

**Kindermusik ABC Music & Me: Move & Groove**  
**Alignment to the Head Start Child Outcomes Framework**

**Domain: LANGUAGE DEVELOPMENT**

**Domain Element: Listening & Understanding**

Indicators	Kindermusik ABC Music & Me: Move & Groove
<p>Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.</p>	<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><b>Group Circle Time</b>            To scaffold children’s comprehension, teachers initiate discussions about unit themes that help children to access prior knowledge.</p> <p><b>Rituals: Groovin’ Hello and Good-bye Jive</b>            These ritual songs appear in each unit and encourage children to interact with one another and the teacher as well as respond to suggested movements.</p> <p><b>Storytime</b>            Each unit features a story that is read aloud by the teacher in 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><b>Songs and Poems</b>            Each unit features a variety of songs and poems for children to attend to and participate in. Repetition of these songs and poems over the course of each unit helps children increase comprehension. During these activities, children develop comprehension by acting out the main events of the narrative. In the “Try this!” suggestions, teachers actively engage children in discussions related to the songs and poems.</p> <p><b>Family Guide</b>            The Family Guide activities encourage parents and caregivers to engage children in active conversations on thematic topics and activities.</p>
<p>Shows progress in</p>	<p>Each <b>ABC Music &amp; Me</b> unit features activities that ask children</p>

<p>understanding and following simple and multiple-step directions.</p>	<p>to follow simple and multiple-step oral directions. Throughout lessons, children follow oral directions that are combined with accompanying gestures.</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>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.</p>
<p>Understands an increasingly complex and varied vocabulary.</p>	<p><b>Themes and Visual Cards</b> Children acquire new and complex vocabulary related to the various themes throughout the units. Children learn a wide variety of vocabulary related to emotions and to different cultures, languages, and genres of music. Visual cards help children achieve a better understanding of new vocabulary.</p> <p><b>Group Circle Time</b> 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> 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><b>Movement</b> 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><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</p>

	<p>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 tone and timbre or high and low.</p>
<p>For non-English-speaking children, progresses in listening to and understanding English.</p>	<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> <p><b>Rituals</b>          Repetitive rituals like the Greeting and Good-bye activities teach common social vocabulary. The rituals provide children with the opportunity to interact with their teacher and peers in positive ways that are of increasing sophistication. For example, 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> <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 participate in attending to and practicing English in a way that is both fun and non-intimidating. Most songs and poems are repeated in all four lessons of each unit, allowing children to develop speech fluency at their own rates. The rhythmic and musical nature of songs and poems aids memory, making it easier for children to recall words or sounds and to vocally participate. Children may start participating by humming, singing, or saying one or several words. As time progresses, children increase their vocal participation and may be singing or saying whole lines or verses.</p> <p>Movement plays an integral role in helping English Language Learners progress in their understanding and use of English. The movements that accompany each song and poem help children learn new words and meanings. Group movement activities help associate words with actions.</p>

	<p><b>Pretend Play and Instrument Exploration and Play-Along</b> The lessons in each <b>ABC Music &amp; Me</b> 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> <p><b>Vocabulary Picture Cards</b> Vocabulary picture cards provide additional support to children in learning new vocabulary. Children have the opportunity to see and say the new word or concept they are learning about.</p>
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**Domain Element: Speaking & Communicating**

Indicators	Kindermusik ABC Music & Me: Move & Groove
Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions and for other varied purposes.	<p><b>Group Circle Time</b> Children have many opportunities to discuss ideas, ask and answer questions, and share their thoughts during circle time discussions and the “Try this!” activity extensions. During these activities children are encouraged to express themselves using both simple and expanded sentences. Children working on the forerunner skills participate by answering yes/no questions with words, gestures, or signs.</p> <p><b>Songs and Poems</b> During songs and poems children express themselves using spoken words and sung lyrics.</p> <p><b>Storytime</b> Following Storytime, children have opportunities to ask simple questions or questions to deepen their understanding.</p> <p><b>Rituals</b> Children working on forerunner skills have opportunities during each lesson’s Greeting and Good-bye rituals to respond to social greetings.</p> <p><b>Family Guide</b> Using the Family Guide speaking activities, children can engage</p>

	in extended conversations at home.
<p>Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</p>	<p><b>Group Circle Time</b> Children have many opportunities to discuss ideas, ask and answer questions, and share their thoughts during circle time discussions. During these activities children are encouraged to initiate and respond appropriately in discussions with adults and peers.</p> <p><b>Try this! Lesson Extensions</b> Teachers use prompts to engage children in discussions and model appropriate participation and responses. Some prompts encourage children to participate by making simple responses, responding to open-ended questions, and engaging in group discussions. Other prompts invite children to share personal ideas with their peers for group movement and encourage them to learn to respect and try the ideas of others.</p>
<p>Uses an increasingly complex and varied spoken vocabulary.</p>	<p><b>Group Circle Time and Vocabulary Picture Cards</b> At the start of each unit and at other points throughout the lessons, children are encouraged to express themselves and their ideas using increasingly complex and varied vocabulary. Vocabulary picture cards help support children in acquiring and using new vocabulary when speaking. <u>EXAMPLE:</u> In Feel the Music, children look at emotion visual cards and engage in a discussion about things that make them feel happy, sad, scared, or sleepy.</p> <p><b>Try this! Lesson Extensions</b> The lesson extensions supply children with many opportunities to express themselves using simple or longer sentences. <u>EXAMPLE:</u> In the “Try this!” suggestion for Lesson 2 in Feel the Music (see example above), children engage in a discussion about things that make them feel happy or sad. Then the children work together to make up a class story.</p> <p><b>Songs and Poems</b> During singing 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. <u>EXAMPLE:</u> When presented with before and after illustrations, children are asked to describe what story the images tell.</p>

