

**Alignment to Florida'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](#)

[If You Were a Parrot](#)

[In Arctic Waters](#)

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[Julie the Rockhound](#)

[Kersplatypus](#)

[Little Skink's Tails](#)

[Loon Chase](#)

[Moose and Magpie](#)

[Mother Osprey](#)

[My Even Day](#)

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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](#)

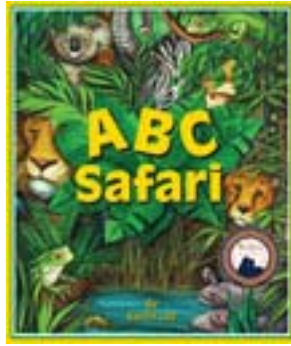
['Twas the Day Before Zoo Day](#)

[Water Beds](#)

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

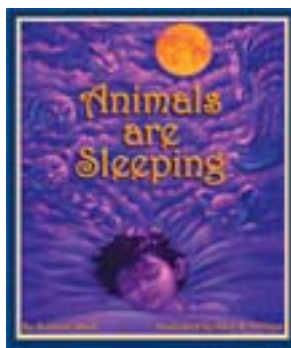
[Where Should Turtle Be?](#)

[Whistling Wings](#)



- SC.K.L.14.3 Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.
- SC.1.E.6.1 Recognize that water, rocks, soil, and living organisms are found on Earth's surface.
- SC.1.L.17.1 Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.
- SC.2.L.17.1 Compare and contrast the basic needs that all living things, including humans, have for survival.
- SC.2.L.17.2 Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.
- SC.3.L.15.1 Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.
- SC.5.L.14.2 Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.
- SC.5.L.17.1 Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.

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- SC.K.E.5.2 Recognize the repeating pattern of day and night.
- SC.K.L.14.3 Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.
- SC.1.E.6.1 Recognize that water, rocks, soil, and living organisms are found on Earth's surface.
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- SC.5.L.17.1 Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.

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- SC.K.L.14.3 Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.
- SS.K.C.2.1 Demonstrate the characteristics of being a good citizen.
- SC.1.E.6.1 Recognize that water, rocks, soil, and living organisms are found on Earth's surface.
- SC.1.L.16.1 Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population.
- SC.1.L.17.1 Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.
- SS.1.C.2.2 Describe the characteristics of responsible citizenship in the school community.
- SS.1.C.2.3 Identify ways students can participate in the betterment of their school and community.
- SS.1.C.2.3 Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.
- SC.2.L.16.1 Compare and contrast the basic needs that all living things, including humans, have for survival.
- SC.2.L.17.1 Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.
- SC.2.L.17.2 Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.
- SC.3.L.15.1 Compare the seasonal changes in Florida plants and animals to those in other regions of the country.
- SC.4.L.17.1 Recognize ways plants and animals, including humans, can impact the environment.
- SC.4.L.17.4 Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.
- SC.5.L.14.2 Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.
- SC.5.L.17.1

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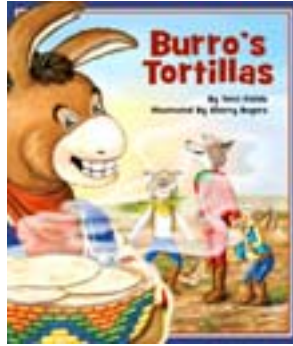
- SC.K.L.14.2 Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.
- SC.K.L.14.3 Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.
- SC.1.E.6.1 Recognize that water, rocks, soil, and living organisms are found on Earth's surface.
- SC.1.L.17.1 Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.
- MA.2.A.6.1 Solve problems that involve repeated addition.
- SC.2.L.16.1 Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.
- SC.2.L.17.1 Compare and contrast the basic needs that all living things, including humans, have for survival.
- SC.2.L.17.2 Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.
- SC.4.L.17.4 Recognize ways plants and animals, including humans, can impact the environment.
- SC.5.L.14.2 Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.
- SC.5.L.17.1 Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.

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- SC.1.E.6.1 Recognize that water, rocks, soil, and living organisms are found on Earth's surface.
- SC.1.L.14.2 Identify the major parts of plants, including stem, roots, leaves, and flowers.
- SC.1.L.17.1 Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.
- SC.2.L.17.1 Compare and contrast the basic needs that all living things, including humans, have for survival.
- SC.2.L.17.2 Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.
- SC.3.L.14.1 Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.
- SC.3.L.17.2 Recognize that plants use energy from the Sun, air, and water to make their own food.
- SC.4.L.16.1 Identify processes of sexual reproduction in flowering plants, including pollination, fertilization (seed production), seed dispersal, and germination.
- SC.4.L.17.2 Explain that animals, including humans, cannot make their own food and that when animals eat plants or other animals, the energy stored in the food source is passed to them.
- SC.4.L.17.4 Recognize ways plants and animals, including humans, can impact the environment.
- SC.4.P.9.1 Identify some familiar changes in materials that result in other materials with different characteristics, such as decaying animal or plant matter, burning, rusting, and cooking.
- SC.5.L.14.2 Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.
- SC.5.L.17.1 Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.

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- SC.K.L.14.2 Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.
- SS.K.C.2.1 Demonstrate the characteristics of being a good citizen.
- SC.1.E.6.1 Recognize that water, rocks, soil, and living organisms are found on Earth's surface.
- SC.1.L.17.1 Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.
- SC.2.L.17.1 Compare and contrast the basic needs that all living things, including humans, have for survival.
- SC.4.L.17.4 Recognize ways plants and animals, including humans, can impact the environment.
- SC.4.P.9.1 Identify some familiar changes in materials that result in other materials with different characteristics, such as decaying animal or plant matter, burning, rusting, and cooking.

