

**Explorations 1: Atlantic Canada Curriculum Correlations**  
Please use the “Find” function to search for specific outcomes.

OUR CHANGING WORLD	
Engage	
How do things change? (p. 42)	<p><b>English Language Arts:</b> <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent—express feelings and give simple descriptions of past experiences; begin to ask and respond to questions, seeking information</p> <p><b>Science:</b> <i>Earth and Space Science</i>—Daily and Seasonal Changes—STSE/Knowledge—101-6 describe ways of measuring and recording environmental changes that occur in daily and seasonal cycles; 100-14 describe changes in heat and light from the sun; 102-3 observe and describe changes in sunlight and describe how these changes affect living things; 102-4 investigate and describe changes that occur on a daily basis in the characteristics, behaviours, and location of living things; 102-5 investigate and describe changes that occur in seasonal cycles in the characteristics, behaviours, and location of living things; 103-4 investigate and describe human preparations for seasonal changes; Skills/Initiating and Planning—200-1 ask questions that lead to exploration and investigation; 200-3 make predictions based on an observed pattern</p> <p><b>Social Studies:</b> <i>Unit 3—Place and Time</i>—1.3.2 demonstrate an understanding that the way people live in their community evolves over time; 1.3.3 demonstrate an understanding that Aboriginal peoples’ relationship with place has changed over time</p>
What changes for us when the weather changes? (p. 43)	<p><b>English Language Arts:</b> <i>Writing and Other Ways of Representing</i>—Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on thoughts, feelings, and experiences, and learning; and to use their imaginations—Emergent—use writing and other forms of representing to convey meaning</p> <p><b>Science:</b> <i>Earth and Space Science</i>—Daily and Seasonal Changes—202-9 identify questions about how living things cope with seasonal changes in temperature and amount of light that arise from their study of seasonal changes; 102-3 observe and describe changes in sunlight and describe how these changes affect living things</p>
What changes when seasons change? (p. 44)	<p><b>English Language Arts:</b> <i>Writing and Other Ways of Representing</i>—Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on thoughts, feelings, and experiences, and learning; and to use their imaginations—Emergent—use writing and other forms of representing to convey meaning</p> <p><b>Science:</b> <i>Earth and Space Science</i>—Daily and Seasonal changes—102-5, 202-7 answer questions raised by investigating and describing seasonal changes in the characteristics, behaviours, and location of living things; 200-3 make predictions about seasonal changes in plants and animals; 103-4 investigate and describe human preparations for seasonal changes</p>
How can we change our shadows? (p. 45)	<p><b>Health Education:</b> <i>Relationship Choices</i>—Group Roles and Processes—R-1.8 work cooperatively with a partner</p> <p><b>Physical Education:</b> <i>1.6 Movement Variables</i>—Apply an understanding of how to vary the movement of the body while performing locomotor, non-locomotor, and manipulative skills through changes in space, effort, relationships</p> <p><b>Science:</b> <i>Earth and Space Science</i>—Daily and Seasonal changes—100-14 describe changes in heat and light from the sun; 102-3 observe and describe changes in sunlight and describe how these changes affect living things</p>

<b>Invitations to Inquire: Cluster 1</b>	
How does the weather change? (p. 51)	<p><b>English Language Arts:</b> <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent—begin to ask and respond to questions, seeking information; Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically—Emergent—participate in conversation and in small- and whole-group discussion;</p> <p><i>Writing and Other Ways of Representing</i>—Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on thoughts, feelings, and experiences, and learning; and to use their imaginations—Emergent—use writing and other forms of representing to convey meaning; Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes—Emergent—demonstrate a beginning awareness of audience and purpose</p> <p><b>Science:</b> <i>Earth and Space Science</i>—Daily and Seasonal changes—102-3 observe and describe changes in sunlight and describe how these changes affect living things; 100-14 observe and describe daily and seasonal changes in heat and light from the sun; 200-3 predict the types of weather for a certain season, based on their observations of the patterns of weather during the year</p>
How can we measure temperature? (p. 52)	<p><b>English Language Arts:</b> <i>Speaking and Listening</i>—Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically—Emergent—participate in conversation and in small- and whole-group discussion; respond to and give simple directions or instructions</p> <p><b>Math:</b> <i>Number</i>—N1 Say the number sequence, 0 to 100, by: 1s forward and backward between any two given numbers; 2s to 20, forward starting at 0; 5s and 10s to 100, forward starting at 0; N4 Represent and describe numbers to 20 concretely, pictorially, and symbolically</p> <p><b>Science:</b> <i>Earth and Space Science</i>—Daily and Seasonal changes—101-6 describe ways of measuring and recording environmental changes that occur in daily and seasonal cycles; 201-5 make and record relevant observations and measurements, using written language, pictures, and charts</p>
How can we measure changes in the weather? (p. 54)	<p><b>English Language Arts:</b> <i>Speaking and Listening</i>—Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically—Emergent—participate in conversation and in small- and whole-group discussion; respond to and give simple directions or instructions</p> <p><b>Science:</b> <i>Earth and Space Science</i>—Daily and Seasonal changes—101-6 describe ways of measuring and recording environmental changes that occur in daily and seasonal cycles; 201-5 make and record relevant observations and measurements, using written language, pictures, and charts</p>
How do puddles change? (p. 56)	<p><b>Math:</b> <i>Shape and Space</i>—SS1 Demonstrate an understanding of measurement as a process of comparing by: identifying attributes that can be compared; ordering objects; making statements of comparison; filling, covering or matching; SS2 Sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule</p> <p><b>Science:</b> <i>Earth and Space Science</i>—Daily and Seasonal changes—100-14 observe and describe daily and seasonal changes in heat and light from the sun</p> <p><b>Social Studies:</b> <i>Unit Two—Environment</i>—1.2.1 recognize that environments have natural and constructed features</p>

