

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.00.14 Manipulate simple tools (for example: hand lens, pencils, balances, non-standard objects for measurement) that aid observation and data collection.

S.IA.00.12 Share ideas about science through purposeful conversation.

S.IA.00.13 Communicate and present findings of observations.

S.IA.00.14 Develop strategies for information gathering (ask an expert, use a book, make observations, conduct simple investigations, and watch a video).

S.RS.00.11 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.

L.OL.00.11 Identify that living things have basic needs.

L.OL.00.12 Identify and compare living and nonliving things.

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 materials for growth and repair.

LS1.C: Organization for Matter and Energy Flow in Organisms—All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow.

- K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive.

ESS2.E: Biogeology—Plants and animals can change their environment.

- K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
- K-ESS2-2, K-ESS3-1 Systems in the natural and designed world have parts that work together.

ESS3.A: Natural Resources—Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.

- K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

ESS3.C: Human Impacts on Earth Systems—Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.

- **K-ESS3-2** Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
- **K-ESS3-3** Events have causes that generate observable patterns.

- **K-ESS3-3** Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

ETS1.A: Defining Engineering Problems—A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions.

- **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.

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

MP.2 Reason abstractly and quantitatively.

K.CC Counting and Cardinality

K.MS.2 Directly compare two objects with a measurable attribute in common, to see which object has “more”/“less of” the attribute, and describe the difference.

Let’s Rock

S.IP.E.1 Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.

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.00.13 Plan and conduct simple investigations.

S.IP.00.14 Manipulate simple tools (for example: hand lens, pencils, balances, non-standard objects for measurement) that aid observation and data collection.

S.IP.00.15 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.00.12 Share ideas about science through purposeful conversation.

S.IA.00.13 Communicate and present findings of observations.

S.IA.00.14 Develop strategies for information gathering (ask an expert, use a book, make observations, conduct simple investigations, and watch a video).

E.SE.00.11 Identify Earth materials that occur in nature (sand, rocks, soil, water).

One-room Schoolhouse Tour

K – H2.0.1 Distinguish among yesterday, today, tomorrow.

K – H2.0.2 Create a timeline using events from their own lives (e.g., birth, crawling, walking, loss of first tooth, first day of school).

K – H2.0.3 Identify the beginning, middle, and end of historical narratives or stories.

K – H2.0.4 Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).

K – G2.0.1 Identify and describe places in the immediate environment (e.g., classroom, home, playground).

K – G5.0.1 Describe ways people use the environment to meet human needs and wants (e.g., food, shelter, clothing).

K – C2.0.1 Identify our country’s flag as an important symbol of the United States.

K – C5.0.1 Describe situations in which they demonstrated self-discipline and individual responsibility (e.g., caring for a pet, completing chores, following school rules, working in a group, taking turns).

K - E1.0.3 Recognize situations in which people trade.

K – P3.1.1 Identify classroom issues.