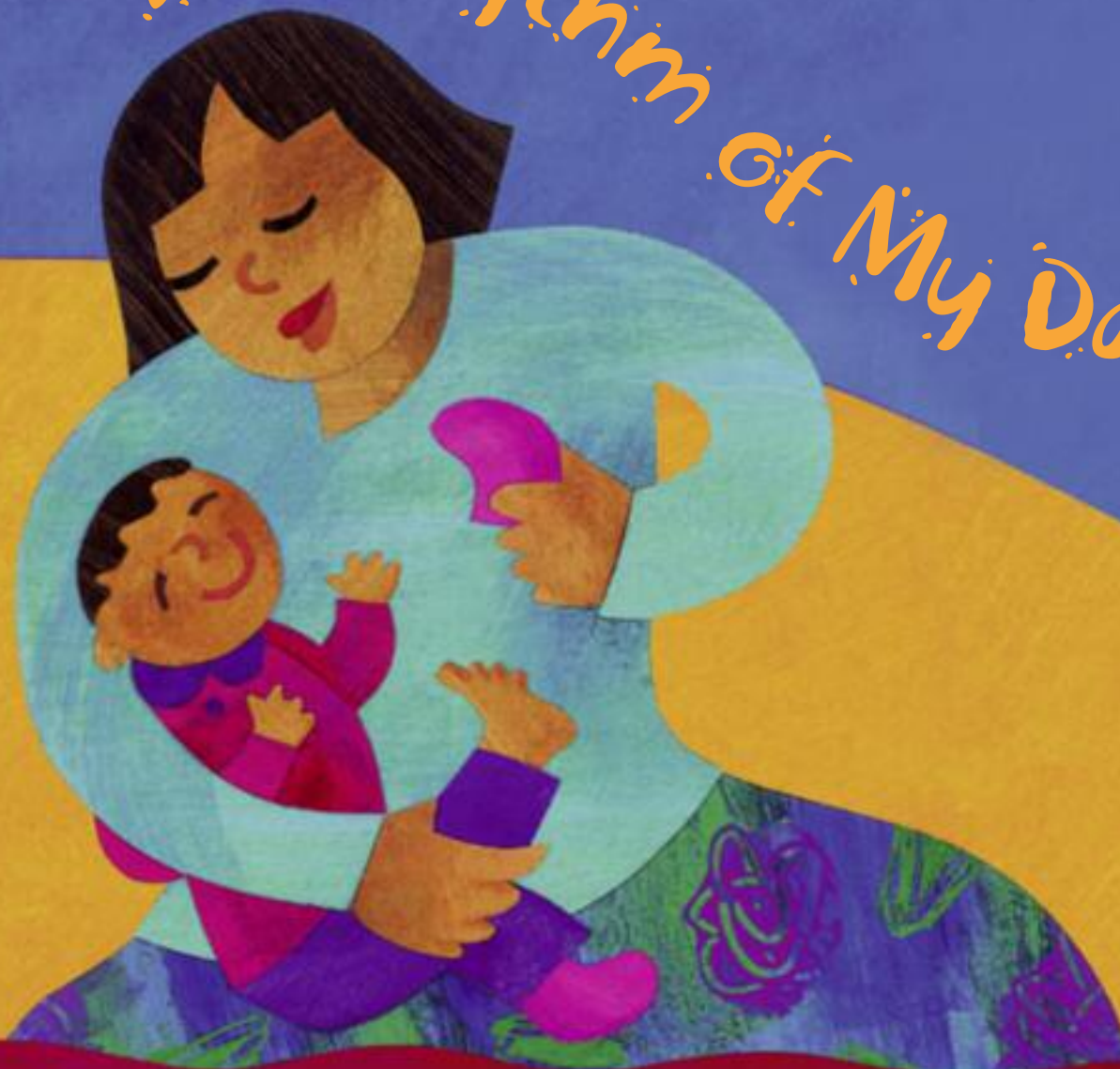


The Rhythm of My Day



Baby's Home Journal



Welcome to Kindermusik Village!

