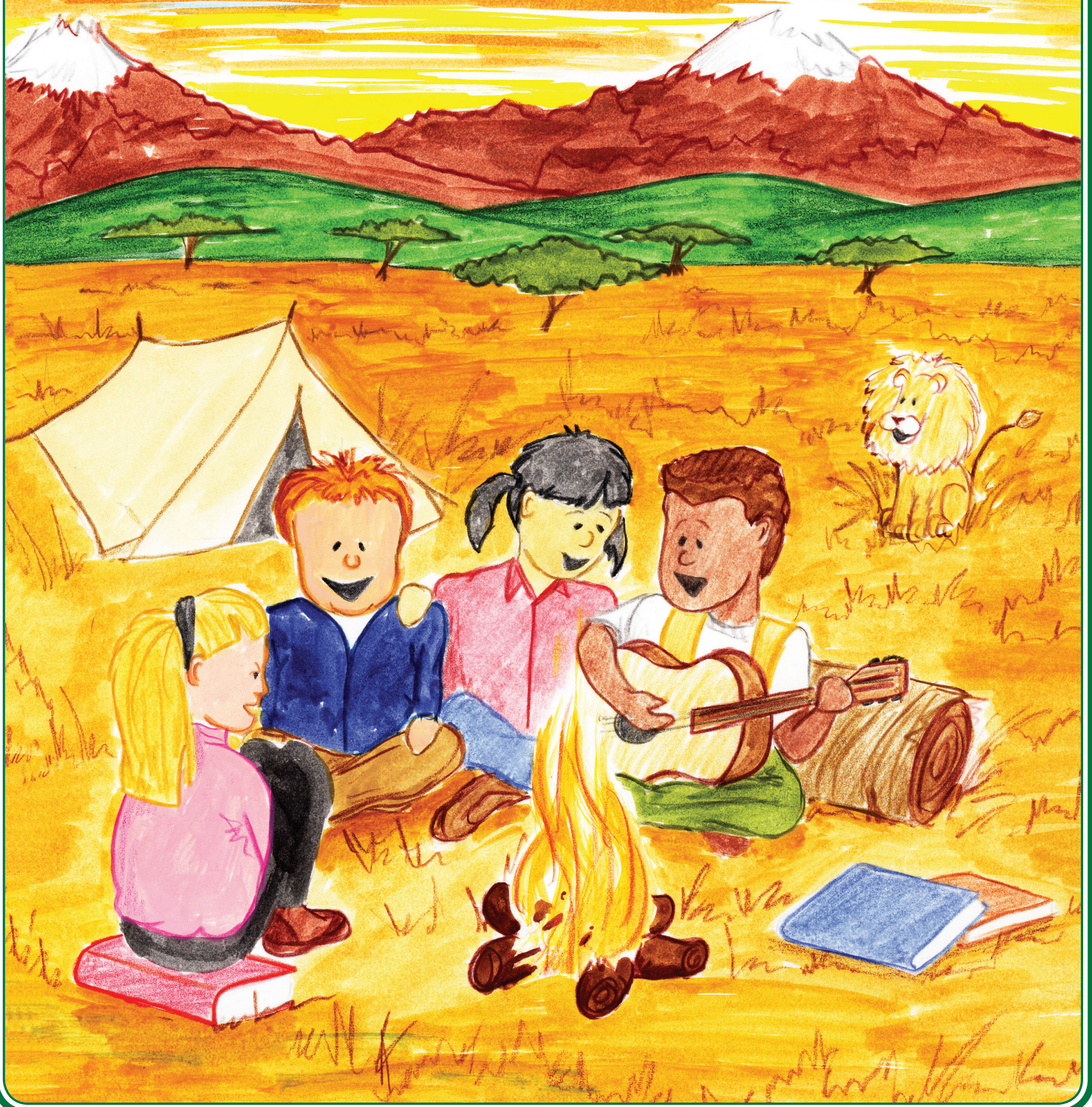


The Singing Place



John Marshall

John Marshall - Lyrics and Musical Composition.

John Marshall wrote the lyrics and the music for the songs included in this program. A self-taught musician, John is an Emmy award-winning songwriter as well as a 7-time Emmy award-winning producer and writer for television. He brings his ear for melody to the New Destiny team, as well as his love of children, and his ability to create music that both young and old listeners can enjoy. When he isn't playing the guitar, John is the Chief Creative Officer for WPXT-TV and WPME-TV in Portland, Maine where he lives with his wife and two children.

Dr. Stephen Fiess

Dr. Stephen Fiess - Songbook and Piano Arrangement.

Dr. Stephen Fiess is part of the creative duo that artfully arranged the piano music in this songbook. Dr. Fiess holds degrees in piano from the University of Western Ontario, Indiana University and the University of Colorado at Boulder. He has composed ballets that have been performed in the United States and Cuba. In addition, his published compositions include piano solos and duets as well as church music and sets of variations on Christmas carols for organ. His doctoral dissertation on Prokofiev's piano music later became the inspiration behind his book on the same subject. Presently, Dr. Fiess lives in Colorado teaching in his private piano studio and performing professionally on both piano and organ.

Neal Wegener

Neal Wegener - Songbook and Piano Arrangement.

Neal Wegener received his Bachelor's degree in music and theology from Phillips University in Oklahoma. He has studied additionally at Westminster Choir College in Princeton, NJ and the University of Colorado at Boulder. He has served on the state boards of the Colorado State Music Teacher's Association and National Association of Teachers of Singing, and is certified by the Music Teacher's national Association and the National Guild of Piano Teachers. Neal has served as organist and music director in numerous professional capacities across the United States. He currently devotes his extraordinary musical gifts to children and adults in the Colorado area, privately teaching voice and piano.



There's a dream I've got to believe in;
There's a song I'm destined to sing.
And I know that I need help to fly but
You and I can do anything, anything,
ANYTHING!

Come along for a
new destiny!

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The Singing Place

A Place to
Sing and
Learn!

Expeditions to Excellence™

A Fun and Friendly Phonics Safari™

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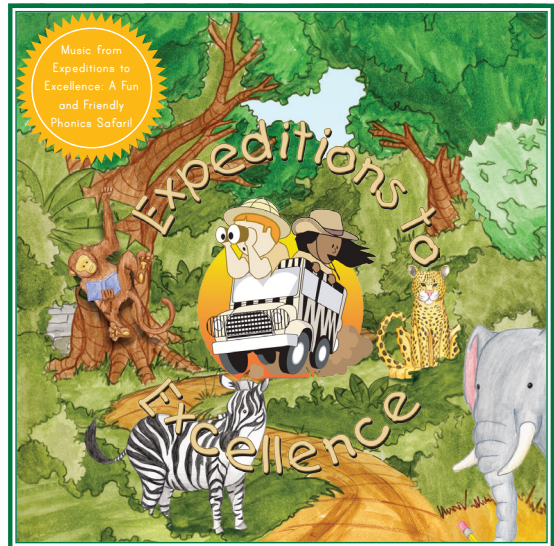
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for Karaoke or school
performances.

The Singing Place

A Place to
Sing and
Learn!

Table of Contents

New Destiny	Track 1	Page 6
The Alphabet Song	Track 2	Page 13
The Sounds of the Letters	Track 3	Page 14
Vowels and Consonants	Track 4	Page 19
Meet the Vowels	Track 5	Page 22
Long and Short Sounds	Track 6	Page 28
The One Vowel Rule	Track 7	Page 34
The Plural Song	Track 8	Page 35
Count the Vowels	Track 9	Page 39
The Two Vowel Rule	Track 10	Page 42
"e" on the End	Track 11	Page 44
Where Do You Live?	Track 12	Page 47
Twelve Months of the Year	Track 13	Page 49
The Weather Song	Track 14	Page 52
Days of the Week	Track 15	Page 54
Capital Letters	Track 16	Page 56
Irregular Vowels	Track 17	Page 61
The Shape Waltz	Track 18	Page 63
The Color Song	Track 19	Page 70
The Syllable Song	Track 20	Page 74
Clap All the Syllables	Track 21	Page 76
"y" on the End	Track 22	Page 83
Soft "c" and "g"	Track 23	Page 87
Thirty Days Has September	Track 24	Page 89
The Lonely Vowel at the End	Track 25	Page 92
"tion" and "sion"	Track 26	Page 95
Lyrics to All Songs		Page 97

New Destiny

Lyrics and Musical Composition
by John Marshall

Songbook and Piano Arrangement
by Dr. Stephen Fiess and Neal Wegener

Maestoso

The musical score is written in common time (C) and consists of three systems. Each system includes a vocal line with lyrics, a piano accompaniment with treble and bass staves, and guitar chords indicated above the vocal line.

System 1: Chords: C, F/C, C, C, F/C. Lyrics: "There's a new place I'm gon-na go".

System 2: Chords: C, C, Amin⁷, Dmin⁷, G⁷. Lyrics: "to; I was born for won-der-ful things! There's so".

System 3: Chords: C, F, C/E, F, C/E, Amin⁷. Lyrics: "much that I have yet to try, and I know that I can do".

10 Dmin⁷ G⁷ C F/C C

an - y - thing! There's a whole world wait - ing in - side___ me;___ there's so

13 C Amin⁷ Dmin⁷ G⁷ C F

much that I want to share!___ And I know that I've got

16 C/E F C/E Amin⁷ Dmin⁷ G⁷

wings to try, and I want to fly with you eve-ry - where! All I need's a

19 C F6/C C F6/C C Amin7

new, new des-ti-ny; a new, new des-ti-ny; a brand new des-ti-ny be -

22 Dmin7 G7 C F6/C C F6/C

fore me! And with a new, new des-ti-ny; a new, new des-ti-ny; I

25 C Amin7 D7 Dmin7 F6/G

know that you're gon-na see a brand new won-der-ful me! -

28 C F/C C F

Lift me high - er, Take my

31 C/E Dmin⁷ G⁷ C

hand. Give me a chance to try, and help me un - der - stand. Fly - ing

34 F D⁷ Dmin⁷

high - er, look at me! There's so much more that I can

37

G⁷ C F/C C

be! There's a dream I've got to be - lieve__ in;__ There's a

40

C A^{min}7 D^{min}7 G⁷ C F

song I'm des - tined to sing.__ And I know that I need

43

C/E F C/E A^{min}7 D^{min}7

help to fly, but You and I can do an - y - thing, an - y - thing,

rit. *a tempo*

46 Dmin⁷ G⁷ C F⁶/C C F⁶/C

AN - Y-THING! All I need's a new, new des - ti - ny; a new, new des - ti - ny; a

49 C Amin⁷ Dmin⁷ G⁷ C F⁶/C

brand new des - ti - ny be - fore me! And with a new, new des - ti - ny; a

52 C F⁶/C C Amin⁷ D⁷

new, new des - ti - ny; I know that you're gon - na see a

55 *rit.* D^{min}7 F⁶/G C F/C C

brand new won - der - ful me! _____

8^{vb} .┐

The Alphabet Song

Folk Song

Songbook and Piano Arrangement

by Dr. Stephen Fiess and Neal Wegener

Andante

D G D B⁷ E^{min} A⁷ D B^{min}

A, B, C, D, E, F, G, H, I, J, K,

E^{min} A D E^{min} A⁷ D A

L, M, N, O, P, Q, R, S, T, U, V,

D E^{min} A⁷ D E⁹ A D

W, X, Y, Z. Now I know my

G A⁹ D B⁷ E^{min} A⁷ D B^{min} E^{min} A D

A B C's; Won't you sing a - long with me?

The Sounds of the Letters

Lyrics and Musical Composition
by John Marshall

Songbook and Piano Arrangement
by Dr. Stephen Fiess and Neal Wegener

With a gentle swing

The musical score is written in G major (one sharp) and 3/4 time. It consists of four systems of piano accompaniment and lyrics. Each system includes a treble clef staff with a melody line and a bass clef staff with a piano accompaniment line. Chord symbols are placed above the treble staff. The lyrics are written below the treble staff.

System 1: Treble staff: G, G/B, C, G. Bass staff: G, G/B, C, G. Lyrics: The let - ter A says... a and aaah. The let - ter B says...

System 2: Treble staff: G, G/B, C, G, G/B. Bass staff: G, G/B, C, G, G/B. Lyrics: buh - buh - buh. The let - ter C says... ck - ck - ck.

System 3: Treble staff: Amin⁷, D⁷, G, G/B, C, G. Bass staff: Amin⁷, D⁷, G, G/B, C, G. Lyrics: The let - ter D says... duh - duh - duh. The let - ter E says...

12 C G G/B Amin⁷ D⁷

e and eh. The let - ter F says... fff - fff - fff.

15 G G/B C G G/B

The let - ter G says... guh - guh - guh. The let - ter H says...

18 C G C/G G C G

hhh - hhh - hhh. The let - ter I says... i and ih.

21 C/G G Amin⁷ D⁷ G C/G G

The let - ter J says... juh - juh - juh. The let - ter K says...

24

C G C/G G C G

ck - ck - ck. The let - ter L says... ll - ll - ll.

27

C G Amin⁷ D⁷ G C G

M says mmm. N says nnn. O says o and ahhh.

31

C G Amin⁷ D⁷

P says ppp. Q says kwuh. R says ruh - ruh - ruh.

35

G G/B C G G/B

The let - ter S says... sss - sss - sss. The let - ter T says...

38 Amin⁷ D⁷ G G/B C G

ttt - ttt - ttt.____ The let - ter U says... u and uh.____

41 G/B C G C/G G

The let - ter V says... vvv - vvv - vvv.____ The let - ter W says...

