

Play Along by Music Together

Supports Texas Prekindergarten Guidelines

I. Social & Emotional Development Domain	
A. Self-Concept Skills	
<i>End of Prekindergarten Outcomes</i>	<i>Examples of how Play Along supports Child Behaviors and Instructional Strategies</i>
I.A.1. Child is aware of own body in space, respects personal boundaries.	<ul style="list-style-type: none"> Group music and movement experiences provide children with opportunities to move together as a group and to move on their own in close proximity to others. Whether large or small movement, these activities support the development of body awareness and control, and respect for the space of the other children in the class.
I.A.3. Child shows reasonable opinion of his own abilities and limitations.	<ul style="list-style-type: none"> Songs, chants, and movement activities provide opportunities for children to present to the class their own idea for a sound, word variation, musical story idea, or movement. These leadership opportunities support the development of self-confidence. Songs without words are excellent for building self-confidence in children who are less comfortable with language. The curriculum is designed to be used throughout the week giving teachers the opportunity to scaffold the music activities to provide appropriate challenges for each child.
I.A.4. Child shows initiative in independent situations and persists in attempting to solve problems.	<ul style="list-style-type: none"> Songs provide children the opportunity to learn to recruit and to use multiple abilities all at once and for extended duration (e.g., singing while tapping), which requires and stimulates high degrees of attention. This attention control supports a child's sustained independent play. Substitution songs provide a structure that gives children the opportunity to think about their own substitution idea and to do it for the class. Songs are often built over time giving children the opportunity to persist at their own pace through a musical activity with which they may initially have difficulty. Curriculum support guides classroom teachers in creating Music Centers that are developmentally appropriate and inspiring for children.
B. Self Regulation Skills	
<i>End of Prekindergarten Outcomes</i>	<i>Examples of how Play Along supports Child Behaviors and Instructional Strategies</i>
1. Behavior Control	
I.B.1.a. Child follows classroom rules and routines with occasional reminders from teacher.	<ul style="list-style-type: none"> Songs and chants are an effective and enjoyable way to add energy to everyday routines and to signal a transition from one activity to another during the school day.
I.B.1.c. Child regulates his own behavior with occasional reminders or assistance from teacher.	<ul style="list-style-type: none"> Play Along is a participatory and active experience, which gives children a multi-sensory experience of impulse control and behavior regulation, all while having fun. Songs with substitution opportunities and tempo and dynamic contrasts support children's inhibitory control for they must wait their turn and/or resist the urge to behave inappropriately during the music activity.
2. Emotional Control	
I.B.2.b. Child can communicate basic emotions/feelings.	<ul style="list-style-type: none"> The rich dyadic musical opportunities at the foundation of Play Along classes help to foster the positive child-caregiver and child-child interactions that support emotion knowledge, expression, and regulation. Some Play Along songs expose children to what it feels like to be "happy", "sad", "angry", etc., and to those words, faces, and actions that are associated with these feelings. This supports a child's ability to recognize, label, describe, and express emotions. The group experience gives children the opportunity to attune to others, mimic emotions, and understand and respond to others' cues that signal certain emotions.

