

<b>DOMAIN: LANGUAGE DEVELOPMENT</b>	
<b>ELEMENT:</b>	<b>RECEPTIVE LANGUAGE</b>
<b>DETAILS</b>	<b>Kindermusik ABC Music &amp; Me: Wiggle &amp; Grow</b>
<ul style="list-style-type: none"> <li>Attends to language during conversations, songs, stories, or other learning experiences.</li> </ul>	<p>Each <b>ABC Music &amp; Me</b> unit provides children with opportunities to respond to comments or questions from the teacher or other children.</p> <p><u>EXAMPLE:</u> In <i>Down on the Ground</i>, children discuss the “ground animals” then know and the sounds that they make. Then they imitate the animals’ sounds and movements.</p> <p><b>Group Circle Time</b></p> <p>To scaffold children’s comprehension, teachers initiate discussions about unit topics in order to help children access prior knowledge.</p> <p><u>EXAMPLE:</u> In <i>Up in the Sky</i>, children share other birds that they know of with colors in their names.</p> <p><b>Storytime</b></p> <p>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.</p> <p><u>EXAMPLE:</u> In <i>Silly All Over</i>, children participate in a discussion about where or how the pieces of clothing—worn incorrectly by “Silly Mouse” in the story—are usually worn.</p> <p><b>Songs and Poems</b></p> <p>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</p>

	<p>narrative. In the Lessons 2 &amp; 4 extensions, teachers actively engage children in discussions related to the songs and poems.</p> <p><u>EXAMPLE</u>: In Rhyme Around Town, children pretend to use a hammer like the cobbler in the chant, <i>There's a Cobbler Down Our Street</i>.</p> <p><b>Family Guide</b></p> <p>The Family Guide activities encourage parents and caregivers to engage children in active conversations on thematic topics and activities.</p> <p><u>EXAMPLE</u>: In Rhyme Around Town, children and parents work together to identify and discuss the sources of household sounds and to imitate them vocally.</p>
<ul style="list-style-type: none"> <li>Comprehends increasingly complex and varied vocabulary</li> </ul>	<p><b>Group Circle Time</b></p> <p>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><b>Songs and Poems</b></p> <p>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.</p> <p><u>EXAMPLE</u>: In Up in the Sky, children move their fingers like a robin to cues in the poem such as: "Nittle-nattle went his head," or "Wiggle-waggle went his tail."</p> <p><b>Movement</b></p> <p>Movement activities teach vocabulary by helping children to learn new words by acting them out. Children working on the forerunner skills have many opportunities to associate words with actions.</p> <p><u>EXAMPLE</u>: In Silly All Over, children practice new</p>

	<p>vocabulary in the song <i>Let Everyone Clap Hands with Me</i>, including “whisper,” “laugh,” or “call out.” In the song, children will whisper, laugh, or call out as indicated.</p> <p><b>Focused Listening</b> 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><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 fast and slow or high and low.</p>
<ul style="list-style-type: none"> <li>Comprehends different forms of language, such as questions or exclamations.</li> </ul>	<p>In every unit of <b>ABC Music &amp; Me</b>, children hear stories read aloud and participate in poems and songs that include rich English language and model its usage. Research supports these practices as effective sources of implicit vocabulary acquisition.</p> <p>Each <b>ABC Music &amp; Me</b> 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.</p> <p><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><b>Songs and Poems</b> During these activities, children listen to and participate in Songs and Poems that demonstrate complex and varied</p>

	<p>forms of language. Researchers have suggested that song lyrics can provide a source of new vocabulary. These lyrics demonstrate and enable children to build comprehension as well as to practice and gain fluency in using rich and robust language.</p> <p><b>Storytime</b>                  Stories provide children with an excellent model of rich and varied language. During Storytime, children experience and practice a variety of English language conventions including responding to instructions, interacting with the teacher or text, or responding to questions or discussion prompts.</p> <p><b>Movement, Pretend Play, and Instrument Exploration and Play-Along</b>                  During these activities, children use and respond to prepositions through movement and by playing musical instruments or using props.</p> <p><b>Family Guide</b>                  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 How Do You Feel?, children follow instructions to color in different instruments using designated colors.</p>
<ul style="list-style-type: none"> <li>Comprehends different grammatical structures or rules for using language.</li> </ul>	<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 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>

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<b>DETAILS</b>	<b>Kindermusik ABC Music &amp; Me: Wiggle &amp; Grow</b>
<ul style="list-style-type: none"> <li>Engages in communication and conversation with others.</li> </ul>	<p>In every ABC Music &amp; 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.</p> <p>Teachers use prompts or Vocabulary Picture Cards to engage children in discussions and model appropriate participation and responses. Some prompts encourage children to participate by making simple responses, answering open-ended questions, and engaging 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.</p> <p><b>Songs, Poems</b></p> <p>Songs and Poems provide children with appropriate kindergarten topics and texts to discuss. Discussion topics may range from sharing ideas to suggesting new verses to a song (<i>I can ___ my ___ with a 1, 2, 3: I can <u>tie</u> my <u>shoe</u> with a 1, 2, 3</i>).</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 stories and to better participate in the various discussions related to the story topics.</p> <p><b>Rituals: Greeting and Goodbye</b></p> <p>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</p>

	<p>participate in discussions. Children working on forerunner skills have opportunities during each lesson's Greeting and Goodbye Rituals to engage in and 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. The Family Guide Speaking activities provide an additional platform for parents to engage their children in extended conversations at home.</p>
<ul style="list-style-type: none"> <li>• Uses language to express ideas and needs.</li> </ul>	<p><b>Group Circle Time</b></p> <p>Children have many opportunities to discuss ideas, ask and answer questions, and share their thoughts during circle time discussions and the Lessons 2 &amp; 4 activity extensions. During these activities children are encouraged to express themselves using single or multiple word sentences. Children working on the forerunner skills participate by answering yes/no questions with words, gestures, or signs. <u>EXAMPLE:</u> In Family &amp; Friends, children suggest other things Grandma or Grandpa might say to them on the phone.</p> <p><b>Songs and Poems</b></p> <p>During Songs and Poems children express themselves using spoken words and sung lyrics. <u>EXAMPLE:</u> In How Do You Feel?, children express the</p>

	<p>different emotions mentioned in the song through movements such as clapping hands, stomping feet, or wiping tears.</p> <p><b>Storytime</b> Following Storytime, children have opportunities to ask simple questions to deepen their understanding.</p> <p><b>Rituals</b> Children working on forerunner skills have opportunities during each lesson’s Greeting and Goodbye Rituals to respond to social greetings.</p> <p><b>Family Guide</b> Using the Family Guide speaking activities, children can engage in extended conversations at home. <u>EXAMPLE:</u> In Up in the Sky, children describe the different aircrafts displayed on the page, answer questions about and discuss how machine works and what it is used for.</p>
<ul style="list-style-type: none"> <li>• Uses increasingly complex and varied vocabulary.</li> </ul>	<p><b>Vocabulary Picture Cards</b> Vocabulary Picture Cards help support children in acquiring and using new vocabulary when speaking.</p> <p><b>Lessons 2 &amp; 4 Extensions</b> The lesson extensions supply children with many opportunities to express themselves using simple or longer sentences. <u>EXAMPLE:</u> In Down on the Ground, children discuss the different “ground animals” that they know about.</p> <p><b>Songs and Poems</b> During these activities, children express themselves using spoken words and sung lyrics.</p> <p><b>Family Guide</b> Using the Family Guide speaking activities, children can engage in extended conversations at home.</p>

	<p>EXAMPLE: In Colors &amp; Shapes on the Farm, children discuss different animals that they might find on a farm.</p>
<ul style="list-style-type: none"> <li>• Uses different forms of language.</li> </ul>	<p><b>Songs and Poems</b> Children recognize and say repetitive phrases that play with sounds.</p>
<ul style="list-style-type: none"> <li>• Uses different grammatical structures for a variety of purposes.</li> </ul>	<p>EXAMPLE: : In Time for Lunch, children echo short phrases in the chant <i>I Like Vegetables</i>, such as “I like potatoes or I like celery.”</p> <p><b>Themes</b> Thematic units help children explore and learn to identify familiar and less familiar environments. They acquire new and complex vocabulary related to these familiar themes. Along the way, children become accustomed to attending to the print, visual symbols, and imagery associated with each environment.</p> <p><b>Vocabulary Picture Cards</b> Vocabulary Picture 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, Vocal Play and Pretend Play</b> Focused Listening activities serve to reinforce the familiarity of the thematic topics and are often accompanied by Vocabulary Picture Cards. For example, when listening to farm sounds, children will look at a picture of a horse on the Vocabulary Picture Card and hear a recording of a horse galloping on the Hosted Teaching CD. Focused Listening activities also teach and reinforce the familiar; children might listen to the sounds of a saw, raindrops, or phone conversation. 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 familiar sounds of cars or less familiar whale sounds. Children also internalize new vocabulary through echoing</p>

