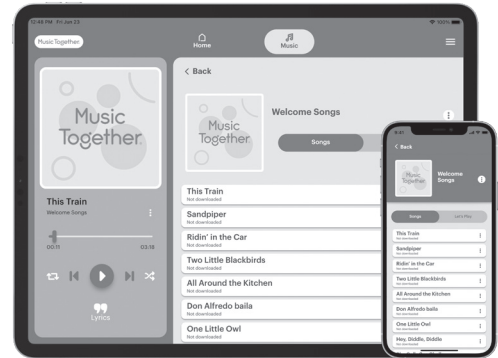


Making Music at Home!

Access Your Music Digitally

Access via the Music Together® App

Download Music Together's free app from the **App Store** or **Google Play**. Make sure you have your **Access Code** handy (found on the inside front cover of your family songbook or provided to you by your school).



When you open the app for the first time, you will receive a prompt that asks you to create an account. **If you've never created an account with Music Together**, follow the directions provided to create an account and login. **If you've previously created an account**, login with the email and password you set up.

Once logged in, click on the three lines in the upper right hand corner of the screen and you will see a menu open from the right side. Click on the **Enter a Collection Code** link with the plus icon, enter the **Access Code** from your materials, and press submit.

Your new collection will appear in the Welcome screen under "Collections" (along with any other collections that you've previously downloaded with your account info).

Now you can easily stream via the app, or download your music directly onto your device!

Music Together.
In School

Making Music at Home!

Music and Brain Development

Did You Know?

Participatory music experiences exercise your whole brain! When you actively make music—especially with others—you stimulate many areas of your brain all at once, including those that govern important skills like spoken language comprehension, vision, hearing, coordination, emotions, and planning skills.

Try This at Home

Don't just play the recordings: Dance! Clap! Sing out loud! Even if you don't think you're the best singer or dancer, simply moving and singing along in your own way will encourage your child to join in. There's no need for a children's song to be written specifically to support brain development—just the act of making music together will naturally support your child's brain development in deep and holistic ways.



Music Together.
In School

Making Music at Home!

Music Learning Supports All Learning[®]

Did You Know?

Children are natural music-makers! We are all born with the potential to make music, and the first six years of life are especially important for music development. So, it's important for children to have many opportunities to actively make music.

Blossoming into a confident music-maker is just one way your child will benefit from Music Together. Actively making music also supports your child in all of their growing capacities (that's why we like to say "Music Learning Supports All Learning"). The Music Together curriculum naturally fosters many important developmental areas, including:

- **Language Development:** active listening and pre-literacy skills, phonological awareness, and vocabulary development
- **Socio-Emotional Development:** self-regulation, self-confidence, leadership, and cooperation skills
- **Cognitive Development:** emerging math skills and executive function
- **Physical Development:** gross and fine motor skills, coordination, and spatial awareness
- **Approaches to Learning:** motivation to try new things, persistence, and problem solving skills

Try This at Home

Take time to make music together at home this week (and every week!). The simple pleasures of singing and dancing together supports your child's development and reinforces the learning happening at school in a way that is fun for everyone!



Music Together[®]
In School

Making Music at Home!

A Ram Sam Sam

Songbook Page 21, Track B5



Did You Know?

Have you ever had a song stuck in your head, hearing it long after it's stopped? When this happens, you're *audiating*! When we *audiate*, we hear music in our minds, even if it's not actually being sung or played. Just as it is necessary for us to think language before we speak words and sentences, we need to audiate and think music before we can produce it.

Singing "A Ram Sam Sam" is a great way to help your child learn to audiate. It's also a fun way to practice *active listening skills* and the ability to *control an impulse*, since you have to pay attention to which words to audiate while resisting the urge to sing them aloud.

Try This at Home

Sing through "A Ram Sam Sam" with your child. Then sing it again, but this time leave out a word, like "ram." Every time "ram" appears, sing it silently in your mind (you're audiating!). It may help to cover your mouth instead of singing the word aloud. When your child is ready, encourage them to try it, too.

A ____sam sam, a ____sam sam,
Guli guli guli guli guli ____sam sam!

Next, try leaving out the word "sam." And, for an extra challenge, try building on the words you audiate—sing one word silently, then another, and then another until you are audiating the whole song in your mind!



Music Together[®]
In School

Making Music at Home!

Apples and Cherries

Songbook Page 12, Track A14

Did You Know?

Music and the pleasure of singing can add energy to everyday chores, activities, and transitions. Integrating songs or rhythmic chants into things you and your child do together also helps engage them, making it more fun for you both!

Try This at Home

This is a great song to sing with your child while making dinner. Since your child is having fun singing this song in class, they may be more engaged in helping you cook! Try substituting the words of the food you are going to eat. For example:

"Chicken and rice, peas and tomatoes, milk and strawberries..."

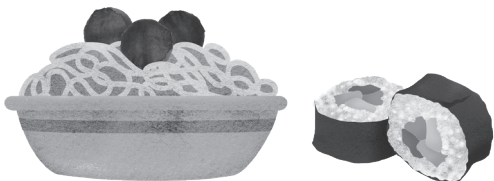
You can try to rhyme, but you don't have to! And if you don't have enough food items to use for the whole verse, just repeat the words.

You can also sing about other everyday activities to the melody of this song. This can help ease transitions and make chores more fun for both you and your child! Try these verse variations:

"Dressing for school, dressing for school, dressing for school..."

"Walking the dog..."

"Brushing my teeth..."



Music Together
In School



Making Music at Home!

Arrorró, mi niño

Songbook Page 17, Track A22

Did You Know?

The ritual of singing a lullaby at naptime, bedtime, or any time your child is fussy, can support your child's developing ability to self-soothe—the ability to stop crying on their own, without being comforted by a caregiver. The ability to self-soothe, or calm and manage one's emotions, is an important social-emotional skill.

