



## ABC Music & Me: Move & Groove and the Common Core State Standards

	CCSS	ABC Music & Me
<b>Reading Standards for Literature (K)</b>		
Key Ideas and Details	1. With prompting and support, ask and answer questions about key details in a text.	<p><b>Storytime</b></p> <p>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 and characters, make predictions about what comes next, and make beyond-the-text connections.</p> <p>In Lessons 1 &amp; 2, the Hosted Teaching CD provides a brief introduction with key information about the story's topic and setting. In Lesson 3 &amp; 4, children are posed a range of recall, inferential, compare/contrast, and beyond-the-text questions. <i>(Do you remember the name of the composer we met last time who wrote operas? Do you remember the name of the opera where the story takes place? Can you remember the main character's name? Where did he find his missing costume?)</i></p> <p>Following Storytime, children have opportunities to ask or answer questions about the story that can help deepen their understanding of the story or subject.</p> <p><b>Songs and Poems</b></p> <p>Children act out the stories told through poems and songs, physically telling and retelling the stories. Before, during, and after songs or poems,</p>
	2. With prompting and support, retell familiar stories, including key details.	
	3. With prompting and support, identify characters, settings, and major events in a story.	

		<p>the Hosted Teaching CD and/or teacher may pose questions to the children about key details, characters, or events in the text and/or invite the children to ask their own questions.</p> <p><b>Family Guide</b></p> <p>The Family Guide Home Kit provides children and parents with a printed and audio version of each story read in the classroom. At home, children can reread the story or follow along to Audio CD together with their parents. In doing so, children have further opportunities to discuss, ask, or answer questions about stories. Prompts in the Family Guide stories offer parents numerous suggestions for questions, discussion topics, or activities related to the story that they can ask or do together with their children at home.</p>
<p>Craft and Structure</p>	<p>4. Ask and answer questions about unknown words in a text.</p>	<p>ABC Music &amp; Me teaches vocabulary through a plethora of incidental and direct methods.</p> <p><b>Storytime, Songs/Poems, Rituals,</b></p> <p>According to educational researchers, there is substantial evidence that children acquire vocabulary incidentally by reading and listening to oral stories (Krashen, 1989), and that song lyrics could provide a source of new vocabulary. The texts are accompanied by illustrations or movement activities that give children the tools to learn new vocabulary through both seeing and doing. To ensure comprehension, teachers are encouraged to pause the Hosted Teaching CD as often as necessary and ask questions to assess comprehension as well as answer student questions.</p> <p><b>Picture Cards, Movement</b></p> <p>Explicit vocabulary instruction is included in each Move &amp; Groove unit. Words essential to songs and poems are included on picture cards and introduced through direct instruction or by modeling during group discussions. Research supports the use of direct vocabulary instruction, including the effectiveness of having young</p>

		children learn academic words that are “robust” (Beck, McKeown & Kucan, 2002).
	5. Recognize common types of texts (e.g., storybooks, poems).	<b>Hosted Teaching CD: Storytime, Songs/Poems</b> Before each activity, the Hosted Teaching CD introduces the text by identifying whether it is a story, song, or poem. Through repeated exposure to stories, songs, and poems, children begin to recognize and identify common types of texts.
	6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<b>Family Guide Activities, Writing Activities Guide</b> While this is not stressed in the program, the mini-books found in these guides reinforce this concept as children are asked to write their name in the by-line, color in the pictures.
Integration of Knowledge and Ideas	7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	<b>Storytime</b> Teachers engage the children in conversations about the illustrations by asking about the characters and what they are doing ( <i>Who is this? What is happening in this picture?</i> ).
	8. (Not applicable to literature)	
	9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<b>Storytime</b> 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 and characters and to discuss their experiences.  In Lessons 1 & 2, the Hosted Teaching CD provides a brief introduction with key information about the story’s topic and setting. In Lessons 3 & 4, children are posed a range of questions, including those that ask them to compare and contrast characters, experiences, or events in the story.  <b>Songs and Poems</b> ABC Music & Me is a thematically based program. Each unit provides texts in the form of songs, poems, and stories that are strongly related

