

Environmental Experiences for Early Childhood

Correlations to Florida Early Learning and Developmental Standards



Understanding and Using the Environmental Experiences for Early Childhood Guide (Guide) Correlations Tables

Focus:

The standards listed in the activity tables are Florida Early Learning and Developmental Standards. Standards are included for Scientific Inquiry, Language and Literacy, Mathematical Thinking, and Social Studies.

Ages:

Age levels targeted in the Guide activities are listed in the table. There are separate standards for ages 3-4 and 4-K, although there is often the same standard code with slightly different wording for both age level bands. Some activities may be adapted up or down for other age levels.

Applicability of Standards to Activities:

Applicability of a standard to an activity is keyed to almost all sections of the activity. If only some of the activity is used, the teacher must determine which table standards will apply.

Level of Activity:

- The following key can be used to interpret the **level of activity** correlation presented in the tables.
 - A “1” indicates that the activity presents or reinforces a primary concept and idea.
 - A “2” indicates that the activity includes some teaching of the concept and idea, and that the concept and idea are part of the focus of the activity.
 - A “3” indicates that the activity teaches both the concept and idea and requires demonstration of the practice; therefore, upon successful completion of the activity, students will have met the performance expectation.

Web Links:

Each standard is hot linked to <http://flbt5.floridaearlylearning.com/standards.html#>, the Florida Early Learning and Developmental Standards website. When you get to the site, click on the domain (subject area) that you are searching for and then scroll down to select either 3-4 years or 4 years-Kindergarten (or both) to go to the standards that you need.

Search the Document:

- **Word Version** – Click the Control key and the F key (Ctrl + F). Find activity name, word, or standard number by typing it in the **Search document...** box. **Word Web App** starts searching as soon as you start typing.
- **PDF Version** – Open the document and then click the Control key and the F key (Ctrl + F); a search bar will open near the top of the document.

Acknowledgements:

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The Shape of Things		Activity 1/Exploring Nature with Five Senses		
Standard	Age/ Grade	Description	Subject	Level of Activity
<u>VI.A.1.b</u>	3-4	Uses senses to observe and experience objects and environment	Scientific Inquiry	2
<u>VI.A.2.a</u>	3-4	Demonstrates the use of simple tools and equipment for observing and investigating (e.g., droppers, blocks, bug catchers)	Scientific Inquiry	3
<u>VI.A.1.b</u>	4-K	Begins to identify and make observations about what can be learned about the world using each of the five senses	Scientific Inquiry	1
<u>VI.A.2.a</u>	4-K	Uses tools and various technologies to support exploration and inquiry (e.g., digital cameras, scales)	Scientific Inquiry	3
<u>VI.A.3.b</u>	4-K	Collects and records data through drawing, writing, dictation and taking photographs (e.g., using tables, charts, drawings, tallies and graphs)	Scientific Inquiry	2
<u>VI.B.1.a</u>	3-4	Observes and explores a variety of plants and animals and their environments (e.g., rabbits, birds, ladybugs, hermit crabs, eggs, butterflies and bugs in the garden)	Scientific Inquiry	1
<u>VI.B.1.a</u>	4-K	Identifies characteristics of a variety of plants and animals including physical attributes and behaviors (e.g., camouflage, body covering, eye color, other adaptations, types of trees and where they grow)	Scientific Inquiry	2
<u>VI.B.1.b</u>	4-K	Notices the similarities and differences among various living thing	Scientific Inquiry	1
<u>VI.D.1.b</u>	4-K	Discovers, explores, sorts, compares, and contrasts objects that are naturally found in the environment, including rocks, soil, sand and mud, and recognizes relationships among the objects (e.g., nature walks with hand lenses, collection bag) (e.g., rocks, twigs, leaves and sea shells)	Scientific Inquiry	1
<u>VI.E.1.a</u>	3-4	Describes familiar people and objects in the environment	Scientific Inquiry	2
<u>IV.A.1.a</u>	3-4	Engages in multiple back-and-forth communicative interactions with adults and peers in purposeful and novel situations to reach a goal	Language and Literacy	2
<u>IV.A.1.b</u>	3-4	Shows understanding by answering factual questions and responding appropriately to what is said	Language and Literacy	3

<u>IV.A.1.a</u>	4-K	Engages in multiple back-and-forth communicative interactions with adults (e. g., teacher-shared information, read-aloud books) and peers to set goals, follow rules, solve problems and share what is learned with others	Language and Literacy	2
<u>IV.A.3.a</u>	3-4	Achieves mastery of one-step directions and usually follows two-step directions	Language and Literacy	3
<u>IV.A.3.a</u>	4-K	Achieves mastery of two-step directions and usually follows three-step directions	Language and Literacy	3
<u>IV.C.1.a</u>	3-4	Begins to demonstrate understanding of age-appropriate vocabulary across multiple topic areas and demonstrates a variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)	Language and Literacy	3
<u>IV.C.2.a</u>	3-4	Adds new words to vocabulary weekly (e.g., repeats words and integrates new words in play scenarios) (typically has a speaking vocabulary of approximately 1,000 words)	Language and Literacy	1
<u>IV.C.2.b</u>	3-4	Describes what objects are used for and is able to express ideas (e.g., names some colors, shapes, and says full name)	Language and Literacy	2
<u>IV.C.1.a</u>	4-K	Demonstrates understanding of age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)	Language and Literacy	2
<u>IV.C.1.b</u>	4-K	Demonstrates understanding of functional and organizational language (e.g., same and different, in front of and behind, next to, opposite, below) in multiple environments	Language and Literacy	2
<u>IV.C.1.c</u>	4-K	Understands or knows the meaning of many thousands of words including subject area words (e.g., science, social studies, math and literacy), many more than he or she routinely uses (receptive language)	Language and Literacy	1
<u>IV.C.2.a</u>	4-K	Uses a large speaking vocabulary, adding new words weekly (e.g., repeats words and uses them appropriately in context) (typically has a vocabulary of more than 1,500 words)	Language and Literacy	1
<u>IV.C.2.b</u>	4-K	Uses a variety of word-meaning relationships (e.g., part-whole, object-function, object-location)	Language and Literacy	1
<u>IV.C.2.d</u>	4-K	Uses words in multiple contexts, with the understanding that some words have multiple meanings	Language and Literacy	2

IV.F.2.a	3-4	Listens and matches rhythm, volume and pitch of rhymes, songs and chants	Language and Literacy	2
V.D.1	3-4	Recognizes and names typical shapes (circle, square, triangle)	Mathematical Thinking	3
V.D.2	3-4	Matches a wider variety of shapes and orientations	Mathematical Thinking	3
V.D.3	3-4	Explores three-dimensional shapes in the environment through play	Mathematical Thinking	3
V.D.1	4-K	Recognizes and names two-dimensional shapes (circle, square, triangle and rectangle) of different size and orientation	Mathematical Thinking	3
V.D.2	4-K	Describes, sorts and classifies two- and three-dimensional shapes using some attributes such as size, sides and other properties (e.g., vertices)	Mathematical Thinking	3
VII.D.2	3-4	Identifies own environment and other locations	Social Studies	2
VII.D.2	4-K	Identifies differences and similarities between own environment and other locations	Social Studies	2
VII.H.1	3-4	Uses technology as a tool when appropriate (e.g., writing utensils, electronic toys, DVD, music players, digital cameras, computers or tablets)	Social Studies	2
VII.H.1	K-4	Uses and shows awareness of technology and its impact on how people live (e.g., computers, tablets, mobile devices, cameras or music players)	Social Studies	2

