



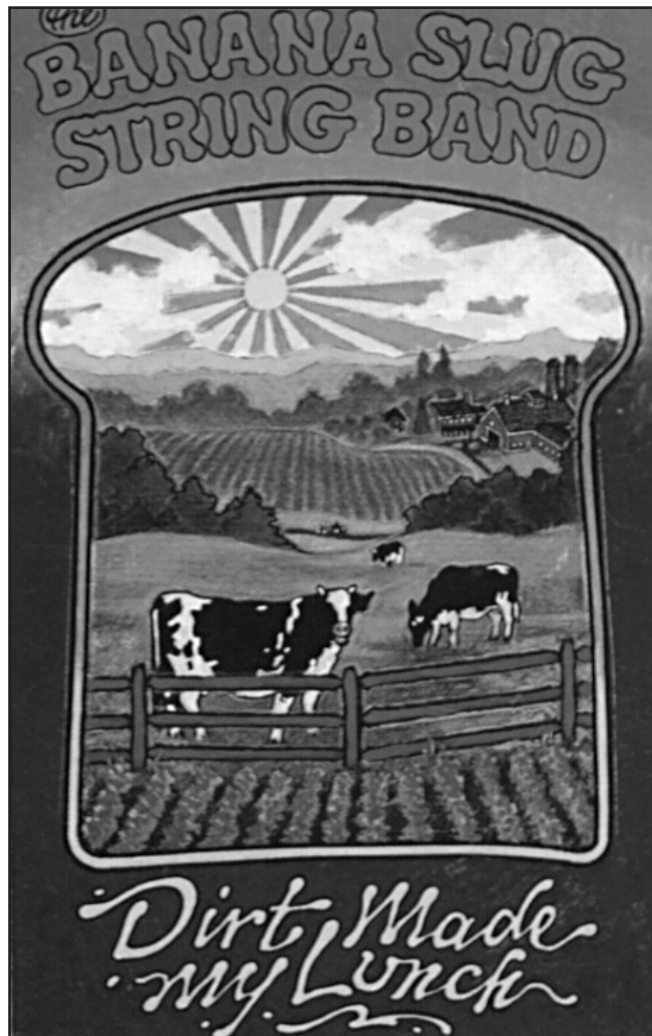
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Dirt Made My Lunch



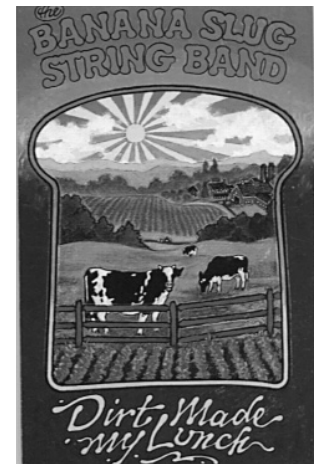
ANDROS ISLAND
Bahamas

**International
Field Studies Workshop
October 16-23, 1999**

Dirt Made My Lunch

WORKSHOP OUTLINE

1. Song: Say Hi!
2. Introductions
3. Activity: Mysteries Of Life
4. Chant: Sun, Soil, Water, and Air
5. Activity: Sun, Soil, Water, and Air Facts
6. Teaching With Music Across the Curriculum
7. Activity: Dirt Puppet Interview
8. Puppet Talk
9. Song: Dirt Made My Lunch
10. Activity: Song Leading
11. Activity: Manure to Milkshake
12. Song: Decomposition/Banana Slug
13. Activity: Six Parts Lesson
14. Song: Six Parts Song and Dance
15. Activity: Tree Interview/Build a Tree
16. Song: I'm a Tree
17. Activity: Air Cycle Role Play/Hand Motions/Paper Plate
18. Song: Air Cycle
19. Activity: Cycle Frisbee
20. Activity: Water Cycle Lesson
21. Activity: Rain
22. Song: Water Cycle
23. Song: Finishing Songs
24. Closing: Question Period



LESSON PLANNING GUIDE

The lessons and activities around which these songs, poems, puppets and role plays are used generally follow a progression of concrete to abstract. The units begin with a grabber and a hands on activity that has the children manipulating that which is being studied. In these activities experimentation and discovery take place. The units end with creative expression and application of the subject matter. The flow of the activities may be as follows:

1. Grabber
2. Hands on experience
3. Role play
4. Puppet interview
5. Song/poem
6. Art project
7. Language experience
9. Journal writing

Let's Go!





