

Cock-a-doodle-MOO!



*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 books for parents/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 \_\_\_\_\_

## Ready for Reading



*Reading to Baby in a cozy, pleasant environment creates positive associations with books and learning. Of course, it also helps Baby begin to decode language. Research has shown that babies younger than six months can distinguish a wide range of speech contrasts, and by eight months many can distinguish familiar words from unfamiliar words.*

### Home Activity

*Choose nursery rhymes and stories to tell Baby. Try making up a story about something familiar to Baby. As you speak, see how many different ways you can use your voice. This helps Baby learn expressive use of voice.*

### Baby's Journal

*I can tell that Baby understands...*

### For Your Home Library

*Baby Signs: How to Talk with Your Baby Before Your Baby Can Talk, by Linda Acredolo, Ph.D., and Susan Goodwyn, Ph.D.,*

Cock-a-doodle-MOO!



## Allegro! Andante. Adagio...



*One of the fundamental aspects of music is tempo. You may have noticed that Baby enjoys fast and slow music equally, or that he prefers one extreme over the other. It is important for his understanding of music and language that Baby hear and feel a range of tempi, such as we do in "Skip to My Lou" as we "creep" (adagio tempo), "walk" (andante tempo), and "run" (allegro tempo) "to My Lou."*

### Home Activity

*Choose a favorite song and sing it slowly (adagio) with Baby, using big movements. Sing the same song again quickly (allegro), with smaller movements. Alternate between the two extremes.*

### Baby's Journal

*Then gradually go from adagio, to andante, to allegro (slow, walking pace, quick).*

*I think Baby's natural tempo...*

### For Your Home Library

## The Listening Touch



*The warm-up activities we do at the beginning of class are examples of intentional touch. Scientific research tells us that this type of loving touch stimulates the regulation of healthy levels of a stress hormone in Baby's brain and aids her digestion and circulation. It provides a balance of stimulation of Baby's skin and calming, soothing effects and is a delightful way for caregivers other than Mom to interact with Baby in a quiet, nurturing way.*

### Home Activity

*This week make a conscious effort to incorporate a few minutes of intentional or "listening" touch with Baby once or twice each day for five to fifteen minutes. Choose a warm, cozy, and quiet environment, and make a point to relax yourself, and taking deep, calming breaths. Watch for Baby's cues to know if she is in the mood for this now and to know when it's time to do something else. You might choose to play some music during this time, or recite a familiar rhyme or song.*

### Baby's Journal

*This week at home we set aside time for intentional touch. I see why it is sometimes referred to as a "listening touch"...*

### For Your Home Library

## The Heart of the Matter



*Singing is for everyone. Even if you don't consider yourself a "singer," you probably have a song in your heart. Fortunately, your enjoyment level in music-making is more important to Baby than your skill level. Baby learns best when he is emotionally involved in an activity; so every time you enjoy singing and music-making with him you are helping Baby experience music as a wonderful part of being alive.*

### Home Activity

*Sing with Baby at home, in the car, or wherever you can. Try making up simple songs, silly songs, songs without words, songs about diaper changing, or lullabies. Don't worry about how it sounds, but sing from your heart. Baby knows and loves the voices of those who are closest to him.*

### Baby's Journal

*I sang to Baby...*

### For Your Home Library

*Merrily, Merrily, Greet the Morn; Sing-and-Dance Songs,*

## Ritsch, Ratsch, Boom!



*In class we explore a variety of musical instruments with different timbres (pronounced “tam-bers”) or characteristic sound qualities, such as the scratching of egg shakers, the ringing of baby bells, and the resonant “boom” of the drum. As Baby hears this variety of sounds, she is developing the listening vocabulary necessary for sound discrimination preceding language. And if she plays the instruments, she learns that she can create a nice-sounding result.*

### Home Activity

*This week go on a scavenger hunt for interesting sound sources at home. Then join Baby in “playing” the instruments you have found. How are they similar to and different from the sounds you hear in class? Take care that all toys are safe, and do not let Baby play with these items unsupervised. Some suggestions:*

