



*What is important for healthy development has not changed in 100 years. Children need to know trust, safety, to be sung & read to, able to self-regulate & problem solve, dance & play. Do open-ended art, write down their stories, tape record their songs, make eye contact with each child everyday. Take time to listen-time to just be. Love them, hug them, hold them close.*

## So Many Books...So Little Time

*Oh, the places you'll go. There is fun to be done...Dr. Seuss*

According to the American Library Association, studies point to a relationship between reading together and the emotional development of young children. Just a simple picture book can help strengthen the bond between adult and child. This is what literacy means to me. Instill the love of books in young children and the seed is planted for lifelong learning. If our focus is only on teaching them to read and write, we may be losing sight of the bigger picture. Unless children are at risk, for whatever reason, most will learn to read and write when their brains are ready.

Much time and energy is going into structured literacy programming in early childhood settings. We know that play is children's work and that is how they learn. Why are we rushing childhood? Children need time to nourish their brains, to think-question-wonder-to process their world. Shouldn't childhood be a journey and not a race? Today we will explore how music & movement can be used to naturally support, enhance and strengthen literacy and much more throughout your day, including transitions and end of the day blues.

To be a successful child is not always easy nowadays. Be smarter-faster seems to be the message. As an educator and a grandmother, my idea of a successful child is one who knows emotional well-being & social competency. Being the master of the alphabet, the wiz with numbers, the best one on the team of 3 year olds, the smartest kid on the block; yet not feeling good about oneself and not being able to relate to ones friends does not a happy childhood make. Where's the advantage?

Mem Fox tells us "that learning to read and learning to love reading owe a great deal (much more than we ever dreamed) to the nature of the human relationships that occur around and through books". So read, read, read to your little one everyday. You'll be providing an environment in which children will learn to love sounds, rhythms and captivating illustrations.

Send articles, tips and booklists home to families. Invite them in for a seasonal pot-luck. Bring out the big comfy pillows, spread out, relax, inviting everyone to join in a reading fest. Sing songs, do partner activities, tell a story, enjoy some time together. How often do families get to do that these days? Provide a handout. It will go a long way and may help start a new, or enhance an old, tradition at home.

In our hurry-up dot com world we are sitting children as young as 12 months in front of computers. Babies are given toy cell phones. We need to nurture children's natural love of books- music- nature. They desperately need their child hood and often, we are taking it away sooner and sooner. What is important for healthy development has not changed. Children need to know trust & safety, social competency & emotional well-being. To be sung and read to, to dance & play, problem solving skills & ability to self-regulate. Do open-ended art, write down their stories, tape record their songs, make eye contact with each child everyday. Take time to listen-time to just be. Love them, hug them, hold them close.

The essence of this presentation is to not only provide ways to use music & movement throughout your day, but to acknowledge the magnitude of your profession. What you do is the most important job I know of. Children learn about love and trust from you. Thank you for what you do.

Music & Movement can be your best friend. Remember my motto...  
When all else fails, share a book, sing a-song & dance a-long.  
It really works! No expertise needed.

*We see the world clearly when we're children and then spend the rest of our lives trying to remember what we saw. G. Keillor*

### **Story Time, Read A-Louds & Book Discussions**

Read a-louds help build literacy skills, improve fluency, critical thinking skills & vocabulary. When children appear ready, involve them in book discussions. The goal is to get children thinking...how, what, when, why and comparing situations in the story to their own lives. This will help them develop thinking and listening skills, critical in total development and learning. Yet both important areas are being under utilized, if at all. A few suggestions for lead in questions that could apply to any story.

1. Do you think \_\_\_ has/have ever \_\_\_\_\_ before?
2. The \_\_\_\_\_ were ( i.e. afraid) of many things in the story. Would you be scared of any of these things?
3. What do/does the \_\_\_\_\_ think is going to happen to them when they \_\_\_\_\_? What really happens?
4. What helps the \_\_\_\_\_ not to feel \_\_\_\_\_? What helps you feel \_\_\_\_\_ when you are \_\_\_\_\_?
5. Can you think of some rhyming or action words that were used in the story?
6. What kind of adventures do you like?