This Home Journal is a place for you to document your baby's experiences with music. At the end of each class you will receive a special Home Activity Card which contains suggested activities to do with your baby during the week. It will also contain an invitation to make some notes about your observations. The reverse side of the card is a place for you to "make some memories." You could write a letter, a poem, or jot down notes. You could draw a picture with crayons or markers. You could use stickers and glitter. You could paste a special photo of your baby's involvement with music making. Or you could leave it blank and do your Journal in your mind.

Each Home Activity Card contains interesting resources for you and your baby to enjoy. Some are children's literature books, some are CD's to purchase, and a few are websites or books for parents and caregivers.

Several cards containing the melodies and words to songs and activities learned in class are also included, along with a lace to bind the entire Home Journal together.

Baby's Name _____

Date _____

The Importance of Rituals



Throughout our lives we experience daily, weekly and monthly rituals, as well as landmark rituals that are rites of passage. Rituals are essential for Baby's security and comfort. Because she has not mastered communicating in this new world, she doesn't know when she may be woken up each day or where she might go, what food she might encounter or what clothing she might sport for the day. By giving her the predictability of rituals she is able to develop practical skills, cope with change more easily and develop a sense of her identity and culture. In her childhood and teenage years, rituals can evolve into moments of special time with family and can be key components in communication. Rituals help regulate Baby's inner clock; however, an occasional spontaneous outing won't be of harm to her stability. The rituals you share will most likely be a memorable legacy that your child will hold dear throughout a lifetime.

Home Activity

Baby's everyday routines can be built into beautiful but simple rituals. Try creating bookends for your day by giving a kiss and singing a song when Baby wakes up each morning and when she goes to sleep at night. Consider beginning each mealtime with a poem, time of sharing and thanks or a moment of silence. Choose any activity in Baby's day, big or small, around which to create your own special ritual.

Over the next eight weeks, consider making a scrapbook or video of your baby's daily rituals. You may want to use the book, *The Rhythm of My Day*, as a model, incorporating Baby's name into the chanted refrain ("Sarah, Sarah. It's the rhythm of her day.") Include photographs, older siblings' drawings and written excerpts of the songs and poems you share with Baby. This will be a special memento for Baby that she can share with her family some day.

Baby's Journal

Baby's favorite ritual is...

For Your Home Library

The Heart of a Family: Searching America for New Traditions That Fulfill Us, by Meg Cox. Random House, 1998. ISBN 0-679-44863-2

Hide and Seek



Hide and seek object games provide Baby with many opportunities for developing object permanence and motor skills. Baby's understanding of object permanence is evidenced when he begins to search and retrieve a hidden object. This indicates that he remembers that the object continues to exist even though it is not seen. By searching for the object he is also developing motor skills in his upper body. He will be reaching for the object at a distance, transferring objects from one hand to the other and learning to use whole arm movements as well as simple wrist movements.

Home Activity

The song *Jingle Go the Baby Bells* from today's class will help Baby develop object permanence and motor skills at home. Try using everyday items or Baby's favorite toy to play this hide and seek game. A high interest object will encourage Baby to search for it when it is not seen. Remember to incorporate the American Sign Language for **where** in the appropriate part of the song to emphasize that the object is temporarily missing. Some experienced crawlers and walkers may begin to make the sign after several repetitions.

Baby's Journal

Baby shows curiosity for the missing object by...

For Your Home Library

Who's Peeking?, by Charles Reasoner. Price Stern and Sloan, 1993.

ISBN 0-8431-3478-X

Where Is Baby's Belly Button?, by Karen Katz. Simon and Shuster, 2000.

