

Explorations 1: British Columbia Curriculum Correlations
Please use the “Find” function to search for specific outcomes.

OUR CHANGING WORLD	
Engage	
How do things change? (p. 42)	English Language Arts: <i>Oral Language (Speaking and Listening)</i> —Purposes—A1 use speaking and listening to interact with others; A2 use speaking to explore, express, and present ideas, information, and feelings Social Studies: <i>Identity, Society and Culture</i> —B1 describe changes that occur in their lives
What changes for us when the weather changes? (p. 43)	English Language Arts: <i>Writing and Representing</i> —Purposes—C2 create straightforward informational writing and representations, using prompts to elicit ideas and knowledge Science: <i>Earth and Space Science</i> —Daily and Seasonal Changes—Describe changes that occur in daily and seasonal cycles and their effects on living things—1. Describe the effects of weather on living things
What changes when seasons change? (p. 44)	English Language Arts: <i>Oral Language (Speaking and Listening)</i> —Purposes—A2 use speaking to explore, express, and present ideas, information, and feelings; <i>Writing and Representing</i> —Purposes—C2 create straightforward informational writing and representations, using prompts to elicit ideas and knowledge Science: <i>Earth and Space Science</i> —Daily and Seasonal Changes—Describe changes that occur in daily and seasonal cycles and their effects on living things—2. Illustrate and record changes that occur throughout the seasons
How can we change our shadows? (p. 45)	Physical Education: <i>Movement Skills</i> —B1 move through general space while maintaining control; <i>Safety, Fair Play, and Leadership</i> —C2 respond appropriately to instructions and safety guidelines when participating in physical activity; C3 work co-operatively with others during physical activity Science: <i>Earth and Space Science</i> —Daily and Seasonal Changes—Vocabulary: Shadows
Invitations to Inquire: Cluster 1	
How does the weather change? (p. 51)	English Language Arts: <i>Writing and Representing</i> —Purposes—C2 create straightforward informational writing and representations, using prompts to elicit ideas and knowledge; Strategies—C5 use strategies during writing and representing to express thoughts in written and visual forms Science: <i>Earth and Space Science</i> —Daily and Seasonal Changes—Describe changes that occur in daily and seasonal cycles and their effects on living things—2. Illustrate and record changes that occur throughout the seasons
How can we measure temperature? (p. 52)	Mathematics: <i>Number</i> —A1 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; A4 represent and describe numbers to 20 concretely, pictorially, and symbolically Science: <i>Earth and Space Science</i> —Daily and Seasonal Changes—Describe changes that occur in daily and seasonal cycles and their effects on living things—2. Illustrate and record changes that occur throughout the seasons
How can we measure changes in the weather? (p. 54)	Science: <i>Earth and Space Science</i> —Daily and Seasonal Changes—Describe changes that occur in daily and seasonal cycles and their effects on living things—2. Illustrate and record changes that occur throughout the seasons
How do puddles change? (p. 56)	Mathematics: <i>Shape and Space</i> —Measurement—C1 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; 3-D Objects and 2-D Shapes—C2 sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule Science: <i>Earth and Space Science</i> —Daily and Seasonal Changes—Describe changes that occur in daily and seasonal cycles and their effects on living things—2. Illustrate and record changes that occur throughout the seasons

How does ice change? (p. 57)	<p>English Language Arts: <i>Writing and Representing</i>—Purposes—C2 create straightforward informational writing and representations, using prompts to elicit ideas and knowledge; Strategies—C4 use strategies before writing and representing; Thinking—C8 use writing and representing to extend their thinking</p> <p>Science: <i>Earth and Space Science</i>—Daily and Seasonal Changes—Describe changes that occur in daily and seasonal cycles and their effects on living things—2. Illustrate and record changes that occur throughout the seasons</p>
Invitations to Inquire: Cluster 2	
In what ways do living things change? (p. 59)	<p>Arts: <i>Dance</i>—A2 create movements that represent patterns, characters, and other themes and topics;</p> <p><i>Drama</i>—A1 use exploration and imagination to create drama; A4 reflect on classroom drama experiences</p> <p>Science: <i>Earth and Space Science</i>—Daily and Seasonal Changes—Describe activities of Aboriginal peoples in BC in each seasonal cycle—give several examples that show how activities of Aboriginal peoples differ according to seasonal cycles and regions</p>
