



This master curriculum includes lessons for 3<sup>rd</sup> Grade. Third graders will be learning the basics of preparing a meal. After these lessons, students should thoroughly understand the various food groups within a meal and how to prepare a meal using measuring techniques.

Educators may find this curriculum useful to use prior to attending the Borlaug farms. The Norman Borlaug Heritage Foundation provides educational opportunities for schools to attend. Whether attending a tour or participating in Inspire Days, children will become aware of Norman Borlaug's work and his everlasting impact on the current day.

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*Want to learn more about Norman Borlaug or the Norman Borlaug Heritage Foundation? VISIT OR CALL!*

Contact Chamber of Commerce for more information  
101 2<sup>nd</sup> Ave. SW, Cresco, IA 52136  
Email: Jason@howard-county.com  
Call: 563-547-3434

Borlaug Farms Addresses  
Birthplace farm: 20399 Timber Ave Cresco, IA 52136  
Boyhood Farm: 19518 200<sup>th</sup> St. Cresco, IA 52136



# 3rd Grade

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Modifications have been made to the original Iowa Agriculture Literacy Foundation lesson plan to meet the goals of the Norman Borlaug Heritage Foundation.

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# Creating Healthy Meals

**Grade:** 3rd grade

**Time:** 45 minutes

## Purpose:

- Students will be able to identify food groups and healthy food options.
- Students will create a meal that contains all food groups in the correct proportions.
- Students will research various food items that are produced from wheat and corn and identify what food groups they belong in.

## Materials:

- Glue
- Magazines and grocery store ads
- Scissors
- White cardstock – one per student
- Graphic from <http://www.choosemyplate.gov/graphics>

## Resources:

- *Tops and Bottoms* by Janet Stevens

## Vocabulary:

- Nutrition - the process of providing or obtaining the food necessary for health and growth.
- Farmer - a person who owns or manages a farm.
- MyPlate - a diagram of a plate that represents a healthy diet

## Spark Curiosity By...

Read the story *Tops and Bottoms* with students. Following the reading, introduce the vocabulary words to the students. Discuss the following with students:

- What makes a food healthy?
- What does a farmer do?
- What role does a farmer play in raising healthy crops and livestock?
- How are the animals in the story similar or different than farmers?
- What impact does a farmer have on his or her community?
- What healthy foods do farmers raise?



## Agricultural Background

way toward making sure you have all the nutrients you need. Our bodies require protein, carbohydrates, vitamins, minerals, and fats to keep going. Each one of those components can be found in the foods you eat as part of a healthy, balanced diet: fruits, vegetables, proteins, grains and dairy.

A farmer's main goal is to produce a good crop and/or healthy animals in order to make a living and to feed the population. Farmers are responsible for all crops and livestock that are needed for us to survive. Without food, the world would slowly die, and farmers work hard every day to keep plenty of crops and animal products in the market to keep that from happening.

## Lesson

1. Introduce the MyPlate concept to students with a graphic from <http://www.choosemyplate.gov/graphics> . Discuss:
  - What does each color represent?
  - Why are the colors different sizes?
  - What would be an example of a food that would go in each of the categories?
2. Pass out the cardstock to students. Ask them draw proportions on the cardstock for all of the food groups.
3. Pass out scissors, magazines and glue to students. Ask them to cut out pictures of foods from the magazines that represent the appropriate amount of each of the food groups and paste them into the group categories.
4. After 10-15 minutes, have students put their materials down. Go around the room to each student and have them present their poster and explain the foods in their food groups.

## Connection to Norman Borlaug

Norman grew 2 different crops that were used to create different types of food. He grew wheat and corn.

1. Have the students use the internet and find 3 different food items that are created from corn and 3 items created from wheat.
2. Have a discussion which food group these 6 items are classified as.
3. Discuss whether or not they are healthy foods or not healthy.

## National Agriculture Literacy Outcomes

Plants and Animals for Food, Fiber and Energy Outcomes:

- Identity examples of feed/food products eaten by animals and people

Food, Health and Lifestyle Outcomes

- Identify healthy food options
- Recognize that agriculture provides our most basic necessities: food, fiber, energy and shelter



### Culture, Society, Economy and Geography Outcomes

- Explain why farming is important to communities
- How do farmers feed multiple people at once?
  - Technology
  - GMO
  - Fertilizer
  - Irrigation

Students now know how that each plate of food they eat should include various foods within the five food groups. However, measuring out those food groups is important as well. Students will learn the various measuring techniques and systems in the next lesson. There are two primary measuring standards and both are used by Americans.

