**Use a Variety of Sign Systems**

**What’s involved in learning**
- Becoming familiar with the sign systems of language, music, math, art, and drama
- Engaging in multiple forms of representation
- Transforming knowledge from one mode to another

**From photo to painting...**

**From toy to image...**

**From voice to print...**

**Materials Matter!**
- Paper for mark-making
- Spaces for moving
- Books for reading
- Props for role-playing
- Music for singing
- Instruments for performing
- Games for counting and turn taking
- Blocks for exploring space and shape
- Paint for representing and expressing

**Transforming Knowledge...**
Different modes communicate meaning differently.

**From experience... to blocks... to play.**

**From experience... to blocks... and onto the page.**
What is a sign system?

Letters, sounds, words, and sentences speak the languages of print.

Musical notation, beat, rhythm and pitch compose the languages of music.

Speech, movement, and gesture perform languages of drama.

Lines, shapes, space, and form, illuminate the languages of art.

Namaπζε, time, shape and size count the languages of math.

Tools • Fingers, garlic presses, rolling pins, cookie cutters with playdough, plasticine and clay!

Tools • Scissors for cutting, tape and glue for pasting, hole punchers and staplers for attaching!

Tools • Paintbrushes - different sizes with water colours, tempera, finger paint, and acrylics!
Use a Variety of Sign Systems

Musical Melodies

Today as we listened to music I brought in some instruments and allowed the children to explore them. Very quickly Lexi picked up a drumstick and began to hit the drum, gently at first until she was banging on it loudly. She continued to bang the drum but decided to stand with it, holding the drum in one hand and hitting it with the stick in the other hand. She did this for quite some time before moving on to the maracas, which she also enjoyed immensely.

As Lexi explores the drums she is working on her fine motor skills as well as her co-ordination. I observed her today successfully doing two motions at once while trying to keep to the beat of the song that was playing in the background. Through music children can learn the beginning of phonics and how to distinguish the differences between sounds. Lexi is exploring dynamics of sound by playing softly and loudly.

Why this matters:

Exploring Window Markers.

We introduced window markers to the two-year-old group. It was exciting and interesting watching their responses to the materials. We set up an area by the wall mirror and the window. We gave them a wet cloth and dry cloth for clean up and off they went.

Abby and Abigail enjoyed making lots of zigzags on the window. As their markings joined together they noticed that the yellow and blue markers made a new colour. Once this occurred they continued to explore with the other colours to see the different shades they could make.

Abigail decided to draw herself. As she drew each thing she'd say, “Look, here’s my _____.” I would then label each part of her face. When she was finished she stood back and admired her art work with pure delight.

~ Lisa Vienneau Cochran’s Home Away From Home

Why this matters:

What’s next?

In order to allow the children access to the instruments I hope to keep them in my room. I will introduce them to the Name Game so they can count the beats in their name. I also hope to find some old pots and pans to use as instruments.

~ Dianna Morris Chatham Day Care Centre Inc. Too
Mark-Making in the Spring of the Year.

~ Karen Clark  Clark’s Early Learning Program
Use a Variety of Sign Systems

“I’m Gonna Go Further.”

On September 25th, while sitting with a group of children who were drawing, Blake decided that he wanted to write numbers instead. He wrote from 1 to 19 only asking about how to write 6 and 9. When Blake got to 20 he wrote 10 – a clever strategy as twenty is two tens. Jill and Blake discussed how to write the number 20 and he continued with 21, 22, 23, 24 until he got to 30. He asked how he should write 30. We talked about how he wrote 20 and we decided that thirty was a 3 and a 0. Determined, Blake continued to write up to 32. I told Blake about the Work-in-Progress shelf and he decided to put his work there until tomorrow.

During pick-up time, we told Blake’s mom about his interest in writing numbers. She shared that yesterday Blake had been playing hopscotch and this is maybe where his interest in numbers had stemmed from.

Upon arrival on September 26th Blake continued his number writing activity. When he finished writing the numbers to 40, he noticed his paper had a small rip. He was a little concerned so Jill helped him fix it with tape. He decided he would like to take his work home.

The next day Blake arrived, collected a piece of paper and said, “I’m gonna go further than last time.” He wrote his numbers using a ruler to help him when he got stuck. Each day Blake spends a little time on his numbers. I wonder how far he will go each time.

