



# LEARN, GROW, EAT & GO!

TEXAS A&M  
AGRI LIFE  
EXTENSION

## TEKS Correlations

\*TEKS that are eligible for testing as either Readiness or Supporting Standards on STAAR Test are highlighted in yellow

### Week1

#### *Know and Show Sombrero*

##### **English Language Arts and Reading**

3.29(A) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students are expected to: (A) listen attentively to speakers, ask relevant questions, and make pertinent comments.

##### **Science**

3.9(A) Organisms and environments. The student knows that organisms have characteristics that help them survive and can describe patterns, cycles, systems, and relationships within the environments. The student is expected to: (A) observe and describe the physical characteristics of environments and how they support populations and communities within an ecosystem; [5<sup>th</sup> Grade STAAR Supporting Standard]

##### **Social Studies**

3.17(B) Social studies skills. The student communicates effectively in written, oral, and visual forms. The student is expected to: (B) create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas.

#### *5 Senses Food*

##### **English Language Arts and Reading**

3.22(A)iii Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to: (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (iii) adjectives

##### **Science**

3.5(A) Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to: (A) measure, test, and record physical properties of matter.

#### *GardenJournal 1*

##### **Health**

3.1 (A) (B) Health behaviors. The student explains ways to enhance and maintain health throughout the life span. The student is expected to: (A) explain how personal-health habits affect self and others; (B) describe ways to improve personal fitness.

#### *Joseph Plants a Garden – Take Home Family Stories, Story 1*

##### **English Language Arts and Reading**

3. 8 Reading/Comprehension of Literary Text/Fiction. The student will understand, make inferences, and draw conclusions about the structure and elements of fiction and provide evidence from the text to support their understanding. The student is expected to: (B) describe the interaction of characters including their relationships and the changes they undergo. {STAAR Readiness Standard}

3.19 Writing. The student will write about his or her own experiences. The student is expected to write about important personal experiences.

## Week 2

### *Plant Parts We Eat*

#### **English Language Arts and Reading**

3.4(B) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to: (B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs. **[STAAR Readiness Standard]**

3.8(A) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to: (A) sequence and summarize the plot's main events and explain their influence on future events. **[STAAR Readiness Standard]**

3.13(B) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (B) draw conclusions from the facts presented in text and support those assertions with textual evidence. **[STAAR Readiness Standard]**

3.31 Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.

#### **Science**

3.10(A) (C) Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to: (A) explore how structures and functions of plants and animals allow them to survive in a particular environment. **[5<sup>th</sup> Grade STAAR Supporting Standard]**

### *Nutrients to Grow*

#### **Social Studies**

3.17(A) (B) Social studies skills. The student communicates effectively in written, oral, and visual forms. The student is expected to: (A) express ideas orally based on knowledge and experiences; (B) create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas.

#### **Health**

3.1 (C) Health behaviors. The student explains ways to enhance and maintain health throughout the life span. The student is expected to: (C) identify types of nutrients.

#### **English Language Arts and Reading**

3.2(B) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to: (B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from texts. **[STAAR Supporting Standard]**

3.13 (C) Reading Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (C) Identify explicit cause and effect relationships among ideas in texts. **[STAAR Readiness Standard]**

### **GardenJournal 2**

#### **Health**

3.1 (A) (B) Health behaviors. The student explains ways to enhance and maintain health throughout the life span. The student is expected to: (A) explain how personal-health habits affect self and others; (B) describe ways to improve personal fitness.

### **Joseph Plants a Garden – Take Home Family Stories, Story 2**

#### **Science**

3.2 Scientific Investigation and Reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to: (C) Construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data.

## **Week 3**

### **Don't Crowd Me**

#### **Science**

3.9 (A) Organisms and environments. The student knows that organisms have characteristics that help them survive and can describe patterns, cycles, systems, and relationships within the environments. The student is expected to: (A) observe and describe the physical characteristics of environments and how they support populations and communities within an ecosystem. **[5<sup>th</sup> Grade STAAR Supporting Standard]**

### **Paper Towel Gardening**

#### **Science**

3.2 (A) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to: (A) plan and implement descriptive investigations, including asking and answering questions, making inferences, and selecting and using equipment or technology needed, to solve a specific problem in the natural world.

