

Alignment of

**Project Learning Tree
Environmental Experiences
for Early Childhood
Activity Guide**

to

**California
English-Language Arts
English Language Development
Mathematics
History-Social Studies
Science
Visual-Performing Arts
K-2
Content Standards**



Introduction

The purpose of this document is to provide California educators who use Project Learning Tree's *Environmental Experiences for Early Childhood* materials with an easy reference guide as to how PLT's activities align to the California Academic Standards for Kindergarten through Grade 2. As part of the national movement to reform education, the California State Board of Education has adopted criteria to measure the skills, knowledge and ability that all students should be able to master in these content areas.

Project Learning Tree is an interdisciplinary environmental education program. PLT activities supplement curriculum and can be used to organize instructional units in a variety of subjects. As this alignment will demonstrate, educators can easily use PLT activities to introduce, practice, and reinforce language arts, mathematics, science and history-social studies concepts introduced in early childhood education. PLT lessons are easily adapted or extended by the classroom teacher to address a specific standard by using either the actual lesson, the extensions, variations, or suggested assessments.

The research and development for this document were prepared by Kay Antunez, California Project Learning Tree Coordinator, California Department of Forestry and Fire Protection. The document was reviewed by Sharon Janulaw, Dovie Christensen, and Linda Desai, California early childhood educators and Project Learning Tree leaders, who have used PLT activities to introduce young children to environmental education and the wonder of nature. This alignment was funded by the United States Environmental Protection Agency, Office of Environmental Education under Agreement number NT-83272501 between the U.S. EPA and the University of Wisconsin-Stevens Point. Contents of this document do not necessarily reflect the view and policies of the United States Environmental Protection Agency or The Board of Regents of the University of Wisconsin System, nor does mention of trade names or commercial products constitute endorsement or recommendation for use. Educators may photocopy these materials for non-commercial purpose of educational advancement. The project was coordinated and also supported by the California Department of Forestry and Fire Protection with support from the California Community Forests Foundation.

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A copy of the Content Standards for Grades K-2 can be obtained at:
<http://www.cde.ca.gov/be/st/ss>

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English Language Development For Grades K-2

Listening and Speaking

Beginning ELD Comprehension

Begins to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases). Answers simple questions with one-to-two word responses.

Shape of Things (1)
Sounds Around (2)
Get in Touch with Trees (3)
We All Need Trees (4)
Evergreens in Winter (6)

Bursting Buds (7)
Adopt a Tree (8)
To Be A Tree (9)
Trees as Habitats (10)

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)

Shapes of Things (1)
Sounds Around (2)
Bursting Buds (7)
Adopt a Tree (8)
To Be a Tree (9)

Trees as Habitats (10)

Early-Intermediate ELD Comprehension

Ask and answer questions by using phrases or simple sentences.

Shape of Things (1)
Sounds Around (2)
Get in Touch with Trees (3)
We All Need Trees (4)
Bursting Buds (7)

Adopt a Tree (8)
To Be A Tree (9)
Trees as Habitats (10)

Intermediate ELD Comprehension

Listen attentively to stories and information and identify important details and concepts by using both verbal and nonverbal responses.

Shape of Things (1)

Get in Touch with Trees (3)

We All Need Trees (4)
Bursting Buds (7)

To Be A Tree (9)
Trees as Habitats (10)

Early-Advanced ELD

Comprehension and Organization and Delivery of Oral Communication

Listens attentively to stories and information and orally identify key details and concepts

Shape of Things (1)
Get in Touch with Trees (3)
We All Need Trees (4)
Signs of Fall (5)

Evergreens in Winter (6)
Bursting Buds (7)
To Be A Tree (9)
Trees as Habitats (10)

Advanced ELD

Comprehension

Listens attentively to stories and information on new topics and identify both orally and in writing key details and concepts.

