

Alignment
of
Sing & Play
Music and Movement
Curriculum
with
Early Head Start
School Readiness Goals
for Infants and Toddlers

Kindermusik®
@School





Alignment of Sing & Play Music and Movement Curriculum with Early Head Start School Readiness Goals for Infants and Toddlers

This document illustrates how the content and objectives of Kindermusik's Sing & Play curriculum align with the *Early Head Start School Readiness Goals for Infants and Toddlers*. Sing & Play is a supplemental, research-based curriculum for 1- to 2-year-olds, created for use in early childhood learning settings. It is designed to help teachers at all levels of experience lead developmentally appropriate and child-centered music-and-movement activities that will nurture toddlers' development across all domains of learning.

References:

Kindermusik@School Sing & Play Teacher's Guide. Kindermusik. Web. 21 Apr. 2015.

School Readiness Goals for Infants and Toddlers in Head Start and Early Head Start Programs: Examples from the Early Head Start National Resource Center. Early Head Start National Resource Center, 5 June 2012. PDF.

SOCIAL AND EMOTIONAL DEVELOPMENT	
Goals	Kindermusik@School: Sing & Play
<p>1 Children will develop and engage in positive relationships and interactions with adults</p> <p>TODDLERS: this includes establishing at least one ongoing, meaningful attachment relationship with an adult. It also includes understanding that others may have beliefs, intentions, and desires that differ from their own.</p>	<p>Themes Familiar and relevant to this age group, Sing & Play’s themes help children develop and experience positive relationships and interactions with adults.</p> <p style="background-color: #f2f2f2; padding: 5px;">EXAMPLE: In Family All Around Me, children celebrate being surrounded and supported by family members, friends, and other loving caregivers who offer them opportunities to connect through fun and music.</p>
	<p>Group Circle Time Unit activities are centered around Group Circle Time. Group time naturally encourages children to focus on the teacher as a facilitator and positive role model. Children look to the teacher to model important behaviors such as listening, as well as appropriate responses and movements. Through imitating the teacher’s behaviors, children develop trust in the teacher as a role model and learning resource.</p> <p style="background-color: #f2f2f2; padding: 5px;">EXAMPLE: In I Can Do That!, Lesson 1, <i>I Can Wiggle</i>, the instructor models and encourages the children to try to wiggle their fingers, toes, shoulders, and noses. Then the instructor helps the children do these actions along with the rhyme.</p>
	<p>Teacher Tips These offer insight and advise teachers on how they can better engage and interact with the children during specific activities.</p> <p style="background-color: #f2f2f2; padding: 5px;">EXAMPLE: Way Up High, Lesson 2, <i>Colors of the Rainbow</i>: “Acknowledge and encourage all the many different ways the children are playing their shakers. Make yourself a reminder note to use these ideas for future instrument play.”</p>
	<p>Movement and Instrument Exploration and Play-Along During these activities, teachers both model behaviors and imitate student behaviors. Validating a child’s ideas through imitation encourages self-confidence in the learning process and in the student-teacher relationship.</p> <p style="background-color: #f2f2f2; padding: 5px;">EXAMPLE: In On the Town with Bear, the instructor encourages and validates children’s ideas as they explore different ways to shake their bells softly and loudly.</p>
	<p>Visuals Visuals feature familiar objects such as farm animals, vehicles, and food. Sharing visuals with the group gives the group a focal point for discussion, helps children get excited about participating, and encourages children to engage in positive interactions and build positive relationships with the instructor.</p> <p style="background-color: #f2f2f2; padding: 5px;">EXAMPLE: In Zoom!, children explore familiar vehicles such as a train, a car, and an airplane.</p>

SOCIAL AND EMOTIONAL DEVELOPMENT	
Goals	Kindermusik@School: Sing & Play
<p>2 Children will begin to develop personal relationships with peers.</p>	<p>Themes Themes, familiar and relevant to this age group, help children develop personal relationships with peers.</p>
<p>TODDLERS: this includes developing friendships over time; comforting a friend who is unhappy; playing with peers for extended periods of time; carrying on conversations; laughing together; and missing a peer who is absent.</p>	<p>EXAMPLE: In <i>Big Back Yard</i>, children explore familiar places where they can meet to play together, including playgrounds, parks, and back yards of all shapes and sizes.</p>
	<p>Poems and Rhymes Participating in these activities encourages socialization; children have opportunities to participate in organized play, engage in similar movements as their peers, and cooperate with each other.</p>
	<p>EXAMPLE: In <i>Playtime!</i>, children play peekaboo with scarves to music and rhymes.</p>
	<p>Singing Singing in a group invites socialization and helps children work together.</p>
	<p>EXAMPLE: In <i>Zoom!</i>, children participate in a fingerplay together, doing motions while singing with the group to <i>Two Little Blackbirds</i>.</p>
	<p>Movement During Movement activities, children have opportunities to participate in organized play, engage in similar movements as their peers, and cooperate with each other.</p>
<p>EXAMPLE: In <i>Rain or Shine, Come and Follow Me</i>, the children follow the instructor around the room in a follow-the-leader activity while singing and walking, clapping, tiptoeing, stomping, waving, and more.</p>	
<p>Vocal Play Often, these activities start with a listening portion that models good listening skills, an important aspect of learning to make friends. Following a focused listening to a recording of a sound, children experiment together with how to imitate these sounds vocally. They may make the sounds all at once, or take turns listening to each other as they experiment.</p>	
<p>EXAMPLE: In <i>Big Red Barn</i>, children “baaaa” like baby lambs in <i>Mary Had a Little Lamb</i>.</p>	