Try This at Home

Start this lullaby with two or three deep-breath yawns and stretches. See if your child can imitate you. Then sing along, with or without the recording. During the instrumental section, or while humming the melody, try stretching and yawning again.



Music Together®
In School

Making Music at Home!

Bela Boya

Songbook Page 15, Track A19

Did You Know?

Just by listening to and playing with a variety of music, children can develop a rich music and movement “vocabulary.” Be it jazz, classical, the blues, or other genres, children experience a wide array of sounds, rhythms, instruments, and musical styles. Then, through active music experiences, they can put what they hear into action through movement and music-play. With "Bela Boya," children are experiencing a Bulgarian folksong with a meter (or pulse) not commonly heard in Western music.

Try This at Home

It's fun to dance to this song! Play the recording and move to the interesting meter of "Bela Boya." See if you can feel a "1-2-3, 1-2, 1-2" pattern.

Try bouncing on the first three beats and then hopping on the "1-2, 1-2" of beats four through seven. You can also try swaying on the first three beats and then walking on the next four beats, feeling a longer beat and then two shorter beats. Or, experiment with being different animals—one that swims or slithers and one that hops! Children of all ages can move in lots of ways while feeling this asymmetric meter. Get the whole family up and dancing!

Music Together[®]
In School



Making Music at Home!

Biddy Bidy

Songbook Page 4, Track A4

Did You Know?

Hearing, identifying, and vocalizing the distinct sounds that make up words (*phonemes*) is important for literacy development. In fact, being able to identify phonemes is an essential part of being able to read. “Biddy Bidy” is sung using phoneme combinations (or vocables, as we call them in music), such as “ti,” “doo,” or “la.” Singing a Song without Words like “Biddy, Bidy” is an easy and fun way to support your child’s language development.

Try This at Home

Put on the recording of “Biddy Bidy” and sing along. Next, without the recording, play with singing different nonsense sounds made by letter/vowel combinations (e.g., “la la la la,” “nay nay nay nay,” etc.). Ask your child if they are studying any specific letter in school and try singing the sound(s) that letter makes to the melody. It’s also fun to explore animal, instrument, or machine sounds from around the world. Make sure to ask your child for ideas!



Music Together.
In School

Making Music at Home!

Butterfly

Songbook Page 10, Track A11



Did You Know?

It's important for children to experience a wide variety of ways to move—slow and fast, small and large, and with objects such as a scarf or teddy bear. “Butterfly” invites your child to explore the challenge of moving at a slower tempo, or beat. This requires more control and focus, supporting your child’s developing *skills of self-regulation*, the ability to control energy level, emotions, urges, and behaviors.

Try This at Home

As you play the recording, explore moving freely. Model for your child slow, smooth, and controlled movements that go with the music and then ask them to imitate you. You can also ask them to show you a movement you can copy. Explore different ways to move—small, large, high, low, in a circle, etc.—while still moving in a slow, smooth, and controlled way. Your child might find it easier to do this with a scarf or piece of cloth, floating the scarf slowly up and down, side to side, and in and out.



Making Music at Home!

Can You Do This?

Songbook Page 27, Track B13

Did You Know?



Children love to imitate both what they see and what they hear adults or other children do. This natural desire is important to their learning and development, and it's even more enjoyable during a music and movement activity!

When your child copies what you are doing or singing, they are learning to pay attention, listen, observe, and then put their observations into action. When you, in turn, imitate them, you stimulate their creativity and support the growth of their leadership skills.



Try This at Home



"Can You Do This?" is a musical follow-the-leader activity, encouraging both imitation and leadership. Listen to the recording and take turns being the leader or the follower along with the phrases in the song (clapping your hands, stomping your feet, etc.).

Next, try other movements and actions of your own: shake your head, wiggle your nose, etc. Your child will likely follow your lead, paying attention, listening, observing, and remembering what you did so they can repeat it. Encourage them (and others in your house) to lead the song with their own made-up movements, which also encourages your child's creativity.



Music Together
In School

Making Music at Home!

Clap Your Hands

Songbook Page 14, Track A17

Did You Know?

Classroom teachers often use music to ease transitions and make everyday tasks more enjoyable—and you can, too!

Try This at Home

Use this simple song throughout the week to help your child transition from one activity to another, or to add some fun to an activity they may not always enjoy. For example:

“Wash, wash, wash our hands, let’s wash our hands together.”

“Clean up, clean up now, let’s put our toys away now.”

“Walk, walk, walk to school, let’s walk to school together.”

You can continue to sing on “la” or any other syllable for the second part of the song.



Music Together.
In School

Making Music at Home!

Crawdad

Songbook Page 18, Track B2

Did You Know?

Moving and dancing to a song like “Crawdad” supports your child’s development of large movement (gross motor) skills. In addition, whether moving alone through space or interacting with a partner or group, movement also helps children develop important spatial awareness skills.

Try This at Home

Put on “Crawdad” and dance with your child. (Get the whole family involved!). Try doing the movements suggested in the lyrics, and then experiment with moving through space in different ways: dance to the left, right, up, down, and in a circle. Ask your child to come up with their own new way to move. You can wiggle, jump, tiptoe, stretch, bend, and shake your body in interesting—and silly!—ways.



Music Together®
In School

Making Music at Home!

Drum and Sing

Songbook Page 7, Track A7

Did You Know?

It's important for children to experience a wide variety of ways to move—slow and fast, small and large, and with objects such as scarves or teddy bears. “Drum and Sing” invites your child to explore the challenge of moving at a slower tempo, or beat. This requires more control and focus and supports your child’s developing *self-regulation skills*, the ability to control energy level, emotions, urges, and behaviors. The song also provides opportunities for children to be creative in how they move and to use their imagination when moving with objects.