Activity

MYSTERIES OF LIFE

PURPOSE: To introduce sun, soil, water and air as being the building blocks for all living things, everything we eat and everything we wear.

MATERIALS: Three black film containers with lids. One contains soil and one should contain water.

ACTION:

1. "I have in these three jars the four mysteries of life. Without these four mysteries there wouldn't be any food, I wouldn't have this shirt, there wouldn't be anything alive, we wouldn't even be here. Everything on earth depends on these four mysteries."



2. "Who would like to look in mystery jar #1?" Toss the jar to them and instruct them to shake the jar and to think about what is in it and then pour out the contents into their hand so that everyone can see. It's dirt or another name for it is soil.

3. "Who would like to look in jar #2?" Repeat the same procedure only this time instruct the student to fling the contents of the jar into the air.
Water!



4. "Who would like to look in jar #3? Remember that this jar has two mysteries in it and when you open it you may have to think a little bit about what is in it. Yes! Air is one of the mysteries now quick put the top back on. The last mystery isn't there. Take the top off. It just rushed in. Yes! it's light. Where does our light come from? The sun."



5. Teach the sun, soil, water and air chant. The chant is a call and response with each line.

Sun, soil, water and air (group repeats after each line)

Sun, soil, water and air

Everything we eat

And everything we wear

Everything comes from

Everything comes from





Activity

FACTS ABOUT SUN, SOIL, WATER, AND AIR

The facts on this page refer to the SUN, SOIL, WATER, or AIR. For older children, duplicate the page and ask them to check the proper column, then discuss answers. For smaller children, simply use as discussion.

It is 93 million miles away and its light travels to earth in 8 minutes. _____

It covers 2/3 of the earth's surface. _____

It is the atmosphere. _____

It is the center of the solar system. _____

It is the place where plants sink their toes. _____

An adult uses 12 thousand quarts of it per day. _____

It's called precipitation when it falls from the sky. _____

One inch is lost from the surface every 25 years due to poor farming practices. _____

It is the closest star to earth. _____

Every cubic inch holds a billion beneficial creatures. _____

The higher it goes the colder it gets. _____

Decomposers make a new one inch layer every 100 years. _____

Its molecules are recycled 40 times per year. _____

The higher it goes the thinner it gets. _____

Its energy comes from a fusion reaction. _____

It makes 2/3 of a person's body. _____

Without it people die in 3 minutes. _____

40 million tons of materials are dug out of it every day. _____

It is made of hydrogen and oxygen. _____

Plants turn its energy into sugar. _____

It is lighter as a solid than as a liquid. _____

Its temperature is increasing due to the release of CO₂ by the burning of fossil fuels. _____

It is made of clay, silt, sand, and humus. _____

It moves the seas first by moving the breeze. _____

Every American uses 160 gallons of it a day (except Marin County!). _____

It produces 4 million mega watt hours per day. _____

9 inches of the top layer lie between life and extinction. _____

Fluorocarbons are breaking down its ozone. _____

It contains nitrogen, phosphorus and potassium. _____

Another word for it is solar. _____

It is mostly made of nitrogen and oxygen. _____

Only 3% of it is fresh and most of that is unusable. _____

It powers the earth. _____

Worms eat an equivalent of their own weight of it each day. _____

Plants breathe oxygen into it. _____

Animals breathe CO₂ into it. _____



TEACHING WITH MUSIC ACROSS THE CURRICULUM



Music, movement and poetry should be incorporated in lessons throughout the curriculum. Recent studies in learning and brain research suggest that students learn best when they have deep emotional experiences. Music has a way of bringing out those important emotional responses that awaken a sense of wonder and motivate students toward gaining a deeper understanding of their world.

Music and motion is an attractive medium for students with a variety of learning styles. Because any material to be learned should be looked at and manipulated in a variety of ways all students, especially kinesthetic and auditory learners, will benefit from music, motion and poetry.

Below are some ways that teachers have successfully used BSSB songs.

Signaling a lesson or time of day — Music can be used to ritualize a part of the day. If for instance you were teaching a unit about the water cycle then the Water Cycle Boogie could be used to usher in that period of the day.

While drawing or reading — Use quiet music to create a mood and to help students enhance the imaging abilities needed for reading and drawing.

Cleaning the room — Some teachers have put on a BSSB song while the students are cleaning the room. “The Penguin Parade” is a lively tune to get you in the cleaning mood and when it ends clean up is over.