SOCIAL AND EMOTIONAL DEVELOPMENT	
<p>Goals</p>	<p>Kindermusik@School: Sing & Play</p>
<p>3 Children will begin to develop and demonstrate control over some of their feelings and behaviors (self-regulation).</p>	<p>Themes Themes that are familiar and relevant to this age group help children practice self-control over their behaviors.</p>
<p>TODDLERS: this includes trying to control their actions, perhaps by saying “No, no” as they throw toys. Toddlers may take a blanket to a quiet area and rest when distressed. They will often seek a familiar adult for comfort.</p>	<p>EXAMPLE: In <i>Way Up High</i>, children explore opposites such as fast/slow and high/low using instruments, their bodies, and their voices. Children experience joy and success as they learn to modify their behaviors and impulses to move in opposite ways.</p>
	<p>Group Circle Time Group learning helps children develop social skills such as cooperation and turn-taking. Gathering in a group to sing and learn is a positive way to lower inhibitions, build self-esteem, and foster a sense of inclusion. Teachers use stickers or tape to create “music spots” in a semicircle on the floor. This visual aid helps the children learn where they should sit/stand at the start of each activity. The music spots designate each child’s personal space and are arranged to prevent crowding and encourage appropriate keep-your-hands-to-yourself behaviors.</p>
	<p>Teacher Tips These offer insight and advise teachers on how they can help children develop self-control.</p>
	<p>EXAMPLE: In <i>Family All Around Me</i>, Lesson 3, <i>Hey, Lolly</i>: Using “aaaand stop” consistently to stop an activity helps toddlers learn to better control their actions and develop inhibitory control.</p>
	<p>Movement Movement provides children with a physical outlet to an emotional response and helps them develop self-control over their bodies and inhibitory control over their emotional responses, movements, and reactions.</p>
	<p>EXAMPLE: In <i>Around the House</i>, children follow instructions for how to dance—and stop dancing—to the music of the song <i>Apples and Bananas</i> by twirling, jumping, and wiggling.</p>
	<p>Instrument Exploration and Play-Along These activities enable children to develop and experience success in the area of self-regulation. During these activities, each child gets to use his or her own instrument or prop. The teacher models how the children can or should use the instrument/prop and encourages the children to follow directions. Each Instrument Exploration and Play-Along activity ends with the putting-away-the-instrument/prop ritual.</p>
	<p>EXAMPLE: In <i>Family All Around Me</i>, <i>Jingle Jangle (Instrumental)</i>, children follow directions for how to use the egg shakers: “Shake, shake, shake... Find your tummy. Now tap your tummy. Tap, tap, tap... Now tap your knee. Tap, tap, tap...” The activity ends with: “Tell your egg shaker it’s time to be still and quiet. Shhhh, egg shaker. Bye-bye, egg shakers. Bye-bye-bye! Time to put your egg shaker away. Bye-bye, egg shakers. Bye-bye-bye. We’ll play with you again soon!”</p>

SOCIAL AND EMOTIONAL DEVELOPMENT	
Goals	Kindermusik@School: Sing & Play
<p>4 Children will begin to learn and internalize rules, routines, and directions.</p> <p>TODDLERS: this includes learning and understanding rules but not always having the self-regulation to follow them. It also includes repeating rules to others and trying to learn the rules of their society. Toddlers will often test to see if a rule will be enforced.</p>	<p>Themes Themes, familiar and relevant to this age group, ease children into familiar routines, helping them learn to follow simple directions and develop self-regulation.</p> <hr/> <p>Group Circle Time Each Sing & Play unit provides children with a familiar structure. Children have opportunities to follow simple aural directions and develop physical self-control (important forerunners of following classroom rules). At the start of each activity, children learn to look to the instructor who models appropriate behaviors, motions, and movements and then imitates or follows instructions for how and when to move in these ways.</p> <p style="background-color: #f0f0f0; padding: 5px;">EXAMPLE: In <i>Hello, Day!</i>, <i>Good Morning</i>, the instructor models some early-morning movements such as pretending to stretch, eat cereal, and brush teeth. The children practice these movements, and then do the movements when indicated by the words in the song.</p> <hr/> <p>Teacher Tips These advise teachers on ways that they can help children begin to internalize rules and routines during these lessons.</p> <p style="background-color: #f0f0f0; padding: 5px;">EXAMPLE: Family All Around Me, Lesson 3, <i>Hey, Lolly</i>: Using “aaaand stop” consistently to stop an activity helps toddlers learn to better control their actions and develop inhibitory control.</p> <hr/> <p>Rituals: Greeting and Goodbye Each lesson begins and ends with the Greeting and Goodbye Rituals. The predictability of these rituals helps children relax into a new situation and adapt to regular changes in the classroom schedule. Children become accustomed to participating in the rituals, enabling them to successfully engage in each lesson.</p> <p style="background-color: #f0f0f0; padding: 5px;">EXAMPLE: In <i>Family All Around Me</i>, children tap their legs on the beat during the <i>It’s Music Time</i> Greeting Ritual. Children wave bye-bye at the end of every unit’s lesson during the <i>Farewell, My Friends</i> Goodbye Ritual.</p> <hr/> <p>Rituals: Clean-Up The Clean-Up Ritual appears at the end of every activity involving a prop or instrument. Through the use of repetitive language that appears throughout the program, children develop a sense of responsibility to classroom materials. They learn to use instruments and props in appropriate ways and to put away materials before starting another activity.</p>

SOCIAL AND EMOTIONAL DEVELOPMENT	
Goals	Kindermusik@School: Sing & Play
<p>5 Children will begin to develop and demonstrate a positive sense of self, competence, and an identity that is rooted in their family and culture.</p> <p>TODDLERS: this includes showing awareness of their own thoughts, feelings, and preferences as well as those of others (e.g., use words such as <i>you, me, I, he, she, and mine</i>); identifying themselves and using their own name when asked; identifying gender and other basic similarities and differences between themselves and others; wanting to take care of themselves; showing completed projects to an adult; and seeking help from an adult after trying something new or challenging.</p>	<p>Sing & Play enables children to participate by providing them with a variety of engaging activities. Teachers are carefully trained to accept and encourage any and all types of appropriate participation, allowing children to progress at their own pace. Through repetition across each unit, children have the opportunity to try and retry different activities, allowing them to gain confidence in each activity and in their levels of participation.</p> <p>Children also have the opportunity to learn about themselves and gain confidence in their abilities through a variety of creative activities. Exposure to and participation in singing, dancing, playing musical instruments, and engaging in dramatic play enables children to learn about their own particular skill sets. Some children might find that they are particularly good at dancing in time to the music. Others may discover that they prefer to play the bells rather than the egg shaker.</p> <p>Themes Themes that are familiar and relevant to this age group help children learn about themselves, their families, and familiar places and people they see regularly.</p> <p>EXAMPLE: “For very young children, home is inside the house: cooking, eating, playing, family, pets, bathtime, and other routines. The Around the House unit makes its way through all of these routines and day-parts.”</p> <p>Teacher Tips To help instructors know how and when to help, some teacher tips provide information on what types of participation to expect from children based on their levels of development. Teachers can use these tips to determine when to encourage children to keep trying or when to step in and help.</p> <p>EXAMPLE: Children jump up and down and turn around in Yum!, Lesson 1, <i>Bread and Coffee</i>: “Movement to this piece will vary depending on the development of each child. Some toddlers will jump while others will bounce their bodies to the music. Show the jumpers how to reach up high while jumping. Give non-walkers a scarf, stuffed animal, or puppet that they can ‘jump’ and spin to the music.”</p> <p>Singing Through singing songs, children use their voices to express emotion. Singing is a natural emotional outlet that invites children to use tone and volume to explore ways of expressing feelings more clearly.</p> <p>EXAMPLE: Children sing expressively to share how they might feel if there is a spider on the floor, on their foot, their knee, their arm, their head, or their nose (<i>There’s a Spider on the Floor, Rain or Shine</i>).</p>