	<p>or exploring sounds by making sound effects with their voices.</p> <p>Vocal Play or Pretend Play activities often follow Focused Listening and serve to help children internalize vocabulary through experiencing new and familiar subject matter. For example, in the Let’s Play unit, students participate in a Focused Listening to a recording of the sounds of children playing at a playground. Then, in the Pretend Play activity that follows, children pretend to play on different equipment at a playground. In the unit Down on the Ground, children partake in a Focused Listening to recordings of big and little dogs barking. Then, they engage in a Vocal Play activity in which they imitate these sounds and discuss their differences.</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. dig, stir, shake), familiar subjects (e.g. move like trains or jump like a jack-in-the-box), familiar settings (e.g. bath time), body parts, familiar activities (e.g. pretend to have a picnic), and feelings (e.g. move expressively to music).</p>
<ul style="list-style-type: none"> <li>Engages in storytelling.</li> </ul>	<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, 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.</p> <p><u>EXAMPLE:</u> In Up in the Sky, the children are invited to help tell the story as the teacher reads it to them and to answer questions such as, “What does Sam want to do?”</p> <p><b>Pretend Play</b></p> <p>Many stories are followed-up by a Pretend Play activity in which children act out ideas, themes, or concepts from Storytime.</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 through movement or fingerplays.</p> <p><b>Family Guide</b></p> <p>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>
<ul style="list-style-type: none"><li>Engages in conversations with peers and adults.</li></ul>	<p><b>Lessons 2 &amp; 4 Extensions</b></p> <p>Teachers use prompts to engage children in discussions and model appropriate participation and responses. Some prompts encourage children to participate by making simple responses, answering 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>

<b>DOMAIN: ENGLISH LANGUAGE DEVELOPMENT (ELL)</b>	
<b>ELEMENT:</b>	<b>RECEPTIVE ENGLISH LANGUAGE SKILLS</b>
<b>DETAILS</b>	<b>Kindermusik ABC Music &amp; Me: Wiggle &amp; Grow</b>
	<p><b>Strategies Guide: English Language Learners</b>                  This Guide provides teachers with unit- and activity-specific support to assist English Language Learners in progressing in listening to and understanding English.</p>
<ul style="list-style-type: none"> <li>Participates with movement and gestures while other children and the teachers dance and sing in English.</li> </ul>	<p>Each <b>ABC Music &amp; Me</b> 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.</p> <p><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><b>Rituals</b>                  Repetitive Rituals like the Greeting and Goodbye activities teach common social vocabulary. The Rituals provide children with the opportunity to interact with their teacher and peers in positive ways that are of increasing sophistication.</p> <p><u>EXAMPLE:</u> The Lesson 1 Greeting may encourage children to wave to their friends, while in the Lesson 2 Greeting, children are encouraged to say “Hello” as they wave.</p> <p><b>Group Circle Time</b>                  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><b>Songs, Poems, and Movement</b>                  Songs and Poems help English Language Learners actively</p>

	<p>participate in attending to and practicing English in a way that is both fun and non-intimidating. Movement plays an integral role in helping English Language Learners progress in their understanding and use of English. The movements that accompany each song and poem help children learn new words and meanings. Group movement activities help associate words with actions.</p> <p><b>Pretend Play and Instrument Exploration and Play-Along</b></p> <p>The lessons in each ABC Music &amp; 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>
<ul style="list-style-type: none"> <li>• Acknowledges or responds nonverbally to common words or phrases, such as “hello” “good bye” “snack time” “bathroom”, when accompanied by adult gestures.</li> </ul>	<p><b>Rituals</b></p> <p>Repetitive Rituals like the Greeting and Goodbye activities teach common social vocabulary. The Rituals provide children with the opportunity to interact with their teacher and peers in positive ways that are of increasing sophistication.</p> <p><u>EXAMPLE:</u> A Lesson 1 Greeting may encourage children to wave to their friends, while in Lesson 2 children are encouraged to say “Hello” as they wave.</p>
<ul style="list-style-type: none"> <li>• Points to body parts when asked, “Where is your nose, hand, leg...?”</li> </ul>	<p><b>Songs, Poems, Movement, and Instrument Exploration and Play Along</b></p> <p>These types of music and movement activities help English Language Learners actively participate in attending to and practicing English in a way that is both fun and non-intimidating. Many of the activities instruct students to participate by identifying or utilizing specific parts of their bodies.</p> <p><u>EXAMPLE:</u> During an Instrument Exploration and Play Along, children will be instructed to tap an egg shaker on their knees, elbows, head, or toes.</p>

<ul style="list-style-type: none"> <li>Comprehends and responds to increasingly complex and varied English vocabulary, such as “Which stick is the longest?” “Why do you think the caterpillar is hungry?”</li> </ul>	<p><b>Group Circle Time</b></p> <p>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><b>Songs, Poems, and Movement</b></p> <p>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. 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>
<ul style="list-style-type: none"> <li>Follows multi-step directions in English with minimal cues or assistance.</li> </ul>	<p>Each <b>ABC Music &amp; Me</b> 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.</p> <p><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>

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<b>ELEMENT:</b>	<b>EXPRESSIVE ENGLISH LANGUAGE SKILLS</b>
<b>DETAILS</b>	<b>Kindermusik ABC Music &amp; Me: Wiggle &amp; Grow</b>
	<p><b>Strategies Guide: English Language Learners</b>                  This Guide provides teachers with unit- and activity-specific support to assist English Language Learners in progressing in listening to, understanding, and speaking English.</p>
<ul style="list-style-type: none"> <li>Repeats word or phrase to self, such as “bus” while group sings the “Wheels on the Bus” or “brush teeth” after lunch.</li> </ul>	<p><b>Vocabulary Picture Cards</b>                  Vocabulary Picture Cards help support children in acquiring and using new vocabulary when speaking.</p> <p><b>Rituals</b>                  Repetitive Rituals like the Greeting and Goodbye activities teach common social vocabulary. Participation in these Rituals, which are repeated in each lesson, promotes spoken or sung English fluency.</p> <p><b>Lessons 2 &amp; 4 Extensions</b>                  The lesson extensions supply children with many opportunities to express themselves and their ideas using simple or longer sentences. 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.  <u>EXAMPLE:</u> In Down on the Ground, children discuss the different “ground animals” that they know about.</p> <p><b>Songs, Poems, and Movement</b>                  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</p>
<ul style="list-style-type: none"> <li>Requests items in English, such as “car,” “milk,” “book,” “ball.”</li> </ul>	
<ul style="list-style-type: none"> <li>Uses one or two English words, sometimes joined to represent a bigger idea, such as “throwball.”</li> </ul>	
<ul style="list-style-type: none"> <li>Uses increasingly complex and varied English vocabulary.</li> </ul>	
<ul style="list-style-type: none"> <li>Constructs sentences, such as “The apple is round.” or “I see a fire truck with lights on.”</li> </ul>	

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.

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.

### **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.

### **Family Guide**

Using the Family Guide speaking activities, children can engage in extended conversations at home.

EXAMPLE: In Colors & Shapes on the Farm, children discuss different animals that they might find on a farm.

<b>DOMAIN: ENGLISH LANGUAGE DEVELOPMENT (ELL)</b>	
<b>ELEMENT:</b>	<b>ENGAGEMENT IN ENGLISH LITERACY ACTIVITIES</b>
<b>DETAILS</b>	<b>Kindermusik ABC Music &amp; Me: Wiggle &amp; Grow</b>
	<p><b>Strategies Guide: English Language Learners</b>                  This Guide provides teachers with unit- and activity-specific support to assist English Language Learners in progressing in listening to, understanding, and speaking English.</p>
<ul style="list-style-type: none"> <li>• Demonstrates eagerness to participate in songs, rhymes and stories in English.</li> </ul>	<p><b>Rituals</b>                  Repetitive Rituals like the Greeting and Goodbye activities teach common social vocabulary. Participation in these Rituals, which are repeated in each lesson, promotes spoken or sung English fluency.</p> <p><b>Lessons 2 &amp; 4 Extensions</b>                  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><b>Songs, Poems, and Movement</b>                  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</p>

	<p>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><b>Storytime</b></p> <p>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.</p> <p><u>EXAMPLE:</u> In Out and About, children pretend to pack a picnic like the character in “Let’s Go, Froggy!”</p> <p><b>Storytime</b></p> <p>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.</p> <p><u>EXAMPLE:</u> In Silly All Over, children participate in a discussion about where or how the pieces of clothing—worn incorrectly by “Silly Mouse” in the story—are usually worn.</p>
<ul style="list-style-type: none"> <li>• Points to pictures and says the word in English, such as “frog,” “baby,” “run.”</li> </ul>	<p><b>Vocabulary Picture Cards</b></p> <p>The Vocabulary Picture Cards included with each <b>ABC Music &amp; Me</b> unit provide straightforward support for ELLs. Picture Cards help children achieve a better understanding of theme-related vocabulary. The Vocabulary Picture Cards visually define vocabulary words that can be best understood from images. Instructors use the Picture Cards to introduce new words before starting an activity or by holding them up when the corresponding word is spoken during a lesson activity. Since many activities are repeated over the course of a unit, children become familiar with the</p>

	<p>vocabulary supported by the Vocabulary Picture Cards and have multiple opportunities to name, identify, and discuss what they see in the pictures.</p> <p><b>Storytime</b>                  Storytime provides a unique opportunity for ELL students to experience concepts of print and learn new vocabulary in context. Over the course of several weeks, each story is read four times in each <b>ABC Music &amp; Me</b> unit. ELL students, in particular, will benefit from these repeated readings. Children are encouraged to identify characters and objects in the Storytime illustrations.</p>
<ul style="list-style-type: none"> <li>• Learns part of a song or poem in English and repeats it.</li> </ul>	<p><b>Rituals</b>                  Repetitive Rituals like the Greeting and Goodbye activities teach common social vocabulary. Participation in these Rituals, which are repeated in each lesson, promotes spoken or sung English fluency.</p> <p><b>Songs and Poems</b>                  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>
<ul style="list-style-type: none"> <li>• Talks with peers or adults about a story read in English.</li> <li>• Tells a story in English with a beginning, middle, and end from a book or about a personal experience.</li> </ul>	<p><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, make predictions about what comes next, make beyond-the text connections, and engage in discussions related to story topics.</p>

In Lessons 1 & 2, the Hosted Teaching CD provides a brief introduction with key information about the story's topic and setting. In Lessons 2 through 4, children are posed a range of recall, inferential, and beyond-the-text questions or discussion prompts that target the main ideas, characters, and events in the story. In rhyming stories, children help retell the story by filling in the missing rhyming words. Children also have opportunities to act out the stories as they are being told.