Choral Reading — One of the first success stories of a BSSB song came about 18 years ago when a class won a contest for the best choral reading using their rendition of “Decomposition.” Put the lyrics on an overhead and have students sing along or take turns reading the songs or different parts of the songs. Having the song lyrics shown on a screen as opposed to looking down at a songbook allows students to project their voices. Choral reading can also be done in conjunction with hand motions and role-playing.

Poems For Two Voices — Two wonderful books by Paul Fleischman, “Joyful Noise” and “I Am Phoenix” demonstrate this unique form of poetry. Rewrite songs and poems to fit this method and challenge your students to do the same. Below is an example of a slug song turned into poetry for two voices. One group reads the column on the left while the other reads the column on the right. They read at different times when the lines alternate and at the same time when the lines are on the same line. Experiment with different arrangements. It takes some practice for groups to read it smoothly.

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CYCLE OF LIFE

by S. Van Zandt

Water flowing

Flowing
Water

River

Ocean water rising
Water
Filling up the sky

Rising

Falling

Flowing cycle of
Life

Rising

Falling

Flowing cycle of life

Flowing

Living water

Water
Falling on the mountain
River
Rolling into sea

Water

Filling

Spilling

Life

Filling

Spilling
Flowing cycle of life



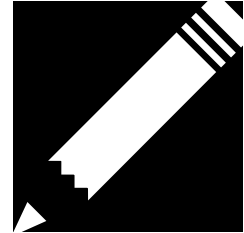
Pocket chart — Put songs on sentence stripes and individual words on cards for pocket chart activities. Words can be scrambled and students challenged to put the song back in order. Some songs lend themselves to replacing the original words with words that the students suggest. See the work done by Marlene & Robert McCracken for more ideas of how to use the pocket chart with music.

Introduce and develop lessons — A song can be a powerful motivational piece and create a common experience by which to introduce a lesson. Some songs are great for capturing the mood of the subject while other songs are suitable for further concept development.

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Some examples of BSSB songs that are mood enhancing might be Black Patches and Bison while “Animals” and “Estuary” are filled with scientific and ecological concepts. Cooperative groups can list the general concepts in a song. These can then be used for further study and research. Several questions and directions for study might arise from analyzing the songs content.

Model Writing — Use a song to point out rhyming structures and patterns. Look for internal rhymes and off rhymes. Compare several songs and discover the “hook” lines. These are the repeating lines, the ones designed to get stuck in your head. Discover how metaphors and imagery are used. Look for “universal” lines. These are often the last lines of a song or poem that restate the ideas in the song in a way that takes those ideas to a new level of meaning. Using the structure of an existing song as a model, challenge students to write a parody of that song. “Moose” is a BSSB song that students have used to write some successful songs of their own.



Morning Message — Use a hook line or chorus line from a song when doing “Morning Message.” As you write the line on the board you are helping students with phonics and decoding.



Movement — Students can make up their own movements and dance steps to the songs. With a song on chart paper the class can analyze the parts that best lend themselves to movement. Allow several ideas to be expressed and experimented with the movements. Suggest a synthesis of some of those ideas. Spend time with this group process by reading, experimenting and deciding before putting on the CD for the final dance. Several BSSB songs lend themselves to this including; “Penguin Parade”, “Animals are Dancing,” “Tidepool Boogie”, “Water Cycle Boogie,” and “I’m a Tree.” Groups of students can be given a song to choreograph and perform for the rest of the class.

Book Illustrations — Lyrics can be written at the bottom of blank pages and each student illustrates a particular section. Reassemble to form a class book. “I’m a Tree” and “Safe at Home” and “Life on the Shore” lend themselves well to this. Some teachers have had students fold their papers into six squares with each square being a lyric and illustration.



