

### ★KEY★

I .... Introduction

SG .... *Reach for the Sky* song

BC .... Book Club

FCL .... Food Club

FCR .... Food Cards

CC .... Cafeteria Connection

LC .... Literary Center

WB .... Student Workbook Pages

DP .... Dramatic Play

RA .... Reflection & Assessment

EH .... Extra Helpings

SS .... Super Senses (Lesson 3 only)

PD .... Planting Demonstration (Lesson 4 only)

MC .... *MyPlate* Celebration (Lesson 6 only)

**Note:** Not all schools or States use Common Core standards, so please refer to your State education standards.

## Common Core English Language Arts Standards

Developed by the National Governors Association Center for Best Practices, Council of Chief State School Officers.

<http://www.corestandards.org/ELA-Literacy>

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>Reading: Literature</b>						
RL.K.1. With prompting and support, ask and answer questions about key details in a text.	BC LC	BC LC	BC LC	BC LC	BC LC	BC LC
RL.K.2. With prompting and support, retell familiar stories, including key details.	BC	BC	BC	BC	BC	BC
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.	BC	BC	BC	BC	BC	BC
<b>Reading: Informational Text</b>						
RI.K.1. With prompting and support, ask and answer questions about key details in a text.	BC LC	BC LC	BC LC	BC LC	BC LC	BC LC
RI.K.2. With prompting and support, identify the main topic and retell key details of a text.	BC LC	LC	BC LC	LC	LC	BC LC
RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	I SG BC FCL FCR CC LC WB	I BC CC LC WB FCR EH	I SG BC FCL LC WB RA FCR RA EH	I BC PD LC WB RA EH	I BC FCL WB DP RA	I BC FCL WB FCR RA
RI.K.10. Actively engage in group reading activities with purpose and understanding.	BC LC	LC	BC LC	LC	LC	BC LC
<b>Reading: Foundational Skills</b>						
RF.K.1a. Demonstrate understanding of the organization and basic features of print. Follow words from left to right, top to bottom, and page by page.	BC LC WB	BC LC WB	BC LC WB	BC LC WB	BC LC WB	BC LC WB
RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	LC WB EH	CC LC	LC WB	LC	LC WB	LC WB
RF.K.2d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	LC WB EH	LC	LC WB	LC	LC WB	LC WB
RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.	LC WB EH	LC WB	LC WB	LC	LC WB	LC WB
RF.K.3a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.	LC WB EH	LC WB	LC WB	LC	LC WB	LC WB
RF.K.3c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	BC LC WB	BC LC	BC LC	BC LC	BC LC	BC LC



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## Common Core English Language Arts Standards (Continued)

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
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### Reading: Foundational Skills (Continued)

RF.K.4. Read emergent-reader texts with purpose and understanding.	BC LC	BC LC	BC LC	BC LC	BC LC	BC LC
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### Writing

W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	BC WB	BC WB	WB RA		WB RA	I WB
W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	EH	I BC CC WB	I BC CC WB RA	PD DP EH WB RA	CC WB RA	BC MC RA
W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	WB	I BC CC WB	I CC WB	CC EH WB	CC WB RA	I MC RA

### Speaking & Listening

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	I BC FCR CC DP RA	I BC DP RA EH	I BC SS FCR CC DP EH	I BC FCL FCR CC LC EH	I BC FCL DP RA EH	I BC FCL MC RA
SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	I SG BC CC LC WB DP	I BC LC EH	I BC SS FCR CC LC EH	I BC FCL FCR CC LC EH	I BC LC EH	I BC LC
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	I BC CC LC WB	I BC RA	I BC SS CC RA EH	I BC FCL FCR CC RA EH	I BC RA EH	I BC RA
SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	I FCR CC DP RA	I DP RA EH	I SS FCR CC DP	I FCL FCR CC DP RA EH	I DP RA EH	I RA
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	EH	BC EH	I DP RA	PD RA EH	CC WB DP RA	I CC RA



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<b>Common Core English Language Arts Standards</b> (Continued)	<b>Lesson 1</b>	<b>Lesson 2</b>	<b>Lesson 3</b>	<b>Lesson 4</b>	<b>Lesson 5</b>	<b>Lesson 6</b>
vvSL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	I BC FCL FCR CC LC DP RA EH	I BC DP RA EH	I BC SS FCR CC DP EH	I BC FCL FCR CC DP RA EH	I BC FCL DP EH	I BC MC FCL RA
<b>Language</b>						
L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	LC WB RA	LC RA	LC WB	LC RA	LC WB RA	LC WB RA
L.K.1a. Print many upper- and lowercase letters.	LC WB	LC	LC WB	LC WB RA	LC WB RA	LC WB RA
L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	LC	LC	LC WB	LC WB	LC WB	LC WB
L.K.2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).	LC WB	LC	LC WB	LC WB	LC WB	LC WB
L.K.4a. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	I SG BC WB RA EH	I BC CC WB RA EH	I SG SS CC WB DP RA EH	I BC CC FCR DP RA	I BC FCL WB DP RA	I BC CC WB RA
L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.	I SG BC FCL FCR CC LC WB DP	I SG BC FCR CC LC WB DP	I BC SS FCL CC LC WB FCR EH	BC PD CC LC WB RA	I BC FCL CC LC WB DP EH	I FCL CC LC FCR MC
L.K.5a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	I SG BC FCL FCR CC WB DP EH	I SG BC CC WB FCR EH	I BC CC FCR DP RA EH	I BC DP RA	I BC FCL WB DP RA EH	I BC FCL WB FCR RA
L.K.5c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).	FCL FCR CC WB DP	I SG BC CC WB DP EH	I SG BC SS CC WB DP RA EH	I BC PD FCL CC WB FCR DP RA EH	I BC FCL CC WB DP RA EH	I BC FCL WB DP RA MC



