

Kindermusik ABC Music & Me – Laugh & Learn

Alignment to the Head Start Child Outcomes Framework

Domain: LANGUAGE DEVELOPMENT

Domain Element: Listening & Understanding

Indicators	Kindermusik ABC Music & Me: Laugh & Learn
Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.	<p>Each ABC Music & Me unit provides children with opportunities to respond to comments or questions from the teacher or other children. <u>EXAMPLE</u>: In <i>On the Go</i>, children have a discussion about things that move quickly and slowly, then imitate them.</p> <p>Group Circle Time To scaffold children’s comprehension, teachers initiate discussions about unit themes that help children to access prior knowledge. <u>EXAMPLE</u>: In <i>Carnival of Music</i>, children look at pictures of a carnival and share their observations and personal carnival experiences.</p> <p>Storytime Each unit features a story that is read aloud by the teacher during each of four lessons. Through repetition, children develop increased comprehension of the story matter. Additionally, children have the opportunity to increase their comprehension by repeating words and actions demonstrated in the stories and by discussing the story content. <u>EXAMPLE</u>: In <i>Out and About</i>, children pretend to pack a picnic like the character in “Let’s Go, Froggy!”</p> <p>Songs and Poems Each unit features a variety of songs and poems for children to attend to and participate in. Repetition of these songs and poems over the course of each unit helps children increase comprehension. During these activities, children develop comprehension by acting out the main events of the narrative. In the Lessons 2 & 4 extensions, teachers actively engage children in discussions related to the songs and poems. <u>EXAMPLE</u>: In <i>Let’s Play</i>, children turn around like the teddy bear in the song.</p>

	<p>Family Guide The Family Guide activities encourage parents and caregivers to engage children in active conversations on thematic topics and activities. <u>EXAMPLE:</u> In On the Go, children engage in a discussion with parents about various types of transportation vehicles.</p>
<p>Shows progress in understanding and following simple and multiple-step directions.</p>	<p>Each ABC Music & Me unit features activities that ask children to follow simple and multiple-step oral directions. Throughout lessons, children follow oral directions that are combined with accompanying gestures. <u>EXAMPLE:</u> Children practice following one-step directions, such as, “Walk in a circle,” and two-step directions such as, “Tiptoe back to a music spot and sit sooo still.”</p> <p>Children working on the forerunner skills have many opportunities to associate words like “march,” “run,” and “hop” with the appropriate actions.</p> <p>Family Guide In the Family Guide listening activities, children have opportunities to follow simple directions from parents or family members and respond verbally, with gestures, or in shared writing. <u>EXAMPLE:</u> In Let’s Play, children follow instructions to color in different shapes using designated colors.</p>
<p>Understands an increasingly complex and varied vocabulary.</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.</p> <p>Songs and Poems Children expand their vocabularies and language skills by listening to and participating in nursery rhymes and singing songs. Through saying songs and poems, children practice higher forms of speech and develop vocabulary from very basic words to onomatopoeia. Each song and poem has accompanying movements that help children learn new words by acting them out. <u>EXAMPLE:</u> In Animals A-Dancing, children pretend to be a frog and learn words for frog movements such as blink and leap.</p> <p>Movement Movement activities teach vocabulary by helping children to learn new words by acting them out. Children working on the</p>

	<p>forerunner skills have many opportunities to associate words with actions. <u>EXAMPLE:</u> In Home Sweet Home, children learn words and actions associated with building, such as rapping with a hammer and sawing with a saw.</p> <p>Focused Listening Through Focused Listening activities, children acquire specific vocabulary that helps them describe and decode both new and familiar sounds that they experience. Children also learn and use descriptive language to discuss concepts such as fast and slow or loud and quiet.</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 tone and timbre or high and low.</p>
<p>For non-English-speaking children, progresses in listening to and understanding English.</p>	<p>Strategies Guide: English Language Learners This Guide provides teachers with unit- and activity-specific support to assist English Language Learners in progressing in listening to and understanding English.</p> <p>Rituals Repetitive rituals like the Greeting and Good-bye 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. <u>EXAMPLE:</u> In Lesson 1 “Hello” may encourage children to wave to their friends, while in the Lesson 2 “Hello,” children are encouraged to say “hello” as they wave.</p> <p>Group Circle Time 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>Songs, Poems, and Movement Songs and poems help English Language Learners actively participate in attending to and practicing English in a way that is both fun and non-intimidating. Most songs and poems are repeated in all four lessons of each unit, allowing children to develop speech fluency at their own rates. The rhythmic and musical nature of songs and poems aids memory, making it</p>

	<p>easier for children to recall words or sounds and to vocally participate. Children may start participating by humming, singing, or saying one or several words. As time progresses, children increase their vocal participation and may be singing or saying whole lines or verses.</p> <p>Movement plays an integral role in helping English Language Learners progress in their understanding and use of English. The movements that accompany each song and poem help children learn new words and meanings. Group movement activities help associate words with actions.</p> <p>Pretend Play and Instrument Exploration and Play-Along The lessons in each ABC Music & Me unit utilize movement and tactile activities to help English Language Learners understand and use the English language. Children gain understanding through simultaneously hearing, speaking, and physically acting out the meanings of words. Tactile experiences such as learning the words for musical instruments while holding and playing them reinforces new vocabulary and children’s interest in new vocabulary.</p>
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Domain Element: Speaking & Communicating

Indicators	Kindermusik ABC Music & Me: Laugh & Learn
<p>Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions and for other varied purposes.</p>	<p>Group Circle Time Children have many opportunities to discuss ideas, ask and answer questions, and share their thoughts during circle time discussions and the Lessons 2 & 4 activity extensions. During these activities children are encouraged to express themselves using both simple and expanded sentences. Children working on the forerunner skills participate by answering yes/no questions with words, gestures, or signs. <u>EXAMPLE:</u> In Carnival of Music, children examine photos of a carnival and discuss what sounds they might hear.</p> <p>Songs and Poems During songs and poems children express themselves using spoken words and sung lyrics. <u>EXAMPLE:</u> In Let’s Play, children sing a song about different things a teddy bear can do. Children have the opportunity to suggest their own ideas for what a teddy bear might do at the end of the song.</p>

