

## LITTLE SONGS COLORS: ACADEMIC CONTENT STANDARDS

### KEYED TO OHIO KINDERGARTEN - GRADE TWO 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

**Kindergarten = Red**

**First Grade = Blue**

**Second Grade = Green**

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

#### Phonemic Awareness, Word Recognition & Fluency Standard

##### Phonological and Phonemic Awareness

- **Identify and complete rhyming words and patterns in familiar stories, poems, songs and words related to colors.** (LS: R, Y, B, BK, W)
- **Distinguish the number of syllables in color song words by using rhythmic clapping, snapping or counting.** (LS: R, Y, B, BK, W)
- **Hear and say the separate phonemes in color song words, such as identifying the initial consonant sound in a word, and blend phonemes to say color song words.** (LS: R, Y, B, BK, W)
- **Identify and distinguish between letters, words and sentences in color song lyrics.** (LS: R, Y, B, BK, W)
- **Identify and say the beginning and ending sounds in words in color song lyrics.** (LS: R, Y, B, BK, W)
- **Demonstrate an understanding of letter-sound correspondence by saying the sounds from all letters and from a variety of letter patterns, such as consonant blends and long-and short-vowel patterns, and by matching sounds to the corresponding letters in color song words.** (LS: R, Y, B, BK, W)
- **Decode color song lyrics by using letter-sound matches.** (LS: R, Y, B, BK, W)
- **Use knowledge of common word families to sound out unfamiliar words in color song lyrics.** (LS: R, Y, B, BK, W)
- **Blend two to four phonemes into color song words.** (LS: R, Y, B, BK, W)
- **Add, delete or change sounds in a given color song word to create new or rhyming words.** (LS: R, Y, B, BK, W)
- **Identify rhyming color song words with the same or different spelling patterns.** (LS: R, Y, B, BK, W)

- **Blend phonemes of letters and syllables to read unknown color song words with one or more syllables.** (LS: R, Y, B, BK, W)
- **Segment letter, letter blends and syllable sounds in color song words.** (LS: R, Y, B, BK, W)
- **Distinguish and identify the beginning, middle and ending sounds in color song words.** (LS: R, Y, B, BK, W)
- **Identify color song words as having either short- or long-vowel sounds.** (LS: R, Y, B, BK, W)

#### Fluency

- **Read color song lyrics independently or as a group, modeling patterns of changes in timing, voice and expression.** (LS: R, Y, B, BK, W)
- **Read color song lyrics using fluid and automatic decoding skills, including knowledge of patterns, onsets and rhymes.** (LS: R, Y, B, BK, W)

#### Acquisition of Vocabulary Standard

##### Contextual Understanding

- **Understand new words related to colors from context of conversations or from the use of pictures within a text, including color song videography.** (LS: R, Y, B, BK, W)
- **Use knowledge of word order and in-sentence context clues to support color song word identification and to define unknown color song words.** (LS: R, Y, B, BK, W)

##### Conceptual Understanding

- **Identify words in common categories, such as color words and music words.** (LS: R, Y, B, BK, W)

#### Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard

##### Comprehension Strategies

- **Visualize the information in texts about colors, and demonstrate this by drawing pictures, discussing images in texts, including color song videography, or dictating simple descriptions.** (LS: R, Y, B, BK, W)
- **Answer literal questions to demonstrate comprehension of orally read grade-appropriate texts about colors.** (LS: R, Y, B, BK, W)
- **Answer literal, simple inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media about colors.** (LS: R, Y, B, BK, W)

#### Reading Applications: Informational, Technical and Persuasive Text Standard

- **Use pictures and illustrations to aid comprehension of texts about the elements of music and/or colors.**

- **Identify and discuss the sequence of events in informational text about the elements of music and/or colors.**
- **Follow simple directions in informational text to explore the elements of music and/or colors.**
- **Ask questions concerning essential elements of informational text about the elements of music and/or colors.**
- **Identify central ideas and supporting details of informational text about the elements of music and/or colors.**
- **Identify and discuss simple diagrams, charts, graphs and maps as characteristics of nonfiction texts, including ones about the elements of music and/or colors.**
- **Follow multiple-step directions in informational text to explore the elements of music and/or colors.**
- **List questions about essential elements from informational text about the elements of music and/or colors and identify answers.**

