

# California Education and the Environment Initiative

Increasing Environmental Literacy for K–12 Students...

Because the Future is in Their Hands



## TEACH COMMON CORE STANDARDS WITH THE EEI CURRICULUM

Created with your needs in mind, this document shows the correlation between the EEI Curriculum and the California Common Core State Standards. By teaching the EEI unit lessons in your classroom, you will be simultaneously addressing the Common Core standards depicted in this guide.

### Unit K.3.a.—The World Around Me



In this unit, students learn that Earth is made up of land, air, and water. They explore the characteristics of mountains, forests, rivers, lakes, oceans, coastal regions, valleys, and deserts—all ecosystems that make up California—and relate the landforms they see in their local environment to these ecosystems. Students journey through California’s incredible diversity of “special places” using visual aids, hands-on activities, and backyard field trips. Individual lessons help students understand that goods and services from each of these “special places” (water, food, materials for shelter, and so on) are essential to human life and to the functioning of our economies and cultures.

		RI.K.1	RI.K.5	RI.K.7	RI.K.10	RF.K.1	RF.K.3	RF.K.4	W.K.2	W.K.8	SL.K.1	SL.K.2	SL.K.3	SL.K.4	SL.K.5	SL.K.6	L.K.6
<b>LESSONS</b>	California Connections	✓		✓	✓				✓		✓	✓		✓	✓	✓	
	1	✓	✓		✓	✓		✓	✓		✓	✓		✓	✓	✓	
	2	✓		✓	✓		✓		✓	✓	✓	✓		✓	✓	✓	✓
	3	✓		✓	✓		✓		✓		✓	✓		✓	✓	✓	
	4	✓			✓		✓		✓		✓	✓		✓	✓	✓	✓
	5	✓		✓	✓		✓		✓		✓	✓		✓	✓	✓	
	6	✓		✓	✓		✓		✓		✓	✓	✓	✓	✓	✓	
Traditional Assessment									✓			✓		✓	✓		

**Note:** For your reference, the list of California Common Core State Standards abbreviations is on the following page.

## Using the EEI-Common Core Correlation Matrix

The matrix on the front page identifies a number of Common Core standards that are supported by this EEI unit. However, the check marks in the matrix do not necessarily signify that the Common Core standards checked will be taught to mastery by using this EEI unit alone. Teachers are encouraged to select which Common Core standards they wish to emphasize, rather than teaching to every indicated standard. By spending more time on selected standards, students will move toward greater Common Core proficiency in comprehension, critical thinking and making reasoned arguments from evidence. Teaching this EEI unit will provide opportunities for teachers to implement the shift in instructional practice necessary for full Common Core implementation.

## California Common Core State Standards Abbreviations

- **CCSS:** California Common Core State Standards
- **L:** Language Standards
- **RF:** Reading Foundational Skills Standards
- **RI:** Reading Standards for Informational Text
- **SL:** Speaking and Listening Standards
- **W:** Writing Standards

**Note:** Since each Common Core standard includes a breadth of skills, in this correlation, the portion of the standard description that is featured in the Common Core Standards and Applications is cited, using “...” to indicate omitted phrases. For a list of the complete standard descriptions, please see the Common Core Reference Pages located on page 25 of this document.

## A Note about Common Core Speaking and Listening Standards

Many of the EEI units provide various learning structures, materials, and groupings that lead toward students working in pairs or small groups to discuss concepts and ideas. This supports the skill in Speaking and Listening Standard 1 “Participate effectively in a range of collaborative discussions (one-on-one, groups...) with diverse partners.” With prior instruction in collaborative discussion techniques, students can be placed in pairs or small groups to discuss the lesson topics. To aid in teacher planning, the lessons are listed below which include tasks for whole class, pairs/partners, and/or small groups:

- **Lesson 1:** Whole class
- **Lesson 2:** Whole class, partners
- **Lesson 3:** Whole class, partners
- **Lesson 4:** Whole class
- **Lesson 5:** Whole class, partners
- **Lesson 6:** Whole class, partners

## National Geographic Resources

- **Habitats** wall map (Lessons 2, 3, 4, 5, and 6)

## Unit Assessment Options

Assessments	Common Core Standards and Applications
<b>Traditional Assessment</b>	
<p>During an “interview” with the teacher, students draw their answers and add appropriate labels, if able.</p>	<p><b>SL.K.2:</b> 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.</p> <p><b>a) Understand and follow one- and two-step oral directions. CA</b></p> <p><b>SL.K.4:</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>SL.K.5:</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>W.K.2:</b> 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.</p> <p><b>Suggestion:</b> Provide students with alphabet cards to allow for near point copying.</p>
<b>Alternative Assessment</b>	
	No alternative assessment is available with this unit.

## Lesson 1: E is for Earth

Students observe four satellite images of Earth and note the natural features they see. Focusing in on California, students discuss that their “home” is made up of many special places that occur elsewhere on Earth—oceans, coasts, valleys, deserts, mountains, forests, rivers, and lakes.



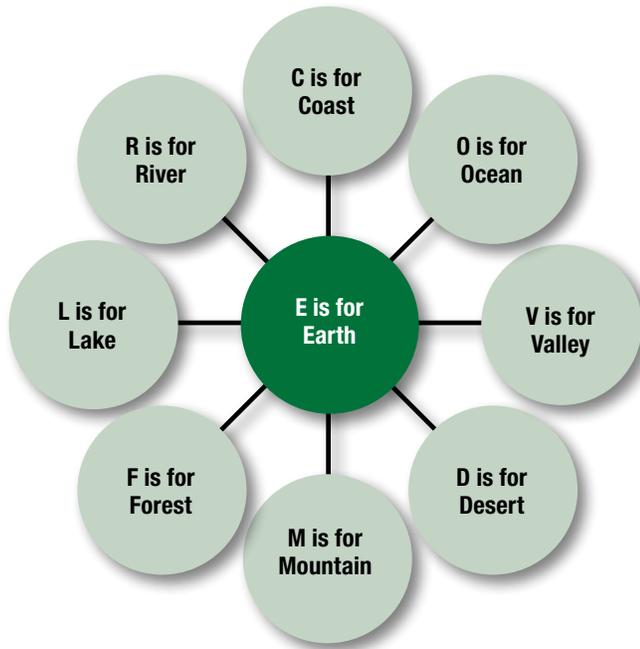
Use this correlation in place of the **Procedures** on pages 30–31 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
<b>Step 1</b>	
<p>Show students the <i>California Connections: The World Around Me: E is for Earth</i> (Alphabet Card) and read the words on the back. Ask them to share what they know about Earth.</p>	<p><b>RI.K.1:</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RI.K.10:</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>a) Activate prior knowledge related to the information and events in texts. CA</b></p> <p><b>SL.K.1:</b> Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p>a) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b) Continue a conversation through multiple exchanges.</p> <p><b>SL.K.4:</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p><b>SL.K.6:</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<b>Step 2</b>	
<p>Tell students that there are many places on Earth. Make the connection by explaining that they live in a neighborhood, that neighborhoods have streets, that streets have houses and apartments, and that houses and apartments have different rooms. Use this example to explain that they are going to look at pictures of Earth, each one showing a place that is smaller and more specific.</p>	<p><b>RI.K.10:</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>a) Activate prior knowledge related to the information and events in texts. CA</b></p> <p><b>Suggestion:</b> Provide students with a visual of neighborhood, streets, houses &amp; apartments, and rooms to allow for students to activate prior knowledge.</p>