Sounds Around **Activity 2/ Exploring Nature with Five Senses**

Standard	Age/ Grade	Description	Subject	Level of Activity
VI.A.1.b	3-4	Uses senses to observe and experience objects and environment	Scientific Inquiry	2
VI.A.2.a	3-4	Demonstrates the use of simple tools and equipment for observing and investigating (e.g., droppers, blocks, bug catchers)	Scientific Inquiry	3
VI.A.3.b	3-4	Participates in and discusses simple experiments	Scientific Inquiry	3
VI.A.1.b	4-K	Begins to identify and make observations about what can be learned about the world using each of the five senses	Scientific Inquiry	1

VI.A.1.c	4-K	Begins to understand that individuals may experience sensory events differently from each other (e.g., may like sound of loud noises or feel of fuzzy fabric)	Scientific Inquiry	2
VI.A.2.a	4-K	Uses tools and various technologies to support exploration and inquiry (e.g., digital cameras, scales)	Scientific Inquiry	3
VI.A.3.c	4-K	Begins to form conclusions and construct explanations (e.g., What do the results mean?)	Scientific Inquiry	2
VI.B.1.d	3-4	Explores the differences between living and non-living things	Scientific Inquiry	1
VI.B.1.d	4-K	Begins to distinguish between living and non-living things	Scientific Inquiry	1
VI.E.1.a	3-4	Describes familiar people and objects in the environment	Scientific Inquiry	2
IV.A.3.a	3-4	Achieves mastery of one-step directions and usually follows two-step directions	Language and Literacy	2
IV.A.3.a	4-K	Achieves mastery of two-step directions and usually follows three-step directions	Language and Literacy	2
IV.C.1.a	3-4	Begins to demonstrate understanding of age-appropriate vocabulary across multiple topic areas and demonstrates a variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)	Language and Literacy	3
IV.C.2.a	3-4	Adds new words to vocabulary weekly (e.g., repeats words and integrates new words in play scenarios) (typically has a speaking vocabulary of approximately 1,000 words)	Language and Literacy	1
IV.C.2.b	3-4	Describes what objects are used for and is able to express ideas (e.g., names some colors, shapes, and says full name)	Language and Literacy	2
IV.C.1.a	4-K	Demonstrates understanding of age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)	Language and Literacy	2
IV.C.1.b	4-K	Demonstrates understanding of functional and organizational language (e.g., same and different, in front of and behind, next to, opposite, below) in multiple environments	Language and Literacy	2

IV.C.1.c	4-K	Understands or knows the meaning of many thousands of words including subject area words (e.g., science, social studies, math and literacy), many more than he or she routinely uses (receptive language)	Language and Literacy	1
IV.C.2.a	4-K	Uses a large speaking vocabulary, adding new words weekly (e.g., repeats words and uses them appropriately in context) (typically has a vocabulary of more than 1,500 words)	Language and Literacy	1
IV.C.2.b	4-K	Uses a variety of word-meaning relationships (e.g., part-whole, object-function, object-location)	Language and Literacy	1
IV.C.2.d	4-K	Uses words in multiple contexts, with the understanding that some words have multiple meanings	Language and Literacy	2

Get in Touch with Trees Activity 3/ Exploring Nature with Five Senses

Standard	Age/ Grade	Description	Subject	Level of Activity
VI.A.1.b	3-4	Uses senses to observe and experience objects and environment	Scientific Inquiry	2
I.A.3.a	3-4	Makes simple predictions and reflects on what caused something to happen	Scientific Inquiry	2
VI.A.3.b	3-4	Participates in and discusses simple experiments	Scientific Inquiry	3
VI.A.3.c	3-4	Represents ideas and observations through drawings or using other forms of representation (e.g., manipulatives or different objects)	Scientific Inquiry	2
VI.A.1.b	4-K	Begins to identify and make observations about what can be learned about the world using each of the five senses	Scientific Inquiry	1
VI.A.1.c	4-K	Begins to understand that individuals may experience sensory events differently from each other (e.g., may like sound of loud noises or feel of fuzzy fabric)	Scientific Inquiry	2
VI.A.3.a	4-K	Makes predictions and tests their predictions through experimentation and investigation	Scientific Inquiry	2
VI.A.3.b	4-K	Collects and records data through drawing, writing, dictation and taking photographs (e.g., using tables, charts, drawings, tallies and graphs)	Scientific Inquiry	2
VI.A.3.c	4-K	Begins to form conclusions and construct explanations (e.g., What do the results mean?)	Scientific Inquiry	2

VI.A3.d	4-K	Shares findings and outcomes of experiments	Scientific Inquiry	2
VI.B.1.a	3-4	Observes and explores a variety of plants and animals and their environments (e.g., rabbits, birds, ladybugs, hermit crabs, eggs, butterflies and bugs in the garden)	Scientific Inquiry	1
VI.B.1.b	3-4	Begins to notice the similarities and differences among various living things	Scientific Inquiry	2
VI.B.1.a	4-K	Identifies characteristics of a variety of plants and animals including physical attributes and behaviors (e.g., camouflage, body covering, eye color, other adaptations, types of trees and where they grow)	Scientific Inquiry	2
VI.B.1.b	4-K	Notices the similarities and differences among various living things	Scientific Inquiry	3
VI.D.1.b	4-K	Discovers, explores, sorts, compares, and contrasts objects that are naturally found in the environment, including rocks, soil, sand and mud, and recognizes relationships among the objects (e.g., nature walks with hand lenses, collection bag) (e.g., rocks, twigs, leaves and sea shells)	Scientific Inquiry	1
VI.E.1.a	3-4	Describes familiar people and objects in the environment	Scientific Inquiry	2
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IV.A.1.a	3-4	Engages in multiple back-and-forth communicative interactions with adults and peers in purposeful and novel situations to reach a goal	Language and Literacy	2
IV.A.1.b	3-4	Shows understanding by answering factual questions and responding appropriately to what is said	Language and Literacy	3
IV.A.3.a	3-4	Achieves mastery of one-step directions and usually follows two-step directions	Language and Literacy	3
IV.A.1.a	4-K	Engages in multiple back-and-forth communicative interactions with adults (e. g., teacher-shared information, read-aloud books) and peers to set goals, follow rules, solve problems and share what is learned with others	Language and Literacy	2
IV.A.1.b	4-K	Shows understanding by asking and answering factual, predictive and inferential questions, adding comments relevant to the topic and reacting appropriately to what is said	Language and Literacy	2
IV.A.3.a	4-K	Achieves mastery of two-step directions and usually follows three-step directions	Language and Literacy	3

<u>IV.C.1.a</u>	3-4	Begins to demonstrate understanding of age-appropriate vocabulary across multiple topic areas and demonstrates a variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)	Language and Literacy	3
<u>IV.C.2.a</u>	3-4	Adds new words to vocabulary weekly (e.g., repeats words and integrates new words in play scenarios) (typically has a speaking vocabulary of approximately 1,000 words)	Language and Literacy	1
<u>IV.C.2.b</u>	3-4	Describes what objects are used for and is able to express ideas (e.g., names some colors, shapes, and says full name)	Language and Literacy	2
<u>IV.C.1.a</u>	4-K	Demonstrates understanding of age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)	Language and Literacy	2
<u>IV.C.1.b</u>	4-K	Demonstrates understanding of functional and organizational language (e.g., same and different, in front of and behind, next to, opposite, below) in multiple environments	Language and Literacy	2
<u>IV.C.1.c</u>	4-K	Understands or knows the meaning of many thousands of words including subject area words (e.g., science, social studies, math and literacy), many more than he or she routinely uses (receptive language)	Language and Literacy	1
<u>IV.C.2.a</u>	4-K	Uses a large speaking vocabulary, adding new words weekly (e.g., repeats words and uses them appropriately in context) (typically has a vocabulary of more than 1,500 words)	Language and Literacy	1
<u>IV.C.2.b</u>	4-K	Uses a variety of word-meaning relationships (e.g., part-whole, object-function, object-location)	Language and Literacy	1
<u>IV.C.2.d</u>	4-K	Uses words in multiple contexts, with the understanding that some words have multiple meanings	Language and Literacy	2
<u>IV.F.2.a</u>	3-4	Listens and matches rhythm, volume and pitch of rhymes, songs and chants	Language and Literacy	2
<u>V.F.4</u>	3-4	Participates in group sorting and data collection	Mathematical Thinking	2