Activity

DIRT PUPPET INTERVIEW

- Interviewer: We have a special guest today. Please welcome our friend, Dirt.
Dirt: Ha, ha, ha. Hi ya, hi ya, hi ya.
Interviewer: Dirt, It's nice that you could be here today. How are you doing?
Dirt: I'm feeling great, but I'm a little thirsty. I could use some rain.
Interviewer: Dirt, do you mind if I ask you a personal question?
Dirt: No, go ahead, ask.
Interviewer: Why are you so important?
Dirt: Well, let me sum it up in one phrase: Dirt made my lunch. In fact it made everybody's lunch.
Interviewer: Dirt made my lunch?! What are you talking about?
Dirt: OK, take this lettuce growing out of my head. You eat lettuce and lettuce grows out of the dirt. So, dirt made your salad.
Interviewer: What about the bread in my sandwich. Does that come from dirt?
Dirt: Yes, bread is made of grass seeds called wheat.
Interviewer: I get it! Wheat grows in the dirt, so dirt made my sandwich.
Dirt: Now you're thinking. You know you're not as dumb as you look. But wait one minute. I had a milkshake for lunch. I've never seen a milkshake plant.
Dirt: Right... there is no such thing as a milkshake plant, but what are milkshakes made of?
Interviewer: Milk
Dirt: Where does milk come from?
Interviewer: Cows.
Dirt: And what do cows eat?
Interviewer: Grass.
Dirt: And grass grows out of the....
Together: DIRT!
Dirt: So the next time you drink a milkshake, you can thank good old dirt.
Interviewer: Dirt, you are very important. What would you like us to do for you?
Dirt: There's a lot you can do for me. Let's ask the class. (Class lists ways to thank dirt.) And you can really thank me by singing my favorite song, "Dirt Made My Lunch."

Background: Dirt puppets can be made by decorating a brown sock, brown paper bag, or a paper plate on a stick.

Extension: Interviews can be created for sun, water, and air. Base the interviews around 8 questions:

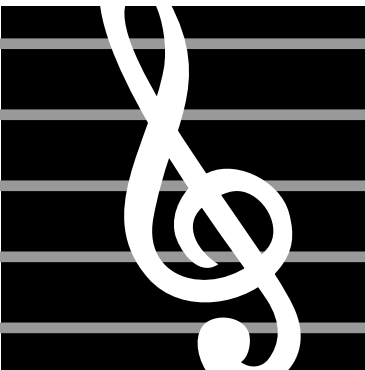
1. Why are you so important?
2. Where are you found?
3. What if you weren't around?
4. How do you move?
5. What depends on you?
6. Where do you like to be the most?
7. Do you ever change?
8. What would you like us to do for you?



Activity

SONG LEADING

1. **Teaching A Song:** Use the whole-part-whole method. Sing the part of the song to be learned first. If the words are difficult, then talk the song through. Teach one or two lines at a time by singing them and having your group repeat after you. A little history or introduction for a song is nice, but long monologues (with some exceptions) can take away from the spirit of the song.
2. **Eye Contact:** Look at your audience, not through them. There's more to a song than words and music, there's an attitude that comes through the singers face and eyes.
3. **Keep Time:** You can help the group stay together by using your hand to keep time. You may want to raise and lower your hand with the high and low notes without stiffly following every note of the song.
4. **Getting the Group to Sing Louder:** Say, "Sing it out, everybody," or have your group sing it with a country accent by saying, "sing it country,." Use hand motions or put your hand up to your ear to draw their voices out. Try lowering your voice so the group can hear their voices better. Remind them of the upcoming words by fitting them in between the lines. Say, "I'll sing it to you," "You sing it to me," "Sing it to each other," "Sing it so the trees can hear you."
5. **Stopping the Song:** If you begin a song and you find yourself singing off key, or you suspect that the group could sing better in a higher or lower key, then stop and start over the right way. If you forget a line or make a mistake, it's alright to say "let's sing that line again." Sometimes an effective technique is to stop singing part way through a song and tell a short anecdote or ask a question.
6. **Leave Off A Word:** When the last work in the verse ends in an obvious rhyme, I like to stop singing and let the group fill it in.



Created by Steve Van Zandt



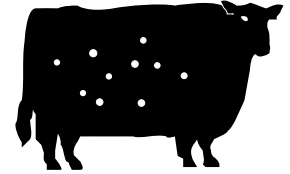
Activity

MANURE TO MILKSHAKE

PURPOSE: To demonstrate the role of decomposition in making the food we eat. To see how soil is made.

MATERIALS: Lead the whole class in the following role play.