	<p>Storytime Following Storytime, children have opportunities to ask simple questions or questions to deepen their understanding.</p> <p>Rituals Children working on forerunner skills have opportunities during each lesson’s Greeting and Good-bye rituals to respond to social greetings.</p> <p>Family Guide Using the Family Guide speaking activities, children can engage in extended conversations at home. <u>EXAMPLE:</u> In Animals A-Dancing, children discuss with a parent or caregiver how they would feel if kissed by a frog.</p>
<p>Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</p>	<p>Lessons 2 & 4 Extensions Teachers use prompts to engage children in discussions and model appropriate participation and responses. Some prompts encourage children to participate by making simple responses, responding to open-ended questions, and engaging in group discussions. Other prompts invite children to share personal ideas with their peers for group movement and encourage them to learn to respect and try the ideas of others.</p>
<p>Uses an increasingly complex and varied spoken vocabulary.</p>	<p>Lessons 2 & 4 Extensions The lesson extensions supply children with many opportunities to express themselves using simple or longer sentences. <u>EXAMPLE:</u> In Carnival of Music, children describe a fair or carnival.</p> <p>Songs and Poems During singing activities, children express themselves using spoken words and sung lyrics.</p> <p>Family Guide Using the Family Guide speaking activities, children can engage in extended conversations at home. <u>EXAMPLE:</u> In Let’s Play, children talk about and draw a favorite toy with a parent or caregiver.</p>
<p>Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.</p>	<p>Songs and Poems Children recognize and say repetitive phrases that play with sounds. <u>EXAMPLE:</u> In Home Sweet Home, children say words in patterns, like “rap, rap, rap.” In Splash!, they hear repeated alliterative phrases such as “wishy washy wee!”</p>

<p>For non-English-speaking children, progresses in speaking English.</p>	<p>Strategies Guide: English Language Learners Provides teachers with unit-specific support to assist English Language Learners in learning English while participating in the ABC Music & Me lessons.</p> <p>Rituals Repetitive rituals like the Greeting and Good-bye activities teach common social vocabulary. Participation in these rituals, which are repeated in each lesson, promotes spoken or sung English fluency.</p> <p>Lessons 2 & 4 Extensions The lesson extensions supply children with many opportunities to express themselves and their ideas. Children can respond to prompts using gestures, a single word, or simple or complex sentences. The non-intimidating environment encourages children to participate, first and foremost, allowing them to feel comfortable using newly acquired words and vocabulary.</p> <p>Songs, Poems, and Movement Songs and poems help English Language Learners actively participate in using English in a way that is both fun and non-intimidating. Most songs and poems are repeated in all four lessons of each unit, allowing children to develop speech fluency at their own rates. The rhythmic and musical nature of songs and poems aids memory, making it easier for children to recall words or sounds and to vocally participate. Children may start participating by humming, singing, or saying one or several words. As time progresses, children increase their vocal participation and may be singing or saying whole lines or verses.</p> <p>Movement plays an integral role in helping English Language Learners progress in their understanding and use of English. The movements that accompany each song and poem help children learn new words and meanings. Group movement activities help associate words with actions.</p> <p>Pretend Play and Instrument Exploration and Play-Along The lessons in each ABC Music & Me unit utilize movement and tactile activities to help English Language Learners understand and use the English language. Children gain understanding through simultaneously hearing, speaking, and physically acting out the meanings of words. Tactile experiences such as learning the words for musical instruments while holding and playing them reinforces new vocabulary.</p>
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Domain: LITERACY

Domain Element: Phonological Awareness

Indicators	Kindermusik ABC Music & Me: Laugh & Learn
Shows increasing ability to discriminate and identify sounds in spoken language.	<p>Focused Listening Through Focused Listening activities, children listen actively for sounds in their environment. Children learn to differentiate between types of sounds and to reproduce these sounds vocally. These types of activities build attention and auditory discrimination skills that are important for phonological awareness.</p> <p>Songs and Poems Children also recognize and say repetitive phrases that play with sounds. <u>EXAMPLE:</u> In Home Sweet Home, children say words in patterns, like “rap, rap, rap.” In Splash!, they hear repeated alliterative phrases such as “wishy washy wee!”</p> <p>Vocal Play Vocal play activities provide children with the opportunity to learn about sounds and language by playing with words and experimenting with making sounds. <u>EXAMPLE:</u> Children use their voices to make a wide variety of animal sounds in Around the Farm.</p> <p>Take-Home Audio CD With the take-home audio CD, children have the opportunity to repeat the above activities in their home environments.</p>
Shows growing awareness of beginning and ending sounds of words.	<p>Songs and Poems Children practice alliteration and rhymes while participating in songs and poems. In some instances, children suggest their own rhyming words.</p> <p>Family Guide Through various activities completed with a parent or caregiver at home, children learn about words that start with a particular letter or sound and match or suggest rhyming words.</p>
Progresses in recognizing matching sounds and rhymes in familiar words, games,	<p>Songs and Poems Children get experience in saying and attending to rhymes while participating in songs and poems. In some instances, children</p>

<p>songs, stories and poems.</p>	<p>suggest their own rhyming words.</p> <p>Storytime For those stories with a rhyming scheme, children may participate by supplying the teacher with the rhyming word at the end of each verse.</p> <p>Family Guide Through various activities, children learn about words that start with a particular letter or sound, and that match or suggest rhyming words.</p>
<p>Shows growing ability to hear and discriminate separate syllables in words.</p>	<p>Songs and Poems Through attending to and participating in songs and poems, children indirectly develop skill in hearing and discriminating separate syllables in words. From repeating mono-syllabic word plays to saying longer, more complicated words (<i>John Jacob Jingleheimer Schmidt</i>), children develop awareness for the complexities and structure of language.</p> <p>Focused Listening, Vocal Plays, and Instrument Exploration and Play-Along These activities help children learn to listen for rhythms in speech, sound, or music, including the beats in words that are syllables.</p>
<p>Associates sounds with written words, such as awareness that different words begin with the same sound.</p>	<p>Storytime Participating in Storytime teaches children important concepts of print, such as that print carries meaning and that written language consists of letters which are combined to form words.</p> <p>Family Guide Through various activities completed at home with an adult, children pair words with sounds or work with words that start with the same sounds.</p>

