

Backyard Birding

- S.IP.00.11** Make purposeful observation of the natural world using the appropriate senses.
- S.IP.00.12** Generate questions based on observations.
- S.IP.01.13** Plan and conduct simple investigations.
- S.IP.01.14** Manipulate simple tools (for example: hand lens, pencils, rulers, thermometers, rain gauges, balances, non-standard objects for measurement) that aid observation and data collection.
- S.IA.01.12** Share ideas about science through purposeful conversation.
- S.IA.01.14** Develop strategies for information gathering (ask an expert, use a book, make observations, conduct simple investigations, and watch a video).
- S.RS.01.11** Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.
- L.OL.01.13** Identify the needs of animals.
- L.OL.01.21** Describe the life cycle of animals including the following stages: egg, young, adult; egg, larva, pupa, adult.
- L.HE.01.11-** Identify characteristics such as body coverings, beak shape, number of legs, and body parts that are passed on from parents to young.
- L.HE. 01.12-** Recognize the differences between an adult and a young animal.
- L.OLE.4 Classification-** Organisms can be classified on the basis of observable characteristics.

Great Lakes Adventure

- S.IP.E.1** Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.
- S.IA.E.1** Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.
- S.RS.E.1** Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision making and the application of science throughout history and within society.
- L.OLE.1** Life Requirements—Organisms have basic needs. Animals and plants need air, water, and food. Plants also require light. Plants and animals use food as a source of energy and as a source of building material for growth and repair.
- L.OLE.2** Life Cycles—Plants and animals have life cycles. Both plants and animals begin life and develop into adults, reproduce, and eventually die. The details of this life cycle are different for different organisms.
- L.HE.E.1** Observable Characteristics—Plants and animals share many, but not all, characteristics of their parents.
- E.ES.E.1** Solar Energy—The sun warms the land, air and water and helps plants grow.
- LS1.A: Structure and Function**—All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1.LS1.1)
- LS1.B** Growth and Development of Organisms—Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (1-LS1.2)
- LS1.D: Information Processing**—Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1.LS1-1)

- **1-LS1-1** The shape and stability of structures of natural and designed objects are related to their function(s).
- **1-LS1-1** Every human-made product is designed by applying some knowledge of the natural and is built using materials derived from the natural world.
- **1-LS1-2** Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
- **1-LS1-2** Scientists look for patterns and order when making observations about the world
- **1-LS1-2; 1-LS3-1** Patterns in the natural world can be observed, used to describe phenomena, and used as evidence.

LS3.A: Inheritance of Traits—Young animals are very much, but not exactly, like their parents. Plants also are very much, but not exactly, like their parents. (**1-LS3-1**)

LS3.B: Variation of Traits—Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways.

- **1-LS3-1** Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

RI.1.1 Ask and answer questions about key details in a text.

RI.1.2 Identify the main topic and retell key details of a text.

RI.1.10 With prompting and support, read informational texts appropriately complex for grade.

W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

M.P.2 Reason abstractly and quantitatively.

1.MD.A.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.

K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

Let's Rock

S.IP.01.11 Make purposeful observation of the natural world using the appropriate senses. S.IP.01.12 Generate questions based on observations.

S.IP.01.13 Plan and conduct simple investigations.

S.IP.01.14 Manipulate simple tools (for example: hand lens, pencils, rulers, thermometers, rain gauges, balances, non-standard objects for measurement) that aid observation and data collection.

S.IP.01.15 Make accurate measurements with appropriate (non-standard) units for the measurement tool.

S.IA.E.1 Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.

S.IA.01.12 Share ideas about science through purposeful conversation.

S.IA.01.13 Communicate and present findings of observations.

S.IA.01.14 Develop strategies for information gathering (ask an expert, use a book, make observations, conduct simple investigations, and watch a video).

P.PM.E.1 Physical Properties- All objects and substances have physical properties that can be measured.

P.PM.01.11 Demonstrate the ability to sort objects according to observable attributes such as color, shape, size, sinking or floating.

One-room Schoolhouse Tour

1 – H2.0.1 Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.

1 – H2.0.2 Use a calendar to distinguish among days, weeks, and months.

1 – H2.0.3 Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.

1 – H2.0.4 Retell in sequence important ideas and details from stories about families or schools.

1 – H2.0.5 Use historical records and artifacts (e.g., photos, diaries, oral histories, and videos) to draw possible conclusions about family or school life in the past.

1 – H2.0.6 Compare life today with life in the past using the criteria of family, school, jobs, or communication.

1 – G1.0.3 Use personal directions (left, right, front, back) to describe the relative location of significant places in the school environment.

1 – G2.0.1 Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places.

1 – G2.0.2 Describe the unifying characteristics and/or boundaries of different school regions (e.g. playground, reading corner, library, restroom).

1 – C1.0.1 Identify some reasons for rules in school (e.g., provide order, predictability, and safety).

1 – C1.0.2 Give examples of the use of power with authority in school (e.g., principal, teacher or bus driver enforcing school rules).

1 – C1.0.3 Give examples of the use of power without authority in school (e.g., types of bullying, taking cuts in line).

1 – C5.0.1 Describe some responsibilities people have at home and at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others).

1 – C5.0.2 Identify situations in which people act as good citizens in the school community (e.g. thoughtful and effective participation in the school decisions, respect for the rights of others, respect for rule of law, voting, volunteering, compassion, courage, honesty).

1 – P3.1.1 Identify public issues in the school community.