SOCIAL AND EMOTIONAL DEVELOPMENT	
Goals	Kindermusik@School: Sing & Play
<div style="background-color: #ADD8E6; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin-bottom: 5px;">5</div> <p>(Continued)</p>	<p>Movement Through creative and expressive movement activities, children choose independent physical actions. Instructors encourage the children to try movements independently before offering help and support.</p> <p style="background-color: #f0f0f0; padding: 5px;">EXAMPLE: In <i>I Can Wiggle</i> in <i>I Can Do That</i>, children experiment with what parts of their bodies they can wiggle, such as fingers, toes, shoulders, and nose. Then they show that they can stop wiggling and freeze.</p> <p>Instrument Exploration and Play-Along In these activities, children choose patterns and sounds to produce independently. Teachers encourage the children to experiment with playing with instruments independently before offering help and support.</p> <p style="background-color: #f0f0f0; padding: 5px;">EXAMPLE: Children explore different ways to play their egg shakers quietly and loudly by shaking or tapping to music (<i>Big Red Barn</i>, <i>Mary Had a Little Lamb</i>).</p>

APPROACHES TOWARD LEARNING	
Goals	Kindermusik@School: Sing & Play
<p>1 Children will demonstrate interest, curiosity, and eagerness in exploring the world around them.</p> <p>TODDLERS: this includes being flexible in trying out different solutions to problems; awareness of change; active exploration; asking questions; and the beginning of symbolic play.</p>	<p>Themes Each unit uses themes that are familiar and relevant to this age group to encourage children to examine and explore concepts related to the theme using their senses.</p> <p>EXAMPLE: In <i>Zoom!</i>, children investigate the sights, sounds, and sensations of cars, trains, and planes.</p>
	<p>Teacher Tips These tips advise teachers on techniques or approaches they can use to further engage children’s curiosity and exploration during a particular activity.</p> <p>EXAMPLE: <i>Big Red Barn, Lesson 1, Old MacDonald (Instrumental)</i>: Children move like animals to music. “This might be some children’s first time moving like an animal. Be animated as you model each animal movement and gently help each child, making this a playful and fun experience. With repetition and familiarity, younger toddlers will feel more comfortable and will eagerly join in.”</p>
	<p>Movement Children imitate adults and peers in solving problems. They find multiple approaches for moving expressively to music and experiment with trying to move in new ways.</p> <p>EXAMPLE: In <i>Yum!</i>, children imagine what it is like to bake and experiment with doing motions of making and baking cookies in <i>Cookie Party</i>.</p>
	<p>Instrument Exploration and Play-Along Children explore and examine new musical instruments, and notice attributes such as texture and how playing an instrument differently can change the sound. They are encouraged to experiment with the instruments in new ways.</p> <p>EXAMPLE: In <i>Big Back Yard</i>, children explore the various sounds they can make by playing the rainbow shaker in different ways by tapping, rolling, and shaking the shakers in <i>Sand in My Sneakers</i>.</p>
	<p>Vocal Play Children enjoy listening to and using their voices to imitate familiar sounds.</p> <p>EXAMPLE: In <i>Around the House</i>, children look at visuals of a dog and cat, listen to a recording of a bark and meow, then try to imitate these sounds.</p>
	<p>Visuals Visuals scaffold comprehension and exploration by providing children with a visual representation of familiar objects. The teachers usually share the visuals prior to engaging in a focused listening to a recording of the object/s pictured on the card. Often, children get excited when viewing the cards and are more eager to participate in the activity or to say the word that describes the object.</p> <p>EXAMPLE: <i>Playtime!</i>, Lesson 3: Children look at a visual of a monkey, touch the card, say the word “monkey,” and then make monkey sounds. Afterwards, the children stomp, clap, and move around like silly monkeys to the song <i>Monkey See, Monkey Do</i>.</p>

APPROACHES TOWARD LEARNING	
Goals	Kindermusik@School: Sing & Play
<p>2 Children will demonstrate persistence in learning and discovery.</p> <p>TODDLERS: this includes maintaining attention long enough to complete activities and experiences that interest them, such as completing a simple puzzle, listening to an entire story, building a block structure, spending time at a play dough table, and playing pretend games.</p>	<p>Each Sing & Play unit features fast-paced lesson plans that help young children stay engaged in each short activity and to see simple tasks through to completion.</p>
	<p>Poems and Rhymes Children develop persistence as they learn more and more of the words to the various poems and rhymes repeated over the course of a unit. Children may learn to say many of the words and, over time, they will be able to fill in the missing word at the end of each line.</p>
	<p>EXAMPLE: Family All Around Me, Lesson 4, <i>Twinkle, Twinkle, Little Star (Interactive)</i>: “Twinkle, twinkle little [pause] star, How I wonder what you [pause] are...”</p>
	<p>Singing Songs Children develop persistence as they learn more and more of the words to the various songs repeated over the course of a unit. Children may learn to sing or hum many of the words and, as they become familiar with a song, they will be able to fill in the missing word at the end of each line.</p>
	<p>Movement During Movement activities, children are encouraged to use their imaginations, try new ideas, and express themselves creatively and persist in their endeavors until the completion of each short activity.</p>
	<p>EXAMPLE: Way Up High, Clouds: <i>Running & Floating (Instrumental)</i>: Children experiment with how to move their bodies like fast flying or slowly floating clouds.</p>
	<p>Instrument Exploration and Play-Along Children develop persistence as they experiment with different ways to play instruments or use props to create a sound, rhythm, or motion for a specific purpose or purely for enjoyment.</p>
	<p>EXAMPLE: In Big Red Barn, children experiment with playing the egg shakers loudly or quietly in time to the music of <i>Mary Had a Little Lamb</i>.</p>

APPROACHES TOWARD LEARNING	
Goals	Kindermusik@School: Sing & Play
<p>3 Children will learn and use words to describe what they are thinking and doing.</p> <p>TODDLERS: this includes using language to ask for help, to communicate during pretend play, and to converse with others about what they are doing.</p>	<p>Themes Each unit builds on children’s prior knowledge of familiar themes and encourages children to use and learn vocabulary related to these themes.</p>
	<p>Rituals: Greeting and Goodbye The predictability of the Rituals allows young children to relax in new situations. When children are comfortable, they are better able to focus on, engage in and respond to social greetings. These Rituals help prepare children to participate in subsequent age-appropriate discussions across each unit by encouraging them to suggest other motions to sing, speak, and do in the songs.</p>
	<p>Poems and Rhymes In these activities, children express themselves using spoken words. Participating in poems and rhymes helps children practice saying or using rich vocabulary. Before, during, and after poems and rhymes, the hosted audio on the Teacher Album and/or the teacher may pose questions to the children or invite the children to share.</p> <p style="background-color: #f0f0f0;">EXAMPLE: Children move their bodies to illustrate descriptive phrases: “Tall as a tree, wide as a house, thin as a pin, small as a mouse” (Big Back Yard, <i>Tall as a Tree</i>).</p>
	<p>Singing Songs Recent brain and psychological research shows that music instruction can have a positive impact on verbal memory. Singing songs helps children remember and express themselves using spoken words. Singing songs also helps children practice saying or using rich vocabulary. Before, during, and after singing songs, the hosted audio on the Teacher Album and/or the teacher may pose questions to the children or invite the children to ask their own questions.</p> <p style="background-color: #f0f0f0;">EXAMPLE: In Playtime!, children move like silly monkeys while singing words to describe the ways they are moving (stomp feet, clap hands) in <i>Monkey See, Monkey Do</i>.</p>
	<p>Movement During Movement activities, children learn to use new and familiar vocabulary words to describe what they are doing or what they want to do.</p> <p style="background-color: #f0f0f0;">EXAMPLE: Children do the motions of the dog Rover described in the song <i>Walk Along, Rover</i>. They walk along, sit down, lie down, and roll over (Around the House).</p>
	<p>Instrument Exploration and Play-Along During Instrument Exploration and Play-Along activities, children learn to use new and familiar vocabulary words to describe what they are doing or how they are playing an instrument.</p> <p style="background-color: #f0f0f0;">EXAMPLE: Children listen for cues from the song to tell them when to play the bells softly or loudly in <i>Softly, Loudly</i>: “Softly, softly, music fills the air...” or “Loudly, loudly, music fills the air...” (On the Town with Bear).</p>
	<p>Visuals Visuals help support children in acquiring and using new vocabulary when speaking.</p> <p style="background-color: #f0f0f0;">EXAMPLE: In Big Red Barn, children learn words for adult and baby farm animals (cow/calf, sheep/lamb, cat/kitten).</p>

