

STORY TIME FOR ITTY BITTIES with Ms. Ashley and Ms. Bea

(3 months - 6 months)

During this Early Childhood Development program, we will be working on the importance of:

- Music:**

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3439120/>

<https://library.down-syndrome.org/en-us/news-update/01/3/singing-music-aids-language-development-relevance-down-syndrome/>

<https://www.washington.edu/news/2016/04/25/music-improves-baby-brain-responses-to-music-and-speech/>

<https://www.pnas.org/content/early/2016/04/20/1603984113.full>

<https://www.zerotothree.org/resources/1514-beyond-twinkle-twinkle-using-music-with-infants-and-toddlers>

Using Music in Early Childhood Classrooms to Support and Nurture Children's Developmental Skills				
	Social-emotional	Physical	Thinking	Language and literacy
For Infants up to 12 Months	<p>Play music during difficult transitions (such as lullabies during nap time or a special personalized "good-bye" song for each baby at drop-off). This helps babies begin the process of learning how to calm and regulate themselves.</p> <p>Look for ways to use music to connect to each baby. Hold babies close and sing to them, maintaining eye contact if this does not over-stimulate them. Notice which songs and rhythms they seem to enjoy most. Use their names in the songs you sing.</p>	<p>Help babies move their bodies when listening to music. Play slow music while holding babies close and swaying gently. Switch to songs with a faster tempo, and move your body (as you hold the baby) along with the music. You can also lay babies on the floor and move their arms or legs to the beat. Babies who are creeping might like to hold on to a sturdy table leg or railing while they wiggle to the beat.</p>	<p>Provide instruments that allow babies to practice cause-and-effect and give them a chance to figure out how a particular object works. Egg shakers, maracas, bells, and chimes are great choices. Homemade instruments, such as dry beans inside a plastic water bottle (with the top tightly closed or glued shut using a nontoxic product) work well.</p>	<p>Sing simple songs to babies, including some with corresponding hand gestures, such as "The Wheels on the Bus" and "Twinkle, Twinkle Little Star." Babies can control their hands and fingers earlier (beginning around 9 months) than they can sing or speak (usually beginning around 10 to 12 months).</p>
For Young Toddlers 12 to 24 Months	<p>Encourage toddlers to play and learn together by organizing a music parade, with each child playing an instrument. Or create an instrument "petting zoo" where children can explore different instruments; this activity encourages parallel play among young toddlers. Song-based games like "Ring Around the Rosey" also encourage peer play.</p> <p>Give toddlers a chance to practice self-control and self-regulation by playing Freeze. Explain that when you turn the music off, the children need to stop in place and stay still until the music starts again.</p>	<p>Choose songs that build on toddlers' growing body awareness. For example, the songs "Head and Shoulders, Knees and Toes" (sung slowly) and the "Hokey Pokey" encourage coordination, balance, and a better understanding of one's body parts.</p>	<p>Toddlers are now able to associate particular songs, like the "Clean Up" song, with specific activities. Making these connections helps them learn to anticipate what will happen next (sequences and patterns). This makes music a great way to help young toddlers cope with transitions.</p> <p>Toddlers begin developing pretend play skills at approximately 18 months of age. Providing props such as dolls, stuffed animals, or puppets in their musical play encourages this leap in development. For example, children may sing to a teddy bear or move the hands of a doll to bang on a toy drum.</p>	<p>Use songs to stretch vocabularies. Songs and rhymes help toddlers learn how to put words and phrases together. Pausing and letting the children fill in the word blanks when singing well-known songs ("Row, row, row your _____") also encourages growing language skills.</p> <p>Expose young toddlers to music from other cultures. Rhythm often makes it easier for children to pick up new words and phrases—even in languages that are not their own. Introduce hand gestures that accompany the lyrics to enhance children's comprehension. Consider options like "Los Pollitos Dicen" [The Little Chicks Say] (Costa Rica) or "Muti Muhande" [A Tree Planted] (Kenya).</p> <p>Families are rich resources in identifying children's music from other cultures. Internet-based sources, such as www.mamalisa.com, also provide lyrics for children's songs worldwide in both English and original languages. Many of the songs have accompanying MP3 files so teachers can hear the melody and pronunciations.</p>
For Older Toddlers 24 to 36 Months	<p>Help toddlers learn to name their feelings by making "feelings music." Give children instruments and ask them to make <i>mad</i> music or do a <i>frustrated</i> dance. Next, try a <i>happy</i> dance/music, then <i>sad</i> or <i>silly</i> musical numbers.</p> <p>Set up a classroom music area with a variety of instruments, including some from a range of cultures. Encourage children to create music together and explore how the instruments work. These kinds of activities (where there are no winners or losers) nurture early friendships.</p>	<p>Introduce creative movement experiences when you sing with older toddlers. For example, have the children shake a parachute gently as they sing "All around the cobbler's bench, the monkey chased the weasel" As they chime in with "Pop! goes the weasel!" the children can swing the parachute up and sit underneath it.</p>	<p>Play a game of Fast and Slow. First, play music with a fast beat and encourage children to move their bodies in time to the beat. Then switch to a medium tempo song, followed by a slow song. This is an interesting problem for toddlers to solve: as their brains process the sounds, they must figure out how to coordinate their bodies in response. The album <i>Victor Vito</i> (by Laurie Berkner) is a great choice for this activity.</p> <p>Offer toddlers a round symbol to hold, such as soft foam balls, as you sing "On Top of Spaghetti." This promotes symbolic thinking skills or the ability to use a substitute (the ball) to represent the actual object (the meatball in the spaghetti song).</p>	<p>Use songs as a different way to tell stories. As you sing, tell the story using puppets, felt board cutouts, pictures, or photos. Children can even act out part of the song as well ("A-Tisket A-Tasket" is especially fun). Hearing the story through music helps children understand sequences.</p>