Procedures	Common Core Standards and Applications
<b>Step 3</b>	
<p>Project <b>Earth from Space</b> (Visual Aid #1). Ask students to describe what they see in the satellite image. (<i>Water, land, ice, mountains.</i>)</p> <p><b>Tip:</b> Download and save Visual Aids #1–4 from <a href="http://www.californiaeei.org/Curriculum">http://www.californiaeei.org/Curriculum</a> for easy access during lesson.</p>	<p><b>RI.K.1:</b> ...ask and answer questions about key details in a text.</p> <p><b>RI.K.10a: Activate prior knowledge related to the information and events in texts. CA</b></p> <p><b>SL.K.1:</b> Participate in collaborative conversations with diverse partners...with peers...</p> <p><b>SL.K.4:</b> Describe familiar...places, things...with prompting and support, provide additional detail.</p> <p><b>SL.K.6:</b> Speak audibly and express...ideas clearly.</p>
<b>Step 4</b>	
<p>Next, project <b>The Americas</b> (Visual Aid #2). Explain that this picture is also a picture of Earth, but a more specific place called the Americas. Ask students to describe what they see in this satellite image. (<i>Water, land, ice, mountains.</i>)</p>	<p><b>RI.K.1:</b> ...ask and answer questions about key details in a text.</p> <p><b>RI.K.10a: Activate prior knowledge related to the information and events in texts. CA</b></p> <p><b>SL.K.1:</b> Participate in collaborative conversations with diverse partners...with peers...</p> <p><b>SL.K.4:</b> Describe familiar...places, things...with prompting and support, provide additional detail.</p> <p><b>SL.K.6:</b> Speak audibly and express...ideas clearly.</p>
<b>Step 5</b>	
<p>Show students the image of <b>North America</b> (Visual Aid #3). Ask them if they are looking at a picture of Earth. (Yes.) Ask them to locate the water, land, ice and mountains on this image.</p>	<p><b>RI.K.1:</b> ...ask and answer questions about key details in a text.</p> <p><b>RI.K.10a: Activate prior knowledge related to the information and events in texts. CA</b></p> <p><b>SL.K.1:</b> Participate in collaborative conversations with diverse partners...with peers...</p> <p><b>SL.K.2:</b> Confirm understanding of...information presented orally or through other media by asking and answering questions about key details...</p> <p><b>a) Understand and follow one- and two-step oral directions. CA</b></p> <p><b>SL.K.4:</b> Describe familiar...places, things...with prompting and support, provide additional detail.</p> <p><b>SL.K.6:</b> Speak audibly and express...ideas clearly.</p>
<b>Step 6</b>	
<p>Lastly, project the image of <b>California</b> (Visual Aid #4). Ask them to provide the name of the place on Earth that they are looking at. (<i>California.</i>) Explain that California is a part of Earth, a very special place where they live. Point to the area of the state that they call home. Ask them if it is near any water, land, ice, or mountains. (<i>Answers will vary depending on your location.</i>)</p> <p><b>Tip:</b> Students need to develop this concept fully prior to moving on to the next sections. You may need to repeat this step several times to ensure students are recognizing that they are moving from large scale to small scale.</p>	<p><b>RI.K.1:</b> ...ask and answer questions about key details in a text.</p> <p><b>RI.K.10a: Activate prior knowledge related to the information and events in texts. CA</b></p> <p><b>SL.K.1:</b> Participate in collaborative conversations with diverse partners...with peers...</p> <p><b>SL.K.4:</b> Describe familiar...places, things...with prompting and support, provide additional detail.</p> <p><b>SL.K.6:</b> Speak audibly and express...ideas clearly.</p>

## Step 7

Place the ***E is for Earth*** alphabet card in the center of **The World Around Me Display Area**. Show students the other alphabet cards (River, Lake, Mountain, Forest, Valley, Desert, Ocean and Coast) one by one, reading the description on the back of each. Place these cards around the ***E is for Earth*** alphabet card, creating a web like the one shown here:



Tell students that these are all special places on Earth, and that their home state (California) has all of these special places in it.

**SL.K.4:** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

## Step 8

Distribute a ***E is for Earth*** student workbook to each student. Direct students to write their names in the space provided on the cover. Then, have them turn to ***E is for Earth*** pages 2–3. Explain that their job is to write a capital *E* on the line to complete the sentence. Tell them to draw a picture of the Earth and label (if able) the parts that make up Earth.

Collect **Student Workbooks** for assessment. Students will use these **Student Workbooks** in all of the remaining lessons in the unit.

*Note: Lessons 2–6 can be addressed in any order. This provides an opportunity to focus on the ecosystems that are in or near of your local area, as the class achieves the Learning Objective “Name some of the plants and animals that live in your local area.” To the greatest extent possible, augment these activities with trips outside of the classroom for hands-on exploration of local plants and animals.*

**SL.K.2:** Confirm understanding of...information presented orally or through other media by...answering questions about key details...

**a) Understand and follow one- and two-step oral directions. CA**

**SL.K.4:** Describe familiar...places, things...with prompting and support, provide additional detail.

**SL.K.5:** Add drawings...to provide additional detail.

**W.K.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.

Procedures	Common Core Standards and Applications
<b>Step 8 (Continued):</b>	
<p><b>Tip:</b> If <b>Student Workbooks</b> need to be reused from year to year, students should not write in them. Some strategies teachers use to preserve the workbooks are:</p> <ul style="list-style-type: none"> <li>■ Have students use binder paper or other lined or unlined paper</li> <li>■ Have students use a sheet protector over the page and write with a whiteboard marker</li> <li>■ Do together as a class on a projector or chart paper</li> <li>■ Project the digital fill-in version and do together as a class</li> </ul>	<p><b>Suggestion:</b> Allow students the opportunity to become familiar with the structure of books by having them identify the front cover, back cover, and title page. Explain that while this is a student workbook, all books have those features in common. Prior to students completing the letter drawing, discuss the letter E and how it differs in print when it is written as a capital and as a lower case.</p> <p>If suggestion is used, the following CCCSS has been addressed:</p> <p><b>RF.K.1:</b> Demonstrate understanding of the organization and basic features of print.</p> <p>d) Recognize and name all upper- and lowercase letters of the alphabet.</p> <p><b>RF.K.4:</b> Read emergent-reader texts with purpose and understanding.</p> <p><b>RI.K.5:</b> Identify the front cover, back cover, and title page of a book.</p>

## Lesson 2: R is for River, L is for Lake

Students discuss what they know about rivers and take a journey “downriver” to describe the plants and animals they see. They hear about how water flows from one place to another in rivers and lakes, and locate major rivers and lakes on a map of California.



## National Geographic Resources

- **Habitats** wall map

### Session 1

Use this correlation in place of the **Procedures** on page 44 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
<b>Step 1</b>	
<p>Motivate students by telling them that they will be taking a trip through their state, making stops along the way to learn about some of California’s “special places.” Show students the <b>California Connections: The World Around Me: R is for River and L is for Lake</b> (Alphabet Cards) in <b>The World Around Me Display Area</b>. Lead a class discussion about what they know about rivers and lakes. Write students’ ideas on the chart paper under each card. (<i>Optional.</i>)</p>	<p><b>RI.K.1:</b> ...ask and answer questions about key details in a text.</p> <p><b>RI.K.10a: Activate prior knowledge related to the information and events in texts. CA</b></p> <p><b>SL.K.1:</b> Participate in collaborative conversations with diverse partners...with peers...</p> <p><b>SL.K.4:</b> Describe familiar...places, things...with prompting and support, provide additional detail.</p> <p><b>SL.K.6:</b> Speak audibly and express...ideas clearly.</p> <p><b>W.K.2:</b> 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.</p>
<b>Step 2</b>	
<p>Tell students that they will be going on a ride down a river. On that ride, they will take a close look at animals and plants that call rivers and lakes home. Pair students and have them get in a line. Tell students to imagine that they are now on board a boat. Ask them to walk slowly, having the “boat” go slowly past you, down the river. As they pass you, give each pair one or more <b>River and Lake</b> (Information Cards #1–10). Tell students to find a place in the classroom where they can look closely and observe the features of the animal. Tell them to notice what they see around their animal, too. (<i>For example, water, mud, sand, trees, bushes.</i>)</p>	<p><b>RI.K.7:</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p><b>SL.K.1:</b> Participate in collaborative conversations with diverse partners...with peers...</p> <p><b>SL.K.2:</b> Confirm understanding of...information presented orally or through other media by asking and answering questions about key details...</p> <p><b>a) Understand and follow one- and two-step oral directions. CA</b></p> <p><b>SL.K.4:</b> Describe familiar...places, things...with prompting and support, provide additional detail.</p> <p><b>SL.K.6:</b> Speak audibly and express...ideas clearly.</p>