Why this is important? Blake perseveres in completing his own activity revealing his deep interest in learning number recognition and representation. Blake’s confidence to invent a way to print 20 reveals his theory of numbers. Throughout this experience he is building relationships with adults in the room who help him at his request and provide him with a Work-in-Progress shelf until he is ready to start again. ~ Tonya White UNB Children’s Centre

Meet The Parents.

The first two weeks in February the Junior Preschool children have been talking about love and consequently families, in honour of Valentine’s Day. We talked about moms, dads, and siblings in our different families. I explained my family of Mom, Dad, and brother. Not everyone believed I had a mom and dad because I was “big” but Owen took particular interest asking me many questions about them. Then sitting down at the art table, taking great care, he drew his interpretation of my parents.

Yesterday I had the opportunity for my parents to stop by our centre. Owen was so excited to meet them. I was surprised how interested all the children were in meeting my family and how proud I was to have these two very important parts of my life come together.

~ Erin Brewer Sussex Early Learning Centre
Documenting Jenna’s Puzzle-Making.

The children had been colouring and cutting out pre-made puzzles. I decided to take this activity a step further because I knew it would be no problem for the children to create their own puzzles. I provided paper, markers and scissors and asked them if they would like to make their own puzzles. Jenna was very proud of the puzzle she made and she enjoyed the challenge of putting it back together again.

I always take pictures of each step during activities. Photos allow the children and I to remember the steps we took and the challenges or discoveries we experienced.

The children enjoyed challenging me to put together their hand made puzzles. I would like to invite the children to create their own games. This would be very interesting as we could take our learning to new activity and see what we could do there.

~ Ghislaine Lebel, Garderie Les Amis de Jessie

Why this matters:

The misconception of learning as simply a question of following the children’s interest has been challenged through recognition that everything does not have to start with the children.

The important thing is when and how educator’s ideas are enacted...most importantly it must take into account what kind of problem the children are closest to and allow children to construct the problem they are working on from many perspectives. Olsson (2009, 15)

For Reflection

What resources and sustained time do children have on a daily basis to support their growth in symbol-use within the five sign systems? Think about children’s access to tools for mark-making in a range of areas in the room, props for shaping and extending dramatic play, a range of books, musical instruments, magazines, pictures, charts, labels, number play, name tags, signs, notes, videos. How are home languages of all children valued in spoken and printed forms?

How does the social experience gained from peer interaction contribute to multimodal literacy engagement and production? Think about how you provide for children to share ideas, thoughts, experiences, songs, dances, block buildings, poems, letters, lists, and jokes. How are pleasure, curiosity, and persistence modelled and honoured?
Engage in Multimodal Meaning Making

**What’s involved in learning**

- Engaging with the symbols and practices of language
- Engaging with the symbols and practices of music
- Engaging with the symbols and practices of math
- Engaging with the symbols and practices of art
- Engaging with the symbols and practices of drama

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When Avery stated, “I don’t know what to draw,” I challenged her to look around the room. Avery decided to draw the dragon the children had constructed after reading *George and the Dragon* by Chris Wormell.

~ Jill Bateman  UNB Children’s Centre

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After a series of special pet visits, children at Next to Mom’s are invited to talk about, sketch, read about and mold their favorite animals.

~ Next To Mom Day Care Centre

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“My favorite animal is a happy turtle.” ~ Tyler
Inclusiveness and Equity          Compassion and Caring • Living Democratically • Individuality                     And Independence • Social Responsibility • Communication • Imagination, Creativity & Play • Spirituality • Zest for Living and Learning • Inclusiveness And

Authoring for young children involves language, vocalization, gesture, gaze, bodily action and mark-making.
Lancaster (Cited in Rowe, 2003, 265)

Encouraging creativity and engaging children:

Ask “What if?”
Instead of just listening to
The Lion Sleeps Tonight,
what if the children turned into sleeping lions?
What if the lions took a walk?
What if the children could understand the language of monkeys?
What if they became other jungle animals?

