



Funding provided by

Indian River County  
Children's Services  
Advisory Committee

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# Kindermusik

Supporting Infant & Toddler Development  
and Encouraging Family Engagement

featuring Betsy Flanagan

Learn how music-and-movement experiences can foster adult-baby bonding and nurture the healthy development of the very young brain. Music is the perfect vehicle for joyful learning in both school and at home. Acquire the tools you need to establish a strong home-school connection.

**Participate** in music activities that build skills in all learning domains

**Discover** strategies for weaving music into daily routines and transitions

Childcare Resources of Indian River  
2300 Fifth Avenue, Suite 149  
Vero Beach, FL 32960  
772-567-3202 | [ChildcareResourcesIR.org](http://ChildcareResourcesIR.org)





## **Betsy Flanagan**

*Director of Professional Development*

Betsy brings over 35 years of teaching and education experience to her role as Director of Professional Development. She is responsible for the development and facilitation of all professional development and training initiatives. Betsy graduated summa cum laude from Illinois State University earning her B.A. in Music Education and an M.M. in Choral Conducting and Voice Performance. She also completed her Doctoral coursework in Choral Conducting/Opera from the University of Illinois in Champaign, Urbana where she was granted an Academic Fellowship.



At Kindermusik, we're passionate about music and its positive impact on children. We never miss an opportunity to share how active music-making helps children develop everything from balance and coordination to listening skills and literacy. We simply love music!

For more than 35 years, we've channeled that passion into figuring out how to provide the very best possible music education programs to children and families. We're proud to say that since our company's beginning, we have shared the joy of music with millions of families in over 70 countries around the world.

We are committed to creating the very best early childhood music-and-movement programs in the world. We seek to reach all children, in all cultures and countries, through the universal language and power of music. Today, as science increasingly recognizes and documents the profound benefits of music education, our commitment has never been stronger.



## **6 Tools to Achieve All-Domain Learning**

1. 3 Learning Styles
2. Cross-lateral Movement
3. Singing
4. Patterns/Patterned Movement
5. Instruments to Extend Learning
6. Group Dance

# Magical Musical Day @ Home



1. Morning Greeting
2. Breakfast
3. Morning Routines
4. Parting Rituals
5. Diaper Changes/  
Dressing
6. Calming Time: Before Nap
7. Nap Time: Before
8. Nap Time: After
9. Taxi Time  
(Sibling Pick-Up and Errands)
10. Reconnecting Rituals  
(Family Members Return Home)
11. Playtime Fun
12. Pre-Dinner Drumming
13. Call to Family Dining
14. Post-Dinner Singing
15. Dancing for Dessert
16. Nighttime Calming  
Routine

## 1. Peekaboo, I Love You!

- Wake-up greeting ritual (morning/nap)
- Object permanence play (door/scarf/blanket)

## 2. Eating Is Fun

- "Breakfast is fun . . ." (Insert food/drink of the day.)

## 3. The Mulberry Bush

- "This is the way we brush our teeth/wash our face/get dressed/clean our room . . ." (Use for transitional times throughout the day.)

## 4. Family Parting Song (Child Chooses One)

- *Ev'rybody Wave and Sing Goodbye*: "Wave, clap, and hug . . ."
- *Twinkle, Twinkle, Little Star*: "What a wonderful child you are . . ."

## 5. Changing Time

- *Twinkle, Twinkle, Little Star* (Intentional Touch): Traditional lyrics: Intentional touch/massage, immune system support/digestion aid
- *Old MacDonald Had a Farm* (Exercise): Stop & go game/inhibitory control, lateralization, lap bounce, language development/ASL
- *Cackle, Cackle, Mother Goose* (Exercise): Arms up/down, legs up/down, cross-lateral foot to hand, vocal expression

## 6. Hickory, Dickory, Dock

- Storytime: Seated, with fingerplay and vocal play

## 7. Hush, Little Baby

- Ritual rocking time/soothing lateral plane
- Steady beat, language/ASL, fine motor

## 8. Wake-Up Rituals

- *Peekaboo, I Love You*: Peek from behind door or blankets.
- *Mama Paquita*: Patterned wake-up and bonding dance

## 9. Taxi Time Fun

- *Jingle Go the Car Keys*: Manipulative free explorative play, scaffolded learning, turn-taking, object permanence, steady beat, matching external sound source
- *Old MacDonald Had a Farm*: Stop & go game/inhibitory control, lateralization, lap bounce, language development/ASL
- *Cackle, Cackle, Mother Goose*: Arms up/down, legs up/down, cross-lateral foot to hand, vocal expression
- *Pat-a-Cake*: Mother Goose rhyming fun

## 10. Family Reconnecting Song (Child Chooses One)

- *Our Time Hello*: "High five, hug each other."
- *Twinkle, Twinkle, Little Star*: "What a wonderful child you are . . ."

