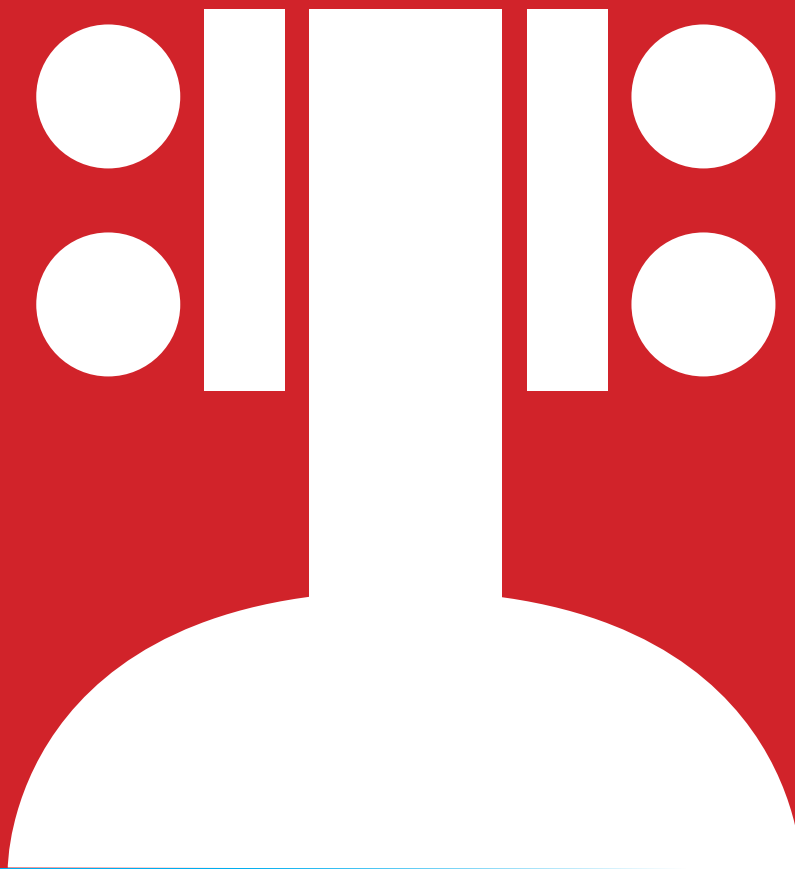


UKULELE

for Music Teachers & Music Therapists



Includes 55 Songs
For Classroom or Individual Instruction

WILLIAM DAWSON

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All Songs Public Domain

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Chord diagrams by Bill Gregory

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This book is dedicated to my wife & daughter – Katharine & Cecelia

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Songs are listed in the suggested order that they should be learned

INTRODUCTION

This book is for **music teachers & music therapists** who are looking for an effective and efficient way to quickly get people playing music. This color-coded method was designed over 7 years of performing and teaching in schools and hospitals around North Carolina. I have had thousands of students of all ages and abilities quickly and successfully engage in music using this method.

OPEN TUNING METHOD

Stringed instruments come in many different tunings. Instruments like the guitar and banjo have a standard tuning, but may also sometimes use other tunings. One tuning that is very fun and intuitive is the **Open Tuning**, where an instrument's un-fingered (or "open") strings are tuned to produce a chord when strummed. Open tunings are often employed when a guitar is played with a slide.

"Open G" is a popular tuning, where the unfretted (or open) strings will sound a G chord when strummed. Then, by pinching (or "fretting") across all the strings at the 5th fret, the instrument plays a C chord. By pinching/fretting at the 7th fret, the instrument plays a D chord.

OPEN STRUM: **G**

5th FRET: **C**

7th FRET: **D**

These 3 chords (the I IV V, if you are a jazz or Nashville cat!) are some of the most commonly found chords in popular music. With just these 3 chords anyone can successfully play many, many songs.

SONGS IN THIS BOOK

There are 55 tunes in this booklet, including Children's, Folk, Spiritual, Holiday, and Spanish language songs. These songs were selected because they all can be played with only 3 chords or less. They also are all in the public domain, which means they are both popularly known and outside of copyright.

THE UKULELE AS A TEACHING TOOL

The ukulele has a long and interesting history, and I would encourage any serious music teacher to seek out more information about this popular instrument, with “The Mighty Uke” documentary being a fantastic place to start. For school music teachers, you can easily use the ukulele to help facilitate **content integration** including history, science, geography, and literature.

I chose the ukulele as my main teaching instrument for several reasons:

- **SIZE**

Similar to the saxophone, the ukulele comes in a few different sizes.



From largest to smallest: Baritone, Tenor, Concert, Soprano

The ukulele is a small instrument that anyone can hold. A guitar is often too large for a young child to play, and child-sized guitars bought from big-box stores are often low quality and cannot stay in tune.

- **COST**

Ukuleles are generally very affordable, with Soprano Ukuleles costing around \$30 - \$50 and Baritone Ukuleles costing about \$50 - \$100. If you are a music teacher who needs to purchase classroom instruments, a little fundraising and collaboration with your PTA can get you enough instruments to expand and strengthen your music program.

- **DURABILITY**

Although cheap and small, ukuleles can last a long time. I was always amazed when another school year would go by and all my ukuleles were still in working order. These are tough little instruments, and can easily withstand drops and other minor accidents along the way.

- **STRINGS**

The ukulele only has 4 strings, compared to a guitar's 6 strings. Another major benefit of ukuleles is that their strings are made of plastic, also called nylon. These strings are much easier on students' hands than steel guitar strings. These "softer" strings help stop kids from getting discouraged by the discomfort and pain of playing the steel strings that are often found on guitars.

- **VERSATILITY**

Ukuleles can do something that most other classroom instruments cannot; play melodies or play chords. Single-note melodies are possible on ukuleles, as well as strumming multiple-note chords. This is a major strength and benefit over common classroom recorder instruments, which can only play single note melodies, while also suffering from sanitary and tuning issues.

- **APPROACHABILITY**

It can be intimidating for both children and adults to suddenly be offered to an instrument to play. No one likes to feel foolish or silly while trying something new. But I have found that because the ukulele is so small and is often not taken very seriously, people don't feel as shy picking up the instrument and giving it a try. The natural approachability of the instrument helps people get started, before they can say, "Oh, I can't play an instrument". It is a fun and friendly little instrument!

DIFFERENT SIZE UKULELES

As mentioned earlier, ukuleles come in different sizes. I have found that the most common sizes are **soprano & baritone**.

The soprano ukulele is the smallest sized ukulele. This size is the most common one that comes to mind when you picture a typical “Hawaiian Ukulele”.

The baritone ukulele is the largest sized ukulele. This size can honestly be thought of as a 4-string guitar (or to confuse you even more, a “Tenor” Guitar). In my experience a baritone ukulele, tenor banjo, and tenor guitar are all very similar instruments. They all have 4 strings and are often tuned the same.



Soprano vs. *Baritone*

Concert & tenor ukuleles are mid-sized ukuleles. These ukuleles can be used with the color coded method if they are tuned correctly. In general, I offer baritone ukuleles to adults and teenagers. When I am working with younger students (3 – 10 years old) I usually offer them sopranos. It is very convenient, but not absolutely necessary, to have a few of both the larger and smaller ukuleles to offer your students.

TUNERS

While there are many different types of electronic tuning devices available, the cheapest and most reliable tuners today are the free apps for your smart phone. These are easily found and downloaded by searching “free tuning app”.

TUNING

The most important part of this teaching method is to tune the instruments correctly.

SOPRANO / CONCERT / TENOR Ukuleles

The most common tuning for Soprano/Concert/Tenor ukuleles is called the standard C tuning:

G C E A

People often remember this tuning by singing “My Dog Has Fleas”

By tuning 3 of the strings **down** one whole step (or whole pitch), the instrument is then tuned to “Open G”

Standard C Tuning: G C E A

 ↓ ↓ ↓

Open G Tuning: G B D G

BARITONE Ukuleles

The most common tuning for the Baritone ukulele is:

D G B E

This is very similar to the tuning of a standard 6-string guitar (E A **D G B E**)

By tuning just 1 of the strings **down** one whole step (or whole pitch), the instrument is then tuned to “Open G”

Standard Tuning: D G B E

 ↓

Open G Tuning: D G B D

PREPARING THE UKULELE FOR THIS METHOD

There is very little involved in preparing ukuleles to teach with this method. All you need is some blue and red electrical tape, which you can purchase at any hardware or big-box store.