LANGUAGE AND LITERACY DEVELOPMENT	
Goals	Kindermusik@School: Sing & Play
<p>1 Children will demonstrate receptive and expressive language skills and communication strategies in their home language/s (may be English or other language/s).</p>	<p>Themes Each unit is based on a theme that will be familiar, in some way, to most children. The units purposefully build on children’s prior knowledge of concepts and vocabulary to scaffold children toward acquiring and using new vocabulary and to help them develop language skills and communications strategies.</p> <p style="background-color: #D3D3D3; padding: 5px;">EXAMPLE: In Way Up High, children learn vocabulary that describes how familiar objects (clouds, birds, butterflies) fly through the sky: swoop, flutter, and float.</p>
<p>TODDLERS: this includes a “language explosion” (moving from two-word sentences to recounting events).</p>	<p>Group Circle Time Unit activities are centered around Group Circle Time. Group time naturally encourages children to focus on the teacher, who is modeling and explaining complex vocabulary and speech. Children are encouraged to express themselves using progressively longer sentences. Children working on the forerunner skills participate by answering yes/no questions with words, gestures, or signs. As the focal point and facilitator of the lessons, teachers help English Language Learners progress in listening to and understanding English by modeling proper speech, listening behaviors, and appropriate responses and movements.</p>

LANGUAGE AND LITERACY DEVELOPMENT	
Goals	Kindermusik@School: Sing & Play
<p>2 Children will understand and begin to use oral language for conversation and communication.</p> <p>TODDLERS: this includes understanding and following directions, such as “Bring your coat and your hat”; remembering words to songs and fingerplays; conversing with friends; using language to describe an event (seen or imagined) and to plan or negotiate play; and add <i>-ing</i> to a verb or <i>-s</i> to a noun.</p>	<p>Vocal Play These activities encourage children to use their voices to express themselves in creative ways. Children learn how they can make vocal sounds to communicate ideas and concepts in the same way they can use words or gestures.</p> <p>EXAMPLE: Children sing a song that tells about farm animals and the ways these animals talk in <i>I Went to Visit a Farm One Day</i> (Big Red Barn):</p> <p><i>I went to visit a farm one day.</i> <i>I saw a horse across the way.</i> <i>As he was eating a bale of hay,</i> <i>What do you think I heard him say?</i> <i>“Neigh, neigh, neigh.”</i></p> <p>Themes Children enjoy communicating about things, places, and people most familiar to them. To encourage children to communicate, Kindermusik built each Sing & Play unit upon concepts, places, and people that are most familiar to young children. Additionally, each unit places a strong and consistent emphasis on exploring word relationships, nuances, and meanings. Children acquire and demonstrate their understanding of frequently occurring verbs, adjectives, and antonyms through listening, seeing, discussing, and acting them out.</p> <p>EXAMPLE: In <i>I Can Do That!</i>, children sing, rhyme, explore, and discuss the things they can do now that they’re growing up.</p> <p>Group Circle Time To scaffold children’s comprehension, teachers initiate discussions about unit themes that help children access prior knowledge. Children have many opportunities to ask and answer questions or share their thoughts using both simple and expanded sentences. Children working on the forerunner skills participate by answering yes/no questions with words, gestures, or signs. As the focal point and facilitator of the lessons, teachers help English Language Learners progress in listening to and understanding English by modeling proper speech, listening behaviors, and appropriate responses and movements.</p> <p>Teacher Tips These tips suggest ways that teachers can add to the activities or encourage children to participate.</p> <p>EXAMPLE: In <i>Family All Around Me</i>, Lesson 3, <i>I Can Reach</i>, an optional extension suggests singing the song without the recording and changing the words to other actions that children can do, such as, “I can wave my hands...”</p>

LANGUAGE AND LITERACY DEVELOPMENT	
Goals	Kindermusik@School: Sing & Play
Shared by 1 & 2	<p>Rituals Repetitive Rituals like the Greeting and Goodbye activities teach common social vocabulary. The Rituals provide children with the opportunity to interact with their teacher and peers in positive ways that are of increasing sophistication.</p> <hr/> <p>Poems and Rhymes Each unit features a variety of poems and rhymes for children to attend to and participate in that demonstrate complex and varied forms of language. Researchers have suggested that engaging in poems and rhymes can provide a source of new vocabulary. They demonstrate and enable children to build comprehension as well as to practice and gain fluency in using rich and robust language. During these activities, children express themselves through spoken words and develop comprehension by acting out the main events of the narrative. Repetition of these poems and rhymes over the course of each unit helps children increase comprehension. Poems help English Language Learners actively participate in attending to and practicing English in a way that is both fun and non-intimidating. Movement plays an integral role in helping English Language Learners progress in their understanding and use of English. The movements that accompany each poem and rhyme help children learn new words and meanings. Group movement activities help associate words with actions.</p> <p>EXAMPLE: In Yum!, <i>Two Little Apples</i>, children learn vocabulary and do motions related to picking apples, such as raising hands high, smiling, shaking hands, and pretending to eat.</p> <p><i>Two little apples hanging on a tree,</i> (Raise hands over head.)</p> <p><i>Two little apples smiling at me.</i> (Smile.)</p> <p><i>I shook that tree as hard as I could.</i> (Shake hands and body.)</p> <p><i>Down came the apples,</i> (Shake hands down to the floor.)</p> <p><i>Mmm, mmm, good!</i> (Pretend to eat the apples.)</p>

