, make a list and sing this song again with the instrumental version (#29 from the album Learning in Two Languages).

# 11. One Little Sound

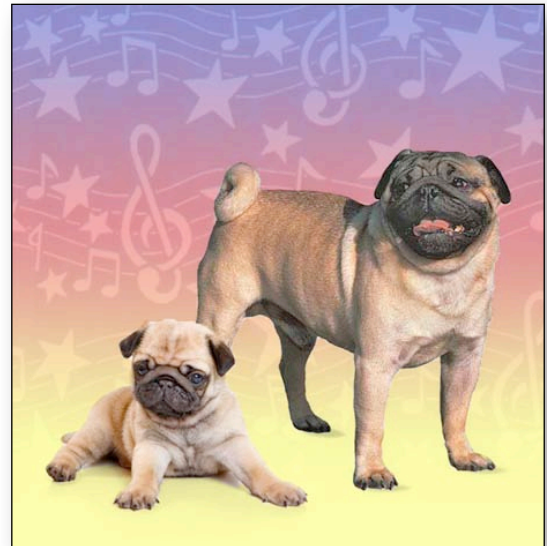
*Words and Music by Hap Palmer*

Take the /c/ from can't and meet a feisty ant  
Take the /s/ from sox, step past a sleepy ox  
Take the /h/ from heel and hug a slimy eel  
Oh, what a difference, just one little sound

Take the /p/ from pup and the pup is all grown up  
Take the /b/ from bark, hear a dog in Noah's ark  
Take the /w/ from wall, and you can see it all  
Oh, what a difference just one little sound, add  
/c/ and ant CAN'T  
/s/ and ox SOX  
/h/ and eel HEEL  
/p/ and up PUP  
/b/ and ark BARK  
/w/ and all WALL  
/m/ and ore MORE More?.....okay

Take the /r/ from rice, and the food is cold as ice  
Take the /h/ from heat, warm it up and we can eat  
Take the /t/ from tape and feed a hungry ape  
Oh, what a difference, just one little sound

Take the /p/ from peach and serve a slice to each  
Take the /s/ from soil, drill down and hunt for oil  
Take the /m/ from mend and this song is near the end  
Oh, what a difference just one little sound, add  
/r/ and ice RICE  
/h/ and eat HEAT  
/t/ and ape TAPE  
/p/ and each PEACH  
/s/ and oil SOIL  
/m/ and end MEND  
Oh, what a difference just one little sound!



## **Activity:**

In the first half of each line, the beginning sound of a word is removed, creating a new word. The second half of each line uses this new word in a short phrase. In the next part of the song, the challenge is to put the words back together, and call out the answers before you hear it in the recording.

## **Variation:**

After you have heard this song a few times, join in and sing the second half of each line and the whole fourth line of each verse. You can hear the children on the recording sing this pattern.

# 12. We're On Our Way

Words and Music by Hap Palmer

We're on our way, on our way  
Reaching out to the big wide world  
We're on our way, on our way  
Growing more and more each day  
We're on our way, on our way  
Reaching out to the big wide world  
Life's a journey to be sure  
And we're on our way!

Making friends and playing games together  
Reading books and drawing pictures, too  
Taking trips, exploring different places  
Each day we discover something new

We're on our way, on our way  
Reaching out to the big wide world  
We're on our way, on our way  
Growing more and more each day  
We're on our way, on our way  
Reaching out to the big wide world  
Life's a journey to be sure  
And we're on our way!

## Instrumental Interlude

And we use the magic of imagination  
To build enchanted castles in the sky  
We make believe we're tigers in the jungle  
Or astronauts above the stars so high

We're on our way, on our way  
Reaching out to the big wide world  
We're on our way, on our way  
Growing more and more each day  
We're on our way, on our way  
Reaching out to the big wide world  
Life's a journey to be sure  
And we're on our way!



### Activities:

The instant sing line in this song is *We're on our way*. Sing this line each time you hear it in the song. Play the song again and see if you can read and sing the lines that follow this instant sing line. During the instrumental interlude, clap your hands with the rhythm of the music.

### Follow-up:

- What do you like to do with your friends?
- What is something you did recently for the first time?
- Name something you would like to do but have never tried.