Can you show the idea?
Let a puppet show the idea to the children.
Show it in a ballet. Show it in movement.
Show it in gesture. Show it in expression.
Can we sing it or do it as a story?
Can we turn it into a play?
Brodsy Chenfeld (2010)


Rowe (2003)


Lancaster (Cited in Rowe, 2003, 265)

Children are symbol weavers. Dyson (1986, 2001)
They have less cultural experience and so are less constrained by boundaries between sign systems. Kress (Cited in Rowe, 2003, 265)

ALL MODES: SPEECH, WRITING, IMAGE, GESTURE, BODY MOVEMENT OR 3D OBJECTS COMMUNICATE AND REPRESENT MEANING PARTIALLY. LEARNING HOW TO COMMUNICATE AND REPRESENT MEANING MEANS UNDERSTANDING WHAT EACH MODE CAN DO AND WHICH COMBINATION OF MODES BEST WORK IN EACH SITUATION.


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Lancaster (Cited in Rowe, 2003, 265)

My Family
On Our Boat
by Drea

#1 Baby sister Bree with a penguin on her shirt
#2 Mommy with her glasses on
#5 & 6 Layla and Daddy doing the ‘Crazy Fool’
~ Elaina Hallihan
Periwinkle Blue Day Care/Preschool
Engage in Multimodal Meaning Making

“The Red Book”

Angela Thompson of Salisbury Early Learning Centre, took some children on a community walk to search for red items. As the children excitedly named their red discoveries, Angela took photos.

“The Red Book” opens to a bit of pop culture — a red Spiderman cap. Reading the photos, we encounter a four-wheeler, red milk crates propping up a trailer, and a deer apples sign — all familiar icons of rural New Brunswick culture. Red roses and red trees are familiar sights of our natural world. Many photos highlight local street and shop signs and vehicle names. The children even found a red guitar and a red quilt.

“what’s in my pocket?”

One of Donna Baisley’s “Kids Are Us” two-year-old children shared his discovery of the pockets of his pants with Donna. She asked him if he would like something to put in one of his pockets, and obligingly she printed a short note. He carried that note around all day and shared it with his mom at pick up time.

The next day he returned with a note for Donna’s pocket. Donna noticed other two-year-old children becoming interested in this note exchange and she scribbled a range of notes for each child. However, Donna soon learned the children’s real interest was in what was in pockets — rather than the exchange of notes.

Donna created a three dimensional text. She cut pockets from different clothing articles, with assorted closures — some with buttons, others with zippers or snaps. Using a piece of rope she attached each pocket to an empty masking tape roll. On the front of each pocket she printed the repeated question: ‘What’s in my pocket?’

Inside each pocket was a hidden treasure for sensory exploration and conversation. On the back of each pocket was a verse related to the hidden object. For example, the pocket holding steel chimes reads, ‘Music for your ears to hear’; and the pocket holding a watch reads, ‘The time we are together goes by every fast.’

“A Small Book”

Leisa Comeau of Chatham Day Care Centre noticed the two-year-old children’s fondness for big trucks on their community walks. This reminded her of the abandoned truck in her yard that her children loved to play in. She shared a picture of this truck, telling the story of her children’s play.

In response to Leisa’s truck photo, three children brought in their vehicle pictures. Their action inspired Leisa to create a vehicle book. She invited families to take pictures of their vehicles and carefully chose a photo album with vehicles on the cover in which she placed the children’s pictures. “It needs to be small so children can carry it around with them.”

Leisa took care to ensure that each child was represented in the book by taking photos of those vehicles children noticed on their community walks.

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**How to Build a Snowman**

By Karlie

First you make a big ball.
Then you make a little smaller ball.
Then a small one for the top.
Then take little trees and stick them in the snow.
Then you need little black eyes.
Then make a little happy face.
Oh, I forgot the nose, you need an orange carrot.
All done!

~ Jennifer Laxton  
Little Treasures Child Care / Garderie Petit Trésors

**Corey’s Sticky Snowman**

Kinda like a snowman at first. You know what those things are on the brown? Actually the brown is hair. Those sticky things they stick on flies. Now it’s a sticky person. He helps people. If the flies fly around then he sticks his sticky things on the fly.

~ Maria Gilles Unicorn Children Center Inc.

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Other Snowman texts to enjoy together:

- *The Snowman*, by Raymond Briggs
- *Snowmen at Night*, by Caralyn Buehner
- *The First Day of Winter*, by Denise Fleming
- *Stella, Queen of the Snow*, by Marie-Lousie Gay
- *Winter Friends*, by Sylvia Panteleo
- *Stranger in the Woods*, by Sylvia Panteleo

~ Photos by Karen Clark  
Clark’s Early Learning Program
Engage in Multimodal Meaning Making

“A Beat of His Own”

Over the weeks that Tristen has been with us, Vanessa and I have noticed that Tristen really enjoys to beat around and make music. He will pick up any item and explore it to see if it contains any musical potential. For instance, Tristen found an old chocolate tin in our “basket of treasures”. He started hitting it, alternating hands while I was reading the book “Love You Forever” by Robert Munsch. On another day he used some mallets he found on a canvas drum to keep the beat of the music that was playing in the room. We even observed him pausing when the music stopped.