We All Need Trees**Activity 4/ Exploring Nature with Five Senses**

Standard	Age/ Grade	Description	Subject	Level of Activity
<u>VI.A.1.a</u>	3-4	Begins to identify each of the five senses and how they relate to the sense organs	Scientific Inquiry	1
<u>VI.A.1.b</u>	3-4	Uses senses to observe and experience objects and environment	Scientific Inquiry	2
<u>VI.A.2.a</u>	3-4	Demonstrates the use of simple tools and equipment for observing and investigating (e.g., droppers, blocks, bug catchers)	Scientific Inquiry	3
<u>VI.A.3.c</u>	3-4	Represents ideas and observations through drawings or using other forms of representation (e.g., manipulatives or different objects)	Scientific Inquiry	3
<u>VI.A.1.a</u>	4-K	Identifies each of the five senses and their relationship to each of the sense organs	Scientific Inquiry	1
<u>VI.A.1.b</u>	4-K	Begins to identify and make observations about what can be learned about the world using each of the five senses	Scientific Inquiry	1
<u>VI.A.1.c</u>	4-K	Begins to understand that individuals may experience sensory events differently from each other (e.g., may like sound of loud noises or feel of fuzzy fabric)	Scientific Inquiry	2
<u>VI.A.2.a</u>	4-K	Uses tools and various technologies to support exploration and inquiry (e.g., digital cameras, scales)	Scientific Inquiry	3
<u>VI.A.3.b</u>	4-K	Collects and records data through drawing, writing, dictation and taking photographs (e.g., using tables, charts, drawings, tallies and graphs)	Scientific Inquiry	3
<u>VI.A.3.d</u>	4-K	Shares findings and outcomes of experiments	Scientific Inquiry	2
<u>VI.B.1.a</u>	4-K	Identifies characteristics of a variety of plants and animals including physical attributes and behaviors (e.g., camouflage, body covering, eye color, other adaptations, types of trees and where they grow)	Scientific Inquiry	2
<u>VI.D.1.b</u>	4-K	Discovers, explores, sorts, compares, and contrasts objects that are naturally found in the environment, including rocks, soil, sand and mud, and recognizes relationships among the objects (e.g., nature walks with hand lenses, collection bag) (e.g., rocks, twigs, leaves and sea shells)	Scientific Inquiry	1

<u>VI.E.1.a</u>	4-K	Demonstrates how people use objects and natural resources in the environment	Scientific Inquiry	3
<u>IV.A.1.a</u>	3-4	Engages in multiple back-and-forth communicative interactions with adults and peers in purposeful and novel situations to reach a goal	Language and Literacy	2
<u>IV.A.1.b</u>	3-4	Shows understanding by answering factual questions and responding appropriately to what is said	Language and Literacy	3
<u>IV.A.3.a</u>	3-4	Achieves mastery of one-step directions and usually follows two-step directions	Language and Literacy	3
<u>IV.A.1.a</u>	4-K	Engages in multiple back-and-forth communicative interactions with adults (e. g., teacher-shared information, read-aloud books) and peers to set goals, follow rules, solve problems and share what is learned with others	Language and Literacy	2
<u>IV.A.1.b</u>	4-K	Shows understanding by asking and answering factual, predictive and inferential questions, adding comments relevant to the topic and reacting appropriately to what is said	Language and Literacy	2
<u>IV.A.3.a</u>	4-K	Achieves mastery of two-step directions and usually follows three-step directions	Language and Literacy	3
<u>IV.C.1.a</u>	3-4	Begins to demonstrate understanding of age-appropriate vocabulary across multiple topic areas and demonstrates a variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)	Language and Literacy	3
<u>IV.C.2.a</u>	3-4	Adds new words to vocabulary weekly (e.g., repeats words and integrates new words in play scenarios) (typically has a speaking vocabulary of approximately 1,000 words)	Language and Literacy	1
<u>IV.C.2.b</u>	3-4	Describes what objects are used for and is able to express ideas (e.g., names some colors, shapes, and says full name)	Language and Literacy	2
<u>IV.C.1.a</u>	4-K	Demonstrates understanding of age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)	Language and Literacy	2
<u>IV.C.1.b</u>	4-K	Demonstrates understanding of functional and organizational language (e.g., same and different, in front of and behind, next to, opposite, below) in multiple environments	Language and Literacy	2

<u>IV.C.1.c</u>	4-K	Understands or knows the meaning of many thousands of words including subject area words (e.g., science, social studies, math and literacy), many more than he or she routinely uses (receptive language)	Language and Literacy	1
<u>IV.C.2.a</u>	4-K	Uses a large speaking vocabulary, adding new words weekly (e.g., repeats words and uses them appropriately in context) (typically has a vocabulary of more than 1,500 words)	Language and Literacy	1
<u>IV.C.2.b</u>	4-K	Uses a variety of word-meaning relationships (e.g., part-whole, object-function, object-location)	Language and Literacy	1
<u>V.F.2</u>	3-4	Counts and identifies the number sequence “1 to 10”	Mathematical Thinking	1
<u>V.F.6</u>	3-4	Constructs and counts sets of one to five and beyond	Mathematical Thinking	2
<u>V.F.5</u>	4-K	Constructs and counts sets of objects (one to 10 and beyond)	Mathematical Thinking	2
<u>V.F.4</u>	3-4	Participates in group sorting and data collection	Mathematical Thinking	3
<u>V.F.4</u>	4-K	Represents, analyzes and discusses data (e.g. charts, graphs and tallies)	Mathematical Thinking	3
<u>VII.E.1</u>	3-4	Recognizes sequence of events to establish a sense of order and time	Social Studies	2
<u>VII.E.2</u>	3-4	Explores changes that take place over time in the immediate environment	Social Studies	2
<u>VII.E.1</u>	4-K	Identifies changes within a sequence of events to establish a sense of order and time	Social Studies	2
<u>VII.E.2</u>	4-K	Observes and recognizes changes that take place over time in the immediate environment	Social Studies	2

Signs of Fall Activity 5/ Experiencing Trees Through the Seasons

Standard	Age/ Grade	Description	Subject	Level of Activity
<u>VI.A.1.b</u>	3-4	Uses senses to observe and experience objects and environment	Scientific Inquiry	2
<u>VI.A.2.a</u>	3-4	Demonstrates the use of simple tools and equipment for observing and investigating (e.g., droppers, blocks, bug catchers)	Scientific Inquiry	3
<u>VI.A.3.c</u>	3-4	Represents ideas and observations through drawings or using other forms of representation (e.g., manipulatives or different objects)	Scientific Inquiry	2
<u>VI.A.1.b</u>	4-K	Begins to identify and make observations about what can be learned about the world using each of the five senses	Scientific Inquiry	1
<u>VI.A.2.a</u>	4-K	Uses tools and various technologies to support exploration and inquiry (e.g., digital cameras, scales)	Scientific Inquiry	3
<u>VI.A.3.b</u>	4-K	Collects and records data through drawing, writing, dictation and taking photographs (e.g., using tables, charts, drawings, tallies and graphs)	Scientific Inquiry	2
<u>VI.B.1.a</u>	3-4	Observes and explores a variety of plants and animals and their environments (e.g., rabbits, birds, ladybugs, hermit crabs, eggs, butterflies and bugs in the garden)	Scientific Inquiry	1
<u>VI.B.1.a</u>	4-K	Identifies characteristics of a variety of plants and animals including physical attributes and behaviors (e.g., camouflage, body covering, eye color, other adaptations, types of trees and where they grow)	Scientific Inquiry	2
<u>VI.B.1.c</u>	4-K	Understands that all living things grow, change and go through life cycles	Scientific Inquiry	3
<u>VI.D.1.b</u>	4-K	Discovers, explores, sorts, compares, and contrasts objects that are naturally found in the environment, including rocks, soil, sand and mud, and recognizes relationships among the objects (e.g., nature walks with hand lenses, collection bag) (e.g., rocks, twigs, leaves and sea shells)	Scientific Inquiry	1
<u>IV.A.1.a</u>	3-4	Engages in multiple back-and-forth communicative interactions with adults and peers in purposeful and novel situations to reach a goal	Language and Literacy	2
<u>IV.A.3.a</u>	3-4	Achieves mastery of one-step directions and usually follows two-step directions	Language and Literacy	3

