

## **LITTLE SONGS COLORS: ACADEMIC CONTENT STANDARDS**

### **KEYED TO OHIO EARLY LEARNING CONTENT STANDARDS**

- A. English Language Arts
- B. Mathematics
- C. Science
- D. Social Studies

**KEY:** Little Songs = LS

Red = R

Yellow = Y

Blue = B

Black = BK

White = W

### **A. ENGLISH LANGUAGE ARTS**

#### **Phonemic Awareness, Word Recognition & Fluency for Early Childhood**

##### Phonological and Phonemic Awareness

- Identify **matching sounds and recognize rhymes** in familiar **stories, poems, songs and words related to the concept of color**. (LS: R,Y, B, BK, W)
- **Hear sounds in color song words** by isolating the syllables of a word using **snapping, clapping, or rhythmic movement**. (LS: R,Y, B, BK, W)
- **Differentiate between sounds in color song lyrics** that are the same and different. (LS: R,Y, B, BK, W)
- **Recognize when words in color song lyrics share phonemes and repeat the common phoneme**. (LS: R,Y, B, BK, W)

##### Fluency

- Demonstrate an **understanding of reading fluency by use of phrasing, intonation, and expression in shared reading of color song lyrics**. (LS: R,Y, B, BK, W)

#### **Acquisition of Vocabulary for Early Childhood**

##### Contextual Understanding

- Understand the **meaning of new words related to the concept of color** from context of conversations, the use of pictures that accompany text or the use of concrete objects. (LS: R,Y, B, BK, W)

##### Conceptual Understanding

- **Name items in common categories (e.g. colors)** (LS: R,Y, B, BK, W)

Vicki@TheLittleSongs.com

LittleSongsBlog.com for additional instruction and videos

#### Tools and Resources

- Determine the **meaning of unknown words related to the concept of color** with assistance or cues from an adult (e.g., providing a frame of reference, context or comparison). (LS: R,Y, B, BK, W)

#### Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies for Early Childhood

##### Comprehension Strategies

- Connect **information or ideas in text to prior knowledge and experience with colors**. (LS: R,Y, B, BK, W)
- **Answer literal questions to demonstrate comprehension of orally read age-appropriate texts about colors**. (LS: R,Y, B, BK, W)

##### Self-Monitoring Strategies

- **Respond to oral reading about colors by commenting or questioning**. (LS: R,Y, B, BK, W)

#### Reading Applications: Informational, Technical and Persuasive Text for Early Childhood

- Use **pictures and illustrations to aid comprehension of elements of music and the concept of color**.
- **Retell information from informational text about elements of music and the concept of color**.
- **Gain text information related to elements of music and the concept of color from pictures, photos, simple charts and labels**.
- **Follow simple directions to explore elements of music and the concept of color**.

#### Reading Applications: Literary Text for Early Childhood

- **Identify characters in favorite books and stories related to music and the concept of color**.
- **Retell or re-enact events from a story related music and the concept of color through a variety of media and play events**.
- **Participate in shared reading of repetitious or predictable text in stories related to music and the concept of color**.

#### Writing Processes for Early Childhood

##### Prewriting

- Generate **ideas for a story about colors or shared writing of color song lyrics** with assistance. (LS: R,Y, B, BK, W)
- Choose a **topic for writing related to shared or personal experience of a musical performance, gallery or museum tour, nature field trip, science experiment, etc. with a focus on the concept of color**. (LS: R,Y, B, BK, W)

- Begin to **determine purpose for writing about music and the concept of color.** (LS: R,Y, B, BK, W)

#### Drafting, Revising and Editing

- **Generate related ideas about music and the concept of color** with assistance. (LS: R,Y, B, BK, W)
- **Dictate or produce “writing” to express thoughts related to music and the concept of color.** (LS: R,Y, B, BK, W)
- Repeat message **about music and the concept of color conveyed through dictation or “writing” (e.g., retell what was written).** (LS: R,Y, B, BK, W)

#### Writing Applications for Early Childhood

- **Dictate stories about music and the concept of color** or produce simple stories using pictures, mock letters or words.
- **Name objects related to music and the concept of color and label** with assistance from adult cues. (LS: R,Y, B, BK, W)

#### Research for Early Childhood

- **Ask questions** about experiences, areas of interest, pictures, letters, words, logos or icons **related to music and the concept of color.** (LS: R,Y, B, BK, W)
- Use a variety of **resources to gather information about music and the concept of color** with assistance (e.g., pictiory, informational picture books).
- **Recall information about a topic related to music and the concept of color dictated or constructed by child.**
- **Share findings of information gathering related to music and the concept of color** through **retelling, media and play.**

#### Communication: Oral and Visual for Early Childhood

##### Listening and Viewing

- Attend to **speakers, stories, poems and songs related to the elements of music and the concept of color.** (LS: R,Y, B, BK, W)
- Connect **information and events related to the elements of music and the concept of color to personal experiences by sharing** or commenting. (LS: R,Y, B, BK, W)

