

Kindermusik



Adventures™

**Creatures in My Backyard
Enhancement Guide**

Lesson 1

Nesting in a Tree

List of Activities

Gathering Time *(new)*

Hello! Welcome to My Backyard

❖ Sing, Listen, Move: Mister Robin *(new)*

Listen: Robin Chirping

Chant and Move: Little Robin Redbreast

Listen and Move: Robin Story *(new)*

Explore and Play: Toembai—*Music Makes My Day* CD, track 8 *(new)*

Chant, Sing, Move: Come Climb with Me/Climbing

Finger Play: Two Little Blackbirds

Quiet Time: Up, Up in the Sky—*Pet and Play* CD, track 12 *(new)*

Story Time: *Mister Sun* book *(new)*

Dance: Mister Sun—*Mister Sun* CD, track 1 *(new)*

Explore and Play: Woodpecker

❖ Vocal Play: Bird Talk *(new)*

❖ Dance: Little Cuckoo *(new)*

Snack: Bird Nest or Pretzel and Cracker Mix

Explore and Share: Center Ideas *(new)*

Sing and Move: Put Your Things Away

Dance: Mr. Sun Dance—*Mister Sun* CD, track 8 *(new)*

Chant and Move: Here's a Bunny

Goodbye: Goodbye Song

❖ Denotes activities that feature this lesson's Musical Spotlight.

Shaded areas indicate activities found in the Enhancement Guide.



Musical
Spotlight

Vocal copying
or echoing

Materials list includes **all** materials from both Creatures Enhancement and Teacher's Guides. If you are planning to include any center ideas, add necessary items to your list.

Materials

- ▲ CD Player
- ▲ Teacher's CD and other CDs
- ▲ Movement Chart
- ▲ Hoops (1 per pair)
- ▲ Egg shakers (2 per person)
- ▲ *Mister Sun* book
- ▲ Story Time blanket (optional)
- ▲ Early childhood rhythm sticks (2 per person)
- ▲ Bunny puppet
- ▲ Picture Folder 1
- ▲ Snack
- ▲ Center Items

Gathering Time

WARMLY GREET each parent and child as they arrive, putting them at ease. Create an inviting musical space by playing selections from the *Wiggle, Waggle* CD or a selection of your choice. Have egg shakers, rhythm sticks, and a variety of books ready for exploration.

THIS IS A TIME to connect with each family and help the families meet each other. Talk informally with the children about their pets, playing outside, or collecting nature objects. Invite everyone to help themselves to the instruments and books.

Hello! Welcome to My Backyard

**See Creatures in My Backyard Teacher's Guide*

Mister Robin

Sing, Listen, Move

TIME TO BOUNCE! Have the adults hold children in their laps, facing out or facing each other, for a lap bounce. Invite the parents to bounce their legs up and down while singing “Mister Robin.”

STOP BOUNCING on the *echo* section: “*Hello! (Hello) Good day! (Good day!)*” and encourage the parents and child to sing to each other.

Listen: Robin Chirping

**See Creatures in My Backyard Teacher's Guide*

Chant and Move: Little Robin Redbreast

**See Creatures in My Backyard Teacher's Guide*

Robin Story

Listen and Move

- Hoops (1 per pair)
- Movement Chart

EXPLORE ALL THE WAYS a bird moves. Flap, swoop, soar, dive, hop, and peck like birds. Refer to the Movement Chart for additional movement ideas.

HOOP FUN! Pass out the hoops. Guide the children and parents as they explore ways to play with the hoops.

—continued on next page—

PRETEND THE HOOPS ARE NESTS. Invite the parent and child pairs to place their hoops on the floor and sit inside. Tell everyone to move like birds with the recording and story. Be dramatic as you tell the musical *Robin Story* in your own words.

Toembai

Explore and Play

(*Music Makes My Day* CD, track 8)
• Egg shakers (2 per person)

INVITE EACH CHILD to get two egg shakers for himself and two for his adult. Experiment with and encourage different ideas for playing the shakers.

MODEL ALTERNATING HANDS while playing the eggs—tap alternate knees or feet, alternate shaking the eggs in front your body and over your head.

TIME TO PLAY! Invite everyone to play along with the recording.

Chant, Sing, Move: Come Climb with Me/Climbing

*See *Creatures in My Backyard Teacher's Guide*

Finger Play: Two Little Blackbirds

*See *Creatures in My Backyard Teacher's Guide*

Up, Up in the Sky

Quiet Time

(*Pet and Play* CD, track 12)

TIME TO RELAX. Encourage all parents and children to find favorite and new ways to rock.

Mister Sun Book

Story Time

- *Mister Sun* book
- Story Time blanket (optional)

READING OR SINGING A BOOK to your class will be magical when you are expressive with both your voice and face.

THERE ARE A VARIETY OF WAYS to share the *Mister Sun* book:

- Bounce or sway the attached sun finger puppet to the rhythm of the words.
- Sing it.
- Focus on the illustrations; ask questions and let the children guide the discussion.
- Invite finger and hand movement.

Mister Sun

Dance

(*Mister Sun* CD, track 1)

- Movement Chart

SHALL WE DANCE? Invite everyone to dance freely around the room. For new movement ideas, refer to the movement words on the Movement Chart. Encourage those that know this song to sing along.

Explore and Play: Woodpecker

*See *Creatures in My Backyard Teacher's Guide*

Bird Talk

Vocal Play

MAKE BIRD SOUNDS. Invite parent and child partners to imitate your bird vocal play. Go back and forth pretending to talk like birds—you act as the lead bird (“tweet, tweet-tweet, tweet.”) with parents and children **echoing** your calls (“tweet, tweet-tweet, tweet”). Here are some other bird-talk ideas: “cuckoo, cuckoo,” “chick-a-dee-dee-dee,” and “whoooo.” Have fun playing with the speed, pitch, length, and rhythm of the bird-talk words.

AFTER A WHILE, invite the parents and children to partner and continue the bird vocal play—parent leading and child imitating. Then reverse roles with the child being the lead bird.