## 11. Hickory, Dickory, Dock

- Ritual lap bounce or music-and-movement storytime
- Spatial movement labeling, steady beat, vocal expression, sequencing

## 12. Gary Owen

- Pots and pans cabinet concert (Let child entertain family.)

## 13. Peanut Butter and Jelly

- Family raises hands and joins on each "and jelly" response.

## 14. Apples and Bananas

- Use vowel flash cards.

## 15. Skinnamarink Family Dance

- Ritual love dance
- Patterns, vestibular stimulation, inhibitory control, language

## 16. Nighttime Routine

- *Skinnamarink*: Parent/Grownup dance
- *Hickory, Dickory, Dock*: Storytime
- *Hush, Little Baby*: Rocking
- *The Mulberry Bush*: "This is the way we close our eyes, close our eyes, close our eyes; this is the way we go to sleep; I'll see you in the morning!"

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Phone: 800.628.5687

# Transition Action Plan

Transition Challenge	Music Ritual

NOTES

# Notes

Handwriting practice lines consisting of 20 horizontal lines.





# Magical Musical Day @ School



1. Family "Parting Place" Ritual

2. Breakfast

3. Breakfast Clean-Up

4. Class Morning Greeting

5. Planning Time

6. Playtime Clean-Up

7. Small-Group Time: Before



8. Outside Play

9. Bathroom/Wash-Up

10. Lunchtime Rituals

11. After-Lunch Partner Song

12. Calming Time: Before Nap

13. Nap Time: Before

14. Nap Time: After



15. Snack Time: Before

16. Plan-Do-Review Time

17. Outside Play



18. Large-Group Parting

19. Family Reconnecting Ritual

## 1. Family Parting Song (Child Chooses One)

- Ev'rybody Wave and Sing Goodbye (3 verses):

"Wave, clap, hug goodbye . . ."

- *Twinkle, Twinkle, Little Star*: "What a wonderful child you are . . ."

## 2. Eating Is Fun

- 3. "Breakfast is fun . . ." (Insert food/drink of the day.)

## 3. The Mulberry Bush

- "This is the way we clean up now . . ."

## 4. Our Time Hello

- Group morning greeting ritual: synchrony
- Children offered turns to lead

## 5. The Mulberry Bush

- "This is the way we plan our fun/our day/our morning . . ."

## 6. The Mulberry Bush

- "This is the way we clean up now . . ."

## 7. Skinnamarink Dance

- ASL: STOP > Point and ASL: I LOVE YOU > ASL: GO

## 8. The Mulberry Bush

- "Now it's time to go out and play . . ."
- If prep is needed: "This is the way we put on our boots/coats/mittens . . ."

## 9. The Mulberry Bush

- "This is the way we go wash our hands . . ."

## 10. Lunchtime Rituals

- Before - *Peanut Butter and Jelly*: Children join and raise hands on each "and jelly" response.
- During - *Eating Is Fun*: "Lunch is fun . . ." (Insert food/drink of the day.)
- After - *Apples and Bananas*: Substitute children's ideas for food. Use vowel flash cards.

## 11. Twinkle, Twinkle, Little Star

- "What a wonderful child you are . . ."

## 12. Hickory, Dickory, Dock

- Storytime: Seated, with fingerplay and vocal play

## 13. Hush, Little Baby

- Sing, "Hush, little children."
- Insert ASL: Items mom buys (Begin with 1 or 2 ASL signs; add more as children are able.)

## 14. Wake-Up Rituals

- *Peekaboo, I Love You*: Peek from behind pillows or blankets.
- *Mama Paquita*: Patterned wake-up and bonding dance

## 15. Apples and Bananas

- Use vowel flash cards.

