



Advancing  
21<sup>st</sup> Century  
Skills

OFFICE OF CIVIC EDUCATION INITIATIVES

# healthCARE™

(Cultivating Acceptance and Respect through Education)

## Unit 6: *The Story of Mr. Oak and Miss Reed: Making the Most of Change*

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please visit: <http://www.clevelandclinic.org/CivicEducation>.

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## Program Overview

**healthCARE™** (**C**ultivating **A**ceptance and **R**espect through **E**ducation) is a dynamic educational program designed to promote inclusion and self-esteem among children ages 5 through 10. Developed by the Cleveland Clinic Theatre Company and the Office of Civic Education Initiatives, the program provides free educational resources, including the animated video *The Story of Mr. Oak and Miss Reed*, as well as an accompanying lesson plan that meets state and national standards in a variety of subjects. healthCARE™ also offers disease-specific lessons so teachers can address inclusion and self-esteem as they relate to specific medical conditions.

The **Cleveland Clinic Theatre Company** is an award-winning theatre troupe devoted to educating and entertaining audiences of all ages through the use of the performing arts. Since it was established as a program of the Community Relations Department in the spring of 2004, the Company has written, performed and produced an impressive body of work, including interactive educational plays, radio and TV public service announcements, children's theatre programs, improvisational performances, and an educational CD. As a part of Cleveland Clinic's new Office of Civic Education Initiatives, the group has taken on even larger, more ambitious projects, including *The Story of Mr. Oak and Miss Reed*.

The **Office of Civic Education Initiatives** was established to fulfill Cleveland Clinic's commitment to promote K—12 education everywhere the institution has a presence. In partnership with area schools, local businesses, and fellow nonprofit organizations, the Office creates innovative programs designed to enhance children's learning in the areas of math, science, health and wellness, the arts, and innovation.

**Cleveland Clinic**, located in Cleveland, Ohio, is a not-for-profit multi-specialty academic medical center that integrates clinical and hospital care with research and education. Cleveland Clinic was founded in 1921 by four renowned physicians with a vision of providing outstanding patient care based upon the principles of cooperation, compassion, and innovation. U.S. News & World Report consistently names Cleveland Clinic as one of the nation's best hospitals in its annual "America's Best Hospitals" survey. Approximately 1,500 full-time salaried physicians at Cleveland Clinic and Cleveland Clinic Florida represent more than 100 medical specialties and subspecialties. In 2005, 2.7 million patients came for treatment from every state and 100 countries. Cleveland Clinic's website address is [www.clevelandclinic.org](http://www.clevelandclinic.org).

## Introduction:

The Office of Civic Education Initiatives is proud to launch its latest original animation and accompanying healthCARE™ curriculum – *The Story of Mr. Oak and Miss Reed: Making the Most of Change*. The story explores how the two main characters, Mr. Oak and Miss Reed, respond and adapt to the changes that occur in their environment. Mr. Oak is a strong, inflexible tree that follows a strict and rigid regime despite the daily changes occurring around him. Miss Reed's flexible nature, on the other hand, allows her to easily adapt to the changes in her surroundings. Students can use the message from the story, adapted from an Aesop Fable, and apply it to their own lives. Stressors and changes such as a new school, new friends, divorce, personal or family illness, or other experiences weigh heavily on students. By working through the curriculum activities, students will become aware of how to define stress, understand how their bodies respond to stress, and become aware of the mental-physical connection in health and wellness.

*The Story of Mr. Oak and Miss Reed* curriculum includes six different activities that address concepts in science, technology, engineering, mathematics, medicine, and other disciplines (STEMM+™) for the primary grades, including health and wellness, English language arts, and fine arts. While it is recommended that teachers complete each of the activities in their classes in the suggested order, each activity can stand alone with the online video. These student-centered, inquiry-based activities are aligned with Ohio and national academic content standards, benchmarks, and grade-level indicators. The student-directed project aligns with the 21<sup>st</sup> Century skills of critical thinking, problem-solving, collaboration, and application, thus preparing students for futures in the global economy. The classroom activities allow students the opportunity to reflect upon what they learn from the video.

**Activity 1, *The Story of Mr. Oak and Miss Reed***, introduces students to Mr. Oak and Miss Reed through an animated video followed by a classroom and/or group discussion and retelling of the story via creation of an illustrated storyboard. **Activity 2, *Observations on Mr. Oak and Miss Reed***, encourages students to discover similarities and differences between Mr. Oak and Miss Reed in the story, items from nature, and in themselves and others using Venn Diagrams. This activity challenges students to discover and describe what makes them unique. **Activity 3, *Stressed Out!***, uses scientific inquiry to investigate the impact of force and stress on a tree branch. Students collect data, graph results, and communicate findings. In this activity, stress in physics is linked to physiological stress in online learning modules via Earl's Garage™. Here students explore the effects of good and bad stress such as scary movies, bullies, and exercise. **Activity 4, *Adaptation***, encourages students to work in



collaborative groups to brainstorm environments, stresses, and adaptations for a variety of organisms, including humans. Peer-to-peer teaching and reflective journaling allow students to communicate thoughts and ideas. **Activity 5, Relaxation**, stimulates student discussion on how people relax to cope with stress. Students can test their concentration, balance, flexibility, and strength by performing the tree pose. In **Activity 6, My Aesop Fable**, students explore various Aesop Fables online, explore the origins of the fables, and create a modern-day interpretation of “Oak and Reed” or another Aesop Fable utilizing various genres.

We hope that you enjoy facilitating these activities in your classroom with your students. Please share with us your experiences with implementing this curriculum via email ([pflaumb@ccf.org](mailto:pflaumb@ccf.org)) or phone (216-297-8302).

Sincerely,

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## **Activity 1 – *The Story of Mr. Oak and Miss Reed***

The animated video *The Story of Mr. Oak and Miss Reed* describes the lives of two forest inhabitants – Mr. Oak and Miss Reed. Mr. Oak is a rigid bodybuilding champion who is steadfast and unwavering in his daily routine. Miss Oak is a newcomer whose flexibility and love for life allow her to adapt easily to changes that occur in her local forest environment. In this activity, students will view the animated video that tells the story of Mr. Oak and Miss Reed. Following the video, students will engage in group and/or class discussion(s) about the story facilitated by the teacher.

**Goal:** Students will observe how animated characters respond to changes in their environment.

**Objectives:** Students will...

- 1) Support responses to group/class discussion questions with specific examples from the story.
- 2) Retell the story of Mr. Oak and Miss Reed using illustrations on a storyboard.

### **Materials:**

The online video of *The Story of Mr. Oak and Miss Reed*  
Computer with flash capabilities  
Large manila paper (one per student)  
Markers/colored pencils/crayons

### **Classroom Activities:**

Watch *The Story of Mr. Oak and Miss Reed* (10 minutes) with the students.

Ask students the following discussion questions as a class or in small groups:

- 1) What was Mr. Oak's life like before the arrival of Miss Reed?
- 2) Describe Mr. Oak's daily activities.
- 3) Describe Miss Reed's daily activities.



- 4) What did Mr. Oak do when the spring storm came?
- 5) What did Miss Reed do when the spring storm came?
- 6) How does Mr. Oak respond to the frog music festival?
- 7) How does Miss Reed respond to the frog music festival?
- 8) What does Mr. Oak do when the strong winds start?
- 9) What does Miss Reed do when the strong winds start?
- 10) How does Mr. Oak change from the beginning of the story to the end?
- 11) Does he seem happier? Why or why not?
- 12) What did you learn from the story?

Have students create a storyboard that retells the story of Mr. Oak and Miss Reed using original illustrations.

- Fold the manila paper in half three times. This will create eight (8) equal rectangles in the paper.
- Number the rectangles going across (starting with #1 in the upper left corner – 1 through 4 on top row, 5-8 on bottom row).
- Draw eight scenes (one per box) from the story in sequential order.
- Students should share their storyboard and their interpretation of the story with other students, family, and friends.

## Activity 2 – Observations on Mr. Oak and Miss Reed

After viewing the animated video *The Story of Mr. Oak and Miss Reed*, students will practice their observation skills by describing the unique and similar qualities of the lead characters – Mr. Oak and Miss Reed. Students can transfer these skills from observing fictional characters to items in nature (an oak branch and reed blade) and then to themselves and others.

**Goals:** Students will...

- 2) Improve their observation skills.
- 3) Develop an understanding of how things and people are similar and different.

**Objectives:** Students will...

- 3) Describe characteristics of fictional characters and living things (plants and themselves) using adjectives.
- 4) Identify similarities and differences between fictional story characters, plants, and people.
- 5) Describe what qualities make them unique.

**Materials:**

The online video of *The Story of Mr. Oak and Miss Reed*

Oak branch (or other tree branch)

Reed blade (or other plant with long, thin leaves, i.e., ornamental grasses, cattails, grass, etc.)

Copy of Venn Diagram – Mr. Oak and Miss Reed (one per student)

Copy of Venn Diagram – Oak Branch and Reed Blade (one per student)

Copy of Venn Diagram – My Friend and I (one per student)

SMART Board (optional)

**Vocabulary:**

**Observation:** To use one's senses to gather information

**Venn diagram:** Technique used to find similarities and differences in items

**Characteristics:** Properties or features

**Qualities:** Properties or features



**Adjective:** A word that describes something

**Unique:** Special quality that sets one apart from others

### Classroom Activities:

Part A: Use the “Venn Diagram – Mr. Oak and Miss Reed” on the SMART Board or worksheet to describe the characteristics or qualities of Mr. Oak and Miss Reed.

- Write the adjectives that only describe Mr. Oak in the big circle to the left.
- Write the adjectives that only describe Miss Reed in the big circle to the right.
- Write adjectives that describe both Mr. Oak and Miss Reed in the center or the overlap between the two circles.
- In what ways are Mr. Oak and Miss Reed similar?
- In what ways are Mr. Oak and Miss Reed different?