Try This at Home

As you play the recording, explore moving freely. Model slow, smooth, and controlled movements that go with the music. Ask your child to imitate you. Then, ask them to show you a movement so you can copy them. Explore different ways to move—small, large, high, low, in a circle—while still moving in a slow, smooth, and controlled way. Your child might find it easier to do this with a scarf or piece of cloth, floating the scarf slowly up and down, side-to-side, and in-and-out.

If your child struggles with maintaining these slower movements, that’s OK—the control will come with time! Just have fun knowing you're supporting their developing self-regulation through enjoyable and playful movement experiences.



Music Together®
In School

Making Music at Home!

Everybody Loves Saturday Night

Songbook Page 33, Track B21

Did You Know?

Music provides a rich opportunity to expose your child to new words. Songs with simple melodies and substitution opportunities, like "Everybody Loves Saturday Night," are great for lyric variations that can incorporate new vocabulary words.

Try This at Home

To the melody of the song, sing about what you, your child, and other family members like. Substitute your child's name, and others' names, for "everybody". For example:

"Sophia loves to eat her berries.
Sophia loves to eat her berries.
Blueberries, blueberries, blueberries, blueberries,
Sophia loves to eat her berries."

"Liam loves his book about animals.
Liam loves his book about animals.
Animals, animals, animals, animals,
Liam loves his book about animals."

"Grandpa loves to play his guitar..."

"Tia loves to sing songs..."



Having fun with this simple song will support your child's vocabulary development!

Music Together[®]
In School

Making Music at Home!

Goin' to Boston

Songbook Page 5, Track A5

Did You Know?

Music can be a fun way to help your child transition from one activity to the next throughout the day, both at home and in school.

Try This at Home

Try making up verses for different activities and tasks that you and your child might do throughout the day, singing them to the melody of "Goin' to Boston." For example:

Come on now, let's go to school...
Earlye in the morning.
Let's put on our shoes now...
Earlye in the morning.
Come on now, it's time for dinner...
Late in the evening.
Let us sit right down now...
Late in the evening.



Making Music at Home!

Goodbye, So Long, Farewell

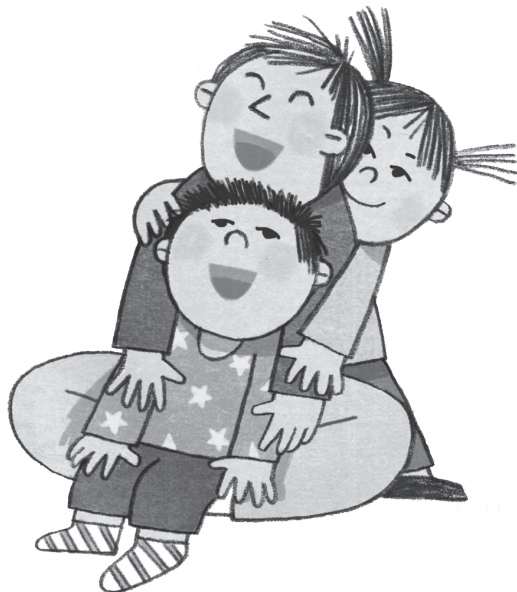
Songbook Page 35, Track B23

Did You Know?

Making music can be a wonderful way to connect and bond with others. Involving siblings, grandparents, aunts, uncles, and friends in music-making can be an enjoyable way to strengthen connections between your child and important people in their life.

Try This at Home

“Goodbye, So Long, Farewell” is an easy song to remember, and can be a special way to say goodbye to family and friends after visits. Your child will find comfort in saying “goodbye” while also letting friends and family know they will see one another again soon!



Music Together.
In School

Making Music at Home!

Hello Song

Songbook Page 2, Track A1

Did You Know?

The “Hello Song” is a beloved ritual that marks the beginning of every Music Together class. This song can also be used outside of class as a tool for transitions. Children find comfort in familiar routines, and singing a favorite like the “Hello Song” can be a fun way to signal change and help ease your family from one activity to the next.

Try This at Home

Everybody likes hellos! Try singing the “Hello Song” to your child’s teacher when you drop them off at childcare or school. Sing “Hello” to the babysitter or grandparents. You can even sing “Hello” to your child’s backpack before school, the broccoli at dinner, or their teddy bear before bed. The “Hello Song” can help make new activities and separations smoother—and even fun!



Music Together.
In School

Making Music at Home!

Here Is the Beehive

Songbook Page 11, Track A13

Did You Know?

Children of toddler age and above enjoy pretending when they play. Pretend play is an example of an important cognitive skill—*symbolic thought*—the ability to understand that an image in one's mind can represent or stand for something in the real world. This happens when children use a stick as a sword, or imagine something and act out what they're picturing in their minds. Many songs and chants are rich with opportunities for you and your child to pretend together.

Try This at Home

"Here Is the Beehive" is easy to learn, and children love it. Not only can they pretend to be the bees, but they can also have fun anticipating and waiting for the moment they get to fly out of their "hive" and "bzzz" around!



Try acting out the chant while pretending to be other animals. Don't worry about rhyming the lyrics, just have fun. For example, if your child wants to be a dog, ask them where a dog lives, how it moves, and what sound it makes. You can make your body into a dog in a doghouse, and when you come out, you can move and bark like a dog!



Here is the doghouse, but where are the dogs?
Hidden away where nobody sees.
Watch! And you'll see them come out of their house.
Ruff, ruff, ruff, ruff, ruff!

Music Together
In School

Making Music at Home!

Hippity, Happity, Hoppity

Songbook Page 28, Track B14

Did You Know?

Rhymes made up of words that begin with the same letter and have the same repeating initial sound—tongue-twisters like “Peter Piper picked a peck of pickled peppers”—are not only fun for children to say, but are also great for language development.