Procedures	Common Core Standards and Applications
<b>Step 3</b>	
<p>Gather students in front of <b>The World Around Me Display Area</b>. Facilitate a class discussion based on the photographs each pair studied. With the teacher’s help, students should name their animal, describe it, tell if it lives in the river or lake, or on the land nearby. As pairs finish presenting their information, post the information cards around the <b>R is for River</b> and <b>L is for Lake</b> alphabet cards.</p>	<p><b>RI.K.7:</b> With prompting and support, describe the relationship between illustrations...</p> <p><b>SL.K.1:</b> Participate in collaborative conversations with diverse partners...with peers...</p> <p><b>SL.K.4:</b> Describe familiar...places, things...with prompting and support, provide additional detail.</p> <p><b>SL.K.6:</b> Speak audibly and express...ideas clearly.</p>
<b>Step 4</b>	
<p>Tell students that they have already learned a lot about the plants and animals that live in and near rivers and lakes. Next time, they will get to hear about how water flows from one place to another, and find rivers and lakes on a wall map of California.</p>	<p><b>Suggestion:</b> <i>To enhance the verbal and oral skills develop in this lesson, students should be provided an opportunity to summarize their learning. Have students discuss with a partner the following question, “What do you know about animals that live near rivers and lakes?” and “What do you know about plants that live near rivers and lakes?” Have students report out and chart their responses.</i></p> <p><i>If suggestion is used, the following CCCSS has been addressed:</i></p> <p><b>W.K.8:</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>

## Session 2

Use this correlation in place of the **Procedures** on page 45 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
<b>Step 1</b>	
<p>Briefly review the plants and animals that live in and near the rivers and lakes by pointing to the information cards displayed around the <b>R is for River</b> and <b>L is for Lake</b> alphabet cards in <b>The World Around Me Display Area</b>. Ask students to tell something they know about what is depicted.</p>	<p><b>RI.K.1:</b> ...ask and answer questions about key details in a text.</p> <p><b>RI.K.10a: Activate prior knowledge related to the information and events in texts. CA</b></p> <p><b>SL.K.1:</b> Participate in collaborative conversations with diverse partners...with peers...</p> <p><b>SL.K.4:</b> Describe familiar...places, things...with prompting and support, provide additional detail.</p> <p><b>SL.K.6:</b> Speak audibly and express...ideas clearly.</p>

Procedures	Common Core Standards and Applications
<b>Step 2</b>	
<p>Explain that rivers provide many different places for plants and animals to live, and the way the water flows or moves makes a difference on the kinds of animals and plants that can live there. Tell students that most rivers start out as fast flowing streams on a hill or mountain. Show students the first of the four <b>Flow of a River</b> (Mountain, Information Card #11), the mountain.</p> <p>Then tell students that, as the river reaches lower ground, the water moves a little bit slower and looks smoother. Show students the second <b>Flow of a River</b> (Fast-flowing River, Information Card #12).</p> <p>Then tell students that, as the river reaches flat land, it can pool up and form a lake. Show students the third <b>Flow of a River</b> (Lake, Information Card #13).</p> <p>Finally, tell students that, if it can, the river water on the flat land will find its way to the ocean. Show students the fourth <b>Flow of a River</b> (Ocean, Information Card #14). Explain that not all river water makes it to the ocean. Ask students what they think happens to it. (<i>Answers will vary, but may include, we use it, it goes into the air, trees and plants use it, it stays in the lake, it goes into the ground.</i>)</p> <p>With students' help, place the <b>Flow of a River</b> information cards, in sequence, on display in <b>The World Around Me Display Area</b>.</p>	<p><b>RI.K.7:</b> With prompting and support, describe the relationship between illustrations...</p> <p><b>SL.K.1:</b> Participate in collaborative conversations with diverse partners...with peers...</p> <p><b>SL.K.4:</b> Describe familiar...places, things...with prompting and support, provide additional detail.</p> <p><b>SL.K.6:</b> Speak audibly and express...ideas clearly.</p> <p><b>Suggestion:</b> Have students use identify vocabulary words by pointing to the corresponding pictures on the Information Cards. Vocabulary words include river, ocean, and mountain.</p> <p><i>If suggestion is used, the following CCCSS has been addressed:</i></p> <p><b>L.K.6:</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
<b>Step 3</b>	
<p>Direct students attention to the <b>Habitats</b> wall map. Show students the relative location of their city or town on the wall map. Ask students to locate one or two major rivers and/or lakes nearest their town on the wall map. Have them think about from where the water in those rivers and/or lakes comes and where it might be going. Refer to the <b>Flow of a River</b> information cards. On the wall map, locate the mountains that are the source of the water in the nearest river or lake for your community. Have students trace the flow of the river from its beginning (the mountains), to its end (in the ocean or a lake).</p>	<p><b>RI.K.1:</b> ...ask and answer questions about key details in a text.</p> <p><b>SL.K.1:</b> Participate in collaborative conversations with diverse partners...with peers...</p> <p><b>SL.K.2a: Understand and follow one- and two-step oral directions. CA</b></p> <p><b>SL.K.4:</b> Describe familiar...places, things...with prompting and support, provide additional detail.</p> <p><b>SL.K.6:</b> Speak audibly and express...ideas clearly.</p>
<b>Step 4</b>	
<p>Brainstorm ways in which we, as people, are connected to rivers and lakes. Ask students how we use rivers and lakes for fun. (<i>Boating, kayaking, fishing.</i>) Ask them how we use rivers and lakes for survival. (<i>We use the water from them in our everyday lives, such as for drinking, bathing, and washing the dishes.</i>)</p> <p><b>Tip:</b> Use map pins to trace the flow of the river so the path is easy to find.</p>	<p><b>RI.K.1:</b> ...ask and answer questions about key details in a text.</p> <p><b>RI.K.10a: Activate prior knowledge related to the information and events in texts. CA</b></p> <p><b>SL.K.1:</b> Participate in collaborative conversations with diverse partners...with peers...</p> <p><b>SL.K.4:</b> Describe familiar...places, things...with prompting and support, provide additional detail.</p> <p><b>SL.K.6:</b> Speak audibly and express...ideas clearly.</p>

Procedures	Common Core Standards and Applications
<b>Step 5</b>	
<p>Distribute students' individual <b><i>E is for Earth</i></b> student workbooks. Have them turn to <b><i>E is for Earth</i></b> pages 4–5. Instruct them to write the letter <i>R</i> to complete the sentence. They then draw pictures (and add labels, if able) to show what they know about the plants and animals that live in and around rivers. Then have them turn to <b><i>E is for Earth</i></b> pages 6–7. Again, have them write an <i>L</i> to complete the sentence. Instruct them to draw pictures (with labels, if able) to show what they know about lakes.</p> <p>Collect <b>Student Workbooks</b> for assessment.</p> <p><i>Note: Lessons 2–6 can be addressed in any order. This provides an opportunity to focus on the ecosystems that are in or near of your local area, as the class achieves the Learning Objective "Name some of the plants and animals that live in your local area." To the greatest extent possible, augment these activities with trips outside of the classroom for hands-on exploration of local plants and animals.</i></p>	<p><b>SL.K.2a: Understand and follow one- and two-step oral directions. CA</b></p> <p><b>SL.K.4:</b> Describe familiar...places, things...with prompting and support, provide additional detail.</p> <p><b>SL.K.5:</b> Add drawings...as desired to provide additional detail.</p> <p><b>W.K.2:</b> 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.</p> <p><b>Suggestion:</b> Ask students to apply phonics to suggest to you the beginning letter to write on the Student Workbook pages for river and lake.</p> <p><i>If suggestion is used, the following CCCSS has been addressed:</i></p> <p><b>RF.K.3:</b> Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text. CA</b></p> <p>a) Demonstrate basic knowledge of one to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.</p>

## Lesson 3: M is for Mountain, F is for Forest

Students study pictures of mountain animals and place the photographs at different elevations of a mountain. They help describe a forest and a mountain ecosystem, and gather information to determine if their community is on or near a mountain.



