

ALIGNMENT WITH THE THREE DIMENSIONS OF NGSS

UNIT K.2: HOW CAN WE BE PREPARED FOR THE WEATHER?

The following three tables explain how students engage in [Science and Engineering Practices](#), use [Crosscutting Concepts](#), and figure out [Disciplinary Core Ideas](#) in this unit's lessons. The codes used to identify each dimension's elements are described in the Teacher Handbook.

Developing and Using Science and Engineering Practices (by Lesson)

Practice	Lesson	How Students Engage In This Practice	Element of This Practice Used in This Lesson
Asking Questions and Defining Problems	1	Students ask questions about their outdoor observations and how they prepare to go outside in whole group and partner settings. This work is explicitly supported by the Question Words Infographic that students use in this lesson to generate additional questions, and they will continue to reference that resource throughout the unit. Students' questions are recorded on the class Notice and Wonder chart in order to drive the work of the unit in figuring out more information about local weather patterns and how to prepare for weather.	Ask questions based on observations to find more information about the natural and/or designed world(s). (AQDP-P1)
Asking Questions and Defining Problems	2	In this lesson, students ask questions based on their observations when they co-construct the lesson question to find out more information about temperature. Students also add additional questions to the Notice and Wonder chart at the end of the lesson. The teacher guides and supports the students as they construct questions, reminding them to refer to the Question Words Infographic from Lesson 1, as needed. In upcoming lessons, students will continue to ask questions about different weather conditions they observe and how to prepare for them.	Ask questions based on observations to find more information about the natural and/or designed world(s). (AQDP-P1)
Asking Questions and Defining Problems	3	Students ask questions about their observations of the sky to find out more about how we can prepare for the weather. Many of these generated questions are recorded on the class Notice and Wonder chart in order to guide the unit's work in understanding local weather and preparing for it. Students work in this lesson builds off their work in Lessons 1 and 2, in which students were supported in asking questions based on their outside observations. Students will continue to generate questions based on observations in subsequent lessons.	Ask questions based on observations to find more information about the natural and/or designed world(s). (AQDP-P1)
Asking Questions and Defining Problems	4	Students have opportunities to ask questions during whole class discussions of their observations of rainy and/or snowy weather conditions and potential extremes of snow and rain. The class gathers these questions on the Notice and Wonder chart to motivate future investigations. In this lesson and Lesson 5, the teacher is reminded that if students are asking questions more independently,	Ask questions based on observations to find more information about the natural and/or designed world(s). (AQDP-P1)

		they may no longer need the support of explicitly discussing questions and answers with the Question Words Infographic .	
Asking Questions and Defining Problems	5	Students ask questions about their observations of wind conditions to find out more about how we can prepare for the weather. Many of these student generated questions are recorded on the class Notice and Wonder chart in order to drive the work of the unit in figuring out more about local weather and how to prepare for the weather. In this lesson, like in Lesson 4, the teacher is reminded that if students are asking questions more independently, they may no longer need the support of explicitly discussing questions and answers with the Question Words Infographic .	Ask questions based on observations to find more information about the natural and/or designed world(s). (AQDP-P1)
Asking Questions and Defining Problems	6	In this lesson, students explicitly ask questions about patterns over time that they might find in their observations of local weather conditions recorded on the class Weather Calendar. Students then use these questions to motivate organizing their observations in order to figure out what the weather is usually like in their area. In Lessons 7 and 8, students will ask questions to obtain information about the purpose of weather forecasting related to severe weather.	Ask questions based on observations to find more information about the natural and/or designed world(s). (AQDP-P1)
Asking Questions and Defining Problems	7	Students ask questions based on their own observations of weather forecasting and severe weather to find out more information about these topics. In the first part of the unit, students were focused on forming the questions themselves based on observations, using specific question words. Now in this later part of the unit, students are focused more on how they might find out information to answer their questions.	Ask questions based on observations to find more information about the natural and/or designed world(s). (AQDP-P1)
Asking Questions and Defining Problems	8	In this lesson, students generate questions about unusual weather (conditions different from the typical patterns they have identified in their local weather) that lead to obtaining information about local severe weather events. In the first part of the unit, students were focused on forming questions themselves based on observations using specific question words. Now in this later part of the unit, students generate questions about severe weather with less teacher support and continue to use them to find out more information about the world.	Ask questions based on observations to find more information about the natural and/or designed world(s). (AQDP-P1)
Asking Questions and Defining Problems	2	Students ask questions about what the weather feels like that can be answered by investigating the indoor and outdoor temperatures using thermometers.	Ask and/or identify questions that can be answered by an investigation. (AQDP-P2)
Asking Questions and Defining Problems	4	Students ask questions about rain and/or snow that can be answered, using tools to investigate the amounts of rain and/or snow that falls in their schoolyard.	Ask and/or identify questions that can be answered by an investigation. (AQDP-P2)

