



California Preschool Learning Foundations Volumes 1-3 Alignment

Songs from the Tuned in to Learning®
Music-Assisted Learning Curriculum
Volumes 1-9

- SOCIAL-EMOTIONAL DEVELOPMENT
- LANGUAGE AND LITERACY
- ENGLISH-LANGUAGE DEVELOPMENT
- MATHEMATICS
- VISUAL AND PERFORMING ARTS
- PHYSICAL DEVELOPMENT
- HEALTH
- HISTORY-SOCIAL SCIENCE
- SCIENCE

Revised December 2014

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introduction

This alignment can assist preschool staff utilizing the Tuned in to Learning curriculum in selecting appropriate songs to target the California Preschool Learning Foundations standards. Although the Tuned in to Learning curriculum was designed with the needs of special education students in mind, it can be widely used in general education and inclusive settings as well.

Songs from the following Tuned in to Learning® Volumes are referenced in this alignment include:

VOLUME 1: Social Skills & Pragmatic Language

VOLUME 2: Basic Language Concepts

VOLUME 3: Daily Living Skills & Self-Regulation

VOLUME 4: "Wh" Questions

VOLUME 5: Academics

VOLUME 6: Discrete Trial Teaching & Learning Readiness

VOLUME 7: Emerging Speech & Oral Motor

VOLUME 8: Skill Building for Students with Multiple Disabilities

VOLUME 9: Adapted Dance and Movement

Resources:

<http://www.cde.ca.gov/sp/cd/re/psfoundations.asp>

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Social Emotional Development - SELF

STRAND	COMPETENCIES	RELEVANT TUNED IN TO LEARNING SONGS	NOTES
SELF	1.0 <u>Self-Awareness</u>	TIL VOL 1: Body Check	<ul style="list-style-type: none"> When students are restless, engage them in doing a “Body Check”, role playing each step from the song, but without the music. Use the song as a springboard to discuss what other community helpers do before they start their work.
	2.0 <u>Self-Regulation</u>		
	3.0 <u>Social and Emotional Understanding</u>	TIL VOL 1: Body Talk	<ul style="list-style-type: none"> After the song, use photos or modeling by the instructor to ‘quiz’ students by showing various facial expressions or body language and asking students “What is his/her/my body talk saying?” Additional body language flashcards are included on the Volume 1 CD-ROM.
	4.0 <u>Empathy and Caring</u>		
5.0 <u>Initiative in Learning</u>			
		TIL VOL 1: Expression on My Face	<ul style="list-style-type: none"> Play an “Expression on My Face” game after listening to the song. Create paper masks representing a variety of emotions. Have a student put on a mask and engage the other students in guessing the emotion.
		TIL VOL 1: Getting to Know Someone	<ul style="list-style-type: none"> Use the Adapt-a-Song version to create new questions such as “What color hair do you have?”, “What do you look like?”, etc. Create a “Getting to Know Someone” collage to depict preferences visually. Additional choice pages are

			provided on the Volume 1 CD-ROM.
		TIL VOL 1: Super Student	<ul style="list-style-type: none"> Use the Adapt-a-Song version to adapt this song to your specific classroom rules. Flashcards are provided on the Volume 1 CD-ROM with appropriate and inappropriate classroom behavior.
		TIL VOL 2: Name Game	<ul style="list-style-type: none"> After students identify each picture or person along with the song, pause the song and ask a question such as "What is he wearing?" or "Does she have glasses?"
		TIL VOL 2: Boys & Girls	<ul style="list-style-type: none"> After using the song with the visual supports in the book, use the song to have students identify boys and girls in the class.
		TIL VOL 3: I Want a Break	<ul style="list-style-type: none"> Create a "break" cue card that students can point to or hand to a teacher with prompting when a break is needed.
		TIL VOL 3: Show Me Ready	<ul style="list-style-type: none"> Use this song to re-orient students when the class becomes restless.
		TIL VOL 3: Time for Something New	<ul style="list-style-type: none"> Each time the song is used, designate one student to hold up a stop sign each time "Stop what you're doing" is sung.
		TIL VOL 3: Tall Trees	<ul style="list-style-type: none"> Give students scarves to move along with the song and as a way to see the movement of their breath as they blow out.
		TIL VOL 4: Questions About You	<ul style="list-style-type: none"> Bonus visual supports are included on the Volume 4 CD-ROM including a template for an "All About Me" booklet.

Social Emotional Development – SOCIAL INTERACTION

STRAND	COMPETENCIES	RELEVANT TUNED IN TO LEARNING SONGS	NOTES
SOCIAL INTERACTION	1.0 <u>Interactions with Familiar Adults</u>	TIL VOL 1: Look at Your Neighbor	<ul style="list-style-type: none"> To add novelty, have students each wear a pair of silly glasses during the song to encourage eye contact.
	2.0 <u>Interactions with Peers</u>	TIL VOL 1: Compliments	<ul style="list-style-type: none"> Pair students in groups of two and have them sit across from each other while repeating each compliment.
	3.0 <u>Group Participation</u>	TIL VOL 1: Pass it Along TIL VOL 8: The Passing Song	<ul style="list-style-type: none"> Once students are familiar with each song, present one descriptor such as sticky, hot, stinky, or heavy before you begin. Instruct students to pretend the instrument is sticky/hot/stinky/heavy as they pass it around to each peer.
	4.0 <u>Cooperation and Responsibility</u>	TIL VOL 1: Follow the Leader	<ul style="list-style-type: none"> The teacher can whisper in the student leader’s ear ways to play (i.e. high, low, fast, slow), or show the leader a picture of a way to play. Flashcard choices are provided on the Volume 1 CD-ROM.
		TIL VOL 2: Actions	<ul style="list-style-type: none"> Students can act out each action with or without props.
		TIL VOL 2: Community Helpers	<ul style="list-style-type: none"> Students can pretend to be each community helper along with the song.
		TIL VOL 9: Shake it All Around	<ul style="list-style-type: none"> This song allows students to pair up and face each other for cooperative movement.
		TIL VOL 9: Dance Party at the Zoo	<ul style="list-style-type: none"> Present animal pictures during the song while students act out each animal