When two or more words have the same beginning letter with the same sound, this is called alliteration. The ability to hear and speak the beginning sounds of words helps develop language skills that children need when they’re beginning to learn to read. When they say this chant (“Hip, hip, hip, hippity, hap, hap, hap, happity, hop, hop, hop, hoppity...”), and repeat the “h” sound, they’re experiencing alliteration.

Try This at Home

Put on the recording and chant along with “Hippity, Happity, Hoppity.” Then, instead of the “h” sound, try using the first letter of your child’s name. For example, Samara’s song might be, “Sip, sip, sip, sippity, sap, sap, sap, sappity, sop, sop, sop, soppity. Sippity, sappity, soppity.” Use the initial letters of the names of family members, your child’s teacher, or the family pet. Ask your child to come up with their own initial letter/sound to use. Accept anything the child says, and if they make a “mistake,” repeat it joyfully anyway!



Music Together[®]
In School

Making Music at Home!

Inanay

Songbook Page 8, Track A9

Did You Know?

This is a fun song to sing as a partner song. When children are singing a song like "Inanay" as a partner activity, they're learning to work with another person, which helps to develop important social and emotional skills like cooperation and social competence.

Try This at Home

As you sing this song, sit or stand across from your child and play a game of pat-a-cake. Try tapping your own knees and then tapping the palms of your child's hands in the rhythm of the song as you sing. Also try coming up with different tapping and clapping combinations. Let your child have a turn leading as well. If you don't get the words right, don't worry—just have fun!



Music Together®
In School

Making Music at Home!

John the Rabbit

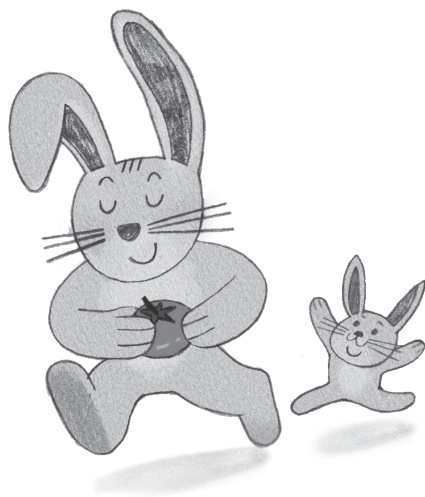
Songbook Page 6, Track A6

Did You Know?

Holding a block, pushing a button, coloring with a crayon—these are examples of children using their fine motor skills. Many Music Together® songs, including “John the Rabbit,” give children the opportunity for “fingerplay”—they make small movements with their fingers and hands as they play. These activities exercise the small muscles in the hands and coordinate hands and eyes to help build important fine motor skills.

Try This at Home

Hold your hands up to your head to make rabbit ears, or behind you to make a rabbit tail. Bounce and wiggle your ears or tails to the beat as you sing in call-and-response style. First, you sing the main lyrics as your child responds with each “Yes, ma’am!” On “No, ma’am!,” wave your finger back-and-forth as though you are saying “No!” Then trade parts, and have your child sing the main lyrics while you respond with “Yes, ma’am!”



Music Together.
In School

Making Music at Home!

Little Blue Car

Songbook Page 24, Track B10

Did You Know?

Many songs provide opportunities for children to learn about different themes (e.g., colors, transportation, food, animals, seasons, weather, etc.), which supports developing vocabulary and knowledge of the world around them.

Try This at Home

This song can be a springboard for learning about transportation and colors. Ask your child for other transportation and color ideas, and try exploring modes of transportation that may be new to them. For example:

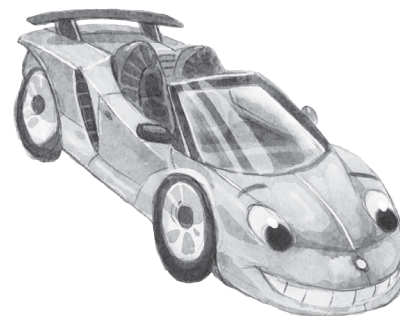
"Black submarine, black submarine..."

"Green spaceship, green spaceship..."

You can also sing this song when you're in the car, bus, train, etc., or as you're walking outside, pointing out (or asking your child about) the types of vehicles you see and their colors. For example:

"White garbage truck, white garbage truck..."

"Pink scooter, pink scooter..."



Music Together[®]
In School

Making Music at Home!

Los Fandangos

Songbook Page 13, Track A15

Did You Know?

When children dance to a song using specific movements for each different section, they're experiencing a physical representation of pattern. This supports their ability to recognize patterns, an important early math skill.

Try This at Home

As you play the recording of "Los Fandangos," change your movements as you hear the different sections of the song and ask your child to imitate you. Try doing smaller movements for the first part of the song and bigger movements for the middle part. Any movement that feels good works! And, don't forget to turn the leadership over to your child and ask them for a way to move.



Music Together[®]
In School

Making Music at Home!

Marching and Drumming

Songbook Page 23, Track B8

Did You Know?

Experiencing a wide variety of ways to move helps children develop coordination. Moving to a song like “Marching and Drumming” can also support bilateral coordination. There are several types of bilateral coordination:

- the ability to do the same movement using both sides of the body at the same time, such as picking up a block with two hands;
- moving in the same way but alternating sides of the body, such as walking;
- or making different movements on each side of the body at the same time, such as throwing a ball with just one hand.

Since bilateral coordination requires both sides of the brain to communicate and share information, a musical activity that fosters bilateral coordination also supports brain development.

Try This at Home

First, just get up and move to the music! You and your child can start moving slowly, then faster, using both sides and all parts of the body. Next, try moving one body part on just one side, like raising and lowering your right arm. Try the same movement with the left arm. Then, move both arms in the same way at the same time, or move each arm in a different way at the same time. Your child is now experiencing different types of bilateral coordination.



