

# *Alligator In The Elevator*

*written by Rick Charette*  
*c 1985 Rick Charette (ASCAP)*

## **LYRIC AND ACTIVITY GUIDE**

### **SONG LIST :**

I Love Mud

Tiger's Cage

Al, My Alligator

I Always Leave The Crust

Hot Air Balloon

Eenie Meenie Mo *(the reaching out song)*

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It's A Rainy Day

# I Love Mud

## **Chorus:**

Mud, mud, I love mud!  
I'm absolutely, positively wild about mud.  
I can't go around it. I've got to go through it.  
Beautiful, fabulous, super duper mud.

1. Big Teddy White, his clothes were mighty clean.  
Went swimming in a pool of mud, he made quite a scene.  
He started with the backstroke, followed by the crawl.  
You should have seen him swimming when he heard his father call. **Chorus:**

2. Julianna Root had shiny yellow boots.  
Saw a pool of mud that she wanted to go through.  
She only took two steps and then she disappeared.  
Nobody's seen her for twenty-five years. **Chorus:**

3. Little Rusty Night, he was only three.  
Was working in the mud on his favorite recipe.  
With sticks and bugs and sour milk, it looked like brown ice cream.  
When he started tasting it, he heard his mother scream. **Chorus:**

4. Now I would be the last to tell you what to do.  
And when it comes to mud you know it's really up to you.  
So if you can't decide and you're sitting on the fence,  
The most important thing to do is use your common sense. **Chorus:**

## ACTIVITIES for “I Love Mud”

The sign for mud translates as “wet dirt”. Try making the signs for mud each time they occur during the chorus. Point to yourself on the word “I” and give yourself a big hug on the word “love”. Wave your hands in front of you on the word “wild”. Make up your own signs for some of the other words and phrases such as “go around” (I usually draw an imaginary circle in front of me) and “go through” (I usually hold my hands in front of me at waist level and slide one over the other). Sing the song using all the signs you’ve learned and/or made up.

Have a CELEBRATE MUD DAY! Plan activities that focus on a mud theme. For example, do some finger painting using chocolate pudding; make a mud print of some things in your yard; make a bakery full of mud pies; read and write stories about mud.

Read *The Mud Puddle* by Robert Muench or *The Marvelous Mud Washing Machine* by Patty Wolcott. Read my book *I Love Mud*. You will really like the illustrations by Heidi Stetson Mario.

Make some MUD PUDDING. You will need 2 pkgs. instant chocolate pudding. Follow the recipe. Add ½ to 2/3 pkg. Crushed Oreo cookies to the mixture. Mix and pour into a 9" square pan. Add gummy worms and raisins. Top with remaining crumbs. Voila! Mud before your very eyes.

## Tiger's Cage

1. If you put your finger in the tiger's cage,  
If you put your finger in the tiger's cage,  
If you put your finger in the tiger's cage,  
You'd better be careful that it doesn't bite you.

2. If you try to brush an alligator's teeth, (3x)  
You'd better be careful that it doesn't bite you.

3. If you go and pull the little puppy's tail, (3x)  
You'd better be careful that it doesn't bite you.

4. If you try to tickle a big rattlesnake, (3x)  
You'd better be careful that it doesn't bite you.

5. If you let a monster come inside your tent,  
You'd better be careful that it doesn't bite you.

6. If you try to wrestle with a grizzly bear, (3x)  
You'd better be careful that it doesn't bite you.

Repeat verse 1.

## ACTIVITIES for “Tiger’s Cage”:

A lyricon is an electronic woodwind-like instrument that sounds something like a saxophone.

PUPPETS>Get some fabric or small paper bags. Make hand puppets of each of the characters in the song – a person, a tiger, an alligator, a puppy, a rattlesnake, a monster and a grizzly bear. Get behind a puppet stage and have the puppets act out the lyrics as the song is played.

Make this song your own by creating some original verses using real or imaginary ideas. For instance: “If you (add your idea here)” and finish each verse with “You’d better be careful that it doesn’t bite you”.