LANGUAGE AND LITERACY DEVELOPMENT	
<p>Goals</p> <p>Shared by 1 & 2</p> <p>(Continued)</p>	<p>Kindermusik@School: Sing & Play</p> <p>Singing Songs Each unit features a variety of songs for children to attend to and participate in that demonstrate complex and varied forms of language. Researchers have suggested that engaging in songs can provide a source of new vocabulary. Songs demonstrate and enable children to build comprehension as well as to practice and gain fluency in using rich and robust language. During these activities, children express themselves through singing lyrics and develop comprehension by acting out the main events of the narrative. Repetition of these songs over the course of each unit helps children increase comprehension. Singing songs helps English Language Learners actively participate in attending to and practicing English in a way that is both fun and non-intimidating. Movement plays an integral role in helping English Language Learners progress in their understanding and use of English. The movements that accompany each song help children learn new words and meanings. Group movement activities help associate words with actions.</p> <p>EXAMPLE: Children learn words related to trains (caboose, track, and smoke stack) as they follow the leader around the room while listening to the song <i>Little Red Caboose</i> (Zoom!).</p> <p><i>Little red caboose (chug, chug, chug),</i> <i>Little red caboose (chug, chug, chug),</i> <i>Little red caboose behind the train, train, train.</i> <i>Runnin' down the track (chug, chug, chug),</i> <i>Smokin' out the stack (chug, chug, chug),</i> <i>Little red caboose behind the train, train, train.</i></p> <p>Instrument Exploration and Play-Along These activities teach children complex vocabulary. Children learn names for instruments, movements associated with playing instruments, and descriptive language to discuss concepts such as up and down. These activities help English Language Learners actively participate in attending to and practicing English in a way that is both fun and non-intimidating. Many of the activities instruct students to participate by identifying or utilizing specific parts of their bodies.</p> <p>EXAMPLE: In <i>Rain or Shine, Wind and Rain (Instrumental)</i>, children swish scarves from side to side like they are blowing in the wind and bounce the scarves up and down like falling rain.</p>

LANGUAGE AND LITERACY DEVELOPMENT	
Goals	Kindermusik@School: Sing & Play
<p>3 Children will hear and distinguish the sounds and rhythms of language.</p> <p>TODDLERS: this includes making language sound generalizations, such as using the “s” sound for plurals and creating words like “mouses”; and enjoying rhymes.</p>	<p>The curriculum places a strong and consistent emphasis on exploring word relationships, nuances, and meanings. The brain processes a spoken sentence in many of the same ways that it processes music. Research shows that musical instruction can have an exciting impact on young children’s language development and phonological awareness.</p> <hr/> <p>Group Circle Time</p> <p>During many activities, teachers engage in direct vocabulary instruction, introducing new vocabulary before the start of a lesson or activity. Some research shows that the direct teaching of robust vocabulary words helps young children develop word consciousness and a love of words.</p> <p>EXAMPLE: In <i>Way Up High, Listen, Listen</i>, the instructor shows the children visuals of two different types of birds (yellow warbler, eastern blue bird) before listening to a song that incorporates the actual sounds that these birds make.</p>

LANGUAGE AND LITERACY DEVELOPMENT	
Goals	Kindermusik@School: Sing & Play
<p>4 Children will begin to learn and demonstrate how print works.</p> <p>TODDLERS: this includes using writing instruments; dictating words and watching an adult write them down; and recognizing familiar logos.</p>	<p>Themes Thematic units help children explore and learn to identify familiar and less familiar environments. They acquire new and complex vocabulary related to these familiar themes. Along the way, children become accustomed to attending to the print, visual symbols, and imagery associated with each environment.</p> <hr/> <p>Rituals: Greeting and Goodbye The Greeting and Goodbye Rituals introduce children to foundational concepts of print related to sequence. Over time, children begin to recognize that every lesson has a beginning, middle, and end.</p> <hr/> <p>Singing Songs and Poems and Rhymes Before each activity, the hosted audio on the Teacher Album introduces the text by identifying whether it is a song, poem, or rhyme. Through repeated exposure to songs, poems, and rhymes, children begin to recognize and identify common types of texts. The Teacher Album introduces each song, poem, and rhyme by stating its title. This helps children learn foundational concepts of print: songs, poems, and rhymes have titles, or names; a title is a word or short phrase that describes the content of the song, poem, or rhyme; and the title often appears repeatedly throughout the body of the song (in the form of a chorus), poem, or rhyme.</p> <div style="background-color: #f0f0f0; padding: 5px;"> <p>EXAMPLE: <i>Open, Shut Them</i> (Around the House):</p> <p>Verse 1</p> <p><i>Open, shut them,</i> <i>Open, shut them,</i> <i>Give a little clap.</i></p> <p>(Open hand, close hand into fist, open again, close hand into fist, and clap hands.)</p> <p><i>Open, shut them,</i> <i>Open, shut them,</i> <i>Lay them in your lap.</i></p> <p>(Open hand, close hand into fist, open again, close into a fist, lay your hands in your lap.)</p> </div> <hr/> <p>Instrument Exploration and Play-Along While the classroom lessons do not emphasize alphabetic writing, children have the opportunity to develop important fine-motor skills by playing instruments.</p> <hr/> <p>Visuals Visuals teach children that print has meaning and carries a message. Each visual shows an object with the name of the object printed below it.</p> <div style="background-color: #f0f0f0; padding: 5px;"> <p>EXAMPLE: In <i>Way Up High</i>, each child gets a chance to fly his or her hand up to a visual of a butterfly, touch the butterfly, and say the word “butterfly.” This helps them interact with the word on the card, the picture, and the meaning of the word and picture.</p> </div>

LANGUAGE AND LITERACY DEVELOPMENT	
Goals	Kindermusik@School: Sing & Play
<p>5 Children will engage with stories and books.</p> <p>TODDLERS: this includes “reading” a familiar story to friends or stuffed animals; handling books; and listening to longer stories and talking about the characters.</p>	<p>Poems and Rhymes In each unit, children listen to and participate in a variety of stories told through poems and rhymes.</p>
	<p>EXAMPLE: Children creatively interact and act out the story of <i>Little Bo-Peep</i> with scarves in Big Red Barn.</p>
	<p>Singing Songs In each unit, children listen to and participate in a variety of stories told through songs.</p>
	<p>EXAMPLE: In Rain or Shine, children sing and do a fingerplay about the story of a spider in <i>Eensy Weensy Spider</i>.</p>
	<p>Movement During Movement activities, children act out the stories told through songs, poems, and rhymes. They may focus on the movements of a specific character, follow narrated directions, or move expressively to show emotion.</p>
	<p>EXAMPLE: In <i>The Bear Went Over the Mountain</i>, children crawl around the room like the bear, stopping, and looking around (On the Town with Bear).</p>