3.4(A) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to: (A) collect, record, and analyze information using tools, including microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, wind vanes, rain gauges, pan balances, graduated cylinders, beakers, spring scales, hot plates, meter sticks, compasses, magnets, collecting nets, notebooks, sound recorders, and Sun, Earth, and Moon system models; timing devices, including clocks and stopwatches; and materials to support observation of habitats of organisms such as terrariums and aquariums.

#### **Math**

3.3(A) Number and operations. The student applies mathematical process standards to represent and explain fractional units. The student is expected to: (A) represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines. **[STAAR Supporting Standard]**

3.6(C) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties. The student is expected to: (C) determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row. **[STAAR Readiness Standard]**

3.1(A) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: (A) apply mathematics to problems arising in everyday life, society, and the workplace; **[STAAR Skill incorporated into test questions from reporting categories 1-4]**

### **Garden Journal 3**

#### **Science**

3.2 (A) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to: (A) plan and implement descriptive investigations, including asking and answering questions, making inferences, and selecting and using equipment or technology needed, to solve a specific problem in the natural world.

### *Joseph Plants a Garden – Take Home Family Stories, Story 3*

#### **Math**

3.14 Underlying Processes and Mathematical Tools. The student applies Grade 3 Mathematics to solve problems connected to everyday experiences and activities in and outside of school. The student is expected to:

(A) Identify the mathematics in everyday situations. **[STAAR Supporting Standard]**

## **Week 4**

### *Home Sweet Home*

#### **English Language Arts and Reading**

3.15 (B) Reading/Comprehension of Informational Text/Expository Text. Students understand how to glean and use information in procedural texts and documents. Students are expected to: locate and use specific information in graphic features of text. **[STAAR Supporting Standard]**

3.29 (A) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:

(A) listen attentively to speakers, ask relevant questions, and make pertinent comments.

#### **Science**

3.9 (A) Organisms and environments. The student knows that organisms have characteristics that help them survive and can describe patterns, cycles, systems, and relationships within the environments. The student is expected to:

(A) observe and describe the physical characteristics of environments and how they support populations and communities within an ecosystem. **[5<sup>th</sup> Grade STAAR Supporting Standard]**

3.9(C) Organisms and environments. The student knows that organisms have characteristics that help them survive and can describe patterns, cycles, systems, and relationships within the environments. The student is expected to:

(C) describe environmental changes such as floods and droughts where some organisms thrive and others perish or move to new locations.

### *Balloon Hot Potato*

#### **Health**

3.1 (D) Health behaviors. The student explains ways to enhance and maintain health throughout the life span. The student is expected to: (D) describe food combinations in a balanced diet such as a food pyramid.

#### **English Language Arts and Reading**

3.13 (A) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (A) identify the details or facts that support the main idea. **[STAAR Readiness Standard]**

### *Garden Journal 4*

#### **English Language Arts and Reading**

3.13 (A) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (A) identify the details or facts that support the main idea. **[STAAR Readiness Standard]**

### *Joseph Plants a Garden – Take Home Family Stories, Story 4*

#### **Health**

3.10 Health Behaviors. The student explains ways to enhance and maintain health throughout their life span. The student is expected to: (D) Describe food combinations in a balanced diet

## **Week5**

### **Rules are Rules & Schedule It**

#### **English Language Arts and Reading**

3.22 (C) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to: (C) use complete simple and compound sentences with correct subject-verb agreement.

#### **Science**

3.1 (A) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following school and home safety procedures and environmentally appropriate practices. The student is expected to: (A) demonstrate safe practices as described in the Texas Safety Standards during classroom and outdoor investigations, including observing a schoolyard habitat.