How does ice change? (p. 57)	<p><b>English Language Arts: <i>Speaking and Listening</i></b>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent—express feelings and give simple descriptions of past experiences; begin to ask and respond to questions, seeking information;</p> <p><i>Writing and Other Ways of Representing</i>—Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on thoughts, feelings, and experiences, and learning; and to use their imaginations—Emergent—use writing and other forms of representing to convey meaning</p> <p><b>Science: <i>Earth and Space Science</i></b>—Daily and Seasonal changes—100-14 observe and describe daily and seasonal changes in heat and light from the sun</p> <p><b>Social Studies: <i>Unit Two—Environment</i></b>—1.2.1 recognize that environments have natural and constructed features</p>
<b>Invitations to Inquire: Cluster 2</b>	
In what ways do living things change? (p. 59)	<p><b>Arts: <i>Visual Arts</i></b>—RRA1.1 express personal feelings and ideas about art experiences and images</p> <p><b>Science: <i>Earth and Space Science</i></b>—Daily and Seasonal changes—202-9 identify questions about how living things cope with seasonal changes in temperature and amount of light that arise from their study of seasonal changes; 102-5, 202-7 answer questions raised by investigating and describing seasonal changes in the characteristics, behaviours, and location of living things; 102-3 observe and describe changes in sunlight and describe how these changes affect living things</p>
What changes can we observe in our adopted space? (p. 60)	<p><b>English Language Arts: <i>Speaking and Listening</i></b>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent—express feelings and give simple descriptions of past experiences; begin to ask and respond to questions, seeking information; Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically—Emergent—participate in conversation and in small- and whole-group discussion; respond to and give directions or instructions;</p> <p><i>Writing and Other Ways of Representing</i>—Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on thoughts, feelings, and experiences, and learning; and to use their imaginations—Emergent—use writing and other forms of representing to convey meaning</p> <p><b>Arts: <i>Visual Arts</i></b>—CP1.3 use the elements of art and design in artworks to communicate ideas, messages, and understandings</p> <p><b>Science: <i>Earth and Space Science</i></b>—Daily and Seasonal Changes—200-1 ask questions about daily changes that affect the characteristics, behaviours, and locations of living things, that lead to exploration and investigation</p> <p><b>Social Studies: <i>Unit Two—Environment</i></b>—1.2.1 recognize that environments have natural and constructed features</p>
<b>Invitations to Inquire: Cluster 3</b>	
How do shadows change? (p. 62)	<p><b>English Language Arts: <i>Speaking and Listening</i></b>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent—express feelings and give simple descriptions of past experiences; begin to ask and respond to questions, seeking information; Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically—Emergent—participate in conversation and in small- and whole-group discussion; respond to and give directions or instructions</p> <p><b>Math: <i>Shape and Space</i></b>—SS1 Demonstrate an understanding of measurement as a process of comparing by: identifying attributes that can be compared; ordering objects; making statements of comparison; filling, covering or matching; SS2 Sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule</p> <p><b>Physical Education: <i>1.6 Movement Variables</i></b>—Apply an understanding of how to vary the movement of the body while performing locomotor, non-locomotor, and manipulative skills through changes in space, effort, relationships</p> <p><b>Science: <i>Earth and Space Science</i></b>—Daily and Seasonal Changes—100-14 observe and describe daily and seasonal changes in heat and light from the sun; 102-3 observe and describe changes in sunlight and describe how these changes affect living things</p>

Does everything have a shadow? (p. 64)	<b>English Language Arts: <i>Speaking and Listening</i></b> —Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent— begin to ask and respond to questions, seeking information <b>Science: <i>Earth and Space Science</i></b> —Daily and Seasonal changes—100-14 observe and describe daily and seasonal changes in heat and light from the sun; 102-3 observe and describe changes in sunlight and describe how these changes affect living things
In what ways can we change shadows? (p. 65)	<b>English Language Arts: <i>Speaking and Listening</i></b> —Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent—express feelings and give simple descriptions of past experiences; begin to ask and respond to questions, seeking information; Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically—Emergent—participate in conversation and in small- and whole-group discussion; engage in simple oral presentations and respond to oral presentations and other texts <b>Science: <i>Earth and Space Science</i></b> —Daily and Seasonal Changes—100-14 observe and describe daily and seasonal changes in heat and light from the sun; 102-3 observe and describe changes in sunlight and describe how these changes affect living things
Wrapping Up an Inquiry (p. 66)	<b>English Language Arts: <i>Speaking and Listening</i></b> —Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent—express feelings and give simple descriptions of past experiences; begin to ask and respond to questions, seeking information; express opinions; listen to the ideas and opinions of others; Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically—Emergent—participate in conversation and in small- and whole-group discussion; engage in simple oral presentations and respond to oral presentations and other texts; <b><i>Writing and Other Ways of Representing</i></b> —Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on thoughts, feelings, and experiences, and learning; and to use their imaginations—Emergent—understand that print carries a meaning; use writing and other forms of representing to convey meaning; Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes—Emergent—create written and media texts using familiar forms; demonstrate a beginning awareness of audience and purpose; Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness—Emergent—use some conventions of written language with assistance, engage in the research process to construct and communicate meaning—interact with a variety of simple texts, as well as human and community resources; record information in simple ways; share information with others in a variety of ways
<b>PATTERNS AND CYCLES</b>	
<b>Engage</b>	
What patterns can we find? (p. 72)	<b>English Language Arts: <i>Speaking and Listening</i></b> —Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent—begin to ask and respond to questions, seeking information; listen to the ideas and opinions of others; Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically—Emergent—participate in conversation and in small- and whole-group discussion <b>Math: <i>Patterns and Relations</i></b> —P1 Demonstrate an understanding of repeating patterns by: describing, reproducing, extending, creating patterns using manipulatives, diagrams, sounds and actions <b>Science: <i>Earth and Space Science</i></b> —Daily and Seasonal Changes—200-3 predict the types of weather for a certain season, based on their observations of the patterns of weather during the year; Seasonal Changes in Living Things—200-3 make predictions about seasonal changes in plants and animals