Reading Applications: Literary Text Standard

- **Distinguish between fantasy and reality in color songs, poems, and stories.** (LS: R, Y, B, BK, W)
- **Recognize predictable patterns in stories, for example, color stories.** (LS: R, Y, B, BK, W)
- **Identify differences between stories, poems, including color song lyrics, and plays.** (LS: R, Y, B, BK, W)
- **Recognize predictable patterns in stories and poems, including color song lyrics.** (LS: R, Y, B, BK, W)
- **Identify words from texts, including color song lyrics, which appeal to the senses.** (LS: R, Y, B, BK, W)
- **Identify the theme of a text, including color song lyrics.** (LS: R, Y, B, BK, W)

Writing Processes Standard

Prewriting

- **Generate writing ideas for a story or song about colors through discussions with others.** (LS: R, Y, B, BK, W)
- **Choose a topic for writing with a focus on colors.** (LS: R, Y, B, BK, W)
- **Organize and group related ideas for a story or song about colors.** (LS: R, Y, B, BK, W)
- **Develop a main idea for writing a story or song about colors.** (LS: R, Y, B, BK, W)
- **Determine a purpose and audience for writing a story or song about colors.** (LS: R, Y, B, BK, W)
- **Use organizational strategies to plan writing a story or song about colors.** (LS: R, Y, B, BK, W)

### Drafting, Revising and Editing

- **Use resources to enhance vocabulary for color songs and stories.**
- **Mimic language from literature, including color songs and stories, when appropriate.** (LS: R, Y, B, BK, W)
- **Add descriptive words and details in writing songs and stories about colors.**
- **Include transitional words and phrases in writing songs and stories about colors. Reread and assess writing about colors for clarity, using a variety of methods.**
- **Use resources to select effective vocabulary for color songs and stories.**

### Writing Applications Standard

- **Dictate or write simple stories about colors using letters, words or pictures.**
- **Write simple stories about colors with a beginning, middle and end that include descriptive words and details.**
- **Write responses to stories about colors that include simple judgments about the text.**
- **Write stories about colors that convey a clear message, include details, use vivid language and move through a logical sequence of steps and events.**
- **Write responses to stories about colors by comparing text to other texts, or to people or events in their own lives.**

### Research Standard

- **Ask questions about a topic being studied or an area of interest related to the elements of music and/or colors.**
- **Use books or observations to gather information about the elements of music and/or colors with teacher assistance, to explain a topic or unit of study.**
- **Recall information about a topic related to the elements of music and/or colors, with teacher assistance.**
- **Share findings of information gathering related to the elements of music and/or colors visually or orally.**
- **Discuss ideas for investigation about a topic or area of interest related to the elements of music and/or colors.**
- **Utilize appropriate searching techniques to gather information about the elements of music and/or colors with teacher assistance, from a variety of locations.**
- **Recall information about a topic, such as music or color, with teacher assistance.**
- **Create questions for investigations, assigned topic or personal area of interest, such as music or color.**
- **Acquire information about the elements of music and/or colors with teacher assistance, from multiple sources and collect data.**
- **Identify important information about the elements of music and/or colors and write brief notes about the information.**

- **Sort relevant information about the elements of music and/or colors into categories with teacher assistance.**
- **Report important findings about the elements of music and/or colors to others.**

Communication: Oral and Visual Standard

Listening and Viewing

- **Listen attentively to speakers, stories, poems and songs related to the elements of music and/or colors.** (LS: R, Y, B, BK, W)
- **Connect what is heard related to the elements of music and/or colors with prior knowledge and experience.** (LS: R, Y, B, BK, W)
- **Follow simple oral directions during Little Songs Colors presentations.** (LS: R, Y, B, BK, W)
- **Use active listening skills during Little Songs Colors presentations, such as making eye contact or asking questions.** (LS: R, Y, B, BK, W)
- **Identify the main idea of oral presentations and visual media, such as Little Songs Colors.** (LS: R, Y, B, BK, W)
- **Follow two- and three- step oral directions during Little Songs Colors presentations.** (LS: R, Y, B, BK, W)