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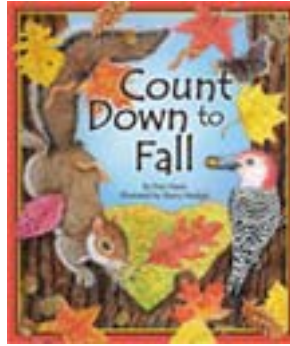
- FL related Florida specific subjects: water, phosphate, oil, limestone, silicon, wind, and solar energy, plants & animals
- MA.K.G.3.1 Compare and order objects indirectly or directly using measurable attributes such as length, height, and weight.
- SC.K.L.14.2 Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.
- SC.K.L.14.3 Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.
- SS.K.C.2.1 Demonstrate the characteristics of being a good citizen.
- SS.K.E.1.1 Describe different kinds of jobs that people do and the tools or equipment used.
- MA.1.G.5.2 Compare and order objects according to descriptors of length, weight and capacity.
- SC.1.E.6.1 Recognize that water, rocks, soil, and living organisms are found on Earth's surface.
- SC.1.L.17.1 Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.
- SS.1.C.2.2 Describe the characteristics of responsible citizenship in the school community.
- SS.1.C.2.3 Identify ways students can participate in the betterment of their school and community.
- SC.2.L.17.1 Compare and contrast the basic needs that all living things, including humans, have for survival.
- SC.2.L.17.2 Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.
- SC.4.L.16.2 Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment.
- SC.4.L.17.4 Recognize ways plants and animals, including humans, can impact the environment.
- SC.5.L.14.2 Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.
- SC.5.L.15.1 Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.
- SC.5.L.17.1 Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.

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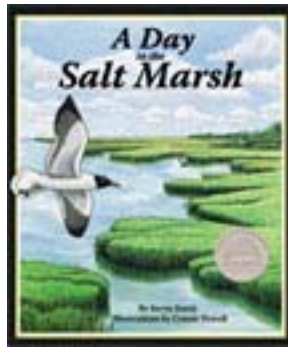
- MA.K.A.1.2 Solve problems including those involving sets by counting, by using cardinal and ordinal numbers, by comparing, by ordering, and by creating sets up to 20.
- MA.K.G.5.1 Demonstrate an understanding of the concept of time using identifiers such as morning, afternoon, day, week, month, year, before/after, shorter/longer.
- SC.K.L.14.3 Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.
- SS.K.C.2.1 Demonstrate the characteristics of being a good citizen.
- SC.1.E.6.1 Recognize that water, rocks, soil, and living organisms are found on Earth's surface.
- SC.1.L.17.1 Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.
- SS.1.C.2.2 Describe the characteristics of responsible citizenship in the school community. Identify ways students can participate in the betterment of their school and community.
- SS.1.C.2.3
- MA.2.A.6.1 Solve problems that involve repeated addition.
- SC.2.E.7.1 Compare and describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation, day to day and season to season.
- SC.2.L.17.1 Compare and contrast the basic needs that all living things, including humans, have for survival.
- SC.2.L.17.2 Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.
- SC.3.L.17.1 Describe how animals and plants respond to changing seasons.
- SC.4.L.17.1 Compare the seasonal changes in Florida plants and animals to those in other regions of the country.
- SC.4.L.17.4 Recognize ways plants and animals, including humans, can impact the environment.
- SC.5.E.7.4 Distinguish among the various forms of precipitation (rain, snow, sleet, and hail), making connections to the weather in a particular place and time.
- SC.5.L.14.2 Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.
- SC.5.L.17.1 Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.

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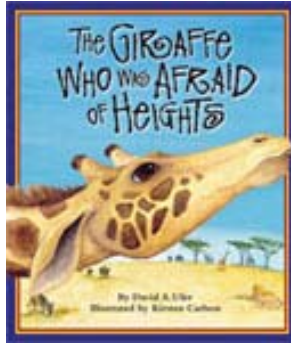
- MA.K.A.1.1 Represent quantities with numbers up to 20, verbally, in writing, and with manipulatives.
- MA.K.A.1.2 Solve problems including those involving sets by counting, by using cardinal and ordinal numbers, by comparing, by ordering, and by creating sets up to 20.
- MA.K.A.4.1 Identify and duplicate simple number and non-numeric repeating and growing patterns.
- SC.K.L.14.3 Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.
- SC.K.P.8.1 Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture.
- SS.K.G.3.3 Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.
- SC.1.E.6.1 Recognize that water, rocks, soil, and living organisms are found on Earth's surface.
- SC.1.L.14.1 Make observations of living things and their environment using the five senses.
- SC.1.L.14.2 Identify the major parts of plants, including stem, roots, leaves, and flowers.
- SC.1.L.17.1 Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.
- SC.1.N.1.2 Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others.
- SC.2.E.7.1 Compare and describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation, day to day and season to season.
- SC.2.L.17.1 Compare and contrast the basic needs that all living things, including humans, have for survival.
- SC.2.L.17.2 Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.
- SC.3.L.14.1 Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.
- SC.3.L.17.1 Describe how animals and plants respond to changing seasons.
- SC.3.L.17.2 Recognize that plants use energy from the Sun, air, and water to make their own food.
- SC.4.L.17.4 Recognize ways plants and animals, including humans, can impact the environment.
- SC.5.L.14.2 Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.
- SC.5.L.17.1 Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.

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- Florida specific subjects: water, phosphate, oil, limestone, silicon, wind, and solar energy, plants & animals
- FL related
- MA.K.G.5.1 Demonstrate an understanding of the concept of time using identifiers such as morning, afternoon, day, week, month, year, before/after, shorter/longer.
- SC.K.E.5.4 Observe that sometimes the Moon can be seen at night and sometimes during the day.
- SC.K.L.14.3 Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.
- SS.K.A.3.1 Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.
- SC.1.E.6.1 Recognize that water, rocks, soil, and living organisms are found on Earth's surface.
- SC.1.L.14.2 Identify the major parts of plants, including stem, roots, leaves, and flowers.
- SC.1.L.17.1 Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.
- SS.1.A.3.1 Use terms related to time to sequentially order events that have occurred
- MA.2.G.5.2 Identify time to the nearest hour and half hour.
- SC.2.E.7.1 Compare and describe changing patterns in nature that repeat themselves
- SC.2.L.17.1 Compare and contrast the basic needs that all living things have for survival.
- SC.2.L.17.2 Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.
- SC.4.E.5.3 Recognize that Earth revolves around the Sun
- SC.4.L.16.2 Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment.
- SC.4.L.17.1 Compare the seasonal changes in Florida plants and animals to those in other regions of the country.
- SC.4.L.17.4 Recognize ways plants and animals, including humans, can impact the environment.
- SC.5.E.7.5 Recognize that some of the weather-related differences, such as temperature and humidity, are found among different environments, such as swamps, deserts, and mountains.
- SC.5.L.14.2 Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.
- SC.5.L.15.1 Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.
- SC.5.L.17.1 Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.