You'll need about 6 inches of tape. Try and have the tape make one complete circle around the neck, front and back. You may need to trim the tape slightly to make it narrow enough to fit between the two metal frets. You do not want the tape on the neck to be so thick that it touches the strings, or it will muffle the sound and make the strings buzz.

Place a BLUE sticker on the 5th Fret

Place a RED sticker on the 7th Fret

TIPS ABOUT UKULELE STRINGS

Because ukulele strings are made from plastic, when a new set of strings is put onto an instrument it can take a long time for them to stretch enough before they will consistently stay in tune. So be aware that if you replace the strings on a ukulele, it can honestly take *at least* a week of regularly tuning the string to pitch before the instrument will stay in tune.

Once the strings are “broken in”, I have found that most ukuleles stays remarkably in tune. Replacement strings are very cheap (about \$6 for an entire set), and even with regular playing, I have found strings can last at least a year.

But! I will mention that the weakest string on the most instruments is the “G” string. I have found that this string breaks more than any other, sometimes all by itself. I have often opened up an instrument case to find that this string had broken by itself while the instrument was in storage. The inherent weakness of the G string has to do with the winding the string needs to be *thick* enough in addition to the *tension* it needs to be at pitch. My colleague Randy Reed (classical guitar instructor at Duke University) summed it up best when he told me, “The third string on the classical guitar is at the technological crossroads in that it is too high pitched to be wound and too low pitched to be unwound!”

HOLDING & PLAYING THE UKULELE

Because this method has been designed with both students and hospital patients in mind, I'm going to describe a few different ways of approaching the instrument. All of these techniques are valid ways of approaching and playing the ukulele.

- **LEFT or RIGHT**

Because the instrument is in an open tuning and the student will only need to employ one finger to fret across the strings, by using this color-coded method the instrument can be considered completely ambidextrous. Playing the instrument in the more common “right handed” way (by using your right hand to strum the strings and your left hand to fret) or the reverse “left handed” way will not impact the approach to the instrument at all.



- **UP or DOWN**

Typically, the ukulele is held up to the body. However, if a patient has an Intravenous Line (IV) in their arm (often at the wrist, the crook of the elbow, or the back of the hand), a much easier and more comfortable way to hold the instrument is to place it down, laying flat on the lap.

If placing the instrument flat on the lap, you'll need to use your thumb to fret at the color-coded tape.



This approach works great with the color coded method, and is a valid and time-tested way of approaching a string instrument. Other string instruments played in a similar manner include the dobro, lap steel, and dulcimer.

Placing the instrument flat on the lap also can help stop a patient with an IV from having a kink or occlusion in their line, which causes the pole alarm to go off.



- **PICK or THUMB**

If using a guitar pick, you will pinch the pick between the thumb and index finger of the strumming hand.

If you don't have a pick, you can also use the "Thumbs-up" technique to strum the strings. The ukulele's soft plastic strings makes this an approachable way to play.

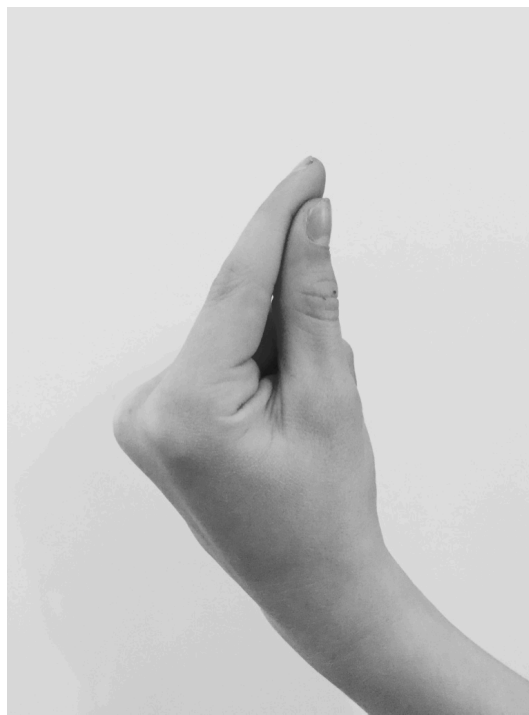
With new students, I encourage them to strum down, evenly with the beat. Nothing fancy at first. I describe strumming like tapping your foot; when you foot taps down, that when you strum down.



- **THE PINCH**

Because this ukulele method uses an open tuning, there are no chord shapes that have to be learned by the student. All that is needed to play the songs is to press down on all 4 strings at the blue or red fret.

I call this “**The Pinch**”. Imagine you are pinching your index finger to your thumb. Recreate this motion with the neck of the ukulele placed in your hand.



You'll want your index finger to press evenly across all of the strings. The key to a successful pinch is to have the thumb squeezing on the back of the neck, also touching on the colored tape. If the thumb is over, under, or too far up the neck, you will not have the leverage necessary to successfully push all of the strings down.

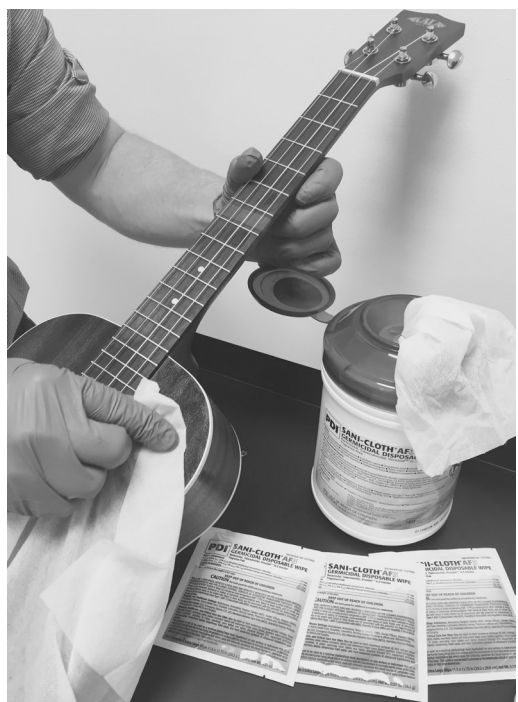
For new students who have never held an instrument before, this can feel very awkward at first. But don't get hung up on trying to make it sound perfect right away, encourage students to start strumming through songs until they can find "The Pinch"!



INSTRUMENTS SUITABLE FOR HOSPITALS

If you are using this program in a hospital setting, you'll need to disinfect the instruments and the guitar picks between each patient. Hospitals have several common disinfectant "Sani-Wipes" (germicidal disposable wipes) available for staff to use on hospital equipment. You will want to remember to wear gloves when using these strong disinfectant wipes. Do not use wipes that contain bleach on the instrument.

The mid-priced baritone & soprano ukuleles that I use at hospitals stand up to these wipes without any problem. The instrument's body, fret board, and even strings do not deteriorate because of the wipes.



*Make sure you clean the fret board
under the strings!*

However, if you purchase the *very cheapest* ukuleles (\$30-\$40 baritones) that have a burnt-orange varnish lacquered on to the instrument, these instruments will not be able to be cleaned with hospital Sani-Wipes. The cheap varnish becomes sticky and tacky to the touch over time. Moderately priced ukuleles that do not have this cheap varnish will do fine in the hospital setting.

MODIFYING TEACHING TECHNIQUES

In my experience, the most effective teachers modify their lessons to meet the abilities and needs of their students. Teachers who are flexible truly help their students achieve success. It is important to remember that there is not just *one* way to tune or play an instrument. Instead, there are just *different* ways to play and tune instruments.

I always remember when I met a young pediatric patient who was born without the use of her arms. But, she wanted to play the ukulele like all the other kids were doing. So the answer was obvious; The patient strummed the instrument with their toes.

Is this the most common way to play a ukulele? I wouldn't say so. But was it the *wrong* way to play the ukulele? Absolutely not. It worked for the patient, and she was delighted to be playing a real musical instrument for the first time in her life.

