A Correlation of

Population Connection Materials

from

Sharing a Small World:
Environmental Activities for Young Learners

to

California State Board of Education Content Standards

Organized by:

1. Grade
2. Subject
3. Standard
4. Population Connection Activity

Table of Contents

Kindergarten

History and Social Science

(Social Science.K.1) Students understand that being a good citizen involves acting in certain ways.

1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
   Creatures in Motion
   Crowding Can Be Seedy
   Go Fish!

2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
   The Bare Necessities

3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.
   Who Polluted the River?

(Social Science.K.3) Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.
   Our Town

(Social Science.K.4) Students compare and contrast the locations of people, places, and environments and describe their characteristics.

2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.
   Earth Cookie

4. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.
   Our Town

(Social Science.K.6) Students understand that history relates to events, people, and places of other times.

3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).
   The Bare Necessities
   Who Polluted the River?

Language Arts

(Language Arts.K) Reading
1.0. Word Analysis, Fluency, and Systematic Vocabulary Development: Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

Vocabulary and Vocabulary Development
1.18. Describe common objects and events in both general and specific language.
   The Bare Necessities
   Crowding Can Be Seedy
   Lend a Hand to the Earth
   Our Town

Web of Life
Who Polluted the River?

2.0. Reading Comprehension: Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known). The selections in Recommended Readings in Literature, Kindergarten Through Grade Eight (California Department of Education, 1996) illustrate the quality and complexity of the materials to be read by students.

Comprehension and Analysis of Grade-Level-Appropriate Text

2.2. Use pictures and context to make predictions about story content.
Web of Life
Who Polluted the River?

2.3. Connect to life experiences the information and events in texts.
The Bare Necessities
Who Polluted the River?
Sharing a Small World

2.4. Retell familiar stories.
The Bare Necessities
Who Polluted the River?
Web of Life

2.5. Ask and answer questions about essential elements of a text.
Web of Life
Who Polluted the River?
Sharing a Small World

(Language Arts.K) Written and Oral English Language Conventions

1.0. Written and Oral English Language Conventions: The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

Sentence Structure

1.1. Recognize and use complete, coherent sentences when speaking.
The Bare Necessities
Creatures in Motion
Crowding Can Be Seedy
Earth Cookie
Go Fish!
Lend a Hand to the Earth
Our Town
Web of Life
Who Polluted the River?

(Language Arts.K) Listening and Speaking

1.0. Listening and Speaking Strategies: Students listen and respond to oral communication. They speak in clear and coherent sentences.

Comprehension

1.1. Understand and follow one-and two-step oral directions.
The Bare Necessities
Creatures in Motion
Crowding Can Be Seedy
Earth Cookie

Go Fish!
Lend a Hand to the Earth
Our Town
Who Polluted the River?
Web of Life

1.2. Share information and ideas, speaking audibly in complete, coherent sentences.
The Bare Necessities
Creatures in Motion
Crowding Can Be Seedy
Earth Cookie
Go Fish!
Lend a Hand to the Earth
Our Town
Web of Life
Who Polluted the River?

(Language Arts.K) Listening and Speaking
2.0. Speaking Applications (Genres and Their Characteristics): Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.

2.1. Describe people, places, things (e.g., size, color, shape), locations, and actions.
The Bare Necessities
Crowding Can Be Seedy
Earth Cookie
Our Town
Web of Life
Who Polluted the River?

2.2. Recite short poems, rhymes, and songs.
The Bare Necessities
Crowding Can Be Seedy

2.3. Relate an experience or creative story in a logical sequence.
Web of Life
Who Polluted the River?

Mathematics

(Math.K) Number Sense
1.0 Students understand the relationship between numbers and quantities (I.e. that a set of objects has the same number of objects in different situations regardless of its position or arrangement:

1.1 Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other.
Go Fish!