# Read & Sing with Hap Palmer

DVD Credits



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Songs written and performed by: Hap Palmer

Arranged by: Miriam Mayer, Bob Summers



# Read & Sing with Hap Palmer

## Individual Song Credits

### **Sammy / I'm Glad I'm Me**

Arranger: **Miriam Mayer**

Engineer, Mastering Engineer: **Joe Bellamy**

Produced by: **Hap Palmer, Miriam Mayer and Joe Bellamy**

Guitars: **Pat Kelly, Grant Geissman, Hap Palmer**

Piano, Keyboards: **Steve Kaplan**

Drums: **Tom Walsh**

Bass: **Jim Garafalo**

Lead Vocals: **Hap Palmer**

Children's Chorus: **Carmel Echols, Joel Echols, Jonathon Hall, Francesca Riso,**

**Laurie Schillinger, Rachel Stroud**

Children's Chorus Director: **Diana Acuna**

Flute: **Chris Bleth**

Trumpet: **Chris Tedesco**

Words and Music by: **Hap Palmer**

### **What A Miracle**

Arranger, Recording Engineer: **Bob Summers**

Lead Vocals, Acoustic Guitar, Flute: **Hap Palmer**

Keyboards, Bass, Guitars, Emulator: **Bob Summers**

Flute, Saxophone, Clarinet: **John Clarke, Joel Peskin**

Electric Piano: **George Price**

Bass: **Bill Perry**

Children's Chorus: **Eddie Aragon, Richard Carter, Danielle Elmore, Tai Elmore, Manuj Kamineni,**

**Danny Palmer, Wesley Palmer, Sean Pierce, Bren Price, Nicole Price, Eric Pritchard, Mike Summers**

Children's Chorus Director: **Penny Summers**

Produced by: **Don Perry, Bob Summers, Hap Palmer**

Mastering Engineer: **Doug Sax**

Words and Music by: **Hap Palmer**

### **Down By The Bay**

Recording, Mastering Engineer: **Joe Bellamy**

Arranger: **Miriam Mayer**

Guitars: **Paul Viapiano, Tim May, Hap Palmer**

Mandolin, Banjo: **Tim May**

Keyboards: **Steve Kaplan, Dave Witham, Joe Bellamy**

Drums: **Tom Walsh**

Bass: **Jim Garafalo**

Flute, Oboe, Clarinet, Saxophone: **Richard Mitchell**

Violins: **Cameron Patrick, Kathleen Robertson, Miriam Mayer**

Cello: **Melissa Hasin**

Trumpet: **Chris Tedesco**

Bassoon: **Bob Carr**

Trombone: **Jim McMillan**

Tuba: **Ken Kegler**

French Horn: **Stephanie Mijanovich**

Children's Chorus: **Adam Abdul-Hamid, Ramsey Abdul-Hamid, Cameron Covell,**

**Annie Garafalo, Austin Kilgore, Caitlin Kilgore, Rebecca Leff, Laura Lively,**

**Marcella Lively, Micah Lively, Danny McClintick, Brenna Mills, Jesse Mills,**

**Claralyse Palmer, Kate Pearce, Garrett Rankin, Megan Schulze**

Children's Chorus Directors: **Steve Lively, Miriam Mayer**

Words and Music by: **Hap Palmer**

# Read & Sing with Hap Palmer

## Individual Song Credits

### **The Mice Go Marching**

Arranger, Keyboards, Bass, Guitar, Emulator: **Bob Summers**  
Lead Vocals, Acoustic Guitar, Flute and Saxophone: **Hap Palmer**  
Engineers: **Bob Summers, Don Perry**  
Percussion: **Bill Schlitt**  
Background Vocals: **Juanice Charmaine, Jacie Berry, Karen Wilson Harper, Hap Palmer**  
Mastering Engineer: **Mike Reese**  
Words and Music by: **Hap Palmer**