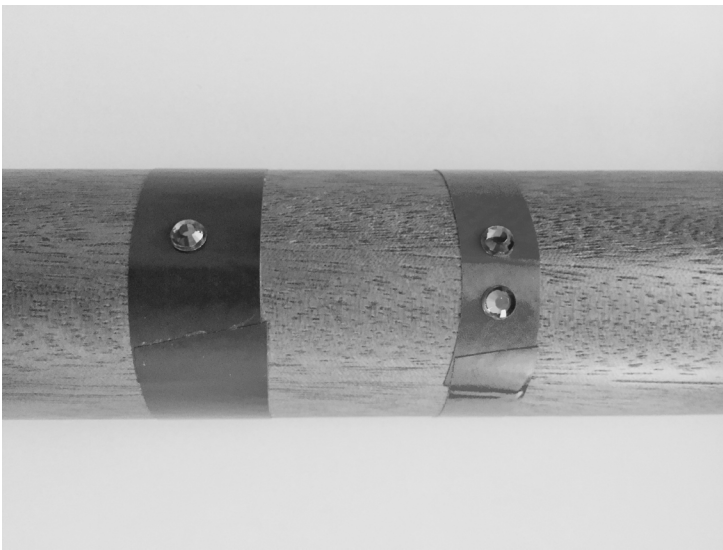
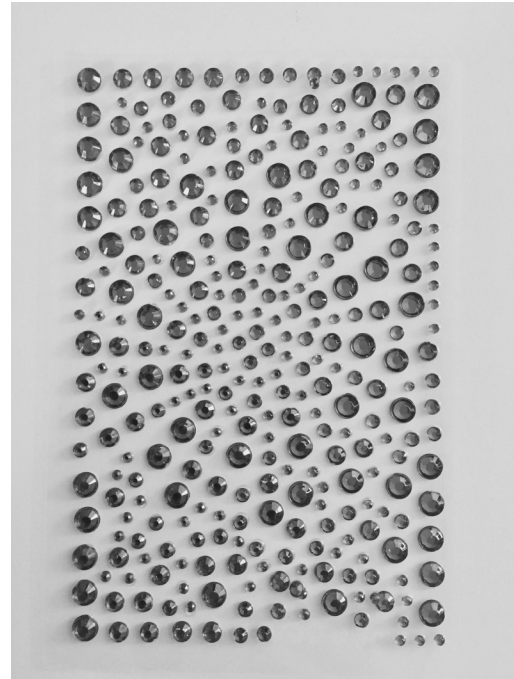
Do not allow your own preconceived notions of what music or teaching should or should not be. Open yourself up to new techniques that help your patients and students have success!

AN EXERCISE IN EMPATHY

I have been playing string instruments for 20+ years, and so holding and strumming a guitar or ukulele is almost second nature to me. To push myself out of my comfort zone and to be able to empathize with my students, I sometimes flip the instrument left-handed and attempt to play. I am always surprised how immediately handicapped I am in my ability. I would encourage any teacher to try and reverse their playing occasionally to feel how frustrating and strange it is for a new student. It is a great way to humble yourself and increase your patience!

MODIFYING FOR STUDENTS WITH VISUAL IMPAIRMENTS

If you are working with a student or patient who is blind or has a visual impairment, there is a very quick and easy way to modify the instrument. Purchase a sheet of common rhinestone stickers (sometimes called sticker gems) at a local big-box store or online. These can often be found in the crafting section. An entire sheet of these usually costs less than \$5.



Attach 1 rhinestone onto the blue sticker. Then attach 2 rhinestones onto the red sticker. For added security, you can use a tiny drop of superglue on the rhinestone.

As the teacher, you can identify the chords of the song by saying “Open”, “One (gem)” or “Two (gems)”. I have found that visually impaired students & patients using this modification quickly develop the muscle memory needed to locate the correct chord.

- **ERR ON THE G CHORD**

One of the best things about having kids play a ukulele tuned to an open G chord is that as long as they are strumming the open strings, they sound good! If you are working with a very small child (3 – 7 years old), or an individual with a physical or mental disability, you will not be able to get them to fret across the strings on the neck. They just won't have the ability to do it.

But as long as they are strumming the open strings, you (as the teacher) can play the chords to the song and what the student is playing will not clash or sound dissonant. I often compare this to playing a harmonica. Harmonicas are fun and easy to play because they are built to play in one key. So if you are blowing on a harmonica in the key of G, you can't play a wrong note.

I try to learn a handful of the current pop and children's movie songs, and then transpose them into the key of G. That way I can sing the latest Disney tune with a young patient, and they can sing and strum along on the G chord. It's always a big hit!

Over and over, I have put the first instrument a child has ever played into their hands. And they are excited! I keep that excitement up by having them just strum open the entire time while I pass through the chords. This is not cheating the student. Holding an instrument and working on the strumming motion is the first step. Don't slow down or stop a lesson to try and make it more complicated. There will be time in the future if a student decides to pursue music to get more complicated.

Work to bring successes to your students, particularly if they are pediatric patients. Don't get bogged down in the details right at the start.

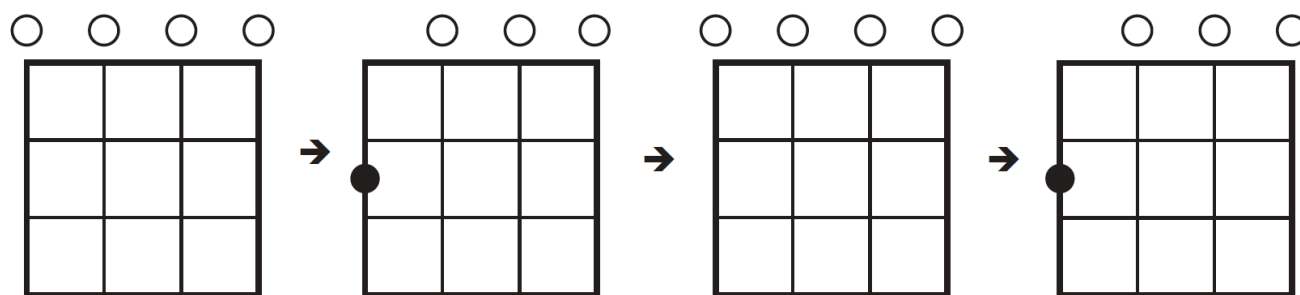
UKULELE KIDS CLUB
The Ukulele Kids Club is a 501 (c)(3) Nonprofit Organization that is dedicated to donating ukuleles to pediatric patients all over the world. I am not affiliated with this group, but I have observed their work and have always been very impressed by their mission. Learn more at www.theukc.org

ADVANCE PLAYING TECHNIQUES FOR TEACHERS

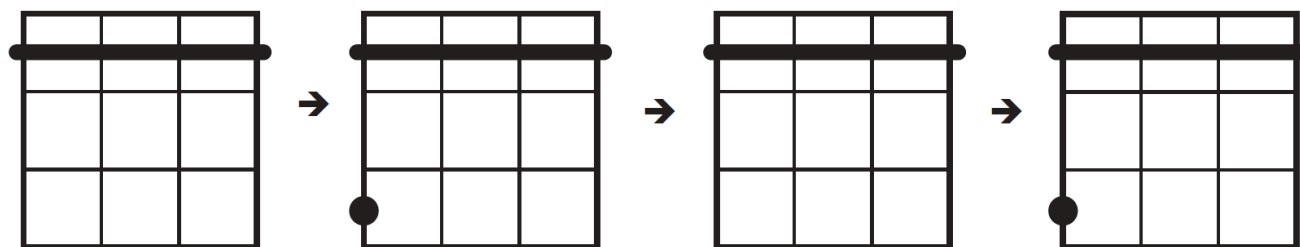
The following is not intended for students. If you are a music teacher with a bit of experience playing guitar, you can add this simple motion to give your songs a little bit more rhythm.

This riff is the common “chugga-chugga” that is used in countless rock and blues songs. This riff only works with the baritone ukulele tuning (D G B D), not the soprano tuning. The strings in the diagram go from lowest pitch to highest pitch.

