



**TEXAS FARM BUREAU®**

## **National Ag in the Classroom Lesson Matrix**

### **TEKS Alignment: Kindergarten – 2<sup>nd</sup> Grade**

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## **A DAY WITHOUT AGRICULTURE**

- English Language Arts
  - Kindergarten:
    - 110.2.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
      - 110.2.b.1.C: share information and ideas by speaking audibly and clearly using the conventions of language
    - 110.2.b.5: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
      - 110.2.b.5.G: evaluate details to determine what is most important with adult assistance
      - 110.2.b.5.H: synthesize information to create new understanding with adult assistance
  - 1<sup>st</sup> Grade:
    - 110.3.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
      - 110.3.b.1.C: share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
    - 110.3.b.2: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
      - 110.3.b.2.F: develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words
    - 110.3.b.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
      - 110.3.b.6.G: evaluate details to determine what is most important with adult assistance
      - 110.3.b.6.H: synthesize information to create new understanding with adult assistance



- 2<sup>nd</sup> Grade:
  - 110.4.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
    - 110.4.b.1.C: share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
  - 110.4.b.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
    - 110.4.b.6.G: evaluate details read to determine key ideas
    - 110.4.b.6.H: synthesize information to create new understanding
- Science
  - Kindergarten:
    - 112.11.b.9: Organisms and environments. The student knows that plants and animals have basic needs and depend on the living and nonliving things around them for survival. The student is expected to:
      - 112.11.b.9.B: examine evidence that living organisms have basic needs such as food, water, and shelter for animals and air, water, nutrients, sunlight, and space for plants
  - 2<sup>nd</sup> Grade:
    - 112.13.b.9: Organisms and environments. The student knows that living organisms have basic needs that must be met for them to survive within their environment. The student is expected to:
      - 112.13.b.9.A: identify the basic needs of plants and animals
- Social Studies
  - Kindergarten:
    - 113.11.b.6: Economics. The student understands that basic human needs and wants are met in many ways. The student is expected to:
      - 113.11.b.6.A: identify basic human needs of food, clothing, and shelter
      - 113.11.b.6.B: explain the difference between needs and wants

## **A IS FOR APPLES**

- English Language Arts
  - Kindergarten:
    - 110.2.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student



develops oral language through listening, speaking, and discussion. The student is expected to:

- 110.2.b.1.C: share information and ideas by speaking audibly and clearly using the conventions of language
  - 110.2.b.3: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
    - 110.2.b.3.C: identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations
  - 110.2.b.5: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
    - 110.2.b.5.H: synthesize information to create new understanding with adult assistance
  - 110.2.b.11: Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
    - 110.2.b.11.B: dictate or compose informational texts
- 1<sup>st</sup> Grade:
- 110.3.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
    - 110.3.b.1.C: share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
  - 110.3.b.2: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
    - 110.3.b.2.F: develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words
  - 110.3.b.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to



both develop and deepen comprehension of increasingly complex texts.

The student is expected to:

- 110.3.b.6.H: synthesize information to create new understanding with adult assistance
- 110.3.b.12: Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.

The student is expected to:

- 110.3.b.12.A: dictate or compose literary texts, including personal narratives and poetry

○ 2<sup>nd</sup> Grade:

- 110.4.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
  - 110.4.b.1.C: share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
- 110.4.b.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
  - 110.4.b.6.H: synthesize information to create new understanding
- 110.4.b.12: Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
  - 110.4.b.12.A: compose literary texts, including personal narratives and poetry

• Math

○ Kindergarten

- 111.2.b.8: Data analysis. The student applies mathematical process standards to collect and organize data to make it useful for interpreting information. The student is expected to:
  - 111.2.b.8.A: collect, sort, and organize data into two or three categories
  - 111.2.b.8.B: use data to create real-object and picture graphs
  - 111.2.b.8.C: draw conclusions from real-object and picture graphs

○ 1<sup>st</sup> Grade:



- 111.3.b.8: Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. The student is expected to:
  - 111.3.b.8.B: use data to create picture and bar-type graphs
  - 111.3.b.8.C: draw conclusions and generate and answer questions using information from picture and bar-type graphs
- 2<sup>nd</sup> Grade:
  - 111.4.b.10: Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. The student is expected to:
    - 111.4.b.10.B: organize a collection of data with up to four categories using pictographs and bar graphs with intervals of one or more
    - 111.4.b.10.D: write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one

## **A GARDEN PLOT: THE TALE OF PETER RABBIT**

- English Language Arts
  - Kindergarten:
    - 110.2.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
      - 110.2.b.1.C: share information and ideas by speaking audibly and clearly using the conventions of language;
    - 110.2.b.2: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
      - 110.2.b.2.D: demonstrate print awareness by:
        - 110.2.b.2.D.i: identifying the front cover, back cover, and title page of a book;
        - 110.2.b.2.D.v: identifying all uppercase and lowercase letters; and
      - 110.2.b.2.E: develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.



- 110.2.b.3: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
  - 110.2.b.3.C: identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.
- 110.2.b.5: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
  - 110.2.b.5.G: evaluate details to determine what is most important with adult assistance;
  - 110.2.b.5.H: synthesize information to create new understanding with adult assistance; and
- 110.2.b.10: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
  - 110.2.b.10.D: edit drafts with adult assistance using standard English conventions, including:
    - 110.2.b.10.D.vi: pronouns, including subjective, objective, and possessive cases;
    - 110.2.b.10.D.vii: capitalization of the first letter in a sentence and name;
    - 110.2.b.10.D.viii: punctuation marks at the end of declarative sentences; and
- 110.2.b.11: Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
  - 110.2.b.11.B: dictate or compose informational texts.
- 1<sup>st</sup> Grade:
  - 110.3.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
    - 110.3.b.1.C: share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;



- 110.3.b.2: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
  - 110.3.b.2.D: demonstrate print awareness by identifying the information that different parts of a book provide;
  - 110.3.b.2.F: develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.
- 110.3.b.3: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
  - 110.3.b.3.D: identify and use words that name actions, directions, positions, sequences, categories, and locations.
- 110.3.b.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
  - 110.3.b.6.G: evaluate details to determine what is most important with adult assistance;
  - 110.3.b.6.H: synthesize information to create new understanding with adult assistance; and
- 110.3.b.11: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
  - 110.3.b.11.D: edit drafts using standard English conventions, including:
    - 110.3.b.11.D.vii: pronouns, including subjective, objective, and possessive cases;
    - 110.3.b.11.D.viii: capitalization for the beginning of sentences and the pronoun "I";
    - 110.3.b.11.D.ix: punctuation marks at the end of declarative, exclamatory, and interrogative sentences; and
- 110.3.b.12: Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:





- 110.3.b.12.B: dictate or compose informational texts, including procedural texts; and
- 2<sup>nd</sup> Grade:
  - 110.4.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
    - 110.4.b.1.C: share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;
  - 110.4.b.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
    - 110.4.b.6.G: evaluate details read to determine key ideas;
    - 110.4.b.6.H: synthesize information to create new understanding; and
  - 110.4.b.11: Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
    - 110.4.b.11.D: edit drafts using standard English conventions, including:
      - 110.4.b.11.D.vii: pronouns, including subjective, objective, and possessive cases;
      - 110.4.b.11.D.x: end punctuation, apostrophes in contractions, and commas with items in a series and in dates; and
  - 110.4.b.12: Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
    - 110.4.b.12.B: compose informational texts, including procedural texts and reports; and
- Science
  - Kindergarten:
    - 112.11.b.2: Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:



- 112.11.b.2.D: record and organize data and observations using pictures, numbers, and words; and
    - 112.11.b.2.E: communicate observations about simple descriptive investigations.
  - 112.11.b.10: Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:
    - 112.11.b.10.D: observe changes that are part of a simple life cycle of a plant: seed, seedling, plant, flower, and fruit.
- 1<sup>st</sup> Grade:
  - 112.12.b.2: Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:
    - 112.12.b.2.D: record and organize data using pictures, numbers, and words; and
    - 112.12.b.2.E: communicate observations and provide reasons for explanations using student-generated data from simple descriptive investigations.
- 2<sup>nd</sup> Grade:
  - 112.13.b.2: Scientific investigation and reasoning. The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations. The student is expected to:
    - 112.13.b.2.D: record and organize data using pictures, numbers, and words;
    - 112.13.b.2.E: communicate observations and justify explanations using student-generated data from simple descriptive investigations; and
  - 112.13.b.9: Organisms and environments. The student knows that living organisms have basic needs that must be met for them to survive within their environment. The student is expected to:
    - 112.13.b.9.A: identify the basic needs of plants and animals;
- Social Studies
  - Kindergarten:
    - 113.11.b.15: Social studies skills. The student communicates in oral and visual forms. The student is expected to:
      - 113.11.b.15.A: express ideas orally based on knowledge and experiences; and



- 1<sup>st</sup> Grade:
  - 113.12.b.18: Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:
    - 113.12.b.18.A: express ideas orally based on knowledge and experiences; and
- 2<sup>nd</sup> Grade:
  - 113.13.b.19: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
    - 113.13.b.19.A: express ideas orally based on knowledge and experiences; and

## **AGRICULTURE AND ME**

- English Language Arts
  - Kindergarten:
    - 110.2.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
      - 110.2.b.1.C: share information and ideas by speaking audibly and clearly using the conventions of language
    - 110.2.b.5: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
      - 110.2.b.5.H: synthesize information to create new understanding with adult assistance
  - 1<sup>st</sup> Grade:
    - 110.3.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
      - 110.3.b.1.C: share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
    - 110.3.b.2: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:



- 110.3.b.2.E: alphabetize a series of words to the first or second letter and use a dictionary to find words
  - 110.3.b.2.F: develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words
  - 110.3.b.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
    - 110.3.b.6.H: synthesize information to create new understanding with adult assistance
- 2<sup>nd</sup> Grade:
  - 110.4.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
    - 110.4.b.1.C: share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
  - 110.4.b.2: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
    - 110.4.b.2.D: alphabetize a series of words and use a dictionary or glossary to find words
  - 110.4.b.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
    - 110.4.b.6.H: synthesize information to create new understanding

## **AGRICULTURE COUNTS**

- English Language Arts
  - Kindergarten:
    - 110.2.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
      - 110.2.b.1.C: share information and ideas by speaking audibly and clearly using the conventions of language



- 110.2.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and
- 1<sup>st</sup> Grade:
  - 110.3.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
    - 110.3.b.1.C: share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
    - 110.3.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and
- 2<sup>nd</sup> Grade:
  - 110.4.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
    - 110.4.b.1.C: share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
    - 110.4.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and
- Math
  - Kindergarten:
    - 111.2.b.1: Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:
      - 111.2.b.1.A: apply mathematics to problems arising in everyday life, society, and the workplace;
    - 111.2.b.2: Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:
      - 111.2.b.2.A: count forward and backward to at least 20 with and without objects;
      - 111.2.b.2.B: read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures;



- 111.2.b.2.C: count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order;
    - 111.2.b.2.G: compare sets of objects up to at least 20 in each set using comparative language;
    - 111.2.b.2.H: use comparative language to describe two numbers up to 20 presented as written numerals; and
  - 111.2.b.8: Data analysis. The student applies mathematical process standards to collect and organize data to make it useful for interpreting information. The student is expected to:
    - 111.2.b.8.A: collect, sort, and organize data into two or three categories;
- 1<sup>st</sup> Grade:
  - 111.3.b.1: Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:
    - 111.3.b.1.A: apply mathematics to problems arising in everyday life, society, and the workplace;
  - 111.3.b.2: Number and operations. The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:
    - 111.3.b.2.C: use objects, pictures, and expanded and standard forms to represent numbers up to 120;
    - 111.3.b.2.F: order whole numbers up to 120 using place value and open number lines; and
  - 111.3.b.8: Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. The student is expected to:
    - 111.3.b.8.A: collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts;
- 2<sup>nd</sup> Grade:
  - 111.4.b.1: Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:
    - 111.4.b.1.A: apply mathematics to problems arising in everyday life, society, and the workplace;
- Social Studies
  - Kindergarten:



- 113.11.b.2: History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:
  - 113.11.b.2.A: identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro, who helped to shape the state and nation; and
- 113.11.b.14: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
  - 113.11.b.14.C: sequence and categorize information.
- 113.11.b.15: Social studies skills. The student communicates in oral and visual forms. The student is expected to:
  - 113.11.b.15.A: express ideas orally based on knowledge and experiences; and
- 1<sup>st</sup> Grade:
  - 113.12.b.2: History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:
    - 113.12.b.2.A: identify contributions of historical figures, including Sam Houston, George Washington, Abraham Lincoln, and Martin Luther King Jr., who have influenced the community, state, and nation;
  - 113.12.b.17: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
    - 113.12.b.17.C: sequence and categorize information.
  - 113.12.b.18: Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:
    - 113.12.b.18.A: express ideas orally based on knowledge and experiences; and
- 2<sup>nd</sup> Grade:
  - 113.13.b.18: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
    - 113.13.b.18.D: sequence and categorize information; and
  - 113.13.b.19: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
    - 113.13.b.19.A: express ideas orally based on knowledge and experiences; and



