

# KINDERGARTEN SCIENCE

Grade Level Expectation	PLT activities
<b>Science as Inquiry</b> <b>The Abilities to Do Scientific Inquiry</b>	
1. Ask questions about objects and events in the environment (e.g., plants, rocks, storms) (SI-E-A1)	The Shape of Things Sounds Around Get in Touch with Trees We All Need Trees Signs of Fall Evergreens in Winter Bursting Buds Adopt a Tree To Be a Tree Trees as Habitats Three Cheers for Trees
2. Pose questions that can be answered by using students' own observations and scientific knowledge (SI-E-A1)	The Shape of Things Sounds Around Get in Touch with Trees We All Need Trees Signs of Fall Evergreens in Winter Bursting Buds Adopt a Tree To Be a Tree Trees as Habitats Three Cheers for Trees
3. Predict and anticipate possible outcomes (SI-E-A2)	Sounds Around: Introducing the Theme Get in Touch with Trees: Feature Experience Evergreens in Winter: Feature Experience, Taking Neighborhood Walks Bursting Buds: Outdoor Play, Discovery Table Trees as Habitats: Outdoor Play
4. Use the five senses to describe observations (SI-E-A3)	The Shape of Things Sounds Around Get in Touch with Trees We All Need Trees Signs of Fall Evergreens in Winter Bursting Buds Adopt a Tree To Be a Tree Trees as Habitats Three Cheers for Trees
5. Measure and record length and temperature in both metric system and U.S. system units (SI-E-A4)	
6. Select and use developmentally appropriate equipment and tools and units of measurement to observe and collect data (SI-E-A4)	Sounds Around: Outdoor Play We All Need Trees: Feature Experience, Outdoor Play Signs of Fall: Outdoor Play Bursting Buds: Outdoor Play, Discovery Table Adopt a Tree: Art, Outdoor Play To Be a Tree: Outdoor Play
7. Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate (SI-E-A5) (SI-E-B4)	The Shape of Things Sounds Around Get in Touch with Trees We All Need Trees Signs of Fall Evergreens in Winter Bursting Buds

	Adopt a Tree To Be a Tree Trees as Habitats Three Cheers for Trees
8. Use a variety of appropriate formats to describe procedures and to express ideas about demonstrations or experiments (e.g., drawings, journals, reports, presentations, exhibitions, portfolios) (SI-E-A6)	Sounds Around: Introducing the Theme, Outdoor Play Get in Touch with Trees: Feature Experience We All Need Trees: Feature Experience, Outdoor Play Signs of Fall: Outdoor Play Evergreens in Winter: Feature Experience, Taking Neighborhood Walks Bursting Buds: Outdoor Play, Discovery Table To Be a Tree: Outdoor Play Adopt a Tree: Art, Outdoor Play Trees as Habitats: Outdoor Play
9. Identify and use appropriate safety procedures and equipment when conducting investigations (e.g., gloves, goggles, hair ties) (SI-E-A7)	The Shape of Things Sounds Around Get in Touch with Trees We All Need Trees Signs of Fall Evergreens in Winter Bursting Buds Adopt a Tree To Be a Tree Trees as Habitats Three Cheers for Trees
<b>Understanding Scientific Inquiry</b>	
10. Recognize that a variety of tools can be used to examine objects at different degrees of magnification (e.g., hand lens, microscope) (SI-E-B3)	The Shape of Things: Outdoor Play Evergreens in Winter: Discovery Table Bursting Buds: Discovery Table
<b>Physical Science</b>	
<b>Properties of Objects and Materials</b>	
11. Identify objects by using the senses (PS-E-A1)	The Shape of Things Sounds Around Get in Touch with Trees We All Need Trees Signs of Fall Evergreens in Winter Bursting Buds Adopt a Tree To Be a Tree Trees as Habitats Three Cheers for Trees
12. Construct patterns by using color, size, and shape of objects (PS-E-A1)	The Shape of Things: Art, Outdoor Play, Math and Manipulatives Adopt a Tree: Art
13. Sort objects based on their properties (e.g., size, weight, texture) (PS-E-A1)	The Shape of Things: Introducing the Theme Get in Touch with Trees: Math and Manipulatives Signs of Fall: Math and Manipulatives Evergreens in Winter: Math and Manipulatives Bursting Buds: Math and Manipulatives Three Cheers for Trees: Discovery Table
14. Determine whether objects are magnetic or nonmagnetic (PS-E-A1)	
15. Create and separate mixtures (e.g., oil/water, rice/beans) (PS-E-A5)	
<b>Position and Motion of Objects</b>	
16. Follow directions using vocabulary such as <i>front/back</i> , <i>above/below</i> , <i>right/left</i> , and <i>next to</i> (PS-E-B1)	The Shape of Things: Feature Experience, Enjoying Snacks Together, Math and Manipulatives We All Need Trees: Music and Movement, Outdoor Play

