



Save The River® / Upper St. Lawrence RIVERKEEPER®

Protecting the St. Lawrence River now, and for generations to come

Haas the Great Blue Heron Story Time

Integrating NYS Learning Standards

*For more information please visit [NYS P-12 Science Learning Standards](#) and [NYS Next Generation ELA Standards](#)

Pre-Kindergarten Learning Standards

P. LIFE SCIENCES
P-LS1-1 Observe familiar plants and animals (including humans) and describe what they need to survive. (Clarification Statement: Emphasis should be on determining what a variety of living organisms need to live and grow.)
P-LS1-2 Plan and conduct an investigation to determine how familiar plants and/or animals use their external parts to help them survive in the environment. (Clarification Statement: Emphasis should be on the relationships between the physical and living environment. Examples of external parts could include roots, stems, leaves for plants and eyes, ears, mouth, arms, legs for animals.)
P-LS3-1 Develop a model to describe that some young plants and animals are similar to, but not exactly like, their parents. (Clarification statement- Emphasis is on observation and pictorial representations of familiar plants and animals.)

New York State Next Generation Learning Standards Connections: ELA/Literacy

- PKR1** Participate in discussions about a text. (P-LS1-1), (P-LS2-1), (P-LS3-1)
- PKR2** Retell stories or share information from a text.
- PKR4** Exhibit an interest in learning new vocabulary. (P-LS1-1), (P-LS1-2), (P-LS3-1)
- PKW3** Use a combination of drawing, dictating, oral expression, and/or emergent writing to narrate an event or events in a sequence. (P-PS1-1), (P-PS2-1), (PPS4-1)
- PKW4** Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).

Save The River envisions a healthy Upper St. Lawrence River that provides safe drinking water, is home to a thriving range of indigenous species and supports sustainable economic activity.

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Kindergarten Learning Standards

K. INTERDEPENDENT RELATIONSHIPS IN ECOSYSTEMS, ANIMALS, PLANTS AND THEIR ENVIRONMENT

K-LS1-1 Use observations to describe patterns of what plants and animals (including humans) need to survive. (Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and that all living things need water and other materials to live, grow and thrive.)

K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. (In this story consider discussing the nest building)

New York State Next Generation Learning Standards Connections: ELA/Literacy

- KR1** Develop and answer questions about a text. (K-ESS2-2)
- KR2** Retell stories or tell key details from a text.
- KW2** Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information. (K-ESS2-2),(K-ESS2-3)
- KW2** Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem).

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First Grade Learning Standards

<p>1. STRUCTURE, FUNCTION, AND INFORMATION PROCESSING</p>

<p>1-LS1-1 Make observations to conduct an evidence-based account that some young plants and animals are similar to, but not exactly like, their parents.</p>
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New York State Next Generation Learning Standards Connections: ELA/Literacy

- 1R1** Develop and answer questions about key ideas and details in a text. (1-LS1-2),(1-LS3-1)
- 1R3** Describe characters, settings, and major events in a story, or pieces of information in a text. (RI&RL)
- 1W2** Write and informative/explanatory text to introduce a topic, supply some facts to develop points, and provide some closure.
- 1L5b** Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- 1L5c** Use words for identification and description, making connections between words and their use (e.g., places at home that are cozy).

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Second Grade Learning Standards

INTERDEPENDENT RELATIONSHIPS IN ECOSYSTEMS

2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats. (Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.)

New York State Next Generation Learning Standards Connections: ELA/Literacy

- 2R1** Develop, answer questions to demonstrate an understanding of key ideas and details in a text.
- 2R2** Identify a main topic or central idea and retell key details in a text; summarize portions of a text.
- 2W2** Write informative/explanatory texts that introduce a topic, use facts, and other information to develop points. Use content, specific language and provide a concluding statement or section.
- 2W6** Develop questions and participate in shared research and explorations to answer questions and to build knowledge. (2-LS2-1),(2-LS4-1)

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