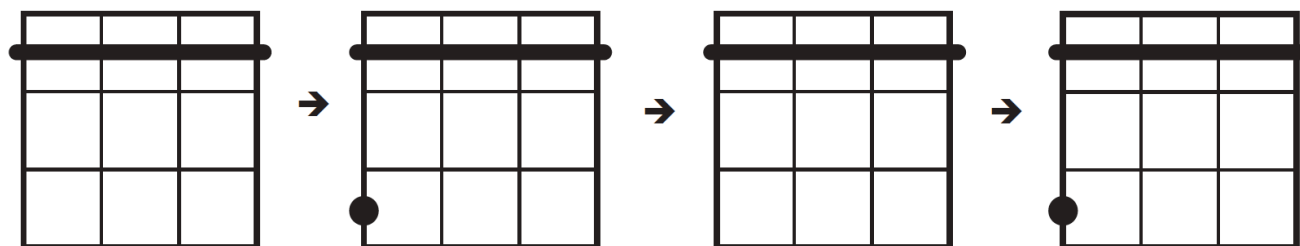
G Rocking Riff



C Rocking Riff (5th Fret Barred)

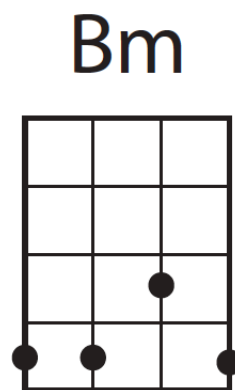
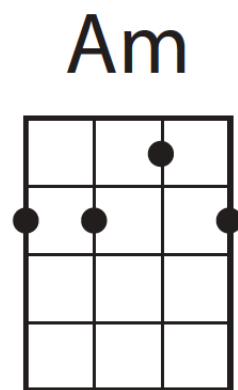
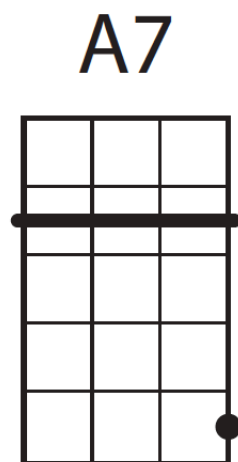
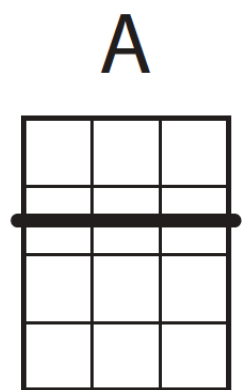
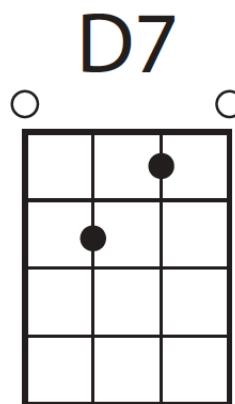
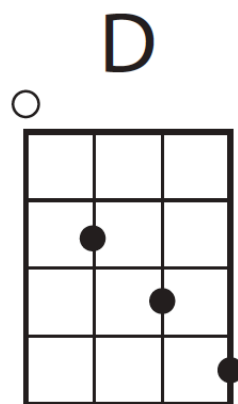
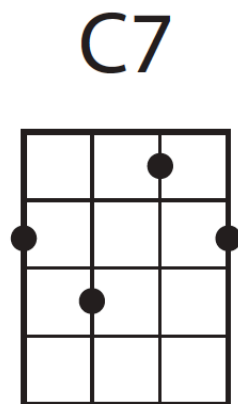
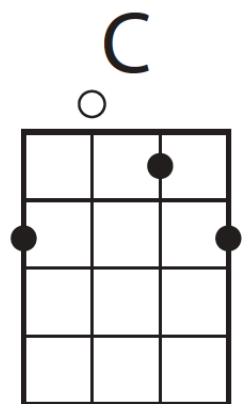
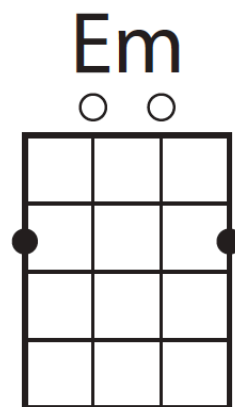
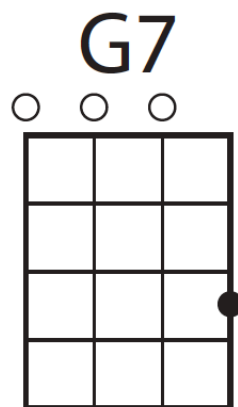
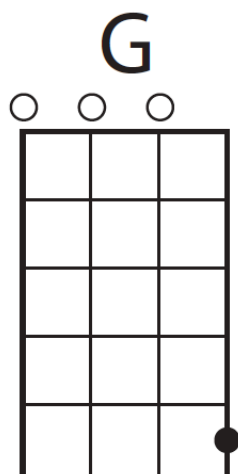
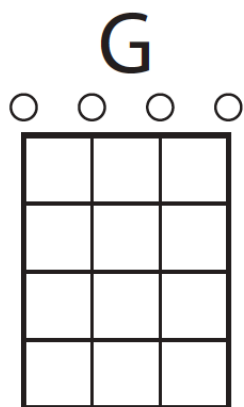


D Rocking Riff (7th Fret Barred)



COMMON CHORDS IN THE KEY OF G

These chords are for advanced teachers, not for students. These chords are not necessary to play the color-coded method songs found in this book. However, if you want to play other songs in the key of G, you can use these chord shapes for an open G tuning on a baritone ukulele (D G B D). The strings in the diagram go from lowest pitch to highest pitch.



Songs

Row Row Row Your Boat

G

Row, row, row your boat
Gently down the stream
Merrily merrily merrily merrily
Life is but a dream

G

Row, row, row your boat
Gently down the stream
If you see an alligator
Don't forget to scream

G

Row, row, row your boat
Gently to the shore
If you see a lion
Don't forget to roar

G

Row, row, row your boat
Gently down the brook
If you catch a little fish
Let it off the hook

Are You Sleeping / Frère Jacques / Where Is Thumbkin

G

Are you sleeping? Are you sleeping?
Brother John, Brother John
Morning bells are ringing!
Morning bells are ringing!

G

Ding, dang, dong
Ding, dang, dong

G

Frère Jacques, Frère Jacques
Dormez-vous? Dormez-vous?
Sonnez les matines! Sonnez les matines!

G

Ding, dang, dong
Ding, dang, dong

G

Where is Thumbkin? Where is Thumbkin?
Here I am, here I am!
How are you today sir? Very well I thank you

G

Run A – way
Run A – way

*Where is pointer
Where is old man
Where is pinky
Where is everyone*

The Farmer In The Dell

G

The farmer in the dell
The farmer in the dell
Hi-ho, the derry-o
The farmer in the dell

G

The farmer takes a wife
The farmer takes a wife
Hi-ho, the derry-o
The farmer takes a wife

G

The wife takes a child
The wife takes a child
Hi-ho, the derry-o
The wife takes a child

G

The child takes a nurse
The child takes a nurse
Hi-ho, the derry-o
The child takes a nurse

G

The nurse takes a cow
The nurse takes a cow
Hi-ho, the derry-o
The nurse takes a cow

G

The cow takes a dog
The cow takes a dog
Hi-ho, the derry-o
The cow takes a dog

G

The dog takes a cat
The dog takes a cat
Hi-ho, the derry-o
The dog takes a cat

G

The cat takes a rat
The cat takes a rat
Hi-ho, the derry-o
The cat takes a rat

G

The rat takes the cheese
The rat takes the cheese
Hi-ho, the derry-o
The rat takes the cheese

G

The cheese stands alone
The cheese stands alone
Hi-ho, the derry-o
The cheese stands alone

Apples and Bananas

G

I like to eat

I like to eat

I like to eat

Apples and

D

Bananas

I like to eat

I like to eat

I like to eat

Apples and

G

Bananas

Wheels On The Bus

G

The wheels on the bus go round and round

D

G

Round and round, round and round

G

The wheels on the bus go round and round

D

G

All through the town

G

The wipers on the bus go swish swish swish

D

G

Swish swish swish, swish swish swish

G

The wheels on the bus go swish swish swish

D

G

All through the town

G

The horn on the bus goes beep beep beep

D

G

Beep beep beep, beep beep beep

G

The horn on the bus goes beep beep beep

D

G

All through the town

Here We Go Round the Mulberry Bush

G

Here we go 'round the mulberry bush, the

D

Mulberry bush, the mulberry bush

G

Here we go 'round the mulberry bush on a

D

G

Cold and frosty morning

G

This is the way we wash our face

D

Wash our face, wash our face

G

This is the way we wash our face on a

D

G

Cold and frosty morning

G

This is the way we brush our teeth

D

Brush our teeth

G

This is the way we brush our teeth on a

D

G

Cold and frosty morning

Itsy Bitsy Spider

G

The itsy bitsy spider went

D

Up the water

G

Spout, down came the rain and

D

Washed the spider

G

Out, up came the sun and

D

Dried up all the

G

Rain, and the itsy bitsy spider went

D

Up the spout

G

Again!