	Signs of Fall: Enjoying Snacks Together
17. Trace the motion of an object, such as a ball or toy car, as it rolls (PS-E-B3)	
18. Sequence the relative order of the speed of various objects (e.g., snails, turtles, tricycles, bicycles, cars, airplanes) (PS-E-B3)	
<b>Forms of Energy</b>	
19. Demonstrate and identify sounds as <i>soft</i> or <i>loud</i> (PS-E-C1)	Sounds Around
20. Identify objects that give off heat, such as people, animals, and the Sun (PS-E-C3)	Evergreens in Winter: Taking Neighborhood Walks Bursting Buds: Taking Neighborhood Walks
<b>Life Science</b>	
<b>Characteristics of Organisms</b>	
21. Record observations on the growth of plant seeds (LS-E-A1)	Bursting Buds: Taking Neighborhood Walks, Outdoor Play
22. Classify objects in a variety of settings as <i>living (biotic)</i> or <i>nonliving (abiotic)</i> (LS-E-A2)	Trees as Habitats
23. Compare the human body at various stages of development (LS-E-A3)	
24. Compare the human body with plants and animals (LS-E-A3)	To Be a Tree
25. Identify easily observable variations within types of plants and animals (e.g., features of classmates, varieties of trees, breeds of dogs) (LS-E-A4)	The Shape of Things: Music and Movement, Taking Neighborhood Walks, Outdoor Play Get in Touch with Trees Signs of Fall: Feature Experience, Art, Outdoor Play, Discovery Table, Math and Manipulatives Evergreens in Winter: Introducing the Theme, Music and Movement, Taking Neighborhood Walks, Discovery Table, Math and Manipulatives Bursting Buds Adopt a Tree To Be a Tree Trees as Habitats
26. Classify various foods into the major groups (e.g., bread, meat, vegetable, fruit) (LS-E-A6)	
27. Determine which foods are superior for developing a healthy body (LS-E-A6)	The Shape of Things: Enjoying Snacks Together Evergreens in Winter: Enjoying Snacks Together Bursting Buds: Enjoying Snacks Together Adopt a Tree: Enjoying Snacks Together Three Cheers for Trees: Enjoying Snacks Together
<b>Life Cycles of Organisms</b>	
28. Observe life cycles and describe changes (e.g., humans, dogs, insects) (LS-E-B1)	Bursting Buds: Outdoor Play, Discovery Table Adopt a Tree: Feature Experience To Be a Tree: Music and Movement, Taking Neighborhood Walks, Outdoor Play Trees as Habitats: Outdoor Play Three Cheers for Trees: Outdoor Play
29. Match models of baby animals with their parents (LS-E-B3)	