Speaking Applications

- **Deliver informal descriptive or informational presentations about music and/color ideas or experiences in logical order with a beginning, middle and end.** (LS: R, Y, B, BK, W)
- **Recite short poems, songs and nursery rhymes, including ones about colors.** (LS: R, Y, B, BK, W)
- **Deliver brief informational descriptive presentations about music and/or colors recalling an event or personal experience that conveys relevant information and descriptive details.** (LS: R, Y, B, BK, W)
- **Deliver simple dramatic presentations, such as poems, rhymes, songs and stories about colors.** (LS: R, Y, B, BK, W)
- **Deliver informational presentations about music and/or colors that present events or ideas in logical sequence and maintain a clear focus; include relevant facts and details to develop a topic; organize information with a clear beginning and ending; include diagrams, charts or illustrations as appropriate; and identify sources.**

**B. MATHEMATICS**

Number, Number Sense and Operations Standard

Number and Number Systems

- **Using colored and/or sound-making objects, explain rules of counting, such as each object should be counted once and that order does not change the number.**

- Determine “how many” in sets (groups) of 10 or fewer colored and/or sound-making objects.
- Construct multiple sets of colored and/or sound-making objects each containing the same number of objects.
- Using colored and/or sound-making objects, compare the number of objects in two or more sets when one set has one or two more, or one or two fewer objects.
- Using colored and/or sound-making objects, represent and use whole numbers in flexible ways, including relating, composing, and decomposing numbers; e.g., 5 marbles can be 2 red and 3 green or 1 red and 4 green.

### Meaning of Operations

- Using colored and/or sound-making objects, model and represent addition as combining sets and counting on, and subtraction as take-away and comparison.
- Using colored and/or sound-making objects, demonstrate joining multiple groups of objects, each containing the same number of objects.
- Using colored and/or sound-making objects, partition or share a small set of objects into groups of equal size.
- Using colored and/or sound-making objects, model, represent and explain addition as combining sets and counting on.
- Using colored and/or sound-making objects, model, represent and explain subtraction as take-away and comparison.
- Using colored and/or sound-making objects, demonstrate that equal means “the same as” using visual representations.

### Patterns, Functions and Algebra Standard

#### Use Patterns, Relations and Functions

- Sort, classify and order objects by size, number and other properties, such as color or sound.
- Identify, create, extend and copy sequences of sounds (such as musical pitches), shapes, motions, and numbers from 1-10.
- Sort, classify and order objects by two or more attributes, such as color and shape, or color and sound and explain how objects were sorted.
- Using songs, extend sequences of sound patterns, and create and record similar patterns using colors, numbers, shapes, objects and pictures.
- Describe orally the basic unit or general plan of a repeating or growing color or sound pattern.
- Extend simple number patterns (both repeating and growing patterns), and create similar patterns using different objects, such as using colored objects or shapes, including musical notation symbols and instruments, to represent numerical patterns.
- Using colored objects or shapes, including musical notation symbols and instruments, create new patterns with consistent rules or plans, and describe the rule or general plan of existing patterns.

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LittleSongsBlog.com for additional instruction and videos

Data Analysis and Probability Standard

Data Collection

- **Gather and sort data in response to questions related to color or music.**
- **Arrange objects in a floor or table graph according to color or music attributes.**
- **Using coloring tools, display data in picture graphs with units of 1 and bar graphs with intervals of 1.**
- **Read and interpret colored charts, picture graphs and bar graphs as sources of information.**
- **Pose questions, use observations, interviews and surveys to collect data, and organize data in colored charts, picture graphs, and bar graphs.**
- **Read, interpret and make comparisons and predictions from data represented in colored charts, line plots, picture graphs and bar graphs.**

**C. SCIENCE**

Life Sciences Standard

Heredity

- **Investigate color variations that exist among individuals of the same kind of plant or animal.**
- **Compare color similarities and differences among individuals of the same kind of plants and animals, including people.**

Diversity and Interdependence of Life

- **Investigate observable color features of plants and animals that help them live in different kinds of places.**