Little Cuckoo

Dance

TAKE A PARTNER! Sing the song, and stop when necessary to give the following dance instructions:

Measures 1-8: Hold hands with your partner and circle around.

Measures 9-14: Tell everyone to stand in place and let go of their hands. Everyone cup one hand around an ear to listen while you sing “cuckoo.” Then cup both hands around mouths to **echo**—“cuckoo.”

REPEAT THE DANCE several times, allowing everyone to become comfortable with the structure of the movements and song. Then pass the lead on to the adults with all the children **echoing**.

Snack: Bird Nest or Pretzel and Cracker Mix

*See *Creatures in My Backyard Teacher’s Guide*

Center Ideas

Explore and Share

SET UP “CENTERS” around the room that relate to the various components of today’s lesson. Invite the adults and children to move from center to center, exploring and spending time at each. This is a fun opportunity to further experience today’s theme. Remind the adults to closely supervise their children. Here are some center ideas:

Center 1: All About Birds

- Pretend binoculars (homemade decorated paper tubes work for toddlers)
- Bird whistles (appropriate for small children)
- Collection of different types of bird feathers
- Pictures or photos of birds
- Bird nests

Center 2: Books About Birds

- *Are You My Mother?* by P.D. Eastman, 2005.
- *Bird Fly High*, by Peter Horacek, 2005.
- *Bird Songs: A Backwards Counting Book*, by Betsy Franco-Feeny, 2007.
- *Caillou Goes Birdwatching*, by Francine Allen, 2002.
- *In the Nest*, by Anna Milbourne and Laurence Cleyet-Merle, 2005.

—continued on next page—

Center 3: Educational Bird Toys

- Birdhouse Shape Sorter, by Melissa & Doug
- Audubon plush birds, by Wild Republic
- Put & Peek Birdhouse, by Manhattan toys
- Stack n/Nest Birds, by Lamaze

Center 4: Outside or Inside Bird Game (for 2 or more)

Use a simple bird template and a variety of colored paper to trace and cut out paper birds—one for each child. Play the drum and invite the child that is holding a paper bird to fly around the room. When the drum stops, the “bird” finds its hula hoop nest and sits inside.

Color Matching Variation: When the drum stops, challenge the child to land beside an object of the same color.

Mister Sun Dance

Dance

(*Mister Sun* CD, track 8)

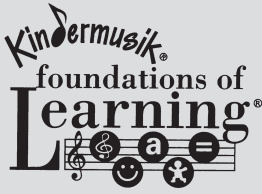
LET’S GET MOVING! Invite everyone to dance freely to the recording.

Chant and Move: Here’s a Bunny

*See *Creatures in My Backyard Teacher’s Guide*

Goodbye: Goodbye Song

*See *Creatures in My Backyard Teacher’s Guide*



Kindermusik Foundations of Learning® statements (FOLs) reveal the developmental reasons behind the benefits of the activities. Parents and caregivers want to know this information. Sprinkle FOLs throughout the lesson—during a transition from one activity to another, as you interact with individual adult-child pairs, or during a pause within an activity.

FINGER PLAY Toddlers learn by doing! Engaging games such as finger plays link movement with words, helping your toddler learn words faster. At the same time, finger play encourages development of the smaller muscles in the fingers and hands—muscles that are needed in activities such as painting, writing, stringing beads, or putting together a puzzle.

PRETEND PLAY with storytelling such as the *Robin Story* allows your toddler to extend his vocabulary, be expressive, and try out new movement ideas. When re-enacting the story at home, personalize your story. Let the story include flying to the top of trees and over houses. Include your child's name, and refer to your house and familiar sights in your neighborhood.

VOCAL PLAY In addition to being a delightful way to interact with your child, it is through the give and take of everyday vocal play that children learn to form vowels and consonants, say words and phrases, and imitate the rhythms and vocal inflections of their native language. Vocal play also provides daily opportunities to develop breath control, and learn about turn-taking and the body language of communication.

Lesson 2

Digging in the Dirt

List of Activities

Gathering Time

❖ Hello! Welcome to My Backyard (*new*)

Sing, Listen, Move: Mister Robin (as in Lesson 1)

❖ Explore and Play: Toembai—*Music Makes My Day* CD, track 8 (*new*)

Sing and Move: What Shall We Do?

❖ Listen, Move, Play: I'll Be a Seed, Watch Me Grow (*new*)

Quiet Time: Golden Slumbers—*Pet and Play* CD, track (*new*)

Listen: Rain

Sing, Move, Chant: It Rained a Mist

❖ Explore, Listen: Making Rain Sounds (*new*)

❖ Sing and Play: Rain, Rain (*new*)

Listen and Move: Puddle Jumps

❖ Sing and Move: Clap, Clap, Clap (*new*)

Snack: Edible Play Dough

Explore and Share: Center Ideas (*new*)

Sing and Move: Put Your Things Away

Dance: Mr. Sun Dance—*Mister Sun* CD, track 8 (*new*)

Good-bye: Goodbye Song

❖ Denotes activities that feature this lesson's Musical Spotlight.

Shaded areas indicate activities found in the Enhancement Guide.



Musical
Spotlight

Quiet and
Loud

Materials list includes **all** materials from both Creatures Enhancement and Teacher's Guides. If you are planning to include any center ideas, add necessary items to your list.

Materials

- ▲ CD Player
- ▲ Teacher's CD and other CDs
- ▲ Movement Chart
- ▲ Bunny puppet
- ▲ *Mister Sun* book
- ▲ Story Time blanket (optional)
- ▲ Egg shakers (2 per person)
- ▲ Sandblocks
- ▲ Drums
- ▲ Resonator bar
- ▲ Assorted instruments (mini rainbow shakers, wave drums, box shakers, egg shakers)
- ▲ Hoops (1 per pair)
- ▲ Small paper plates (2 per person)
- ▲ Picture Folder 2
- ▲ Snacks
- ▲ Center Items

Gathering Time

*As in Lesson 1

Welcome to My Backyard

Hello!

