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Come Sing & Dance With Me!

Simple Dances, Music Games & Drama
Activities that Reach & Teach and
Develop All Areas of the Curriculum

Presented by
Kathy Poelker



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www.kathypoelker.com

Sense-ational Music!



Here are some very interesting facts about the human brain and its development that every teacher should know and use to help ALL students be the best they can be! Check this out!...

- ☑ The human brain weighs about 3 pounds when it is fully grown.
- ☑ The human brain has 100,000 miles of blood vessels!
- ☑ The human brain grows for 21-25 years, but it continues reorganizing and developing throughout most of our lives.
- ☑ The brain contains more connections than there are stars in the Milky Way
- ☑ The brain is the **fattest organ** in our bodies.
- ☑ The human brain is *far more complex and capable than a computer*: It can receive between 35,000 and 40,000 bits of information per second!
- ☑ The brain's job is to screen and process these bits of info and make sense of it all!
- ☑ About 95% of this information comes to us through the senses of sight, touch, and sound - *multisensory* - pathways to learning and growth!
- ☑ Genetically these structures are in place, but the environment will strengthen and "grow" these pathways.
- ☑ Brain development is non-linear: Learning continues all through life, but there are certain "*Windows of Opportunity*" wherein the brain has greater efficiency in specific types of learning! A good teacher is aware of these "*Windows*" and uses them to enhance children's learning and development.
- ☑ A child's brain is 2 1/2 times as active as an adult's brain: (Who said age didn't matter?- wrong!) We can use this to our advantage to enable children to achieve more rapid growth through "brain-building" activities planned for every day, multiple times throughout the day, in our classroom settings! **Music** is a tool we can choose to use to achieve and develop these brain connections!
- ☑ The interplay of genes and environment affect brain development and growth: Is it "*nature*" or "*nurture*" that makes all the difference? The correct answer is that **BOTH** play a role in brain development. We complement what nature provides through experiences!
- ☑ **Nature** lays down a complex system of **brain circuitry**. Children's brains have more synapses and the density of synapses remains high throughout the first 10 years of life.



- ☑ **External forces (nurture)** greatly impact the “wiring” of the brain. Those external forces include *nutrition, surroundings, and stimulation*.
- ☑ **Connections (neurological pathways)** are being built in a child’s brain while he or she is in the womb, long before the actual birth of the baby into this world! - Everything from breathing, sight, the ability to speak and think and reason - and so much more - is being “wired” into the brain.
- ☑ **Early interactions affect brain “wiring.”**
- ☑ **Early experiences contribute to brain structure and capacities.**
- ☑ **The brain functions as an integrated whole and it is responsible for all of our actions, emotions, and thoughts, and reactions.**
- ☑ **The key to our intelligence is the recognition of patterns and relationships** in all that we experience in life. Our brain is constantly looking for patterns and relationships from the past to make sense of the present and future! We can help children learn by helping them make sense of **those patterns and relationships!**
- ☑ **Repetition is invited and encouraged in the Early Childhood classroom! (Remember the 3 R’s to language/literacy success? - Rhyme, Rhythm, Repetition! Now you know why these come into play so strongly!) Music is comprised of these patterns of sound and movement!!**
- ☑ **The quality, quantity, and consistency of brain stimulation will determine to a large extent the brain synapses that are formed and how those connections will function.**
- ☑ **Music is a phenomenal tool to use in the Early Childhood classroom to affect brain development and brain “wiring.”** Our classrooms are environments to enrich and develop children’s brains through the *thoughtful* presentation of appropriate “brain-building” activities in which a child willingly and joyfully participates. **Music** is exactly the right kind of activity.
- ☑ **The “Window of Opportunity” for Music is 0-36 months of age. The greatest Music Enhancement Opportunity is between the ages of 3-10** when children are particularly in tune with music.
- ☑ **The “Window of Opportunity” for Motor Development is 0-24 months, with the greatest Enhancement Opportunity from 2-5 years of age.** Music provides us the wonderful activities that allow us to move and dance our way to success and important brain development! We integrate the senses, work the body, build the brain simultaneously using these motivational music activities children love!
- ☑ **Early sounds are wired from 4-8 months of age, with Enhancement Opportunities from 8 months-10 years of age. Early sounds form the basis of language and communication. Children need to hear language modeled clearly to acquire a good language base. Singing affords us the opportunity to explore and stimulate language and phonemic awareness.**



Repetitive songs strengthen the patterning and relationships in language children need.