## National Geographic Resources

- **Habitats** wall map

### Session 1

Use this correlation in place of the **Procedures** on page 62 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
<b>Step 1</b>	
<p>Tell students that they are going to make another stop on their trip through California, this time through a place that is home to bears, rabbits, trees, deer, goats, bobcats, and eagles. Ask them to make a prediction about what this place could be.</p> <p>Show students the <b>California Connections: The World Around Me: M is for Mountain</b> and <b>F is for Forest</b> (Alphabet Cards). Ask students to talk about what they know about these two “special places” in California.</p>	<p><b>RI.K.1:</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RI.K.10:</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>a) Activate prior knowledge...CA</b></p> <p><b>b) Use illustrations and context to make predictions about text. CA</b></p> <p><b>SL.K.1:</b> Participate in collaborative conversations with diverse partners...with peers...</p> <p><b>SL.K.4:</b> Describe familiar...places, things...with prompting and support, provide additional detail.</p> <p><b>SL.K.6:</b> Speak audibly and express...ideas clearly.</p>
<b>Step 2</b>	
<p>Place the <b>M is for Mountain</b> alphabet card on the mountain outline in <b>The World Around Me Display Area</b>. Talk about the different features of mountains at three different elevations. (<i>Higher elevations: cold, snowy winters and short, wet summers; tree line: harsh conditions, thin and stony soil, dry, windy weather; lower elevations: many different plants and animals, as well as rivers and lakes.</i>)</p> <p><b>Tip:</b> Chart student responses using simple vocabulary for future reference.</p>	<p><b>SL.K.1:</b> Participate in collaborative conversations with diverse partners...with peers...</p> <p><b>SL.K.4:</b> Describe familiar...places, things...with prompting and support, provide additional detail.</p> <p><b>SL.K.6:</b> Speak audibly and express...ideas clearly.</p>

Procedures	Common Core Standards and Applications
<b>Step 3</b>	
<p>Pair students and give them one or more <b>Mountain and Forest</b> (Information Cards #15–24). Have them study their picture(s), thinking about the name of their plant or animal, and descriptive words for it.</p> <p>Come together as a whole group. Have the pairs of students share what they know about the plants or animals on their information card(s).</p>	<p><b>RI.K.7:</b> With prompting and support, describe the relationship between illustrations...</p> <p><b>SL.K.1:</b> Participate in collaborative conversations with diverse partners...with peers...</p> <p><b>SL.K.4:</b> Describe familiar...places, things...with prompting and support, provide additional detail.</p> <p><b>SL.K.6:</b> Speak audibly and express...ideas clearly.</p>
<b>Step 4</b>	
<p>Ask the pairs of students to look at the mountain outline in <b>The World Around Me Display Area</b> and decide if the plant(s) or animal(s) they have would live at the top, in middle, or at the bottom (base) of the mountain. Have the students glue (or tape) their information card in the correct area (elevation) on the mountain outline. (<i>Note: An Answer Key for <b>The World Around Me Display Area</b> is provided on page 64.</i>)</p> <p>Discuss what would make it easy or hard for the plants and animals to live in that particular spot. Tell students that not all mountains are the same height, and so they may look very different and have different animals and plants living on them. Explain that in the next session they will find the mountains and forests that are closest to where they live.</p>	<p><b>RI.K.7:</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p><b>SL.K.1:</b> Participate in collaborative conversations with diverse partners...with peers...</p> <p><b>SL.K.4:</b> Describe familiar...places, things...with prompting and support, provide additional detail.</p> <p><b>SL.K.6:</b> Speak audibly and express...ideas clearly.</p>

## Session 2

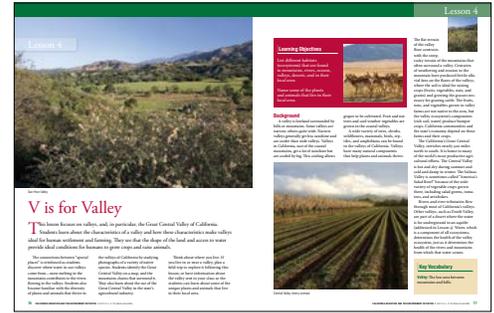
Use this correlation in place of the **Procedures** on page 63 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
<b>Step 1</b>	
<p>Have students review the mountain outline and the plants and animals that live at the different elevations on a mountain in <b>The World Around Me Display Area</b>.</p>	<p><b>RI.K.10a: Activate prior knowledge related to the information and events in texts. CA</b></p> <p><b>SL.K.1:</b> Participate in collaborative conversations with diverse partners...with peers...</p> <p><b>SL.K.4:</b> Describe familiar...places, things...with prompting and support, provide additional detail.</p> <p><b>SL.K.6:</b> Speak audibly and express...ideas clearly.</p>
<b>Step 2</b>	
<p>Draw students’ attention to the <b>Habitats</b> wall map. Point out to students the general area in which they live. Ask students if where they live is near mountains. (<i>Answers will vary, depending on the location of your community.</i>) Have students locate the mountains closest to their city or town on the wall map. Tell them the name of the mountain chain of which the mountains are a part. Have them locate a different group (or chain) of mountains on the wall map. Read the name(s) of those mountain ranges as well.</p>	<p><b>RI.K.1:</b> With prompting and support, ask and answer questions about key details in a text.</p> <p><b>RI.K.10a: Activate prior knowledge related to the information and events in texts. CA</b></p> <p><b>SL.K.1:</b> Participate in collaborative conversations with diverse partners...with peers...</p> <p><b>SL.K.2a: Understand and follow one- and two-step oral directions. CA</b></p> <p><b>SL.K.4:</b> Describe familiar...places, things...with prompting and support, provide additional detail.</p> <p><b>SL.K.6:</b> Speak audibly and express...ideas clearly.</p>