SING TOGETHER. Sing the hello song and greet the group. Explore lots of ways to greet each child. How would birds sing hello? Pretend to be birds and “tweet hello,” “chirp hello,” or “peck hello.”

HIGHLIGHT the musical concept of quiet and loud. You might sing hello **quietly** to a tiny bird, but a little **louder** to a bird that just flew to a tree across the way.

Sing, Listen, Move: Mister Robin

*As in Lesson 1

Toembai

Explore and Play

(*Music Makes My Day* CD, track 8)
• Egg shakers (2 per person)

TRY OUT NEW WAYS to play the egg shakers. Explore playing the shakers quietly then loudly with the recording.

Sing and Move: What Shall We Do?

*See *Creatures in My Backyard Teacher's Guide*

I'll Be a Seed, Watch Me Grow

Listen, Move, Play

- Egg shakers
- Sandblocks
- Drums
- Resonator bar

BE EXPRESSIVE while telling this story in your own words. Invite everyone to pretend to be seeds and dramatize the story.

—continued on next page—

SOUNDS AND STORIES go hand-in-hand. After hearing the story, divide everyone into four groups.

Group One: The “seeds” in the story.

Group Two: Egg shakers play **quietly**—accompanying the “sleeping seed” part of the story.

Group Three: Sandblocks play slowly—accompanying the “stretching seeds.”

Group Four: Drums play **louder** and louder—accompanying the plant as it grows.

Consider ending the story with a long ringing sound—resonator bar.

VIDEO MOMENT. If you collect summer camp photos or videos to give to your Kindermusik families as a keepsake, consider this activity.

Golden Slumbers

Quiet Time

(*Pet and Play CD*, track 4)

ENJOY A QUIET TIME. Dim the lights, if possible, and invite the adults to find their own favorite ways to rock their children: on their backs, in laps, lying on the floor, standing, or how ever is most comfortable.

Listen: Rain

*See *Creatures in My Backyard Teacher’s Guide*

Sing, Move, Chant: It Rained a Mist

*See *Creatures in My Backyard Teacher’s Guide*

Making Rain Sounds

Explore and Listen

- Assorted instruments (mini rainbow rainmakers, wave drums, box shakers, egg shakers)

IT’S RAINING! Explore making rain sounds on a variety of instruments. Invite everyone to play rain sounds **quietly** “pit-ter-pat-ter-pit-ter-pat-ter,” a little **louder** “drip-drop-drip-drop,” and even louder “SPLASH, SPLASH.”

SHARE INSTRUMENTS, giving ample time for instrument exploration. Keep instruments out for the next activity.

Rain, Rain

Sing and Play

- Assorted instruments (from previous activity)

PLANTS NEED RAIN. So let's change the words to "Rain, Rain, we like rain. All the plants are glad you came. All the plants are glad you came!"

CREATE A CLASS RAIN SONG. Let's sing together the new version of the song, "Rain, Rain." Then invite everyone to pick up an instrument (from previous activity)—chant and quietly play rain sounds "pit-ter-pat-ter-pit-ter-pat-ter," a little louder "drip-drop-drip-drop," and even louder "SPLASH, SPLASH." Place the instruments on the floor and sing the song "Rain, Rain" again.

A-B-A PATTERN, such as "song—instrument play—song," is one way a young composer can experience creating and making music.

Listen and Move: Puddle Jumps

*See *Creatures in My Backyard Teacher's Guide*

Clap, Clap, Clap

Sing and Move

MAY I HAVE THIS DANCE? There are lots of ways to clap partner's hands. Give a few suggestions, then invite the child and parent partners to explore others.

TOGETHER SING the verse while clapping parent's hands. On the refrain ("La, la, la..."), invite everyone to swing their partner round and round.

INCLUDE the lesson's musical spotlight by singing one verse **quietly**, then repeat singing it **loudly**.

Snack: Edible Play Dough

*See *Creatures in My Backyard Teacher's Guide*

Center Ideas

Explore and Share

SET UP “CENTERS” around the room that relate to the various components of today’s lesson. Invite the adults and children to move from center to center exploring and spending time at each. This is a fun opportunity to further experience today’s theme. Remind the adults to closely supervise their children. Here are some center ideas:

Center 1: Plant Some Seeds (This center will be messy! Consider using drop cloths or newspapers to protect floors and tables. If possible, take this center outside.)

- Potting dirt
- Small plastic planting pots, paper cups, or small recycled plastic containers
- Variety of seed packets
- Water cans or small plastic spray bottles full of water
- Sturdy plastic spoons (use as shovels)

Center 2: Books About Gardens

- *Counting in the Garden*, by Kim Parker, 2005.
- *Eating the Alphabet*, by Lois Ehlert, 1989.
- *What Does Bunny See?*, Linda Sue Park, 2005.
- *Busy in the Garden*, George Shannon, 2006.
- *Whose Garden Is It?*, Mary Ann Hoberman, 2004.

Center 3: Flower Craft

Paper Plate Flowers: Decorate small paper plates by coloring or gluing pieces of colored tissue paper or construction paper. (**Optional:** During the closing “Mr. Sun Dance,” invite the children to “dance” their flower plates.)

Sing and Move: Put Your Things Away

*See *Creatures in My Backyard Teacher’s Guide*

Mr. Sun Dance

Dance

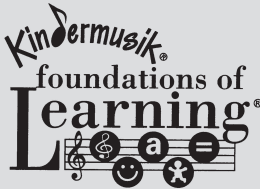
(*Mister Sun* CD, track 8)

- Small colorful paper plates (2 per person) or Paper Plate Flowers (optional-from Center 3)

PRETEND TO BE FLOWERS dancing in the sun. While holding paper plate flowers, playfully dance to the recording of “Mr. Sun Dance”—sway, twirl, leap, and wiggle!