## **AGRICULTURE PAYS**

- English Language Arts
  - Kindergarten:
    - 110.2.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
      - 110.2.b.1.C: share information and ideas by speaking audibly and clearly using the conventions of language
      - 110.2.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including taking turns
    - 110.2.b.5: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
      - 110.2.b.5.G: evaluate details to determine what is most important with adult assistance
      - 110.2.b.5.H: synthesize information to create new understanding with adult assistance
    - 110.2.b.6: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
      - 110.2.b.6.E: interact with sources in meaningful ways such as illustrating or writing
  - 1<sup>st</sup> Grade:
    - 110.3.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
      - 110.3.b.1.C: share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
      - 110.3.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions
    - 110.3.b.2: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through





phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

- 110.3.b.2.F: develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words
- 110.3.b.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
  - 110.3.b.6.G: evaluate details to determine what is most important with adult assistance
  - 110.3.b.6.H: synthesize information to create new understanding with adult assistance
- 110.3.b.7: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
  - 110.3.b.7.E: interact with sources in meaningful ways such as illustrating or writing

○ 2<sup>nd</sup> Grade:

- 110.4.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
  - 110.4.b.1.C: share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
  - 110.4.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others
- 110.4.b.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
  - 110.4.b.6.G: evaluate details read to determine key ideas
  - 110.4.b.6.H: synthesize information to create new understanding
- 110.4.b.7: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:



- 110.4.b.7.E: interact with sources in meaningful ways such as illustrating or writing
- Social Studies
  - Kindergarten:
    - 113.11.b.6: Economics. The student understands that basic human needs and wants are met in many ways. The student is expected to:
      - 113.11.b.6.A: identify basic human needs of food, clothing, and shelter
      - 113.11.b.6.C: explain how basic human needs can be met such as through self-producing, purchasing, and trading
    - 113.11.b.14: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
      - 113.11.b.14.C: sequence and categorize information
    - 113.11.b.15: Social studies skills. The student communicates in oral and visual forms. The student is expected to:
      - 113.11.b.15.A: express ideas orally based on knowledge and experiences
      - 113.11.b.15.B: create and interpret visuals, including pictures and maps
  - 1<sup>st</sup> Grade:
    - 113.12.b.17: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
      - 113.12.b.17.C: sequence and categorize information
    - 113.12.b.18: Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:
      - 113.12.b.18.A: express ideas orally based on knowledge and experiences
      - 113.12.b.18.B: create and interpret visual and written material
  - 2<sup>nd</sup> Grade:
    - 113.13.b.10: Economics. The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:
      - 113.13.b.10.A: distinguish between producing and consuming
      - 113.13.b.10.B: identify ways in which people are both producers and consumers
      - 113.13.b.10.C: examine the development of a product from a natural resource to a finished product



- 113.13.b.18: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
  - 113.13.b.18.D: sequence and categorize information
- 113.13.b.19: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
  - 113.13.b.19.A: express ideas orally based on knowledge and experiences
  - 113.13.b.19.B: create written and visual material such as stories, poems, maps, and graphic organizers to express ideas

## **ANIMAL LIFE CYCLES**

- English Language Arts
  - Kindergarten:
    - 110.2.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
      - 110.2.b.1.C: share information and ideas by speaking audibly and clearly using the conventions of language
      - 110.2.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including taking turns
  - 1<sup>st</sup> Grade:
    - 110.3.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
      - 110.3.b.1.C: share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
      - 110.3.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions
    - 110.3.b.4: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
  - 2<sup>nd</sup> Grade:



- 110.4.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
  - 110.4.b.1.C: share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
  - 110.4.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others
- 110.4.b.4: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
- Science
  - Kindergarten:
    - 112.11.b.9: Organisms and environments. The student knows that plants and animals have basic needs and depend on the living and nonliving things around them for survival. The student is expected to:
      - 112.11.b.9.B: examine evidence that living organisms have basic needs such as food, water, and shelter for animals and air, water, nutrients, sunlight, and space for plants
  - 1<sup>st</sup> Grade:
    - 112.12.b.10: Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:
      - 112.12.b.10.D: observe and record life cycles of animals such as a chicken, frog, or fish
  - 2<sup>nd</sup> Grade:
    - 112.13.b.9: Organisms and environments. The student knows that living organisms have basic needs that must be met for them to survive within their environment. The student is expected to:
      - 112.13.b.9.A: identify the basic needs of plants and animals
- Social Studies
  - Kindergarten:
    - 113.11.b.15: Social studies skills. The student communicates in oral and visual forms. The student is expected to:



- 113.11.b.15.A: express ideas orally based on knowledge and experiences
- 1<sup>st</sup> Grade:
  - 113.12.b.18: Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:
    - 113.12.b.18.A: express ideas orally based on knowledge and experiences
- 2<sup>nd</sup> Grade:
  - 113.13.b.19: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
    - 113.13.b.19.A: express ideas orally based on knowledge and experiences

## **ANIMAL OR PLANT**

- English Language Arts
  - Kindergarten:
    - 110.2.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
      - 110.2.b.1.C: share information and ideas by speaking audibly and clearly using the conventions of language
      - 110.2.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including taking turns
    - 110.2.b.5: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
      - 110.2.b.5.H: synthesize information to create new understanding with adult assistance
  - 1<sup>st</sup> Grade:
    - 110.3.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
      - 110.3.b.1.C: share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language



- 110.3.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions
    - 110.3.b.2: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
      - 110.3.b.2.F: develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words
    - 110.4.b.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
      - 110.4.b.6.H: synthesize information to create new understanding
  - 2<sup>nd</sup> Grade:
    - 110.4.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
      - 110.4.b.1.C: share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
      - 110.4.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others
    - 110.4.b.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
      - 110.4.b.6.H: synthesize information to create new understanding
- Social Studies
  - Kindergarten:
    - 113.11.b.14: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
      - 113.11.b.14.C: sequence and categorize information



- 113.11.b.15: Social studies skills. The student communicates in oral and visual forms. The student is expected to:
  - 113.11.b.15.A: express ideas orally based on knowledge and experiences
- 1<sup>st</sup> Grade:
  - 113.12.b.17: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
    - 113.12.b.17.C: sequence and categorize information
  - 113.12.b.18: Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:
    - 113.12.b.18.A: express ideas orally based on knowledge and experiences
- 2<sup>nd</sup> Grade:
  - 113.13.b.18: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
    - 113.13.b.18.D: sequence and categorize information
  - 113.13.b.19: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
    - 113.13.b.19.A: express ideas orally based on knowledge and experiences

## **BA, RAM, EWE...SHEEP TALES**

- English Language Arts
  - Kindergarten:
    - 110.2.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
      - 110.2.b.1.C: share information and ideas by speaking audibly and clearly using the conventions of language
    - 110.2.b.5: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
      - 110.2.b.5.G: evaluate details to determine what is most important with adult assistance
      - 110.2.b.5.H: synthesize information to create new understanding with adult assistance



- 110.2.b.6: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
  - 110.2.b.6.E: interact with sources in meaningful ways such as illustrating or writing
  - 110.2.b.6.F: respond using newly acquired vocabulary as appropriate.
- 1<sup>st</sup> Grade:
  - 110.3.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
    - 110.3.b.1.C: share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
  - 110.3.b.2: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
    - 110.3.b.2.F: develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words
  - 110.3.b.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
    - 110.3.b.6.G: evaluate details to determine what is most important with adult assistance
    - 110.3.b.6.H: synthesize information to create new understanding with adult assistance
  - 110.3.b.7: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
    - 110.3.b.7.E: interact with sources in meaningful ways such as illustrating or writing
    - 110.3.b.7.F: respond using newly acquired vocabulary as appropriate.
- 2<sup>nd</sup> Grade:





- 110.4.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
  - 110.4.b.1.C: share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
- 110.4.b.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
  - 110.4.b.6.G: evaluate details read to determine key ideas
  - 110.4.b.6.H: synthesize information to create new understanding
- 110.4.b.7: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
  - 110.4.b.7.E: interact with sources in meaningful ways such as illustrating or writing
  - 110.4.b.7.F: respond using newly acquired vocabulary as appropriate.

## **BE A DETEGGTIVE!**

- English Language Arts
  - Kindergarten:
    - 110.2.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
      - 110.2.b.1.C: share information and ideas by speaking audibly and clearly using the conventions of language;
      - 110.2.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and
    - 110.2.b.2: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
      - 110.2.b.2.E: develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.



- 1<sup>st</sup> Grade:
  - 110.3.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
    - 110.3.b.1.C: share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;
    - 110.3.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and
  - 110.3.b.2: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
    - 110.3.b.2.F: develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.
- 2<sup>nd</sup> Grade:
  - 110.4.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
    - 110.4.b.1.C: share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;
    - 110.4.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others; and
- Math:
  - Kindergarten:
    - 111.2.b.7: Geometry and measurement. The student applies mathematical process standards to directly compare measurable attributes. The student is expected to:
      - 111.2.b.7.A: give an example of a measurable attribute of a given object, including length, capacity, and weight; and
      - 111.2.b.7.B: compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference.



- 1<sup>st</sup> Grade:
  - 111.3.b.7: Geometry and measurement. The student applies mathematical process standards to select and use units to describe length and time. The student is expected to:
    - 111.3.b.7.A: use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement;
    - 111.3.b.7.D: describe a length to the nearest whole unit using a number and a unit; and
  - 111.3.b.8: Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. The student is expected to:
    - 111.3.b.8.A: collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts;
- 2<sup>nd</sup> Grade:
  - 111.4.b.9: Geometry and measurement. The student applies mathematical process standards to select and use units to describe length, area, and time. The student is expected to:
    - 111.4.b.9.D: determine the length of an object to the nearest marked unit using rulers, yardsticks, meter sticks, or measuring tapes;
- Science
  - Kindergarten:
    - 112.11.b.2: Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:
      - 112.11.b.2.A: ask questions about organisms, objects, and events observed in the natural world;
      - 112.11.b.2.B: plan and conduct simple descriptive investigations;
      - 112.11.b.2.C: collect data and make observations using simple tools;
      - 112.11.b.2.D: record and organize data and observations using pictures, numbers, and words; and
      - 112.11.b.2.E: communicate observations about simple descriptive investigations.
    - 112.11.b.3: Scientific investigation and reasoning. The student knows that information and critical thinking are used in scientific problem solving. The student is expected to:
      - 112.11.b.3.B: make predictions based on observable patterns in nature; and



- 112.11.b.5: Matter and energy. The student knows that objects have properties and patterns. The student is expected to:
  - 112.11.b.5.A: observe and record properties of objects, including bigger or smaller, heavier or lighter, shape, color, and texture; and
- 1<sup>st</sup> Grade:
  - 112.12.b.2: Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:
    - 112.12.b.2.A: ask questions about organisms, objects, and events observed in the natural world;
    - 112.12.b.2.B: plan and conduct simple descriptive investigations;
    - 112.12.b.2.C: collect data and make observations using simple tools;
    - 112.12.b.2.D: record and organize data using pictures, numbers, and words; and
    - 112.12.b.2.E: communicate observations and provide reasons for explanations using student-generated data from simple descriptive investigations.
  - 112.12.b.3: Scientific investigation and reasoning. The student knows that information and critical thinking are used in scientific problem solving. The student is expected to:
    - 112.12.b.3.B: make predictions based on observable patterns; and
  - 112.12.b.5: Matter and energy. The student knows that objects have properties and patterns. The student is expected to:
    - 112.12.b.5.A: classify objects by observable properties such as larger and smaller, heavier and lighter, shape, color, and texture;
- 2<sup>nd</sup> Grade:
  - 112.13.b.2: Scientific investigation and reasoning. The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations. The student is expected to:
    - 112.13.b.2.A: ask questions about organisms, objects, and events during observations and investigations;
    - 112.13.b.2.B: plan and conduct descriptive investigations;
    - 112.13.b.2.C: collect data from observations using scientific tools;
    - 112.13.b.2.D: record and organize data using pictures, numbers, and words;
    - 112.13.b.2.E: communicate observations and justify explanations using student-generated data from simple descriptive investigations; and



- 112.13.b.3: Scientific investigation and reasoning. The student knows that information and critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to:
  - 112.13.b.3.B: make predictions based on observable patterns;
- Social Studies
  - Kindergarten:
    - 113.11.b.15: Social studies skills. The student communicates in oral and visual forms. The student is expected to:
      - 113.11.b.15.A: express ideas orally based on knowledge and experiences; and
      - 113.11.b.15.B: create and interpret visuals, including pictures and maps.
  - 1<sup>st</sup> Grade:
    - 113.12.b.18: Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:
      - 113.12.b.18.A: express ideas orally based on knowledge and experiences; and
      - 113.12.b.18.B: create and interpret visual and written material.
  - 2<sup>nd</sup> Grade:
    - 113.13.b.19: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
      - 113.13.b.19.A: express ideas orally based on knowledge and experiences; and
      - 113.13.b.19.B: create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.

