

**Alignment to Colorado's
Science, Math & Social Studies Standards
based on the story text and the
"For Creative Minds" (FCM) educational section**

[ABC Safari](#)

[Animals are Sleeping](#)

[Baby Owl's Rescue](#)

[The Best Nest](#)

[Blackberry Banquet](#)

[Burro's Tortillas](#)

[Carolina's Story](#)

[Christmas Eve Blizzard](#)

[Count Down to Fall](#)

[Day in a Salt Marsh](#)

[Giraffe Who Was Afraid of Heights](#)

[Happy Birthday to Whooo?](#)

[Henry, the Impatient Heron](#)

[How the Moon Regained Her Shape](#)

[If a Dolphin Were a Fish](#)

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[In Arctic Waters](#)

[In My Backyard](#)

[Julie the Rockhound](#)

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[Loon Chase](#)

[Moose and Magpie](#)

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[Ocean Hide and Seek](#)

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[Octavia](#)

[One Odd Day](#)

[One Wolf Howls](#)

[Paws, Claws, Hands and Feet](#)

[Pieces of Another World](#)

[Rainforest Grew All Around](#)

[River Beds](#)

[Saturn for my Birthday](#)

[Sort it Out!](#)

[Tudley Didn't Know](#)

[Turtle Summer](#)

[Turtles in my Sandbox](#)

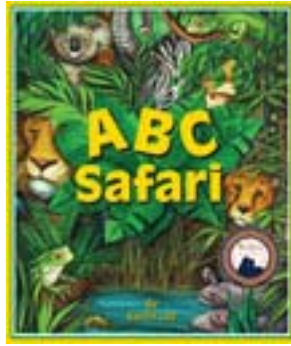
['Twas the Day Before Zoo Day](#)

[Water Beds](#)

[What's New at the Zoo?](#)

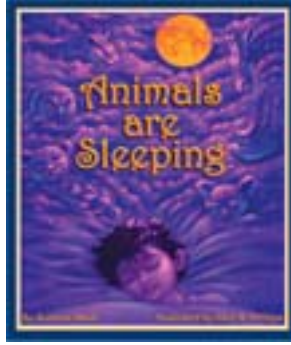
[Where Should Turtle Be?](#)

[Whistling Wings](#)



- Geo 3.2 Students know the characteristics and distributions of physical systems of land, air, water, plants, and animals.
- SC-3.3-5.1. each plant or animal has different structures and behaviors that serve different functions in growth, survival, and reproduction
- SC-3.3-5.4. there is interaction and interdependence between and among nonliving and living components of ecosystems (for example: food webs, symbiotic and parasitic relationships, dependence on rainfall, pollination)
- SC-3.3-5.8. there are similarities and differences between organisms (for example: plants vs. animals, vertebrate vs. invertebrate)
- SC-3.K-2.1. an organism (plant, animal) is a living thing that has physical characteristics that help it to survive
- SC-3.K-2.5. organisms interact with each other and with nonliving parts of their habitat to meet their basic needs (for example: food, water, air, shelter, space)

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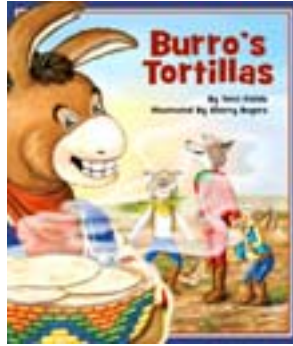
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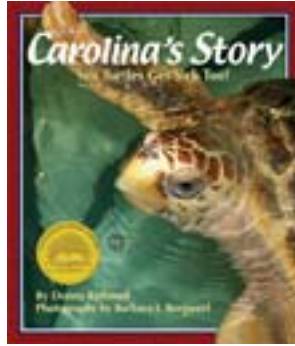
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- Geo 5.3a describing the role of resources in daily life (discussing the recycling of materials);
- SC-3.3-5.1. each plant or animal has different structures and behaviors that serve different functions in growth, survival, and reproduction
- SC-3.3-5.2. green plants need energy from sunlight and various raw materials to live, and animals consume plants and other organisms to live there is interaction and interdependence between and among nonliving and living components of ecosystems (for example: food webs, symbiotic and parasitic relationships, dependence on rainfall, pollination)
- SC-3.3-5.4. an organism (plant, animal) is a living thing that has physical characteristics that help it to survive
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- SC-3.K-2.5.