EXAMPLE: In *Up in the Sky*, the children are invited to help tell the story as the teacher reads it to them and to answer questions such as, "What does Sam want to do?" In *Silly All Over*, children participate in a discussion about where or how the pieces of clothing—worn incorrectly by "Silly Mouse" in the story—are usually worn.

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

<b>DOMAIN: LITERACY KNOWLEDGE &amp; SKILLS</b>	
<b>ELEMENT:</b>	<b>BOOK APPRECIATION AND KNOWLEDGE</b>
<b>DETAILS</b>	<b>Kindermusik ABC Music &amp; Me: Wiggle &amp; Grow</b>
<ul style="list-style-type: none"> <li>Shows interest in shared reading experiences and looking at books independently.</li> </ul>	<p><b>Storytime</b> Children participate in Storytime during each lesson.</p> <p><b>Family Guide and Take-Home Audio CD</b> 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>
<ul style="list-style-type: none"> <li>Recognizes how books are read, such as front-to-back and one page at a time, and recognizes basic characteristics, such as title, author, and illustrator.</li> </ul>	<p><b>Storytime</b> During group Storytime, teachers model book care and foundational concepts of print.</p> <p><b>Family Guide</b> Children learn to care for and can interact with their own copies of the story in the Family Guide.</p>
<ul style="list-style-type: none"> <li>Asks and answers questions and makes comments about print materials.</li> </ul>	<p><b>Poems</b> In each unit, children listen to, participate in, and discuss a variety of poems.</p> <p><b>Storytime</b> In each unit, children benefit from a positive reading experience 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><b>Family Guide</b> 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</p>

	listening with their children using the take-home audio CD.
<ul style="list-style-type: none"> <li>• Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.</li> </ul>	<p><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.</p>
<ul style="list-style-type: none"> <li>• Retells stories or information from books through conversation, artistic works, creative movement, or drama.</li> </ul>	<p><b>Storytime</b>                  During group Storytime, teachers model book care and foundational concepts of print.</p> <p><b>Family Guide</b>                  Children learn to care for and can interact with their own copies of the story in the Family Guide.</p>

<b>DOMAIN: LITERACY KNOWLEDGE &amp; SKILLS</b>	
<b>ELEMENT: PHONOLOGICAL AWARENESS</b>	
<b>DETAILS</b>	<b>Kindermusik ABC Music &amp; Me: Wiggle &amp; Grow</b>
<ul style="list-style-type: none"> <li>● Identifies and discriminates between words in language.</li> </ul>	<p><b>Focused Listening</b> 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><b>Songs and Poems</b> Children also recognize and say repetitive phrases that play with sounds. <u>EXAMPLE:</u> In Silly All Over, children practice singing short, repetitive silly sound phrases in the song <i>A Ram Sam Sam</i>.</p> <p><b>Vocal Play</b> 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 different animal sounds in Colors &amp; Shapes on the Farm.</p> <p><b>Take-Home Audio CD</b> With the take-home audio CD, children have the opportunity to repeat the above activities in their home environments.</p>
<ul style="list-style-type: none"> <li>● Identifies and discriminates between separate syllables in words.</li> </ul>	<p><b>Songs and Poems</b> 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>cock-a-doo-dle</i>), children develop</p>

	<p>awareness for the complexities and structure of language.</p> <p><b>Focused Listening, Vocal Plays, and Instrument Exploration and Play-Along</b></p> <p>These activities help children learn to listen for rhythms in speech, sound, or music, including the beats in words that are syllables.</p>
<ul style="list-style-type: none"> <li>Identifies and discriminates between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound.</li> </ul>	<p><b>Songs and Poems</b></p> <p>Children practice alliteration and rhymes while participating in Songs and Poems. In some instances, children suggest their own rhyming words.</p> <p><b>Storytime</b></p> <p>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. 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><b>Family Guide</b></p> <p>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>

**DOMAIN: LITERACY KNOWLEDGE & SKILLS**

**ELEMENT: ALPHABET KNOWLEDGE**

**DETAILS Kindermusik ABC Music & Me: Wiggle & Grow**

<ul style="list-style-type: none"> <li>Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.</li> </ul>	<p><b>Family Guide</b></p> <p>While learning the alphabet is not a focus of this program, children do have opportunities to name letter sounds, practice writing, and learn words that start with many uppercase alphabet letters in the Family Guide activities. In these activities, children will practice learning to read words, matching words and/or pictures, writing or tracing letters, and writing or drawing to convey meaning. Children also develop important reading skills by doing activities that teach them to use visual discrimination.</p> <p>A teacher may choose to have children complete these activities in the classroom to reinforce alphabet knowledge instruction.</p>
<ul style="list-style-type: none"> <li>Recognizes that letters of the alphabet have distinct sound(s) associated with them.</li> </ul>	
<ul style="list-style-type: none"> <li>Attends to the beginning letters and sounds in familiar words.</li> </ul>	
<ul style="list-style-type: none"> <li>Identifies letters and associates correct sounds with letters.</li> </ul>	

DOMAIN: LITERACY KNOWLEDGE & SKILLS	
ELEMENT:	PRINT CONCEPTS & CONVENTIONS
DETAILS	<b>Kindermusik ABC Music &amp; Me: Wiggle &amp; Grow</b>
<ul style="list-style-type: none"> <li>Recognizes print in everyday life, such as numbers, letters, one’s name, words, and familiar logos and signs.</li> </ul>	<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.</p>
<ul style="list-style-type: none"> <li>Understands that print conveys meaning.</li> </ul>	<p><b>Storytime and Family Guide</b></p> <p>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.</p> <p><u>EXAMPLE:</u> Mini Books, such as those found in Rhyme Around Town or Marvelous Me provide children with their own personal books, demonstrating that books can be used to share information about a specific topic, such as the types of food that one can purchase in a grocery store.</p>
<ul style="list-style-type: none"> <li>Understands conventions, such as print moves from left to right and top to bottom of a page.</li> </ul>	<p><b>Storytime</b></p> <p>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><b>Family Guide</b></p> <p>In the Family Guide, children deepen their awareness of print by interacting with parents while listening to the story read aloud at home.</p>
<ul style="list-style-type: none"> <li>Recognizes words as a unit of print and understands that letters are grouped to form words.</li> </ul>	<p><b>Storytime and Family Guide</b></p> <p>Children have the opportunity to develop recognition of the association between spoken and written words by participating in Storytime and by interacting with the story in the Family Guide at home.</p>

- Recognizes the association between spoken or signed and written words.

**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.

<b>DOMAIN: LITERACY KNOWLEDGE &amp; SKILLS</b>	
<b>ELEMENT:</b>	<b>EARLY WRITING</b>
<b>DETAILS</b>	<b>Kindermusik ABC Music &amp; Me: Wiggle &amp; Grow</b>
<ul style="list-style-type: none"> <li>Experiments with writing tools and materials.</li> </ul>	<p><b>Instrument Play-Along</b> While the classroom lessons do not emphasize alphabetic writing, children have the opportunity to develop important fine motor skills by playing instruments.</p> <p><b>Family Guide</b> Children have the opportunity to practice writing in one or more activities in each monthly Family Guide.</p>
<ul style="list-style-type: none"> <li>Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion.</li> </ul>	<p><b>Family Guide</b> Children have the opportunity to practice writing in one or more activities in each monthly Family Guide.</p>
<ul style="list-style-type: none"> <li>Uses scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas.</li> </ul>	<p><b>Family Guide</b> While writing is not a focus of this program, various activities in the Family Guides teach children important concepts of print, such as that letters, words and pictures can be used to carry meaning. Children learn these concepts by participating in activities that help them to practice learning to trace letters and shapes, to color in pictures, or to make drawings to convey meaning.</p>
<ul style="list-style-type: none"> <li>Copies, traces, or independently writes letters or words.</li> </ul>	<p><b>Family Guide</b> Children have the opportunity to practice writing in one or more activities in each monthly Family Guide. Different activities ask for children to trace lines, letters, or words, draw their own shapes, color in, or circle answers.</p>

<b>DOMAIN: MATHEMATICS KNOWLEDGE &amp; SKILLS</b>	
<b>ELEMENT: NUMBER CONCEPTS &amp; QUANTITIES</b>	
<b>DETAILS</b>	<b>Kindermusik ABC Music &amp; Me: Wiggle &amp; Grow</b>
<ul style="list-style-type: none"> <li>Recognizes numbers and quantities in the everyday environment.</li> </ul>	<p>While learning math is not a focus of this program, 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.</p>
<ul style="list-style-type: none"> <li>Recites numbers in the correct order and understands that numbers come “before” or “after” one another.</li> </ul>	
<ul style="list-style-type: none"> <li>Associates quantities and the names of numbers with written numerals.</li> </ul>	
<ul style="list-style-type: none"> <li>Uses one-to-one counting and subitizing (identifying the number of objects without counting) to determine quantity.</li> </ul>	<p>While learning math is not a focus of this program, 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.</p>
<ul style="list-style-type: none"> <li>Uses the number name of the last object counted to represent the number of objects in the set.</li> </ul>	<p>While learning math is not a focus of this program, 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.</p>

