



Music and Movement



Child Preferences

If the child is not taking advantage of the available opportunities, identify and integrate the child's preferences.

- If** a child does not participate . . .
- . . . incorporate a favorite toy into the activity. For example, if a child likes trucks, have the children roll trucks back and forth in time to the music.
 - . . . have the children participate in groups of two or three. Assign this child to a group that includes a favorite peer or adult.

- If** a child does not do the hand motions in fingerplays . . .
- . . . have the children look at themselves in mirrors while doing the activity. (Use the mirrors from the dress-up area.)



Adult Support

Have an adult intervene to support the child's participation and learning.

- If** a child does not participate actively . . .
- . . . describe what the child is doing. Introduce new words, such as *bouncy* or *smooth*.
- If** a child does not try new movements or actions . . .
- . . . imitate the child. Take turns. Eventually introduce a new movement and see if the child imitates you.