How can we show patterns when we move? (p. 73)	<p><b>Arts: Music</b>—Musical Understanding: identify basic musical elements and concepts and respond personally and critically in a variety of ways to arrange musical text through identifying, experiencing, discovering, creating and demonstrating</p> <p><b>Physical Education:</b> <i>1.4 Non-locomotor Skills</i>—explore, express, and apply, with guidance, a variety of ways to skilfully move the body on the spot; <i>1.7 Rhythmical Movement</i>—Explore and demonstrate rhythmical movement in response to different rhythms and dance patterns, using locomotor skills and non-locomotor skills</p>
What cycles can we find in nature? (p. 74)	<p><b>English Language Arts: Speaking and Listening</b>—Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically—Emergent—participate in conversation and in small- and whole-group discussion;</p> <p><i>Writing and Other Ways of Representing</i>—Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on thoughts, feelings, and experiences, and learning; and to use their imaginations—Emergent—use writing and other forms of representing to convey meaning</p> <p><b>Science:</b> <i>Earth and Space Science</i>—Daily and Seasonal Changes—200-3 predict the types of weather for a certain season, based on their observations of the patterns of weather during the year; Seasonal Changes in Living Things—200-3 make predictions about seasonal changes in plants and animals; 202-2 group pictures by the season that they depict; 103-4 investigate and describe human preparations for seasonal changes</p>
What comes before, between, and after in that number pattern? (p. 75)	<p><b>Math: Number</b>—N1 Say the number sequence, 0 to 100, by: 1s forward and backward between any two given numbers; 2s to 20, forward starting at 0; 5s and 10s to 100, forward starting at 0</p>
<b>Invitations to Inquire: Cluster 1</b>	
What patterns can we find in stories and songs? (p. 81)	<p><b>English Language Arts: Reading and Viewing</b>—Students will be expected to select, read, and view with understanding in a range of literature, information, media, and visual texts—Emergent—use, with support, the various cueing systems and a variety of strategies to construct meaning from text—use meaning cues to predict, confirm/self-correct; use knowledge of oral language patterns to predict, confirm/self-correct</p> <p><b>Arts: Music</b>—Musical Understanding: identify basic musical elements and concepts and respond personally and critically in a variety of ways to arrange musical text through identifying, experiencing, discovering, creating and demonstrating</p>
What sound patterns can we hear and make with instruments? (p. 83)	<p><b>English Language Arts: Speaking and Listening</b>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent—express feelings and give simple descriptions of past experiences; begin to ask and respond to questions, seeking information; listen to the ideas and opinions of others</p> <p><b>Arts: Music</b>—Musical Understanding—identify basic musical elements and concepts and respond personally and critically in a variety of ways to arrange musical text through identifying, experiencing, discovering, creating and demonstrating; Musical Awareness and Appreciation—develop an appreciation of the importance of music in daily life and respect the role that music plays in their heritage and culture</p>
How do artists use patterns in their work? (p. 85)	<p><b>English Language Arts: Speaking and Listening</b>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent—express feelings and give simple descriptions of past experiences; begin to ask and respond to questions, seeking information; listen to the ideas and opinions of others</p> <p><b>Arts: Visual Arts</b>—FC1.1 develop an understanding of the elements and principles of art and design; CP1.4 use a variety of materials, tools, and techniques to determine solutions to design challenges; EC1.1 identify and describe a variety of visual art forms they see in their home, at school, in the community, and in visual arts experiences</p>

<b>Invitations to Inquire: Cluster 2</b>	
What is the life cycle of our class insect? (p. 87)	<p><b>English Language Arts: <i>Speaking and Listening</i></b>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent—begin to ask and respond to questions, seeking information;</p> <p><b><i>Writing and Other Ways of Representing</i></b>—Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes—Emergent—create written and media texts using familiar forms; Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness—Emergent—with assistance, engage in the research process to construct and communicate meaning – interact with a variety of simple texts, as well as human and community resources; record information in simple ways; share information with others in a variety of ways</p> <p><b>Science: <i>Life Science</i></b>—Needs and Characteristics of Living Things—100-8 identify and describe common characteristics of humans and other animals, and identify variations that make each person and animal unique; 200-1 ask questions about the needs of living things that lead to exploration and investigation</p>
How do patterns help animals? (p. 88)	<p><b>English Language Arts: <i>Speaking and Listening</i></b>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent—begin to ask and respond to questions, seeking information; Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically—Emergent—participate in conversation and in small- and whole-group discussion; engage in simple oral presentations and respond to oral presentations and other texts;</p> <p><b><i>Writing and Other Ways of Representing</i></b>—Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes—Emergent—create written and media texts using familiar forms</p> <p><b>Arts: <i>Visual Arts</i></b>—CP1.4 use a variety of materials, tools, and techniques to determine solutions to design challenges</p> <p><b>Science: <i>Earth and Space Science</i></b>—Daily and Seasonal Changes—102-5 investigate and describe changes that occur in seasonal cycles in the characteristics, behaviours, and location of living things</p>
How does the moon seem to change? (p. 89)	<p><b>Science: <i>Earth and Space Science</i></b>—Daily and Seasonal Changes—101-6 describe ways of measuring and recording environmental changes that occur in daily and seasonal cycles; 200-3 make predictions based on an observed pattern</p>
<b>Invitations to Inquire: Cluster 3</b>	
What comes next in the counting pattern? (p. 91)	<p><b>English Language Arts: <i>Reading and Viewing</i></b>—Students will be expected to select, read, and view with understanding in a range of literature, information, media, and visual texts—Emergent—use, with support, the various cueing systems and a variety of strategies to construct meaning from text—use meaning cues to predict, confirm/self-correct; use knowledge of oral language patterns to predict, confirm/self-correct</p> <p><b><i>Writing and Other Ways of Representing</i></b>—Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes—Emergent—create written and media texts using familiar forms; demonstrate an beginning awareness of audience and purpose</p> <p><b>Math: <i>Number</i></b>—N1 Say the number sequence, 0 to 100, by: 1s forward and backward between any two given numbers; 2s to 20, forward starting at 0; 5s and 10s to 100, forward starting at 0</p>
How can patterns help us solve problems? (p. 92)	<p><b>English Language Arts: <i>Writing and Other Ways of Representing</i></b>—Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes—Emergent—create written and media texts using familiar forms; demonstrate a beginning awareness of audience and purpose</p> <p><b>Math: <i>Patterns and Relations</i></b>—P1 Demonstrate an understanding of repeating patterns by: describing, reproducing, extending, creating patterns using manipulatives, diagrams, sounds and actions</p>