<p>I.B.2.c. Child is able to increase or decrease intensity of emotions more consistently, although adult guidance is sometimes necessary.</p>	<ul style="list-style-type: none"> • Lullabies are a wonderful and effective way for a child to learn to self-soothe, regulating emotions on her own. • Classroom teachers receive guidance on how to use Play Along to support children's focus, to get children's attention in a developmentally appropriate way, and to give instructions. • Large movement experiences are designed to be appropriate for the indoor classroom environment, helping children expend physical energy in a controlled manner. • Songs can be used as drop-off and pick-up rituals, which is a wonderful way to assist a child in managing separation from families. • Songs with tempo and dynamic changes (loud/soft; fast/slow) support mastering of modulation of emotions.
<p>3. Control of Attention</p>	
<p>I.B.3.a. Child sustains attention to personally chosen or routine (teacher-directed) tasks until completed.</p>	<ul style="list-style-type: none"> • Songs provide children the opportunity to learn to recruit and to use multiple abilities all at once and for an extended duration (e.g., singing while tapping), which requires and stimulates high degrees of attention.
<p>I.B.3.b. Child remains focused on engaging group activities for up to 20 minutes at a time.</p>	<ul style="list-style-type: none"> • A full Play Along class is designed to be a 30-minute engaging and enjoyable group experience. • Children gain experience attending to and accepting a peer's song substitution idea. • Children often engage in group musical storytelling, which is another group experience that requires attention to others' ideas. • Music's naturally stimulating and enjoyable qualities support children's focus and attention overall and may reach some children who otherwise have difficulty focusing.
<p style="text-align: center;">C. Relationships with Others</p>	
<p><i>End of Prekindergarten Outcomes</i></p>	<p><i>Examples of how Play Along supports Child Behaviors and Instructional Strategies</i></p>
<p>I.C.2. Child assumes various roles and responsibilities as part of a classroom community.</p>	<ul style="list-style-type: none"> • The curriculum is a resource for a teacher to use when providing interactive songs and activities to engage children during circle time.
<p>I.C.3. Child shows competence in initiating social interactions.</p>	<ul style="list-style-type: none"> • A full Play Along class is a time for children to work and play together in a group. • The curriculum provides classroom teachers with tools to use when encouraging children to take initiative in sharing an idea.
<p>I.C.4. Child increasingly interacts and communicates with peers to initiate pretend play scenarios that share a common plan and goal.</p>	<ul style="list-style-type: none"> • Activities can inspire and support pretend play.
<p>I.C.6. Child demonstrates empathy and caring for others.</p>	<ul style="list-style-type: none"> • Play Along is designed to be a group music-making experience. Research has shown that group music-making can foster empathy and prosocial behaviors among young children. • Empathy is fostered through adult-child attachment relationships for children learn to recognize emotions and how to respond to emotions from the important adults in their lives. • The curriculum provides opportunities for adult-child and child-child interactions through music, which can serve as a platform for important social exchanges that help children develop emotion understanding.
<p style="text-align: center;">D. Social Awareness Skills</p>	
<p><i>End of Prekindergarten Outcomes</i></p>	<p><i>Examples of how Play Along supports Child Behaviors and Instructional Strategies</i></p>
<p>I.D.1. Child demonstrates an understanding that others have perspectives and feelings that are different from her own.</p>	<ul style="list-style-type: none"> • Songs and chants provide opportunities for children to express themselves through variation and substitution ideas. When done in a group experience, all ideas are accepted and included into the song activity so that children see examples of respecting others' ideas and perspectives. • Songs represent a variety of cultures, musical styles, and languages, providing children with exposure to diversity in music and offering teachers tool for enhancing other lessons about diversity.

II. Language and Communication Domain

A. Listening Comprehension Skills

<i>End of Prekindergarten Outcomes</i>	<i>Examples of how Play Along supports Child Behaviors and Instructional Strategies</i>
II.A.2. Child shows understanding by following two-step oral directions and usually follows three-step directions.	<ul style="list-style-type: none"> • Play Along gives teachers songs and chants to use when instructing children to act out multiple behaviors and multi-step directions. • Substitution songs provide children with a musical "follow the leader" experience.
II.A.3. Child shows understanding of the language being spoken by teachers and peers.	<ul style="list-style-type: none"> • Songs provide playful substitution, audiation, and imitation opportunities that build children's active listening skills, which support their language comprehension skills. • Song variations in dynamics (e.g., whisper) engage children in listening more intensely. • The repetition of words in Play Along songs and chants, the context that these songs provide for understanding words and language, and the exposure to words and language in a playful environment, rather than an instructional one, all promote word and language comprehension.

B. Speaking (Conversation) Skills

<i>End of Prekindergarten Outcomes</i>	<i>Examples of how Play Along supports Child Behaviors and Instructional Strategies</i>
II.B.1. Child is able to use language for different purposes.	<ul style="list-style-type: none"> • Play Along gives classroom teachers another tool for providing children with an experience that requires them to use language to interact and work cooperatively. • Music naturally supports receptive and expressive language skills.

C. Speech Production Skills

<i>End of Prekindergarten Outcomes</i>	<i>Examples of how Play Along supports Child Behaviors and Instructional Strategies</i>
II.C.2. Child perceives differences between similar sounding words.	<ul style="list-style-type: none"> • Teachers are guided on how to use Play Along "songs without words" (a song using neutral syllable sounds/phonemes, or "vocables") to engage children in sound play and support them in producing different vowel and consonant sounds. • Songs and chants with rhymes and/or alliterations further support children's phonemic and phonological development.
II.C.2. Child investigates and demonstrates growing understanding of the sounds and intonation of language.	<ul style="list-style-type: none"> • Play Along gives children a rich variety of songs to play with using sound substitution, phonograms, and sound play. • Most rhymes are accompanied by fingerplay, small movement, or large movement, pairing movement and action with rhythmic passages.