ISBN 0-689-83560-4

Hello and Goodbye Rituals



Daily bustle is a normal part of contemporary households. Separating from Mom, Dad or siblings is a normal occurrence to which you will want to help Baby adjust. Meg Cox, author of *The Heart of a Family*, writes, "Many families have found that simple rituals acknowledging their partings and reunions smooth these transitions and remind family members that love follows them wherever they go." These rituals also help Baby anticipate departures and arrivals and to adjust emotionally until the reunion. Whatever the ritual, the underlying message "I love you and I will see you soon" is what Baby needs and understands.

Home Activity

This week, try incorporating music as a way to greet Baby when you pick her up from day care or Grandma's house. You might consider singing Hey, Lolly with Baby when Mommy or Daddy gets home from work or when siblings come home from school. Try replacing the word Lolly with a family member's name or the name of others who might be coming to greet Baby, such as Daddy, Sissy or Doggie. You may choose various greetings and departures for different times of the day and places, for example, our special hello and goodbye songs for our Village class that help Baby anticipate the beginning and ending of class.

Baby's Journal

Baby's ways to say hello and goodbye...

For Your Home Library

I Love You Rituals, by Dr. Becky Bailey. Loving Guidance, Inc., 1996.
ISBN 1-889609-05-6

Guess How Much I Love You, by Sam McBratney. Candlewick Press, 1996.
ISBN 0-7636-0013-X

Signing With Baby



Very early in Baby's life we discover her innate desire to communicate with us. Even though babies are not able to communicate successfully by using verbal language, we can introduce sign language into a hearing baby's environment as a means of effective communication. Sign language can help eliminate the frustration of misunderstanding Baby's needs, can raise Baby's self-esteem because she is able to effectively communicate and can create a stronger bond through this mutual understanding.

Home Activity

Observe Baby for moments when she is curious about an object or action. These moments of curiosity are ideal times to introduce new signs to Baby by saying the word and making the hand sign. If Baby is willing, gently form and move her hand to create the sign. Consistency is essential in your use of sign language with Baby. It is the repetition that will help her to make the connections among the object or action, the spoken word and the sign. Most babies will begin to make signs between the ages of six to nine months; however, many babies will comprehend the meaning before that.

Baby's Journal

Baby's first sign...

For Your Home Library

Sign With Your Baby: How to Communicate With Infants Before They Can Speak. by Joseph Garcia. Stratton Kehl Publications, 2000. ISBN 0-9636229-2-7

American Sign Language Dictionary. by Elaine Costello, Ph.D. Random House, 1998. ISBN 0-679-78011-4

www.handspeak.com

Shake, Rattle and Play



Throughout Kindermusik Village we have explored a variety of instruments and objects with Baby. Of course, there are musical benefits for Baby in hearing different timbres or qualities of sound, playing with the steady beat of music and hearing an ensemble of numerous instruments at one time within a class. Beyond the musical benefits, Baby has the opportunity to use his fine motor skills to grasp instruments between the thumb and index finger or use a fist grasp pattern. The development of fine motor skills is necessary for a child to learn to manipulate buttons on his clothing or tie a string.

Home Activity

Your home is filled with objects that can be played as instruments. Consider creating a pot and pan kitchen band using wooden spoons as mallets or a percussion set using plastic containers filled with cereal or liquid. Also, many safe toys make sounds when manipulated by Baby. Help Baby choose objects that make a variety of sounds, that require him to shake or strike the object in different ways to produce the sound and that are visually interesting in different ways. You can extend your musical play by making loud and soft sounds, playing along with music or creating a family instrument ensemble.

Baby's Journal

Baby enjoys instruments and objects that make these kinds of sounds...

For Your Home Library

CD: Dave Brubeck's Greatest Hits, Dave Brubeck, Sony #65417, 1997.

Stop! Go!



Home Activity

Baby enjoys “stop and go” games. The element of surprise delights him at first. As he becomes familiar with the activity, he will enjoy anticipating the stops and starts, understanding the structure of the music in much the same way as he understands spoken language prior to speaking it.

At home continue to play with “stop and go” during the day. Incorporate songs and chants from class with these stop and go adventures.

