Music supports children’s healthy development in a variety of ways. It improves their phonological language as they use speech and listening to develop receptive vocabulary. Children also organize and sequence information as they sing and play music, helping them to develop math, memory, and literacy skills. The following books are based on songs that you can use to support language, literacy, and cognitive development. If you are not familiar with the songs, you can listen to them by streaming them with your preferred online service.

What they learn: Through repetition and movement, toddlers learn how to identify the parts of their bodies. Toddlers also practice keeping the same rhythm pattern while they substitute different words. This helps them practice organizing information and building their cognitive skills.

What you need: The book, baby dolls, a small cardboard box decorated as a bus.

What they learn: Infants connect new vocabulary to pictures, gestures, and props. They also imitate sounds and smooth movements as they watch you sing. Practicing movement movements helps strengthen the muscles they will need as they learn to talk.

What they do: Ask you to sing the tune of “The Wheels on the Bus,” turn the pages of the book and demonstrate the movements. Once the babies are familiar with the song, introduce the storybooks and baby dolls. Use these props to act out the song, and then place the props where the song is sung. This helps children to identify the objects they hear as well as any new vocabulary.

What you need: The book, song, instruments.

What they learn: Though repetition and movement, toddlers learn how to identify the parts of their bodies.

What you do: Ask your child if they have heard of jazz music. Talk about the instruments you’ll use before the story “Sing Me a Story” and ask children to clap hands or snap their fingers to the beat.

What you need: The book, a selection of jazz instruments.

What they learn: Children learn about language in context. When parents and caregivers talk, read, play, and sing with infants, they create a foundation for them to develop language and literacy skills. While all children are unique, many begin acquiring language and speech at different ages, they are constantly absorbing the sounds of language (phonological awareness) and words (vocabulary development) when they hear adults talk or read. They also learn to discriminate and make meaning among different sounds, sounds of the same sound, and sounds of similar sounds. When children create connections between the concepts they learn and use new words to express themselves, they begin connecting their pictures with the words they wish to describe.


What they learn: Children develop sport and discrimination and phonological awareness as they identify the different instruments. They also look to learn about musical patterns or rhythms in natural events like rain, and build memory skills as they reproduce those patterns with drums.

What you need: The book and a selection of jazz music for kids like Sing and Smokey’s “Scat Like That” and “Three Little Pig Blues,” or African Rain Sticks or “Rain on a Haley Pans.”

What they learn: This Jazz Man tells the story of different jazz musicians at the national level. To learn more about agencies at the local, state, and national level, working to improve their quality of life by offering services to children and families in healthy, and secure environment.

What you need: The book and a selection of jazz music for kids like Sing and Smokey’s “Scat Like That” and “Three Little Pig Blues,” or African Rain Sticks or “Rain on a Haley Pans.”

What they learn: Children improve their sound discrimination skills as they experiment with different musical patterns and vocalizations. They also learn new vocabulary and discover famous jazz musicians.
The Joy of Art

Art is the physical expression of creativity, expertise, and emotion. Art has the unique ability to engage each child, enable them to have opportunities to express art, develop skills in critical thinking, language, history, social understanding, and emotional well-being. Children can also study and evaluate the work of other artists, and learn about the aspects of art that make it beautiful.

Create beautiful spaces for children. Frame copies of artwork from different cultures and time periods, add colored glass bottles to window sill to catch light, place sculptures made from clay or nature items on shelves, use handmade blankets and pillows in cozy spaces, post pictures of sculptures made from clay or nature items on shelves, use colored glass bottles to catch light, place artwork from different cultures and time periods, add different types of literature, and light with specific or purposeful use. Interact with children and ask open-ended questions that prompt conversations about what and what they think for example. If you plan group of children in the sandbox and they say they are cooking, you could say, “I’m really happy what could you make me to eat?”. This simple question requires the child to answer your request, develop a plan, and communicate the plan back to you. They will-Based conversations offer the perfect opportunity to hear children express their interests, thoughts, and feelings. They also provide the chance to introduce new vocabulary, ideas, or concepts that enhance the learning experience of children.

Provide children with different methods for revealing or creating stories. Add puppets, dolls, stuffed animals, or flannel stories to the book area. When you read books to children, encourage them to discuss the characters and actions in the story. You can ask art materials to create different endings or represent their favorite parts of the story. You can provide ideas about the books they are reading help them to organize and sequence the events, which will help them to make connections and read the books on their own.