- *Unopened single-serving dried soups: Shake and listen.*
- *Stainless steel bowl and wooden spoon: Pour half a cup of water in the bowl and strike it with the spoon as you swish the water. Do you hear the pitch change?*
- *Ribbed plastic water bottles or steel soup cans and a wooden spoon: Rub across the ridges for a bumpy sound.*

### Baby’s Journal

*I think Baby especially enjoys sound...*

### For Your Home Library

*The Ear Book, by Al Perkins, illustrated by William O’Brian, Random House, 1968.*

## One More Time...



*Baby can enjoy an activity for many repetitions. With this “practice” new connections are made in Baby’s brain, actually helping it grow, and Baby experiences the satisfaction of intentionally causing an effect in his world. In one study on this subject, an eleven month old joyfully rolled a ball to a willing adult playmate 180 times before*

### Home Activity

*losing interest! Sound familiar?*

*Explore ball play at home with Baby. Try rolling and bouncing the ball to Baby. If Baby is very small, you might gently roll or bounce the ball on him. For others, loading balls into a container and dumping them out is engaging play. Sing “I Roll the Ball to You,” labeling the activity for Baby. Adapt the words to your activities.*

### Baby’s Journal

*Baby’s attention span...*

### For Your Home Library

## Stac – ca – to & Legato



*In class we have explored contrast in articulation between detached (staccato) and smooth (legato) music. You and Baby have heard and felt the contrast as we moved to music, and Baby has been developing a listening and feeling vocabulary for this contrast. Varying articulation helps express a range of meanings in music as well as in spoken language.*

### Home Activity

*This week listen for staccato and legato sounds in Baby's babble or speech and answer them with the same, creating a staccato or legato conversation. Try speaking to Baby in sustained sounds, such as "aahh," "oohh," "eee," "mmm," "zzzz," etc. Try detached sounds, such as "choo," "bah," "dah," "tee," "kuh," etc. Sing and move to a song using exaggerated staccato articulation, for example*

### Baby's Journal

*"Yan – kee – doo – dle – went – to – town," etc. Sing and move smoothly to a legato song, such as "Armenian Lullaby."*

### For Your Home Library

*I can tell Baby senses differences in articulation...*

## Action Schemes



*Every baby has a set of familiar action schemes which she has assimilated through past experiences. These action schemes might include shaking, reaching, batting, mouthing, throwing, kicking, and more. Every time she explores an object, Baby will use her action schemes to learn about the object. Over time and experience with a variety of objects, Baby's repertoire of action schemes will evolve as she accommodates, or tries new schemes, as she plays with them.*

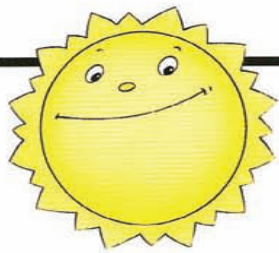
### Home Activity

*Choose a variety of toys for Baby to play with. Try to choose toys that do different things, such as a rattle, a stuffed animal, stacking blocks, a ball, etc. Introduce each toy to Baby one at a time. Before you do, try to guess what action schemes Baby will use in exploring the object.*

### Baby's Journal

*I know Baby well...*

### For Your Home Library



# Song Card

## Hop Up, My Baby

1. Did you ev-er go to meet-in, Un-cle Joe, Un-cle Joe? Did you  
 ev-er go to meet-in, Un-cle Joe? Did you ev-er go to  
 meet-in, Un-cle Joe, Un-cle Joe? Don't mind the weath-er when the  
 wind don't blow. Hop up, my ba-by, three in a  
 row, Hop up, my ba-by, three in a row,  
 Hop up, my ba-by, three in a row, Don't mind the weath-  
 er when the wind don't blow.

2. Is your horse a single footer, Uncle Joe...
3. Does your horse like to trot, Uncle Joe...
4. Does your horse like to gallop, Uncle Joe...