*While Baby is in his swing lyrically chant “swinging, swinging, swinging...” Gently cease swinging and say, “and stop.” Also, try to play with this chant while bouncing, dancing or doing any movement Baby enjoys. You could use a push toy or toy car and help Baby “go” all around the room then playfully help him stop. Accompany this game with the song Walk All Around by changing the words to, “Drive all around, now, drive all around ... and stop.” Remember to include the sign language for **stop** while playing with Baby. This sign can be beneficial in communication with him as he grows into toddlerhood.*

Also play with the anticipation created in the pause of sound and movement in the song Go Into the Kitchen. Take an adventure through the house and “take a peek” into all the different rooms, giving Baby the opportunity to observe how each room looks while it is still and without bustle.

Baby’s Journal

I notice Baby responds to stop and go games by...

For Your Home Library

Ages & Stages: A Parent’s Guide to Normal Childhood Development, by Dr. Charles E. Schaefer and Theresa Foy DiGeronimo. John Wiley & Sons, 2000. ISBN 0-471-37087-8

Singing Piggyback Songs



Fill Baby's day with singing! Singing new words to a familiar song is sometimes referred to as creating a "piggyback" version of the song. Piggyback songs can adapt almost any task or mode of play into a singing activity. One very popular piggyback tune, Twinkle, Twinkle, Little Star, is also sung with the words to the Mother Goose rhyme, Baa, Baa, Black Sheep and the Alphabet Song. As Baby grows into a toddler you might have fun singing nonsense words; and as your toddler becomes a preschooler you can enjoy making up comical lyrics. Your use of piggyback songs will support Baby's musical exploration and language development.

Home Activity

In Village class we have used a piggyback version of The Mulberry Bush to do baby exercise and play the egg shakers. This melody or any of Baby's favorite melodies can be "piggybacked" to accompany bath time, driving in the car or getting dressed. ("This is the way we take a bath..." etc.).

Baby's Journal

Baby's favorite piggyback song and activity...

For Your Home Library

Heritage Songster, by Leon and Lynn Dallin. McGraw Hill, 1980.

Music for Life



Through research we know that babies absorb all things around them. This is true of music, beginning at the moment of birth. By filling the spaces of Baby's day with music, passive and active, we are teaching Baby the many roles that music can play throughout his day and his life. Music can help him relax, cope with feelings, celebrate, create and express beyond verbal capabilities.

In the book Nurtured by Love, Shinichi Suzuki compares music in a baby's life to that of a planted seed. "We don't see the seed that is planted in the ground, but water, temperature, light and shade act daily as stimuli; little by little there is an unseen change, up to a certain day when the sprout appears. Like the seed who has no influence over its stimuli, [musical] inspiration and interest are acquired involuntarily by an infant from everything he sees and hears..."

Home Activity

Consider choosing various styles and moods of music to accompany different routines during your day. You may choose to play some lively but soothing jazz before dinner each night or play some gentle Bach before each naptime. Celebrate your family's reunion at the end of each work day while dancing and listening to a lively piece, such as Twinkle Dance found on your Baby's Home CD. Whatever music you choose, Baby will begin to associate certain activities and moments in time with a particular flavor of music. These feelings and moods you create with Baby using music throughout your routines will create musical memories that stay with him for life.

Baby's Journal

Baby's responses to different types of music...

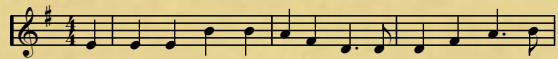
For Your Home Library

CD: The Cello Suites Inspired by Bach, Yo-Yo Ma, Sony Classics # 63203, 1998.

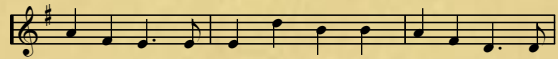
Song Card

Maria's Gone

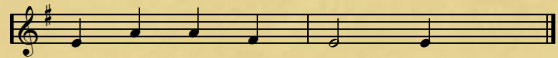
$\text{♩} = 92$ Kentucky Play Party Song/adapted



I won-der where Ma-ri-a's gone, I won-der where Ma-



ri-a's gone, I won-der where Ma-ri-a's gone So

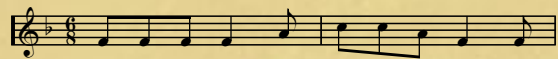


ear-ly in the morn-ing.