Today Tristen picked up a mallet and a circular piece of wood. He walked around playing it. Soon he discovered our water drums and began keeping a steady beat on them. When I turned on the music he began following it — resting when it rested. He even seemed to be keeping the beat in the air as drummers do while waiting to enter the song again.

Why this matters:

As Tristen playfully explores and investigates different objects around our rooms, he is growing in his understanding of rhythm, repetition, and the properties of objects.

~ Dianna Morris  Chatham Day Care Centre Inc.

What’s next?

In order to foster this learning for Tristen, Vanessa and I plan to research various early childhood musical learning and play activities as well as making sure there is always a variety of materials in the room at his disposal.

Before Georgia created this sketch, two groups of children were on two separate walks. Georgia found a leaf on her walk. She picked it up. While she was picking up the leaf the other group of children saw her group coming so they hid. Suddenly, they popped out at the approaching group. Gavin who was in front got quite a scare. “Can you see his surprised eyes?” asked Georgia looking at her sketch.

~ Leisa Comeau  Chatham Day Care Center Inc.

Blaine’s three-dimensional mosquito.

“It’s a nothing blood bug… he, he, he, it’s a ‘quito’. This is a driller thing cause ‘quito’ drill for blood!”

Sussex Early Learning Centre

Georgia

Communication and Literacies  Professional Support Document
Performing In Our Community.

This week we went to the Turnbull Nursing Home to visit with the senior citizens. When we first arrived, we went into the activity room where the residents were doing their fun and fitness program. As soon as the seniors saw their children their faces lit up. Violet sang, You are my Sunshine. Then the other children joined in and they sang the ABC song. It was awesome!

After they finished singing, Alexander told the story of Goldilocks and the Three Bears. He did a fantastic job and got a round of applause. After we left the activity room, we went on a tour of the facility and visited with some of the residents who were in their rooms. The seniors loved it and so did the children.

Our tour finished in the dining room where the kids were given a snack of chocolate chip cookies and apple juice. This was a very beneficial outing for the children and the seniors; it was a very social experience and one that is definitely worth doing again.

Brian, tell us more about Alexander’s recital of “Goldilocks and The Three Bears”.

In the mornings I usually ask the children if anyone wants to tell a story or hear a story. When it’s my turn, I tell the fairy tales that I learned when I was growing up. I act them out; perform them with sound effects, actions, and change my voice for each character. I tell what I know. I don’t know anything about Johnny Nitro for example, so the children have to tell those stories. What surprised me about Alexander is that he used actions, voice changes, and sound effects - just like I did.

And the children in your group know the words to “You Are My Sunshine”.

Yes, well, when Violet’s grandmother heard the children were going to visit the nursing home, she taught Violet, You are my Sunshine because it is a song she loved and thought that the seniors might love it as well - and they did - as did Violet who sang the song twice.

~ Brian Gallon  YM-YWCA Prince Edward Square

For Reflection

What methods does your centre have for documenting children’s language and literacy growth within the five sign systems?

How does that documentation honour children’s experiences, knowledge, skills and playful explorations?

Think about how your documentation honours children’s invention of stories, songs, poems, maps, three-dimensional structures, and drama. How does that documentation inform your responses to children’s learning in individual and collective ways?

How are children supported in their multimodal literacy learning? Think about how you help children connect and extend talk, mark making, constructions, performances, and reading. How do parents and educators share their collective knowledge about multimodal language and literacy growth?
Printed materials which hold meaning for children — names, words of personal importance, charts explaining the daily routines and notices dictated by children for displays — all contribute to children’s growing awareness of words and how they work. Whatever their age, children learn that print sends messages, that it is organized in a particular way and that it is comprised of clusters of letters which they will later come to recognize as words. All of these understandings are taken for granted by adults but need to be acquired by children. Bromley (2006, 13)
Inclusiveness and Equity • Compassion and Caring • Living Democratically • Individuality & Independence • Social Responsibility • Communication • Imagination, Creativity & Play • Spirituality • Zest for Living and Learning