Music Together[®]
In School

Making Music at Home!

Merry-Go-Round

Songbook Page 30, Track B16

Did You Know?

When children run, ride a bike, play on a jungle gym, or throw a ball, they need movement skills like *coordination*, *balance*, and *body control*. Since music and movement go so well together, songs can be a great way for children to practice these skills. The waltz-like rhythm of “Merry-Go-Round” provides a rich opportunity for your child to move in fun and interesting ways that develop their movement skills.



Try This at Home

Move to the music! You and your child can use a variety of circling and swaying motions to move to the waltz-like rhythm of this song. For example, while singing:

- Circle one hand, then the other
- Circle both hands in one direction, then in the other direction
- Swing yours arms from side-to-side
- Turn in a circle in place, first one way, then the other

For an extra challenge, during the “dizzy go round” verse, try making your movements bigger, circling with raised hands and using your torso. It’s okay if you get a little dizzy—have fun and get creative!

Music Together[®]
In School

Making Music at Home!

Mississippi Cats

Songbook Page 32, Track B19

Did You Know?

Varying the *tempi* (slower/faster), dynamics (louder/quieter), and the length of pauses in a song or chant supports your child's developing self-regulation skills: the ability to control their energy level, emotions, urges, and behaviors.

Try This at Home

Say the words of this chant, as well as some of the scat words (scat words are the vocal improvisations you hear using nonsense syllables). Then, say them faster or slower. Take turns being the leader who decides how fast or slow to chant!

You can also experiment with being louder and softer. Loudly chant the first verse of "Mississippi Cats," and then whisper it. Next, for an added challenge, try doing some rhythm patterns back and forth with your child while experimenting with different sounds, *tempi*, and dynamics!



Music Together.
In School

Making Music at Home!

Old Brass Wagon

Songbook Page 3, Track A2

Did You Know?

Songs with substitution opportunities are a fun way to support your child's creativity and leadership skills!

Try This at Home

Think of other ways to move beyond the tapping, jumping, and clapping verses in the song. You can wiggle, stretch, or move different body parts. Or, create verses using ideas such as "hop like a bunny" or "drivin' the car." For example:

Hop like a bunny, old brass wagon,
hop like a bunny, old brass wagon,
hop like a bunny, old brass wagon,
you're the one my darlin'.

Once you've modeled a few ideas for your child, ask them to come up with their own ways to move and incorporate them into the lyrics and your movements as you sing.



Music Together.
In School

Making Music at Home!

Old King Cole

Songbook Page 29, Track B15

Did You Know?

Many songs provide opportunities for dramatic play through music. For example, through the lyrics of a song you and your child can each pretend to be an animal, a firetruck, or a tree! Dramatic play not only supports your child's imagination, but also helps them learn about the world.

Acting out the lyrics in "Old King Cole" can be an enjoyable way to learn about instruments.

Try This at Home

As you listen to the recording and sing along, act out the lyrics. For example: when you sing about King Cole, mime playing a fiddle. When you sing about Queen Cole, mime being an opera singer. For Princess Cole, mime playing a trumpet, and for Prince Cole, mime playing the drum. When you sing about Baby Cole, sing in a very high-pitched, babyish voice, and pretend to be any instrument you wish. Above all, have fun!



Making Music at Home!

Play Along

Songbook Page 10, Track A12

Did You Know?

Playing instruments is not only fun for children—it also supports their *fine motor skills*. When children hold a block, push a button, color with a crayon, and eventually write, they are using their fine motor skills. Playing an instrument helps to build important fine motor skills by exercising the small muscles in the hands and coordinating hands and eyes.



Try This at Home

When we say instruments, this doesn't mean your child has to play the violin or piano! You can use shakers, rhythm sticks, and small hand-held drums. If you don't have any instruments, ask your child to find things in your house that can be an instrument. A pot with a wooden spoon can make an excellent drum!

It's also fun to make your own instruments—a great activity to do as a whole family (with age-appropriate attention to safety, of course). For example, you can make a shaker out of a non-breakable water bottle by putting rice inside and gluing or taping the cap shut. Then, use these instruments to play along to "Play Along!"

Music Together[®]
In School

Making Music at Home!

Playin' in the Kitchen

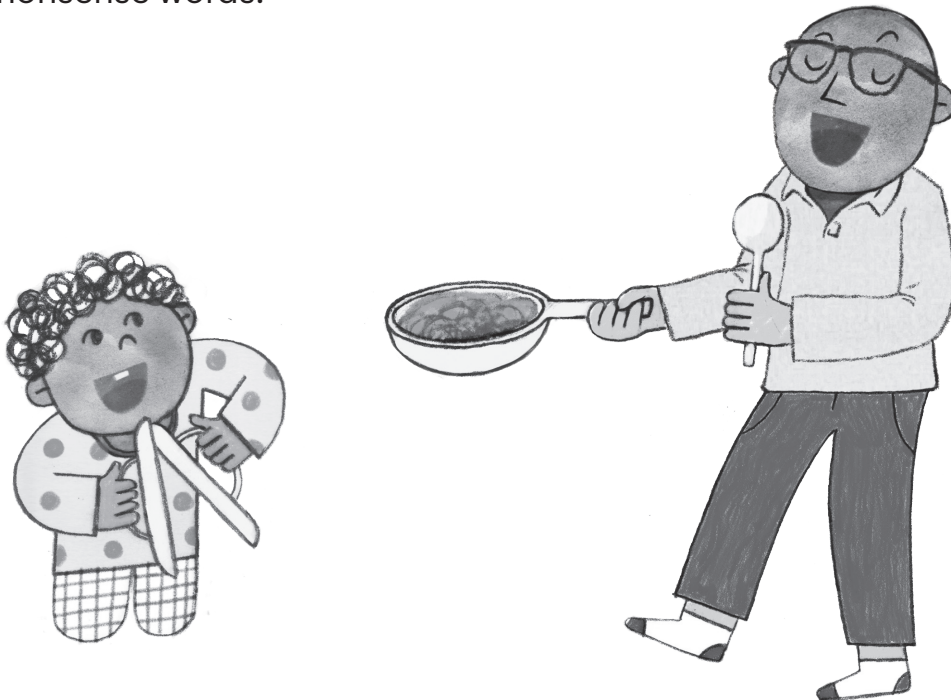
Songbook Page 26, Track B12

Did You Know?