### **What Do The Animals Say?**

Arranger: **Miriam Mayer**  
Engineer: **Joshua Blanchard**  
Producer: **Hap Palmer**  
Electric, Acoustic Guitars: **Larry Giannecchini**  
Acoustic Guitar: **Hap Palmer**  
Bass: **Jim Garafalo**  
Piano, Keyboards: **David Witham**  
Drums: **Tom Walsh**  
Percussion: **Alex Acuña**  
Violins: **Peter Kent, Cameron Patrick**  
Viola: **Miriam Mayer**  
Cello: **Giovanna Clayton**  
Flute, Piccolo: **Danilo Lozano**  
Lead and Harmony Vocals: **Hap Palmer**  
Children's Chorus: **Lauren Celaya, Gari Geiselman, Yael Karoly, Megan Schulze**  
Children's Chorus Director: **Hap Palmer**  
Mastering Engineers: **Joe Belamy, Rick Ruggieri**  
Recorded at: **Castle Oaks Studio, Calabasas, California**  
Words and Music by: **Hap Palmer**

### **The Clown Song**

Arranger, Engineer: **Bob Summers**  
Keyboards, Bass, Percussion: **Bob Summers**  
Guitars: **Bob Summers, Hap Palmer**  
Clarinet, Flute, Saxophone: **Hap Palmer**  
Woodwind, Vocal Arrangements: **Bob Summers, Hap Palmer**  
Lead Vocals: **Hap Palmer**  
Background Vocals: **Juanice Charmaine, Jacie Berry, Karen Wilson Harper, Hap Palmer**  
Children's Chorus: **Wesley Palmer, Danny Palmer, Nicole Price, Brynne Price, Mike Summers**  
Producer: **Hap Palmer**  
Executive Producer: **Don Perry**  
Mastering Engineer: **Joe Bellamy**  
Words and Music by: **Hap Palmer**



# Read & Sing with Hap Palmer

## Individual Song Credits

### Growing

Producers: **Tom Perry, Miriam Mayer, Hap Palmer**

Arranger: **Miriam Mayer**

Recording Engineers: **Tom Perry, John Slattery**

Lead Vocals: **Hap Palmer**

Background Vocals: **Hap Palmer**

Piano, Keyboards: **Steve Kaplan**

Bass: **Jim Garafalo**

Drums: **Tom Walsh**

Guitars: **Grant Geissman, Hap Palmer**

Percussion: **Brian Kilgore**

Banjo, Mandolin: **Grant Geissman**

Children's Chorus: **Aleza Axelrod, Arianna Axelrod, Danielle Bateman,**

**Patrick Billes, Sonja Billes, Brette Gentry, Logan Gentry, Lisa Hill,**

**Jessica Hillard, Gena Inkeles, Sky LaBrot, Sondra Lanutti,**

**Buckley Mitchell, Talor Mitchell, Jessica Nelson, Jody Rollins, Tami Rollins,**

**Blake Stevens, Robben Wilson-Anger**

Children's Chorus Director: **Tricia Billes**

Words and Music by: **Hap Palmer**

### Backwards Land

Arranger and Engineer: **Bob Summers**

Keyboards, Bass, Percussion: **Bob Summers**

Guitars: **Bob Summers, Hap Palmer**

Clarinet, Flute, Saxophone: **Hap Palmer**

Woodwind, Vocal Arrangements: **Bob Summers, Hap Palmer**

Lead Vocals: **Hap Palmer**

Background Vocals: **Juanice Charmaine, Jacie Berry, Karen Wilson Harper, Hap Palmer**