## Customary and Metric Food Measurement



**Grade:** 3<sup>rd</sup> grade

**Time:** Two 60-minute sessions

**Purpose:**

- Students will use food and farming as a basis for exploring the concepts estimating and measuring using customary and metric units of measurements.
- Students will develop an awareness of how measuring standards came to be by acknowledging what Norman Borlaug did across seas to develop surplus producing crops.

**Materials:**

Interest Approach - Engagement

- Blueberries
- Jar
- Water

Activity 1: Produce Shopping

- Variety of produce (apples, onions, potatoes, carrots, oranges, etc.) 1 kind per station
- Grocery flyers listing prices for the produce, 1 per station
- Scales to weigh produce, 1 per station
- *Produce Shopping* activity sheet, 1 per student
- *Customary and Metric Unit Equivalents Guide*

Activity 2: Weight and Capacity Shopping

- 1 empty gallon jug
- 2 empty liter containers
- 2 empty quart containers
- 1 empty pint container
- 4 liquid measuring cups (measuring lines below the rims) with both customary and metric measurements
- 1 dry measuring cup
- Bag of unpopped popcorn (not microwavable popcorn)
- Box of cereal
- 3 buckets of water
- Teaspoon of salt
- Tablespoon of cinnamon
- Glass of Milk
- Scale
- *Weight and Capacity Shopping* activity sheet, 1 per student



## Resources:

- [Customary and Metric Unit Equivalents Guide](#)
- [Produce Shopping Activity Sheet](#)
- [Weight and Capacity Shopping Activity Sheet](#)

## Vocabulary:

- **Capacity:** the maximum amount that something can contain
- **Bushel (bu):** a unit for measuring an amount of fruit or grain equal to about 35.2 liters in the U.S. Variations in weight per unit of volume will vary in measuring a bushel due to the size of the commodity, condition, and tightness in which it is packed and the degree to which the container is heaped. For example, a bushel of apples weighs approximately 40 lbs., however, a bushel of harvested wheat weighs 60 lbs.
- **Gram (g):** a metric unit of mass equal to one thousandth of a kilogram (kg)
- **Pint (pt):** a unit of liquid or dry capacity equal to one half of a quart
- **Gallon (gal):** a unit of volume for liquid measure equal to four quarts
- **Customary:** a system of measurement used in the United States that includes units for measuring length, capacity, and weight
- **Volume:** amount of space an object occupies measured in cubic units
- **Weight:** a measurement indicating how heavy something is
- **Metric:** a system of measurement based on multiples of ten that is used throughout the world
- **Estimation:** a rough calculation of the value, number, quantity, or extent of something
- **Measurement:** the size, length, or amount of something while using a customary unit for measuring
- **Pound (lb):** the customary unit of measurement for weight, equal to 16 ounces (oz)
- **Liter (L):** metric unit for measuring liquid volume, equal to 1000 milliliters (ml)

## Spark Curiosity By...

1. Fill a glass jar with blueberries. Count the number of blueberries as you place them in the jar and do not reveal this number to your students.
2. Show the students the jar and have them estimate the number of blueberries.
3. Take several guesses from the class.
4. Pour water into the jar and allow it to fill to the top. Have the students examine the jar more closely and make a second estimation of the number of blueberries. Did their original estimation change? Why or why not?
5. Ask the following questions:
  - a. Why do we estimate measurements? (Estimation gives us an approximate idea of something's weight, volume, length, or mass.)
  - b. What kinds of estimates would a blueberry farmer use? (pounds of blueberries harvested, inches of rain, etc.)



- c. What else can be estimated in the real world? (length of a wall, distance to walk to a friend's house, weight of a backpack full of books, amount of time needed to finish homework, etc.)
  - d. Is estimation an important skill? (it is a tool for making quick judgments when it isn't necessary or practical to calculate an exact answer or make an exact measurement. For example, when grocery shopping, items placed in the basket are added up to make sure enough money is available to make the purchase.)
  - e. What types of estimation do farmers make? (yields of a crop for calculating profit, time to harvest a crop for the best rate of production, pounds of feed for the most efficient weight gain in livestock animals)
  - f. How can estimations help make accurate measurements? (Estimations can help judge if the actual measurement is reasonable and accurate.)
6. Tell the students they will be making estimates and taking measurements using food items that farmers produce for us to enjoy as part of a nutritious diet.