Facilitate meaning making and extend children’s encounters with print by:

- Providing opportunities and resources for children to interact with print.
- Supporting children’s comments about text and mark-making.
- Asking questions about meaning and extending learning when appropriate.
- Helping children to achieve what they are unable to do on their own through reading, talking and creating printed text with them.
- Sharing experiences with printed text.
- Showing how text is used.
- Recognizing children’s efforts to gain meaning from text.
- Talk about the shapes and sounds of letters and words.
- Documenting carefully which texts the children respond to and how these can be built upon. (Hallet 1999, 65)

Books that inspire mark making:

- Bear Hunt, by Anthony Browne
- Ish, by Peter H. Reynolds
- The Dot, by Peter H. Reynolds
- The Shape Game, by Anthony Browne
- Angel Pavement, by Quentin Blake
- Harold and the Purple Crayon, by Crockett Johnson

Different Texts Communicate Meaning Differently

- signs in the block corner, the dramatic play centre and the rest of the room
- letters to home, other children, friends, guest speakers, Santa
- lists, cards, surveys, rules, directions, maps
- books, poems, songs, recipes
- notes, reminders, invitations, shelf labels
- sign-in, nametags, placemats
- documentation of learning such as questions, descriptions, ideas, and theories

Mark Making Materials:

- Thin markers
- Thick markers
- Crayons
- Pens
- Coloured pencils
- Lead pencils
- Sticks
- Chalk
- Finger paints
- Tempera paints
- Watercolors
- Water
- Clipboards
- Chalkboards
- Whiteboards
- Feltboards
- Fingers
- Sticks
- Stamps
- Staples
- Scissors
- Glue
- Tape

Learning to read and print favourite words

Marks communicate a message.
Early childhood mathematical literacy refers to the mathematical knowledge, understandings and skills used in the everyday as children play, describe, and think about their world.

Ashton (2007)

**Number Narratives...**

How many people live at your house?
How many blocks in your building?
How many crackers do we need for snack?
How many cubes wide is the door?
How many windows in our building?
Where do you see numbers at your house?
What number stories can we create together?

**LANGUAGE OF NUMBERS:**

**NUMBER:** ONE, TWO, THREE, FOUR...

**ORDER:** FIRST, SECOND, THIRD, FOURTH, FIFTH, SIXTH...

**ADDITION:** ADD, IN, ALTOGETHER, TOTAL, ONE MORE...

**SUBTRACTION:** TAKE AWAY, HOW MANY LEFT, ONE LESS...

**MULTIPLICATION:** TALLYING, COUNTING EQUAL SETS...

**DIVISION:** HOW MANY WILL WE EACH GET, THE SAME AMOUNT, FAIR SHARE...

**Finding, Investigating, and Making Patterns:**

Number • 10, 9, 8, 7, 6, 5, 4, 3, 2, 1, BLAST OFF!
Orientation • ♨♨♨♨♨♨
Size • 🙌 aş aç
Shape patterns • ☀☀☀☀☀☀☀☀☀
Colour • RED, GREEN, RED, GREEN, GREEN, RED...
Auditory • CLAP, CLAP, STAMP, STAMP, CLAP, CLAP, STAMP...
Visual • zig-zag, stripes, spotted, checkered...

**Infants and toddlers explore shape with their hands, feet, eyes, ears and mouths**

Infants and toddlers explore shape with their hands, feet, eyes, ears and mouths

**How many steps to the...?**

How many **steps** to the tower?

**How many blocks are in your tower?**

How many **blocks** are in your tower?

**How many more cups do we need?**

How many **more cups** do we need?

**How many paper clips to make a necklace?**

How many **paper clips** to make a necklace?
HEAVIER THAN
Longer than
Shorter than
Finding Transforming Sorting Naming Describing

What shapes roll, slide, or stack?

Model:
Counting objects
Guessing how many
Counting fingers

Ten Black Dots,
by Donald Crews

Anna’s Counting Book,
by Mitsumasa Anno

Color Zoo,
by Lois Ehlert

Tumble Bumble,
by Felicia Bond

Books that ILLUMINATE MATH CONCEPTS:

Circles / Squares / Triangles / Rectangles / Cubes / Cylinders / Cones / Hearts / Stars / Diamonds / Hexagons

Measurement:
How much
How long
How far
How wide
How heavy
How high
How short
How tall

Work with children to make picture graphs, bar graphs, and tally sheets.