What “add-more” patterns can we make? (p. 94)	<p><b>English Language Arts:</b> <i>Writing and Other Ways of Representing</i>—Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes—Emergent—create written and media texts using familiar forms</p> <p><b>Math:</b> <i>Patterns and Relations</i>—P1 Demonstrate an understanding of repeating patterns by: describing, reproducing, extending, creating patterns using manipulatives, diagrams, sounds and actions</p>
Wrapping Up an Inquiry (p. 96)	<p><b>English Language Arts:</b> <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent—express feelings and give simple descriptions of past experiences; begin to ask and respond to questions, seeking information; express opinions; listen to the ideas and opinions of others; Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically—Emergent—participate in conversation and in small- and whole-group discussion; engage in simple oral presentations and respond to oral presentations and other texts;</p> <p><i>Writing and Other Ways of Representing</i>—Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on thoughts, feelings, and experiences, and learning; and to use their imaginations—Emergent—understand that print carries a meaning; use writing and other forms of representing to convey meaning; Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes—Emergent—create written and media texts using familiar forms; demonstrate a beginning awareness of audience and purpose; Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness—Emergent—use some conventions of written language with assistance, engage in the research process to construct and communicate meaning—interact with a variety of simple texts, as well as human and community resources; record information in simple ways; share information with others in a variety of ways</p>
<b>OUR COMMUNITIES</b>	
<b>Engage</b>	
What and who is in our community? (p.102)	<p><b>English Language Arts:</b> <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent—express feelings and give simple descriptions of past experiences; begin to ask and respond to questions, seeking information;</p> <p><i>Writing and Other Ways of Representing</i>—Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on thoughts, feelings, and experiences, and learning; and to use their imaginations—Emergent—use writing and other forms of representing to convey meaning</p> <p><b>Social Studies:</b> <i>Unit One—Groups</i>—1.1.2 demonstrate an understanding of the similarity and diversity of social and cultural groups;</p> <p><i>Unit Three—Place and Time</i>—1.3.2 demonstrate an understanding that the way people live in their community evolves over time</p>
What do we know about us? (p. 103)	<p><b>English Language Arts:</b> <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent—begin to ask and respond to questions, seeking information; listen to the ideas and opinions of others;</p> <p>Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically—Emergent—participate in conversation and in small- and whole-group discussion</p> <p><b>Social Studies:</b> <i>Unit One—Groups</i>—1.1.1 demonstrate an understanding of the importance of interactions between people</p>

What can we learn about each other from our stories? (p. 104)	<b>English Language Arts: <i>Speaking and Listening</i></b> —Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent—express feelings and give simple descriptions of past experiences; begin to ask and respond to questions, seeking information; express opinions; listen to the ideas and opinions of others; Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically—Emergent—participate in conversation and in small- and whole-group discussion; begin to use gestures and tone to convey meaning; engage in simple oral presentations and respond to oral presentations and other texts <b>Social Studies: <i>Processes</i></b> —Communication—Students listen, read, interpret, translate, and express ideas
How can an interview help us find information? (p. 105)	<b>English Language Arts: <i>Speaking and Listening</i></b> —Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent—express feelings and give simple descriptions of past experiences; begin to ask and respond to questions, seeking information; express opinions; listen to the ideas and opinions of others; Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically—Emergent—participate in conversation and in small- and whole-group discussion; engage in simple oral presentations and respond to oral presentations and other texts <b>Social Studies: <i>Processes</i></b> —Communication—Students listen, read, interpret, translate, and express ideas
<b>Invitations to Inquire: Cluster 1</b>	
What do we want to find out about us? (p. 111)	<b>English Language Arts: <i>Speaking and Listening</i></b> —Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent—begin to ask and respond to questions, seeking information; express opinions; listen to the ideas and opinions of others; Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically—Emergent—participate in conversation and in small- and whole-group discussion <b>Social Studies: <i>Processes</i></b> —Inquiry—Students formulate and clarify questions, investigate problems, analyze relevant information, and develop rational conclusions supported by evidence
What do objects and spaces in our classroom tell about us? (p. 113)	<b>English Language Arts: <i>Speaking and Listening</i></b> —Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent—begin to ask and respond to questions, seeking information; <b><i>Writing and Other Ways of Representing</i></b> —Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on thoughts, feelings, and experiences, and learning; and to use their imaginations—Emergent—use writing and other forms of representing to convey meaning; Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes—Emergent—create written and media texts using familiar forms <b>Social Studies: <i>Unit Two—Environments</i></b> —1.2.1 recognize that environments have natural and constructed features; 1.2.2 describe how people depend upon and interact with different natural environments
What can we learn about each other from our family treasures? (p. 114)	<b>English Language Arts: <i>Speaking and Listening</i></b> —Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent—begin to ask and respond to questions, seeking information; express opinions; listen to the ideas and opinions of others; Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically—Emergent—participate in conversation and in small- and whole-group discussion; engage in simple oral presentations and respond to oral presentations and other texts <b>Social Studies: <i>Unit Three—Place and Time</i></b> —(1.3.2) demonstrate an understanding that the way people live in their community evolves over time