## **Agricultural Background**

This lesson provides students with an opportunity to practice measuring weight and volume in the metric and customary systems. The metric system is based on units of ten and is used globally, while the customary system is used primarily in the United States. Estimation is an important skill for making rough calculations when precise measurement isn't practical. Students should be able to estimate both capacity (volume) and weight using metric and customary units.

The materials for this lesson are easily obtained; most can be pulled from recycling bins or found at a grocery store. Empty food containers like cereal boxes, cottage cheese tubs, and beverage bottles are the least expensive math manipulative you can find! Plastic and metal containers should be washed before use (do not use packaging that contained raw meat; it can spread unwanted bacteria). In this lesson, students' experience measuring the weight and volume of food items will help them gain an understanding of how estimation and measurement skills are used on the farm.

Being able to measure in a variety of ways is a valuable life skill. How many times a day are we asked, or do we ask, "How much?" "How big?" "How far?" Many of our measurements are based on methods that people used before we had standardized devices like yardsticks and rulers. Horses were measured according to how many hands heights they were. A yard of fabric was the length of the merchant's outstretched arm, measured from his or her nose to the tip of his or her thumb. A foot was the length of an average person's foot. Agricultural products like vegetables and grains are measured in bushels, equivalent to about 35.2 liters. Today, measurements have been widely standardized. A foot or a meter means the same thing everywhere.

Whether you are a student buying an apple for lunch or a farmer selling wheat, you need a way to measure whatever it is you are buying or selling. The cashier at the grocery store probably





will weigh your apple to determine how much to charge you. The amount of money a farmer receives for his or her wheat will depend on how many bushels he or she has produced. Some products are sold according to their weight or how heavy they are on a scale. Other products are sold according to volume, which is the space the item takes up in cubic units. Liquid products like milk or juice might be sold by the pint, gallon, or liter. Some food products are priced by the piece no matter how big they are, like cucumbers sold two for \$1.00 or red peppers sold for \$1.50 each.

Most of the produce you buy in the grocery store - apples, peaches, onion, potatoes, tomatoes, squash, etc. - is sold by the pound. But if you go to a farmer's market or buy the same produce from roadside stands, you may pay for it by the bushels or half-bushel basket. Smaller quantities are measured in quart or pint baskets. Most berries - raspberries, etc. - are sold by the pint or by the quart. Corn on the cob is generally sold by the dozen. Pumpkins are sorted according to size - miniature, small, medium, large jumbo. Each pumpkin in a category will cost the same.

The price of beef steer depends on how much the steer weighs. When a steer is sold, it is weighed on a large livestock scale. The weight is then multiplied by the current market price. If the current market price is \$1.50 per pound, and the steer weighs 770 pounds (carcass weight), the value of the steer would be \$1155. Market prices are determined by how much of a product is available for sale, how much people are willing and able to pay for the product and other supply and demand factors.

Wheat farmers sell their wheat by the bushel which weighs 60 pounds. Like beef, the price of wheat per bushel depends on the current market value. Oats, varley, feed corn, rye, and soybeans are also sold by the bushel. However, the seed the farmer purchases for replanting is priced by the pound. Garden seeds and herbs are sold by the ounce because most gardeners do not need large quantities. There are many units of measurement to fit different needs. Sometimes small units work better than large units, and sometimes it is more convenient to measure volume than to measure weight. In this lesson students will learn measurement and estimation skills using a variety of tools and agricultural products.

## **Lesson**

### **Activity 1: Produce Shopping**

1. Set up four or five workstations, supplying each with a different kind of produce, a grocery flyer showing prices for each kind of produce, and a small scale that registers ounces and pounds (diet scales or kitchen scales).
2. Divide the class into four or five groups, and assign each group to a workstation. Hand out the *Produce Shopping activity sheet*, one per student.



