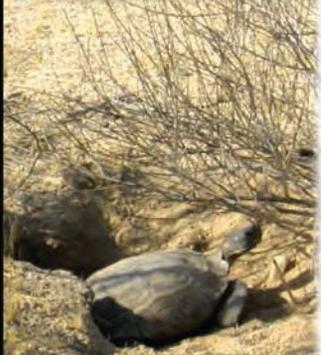


KINDERGARTEN, 1ST AND
2ND GRADE

ACTIVITY CURRICULUM GUIDE

WHAT IS A DESERT TORTOISE?



ACTIVITY FLOW FOR TORTOISE TRUNK KINDERGARTEN/ 1ST/2ND GRADE TRUNK



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Teacher Note: *If possible, please do the activities in the order above. If you are sharing the trunk with other teachers, the first three activities can be used in any order to introduce the topic.*



TORTOISE VIDEO

- Theme/Concept: Recognize the features of a tortoise
- Goals: Gain knowledge of desert tortoises. Observe a desert tortoise in its natural habitat.
- Objectives: Describe a desert tortoise and its habitat.

KINDERGARTEN STANDARDS

- Science:
2. Different types of plants and animals inhabit the earth. As a basis for understanding this concept:
 - a. *Students know* how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).
 3. Earth is composed of land, air and water. As a basis for understanding this concept:
 - a. *Students know* characteristics of mountains, rivers, oceans, valleys, deserts and local landforms.
 - b. *Students know* changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.

- ELA:
- Speaking and Listening
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
 6. Speak audibly and express thoughts, feelings, and ideas clearly.
- Writing Standards
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.



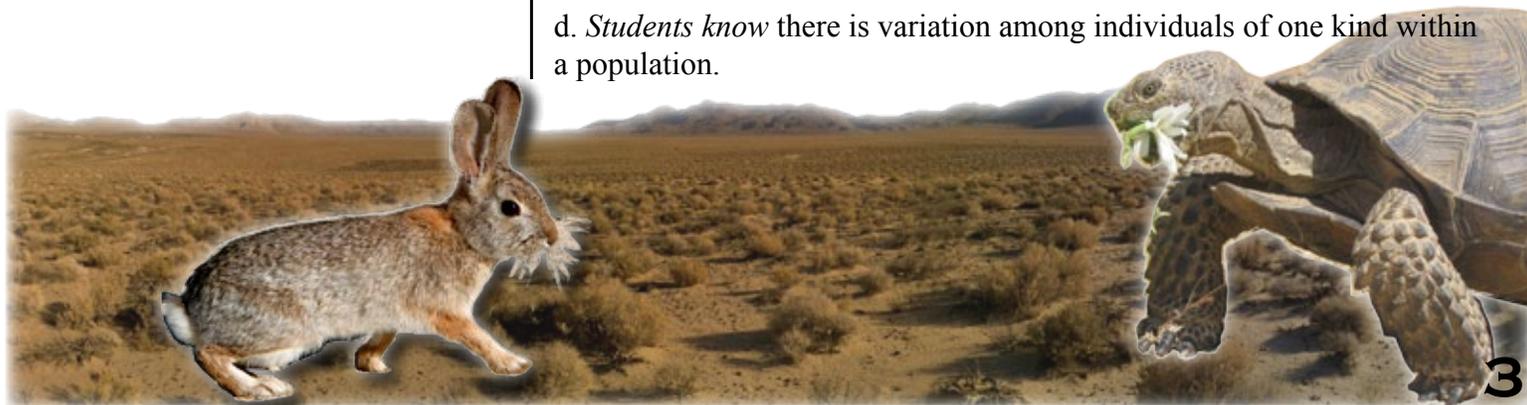
FIRST GRADE STANDARDS

- Science:
2. 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.
 - b. *Students know* both plants and animals need water, animals need food, and plants need light.
 - c. *Students know* animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.
 3. Weather can be observed, measured, and described. As a basis for understanding this concept:
 - b. *Students know* that weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season.
 - c. *Students know* the sun warms the land, air, and water.

- ELA:
- Speaking and Listening
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
 6. Produce complete sentences when appropriate to task and situation.
- Writing
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

SECOND GRADE STANDARDS

- Science:
2. Plants and animals have predictable life cycles. As a basis for understanding this concept:
 - a. *Students know* that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another.
 - b. *Students know* that sequential stages of life cycles are different for different animals, such as butterflies, frogs and mice.
 - c. *Students know* many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment.
 - d. *Students know* there is variation among individuals of one kind within a population.



- ELA: Speaking and Listening
2. Recount or describe key ideas from a text read aloud or information presented orally or through other media.
 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- Writing
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Teacher Material Needed: Chart paper/whiteboard
Computer with internet access
Computer monitor or projector and screen

Activity: Part 1
Brainstorm with students: “What is a desert tortoise?”
*Write down **all** ideas that students have.*
Guiding questions: Where do desert tortoises live? What do they eat? What are its predators? What do you do if you see one in the wild?