<p>Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.</p>	<p><b>Songs and Poems</b> Children recognize and say repetitive phrases that play with sounds (e.g., echo repetitive scat phrases in Join the Parade! such as “ba doo ba deet dee dee”), and hear repeated alliterative phrases (e.g., “chop, chop, chippity chop” in Jazz Kitchen).</p>
<p>For non-English-speaking children, progresses in speaking English.</p>	<p><b>Strategies Guide: English Language Learners</b> Provides teachers with unit-specific supplementary support to assist English Language Learners in learning to use and speak English while participating in the <b>ABC Music &amp; Me</b> lessons.</p> <p><b>Vocabulary Picture Cards</b> These cards provide children with visual support to help them learn new vocabulary words or concepts.</p> <p><b>Rituals</b> Repetitive rituals like the Greeting and Good-bye activities teach common social vocabulary. Participation in these rituals, which are repeated in each lesson, promotes spoken or sung English fluency.</p> <p><b>Try this! Lesson Extensions</b> The “Try this!” 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 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</p>

	<p>associate words with actions.</p> <p><b>Pretend Play and Instrument Exploration and Play-Along</b>  The lessons in each <b>ABC Music &amp; Me</b> unit utilize movement and tactile activities to help English Language Learners understand and use the English language. Children gain understanding through simultaneously hearing, speaking, and physically acting out the meanings of words. Tactile experiences such as learning the words for musical instruments while holding and playing them reinforces new vocabulary.</p>
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**Domain: LITERACY**

**Domain Element: Phonological Awareness**

Indicators	Kindermusik ABC Music & Me: Move & Groove
Shows increasing ability to discriminate and identify sounds in spoken language.	<p><b>Songs and Poems</b>  Children recognize and say repetitive phrases that play with sounds (e.g., echo repetitive scat phrases in Join the Parade! such as “ba doo ba deet dee dee”), hear repeated alliterative phrases (e.g., “chop, chop, chippity chop” in Jazz Kitchen), and recognize rhythms in speech (e.g., chant verses in Rhythms of the Land).</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.</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>
Shows growing awareness of beginning and ending sounds of words.	<p><b>Songs and Poems</b>  Children practice alliteration and rhymes while participating in songs and poems. In some instances, children suggest their own rhyming words.</p> <p><b>Family Guide and Writing Guide</b>  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>

<p>Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories and poems.</p>	<p><b>Songs and Poems</b> Children get experience in saying and attending to rhymes while participating in songs and poems. In some instances, children suggest their own rhyming words.</p> <p><b>Storytime</b> 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> Through various activities, children learn about words that start with a particular letter or sound, and that match or suggest rhyming words.</p>
<p>Shows growing ability to hear and discriminate separate syllables in words.</p>	<p><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 or phrases (e.g., <i>John Jacob Jingleheimer Schmidt</i>), children develop awareness for the complexities and structure of language.</p> <p><b>Focused Listening, Vocal Plays, and Instrument Exploration and Play-Along</b> These activities help children learn to listen for rhythms in speech, sound, or music, including the beats in words that are syllables.</p>
<p>Associates sounds with written words, such as awareness that different words begin with the same sound.</p>	<p><b>Storytime</b> Participating in Storytime teaches children important concepts of print, such as that print carries meaning and that written language consists of letters which are combined to form words.</p> <p><b>Family Guide and Writing Guide</b> Through various activities completed at home with an adult, children pair words with sounds or work with words that start with the same sounds.</p>

**Domain Element: Book Knowledge & Appreciation**

<p><b>Indicators</b></p>	<p><b>Kindermusik ABC Music &amp; Me: Move &amp; Groove</b></p>
<p>Shows growing interest and involvement in listening to</p>	<p><b>Poems</b> In each unit, children listen to, participate in, and discuss a</p>

<p>and discussing a variety of fiction and non-fiction books and poetry.</p>	<p>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 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 environments with their parents or caregivers. Adults can choose to read the printed words aloud or can enjoy joint listening with their children using the take-home audio CD. Additionally, some Family Guide activities include mini-book activities that allow children to create their own books at home.</p>
<p>Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children.</p>	<p><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. Various Family Guide activities encourage reading-related activities such as creating and reading mini-books, drawing pictures related to stories or words, or telling stories about illustrations.</p>
<p>Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story.</p>	<p><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, 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><b>Pretend Play</b> Children have many opportunities to act out stories during dramatic play, such as hiking in the woods and being surprised by a sleeping bear. 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> Children act out stories told through poems and songs.</p>