1.2 Count, recognize, represent, name, and order a number of objects (up to 30).
Crowding Can Be Seedy

1.3 Know that the larger numbers describe sets with more objects in them than the smaller numbers have.
Crowding Can Be Seedy

(Math.K) Statistics, Data Analysis, and Probability

1.0 Students collect information about objects and events in their environment:

1.1 Pose information questions; collect data; and record the results using objects, pictures, and picture graphs.
Creatures in Motion

(Math.K) Mathematical Reasoning
1.0 Students make decisions about how to set up a problem:

1.2 Use tools and strategies, such as manipulatives or sketches, to model problems.
Earth Cookie

Science

(Science.K) 3. Earth Sciences. Earth is composed of land, air, and water. As a basis for understanding this concept:

c. Students know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.
Earth Cookie
Sharing a Small World

(Science.K) 4. Investigation and Experimentation. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

a. Observe common objects by using the five senses.
Creatures in Motion
Crowding Can Be Seedy
Go Fish!
Web of Life
Who Polluted the River?

e. Communicate observations orally and through drawings.
Creatures in Motion
Crowding Can Be Seedy
Earth: The Apple of Our Eye (Elementary)
Earth Cookie
Go Fish!
Mining for Chocolate
Web of Life
Who Polluted the River?

Grade One

History and Social Science

(Social Science.1.1) Students describe the rights and individual responsibilities of citizenship.

2. Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."
Creatures in Motion
Crowding Can Be Seedy
Go Fish!

(Social Science.1.2) Students compare and contrast the absolute and relative locations of places and people and describe the physical and/ or human characteristics of places.

3. Construct a simple map, using cardinal directions and map symbols.
Our Town

4. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.
Earth Cookie
Who Polluted the River?

(Social Science.1.5) Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.

1. Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.
Creatures in Motion
Crowding Can Be Seedy

Language Arts

(Language Arts.1) Written and Oral English Language Conventions
1.0. Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.

Sentence Structure
1.1. Write and speak in complete, coherent sentences.
The Bare Necessities
Creatures in Motion
Crowding Can Be Seedy
Earth Cookie
Go Fish!
Lend a Hand to the Earth
Our Town
Web of Life
Who Polluted the River?

(Language Arts.1) Listening and Speaking
1.0. Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension

1.1. Listen attentively.
The Bare Necessities
Creatures in Motion
Crowding Can Be Seedy
Earth Cookie
Go Fish!
Lend a Hand to the Earth
Our Town
Web of Life
Who Polluted the River?

1.2. Ask questions for clarification and understanding.
The Bare Necessities
Creatures in Motion
Crowding Can Be Seedy
Earth Cookie
Go Fish!
Lend a Hand to the Earth
Our Town
Web of Life
Who Polluted the River?

1.3. Give, restate, and follow simple two-step directions.
The Bare Necessities
Creatures in Motion
Crowding Can Be Seedy
Earth Cookie
Go Fish!
Lend a Hand to the Earth
Our Town
Web of Life
Who Polluted the River?

(Language Arts.1) Listening and Speaking

2.0. Speaking Applications (Genres and Their Characteristics): Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

2.1. Recite poems, rhymes, songs, and stories.
The Bare Necessities
Crowding Can Be Seedy

2.2. Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why, and how questions.
Web of Life
Who Polluted the River?

2.3. Relate an important life event or personal experience in a simple sequence.
The Bare Necessities
Our Town

2.4. Provide descriptions with careful attention to sensory detail.
Our Town

Mathematics

(Math.1) Number Sense
1.0 Students understand and use numbers up to 100:

1.1 Count, read, and write whole numbers to 100.
Creatures in Motion

1.2 Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than (<, =, >).
Creatures in Motion
Crowding Can Be Seedy

(Math.1) Statistics, Data Analysis, and Probability
1.0 Students organize, represent, and compare data by category on simple graphs and charts:

1.2 Represent and compare data (e.g., largest, smallest, most often, least often) by using pictures, bar graphs, tally charts, and picture graphs.
Earth Cookie

(Math.1) Mathematical Reasoning
1.0 Students make decisions about how to set up a problem:

1.2 Use tools and strategies, such as manipulatives or sketches, to model problems.
Earth Cookie

Science

(Science.1) 2. Life Sciences. Plants and animals meet their needs in different ways. As a basis for understanding this concept:

a. Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.
Web of Life

b. Students know both plants and animals need water, animals need food, and plants need light.
The Bare Necessities
Crowding Can Be Seedy
Web of Life

c. Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.
Web of Life

(Science.1) 3. Earth Sciences. Weather can be observed, measured, and described. As a basis for understanding this concept:

c. Students know the sun warms the land, air, and water.
Crowding Can Be Seedy
Web of Life

(Science.1) 4. Investigation and Experimentation. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

a. Draw pictures that portray some features of the thing being described.
Earth Cookie

b. Record observations and data with pictures, numbers, or written statements.
Earth Cookie

c. Record observations on a bar graph.
Adding Armadillos
Go Fish!

Grade Two

History and Social Science

(Social Science.2.4) Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.

3. Understand how limits on resources affect production and consumption (what to produce and what to consume).
Earth Cookie

Language Arts

(Language Arts.2) Listening and Speaking
1.0. Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Organization and Delivery of Oral Communication
1.7. Recount experiences in a logical sequence.
Web of Life
Who Polluted the River?

1.8. Retell stories, including characters, setting, and plot.
Web of Life
Who Polluted the River?

(Language Arts.2) Listening and Speaking
2.0. Speaking Applications (Genres and Their Characteristics): Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

2.1. Recount experiences or present stories:
a. Move through a logical sequence of events.
Web of Life
Who Polluted the River?

Mathematics

(Math.2) Number Sense
4.0 Students understand that fractions and decimals may refer to parts of a set and parts of a whole:

4.1 Recognize, name, and compare unit fractions from 1/12 to 1/2.
Earth Cookie

4.2 Recognize fractions of a whole and parts of a group (e.g., one-fourth of a pie, two-thirds of 15 balls).
Earth Cookie

4.3 Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.
Earth Cookie

(Math.2) Mathematical Reasoning

1.0 Students make decisions about how to set up a problem:

1.2 Use tools, such as manipulatives or sketches, to model problems.
Earth Cookie

Kindergarten to Grade Two

English Language Development

(ELD.K-2.Beginning) Listening and Speaking: Comprehension

Answer simple questions with one- to two-word responses.
- The Bare Necessities
- Creatures in Motion
- Crowding Can Be Seedy
- Go Fish!
- Lend a Hand to the Earth
- Our Town
- Web of Life
- Who Polluted the River?
- *Sharing a Small World*

Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).
- The Bare Necessities
- Creatures in Motion
- Crowding Can Be Seedy
- Earth Cookie
- Lend a Hand to the Earth
- Our Town
- Web of Life
- Who Polluted the River?

(ELD.K-2.Beginning) Reading: Comprehension

Respond orally to stories read aloud, using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).
- Web of Life
- Who Polluted the River?
- *Sharing a Small World*

Draw pictures from one's own experiences related to a story or topic (e.g., community in social studies).
- The Bare Necessities
- Web of Life

Understand and follow simple one-step directions for classroom activities.
- The Bare Necessities
- Creatures in Motion
- Crowding Can Be Seedy
- Earth Cookie
- Go Fish!
- Lend a Hand to the Earth
- Our Town
- Web of Life
- Who Polluted the River?

(ELD.K-2.Beginning) Writing: Organization and Focus

Write a few words or phrases about an event or character from a story read by the teacher.

The Bare Necessities
Web of Life

(ELD.K-2.Early Intermediate) Listening and Speaking: Comprehension

Ask and answer questions by using phrases or simple sentences.
The Bare Necessities
Creatures in Motion
Crowding Can Be Seedy
Earth Cookie
Go Fish!
Lend a Hand to the Earth
Our Town
Web of Life
Who Polluted the River?
Sharing a Small World

(ELD.K-2.Early Intermediate) Listening and Speaking: Comprehension and Organization and Delivery of Oral Communication

Recite familiar rhymes, songs, and simple stories.
The Bare Necessities

(ELD.K-2.Early Intermediate) Reading: Vocabulary and Concept Development

Read simple vocabulary, phrases, and sentences independently.
Web of Life
Who Polluted the River?