#### **Math**

3.4 (K) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to: (K) solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts. **[STAAR Readiness Standard]**

#### **Social Studies**

3.16(E) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to: (E) interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps.

#### **Health**

3.2(A) Health behaviors. The student recognizes and performs behaviors that reduce health risks throughout the life span. The student is expected to: (A) explain the need for obeying safety rules at home, school, work, and play such as bike safety and avoidance of weapons.

### **MyPlate**

#### **English Language Arts and Reading**

3.29 (A) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students are expected to: (A) listen attentively to speakers, ask relevant questions, and make pertinent comments.

#### **Math**

3.3 (C) Number and operations. The student applies mathematical process standards to represent and explain fractional units. The student is expected to: (C) explain that the unit fraction  $1/b$  represents the quantity formed by one part of a whole that has been partitioned into  $b$  equal parts where  $b$  is a non-zero whole number **[STAAR Supporting Standard]**

#### **Social Studies**

3.17(B) Social studies skills. The student communicates effectively in written, oral, and visual forms. The student is expected to: (B) create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas.

### **GardenJournal 5**

#### **Health**

3.11 (A) Personal/interpersonal skills. The student recognizes critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions. The student is expected to: (A) practice critical-thinking skills when making health decisions.

## **Joseph Plants a Garden – Take Home Family Stories, Story 5**

### **Math**

3.4 Number, Operation and Quantitative Reasoning. The student recognizes and solves problems in multiplication and division situations. The student is expected to: (C) Use models to solve division problems and use number sentences to record the solutions. [STAAR Readiness Standard]

## **Week 6**

### **Veggie Mania Research & Garden Graffiti**

#### **English Language Arts and Reading**

3.26 (C) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to: (C) take simple notes and sort evidence into provided categories or an organizer.

#### **Health**

3.1(C) Health behaviors. The student explains ways to enhance and maintain health throughout the life span. The student is expected to: (C) identify types of nutrients.

#### **Science**

3.9 (A) Organisms and environments. The students knows that organisms have characteristics that help them survive and can describe patterns, cycles, systems, and relationships within the environments. The student is expected to: (A) observe and describe the physical characteristics of environments and how they support populations and communities within an ecosystem. [5<sup>th</sup> Grade STAAR Supporting Standard]

#### **Social Studies**

3.17(B) Social studies skills. The student communicates effectively in written, oral, and visual forms. The student is expected to: (B) create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas.

### **Go, Slow, and Whoa Classification**

#### **English Language Arts and Reading**

13(C) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to: (C) identify explicit cause and effect relationships among ideas in texts. [STAAR Readiness Standard]

15(B) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to: (B) locate and use specific information in graphic features of text. [STAAR Readiness Standard]

#### **Health**

1D Health behaviors. The student explains ways to enhance and maintain health throughout the life span. The student is expected to: (D) describe food combinations in a balanced diet such as a food pyramid.

11B Personal/interpersonal skills. The student recognizes critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions. The student is expected to: (B) gather data to help make informed health choices.

#### **Science**

3.3 (B) Scientific investigation and reasoning. The student knows that information, critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to: (B) draw inferences and evaluate accuracy of product claims found in advertisements and labels such as for toys and food.

### **GardenJournal 6**

#### **English Language Arts and Reading**

3.19 Writing. Students write about their own experiences. Students are expected to write about important personal experiences.

### *Joseph Plants a Garden – Take Home Family Stories, Story 6*

#### **Social Studies**

3.17 Social Studies Skills. The student communicates effectively in written, oral and visual forms. The student is expected to: (B) Create written and visual material such as stories, poems, pictures, maps and graphic organizers to express ideas

## **Week 7**

### *10 in 2 Color Box*

#### **English Language Arts and Reading**

3.29 (A) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students are expected to: (A) listen attentively to speakers, ask relevant questions, and make pertinent comments.

3.30 Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.

#### **Health**

3.1(D) Health behaviors. The student explains ways to enhance and maintain health throughout the life span. The student is expected to: (D) describe food combinations in a balanced diet such as a food pyramid.