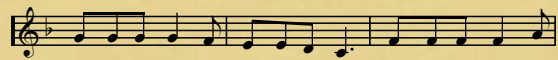
- Vs. 2 Yonder she comes and it's how do you do...
So early in the morning.
- Vs. 3 Give her a kiss and march on through...
So early in the morning.
- Vs. 4 Swing to the right, then to the left...
So early in the morning.
- Vs. 5 Two steps forward, then turn around...
So early in the morning.

The Mulberry Bush

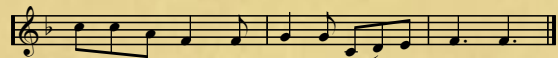
$\text{♩} = 108$ English Folk Song



Here we go 'round the mul-ber-ry bush, the



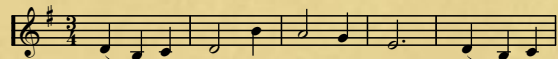
mul-ber-ry bush, the mul-ber-ry bush. Here we go 'round the



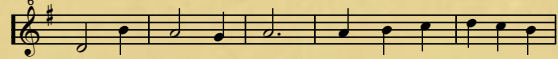
mul-ber-ry bush, so ear-ly in the morn-ing.

Golden Slumbers

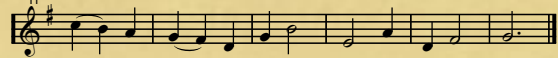
$\text{♩} = 44$ English Lullaby



Gold-en slum-bers kiss your eyes, Smiles— a-



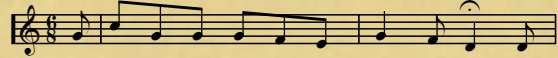
wait you when you rise; Sleep now, my lit-tle one



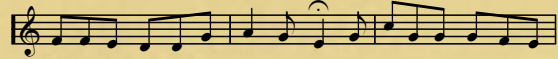
do— not cry,— And I will sing a lul-la-by.

Go Into the Kitchen

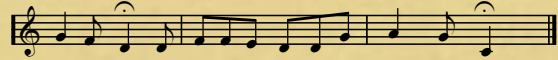
$\text{♩} = 72$ adapted Square Dance Tune



Go in-to the kitch-en and take a peek. Go



out of the kitch-en and tap your feet. Go in-to the kitch-en and



take a peek. Go out of the kitch-en and swing your sweet.

- Vs. 2 ...wiggle your feet
- Vs. 3 ...stomp your feet

Song Card

Four White Horses

♩ = 72 Virgin Islands Folk Song

Four white hors - es, on the riv - er, Hey, hey, hey, —
 up to - mor - row, up to - mor - row is a rain - y day.
 Come on and join our shad - ow play. Shad - ow play is a
 ripe ba - na - na, up to - mor - row is a rain - y day.

Jingle Go the Baby Bells

♩ = 152 Susan James Frye

Jin - gle, jin - gle, jin - gle go the ba - by bells.
 Jin - gle, jin - gle, jin - gle go the bells.
Refrain
(slow) Lost them, lost them. Where are the ba - by bells?
(fast) Found them, found them. Here are the ba - by bells.

Vs. 2 Sh-sh-sh-sh-sh go the baby bells...

Vs. 3 Rattle, rattle, rattle go the clackers...

Vs. 4 Roll-a, roll-a, roll-a go the clackers...