What changes can we observe in our adopted space? (p. 60)	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A1 use speaking and listening to interact with others; A2 use speaking to explore, express, and present ideas, information, and feelings;</p> <p><i>Writing and Representing</i>—Purposes—C2 create straightforward informational writing and representations, using prompts to elicit ideas and knowledge</p> <p>Arts: <i>Visual Arts</i>—A2 create images using the image-development strategy of repetition; that feature colour, line, shape, texture, and/or pattern; A4 create 2-D and 3-D images for a given purpose; of personal significance; that represent time; to communicate experiences and moods; in response to objects and other images they have experienced</p> <p>Science: <i>Earth and Space Science</i>—Daily and Seasonal Changes—Describe changes that occur in daily and seasonal cycles and their effects on living things—2. Illustrate and record changes that occur throughout the seasons; Describe activities of Aboriginal peoples in BC in each seasonal cycle—give several examples that show how activities of Aboriginal peoples differ according to seasonal cycles and regions</p> <p>Social Studies: <i>Skills and Processes of Social Studies</i>—A1 use picture maps to identify familiar locations in the school or community;</p> <p><i>Identity, Society, and Culture</i>—B1 describe changes that occur in their lives</p>
Invitations to Inquire: Cluster 3	
How do shadows change? (p. 62)	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A1 use speaking and listening to interact with others; A2 use speaking to explore, express, and present ideas, information, and feelings; Thinking—A9 use speaking and listening in group activities to develop thinking by identifying relationships and acquiring new ideas</p> <p>Health and Physical Education (Physical Education): <i>Movement Skills</i>—B1 move through general space while maintaining control; B2 change level of body position while maintaining control;</p> <p><i>Safety, Fair Play, and Leadership</i>—C2 respond appropriately to instructions and safety guidelines when participating in physical activity</p> <p>Mathematics: <i>Shape and Space</i>—Measurement—C1 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; 3-D Objects and 2-D Shapes—C2 sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule; C4 compare 2-D shapes to parts of 3-D objects in the environment</p> <p>Science: <i>Skills and Attitudes</i>—Observe and record daily and seasonal changes record observations and results of investigations using graphs, pictures, symbols, and words</p>
Does everything have a shadow? (p. 64)	<p>English Language Arts: <i>Writing and Representing</i>—Purposes—C2 create straightforward informational writing and representations, using prompts to elicit ideas and knowledge; Thinking—C8 use writing and representing to extend their thinking</p> <p>Science: <i>Skills and Attitudes</i>—Observe and record daily and seasonal changes record observations and results of investigations using graphs, pictures, symbols, and words</p>

In what ways can we change shadows? (p. 65)	English Language Arts: <i>Oral Language (Speaking and Listening)</i> —Purposes—A1 use speaking and listening to interact with others; A2 use speaking to explore, express, and present ideas, information, and feelings; Thinking—A9 use speaking and listening in group activities to develop thinking by identifying relationships and acquiring new ideas Science: <i>Skills and Attitudes</i> —Observe and record daily and seasonal changes record observations and results of investigations using graphs, pictures, symbols, and words
Wrapping Up an Inquiry (p. 66)	English Language Arts: <i>Oral Language (Speaking and Listening)</i> —Purposes—A1 use speaking and listening to interact with others; A2 use speaking to explore, express, and present ideas, information, and feelings; Thinking—A9 use speaking and listening in group activities to develop thinking by identifying relationships and acquiring new ideas; <i>Writing and Representing</i> —Purposes—C1 create straightforward personal writing and representations that express simple ideas, feelings, likes, and dislikes; C2 create straightforward informational writing and representations, using prompts to elicit ideas and knowledge; Thinking—C8 use writing and representing to extend their thinking Science: <i>Earth and Space Science</i> —Daily and Seasonal Changes—Describe changes that occur in daily and seasonal cycles and their effects on living things
PATTERNS AND CYCLES	
Engage	
What patterns can we find? (p. 72)	English Language Arts: <i>Oral Language (Speaking and Listening)</i> —Purposes—A1 use speaking and listening to interact with others; A2 use speaking to explore, express, and present ideas, information, and feelings Mathematics: <i>Patterns and Relations</i> —Patterns—B1 demonstrate an understanding of repeating patterns (two to four elements) by describing, reproducing, extending, creating patterns using manipulatives, diagrams, sounds, and actions Science: <i>Earth and Space Science</i> —Daily and Seasonal Changes—Describe changes that occur in daily and seasonal cycles and their effects on living things Social Studies: <i>Identity, Society, and Culture</i> —B1 describe changes that occur in their lives—give examples of routines and repeating events in their lives