**Earth and Space Science  
Properties of Earth Materials**

30. Distinguish between areas of Earth covered by land and water (ESS-E-A2)

31. Identify the patterns in information recorded on a weather calendar (ESS-E-A4)

**Objects in the Sky**

32. Discuss and differentiate objects seen in the day and/or night sky (e.g., clouds, Sun, stars, Moon) (ESS-E-B1)

# KINDERGARTEN SOCIAL STUDIES

Grade level expectation	PLT activities
<b>Geography</b>	
The World in Spatial Terms	
1. Identify a map and a globe as a representation of Earth (G-1A-E1)	
2. Recognize the shape of Louisiana and the United States on maps and globes (G-1A-E2)	
3. Demonstrate an understanding of directionality, position, and size by correctly using and responding to words such as <i>left, right, first, last, big, little</i> (G-1A-E2)	Signs of Fall: Outdoor Play
4. Create simple maps to identify the location of places in the home or classroom (G-1A-E3)	
<b>Places and Regions</b>	
5. Identify the difference between land and water and locate both on a map or globe (G-1B-E1)	
6. Describe people and places in the school and community (G-1B-E3)	Three Cheers for Trees: Taking Neighborhood Walks, Dramatic Play
<b>Physical and Human Systems</b>	
7. Describe the daily weather (e.g., rainy, cold) (G-1C-E1)	
<b>Environment and Society</b>	
8. Describe how seasonal changes affect people (e.g., in different seasons, people wear different kinds of clothing) (G-1D-E2)	Signs of Fall Evergreens In Winter Bursting Buds
<b>Civics</b>	
Structure and Purposes of Government	
9. Identify home and class rules, and the persons responsible for enforcement (C-1A-E1)	
10. Identify governmental employees and their roles (e.g., postal workers, police) (C-1A-E2)	

11. Identify reasons for home and classroom rules (C-1A-E7)	
<b>Foundations of the American Political System</b>	
12. Identify responsibilities the student has at home and at school (C-1B-E2)	
<b>Roles of the Citizen</b>	
13. Describe the student's role as a member of the family, class, and school (C-1D-E4)	
<b>Economics Fundamental Economic Concepts</b>	
14. Identify ways people use money to purchase goods (E-1A-E3)	
15. Identify work people do and the name of related jobs at home and school (E-1A-E7)	
16. Describe a situation illustrating a voluntary exchange (e.g., trading seats, exchanging books) (E-1A-E11)	
<b>History Historical Thinking Skills</b>	
17. Use words to describe the chronology of the school day (e.g., first, next, last) (H-1A-E1)	
18. Identify ways in which people are alike and different (H-1A-E2)	
19. Describe personal likes and dislikes (e.g., picture journals) (H-1A-E3)	Adopt a Tree
<b>Louisiana and United States History</b>	
20. Identify customs associated with national holidays (H-1C-E1)	

## KINDERGARTEN MATH

Grade level expectation	PLT activities
<b>Number and Number Relations</b>	
1. Count by ones to 20 (N-1-E) (N-3-E)	The Shape of Things: Enjoying Snacks Together Signs of Fall: Math and Manipulatives Evergreens in Winter: Taking Neighborhood Walks Bursting Buds: Math and Manipulatives To Be a Tree: Taking Neighborhood Walks, Math and Manipulatives Three Cheers for Trees: Discovery Table
2. Count a set of 20 or fewer objects by establishing a 1-to-1 correspondence between number names and objects (N-1-E) (N-3-E) (A-1-E)	
3. Use the ordinal numerals 1 <sup>st</sup> through 10 <sup>th</sup> to discuss positions in ordered lists (N-1-E)	
4. Identify the numerals for the numbers 0 through 20 (N-1-E) (N-3-E)	
5. Using a number line or chart, identify the numbers coming before/after a	