Where, Oh Where Has My Little Dog Gone?

G

Oh where, oh where has my

D

Little dog gone, oh where, oh where can he

G

Be, with his ears so short and his

D

Tail so long, oh where, oh where can he

G

Be

G

I know, I know where my

D

Little dog's gone, I know just where he will

G

Be, lying fast asleep in the

D

Warm nice sun, and waiting there just for

G

Me

London Bridge Is Falling Down

G
London Bridge is falling down
D G
Falling down, falling down
G
London Bridge is falling down
D G
My fair lady

G
Build it up with wood and clay
D G
Wood and clay, wood and clay
G
Build it up with wood and clay
D G
My fair lady

G
Wood and clay will wash away
D G
Wash away, wash away
G
Wood and clay will wash away
D G
My fair lady

G
Build it up with bricks and mortar
D G
Bricks and mortar, bricks and mortar
G
Build it up with bricks and mortar
D G
My fair lady

Billy Boy

G

Oh where have you been, Billy Boy, Billy Boy
Oh where have you been, charming

D

Billy? I have been to seek a wife, she's the

G

Idol of my life, she's a young thing and

D

G

Cannot leave her mother

G

Did she ask you to come in, Billy Boy, Billy Boy
Did she ask you to come in, charming

D

Billy? Yes, she asked me to come in, there's a

G

Dimple in her chin, she's a young thing and

D

G

Cannot leave her mother

G

Can she make a cherry pie, Billy Boy, Billy Boy
Can she make a cherry pie, charming

D

Billy? She can make a cherry pie, quick as a

G

Cat can wink an eye, she's a young thing and

D

G

Cannot leave her mother

G

How old is she, Billy Boy, Billy Boy
How old is she, charming

D

Billy? Three times six and four times seven, twenty

G

Eight and eleven, she's a young thing and

D

G

Cannot leave her mother

Mary Had A Little Lamb

G

Mary had a little lamb

D

Little lamb

G

Little lamb, Mary had a little lamb whose

D

G

Fleece was white as snow

G

And everywhere that Mary went

D

Mary went

G

Mary went, and everywhere that Mary went the

D

G

Lamb was sure to go

G

It followed her to school one day

D

School one day

G

School one day, it followed her to school one day which

D

G

Was against the rules

G

It made the children laugh and play

D

Laugh and play

G

Laugh and play, it made the children laugh and play to

D

G

See a lamb at school

Hush Little Baby

G D
Hush, little baby, don't say a word
D G
Mama's gonna buy you a mockingbird

G D
If that mocking - bird don't sing
D G
Mama's gonna buy you a diamond ring

G D
And if that diamond ring turns brass
D G
Mama's gonna buy you a looking glass

G D
If that looking glass gets broke
D G
Mama's gonna buy you a billy goat

G D
And if that billy goat won't pull
D G
Mama's gonna buy you a cart and bull

G D
And if that cart and bull turn over
D G
Mama's gonna buy you a dog named Rover

G D
And if that dog named Rover won't bark
D G
Mama's gonna to buy you a horse and cart

G D
And if that horse and cart fall down
D G
You'll still be the sweetest little baby in town

Head, Shoulders, Knees and Toes

G

Head, shoulders, knees and toes

Knees and toes

G

Head, shoulders, knees and

D

Toes, knees and toes

G

Eyes and ears and

C

Mouth and nose

D

Head, shoulders, knees and

G

Toes, knees and toes

Hey Diddle Diddle

G

Hey, diddle, diddle, the

D

Cat and the fiddle

G

The cow jumped over the

D

Moon

C

The little dog laughed to

G

See such sport and the

D

Dish ran away with the

G

Spoon

Happy Birthday To You

D

Happy

G

Birthday to

D

You, happy birthday to

G

You, happy birthday dear

C

Buddy, happy

G

D

G

Birthday toooooo you!

Old MacDonald Had A Farm

G C G
Old MacDonald **had a** farm

G D G
E I - **E I** - O

G C G
And on his farm he **had some** chicks

G D G
E I - **E I** - O

G
With a chick chick here and a chick chick there
Here a chick, there a chick, everywhere a chick chick

G C G
Old MacDonald **had a** farm

G D G
E I - **E I** - O

G C G
Old MacDonald **had a** farm

G D G
E I - **E I** - O

G C G
And on his farm he **had a** cow

G D G
E I - **E I** - O

G
With a moo moo here and a moo moo there
Here a moo, there a moo, everywhere a moo moo

G C G
Old MacDonald **had a** farm

G D G
E I - **E I** - O

Twinkle, Twinkle, Little Star

G C G
Twinkle, twinkle **little** star

C G D G
How I wonder **what you** are

G C G D
Up a - **bove the** world so **high**

G C G D
Like a **diamond** in the **sky**

G C G
Twinkle, twinkle **little** star

C G D G
How I wonder **what you** are

Note: To make this song easier to play, try strumming just once for each chord.

Bonus Note: This is also the tune of the "ABC" song!

This Little Light Of Mine

G

This little light of mine, I'm gonna let it shine

C

G

This little light of mine, I'm gonna let it shine

G

This little light of mine, I'm gonna let it shine

G

D

G

Let it shine, let it **shine, let it** shine

G

Everywhere I go, I'm gonna let it shine

C

G

Everywhere I go, I'm gonna let it shine

G

Everywhere I go, I'm gonna let it shine

G

D

G

Let it shine, let it **shine, let it** shine

G

This little light of mine, I'm gonna let it shine

C

G

This little light of mine, I'm gonna let it shine

G

This little light of mine, I'm gonna let it shine

G

D

G

Let it shine, let it **shine, let it** shine

Red River Valley

G D G
From this valley they **say you are** going
G D
We will miss your bright eyes and sweet **smile, for they**
G C
Say you are taking the **sunshine, that has**
G D G
Brightened our **path for a** while

G D G
Come and sit by my **side if you** love me
G D
Do not hasten to bid me **adieu, but**
G C
Remember the Red River **Valley, and the**
G D G
Cowboy who **loved you so** true

G D G
Won't you think of the **valley you're** leaving
G D
Oh how lonely, how sad it will **be, oh just**
G C
Think of the fond heart you're **breaking, and the**
G D G
Grief you are **causing to** me

G D G
Come and sit by my **side if you** love me
G D
Do not hasten to bid me **adieu, but**
G C
Remember the Red River **Valley, and the**
G D G
Cowboy who **loved you so** true