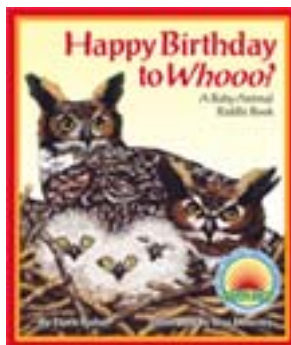
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Tampa Bay-area author

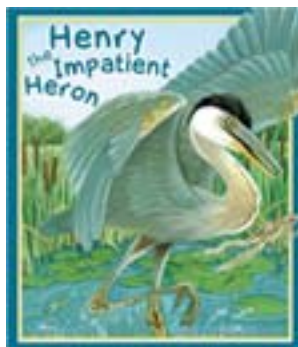
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- SC.K.L.14.2 Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.
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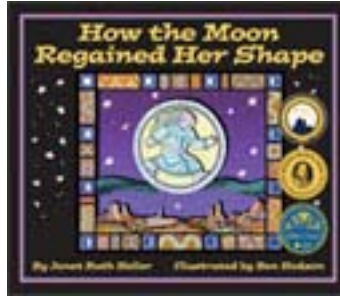
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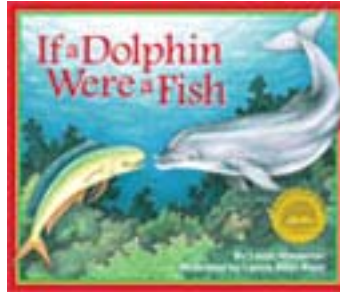
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- SC.K.E.5.2 Recognize the repeating pattern of day and night.  
Observe that sometimes the Moon can be seen at night and
- SC.K.E.5.4 sometimes during the day.  
Observe that things can be big and things can be small as seen from
- SC.K.E.5.5 Earth.  
Observe that some objects are far away and some are nearby as
- SC.K.E.5.6 seen from Earth.
- SC.1.E.5.4 Identify the beneficial and harmful properties of the Sun.  
Compare and describe changing patterns in nature that repeat
- SC.2.E.7.1 themselves, such as weather conditions including temperature and  
precipitation, day to day and season to season.
- SC.4.E.5.2 Describe the changes in the observable shape of the moon over the  
course of about a month.
- SC.4.E.5.4 Relate that the rotation of Earth (day and night) and apparent  
movements of the Sun, Moon, and stars are connected.
- SC.5.E.5.3 Distinguish among the following objects of the Solar System -- Sun,  
planets, moons, asteroids, comets -- and identify Earth's position in it.  
Demonstrate an understanding of the concept of time using identifiers
- MA.K.G.5.1 such as morning, afternoon, day, week, month, year, before/after,  
shorter/longer.

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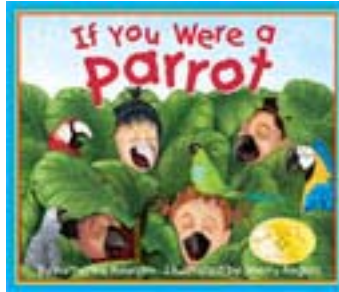


Orlando-area author

St. Augustine-area illustrator

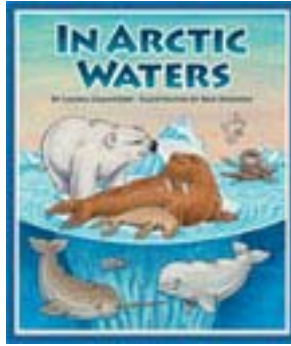
- Florida specific subjects: water, phosphate, oil, limestone, silicon, wind, and solar energy, plants & animals
- FL related
- SC.K.L.14.2 Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.
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- MA.1.G.5.2 Compare and order objects according to descriptors of length, weight and capacity.
- SC.1.E.6.1 Recognize that water, rocks, soil, and living organisms are found on Earth's surface.
- SC.1.L.16.1 Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population.
- SC.1.L.17.1 Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.
- SC.2.L.17.1 Compare and contrast the basic needs that all living things, including humans, have for survival.
- SC.2.L.17.2 Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.
- SC.3.L.15.1 Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.
- SC.5.L.14.2 Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.
- SC.5.L.17.1 Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.

