

Lesson and Activity	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>Lesson 1: Discussion and Video</b></p>	<p align="center"><b><u>SOCIAL STUDIES</u></b></p> <p><b>Strand 3-CIVICS AND GOVERNMENT</b> <b>Concept 4: Rights, Responsibilities and Roles of Citizens</b></p> <p><u>SS00-S3C4-PO3:</u> Discuss the importance of students contributing to a community (e.g., helping others, working together, cleaning up the playground.)</p> <p><b>Strand 4-GEOGRAPHY</b> <b>Concept 5: Environment and Society</b></p> <p><u>SS00-S4C5-PO2:</u> Recognize that resources are renewable, recyclable, and non-renewable.</p> <p align="center"><b><u>SCIENCE</u></b></p> <p align="center">NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p align="center"><b><u>READING</u></b></p> <p><b>Speaking and Listening</b> <b>Comprehension and Collaboration</b></p> <p>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> <li>Follow agreed-upon rules for discussions (e.g., listening to others, taking turns speaking about the topics and texts under discussion).</li> <li>Continue a conversation through multiple exchanges. (K.SL.1)</li> </ol>	<p align="center"><b><u>SOCIAL STUDIES</u></b></p> <p><b>Strand 3-CIVICS AND GOVERNMENT</b> <b>Concept 4: Rights, Responsibilities and Roles of Citizens</b></p> <p><u>SS01-S3C4-PO3:</u> Discuss the importance of students contributing to a community (e.g., helping others, working together, cleaning up the playground.)</p> <p><b>Strand 4-GEOGRAPHY</b> <b>Concept 5: Environment and Society</b></p> <p><u>SS01-S4C5-PO2:</u> Recognize that resources are renewable, recyclable, and non-renewable.</p> <p align="center"><b><u>SCIENCE</u></b></p> <p><b>Strand 6: EARTH AND SPACE SCIENCE</b> <b>Concept 1: Properties of Earth Materials</b></p> <p><u>S01-S6C1-PO5:</u> Identify ways to conserve natural resources (e.g., reduce, reuse, recycle, find alternatives).</p> <p align="center"><b><u>READING</u></b></p> <p><b>Speaking and Listening</b> <b>Comprehension and Collaboration</b></p> <p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> <li>Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>Build on others' talk in conversations</li> </ol>	<p align="center"><b><u>SOCIAL STUDIES</u></b></p> <p><b>Strand 3-CIVICS AND GOVERNMENT</b> <b>Concept 4: Rights, Responsibilities and Roles of Citizens</b></p> <p><u>SS02-S3C4-PO3:</u> Discuss the importance of students contributing to a community (e.g., helping others, working together, service projects.)</p> <p><b>Strand 4-GEOGRAPHY</b> <b>Concept 5: Environment and Society</b></p> <p><u>SS02-S4C5-PO2:</u> Recognize ways of protecting natural resources.</p> <p align="center"><b><u>SCIENCE</u></b></p> <p><b>Strand 1-INQUIRY PROCESS</b> <b>Concept 2: Scientific Testing</b></p> <p><u>S02-S1C2-PO2:</u> Participate in guided investigations in life, physical, and Earth and space sciences.</p> <p><b>Strand 1-INQUIRY PROCESS</b> <b>Concept 3: Analysis and Conclusions</b></p> <p><u>S02-S1C3-PO2:</u> Construct reasonable explanations of observations on the basis of data obtained (e.g., Based on the data, does this make sense? Could this really happen?). (See M02-S2C1-04)</p> <p align="center"><b><u>READING</u></b></p> <p><b>Speaking and Listening</b> <b>Comprehension and Collaboration</b></p>

<p><b>Lesson 1: Discussion and Video</b></p>	<p>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (K.SL.2)</p> <p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (K.SL.3)</p> <p style="text-align: center;"><b><u>WRITING</u></b></p> <p><b><i>Text Types and Purposes</i></b></p> <p>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K.W.2)</p> <p style="text-align: center;"><b><u>MATHEMATICS</u></b></p> <p>K.MD.A.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p>	<p>by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion. (1.SL.1)</p> <p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (1.SL.2)</p> <p>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (1.SL.3)</p> <p style="text-align: center;"><b><u>WRITING</u></b></p> <p><i>NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</i></p> <p style="text-align: center;"><b><u>MATHEMATICS</u></b></p> <p><i>NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</i></p>	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>b. Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>c. Ask for clarification and further explanation as needed about the topics and texts under discussion. (2.SL.1)</li> </ol> <p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (2.SL.2)</p> <p>Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (2.SL.3)</p> <p style="text-align: center;"><b><u>WRITING</u></b></p> <p><i>NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</i></p> <p style="text-align: center;"><b><u>MATHEMATICS</u></b></p> <p><i>NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</i></p>