<b>DOMAIN: MATHEMATICS KNOWLEDGE &amp; SKILLS</b>	
<b>ELEMENT:</b>	<b>NUMBER RELATIONSHIPS &amp; OPERATIONS</b>
<b>DETAILS</b>	<b>Kindermusik ABC Music &amp; Me: Wiggle &amp; Grow</b>
<ul style="list-style-type: none"> <li>● Uses a range of strategies, such as counting, subitizing, or matching, to compare quantity in two sets of objects and describes the comparison with terms, such as more, less, greater than, fewer, or equal to.</li> </ul>	<p>While learning math is not a focus of this program, 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.</p>
<ul style="list-style-type: none"> <li>● Recognizes that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects.</li> </ul>	<p>While learning math is not a focus of this program, children have opportunities to practice counting, grouping, and naming “how many” during some Family Guide activities.</p>
<ul style="list-style-type: none"> <li>● Identifies the new number created when numbers are combined or separated.</li> </ul>	

DOMAIN: MATHEMATICS KNOWLEDGE & SKILLS	
ELEMENT: GEOMETRY & SPATIAL SENSE	
DETAILS	Kindermusik ABC Music & Me: Wiggle & Grow
<ul style="list-style-type: none"> <li>Recognizes and names common shapes, their parts, and attributes.</li> </ul>	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.
<ul style="list-style-type: none"> <li>Combines and separates shapes to make other shapes.</li> </ul>	While geometry is not an explicit focus of this program, children have a few opportunities to put together and take apart shapes by doing puzzles in the Family Guide.
<ul style="list-style-type: none"> <li>Compares objects in size and shape.</li> </ul>	While geometry is not an explicit focus of this program, some Family Guide activities ask children to match shapes and compare sizes.
<ul style="list-style-type: none"> <li>Understands directionality, order, and position of objects, such as up, down, in front, behind.</li> </ul>	<p><b>Movement and Instrument Exploration and Play-Along</b></p> <p>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.</p>

**DOMAIN: MATHEMATICS KNOWLEDGE & SKILLS****ELEMENT: PATTERNS****DETAILS****Kindermusik ABC Music & Me: Wiggle & Grow**

- Sorts, classifies, and serializes (puts in a pattern) objects using attributes, such as color, 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.

EXAMPLE: In *Time for Lunch!*, the story *Gingerbread Boy* teaches sequence of events by using repetitive language and an identifiable theme of the gingerbread boy running into different characters as he runs away from the baker.

**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.”

EXAMPLE: In *Down on the Ground*, children learn about sequence by singing and doing the motions for the song *Fuzzy Wuzzy Caterpillar*, in which a caterpillar starts off creeping, then spins a cocoon, and finally emerges as a butterfly.

**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.

EXAMPLE: In *Up in the Sky*, children learn that the sun is out in the daytime and the stars come out at night. In *The Stars*, children move in different ways to imitate the stars in

	the nighttime sky.
<ul style="list-style-type: none"> <li>Recognizes, duplicates, and extends simple patterns.</li> </ul>	<p><b>Movement, Singing and Vocal Play, and Instrument Exploration and Sing-Along</b></p>
<ul style="list-style-type: none"> <li>Creates patterns through the repetition of a unit.</li> </ul>	<p>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.</p> <p><u>EXAMPLE</u>: In Time for Lunch, children create and echo vocal patterns of different eating sounds.</p>

DOMAIN: MATHEMATICS KNOWLEDGE & SKILLS	
ELEMENT: MEASUREMENT & COMPARISON	
DETAILS	Kindermusik ABC Music & Me: Wiggle & Grow
<ul style="list-style-type: none"> <li>Compares objects using attributes of length, weight and size (bigger, longer, taller, heavier).</li> </ul>	<p><b>Focused Listening, Singing and Vocal Play, Movement, and Instrument Exploration and Play-Along</b></p> <p>While working with rhythm and sounds, children notice similarities and differences and use comparative words related to speed and volume.</p> <p><u>EXAMPLE</u>: In <i>Marvelous Me</i>, children learn about babies and adults or big and little. They make motions to imitate how things grow from little to big (e.g. seed to a tree) in <i>The Growing Song</i>.</p>
<ul style="list-style-type: none"> <li>Orders objects by size or length.</li> </ul>	<p><b>Family Guide</b></p> <p>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.</p>
<ul style="list-style-type: none"> <li>Uses nonstandard and standard techniques and tools to measure and compare.</li> </ul>	<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>

<b>DOMAIN: SCIENCE KNOWLEDGE &amp; SKILLS</b>	
<b>ELEMENT:</b>	<b>SCIENTIFIC SKILLS &amp; METHOD</b>
<b>DETAILS</b>	<b>Kindermusik ABC Music &amp; Me: Wiggle &amp; Grow</b>
<ul style="list-style-type: none"> <li>• Uses senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships.</li> </ul>	<p><b>Focused Listening and Instrument Exploration and Play-Along</b></p> <p>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>
<ul style="list-style-type: none"> <li>• Observes and discusses common properties, differences, and comparisons among objects.</li> </ul>	<p><b>Focused Listening, Vocal Play, and Instrument Exploration and Play-Along</b></p> <p>During these activities, children observe, discuss, and compare common properties of sounds and the objects that make them.</p>
<ul style="list-style-type: none"> <li>• Participates in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations.</li> </ul>	<p><b>Focused Listening, Vocal Play, and Instrument Exploration and Play-Along</b></p> <p>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>
<ul style="list-style-type: none"> <li>• Collects, describes, and records information through discussions, drawings, maps, and charts.</li> </ul>	<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>
<ul style="list-style-type: none"> <li>• Describes and discusses predictions, explanations, and generalizations based on past experience.</li> </ul>	<p><b>Focused Listening, Vocal Play, and Instrument Exploration and Play-Along</b></p> <p>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>

**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.

<b>DOMAIN: SCIENCE KNOWLEDGE &amp; SKILLS</b>	
<b>ELEMENT:</b>	<b>CONCEPTUAL KNOWLEDGE OF THE NATURAL &amp; PHYSICAL WORLD</b>
<b>DETAILS</b>	<b>Kindermusik ABC Music &amp; Me: Wiggle &amp; Grow</b>
<ul style="list-style-type: none"> <li>Observes, describes, and discusses living things and natural processes.</li> </ul>	<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><b>Focused Listening</b> During these activities, children develop attention skills that are foundational to making observations</p>
<ul style="list-style-type: none"> <li>Observes, describes, and discusses properties of materials and transformation of substances.</li> </ul>	<p><b>Instrument Exploration and Play-Along</b> 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>

<b>DOMAIN: CREATIVE ARTS EXPRESSION</b>	
<b>ELEMENT:</b>	<b>MUSIC</b>
<b>DETAILS</b>	<b>Kindermusik ABC Music &amp; Me: Wiggle &amp; Grow</b>
<ul style="list-style-type: none"> <li>Participates in music activities, such as listening, singing, or performing.</li> </ul>	<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"> <li>Singing songs</li> <li>Poems and rhymes set to music, including fingerplays</li> <li>Focused Listening activities</li> <li>Movement activities set to music</li> <li>Group musical games</li> <li>Instrument Exploration and Play-Alongs</li> </ul> <p>A full list of songs, rhymes, and fingerplays is available upon request.</p>
<ul style="list-style-type: none"> <li>Experiments with musical instruments.</li> </ul>	<p><b>Instrument Exploration and Play-Along and Vocal Play</b></p> <p>Children experiment with and learn how to play a variety of musical instruments, including:</p> <ul style="list-style-type: none"> <li>Students' voices</li> <li>Woodblock</li> <li>Drum/ Container Drums</li> <li>Triangle &amp; striker</li> <li>Guiro/Shaker</li> <li>Egg shakers</li> <li>One-bell jingles</li> <li>Rhythm sticks</li> <li>Sandblocks</li> <li>Zigzag blocks</li> </ul>

<b>DOMAIN: CREATIVE ARTS EXPRESSION</b>	
<b>ELEMENT:</b>	<b>CREATIVE MOVEMENT &amp; DANCE</b>
<b>DETAILS</b>	<b>Kindermusik ABC Music &amp; Me: Wiggle &amp; Grow</b>
<ul style="list-style-type: none"> <li>Expresses what is felt and heard in various musical tempos and styles.</li> </ul>	<p><b>Movement and Instrument Exploration and Play-Along</b>            Each unit in the <b>ABC Music &amp; Me</b> program provides children with a wide variety of movement activities based around music, rhythm, and poetry. Movement activities range from free movement, where children use movement to express how the various musical tempos and styles make them feel (<i>dance in a happy way to happy music</i>), to directed group movement in which children deepen their knowledge of rhythms, tempos, and styles by moving or dancing using specific motions or steps (<i>stomp for loud music, tiptoe for quiet music</i>).</p> <p>During Instrument Exploration and Play-Along activities, children use various instruments to:</p> <ul style="list-style-type: none"> <li>Play a steady beat</li> <li>Explore and express different tempos or musical styles.</li> <li>Play expressively in response to different styles of music.</li> </ul> <p>For unit-by-unit examples of movement activities, please reference the Scope and Sequence for this program.</p>
<ul style="list-style-type: none"> <li>Moves to different patterns of beat and rhythm in music.</li> </ul>	<p><b>Movement and Instrument Exploration and Play-Along</b>            Each <b>Wiggle &amp; Grow</b> unit presents students with a variety of activities that provide children with many opportunities to respond to different patterns of beat and rhythm in music with movement or by playing instruments.</p> <ul style="list-style-type: none"> <li>Colors &amp; Shapes on the Farm: Steady beat</li> <li>Rhyme Around Town: Steady beat, timbre awareness, musical patterns</li> <li>Marvelous Me: Steady beat</li> <li>How Do You Feel?: Steady beat</li> <li>Silly All Over: Steady beat</li> <li>Family &amp; Friends: Steady beat, loud vs. quiet, high vs. low</li> <li>Time for Lunch!: Steady beat</li> </ul>