given number and between 2 given numbers (N-1-E) (N-3-E) (A-1-E)	
6. Identify pennies, nickels, and dimes and their values using the cent sign (¢) (N-1-E) (N-2-E) (N-6-E) (M-1-E)	
7. Count forward and backward from a given number between 1 and 10 (N-3-E)	
8. Compare sets containing 20 or fewer objects using the words <i>same/different</i> and <i>more/less/greater/fewer</i> (N-3-E) (N-1-E)	The Shape of Things: Math and Manipulatives Get in Touch with Trees: Math and Manipulatives We All Need Trees: Discovery Table Signs of Fall: Math and Manipulatives Evergreens in Winter Adopt a Tree: Feature Experience, Outdoor Play To Be a Tree: Math and Manipulatives
9. Use concrete objects to model simple real-life addition and subtraction problems (N-4-E)	The Shape of Things: Enjoying Snacks Together, Math and Manipulatives We All Need Trees: Art
10. Use operational vocabulary ( <i>add, subtract, join, remove, take away, put together</i> ) to explore sets of objects (N-5-E)	The Shape of Things: Math and Manipulatives Signs of Fall: Math and Manipulatives
<b>Algebra</b>	
11. Use the words <i>same, different, equal, not equal, greater than, and less than</i> while using concrete objects for comparative models (A-1-E)	Get in Touch with Trees: Math and Manipulatives Signs of Fall: Math and Manipulatives Evergreens of Winter: Math and Manipulatives To Be a Tree: Math and Manipulatives
12. Model and act out story problems, physically or with objects, to solve whole number sentences with sums less than or equal to 6 (A-2-E)	
<b>Measurement</b>	
13. Use vocabulary such as: <i>yesterday, today, tomorrow, hours, weeks</i> , names of days, names of months; sequence events; and identify calendars and clocks as objects that measure time (M-1-E) (M-2-E) (M-5-E)	
14. Measure and estimate length and capacity using non-standard units (e.g., sticks, paper clips, blocks, beans) (M-2-E) (M-3-E)	We All Need Trees: Feature Experience Evergreens in Winter: Enjoying Snacks Together Bursting Buds: Outdoor Play, Math and Manipulatives To Be a Tree: Taking Neighborhood Walks,
15. Use comparative and superlative vocabulary in measurement settings (e.g., <i>longest, shortest, most, hottest, heaviest, biggest</i> ) (M-3-E) (M-1-E) (M-2-E)	The Shape of Things: Introducing the Theme, Feature Experience Signs of Fall: Introducing the Theme, Math and Manipulatives Evergreens in Winter: Introducing the Theme, Feature Experience, Taking Neighborhood Walks, Math and Manipulatives Bursting Buds: Feature Experience, Discovery Table, Math and Manipulatives Adopt a Tree: Feature Experience, Enjoying Snacks Together, Discovery Table, Math and Manipulatives To Be a Tree: Taking Neighborhood Walks, Discovery Table, Math and Manipulatives Three Cheers for Trees: Discovery Table, Woodworking
<b>Geometry</b>	
16. Name and identify basic shapes using concrete models (e.g., circles, squares, triangles, rectangles,	The Shape of Things

rhombuses, balls, boxes, cans, cones) (G-2-E) (G-1-E) (G-4-E) (G-5-E)	
17. Compare, contrast, and sort objects or shapes according to two attributes (e.g., shape and size, shape and color, thickness and color) (G-2-E)	The Shape of Things: Introducing the Theme Get in Touch with Trees: Math and Manipulatives Signs of Fall: Math and Manipulatives Evergreens in Winter: Math and Manipulatives Bursting Buds: Math and Manipulatives Three Cheers for Trees: Discovery Table
18. Use words that indicate direction and position of objects and arrange an object in a specified position and orientation (e.g., between, behind, above) (G-3-E)	The Shape of Things: Outdoor Play, Math and Manipulatives Get in Touch with Trees: Music and Movement Signs of Fall: Enjoying Snacks Together, Outdoor Play Adopt a Tree: Music and Movement
19. Investigate the results of combining shapes (using paper shapes, pattern blocks, tangrams, etc.) (G-3-E) (G-1-E)	The Shape of Things
20. Draw circles, squares, rectangles, and triangles (G-4-E)	The Shape of Things
<b>Data Analysis, Probability, and Discrete Math</b>	
21. Collect and organize concrete data using tally mark charts (D-1-E)	We All Need Trees: Discovery Table Signs of Fall: Math and Manipulatives
22. Collect and organize data in a simple bar graph using pictures or objects (D-1-E) (D-2-E)	We All Need Trees: Discovery Table Signs of Fall: Math and Manipulatives Three Cheers for Trees: Discovery Table
23. Sort, represent, and use information in simple tables and bar/picture graphs (D-2-E) (D-3-E)	We All Need Trees: Discovery Table Signs of Fall: Math and Manipulatives Bursting Buds: Math and Manipulatives Three Cheers for Trees: Discovery Table
<b>Patterns, Relations, and Functions</b>	
24. Recognize, copy, name, create, and extend repeating patterns (e.g., ABAB, AABB, ABBA) using concrete objects, shapes, pictures, numbers, and sounds (P-1-E)	The Shape of Things: Enjoying Snacks Together Evergreens in Winter: Feature Experience