## **BEAN SEED CYCLE**

- English Language Arts
  - Kindergarten:
    - 110.2.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
      - 110.2.b.1.C: share information and ideas by speaking audibly and clearly using the conventions of language
    - 110.2.b.6: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:



- 110.2.b.6.F: respond using newly acquired vocabulary as appropriate.
- 1<sup>st</sup> Grade:
  - 110.3.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
    - 110.3.b.1.C: share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
  - 110.3.b.7: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
    - 110.3.b.7.F: respond using newly acquired vocabulary as appropriate.
- 2<sup>nd</sup> Grade:
  - 110.4.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
    - 110.4.b.1.C: share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
  - 110.4.b.7: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
    - 110.4.b.7.F: respond using newly acquired vocabulary as appropriate.
- Science
  - Kindergarten:
    - 112.11.b.3: Scientific investigation and reasoning. The student knows that information and critical thinking are used in scientific problem solving. The student is expected to:
      - 112.11.b.3.B: make predictions based on observable patterns in nature; and
    - 112.11.b.10: Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:



- 112.11.b.10.B: identify basic parts of plants and animals;
- 112.11.b.10.D: observe changes that are part of a simple life cycle of a plant: seed, seedling, plant, flower, and fruit.
- 1<sup>st</sup> Grade:
  - 112.12.b.3: Scientific investigation and reasoning. The student knows that information and critical thinking are used in scientific problem solving. The student is expected to:
    - 112.12.b.3.B: make predictions based on observable patterns; and
  - 112.12.b.10: Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:
    - 112.12.b.10.B: identify and compare the parts of plants;
- 2<sup>nd</sup> Grade:
  - 112.13.b.3: Scientific investigation and reasoning. The student knows that information and critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to:
    - 112.13.b.3.B: make predictions based on observable patterns; and
  - 112.13.b.9: Organisms and environments. The student knows that living organisms have basic needs that must be met for them to survive within their environment. The student is expected to:
    - 112.13.b.9.A: identify the basic needs of plants and animals;

## **EAT 'EM UP**

- English Language Arts
  - Kindergarten:
    - 110.2.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
      - 110.2.b.1.C: share information and ideas by speaking audibly and clearly using the conventions of language
    - 110.2.b.5: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
      - 110.2.b.5.G: evaluate details to determine what is most important with adult assistance
      - 110.2.b.5.H: synthesize information to create new understanding with adult assistance



- 1<sup>st</sup> Grade:
  - 110.3.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
    - 110.3.b.1.C: share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
  - 110.3.b.2: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
    - 110.3.b.2.F: develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words
  - 110.3.b.5: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and interact independently with text for increasing periods of time.
  - 110.3.b.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
    - 110.3.b.6.G: evaluate details to determine what is most important with adult assistance
    - 110.3.b.6.H: synthesize information to create new understanding with adult assistance
- 2<sup>nd</sup> Grade:
  - 110.4.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
    - 110.4.b.1.C: share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
  - 110.4.b.5: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is





expected to self-select text and read independently for a sustained period of time.

- 110.4.b.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
  - 110.4.b.6.G: evaluate details read to determine key ideas
  - 110.4.b.6.H: synthesize information to create new understanding

- Science

- Kindergarten:

- 112.11.b.10: Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:
      - 112.11.b.10.B: identify basic parts of plants and animals

- 1<sup>st</sup> Grade:

- 112.12.b.10: Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:
      - 112.12.b.10.B: identify and compare the parts of plants

- Social Studies

- Kindergarten:

- 113.11.b.14: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
      - 113.11.b.14.C: sequence and categorize information
    - 113.11.b.15: Social studies skills. The student communicates in oral and visual forms. The student is expected to:
      - 113.11.b.15.A: express ideas orally based on knowledge and experiences

- 1<sup>st</sup> Grade:

- 113.12.b.17: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
      - 113.12.b.17.C: sequence and categorize information
    - 113.12.b.18: Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:
      - 113.12.b.18.A: express ideas orally based on knowledge and experiences



- 2<sup>nd</sup> Grade:
  - 113.13.b.18: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
    - 113.13.b.18.D: sequence and categorize information
  - 113.13.b.19: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
    - 113.13.b.19.A: express ideas orally based on knowledge and experiences

## **EGGS: FROM HEN TO HOME**

- English Language Arts
  - Kindergarten:
    - 110.2.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
      - 110.2.b.1.C: share information and ideas by speaking audibly and clearly using the conventions of language
    - 110.2.b.6: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
      - 110.2.b.6.E: interact with sources in meaningful ways such as illustrating or writing
  - 1<sup>st</sup> Grade:
    - 110.3.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
      - 110.3.b.1.C: share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
    - 110.3.b.4: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
    - 110.3.b.7: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly



challenging variety of sources that are read, heard, or viewed. The student is expected to:

- 110.3.b.7.E: interact with sources in meaningful ways such as illustrating or writing

○ 2<sup>nd</sup> Grade:

- 110.4.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
  - 110.4.b.1.C: share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
- 110.4.b.4: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
- 110.4.b.7: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
  - 110.4.b.7.E: interact with sources in meaningful ways such as illustrating or writing

• Science

○ 2<sup>nd</sup> Grade:

- 112.13.b.9: Organisms and environments. The student knows that living organisms have basic needs that must be met for them to survive within their environment. The student is expected to:
  - 112.13.b.9.A: identify the basic needs of plants and animals

• Social Studies

○ Kindergarten:

- 113.11.b.14: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
  - 113.11.b.14.C: sequence and categorize information

○ 1<sup>st</sup> Grade:

- 113.12.b.17: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
  - 113.12.b.17.C: sequence and categorize information



- 2<sup>nd</sup> Grade:
  - 113.13.b.18: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
    - 113.13.b.18.D: sequence and categorize information

## **EXPLORING TEXTURE IN THE GARDEN**

- English Language Arts
  - Kindergarten:
    - 110.2.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
      - 110.2.b.1.C: share information and ideas by speaking audibly and clearly using the conventions of language
      - 110.2.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including taking turns
    - 110.2.b.3: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
      - 110.2.b.3.C: identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.
    - 110.2.b.5: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
      - 110.2.b.5.G: evaluate details to determine what is most important with adult assistance
      - 110.2.b.5.H: synthesize information to create new understanding with adult assistance
    - 110.2.b.6: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
      - 110.2.b.6.E: interact with sources in meaningful ways such as illustrating or writing
  - 1<sup>st</sup> Grade:



- 110.3.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
  - 110.3.b.1.C: share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
  - 110.3.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions
- 110.3.b.3: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
  - 110.3.b.3.D: identify and use words that name actions, directions, positions, sequences, categories, and locations
- 110.3.b.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
  - 110.3.b.6.G: evaluate details to determine what is most important with adult assistance
  - 110.3.b.6.H: synthesize information to create new understanding with adult assistance
- 110.3.b.7: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
  - 110.3.b.7.E: interact with sources in meaningful ways such as illustrating or writing
- 2<sup>nd</sup> Grade:
  - 110.4.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
    - 110.4.b.1.C: share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
    - 110.4.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking



when recognized, making appropriate contributions, and building on the ideas of others

- 110.4.b.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

- 110.4.b.6.G: evaluate details read to determine key ideas
- 110.4.b.6.H: synthesize information to create new understanding

- 110.4.b.7: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

- 110.4.b.7.E: interact with sources in meaningful ways such as illustrating or writing

- Science

- Kindergarten:

- 112.11.b.2: Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:
      - 112.11.b.2.A: ask questions about organisms, objects, and events observed in the natural world
    - 112.11.b.5: Matter and energy. The student knows that objects have properties and patterns. The student is expected to:
      - 112.11.b.5.A: observe and record properties of objects, including bigger or smaller, heavier or lighter, shape, color, and texture
    - 112.11.b.7: Earth and space. The student knows that the natural world includes earth materials. The student is expected to:
      - 112.11.b.7.A: observe, describe, and sort rocks by size, shape, color, and texture
      - 112.11.b.7.C: give examples of ways rocks, soil, and water are useful
    - 112.11.b.9: Organisms and environments. The student knows that plants and animals have basic needs and depend on the living and nonliving things around them for survival. The student is expected to:
      - 112.11.b.9.A: differentiate between living and nonliving things based upon whether they have basic needs and produce offspring

- 1<sup>st</sup> Grade:



- 112.12.b.2: Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:
  - 112.12.b.2.A: ask questions about organisms, objects, and events observed in the natural world
- 112.12.b.5: Matter and energy. The student knows that objects have properties and patterns. The student is expected to:
  - 112.12.b.5.A: classify objects by observable properties such as larger and smaller, heavier and lighter, shape, color, and texture
- 112.12.b.7: Earth and space. The student knows that the natural world includes rocks, soil, and water that can be observed in cycles, patterns, and systems. The student is expected to:
  - 112.12.b.7.A: observe, compare, describe, and sort components of soil by size, texture, and color
  - 112.12.b.7.C: identify how rocks, soil, and water are used to make products
- 112.12.b.9: Organisms and environments. The student knows that the living environment is composed of relationships between organisms and the life cycles that occur. The student is expected to:
  - 112.12.b.9.A: sort and classify living and nonliving things based upon whether they have basic needs and produce offspring
- 2<sup>nd</sup> Grade:
  - 112.13.b.2: Scientific investigation and reasoning. The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations. The student is expected to:
    - 112.13.b.2.A: ask questions about organisms, objects, and events during observations and investigations
  - 112.13.b.7: Earth and space. The student knows that the natural world includes earth materials. The student is expected to:
    - 112.13.b.7.A: observe, describe, and compare rocks by size, texture, and color
- Social Studies
  - Kindergarten:
    - 113.11.b.14: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
      - 113.11.b.14.C: sequence and categorize information
    - 113.11.b.15: Social studies skills. The student communicates in oral and visual forms. The student is expected to:



- 113.11.b.15.A: express ideas orally based on knowledge and experiences
- 113.11.b.15.B: create and interpret visuals, including pictures and maps
- 1<sup>st</sup> Grade:
  - 113.12.b.17: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
    - 113.12.b.17.C: sequence and categorize information
  - 113.12.b.18: Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:
    - 113.12.b.18.A: express ideas orally based on knowledge and experiences
    - 113.12.b.18.B: create and interpret visual and written material
- 2<sup>nd</sup> Grade:
  - 113.13.b.18: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
    - 113.13.b.18.D: sequence and categorize information
  - 113.13.b.19: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
    - 113.13.b.19.A: express ideas orally based on knowledge and experiences
    - 113.13.b.19.B: create written and visual material such as stories, poems, maps, and graphic organizers to express ideas

## **FABULOUS FLOWERS**

- English Language Arts
  - Kindergarten:
    - 110.2.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
      - 110.2.b.1.C: share information and ideas by speaking audibly and clearly using the conventions of language
  - 1<sup>st</sup> Grade:
    - 110.3.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:





- 110.3.b.1.C: share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
- 2<sup>nd</sup> Grade:
  - 110.4.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
    - 110.4.b.1.C: share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
- Science
  - Kindergarten:
    - 112.11.b.10: Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:
      - 112.11.b.10.B: identify basic parts of plants and animals;
      - 112.11.b.10.D: observe changes that are part of a simple life cycle of a plant: seed, seedling, plant, flower, and fruit.
  - 1<sup>st</sup> Grade:
    - 112.12.b.10: Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:
      - 112.12.b.10.B: identify and compare the parts of plants;

## **FARM ANIMAL MATCH**

- English Language Arts
  - Kindergarten:
    - 110.2.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
      - 110.2.b.1.C: share information and ideas by speaking audibly and clearly using the conventions of language
    - 110.2.b.3: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:



- 110.2.b.3.C: identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.
- 1<sup>st</sup> Grade:
  - 110.3.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
    - 110.3.b.1.C: share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
  - 110.3.b.3: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
    - 110.3.b.3.D: identify and use words that name actions, directions, positions, sequences, categories, and locations
- 2<sup>nd</sup> Grade:
  - 110.4.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
    - 110.4.b.1.C: share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
- Science
  - Kindergarten:
    - 112.11.b.9: Organisms and environments. The student knows that plants and animals have basic needs and depend on the living and nonliving things around them for survival. The student is expected to:
      - 112.11.b.9.B: examine evidence that living organisms have basic needs such as food, water, and shelter for animals and air, water, nutrients, sunlight, and space for plants.
  - 1<sup>st</sup> Grade:
    - 112.12.b.10: Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:
      - 112.12.b.10.C: compare ways that young animals resemble their parents
  - 2<sup>nd</sup> Grade:



- 112.13.b.9: Organisms and environments. The student knows that living organisms have basic needs that must be met for them to survive within their environment. The student is expected to:
  - 112.13.b.9.A: identify the basic needs of plants and animals
- Social Studies
  - Kindergarten:
    - 113.11.b.4: Geography. The student understands the concept of location. The student is expected to:
      - 113.11.b.4.A: use terms, including over, under, near, far, left, and right, to describe relative location
    - 113.11.b.6: Economics. The student understands that basic human needs and wants are met in many ways. The student is expected to:
      - 113.11.b.6.A: identify basic human needs of food, clothing, and shelter
    - 113.11.b.14: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
      - 113.11.b.14.C: sequence and categorize information
  - 1<sup>st</sup> Grade:
    - 113.12.b.17: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
      - 113.12.b.17.C: sequence and categorize information
  - 2<sup>nd</sup> Grade:
    - 113.13.b.18: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
      - 113.13.b.18.D: sequence and categorize information