44 C G C/G G Amin⁷ D⁷

wuh - wuh - wuh.____ The let - ter X says... ks - ks - ks.____

47 G C/G G C G C/G G

The let - ter Y says... yuh - yuh - yuh.____ The let - ter Z says...

50

C D G rit. D C/D G

zzz - zzz - zzz. _____ zzz - zzz - zzz.

Vowels and Consonants

Lyrics and Musical Composition
by John Marshall

Songbook and Piano Arrangement
by Dr. Stephen Fiess and Neal Wegener

Allegro

G C/G G C/G G

There are

3 G G/B C G/B C D

two types of let - ters in ev - e - ry word: Vow - els and Con - so - nants...

6 G C/G G G/B C G/B

There are two types of let - ters in ev - e - ry word:

9 C D7 G C/G G C D D7

Vow - els and Con - so - nants... The vowels are eas - y; there are

Detailed description: This is a piano arrangement of the song 'Vowels and Consonants'. The score is written for voice and piano in the key of G major (one sharp) and 4/4 time. The tempo is marked 'Allegro'. The music is divided into four systems. The first system shows the beginning of the piece with a treble clef and a bass clef. The second system starts at measure 3 and includes the lyrics 'two types of let - ters in ev - e - ry word: Vow - els and Con - so - nants...'. The third system starts at measure 6 and includes the lyrics 'There are two types of let - ters in ev - e - ry word:'. The fourth system starts at measure 9 and includes the lyrics 'Vow - els and Con - so - nants... The vowels are eas - y; there are'. Chord symbols are placed above the treble clef staff, and the piano accompaniment is written in the bass clef staff. The piece ends with a final chord in the bass clef staff.

12 Emin G/D C D G C/G G

on - ly five:___ A - E - I - O - U. ___ The

15 C D Emin G/D Amin⁷

con - so - nants are eve - ry - thing else ___ you find ___ in the al - pha - bet. ___ It's ___

18 Dsus⁴ D G G/B

true! ___ There are two types of let - ters in

21 C G/B C D G C/G G

ev - e - ry word: Vow - els and Con - so - nants. ___ There are

24 G G/B C G/B Amin⁷ D

two types of let - ters in ev - e - ry word: Vow - els and Con - so - nants.

27 G C/G G Amin⁷ D G G/B

Vow - els and Con - so - nants.

30 Amin⁷ D rit. G C/G G

Vow - els and Con - so - nants.

Meet the Vowels

Spoken: On our stage tonight, we have a really big treat! Five young letters: A-E-I-O-U. They call themselves "The Vowels". Let's hear it for them!!!

Lyrics and Musical Composition
by John Marshall

Songbook and Piano Arrangement
by Dr. Stephen Fiess and Neal Wegener

3 G C G C/D G C
A, E, I, O, U!

6 G/B C G C G/B G
A, E, I, O, U! We are "The Vowels",

9 C Amin⁷ D
two sounds for you!

12 C/D G C G/B C

A, E, I, O, U! A, E,

15 G C G/B G C

I, O, U! We are "The Vow - els",

18 D7 G

and here's what we do: We're the

21 C G

five spe - cial let - ters in the al - pha -

24 G/B C D7

bet; there's real - ly some - thing won - der - ful a -

27 G C

bout us! We make two sounds (not just

30 G Emin

one), be - cause mak - ing sound is fun; and you

33 Amin7 Dsus4

can't write a word with - out us!

36 D C/D G C G/B C

A, E, I, O, U! A, E,

39 G C G/B G Amin⁷

I, O, U! We are "The Vow - els",

42 D C/D

and we're com - ing through! A, E,

45 G C G/B C G C

I, O, U! A, E, I, O, U!

48

G/B G C D

We are "The Vow - els", and that's what we

51

G C G

do... Yeah, that's what we do!

54

C D7 G C D7

A, E, I, O, U! A, E, I, O,

57

G C D7 G

U! A, E, I, O, U!

60 C D7 G *diminuendo* C *rit.* D

A, E, I, O, U! A, E, I, O,

63 G

U! _____

Ped. -----

Long and Short Sounds

Lyrics and Musical Composition
by John Marshall

Songbook and Piano Arrangement
by Dr. Stephen Fiess and Neal Wegener

Moderate ballad, with a swing

The musical score is written for piano and voice. It consists of three systems of music, each with a vocal line and a piano accompaniment line. The key signature is D major (two sharps) and the time signature is common time (C). The tempo/style is 'Moderate ballad, with a swing'. The score includes lyrics and chord symbols above the vocal line.

System 1: Measures 1-2. Chords: D, Emin⁷, D, Emin⁷.
 Treble clef: Quarter notes D4, E4, F#4, G4. Quarter notes A4, B4, A4-G4. Quarter notes F#4-E4, D4.
 Bass clef: Chords D4, Emin⁷4, D4, Emin⁷4.

System 2: Measures 3-5. Chords: D, Emin⁷, D, Emin⁷, D, Emin⁷.
 Treble clef: Quarter notes D4, E4, F#4, G4. Quarter notes A4, B4, A4-G4. Quarter notes F#4-E4, D4. Quarter notes D4, E4, F#4, G4. Quarter notes A4, B4, A4-G4. Quarter notes F#4-E4, D4. Quarter notes D4, E4, F#4, G4. Quarter notes A4, B4, A4-G4. Quarter notes F#4-E4, D4.
 Bass clef: Chords D4, Emin⁷4, D4, Emin⁷4, D4, Emin⁷4.
 Lyrics: Long and short, long and short___ sounds,___ that's what the vow - els___ say!___

System 3: Measures 6-8. Chords: D, Emin, D, Emin⁷, D, Emin⁷.
 Treble clef: Quarter notes D4, E4, F#4, G4. Quarter notes A4, B4, A4-G4. Quarter notes F#4-E4, D4. Quarter notes D4, E4, F#4, G4. Quarter notes A4, B4, A4-G4. Quarter notes F#4-E4, D4. Quarter notes D4, E4, F#4, G4. Quarter notes A4, B4, A4-G4. Quarter notes F#4-E4, D4.
 Bass clef: Chords D4, Emin4, D4, Emin⁷4, D4, Emin⁷4.
 Lyrics: Long and short, long and short___ sounds,___

System 4: Measures 9-10. Chords: D, Emin⁷, D, D⁷, Emin⁷, A.
 Treble clef: Quarter notes D4, E4, F#4, G4. Quarter notes A4, B4, A4-G4. Quarter notes F#4-E4, D4. Quarter notes D4, E4, F#4, G4. Quarter notes A4, B4, A4-G4. Quarter notes F#4-E4, D4. Quarter notes D4, E4, F#4, G4. Quarter notes A4, B4, A4-G4. Quarter notes F#4-E4, D4. Quarter notes D4, E4, F#4, G4. Quarter notes A4, B4, A4-G4. Quarter notes F#4-E4, D4.
 Bass clef: Chords D4, Emin⁷4, D4, D⁷4, Emin⁷4, A4.
 Lyrics: that's what the vow - els___ say!___ The long sounds are eas - y; they

12 F#min D7 G A G/D D D7

sound just like the let - ters: ___ "a - e - i - o - u". ___

15 G Emin7 D/F# Emin7

Five long vow - el sounds, (now, you know it's true). ___

18 A7 D Emin7 D Emin7

Long and short, long and short ___ sounds, ___

21 D Emin7 D Emin D Emin7

that's what the vow - els ___ say! ___ Long and short, ___

24 D E^{min}7 D E^{min}7 D D⁷

long and short___ sounds,___ that's what the vow - els___ say!___ The

27 E^{min}7 A F#^{min} D⁷ G A G/D

short sounds may be trick - y, but I know that you can learn_ them. Re - peat af - ter me. =


30 D D⁷ G E^{min}7 D/F# E^{min}7

Five short vow - el sounds. (Now lis - ten care - ful - ly...)___

33 A D E^{min}7/D D

A says "aaah" (A says

36 E min⁷/D D E min⁷/D D E min⁷/D D




"aaah"). E says "eh" (E says "eh"). I says

39 E min⁷/D D E min⁷/D D E min⁷/D D



"ih" (I says "ih"). O says "ahhh" (O says

42 E min⁷/D D E min⁷/D D E min⁷/D



"ahhh"). U says "uh" (U says "uh").

45 E min⁷ A sus⁴



Five short vowel sounds. Now, sing it with me!

48 A D Emin⁷ D Emin⁷

Long and short, long and short____ sounds,____

51 D Emin⁷ D Emin D Emin⁷

that's what the vow - els____ say!____ Long and short,

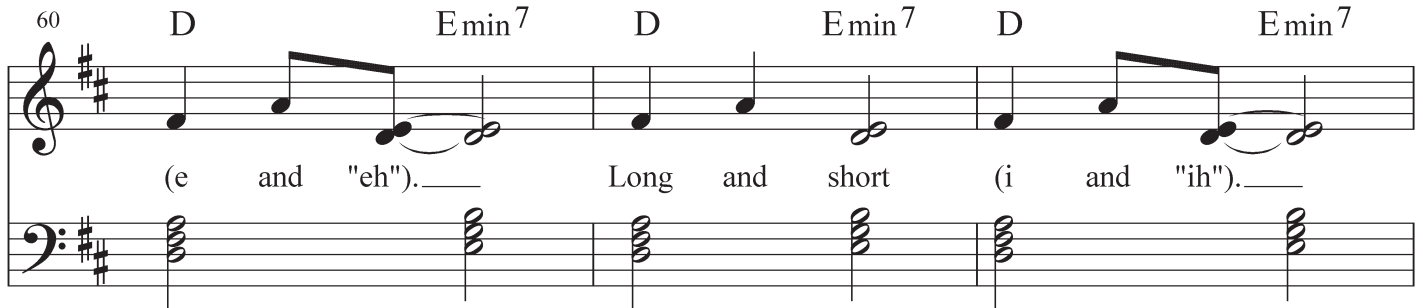
54 D Emin⁷ D Emin⁷ D Emin⁷

long and short____ sounds,____ that's what the vow - els____ say!____

57 D Emin⁷ D Emin⁷ D Emin⁷

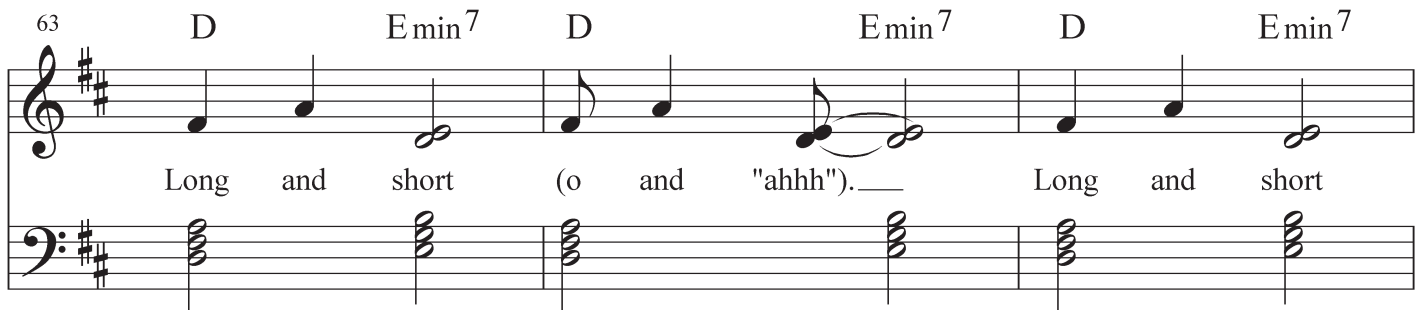
Long and short (a and "aaah").____ Long and short

60 D Emin⁷ D Emin⁷ D Emin⁷



(e and "eh"). Long and short (i and "ih").

63 D Emin⁷ D Emin⁷ D Emin⁷



Long and short (o and "ahhh"). Long and short

66 D Emin⁷ D Emin⁷ D⁹



(u and "uh"). That's what the vow - els say!

The One Vowel Rule

Lyrics and Musical Composition
by John Marshall

Songbook and Piano Arrangement
by Dr. Stephen Fiess and Neal Wegener

With a gentle swing

System 1: Treble clef, key signature Bb, time signature 4/4. Chord: F. Lyrics: If there's

System 2: Treble clef, key signature Bb, time signature 4/4. Chords: F, Dmin/A Bb, BbMaj7/DC7, C7/E, F, F/A, Bb, Gmin/Bb. Lyrics: on-ly one vowel in a word you're read-ing, then that vowel is prob-a-bly short.

System 3: Treble clef, key signature Bb, time signature 4/4. Chords: C, F, Dmin/A Bb, BbMaj7/D, C7, C7/E, F, F/A. Lyrics: ("short"). If there's on-ly one vowel in a word you're read-ing, then that

System 4: Treble clef, key signature Bb, time signature 4/4. Chords: Bb, C7. Lyrics: vowel is prob-a-bly short. If there's. Includes first and second endings for the final phrase.

The Plural Song

Lyrics and Musical Composition
by John Marshall

Songbook and Piano Arrangement
by Dr. Stephen Fiess and Neal Wegener

Allegro vivace

3 A7 G/D A/C# D

When you put an

6 G A7 D

"s" at the end of a word,

9 D G A7

you can make that word mean more than one.