			movement.
		TIL VOL 9: Who Wants to Dance?	<ul style="list-style-type: none"> This song provides opportunities for students to pretend to wash a car, climb a rope, etc.
		TIL VOL 8: Look Over Here	<ul style="list-style-type: none"> Have students pass an empty picture frame around the circle during the song. Each student looks through the frame at the class and says "Look Over Here" before passing it on.
		TIL VOL 8: Say Hello	<ul style="list-style-type: none"> This song provides additional response time for students who use augmentative communication. Provide all students different ways to try saying hello (i.e. waving, pressing a switch, using a toy microphone, pointing to a "hello" picture, etc.)

Social Emotional Development - RELATIONSHIPS

STRAND	COMPETENCIES	RELEVANT TUNED IN TO LEARNING SONGS	NOTES
RELATIONSHIPS	1.0 <u>Attachments to Parents</u>	TIL VOL 1: Getting to Know Someone	<ul style="list-style-type: none"> You as the teacher can also take turns answering the questions so the students have an opportunity to learn more about you.
	2.0 <u>Close Relationships with Teachers and Caregivers</u>	TIL VOL 2: The Name Game	<ul style="list-style-type: none"> Use photos of staff and family members for students to identify.
	3.0 <u>Friendships</u>	VARIOUS	<ul style="list-style-type: none"> Have students perform a song for their parents or invite parents to participate together with the students during a song such as Volume 1 "Follow the Leader".



Language and Literacy – LISTENING AND SPEAKING

STRAND	COMPETENCIES	RELEVANT TUNED IN TO LEARNING SONGS	NOTES
LISTENING AND SPEAKING	<u>1.0 Language Use and Conventions</u> <u>2.0 Vocabulary</u> <u>3.0 Grammar</u>	TIL VOL 4: Describe it for Me	<ul style="list-style-type: none"> After students are familiar with describing the pictures in the book, use photos from classroom activities along with the song for students to describe. Additional visual supports are also provided for this song on the Volume 4 CD-ROM.
		TIL VOL 1: Rules of Conversation	<ul style="list-style-type: none"> Pair students in groups of two and have them role play along with the song.
		TIL VOL 1: Getting to Know Someone	<ul style="list-style-type: none"> Print the additional choice pages from the Volume 1 CD-ROM which contain various categories such as insects, vehicles, sports, feelings, zoo animals, farm animals, etc. Present the Adapt-a-Song version from the Music CD which allows you to ask the student new questions (corresponding with the choice pages from the CD-ROM).
		TIL VOL 6: Me Oh My	<ul style="list-style-type: none"> Use the Adapt-a-Song version to create new lyrics about objects in the classroom such as "Whose chair is this?" or "Whose book is this?"
		TIL VOL 2: Actions	<ul style="list-style-type: none"> Use the Adapt-a-Song version and ask questions relating to classroom photos of students in action. Additional action photos are also included on the Volume 2 CD-ROM.

	TIL VOL 2: Category Cheer	<ul style="list-style-type: none"> After the song, have students complete the category sorting activity available on the Volumes 2 CD-ROM.
	TIL VOL 4: Functions Fiesta TIL VOL 6: Functions	<ul style="list-style-type: none"> Both of these songs can be utilized to encourage students' understanding of objects and their use.
	TIL VOL 6: Point, Point, Point What is This?	<ul style="list-style-type: none"> Use the Adapt-a-Song version of "Point, Point, Point" to assist students in learning new vocabulary. Present a variety of photos or objects and sing new lyrics such as "Point to the semitruck."
	TIL VOL 6: What is This?	<ul style="list-style-type: none"> This song contains the repeated question "What is this?" allowing you to present a variety of unfamiliar objects or photos to expand students' vocabulary.
	TIL VOL 2: Big & Small	<ul style="list-style-type: none"> After the students master the pictures in the book, use the song along with big and small classroom objects.
	TIL VOL 6: Same and Different Put with Same	<ul style="list-style-type: none"> Use these songs with classroom toys, shape flashcards, photos, etc. Sets of sorting flashcards are also included on the Volume 6 CD-ROM.
	TIL VOL 7: What Do You See?	<ul style="list-style-type: none"> Use the Adapt-a-Song version by presenting objects or photographs and asking the child to describe the object and its color/size/position, etc. For example "I see a red ball in front of me." Or "I see a blue chair behind me."
	TIL VOL 2: Preposition Rock	<ul style="list-style-type: none"> After the song, quiz the students by asking them in spoken language to put the shakers in various positions.

Language and Literacy – READING

STRAND	COMPETENCIES	RELEVANT TUNED IN TO LEARNING SONGS	NOTES
READING	1.0 <u>Concepts about Print</u>	VARIOUS	<ul style="list-style-type: none"> Engage students in helping to turn the pages of the book during the song and point to pictures and text.
	2.0 <u>Phonological Awareness</u>	TIL VOL 7: Sounds All Around	<ul style="list-style-type: none"> Use the Adapt-a-Song version and have students sing letter sounds after presenting them with lyrics such as “Can you make an “S” sound? Let’s hear your “S” sound.
	3.0 <u>Alphabets and Word/Print Recognition</u>	TIL VOL 8: Echo Blues	<ul style="list-style-type: none"> After listening to the song, engage students in an “Echo” activity. The instructor can say each part of a compound word (such as “sun” “shine”) or each syllable in a two-syllable word such as “ap-ple”) into a toy microphone and have the student say the full word back into the microphone.
	4.0 <u>Comprehension and Analysis of Age-Appropriate Text</u>	TIL VOL 7: What’s the Word	<ul style="list-style-type: none"> Using the Adapt-a-Song version, the instructor can sounds out individual phonemes of a word and have the student say the word.
	5.0 <u>Literacy Interest and Response</u>	TIL VOL 5: Letter Hunt	<ul style="list-style-type: none"> After the song, have students complete a letter hunt to find the letters in their name. You can also use the “Adapt-a-Song” version with individual students and insert the letters of the student’s name into the song. The Volume 5 CD-