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- Geo 1.3b describing how places are connected by the movement of goods and services, ideas and people; and
- Geo 3.2 Students know the characteristics and distributions of physical systems of land, air, water, plants, and animals.
- Geo 5.3 Students know the changes that occur in the meaning, use, location, distribution, and importance of resources.
- SC-3.3-5.1. each plant or animal has different structures and behaviors that serve different functions in growth, survival, and reproduction
- SC-3.K-2.1. an organism (plant, animal) is a living thing that has physical characteristics that help it to survive
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- SC-4.3-5.8. the Earth and Sun provide a diversity of resources (for example: soils, fuels, minerals, medicines and food)

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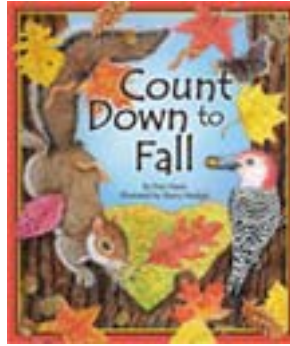
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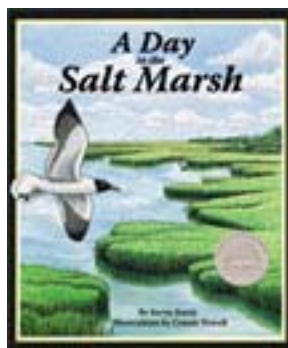
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- SC-3.K-2.1. organisms interact with each other and with nonliving parts of their habitat to meet their basic needs (for example: food, water, air, shelter, space)
- SC-3.K-2.5. our activities are affected by the daily weather and changing seasons (for example: types of clothing, travel plans, recreational activity)
- SC-4.K-2.4.

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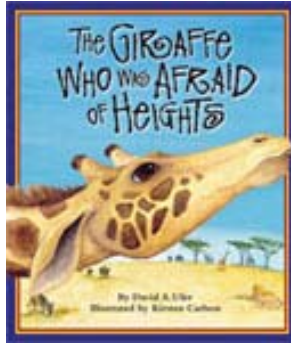
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|-------------|---|
| Geo 3.2 | Students know the characteristics and distributions of physical systems of land, air, water, plants, and animals. |
| Geo 5.3a | describing the role of resources in daily life (discussing the recycling of materials); |
| MA1.K-4.2. | reading and writing whole numbers and knowing place-value concepts and numeration through their relationships to counting, ordering, and grouping; |
| MA-1.K-4.3. | using numbers to count, to measure, to label, and to indicate location; |
| SC-3.3-5.1. | each plant or animal has different structures and behaviors that serve different functions in growth, survival, and reproduction |
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| SC-4.3-5.4. | weather is different from climate |
| SC-4.K-2.4. | our activities are affected by the daily weather and changing seasons (for example: types of clothing, travel plans, recreational activity) |

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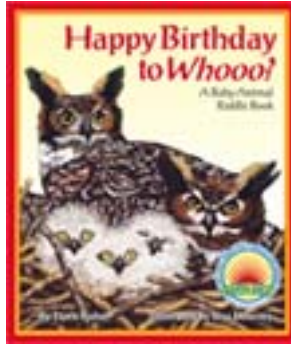
- Geo 3.1b explaining how Earth-Sun relationships shape climate and vegetation patterns (as compared with other regions, polar regions receive low amounts of sun's energy and thus support little vegetation); and
- Geo 3.2 Students know the characteristics and distributions of physical systems of land, air, water, plants, and animals.
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- SC-3.K-2.5. basic observable patterns and changes in the world can help to predict future events based on those patterns (for example: seasonal weather patterns, day/night)
- SC-5.K-2.1.