Domain Element: Book Knowledge & Appreciation

Indicators	Kindermusik ABC Music & Me: Laugh & Learn
<p>Shows growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry.</p>	<p>Poems In each unit, children listen to, participate in, and discuss a variety of poems.</p> <p>Storytime In each unit, children benefit from a positive reading experience</p>

	<p>during Storytime. Children listen to the story read-aloud by the teacher or audio CD; they look at illustrations accompanying a spoken story; and they actively participate during a read-aloud to answer questions or participate in discussions.</p> <p>Family Guide Each story appears in the Family Guide, so students can experience the benefits of Storytime in their home environment with their parents or caregivers. Adults can choose to read the printed words aloud or can enjoy joint listening with their children using the take-home audio CD.</p>
<p>Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children.</p>	<p>Storytime Children participate in Storytime during each lesson.</p> <p>Family Guide and Take-Home Audio CD Using the story in the take-home Family Guide children can reread the story at home either by themselves, with an adult, or by listening to the story read to them on the audio CD.</p>
<p>Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story.</p>	<p>Storytime Each story is repeated four times over the course of a unit. Young children benefit from repeated readings of a story because it allows them time to become familiar with the plot, make predictions about what comes next, and make beyond-the-text connections. Additionally, children have the opportunity to use words and actions demonstrated in the stories. <u>EXAMPLE:</u> In Out and About, children pretend to pack a picnic like the character in “Let’s Go, Froggy!”</p> <p>Pretend Play Many stories are followed-up by a pretend-play activity in which children act out ideas, themes, or concepts from storytime.</p> <p>Songs and Poems Children act out stories told through poems and songs.</p> <p>Family Guide Children have the opportunity to discuss, retell, and act out the stories at home. Many Family Guide activities are based on themes from the story and help children make the connection between the written story and real life.</p>

<p>Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author and illustrator.</p>	<p>Storytime During group Storytime, teachers model book care and foundational concepts of print.</p> <p>Family Guide Children learn to care for and can interact with their own copies of the story in the Family Guide.</p>
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Domain Element: Print Awareness & Concepts

Indicators	Kindermusik ABC Music & Me: Laugh & Learn
<p>Shows increasing awareness of print in classroom, home and community settings.</p>	<p>Thematic units help children explore familiar and new environments. Along the way, children become accustomed to attending to the print, visual symbols, and imagery associated with each environment. <u>EXAMPLE:</u> Children use stop/go signals in On the Go as visual cues for movement; they can apply this knowledge to understanding signs and symbols both inside and outside the classroom.</p>
<p>Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus.</p>	<p>Storytime and Family Guide The program embeds opportunities for teachers or parents to explain the functions of various forms of print through the story and activities included in the Family Guide. <u>EXAMPLE:</u> The story illustrations in On the Go includes signs labeled “Start” and “Finish” for a race, and the Carnival of Music story includes a sign labeled “Sorry, All Sold Out” which is strongly tied to the story plot.</p>
<p>Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.</p>	<p>Storytime Children have opportunities to develop concepts of print as teachers read stories aloud during Storytime. Children learn to turn the pages, that pictures and illustrations carry meaning that can help explain the text, that letters and words are symbols that carry meaning, that language follows a certain format, and that text moves from left to right and from top to bottom.</p> <p>Family Guide In the Family Guide, children deepen their awareness of print by interacting with parents while listening to the story read aloud at home.</p>
<p>Shows progress in recognizing the association</p>	<p>Storytime and Family Guide Children have the opportunity to develop recognition of the</p>

between spoken and written words by following print as it is read aloud.	association between spoken and written words by participating in Storytime and by interacting with the story in the Family Guide at home.
Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.	Storytime and Family Guide Participating in Storytime teaches children important concepts of print, such as that print carries meaning and that written language consists of letters which are combined to form words.

Domain Element: Early Writing

Indicators	Kindermusik ABC Music & Me: Laugh & Learn
Develops understanding that writing is a way of communicating for a variety of purposes.	Family Guide Children have the opportunity to practice writing in one or more activities in each monthly Family Guide.
Begins to represent stories and experiences through pictures, dictation, and in play.	Pretend Play Many stories are followed by a pretend-play activity in which children act out ideas, themes, or concepts from Storytime. <u>EXAMPLE:</u> In Out and About, children pretend to pack a picnic like the character in “Let’s Go, Froggy!” Songs and Poems Children act out narratives told through poems and songs. Family Guide Children have the opportunity to discuss, retell, and act out the stories at home. Many Family Guide activities are based on themes from the story and help children make the connection between the written story and real life.
Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.	Instrument Play-Along While the classroom lessons do not emphasize alphabetic writing, children have the opportunity to develop important fine motor skills by playing instruments. Family Guide Children have the opportunity to practice writing in one or more activities in each monthly Family Guide.
Progresses from using scribbles, shapes, or pictures	Family Guide Children have the opportunity to practice writing in one or more

to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.	activities in each monthly Family Guide.
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Domain Element: Alphabet Knowledge

Indicators	Kindermusik ABC Music & Me: Laugh & Learn
Shows progress in associating the names of letters with their shapes and sounds.	Family Guide While the classroom lesson plans do not emphasize alphabet knowledge, children have the opportunity to learn about letters and the sounds they make in the Family Guide activities. A teacher may choose to have children complete these activities in the classroom to reinforce alphabet knowledge instruction.
Increases in ability to notice the beginning letters in familiar words.	See above.
Identifies at least 10 letters of the alphabet, especially those in their own name.	See above.
Knows that letters of the alphabet are a special category of visual graphics that can be individually named.	See above.

Domain: MATHEMATICS

Domain Element: Number & Operations

Indicators	Kindermusik ABC Music & Me: Laugh & Learn
Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.	While learning math is not a focus of this program, children do have opportunities to practice counting in some songs and poems. Family Guide activities provide children with opportunities use numbers and to count to determine quantity.