	<ul style="list-style-type: none"> <li>• Down on the Ground: Tempo (fast and slow)</li> </ul>
<ul style="list-style-type: none"> <li>• Uses creative movement to express concepts, ideas, or feelings.</li> </ul>	<p><b>Movement</b></p> <p>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.</p> <p>For unit-by-unit examples of Movement activities, please reference the Scope and Sequence for this program.</p>

<b>DOMAIN: CREATIVE ARTS EXPRESSION</b>	
<b>ELEMENT:</b>	<b>ART</b>
<b>DETAILS</b>	<b>Kindermusik ABC Music &amp; Me: Wiggle &amp; Grow</b>
<ul style="list-style-type: none"> <li>• Uses different materials and techniques to make art creations.</li> </ul>	<p>While this program offers many opportunities for creative expression, using media and materials to create drawings, pictures, or other objects is not a focus of the classroom lessons.</p> <p><b>Family Guide</b> The Family Guide includes many opportunities and recommendations for children to express themselves creatively using art media and materials.</p>
<ul style="list-style-type: none"> <li>• Creates artistic works that reflect thoughts, feelings, experiences, or knowledge.</li> </ul>	<p>While the focus of this program is not on painting or drawing, children have the opportunity to draw, create, or discuss art in a variety of Family Guide activities.</p>
<ul style="list-style-type: none"> <li>• Discusses one's own artistic creations and those of others.</li> </ul>	

<b>DOMAIN: CREATIVE ARTS EXPRESSION</b>	
<b>ELEMENT:</b>	<b>DRAMA</b>
<b>DETAILS</b>	<b>Kindermusik ABC Music &amp; Me: Wiggle &amp; Grow</b>
<ul style="list-style-type: none"> <li>• Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one’s self or a character.</li> </ul>	<p><b>Movement and Pretend Play</b>                  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 Time for Lunch!, children respond to cues from the music and pretend to walk, tiptoe, gallop, or run around town like the gingerbread boy from the story.</p>
<ul style="list-style-type: none"> <li>• Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations.</li> </ul>	<p><b>Movement and Pretend-Play</b>                  Children have many opportunities to apply creativity and imagination during those movement or pretend-play activities that incorporate props.  <u>EXAMPLE:</u> Children use streamers and pretend to fly a kite in Up in the Sky.</p>

<b>DOMAIN: SOCIAL &amp; EMOTIONAL DEVELOPMENT</b>	
<b>ELEMENT:</b>	<b>SOCIAL RELATIONSHIPS</b>
<b>DETAILS</b>	<b>Kindermusik ABC Music &amp; Me: Wiggle &amp; Grow</b>
<ul style="list-style-type: none"> <li>Communicates with familiar adults and accepts or requests guidance.</li> </ul>	<p><b>Group Circle Time</b>                      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><b>Movement and Instrument Exploration and Play-Along</b>                      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.  <u>EXAMPLE:</u> Teachers are instructed to help children explore new ways to play the zig zag blocks as well as to look for opportunities to imitate children’s ideas in Silly All Over</p>
<ul style="list-style-type: none"> <li>Cooperates with others.</li> </ul>	<p><b>Group Movement</b>                      During group Movement activities, children have opportunities to participate in organized play and to cooperate with others. <u>EXAMPLE:</u> In Family &amp; Friends, children can rock and dance together with a partner during Hey, Betty Martin.</p> <p><b>Singing</b>                      Singing in a group invites socialization.  <u>EXAMPLE:</u> Children play creatively as a group while</p>

	<p>singing and doing the motions for <i>I Like to Sing</i> in <i>Up in the Sky</i>.</p> <p><b>Turn-Taking</b>                  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 take turns passing then bouncing a toy dog on their legs in <i>Down on the Ground</i>.</p>
<ul style="list-style-type: none"> <li>Develops friendships with peers.</li> </ul>	<p><b>Group Movement</b>                  During group Movement activities, children have opportunities to participate in organized play and to cooperate with others.  <u>EXAMPLE</u>: In <i>Family &amp; Friends</i>, children alternate between shaking hands with their peers and dancing in <i>Shake Hands, Everyone</i>.</p> <p><b>Singing</b>                  Singing in a group invites socialization.  <u>EXAMPLE</u>: Children practice singing morning greetings while participating in a fingerplay about a robin in <i>Up in the Sky</i>.</p>
<ul style="list-style-type: none"> <li>Establishes secure relationships with adults.</li> </ul>	<p><b>Group Circle Time</b>                  Unit activities are centered around Group Circle Time. Group time naturally encourages children to focus on the teacher as a facilitator and positive role model. Children look to the teacher to model important 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.</p>
<ul style="list-style-type: none"> <li>Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.</li> </ul>	<p>Each <b>ABC Music &amp; Me</b> 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</p>

	<p>the teacher as the storyteller, yet participate at appropriate times in response to questions posed by the teacher about the story.</p> <p><b>Turn-Taking</b> 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 take turns passing then bouncing a toy dog on their legs in Down on the Ground.</p>
<ul style="list-style-type: none"> <li>Resolves conflict with peers alone and/or with adult intervention as appropriate.</li> </ul>	<p><b>Turn-Taking</b> During turn-taking, children must wait patiently for their turns and then share with their peers when individual time is up.</p>
<ul style="list-style-type: none"> <li>Recognizes and labels others' emotions.</li> </ul>	<p><b>Focused Listening</b> 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>: In How Do You Feel?, children listen to a recording of a baby crying and imitate it, and then they discuss or explore other emotional sounds people might make, such as laughing.</p>
<ul style="list-style-type: none"> <li>Expresses empathy and sympathy to peers.</li> </ul>	
<ul style="list-style-type: none"> <li>Recognizes how actions affect others and accepts consequences of one's actions.</li> </ul>	<p><b>Focused Listening</b> 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 learn about the sounds associated with emotions, such as listening to the sound of a baby crying in How Do You Feel?</p> <p><b>Turn-Taking</b> During turn-taking, children must wait patiently for their turns and then share with their peers when individual time is up. <u>EXAMPLE</u>: In Down on the Ground, the children take turns</p>

passing and bouncing a toy dog on their legs.

**Group Movement**

Group Movement activities allow children opportunities to share physical space without encroaching on or impeding their peers. EXAMPLE: During creative movement activities, children learn to monitor their movements so that they do not interfere with those of their peers.

<b>DOMAIN: SOCIAL &amp; EMOTIONAL DEVELOPMENT</b>	
<b>ELEMENT:</b>	<b>SELF-CONCEPT &amp; SELF-EFFICACY</b>
<b>DETAILS</b>	<b>Kindermusik ABC Music &amp; Me: Wiggle &amp; Grow</b>
<ul style="list-style-type: none"> <li>Identifies personal characteristics, preferences, thoughts, and feelings.</li> </ul>	<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>
<ul style="list-style-type: none"> <li>Demonstrates age-appropriate independence in a range of activities, routines, and tasks.</li> </ul>	<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><b>Movement</b></p> <p>Through creative and expressive Movement activities, children choose independent physical actions.</p> <p><u>EXAMPLE</u>: Children share ideas and act out different things they can do in Marvelous Me.</p> <p><b>Instrument Explorations and Play-Along</b></p> <p>In these activities, children choose patterns and sounds to produce independently.</p> <p><u>EXAMPLE</u>: In Colors &amp; Shapes on the Farm, children play sandblocks in time to the music and sing the animal sounds that they want to sing when they hear them in the song.</p>
<ul style="list-style-type: none"> <li>Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks.</li> </ul>	<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</p>

	<p>activities, allowing them to gain confidence in each activity and in their levels of participation.</p>
<ul style="list-style-type: none"> <li>• Demonstrates age-appropriate independence in decision making regarding activities and materials.</li> </ul>	<p>This program invites children to demonstrate independence by providing them with many choice-making opportunities such as choosing which instrument to play, which props to use, how to use different instruments or props, and how to move or dance, or how to sing and engage in vocal play.</p> <p><b>Movement</b>          Through creative and expressive Movement activities, children choose independent physical actions.  <u>EXAMPLE:</u> Children show how they can move like different animals in Colors &amp; Shapes on the Farm.</p> <p><b>Instrument Explorations and Play-Along</b>          In these activities, children choose patterns and sounds to produce independently.  <u>EXAMPLE:</u> Children explore different ways to play the sand blocks, and then play them along to music in Silly All Over.</p>

<b>DOMAIN: SOCIAL &amp; EMOTIONAL DEVELOPMENT</b>	
<b>ELEMENT:</b>	<b>SELF-REGULATION</b>
<b>DETAILS</b>	<b>Kindermusik ABC Music &amp; Me: Wiggle &amp; Grow</b>
<ul style="list-style-type: none"> <li>Recognizes and labels emotions.</li> </ul>	<p>The following activities help children to explore emotions and exert self-control and inhibitory control over their reactions.</p> <p><b>Singing and Vocal Play</b> 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 noises or sounds, such as animal sounds, and to express themselves vocally.</p> <p><b>Movement</b> Movement provides children with a physical outlet to an emotional response and helps them develop self-control over their bodies and inhibitory control over their emotional responses, movements, and reactions.</p> <p><b>Instrument Exploration and Play-Along</b> Children practice appropriate reactions and responses through Instrument Exploration and Play-Along.</p> <p><b>Turn-Taking and Group Movement</b> Group sharing of musical instruments and group movement activities offer a variety of problem-solving opportunities.</p>
<ul style="list-style-type: none"> <li>Handles impulses and behavior with minimal direction from adults.</li> </ul>	
<ul style="list-style-type: none"> <li>Follows simple rules, routines, and directions.</li> </ul>	<p>Each <b>ABC Music &amp; Me</b> 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</p>
<ul style="list-style-type: none"> <li>Shifts attention between tasks and moves through transitions with minimal direction from adults.</li> </ul>	

the teacher as the storyteller, yet participate at appropriate times in response to questions posed by the teacher about the story.