- ☑ **Reading skills are “wired” from 0-24 months of age, with Enhancement Opportunities between 2-7 years.** Music enhances language and literacy! We can “sing a song to reading” as we incorporate songs and song charts, picking up the beat and patterning of the words!
- ☑ **Second language skills are also “wired” into the brain from 0-60 months of age.**
- ☑ **Enhancement window is between 6 -10 years.** This window *decreases with age*. (Have you tried to learn a new language as an adult? Not easy, is it?) We can get a new language into a child’s ear (and brain!) through the use of **music** and **movement**!
- ☑ **Researchers suggest a young child hear and learn approximately 50 words in a second language from birth to six years of age to make second language learning easy for the child for the rest of his or her life.** The brain assigns a neuron to this second language and the child will be able to learn the language with no accent, dialect, or need to mentally translate from one language to the other. (The child will think in the second language!) We may get the vocabulary into the child’s brain through simple foreign language songs and music games!
- ☑ **Laughter increases white blood cell activity and changes the chemical balance of the blood.** This is believed to boost the body’s production of chemicals needed for alertness and memory.
- ☑ **Laughter also reduces stress. Children have difficulty learning when under stress or when they feel insecure.** Music provides opportunities to laugh and love and live life joyfully! (Happy is the person who goes through “life with a song!” What truth that statement is!)
- ☑ **Laughter boosts the body’s immune system for about three days! Health is impacted!**
- ☑ **Cross-lateral movements can have a dramatic effect on learning!** Since the left side of the brain controls the right side of the body and the right side of the brain controls the left side of the body, the two sides of the brain are forced to communicate when the legs and arms cross over. *We can provide opportunities to make cross-lateral movements when we choose music and movement activities that require those actions.* We develop better **integration** of the hemispheres of the brain!
- ☑ **We need to engage both sides of the brain to learn efficiently and effectively. We awaken the brain and engage the learner!** Dance is a great tool to use to work both sides of our bodies and both hemispheres of the brain.
- ☑ **Cross-patterning activities “fire up” the brain** to its greatest potential! We should incorporate songs and activities that require children to make the midline cross to awaken the brain and enhance performance and better overall focus.
- ☑ **Exercise feeds and nourishes the brain through the process of oxygenation.**



Ways to Increase Brain Power Using Music

The following are suggestions to increase brain power based on current brain research. (The music correlations are designated in parentheses.)

1. Laugh often. (Music provides laughter and de-stresses the child and teacher!) 😊
2. Drink plenty of water. (Plain water, not flavored water, following movement.) 😊
3. Cross your mid-line every 90 minutes. (Sing and “do” musical songs and activities that require the child to make the mid-line crossing. Good for teacher as well!) 😊
4. Breathe deep. (you can’t sing without air! Take deep breaths and you’ll be singing better and developing your brain power at the same time!) 😊
5. Sing! (Sing! Move! Dance! Dramatize! Play instruments! March! Make music every day, multiple times throughout the day to build brain power and develop skills!) 😊
6. Use bright colors like orange, red, yellow. (Make props to go along with your music. Make costumes to go along with your music! Make books as extensions of your music, too! Paint, draw, and color to music that is being played for enjoyment!) 😊
7. Look for patterns. (Music is made of patterns of notes, patterns of words, patterns of form, patterns of “steps”, patterns of phonemes!) 😊
8. Connect emotions to thoughts. (When you sing the words of a song set to the support of a melody, the musical message is communicated more effectively to the ear of the listener!) 😊
9. Take a power nap! (Make music and then relax to music as you regroup!- Once you fall asleep, no more music for that 20 minute period of time. The brain needs time to relax from aural, visual, and physical stimuli!) 😊
10. Take time to reflect. (Think about your musical events and enjoy the pleasurable experiences they provide in the classroom!) 😊

**You can build brain power efficiently and effectively
using the **powerful medium of music!****



Why Do We Sing? - It's So Much More Than Just Words and Music!