		<p>to one another within the unit’s theme. For example, in the unit Under the Rainbow children will sing a song about a rainbow, a leprechaun, and hearing amazing sounds (<i>I Thought I Heard an Amazing Sound</i>). Then they will read a story about a boy who attends to sounds in a city plagued by a leprechaun’s tricks (<i>Under the Rainbow</i>).</p> <p>Children act out the stories told through poems and songs. Before, during, and after songs or poems, the Hosted Teaching CD and/or teacher may draw attention to or ask questions about the similarities and differences between characters or topics in the songs or poems and in Storytime.</p> <p><b>Family Guide</b></p> <p>The Family Guide Home Kit provides children and parents with a printed and audio version of each story read in the classroom. Prompts in the Family Guide stories are directed at parents, offering suggestions for questions, discussion topics, or activities related to the story that they can ask or do together with their children at home.</p>
<p>Range of Reading and Level of Text Complexity</p>	<p>10. Actively engage in group reading activities with purpose and understanding.</p>	<p><b>Storytime</b></p> <p>In each unit, children benefit from a positive group reading experience during Storytime. Children listen to the story read-aloud by the teacher or audio CD; they look at illustrations accompanying the spoken story; and they actively participate during the read-aloud to answer questions.</p>

**Reading Standards for Informational Text (K)**

<p>Key Ideas and Details</p>	<p>1. With prompting and support, ask and answer questions about key details in a text.</p>	<p><b>Storytime</b></p> <p>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 and characters, make predictions about what comes next, and make beyond-the-text connections.</p> <p>In Lessons 1 &amp; 2, the Hosted Teaching CD provides a brief introduction with key information about the story’s topic and setting. In Lessons 3 &amp; 4, children are presented with a range of recall, inferential, compare/contrast, and beyond-the-text questions. (<i>What animals did Diego see? What was the loudest instrument in the story?</i>)</p> <p>Following Storytime, children have opportunities to ask or answer questions about the story that can help deepen their understanding of the story or subject matter.</p> <p><b>Songs and Poems</b></p> <p>ABC Music &amp; Me is a thematically based program. Each unit provides texts in the form of songs, poems, and stories that are strongly related to one another within the unit’s theme. For example, in the unit Jazz Kitchen children will sing about going into the kitchen (<i>Go Into the Kitchen</i>), read a story about adding ingredients and cooking in the kitchen (<i>Noodles from Scratch</i>), and rhyme about chopping vegetables in the kitchen (<i>Chop, Chop, Chippity Chop</i>). Providing children with varied texts on thematically related topics enables children to become comfortable making connections between the texts and identifying or talking about these connections during group discussions.</p> <p>Children act out the stories told through poems and songs. Before, during, and after songs or poems, the Hosted Teaching CD and/or teacher may pose questions to the children about key details, characters, or events in the text and/or invite the children to ask their own questions.</p>
	<p>2. With prompting and support, identify the main topic and retell key details of a text.</p>	
	<p>3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	

		<p><b>Family Guide</b></p> <p>The Family Guide Home Kit provides children and parents with a printed and audio version of each story read in the classroom. At home, children can reread the story or follow along with Audio CD together with their parents. In doing so, children have more opportunities to discuss and ask or answer questions about stories at home. Prompts in the Family Guide provide parents with suggestions for questions, discussion topics, or activities related to the story that they can ask or do together with their children.</p>
<p>Craft and Structure</p>	<p>4. With prompting and support, ask and answer questions about unknown words in a text.</p>	<p><b>Storytime, Songs/Poems, Rituals,</b></p> <p>These texts are accompanied by illustrations or movements that give children the tools to learn new vocabulary by seeing or doing. According to educational researchers, there is substantial evidence that children acquire vocabulary incidentally by reading and listening to oral stories (Krashen, 1989), and that song lyrics can provide a source of new vocabulary. To ensure comprehension, teachers are encouraged to pause the Hosted Teaching CD as often as necessary and ask questions to assess comprehension as well as answer student questions.</p> <p><b>Picture Cards, Movement</b></p> <p>Direct vocabulary instruction is included in each Move &amp; Groove unit. Research supports the use of direct vocabulary instruction, including the effectiveness of having young children learn academic words that are “robust” (Beck, McKeown &amp; Kucan, 2002). Words essential to stories, songs, and poems are included on picture cards and introduced through direct instruction or by modeling during movement activities or group discussions.</p>
	<p>5. Identify the front cover, back cover, and title page of a book.</p>	<p><b>Storytime</b></p> <p>During Storytime, teachers model book care and foundational concepts of print such as how to find the front and back cover.</p>
	<p>6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a</p>	