Procedures	Common Core Standards and Applications
<b>Step 2 (Continued):</b>	
<p>Show students the key on the wall map and point out the color and texture pattern for forest in the state (Mixed Evergreen and Conifer Forest, and the North Coastal Forests). Ask students if they live near one of these forests. (<i>Answers will vary depending on the location of your community.</i>) Ask students if they notice a pattern in the location of the mountains and forests. Point out that while both kinds of forests in California are on mountains, not all of the mountains in California have forests on them. Have students locate mountains that do not have forests on them in the state. (<i>Most of the Transverse and Peninsular Ranges, as well as the mountains in the Mojave and Sonoran Deserts.</i>)</p> <p><b>Tip:</b> Bring in pictures of local mountains and forests. Brochures from the US Forest Service, Bureau of Land Management, State Parks proved students a local reference.</p>	<p>See previous page for standards and suggestions.</p>
<b>Step 3</b>	
<p>Tell students that they already learned about plants and animals that call mountains and forests home. Connect to this the fact that people also benefit greatly from these “special places.” Have students think about something they use every day that come from a mountain or forest. (<i>Water, wood, paper.</i>) Using the <b>Habitats</b> wall map, and reminding them what they already learned about rivers and lakes, explain that mountains are a major source of water for people and other living things all over California.</p>	<p><b>RI.K.10a: Activate prior knowledge related to the information and events in texts. CA</b></p> <p><b>SL.K.1:</b> Participate in collaborative conversations with diverse partners...with peers...</p> <p><b>SL.K.4:</b> Describe familiar...places, things...with prompting and support, provide additional detail.</p> <p><b>SL.K.6:</b> Speak audibly and express...ideas clearly.</p> <p><b>Suggestion:</b> Provide students the opportunity to share in small collaborative groups of 3–4 students the items they use everyday that come from mountains and forests. Ask each group to identify one item in their classroom that fits that description.</p>
<b>Step 4</b>	
<p>Distribute students’ <b>E is for Earth</b> student workbooks. Have them turn to <b>E is for Earth</b> pages 8–9 and write the letter <i>M</i> to complete the sentence. Then have them turn to <b>E is for Earth</b> pages 10–11 and write an <i>F</i> to complete the sentence. Tell students to draw pictures (and add labels, if able) to show what they know about the plants and animals that live on mountains and in forests in the spaces provided.</p> <p>Collect <b>Student Workbooks</b> for assessment.</p> <p><i>Note: Lessons 2–6 can be addressed in any order. This provides an opportunity to focus on the ecosystems that are in or near of your local area, as the class achieves the Learning Objective “Name some of the plants and animals that live in your local area.” To the greatest extent possible, augment these activities with trips outside of the classroom for hands-on exploration of local plants and animals.</i></p>	<p><b>SL.K.2a: Understand and follow one- and two-step oral directions. CA</b></p> <p><b>SL.K.4:</b> Describe familiar...places, things...with prompting and support, provide additional detail.</p> <p><b>SL.K.5:</b> Add drawings...as desired to provide additional detail.</p> <p><b>W.K.2:</b> 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.</p> <p><b>Suggestion:</b> Ask students to apply phonics to suggest to you the beginning letter to write on the Student Workbook pages for mountain.</p> <p><i>If suggestion is used, the following CCCSS has been addressed</i></p> <p><b>RF.K.3:</b> Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text. CA</b></p> <p>a) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.</p>

## Lesson 4: V is for Valley

Students define a “valley,” observe photographs of animals and plants from California’s valleys, and identify why a valley is suitable for growing crops. They help develop a model of a valley and locate the Great Central Valley on a map.



## National Geographic Resources

- **Habitats** wall map

## Session 1

Use this correlation in place of the **Procedures** on page 80 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
<b>Step 1</b>	
<p>Tell students that they will be making a new stop on their trip through their state and visiting a place called a valley. Point out the <b>California Connections: The World Around Me: V is for Valley</b> (Alphabet Card) in <b>The World Around Me Display Area</b>. Ask students to describe what they see. (<i>Flat land, bushes and trees, mountains in the distance.</i>)</p>	<p><b>RI.K.1:</b> ...ask and answer questions about key details in a text.</p> <p><b>RI.K.10a: Activate prior knowledge related to the information and events in texts. CA</b></p> <p><b>SL.K.1:</b> Participate in collaborative conversations with diverse partners...with peers...</p> <p><b>SL.K.4:</b> Describe familiar...places, things...with prompting and support, provide additional detail.</p> <p><b>SL.K.6:</b> Speak audibly and express...ideas clearly.</p>
<b>Step 2</b>	
<p>Spread the <b>Valley</b> (Information Cards #25–34) out on a table or rug and have the class circle around them. Calling on one student at a time to choose a photograph, have the class sort the photographs into two groups: one for plants, the other for animals. Ask them to identify and describe the photographs in the two groups. Place these information cards around the <b>V is for Valley</b> alphabet card in <b>The World Around Me Display Area</b>.</p>	<p><b>SL.K.1:</b> Participate in collaborative conversations with diverse partners...with peers...</p> <p><b>SL.K.2a: Understand and follow one- and two-step oral directions. CA</b></p> <p><b>SL.K.4:</b> Describe familiar...places, things...with prompting and support, provide additional detail.</p> <p><b>SL.K.6:</b> Speak audibly and express...ideas clearly.</p> <p><b>Suggestion:</b> Have students use identify vocabulary words by pointing to the corresponding pictures on the Information Cards. Vocabulary words include valley and flat lands.</p> <p><i>If suggestion is used, the following CCCSS has been addressed:</i></p> <p><b>L.K.6:</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>

Procedures	Common Core Standards and Applications
<b>Step 3</b>	
<p>Using the <b>Habitats</b> wall map, help students locate the Sierra Nevada and the Coast Ranges, both major mountain ranges in California. Ask them what they see in between these two ranges. (<i>Flat land, rivers.</i>) Tell them that this area is called a valley. Help them locate the Great Central Valley. Tell them this area is often called “America’s Salad Bowl.” Ask them for ideas about why it would be called this. Explain that much of the food we eat comes from the valley regions in our state.</p>	<p><b>RI.K.1:</b> ...ask and answer questions about key details in a text.  <b>RI.K.10a: Activate prior knowledge related to the information and events in texts. CA</b>  <b>SL.K.1:</b> Participate in collaborative conversations with diverse partners...with peers...  <b>SL.K.2a: Understand and follow one- and two-step oral directions. CA</b>  <b>SL.K.4:</b> Describe familiar...places, things...with prompting and support, provide additional detail.  <b>SL.K.6:</b> Speak audibly and express...ideas clearly.</p>
<b>Step 4</b>	
<p>Explain that valleys are places that have many things that plants and animals need to survive, such as water, sunlight, soil and nourishment. Tell students that California’s valleys are places that do not usually get a lot of snow or ice, and have plenty of water. Explain to the class that in the next session they will “make” a valley to learn why valleys make a great place for plants, animals, and people to live.</p>	<p><b>SL.K.5:</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.  <b>Suggestion:</b> Have students provide a drawing to add to <i>The World Around Me Display Area</i> that illustrates one of the elements listed: sun, water, and soil.</p>

## Session 2

Use this correlation in place of the **Procedures** on page 81 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
<b>Step 1</b>	
<p>Show students the <b>V is for Valley</b> alphabet card and the <b>Valley</b> information cards in <b>The World Around Me Display Area</b>. Remind them that valleys are where farmers grow many things. Tell them that they will get to make a model of a valley to understand why.</p>	<p><b>RI.K.10a: Activate prior knowledge related to the information and events in texts. CA</b>  <b>SL.K.1:</b> Participate in collaborative conversations with diverse partners...with peers...</p>
<b>Step 2</b>	
<p>Show students the valley model that you made in advance. Distribute a copy of <b>California Outline</b> (Information Card #35) and some modeling clay to each student. Using the <b>Habitats</b> wall map as a reference, show them where to “build” their mountain ranges. Circulate around the room, ensuring that students are placing their mountains properly on their state outline.</p>	<p><b>SL.K.2a: Understand and follow one- and two-step oral directions. CA</b></p>