	<p><b>Family Guide</b> 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. Other activities engage children in new stories, encourage them to tell a story based on images, or invite them to finish a story of their own making.</p>
<p>Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author and illustrator.</p>	<p><b>Storytime</b> During group Storytime, teachers model book care and foundational concepts of print.</p> <p><b>Family Guide and Writing Guide</b> Children learn to care for and can interact with their own copies of the story in the Family Guide. Mini-books reinforce this concept as children are asked to write their name in the by-line, color in the pictures, and read the story alone or together with a family member.</p>

**Domain Element: Print Awareness & Concepts**

<b>Indicators</b>	<b>Kindermusik ABC Music &amp; Me: Move &amp; Groove</b>
<p>Shows increasing awareness of print in classroom, home and community settings.</p>	<p>Thematic units help children explore familiar and new environments. Along the way, children become accustomed to attending to the print, visual symbols, and imagery associated with each environment.</p>
<p>Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus.</p>	<p><b>Family Guide and Writing Guide</b> The activities found in these guides provide children with many opportunities to develop understanding of the different forms of print. Through various activities children learn different purposes for print, such as making lists, creating menus, and conveying messages. <u>EXAMPLE</u>: Children create a menu in Jazz Kitchen.</p>
<p>Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys</p>	<p><b>Storytime</b> 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>

a message.	<p><b>Family Guide and Writing Guide</b>          In the Family and Writing Guides, children deepen their awareness of print by interacting with parents while listening to the story read aloud at home. The activities found in these guides help children develop increasing awareness of concepts of print by tracing and writing letters, matching words to pictures, finding and matching words that start with a particular letter or have a particular sound, and using writing for various purposes.</p>
Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.	<p><b>Storytime and Family Guide</b>          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 a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.	<p><b>Storytime, Family Guide, and Writing Guide</b>          Participating in Storytime as well as various activities in the Family and Writing Guides 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. Children learn these concepts by participating in activities that help them practice reading words, matching words to pictures, writing or tracing letters and words, and writing words to convey meaning or for a specific purpose.</p>

**Domain Element: Early Writing**

<b>Indicators</b>	<b>Kindermusik ABC Music &amp; Me: Move &amp; Groove</b>
Develops understanding that writing is a way of communicating for a variety of purposes.	<p><b>Family Guide and Writing Guide</b>          A variety of activities in the Family and Writing Guides help children develop an understanding for the many uses of writing. Children participate in writing activities that help them practice reading words, matching words to pictures, writing or tracing letters and words, and writing to convey meaning or for a specific purpose.</p>
Begins to represent stories and experiences through pictures, dictation, and in play.	<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, make predictions about what comes next, and make beyond-the-text connections. Additionally, children have the opportunity to</p>

	<p>use words and actions demonstrated in the stories.</p> <p><b>Pretend Play</b>  Many stories are followed-up by pretend-play activities in which children act out ideas, themes, or concepts from Storytime.  <u>EXAMPLE:</u> In Dance with Me, children listen to “A Dance of Our Own” and then have the opportunity to dance a jig of their own design.</p> <p><b>Songs and Poems</b>  Children act out narratives told through poems and songs.</p> <p><b>Family Guide and Writing Guide</b>  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. Some Family and Writing Guide activities encourage children to read information from illustrations, make up stories, or draw pictures to tell a story.</p>
<p>Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.</p>	<p><b>Family Guide and Writing Guide</b>  Creative writing and interactive activities found in these guides provide children with many opportunities to experiment with and practice using writing tools and materials for a variety of purposes.</p>
<p>Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.</p>	<p><b>Family Guide and Writing Guide</b>  Creative writing and other activities found in these guides provide children with many opportunities to improve writing-related skills, including drawing pictures to represent ideas; drawing and tracing shapes, letters, and letter-like symbols; copying and writing familiar words; writing their own names; and writing for different purposes.</p>

**Domain Element: Alphabet Knowledge**

<p><b>Indicators</b></p>	<p><b>Kindermusik ABC Music &amp; Me: Move &amp; Groove</b></p>
<p>Shows progress in associating the names of letters with their shapes and sounds.</p>	<p><b>Family Guide and Writing Guide</b>  These guides supply children with a diverse assortment of activities that enable them to progress in learning the names of letters and their shapes and sounds.</p>

Increases in ability to notice the beginning letters in familiar words.	<b>Family Guide and Writing Guide</b> These guides supply children with a wide range of activities that encourage them to notice and identify the beginning letters of familiar and non-familiar words.
Identifies at least 10 letters of the alphabet, especially those in their own name.	<b>Family Guide and Writing Guide</b> Activities found in these guides teach children to identify, read, and write most of the letters in the alphabet. Many activities invite children to practice writing their own names.
Knows that letters of the alphabet are a special category of visual graphics that can be individually named.	<b>Family Guide and Writing Guide</b> Activities found in these guides teach children to identify, read, and write most of the letters in the alphabet.