Begins to associate number concepts, vocabulary, quantities and written numerals in meaningful ways.	Children have opportunities to practice counting during some songs and poems. A few Family Guide activities provide children with opportunities to read and write numbers as well as to count quantities for a purpose.
Develops increasing ability to count in sequence to 10 and beyond.	While learning math is not a focus of this program, children do have opportunities to practice counting to ten during a number of activities.
Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.	Children have opportunities to use one-to-one correspondence when instruments are passed out one per child during Instrument Exploration activities. A few Family Guide activities provide children with opportunities to count and match groups of objects.
Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.	Children have opportunities to use language such as louder/quieter, faster/slower, and more/less during Group Circle Time activities. Family Guide activities provide children with opportunities to compare sizes or quantities.
Develops increased abilities to combine, separate and name "how many" concrete objects.	Children have opportunities to practice naming "how many" during some Family Guide activities.

Domain Element: Geometry & Spatial Sense

Note: While geometry and spatial sense activities are not the explicit focus of classroom activities, research does point to a strong connection between musical experiences and gains in spatial-temporal awareness. See our research summary for more information.

Indicators	Kindermusik ABC Music & Me: Laugh & Learn
Begins to recognize, describe, compare and name common shapes, their parts and attributes.	While geometry is not an explicit focus of this program, children do have opportunities to compare shapes and sizes, and to identify parts and attributes during Instrument Exploration and Play-Along activities. A number of Family Guide activities ask children to identify common shapes.
Progresses in ability to put together and take apart shapes.	Children have a few opportunities to put together and take apart shapes by doing puzzles in the Family Guide.
Begins to be able to	Some Family Guide activities ask children to match shapes and

determine whether or not two shapes are the same size and shape.	compare sizes.
Shows growth in matching, sorting, putting in a series and regrouping objects according to one or two attributes such as color, shape or size.	While matching, sorting, putting objects in a series, and grouping are not explicit goals of this program, children do have limited opportunities to practice matching, sorting, and grouping in the Family Guide activities.
Builds an increasing understanding of directionality, order and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front and behind.	Movement and Instrument Exploration and Play-Along Each movement and instrumental activity is rich with directional and positional vocabulary. Children learn such important vocabulary by following simple directions modeled by the teacher to move their bodies or instruments in various positions and directions.

Domain Element: Patterns & Measurement

Indicators	Kindermusik ABC Music & Me: Laugh & Learn
Enhances abilities to recognize, duplicate and extend simple patterns using a variety of materials.	Movement, Singing and Vocal Play, and Instrument Exploration and Sing-Along Children are given many opportunities to recognize patterns of sound and to repeat those patterns either 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. <u>EXAMPLE</u> : Children act out the rhythm to a rhyme with motions, then with rhythm sticks in Animals A-Dancing. In Around the Farm, children listen to a recording of a horse galloping and reproduce the galloping sounds with cups.
Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.	Family Guide While matching, sorting, and grouping are not a focus of the classroom activities, the Family Guide activities provide children with a number of opportunities to practice these important skills. Storytime By participating in Storytime, children develop a sense of sequence of events as well as learn basic concepts of time. <u>EXAMPLE</u> : In Let’s Play, “Golden Bear” helps children to

	<p>explore appropriate bedtime rituals. In Carnival of Music, “Shoefly Pie” tells the story of a young bear who goes to a carnival. Children learn what Barley bear does first, next, and last. Environmental clues, such as the darkening of the sky, help children identify time of day and time elapse. Repetitive language asks children to determine when a certain event will occur.</p> <p>Movement and Singing Children practice sequence during many movement activities and singing activities. Children perform songs and group movements in sequence and learn concepts such as “start” and “end.” <u>EXAMPLE:</u> In Out and About, children sing a song about going on a picnic with accompanying motions. They prepare for the picnic, walk to the picnic, spread out a blanket, and then eat.</p> <p>Pretend Play Through pretend play, children become familiar with practical forms of sequence, such as the order of getting dressed. Children explore time concepts such as morning and night as well as seasons of the year. <u>EXAMPLE:</u> In Outside My Window, children pretend to participate in summer and winter outdoor activities.</p>
<p>Begins to make comparisons between several objects based on a single attribute.</p>	<p>Focused Listening, Singing and Vocal Play, Movement, and Instrument Exploration and Play-Along While working with rhythm and sounds, children notice similarities and differences and use comparative words related to speed and volume. <u>EXAMPLE:</u> Children listen for the difference between the sounds of an adult and a baby elephant in Animals A-Dancing. Children experience differences in faster/slower and louder/softer in both music and voice.</p>
<p>Shows progress in using standard and non-standard measures for length and area of objects.</p>	<p>While measurement of physical objects is not an explicit focus of this program, children may benefit from a strong focus on steady beat, which is an important step toward making measurements. In addition, elements of music such as tempo are a great introduction to measuring rates.</p>

Domain Element: Scientific Skills & Methods

Indicators	Kindermusik ABC Music & Me: Laugh & Learn
<p>Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships.</p>	<p>Focused Listening and 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 (e.g. timbre, steady beat, quiet/loud).</p>
<p>Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials.</p>	<p>Focused Listening, Vocal Play, and Instrument Exploration and Play-Along During these activities, children observe, discuss, and compare common properties of sounds and the objects that make them.</p>
<p>Begins to participate in simple investigations to test observations, discuss and draw conclusions and form generalizations.</p>	<p>Focused Listening, Vocal Play, and Instrument Exploration and Play-Along During these activities, children participate in simple investigations and discussions regarding sounds and music. Children have the opportunity to test their observations and draw conclusions using their voices and/or musical instruments.</p>
<p>Develops growing abilities to collect, describe and record information through a variety of means, including discussion, drawings, maps and charts.</p>	<p>While recording information in the form of drawings, maps, and charts is not a focus of this program, children do have many opportunities to collect and describe information through group discussions.</p>
<p>Begins to describe and discuss predictions, explanations and generalizations based on past experiences.</p>	<p>Focused Listening, Vocal Play, and Instrument Exploration and Play-Along During these activities, children participate in discussions that encourage them to describe and discuss predictions about sounds, and to use past experiences using instruments or listening to sounds to develop explanations and generalizations that they can apply to current and future situations.</p> <p>Storytime Each story is repeated four times over the course of a unit. Young children benefit from repeated readings of a story because it allows them time to become familiar with the plot, make predictions about what comes next, and make beyond-the-</p>

	text connections.
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Domain Element: Scientific Knowledge