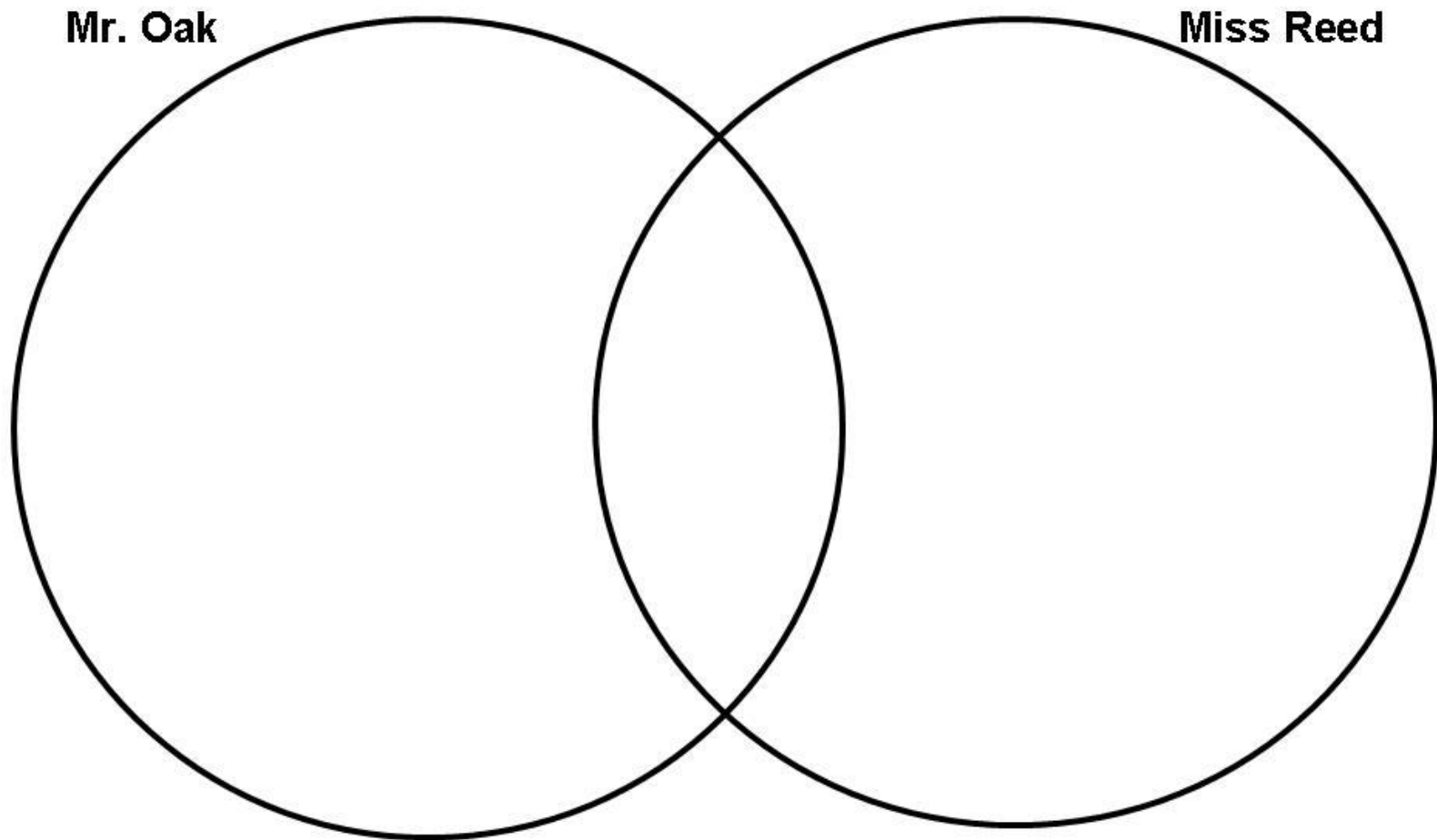
Part B: Use the “Venn Diagram – Oak Branch and Reed Blade” on the SMART Board or worksheet to describe the characteristics or qualities of an oak branch and reed blade.

- Write the adjectives that only describe the oak branch in the big circle to the left.
- Write the adjectives that only describe the reed blade in the big circle to the right.
- Write adjectives that describe both the oak branch and the reed blade in the center or the overlap between the two circles.
- In what ways are the oak branch and reed blade similar?
- In what ways are the oak branch and reed blade different?
- Were your answers the same for Part A and Part B? Why or why not?

Part C: Use the “Venn Diagram – My Friend and I” on the SMART Board or worksheet to describe the characteristics or qualities of you and a friend.

- Write the adjectives that only describe you in the big circle to the left.
- Write the adjectives that only describe your friend in the big circle to the right.
- Write adjectives that describe both you and your friend in the center or the overlap between the two circles.
- In what ways are you and your friend similar?
- In what ways are you and your friend different?
- What makes you special and unique?