D. Vocabulary Skills

<i>End of Prekindergarten Outcomes</i>	<i>Examples of how Play Along supports Child Behaviors and Instructional Strategies</i>
II.D.1. Child uses a wide variety of words to label and describe people, places, things, and actions.	<ul style="list-style-type: none"> • Songs expose children to a wide variety of concepts, words, nouns, adjective, and verbs. • Singing together increases the variety, depth, amount, and frequency of speech between a child and adult, fostering a child's word and language comprehension. • Teachers can use the Play Along songbooks to introduce children to a variety of concepts.
II.D.2. Child demonstrates understanding of terms used in the instructional language of the classroom.	<ul style="list-style-type: none"> • Classroom teachers are guided in using Play Along songs and chants during transitional times and to support children in following directions. • Songs and chants can be adapted to incorporate positional words.
II.D.3. Child demonstrates understanding in a variety of ways or knowing the meaning of 3,000 to 4,000 words, many more than he or she uses.	<ul style="list-style-type: none"> • The group music-making experience exposes children to a wide variety of concepts, words, nouns, adjectives, and verbs he or she may not normally hear in everyday conversation. • Singing together increases the variety, depth, amount, and frequency of speech between a child and adult, building a child's vocabulary.

II.D.4. Child uses a large speaking vocabulary, adding several new words daily.	<ul style="list-style-type: none"> The class gives children the opportunity to give verbal input, respond to a teacher's question, and relate a song to their own experiences.
II.D.5. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases.	<ul style="list-style-type: none"> Play Along provides children with the opportunity to participate as a singer and listener in a group activity that includes child-initiated imaginative play. Children and teachers can role play or pantomime the stories being told through song using facial expressions, hand gestures, and other movements.
II.D.6. Child increases listening vocabulary and begins to develop vocabulary of object names and common phrases in English.	<ul style="list-style-type: none"> Songs with themes support children's concept knowledge and therefore their ability to understand and talk about different categories of things, such as food and transportation. Teachers are given guidance on incorporating music into their various thematic lessons. In general, for ELL students, music is a wonderful way to support their developing language and literacy skills as it is an engaging and enjoyable way to learn new sounds, words, and concepts and to practice reproducing them.

E. Sentences and Structure Skills

<i>End of Prekindergarten Outcomes</i>	<i>Examples of how Play Along supports Child Behaviors and Instructional Strategies</i>
II.E.1. Child typically uses complete sentences of four or more words and grammatical complexity usually with subject, verb, and object order.	<ul style="list-style-type: none"> Play Along songs give teachers tools to play word substitution games that give children experience repeating a sentence with a different ending. The Play Along home component provides home and school connections for the child.
II.E.2. Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement.	<ul style="list-style-type: none"> Play Along songs are rich in language that includes regular and irregular plurals, regular past tense, and personal and possessive pronouns.

III. Emergent Literacy: Reading Domain

A. Motivation to Read Skills

<i>End of Prekindergarten Outcomes</i>	<i>Examples of how Play Along supports Child Behaviors and Instructional Strategies</i>
III.A.1. Child engages in pre-reading and reading-related activities.	<ul style="list-style-type: none"> The Play Along songbook and Singalong Storybooks serve as wonderful additions to a classroom's library and centers. The books are literacy tools teachers can use to expose their children to storylines that are easy for a child to remember and re-enact. The books serve as a tool to demonstrate appropriate reading behaviors.

B. Phonological Awareness Skills

<i>End of Prekindergarten Outcomes</i>	<i>Examples of how Play Along supports Child Behaviors and Instructional Strategies</i>
III.B.4. Child blends syllables into words. III.B.5. Child can segment a syllable from a word.	<ul style="list-style-type: none"> Songs are another tool for teachers to use when wanting to model clapping on word syllables. The rhythmic qualities of songs and chants make syllables more obvious and available for children.
III.B.6. Child can recognize rhyming words.	<ul style="list-style-type: none"> Because songs are often slower than normal speech, music is a great way to allow children to hear, identify, and manipulate individual sounds within a word. Vowel-consonant combinations and isolated units of single sounds are often accentuated in song, particularly in songs with rhyme and/or repeated verses.
III.B.7. Child can produce a word that begins with the same sound as a given pair of words.	<ul style="list-style-type: none"> Songs and chants with alliteration serve as a fun word game to use when focusing on words that begin with the same sound.