Good-bye: Goodbye Song

*See *Creatures in My Backyard Teacher's Guide*



Kindermusik Foundations of Learning® statements (FOLs) reveal the developmental reasons behind the benefits of the activities. Parents and caregivers want to know this information. Sprinkle FOLs throughout the lesson—during a transition from one activity to another, as you interact with individual adult-child pairs, or during a pause within an activity.

LISTENING differs from hearing in that it is an intentional act. Listening activities that are brief, focusing on one sound at a time, allow children to practice the skills of attention and engaged listening. Imitation of the sound and age-appropriate discussion following the listening experience increase comprehension and learning.

EXPLORING INSTRUMENTS By exploring the many instruments introduced in *Creatures in My Backyard*, a child is developing sensitivity to sound and a listening vocabulary of timbres, the distinctive quality of a sound. This helps attune his ears to distinctions in music and speech.

RELAXATION Just as children need stimulation and engagement in age-appropriate activities, they also need periods of relaxation. Parents can help their children learn to calm themselves, slow their pace, and relax by creating regular quiet times at home. Slow, gentle music can provide an environment conducive to relaxation.

Lesson 3

Flying to a Flower

List of Activities

Gathering Time

Hello! Welcome to My Backyard

Sing and Move: What Shall We Do?

Listen, Move, Play: I'll be a Seed, Watch Me Grow (*same as Lesson 2*)

❖ Listen: Bees buzzing

Chant and Move: Here's the Beehive

Story Time: *Wiggle, Waggle Loop-de-Loo!* book (*new*)

❖ Listen and Move: The Bees (*new*)

Sing and Move: Baby Bumblebee—*Wiggle, Waggle* CD, track 4 (*new-optional*)

❖ Sing, Explore, Move: Clap, Clap, Clap (*new*)

Quiet Time: Manx Lullaby—*Pet and Play* CD, track 8 (*new*)

Chant and Move: Arabella Miller

Listen, Chant, Move: Fuzzy Wuzzy Caterpillar—chant, fingerplay

Listen and Move: Fuzzy Wuzzy Caterpillar—musical story to recording

Sing and Move: Butterfly, Flutter By

❖ Dance: The Wiggle-Waggle Dance—*Wiggle, Waggle* CD, track 3 (*new*)

Snack: Yummy Bee Snack, Mini Waffles, or Butterfly Sandwich

Explore and Share: Center Ideas (*new*)

Sing and Move: Put Your Things Away

Dance: Shoo, Fly—*Wiggle, Waggle* CD, track 6 (*new*)

Goodbye: Goodbye Song

❖ Denotes activities that feature this lesson's Musical Spotlight.

Shaded areas indicate activities found in the Enhancement Guide.



Musical
Spotlight

Legato and
Staccato

Materials list includes **all** materials from both Creatures Enhancement and Teacher's Guides. If you are planning to include any center ideas, add necessary items to your list.

Materials

- ▲ CD Player
- ▲ Teacher's CD and other CDs
- ▲ Movement Chart
- ▲ Bunny puppet
- ▲ Egg shakers
- ▲ Drums
- ▲ Sandblocks
- ▲ Resonator bar
- ▲ *Wiggle, Waggle, Loop-de-Loo!* Book
- ▲ Wiggle, Waggle plush bee (optional)
- ▲ Story Time blanket (optional)
- ▲ Sandblocks (2 per person)
- ▲ Scarves (1 per person)
- ▲ Picture Folder 3
- ▲ Snacks
- ▲ Center Items

Gathering Time

*As in Lesson 1

Hello! Welcome to My Backyard

*See *Creatures in My Backyard Teacher's Guide*

Sing and Move: What Shall We Do?

*See *Creatures in My Backyard Teacher's Guide*

Listen, Move, Play: I'll be a Seed, Watch Me Grow

*As in Lesson 2

Bees Buzzing

Listen

LISTEN TO THE BEES and encourage the children to imitate the bee sounds. Then, have fun making **choppy, staccato** bee sounds (it will tickle your mouth) and **smooth, legato** bee sounds.

Chant and Move: Here's the Beehive

*See *Creatures in My Backyard Teacher's Guide*

Wiggle, Waggle, Loop-de-Loo! Book

Story Time

- *Wiggle, Waggle, Loop-de-Loo! Book*
- Wiggle, Waggle plush bee (optional)
- Story blanket (optional)

SHARE THE BOOK with everyone, enjoying the details on each page.

- Zip your finger along the honey-bee trail.
- Invite everyone to repeat some of the fun phrases, like "hurry, scurry, toodle-loo!"
- Move like the featured animals.
- Buzz the Wiggle, Waggle plush bee at each page turn, identifying the next child who has a "turn-the-page" opportunity.

The Bees

Listen and Move

MUSICAL STORIES are intended to be expressive and creative, allowing everyone to experience another form of storytelling. Be dramatic when telling this story with the recording. Enjoy telling the story in your own words. Be “in the moment” of storytelling by fashioning it around the responses and reactions of the children and adults.

PREPARE EVERYONE for the musical story by giving a brief synopsis. During the story the parents will form a beehive and the children will pretend to be the bees. Let the “bees” practice buzzing quietly and then loudly. During the story, encourage the bees to buzz.

MAKE SMALL CIRCLES of parent and child partners around the room. After the children (bees) snuggle inside the small circle (beehive), start the recording.

Baby Bumblebee (optional)

Listen, Sing, Move

(Wiggle Waggle CD, track 4)

CLASP HANDS TOGETHER—pretending to hold a baby bumblebee. Move hands along to the recording and dramatize the song. (Note: If you choose to include this activity, precede this familiar folk song with a warning not to try to catch bees.)

Clap, Clap, Clap

Explore, Sing, Move

- Sandblocks (2 per person)

BRING OUT THE SANDBLOCKS and explore the many ways to play them—be sure to include **smooth** and **choppy**. Invite everyone to tap or swish their sandblocks to the steady beat while singing these new words:

“Play, play, play your blocks, play your blocks together. Play, play, play your blocks, play your blocks together.”