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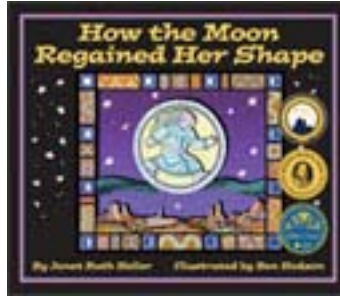
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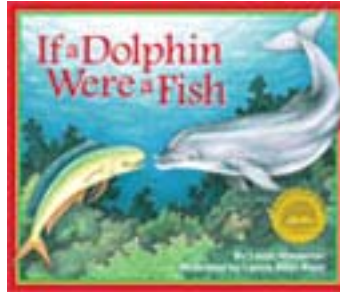
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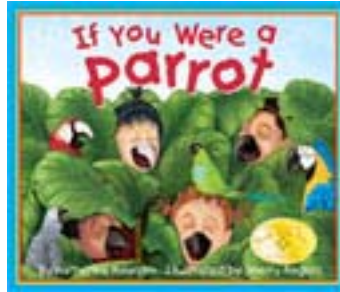
- SC-4.3-5.7. there are basic components of the solar system (for example: Sun, planets, moons)
- SC-4.3-5.9. the rotation of the Earth on its axis, in relation to the Sun, produces the day-and-night cycle and the orbit of the Earth around the Sun completes one year
- SC-4.K-2.6. objects can be readily observed in the daytime and nighttime sky (for example: the Sun, Moon, stars)
- SC-5.K-2.1. basic observable patterns and changes in the world can help to predict future events based on those patterns (for example: seasonal weather patterns, day/night)

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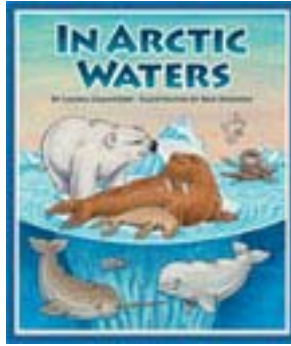
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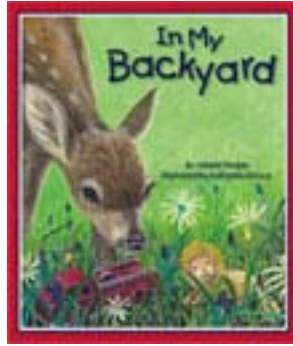
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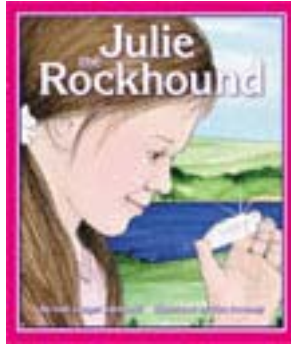
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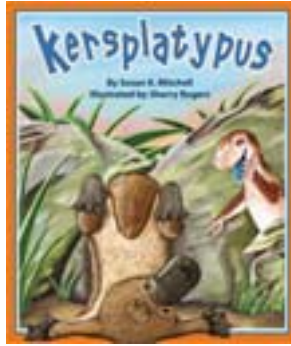
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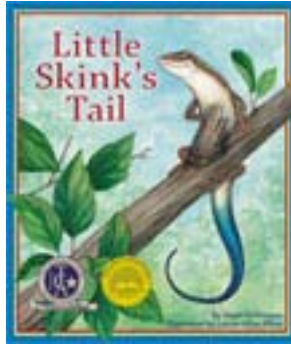
- Geo 5.3a describing the role of resources in daily life (discussing the recycling of materials);
- SC-4.3-5.3. many of the Earth's resources can be conserved, recycled and depleted
- SC-4.3-5.8. the Earth and Sun provide a diversity of resources (for example: soils, fuels, minerals, medicines and food)
- SC-4.K-2.1. there are different types of Earth's materials that come in different shapes and sizes (for example: rocks and soil)