**Domain: MATHEMATICS**

**Domain Element: Number & Operations**

<b>Indicators</b>	<b>Kindermusik ABC Music &amp; Me: Move &amp; Groove</b>
Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.	Throughout this program, children have many opportunities to practice counting during songs and poems, to learn one-to-one correspondence when instruments are passed out, to count forwards and backwards, to count beats and rhythms, and to count to determine quantity.  <b>Family Guide and Writing Guide</b> Many activities found in these guides center around numbers and counting. A variety of creative activities help increase children’s number awareness by asking them to count to solve problems and to determine quantity.
Begins to associate number concepts, vocabulary, quantities and written numerals in meaningful ways.	Numbers and number concepts are seamlessly integrated into the heart of this program. Unit lessons present children with many opportunities to practice counting during songs and poems, to learn one-to-one correspondence when instruments are passed out, to count forwards and backwards, to count beats and rhythms, and to count to determine quantity.  <b>Family Guide and Writing Guide</b> Many activities found in these guides center around numbers and counting. Children learn numerals and numeral-word

	<p>correspondence (e.g., 1/one or 2/two). A variety of creative activities help increase children’s number awareness by asking them to read numbers, and to count to solve problems or to determine quantity.</p>
<p>Develops increasing ability to count in sequence to 10 and beyond.</p>	<p>Unit lessons present children with many opportunities to practice counting to 10 during songs and poems, to count backwards from 5, and to learn forerunner skills to counting in groups (e.g., quarter notes).</p> <p><b>Family Guide and Writing Guide</b>  Many activities found in these guides center around numbers and counting. A variety of these activities ask children to count in sequence, to finish simple number sequences, and to count back.</p>
<p>Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.</p>	<p>Throughout this program, children have many opportunities to practice counting during songs and poems, to count objects, and to learn one-to-one correspondence when instruments are passed out during Instrument Exploration activities.</p> <p><b>Family Guide and Writing Guide</b>  A number of Family and Writing Guide activities provide children with opportunities to count and match groups of objects.</p>
<p>Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.</p>	<p>In each unit, children have opportunities to use comparative language to express related concepts such as more/less, louder/quieter, faster/slower, and higher/lower during circle time activities.</p> <p><b>Family Guide and Writing Guide</b>  Family and Writing Guide activities provide children with opportunities to develop important math concepts including comparing size or quantities.</p>
<p>Develops increased abilities to combine, separate and name "how many" concrete objects.</p>	<p>Through a variety of unit activities, children develop and practice the ability to combine, separate, and name “how many” objects.</p> <p><u>EXAMPLE</u>: Children count the number of quarter notes on a picture vocabulary card. Later, when introduced to quarter rests, they are asked to distinguish between the visual representations of the two, count how many of each, and combine the two concepts to create a rhythm (beat, rest, beat, beat).</p> <p><b>Family Guide and Writing Guide</b>  A number of Family and Writing Guide activities present children with the chance to combine or separate objects as well</p>

	as name “how many.”
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**Domain Element: Geometry & Spatial Sense**

<b>Indicators</b>	<b>Kindermusik ABC Music &amp; Me: Move &amp; Groove</b>
Begins to recognize, describe, compare and name common shapes, their parts and attributes.	<p>Throughout the program, children have opportunities to compare shapes and sizes and to identify parts and attributes, such as during Instrument Exploration and Play-Along.</p> <p><b>Family Guide and Writing Guide</b> A number of Family and Writing Guide activities provide children with the chance to identify, draw, and cut out common shapes.</p>
Progresses in ability to put together and take apart shapes.	<p><b>Family Guide and Writing Guide</b> A variety of Family and Writing Guide activities provide children with the chance to create, cut out, and put together shapes.</p>
Begins to be able to determine whether or not two shapes are the same size and shape.	<p>During unit activities, children have opportunities to listen to, respond to, and use comparative language to describe shapes, movements, instruments, and poem/song/story characters in each unit’s story.</p> <p><b>Family Guide and Writing Guide</b> Some Family and Writing Guide activities ask children to match shapes and compare sizes.</p>
Shows growth in matching, sorting, putting in a series and regrouping objects according to one or two attributes such as color, shape or size.	<p>A number of activities throughout the units model the concepts of matching, sorting, putting in a series, and grouping through songs, poems, stories, movement activities, and Instrument Exploration and Play-Along.</p> <p><u>EXAMPLE:</u> In Feel the Music, children are presented with a group of instruments. They listen to musical prompts to identify which instrument is being played. They respond by holding up the correct instrument.</p> <p><b>Family Guide and Writing Guide</b> A number of Family and Writing Guide activities ask children to match, sort, put items in a series, identify groups of objects based on color, or group objects based on size.</p>
Builds an increasing	<b>Movement and Instrument Exploration and Play-Along</b>

<p>understanding of directionality, order and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front and behind.</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>
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**Domain Element: Patterns & Measurement**