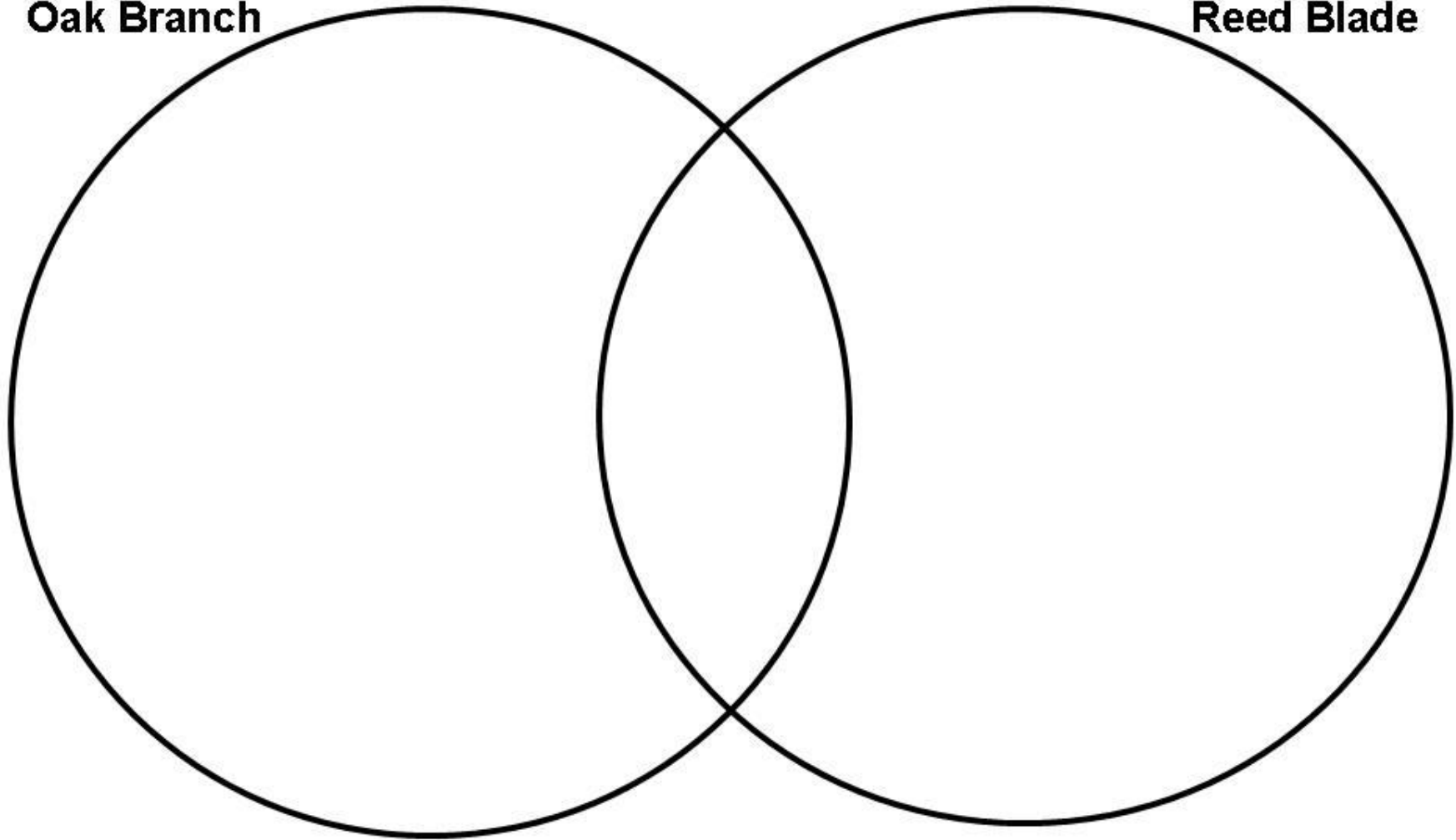
### Venn Diagram –Mr. Oak and Miss Reed



## Venn Diagram – Oak Branch and Reed Blade

**Oak Branch**

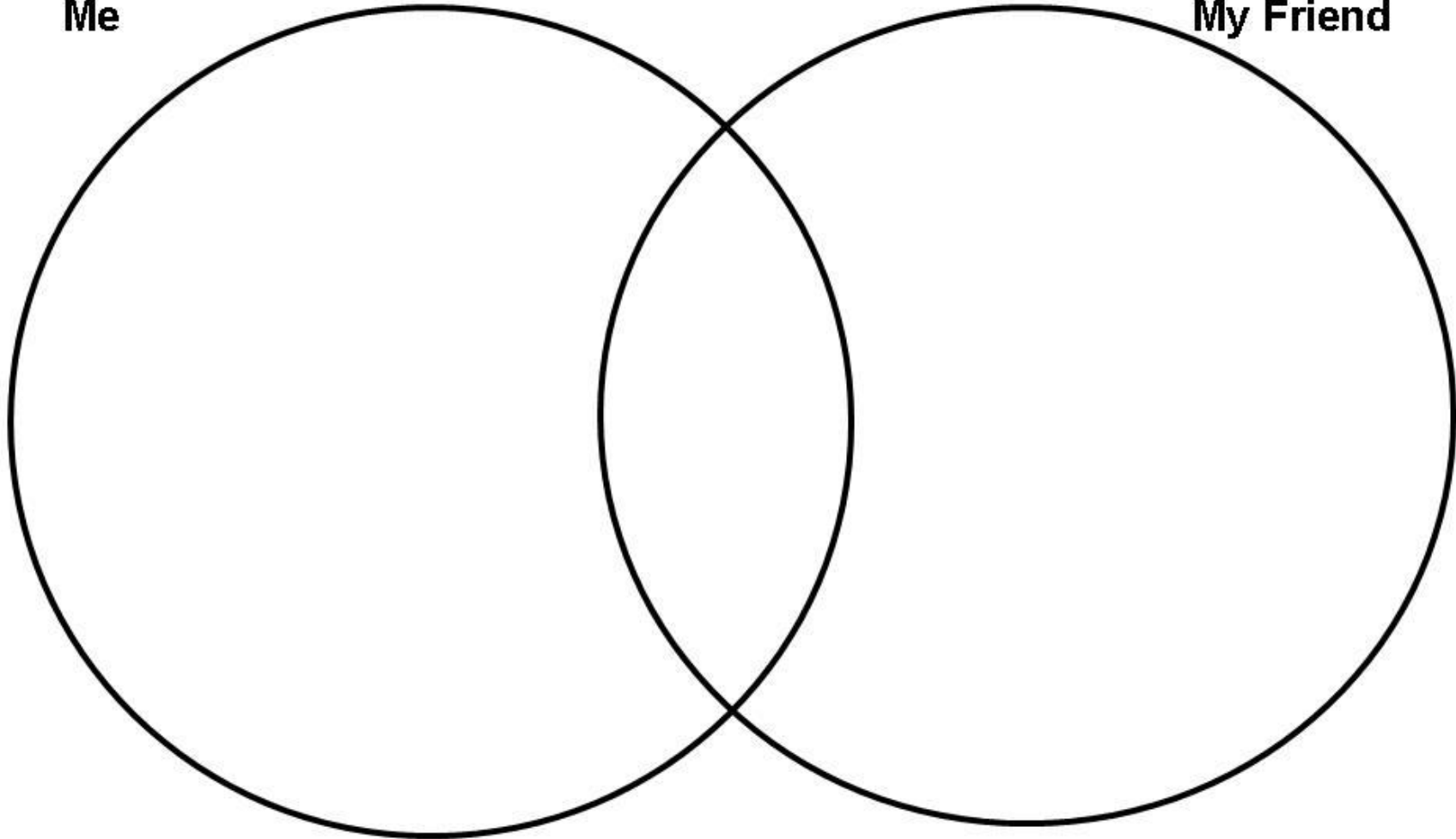
**Reed Blade**



## Venn Diagram – My Friend and I

**Me**

**My Friend**



### **Activity 3 – Stressed Out!**

In this activity, students will use inquiry skills to investigate how a common object, a tree branch, responds to force and stress. Students will graph the results of the demonstration and extend the findings into their own lives. Students will explore heart-brain connections in response to stress using an online learning module developed by the Cleveland Clinic Office of Civic Education Initiatives and the Bakken Heart-Brain Institute. After students identify sources of stress in their lives, they will create a collage that highlights a variety of coping mechanisms for decreasing stress in their daily lives.

**Goals:** Students will...

- 1) Distinguish between the various definitions and causes of stress (i.e., in physics, in the Oak and Reed video, in their own lives).
- 2) Differentiate between “good” stress and bad stress.
- 3) Brainstorm ways to cope with stress.

**Objectives:** Students will...

- 1) Define stress and force using physics terminology.
- 2) Graph the results of a scientific investigation.
- 3) Use a metric ruler to measure displacement.
- 4) Explore an online learning module to visualize the heart-brain connection in the stress response.
- 5) Indicate regions of the body involved in the stress response.
- 6) Identify sources of stress in their lives.
- 7) Identify exercise as a source of “good” stress.
- 8) Create a collage that represents examples of how to de-stress and relax.

**Materials:**

Oak or other tree branch (< 1 inch diameter)  
Reed blade or grass  
Paper cup  
String or yarn  
Weights or items of known weight (i.e., washers, coins, etc.)  
Meter stick  
Tape measure or metric ruler  
Masking or duct tape

Hole puncher  
Graph paper  
Pencils  
SMART Board (optional)  
Magazines (for cutting out pictures)  
Computer(s) with Internet access

### **Vocabulary:**

**Force** – a push or a pull on something

**Stress** – change in an object resulting from an applied force

**Displacement** – change in position resulting from stress or a force

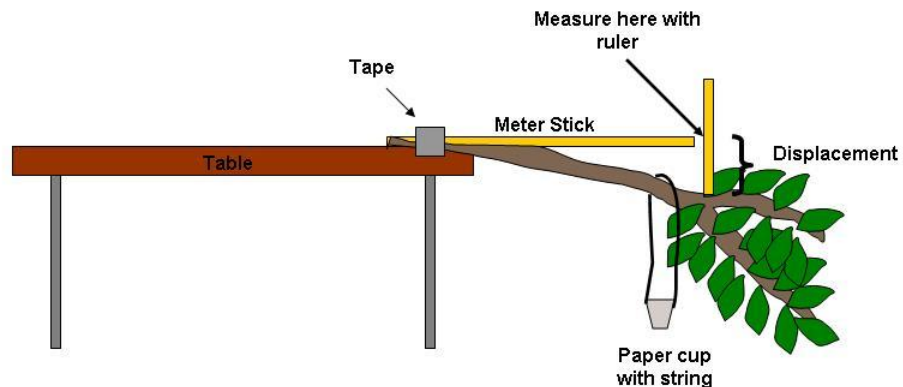
### **Classroom Activities:**

Part A: How do Oak and Reed respond to stress?

Set Up (Teacher):

- Attach a meter stick to a table with duct tape so that it extends horizontally off the edge (see diagram below).
- Attach an oak or other tree branch adjacent and parallel to the meter stick using duct tape.
- Use a hole-puncher to make two opposite holes near the lip of the cup. Run string or yarn (at a length shorter than the height of the table) through the holes and tie the ends.
- Students will add weights and measure displacement during the demonstration.

**Demonstration Set Up for How Do Oak and Reed Respond to Stress?**



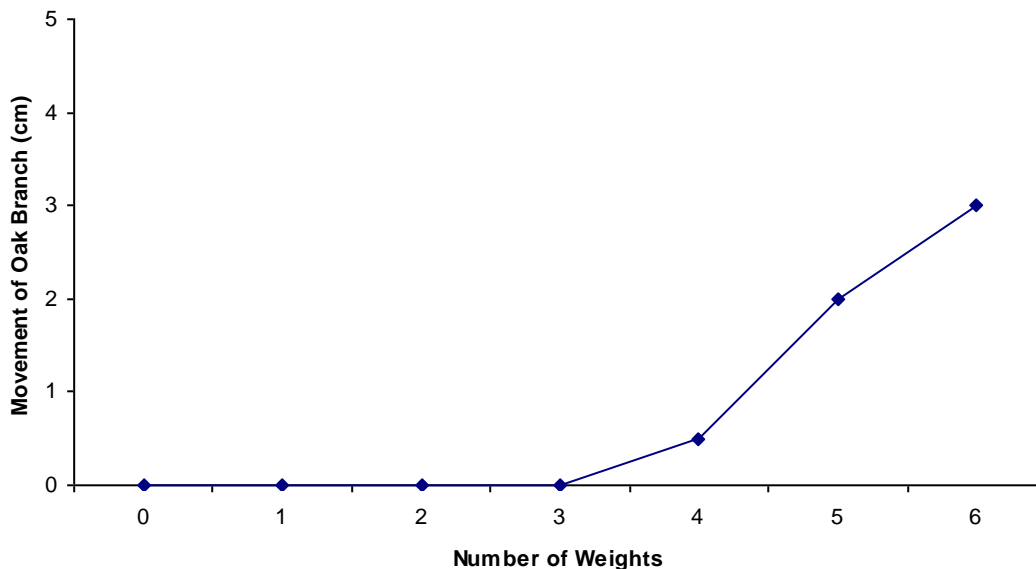
**Demonstration:**

- Ask students to make a prediction – what will happen when a force (weights in a cup) is applied to the branch? Take responses from the class.
- Ask students to estimate how many weights will the cup hold before the oak branch moves from the horizontal position? Take responses from the class.
- Students can take turns adding weights to the cup one at a time.
- Students can take turns recording the displacement, or movement of the branch.
- How close was your prediction?
- Hold up the reed/grass blade. Would it be possible to do the same investigation using the reed/grass? Why or why not?
- What characteristics of the tree branch make it able to withstand more stress?

### Data and Results:

- Make a graph with “Number of Weights” on the x-axis and “Movement of the Branch” or displacement on the y-axis (see sample with hypothetical data below).
- Place a star (\*) at the point where the branch experienced the greatest amount of force and stress.
- What is your definition of stress? Define stress as it relates to the demonstration. Are the definitions similar? Why or why not?

**Graph of Movement of Oak Branch and Number of Weights**



### Part B: How do you respond to stress?

Visit Earl's Garage to learn how the body responds to stress:

- Explore how your body responds to a stressful situation (i.e., watching a scary movie or encountering a playground bully) through an online learning module from Earl's Garage.
- Visit the Earl's Garage homepage to explore links between the heart and brain at:
  - [http://www.clevelandclinic.org/civiceducation/realworld/earls\\_garage.asp](http://www.clevelandclinic.org/civiceducation/realworld/earls_garage.asp)
- Click on “Earl's Virtual Garage” to enter.
- Click on “Kids Ages 10 and Under.”



- Click on “Scary Movie & Bullies” to review the module.
- Click on the “Just the Facts” button for additional information

Use the body outline diagram to show where changes in your body take place in response to stress.

- Place a star (\*) on the areas of the body where you feel stress.
- Describe what happens when you encounter a stressful situation.
- Draw links between the parts of the body that are linked together (i.e., brain and heart).
- What are some causes of stress in your life?

### Part C: Are All Stresses Bad?

- What are some examples of “good” stress in your life? (*A ride on a rollercoaster, Halloween, exercise, etc.*)
- What would your life be like without any stress? (*Boring, uneventful, etc.*)
- What happens to your body when you exercise?
- Take your pulse at the inside of your wrist at rest.
- Run in place for one minute.
- Take your pulse again. What was the difference between the pulse rates?
- What parts of your body do you stress though exercise? (*Heart, lungs, muscles, etc.*)
- Visit the Earl’s Garage homepage to explore links between the heart and brain at:

[http://www.clevelandclinic.org/civiceducation/realworld/earls\\_garage.asp](http://www.clevelandclinic.org/civiceducation/realworld/earls_garage.asp)

- Click on “Earl’s Virtual Garage” to enter.
- Click on “Kids Ages 10 and Under.”
- Click on “Exercise” to review the module.
- Click on the “Just the Facts” button for additional information
- Make a list of the causes of “good” stress and harmful stress.