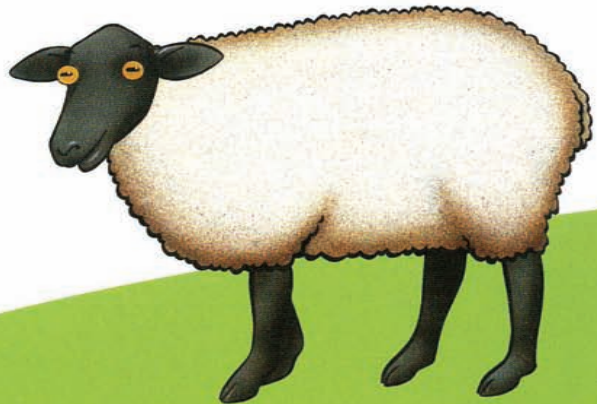


## Hey Diddle Diddle

Hey did-dle did-dle, the cat and the fid-dle, The cow jumped o-ver the  
 moon; The lit-tle dog laughed to see such sport. And the  
 dish ran a-way with the spoon.

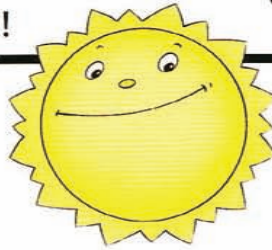
## Hayride

Go-ing on a hay-ride, Go-ing on a hay-ride, the  
 cows are in the clov-er, the pigs have gone to Do-ver.



Cock-a-doodle-MOO!

## Song Card



### Hello, Hello!

Susan James

1. Hel - lo, hel - lol Let's sing to - geth - er,  
2. Wave — to Ben, let's wave to - geth - er,  
3. Bounce — to An - nie, bounce to - geth - er,

Hel - lo, hel - lol Let's sing hel - lo.  
Wave — to Ben, let's wave hel - lo.  
Bounce — to An - nie, bounce hel - lo.

Hel - lo, hel - lol Let's sing to - geth - er.  
Wave — to Ben, let's wave to - geth - er.  
Bounce — to An - nie, bounce to - geth - er.

Sing to - geth - er, let's sing hel - lo.  
Wave to - geth - er, let's wave hel - lo.  
Bounce to - geth - er, let's bounce hel - lo.

### Old MacDonald Had A Farm

traditional

Old Mac-Don-ald had a farm, E - I - E - I - O. And  
on that farm he had some cows, E - I - E - I - O. With a  
chicks, sheep.  
moo, moo here, and a moo, moo there, Here a moo, there a moo,  
peep, peep peep, peep baa, baa peep, peep,  
baa, baa baa, baa baa, baa,

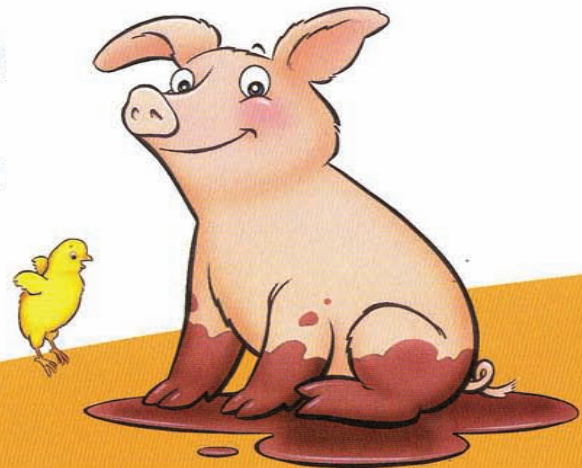
ev-ery-where a moo, moo. Old Mac-Don-ald had a farm, E - I - E - I - O.  
peep, peep.  
baa, baa.

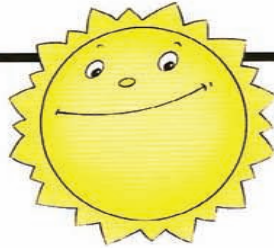
### Skip To My Lou

traditional

1. Skip, skip, skip to my Lou, Skip, skip, skip to my Lou,  
2. Lou, Lou, how do you do? Lou, Lou, how do you do?  
3. Creep, creep, creep to my Lou, Creep, creep, creep to my Lou,  
4. Run, run, run to my Lou, Run, run, run to my Lou,

Skip, skip, skip to my Lou. Skip to my Lou my dar - lin'.  
Lou, Lou, how do you do? How do you do my dar - lin'?  
Creep, creep, creep to my Lou. Creep to my Lou my dar - lin'.  
Run, run, run to my Lou. Run to my Lou my dar - lin'.