### *One Week Dinner Tracker*

#### **Health**

3.1(A) Health behaviors. The student explains ways to enhance and maintain health throughout the life span. The student is expected to: (A) explain how personal-health habits affect self and others.

### *GardenJournal 7*

#### **Health**

3.1(D) Health behaviors. The student explains ways to enhance and maintain health throughout the life span. The student is expected to: (D) describe food combinations in a balanced diet.

### *Joseph Plants a Garden – Take Home Family Stories, Story 7*

#### **Health**

3.1 Health Behaviors Span. The student is expected to explain ways to enhance and maintain health throughout the lifespan. The student is expected to: (D) Describe food combinations in a balanced diet such as "My Place."

## **Week 8**

### *Fruity Beauty & Blind Taste Test*

#### **English Language Arts and Reading**

3.22(A)iii Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to: (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking: (iii) adjectives.

#### **Mathematics**

3.4(A) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to: (A) solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction; [STAAR Readiness Standard]

3.8(A) (B) Data analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. The student is expected to: (A) summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals [STAAR Readiness

**Standard]** (B) solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals. **[STAAR Supporting Standard]**

3.1(B) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: (B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution; **[STAAR Skill incorporated into test questions from reporting categories 1-4]**

#### **Health**

3.11(B) Personal/interpersonal skills. The student recognizes critical thinking, decision making, goal setting, and problem solving skills for making healthy promoting decisions. The student is expected to: (B) gather data to help make informed health choices.

#### ***The Tasty Unknown Paper Chain***

##### **English Language Arts and Reading**

3.5(A) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: (A) paraphrase the themes and supporting details of fables, legends, myths, or stories. **[STAAR Supporting Standard]**

3.12 Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and locate the author's stated purposes in writing the text. **[STAAR Readiness Standard]**

#### **Mathematics**

3.4(F) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to: (F) recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts. **[STAAR Supporting Standard]**

3.4(G) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to: (G) use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties. **[STAAR Supporting Standard]**

#### ***Garden Journal 8***

##### **English Language Arts and Reading**

3.19 Writing. Students write about their own experiences. Students are expected to write about important personal experiences.

#### ***Joseph Plants a Garden – Take Home Family Stories, Story 8***

##### **English Language Arts and Health**

3.17 Writing/Writing Process. The student will use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. The student is expected to: (A) Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals); (E) Publish written work for a specific audience.

3.18 Writing/Literary Texts.

The student writes literary texts to express their ideas and feelings about real or imagined people, events, and ideas. The student is expected to: (B) Write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).

3.1 Health behaviors.

The student explains ways to enhance and maintain health throughout the life span. The student is expected to: (C) Identify types of nutrients.



## Week 9

### *New From Old Grow*

#### **English Language Arts and Reading**

3.2(B) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to: (B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text. [STAAR Supporting Standard]

3.12 Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and locate the author's stated purposes in writing the text.

3.20(A)i,ii,iii Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(A) create brief compositions that:

(i) establish a central idea in a topic sentence;

(ii) include supporting sentences with simple facts, details, and explanations; and

(iii) contain a concluding statement.

3.20B Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to: (B) write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions.

3.31 Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.

#### **Social Studies**

3.2(C) History. The student understands common characteristics of communities, past and present. The student is expected to: (C) compare ways in which various other communities meet their needs.

3.3(A)(B) History. The student understands the concepts of time and chronology. The student is expected to: (A) use vocabulary related to chronology, including past, present and future times; (B) create and interpret timelines.

3.4(B) Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to: (B) identify and compare how people in different communities adapt to or modify the physical environment which they live such as desert, mountains, wetland, and plains.

### *Greasy Grid Evaluation*

#### **Science**

3.2 (A) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to: (A) plan and implement descriptive investigations, including asking and answering questions, making inferences, and selecting and using equipment or technology needed, to solve a specific problem in the natural world.

3.2 (C) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to: (C) construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data.