### **The Rituals: Greeting and Goodbye**

Each lesson begins and ends with the Greeting and Goodbye Rituals. The predictability of these Rituals helps children relax into a new situation and adapt to regular changes in the classroom schedule.

EXAMPLE: 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!”

### **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.

EXAMPLE: 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.

<b>DOMAIN: SOCIAL &amp; EMOTIONAL DEVELOPMENT</b>	
<b>ELEMENT:</b>	<b>EMOTIONAL &amp; BEHAVIORAL HEALTH</b>
<b>DETAILS</b>	<b>Kindermusik ABC Music &amp; Me: Wiggle &amp; Grow</b>
<ul style="list-style-type: none"> <li>Expresses a range of emotions appropriately, such as excitement, happiness, sadness, and fear.</li> </ul>	<p>The following activities help children to explore and express a range of emotions using appropriate behaviors or reactions.</p>
<ul style="list-style-type: none"> <li>Refrains from disruptive, aggressive, angry, or defiant behaviors.</li> </ul>	<p><b>Singing and Vocal Play</b> 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 noises or sounds, such as animal sounds, and to express themselves vocally.</p> <p><b>Movement</b> Movement provides children with a physical outlet to an emotional response and helps them develop self-control over their bodies and inhibitory control over their emotional responses, movements, and reactions.</p> <p><b>Instrument Exploration and Play-Along</b> Children practice appropriate reactions and responses through Instrument Exploration and Play-Along.</p> <p><b>Turn-Taking and Group Movement</b> Group sharing of musical instruments and group movement activities offer a variety of problem-solving opportunities.</p>
<ul style="list-style-type: none"> <li>Adapts to new environments with appropriate emotions and behaviors.</li> </ul>	<p>Each <b>ABC Music &amp; Me</b> unit provides children with a familiar structure and smooth transitional activities that enable them to better adapt to a new topic, lesson, theme, or activity. Children have opportunities to follow simple aural directions and develop physical self-control, important forerunners of following classroom rules. Utilizing the Group Circle Time format, children follow the appropriate</p>

behaviors and movements being modeled by the instructor.

EXAMPLE: 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.

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EXAMPLE: 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.

<b>DOMAIN: APPROACHES TO LEARNING</b>	
<b>ELEMENT:</b>	<b>INITIATIVE &amp; CURIOSITY</b>
<b>DETAILS</b>	<b>Kindermusik ABC Music &amp; Me: Wiggle &amp; Grow</b>
<ul style="list-style-type: none"> <li>• Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities.</li> </ul>	<p><b>Movement and Instrument Exploration and Play-Along</b> 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.</p> <p><u>EXAMPLE</u>: Children experiment with different ways to play a triangle so that it makes a phone ringing sound in Family &amp; Friends. Children use scarves as kites in Up in the Sky.</p>
<ul style="list-style-type: none"> <li>• Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks.</li> </ul>	<p><b>Instrument Exploration and Play-Along</b> Children explore and examine new musical instruments, and notice attributes such as texture and the resulting changes in sound.</p> <p><u>EXAMPLE</u>: Children explore the sound produced by tapping or scratching a container drum in different ways in Up in the Sky.</p> <p><b>Focused Listening</b> Focused Listening activities help children to develop attention skills and seek relevant information.</p> <p><u>EXAMPLE</u>: In Time for Lunch!, listen to kitchen sounds such as an oven timer or sausages sizzling in a frying pan.</p>
<ul style="list-style-type: none"> <li>• Asks questions and seeks new information.</li> </ul>	<p><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, make predictions about what comes next, and make beyond-the text connections. 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>

**Songs and Poems**

Children act out the stories told through poems and songs, physically telling and retelling the stories. Before, during, and after songs or poems, the Hosted Teaching CD and/or teacher may pose questions to the children or invite the children to ask their own questions.

**Family Guide**

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.

<b>DOMAIN: APPROACHES TO LEARNING</b>	
<b>ELEMENT:</b>	<b>PERSISTENCE &amp; ATTENTIVENESS</b>
<b>DETAILS</b>	<b>Kindermusik ABC Music &amp; Me: Wiggle &amp; Grow</b>
<ul style="list-style-type: none"> <li>Maintains interest in a project or activity until completed.</li> </ul>	<p>Each <b>ABC Music &amp; Me</b> 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.</p> <p><u>EXAMPLE:</u> In the Clean-Up Ritual, children are asked to put their instruments away at the end of each activity.</p>
<ul style="list-style-type: none"> <li>Sets goals and develops and follows through on plans.</li> </ul>	<p><b>Singing, Vocal Play, Movement, Pretend Play, and Instrument Exploration and Play-Along</b></p> <p>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>
<ul style="list-style-type: none"> <li>Resists distractions, maintains attention, and continues the task at hand through frustration or challenges.</li> </ul>	<p>Each <b>ABC Music &amp; Me</b> 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. Each lesson is highly interactive, helping children maintain attention through active participation. Children engage in the activities by following simple or multi-step directions, answering questions, responding to aural cues with their voices or with movements, playing musical instruments, reading stories, and participating in guided focused listening activities.</p> <p><b>Focused Listening</b></p> <p>These activities enable children to learn to listen with purpose to audio recordings and teach important listening skills and provide children with opportunities to practice them.</p> <p><b>Family Guide</b></p>

	<p>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.</p>
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<b>DOMAIN: APPROACHES TO LEARNING</b>	
<b>ELEMENT:</b>	<b>COOPERATION</b>
<b>DETAILS</b>	<b>Kindermusik ABC Music &amp; Me: Wiggle &amp; Grow</b>
<ul style="list-style-type: none"> <li>Plans, initiates, and completes learning activities with peers.</li> </ul>	<p>While the program does not focus on child-initiated learning activities, it does provide many cooperative activities for children to complete cooperatively, such as moving or dancing in pairs or together with the whole group.</p>
<ul style="list-style-type: none"> <li>Joins in cooperative play with others and invites others to play.</li> </ul>	
<ul style="list-style-type: none"> <li>Models or teaches peers.</li> </ul>	<p>Many activities in this program provide children with opportunities to model or teach their peers. During Vocal Play, children have opportunities to lead the group in scats, choral echoes, or in demonstrating sounds. Many Movement activities feature follow-the-leader style activities or invite individuals to suggest and model a new motion for the group to try. During some Songs and Poems, individual students are invited to suggest a new word or way to sing or verse to chant together as a group.</p>
<ul style="list-style-type: none"> <li>Helps, shares, and cooperates in a group.</li> </ul>	<p><b>Group Circle Time and Storytime</b> By participating in group discussions, children learn to share their ideas and listen and respond to the thoughts of their peers.</p> <p><b>Group Movement</b> During group movement activities, children have opportunities to participate in organized play and to cooperate with others.</p> <p><b>Singing</b> Singing in a group invites socialization.</p> <p><b>Turn-Taking</b> During turn-taking, children must wait patiently for their turns and then share with peers when individual time is up.</p>

<b>DOMAIN: PHYSICAL DEVELOPMENT &amp; HEALTH</b>	
<b>ELEMENT:</b>	<b>PHYSICAL HEALTH STATUS</b>
<b>DETAILS</b>	<b>Kindermusik ABC Music &amp; Me: Wiggle &amp; Grow</b>
<ul style="list-style-type: none"> <li>● Possesses good overall health, including oral, visual, and auditory health, and is free from communicable or preventable diseases.</li> </ul>	N/A
<ul style="list-style-type: none"> <li>● Participates in prevention and management of chronic health conditions and avoids toxins, such as lead.</li> </ul>	N/A
<ul style="list-style-type: none"> <li>● Maintains physical growth within the Centers for Disease Control and Prevention (CDC) recommended ranges for weight by height by age.</li> </ul>	N/A
<ul style="list-style-type: none"> <li>● Gets sufficient rest and exercise to support healthy development.</li> </ul>	<p><b>Movement</b></p> <p>The Movement activities found in each unit of <b>ABC Music &amp; Me</b> promote exercise and physical fitness through a diverse selection of foundational, creative, and expressive movements that target locomotor, gross motor, and fine motor development. For more details describing how this program promotes exercise, see the Elements of Gross and Fine Motor Skills in this Domain, below.</p>