How can we show patterns when we move? (p. 73)	Arts: <i>Dance</i> —A2 create movements that represent patterns, characters, and other themes and topics Physical Education: <i>Movement Skills</i> —B1 move through general space while maintaining control; B3 demonstrate proper technique for performing specific locomotor skills
What cycles can we find in nature? (p. 74)	English Language Arts: <i>Writing and Representing</i> —Purposes—C2 create straightforward informational writing and representations, using prompts to elicit ideas and knowledge Science: <i>Earth and Space Science</i> —Daily and Seasonal Changes—Describe changes that occur in daily and seasonal cycles and their effects on living things
What comes before, between, and after in that number pattern? (p.75)	Mathematics: <i>Number</i> —A1 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
Invitations to Inquire: Cluster 1	
What patterns can we find in stories and songs? (p. 81)	English Language Arts: <i>Oral Language (Speaking and Listening)</i> —Purposes—A2 use speaking to explore, express, and present ideas, information, and feelings; Strategies—A6 use strategies when listening to make and clarify meaning; Thinking—A8 engage in speaking and listening activities to develop a deeper understanding of texts; <i>Reading and Viewing</i> —Thinking—B9 read and view to expand knowledge; Features—B11 recognize and derive meaning from the structures and features of texts Arts: <i>Music</i> —B2 demonstrate an awareness of rhythmic patterns and melodic phrases in classroom repertoire; B4 sing short melodies

What sound patterns can we hear and make with instruments? (p. 83)	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A1 use speaking and listening to interact with others; A3 listen for a variety of purposes and demonstrate comprehension</p> <p>Arts: <i>Music</i>—B2 demonstrate an awareness of rhythmic patterns and melodic phrases in classroom repertoire; B3 perform rhythmic patterns from classroom repertoire; C1 participate in music activities from a variety of historical, cultural, and social contexts</p>
How do artists use patterns in their work? (p. 85)	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A1 use speaking and listening to interact with others; Thinking—A9 use speaking and listening in group activities to develop thinking by identifying relationships and acquiring new ideas</p> <p>Arts: <i>Visual Arts</i>—B1 describe and apply the visual elements of colour, shape, line, and texture; the principle of pattern; the image-development strategy of repetition; B2 describe and apply a variety of materials, technologies, and processes to create images; D2 display individual and group artworks</p>
Invitations to Inquire: Cluster 2	
What is the life cycle of our class insect? (p. 87)	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A1 use speaking and listening to interact with others; Thinking—A7 demonstrate enhanced vocabulary knowledge and usage</p> <p><i>Writing and Representing</i>—Purposes—C2 create straightforward informational writing and representations, using prompts to elicit ideas and knowledge; Thinking—C8 use writing and representing to extend their thinking</p> <p>Science: <i>Life Science</i>—Needs Of Living Things—Describe the basic needs of local plants and animals; Skills and Attitudes—observe and sort local plants and animals by their characteristics</p>
How do patterns help animals? (p. 88)	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A1 use speaking and listening to interact with others; <i>Writing and Representing</i>—Purposes—C2 create straightforward informational writing and representations, using prompts to elicit ideas and knowledge; Thinking—C8 use writing and representing to extend their thinking</p> <p>Arts: <i>Visual Arts</i>—A2 create images using the image-development strategy of repetition; that feature colour, line, shape, texture, and/or pattern; B1 describe and apply the visual elements of colour, shape, line, and texture; the principle of pattern; the image-development strategy of repetition; B2 describe and apply a variety of materials, technologies, and processes to create images</p> <p>Science: <i>Life Science</i>—Needs Of Living Things—Describe the basic needs of local plants and animals; Skills and Attitudes—observe and sort local plants and animals by their characteristics</p>
How does the moon seem to change? (p. 89)	<p>Science: <i>Earth and Space Science</i>—Daily and Seasonal Changes—Describe changes that occur in daily and seasonal cycles and their effects on living things; observe and record daily and seasonal changes</p>
Invitations to Inquire: Cluster 3	