1. Look for a field of cows.
2. Go out to the field with a shovel and wheelbarrow. Make sure that you are wearing your overalls.
3. Shovel the manure into the wheelbarrow.
4. When you're finished don't throw your shovel on the ground. If some people do, remind them of the proper tool care. Put your shovel in the wheelbarrow and wheel it to the compost bin.
5. Put the manure in the compost and wait one month, (fold your arms and tap your foot), two months, three months.
6. Well it hasn't decomposed enough. We need to help it along with the de-corn-pose dance. All together wiggle your hips! hands clenched, move down as we chant de-com-pose, de-com-pose, de-com-pose.
7. It's ready! Put the manure that has now turned to rich soil into the wheelbarrow and wheel it back to the field.
8. Spread out the soil and plant some grass seeds; blup, blup, blup, blup. Now plant strawberry seeds; blup, blup, blup, blup.
9. Now we are grass seeds sprouting. As we grow we take in the water from the rain and the light from the sun. Oh no! Here comes a cow! Chomp! Chomp! Chomp!
10. You're the farmer again. Put down your stool. Set your bucket under the utter. Squirt! Squirt! Squirt!
11. Now pour some milk into a blender.
12. Now pick some strawberries; plup! plup! plup! Put them in the blender.
13. Add a little honey, a little vanilla and turn on the blender.
14. Pour your strawberry milkshake into a glass. Let's give a toast to manure for making our milkshake. Drink it down.
15. The next time that you see someone drinking a milkshake say, "Hey you're drinking manure." If they don't know about decomposition and how soil is made maybe they'll give it to you.





Activity

SIX PARTS LESSON

PURPOSE: To introduce students to the six edible parts of plants. To show how each part functions for the plant. To taste new foods.

PROCESS SKILLS: Sorting, categorizing, listening, group decision making

ACTION:

1. Introduce the lesson by having the children put their thumbs up or down if they eat animals and if they eat plants. Ask them to tell the person next to them the name of a plant that they eat.
2. Record responses by listing the names of plants that they eat in the following sequence: roots, stems, leaves, flowers, fruits, and seeds.
3. Label each category with roots, stems, leaves, (etc.).
4. Teach the roots, stems, leaves dance.
5. Play the roots, stems, leaves game. Call out one of the six parts and see how fast students can go to the proper dance position. Hold up the different roots, stems, leaves cards and see how fast students can go to the proper dance in position.
6. Demonstrate what the children will do in their small groups. Take out the small roots, stems, leaves cards from the teacher bag and arrange them in the proper order. Take the examples out of the bag one at a time and decide as a group what category it should go under. Place each example in a row under one of the cards.
7. After the group has finished categorizing their six parts they are to put them back in the bag and move to another bag containing different examples.
6. Play the recording of the Roots, Stems, Leaves song and act out the verses.

FOLLOW-UP:

1. Send a letter home assigning each child to bring in one of the six parts prepared for a salad.
2. Set the salad makings out in the roots, stems, leaves order. Have salad dressing available. Have some unusual taste treats for students to try.



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Dear Parents;

We are continuing our science/ecology lessons with a lesson about the six edible parts of plants. We would like to have a tasty ending to the lesson by having a roots, stems, leaves, flowers, fruits and seeds salad party. Our feast will be on _____.
Please help you child select and prepare one of the assigned plant parts. We will arrange each of the salad makings that the children bring, in the order of roots, stems, leaves, flowers, fruits, and seeds. Your child's plant part will be circled below. You are welcome to join us. Thank you.