She'll Be Coming Round The Mountain

G

She'll be coming round the mountain when she comes

She'll be coming round the mountain when she

D

Comes, she'll be

G

Coming round the mountain she'll be

C

Coming round the mountain, she'll be

D

G

Coming round the mountain when she comes

G

She'll be riding six white horses when she comes

She'll be riding six white horses when she

D

Comes, she'll be

G

Riding six white horses she'll be

C

Riding six white horses, she'll be

D

G

Riding six white horses when she comes

G

Oh we'll all go out to meet her when she comes

Oh we'll all go out to meet her when she

D

Comes, yes we'll

G

All go out to meet her, yes we'll

C

All go out to meet her, yes we'll

D

G

All go out to meet her when she comes

G

She'll be coming round the mountain when she comes

She'll be coming round the mountain when she

D

Comes, she'll be

G

Coming round the mountain she'll be

C

Coming round the mountain, she'll be

D

G

Coming round the mountain when she comes

Home On The Range

G

Oh give me a home where the

C

Buffalo roam, where the

G

Deer and the antelope

D

Play, where

G

Seldom is heard a

C

Discouraging word, and the

G

D

G

Skies are not cloudy all day

D

Home, home on the

G

Range, where the deer and the antelope

D

Play, where

G

Seldom is heard a

C

Discouraging word, and the

G

D

G

Skies are not cloudy all day

G

Oh, give me a land where the

C

Bright diamond sand flows

G

Leisurely down the

D

Stream, where

G

Graceful white swan go

C

Gliding along like a

G

D

G

Maid in a **heavenly** dream

D

Home, home on the

G

Range, where the deer and the antelope

D

Play, where

G

Seldom is heard a

C

Discouraging word, and the

G

D

G

Skies are not **cloudy** all day

Oh Susanna

G D
Oh I come from Alabama with a banjo on my knee
G D G
I'm going to Louisiana, my true love for to see
G D
It rained all night the day I left, the weather it was dry
G D G
The sun so hot I froze to death, Susanna, don't you cry

C G D
Oh, Susanna, don't you cry for me, for I
G D G
Come from Alabama with my banjo on my knee

G D
I had a dream the other night when everything was still
G D G
I thought I saw Susanna coming up the hill
G D
The buckwheat cake was in her mouth, the tear was in her eye
G D G
I said I'm coming up from the South, Susanna don't you cry

C G D
Oh, Susanna, don't you cry for me, for I
G D G
Come from Alabama with my banjo on my knee

Yankee Doodle

G D
Yankee Doodle went to town, riding on a pony
G C D G
Stuck a feather in his cap and called it maca-roni

C
Yankee Doodle keep it up
G
Yankee Doodle dandy
C
Mind the music and the step and
G D G
With the girls be handy

G D
Father and I went down to camp, along with Captain Goodin
G C D G
There we saw the men and boys as thick as hasty puddin

C
Yankee Doodle keep it up
G
Yankee Doodle dandy
C
Mind the music and the step and
G D G
With the girls be handy

The Star-Spangled Banner

D

Oh - oh

G

Say can you see by the dawn's early

D

Light, what so

G

D

G

Proudly we **hailed at the** twilight's last gleaming

G

Whose broad stripes and bright stars, through the perilous

D

Fight, o'er the

G

D

G

Ramparts we **watched were so** gallantly streaming

G

And the rockets' red glare, the bombs

D

Bursting in air, gave

G

D

G

Proof through the **night that our** flag was still there

G

Oh say, does that

C

Star-spangled

D

Banner yet wa - ave, o'er the

G

Land of the free and the home of

D

G

The - Brave

St Louis Blues

G C G
I hate to see **that evening sun go** down
C G
I hate to see that evening sun go down
D G
'Cause my lovin' baby, they done left **this** town

G C G
If I feel tomorrow, **like I feel** today
C G
If I feel tomorrow, like I feel today
D G
I'm gonna pack my trunk and make my get a - way

G C G
I got those St. Louis blues, just as **blue as I can** be, oh
C G
My man's got a heart like a rock cast in the sea
D G
Or else he wouldn't have gone so far from me

G C G
I love my man like a **schoolboy loves his** pie
C G
Like a Kentucky colonel loves his rocker and rye
D G D
I'll love my man until the day I die, Lord, **Lord!**

G C G
I got those St. Louis blues, just as **blue as I can** be, oh
C G
My man's got a heart like a rock cast in the sea
D G
Or else he wouldn't have gone so far from me

Moonlight Bay

D

We were sailing

G

C

G

Along, on Moonlight Bay

G

We could hear the voices

D

G

Ringin', they seemed to say

D

You have stolen my

G

C

G

Heart, now don't go 'way, as we

D

G

Sang love's old sweet song on Moonlight Bay

This Old Man

G C D
This old man, he played one, **he played knick-knack** on my thumb, with a
G
Knick-knack, paddy whack, give a dog a bone
D G
This old man came rolling home

G C D
This old man, he played two, **he played knick-knack** on my shoe, with a
G
Knick-knack, paddy whack, give a dog a bone
D G
This old man came rolling home

G C D
This old man, he played three, **he played knick-knack** on my knee, with a
G
Knick-knack, paddy whack, give a dog a bone
D G
This old man came rolling home

G C D
This old man, he played four, **he played knick-knack** on my door, with a
G
Knick-knack, paddy whack, give a dog a bone
D G
This old man came rolling home

G C D
This old man, he played five, **he played knick-knack** on my hive, with a
G
Knick-knack, paddy whack, give a dog a bone
D G
This old man came rolling home

G C D
This old man, he played six, **he played knick-knack on my sticks**, with a
G
Knick-knack, paddy whack, give a dog a bone
D G
This old man came rolling home

G C D
This old man, he played seven, **he played knick-knack up in heaven**, with a
G
Knick-knack, paddy whack, give a dog a bone
D G
This old man came rolling home

G C D
This old man, he played eight, **he played knick-knack on my gate**, with a
G
Knick-knack, paddy whack, give a dog a bone
D G
This old man came rolling home

G C D
This old man, he played nine, **he played knick-knack on my spine**, with a
G
Knick-knack, paddy whack, give a dog a bone
D G
This old man came rolling home

G C D
This old man, he played ten, **he played knick-knack all over again**, with a
G
Knick-knack, paddy whack, give a dog a bone
D G
This old man came rolling home

Clementine

G

In a cavern, in a canyon, excavating for a

D

Mine, dwelt a

C

G

Miner, a forty- niner and his

D

G

Daughter Clemen – tine

G

Oh my darling, oh my darling, oh my darling

D

Clementine, you are

C

Lost and gone

G

Forever, dreadful

D

G

Sorry, Clemen – tine

G

Walking lightly, as a fairy, though her shoes were number

D

Nine, sometimes

C

G

Tripping, lightly skipping, lovely

D

G

Girl that Clemen – tine

G
Drove she ducklings to the water every morning just at
D
Nine, hit her
C G
Foot against a splinter, fell
D G
Into the foaming brine

G
Ruby lips above the water blowing bubbles soft and
D
Fine, but the
C G
Father was no swimmer, neither
D G
Was his Clemen – tine

G
Then, the miner, forty-niner soon began to fret and
D
Pine, thought he
C G
Oughta join his daughter so he
D G
Drowned with Clemen – tine

G
Oh my darling, oh my darling, oh my darling
D
Clementine, you are
C
Lost and gone
G
Forever, dreadful
D G
Sorry, Clemen – tine

No More Monkeys Jumping On The Bed

G C
Five little monkeys **jumping on the bed**
G D
One fell off and **bumped his head**
G C
Momma called the doctor and the **doctor said**
D G
“No more monkeys jumping on the bed!”

G C
Four little monkeys **jumping on the bed**
G D
One fell off and **bumped his head**
G C
Momma called the doctor and the **doctor said**
D G
“No more monkeys jumping on the bed!”

G C
Three little monkeys **jumping on the bed**
G D
One fell off and **bumped his head**
G C
Momma called the doctor and the **doctor said**
D G
“No more monkeys jumping on the bed!”

G C
Two little monkeys **jumping on the bed**
G D
One fell off and **bumped his head**
G C
Momma called the doctor and the **doctor said**
D G
“No more monkeys jumping on the bed!”

G C
One little monkey **jumping on the bed**
G D
One fell off and **bumped his head**
G C
Momma called the doctor and the **doctor said**
D G
“No more monkeys jumping on the bed!”

Rockin' Robin

G

He rocks in the tree tops all day long
Hoppin' and a-boppin' and singing his song
All the little birdies on Jaybird Street
Love to hear the robin go tweet tweet tweet, rockin'

C

Robin, (tweet, twiddlee tweet), rockin'

G

Robin' (tweet, twiddlee tweet)

D

C

G

Go rockin' robin 'cause we're really gonna rock to-night!

G

Every little swallow, every chick-a-dee
Every little bird in the tall oak tree
The wise old owl, the big black crow
Flappin' their wings singing go bird go, rockin'

C

Robin, (tweet, twiddlee tweet), rockin'

G

Robin' (tweet, twiddlee tweet)

D

C

G

Go rockin' robin 'cause we're really gonna rock to-night!