What comes next in the counting pattern? (p. 91)	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Thinking—A9 use speaking and listening in group activities to develop thinking by identifying relationships and acquiring new ideas;</p> <p><i>Reading and Viewing</i>—Thinking—B5 use strategies before reading and viewing; B9 read and view to expand knowledge; Features—B11 recognize and derive meaning from the structures and features of texts;</p> <p><i>Writing and Representing</i>—Strategies—C4 use strategies before writing and representing</p> <p>Mathematics: <i>Number</i>—A1 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>English Language Arts: <i>Writing and Representing</i>—Purposes—C3 create straightforward imaginative writing and representations, using prompts to elicit ideas and knowledge; Strategies—C4 use strategies before writing and representing; Thinking—C8 use writing and representing to extend their thinking</p> <p>Mathematics: <i>Patterns and Relations</i>—Patterns—B1 demonstrate an understanding of repeating patterns (two to four elements) by describing, reproducing, extending, creating patterns using manipulatives, diagrams, sounds, and actions</p>

What “add-more” patterns can we make? (p. 94)	English Language Arts: <i>Writing and Representing</i> —Purposes—C2 create straightforward informational writing and representations, using prompts to elicit ideas and knowledge; Thinking—C8 use writing and representing to extend their thinking Mathematics: <i>Patterns and Relations</i> —Patterns—B1 demonstrate an understanding of repeating patterns (two to four elements) by describing, reproducing, extending, creating patterns using manipulatives, diagrams, sounds, and actions
Wrapping Up an Inquiry (p. 96)	English Language Arts: <i>Oral Language (Speaking and Listening)</i> —Purposes—A1 use speaking and listening to interact with others; A2 use speaking to explore, express, and present ideas, information, and feelings; Thinking—A9 use speaking and listening in group activities to develop thinking by identifying relationships and acquiring new ideas; <i>Writing and Representing</i> —Purposes—C1 create straightforward personal writing and representations that express simple ideas, feelings, likes, and dislikes; C2 create straightforward informational writing and representations, using prompts to elicit ideas and knowledge; Thinking—C8 use writing and representing to extend their thinking
OUR COMMUNITIES	
Engage	
What and who is in our community? (p.102)	English Language Arts: <i>Oral Language (Speaking and Listening)</i> —Purposes—A1 use speaking and listening to interact with others; A2 use speaking to explore, express, and present ideas, information, and feelings; <i>Writing and Representing</i> —Purposes—C2 create straightforward informational writing and representations, using prompts to elicit ideas and knowledge; Thinking—C8 use writing and representing to extend their thinking Social Studies: <i>Skills and Processes</i> —A1 use picture maps to identify familiar locations in the school or community; <i>Identity, Society, and Culture</i> —B3 identify a variety of social structures in which they live, learn, work, and play together—describe groups to which they belong
What do we know about us? (p. 103)	English Language Arts: <i>Writing and Representing</i> —Purposes—C2 create straightforward informational writing and representations, using prompts to elicit ideas and knowledge Social Studies: <i>Identity, Society, and Culture</i> —B3 Identify a variety of social structures in which they live, learn, work, and play together—describe groups to which they belong
What can we learn about each other from our stories? (p. 104)	English Language Arts: <i>Oral Language (Speaking and Listening)</i> —Purposes—A2 use speaking to explore, express, and present ideas, information, and feelings; A3 listen for a variety of purposes and demonstrate comprehension; Strategies—A6 use strategies when listening to make and clarify meaning Social Studies: <i>Skills and Processes of Social Studies</i> —A3 gather information from personal experiences, oral sources, and visual representations; <i>Identity, Society, and Culture</i> —B1 describe changes that occur in their lives; B2 Explain how families can be similar and different—give examples of stories, traditions, and celebrations from their families
How can an interview help us find information? (p. 105)	English Language Arts: <i>Oral Language (Speaking and Listening)</i> —Purposes—A1 use speaking and listening to interact with others; A3 listen for a variety of purposes and demonstrate comprehension; Strategies—A6 use strategies when listening to make and clarify meaning Social Studies: <i>Skills and Processes of Social Studies</i> —A3 gather information from personal experiences, oral sources, and visual representations; <i>Identity, Society, and Culture</i> —B1 describe changes that occur in their lives

Invitations to Inquire: Cluster 1	
What do we want to find out about us? (p. 111)	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A1 use speaking and listening to interact with others; A2 use speaking to explore, express, and present ideas, information, and feelings</p> <p>Social Studies: <i>Skills and Processes of Social Studies</i>—A3 gather information from personal experiences, oral sources, and visual representations;</p> <p><i>Identity, Society, and Culture</i>—B1 describe changes that occur in their lives; B2 explain how families can be similar and different; B3 identify a variety of social structures in which they live, learn, work, and play together</p>
