



Government of the Republic of Trinidad and Tobago

MINISTRY OF EDUCATION

Music
and
MATH
Jingles

Created by: Curriculum Planning and Development Division
Visual and Performing Arts Unit

ACKNOWLEDGEMENT

The Ministry of Education wishes to thank everyone who assisted in bringing this project to fruition. There would be no jingles without the valuable input from teachers and principals of the following schools:

Betham Excel Gov't	Bethlehem Boys RC
Bethlehem Girls RC	Chinapoo Gov't
Escalier AC	Gloster Lodge Moravian
Hokett Baptiste	Laventille Boys
Laventille Girls	Lower Morvant
Morvant AC	Morvant New
Our Lady of Laventille RC	Picadilly Gov't
Rose Hill RC	St. Barbs RC
St. Dominics RC	St. Phillips Gov't

Your creativity, passion and participation are acknowledged and appreciated.

We also admire the little ones who learnt the jingles and so delightfully sang their hearts out.

A special thank you goes out to the Honourable Minister and committed staff at the Ministry of Communications in playing a critical role in seeing the idea of Math jingles into tangible products. Thanks much for allowing us to use your studio for recording the jingles.

Caribbean Print and Display Solutions has sponsored two trophies for the Best Original and Adapted Jingles. For this we express our gratitude. Many other persons would have contributed to the life of this project: School Supervisors and District Curriculum Coordinator of the Port of Spain Education District; Curriculum Officers of the Mathematics Unit and the Visual and Performing Arts Unit; Director and Audio-Visual Officer of the Division of Education Services; Officers of the Laventille Morvant Schools Improvement Unit, General Admin and Publications Unit of the Ministry of Education. Time and space do not permit individualizing any more. So, to all else we say THANK YOU!



PREFACE

This **Math Jingles Lyric Book** arises out of a Music and Math Jingles Project. The project was conceptualized by Mrs. Josephine Torrel-Brown, Curriculum Officer of the Visual and Performing Arts (VAPA) Unit of the Ministry of Education, to assist with numeracy development and enhancement, particularly for pupils of primary schools in the Laventille and Morvant Schools Improvement Project (LMSIP).

Many students struggle while learning math facts or engaging in solving problems. With the help of music, understanding and memorization can happen quickly regardless of the age of the learner. Music is a context that students naturally find authentically engaging as many of the popular songs heard on radio and social media are recalled and reproduced in a casual way by them. Putting the academic information to music can assist with memory and retention of the Mathematics content. It is also a fun way of learning, which is one of the major educational philosophies - that learning should be fun! Furthermore, it is believed that there is an overlap of key math areas of the brain to areas highly involved in music. The structural patterns found in music and mathematics are similar. Research further suggest that music increases one's Intelligence Quotient (IQ) level thus contributing to the argument that music and the arts should be a vital part of a school's curriculum.

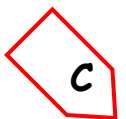
The Music and Math Jingles Project was initiated with a workshop sharing strategies with teachers on how to compose Math jingles. They were expected to create jingles of 30 – 60 seconds in length, catchy and based on a Math concept, rule or process. Jingles produced fall under two categories of Original and Adapted. Pupils and teachers visited the studio at the Ministry of Communications, Information Division, to perform and record their Math jingles. The result is a valuable repository of thirty-six Mathematics jingles for all levels of the primary school and treating with all four Mathematics strands of Number, Geometry, Measurement and Statistics, produced by eighteen primary schools from Laventille and Morvant.

This Math Lyrics Book complements all the jingles that are recorded on the flash drive. It is hoped that our classrooms would become musical classrooms, learning not only Mathematics but all subjects using this methodology of Music Infusion.

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MATHEMATICS JINGLES

"REPEAT THE PATTERN"

- Melody of "Old McDonald"

We are making make patterns, isn't that cool?

Arranging and repeating shapes,
According to a rule

With a circle here, triangle there,
rectangle and square

We are making patterns, isn't that cool?

rectangle, circle, rectangle, circle,
rectangle, circle, rectangle, circle
circle, square, triangle, circle,
square, triangle, circle, square,
triangle, circle, square, triangle

We have made patterns,
you can do it too

We will start the pattern,
you continue

rectangle, circle,
rectangle, circle,
rectangle, circle,
rectangle, _____
circle, square, triangle,
circle, square, triangle,
circle, square, triangle,
circle, _____, _____

Composed by:

GLOSTER LODGE MORAVIAN SCHOOL

Infants Year 1

"I LOVE NUMBERS"

- Melody of "Frère Jacques"

I love numbers

I love numbers

1,2,3

1,2,3

I can use my fingers

I can you my fingers

Count with me

Count with me

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



Composed by:
PICADILLY GOVERNMENT
PRIMARY SCHOOL
Infants -Year 1

"5 SENSES"

I see it, I hear it, I smell it,
I taste it, I touch it
Seeing, hearing, smelling,
tasting, touching.

5 Senses

Seeing is what I do with my eyes
Close them open them yell
surprise!

Hearing is what I do with my ears,
High sounds, low sounds,
What do I hear?

Smelling is what I do with my
nose,
I smell pretty flowers or stinky
toes.