Encourage children to make marks or paper with crayons. Use different brush sizes, paint colors, drawing tools, construction paper, scissors, yarn, glue, collage materials, cotton balls, string, clay, and play dough, and sculpture tools (wooden dowels and cookie cutters). Create an inclusive atmosphere by choosing materials that represent a variety of skin tones and breeds and types of angles, shapes, and textures. When children learn about art, it becomes easier for them to draw on that knowledge to create their own art and explain their meaning.

Children and staff should stay home to rest while they are sick. Fevers may be present with either a cold or the flu and cold are similar, the symptoms for the flu are more intense than a cold.

It can be difficult to tell the difference between the common cold and influenza (flu). In both cases, people are most contagious one to two days before symptoms begin, meaning that children may spread the virus to each other before symptoms are visible. Cold symptoms include a runny nose, cough, sore throat, fatigue, muscle and body aches, headaches, and stuffy or blocked sinuses. Influenza symptoms can include a fever, chills, cough, sore throat, fatigue, muscle and body aches, headaches, and a cough that produces clear mucus. When the symptoms are severe, they are called “pneumonia.”

T ube socks can become a snake, worms, underwater creatures, or a person.

GEOGRAPHIES

Use cloth gloves or gardening gloves. Cut off the gloves and make finger puppets, or keep them attached and decorate each finger to represent a character (e.g., like the Five Little Ducks or Old MacDonald Farm (each finger is an animal).)

Wooden spoons: Use the head of the spoon as the head. Twixt the two loops round the handle to create arms and legs, then cut and glue pieces for clothes.

Vegetarian Sweet Potato Chili

This hearty and healthy soup makes a filling meal, and children can help prepare it! Ask them to help wash vegetables, cut soft vegetables with plastic knives, and measure ingredients. The recipe makes six servings.

Ingredients

- 1 cup yellow onion, chopped
- 1/2 cup green bell pepper, chopped
- 1/2 cup carrots, chopped
- 1 cup carrots, chopped
- 1/2 teaspoon minced garlic
- 2 tablespoons olive oil
- 1 cup water
- 3 cups diced tomato
- 1 cup or medium salsa
- 3 cups sweet potato, peeled and cubed
- 1 can (12 oz) kidney beans, drained
- 2 cups or 1 can of corn, drained
- Salt and pepper as needed

Directions

1. Heat the olive in a large soup pot and stir in the bell pepper, zucchini, and carrots. Sauté for about 5 minutes. Add the sweet potatoes and vegetables are tender. Stir in the water, tomatoes, salsa, and sweet potatoes. Simmer on low heat for 20 minutes while adding the kidney beans and corn. Continue cooking for an additional 20 minutes to allow flavors to blend. Add salt and pepper to taste. Serve it warm with a few crackers.
Talking, Reading, and Writing

• They can use the attributes of art and creativity to solve problems.
• They can plan and organize their work as they practice their art skills.
• They can evaluate their work and the work of others.
• They can share and discuss their work with their peers.
• They can engage in different types of literature, and that each has a specific purpose or use.
• They can evaluate the work of other artists, and learn about the different types of literature, and that each has a specific purpose or use.
• They can express themselves through art activities.
• They can use art to communicate ideas and feelings.
• They can use art as a tool for self-expression.
• They can use art to explore and understand their own experiences.
• They can use art to understand the world around them.
• They can use art to express their ideas and thoughts.
• They can use art to express their emotions.
• They can use art to express their creativity.
• They can use art to express their individuality.
• They can use art to express their identity.
• They can use art to express their uniqueness.
• They can use art to express their personality.
• They can use art to express their values.
• They can use art to express their beliefs.
• They can use art to express their opinions.
• They can use art to express their perspectives.
• They can use art to express their feelings.
• They can use art to express their thoughts.
• They can use art to express their emotions.
• They can use art to express their creativity.
• They can use art to express their individuality.
• They can use art to express their identity.
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• They can use art to express their feelings.
The Joy of Art

Art is the physical expression of creativity, experiences, and emotions. It has the power to express feelings that words alone cannot convey. Children have opportunities to express art, they develop skills in critical thinking, language, history, social understanding, and emotional well-being. Children can also study and evaluate the work of other artists, and learn about the aspects of art that make it beautiful.