Hëvënu Shalom

♩ = 116 Hebrew Folk Song

Hë - vë - nu sha - lom a - lë - chem. Hë - vë - nu
 heh - veh - noo sha - lohm ah - leh - hehm heh - veh - noo
 sha - lom a - lë - chem. Hë - vë - nu sha - lom a -
 sha - lohm ah - leh - hehm heh - veh - noo sha - lohm ah -
 lë - chem. Hë - vë - nu sha - lom, sha - lom, sha - lom a - lë - chem.
 leh - hehm heh - veh - noo sha - lohm sha - lohm sha - lohm ah - leh - hehm



American Sign Language: Where

At shoulder level, hold your right hand in a fist, palm outward, with your index finger pointed upward. gently move the finger using a side motion two times.

Song Card

Wash the Dishes Mother Goose/adapted

Wash the Dishes,
Wipe the Dishes,
Ring the Bell for Tea;
Three good wishes,
Three good kisses,
I will give to thee.
One, two, three

I See You (Jag ser dig)

Swedish Children's Singing Game

$\text{♩} = 88$



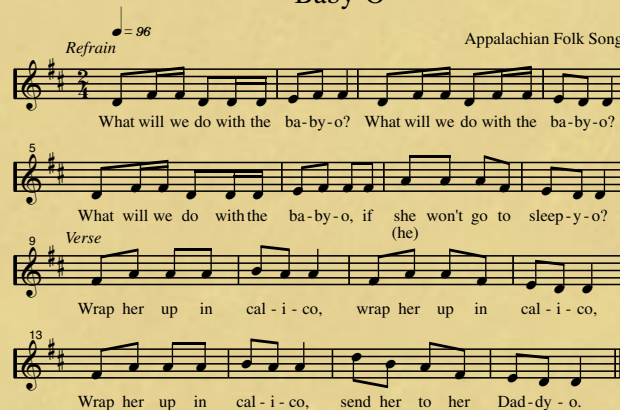
I see you, I see you, Tra la la la la la. I
see you, I see you, Tra la la la la la.
I see you and you see me, Tra la la la la la la,
I see you and you see me, Tra la la la la la la.

Baby-O

Appalachian Folk Song

$\text{♩} = 96$

Refrain



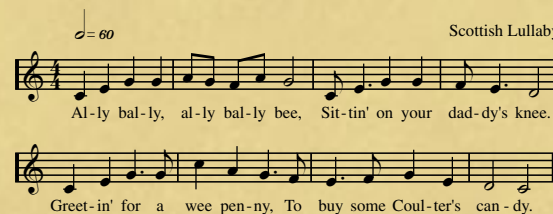
What will we do with the ba-by-o? What will we do with the ba-by-o?
What will we do with the ba-by-o, if she won't go to sleep-y-o?
(he)
Wrap her up in cal-i-co, wrap her up in cal-i-co,
Wrap her up in cal-i-co, send her to her Dad-dy-o.

- Vs. 2 Tickle his chin and wiggle his toes,
Tickle his chin and wiggle his toes,
Tickle his chin and wiggle his toes.
Dress him up in your city clothes.
- Vs. 3 Fold her up in a tablecloth,
Fold her up in a tablecloth,
Fold her up in a tablecloth.
Throw her up in the old hayloft.
- Vs. 4 Swing him north and swing him south,
Swing him north and swing him south,
Swing him north and swing him south.
Pour a little honey in his mouth.

Ally Bally

Scottish Lullaby

$\text{♩} = 60$

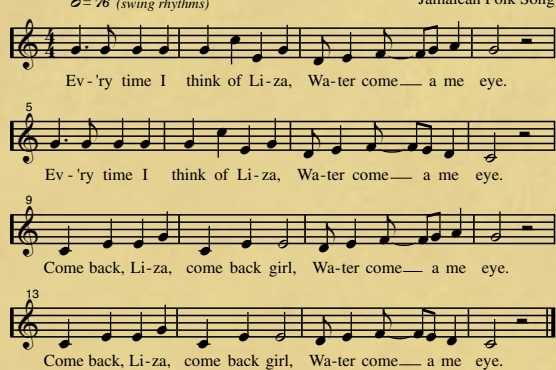


Al-ly bal-ly, al-ly bal-ly bee, Sit-tin' on your dad-dy's knee.
Greet-in' for a wee pen-ny, To buy some Coul-ter's can-dy.

