



## My Little Book of Wood Ducks

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
<b>P-LS1-2</b> 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.)
<b>P-LS3-1</b> Develop a model to describe that some young plants and animals are similar to, but not exactly like their parents.

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)

**PKR4** Exhibit an interest in learning new vocabulary. (P-LS1-1),(P-LS1-2),(P-LS3-1)

**PKW7** Engage in a discussion using gathered information from experiences or provided resources.

**PKSL5** Create a visual display.

**PK-Math 3** Understands the relationship between numbers and quantities to ten.

### Kindergarten Learning Standards

K. INTERDEPENDENT RELATIONSHIPS IN ECOSYSTEMS, ANIMALS, PLANTS AND THEIR ENVIRONMENT
<b>K-ESS3-1</b> Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live. (Clarification Statement: Examples of relationships could include that deer eat buds and leaves, therefore they usually live in forest areas, and grasses need sunlight so they often grow in meadows.)
<b>K-ESS3-3</b> Communicate solutions that will reduce the impact of humans on living organisms and non-living things in the local environment.

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

**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)

**KSL5** Create and/or utilize existing visual displays to support descriptions.

**NY-K.CC** Counting and cardinality.

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## First Grade Learning Standards

1. STRUCTURE, FUNCTION, AND INFORMATION PROCESSING
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<b>1-LS1-2</b> Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive. (Clarification Statement: Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).)
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New York State Next Generation Learning Standards Connections: ELA/Literacy

- 1R2** Identify a main topic or idea in a text and retell important details. (1-LS1-2)
- 1W7** Recall and represent information from experiences or gather information from provided sources to answer a question. (1-LS3-1)
- 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).

## Second Grade Learning Standards

INTERDEPENDENT RELATIONSHIPS IN ECOSYSTEMS
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<b>2-LS2-2</b> Develop a simple model that illustrates how plants and animals depend on each other for survival.
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<b>2-LS4-1</b> 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.)
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New York State Next Generation Learning Standards Connections: ELA/Literacy

- 2W7** Recall and represent relevant information from experiences or gather information from provided sources to answer a question. (2-LS2-1),(2-LS4-1)

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

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## Third Grade Learning Standards

### 3. INHERITANCE AND VARIATION OF TRAITS: LIFE CYCLES AND TRAITS

**3-LS1-1** Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death.

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

- 3R1** Develop and answer questions to locate relevant and specific details in a text to support an answer or inference.
- 3R3** In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect.

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