

**MISSOURI ALIGNMENT FOR NIH SUPPLEMENT OPEN WIDE AND TREK INSIDE**

<b>OPEN WIDE AND TREK INSIDE</b>		
<b>Missouri Grade Level Expectations: Science – Grades 1 - 2</b>		
<b>Lesson</b>	<b>Standard</b>	<b>GLE</b>
3	1.1.A.a	Describe and compare the physical properties of objects by using simple tools (i.e., thermometer, magnifier, centimeter ruler, balance, magnet.) (2)
1, 2	2.1.A.a	Compare the position of an object relative to another object (e.g., left of or right of). (1)
4	3.1.A.a	Identify the basic needs of most animals (i.e., air, water, food, shelter). (1)
2, 4	3.1.B.a	Recognize that animals progress through life cycles of birth, growth and development, reproduction, and death. (2)
1, 2, 3, 4, 5	7.1.A.a	Pose questions about objects, materials, organisms, and events in the environment.
1, 2, 3	7.1.A.b	Plan and conduct a simple investigation (fair test) to answer a question.
1, 2, 3	7.1.B.a	Make qualitative observations using the five senses.
3	7.1.B.b	Make observations using simple tools and equipment (e.g., magnifiers/hand lenses, magnets, equal arm balances, thermometers).
3	7.1.B.c	Measure length, mass, and temperature using standard and non-standard units.
2, 3	7.1.B.d	Compare amounts/measurements.
1, 2, 3, 5	7.1.C.a	Use observations as support for reasonable explanations.
3, 5, 6	7.1.C.b	Use observations to describe relationships and patterns and to make predictions to be tested.
1, 2, 3, 4, 5	7.1.D.a	Compare explanations with prior knowledge.
2, 3	7.1.E.a	Communicate simple procedures and results of investigations and explanations through oral presentations, drawings and maps, data tables, graphs (bar, pictograph), and writings.
2, 3, 4	8.1.B.a	Describe how tools have helped scientists make better observations (e.g., magnifiers, balances, thermometers).
3	8.3.A.a	Identify a question that was asked, or could be asked, or a problem that needed to be solved when given a brief scenario (fiction or nonfiction of individuals solving everyday problems or learning through discovery).
3, 5, 6	8.3.A.b	Work with a group to solve a problem, giving due credit to the ideas and contributions of each group member.
<b>Missouri Grade Level Expectations: Mathematics – Grades 1 – 2</b>		
<b>Lesson</b>	<b>Standard</b>	<b>GLE</b>
2, 5	MA 1,6 1.10	Recognizes “how many” in a set of objects. (1)
2, 5	MA 1 1.6,1.10	Represent a given situation involving addition (1) or subtraction (2).
2	MA 1 3.4,4.1	Describe or represent the mental strategy used to compute an addition problem. (1)
2, 3, 5	MA 2,6 1.8	Classify objects by size, number (1) or other attributes (2).

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2, 5	<b>MA 1,4 1.6,3.6</b>	Model situations that involve addition (1) and subtraction (2) of whole numbers, using pictures, objects or symbols.
2, 5	<b>MA 4 4.1</b>	Describe qualitative change, such as students growing taller. (2)
2, 5	<b>MA 2 3.3,4.1</b>	Describe, name and interpret relative positions in space (left, right). (1)
3	<b>MA 2 1.4,3.7</b>	Select an appropriate unit (2) and tool (1) for the attribute being measured.
3	<b>MA 2 1.4,3.3</b>	Use tools to measure (size, temperature, time, weight) to the nearest inch, centimeter, degree, hour and pound. (2)
1, 2, 3, 5	<b>MA 3 1.2</b>	Pose questions and gather data about themselves and their surroundings.
2, 3, 5	<b>MA 2,3 1.8</b>	Sort and classify items according to their attributes (1) and organize data about the items (2).
2, 3	<b>MA 3 1.8</b>	Represent data using pictures and bar graphs.