## KINDERGARTEN LANGUAGE ARTS

Grade level expectations	PLT activities
<b>Reading and Responding</b>	
<i>Standard 1:</i>	
1. Demonstrate understanding of phonemic awareness. (ELA-1-E1)	Bursting Buds: Reading and Writing
2. Demonstrate understanding of alphabetic principle. (ELA-1-E1)	
3. Demonstrate understanding of phonics. (ELA-1-E1)	
4. Recognize and understand words found in environmental print (ELA-1-E1)	
5. Read books with predictable, repetitive text and simple illustrations (ELA-1-E1)	
6. Identify that printed text is made up of sentences that begin with a capital letter and end with some type of punctuation (ELA-1-E2)	

7. Demonstrate understanding of book and print concepts. (ELA-1-E2)	
8. Identify basic story elements, including simple sequences, setting, and simple character descriptions, in a favorite story using pictures and/or oral responses (ELA-1-E4)	
9. Orally retell ideas and important facts in grade-appropriate texts read aloud by the teacher or read by the individual student (ELA-1-E5)	Sounds Around: Reading and Writing We All Need Trees: Reading and Writing Signs of Fall: Reading and Writing Evergreens in Winter: Feature Experience, Reading and Writing Bursting Buds: Feature Experience Trees as Habitats: Music and Movement Three Cheers for Trees: Reading and Writing
10. Answer questions about the important characters, setting, and events of a story (ELA-1-E5)	Sounds Around: Reading and Writing We All Need Trees: Reading and Writing Signs of Fall: Reading and Writing Evergreens in Winter: Feature Experience, Reading and Writing Bursting Buds: Feature Experience Trees as Habitats: Music and Movement Three Cheers for Trees: Reading and Writing, Art
11. Describe the connections between life experiences and texts (ELA-1-E6)	Sounds Around: Reading and Writing We All Need Trees: Reading and Writing Signs of Fall: Reading and Writing Evergreens in Winter: Feature Experience, Reading and Writing Bursting Buds: Feature Experience Trees as Habitats: Music and Movement Three Cheers for Trees: Reading and Writing, Art
<b>Standard 6:</b>	
12. Respond to stories, legends, songs, and other literature from diverse cultural and ethnic groups by participating in activities such as answering questions, role-playing, and drawing (ELA-6-E1)	Sounds Around: Reading and Writing We All Need Trees: Reading and Writing Signs of Fall: Reading and Writing Evergreens in Winter: Feature Experience, Reading and Writing Bursting Buds: Feature Experience Trees as Habitats: Music and Movement Three Cheers for Trees: Reading and Writing, Art
13. Identify whether the type of text read aloud is a true story, a fictional story, a song, or a poem (ELA-6-E2)	Sounds Around: Reading and Writing We All Need Trees: Reading and Writing Signs of Fall: Reading and Writing Evergreens in Winter: Feature Experience, Reading and Writing Bursting Buds: Feature Experience Trees as Habitats: Music and Movement Three Cheers for Trees: Reading and Writing, Art
<b>Standard 7:</b>	
14. Demonstrate understanding of information in texts read aloud using a variety of strategies. (ELA-7-E1)	Sounds Around: Reading and Writing We All Need Trees: Reading and Writing Signs of Fall: Reading and Writing Evergreens in Winter: Feature Experience, Reading and Writing Bursting Buds: Feature Experience Trees as Habitats: Music and Movement Three Cheers for Trees: Reading and Writing, Art
15. Identify problems in texts and offer possible solutions (ELA-7-E2)	Sounds Around: Reading and Writing We All Need Trees: Reading and Writing Signs of Fall: Reading and Writing Evergreens in Winter: Feature Experience, Reading and Writing Bursting Buds: Feature Experience Trees as Habitats: Music and Movement Three Cheers for Trees: Reading and Writing, Art
16. Describe the role of an author and an illustrator (ELA-7-E3)	