Sincerely,

ROOTS

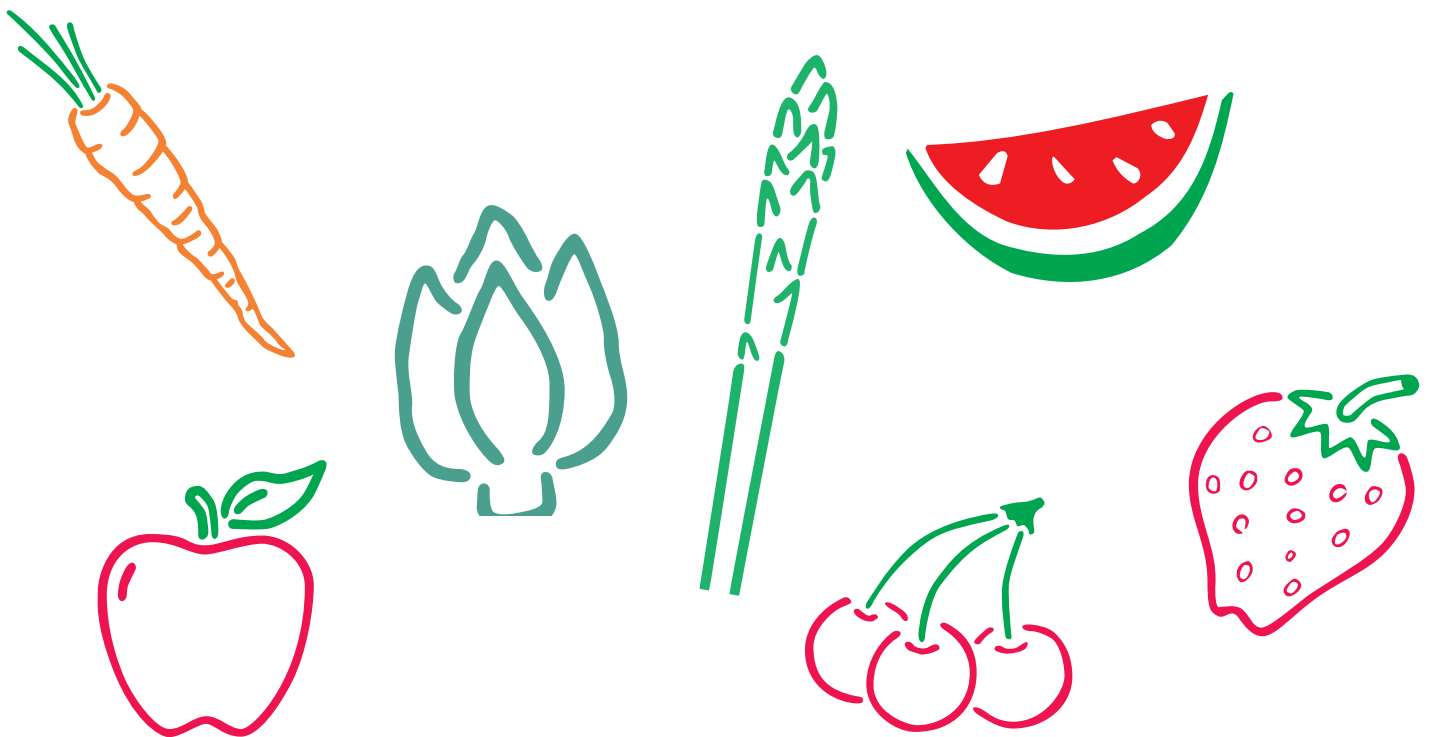
STEMS

LEAVES

FLOWERS

FRUITS

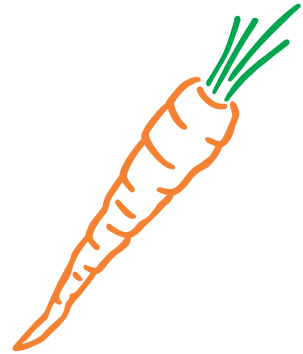
SEEDS



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OTHER “6 PART” IDEAS AND EXTENSIONS

1. Have examples of plants we eat in a bag. Ask the class, “Who eats roots?” Take a carrot out of the bag. “Who eats stems?” Take a celery out of the bag. Continue this way until all six examples have been shown. Pass out a bag to each group. Include in each bag some of the same examples and some different ones. The group must sort these into the six categories. Then have a salad party making sure that at least one example of each plant part is on your plate. Sing the song as you munch.
2. Each group plants seeds that will provide a harvest in their category.
3. Have cards with pictures or words, roots, stems, leaves, etc. Each group tries to put them in the learned order as fast as they can.
4. Hold up a sign card (roots, stems, leaves, etc.) and the class goes to the proper dance position as fast as they can.
5. Survey likes and dislikes. Which category has the most of either.
6. Each group makes a drawing, collage, poster of their category. They write on it two true statements about the function of that part of the plant.
7. Make a root box: a small box with one side glass. Fill with soil. Plant radishes or green onions. Have a cover for the glass when not observing.
6. Do the colored water up the celery trick.
9. Cover a plant leaf with a plastic bag.
10. Observe and dissect flowers. Look at the ways they attract insects.
11. Ask “Why do plants grow fruit?” Look at ways that fruit helps in seed dispersal and soil nutrition.
12. Ask, who eats grass and grass seeds? Grind some wheat and make bread. look at all kinds of seeds, beans and nuts. Sort them, use them in art.



Curriculum written, created and adapted by; S. Van Zandt



Activity

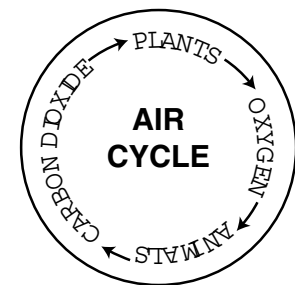
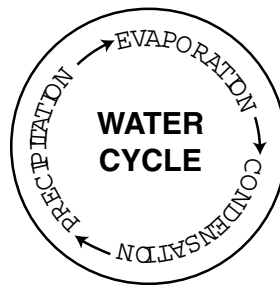
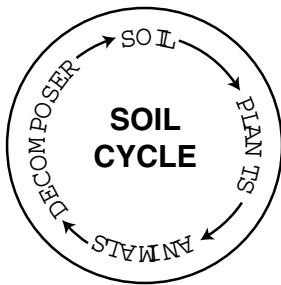
CYCLE FRISBEE

BACKGROUND: Through the energy of the sun, the raw materials of life: air, soil, and water do not run out because of inherent natural recycling.