Daily routines teach
A sense of time

Discuss:
Time it takes to get somewhere

Discuss:
Time it takes for events to happen

Discuss:
Seasonal Changes

COLLECT, CLASSIFY AND REPRESENT INFORMATION TO ASK AND ANSWER QUESTIONS

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Music

Children should have many opportunities to explore, examine, share, listen, sing, move and respond to music they create themselves or that others create.

Manners & Carroll (1995, 24)

**Mona’s Music Project**
- Explore new instruments
- Listen to books and CDs
- Invite children to sing their favorite songs
- Move a parachute to music
- Make your own shakers
- Investigate water bottle scales
- Invite a mom and dad in to tango
- Celebrate a child’s ballet lessons
- Listen to a child’s passion for the harmonica
- Grand finale - dress up for a ballroom waltz to Strauss.

~ Mona Eljabi  Next To Mom Day Care Center

**Music and Rhythm are everywhere!**

- Clash and crash of pots and pans
- Ring of wind chimes in the garden
- Whoosh of wind in the leaves
- Crunch of walking in the snow
- Whisper of rubbing our hands
- Instrumental music in the mall
- Rattle of seeds in a container
  - Swish of windshield wipers
  - Rustle of leaves in a pile
  - Rain beating on the roof
  - Bird song in the morning

Unfortunately, we tend not to think of children as composers of music because we make judgments of their compositions based on adult standards.

Uptis (1990, 3)

**Jam Session**
Children love to express themselves through music. Setting up a real set of drums with microphones and speakers gives them the opportunity to be creative while also giving them responsibility of using real equipment.

~ Suzanne LeBlanc  Le Jardin des Câlins

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NEW BRUNSWICK CURRICULUM FRAMEWORK For Early Learning and Child Care ~ English

The most supportive action is to encourage baby's love of musical company by becoming part of it.
Trevarthen & Malloch (2002, 15)

Play any rhythmic music. As you play the music move to it. The babies will watch you. Keep your eye on the babies they will show you the music they like. Brodsky Chenfeld (2010)

Sing, sing, sing
for the joy of singing!

- Lullabies
- Skipping Songs
- Rhymes and Chants
- Country Love Songs
- Classical
- Favorite Movie Theme Songs
- Folk
- Commercial Jingles on TV
- A Cappella
- Campfire Songs
- Marches
- Carols
- Jazz
- Popular Tunes
- Rock
- Reggae...

Move to the tempo:
March to the beat.
Moving fast, moving slow.
Sing a tune, explore a pitch:
Singing high, singing low.
Listen for the dynamics:
Play that note loud and fast.
Now play it soft and slow.
Making up the lyrics,
Or use vocal play to scat.
Clap out a rhythm:
Repeat lively patterns
Of sound and silence,
Play and pause to applause!

BOOKS THAT INSPIRE MUSIC MAKING:
Round and Round the Garden and Other Action Songs, by Caroline Repchuk
Head, Shoulders, Knees, and Toes and Other Action Rhymes, by Zeta Newcome
The Wheels on the Bus, by Maryann Kovalski
This Old Man, by Carol James
This Little Piggy and Other Rhymes to Sing and Play, by Jane Yolen & Will Hillenbraid
I Know an Old Lady Who Swallowed a Fly, by Nadine Bernard Westcott
Barnyard Dance!, by Sandra Boyton
Knick-Knack Paddywack!, by Paul Zelinsky
The Wheels on the Race Car, by Alexander Zane
Old MacDonald, by Rosemary Wells

- Sing old favorites and introduce new tunes
- Move with children to music
- Perform actions of a song, chant or story
- Use music during routines (clean-up songs)
- Change lyrics of familiar songs
- Invent new rhymes
- Read books that are songs
- Author songs with children
- Record children's made up songs
- Make sound-makers for and with children
- Explore musical instruments with children
- Highlight musicians in your community
- Respond to children's discoveries of sound
- Add sound effects to stories and poems

Lullabies
Skipping Songs
Rhymes and Chants
Country Love Songs
Classical
Favorite Movie Theme Songs
Folk
Commercial Jingles on TV
A Cappella
Campfire Songs
Marches
Carols
Jazz
Popular Tunes
Rock
Reggae...