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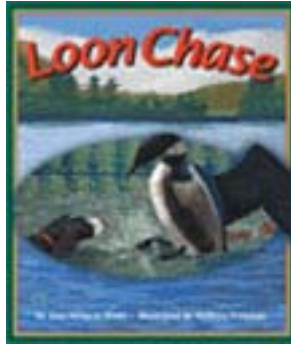
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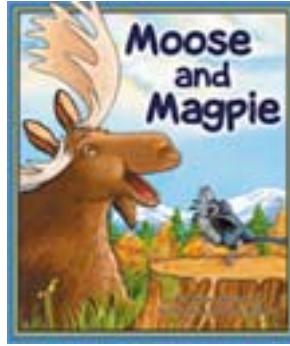
- Students know how to use maps, globes, and other geographic tools to acquire, process, and report information from a spatial perspective.
- Geo 1.1 identifying the characteristics and purposes of maps, globes, and other geographic tools;
 - Geo 1.1a reading and interpreting information from photographs, maps, globes, graphs, models, and computer programs, if available; and
 - Geo 1.1b displaying information on maps, globes, and geographic models, and in graphs, diagrams, and charts (for example; designing map keys and legends).
 - Geo 1.1c identifying a specific location on a map using grids.
 - Geo 1.2e Students know the characteristics and distributions of physical systems of land, air, water, plants, and animals.
 - Geo 3.2 using numbers to count, to measure, to label, and to indicate location;
 - MA-1.K-4.3. solving problems using geometric relationships and spatial reasoning (for example, using rectangular coordinates to locate objects, constructing models of three-dimensional objects); and
 - MA-4.K-4.4. each plant or animal has different structures and behaviors that serve different functions in growth, survival, and reproduction
 - SC-3.3-5.1. there is interaction and interdependence between and among nonliving and living components of ecosystems (for example: food webs, symbiotic and parasitic relationships, dependence on rainfall, pollination)
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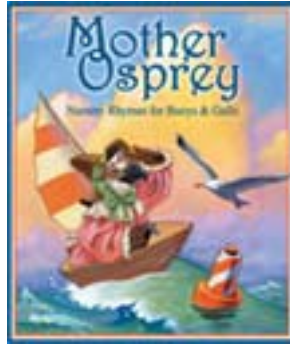
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- SC-3.3-5.6. fossils can be compared to one another and to living organisms according to their similarities and differences
- SC-3.3-5.8. there are similarities and differences between organisms (for example: plants vs. animals, vertebrate vs. invertebrate)
- SC-3.K-2.1. an organism (plant, animal) is a living thing that has physical characteristics that help it to survive
- SC-3.K-2.2. offspring have characteristics that are similar to but not exactly like their parents
- SC-3.K-2.4. there are similarities and differences in growth and development of organisms (for example: insect, plant, mammal)
- SC-3.K-2.5. organisms interact with each other and with nonliving parts of their habitat to meet their basic needs (for example: food, water, air, shelter, space)

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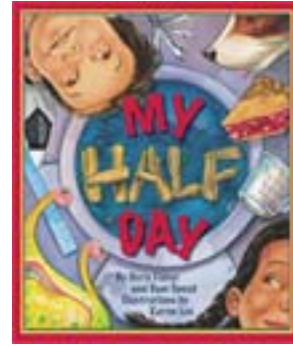
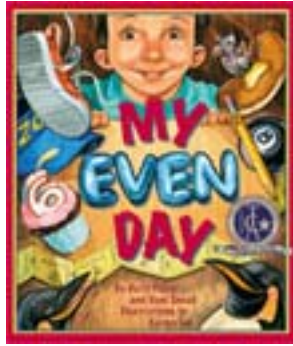
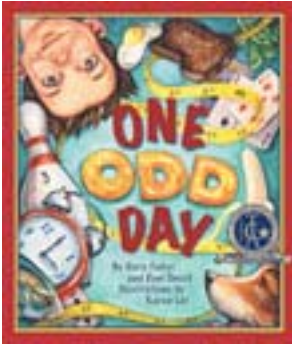
- Geo 3.2 Students know the characteristics and distributions of physical systems of land, air, water, plants, and animals.
- SC-3.3-5.1. each plant or animal has different structures and behaviors that serve different functions in growth, survival, and reproduction
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- Students know how to use maps, globes, and other geographic tools to acquire, process, and report information from a spatial perspective.
- Geo 1.1 identifying the characteristics and purposes of maps, globes, and other geographic tools;
- Geo 1.1a reading and interpreting information from photographs, maps, globes, graphs, models, and computer programs, if available; and displaying information on maps, globes, and geographic models, and in graphs, diagrams, and charts (for example; designing map keys and legends).
- Geo 1.1b
- Geo 1.1c identifying a specific location on a map using grids.
- Geo 1.2e using numbers to count, to measure, to label, and to indicate location;
- MA-1.K-4.3.