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Lesson Activity	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>Lesson 1: Activity One- Leaking Faucet Water Waste</b> (Link with Activity 5- Student Activity Book)</p>	<p align="center"><b><u>SOCIAL STUDIES</u></b></p> <p align="center"><i>NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL</i></p> <p align="center"><b><u>SCIENCE</u></b></p> <p><b>Strand 1-INQUIRY PROCESS</b> <b>Concept 1: Observations, Questions and Hypotheses</b></p> <p><u>S00-S1C1-PO1</u>: Predict results of an investigation based on life, physical, and Earth and space sciences (e.g., the five senses, changes in weather).</p> <p><u>S06-S5C3-PO4</u>: Explain how thermal energy (heat energy) can be transferred by: <b>conduction</b>, convection, radiation</p> <p align="center"><b><u>READING</u></b></p> <p><b>Speaking and Listening</b> <b>Comprehension and Collaboration</b></p> <p>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> <li>Follow agreed-upon rules for discussions (e.g., listening to others, taking turns speaking about the topics and texts under discussion).</li> <li>Continue a conversation through multiple exchanges. (K.SL.1)</li> </ol> <p>Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (K.SL.2)</p>	<p align="center"><b><u>SOCIAL STUDIES</u></b></p> <p><b>Strand 4-GEOGRAPHY</b> <b>Concept 6: Geographic Applications</b></p> <p><u>SS01-S4C6-PO1</u>: Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for problems (e.g., trash, leaky faucets, bike paths, traffic patterns) in the local environment.</p> <p align="center"><b><u>SCIENCE</u></b></p> <p><b>Strand 1-INQUIRY PROCESS</b> <b>Concept 1: Observations, Questions and Hypotheses</b></p> <p><u>S01-S1C1-PO1</u>: Predict results of an investigation based on life, physical, and Earth and space sciences (e.g., animal life cycles, physical properties, Earth materials).</p> <p><b>Strand 1-INQUIRY PROCESS</b> <b>Concept 2: Scientific Testing</b></p> <p><u>S01-S1C2-PO2</u>: Participate in guided investigations in life, physical, and Earth and space sciences.</p> <p align="center"><b><u>READING</u></b></p> <p><b>Speaking and Listening</b> <b>Comprehension and Collaboration</b></p> <p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> <li>Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> </ol>	<p align="center"><b><u>SOCIAL STUDIES</u></b></p> <p><b>Strand 4-GEOGRAPHY</b> <b>Concept 6: Geographic Applications</b></p> <p><u>SS02-S4C6-PO2</u>: Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for problems in the local environment.</p> <p align="center"><b><u>SCIENCE</u></b></p> <p><b>Strand 1-INQUIRY PROCESS</b> <b>Concept 2: Scientific Testing</b></p> <p><u>S02-S1C2-PO2</u>: Participate in guided investigations in life, physical, and Earth and space sciences.</p> <p><b>Strand 1-INQUIRY PROCESS</b> <b>Concept 3: Analysis and Conclusions</b></p> <p><u>S02-S1C3-PO2</u>: Construct reasonable explanations of observations on the basis of data obtained. (See M02-S2C1-04)</p> <p><b>Strand 1-INQUIRY PROCESS</b> <b>Concept 3: Analysis and Conclusions</b></p> <p><u>S02-S1C3-PO4</u>: Generate questions for possible future investigations based on the conclusions of the investigation.</p> <p align="center"><b><u>READING</u></b></p> <p><b>Speaking and Listening</b> <b>Comprehension and Collaboration</b></p> <p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger</p>

<p><b>Lesson 1: Activity One- Leaking Faucet Water Waste</b> (<i>Link with Activity 5- Student Activity Book</i>)</p>	<p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (K.SL.3)</p> <p style="text-align: center;"><b><u>WRITING</u></b></p> <p><b><i>Text Types and Purposes</i></b></p> <p>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K.W.2)</p> <p style="text-align: center;"><b><u>MATHEMATICS</u></b></p> <p>K.MD.A.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p>	<p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion. (1.SL.1)</p> <p>Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (1.SL.2)</p> <p>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (1.SL.3)</p> <p style="text-align: center;"><b><u>WRITING</u></b></p> <p><i>NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</i></p> <p style="text-align: center;"><b><u>MATHEMATICS</u></b></p> <p><i>NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</i></p>	<p>groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion. (2.SL.1)</p> <p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (2.SL.2)</p> <p>Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (2.SL.3)</p> <p style="text-align: center;"><b><u>WRITING</u></b></p> <p><i>NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</i></p> <p style="text-align: center;"><b><u>MATHEMATICS</u></b></p> <p><i>NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</i></p>