	text.	<p><b>Family Guide, Writing Activities Guide</b></p> <p>Children learn to care for and can interact with their own copies of the story in the Family Guide. Mini-book activities reinforce this concept as children are asked to write their name in the by-line, color in the pictures.</p>
Integration of Knowledge and Ideas	7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<p><b>Storytime</b></p> <p>Teachers engage the children in conversations about the illustrations by asking about the characters and what they are doing (<i>Who is this? What is happening in this picture?</i>).</p> <p><b>Picture Cards</b></p> <p>Picture cards help children learn and identify new vocabulary words found in the Songs and Poems as well as make connections between the subjects in the text to real life. Children have further opportunities to describe these relationships during group discussions.</p>
	8. With prompting and support, identify the reasons an author gives to support points in a text.	N/A
	9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<p><b>Storytime, Focused Listening, and Songs and Poems</b></p> <p>ABC Music &amp; Me is a thematically based program. Each unit provides texts in the form of songs, poems, audio recordings, and stories that are strongly related to one another within the unit’s theme. For example, in the unit Jumping Beans, the children read a story about Diego, a boy living in a small village in Peru (<i>A Quieter Instrument</i>). Diego explores playing various Peruvian instruments in his attempt to find one that doesn’t annoy his fellow villagers. In one instance, a donkey brays loudly each time Diego plays a drum.</p> <p>The Hosted CD draws implicit, yet simple, connections from the story to the subsequent activities. Following <i>A Quieter Instrument</i>, children listen to an audio recording of a real donkey braying and then <i>Sweetly Sings the</i></p>

		<p><i>Donkey.</i></p> <p>In providing children with varied texts on thematically related topics, ABC Music &amp; Me enables children to become comfortable making connections between the texts and identifying or talking about these connections during group discussions.</p>
<p>Range of Reading and Level of Text Complexity</p>	<p>10. Actively engage in group reading activities with purpose and understanding.</p>	<p><b>Storytime</b></p> <p>In each unit, children benefit from a positive group reading experience during Storytime. Children listen to the story read-aloud by the teacher or audio CD; they look at illustrations accompanying the spoken story; and they actively participate during the read-aloud to answer questions.</p>

**Reading Standards: Foundational Skills (K)**

**Print Concepts**

Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

**Storytime**

Children develop concepts of print as teachers read stories aloud during Storytime. Children have the opportunity to develop recognition of the association between spoken and written words. They 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.

**Family Guide Story**

A copy of the story read in each unit is located in the take-home Family guide. In the Family Guides, children deepen their awareness of print by interacting with parents while listening to the story read aloud while they follow along in the story.

**Family Guide Activities, Writing Activities Guide**

Various activities in the Family and Writing Guides teach children important concepts of print, such as that print carries meaning and that written language consists of letters which are combined to form words. Children learn these concepts by participating in activities that help them practice reading words, matching words to pictures, writing or tracing letters and words, and writing words to convey meaning or for specific purposes, such as making lists, creating menus, and conveying messages.

While learning the alphabet is not a focus of this program, children do have opportunities to practice many upper- and lowercase alphabet letters in the Family Guide reading and writing activity pages.

**Music Notation**

This program's focus on musical notation helps

		<p>children understand that sound can be represented by printed symbols, an understanding that may transfer to building print awareness for language. Like language, music is represented by printed notation. Like language, music writing follows a developmental progression from the perception of individual sounds to broader groupings within songs (Gromko, 1998). Calling attention to the use of symbols to represent individual music notes and rests may help children build the fundamental understanding that language sounds can also be represented by written symbols and that these symbols are separated by spaces or rests.</p>
<p>Phonological Awareness</p>	<p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p><b>Songs</b></p> <p>ABC Music &amp; Me uses songs with rhyming lyrics, which help children build phonological awareness. Students receive explanations of rhyming before or after singing and, in some instances, suggest their own rhyming words.</p> <p>Many top educational researchers recommend integrating music into phonological awareness instruction. These researchers recommend songs, and specifically rhyming songs, as an effective mechanism for building phonemic awareness with children in early childhood classrooms (Adams, Foorman, Lundberg &amp; Beeler, 1998; Ericson &amp; Juliebo, 1998; Yopp &amp; Yopp, 1997).</p> <p>Where spoken language is comprised of a stream of connected phonemes, music is comprised of a series of discrete musical notes, or tones. Understanding a spoken sentence requires successfully auditory processing of the individual phonemes combined with the intonation communicated by pitch, and hearing music requires listening for the individual notes combined with their rhythmic values. Because of these fundamental similarities, the human brain processes music and language in some similar ways.</p> <p><b>Poems, Vocal Plays, Music Notation</b></p> <p>In these activities, children learn to read music notation, participate in scats, fill in the rhyming words, tap out syllables, chant or break up words</p>