Tasting is what I do with my
tongue,
Eat it up. Drink it up.
Yum! Yum! Yum!

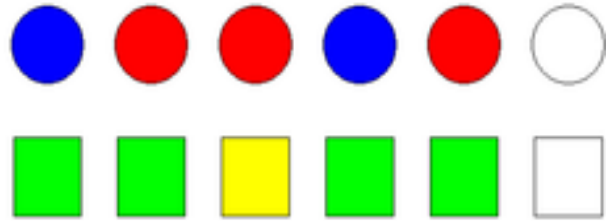
Touching is what I do with my
hand,
Smooth like silk or rough like
sand

I see it, I hear it, I smell it, I
taste it, I touch it
Seeing, hearing, smelling,
tasting, touching.

Composed by:
PICADILLY GOVERNMENT PRIMARY
SCHOOL
Infants -Year 1

"PATTERNS"

- Melody of "Are you sleeping"



Patterns keep repeating,
Patterns keep repeating,
One then two, 1 then 2,
Circle, square, triangle,
Circle, square, triangle,
Red then blue, red then blue

Can you see them?

Can you see them?

One then _____

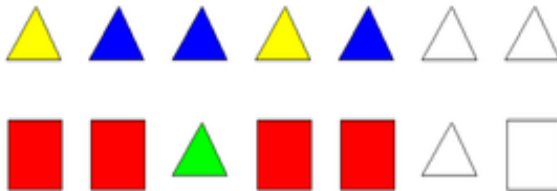
One then _____

Circle, square, _____

Circle, square, _____

Red then _____

Red then _____.



Composed by:

ST. DOMINIC'S ROMAN CATHOLIC
PRIMARY SCHOOL

Infant Year 1

"NUMBERS IN A ROW"

We are numbers in a line,

Some before and some behind,

I'm in the middle I'm 9,

Who's before and who's
behind?

Tell me, tell me, tell me

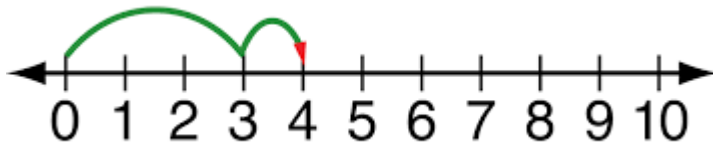
We are numbers in a line,

Some before and some behind,

I'm 6 and he's 8,

Who's in the middle?

Tell me, tell me, tell me



Composed by:
HOKETT BAPTIST PRIMARY SCHOOL
Infants Year 2

"BONDS TO FOURTEEN (14)"

Fourteen (x 4Times)

Ready set let us go. Wooooo!

Zero plus Fourteen equals Fourteen (ummm.)

One plus Thirteen equals Fourteen (ummm.)

Two plus Twelve equals Fourteen (ummm.)

Three plus Eleven equals Fourteen (ummm.)

Number bonds to Fourteen to Fourteen to Fourteen

Number bonds to Fourteen to Fourteen

Four plus Ten equals Fourteen (ummm.)

Five plus Nine equals Fourteen (ummm.)

Six plus Eight equals Fourteen (ummm.)

Seven plus Seven equals Fourteen (ummm.)

Number bonds to Fourteen to Fourteen to Fourteen

Number bonds to Fourteen to Fourteen



Composed by:

MORVANT EPIPHANY ANGLICAN SCHOOL

Infants Year 2

"COUNTING IN ONES"

- Melody of "Jingle Bells"

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

We are counting one by one.

Till the very end.

Oh, 11, 12 and 13, 14 and 15 in
the brew.

Counting on, just add one every
time its due.

Oh, 16, 17 and 18. 19 and 20 are
next

21 and 22 then comes 23,
24, 25, 26, can flex, because
every time,

You adding one. It is not complex

Oh, 27, 28, 29 come soon.

You don't have to get worried,

Thinking Gloom and Doom!

Just follow all the steps. Adding one
by one they are,

And you'll always find that you will be
Counting like a star.

Composed by:

MORVANT NEW GOVERNMENT
PRIMARY SCHOOL

Standard 1

"SKIP COUNTING in TENS"

10, 20

30, 40

50, 60

70, 80

Counting numbers in 10's

Counting numbers in 10's

Numbers rocking, we'll be bumping.

We skip counting, as we jumping.

Counting numbers in 10's

Counting numbers in 10's

90, 100

110, 120

then 130 and 140

Keep going upwards, by 10 we counting.

All the time, the numbers will be mounting.

