



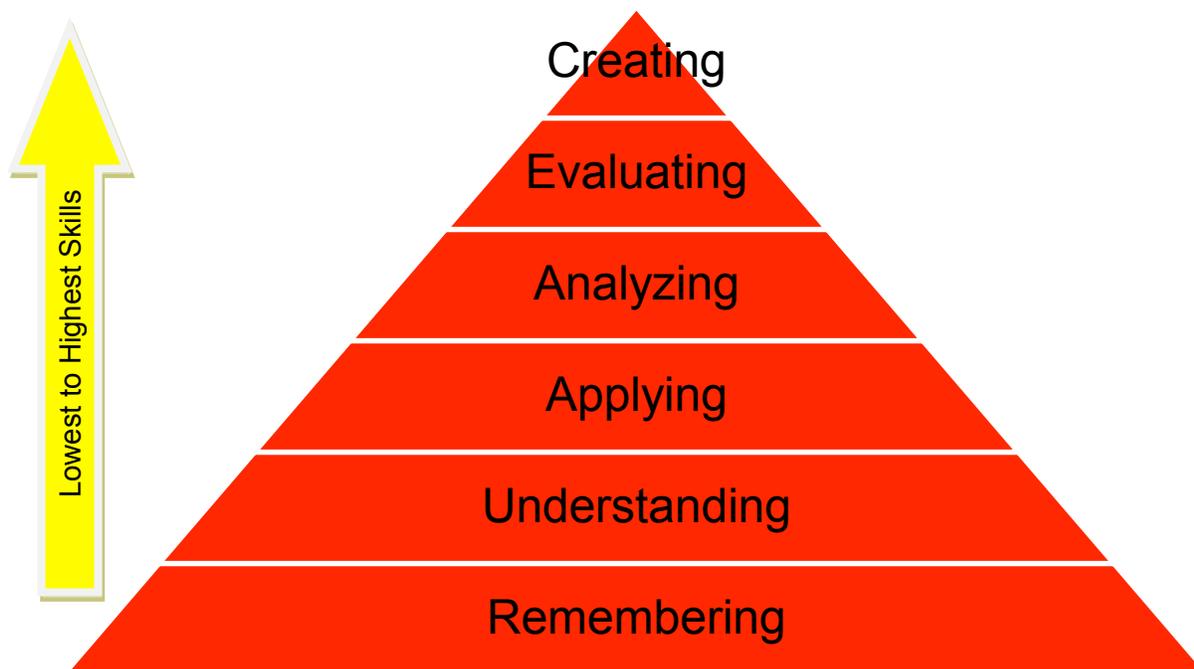
## The *All Aboard*<sup>®</sup> Magic

### Why *All Aboard*<sup>®</sup> Works:

Children experience a magical train ride that weaves math, language and music concepts together culminating in higher-order learning. The train stops at seven different stations as characters join the ride with new ideas and innovative ways to examine the world. The music, characters, train ride and the activities are designed to stimulate aural, vocal, gross and fine motors skills as well as analytical thinking.

### The Pedagogical Foundation: Bloom's Taxonomy of Cognitive Learning

To compete in today's global society, children must be able to use higher-level thinking skills, such as applying knowledge, analyzing a problem, and creating a new solution rather than focusing on lower-level learning skills, such as recalling facts and basic understanding. The illustration below depicts Bloom's Taxonomy.



### The Impact of *All Aboard*<sup>®</sup>: Teaching and Reaching the Highest Level of Learning

The *All Aboard*<sup>®</sup> program, through the integration of music, mathematics and language, exercises and develops those critical skills of:

- Applying abstract notions to "real" situations
- Evaluating and discriminating sounds, patterns, and movement
- Creating new solutions to problems

## How *All Aboard*<sup>®</sup> Works: A Sample of the Program

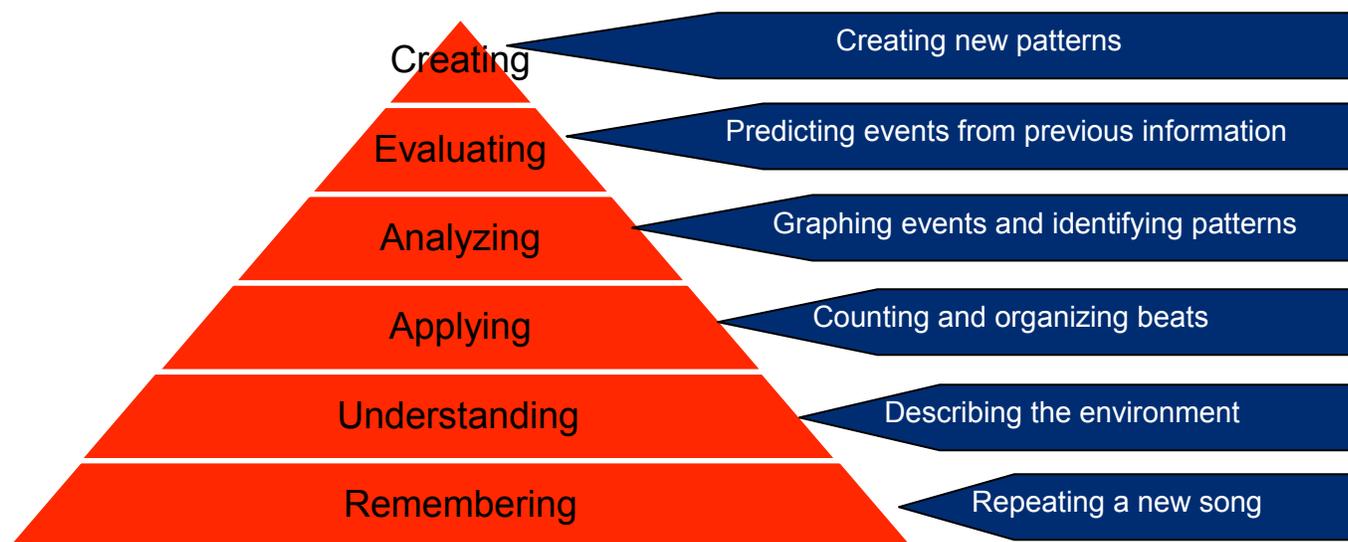
Each lesson in the *All Aboard*<sup>®</sup> program is designed to develop the highest level cognitive skill in children ages three- to five-years. Children are presented concepts throughout the imaginary train ride, and their participation through the music stimulates and produces higher-order thinking.

Within each train stop, the children are introduced to musical and mathematical patterns, a universal concept which must be stimulated for creating new solutions to unknown problems. As each level of the taxonomy is mastered, the children's ability to think critically is strengthened.

Some of the activities in this train stop include:

- Learning and repeating a new song
- Describing the train stop environment and situation
- Counting and organizing beats
- Graphing events and identifying patterns
- Predicting events from previous information
- Creating new patterns

## Connecting Bloom's Taxonomy with the *All Aboard*<sup>®</sup> Model:



Through this progression of learning, children reach the objectives through experiencing the wonderful organizational qualities of music and finding parallel organizational qualities in math and language.

For more information:

[www.AllAboardtheMusicandMathConnection.com](http://www.AllAboardtheMusicandMathConnection.com)