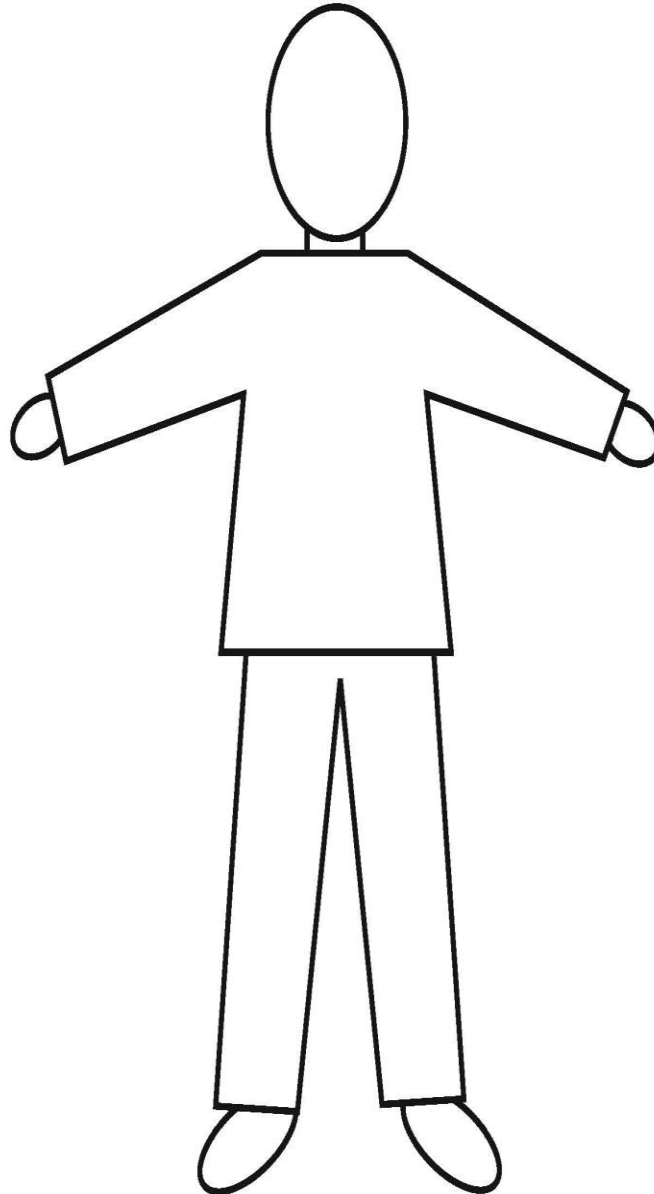
### Part D: Coping with Stress

- How did Mr. Oak cope with stress in his life?
- How did Miss Reed cope with stress in her life?
- How do people cope with stress? What do they do to relax?
- How do you cope with stress? What do you do to relax?



- Using old magazines, cut out images of ways in which people de-stress or relax.
- Create a collage individually, as a group, or as a class.
- Share your creation with others.

## Where Do You Feel Stress?



## Activity 4 – Adaptation

In this activity, students will learn about the adaptations that various animals exhibit that enable them to survive in their specific environment. By working in collaborative groups, students will describe the environment, harsh conditions in that environment, and adaptations for survival of a specific organism, including humans. Using a jigsaw configuration, each student will share their group's result with other students via peer-to-peer teaching. Students will transfer the knowledge gained in this activity to describe their own personal environment, stressors, and coping mechanisms through a reflective journal entry.

**Goals:** Students will...

- 1) Understand that all organisms, including humans, have adaptations that enable them to survive in their environment.
- 2) Reflect upon their own environment, adaptations, and responses to stress and change.

**Objectives:** Students will...

- 1) Describe the environment, harsh conditions/stressors, and adaptations of a variety of organisms.
- 2) Work in collaborative groups.
- 3) Communicate their finding orally to other students.

**Materials:**

Adaptation cards  
Scissors

**Vocabulary:**

**Organism** – a living thing

**Environment** – an organism's surroundings, where it lives

**Adaptation** – a change that occurs on the inside or outside of an organism in response to its environment

**Classroom Activity** – Adaptation Jigsaw:

- Divide students into groups of four.
- Provide each group with 1–2 Adaptation cards (see below).
- For each organism on the adaptation card, describe the following:

- 1) The organism's environment



- 2) Harsh conditions (or stress) in its environment
  - 3) Adaptations for living in its environment
- Jigsaw – In each group, count off 1, 2, 3, 4. All the ones will become a group, the twos will become a group, the threes will become a group, and the fours will become a group. This configuration is called a jigsaw and will allow for each student to participate in peer-to-peer learning. Everyone will have the opportunity to share their example with others.
  - Journal Reflection – Describe your environment (home, school, faith and/or community center, friends, family, etc.) What adaptations have you developed (internally or externally, physically or emotionally) that allow you to live in your environment? How do you adapt when things in your environment change?

## Adaptation Cards



**Monarch Butterfly**



**Penguin**



**Zebra**



**Honey Bee**



**Shark**



**Rose**





**Palm Tree**



**Reed**



**Forest Tree**



**Polar Bear**



**Human**



**Cobra**

## Activity 6 – Relaxation

In this activity, students will identify ways that they can relax by using examples from the video *The Story of Mr. Oak and Miss Reed*, and from their daily lives. By learning how to perform the tree pose in yoga, students will develop an awareness of the mind-body connection as well as opportunities to improve concentration, flexibility, and strength.

**Goals:** Students will understand that relaxation is an essential part of health and wellness.

**Objectives:** Students will...

- 1) Identify ways in which they relax each day.
- 2) Try a relaxation pose to improve concentration, flexibility, and strength.

### Materials:

Calming music CD or digital file for relaxation  
Computer or CD player

### Vocabulary:

**Relaxation** – description of an activity that is soothing or that puts your mind at ease

**Yoga** – a type of exercise that can be used both for relaxation and to build strength

### Classroom Activity:

Class Discussion:

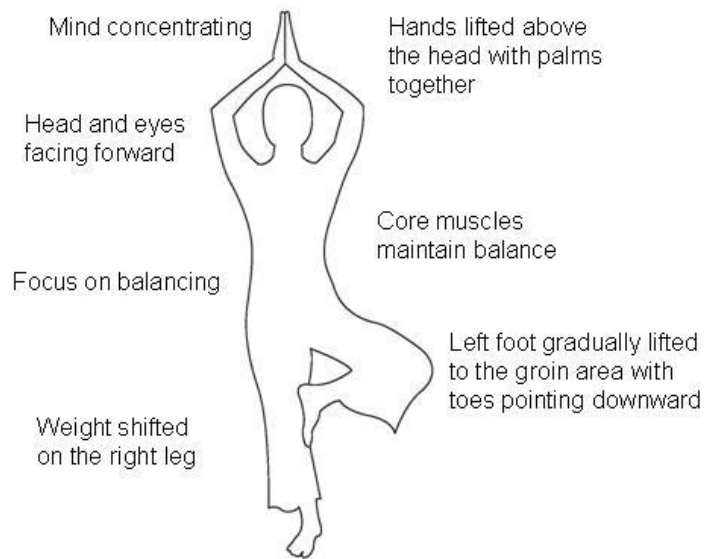
- In the video, how does Mr. Oak relax? (*exercise, reading magazines*)
- In the video, how does Miss Reed relax? (*making mud castles, playing cards, talking with friends, listening to music, yoga*)
- Do you take time in your day to relax? If so, what activities do you choose? If not, why not?
- Why do people need to relax?



## The Tree Pose

- Some people in various cultures use yoga for relaxation. Yoga is a way to relax, improve flexibility, and strengthen muscles. In the video, Miss Reed used yoga to make herself more flexible and adaptive to changes in her life.
- Here are the instructions for the tree pose (see diagram below):
  - Tips: Remember to concentrate and focus on balancing. Remember to breathe. Play some calming music while doing the pose.
  - Stand up straight with your hands at your sides.
  - Shift your weight onto one leg.
  - Lift the other foot and press it against the ankle of the standing leg.
  - Lift your foot higher and higher on the inside part of the standing leg with your toes pointing down.
  - Stretch your arms to the sides so that your body forms a T with the palms facing down.
  - If you are able to balance well here, raise your arms over your head and press your palms together.
  - Do the same thing on the other side.
- Describe how you feel after trying the tree pose.
- Are there other yoga poses that you know? Share with your friends.

### Diagram of the Tree Pose



## Activity 7 – My Aesop Fable

After viewing the animated video *The Story of Mr. Oak and Miss Reed*, students will interpret the moral of the story, read other Aesop Fables and interpretations, and write their own version of the traditional fable – Oak and Reed – or another fable. By conducting online research, students will uncover the universal origin of Aesop Fables. This activity is purposely open-ended to allow for students to express the full range of their creativity and artistic talents in writing, art (and computer art), drama, and other disciplines.

**Goals:** Students will...

- 1) Recognize the common components of Aesop Fables.
- 2) Understand that multiple hypotheses exist that explain the origin of Aesop and his fables.
- 3) Express creativity and innovation with classroom assignments.
- 4) Perform and share their creations with others.

**Objectives:** Students will...

- 1) Define moral.
- 2) Interpret the morals in Aesop Fables.
- 3) Conduct online research.
- 4) Create a modern-day interpretation of an Aesop Fable.
- 5) Evaluate the writings of other students.
- 6) Present a completed product (book, digital book, play, etc.) to peers.

**Materials:**

Computer with Internet access  
Art supplies  
Theatre props

**Vocabulary:**

**Moral** – a message in a story about right or wrong

## Classroom Activities:

### Part A: Aesop's Fables

- Read traditional examples of Aesop's Fables. Many compilations and interpretations are available at the library or search online at the following links [www.aesopfables.com](http://www.aesopfables.com) or [www.umass.edu/aesop](http://www.umass.edu/aesop).
- Read modern examples or interpretations of Aesop's Fables, for example, *Squids Will be Squids* by Jon Scieszka (1998).
- Conduct online research on Aesop. Who was Aesop? Search the web for information on the origins of Aesop? (There are several hypotheses. Which one has the most supporting evidence?)
- Each Aesop Fable has a moral. The moral is a message about right and wrong. The Aesop Fable and its accompanying moral challenge the reader to evaluate his/her own behavior. The reader asks him/herself, am I choosing right or wrong?
- What was the moral in *The Story of Mr. Oak and Miss Reed*?
- What are the morals to other fables (traditional or modern) that students have read?

### Part B: Writing Your Own Aesop Fable

- Think up a modern fable based on the moral from *The Story of Mr. Oak and Miss Reed* or another Aesop Fable.
- Create an outline and/or storyboard for your fable.
- Write your story in the form of a book, digital book, play, or other genre.
- Create accompanying illustrations.
- Read and evaluate the fables of other students.
- Revise your writing.
- Present your final product to your friends, teachers, and parents.