		<p>into syllables, and discuss vowel sounds. In doing so, children learn how sounds can be combined to create and carry meaning through attending to, reading, writing, and/or manipulating beginning or end sounds of words, letter sounds, rhyming sounds, syllables, onomatopoeia, or music notes.</p> <p>Music Notation activities teach children that letters or music notes can be combined to form different words or sound/rhythm patterns (e.g. <i>ti-ti ta</i> or <i>ta ti-ti</i>).</p> <p><b>Family Guide and Writing Guide</b></p> <p>In the Family and Writing Guides, children deepen their phonological awareness of print by finding and matching words that start or end with a particular letter or sound.</p> <p><b>Storytime</b></p> <p>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>
Phonics and Word Recognition	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<p><b>Family Guide and Writing Guide Activities</b></p> <p>Many activities in the Family Guide and Writing Guide provide children with the opportunity to practice grade level phonics such as one-to-one letter-sound correspondences, graphemes, and reading common words.</p>
Fluency	<p>4. Read emergent-reader texts with purpose and understanding.</p>	<p><b>Rituals, Songs, Poems</b></p> <p>Over the course of each Unit, children will sing the Rituals and certain songs and poems up to four</p>

		<p>times. Through repetition, children are able to learn the words and develop fluency in saying all or parts of the song or poem texts.</p>
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## Speaking and Listening Standards K–5

### Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
  - b. Continue a conversation through multiple exchanges.

In every ABC Music & Me unit, children have many opportunities to discuss ideas, ask and answer questions, and share their thoughts during discussions. Children are encouraged to initiate and participate in discussions with adults and peers.

Teachers use prompts or picture cards to engage children in discussions and model appropriate participation and responses. Some prompts encourage children to participate by making simple responses, respond to open-ended questions, and engage in group discussions. Other prompts invite children to share personal ideas with their peers and encourage them to learn to respect and try the ideas of others.

#### **Songs, Poems**

Songs and poems provide children with appropriate kindergarten topics and texts to discuss. Discussion topics may range from sharing ideas to make up new verses to a song, to describing other “mighty pretty motions” that the children can think of.

Some songs and poems teach basic back-and-forth communication skills such as echoing, taking turns, and singing or speaking in response to a verbal prompt.

#### **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 stories and to better participate in the various discussions related to the story topics.

#### **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 and engage in learning and to participate in

		<p>discussions. Children working on forerunner skills have opportunities during each lesson’s Greeting and Good-bye rituals to respond to social greetings.</p> <p>The Rituals help to prepare children to participate in subsequent discussions across each unit by encouraging them to suggest other motions to sing, speak, and do in the songs.</p> <p><b>Focused Listening</b></p> <p>The Focused Listening activities teach the significance of listening with a purpose. They help children to develop the attention and careful listening skills that are so useful during classroom discussions.</p> <p><b>Family Guide Story and Activities</b></p> <p>The Family Guide activities help parents and caregivers to engage their children in active conversations about the story or the thematic topics and activities found in each unit.</p> <p>Using the Family Guide Speaking activities, children can engage in extended conversations at home.</p>
	<p>2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p>ABC Music &amp; Me provides a wide variety of media that is designed to teach new vocabulary and scaffold children’s vocabulary development in profound and meaningful ways which appeal to all types of learners. Each unit offers audio, visual, tactile, and kinesthetic instruction.</p>
	<p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>Unit activities typically arrange the children in an organized circle. Circle seating naturally encourages children to focus on the teacher, who is modeling and explaining complex vocabulary and speech. It also lends to the feeling of togetherness and is conducive to student participation in group discussions, in asking or answering questions, and in participating in the activities. This arrangement also provides a clear view of each participant, allowing everyone—most importantly, the teacher—to assess who understands and who is struggling with</p>

comprehension.

Teachers are coached to pause instruction to ask or answer questions or otherwise support student comprehension and participation.

**Focused Listening**

Through Focused Listening activities, children develop careful listening skills and 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.

**Storytime**

In each unit, children benefit from a positive reading experience during Storytime. Children listen to the story read-aloud by the teacher or the Hosted Teaching CD; they look at illustrations accompanying a spoken story; and they actively participate during read-aloud to answer questions or participate in discussions.

Following Storytime, children have opportunities to ask questions that help deepen their understanding of the story or subject.

