OPEN WIDE AND TREK INSIDE		
Rhode Island Grade Span Expectations: Science – Grades K — 2		
Lesson	**Standard**	**GSEs**
1, 4	**LS1 (K-2) - INQ+POC –1b**	Students demonstrate an understanding of classification of organisms by identifying and sorting based on similar or different external features.
4	**LS1 (K-2) SAE -2a**	Students demonstrate understanding of structure and function-survival requirements by observing that plants need water, air, food, and light to grow; observing that animals need water, air, food and shelter to grow.
1, 2	**LS1 (K-2) FAF –4a**	Students demonstrate understanding of structure and function-survival requirements by identifying the specific functions of the physical structures of a plant or an animal (e.g. roots for water; webbed feet for swimming).
4	**LS2 (K-2) SAE –6b**	Students demonstrate an understanding of food webs in an ecosystem by using information about a simple food web to determine how basic needs (e.g. shelter and water) are met by the habitat/environment.
1, 2, 3	**LS4 (K-2) FAF -8a**	Students demonstrate an understanding of human body systems by identifying the five senses and using senses to identify objects in the environment.
1, 2	**LS4 (K-2) FAF -8b**	Students demonstrate an understanding of human body systems by observing, identifying, and recording external features of humans and other animals.
2, 3	**PS1 (K-2) INQ –1a**	Students demonstrate an understanding of characteristic properties of matter by identifying, comparing, and sorting objects by similar or different physical properties (e.g., size, shape, color, texture, smell, weight).
2, 3	**PS1 (K-2) INQ –1b**	Students demonstrate an understanding of characteristic properties of matter by recording observations/data about physical properties.
Rhode Island Grade Span Expectations: Mathematics – Grades 1 & 2		
Grade 1		
Lesson	**Standard**	**GSEs**
2, 5	**M(N&O)–1–2**	Demonstrates understanding of the relative magnitude of numbers from 0 to 100 by ordering whole numbers; by comparing whole numbers to each other or to benchmark whole numbers (5, 10, 25, 50, 75, 100); by demonstrating an understanding of the relation of inequality when comparing whole numbers by using “1 more”, “1 less”, “5 more”, “5 less”, “10 more”, “10 less”; and by connecting number words (from 0 to 20) and numerals (from 0 to 100) to the quantities and positions that they represent using investigations, models, representations, or number lines.
2	**M(N&O)–1–3**	Demonstrates conceptual understanding of mathematical operations involving addition and subtraction of whole numbers (from 0 to 30) by solving problems involving joining actions, separating actions, part-part whole relationships, and comparison situations; and addition of multiple one-digit whole numbers.
2	**M(N&O)–1–6**	Mentally adds and subtracts whole numbers by naming the number that is one or two more or less than the

		original number; and adds and subtracts whole number facts to ten (e.g., 5 + 3 = 8; 8 – 5 = 3).
2	**M(N&O)–1–7**	Makes estimates of the number of objects in a set (up to 30) and revises estimates as objects are counted (e.g., A student estimates the number of pennies in a jar as 28. Then the student counts the first 10 and makes another estimate based on those that have been counted and those that remain in the jar.).
2	**M(G&M)–1–7**	Demonstrates conceptual understanding of measurable attributes using comparative language to describe and compare attributes of objects (length [longer, shorter], height [taller, shorter], weight [heavier, lighter], temperature [warmer, cooler], and capacity [more, less]); compares objects visually, with direct comparison, and using non-standard units.
2	**M(G&M)–1–9**	Demonstrates understanding of spatial relationships using location and position by using positional words (e.g., close by, on the right, underneath, above, beyond) to describe one location in reference to another on a map, in a diagram, and in the environment.
2, 3	**M(DSP)–1–1**	Interprets a given representation created by the class (models, tally charts, pictographs with one-to-one correspondence, and tables) to answer questions related to the data, or to analyze the data to formulate conclusions using words, diagrams, or verbal/scribed responses to express answers.