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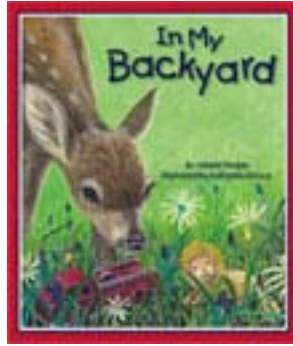
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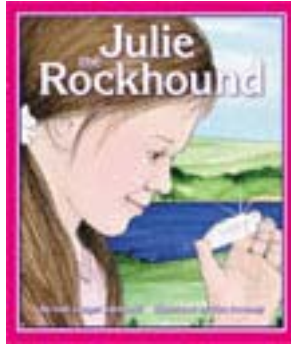
- MA.K.G.3.1 Compare and order objects indirectly or directly using measurable attributes such as length, height, and weight.
- SC.K.L.14.3 Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.
- MA.1.G.5.2 Compare and order objects according to descriptors of length, weight and capacity.
- SC.1.E.6.1 Recognize that water, rocks, soil, and living organisms are found on Earth's surface.
- SC.1.L.17.1 Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.
- SC.2.L.17.1 Compare and contrast the basic needs that all living things, including humans, have for survival.
- SC.2.L.17.2 Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.
- SC.4.L.16.2 Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment.
- SC.4.L.17.4 Recognize ways plants and animals, including humans, can impact the environment.
- SC.5.E.7.5 Recognize that some of the weather-related differences, such as temperature and humidity, are found among different environments, such as swamps, deserts, and mountains.
- SC.5.L.14.2 Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.
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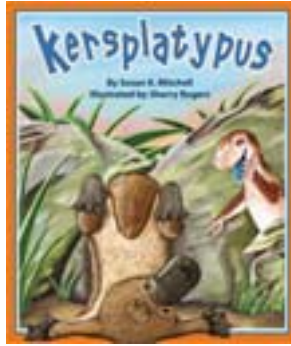
- Solve problems including those involving sets by counting, by using cardinal and ordinal numbers, by comparing, by ordering, and by creating sets up to 20.
- MA.K.A.1.2
- Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.
- SC.K.L.14.3
- Order counting numbers, compare their relative magnitudes, and represent numbers on a number line.
- MA.1.A.2.3
- Recognize that water, rocks, soil, and living organisms are found on Earth's surface.
- SC.1.E.6.1
- Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population.
- SC.1.L.16.1
- Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.
- SC.1.L.17.1
- Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.
- SC.2.L.16.1
- Compare and contrast the basic needs that all living things, including humans, have for survival.
- SC.2.L.17.1
- Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.
- SC.2.L.17.2
- Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.
- SC.5.L.14.2
- Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.
- SC.5.L.17.1
- Represent quantities with numbers up to 20, verbally, in writing, and with manipulatives.
- MA.K.A.1.1

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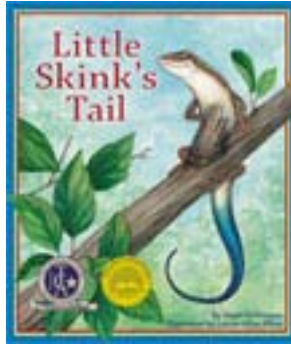
- SC.1.E.6.1 Recognize that water, rocks, soil, and living organisms are found on Earth's surface.
- SC.2.E.6.1 Recognize that Earth is made up of rocks. Rocks come in many sizes and shapes.
- SC.2.P.8.1 Observe and measure objects in terms of their properties, including size, shape, color, temperature, weight, texture, sinking or floating in water, and attraction and repulsion of magnets.
- SC.3.P.10.4 Demonstrate that light can be reflected, refracted, and absorbed.
- SC.4.E.6.1 Identify the three categories of rocks: igneous, (formed from molten rock); sedimentary (pieces of other rocks and fossilized organisms); and metamorphic (formed from heat and pressure).
- SC.4.E.6.2 Identify the physical properties of common earth-forming minerals, including hardness, color, luster, cleavage, and streak color, and recognize the role of minerals in the formation of rocks.

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- SC.K.L.14.2 Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.
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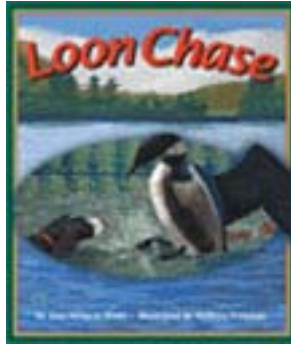
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St. Augustine-area illustrator

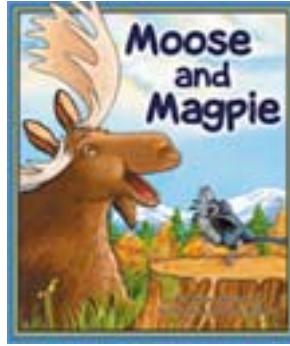
- FL related Florida specific subjects: water, phosphate, oil, limestone, silicon, wind, and solar energy, plants & animals
- SC.K.L.14.2 Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.
- SC.K.L.14.3 Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.
- SS.K.G.1.2 Explain that maps and globes help to locate different places and that globes are a model of the Earth.
- SS.K.G.1.3 Identify cardinal directions (north, south, east, west).
- SS.K.G.1.4 Differentiate land and water features on simple maps and globes.
- SC.1.E.6.1 Recognize that water, rocks, soil, and living organisms are found on Earth's surface.
- SC.1.L.17.1 Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.
- SS.1.G.1.4 Identify a variety of physical features using a map and globe.
- SC.2.L.17.1 Compare and contrast the basic needs that all living things, including humans, have for survival.
- SC.2.L.17.2 Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.
- SS.2.G.1.1 Use different types of maps (political, physical, and thematic) to identify map elements.
- SS.3.G.1.2 Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols) .
- SC.5.L.14.2 Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.
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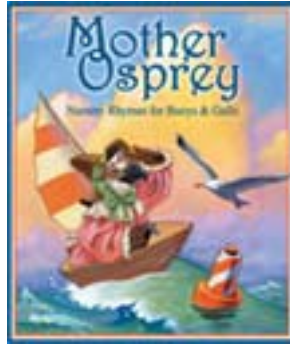
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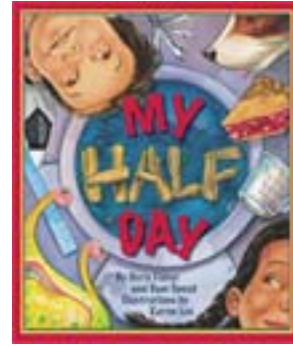
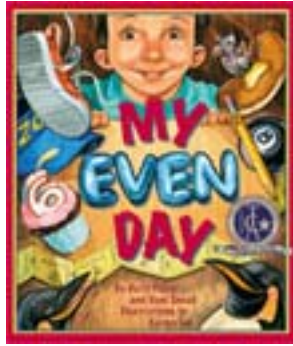
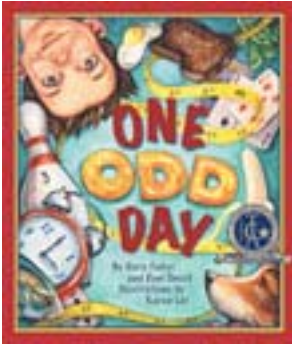
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- SS.K.G.3.3 Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.
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- SC.2.E.7.1 Compare and describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation, day to day and season to season.
- SC.2.L.16.1 Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.
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- SC.4.L.17.1 Compare the seasonal changes in Florida plants and animals to those in other regions of the country.
- SC.5.E.7.5 Recognize that some of the weather-related differences, such as temperature and humidity, are found among different environments, such as swamps, deserts, and mountains.
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- FL related Florida specific subjects: water, phosphate, oil, limestone, silicon, wind, and solar energy, plants & animals
- Explain that maps and globes help to locate different places and that globes are a model of the Earth.
- SS.K.G.1.2 Identify cardinal directions (north, south, east, west).
- SS.K.G.1.3 Differentiate land and water features on simple maps and globes.
- SS.K.G.1.4 Identify basic landforms.
- SS.K.G.3.1 Identify basic bodies of water.
- SS.1.A.2.1 Understand history tells the story of people and events of other times and places.
- SS.1.G.1.1 Use physical and political/cultural maps to locate places in Florida.
- SS.1.G.1.2 Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes .
- SS.1.G.1.4 Identify a variety of physical features using a map and globe.
- SS.2.G.1.1 Use different types of maps (political, physical, and thematic) to identify map elements.
- SS.2.G.1.3 Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.
- SS.2.G.1.4 Use a map to locate the countries in North America (Canada, United States, Mexico, and the Caribbean Islands).
- SS.3.G.1.2 Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols) .
- SS.3.G.1.4 Name and identify the purpose of maps (physical, political, elevation, population).
- SS.3.G.1.5 Compare maps and globes to develop an understanding of the concept of distortion.
- SS.3.G.1.6 Use maps to identify different types of scale to measure distances between two places.
- SS.3.G.2.1 Label the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica).
- SS.4.G.1.4 Interpret political and physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).