<p>17. Identify different emotions and feelings of authors by participating in activities such as role-playing, illustrating, and answering questions (ELA-7-E3)</p>	<p>Sounds Around: Reading and Writing  We All Need Trees: Reading and Writing  Signs of Fall: Reading and Writing  Evergreens in Winter: Feature Experience, Reading and Writing, Dramatic Play  Bursting Buds: Feature Experience  Trees as Habitats: Music and Movement, Dramatic Play  Three Cheers for Trees: Reading and Writing, Art, Dramatic Play</p>
<p>18. Ask questions that demonstrate knowledge of character, setting, plot, and text type about texts read aloud (e.g., what, why, how) (ELA-7-E4)</p>	<p>Sounds Around: Reading and Writing  We All Need Trees: Reading and Writing  Signs of Fall: Reading and Writing  Evergreens in Winter: Feature Experience, Reading and Writing  Bursting Buds: Feature Experience  Trees as Habitats: Music and Movement  Three Cheers for Trees: Reading and Writing, Art</p>
<p><b>Writing  Standard 2:</b></p>	
<p>19. Write using developmental/inventive spelling, supported by drawing or dictation to the teacher to express ideas (ELA-2-E1)</p>	<p>The Shape of Things: Reading and Writing  We All Need Trees: Reading and Writing  Evergreens in Winter: Reading and Writing  Adopt a Tree: Reading and Writing  To Be a Tree: Reading and Writing  Trees as Habitats: Reading and Writing  Three Cheers for Trees: Reading and Writing</p>
<p>20. Create compositions by participating in shared writing activities (ELA-2-E1)</p>	<p>The Shape of Things: Reading and Writing  Get in Touch with Trees: Reading and Writing  We All Need Trees: Reading and Writing  Signs of Fall: Reading and Writing  Evergreens in Winter: Reading and Writing  Adopt a Tree: Reading and Writing  To Be a Tree: Reading and Writing  Trees as Habitats: Reading and Writing  Three Cheers for Trees: Reading and Writing</p>
<p>21. Use illustrations, developmental/inventive spelling, and appropriate vocabulary to write for a specific purpose and/or audience (ELA-2-E2)</p>	<p>The Shape of Things: Reading and Writing  Get in Touch with Trees: Reading and Writing  We All Need Trees: Reading and Writing  Signs of Fall: Reading and Writing  Evergreens in Winter: Reading and Writing  Adopt a Tree: Reading and Writing  To Be a Tree: Reading and Writing  Trees as Habitats: Reading and Writing  Three Cheers for Trees: Reading and Writing</p>
<p>22. Create simple text using prior knowledge by drawing, dictating to the teacher, and/or writing using developmental/inventive spelling (ELA-2-E3)</p>	<p>The Shape of Things: Reading and Writing  Get in Touch with Trees: Reading and Writing  We All Need Trees: Reading and Writing  Signs of Fall: Reading and Writing  Evergreens in Winter: Reading and Writing  Adopt a Tree: Reading and Writing  To Be a Tree: Reading and Writing  Trees as Habitats: Reading and Writing  Three Cheers for Trees: Reading and Writing</p>
<p>23. Use classroom resources (e.g., word walls, picture dictionaries, teachers, peers) to support a writing process (ELA-2-E3)</p>	<p>The Shape of Things: Reading and Writing  Get in Touch with Trees: Reading and Writing  We All Need Trees: Reading and Writing  Signs of Fall: Reading and Writing  Evergreens in Winter: Reading and Writing  Adopt a Tree: Reading and Writing  To Be a Tree: Reading and Writing  Trees as Habitats: Reading and Writing  Three Cheers for Trees: Reading and Writing</p>
<p>24. Actively discuss ideas and select a</p>	<p>The Shape of Things: Reading and Writing  Get in Touch with Trees: Reading and Writing</p>