What do objects and spaces in our classroom tell about us? (p. 113)	<p>English Language Arts: <i>Writing and Representing</i>—Purposes—C2 create straightforward informational writing and representations, using prompts to elicit ideas and knowledge; C6 use a strategy after writing and representing to improve their work</p> <p>Social Studies: <i>Skills and Processes of Social Studies</i>—A3 gather information from personal experiences, oral sources, and visual representations</p>
What can we learn about each other from our family treasures? (p. 114)	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A1 use speaking and listening to interact with others; A2 use speaking to explore, express, and present ideas, information, and feelings; Strategies—A5 use strategies when expressing and presenting ideas, information, and feelings</p> <p>Social Studies: <i>Skills and Processes of Social Studies</i>—A3 gather information from personal experiences, oral sources, and visual representations;</p> <p><i>Identity, Society, and Culture</i>—B2 Explain how families can be similar and different—give examples of stories, traditions, and celebrations from their families</p>
Invitations to Inquire: Cluster 2	
What do objects and spaces in our school tell us? (p. 116)	<p>English Language Arts: <i>Writing and Representing</i>—Purposes—C2 create straightforward informational writing and representations, using prompts to elicit ideas and knowledge</p> <p>Social Studies: <i>Skills and Processes of Social Studies</i>—A3 gather information from personal experiences, oral sources, and visual representations</p>
What can we learn about our school community from the people who work and learn here? (p. 118)	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A3 listen for a variety of purposes and demonstrate comprehension; Strategies—A6 use strategies when listening to make and clarify meaning</p> <p>Social Studies: <i>Identity, Society, and Culture</i>—B3 identify a variety of social structures in which they live, learn, work, and play together—describe groups to which they belong</p>
Invitations to Inquire: Cluster 3	
What do objects and spaces in our neighbourhood tell us? (p. 120)	<p>English Language Arts: <i>Writing and Representing</i>—Purposes—C2 create straightforward informational writing and representations, using prompts to elicit ideas and knowledge</p> <p>Social Studies: <i>Human and Physical Environment</i>—E2 identify characteristics of different environments—on school and neighbourhood walks or from images, identify familiar places and landmarks in their school and community</p>
How does a map help us learning about the community around our school? (p. 121)	<p>Social Studies: <i>Skills and Processes of Social Studies</i>—A1 use picture maps to identify familiar locations in the school or community—recognize that maps are used to represent real places; relate pictorial representations to their physical locations</p>
What do we want to know about the school neighbourhood? (p. 123)	<p>English Language Arts: <i>Writing and Representing</i>—Purposes—C2 create straightforward informational writing and representations, using prompts to elicit ideas and knowledge; Strategies—C4 use strategies before writing and representing</p> <p>Social Studies: <i>Human and Physical Environment</i>—E2 identify characteristics of different environments—on school and neighbourhood walks or from images, identify familiar places and landmarks in their school and community</p>

How do the jobs that different people have help our community? (p. 124)	<p>English Language Arts: <i>Reading and Viewing</i>—Purposes—B2 read and demonstrate comprehension of grade-appropriate information texts; Thinking—B9 read and view to expand knowledge;</p> <p><i>Writing and Representing</i>—Purposes—C2 create straightforward informational writing and representations, using prompts to elicit ideas and knowledge; Strategies—C4 use strategies before writing and representing</p> <p>Social Studies: <i>Economy and Technology</i>—D2 identify types of work done by people in their community—give examples of types of work done by people in their families, schools, and communities</p>
Wrapping Up an Inquiry (p. 126)	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A1 use speaking and listening to interact with others; A2 use speaking to explore, express, and present ideas, information, and feelings; Thinking—A9 use speaking and listening in group activities to develop thinking by identifying relationships and acquiring new ideas;</p> <p><i>Writing and Representing</i>—Purposes—C1 create straightforward personal writing and representations that express simple ideas, feelings, likes, and dislikes; C2 create straightforward informational writing and representations, using prompts to elicit ideas and knowledge; Thinking—C8 use writing and representing to extend their thinking</p>
SHARING STORIES AND INFORMATION	
Engage	
How do we share stories and information in our school? (p. 132)	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A1 use speaking and listening to interact with others; <i>Reading and Viewing</i>—Purposes—B4 view and demonstrate understanding that visual texts are sources of information; Strategies—B7 use strategies after reading and viewing to confirm and extend meaning</p> <p>Social Studies: <i>Skills and Processes of Social Studies</i>—A3 gather information from personal experiences, oral sources, and visual representations; A4 present information using oral, written, or visual representations</p>