Songs without Words are very useful! They allow both children and grownups to focus on being expressive with music without worrying about getting the words right. At the same time, they support language development by giving children practice in articulating different sounds and syllables.

Try This at Home

Try substituting different sounds to sing along with the melody, like “ba” or “la,” or ask your child to sing a sound an animal makes or the name of a friend in school. For example, if your child’s favorite animal is a cat, you could sing “meow” to the melody. You can also try nonsense words!



Music Together.
In School

Making Music at Home!

Roll Over

Songbook Page 7, Track A8

Did You Know?

Repetition is essential for early music learning—and children’s development, overall! Repetition helps create and strengthen neural pathways in the brain, which are important for developing new skills.

Try This at Home

This song naturally has a lot of repetition! As you sing the song, make up fingerplay movements to go with the words. For example:

- Show five fingers (then four, three, etc.) as you sing, “There were five in the bed...”
- Indicate “small” or “teeny” with your fingers or hands on “And the little one said...”
- Move your hands and arms, as if pushing others out of the bed on “Roll over...”
- Spin your hands rapidly around each other for “So they all rolled over...”
- Let one hand flop to the side on “And one fell out.”

Then repeat, repeat, repeat!



Music Together[®]
In School

Making Music at Home!



Round Robin

Songbook Page 19, Track B3

Did You Know?

“Round Robin” provides a great opportunity to engage in vocal play, which exercises your child’s voice and helps to develop their tonal range. Vocal play warms up the vocal chords for singing and also supports language and communication skills by helping develop expressive speaking.

Try This at Home

Before you sing “Round Robin,” engage your child’s vocal range (and creative spirit) by making a chorus of bird sounds: tweets, chirps, caws, and cock-a-doodle-doo! Play with the sounds together—from very high to very low pitches and everywhere in between.

Try sliding your voices up high on the last “dee” in “chick-a-dee-dee-dee-dee-dee,” echoing the voice on the recording.



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Making Music at Home!

Sailing Song

Songbook Page 31, Track B18

Did You Know?

As you surely know, young children have tons of energy! Teachers use music as a tool to calm and focus children in class all the time, and you can try it at home, too. “Sailing Song” is a particularly great song to help bring your child’s energy level down.

Try This at Home

Start this song with two or three deep-breath yawns and stretches—see if your child can imitate you. Then sing along, with or without the recording.



Making Music at Home!

She Sells Sea Shells

Songbook Page 25, Track B11

Did You Know?

Songs with a predictable order and repetition of lyrics like “She Sells Sea Shells” offer the opportunity for children to practice *sequencing*, the ability to recognize or arrange an order or pattern. Exposure to patterns and sequencing in early childhood supports emerging math skills. Using music during everyday activities is a fun way to expose children to basic math concepts.

Try This at Home

This song provides a wonderful opportunity to experience sequence. Try adding movement to each phrase in this song so your child can hear, see, and feel the musical patterns. For example:

- For the first part of the song, use your arms to show reaching in and taking out imaginary shells from a pretend basket, placing them on the floor in front of you.
- When you sing the shell names and colors, point on the beat to the imaginary shells in front of you.
- As you sing about the birds, swoop your arm into the air in a gentle arc, as if following their flight through the sky.

Repeat this sequence as you sing the song again. You can also ask your child to come up with their own movements for each phrase!



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Singin' Every Day

Songbook Page 17, Track A21

Did You Know?

Chants and songs that use a call-and-response pattern naturally support your child's developing leadership skills and self-regulation—the ability to control their energy level, emotions, urges, and behaviors. When you're the leader, your child has to pay attention, listen to the words, and wait for their turn to give a response at the right time. This builds self-regulation skills. Leadership skills are developed when it's your child's turn to lead.

Try This at Home

Create your own verses about your child's favorite thing to do, or use "action" words like stompin', wigglin', jumpin', etc. The whole family can take turns being the leader who "calls" out the verse, and the follower who "responds" with the same verse at the right time. For example:

Call: "Oh, I'm swimmin' every day and every night."

Response: "Swimmin' every day and every night."

Call: "Oh, I'm jumpin' every day and every night."

Response: "Jumpin' every day and every night."

Take turns singing the "La, la, la..." part. When you get to the middle section of the song, the "Hey, la, la, lay..." section, sing together.

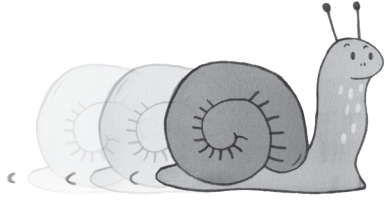
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The Snail and the Mouse

Songbook Page 15, Track A18



Did You Know?

Contrast is one way that children learn what something is, by comparing that “something” to something else that it isn’t. Experiencing contrasts such as big/small or fast/slow help children learn these concepts, recognize patterns and sequences, and make connections and logical predictions. These are important parts of early math skill development. “The Snail and the Mouse” offers opportunities to play with contrast.

Try This at Home

Say this chant along with the beat and rhythm of the recording. Find ways to move like the snail (e.g., slow and smooth) and the mouse (e.g., quick and jumpy), either with your whole body or just your hands.