Recently, I saw a friend of mine, Nancy Call with her two daughters -Helen & Audrey. One of them is a “Make A Wish” child. She shared a rewrite with me of one of my songs called “Tiger’s Cage” that I thought might inspire you. Here are a couple of the verses.

If you make a wish to go to Disney World (Repeat 3x)  
You better be careful or it just might come true! (Yell:” Hi Mickey”!)

If you make a wish to meet a superstar( 3x)  
You better be careful or it might come true! (Wow-wee!)

# **Al, My Alligator**

By Sarah & Katie Draper

Al, my alligator lives in the cellar.  
He eats all the mice that run around.  
And he eats all the polka-dotted underwear  
That my mom hangs down there.

## ABOUT “Al, My Alligator”

This neat song was composed by Sarah and Catey Draper, ages 9 and 11 from North Andover, Massachusetts. They participated in a songwriting workshop that I presented to the children in Parsonsfield, Maine during August, 1984. Thanks Sarah and Catey for sharing with me such a funny and clever little song.

# I Always Leave The Crust

## **Chorus:**

I like to eat my sandwich.  
I never make a fuss.  
I like to eat my sandwich  
But, I always leave the crust.

1. I don't know how it happened  
But, I realized one day.  
While I was eating my sandwich,  
The crust got in my way. **Chorus:**

2. Oranges and bananas,  
I'll take anytime.  
But while I'm eating my sandwich,  
The crust seems to stay behind. **Chorus:**

3. My mom saves all of my crusts  
and puts them in a great big box.  
Come Saturday morning,  
We feed the ducks down by the rocks. **Chorus:**

4. One day I wanted to find out  
If the crust I really did hate.  
I took a taste, then a great big bite  
And said: "Hey, man, it's great!"

## **Last Chorus:**

I like to eat my sandwich.  
I never make a fuss.  
I like to eat my sandwich.  
Now I always eat the crust.

## ACTIVITIES for “I Always Leave The Crust”:

This song is dedicated to all crust haters who will never have curly hair.

Add the sign for sandwich each time it occurs during the chorus. Place hands like a beak and with fingers pointing toward you; bring them to your mouth. Open and close them on the word “sandwich”. On the word “crust”, bring the thumb and index finger together and make the shape of a small piece of crust.

Have a sandwich making contest. Think of some different sandwich combinations that might taste good. Decide on a couple and put them together. Cut them all into bite-size pieces so everyone gets to sample each other’s creations. Vote for the winning sandwich.

Make some silly sandwiches out of paper. List all of the crazy sandwich ingredients on small slips of paper. Put them in a basket. Pull out five ingredients. What crazy sandwiches can you create?

Using colored construction paper, draw and cut out each ingredient and paste them on a white sheet of paper in a stack between a drawing of two pieces of bread.

## Hot Air Balloon

1. I'm spending the day in a hot air balloon high above the ground.  
Up in the sky and over the clouds, high above the town.  
Over the cars, houses and trees,  
Over the birds and bumble bees.  
I'm spending the day in a hot air balloon high above the ground.

2. I'm spending the day in a hot air balloon high up in the air.  
Up in the sky and over the clouds, there's music everywhere.  
Over the playgrounds, over the schools,  
Over the teachers and swimming pools.  
I'm spending the day in a hot air balloon high above the ground.

3. I'm spending the day in a hot air balloon high above the ground.  
Up in the sky and over the clouds, high above the town.  
Over the islands, over the sea,  
Over the sailboats, I'm feeling so free.  
I'm spending the day in a hot air balloon high above the ground.

4. I'm spending the day in a hot air balloon high above the ground.  
Up in the sky and over the clouds, high above the town.  
Over the hills in front of the sun.  
Over the rainbows, this sure is fun.  
I'm spending the day in a hot air balloon high above the ground.