			ROM also includes an animal collage spelling activity.
		TIL VOL 5: Letter Sounds	<ul style="list-style-type: none"> The Volume 5 CD-ROM includes a variety of simple letter sounds worksheets.
		TIL VOL 2: Name Game	<ul style="list-style-type: none"> Instead of pointing to students or using pictures during the song, use printed names. The Volume 2 CD-ROM also contains an activity in which students find and cut out letters of their name.
		TIL VOL 4: Song Story	<ul style="list-style-type: none"> After listening to the song, have students make a PB & J sandwich by sequencing the steps from the song lyrics.
		VARIOUS	<ul style="list-style-type: none"> Have students complete related projects after listening to a song. For example, after "Germs on My Fingers" from Volume 3, students can create a "germ"-mobile using the print-outs from the Volume 3 CD-ROM.

Language and Literacy - WRITING

STRAND	COMPETENCIES	RELEVANT TUNED IN TO LEARNING SONGS	NOTES
WRITING	1.0 <u>Writing Strategies</u>	TIL VOL 2: Shapes	<ul style="list-style-type: none"> Using the Volume 2 CD-ROM print pages from the "Shapes Song". Students can trace shapes along with the song.
		TIL VOL 2: The Name Game	<ul style="list-style-type: none"> After listening to the Name Game, students can practice writing their names. A name activity is also provided on the Volume 2 CD-ROM.
		TIL VOL 5: Letter Hunt	<ul style="list-style-type: none"> Have students write the letters from The Letter Hunt after listening to the song.
		TIL VOL 8: Move Your Hands	<ul style="list-style-type: none"> During the song, allow students to draw various lines and shapes.

A photograph of a young girl with dark, curly hair, wearing a white shirt, sitting at a desk and reading a book. The image is overlaid with a blue tint. The text "Foundations Volume 1" and "Domain: English-Language Development" is written in white, bold, sans-serif font over the lower portion of the image.

Foundations Volume 1
Domain: English-Language Development

English-Language Development – LISTENING

STRAND	COMPETENCIES	RELEVANT TUNED IN TO LEARNING SONGS	NOTES
LISTENING	1.0 <u>Children listen with understanding</u>	TIL VOL 6: Do This	<ul style="list-style-type: none"> Make the song into a “Simon Says” activity but instructing students that they should only imitate when they hear “Do This”. In between the “Do This” instructions, the teacher can present additional instructions such as “Jump!” to see how well students are listening.
		TIL VOL 6: Show Me The Give Me Song	<ul style="list-style-type: none"> Use the Adapt-a-Song versions to present more complex instructions such as “Give me a crayon and pencil.” Or “Show me the small block.”
		TIL VOL 6: Me Oh My	<ul style="list-style-type: none"> Use the Adapt-a-Song version to create new lyrics about objects in the classroom such as “Whose chair is this?” or “Whose book is this?”
		TIL VOL 7: Yes or No	<ul style="list-style-type: none"> Photos are included on the Volume 7 CD-ROM to use along with the song. If students answer before the response time is up, ask a follow-up question such as “Is it red?”, “Can it fly?”, etc.

English-Language Development – SPEAKING

STRAND	COMPETENCIES	RELEVANT TUNED IN TO LEARNING SONGS	NOTES
SPEAKING	1.0 <u>Children use nonverbal and verbal strategies to communicate with others</u>	TIL VOL 2: Actions	<ul style="list-style-type: none"> Use the Adapt-a-Song version to ask the question “What are we doing?” Show students a photo or verbally present an action for students to role play such as “We are climbing.” Or “We are swimming.”
	2.0 <u>Children begin to understand and use social conventions in English</u>	TIL VOL 4: Who, What, When, Where, Why & Mixed “Wh” Questions	<ul style="list-style-type: none"> Use the songs as a springboard to other “Wh” question activities such as having students guess an object in the room by asking questions such as “Where is it?”, “Who has it?”, “What does it look like?” Bonus visual supports including “Wh” question flashcards are provided on the Volume 4 CD-ROM.
	3.0 <u>Children use language to create oral narratives about their personal experiences</u>	TIL VOL 4: Describe it for Me	<ul style="list-style-type: none"> After students are familiar with describing the pictures in the book, use photos from classroom activities along with the song for students to describe.
		TIL VOL 7: What Do You See?	<ul style="list-style-type: none"> Use the Adapt-a-Song version to ask students “What do you see?” when looking around the classroom. Give students a pair of binoculars, magnifying glass, or funny glasses.

		TIL VOL 7: When I Want	<ul style="list-style-type: none"> Have students expand upon the lyrics in the song by saying what kind of snack or drink they like, what they would like more of, etc.
		TIL VOL 3: I Want a Break	<ul style="list-style-type: none"> Role play sample scenarios with this song for students who are apt to require a break during classroom time. For example, during the song prompt the student to point to/verbalize/give a photo indicating need for a break and provide break options such as bouncing on a ball, sitting in a bean bag chair, jumping, etc.