COGNITION AND GENERAL KNOWLEDGE	
Goals	Kindermusik@School: Sing & Play
<p>1 Children will learn and begin to use math concepts during daily routines and experiences.</p> <p>TODDLERS: this includes sorting the circles separately from the squares, even though each comes in red, blue, and yellow; setting a plate at each chair at meal time; and understanding spatial relationships to solve problems.</p>	<p>Themes Early musical experiences are proven to advance memory, attention, and brain development, and have shown positive outcomes in learning early mathematics. Children have opportunities to practice counting during some songs, poems, and rhymes. They learn about times of day, colors, directional words, shapes, and more.</p> <p style="background-color: #f0f0f0; padding: 5px;">EXAMPLE: Children practice counting to two in <i>Zoom!</i>, <i>Two Little Blackbirds</i>.</p> <p>Teacher Tips These helpful notes offer suggestions that teachers can use to increase an activity's learning potential for the children.</p> <p style="background-color: #f0f0f0; padding: 5px;">EXAMPLE: Yum!, Lesson 1, <i>Food Is Good</i>: Teachers can exercise children's sorting skills by asking, "What other foods are green and good or orange and good? Help children group foods by color by providing other pictures of foods such as lettuce, cucumbers, pumpkins, peppers, peaches, or spinach. Sing the verse without the recording and include the words for the new foods."</p> <p>Poems and Rhymes While learning math is not a focus of this program, children have opportunities to practice counting during some poems and rhymes. Poems and rhymes help children recognize and repeat patterns of sound through movement, voice, or by playing instruments. Children also develop steady-beat competency, including producing a steady beat using instruments and moving to a steady beat.</p> <p style="background-color: #f0f0f0; padding: 5px;">EXAMPLE: Children count to three and practice rhythmic speaking in <i>Peekaboo Face</i> (Playtime!, Lessons 1 and 2): <i>...Everyone count with a 1, 2, 3! (Count.)</i> <i>Peekaboo eyes! (Uncover eyes.)</i> <i>Blink them, please. (Blink eyes.)</i> <i>Blink, blink, blink-blink-blink.</i></p> <p>Singing Songs While learning math is not a focus of this program, children have opportunities to practice counting during some songs. Singing songs helps children recognize and repeat patterns of sound through movement, voice, or by playing instruments. Children also develop steady-beat competency, including producing a steady beat using instruments and moving to a steady beat.</p> <p style="background-color: #f0f0f0; padding: 5px;">EXAMPLE: Children practice counting to four when singing <i>Cookie Party</i> in Yum!</p>

COGNITION AND GENERAL KNOWLEDGE

Goals	Kindermusik@School: Sing & Play
<p>1 (Continued)</p>	<p>Movement Each Movement activity is rich with directional and positional vocabulary. Children learn such important vocabulary by following simple directions to move their bodies in various positions and ways, which are modeled by the teacher. Movement activities help children recognize and repeat patterns of sound through movement, voice, or by playing instruments. Children also develop steady-beat competency, including producing a steady beat using instruments and moving to a steady beat.</p>
	<p>EXAMPLE: Children count to three while doing hand motions in <i>Little Puppies and Kittens</i> (Around the House).</p>
	<p>Instrument Exploration and Play-Along During these activities, children develop one-to-one correspondence when instruments are passed out one per child. Children also have opportunities to compare shapes and sizes and to identify parts and attributes of the instruments. Instrument Play-Along activities help children recognize and repeat patterns of sound through movement or by playing instruments. Children also develop steady-beat competency, including producing a steady beat using instruments and moving to a steady beat.</p>
	<p>EXAMPLE: Children shake, turn upside-down, roll, and tilt rainbow shakers from side to side to a steady beat while learning about colors as they listen to the song <i>Colors of the Rainbow</i> (Way Up High, Lesson 2).</p>
<p>Vocal Play Vocal Play helps children recognize and repeat patterns of sound using their voices.</p>	
<p>EXAMPLE: Children make animal sounds three times at the end of every verse in <i>I Went to Visit a Farm One Day</i> (Big Red Barn):</p> <p><i>I went to visit a farm one day.</i> <i>I saw a lamb across the way.</i> <i>I began to shout "Hooray!"</i> <i>When I heard her say this to her Ma,</i> <i>"Baa, baa, baa."</i></p>	

COGNITION AND GENERAL KNOWLEDGE	
Goals	Kindermusik@School: Sing & Play
<p>2 Children will use all of their senses to investigate their environment to discover what objects and people do, how things work, and how they can make things happen.</p>	<p>Themes Thematic units help children explore familiar and new environments including nature, materials, living things, and natural processes. They also teach about different jobs and what is required to perform them. Along the way, children have opportunities to observe, describe, and discuss their experiences, and reenact daily routines.</p> <p style="background-color: #f0f0f0; padding: 5px;">EXAMPLE: In <i>Hello, Day!</i>, children imitate morning routines.</p>
<p>TODDLERS: this includes attending to the properties of things that cannot be seen, such as time, cause, or loved ones who are not present. They use an understanding of spatial relationships to solve problems; remember where to find their jackets or certain toys; and ask questions such as <i>Why?</i>, <i>When?</i>, and <i>Where?</i></p>	<p>Group Circle Time Teachers use Group Circle Time activities to encourage children to ask questions or clarify understanding. During some of these activities, teachers lead children through focused listenings to recordings of things like bird or train noises. Teachers model how to use the sense of hearing to gather information and to observe musical or sound processes or relationships.</p> <p style="background-color: #f0f0f0; padding: 5px;">EXAMPLE: <i>Rain or Shine, Rain</i>: “Rub your ears all around the edges and get ready to listen to the rain. (Pause) Ready? Listen. (Rain sound) Do you hear the rain? That’s rain. Can you say ‘rain’? (Pause) That’s right! ‘Rain.’ Let’s listen one more time. (Rain sound).”</p>
	<p>Poems and Rhymes Through exposure to the rich language evident in the diverse texts presented in this program, children develop awareness of time. Some texts present children with simple daily concepts of time, such as day and night. Others present stories of events that happened long ago (e.g., nursery rhymes) or that could take place in the present (e.g., the sun is shining).</p> <p style="background-color: #f0f0f0; padding: 5px;">EXAMPLE: Children rhyme about the steps involved in baking a cake in <i>Pat-a-Cake (Spoken)</i> in <i>Around the House</i>.</p>
	<p>Singing Songs Through exposure to the rich language evident in the diverse texts presented in this program, children develop awareness of time. Some texts present children with simple daily concepts of time, such as day and night. Others present stories of events that happened long ago (e.g., nursery rhymes) or that could take place in the present (e.g., baking cookies).</p> <p style="background-color: #f0f0f0; padding: 5px;">EXAMPLE: Children hide their hands behind their backs and bring them out in answer to <i>Where Is Thumbkin?</i> (<i>I Can Do That!</i>).</p>
	<p>Movement During these activities, children engage in pretend play that teaches them to ask and try to answer when, where, and why questions through exploration and experimentation.</p> <p style="background-color: #f0f0f0; padding: 5px;">EXAMPLE: Children crawl around the room like a bear, stop to look around, and then continue crawling and looking in <i>The Bear Went Over the Mountain</i> (<i>On the Town with Bear</i>).</p>