What different ways can we share stories? (p. 133)	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A1 use speaking and listening to interact with others; A3 listen for a variety of purposes and demonstrate comprehension; Thinking—A8 engage in speaking and listening activities to develop a deeper understanding of texts</p> <p>Social Studies: <i>Skills and Processes of Social Studies</i>—A4 present information using oral, written, or visual representations</p>
What story do we see when we listen? (p. 133)	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A1 use speaking and listening to interact with others; A3 listen for a variety of purposes and demonstrate comprehension</p>
How do we use our bodies to share stories? (p. 134)	<p>Arts: <i>Drama</i>—B2 use movement and their bodies to explore a range of ideas, feelings, and actions; B3 represent ideas and feelings through a variety of drama forms; B4 participate safely in drama activities; D1 participate in and share drama work; D2 describe their responses to drama work</p> <p>Physical Education: <i>Movement Skills</i>—move through general space while maintaining control</p> <p>Social Studies: <i>Skills and Processes of Social Studies</i>—A4 present information using oral, written, or visual representations</p>
How can we share important information? (p. 135)	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A1 use speaking and listening to interact with others; A3 listen for a variety of purposes and demonstrate comprehension</p> <p>Social Studies: <i>Skills and Processes of Social Studies</i>—A4 present information using oral, written, or visual representations</p>

Invitations to Inquire: Cluster 1	
What pictures and stories do you hear in music? (p. 141)	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A3 listen for a variety of purposes and demonstrate comprehension</p> <p>Arts: <i>Dance</i>—A1 move expressively to a variety of sounds and music; B1 move safely in both personal space and general space during dance activities;</p> <p><i>Music</i>—A2 represent personal thoughts, images, and feelings experienced in classroom repertoire; D2 describe their response to a music work</p>
How do artists show stories? (p. 142)	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A3 listen for a variety of purposes and demonstrate comprehension;</p> <p><i>Writing and Representing</i>—Purposes—C3 create straightforward imaginative writing and representations, using prompts to elicit ideas and knowledge; Strategies—C4 use strategies before writing and representing; C6 use a strategy after writing and representing to improve their work; Thinking—C8 use writing and representing to extend their thinking</p> <p>Arts: <i>Visual Arts</i>—A1 use a variety of image sources to create images; C1 describe various purposes of visual arts</p> <p>Social Studies: <i>Skills and Processes of Social Studies</i>—A4 present information using oral, written, or visual representations—identify a variety of ways of communicating</p>
How can art tell a story through the people it shows? (p. 145)	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Thinking—A9 use speaking and listening in group activities to develop thinking by identifying relationships and acquiring new ideas</p> <p>Arts: <i>Drama</i>—A1 use exploration and imagination to create drama; A4 reflect on classroom drama experiences; B2 use movement and their bodies to explore a range of ideas, feelings, and actions;</p> <p><i>Visual Arts</i>—A1 use a variety of image sources to create images; D1 identify personal preferences for artworks</p> <p>Social Studies: <i>Skills and Processes of Social Studies</i>—A4 present information using oral, written, or visual representations—identify a variety of ways of communicating</p>
What stories do poems tell? (p. 147)	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A3 listen for a variety of purposes and demonstrate comprehension; Strategies—A6 use strategies when listening to make and clarify meaning;</p> <p><i>Reading and Viewing</i>—Thinking—B8 respond to selections they read or view</p> <p>Social Studies: <i>Skills and Processes of Social Studies</i>—A4 present information using oral, written, or visual representations—identify a variety of ways of communicating</p>
What oral stories will you share? (p. 149)	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A3 listen for a variety of purposes and demonstrate comprehension; Strategies—A5 use strategies when expressing and presenting ideas, information, and feelings; A6 use strategies when listening to make and clarify meaning</p> <p>Social Studies: <i>Skills and Processes of Social Studies</i>—A3 gather information from personal experiences, oral sources, and visual representations; A4 present information using oral, written, or visual representations—identify a variety of ways of communicating</p>
Invitations to Inquire: Cluster 2	