*For more ideas see The More We Get Together Chapter 15*

*Studies show by actively listening to & making music, impacts auditory-visual memory & children acquire many early literacy concepts & skills, including phonemic awareness, syllables, rhyme, parts of speech, grammar, vocabulary, spelling.*

*See web site research for Auditory & Visual Discrimination*

*Rhythmic 8s energetically integrate right & left hemispheres of the brain to bring balance.*  
*I Love the Mountains*

# Literally Speaking

- Children with a strong sense of the beat are more likely to read well.
- Music stimulates all the senses, helping children learn to recognize patterns and sequence.
- Early music exposure helps children learn by promoting language, creativity, coordination, social interaction, self-esteem and memory.
- Singing games support children's need to socialize and play, instead of "pre-academic" skills.
- Music helps "wire" the brain, supporting a higher level of thinking.

## What We Can Do to Instill Love of Books and Reading

- Begin reading as soon as baby is born, if not sooner.
- Reread favorite books again and again.
- Repeat strings of sound-bah-bah-bah and add to them.
- Take a daily walk, and name objects in the environment.
- Talk about daily, routine activities.
- Make the time to listen with sincere interest.
- Draw attention to print in everyday settings.
- Introduce new words and read poetry.
- Occasionally point to words and pictures as you read.
- Provide a variety of materials for scribbling and drawing.
- Write down children's stories.
- Help children dictate and decorate letters.
- Provide opportunities to experiment with reading and writing when children appear ready.
- Read out loud everyday

*When children interact with a story using their personal understanding to help them comprehend it, they experience a transaction. McGee & Richgels, 2011*

### SO MANY BOOKS-SO LITTLE TIME

*Dialogic reading with infants & young children is like--having a conversation. Exploring book together & talking about what is happening in pictures-noticing what interests them and expanding upon it. Research shows that this conversational style of exploring language, more effective than simply reading a book cover to cover. Not just books. Talk about what is going on around them. Notice what notice. B. Smith*

### Sing A Book...

Brown Bear-Bill Martin Jr...Catalina Magdalena-Tedd Arnold...I went Walking-Sue Williams...Snappy little Farmyard...Listen to the Rain-Bill Martin Jr...Time For Bed-Mem Fox...Oh My Baby Little One-Kathi Appelt...This Little Chick-John Lawrence...10 little fingers & 10 little toes-Mem Fox...

### Simple Sounds...

Barnyard Banter & In the Tall Tall Grass-Denise Fleming... Listen To The Raindrops-Arline L. Bronzaft... Mice Squeak We Speak-Tomie de Paola... Slither Swoop-Alex Ayliffe... We All Go Traveling By-Sheena Robert... The Listening Walk\_\_\_\_\_

### Sing-A-Long...

A-Hunting We Will Go!-Steven Kellogg... The Ants go March-Geoffrey Hayes... Fiddle-I-Fee-Melissa Sweet... Five little Ducks-Pamela Paparone... How Much Is That Doggie in the Window?-Bob Merrill... I Love You a Bushel & a Peck-illus. Rosemary Wells... Row Your Boat & Shoo Fly (several) Iza Trapani... Over in the meadow-Jane Cabrera... Twinkle, Twinkle, Little Star-illus. Sylvia Long...

### Sing, Skip and Scat...

Blue Bowl Down-C. M. Millen... Charlie Parker played be bop-Chris Raschka... Down By The Cool of The Pool-Tony Mitton... Baby Danced the Polka & I Ain't Gonna Paint No More-Karen Beaumont... Jazz Baby-Carole Boston Weatherford... NICHOLAS CRICKET Joyce Maxner... Nicketty-Nacketty-Noo-Noo-Noo-Joy Cowley... Pigs Rock-Melanie David Jones... THE MAESTRO PLAYS/Bill Martin Jr.... Who Took Cookies From the Cookie Jar?- Lass & Sturges

### Story Books...

Full, Full, Full of Love & So Much-Trish Cooke ... Giraffes Can't Dance-Giles Andreae... Joseph had a little Overcoat-Simms Taback... On a Wintry Morning-Dori Chaconas... Our Granny-Margaret Wild... Peekaboo Morning-Rachel Isadora... Raccoon Tunes-Nancy Shaw... The Legend of the Indian Paintbrush-Tomie de Paola...

### Strike Up the Band...

Bling Blang-Woody Guthrie... Possum Come-a-Knockin'-Nancy Van Laan... The Little Old Lady who was not Afraid of Anything-Linda Williams... Jake Baked the Cake-B.G. Hennessy... Who's That Tapping at my Window-A.G. Dening...