by Kathy Poelker, Music Specialist, Consultant, Author

1. When we sing with our child, we offer him or her a first-hand experience with language. We are both listening and speaking.
2. We strengthen two language areas - expressive and receptive language. These two areas of language are complementary to each other.
3. The words of our song "express" or send a message to the ear of the listener who "receives" the message offered through the words of the song. We sing about persons, places, things, feelings, and events. We communicate and strengthen language.
4. When we sing, the natural rhythm of language is supported by the rhythm of music - a great and powerful tool to help children experience the natural flow of language that also helps us hear the differences of one language from another.
5. We expand our vocabulary through song. Words come alive and take on meaning!
6. As we "participate" in action songs, we incorporate additional skills into our experience.
7. When we sing, we work the lips, tongue, muscles of the face, the eyes, and the brain!
8. The melody of our song helps communicate the message more deeply. The melody supports the message the composer wanted to communicate to the listener.
9. Songs that have "rhyme, rhythm, and repetition" help a child "get ready" to read! Good "rhymers" have an increased probability of becoming good readers! Research proves it!
10. The brain seeks and responds positively to "patterns and relationships" - brain "food!"
11. Music is filled with patterns of notes, patterns of sounds, patterns of silences, patterns of words and phrases, patterns of form, patterns of steps, patterns of sounds (phonemes), and so much more! Our brain is "happy" when we sing - the perfect activity for kids.
12. Music helps a child develop memorization skills plus creative and critical thinking skills.
13. We build short-term auditory memory each time we listen to and repeat the words of a song, line by line, as we are learning it! (good listening skills = student success!)
14. Our songs reach not only the mind of the listener and singer, but the heart as well!
15. We "bond" with our child as we enjoy this meaningful, developmentally-appropriate activity!
16. Singing stimulates electrical activity in the brain and we strengthen intellectual capacity as we grow synapses and connections through "doing" this activity with young children.
17. When we add "emotions" or "feelings" to our singing experiences, we deepen memory!
18. Remember this "learning tool": "If you set it to music, you'll remember it!"
19. Singing is one of the easiest "tools" to engage a young learner! Give it a TRY!
20. Every day is a MUSIC DAY! Give your students this wonderful learning tool.



Why Do We Dance? - It's So Much More Than Just Moving Our Feet!

by Kathy Poelker, Music Specialist, Consultant, Author

1. Dance is a wonderful activity to incorporate into our classroom experiences for young learners. It is also a joyful activity to engage youngsters and allow them to get their "wiggles" out in a positive way!
2. When we dance, we are participating in a multi-sensory activity that aids in overall readiness and improved motor coordination.
3. When we dance, we engage our human senses of sight, sound, and touch (kinesthetic) and we help develop motor pathways, neurological connections, improved motor planning, and sense of balance.
4. In a dance activity, children are encouraged to listen for the underlying beat of the music. This directed listening activity helps children "focus" their listening skills which can then be better focused on everyday classroom experiences as well. Children become better "listeners" and are they are more receptive to what information they take in with their ears. Children become critical listeners using this kind of directed activity. They become better "attenders" of information they receive aurally.
5. When we dance, children also use their eyes to take in information about the world around them. Children's eyes can better understand the dance movements as they observe their peers participating in the dance movements and steps. Again, children focus their attentions to what they observe others doing, as they go through the dance steps included in the activity. We focus/sharpen our sense of sight.
6. Many different skills are developed when developmentally-appropriate dance activities are employed as useful learning tools in the classroom.
7. When we use the term "developmentally-appropriate," we mean that the music we use for our dance activity is music that has the appropriate tempo, appropriate level of complexity of steps, easy and understandable directions, etc. to ensure children's overall success. The dance music we choose makes all the difference in the world. We want the children to enjoy success - and experience fun!
8. Socialization skills are strengthened when we take a partner for our dance activity. We learn to work together in this "cooperative learning experience."
9. Sequencing skills are developed as children remember the designated steps of the dance in their correct sequential order. As children become better "sequencers," their ability to recall in a specific order transfers to other areas of learning.
10. We cognitively and physically "sequence" through dance, but we also cognitively "sequence" when we spell, read, count, recite the alphabet, etc. in classroom experiences and activities, and throughout our daily lives. We also sequence when we are able to follow multiple directions.
11. We strengthen awareness of our bodies in time and space. We learn about personal space and classroom space, and we learn to move within the appropriate boundaries and open floor area. This benefits a child to develop spatial and temporal reasoning,
12. We help young learners develop better sense of directionality through dance- forwards, backwards, to the left, and to the right.
13. Both hemispheres of the brain are engaged and we work with unilateral, bilateral and cross lateral movements. We also focus on directing and using specific parts of the body.
14. Dance - It's SO much more than just moving our feet! Make DANCE a learning activity in your classroom from today on!