Procedures	Common Core Standards and Applications
<b>Step 3</b>	
<p>When the students have completed their models, ask them what the area between their mountains is called. (<i>A valley.</i>) Show them, using your model, that the valley is flat. Take the eyedropper and put a few drops of water from the cup at the top of your mountain ranges. Ask the students to observe what happens to the water. (<i>It flows down the mountain and pools in the valley.</i>) Tell them that if this water were in a river, it would also carry dirt and rocks from the top of the mountains down into the valley.</p>	<p><b>RI.K.1:</b> ...ask and answer questions about key details in a text.  <b>RI.K.10a: Activate prior knowledge related to the information and events in texts. CA</b>  <b>SL.K.1:</b> Participate in collaborative conversations with diverse partners...with peers...  <b>SL.K.4:</b> Describe familiar...places, things...with prompting and support, provide additional detail.  <b>SL.K.6:</b> Speak audibly and express...ideas clearly.</p>
<b>Step 4</b>	
<p>Ask students to name what plants need to grow. (<i>Air, soil, water, sunlight.</i>) Using your model, show how the valley has all of the elements needed to grow plants. The land is flat, the rivers flowing down the mountains provide water and soil. With sunshine and air, plants will have all they need to live and grow in the valley. Tell students that this is why many of the farms in California are in the valleys in the state.</p> <p>Point to the Great Central Valley on the <b>Habitats</b> wall map and show students the <b>Farming in the Great Central Valley</b> (Information Cards #36–39). Place each of the information cards in <b>The World Around Me Display Area</b>.</p>	<p><b>RI.K.1:</b> ...ask and answer questions about key details in a text.  <b>RI.K.10a: Activate prior knowledge related to the information and events in texts. CA</b>  <b>SL.K.1:</b> Participate in collaborative conversations with diverse partners...with peers...  <b>SL.K.4:</b> Describe familiar...places, things...with prompting and support, provide additional detail.  <b>SL.K.6:</b> Speak audibly and express...ideas clearly.</p>
<b>Step 5</b>	
<p>Distribute students' <b>E is for Earth</b> student workbooks and have them turn to <b>E is for Earth</b> pages 12–13 and write the letter <i>V</i> to complete the sentence. Tell students to draw pictures (and add labels, if able) of a valley and its parts (<i>plants, animals, water, soil, mountains.</i>)</p> <p>Collect <b>Student Workbooks</b> for assessment. Display students' valley models in the room, if space is available.</p> <p><i>Note: Lessons 2–6 can be addressed in any order. This provides an opportunity to focus on the ecosystems that are in or near of your local area, as the class achieves the Learning Objective "Name some of the plants and animals that live in your local area." To the greatest extent possible, augment these activities with trips outside of the classroom for hands-on exploration of local plants and animals.</i></p>	<p><b>SL.K.2a: Understand and follow one- and two-step oral directions. CA</b>  <b>SL.K.4:</b> Describe familiar...places, things...with prompting and support, provide additional detail.  <b>SL.K.5:</b> Add drawings...as desired to provide additional detail.  <b>W.K.2:</b> 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.  <b>Suggestion:</b> Ask students to apply phonics to suggest to you the beginning letter to write on the Student Workbook pages for valley.  <i>If suggestion is used, the following CCCSS has been addressed:</i>  <b>RF.K.3:</b> Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text. CA</b>  a) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.</p>

## Lesson 5: D is for Desert

Students observe photographs to identify some of the plants and animals living in the deserts of California, and discuss how their basic needs are met. They look at a map of California to determine if their school is in a desert area. They then visit a sandbox to learn that deserts are places with valuable minerals and underground water sources that can benefit humans.



## National Geographic Resources

- **Habitats** wall map

### Session 1

Use this correlation in place of the **Procedures** on page 98 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
<b>Step 1</b>	
Tell students that they will be making a stop on their trip through California. Today, they will visit a special place that is dry, sandy, and gets little or no rain. It is home to cacti, small mammals, and tortoises. Have them predict what this “special place” is called. ( <i>A desert.</i> )	<p><b>RI.K.10:</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>a) Activate prior knowledge...CA</b></p> <p><b>b) Use illustrations and context to make predictions about text. CA</b></p>
<b>Step 2</b>	
Show students the <b>California Connections: The World Around Me: D is for Desert</b> (Alphabet Card). Have them use descriptive words to tell what they see. ( <i>Prickly plants, dry ground, low bushes, low hills in the distance, shadows cast by plants.</i> )  <b>Tip:</b> Often students do not have opportunities to view desert plants if they do not live close to the ecosystem. Local plant centers often have an inexpensive selection of desert-type plants that would be beneficial to bring into the classroom.	<p><b>RI.K.1:</b> ...ask and answer questions about key details in a text.</p> <p><b>RI.K.10a: Activate prior knowledge related to the information and events in texts. CA</b></p> <p><b>SL.K.1:</b> Participate in collaborative conversations with diverse partners...with peers...</p> <p><b>SL.K.4:</b> Describe familiar...places, things...with prompting and support, provide additional detail.</p> <p><b>SL.K.6:</b> Speak audibly and express...ideas clearly.</p>
<b>Step 3</b>	
Pair students and distribute one or more <b>Desert</b> (Information Cards #40–49) to each pair. Have students think about the features of their plant or animal. Tell them to observe what is around their plant or animal, if it has any unusual features (for example, large ears, big eyes, pointy parts), and predict how the plant or animal uses these features.	<p><b>RI.K.10:</b> Actively engage in group reading activities with purpose and understanding.</p> <p><b>a) Activate prior knowledge...CA</b></p> <p><b>b) Use illustrations and context to make predictions about text. CA</b></p> <p><b>SL.K.1:</b> Participate in collaborative conversations with diverse partners...with peers...</p> <p><b>SL.K.4:</b> Describe familiar...places, things...with prompting and support, provide additional detail.</p> <p><b>SL.K.6:</b> Speak audibly and express...ideas clearly.</p> <p><b>Suggestion:</b> Have students work in small groups of 2 to 4 to discuss possible answers and share with the class.</p>

Procedures	Common Core Standards and Applications
<b>Step 4</b>	
<p>Come together as a whole group and have students present their information card(s) and what they know about the plant or animal in each. Explain that many desert animals move around at night, when it is not as hot out. Others cool down by finding shade under plants. Some get rid of heat through their large ears. Have students place the information cards around the <b><i>D is for Desert</i></b> alphabet card in <b>The World Around Me Display Area</b>.</p>	<p><b>RI.K.7:</b> With prompting and support, describe the relationship between illustrations...</p> <p><b>SL.K.1:</b> Participate in collaborative conversations with diverse partners...with peers...</p> <p><b>SL.K.4:</b> Describe familiar...places, things...with prompting and support, provide additional detail.</p> <p><b>SL.K.6:</b> Speak audibly and express...ideas clearly.</p>
<b>Step 5</b>	
<p>Call students' attention to the <b>Habitats</b> wall map. Point out the relative location of their city or town on the wall map, and the colors and patterns in the map key that indicate desert areas. Ask them if they live in a desert area. (<i>Answers will vary, depending on the location of your community.</i>)</p> <p>Point out the location of Death Valley on the wall map and tell students that Death Valley is a very famous place in the deserts of California. Ask them why it might be called this. (<i>It is so hot and dry, it is hard for things to live there.</i>) Remind students that plants and animals find the things they need (<i>water, food, air</i>) where they live. Have them look at the <b>Desert</b> information cards in <b>The World Around Me Display Area</b> and tell them that there are many animals and plants that live in the desert areas of California. Explain that some plants, like cacti, store water in their roots and stems to use during very dry times. Others, like the creosote bush, have roots that go deep under ground to reach water. Tell students that in the next session, they will explore a desert area, discover how water collects underground, and learn how deserts are special to people.</p>	<p><b>RI.K.1:</b> ...ask and answer questions about key details in a text.</p> <p><b>RI.K.10a: Activate prior knowledge related to the information and events in texts. CA</b></p> <p><b>SL.K.1:</b> Participate in collaborative conversations with diverse partners...with peers...</p> <p><b>SL.K.4:</b> Describe familiar...places, things...with prompting and support, provide additional detail.</p> <p><b>SL.K.6:</b> Speak audibly and express...ideas clearly.</p> <p><b>Suggestion:</b> <i>Dissect a cactus to show the plant parts discussed.</i></p>

## Session 2

Use this correlation in place of the **Procedures** on page 99 of the Teacher's Edition.

