

Project WET Correlations to the First Grade Core Curriculum

AQUA BODIES – Pg 63

Standard I Objective 1 a
Standard III Objective 2 d

AQUA NOTES – PG 66

Standard I Objective 1 c
Standard I Objective 2 b, d
Standard 1 Objective 3 c
Standard III Objective 2 d

A HOUSE OF SEASONS – Pg 155

Standard I Objective 2 c
Standard II Objective 2c

WATER WRITE – Pg 457

Standard I Objective 2 c

THE THUNDERSTORM – Pg 196

Standard I Objective 3 d

PASS THE JUG (KO) – Pg 392

Standard II Objective 2 a
Standard III Objective 2 d

THE RAINSTICK – Pg 442

Standard II Objective 3 a, c

IRRIGATION INTERPRETATION (KO) – Pg 254

Standard III Objective 1 c, e

THE LIFE BOX – Pg 76

Standard III Objective 1 e
Standard III Objective 2 d

WATER MATCH – Pg 50

Standard III Objective 2 a

COLD CASH IN THE ICEBOX – Pg 373

Standard III Objective 2a

NO BELLYACHERS – Pg 85 (warm up)

Standard I Objective 1 a

Standard I: Students will develop a sense of self.	Objective 1: Describe and practice responsible behaviors for health and safety.	a. Practice appropriate personal hygiene.	No Bellyachers – Pg 85 (warm up)
		b. Describe the benefits of eating a variety of nutritious foods.	
		c. Describe the benefits of physical activity.	Aqua Bodies – Pg 63 (indirect) Aqua Notes – Pg 66 (indirect)
		d. Describe helpful and harmful substances to the body.	
		e. Practice basic safety and identify hazards.	
	Objective 2: Develop skills in gross and fine motor movement.	a. Participate in daily short periods of physical activity that require exertion.	
		b. Perform fundamental locomotor and nonlocomotor skills with mature form.	Aqua Notes – Pg 66
		c. Develop manipulative skills.	A House of Seasons – Pg 155 Aqua Notes – Pg 66 Water Write – Pg 457
		d. Create and perform unique dance movements and sequenced that strengthen skills while demonstrating personal and spatial awareness.	Aqua Notes – Pg 66
	Objective 3: Develop and use skills to communicate ideas, information, and feelings.	a. Recognize and express feelings in a variety of ways.	
		b. Express how colors, values, and sizes have been controlled in artworks to create mood, tell stories, or celebrate events.	
		c. Sing a melody independently with developing accuracy and a natural voice that is free from strain.	Aqua Notes - Pg 66
		d. Create simple rhythm, movement, and melody patterns with body percussion and instruments.	The Thunderstorm – Pg 196

Standard II: Students will develop a sense of self in relation to families and community.	Objective 1: Describe behaviors that influence relationships with family and friends.	a. Explain how family members support each other.	
		b. Describe task at home and school.	
		c. Explain how families change over time.	
		d. Recognize that choices have consequences which affect self, peers, and family.	
		e. Describe behaviors that initiate and maintain friendships.	
	Objective 2: Describe important aspects of the community and culture that strengthen relationships.	a. Practice democratic processes.	Pass the Jug – Pg 392 (KO)
		b. Describe the physical features surrounding the home, school, and community.	
		c. Identify changes in the school and neighborhood over time.	A House of Seasons – Pg 155
		d. Identify and use technology in your home, school, and community.	
		e. Show respect for state and national symbols, patriotic traditions, and recite the Pledge of Allegiance.	
	Objective 3: Express relationships in a variety of ways.	a. Describe traditions, music, dances, artwork, poems, rhymes, and stories that distinguish cultures.	The Rainstick – Pg 442
		b. Develop dramatic storytelling skills through flexibility in movement and voice, accurate sequencing, and listening and responding to others.	
		c. Create and perform/exhibit dances, visual art, music, and dramatic stories from various cultures expressing the relationship between people and their culture.	The Rainstick – Pg 442

<p>Standard III: Students will develop an understanding of their environment.</p>	<p>Objective 1: Investigate plants and plant growth.</p>	a. Observe and draw pictures of plants.	
		b. Compare seeds of plants and describe ways they may be carried through the environment.	
		c. Observe and describe plants as they grow from seeds.	Irrigation Interpretation – Pg 254 (KO)
		d. Identify how people use plants	
		e. Investigate and report conditions that affect plant growth.	The Life Box – Pg 76 Irrigation Interpretation – Pg 254 (KO)
	<p>Objective 2: Investigate water and interactions with water.</p>	a. Observe and measure characteristics of water as a solid and liquid.	Water Match – Pg 50 Cold Cash in the Icebox – Pg 373
		b. Compare objects that float and sink in water.	
		c. Measure and predict the motion of objects in water.	
		d. Describe how plants and people need, use, and receive water.	The Life Box – Pg 76 Aqua Bodies – Pg 63 Aqua Notes – Pg 66 Pass the Jug – Pg 392 (KO)
	<p>Objective 3: Demonstrate how symbols and models are used to represent features of the environment.</p>	a. Use map skills to identify features of the neighborhood and community..	
		b. Create representations that show size relationships among objects of the home, classroom, school , or playground.	
		c. Identify map and globe symbols.	
		d. Locate continents and oceans on a map or globe.	