COGNITION AND GENERAL KNOWLEDGE	
Goals	Kindermusik@School: Sing & Play
<p>2 (Continued)</p>	<p>Instrument Exploration and Play-Along During these activities, children use the sense of hearing to gather information, and to observe musical or sound processes or relationships. They use a variety of instruments to further investigate and experiment with sounds.</p>
	<p>EXAMPLE: Children explore how they can play the clip clap instrument in order to make different sounds and can use their ideas to play along to a song about the sounds one might hear when visiting a farm (Big Red Barn, <i>I Went to Visit a Farm One Day</i>).</p>
	<p>Vocal Play During these activities, children learn to use their senses to explore their environment. Through focused listening, children learn to listen to the world around them and identify objects in different environments by the sounds they make. Using vocal play to imitate these sounds supports comprehension and reinforces auditory memory skills.</p>
	<p>EXAMPLE: Children tap their legs in time to a song about listening, identifying, and imitating sounds of objects one might hear in a back yard, such as a fire engine (Big Back Yard, <i>Welcome to My Back Yard</i>).</p>

COGNITION AND GENERAL KNOWLEDGE	
Goals	Kindermusik@School: Sing & Play
<p>3 Children will begin to develop and demonstrate the ability to remember and connect new and known experiences and information.</p>	<p>Themes Presenting lessons based on themes that are familiar to this age group helps children draw on background knowledge and make connections between past experiences to new vocabulary or concepts that they encounter through each unit's lessons. Some themes directly address how children are growing up, helping them focus on their developing abilities.</p>
<p>TODDLERS: this includes saying what will happen next in a familiar story; knowing the words to songs; remembering a game played the day before; and showing interest in the idea that they were small and are now growing.</p>	<p>EXAMPLE: <i>I Can Do That!</i> focuses on helping toddlers embrace their new skills and confidence with language, master creating a steady beat, and engage in activities that declare: <i>I Can Do That!</i></p>
	<p>Group Circle Time During Group Circle Time, instructors help children make connections to new topics or concepts by drawing on their background knowledge. When listening to recordings of sounds, instructors help children develop generalizations that can apply to current and future situations.</p>
	<p>EXAMPLE: Children learn the words for objects that make familiar sounds, such as a lawn mower. They listen to lawn mower sounds and look at a visual of a lawn mower in <i>Welcome to My Back Yard</i> (<i>Big Back Yard</i>).</p>
	<p>Teacher Tips Some tips suggest ways that teachers can help children build on past experiences or knowledge to enjoy new experiences; this may include changing or enhancing movements or changing the words to a familiar song.</p>
	<p>EXAMPLE: Family All Around Me, Lesson 3, <i>I Can Reach</i>: "Sing the song without the recording and change the words of the song: "I can wave my hands...", "I can clap my hands...", "I can roll my hands..."</p>
	<p>Poems and Rhymes Repeating poems and rhymes over the course of a unit helps children remember and participate in saying some or most of the words.</p>
	<p>EXAMPLE: The short repetitive phrases in <i>Monkey in a Tree</i> help enable children to easily learn and say some of the words to the rhyme (Playtime!):</p> <p><i>Monkey in a tree, Monkey in a tree,</i> <i>I see a monkey in a tree!</i> <i>1, 2, 3!</i> <i>Stand up. Stand up.</i> <i>Turn around. Turn around.</i> <i>Touch the ground. Touch the ground.</i> <i>And sit right down.</i></p>

COGNITION AND GENERAL KNOWLEDGE

Goals

Kindermusik@School: Sing & Play

3 (Continued)

Singing Songs

Research shows that engaging in music and singing songs helps children improve verbal memory. Many songs are repeated four times over the course of a unit. Toward the end of some units, teachers and/or the hosted audio on the Teacher Album will encourage children to remember the words to the song and fill in the last word in each line.

EXAMPLE: Teachers can choose to sing the song with the children without the recording and pausing at the end of each line and gesturing for the children to fill in the blank for the song *Mary Had a Little Lamb* (Big Red Barn).

Movement

In these activities, children begin to differentiate between the past and present by recalling how they moved their bodies in past lessons. Children may discuss new ways to move or dance using what they learned from past experiences to draw conclusions about the present situation.

EXAMPLE: Children use their knowledge of riding in cars to take a pretend car ride: opening the car door, getting inside, shutting the door, buckling up, and turning the steering wheel (Zoom!, *Going, Going, Going...Gone!*).

Instrument Exploration and Play-Along

In these activities, children begin to differentiate between the past and present by recalling how they played an instrument in past lessons. Children may discuss new ways to play the instrument or use what they learned from past experiences to draw conclusions about the present situation.

EXAMPLE: In *On the Town with Bear*, *Steeple Bells* presents children with a new instrument that is a combination of two objects they are already familiar with—the ball chime inside a scarf. Children use their experiences playing with and handling both of these objects to experiment with different ways to play with this new hybrid instrument based on their past experiences.

Vocal Play

Children remember sounds they hear and recreate them using their voices.

EXAMPLE: *Around the House*, *Dog and Cat*: Children look at a visual of a dog, listen to a dog barking, and then make barking sounds. The hosted audio on the Teacher Album helps the children make connections to a song they just listened to (*My Dog Rags*): “Here’s a picture of a dog—a little brown dog. (Pause) I wonder if his name is Rags.”

Visuals

While viewing visuals, teachers help children draw on their background knowledge of the object pictured on the card, make observations, and make connections to the unit’s activity or theme.

EXAMPLE: *Rain or Shine*, *Rain*: Children look at a visual of a girl with an umbrella standing in the rain. Showing rain from the perspective of a young child helps the children think about their own experiences in the rain: what they wore, what the rain felt like, if they had an umbrella, etc.

PHYSICAL DEVELOPMENT AND HEALTH	
Goals	Kindermusik@School: Sing & Play
<p>1 Children will develop control of large muscles for movement, navigation, and balance.</p>	<p>Themes Each unit is based on a different theme that highlights various ways to move and get around including moving like animals, cars or trains, flying like birds, and playing on a playground.</p>
<p>TODDLERS: this includes moving with more confidence and coordinating body movements for a purpose.</p>	<p>EXAMPLE: In Big Back Yard, children engage in large-motor movements similar to those they might do on a playground. Children pick up balls and put them in a basket; stand up high and crouch down low like a seesaw; play follow-the-leader; tiptoe; and walk slowly, run quickly, and stop.</p>
	<p>Teacher Tips Teacher Tips suggest ways that teachers can help the children balance or move during music and movement activities so that the children can more successfully participate and develop large-motor skills.</p>
	<p>EXAMPLE: <i>Wishy Washy WHEE!</i> (Hello, Day!, Lesson 3): “You might want to try turning off the recording and leading the children in singing the ‘wishy washy, WHEE!’ refrain. Try singing the refrain quickly and then slowly. Pretend to wash up in the tub by rubbing ‘wishy washy’ on legs, arms, head, tummy, and other parts of the body.”</p>
	<p>Rituals: Greeting and Goodbye Rituals Children practice large-motor skills such as swaying during these activities.</p>
	<p>Poems and Rhymes Some poems and rhymes combine words with movements that help children develop large-motor skills such as jumping, bending, walking, raising arms or legs, and so on.</p>
	<p>EXAMPLE: Children shake different parts of their bodies high and low: hands, feet, head, tummy, and elbows (Lesson 4, Family All Around Me, <i>Gonna Shake Out My Hands</i>).</p>
	<p>Singing Songs Many songs combine music with movements that help children develop large-motor skills such as jumping, bending, walking, raising arms or legs, and so on.</p>
	<p>EXAMPLE: Children twirl, jump, and wiggle to the song <i>Apples and Bananas</i> in Around the House.</p>
	<p>Movement Combining music with movement creates new learning pathways in the brain while enhancing motor skills and physical development. Most lessons include activities requiring locomotive movement and balance, including moving with direction and moving with increasing physical coordination to help children develop balance in the following ways: start, stop, and change directions; avoid obstacles while moving; walk slowly, run quickly, crouch and stand, crawl or move like animals, and raise their arms high over their heads.</p>
	<p>EXAMPLE: Children tiptoe, stomp, and dance when the sun is shining in <i>I Like to Sing When the Sun Is Shining</i> (Rain or Shine).</p>