Song Card

Water Come a Me Eye

$\text{♩} = 76$ (swing rhythms) Jamaican Folk Song



Ev - 'ry time I think of Li - za, Wa - ter come — a me eye.

5
Ev - 'ry time I think of Li - za, Wa - ter come — a me eye.

9
Come back, Li - za, come back girl, Wa - ter come — a me eye.

13
Come back, Li - za, come back girl, Wa - ter come — a me eye.

With My Baby on My Knee

$\text{♩} = 104$ New England Nursery Song



With my ba - by on my knee, Tra la la, la la la,

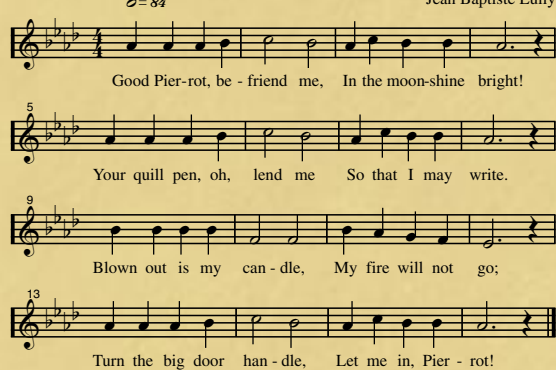
5
I'm as hap - py as can be, Tra la la, la la la.

9
With my ba - by on my knee, Tra la la, la la la,

13
La la la la la la la la la.

Au clair de la lune

$\text{♩} = 84$ Jean Baptiste Lully



Good Pier - rot, be - friend me, In the moon - shine bright!

5
Your quill pen, oh, lend me So that I may write.

9
Blown out is my can - dle, My fire will not go;

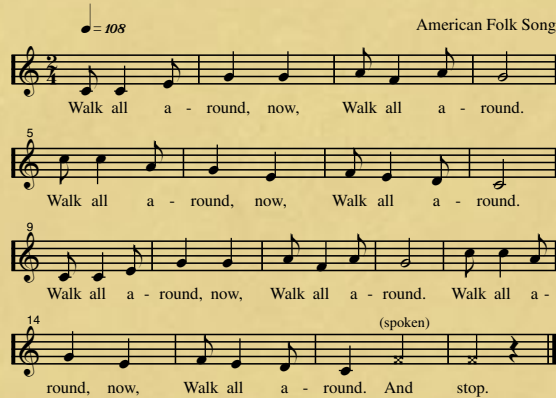
13
Turn the big door han - dle, Let me in, Pier - rot!

Vs. 2 Moonbeams all things lighting,
 Pierrot crossly said:
 "I've no pen for writing,
 I am snug in bed.
 Go and ask your neighbor,
 Go to her instead;
 She is at her labor
 Making loaves of bread."

Song Card

Walk All Around

$\bullet = 108$ American Folk Song



Walk all a - round, now, Walk all a - round.

Walk all a - round, now, Walk all a - round.

Walk all a - round, now, Walk all a - round. Walk all a -
(spoken)

round, now, Walk all a - round. And stop.

- Vs. 2 Dance all around, now...
- Vs. 3 Tiptoe around, now...
- Vs. 4 Circle around, now...



American Sign Language: Walk

Hold both hands at chest level, palms facing down. Using alternating motions in both hands, move finger tips up and down, bending from the wrist.



American Sign Language: Tiptoe

Close both hands to form fists, leaving out the pointer fingers. Point the fingertips downwards and gently move forward alternating hands.



American Sign Language: Stop

Hold left hand out, palm facing up. Place right hand sideways on left palm, little finger side down, thumb side up.