<b>Invitations to Inquire: Cluster 2</b>	
What do objects and spaces in our school tell us? (p. 116)	<p><b>English Language Arts:</b> <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent—begin to ask and respond to questions, seeking information;</p> <p><i>Writing and Other Ways of Representing</i>—Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes—Emergent—create written and media texts using familiar forms</p> <p><b>Social Studies:</b> <i>Unit Two—Environments</i>—1.2.1 recognize that environments have natural and constructed features; 1.2.2 describe how people depend upon and interact with different natural environments</p>
What can we learn about our school community from the people who work and learn here? (p. 118)	<p><b>English Language Arts:</b> <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent—begin to ask and respond to questions, seeking information; listen to the ideas and opinions of others;</p> <p><i>Writing and Other Ways of Representing</i>—Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on thoughts, feelings, and experiences, and learning; and to use their imaginations—Emergent—use writing and other forms of representing to convey meaning</p> <p><b>Social Studies:</b> <i>Unit Two—Environments</i>—1.2.2 describe how people depend upon and interact with different natural environments; <i>Unit Four—Needs and Wants</i>—1.4.2 demonstrate an understanding of the factors that influence how needs and wants are met</p>
<b>Invitations to Inquire: Cluster 3</b>	
What do objects and spaces in our neighbourhood tell us? (p. 120)	<p><b>English Language Arts:</b> <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent—express feelings and give simple descriptions of past experiences; begin to ask and respond to questions, seeking information; Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically—Emergent—participate in conversation and in small- and whole- group discussion; respond to and give simple directions or instructions;</p> <p><i>Writing and Other Ways of Representing</i>—Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on thoughts, feelings, and experiences, and learning; and to use their imaginations—Emergent—use writing and other forms of representing to convey meaning</p> <p><b>Social Studies:</b> <i>Unit Two—Environments</i>—1.2.1 recognize that environments have natural and constructed features; 1.2.2 describe how people depend upon and interact with different natural environments</p>
How does a map help us learning about the community around our school? (p. 121)	<p><b>Social Studies:</b> <i>Unit Three—Place and Time</i>—1.3.1 demonstrate an understanding that signs, symbols, direction, and scale are used to represent landmarks and locations</p>
What do we want to know about the school neighbourhood? (p. 123)	<p><b>English Language Arts:</b> <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent—begin to ask and respond to questions, seeking information; Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically—Emergent—participate in conversation and in small- and whole-group discussion;</p> <p><i>Writing and Other Ways of Representing</i>—Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes—Emergent—create written and media texts using familiar forms</p> <p><b>Social Studies:</b> <i>Unit Two—Environments</i>—1.2.1 recognize that environments have natural and constructed features; 1.2.2 Processes—Inquiry—Students formulate and clarify questions, investigate problems, analyze relevant information, and develop rational conclusions supported by evidence</p>

How do the jobs that different people have help our community? (p. 124)	<p><b>English Language Arts:</b> <i>Reading and Viewing</i>—Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies—Emergent—with assistance, interact with a variety of simple texts, as well as human and community resources;</p> <p><i>Writing and Other Ways of Representing</i>—Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes—Emergent—create written and media texts using familiar forms; Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness—Emergent—with assistance, engage in the research process to construct and communicate meaning—interact with a variety of simple texts, as well as human and community resources; record information in simple ways; share information with others in a variety of ways</p> <p><b>Social Studies:</b> <i>Unit Four—Needs and Wants</i>—1.4.1 recognize that all people have needs and wants; 1.4.2 demonstrate an understanding of the factors that influence how needs and wants are met; 1.4.3 demonstrate an understanding of how communities depend on each other for the exchange of goods and services</p>
Wrapping Up an Inquiry (p. 126)	<p><b>English Language Arts:</b> <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent—express feelings and give simple descriptions of past experiences; begin to ask and respond to questions, seeking information; express opinions; listen to the ideas and opinions of others; Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically—Emergent—participate in conversation and in small- and whole-group discussion; engage in simple oral presentations and respond to oral presentations and other texts;</p> <p><i>Writing and Other Ways of Representing</i>—Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on thoughts, feelings, and experiences, and learning; and to use their imaginations—Emergent—understand that print carries a meaning; use writing and other forms of representing to convey meaning; Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes—Emergent—create written and media texts using familiar forms; demonstrate a beginning awareness of audience and purpose; Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness—Emergent—use some conventions of written language; with assistance, engage in the research process to construct and communicate meaning—interact with a variety of simple texts, as well as human and community resources; record information in simple ways; share information with others in a variety of ways</p> <p><b>Social Studies:</b> <i>Unit One—Groups</i>—1.1.1 demonstrate an understanding of the importance of interactions between people;</p> <p><i>Processes</i>—Communication—Students listen, read, interpret, translate, and express ideas</p>
<b>SHARING STORIES AND INFORMATION</b>	
<b>Engage</b>	
How do we share stories and information in our school? (p.132)	<p><b>English Language Arts:</b> <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent—begin to ask and respond to questions, seeking information;</p> <p><i>Reading and Viewing</i>—Students will be expected to respond personally to a range of texts—Emergent—respond personally to texts in a variety of ways</p> <p><b>Social Studies:</b> <i>Processes</i>—Communication—Students listen, read, interpret, translate, and express ideas</p>
What different ways can we share stories? (p. 133)	<p><b>English Language Arts:</b> <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent—begin to ask and respond to questions, seeking information; express opinions; listen to the ideas and opinions of others</p> <p><b>Social Studies:</b> <i>Processes</i>—Communication—Students listen, read, interpret, translate, and express ideas</p>