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<p><b>STUDENT ACTIVITY BOOK</b>  <b>Activity 5:</b>  <i>How much water does a family waste brushing their teeth?</i></p>	<p><b><u>SOCIAL STUDIES</u></b>                      NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>SCIENCE</u></b></p> <p><b>Strand 1: INQUIRY PROCESS</b>  <b>Concept 1: Observations, Questions and Hypotheses</b></p> <p>S00-<b>S1C1</b>-PO3: Predict results of an investigation based on life, physical, and Earth and space sciences (e.g., the five senses, changes in weather).</p> <p><b>Strand 1: INQUIRY PROCESS</b>  <b>Concept 4: Communication</b></p> <p>S00-<b>S1C4</b>-PO1: Communicate observations with pictographs, pictures, models, and/or words. (See M00-S2C1-02)</p> <p>S00-<b>S1C4</b>-PO2: PO 2. Communicate with other groups to describe the results of an investigation. (See LS-R3 and LS-R5)</p> <p><b><u>READING</u></b>                      NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>WRITING</u></b>                      NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>MATHEMATICS</u></b></p> <p>K.MP.3. Construct viable arguments and critique</p>	<p><b><u>SOCIAL STUDIES</u></b>                      NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>SCIENCE</u></b></p> <p><b>Strand 1-INQUIRY PROCESS</b>  <b>Concept 1: Observations, Questions and Hypotheses</b></p> <p>S01-<b>S1C1</b>-PO1: Predict results of an investigation based on life, physical, and Earth and space sciences (e.g., animal life cycles, physical properties, Earth materials).</p> <p><b>Strand 1-INQUIRY PROCESS</b>  <b>Concept 2: Scientific Testing</b></p> <p>S01-<b>S1C2</b>-PO3: Use simple tools such as rulers, thermometers, magnifiers, and balances to collect data (U.S. customary units). (See M01-S4C4-07)</p> <p><b>Strand 1-INQUIRY PROCESS</b>  <b>Concept3: Analysis and Conclusions</b></p> <p>S01-<b>S1C3</b>-PO2: Compare the results of the investigation to predictions made prior to the investigation.</p> <p><b>Strand 1-INQUIRY PROCESS</b>  <b>Concept 4: Communication</b></p> <p>S01-<b>S1C4</b>-PO2: Communicate with other groups to describe the results of an investigation. (See LS-F1)</p> <p><b><u>READING</u></b></p> <p>NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE</p>	<p><b><u>SOCIAL STUDIES</u></b>                      NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>SCIENCE</u></b></p> <p><b>Strand 1-INQUIRY PROCESS</b>  <b>Concept 1: Observations, Questions and Hypotheses</b></p> <p>S02-<b>S1C1</b>-PO2: Predict the results of an investigation (e.g., in animal life cycles, phases of matter, the water cycle).</p> <p><b>Strand 1-INQUIRY PROCESS</b>  <b>Concept 2: Scientific Testing</b></p> <p>S02-<b>S1C2</b>-PO3: Use simple tools such as rulers, thermometers, magnifiers, and balances to collect data (U.S. customary units). (See M02-S4C4-05 and M02-S4C4-06)</p> <p>S02-<b>S1C2</b>-PO4: Record data from guided investigations in an organized and appropriate format (e.g., lab book, log, notebook, chart paper). (See W02-S3C2-01 and W02-S3C3-01)</p> <p><b>Strand 1-INQUIRY PROCESS</b>  <b>Concept3: Analysis and Conclusions</b></p> <p>S02-<b>S1C3</b>-PO3: Compare the results of the investigation to predictions made prior to the investigation.</p> <p><b>Strand 1-INQUIRY PROCESS</b>  <b>Concept 4: Communication</b></p> <p>S02-<b>S1C4</b>-PO1: Communicate the results and conclusions of an investigation (e.g.,</p>

<p><b>STUDENT ACTIVITY BOOK</b>  <b>Activity 5:</b>  <b>How much water does a family waste brushing their teeth?</b></p>	<p>the reasoning of others.</p> <p>K.MP.4. Model with mathematics.</p> <p>K.MP.5. Use appropriate tools strategically.</p> <p>K.MP.6. Attend to precision.</p>	<p><i>LEVEL.</i></p> <p><b><u>WRITING</u></b>  <i>NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</i></p> <p><b><u>MATHEMATICS</u></b></p> <p>1.MD.C.4. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. Connections: 1.RI.4; 1.SL.2; 1.SL.3; 1.W.2; ET01-S4C2-02; ET01-S2C1-01; SC01-S1C3-03; SC01-S1C3-04</p> <p>1.MP.3. Construct viable arguments and critique the reasoning of others.</p> <p>1.MP.4. Model with mathematics.</p> <p>1.MP.5. Use appropriate tools strategically.</p> <p>1.MP.6. Attend to precision.</p>	<p>verbal, drawn, or written). (See M02-S2C1-02 and W02-S3C2-01)</p> <p><b><u>S02-S1C4-PO2:</u></b> <i>Communicate with other groups to describe the results of an investigation. (See LS-F1)</i></p> <p><b><u>READING</u></b>  <i>NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</i></p> <p><b><u>WRITING</u></b>  <i>NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</i></p> <p><b><u>MATHEMATICS</u></b></p> <p>2.MP.3. Construct viable arguments and critique the reasoning of others.</p> <p>2.MP.4. Model with mathematics.</p> <p>2.MP.5. Use appropriate tools strategically.</p> <p>2.MP.6. Attend to precision.</p>