Counting numbers in 10's

Counting numbers in 10's

Composed by:

MORVANT NEW GOVERNMENT PRIMARY SCHOOL

Standard 1

"I LOVE FRACTIONS"

VERSE 1

Fractions are equal parts of a whole

A fraction is that

A number on top and a number below

A fraction is that

A half, a quarter or a third

A fraction is that

There are many types of fractions to learn



VERSE 2

Equivalent fractions have the same value

A fraction is that

They may look different but they are the same

A fraction is that

Comparing fractions can be fun

A fraction is that

You use less than or greater than to compare

A fraction is that



CHORUS

I love fractions (Hey)

I really really love fractions

Hey (x2)

CHORUS

Composed by:

LOWER MORVANT GOVERNMENT
PRIMARY SCHOOL

Standard 2

"ADDITION GIVES US MORE"



Addition is a mathematical operation that gives us more,

Plus, sum, total, altogether they give us more,

Numbers adding by the score, they give us more

Composed by:
ST. BARBS GOVERNMENT PRIMARY SCHOOL
Standard 2

"FRACTIONS"

Melody of "Gilligan's Island"

A Fraction is part of a whole,
It's made up of 2 parts.
The numerator is the number on top,
It sits on the top of the line

It tells us how many parts are there,
While the denominator is, the bottom number,
it tells us how many equal parts,
there are in a whole



Fractions come in different forms and the
Three you need to know,
Proper and improper fractions,
fractions.

You also need to know the word name

And symbols of each.

Like...one half is 1 over 2 ($\frac{1}{2}$),

one third... is 1 over 3 ($\frac{1}{3}$)

One eighth is... 1 over 8 ($\frac{1}{8}$)

And the list goes on....

Composed by:

ST. PHILIP'S GOVERNMENT PRIMARY SCHOOL
Standard 2

"FRACTIONS, PARTS"

Chorus:

Fractions, Fractions

A fraction is a part of a whole

A fraction part can be equal or unequal

Fractions, Fractions

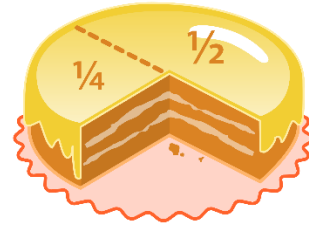
When writing fractions

The numerator on top

When writing fractions

The denominator at the bottom

Chorus



The number of equal parts

Shaded is the numerator

The total number of equal parts

Is the denominator

Chorus

$\frac{1}{4}$

Composed by:

BEETHAM ESTATE GOVERNMENT PRIMARY SCHOOL

Std 3

"THE WAY HOW YOU SOLVE THE MATHS"

'Nun ah' go on with the way
How you solve the maths (x4)

If 'yuh' want to solve of (Act it out)
If 'yuh' want to solve of (Draw it out)
If 'yuh' want to solve of (Yuh better know your tables)
If 'yuh' want to solve it (Work it out)

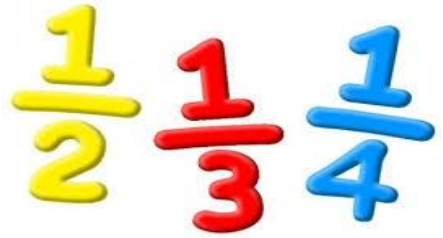
Add and Multiply
Subtract and Divide
Is the way how you solve the maths (x2)

Composed by:
BETHLEHEM BOYS' ROMAN CATHOLIC PRIMARY SCHOOL

Std 3

"FRACTIONS SONG"

- Melody of "Cup Song - When I'm Gone"



Fractions, fractions.
A fraction is a part of a whole
Numerator up on top
Denominator down below
A fraction is a part of a whole

Proper fractions, proper fractions
Small on top and big below
Proper fractions here we go
This is all you need to know
Proper fractions, proper fractions
Small on top and big below

Improper fractions, improper
fractions
Big on top and small below
If it's improper here we go
The only way to know
If it's improper,
it's big on top and small below
below

Composed by:
ST. DOMINIC'S ROMAN
CATHOLIC PRIMARY SCHOOL
Standard 3

"PRIME OR COMPOSITE"

- Extempo Melody

Prime numbers have only two factors
Itself and 1, there are no others (x2)
If it is not Prime, it is Composite
These have more than 2 factors doh doubt it
1 is neither Prime nor is it Composite
It is called unique or idiomatic

2 is the only even Prime Number
And there are 24 more don't you beg to differ (x2)
2, 11, 41, 89
These are all numbers that are Prime
If it ends with 2, 4, 6, 8 or 0
Those are all composite don't you know.

Composed by:
BETHLEHEM GIRLS' ROMAN CATHOLIC SCHOOL
Standard 4

"PLACE VALUE"

Melody of "La Pascualidad"

Place Value Place Value Place Value

Place Value is important

When calculating decimals

And whole numbers

Put the . under .

Put the . under .

When adding and Subtracting

This also includes

When dealing with money

This also includes when dealing with money (x2)

Composed by:

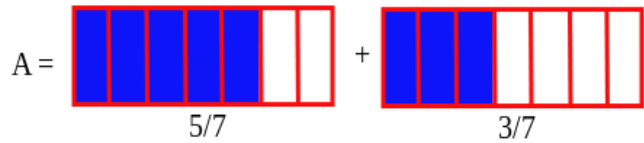
CHINAPOO GOVERNMENT PRIMARY SCHOOL

Standard 4

"FRACTIONS DAY"

It's fractions
It's fractions
It's fractions
It's fractions
It's fraction day!