**Family Guide**

Each story appears in the Family Guide, so students can experience the benefits of Storytime in their home environments with their parents or caregivers. Prompts in the Family Guide story provide parents with additional questions or discussion topics to pose to their children.

**Songs and Poems**

Children expand their vocabularies and language skills by listening to and participating in nursery rhymes and singing songs. Each song and poem has accompanying movements that help children learn new words by acting them out. Children may answer questions related to the songs or poems, or participate in group discussions about topics

		<p>related to the texts.</p> <p><b>Movement, Pretend Play</b>  In Movement activities, children learn new vocabulary words by acting them out. Students working on the forerunner skills have many opportunities to associate words with actions.</p> <p><b>Instrument Exploration and Play-Along</b>  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><b>Vocabulary Picture Cards</b>  Vocabulary picture cards provide additional support to children in learning new vocabulary. Children have the opportunity to see and say the new word or concept they are learning about.</p>
Presentation of Knowledge and Ideas	4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<p><b>Themes</b>  Thematic units help children explore and learn to identify familiar and less familiar environments. Children learn a wide variety of vocabulary related to emotions and to different cultures, languages, and genres of music. 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> <p><b>Visual Cards</b>  Visual cards help children achieve a better understanding of theme-related vocabulary. Children are encouraged to ask questions about the cards and to discuss their thoughts and observations on the cards as they view them.</p> <p><b>Focused Listening and Vocal Play</b></p>

		<p>Focused Listening activities serve to reinforce the familiarity of the thematic topics and are often accompanied by Visual Cards. For example, when introducing a new instrument, children will look at a picture of the instrument on the Visual Cards and hear a recording of the instrument on the Hosted Audio CD. Focused Listening activities also teach and reinforce the familiar; children might listen to the sounds of a saw, a donkey braying, or human footsteps.</p> <p>During Vocal Play activities, children practice making the sounds of both familiar and unfamiliar subjects. For example, children will use their voices to describe the sounds that familiar farm animals make or to demonstrate the newly learned concepts of crescendo and decrescendo. Children also internalize new vocabulary through echoing or exploring sounds with their voices such as during scats, by making sound effects, or even while humming.</p> <p>Vocal Play activities often follow Focused Listening and serve to help children internalize new and familiar subject matter. For example, children listen to the sounds of a child laughing or crying. Then, they respond to prompts to make either laughing or crying sounds.</p> <p><b>Movement and Pretend Play</b></p> <p>During Movement and Pretend Play activities, children use their bodies to describe or identify verbs (e.g. jump, sway, or tiptoe), familiar subjects (e.g. move like clocks or elephants), familiar settings (chopping vegetables in the kitchen), body parts, familiar activities (e.g. march in a parade or go on a hike), feelings (e.g. use their faces to show feelings), or even new or genre specific language (e.g. move in a jazzy way or dance like a ballerina).</p>
	<p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p><b>Movement, Pretend Play, Instrument Exploration and Play-Along</b></p> <p>During these activities, children use movement, musical instruments, and props (e.g. scarves) to express themselves in a variety of creative ways.</p>

		<p><b>Family Guide and Writing Guide</b></p> <p>Many of these activities engage children in creative expression through drawing, writing, coloring, and story telling.</p>
	<p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>Each ABC Music &amp; Me unit provides children with numerous opportunities to discuss ideas and share their thoughts during discussions or while participating in activities. Children are encouraged to express themselves using both simple and expanded sentences.</p> <p><b>Rituals, Songs, and Poems</b></p> <p>During these activities, children express themselves using spoken words and sung lyrics. Repeated opportunities to sing or say songs and poems enable children to develop fluency and confidence in using their voices audibly and expressively.</p> <p><b>Family Guide</b></p> <p>The story and activities found in the take-home Family Guide enable children to engage in extended conversations at home, sharing their thoughts and feelings with a parent or childcare provider.</p> <p><b>Vocabulary Picture Cards</b></p> <p>Vocabulary picture cards help support children in acquiring and using new vocabulary when speaking.</p>

## Language Standards K–5

### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Print many upper- and lowercase letters.
  - b. Use frequently occurring nouns and verbs.
  - c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
  - d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
  - e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
  - f. Produce and expand complete sentences in shared language activities.

In every unit of ABC Music & Me, children hear stories read aloud and participate in poems and songs that include rich English vocabulary and model its usage. Research supports these practices as effective sources of implicit vocabulary acquisition.

