

VERMONT ALIGNMENT FOR NIH SUPPLEMENT OPEN WIDE AND TREK INSIDE

<b>OPEN WIDE AND TREK INSIDE</b>		
<b>Vermont Science G.E.s: Grades 1 &amp; 2</b>		
<b>Lesson</b>	<b>G.E.</b>	<b>Statement</b>
1, 2, 3, 5	S1-2:1:1	Posing observational questions that compare things in terms of number, shape, texture, size, weight, color, motion, etc.
2, 3	S1-2:1:2	Investigating and completing questions to identify a variable that can be changed (e.g., What will happen if...? or I wonder if I change...?).
3	S1-2:1:3	Generating new questions that could be explored at the end of an investigation.
1, 2, 3, 5	S1-2:2:1	Predicting a logical outcome to a situation, using prior knowledge, experience and/or evidence.
1, 2, 3, 5	S1-2:2:2	Explaining reasons for that prediction.
3	S1-2:3:1	Writing a plan related to a question that includes: a. What the experimenter will do. b. What will be observed, measured, and/or compared.
3	S1-2:3:3	Recording major steps sequentially.
1, 2, 3	S1-2:4:1	Referring to and following a simple plan for an investigation.
1, 2, 3	S1-2:4:2	Describing observations using senses rather than feelings.
1, 2, 3	S1-2:4:3	Recording observations of similarities and differences.
4	S1-2:4:4	Drawing scientifically: a. Recording relative proportion (e.g., Eyes are approximately the right size when compared to the head) including focus on finer details, and differentiating all parts observed. b. Labeling significant aspects of a scientific drawing or diagram with words provided. c. Creating a title for a scientific drawing or diagram.
3	S1-2:4:5	Recording data (in a table provided by the teacher) generated from the use of simple science equipment, as well as nonstandard and standard measurement tools.
1, 2, 3	S1-2:6:1	Sorting and classifying objects based upon observations, prior knowledge, or experience and justifying groupings.
2, 3	S1-2:6:2	Identifying and describing the pattern in diagrams and charts (e.g., model, bar graph, pictograph, diagram or chart).
3	S1-2:7:1	Developing a reasonable explanation based upon observations (e.g., I found out. . .).
3	S1-2:8:1	Generating new questions related to discoveries during an investigation.
1, 2	S1-2:30:1	Observing and recording the parts that make up living things.
1, 2	S1-2:40:1	Observing and comparing their physical features with those of classmates and other organisms.

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<b>Vermont Mathematics G.E.s: Grades 1 &amp; 2</b>		
<b>Grade 1</b>		
<b>Lesson</b>	<b>G.E.</b>	<b>Statement</b>
2, 5	M1:3	Demonstrates conceptual understanding of mathematical operations involving addition and subtraction by solving problems involving situations in which one adds to, takes from, puts together, and takes apart, or adds.
2, 5	M1:4	Accurately solves problems in and out of context involving addition and subtraction using whole numbers.
2, 5	M1:7	Estimates and evaluates the reasonableness of solutions appropriate to grade level.
3	M1:15	Selects an appropriate tool with which to measure length, temperature, weight, and volume, and uses nonstandard units for linear measurement and weight.
1, 2, 3, 5	M1:18	Find and name locations with simple relationships (i.e., near, far, above, below, next to, up, down, right, left).
1, 2, 5	M1:23	Interprets a given representation (models, tally charts, pictographs with one-to-one correspondence, and tables) through written or verbal/scribed response to answer questions related to the data, or to analyze the data to formulate conclusions.
2, 3	M1:25	Organizes and displays data using diagrams, models, or tally charts through written or verbal/scribed response to answer questions related to the data, to analyze the data to formulate conclusions.
3	M1:28	In response to a teacher - or student-generated question or hypothesis, collects appropriate data to answer the question or hypothesis being tested through written or verbal/scribed response.
2	M1: 30	Demonstrate understanding of mathematical problem solving and communication through: <ul style="list-style-type: none"> <li>• Approach &amp; Reasoning—The reasoning, strategies, and skills used to solve the problem;</li> <li>• Connections—Demonstration of observations, applications, extensions, and generalizations;</li> <li>• Solution—All of the work that was done to solve the problem, including the answer;</li> <li>• Mathematical Language—The use of mathematical language in communicating the solution;</li> <li>• Mathematical Representation—The use of mathematical representation to communicate the solution; and</li> <li>• Documentation—Presentation of the solution.</li> </ul>
<b>Grade 2</b>		
<b>Lesson</b>	<b>G.E.</b>	<b>Statement</b>
2, 5	M2:3	Demonstrates conceptual understanding of mathematical operations involving addition and subtraction of whole numbers by solving problems involving joining actions, separating actions, part-part-whole relationships, and comparison situations; and addition of multiple one-digit whole numbers.
2, 5	M2:6	Mentally adds and subtracts whole-numbers facts through twenty with accuracy.
2, 5	M2:7	Estimates and evaluates the reasonableness of solutions appropriate to grade level.
3	M2:15	Measures and uses units of measures appropriately and consistently, and makes conversions within systems when solving problems across the content strands.