What story do we see when we listen? (p. 133)	<p><b>English Language Arts: <i>Speaking and Listening</i></b>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent—express feelings and give simple descriptions of past experiences; express opinions; listen to the ideas and opinions of others</p> <p><b>Social Studies: <i>Processes</i></b>—Communication—Students listen, read, interpret, translate, and express ideas</p>
How do we use our bodies to share stories? (p. 134)	<p><b>Health Education: <i>Relationship Choices</i></b>—Understanding and Expressing Feelings—R-1.1 recognize and demonstrate various ways to express feelings</p> <p><b>Social Studies: <i>Processes</i></b>—Communication—Students listen, read, interpret, translate, and express ideas</p>
How can we share important information? (p. 135)	<p><b>English Language Arts: <i>Speaking and Listening</i></b>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent—express feelings and give simple descriptions of past experiences; begin to ask and respond to questions, seeking information; listen to the ideas and opinions of others; Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically—Emergent—participate in conversation and in small- and whole-group discussion</p> <p><b>Social Studies: <i>Processes</i></b>—Communication—Students listen, read, interpret, translate, and express ideas</p>
<b>Invitations to Inquire: Cluster 1</b>	
What pictures and stories do you hear in music? (p. 141)	<p><b>English Language Arts: <i>Speaking and Listening</i></b>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent—express opinions; listen to the ideas and opinions of others; Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically—Emergent—participate in conversation and in small- and whole-group discussion</p> <p><b>Arts: <i>Music</i></b>—Musical Awareness and Appreciation: develop an appreciation of the importance of music in daily life and respect the role that music plays in their heritage and culture</p>
How do artists show stories? (p. 142)	<p><b>English Language Arts: <i>Speaking and Listening</i></b>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent—express opinions; listen to the ideas and opinions of others;</p> <p><b><i>Writing and Other Ways of Representing</i></b>—Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes—Emergent—create written and media texts using familiar forms; begin to consider readers'/listeners'/viewers' questions/comments about their work; Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness—Emergent—use some conventions of written language; begin to develop strategies for prewriting, drafting, revising, editing, and presenting</p> <p><b>Arts: <i>Visual Arts</i></b>—RRA1.1 express personal feelings and ideas about art experiences and images</p> <p><b>Social Studies: <i>Attitudes, Values, and Perspectives (by Process)</i></b>—respectfully listen to others; respect other points of view; value the importance of communication skills</p>
How can art tell a story through the people it shows? (p. 145)	<p><b>English Language Arts: <i>Writing and Other Ways of Representing</i></b>—Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes—Emergent—create written and media texts using familiar forms; Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness—Emergent—use some conventions of written language; begin to develop strategies for prewriting, drafting, revising, editing, and presenting</p> <p><b>Arts: <i>Visual Arts</i></b>—RRA1.1 express personal feelings and ideas about art experiences and images</p> <p><b>Social Studies: <i>Processes</i></b>—Communication—Students listen, read, interpret, translate, and express ideas</p>

What stories do poems tell? (p. 147)	<p><b>English Language Arts:</b> <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent—express opinions; listen to the ideas and opinions of others;</p> <p><i>Reading and Viewing</i>—Students will be expected to respond personally to a range of texts—Emergent—respond personally to texts in a variety of ways; express opinions about texts and the work of authors and illustrators</p> <p><b>Social Studies:</b> <i>Processes</i>—Communication—Students listen, read, interpret, translate, and express ideas</p>
What oral stories will you share? (p. 149)	<p><b>English Language Arts:</b> <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent—express feelings and give simple descriptions of past experiences; begin to ask and respond to questions, seeking information; listen to the ideas and opinions of others; Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically—Emergent—begin to use gestures and tone to convey meaning; engage in simple oral presentations and respond to oral presentations and other texts</p> <p><b>Social Studies:</b> <i>Attitudes, Values, and Perspectives (by Process)</i>—respectfully listen to others; respect other points of view; value the importance of communication skills</p>
<b>Invitations to Inquire: Cluster 2</b>	
How can we tell about the things we know? (p. 151)	<p><b>English Language Arts:</b> <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent—begin to ask and respond to questions, seeking information; express opinions; listen to the ideas and opinions of others; Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically—Emergent—begin to use gestures and tone to convey meaning; engage in simple oral presentations and respond to oral presentations and other texts</p> <p><b>Social Studies:</b> <i>Processes</i>—Communication—Students listen, read, interpret, translate, and express ideas;</p> <p><i>Attitudes, Values, and Perspectives (by Process)</i>—respectfully listen to others; respect other points of view; value the importance of communication skills</p>
How can we share the information we find in non-fiction books? (p. 152)	<p><b>English Language Arts:</b> <i>Reading and Viewing</i>—Students will be expected to select, read and view with an understanding a range of literature, information, media, and visual texts—Emergent—select, with teacher assistance, texts appropriate to their interests and learning needs; Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies—Emergent—with assistance, interact with a variety of simple texts, as well as human and community resources;</p> <p><i>Writing and Other Ways of Representing</i>— Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness—Emergent—with assistance, engage in the research process to construct and communicate meaning—interact with a variety of simple texts, as well as human and community resources; record information in simple ways; share information with others in a variety of ways</p> <p><b>Social Studies:</b> <i>Processes</i>—Communication—Students listen, read, interpret, translate, and express ideas</p>
How can we use posters to communicate information and ideas? (p. 154)	<p><b>English Language Arts:</b> <i>Writing and Other Ways of Representing</i>—Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes—Emergent—create written and media texts using familiar forms; demonstrate a beginning awareness of audience and purpose; begin to consider readers'/listeners'/viewers' questions/comments about their work; Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness—Emergent—use some conventions of written language; begin to develop strategies for prewriting, drafting, revising, editing, and presenting; with assistance, engage in the research process to construct and communicate meaning—interact with a variety of simple texts, as well as human and community resources; record information in simple ways; share information with others in a variety of ways</p> <p><b>Social Studies:</b> <i>Processes</i>—Communication—Students listen, read, interpret, translate, and express ideas</p>