C. Alphabet Knowledge Skills

<i>End of Prekindergarten Outcomes</i>	<i>Examples of how Play Along supports Child Behaviors and Instructional Strategies</i>
<p>III.C.2. Child recognizes at least 20 distinct letter sounds in the language of instruction.</p> <p>III.C.3. Child produces at least 20 distinct letter sound correspondences in the language of instruction.</p>	<ul style="list-style-type: none"> Using Play Along songbooks and Singalong Storybooks is a fun way for children to recognize and produce letter-sound correspondences.

D. Comprehension of Text Read Aloud Skills

<i>End of Prekindergarten Outcomes</i>	<i>Examples of how Play Along supports Child Behaviors and Instructional Strategies</i>
<p>III.D.1. Child retells or re-enacts a story after it is read aloud.</p>	<ul style="list-style-type: none"> Songs and songbooks provide children with the opportunity to re-enact a story that is in the song. Stories can extend into the Music Center, which can further support spontaneous sociodramatic play.

E. Print Concepts

<i>End of Prekindergarten Outcomes</i>	<i>Examples of how Play Along supports Child Behaviors and Instructional Strategies</i>
<p>III.E.2. Child demonstrates understanding of print directionality including left to right and top to bottom.</p>	<ul style="list-style-type: none"> Songbooks and Singalong Storybooks can be a fun, engaging, and unique way to help children understand how print works, supporting their print awareness skills. Print motivation is supported as combining music with storybooks offers some children a different and more appealing avenue to developing an interest in books.

IV. Emergent Literacy: Writing Domain

A. Motivation to Write Skills

<i>End of Prekindergarten Outcomes</i>	<i>Examples of how Play Along supports Child Behaviors and Instructional Strategies</i>
<p>IV.A.1. Child intentionally uses marks, letters, or symbols to record language and verbally shares meaning.</p>	<ul style="list-style-type: none"> Fingerplays support the development of fine motor skills, which are needed to write marks, letters, and symbols.

B. Writing as a Process

<i>End of Prekindergarten Outcomes</i>	<i>Examples of how Play Along supports Child Behaviors and Instructional Strategies</i>
<p>IV.B.1. Child discusses and contributes ideas for drafts composed in whole/small group writing activities.</p>	<ul style="list-style-type: none"> Songs and chants stimulate creative storytelling, which supports formulation of story ideas as a group.

C. Conventions in Writing

<i>End of Prekindergarten Outcomes</i>	<i>Examples of how Play Along supports Child Behaviors and Instructional Strategies</i>
<p>IV.C.4. Child uses appropriate directionality when writing (top to bottom, left to right).</p>	<ul style="list-style-type: none"> Songbooks have both lyrics and musical notation, supporting children's print awareness by serving as an example of proper directionality when writing, reading, and even following music notation.

V. Mathematics Domain

A. Counting Skills

End of Prekindergarten Outcomes

Examples of how Play Along supports Child Behaviors and Instructional Strategies

V.A.4. Child demonstrates that the order of the counting sequence is always the same, regardless of what is counted.

- Play Along illustrations are a resource for teachers to engage children in counting exercises.

B. Adding To/Taking Away Skills

End of Prekindergarten Outcomes

Examples of how Play Along supports Child Behaviors and Instructional Strategies

V.B.1. Child uses concrete objects, creates pictorial models, and shares a verbal word problem for adding up to 5 objects.

V.B.2. Child uses concrete models or makes a verbal word problem for subtracting 0-5 objects from a set.

- Play Along is a resource for teachers when providing children with fingerplays that show addition and taking away.

C. Geometry and Spatial Sense Skills

End of Prekindergarten Outcomes

Examples of how Play Along supports Child Behaviors and Instructional Strategies

V.C.1. Child names common shapes.

- Instrument play is a wonderful way for children to be exposed to and discuss common shapes.

V.C.3. Child demonstrates use of location words (such as "over," "under," "above," "on," "beside," "next to," "between," "in front of," "near," "far," etc.).

- Songs and large movement activities expose children to positional words and offer opportunities to play a musical "follow the leader" game.

D. Measurement Skills

End of Prekindergarten Outcomes

Examples of how Play Along supports Child Behaviors and Instructional Strategies

V.D.1. Child recognizes and compares heights or lengths of people or objects.

- Large movement activities support children's understanding of height.

V.D.4. Child uses language to describe concepts associated with the passing of time.