PURPOSE: To demonstrate the components of the soil, air, and water cycle by playing catch with a Frisbee.

MATERIALS: Three Frisbees, permanent marking pen.

Draw the following cycles on the Frisbees:



ACTION:

1. Define cycle - a series of events that recur regularly and lead back to the starting point.
2. Have students give examples of cycles.
3. Demonstrate a cycle by rotating the frisbee once.
4. Using the frisbee, explain the cycle, i.e. In the soil cycle, plants use the soil, animals eat plants, decomposers eat dead plants and animals, turning them into soil.
5. Have the students stand in a circle.
6. Have the students pass the frisbee around the circle saying what part of the cycle he/she is and what he/she will be next in the cycle. i.e. Student 1: "I am soil. Plants will use me." Student 2: "I am a plant. Animals will eat me."
7. Play the game. The student holding the frisbee says what part of the cycle he/she is. The student who can name what is next in the cycle gets to catch the frisbee. That student announces what part of the cycle he/she is. The student who can name what comes next in the cycle gets to catch the frisbee, etc.

DISCUSSION:

1. Why don't we run out of water, soil, and air?
2. What is the energy source for the cycles?
3. Why isn't there a sun cycle?



Activity

WATER CYCLE LESSON

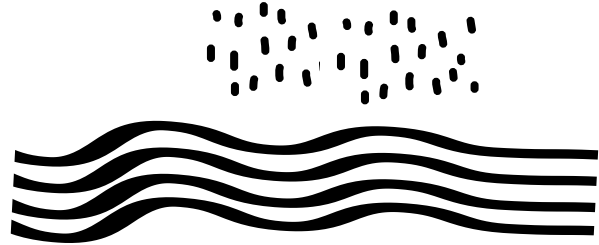
FOCUS: This is a language arts/science lesson to introduce first grade students to the water cycle.

OBJECTIVES: Children will be given the opportunity to:

1. Listen to tape recorded sounds of water and identify them.
2. Orally express water related words.
3. Role play the water cycle.
4. Identify parts of the water cycle (ocean evaporation, cloud, rain, river) on a diagram.

MATERIALS:

1. Tape and tape recorder with water sounds
2. Paper and pencil
3. Water cycle diagram
4. Colors for each student



GRABBER:

1. Play tape of water sounds. Children listen and guess what the sounds are.
2. Say the word “water” and children respond with words that come to mind.
3. Record their words on paper and read them back to the class. Explain that the reason water is in different places is by the way it moves.

OBJECTIVE:

1. Explain that we are going to see how water moves.
2. Everyone draws a circle in the air with their fingers.
3. Explain that a cycle is like a circle and that water moves in a water cycle.
4. Draw a circle on the board and write “water cycle”

INSTRUCTION:

1. Role play the water cycle. One child is the sun while others are water drops who rise out of the ocean (rest of the class) when the sun says “Boogie woogie, evaporation.” The water drops rise, form a cloud, blow over the mountain, rain, fall into a river, and flow into the ocean (return to seats).
2. Children try it again on their own.
3. Write the cycle on the board by filling in the correct places on the circle.
4. Teach the water cycle boogie dance.

CLOSURE:

1. Sing the water cycle song.
2. Pass out the water cycle diagram to each child.

FOLLOW-UP:

1. Set up an experiment to see if water will evaporate. Place two cups of water outside the classroom. Cups should have markers and one is covered with plastic as a control.



TEACHER WORKSHOPS

Music is an effective teaching tool to introduce and reinforce concepts, as well as to motivate and inspire students. In this whole language approach to teaching science, we integrate music, poetry, drama, and movement with hands on science. Participants will learn strategies for creating thematic science units, and gain ideas to energize and supplement their existing units. These fast-paced, interactive workshops, open to K-6 classroom teachers and outdoor educators, are presented in a variety of formats:



DIRT MADE MY LUNCH

This action-packed workshop is a complete unit about, well, *dirt* — find out how dirt is made and how it makes all of our food. We'll be singing with a puppet known as "Mr. Dirt", doing the *Roots, Stems, Leaves, Flowers, Fruits and Seeds Dance*, and gettin' on down with decomposition. (Time: 60 - 90 minutes)