12

G/D A/C# D G

When you put an "s" at the

15

A7 B Emin

end of a word, you will find that

18

A7 To Coda ⊕ Dsus4 D

"plu - ral" can be fun! You can turn a

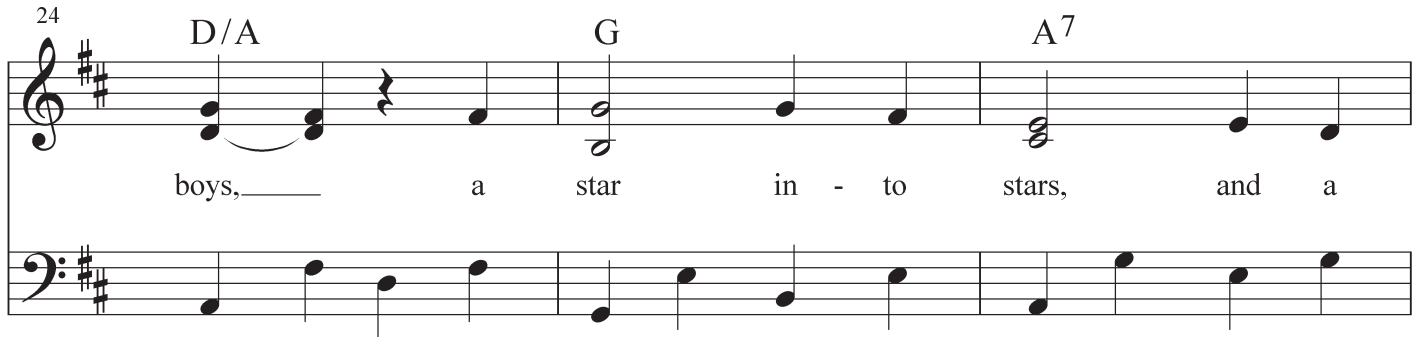
21

G G/B D/F#

toy in - to toys, a boy in - to

24

D/A G A⁷



boys, a star in - to stars, and a

27

D D/F# G



car in - to cars. You can turn a bug in - to

30

G/B D/F# D/A



bugs, a hug in - to hugs! See?

33

E^{min}7/G E⁷/G# A^{sus}7



Plu - ral can be fun, and plu - ral means more than

36 D.S. al Coda \oplus Coda

A⁷ D G A⁷

one! fun! Plu - ral means more than

39 D G A⁷ G/B D

one! Plu - ral means more than one!

Count the Vowels

Lyrics and Musical Composition
by John Marshall

Songbook and Piano Arrangement
by Dr. Stephen Fiess and Neal Wegener

Lively rock tempo

The musical score is written in 4/4 time and consists of three systems. Each system includes a vocal line and a piano accompaniment line. The piano accompaniment features chords and rhythmic patterns, while the vocal line includes lyrics and melodic lines. Chord symbols are placed above the piano accompaniment.

System 1: Chords: C, F/C, C. The piano accompaniment starts with a C chord and a rhythmic pattern. The vocal line begins with a rest, followed by the lyrics "Count the vowels!" and "How many can you find?".

System 2: Chords: C, F/C, C, F. The piano accompaniment continues with the C chord and then moves to F/C, C, and F. The vocal line continues with the lyrics "Count the vowels!" and "How many can you find?".

System 3: Chords: G, C, F/C, C. The piano accompaniment starts with a G chord and then moves to C, F/C, and C. The vocal line continues with the lyrics "Count the vowels!" and "How many can you find?".

System 4: Chords: F, G, F. The piano accompaniment starts with an F chord and then moves to G and F. The vocal line continues with the lyrics "How many can you find?" and "How many".

12 G C/E Dmin⁷

a, e, i, o, u's can you

15 G^{sus7} G G⁷

find, in the words you're look - ing through?

18 C/G G C F/C C

You've got to count the vow - els!

21 F G C

How man - y can you find? Count the

24 F/C C F G

vow - els! ___ How man - y can you find to - day? ___

27 C *rit.* F/C C

8vb

The Two Vowel Rule

Lyrics and Musical Composition
by John Marshall

Songbook and Piano Arrangement
by Dr. Stephen Fiess and Neal Wegener

Allegro moderato

The musical score is written in 4/4 time with a key signature of one flat (Bb). It consists of three systems of piano accompaniment and vocal lines.

System 1 (Measures 1-4): The piano accompaniment features chords Gmin⁷, Gmin⁷/Bb, C^{sus}₉, and C. The vocal line begins with the lyrics "When there are".

System 2 (Measures 5-8): The piano accompaniment features chords F, F/A, Bb, and Bb/D. The vocal line continues with the lyrics "two vowels _____ in a small word, _____ the".

System 3 (Measures 9-12): The piano accompaniment features chords F/C, Dmin, Dmin⁷, Gmin⁷, and C⁷. The vocal line continues with the lyrics "first vowel says its name. _____ When there are".

System 4 (Measures 13-16): The piano accompaniment features chords F, F/A, Bb, and Bb/D. The vocal line repeats the lyrics "two vowels _____ in a small word, _____ the".

17 F/C C C7 F Fine

first vowel says its name. And the sec - ond vowel

21 B♭ C7 F F/A

says not one thing. It just

25 Gmin7 Gmin7/B♭ Csus9 C D.S. al Fine

lis - tens to the first vowel sing!

"e" on the End

Lyrics and Musical Composition
by John Marshall

Songbook and Piano Arrangement
by Dr. Stephen Fiess and Neal Wegener

Blues tempo, with a swing

The musical score is written in 4/4 time with a swing feel. It consists of three systems of piano accompaniment and lyrics. The key signature has one sharp (F#), and the time signature is common time (C).

System 1: Measures 1-2. Chords: Amin, F⁹/A, F#min^{7b5}/A, F^{Maj7}/A.

System 2: Measures 3-6. Chords: Amin, F⁹/A, F#min^{7b5}/A, Amin⁷, E Aug/A, Amin⁷.
Lyrics: "e" on the end, it u - sual - ly makes the vow - el

System 3: Measures 7-8. Chords: F#min^{7b5}, F^{Maj7}, Amin, F⁹/A, F#min^{7b5}/A, Amin⁷.
Lyrics: long. "e" on the end, it u - sual - ly

System 4: Measures 9-10. Chords: F#min^{7b5}/A, Dmin⁷/A, Amin, D.
Lyrics: makes the vow - el long. Si - lent "e",

12 D D⁹

si - lent - ly, sleeps at the end of a two - vowel word! Oh, ___

15 A^{min} F⁹/A F[#]min^{7b5}/A A^{min}⁷ E Aug/A A^{min}⁷

"e" ___ on the end, ___ it u - sual - ly makes the vow - el

18 F[#]min^{7b5} F^{Maj}⁷ A^{min} F⁹/A F[#]min^{7b5}/A A^{min}⁷

long. "e" on the end, ___ it u - sual - ly

21 F[#]min^{7b5}/A D^{min}⁷/A A^{min} D

makes the vow - el long. "kit" is "kite",

24 D D⁹

"bit" is "bite", "pet" is "Pete", with a si - lent "e"! Oh, ___

27 A^{min} F^{9/A} F^{#min 7^{b5}/A} A^{min 7} E^{Aug/A} A^{min 7}

"e" ___ on the end, ___ it u - sual - ly makes the vow - el

30 F^{#min 7^{b5}} F^{Maj 7} A^{min} F^{9/A} F^{#min 7^{b5}/A} A^{min 7}

long. "e" on the end, ___ it u - sual - ly

33 F^{#min 7^{b5}/A} *rit.* D^{min 7/A} A^{min}

makes the vow - el long.

Where Do You Live?

Lyrics and Musical Composition
by John Marshall

Songbook and Piano Arrangement
by Dr. Stephen Fiess and Neal Wegener

Andante

The musical score is written in common time (C) and consists of four systems of music. Each system includes a treble staff with a vocal line and a bass staff with a piano accompaniment. Chords are indicated above the treble staff. The lyrics are written below the treble staff.

System 1: Chords: C, G/B, F/A, G⁷, C, G/B. Lyrics: "Where do you live? Do you know..."

System 2: Chords: F/A, G⁷, F, C/E, Dmin⁷, G⁷. Lyrics: "... where you live? Can you an-swer all these ques-tions for me?"

System 3: Chords: C, G/B, F/A, C/G. Lyrics: "What is your name, and where is your home? What's your"

System 4: Chords: F, C/E, Dmin⁷, G⁷, F, G⁷. Lyrics: "num-ber and your cit-y and street? And do you know your tel-e-phone num-"

12 C/E Dmin⁷ G⁷

ber? You can learn it so eas - i - ly!_____

15 C G/B F/A C/E Dmin⁷ G⁷

Where do you live? Do you know__ where you live?_ If you don't, ask some-one for me!_

18 C G/B F/A G⁷
 (Repeat softly as text below is spoken, then go to  after Beat 3)

Fine

Twelve Months of the Year

Lyrics and Musical Composition
by John Marshall

Songbook and Piano Arrangement
by Dr. Stephen Fiess and Neal Wegener

Allegro moderato (with a swing)

Eve - ry year it's the same old thing. Twelve months to

play and sing. There's noth - ing to it, if you sing a - long with me!

Jan - u - ar - y is

12 Emin⁷ A⁷ D Bmin

first in line and Feb - ru - ar - y's not

14 Emin⁷ A⁷ G A⁷ Bmin Emin/G

far be - hind. Then, March and A - pril, May and June,

17 Emin A⁷ ₃ G A⁷

Ju - ly and Au - gust will be com - ing soon! Sep - tem - ber, Oc - to - ber, No -

20 D A⁹/C# D Emin⁷ A^{sus4} A

vem - ber, De - cem - ber, and then a new year will be here!

23

E^{min}7 A⁷ D B^{min} E^{min}7 A⁷

To Coda ⊕

These are the months of the year; _____ the twelve months of the year!_

26

D D B^{min} D B^{min}

Jan - u - ar - y, Feb - ru - ar - y, March, A - pril,

29

D B^{min} D B^{min} D B^{min}

May, June, Ju - ly, Au - gust, Sep - tem - ber, Oc - to - ber, No -

32

D B^{min} E^{min}7 A⁷ D

D.S. al Coda ⊕ Coda

vem - ber, De - cem - ber. the twelve months of the year!_

The Weather Song

Lyrics and Musical Composition
by John Marshall

Songbook and Piano Arrangement
by Dr. Stephen Fiess and Neal Wegener

Moderate ballad, with a swing

The musical score is written in F major and 4/4 time. It consists of four systems of music, each with a vocal line and a piano accompaniment line. The piano accompaniment features a consistent bass line with a triplet of eighth notes in the right hand. Chord symbols are placed above the vocal line.

System 1: Chords: F, B \flat , F/A, C 7 . The piano accompaniment begins with a triplet of eighth notes.

System 2: Chords: F, F/A, B \flat , C 7 , F, F/A. Lyrics: "What's the weath - er out - side to - day?_ What's the weath - er?"

System 3: Chords: Gmin 7 , F/C, C, F, F/A, B \flat , C 7 . Lyrics: "O - pen up the win - dow! What's the weath - er out - side to - day?_" The system ends with "To Coda".

System 4: Chords: F, B \flat , F/A, C 7 , F, F/A. Lyrics: "Is the sun shin - ing".

12 $B\flat$ C^7 F F/A $G\text{min}^7$ F/C C

hot and warm?__ Are the clouds__ so high, white and gen-tly roll - ing?

15 F F/A $B\flat$ C^7 F F/A

Or, is the wind blow - ing up a storm? Is it cold__ out there? Is it

18 $G\text{min}^7$ F/C C D.S. al Coda \oplus Coda F $B\flat$ F/A $B\flat$ F

rain - ing? Is it snow - ing?

Days of the Week

Lyrics and Musical Composition
by John Marshall

Songbook and Piano Arrangement
by Dr. Stephen Fiess and Neal Wegener

Freely, but not too slowly

F Gmin⁷

A week is great; sev - en long days, and

3 Csus⁷ F

no days are ev - er the same. And, did you know, as they

6 Gmin⁷ Csus⁹ Csus⁴

come and go, eve - ry day has a name. They go:

Moderate Calypso tempo

9 F Gmin⁷ C⁷

Sun - day, Mon - day, Tues - day, Wednes - day, Thurs - day, Fri - day,

The musical score is written for piano and voice. It consists of four systems of music. The first system (measures 1-2) is in F major, with a key signature of one flat and a common time signature. The second system (measures 3-5) continues in F major. The third system (measures 6-8) continues in F major. The fourth system (measures 9-12) is in F major and features a 'Moderate Calypso tempo' marking. The score includes treble and bass staves with chords and lyrics. Chord symbols are placed above the notes. The lyrics are: 'A week is great; seven long days, and no days are ever the same. And, did you know, as they come and go, every day has a name. They go: Sun - day, Mon - day, Tues - day, Wednes - day, Thurs - day, Fri - day,'.

12 **F** **Gmin⁷**

Sat - ur - day.____ Sun - day, Mon - day, Tues - day, Wednes - day,

15 **C⁷** **1. F** **2. F**

Thurs - day, Fri - day, Sat - ur - day.____ Sat - ur - day.____

Detailed description: The image shows a musical score for a song. It consists of two systems of music. The first system starts at measure 12 and ends at measure 14. The second system starts at measure 15 and ends at measure 18. Each system has a treble clef staff and a bass clef staff. The treble staff contains the melody with lyrics underneath. The bass staff contains the bass line. Chord markings are placed above the treble staff: 'F' above measure 12, 'Gmin⁷' above measure 14, 'C⁷' above measure 15, '1. F' above measure 17, and '2. F' above measure 18. The lyrics are: 'Sat - ur - day.____ Sun - day, Mon - day, Tues - day, Wednes - day, Thurs - day, Fri - day, Sat - ur - day.____ Sat - ur - day.____'. There are repeat signs at the end of measure 17 and the beginning of measure 18.