## ACTIVITIES for “Hot Air Balloon”:

I was on my way to school one beautiful & crisp October morning when I happened to come across a color photo of a hot air balloon floating through the air above the Saco River. I thought to myself: That’s what I would like to be doing right now instead of going to work. I went to work but I kept that image of floating through the air in a hot air balloon with me throughout the day. Being a music teacher at the time, I shared that image with the children I was teaching and we wrote this song.

What are some of the things you would like to see if you were floating across the sky in a hot air balloon? Draw a hot balloon. Glue a photograph of you looking out of the hot air balloon. Draw a picture of how things would look from way up there.

Make a model hot air balloon. You will need one balloon, a long piece of string, a 6” x 6” square of construction paper, transparent tape and felt markers. Inflate and knot the balloon. On the square of paper, mark every 2” on all sides, draw lines connecting marks from side to side, cut out corner pieces and fold on dotted lines to form a box. Tape sides together at corners. Cut the string into five equal lengths. Tape a piece of string to each side of the balloon; then attach to basket. Decorate the balloon using the felt markers. Use the last piece of string to display your hot air balloon.

If you are with a group of people, form a circle. Join hands and imitate the movement of a hot air balloon while the song is playing. Explore various movement possibilities using different levels such as stretching high or crouching low. If a large parachute is available, create a sequence of movements to accompany the hot air balloon song.

## **Eenie Meenie Mo** *(the reaching out song)*

### **Chorus:**

Eenie meenie mynie mo  
Catch a tiger by the toe.  
Give him a hug then let him go.  
Eenie meenie mynie mo.

1. In our games now let's play fair  
Let's show each other that we care.  
Let's reach out to grow and share.  
Eenie meenie mynie mo. **Chorus:**

All around you everywhere, look and you will see.  
A family of helping hands made up of you and me.'

2. From outer space, the spacemen see  
Planet earth has no boundaries.  
Sisters and brothers all are we.  
Eenie meenie mynie mo. **Chorus:**

## ACTIVITIES for “Eenie Meenie Mynie Mo: (*the reaching out song*)

Notice how the third line of the song is different from the familiar childhood chant. What are some of the ways that we can make our world a better and happier place for every person? Write a poem that begins with the words “Peace is...” Draw or paint a picture to accompany your poem.

Read the book *If Peace is. . .* by Jane Baskwill that came out in 2003, published by Mondo Books. It’s beautifully illustrated by Stephanie Carter.

Helping Hands. This would be great to do at school. Work in groups of two. Trace each others body on large sheets of paper. Cut them out. Add clothing. Color and decorate. Fasten them to a wall in your classroom or in a hallway with hands touching hands.

Pretend you are in a spaceship. Draw a picture of your spaceship with you inside.

# Opposite Words Are Fun

1. Smile...frown      up.....down      Opposite words are fun.  
Throw...catch      slump...stretch      Opposite words are fun. (2x)

2. Give.....take      asleep...awake      Opposite words are fun.  
yes.....no      fast.....slow      Opposite words are fun. (2x)

## Chorus:

Come on and clap your hands. (clap 4x) Come on and join the fun. (clap 4x)  
Come on and stamp your feet. (move feet quickly) The opposite game has begun.

3. Stop.....go      above....below      Opposite words are fun.  
Strong....weak      hide.....seek      Opposite words are fun. (2x)

4. Foe.....friend      begin.... .end      Opposite words are fun.  
In..... out      whisper..shout      Opposite words are fun. (2x) Repeat **Chorus:**

5. Push.....pull      empty.....full      Opposite words are fun.  
Black.....white      wrong.....right      Opposite words are fun. (2x)

Repeat **Chorus**

## ACTIVITIES for Opposite Words Are Fun”:

Add the four clapping sounds on the first two phrases of the chorus. These will be very fast claps. See how quickly you can learn all of the opposites.

After you are familiar with the song, act out the words with a partner. One person acts out the first word in the pair (i.e. “up”) and the partner does the opposite (i.e. “down”). Some of the opposite words are more abstract. So be inventive.

