

**Key Education Publishing**  
**Standards Correlation for *Lively Literacy & Music Activities*:**  
***Skill-Building Word Play & Toe-Tappin' Singing Games Using Traditional Rhymes & Songs***

This book supports the recommended teaching practices outlined in the NAEYC/IRA position statement *Learning to Read and Write: Developmentally Appropriate Practices for Young Children*; the NCTE/IRA *Standards for the English Language Arts*; and the *National Standards for Arts Education*.

**NAEYC/IRA Position Statement *Learning to Read and Write*:**  
***Developmentally Appropriate Practices for Young Children***

The activities in this book support the following recommended teaching practices for preschool children:

1. **Adults create positive relationships with children by talking with them, modeling reading and writing, and building children's interest in reading and writing.** *Lively Literacy & Music Activities* supports this teaching practice by providing teachers with engaging songs and rhymes that build students' interest in reading and writing and by providing opportunities for classroom discussion.
2. **Teachers provide and draw children's attentions to print-rich learning environments.** Teachers create a chart with rhyme or song lyrics for each unit in this book, which becomes part of a print-rich classroom environment.
3. **Teachers read to children daily, both as individuals and in small groups. They select high-quality, culturally diverse reading materials.** Many of the units in *Lively Literacy & Music Activities* included read-aloud literature suggestions.
4. **Teachers provide opportunities for children to discuss what has been read to them, focusing on both language structure and content.** *Lively Literacy & Music Activities* includes many opportunities to discuss rhymes, chants, and read-aloud books.
5. **Teachers promote the development of phonemic awareness through appropriate songs, finger plays, games, poems, and stories.** The songs, chants, and activities in *Lively Literacy & Music Activities* are specifically selected and designed to promote the development of phonemic awareness.
6. **Teachers provide experiences and materials that help children expand their vocabularies.** Students learn a great deal of new vocabulary through the songs, chants, and activities in *Lively Literacy & Music Activities*.

The activities support the following recommended teaching practices for kindergarten students:

1. **Teachers read to children daily and provide opportunities for students to read independently both fiction and nonfiction texts.** Many of the units included read-aloud literature suggestions.
2. **Teachers provide balanced literacy instruction that incorporates systematic phonics instruction along with meaningful reading and writing activities.** *Lively Literacy & Music Activities* includes phonics and phonemic awareness instruction embedded within a variety of reading, singing, and chanting activities.
3. **Teachers provide opportunities for students to write many different kinds of texts for different purposes.** There are several group-writing activities in *Lively Literacy & Music Activities*.

- 4. Teachers provide opportunities for children to work in small groups.** There are many small group activities in *Lively Literacy & Music Activities*.
- 5. Teachers provide challenging instruction that expands children's knowledge of their world and expands vocabulary.** Students learn a great deal of new vocabulary through the songs, chants, and activities.

### **NCTE/IRA Standards for the English Language Arts**

The activities in this book support the following standards:

- 1. Students read many different types of print and nonprint texts for a variety of purposes.** While singing and chanting the rhymes in *Lively Literacy & Music Activities*, students practice reading song and chant lyrics. They also read letters, words, and pictures while doing the activities and playing the games in the book.
- 2. Students use a variety of strategies to build meaning while reading.** *Lively Literacy & Music Activities* introduces and reinforces a wide range of literacy concepts, skills, and strategies, including letter and word recognition, word families, letter-sound correspondence, rhyme recognition, phoneme blending, and sequencing.
- 3. Students communicate in spoken, written, and visual form for a variety of purposes and a variety of audiences.** While doing the activities in *Lively Literacy & Music Activities*, students communicate verbally by singing and chanting and by participating in classroom discussions, they communicate in written form by writing new rhymes with their teacher, and they communicate visually through art projects.
- 4. Students use spoken, written, and visual language for their own purposes, such as to learn, for enjoyment, or to share information.** The activities in *Lively Literacy & Music Activities* introduce students to the joy of learning and communicating through music and rhyme.

### **National Standards for Arts Education**

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This book and certain activities supports the following music content and achievement standards for K–4 students from *National Standards for Arts Education*:

#### **Content Standard #1: Singing, alone and with others, a varied repertoire of music**

##### **Achievement Standard:**

- 1. Students sing independently, on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.** Many of the songs in this book support students exploring different pitches, rhythms, and tempos in music. The activity “Who Am I?” provides children with an opportunity to sing a solo.
- 2. Students sing expressively, with appropriate dynamics, phrasing, and interpretation.** Many of the songs in this book have students vary their dynamics and expression while singing.

- 3. Students sing from memory a varied repertoire of songs representing genres and styles from diverse cultures.** Through repeated singing of the songs in this book, students will learn to sing them from memory.
- 4. Students sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor.** The activities in this book offer many opportunities for group singing.

## **Content Standard #2: Performing on instruments, alone and with others, a varied repertoire of music**

### **Achievement Standard:**

- 1. Students perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo.** While performing the songs in *Lively Literacy & Music Activities*, students play a variety of musical instruments in rhythm at various tempos and dynamics.
- 2. Students perform easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments.** Some songs in this book require students to play easy patterns on a variety of musical instruments.
- 3. Students perform expressively a varied repertoire of music representing diverse genres and styles.** Students play a wide variety of music while doing the activities in this book.
- 4. Students echo short rhythms and melodic patterns.** In several activities in this book, students echo rhythms and melodies with musical instruments or sounds they make through stamping or clapping.
- 5. Students perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor.** *Lively Literacy & Music Activities* includes many opportunities for group musical instrument performances.

## **Content Standard #6: Listening to, analyzing, and describing music**

### **Achievement Standard:**

- 1. Students demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures.** Most units in this book include activities where students move in response to songs and chants.
- 2. Students respond through purposeful movement (e.g., swaying, skipping, dramatic play) to selected prominent music characteristics or to specific music events (e.g., meter changes, dynamic changes, same/different sections) while listening to music.** Most units in this book include activities where students move in response to songs and chants.