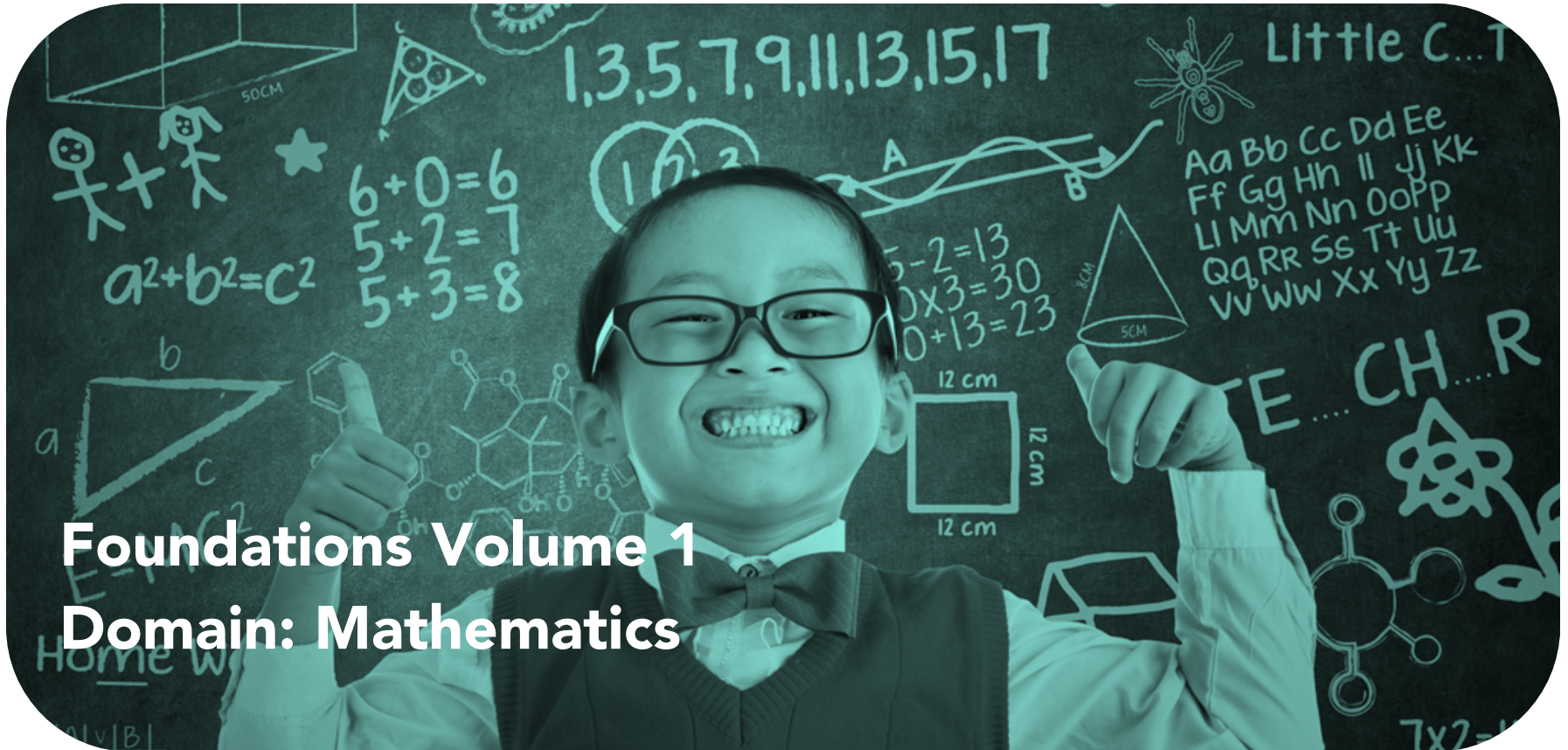
English-Language Development - READING

STRAND	COMPETENCIES	RELEVANT TUNED IN TO LEARNING SONGS	NOTES
READING	1.0 <u>Children demonstrate an appreciation and enjoyment of reading and literature</u>	VARIOUS	<ul style="list-style-type: none"> Respond to questions presented in the songs, complete actions and role play along with song lyrics, and participate in choral response. After the songs, engage students in spoken conversation to relate the song content to their own experiences.

	2.0 <u>Children show an increasing understanding of book reading</u>	TIL VOL 4: Song Story TIL VOL 3: Gotta Go Germs on My Fingers Brushing Teeth	<ul style="list-style-type: none"> Have students sequence the pictures or verbally retell the steps to the songs after listening. Sequencing photos are included on the Volume 3 and 4 CD-ROMs.
	3.0 <u>Children demonstrate an understanding of print conventions</u>	TIL VOL 3: Community Signs	<ul style="list-style-type: none"> After the song, have students identify other signs they may see at school or in the community.
	4.0 <u>Children demonstrate awareness that print carries meaning</u>	TIL VOL 2: Name Game	<ul style="list-style-type: none"> After each name have students create rhyming words from each name "Anna Banana" or "Eddie Spaghetti".
	5.0 <u>Children demonstrate progress in their knowledge of the alphabet in English</u>	TIL VOL 5: Letter Hunt Letter Sounds	<ul style="list-style-type: none"> Use the Volume 5 CD-ROM for follow-up activities that can be used to expand upon the songs.
	6.0 <u>Children demonstrate phonological awareness</u>	TIL VOL 7: What's the Word	<ul style="list-style-type: none"> Use the Adapt-a-Song version to present a word and have students think of a rhyming word(s).

English-Language Development – WRITING

STRAND	COMPETENCIES	RELEVANT TUNED IN TO LEARNING SONGS	NOTES
WRITING	1.0 <u>Children use writing to communicate their ideas.</u>	TIL VOL 2: Shapes	<ul style="list-style-type: none"> Using the Volume 2 CD-ROM print pages from the “Shapes Song”. Students can trace shapes along with the song.
		TIL VOL 2: The Name Game	<ul style="list-style-type: none"> After listening to the Name Game, students can practice writing their names. A name/letter activity is included on the Volume 2 CD-ROM.
		TIL VOL 5: Letter Hunt	<ul style="list-style-type: none"> Have students write the letters from The Letter Hunt after listening to the song.
		TIL VOL 8: Move Your Hands	<ul style="list-style-type: none"> During the song, allow students to draw various lines and shapes.