Then, you and your child can come up with other contrasting ways to move or sounds to make. For example, along with the beat and rhythm of the music, try tiptoeing/stomping, sliding/hopping, or singing softly/loudly. By exploring how these movements and sounds feel in the body, your child is naturally experiencing patterns and sequences through contrast.



Making Music at Home!

Sneakin' 'Round the Room

Songbook Page 32, Track B20

Did You Know?

Music can be a wonderful way for your child to explore different sound/letter combinations and practice speaking skills, like the articulation of consonants and vowels.

Singing this song can also support other important elements of language development, such as expression, breath management, and prosody (the rhythmic flow of words in language, and the rise and fall of the voice when speaking).

Try This at Home

Simply sing this song with your child along with the recording. You can also play with substituting different sound/letter combinations to replace the “bum, bum, bum...” lyric, like “da, da, da...” Do the same with the “doo...” and “la...” sections. Try using animal or instrument sounds to sing the song (e.g., “meow” or “toot”). During the “Scoobie...” section, just have fun making up nonsense sounds and words, singing them to the beat of the song!



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Making Music at Home!

The Sounds of Fall...

Songbook Page 3, Track A3

Did You Know?

Many songs provide opportunities for children to learn about different themes (e.g., colors, transportation, food, animals, seasons, weather, etc.), which supports developing vocabulary and knowledge of the world around them.

Try This at Home

This song could be a springboard for learning about seasons. Sing the song and ask your child what season it is when leaves fall. Try doing a verse about raindrops falling and ask your child what season usually has a lot of rain. Try doing a verse about snow falling and ask about that season. Then sing about the rain and the snow.

You can also ask your child to sing about the weather outside today. Play around with making up verses, and don't worry about rhyming—just have fun with it!

"Listen to the rain
coming down outside.
Drip, drop, drip, drop.
When we walk to school,
we'll wear our rain coats!
Drip, drop, drip, drop."



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Making Music at Home!

Sweet Potato

Songbook Page 22, Track B6

Did You Know?

Many songs provide opportunities for dramatic play through music. When children act out stories and ideas through dramatic play, they are developing their *narrative skills*, or the ability to tell a story, which is important to language and literacy development. They are also developing creativity!



Try This at Home

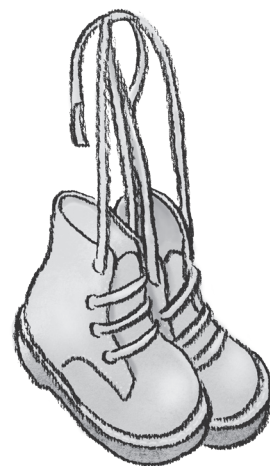
As you listen to the recording and sing along, act out the lyrics. Anything you and your child come up with will work, but here are some ideas:

- “Roo, roo...”: Pretend you are stirring soup.
- “Hokey dinkum...”: Stretch arms in front of you and wiggle your fingers.
- “Soon as we all cook sweet potatoes...”: Pretend to eat.
- “Soon as supper’s et Mama hollers...”: Rock side-to-side and pretend you are calling for someone.
- “Go straight to bed!”: Pretend to sleep by putting your head into your hands.

Making Music at Home!

There's a Cobbler

Songbook Page 20, Track B4



Did You Know?

The repetition of rhymes allows your child to hear and begin to identify the distinct sounds that make up words. Classroom teachers call this skill *phonological awareness*, and it's important to your child's language development.

In addition to the benefits of rhyming, making up your own verses to "There's a Cobbler" also stimulates your child's creativity and growing language skills!

Try This at Home

Ask your child to name some of the things they see around them—in their bedroom, outside for a walk, in the store, etc. Or, you can name things you see. Then, try to come up with a whole phrase that rhymes. It's fun to say silly words, nonsense rhymes, or your child's spontaneous phrases that might not even make sense! For example:

"There's a birdie in a tree,
singing sweetly just for me.
With a tweet, and a tweet, and a tweet, tweet, tweet.
With a tweet, and a tweet, and a tweet, tweet, tweet."

"There's a banana in a bunch,
we're going to buy it for our lunch.
With a yum, and a yum, and a yum, yum, yum.
With a yum, and a yum, and a yum, yum, yum."

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Making Music at Home!

This Little Light of Mine

Songbook Page 16, Track A20

Did You Know?

One way to support your child's language development is to say a word while pointing to the object that is that word. "This Little Light of Mine" is a simple song you can sing to do just this.

Try This at Home

Help your child learn the names of body parts by changing the words of this song (nose, elbows, ears, etc.), and moving or tapping on those body parts (to the beat) as you sing! For example:

- "These clapping hands of mine, I'm gonna let 'em shine..."
- "These stomping feet of mine, I'm gonna let 'em shine..."
- "These circling arms of mine, I'm gonna let 'em shine..."



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Making Music at Home!

This 'n' That

Songbook Page 22, Track B7

Did You Know?

Children love to imitate adults or other children, either repeating the exact same thing or creating their own versions. Imitation is important to young children's learning and development.

When your child copies how you're moving or what you're singing, they're learning to observe and then putting their observations into action. When you, in turn, imitate their movements or what they sing, you're supporting the growth of their *leadership skills*.

Try This at Home

As you sing "This n That", model different ways to move—try “wiggling,” “waving,” or “twirling.” Ask your child to imitate your movements. For example, sing:

“Can you go like this?” *[show a move]*,
“Can you go like that?” *[show a different move]*.
[Wait for your child to imitate you.]

Next, ask your child to come up with their own way to move while you imitate them. This is a great way to support their growing movement vocabulary and leadership skills.



Making Music at Home!