Shape of Things (1)
Get in Touch with Trees (3)
We All Need Trees (4)
Signs of Fall (5)

Evergreens in Winter (6)
Bursting Buds (7)
To Be A Tree (9)
Trees as Habitats (10)

Reading

Fluency and Systematic Vocabulary Development

Beginning ELD

Vocabulary and Concept Development

Respond appropriately to some social and academic interactions (e.g., simple question/answer; negotiate play) **NOTE: each activity has a list of literature selections at grade level.**

Demonstrates comprehension of simple vocabulary with an appropriate action shows comprehension. **NOTE: each activity provides a “word bank” of key vocabulary used in the activities.**

Early-Intermediate ELD

Vocabulary and Concept Development

Produces vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings. **NOTE: each activity has a list of literature selections at grade level.**

Intermediate ELD

Vocabulary and Concept Development

Apply knowledge of content-related vocabulary to discussions and reading. **NOTE: each activity provides a “word bank” of key vocabulary used in the activities.**

Reading Comprehension

Beginning ELD

Comprehension

Draw pictures from one’s own experience related to a story or topic (e.g., community in social studies).

We All Need Trees (4)
Adopt a Tree (8)

Early Intermediate ELD

Comprehension

Understand and follow simple two-step directions for classroom activities. **Note: The activities all contain simple two-step directions.**

Writing

Beginning ELD

Organization and Focus

Write a phrase or simple sentence about an experience generated from the whole group.

We All Need Trees (4)
Adopt a Tree (8)

Intermediate ELD

Organization and Focus

Write simple sentences appropriate for language arts and other content areas (e.g., math, science, social studies).

We All Need Trees (4)
Adopt a Tree (8)

Early Advanced ELD

Organization and Focus

Use complex vocabulary and sentences appropriate for language arts and other content areas (e.g., math, science, social studies). **(check the word bank in each activity)**

Advanced ELD

Organization and Focus

Write short narratives that include example of writing appropriate for language arts and other content areas (e.g., math, science, social studies).

We All Need Trees (4)
Adopt a Tree (8)

KINDERGARTEN

English Language Arts

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 Concept Development

1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).

The Shape of Things (1)

1.18 Describe common objects and events in both general and specific language.

The Shape of Things (1)

Bursting Buds (2)

Get in Touch with Trees (3)

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).

Comprehension and Analysis of Grade-Level-Appropriate Text

2.3 Connect to life experiences the information and events in texts.

Sounds Around (2)

Signs of Fall (5)

Evergreens in Winter (6)

Bursting Buds (7)

Trees as Habitats (10)

Three Cheers for Trees (11)

2.4 Ask and answer questions about essential elements of a text.

Signs of Fall (5)

Evergreens in Winter (6)

Bursting Buds (7)

To Be a Tree (8)

Three Cheers for Trees (11)

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.

Sentence Structure

1.1 Recognize and use complete, coherent sentences when speaking.

In all eleven activities students are asked questions and encouraged to speak in complete, coherent sentences.

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 Shape of Things (1)
Sounds Around (2)
Get in Touch with Trees (3)
We All Need Trees (4)
Signs of Fall (5)
Evergreens in Winter (6)
Bursting Buds (7)
Adopt a Tree (8)
To Be a Tree (9)

1.2 Share information and ideas, speaking audibly in complete, coherent sentences.

In all eleven activities students are asked questions and encouraged to speak in complete, coherent sentences.

Mathematics

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.

Signs of Fall (5)
Evergreens in Winter (6)

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

Signs of Fall (5)
Evergreens in Winter (6)
Bursting Buds (7)
To be a Tree (9)

ALGEBRA AND FUNCTIONS

1.0 Students sort and classify objects:

- 1.1 Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red).

The Shapes of Things (1)
Sounds Around (2)
Get in Touch with Trees (3)
Signs of Fall (5)
Evergreens in Winter (6)
Bursting Buds (7)
To Be A Tree (9)

MEASUREMENT AND GEOMETRY

1.0 Students understand the concept of time and units to measure it; they understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties:

- 1.1 Compare the length, weight, and capacity of objects by making direct comparisons with reference objects (e.g., note which object is shorter, longer, taller, lighter, heavier, or holds more).

The Shape of Things (1)
Signs of Fall (5)
Evergreens in Winter (6)

2.0 Students identify common objects in their environment and describe the geometric features:

- 2.1 Identify and describe common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone).

The Shape of Things (1)

- 2.2 Compare familiar plane and solid objects by common attributes (e.g., position, shape, size, roundness, number of corners).

The Shape of Things (1)
Signs of Fall (5)
Evergreens in Winter (6)
Bursting Buds (7)

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.