Fractions! You will love it
once you know it
Fractions! There is an easy
way to do it
Fractions! We're going to
learn fractions today

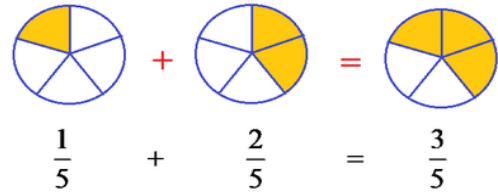


When adding or subtracting
fractions
With the same denominator
We only add the numerator and
The denominator remains the same
One quarter add two quarters equals
three quarters
Seven eighths minus three eighths
equals four eighths
You only add the numerator and the
denominator remains the same

Fractions!

Composed by:
MORVANT EPIPHANY ANGLICAN SCHOOL
Standard 4

"SAME DENOMINATOR" ("Bounce" Remix Riddim)



Intro:

Don't tell me no!
Just leave me so.
Don't tell me no!
Just leave me so.
Add or take away
the numbers on top.

Verse 1:

Denominators the same?
It's just like your name
Do not add it or take it away
(x2)

Verse 2:

Numerators on top?
Just add it up!
Or take it away, don't be a flop!
(x2)

Chorus:

Don't tell me (No!)
Just leave me (So!)
Don't tell me (No!)
Just leave me (So!)
Don't tell me (No!)
Just leave me (So!)
Add or take away the numbers on top

Composed by:

OUR LADY OF LAVENTILLE
ROMAN CATHOLIC SCHOOL
Standard 4

"THAT'S THE POINT"

Wake up in the morning six thirty
Put on my light put on my tv
Knock, knock, knock guess who
I see 3.3 eyes watching me.

Go to sit down on my chair
hosts of decimals everywhere
Maths (x 3)

See on my tv maths activity $1.3 * 103$

Move the point 2 spaces right

Then you go and multiply
Decimal with point an all
separate fraction from whole
Move the point left to right is
what I study the whole night
Maths (x 4)

Decimal and fraction hand in hand
Helping us to understand.

Based on the power of 10
We change it to a percent

Composed by:

BETHLEHEM BOYS' ROMAN CATHOLIC PRIMARY SCHOOL

Standard 5

"GEOMETRY GOALS"

- Melody of "Trini to the Bone"

Welcome Welcome one and all
To the class of shapes.
Geometry goals, geometry goals
Let us learn about these shapes,
Yes these many solids
Geometry goals, geometry goals

Sweet Sweet Geometry oh how I
love up meh 3D
Sweet Sweet Geometry learning
shapes is so much fun for we.
Sweet Sweet Geometry solids
benefit society
Sweet Sweet Geometry come let
us enjoy this learning spree.

Look sweet shapes parade abundantly
Their faces are flat or round you see
Some people doh like geometry
But Escallier loves all this 3D
Ms. Lewis have all the shapes for we
She builds our brain capacity
And now we can build a whole city
With all of this 3D energy

Oh Oh cylinders are round and tall
Oh Oh rectangles go make cuboids
Oh Oh prisms, triangles and spheres
Oh Oh cubes are made of 6 flat
squares

Composed by:
ESCALLIER/ST. JEROME'S
ANGLICAN SCHOOL
Infants Year 2

"SOLID SHAPES"



Chorus

Plane shapes can be used to make solid shapes (x 2)

Vs

1,2,3,4,5,6

Six squares make 1 cube (x 2)

Chorus: 1,2 1,2,3,4

2 squares and 4 rectangles can make 1 cuboid (x 2)

Chorus: 1,2,3,4,5,6

6 rectangles can make 1 cuboid

Composed by:

ROSE HILL ROMAN CATHOLIC PRIMARY SCHOOL

Standard 1

"SYMMETRY"

The mirror line
Is so divine
You can use it more than one
time
It divides the shape into two
Half for me and half for you

Symmetry (x4)

It gives a reflection
In the opposite direction
Identical to perfection
Like performing a dissection

You cannot use a line that wine
It has to be straight all the time

A B C and D
All have lines of symmetry

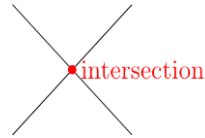
1, 2 even 4
Have no mirror lines for sure

Symmetry (x4)

Composed by:
LOWER MORVANT GOVERNMENT
PRIMARY SCHOOL
Standard 3

"ANGLES"

When two lines intersect each other,
They form an angle when they come together.
Long or short whatever it be,
They all form angles that we can see.

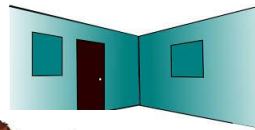
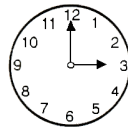


Chorus

Angles angles everywhere,
You can't escape them – there is nothing to fear.
Look around and you will see,
There are angles even in you and me.



My favourite angle is 90° (degree)
You can see him when the clock strikes three.
He's in the corners of all my rooms
He's even there where I put my broom.



Chorus

Angles angles everywhere,
You can't escape them – there is
Look around and you will see,
There are angles in you and me.



Composed by:
ST. BARBS GOVERNMENT
PRIMARY SCHOOL
Std 4

"MEASUREMENT IS WHAT YOU MUST DO"

-Melody of "Deputy" (by Penguin)

Measurement Essential,
To make your living vital.
Yuh want to buy ah Bed,
Doh just scratch yuh head.
A measurement is what you must do.