C

The pretty little raven at the bird-band stand

G

Told them how to do the bop and that was grand

C

They started dancing crazy and don't you know

D

He out-bopped the buzzard and the oriole

G

He rocks in the tree tops all day long

Hoppin' and a-boppin' and singing his song

All the little birdies on Jaybird Street

Love to hear the robin go tweet tweet tweet, rockin'

C

Robin, (tweet, twiddlee tweet), rockin'

G

Robin' (tweet, twiddlee tweet)

D

C

G

Go rockin' robin 'cause we're really gonna rock to-night!

O Christmas Tree

G

O Christmas Tree, O Christmas tree, how

D

G

Lovely are your branches

G

O Christmas Tree, O Christmas tree, how

D

G

Lovely are your branches

G

In beauty green will

D

Always grow, through summer sun and

G

Winter snow

G

O Christmas Tree, O Christmas tree, how

D

G

Lovely are your branches

I Have A Little Dreidel

G

I have a little dreidel, I made it out of

D

Clay, and when it's dry and ready, then dreidel I shall

G

Play, oh!

G

Dreidel, dreidel, dreidel, I made it out of

D

Clay, and when it's dry and ready, then dreidel I shall

G

Play

G

It has a lovely body, with legs so short and

D

Thin, and when it gets all tired, it drops and then I

G

Win, oh!

G

Dreidel, dreidel, dreidel, I made it out of

D

Clay, and when it's dry and ready, then dreidel I shall

G

Play

Up On The Housetop

G

Up on the housetop reindeer pause

C

G

D

Out jumps good old **Santa Claus**

G

Down through the chimney with lots of toys

C

G

D

G

All for the little ones **Christmas** joys

C

G

Ho, ho, ho, who wouldn't go?

D

G

Ho, ho, ho, who wouldn't go?

G

C

Up on the housetop, **click, click, click**

G

D

G

Down through the chimney with **good Saint** Nick

G

First comes the stocking of little Nell

C

G

D

Oh dear Santa **fill it well**

G

Give her a dolly that laughs and cries

C

G

D

G

One that will open and **shut her** eyes

C G
Ho, ho, ho, who wouldn't go?
D G
Ho, ho, ho, who wouldn't go?
G C
Up on the housetop, click, click, click
G D G
Down through the chimney with good Saint Nick

G
Next comes the stocking of little Will

C G D
Oh just see what a glorious fill

G
Here is a hammer and lots of tacks

C G D G
Also a ball and a whip that cracks

C G
Ho, ho, ho, who wouldn't go?
D G
Ho, ho, ho, who wouldn't go?
G C
Up on the housetop, click, click, click
G D G
Down through the chimney with good Saint Nick

Silent Night

G

Silent night, holy night

D

G

All is calm, all is bright

C

G

Round yon Virgin Mother and Child

C

G

Holy Infant so tender and mild

D

G

Sleep in heavenly peace

G

D

G

Sleep in heavenly peace

G

Silent night, holy night!

D

G

Shepherds quake at the sight

C

G

Heavenly hosts from heaven above

C

G

Guardian Angels sing Alleluia!

D

G

Christ, our Saviour is born

G

D

G

Christ, our Saviour is born

G
Silent night, holy night!
D G
Son of God, love's pure light
C G
Radiant beams from Thy holy face
C G
With the dawn of redeeming grace
D G
Jesus, Lord, at Thy Birth
G D G
Jesus, Lord, at Thy Birth

G
Silent night, holy night
D G
All is calm, all is bright
C G
Round yon Virgin Mother and Child
C G
Holy Infant so tender and mild
D G
Sleep in heavenly peace
G D G
Sleep in heavenly peace

Auld Lang Syne

G D
Should old acquaintance be forgot, and
G C
Never brought to mind, should
G D
Old acquaintance be forgot, and
G C D G
Days of auld lang syne

G D
For auld lang syne, my dear, for
G C
Auld lang syne, we'll
G D
Take a cup of kindness yet, and
G C D G
Days of auld lang syne

G D
And surely you'll buy your pint cup, and
G C
Surely I'll buy mine, and we'll
G D
Take a cup of kindness yet, for
G C D G
Days of auld lang syne

Away In A Manger

G C G
Away in a manger no **crib for a** bed, the
D G
Little Lord Jesus laid down His sweet head
G C G
The stars in the sky looked **down where He** lay, the
C G D G
Little Lord Jesus **asleep on the** hay

G C G
The cattle are lowing the **Baby** awakes, but
D G
Little Lord Jesus no crying He makes
G C G
I love Thee Lord Jesus look **down from the** sky, and
C G D G
Stay by my cradle till **morning is** nigh

G C G
Be near me Lord Jesus I **ask Thee to** stay, close
D G
By me forever and love me I pray
G C G
Bless all the dear children in **thy tender** care, and
C G D G
Take us to heaven to **live with thee** there

Go Tell It On The Mountain

G C D
Go tell it on the mountain, **over the hills and everywhere**
G C D G
Go tell it on the mountain that **Jesus Christ is** born

G C G
While shepherds kept their watching over **silent flocks by** night
G C D
Behold throughout the heavens, there **shone a Holy Light**

G C D
Go tell it on the mountain, **over the hills and everywhere**
G C D G
Go tell it on the mountain that **Jesus Christ is** born

G C G
The shepherds feared and trembled when **lo! Above the** Earth
G C D
Rang out the angel chorus that **hailed our Savior's birth**

G C D
Go tell it on the mountain, **over the hills and everywhere**
G C D G
Go tell it on the mountain that **Jesus Christ is** born

G C G
Down in a lowly manger the **humble Christ was** born
G C D
And brought us God's salvation that **blessed Christmas morn**

G C D
Go tell it on the mountain, **over the hills and everywhere**
G C D G
Go tell it on the mountain that **Jesus Christ is** born

Deck the Halls

G

Deck the halls with boughs of holly

D G D G
Fa la la la la, la la la

G

Tis the season to be jolly

D G D G
Fa la la la la, la la la

D G
Don we now our gay apparel
G D
Fa la la la la la la la

G

Troll the ancient Yuletide carol

C G D G
Fa la la la la, la la la

G

See the blazing Yule before us

D G D G
Fa la la la la, la la la

G

Strike the harp and join the chorus

D G D G
Fa la la la la, la la la

D G
Follow me in merry measure
G D
Fa la la la la la la la la

G
While I tell the Yuletide treasure
C G D G
Fa la la la la, la la la la

G
Fast away the old year passes
D G D G
Fa la la la la, la la la la

G
Hail the new, ye lads and lasses
D G D G
Fa la la la la, la la la la

D G
Sing we joyous all together
G D
Fa la la la la la la la la

G
Heedless of the wind and weather
C G D G
Fa la la la la, la la la la

Note: To make this song easier to play, try strumming just once for each chord.

Good King Wenceslas

G C G
Good King Wenceslas looked out **on the feast of** Stephen
G C G
When the snow lay round about **deep and crisp and** even

G C G
Brightly shone the moon that night **though the frost was** cruel
G
When a poor man came in sight
D C G
Gathering winter fu - el

G C G
"Hither, page, and stand by me **if thou know it** telling
G C G
Yonder peasant, who is he, **where and what his** dwelling?"

G C G
"Sire, he lives a good league hence, **underneath the** mountain
G
Right against the forest fence
D C G
By Saint Agnes **foun - tain.**"

G C G
"Bring me flesh, and bring me wine, **bring me pine logs** hither
G C G
Thou and I will see him dine, **when we bear the** thither."

G C G
Page and monarch, forth they went, **forth they went** together
G
Through the rude wind's wild lament
D C G
And the bitter wea - ther

G C G
"Sire, the night is darker now, **and the wind blows** stronger
G C G
Fails my heart, I know not how, **I can go no** longer."

G C G
"Mark my footsteps my good page, **tread thou in them** boldly
G
Thou shalt find the winter's rage
D C G
Freeze thy blood less cold - ly."