<u>IV.A.1.a</u>	4-K	Engages in multiple back-and-forth communicative interactions with adults (e. g., teacher-shared information, read-aloud books) and peers to set goals, follow rules, solve problems and share what is learned with others	Language and Literacy	2
<u>IV.A.3.a</u>	4-K	Achieves mastery of two-step directions and usually follows three-step directions	Language and Literacy	3
<u>IV.C.1.a</u>	3-4	Begins to demonstrate understanding of age-appropriate vocabulary across multiple topic areas and demonstrates a variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)	Language and Literacy	3
<u>IV.C.2.a</u>	3-4	Adds new words to vocabulary weekly (e.g., repeats words and integrates new words in play scenarios) (typically has a speaking vocabulary of approximately 1,000 words)	Language and Literacy	1
<u>IV.C.2.b</u>	3-4	Describes what objects are used for and is able to express ideas (e.g., names some colors, shapes, and says full name)	Language and Literacy	2
<u>IV.C.1.a</u>	4-K	Demonstrates understanding of age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)	Language and Literacy	2
<u>IV.C.1.b</u>	4-K	Demonstrates understanding of functional and organizational language (e.g., same and different, in front of and behind, next to, opposite, below) in multiple environments	Language and Literacy	2
<u>IV.C.1.c</u>	4-K	Understands or knows the meaning of many thousands of words including subject area words (e.g., science, social studies, math and literacy), many more than he or she routinely uses (receptive language)	Language and Literacy	1
<u>IV.C.2.a</u>	4-K	Uses a large speaking vocabulary, adding new words weekly (e.g., repeats words and uses them appropriately in context) (typically has a vocabulary of more than 1,500 words)	Language and Literacy	1
<u>IV.C.2.b</u>	4-K	Uses a variety of word-meaning relationships (e.g., part-whole, object-function, object-location)	Language and Literacy	1
<u>IV.E.1.a</u>	3-4	Engages in conversations using sentences with four or more words, participates in simple, back-and-forth conversations to exchange ideas or information	Language and Literacy	2
<u>IV.E.1.a</u>	4-K	Engages in conversations with two to three back-and-forth turns using language, gestures, and expressions (e.g., words related to social conventions like “please” and “thank you”)	Language and Literacy	2

IV.F.1.b	3-4	Begins to make real-world connections between stories and real-life experiences	Language and Literacy	1
IV.F.2.a	3-4	Listens and matches rhythm, volume and pitch of rhymes, songs and chants	Language and Literacy	2
IV.F.1.b	4-K	Makes real-world connections between stories and real-life experiences	Language and Literacy	2
V.A.2	3-4	Counts and identifies the number sequence “1 to 10”	Mathematical Thinking	2
V.A.6	3-4	Constructs and counts sets of one to five and beyond	Mathematical Thinking	3
V.A.2	4-K	Counts and identifies the number sequence “1 to 31”	Mathematical Thinking	2
V.A.5	4-K	Constructs and counts sets of objects (one to 10 and beyond)	Mathematical Thinking	3
V.F.3	3-4	Measures object attributes using a variety of standard and nonstandard tools with adult guidance	Mathematical Thinking	2
V.F.4	3-4	Participates in group sorting and data collection	Mathematical Thinking	3
V.F.1	4-K	Measures object attributes using a variety of standard and nonstandard tools	Mathematical Thinking	2
V.F.2	4-K	Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects	Mathematical Thinking	2
V.F.3	4-K	Seriates (places objects in sequence) up to six objects in order by height or length (e.g., cube towers or unit blocks)	Mathematical Thinking	3
V.F.4	4-K	Represents, analyzes and discusses data (e.g. charts, graphs and tallies)	Mathematical Thinking	3
VII.E.1	3-4	Recognizes sequence of events to establish a sense of order and time	Social Studies	2
VII.E.2	3-4	Explores changes that take place over time in the immediate environment	Social Studies	2

VII.E.1	4-K	Identifies changes within a sequence of events to establish a sense of order and time	Social Studies	2
VII.E.2	4-K	Observes and recognizes changes that take place over time in the immediate environment	Social Studies	2

Evergreens in Winter **Activity 6/ Experiencing Trees Through the Seasons**

Standard	Age/ Grade	Description	Subject	Level of Activity
VI.A.1.a	3-4	Begins to identify each of the five senses and how they relate to the sense organs	Scientific Inquiry	1
VI.A.1.b	3-4	Uses senses to observe and experience objects and environment	Scientific Inquiry	2
VI.A.1.a	4-K	Identifies each of the five senses and their relationship to each of the sense organs	Scientific Inquiry	1
VI.A.1.b	4-K	Begins to identify and make observations about what can be learned about the world using each of the five senses	Scientific Inquiry	1
VI.A.1.c	4-K	Begins to understand that individuals may experience sensory events differently from each other (e.g., may like sound of loud noises or feel of fuzzy fabric)	Scientific Inquiry	2
VI.B.1.a	3-4	Observes and explores a variety of plants and animals and their environments (e.g., rabbits, birds, ladybugs, hermit crabs, eggs, butterflies and bugs in the garden)	Scientific Inquiry	1
VI.B.1.b	3-4	Begins to notice the similarities and differences among various living things	Scientific Inquiry	3
VI.B.1.c	3-4	Explores basic life cycles (e.g., plants grow from seeds and hatching eggs)	Scientific Inquiry	2
VI.B.1.a	4-K	Identifies characteristics of a variety of plants and animals including physical attributes and behaviors (e.g., camouflage, body covering, eye color, other adaptations, types of trees and where they grow)	Scientific Inquiry	2
VI.B.1.b	4-K	Notices the similarities and differences among various living things	Scientific Inquiry	3
VI.B.1.c	4-K	Understands that all living things grow, change and go through life cycles	Scientific Inquiry	2

<u>VI.D.1.b</u>	4-K	Discovers, explores, sorts, compares, and contrasts objects that are naturally found in the environment, including rocks, soil, sand and mud, and recognizes relationships among the objects (e.g., nature walks with hand lenses, collection bag) (e.g., rocks, twigs, leaves and sea shells)	Scientific Inquiry	2
<u>VI.F.1.C</u>	3-4	Explores and constructs simple objects and structures with appropriate materials and explores concept of stability of structures (e.g., block building, ramps, pathways, sand, playdough and knocking over a block tower)	Scientific Inquiry	2
<u>VI.F.1.C</u>	4-K	Invents and constructs simple objects or more complex structures and investigates concepts of motion and stability of structures (e.g., ramps, pathways, structure, Legos, block building and play)	Scientific Inquiry	2
<u>IV.A.3.a</u>	3-4	Achieves mastery of one-step directions and usually follows two-step directions	Language and Literacy	2
<u>IV.A.3.a</u>	4-K	Achieves mastery of two-step directions and usually follows three-step directions	Language and Literacy	2
<u>IV.C.1.a</u>	3-4	Begins to demonstrate understanding of age-appropriate vocabulary across multiple topic areas and demonstrates a variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)	Language and Literacy	3
<u>IV.C.1.b</u>	3-4	Begins to understand the use of words in different context (including plurals and past tense in speech)	Language and Literacy	2
<u>IV.C.2.a</u>	3-4	Adds new words to vocabulary weekly (e.g., repeats words and integrates new words in play scenarios) (typically has a speaking vocabulary of approximately 1,000 words)	Language and Literacy	1
<u>IV.C.2.b</u>	3-4	Describes what objects are used for and is able to express ideas (e.g., names some colors, shapes, and says full name)	Language and Literacy	2
<u>IV.C.1.a</u>	4-K	Demonstrates understanding of age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)	Language and Literacy	2
<u>IV.C.1.b</u>	4-K	Demonstrates understanding of functional and organizational language (e.g., same and different, in front of and behind, next to, opposite, below) in multiple environments	Language and Literacy	2
<u>IV.C.1.c</u>	4-K	Understands or knows the meaning of many thousands of words including subject area words (e.g., science, social studies, math and literacy), many more than he or she routinely uses (receptive language)	Language and Literacy	1