## **Ohio State Standards, Benchmarks, and Grade Level Indicators**

### **ENGLISH (Grades K–5)**

#### **Phonemic Awareness, Word Recognition, and Fluency Standard**

- Reread stories independently or as a group, modeling patterns of changes in timing, voice, and expression (Grade K).
- Read aloud with changes in emphasis, voice, timing, and expression that show recognition of punctuation and an understanding of meaning (Grade 1).
- Read passages fluently with appropriate changes in voice, timing, and expression (Grade 2).
- Read passages fluently with changes in tone, voice, timing, and expression to demonstrate meaningful comprehension.

#### **Acquisition of Vocabulary Standard**

##### Contextual Understanding Benchmark

- Understand new words from the context of conversations or from the use of pictures within a text (Grade K).
- Use knowledge of word order and in-sentence context clues to support word identification and to define unknown words while reading (Grades 1–2).
- Determine the meaning of unknown words using a variety of context clues, including word, sentence, and paragraph clues (Grades 3–4).
- Define the meaning of unknown words by using context clues and author’s use of definition, restatement, and example (Grade 5).

##### Conceptual Understanding Benchmark

- Read accurately high-frequency sight words (Grade 3).
- Identify and understand new uses of words and phrases in text, such as similes and metaphors (Grades 4–5).

#### **Reading Process: Concepts of Print, Comprehension Strategies, and Self-Monitoring Strategies Standard**

##### Concepts of Print Benchmark

- Demonstrate an understanding that print has meaning by explaining that text provides information or tells a story (Grade K).
- Know the difference between illustrations and print (Grade K).
- Describe the role of authors and illustrators (Grade 1).

##### Comprehension Strategies

- Visualize the information in texts, and demonstrate this by drawing pictures, discussing images in texts or dictating simple descriptions (Grade K).
- Predict what will happen next, using pictures and content as a guide (Grade K).
- Recall information from a story by sequencing pictures and events (Grade K).

- Answer literal questions to demonstrate comprehension of orally read grade-appropriate texts (Grade K).
- Visualize the information in texts and demonstrate this by drawing pictures, discussing images in texts, or writing simple descriptions (Grade 1).
- Make predictions while reading and support predictions with information from the text or prior experience (Grade 1).
- Recall important ideas from fictional and non-fictional texts (Grade 1).
- Establish a purpose for reading (e.g., to be informed, to follow directions, or to be entertained) (Grades 2–3).
- Predict content, events, and outcomes from illustrations and prior experience and support those predictions with samples from the text or background knowledge (Grade 2).
- Compare and contrast information in texts with prior knowledge and experience (Grade 2).
- Summarize text by recalling main ideas and some supporting details (Grade 2).
- Answer literal, inferential, and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media (Grades 2–5).
- Predict content, events, and outcomes by using chapter titles, section headers, illustrations and story topics, and support those predictions with examples from the text (Grade 3).
- Summarize texts, sequencing information accurately and include main ideas and details as appropriate (Grade 3).
- Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems (Grades 4–5).
- Predict and support predictions using an awareness of new vocabulary, text structures, and familiar plot patterns (Grade 4).
- Summarize important information in texts to demonstrate comprehension (Grade 4).
- Make inferences or draw conclusions about what has been read and support those conclusions with textual evidence (Grade 4).
- Summarize the information in texts, recognizing that there may be several important ideas rather than just one main idea and identifying details that support each (Grade 5).
- Make inferences based on implicit information in texts, and provide justifications for those inferences (Grade 5).

#### Self-Monitoring Strategies

- Monitor comprehension of orally read texts by asking and answering questions (Grade K).
- Monitor comprehension of independently- or group-read texts by asking and answering questions (Grade 1).

#### Independent Reading

Identify favorite books and stories and participate in shared oral reading (Grade K). Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information, or to perform a task) (Grades 1–5).

#### Reading Applications: Informational, Technical, and Persuasive Text Standard

- Use pictures and illustrations to aid comprehension (Grade K).

- Tell the main idea of a selection that has been read aloud (Grade K).
- Follow simple directions (Grade K).
- Follow multi-step directions (Grade 1).
- Summarize the main idea and supporting details (Grade 5).
- Identify and understand an author's purpose for writing, including to explain, to entertain, or to inform (Grade 5).

### **Reading Applications: Literary Text Standard**

- Identify the characters and setting in a story (Grade K).
- Retell or re-enact a story that has been heard (Grade K).
- Recognize predictable patterns in stories (Grade K).
- Provide own interpretation of story, using information from the text (Grade 1).
- Retell the beginning, middle, and ending of a story, including its important events (Grade 1).
- Recognize predictable patterns in stories and poems (Grade 1).
- Describe characters and setting (Grade 2).
- Retell the plot of a story (Grade 2).
- Distinguish between stories, poems, plays, fairy tales, and fables (Grade 2).
- Identify the theme of a text (Grade 2).
- Use concrete details from the text to describe characters and setting (Grade 3).
- Retell the plot sequence (Grade 2).
- Identify and explain the defining characteristics of literary forms and genres, including fairy tales, folk tales, poetry, fiction, and non-fiction (Grade 3).
- Identify stated and implied themes (Grade 3).
- Describe methods authors use to influence readers' feelings and attitudes (e.g., appeal of characters in a picture book; use of figurative language) (Grade 3).
- Describe the thoughts, words, and interactions of characters (Grade 4).
- Identify the influence of setting on the selection (Grade 4).
- Identify the main incidents of a plot sequence identifying the major conflict and its resolution (Grade 4).
- Identify the speaker and recognize the difference between first- and third-person narration (Grade 4).
- Determine the theme and whether it is implied or stated directly (Grade 4).
- Identify and explain the defining characteristics of literary forms and genres, including poetry, drama, fables, fantasies, chapter books, fiction, and non-fiction (Grade 4).
- Explain how a character's thoughts, words, and actions reveal his or her motivations (Grade 5).
- Explain the influence of setting on the selection (Grade 5).
- Identify the main incidents of a plot sequence and explain how they influence future action (Grade 5).
- Summarize stated and implied themes (Grade 5).
- Identify and explain the use of figurative language in literary works, including idioms, similes, hyperboles, metaphors, and personification (Grade 5).

### **Writing Process Standard**

#### Prewriting Benchmark

- Generate writing ideas through discussions with others (Grades K–2).

- Choose a topic for writing (Grade K).
- Determine purpose and audience (Grades 1–5).
- Develop a main idea for writing (Grade 2)
- Develop a purpose and audience for writing (Grades 2–4).
- Generate writing ideas through discussions with others and from printed material (Grades 3–4).
- Develop a clear main idea for writing (Grade 3).
- State and develop a clear main idea for writing (Grades 4–5).

#### Drafting, Revising, and Editing Benchmark

- Write from left to right and top to bottom (Grade K).
- Use correct sentence structures when expressing thoughts and ideas (Grade K).
- Construct complete sentences with subjects and verbs (Grade 1).
- Mimic language from literature when appropriate (Grade 1).
- Use available technology to compose text (Grades 1–5).
- Reread own writing for clarity (Grade 1).
- Add descriptive words and details (Grade 1).
- Use resources (e.g., a word wall, beginner’s dictionary, word bank) to select effective vocabulary (Grade 1).
- Proofread writing to improve conventions (e.g., grammar, spelling, punctuation, and capitalization) (Grade 1).
- Organize writing with a developed beginning, middle, and end (Grade 2).
- Use a range of complete sentences, including declarative, interrogative, and exclamatory (Grade 2).
- Include transitional words and phrases (Grade 2).
- Use language for writing that is different from oral language, mimicking writing style of books when appropriate (Grades 2–3).
- Organize writing by providing a simple introduction, body, and a clear sense of closure (Grade 3).
- Use a wide range of simple, compound and complex sentences (Grade 3).
- Reread and assess writing for clarity, using a variety of methods (e.g., writer’s circle or author’s chair) (Grades 3–5).
- Add descriptive words, sentences, and paragraphs to clarify meaning (Grades 3–4).
- Use resources and reference materials, including dictionaries and thesauruses, to select more effective vocabulary (Grades 3–4).
- Proofread writing and edit to improve conventions (e.g., grammar, spelling, punctuation, and capitalization) and identify and correct fragments and run-ons (Grades 3–5).
- Vary language and style as appropriate to audience and purpose (Grades 4–5).
- Rearrange words, sentences, and paragraphs to clarify meaning (Grades 4–5).
- Add and delete information and details to better elaborate on a stated central idea and to more effectively accomplish purpose (Grade 5).

#### Publishing Benchmark

- Rewrite and illustrate writing samples for display and for sharing with others (Grades K–3).



- Prepare for publication (e.g., for display or for sharing with others) writing that follows a format appropriate to the purpose, using techniques such as electronic resources and graphics to enhance the final product (Grades 4–5).

### **Writing Application Standard**

- Dictate or write simple stories, using letters, words, or pictures (Grade K).
- Name or label objects or places (Grade K).
- Write from left to right and from top to bottom (Grade K).
- Dictate or write informal writings for various purposes (Grade K).
- Write simple stories with a beginning, middle, and end that include descriptive words and details (Grade 1).
- Write stories that convey a clear message, include details, use vivid language and move through a logical sequence of steps and events (Grade 2).
- Write stories that sequence events and include descriptive details and vivid language to develop characters, setting, and plot (Grade 3).
- Write narratives that sequence events, including descriptive details and vivid language to develop plot, characters, and setting, and to establish a point of view (Grade 4).
- Write narratives with a consistent point of view, using sensory details and dialogue to develop characters and setting (Grade 5).

### **Writing Conventions Standard**

#### Handwriting Benchmark

- Print capital and lowercase letters, correctly spacing the letters (Grade K).
- Leave spaces between words when writing (Grade K).
- Print legibly and space letters, words, and sentences properly (Grade 1).
- Print legibly and space letters, words, and sentences appropriately (Grade 2).

#### Spelling Benchmark

- Spell high frequency words correctly (Grades 1–5).
- Spell regularly used and high-frequency words correctly (Grade 2).

#### Punctuation and Capitalization Benchmark

- Place punctuation marks at the end of sentences (Grade K).
- Use end punctuation correctly, including question marks, exclamation points, and periods (Grade 1).
- Use correct capitalization (e.g., the first word in a sentence, names, and the pronoun I) (Grade 1).
- Use periods, question marks, and exclamation points as endpoints correctly (Grade 2).
- Use quotation marks (Grade 2).
- Use correct punctuation for contractions and abbreviations (Grade 2).
- Use correct capitalization (e.g., proper nouns, the first word in a sentence, months, and days) (Grade 2).
- Use end punctuation marks correctly (Grade 3).
- Use quotation marks around dialogue, commas in a series, and apostrophes in contractions and possessives (Grade 3).