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### One Odd Day

- MA.K.A.4.1 Identify and duplicate simple number and non-numeric repeating and growing patterns.
- MA.1.A.4.1 Extend repeating and growing patterns, fill in missing terms, and justify reasoning.
- MA.2.A.4.1 Extend number patterns to build a foundation for understanding multiples and factors – for example, skip counting by 2's, 5's, 10's.
- MA.2.A.4.2 Classify numbers as odd or even and explain why.
- MA.2.A.4.3 Generalize numeric and non-numeric patterns using words and tables.

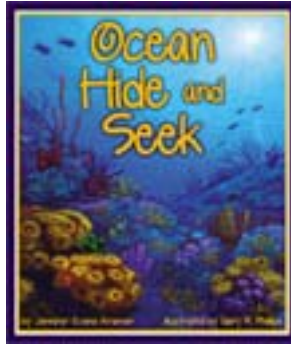
### My Even Day

- MA.K.A.4.1 Identify and duplicate simple number and non-numeric repeating and growing patterns.
- MA.2.A.4.1 Extend number patterns to build a foundation for understanding multiples and factors – for example, skip counting by 2's, 5's, 10's.
- MA.2.A.4.2 Classify numbers as odd or even and explain why.

### My Half Day

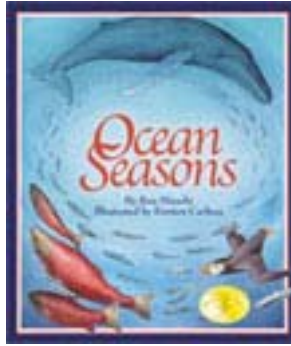
- MA.3.A.2.2 Describe how the size of the fractional part is related to the number of equal sized pieces in the whole.
- MA.3.A.2.3 Compare and order fractions, including fractions greater than one, using models and strategies.
- MA.3.A.2.4 Use models to represent equivalent fractions, including fractions greater than 1, and identify representations of equivalence.
- MA.4.A.2.3 Relate equivalent fractions and decimals with and without models, including locations on a number line.
- MA.4.A.6.5 Relate halves, fourths, tenths, and hundredths to decimals and percents.

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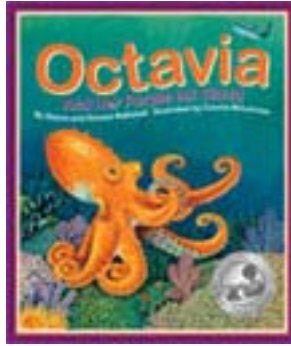
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- SC.1.L.17.1 Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.
- SC.2.L.17.1 Compare and contrast the basic needs that all living things, including humans, have for survival.
- SC.2.L.17.2 Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.
- SC.5.L.14.2 Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.

