

## CURRICULUM CONNECTIONS

Activity #	Activity
D	DISCUSSION
1	RESPONDING TO FEELINGS
2	HEALTHY FRIENDSHIPS
3	WHAT HORSES NEED
4	A DAY IN THE LIFE
5	I SEE, I THINK, I WONDER...REFLECTION

English Language Arts & Literature		
<b>Organizing Idea</b>	Text Forms and Structures: Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.	
<b>Guiding Question</b>	How can ideas and information be organized?	
<b>Learning Outcome</b>	Children explore how messages can be organized.	
	<b>Skills &amp; Procedures</b>	
	Explore messages shared in a variety of forms.	D
	Discuss the beginning, middle, and ending in a message.	D
	Identify the front and back of a book.	D
	Investigate a variety of features that help clarify messages.	D
	Create imaginative representations or dramatizations of stories that include story elements.	4
<b>Organizing Idea</b>	Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.	
<b>Guiding Question</b>	In what ways can listening and speaking communicate feelings, ideas and information?	
<b>Learning Outcome</b>	Children explore listening and speaking skills through a variety of literacy experiences.	
	<b>Skills &amp; Procedures</b>	
	Share personal experiences and stories through listening and speaking with others.	D, 1, 2, 5
	Participate in group discussions.	D, 1, 2, 3, 4, 5
	Listen to and follow simple one- or two-step instructions.	3
<b>Organizing Idea</b>	Vocabulary: Communication and comprehension are improved by understanding word meaning and structures.	
<b>Guiding Question</b>	How can word knowledge contribute to building vocabulary?	
<b>Learning Outcome</b>	Children develop vocabulary through a variety of literacy experiences.	
	<b>Skills &amp; Procedures</b>	
	Develop new vocabulary through a variety of literacy experiences.	2
	Transfer new vocabulary to different situations.	2
<b>Organizing Idea</b>	Phonics: Foundational literacy is supported by understanding relationships between sounds in oral language and the letters that represent them.	
<b>Guiding Question</b>	How do letters and sounds work together to make words?	
<b>Learning Outcome</b>	Children make connections between letters and sounds in words.	
	<b>Skills &amp; Procedures</b>	
	Recognize most upper case and lower case letters by name.	D

<b>Organizing Idea</b>	<b>Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.</b>	
<b>Guiding Question</b>	<b>How are messages understood?</b>	
<b>Learning Outcome</b>	<b>Children demonstrate understandings of messages communicated in texts.</b>	
	<b>Skills &amp; Procedures</b>	
	Listen to a variety of texts that are read aloud.	D
	Engage in discussions about texts that have been listened to.	D, 1, 2, 4
	Discuss ideas and details from texts.	D
	Sequence events from a text.	D
	Retell the beginning, middle, or ending of a text.	D
	Interpret illustrations.	D
	Share connections between a text and personal feelings or experiences.	1
	Answer questions about ideas or information in texts.	1, 4
<b>Organizing Idea</b>	<b>Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.</b>	
<b>Guiding Question</b>	<b>How can messages be recorded?</b>	
<b>Learning Outcome</b>	<b>Children experiment with written expression of ideas and information.</b>	
	<b>Skills &amp; Procedures</b>	
	Ask questions about real people, places, or things to learn more about them.	D
	Gather factual information from a variety of people, places, or things.	3
	Share factual information.	3
	Create a variety of digital or non-digital messages.	4

## Physical Education & Wellness

<b>Organizing Idea</b>	<b>Healthy Relationships: Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.</b>	
<b>Guiding Question</b>	<b>What are healthy relationships?</b>	
<b>Learning Outcome</b>	<b>Children examine healthy relationships in learning and playing environments.</b>	
	<b>Skills &amp; Procedures</b>	
	Describe ways people develop healthy relationships with other people, the land, animals, places or objects.	2, 4
	Define and practice friendship.	2
	Discuss the impact healthy relationships have on personal feelings.	2

## Science

<b>Organizing Idea</b>	<b>Computer Science: Problem solving and scientific inquiry are developed through the</b>	
<b>Guiding Question</b>	<b>How can instructions be used?</b>	
<b>Learning Outcome</b>	<b>Children interpret instructions in various environments.</b>	
	<b>Skills &amp; Procedures</b>	
	Engage in activities that involve following instructions in various contexts.	3
	Engage in activities that involve following instructions presented in various ways.	3
	Follow a sequence of two steps related to a learning experience.	3

<b>Social Studies</b>		
<b>Organizing Idea</b>	<b>Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.</b>	
<b>Guiding Question</b>	<b>How are needs and wants different?</b>	
<b>Learning Outcome</b>	Children explore needs and wants.	
	<b>Skills &amp; Procedures</b>	
	Differentiate between needs and wants.	3
	Explain ways to meet personal needs and wants.	3, 4
<b>Organizing Idea</b>	<b>Citizenship: Understanding local, national, and global issues empowers individual and</b>	
<b>Guiding Question</b>	<b>How can people work together in groups?</b>	
<b>Learning Outcome</b>	Children relate cooperation and collaboration to achieving common goals.	
	<b>Skills &amp; Procedures</b>	
	Identify groups of personal belonging.	2
	Evaluate the benefits of cooperation and collaboration.	2
	Demonstrate ways that people can cooperate.	2