<u>IV.C.2.a</u>	4-K	Uses a large speaking vocabulary, adding new words weekly (e.g., repeats words and uses them appropriately in context) (typically has a vocabulary of more than 1,500 words)	Language and Literacy	1
<u>IV.C.2.b</u>	4-K	Uses a variety of word-meaning relationships (e.g., part-whole, object-function, object-location)	Language and Literacy	1
<u>IV.C.2.d</u>	4-K	Uses words in multiple contexts, with the understanding that some words have multiple meanings	Language and Literacy	2
<u>IV.F.1.b</u>	3-4	Begins to make real-world connections between stories and real-life experiences	Language and Literacy	2
<u>IV.F.1.b</u>	4-K	Makes real-world connections between stories and real-life experiences	Language and Literacy	2
<u>IV.F.4.b</u>	4-K	Asks and answers appropriate questions about the story (e.g., “What just happened?” “What might happen next?” “What would happen if...?” “What was so silly about...?” “How would you feel if you...?”)	Language and Literacy	2
<u>V.D.3</u>	3-4	Explores three-dimensional shapes in the environment through play.	Mathematical Thinking	2
<u>V.D.4</u>	4-K	Constructs with three-dimensional shapes in the environment through play (e.g., building castles in the construction area)	Mathematical Thinking	3
<u>V.F.2</u>	3-4	Explores two objects by making direct comparisons in length, weight and size using a single attribute.	Mathematical Thinking	2
<u>V.F.4</u>	3-4	Participates in group sorting and data collection	Mathematical Thinking	3
<u>V.F.2</u>	4-K	Identifies measurable attributes such as length and weight and solves problems by making direct comparisons of objects	Mathematical Thinking	2
<u>VII.D.4</u>	3-4	Begins to use spatial words (e.g., far/close, over/under and up/down)	Social Studies	1
<u>VII.D.4</u>	4-K	Begins to use spatial words (e.g., far/close, over/under and up/down)	Social Studies	1
<u>VII.E.2</u>	3-4	Explores changes that take place over time in the immediate environment	Social Studies	2
<u>VII.E.2</u>	4-K	Observes and recognizes changes that take place over time in the immediate environment	Social Studies	2

Bursting Buds Activity 7/ Experiencing Trees Through the Seasons

Standard	Age/ Grade	Description	Subject	Level of Activity
<u>VI.A.1.a</u>	3-4	Begins to identify each of the five senses and how they relate to the sense organs	Scientific Inquiry	1
<u>VI.A.1.b</u>	3-4	Uses senses to observe and experience objects and environment	Scientific Inquiry	2
<u>VI.A.2.a</u>	3-4	Demonstrates the use of simple tools and equipment for observing and investigating (e.g., droppers, blocks, bug catchers)	Scientific Inquiry	3
<u>VI.A.3.a</u>	3-4	Makes simple predictions and reflects on what caused something to happen	Scientific Inquiry	2
<u>VI.A.3.b</u>	3-4	Participates in and discusses simple experiments	Scientific Inquiry	2
<u>VI.A.3.c</u>	3-4	Represents ideas and observations through drawings or using other forms of representation (e.g., manipulatives or different objects)	Scientific Inquiry	2
<u>VI.A.1.a</u>	4-K	Identifies each of the five senses and their relationship to each of the sense organs	Scientific Inquiry	1
<u>VI.A.1.b</u>	4-K	Begins to identify and make observations about what can be learned about the world using each of the five senses	Scientific Inquiry	1
<u>VI.A.1.c</u>	4-K	Begins to understand that individuals may experience sensory events differently from each other (e.g., may like sound of loud noises or feel of fuzzy fabric)	Scientific Inquiry	2
<u>VI.A.2.a</u>	4-K	Uses tools and various technologies to support exploration and inquiry (e.g., digital cameras, scales)	Scientific Inquiry	3
<u>VI.A.3.a</u>	4-K	Makes predictions and tests their predictions through experimentation and investigation	Scientific Inquiry	3
<u>VI.A.3.b</u>	4-K	Collects and records data through drawing, writing, dictation and taking photographs (e.g., using tables, charts, drawings, tallies and graphs)	Scientific Inquiry	2
<u>VI.A.3.c</u>	4-K	Begins to form conclusions and construct explanations (e.g., What do the results mean?)	Scientific Inquiry	2

<u>VI.B.1.a</u>	3-4	Observes and explores a variety of plants and animals and their environments (e.g., rabbits, birds, ladybugs, hermit crabs, eggs, butterflies and bugs in the garden)	Scientific Inquiry	1
<u>VI.B.1.C</u>	3-4	Explores basic life cycles (e.g., plants grow from seeds and hatching eggs)	Scientific Inquiry	2
<u>VI.B.1.a</u>	4-K	Identifies characteristics of a variety of plants and animals including physical attributes and behaviors (e.g., camouflage, body covering, eye color, other adaptations, types of trees and where they grow)	Scientific Inquiry	2
<u>VI.B.1.c</u>	4-K	Understands that all living things grow, change and go through life cycles	Scientific Inquiry	2
<u>VI.D.1.b</u>	4-K	Discovers, explores, sorts, compares, and contrasts objects that are naturally found in the environment, including rocks, soil, sand and mud, and recognizes relationships among the objects (e.g., nature walks with hand lenses, collection bag) (e.g., rocks, twigs, leaves and sea shells)	Scientific Inquiry	1
<u>IV.A.3.a</u>	3-4	Achieves mastery of one-step directions and usually follows two-step directions	Language and Literacy	3
<u>IV.A.3.a</u>	4-K	Achieves mastery of two-step directions and usually follows three-step directions	Language and Literacy	3
<u>IV.C.1.a</u>	3-4	Begins to demonstrate understanding of age-appropriate vocabulary across multiple topic areas and demonstrates a variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)	Language and Literacy	3
<u>IV.C.2.a</u>	3-4	Adds new words to vocabulary weekly (e.g., repeats words and integrates new words in play scenarios) (typically has a speaking vocabulary of approximately 1,000 words)	Language and Literacy	1
<u>IV.C.2.b</u>	3-4	Describes what objects are used for and is able to express ideas (e.g., names some colors, shapes, and says full name)	Language and Literacy	2
<u>IV.C.1.a</u>	4-K	Demonstrates understanding of age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)	Language and Literacy	2
<u>IV.C.1.b</u>	4-K	Demonstrates understanding of functional and organizational language (e.g., same and different, in front of and behind, next to, opposite, below) in multiple environments	Language and Literacy	2