WAVE YOUR SANDBLOCKS to a steady beat while singing the refrain (“La, la, la...”).

SING AND PLAY AGAIN. Look to your resourceful children and parents for new verse ideas.

Manx Lullaby

Quiet Time

(*Pet and Play* CD, track 8)

ENJOY THIS RELAXING TIME. Suggest ways for adults and children to rock or sway together– Stand and sway, create a swing with your arms, or hold hands and sway them from side to side.

Chant and Move: Arabella Miller

*See *Creatures in My Backyard Teacher's Guide*

Listen, Chant, Move: Fuzzy Wuzzy Caterpillar—chant, fingerplay

*See *Creatures in My Backyard Teacher's Guide*

Listen and Move: Fuzzy Wuzzy Caterpillar—musical story to recording

*See *Creatures in My Backyard Teacher's Guide*

Sing and Move: Butterfly, Flutter By

*See *Creatures in My Backyard Teacher's Guide*

The Wiggle-Waggle Dance

Dance

(*Wiggle, Waggle* CD, track 3)

- Scarves (1 per person)
- Movement Chart

DANCE LIKE BUTTERFLIES. With colorful scarves in hand, encourage everyone to dance **smoothly** and delicately like butterflies. Refer to the Movement Chart for movement ideas.

Snack: Yummy Bee Snack, Mini Waffles, or Butterfly Sandwich

*See *Creatures in My Backyard Teacher's Guide*

Center Ideas

Explore and Share

SET UP “CENTERS” around the room that relate to the various components of today’s lesson. Invite the adults and children to move from center to center, exploring and spending time at each. This is a fun opportunity to further experience today’s theme. Remind the adults to closely supervise their children. Here are some center ideas:

Center 1: Butterflies, Caterpillars, and Flowers

- Small potted flowering plants or cut flowers
- Real butterflies or caterpillars in cages
- Magnifying glass to examine the details
- Several fragrant flowers to compare smells

Center 2: Books about Butterflies, Caterpillars, and Flowers

- *The Very Hungry Caterpillar*, by Eric Carle, 1969 and 1987.
- *From Caterpillar to Butterfly*, by Deborah Heiligman, 1996.
- *Caterpillar Spring, Butterfly Summer*, Susan Hood, 2003.
- *Buzz-Buzz, Busy Bees*, by Dawn Bentley, 2004.
- *Caterpillar Dance*, by Will Grace, 2004.

Center 3: Butterfly, Caterpillar, and Honeybee Educational Toys

- Butterfly, caterpillar, or bee finger puppets by Folkmanis
- Butterfly Wings (dress-up) by Hearth Song
- Rainbow Ribbon rings by Hearth Song
- Live Butterfly Kits (www.insectlore.com)

Sing and Move: Put Your Things Away

*See *Creatures in My Backyard Teacher’s Guide*

Shoo, Fly

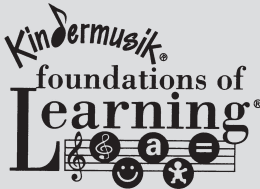
Dance

(Wiggle Waggle CD, track 6)

ADULTS MAKE A CIRCLE, holding hands up, forming “windows.” On the verse “*Shoo, fly don’t bother me...*,” lead the children and weave in and out of the “windows.” During the refrain, “*I feel, I feel, I feel. I feel like a morning star...*,” stop weaving, stand in place, and create some fancy clapping. Continue to weave or fancy clap throughout the remainder of the recording.

Goodbye: Goodbye Song

*See *Creatures in My Backyard Teacher's Guide*



Kindermusik Foundations of Learning® statements (FOLs) reveal the developmental reasons behind the benefits of the activities. Parents and caregivers want to know this information. Sprinkle FOLs throughout the lesson—during a transition from one activity to another, as you interact with individual adult-child pairs, or during a pause within an activity.

STEADY BEAT One of the most fundamental properties of music is beat, an underlying, unchanging, repeating pulse. Feeling and moving to a steady beat helps children develop a sense of time, and the ability to organize and coordinate movements within time. Play-along songs provide an opportunity for children to hear, feel, and match the steady beat of the music. This ability helps in using scissors, bouncing a ball, and even walking with self-confidence.

VARIETY AND REPETITION Two key elements for a young child's learning environment are variety and repetition. Through exposure to variety (songs, chants, dances, instruments, props), the groundwork for new learning is laid in the form of new neural connections. But not all of these connections will remain intact; it is through repetition that new neural connections are strengthened and learning occurs. So when a child asks to repeat an activity or hear a book for the 100th time, remember he is doing what he needs to do in order to learn.

MOVEMENT "Movement is key to learning! Our brains fully develop through movement activities such as crawling, rolling, turning, walking, skipping, reaching, swinging, and much more. The brain has a plan for development that involves specific and intensive motor activities to make full use of our complicated nervous system." (Anne Green Gilbert, "Movement and Music: The Keys to Learning," Kindermusik Notes, Nov/Dec 1998.)

Lesson 4

Hiding in the Grass

List of Activities

Gathering Time:

Hello! Welcome To My Backyard

❖ Chant, Move: Here's a Bunny

❖ Sing, Listen: John the Rabbit *(new)*

Chant, Move: Fuzzy Wuzzy Caterpillar

❖ Explore: Glockenspiel

Sing, Move, Listen: Butterfly, Flutter By

❖ Listen, Move: It's Hiding

Dance: Fly Around—*Wiggle, Waggle* CD, track 13 *(new)*

Listen: Squirrel Chattering

❖ Sing, Explore: Hop, Old Squirrel

Sing and Move: Little Squirrel

Quiet Time: Simple Gifts—*Pet and Play* CD, track 9 *(new)*

Story Time: *Pet and Play* book *(new)*

Chant and Move: My Turtle

Chant and Move: Little Turtle

Sing and Move: I See You—*Music Makes My Day* CD, track 6 *(new)*

Snack: Bunny Salad or Rabbit Food

Explore and Share: Center Ideas *(new)*

Sing and Move: Put Your Things Away

Dance: Corre Burriquito—*Music Makes My Day* CD, track 4 *(new)*

Goodbye: Goodbye Song

❖ Denotes activities that feature this lesson's Musical Spotlight.