Wrapping Up an Inquiry (p. 156)	<p><b>English Language Arts: <i>Speaking and Listening</i></b>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent—express feelings and give simple descriptions of past experiences; begin to ask and respond to questions, seeking information; express opinions; listen to the ideas and opinions of others; Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically—Emergent—participate in conversation and in small- and whole-group discussion; begin to use gestures and tone to convey meaning; engage in simple oral presentations and respond to oral presentations and other texts;</p> <p><i>Writing and Other Ways of Representing</i>—Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on thoughts, feelings, and experiences, and learning; and to use their imaginations—Emergent—understand that print carries a meaning; use writing and other forms of representing to convey meaning; Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes—Emergent—create written and media texts using familiar forms; demonstrate a beginning awareness of audience and purpose; Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness—Emergent—use some conventions of written language; with assistance, engage in the research process to construct and communicate meaning—interact with a variety of simple texts, as well as human and community resources; record information in simple ways; share information with others in a variety of ways</p> <p><b>Social Studies: <i>Processes</i></b>—Communication—Students listen, read, interpret, translate, and express ideas;</p> <p><i>Attitudes, Values, and Perspectives (by Process)</i>—respectfully listen to others; respect other points of view; value the importance of communication skills</p>
<b>PLANTS ARE LIVING THINGS</b>	
<b>Engage</b>	
What can we learn when we observe plants outdoors? (p.162)	<p><b>English Language Arts: <i>Speaking and Listening</i></b>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent—begin to ask and respond to questions, seeking information;</p> <p><i>Writing and Other Ways of Representing</i>—Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on thoughts, feelings, and experiences, and learning; and to use their imaginations—Emergent—use writing and other forms of representing to convey meaning</p> <p><b>Science: <i>Life Science</i></b>—Needs and Characteristics of Living Things—201-5 make and record relevant observations and measurements about animals and plants, using written language, pictures, and charts; 203-4 listen and respond to another student’s description of an animal or plant; 200-1 ask questions about the needs of living things that lead to exploration and investigation; 100-5 describe different ways that plants and animals meet their needs; 100-6 describe ways that humans use their knowledge of the needs of living things</p>
How do our classroom plants grow? (p. 163)	<p><b>English Language Arts: <i>Speaking and Listening</i></b>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent—begin to ask and respond to questions, seeking information;</p> <p><i>Writing and Other Ways of Representing</i>—Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness—Emergent—with assistance, engage in the research process to construct and communicate meaning—interact with a variety of simple texts, as well as human and community resources; record information in simple ways; share information with others in a variety of ways</p> <p><b>Science: <i>Life Science</i></b>—Needs and Characteristics of Living Things—201-5 make and record relevant observations and measurements about animals and plants, using written language, pictures, and charts; 203-4 listen and respond to another student’s description of an animal or plant; 200-1 ask questions about the needs of living things that lead to exploration and investigation; 100-5 describe different ways that plants and animals meet their needs; 100-6 describe ways that humans use their knowledge of the needs of living things</p>



What do we learn observing lima beans sprout and grow? (p. 163)	<p><b>English Language Arts:</b> <i>Writing and Other Ways of Representing</i>—Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes—Emergent—create written and media texts using familiar forms; demonstrate a beginning awareness of audience and purpose</p> <p><b>Science:</b> <i>Life Science</i>—Needs and Characteristics of Living Things—201-5 make and record relevant observations and measurements about animals and plants, using written language, pictures, and charts; 203-4 listen and respond to another student’s description of an animal or plant; 200-1 ask questions about the needs of living things that lead to exploration and investigation; 100-5 describe different ways that plants and animals meet their needs; 100-6 describe ways that humans use their knowledge of the needs of living things</p>
How do plants grow? (p. 164)	<p><b>English Language Arts:</b> <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent—express feelings and give simple descriptions of past experiences; begin to ask and respond to questions, seeking information; Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically—Emergent—participate in conversation and in small- and whole-group discussion;</p> <p><i>Reading and Viewing</i>—Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies—Emergent—with assistance, interact with a variety of simple texts, as well as human and community resources</p> <p><b>Science:</b> <i>Life Science</i>—Needs and Characteristics of Living Things—201-5 make and record relevant observations and measurements about animals and plants, using written language, pictures, and charts; 203-4 listen and respond to another student’s description of an animal or plant; 200-1 ask questions about the needs of living things that lead to exploration and investigation; 100-5 describe different ways that plants and animals meet their needs; 100-6 describe ways that humans use their knowledge of the needs of living things</p>
Is it a plant? (p. 165)	<p><b>Math:</b> <i>Shape and Space</i>—SS2 Sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule</p> <p><b>Science:</b> <i>Life Science</i>—Needs and Characteristics of Living Things—100-4 observe and identify similarities and differences in the needs of living things; 100-8 identify and describe common characteristics of humans, other animals, and plants, and identify variations that make each person, animal and plant unique</p>
<b>Invitations to Inquire: Cluster 1</b>	
What can we learn when we observe potatoes? (p. 171)	<p><b>English Language Arts:</b> <i>Writing and Other Ways of Representing</i>—Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences/purposes—Emergent—create written and media texts using familiar forms</p> <p><b>Arts:</b> <i>Visual Arts</i>—CP1.3 use the elements of art and design in artworks to communicate ideas, messages, and understandings</p> <p><b>Science:</b> <i>Life Science</i>—Needs and Characteristics of Living Things—201-5 make and record relevant observations and measurements about animals and plants, using written language, pictures, and charts; 203-4 listen and respond to another student’s description of an animal or plant; 200-1 ask questions about the needs of living things that lead to exploration and investigation; 100-5 describe different ways that plants and animals meet their needs; 201-7, 202-9 identify new questions about the needs of living things, and identify and use a variety of sources of science information to answer them</p>
What do seeds need to grow? (p. 172)	<p><b>English Language Arts:</b> <i>Speaking and Listening</i>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent –begin to ask and respond to questions, seeking information;</p> <p><i>Writing and Other Ways of Representing</i>—Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes—Emergent—create written and media texts using familiar forms</p> <p><b>Science:</b> <i>Life Science</i>—Needs and Characteristics of Living Things—201-5 make and record relevant observations and measurements about animals and plants, using written language, pictures, and charts; 203-4 listen and respond to another student’s description of an animal or plant; 200-1 ask questions about the needs of living things that lead to exploration and investigation; 100-5 describe different ways that plants and animals meet their needs; 201-7, 202-9 identify new questions about the needs of living things, and identify and use a variety of sources of science information to answer them</p>