2, 5	**M(DSP)–1–2**	Analyzes patterns, trends, or distributions in data in a variety of contexts by determining or using more, less, or equal.
2	**M(PRP)–2–1**	Students will use problem-solving strategies to investigate and understand increasingly complex mathematical content and be able to: formulate and solve multi-step problems from everyday and mathematical situations, solve problems using a variety of strategies (e.g., working backwards, looking for patterns and relationships; guess and check; making tables, charts, or organized lists; solving a simpler version of a problem, drawing a diagram; or creating a model), verify and interpret results with respect to the original problem, determine if the solution of a problem is reasonable, solve problems using manipulatives, graphs, charts, diagrams, and calculators, demonstrate that a problem may be solved in more than one way, exhibit confidence in their ability to solve problems independently and in groups, and display increasing perseverance, and persistence in problem solving.
2	**M(CCR)–2–1**	Students will communicate their understanding of mathematics and be able to: demonstrate mathematical communication through discussion, reading, writing, listening, and responding, individually and in groups, discuss relationships between everyday language and mathematical language and symbols (e.g., words that mean something different in mathematics and in everyday life), explain conclusions, thought processes, and strategies in problem-solving situations, discuss, illustrate, and write about mathematical concepts and relationships, and draw pictures and use objects to illustrate mathematical concepts.
2	**M(CCR)–2–2**	Students will create and use representations to communicate mathematical ideas and to solve problems and be able to: create and use age level appropriate representations to organize, record, and communicate mathematical ideas (e.g., students should recognize the relationship among seven counters, seven tally marks, and the symbol 7), select, apply, and translate among mathematical representations to solve problems (e.g., representing fractions with circles, with geoboards, and with pattern blocks), link different representations, use representations to model and interpret physical, social, and mathematical phenomena, use conventional and self-generated (invented) representations and connect them, and realize that any representation is subject to multiple interpretations (e.g., drawings and graphs can be read in a different way).

2, 5	**M(CCR)–2–3**	Students will recognize, explore, and develop mathematical connections and be able to: link conceptual and procedural knowledge (e.g., they will know that when they "regroup," they are simply changing the representation of the minuend, but not its value), recognize and use mathematics in other curriculum areas (e.g., science, social studies), recognize and use mathematics in their daily lives (e.g., graphs, tables, or maps), identify mathematical situations occurring in literature for children, and identify examples of geometry in nature, art, and architecture.
Grade 2		
Lesson	**Standard**	**GSEs**
2	**M(N&O)–2–3**	Demonstrates conceptual understanding of mathematical operations involving addition and subtraction of whole numbers by solving problems involving joining actions, separating actions, part-part whole relationships, and comparison situations; and addition of multiple one-digit whole numbers.
2	**M(N&O)–2–6**	Mentally adds and subtracts whole number facts to a sum of 20; names the number that is 10 more or less than the original number, and mentally adds and subtracts two digit multiplies of ten (e.g., 60 + 80, 90 – 30).
2	**M(N&O)–2–7**	Makes estimates of the number of objects in a set (up to 50) by selecting an appropriate method of estimation.
2	**M(G&M)–2–9**	Demonstrates understanding of spatial relationships using location and position by using positional language in two- and three- dimensional situations to describe and interpret relative positions (e.g., above the surface of the desk, below the triangle on the paper); and creates and interprets simple maps and names locations on simple coordinate grids.
2, 3	**M(DSP)–2–1**	Interprets a given representation (pictographs with one-to-one correspondence, line plots, tally charts, or tables) to answer questions related to the data, or to analyze the data to formulate conclusions.
2, 5	**M(DSP)–2–2**	Analyzes patterns, trends, or distributions in data in a variety of contexts by determining or using more, less, or equal.
3	**M(DSP)–2–6**	In response to a teacher or student generated question or hypothesis, groups decide the most effective method (e.g., survey, observation, experimentation) to collect the data (numerical or categorical) necessary to answer the question; collects, organizes, and appropriately displays the data; analyzes the data to draw conclusions about the question or hypothesis being tested, and when appropriate makes predictions.