G C G
In his master's step he trod, **where the snow lay** dented
G C G
Heat was in the very sod, **which the saint had** printed

G C G
Therefore, Christian men, be sure, **wealth or rank** possessing
G
Ye who now will bless the poor
D C G
Shall yourselves find bless - ing

Jingle Bells

G C
Dashing through the snow, in a one-horse open sleigh
C D G
Over the fields we go, laughing all the way
G C
Bells on bob-tails ring, making spirits bright
C G D G
What fun it is to ride and sing a sleighing song tonight
D
Oh!

G
Jingle bells, jingle bells, Jingle all the way!
C G
Oh what fun it is to ride in a
A D
One-horse open sleigh, hey!
G
Jingle bells, jingle bells, Jingle all the way!
C G
Oh what fun it is to ride in a
D G
One-horse open sleigh

Special Note:

To play this song, add a **GREEN** chord. The **GREEN** chord is the 2nd fret. Bar your finger across the entire 2nd fret when the words are in **GREEN**.

He's Got The Whole World In His Hands

G

He's got the whole world in His hands, he's got the

D

Whole world in His hands, he's got the

G

Whole world in His hands, he's got the

D

Whole world in His

G

Hands

G

He's got the wind and rain in His hands, he's got the

D

Wind and rain in His hands, he's got the

G

Wind and rain in His hands, he's got the

D

Whole world in His

G

Hands

G

He's got you and me brother in His hands, he's got the

D

You and me brother in His hands, he's got the

G

You and me brother in His hands, he's got the

D

Whole world in His

G

Hands

Down By The Riverside

G

I'm gonna lay down my burden, down by the riverside

D

G

Down by the riverside, Down by the riverside

G

I'm gonna lay down my burden, down by the riverside, ain't gonna

D

G

Study war no more

G

I'm gonna lay down my sword and shield, down by the riverside

D

G

Down by the riverside, Down by the riverside

G

I'm gonna lay down my sword and shield, down by the riverside, ain't gonna

D

G

Study war no more, ain't gonna

C

G

Study war no more, ain't gonna study war no more, ain't gonna

D

G

Study war no more, ain't gonna

C

G

Study war no more, ain't gonna study war no more, ain't gonna

D

C

G

Study war no mooooorr - re

Jesus Loves Me

G

Jesus loves me, this I know

C

G

For the Bible tells me so

G

Little ones to him belong

C

G

D

G

They are weak, but he is strong

G

C

Yes Jesus loves me

G

D

Yes Jesus loves me

G

C

Yes Jesus loves me, the

G

D

G

Bible tells me so

The Old Rugged Cross

G C
On a hill far away stood an **old rugged cross, the**
D G
Emblem of suffering and shame
G C
And I love that old cross where the **dearest and best, for a**
D G
World of lost sinners was slain, so I'll

D G
Cherish the old rugged cross, till my
C G
Trophies at last I lay down
G C
I will cling to the old rugged **cross, and**
G D G
Exchange it some **day for a** crown

G C
To the old rugged cross, I will **ever be true, its**
D G
Shame and reproach gladly bear
G C
Then He'll call on some day to my **home far away, where His**
D G
Glory forever I'll share, so I'll

D G
Cherish the old rugged cross, till my
C G
Trophies at last I lay down
G C
I will cling to the old rugged **cross, and**
G D G
Exchange it some **day for a** crown

Swing Low Sweet Chariot

D

Swing

G C G

Low, sweet char - iot

G D

Comin' for to carry me home, swing

G C G

Low, sweet char - iot

G D G

Comin' for to carry me home

G C G
I looked over Jordan, and what did I see

G D
Comin' for to carry me home

G C G
A band of angels comin' after me

G D G
Comin' for to carry me home

G C G
If you get there before I do

G D
Comin' for to carry me home

G C G
Just tell my friends that I'm a comin' too

G D G
Comin' for to carry me home

D

Swing

G C G

Low, sweet char - iot

G D

Comin' for to carry me home, swing

G C G

Low, sweet char - iot

G D G

Comin' for to carry me home

Just A Closer Walk With Thee

G D
I am weak but Thou art strong
D G
Jesus, keep me from all wrong
G C
I'll be satisfied as long, as I
G D G
Walk, let me walk close to Thee

G D
Just a closer walk with Thee
D G
Grant it, Jesus, is my plea
G C
Daily walking close to Thee, let it
G D G
Be, dear Lord, let it be

G D
Through this world of toil and snares
D G
If I falter, Lord, who cares?
G C
Who with me my burden shares? None but
G D G
Thee, dear Lord, none but Thee

G D
Just a closer walk with Thee
D G
Grant it, Jesus, is my plea
G C
Daily walking close to Thee, let it
G D G
Be, dear Lord, let it be

Amazing Grace

Note: To make this song easier to play, you can try strumming just once for each chord.

D G C G
Am - azing Grace, how sweet the sound
G D
That saved a wretch like me, I
G C G
Once was lost, but now I'm found
G D G
Was blind, but now I see

G C G
T'was grace that taught my heart to fear
G D
And grace my fears released, how
G C G
Precious did that grace appear
G D G
The hour I first be- lieved

D G C G
Am - azing Grace, how sweet the sound
G D
That saved a wretch like me, I
G C G
Once was lost, but now I'm found
G D G
Was blind, but now I see

Buenos Días ¿Cómo Estás?

Good Morning, How Are You?

G

Buenos días, buenos días

¿Cómo estás? ¿Cómo estás?

Muy bien gracias, muy bien gracias

¿Y usted? ¿Y usted?

Suplemento:

Buenas tardes

Buenas noches

Diez Amigos
Ten Friends

G

Uno, dos, tres amigos

D

Cuatro, cinco, seis amigos

G

Siete, ocho, nueve amigos

D

G

Diez amigos son

Manzanas y Bananas
Apples and Bananas

G

Me gusta comer

Me gusta comer

Me gusta comer

Manzanas y

D

Bananas

Me gusta comer

Me gusta comer

Me gusta comer

Manzanas y

G

Bananas

La Araña Pequeñita
The Itsy Bitsy Spider

G

La araña pequeña

D

G

Subió, subió, subió

G

Vino la lluvia

D

G

Y se la llevó

G

Salió el sol y

D

G

Todo se secó

G

Y la araña pequeña

D

G

Subió, subió, subió

Buenos Días A Ti
Good Day To You

G

Buenos días a

D

Ti, buenos días a

G

Ti, buenos días a

C

Todos, buenos

G

D

G

Días

a

ti

Feliz Cumpleaños A Ti
Happy Birthday To You

G

Feliz cumpleaños a

D

Ti, feliz cumpleaños a

G

Ti, feliz cumpleaños a

C

Ti, feliz cumple -

G

D

G

años

a

ti

Cabeza, Hombros, Rodillas y Pies
Head, Shoulders, Knees and Feet

G

Cabeza, Hombros, Rodillas, Pies
Rodillas, Pies

G

Cabeza, Hombros, Rodillas

D

Pies, Rodillas, Pies

G

Orejas, Ojos

C

Boca y Nariz

D

Cabeza, Hombros, Rodillas

G

Pies, Rodillas, Pies

Cristo Me Ama
Jesus Loves Me

G

Cristo me ama, bien lo sé

C

G

Su Palabra me hace ver

G

Que los niños son de aquel

C

G

D

G

Quien es nuestro amigo fiel

G

C

Cristo me ama

G

D

Cristo me ama

G

C

Cristo me ama, la

G

D

G

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About the Author



Photograph by Shawn Rocco

William Dawson is a professional multi-instrumentalist, recording engineer, and educator. He works at Duke University Hospital in Durham, North Carolina as the Musician In Residence & Semans/Byrd Performing Arts Coordinator. He toured internationally performing with the platinum-selling Squirrel Nut Zippers and has produced and engineered over 150 albums. After leaving the road and the studio, William worked as an elementary school music teacher and middle school band director in schools around North Carolina, as well as helping to found hospital-based music programs for pediatric patients at the UNC Hospital School and at Duke Children's Hospital. He studied music at the University of Memphis and graduated from North Carolina Central University (*Summa Cum Laude*) with a degree in Elementary Education.

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William Dawson is a professional musician and educator from North Carolina. He is the Musician in Residence & Semens/Byrd Performing Arts Coordinator at Duke University Hospital. He has taught music at the Duke Children's Hospital & Health Center and the University of North Carolina Children's Hospital School.