## **FARMING IN A GLOVE**

- English Language Arts
  - Kindergarten:
    - 110.2.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
      - 110.2.b.1.C: share information and ideas by speaking audibly and clearly using the conventions of language
      - 110.2.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including taking turns



- 110.2.b.3: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
  - 110.2.b.3.C: identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations
- 1<sup>st</sup> Grade:
  - 110.3.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
    - 110.3.b.1.C: share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
    - 110.3.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions
  - 110.3.b.2: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
    - 110.3.b.2.F: develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words
  - 110.3.b.3: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
    - 110.3.b.3.D: identify and use words that name actions, directions, positions, sequences, categories, and locations
- 2<sup>nd</sup> Grade:
  - 110.4.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
    - 110.4.b.1.C: share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language



- 110.4.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others
- Math
  - Kindergarten:
    - 111.2.b.7: Geometry and measurement. The student applies mathematical process standards to directly compare measurable attributes. The student is expected to:
      - 111.2.b.7.B: compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference
    - 111.2.b.8: Data analysis. The student applies mathematical process standards to collect and organize data to make it useful for interpreting information. The student is expected to:
      - 111.2.b.8.A: collect, sort, and organize data into two or three categories
  - 1<sup>st</sup> Grade:
    - 111.3.b.7: Geometry and measurement. The student applies mathematical process standards to select and use units to describe length and time. The student is expected to:
      - 111.3.b.7.A: use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement
    - 111.3.b.8: Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. The student is expected to:
      - 111.3.b.8.A: collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts
  - 2<sup>nd</sup> Grade:
    - 111.4.b.9: Geometry and measurement. The student applies mathematical process standards to select and use units to describe length, area, and time. The student is expected to:
      - 111.4.b.9.D: determine the length of an object to the nearest marked unit using rulers, yardsticks, meter sticks, or measuring tapes
- Science
  - Kindergarten:



- 112.11.b.2: Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:
  - 112.11.b.2.A: ask questions about organisms, objects, and events observed in the natural world
  - 112.11.b.2.B: plan and conduct simple descriptive investigations
  - 112.11.b.2.C: collect data and make observations using simple tools
  - 112.11.b.2.D: record and organize data and observations using pictures, numbers, and words
  - 112.11.b.2.E: communicate observations about simple descriptive investigations
- 112.11.b.9: Organisms and environments. The student knows that plants and animals have basic needs and depend on the living and nonliving things around them for survival. The student is expected to:
  - 112.11.b.9.B: examine evidence that living organisms have basic needs such as food, water, and shelter for animals and air, water, nutrients, sunlight, and space for plants
- 112.11.b.10: Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:
  - 112.11.b.10.A: sort plants and animals into groups based on physical characteristics such as color, size, body covering, or leaf shape
  - 112.11.b.10.B: identify basic parts of plants and animals
  - 112.11.b.10.D: observe changes that are part of a simple life cycle of a plant: seed, seedling, plant, flower, and fruit
- 1<sup>st</sup> Grade:
  - 112.12.b.2: Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:
    - 112.12.b.2.A: ask questions about organisms, objects, and events observed in the natural world
    - 112.12.b.2.B: plan and conduct simple descriptive investigations
    - 112.12.b.2.C: collect data and make observations using simple tools
    - 112.12.b.2.D: record and organize data using pictures, numbers, and words



- 112.12.b.2.E: communicate observations and provide reasons for explanations using student-generated data from simple descriptive investigations
    - 112.12.b.9: Organisms and environments. The student knows that the living environment is composed of relationships between organisms and the life cycles that occur. The student is expected to:
      - 112.12.b.9.B: analyze and record examples of interdependence found in various situations such as terrariums and aquariums or pet and caregiver
  - 2<sup>nd</sup> Grade:
    - 112.13.b.2: Scientific investigation and reasoning. The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations. The student is expected to:
      - 112.13.b.2.A: ask questions about organisms, objects, and events during observations and investigations
      - 112.13.b.2.B: plan and conduct descriptive investigations
      - 112.13.b.2.C: collect data from observations using scientific tools
      - 112.13.b.2.D: record and organize data using pictures, numbers, and words
      - 112.13.b.2.E: communicate observations and justify explanations using student-generated data from simple descriptive investigations
      - 112.13.b.2.F: compare results of investigations with what students and scientists know about the world
    - 112.13.b.9: Organisms and environments. The student knows that living organisms have basic needs that must be met for them to survive within their environment. The student is expected to:
      - 112.13.b.9.A: identify the basic needs of plants and animals
      - 112.13.b.9.B: identify factors in the environment, including temperature and precipitation, that affect growth and behavior such as migration, hibernation, and dormancy of living things
- Social Studies
  - Kindergarten:
    - 113.11.b.14: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
      - 113.11.b.14.C: sequence and categorize information
    - 113.11.b.15: Social studies skills. The student communicates in oral and visual forms. The student is expected to:



- 113.11.b.15.A: express ideas orally based on knowledge and experiences
- 1<sup>st</sup> Grade:
  - 113.12.b.17: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
    - 113.12.b.17.C: sequence and categorize information
  - 113.12.b.18: Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:
    - 113.12.b.18.A: express ideas orally based on knowledge and experiences
- 2<sup>nd</sup> Grade:
  - 113.13.b.18: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
    - 113.13.b.18.D: sequence and categorize information
  - 113.13.b.19: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
    - 113.13.b.19.A: express ideas orally based on knowledge and experiences

## **FROM CHICKEN LITTLE TO CHICKEN BIG**

- English Language Arts
  - Kindergarten:
    - 110.2.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
      - 110.2.b.1.C: share information and ideas by speaking audibly and clearly using the conventions of language
      - 110.2.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including taking turns
    - 110.2.b.3: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
      - 110.2.b.3.B: use illustrations and texts the student is able to read or hear to learn or clarify word meanings
    - 110.2.b.5: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to





both develop and deepen comprehension of increasingly complex texts.

The student is expected to:

- 110.2.b.5.G: evaluate details to determine what is most important with adult assistance
    - 110.2.b.5.H: synthesize information to create new understanding with adult assistance
  - 110.2.b.6: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
    - 110.2.b.6.E: interact with sources in meaningful ways such as illustrating or writing
    - 110.2.b.6.F: respond using newly acquired vocabulary as appropriate
- 1<sup>st</sup> Grade:
- 110.3.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
    - 110.3.b.1.C: share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
    - 110.3.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions
  - 110.3.b.2: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
    - 110.3.b.2.F: develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words
  - 110.3.b.3: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
    - 110.3.b.3.B: use illustrations and texts the student is able to read or hear to learn or clarify word meanings
  - 110.3.b.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to



both develop and deepen comprehension of increasingly complex texts.

The student is expected to:

- 110.3.b.6.G: evaluate details to determine what is most important with adult assistance
    - 110.3.b.6.H: synthesize information to create new understanding with adult assistance
  - 110.3.b.7: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
    - 110.3.b.7.E: interact with sources in meaningful ways such as illustrating or writing
    - 110.3.b.7.F: respond using newly acquired vocabulary as appropriate
- 2<sup>nd</sup> Grade:
- 110.4.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
    - 110.4.b.1.C: share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
    - 110.4.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others
  - 110.4.b.3: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
    - 110.4.b.3.B: use context within and beyond a sentence to determine the meaning of unfamiliar words
  - 110.4.b.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
    - 110.4.b.6.G: evaluate details read to determine key ideas
    - 110.4.b.6.H: synthesize information to create new understanding
  - 110.4.b.7: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly



challenging variety of sources that are read, heard, or viewed. The student is expected to:

- 110.4.b.7.E: interact with sources in meaningful ways such as illustrating or writing
- 110.4.b.7.F: respond using newly acquired vocabulary as appropriate

- Science

- Kindergarten:

- 112.11.b.10: Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:
      - 112.11.b.10.A: sort plants and animals into groups based on physical characteristics such as color, size, body covering, or leaf shape

- 1<sup>st</sup> Grade:

- 112.12.b.10: Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:
      - 112.12.b.10.D: observe and record life cycles of animals such as a chicken, frog, or fish

- Social Studies

- Kindergarten:

- 113.11.b.14: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
      - 113.11.b.14.C: sequence and categorize information
    - 113.11.b.15: Social studies skills. The student communicates in oral and visual forms. The student is expected to:
      - 113.11.b.15.A: express ideas orally based on knowledge and experiences

- 1<sup>st</sup> Grade:

- 113.12.b.17: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
      - 113.12.b.17.C: sequence and categorize information
    - 113.12.b.18: Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:
      - 113.12.b.18.A: express ideas orally based on knowledge and experiences

- 2<sup>nd</sup> Grade:



- 113.13.b.18: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
  - 113.13.b.18.D: sequence and categorize information
- 113.13.b.19: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
  - 113.13.b.19.A: express ideas orally based on knowledge and experiences

## **FRUIT AND VEGETABLE BINGO**

- English Language Arts
  - Kindergarten:
    - 110.2.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
      - 110.2.b.1.C: share information and ideas by speaking audibly and clearly using the conventions of language;
      - 110.2.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including taking turns; and
    - 110.2.b.2: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
      - 110.2.b.2.E: develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.
    - 110.2.b.6: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
      - 110.2.b.6.F: respond using newly acquired vocabulary as appropriate.
    - 110.2.b.11: Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
      - 110.2.b.11.B: dictate or compose informational texts.
  - 1<sup>st</sup> Grade:



- 110.3.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
    - 110.3.b.1.C: share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;
    - 110.3.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions; and
  - 110.3.b.2: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
    - 110.3.b.2.F: develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.
  - 110.3.b.7: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
    - 110.3.b.7.F: respond using newly acquired vocabulary as appropriate.
  - 110.3.b.12: Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
    - 110.3.b.12.B: dictate or compose informational texts, including procedural texts; and
- 2<sup>nd</sup> Grade:
- 110.4.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
    - 110.4.b.1.C: share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;
    - 110.4.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking



when recognized, making appropriate contributions, and building on the ideas of others; and

- 110.4.b.7: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
  - 110.4.b.7.F: respond using newly acquired vocabulary as appropriate.
- 110.4.b.12: Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
  - 110.4.b.12.B: compose informational texts, including procedural texts and reports; and

- Social Studies

- Kindergarten:

- 113.11.b.14: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
      - 113.11.b.14.C: sequence and categorize information
    - 113.11.b.15: Social studies skills. The student communicates in oral and visual forms. The student is expected to:
      - 113.11.b.15.A: express ideas orally based on knowledge and experiences

- 1<sup>st</sup> Grade:

- 113.12.b.17: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
      - 113.12.b.17.C: sequence and categorize information
    - 113.12.b.18: Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:
      - 113.12.b.18.A: express ideas orally based on knowledge and experiences

- 2<sup>nd</sup> Grade:

- 113.13.b.18: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
      - 113.13.b.18.D: sequence and categorize information
    - 113.13.b.19: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:



- 113.13.b.19.A: express ideas orally based on knowledge and experiences
- 113.13.b.19.B: create written and visual material such as stories, poems, maps, and graphic organizers to express ideas.

## **GROWING PLANTS IN SCIENCE AND LITERACY, MORE THAN AN EMPTY POT**

- English Language Arts
  - Kindergarten:
    - 110.2.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
      - 110.2.b.1.C: share information and ideas by speaking audibly and clearly using the conventions of language
      - 110.2.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including taking turns
    - 110.2.b.5: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
      - 110.2.b.5.G: evaluate details to determine what is most important with adult assistance
      - 110.2.b.5.H: synthesize information to create new understanding with adult assistance
    - 110.2.b.6: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
      - 110.2.b.6.D: retell texts in ways that maintain meaning
      - 110.2.b.6.E: interact with sources in meaningful ways such as illustrating or writing
    - 110.2.b.7: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
      - 110.2.b.7.B: identify and describe the main character(s)
      - 110.2.b.7.C: describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance



- 110.2.b.7.D: describe the setting.
  - 110.2.b.8: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
    - 110.2.b.8.A: demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes
- 1<sup>st</sup> Grade:
  - 110.3.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
    - 110.3.b.1.C: share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
    - 110.3.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions
  - 110.3.b.2: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
    - 110.3.b.2.F: develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words
  - 110.3.b.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
    - 110.3.b.6.G: evaluate details to determine what is most important with adult assistance
    - 110.3.b.6.H: synthesize information to create new understanding with adult assistance
  - 110.3.b.7: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
    - 110.3.b.7.D: retell texts in ways that maintain meaning





- 110.3.b.7.E: interact with sources in meaningful ways such as illustrating or writing
  - 110.3.b.8: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
    - 110.3.b.8.B: describe the main character(s) and the reason(s) for their actions
    - 110.3.b.8.C: describe plot elements, including the main events, the problem, and the resolution, for texts read aloud and independently
    - 110.3.b.8.D: describe the setting
  - 110.3.b.9: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
    - 110.3.b.9.A: demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes
- 2<sup>nd</sup> Grade:
  - 110.4.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
    - 110.4.b.1.C: share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
    - 110.4.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others
  - 110.4.b.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
    - 110.4.b.6.G: evaluate details read to determine key ideas
    - 110.4.b.6.H: synthesize information to create new understanding