### Stretch...

Be a Frog, a Bird, or a Tree-Rachel Carr... From Head to Toe-Eric Carle... Pretend you're a Cat-Jean Marzallo & Jerry Pinkney... Wiggle Waggle-Jonathan London... Wiggle-Doreen Cronin...

### Suggests Movement...

Dear Zoo-Rod Campbell... Froggy Gets Dressed-Jonathan London... Jump Frog Jump-Robert Kalan... Let's Play in the Forest-Claudia Rueda... Mushroom in the Rain-Mirra Ginsburg... papa, please get the moon for me-Eric Carle... Pete's A Pizza-William Stieg... The Runaway Bunny-Margaret Wise Brown... Wide mouthed frog-Keith

Faulkner... Waiting For Wings-Lois Ehlert...

Let's Play in the Forest-Claudia Rueda... [http://www.youtube.com/watch?v=ZNiPo\\_3sGHE](http://www.youtube.com/watch?v=ZNiPo_3sGHE)

### Speaks of Art and Poetry...

A Seed A Flower A Minute, An Hour-Joan Blos... A Rainbow of my Own-D. Freeman... Jamerry-Bruce Dagen... Morningtown Ride-Malvina Reynolds... Patrick Paints a Picture-Saviour Pirotta & West... Silly Sally-Audrey Wood... Snowmen at Night-Caralyn Buehner... The Dot-Peter Reynolds... The World of Christopher Robin-A.A. Milne... Water, Water-Eliose Greenfield... Where Does the Wind Blow?-Cindy Rink...

# Ready, Set, Story Time

*Crawling/walking, rolling in both directions, jumping, spinning, skipping is reading readiness. Blaydes Madigan*

## **No Sitting on Carpet Squares or on Bottoms**

Highest form of balance=STILLNESS-can't learn to sit still by practicing sitting still  
(Connell & Mc Carthy,2014)

When children are engaged in swinging, jumping or any movement based activity, also involve in an activity ,which involves sound, such as listening to music, singing, following beat with clapping or mouth sounds. This provides opportunities to work on auditory processing & cognitive skills as well as communication and speech and language. *A. Voss*

## **Fidgeting**

Often trying to concentrate-brain may tire lose focus-wakes up thinking brain & bring back on task=Concentration-try balancing activity. Spinning slow gives brain time to absorb sensations. Spinning fast important too-stimulates adrenaline and feels good. Children need to go at both speeds.

- Snail Named Whale (Look for tail. Ask children to look for theirs.) There once was a snail named whale. Who couldn't find the end of its tail. (SLOW ) 3 spins to the left....3 spins to the right....never failed to help whale find his tail SLOW SPINS "Best way to keep from losing it again? Sit down."
- Cozy Cocoon *Tune: Wheels on Bus* (One line holding hands. Spiraling in and out few times then add poem) The caterpillar spins a cozy cocoon ((3) So the butterfly can fly free...

## **Roll Over**

Roll Over ...Helps develop language skills & get ready for reading by making story time interactive, multisensory experience. And the vestibular stimulation helps children focus and concentrate on the story. Visualization from #3 enhances ability to imagine & relate what see in mind's eye to others-while solidifying the story in imaginations & memories

1. Children lie on tummies to listen to story.
2. Each time turn page, roll a half turn tummy to back-decide direction ahead to prevent traffic jams.
3. Hard to see while rolling-before & after can have children visualize characters i.e. what color & what looks like.
4. VARIATION-pick key word that repeats a lot to roll over-helps focus on story while building auditory discrimination.
5. OLDER-stop on side with each page turn-still & straight to work at keeping balance. Requires more coordination, control and concentration. Can add key word to roll all way over. Children can decide which movement to use. *Source: A Moving Child-Connell & McCarthy*

*Rolling Song-Tune: Are you Sleeping.*

(Babies-face to face on chest...knees up (cannonball) side to side, forward to back....Older-on own...side to side and curl up for back and forth) Rolling (4 ) all day long (2) Rolling (6) Sing a rolling song. (2)

Silly Sally- Children do downward dog pose, every time hear 'Upside Down'. Count 1-2-3 & Sit Down. *See workshop handout Moving & Learning on website for benefits of inverting head*

*When children interact with a story using their personal understanding to help them comprehend it, they experience a transaction. McGee & Richgels, 2011*