- Lullabies
- Skipping Songs
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- Country Love Songs
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- Favorite Movie Theme Songs
- Folk
- Commercial Jingles on TV
- A Cappella
- Campfire Songs
- Marches
- Carols
- Jazz
- Popular Tunes
- Rock
- Reggae...
Sometimes art might be finger painting on a table that gets washed off later, or a picture drawn in the snow or mud. We can share this process with parents by taking pictures and describing children’s language, their actions on the materials and the effects they produce. I always prefer to ask, “Tell me about your picture” rather than “What is it?” This opens up the conversation to focus on the process. If we focus on the process children might be braver about trying. It takes away the pressure of having to produce.

Jill Bateman, UNB Children’s Centre

**COMMUNICATING TO EXPAND AND VALUE VISUAL ART EXPERIENCES:**

- **Watching in respectful silence**
  - smiling, exchanging glances
- **Learning from children**
  - what have they discovered or noticed?

**A Collage Buffet**

*Bos (1978)*

**Textures**

<table>
<thead>
<tr>
<th>Prickly</th>
<th>Silky</th>
<th>Stony</th>
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<tbody>
<tr>
<td>Hairy</td>
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<td>Bumpy</td>
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<tr>
<td>Velvety</td>
<td>Knobbly</td>
<td>Grooved</td>
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</tbody>
</table>

**Rolling Pins**

**Cookie Cutters**

**Garlic Presses**

**Popsicle Sticks**
Experimenting with shape, motion, and colour

Exploring materials

Expressing emotions

Representing a person, place, object or event

Investigating a technique

Models inspire painters from four to ninety-four.

Choose objects and visual works that interest children and are close to the shapes children are able to draw or paint.

Remember children may:
• simply enjoy touching, looking and talking about the object
• interpret and represent the object in their own style
• choose to ignore the object and represent other ideas
• choose to focus on one part

Kolbe (2007, 2005)

Inviting children to tell you about their representations:
You’ve painted this very carefully; How did you start? I see you’ve made many dots. I wonder what is happening here; Can you tell me?

Observing and/or narrating children’s techniques: I notice your curvy lines.

Posing a challenge: How will you show those whiskers?

Expressing curiosity: I wonder how you made that texture? Colour? Shape? How did you make that stand up? How did you join those pieces?

Printing their words and displaying their work.

Books that inspire art making:

Beautiful Stuff, by Cathy Weisman Topal & Lella Gandini

Rapunzel’s Supermarket, by Ursula Kolbe

It’s Not A Bird Yet, by Ursula Kolbe

Words can be part of visual vocabulary before they are part of a child’s verbal vocabulary.

Kolbe (2007, 17)
**Drama**

What do educators learn when they play/perform with children?

They can "enter those worlds not to observe but to participate with children, not only to listen but to interact and shape meaning, and not only to enter imagined space-time but to explore possible ways of acting and identifying with other people in the world." Edmiston (2008, 12)

Children perform cultural and imaginative narratives from experiences, books, movies, video games, tv...

Through performance they enter into roles where they can author understandings and identities, take on other perspectives, explore languages, and solve problems collaboratively.

Children love to perform to an appreciative audience of friends, families and educators. As they perform, children can move in and out of authoring and performing.

**Costumes**

**Props**

**Puppets**

**Dress up clothing**

**Signs**

**Masks**

**Dance scarves**

**Foregrounding the language, tools, and practices of...**
Sleeping Beauty
Once upon a time, there was a princess named Sleeping Beauty. She died, the Prince came and she woke up.
The King and Queen said “You have woken up everyone in the Kingdom.”
They went to get some stones so everyone would wake up. They had a wedding and then Sleeping Beauty’s dress went pink blue. The End

Children in Jill Bateman’s room sign up for parts in a play they wrote about “Sleeping Beauty”.

How can we face that unknown creature of unpredictable strength?
Performing stories of possible actions and reactions satisfies our desire to understand the power and mysteries of life and death; love and hate; and good and evil. Playing out events we identify with allows us to construct meaning, ask questions about the unknown, explore how we might act or react and understand the range of ways power might be used. Edmiston (2008)

The key is curiosity, and it is curiosity not answers, that we model. As we seek to learn more about the child, we demonstrate the acts of observing, listening, questioning, and wondering. When we are curious about a child’s words and our response to those words, the child feels respected. The child is respected. Paley (1986, 127)

Superheroes trying to avoid fiery lava.

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