- Use commas, end marks, apostrophes, and quotation marks correctly (Grade 4–5).
- Use correct capitalization (Grades 4–5).

**Research Standard**

- Ask questions about a topic being studied or an area of interest (Grade K)
- Share findings visually or orally (Grade K).
- Utilize appropriate searching techniques to gather information, with teacher assistance, from a variety of locations (e.g., classroom, school library, public library, or community resources) (Grades 1–3).
- Use books or observations to gather information to explain a topic or unit of study with teacher assistance (Grade 1).
- Acquire information, with teacher assistance, from multiple sources (e.g., books, magazines, videotapes, CD-ROMs, websites) and collect data (e.g., interviews, experiments, observations or surveys) about the topic (Grade 2).
- Identify important information and write brief notes about the information (Grades 2–3).
- Understand the importance of citing resources (Grade 3).
- Use a variety of communication techniques, including oral, visual, written, or multimedia reports, to present information gathered (Grades 3–5).
- Locate sources and collect relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources, and Internet-based resources) (Grades 4–5).

**Communication: Oral and Visual Standard**

## Listening and Viewing Benchmark

- Listen attentively to speakers, stories, poems, and songs (Grade K).
- Follow simple oral directions (Grades K–1).
- Follow two- and three-step oral directions (Grade 2).
- Recall the main idea, including relevant supporting details, and identify the purpose of presentations and visual media (Grade 4).
- Interpret the main idea and draw conclusions from oral presentations and visual media (Grade 5).

## Speaking Skills and Strategies Benchmark

- Speak clearly and understandably (Grades K–1).

## Speaking Applications Benchmark

- Deliver informal descriptive or informational presentations about ideas or experiences in logical order with a beginning, middle, and end (Grade K).
- Deliver simple dramatic presentations (e.g., recite poems, rhymes, songs, and stories) (Grades 1–2).
- Deliver formal and informal descriptive presentations, recalling an event or personal experience, that convey relevant information and descriptive details (Grades 2–5).

## **SCIENCE (Grades K–5)**

### **Earth and Space Sciences**

#### Processes That Shape Earth Benchmark

- Observe and describe day-to-day weather changes (e.g., today is hot, yesterday we had rain) (Grade K).
- Explain that all organisms cause changes in the environment where they live; the changes can be very noticeable or slightly noticeable, fast or slow (e.g., spread of grass cover slowing soil erosion, tree roots slowly breaking sidewalks) (Grade 1).

### **Life Sciences Standard**

#### Characteristics and Structure of Life Benchmark

- Explore differences between living and non-living things (e.g., plant-rock) (Grade K)
- Discover that stories (e.g., cartoons, movies, comics) sometimes give plants and animals characteristics they do not have (e.g., talking flowers) (Grade K).

#### Diversity and Interdependence of Life Benchmark

- Investigate observable features of plants and animals that help them live in different kinds of places (Grade K).
- Explain that food is a basic need of plants and animals (e.g., plants need sunlight to make food and to grow, animals eat plants and/or other animals for food, food chain) and is important because it is a source of energy (e.g., energy used to play, ride bicycles, read, etc.) (Grade 2).
- Investigate the different structures of plants and animals that help them live in different environments (e.g., lungs, gills, leaves, and roots) (Grade 2).
- Relate animal structures to their specific survival functions (e.g., obtaining food, escaping, or hiding from enemies) (Grade 3).
- Relate plant structures to their specific functions (e.g., growth, survival, and reproduction) (Grade 4).
- Classify common plants according to their characteristics (e.g., tree leaves, flowers, seeds, roots, and stems) (Grade 4).

#### Heredity Benchmark

- Compare similarities and differences among individuals of the same kind of plants and animals, including people (Grade 2).

### **Physical Sciences Standard**

#### Nature of Matter Benchmark

- Examine and describe objects according to the materials that make up the object (e.g., wood, metal, plastic, and cloth) (Grade K).

### Forces and Motion Benchmark

- Predict the changes when an object experiences a force (e.g., a push or pull, weight, and friction) (Grade 3).

### Scientific Inquiry Standard

#### Doing Scientific Inquiry

- Use the five senses to make observations about the natural worlds (Grade K).
- Draw pictures that correctly portray features of the item being described (Grade 2).
- Use oral, written, and pictorial representation to communicate work (Grade 1).
- Describe things as accurately as possible and compare with the observations of others (Grade 1).
- Use appropriate tools and simple equipment/instruments to safely gather scientific data (e.g., magnifiers, non-breakable thermometers, timers, rulers, balances, and calculators, and other appropriate tools) (Grades K–2).
- Measure properties of objects using tools such as rulers, balances, and thermometers (Grade 2).
- Use whole numbers to order, count, identify, measure and describe things and experiences (Grade 2).
- Select the appropriate tools and use relevant safety procedures to measure and record length and weight in metric and English units (Grade 3).
- Communicate scientific findings to others through a variety of methods (e.g., pictures, written, oral, and recorded observations) (Grade 3).

### Scientific Ways of Knowing Standard

#### Science and Society

- Demonstrate that science is practiced by people every day (children and adults) (Grade K).
- Explain that everybody can do science, invent things and have scientific ideas no matter where they live (Grade 1).
- Demonstrate that in science it is helpful to work with a team and share findings with others (Grade 2).

## MATHEMATICS (Grades K–5)

### Number, Number Sense, and Operations Standard

#### Number and Number Systems Benchmark

- Relate, read, and write numerals for single-digit numbers (0 to 9) (Grade K)
- Read and write the numerals for numbers to 100 (Grade 1).

## Measurement Standard

### Use Measurement Techniques and Tools Benchmark

- Compare and order objects of different lengths, areas, weights, and capacities; and use relative terms, such as longer, shorter, bigger, smaller, heavier, lighter, more and less (Grade K).
- Measure length and volume (capacity) using uniform objects in the environment. For example, find: a) How many paper clips long is a pencil and b) How many containers it takes to fill one big container using sand, rice, beans (Grade K).
- Estimate and measure lengths using non-standard and standard units; i.e., centimeters, inches, and feet (Grade 1).
- Estimate and measure the length and weight of common objects, using metric and U.S. customary units, accurate to the nearest unit (Grade 2).
- Select and use appropriate measurement tools; e.g., a ruler to draw a segment 3 inches long, a measuring cup to place 2 cups of rice in a bowl, a scale to weigh 50 grams of candy (Grade 2).

## Patterns, Functions, and Algebra Standard

### Use Patterns, Relations, and Functions

- Sort, classify and order objects by size, number, and other properties. For example: a) Identify how objects are alike and different; b) Order three events or objects according to a given attribute, such as time or size; c) Recognize and explain how objects can be classified in more than one way, and d) Identify what attribute was used to sort groups of objects that have already been sorted (Grade K).
- Sort, classify, and order objects by two or more attributes, such as color and shape, and explain how objects were sorted (Grade 1).

### Analyze Change

- Identify and describe quantitative changes, especially those involving addition and subtraction; e.g., the height of water in a glass becoming 1 centimeter lower each week due to evaporation (Grade 3).

## Data Analysis and Probability Standard

### Data Collection

- Read and interpret charts, picture graphs, and bar graphs as sources of information to identify main ideas, draw conclusions, and make predictions (Grade 1).
- Construct a question that can be answered by using information from a graph (Grade 1).
- Pose questions, use observations, interviews and surveys to collect data, and organize data in charts, picture graphs, and bar graphs (Grade 2).
- Read, interpret, and make comparisons and predictions from data represented in charts, line plots, picture graphs, and bar graphs (Grade 2).
- Collect and organize data from an experiment, such as recording and classifying observations or measurements, in response to a question posed (Grade 3).
- Create a plan for collecting data for a specific purpose (Grade 4).

- Represent and interpret data using tables, bar graphs, line plots, and line graphs (Grade 4).
- Interpret and construct Venn diagrams to sort and describe data (Grade 4).

## **TECHNOLOGY (Grades K–5)**

**Standard 2: Technology and Societal Interaction – Students recognize interactions among society, the environment and technology, and understand technology’s relationship with history. Consideration of these concepts forms a foundation for engaging in responsible and ethical use of technology.**

Benchmark D: Practice responsible use of technology, understand school district guidelines for technology use, and explore technology ownership (Grades 3–5).

### Acceptable Use

- Know that the district Acceptable Usage Policy (AUP) describes the rules for using classroom technology and the Internet (Grade 3).

**Standard 3: Technology for Productivity Applications – Students learn the operations of technology through the usage of technology and productivity tools.**

Benchmark B: Demonstrate operation of basic computer and multimedia technology tools (Grades K–2)

### Responsible Usage

- Demonstrate proper care of computer and multimedia technology resources (Grade 2).

### Productivity Tools

- Develop a slide show presentation with teacher assistance (e.g., small groups work together to create slides or hypermedia products) (Grade 2).

Benchmark C: Use productivity tools to produce creative works (Grades K–2).

### Research Tools

- Use technology resources with teacher assistance (e.g., pre-selected Web sites, launching applications, educational software) (Grade 1).
- Use technology resources with teacher assistance for communication and illustration of thoughts and ideas (e.g., creative stories, drawings, presentations, publication software) (Grade 2).

### Productivity Tools

- Use productivity tools with teacher assistance (e.g., pre-selected Web sites, launching applications, educational software) (Grade 2).

Benchmark B: Use appropriate tools and technology resources to complete tasks and solve problems (Grades 3–5).

#### Problem Solving

- Show how you can find answers to problems by using electronic resources including the Internet (Grade 3).

#### Productivity Tools

- Tell a story using the presentation software (Grade 3).

Benchmark C: Use productivity tools to produce creative works and prepare publications (Grades 3–5).

#### Communication Tools

- Use media and technology resources for presenting information (e.g., projectors, video cameras) (Grade 4).
- Use technology resources for presenting information (e.g., distance learning and interactive boards) (Grade 5).

**Standard 4: Technology and Communication Applications – Students use an array of technologies and apply design concepts to communicate with multiple audiences, acquire, and disseminate information and enhance learning.**

Benchmark B: Explore how information can be published and presented in different formats (Grades K–2).

#### Productivity Tools

- Examine digital images in learning (e.g., students select pictures of community helpers from teacher-identified materials) (Grade K).
- Create documents with teacher assistance (e.g., students observe the teacher making a document, they add ideas, and select images for the teacher to import) (Grade 1).