## 16. The Mulberry Bush

- "This is the way we plan our fun . . ."

## 17. The Mulberry Bush

- "Now it's time to go out and play . . ."
- If prep is needed: "This is the way we put on our boots/coats/mittens . . ."

## 18. Ev'rybody Wave and Sing Goodbye:

### Large-Group Version

- Group parting ritual

## 19. Family Reconnecting Song (Child Chooses One)

- *Our Time Hello*: "High five, hug each other . . ."
- *Twinkle, Twinkle, Little Star*: "What a wonderful child you are . . ."

## Additional Activities for Infants and Young Toddlers

For use at nap time, changing time, and playtime.

### Twinkle, Twinkle, Little Star

- Intentional touch

### Cackle, Cackle, Mother Goose

- Exercise

### Pat-a-Cake

- Playtime

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## Notes



# Magical Musical Day

## Activity Lyrics & Instructions

Download Your Free Music Today! <http://kinderm.us/ik-MagicalMusicalDay>

### Three Steps to Setting Up a “Parting Place” and “Reconnecting Region”:

1. Establish separate Reconnecting and Parting areas and clearly label them.
2. Decorate each area with pictures of your families clapping and hugging.
3. Hang printed lyrics and images that illustrate them.

### Four Steps to Creating a Music Ritual:

1. Choose a song, rhyme, or dance that you repeat at the same transition moment every day.
2. Ensure all learning styles are incorporated: Auditory, Observer, Kinesthetic.
3. Include children's ideas and input whenever possible.
4. Be Playful!

## All Around the Kitchen

- A Section (“All around the kitchen, cock-a-doodle-doodle-doo...”): Free dance all around the room with scarves, reaching and jumping up high.
- B Section (“Can you do like this, cock-a-doodle-doodle-doo...”): Squat down low and swish scarves on the floor. Then, during the instrumental section, count “1-2-3-4, 1-2-3, wheel!” and toss scarves high in the air.

## Apples and Bananas

*I like to eat, eat, eat apples and bananas.  
I like to eat, eat, eat apples and bananas.  
I like to eat, eat, eat apples and bananas.  
I like to eat, eat, eat apples and bananas.*

ā = āte, āpples and banānās  
ē = ēte, ēpples and banēnēs  
ī = īte, īpples and banīnīs  
ō = ōte, ōpples and banōnōs  
ū = ūte, ūpples and banūnūs

## Eating Is Fun!

*Eating is fun! Yum, yum, yum, yum!  
Yum, yum, yum, yum, yum, yum, yum, yum, yummy, yum!*

- Ask children what foods they like to eat, and sing about those foods.

## Ev'rybody Wave and Sing Goodbye!

*Ev'rybody wave and sing goodbye.  
Ev'rybody wave and sing goodbye.  
Ev'rybody wave and sing goodbye.  
Wave goodbye, goodbye!*

vs 2: Ev'rybody clap... (High five or “high ten.”)  
vs 3: Ev'rybody hug...

- Be sure to have children help you teach their grownups at pick-up time in the Reconnecting Region.

## Go Into The Kitchen (Bonus Activity)

*Go into the kitchen and take a peek.  
Go out of the kitchen and tap your feet.  
Go into the kitchen and take a peek.  
Go out of the kitchen and swing your sweet.*

*Go into the kitchen and take a peek.  
Go out of the kitchen and stomp your feet.  
Go into the kitchen and take a peek.  
Go out of the kitchen and swing your sweet.*

*Go into the kitchen and take a peek.  
Go out of the kitchen and wiggle your feet.  
Go into the kitchen and take a peek.  
Go out of the kitchen and swing your sweet.*

- Dance into the circle on “Go into the kitchen...”
- Ask the children, “What do you see in your refrigerator?” (Cup hands over eyes, as if peeking.)
- Dance back out of the circle and do the movement mentioned in the lyrics.

## Hickory, Dickory, Dock

*Hickory, dickory, dock. (Clap.)  
The mouse ran up (Point up.) the clock. (Clap.)  
The clock struck one. (Make “ding” sound.)  
The mouse ran down. (Point down.)  
Hickory, dickory, dock. (Clap.)*

### Version 1: Seated, with hands only

Clap on rests, point up and down, and “ding” nose or belly button.