## Song Card

### You Are My Sunshine

traditional

You are my sun - shine, my on - ly sun - shine.  
 You make me hap - py when skies are gray.  
 You'll ne - ver know, dear, how much I love you.  
 Please don't take my sun - shine a - way.

### Armenian Lullaby

traditional folk song

Sleep my lit - tle one, my loved one, Ba - bush - ka Bai - O.  
 As the bright moon wal - ches o'er us Ba - bush - ka Bai - O.

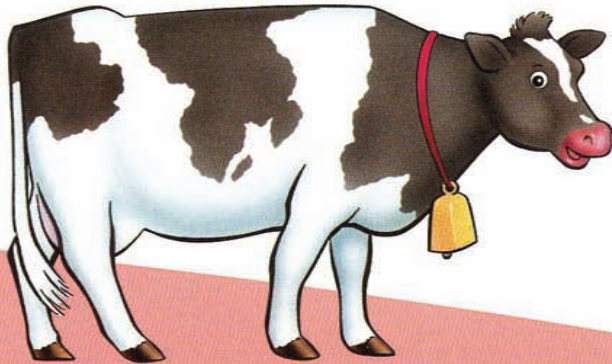
### This Little Cow Eats Grass

This lit - tle cow eats grass. (smacking sound) This lit - tle cow eats  
 hay. (munching sound) This lit - tle cow drinks wa - ter. (slurping sound)  
 This lit - tle cow runs a - way. (zhoopl! increase pitch) And this lit - tle cow does  
 noth - ing but just lies down all day. (gentle snoring) (silence) We'll  
 chase her, we'll chase her, we'll chase her a - way.

### Yankee Doodle

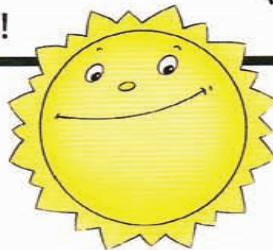
traditional folk song

Yan - kee Doo - die went to town a rid - ing on a po - ry,  
 stuck a fea - ther in his cap and called it ma - ca - ro - ni.  
 Yan - kee Doo - die, keep it up, Yan - kee Doo - die dan - dy,  
 Mind the mu - sic and the step, and with the girls be han - dy.



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## Song Card



**Ritsch, Ratsch** Swedish Folk Song

*Quickly*

Voice

Drum

Ritsch, ratsch, II - II - boom, boom, boom, II - II - boom, boom boom, II - II - boom, boom, boom.

Ritsch ratsch, II - II - boom, boom, boom, II - II - boom, boom, boom, II - II - boom.

**Jolly is the Miller**

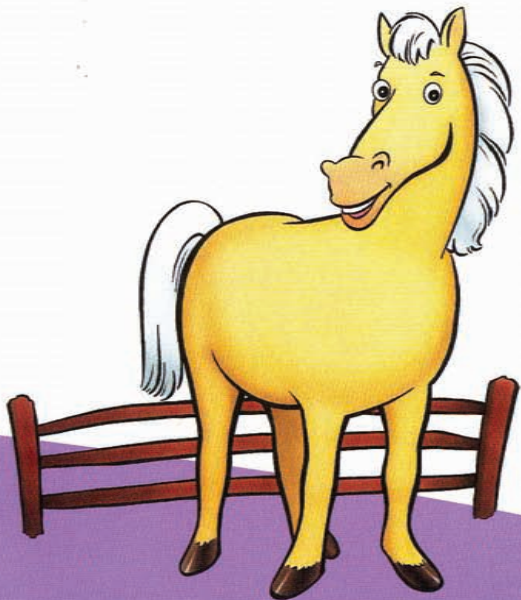
Phrase 1

Phrase 2

Phrase 3

Phrase 4

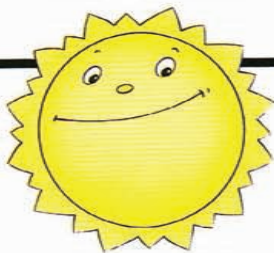
Jol - ly is the mil - ler who lives by the mill, The  
wheel goes round with a right good will; One  
hand on the hop - per and the oth - er in the sack, we  
all step for - ward and we all step back.