How can we tell about the things we know? (p. 151)	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Strategies—A5 use strategies when expressing and presenting ideas, information, and feelings; A6 use strategies when listening to make and clarify meaning</p> <p>Social Studies: <i>Skills and Processes of Social Studies</i>—A3 gather information from personal experiences, oral sources, and visual representations</p>

How can we share the information we find in non-fiction books? (p. 152)	English Language Arts: <i>Reading and Viewing</i> —Purposes—B2 read and demonstrate comprehension of grade-appropriate information texts; Strategies—B5 use strategies before reading and viewing; B7 use strategies after reading and viewing to confirm and extend meaning; Thinking—B9 read and view to expand knowledge Social Studies: <i>Skills and Processes of Social Studies</i> —A4 present information using oral, written, or visual representations
How can we use posters to communicate information and ideas? (p. 154)	English Language Arts: <i>Writing and Representing</i> —Purposes—C2 create straightforward informational writing and representations, using prompts to elicit ideas and knowledge; Strategies—C4 use strategies before writing and representing; C5 use strategies during writing and representing to express thoughts in written and visual form; C6 use a strategy after writing and representing to improve their work Social Studies: <i>Skills and Processes of Social Studies</i> —A4 present information using oral, written, or visual representations
Wrapping Up an Inquiry (p. 156)	English Language Arts: <i>Oral Language (Speaking and Listening)</i> —Purposes—A1 use speaking and listening to interact with others; A2 use speaking to explore, express, and present ideas, information, and feelings; Thinking—A9 use speaking and listening in group activities to develop thinking by identifying relationships and acquiring new ideas; Writing and Representing —Purposes—C1 create straightforward personal writing and representations that express simple ideas, feelings, likes, and dislikes; C2 create straightforward informational writing and representations, using prompts to elicit ideas and knowledge; Thinking—C8 use writing and representing to extend their thinking
PLANTS ARE LIVING THINGS	
Engage	
What can we learn when we observe plants outdoors? (p.162)	English Language Arts: <i>Writing and Representing</i> —Purposes—C2 create straightforward informational writing and representations, using prompts to elicit ideas and knowledge Science: <i>Life Science</i> —Needs of Living Things—Skills and Attitudes—Observe and sort local plants and animals by their characteristics
How do our classroom plants grow? (p. 163)	English Language Arts: <i>Oral Language (Speaking and Listening)</i> —Thinking—A9 use speaking and listening in group activities to develop thinking by identifying relationships and acquiring new ideas; Writing and Representing —Purposes—C2 create straightforward informational writing and representations, using prompts to elicit ideas and knowledge Science: <i>Life Science</i> —Needs of Living Things—Skills and Attitudes—Observe and sort local plants and animals by their characteristics; Describe the basic needs of local plants and animals
What do we learn observing lima beans sprout and grow? (p. 163)	English Language Arts: <i>Writing and Representing</i> —Purposes—C2 create straightforward informational writing and representations, using prompts to elicit ideas and knowledge; Thinking—C8 use writing and representing to extend their thinking Science: <i>Life Science</i> —Needs of Living Things—Skills and Attitudes—Observe and sort local plants and animals by their characteristics; Describe the basic needs of local plants and animals
How do plants grow? (p. 164)	English Language Arts: <i>Oral Language (Speaking and Listening)</i> —Purposes—A1 use speaking and listening to interact with others; A3 listen for a variety of purposes and demonstrate comprehension; Strategies—A6 use strategies when listening to make and clarify meaning Science: <i>Life Science</i> —Needs of Living Things—Skills and Attitudes—Observe and sort local plants and animals by their characteristics; Describe the basic needs of local plants and animals; Describe how the basic needs of plants and animals are met in their environment
Is it a plant? (p. 165)	Mathematics: <i>Shape and Space</i> —3-D Objects and 2-D ShapesC2 sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule Science: <i>Life Science</i> —Needs of Living Things—Classify living and non-living things

Invitations to Inquire: Cluster 1	
What can we learn when we observe potatoes? (p. 171)	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A1 use speaking and listening to interact with others; <i>Writing and Representing</i>—Purposes—C2 create straightforward informational writing and representations, using prompts to elicit ideas and knowledge</p> <p>Arts: <i>Visual Arts</i>—A4 create 2-D and 3-D images for a given purpose; of personal significance; that represent time; to communicate experiences and moods; in response to objects and other images they have experienced</p> <p>Science: <i>Life Science</i>—Needs of Living Things—Skills and Attitudes—Observe and sort local plants and animals by their characteristics; Describe the basic needs of local plants and animals</p>