(ELD.K-2.Early Intermediate) Reading: Comprehension

Respond orally to simple stories read aloud, using phrases or simple sentences to answer factual comprehension questions.
Our Town
The Bare Necessities
Web of Life
Who Polluted the River?
Sharing a Small World

Understand and follow simple two-step directions for classroom activities.
The Bare Necessities
Creatures in Motion
Crowding Can Be Seedy
Earth Cookie
Go Fish!
Lend a Hand to the Earth
Our Town
Web of Life
Who Polluted the River?

(ELD.K-2.Early Intermediate) Reading: Comprehension and Analysis of Grade Level-Appropriate Text

Orally identify, using key words or phrases, the basic sequence of events in text read aloud.
Earth Cookie
Our Town
Web of Life

Who Polluted the River?

Draw logical inferences from a story read aloud.
Our Town
Web of Life
Who Polluted the River?

(ELD.K-2.Early Intermediate) Reading: Narrative Analysis of Grade-Level-Appropriate Text

Respond orally to factual comprehension questions about stories by answering in simple sentences.
Our Town
Web of Life
Who Polluted the River?

Recite simple poems.
Crowding Can Be Seedy

(ELD.K-2.Early Intermediate) Writing: Organization and Focus, Evaluation and Revision

Write one to two simple sentences (e.g., I went to the park).
Go Fish!

(ELD.K-2.Intermediate) Listening and Speaking: Comprehension

Ask and answer instructional questions by using simple sentences.
The Bare Necessities
Creatures in Motion
Crowding Can Be Seedy
Earth Cookie
Go Fish!
Lend a Hand to the Earth
Our Town
Who Polluted the River?
Web of Life

Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.
The Bare Necessities
Creatures in Motion
Crowding Can Be Seedy
Earth Cookie
Go Fish!
Lend a Hand to the Earth
Our Town
Web of Life
Who Polluted the River?
Sharing a Small World

(ELD.K-2.Intermediate) Listening and Speaking: Comprehension and Organization and Delivery of Oral Communication

Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.
Our Town

(ELD.K-2.Intermediate) Reading: Vocabulary and Concept Development

Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts).

The Bare Necessities
Creatures in Motion
Crowding Can Be Seedy
Earth Cookie
Go Fish!
Lend a Hand to the Earth
Our Town
Web of Life
Who Polluted the River?
Sharing a Small World

Apply knowledge of content-related vocabulary to discussions and reading.

The Bare Necessities
Creatures in Motion
Crowding Can Be Seedy
Earth Cookie
Go Fish!
Lend a Hand to the Earth
Our Town
Web of Life
Who Polluted the River?
Sharing a Small World

(ELD.K-2.Intermediate) Reading: Comprehension and Analysis of Grade Level-Appropriate Text

Draw inferences about stories read aloud and use simple phrases or sentences to communicate the inferences.

Our Town
Web of Life
Who Polluted the River?

(ELD.K-2.Intermediate) Reading: Comprehension

Understand and follow some multiple-step directions for classroom-related activities.

The Bare Necessities
Creatures in Motion
Crowding Can Be Seedy
Earth Cookie
Go Fish!
Lend a Hand to the Earth
Our Town
Web of Life
Who Polluted the River?

(ELD.K-2.Intermediate) Reading: Narrative Analysis of Grade-Level-Appropriate Text

Use expanded vocabulary and descriptive words in oral and written responses to simple texts.

Our Town
Web of Life
Who Polluted the River?

(ELD.K-2.Early Advanced) Listening and Speaking: Comprehension

Listen attentively to stories and information and orally identify key details and concepts.

Web of Life
Who Polluted the River?

(ELD.K-2.Early Advanced) Listening and Speaking: Comprehension and Organization and Delivery of Oral Communication

Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and soliciting information.
Our Town

(ELD.K-2.Advanced) Listening and Speaking: Comprehension

Listen attentively to stories and information on new topics and identify both orally and in writing key details and concepts.
Our Town
Web of Life
Who Polluted the River?