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One Odd Day

- MA1.K-4.2. reading and writing whole numbers and knowing place-value concepts and numeration through their relationships to counting, ordering, and grouping;
- MA-2.K-4.1. reproducing, extending, creating, and describing patterns and sequences using a variety of materials (for example, beans, toothpicks, pattern blocks, calculators, unifix cubes, colored tiles);
- MA-2.K-4.12. describing patterns and other relationships using tables, graphs, and open sentences;

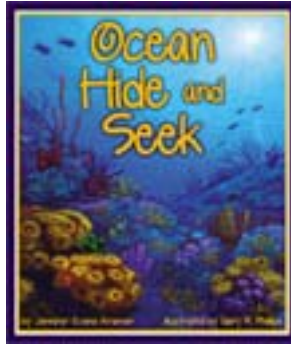
My Even Day

- MA1.K-4.2. reading and writing whole numbers and knowing place-value concepts and numeration through their relationships to counting, ordering, and grouping;
- MA-2.K-4.1. reproducing, extending, creating, and describing patterns and sequences using a variety of materials (for example, beans, toothpicks, pattern blocks, calculators, unifix cubes, colored tiles);

My Half Day

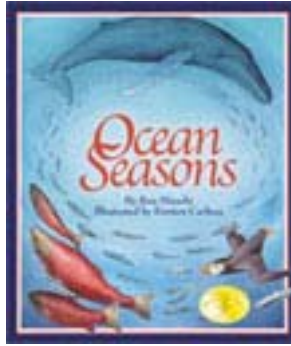
- MA1.K-4.1. demonstrating meanings for whole numbers, and commonly-used fractions and decimals (for example, $\frac{1}{3}$, $\frac{3}{4}$, 0.5, 0.75), and representing equivalent forms of the same number through the use of physical models, drawings, calculators, and computers;
- MA-1.K-4.4. developing, testing, and explaining conjectures about properties of whole numbers, and commonly-used fractions and decimals (for example, $\frac{1}{3}$, $\frac{3}{4}$, 0.5, 0.75); and

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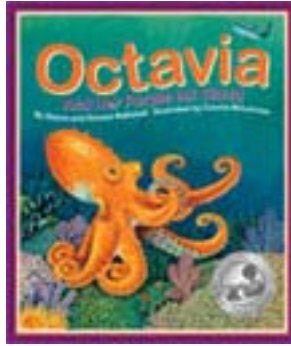
- Geo 3.2 Students know the characteristics and distributions of physical systems of land, air, water, plants, and animals.
- SC-3.3-5.1. each plant or animal has different structures and behaviors that serve different functions in growth, survival, and reproduction there is interaction and interdependence between and among nonliving and living components of ecosystems (for example: food webs, symbiotic and parasitic relationships, dependence on rainfall, pollination)
- SC-3.3-5.4. an organism (plant, animal) is a living thing that has physical characteristics that help it to survive
- SC-3.K-2.1. organisms interact with each other and with nonliving parts of their habitat to meet their basic needs (for example: food, water, air, shelter, space)
- SC-3.K-2.5.

