

Community Roots:

Freckle Juice-Freckle Juice project

Study Trip-Liberty Square

Guest Speakers-Molly and Patti,

Science Standards:

- Use quantitative and qualitative data as support for reasonable explanation.
- Judge whether measurements and computation of quantities are reasonable.
- Make qualitative observations using the five senses.
- Make thermometers, metric rulers, balances and graduated cylinders).
- Plan and conduct a fair test to answer a question.
- e observations using simple tools and equipment (ie-hand lenses, magnets,
- Compare amounts/measurements.

ELA Standards:

- Identify intended messages conveyed through oral and visual media.
- Identify information in written in text to complete an organizer.
- Apply post-reading skills to identify and explain the relationship between the main idea and supporting details- question to clarify, reflect, analyze, draw conclusions, summarize, paraphrase.
- Demonstrate listening behaviors (eg-prepares to listen, listens without interruptions, and maintains eye contact).
- Listen- for enjoyment, for information, to distinguish fact from opinion, for directions to complete a simple two or three step task.
- Speak clearly, stay on topic and use correct volume and pace when sharing ideas.
- In composing text, identify and write sentences: declarative, interrogative, imperative, and exclamatory.
- Identify and explain connections between: text ideas-information and relationships in various fiction and non-fiction works (compare and contrast), text ideas and own experiences, text ideas and the world.
- Formulate key words and questions to investigate topics.
- Write expository text with: a main idea, three or more supporting details.
- Use details from text to make inferences about setting, character traits and problem and solution, make predictions, draw conclusions, compare and contrast characters and changes in problems, identify the narrator, identify the cause and effect, identify the events from the beginning, middle and end, identify the author's purpose.
- Read and follow two and three step directions to complete a simple task.

- Use details from text to: answer questions, retell main ideas and important details, compare and contrast texts, identify author's purpose for writing text, make inferences about problems and solutions.
- Apply pre-reading strategies to aid comprehension- access prior knowledge, preview, predict, and set a purpose for reading.
- Write narrative text that contains: a beginning, middle and end, relevant details to develop the main idea, a clear controlling idea, precise and descriptive language.
- In writing, use correct spelling of simple compounds, homophones, contractions and word affixes, standard spelling, classroom resources and dictionary to verify correct spelling.
- Explain examples of sensory details and figurative language within the context of non-fiction text.
- Read grade-level instructional text- with fluency accuracy and expression adjusting reading rate to difficulty and type of text.
- During reading, utilize strategies to self-question and correct, infer, visualize, predict and check using cueing systems-meaning, structure, visual.
- Use conventions of capitalization in written text-months of the year, titles of individuals, greeting and closing a letter.
- Create legible compositions using correct spacing between words in a sentence and in margins.
- Apply decoding strategies to independently "problem solve" unknown words when reading.

Social Studies Standards:

- Identify and explain why cities make laws and ordinances.
- Identify and explain public goods and services.
- Discuss and apply responsibilities of citizens including respect for the rights of other and treating others fairly (justice).
- Analyze peaceful resolution of disputes by courts or other legitimate authorities, such as parents, teachers, principals etc.
- Take part in constructive process or method for resolving conflicts (such processes or methods include identifying the problem, listing alternatives, selecting criteria for judging the alternatives, evaluating the alternatives and making a decision).
- Identify and use artifacts (building structures and materials, works of art representative of cultures, fossils, pottery, tools, clothing, musical instruments).

Religion Standards:

- The Bible is the story of God's love and how we are called to live as God's people.
- The mission of Christ and the Holy Spirit become the mission of the Church.
- As God's people, we strive for unity.
- The word "Catholic" means universal.