American Sign Language: Dance

Hold left hand out, palm facing up. Close the right hand into a fist, leaving the pointer and middle fingers out to make a "V". Place your right hand fingertips on the palm of the left hand. Move your fingertips in a sweeping motion across the palm of the left hand.

Song Card

Let Me Call You Sweetheart

(by Leo Friedman and Beth Slater Whitson)

(Verse 1)

I am dreaming, Dear, of you day by day.
 Dreaming when the skies are blue, when they're gray;
 When the silv'ry moonlight gleams, still I wander on
 in dreams.
 In a land of love, it seems just with you.

(Refrain)

Let me call you "Sweetheart" I'm in love with you.
 Let me hear you whisper that you love me too.
 Keep the lovelight glowing in your eyes so true.
 Let me call you "Sweetheart" I'm in love with you.

(Verse 2)

Longing for you all the while, more and more.
 Longing for the sunny smile, I adore;
 Birds are singing far and near roses blooming
 ev'rywhere.
 You, alone, my heart can cheer you, just you.

(Refrain)

Üsküdar

♩ = 72 Turkish Folk Song

On my way to Üs - kü - dar, It be-gan to rain.
 uhs - kuh - dahr

La la la la la la la la la la la la la la la la

la la la la la la la la la la

Weggis Song

♩ = 72 Swiss Folk Song/adapted

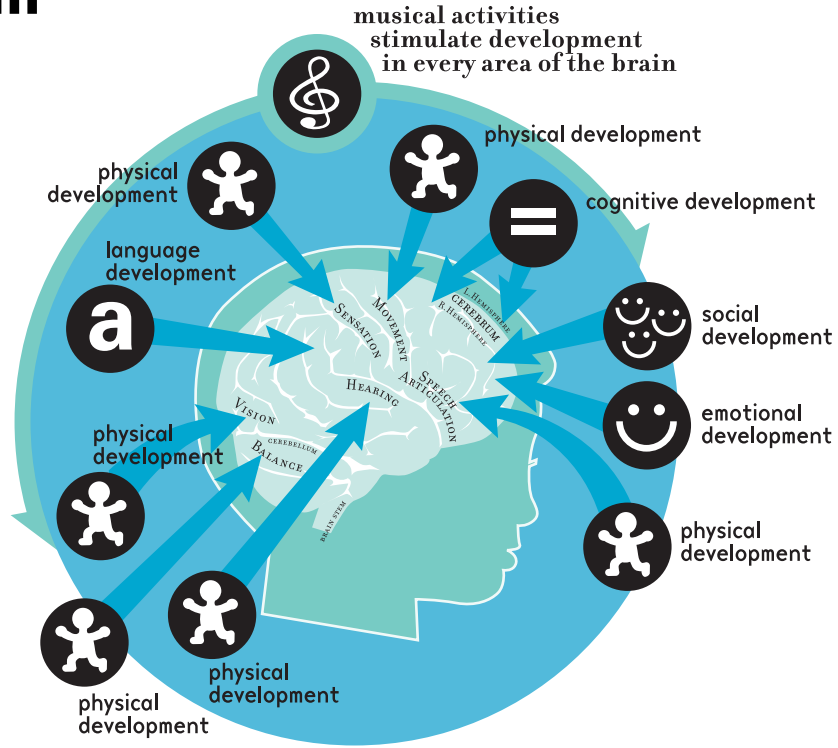
Bum bum bum ba-da dum bum bum. Bum ba-da dum bum bum ba-da dum.

Bum bum bum ba-da dum bum bum. Bum ba-da dum bum bum bum bum.

Too too too too too Bum ba - da dum bum bum ba - da dum.

Too too too too too Bum ba - da dum bum bum bum bum.

Development of the Brain



Ways to hold Baby



Kindermusik®

a good beginning
never ends

Kindermusik curricula are developed by a dynamic team of creative early childhood education and music specialists.

Kindermusik programs are designed for specific age groups and developmental levels and all include essential parental involvement.

Each curriculum is painstakingly researched, pilot tested, and refined before being offered to educators and parents.

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