At the start of each unit and at other points throughout the lessons, children are encouraged to express themselves and their ideas using increasingly complex and varied language.

#### **Vocabulary Picture Cards**

Vocabulary picture cards help support children in first acquiring new vocabulary. The cards are later used as a scaffold that assists children in using new vocabulary during discussions and other shared language activities.

#### **Songs and Poems**

During these activities, children express themselves using spoken words and sung lyrics. Researchers have suggested that song lyrics can provide a source of new vocabulary. These lyrics demonstrate and enable children to practice and gain fluency in using rich and robust language.

#### **Storytime**

Stories provide children with an excellent model or rich and varied language. During Storytime, children practice a variety of English language conventions to ask or answer questions using both simple and complete sentences and to participate in discussions.

#### **Movement, Pretend Play, and Instrument Exploration and Play-Along**

During these activities, children use and respond to prepositions through movement and by playing instruments.

		<p><b>Family Guide</b></p> <p>While learning the alphabet is not a focus of this program, children do have opportunities to practice many upper- and lowercase alphabet letters in the Family Guide activities and Writing Activity Guide.</p>
	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>3. N/A</p>	<p><b>Family Guide and Writing Activity Guide</b></p> <p>Creative writing and other activities found in these guides provide children with many opportunities to improve writing related skills, including drawing and tracing shapes, letters, and letter-like symbols; copying and writing familiar words; writing their own names; and writing for different purposes.</p> <p>Activities found in these guides teach children to identify, read, and write most of the letters in the alphabet and to progress in learning the names of letters and their shapes and sounds..</p>
<p>Vocabulary Acquisition and Use</p>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word.</p>	<p>N/A</p>
	<p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	<p>ABC Music &amp; Me 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. For example, children practice opposites by</p>

	<p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p>	<p>playing the one-bell jingle quietly and loudly; they walk, march in parades, and prance like ballet dancers; and they make real-life connections by discussing things that make them feel happy or sad.</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><b>Family Guide and Writing Activities Guide</b></p> <p>A number of these activities ask children to match, sort, put items in a series, identify groups of objects based on color, or group objects based on size.</p>
	<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>Recent brain and psychological research shows that music instruction can improve verbal memory. ABC Music &amp; Me engages children in active music making while teaching and reinforcing new or unfamiliar vocabulary through repeated opportunities to participate in meaningful audio, visual, and kinesthetic activities.</p> <p>At the start of each unit and at other points throughout the lessons, children are encouraged to express themselves and their ideas using increasingly complex and varied vocabulary. Vocabulary picture cards help support children in acquiring and using new vocabulary when speaking.</p>

**Storytime Stories:**

Literature: Stories, Drama, Poetry

Noodles from Scratch (kitchen, food, rhyming, animals)

If I Had a Big Blue Boat (ocean/sea, phonetic sounds, rhyming)

Pedal Pump, Pedal Pump (rhyming sounds, bicycle, neighborhood)

Giggles (Ask questions, explore nuances in word meanings)

Papageno's Feathers (Mozart's *The Magic Flute*, Vocab related to theater)

Under the Rainbow (Explore high and low sounds, city, leprechaun tricks)

Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts

Dance of Our Own (Dance styles, Cultures)

Drum Circle (Culture, Different types of drums)

The Duel (Beethoven, Classical Music)

Henry's Parade (Cultures, Musical Instruments)

A Quieter Instrument (Cultures, Musical Instruments)

Coppertop and the Four Keyboards (Types of Keyboards)

	CCSS	ABC
<b>Mathematics Standards for Kindergarten</b>		
<b>Counting and Cardinality (K.CC)</b>		
Know number names and the count sequence.	1. Count to 100 by ones and by tens.	<p><b>Songs, Poems, Movement and Instrument Exploration and Play Along</b> Children have many opportunities to learn number names and to practice counting in sequence throughout this program. Many Songs and Poems feature counting forwards and backwards. Movement and Instrument Exploration and Play Along activities provide children with opportunities to practice numbers 1-10 as they count fingers on a hand or practice musical patterns like one-two-three. <u>EXAMPLE:</u> In Giggles, children count back from 5-0 on their fingers as they participate in the Song and Movement activity <i>Sally the Camel</i>. In Join the Parade, children enjoy a Movement activity in which they count to 10 in groups of 2s.</p> <p><b>Music Notation</b> During these activities, children learn fundamental math skills in a musical context. Children learn how music notes are graphic symbols that represent quantity and length. Children count music notes or beats and demonstrate reading comprehension by playing the quantities that they read using instruments, voice, or body percussion. <u>EXAMPLE:</u> In Jumping Beans, children count out a beat, 1-8.</p> <p><b>Keyboard (Optional Activity)</b> The optional Keyboard activities teach a variety of counting skills. Children learn that each finger of each hand is assigned a number, 1-5. During these activities, children may count white or black keys, octaves, or play a note a certain number of times.</p> <p><b>Family Guide and Writing Guide</b> A number of Family and Writing Guide activities provide children with opportunities to count and learn the names for numbers. <u>EXAMPLE:</u> In the Drums, Drums, Drums Family Guide, children color in specific amounts of</p>
	2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	