- Songs and chants with tempo changes and movement support children's understanding of "faster" and "slower" when describing time or motion.

E. Classification and Pattern Skills

End of Prekindergarten Outcomes

Examples of how Play Along supports Child Behaviors and Instructional Strategies

V.E.3. Child recognizes and creates patterns.

- Songs and chants with rhythmic patterns, audiation opportunities, and a clear sequence of lyrics, phrases, or actions support children's ability to recognize patterns.
- Song and chant activities include pattern sounds and physical movements for children to imitate. Children are encouraged to come up with their own patterns for the rest of the class to imitate.

VI. Science Domain

A. Physical Science Skills

<i>End of Prekindergarten Outcomes</i>	<i>Examples of how Play Along supports Child Behaviors and Instructional Strategies</i>
VI.A.1. Child observes, investigates, describes, and discusses properties and characteristics of common objects.	<ul style="list-style-type: none"> • Song substitutions provide opportunities to sing about the properties and characteristics of things. For example, during a playalong the children can sing about the properties of the instruments. • Singing about nature can be a fun way to talk about the changes that occur with the weather and seasons. • Music helps to develop children's sense of sound.

B. Life Science Skills

<i>End of Prekindergarten Outcomes</i>	<i>Examples of how Play Along supports Child Behaviors and Instructional Strategies</i>
VI.B.1. Child observes, investigates, describes, and discusses the characteristics of organisms.	<ul style="list-style-type: none"> • Songs provide opportunities to sing about the properties of animals, such as what they look and sound like and how they move. • Teachers are guided in leading song variations tied to lessons (e.g., sing about the organism the class is studying that week).

C. Earth and Space Science Skills

<i>End of Prekindergarten Outcomes</i>	<i>Examples of how Play Along supports Child Behaviors and Instructional Strategies</i>
VI.C.3. Child observes and describes what happens during changes in the earth and sky.	<ul style="list-style-type: none"> • Songs provide opportunities to sing about the weather, properties of the seasons, what you wear in certain weather, or what activities you do in certain weather.

VII. Social Studies Domain

A. People, Past and Present Skills

<i>End of Prekindergarten Outcomes</i>	<i>Examples of how Play Along supports Child Behaviors and Instructional Strategies</i>
VII.A.1. Child identifies similarities and differences between himself, classmates, and other children inclusive of specific characteristics and cultural influences.	<ul style="list-style-type: none"> • Play Along music is representative of many different cultures, musical styles, and languages, serving as a great way to expose children to cultural and ethnic activities.
VII.A.2. Child identifies similarities and differences in characteristics of families.	<ul style="list-style-type: none"> • Play Along family events are a wonderful way to invite families to talk about and celebrate their customs, music, and traditions. Teachers are also encouraged to involve families in a song at drop-off or pick-up time, which is another opportunity for a family to share a song they sing at home from their cultural background.
VII.A.3. Child connects their life to events, time, and routines.	<ul style="list-style-type: none"> • Teachers are mentored on how to incorporate songs and chants into the daily routine, and to support families in doing the same at home. Music has a power to create memories; therefore using music at both routine and significant times of the day and year is a wonderful way to support children in connecting their life to events, time, and routines.

B. Economic Skills

<i>End of Prekindergarten Outcomes</i>	<i>Examples of how Play Along supports Child Behaviors and Instructional Strategies</i>
VII.B.1. Child demonstrates that all people need food, clothing, and shelter.	<ul style="list-style-type: none"> • Songbooks and Singalong Storybooks share information and visuals about different kinds of food and professions.

C. Geography Skills

<i>End of Prekindergarten Outcomes</i>	<i>Examples of how Play Along supports Child Behaviors and Instructional Strategies</i>
VII.C.1. Child identifies and creates common features in the natural environment.	<ul style="list-style-type: none"> • Songs provide opportunities to sing about the features of geographic forms (e.g., the beach and ocean), and common features in the surrounding community, home, and school environments.