IV.C.1.c	4-K	Understands or knows the meaning of many thousands of words including subject area words (e.g., science, social studies, math and literacy), many more than he or she routinely uses (receptive language)	Language and Literacy	1
IV.C.2.a	4-K	Uses a large speaking vocabulary, adding new words weekly (e.g., repeats words and uses them appropriately in context) (typically has a vocabulary of more than 1,500 words)	Language and Literacy	1
IV.C.2.d	4-K	Uses words in multiple contexts, with the understanding that some words have multiple meanings	Language and Literacy	2
V.F.4	3-4	Participates in group sorting and data collection	Mathematical Thinking	3
V.F.3	4-K	Seriates (places objects in sequence) up to six objects in order by height or length (e.g., cube towers or unit blocks)	Mathematical Thinking	3
VII.D.4	3-4	Begins to use spatial words (e.g., far/close, over/under and up/down)	Social Studies	1
VII.D.4	4-K	Begins to use spatial words (e.g., far/close, over/under and up/down)	Social Studies	1
VII.E.2	3-4	Explores changes that take place over time in the immediate environment	Social Studies	2
VII.E.2	4-K	Observes and recognizes changes that take place over time in the immediate environment	Social Studies	2

Adopt a Tree

Activity 8/ Experiencing Trees Through the Seasons

Standard	Age/ Grade	Description	Subject	Level of Activity
VI.A.1.b	3-4	Uses senses to observe and experience objects and environment	Scientific Inquiry	3
VI.A.1.b	4-K	Begins to identify and make observations about what can be learned about the world using each of the five senses	Scientific Inquiry	3
VI.A.1.c	4-K	Begins to understand that individuals may experience sensory events differently from each other (e.g., may like sound of loud noises or feel of fuzzy fabric)	Scientific Inquiry	2
VI.A.3.c	3-4	Represents ideas and observations through drawings or using other forms of representation (e.g., manipulatives or different objects)	Scientific Inquiry	2

<u>VI.B.1.a</u>	3-4	Observes and explores a variety of plants and animals and their environments (e.g., rabbits, birds, ladybugs, hermit crabs, eggs, butterflies and bugs in the garden)	Scientific Inquiry	2
<u>VI.B.1.a</u>	4-K	Identifies characteristics of a variety of plants and animals including physical attributes and behaviors (e.g., camouflage, body covering, eye color, other adaptations and types of trees and where they grow)	Scientific Inquiry	2
<u>VI.B.1.b</u>	3-4	Begins to notice the similarities and differences among various living things	Scientific Inquiry	3
<u>VI.B.1.b</u>	4-K	Notices the similarities and differences among various living things	Scientific Inquiry	3
<u>VI.B.1.c</u>	4-K	Understands that all living things grow, change and go through life cycles	Scientific Inquiry	2
<u>VI.E.1.a</u>	4-K	Demonstrates how people use objects and natural resources in the environment	Scientific Inquiry	2
<u>VI.E.2.b</u>	3-4	Participates in activities to protect the environment	Scientific Inquiry	1
<u>VI.E.2.b.</u>	4-K	Participates in daily routines demonstrating basic conservation strategies (e.g., conserving water when washing hands or brushing teeth)	Scientific Inquiry	1
<u>IV.A.1.a</u>	3-4	Engages in multiple back-and-forth communicative interactions with adults and peers in purposeful and novel situations to reach a goal	Language and Literacy	2
<u>IV.A.1.a</u>	4-K	Engages in multiple back-and-forth communicative interactions with adults (e. g., teacher-shared information, read-aloud books) and peers to set goals, follow rules, solve problems and share what is learned with others	Language and Literacy	2
<u>IV.A.1.b</u>	3-4	Shows understanding by answering factual questions and responding appropriately to what is said	Language and Literacy	2
<u>IV.A.1.b</u>	4-K	Shows understanding by asking and answering factual, predictive and inferential questions, adding comments relevant to the topic and reacting appropriately to what is said	Language and Literacy	2
<u>IV.C.2.a</u>	3-4	Adds new words to vocabulary weekly (e.g., repeats words and integrates new words in play scenarios) (typically has a speaking vocabulary of approximately 1,000 words)	Language and Literacy	2

<u>IV.C.2.a</u>	4-K	Uses a large speaking vocabulary, adding new words weekly (e.g., repeats words and uses them appropriately in context) (typically has a vocabulary of more than 1,500 words)	Language and Literacy	2
<u>IV.E.1.a</u>	3-4	Engages in conversations using sentences with four or more words, participates in simple, back-and-forth conversations to exchange ideas or information	Language and Literacy	1
<u>IV.E.1.a</u>	4-K	Engages in conversations with two to three back-and-forth turns using language, gestures, and expressions (e.g., words related to social conventions like “please” and “thank you”)	Language and Literacy	1
<u>IV.F.2.a</u>	3-4	Listens and matches rhythm, volume and pitch of rhymes, songs and chants	Language and Literacy	3
<u>V.D.2</u>	3-4	Matches a wider variety of shapes and orientations	Mathematical Thinking	3
<u>V.D.2</u>	4-K	Describes, sorts and classifies two- and three-dimensional shapes using some attributes such as size, sides and other properties (e.g., vertices)	Mathematical Thinking	3
<u>V.E.2</u>	3-4	Demonstrates directionality, order and position of objects by following simple directions	Mathematical Thinking	1
<u>V.E.2.</u>	4-K	Uses directions to move through space and find places in space	Mathematical Thinking	1
<u>V.F.4</u>	3-4	Participates in group sorting and data collection	Mathematical Thinking	2
<u>VII.E.1</u>	3-4	Recognizes sequence of events to establish a sense of order and time	Social Studies	2
<u>VII.E.1</u>	K-4	Identifies changes within a sequence of events to establish a sense of order and time	Social Studies	2
<u>VII.E.2</u>	3-4	Explores changes that take place over time in the immediate environment	Social Studies	3
<u>VII.E.2.</u>	K-4	Observes and recognizes changes that take place over time in the immediate environment	Social Studies	3

To Be a Tree**Activity 9/ Meeting Neighborhood Trees**

Standard	Age/ Grade	Description	Subject	Level of Activity
<u>VI.A.1.b</u>	3-4	Uses senses to observe and experience objects and environment	Scientific Inquiry	3
<u>VI.A.1.b</u>	4-K	Begins to identify and make observations about what can be learned about the world using each of the five senses	Scientific Inquiry	3
<u>VI.A.3.b</u>	4-K	Collects and records data through drawing, writing, dictation and taking photographs (e.g., using tables, charts, drawings, tallies and graphs)	Scientific Inquiry	3
<u>VI.A.3.c</u>	3-4	Represents ideas and observations through drawings or using other forms of representation (e.g., manipulatives or different objects)	Scientific Inquiry	2
<u>VI.A.3.c</u>	4-K	Begins to form conclusions and construct explanations (e.g., What do the results mean?)	Scientific Inquiry	2
<u>VI.B.1.a</u>	3-4	Observes and explores a variety of plants and animals and their environments (e.g., rabbits, birds, ladybugs, hermit crabs, eggs, butterflies and bugs in the garden)	Scientific Inquiry	2
<u>VI.B.1.a</u>	4-K	Identifies characteristics of a variety of plants and animals including physical attributes and behaviors (e.g., camouflage, body covering, eye color, other adaptations and types of trees and where they grow)	Scientific Inquiry	3
<u>VI.B.1.b</u>	3-4	Begins to notice the similarities and differences among various living things	Scientific Inquiry	2
<u>VI.B.1.b</u>	4-K	Notices the similarities and differences among various living things	Scientific Inquiry	2
<u>VI.B.1.e</u>	3-4	Explores basic life cycles (e.g., plants grow from seeds and hatching eggs)	Scientific Inquiry	2
<u>VI.B.1.e</u>	4-K	Understands that all living things grow, change and go through life cycles	Scientific Inquiry	2
<u>IV.A.1.a</u>	3-4	Engages in multiple back-and-forth communicative interactions with adults and peers in purposeful and novel situations to reach a goal	Language and Literacy	2