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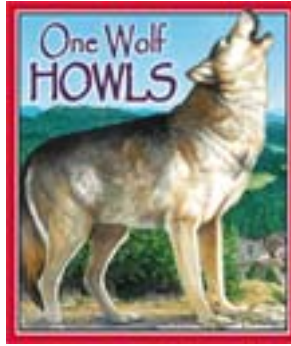
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- SC.3.L.17.1 Describe how animals and plants respond to changing seasons.
- SC.4.L.17.1 Compare the seasonal changes in Florida plants and animals to those in other regions of the country.
- SC.4.L.17.2 Explain that animals, including humans, cannot make their own food and that when animals eat plants or other animals, the energy stored in the food source is passed to them.
- SC.4.L.17.3 Trace the flow of energy from the Sun as it is transferred along the food chain through the producers to the consumers.
- SC.5.E.7.4 Distinguish among the various forms of precipitation (rain, snow, sleet, and hail), making connections to the weather in a particular place and time.
- SC.5.E.7.5 Recognize that some of the weather-related differences, such as temperature and humidity, are found among different environments, such as swamps, deserts, and mountains.
- SC.5.L.14.2 Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.
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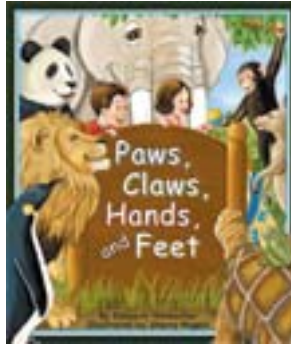
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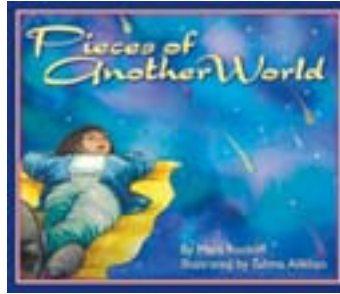
- MA.K.A.1.1 Represent quantities with numbers up to 20, verbally, in writing, and with manipulatives.
- MA.K.A.1.2 Solve problems including those involving sets by counting, by using cardinal and ordinal numbers, by comparing, by ordering, and by creating sets up to 20.
- MA.K.A.4.1 Identify and duplicate simple number repeating and growing patterns.
- MA.K.G.5.1 Demonstrate an understanding of the concept of time using identifiers such as morning, afternoon, day, week, month, year, before/after, shorter/longer.
- SC.K.L.14.3 Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.
- SS.K.A.3.1 Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.
- SS.K.A.3.2 Explain that calendars represent days of the week and months of the year.
- SS.K.G.3.3 Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.
- MA.1.A.2.3 Order counting numbers,
- SC.1.E.6.1 Recognize that water, rocks, soil, and living organisms are found on Earth's surface.
- SC.1.L.16.1 Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population.
- SC.1.L.17.1 Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.
- SS.1.A.3.1 Use terms related to time to sequentially order events
- SC.2.E.7.1 Compare and describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation, day to day and season to season.
- SC.2.L.16.1 Observe and describe major stages in the life cycles of plants and animals,
- SC.2.L.17.1 Compare and contrast the basic needs that all living things, have for survival.
- SC.2.L.17.2 Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.
- SC.3.L.17.1 Describe how animals and plants respond to changing seasons.
- SC.4.L.16.2 Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment.
- SC.4.L.17.1 Compare the seasonal changes in Florida plants and animals to those in other regions of the country.
- SC.4.L.17.4 Recognize ways plants and animals, including humans, can impact the environment.
- SC.5.E.7.5 Recognize that some of the weather-related differences, such as temperature and humidity, are found among different environments, such as swamps, deserts, and mountains.
- SC.5.L.14.2 Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.
- SC.5.L.17.1 Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.

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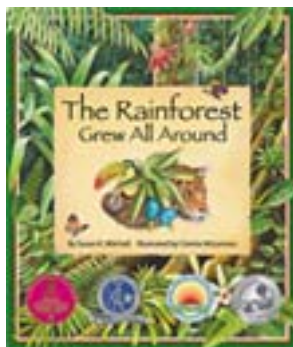
- SC.K.L.14.3 Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.
- SC.1.E.6.1 Recognize that water, rocks, soil, and living organisms are found on Earth's surface.
- SC.1.L.17.1 Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.
- SC.2.L.17.1 Compare and contrast the basic needs that all living things, including humans, have for survival.
- SC.2.L.17.2 Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.
- SC.5.L.14.2 Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.
- SC.5.L.17.1 Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.

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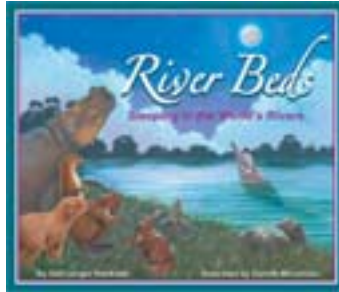
- SC.K.E.5.5 Observe that things can be big and things can be small as seen from Earth.
- SC.K.E.5.6 Observe that some objects are far away and some are nearby as seen from Earth.
- SC.4.E.5.4 Relate that the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and stars are connected.
- SC.5.E.5.1 Recognize that a galaxy consists of gas, dust, and many stars, including any objects orbiting the stars. Identify our home galaxy as the Milky Way.
- SC.5.E.5.3 Distinguish among the following objects of the Solar System -- Sun, planets, moons, asteroids, comets -- and identify Earth's position in it.

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- SC.K.L.14.3 Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.
- SS.K.G.1.1 Describe the relative location of people, places, and things by using positional words.
- SC.1.E.6.1 Recognize that water, rocks, soil, and living organisms are found on Earth's surface.
- SC.1.L.14.2 Identify the major parts of plants, including stem, roots, leaves, and flowers.
- SC.1.L.17.1 Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.
- SC.2.L.17.1 Compare and contrast the basic needs that all living things, including humans, have for survival.
- SC.2.L.17.2 Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.
- SC.3.L.14.1 Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.
- SC.4.L.16.1 Identify processes of sexual reproduction in flowering plants, including pollination, fertilization (seed production), seed dispersal, and germination.
- SC.4.L.16.2 Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment.
- SC.4.P.9.1 Identify some familiar changes in materials that result in other materials with different characteristics, such as decaying animal or plant matter, burning, rusting, and cooking.
- SC.5.E.7.5 Recognize that some of the weather-related differences, such as temperature and humidity, are found among different environments, such as swamps, deserts, and mountains.
- SC.5.L.14.2 Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.
- SC.5.L.17.1 Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.

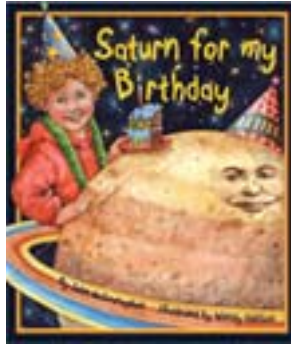
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Sequel to **Water Beds: Sleeping in the Ocean**