<b>Indicators</b>	<b>Kindermusik ABC Music &amp; Me: Move &amp; Groove</b>
<p>Enhances abilities to recognize, duplicate and extend simple patterns using a variety of materials.</p>	<p><b>Movement, Singing and Vocal Play, and Instrument Exploration and Sing-Along</b>            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><b>Family Guide and Writing Guide</b>            Some of the Family and Writing Guide activities provide children with opportunities to read, recognize, extend, and duplicate simple patterns.</p>
<p>Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.</p>	<p><b>Family Guide and Writing Guide</b>            The Family and Writing Guide activities provide children with a number of opportunities to practice matching, sorting, putting in a series, and grouping objects according to attributes.</p> <p><b>Storytime</b>            By participating in Storytime, children develop a sense of sequence of events as well as learn basic concepts of time.</p> <p><b>Movement, Singing, Vocal Play, and Instrument Exploration and Play-Along</b>            Children practice sequence during many movement activities and singing activities. Children perform songs and group movements, participate in vocal plays, and play instruments in sequence while learning concepts such as “move” and “rest.”</p> <p><b>Pretend Play</b>            Through pretend play, children become familiar with practical forms of sequence, such as the order of cooking a meal. Children</p>

	explore time concepts such as morning and night as well as seasons of the year.
Begins to make comparisons between several objects based on a single attribute.	<b>Focused Listening, Singing and Vocal Play, Movement, and Instrument Exploration and Play-Along</b> While working with rhythm and sounds and through learning about music notation, children notice similarities and differences and use comparative words related to speed and volume.
Shows progress in using standard and non-standard measures for length and area of objects.	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.

**Domain: SCIENCE**

**Domain Element: Scientific Skills & Methods**

<b>Indicators</b>	<b>Kindermusik ABC Music &amp; Me: Move &amp; Groove</b>
Begins to use senses and a variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships.	<b>Focused Listening and Instrument Exploration and Play-Along</b> 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).
Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials.	<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>Vocabulary Picture Cards</b> Informative and illustrative, children can use the images on these cards to observe physical characteristics, similarities, and differences between objects and to make observations and comparisons based on visual information.  <b>Storytime</b> Group readings help children develop many of these skills. Children discuss qualities of characters in the stories, observe the situations presented by the stories, and make comparisons

	<p>between the stories and real life.</p> <p><b>Family Guide and Writing Guide</b> Some of the Family and Writing Guide provide children with the opportunity to use observational skills to compare and discuss differences and similarities between objects.</p>
<p>Begins to participate in simple investigations to test observations, discuss and draw conclusions and form generalizations.</p>	<p><b>Focused Listening, Vocal Play, and Instrument Exploration and Play-Along</b> During these activities, children participate in simple investigations and discussions regarding sounds and music. Children have the opportunity to test their observations and draw conclusions using their voices and/or musical instruments.</p>
<p>Develops growing abilities to collect, describe and record information through a variety of means, including discussion, drawings, maps and charts.</p>	<p>Group discussions supply children with many opportunities to collect and describe information.</p> <p><b>Family Guide and Writing Guide</b> Many Family and Writing Guide activities ask children to describe and record information in a variety of creative ways and for a number of different purposes.</p>
<p>Begins to describe and discuss predictions, explanations and generalizations based on past experiences.</p>	<p><b>Focused Listening, Vocal Play, and Instrument Exploration and Play-Along</b> 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> 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 Element: Scientific Knowledge**

<b>Indicators</b>	<b>Kindermusik ABC Music &amp; Me: Move &amp; Groove</b>
<p>Expands knowledge of and abilities to observe, describe and discuss the natural</p>	<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</p>

world, materials, living things and natural processes.	to observe, describe, and discuss their experiences.  <b>Focused Listening</b> During these activities, children develop observational skills.
Expands knowledge of and respect for their body and the environment.	Through thematic units, children learn about their bodies, names for body parts, respect for themselves and others, and respect for the environment.  <b>Songs, Poems, and Movement</b> Children participate in songs and poems about their bodies and body parts as well as different environments.
Develops growing awareness of ideas and language related to attributes of time and temperature.	Thematic units based on different places and cultures teach basic (night, day) and more complex (counting small units of time) time concepts, seasons, and temperature (hot, cold).  <b>Storytime</b> By participating in Storytime, children develop a sense of sequence of events as well as learn basic concepts of time.
Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships.	<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).

**Domain: CREATIVE ARTS**

**Domain Element: Music**

<b>Indicators</b>	<b>Kindermusik ABC Music &amp; Me: Move &amp; Groove</b>
Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games, and performances.	Music is the modality used for learning in much of this program. Children have extensive opportunities to increase their interest in and enjoyment of music through participating in the following types of activities: <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> <li>• Music notation and vocabulary</li> </ul>

	<ul style="list-style-type: none"> <li>• Keyboard (optional)</li> </ul> <p>A full list of songs, rhymes, and fingerplays is available upon request.</p>
Experiments with a variety of musical instruments.	<p><b>Instrument Exploration and Play-Along and Vocal Play</b> 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 &amp; striker</li> <li>• Drum</li> <li>• Triangle &amp; striker</li> <li>• Woodblock &amp; mallet</li> <li>• Two-tone woodblock &amp; mallet</li> <li>• Guiro/Shaker</li> <li>• Glockenspiel &amp; mallets</li> <li>• Resonator bar &amp; mallets</li> <li>• Finger cymbals</li> <li>• Egg shakers</li> <li>• One-bell jingles</li> <li>• Rhythm sticks</li> <li>• Sandblocks</li> <li>• Zigzag blocks</li> <li>• Lummi sticks</li> <li>• Castanets</li> <li>• Keyboard (optional)</li> </ul>