As another group activity, copy all of the opposite responses (i.e. yes – no. Print the word “no” on a card.). Pass the card out to members of the group. Raise your card when your opposite word appears in the song.

# Alligator In The Elevator

## **Chorus:**

There's an alligator in the elevator.  
I can't believe what I see.  
There's an alligator in the elevator  
and it's making eyes at me.

1. "Alligator (clap clap) please push (clap clap)  
Number (clap clap) one.  
I'm going up to the first floor.  
Would you care to join me for some fun? **Chorus:**

2. "Alligator (clap clap) please push (clap clap)  
Number (clap clap) two.  
I'm going up to the second floor.  
Gee, I'd like to make friends with you. **Chorus:**

3. " Alligator (clap clap) please push (clap clap)  
Number (clap clap) three.  
I'm going up to the third floor.  
Would you care to have some lunch with me? **Chorus:**

4. "Alligator (clap clap) please push (clap clap)  
Number (clap clap) four.  
I'm going up to the fourth floor.  
Tell me what are your big teeth for? **Chorus:**

5. "Alligator (clap clap) please push (clap clap)  
Number (clap clap) five.  
I'm going up to the fifth floor.  
And I'd like to make it there alive.

**Chorus:** (much faster)

## ACTIVITIES for “Alligator in the Elevator”:

Thanks go to my son Jacob. He was the inspiration behind this song that poses an imaginative situation in which a person confronts an alligator in the elevator. He inspired me to write this song when he mistook the word elevator for alligator! He was with me when I was going upstairs in a large building in an elevator. He thought I wanted him to go in an alligator . . . . he was only two years old at the time.

Get involved with this song. During the chorus, each time the word “alligator” is sung, form alligator jaws by using your hands and arms and clapping them together two times. On the word “see”, throw your arms up in the air and open your mouth like you are really surprised. On the words “making eyes”, form circles with your thumbs and index fingers and bring them up to your eyes as if you were looking through a pair of binoculars. (Or turn them inside out!) Clap in the places indicated by the words. Also hold up the correct number of fingers, each time a floor number is mentioned (i.e. “number three” – hold up three fingers.). Invent some of your own verses. Change the floor numbers.

Read my book “Alligator in the Elevator”. It’s the lyrics of the song cleverly illustrated by Heidi Stetson Mario.

Using a wooden spring-loaded clothespin, construct an alligator model. Cut out a small alligator tail from a piece of green construction paper. Attach it to one end of the clothespin so that the clothespin forms the head. Add any other features you would like in order to make it look like an alligator e.g. eyes, teeth, legs, bumps. Use your imagination.

# The Pony

There's a pony grazing in the meadow.  
There's a pony that's waiting for me.  
There's a pony grazing in the meadow.  
Grazing in the meadow and he's waiting for me.

We'll go riding up into the mountains.  
We'll go riding way down to the sea.  
We'll go riding up into the mountains.  
Up into the mountains and way down to the sea.

## **Chorus:**

We'll stop by a stream  
And rest for a while,  
with the sun shining everywhere.  
We'll head back home before suppertime.  
In no time flat we'll be there.

There's a pony grazing in the meadow.  
There's a pony that's waiting for me.  
There's a pony grazing in the meadow,  
Grazing in the meadow and he's waiting for me. **Chorus:**

Come tomorrow I'll be back at sunrise.  
We'll go riding just you and me.  
Come tomorrow I'll be back at sunrise  
And we'll go a riding just you and me.

There's a pony grazing in the meadow.  
There's a pony that's waiting for me.  
There's a pony grazing in the meadow,  
Grazing in the meadow and he's waiting for me,  
Waiting for me, waiting for me, waiting for me.

## ACTIVITIES for “The Pony”:

Look at some photos of horses and ponies. Draw a picture of your favorite one. Put yourself in the drawing. Decide where you would like to be with your pony and add these ideas to your drawing.