What do seeds need to grow? (p. 172)	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A1 use speaking and listening to interact with others; <i>Writing and Representing</i>—Purposes—C2 create straightforward informational writing and representations, using prompts to elicit ideas and knowledge; Strategies—C5 use strategies during writing and representing to express thoughts in written and visual form</p> <p>Science: <i>Life Science</i>—Needs of Living Things—Skills and Attitudes—Observe and sort local plants and animals by their characteristics; Describe the basic needs of local plants and animals</p>
How does water travel through plants? (p. 174)	<p>English Language Arts: <i>Writing and Representing</i>—Purposes—C2 create straightforward informational writing and representations, using prompts to elicit ideas and knowledge; Strategies—C5 use strategies during writing and representing to express thoughts in written and visual form; Thinking—C8 use writing and representing to express their thinking</p>
What do roots look like and how do they grow? (p. 175)	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A1 use speaking and listening to interact with others; A2 use speaking to explore, express, and present ideas, information, and feelings; A3 listen for a variety of purposes and demonstrate comprehension</p> <p>Science: <i>Life Science</i>—Needs of Living Things—Skills and Attitudes—Observe and sort local plants and animals by their characteristics; Describe the basic needs of local plants and animals</p>
Invitations to Inquire: Cluster 2	
What can we find out if plants need sunlight? (p. 178)	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A1 use speaking and listening to interact with others; Thinking—A9 use speaking and listening in group activities to develop thinking by identifying relationships and acquiring new ideas; <i>Writing and Representing</i>—Purposes—C2 create straightforward informational writing and representations, using prompts to elicit ideas and knowledge; Thinking—C7 use writing and representing to express personal responses and likes or dislikes about experiences or texts</p> <p>Science: <i>Life Science</i>—Needs of Living Things—Skills and Attitudes—Observe and sort local plants and animals by their characteristics; Describe the basic needs of local plants and animals</p>
How can we find out if plants need water? (p. 180)	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A1 use speaking and listening to interact with others; Thinking—A9 use speaking and listening in group activities to develop thinking by identifying relationships and acquiring new ideas; <i>Writing and Representing</i>—Purposes—C2 create straightforward informational writing and representations, using prompts to elicit ideas and knowledge; Thinking—C7 use writing and representing to express personal responses and likes or dislikes about experiences or texts</p> <p>Science: <i>Life Science</i>—Needs of Living Things—Skills and Attitudes—Observe and sort local plants and animals by their characteristics; Describe the basic needs of local plants and animals</p>
What do we think plants need to grow well? (p. 181)	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A1 use speaking and listening to interact with others; Thinking—A9 use speaking and listening in group activities to develop thinking by identifying relationships and acquiring new ideas</p> <p>Science: <i>Life Science</i>—Needs of Living Things—Skills and Attitudes—Observe and sort local plants and animals by their characteristics; Describe the basic needs of local plants and animals</p>

Invitations to Inquire: Cluster 3	
What plants do we eat? (p. 183)	<p>Mathematics: <i>Shape and Space</i>—3-D Objects and 2-D Shapes: C2 sort 3-D objects and 2-D shapes using one attribute, and explain the sorting rule</p> <p>Science: <i>Life Science</i>—Needs of Living Things—Describe how the basic needs of plants and animals are met in their environment</p>
In what other ways do we use plants? (p. 185)	<p>Science: <i>Life Science</i>—Needs of Living Things—Classify Living and Non-Living Things—Accurately group living things according to common characteristics</p>
Wrapping Up an Inquiry (p. 186)	<p>English Language Arts: <i>Oral Language (Speaking and Listening)</i>—Purposes—A1 use speaking and listening to interact with others; A2 use speaking to explore, express, and present ideas, information, and feelings; Thinking—A9 use speaking and listening in group activities to develop thinking by identifying relationships and acquiring new ideas;</p> <p><i>Writing and Representing</i>—Purposes—C1 create straightforward personal writing and representations that express simple ideas, feelings, likes, and dislikes; C2 create straightforward informational writing and representations, using prompts to elicit ideas and knowledge;</p> <p>Thinking—C8 use writing and representing to extend their thinking</p>