Shaded areas indicate activities found in the Enhancement Guide.



Materials list includes **all** materials from both Creatures Enhancement and Teacher's Guides. If you are planning to include any center ideas, add necessary items to your list.

Materials

- | | |
|--|-----------------------------------|
| ▲ CD Player | sticks, pair of sandblocks |
| ▲ Teacher's CD and other CDs | ▲ Resonator bars (d' and a') |
| ▲ Movement Chart | ▲ Blankets to be used as hammocks |
| ▲ Bunny puppet | ▲ <i>Pet and Play</i> book |
| ▲ Triangle | ▲ Story Time blanket (optional) |
| ▲ Early childhood rhythm sticks (2 per person) | ▲ Scarves (1 per person) |
| ▲ Glockenspiel | ▲ Picture Folder 4 |
| ▲ Egg shaker, pair of early childhood rhythm | ▲ Snacks |
| | ▲ Center Items |

Gathering Time

**As in Lesson 1*

Hello! Welcome To My Backyard

**See Creatures in My Backyard Teacher's Guide*

Chant, Move: Here's a Bunny

**See Creatures in My Backyard Teacher's Guide*

John the Rabbit

Sing and Listen

- Early childhood rhythm sticks (2 per person)
- Bunny puppet

LET'S SING—OH, YES! Sing the entire song (without a call and response). Each time you sing “Oh, Yes,” slow down and clap each word.

SING IT AGAIN as a call and response. Encourage everyone to join in and follow bunny puppet's lead, singing and clapping the response.

LET'S PLAY—OH, YES! Pass out the early childhood rhythm sticks, and give everyone time to explore the different ways to play the sticks and the different sounds they can make. Let the children know that they can be creative—tap the floor or their shoes, play the sticks over their heads or way down low, play them like a hammer or a walking cane!

SING IT ONE MORE TIME with the sticks playing on the response.

Chant, Move: Fuzzy Wuzzy Caterpillar

**See Creatures in My Backyard Teacher's Guide*

Explore: Glockenspiel

**See Creatures in My Backyard Teacher's Guide*

Sing, Move, Listen: Butterfly, Flutter By

**See Creatures in My Backyard Teacher's Guide*

Listen, Move: It's Hiding

*See *Creatures in My Backyard Teacher's Guide*

Fly Around

Dance

(*Wiggle, Waggle* CD, track 13)

- Movement Chart

INVITE EVERYONE to “fly” or dance freely around the room. Refer to the Movement Chart for inspirational ways to make this dance your own.

Listen: Squirrel Chattering

*See *Creatures in My Backyard Teacher's Guide*

Sing, Explore: Hop, Old Squirrel

*See *Creatures in My Backyard Teacher's Guide*

Sing and Move: Little Squirrel

*See *Creatures in My Backyard Teacher's Guide*

Simple Gifts

Quiet Time

(*Pet and Play* CD, track 9)

- Blankets used as hammocks

SWING ME. Outstretch a sturdy blanket on the floor and invite a child to lie in the center of the blanket. Ask adults to hold on to each end of the blanket, slowly lift it off the floor, and gently rock it back and forth to the recording.

GIVE EACH CHILD the opportunity to be rocked.

Pet and Play Book

Sing and Listen

- Story Time blanket (optional)
- *Pet and Play* book

READ THE BOOK to the children, taking time to talk about each pet. The children might notice that this book features a variety of textures.

WHO'S HIDING? Turn away from the children and place a piece of poster paper or a piece of heavy fabric over one of the pets, hiding it. As a clue, leave a hint of the pet's body or another feature visible. Show the children the "hiding pet" and let them guess who it is.

Chant and Move: My Turtle

**See Creatures in My Backyard Teacher's Guide*

Chant and Move: Little Turtle

**See Creatures in My Backyard Teacher's Guide*

I See You

Sing and Move

(*Music Makes My Day* CD, track 6)

- Scarves (1 per person)

PASS OUT THE SCARVES and let the fun begin! Make a game of covering and uncovering things with the scarves. Invite everyone to hide something with their scarves—a hand, shoe, or face.

TURN ON THE RECORDING and continue playing hide and seek with the scarves. Encourage the parents and children to sing along with the recording.

Snack: Bunny Salad or Rabbit Food

**See Creatures in My Backyard Teacher's Guide*

Center Ideas

SET UP “CENTERS” around the room that relate to the various components of today’s lesson. Invite the adults and children to move from center to center exploring and spending time at each. This is a fun opportunity to further experience today’s theme. Remind the adults to closely supervise their children. Here are some center ideas:

Center 1: Hiding

- Pictures of animals hiding
- Hiding Box (use idea listed in “Hiding in the Grass” Creatures in My Backyard Picture Folder 4): use a music theme and place several different instruments inside the box. Adult plays the instrument, and the child guesses what it is—then, reverse roles.
- “Can You Find It?” Take photos of several objects, and attach each photo to a piece of heavy paper. Purposefully hide these same objects around the room. Let each parent/child pair go on a hunt and try to find one of the objects.

Center 2: Books About Hiding and Squirrels

- *In the Tall, Tall Grass*, by Denise Flemming, 1991.
- *Nuts to You*, by Lois Ehlert, 1993.
- *I Love You Always and Forever*, by Jonathan Emmett, 2007.
- *I Spy Little Book*, Jean Marzollo, 1997.
- *Little Quack’s Hide and Seek*, Lauren Thompson, 2004.