Watch “A Desert Tortoise’s Life” video on YouTube at:
<http://bit.ly/Zv08F5> or www.youtube.com/watch?v=fNauQE07yPM

Part 2
Go back to initial brainstorm list and discuss with students what was factual.
After showing video, go through the list and circle factual thoughts.
SAVE THIS LIST for *What’s the Difference?* Activity.

Extensions: Watch the other videos and solidify knowledge of desert tortoises, their habitats, human interactions and what is being done to help.

Create your own desert tortoise video or PSA about desert tortoises.



WHAT'S THE DIFFERENCE?

- Theme/Concept: Recognize the difference between turtles and tortoises.
- Goals: Students will be able to differentiate between turtles and tortoises.
- Objectives: Identify different features of turtles and tortoises and their habitats.

KINDERGARTEN STANDARDS

- Science: 2. Different types of plants and animals inhabit the earth. As a basis for understanding this concept:
- Students know* how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).
 - Students know* stories sometimes give plants and animals attribute they do not really have.
- Math: Counting and Cardinality
- Count to 100 by ones and by tens.
 - Identify whether numbers of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
- ELA: Reading Standards for Informational Text
- With prompting and support, ask and answer questions about key details in a text.
 - With prompting and support, identify the main topic and retell key details of a text.
 - With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
 - Identify the front cover, back cover, and title page of a book.
 - Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
 - With prompting and support, identify the reasons an author gives to support points in a text.



ELA (continued): Writing Standards
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
Speaking and Listening Standards
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
6. Speak audibly and express thoughts, feelings, and ideas clearly.

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

FIRST GRADE STANDARDS

Science: 2. 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.

Math: Number and Operations in Base Ten
2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
a. 10 can be thought of as a bundle of ten ones – called a “ten”
b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
3. Compare two two-digit numbers based on meanings of tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.



- ELA: Reading Standards for Informational Text
1. Ask and answer questions about key details in a text.
 2. Identify the main topic and retell key details of a text.
 3. Describe the connection between two individuals, events, ideas or pieces of information in a text.
 5. Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
 6. Distinguish between information provided by pictures and other illustrations and information provided by the words in a text.
 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- Writing Standards
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- Speaking and Listening
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
 6. Produce complete sentences when appropriate to task and situation.

- Social Science:
- 1.2 Students compare and contrast absolute and relative locations of places and people and describe the physical and/or human characteristics of places.
 1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.
 3. Construct a simple map, using cardinal directions and map symbols.

SECOND GRADE STANDARDS

- Science:
2. Plants and animals have predictable life cycles. As a basis for understanding this concept:
 - b. *Students know* that sequential stages of life cycles are different for different animals, such as butterflies, frogs and mice.
 - c. *Students know* many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment.
 - d. *Students know* there is variation among individuals of one kind within a population.



Math: Number and Operations in Base Ten

1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:
 - a. 100 can be thought of as a bundle of ten tens – called a “hundred”.
 - b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
2. Count within 1000; skip-count by 2s, 5s, 10s, and 100s.
3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.
4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.
7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

ELA: Reading Standards for Informational Text

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within a text.
3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently
6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
9. Compare and contrast the most important points presented by two texts on the same topic.

Writing Standards

2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.



ELA (continued): Speaking and Listening Standards
2. Recount or describe key ideas or details for a text read aloud or information presented orally or through other media.
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Social Science: 2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places and environments.
1. Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).

Teacher Material Needed: 100 of something (e.g. – cotton balls, pennies, counting cubes, pencils)

Materials in Kit: Joshua Tree National Park Map
California Outline worksheet
California Map
What’s the Difference Between a Turtle and a Tortoise? by Trisha Sue Speed Shaskan
One Tiny Turtle by Nicola Davies
Life in the Slow Lane by Conrad J Storad
Diagrams worksheets (2)

Activity: Part 1
Activity: Create a visual brainstorm “What’s the Difference?”
You can do this using the facts from your video brainstom or create a new one.
Create a graphic/visual organizer like a Venn diagram to compile data.
You can use the worksheet provided or make your own (see example).
Write down ALL ideas.
Read: What’s the Difference book and if time allows: Life in the Slow Lane and One Tiny Turtle.
Go back to visual brainstorm and circle factual items about turtles and tortoises.

Using information from brainstorm have students create a chart to compare and contrast desert tortoises and sea turtles.
A worksheet is provided that can be photocopied for each student.
Fill in chart. Use visual aids as necessary.
Use 100 objects vs 10 objects to show different number of eggs laid.
You can use counting objects for age as well.