The Shape of Things (1)
Sounds Around (2)
We All Need Trees (4)
Signs of Fall (5)
Bursting Buds (7)

MATHEMATICAL REASONING

2.0 Students solve problems in reasonable ways and justify their reasoning:

- 2.1 Explain the reasoning used with concrete objects and/ or pictorial representations.

Note: *Although not suggested in the directions, these activities can be used to ask students to explain their reasoning.*

We All Need Trees (4)
Signs of Fall (5)
Evergreens in Winter (6)

History and Social Studies

LEARNING AND WORKING NOW AND LONG AGO

Students in kindergarten are introduced to basic spatial, temporal and causal relationships, emphasizing the geographic and historical connections between the world today and the world long ago. The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, justice, heroism, leadership, deliberation, and individual responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others.

K.3 Students match simple descriptions of work that people do and the names of those jobs with examples from the school, local community and historical accounts.

3. identifying traffic symbols and map symbols (legend references to land, water, roads, and cities)

The Shape of Things (1)

Science

PHYSICAL SCIENCES

1. Properties of materials can be observed, measured and predicted. As a basis for understanding this concept, students know:
 - a. objects can be described in terms of the materials they are made of (clay, cloth, paper, etc.) and their physical properties (color, size, shape, weight, texture, flexibility, attraction to magnets, floating and sinking, etc.).

**The Shape of Things (1),
Get in Touch with Trees (3)
Bursting Buds (7)
Adopt a Tree (8)**

LIFE SCIENCES

2. Different types of plants and animals inhabit the Earth. As a basis for understanding this concept, students know:
 - a. how to observe and describe similarities and differences in the appearance and behavior of plants and of animals (e.g., seed-bearing plants, birds, fish, insects).
 - c. how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs)

**Signs of Fall (5)
Evergreens in Winter (6)
Bursting Buds (7)
Adopt a Tree (8)
To Be a Tree (9)
Trees as Habitats (10)**

**Signs of Fall (5)
Adopt a Tree (8)
To Be a Tree (9)**

EARTH SCIENCES

3. The Earth is composed of land, air and water. As a basis for understanding this concept, students know:
 - b. changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.

Signs of Fall (5)

Evergreens in Winter (6)

Bursting Buds (7)

- c. how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.

We All Need Trees (4)

Three Cheers for Trees (11)

INVESTIGATION AND EXPERIMENTATION

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

- a. observe common objects using the five senses.

Shapes of Things (1)

Sounds Around (2)

Get in Touch With Trees (3)

We All Need Trees (4)

Adopt a Tree (8)

Trees as Habitats (10)

- b. describe the properties of common objects.

The Shape of Things (1)

Sounds Around (2)

Get in Touch with Trees (3)

Adopt a Tree (8)

- d. compare and sort common objects based on one physical attribute (including color, shape, texture, size, weight).

The Shape of Things (1)

Signs of Fall (5)

- e. communicate observations orally and in drawings.

All eleven activities involve students to communicate observations orally.

Visual and/Performing Arts

Artistic Perception

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

Development of motor skills and technical expertise.

0.1 Build the range and capacity to move in a variety of ways.

Development of dance vocabulary

1.3 Perform simple movements in response to oral instructions (e.g., walk, run, reach.)

The Shape of Things (1) Sign with Leaf Shapes

Track 1: Shape Walk

Track 2: Outside

Get in Touch with Trees (3) “Going on a Bear Hunt”

Signs of Fall (5)

Track 7: Signs of Fall

Bursting Buds (7) Dance Around a Maypole

Track 8: Celtic Collection

Track 9: Four Seasons

Adopt a Tree (8) Dance the Hokey Pokey

Track 10: Yummy Yummy

To Be a Tree (9): Grow from a Seed

Track 11: Yippy Hooray

Three Cheers for Trees (11)

Track 13: These Trees

Track 14: Tree Celebration Hoedown

1.0 Creative Expression

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply vocal and instrumental skills.

1.1 Sing age-appropriate songs from memory.

Lyrics to Billy B’s songs are found in the Activity Guide, pages 100-103.

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

Creation/Invention of dance movements.

1.2 Respond spontaneously to different types of music, rhythms, and sounds.

Use Tracks 1-9, 14 on “Environmental Experiences for Early Childhood” CD

2.0 Historical and Cultural Context

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Diversity of music.