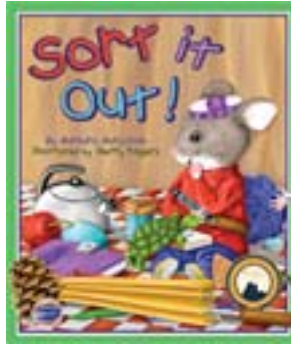
- SC.K.E.5.2 Recognize the repeating pattern of day and night.
- SC.K.L.14.3 Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.
- SS.K.G.1.2 Explain that maps and globes help to locate different places
- SS.K.G.1.3 Identify cardinal directions (north, south, east, west).
- SS.K.G.1.4 Differentiate land and water features on simple maps and globes.
- SS.K.G.3.2 Identify basic bodies of water.
- SC.1.E.6.1 Recognize that water, rocks, soil, and living organisms are found on Earth's surface. Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.
- SC.1.L.17.1 Identify key elements (compass rose, cardinal directions, title, key/legend with symbols) of maps and globes .
- SS.1.G.1.2 Identify a variety of physical features using a map and globe.
- SS.1.G.1.4 Compare and contrast the basic needs that all living things, including humans, have for survival.
- SC.2.L.17.1 Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.
- SC.2.L.17.2 Use different types of maps (political, physical, and thematic) to identify map elements.
- SS.2.G.1.1 Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.
- SS.2.G.1.3 Review basic map elements (coordinate grid, cardinal and intermediate directions, title, compass rose, scale, key/legend with symbols) .
- SS.3.G.1.2 Label the continents and oceans on a world map.
- SS.3.G.1.3 Name and identify the purpose of maps (physical, political, elevation, population).
- SS.3.G.1.4 Compare maps and globes to develop an understanding of the concept of distortion. Use maps to identify different types of scale to measure distances between two places.
- SS.3.G.1.6 Interpret physical maps using map elements (title, compass rose, cardinal directions, intermediate directions, symbols, legend, scale, longitude, latitude).
- SS.4.G.1.4 Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.
- SC.5.L.14.2 Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.
- SC.5.L.17.1
- SS.5.G.1.2 Use latitude and longitude to locate places.

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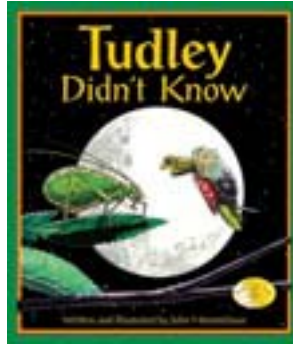
- SC.K.E.5.5 Observe that things can be big and things can be small as seen from Earth.
- SC.K.E.5.6 Observe that some objects are far away and some are nearby as seen from Earth.
- SC.4.E.5.4 Relate that the rotation of Earth (day and night) and apparent movements of the Sun, Moon, and stars are connected.
- SC.5.E.5.2 Recognize the major common characteristics of all planets and compare/contrast the properties of inner and outer planets.
- SC.5.E.5.3 Distinguish among the following objects of the Solar System -- Sun, planets, moons, asteroids, comets -- and identify Earth's position in it.

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- MA.K.G.2.1 Describe, sort and re-sort objects using a variety of attributes such as shape, size, and position.
- SC.K.L.14.2 Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.
- SC.K.P.8.1 Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light) and texture.
- SC.1.L.14.3 Differentiate between living and nonliving things.
- SC.1.P.8.1 Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), texture, and whether objects sink or float.

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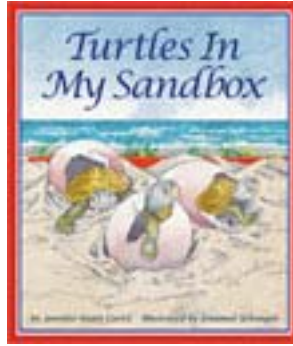
- Demonstrate an understanding of the concept of time using identifiers such as morning, afternoon, day, week, month, year, before/after, shorter/longer.
- MA.K.G.5.1
- Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.
- SC.K.L.14.2
- Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.
- SC.K.L.14.3
- Recognize that water, rocks, soil, and living organisms are found on Earth's surface.
- SC.1.E.6.1
- Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.
- SC.1.L.17.1
- Compare and contrast the basic needs that all living things, including humans, have for survival.
- SC.2.L.17.1
- Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.
- SC.2.L.17.2
- Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.
- SC.5.L.14.2
- Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.
- SC.5.L.17.1

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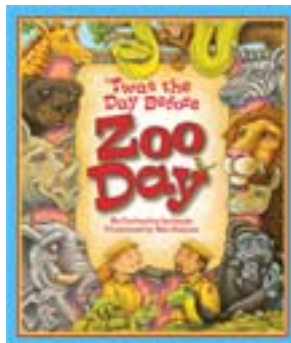
- FL related Florida specific subjects: water, phosphate, oil, limestone, silicon, wind, and solar energy, plants & animals
- SC.K.L.14.3 Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.
- SS.K.C.2.1 Demonstrate the characteristics of being a good citizen.
- SC.1.E.6.1 Recognize that water, rocks, soil, and living organisms are found on Earth's surface.
- SC.1.L.16.1 Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population.
- SC.1.L.17.1 Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.
- SS.1.C.2.2 Describe the characteristics of responsible citizenship in the school community.
- SS.1.C.2.3 Identify ways students can participate in the betterment of their school and community.
- SC.2.L.16.1 Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.
- SC.2.L.17.1 Compare and contrast the basic needs that all living things, including humans, have for survival.
- SC.2.L.17.2 Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.
- SC.4.L.16.2 Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment.
- SC.4.L.17.4 Recognize ways plants and animals, including humans, can impact the environment.
- SC.5.L.14.2 Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.
- SC.5.L.15.1 Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.
- SC.5.L.17.1 Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.

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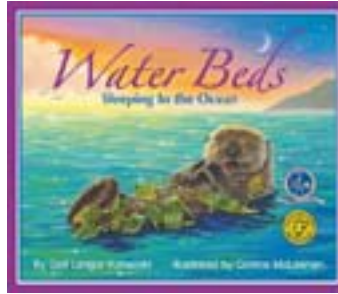
- FL related Florida specific subjects: water, phosphate, oil, limestone, silicon, wind, and solar energy, plants & animals
- SC.K.L.14.3 Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.
- SS.K.C.2.1 Demonstrate the characteristics of being a good citizen.
- SC.1.E.6.1 Recognize that water, rocks, soil, and living organisms are found on Earth's surface.
- SC.1.L.16.1 Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population.
- SC.1.L.17.1 Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.
- SS.1.C.2.2 Describe the characteristics of responsible citizenship in the school community.
- SS.1.C.2.3 Identify ways students can participate in the betterment of their school and community.
- SC.2.L.17.1 Compare and contrast the basic needs that all living things, including humans, have for survival.
- SC.2.L.17.2 Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.
- SC.3.L.17.1 Describe how animals and plants respond to changing seasons.
- SC.4.L.16.2 Explain that although characteristics of plants and animals are inherited, some characteristics can be affected by the environment.
- SC.4.L.17.4 Recognize ways plants and animals, including humans, can impact the environment.
- SC.5.L.14.2 Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.
- SC.5.L.15.1 Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.
- SC.5.L.17.1 Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.