Activity (continued):

Part 2

Look at a map of California.

Have students point on the map where they believe desert tortoises live and where a sea turtle may live.

Using the California outline, have students color in BROWN the area where desert tortoises live and BLUE the area where sea turtles live.

Draw a turtle in the ocean and a tortoise on land.

Part 3

Students should take information from visual brainstorm and chart to compose an explanatory text that compares and contrasts desert tortoises and sea turtles.

For example:

Desert tortoises and sea turtles both _____.

Sea turtles _____ but desert tortoises _____.

Desert tortoises _____ but sea turtles _____.

Extensions:

Read to Students:

Desert Tortoises by Christopher Blomquist

Sea Turtle Journey by Lorraine A. Jay

Share more books with the class to compare and contrast the difference between turtles and tortoises.

Make your own turtle and tortoise diorama.

Write your own "What's the difference" book.

Using 100 objects, show students a compare and contrast of volume using different materials. (e.g. - 100 pennies vs. 100 cotton balls)



WHAT IS A TORTOISE?

Theme/Concept: Recognize the features of a tortoise.

Goals: Identify the structures of a tortoise.

Objectives: Students will be able to recreate the physical attributes of a tortoise.

KINDERGARTEN STANDARDS

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

Math: Counting and Cardinality
1. Count to 100 by ones and by tens.
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
4. Understand the relationship between numbers and quantities; connect counting to cardinality.
b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
Measurement and Data
1. Describe the measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/ “less of” the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*



ELA: Speaking and Listening
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Social Science: K.6 Students understand that history relates to events, people, and places of other times.
2. Know the triumphs of American legends and historical accounts through stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.

FIRST GRADE STANDARDS

Science: 2. 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.
b. *Students know* both plants and animals need water, animals need food, and plants need light.
c. *Students know* animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.
d. *Students know* how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants).

Math: Operations and Algebraic Thinking
5. Use addition and subtraction with 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown numbers to represent the problem
6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction; and creating equivalent but easier or known sums.



- Math (continued): Measurement and Data
1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.
 2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.
- ELA: Speaking and Listening
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- 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.
 1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.

SECOND GRADE STANDARDS

- Science:
2. Plants and animals have predictable life cycles. As a basis for understanding this concept:
 - a. *Students know* that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another.
 - b. *Students know* that sequential stages of life cycles are different for different animals, such as butterflies, frogs and mice.
 - c. *Students know* many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment.
 - d. *Students know* there is variation among individuals of one kind within a population.
- Math: Operations and Algebraic Thinking
2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.



Math (continued):

Measurement and Data

1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

Teacher Material Needed:

Camera – optional

Materials in Kit:

Cookie Sheet	Oven mitts
Part labels	Helmet
Footies	Nails
Tong	Straps
Styrofoam	Rulers
Native American stories about tortoises	
Desert Tortoise Parts Outline	
Desert Tortoise Shell Size Activity Sheet	
Desert Tortoise Coloring Sheet	
Desert Tortoises by Sophie Lockwood	
Desert Tortoises by Christopher Blomquist	

Activity:

If this is your first activity start here:

Part 1

Read the book “Desert Tortoises” by Christopher Blomquist
Pair share facts/information learned in the story.

If this is not your first activity, you may start here:

Part 2

Give each student a “Tortoise Parts” activity sheet.
With students, label the parts of a tortoise.
Word search for early finishers/ homework?

Part 3

Display 2 styrofoam tortoise shells and one tortoise figurine.
Using tortoise figure, count the scutes on the shell.
Then measure length, width and height on the Styrofoam tortoises as a class.
Individually have students measure length and width on “Shell Size” worksheet and label from largest to smallest.
On “Coloring Page” label scutes 1 – 13.

These two pages can be photocopied back to back to save paper.



Activity (continued):

Part 4

This is one way to do this activity, please modify as needed.

Pass out pieces of tortoise and corresponding labels to students

(Total parts: 10, Total Labels: 13)

Students need to pair up their part and their label.

Once part and label are correct, students get to put them on their teacher or willing participant.

Depending on length of gular horn, tortoises will be male/female (Long = male, Short = female).

Part 5

Read a Native American story to the class (You can find one in Desert Tortoises by Sophie Lockwood Ch 4, pg. 25)

Discuss difference between fantasy and reality.

Discuss the moral of the story.

Use this as a segway to talk about how the tortoise has become a threatened species and the laws associated with that.

Discuss how we can help the desert tortoise.

Extensions:

Read to Students:

The Desert is Theirs by Byrd Baylor

Discuss the storytelling aspects of the book.

Create your own book based on the style written by Byrd Baylor

Learn more about Native American stories and the portrayal of animals in those stories.



