OPEN WIDE AND TREK INSIDE		
Washington Essential Academic Learning Requirements/Grade Level Expectations: Science Grades K – 2		
Lesson	**GLE**	**Description**
1, 2, 3, 4	**1.1.1**	Understand simple properties of common natural and manufactured materials and objects.
1, 2, 4, 5	**1.1.6**	Understand characteristics of living organisms.
1, 2, 4	**1.2.1**	Understand that things are made of parts that go together.
1, 2	**1.2.3**	Know that common materials are made of smaller parts.
1, 2, 4	**1.2.6**	Know that living things are made of small parts.
1, 2, 4, 5	**1.2.7**	Understand that plants and animals have life cycles.
1	**1.2.8**	Know external parts of the body.
1, 4, 5	**1.3.8**	Know that most living things need food, water, and air.
4, 5	**1.3.10**	Know that plants and animals need a place to live.
1, 2, 3, 4, 5	**2.1.1.a**	Wonder and ask questions about objects, organisms, and events based on observations of the natural world.
1, 2, 3, 4, 5	**2.1.2.a**	Make observations and record characteristics or properties.
3	**2.1.2.b**	Make predictions of the results of an investigation.
3, 5	**2.1.2.c**	Plan and conduct an observational investigation that collects information about characteristics and properties.
3	**2.1.2.d**	Collect data using simple equipment and tools that extend the senses (e.g., magnifiers, rulers, balances, scales, and thermometers).
1, 2, 3	**2.1.2.e**	Follow all safety rules during investigations.
1, 3	**2.1.3.a**	Categorize and order observational data from multiple trials.
1, 2, 3	**2.1.3.b**	Explain an event or phenomenon using observations as evidence (e.g., shape, texture, size, weight, color, motion, and/or other physical properties).
3, 4, 5	**2.1.4.a**	Describe how a model (e.g., diagram or map and/or physical model) of something is similar to the real thing, such as an object, event, or process, and how it is different (e.g., size, shape, color).
3, 4, 5	**2.1.4.b**	Create a simple model (e.g., diagram or map and/or physical model) of a common object, event, or process.

1, 2, 3	**2.1.5.a**	Report observations of simple investigations using drawings and simple sentences.
1, 3	**2.1.5.b**	Describe and/or draw the materials used in the investigation (e.g., numbers, shapes, colors).
2, 3	**2.1.5.d**	Report the process used and the results of the investigation (e.g., verbal, visual, written, and/or mathematical forms).
1, 2, 3	**2.2.1.a**	Record what is observed and explain how it was done accurately and honestly.
1, 2, 3	**2.2.2.a**	Raise questions about the natural world and seek answers by making careful observations and trying to figure things out.
1, 2, 3	**2.2.2.b**	Make observations and measurements about natural phenomena.
3	**2.2.3.a**	Observe the procedures of two similar investigations and explain that they produced different results.
3	**2.2.5.a**	Tell how scientific inquiry results in facts, unexpected findings, ideas, evidence, and explanations.
3	**3.1.1.a**	Identify and explain problems that can be solved through investigations and/or with tools.
3	**3.1.1.b**	Identify and describe a problem in a given situation (e.g., "I want to make the plant grow faster").
3	**3.1.1.c**	Identify and name a common material, object, or tool that helps solve a simple problem.
3	**3.1.2.a**	Propose, construct, and test a solution to a problem: give examples of possible solutions to the problem; select and construct a solution to the problems; test a solution to the problem.
5	**3.2.3.a**	Tell at least one way that science, mathematics, or technology is used by a person in a job.
4, 5	**3.2.4.a**	Describe what humans obtain from their environment (e.g., a school garden yields vegetables, a sheep yields wool, which is used to make sweaters).
4, 5	**3.2.4.b**	Describe what organisms obtain from their environment (e.g., a school plant needs water and sunlight).
3	**3.2.2.b**	Describe how technology supports scientific investigations and research.
3	**3.2.2.d**	Compare the processes of scientific inquiry and scientific design in terms of activities, results, and/or influence on individuals and/or society.
**Washington Essential Academic Learning Requirements/Grade Level Expectations: Mathematics Grades K – 2 (2006 Draft Version)**	
Lesson	**GLE**	**Description**
2	**1.1.2**	Understand sequential relationships among whole numbers to at least 100. (1)
2, 5	**1.1.5**	Understand the meaning of addition (K) and subtraction (1) and how they relate to one another. (2)
2	**1.1.6**	Use computational procedures for addition of whole numbers to 12. (1)
2	**1.1.7**	Apply appropriate strategies and use tools for adding (1) and subtracting (2) whole numbers.