Capital Letters

Lyrics and Musical Composition
by John Marshall

Songbook and Piano Arrangement
by Dr. Stephen Fiess and Neal Wegener

Allegro vivace

The musical score is written in G minor, 3/4 time, and consists of four systems of piano and vocal parts. The piano part provides harmonic support with chords and a steady bass line. The vocal part is a single melodic line with lyrics underneath.

System 1: Piano accompaniment starts with a G^{min}7 chord. The vocal line begins with a quarter rest followed by a quarter note G4, then quarter notes A4, B4, and C5. The piano part has a G2 bass note and a G^{min}7 chord.

System 2: The vocal line starts with a quarter rest, then a half note F4, followed by quarter notes G4, A4, and B4. The piano part has an F2 bass note and an F chord. The lyrics are "Well, I'm a cap - i - tal".

System 3: The vocal line starts with a quarter note Bb4, followed by quarter notes A4, G4, and F4. The piano part has a Bb2 bass note and a Bb chord. The lyrics are "let - ter. I'm a cap - i - tal let - ter. I'm a".


System 4: The vocal line starts with a quarter rest, then quarter notes G4, A4, and B4. The piano part has an F2 bass note and an F chord. The lyrics are "cap - i - tal let - ter. Do you know where I".

12 C7 F B \flat



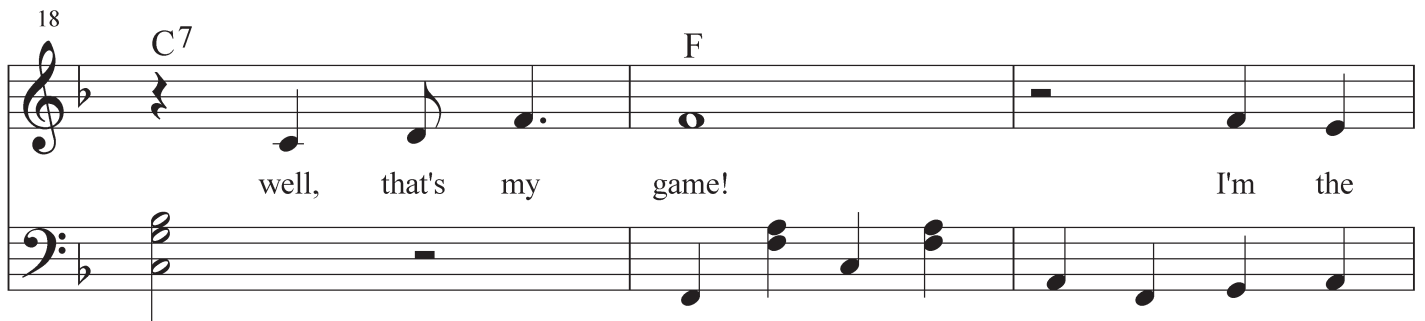
go? I'm at the start of eve - ry sen - tence and the

15 F G Gmin7



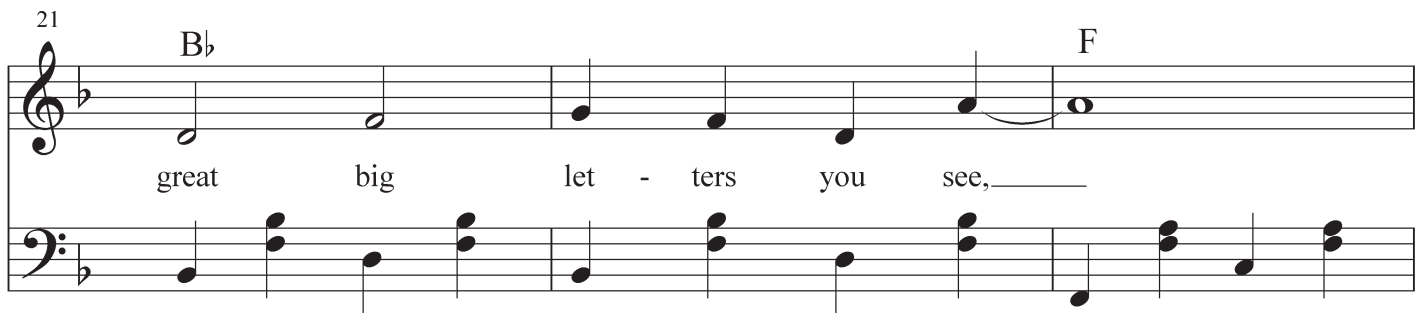
start of prop - er names. Cap - i - tal - iz - ing...

18 C7 F



well, that's my game! I'm the

21 B \flat F



great big let - ters you see,

24 B \flat

all the way from A through Z! _____

27 F Gmin⁷

— I'm found on words like ti - tles of books and

30 C⁷ Gmin⁷ C⁷

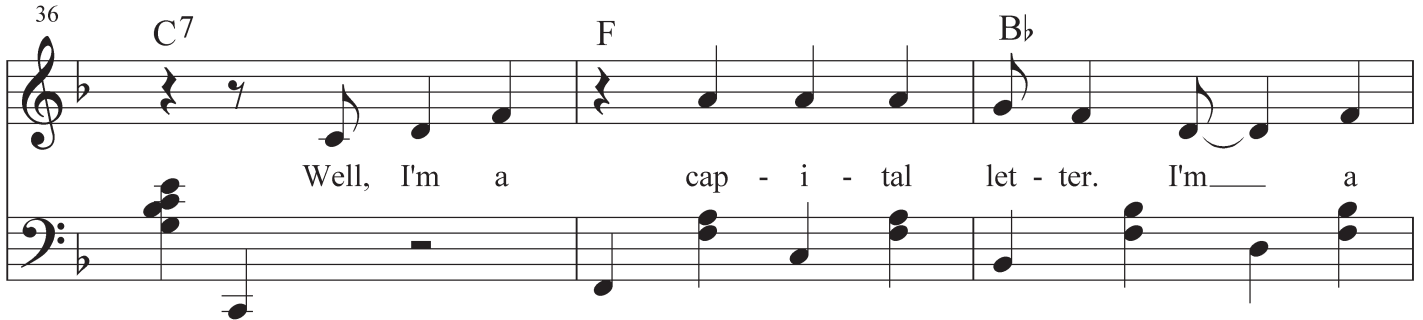
cit - y streets, — months of the year and days of the week, and

33 Gmin⁷ Csus⁹

an - y prop - er name of a per - son, place, — or thing!

36

C7 F B \flat



Well, I'm a cap - i - tal let - ter. I'm a

39

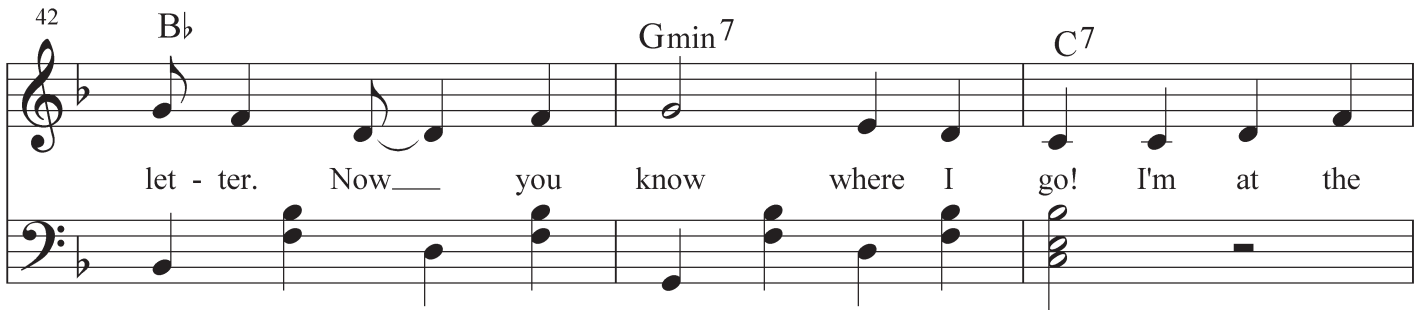
F B \flat F



cap - i - tal let - ter. I'm a cap - i - tal

42

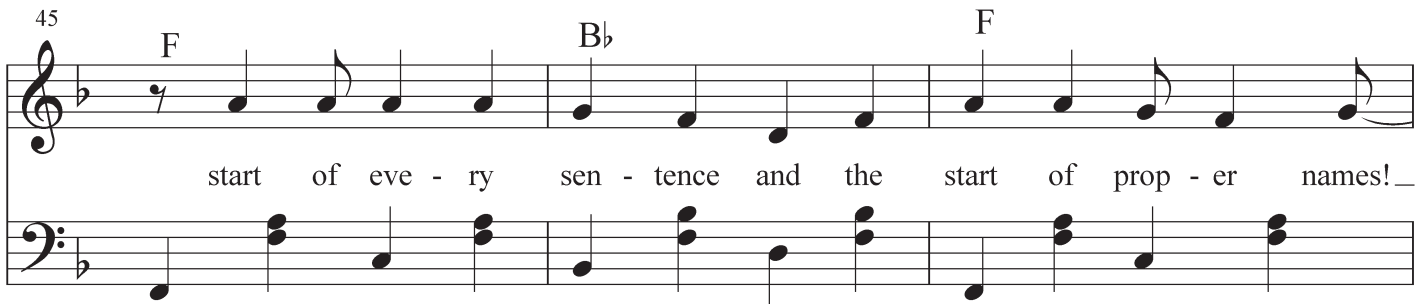
B \flat Gmin7 C7



let - ter. Now you know where I go! I'm at the

45

F B \flat F



start of eve - ry sen - tence and the start of prop - er names!

48 G Gmin⁷ C⁷

Cap - i - tal - iz - ing... well, that's my

51 F Gmin⁷

game! _____ Cap - i - tal - iz - ing...

54 C⁷ F

well, that's my game!

Irregular Vowels

Lyrics and Musical Composition
by John Marshall

Songbook and Piano Arrangement
by Dr. Stephen Fiess and Neal Wegener

Lively (freely)

The musical score is written for piano and voice. It consists of four systems of music, each with a vocal line and a piano accompaniment line. The key signature has one flat (Bb) and the time signature is common time (C). The tempo is marked 'Lively (freely)'. Chord symbols are placed above the piano accompaniment line.

System 1: Chords: F, Bb, F/A, C7/G. The piano accompaniment features a steady eighth-note bass line.

System 2: Chords: F, Bb, F/A, C7/G, C7, F. The vocal line begins with the lyrics "Ir - reg - u - lar".

System 3: Chords: Gmin7, Csus7, C7. The vocal line continues with "vow - els: ex - cep - tions to the rule. Ir -".

System 4: Chord: C7. The vocal line continues with "reg - u - lar vow - els: here's all you need to".

12 F *poco rit.* F⁷

do: Don't give up! Don't give up! You will

15 B \flat *rit.* BDim⁷ F/C *a tempo*

learn them in the end! Ir - reg - u - lar

18 Dmin⁷ Gmin⁷ C⁷

vow - els: they will be your ir - reg - u - lar

21 F F F/A B \flat F/C C⁷ F

friends!

The Shape Waltz

Lyrics and Musical Composition
by John Marshall

Songbook and Piano Arrangement
by Dr. Stephen Fiess and Neal Wegener

Moderate waltz tempo

5

Chord symbols: Eb, Bb⁷, Eb, Eb/Bb

Lyrics: We are "The Shapes". We'd

9

Chord symbols: Ab/C, Bb⁷/D, Eb, Eb/Bb

Lyrics: love to dance with you! So

13

Chord symbols: Fmin/Ab, Bb⁷, Eb/G, Cmin

Lyrics: come a - long, and sing our song, and

17 $A\flat$ $F\text{ min}^7$ $B\flat^7$

dance with our shape - ly crew! Oh,

21 $E\flat$ $B\flat^7$ $E\flat$ $E\flat/B\flat$

I am a square. I have

25 $A\flat/C$ $B\flat^7/D$ $E\flat$ $E\flat/B\flat$

four sides on me: no more. They're

29 $F\text{ min}/A\flat$ $B\flat^7$ $E\flat/G$ $C\text{ min}$

all the same size, and it's no sur - prise that it's

33 A \flat F min⁷ B \flat ⁷

square danc - ing I a - dore! Oh,

37 E \flat B \flat ⁷ E \flat E \flat /B \flat

I am a cir - cle. I'm as

41 A \flat /C B \flat ⁷/D E \flat E \flat /B \flat

round as round can be. I was

45 F min/A \flat B \flat ⁷ E \flat /G C min

made to roll and, as I go, I dance

49 $A\flat$ $F\text{min}^7$ $B\flat^7$

'round and a - round, can't you see? Oh,

53 $E\flat$ $B\flat^7$ $E\flat$ $E\flat/B\flat$

I am a tri - an - gle. It's a

57 $A\flat/C$ $B\flat^7/D$ $E\flat$ $E\flat/B\flat$

love - ly shape to be. I

61 $F\text{min}/A\flat$ $B\flat^7$ $E\flat/B\flat$ $C\text{min}$

have three sides, and that is why it's the

65 $A\flat$ $F\text{min}^7$ $B\flat^7$

tri - an - gle waltz for me! Oh,

69 $E\flat$ $B\flat^7$ $E\flat$ $E\flat/B\flat$

I am a rec - tan - gle,

73 $A\flat/C$ $B\flat^7/D$ $E\flat$ $E\flat/B\flat$

sort of like a square; but my

77 $F\text{min}/A\flat$ $B\flat^7$ $E\flat/G$ $C\text{min}$

two sides are small - er, while two sides are tall - er, but

81 $A\flat$ $F\text{ min}^7$ *rit.* $B\flat$ $A\flat/C$ $B\flat/D$ $E\flat$ $B\flat^7/F$

when I am danc - ing, I real - ly don't care! Oh, ___

85 *a tempo* $E\flat$ $B\flat^7$ $E\flat$ $E\flat/B\flat$

we are "The Shapes", and

89 $A\flat/C$ $B\flat^7/D$ $E\flat$ $E\flat/B\flat$

now our dance is through! Thanks for

93 $F\text{ min}/A\flat$ $B\flat^7$ $E\flat/G$ $C\text{ min}$

com - ing a - long, and sing - ing our song! Now,

97 $A\flat$ $F\text{min}^7$ $B\flat\text{sus}^7$ $B\flat^7$

tell us, what kind of a shape _____ are

101 $E\flat$ $F\text{min}/C$ $A\flat/C$ $B\flat^7$ $E\flat$

you?