focus for group stories (ELA-2-E3)	We All Need Trees: Reading and Writing Signs of Fall: Reading and Writing Evergreens in Winter: Reading and Writing Adopt a Tree: Reading and Writing To Be a Tree: Reading and Writing Trees as Habitats: Reading and Writing Three Cheers for Trees: Reading and Writing
25. Write informal notes, lists, letters, personal experiences, and stories using developmental/inventive spelling and pictures (ELA-2-E4)	The Shape of Things: Reading and Writing Get in Touch with Trees: Reading and Writing We All Need Trees: Reading and Writing Signs of Fall: Reading and Writing Evergreens in Winter: Reading and Writing Adopt a Tree: Reading and Writing To Be a Tree: Reading and Writing Trees as Habitats: Reading and Writing Three Cheers for Trees: Reading and Writing
26. Use rhyme and alliteration in group-shared writing activities (ELA-2-E5)	
27. Use developmental/inventive spelling, supported by pictures, to represent a word or idea or to respond to a life experience or a text read aloud (ELA-2-E6)	The Shape of Things: Reading and Writing Get in Touch with Trees: Reading and Writing We All Need Trees: Reading and Writing Signs of Fall: Reading and Writing Evergreens in Winter: Reading and Writing Adopt a Tree: Reading and Writing To Be a Tree: Reading and Writing Trees as Habitats: Reading and Writing Three Cheers for Trees: Reading and Writing
<b>Writing/Proofreading</b> <i>Standard 3:</i>	
28. Demonstrate an understanding of letter placement in text by writing letters and words from left to right and top to bottom on a page (ELA-3-E1)	
29. Print all uppercase and lowercase letters (ELA-3-E1)	
30. Print letters and words with proper figure grounding on a line and with appropriate spaces between words (ELA-3-E1)	
31. Identify and use uppercase letters at the beginning of own first and last names (ELA-3-E2)	
32. Write simple stories or life experiences using developmental/inventive spelling that shows knowledge of letter/sound correspondences (ELA-3-E5)	The Shape of Things: Reading and Writing Get in Touch with Trees: Reading and Writing We All Need Trees: Reading and Writing Signs of Fall: Reading and Writing Evergreens in Winter: Reading and Writing Adopt a Tree: Reading and Writing To Be a Tree: Reading and Writing Trees as Habitats: Reading and Writing Three Cheers for Trees: Reading and Writing
<b>Speaking and Listening</b> <i>Standard 4:</i>	
33. Initiate and sustain normal conversation on a specific topic with the teacher (ELA-4-E1)	The Shape of Things Sounds Around Get in Touch with Trees We All Need Trees Signs of Fall Evergreens in Winter Bursting Buds

	Adopt a Tree To Be a Tree Trees as Habitats Three Cheers for Trees
34. Express feelings, needs, and ideas in complete sentences (ELA-4-E1)	
35. Give and follow one- and two-step verbal and nonverbal directions without interrupting (ELA-4-E2)	
36. Relate an experience or creative story in a logical sequence (ELA-4-E3)	
37. Describe people, places, things (e.g., size, color, shape), locations, and actions from a story read aloud (ELA-4-E3)	
38. Recite short poems, rhymes, and songs (ELA-4-E4)	The Shape of Things: Music and Movement Get in Touch with Trees: Music and Movement Signs of Fall: Music and Movement, Outdoor Play Evergreens in Winter: Dramatic Play Bursting Buds: Music and Movement Adopt a Tree: Music and Movement To Be a Tree: Music and Movement Trees as Habitats: Music and Movement Three Cheers for Trees: Music and Movement
39. Listen to and recite short poems and stories for an audience (ELA-4-E5)	The Shape of Things: Music and Movement Get in Touch with Trees: Music and Movement Signs of Fall: Music and Movement, Outdoor Play Evergreens in Winter: Dramatic Play Bursting Buds: Music and Movement Adopt a Tree: Music and Movement To Be a Tree: Music and Movement Trees as Habitats: Music and Movement Three Cheers for Trees: Music and Movement
40. Respond to video/film versions of a story read aloud through activities such as role-playing, illustrating, and discussing without interruption (ELA-4-E6)	
41. Participate in designated roles within classroom activities, such as line leader, teacher helper, and calendar helper (ELA-4-E7)	
<b>Information Resources</b>	
<i>Standard 5:</i>	
42. Use a computer mouse to navigate the screen (ELA-5-E1)	
43. Identify that a computer has a keyboard to enter information (ELA-5-E1)	
44. Use technology to produce class work (ELA-5-E4)	
45. Read and interpret a classroom schedule (ELA-5-E6)	