Exercise, Movement and the Brain! Children Need Exercise and Adults Do, Too! Consider the Benefits...

by Kathy Poelker, Music Specialist, Consultant, Author

With our wonderful warm days now filled with lots of sunshine, let's get those little ones outside for some great outdoor exercise and movement experiences! Whether your chosen activity is walking, bike riding, jumping a rope, running, hiking, skipping, playing soccer, playground games, baseball, whatever - physical EXERCISE is a great brain-friendly thing to do that reaps huge rewards for everyone - child, teacher, and parent. Researchers know there is a proven brain-body connection. The amount of movement we offer our youngsters - in the classroom or outdoors - affects what happens in their brains. We can intentionally use EXERCISE as a tool to enhance learning! Many researchers believe sensory-motor integration is fundamental to school readiness. Physical education, movement, drama, and the arts all add, rather than detract, from the "core curriculum."

There are domains of children's development we must consider - physical, social, emotional, and cognitive - and they are closely related. Development in one domain influences, and is influenced by, development in other domains. Movement and physical activity anchors thought and strengthens memory; therefore adding movement and a physical component helps to lengthen the short attention spans children have. We embed the thoughts more deeply. Connections are made in the brain. We know that exercise fuels the brain with oxygen, but it also triggers the release of neurotrophins which enhance growth, impact mood, cement memory, and enhance those neuronal connections. Regular exercise stimulates the growth of new brain cells and prolongs the survival of existing ones. This applies to children and adults! Those who exercise regularly can reduce the probability of dementia by 50%! Staggering fact!

Did you know that exercise grows brain cells and boosts brain power? Some say that exercise is the body's natural Ritalin or Zoloft! In fact, in October 2000 results from a study conducted by researchers from Duke University showed that exercise is better than sertraline (Zoloft) at treating depression. A common conclusion from many research studies is that we can regulate our behaviors and our moods through exercise. Exercise calms our behavior, has a profound effect on our cognitive abilities, and improves brain function overall. More important information...

Exercise gets blood to your brain, bringing it glucose it needs for energy, and oxygen to soak up the toxic electrons that are left over. It also stimulates the protein that keeps our neurons connecting. The part of the brain that processes movement is the same part of the brain that processes learning.

One of the simplest, but possibly most critical exercises for optimal learning, is one that involves stimulating the vestibular system (inner ear.) All infants, children and teens can benefit from movement games that require learners to spin and turn. This stimulates the vestibular system and cerebellar (motor activity) system. Children's brains receive information from their vestibular systems and they are able to fine tune their movements and activate their reticular activating system (RAS) near the top of their brain. This RAS receives incoming sensory data, and this constitutes our attentional system. Using these systems, we are able to keep our balance, translate thinking into action, and coordinate body movements. This is a direct benefit to learning.

Did you know that 85% of school age children are kinesthetically wired? How sad and frustrating it is to learn that physical education programs and recess are on the decline in our country. Given the powerful cognitive effects of physical activity, this makes no sense. Kids NEED physical activities and regular exercise to be the best they can be. The positive benefits of physical exercise last for 15-20 minutes following, and exercise helps put children into a positive learning state! After exercising, children also attend better and have improved focus. Research has proven that after sitting for just 17 minutes, we lose oxygen and glucose! So what is the remedy? Let's move and incorporate physical activities with intention and with purpose. Incorporate the research.

Researchers have stated that the "chair" is the least effective environment for learning, yet many of our classrooms expect children to sit in seats for extended or age-inappropriate periods of time! This is hardly supportive of what the research has proven.

Give this "brain boosting activity" a try: Consider using more slow stretching and breathing exercises to increase circulation and oxygen flow to the brain. Incorporate energizers every twenty minutes or so. Work on simple sensory-motor exercises to help children build neurological pathways and connections. Invite children to stand up to create more attentional arousal, speed up information processing by 5 to 20 percent, and increase blood flow and oxygen to the brain by 10 to 15 percent.

Be a believer in the brain-body connection! Incorporate EXERCISE and PHYSICAL ACTIVITY each day to build better brain power!

ECHO ME ECHO ME

Echo Me!

Words and Music by KATHY POELKER



1. 5. Ec - ho me. (echo) Care - ful - ly. (echo)
2. La, la, la. (echo) Lee, lee, lee. (echo)
3. Tap with me! (echo) Care - ful - ly. (echo)
4. Listen to the rhythm examples and "echo" them carefully!