- **Second language:**

<https://www.zerotothree.org/resources/301-tips-on-learning-to-talk>

<https://www.zerotothree.org/resources/303-dual-language-development-double-the-benefit>

- **Skin to skin contact:**

<https://illusa.org/helping-to-get-breastfeeding-off-to-a-good-start-skin-to-skin-contact/>

- **Baby wearing:**

<https://www.lli.org/breastfeeding-info/baby-wearing/>

<https://wetheparents.org/babywearing-benefits-evidence> (Infographic, studies)

<https://pubmed.ncbi.nlm.nih.gov/3517799/>

<https://www.semanticscholar.org/paper/Does-infant-carrying-promote-attachment-An-study-of-Anisfeld-Casper/f99599042b42e6d83e490287537948491b3b41a8?p2df>

<https://www.sciencedirect.com/science/article/abs/pii/S0163638381800240?via%3Dihub>

- **Parentese language:**

<https://www.sciencedaily.com/releases/2020/02/200203151158.htm>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5477750/>

https://www.earlyliteracylearning.org/cellpract_parent/infants/PG_1_I_Talk2Me.pdf

- **Massages for itty bitties:**

<https://www.huggies.com.au/baby-care/skin-care/massage/lower-body/squeeze-toes>

<https://www.johnsonsbaby.co.uk/baby-massage/newborn-massage-guide>

<https://www.mayoclinic.org/healthy-lifestyle/infant-and-toddler-health/in-depth/infant-massage/art-20047151>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2844909/>

MATERIALS:

- Nursing pillow/any pillow big enough for your child to rest on comfortably.
- Baby wrap or long piece of stretchy fabric.
- Scarf/fabric/small bath towel.
- Mirror.
- Small bubble wand.

SONGS:

We will keep some songs the same during our weekly activities to create recognizable patterns and consistency. However, we will also introduce and your little ones to new songs during every program so expose your little ones to different types of rhythms and beats that would most benefit your child's brain development and the skills we are working on. We will provide you with an outline of the songs we will be using each week.

Week 1:

- **"Goodbye" (instrumental) by The Kiboomers**
- **"Wake Up Toes" by Joanie Bartels**
- **"Open Shut Them" by Anna Stange**
- **"Two Little Eyes" by Love to Sing**
- **"Itsy Bitsy Spider" by Toddler Tunes**
- **"Dance Baby" by Piccolo Music**
- **"I Love You" (bubbles) by Baby Lulu**

BOOKS:

Each week we will share new stories that reinforce the concepts and skills we are working on. These books are available for you to check out at your County libraries.

Week 1:

- **"Who Says Peekaboo? By Highlights**
- **"Teen Little Toes, Two Small Feet" by Kristy Dempsey**

Other books you can find at your County library:

- **"Making Faces. A First Book of Emotions" by Abrams Appleseed Publisher**
- **"Te Amo, Te Abrazo, Leo Contigo! / Love You, Hug You, Read to You! By Tish Rabe**
- **"I See, I See on the Farm" by Michelle Sinclair Colman**
- **"Giggly Wiggly Playtime Rhymes" by Michael Rosen**
- **"Huggy Kissy" by Leslie Patricelli**
- **"Five Little Monsters Jumping on the Bed" by Bill Cotter**
- **"I Am a Little Fish!" by Lucy Cousins**