#### Communication Tools

- Present information in an electronic format, including text, graphics, or multimedia (e.g., write and illustrate a story based on writing prompt, slide show, or photo album) (Grade 2).

Benchmark A: Identify the concepts and operations of communication systems (Grades 3–5).

#### Design Elements

- Include the elements of design such as contrast, size, and arrangement of student-created projects in print and electronic media (Grade 3).
- Implement basic design components (contrast, size, arrangement) in print or electronic media productions (Grade 5).

Benchmark B: Develop, publish, and present information in print and digital formats (Grades 3–5).

#### Multimedia Applications

- Incorporate the use of a digital image into a document (e.g., clipart, picture from digital camera, or scanned images) (Grade 3).
- Use software to publish information in printed form (e.g., card, calendar, banner) (Grade 3).
- Use graphics and text within a slide show (e.g., create a presentation about Ohio's state bird, symbol, or flag, as a presentation using pictures (Grade 3)).
- Organize presentations by using storyboarding techniques (Grade 4).
- Produce a slide show from storyboard, using text, graphics, and sound with appropriate transitions and effects (Grade 5).

### **Standard 5: Technology and Information Literacy – Students engage in information literacy strategies, use the Internet, technology tools and resources, and apply information-management skills to answer questions and expand knowledge.**

Benchmark B: Use a simple research process model which includes deciding what to use, finding resources, using information, and checking work to generate a product (Grades K–2).

#### Decide

- Ask questions about an identified topic (Grade K).
- Ask questions about an identified topic and list facts already known about the topic (e.g., graphic organizers for brainstorming, charting, webbing) (Grade 1).

#### Find

- View information in an information source selected by the teacher or librarian (Grade K).
- Find information in a technology-based resource (e.g., Web site, database, DVD, software program, video) (Grade 1).

#### Use

- Use technology to tell what was learned from information gathered (e.g., use simple presentation tools to create a poster, book, slide show) (Grade 1).
- Record and organize information to generate a product (Grade 2).
- Give credit to the sources used for work by listing the author and the name of the source (Grade 2).

#### Check

- Tell where information came from (e.g., name of Web sites, software, databases) (Grade 1).
- Tell how information was found (Grade 2).



Benchmark B: Use technology to find information by applying a research process to decide what information is needed, find sources, use information, and check work (Grades 3–5).

#### Decide

Determine the best sources to use for the assigned topic or personal information needed (Grade 5).

#### Find

- Search for information in an online library catalog, electronic encyclopedia, or teacher-selected list of Web sites (Grade 3).
- Select needed information from a defined group of resources: library catalog, online encyclopedia, and subject list of age-appropriate Web sites (Grade 4).
- Select and access information resources: online library catalog, Web sites, and electronic formats (e.g., CD-ROM, DVD, audio files) (Grade 5).

#### Use

- Select, record, and use needed information to answer a question or complete a project (Grade 3).
- Give credit to sources used for work by listing the author, the name of the source, and the copyright date (Grade 3).
- Record and organize information gathered from selected resources to generate a product (Grade 4).
- Record and use selected information to create a product for the assigned topic or personal information needed (Grade 5).
- Cite sources used: author, title of resource, publisher, or source of information, and copyright date (Grade 5).

#### Check

- Explain how information was selected (Grade 3).
- Evaluate the product to determine if the research questions were answered (Grade 4).
- Describe how information about a topic was gathered (e.g., discuss the information process) (Grade 5).

## **SOCIAL STUDIES (Grades K–5)**

### **Citizenship Rights and Responsibilities Standard**

#### Participation Benchmark

- Participate and cooperate in classroom activities (Grade K).
- Demonstrate skills and explain the benefits of cooperation when working in group settings: a) Manage conflict peacefully; b) Display courtesy; and c) Respect others.

### Rights and Responsibilities

- Take personal responsibility to follow directions and rules (Grade K).
- Demonstrate self-direction in school tasks (Grade 1).

## **Social Studies Skills and Methods Standard**

### Obtaining Information

- Listen for information (Grade K).
- Obtain information from a variety of print and electronic sources and analyze its reliability including: a) Accuracy of facts and b) Credentials of the source (Grade 5).

### Thinking and Organizing

- Compare similarities and differences among objects or pictures (Grade K).
- Sequence information (Grade 1).
- Identify main ideas from oral, visual, and print sources (Grade 1).

### Communicate Information

- Communicate information orally or visually (Grade 1).
- Communicate information in writing (Grade 2).

### Problem-Solving

- Work with others by sharing, taking turns, and raising hand to speak (Grade K).
- Use a problem-solving/decision-making process which includes: a) Identifying a problem; b) Gathering information; c) Listing and considering options; d) Considering advantages and disadvantages of options; e) Choosing and implementing a solution (Grade 3).

## **FINE ARTS (K–5)**

### **DRAMA (K–4)**

#### **Historical, Cultural, and Social Contexts Standard**

Benchmark A: Recognize and demonstrate audience/viewer behavior appropriate for the context and style of the art form.

- Demonstrate appropriate audience behavior (Grade 1).

Benchmark B: Identify and compare similar characters and situations in stories/dramas from and about various cultures and time periods.

- Listen to stories, myths, and/or fairy tales from various time periods and cultures (Grade K).
- Retell or dramatize stories, myths, and/or fairy tales from various time periods and cultures (Grade 1).

Benchmark C: Explain the role of writers in creating live theatre, film/video, and broadcast media.

- Use available information to identify the creator of a work (Grade 1).

### **Creative Expression and Communication Standard**

Benchmark A: Sustain characters with consistency in classroom dramatization.

- Imitate movements, voices, and feelings of people, animals, and objects through dramatic play (Grade K).
- Demonstrate various movements, voices, and feelings by performing a variety of familiar roles (Grade 1).
- Dramatize/improvise familiar, simple stories from classroom literature or life experiences incorporating plot (beginning, middle, end) (Grade 1).
- Create the movement and voice of a character to communicate feelings, ideas, and activities in various drama/theatre experiences (e.g., skits, puppetry, pantomime, improvisation, storytelling) (Grade 2).
- Create the movement and voice of a character using personal experiences to solve problems encountered by a character (Grade 3).
- Use voice, movement, space, and/or physical objects to express or communicate thoughts, feelings, and ideas both in improvised and scripted activities (Grade 3).
- Create the movement and voice of a character and predict/explain the consequences of the character's decisions and actions (Grade 4).
- Manipulate voice, movement, space, and/or physical objects to express or communicate thoughts, feelings, and ideas both in improvised and scripted activities (Grade 4).

Benchmark B: Create places/spaces where performances can be staged.

- Create a physical environment for a story (e.g., arrange classroom furniture to represent a specific place or situation, suggest lighting and/or sound effects, express mood, and choose clothing pieces for the characters in the story (Grade K).
- Arrange classroom objects to represent a suitable environment for dramatic/theatrical activities (e.g., arrange classroom furniture into a theatre space, use available classroom resources to add lighting and/or sound effects to a story and draw what a character in a story would wear (Grade 1).
- Explore and demonstrate various design components of a story/scene (e.g., draw a picture from the story, create live sound effects, and identify clothing items appropriate to a character (Grade 2).
- Choose various design components of a story/scene to create appropriate environment (Grade 3).
- Manipulate various design components to create an appropriate environment for a story or scene (Grade 4).

Benchmark C: Demonstrate various ways to stage classroom dramatizations.

- Collaborate with classmates to arrange a classroom environment to create a performance setting and audience space for a classroom performance (Grade 1).

Benchmark D: Communicate a story through storytelling or scripted screen work.

- Retell or summarize a story after listening to it (Grade K).
- Describe characters in a story and tell how the characters are similar to or different from themselves (Grade 1).
- Listen to a story and sequence the events including the problem and the solution (Grade 2).
- Describe the character's feelings in a story and compare them to people and events in their lives (Grade 2).
- Express in writing a character's thoughts from his/her perspective (Grade 3).
- Use vivid language to create a script around one or more elements of theatre such as character, action, props, or setting (Grade 4).

### **Analyzing and Responding Standard**

Benchmark A: Use dramatic/theatrical vocabulary and concepts in responding to dramatic/theatrical experiences.

- Identify the characters, place, and time in a story (Grade K).
- Retell the beginning, middle and ending of a story in proper sequence and include the important events (Grade 1).
- Identify the characters, time, and place and major events in a story (Grade 1).
- Describe the characters, setting, central ideas, and plot in a story or dramatic/theatrical work (Grade 2).
- Retell the plot sequence of a dramatic/theatrical work or experience (Grade 3).

### **Connections, Relationships, and Applications Standard**

Benchmark A: Demonstrate ways that the principles and content of other school curricular disciplines including the arts are interrelated with those of theatre.

- Use drama/theatre to communicate information from other academic content areas (Grade K).
- Use concepts or ideas from other academic content areas to create drama/theatre (Grade 3).
- Use problem-solving and cooperative skills to dramatize a story, current event, or concept from another area (Grade 4).

Benchmark B: Collaborate with classmates to plan, prepare, and present dramatizations including scenes from Ohio history and various cultures.

Work cooperatively to perform or dramatize a story (Grade K).

## **MUSIC (K–4)**

### **Connections, Relationships, and Applications Standard**

Benchmark A: Explain ways that music interrelates with other arts disciplines and with various disciplines outside the arts.



- Use music and/or found sounds together with dance, drama, and visual art (Grades K–1).

**VISUAL ART (K-4)****Connections, Relationships, and Applications Standard**

Benchmark B: Use the visual arts as a means to understand concepts and topics studied in disciplines outside the arts.

- Connect words and images by sketching or illustrating a favorite part of a story (Grade K).

Benchmark C: Create and solve an interdisciplinary problem using visual art processes, materials, and tools.

Demonstrate the relationship between and among art forms (e.g., create costumes and scenery for a play) (Grade 1).

## **National Standards, Benchmarks, and Grade Level Indicators**

### **ENGLISH LANGUAGE ARTS EDUCATION STANDARDS (National Council of Teachers of English) (Grades K–12)**

#### **Reading for Perspective**

- Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic, and contemporary works.