Yuh want it to fit your room.
To sleep in night or noon.
A measurement is what you must do.

A room 10 by 12 or more,
Doh just prop your jaw.
You can't buy King for sure!
A measurement is what you must do.



Composed by:
MORVANT NEW GOVERNMENT
PRIMARY SCHOOL

Standard 1

"AREA"

Chorus:

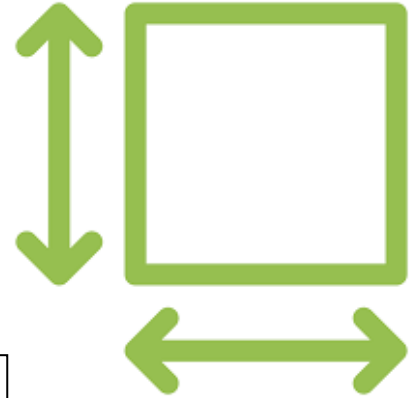
Area, Measurement of a surface (x2)

Area of square is side by side
So if a side is 4 multiply by 4
Is 16 for sure (x2)

Two squares 4 by 4
You will realize covers a rectangle 4 by 8
Because they are the same size (x2)

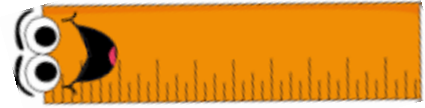
You could also measure
Using squares end to end
Covering without overlapping (x2)

Area,
Measurement of a surface
Know your size!



Composed by:
BEETHAM ESTATE GOVERNMENT PRIMARY SCHOOL
Std 2

"MEASURE ME NOW"



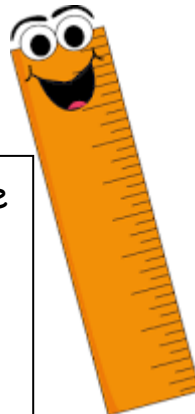
Measure me now
Measure!

Measure me now
Measure!

We using centimetre to measure
Use centimetre to measure
Measure yuh pencil
Measure yuh notebook
Measure yuh lunch kit
Measure yuh waist line

We using metre to measure
Use metre to measure
Measure a white board
Measure a doorframe
Length of a school yard
Height of a building

Measure me now
Measure x 2



We using kilometer to measure
Use kilometer to measure
Arouca to Arima
Curepe to Chaguanas
La Brea to Laventille
Toco to Tobago

Composed by:
BETHLEHEM GIRLS' ROMAN
CATHOLIC SCHOOL
Standard 2

"SPENDING TIME"

There are 60 seconds in a minute
You can blink it, you can breathe it
There are 60 minutes in an hour
You can spend it happy or sour
The hands of the clock

There are 24 hours, in a day
To start your day, kneel and pray
A month has a four week limit
Some have extra days in it
The hands of the clock



Composed by:
CHINAPOO GOVERNMENT
PRIMARY SCHOOL
Standard 2

"MASS vs WEIGHT"

- Extempo Melody

Yuh living on de Earth ah long time now.

Yuh have Mass since yuh birth, doh make ah row?

Yuh tiny and small, is grams fuh True!

But if yuh wide like a Bus, is Kilograms for You.

Yuh walking on de moon, yuh Mass is 50 kgs.

In Morvant, yuh is still 50 kgs, if yuh Please!

Dong in ah submarine below the sea, Yes! Doh be Fass!

Yuh is still 50 Kilograms in Mass.

Weight my friends, is ah Force yuh See.

Created by de pull of the Earth's Gravity!

Not for just some, but for Everybody!
Yuh Mass doh change pardnah, unless yuh get Fatter.

Weight is measured in Newton, Yes is So!

A Mass of 1 Kilo, weighs 9.8 Newton yuh Know.

So if yuh weighing light like ah van, on de Moon.

Yuh goh be heavy like ah Truck on Jupiter or Neptune.

Composed by:

MORVANT NEW GOVERNMENT PRIMARY SCHOOL
Standard 2

"GRAMS"

Hook

So yuh cyah use yuh hand to measure no gram
So put it on de scale to get it right
Helps to always be precise
One gram is the weight of a paper clip
It is ah unit of measurement yuh know

Chorus

So leh meh let yuh know
Yuh could use it measure ice
Yuh could use it measure rice
So leh we sing d ting

So leh meh let yuh know
Ah thousand milligrams is one gram
Ah thousand grams in one kilogram
So leh we weigh d ting
So leh we weigh d ting
So leh we weigh d ting

Chorus:

So leh meh let yuh
know
Ah thousand milligrams
is one gram
Ah thousand grams in
one kilogram
So leh we weigh d ting

Composed by:
LAVENTILLE GIRLS'
GOVERNMENT PRIMARY
SCHOOL

Standard 3

"THE MINUTE HAND"

- Melody of "Twinkle Twinkle Little Star"

Seconds minute every hour
Now it's time to discover

The minute hand is standing
straight,
It's the hour to be awake

When the minute hand's on 3
Quarter past it will be

Half way through hour land
6 is where you'll find the
minute hand,

Don't stop now, you're almost
there,
The minute hand will appear,
When it is on 9
It's quarter to, the time to
shine



Composed by:
OUR LADY OF LAVENTILLE
ROMAN CATHOLIC SCHOOL
Standard 3

"TIME TO GO"

Time to go!