- The Catholic Church unites in a community of Christian Faithful.
- The Holy Spirit leads the Church on her missionary paths.
- The Catholic Church has a structure for leadership.
- Mary helps all through prayers to her.
- The church is a community.
- Mass is a celebration of Jesus' special meal and sacrifice.
- Only God forgives sins.
- We celebrate God's forgiving love.
- We are encouraged to put ourselves at the service of others.
- Social justice can be obtained only in respecting the dignity of others.
- All Christians in any state or walk of life are called to the fullness of Christian life and to the perfection of charity.
- As a people of God, we work for peace and justice.
- Anyone who follows God's word is part of God's Kingdom.
- Life is a gift from God.
- Human life must be respected and protected.
- All life must be valued.
- Everyone is responsible for their life before God who has given life.
- We strive to be peacemakers
- God wants us to work for Earthly peace.
- God blesses those who come to the aid of the poor and rebukes those who turn away from them.
- Justice and charity should be practiced in our daily lives.
- We are called to follow God's word.
- Jesus teaches us how to pray.
- Mary offers herself to us through prayer.
- Vocal prayer is external and thoroughly human
- We pray as we live, because we live as we pray.

- Prayer and its importance in our lives.
- We share the Good News with others.
- Faith is the beginning of eternal life.
- The Holy Spirit gives the human heart grace for repentance and conversion.
- Christ invites his disciples to follow him.
- Through the exchange with others, mutual service and dialogue with our brethren, humans develop their potential.
- Saints share in the living tradition of prayer by the example of their lives.
- St. Dominic Savio stood up for those falsely accused because of his adoration for God.

(updated) CC Math Standards:

- Read, write and compare whole numbers.
- Recognize equivalent representations for the same number and generate them by decomposing and composing numbers.
- Classify numbers by their characteristics, including odd and even.
- Describe the effects of adding and subtracting whole numbers as well as the relationship between the two operations.
- Apply the commutative and identify properties of addition of whole numbers.
- Estimate and justify the results of addition and subtraction of whole numbers.
- Represent patterns using words, tables and graphs.
- Represent a mathematical situation as an expression or number sentence.
- Apply the commutative property to addition of whole numbers.
- Describe quantitative changes, such as students growing two inches in a year.
- Identify, justify and use the appropriate unit of measure (linear, time, weight).
- Tell time to the nearest 5 minutes.
- Use a referent for measures to make comparisons and estimates.
- Design investigations to address a given question.
- Read and interpret information from line plots and graphs (bar, line and pictorial).

- Describe the shape of data and analyze it for patterns.
- Discuss events related to students' experiences as likely, or unlikely.
- Determine change from \$5.00 and add and subtract money values to \$5.00.

Mapping the Way

Map Project

Study Trip- Earth Works

Guest Speaker-Claudine Lamb, Gabe's Grandfather-retired map maker

Science Standards:

- Identify sources of light energy (sun, bulbs, and flames)
- Identify sunlight as the primary source of energy plants use to produce their own food.
- Recognize the sun is the primary source of light and food energy on Earth.
- Predict the possible effects of removing an organism from a food chain.
- Use data as support for observed patterns and relationships and to make predictions to be tested.
- Pose questions about objects, materials, organisms, and events in the environment.
- Compare amounts/ measurements.
- Classify populations of organisms, as producers or consumers by the role they serve in the ecosystem.
- Sequence the flow of energy through a food chain beginning with the sun.

ELA Standards:

- Locate information on keywords in provided resources.
- Locate and interpret key information in illustrations, title, chapter headings, table of contents, charts diagrams, graphs, glossary, captions and maps to answer questions.
- Locate and apply information in title, table of contents and glossary; recognize the text features on fiction, poetry and drama in grade-level texts.
- Follow a writing process to: independently use a simple graphic organizer for pre-writing, generate a draft, routinely reread and revise work, routinely edit and proofread for capitalization and ending punctuation, independently publish writing.
- Develop vocabulary through text using base words, synonyms and antonyms, context clues, glossary and dictionary with assistance.
- Write informational reports, diary/journal entries and friendly letters that address an intended audience or purpose.
- In composing text, use correct ending punctuation in imperative and exclamatory sentences, comma in the greeting and closing of a letter.
- Use details from text to make inferences about setting, character traits and problem and solution, make predictions, draw conclusions, compare and contrast characters and changes in problems, identify the narrator, identify the cause and effect, identify the events from the beginning, middle and end, identify the author's purpose.
- Read and follow two and three step directions to complete a simple task.
- Use details from text to: answer questions, retell main ideas and important details, compare and contrast texts, identify author's purpose for writing text, make inferences about problems and solutions.