<u>IV.A.1.a</u>	4-K	Engages in multiple back-and-forth communicative interactions with adults (e. g., teacher-shared information, read-aloud books) and peers to set goals, follow rules, solve problems and share what is learned with others	Language and Literacy	2
<u>IV.A.1.b</u>	3-4	Shows understanding by answering factual questions and responding appropriately to what is said	Language and Literacy	2
<u>IV.A.1.b</u>	4-K	Shows understanding by asking and answering factual, predictive and inferential questions, adding comments relevant to the topic and reacting appropriately to what is said	Language and Literacy	2
<u>IV.A.2.a</u>	3-4	Tells the main idea or topic of a conversation, story, informational text or creative play, and makes a connection	Language and Literacy	2
<u>IV.A.2.a</u>	4-K	Identifies the main idea, some details of a conversation, story or informational text and can explicitly connect what is being learned to own existing knowledge	Language and Literacy	2
<u>IV.C.1.a</u>	3-4	Begins to demonstrate understanding of age-appropriate vocabulary across multiple topic areas and demonstrates a variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)	Language and Literacy	3
<u>IV.C.1.a</u>	4-K	Demonstrates understanding of age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)	Language and Literacy	3
<u>IV.C.2.b</u>	3-4	Describes what objects are used for and is able to express ideas (e.g., names some colors, shapes, and says full name)	Language and Literacy	1
<u>IV.C.2.b</u>	4-K	Uses a variety of word-meaning relationships (e.g., part-whole, object-function, object-location)	Language and Literacy	1
<u>IV.F.1.b</u>	3-4	Begins to make real-world connections between stories and real-life experiences	Language and Literacy	2
<u>IV.F.1.b</u>	4-K	Makes real-world connections between stories and real-life experiences	Language and Literacy	2
<u>IV.F.1.e</u>	3-4	Participates in conversations that demonstrate appreciation of printed materials	Language and Literacy	1
<u>IV.F.1.e</u>	4-K	Initiates and participates in conversations that demonstrate appreciation of printed materials	Language and Literacy	1
<u>IV.F.2.a</u>	3-4	Listens and matches rhythm, volume and pitch of rhymes, songs and chants	Language and Literacy	1

IV.F.3.a	3-4	Recognizes that print conveys meaning	Language and Literacy	1
IV.F.3.a	4-K	Recognizes that print conveys meaning	Language and Literacy	1
IV.F.4.a	3-4	Retells or reenacts parts of a story after it is read aloud	Language and Literacy	2
IV.F.4.a	4-K	Retells or reenacts story with increasing accuracy and complexity after it is read aloud	Language and Literacy	2
V.A.5	4-K	Constructs and counts sets of objects (one to 10 and beyond)	Mathematical Thinking	3
V.A.6	3-4	Constructs and counts sets of one to five and beyond	Mathematical Thinking	3
V.B.1	3-4	Explores quantities up to five using objects, fingers and dramatic play to solve real-world joining and separating problems	Mathematical Thinking	3
V.B.1	4-K	Explores quantities up to eight using objects, fingers and dramatic play to solve real-world joining and separating problems	Mathematical Thinking	3
VII.D.4	3-4	Begins to use spatial words (e.g., far/close, over/under and up/down)	Social Studies	1
VII.D.4	4-K	Begins to use spatial words (e.g., far/close, over/under and up/down)	Social Studies	1

Trees as Habitats

Activity 10/ Meeting Neighborhood Trees

Standard	Age/ Grade	Description	Subject	Level of Activity
VI.A.1.b	3-4	Uses senses to observe and experience objects and environment	Scientific Inquiry	3
VI.A.1.b	4-K	Begins to identify and make observations about what can be learned about the world using each of the five senses	Scientific Inquiry	3
VI.A.2.a	3-4	Demonstrates the use of simple tools and equipment for observing and investigating (e.g., droppers, blocks, bug catchers)	Scientific Inquiry	1

<u>VI.A.2.a</u>	4-K	Uses tools and various technologies to support exploration and inquiry (e.g., digital cameras, scales)	Scientific Inquiry	1
<u>VI.A.3.a</u>	3-4	Makes simple predictions and reflects on what caused something to happen	Scientific Inquiry	2
<u>VI.A.3.a</u>	4-K	Makes predictions and tests their predictions through experimentation and investigation	Scientific Inquiry	2
<u>VI.A.3.c</u>	3-4	Represents ideas and observations through drawings or using other forms of representation (e.g., manipulatives or different objects)	Scientific Inquiry	3
<u>VI.A.3.b</u>	4-K	Collects and records data through drawing, writing, dictation and taking photographs (e.g., using tables, charts, drawings, tallies and graphs)	Scientific Inquiry	3
<u>VI.B.1.a</u>	3-4	Observes and explores a variety of plants and animals and their environments (e.g., rabbits, birds, ladybugs, hermit crabs, eggs, butterflies and bugs in the garden)	Scientific Inquiry	2
<u>VI.B.1.a</u>	4-K	Identifies characteristics of a variety of plants and animals including physical attributes and behaviors (e.g., camouflage, body covering, eye color, other adaptations, types of trees and where they grow)	Scientific Inquiry	2
<u>VI.B.1.b</u>	3-4	Begins to notice the similarities and differences among various living things	Scientific Inquiry	2
<u>VI.B.1.b</u>	4-K	Notices the similarities and differences among various living thing	Scientific Inquiry	2
<u>VI.B.1.d</u>	3-4	Explores the differences between living and non-living things	Scientific Inquiry	1
<u>VI.B.1.d</u>	4-K	Begins to distinguish between living and non-living things	Scientific Inquiry	1
<u>VI.B.1.e</u>	3-4	Explores basic life cycles (e.g., plants grow from seeds and hatching eggs)	Scientific Inquiry	1
<u>VI.B.1.e</u>	4-K	Understands that all living things grow, change and go through life cycles	Scientific Inquiry	1
<u>VI.D.1.d</u>	3-4	Describes typical daytime and nighttime activities for people and other animals through drawing, naming or pretend play	Scientific Inquiry	1
<u>VI.D.1.d</u>	4-K	Describes typical daytime and nighttime activities for people and other animals through drawing, naming or pretend play	Scientific Inquiry	1

<u>IV.A.1.a</u>	3-4	Engages in multiple back-and-forth communicative interactions with adults and peers in purposeful and novel situations to reach a goal	Language and Literacy	2
<u>IV.A.1.b</u>	3-4	Shows understanding by answering factual questions and responding appropriately to what is said	Language and Literacy	2
<u>IV.A.1.a</u>	4-K	Engages in multiple back-and-forth communicative interactions with adults (e. g., teacher-shared information, read-aloud books) and peers to set goals, follow rules, solve problems and share what is learned with others	Language and Literacy	2
<u>IV.A.1.b</u>	4-K	Shows understanding by asking and answering factual, predictive and inferential questions, adding comments relevant to the topic and reacting appropriately to what is said	Language and Literacy	3
<u>IV.D.1.a</u>	3-4	Produces utterances of four to five units of meaning in length	Language and Literacy	1
<u>IV.D.1.a</u>	4-K	Typically uses complete sentences of five or more words, usually with subject, verb and object order	Language and Literacy	1
<u>IV.E.1.a</u>	3-4	Engages in conversations using sentences with four or more words, participates in simple, back-and-forth conversations to exchange ideas or information	Language and Literacy	1
<u>IV.E.1.a</u>	4-K	Engages in conversations with two to three back-and-forth turns using language, gestures, and expressions (e.g., words related to social conventions like “please” and “thank you”)	Language and Literacy	1
<u>IV.F.1.b</u>	3-4	Begins to make real-world connections between stories and real-life experiences	Language and Literacy	3
<u>IV.F.1.b</u>	4-K	Makes real-world connections between stories and real-life experiences	Language and Literacy	3
<u>IV.F.1.e</u>	3-4	Participates in conversations that demonstrate appreciation of printed materials	Language and Literacy	2
<u>IV.F.1.e</u>	4-K	Initiates and participates in conversations that demonstrate appreciation of printed materials	Language and Literacy	2
<u>IV.F.3.a</u>	3-4	Recognizes that print conveys meaning	Language and Literacy	2
<u>IV.F.3.a</u>	4-K	Recognizes that print conveys meaning	Language and Literacy	2