Create beautiful spaces for children. Frame copies of children’s work in frames and on shelves so children can see the details of the work and realize the value of their work. Include different brush sizes, paint colors, drawing tools, construction paper, safety scissors, yarn, glue, collage materials, nature items (rocks, sticks, and pinecones), clay or nature items on shelves, use colored glass bottles to windowsills to catch light, place artwork from different cultures and time periods, add sculptures made from clay or nature items on shelves, and display children’s work in frames and on shelves so children can see the details of the work and realize the value of their work.

The Joy of Tasting

It can be difficult to tell the difference between the common cold and influenza (flu). In both cases, people are most contagious one day before symptoms begin, coming down with illness to spread quickly from person to person. Although the flu and cold are similar, the symptoms for the flu are more intense than a cold.

With the common cold, there is usually either a runny or a stuffy nose, and there is usually no fever at all, but drops are still available to go about their daily activities. Cold symptoms can also include a stuffy nose, sneezing, hacking cough, and mild headache. The flu can include one or more of the following symptoms: a fever of 100°F or higher, loss of appetite, dry cough, chills, muscle aches, headache, congestion, loss of appetite, muscle aches, and chills.

Encourage children to cough or sneeze into a tissue or their elbow. When children cough or sneeze into their hands, they may return to their program. Both illnesses are contagious one day before symptoms begin, causing both runny noses, coughs, sore throats, congestion, and fatigue.

Provide children with different methods for rub or the flu.

Handwashing is the best defense for preventing a hand-to-hand transmission and after handling dirty items or playing outside. Disinfect and sanitize surfaces and materials that children touch and may return to their program. Both illnesses are contagious one day before symptoms begin, causing both runny noses, coughs, sore throats, congestion, and fatigue.

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Is It a Cold or the Flu?

Vegetarian Sweet Potato Chili

This hearty and healthy soup makes a filling meal, and children can help prepare it! Ask them to help wash vegetables, dice and chop ingredients, as well as clean and use the kitchen utensils.

Ingredients
- 1 1/2 cups yellow onion, chopped
- 1/4 cup chopped carrots
- 1/4 cup chopped red bell pepper
- 2 tablespoons olive oil
- 1 cup water
- 3 cups diced tomato
- 1 cup or medium salsa
- 3 cups sweet potato, peeled and cubed
- 3 sprigs cilantro
- 2 tablespoons lime juice
- Salt and pepper to taste

DIRECTIONS

1. Heat the olive oil in a large soup pot and stir in the bell pepper, zucchini, carrot, and garlic. Sauté for about 5 minutes, stirring occasionally, until the vegetables are tender. Stir in the water, tomatoes, salsa, and sweet potatoes. Simmer on low heat for 20 minutes while adding the kidney beans and corn. Continue cooking for an additional 5 minutes over low heat. Add salt and pepper to taste. Serve it warm with a few crackers.
Music supports children's healthy development in a variety of ways. It improves their phonological language as they can practice distinguishing between sounds and listening to repetitive vocabulary. Children also organize and sequence information as they sing and play music, helping them to develop math, memory, and literacy skills. The following books are based on songs that you can sing and use to support language, literacy, and cognitive development. If you are not familiar with the songs, you can listen to them by streaming them with your preferred online service.

**Sing Me a Story!**

**Book:** The Joy Man

**Age group:** School Age

**What you need:** The book and a selection of jazz music for kids like Sing and Smile’s “Sittin’ Like That” and “Three Little Pigs Blues,” or Thelonious’s “Pat on a Happy Face.”

**What you ask:** Ask children if they have heard of jazz music. Talk about the instruments pictured before the story, “Sing the Joy Man” and ask children to clap their hands or snap their fingers to the beat. Read it again to review new vocabulary.

**What they learn:** Through repetition and movement, toddlers learn how to identify the parts of their bodies. Toddlers also practice keeping the same rhythm pattern while they substitute different words. This helps them practice organizing information and build their cognitive skills.

**What you need:**
- The book, a small cardboard box decorated as a bus.
- Props to act out the song, and then place the props where mobile infants can play with them.