1. 5. Ea - sy as can be. (echo) If you ec - ho me! (echo)
2. Doo-by doo-by doo. (echo) If you ec - ho me! (echo)
3. Ea - sy as can be. (echo) If you tap with me! (echo)



1. 5. Sing my lit - tle song. (echo) It's not too long! (echo) Just
2. Ming - a - ming - a - ming. (echo) (Whistle -----) (echo) Just
3. Tap my lit - tle song. (echo) It's not too long! (echo) Just



1. 5. ec - ho me! (echo) Cuz' it's ea - sy as can be! (echo)
2. ec - ho me! (echo) Cuz' it's ea - sy as can be! (echo)
3. tap with me! (echo) Cuz' it's ea - sy as can be! (echo)

Amazing Musical Moments!

LAM05CD \$16.95

LAM05B \$9.95

Set of CD w/ Book \$24.90

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ECHO ME ECHO ME



BAR-K



The Cowboy/Cowgirl Partner Dance

Words and Music by KATHY POELKER



1. I'm a lit - tle cow-hand and rop - ing is my play.
2. Cow - boy rides his po - ny and works in the full day's sun. And
3. cow - boy moves his herd a-long by rid - ing at their side. He



1. Won't you join my round up, sing - ing a yip - pee - oh - ki - yay! Sing - ing
2. when it's dark up - on the range, he knows his work is done! Yes, he
3. puts his mark up - on each one by brand - ing on their hide. Yes, by



1. yip - pee - oh - ki - yay!
2. knows his work is done! Swing your part - ner 'round and 'round
3. brand - ing on their hide.



swing her this - a way. Swing your part - ner 'round and 'round singing



yip - pee - oh - ki - yay! Sing - ing yip - pee - oh - ki - yay!

2. A
3. The

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Look At My World!

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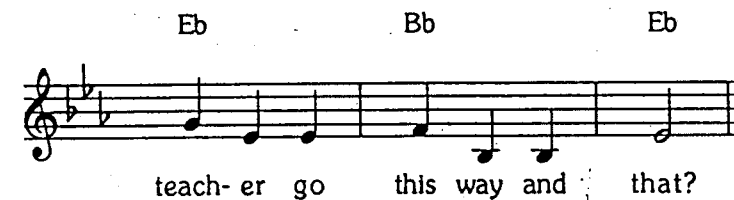
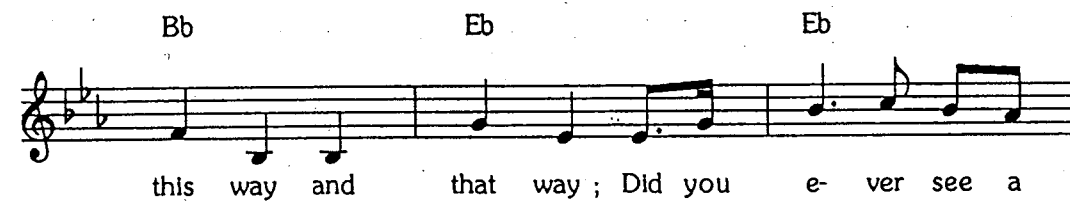
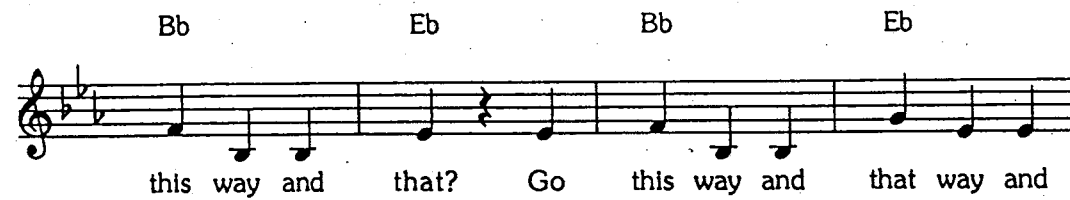
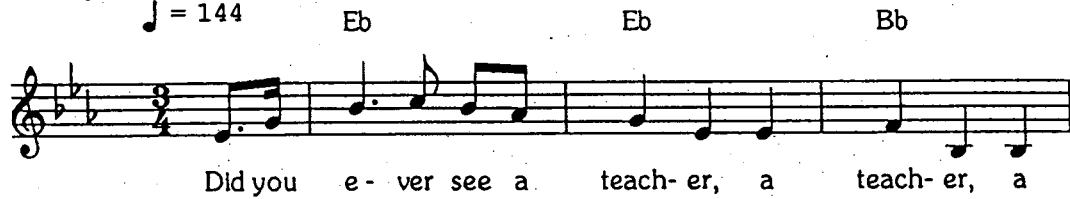
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DID YOU EVER SEE A TEACHER?