3. Review estimating, and discuss why it might be useful in a trip to the grocery store. Share the information found in the Background Agricultural Connections section of the lesson with the students.
4. Ask the students to estimate the weight and cost of the produce and record their estimates on the activity sheet.
5. Next, have them weigh the produce and calculate the cost based on the prices listed in the grocery flyers. If you have metric scales, record these weights or make the conversion with students. A *Customary and Metric Unit Equivalent Guide* is provided in Resources for making conversions.
6. Ask the groups to move from station to station until each student group has visited each station.
7. Students should complete the totals on the activity sheet.
8. If all of the totals are not the same, ask the students to discuss possible reasons for the discrepancy. (weights and costs may have been rounded up or down)
9. Assign each group one type of produce to research how US farmers measure the yield of the products per acre, and have them share with the other student groups. For example, farmers measure the number of bushels of harvested wheat per acre.

### **Activity 2: Measurement Shopping**

1. Set up five workstations, and supply each with the following:
  - a. Station 1: gallon jug, quart container, liter container, liquid measuring cup, and a bucket of water
  - b. Station 2: quart container, liter container, pint container, liquid measuring cup, and bucket of water
  - c. Station 3: box of cereal, popcorn, scale (discuss how to use the type of scale you have provided) and liquid measuring cup
  - d. Station 4: Liquid measuring cup, dry measuring cup, and un-popped popcorn (more than 1 cup)
  - e. Estimation Station 5: Measure and pour out onto a piece of paper: 1 cup of un-popped popcorn, 1 cup of cereal, 1 teaspoon of salt, and 1 tablespoon of cinnamon. Add a glass of milk to this estimation station: note how much milk you put in the glass to share with the students after they've made their estimates.
2. Divide the class into five groups, and assign each group to a workstation. Hand out the *Weight and Capacity Shopping* activity sheets, one per student.
3. Instruct the students to use the activity sheets to record their findings.
4. Ask the groups to move from station to station until each group has visited each station.
5. After all the groups have finished, discuss the following questions as a class (answer will vary):
  - a. What did you learn about volume and weight?
  - a. Are the two related?



- b. How difficult was it to measure accurately? How difficult was it to estimate accurately?
- c. Why is estimation an important skill?
- d. Why is it important to measure accurately?
- e. How are farmers from the US able to sell or discuss yields with farmers from other countries?

## **Concept Elaboration and Evaluation:**

After conducting these activities, review and summarize the following key concepts:

- Making accurate estimations and measurements are two important elements farmers use to effectively utilize their time, calculate yields, and manage their money.
- Customary and metric units of measurements are used for planting, harvesting, processing, packaging, and selling food items grown by farmers.
- Food items are measured and sold in various ways according to its purpose at the time of purchase.

## **Connection to Norman Borlaug**

These measuring techniques come from civilizations that are developed. These countries are able to produce enough food for themselves and others. Their surplus food would be sold to the common public. To market their products, resources such as scales and common measuring terminology is used. However, not all countries are as developed.

Norman Borlaug fed food to those who did NOT live in developed areas. These areas would be called underdeveloped. Most times, the food produced by farmers was just enough to feed their families. There were not enough surplus crops to be sold to the common public. Because of this, measuring devices and measuring terminology wasn't necessarily developed as much as those in developed countries.

1. Students should Think-Pair-Share with a neighbor and discuss how they think underdeveloped countries measured or exchanged food items without measuring devices or terminology. (exchange products rather than just sell - bartering)

Bartering is a system of exchanging goods to and from. For example: farmer Joe has 3 pumpkins and farmer Dan has 10 apples. Joe wants 3 apples but doesn't have money to pay Dan. So, Joe offers one of his pumpkins in exchange for 3 apples. In this situation, each person gains something. This was the most common way of obtaining goods before farmers started producing surplus products to sell at the market.

To exemplify times before measuring and markets, students will negotiate with one another in a bartering simulation. Students should label their personal items (pencils, erasers, markers,



crayons, glue stick, notebook, folders). Students will have 5 minutes to barter with one another. The person with the most goods after the 5 minutes is up is the winner.

Norman Borlaug immensely changed the life of barterers when he created high producing wheat. When these underdeveloped countries planted their wheat, there was a surplus crop! They no longer had to barter with one another. Markets and measuring devices were created because they needed a way to communicate about surplus wheat!