Procedures	Common Core Standards and Applications
<b>Step 1</b>	
<p>Review some of the plants and animals that live in a desert by looking at the <b>Desert</b> information cards in <b>The World Around Me Display Area</b>. Remind students that deserts are special places that are very sandy and dry. Tell them that today, they will learn about two special things that can be found in a desert: minerals and water.</p>	<p><b>RI.K.1:</b> ...ask and answer questions about key details in a text.</p> <p><b>RI.K.10a: Activate prior knowledge related to the information and events in texts. CA</b></p> <p><b>SL.K.1:</b> Participate in collaborative conversations with diverse partners...with peers...</p> <p><b>SL.K.4:</b> Describe familiar...places, things...with prompting and support, provide additional detail.</p> <p><b>SL.K.6:</b> Speak audibly and express...ideas clearly.</p>

Procedures	Common Core Standards and Applications
<b>Step 2</b>	
<p>Take students outside to the sandbox. (If your school does not have a sandbox, plan a trip to a nearby park, or create a small sandbox in your classroom.) Ask students what is inside the sandbox. (<i>Sand.</i>) Tell them that a sandbox is like the ground in a desert, dry and sandy. Explain that just as they like to play in the sandbox, many people like to play in the hills and valleys made by sand in the desert.</p> <p>Explain that the sand in a desert has many minerals in it. Tell students that minerals are what rocks are made of and can be valuable to people—like gold and iron. Tell students that the desert mountains, foothills, and rivers contain many minerals that people use. Explain that they are going to see how iron is in some sand that might be found in a desert.</p> <p>Give each student a magnet. Show them how to hold their magnet just above the surface of the sand, and how small pieces of iron collect on the magnet. Tell students that the magnet is pulling out a mineral, called iron, from the sand. Ask students to name some things that are made of iron. (<i>Pots, fences, tools.</i>) Tell students that iron is valuable, and like other minerals, is mined from places like the desert. Explain that it is iron that makes many of the rocks in a desert red. Just as they were able to collect iron filings from the sandbox, miners in a desert extract rocks, salt, and other minerals which can be used in making buildings, roads, and even jewelry.</p> <p>Give students a few minutes to “mine” for iron in the sandbox, using their magnets.</p> <p><b>Tip:</b> <i>Test the sand for iron prior to this activity. You may need to create a special area of sand that is seeded with iron filings to make sure students can find iron.</i></p>	<p><b>RI.K.1:</b> ...ask and answer questions about key details in a text.</p> <p><b>RI.K.10a: Activate prior knowledge related to the information and events in texts. CA</b></p> <p><b>SL.K.1:</b> Participate in collaborative conversations with diverse partners...with peers...</p> <p><b>SL.K.2a: Understand and follow one- and two-step oral directions. CA</b></p> <p><b>SL.K.4:</b> Describe familiar...places, things...with prompting and support, provide additional detail.</p> <p><b>SL.K.6:</b> Speak audibly and express...ideas clearly.</p> <p><b>Suggestion:</b> <i>Have students use hand lenses to closely look at the components of sand and sketch them before pulling out the iron. If this suggestion is used, the following CCCSS standards are addressed:</i></p> <p><b>W.K.2:</b> 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.</p>
<b>Step 3</b>	
<p>After a few minutes, have students stop where they are and sit down on the sand. Collect the magnets from each student and ask them to describe the temperature of the sand where they are sitting. (<i>Warm, hot.</i>) Once you have collected all the magnets, ask students to dig one hand down into the sand and describe the temperature under the surface. (<i>It is cooler and feels damp.</i>)</p> <p>Remind them that some desert plants grow long roots to reach deep into the ground. Explain that these roots help the plant survive because the sand is cooler and wetter deep underground than it is on the surface. Tell students that many desert areas in California have pockets of water deep in the ground. All of these characteristics make deserts “special places” in California.</p>	<p><b>SL.K.1:</b> Participate in collaborative conversations with diverse partners...with peers...</p> <p><b>SL.K.2a: Understand and follow one- and two-step oral directions. CA</b></p> <p><b>SL.K.4:</b> Describe familiar...places, things...with prompting and support, provide additional detail.</p> <p><b>SL.K.6:</b> Speak audibly and express...ideas clearly.</p>

Procedures	Common Core Standards and Applications
<b>Step 4</b>	
<p>Return to class and distribute students' <b><i>E is for Earth</i></b> student workbooks. Have them turn to <b><i>E is for Earth</i></b> page 14–15 and write the letter <i>D</i> to complete the sentence. Ask them to draw pictures (and add labels, if able) of a desert and what they know about deserts.</p> <p>Collect <b>Student Workbooks</b> for assessment.</p> <p><i>Note: Lessons 2–6 can be addressed in any order. This provides an opportunity to focus on the ecosystems that are in or near of your local area, as the class achieves the Learning Objective "Name some of the plants and animals that live in your local area." To the greatest extent possible, augment these activities with trips outside of the classroom for hands-on exploration of local plants and animals.</i></p>	<p><b>SL.K.2a: Understand and follow one- and two-step oral directions. CA</b></p> <p><b>SL.K.4:</b> Describe familiar...places, things...with prompting and support, provide additional detail.</p> <p><b>SL.K.5:</b> Add drawings...as desired to provide additional detail.</p> <p><b>W.K.2:</b> 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.</p> <p><b>Suggestion:</b> Ask students to apply phonics to suggest to you the beginning letter to write on the Student Workbook pages for desert.</p> <p><i>If suggestion is used, the following CCCSS has been addressed:</i></p> <p><b>RF.K.3:</b> Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text. CA</b></p> <p>a) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.</p>

## Lesson 6: O is for Ocean, C is for Coast

Students study a California map to identify where the ocean and coast are located, and whether they live near the ocean. They view photographs of plants and animals from marine and coastal ecosystems, make and taste “ocean” water, and discuss the differences between deep and shallow water habitats.



## National Geographic Resources

- **Habitats** wall map

### Session 1

Use this correlation in place of the **Procedures** on page 112 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
<b>Step 1</b>	
<p>Tell students that they will be making a stop on their tour through California’s “special places.” Draw students’ attention to the <b>Habitats</b> wall map. Point to the Pacific Ocean and ask students if their city or town is near this body of water. <i>(Answers will vary, depending on the location of your community.)</i> Trace the length of the California coast and tell students that California’s largest neighbor is the Pacific Ocean.</p>	<p><b>RI.K.1:</b> ...ask and answer questions about key details in a text.</p> <p><b>RI.K.10a: Activate prior knowledge related to the information and events in texts. CA</b></p> <p><b>SL.K.1:</b> Participate in collaborative conversations with diverse partners...with peers...</p> <p><b>SL.K.4:</b> Describe familiar...places, things...with prompting and support, provide additional detail.</p> <p><b>SL.K.6:</b> Speak audibly and express...ideas clearly.</p>
<b>Step 2</b>	
<p>Show students the <b>California Connections: The World Around Me: O is for Ocean</b> and <b>C is for Coast</b> (Alphabet Cards). Have them describe what they see (or know) about the ocean and the coastal areas. <i>(Answers will vary, but may include, fish swimming, seaweed, dark areas, rocks with things growing on it, people’s houses, sand.)</i></p>	<p><b>RI.K.1:</b> ...ask and answer questions about key details in a text.</p> <p><b>RI.K.10a: Activate prior knowledge related to the information and events in texts. CA</b></p> <p><b>SL.K.1:</b> Participate in collaborative conversations with diverse partners...with peers...</p> <p><b>SL.K.4:</b> Describe familiar...places, things...with prompting and support, provide additional detail.</p> <p><b>SL.K.6:</b> Speak audibly and express...ideas clearly.</p>
<b>Step 3</b>	
<p>Pair students and distribute one or more <b>Ocean and Coast</b> (Information Cards #50–59) to each pair. Have students closely observe their photograph(s) and use descriptive words to describe what they see. Gather as a class and have student pairs show their information card(s) and tell what they know about the animal or plant they see. Collect the information cards for use in the mural activity in Session 2.</p>	<p><b>RI.K.1:</b> ...ask and answer questions about key details in a text.</p> <p><b>RI.K.7:</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p><b>RI.K.10a: Activate prior knowledge related to the information and events in texts. CA</b></p>