Indicators	Kindermusik ABC Music & Me: Laugh & Learn
Expands knowledge of and abilities to observe, describe and discuss the natural world, materials, living things and natural processes.	<p>Thematic units help children explore familiar and new environments including nature, materials, living things, and natural processes. Along the way, children have the opportunities to observe, describe, and discuss their experiences.</p> <p>Focused Listening During these activities, children develop attention skills that are foundational to making observations.</p>
Expands knowledge of and respect for their body and the environment.	<p>Through thematic units, children learn about their bodies, names for body parts, respect for themselves and others, and respect for the environment.</p> <p>Songs, Poems, and Movement Children participate in songs and poems about their bodies and body parts as well as different environments.</p>
Develops growing awareness of ideas and language related to attributes of time and temperature.	<p>Thematic units based on the outdoors, weather, and home environments teach basic time concepts (e.g., night, day), seasons, and temperature.</p> <p>Storytime By participating in Storytime, children develop a sense of sequence of events as well as learn basic concepts of time. <u>EXAMPLE:</u> In Let’s Play, “Golden Bear” helps children to explore appropriate bedtime rituals.</p>
Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.	<p>Instrument Exploration and Play-Along By experimenting with different instruments, children learn that different materials make different sounds. Through experimentation, children develop a keen sense of cause and effect (playing an instrument softly produces a quiet sound and so on).</p>

Domain: CREATIVE ARTS

Domain Element: Music

Indicators	Kindermusik ABC Music & Me: Laugh & Learn
<p>Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.</p>	<p>Music is the modality used for learning in much of this program. Children have extensive opportunities to increase their interest and enjoyment of music through participating in the following types of activities:</p> <ul style="list-style-type: none"> • Singing songs • Poems and rhymes set to music, including fingerplays • Focused listening activities • Movement activities set to music • Group musical games • Instrument exploration and play-alongs <p>A full list of songs, rhymes, and fingerplays is available upon request.</p>
<p>Experiments with a variety of musical instruments.</p>	<p>Instrument Exploration and Play-Along and Vocal Play Children experiment with and learn how to play a variety of musical instruments, including:</p> <ul style="list-style-type: none"> • Students’ voices • Woodblock & striker • Drum • Triangle & striker • Woodblock & mallet • Tambourine • Guiro/Shaker • Egg shakers • One-bell jingles • Rhythm sticks • Sandblocks • Spoons • Zigzag blocks

Domain Element: Art

Indicators	Kindermusik ABC Music & Me: Laugh & Learn
<p>Gains ability in using different art media and materials in a variety of ways for creative expression and representation.</p>	<p>While this program offers many opportunities for creative expression, using media and materials for creative expression is not a focus of the classroom lessons. The Family Guide includes many opportunities and recommendations for children to express themselves creatively using art media and materials.</p>

Progresses in abilities to create drawings, paintings, models, and other art creations that are more detailed, creative or realistic.	While the focus of the classroom program is not on painting or drawing, children have the opportunity to draw and create art in a variety of Family Guide activities.
Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.	See above.
Begins to understand and share opinions about artistic products and experiences.	Lessons 2 & 4 Extensions During the Lessons 2 & 4 extensions, children are encouraged to share their thoughts, ideas, and opinions about the musical and movement activities they engage in.

Domain Element: Movement

Indicators	Kindermusik ABC Music & Me: Laugh & Learn
Expresses through movement and dancing what is felt and heard in various musical tempos and styles.	Movement This program provides children with a huge variety of movement activities based around music, rhythm, and poetry. Movement activities range from free movement, where children use movement to express how the music makes them feel, to more structured group movement and finger plays. Throughout, children deepen their knowledge of rhythms, tempos, and styles. For unit-by-unit examples of movement activities, please reference the Scope and Sequence for the program.
Shows growth in moving in time to different patterns of beat and rhythm in music.	Movement Many of the movement activities are focused on responding to rhythm or moving in time to a beat, including: <ul style="list-style-type: none"> • Jazz Kitchen – steady beat, quarter and eighth notes • Sounds Abound – music in 2, music in 3 • Drums Drums Drums – ta, ti-ti pattern • Rhythms of the Land – ti-ti ta pattern • Jumping Beans – quarter notes and rests

Domain Element: Dramatic Play

Indicators	Kindermusik ABC Music & Me: Laugh & Learn
Participates in a variety of dramatic play activities that become more extended and complex.	<p>Movement and Pretend Play Many movement activities are set to songs and poems and give children the opportunity to dramatically act out the lyrics through dances, gestures, and finger plays. Children also have the opportunity to dramatize stories, actions, or different types of activities during pretend play activities. <u>EXAMPLE:</u> In Out and About, children pretend to pack a picnic like the character in “Let’s Go, Froggy!”</p>
Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.	<p>Movement and Pretend-Play Children have many opportunities to apply creativity and imagination during those movement or pretend-play activities that incorporate props. <u>EXAMPLE:</u> Children use scarves as boat sails in Splash! and as picnic blankets in Out and About..</p>

Domain: SOCIAL & EMOTIONAL DEVELOPMENT

Domain Element: Self Concept

Indicators	Kindermusik ABC Music & Me: Laugh & Learn
Begins to develop and express awareness of self in terms of specific abilities, characteristics and preferences.	<p>Children 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 themselves and 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 one-bell jingles rather than the egg shaker.</p>
Develops growing capacity for independence in a range of activities, routines, and tasks.	<p>Throughout this program, children participate in a variety of activities that follow a familiar format and routine. The predictability of the routines allows children to become more comfortable participating first as a member of the group, and later more independently.</p> <p>Movement Through creative and expressive movement activities, children choose independent physical actions. <u>EXAMPLE:</u> Children show how they can hop like frogs in</p>

	<p>Animals A-Dancing.</p> <p>Instrument Explorations and Play-Along In these activities, children choose patterns and sounds to produce independently. <u>EXAMPLE</u>: Children explore different ways to play the zigzag blocks, then play them along to music in Carnival of Music.</p>
Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.	<p>This program invites 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>

Domain Element: Self-Control

Note: The Kindermusik program that was a precursor to **ABC Music & Me** was proven effective at improving children’s self-control skills. A summary of this research is available upon request.

