

## A Matter Matter

### Next Generation Science Standards

- 2.PS1.A Structure and Properties of Matter  
Different kinds of matter exist and many of them can be either solid or liquid, depending on temperature. Matter can be described and classified by its observable properties.

## Above and Beyond

### Next Generation Science Standards

- 1-ESS1-1 Use observations of the sun, moon, and stars to describe patterns that can be predicted.

## Amazing Animals

### Next Generation Science Standards

- 2.LS.4.1 Make observations of plants and animals to compare the diversity of life in different habitats.

### Common Core State Standards for English Language Arts and Literacy

- RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

### Common Core State Standards for Mathematics

- MP.2 Reason abstractly and quantitatively.

## Anatomy Academy

### Next Generation Science Standards

- LS1.A Structure and Function ¶ All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air.

### Physical Education

- S3.E6.2 Recognizes the “good health balance” of good nutrition with physical activity.

- S3.E1.3b Identifies physical activity benefits as a way to become healthier.

### Healthy and Balanced Living Curriculum Framework

- E.1.3 Describe the basic structure and functions of the human body systems using medically accurate terminology and specific functions of the body systems.

## Building Blocks

### Next Generation Science Standard

- 2-PS1-2 Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.

- K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

### Common Core State Standards for Mathematics

- MP.2 Reason abstractly and quantitatively.

- K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe.

- K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

## Butterflies

### Connecticut's Early Learning and Development Standards (CTELDS)

- CA.6o.7 Use materials and props in unique ways and are creative in finding and using materials as props desired for dramatic play.

- L.6o.6 Use more complex words to describe the relationships between objects and ideas (e.g., position words such as “under” or “beside” and comparative words such as “bigger” or “longer”).

- S.6o.8 Demonstrate an understanding of how living things grow and change through predictable stages (e.g., birth, growth, reproduction, death).

## Ceramic Studio (same standards as workshop below)

### Clay Creations

#### National Core Arts Standards

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|---|---|
| 1 | Generate and conceptualize artistic ideas and work. |
| 2 | Organize and develop artistic ideas and work.       |
| 3 | Refine and complete artistic work.                  |

### Food Groups

#### Healthy and Balanced Living Standard

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|--------|---|
| E.1.1. | Describe relationships between personal health behaviors and individual well-being. |
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#### Next Generation Science Standards

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| K.LS1.C | Organization for Matter and Energy Flow in Organisms § All animals need food in order to live and grow. They obtain their food from plants or from other animals. |
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### From Seed to Plant

#### Next Generation Science Standards

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| 2.LS2.A | Interdependent Relationships in Ecosystems §<br>Plants depend on water and light to grow. Plants depend on animals for pollination or to move their seeds around.   |
| 1.LS1.A | Structure and Function §<br>All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. |

### Gadgets and Gizmos

#### Next Generation Science Standards

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| 3-PS2      | Motion and Stability: Forces and Interactions   |
| 3-5-ETS1-3 | Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. |
| 4-PS3-4    | Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.*   |

### Kinetic Contraptions

#### Next Generation Science Standards

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| 3-PS2-1 | Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. |
| 5-PS2-1 | Support an argument that the gravitational force exerted by Earth on objects is directed down.                                     |

### Healthy and Balanced Living Curriculum Framework

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| Self-management     | The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals. |
| Relationship skills | The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.  |

### Know Yourself

#### 2013 CASEL Guide (Collaborative for Academic, Social, and Emotional Learning)

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|------------------|---|
| Self-awareness   | The ability to accurately recognize one's emotions and thoughts and their influence on behavior.  |
| Self-management  | The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals. |
| Social awareness | The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.                 |

### Healthy and Balanced Living Curriculum Framework

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| P.3.6 | Identify ways to self-regulate stress (e.g. take a break from playing hard, quiet time). |
| P.5.3 | Practice using words to identify emotions.   |
| P.5.4 | Identify healthy ways to express needs, wants and feelings.                              |
| P.5.5 | Demonstrate caring and empathy for others.   |
| P.5.6 | Demonstrate the ability to listen and speak in turn.                                     |

## Mechanical Minds

### Next Generation Science Standards

3-PS2	Motion and Stability: Forces and Interactions
3-5-ETS1-3	Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
4-PS3-4	Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.*

## Our Senses

### Connecticut's Early Learning and Development Standards (CTELDS)

SE.60.16	Cooperate with peers through sharing and taking turns.
S.48.5	Compare and contrast basic features of living things (e.g., body parts and their uses) between and across groups.
M.60.12	Sort and classify a set of objects on the basis of one attribute independently and describe the sorting rule. Can re-sort and classify the same set of objects based on a different attribute.