Time! Let's have a T-I-M-E time

Telling the T-I-M-E

Time to go! Time to go! [2x]

60 minutes in 1 hour [2x]

30 minutes - half an hour [2x]

15 minutes - quarter hour [2x]



Time! Let's have a T-I-M-E time

Telling the T-I-M-E

11:30 to 12:30 - That's 60 minutes

It's lunch hour!

Time to have a T-I-M-E time

To eat and play and buss ah lime...

Composed by:

GLOSTER LODGE MORAVIAN
PRIMARY SCHOOL

Standard 4

"TURN, TURN, TURN"

Turns here and turns there
Turns everywhere

Whole turn

Half turn

Quarter and

Three quarter turn

Tick tock

Tick tock

Which turns are on the clock



Clockwise turn left to right
Anti-clockwise right to left

Whole turn - twelve to twelve

Quarter turn twelve to three

Half turn twelve to six

Three quarter turn twelve to
nine

Turns here and turns there

Turns everywhere

Composed by:

HOKETT BAPTIST PRIMARY SCHOOL

Standard 4

"WE SORTING"

Sorting

We sorting (x 3)

SORTING!

Look at the objects given to you

Put them into special groups

Sort by size, colour or name

Group the objects that are the same

Sorting

We sorting (x 3)

SORTING!

Composed by:

LAVENTILLE BOYS' GOVERNMENT PRIMARY SCHOOL

Infants Year 1

"BAR GRAPHS"

Verse

Bar Graphs compares data
Analyze and interpret quicker
If you want to draw one
Then follow my Direction
Out your "x" and "y" Please
Horizontal vertical areas

Verse

Make sure to add your title
And don't forget your labels
Categories, scale, and then your bars
Can all be found on a bar graph
So Bar Graphs can helpful
When interpreting just be careful!



Chorus

Bar Graphs,
We talking bout' Bar Graphs,
Bar Graphs,
Let me tell you bout' Bar Graphs

Composed by:

ESCALLIER / ST. JEROME'S
ANGLICAN SCHOOL

Standard 3

"MODE"

INTRO

Mode, Mode, Mode, Mode

What is ah mode? (X 2)

Chorus

The number that repeats the most amount of times-mode (x 2)

If no number in the list is repeated,

THERE IS NO MODE!

Chorus

Vs.

The mode tells us the mark that occurred the most (x 4)

Mode Mode

Composed by:

ROSE HILL ROMAN CATHOLIC PRIMARY SCHOOL

Standard 3

"THE MEAN SONG"

I am the mean, if you know what I mean
The average of numbers yes,

Divide the total or the sum
By the number of scores (x 2)

If 1, 2 and 3 is your data,
Add them up you get 6 as your total,
Divide 6 by your number of scores (THREE!!!)
The answer equals to 2 is the mean... yes ah yes

So we tell them.....
Divide the total or the sum
By the number of scores (x 4)
MEAN!!!

Composed by:
ST. PHILIP'S GOVERNMENT PRIMARY SCHOOL
Standard 5

Credits

Participating Schools:

Beetham Estate Government Primary School

Teachers / Composers: Ms. J. Inniss and Ms. Hinkson (Std 3)

Ms. T. Homeward and Ms. Yearwood (Std 2)

Pupils: Kiz-Zion Richardson, Sahirah Phillip, Reneshar Rennie, Ariel Knights, Kiz-Zier Richardson, Rhianna Dover, Naomi Henry, Faith Williams, Kaiyah Peters, Kurtisha Alexander, April Duval, Jaheim Crichton, Makaylah Omar, Ismakiah Pascall, Kereem Joseph, Triston Sherewood, Dennisha Phillip, Keytwana Alexander, Malik Jordan, Omelia Clarke and Zion Roberts

Bethlehem Boys' Roman Catholic School

Teachers / Composers: Mr. Brown (Std 5) and Ms. Wood (Std 3)

Pupils: Keyno Pompey Jr., Zachary Allers, Tyrese Toussaint, Timory Cox, Marvin Moses, Judah Jacob, Jadon Cord, Tespha Meridin, Jaylon Jordan, Antonio Osuna, Samuel Osmond, Dijon Finch, Jadon King

Bethlehem Girls' Roman Catholic School

Teachers / Composers: Ms. Garcia (Std 2) and Ms. Goodman (Std 4)

Pupils: Alanis Hercules, Princess Walker, Tyra Allen-Samuel, Samara Clinton, Angel Haji, Tyresha Toussaint, Khara Jarvis and Eliseth Joseph

Chinapoo Government Primary School

Teachers / Composers: Mr. Peña, Ms. Davidson and Ms. Butler

Pupils: Kurtoya St. Louis, Zachiah Kirk, Robertha Budree, Kimoralee Ghany, Simone Stewart, Ishmael Prince, Nigel Maraj, Kyvon Felician, Shinica Jack, Gerdeisha Nurse, Akil Williams, David Jeffers, Tishaana Charles, Akelia Felician, Khaiya Mccollin, Nicolai Guy, Jah-zara St. Hillarie, Kayla Flanders, Akeela Williams and Justin Thomas