2, 3	1.2.1	Understand the concept of measurable attributes. (K) Understand that measurement is the comparison of an attribute of an object with a unit that has the same attribute, using non-standard (1) and standard (2) units.
3	1.2.2	Understand differences between non-standard and standard units of measurement for length and weight in the U.S. system. (2)
3	1.2.4	Understand and use direct comparison to measure. (K) Understand and use a procedure to measure length, weight, capacity, time, or temperature with non-standard (1) and standard (2) units.
1, 2	1.3.1	Recognize the properties of familiar objects. (K) Recognize the properties of 2-dimensional figures. (1) Understand the concept of 2-dimensional figures and recognize their properties. (2)
2	1.3.2	Use the properties of familiar objects (K) / 2-dimensional figures (1 & 2).
1, 2	1.3.3	Recognize the relative position of objects in the environment. (K)
1, 2, 3	1.4.3	Understand how data can be collected and organized.
2	1.4.5	Understand how pictographs (K) and bar graphs provide information. (1, 2)
2, 3	1.5.1	Recognize and recall (K) / Understand the concept of (1) patterns. Understand how to translate and extend a pattern. (2)
2	1.5.3	Understand how to represent equality (1) and inequality (2) using words, pictures, and symbols.
3	2.1.1	Identify questions to be answered to solve a problem in familiar situations.
3	2.1.2	Recognize when information is missing (K & 1) or extraneous (2) in familiar situations.
1, 3	2.1.3	Identify what is known and unknown in familiar situations.
3	2.2.1	Understand how to use information to construct solutions with teacher guidance. (1)
3	2.2.3	Apply a variety of strategies to construct solutions.
3	2.2.4	Determine whether a solution is viable (1) and mathematically correct (K), and answers the question. (2)
2	3.1.1	Understand how to compare numerical, measurement, and/or geometric information presented in familiar situations (1 & 2) with teacher guidance (K).
1	3.2.1	Understand how to draw conclusions based on prior knowledge and the information given in a familiar situation (2) with teacher guidance. (1)
3	3.3.1	Understand how to justify results using evidence.
2, 3	3.3.3	Understand how to validate thinking about numerical, measurement, and/or geometric ideas. (1 & 2)
2, 3	4.1.1	Understand how to follow a simple plan for collecting numerical, measurement, geometric (1) and/or

		statistical information. (2)
2, 3	**4.1.2**	Understand how to extract numerical, measurement, geometric, (1) and/or statistical information for a given purpose. (2)
1, 2, 3	**4.2.1**	Understand how to organize numerical, measurement, and/or geometric information to communicate for a given purpose (2) with teacher guidance. (K & 1)
1, 2, 3	**4.2.2**	Represent numerical, measurement, geometric (K & 1), and/or statistical information in graphs or other appropriate forms. (2)
2, 3	**4.2.3**	Use mathematical language to explain or describe numerical, measurement, geometric (K & 1), and/or statistical ideas and information that are relevant to [applicable grade level] students. (2)
2, 3	**5.1.1**	Apply concepts and procedures from any two of the content strands, including number sense, measurement, geometric sense, statistics, and/or algebraic sense, in a given problem or situation.
2	**5.1.2**	Understand how to represent a mathematical idea using equivalent mathematical models and representations.
2	**5.2.1**	Understand and use mathematical thinking, modeling, patterns, and ideas to extend mathematical in other disciplines. (1 & 2)
2, 3	**5.3.1**	Understand how mathematics is used in everyday life.
**Washington Essential Academic Learning Requirements/Grade Level Expectations: Reading Grades K – 2**	
Lesson	**GLE**	**Description**
2, 3, 4, 6	**1.1.1**	Understand and apply concepts of print. (K & 1)
1, 2, 3, 4	**1.1.3**	Apply understanding of oral language skills to develop reading skills. (K & 1)
1, 2, 3, 4	**1.2.1**	Understand how to use resources to learn new word meanings. (K & 1) Apply reference skills to determine word meanings. (2)
1, 2, 3, 4	**1.2.2**	Apply vocabulary strategies in grade-level text.
All lessons	**1.3.1**	Understand and apply new vocabulary.
All lessons	**1.3.2**	Understand and apply content/academic vocabulary.
2, 3, 4	**2.1.1**	Understand how to ask questions about text (K)/ use questioning when reading. (1)
1, 2, 4	**2.1.2**	Understand how to create mental imagery. (K & 1)