Mathematics – NUMBER SENSE

STRAND	COMPETENCIES	RELEVANT TUNED IN TO LEARNING SONGS	NOTES
NUMBER SENSE	1.0 <u>Children begin to understand numbers and quantities their everyday environment</u>	TIL VOL 5: Numbers Man Counting up to 30 Counting Numbers	<ul style="list-style-type: none"> • Use the songs with classroom visual supports or manipulatives in addition to the visual in the book. • Additional flashcards and activities for generalization are included on the Volume 5 CD-ROM. • Use the “Adapt-a-Song” version to scale the content up or down to meet student needs.
	2.0 <u>Children begin to understand number relationships and operations in their everyday environment</u>	TIL VOL 8: Get it, Grab it	<ul style="list-style-type: none"> • This song asks the student to grab an instrument (such as an egg shaker) and let it go into a bin. After students listen to the song and complete the task of putting one instrument into a bin, present a follow-up activity in which students are asked to put more than one object into a bin.
		VARIOUS	<ul style="list-style-type: none"> • Many of the pages in the Volumes 1-5 books contain an array of items on each page that students can count if there is still remaining response time after students answer the target question.

Mathematics – ALGEBRA AND FUNCTIONS

STRAND	COMPETENCIES	RELEVANT TUNED IN TO LEARNING SONGS	NOTES
ALGEBRA AND FUNCTIONS	1.0 <u>Children begin to sort and classify objects in their everyday environment</u>	TIL VOL 6: Put with Same Same & Different	<ul style="list-style-type: none"> These songs can be utilized with photos, classroom objects, etc. Sorting flashcards are also included on the Volume 6 CD-ROM.
	2.0 <u>Children begin to recognize simple, repeating patterns</u>	TIL VOL 2: Colors Shapes Categories Big & Small	<ul style="list-style-type: none"> Each of these songs can be used to prime students before a sorting/classifying activity. For example, after listening to the "Colors" song, have students sort objects by color. After the "Big and Small" song, have students identify items in the room that vary by size.
		TIL VOL 1: Getting to Know Someone	<ul style="list-style-type: none"> The CD-ROM for Volume 1 contains a variety of bonus pages with categories of photos (such as vehicles, insects, sports, zoo animals, etc.)

Mathematics - MEASUREMENT

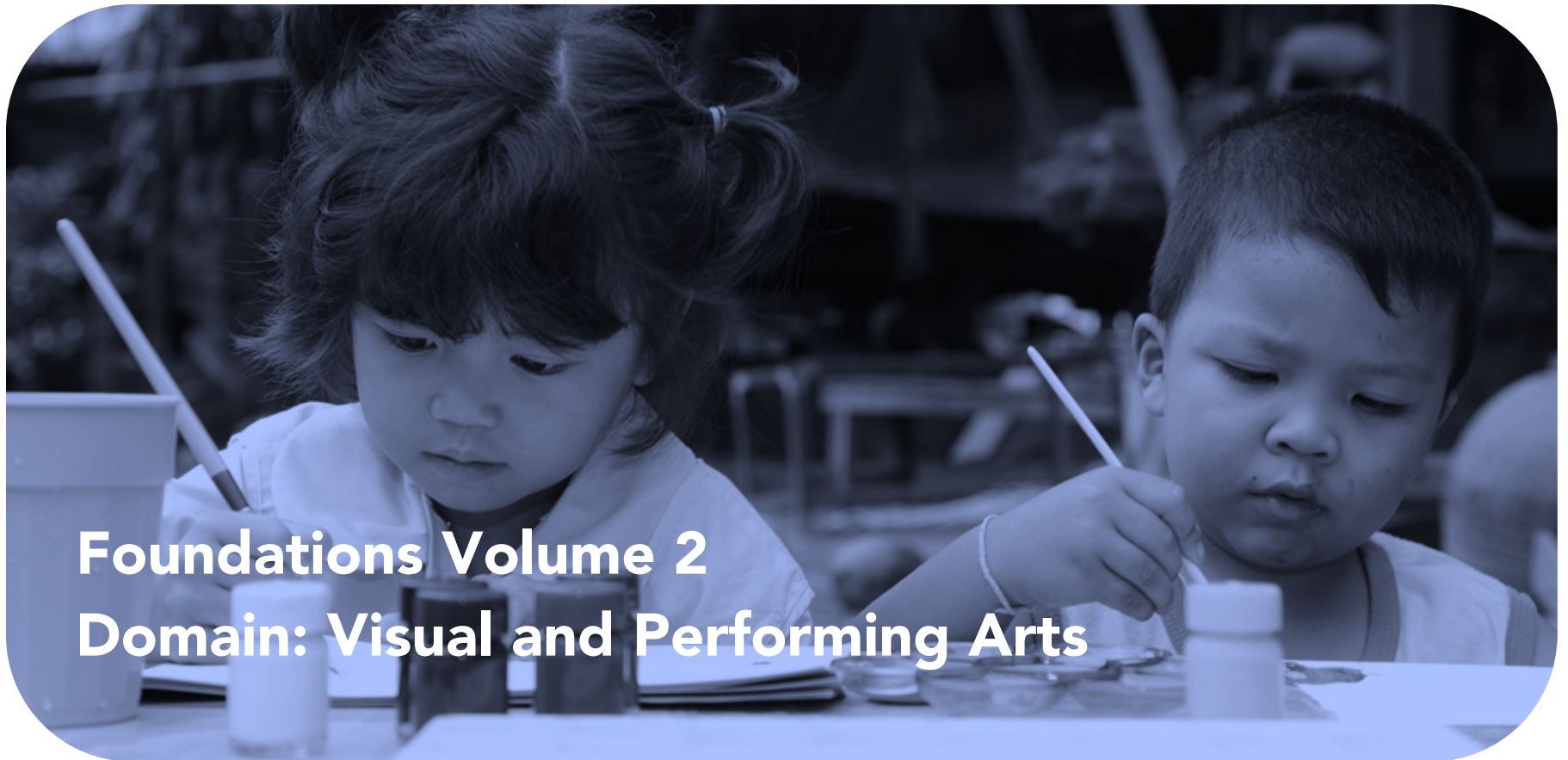
STRAND	COMPETENCIES	RELEVANT TUNED IN TO LEARNING SONGS	NOTES
MEASUREMENT	1.0 <u>Children begin to compare and order objects</u>	TIL VOL 2: Big & Small	<ul style="list-style-type: none"> The CD-ROM for Volume 2 includes a big and small sorting activity.