The Color Song

Lyrics and Musical Composition
by John Marshall

Songbook and Piano Arrangement
by Dr. Stephen Fiess and Neal Wegener

Moderato

G C⁹/E G C⁹/E
 So__

3 G E_{min} A_{min}⁷ D A_{min}⁷ G/B
 — man - y col - ors shin - ing in your eye! You can learn__ them all, if you

6 A_{min}/C D_{sus}⁷ D⁷ G E_{min}
 give this song a try! It goes... Yel - low as a lem - on,__

9 A_{min}⁷ D⁷ A_{min}⁷ G/B C D⁷
 Red as a rose,__ Green as a tree that grows and grows.__

12 G Emin Amin⁷ D⁷ Amin⁷ G/B

Or - ange as a pump - kin, Pur - ple as a grape, Blue as the wa - ter in a

15 C ³ D⁷ Amin⁷ C ³ Dsus⁷ D⁷

beau - ti - ful lake. Oh, pink is the col - or of a pig.

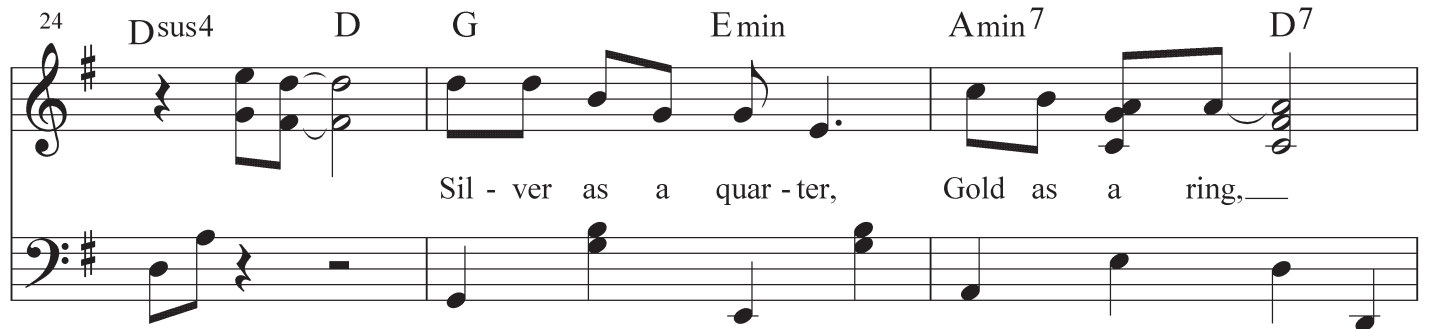
18 Amin⁷ D⁷ ³ G Amin⁷

Brown is the col - or of a bear. Look a - round you.

21 G/B A⁷ Amin⁷ Dsus⁴ D

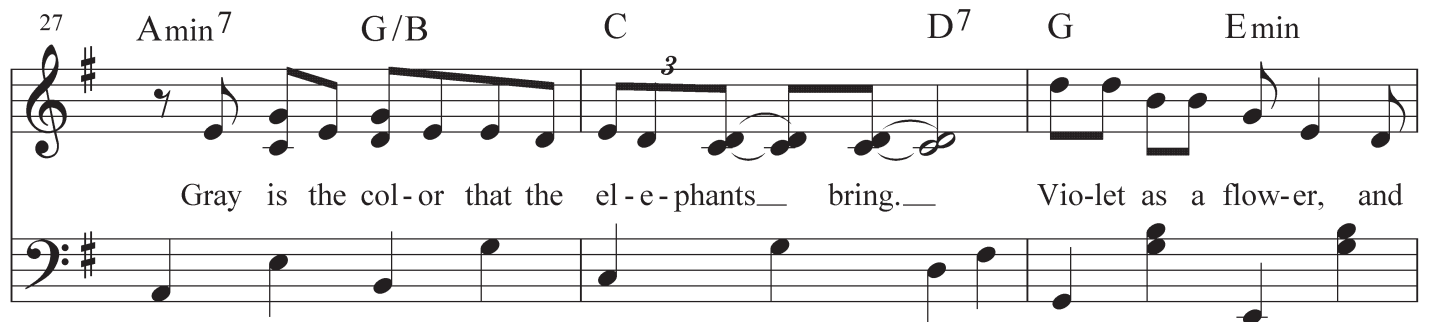
Can't you see the col - ors shin - ing eve - ry - where?

24 Dsus4 D G Emin Amin⁷ D⁷



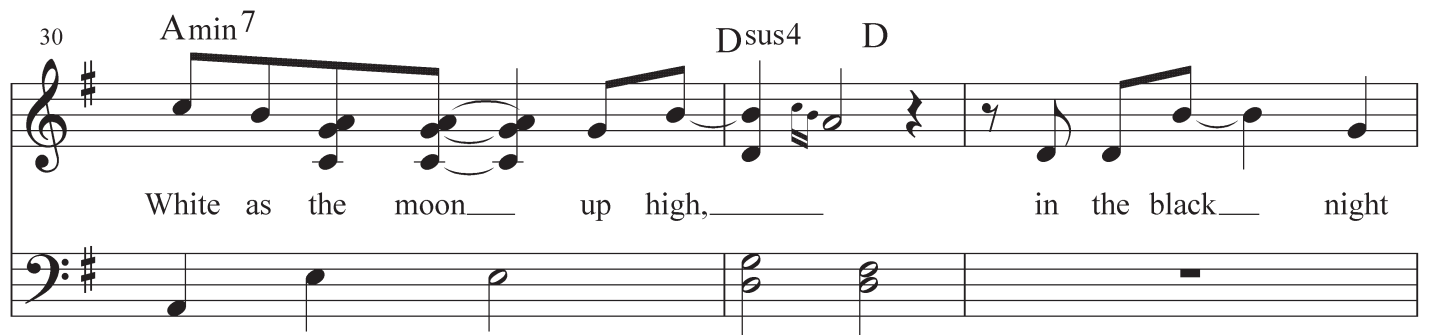
Sil - ver as a quar - ter, Gold as a ring, —

27 Amin⁷ G/B C D⁷ G Emin



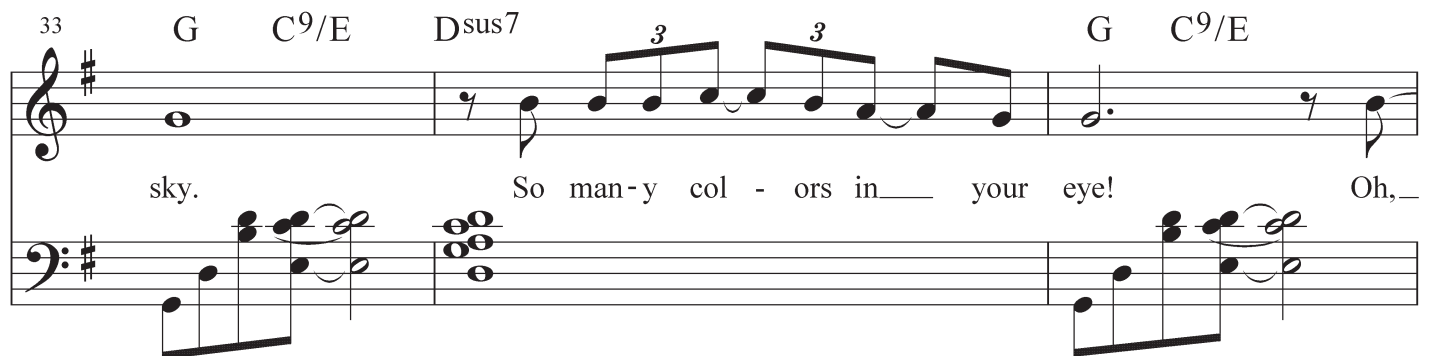
Gray is the col - or that the el - e - phants__ bring.__ Vio - let as a flow - er, and

30 Amin⁷ Dsus4 D



White as the moon__ up high,__ in the black__ night

33 G C⁹/E Dsus⁷ G C⁹/E



sky. So man - y col - ors in__ your eye! Oh, —

36 Dsus7 G C⁹/E Dsus7

just give it a try. So man-y col- ors in your

39 G C⁹/E Amin⁷ *rit.* D⁷ Gsus⁴ G

eye! Come on and give it a try.

42

The Syllable Song

Lyrics and Musical Composition
by John Marshall

Songbook and Piano Arrangement
by Dr. Stephen Fiess and Neal Wegener

Andante

G GMaj7/F# C/E Dsus4 D7

rit.

a tempo

3 G GMaj7/F# C/E Amin D/F# G GMaj7/F#

Syl - la - ble, syl - la - ble -- What does it mean__ to be a syl - la - ble, syl - la - ble?

6 C/E Amin D7 C D7 Emin G/D

What does it mean?_ A syl - la - ble's a let - ter (or a group of them) that

9 C D7 G G/B C D7

on - ly makes a sin - gle sound.__ A word can be one syl - la - ble or

12 Emin A Amin⁷/G *rit.* D^{sus}4 D⁷

more of them, and you can count them up and clap a - long!

15 *a tempo* G GMaj⁷/F# C/E D⁷/F# G GMaj⁷/F#

Syl - la - ble, syl - la - ble -- that's what it means to be a syl - la - ble, syl - la - ble.

18 C/E Amin D⁷ *rit.* G

That's what it means to be a syl - la - ble!

Clap All the Syllables

Lyrics and Musical Composition
by John Marshall

Songbook and Piano Arrangement
by Dr. Stephen Fiess and Neal Wegener

Allegro maestoso

The musical score is written for piano in a 2/4 time signature with a key signature of one flat (Bb). It consists of three systems of music, each with a vocal line and a piano accompaniment line. The tempo is marked 'Allegro maestoso'. The score includes lyrics and chord symbols above the vocal line.

System 1: Measures 1-2. Chords: F, Bb/F, F, F, Bb/F, F. Lyrics: (none)

System 2: Measures 3-5. Chords: F, Bb/F, F, Gmin7, C. Lyrics: Clap all the syl - la - bles___ you hear. Clap loud, so you can___ be

System 3: Measures 6-8. Chords: F, Bb/C, C, F, Bb/F, F, Bb/F, F. Lyrics: heard. Clap all the syl - la - bles___ you hear. Now, let's clap

System 4: Measures 9-10. Chords: Gmin7, C7, F, Bb/F, F, Bb/F, F. Lyrics: one - syl - la - ble words.____ Let's clap

12 $B\flat$ F $B\flat$

"dog" ("dog") and "bark" ("bark"), "bite" ("bite") and

15 F $B\flat$ F

"shark" ("shark"), "train" ("train") and "track" ("track"),

18 $G\text{min}^7$ C^7 F $B\flat/F$

"duck" ("duck") and "quack" ("quack"). Clap all the syl - la - bles__ you

21 F $G\text{min}^7$ C^7 F $B\flat/C$ C

hear. Clap loud, so you can__ be heard.

24 F B \flat /F F B \flat /F F Gmin⁷ C⁷

Clap all the syl - la - bles__ you hear. Now, let's clap two - syl - la - ble words...

27 F B \flat /F F F B \flat /F F B \flat

Let's clap "ti - ger" ("ti - ger") and

30 F B \flat F

"roar - ing" ("roar - ing"), "rain - drops" ("rain - drops") and "pour - ing" ("pour - ing"),

33 B \flat F G⁷

"shop - ping" ("shop - ping") and "bor - ing" ("bor - ing"), "sleep - y" ("sleep - y") and

36 C F B \flat /F F

"snor - ing" ("snor - ing"). Clap all the syl - la - bles___ you hear. Clap

39 Gmin⁷ C F B \flat /C C F B \flat /F

loud, so you can___ be heard. Clap all the syl - la - bles___ you

42 F Gmin⁷ C⁷ F B \flat /F F

hear. Now, let's clap three - syl - la - ble words. ___

45 F B \flat /F F B \flat F

Clap "to - ma - to" ("to - ma - to"), "po

48 B \flat F B \flat



ta - to" ("po - ta - to"), "go - ril - la" ("go -

51 F G 7 C



ril - la"), "chin - chil - la" ("chin - chil - la").

54 F B \flat /F F Gmin 7 C



Clap all the syl - la - bles___ you hear. Clap loud, so you can___ be

57 F B \flat /CC F B \flat /F F B \flat /F F



heard. Clap all the syl - la - bles___ you hear. Now, let's clap

60 Gmin⁷ C⁷ F B \flat /F F F B \flat /F F

four - syl - la - ble words. Clap

63 B \flat F B \flat

"cat - er - pil - lar" ("cat - er - pil - lar") and "ar - ma - dil - lo"

66 F B \flat F

("ar - ma - dil - lo"), "sal - a - man - der" ("sal - a - man - der") and

69 Gmin⁷ C F B \flat /F

"al - li - ga - tor" ("al - li - ga - tor"). Clap all the syl - la - bles you

72 F Gmin⁷ C⁷ F B \flat /C C

hear. Clap loud, so you can ___ be heard.