Indicators	Kindermusik ABC Music & Me: Laugh & Learn
Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others, or property.	<p>The following activities help children to explore emotions and exert self-control and inhibitory control over their reactions.</p> <p>Singing and Vocal Play Through singing songs and vocal play, 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. During vocal play, children learn to make imitative noises or sounds, such as animal or even bus sounds, to express themselves vocally <u>EXAMPLE</u>: Children use rising vocal inflection to make popping sounds like popcorn in Home Sweet Home.</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. <u>EXAMPLE</u>: Children make the appropriate hand gestures, raising their arms up high, then down low in response to music in Let’s Play.</p>

	<p>Instrument Exploration and Play-Along Children practice appropriate reactions and responses through Instrument Exploration and Play-Along. <u>EXAMPLE</u>: Children play egg shakers fast and slow in Let’s Play.</p> <p>Turn-Taking and Group Movement Group sharing of musical instruments and group movement activities offer a variety of problem-solving opportunities. <u>EXAMPLE</u>: Children who collide during a hopping activity may determine that they will have more space to move if they utilize different areas of the classroom.</p>
<p>Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.</p>	<p>Focused Listening Through listening to recordings of sounds children use auditory hints to identify and discuss the emotions of others as well as to observe their classmates’ emotional responses to a variety of recordings. <u>EXAMPLE</u>: Children listen for emotions of children playing on a playground in Let’s Play. They explore emotional responses to winter sounds in Outside My Window.</p> <p>Turn-Taking During turn-taking, children must wait patiently for their turns and then share with their peers when individual time is up. <u>EXAMPLE</u>: Children line up and wait their turn for a ball toss in Carnival of Music.</p> <p>Group Movement Group movement activities allow children opportunities to share physical space without encroaching on or impeding their peers. <u>EXAMPLE</u>: During creative movement activities, children learn to monitor their movements so that they do not interfere with those of their peers.</p>
<p>Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</p>	<p>The Rituals: Greeting and Good-bye Each lesson begins and ends with the Greeting and Good-bye rituals. The predictability of these rituals helps children relax into a new situation and adapt to regular changes in the classroom schedule. <u>EXAMPLE</u>: Teachers welcome children with, “Hello and welcome to ABC Music & Me! It’s time to wave to our friends and sing hello!” Class ends with, “Time to wave good-bye until next time!”</p>

	<p>Each ABC Music & Me 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.</p> <p><u>EXAMPLE:</u> Children are directed to sit in their “music spots” during Group Circle Time at the start of each lesson. During Storytime, children learn to sit quietly and focus on the teacher as the storyteller, yet participate at appropriate times in response to questions posed by the teacher about the story.</p> <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 as well as to put away materials before starting another activity.</p> <p><u>EXAMPLE:</u> When the teacher says, “Bells away, bells away, gently put the bells away,” children know that it is time to clear away one activity in preparation for the next.</p>
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Domain Element: Cooperation

Indicators	Kindermusik ABC Music & Me: Laugh & Learn
<p>Increases abilities to sustain interactions with peers by helping, sharing and discussion.</p>	<p>Group Movement During group movement activities, children have opportunities to participate in organized play and to cooperate with others. <u>EXAMPLE:</u> Children wave to their friends as they pass each other while dancing in Let’s Play. Children participate in a group game with a beach ball in Splash!</p> <p>Singing Singing in a group invites socialization. <u>EXAMPLE:</u> Children play creatively as a group while singing and doing the motions for <i>Peanut Butter and Jelly</i> in Home Sweet Home.</p> <p>Turn-Taking During turn-taking, children must wait patiently for their turns and then share with their peers when individual time is up. <u>EXAMPLE:</u> Children line up and wait their turn for a ball toss in Carnival of Music.</p>
<p>Shows increasing abilities to</p>	<p>Turn-Taking</p>

<p>use compromise and discussion in working, playing and resolving conflicts with peers.</p>	<p>During turn-taking, children must wait patiently for their turns and then share with their peers when individual time is up. <u>EXAMPLE</u>: Children line up and wait their turn for a ball toss in Carnival of Music.</p>
<p>Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive</p>	<p>Each ABC Music & Me 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. <u>EXAMPLE</u>: Children are directed to sit in their “music spots” during Group Circle Time at the start of each lesson. During Storytime, children learn to sit quietly and focus on the teacher as the storyteller, yet participate at appropriate times in response to questions posed by the teacher about the story.</p> <p>Turn-Taking During turn-taking, children must wait patiently for their turns and then share with their peers when individual time is up. <u>EXAMPLE</u>: Children line up and wait their turn for a ball toss in Carnival of Music.</p>

Domain Element: Social Relationships

Indicators	Kindermusik ABC Music & Me: Laugh & Learn
<p>Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.</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. Since verbal directions and activities are largely directed by the audio CD, the circle time format positions the teacher as the focal point for additional support and encouragement. Children look to the teacher to model important behavior such as listening as well as appropriate responses and movement. Through imitating the teacher’s behaviors, children develop trust in the teacher as a role model and learning resource. <u>EXAMPLE</u>: Children listen to a poem and imitate the accompanying hand motions modeled by the teacher.</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>

	<u>EXAMPLE</u> : Teachers are instructed to help children explore new ways to play the rhythm sticks as well as to look for opportunities to imitate children’s ideas in <i>Around the Farm</i> .
Shows progress in developing friendships with peers.	<p>Group Movement During Group Movement activities, children have opportunities to participate in organized play and to cooperate with others. <u>EXAMPLE</u>: Children wave to their friends as they pass each other while dancing in <i>Let’s Play</i>. Children participate in a group game with a beach ball in <i>Splash!</i></p> <p>Singing Singing in a group invites socialization. <u>EXAMPLE</u>: Children play creatively as a group while singing and doing the motions for <i>Peanut Butter and Jelly</i> in <i>Home Sweet Home</i>.</p>
Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.	<p>Focused Listening Through listening to recordings of sounds children use auditory hints to identify and discuss the emotions of others as well as to observe their classmates’ emotional responses to a variety of recordings. <u>EXAMPLE</u>: Children listen for emotions of children playing on a playground in <i>Let’s Play</i>. They explore emotional responses to winter sounds in <i>Outside My Window</i>.</p>