2	**M(PRP)–2–1**	Students will use problem-solving strategies to investigate and understand increasingly complex mathematical content and be able to: formulate and solve multi-step problems from everyday and mathematical situations, solve problems using a variety of strategies (e.g., working backwards, looking for patterns and relationships; guess and check; making tables, charts, or organized lists; solving a simpler version of a problem, drawing a diagram; or creating a model), verify and interpret results with respect to the original problem, determine if the solution of a problem is reasonable, solve problems using manipulatives, graphs, charts, diagrams, and calculators, demonstrate that a problem may be solved in more than one way, exhibit confidence in their ability to solve problems independently and in groups, and display increasing perseverance, and persistence in problem solving.
2	**M(CCR)–2–1**	Students will communicate their understanding of mathematics and be able to: demonstrate mathematical communication through discussion, reading, writing, listening, and responding, individually and in groups, discuss relationships between everyday language and mathematical language and symbols (e.g., words that mean

		something different in mathematics and in everyday life), explain conclusions, thought processes, and strategies in problem-solving situations, discuss, illustrate, and write about mathematical concepts and relationships, and draw pictures and use objects to illustrate mathematical concepts.
2	**M(CCR)–2–2**	Students will create and use representations to communicate mathematical ideas and to solve problems and be able to: create and use age level appropriate representations to organize, record, and communicate mathematical ideas (e.g., students should recognize the relationship among seven counters, seven tally marks, and the symbol 7), select, apply, and translate among mathematical representations to solve problems (e.g., representing fractions with circles, with geoboards, and with pattern blocks), link different representations, use representations to model and interpret physical, social, and mathematical phenomena, use conventional and self-generated (invented) representations and connect them, and realize that any representation is subject to multiple interpretations (e.g., drawings and graphs can be read in a different way).
2, 5	**M(CCR)–2–3**	Students will recognize, explore, and develop mathematical connections and be able to: link conceptual and procedural knowledge (e.g., they will know that when they "regroup," they are simply changing the representation of the minuend, but not its value), recognize and use mathematics in other curriculum areas (e.g., science, social studies), recognize and use mathematics in their daily lives (e.g., graphs, tables, or maps), identify mathematical situations occurring in literature for children, and identify examples of geometry in nature, art, and architecture.
Rhode Island Grade Level Expectations: Reading – Grades 1 & 2		
Lesson	**Standard**	**GLEs**
3, 4	**R—1—1.3** **R—2—1.3**	Read grade level appropriate words (in connected text) (1) with automaticity (2).
3, 4	**R—1—2.1** **R—2—2.1**	Use strategies to unlock meaning (e.g., activating prior knowledge, using cues, using context clues, or asking questions during read-alouds or text reading) (1); use strategies to unlock meaning (e.g., knowledge of word structure, including common base words and suffixes, such as "thick-est," "hope-ful;" or context clues, including illustrations and diagrams; or prior knowledge) (2).
All lessons	**R—1—3.2** **R—2—3.2**	Select appropriate words to use in context (1), including words specific to the content of the text. (2)
1, 4, 6	**R—1—4.1** **R—2—4.1**	Identify characters or setting in a story (1) or identify or describing character(s), setting, problem, solution, or major events, as appropriate to text (2)
4	**R—1—4.3** **R—2—4.3**	Generate questions before, during, and after reading (1) to enhance recall, expand understanding and/or gain new information.(2)
1, 6	**R—1—5.2** **R—2—5.2**	Identify physical characteristics, personality traits, or possible motives of main characters (1); identify relevant physical characteristics or personality traits of main characters (2).
4, 6	**R—1—5.3** **R—2—5.3**	Make basic inferences about the text (1) or problem or solution (2).
1, 2, 4, 6	**R—1—7.2** **R—2—7.2**	Use explicitly stated information to answer questions.

1, 2	**R—2—7.3**	Locate and record information to show understanding, when given an organizational format (e.g., T-chart or Venn diagram).