**Props:**
- Mobile infants can play with them.

**What they learn:** Infants connect new vocabulary to body movements as they watch you sing. Practicing body movements helps them to make connections between parts of the body.

**Age group:** Toddlers

**What you need:** The book.

**What you do:** Sit with toddlers and show them the book, asking them to point to their head, shoulders, knees, and toes. Sing the book while pointing to the appropriate parts of the body. When you observe that the toddlers are able to maintain their balance while they move, increase the movement challenge by having them stand as they sing and point to their bodies, or sing about different parts of the body such as “eyes and arms, heads and legs, arms and fingers.”

**What they learn:** Toddlers practice sound discrimination and phonological awareness as they identify the different instruments. They also learn to look for musical patterns or rhythms in natural events like rain, and build memory skills as they re-create those patterns with drums.

**What you need:**
- The book, baby dolls, and a small plastic eyedropper.

**Age group:** Infants

**What is it:** Infants connect new vocabulary to sounds of language (phonological awareness). Children improve their quality of life by offering services to ensure every child the health, stability, and resources. We have worked diligently to protect our children and families through diverse programs, and best practices.

**What they learn:** Children improve their sound discrimination skills as they experiment with different musical patterns and gestures. They also learn new vocabulary and discover famous jazz musicians.

**What you do:** Read the book as you turn the pages of it. This is so the children can see the pictures before the story. Sing the book to the children in the sandbox and they say they are cooking, you could say, “I’m really hungry; what could you make me to eat?” This simple question requires the child to differentiate between sounds or words.

**What you need:**
- The Joy Man by Karen Ehrhardt

**What they learn:** This book provides a foundation for connecting spoken language with written language. Talk to children about their art and write down words or phrases they say on their drawings to strengthen the connection between talking, reading, and writing. As children begin connecting their pictures with what they write down, they learn that the words they write are symbols that represent the things they enjoy.
Talking, Reading, and Writing

Children begin learning about language in infancy. When parents and caregivers talk, read, play, sing, and interact with infants, they create a foundation for them to develop language and early literacy skills. While all children are unique and begin learning language at different ages, they are constantly absorbing the sounds of language (phonological awareness); and may begin vocalizing and saying words. It is important for adults to speak slowly and clearly with children to provide an opportunity for the child to learn the names and words. adults make eye contact with children when they talk, use facial expressions that are related to what you are saying, and give children time to respond.

Making Connections

When children connect the words they hear and the experiences they have in their environment, they begin to learn what are known as “word knowledge” skills. Examples of word knowledge include identifying words, using words to express meaning, and using words to create new meanings. These connections often come naturally in play, such as talking about their work and extending their thinking. For example, if you join a group of children in the sandbox and they say they are cooking, you could say, “I’m really hungry; what could you make me to eat?” This simple question requires the child to connect the words they use to their actions and the setting. By engaging with children in this way, adults can help them understand the relationship between words and the world around them.

Making Connections also encourages children to differentiate between sounds and listen to music. Music supports children’s healthy development in a variety of ways. It improves their phonological language as they practice distinguishing between sounds and listening to music. It also supports children’s creative thinking and problem-solving skills as they use music to express their emotions and ideas. Through music, children learn to identify different parts of their bodies. They also learn to use their bodies as musical instruments and to create rhythms and patterns. Children enjoy participating in musical activities and are often eager to share their creative ideas with others.

Making Connections can be a fun and engaging way to support children’s learning and development. Whether you are working with infants, toddlers, preschoolers, or school-aged children, there are many ways to incorporate music into your daily activities. By providing children with opportunities to explore and express their creative ideas through music, you can help them develop stronger relationships with others, improve their fine and gross motor skills, and build their confidence. With the help of resources like “Sing Me a Story!” by Karen Ehrhardt, you can provide children with a rich and diverse musical experience that will help them be more capable readers and writers later in life.

Through repetition and movement, toddlers learn how to identify the parts of their bodies. Toddlers also practice organizing information and builds their cognitive skills. They improve their quality of life by offering services to ensure every child the health, stability, and resources. We believe that families are fundamentally important to children and families at risk with a range of services, and child care resources. CHS also serves as an expert resource to introduce new vocabulary, ideas, or concepts that enhance the learning experience of children.

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