Domain Element: Knowledge of Families & Communities

Indicators	Kindermusik ABC Music & Me: Laugh & Learn
Develops ability to identify personal characteristics including gender, and family composition.	<p>Storytime, Songs, and Poems The wide variety of stories, songs, and poems provided by this program indirectly and directly touch on such concepts as personal characteristics and family composition.</p>
Progresses in understanding similarities and respecting differences among people, such as genders, race, special needs, culture, language, and family structures.	<p>Special Needs Guide This guide provides teachers with ideas for helping students with special needs participate along with their peers in the lesson activities.</p> <p>Storytime Children learn tolerance and respect for others through stories about characters that come from a variety of backgrounds and ethnicities.</p>

	<p>Focused Listening Children listen to and learn about different places, people, and cultures while listening to different sounds and to music from around the world.</p> <p>Songs and Poems Children participate in songs, poems, and musical games from other countries and in other languages.</p> <p>Movement Through a variety of movement activities, teachers encourage children to progress and participate at their own pace. Through positive role-modeling, children learn to accept, tolerate, and respect their peers' differences.</p>
Develops growing awareness of jobs and what is required to perform them.	Through thematic units, children learn about a variety of jobs and what is required to perform them. <u>EXAMPLE:</u> In Home Sweet Home, children learn how a hammer and saw are used to build a house.
Begins to express and understand concepts and language of geography in the contexts of their classroom, home and community.	Through thematic units, children learn about geography, classroom, and home environments. <u>EXAMPLE:</u> In Out and About, children learn about what they might see on a nature hike.

Domain: APPROACHES TO LEARNING

Domain Element: Initiative & Curiosity

Indicators	Kindermusik ABC Music & Me: Laugh & Learn
Chooses to participate in an increasing variety of tasks and activities.	This program provides children with a variety of unique and engaging tasks and activities. Children have the opportunity to participate at their own pace.
Develops increased ability to make independent choices.	<p>Movement Through creative and expressive movement activities, children choose independent physical actions. <u>EXAMPLE:</u> Children show how they can hop like frogs in Animals A-Dancing.</p> <p>Instrument Explorations and Play-Along In these activities, children choose patterns and sounds to</p>

	<p>produce independently. <u>EXAMPLE:</u> Children explore different ways to play the zigzag blocks, then play them along to music in Carnival of Music.</p>
<p>Approaches tasks and activities with increased flexibility, imagination and inventiveness.</p>	<p>Movement and Instrument Exploration and Play-Along Children imitate adults and peers in solving musical problems. They find multiple uses for objects and are encouraged to experiment with materials in new ways. <u>EXAMPLE:</u> Children experiment with different ways to play a scraper instrument so that it makes a “ribbit” sound in Animals-A-Dancing. Children use scarves as boat sails in Splash! and as picnic blankets in Out and About.</p>
<p>Grows in eagerness to learn about and discuss a growing range of topics, ideas and tasks.</p>	<p>Instrument Exploration and Play-Along Children explore and examine new musical instruments, and notice attributes such as texture and the resulting changes in sound. <u>EXAMPLE:</u> Children explore the sound produced with the mallet on the woodblock.</p> <p>Focused Listening Focused Listening activities help children to develop attention skills and seek relevant information. <u>EXAMPLE:</u> In On the Go, children identify recorded sounds such as turning on a car or fastening a seatbelt.</p>

Domain Element: Engagement & Persistence

Indicators	Kindermusik ABC Music & Me: Laugh & Learn
<p>Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences.</p>	<p>Each ABC Music & Me unit features fast-paced lesson plans that help young children to stay engaged in each activity for short periods and to see simple tasks through to completion. <u>EXAMPLE:</u> In the Clean-Up ritual, children are asked to put their instruments away at the end of each activity.</p>
<p>Demonstrates increasing ability to set goals and develop and follow through on plans.</p>	<p>Singing, Vocal Play, Movement, Pretend Play, and Instrument Exploration and Play-Along During these activities, children discuss, plan, and work independently on creative and artistic expression. Children discuss and experiment with how they might use a particular object, then carry through their ideas to completion. Children are encouraged to try movements, make sounds, and play instruments both individually and together as a group.</p>
<p>Shows growing capacity to</p>	<p>Each ABC Music & Me unit features fast-paced lesson plans</p>

<p>maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.</p>	<p>that help young children to stay engaged in each activity for short periods and to see simple tasks through to completion.</p> <p>Focused Listening These activities teach important listening skills and provide children with opportunities to practice them.</p> <p>Each ABC Music & Me unit features activities that ask children to follow oral directions. Throughout lessons, children follow oral directions that are combined with accompanying gestures. <u>EXAMPLE</u>: Children practice following one-step directions, such as, “Walk in a circle,” and two-step directions such as, “Tiptoe back to a music spot and sit sooo still.”</p> <p>Children working on the forerunner skills have many opportunities to associate words like “march,” “run,” and “hop” with the appropriate actions.</p> <p>Family Guide In the Family Guide listening activities, children have opportunities to follow simple directions from parents or family members and to respond verbally, with gestures, or in shared writing. <u>EXAMPLE</u>: In Let’s Play, children follow instructions to color in different shapes using a designated color.</p> <p>The ABC Music & Me lessons are highly interactive, and often encourage children to participate using vocal responses and by answering questions.</p> <p>During thematic introductory activities, children use one- or two-word answers to respond to prior-experience questions. <u>EXAMPLE</u>: In Carnival of Music, children respond to the question: “Have you ever been to a carnival?”</p> <p>During the Lessons 2 & 4 extension activities, children have opportunities to provide extended responses to questions. <u>EXAMPLE</u>: In Animals A-Dancing, children answer the question: “What are some ways an elephant might play at the zoo?”</p> <p>Children working on the forerunner skills can participate in answering yes/no questions with words, gestures, or signs. <u>EXAMPLE</u>: In Around the Farm, a child nods his head in response to: “Do you want the frog to kiss you?”</p>
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Domain Element: Reasoning & Problem Solving