(During home visits or with infants, run fingers up and down child’s body or do a lap bounce and raise knees up and down.)

### Version 2: Full-body movement

Clap on rests, stand up and sit down, and “ding” nose or belly button.

(During home visits or with infants, lift baby in direction stated.)

## Hickory, Dickory, Dock (Drum Play)

Sing while doing one of the versions above.

(Optional: Include drum play! Move around the room, offering the drum to a different child to tap on each rest. Infants will love to simply touch the drum and feel the vibrations while you tap.)

Vary the dynamics of your voice on each repetition. For example, sing the song in its entirety with your regular voice, then sing it in a whisper, and finally sing it a third time in a really loud voice. Instruct the children to match their claps/drum play to the dynamics of your voice.

## Hickory, Dickory, Dock (Spatial Play)

Hickory, dickory, dock.  
The mouse ran up the clock.  
The clock struck one.  
The mouse ran down.  
Hickory, dickory, dock.

Hickory, dickory, dock.  
The mouse went over the clock.  
And there he spied the other side.  
Hickory, dickory, dock.

Hickory, dickory, dock.  
The mouse went under the clock.  
He found a crumb to fill his tum.  
Hickory, dickory, dock.

Hickory, dickory, dock.  
The mouse went around the clock.  
He found it so nice that he went around twice.  
Hickory, dickory, dock.

Hickory, dickory, dock.  
The mouse went through the clock.  
He chewed a door, behind and before.  
Hickory, dickory, dock.

Hickory, dickory, dock.  
The mouse found a swing in the clock.  
Tick-tock. Rock, rock.  
Hickory, dickory, dock.

Hickory, dickory, dock.  
The mouse went to sleep in the clock.  
But every day he'll come out to play.  
Hickory, dickory, dock.

### Optional, for older children:

- Distribute an instrument or object to represent the imaginary mouse. The children will pretend to be the clocks and move their "mouse" in relationship to their bodies to match the underlined words (under, over, up, down, etc).

## Hush, Little Baby

Hush, little baby, don't say a word.  
Mama's gonna buy you a mockingbird.  
If that mockingbird won't sing,  
Mama's gonna buy you a diamond ring.  
If that diamond ring turns brass,  
Mama's gonna buy you a looking glass.  
If that looking glass gets broke,  
Mama's gonna buy you a billy goat.  
If that billy goat won't pull,  
Mama's gonna buy you a cart and bull.  
If that cart and bull turn over,

Mama's gonna buy you a dog named Rover.  
If that dog named Rover won't bark,  
Mama's gonna buy you a horse and cart.  
If that horse and cart fall down,  
You'll still be the sweetest little baby in town.

- Rock from side to side or forward and back on a lateral plane.
- Older children may prefer to stand and pendulum rock (with straight legs).
- ASL websites: [www.signingsavvy.com](http://www.signingsavvy.com)  
[www.aslpro.com](http://www.aslpro.com)

## Mama Paquita

Mama Paquita, Mama Paquita, (Walk forward for a count of 4, then backward for a count of 4.)  
Mama Paquita, buy your baby a papaya. (Bounce and clap—or just bounce, if holding child—for a count of 8.)  
A ripe papaya, and a banana, (Walk forward for a count of 4, then backward for a count of 4.)  
A ripe banana that your baby will enjoy. (Bounce and clap.)  
Mama Mama Mama Paquita, Mama Paquita, (Walk forward for a count of 4, then backward for a count of 4.)  
Mama Paquita says, "I haven't any money (Bounce and clap.)  
To buy papayas, and ripe bananas, (Walk forward for a count of 4, then backward for a count of 4.)  
Let's go to Carnival and dance the night away." Olé! (Bounce and clap.)

## My Voice (Bonus Activity)

Recite the lines below, encouraging the children to echo you. Use a rhythm stick as a pretend microphone if you don't have a real one!

*This is my whispering voice.* (Children echo.)  
*This is my speaking voice.* (Children echo.)  
*This is my shouting voice.* (Children echo.)  
*This is my singing voice.* (Children echo.)