<b>DOMAIN: PHYSICAL DEVELOPMENT &amp; HEALTH</b>	
<b>ELEMENT:</b>	<b>HEALTH KNOWLEDGE &amp; PRACTICE</b>
<b>DETAILS</b>	<b>Kindermusik ABC Music &amp; Me: Wiggle &amp; Grow</b>
<ul style="list-style-type: none"> <li>• Completes personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults.</li> </ul>	<p><b>Pretend Play</b> Children develop important real-life skills through play by pantomiming self-help skills, chores, and practices for healthy living.</p> <p><u>EXAMPLE</u>: Children pretend to brush teeth, wash hands, comb hair, zip coat, take a bath, and put on pajamas in Marvelous Me.</p>
<ul style="list-style-type: none"> <li>• Communicates an understanding of the importance of health and safety routines and rules.</li> </ul>	<p>Through discussions, children may explore healthy life habits like nutrition, and basic street safety rules. Each unit in <b>ABC Music &amp; Me</b> program emphasizes safety rules within the program. Instructors explain, model, and enforce safety precautions when using musical instruments or props (such as the scarves). Transitional cues, such as “gently” putting instruments away at the end of each Instrument Exploration and Play-Along activity, reinforce concepts of safe and appropriate participation.</p>
<ul style="list-style-type: none"> <li>• Follows basic health and safety rules and responds appropriately to harmful or unsafe situations.</li> </ul>	<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.</p> <p><u>EXAMPLE</u>: In Time for Lunch!, children discuss and name healthy foods such as fruits and vegetables.</p>
<ul style="list-style-type: none"> <li>• Distinguishes food on a continuum from most healthy to less healthy.</li> </ul>	<p>While teaching about healthy foods and eating habits are not a focus of this program, some unit activities do touch on this topic.</p> <p><u>EXAMPLE</u>: Children discuss and learn about healthy foods such as fruits and vegetables in Time for Lunch!</p>
<ul style="list-style-type: none"> <li>• Eats a variety of nutritious foods.</li> </ul>	N/A
<ul style="list-style-type: none"> <li>• Participates in structured and unstructured physical</li> </ul>	<p><b>Movement</b> Children participate in a variety of structured and</p>

<p>activities.</p>	<p>unstructured movement activities in each <b>ABC Music &amp; Me</b> unit, helping children develop both fine and gross motor skills.</p> <ul style="list-style-type: none"> <li>• Structured Movement activities include directed fingerplays, dances, or group movements in which children learn or practice a specific set of movements.</li> <li>• Unstructured Movement activities include creative or expressive movement.             <ul style="list-style-type: none"> <li>○ Creative Movement activities: Children explore moving creatively in specific ways (e.g. move like an elephant or a bear).</li> <li>○ Expressive Movement activities: children use movement to express how the music makes them feel (e.g. <i>move in a happy way</i>) or interpret of various concepts (e.g. <i>use scarves to dance like a whale or float like clouds</i>).</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• Recognizes the importance of doctor and dentist visits.</li> </ul>	<p>N/A</p>
<ul style="list-style-type: none"> <li>• Cooperates during doctor and dentist visits and health and developmental screenings.</li> </ul>	<p>N/A</p>

<b>DOMAIN: PHYSICAL DEVELOPMENT &amp; HEALTH</b>	
<b>ELEMENT: GROSS MOTOR SKILLS</b>	<b>Kindermusik ABC Music &amp; Me: Wiggle &amp; Grow</b>
<b>DETAILS</b>	<b>Kindermusik ABC Music &amp; Me: Wiggle &amp; Grow</b>
	<p>The <b>Strategies Guide: Meeting Special Needs</b> supplies recommendations for how to modify or adapt activities to make them accessible to children with physical challenges affecting gross motor skills.</p>
<ul style="list-style-type: none"> <li>● Develops motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.</li> </ul>	<p><b>Movement</b></p> <p>Most lessons include activities requiring locomotive movement and balance, including moving with direction, and moving with increasing physical coordination to help children develop balance in the following ways: they start, stop, and change directions; avoid obstacles while moving; walk on toes; walk in a straight line; and walk backwards.</p> <p><u>EXAMPLE</u>: Children hop quickly like bunnies or stomp slowly like bears in Down on the Ground.</p>
<ul style="list-style-type: none"> <li>● Develops motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.</li> </ul>	<p><b>Movement</b></p> <p>Each <b>ABC Music &amp; Me</b> unit provides children with a variety of opportunities to practice coordination and skill in using objects for a range of physical activities and, to this end, supplies props such as scarves, musical instruments, and a beach ball. Gross motor activities that promote the development of gross motor coordination skills include: playing with balls, dancing or moving with a prop (scarves or instruments), and mimicking playground activities such as pedaling or climbing.</p> <p><u>EXAMPLE</u>: In Colors &amp; Shapes on the Farm, children practice steering while pretending to move around the room like little tractors or busses. In Up in the Sky, children sit on the floor and roll a ball to one another. Children pretend to stir Pancake batter in Time for Lunch!</p>
<ul style="list-style-type: none"> <li>● Understands movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality),</li> </ul>	<p><b>Movement</b></p> <p>Children have the opportunity to develop movement concepts while participating in group movement, circle dances, and movement in coordination with a prop or in time to music. During group Movement activities, children</p>

and that the body can move independently or in coordination with other objects.

develop gross motor skills by:

- Moving their whole bodies or just certain body parts (e.g. just arms or just legs).
- Moving or dancing together with other children while dancing single-file in a movement train or conga line, side by side or two-by-two in a classroom march, together with a partner, or holding hands and dancing in a circle.
- Learning an awareness of space. Children learn to respect personal space by taking care not to collide or interfere with the movement of their peers. They also develop inhibitory control over their gross motor movements out of respect for the personal space of others.
- Learning directionality by following instructions to move forward, backward, side-to-side, or up and down.
- Moving in coordination with a prop, such as a scarf or musical instrument.

<b>DOMAIN: PHYSICAL DEVELOPMENT &amp; HEALTH</b>	
<b>ELEMENT: FINE MOTOR SKILLS</b>	
<b>DETAILS</b>	<b>Kindermusik ABC Music &amp; Me: Wiggle &amp; Grow</b>
<ul style="list-style-type: none"> <li>Develops hand strength and dexterity.</li> </ul>	<p><b>Fingerplays and Instrument Exploration and Play-Along</b></p> <p>Through fingerplays and playing musical instruments, children build fine muscle control and coordination allowing manipulation of small objects (e.g. egg shaker) as well as striking two objects together (e.g. rhythm sticks) or one object onto another (e.g. triangle and striker).</p> <p><u>EXAMPLE:</u> In Down on the Ground, children move and wiggle their hands and fingers in the fingerplay song, <i>The Eency Weency Spider</i>. In the same unit, children grasp and explore playing the rhythm sticks in different ways and to a steady beat.</p> <p><b>Family Guide</b></p> <p>A wide variety of Family Guide activities encourage children to develop strength, dexterity, and fine motor skills by drawing, tracing, or coloring using markers, crayons, or pencils.</p>
<ul style="list-style-type: none"> <li>Develops eye-hand coordination to use everyday tools, such as pitchers for pouring or utensils for eating.</li> </ul>	<p><b>Instrument Exploration and Play-Along</b></p> <p>Instrument Exploration and Play-Along activities help children strengthen the small muscles of the hand, develop fine motor skills, and improve eye-hand coordination. Children develop these skills when they do the following:</p> <ul style="list-style-type: none"> <li>Grasp or hold an instrument in one or both hands (e.g. egg shakers, guiro, set of rhythm sticks, or set of sand blocks).</li> <li>Shake an instrument using large and small movements (e.g. one-bell jingles or egg shakers).</li> <li>Strike, tap, roll, or scrape an instrument set together or on a surface (e.g. rhythm sticks, zig-zag blocks, or sand blocks).</li> <li>Strike or tap an instrument using a hand, mallet, or striker (e.g. woodblock and mallet, triangle and striker,</li> </ul>

	<p>or hand drum).</p> <ul style="list-style-type: none"> <li>• Use instruments to develop steady beat.</li> </ul> <p><b>Fingerplays and Movement</b></p> <p>Through fingerplays and Movement activities, children build fine muscle control and coordination necessary to use everyday tools such as eating utensils or other common household instruments.</p> <p><u>EXAMPLE</u>: Children pantomime motions for brushing teeth, combing hair, and zipping clothes in <i>Marvelous Me</i>. In <i>Rhyme Around Town</i>, they pretend to hammer like a cobbler.</p>
<ul style="list-style-type: none"> <li>• Manipulates a range of objects, such as blocks or books.</li> </ul>	<p>The lessons in each <b>ABC Music &amp; Me</b> unit provides children with a wide range of objects to manipulate including:</p> <ul style="list-style-type: none"> <li>• An extensive selection of musical instruments.</li> <li>• Props such as a ball, colorful scarves, and teacher-collected items such as container drums, dolls or stuffed animals.</li> <li>• The Family Guide, which contains a copy of the story read in the classroom during Storytime as well as a variety of activity pages.</li> </ul>
<ul style="list-style-type: none"> <li>• Manipulates writing, drawing, and art tools.</li> </ul>	<p><b>Instrument Exploration and Play-Along</b></p> <p>Children develop the muscles needed for grasping writing utensils by grasping and holding instruments such as the one-bell jingles, rhythm sticks, or the mallet and striker.</p> <p><b>Family Guide</b></p> <p>A wide variety of Family Guide activities encourage children to develop strength, dexterity, and fine motor skills by drawing, tracing, or coloring using markers, crayons, or pencils. Children practice including basic handwriting skills that require holding a marker or crayon and copying simple shapes and uppercase letters.</p> <p><u>EXAMPLE</u>: Children trace wavy S-shaped lines and practice writing the letter S in <i>Down on the Ground</i>.</p>