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- MA.K.G.3.1 Compare and order objects indirectly or directly using measurable attributes such as length, height, and weight.
- SC.K.L.14.3 Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.
- SS.K.E.1.1 Describe different kinds of jobs that people do and the tools or equipment used.
- MA.1.G.5.2 Compare and order objects according to descriptors of length, weight and capacity.
- SC.1.E.6.1 Recognize that water, rocks, soil, and living organisms are found on Earth's surface.
- SC.1.L.17.1 Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.
- SC.2.L.17.1 Compare and contrast the basic needs that all living things, including humans, have for survival.
- SC.3.L.15.1 Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.
- SC.5.L.14.2 Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.
- SC.5.L.17.1 Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.

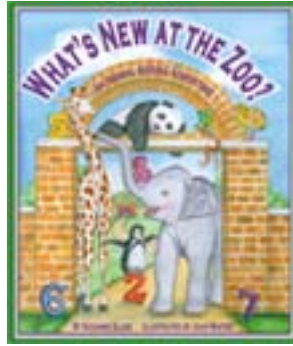
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Prequel to **River Beds: Sleeping in the World's Rivers**

- FL related Florida specific subjects: water, phosphate, oil, limestone, silicon, wind, and solar energy, plants & animals
- SC.K.L.14.3 Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.
- SC.1.E.6.1 Recognize that water, rocks, soil, and living organisms are found on Earth's surface.
- SC.1.L.17.1 Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.
- SC.2.L.17.1 Compare and contrast the basic needs that all living things, including humans, have for survival.
- SC.2.L.17.2 Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.
- SC.5.L.14.2 Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.
- SC.5.L.17.1 Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.

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- MA.K.A.1.1 Represent quantities with numbers up to 20, verbally, in writing, and with manipulatives. Solve problems including those involving sets by counting, by using cardinal and ordinal numbers, by comparing, by ordering, and by creating sets up to 20.
- MA.K.A.1.2 Solve word problems involving simple joining and separating situations.
- MA.K.A.1.3 Identify and duplicate simple number and non-numeric repeating and growing patterns. Compare and order objects indirectly or directly using measurable attributes such as length, height, and weight.
- MA.K.A.4.1 Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.
- MA.K.G.3.1 Model addition and subtraction situations using the concepts of part-whole
- SC.K.L.14.3 Identify, describe, and apply addition and subtraction as inverse operations. Create and use increasingly sophisticated strategies, and use properties such as Commutative, Associative and Additive Identity, to add whole numbers.
- MA.1.A.1.1 Use counting strategies, number patterns, and models as a means for solving basic addition and subtraction fact problems.
- MA.1.A.1.2 Order counting numbers, compare their relative magnitudes, and represent numbers on a number line.
- MA.1.A.1.3 Extend repeating and growing patterns, fill in missing terms, and justify reasoning.
- MA.1.A.1.4 Compare and order objects according to descriptors of length, weight and capacity.
- MA.1.A.2.3 Recognize that water, rocks, soil, and living organisms are found on Earth's surface. Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population.
- MA.1.A.4.1 Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.
- MA.1.G.5.2 Recall basic addition and related subtraction facts.
- MA.1.E.6.1 Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.
- SC.1.E.6.1 Compare and contrast the basic needs that all living things, including humans, have for survival.
- SC.1.L.16.1 Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.
- SC.1.L.17.1 Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.
- MA.2.A.2.1 Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.
- SC.2.L.16.1
- SC.2.L.17.1
- SC.3.L.15.1
- SC.5.L.14.2
- SC.5.L.17.1

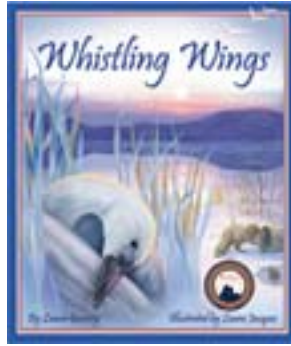
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St. Augustine-area illustrator

- FL related Florida specific subjects: water, phosphate, oil, limestone, silicon, wind, and solar energy, plants & animals **sea turtles**
- SC.K.L.14.2 Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.
- SC.K.L.14.3 Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.
- SC.1.E.6.1 Recognize that water, rocks, soil, and living organisms are found on Earth's surface.
- SC.1.L.17.1 Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.
- SC.2.L.17.1 Compare and contrast the basic needs that all living things, including humans, have for survival.
- SC.2.L.17.2 Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.
- SC.5.L.14.2 Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.
- SC.5.L.17.1 Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.

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- SC.K.L.14.2 Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.
- SC.K.L.14.3 Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.
- SS.K.G.3.3 Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.
- MA.1.G.5.2 Compare and order objects according to descriptors of length, weight and capacity.
- SC.1.E.6.1 Recognize that water, rocks, soil, and living organisms are found on Earth's surface.
- SC.1.L.16.1 Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population.
- SC.1.L.17.1 Through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.
- SC.2.E.7.1 Compare and describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation, day to day and season to season.
- SC.2.L.16.1 Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.
- SC.2.L.17.1 Compare and contrast the basic needs that all living things, including humans, have for survival.
- SC.2.L.17.2 Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.
- SC.3.L.17.1 Describe how animals and plants respond to changing seasons.
- SC.4.L.17.1 Compare the seasonal changes in Florida plants and animals to those in other regions of the country.
- SC.5.L.14.2 Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.
- SC.5.L.17.1 Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.

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