## **National Agriculture Literacy Outcomes**

Science, Technology, Engineering, and Math:

- Describe how technology helps farmers/ranchers/increase their outputs (crops and livestock yields) and fewer inputs (less water, fertilizer, and land) while using the same amount of space (T4.3-5.b)
- Provide examples of science being applied in farming for food, clothing, and shelter products (T4.3-5.d)

Food, Health and Lifestyle Outcomes

- Explain the costs associated with producing and purchasing food. (T3.3-5.d)
- Identify food sources of required food nutrients (T3.3-5.g)

Culture, Society, Economy and Geography Outcomes

- Describe how supply and demand impact the price of agriculture goods (T5.3-5.a)

## **Education Content Standards**

Within ECONOMICS

- Economics Standard 8: Role of Prices

## **Common Core Standards**

Mathematics: Practice Standards

- CCSS.MATH.PRACTICE.MP4
- CCSS.MATH.PRACTICE.MP6

Students now know various measuring standards used across the world and in America. It is important to recognize that measuring solids and measuring liquids requires different measuring tools because they are not equal to one another. Students will understand how a gallon of milk is equal to different equivalents.



# All About Milk!

**Grade:** 3rd

**Time:** 40 minutes

## Purpose:

- Students will explore the variety of milk available and the source of those milks.
- Students will learn the processes the milk undergoes after collection.
- Students will learn how Norman Borlaug handled milk after milking his cows.

## Materials:

- A variety of milks to sample (Skim milk, Whole milk, and Almond Milk)
- 48 mini cups for each students' milk samples
- picture book: *Milk Makers* by Gail Gibbons
- 2 ½ gallon containers
- 4, quart size containers
- 8, pint size containers

## Resources:

- *Milk from Cow to Carton* by Alik
- *Cows* by Peter Brady
- *No Milk!* By Jennifer A. Ericsson
- *The Milkman's Boy* by Donald Hall
- *Cheese* by Linda Illsley
- *From Cow to Ice Cream* by Bertram T. Knight
- *Cows* by Mary Ann McDonald
- *Cows in the Parlor: A Visit to a Dairy Farm* by Cynthia McFarland
- [Gallon Man Visual](#)

## Vocabulary:

- Dairy Cow - a cow raised by a farmer for milk production
- Cud - food swallowed by the cow but not chewed thoroughly until later
- Dry Off - period when cow is not being milked
- Homogenize - to blend milk so that butterfat particles are broken into tiny bits so that the milk is the same throughout
- Pasteurize - to heat milk quickly almost to boiling and then cooled quickly to kill germs
- Silage - a chopped mixture of green corn, grass, and legumes stored in a silo
- Udder - part of the cow where milk is stored



## Spark Curiosity By...

Create a KWL chart on a large writing surface. Ask students what they know about milk and dairy production. Record answers under the 'What I Know' column. Ask students what they want to know about milk or dairy production. Record answers under the 'What I Wonder' column. Leave the 'What I Learned' column blank for now and complete at the end of class.

## Agricultural Background

The dairy industry is an important part of Iowa agriculture. Dairy farmers raise cows and milk them 2-3 times a day. That milk is consumed or processed into ice cream, butter, yogurt, and other dairy products. Milk is a good source of protein, vitamins and minerals – especially vitamin C.

Milk alternatives include products like almond milk and soy milk, which are non-dairy. Almond milk involves almonds, which are heavily grown in California. Soymilk is made from soybeans, which are grown heavily in Midwestern states like Iowa and Illinois.

## Lesson

- 1) Hand out the gallon man sheet for students to refer to throughout the lesson.
- 2) Offer a variety of types of milk (Skim, Whole, and Almond). Pour 16 cups of the Skim milk and 16 cups of the almond milk and set them in front of the representative gallon jug. Leave the whole milk un-poured.
- 3) Ask students what measurement each of the jugs are (gallon).
- 4) Divide the whole milk gallon into two separate jugs equally and ask what measurement of milk is now shown. (Half Gallon)
- 5) Next, divide the whole milk Half-Gallon into 4 separate containers equally and ask what measurement of milk is shown. (quart)
- 6) Last, divide the quarts into two separate containers and ask students for the name of this measurement (Pint)
- 7) Ask students "what is the next smallest measurement after a pint?" (cup). Allow students to pour their own single cup of whole milk.
- 8) Students will also collect one cup of skim and one cup of almond milk for their own tasting. Students are not to share cups with one another.
- 9) Allow students to take a sample of each type of milk.
- 10) Have students record their observations of color, texture, and taste.
- 11) As a class, have students select their favorite milk and record the number of each student that selects each type of milk. Have students then create a bar graph recording this data. X axis is labeled as the types of milk. The Y axis is the number of students. Discuss results.
  - a) Which one has the most votes? Least?