- 110.4.b.7: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
  - 110.4.b.7.D: retell and paraphrase texts in ways that maintain meaning and logical order
  - 110.4.b.7.E: interact with sources in meaningful ways such as illustrating or writing
- 110.4.b.8: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
  - 110.4.b.8.B: describe the main character's (characters') internal and external traits
  - 110.4.b.8.C: describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently
  - 110.4.b.8.D: describe the importance of the setting
- 110.4.b.9: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
  - 110.4.b.9.A: demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales
- Science
  - Kindergarten:
    - 112.11.b.2: Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:
      - 112.11.b.2.A: ask questions about organisms, objects, and events observed in the natural world
      - 112.11.b.2.B: plan and conduct simple descriptive investigations
      - 112.11.b.2.C: collect data and make observations using simple tools
      - 112.11.b.2.D: record and organize data and observations using pictures, numbers, and words



- 112.11.b.2.E: communicate observations about simple descriptive investigations
  - 112.11.b.7: Earth and space. The student knows that the natural world includes earth materials. The student is expected to:
    - 112.11.b.7.C: give examples of ways rocks, soil, and water are useful
  - 112.11.b.9: Organisms and environments. The student knows that plants and animals have basic needs and depend on the living and nonliving things around them for survival. The student is expected to:
    - 112.11.b.9.A: differentiate between living and nonliving things based upon whether they have basic needs and produce offspring
    - 112.11.b.9.B: examine evidence that living organisms have basic needs such as food, water, and shelter for animals and air, water, nutrients, sunlight, and space for plants
  - 112.11.b.10: Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:
    - 112.11.b.10.D: observe changes that are part of a simple life cycle of a plant: seed, seedling, plant, flower, and fruit
- 1<sup>st</sup> Grade:
  - 112.12.b.2: Scientific investigation and reasoning. The student develops abilities to ask questions and seek answers in classroom and outdoor investigations. The student is expected to:
    - 112.12.b.2.A: ask questions about organisms, objects, and events observed in the natural world
    - 112.12.b.2.B: plan and conduct simple descriptive investigations
    - 112.12.b.2.C: collect data and make observations using simple tools
    - 112.12.b.2.D: record and organize data using pictures, numbers, and words
    - 112.12.b.2.E: communicate observations and provide reasons for explanations using student-generated data from simple descriptive investigations
  - 112.12.b.9: Organisms and environments. The student knows that the living environment is composed of relationships between organisms and the life cycles that occur. The student is expected to:
    - 112.12.b.9.A: sort and classify living and nonliving things based upon whether they have basic needs and produce offspring



- 112.12.b.9.B: analyze and record examples of interdependence found in various situations such as terrariums and aquariums or pet and caregiver
- 2<sup>nd</sup> Grade:
  - 112.13.b.2: Scientific investigation and reasoning. The student develops abilities necessary to do scientific inquiry in classroom and outdoor investigations. The student is expected to:
    - 112.13.b.2.A: ask questions about organisms, objects, and events during observations and investigations
    - 112.13.b.2.B: plan and conduct descriptive investigations
    - 112.13.b.2.C: collect data from observations using scientific tools
    - 112.13.b.2.D: record and organize data using pictures, numbers, and words
    - 112.13.b.2.E: communicate observations and justify explanations using student-generated data from simple descriptive investigations
    - 112.13.b.2.F: compare results of investigations with what students and scientists know about the world
  - 112.13.b.9: Organisms and environments. The student knows that living organisms have basic needs that must be met for them to survive within their environment. The student is expected to:
    - 112.13.b.9.A: identify the basic needs of plants and animals
    - 112.13.b.9.B: identify factors in the environment, including temperature and precipitation, that affect growth and behavior such as migration, hibernation, and dormancy of living things
- Social Studies
  - Kindergarten:
    - 113.11.b.14: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
      - 113.11.b.14.C: sequence and categorize information
    - 113.11.b.15: Social studies skills. The student communicates in oral and visual forms. The student is expected to:
      - 113.11.b.15.A: express ideas orally based on knowledge and experiences
      - 113.11.b.15.B: create and interpret visuals, including pictures and maps
  - 1<sup>st</sup> Grade:



- 113.12.b.17: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
  - 113.12.b.17.C: sequence and categorize information
- 113.12.b.18: Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:
  - 113.12.b.18.A: express ideas orally based on knowledge and experiences
  - 113.12.b.18.B: create and interpret visual and written material
- 2<sup>nd</sup> Grade:
  - 113.13.b.18: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
    - 113.13.b.18.D: sequence and categorize information
  - 113.13.b.19: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
    - 113.13.b.19.A: express ideas orally based on knowledge and experiences
    - 113.13. b.19.B: create written and visual material such as stories, poems, maps, and graphic organizers to express ideas

## **HOW DOES YOUR GARDEN GROW?**

- English Language Arts
  - Kindergarten:
    - 110.2.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
      - 110.2.b.1.C: share information and ideas by speaking audibly and clearly using the conventions of language
      - 110.2.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including taking turns
    - 110.2.b.5: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
      - 110.2.b.5.G: evaluate details to determine what is most important with adult assistance
  - 1<sup>st</sup> Grade:



- 110.3.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
  - 110.3.b.1.C: share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
  - 110.3.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions
- 110.3.b.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
  - 110.3.b.6.G: evaluate details to determine what is most important with adult assistance
- 2<sup>nd</sup> Grade:
  - 110.4.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
    - 110.4.b.1.C: share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
    - 110.4.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others
  - 110.4.b.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
    - 110.4.b.6.G: evaluate details read to determine key ideas
- Math
  - Kindergarten:
    - 111.2.b.2: Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:



- 111.2.b.2.A: count forward and backward to at least 20 with and without objects;
    - 111.2.b.2.B: read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures;
    - 111.2.b.2.C: count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order;
  - 111.2.b.3: Number and operations. The student applies mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems. The student is expected to:
    - 111.2.b.3.A: model the action of joining to represent addition and the action of separating to represent subtraction;
- 1<sup>st</sup> Grade:
- 111.3.b.2: Number and operations. The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:
    - 111.3.b.2.C: use objects, pictures, and expanded and standard forms to represent numbers up to 120;
  - 111.3.b.3: Number and operations. The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems. The student is expected to:
    - 111.3.b.3.B: use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within 20 and unknowns as any one of the terms in the problem such as  $2 + 4 = [ ]$ ;  $3 + [ ] = 7$ ; and  $5 = [ ] - 3$ ;
    - 111.3.b.3.D: apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10;
- 2<sup>nd</sup> Grade:
- 111.4.b.4: Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve addition and subtraction problems with efficiency and accuracy. The student is expected to:
    - 111.4.b.4.A: recall basic facts to add and subtract within 20 with automaticity;



- 111.4.b.4.C: solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms; and
- Science
  - Kindergarten:
    - 112.11.b.7: Earth and space. The student knows that the natural world includes earth materials. The student is expected to:
      - 112.11.b.7.C: give examples of ways rocks, soil, and water are useful.
    - 112.11.b.9: Organisms and environments. The student knows that plants and animals have basic needs and depend on the living and nonliving things around them for survival. The student is expected to:
      - 112.11.b.9.B: examine evidence that living organisms have basic needs such as food, water, and shelter for animals and air, water, nutrients, sunlight, and space for plants.
    - 112.11.b.10: Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:
      - 112.11.b.10.B: identify basic parts of plants and animals;
      - 112.11.b.10.D: observe changes that are part of a simple life cycle of a plant: seed, seedling, plant, flower, and fruit.
  - 1<sup>st</sup> Grade:
    - 112.12.b.7: Earth and space. The student knows that the natural world includes rocks, soil, and water that can be observed in cycles, patterns, and systems. The student is expected to:
      - 112.12.b.7.C: identify how rocks, soil, and water are used to make products.
    - 112.12.b.10: Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:
      - 112.12.b.10.B: identify and compare the parts of plants;
  - 2<sup>nd</sup> Grade:
    - 112.13.b.9: Organisms and environments. The student knows that living organisms have basic needs that must be met for them to survive within their environment. The student is expected to:
      - 112.13.b.9.A: identify the basic needs of plants and animals;
- Social Studies
  - Kindergarten:





- 113.11.b.14: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
  - 113.11.b.14.C: sequence and categorize information
- 113.11.b.15: Social studies skills. The student communicates in oral and visual forms. The student is expected to:
  - 113.11.b.15.A: express ideas orally based on knowledge and experiences
- 1<sup>st</sup> Grade:
  - 113.12.b.17: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
    - 113.12.b.17.C: sequence and categorize information
  - 113.12.b.18: Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:
    - 113.12.b.18.A: express ideas orally based on knowledge and experiences
- 2<sup>nd</sup> Grade:
  - 113.13.b.18: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
    - 113.13.b.18.D: sequence and categorize information
  - 113.13.b.19: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
    - 113.13.b.19.A: express ideas orally based on knowledge and experiences

## **INSIDE THE EGG, HATCHING CHICKS**

- English Language Arts
  - Kindergarten:
    - 110.2.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
      - 110.2.b.1.C: share information and ideas by speaking audibly and clearly using the conventions of language
  - 1<sup>st</sup> Grade:
    - 110.3.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student



develops oral language through listening, speaking, and discussion. The student is expected to:

- 110.3.b.1.C: share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language

○ 2<sup>nd</sup> Grade:

- 110.4.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
  - 110.4.b.1.C: share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language

• Science

○ Kindergarten:

- 112.11.b.9: Organisms and environments. The student knows that plants and animals have basic needs and depend on the living and nonliving things around them for survival. The student is expected to:
  - 112.11.b.9.A: differentiate between living and nonliving things based upon whether they have basic needs and produce offspring; and
- 112.11.b.10: Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:
  - 112.11.b.10.B: identify basic parts of plants and animals;

○ 1<sup>st</sup> Grade:

- 112.12.b.9: Organisms and environments. The student knows that the living environment is composed of relationships between organisms and the life cycles that occur. The student is expected to:
  - 112.12.b.9.A: sort and classify living and nonliving things based upon whether they have basic needs and produce offspring;
  - 112.12.b.9.B: analyze and record examples of interdependence found in various situations such as terrariums and aquariums or pet and caregiver; and
- 112.12.b.10: Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:
  - 112.12.b.10.D: observe and record life cycles of animals such as a chicken, frog, or fish.

○ 2<sup>nd</sup> Grade:



- 112.13.b.9: Organisms and environments. The student knows that living organisms have basic needs that must be met for them to survive within their environment. The student is expected to:
  - 112.13.b.9.A: identify the basic needs of plants and animals;
- 112.13.b.10: Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:
  - 112.13.b.10.A: observe, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs;
- Social Studies
  - Kindergarten:
    - 113.11.b.14: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
      - 113.11.b.14.C: sequence and categorize information
    - 113.11.b.15: Social studies skills. The student communicates in oral and visual forms. The student is expected to:
      - 113.11.b.15.A: express ideas orally based on knowledge and experiences
      - 113.11.b.15.B: create and interpret visuals, including pictures and maps
  - 1<sup>st</sup> Grade:
    - 113.12.b.17: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
      - 113.12.b.17.C: sequence and categorize information
    - 113.12.b.18: Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:
      - 113.12.b.18.A: express ideas orally based on knowledge and experiences
      - 113.12.b.18.B: create and interpret visual and written material
  - 2<sup>nd</sup> Grade:
    - 113.13.b.18: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
      - 113.13.b.18.D: sequence and categorize information
    - 113.13.b.19: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:



- 113.13.b.19.A: express ideas orally based on knowledge and experiences
- 113.13. b.19.B: create written and visual material such as stories, poems, maps, and graphic organizers to express ideas

## **JOHN DEERE, THAT'S WHO!**

- English Language Arts
  - Kindergarten:
    - 110.2.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
      - 110.2.b.1.C: share information and ideas by speaking audibly and clearly using the conventions of language
    - 110.2.b.5: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
      - 110.2.b.5.G: evaluate details to determine what is most important with adult assistance
      - 110.2.b.5.H: synthesize information to create new understanding with adult assistance
    - 110.2.b.6: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
      - 110.2.b.6.E: interact with sources in meaningful ways such as illustrating or writing
    - 110.2.b.7: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
      - 110.2.b.7.B: identify and describe the main character(s)
  - 1<sup>st</sup> Grade:
    - 110.3.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:



- 110.3.b.1.C: share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
  - 110.3.b.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
    - 110.3.b.6.G: evaluate details to determine what is most important with adult assistance
    - 110.3.b.6.H: synthesize information to create new understanding with adult assistance
  - 110.3.b.7: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
    - 110.3.b.7.E: interact with sources in meaningful ways such as illustrating or writing
  - 110.3.b.8: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
    - 110.3.b.8.B: describe the main character(s) and the reason(s) for their actions
- 2<sup>nd</sup> Grade:
  - 110.4.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
    - 110.4.b.1.C: share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
  - 110.4.b.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
    - 110.4.b.6.G: evaluate details read to determine key ideas
    - 110.4.b.6.H: synthesize information to create new understanding
  - 110.4.b.7: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly



challenging variety of sources that are read, heard, or viewed. The student is expected to:

- 110.4.b.7.E: interact with sources in meaningful ways such as illustrating or writing
- 110.4.b.8: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
  - 110.4.b.8.B: describe the main character's (characters') internal and external traits

- Social Studies

- Kindergarten:

- 113.11.b.2: History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:
      - 113.11.b.2.B: identify contributions of patriots and good citizens who have shaped the community
    - 113.11.b.6: Economics. The student understands that basic human needs and wants are met in many ways. The student is expected to:
      - 113.11.b.6.C: explain how basic human needs can be met such as through self-producing, purchasing, and trading
    - 113.11.b.15: Social studies skills. The student communicates in oral and visual forms. The student is expected to:
      - 113.11.b.15.A: express ideas orally based on knowledge and experiences

- 1<sup>st</sup> Grade:

- 113.12.b.2: History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. The student is expected to:
      - 113.12.b.2.B: identify historical figures such as Alexander Graham Bell, Thomas Edison, Garrett Morgan, and Richard Allen, and other individuals who have exhibited individualism and inventiveness; and
    - 113.12.b.8: Economics. The student understands the concepts of goods and services. The student is expected to:
      - 113.12.b.8.B: identify ways people exchange goods and services; and
    - 113.12.b.10: Economics. The student understands the value of work. The student is expected to:



- 113.12.b.10.B: describe how specialized jobs contribute to the production of goods and services.
  - 113.12.b.18: Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:
    - 113.12.b.18.A: express ideas orally based on knowledge and experiences; and
- 2<sup>nd</sup> Grade:
  - 113.13.b.10: Economics. The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:
    - 113.13.b.10.A: distinguish between producing and consuming;
    - 113.13.b.10.B: identify ways in which people are both producers and consumers; and
  - 113.13.b.19: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
    - 113.13.b.19.A: express ideas orally based on knowledge and experiences; and

## **LET'S GO SHOPPING**

- English Language Arts
  - Kindergarten:
    - 110.2.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
      - 110.2.b.1.C: share information and ideas by speaking audibly and clearly using the conventions of language
      - 110.2.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including taking turns
    - 110.2.b.5: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
      - 110.2.b.5.H: synthesize information to create new understanding with adult assistance
  - 1<sup>st</sup> Grade:
    - 110.3.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:



- 110.3.b.1.C: share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
    - 110.3.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions
  - 110.3.b.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
    - 110.3.b.6.H: synthesize information to create new understanding with adult assistance
- 2<sup>nd</sup> Grade:
  - 110.4.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student dev
    - 110.4.b.1.C: share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
    - 110.4.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others
  - 110.4.b.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
    - 110.4.b.6.H: synthesize information to create new understanding
- Math
  - Kindergarten:
    - 111.2.b.3: Number and operations. The student applies mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems. The student is expected to:
      - 111.2.b.3.A: model the action of joining to represent addition and the action of separating to represent subtraction
    - 111.2.b.9: Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:





- 111.2.b.9.D: distinguish between wants and needs and identify income as a source to meet one's wants and needs
- 1<sup>st</sup> Grade:
  - 111.3.b.3: Number and operations. The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems. The student is expected to:
    - 111.3.b.3.D: apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10
  - 111.3.b.4: Number and operations. The student applies mathematical process standards to identify coins, their values, and the relationships among them in order to recognize the need for monetary transactions. The student is expected to:
    - 111.3.b.4.C: use relationships to count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes
  - 111.3.b.9: Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:
    - 111.3.b.9.A: define money earned as income
    - 111.3.b.9.B: identify income as a means of obtaining goods and services, oftentimes making choices between wants and needs
- 2<sup>nd</sup> Grade:
  - 111.4.b.4: Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve addition and subtraction problems with efficiency and accuracy. The student is expected to:
    - 111.4.b.4.A: recall basic facts to add and subtract within 20 with automaticity
  - 111.4.b.5: Number and operations. The student applies mathematical process standards to determine the value of coins in order to solve monetary transactions. The student is expected to:
    - 111.4.b.5.A: determine the value of a collection of coins up to one dollar
    - 111.4.b.5.B: use the cent symbol, dollar sign, and the decimal point to name the value of a collection of coins
  - 111.4.b.11: Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:



- 111.4.b.11.F: differentiate between producers and consumers and calculate the cost to produce a simple item
- Social Studies
  - Kindergarten:
    - 113.11.b.6: Economics. The student understands that basic human needs and wants are met in many ways. The student is expected to:
      - 113.11.b.6.B: explain the difference between needs and wants
      - 113.11.b.6.C: explain how basic human needs can be met such as through self-producing, purchasing, and trading.
    - 113.11.b.7: Economics. The student understands the value of jobs. The student is expected to:
      - 113.11.b.7.B: explain why people have jobs
    - 113.11.b.15: Social studies skills. The student communicates in oral and visual forms. The student is expected to:
      - 113.11.b.15.A: express ideas orally based on knowledge and experiences
      - 113.11.b.15.B: create and interpret visuals, including pictures and maps
  - 1<sup>st</sup> Grade:
    - 113.12.b.8: Economics. The student understands the concepts of goods and services. The student is expected to:
      - 113.12.b.8.A: identify examples of goods and services in the home, school, and community
      - 113.12.b.8.B: identify ways people exchange goods and services
    - 113.12.b.9: Economics. The student understands the condition of not being able to have all the goods and services one wants. The student is expected to:
      - 113.12.b.9.C: identify examples of choices families make when buying goods and services
    - 113.12.b.10: Economics. The student understands the value of work. The student is expected to:
      - 113.12.b.10.B: describe how specialized jobs contribute to the production of goods and services
    - 113.12.b.18: Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:
      - 113.12.b.18.A: express ideas orally based on knowledge and experiences
      - 113.12.b.18.B: create and interpret visual and written material
  - 2<sup>nd</sup> Grade:



- 113.13.b.9: Economics. The student understands the value of work. The student is expected to:
  - 113.13.b.9.A: explain how work provides income to purchase goods and services
- 113.13.b.10: Economics. The student understands the roles of producers and consumers in the production of goods and services. The student is expected to:
  - 113.13.b.10.A: distinguish between producing and consuming
  - 113.13.b.10.B: identify ways in which people are both producers and consumers
  - 113.13.b.10.C: examine the development of a product from a natural resource to a finished product
- 113.13.b.19: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
  - 113.13.b.19.A: express ideas orally based on knowledge and experiences
  - 113.13.b.19.B: create written and visual material such as stories, poems, maps, and graphic organizers to express ideas

## **MILK OR MEAT? BEEF OR DAIRY?**

- English Language Arts
  - Kindergarten:
    - 110.2.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
      - 110.2.b.1.C: share information and ideas by speaking audibly and clearly using the conventions of language
      - 110.2.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including taking turns
    - 110.2.b.5: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
      - 110.2.b.5.G: evaluate details to determine what is most important with adult assistance
  - 1<sup>st</sup> Grade:
    - 110.3.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student



develops oral language through listening, speaking, and discussion. The student is expected to:

- 110.3.b.1.C: share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
- 110.3.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions
- 110.3.b.2: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
  - 110.3.b.2.F: develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words
- 110.3.b.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
  - 110.3.b.6.G: evaluate details to determine what is most important with adult assistance

○ 2<sup>nd</sup> Grade:

- 110.4.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
  - 110.4.b.1.C: share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
  - 110.4.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others
- 110.4.b.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
  - 110.4.b.6.G: evaluate details read to determine key ideas

• Math

○ Kindergarten:



- 111.2.b.1: Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:
  - 111.2.b.1.C: select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems
- 111.2.b.3: Number and operations. The student applies mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems. The student is expected to:
  - 111.2.b.3.A: model the action of joining to represent addition and the action of separating to represent subtraction
  - 111.2.b.3.B: solve word problems using objects and drawings to find sums up to 10 and differences within 10
  - 111.2.b.3.C: explain the strategies used to solve problems involving adding and subtracting within 10 using spoken words, concrete and pictorial models, and number sentences
- 111.2.b.8: Data analysis. The student applies mathematical process standards to collect and organize data to make it useful for interpreting information. The student is expected to:
  - 111.2.b.8.A: collect, sort, and organize data into two or three categories
  - 111.2.b.8.B: use data to create real-object and picture graphs
  - 111.2.b.8.C: draw conclusions from real-object and picture graphs
- 1<sup>st</sup> Grade:
  - 111.3.b.1: Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:
    - 111.3.b.1.C: select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems
  - 111.3.b.3: Number and operations. The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems. The student is expected to:
    - 111.3.b.3.B: use objects and pictorial models to solve word problems involving joining, separating, and comparing sets within



20 and unknowns as any one of the terms in the problem such as  $2 + 4 = [ ]$ ;  $3 + [ ] = 7$ ; and  $5 = [ ] - 3$

- 111.3.b.3.D: apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10
- 111.3.b.3.E: explain strategies used to solve addition and subtraction problems up to 20 using spoken words, objects, pictorial models, and number sentences
- 111.3.b.3.F: generate and solve problem situations when given a number sentence involving addition or subtraction of numbers within 20
- 111.3.b.8: Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. The student is expected to:
  - 111.3.b.8.A: collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts
  - 111.3.b.8.B: use data to create picture and bar-type graphs
  - 111.3.b.8.C: draw conclusions and generate and answer questions using information from picture and bar-type graphs
- 2<sup>nd</sup> Grade:
  - 111.4.b.1: Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:
    - 111.4.b.1.C: select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems
  - 111.4.b.4: Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve addition and subtraction problems with efficiency and accuracy. The student is expected to:
    - 111.4.b.4.A: recall basic facts to add and subtract within 20 with automaticity
    - 111.4.b.4.C: solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms
    - 111.4.b.4.D: generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 1,000



- 111.4.b.10: Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. The student is expected to:
  - 111.4.b.10.A: explain that the length of a bar in a bar graph or the number of pictures in a pictograph represents the number of data points for a given category
  - 111.4.b.10.B: organize a collection of data with up to four categories using pictographs and bar graphs with intervals of one or more
  - 111.4.b.10.C: write and solve one-step word problems involving addition or subtraction using data represented within pictographs and bar graphs with intervals of one
  - 111.4.b.10.D: draw conclusions and make predictions from information in a graph
- Social Studies
  - Kindergarten:
    - 113.11.b.14: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
      - 113.11.b.14.C: sequence and categorize information
    - 113.11.b.15: Social studies skills. The student communicates in oral and visual forms. The student is expected to:
      - 113.11.b.15.A: express ideas orally based on knowledge and experiences
      - 113.11.b.15.B: create and interpret visuals, including pictures and maps
  - 1<sup>st</sup> Grade:
    - 113.12.b.17: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
      - 113.12.b.17.C: sequence and categorize information
    - 113.12.b.18: Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:
      - 113.12.b.18.A: express ideas orally based on knowledge and experiences
      - 113.12.b.18.B: create and interpret visual and written material
  - 2<sup>nd</sup> Grade:
    - 113.13.b.18: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:



- 113.13.b.18.D: sequence and categorize information
- 113.13.b.19: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
  - 113.13.b.19.A: express ideas orally based on knowledge and experiences
  - 113.13. b.19.B: create written and visual material such as stories, poems, maps, and graphic organizers to express ideas

## **MY FARM WEB**

- English Language Arts
  - Kindergarten:
    - 110.2.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
      - 110.2.b.1.C: share information and ideas by speaking audibly and clearly using the conventions of language
      - 110.2.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including taking turns
    - 110.2.b.5: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
      - 110.2.b.5.G: evaluate details to determine what is most important with adult assistance
    - 110.2.b.6: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
      - 110.2.b.6.F: respond using newly acquired vocabulary as appropriate
  - 1<sup>st</sup> Grade:
    - 110.3.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
      - 110.3.b.1.C: share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language





- 110.3.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions
  - 110.3.b.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
    - 110.3.b.6.G: evaluate details to determine what is most important with adult assistance
  - 110.3.b.7: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
    - 110.3.b.7.F: respond using newly acquired vocabulary as appropriate
- 2<sup>nd</sup> Grade:
  - 110.4.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
    - 110.4.b.1.C: share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
    - 110.4.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others
  - 110.4.b.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
    - 110.4.b.6.G: evaluate details read to determine key ideas
  - 110.4.b.7: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
    - 110.4.b.7.F: respond using newly acquired vocabulary as appropriate
- Social Studies
  - Kindergarten:



- 113.11.b.14: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
  - 113.11.b.14.C: sequence and categorize information
- 113.11.b.15: Social studies skills. The student communicates in oral and visual forms. The student is expected to:
  - 113.11.b.15.A: express ideas orally based on knowledge and experiences
  - 113.11.b.15.B: create and interpret visuals, including pictures and maps
- 1<sup>st</sup> Grade:
  - 113.12.b.17: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
    - 113.12.b.17.C: sequence and categorize information
  - 113.12.b.18: Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:
    - 113.12.b.18.A: express ideas orally based on knowledge and experiences
    - 113.12.b.18.B: create and interpret visual and written material
- 2<sup>nd</sup> Grade:
  - 113.13.b.18: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
    - 113.13.b.18.D: sequence and categorize information
  - 113.13.b.19: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
    - 113.13.b.19.A: express ideas orally based on knowledge and experiences
    - 113.13.b.19.B: create written and visual material such as stories, poems, maps, and graphic organizers to express ideas