**Domain Element: Art**

<b>Indicators</b>	<b>Kindermusik ABC Music &amp; Me: Move &amp; Groove</b>
Gains ability in using different art media and materials in a variety of ways for creative expression and representation.	<p><b>Singing, Vocal Play, Movement, Pretend Play, and Instrument Exploration and Play-Along</b> During these activities, children use their voices, musical instruments, and various objects (scarves, paper plates), to express themselves in a variety of creative ways.</p> <p><b>Family Guide and Writing Guide</b> Many of the Family and Writing Guide activities engage children in creative expression through drawing, writing, coloring, and story telling.</p>
Progresses in abilities to create drawings, paintings,	<p><b>Family Guide and Writing Guide</b> Numerous Family and Writing Guide activities help children</p>

models, and other art creations that are more detailed, creative or realistic.	develop and practice artistic abilities through drawing, writing, tracing, cutting, and coloring.
Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects.	<b>Singing, Vocal Play, Movement, Pretend Play, and Instrument Exploration and Play-Along</b> 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.
Begins to understand and share opinions about artistic products and experiences.	<b>Try this! Lesson Extensions</b> These creative lesson extensions encourage children to share their thoughts, ideas, and opinions about the musical activities they engage in.

**Domain Element: Movement**

<b>Indicators</b>	<b>Kindermusik ABC Music &amp; Me: Move &amp; Groove</b>
Expresses through movement and dancing what is felt and heard in various musical tempos and styles.	<b>Movement</b> 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 fingerplays. Throughout, children deepen their knowledge of rhythms, tempos, and styles.  For unit-by-unit examples of movement activities, please reference the Scope and Sequence for the program.
Shows growth in moving in time to different patterns of beat and rhythm in music.	<b>Movement</b> Many of the movement activities are focused on responding to rhythm or moving in time to a beat.  For unit-by-unit examples of movement activities, please reference the Scope and Sequence for the program.

**Domain Element: Dramatic Play**

<b>Indicators</b>	<b>Kindermusik ABC Music &amp; Me: Move &amp; Groove</b>
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Participates in a variety of dramatic play activities that become more extended and complex.	<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 fingerplays. Children also have the opportunity to dramatize stories, actions, or different types of activities (marching in a parade) during pretend-play activities.
Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.	<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, such as scarves. Children use these props in a variety of different ways.

**Domain: SOCIAL & EMOTIONAL DEVELOPMENT**

**Domain Element: Self Concept**

<b>Indicators</b>	<b>Kindermusik ABC Music &amp; Me: Move &amp; Groove</b>
Begins to develop and express awareness of self in terms of specific abilities, characteristics and preferences.	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.
Develops growing capacity for independence in a range of activities, routines, and tasks.	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.  <b>Movement</b> Through creative and expressive movement activities, children choose independent physical actions.  <b>Instrument Explorations and Play-Along</b> In these activities, children choose patterns and sounds to produce independently.

<p>Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments.</p>	<p>This program invites children to participate by providing them with a variety of engaging activities. Teachers are carefully trained to accept and encourage any and all types of appropriate participation, allowing children to progress at their own pace. Through repetition across each unit, children have the opportunity to try and retry different activities, allowing them to gain confidence in each activity and in their levels of participation.</p>
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**Domain Element: Self-Control**

Indicators	Kindermusik ABC Music & Me: Move & Groove
<p>Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others, or property.</p>	<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>
<p>Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions.</p>	<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.</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.</p> <p><b>Group Movement</b> Group movement activities allow children opportunities to share physical space without encroaching on or impeding their peers. <u>EXAMPLE</u>: During creative movement activities, children learn to monitor their movements so that they do not interfere with those of their peers.</p>
<p>Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</p>	<p>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>: <b>Group Circle Time</b>—Children are directed to sit in their “music spots” at the start of each lesson. <b>Storytime</b>—Children learn to sit quietly and focus on the teacher as the storyteller, yet participate in response to questions posed by the teacher about the story.</p> <p><b>The Rituals: Greeting and Good-bye</b> Each lesson begins and ends with the Greeting and Good-bye rituals. The predictability of these rituals helps children relax into a new situation and adapt to regular changes in the classroom schedule.</p> <p><b>Rituals: Clean-Up</b> 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. <u>EXAMPLE</u>: When the teacher says, “Bells away, bells away, gently put the bells away,” children know that it is time to clear away one activity in preparation for the next.</p>

**Domain Element: Cooperation**

<b>Indicators</b>	<b>Kindermusik ABC Music &amp; Me: Move &amp; Groove</b>
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<p>Increases abilities to sustain interactions with peers by helping, sharing and discussion.</p>	<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 their peers when individual time is up.</p>
<p>Shows increasing abilities to use compromise and discussion in working, playing and resolving conflicts with peers.</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.</p>
<p>Develops increasing abilities to give and take in interactions; to take turns in games or using materials; and to interact without being overly submissive or directive</p>	<p>Each <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. <b>EXAMPLE: Group Circle Time</b>—Children are directed to sit in their “music spots” at the start of each lesson. <b>Storytime</b>—Children learn to sit quietly and focus on the teacher as the storyteller, yet participate 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.</p>