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Lesson Activity	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>Lesson 1: Activity Two- Draw a self- portrait of you saving water at home.</b> (Link with Activities 6 &amp; 7- Student Activity Book)</p>	<p><b><u>SOCIAL STUDIES</u></b> NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>SCIENCE</u></b> NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>READING</u></b></p> <p><b>Speaking and Listening</b> <i>Presentation of Knowledge and Ideas</i></p> <p>Add drawings or other visual displays to descriptions as desired to provide additional detail. (K.SL.5)</p> <p><b><u>WRITING</u></b></p> <p><b>Text Types and Purposes</b></p> <p>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K.W.2)</p> <p><b><u>MATHEMATICS</u></b> NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p>	<p><b><u>SOCIAL STUDIES</u></b> NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>SCIENCE</u></b></p> <p>NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>READING</u></b></p> <p><b>Speaking and Listening</b> <i>Presentation of Knowledge and Ideas</i></p> <p>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (1.SL.5)</p> <p><b><u>WRITING</u></b> NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>MATHEMATICS</u></b> NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p>	<p><b><u>SOCIAL STUDIES</u></b> NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>SCIENCE</u></b> NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>READING</u></b></p> <p><b>Speaking and Listening</b> <i>Presentation of Knowledge and Ideas</i></p> <p>Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (2.SL.5)</p> <p><b><u>WRITING</u></b> NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>MATHEMATICS</u></b> NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p>

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<p><b>STUDENT ACTIVITY BOOK</b>  <b>Activity 7: Matching</b></p>	<p><b><u>SOCIAL STUDIES</u></b>            NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>SCIENCE</u></b>            NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>READING</u></b></p> <p><b>Foundational Skills</b>  <b>Print Concepts</b></p> <p>Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> <li>Follow words from left to right, top to bottom, and page by page.</li> <li>Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>Understand that words are separated by spaces in print.</li> <li>Recognize and name all upper- and lowercase letters of the alphabet.  <b>(K.RF.1)</b></li> </ol> <p><b><u>WRITING</u></b>            NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>MATHEMATICS</u></b>            NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p>	<p><b><u>SOCIAL STUDIES</u></b>            NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>SCIENCE</u></b>            NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>READING</u></b></p> <p><b>Foundational Skills</b>  <b>Print Concepts</b></p> <p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> <li>Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). <b>(1.RF.2)</b></li> </ol> <p><b><u>WRITING</u></b>            NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>MATHEMATICS</u></b>            NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p>	<p><b><u>SOCIAL STUDIES</u></b>            NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>SCIENCE</u></b>            NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>READING</u></b>            NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>WRITING</u></b>            NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>MATHEMATICS</u></b>            NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p>