## **PANCAKES!**

- English Language Arts
  - Kindergarten:
    - 110.2.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student



develops oral language through listening, speaking, and discussion. The student is expected to:

- 110.2.b.1.C: share information and ideas by speaking audibly and clearly using the conventions of language
- 110.2.b.5: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
  - 110.2.b.5.G: evaluate details to determine what is most important with adult assistance
- 110.2.b.7: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
  - 110.2.b.7.A: discuss topics and determine the basic theme using text evidence with adult assistance
- 110.2.b.8: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
  - 110.2.b.8.D: recognize characteristics and structures of informational text, including:
    - 110.2.b.8.D.iii: recognize characteristics and structures of informational text, including: the steps in a sequence with adult assistance
- 1<sup>st</sup> Grade:
  - 110.3.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
    - 110.3.b.1.C: share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
  - 110.3.b.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:



- 110.3.b.6.G: evaluate details to determine what is most important with adult assistance
    - 110.3.b.8: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
      - 110.3.b.8.A: discuss topics and determine theme using text evidence with adult assistance
  - 2<sup>nd</sup> Grade:
    - 110.4.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
      - 110.4.b.1.C: share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
    - 110.4.b.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
      - 110.4.b.6.G: evaluate details read to determine key ideas
    - 110.4.b.8: Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
      - 110.4.b.8.A: discuss topics and determine theme using text evidence with adult assistance
- Science
  - 2<sup>nd</sup> Grade:
    - 112.13.b.5: Matter and energy. The student knows that matter has physical properties and those properties determine how it is described, classified, changed, and used. The student is expected to:
      - 112.13.b.5.C: demonstrate that things can be done to materials such as cutting, folding, sanding, and melting to change their physical properties



- 112.13.b.10: Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:
  - 112.13.b.10.B: observe, record, and compare how the physical characteristics of plants help them meet their basic needs such as stems carry water throughout the plant
- Social Studies
  - Kindergarten:
    - 113.11.b.14: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
      - 113.11.b.14.C: sequence and categorize information
    - 113.11.b.15: Social studies skills. The student communicates in oral and visual forms. The student is expected to:
      - 113.11.b.15.A: express ideas orally based on knowledge and experiences
  - 1<sup>st</sup> Grade:
    - 113.12.b.17: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
      - 113.12.b.17.C: sequence and categorize information
    - 113.12.b.18: Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:
      - 113.12.b.18.A: express ideas orally based on knowledge and experiences
  - 2<sup>nd</sup> Grade:
    - 113.13.b.18: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
      - 113.13.b.18.D: sequence and categorize information
    - 113.13.b.19: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
      - 113.13.b.19.A: express ideas orally based on knowledge and experiences

## **PUMPKINS...NOT JUST FOR HALLOWEEN**

- English Language Arts
  - Kindergarten:
    - 110.2.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student



develops oral language through listening, speaking, and discussion. The student is expected to:

- 110.2.b.1.C: share information and ideas by speaking audibly and clearly using the conventions of language
- 110.2.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including taking turns
- 110.2.b.5: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
  - 110.2.b.5.G: evaluate details to determine what is most important with adult assistance
- 110.2.b.6: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
  - 110.2.b.6.E: interact with sources in meaningful ways such as illustrating or writing

○ 1<sup>st</sup> Grade:

- 110.3.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
  - 110.3.b.1.C: share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
  - 110.3.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions
- 110.3.b.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
  - 110.3.b.6.G: evaluate details to determine what is most important with adult assistance
- 110.3.b.7: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:



- 110.3.b.7.E: interact with sources in meaningful ways such as illustrating or writing
- 2<sup>nd</sup> Grade:
  - 110.4.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
    - 110.4.b.1.C: share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
    - 110.4.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others
  - 110.4.b.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
    - 110.4.b.6.G: evaluate details read to determine key ideas
  - 110.4.b.7: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
    - 110.4.b.7.E: interact with sources in meaningful ways such as illustrating or writing
- Math
  - Kindergarten:
    - 111.2.b.1: Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:
      - 111.2.b.1.A: apply mathematics to problems arising in everyday life, society, and the workplace;
      - 111.2.b.1.C: select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;
    - 111.2.b.2: Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:



- 111.2.b.2.A: count forward and backward to at least 20 with and without objects;
    - 111.2.b.2.B: read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures;
    - 111.2.b.2.C: count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order;
  - 111.2.b.3: Number and operations. The student applies mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems. The student is expected to:
    - 111.2.b.3.A: model the action of joining to represent addition and the action of separating to represent subtraction;
  - 111.2.b.7: Geometry and measurement. The student applies mathematical process standards to directly compare measurable attributes. The student is expected to:
    - 111.2.b.7.A: give an example of a measurable attribute of a given object, including length, capacity, and weight; and
    - 111.2.b.7.B: compare two objects with a common measurable attribute to see which object has more of/less of the attribute and describe the difference.
- 1<sup>st</sup> Grade:
- 111.3.b.1: Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:
    - 111.3.b.1.A: apply mathematics to problems arising in everyday life, society, and the workplace;
    - 111.3.b.1.C: select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;
  - 111.3.b.2: Number and operations. The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:
    - 111.3.b.2.B: use concrete and pictorial models to compose and decompose numbers up to 120 in more than one way as so many hundreds, so many tens, and so many ones;
    - 111.3.b.2.C: use objects, pictures, and expanded and standard forms to represent numbers up to 120;





- 111.3.b.3: Number and operations. The student applies mathematical process standards to develop and use strategies for whole number addition and subtraction computations in order to solve problems. The student is expected to:
    - 111.3.b.3.A: use concrete and pictorial models to determine the sum of a multiple of 10 and a one-digit number in problems up to 99;
    - 111.3.b.3.D: apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10;
  - 111.3.b.7: Geometry and measurement. The student applies mathematical process standards to select and use units to describe length and time. The student is expected to:
    - 111.3.b.7.A: use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement;
    - 111.3.b.7.D: describe a length to the nearest whole unit using a number and a unit; and
  - 111.3.b.8: Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. The student is expected to:
    - 111.3.b.8.A: collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts;
- 2<sup>nd</sup> Grade:
- 111.4.b.1: Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:
    - 111.4.b.1.A: apply mathematics to problems arising in everyday life, society, and the workplace;
    - 111.4.b.1.C: select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;
  - 111.4.b.2: Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:
    - 111.4.b.2.B: use standard, word, and expanded forms to represent numbers up to 1,200;



- 111.4.b.4: Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve addition and subtraction problems with efficiency and accuracy. The student is expected to:
  - 111.4.b.4.A: recall basic facts to add and subtract within 20 with automaticity;
  - 111.4.b.4.C: solve one-step and multi-step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value, including algorithms; and
- 111.4.b.9: Geometry and measurement. The student applies mathematical process standards to select and use units to describe length, area, and time. The student is expected to:
  - 111.4.b.9.D: determine the length of an object to the nearest marked unit using rulers, yardsticks, meter sticks, or measuring tapes;
- Science
  - Kindergarten:
    - 112.11.b.3: Scientific investigation and reasoning. The student knows that information and critical thinking are used in scientific problem solving. The student is expected to:
      - 112.11.b.3.B: make predictions based on observable patterns in nature; and
    - 112.11.b.5: Matter and energy. The student knows that objects have properties and patterns. The student is expected to:
      - 112.11.b.5.A: observe and record properties of objects, including bigger or smaller, heavier or lighter, shape, color, and texture; and
    - 112.11.b.10: Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:
      - 112.11.b.10.D: observe changes that are part of a simple life cycle of a plant: seed, seedling, plant, flower, and fruit.
  - 1<sup>st</sup> Grade:
    - 112.12.b.3: Scientific investigation and reasoning. The student knows that information and critical thinking are used in scientific problem solving. The student is expected to:
      - 112.12.b.3.B: make predictions based on observable patterns; and
  - 2<sup>nd</sup> Grade:
    - 112.13.b.3: Scientific investigation and reasoning. The student knows that information and critical thinking, scientific problem solving, and the



contributions of scientists are used in making decisions. The student is expected to:

- 112.13.b.3.B: make predictions based on observable patterns; and
  - 112.13.b.9: Organisms and environments. The student knows that living organisms have basic needs that must be met for them to survive within their environment. The student is expected to:
    - 112.13.b.9.A: identify the basic needs of plants and animals;
- Social Studies
  - Kindergarten:
    - 113.11.b.14: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
      - 113.11.b.14.C: sequence and categorize information
    - 113.11.b.15: Social studies skills. The student communicates in oral and visual forms. The student is expected to:
      - 113.11.b.15.A: express ideas orally based on knowledge and experiences
  - 1<sup>st</sup> Grade:
    - 113.12.b.17: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
      - 113.12.b.17.C: sequence and categorize information
    - 113.12.b.18: Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:
      - 113.12.b.18.A: express ideas orally based on knowledge and experiences
  - 2<sup>nd</sup> Grade:
    - 113.13.b.18: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
      - 113.13.b.18.D: sequence and categorize information
    - 113.13.b.19: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
      - 113.13.b.19.A: express ideas orally based on knowledge and experiences

## **SOURCE SEARCH**

- English Language Arts
  - Kindergarten:



- 110.2.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
  - 110.2.b.1.C: share information and ideas by speaking audibly and clearly using the conventions of language
  - 110.2.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including taking turns
- 1<sup>st</sup> Grade:
  - 110.3.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
    - 110.3.b.1.C: share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
    - 110.3.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions
- 2<sup>nd</sup> Grade:
  - 110.4.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
    - 110.4.b.1.C: share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
    - 110.4.b.1.D: work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others
- Science
  - 2<sup>nd</sup> Grade:
    - 112.13.b.9: Organisms and environments. The student knows that living organisms have basic needs that must be met for them to survive within their environment. The student is expected to:
      - 112.13.b.9.A: identify the basic needs of plants and animals
- Social Studies
  - Kindergarten:



- 113.11.b.14: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
  - 113.11.b.14.C: sequence and categorize information
- 113.11.b.15: Social studies skills. The student communicates in oral and visual forms. The student is expected to:
  - 113.11.b.15.A: express ideas orally based on knowledge and experiences
- 1<sup>st</sup> Grade:
  - 113.12.b.17: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
    - 113.12.b.17.C: sequence and categorize information
  - 113.12.b.18: Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:
    - 113.12.b.18.A: express ideas orally based on knowledge and experiences
- 2<sup>nd</sup> Grade:
  - 113.13.b.18: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
    - 113.13.b.18.D: sequence and categorize information
  - 113.13.b.19: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
    - 113.13.b.19.A: express ideas orally based on knowledge and experiences

## **THE AMAZING HONEYBEE**

- English Language Arts
  - Kindergarten:
    - 110.2.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
      - 110.2.b.1.C: share information and ideas by speaking audibly and clearly using the conventions of language;
    - 110.2.b.2: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through



phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:

- 110.2.b.2.E: develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.
- 110.2.b.5: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
  - 110.2.b.5.G: evaluate details to determine what is most important with adult assistance;
  - 110.2.b.5.H: synthesize information to create new understanding with adult assistance; and
- 110.2.b.6: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
  - 110.2.b.6.E: interact with sources in meaningful ways such as illustrating or writing; and
  - 110.2.b.6.F: respond using newly acquired vocabulary as appropriate.