<b>DOMAIN: LOGIC &amp; REASONING</b>	
<b>ELEMENT:</b>	<b>REASONING &amp; PROBLEM SOLVING</b>
<b>DETAILS</b>	<b>Kindermusik ABC Music &amp; Me: Wiggle &amp; Grow</b>
<ul style="list-style-type: none"> <li>Seeks multiple solutions to a question, task, or problem.</li> </ul>	<p><b>Movement and Instrument Exploration and Play-Along</b>            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 triangle to make a phone-ringing sound. Children use scarves as kites and as clouds in Up in the Sky.</p>
<ul style="list-style-type: none"> <li>Recognizes cause and effect relationships.</li> </ul>	<p><b>Instrument Exploration and Play-Along</b>            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>
<ul style="list-style-type: none"> <li>Classifies, compares, and contrasts objects, events, and experiences.</li> </ul>	<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 understanding of frequently occurring verbs, adjectives, and antonyms through listening, seeing, discussing, and acting them out. For example, 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</b>            A number of these activities ask children to match, sort, or</p>

	put items in a series.
<ul style="list-style-type: none"><li>• Uses past knowledge to build new knowledge.</li></ul>	<p><b>Focused Listening, Vocal Play, and Instrument Exploration and Play-Along</b></p> <p>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><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, make predictions about what comes next, and make beyond-the-text connections.</p>

**DOMAIN: LOGIC & REASONING****ELEMENT: SYMBOLIC REPRESENTATION****DETAILS****Kindermusik ABC Music & Me: Wiggle & Grow**

- Represents people, places, or things through drawings, movement, and three-dimensional objects.
- Engages in pretend play and acts out roles.

**Focused Listening, Vocal Play, and Pretend Play**

Focused Listening activities introduce new or familiar sounds. Vocal and Pretend Play activities enable children to internalize new vocabulary or concepts by recreating sounds they heard during Focused Listening, or by reenacting concepts, ideas, feelings, or movements.

EXAMPLE: In the Let's Play unit, students participate in a Focused Listening activity to a recording of the sounds of children playing at a playground. Then, in the Pretend Play activity that follows, children pretend to play on different equipment at a playground. In the unit Down on the Ground, children partake in a Focused Listening to recordings of big and little dogs barking. Then, they engage in a Vocal Play activity in which they imitate these sounds and discuss their differences.

**Movement**

During Movement activities, children use their bodies to describe or identify verbs (e.g. dig, stir, shake), familiar subjects (e.g. move like caterpillars), familiar settings (e.g. kitchen), body parts, familiar activities (e.g. pretend to fly a kite), and feelings (e.g. move expressively to music).

**Fingerplays**

During Fingerplays, children use motions to represent different characters or topics in the song or poem such as the spider in the song *Eensy Weensy Spider* in Down on the Ground.

**Family Guide Activities**

Many of these activities engage children in creative expression through drawing, pre-writing, coloring, and storytelling activities.

- Recognizes the difference between pretend or fantasy situations and reality.

**Storytime, Songs and Poems, Movement, Pretend Play**

ABC Music & Me is a thematically based program that. 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 Time for Lunch, children will pretend to make the sounds and motions of sausages frying in a pan (*Two Little Sausages*); and then they read a story about a gingerbread cookie that came to life (*The Gingerbread Boy*).

By exploring concepts through thematically related texts and activities, children begin to notice similarities between reality situations (things that you can do, such as cook sausages so that they sizzle) and fantasy or pretend situations (things that they can only *pretend* to do, such as baking a cookie that will come to life).

<b>DOMAIN: SOCIAL STUDIES KNOWLEDGE &amp; SKILLS</b>	
<b>ELEMENT:</b>	<b>SELF, FAMILY &amp; COMMUNITY</b>
<b>DETAILS</b>	<b>Kindermusik ABC Music &amp; Me: Wiggle &amp; Grow</b>
<ul style="list-style-type: none"> <li>Identifies personal and family structure.</li> </ul>	<p><b>Storytime, Songs, and Poems</b></p> <p>The wide variety of stories, songs, and poems included in this program indirectly and directly touch on such concepts as personal characteristics and family composition.</p>
<ul style="list-style-type: none"> <li>Understands similarities and respects differences among people.</li> </ul>	<p><b>Special Needs Guide</b></p> <p>This guide provides teachers with ideas for helping students with special needs participate along with their peers in the lesson activities.</p> <p><b>Storytime</b></p> <p>Children learn tolerance and respect for others through stories about characters that come from a variety of backgrounds and ethnicities.</p> <p><b>Focused Listening</b></p> <p>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><b>Songs and Poems</b></p> <p>Children participate in songs, poems, and musical games from other countries and in other languages.</p> <p><b>Movement</b></p> <p>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>
<ul style="list-style-type: none"> <li>Recognizes a variety of jobs and the work associated with them.</li> </ul>	<p>Through thematic units, children learn about a variety of jobs and what is required to perform them.</p> <p><u>EXAMPLE</u>: In Rhyme Around Town, children learn about</p>

	<p>different jobs such as a cobbler, a miller and a grocer.</p>
<ul style="list-style-type: none"> <li>• Understands the reasons for rules in the home and classroom and for laws in the community.</li> </ul>	<p>Through discussions, children may explore the reasons for classroom and basic street safety rules. Each unit in <b>ABC Music &amp; Me</b> program emphasizes safety rules within the program. Instructors explain, model, and enforce safety precautions when using musical instruments or props (such as the scarves). Transitional cues, such as “gently” putting instruments away at the end of each Instrument Exploration and Play-Along activity, reinforce concepts of safe and appropriate participation.</p>
<ul style="list-style-type: none"> <li>• Describes or draws aspects of the geography of the classroom, home, and community.</li> </ul>	<p>Through thematic units, children learn about and discuss geography, classroom, and home environments. Vocabulary Picture Cards provide children with visual examples to aid their comprehension.</p> <p><u>EXAMPLE:</u> In Colors &amp; Shapes on the Farm, children learn about who and what they might find on a farm.</p>

<b>DOMAIN: SOCIAL STUDIES KNOWLEDGE &amp; SKILLS</b>	
<b>ELEMENT:</b>	<b>PEOPLE &amp; THE ENVIRONMENT</b>
<b>DETAILS</b>	<b>Kindermusik ABC Music &amp; Me: Wiggle &amp; Grow</b>
<ul style="list-style-type: none"> <li>Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.</li> </ul>	<p><b>Storytime, Songs and Poems, Vocabulary Picture Cards</b></p> <p>Through thematic units, children learn about different aspects of the environment from information provided by stories, Songs and Poems, or from the Vocabulary Picture Cards.</p> <p><u>EXAMPLE</u>: In Down on the Ground, children explore what they will find growing on the ground, such as grass or trees.</p>
<ul style="list-style-type: none"> <li>Recognizes that people share the environment with other people, animals, and plants.</li> </ul>	<p><b>Storytime, Songs and Poems, Vocal Play, Vocabulary Picture Cards</b></p> <p>Through thematic units, children learn explore the relationships between people, animals, and plants sharing the same environment from information provided by stories, Songs and Poems, or from the Vocabulary Picture Cards. Children use Vocal Play to internalize, interact, or express this information in individual ways.</p> <p><u>EXAMPLE</u>: In Up in the Sky, children explore the similarities and difference between things that are found or that fly up in the sky, such as stars, clouds, birds, and kites.</p>
<ul style="list-style-type: none"> <li>Understands that people can take care of the environment through activities, such as recycling.</li> </ul>	N/A

<b>DOMAIN: SOCIAL STUDIES KNOWLEDGE &amp; SKILLS</b>	
<b>ELEMENT:</b>	<b>HISTORY &amp; EVENTS</b>
<b>DETAILS</b>	<b>Kindermusik ABC Music &amp; Me: Wiggle &amp; Grow</b>
<ul style="list-style-type: none"> <li>Differentiates between past, present, and future.</li> </ul>	<p><b>Storytime, Songs, and Poems</b></p> <p>Through exposure to the rich language evident in the diverse texts presented in this program, children develop awareness of time. Some text present children with simple daily concepts of time, such as day and night. Others present stories of events that happened long ago (such as in nursery rhymes) or that could take place in the present (such as a car race).</p> <p>Through discussions that take place before, during, and after Storytime, children learn to differentiate between past, present, and future by making predictions about what happens next; discussing what came before; and discussing the events on the current page.</p> <p><b>Instrument Exploration and Play-Along</b></p> <p>During these activities, children begin to differentiate between the past and present by recalling how they played an instrument in past lessons. Children may discuss new ways to play the instrument or use and what they learned from those experiences to draw conclusions about the present situation.</p>
<ul style="list-style-type: none"> <li>Recognizes events that happened in the past, such as family or personal history.</li> </ul>	<p><b>Group Circle Time and Vocabulary Picture Cards</b></p> <p>During Group Circle Time, instructors help children make connections to new theme topics or concepts by drawing on their background knowledge of a concept or subject.</p> <p><u>EXAMPLE:</u> In Family &amp; Friends, children look at a Vocabulary Picture Card that shows a phone and can share personal experiences about talking on the phone with friends or family members.</p>
<ul style="list-style-type: none"> <li>Understands how people live and what they do changes</li> </ul>	<p>At its very core, <b>ABC Music &amp; Me</b> is a music program. Music, just like a living creature, changes over time. The learning themes presented in each unit explore familiar</p>

over time.	places and concepts as well as teach about different customs and cultures. By participating in the different activities provided by this program, children develop sensitivity to the way music, story characters, and people start off and how they change over time.
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