Escallier / St. Jerome's Anglican School

Teachers / Composers: Ms. Lewis (Infants -Year 2) and Ms Villafana (Std 3)

Pupils: Zakahria De Revenaux, Emmanule Ramkissoo, Cassidy Spellen, Zechariah Noel and Jahyhel Mead

Gloster Lodge Moravian Primary School

Teachers / Composers: Ms. M. John (Std 4) and Ms. L. Mendoza (Infant Year 1)

Pupils: Zakavia Campbell, Kayla Ambrose, Serrena Williams, Haile Vallenilla, Nycholai Richards, Ruby Forde, Annalisa Seaton, Adriano Mullen, Keyanna Austin, Xavion Moore, Shakilla Seaton, Carlos Camejo, Devon Lawrence, Samantha Boyce, Brandon Stephens, Carys Forde, Aliyah Redman and Nalyssa Pierre-Daniel

Hokett Baptist Primary School

Teachers / Composers: Ms. J. Legendre and Mr. T. Marshall- Gulston

Pupils: Demetrius Jackie, Jordan Matthews, Deshaun Mason, Janiyah Romain, Jaheim Charles, Kiara Ambrose, Kimora Ambrose, Trevon Robertson and Danica Mc Intosh

Laventille Boys' Government Primary School

Teacher / Composer: Ms. Duke

Pupils: Joushua Brown, David Salandy, Xavier Elliot, Jadiel Roberts, Kevin Philip, Amari Grenardo, Daniel Berkley, Eddison Gift, Nickloy Drakes, Lllamar John

Laventille Girls' Government Primary School

Teachers / Composers: Ms. T. Eastman

Pupils: Carleisha Fisher, Kamila Alexander, Anastasia Hamilton, Sumia Richards, Keyone Manswell, Kerina Alcazar, Jasmine Alexis, Althia Baird, Aaima Henry and Kareema Forte

Lower Morvant Government Primary School

Teachers: Ms. Halbal and Ms Edwards (Std 2) and Ms. Roberts and Ms. Edwards (Std 3)

Pupils: Akim Adams, Jarrel Charles, Kerliyah Donawa, Keon Harrington , Anya Daly, Rawldinio Alexander, Kymani Gould, Malia Philip, Jedaiah Martin, Shiann Alexander, Zendaya Clairmont, Desier Alleyne, Kezi Wilkes, Destiny Prince,

Esther Patterson, Sarai Redhead , Jaydon Yearwood , Micah Lewis, Jahiem McNicol, Jalon O'Connor and Ksenia Honore

Morvant Epiphany Anglican School

Teachers / Composers: Ms. J. Parks and Ms. A. Ford-Hopson (Std 4) and Ms. N. James, Ms C. Lyon and Ms A. Assing (Infants -Year 2)

Pupils: Joshuwa Arthur, Deyonce Legall, Natalia Welch, Kaydon Fox, Ketan Williams, Jovan Garibana, Jahsara Lara, Tahirah Aphoto, Dinelle Baptiste, Amaya Straker, Kairi Tinto, Chyeem Baron, Kree Leotaud, Osei Quashie, Sydell Sozarno, Jabari Lopez, Janayah Williams, Javon Murray, Tiara Agard and Jayden Seaton

Morvant New Government Primary School

Teachers / Composers: Ms. A. Bedeau-Mc Phie and Mr. R. Ramdass (Std 1), Mr. I. Ali (Std 2)

Pupils: Mossiah Primus, Zariyah Alexander, Ronaldo Soleyn, Jalandie Thomas, Tashauna Paul, Curline Lamoth, Isaiah Austin, Jada-Marie Allen, Kaitlyn McLean,

Our Lady Of Laventille Roman Catholic School

Teachers / Composers: Ms. Commissiong and Ms. Lewis

Pupils: Trinel Moore, Tyresha Thomas, Sania Moore, Ashley Williams, Christopher, Ashton.

Piccadilly Government Primary School

Teachers / Composers: Ms. C. Wason

Pupils: Shane Jordon, Chelsea-Anna Britton, Kaylee Wellington, Kalisha Xavier, Destiny Williams, Alex Grimes, Dominic Grimes and Christian Richards

Rose Hill Roman Catholic Primary School

Teachers / Composers: Mr. Sin -Leong and Ms. Michal Olivia

Pupils: Dkiran Mc Farlane, Takara Fortune, Tianna Fartune, Isaiah James, Hasani Inniss, Sheimia Ettienne, Shantai Ettienne, Khaliya Abdussalaam, Kerishma John and Cassie Chase.

