

<b>OPEN WIDE AND TREK INSIDE</b>		
<b>Illinois Learning Standards Science – Stage A – Grades 1 &amp; 2</b>		
<b>Lesson</b>	<b>Standard</b>	<b>Performance Descriptor</b>
2, 3, 5	11A.1	Describe an observed science concept using appropriate senses, making applicable estimations and measurements, predicting steps or sequences, describing changes in terms of starting and ending conditions using words, diagrams or graphs.
1, 2, 3, 5	11A.2	Begin guided inquiry asking questions using prior knowledge and observations, inferring from observations to generate new questions, or developing strategies to investigate questions.
1, 2, 3	11A.3	Conduct guided inquiry following appropriate procedural steps and safety precautions as directed by teacher.
1, 2, 3, 5	11A.4	Collect data for guided inquiry identifying and using instruments for gathering data, making estimates and measurements, recording observations, or reading data from data-collection instruments.
1, 2, 3, 5	11A.5	Record and store data assembling pictures to illustrate data, or organizing data on charts and pictographs, tables, journals or computers.
1, 2, 3, 5, 6	11A.6	Analyze and display results recognizing and describing patterns, noting similarities and differences in patterns, or predicting trends.
1, 2, 3, 5, 6	11A.7	Communicate individual and group results identifying similar data from others, generalizing data, drawing simple conclusions, or suggesting more questions to consider.
1, 2, 3, 4	12A.1	Apply scientific inquiries or technological designs to introduce basic needs, characteristics and component parts of living things, comparing living and non-living things, describing basic needs and characteristics of living things, sorting the common key structures and functions for animal and plant groupings, classifying common animals by size, color, family units, and shape, and explaining the rationale for the grouping, or distinguishing common physical characteristics or structures for groupings of animals or plants with regard to seasonal, age changes and parent characteristics.
1, 4, 5	12B.1	Apply scientific inquiries or technological designs to explore the relationships of living things to their environment, identifying the common characteristics of habitats, matching the needs of organisms in local and global habitats.
2, 3, 5	13A.1	Apply the appropriate principles of safety using established classroom safety, order and cleanliness rules during science inquiry or design investigations, applying general science rules in home and playground settings, role-playing what should be done in case of fire, explaining when and why electricity can be harmful and helpful, or reinforcing decision-making skills related to the promotion and protection of individual health.

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1, 2, 3, 5	13A.2	Apply scientific habits of mind valuing the importance of recording scientific data accurately and honestly in inquiry and design investigations, comparing observations by different students observing the same activity, proposing reasons for differences in observations, or reporting data from repeated observations across timed intervals.
5	13B.3	Describe ways that science and technology are found in real-world situations identifying familiar jobs and careers from science fields, inferring the impact of science and technologies in their lives, identifying how technologies make work easier, faster or more efficient, or describing ways that scientists are working to solve problems.
<b>Illinois Learning Standards Science – Stage B – Grades 1, 2, 3</b>		
<b>Lesson</b>	<b>Standard</b>	<b>Performance Descriptor</b>
2, 3, 5	11A.1	Describe observed science event, sequencing processes or steps, choosing/proposing causes or effects based on observations, or using measurable and descriptive attributes and units.
1, 2, 3, 5	11A.2	Begin guided inquiry investigations about objects, events, and/or organisms that can be tested, asking pertinent questions, predicting conditions that can influence change, or determining simple steps to follow to investigate selected question(s).
1, 2, 3	11A.3	Conduct guided inquiry assembling proper materials and equipment, or following appropriate procedural steps and safety precautions.
1, 2, 3, 5	11A.4	Collect data for investigations, choosing and using appropriate instruments and units, recording data on classroom charts, tables, journals, or on computers, or sorting or modifying pictures or drawings that illustrate data.
1, 2, 3, 5, 6	11A.5	Analyze results investigation, organizing data on graphs or charts, constructing reasonable and accurate explanations from data, or applying qualitative and quantitative terminology that describes observed data patterns.
1, 2, 3, 5, 6	11A.6	Communicate results of individual and group investigation, matching similar data from other data sources, identifying reasons for differences or discrepancies in the data, selecting data that can be used to predict future events or data trends, or generating questions for possible future inquiry investigations.
1, 2, 3, 4, 5	12A.1	Apply scientific inquiries or technological designs to explore common and diverse structures and functions of living things, describing how plants and animals obtain energy, categorizing animals by structures for food-getting and movement, comparing how plants and animals live and reproduce, associating common plant products with plant structures and functions, or comparing common and distinctive plants' or animals' growth cycles, structures and functions.
1, 2, 3, 5	13A.2	Apply scientific habits of mind proposing ways to test student-generated predictions for science-conceptual relationships, practicing how scientists generate questions for possible studies, relating knowledge that was gained through careful, repeated observations by classmates, or distinguishing hypotheses from guesses.