	<p>3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p>	<p>shapes/items and count the total number of items.</p> <p><b>Family Guide and Writing Guide</b>  Many activities found in these guides center around reading and writing numbers and counting. Children learn numerals and numeral-word correspondence (e.g., 1/one or 2/two). A variety of creative activities help increase children’s number awareness by asking them to read or write numbers and to count to solve problems or to determine quantity.  <u>EXAMPLE:</u> In the Join the Parade Family Guide, children practice writing number words from one to ten.</p>
<p>Count to tell the number of objects.</p>	<p>4. Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>c. Understand that each successive number name refers to a quantity that is one larger.</p> <p>5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p>	<p><b>Songs, Poems, Movement and Instrument Exploration and Play Along</b>  Numbers and number concepts are seamlessly integrated into the heart of this program. Unit lessons present children with many opportunities to practice counting during Songs and Poems, to learn one-to-one correspondence when instruments are passed out, to count forwards and backwards, to count beats and rhythms, and to count to determine quantity.</p> <p><b>Music Notation</b>  During these activities, children count music notes or beats and demonstrate comprehension by playing the quantities that they read using instruments, voice, or body percussion.  <u>EXAMPLE:</u> In Jazz Kitchen, children learn to read and count quarter notes and eighth notes.</p> <p><b>Keyboard (Optional Activity)</b>  The optional Keyboard activities teach a variety of counting skills. Children learn that each finger of each hand is assigned a number, 1-5. During these activities, children may count the number of white or black keys, octaves, or play a note a certain number of times.</p> <p><b>Family Guide and Writing Guide</b>  Many activities found in these guides center around numbers and counting. A variety of creative activities help increase children’s number awareness by asking them to read numbers and to count to solve</p>

		<p>problems or to determine quantity.  <u>EXAMPLE</u>: Children count quantities of 7, 8, and 9 in the Feel the Music Family Guide.</p>
<p>Compare Numbers</p>	<p>6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.<sup>1</sup></p> <p><sup>1</sup>Include groups with up to ten objects.</p>	<p>In each unit, children have opportunities to use comparative language to express related concepts such as more/less, louder/quieter, faster/slower, and higher/lower during circle time activities.</p> <p><b>Music Notation and Instrument Exploration and Play-Along</b></p>
	<p>7. Compare two numbers between 1 and 10 presented as written numerals.</p>	<p>Exposure to basic traditional notation as well as graphic notation teaches children to recognize the number of beats a specific note represents or the quantity of beats/rests in a sequence. Children learn to create or recreate rhythm patterns with the same number of beats, and sometimes fewer or more beats.  <u>EXAMPLE</u>: In Jazz Kitchen, children compare quarter and eighth notes.</p> <p><b>Family Guide and Writing Guide</b></p> <p>Family and Writing Guide activities provide children with opportunities to develop important math concepts including comparing size or quantities.  <u>EXAMPLE</u>: In the Jazz Kitchen Family Guide, children count items to identify “more.” In Sounds Abound, children read numbers and color in the matching number of items in the Family Guide.</p>

## Operations and Algebraic Thinking (K.OA)

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

1. Represent addition and subtraction with objects, fingers, mental images, drawings<sup>2</sup>, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

<sup>2</sup>Drawings need not show details, but should show the mathematics in the problem.  
(This applies wherever drawings are mentioned in the Standards.)

2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g.,  $5 = 2 + 3$  and  $5 = 4 + 1$ ).

4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.

5. Fluently add and subtract within 5.

### **Songs, Poems, Movement, Music Notation and Instrument Exploration and Play-Along**

Through a variety of unit activities, children develop and practice the ability to combine, separate, and name “how many” objects.