- Apply pre-reading strategies to aid comprehension- access prior knowledge, preview, predict, and set a purpose for reading.
- Write narrative text that contains: a beginning, middle and end, relevant details to develop the main idea, a clear controlling idea, precise and descriptive language.
- In writing, use correct spelling of simple compounds, homophones, contractions and word affixes, standard spelling, classroom resources and dictionary to verify correct spelling.
- Explain examples of sensory details and figurative language within the context of non-fiction text.
- Read grade-level instructional text- with fluency accuracy and expression adjusting reading rate to difficulty and type of text.
- During reading, utilize strategies to self-question and correct, infer, visualize, predict and check using cueing systems-meaning, structure, visual.
- Use conventions of capitalization in written text-months of the year, titles of individuals, greeting and closing a letter.
- Create legible compositions using correct spacing between words in a sentence and in margins.
- Apply decoding strategies to independently “problem solve” unknown words when reading.

Social Studies Standards:

- Identify and use library and media resources (electronic resources, dictionaries, encyclopedias, videos, periodicals, atlases, almanacs, telephone directories, and books).
- Identify and locate the Mississippi and Missouri rivers.
- Identify the states bordering Missouri.
- Identify, use and create primary and secondary sources (diaries, letters, people, interviews, journals and photos).
- Read and construct maps.
- Describe various ecosystems in Missouri and the world and what physical factors cause them to be as they are.
- Describe and use absolute location using a grid system.

Religion Standards:

- The Bible is the story of God’s love and how we are called to live as God’s people.
- The mission of Christ and the Holy Spirit become the mission of the Church.
- As God’s people, we strive for unity.
- The word “Catholic” means universal.
- The Catholic Church unites in a community of Christian Faithful.
- The Holy Spirit leads the Church on her missionary paths.
- The Catholic Church has a structure for leadership.

- Mary helps all through prayers to her.
- The church is a community.
- Mass is a celebration of Jesus' special meal and sacrifice.
- Only God forgives sins.
- We celebrate God's forgiving love.
- We are encouraged to put ourselves at the service of others.
- Social justice can be obtained only in respecting the dignity of others.
- All Christians in any state or walk of life are called to the fullness of Christian life and to the perfection of charity.
- As a people of God, we work for peace and justice.
- Anyone who follows God's word is part of God's Kingdom.
- Life is a gift from God.
- Human life must be respected and protected.
- All life must be valued.
- Everyone is responsible for their life before God who has given life.
- We strive to be peacemakers
- God wants us to work for Earthly peace.
- God blesses those who come to the aid of the poor and rebukes those who turn away from them.
- Justice and charity should be practiced in our daily lives.
- We are called to follow God's word.
- Jesus teaches us how to pray.
- Mary offers herself to us through prayer.
- Vocal prayer is external and thoroughly human
- We pray as we live, because we live as we pray.
- Prayer and its importance in our lives.
- We share the Good News with others.
- Christ invites his disciples to follow him.

- Through the exchange with others, mutual service and dialogue with our brethren, humans develop their potential.
- The works of mercy are charitable actions by which we come to the aid of our neighbor in spiritual and bodily necessities.
- Love for the poor is incompatible with immoderate love of riches or their selfish use.

Math Standards:

- Read, write and compare whole numbers.
- Describe the effects of adding and subtracting whole numbers as well as the relationship between the two operations.
- Apply the commutative and identify properties of addition of whole numbers.
- Estimate and justify the results of addition and subtraction of whole numbers.
- Represent patterns using words, tables and graphs.
- Represent a mathematical situation as an expression or number sentence.
- Apply the commutative property to addition of whole numbers.
- Describe quantitative changes, such as students growing two inches in a year.
- Describe location using common language and geometric vocabulary (forward, back, left right, north, south, east, west).
- Identify, justify and use the appropriate unit of measure (linear, time, weight).
- Tell time to the nearest 5 minutes.
- Use a referent for measures to make comparisons and estimates.
- Design investigations to address a given question.
- Read and interpret information from line plots and graphs (bar, line and pictorial).
- Describe the shape of data and analyze it for patterns.
- Discuss events related to students' experiences as likely, or unlikely.
- Determine change from \$5.00 and add and subtract money values to \$5.00.
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Branching Out

The Story of Martin Luther King- Timeline project (MLK and self)

Autobiography/Biography book project

Missouri Animal Research Project

Study Trip- Observatory and Urban/Suburban/Rural trip?