## Power Play

### Next Generation Science Standards

K-PS2-1	Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.
3-PS2-1	Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
5-PS2-1	Support an argument that the gravitational force exerted by Earth on objects is directed down.
4-ESS3-1	Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

## Healthy and Balanced Living Curriculum Framework

Self-management	The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
Relationship skills	The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.

## Sleuth for the Truth

### National Core Arts Standards

2	Organize and develop artistic ideas and work.
6	Convey meaning through the presentation of artistic work.

## Healthy and Balanced Living Curriculum Framework

E.2.1	Demonstrate the ability to locate valid health information, products and services.
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## Common Core State Standards for English Language Arts and Literacy

RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
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## Storybook Theater-PreK

### Connecticut's Early Learning and Development Standards (CTELDS)

CA.48.5	Use different materials and techniques to make art creations that reflect thoughts, feelings, experiences, knowledge.
CA.60.6	Assume elaborate roles in dramatic play (e.g., may play multiple roles or may stay in character for extended periods of time).
CA.60.7	Use materials and props in unique ways and are creative in finding and using materials as props desired for dramatic play.
CA.60.5	Use a variety of tools and materials to represent ideas through the visual arts.
L.60.6	Use more complex words to describe the relationships between objects and ideas (e.g., position words such as "under" or "beside" and comparative words such as "bigger" or "longer").
L.60.12	With prompting and support, retell familiar stories, including story elements (e.g., setting, characters, events) and/or share key details from informational text.
L.60.13	Identify main components of a story or text (the major plot points of a story or the main topic of an informational text).
L.60.14	Use connections between self and character, experience and emotions to increase comprehension.
SE.60.10	Begin to understand that different people may have different emotional reactions.

## Storybook Theater-K-2

### National Core Arts Standards

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|---|---|
| 5 | Develop and refine artistic techniques and work for presentation. |
| 6 | Convey meaning through the presentation of artistic work.         |

### Common Core State Standards for English Language Arts and Literacy

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| SL.2.4 | Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. |
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## Terrific Tangrams and Tessellations

### Common Core State Standards for Mathematics

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| 1G, 2G, 3G | Geometry: Reason with shapes and their attributes. |
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## The Fact of Matter

### Next Generation Science Standards

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| 5-PS1-3 | Make observations and measurements to identify materials based on their properties. |
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## The Sky's The Limit

### Next Generation Science Standards

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| 5-ESS1-1 | Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.                                       |
| 5-ESS1-2 | Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. |

## Up and Down

### Connecticut's Early Learning and Development Standards (CTELDS)

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|---------|---|
| M.60.9  | Compare the measurable attributes of two or more objects (e.g., length, weight and capacity) and describe the comparison using appropriate vocabulary (e.g., longer, shorter, same length, heavier, lighter, same weight, holds more, holds less, holds the same amount). |
| S.60.2  | Engage in collaborative investigations to describe phenomena or to explore cause and affect relationships.  |
| S.60.11 | Determine cause and effect of push/pull/collision that make objects, start, stop and change direction.  |

## Water Cycle

### Next Generation Science Standards

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| 2-ESS2.C | The Roles of Water in Earth's Surface Processes ¶ Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice and in liquid form. |
| 4-PS3-3  | Ask questions and predict outcomes about the changes in energy that occur when objects collide.  |

### Common Core State Standards for English Language Arts and Literacy

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|-------|---|
| W.4.7 | Conduct short research projects that build knowledge through investigation of different aspects of a topic. |
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## Weather Wise

### Next Generation Science Standards

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| 3-ESS2.D | Weather and Climate ¶<br>Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next. |
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### Common Core State Standards for Mathematics

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| MP.5 | Use appropriate tools strategically. |
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