(ELD.K-2.Advanced) Listening and Speaking: Comprehension and Organization and Delivery of Oral Communication

Narrate and paraphrase events in greater detail by using more extended vocabulary.
Web of Life
Who Polluted the River?

Science

(Science.2) 2. Life Sciences. Plants and animals have predictable life cycles. As a basis for understanding this concept:

e. Students know light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants.
Crowding Can Be Seedy
Web of Life

(Science.2) 3. Earth Sciences. Earth is made of materials that have distinct properties and provide resources for human activities. As a basis for understanding this concept:

e. Students know rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.
The Bare Necessities
Earth Cookie
Web of Life
Who Polluted the River?

(Science.2) 4. Investigation and Experimentation. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

e. Construct bar graphs to record data, using appropriately labeled axes.
Go Fish!

g. Follow oral instructions for a scientific investigation.
Earth Cookie
Go Fish!
Web of Life
Who Polluted the River?

Grade Three

History and Social Science

(Social Science.3.4) Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.

2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.
Earth Cookie

Mathematics

(Math.3) Mathematical Reasoning
2.0 Students use strategies, skills, and concepts in finding solutions:

2.3 Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning.
Earth Cookie

Science

(Science.3) 1. Physical Sciences. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:

a. Students know energy comes from the Sun to Earth in the form of light.
Web of Life

(Science.3) 3. Life Sciences. Adaptations in physical structure or behavior may improve an organism's chance for survival. As a basis for understanding this concept:

b. Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.
Web of Life

c. Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.
Crowding Can Be Seedy
Web of Life
Who Polluted the River?

d. Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.
Crowding Can Be Seedy
Who Polluted the River?

(Science.3) 5. Investigation and Experimentation. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

c. Use numerical data in describing and comparing objects, events, and measurements.
Cougar Hunt
Crowding Can Be Seedy
Earth Cookie

Go Fish!

e. Collect data in an investigation and analyze those data to develop a logical conclusion.
Crowding Can Be Seedy
Creatures in Motion
Earth Cookie
Go Fish!
Web of Life
Who Polluted the River?

Grade Four

Language Arts

(Language Arts.4) Listening and Speaking

1.0. Listening and Speaking Strategies: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension

1.1. Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.
Earth Cookie

Mathematics

(Math.4) Number Sense

1.0 Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers:

1.7 Write the fraction represented by a drawing of parts of a figure; represent a given fraction by using drawings; and relate a fraction to a simple decimal on a number line
Earth Cookie

Science

(Science.4) 2. Life Sciences. All organisms need energy and matter to live and grow. As a basis for understanding this concept:

c. Students know decomposers, including many fungi, insects, and microorganisms, recycle matter from dead plants and animals.
Web of Life

(Science.4) 6. Investigation and Experimentation. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

f. Follow a set of written instructions for a scientific investigation.
Earth Cookie

Grade Five

Language Arts

(Language Arts.5) Listening and Speaking

1.0. Listening and Speaking Strategies: Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.

Comprehension

1.1. Ask questions that seek information not already discussed.
Earth Cookie

Kindergarten to Grade Five

History and Social Science

(Social Science.K-5) Chronological and Spatial Thinking

1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.
   Who Polluted the River?

2. Students correctly apply terms related to time, including past, present, future, decade, century, and generation.
   Who Polluted the River?

3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
   Who Polluted the River?

4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.
   Earth Cookie
   Our Town

(Social Science.K-5) Historical Interpretation

2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
   Earth Cookie
   Our Town

Grades Three to Five

English Language Development

(ELD.3-5.Beginning) Listening and Speaking: Comprehension

Answer simple questions with one- to two-word responses.
Earth Cookie

(ELD.3-5.Early Intermediate) Listening and Speaking: Comprehension

Ask and answer questions by using phrases or simple sentences.
Earth Cookie

(ELD.3-5.Beginning) Reading: Comprehension

Understand and follow simple one-step directions for classroom activities.
Earth Cookie