## Our Time Hello

*It's our time to sing together,*  
*Our time to sing together.*  
*It's our time to sing together,*  
*Sing hello, hello.*

For additional verses:

- Wave.
- Clap.
- Ask any child who would like a turn to name a special hello movement and lead the group in doing it.
- Pat and clap.
- Pat, clap, and cross. (Cross hands while patting legs.)
- Pat, clap, and foot. (Cross foot behind back and touch with opposite hand.)

## Peanut Butter and Jelly

**Refrain:**

*Peanut, peanut butter...and jelly!* (Raise hands in the air on "and jelly.")

*Peanut, peanut butter...and jelly!* (Raise hands in the air on "and jelly.")

*First you dig 'em, you dig 'em, you dig 'em, dig 'em, dig 'em!* (Pretend to dig.)

*Then you crack 'em, you crack 'em, you crack 'em, crack 'em, crack 'em!* (Pretend to crack peanut in half.)

(Refrain)

*Then you squish 'em...* (Smash fist in palm of other hand.)

*Then you stir 'em...* (Pretend to stir.)

(Refrain)

*Then you spread it...* (Use one hand like a spatula to pretend to spread peanut butter on bread.)

*Then you chew it...* (Pretend to pick up sandwich with both hands and take big bites.)

*Then you eat it...* (Rub tummy.)

(Refrain)

## Peekaboo, I Love You!

*Peekaboo, peekaboo, peekaboo, I love you!*

*Peekaboo, peekaboo, I love you!*

*Peekaboo, peekaboo, peekaboo, I love you!*

*Peekaboo, peekaboo, I love you!*

@ School

- After nap time, children or teachers can use their pillows or blankets for peekaboo play.

@ Home

- As part of a morning greeting, peek out from behind a door, blanket, or pillow.



## Pete and P.J./Wishy Washy WHEE!

You can use any favorite bathtime or water-themed book for this activity.

*Wishy washy, wishy washy, wishy washy, WHEE!*

(Brush hands back and forth against each other as you recite refrain. Move babies hands for them, or tap hands on book.)

## Ring Around the Rosey

(Sing)

*Ring around the rosey, a pocket full of posies, (Hold hands and walk around in a circle.)*

*Ashes, ashes, we all fall down. (Fall to the ground.)*

(Speak)

*Ring around you. (Point to everyone.)*

*Ring around me. (Point to self.)*

*Everybody jumps up when we count to three.*

*One...two...threeeeeeeee! (Encourage children to finger-count one, two, three, and then jump up.)*

## Shake Hands

Form: ABABA

During the A section, free dance in any way you like!

During the B section, call out one of the following options:

- *Shake your own hands!* ("jazz hands")
- *Shake your eggs, everyone!*
- *Tap baby's hands or feet against another baby's.*
- *Shake someone else's hand!*
- *Egg massage, anyone?*

## Skinamarink

*Skinamarinky-dinky-dink, skinamarinky-do.*

(Free dance.)

*I love you! (Stop and sign "I Love You" in ASL.)*

*Skinamarinky-dinky-dink, skinamarinky-do.*

(Free dance.)

*I love you! (Stop and sign "I Love You" in ASL.)*

*I love you in the morning, and in the afternoon.*

(Free dance.)

*I love you in the evening, underneath the moon.*

*Skinamarinky-dinky-dink, skinamarinky-do.*

*I love you! (Stop and sign "I Love You" in ASL.)*

@ School

- After independent play time or before a structured group activity

@ Home

- Final step of the dinner time rituals: "Dancing for Dessert"

## The Color Song

*If you have \_\_\_\_\_ (color) today,*

*If you have \_\_\_\_\_ (color) today,*

*If you have \_\_\_\_\_ (color) today, sing/jump/wave along with me.*

Sing the song, inserting names of colors the children are wearing. Extension Ideas:

- Cut out shapes (circle, triangle, square, diamond). Color circles - red, triangles - blue, squares -green, diamonds-yellow. Distribute one shape to each child.
- Call out the name of a shape or color.
- Invite children with that shape or color to dance until you stop the music and call out the next color/shape.

## The Mulberry Bush

*Here we go 'round the mulberry bush,  
The mulberry bush, the mulberry bush.  
Here we go 'round the mulberry bush, So  
early in the morning.*

### Version 2:

Substitute children's movement ideas:

- Jump, hop, crawl, run, skip

### Version 3:

Use for all tricky transition times at school or at home!