**Domain Element: Social Relationships**

Indicators	Kindermusik ABC Music & Me: Move & Groove
<p>Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.</p>	<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</p>

	<p>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 appropriate responses and movement. Through imitating the teacher’s behaviors, children develop trust in the teacher as a role model and learning resource.</p> <p><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.</p>
Shows progress in developing friendships with peers.	<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 and encourages children to become comfortable playing and interacting with peers and as a group.</p>
Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.	<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.</p> <p><u>EXAMPLE</u>: Children look at emotion visual cards and discuss feelings in Feel the Music.</p>

**Domain Element: Knowledge of Families & Communities**

<b>Indicators</b>	<b>Kindermusik ABC Music &amp; Me: Move &amp; Groove</b>
Develops ability to identify personal characteristics including gender, and family composition.	<p><b>Storytime, Songs, and Poems</b> The wide variety of stories, songs, and poems provided by this program indirectly and directly touch on such concepts as personal characteristics and family composition.</p>
Progresses in understanding similarities and respecting differences among people,	<p>Thematic units introduce different cultures, languages, and genres, encouraging understanding, respect, and tolerance. Specific units center around themes such as Native Americans,</p>

<p>such as genders, race, special needs, culture, language, and family structures.</p>	<p>Latin America, and African culture and music.</p> <p><b>Special Needs Guide</b> 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> 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> 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> Children participate in songs, poems, and musical games from other countries and in other languages.</p> <p><b>Movement</b> 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>
<p>Develops growing awareness of jobs and what is required to perform them.</p>	<p>Through thematic units, children learn about a variety of jobs and what is required to perform them. <u>EXAMPLE:</u> In Feel the Music, children learn about the job requirements of a pianist from the story “The Duel.”</p>
<p>Begins to express and understand concepts and language of geography in the contexts of their classroom, home and community.</p>	<p>Through thematic units, children learn about geography, classroom, and home environments. Vocabulary picture cards provide children with visual examples to aid their comprehension.</p>

**Domain: APPROACHES TO LEARNING**

**Domain Element: Initiative & Curiosity**

<p><b>Indicators</b></p>	<p><b>Kindermusik ABC Music &amp; Me: Move &amp; Groove</b></p>
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Chooses to participate in an increasing variety of tasks and activities.	This program provides children with a variety unique and engaging tasks and activities. Children have the opportunity to participate at their own pace.
Develops increased ability to make independent choices.	<p><b>Movement</b> Through creative and expressive movement activities, children choose independent physical actions. <u>EXAMPLE</u>: Children dance their personal jigs in Dance With Me.</p> <p><b>Instrument Explorations and Play-Along</b> In these activities, children choose patterns and sounds to produce independently.</p>
Approaches tasks and activities with increased flexibility, imagination and inventiveness.	<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>
Grows in eagerness to learn about and discuss a growing range of topics, ideas and tasks.	<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. <u>EXAMPLE</u>: Children explore the sound produced with the mallet on the woodblock.</p> <p><b>Focused Listening</b> Focused Listening activities help children to develop attention skills and seek relevant information. <u>EXAMPLE</u>: In Sounds Abound, children listen to music and use visual cards to identify an elephant’s movements.</p>

**Domain Element: Engagement & Persistence**

<b>Indicators</b>	<b>Kindermusik ABC Music &amp; Me: Move &amp; Groove</b>
Grows in abilities to persist in and complete a variety of tasks, activities, projects and experiences.	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. <u>EXAMPLE</u> : In the Clean-Up ritual, children are asked to put their instruments away at the end of each activity.
Demonstrates increasing ability to set goals and	<b>Singing, Vocal Play, Movement, Pretend Play, and Instrument Exploration and Play-Along</b>

develop and follow through on plans.	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.
Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions.	<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>The unit lessons are highly interactive, and often encourage children to participate using vocal responses and by answering questions. Children working on the forerunner skills can participate in answering yes/no questions with words, gestures, or signs.</p> <p>Lesson activities ask children to follow oral directions. Throughout lessons, children follow oral directions that are combined with accompanying gestures. Children working on the forerunner skills have many opportunities to associate words like “march,” “run,” and “hop” with the appropriate actions.</p> <p><b>Focused Listening</b> These activities teach important listening skills and provide children with opportunities to practice them.</p> <p><b>Family Guide and Writing Guide</b> During these activities, children have opportunities to follow simple directions and respond verbally, with gestures, or by writing, drawing, coloring or cutting.</p>

**Domain Element: Reasoning & Problem Solving**

<b>Indicators</b>	<b>Kindermusik ABC Music &amp; Me: Move &amp; Groove</b>
Develops increasing ability to find more than one solution to a question, task or problem.	<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>
Grows in recognizing and solving problems through active exploration, including	Each <b>ABC Music &amp; Me</b> unit features repeated activity types that help children learn to draw on past experiences and to apply this knowledge to similar situations. Children can apply vocabulary