Mathematics - GEOMETRY

STRAND	COMPETENCIES	RELEVANT TUNED IN TO LEARNING SONGS	NOTES
GEOMETRY	1.0 <u>Children begin to identify and use common shapes in their everyday environment</u>	TIL VOL 2: Shapes	<ul style="list-style-type: none"> The CD-ROM for Volume 2 includes a shape matching activity and additional shape flashcards.
		TIL VOL 2: Preposition Rock	<ul style="list-style-type: none"> The Volume 2 CD-ROM has additional flashcards relating to position.
	2.0 <u>Children begin to understand positions in space</u>	TIL VOL 4: Where	<ul style="list-style-type: none"> In addition to identifying locations, this song also includes opportunities to identify position. The Volume 4 CD-ROM also has bonus content with activities relating to position.

Mathematics – MATHEMATICAL REASONING

STRAND	COMPETENCIES	RELEVANT TUNED IN TO LEARNING SONGS	NOTES
MATHEMATICAL REASONING	1.0 <u>Children</u>	TIL VOL 8: Get it, Grab it	<ul style="list-style-type: none"> This song instructs students to pick up an item and release it into a container. Have student predict/count the total number of objects at the end of the song.



Visual and Performing Arts – VISUAL ART

STRAND	COMPETENCIES	RELEVANT TUNED IN TO LEARNING SONGS	NOTES
VISUAL ART	1.0 <u>Notice, Respond, and Engage</u> 2.0 <u>Develop Skills in Visual Art</u> 3.0 <u>Create, Invent, and Express Through Visual Art</u>	VARIOUS	<ul style="list-style-type: none"> Many of the songs can be followed by a related art activity. In addition, the CD-ROMs provided for Volumes 1-5 include bonus activities such as creating a germ "mobile" for Germs on my Fingers.

Visual and Performing Arts – MUSIC

STRAND	COMPETENCIES	RELEVANT TUNED IN TO LEARNING SONGS	NOTES
MUSIC	1.0 <u>Notice, respond, and Engage</u> 2.0 <u>Develops Skills in Music</u> 3.0 <u>Create, Invent, and Express Through Music</u>	TIL VOL 1: Pass it Along Follow the Leader TIL VOL 2: Preposition Rock TIL VOL 8: The Passing Song	<ul style="list-style-type: none"> Although all the songs provide music participation opportunities the songs specifically listed to the left are designed to use with musical instruments.

Visual and Performing Arts - DRAMA

STRAND	COMPETENCIES	RELEVANT TUNED IN TO LEARNING SONGS	NOTES
DRAMA	1.0 <u>Notice, Respond, and Engage</u> 2.0 <u>Develop Skills to Create, Invent, and Express Through Drama</u>	VARIOUS	<ul style="list-style-type: none"> Many of the Tuned in to Learning songs provide opportunities for students to role play or “act out” lyrics using hand gestures and movement. You can add props and costumes to the songs to increase dramatic engagement.

Visual and Performing Arts - DANCE

STRAND	COMPETENCIES	RELEVANT TUNED IN TO LEARNING SONGS	NOTES
DANCE	1.0 <u>Notice, Respond, and Engage</u> 2.0 <u>Develop Skills in Dance</u> 3.0 <u>Create, Invent, and Express Through Dance</u>	TIL VOL 9: VARIOUS	<ul style="list-style-type: none"> The Volume 9 Music CD is specifically geared toward dance and movement activities.



Physical Development – FUNDAMENTAL MOVEMENT SKILLS

STRAND	COMPETENCIES	RELEVANT TUNED IN TO LEARNING SONGS	NOTES
FUNDAMENTAL MOVEMENT SKILLS	1.0 <u>Balance</u> 2.0 <u>Locomotor Skills</u> 3.0 <u>Manipulative Skills</u>	TIL VOL 1: Follow the Leader TIL VOL 2: Shapes TIL VOL 9: VARIOUS	<ul style="list-style-type: none"> These songs all require all have a movement focus. For the “Shapes” song, students can trace or cut out shapes to assist with fine motor skills.

Physical Development – PERCEPTUAL-MOTOR SKILLS AND MOVEMENT CONCEPTS

STRAND	COMPETENCIES	RELEVANT TUNED IN TO LEARNING SONGS	NOTES
PERCEPTUAL-MOTOR SKILLS AND MOVEMENT CONCEPTS	1.0 <u>Body Awareness</u> 2.0 <u>Spatial Awareness</u> 3.0 <u>Directional Awareness</u>	TIL VOL 6: Body Parts TIL VOL 2: Preposition Rock TIL VOL 9: VARIOUS	<ul style="list-style-type: none"> These songs engage students in a variety of perceptual-motor tasks.