BUILD A BURROW

Theme/Concept: Recognize the features of a tortoise habitat

Goals: To help students understand how a tortoise builds its burrow.

Objectives: Students will be able to build a replica of a successful tortoise habitat.

KINDERGARTEN STANDARDS

Science: 1. Properties of materials can be observed, measured, and predicted. As a basis for understanding this concept:
a. *Students know* objects can be described in terms of materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).
3. Earth is composed of land, air and water. As a basis for understanding this concept:
b. *Students know* changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.

ELA: Speaking and Listening
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
6. Speak audibly and express thoughts, feelings and ideas clearly.
Writing Standards
1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ...).



FIRST GRADE STANDARDS

- Science:
1. Materials come in different forms (states), including solids, liquids, and gases. As a basis for understanding this concept:
 - b. *Students know* the properties of substances can change when the substances are mixed, cooled, or heated.
 2. 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.
 - c. *Students know* animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.

- ELA:
- Speaking and Listening
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
 6. Produce complete sentences when appropriate to task and situation.
- Writing
1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

SECOND GRADE STANDARDS

- Science:
3. 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 human use.



ELA: Speaking and Listening
2. Recount or describe key ideas from a text read aloud or information presented orally or through other media.
3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Writing

1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reason, and provide a concluding statement or section.

Teacher Material Needed: Glue Tape
Toilet tissue or paper towel tubes (empty)
Construction paper (brown, tan, gray, white)

Materials in Kit: Example of activity

Activity: Brainstorm the features of a burrow
Using toilet paper or paper towel tubes, cut one in half. (Save other half for extension activity if desired.)
Show students burrow model.
Using toilet paper or paper towel tubes and construction paper, let students create own burrow.

Other options:

Glue sand around burrow entrance
Use play-doh instead of toilet paper tubes
Make a burrow out of paper mache
Make a life size burrow
Shoe Box Burrow (model)

Extensions: Examine captive desert tortoises homes vs. wild desert tortoises burrows.
Read a book about animal homes.



TORTOISE COLORING BOOK

Theme/Concept: Recognize the features of a tortoise.

Goals: Realistically depict tortoises in their natural habitat.

Objectives: Students will be able to retell facts and associate pictures with words.

KINDERGARTEN STANDARDS

Science: 2. Different types of plants and animals inhabit the earth. As a basis for understanding this concept:
b. *Students know* stories sometimes give plants and animals attributes they do not really have.
c. *Students know* how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).
3. Earth is composed of land, air and water. As a basis for understanding this concept:
a. *Students know* characteristics of mountains, rivers, oceans, valleys, deserts and local landforms.
b. *Students know* changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.

Math: Counting and Cardinality
1.Count to 100 by ones and tens
3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

ELA: Speaking and Listening
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
Writing Standards
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.



ELA (continued): Reading Standards for Literature
1. With prompting and support, ask and answer questions about key details in a text.
3. With prompting and support, identify characters, settings, and major events in a story.
7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

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 reference in historical legends and stories.
3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).

FIRST GRADE STANDARDS

Science: 2. 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.
b. *Students know* both plants and animals need water, animals need food, and plants need light.
c. *Students know* animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.
3. Weather can be observed, measured, and described. As a basis for understanding this concept:
b. *Students know* that weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season.
c. *Students know* the sun warms the land, air, and water.

ELA: Speaking and Listening
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
Writing
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.



ELA (continued): Reading Standards for Literature
1. Ask and answer questions about key details in a text.
3. Describe characters, settings, and major events in a story, using key details.
7. Use illustrations and details in a story to describe its characters, settings, or events.

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.
1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.
3. Construct a simple map, using cardinal directions and map symbols.

SECOND GRADE STANDARDS

Science: 2. Plants and animals have predictable life cycles. As a basis for understanding this concept:
a. *Students know* that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another.
b. *Students know* that sequential stages of life cycles are different for different animals, such as butterflies, frogs and mice.
c. *Students know* many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment.

Math: Numbers and Operations in Base Ten
2. Count within 1000; skip-count by 2s, 5s, 10s and 100s.

ELA: Speaking and Listening
2. Recount or describe key ideas from a text read aloud or information presented orally or through other media.
Writing
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.



ELA (contined): Reading Standards for Literature
1. Ask and answer such questions as who, what, when, why, and how to demonstrate understanding of key details in a text.
3. Describe how characters in a story respond to major events and changes.
7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its character, setting, or plot.

Social Science: 2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.
1. Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).
2.3 Students explain governmental institutions and practices in the United States and other countries.
1. Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers.

Teacher Material Needed: Crayons Markers
Coloring Book – 1 per student – needs to be copied (10 pages)

Materials in Kit: Master Coloring Book – Full page, Half page

Activity: Read coloring book with students.
Use acquired knowledge to color pictures realistically.