- *This is the way we stand in line/brush our teeth/share our toys...*
- *Now it's time to put on our shoes/sit in the car seat/rub our listening ears...*

## Twinkle, Twinkle, Little Star

*Twinkle, twinkle, little star, (Wiggle fingers and touch partner.)  
What a wonderful child you are. (Point to partner.)  
With big bright eyes (Point to and touch partner's face.)  
and nice round cheeks, (Point to and touch partner's cheeks.)  
A talented person from head to feet. (Touch head and feet.)  
Twinkle, twinkle, little star, (Wiggle fingers and touch partner.)  
What a wonderful child you are. (Point to partner and give each other a big hug!)*

(Dr. Becky Bailey, *Hidden Power of Play*, CAEYC 2009.)

## Wishy Washy WHEE!

*(Raise hands in air.) Oh, (Clap.) we are two sailors come from o'er the sea.  
If you want to go away again, come along with me.  
(Raise hands in air.) Oh,  
(Brush hands back and forth against each other.)  
Wishy washy, wishy washy, wishy washy, WHEE! (Raise hands in air.)  
(Clap.) If you want to go away again, come along with me!*

(Home Visitors: Teach this verse to parents!)

*(Raise hands in air.) Oh, (Clap.) we like to splash and wash up in the tub.  
If you come right in and join us then, scrub-a-dub-a-dub.  
(Raise hands in air.) Oh,  
(Brush hands back and forth against each other.)  
Wishy washy, wishy washy, wishy washy, WHEE! (Raise hands in air.)  
(Clap.) If you want to go away again, come along with me!*



# Notes

Handwriting practice lines consisting of 20 horizontal lines.



# Professional Development Opportunities

September 17



## Conscious Discipline

Infant/Toddler & Twos Training  
with Kim Jackson

9 am - 3 pm

First Presbyterian Church  
McAfee Hall

November 12



CHILDREN'S  
SERVICES  
ADVISORY  
COMMITTEE

## Dr. Maryln Appelbaum

*of the Appelbaum Training Institute*

Topics will include recognizing  
developmental delays, team building,  
stressbusters and more.

9 am - 3 pm

IRSC Mueller Campus  
Richardson Center

January 7



CHILDREN'S  
SERVICES  
ADVISORY  
COMMITTEE

## Kindermusik

Supporting Infant & Toddler Development  
and Encouraging Family Engagement  
with Betsy Flanagan

9 am - 3 pm

First Presbyterian Church  
McAfee Hall

April 8



## Reggio Emilia

with Gigi Schroeder-Yu, Ph.D.

9 am - 3 pm

Vero Beach Museum of Art



[www.ChildcareResourcesIR.org](http://www.ChildcareResourcesIR.org)

# Is the cost of childcare taking a toll on your budget?

Childcare Resources of Indian River is a private nonprofit organization offering childcare tuition assistance to qualifying families in Indian River County. Our goal is to help families who earn too much to receive state or federal childcare assistance, but still struggle to have financial stability. Children are placed in nationally accredited childcare centers in Indian River County.

**To qualify, each adult in the household must:**

- **Work full-time, attend school full-time, or a combination of work and school equaling full-time**
- **Live in Indian River County**
- **Meet the income eligibility requirements**

<b>Total Number of People in Household</b>	<b>Household Yearly Pay (all sources of income combined)</b>	<b>Approximate Hourly Income (all sources combined)</b>
<b>2</b>	\$23,895 - \$31,860	\$11.49 - \$15.32
<b>3</b>	\$30,135 - \$40,180	\$14.49 - \$19.32
<b>4</b>	\$36,375 - \$48,500	\$17.49 - \$23.32
<b>5</b>	\$42,615 - \$56,820	\$20.49 - \$27.32
<b>6</b>	\$48,855 - \$65,140	\$23.49 - \$31.32

If your income is within the figures on the above chart, we may be able to offer you help with childcare tuition expenses. Income is based on gross wage and can also include Food Assistance and Child Support received monthly or other additional income.

For more information or to apply, visit [www.ChildcareResourcesIR.org](http://www.ChildcareResourcesIR.org).



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