Physical Development- ACTIVE PHYSICAL PLAY

STRAND	COMPETENCIES	RELEVANT TUNED IN TO LEARNING SONGS	NOTES
ACTIVE PHYSICAL PLAY	1.0 <u>Active Participation</u> 2.0 <u>Cardiovascular Endurance</u> 3.0 <u>Muscular Strength, Muscular Endurance, and Flexibility</u>	TIL VOL 9: VARIOUS TIL VOL 8: Move Your Hands Hey Girls, Hey Boys	<ul style="list-style-type: none"> Volume 9 "Adapted Dance and Movement" is geared toward active physical participation. The CD insert includes adaptations/accommodations for students who use wheelchairs. In addition several songs on Volume 8 allow for active movement with instruments, movement props, or body movement.



Health – HEALTH HABITS

STRAND	COMPETENCIES	RELEVANT TUNED IN TO LEARNING SONGS	NOTES
HEALTH HABITS	1.0 <u>Basic Hygiene</u>	TIL VOL 3: Gotta Go Brushing Teeth Clean Machine Germs on My Fingers	<ul style="list-style-type: none"> Students can role play handwashing with hand sanitizer during the “Germs on My Fingers” song. The Volume 3 CD-ROM has checklists that can be printed out and laminated to remind students of the steps for these self-help activities.
	2.0 <u>Oral Health</u>		
	3.0 <u>Knowledge of Wellness</u>	TIL VOL 6: Body Parts	<ul style="list-style-type: none"> The Adapt-a-Song version on the CD can be utilized to address internal body parts. For example, instead of “Heads are for nodding.” you can sing “Lungs are for breathing.” or “Hearts are for beating.”
	4.0 <u>Sun Safety</u>	TIL VOL 2: Community Helpers	<ul style="list-style-type: none"> Use this song as a springboard to discuss healthcare providers or have students role play/ use props relating to the community helpers in the song.
		TIL VOL 7: When I Want	<ul style="list-style-type: none"> Use the Adapt-a-Song version to create lyrics relating to physical illness or pain. For example, instead of singing “When I want a drink, I say I want a drink.” You can model “When my stomach hurts, I say my tummy hurts.” or “When my head hurts, I say my head hurts.”

		TIL VOL 2: That's the Weather	<ul style="list-style-type: none"> Discuss appropriate clothing for each type of weather. A photo matching activity with clothing is also provided on the Volume 2 CD-ROM.
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Health – SAFETY

STRAND	COMPETENCIES	RELEVANT TUNED IN TO LEARNING SONGS	NOTES
SAFETY	1.0 <u>Injury Prevention</u>	TIL VOL 3: Community Signs Stop, Look, & Listen	<ul style="list-style-type: none"> These songs address community safety. Role play crossing the street in the classroom along with the song.

Health – NUTRITION

STRAND	COMPETENCIES	RELEVANT TUNED IN TO LEARNING SONGS	NOTES
NUTRITION	1.0 <u>Nutrition Knowledge</u>	TIL VOL 2: Categories	<ul style="list-style-type: none"> Use the Adapt-a-Song version and create new questions such as "Name some vegetables.", "Name some healthy snacks.", providing picture choices.
	2.0 <u>Nutrition Choices</u> 3.0 <u>Self-Regulation of Eating</u>	TIL VOL 6: When I Want	<ul style="list-style-type: none"> This song offers an opportunity for students to learn and role play appropriate requests to get needs met.

A photograph of a young child with short brown hair and glasses, smiling broadly. The child is wearing a dark brown hoodie. The photo is set against a solid reddish-brown background and is framed by rounded corners.

Foundations Volume 3
Domain: History-Social Science

History-Social Science – SELF AND SOCIETY

STRAND	COMPETENCIES	RELEVANT TUNED IN TO LEARNING SONGS	NOTES
SELF AND SOCIETY	1.0 <u>Culture and Diversity</u>	TIL VOL 2: Community Helpers	<ul style="list-style-type: none"> Provide props to engage students in pretend play along with the song or after the song. A community helper matching game is also included on the Volume 2 CD-ROM
	2.0 <u>Relationships</u>		
	3.0 <u>Social Roles and Occupations</u>	TIL VOL 1: Getting to Know Someone	<ul style="list-style-type: none"> Break students into pairs and have them take turns answering the questions. Use the Adapt-a-Song version to create new questions such as “What is something that is the same about both of you” and “What is something different about each of you?”
		TIL VOL 4: Who Song	<ul style="list-style-type: none"> The Adapt-a-Song version of the “Who” song can be used to have students identify community helpers and other community roles.
		TIL VOL 2: Name Game	<ul style="list-style-type: none"> Use this song along with photos of community helpers / varying occupations.

History-Social Science – CIVICS

STRAND	COMPETENCIES	RELEVANT TUNED IN TO LEARNING SONGS	NOTES
CIVICS	1.0 <u>Skills for Democratic Participation</u>	TIL VOL 1: Super Student	<ul style="list-style-type: none"> After listening to the song, have students come up with their own set of rules. Sing these new rules along with the Adapt-a-Song version included on the CD.
	2.0 <u>Responsible Conduct</u> 3.0 <u>Fairness and Respect for Other People</u> 4.0 <u>Conflict Resolution</u>	TIL VOL 1: Pass it Along	<ul style="list-style-type: none"> Use this song as a springboard to talk about turn-taking and what would happen if only one student had a chance to play the instrument in the song.