Adapted by
Kathy Poelker

Traditional

$\text{♩} = 144$



Insert children's names in place of "teacher" for additional verses.



Amazing Musical Moments!

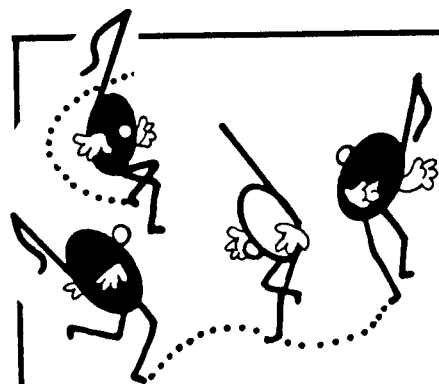
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JIM ALONG, JOSIE

Adapted by
Kathy Poelker

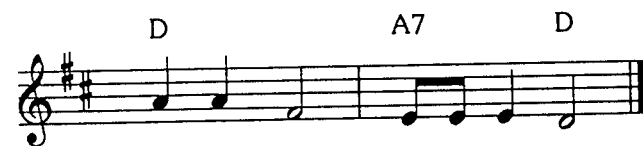
Traditional



1. Hey, jim a-long, jim a-long, Jo-sie; hey, jim a-long,



jim a-long, Joe. 4. Flap your wings, jim a-long, Jo-sie;



Flap your wings, jim a-long, Joe.

Use 1st verse melody for verses 1 - 3, then 4th verse melody for verses 4 - 8.

2. Hop, jim along, jim along, Josie,
Hop, jim along, jim along, Joe.

3. Jump, jim along, jim along, Josie,
Jump, jim along, jim along, Joe.

4. Flap your wings, jim along, Josie,
Flap your wings, jim along, Joe.

5. Nod your head . . .

6. Bend your knees . . .

7. Swing your arms .

8. Clap your hands . .

Kathy Poelker Sings!
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Kathy Poelker CDs and Teacher Guides

The following materials, written and recorded by Kathy Poelker, were used during this workshop:

Kathy Poelker Collection of 5 CDs with 5 Teacher Activity Songbooks includes all core curriculum CDs and books with 76 songs and activities.



LAMPKG5CD/B \$112.95

<i>Look At Me! CD</i>	LAM01CD	\$16.95
<i>Look At Me! T. Guide</i>	LAM01B	\$ 9.95
<i>Set of CD with Teacher Guide</i>	LAM01CD/B	\$24.90
<i>Look At the Holidays CD</i>	LAM02CD	\$16.95
<i>Look At the Holidays T. Guide</i>	LAM02B	\$ 9.95
<i>Set of CD with Teacher Guide</i>	LAM01CD/B	\$24.90
<i>Look At My World CD</i>	LAM03CD	\$16.95
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<i>Set of CD with Teacher Guide</i>	LAM01CD/B	\$24.90
<i>Kathy Poelker Sings! CD</i>	LAM08CD	\$16.95
<i>Kathy Poelker Sings! T. Guide</i>	LAM08B	\$ 9.95
<i>Set of CD with Teacher Guide</i>	LAM01CD/B	\$24.90

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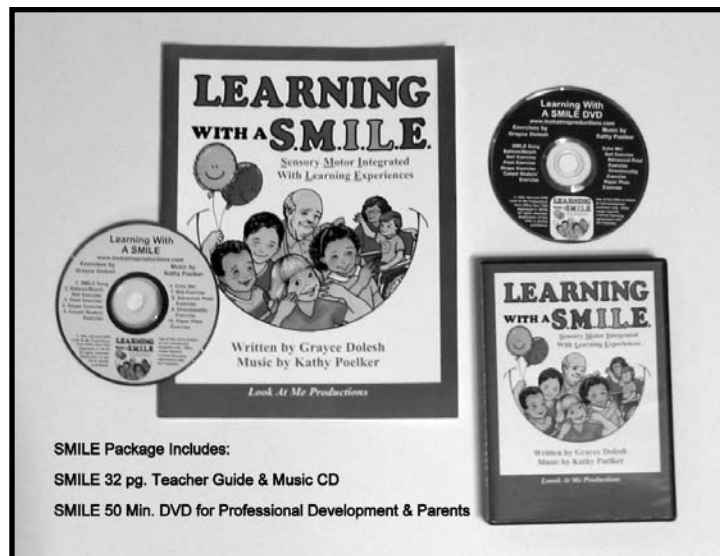
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SMILE Resource Materials