St. Barbs Government Primary School

Teachers / Composers: Ms. P. Miller (Std 2) and Ms. L. Roberts (Std 4)

Pupils: Naomi Phillips, Lithany Hall, Josephine Chedu, Tamika King, Akili Roberts, Terrel Julkes, Shamackie Achille, Joel Sebro, Dillon Wilson, Jovon Simmons, Dion Wilson, Phillian Phillips, Kendell Sylvester, Jalisa Stewart and Jotoya Murray

St. Dominic's Roman Catholic Primary School

Teachers / Composers: Ms. A. Fletcher (Std 3) & Ms. Moore (Infants Year 1)

Pupils: Shania St Rose, Agellyscia Julien, Alliyah Benjamin, Santeza Lewis, Aleema St Rose, Monique Murray, Sapphire Romain, Kaydie Hosein, Caleb Potts and Aleema Alexander

St. Philip's Government Primary School

Teachers / Composers: Ms. M. Riley (Std 5) and Ms. R. Heraman (Std 2)

Pupils: Shakeem Cooper, Mario Dattoo, Jaheim James, Selena Kydd, Andrea Ram, Justin Mannette, Sheldon Clarke, Briana Emmanuel, Okearo Maraj, Jabarry George, Joe-Anna Burke and La-Ziah Bentley

MATH OUTCOMES

Strand	Level	Outcome(s)/Elaboration(s)	Jingles	Page
Number	Infants Year 1	Count objects to demonstrate one-to-one correspondence (up to 10).	“I Love Numbers” “5 Senses”	2 3
	Infants Year 1	Describe a given repeating pattern containing two to three elements in its core	“Patterns”	4
	Infants Year 1	Name a given repeating pattern with two to three elements in its core.	“Repeat the Pattern”	1
	Infants Year 2	Explore addition facts with sums less than or equal to 20.	“Bonds to Fourteen”	6
	Infants Year 2	Identify the number before, the number after, and the number between, using a number line.	“Numbers in a Row”	5
	Standard 1	Count forward (count on) and backward (count back) by ones within 1 000 from any given number.	“Counting in Ones”	7
	Standard 1	Skip count in ascending order in 10s	“Skip Counting”	8
	Standard 2	Demonstrate an understanding of the algorithms for addition and subtraction.	“Addition Gives Us More”	10
	Standard 2	Explore and describe relationships between wholes and parts (equal and unequal)	“I Love Fractions”	9
	Standard 2	Name and record fractions using words and symbols	“Fractions”	11
	Standard 3	Explain the meanings of the terms numerator and denominator.	“Fractions, Parts”	12
	Standard 3	Differentiate between proper fractions, improper fractions and mixed numbers.	“Fractions Song”	14

Strand	Level	Outcome(s)/Elaboration(s)	Jingles	Page
	Standard 3	Using a variety of problem solving strategies, such as: use a model, act it out, draw a picture, look for a pattern, guess and check, work backwards, logical reasoning...	“The Way How You Solve the Maths”	13
Number	Standard 4	Classify numbers as prime or composite (up to 100) by determining the number of factors.	“Prime or Composite”	15
	Standard 4	State the place value of any digit in large numbers.	“Place Value”	16
	Standard 4	Develop and use the algorithm for solving problems involving the addition and subtraction of fractions involving the same denominator.	“Fractions Day”	17
			“Same Denominator”	18
Standard 5	Recognize the number patterns formed when decimal numbers are multiplied or divided by 10 or 100.	“That’s the Point”	19	
Geometry	Standard 1	Predict the solid that can be formed given an assortment of plane shapes (pictorial).	“Geometry Goals” “Solid Shapes”	20 21
	Standard 3	Investigate plane shapes, letters and numerals to determine whether or not they are symmetrical and to determine the number of lines of symmetry.	“Symmetry”	22
	Standard 4	Describe an angle as a measure of turn and name the quarter turn as a right angle or the angle formed when perpendicular lines meet.	“Angles”	23
Measurement	Standard 1	Solve practical problems involving length	“Measurement is What You Must Do”	24
	Standard 2	Compare and order the area of two or more surfaces (by matching or placing one on the other) and explain reasons using appropriate language	“Measure me Now”	26
	Standard 2	Describe area as the measure of the amount of surface.	“Area”	25

Strand	Level	Outcome(s)/Elaboration(s)	Jingles	Page
	Standard 2	Explain the need for and the importance of a standard unit of measure for mass/weight.	“Mass vs Weight”	28
	Standard 2	Explain the suitability of the unit as it relates to the mass/weight to be measured.	“Grams”	29
Measurement	Standard 2	Relate seconds to minutes, minutes to hours, hours to days, days to weeks, days/weeks to months, and months to years and use the relationships to solve problems.	“Spending Time”	27
	Standard 3	State the time after given intervals on analog and digital clocks.	“The Minute Hand”	30
	Standard 4	Describe time as “minutes to” or “minutes after or past” the hour and tell time to the minute.	“Turn, Turn, Turn”	32
	Standard 4	Calculate the duration of events using starting and finishing times (elapsed time).	“Time to Go”	31
Statistics	Infant Year 1	Collect and classify data about objects (e.g. colour of lunch bags), self (e.g. short hair, long hair) and others to make decisions.	“We Sorting”	33
	Standard 3	Determine the features of bar graphs either through transformation of a block graph to a bar graph or by identifying features from presented (and interpreted) bar graphs	“Bar Graphs”	34
	Standard 4	Determine the mode for a given set of data and explain its importance in data analysis	“Mode”	35
	Standard 5	Determine and use the rule for calculating the mean of a given set of data.	“The Mean Song”	36