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2, 3	M2:23	Interprets a given representation (pictographs with one-to-one correspondence, line plots, tally charts, or tables) to answer questions related to the data, or to analyze the data to formulate conclusions.
2	M2:24	Analyzes patterns, trends, or distributions in data in a variety of contexts by determining or using “more,” “less,” or “equal.”
3	M2:28	In response to a teacher - or student-generated question or hypothesis, collects appropriate data, organizes the data, displays/represents the data, and makes observations about the data to draw conclusions about the question or hypothesis being tested.
2	M2: 30	Demonstrate understanding of mathematical problem solving and communication through: <ul style="list-style-type: none"> <li>• Approach &amp; Reasoning—The reasoning, strategies, and skills used to solve the problem;</li> <li>• Connections—Demonstration of observations, applications, extensions, and generalizations;</li> <li>• Solution—All of the work that was done to solve the problem, including the answer;</li> <li>• Mathematical Language—The use of mathematical language in communicating the solution;</li> <li>• Mathematical Representation—The use of mathematical representation to communicate the solution; and</li> <li>• Documentation—Presentation of the solution.</li> </ul>
<b>Vermont Reading G.E.s: Grades 1 &amp; 2</b>		
<b>Lesson</b>	<b>G.E.</b>	<b>Statement</b>
All lessons	R1:5 R2:5	Using strategies to unlock meaning (e.g., activating prior knowledge, using context clues, or asking questions during read-alouds or text reading - 1) (e.g., using knowledge of word structure, including common base words and suffixes, such as “thick-est,” “hope-ful”; or context clues, including illustrations and diagrams; or prior knowledge - 2).
All lessons	R2:6:3	Selecting appropriate words to use in context, including words specific to the content of the text.
All lessons	R1:7 R2:7	Uses comprehension strategies (flexibly and as needed) while reading or listening to literary and informational text.
1, 4	R1:12:1 R2:12:1	Obtaining information, using text features (2) such as title and illustration (1).
1, 4	R1:12:2 R2:12:2	Using explicitly stated information to answer questions.
1, 4	R1:15 R2:15	Comparing stories or other texts to personal experience, prior knowledge, or other books.
1, 4	R1:16:1 R2:16:1	Identifying the topic (1). Connecting information <i>within</i> a text (2).
All lessons	R1:16:2	Telling what was learned.
All lessons	R1:16:3 R2:16:3	Making basic inferences or drawing basic conclusions.
All lessons	R1:19 R2:19	Participating in appropriate discussions about text by offering comments related to the text, and referring explicitly to the text.

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<b>Vermont Writing G.E.s: Grades 1 &amp; 2</b>		
<b>Lesson</b>	<b>G.E.</b>	<b>Statement</b>
<b>All lessons</b>	<b>W1:1 W2:1</b>	Students use prewriting, drafting, revising, editing, and critiquing to produce final drafts of written products.
<b>All lessons</b>	<b>W1:3:2 W2:3:1</b>	Correctly spelling grade-appropriate, high-frequency words (2) that include phonetically regular words (1).
<b>All lessons</b>	<b>W1:6 W2:6</b>	Using prior knowledge or references to text to support a given focus (2) (evidence may take the form of pictures, words, sentences, or some combination) (1).
<b>All lessons</b>	<b>W2:7</b>	Organizing ideas by using a beginning, middle, and concluding statement/sentence, given a structure.
<b>All lessons</b>	<b>W2:8</b>	Using a given organizational structure (e.g., template, frame, graphic organizer).
<b>All lessons</b>	<b>W1:10 W2:10</b>	Identifying details/information relevant to topic and/or given focus (details/information may take the form of pictures with captions, words, sentences, or some combination) (1). Including details/information relevant to topic and/or given focus (2).
<b>Vermont Health Education G.E.s: Grades PrK – 2</b>		
<b>Lesson</b>	<b>G.E.</b>	<b>Statement</b>
<b>2, 5</b>	<b>FSSH:HE4:a</b>	Identifying trusted individuals in the home, school, and community, who can provide help with health issues.
<b>All lessons</b>	<b>FSSH:HE45:a</b>	Using effective verbal and nonverbal communication skills to express ideas, needs, wants, and feelings, (e.g., making friends; giving and accepting compliments or statements of appreciation).
<b>All lessons</b>	<b>FSSH:HE5:b</b>	Demonstrating ways to communicate care, consideration, and respect of self and others.
<b>4, 5, 6</b>	<b>MEH:HE7:b</b>	Predicting outcomes of positive health decisions.
<b>5, 6</b>	<b>NPA:HE1:a</b>	Selecting a variety of foods that can be eaten for healthy snacks.
<b>4, 5, 6</b>	<b>NPA:HE2:a</b>	Identifying habits that are healthy and reduce the risk of disease (e.g., healthy food choices, regular physical activity, drinking water, adequate sleep and rest).
<b>4, 5, 6</b>	<b>NPA:HE2:b</b>	Explaining the importance of eating a variety of nutrient-rich foods.
<b>5, 6</b>	<b>NPA:HE3:a</b>	Identifying a variety of nutritious food choices.
<b>1, 2, 5, 6</b>	<b>PHW:HE1:a</b>	Demonstrating the skills to promote health and reduce the spread of germs, (e.g., proper hand washing, proper tooth brushing techniques).
<b>1, 2, 5, 6</b>	<b>PHW:HE2:a</b>	Identifying basic personal hygiene habits required to maintain health, (e.g., caring for teeth, gums, eyes, ears, nails).
<b>2, 5</b>	<b>PHW:HE4:a</b>	Identifying community health service providers, (e.g., dentists, nurses, physicians, paramedics, who can provide help with personal health issues).
<b>5, 6</b>	<b>PHW:HE5:a</b>	Using effective communication skills to encourage others to make positive choices for personal health and wellness.