Lesson Activity	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>Lesson 2: Discussion &amp; Video</b></p>	<p align="center"><b><u>SOCIAL STUDIES</u></b></p> <p><b>Strand 1-AMERICAN HISTORY</b> <b>Concept 1: Research Skills for History</b></p> <p><b>SS00-S1C1-PO2:</b> Listen to recounts of historical events and people and discuss how they relate to present day.</p> <p><b>Strand 4-GEOGRAPHY</b> <b>Concept 5: Environment and Society</b></p> <p><b>SS00-S4C5-PO1:</b> Identify the origin of natural resources (e.g., fish from sea, minerals from the ground, wood from trees, food from farms).</p> <p align="center"><b><u>SCIENCE</u></b> NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p align="center"><b><u>READING</u></b> NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p align="center"><b><u>WRITING</u></b></p> <p><b>Text Types and Purposes</b></p> <p>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K.W.2)</p> <p align="center"><b><u>MATHEMATICS</u></b> NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p>	<p align="center"><b><u>SOCIAL STUDIES</u></b></p> <p><b>Strand 1-AMERICAN HISTORY</b> <b>Concept 2: Early Civilizations</b></p> <p><b>SS01-S1C2-PO1:</b> Recognize that the development of farming allowed groups of people to settle in one place and develop into cultures/civilizations (e.g., Ancestral Puebloans (Anasazi), <b>Hohokam</b>, Moundbuilders, Aztec, Mayan)</p> <p><b>SS01-S1C2-PO2:</b> Recognize that settlement led to developments in farming techniques (e.g., <b>irrigation</b>), government, art, architecture, and communication in North America.</p> <p align="center"><b><u>SCIENCE</u></b> NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p align="center"><b><u>READING</u></b> NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p align="center"><b><u>WRITING</u></b> NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p align="center"><b><u>MATHEMATICS</u></b> NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p>	<p align="center"><b><u>SOCIAL STUDIES</u></b></p> <p><b>Strand 4-GEOGRAPHY</b> <b>Concept 5: Environment and Society</b></p> <p><b>SS02-S4C5-PO1:</b> Identify ways (e.g., agriculture, structures, roads) in which humans depend upon, adapt to, and impact the earth.</p> <p align="center"><b><u>SCIENCE</u></b> NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p align="center"><b><u>READING</u></b> NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p align="center"><b><u>WRITING</u></b> NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p align="center"><b><u>MATHEMATICS</u></b> NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p>

Lesson Activity	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>Lesson 2: Activity One- Draw a picture of how Arizona gets its water.</b> (Link with Activities 3 &amp; 4- Student Activity Book.)</p>	<p><b><u>SOCIAL STUDIES</u></b> NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>SCIENCE</u></b> NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>READING</u></b></p> <p><b>Reading Informational Text</b> <i>Key Ideas and Details</i></p> <p>With prompting and support, ask and answer questions about key details in a text. (K.RI.1)</p> <p>With prompting and support, identify the main topic and retell key details of a text. (K.RI.2)</p> <p><b>Speaking and Listening</b> <i>Presentation of Knowledge and Ideas</i></p> <p>Add drawings or other visual displays to descriptions as desired to provide additional detail. (K.SL.5)</p> <p><b><u>WRITING</u></b> NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>MATHEMATICS</u></b> NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p>	<p><b><u>SOCIAL STUDIES</u></b> NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>SCIENCE</u></b> NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>READING</u></b></p> <p><b>Reading Informational Text</b> <i>Key Ideas and Details</i></p> <p>Ask and answer questions about key details in a text. (1.RI.1)</p> <p>Identify the main topic and retell key details of a text. (1.RI.2)</p> <p><b>Speaking and Listening</b> <i>Presentation of Knowledge and Ideas</i></p> <p>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (1.SL.5)</p> <p><b><u>WRITING</u></b> NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>MATHEMATICS</u></b> NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p>	<p><b><u>SOCIAL STUDIES</u></b> NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>SCIENCE</u></b> NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>READING</u></b></p> <p><b>Reading Informational Text</b> <i>Key Ideas and Details</i></p> <p>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (2.RI.1)</p> <p>Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. (2.RI.2)</p> <p><b>Craft and Structure</b></p> <p>Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (2.RI.4)</p> <p>Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (2.RI.5)</p> <p><b><u>WRITING</u></b> NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>MATHEMATICS</u></b> NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p>