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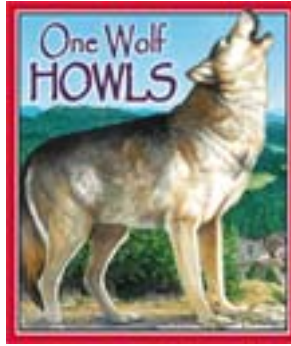
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- SC-3.K-2.4. there are similarities and differences in growth and development of organisms (for example: insect, plant, mammal)
- SC-3.K-2.5. organisms interact with each other and with nonliving parts of their habitat to meet their basic needs (for example: food, water, air, shelter, space)
- SC-4.3-5.5. most of the Earth's surface is covered by water, that most of the water is salt water in the oceans, and that fresh water is found in rivers, lakes, underground sources and glaciers
- SC-4.K-2.4. our activities are affected by the daily weather and changing seasons (for example: types of clothing, travel plans, recreational activity)
- SC-5.K-2.1. basic observable patterns and changes in the world can help to predict future events based on those patterns (for example: seasonal weather patterns, day/night)

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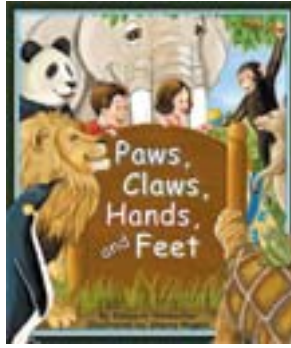
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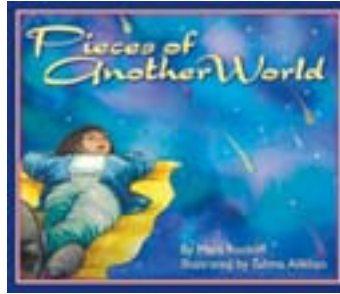
- Geo 3.2 Students know the characteristics and distributions of physical systems of land, air, water, plants, and animals.
- MA1.K-4.2. reading and writing whole numbers and knowing place-value concepts and numeration through their relationships to counting, ordering, and grouping;
- MA-1.K-4.3. using numbers to count, to measure, to label, and to indicate location;
- SC-3.3-5.1. each plant or animal has different structures and behaviors that serve different functions in growth, survival, and reproduction
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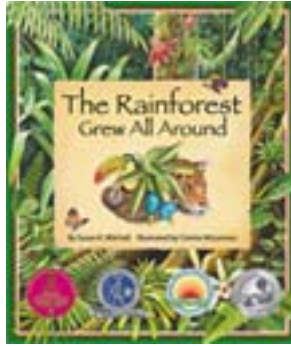
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- SC-3.K-2.1. organisms interact with each other and with nonliving parts of their habitat to meet their basic needs (for example: food, water, air, shelter, space)
- SC-3.K-2.5.

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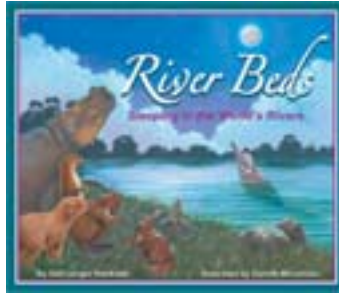
- SC-4.3-5.7. there are basic components of the solar system (for example: Sun, planets, moons)
- SC-4.K-2.6. objects can be readily observed in the daytime and nighttime sky (for example: the Sun, Moon, stars)
- SC-5.K-2.1. basic observable patterns and changes in the world can help to predict future events based on those patterns (for example: seasonal weather patterns, day/night)

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- Geo 3.2 Students know the characteristics and distributions of physical systems of land, air, water, plants, and animals.
- SC-3.3-5.1. each plant or animal has different structures and behaviors that serve different functions in growth, survival, and reproduction
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- SC-3.K-2.5. organisms interact with each other and with nonliving parts of their habitat to meet their basic needs (for example: food, water, air, shelter, space)
- SC-4.3-5.8. the Earth and Sun provide a diversity of resources (for example: soils, fuels, minerals, medicines and food)

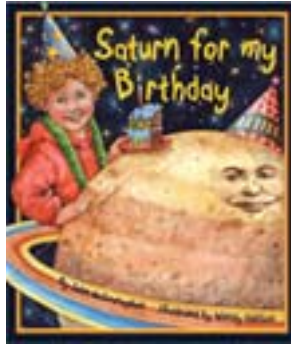
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Sequel to **Water Beds: Sleeping in the Ocean**