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2, 3, 5	13B.1	Apply the use of appropriate scientific technologies in inquiry and design investigations selecting appropriate technologies for measuring and recording data, comparing accuracy of estimations and precise measurements, sequencing appropriate steps for instructed use of equipment, or investigating the technology of measuring time in history.
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**Illinois Learning Standards Mathematics – Stage A– Grades 1 & 2**

Lesson	Standard	Performance Descriptor
2, 3, 5	6A.2	Recognize ‘how many’ in sets of objects.
2	6B.1	Solve one-step addition and subtraction number sentences and word problems using concrete materials.
2	6C.1	Develop and use strategies for whole number computations with a focus on addition and subtraction.
2, 3	7A.1	Determine the attributes of an object that are measurable (e.g., length and weight are measurable; color and texture are not).
2, 3	7A.2	Compare and order objects according to measurable attributes.
2, 3, 5	8B.1	Describe and compare qualitative change, (e.g., student grows taller).
2	9A.1	Identify two- and three-dimensional shapes.
2, 3	10A.1	Organize, describe, and label simple data displays such as pictographs, tallies, tables, and bar graphs.
2, 3, 5	10A.2	Compare numerical information derived from tables and graphs.
1, 2, 3, 5	10B.1	Gather data to answer a simple question.

**Illinois Learning Standards English Language Arts – Stage A – Grades 1 & 2**

Lesson	Standard	Performance Descriptor
1, 4	1B.1	Make predictions before reading and relate to personal experiences (e.g., illustrations, title).
1, 4	1B.2	Discuss prior knowledge of topics and relate to the text before reading.
1, 4	1B.6	Ask questions to clarify understanding before, during, and after reading.
All lessons	1C.1	Recognize questions can be used to gain information.
1, 4, 6	1C.2	Ask questions to seek elaboration of illustrations or portions of text and to monitor comprehension (e.g., ask why a character would do something, ask for clarification of something).

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<b>1, 4</b>	<b>1C.10</b>	Create illustrations to answer questions about a story.
<b>1, 2, 3, 4</b>	<b>1C.12</b>	Use text provided in functional classroom messages (e.g., labels, signs, instructions) to get information.
<b>All lessons</b>	<b>3A.1</b>	Write simple 2-3 word sentences (e.g., subject-verb/subject-verb-complement).
<b>1, 2, 4, 6</b>	<b>3B.2</b>	Tell a focused story using various approaches (e.g., pictures, scribbles, letter approximations, connected oral account).
<b>All lessons</b>	<b>3C.1</b>	Use basic components of the writing process (e.g., prewriting, drafting, publishing) to write for a variety of purposes (e.g., narration, exposition).
<b>All lessons</b>	<b>3C.4</b>	Experiment with different forms of writing (e.g., song, poetry, short fiction, recipes, diary, journal, directions).
<b>All lessons</b>	<b>4A.1</b>	Assume requested position and attend to speaker.
<b>All lessons</b>	<b>4A.2</b>	Respond appropriately through movements both individually and in unison (e.g., choral answers, gestures, questions, repeating and retelling).
<b>All lessons</b>	<b>4A.8</b>	Formulate both a response statement and a question at appropriate times.
<b>1, 2, 3, 6</b>	<b>4A.9</b>	Complete a 2-step task based on oral instructions.
<b>All lessons</b>	<b>4A.10</b>	Demonstrate through body language, art, gestures, and oral responses that some visual and auditory messages are being understood.
<b>1, 4, 6</b>	<b>4A.11</b>	Ask appropriate questions to clarify basic events in media presentations.
<b>All lessons</b>	<b>4B.5</b>	Focus and present appropriate information on a single topic.
<b>3, 5</b>	<b>5A.1</b>	Begin to brainstorm to generate questions to gather information.
<b>All lessons</b>	<b>5A.2</b>	Discuss prior knowledge of topic.
<b>All lessons</b>	<b>5A.3</b>	Generate questions gained from experiences (e.g., field trip, visitors, stories, discussions) to gather information.
<b>All lessons</b>	<b>5A.5</b>	Provide answers to questions.
<b>All lessons</b>	<b>5A.6</b>	State and sort necessary information for a discussion.
<b>All lessons</b>	<b>5B.1</b>	Formulate questions to define ideas through oral discussion of determined topic.
<b>All lessons</b>	<b>5B.2</b>	Distinguish between relevant and irrelevant information.
<b>All lessons</b>	<b>5C.4</b>	Create a message by drawing, telling, using graphic aids, and/or developmental writing based on acquired information.
<b>All lessons</b>	<b>5C.5</b>	Gather, organize, and share information about a topic.
<b>All lessons</b>	<b>5C.6</b>	Retell information.

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<b>All lessons</b>	<b>5C.7</b>	Explain information from a drawing, graphic aid, or developmental writing.
<b>Illinois Learning Standards Health – Stage A – Grades 1 &amp; 2</b>		
<b>Lesson</b>	<b>Standard</b>	<b>Performance Descriptor</b>
1, 2, 3	22A.4	Recognize the necessity of washing hands to prevent the transmission of germs.
5, 6	22B.1	Relate to others hygiene habits that improve or maintain health.
5, 6	22B.2	List personal hygiene behaviors/choices that will increase health and safety.
4, 5, 6	23B.1	Recognize why it is important to brush your teeth.
4, 5, 6	23B.2	Describe how germs can cause illness.
5, 6	23B.5	Identify healthy snacks.
5, 6	23B.7	Name healthy behaviors that relate to personal hygiene, nutrition, and exercise.
5, 6	23B.8	List choices that have a positive influence on health.
5, 6	23B.9	List choices that have a negative influence on health.
5	24B.1	Observe how to correctly brush teeth.
1, 2, 3	24B.2	Remember to wash hands at appropriate times.
5, 6	24B.6	Give examples of good and poor health choices.
5, 6	24B.7	Discuss consequences for poor health choices.