Lesson Activity	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>STUDENT ACTIVITY BOOK</b>  <b>Activity 3:</b>  <i>Finish the letter by choosing the word that fits best in each blank.</i></p>	<p><b><u>SOCIAL STUDIES</u></b>            NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>SCIENCE</u></b>            NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>READING</u></b>            NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>WRITING</u></b>  <b><i>Production and Distribution of Writing</i></b>            With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above). ( K.W.4)            a. With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables) in which the development and organization are appropriate to task and purpose. (AZ.K.W.4)</p> <p><b><u>MATHEMATICS</u></b>            NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p>	<p><b><u>SOCIAL STUDIES</u></b>            NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>SCIENCE</u></b>            NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>READING</u></b>            NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>WRITING</u></b>  <b><i>Production and Distribution of Writing</i></b>            With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above). ( 1.W.4)            a. With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables, directions, posters) in which the development and organization are appropriate to task and purpose. (AZ.1.W.4.)</p> <p><b><u>MATHEMATICS</u></b>            NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p>	<p><b><u>SOCIAL STUDIES</u></b>            NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>SCIENCE</u></b>            NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>READING</u></b>            NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>WRITING</u></b>  <b><i>Production and Distribution of Writing</i></b>            With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above). (2.W.4)            a. With guidance and support from adults, produce functional writing (e.g., friendly letters, recipes experiments, notes/messages, labels, graphs/tables, directions, posters) in which the development and organization are appropriate to task and purpose. (AZ.2.W.4)</p> <p><b><u>MATHEMATICS</u></b>            NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p>

Lesson Activity	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>Lesson 2: Activity Two- Draw the people of Arizona's past who built canals and dams.</b>                      (Link with Activities 1 &amp; 2- Student Activity Book.)</p>	<p><b><u>SOCIAL STUDIES</u></b>                      NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>SCIENCE</u></b>                      NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>READING</u></b></p> <p><b>Speaking and Listening</b>  <b>Presentation of Knowledge and Ideas</b></p> <p>Add drawings or other visual displays to descriptions as desired to provide additional detail. (K.SL.5)</p> <p><b><u>WRITING</u></b></p> <p><b>Text Types and Purposes</b></p> <p>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K.W.2)</p> <p><b><u>MATHEMATICS</u></b>                      NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p>	<p><b><u>SOCIAL STUDIES</u></b></p> <p><b>Strand 1-AMERICAN HISTORY</b>  <b>Concept 1: Research Skills for History</b></p> <p><b>SS01-S1C1-PO2:</b> Retell stories to describe past events, people, and places.</p> <p><b>Strand 1-AMERICAN HISTORY</b>  <b>Concept 2: Early Civilizations</b></p> <p><b>SS01-S1C2-PO1:</b> Recognize that the development of farming allowed groups of people to settle in one place and develop into cultures/civilizations (e.g., Ancestral Puebloans (Anasazi), <b>Hohokam</b>, Moundbuilders, Aztec, Mayan)</p> <p><b>SS01-S1C2-PO2:</b> Recognize that settlement led to developments in farming techniques (e.g., <b>irrigation</b>), government, art, architecture, and communication in North America.</p> <p><b><u>SCIENCE</u></b>                      NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>READING</u></b>                      NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>WRITING</u></b>                      NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>MATHEMATICS</u></b>                      NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p>	<p><b><u>SOCIAL STUDIES</u></b>                      NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>SCIENCE</u></b>                      NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>READING</u></b></p> <p><b>Speaking and Listening</b>  <b>Presentation of Knowledge and Ideas</b></p> <p>Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (2.SL.5)</p> <p><b><u>WRITING</u></b>                      NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>MATHEMATICS</u></b>                      NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p>