- 3.4 Use developmentally appropriate movements in responding to music from various genres and styles (rhythm, melody).

Use Track 8 – “Celtic Collection and Track” 14 “Tree Celebration Hoedown”

Aesthetic Valuing

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply vocal and instrumental skills.

- 2.1 Create movements that correspond to specific music.

Sounds Around (2)

3.0 Connections, Relationships, Applications

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They learn about careers in and related to music.

Connections and applications

- 3.1 Use music, together with dance, theatre, and the visual arts, for storytelling.

Use selections from “Environmental Experience for Early Childhood” activity guide and music CD.

GRADE ONE

English Language Arts

READING

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

Vocabulary and Concept Development

1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).

Three Cheers for Trees (11)

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).

Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 Respond to *who*, *what*, *when*, *where*, and *how* questions.

Sounds Around (2)
Get in Touch with Trees (3)
Signs of Fall (5)
Trees as Habitats (10)

2.6 Relate prior knowledge to textual information.

Get in Touch with Trees (3)
Evergreens in Winter (6)
Trees as Habitats (10)

2.7 Retell the central ideas of simple expository or narrative passages.

Evergreens in Winter (6)

WRITING

1.0 Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

Organization and Focus

1.1 Select a focus when writing.

All eleven activities suggest topics for writing.

1.2 Use descriptive words when writing.

Get in Touch with Trees (3)
Bursting Buds (7)
Adopt a Tree (8)

To Be a Tree (9)
Three Cheers for Trees (11)

2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade one outlined in Writing Standard 1.0, students:

- 2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.

Adopt a Tree (8)

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.

Evergreens in Winter (6)
Adopt a Tree (8)
To be a Tree (9)

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.

Sounds Around (2)
Signs of Fall (5)
Evergreens in Winter (6)
Trees as Habitats (10)

Organization and Delivery of Oral Communication

- 1.5 Use descriptive words when speaking about people, places, things, and events.

Get in Touch with Trees (3)
Adopt a Tree (8)

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.

Using the speaking strategies of grade one outlined in Listening and Speaking Standard 1.0, students:

2.3 Relate an important life event or personal experience in a simple sequence.

Get in Touch with Trees (3)

2.2 Provide descriptions with careful attention to sensory detail.

Get in Touch with Trees (3)
Adopt a Tree (8)

Mathematics

NUMBER SENSE

1.0 Students understand and use numbers up to 100:

1.1 Count, read, and write whole numbers to 100.

Signs of Fall (5)
To Be a Tree (8)

MEASUREMENT AND GEOMETRY

1.0 Students use direct comparison and nonstandard units to describe the measurements of objects:

1.1 Compare the length, weight, and volume of two or more objects by using direct comparison or a nonstandard unit.

Signs of Fall (5)
Evergreens in Winter (6)
Bursting Buds (7)

2.0 Students identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space:

- 2.1 Identify, describe, and compare triangles, rectangles, squares, and circles, including the faces of three-dimensional objects.

The Shape of Things (1)

- 2.2 Classify familiar plane and solid objects by common attributes, such as color, position, shape, size, roundness, or number of corners, and explain which attributes are being used for classification.

The Shape of Things (1)

- 2.3 Give and follow directions about location.

Adopt a Tree (8)

- 2.4 Arrange and describe objects in space by proximity, position, and direction (e.g., near, far, below, above, up, down, behind, in front of, next to, left or right of).

Sounds Around (2)

STATISTICS, DATA ANALYSIS, AND PROBABILITY

- 1.0 Students organize, represent, and compare data by category on simple graphs and charts:

- 1.1 Sort objects and data by common attributes and describe the categories.

The Shape of Things (1)
Get in Touch with Trees (3)
Signs of Fall (5)
Evergreens in Winter (6)
Bursting Buds (7)

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

The Shape of Things (1)
We All Need Trees (4)
Signs of Fall (5)
Evergreens in Winter (6)

History and Social Studies

A CHILD'S PLACE IN TIME AND SPACE

Students in grade one continue a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world. The classroom serves as a microcosm of society in which decisions are made with respect for individual responsibility, for other people and for the rules by which we all must live: fair play, good sportsmanship, respect for the rights and opinions of others. Students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Students explore the varied backgrounds of American citizens and learn about the symbols, icons, and songs that reflect our common heritage.