Guest Speakers- Sherri Mutchler-Atmospheric Scientist, Mike Hagan-Composting, and William Jewell
Economics Department

Science Standards:

- Identify the three things (light source, object and surface) necessary to produce a shadow.
- Identify sources of thermal energy (sun, stove, fire, body) that can cause solids to change to gas.
- Identify everyday objects/substances as solid, liquid or gas.
- Predict and investigate the effect of heat energy on objects and materials.
- Observe the change in the moon's appearance relative to time of day and month over several months and note the pattern in this change.
- Measure and compare the temperature of water when it exists as a solid to its temperature when it exists as a liquid.
- Investigate and recognize water can change from a liquid to a solid and back again to a liquid, as the result of the temperature changes.
- Compare the observable physical properties of solids, liquids or gasses (visible or invisible, changes in the amount of space occupied)
- Compare amounts/ measurements.
- Recognize that is a day/night cycle every 24 hours.
- Recognize that clouds and fog are made of tiny droplets of water.
- Recognize the moon is a reflector of light.
- Recognize light can be transferred from the source to the receiver (eye) through space.
- Recognize liquid water can change into a gas in the air.
- Recognize air is a substance that surrounds is, takes up space and moves around us as wind.
- Illustrate and describe how the sun appears to move slowly across the sky from east west during the day.
- Illustrate and describe how the moon appears to move slowly across the sky from east to west during the day or night.
- Describe how the sun's position in the sky changes the length and position of shadows.
- Describe how the changes in the physical properties of water when frozen or melted.
- Describe the changes in length of shadows from morning to midday to afternoon.
- Describe clouds and precipitation as forms of earth
- Describe our sun as a star because it provides light energy to the solar system.

Communication Arts Standards:

- Informally give credit for others' ideas, images and information found in various resources.
- Use details from text to make inferences about setting, character traits and problem and solution, make predictions, draw conclusions, compare and contrast characters and changes in problems, identify the narrator, identify the cause and effect, identify the events from the beginning, middle and end, identify the author's purpose.
- Read and follow two and three step directions to complete a simple task.
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Social Studies Standards:

- Identify, select and use visual, graphic and auditory aids (timelines and diagrams)
- Identify and explain the functions of the three branches of government in the federal government.
- Identify taxes students experience such as sales taxes.
- Identify examples of different regions (eg-urban, rural, recreational area, wheat-producing region, business district).
- Identify the purpose of the constitution.
- Distinguish among natural, capital and human resources.
- List how tax moneys are used, who benefits from tax supported services, and who pays for these services.
- Describe how authoritative decisions are made, enforced and interpreted within the federal government.

- Describe the contributions of Martin Luther King Jr.
- Describe how changes in communication and transportation technologies affect people's lives.
- State the main purposes of the Declaration on Independence.
- Explain how the National Anthem symbolizes our nation.
- Explain why people living in different places (cities, suburbs, towns, villages) and specializing in different ways of making a living have a need to interact with each other.

Religion Standards:

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- The word "Catholic" means universal.
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- Prayer and its importance in our lives.
- We share the Good News with others.
- In the Apostle's Creed, we, as a church, profess to be one, holy and apostolic.
- The Holy Spirit gives the human heart grace for repentance and conversion.
- Christ invites his disciples to follow him.
- The Holy Spirit gives us courage to follow God's word.
- Through the exchange with others, mutual service and dialogue with our brethren, humans develop their potential.
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Math Standards:

- Read, write and compare whole numbers.
- Represent a given situation using multiplication.
- Develop fluency with basic number relationships (12X12) of multiplication and division.
- Represent patterns using words, tables and graphs.
- Represent a mathematical situation as an expression or number sentence.
- Model problem situations, including multiplication with objects or drawings.
- Describe quantitative changes, such as students growing two inches in a year.