IV.F.4.a	3-4	Retells or reenacts parts of a story after it is read aloud	Language and Literacy	3
IV.F.4.a	4-K	Retells or reenacts story with increasing accuracy and complexity after it is read aloud	Language and Literacy	3
V.C.1	3-4	Notices a pattern with a missing object and completes the pattern by filling in the missing object	Mathematical Thinking	1
V.C.1	4-K	Identifies and extends a simple AB repeating pattern	Mathematical Thinking	1
V.C.2	3-4	Begins to duplicate a pattern from a model	Mathematical Thinking	1
V.C.2	4-K	Duplicates a simple AB pattern using different objects	Mathematical Thinking	1
V.C.3	4-K	Recognizes the unit of repeat of a more complex pattern and extends the pattern (e.g., ABB or ABC)	Mathematical Thinking	1

Three Cheers for Trees

Activity 11/ Meeting Neighborhood Trees

Standard	Age/Grade	Description	Subject	Level of Activity
VI.B.1.b	3-4	Begins to notice the similarities and differences among various living things	Scientific Inquiry	2
VI.B.1.b	4-K	Notices the similarities and differences among various living things	Scientific Inquiry	2
VI.B.1.c	3-4	Explores basic life cycles (e.g., plants grow from seeds and hatching eggs)	Scientific Inquiry	1
VI.B.1.c	4-K	Understands that all living things grow, change and go through life cycles	Scientific Inquiry	1
VI.B.1.e	3-4	Explores basic life cycles (e.g., plants grow from seeds and hatching eggs)	Scientific Inquiry	1
VI.B.1.e	4-K	Understands that all living things grow, change and go through life cycles	Scientific Inquiry	1

<u>VI.E.1.a</u>	3-4	Describes familiar people and objects in the environment	Scientific Inquiry	3
<u>VI.E.1.a</u>	4-K	Demonstrates how people use objects and natural resources in the environment	Scientific Inquiry	2
<u>VI.E.1.b</u>	3-4	Participates in activities to protect the environment	Scientific Inquiry	2
<u>VI.E.1.c</u>	4-K	Identifies examples of organized efforts to protect the environment (e.g., recycling materials in the classroom)	Scientific Inquiry	2
<u>IV.A.1.a</u>	3-4	Engages in multiple back-and-forth communicative interactions with adults and peers in purposeful and novel situations to reach a goal	Language and Literacy	2
<u>IV.A.1.a</u>	4-K	Engages in multiple back-and-forth communicative interactions with adults (e. g., teacher-shared information, read-aloud books) and peers to set goals, follow rules, solve problems and share what is learned with others	Language and Literacy	2
<u>IV.A.1.b</u>	3-4	Shows understanding by answering factual questions and responding appropriately to what is said	Language and Literacy	3
<u>IV.A.1.b</u>	4-K	Shows understanding by asking and answering factual, predictive and inferential questions, adding comments relevant to the topic and reacting appropriately to what is said	Language and Literacy	3
<u>IV.A.2.a</u>	3-4	Tells the main idea or topic of a conversation, story, informational text or creative play, and makes a connection	Language and Literacy	3
<u>IV.A.2.a</u>	4-K	Identifies the main idea, some details of a conversation, story or informational text and can explicitly connect what is being learned to own existing knowledge	Language and Literacy	3
<u>IV.A.2.b</u>	3-4	Observes simple aspects of child’s world and responds and reacts	Language and Literacy	2
<u>IV.A.2.b</u>	4-K	Demonstrates increased ability to focus and sustain attention, set goals and solve dilemmas presented in conversation, story, informational text or creative play	Language and Literacy	2
<u>IV.C.1.a</u>	3-4	Begins to demonstrate understanding of age-appropriate vocabulary across multiple topic areas and demonstrates a variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)	Language and Literacy	3
<u>IV.C.1.a</u>	4-K	Demonstrates understanding of age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge, names of body parts and feelings)	Language and Literacy	3

<u>IV.C.2.b</u>	3-4	Describes what objects are used for and is able to express ideas (e.g., names some colors, shapes, and says full name)	Language and Literacy	3
<u>IV.C.2.b</u>	4-K	Uses a variety of word-meaning relationships (e.g., part-whole, object-function, object-location)	Language and Literacy	3
<u>IV.E.1.a</u>	3-4	Engages in conversations using sentences with four or more words, participates in simple, back-and-forth conversations to exchange ideas or information	Language and Literacy	1
<u>IV.E.1.a</u>	4-K	Engages in conversations with two to three back-and-forth turns using language, gestures, and expressions (e.g., words related to social conventions like “please” and “thank you”)	Language and Literacy	1
<u>IV.E.2.a</u>	3-4	Asks and responds to increasingly longer and more complex sentences and simple questions	Language and Literacy	1
<u>IV.E.2.a</u>	4-K	Asks and responds to more complex statements and questions, follows another’s conversational lead, maintains multi-turn conversations, appropriately introduces new content and appropriately initiates or ends conversations	Language and Literacy	1
<u>IV.F.1.b</u>	3-4	Begins to make real-world connections between stories and real-life experiences	Language and Literacy	3
<u>IV.F.1.b</u>	4-K	Makes real-world connections between stories and real-life experiences	Language and Literacy	3
<u>IV.F.2.a</u>	3-4	Listens and matches rhythm, volume and pitch of rhymes, songs and chants	Language and Literacy	3
<u>IV.F.3.a</u>	3-4	Recognizes that print conveys meaning	Language and Literacy	2
<u>IV.F.3.a</u>	4-K	Recognizes that print conveys meaning	Language and Literacy	2
<u>IV.F.4.a</u>	3-4	Retells or reenacts parts of a story after it is read aloud	Language and Literacy	3
<u>IV.F.4.a</u>	4-K	Retells or reenacts story with increasing accuracy and complexity after it is read aloud	Language and Literacy	3
<u>IV.F.4.b</u>	4-K	Asks and answers appropriate questions about the story (e.g., “What just happened?” “What might happen next?” “What would happen if...?” “What was so silly about...?” “How would you feel if you...?”)	Language and Literacy	3

<u>V.F.4</u>	3-4	Participates in group sorting and data collection	Mathematical Thinking	2
<u>VII.D.1</u>	3-4	Recognizes the relationship of personal space to surroundings	Social Studies	1
<u>VII.D.1</u>	4-K	Identifies the relationship of personal space to surroundings	Social Studies	1
<u>VII.D.2</u>	3-4	Identifies own environment and other locations	Social Studies	2
<u>VII.D.2</u>	4-K	Identifies differences and similarities between own environment and other locations	Social Studies	2
<u>VII.D.3</u>	3-4	Identifies basic physical characteristics (e.g., landmarks or land features)	Social Studies	2
<u>VII.D.3</u>	4-K	Identifies differences and similarities of basic physical characteristics (e.g., landmarks or land features)	Social Studies	2
<u>VII.D.6</u>	4-K	Begins to identify the relationship between human decisions and the impact on the environment (e.g., recycling and water conservation)	Social Studies	2
<u>VII.E.2</u>	3-4	Explores changes that take place over time in the immediate environment	Social Studies	3
<u>VII.E.2.</u>	4-K	Observes and recognizes changes that take place over time in the immediate environment	Social Studies	3
<u>VII.F.2</u>	3-4	Begins to participate in problem solving and decision making	Social Studies	2
<u>VII.F.2</u>	4-K	Participates in problem solving and decision making	Social Studies	2