##### Speaking Skills and Strategies

- **Speak clearly and understandably to express ideas, feelings and needs related to the elements of music and the concept of color.** (LS: R,Y, B, BK, W)
- **Initiate and sustain a conversation related to the elements of music and the concept of color** through turn taking. (LS: R,Y, B, BK, W)

### Speaking Applications

- **Present own experiences, products, creations or writing related to the elements of music and the concept of color through the use of language** (e.g., share and talk about a song with others). (LS: R,Y, B, BK, W)
- **Participate in the recitation of color-related books, poems, chants, songs and nursery rhymes.** (LS: R,Y, B, BK, W)

## **B. MATHEMATICS**

### Number, Number Sense and Operations for Early Childhood

#### Number and Number Systems

- **Count to 10 in the context of daily activities and play related to the elements of music and the concept of color.** (LS: Y, R)
- **Using colored and/or sound-making objects, touch objects and say the number names when counting in the context of daily activities and play.**
- **Using colored and/or sound-making objects, demonstrate one-to-one correspondence when counting objects.**
- **Using colored and/or sound-making objects, determine “how many” in sets of 5 or fewer objects.**
- **Using colored and/or sound-making objects, construct two sets of objects each containing the same number of objects.**
- **Using colored and/or sound-making objects, compare sets of equal, more, and fewer and use the language of comparison (e.g. equal, more and fewer).**
- **Using colored and/or sound-making objects, group and regroup a given set in the context of daily activities and play (e.g. 5 blocks can be 2 blue and 3 green or 1 blue and 4 green).**
- **Using colored and/or sound-making objects, represent quantity using invented forms.**
- **Using colored and/or sound-making objects, write numerical representations or numerals in meaningful context.**
- **Using colored objects or while singing songs, identify and name numerals 0-9.**
- **Using colored objects or while singing songs, compare and order whole numbers up to 5.**

### Patterns, Functions and Algebra for Early Childhood

#### Use Patterns, Relations and Functions

- **Sort, order and classify objects by one attribute (color).** (LS: R,Y, B, BK, W)
- **Identify, copy, extend and create simple patterns or sequences of colors, sounds, shapes and motions** in the context of daily activities and play. (LS: R,Y, B, BK, W)

## C. SCIENCE

### Life Sciences for Early Childhood

#### Heredity

- **Recognize physical differences among the same class of people (skin color), plants or animals.**

### Physical Sciences for Early Childhood

#### Nature of Matter

- **Explore and compare colored and sound/music making materials that provide many different sensory experiences.**
- **Sort familiar objects by one or more property (color, sound).**

#### Nature of Energy

- **Explore musical instruments and objects and manipulate one's own voice to recognize the changes in the quality of sound (e.g. talks about loud, soft, high, low, fast, slow). (LS: R,Y, B, BK, W)**
- **Explore familiar sources of the range of colors and the quality of light in the environment (e.g., bright, shiny, dark, shadow). (LS: R,Y, B, BK, W)**

### Science Inquiry for Early Childhood

#### Doing Scientific Inquiry

- **Ask questions about objects, organisms and events in their environment related to their color and music/sound-making properties during shared stories, conversations and play. (LS: R,Y, B, BK, W)**
- **Show interest in investigating unfamiliar color and music/sound-making objects, organisms and phenomena during shared stories, conversations and play. (LS: R,Y, B, BK, W)**
- **Predict what will happen next based on previous experiences with color and music/sound.**
- **Investigate natural color and music/sound-making laws acting upon objects, events and organisms.**
- **Use one or more of the senses to observe and learn about objects, organisms and phenomena for a purpose – to understand their musical/sound making and color properties. (LS: R,Y, B, BK, W)**
- **Explore objects, organisms and events using simple equipment in order to answer questions about their musical/sound making and color properties.**
- **Begin to make comparisons between objects or organisms based on their musical/sound making and color characteristics. (LS: R,Y, B, BK, W)**
- **Record or represent and communicate observations and findings about music and color through a variety of methods with assistance. (LS: R,Y, B, BK, W)**

## D. SOCIAL STUDIES

### People in Societies for Early Childhood

#### Cultures

- Develop a sense of **belonging to different groups (e.g. boys and girls, class, family, ethnic group, race)**.
- Demonstrate **awareness of different cultures through exploration of family customs and traditions (e.g. exploration of color as depicted in visual art, music, food, games, language, dress)**.

### Geography for Early Childhood

#### Location

- Demonstrate the **ways that streets and buildings can be identified by colored symbols, such as letters, number, or logos**. (LS: R)
- Demonstrate **how color coded maps can be useful to finding places**. (LS: B)

#### Places and Regions

- **Describe and represent the inside and outside of familiar environments such as home and school using color language and colored representational visual, music, drama, and dance arts materials**.
- **Recognize through color perception and name the immediate surroundings of home/school (e.g. homes, buildings, bridges, hills, wood, lakes) following supervised explorations**.

### Citizenship Rights and Responsibilities for Early Childhood

#### Participation

- Demonstrate **cooperative behaviors, such as helping, turn taking, sharing, comforting, and compromising during color explorations and programs**.
- Engage in **problem-solving behavior with diminishing support from adults during color explorations and programs**.