Write an adventure about a special day you would spend with your pony. Here are just a few things you might wish to write about. Where would you go? What would you bring along for food? How long would you stay? What would you do and see?

As you listen to the song, add pony-like rhythms and move either on the beat or to a galloping rhythm. Act out the lyrics and sing along with the recording.

## Staple In My Sock

1. I've got a staple in my sock. (*Ouch!*)  
Somehow it feels just like a flock. (*Quack! Quack!*)  
Like a flock.....in my sock  
I've got a staple in my sock.

2. And so I went to call the doc. (*Ring! Ring!*)  
She said: "Now you be sure to knock." (*Knock! Knock!*)  
Sure to knock.....call the doc  
Like a flock.....in my sock  
I've got a staple in my sock.

3. I got there right at one o'clock. (*Bong!*)  
I gave that doctor quite a shock. (*high pitch sound Ahhh!*)  
Quite a shock.....one o'clock  
Sure to knock.....call the doc  
Like a flock.....in my sock  
I've got a staple in my sock.

4. Along with the staple in my sock, (*Ouch!*)  
She pulled out twenty great big rocks. (*Ooooo* followed by *Aaaah!*)  
Great big rocks...in my sock  
Quite a shock.....one o'clock  
Sure to knock....call the doc  
Like a flock.....in my sock  
I've got a staple in my sock.

I feel so much better. No staple! No more rocks!  
I think I'll spend the rest of the day  
Running, running, running, running, running, running,  
Running, running, running, running, running, running,  
running around the block.  
No more staples in my sock (*Ouch!*)

## ACTIVITIES for “Staple In My Sock”:

Special thanks to Judy Wilcox and her imaginative first grade class at the Cousens School in Lyman, Maine during the winter of 1984.

This is a very silly song that’s lots of fun to sing. It’s challenging too! Listen to the song. What do you notice about the ending of each phrase? They each end with words that have “-ock” as their root, except for the word “doc”. Imitate the sound effects and act out the words. After the word “sock”, shout out the word “ouch”. Flap your arms on the word “flock” and say “Quack! Quack!” Pretend to be dialing a phone on the word “doc” and say “Ring! Ring!” After the word “knock”, knock on your head saying “Knock! Knock!” After “one of clock”, hold an index finger in the air making a one and say “Bong!” After the word “shock”, let out a scream. After the word “rocks”, pretend to be setting down a very heavy rock and make an ahhhhhhh sound, a sound of relief. During the “running” section in the last part of the song, run in place or clap your knees really fast.

# Pancakes

By Joshua Gurley

The pancakes that I had to eat were hard just like a rock.  
And if I had my say in this, I'd rather eat a sock.  
I tried to cut them with a knife. They broke the knife in two.  
The next time my friend cooks for me. I think I'll eat a shoe.

## ABOUT “Pancakes”:

This song was composed by Joshua Gurley, age 12, from Parsonsfield, Maine during the month of August 1984. Thanks Josh! It’s a great little breakfast song.

Mix up the pancake batter. Add blueberries, strawberries or raspberries if you like. Put some of each in the batter. Cook them on the griddle to a golden brown color.  
Ummmm...ummmm!

# I Hate To Clean My Room

## **Chorus:**

I've got a bedroom that's very unique.

I think my room is great.

I haven't cleaned it for fifty-two weeks.

I think my room is great.

I happen to like my things scattered about, instead of putting things where they belong.

I hate to clean it. I really mean it.

I think my room is great.

1. My parents walk in all of the time.

They fall all over the place.

They trip on this. They trip on that.

They say my room's a disgrace.

They don't like to see dirty plates on my chair, underwear and dirty socks everywhere.

I think it's cool. I think it's neat.

I think my room smells mighty sweet. **Chorus:**

2. My parents go ape. They go bananas

When they see crumbs all over my floor.

Popcorn and raisins and candy wrappers,

Pretzels and there's so much more.

My pet gerbils think it's such a delight. I let them race around my room every night.

I think it's cool. I think it's fun.