- Identify, justify and use the appropriate unit of measure (linear, time, weight).
- Tell time to the nearest 5 minutes.
- Use a referent for measures to make comparisons and estimates.
- Design investigations to address a given question.
- Read and interpret information from line plots and graphs (bar, line and pictorial).
- Describe the shape of data and analyze it for patterns.
- Discuss events related to students' experiences as likely, or unlikely.
- Determine the perimeter of polygons.

Blooming Citizens

Joyful Noise- Poetry Project

Study Trip- Burr Oak Woods, Prairie and Wetland Center, Discovery Center, or Family Tree, or Powell Gardens

Guest Speakers- Any of the above

Science Standards:

- Identify sunlight as the primary source of energy plants use to produce their own food.
- Identify the major organs (roots stems, flowers, leaves) and their functions in vascular plants (absorption, transport, reproduction)
- Identify and relate the similarities and differences between plants and their offspring (seedlings).
- Measure length to the nearest centimeter, mass using grams, temperature using degrees Celsius, volume using liters.
- Compare amounts/ measurements.
- Describe the basic needs of most plants.
- Recognize plants process through life cycle of seed germination, growth and development, reproduction and death.
- Illustrate and trace the path of water and nutrients as they move through the transport system of a plant.
- Sequence and describe the stages in the life cycles of a flowering plant.
- Recognize the sun is the primary source of light and food energy on Earth.

Communication Arts Standards:

- Give clear two and three step direction to complete a simple task.
- Use parts of speech correctly in written text- verbs that agree with the subject, words that answer when, where, why and how questions (adverbs), words to compare (adverbs).
- Explain examples of sensory details and figurative language within the context of poetry and prose.
- Use details from text to make inferences about setting, character traits and problem and solution, make predictions, draw conclusions, compare and contrast characters and changes in problems, identify the narrator, identify the cause and effect, identify the events from the beginning, middle and end, identify the author's purpose.
- Read and follow two and three step directions to complete a simple task.
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- During reading, utilize strategies to self-question and correct, infer, visualize, predict and check using cueing systems-meaning, structure, visual.
- Use conventions of capitalization in written text-months of the year, titles of individuals, greeting and closing a letter.
- Create legible compositions using correct spacing between words in a sentence and in margins.
- Apply decoding strategies to independently “problem solve” unknown words when reading.

Social Studies Standards:

- Distinguish among natural, capital and human resources.
- Compare how people’s needs have been met in different ways in different cultures at various times.

Religion Standards:

- The Bible is the story of God’s love and how we are called to live as God’s people.
- The mission of Christ and the Holy Spirit become the mission of the Church.
- As God’s people, we strive for unity.
- The word “Catholic” means universal.
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- The Church was open to the world on the day of Pentecost by the outpouring of the Holy Spirit.
- Christ invites his disciples to follow him.
- Through the exchange with others, mutual service and dialogue with our brethren, humans develop their potential.

Math Standards:

- Read, write and compare whole numbers.
- Represent commonly used fractions: halves, thirds and fourths.
- Represent a given situation using multiplication.
- Develop fluency with basic number relationships (12X12) of multiplication and division.
- Extend geometric shapes and numeric patterns to find the next term.
- Represent patterns using words, tables and graphs.
- Represent a mathematical situation as an expression or number sentence.
- Model problem situations, including multiplication with objects or drawings.
- Describe quantitative changes, such as students growing two inches in a year.
- Compare two and three dimensional shapes by describing their attributes (circle, rectangle, rhombus, trapezoid, triangle, rectangular prism, cylinder, prism, and sphere)
- Predict the results of putting together or taking apart two and three dimensional shapes.
- Identify lines of symmetry in polygons.
- Identify, justify and use the appropriate unit of measure (linear, time, weight).
- Tell time to the nearest 5 minutes.
- Use a referent for measures to make comparisons and estimates.
- Design investigations to address a given question.
- Read and interpret information from line plots and graphs (bar, line and pictorial).
- Describe the shape of data and analyze it for patterns.
- Discuss events related to students' experiences as likely, or unlikely.
- Determine the perimeter of polygons.