3. comparisons of the beliefs, customs, ceremonies, traditions and social practices of the varied cultures drawing from folklore

Bursting Buds (7)
Three Cheers for Trees (11)

Science

LIFE SCIENCES

2. Plants and animals meet their needs in different ways. As a basis for understanding this concept, students know:

- a. different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.

To Be a Tree (9)

Evergreens in Winter (6)

Bursting Buds (7)

- b. plants and animals both need water; animals need food, and plants need light.

Signs of Fall (5)

Evergreens in Winter (6)

Trees as Habitats (10)

Adopt a Tree (8)

To Be a Tree (9)

- c. animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.

Evergreens in Winter (6)

To Be a Tree (9)

Trees as Habitats (10)

Three Cheers for Trees (11)

- e. roots are associated with the intake of water and soil nutrients, green leaves with making food from sunlight.

To Be a Tree (9)

EARTH SCIENCES

3. Weather can be observed, measured and described. As a basis for understanding this concept, students know:
 - a. how to use simple tools (e.g., thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons.

Adopt a Tree (8)

INVESTIGATION AND EXPERIMENTATION

4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept, and to address the content 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.

Get in Touch with Trees (3)

We All Need Trees (4)

Signs of Fall (5)

Evergreens in Winter (6)

Bursting Buds (7)

Adopt a Tree (8)

Three Cheers for Trees (11)

- b. record observations and data with pictures, numbers, and/or written statements.

The Shape of Things (1)

Sounds Around (2)

Get in Touch with Trees (3)

Signs of Fall (5)

Evergreens in Winter (6)

Bursting Buds (7)

Adopt a Tree (8)

- c. record observations on a bar graph.

Signs of Fall (5)

Evergreens in Winter (6)

Visual and Performing Arts

2.0 Creative Expression

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

Creation/Invention of dance movements.

- 2.2 Respond in movement to a wide range of stimuli (e.g., music, books, pictures, rhymes, fabrics, props).

Application of choreographic principles and processes to creating a dance

- 2.5 Imitate simple movement patterns.

Communication of meaning in dance

- 2.6 Perform improvised movement ideas for peers.

The Shape of Things (1) Sign with Leaf Shapes

Track 1: Shape Walk

Track 2: Outside

Sounds Around (2): Dramatic play

Signs of Fall (5)

Track 7: Signs of Fall

Bursting Buds (7) Dance Around a Maypole

Track 8: Celtic Collection

Track 9: Four Seasons

Adopt a Tree (8) Dance the Hokey Pokey

Track 10; Yummy Yummy

To Be a Tree (9)

Track 11: Yippy Hooray

Three Cheers for Trees (11)

Track 13: These Trees

Track 14: Tree Celebration Hoedown

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply vocal and instrumental skills.

- 1.1 Sing with accuracy in a developmentally appropriate range.

- 1.2 Sing age-appropriate songs from memory.

Lyrics to Billy B's songs are found in the Activity Guide, pages 100-103.

5.0 Connections, Relationships, Applications

Students apply what they learn to dance to learning across subject areas. They develop competencies and create skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

Connections and applications across disciplines.

- 5.1 Demonstrate curricular concepts through dance (e.g., growth cycle, animal movement).

Give examples of how dance relates to other subjects (e.g., mathematics – shape, counting, language arts – beginning, middle and end.).

Use selections from “Environmental Experience for Early Childhood” activity guide and music CD. Relate songs to grade level science.

GRADE TWO

English Language Arts

READING

2.0 Reading Comprehension

Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). The selections in *Recommended Readings in Literature, Kindergarten through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade two, students continue to make progress toward this goal.

Comprehension and Analysis of Grade-Level-Appropriate Text

- 2.5 Restate facts and details in the text to clarify and organize ideas.

Evergreens in Winter (6)

- 2.7 Interpret information from diagrams, charts, and graphs.