75 F B \flat /F F Gmin⁷ Amin⁷

Clap all the syl - la - bles ___ you hear, now let's ___ clap one, two,

78 Gmin⁷/B \flat C_{sus}4 C

three, four, and more ___ syl - la - ble ___

81 F B \flat /F F F B \flat /F F

rit.

words!! ___

"y" on the End

Lyrics and Musical Composition
by John Marshall

Songbook and Piano Arrangement
by Dr. Stephen Fiess and Neal Wegener

Tempo di habanera (allegro moderato)

F F min F

4 B \flat /F C7

When you have a "y" at the end of a one syl - la - ble

simile

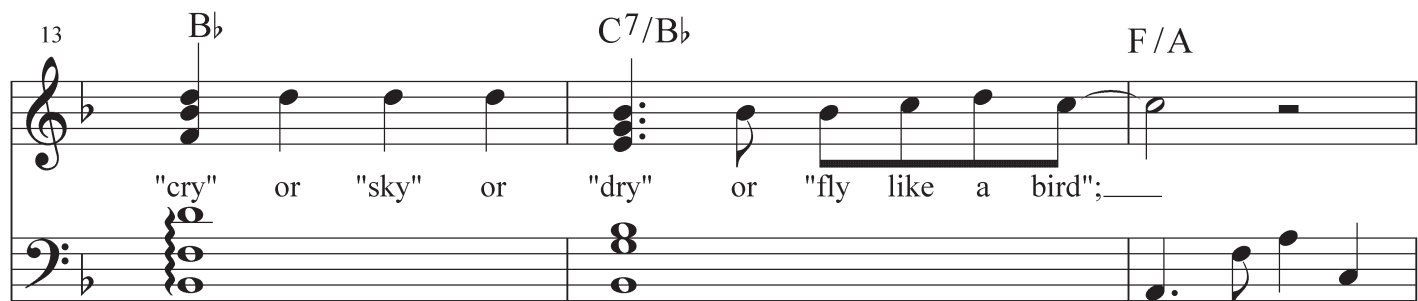
7 F F

word, the "y" says "i", (oh

10 B \flat /F C7 F

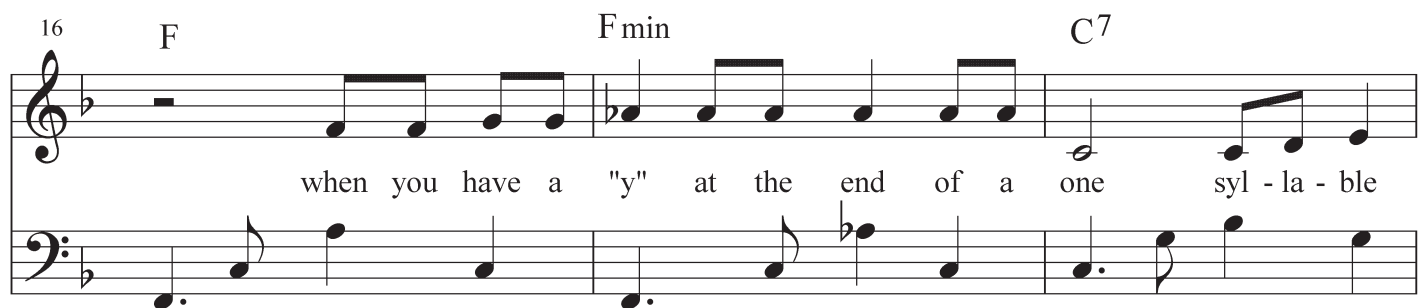
my!) or have - n't you heard? As in

13 B \flat C7/B \flat F/A



"cry" or "sky" or "dry" or "fly like a bird";

16 F Fmin C7



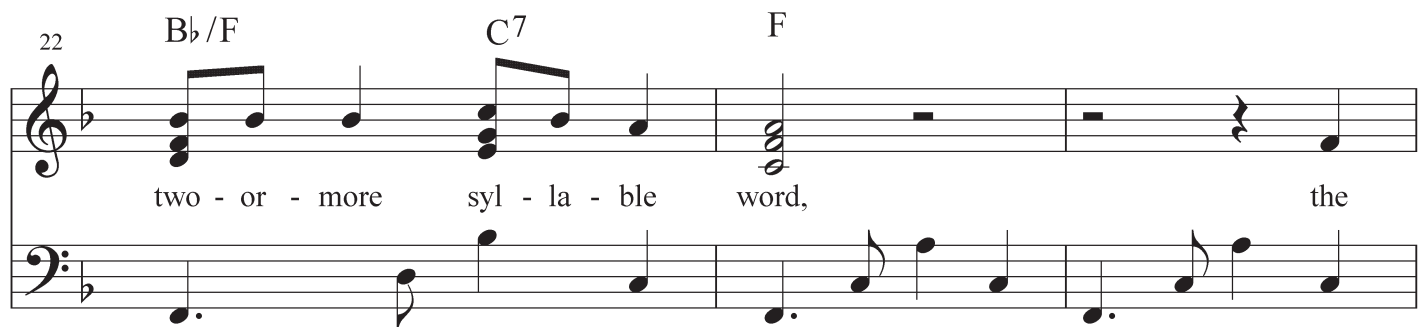
when you have a "y" at the end of a one syl - la - ble

19 F



word. When you have a "y" at the end of a

22 B \flat /F C7 F



two - or - more syl - la - ble word, the

25 F B \flat /F C7 F

"y" says "e", (you see?) or have - n't you heard?

28 B \flat C7/B \flat

As in "Mom - my" or "Dad - dy" or "fun - ny", (it's not so ab -)

31 F/A F F min

surd); when you have a "y" at the end of a

34 C7 F F min

two - or - more syl - la - ble word! "Y" says

37 C⁷ F

"i" at the end of a one syl - la - ble word!

40 F min C⁷

"Y" says "e" at the end of a two - or - more syl - la - ble

43 F F min C⁷

word! _____

46 F min

Soft "c" and "g"

Lyrics and Musical Composition
by John Marshall

Songbook and Piano Arrangement
by Dr. Stephen Fiess and Neal Wegener

Allegro

The musical score is written in E-flat major (three flats) and common time (C). It consists of four systems of music, each with a vocal line and a piano accompaniment line. The piano accompaniment features a steady eighth-note bass line. The lyrics are: "If you find a 'c' or a 'g' (when you're read - ing), be - fore an 'e', 'i', or 'y', here's what they say: The 'c' will make the 's' sound: 'sss', and the 'g' will sound like 'j': 'juh'. If you find a

System 1: Treble clef, E-flat major. Chords: E \flat , E \flat /D, A \flat /C, B \flat 7. Lyrics: "If you find a

System 2: Treble clef. Chords: E \flat , B \flat 7, E \flat , B \flat 7. Lyrics: "'c' or a 'g' (when you're read - ing), be - fore an

System 3: Treble clef. Chords: E \flat , B \flat , A \flat /C, B \flat 7, A \flat , B \flat 7. Lyrics: "'e', 'i', or 'y', here's what they say: The 'c' will make the

System 4: Treble clef. Chords: E \flat /G, C7, F min, B \flat 7, E \flat . Lyrics: "'s' sound: 'sss', and the 'g' will sound like 'j': 'juh'. If you find a

11 $E\flat$ $B\flat^7$ $E\flat$ $B\flat^7$

"c" or a "g" (when you're read - ing), _____ be - fore an

13 $E\flat$ $C\text{min}^7$ $A\flat/C$ $B\flat^7$ $A\flat$ $B\flat/A\flat$

"e", "i", or "y", here's what they say: _____ The "c" will make the

16 $E\flat/G$ $C\text{min}^7$ $F\text{min}$ $B\flat^7$

"s" sound: _____ "sss", and the "g" will sound like

19 $E\flat$ $E\flat\text{sus}4$ $E\flat$

"j": _____ "juh"!

Thirty Days Has September

Lyrics and Musical Composition
by John Marshall

Songbook and Piano Arrangement
by Dr. Stephen Fiess and Neal Wegener

Like a gentle ballad

The musical score is written in 3/4 time and consists of three systems of music. Each system includes a vocal line in the treble clef and a piano accompaniment in the bass clef. The key signature has one flat (B-flat).

System 1: Starts with a treble clef and a 3/4 time signature. The key signature has one flat. The first measure is a whole rest, followed by another whole rest. A repeat sign follows. The vocal line begins with the lyrics "How man - y". The piano accompaniment consists of a steady eighth-note bass line.

System 2: Starts with a treble clef and a 3/4 time signature. The key signature has one flat. The first measure is a whole note chord labeled "F/A". The vocal line has the lyrics "days in each month of the year? Oh, _____". The piano accompaniment consists of a steady eighth-note bass line. The second measure is a whole note chord labeled "Bb". The third measure is a whole note chord labeled "C7".

System 3: Starts with a treble clef and a 3/4 time signature. The key signature has one flat. The first measure is a whole note chord labeled "F". The vocal line has the lyrics "fol - low a - long, and it soon will be". The piano accompaniment consists of a steady eighth-note bass line. The second measure is a whole note chord labeled "Dmin7". The third measure is a whole note chord labeled "Gmin7".

System 4: Starts with a treble clef and a 3/4 time signature. The key signature has one flat. The first measure is a whole note chord labeled "C7". The vocal line has the lyrics "clear!". The piano accompaniment consists of a steady eighth-note bass line. The second measure is a whole note chord labeled "F". The vocal line has the lyrics "Thir - ty days". The piano accompaniment consists of a steady eighth-note bass line. The third measure is a whole note chord labeled "F/A".

13 Gmin/B \flat C 7 F

has _____ Sep - tem - ber, A - pril,

16 F/A Gmin/B \flat C 7

June, and _____ No - vem - ber.

19 B \flat F/A B \flat

All of the rest have thir - ty - one

22 C 7 Gmin 7 F/A

days, ex - cept Feb - ru - ar - y, which has _____

25 **Gmin⁷** **C7**

twen - ty - eight.

28 **F** **F/A**

How man - y days

31 **Gmin⁷** **C7** **F**

in each month of the year? _____

34 **Bb** **F**

The Lonely Vowel at the End

Lyrics and Musical Composition
by John Marshall

Songbook and Piano Arrangement
by Dr. Stephen Fiess and Neal Wegener

Blues tempo, freely

4

When there's on - ly one vowel___ in a

7

syl - la - ble___ or word,___ and that vowel is on the end,___

10

now,___ which sound can be heard?___ Oh, it

25 C C# Dim7

vowel is on the end, now, which sound can be heard?

28 G E min

It usual - ly makes the long sound, oh.

31 A7 D7#5b9 G G7

Oh, that's just the way it goes!

34 A7/G C min/G G C min/G G

"tion" and "sion"

Lyrics and Musical Composition
by John Marshall

Songbook and Piano Arrangement
by Dr. Stephen Fiess and Neal Wegener

Moderate rock tempo

Chords: A, D/A, A

Lyrics: "t - i - o -"

Chords: D/A, A, D/A

Lyrics: "n" (shun - shun - shun). "s - i - o - n" (shun - shun - shun).

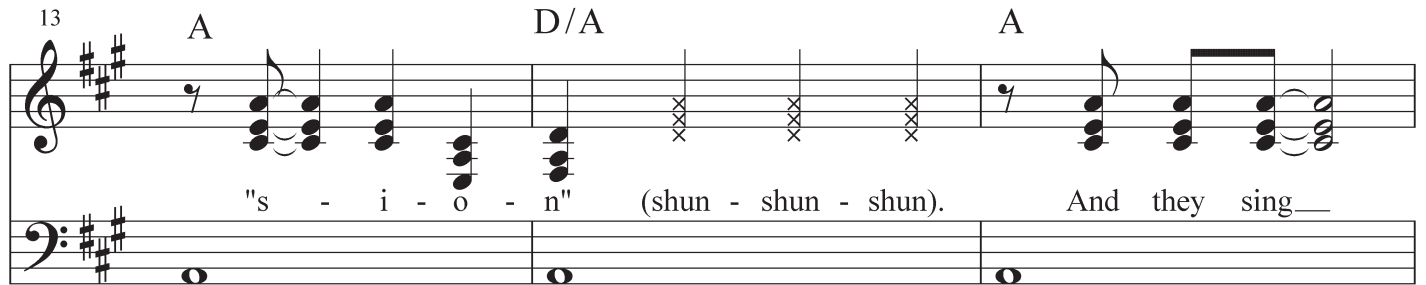
Chords: A, B7, Bmin

Lyrics: They're your friends, at the ends of words, such as

Chords: E, A, D/A

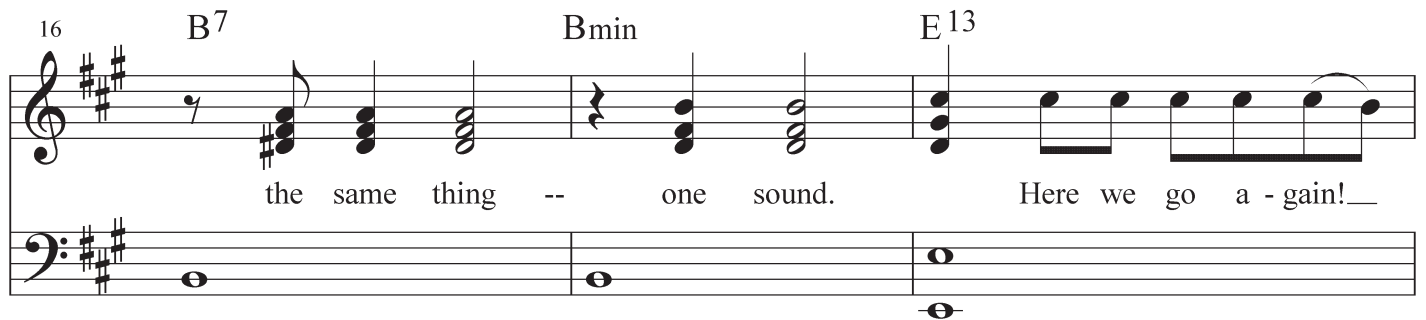
Lyrics: "ac - tion" and "ten - sion". "t - i - o - n" (shun - shun - shun).