Center 3: Making Flap Pictures

- Create a series of flap pictures. Select and cut out favorite pictures from old magazines. Glue or tape the magazine pictures onto a piece of sturdy paper. Make paper or fabric flaps by cutting out pieces, sized to generously cover the picture, and allow an extra 1/2 inch on one side. Either glue or tape the longer side to the sturdy paper, creating a flap over the picture. If there is time, create your own “It’s Hiding” story around the pictures, and lift the flap when the time is just right in the story.

Sing and Move: Put Your Things Away

*See *Creatures in My Backyard Teacher’s Guide*

Corre Burriquito

Dance

(*Music Makes My Day* CD, track 4)

JOIN THE LINE! Form two lines with an equal number of adult/child pairs in each line, and have the lines face one another. Each adult/child pair will partner with the adult/child pair directly across from them.

Line Dance Instructions:

Walk forward toward partner, 4 beats.

Walk back, 4 beats.

Turn in place, 8 beats.

Walk forward, 4 beats.

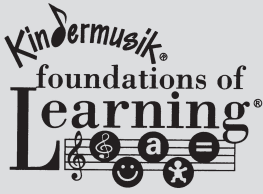
Walk back, 4 beats.

Turn in place, 8 beats.

CONTINUE REPEATING the line dance instructions until you hear a different section (bass and snare drum set). At that time, dance freely. Then, line dance to the end of the recording.

Goodbye: Goodbye Song

*See *Creatures in My Backyard Teacher's Guide*



Kindermusik Foundations of Learning® statements (FOLs) reveal the developmental reasons behind the benefits of the activities. Parents and caregivers want to know this information. Sprinkle FOLs throughout the lesson—during a transition from one activity to another, as you interact with individual adult-child pairs, or during a pause within an activity.

DISCRIMINATIVE LISTENING By exploring the many distinctive sound qualities, or timbres, of instruments introduced in *Creatures in My Backyard*, a child is developing sensitivity to sound and building a vocabulary of timbres. This helps attune his ears to distinctions in music and speech.

VESTIBULAR STIMULATION Movement and learning are linked. The vestibular system, which controls balance and coordination, is stimulated during movement. This rousing of the vestibular system in turn helps to prepare the brain for taking in new information.

ENSEMBLE DEVELOPMENT Many young children have a well-developed sense of their own internal steady beat. Once this internal steady beat is secured, children are then ready for experiences in which they are invited to match the steady beat of an external sound source. Matching this external steady beat through movement is a fundamental ensemble skill.

Lesson 5

Sitting on the Porch

List of Activities

Gathering Time

Hello! Welcome to My Backyard

❖ Sing and Listen: Old Blue (*new*)

❖ Listen: Dog barking

Dance: Bingo

❖ Vocal Play: Back Porch Sounds (*new*)

Sing, Play, Move: Hop Old Squirrel (*new*)

Sing and Move: Eency Weency Spider

❖ Quiet Time: Hush, Little Baby—*Music Makes My Day* CD, track 10 (*new*)

Listen: Cat Sounds

❖ Chant, Sing, Move: Five Little Kittens/ I Love Little Kitty—*Pet and Play* CD, track 13 (*new-optional*)

Sing and Move: The Old Grey Cat

Listen and Play: She'll Be Coming Round the Mountain—*Music Makes My Day* CD, track 9 (*new*)

Chant and Move: Five Little Mice

Sing and Move: I Roll the Ball to You

Sing and Move: Zip-a-Dee-Doo-Dah—*Wiggle, Waggle* CD, track 14 (*new*)

Snack: Porch Mix, Juice "Icee", or Melon Snack

Explore and Share: Center Ideas (*new*)

Sing and Move: Put Your Things Away

Dance: Pick a Class Favorite

Goodbye: Goodbye Song

❖ Denotes activities that feature this lesson's Musical Spotlight.

Shaded areas indicate activities found in the Enhancement Guide.



Musical
Spotlight

Vocal Play

Materials list includes **all** materials from both Creatures Enhancement and Teacher's Guides. If you are planning to include any center ideas, add necessary items to your list.

Materials

- ▲ CD Player
- ▲ Teacher's CD and other CDs
- ▲ Movement Chart
- ▲ Dog hand puppet or small plush dog
- ▲ Box of assorted instruments (early childhood rhythm sticks, drums, egg shakers, resonator bars d' and a', and sandblocks)
- ▲ Early childhood rhythm sticks (2 per person)
- ▲ Tablecloth to be used as parachute
- ▲ Chime balls or beach balls (1 per pair)
- ▲ Picture Folder 5
- ▲ Snacks
- ▲ Center Items

Gathering Time

**As in Lesson 1*

Hello! Welcome to My Backyard

**See Creatures in My Backyard Teacher's Guide*

Old Blue

Sing and Listen

- Dog hand puppet or small plush dog

INTRODUCE YOUR DOG as the singer, “Old Blue.” Let “Old Blue” sing the first phrase and then encourage everyone to join him singing the echo phrase. Keep a steady tempo throughout the song by tapping the beat.

WHAT ABOUT A LAP BOUNCE? For the younger children in your class, suggest a lap bounce with sudden stops on the echoing sections.

ANOTHER VARIATION: Travel around the room and move as you sing the first phrase, then “freeze on the echo.” Have the children and adults copy your movement and echo your singing, then “freeze” as you lead the next section.

TAKE TIME FOR VOCAL PLAY by encouraging the children to call Old Blue—“Here Blue!” Here are some sample ways to call Old Blue: Call Old Blue while he is asleep. Call Old Blue to feed him. What would it sound like if you wanted Old Blue to come to you quickly?

Listen: Dog barking

**See Creatures in My Backyard Teacher's Guide*

Dance: Bingo

**See Creatures in My Backyard Teacher's Guide*

Back Porch Sounds

Vocal Play

WHAT SOUNDS DO YOU HEAR when you are sitting on your back porch? Take everyone to your pretend back porch and ask them what they might hear. If needed, inspire responses with these sound suggestions: leaves rustling, an airplane roaring, or a bird chirping. After each response, include some fun **vocal play** by inviting everyone to make that sound.