2, 4	**2.1.3**	Understand that some parts of the text are more important than others. (K) Understand and identify important or main ideas and important details in text. (1)
2, 4	**2.1.4**	Understand how to use prior knowledge. (K &1) Apply comprehension monitoring strategies before, during, and after reading: use prior knowledge/schema. (2)
2, 4	**2.1.5**	Understand how to infer/predict meaning. (K &1) Apply comprehension monitoring strategies before, during, and after reading: predict and infer. (2)
2, 4	**2.1.7**	Apply comprehension monitoring strategies during and after reading: summarize informational/expository text and literary/narrative text. (2)
1, 4, 6	**2.2.1**	Understand story sequence.
1, 4, 6	**2.2.3**	Understand story elements.
1, 2, 4	**2.3.2**	Understand concept of categories. (K &1)
1, 2, 3, 4, 6	**2.4.1**	Understand how to give personal responses and make connections to text (K 7 1) / draw simple conclusions and give a response to text. (2)
2, 3	**3.2.1**	Understand that signs and labels convey information. (K) Understand how to read for information. (1) Understand information gained from reading to perform a specific task. (2)

Washington Essential Academic Learning Requirements/Grade Level Expectations: Writing Grades K – 2		
Lesson	**GLE**	**Description**
All lessons	**1.1.1**	Applies at least one strategy for generating ideas and planning writing. (1 & 2)
All lessons	**1.5.1**	Publishes own writing.
All lessons	**2.1.1**	Knows that an audience exists outside of self. (K & 1) Understands that writing changes for different audiences. (2)
All lessons	**2.2.1**	Demonstrates understanding that writing has different purposes
All lessons	**2.3.1**	Understands there is more than one form/genre of writing. (K & 1) Uses a variety of forms/genres. (2)
All lessons	**3.1.1**	Analyzes ideas, selects topic, add detail (K) and elaborates. (1 & 2)
All lessons	**3.2.1**	Understand concept of personal voice. (K & 1) Writes with voice. (2)
All lessons	**3.2.2**	Uses a variety of words.
All lessons	**3.3.1**	Uses legible handwriting. (1 & 2)
All lessons	**3.3.5**	Applies usage rules.

All lessons	3.3.6	Uses complete sentences in writing. (1 & 2)

Washington Essential Academic Learning Requirements/Grade Level Expectations: Communication Grades K – 2		
Lesson	**GLE**	**Description**
All lessons	**1.1.1**	Understands how to adapt attentive behavior (K & 1) / Applies a variety of listening strategies to accommodate the listening situation. (2)
All lessons	**1.1.2**	Applies (a variety of [2]) listening and observation skills/strategies to recall and interpret information. (K & 1)
All lessons	**1.2.1**	Understands how to infer and make personal connections to (K &1) / Analyzes strategies to comprehend (2) visual and auditory information.
All lessons	**2.1.1**	Understands that language is adjusted to the needs of the audience, situation, and setting. (K &1) Analyzes the situation to adjust language. (2)
All lessons	**2.2.1**	Understands how to show respect for others' input.
All lessons	**2.2.2**	Understands how to contribute responsibly in a one-to-one conversation or group setting.
3, 6	3.3.1	Applies skills and strategies for the delivery of effective oral communication and presentations.

Washington Essential Academic Learning Requirements: Health and Fitness Elementary		
Lesson	**EALR**	**Description**
5, 6	**1.4.1.a**	Identify the nutrients provided by a variety of foods and describe how bodily function and physical performance are affected by food consumption.
1, 2, 5, 6	**2.1.1.a**	Describe the structure and function of human body systems.
5, 6	**2.1.1.c**	Describe the influence on nutrition on health and development.
4, 5, 6	**2.2.1.a**	Identify and demonstrate skills that help in the prevention of non-communicable diseases.
1, 2	**2.2.1.b**	Identify and demonstrate skills that prevent and reduce the risk of contracting and transmitting communicable diseases.
3, 4, 5, 6	**3.1.1.a**	Identify environmental factors that affect health.
5	**3.2.1.c**	Demonstrate the ability to practice health-enhancing behaviors and reduce risks.
5	**4.2.1.a**	Set daily goals for improving health and fitness practices.