13 A D/A A



"s - i - o - n" (shun - shun - shun). And they sing__

16 B⁷ Bmin E¹³



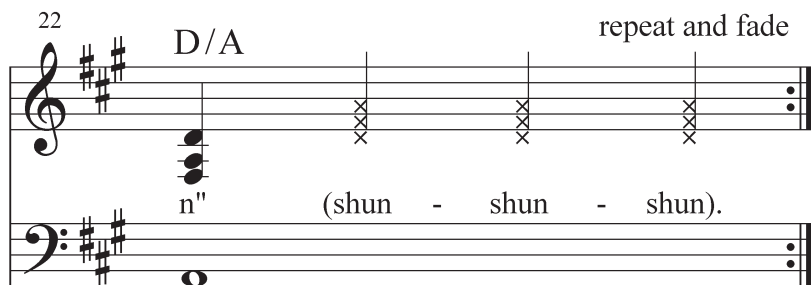
the same thing -- one sound. Here we go a - gain!__

19 A D/A A



"t - i - o - n" (shun - shun - shun). "s - i - o -

22 D/A repeat and fade



n" (shun - shun - shun).



New Destiny

There's a new place I'm gonna go to;
I was born for wonderful things!
There's so much that I have yet to try, and
I know that I can do anything!

There's a whole world waiting inside me;
There's so much that I want to share!
And I know that I've got wings to try, and
I want to fly with you everywhere!

All I need's a new, new destiny; a new, new destiny;
A brand new destiny before me!
And with a new, new destiny; a new, new destiny;
I know that you're gonna see
A brand new wonderful me!

Lift me higher. Take my hand.
Give me a chance to try,
And help me understand.
Flying higher, look at me!
There's so much more that I can be!

There's a dream I've got to believe in;
There's a song I'm destined to sing.
And I know that I need help to fly but
You and I can do anything, anything ANYTHING!

All I need's a new, new destiny; a new, new destiny;
A brand new destiny before me.
And with a new, new destiny; a new, new destiny;
I know that you're gonna see
A brand new wonderful me!



The Alphabet Song

A, B, C, D, E, F, G,
 H, I, J, K, L, M, N, O, P,
 Q, R, S,
 T, U, V,
 W, X,
 Y, Z.

Now I know my A, B, C's;
 Won't you sing along with me?



The Sounds of the Letters

The letter A says...a and aaah.
 The letter B says...buh-buh-buh.
 The letter C says...ck-ck-ck.
 The letter D says...duh-duh-duh.

The letter E says...e and eh.
 The letter F says...fff-fff-fff.
 The letter G says...guh-guh-guh.
 The letter H says...hhh-hhh-hhh.

The letter I says...i and ih.
 The letter J says...juh-juh-juh.
 The letter K says...ck-ck-ck.
 The letter L says...lll-lll-lll.

M says mmm.
 N says nnn.
 O says o and ahhh.
 P says ppp.
 Q says kwuh.
 R says ruh-ruh-ruh.

The letter S says...sss-sss-sss.
 The letter T says...ttt-ttt-ttt.
 The letter U says...u and uh.
 The letter V says...vvv-vvv-vvv.

The letter W says...wuh-wuh-wuh.
 The letter X says...ks-ks-ks.
 The letter Y says...yuh-yuh-yuh.
 The letter Z says...zzz-zzz-zzz.



Vowels and Consonants

There are two types of letters in every word:
Vowels and Consonants.
There are two types of letters in every word:
Vowels and Consonants.

The vowels are easy; there are only five -
A - E - I - O - U.
The consonants are everything else you find
In the alphabet.
It's true!

There are two types of letters in every word:
Vowels and Consonants.
There are two types of letters in every word:
Vowels and Consonants.



Meet the Vowels

On our stage tonight we have a really big treat. Five young letters: A, E, I, O, U - They call themselves "The Vowels". Let's hear it for them!!!

A, E, I, O, U! A, E, I, O, U! We are "The Vowels",
Two sounds for you.
A, E, I, O, U! A, E, I, O, U! - We are "The Vowels",
And here's what we do:

We're the five special letters in the alphabet;
There's really something wonderful about us!
We make two sounds (not just one),
Because making sound is fun,
And you can't write a word without us!

A, E, I, O, U! A, E, I, O, U! We are "The Vowels",
And we're coming through!
A, E, I, O, U! A, E, I, O, U! We are "The Vowels",
And that's what we do.
Yeah, that's what we do!



Long and Short Sounds

Long and short, long and short sounds,
That's what the vowels say!
Long and short, long and short sounds,
That's what the vowels say!

The long sounds are easy;
They sound just like the letters.
"a - e - i - o - u".
Five long vowel sounds,
(Now, you know it's true.)

Long and short, long and short sounds,
That's what the vowels say!
Long and short, long and short sounds,
That's what the vowels say!

The short sounds may be tricky,
But I know that you can learn them.
Repeat after me.
Five short vowel sounds.
(Now listen carefully...)

"A" says "aah" (child repeats, "a" says "aah").
"E" says "eh" (child repeats, "e" says "eh").
"I" says "ih" (child repeats, "i" says "ih").
"O" says "ahhh" (child repeats, "o" says "ahhh").
"U" says "uh" (child repeats, "u" says "uh").
Five short vowel sounds. Now, sing it with me!

Long and short, long and short sounds,
That's what the vowels say!
Long and short, long and short sounds,
That's what the vowels say!

Long and short ("a" and "aah").
Long and short ("e" and "eh").
Long and short ("i" and "ih").
Long and short ("o" and "ahhh").
Long and short ("u" and "uh").
That's what the vowels say!






The One Vowel Rule

If there's only one vowel in a word you're reading,
Then that vowel is probably short (short).

If there's only one vowel in a word you're reading,
Then that vowel is probably short (short).






The Plural Song

When you put an "s" at the end of a word,
You can make that word mean more than one.
When you put an "s" at the end of a word,
You will find that "plural" can be fun!

You can turn a toy into toys,
A boy into boys,
A star into stars,
And a car into cars.
You can turn a bug into bugs,
A hug into hugs!

See? Plural can be fun,
And plural means more than one!

When you put an "s" at the end of a word,
You can make that word mean more than one.
When you put an "s" at the end of a word,
You will find that plural can be fun!
Plural means more than one!
Plural means more than one!



Count the Vowels

Count the vowels!
How many can you find?
Count the vowels!
How many can you find?

How many a, e, i, o, u's can you find,
In the words you're looking through?

You've got to
Count the vowels!
How many can you find?
Count the vowels!
How many can you find today?

The Two Vowel Rule

When there are two vowels
In a small word,
The first vowel says its name.
When there are two vowels
In a small word,
The first vowel says its name.

And the second vowel says
Not one thing.
It just listens to the first vowel sing!

When there are two vowels
In a small word,
The first vowel says its name.
When there are two vowels
In a small word,
The first vowel says its name.



"e" on the End

"e" on the end,
It usually makes the vowel long.
"e" on the end,
It usually makes the vowel long.

Silent "e",
Silently,
Sleeps at the end of a two vowel word!

Oh, "e" on the end,
It usually makes the vowel long.
"e" on the end,
It usually makes the vowel long.

"kit" is "kite",
"bit" is "bite",
"pet" is "Pete"
with a silent "e"!

Oh, "e" on the end,
It usually makes the vowel long.
"e" on the end,
It usually makes the vowel long.



Where Do You Live?

Where do you live?
Do you know where you live?
Can you answer all these questions for me?

What is your name,
And where is your home?
What's your number and your city and street?

And do you know your telephone number?
You can learn it so easily.

Where do you live?
Do you know where you live?
If you don't, ask someone for me!

Twelve Months of the Year

Every year it's the same old thing.
 Twelve months to play and sing.
 There's nothing to it, if you sing along with me!
 January is first in line and
 February's not far behind.
 Then, March and April,
 May and June,
 July and August will be coming soon!
 September, October,
 November, December,
 And then a new year will be here!
 These are the months of the year,
 The twelve months of the year!

The Weather Song

What's the weather outside today?
 What's the weather?
 Open up the window!
 What's the weather outside today?

Is the sun shining hot and warm?
 Are the clouds so high, white and gently rolling?
 Or, is the wind blowin' up a storm?
 Is it cold out there?
 Is it raining? Is it snowing?

What's the weather outside today?
 What's the weather?
 Open up the window!
 What's the weather outside today?

Days of the Week

A week is great;
 Seven long days,
 And no days are ever the same.
 And, did you know,
 As they come and go,
 Every day has a name.
 They go:
 Sunday,
 Monday,
 Tuesday,
 Wednesday,
 Thursday,
 Friday,
 Saturday.
 (Again and again on the days of the week, only.)

Capital Letters

Well, I'm a capital letter.
 I'm a capital letter.
 I'm a capital letter.
 Do you know where I go?
 I'm at the start of every sentence
 And the start of proper names!
 Capitalizing...well, that's my game!

I'm the great big letters you see,
 All the way from A through Z!
 I'm found on words like
 Titles of books and city streets,
 Months of the year and days of the week,
 And any proper name of a person, place or thing!

Well, I'm a capital letter.
 I'm a capital letter.
 I'm a capital letter.
 Now you know where I go!
 I'm at the start of every sentence
 And the start of proper names.
 Capitalizing...well, that's my game!

Irregular Vowels

Irregular vowels: exceptions to the rule.
 Irregular vowels: here's all you need to do:
 Don't give up! Don't give up!
 You will learn them in the end!
 Irregular vowels:
 They will be your irregular friends!



The Shape Waltz

We are "The Shapes".
 We'd love to dance with you!
 So come along,
 And sing our song,
 And dance with our shapely crew!

Oh, I am a square.
 I have four sides on me: no more.
 They're all the same size,
 And it's no surprise
 That it's square dancing I adore!

Oh, I am a circle.
 I'm as round as round can be.
 I was made to roll
 And, as I go,
 I dance 'round and around, can't you see?

Oh, I am a triangle.
 It's a lovely shape to be.
 I have three sides,
 And that is why
 It's the triangle waltz for me.

Oh, I am a rectangle,
 Sort of like a square;
 But my two sides are smaller,
 While two sides are taller,
 But when I am dancing, I really don't care!

Oh, we are "The Shapes".
 And now our dance is through!
 Thanks for coming along,
 And singing our song!
 Now, tell us, what kind of a shape are you?



The Color Song

So many colors shining in your eye!
You can learn them all, if you give this song a try!

It goes...

Yellow as a lemon,

Red as a rose,

Green as a tree that grows and grows.

Orange as a pumpkin,

Purple as a grape,

Blue as the water in a beautiful lake.

Oh, pink is the color of a pig.

Brown is the color of a bear.

Look around you. Can't you see
The colors shining everywhere?

Silver as a quarter,

Gold as a ring,

Gray is the color that the elephants bring.

Violet as a flower, and

White as the moon up high,

In the black night sky.

So many colors in your eye!

Oh, just give it a try.

So many colors in your eye!
Come on and give it a try.

The Syllable Song

Syllable, syllable -
What does it mean to be a
Syllable, syllable?
What does it mean?

A syllable's a letter (or a group of them)
That only makes a single sound.
A word can be one syllable or more of them,
And you can count them up and clap along!

Syllable, syllable -
That's what it means to be a
Syllable, syllable.
That's what it means to be a
Syllable!

Clap All the Syllables

Clap all the syllables you hear.
Clap loud, so you can be heard.
Clap all the syllables you hear.
Now, let's clap one-syllable words.

Let's clap "dog" ("dog") and "bark" ("bark"),
"bite" ("bite") and "shark" ("shark"),
"train" ("train") and "track" ("track"),
"duck" ("duck") and "quack" ("quack").

Clap all the syllables you hear.
Clap loud, so you can be heard.
Clap all the syllables you hear.
Now, let's clap two-syllable words.

Let's clap "tiger" ("tiger") and "roaring" ("roaring"),
"raindrops" ("raindrops") and "pouring" ("pouring"),
"shopping" ("shopping") and "boring" ("boring"),
"sleepy" ("sleepy") and "snoring" ("snoring").

Clap all the syllables you hear.
Clap loud, so you can be heard.
Clap all the syllables you hear.
Now, let's clap three-syllable words.

Clap "tomato" ("tomato"), "potato" ("potato"),
"gorilla" ("gorilla"), "chinchilla" ("chinchilla").

Clap all the syllables you hear.
Clap loud, so you can be heard.
Clap all the syllables you hear.
Now, let's clap four-syllable words.

Clap "caterpillar" ("caterpillar") and "armadillo" ("armadillo"),
"salamander" ("salamander") and "alligator" ("alligator").

Clap all the syllables you hear.
Clap loud, so you can be heard.
Clap all the syllables you hear, and you can clap
One, two, three, four, and more syllable words.