All of my pets call me number one. **Chorus:**

3. When my sister walks by, she closes her eyes.

She bugs me and says I'm a slob.

When she visits my room, she sprays her perfume so I offer her a cleaning job.

She tells me that she keeps her room nice and neat.

She's always calling mine a junkyard heap.

When I turn on the lights, everything seems alright.

I think my room is dynamite! **Chorus:**

## ACTIVITIES for “I Hate To Clean My Room”:

Here is a song that celebrates the joy of being messy. Take some time to enjoy the song before thinking and talking about the need for order. What are some of the positive and negative aspects of having a messy room? Develop a strategy that could make cleaning your room fun. What are a few ways that you might be able to convince your parents or teachers that messiness can be enjoyable, even if only once in awhile.

What do you think about the ending of the song? Would you have ended it differently? Draw a picture of your room and how it really looks most of the time.

Have everybody in your class take a snapshot of their rooms. Bring them to school and talk about them.

# I Can Be Most Anything I Try

1. I can be a doctor.  
I can be a nurse.  
Or a pilot who flies up in the sky.  
I can be a sheriff. I can be a scientist.  
I can be most anything I try.

2. I can be a traveler,  
A dentist or a gambler  
A philosopher who thinks and wonders why.  
I can be a football player. A famous movie maker.  
I can be most anything I try.

## **Chorus:**

The world is yours. The world is mine.  
Follow your dream and your star will shine.  
Just be yourself. Be what you want to be.  
No matter what others may say,  
There is nothing that will stand in your way.  
Deep in your heart, believe in what you want to be.

3. I can program a computer,  
Be an English tutor,  
Do investigations as a private eye.  
Be a race car driver, be a deep sea diver.  
I can be most anything I try.

4. I can be a figure skater,  
Raise some alligators,  
Or study all the clouds up in the sky.  
I can be a veterinarian, or even a librarian.  
I can be most anything I try. **Chorus:**

## ACTIVITIES for “I Can Be Most Anything I Try”:

Did this song mention anything that you might like to be? What are some of the professions that you have thought about working towards and why? What kinds of skills would you need to develop? Discuss this with other children and compare your choices with those of others. Write a short story about your choice of a profession. Do you feel that you can be most anything you try? Are you already living your dream?

Make up an original verse with your friends or classmates. Include all of the things that each of you might like to choose to be.

# It's A Rainy Day

## **Chorus:**

It's rain. It's a rainy day.  
Falling all around me in a quiet way.  
It's rain. It's a rainy day.  
Falling all around me in a quiet way.

1. It's raining on the flowers, raining on the town,  
Raining on the dogs and cats. Rain is pouring down.  
It's raining on my bicycle that I left by the tree.  
Raining on the trucks and cars but not on you and me. **Chorus:**

2. It's raining on the horses, raining on the goats,  
Raining on the water, raining on the boats.  
It's raining on my teddy bear that I left by the tree.  
Raining on this country road, it's raining everywhere.

## **Final Chorus:**

It's rain. It's a rainy day.  
Guess I won't be going out to play.  
It's rain. It's a rainy day.  
Looks like I'll be staying in today.

It's rain. It's a rainy day.  
Falling all around me in a quiet way.  
It's rain. It's a rainy day.  
Falling all around me in a quiet way.

## ACTIVITIES for “It’s A Rainy Day”:

This is a very quiet song. Imagine that you are standing by a window and looking out at the rain. It’s quiet all around you. All you can hear is the sound of rain.

Each time the word “rain” occurs during the chorus, sign it by lifting your hands up and then wiggling fingers while lowering your hands.

How does the rain benefit us? What do you like to do on a rainy day?

Create your own rainstorm. One group begins by snapping fingers softly to a steady beat. The next group begins by rubbing their palms together. The third group then lightly taps fingertips on table or desk tops. Finally the last group enters by patting their knees with their hands very rapidly. Have everyone close their eyes. See if sound like heavy rain storm.