Physical Sciences Standard

Nature of Matter

- **Describe and sort objects by one or more property (color, sound).**
- **Explore and observe that things can be done to materials to change their color and/or sound-making properties (e.g. heating, freezing, mixing, cutting, wetting, dissolving, bending, and exposing to light).**
- **Explore changes that greatly change the sound-making and/or color properties of an object and changes that leave the properties largely unchanged.**

Forces and Motion

- **Explore how things make sound (e.g. strings, tubes, bells). (LS: R, Y, B, BK, W)**
- **Explore and describe sounds (e.g. high, low, soft, loud) produced by vibrating objects. (LS: R, Y, B, BK, W)**

### Science Inquiry Standard

#### Doing Scientific Inquiry

- Ask “what if” questions about objects, organisms and events related to their color and/or music/sound-making properties.
- Explore and pursue student-generated “what if” questions about unfamiliar color and/or music/sound-making objects, organisms and phenomena.
- Use the five senses to make observations about the natural world – to understand musical/sound making and/or color properties.
- Draw pictures that correctly portray color features of the item being described.
- Use appropriate tools and simple equipment/instruments to safely gather scientific data about music/sound and/or color.
- Use coloring tools to make pictographs and use them to describe observations and draw conclusions.
- Ask “what happens when” questions about objects, organisms and events related to their color and/or music/sound-making properties.
- Explore and pursue student-generated “what happens when” questions about unfamiliar color and/or music/sound-making objects, organisms and phenomena.
- Use appropriate safety procedures when completing color and/or music/sound-making scientific investigations.
- Ask “how can I/we” questions about objects, organisms and events related to their color and/or music/sound-making properties.
- Ask “how do you know” questions about color and/or music/sound-making and attempt to give reasonable answers when others ask questions.
- Use evidence to develop explanations of color and/or music/sound-making scientific investigations.

#### D. SOCIAL STUDIES

### People in Societies Standard

#### Cultures

- Identify ways that individuals in the family, school and community are unique and ways that they are the same i.e. colors, music.
- Identify different cultures through the study of holidays, customs and traditions utilizing language, stories, folktales, and the arts (dance, drama, music, visual art).
- Describe similarities and differences in the ways different cultures meet common needs including artistic expression, language, shelter, clothing, food.
- Identify cultural practices of a culture on each continent through the study of dance, drama, music, art, and folktales created by people living in that culture.
- Describe ways in which language, stories, folktales, music and other artistic creations serve as expressions of culture and influence the behavior of people living in a particular culture.

## Geography Standard

### Location

- **Using coloring materials and tools, make models and maps representing real places.**
- **Using coloring materials and tools, construct simple maps and models using symbols to represent familiar places.**
- **Read and interpret a variety of maps, including color codes.**
- **Using coloring materials and tools, construct a map that includes a map title and key that explains all symbols that are used.**

### Places and Regions

- **Describe the immediate surroundings of home (e.g. streets, buildings, fields, woods, lakes) using color perception and language.**
- **Identify and describe the physical features and human features of places in the community using color perception and language.**
- **Describe and locate landforms and bodies of water in photographs, maps and 3-D models, using color perception and language.**

## Government Standard

### Role of Government

- **Explain how voting can be used to make group decisions during classroom programs (i.e. choosing which Little Song to learn).** (LS: R, Y, B, BK, W)

## Citizenship Rights and Responsibilities Standard

### Participation

- **Participate and cooperate in classroom activities during color explorations and music programs.** (LS: R, Y, B, BK, W)
- **Demonstrate the importance of respect for the rights and opinions of others during color explorations and music programs.** (LS: R, Y, B, BK, W)
- **Demonstrate skills and explain the benefits of cooperation when working in a group settings during color explorations and music programs (e.g. manage conflict peacefully, display courtesy, respect others).** (LS: R, Y, B, BK, W)

### Rights and Responsibilities

- **Take personal responsibility to follow directions and rules during color explorations and music programs.** (LS: R, Y, B, BK, W)
- **Discuss the attributes and actions of a good citizen, such as respect, responsibility, and self-control.** (LS: R, Y, B, BK, W)