Indicators	Kindermusik ABC Music & Me: Laugh & Learn
<p>Develops increasing ability to find more than one solution to a question, task or problem.</p>	<p>Movement and Instrument Exploration and Play-Along Children imitate adults and peers in solving musical problems. They find multiple uses for objects and are encouraged to experiment with materials in new ways <u>EXAMPLE:</u> Children experiment with different ways to play a scraper instrument so that it makes a “ribbit” sound in Animals-A-Dancing. Children use scarves as boat sails in Splash! and as picnic blankets in Out and About.</p>
<p>Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults.</p>	<p>Each ABC Music & Me unit features repeated activity types that help children learn to draw on past experiences and to apply this knowledge to similar situations. Children can apply vocabulary or information learned in one activity to a new situation in another activity or outside the classroom. <u>EXAMPLE:</u> Children use stop/go signals in On the Go as visual cues for movement; they can apply this knowledge to understanding signs and symbols both inside and outside the classroom. In the same unit, children learn to play an egg shaker in various ways to achieve different kinds of sounds; they learn to apply these experimentation skills to playing other instruments in subsequent units.</p> <p>Group Circle Time Children have many opportunities to discuss ideas and share their thoughts during circle time discussions and the Lessons 2 & 4 activity extensions. During these activities children are encouraged to express themselves using both simple and expanded sentences. <u>EXAMPLE:</u> In Carnival of Sounds, children examine photos of a carnival and discuss what sounds they might hear.</p>
<p>Develops increasing abilities to classify, compare and contrast objects, events and experiences.</p>	<p>While the program doesn’t emphasize sorting of physical objects, it does provide opportunities for children to practice the concepts such as “same” and “different,” forerunner skills to classification</p> <p>Focused Listening, Singing and Vocal Play, Movement, and Instrument Exploration and Play-Along While working with rhythm and sounds, children notice similarities and differences and use comparative words related to speed and volume. <u>EXAMPLE:</u> Children listen for the difference between the</p>

	sounds of an adult elephant and a baby elephant in Animals A-Dancing. Children experience differences in faster/slower and louder/softer in both music and voice.
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Domain: PHYSICAL HEALTH & DEVELOPMENT

Domain Element: Fine Motor Skills

Indicators	Kindermusik ABC Music & Me: Laugh & Learn
Develops growing strength, dexterity and control needed to use tools such as scissors, paper punch, stapler, and hammer.	<p>Fingerplays and Instrument Exploration and Play-Along Through fingerplays and playing musical instruments, children build fine muscle control and coordination allowing manipulation of small objects. <u>EXAMPLE:</u> In Let’s Play, children practice wiggling fingers, making tight fists, and waving, shaking, and clapping their hands fast and slow. In Outside My Window, children grasp the one-bell jingles and play a steady beat.</p>
Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors.	<p>Group Movement and Instrument Exploration and Play-Along Children perform simple manipulations with increasing control as they participate in group movement or play musical instruments. <u>EXAMPLE:</u> Children use scarves to pretend to dust in Home Sweet Home. Children beat a drum or play a triangle and woodblock using a striker or mallet.</p>
Progresses in abilities to use writing, drawing and art tools including pencils, markers, chalk, paint brushes, and various types of technology.	<p>Family Guide Writing Activities In the Family Guide, children have one or more activities that focus on handwriting and drawing skills, including basic handwriting skills that require holding a marker or crayon and copying simple shapes and uppercase letters. <u>EXAMPLE:</u> Children trace wavy lines under a boat in On the Go.</p> <p>Instrument Exploration and Play-Along Children develop the muscles needed for grasping writing utensils by grasping and holding the following instruments:</p> <ul style="list-style-type: none"> • one-bell jingles • rhythm sticks • mallet and striker

Domain Element: Gross Motor Skills

Indicators	Kindermusik ABC Music & Me: Laugh & Learn
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<p>Shows increasing levels of proficiency, control, and balance in walking, climbing, running, jumping, hopping, skipping, marching and galloping.</p>	<p>Movement Most lessons include activities requiring locomotive movement, including moving with direction, and moving with increasing physical coordination. <u>EXAMPLE:</u> Children walk, run, and stomp in On the Go.</p> <p>For children with physical disabilities, adaptations of locomotor movements are recommended in the Strategies Guide: Meeting Special Needs.</p> <p>Movement activities include opportunities for children to develop balance in the following ways: they start, stop, and change directions; avoid obstacles while moving; walk on toes; walk in a straight line; and walk backwards. <u>EXAMPLE:</u> In Outside My Window, children play a game where they walk, jump, and tiptoe around the sun, then fall down (BOOM!). In On the Go, children practice moving forward and backwards like a train.</p>
<p>Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.</p>	<p>Movement While ladders and ramps are not included in the program, children do have opportunities to move both high and low and to mimic climbing motions. <u>EXAMPLE:</u> In Let’s Play, children move their limbs high and low while pretending to climb a ladder or swing on swings.</p> <p>Children have the opportunity to practice coordination when playing with balls in a number of activities. <u>EXAMPLE:</u> Children play a ball-tossing game using a beanbag in Carnival of Music. They roll and catch a beach ball as well as pantomime playground movements in Let’s Play.</p>

Domain Element: Health Status & Practices

Indicators	Kindermusik ABC Music & Me: Laugh & Learn
<p>Progresses in physical growth, strength, stamina, and flexibility.</p>	<p>Movement Most lessons include activities requiring movement such as dancing, stretching, marching, and other types of movement that help children develop physical strength and stamina.</p> <p>For children with physical disabilities, adaptations of movements are recommended in the Strategies Guide: Meeting Special Needs.</p>

<p>Participates actively in games, outdoor play and other forms of exercise that enhance physical fitness.</p>	<p>Movement Most movement activities and games incorporate movements that enhance children’s physical fitness. These include dancing, marching, touching toes, reaching up, “falling down” and getting up, and other stretching and strengthening movements.</p> <p>For children with physical disabilities, adaptations of movements are recommended in the Strategies Guide: Meeting Special Needs.</p>
<p>Shows growing independence in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth and toileting.</p>	<p>Pretend Play Children develop important real-life skills through play by pantomiming self-help skills, chores, and practices for healthy living. <u>EXAMPLE:</u> Children pantomime motions for cooking and cleaning in Home Sweet Home and for taking a bath in Splash!</p>
<p>Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances and activities.</p>	<p>While this is not a focus of the program, certain thematic units naturally incorporate health and safety. Through discussions, children may explore healthy life habits like nutrition, and basic street safety rules. <u>EXAMPLE:</u> In On the Go, children listen to sounds of getting in a car, including the fastening of a seat belt. By attending to and discussing these sounds, children learn the importance of using safety belts.</p>