3.2 (D) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to: (D) analyze and interpret patterns in data to construct reasonable explanations based on evidence from investigations.

3.2 (E) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to: (E) demonstrate that repeated investigations may increase the reliability of results.

3.3 (B) Scientific investigation and reasoning. The student knows that information, critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to: (B) draw inferences and evaluate accuracy of product claims found in advertisements and labels such as for toys and food.

### **Social Studies**

3.1(A) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to: (A) describe how individuals, events, and ideas have changed communities, past and present.

### **Health**

3.11(B)(C) Personal/interpersonal skills. The student recognizes critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions. The student is expected to: (B) gather data to help make informed health choices; (C) explain the positive and negative consequences of making a health-related choice.

### **Garden Journal 9**

#### **English Language Arts and Reading**

3.5(A) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to: (A) paraphrase the themes and supporting details of fables, legends, myths or stories. [STAAR Supporting Standard]

### **Joseph Plants a Garden – Take Home Family Stories, Story 9**

#### **English Language Arts and Reading**

3.2 Reading/Beginning Reading/Strategies. The student comprehends a variety of texts drawing on useful strategies as needed. The student is expected to: (B) Ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from the text.

3.15 Reading/Comprehension of Informational Text/Procedural Texts. The student understands how to glean and use information in procedural texts and documents. The student is expected to: (A) Follow and explain a set of written multi-step directions.

3.17 Writing/Writing Process. The student uses elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. The student is expected to: (A) Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals); (B) Develop drafts by categorizing ideas and organizing them into paragraphs.

## **Week 10**

### **Kitchen Cotton Quantity Conversion**

#### **English Language Arts and Reading**

3.31 Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.

### **Mathematics**

3.3(C) Number and operations. The student applies mathematical process standards to represent and explain fractional units. The student is expected to: (C) explain that the unit fraction  $1/b$  represents the quantity formed by one part of a whole that has been partitioned into  $b$  equal parts where  $b$  is a non-zero whole number [STAAR Supporting Standard]

3.3(H) Number and operations. The student applies mathematical process standards to represent and explain fractional units. The student is expected to: (H) compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models. [STAAR Readiness Standard]

3.7(E) Geometry and measurement. The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement. The student is expected to: (E) determine liquid volume (capacity) or weight using appropriate units and tools [STAAR Supporting Standard]

3.1(A) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to (A) apply mathematics to problems arising in everyday life, society, and the workplace [STAAR Skill incorporated into test questions from reporting categories 1-4]

### *Menu Mind Makeover*

#### **English Language Arts and Reading**

3.4(B) Reading/Vocabulary Development. Student understand new vocabulary and use it when reading and writing. Students are expected to: (B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs. [STAAR Readiness Standard]

3.8(A) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide the evidence from text to support their understanding. Students are expected to: (A) sequence and summarize the plot's main events and explain their influences on future events. [STAAR Readiness Standard]

3.26(C) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to: (C) take simple notes and sort evidence into provided categories or an organizer.

#### **Health**

3.11(A) Personal/interpersonal skills. The student recognizes critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions. The student is expected to: (A) practice critical-thinking skills when making health decisions.

#### **Social Studies**

3.17(B) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to: (B) sequence and categorize everything.

### *GardenJournal 10*

#### **English Language Arts and Reading**

3.19 Writing. Students write about their own experiences. Students are expected to write about important personal experiences.

#### **Health**

3.11 (A) Personal/interpersonal skills. The student recognizes critical-thinking, decision making, goal setting, and problem solving skills for making health promoting decisions. The student is expected to: (A) practice critical thinking skills when making healthy decisions.

### *Joseph Plants a Garden – Take Home Family Stories, Story 9*

#### **Science**

3.10 Organisms and Environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to: (C) Investigate and compare how animals and plants undergo a series of orderly changes in their diverse life cycles such as tomato plants, frogs and lady bugs. [5<sup>th</sup> Grade STAAR Supporting Standard]