Learning With A SMILE - A Sensory-Motor Program Set to Music

LEARNING WITH A SMILE, complete sensory-motor program set to music for PreK-grade 2, includes 10 exercises (2 songs to sing and sign plus 8 complete exercises) to strengthen upper body, lower body, and motor planning.

LEARNING WITH A SMILE includes a 50 minute full-color instructional DVD (may be used for staff development workshops and parent programs), 33 minute Stereo Music CD, and 32-page Teacher Manual with easy-to-follow directions, objectives and information. Carefully crafted instrumental music also allows you to create your own exercises to music that works!

LEARNING WITH A SMILE is a developmental program that strengthens laterality, directionality, small and large muscle development, form perception, eye-hand and eye-foot coordination, visual and auditory motor, sequencing, following directions, balance, weight transfers, beat rhythm, pincer grip, midline crossing, finger and hand strength, and MORE! OTs and PTs love **LEARNING WITH A SMILE**! These exercises may be used effectively by teachers who work with young children, and this OT-oriented program is easily integrated into children's therapy sessions.

The only equipment needed to work these exercises includes balls, balloons, paper plates, and carpet squares. Children work the exercises in an enjoyable way and develop a wide range of skills needed to ensure future academic success. Each exercise is 5 minutes in length or less, making it easy to do one or two exercises several days per week.

The more you use **LEARNING WITH A SMILE**, the more benefits the children enjoy!

SMILE Complete DVD Package LAM12PKG

\$104.

SMILE CD w/Teacher Guide LAM12CD/B

\$39.

*Look At Me Productions Teacher Training Seminars &
Publishers of Early Childhood Teacher/Parent Resource Materials*



Meet Kathy Poelker



Kathy Poelker received her degree in Music Education from Northwestern University School of Music. Ms. Poelker is internationally recognized for her work in Early Childhood Music Education. She is an outstanding communicator, university lecturer, keynote speaker, motivator, author, consultant, children's recording artist, and composer/author of over 150 songs and 30 books in three languages. Kathy's critically acclaimed songs, recordings, and books in English, Spanish, and Hmong are used in hundreds of classrooms across the United States, Canada, Puerto Rico, the Virgin Islands, New Zealand and Australia. Hundreds of thousands of young children, early childhood teachers, and families have enjoyed singing and participating in Kathy's songs and engaging musical activities for over 25 years. Kathy reaches the heart and mind of all, young and old alike.

Kathy's teacher-training workshops and seminars delight all who attend. She presents motivating classroom activities, methods, and techniques using Song, Movement, Musical Imagery, Music Games, Drama, and Dance, and more importantly, Kathy explains the powerful theory and brain research behind these activities. Teachers benefit from attending Kathy's workshops that offer many powerful suggestions for integrating Music, Movement, Language, Literacy, and Sensory-Motor into the early childhood classroom curriculum.

Every year from 1988 through 2012-2013, Kathy has won an *ASCAP Popular Award* for her children's educational music used in schools and programs across the country. Her delightful songs and books were selected by American Drug Stores and Sylvania Corporation for special children's health programs and children's emergent literacy programs. Kathy won the prestigious 2004 *OPC "Publisher's Award"* for her musical recording and book collection entitled *"Images of Christmas for Children."*

Kathy is renowned for her published works of music CDs and instructional teacher guides. She has enabled countless teachers - musical and "non-musical" - become more successful integrating music and movement experiences into their classroom curriculum plans. Some of Kathy Poelker's published works include six delightful early childhood song collections titled *"Look At Me!"*, *"Look At the Holidays!"*, *"Look At My World,"* *"Amazing Musical Moments!"*, *"Kathy Poelker Sings!"*, and the Spanish release titled *"Canciones y juegos para aprender."* These materials, published by *Look At Me Productions, Inc.*, help bring music into the lives of young children with great educational benefit. Kathy's popular *"Snuggle Ups"* Series of sing-along/read-along books brings children and parents together in an exciting program that helps foster the love of reading and music while simultaneously strengthening family bonding times.