Children's Chorus: **Tess Mayer, Jennifer Prouty, Jamie Ryan, Ted Sanger,**

**Jason Shioada, Michael Shinoda, Mike Summers, Nora Wax, Justin Weaver**

Children's Chorus Director: **Alberta Guysin**

Producer: **Hap Palmer**

Executive Producer: **Don Perry**

Mastering Engineer: **Joe Bellamy**

Words and Music by: **Hap Palmer**

### Teddy Bear Ball

Arranger and Engineer: **Bob Summers**

Keyboards, Bass, Percussion: **Bob Summers**

Guitars: **Bob Summers, Hap Palmer**

Clarinet, Flute, Saxophone: **Hap Palmer**

Woodwind, Vocal Arrangements: **Bob Summers, Hap Palmer**

Lead Vocals: **Hap Palmer**

Solo and Countermelody Vocals: **Mike Summers**

Producer: **Hap Palmer**

Executive Producer: **Don Perry**

Mastering Engineer: **Joe Bellamy**

Words and Music by: **Hap Palmer**

# Read & Sing with Hap Palmer

## Individual Song Credits

### Witches' Brew

Arranger: **Miriam Mayer**  
Engineer: **Joshua Blanchard**  
Producer: **Hap Palmer**  
Electric Guitar, Acoustic Guitar: **Larry Giannecchini**  
Acoustic Guitar: **Hap Palmer**  
Bass: **Jim Garafalo**  
Piano, Keyboards: **David Witham**  
Drums: **Tom Walsh**  
Percussion: **Alex Acuña**  
Violins: **Peter Kent, Cameron Patrick**  
Viola: **Miriam Mayer**  
Cello: **Giovanna Clayton**  
Trumpet, Trombone, Saxophone: **Angel City Horns led by Chris Tedesco**  
Flute, Piccolo: **Danilo Lozano**  
Lead and Harmony Vocals: **Hap Palmer**  
Children's Chorus: **Lauren Celaya, Gari Geiselman, Yael Karoly, Megan Schulze**  
Children's Chorus Director: **Hap Palmer**  
Mastering Engineers: **Joe Belamy, Rick Ruggieri**  
Recorded at: **Castle Oaks Studio, Calabasas, California**  
Words by: **Martha Cheney, Hap Palmer**  
Music by: **Hap Palmer**

### One Little Sound

Arranger: **Miriam Mayer**  
Recording, Mastering Engineer: **Joe Bellamy**  
Lead Vocals: **Hap Palmer**  
Bass: **Jim Garafalo**  
Keyboards: **Steve Kaplan, David Witham**  
Solo Guitar, Mandolin, Banjo: **Grant Geissman**  
Rhythm Guitar: **Hap Palmer**  
Violins: **Peter Kent, Daphne Chen**  
Viola: **Miriam Mayer**  
Cello: **Stephanie Fife**  
Drums: **Tom Walsh**  
Children's Chorus: **Caitlin Scheffler, Carmel Echols, Joel Echols, John Hall, Laurie Schillinger, Francesca Riso, Amanda Williams**  
Children's Chorus Director: **Diana Acuña**  
Produced by: **Hap Palmer**  
Words and Music by: **Hap Palmer**

### We're On Our Way

Produces: **Don Perry, Bob Summers, Art Guy, Hap Palmer**  
Arranger, Engineer: **Bob Summers**  
Lead Vocals: **Hap Palmer**  
Background Vocals: **Jacie Berry, Karen Harper, Hap Palmer, Marsha Skidmore**  
Keyboards, Guitars, Bass: **Bob Summers**  
Children's Chorus: **Sarah Ainsworth, Eddie Aragon, Marina Aragon, Melissa Aragon, Melanie Aragon, Julianne Dunn, Robin Dunn, Sarah Dunn, Andrew MacCalla, Danny Palmer, Wesley Palmer**  
Children's Chorus Director: **Penny Summers**  
Words and Music by: **Hap Palmer**

# Read & Sing with Hap Palmer Source CDs

Songs on this DVD	Songs found on CDs	Instrumental Versions
Sammy / I'm Glad I'm Me.....	Early Childhood Classics.....	Track #27
What A Miracle.....	Peek-A-Boo.....	na
Down By The Bay.....	Two Little Sounds.....	Track #20
The Mice Go Marching.....	Rhythms On Parade.....	na
What Do The Animals Say?.....	Learning In Two Languages.....	Track #21
The Clown Song.....	Turn On The Music.....	na
Growing.....	So Big.....	Track #25
Backwards Land.....	Turn On The Music.....	na
Teddy Bear Ball.....	Turn On The Music.....	na
Witches' Brew.....	Learning In Two Languages.....	Track #29
One Little Sound.....	One Little Sound.....	Track #20
We're On Our Way.....	We're On Our Way.....	Track #14

The instrumental versions of the songs from this DVD provide an opportunity for viewers to read and sing the songs on their own. They are also ideal for accompaniment for school performances and assemblies. We hope to have more of these songs available in instrumental versions in the future.

*I am always open to feedback and suggestions.  
Feel free to contact me at [hap.palmer@gmail.com](mailto:hap.palmer@gmail.com)*

*Hap Palmer*