○ 1<sup>st</sup> Grade:

- 110.3.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
  - 110.3.b.1.C: share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;
- 110.3.b.2: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
  - 110.3.b.2.F: develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.
- 110.3.b.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:



- 110.3.b.6.G: evaluate details to determine what is most important with adult assistance;
    - 110.3.b.6.H: synthesize information to create new understanding with adult assistance; and
  - 110.3.b.7: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
    - 110.3.b.7.E: interact with sources in meaningful ways such as illustrating or writing; and
    - 110.3.b.7.F: respond using newly acquired vocabulary as appropriate.
- 2<sup>nd</sup> Grade:
  - 110.4.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
    - 110.4.b.1.C: share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language;
  - 110.4.b.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
    - 110.4.b.6.G: evaluate details read to determine key ideas;
    - 110.4.b.6.H: synthesize information to create new understanding; and
  - 110.4.b.7: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
    - 110.4.b.7.E: interact with sources in meaningful ways such as illustrating or writing; and
    - 110.4.b.7.F: respond using newly acquired vocabulary as appropriate.
- Science
  - 2<sup>nd</sup> Grade:
    - 112.13.b.10: Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:



- 112.13.b.10.A: observe, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs;
- Social Studies
  - Kindergarten:
    - 113.11.b.14: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
      - 113.11.b.14.C: sequence and categorize information
    - 113.11.b.15: Social studies skills. The student communicates in oral and visual forms. The student is expected to:
      - 113.11.b.15.A: express ideas orally based on knowledge and experiences
  - 1<sup>st</sup> Grade:
    - 113.12.b.17: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
      - 113.12.b.17.C: sequence and categorize information
    - 113.12.b.18: Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:
      - 113.12.b.18.A: express ideas orally based on knowledge and experiences
  - 2<sup>nd</sup> Grade:
    - 113.13.b.18: Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
      - 113.13.b.18.D: sequence and categorize information
    - 113.13.b.19: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
      - 113.13.b.19.A: express ideas orally based on knowledge and experiences

## **THE SEED MATCH**

- English Language Arts
  - Kindergarten
    - 110.2.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:





- 110.2.b.1.C: share information and ideas by speaking audibly and clearly using the conventions of language
  - 110.2.b.5: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
    - 110.2.b.5.G: evaluate details to determine what is most important with adult assistance
    - 110.2.b.5.H: synthesize information to create new understanding with adult assistance
- 1<sup>st</sup> Grade:
  - 110.3.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
    - 110.3.b.1.C: share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
  - 110.3.b.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
    - 110.3.b.6.G: evaluate details to determine what is most important with adult assistance
    - 110.3.b.6.H: synthesize information to create new understanding with adult assistance
- 2<sup>nd</sup> Grade:
  - 110.4.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
    - 110.4.b.1.C: share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
  - 110.4.b.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
    - 110.4.b.6.G: evaluate details read to determine key ideas
    - 110.4.b.6.H: synthesize information to create new understanding



- Math
  - Kindergarten:
    - 111.2.b.2: Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:
      - 111.2.b.2.A: count forward and backward to at least 20 with and without objects
      - 111.2.b.2.B: read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures
      - 111.2.b.2.C: count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order
- Science
  - Kindergarten:
    - 112.11.b.3: Scientific investigation and reasoning. The student knows that information and critical thinking are used in scientific problem solving. The student is expected to:
      - 112.11.b.3.B: make predictions based on observable patterns in nature
    - 112.11.b.10: Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:
      - 112.11.b.10.B: identify basic parts of plants and animals
  - 1<sup>st</sup> Grade:
    - 112.12.b.3: Scientific investigation and reasoning. The student knows that information and critical thinking are used in scientific problem solving. The student is expected to:
      - 112.12.b.3.B: make predictions based on observable patterns
    - 112.12.b.10: Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:
      - 112.12.b.10.B: identify and compare the parts of plants
  - 2<sup>nd</sup> Grade:
    - 112.13.b.3: Scientific investigation and reasoning. The student knows that information and critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to:
      - 112.13.b.3.B: make predictions based on observable patterns



- 112.13.b.9: Organisms and environments. The student knows that living organisms have basic needs that must be met for them to survive within their environment. The student is expected to:
  - 112.13.b.9.A: identify the basic needs of plants and animals
- Social Studies
  - Kindergarten:
    - 113.11.b.15: Social studies skills. The student communicates in oral and visual forms. The student is expected to:
      - 113.11.b.15.A: express ideas orally based on knowledge and experiences
  - 1<sup>st</sup> Grade:
    - 113.12.b.18: Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:
      - 113.12.b.18.A: express ideas orally based on knowledge and experiences
  - 2<sup>nd</sup> Grade:
    - 113.13.b.19: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
      - 113.13.b.19.A: express ideas orally based on knowledge and experiences

## **THIS LITTLE PIG**

- English Language Arts
  - Kindergarten:
    - 110.2.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
      - 110.2.b.1.C: share information and ideas by speaking audibly and clearly using the conventions of language
    - 110.2.b.3: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
      - 110.2.b.3.B: use illustrations and texts the student is able to read or hear to learn or clarify word meanings
    - 110.2.b.5: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:



- 110.2.b.5.G: evaluate details to determine what is most important with adult assistance
  - 110.2.b.5.H: synthesize information to create new understanding with adult assistance
- 110.2.b.6: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
  - 110.2.b.6.E: interact with sources in meaningful ways such as illustrating or writing
  - 110.2.b.6.F: respond using newly acquired vocabulary as appropriate
- 1<sup>st</sup> Grade:
  - 110.3.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
    - 110.3.b.1.C: share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
  - 110.3.b.2: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:
    - 110.3.b.2.F: develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words
  - 110.3.b.3: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
    - 110.3.b.3.B: use illustrations and texts the student is able to read or hear to learn or clarify word meanings
  - 110.3.b.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
    - 110.3.b.6.G: evaluate details to determine what is most important with adult assistance



- 110.3.b.6.H: synthesize information to create new understanding with adult assistance
  - 110.3.b.7: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
    - 110.3.b.7.E: interact with sources in meaningful ways such as illustrating or writing
    - 110.3.b.7.F: respond using newly acquired vocabulary as appropriate
- 2<sup>nd</sup> Grade:
  - 110.4.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
    - 110.4.b.1.C: share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
  - 110.4.b.3: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
    - 110.4.b.3.B: use context within and beyond a sentence to determine the meaning of unfamiliar words
  - 110.4.b.6: Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
    - 110.4.b.6.G: evaluate details read to determine key ideas
    - 110.4.b.6.H: synthesize information to create new understanding
  - 110.4.b.7: Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
    - 110.4.b.7.E: interact with sources in meaningful ways such as illustrating or writing
    - 110.4.b.7.F: respond using newly acquired vocabulary as appropriate
- Science
  - Kindergarten:



- 112.11.b.9: Organisms and environments. The student knows that plants and animals have basic needs and depend on the living and nonliving things around them for survival. The student is expected to:
    - 112.11.b.9.B: examine evidence that living organisms have basic needs such as food, water, and shelter for animals and air, water, nutrients, sunlight, and space for plants
  - 1<sup>st</sup> Grade:
    - 112.12.b.9: Organisms and environments. The student knows that the living environment is composed of relationships between organisms and the life cycles that occur. The student is expected to:
      - 112.12.b.9.B: analyze and record examples of interdependence found in various situations such as terrariums and aquariums or pet and caregiver
  - 2<sup>nd</sup> Grade:
    - 112.13.b.9: Organisms and environments. The student knows that living organisms have basic needs that must be met for them to survive within their environment. The student is expected to:
      - 112.13.b.9.A: identify the basic needs of plants and animals
    - 112.13.b.10: Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:
      - 112.13.b.10.A: observe, record, and compare how the physical characteristics and behaviors of animals help them meet their basic needs
- Social Studies
  - Kindergarten:
    - 113.11.b.15: Social studies skills. The student communicates in oral and visual forms. The student is expected to:
      - 113.11.b.15.A: express ideas orally based on knowledge and experiences
  - 1<sup>st</sup> Grade:
    - 113.12.b.18: Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:
      - 113.12.b.18.A: express ideas orally based on knowledge and experiences
  - 2<sup>nd</sup> Grade:
    - 113.13.b.19: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
      - 113.13.b.19.A: express ideas orally based on knowledge and experiences



## **TOMATO TRIVIA**

- English Language Arts
  - Kindergarten
    - 110.2.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
      - 110.2.b.1.C: share information and ideas by speaking audibly and clearly using the conventions of language
    - 110.2.b.3: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
      - 110.2.b.3.C: identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations
  - 1<sup>st</sup> Grade:
    - 110.3.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
      - 110.3.b.1.C: share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
    - 110.3.b.3: Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
      - 110.3.b.3.D: identify and use words that name actions, directions, positions, sequences, categories, and locations
  - 2<sup>nd</sup> Grade:
    - 110.4.b.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
      - 110.4.b.1.C: share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language
- Math
  - Kindergarten:



- 111.2.b.2: Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system. The student is expected to:
  - 111.2.b.2.A: count forward and backward to at least 20 with and without objects
  - 111.2.b.2.B: read, write, and represent whole numbers from 0 to at least 20 with and without objects or pictures
  - 111.2.b.2.C: count a set of objects up to at least 20 and demonstrate that the last number said tells the number of objects in the set regardless of their arrangement or order
  - 111.2.b.2.H: use comparative language to describe two numbers up to 20 presented as written numerals
- 111.2.b.3: Number and operations. The student applies mathematical process standards to develop an understanding of addition and subtraction situations in order to solve problems. The student is expected to:
  - 111.2.b.3.A: model the action of joining to represent addition and the action of separating to represent subtraction
- 111.2.b.7: Geometry and measurement. The student applies mathematical process standards to directly compare measurable attributes. The student is expected to:
  - 111.2.b.7.A: give an example of a measurable attribute of a given object, including length, capacity, and weight
- 111.2.b.8: Data analysis. The student applies mathematical process standards to collect and organize data to make it useful for interpreting information. The student is expected to:
  - 111.2.b.8.A: collect, sort, and organize data into two or three categories
  - 111.2.b.8.B: use data to create real-object and picture graphs
  - 111.2.b.8.C: draw conclusions from real-object and picture graphs
- 1<sup>st</sup> Grade:
  - 111.3.b.2: Number and operations. The student applies mathematical process standards to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:
    - 111.3.b.2.E: use place value to compare whole numbers up to 120 using comparative language
  - 111.3.b.3: Number and operations. The student applies mathematical process standards to develop and use strategies for whole number





addition and subtraction computations in order to solve problems. The student is expected to:

- 111.3.b.3.D: apply basic fact strategies to add and subtract within 20, including making 10 and decomposing a number leading to a 10
  - 111.3.b.7: Geometry and measurement. The student applies mathematical process standards to select and use units to describe length and time. The student is expected to:
    - 111.3.b.7.A: use measuring tools to measure the length of objects to reinforce the continuous nature of linear measurement
  - 111.3.b.8: Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. The student is expected to:
    - 111.3.b.8.A: collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts
    - 111.3.b.8.B: use data to create picture and bar-type graphs
    - 111.3.b.8.C: draw conclusions and generate and answer questions using information from picture and bar-type graphs
- 2<sup>nd</sup> Grade:
- 111.4.b.2: Number and operations. The student applies mathematical process standards to understand how to represent and compare whole numbers, the relative position and magnitude of whole numbers, and relationships within the numeration system related to place value. The student is expected to:
    - 111.4.b.2.D: use place value to compare and order whole numbers up to 1,200 using comparative language, numbers, and symbols ( $>$ ,  $<$ , or  $=$ )
  - 111.4.b.4: Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve addition and subtraction problems with efficiency and accuracy. The student is expected to:
    - 111.4.b.4.A: recall basic facts to add and subtract within 20 with automaticity
  - 111.4.b.9: Geometry and measurement. The student applies mathematical process standards to select and use units to describe length, area, and time. The student is expected to:
    - 111.4.b.9.D: determine the length of an object to the nearest marked unit using rulers, yardsticks, meter sticks, or measuring tapes



- 111.4.b.10: Data analysis. The student applies mathematical process standards to organize data to make it useful for interpreting information and solving problems. The student is expected to:
  - 111.4.b.10.B: organize a collection of data with up to four categories using pictographs and bar graphs with intervals of one or more
  - 111.4.b.10.D: draw conclusions and make predictions from information in a graph
- Science
  - Kindergarten:
    - 112.11.b.3: Scientific investigation and reasoning. The student knows that information and critical thinking are used in scientific problem solving. The student is expected to:
      - 112.11.b.3.B: make predictions based on observable patterns in nature
    - 112.11.b.5: Matter and energy. The student knows that objects have properties and patterns. The student is expected to:
      - 112.11.b.5.A: observe and record properties of objects, including bigger or smaller, heavier or lighter, shape, color, and texture
    - 112.11.b.9: Organisms and environments. The student knows that plants and animals have basic needs and depend on the living and nonliving things around them for survival. The student is expected to:
      - 112.11.b.9.B: examine evidence that living organisms have basic needs such as food, water, and shelter for animals and air, water, nutrients, sunlight, and space for plants
    - 112.11.b.10: Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:
      - 112.11.b.10.B: identify basic parts of plants and animals
      - 112.11.b.10.D: observe changes that are part of a simple life cycle of a plant: seed, seedling, plant, flower, and fruit
  - 1<sup>st</sup> Grade:
    - 112.12.b.3: Scientific investigation and reasoning. The student knows that information and critical thinking are used in scientific problem solving. The student is expected to:
      - 112.12.b.3.B: make predictions based on observable patterns
    - 112.12.b.5: Matter and energy. The student knows that objects have properties and patterns. The student is expected to:
      - 112.12.b.5.A: classify objects by observable properties such as larger and smaller, heavier and lighter, shape, color, and texture



- 112.12.b.10: Organisms and environments. The student knows that organisms resemble their parents and have structures and processes that help them survive within their environments. The student is expected to:
  - 112.12.b.10.B: identify and compare the parts of plants
- 2<sup>nd</sup> Grade:
  - 112.13.b.3: Scientific investigation and reasoning. The student knows that information and critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to:
    - 112.13.b.3.B: make predictions based on observable patterns
  - 112.13.b.9: Organisms and environments. The student knows that living organisms have basic needs that must be met for them to survive within their environment. The student is expected to:
    - 112.13.b.9.A: identify the basic needs of plants and animals
- Social Studies
  - Kindergarten:
    - 113.11.b.15: Social studies skills. The student communicates in oral and visual forms. The student is expected to:
      - 113.11.b.15.A: express ideas orally based on knowledge and experiences
  - 1<sup>st</sup> Grade:
    - 113.12.b.18: Social studies skills. The student communicates in oral, visual, and written forms. The student is expected to:
      - 113.12.b.18.A: express ideas orally based on knowledge and experiences
  - 2<sup>nd</sup> Grade:
    - 113.13.b.19: Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:
      - 113.13.b.19.A: express ideas orally based on knowledge and experiences