1, 4	**R—1—8.1** **R—2—8.1**	Tell what was learned (1); connect information *within* a text (2).
All lessons	**R—1—8.3** **R—2—8.3**	Make basic inferences or draw basic conclusions.
4	**R—1—8.4** **R—2—8.4**	Identify facts presented in text.
All lessons	**R—1—16.1** **R—2—16.1**	Generate a personal response to what is read aloud or read independently through a variety of means by comparing stories or other texts to personal experience, prior knowledge or to other texts.
All lessons	**R—1—17.2** **R—2—17.2**	Participate in in-depth discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others.
Rhode Island Grade Level Expectations: Writing – Grades 1 & 2		
Lesson	**Standard**	**GLEs**
All lessons	**W—1—1.1** **W—2—1.1**	Students demonstrate command of the structures of sentences, paragraphs, and text by writing recognizable (1) short sentences.
All lessons	**W—1—5.5** **W—2—5.5**	Students demonstrate use of narrative strategies by writing about observations and experiences.
3	**W—1—6.3** **W—2—6.3**	In informational writing (reports or procedures), students organize ideas/concepts by listing steps of a procedure in a logical order (2), with instructional support (1).
3	**W—1—8.1** **W—2—8.1**	In informational writing (reports or procedures only), students demonstrate use of a range of elaboration strategies by including details/information relevant to topic (details/information may take the form of pictures with captions, “words”, “sentences”, or some combination) (1) and/or focus (2).
All lessons	**OC—1—1.1** **OC—2—1.1**	In oral communication, students demonstrate interactive listening by following simple verbal instructions and directions (1); following multistep verbal instructions and directions (e.g., to answer questions, to perform tasks) (2).
1, 4, 6	**OC—1—1.2** **OC—2—1.2**	In oral communication, students demonstrate interactive listening by responding to or reacting to stories, songs or poems by using simple words, phrases, and sentences (1); conversing, and asking questions about content (e.g., stories, songs or poems) (2).
All lessons	**OC—1—1.4** **OC—2—1.4**	In oral communication, students demonstrate interactive listening by participating in large group discussions to show understanding.
All lessons	**OC—1—1.5b** **OC—2—1.5b**	In oral communication, students demonstrate interactive listening by attending to speaker and waiting for appropriate turn to speak.

Rhode Island Instructional Outcomes: Health Education – Grades K — 4		
Lesson	**Standard**	**Instructional Goal**
4, 5, 6	**NUT—1.1** **DCP—1.1**	Describe relationships between: proper nutrition and individual well being on a daily basis and throughout the life span (NUT); personal health behaviors and individual well-being (DCP).
1, 2	**PSL—1.3**	Describe the basic structure and functions of the human body systems.
4, 5, 6	**NUT—1.4**	Identify common childhood problems related to poor nutrition.
2, 4, 5, 6	**DCP—1.5**	Identify common health problems of children.
2, 3, 4, 5	**DCP—1.6**	Identify diseases that should be detected and treated early.
4, 5, 6	**DCP—1.7**	Explain how childhood illness can be prevented or treated.
2	**PSL—2.4**	Locate school and community health helpers in the area of physical activity, personal hygiene and overall wellness.
1, 2, 4, 5, 6	**PSL—3.1** **NUT—3.1** **DCP—3.1**	Identify responsible: personal health (PSL); nutrition (NUT); disease prevention (DCP) behaviors.
1, 2, 4, 5, 6	**PSL—3.2**	Identify personal health needs and health habits pertaining to physical activity, hygiene, nutrition and other aspects of wellness.
4, 5	**NUT—3.3**	Compare eating behaviors that are safe to those that are risky or harmful.
4, 5	**DCP—6.1**	Apply a decision-making process to a disease prevention and control issue.
3, 4, 5, 6	**PSL—7.1** **NUT—7.1**	Discuss accurate information and express opinions about: personal health issues (PSL); nutrition issues (NUT).