To Be a Tree (9)

WRITING

1.0 Writing Strategies

Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

Penmanship

1.2 Create readable documents with legible handwriting.

- Get in Touch with Trees (3)**
- Adopt a Tree (8)**
- To Be a Tree (9)**
- Signs of Fall (5)**
- Evergreens in Winter (6)**

2.0 Writing Applications (Genres and Their Characteristics)

Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

Using the writing strategies of grade two outlined in Writing Standard 1.0, students:

2.1 Write brief narratives based on their experiences.

- Get in Touch with Trees (3)**

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.

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.

Using the speaking strategies of grade two outlined in Listening and Speaking Standard 1.0, students:

2.1 Recount experiences or present stories.

- Trees as Habitats (10)**

Mathematics

MEASUREMENT AND GEOMETRY

1.0 Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured:

- 1.1 Measure the length of objects by iterating (repeating) a nonstandard or standard unit.

The Shape of Things (1)
Bursting Buds (7)

- 2.0 Students identify and describe the attributes of common figures in the plane and of common objects in space:

- 2.1 Describe and classify plane and solid geometric shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism) according to the number and shape of faces, edges, and vertices.

The Shape of Things (1)

STATISTICS, DATA ANALYSIS, AND PROBABILITY

- 1.0 Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations:

- 1.2 Represent the same data set in more than one way (e.g., bar graphs and charts with tallies).

Signs of Fall (5)

- 1.4 Ask and answer simple questions related to data representations.

We All Need Trees (4)
Signs of Fall (5)

History and Social Science

PEOPLE WHO MAKE A DIFFERENCE

Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. The study of contemporary people who supply goods and services aids in understanding the complex interdependence in our free market system.

No activities can be aligned to these standards.

Science

LIFE SCIENCES

2. Plants and animals have predictable life cycles. As a basis for understanding this concept, students know:
 - d. there is variation among individuals of one kind within a population.
Adopt a Tree (8)
 - e. the germination, growth, and development of plants can be affected by light, gravity, touch, or environmental stress.
To Be a Tree (9)

EARTH SCIENCES

3. Earth is made of materials that have distinct properties and provide resources for human activities. As the basis for understanding this concept, students know:
 - e. rock, water, plants and soil provide many resources including food, fuel, and building materials that humans use.
We All Need Trees (4)
Adopt a Tree (8)
Three Cheers for Trees (11)

INVESTIGATION AND EXPERIMENTATION

4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept, and to address the content the other three strands, students should develop their own questions and perform investigations. Students will:
 - a. make predictions based on patterns of observation rather than random guessing.
Trees As Habitats (10)
 - c. compare and sort common objects based on two or more physical attributes (including color, shape, texture, size, weight).
Shapes of Things (1)
Get in Touch With Trees (3)
 - d. write or draw descriptions of a sequence of steps, events, and observations.
Signs of Fall (5)

Evergreens in Winter (6)

Bursting Buds (7)

Adopt a Tree (8)

- e. construct bar graphs to record data using appropriately labeled axes.

Signs of Fall (5)

Evergreens in Winter (6)

- f. write or draw descriptions of a sequence of steps, events and observations, and include the use of magnifiers or microscopes to extend senses.

Bursting Buds (7)

Trees as Habitats (10)

- g. follow verbal instructions for a scientific investigation.

The Shape of Things (1)

Sounds Around (2)

We All Need Trees (4)

Signs of Fall (5)

Bursting Buds (7)

Adopt a Tree (8)

Trees as Habitats 10)

Visual and Performing Arts

1.0 Artistic Expression

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

Development of motor skills and technical expertise

- 1.1 Show a variety of combinations of basic locomotor skills (e.g., walk and run, gallop and jump, hop and skip, slide and roll.

- 1.2 Show a variety of combinations of axial movements (e.g., swing and balanced shapes, turn and stretch, bend and twist.

Use any of the selections on the Environmental Experiences for Early Childhood CD to practice these skills.

2.0 Creative Expression

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply vocal and instrumental skills.

- 2.1 Sing with accuracy in a developmentally appropriate range
- 2.2 Sing age-appropriate songs from memory.

Lyrics to Billy B's songs are found in the Activity Guide, pages 100-103.

4.0 Aesthetic Valuing

Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

Derive meaning

- 4.3. Identify how musical elements communicate ideas or moods.

Use Track 6: Flight of the Bumblebee and Track 9: Four Seasons to analyze how music communicates ideas