"y" on the End

When you have a "y" at the end of a one-syllable word.
The "y" says "i", (oh, my!) or haven't you heard?
As in "cry" or "sky" or "dry" or "fly like a bird",
When you have a "y" at the end of a one-syllable word.

When you have a "y" at the end
of a two-or-more-syllable word.
The "y" says "e", (you see?) or haven't you heard?
As in "Mommy" or "Daddy" or "funny" (it's not so absurd).
When you have a "y" at the end
of a two-or-more-syllable word!

"y" says: "i" at the end of a one-syllable word!
"y" says: "e" at the end of a two-or-more-syllable word!

Soft "c" and "g"

If you find a "c" or a "g" (when you're reading),
Before an "e", "i", or "y",
Here's what they say:
The "c" will make the "s" sound: "sss",
And the "g" will sound like "j": "juh".

Thirty Days Has September

How many days in each month of the year?
Oh, follow along and it soon will be clear.
Thirty days has September,
April, June and November.
All of the rest have thirty-one days,
Except February, which has twenty-eight.

Thirty days has September,
April, June and November.
All of the rest have thirty-one days,
Except February, which has twenty-eight.

How many days in each month of the year?



"tion" and "sion"

"t-i-o-n" (shun-shun-shun).
"s-i-o-n" (shun-shun-shun).

They're your friends,
At the ends
Of words such as
"action" and "tension".

"t-i-o-n" (shun-shun-shun).
"s-i-o-n" (shun-shun-shun).

And they sing,
The same thing -
One sound.
Here we go again!

"t-i-o-n" (shun-shun-shun).
"s-i-o-n" (shun-shun-shun).



The Lonely Vowel at the End

When there's only one vowel
In a syllable or word,
And that vowel is on the end,
Now, which sound can be heard?
Oh, it usually makes the long sound.
Oh, that's just the way it goes!

When there's only one vowel
In a syllable or word,
And that vowel is on the end,
Now, which sound can be heard?
It usually makes the long sound, oh.
Oh, that's just the way it goes!

Music Production Credits

Executive Producers - Victoria Beck, Jim Shaffer and Jordan Elizabeth Beck

Produced by - Victoria Beck, Jeremy Lawton, Bill Rush and Jim Shaffer

Executive Video Producer - Jordan Elizabeth Beck

Instrumental Arrangements by - Nathan Johnson

Vocal Arrangements by - Bill Rush

Vocal Production by - Bill Rush

Engineered by - Jeremy Lawton and Jim Shaffer

Recorded and Mixed at *Backstage Studios*, Highlands Ranch, CO

Mixed by - Jeremy Lawton

Mastered by - Jeremy Lawton at *Grandma's*, Denver, CO

Musicians:

Nathan Johnson - Piano, Keyboards and Programming

Frank Lynn - Violin

Dick Schultz - Acoustic Guitar and Mandolin

Dave Thrush - Saxophone and Flute

Dr. Stephen Fiess - Piano (Accompaniment CD)

Vocalists:

Jordan Beck, Parker Beck, Todd Chapel, Wendy Gossett, Hillary Humberson, Heather Logan, Mary Ellen Patterson, Bill Rush, Emily Rush, Isabel Salinas, Matthew Seivert, Brittany Shaffer and Devin Wilson

Instrumental and Vocal Performance Credits

New Destiny

Instrumentalists: Nathan Johnson - keyboard, Dick Schultz - guitar,

Vocalists: (adult) Bill Rush, (children) Jordan Beck, Emily Rush, Isabel Salinas, Matthew Seivert, Brittany Shaffer, Devin Wilson

The Alphabet Song

Instrumentalists: Nathan Johnson - keyboard, Frank Lynn - violin

Vocalists: (adult) Hillary Humberson, (child) Isabel Salinas

The Sounds of the Letters

Instrumentalists: Nathan Johnson - keyboard, Frank Lynn - violin, Dave Thrush - flute

Vocalist: Wendy Gossett

Vowels and Consonants

Instrumentalists: Nathan Johnson - keyboard, Dick Schultz - guitar

Vocalist: Mary Ellen Patterson

Meet the Vowels

Instrumentalists: Nathan Johnson - keyboard, Dick Schultz - guitar

Vocalists: Todd Chapel, Wendy Gossett, Mary Ellen Patterson, Bill Rush

Long and Short Sounds

Instrumentalists: Nathan Johnson - keyboard, Dick Schultz - guitar

Vocalists: (adult) Hillary Humberson, (children) Jordan Beck, Heather Logan, Isabel Salinas

The One Vowel Rule

Instrumentalists: Nathan Johnson - keyboard, Frank Lynn - violin, Dave Thrush - flute

Vocalists: (adult) Todd Chapel, (children) Jordan Beck, Parker Beck, Heather Logan

The Plural Song

Instrumentalists: Nathan Johnson - keyboard, Dick Schultz - guitar

Vocalist: Wendy Gossett

Count the Vowels

Instrumentalists: Nathan Johnson - keyboard, Dave Thrush - tenor sax

Vocalists: Todd Chapel, Bill Rush

The Two Vowel Rule

Instrumentalists: Nathan Johnson - keyboard, Frank Lynn - violin, Dick Schultz - guitar and mandolin

Vocalist: Hillary Humberson

"e" on the End

Instrumentalists: Nathan Johnson - keyboard, Dick Schultz - guitar

Vocalist: Mary Ellen Patterson

Where Do You Live?

Instrumentalists: Nathan Johnson - keyboard, Dick Schultz - guitar, Dave Thrush - flute

Vocalists: (adult) Wendy Gossett, (children) Jordan Beck, Parker Beck, Heather Logan, Matthew Seivert

Twelve Months of the Year

Instrumentalists: Nathan Johnson - keyboard, Dick Schultz - guitar

Vocalists: (lead child vocal) Matthew Seivert, (children) Jordan Beck, Emily Rush, Isabel Salinas, Brittany Shaffer, Devin Wilson

Instrumental and Vocal Performance Credits

The Weather Song

Instrumentalists: Nathan Johnson - keyboard, Jeremy Lawton - whistle, Frank Lynn - violin

Vocalist: Todd Chapel

Days of the Week

Instrumentalists: Nathan Johnson - keyboard, Dick Schultz - guitar

Vocalists - (adult) Bill Rush, (children) Matthew Seivert, Brittany Shaffer, Devin Wilson

Capital Letters

Instrumentalists: Nathan Johnson - keyboard, Dick Schultz - guitar, Dave Thrush - soprano saxophone

Vocalist: Mary Ellen Patterson

Irregular Vowels

Instrumentalists: Nathan Johnson - keyboard

Vocalist: Bill Rush

The Shape Waltz

Instrumentalists: Nathan Johnson - keyboard, Frank Lynn - violin, Dick Schultz - mandolin, Dave Thrush - soprano saxophone

Vocalists: Wendy Gossett, Hillary Humberson, Mary Ellen Patterson, Bill Rush

The Color Song

Instrumentalists: Nathan Johnson - keyboard, Frank Lynn - violin, Dick Schultz - guitar and mandolin, Dave Thrush - flute

Vocalist: Wendy Gossett

The Syllable Song

Instrumentalists: Nathan Johnson - keyboard, Dick Schultz - guitar

Vocalist: Wendy Gossett

Clap All the Syllables

Instrumentalists: Nathan Johnson - keyboard, Dick Schultz - guitar

Vocalists: (adult) Todd Chapel, (children) Jordan Beck, Heather Logan, Isabel Salinas

"y" on the End

Instrumentalists: Nathan Johnson - keyboard, Jeremy Lawton - keyboard

Vocalist: Bill Rush

Soft "c" and "g"

Instrumentalists: Nathan Johnson - keyboard, Dave Thrush - soprano saxophone

Vocalist: Todd Chapel

Thirty Days Has September

Instrumentalists: Nathan Johnson - keyboard, Frank Lynn - violin, Dave Thrush - flute

Vocalists: (adult) Bill Rush, (child) Emily Rush

The Lonely Vowel at the End

Instrumentalists: Nathan Johnson - keyboard, Frank Lynn - violin, Dick Schultz - guitar

Vocalist: Mary Ellen Patterson

"tion" and "sion"

Instrumentalists: Nathan Johnson - keyboard and guitar

Vocalist: Todd Chapel

We would love to see videos of classroom performances!

Please send them to:
info@expeditionstoexcellence.com

Musical Production Team

Acknowledgements

Bill Rush Thank you "Mr. Bill" for your immeasurable dedication to this project and to children everywhere. Your positive attitude, boundless energy and faith are reflected in this music and were integral components of the production process.

Jeremy Lawton You are a man of countless abilities and talents. Thank you for staying calm, cool and collected in the midst of all the action. You are a fine musician, an exceptional sound engineer - keenly intuitive, both personally and professionally.

Nathan Johnson Thank you for contributing your creative brilliance and musical vision to this project. Your hours of work and dedication to the production have been invaluable.

Jim Shaffer We greatly appreciate your guidance and direction with the details of the production process. Yours is a reassuring and trustworthy voice of experience.

Frank Lynn A big thank you goes out to you for your encouragement, enthusiasm, spirit and musical excellence. It was fun having you on our team.

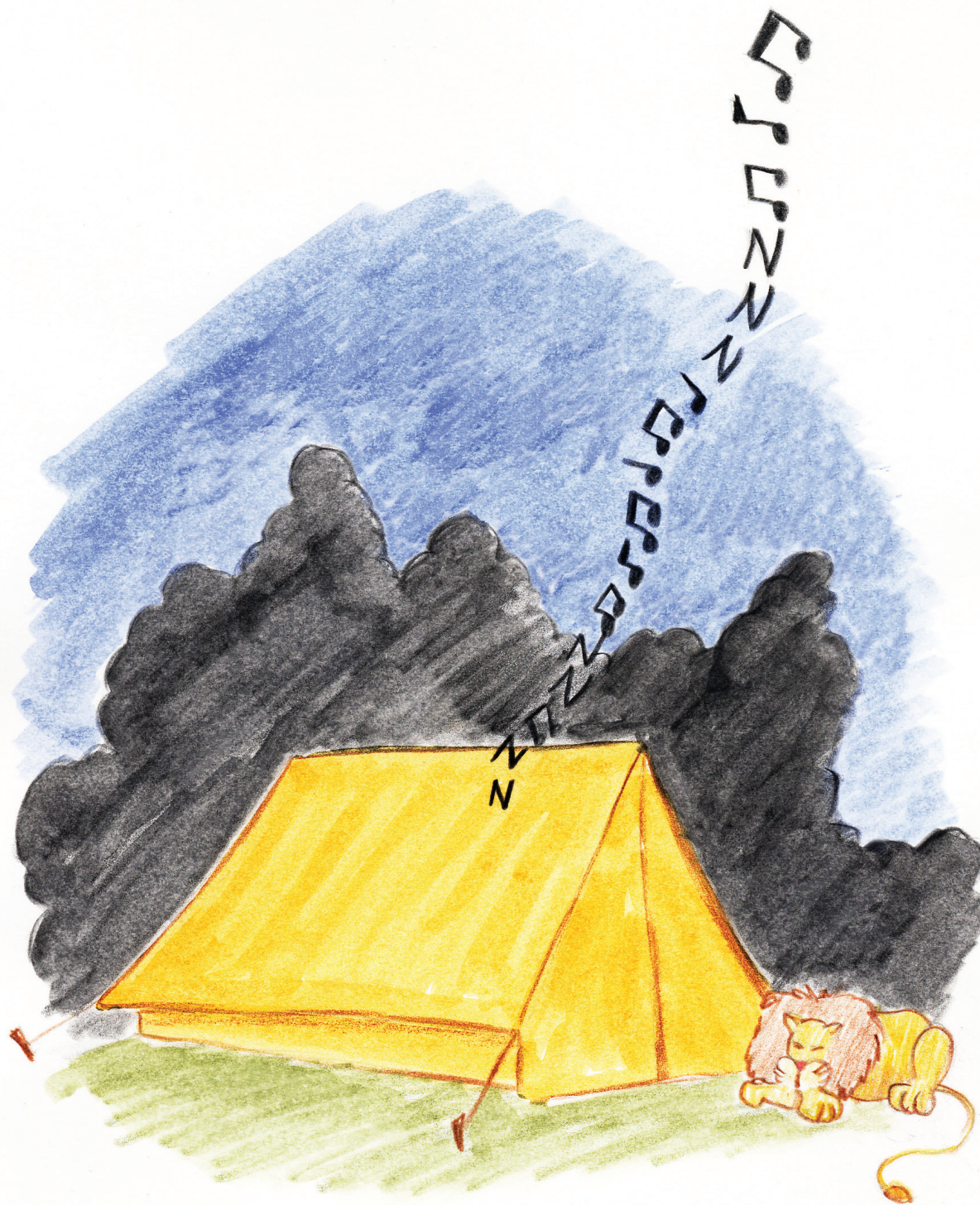
Dave Thrush We are awed by your phenomenal talent on flute and saxophone. Your abilities are only exceeded by your humility.

Dick Schultz We extend our gratitude for your smile, your wit, your faith and your hours and hours of recording time on guitar.

All of the vocalists: Jordan Beck, Parker Beck, Todd Chapel, Wendy Gossett, Hillary Humberson, Heather Logan, Mary Ellen Patterson, Bill Rush, Emily Rush, Isabel Salinas, Matthew Seivert, Brittany Shaffer and Devin Wilson .

Your voices, your time, your good will and your dedication to making this project successful and fun, are gifts we will treasure always.

Gary and Victoria Beck



providing a chance for every child®