**Missouri Grade Level Expectations: Communication Arts – Grades 1 – 2**

<b>Lesson</b>	<b>Standard</b>	<b>GLE</b>
6	<b>CA 2, 3 1.5</b>	Read grade-level instructional text by developing automaticity of an increasing core of high-frequency words and with appropriate phrasing and expression. (1) Read grade-level instructional text with fluency, accuracy and expression. (2)
1, 2, 3, 4	<b>CA 2, 3 1.5, 1.6</b>	Develop vocabulary through text, using base words, classroom resources (1) and context clues (2).
6	<b>CA 2, 3 1.5 &amp; 1.6</b>	Develop and apply (2), with assistance (1), pre-reading strategies to aid comprehension: access prior knowledge, preview predict with evidence, and set a purpose for reading (2), with assistance (1).
6	<b>CA 2,3 1.5 &amp; 1.6</b>	During reading, develop and utilize (2), with assistance (1), strategies to self-question and correct, infer, predict and check using cueing systems (meaning, structure, visual).
4, 6	<b>CA 2, 3 1.6 &amp; 3.5</b>	Develop and apply post-reading skills to respond to text: question to clarify, retell, reflect, analyze, draw conclusions (1), summarize, and paraphrase (2).
1, 4, 6	<b>CA 2, 3, 7 1.5, 1.6</b>	Identify connections between text ideas --- similarities and differences in information and relationships in various fiction and non-fiction works, with assistance; text ideas and own experiences (1); text ideas and the world, with assistance (2).
1, 4, 6	<b>CA 3 1.6, 2.4, 3.5, 3.1</b>	Use details from text to ask questions to clarify understanding, recognize important information in text, identify main ideas, and identify supporting details (1); identify main ideas and provide support; retell sequence of events; make basic inferences about problems and solutions. (2)
<b>All lessons</b>	<b>CA 3 1.5, 1.6</b>	Read and follow simple directions to perform a task.
<b>All lessons</b>	<b>CA 1, 4 1.8, 2.1, 2.2</b>	Follow a writing process to brainstorm and record ideas in written form, generate a draft in written form, revise by adding detail and deleting unnecessary information, with assistance, edit and proofread for capitalization and punctuation in sentences, with assistance, and publish writing with assistance. (1)
<b>All lessons</b>	<b>CA 1 1.6, 2.2</b>	Print upper- and lower-case letters legibly, using left-to-right, top-to-bottom directionality and correct spacing between letters and words. (1) Create legible compositions with correct spacing between letters in a word and words in a sentence. (2)

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<b>All lessons</b>	<b>1.6, 2.1, 2.2</b>	In composing text, write simple sentences. (1)
<b>All lessons</b>	<b>CA 4 1.8, 2.1</b>	Write expository text with related sentences. (1) Write expository text, with assistance, with a main idea and supporting details. (2)
<b>All lessons</b>	<b>CA 5, 6 1.5, 1.6, 1.10</b>	Listen for enjoyment, for information, for directions (1) to complete a simple task, and to solve problems (2).
<b>All lessons</b>	<b>CA 5, 6 1.5</b>	Demonstrate listening behaviors (e.g., prepares to listen, listens without interruptions, maintains eye contact).
<b>All lessons</b>	<b>CA 1, 6 2.1, 2.3</b>	Speak clearly when sharing ideas and asking questions in small and large groups. (1) Speak at an appropriate volume and maintain a clear focus when sharing ideas. (2)
<b>3, 5, 6</b>	<b>CA 1, 6 2.1, 2.3</b>	Give simple oral directions. (1) Give clear oral directions to complete a simple task. (2)
<b>1, 4, 5, 6</b>	<b>CA 5 1.5, 1.7, 2.7</b>	Identify, with assistance, simple (1) / intended (2) messages conveyed through oral and visual media.

**Missouri Grade Level Expectations: Health Education – Grades 1 – 2 (2006 Draft Version)**

<b>Lesson</b>	<b>Standard</b>	<b>GLE</b>
<b>4, 5, 6</b>	<b>II 1.A</b>	Show the cause and effect of healthy behaviors (e.g., physical activity, sleep, good nutrition, clothing, hygiene). (1)
<b>4, 5</b>	<b>II 1.A</b>	Identify and show good oral hygiene (e.g., brushing, flossing, dental exams). (2)
<b>4, 5, 6</b>	<b>II 1.B</b>	Identify preventive health care (e.g., immunizations, regular health and dental check-ups). (1)
<b>2</b>	<b>II 1.C</b>	Identify that all people grow and change from babies to adults. (1)
<b>2</b>	<b>II 1.C</b>	Describe how people grow and change throughout life (physically, mentally, emotionally, and socially). (2)
<b>4, 5, 6</b>	<b>II 2.A</b>	Distinguish between healthy and unhealthy foods. (2)
<b>1</b>	<b>II 2.F</b>	Illustrate proper food safety procedures (e.g., washing hands, not touching other's food, double dipping). (1)
<b>4, 5, 6</b>	<b>III 1.A.b</b>	Define germs, where they are found, and what harm they can do. (1)
<b>4, 5</b>	<b>III 1.A.a</b>	Define communicable and non-communicable diseases. (2)
<b>4, 5, 6</b>	<b>III 1.A.b</b>	Identify how germs are spread and apply practices which help keep our community germ-free (e.g., cover mouth when sneezing, wash hands). (2)
<b>4, 5, 6</b>	<b>III 1.B</b>	Identify behaviors that prevent and reduce chances of illness (e.g., drinking plenty of water, immunizations, sleep, eating healthy foods). (1)