SUN, SOIL WATER, AND AIR This full-day workshop includes the *Dirt* Unit, and goes on to include strategies that teach about the other three "mysteries of life": sun, water, and air. We also cover plants cycles and food chains. Be ready to dance the *Water Cycle Boogie*, transform into a tree, and throw a cycle frisbee. (Time: 6 hours)



FEATHERS, FUR, SCALES, AND SKIN • This workshop includes songs, poems, and activities that teach about the different animal groups, their habitats, and their inter-relationships. A mini-unit on the ocean is presented with songs from our award winning recording, "Slugs at Sea." Come ready to do the *Tide Pool Boogie*, build a fish, and talk like an insect! (Time: 60 - 90 minutes)



YOUR OWN DESIGN • We will collaborate with you to develop a workshop that fits your needs by combining concepts, songs, and strategies from our wide range of material. After all, our Earth is a unique design too!

Note: For outdoor educators, we have a workshop geared specifically for teaching in an outdoor setting.

General information and products:
Banana Slug String Band
P.O. Box 2262
Santa Cruz, CA 95063
(831) 425-7584 ph/fx
Toll Free: (888) 327-5847
bananaslugstringband.com



B.S.S.B. Keynote Presentations

National Science Teacher Association

National Marine Educators Association

National Association of Interpretation

"I wholeheartedly endorse their innovative approach to learning. I have observed both teachers and students respond with great excitement to Slug performances. I only wish that my own education had included such an experience as the Banana Slug String Band offers."
Gary Appel
Director—
Life Lab
Science Program
Capitola, California

"Wow! There is so much to say about the effects of the workshop/performance you did for us. I have heard many stories from beleaguered school principals, wondering about the sanity of their staff singing songs of dirt making their food. You received an all time high review of 9.97 out of 10."
Daniel Morse
Consortium for
Instructional
Improvement, Riverside,
California

"The Slugs are by far the best educational children's performance group/teacher workshop presenters that I've ever seen. They were a tremendous hit at the National Marine Educators Association's annual conference where they led workshops for teachers on integrating music into the environmental education curriculum."
Craig Strang
Assoc. Director –
Lawrence Hall of Science
Director –
Project M.A.R.E



RECORDINGS AND SUPPORT MATERIALS FOR EDUCATORS



NEW! Goin' Wild!

Our brand new album takes you on a musical journey through the natural worlds of Yellowstone and The Tetons. Come along, as we celebrate the wonders of these two great national treasures, with songs about beaver, bear, and bison; fire, geysers, and starry skies. Let's Go Wild!

CD or Cassette / Songbook



DIRT MADE MY LUNCH

Kids love learning that everything we eat comes from sun, soil, water, and air. In addition to the popular title track, this tape includes "Decomposition," "River Song," and "Banana Slug."

CD or Cassette / Songbook



PENGUIN PARADE

This Parents Choice Award Winner features diverse musical styles, from Dixieland to Calypso, Boogie Woogie to A cappella. Includes "Ants" and "Moose."

CD or Cassette / Songbook



SLUGS AT SEA

Sail with the Slugs as they sing about ocean habitats. Includes "Butts Up," "Ocean Rap," and "Water Cycle Boogie."

CD or Cassette / Songbook



DANCING WITH THE EARTH VIDEO

Join the Slugs in concert, and follow them on a rollicking musical journey through ancient redwood forests and awesome coastal tidepools.

Video: appx. 40 minutes



NEW!

GOIN' WILD T SHIRTS

We're happy to announce the arrival of our newest album with this wild and wonderful shirt, featuring the design from the cover of "Goin' Wild." Choose from Sangria (similar to fuscia) or White. Also available in cozy long sleeve for adults!



ADVENTURES ON THE AIR CYCLE

Join Nature Man on his wondrous fresh air cycle, and hear such favorites as "Lizards," "Big Red Rap," and "Ecology."

Cassette / Songbook



SLUG T SHIRTS

They're colorful, whimsical, and great conversation starters. Choose teal, purple, or our new Tie Dye... and wear your Slugs with pride!



SINGING IN OUR GARDEN

A compilation of some of our favorite garden and plant science songs, like: "Dirt Made My Lunch," "I'm a Tree," and "Nature Rap."

Cassette / Songbook

**For information on prices and ordering, call
(888) 32-SLUGS • (888) 327-5847**

To order on the Web: www.bananaslugstringband.com