Among Kathy's many publications and recordings is the popular *"Look At Me! Sing & Read Series"* of *Musical Big Books* for early childhood classrooms, published in English, Spanish, and Hmong editions. This series provides sing-along/read-along experiences that promote the integration of language, literacy, music, and movement.

Kathy Poelker composed and arranged the musical exercise settings for *"Learning With A SMILE!"*, a developmental sensory-motor program. Published in both English and Spanish editions, the *"SMILE"* program has benefitted thousands of young children in their overall development and readiness. This program meets the needs of both typically developing children and those with special needs. Kathy Poelker is regularly invited to present keynote addresses and staff development workshops throughout the country to conferences, groups, and agencies who work with special children. Recently she was the keynote speaker for the ASSEC (Alaska Statewide Special Education Conference) in February 2010 in Anchorage AK. For ASSEC 2010, Kathy also wrote and taught a course for University of Alaska entitled *"Building Better Brain Power!"* Special education teachers from throughout the state of Alaska came to Kathy's presentations. Kathy Poelker also teaches a number of different university credit courses for Loyola Marymount University.

A prolific composer and author, Kathy has composed choral selections, published by Jenson Publications (the classroom music specialist), OCP Publications, and WORD MUSIC. Kathy's choral music for children and adults is widely accepted and aired nationally by radio stations across the country. Three additional recordings with books include *"Images of Christmas for Children," "I Call To You,"* and *"Praisin' Him"* which are published for Christian schools and early childhood church and Sunday School programs.

As a popular guest lecturer and consultant, Kathy Poelker is a renowned workshop leader and presenter with university and college early childhood conferences, kindergarten associations, Associations for the Education of Young Children, ESL/Bilingual groups, special education groups, and music education conferences throughout the United States, Puerto Rico, and Canada. Kathy was invited as a guest lecturer to share her recordings and music internationally with the Australian and New Zealand schools. She also was a guest lecturer at Auckland Teachers College in Auckland, New Zealand where her presentations and music were enthusiastically received.

The Hawaii State Dept. of Education also invited Kathy Poelker to work with more than 200 reading and music specialists to present strategies for the effective integration of Music with Language in the early childhood classroom. In addition to these consulting opportunities and invitations, Kathy has also presented staff development workshops throughout Puerto Rico and the Virgin Islands for over 25 years. In one month alone, Kathy provided staff development workshops that trained more than 1200 Head Start teachers, directors, and assistants throughout the cities and municipalities of Puerto Rico and the Virgin Islands. She is repeatedly invited back to give inservice training and staff development workshops because her dynamic presentations are well respected, well received, widely known - and rarely forgotten! Throughout her career, Kathy has been referred to as a *"Master Teacher"* and *"Teachers' Teacher."* A truly experienced classroom teacher, Kathy has taught early childhood classroom methods from prekindergarten to college level courses. Kathy's many years of practical musical experiences are coupled with her talents and genuine love of music, making her presentations motivational, educational, and unforgettable, with "theory" and "practice" combined in an enjoyable learning experience for all who attend! She reaches her audience and transforms their understanding and appreciation of music and movement!

In addition to her musical accomplishments, Kathy Poelker founded *Look At Me Productions, Inc.* in 1979. She is President, Senior Consultant, writer, and producer. She has published over 60 products for early childhood classrooms, most of which she has designed, written, and recorded.

Most recently, Look At Me Productions launched its *"S.O.S. Start Out Smart! Program."* This program offers activities and materials for teachers and parents to use in working with young children to better prepare them for the school experience. *"S.O.S. Start Out Smart! Program"* addresses children's readiness skills which are foundational to future school success.

All who meet Kathy Poelker instantly learn she believes *"You can teach everything through music!"* She believes music to be a powerful "gift" from God that reaches all - young and old alike - those who are able and those with special life challenges. Kathy believes she has been called to teach, and this has been her life's ambition to share the gift of music with all she meets, children and adults. Kathy openly shares how she uses music for work, for play, for relaxation and stress management, and for worship. For her entire adult life Kathy has served on the Worship Team as a vocal soloist and Worship Leader. Kathy Poelker worships at Harvest Bible Chapel in Elgin IL with her husband, John. She is blessed with three grown sons and their wives, and with two beautiful grandsons with whom she delights in sharing the powerful joy and love of music in everyday life!