PHYSICAL DEVELOPMENT AND HEALTH	
Goals	Kindermusik@School: Sing & Play
<p>1 (Continued)</p>	<p>Instrument Exploration and Play-Along Each Sing & Play unit provides children with a variety of opportunities to practice coordination and skill in using objects such as scarves, musical instruments, and balls for a range of physical activities. Gross-motor activities that promote the development of gross-motor coordination skills include: playing with balls, dancing or moving with a prop (scarves or instruments), and mimicking playground activities.</p> <p style="background-color: #D3D3D3; padding: 5px;">EXAMPLE: Children twirl and swirl scarves all around the room during <i>Twirling and Swirling (Instrumental)</i> in I Can Do That!</p>

PHYSICAL DEVELOPMENT AND HEALTH	
Goals	Kindermusik@School: Sing & Play
<p>2 Children will develop control of small muscles for manipulation and exploration.</p>	<p>Themes Each unit features fingerplays and Instrument Exploration and Play-Along activities related to its theme.</p> <p style="background-color: #f0f0f0; padding: 5px;">EXAMPLE: <i>Eensy Weensy Spider</i> fingerplay in <i>Rain or Shine</i>.</p>
<p>TODDLERS: this includes using markers; building with blocks; brushing teeth (with adult help); dressing dolls; and putting a four-piece puzzle together.</p>	<p>Teacher Tips Teacher Tips suggest ways that teachers can help the children move their hands, hold or play instruments, or model fine-motor movements during music and movement activities.</p> <p style="background-color: #f0f0f0; padding: 5px;">EXAMPLE: Hello, Day!, Lesson 1, <i>Merrily, Merrily Greet the Morn</i>: “Playing a bell with the less-dominant hand might be challenging for some toddlers, but be consistent in helping and encouraging them to do so. Using both sides of the body increases total brain activity and strengthens the corpus callosum. The corpus callosum connects the right and left sides of the brain, allowing communication between the two hemispheres.”</p>
	<p>Rituals: Greeting and Goodbye Rituals Children practice fine-motor skills such as tapping their knees with their hands or waving goodbye during these activities.</p>
	<p>Poems and Rhymes Children participate in the motions and fingerplays that accompany poems and rhymes.</p> <p style="background-color: #f0f0f0; padding: 5px;">EXAMPLE: In <i>Around the House</i>, <i>Little Puppies and Kittens</i>, children rub one arm with the other, clap hands, creep fingers up an arm, and move hands up and down like kittens climbing a tree.</p>
	<p>Singing Songs Children participate in the motions and fingerplays that accompany singing activities.</p> <p style="background-color: #f0f0f0; padding: 5px;">EXAMPLE: In <i>I Can Do That!</i>, <i>Where Is Thumbkin?</i>, children practice holding up one finger at a time.</p>
	<p>Movement Through fingerplays and Movement activities, children build fine-muscle control and coordination necessary to use everyday tools such as eating utensils or other common household instruments.</p> <p style="background-color: #f0f0f0; padding: 5px;">EXAMPLE: In the fingerplay <i>Open, Shut Them</i>, children hold out their hands, wiggle their fingers, open and shut their hands into tight fists, and clap (<i>Around the House</i>).</p>

PHYSICAL DEVELOPMENT AND HEALTH	
Goals	Kindermusik@School: Sing & Play
<div style="background-color: #00AEEF; color: white; border-radius: 50%; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin-bottom: 5px;">2</div> <p>(Continued)</p>	<p>Instrument Exploration and Play-Along These activities help children strengthen the small muscles of the hand, build the muscle control and coordination necessary to use everyday tools such as eating utensils or writing instruments, and improve eye-hand coordination. Children develop these skills when they do the following:</p> <ul style="list-style-type: none"> • Grasp or hold an instrument in one or both hands • Shake an instrument using large and small movements • Strike, tap, roll, or scrape an instrument • Use instruments to develop steady beat

PHYSICAL DEVELOPMENT AND HEALTH	
Goals	Kindermusik@School: Sing & Play
<p>3 Children will learn and begin to demonstrate healthy and safe habits.</p> <p>TODDLERS: this includes dressing and undressing themselves; brushing their teeth (with adult help); washing hands independently; getting a tissue for a runny nose; drinking from an open cup; learning to use the toilet; choosing a food to eat when given several nutritious choices; and trying new foods when offered.</p>	<p>Themes While teaching healthy and safe habits is not a focus of this program, many of its themes do address related concepts such as cooking, eating healthy food, bathing, throwing away garbage, identifying sirens, and playing and doing things independently.</p> <p style="background-color: #f0f0f0; padding: 5px;">EXAMPLE: In Yum!, children “gobble up” this unit’s strawberries and pancakes, apples, raisins, and other yummy treats and then move, move, move!</p> <p>Group Circle Time Through discussions, children may explore healthy habits like nutrition and basic street safety rules. Each unit emphasizes safety rules within the program. Instructors explain, model, and enforce safety precautions when using musical instruments or props (such as the scarves).</p> <p>Teacher Tips These helpful notes offer suggestions for ways teachers can help children participate safely in activities.</p> <p style="background-color: #f0f0f0; padding: 5px;">EXAMPLE: In <i>Clouds: Running & Floating (Instrumental)</i> (Way Up High, Lesson 1): “If you are in a smaller space and the children cannot safely run around, have them spread out and lie on their backs. Then have the children move their arms or legs quickly and slowly with the music.”</p> <p>Movement Children learn how to move and play in a way that is safe for the whole group. Movement activities teach independence by encouraging children to choose different ways to move their bodies.</p> <p style="background-color: #f0f0f0; padding: 5px;">EXAMPLE: The hosted audio on the Teacher Album describes, and the teacher models, the many appropriate behaviors children can do with their hands in <i>Clap, Clap, Clap Your Hands</i> (I Can Do That!).</p> <p>Instrument Exploration and Play-Along Children learn how to safely handle, play, and move around with props and instruments.</p>