#### **Understanding the Human Experience**

- Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

#### **Evaluation Strategies**

- Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

#### **Communication Skills**

- Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

#### **Applying Knowledge**

Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

#### **Developing Research Skills**

Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

#### **Applying Language Skills**

Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

**SCIENCE EDUCATION STANDARDS (National Research Council) (Grades K–5)****Content Standard A: Science as Inquiry**

## Abilities Necessary to Do Scientific Inquiry

- Ask a question about objects, organisms, and events in the environment
- Plan and conduct a simple investigation
- Employ simple equipment and tools to gather data and extend the senses
- Use data to construct a reasonable explanation
- Communicate investigations and explanations

## Understandings about Scientific Inquiry

- Simple instruments, such as magnifiers, thermometers, and rulers, provide more information than scientists obtain using only their senses.
- Scientists develop explanations using observations (evidence) and what they already know about the world (scientific knowledge). Good explanations are based on evidence from investigations.

**Content Standard B: Physical Science**

## Properties of Objects and Materials

- Objects have many observable properties, including size, weight, shape, color, temperature, and the ability to react with other substances. Those properties can be measured using tools, such as rulers, balances, and thermometers.

## Position and Motion of Objects

- The position of an object can be described by locating it relative to another object or the background.
- The position and motion of objects can be change by pushing or pulling. The size of change is related to the strength of the push or pull.

**Content Standard C: Life Science**

## The Characteristics of Organisms

- Organisms have basic needs. For example, animals need air, water, and food; plants require air, water, and food; plants require air, water, nutrients, and light. Organisms can survive only in environments in which their needs can be met. The world has many different environments, and distinct environments support the life of different types of organisms.
- Each plant or animal has different structures that serve different functions in growth, survival and reproduction. For example, humans have distinct body structures for walking, holding, seeing, and talking.
- The behavior of individual organisms is influenced by internal cues (such as hunger) and by external cues (such as change in the environment). Humans and other organisms have senses that help them detect internal and external cues.

### Organisms and Their Environments

- An organism's patterns of behavior are related to the nature of that organism's environment, including the kinds and numbers of other organisms present, the availability of food and resources, and the physical characteristics of the environment. When the environment changes, some plants and animals survive and reproduce and others die or move to new locations.

### **Content Standard D: Earth and Space Science**

#### Changes in the Earth and Sky

- Weather changes from day to day and over the seasons. Weather can be described by measurable quantities, such as temperature, wind direction and speed, and precipitation.

### **Content Standard F: Science in Personal and Social Perspectives**

#### Personal Health

- Individuals have some responsibility for their own health. Students should engage in personal care – dental hygiene, cleanliness, and exercise – that will maintain and improve health. Understanding includes how communicable diseases such as colds are transmitted, and some of the body's defense mechanisms that prevent or overcome illness.

#### Changes in the Environments

- Some environmental changes occur slowly, and others occur rapidly. Students should understand the different consequences of changing environments in small increments over long periods as compared with changing environments in large increments over short periods.

### **MATHEMATICS EDUCATION STANDARDS (National Council of Teachers of Mathematics) (Grades Pre-K–5)**

#### **Number and Operations Standard**

Understand numbers, ways of representing numbers, relationships among numbers, and number systems.

- Count with understanding and recognize “how many” in sets of objects (Pre-K–2).

#### **Algebra Standard**

Understand patterns, relations, and functions

- Sort, classify, and order objects by size, number, and other properties (Pre-K–2).
- Represent and analyze patterns and functions, using words, tables, and graphs (Grades 3–5).



Analyze change in various contexts.

- Describe qualitative change, such as a student's growing taller (Pre-K–2).
- Describe quantitative change, such as a student's growing two inches in one year (Pre-K–2).

### **Data Analysis and Probability Standard**

- Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer questions.
- Pose questions and gather data about themselves and their surroundings (Pre-K–2).
- Sort and classify objects according to their attributes and organize data about the objects (Pre-K–2).
- Represent data using concrete objects, pictures, and graphs (Pre-K–2).
- Collect data using observations, surveys, and experiments (Pre-K–2).
- Represent data using tables and graphs such as line plots, bar graphs, and line graphs (Pre-K–2).

### **Measurement Standard**

Understand measurable attributes of objects and the units, systems, and processes of measurement.

- Select an appropriate unit and tool for the attribute being measured (Pre-K–2).

Apply appropriate techniques, tools, and formulas to determine measurements.

- Use tools to measure (Pre-K–2).

### **Communication Standard**

Instructional programs from pre-kindergarten through grade 12 should enable all students to:

- Organize and consolidate their mathematical thinking through communication (Pre-K– 12).

## **TECHNOLOGY EDUCATION STANDARDS (International Society for Technology in Education) (Grades K–12)**

### **Creativity and Innovation Standard**

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- Apply existing knowledge to generate new ideas, products, or processes.
- Create original works as a means of personal or group expression.

### **Communication and Collaboration Standard**

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

- Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

### **Research and Information Fluency Standard**

Students apply digital tools to gather, evaluate, and use information. Students:

- Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
- Process data and report results.

### **Critical Thinking, Problem Solving, and Decision Making Standard**

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:

- Plan and manage activities to develop a solution or complete a project.
- Use multiple processes and diverse perspectives to explore alternative solutions.

### **Digital Citizenship Standard**

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:

- Advocate and practice safe, legal, and responsible use of information and technology
- Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.

## **STANDARDS FOR THE 21<sup>ST</sup>-CENTURY LEARNER (American Association of School Librarians) (Grades K–12)**

### **Inquire, think critically, and gain knowledge.**

#### Skills

- Find, evaluate, and select appropriate sources to answer questions.
- Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
- Collaborate with others to broaden and deepen understanding.

#### Dispositions in Action

- Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts.
- Demonstrate creativity by using multiple resources and formats.
- Follow ethical and legal guidelines in gathering and using information.
- Contribute to the exchange of ideas within the learning community.
- Use information technology responsibly.

#### Self-Assessment Strategies

- Seek appropriate help when it is needed.

### **Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.**

#### Skills

- Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
- Use the writing process, media and visual literacy, and technology skills to create products that express new understandings.

#### Dispositions in Action

- Demonstrate personal productivity by completing products to express learning.

#### Responsibilities

- Connect understanding to the real world.

#### Self-Assessment Strategies

- Recognize new knowledge and understanding.

### **Share knowledge and participate ethically and productively as members of our democratic society.**

#### Skills

- Participate and collaborate as members of a social and intellectual network of learners.
- Use writing and speaking skills to communicate new understandings effectively.
- Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess.
- Use information and technology ethically and responsibly.

#### Dispositions in Action

- Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations.

- Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions.
- Demonstrate teamwork by working productively with others.

### **Pursue personal and aesthetic growth.**

#### Skills

- Respond to literature and creative expressions of ideas in various formats and genres.

## **ARTS EDUCATION STANDARDS (Consortium of National Arts Education Associations) (Grades K–4)**

### **DANCE**

#### **Identifying and Demonstrating Movement Elements and Skills in Performing Dance**

- Students demonstrate kinesthetic awareness, concentration, and focus in performing movement skills.

### **THEATRE**

#### **Script Writing by Planning and Recording Improvisations Based on Personal Experience and Heritage, Imagination, Literature, and History**

- Students collaborate to select interrelated characters, environments, and situations for classroom dramatizations.
- Students improvise dialogue to tell stories, and formalize improvisations by writing or recording the dialogue.

#### **Acting by Assuming Roles and Interacting in Improvisations**

- Students imagine and clearly describe characters, their relationships, and their environments.
- Students assume roles that exhibit concentration and contribute to the action of classroom dramatizations based on personal experience and heritage, imagination, literature, and history.

#### **Designing by Visualizing and Arranging Environments for Classroom Dramatizations**

- Students collaborate to establish playing spaces for classroom dramatizations and to select and safely organize available materials that suggest scenery, properties, lighting, sound, costumes, and makeup.

#### **Directing by Planning Classroom Dramatizations**

- Students collaboratively plan and prepare improvisations and demonstrate various ways of staging classroom dramatizations.

**Analyzing and Explaining Personal Preferences and Constructing Meanings from Classroom Dramatizations and from Theatre, Film, Television, and Electronic Media Productions**

- Students explain how the wants and needs of characters are similar to and different from their own.

**VISUAL ARTS**

**Making Connections between Visual Arts and Other Disciplines**

- Students identify connections between the visual arts and other disciplines in the curriculum.

**PHYSICAL EDUCATION STANDARDS (National Association for Sport and Physical Education) (Grades K–12)**

**Movement Forms** – A physically educated student

- Demonstrates competency in many movement forms and proficiency in a few movement forms.

**Movement Concepts** – A physically educated student

- Applies movement concepts and principles to the learning and development of motor skills.

**Respect for Others** – A physically educated student

- Demonstrates understanding and respect for differences among people in physical activity settings.

**Understanding Challenge** – A physically educated student

- Understands that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

**HEALTH EDUCATION STANDARDS (American Cancer Society) (Grades K–4)**

**Health Promotion and Disease Prevention** – Students will comprehend concepts related to health promotion and disease prevention.

- Describe relationships between personal health behaviors and individual well-being.
- Describe how physical, social, and emotional environments influence personal health.

**Reducing Health Risks** – Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

- Identify responsible health behaviors.
- Compare behaviors that are safe to those that are risky or harmful.
- Demonstrate strategies to improve or maintain personal health.

- Apply skills to manage stress.

**Health Advocacy** – Students will demonstrate the ability to advocate for the personal, family, and community health.

- Express information and opinions about health issues.

## Resource List

**Children’s Health Information** – an alphabetical listing of medical conditions and disorders in children, as well as descriptions of tests and treatments. Click on the topic of interest for detailed information.

[http://my.clevelandclinic.org/childrens\\_hospital/pediatric\\_health\\_information](http://my.clevelandclinic.org/childrens_hospital/pediatric_health_information)

**Children’s Hospital Resources for Families** – a listing and description of resources for hospitalized children, parents, and families, including back to school information, healthy updates, helpful tips, video presentation, and a link to Care Pages – an online venue for communicating with family and friends.

[http://my.clevelandclinic.org/childrens\\_hospital/family\\_resources.aspx](http://my.clevelandclinic.org/childrens_hospital/family_resources.aspx)

**Pediatric Institute and Children’s Hospital Information** – a general overview of the Children’s Hospital with a link to a free DVD about the hospital.

[http://my.clevelandclinic.org/childrens\\_hospital](http://my.clevelandclinic.org/childrens_hospital)

**Children’s Hospital Departments and Services** – links to the various medical services and departments.

[http://my.clevelandclinic.org/childrens\\_hospital/departments](http://my.clevelandclinic.org/childrens_hospital/departments)

**Digital Health Information** – links to health quizzes, videos, pod casts, health chats, learning modules, and health tools

<http://my.clevelandclinic.org/health>