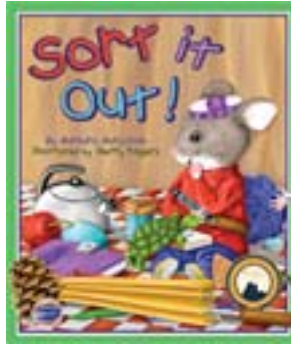
	Students know how to use maps, globes, and other geographic tools to acquire, process, and report information from a spatial perspective.
Geo 1.1	identifying the characteristics and purposes of maps, globes, and other geographic tools;
Geo 1.1a	reading and interpreting information from photographs, maps, globes, graphs, models, and computer programs, if available; and displaying information on maps, globes, and geographic models, and in graphs, diagrams, and charts (for example; designing map keys and legends).
Geo 1.1b	
Geo 1.1c	identifying a specific location on a map using grids.
Geo 1.2e	Students know the characteristics and distributions of physical systems of land, air, water, plants, and animals.
Geo 3.2	using numbers to count, to measure, to label, and to indicate location;
MA-1.K-4.3.	solving problems using geometric relationships and spatial reasoning (for example, using rectangular coordinates to locate objects, constructing models of three-dimensional objects); and each plant or animal has different structures and behaviors that serve different functions in growth, survival, and reproduction
MA-4.K-4.4.	there is interaction and interdependence between and among nonliving and living components of ecosystems (for example: food webs, symbiotic and parasitic relationships, dependence on rainfall, pollination)
SC-3.3-5.1.	there are similarities and differences between organisms (for example: plants vs. animals, vertebrate vs. invertebrate)
SC-3.3-5.4.	an organism (plant, animal) is a living thing that has physical characteristics that help it to survive
SC-3.3-5.8.	organisms interact with each other and with nonliving parts of their habitat to meet their basic needs (for example: food, water, air, shelter, space)
SC-3.K-2.1.	
SC-3.K-2.5.	

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- SC-4.3-5.7. there are basic components of the solar system (for example: Sun, planets, moons)
- SC-4.K-2.6. objects can be readily observed in the daytime and nighttime sky (for example: the Sun, Moon, stars)

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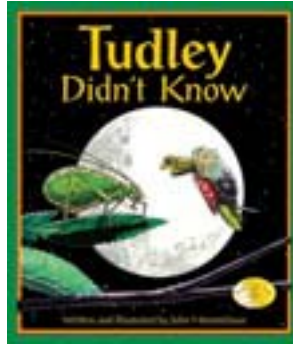


MA-3.K-4.3.

SC-2.K-2.1.

generating, analyzing, and making predictions based on data obtained from surveys and chance devices; and solids and liquids (matter) can be identified, compared, sorted/classified by their physical properties (for example: size, shape, texture, flexibility, temperature, color and patterns)

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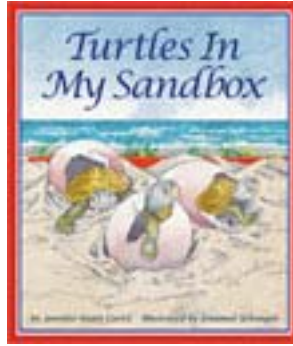
- Geo 3.2 Students know the characteristics and distributions of physical systems of land, air, water, plants, and animals.
- SC-3.3-5.1. each plant or animal has different structures and behaviors that serve different functions in growth, survival, and reproduction
- SC-3.3-5.4. there is interaction and interdependence between and among nonliving and living components of ecosystems (for example: food webs, symbiotic and parasitic relationships, dependence on rainfall, pollination)
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- SC-3.K-2.4. there are similarities and differences in growth and development of organisms (for example: insect, plant, mammal)
- SC-3.K-2.5. organisms interact with each other and with nonliving parts of their habitat to meet their basic needs (for example: food, water, air, shelter, space)