How does water travel through plants? (p. 174)	<p><b>English Language Arts: <i>Speaking and Listening</i></b>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent –begin to ask and respond to questions, seeking information;</p> <p><b><i>Writing and Other Ways of Representing</i></b>—Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes—Emergent—create written and media texts using familiar forms</p> <p><b>Science: <i>Life Science</i></b>—Needs and Characteristics of Living Things—201-5 make and record relevant observations and measurements about animals and plants, using written language, pictures, and charts; 203-4 listen and respond to another student’s description of an animal or plant; 200-1 ask questions about the needs of living things that lead to exploration and investigation; 100-5 describe different ways that plants and animals meet their needs; 201-7, 202-9 identify new questions about the needs of living things, and identify and use a variety of sources of science information to answer them</p>
What do roots look like and how do they grow? (p. 175)	<p><b>English Language Arts: <i>Speaking and Listening</i></b>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent –begin to ask and respond to questions, seeking information</p> <p><b>Science: <i>Life Science</i></b>—Needs and Characteristics of Living Things—201-5 make and record relevant observations and measurements about animals and plants, using written language, pictures, and charts; 203-4 listen and respond to another student’s description of an animal or plant; 200-1 ask questions about the needs of living things that lead to exploration and investigation; 100-5 describe different ways that plants and animals meet their needs; 201-7, 202-9 identify new questions about the needs of living things, and identify and use a variety of sources of science information to answer them</p>
<b>Invitations to Inquire: Cluster 2</b>	
What can we find out if plants need sunlight? (p. 178)	<p><b>English Language Arts: <i>Speaking and Listening</i></b>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent—begin to ask and respond to questions, seeking information; express opinions; listen to the ideas and opinions of others; Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically—Emergent—participate in conversation and in small- and whole-group discussion; respond to and give directions or instructions;</p> <p><b><i>Writing and Other Ways of Representing</i></b>—Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes—Emergent—create written and media texts using familiar forms; demonstrate a beginning awareness of audience and purpose</p> <p><b>Science: <i>Life Science</i></b>—Needs and Characteristics of Living Things—200-1 ask questions about the needs of living things that lead to exploration and investigation; 100-4 observe and identify similarities and differences in the needs of living things; 100-5 describe different ways that plants and animals meet their needs</p>
How can we find out if plants need water? (p. 180)	<p><b>English Language Arts: <i>Speaking and Listening</i></b>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent—begin to ask and respond to questions, seeking information; express opinions; listen to the ideas and opinions of others; Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically—Emergent—participate in conversation and in small- and whole-group discussion; respond to and give directions or instructions;</p> <p><b><i>Writing and Other Ways of Representing</i></b>—Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes—Emergent—create written and media texts using familiar forms; demonstrate a beginning awareness of audience and purpose</p> <p><b>Science: <i>Life Science</i></b>—Needs and Characteristics of Living Things—200-1 ask questions about the needs of living things that lead to exploration and investigation; 100-4 observe and identify similarities and differences in the needs of living things; 100-5 describe different ways that plants and animals meet their needs</p>

What do we think plants need to grow well? (p. 181)	<p><b>English Language Arts: <i>Speaking and Listening</i></b>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent—begin to ask and respond to questions, seeking information; express opinions; listen to the ideas and opinions of others; Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically—Emergent—participate in conversation and in small- and whole-group discussion</p> <p><b>Science: <i>Life Science</i></b>—Needs and Characteristics of Living Things—200-1 ask questions about the needs of living things that lead to exploration and investigation; 100-4 observe and identify similarities and differences in the needs of living things; 100-5 describe different ways that plants and animals meet their needs</p>
<b>Invitations to Inquire: Cluster 3</b>	
What plants do we eat? (p. 183)	<p><b>Math: <i>Shape and Space</i></b>—SS1 Demonstrate an understanding of measurement as a process of comparing by: identifying attributes that can be compared; ordering objects; making statements of comparison; filling, covering or matching; SS2 Sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule</p> <p><b>Science: <i>Life Science</i></b>—Needs and Characteristics of Living Things—100-6 describe ways that humans use their knowledge of living things in meeting their own needs and the needs of plants and animals; 103-2 recognize that humans and other living things depend on their environment, and identify personal actions that can contribute to a healthy environment</p>
In what other ways do we use plants? (p. 185)	<p><b>Science: <i>Life Science</i></b>—Needs and Characteristics of Living Things—100-6 describe ways that humans use their knowledge of living things in meeting their own needs and the needs of plants and animals; 103-2 recognize that humans and other living things depend on their environment, and identify personal actions that can contribute to a healthy environment</p>
Wrapping Up an Inquiry (p. 186)	<p><b>English Language Arts: <i>Speaking and Listening</i></b>—Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences—Emergent—express feelings and give simple descriptions of past experiences; begin to ask and respond to questions, seeking information; express opinions; listen to the ideas and opinions of others; Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically—Emergent—participate in conversation and in small- and whole-group discussion; engage in simple oral presentations and respond to oral presentations and other texts;</p> <p><b><i>Writing and Other Ways of Representing</i></b>—Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on thoughts, feelings, and experiences, and learning; and to use their imaginations—Emergent—understand that print carries a meaning; use writing and other forms of representing to convey meaning; Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes—Emergent—create written and media texts using familiar forms; demonstrate a beginning awareness of audience and purpose; Students will be expected to use a range of strategies to develop effective writing and media products to enhance their clarity, precision, and effectiveness—Emergent—use some conventions of written language with assistance, engage in the research process to construct and communicate meaning—interact with a variety of simple texts, as well as human and community resources; record information in simple ways; share information with others in a variety of ways</p> <p><b>Science: <i>Life Science</i></b>—Needs and Characteristics of Living Things—100-8 identify and describe common characteristics of humans, other animals, and plants, and identify variations that make each person, animal and plant unique; 203-2 identify common objects and events, using terminology and language that others understand; 203-4 respond to the ideas and actions of others in constructing their own understanding</p>