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## Common Core Mathematics Standards

Developed by the National Governors Association Center for Best Practices, Council of Chief State School Officers.  
<http://www.corestandards.org/Math>

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>Counting &amp; Cardinality</b>						
K.CC.A.1. Count to 100 by ones and by 10s.		WB EH	BC WB	WB	EH	
K.CC.A.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	FCL WB	WB	WB	PD WB	WB EH	
K.CC.B.4. Understand the relationship between numbers and quantities; connect counting to cardinality.		WB EH	WB	PD WB	EH	
K.CC.B.4b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.		WB EH	WB	WB	EH	
K.CC.B.5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.		WB EH	WB	WB	EH	
K.CC.C.6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.		EH	WB		EH	
<b>Measurement &amp; Data</b>						
K.MD.B.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	I FCL FCR WB DP	I FCR WB EH	WB	DP	EH	RA
<b>Geometry</b>						
K.G.B.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	EH	CC	CC	WB		



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## National Health Education Standards

Developed by the Joint Committee on National Health Education Standards funded by the American Cancer Society.  
<http://www.cdc.gov/healthyyouth/sher/standards/index.htm>

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>Standard 1.</b> Comprehend concepts related to health promotion and disease prevention.						
1.2.1. Identify that healthy behaviors impact personal health.	I SG FCL FCR CC WB DP	I SG CC WB FCR DP RA EH	I FCL DP RA EH	I PD WB RA	I BC FCL CC WB DP RA EH	I FCL WB DP RA MC
1.2.3. Describe ways to prevent communicable diseases.	FCL WB RA		FCL		FCL	FCL MC
<b>Standard 4.</b> Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.						
4.2.1. Describe ways to prevent communicable diseases.	FCL RA		FCL DP		I FCL WB DP	FCL RA
<b>Standard 6.</b> Demonstrate the ability to practice health-enhancing behaviors.						
6.2.1. Identify a short-term personal health goal and take action toward achieving the goal.	FCL		BC FCL		FCL	FCL WB DP MC
<b>Standard 7.</b> Demonstrate the ability to use goal-setting skills to enhance health.						
7.2.1. Demonstrate healthy ways to express needs, wants, and feelings.	BC FCL CC WB	BC	RA EH	CC RA	I FCL CC WB DP RA EH	BC FCL CC DP RA
<b>Standard 8.</b> Demonstrate the ability to advocate for personal, family, and community health.						
8.2.1. Make requests to promote personal health.	FCL	CC WB	FCL DP		FCL CC	FCL
8.2.2. Encourage peers to make positive health choices.		CC	CC DP	DP	CC DP EH	FCL MC



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**Note:** Please refer to your State science education standards.

<b>National Science Standards</b>						
Developed by the National Committee on Science Education Standards and Assessment; Board on Science Education (BOSE); Division of Behavioral and Social Sciences and Education (DBASSE); National Research Council. <a href="http://www.nap.edu/openbook.php?record_id=4962">http://www.nap.edu/openbook.php?record_id=4962</a>	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
<b>A. Science as Inquiry</b>						
Abilities necessary to do scientific inquiry Understanding about scientific inquiry	FCL		SS	I BC PD CC WB DP		
<b>C. Life Science</b>						
The characteristics of organisms Life cycles of organisms Organisms and environments	FCL	CC WB DP RA	I SS	I BC PD FCL FCR WB RA EH		
<b>F. Science in Personal and Social Perspectives</b>						
Personal health Characteristics and changes in populations Types of resources Changes in environments Science and technology in local challenges	I BC FCL CC WB DP RA	I SG BC CC WB FCR DP RA	I BC SS FCL CC WB DP RA RA EH	I BC PD CC WB DP RA	I BC FCL CC WB DP RA EH	I BC FCL CC WB DP RA MC

★TEACHER TIP★

The **Discover MyPlate** curriculum can be scheduled and taught in many ways. The six lessons can be taught in six weeks at the start of the school year or spread out over several months. Additional learning activities not completed during the lessons (**Book Club**, **Extra Helpings**, and **Cafeteria Connections**, for example) can be taught later in the year. See **Discover MyPlate in a Year** (p. 2) for more pacing guidance and ideas for how to fit **Discover MyPlate** into your curriculum.