VIII. Fine Arts Domain

B. Music Skills

<i>End of Prekindergarten Outcomes</i>	<i>Examples of how Music Together supports Child Behaviors and Instructional Strategies</i>
VIII.B.1. Child participates in classroom music activities including singing, playing musical instruments, and moving to rhythms.	<ul style="list-style-type: none"> • Classroom teachers are mentored in understanding why repetition is important to a child’s music development and how to make it happen each and every day outside of music class—at circle time, for classroom management, at center time—and to enhance learning in other curricular areas. • Each classroom receives rhythm sticks and egg shakers for the children to play during music activities. • Most children’s music is in just one key and meter. Play Along music includes a mix of original songs and rich arrangements of traditional tunes in a wide variety of tonalities and meters, and from a variety of genres and styles, including folk, blues, rock, jazz, classical, and world music. • Music and movement go together naturally and therefore most songs incorporate either fingerplay, small movement, large movement, free movement, or group movement, supporting children’s physical development, social-emotional development, and creativity. • Classroom teachers and family members are encouraged to serve as role-models for live music-making. • Classroom teachers are encouraged to create Music Centers that support children’s spontaneous music-making, exploration of instruments, and sociodramatic play grounded in song.
VIII.B.2. Child responds to different musical styles through movement and play.	<ul style="list-style-type: none"> • Most children’s music is in just one key and meter. Play Along music includes a mix of original songs and rich arrangements of traditional tunes in a wide variety of tonalities and meters, and from a variety of genres and styles, including folk, blues, rock, jazz, classical, and world music. • Songs and chants also serve as examples of contrasts in music—fast/slow, loud/soft, high/low, major key/minor key, triple meter/duple meter—and many times these contrasts are linked to moods and expressions, deepening a child’s growing understanding of emotions and emotional expression. • Each collection has rhythmic rhymes, instrumental jams, instrument play, finger plays, and large movement activities that accompany the songs and chants. • Each classroom has its own set of egg shakers and rhythm sticks that can be used for music play. Classroom teachers are also encouraged to incorporate scarves during large movement activities. • Holding family and community music events is encouraged. These are participatory “concerts” where everyone—family members, school employees, and children—dance and sing together.

C. Dramatic Expression Skills

<i>End of Prekindergarten Outcomes</i>	<i>Examples of how Play Along supports Child Behaviors and Instructional Strategies</i>
VIII.C.1. Child creates or recreates stories, moods, or experiences through dramatic representations.	<ul style="list-style-type: none"> • Songbooks and Singalong Storybooks can be resources for teachers to convey stories that are found in a song. This then supports children’s dramatic play through music.

IX. Physical Development Domain

A. Gross Motor Development Skills

<i>End of Prekindergarten Outcomes</i>	<i>Examples of how Play Along supports Child Behaviors and Instructional Strategies</i>
<p>IX.A.1. Child demonstrates coordination and balance in isolation (may not yet coordinate consistently with a partner).</p> <p>IX.A.2. Child coordinates sequence of movements to perform tasks.</p>	<ul style="list-style-type: none"> • Large movement activities support children's coordination and balance, body awareness in relation to her surroundings, locomotor and non-locomotor skills, and skills in crossing the midline. • Songs can be used to practice different ways of moving (e.g., hop, jump, twist, reach high and low, etc.). • A full Play Along class is a great way to allow children to have a physical activity in the classroom but in a controlled, focused manner. • Many songs have "freeze" moments, which can be an enjoyable movement game where children practice body control, self-regulation, and speed control.

B. Fine-Motor Development Skills

<i>End of Prekindergarten Outcomes</i>	<i>Examples of how Play Along supports Child Behaviors and Instructional Strategies</i>
<p>IX.B.1. Child shows control of tasks that require small-muscle strength and control.</p> <p>IX.B.2. Child shows increasing control of tasks that require eye-hand coordination.</p>	<ul style="list-style-type: none"> • Songs and chants with fingerplays and instrument play support children's development of small-muscle strength and control and hand-eye coordination.

X. Technology Applications Domain

Technology and Device Skills

<i>End of Prekindergarten Outcomes</i>	<i>Examples of how Play Along supports Child Behaviors and Instructional Strategies</i>
<p>X.A.1. Child opens and navigates through digital learning applications and programs.</p>	<ul style="list-style-type: none"> • Although the Play Along curriculum is first and foremost about live music-making, the "Hello Everybody" app provides teachers and children the opportunity to play the Play Along songs and to read songbooks in a digital form.
<p>X.A.3. Child uses digital learning applications and programs to create digital products and express own ideas.</p>	<ul style="list-style-type: none"> • The Music Together "Hello Everybody" app includes a "karaoke function" where children, with assistance from an adult, can record themselves (both vocally and on video) singing a Play Along song. The lyrics can be displayed when needed and vocals can be turned down or off so that only the child's voice is heard. This is an enjoyable way for a child to create a digital product and express a song in his own way.