<p>trial and error, and interactions and discussions with peers and adults.</p>	<p>or information learned in one activity to a new situation in another activity or outside the classroom.</p> <p><b>Group Circle Time</b> Children have many opportunities to discuss ideas and share their thoughts during circle time discussions and the “Try this!” activity extensions. During these activities children are encouraged to express themselves using both simple and expanded sentences.</p>
<p>Develops increasing abilities to classify, compare and contrast objects, events and experiences.</p>	<p><b>Focused Listening, Singing and Vocal Play, Movement, and Instrument Exploration and Play-Along</b> While working with rhythm and sounds, children notice similarities and differences and use comparative words related to speed, volume, and tone.</p> <p><b>Storytime</b> During Storytime discussions, children compare and contrast characters, events, and experiences.</p> <p><b>Family Guide and Writing Guide</b> Children have numerous opportunities to classify, compare, and contrast objects in the Family and Writing Guide activities.</p>

**Domain: PHYSICAL HEALTH & DEVELOPMENT**

**Domain Element: Fine Motor Skills**

<b>Indicators</b>	<b>Kindermusik ABC Music &amp; Me: Move &amp; Groove</b>
<p>Develops growing strength, dexterity and control needed to use tools such as scissors, paper punch, stapler, and hammer.</p>	<p><b>Fingerplays and Instrument Exploration and Play-Along</b> Through fingerplays and playing musical instruments, children build fine muscle control and coordination allowing manipulation of small objects (e.g., castanets) as well as striking two objects together (e.g., rhythm sticks) or one object onto another (e.g., triangle and striker).</p> <p><b>Family Guide and Writing Guide</b> A wide variety of Family and Writing Guide activities encourage children to develop strength, dexterity, and fine motor skills by drawing, tracing, writing, and cutting.</p> <p><b>Keyboard (Optional Activity)</b> Playing the keyboard or piano helps children strengthen small</p>

	<p>muscles in the fingers and hands and develop increased dexterity and fine motor skills.</p>
<p>Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors.</p>	<p><b>Group Movement and Instrument Exploration and Play-Along</b>  Children perform simple and complex manipulations with increasing control as they participate in group movement, fingerplays, or play musical instruments with increasing control and purpose.</p> <p><b>Family Guide and Writing Guide</b>  A wide variety of Family and Writing Guide activities encourage children to develop hand-eye coordination through drawing, tracing, creating shapes, reproducing patterns, and cutting using scissors.</p>
<p>Progresses in abilities to use writing, drawing and art tools including pencils, markers, chalk, paint brushes, and various types of technology.</p>	<p><b>Family and Writing Guide</b>  The Family and Writing Guides supply children with a wide array of activities that focus on handwriting and drawing skills. These include basic handwriting skills that require children to hold a marker, crayon, pencil, or pen to copy shapes, trace, color and draw, write numbers and letters, draw shapes, as well as to cut using scissors.</p> <p><b>Instrument Exploration and Play-Along</b>  Children develop the muscles needed for grasping writing utensils by grasping and holding the following instruments in various ways:</p> <ul style="list-style-type: none"> <li>• one-bell jingles</li> <li>• rhythm sticks</li> <li>• mallet and striker</li> <li>• castanets</li> <li>• sandblocks</li> <li>• zig zag blocks</li> </ul>

**Domain Element: Gross Motor Skills**

<b>Indicators</b>	<b>Kindermusik ABC Music &amp; Me: Move &amp; Groove</b>
<p>Shows increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching and galloping.</p>	<p><b>Movement</b>  Most lessons include activities requiring locomotive movement, including moving with direction, following dance moves, and moving with increasing physical coordination. Movement activities include opportunities for children to develop balance in the following ways: they start, stop, and change directions; avoid</p>

	<p>obstacles while moving; walk on toes; walk in a straight line; walk backwards; jump and hop; stand on one foot; reach high and bend low; and wiggle and sway.</p> <p>For children with physical disabilities, adaptations of locomotor movements are recommended in the Strategies Guide: Meeting Special Needs.</p>
<p>Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing.</p>	<p><b>Movement</b> While ladders and ramps are not included in the program, children do have opportunities to reach high and low using their arms and bodies. Children have the opportunity to practice coordination when passing a ball around in time to music.</p>

**Domain Element: Health Status & Practices**

<b>Indicators</b>	<b>Kindermusik ABC Music &amp; Me: Move &amp; Groove</b>
<p>Progresses in physical growth, strength, stamina, and flexibility.</p>	<p><b>Movement</b> Most lessons include activities requiring movement such as dancing, stretching, marching, and other types of movement that help children develop physical strength and stamina.</p> <p>For children with physical disabilities, adaptations of movements are recommended in the Strategies Guide: Meeting Special Needs.</p>
<p>Participates actively in games, outdoor play and other forms of exercise that enhance physical fitness.</p>	<p><b>Movement</b> Most movement activities and games incorporate movements that enhance children’s physical fitness. These include dancing, marching, touching toes, reaching up, “falling down” and getting up, and other stretching and strengthening movements.</p> <p>For children with physical disabilities, adaptations of movements are recommended in the Strategies Guide: Meeting Special Needs.</p>
<p>Shows growing independence in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing</p>	<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>

teeth and toileting.	
Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances and activities.	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.