**Clever Cows** Susan James

The cle - ver cows in sin - gle  
file walk up the hill and stop a -  
while. Then black and brin - die, red and  
brown, they make a line and walk back down.

"Clever Cows" from How Now Brown Cow?, ©1994 by Alice Schertle, reprinted by permission of Harcourt Brace & Company



## Song Card

### I Roll the Ball to You

Musical notation for "I Roll the Ball to You" in 4/4 time. The melody is on a treble clef staff with a key signature of one flat (Bb). Chords F and C7 are indicated above the staff. The lyrics are: "I roll the ball to you, you roll the ball to me. I roll the ball to you, you roll the ball to me. I roll the ball to you, you roll the ball to me. I roll the ball to you, and you roll the ball to me."

### Round and Round the Haystack

Musical notation for "Round and Round the Haystack" in 4/4 time. The melody is on a treble clef staff with a key signature of one flat (Bb). The lyrics are: "Round and round the hay - stack Goes the lit - tle mouse. One step, two steps, in his lit - tle house."

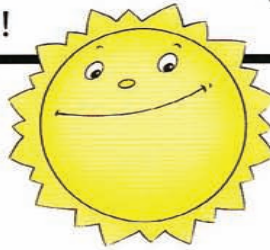
### Little Boy Blue

English traditional song

Musical notation for "Little Boy Blue" in 4/4 time. The melody is on a treble clef staff with a key signature of one flat (Bb). Chords F, C7, G7, C, Bb, and F are indicated above the staff. The lyrics are: "Lit-tle Boy Blue, come blow your horn, The sheep's in the mead-ow, the cow's in the corn. Where is the boy who looks af-ter the sheep? He's un-der the hay - stack, fast a - sleep."



Cock-a-doodle-MOO!



## Song Card

### Cock-a-Doodle-Do!

*Brightly* C English Traditional Song

1. Cock - a - doo - dle - dool My horse has lost his shoe; My  
2. Cock - a - doo - dle - dool! What is my horse to do? Till

5 C F C F G G7 C

kit - ty's lost his fid - ling stick, And does - n't know what to do.  
kit - ty finds his fid - ling stick, He'll dance... with - out his shoe.

### Oh, How I Love My Baby-O

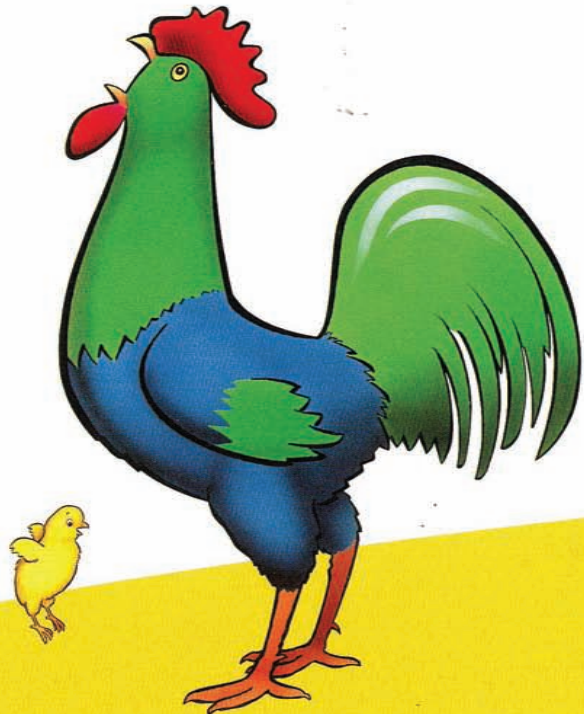
Susan James

1. Rock - ing, rock - ing to and fro, to and fro, to and fro,  
2. Sing good - bye to Ja - mie, Ja - mie, Ja - mie,  
3. Go to sleep my lit - tie love, lit - tie love, lit - tie love,

rock - ing, rock - ing to and fro. Oh, how I love my  
sing good - bye to Ja - mie.  
go to sleep my lit - tie love.

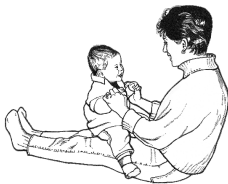
(1, 2) (3)

ba - by - O. ba - by - O.





## 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 offered to educators and parents.