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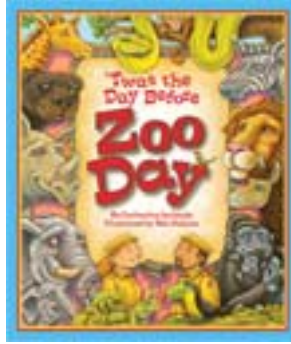
- Geo 3.2 Students know the characteristics and distributions of physical systems of land, air, water, plants, and animals.
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- Geo 3.2 Students know the characteristics and distributions of physical systems of land, air, water, plants, and animals.
- SC-3.3-5.1. each plant or animal has different structures and behaviors that serve different functions in growth, survival, and reproduction
- SC-3.3-5.4. there is interaction and interdependence between and among nonliving and living components of ecosystems (for example: food webs, symbiotic and parasitic relationships, dependence on rainfall, pollination)
- SC-3.3-5.5. life cycles vary from organism to organism (for example: frog, chicken, butterfly, radish, bean plant)
- SC-3.3-5.7. there are similarities and differences in appearance among individuals of the same population (for example: size, color, shape)
- SC-3.3-5.8. there are similarities and differences between organisms (for example: plants vs. animals, vertebrate vs. invertebrate)
- SC-3.K-2.1. an organism (plant, animal) is a living thing that has physical characteristics that help it to survive
- SC-3.K-2.2. offspring have characteristics that are similar to but not exactly like their parents
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Geo 3.2

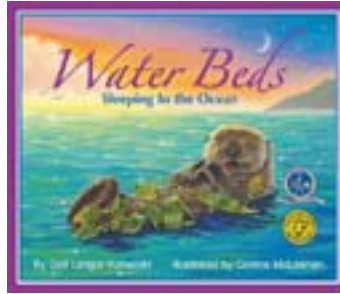
SC-3.3-5.1.

SC-3.3-5.8.

SC-3.K-2.1.

Students know the characteristics and distributions of physical systems of land, air, water, plants, and animals. each plant or animal has different structures and behaviors that serve different functions in growth, survival, and reproduction there are similarities and differences between organisms (for example: plants vs. animals, vertebrate vs. invertebrate) an organism (plant, animal) is a living thing that has physical characteristics that help it to survive

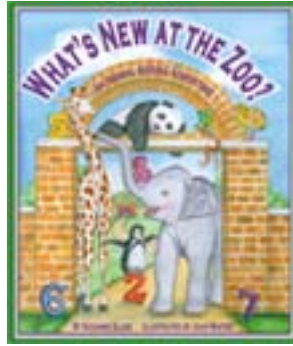
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Prequel to **River Beds: Sleeping in the World's Rivers**

- Geo 3.2 Students know the characteristics and distributions of physical systems of land, air, water, plants, and animals.
- SC-3.3-5.1. each plant or animal has different structures and behaviors that serve different functions in growth, survival, and reproduction
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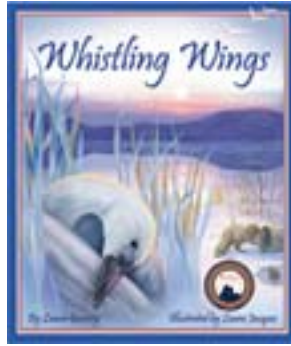
- Geo 3.2 Students know the characteristics and distributions of physical systems of land, air, water, plants, and animals.
- MA1.K-4.2. reading and writing whole numbers and knowing place-value concepts and numeration through their relationships to counting, ordering, and grouping;
- MA-1.K-4.3. using numbers to count, to measure, to label, and to indicate location;
- MA-6.K-4.3. demonstrating understanding of and proficiency with basic addition, subtraction, multiplication, and division facts without the use of a calculator;
- SC-3.3-5.1. each plant or animal has different structures and behaviors that serve different functions in growth, survival, and reproduction
- SC-3.3-5.5. life cycles vary from organism to organism (for example: frog, chicken, butterfly, radish, bean plant)
- SC-3.3-5.8. there are similarities and differences between organisms (for example: plants vs. animals, vertebrate vs. invertebrate)
- SC-3.K-2.1. an organism (plant, animal) is a living thing that has physical characteristics that help it to survive
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- SC-3.K-2.4. there are similarities and differences in growth and development of organisms (for example: insect, plant, mammal)

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- Geo 3.2 Students know the characteristics and distributions of physical systems of land, air, water, plants, and animals.
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