- b) Which one(s) is/are even? Odd?
  - c) How many votes would it take to tie or equal the top voted milk?
  - d) How many more to beat it?
  - e) Which types of milk tasted similar?
- 12) Discuss with students why milk is a healthy food. Invite them to share information they have about cows, visits to dairy farms, or even life on a dairy.
- 13) Read *The Milk Makers* with students.
- 14) Have students complete the “Label a Dairy Cow” worksheet.
- 15) Review the lesson and complete the ‘What I Learned’ column from the KWL chart.

### **Extension Activities:**

- Have students work with family members to locate food products made from milk. Write down and bring back to class for discussion.
- Send home poster paper or white paper for each child to create a picture depicting why they think milk is important. This can be used later for a bulletin board with their milk moustache photos.
- If having a dairy farmer guest speaker or visiting a dairy farm on a field trip is impossible, watch the video “Who’s Got Milk: A Day at the Dairy Farm” from Animal Atlas (22 ½ min.) at <https://www.youtube.com/watch?v=gkvIkerWT00>

### **Connection to Norman Borlaug**

Norman Borlaug often had a milk cow at the family farm. He would milk her two times a day and get a full bucket each time! Norman’s mom would then take the milk to town and make money by selling it. Before she goes to town, Norman and his mother have to be sure that they divide the milk equally into pint jars. Norman’s mother is busy and he hasn’t measured the milk by himself before. Ask your students if they would be willing to help Norman measure the milk.

Here is what we know:

- Each bucket holds 2 gallons
- Norman has one full bucket and one half full bucket
- When the milk goes to the market, it needs to be stored in quart or pint jars

*Based on what the students know, how many quart jars or pint jars can Norman fill with that days’ worth of milk?*

If needed, use a white board to make a visual aid for students. Allow students to use their gallon man sheet if they are stumped. Ask these thought provoking questions to spark their thinking?

- How many pints are in a gallon? (2)
- How many quarts are in a gallon? (4)



Answer: Using the 3 total gallons available to Norman, he could make 6 pints or 12 quarts of milk to sell at the market.

## National Agriculture Literacy Outcomes

### Culture, Society, Economy, & Geography

- Identify animals grown or raised locally that are used for food
- Trace the sources of agricultural products (plant or animal) used daily

### Science, Technology, Engineering, & Math

- Recognize and identify examples of simple tools and machines used in agricultural settings

### Plants and Animals for Food, Fiber, & Energy

- Identify animals involved in agricultural production and their uses (ex. work, meat, dairy, eggs)

## Iowa Core Standards

### Literacy:

- RL.1.IA.1 - Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.
- RL.1.1 - Ask and answer questions about key details in a text.
- RI.1.2 - Identify the main topic and retell key details of a text.
- SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

### Math – for graphing activity:

- 1.OA.B.3 - Apply properties of operations as strategies to add and subtract.
- 1.OA.B.4 - Understand subtraction as an unknown–addend problem.
- 1.MD.C.4 - Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

### Science:

- S.K–2.SI.1 - Ask questions about objects, organisms, and events in the environment.
- S.K–2.SI.6 - Communicate investigations and explanations.
- S.K–2.LS.2 - Understand and apply knowledge of life cycles of plants and animals.
- S.K–2.LS.3 - Understand & apply knowledge of the basic needs of plants and animals & how they interact with each other & their physical environment.
- S.K–2.LS.6 - Understand and apply knowledge of good health habits.

### 21<sup>st</sup> Century Skills:

- 21.K–2.HL.1 - Understand and use basic health concepts to enhance personal, family, and community health.





- 21.K-2.HL.4 - Identify influences that affect personal health and the health of others.

## **Next Generation Science Standards**

- 1-LS1-2 - Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
- K-ESS3-1 - Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.
- K-LS1-1 - Use observations to describe patterns of what plants and animals (including humans) need to survive.
- RI.1.4 - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.5 - Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.