NEED A VISUAL? Take a look at Picture Folder 5 and find things in the picture that make sounds. The back porch can be a noisy place!

Hop, Old Squirrel

Sing, Play, Move

- Box of assorted instruments (early childhood rhythm sticks, drums, egg shakers, resonator bars d´ and a´, and sandblocks)

INVITE EVERYONE TO SELECT an instrument of their choice. Tell everyone to sing and play along on the steady beat. At the end of the song, have everyone change instruments or keep the one they are playing. Repeat the song several times.

FOR VARIETY, add additional verses by changing the word “hop” to a new movement word, like “scamper,” “stretch,” or “tiptoe.” With new verses, musically reflect a coordinating tempo and dynamic. Example: stretch—very slow tempo; tiptoe—quick and quiet.

Sing and Move: Eency Weency Spider

*See *Creatures in My Backyard Teacher’s Guide*

Hush, Little Baby

Quiet Time

(*Music Makes My Day*, track 10)

SHHH...ALL IS QUIET. Encourage everyone to get ready to relax and rock along to the recording. If parents know this familiar lullaby, invite them to hum or sing along.

Listen: Cat Sounds

*See *Creatures in My Backyard Teacher’s Guide*

Five Little Kittens/I Love Little Kitty (optional)

Chant, Sing, Move

(*Pet and Play* CD, track 13)

MEOW, MEOW Invite everyone to pretend that they have five little sleeping kittens. Listen to the recording, then chant and sing the song. During the “Meow” verse, encourage the children to join in the **vocal play** by singing like a cat.

(*Chant: Five Little Kittens*)

Five little kittens all black and white,
Sleeping very soundly all through the night.
Meow, meow, meow-meow-meow.
It’s time to get up now.

(*Lyrics: I Love Little Kitty*)

I love little kitty her coat is so warm.
And if I don’t hurt her she’ll do me no harm.

Sing and Move: The Old Grey Cat

*See *Creatures in My Backyard Teacher’s Guide*

She’ll Be Coming Round the Mountain

Listen and Play

(*Music Makes May Day* CD, track 9)

- Early childhood rhythm sticks (2 per person)

LET’S PLAY THE STICKS! Distribute the rhythm sticks and invite everyone to play a steady beat to the recording.

DANCE AND PLAY! Have a toe-tapping time with this lively song by giving everyone the choice to dance, dance and play, or just play.

Chant and Move: Five Little Mice

*See *Creatures in My Backyard Teacher’s Guide*

Sing and Move: I Roll the Ball to You

*See *Creatures in My Backyard Teacher’s Guide*

Zip-a-Dee-Doo-Dah

Sing and Move

(Wiggle, Waggle CD, track 14)

- tablecloth to be used as a parachute
- chime balls or small beach balls (1 per pair)

PLACE THE BALLS in the center of the tablecloth while everyone holds tightly to its edges. Start the music and encourage everyone to move the tablecloth up and down with the recording.

EXPLORE different fun ways to move and play with the tablecloth and balls. Here are a few play ideas: everyone turn and move in a circle; slightly shake the tablecloth; try to bounce the balls off the tablecloth.

Snack: Porch Mix, Juice “Icee”, or Melon Snack

*See *Creatures in My Backyard Teacher’s Guide*

Center Ideas

Explore and Share

SET UP “CENTERS” around the room that relate to the various components of today’s lesson. Invite the adults and children to move from center to center, exploring and spending time at each. This is a fun opportunity to further experience today’s theme. Remind the adults to closely supervise their children. Here are some center ideas:

Center 1: Pets

- Animal Vet Toy Kit
- Visiting pets: a small, friendly dog, or mice in cage
- Record child making animal sounds, especially ones found on the cover of the Picture Folder
- Pictures or photos of dogs and cats

Center 2: Books About Dogs, Cats, and Other Pets

- *Have You Seen My Cat?*, by Eric Carle, 1987.
- *Kipper*, by Mick Inkpen, 1991.
- *Hondo & Fabian*, by Peter McCarty, 2002.
- *Wag a Tail*, by Lois Ehlert, 2007.
- *At the Dog Park: With Sam and Lucy*, by Daisy Bix and Amelia Hansen
- *Animal Babies: Around the House*, Houghton Mifflin Company, 2005.

—continued on next page—

Center 3: Make a Sock Pet

Create your own sock pet, give it a name, and introduce it to others in the class.

You will need:

- Child-sized socks (one per child)
- Variety of felt with self-adhesive backing
- Marker pens
- Child-safety scissors
- Colorful yarns

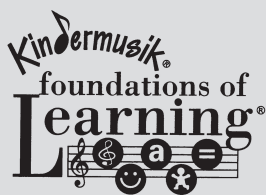
Sing and Move: Put Your Things Away

*See *Creatures in My Backyard Teacher's Guide*

Dance: Pick a Class Favorite

Goodbye: Goodbye Song

*See *Creatures in My Backyard Teacher's Guide*



Kindermusik Foundations of Learning® statements (FOLs) reveal the developmental reasons behind the benefits of the activities. Parents and caregivers want to know this information. Sprinkle FOLs throughout the lesson—during a transition from one activity to another, as you interact with individual adult-child pairs, or during a pause within an activity.

LANGUAGE DEVELOPMENT The more you expose your child to language through speech and song, the stronger her language skills will be. Language acquisition is a gradual process which involves many facets of development including: listening, imitating facial expressions, playing interactive games, and silly vocal play. Language is learned naturally by hearing it used in context, when you sing to her, talk to her, and listen to her.

EYE-HAND COORDINATION Playing instruments such as sandblocks with a back-and-forth alternating movement gives the child an opportunity to develop eye-hand coordination. The connection of movement with sight is essential in writing, drawing, playing an instrument, and learning a sport.

READING OUTLOUD to your child helps him internalize some skills that are crucial in the development of true literacy—promoting an enjoyment for reading, introduces new vocabulary, expands your child's understanding of story structures, gives opportunities for critical thinking, and encourages language play and creative expression.