Lesson Activity	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<p><b>STUDENT ACTIVITY BOOK</b></p> <p><b>Activity 1: Write a Story describing the daily life of the Hohokam.</b></p>	<p><b><u>SOCIAL STUDIES</u></b> NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>SCIENCE</u></b></p> <p><b>Strand 2: HISTORY AND NATURE OF SCIENCE</b> <b>Concept 1: History of Science as a Human Endeavor</b></p> <p><b>S00-S2C1-PO2:</b> Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., Jane Goodall [scientist], supports Strand 4; Louis Braille [inventor], supports Strand 4).</p> <p><b><u>READING</u></b></p> <p><b>Reading Informational Text</b></p> <p><b>Key Ideas and Details</b> With prompting and support, ask and answer questions about key details in a text. (K.RI.1)</p> <p>With prompting and support, identify the main topic and retell key details of a text. (K.RI.2)</p> <p><b><u>WRITING</u></b></p> <p><b>Production and Distribution of Writing</b></p> <p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above). (K.W.4)</p> <p>b. With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables) in which the</p>	<p><b><u>SOCIAL STUDIES</u></b></p> <p><b>Strand 1-AMERICAN HISTORY</b> <b>Concept 1: Research Skills for History</b></p> <p><b>SS01-S1C1-PO2:</b> Retell stories to describe past events, people, and places.</p> <p><b>Strand 1-AMERICAN HISTORY</b> <b>Concept 2: Early Civilizations</b></p> <p><b>SS01-S1C2-PO1:</b> Recognize that the development of farming allowed groups of people to settle in one place and develop into cultures/civilizations (e.g., Ancestral Puebloans (Anasazi), <b>Hohokam</b>, Moundbuilders, Aztec, Mayan)</p> <p><b>SS01-S1C2-PO2:</b> Recognize that settlement led to developments in farming techniques (e.g., <b>irrigation</b>), government, art, architecture, and communication in North America.</p> <p><b><u>SCIENCE</u></b></p> <p><b>Strand 2: HISTORY AND NATURE OF SCIENCE</b> <b>Concept 1: History of Science as a Human Endeavor</b></p> <p><b>S01-S2C1-PO2:</b> Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., Sally Ride [scientist], supports Strand 6; Neil Armstrong [astronaut, engineer].</p> <p><b><u>READING</u></b></p> <p><b>Reading Informational Text</b> <b>Key Ideas and Details</b></p>	<p><b><u>SOCIAL STUDIES</u></b> NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</p> <p><b><u>SCIENCE</u></b></p> <p><b>Strand 2: HISTORY AND NATURE OF SCIENCE</b> <b>Concept 1: History of Science as a Human Endeavor</b></p> <p><b>S02-S2C1-PO1:</b> Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., Daniel Hale Williams [physician], supports Strand 4; Charles Drew [physician], supports Strand 4; Elizabeth Blackwell [physician])</p> <p><b><u>READING</u></b></p> <p><b>Reading Informational Text</b> <b>Key Ideas and Details</b></p> <p>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. (2.RI.1)</p> <p>Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. (2.RI.2)</p> <p><b><u>WRITING</u></b></p> <p><b>Production and Distribution of Writing</b></p> <p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above). (2.W.4)</p>

	<p>development and organization are appropriate to task and purpose. (AZ.K.W.4)</p> <p><b><u>MATHEMATICS</u></b>  <i>NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</i></p>	<p>Ask and answer questions about key details in a text. (1.RI.1)</p> <p>Identify the main topic and retell key details of a text. (1.RI.2)</p> <p><b><u>WRITING</u></b></p> <p><b><i>Production and Distribution of Writing</i></b></p> <p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above). ( 1.W.4)</p> <p>a. With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables, directions, posters) in which the development and organization are appropriate to task and purpose. (AZ.1.W.4.)</p> <p><b><u>MATHEMATICS</u></b>  <i>NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</i></p>	<p>a. With guidance and support from adults, produce functional writing (e.g., friendly letters, recipes experiments, notes/messages, labels, graphs/tables, directions, posters) in which the development and organization are appropriate to task and purpose. (AZ.2.W.4)</p> <p><b><u>MATHEMATICS</u></b>  <i>NO STANDARD CORRELATIONS FOR THIS ACTIVITY AT THIS GRADE LEVEL.</i></p>
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