This Train

Songbook Page 9, Track A10

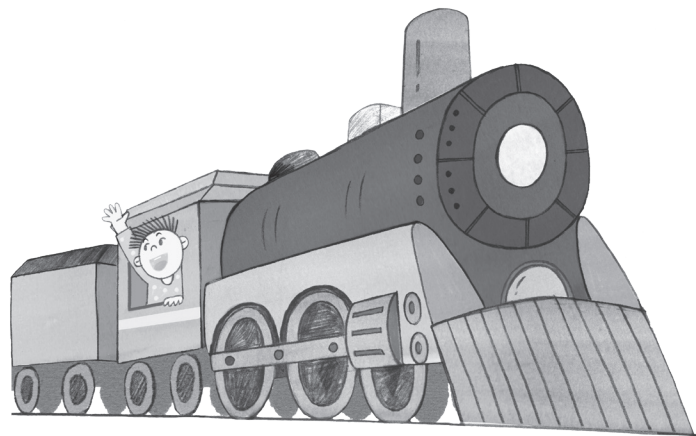
Did You Know?

Music can be a fun way to help your child transition from one activity to the next throughout the day, both at home and in school.

Try This at Home

Try making up verses for different activities and tasks that you and your child might do throughout the day and sing them to the melody of "This Train." Replace "children" with your child's name when singing "...children get on board." For example:

- "This train is bound for bed / Katie get on board."
- "This train is bound for school / Zion get on board."



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Making Music at Home!

Tomorrow's Now Today

Songbook Page 34, Track B22

Did You Know?

The sound of your voice is an important and comforting sound in your young child's life. Regardless of your talent, your child can be calmed and soothed by using a song like "Tomorrow's Now Today" as a lullaby at naptime, at fussy times, or before bed.

The ritual of a bedtime lullaby also provides an opportunity for parent-child bonding at any age.

Try This at Home

Hold your child close while rocking gently as you sing. Simply hearing your quiet voice and feeling your rocking motions will help calm your child, and you, too, might find this quite relaxing!

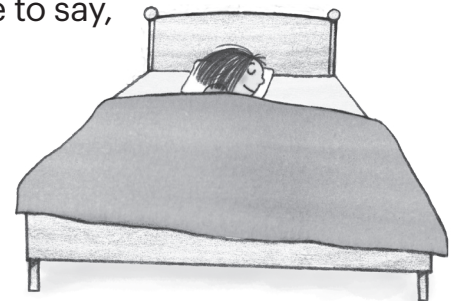
Or, as your child lies in a bed or crib, gently pat their back in time with the music.

It's also comforting to sing about what you do when you go to bed. For example:

"When we go to sleep, we always have to say, goodnight to teddy bear, goodnight to teddy bear..."



"When we go to sleep, we always have to say, sleep tight, sleep tight, sleep tight..."



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Making Music at Home!

Walking Song

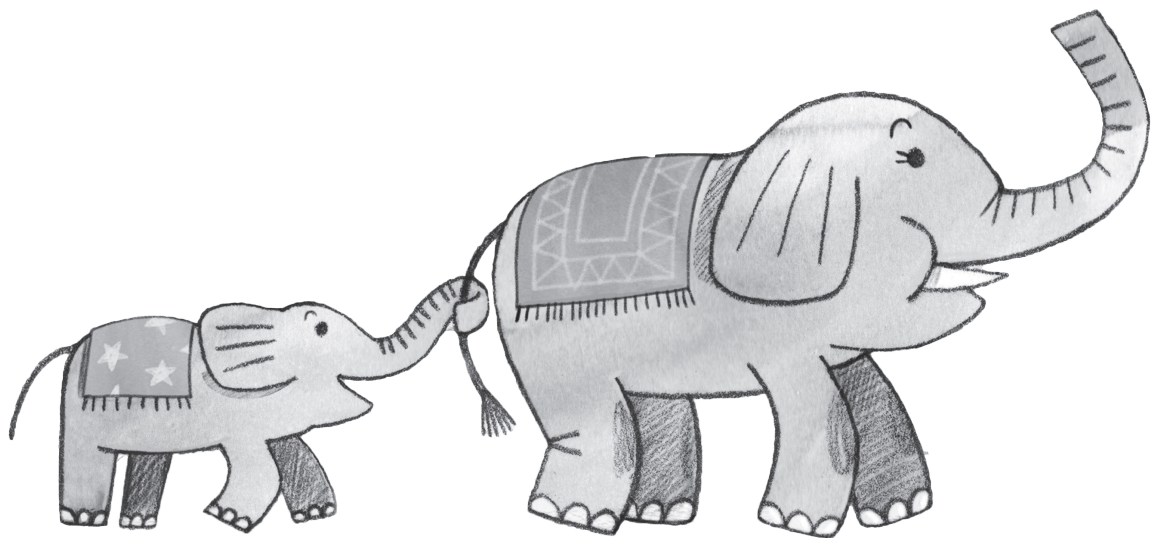
Songbook Page 24, Track B9

Did You Know?

Children sing Songs without Words sooner (and more accurately) than they sing songs with lyrics. Playing with songs like "Walking Song" supports your child's first attempts at singing.

Try This at Home

Try substituting different sounds to sing along with the melody. You can ask your child to sing on vocables like "ba" or "la," sing a sound an animal makes, or sing the name of a friend in school. For example, if your child's favorite animal is a cat, you could sing "meow" to the melody. You can also try nonsense words!



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Wedding Dance

Songbook Page 30, Track B17

Did You Know?

Since music and movement go so naturally together, many songs provide young children with opportunities to explore moving their bodies in new ways. With “Wedding Song,” your child can explore *coordination* and *balance* through dancing.

Try This at Home

Simply play the recording and dance! Encourage your child to move however they want, which helps to support not only their physical development but their creativity, as well! If you have an infant or younger toddler, hold them as you dance so they can feel your movements.



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