EXAMPLE: Children count the number of quarter notes on a picture vocabulary card. Later, when introduced to quarter rests, they are asked to distinguish between the visual representations of the two, count how many of each, and combine the two concepts to create a rhythm (beat, rest, beat, beat).

### **Family Guide and Writing Guide**

A number of Family and Writing Guide activities present children with the chance to combine or separate objects as well as name “how many.”

EXAMPLE: Children color in specific amounts of shapes/items and count total number of items in the Drums, Drums, Drums Family Guide.

## Number and Operations in Base Ten (K.NBT)

Work with numbers 11–19 to gain foundations for place value.

**1.** Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g.,  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

While teaching number and operations in base ten is not a focus of this program, many activities provide children with forerunner skills that teach counting in groups of 2s, 3s, 4s, and 8s.

Measurement and Data (K.MD)		
Describe and compare measurable attributes.	<p><b>1.</b> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p>	<p><b>Storytime, Songs, Poems, Vocal Play, Instrument Exploration and Play Along</b>            During these unit activities, children have opportunities to listen to, respond to, and use comparative language to describe shapes, movements, instruments, and poem/song/story characters in each unit’s story. While working with rhythm and sounds, children notice similarities and differences and use comparative words related to speed and volume. Children acquire and demonstrate their understanding of frequently occurring verbs, adjectives, and antonyms through listening, seeing, discussing, and acting them out.  <u>EXAMPLE:</u> In Sounds Abound, children listen for <i>timbre</i> and compare the ways things sound; same/different or high/low.</p> <p><b>Movement and Focused Listening</b>            During Movement and Focused Listening activities, children compare sounds or images in the picture vocabulary cards to describe differences or to determine appropriate physical responses or movements.  <u>EXAMPLE:</u> In Feel the Music, children use their hands to describe <i>crescendos</i> and <i>decrescendos</i> when they hear them in the music.</p> <p><b>Family Guide and Writing Guide</b>            Some Family and Writing Guide activities ask children to match shapes and compare sizes.  <u>EXAMPLE:</u> In the Sounds Abound Family Guide, children compare big and small items.</p>
	<p><b>2.</b> Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p>	
Classify objects and count the number of objects in each category.	<p><b>3.</b> Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.<sup>3</sup></p> <p><sup>3</sup>Limit category counts to be less than or equal to 10.</p>	<p><b>Focused Listening, Vocal Play, and Instrument Exploration and Play-Along</b>            During these activities, children observe, discuss, and compare common properties of sounds and the objects that make them. <b>ABC Music &amp; Me</b> places a strong and consistent emphasis on exploring word relationships, nuances, and meanings. 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. Children acquire and demonstrate their</p>

		<p>understanding of frequently occurring verbs, adjectives, and antonyms through listening, seeing, discussing, and acting them out.</p> <p><u>EXAMPLE</u>: Children practice opposites by playing the zig-zag blocks quietly and loudly; they move by walking, stomping, or running fast or slow; and they move their bodies and limbs high and low.</p> <p><b>Family Guide and Writing Guide</b></p> <p>The Family and Writing Guide activities provide children with a number of opportunities to practice matching, sorting, putting in a series, and grouping objects according to attributes.</p> <p><u>EXAMPLE</u>: In the Join the Parade Family Guide, children complete a puzzle by organizing by size (smallest/largest).</p>
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Geometry (K.G)		
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .	<p>Throughout the program, children have opportunities to compare shapes and sizes and to identify parts and attributes, such as during Instrument Exploration and Play-Along.</p> <p><b>Movement and Instrument Exploration and Play-Along</b> 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. <u>EXAMPLE:</u> In Rhythms of the Land, children follow instructions to move arms <i>up</i> or <i>down</i> while singing a song with motions.</p> <p><b>Family Guide and Writing Guide</b> A number of Family and Writing Guide activities provide children with the chance to identify, draw, and cut out common shapes. <u>EXAMPLE:</u> In the Giggles Family Guide, children complete a puzzle by correctly aligning visual images.</p>
	2. Correctly name shapes regardless of their orientations or overall size.	
	3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	
Analyze, compare, create, and compose shapes.	4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).	<p><b>Family Guide and Writing Guide</b> A variety of Family and Writing Guide activities provide children with the chance to create, cut out, and put together shapes. <u>EXAMPLE:</u> Children put together a square puzzle using triangular pieces by matching visual images in the Dance with Me Family Guide.</p>
	5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	
	6. Compose simple shapes to form larger shapes. <i>For example, “Can you join these two triangles with full sides touching to make a rectangle?”</i>	