Procedures	Common Core Standards and Applications
<b>Step 3 (Continued):</b>	
	<p><b>SL.K.1:</b> Participate in collaborative conversations with diverse partners...with peers...</p> <p><b>SL.K.4:</b> Describe familiar...places, things...with prompting and support, provide additional detail.</p> <p><b>SL.K.6:</b> Speak audibly and express...ideas clearly.</p>
<b>Step 4</b>	
<p>Tell students that each “ocean dweller” must be able to live in a certain kind of water. Explain to students that the water in the ocean is not like the water in a river or a lake.</p> <p>Distribute a cup of water to each student. Have them dip their finger into the cup to taste the water. Tell them that the water in the cup is like the water in a river.</p> <p>Distribute a spoon to each student. Walk around to students with the bowl of salt and have students take a spoonful of salt and add it to the water in their cup. Ask them to stir the water and salt gently, and to raise their hand when all the salt has dissolved into the water. Return with the bowl of salt to students who raise their hands, having them take additional spoonfuls of salt, until no more salt will dissolve into the water in their cups.</p> <p>When all students have a saturated solution, tell them to put their spoons down. Again, have them dip a finger into the cup to taste the water. Explain that the water in the cup is now like the water in the ocean. Ask students to describe the ocean water. (<i>Salty, warm, heavy.</i>) Collect the spoons and cups of salt water.</p>	<p><b>SL.K.1:</b> Participate in collaborative conversations with diverse partners...with peers...</p> <p><b>SL.K.2a: Understand and follow one- and two-step oral directions. CA</b></p> <p><b>SL.K.4:</b> Describe familiar...places, things...with prompting and support, provide additional detail.</p> <p><b>SL.K.6:</b> Speak audibly and express...ideas clearly.</p> <p><b>Suggestion:</b> <i>Have students diagram the steps of the investigation. Ask students to predict what will happen to the water after the salt is dissolved. Ask students, “Where did the salt go?” Many students will answer that the salt disappeared. This is a strongly held misconception by students so explain that the salt did not disappear but dissolved. You can illustrate that the salt is still there by placing some of the salt water mixture in a cup and allowing the water to evaporate. The salt will be left over proving the salt did not disappear.</i></p> <p><i>If suggestion is used, the following CCCSS standards have been addressed:</i></p> <p><b>SL.K.3:</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p><b>W.K.2:</b> 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.</p>
<b>Step 5</b>	
<p>Ask students to think about how it might be to live in salt water. Tell students that in the next session they will design an ocean mural and learn how the ocean and coast are important to people.</p>	<p><b>SL.K.3:</b> Ask and answer questions in order to...get information...</p>

## Session 2

Use this correlation in place of the **Procedures** on page 113 of the Teacher’s Edition.

Procedures	Common Core Standards and Applications
<b>Step 1</b>	
<p>Remind students of the salty quality of the ocean water. Ask them to think about some of the plants or animals that have adapted to live in this environment.</p>	n/a

Procedures	Common Core Standards and Applications
<b>Step 2</b>	
<p>Direct students' attention to the light and dark blue chart paper displayed in <b>The World Around Me Display Area</b>. Explain that the light blue color represents the coastal (top) layer of the ocean where the water is warmer, sunlit, and shallow. The dark blue color represents the bottom layer of the ocean where the water is cooler, darker, and deep.</p> <p>Spread the <b>Ocean and Coast</b> information cards out in front of <b>The World Around Me Display Area</b>. Have students come up and choose a card and decide where the plant or animal in the photograph lives—in the shallow (coastal) part of the ocean, or the deeper part of the ocean. (<i>Note: An Answer Key for <b>The World Around Me Display Area</b> is provided on page 114.</i>) Place each photograph in the correct layer of the ocean. Point out to students that the plants in the ocean all live in the shallow areas. Ask them why they think that is. (<i>More sunlight</i>)</p>	<p><b>SL.K.1:</b> Participate in collaborative conversations with diverse partners...with peers...</p> <p><b>SL.K.2a: Understand and follow one- and two-step oral directions. CA</b></p> <p><b>SL.K.4:</b> Describe familiar...places, things...with prompting and support, provide additional detail.</p> <p><b>SL.K.6:</b> Speak audibly and express...ideas clearly.</p>
<b>Step 3</b>	
<p>Tell students that people use the ocean and coast for recreation (<i>boating, surfing, swimming, sunbathing, and hiking</i>), but that the ocean also has many resources that people rely upon every day, such as fish, medicines, plants and fertilizers. Just like rivers and lakes, people also use the ocean waters to move themselves and things from place to place (<i>on boats, submarines, and ships</i>).</p>	n/a
<b>Step 4</b>	
<p>Distribute students' <b>E is for Earth</b> student workbooks, have them turn to <b>E is for Earth</b> pages 16–17 and write the letter O to complete the sentence. Then have them turn to <b>E is for Earth</b> pages 18–19 and write the letter C to complete the sentence. Tell students to draw pictures (<i>and add labels, if able</i>) of the ocean and its parts (<i>fish, whales, turtles, sharks, kelp</i>) and the coast and its parts (<i>fish, crabs, seaweed, sea stars, jellyfish, otters</i>) in the spaces provided.</p> <p>Collect <b>Student Workbooks</b> for assessment.</p> <p>Keep the two-layer ocean "mural" posted and encourage students to color, draw, and/or paint other features on the mural when there is time.</p> <p><i>Note: Lessons 2–6 can be addressed in any order. This provides an opportunity to focus on the ecosystems that are in or near of your local area, as the class achieves the Learning Objective "Name some of the plants and animals that live in your local area." To the greatest extent possible, augment these activities with trips outside of the classroom for hands-on exploration of local plants and animals.</i></p>	<p><b>SL.K.2a: Understand and follow one- and two-step oral directions. CA</b></p> <p><b>SL.K.4:</b> Describe familiar...places, things...with prompting and support, provide additional detail.</p> <p><b>SL.K.5:</b> Add drawings...as desired to provide additional detail.</p> <p><b>W.K.2:</b> 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.</p> <p><b>Suggestion:</b> <i>Ask students to apply phonics to suggest to you the beginning letter to write on the Student Workbook pages for ocean.</i></p> <p><i>If suggestion is used, the following CCCSS has been addressed:</i></p> <p><b>RF.K.3:</b> Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text. CA</b></p> <p>a) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.</p>

## Unit Assessment

Refer to the introduction pages at the front of this document for information regarding the Traditional and Alternative Assessments for this unit and their Common Core correlations.

### California Common Core State Standards Descriptions

#### Reading Foundational Skills Standards

- **RF.K.1:** Demonstrate understanding of the organization and basic features of print.
  - d) Recognize and name all upper- and lowercase letters of the alphabet.
- **RF.K.3:** Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text. CA**
  - a) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.
- **RF.K.4:** Read emergent-reader texts with purpose and understanding.

#### Reading Standards for Informational Text

- **RI.K.1:** With prompting and support, ask and answer questions about key details in a text.
- **RI.K.5:** Identify the front cover, back cover, and title page of a book.
- **RI.K.7:** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **RI.K.10:** Actively engage in group reading activities with purpose and understanding.
  - a) Activate prior knowledge related to the information and events in texts. **CA**
  - b) Use illustrations and context to make predictions about text. **CA**

#### Speaking and Listening Standards

- **SL.K.1:** Participate in collaborative conversations with diverse partners *about kindergarten topics and texts* with peers and adults in small and larger groups.
  - a) Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
  - b) Continue a conversation through multiple exchanges.
- **SL.K.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.
  - a) Understand and follow one- and two-step oral directions. **CA**
- **SL.K.3:** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **SL.K.4:** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SL.K.5:** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **SL.K.6:** Speak audibly and express thoughts, feelings, and ideas clearly.

#### Writing Standards

- **W.K.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.
- **W.K.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.