History-Social Science – SENSE OF TIME

STRAND	COMPETENCIES	RELEVANT TUNED IN TO LEARNING SONGS	NOTES
SENSE OF TIME	1.0 <u>Understanding Past Events</u>	TIL VOL 5: Days of the Week	<ul style="list-style-type: none"> After singing the days of the week talk about any special activities planned at school or students' family activities for the weekend to share with the group.
	2.0 <u>Anticipating and Planning Future Events</u>	TIL VOL 5: This Little Clock of Mine	<ul style="list-style-type: none"> Although students will not be learning time-telling at this age, the tune of this song "This Little Clock of Mine" sung to "This Little Light of Mine" can be used to expose students to the general function of a clock, noticing there are hands that move and numbers.
	3.0 <u>Personal History</u>	TIL VOL 4: When Song	<ul style="list-style-type: none"> The Volume 4 CD-ROM includes additional visual supports that can be used to expand upon the song such as morning, evening, etc.
	4.0 <u>Historical Changes in People and the World</u>		

History-Social Science – SENSE OF PLACE

STRAND	COMPETENCIES	RELEVANT TUNED IN TO LEARNING SONGS	NOTES
SENSE OF PLACE	1.0 <u>Navigating Familiar Locations</u>	TIL VOL 4: Where Song	<ul style="list-style-type: none"> Use the “Where” song as a springboard for activities such as creating or looking a maps.
	2.0 <u>Caring for the Natural World</u> 3.0 <u>Understanding the Physical World Through Drawings and Maps</u>	TIL VOL 2: That’s the Weather	<ul style="list-style-type: none"> Additional weather flashcards that include locations such as the beach and desert are available on the Volume 4 CD-ROM and can be used to broaden students’ understanding of weather as it relates to locations and regions.

History-Social Science – MARKETPLACE

STRAND	COMPETENCIES	RELEVANT TUNED IN TO LEARNING SONGS	NOTES
MARKETPLACE	1.0 <u>Exchange</u>	TIL VOL 5: Money, Money	<ul style="list-style-type: none"> While students are not expected to identify coins at this age, the song can still be used for general ‘play’ with money and learning to describe the coins with descriptors such as “biggest”, “smallest”, etc.



Science – SCIENTIFIC INQUIRY

STRAND	COMPETENCIES	RELEVANT TUNED IN TO LEARNING SONGS	NOTES
SCIENTIFIC INQUIRY	1.0 <u>Observation And Investigation</u> 2.0 <u>Documentation and Communication</u>	TIL VOL 1: Pass it Along TIL VOL 8: The Passing Song	<ul style="list-style-type: none"> Students can create their own instruments to use for the passing songs using natural materials such as making egg shakers using rice or beans.
		TIL VOL 7: What Do You See? TIL VOL 4: Describe it for Me	<ul style="list-style-type: none"> Both of these songs can be adapted by having the students be ‘investigators’. Give the student binoculars or a magnifying glass and have them find items in the room to describe. Use the “Adapt-a-Song” version of What Do You See?
		TIL VOL 2: Big & Small	<ul style="list-style-type: none"> This song allows students practice in comparing and contrasting sizes.
		TIL VOL 2: What’s the Weather	<ul style="list-style-type: none"> Each time you listen to the song have students record/document what the weather is that day on a chart.
		TIL VOL 4: Why Song	<ul style="list-style-type: none"> This song can help prime students for asking additional “why” questions to stimulate curiosity and investigation.
		TIL VOL 2: Colors	<ul style="list-style-type: none"> Use the song as a springboard for discussing what would happen if you mixed various colors included in the song and engaging students in a hands-on art project.

Science – PHYSICAL SCIENCES

STRAND	COMPETENCIES	RELEVANT TUNED IN TO LEARNING SONGS	NOTES
PHYSICAL SCIENCES	1.0 <u>Properties and Characteristics of Nonliving Objects</u>	TIL VOL 6: What is This?	<ul style="list-style-type: none"> Because the lyrics of this song (“What is this?”) allow you to use any object or photo of your choosing you can use it to present nonliving objects and encourage students to describe them before or after identifying it.
	2.0 <u>Changes in Nonliving Objects and Materials</u>	TIL VOL 4: Song Story	<ul style="list-style-type: none"> Flashcards are provided on the Volume 4 CD-ROM targeting other food preparation sequences such as making a pizza or making soup. You can utilize these flashcards along with the Adapt-a-Song version of the song to provide a springboard for discussion. You can ask questions such as “What happens to the cheese on the pizza once we cook it?”

Science – LIFE SCIENCES

STRAND	COMPETENCIES	RELEVANT TUNED IN TO LEARNING SONGS	NOTES
LIFE SCIENCES	1.0 <u>Properties and Characteristics of Living Things</u> 2.0 <u>Changes in Living Things</u>	TIL VOL 2: Big & Small TIL VOL 7: Animal Song TIL VOL 8: Old MacDonald TIL VOL 9: Dance Party at the Zoo	<ul style="list-style-type: none"> Each of these songs contains an animal theme and can be used as a springboard to identify, compare, contrast animal characteristics.
		TIL VOL 3: Tall Trees	<ul style="list-style-type: none"> After this song, complete a related activity such as sorting leaves or identifying short and tall plants/trees.
		TIL VOL 6: Body Parts	<ul style="list-style-type: none"> Because this song describes one way each body part is used, it can be used as a springboard for students to try and think of other functions of each body part. For example, instead of “eyes are for looking” students may contribute “eyes are for seeing” or “eyes are for crying.”
		TIL VOL 2: Categories	<ul style="list-style-type: none"> Use the Adapt-a-Song version of categories to focus each category lyrics on a living things. For example, you may change the 6 verses to “Name some fruits.”, “Name some big animals.”, “Name some small animals.”, etc.
		TIL VOL 4: Song Story	<ul style="list-style-type: none"> Use the Adapt-a-Song version to create a song sequence relating to the steps of planting a tree. Use flashcards or other visual supports to cue each step.

Science – EARTH SCIENCES

STRAND	COMPETENCIES	RELEVANT TUNED IN TO LEARNING SONGS	NOTES
EARTH SCIENCES	1.0 <u>Properties and Characteristics of Earth Materials and Objects</u>	TIL VOL 2: That's the Weather	<ul style="list-style-type: none"> Use the song as a springboard to discuss changes in the weather and seasons.
	2.0 <u>Changes in the Earth</u>	TIL VOL 9: Dancing on the Moon	<ul style="list-style-type: none"> Use key words in the song such as moon, star, sun, space as a springboard for discussion or art projects relating to natural objects in the sky.