Asking Questions and Defining Problems	5	Students ask questions about the wind that can be answered by using a wind gauge to investigate the wind outside their classroom.	Ask and/or identify questions that can be answered by an investigation. (AQDP-P2)
Analyzing and Interpreting Data	1	Students observe what they see and feel outdoors and record these observations of local weather conditions on their handout. The class then works to gather and record these observations on the Notice and Wonder chart, as well.	Record information (observations, thoughts, and ideas). (DATA-P1)
Analyzing and Interpreting Data	2	Students record their measurements of outside temperature (a local weather condition) and observations of how they prepared for and were comfortable outside on their handout in this lesson.	Record information (observations, thoughts, and ideas). (DATA-P1)
Analyzing and Interpreting Data	3	Students have more explicit support for making and recording observations of the sky outside with their whole class, but have less support for making and recording observations of outside temperature (with partners and smaller groups). Back in the classroom, the teacher guides the class in finding consensus observations to record on the Weather Calendar. Finally, based on discussions about the lesson's work, students work together to record information about what they figured out on Our Growing Ideas chart; the teacher writes, while students add images to that record of their ideas.	Record information (observations, thoughts, and ideas). (DATA-P1)
Analyzing and Interpreting Data	4	Students have more explicit support for making and recording observations of the rain (or snow) outside with their whole class, and less support for making and recording observations of outside temperature and cloud cover (with partners and smaller groups). Back in the classroom, the teacher guides the class in finding consensus observations to record on the Weather Calendar. Finally, based on discussions about the lesson's work, students work together to record information about what they figured out on Our Growing Ideas chart; the teacher writes, but students participate in adding images to that record of their ideas.	Record information (observations, thoughts, and ideas). (DATA-P1)
Analyzing and Interpreting Data	5	Students have more explicit support for making and recording observations of the wind with their whole class, and less support for making and recording observations of outside temperature, cloud cover, and rain/snow (with partners and smaller groups). Back in the classroom, the teacher guides the class in finding consensus observations to record on the Weather Calendar. Finally, based on discussions about the lesson's work, students work together to record information about what they figured out on Our Growing Ideas chart; the teacher writes but students participate in adding images to that record of their ideas.	Record information (observations, thoughts, and ideas). (DATA-P1)
Analyzing and Interpreting Data	6	In this lesson, groups of students take and record on their handout measurements of either outside temperature, cloud coverage, how windy it is, or the amount of rain/snow. The class then uses these observations to compile and record	Record information (observations, thoughts, and ideas). (DATA-P1)

		consensus observations of outside weather conditions on the class Weather Calendar.	
Analyzing and Interpreting Data	8	In this lesson, students work together to generate questions and record information about local severe weather they have figured out to share with others in the community. At the end of the lesson, students work together to answer the questions they generated earlier in the lesson about severe weather and, as a class, record this information on the Our Growing Ideas chart and the Notice and Wonder chart.	Record information (observations, thoughts, and ideas). (DATA-P1)
Analyzing and Interpreting Data	3	Students draw pictures of their sky observations and include written labels on their drawings, as needed. Students use and share these drawings with other students to discuss their observations as a class to come to a consensus about the weather outside. Students also use and share their drawings to discuss as a class how they prepared for the weather and if they were comfortable outside.	Use and share pictures, drawings, and/or writings of observations. (DATA-P2)
Analyzing and Interpreting Data	5	Students draw pictures of their wind observations and include written labels on their drawings as needed. Students use and share these drawings with other students to discuss their observations as a class in order to come to a consensus about the weather outside. Students also use and share their drawings to discuss as a class how they prepared for the weather and were comfortable outside.	Use and share pictures, drawings, and/or writings of observations. (DATA-P2)
Analyzing and Interpreting Data	10	Students use drawings and writing of their weather observations to communicate information about local weather preparedness when they share their Community Service Announcements with invited community guests.	Use and share pictures, drawings, and/or writings of observations. (DATA-P2)
Analyzing and Interpreting Data	2	Students use firsthand observations of outside temperatures (recorded as tallies with teacher support on the Temperature Observations chart) to identify a pattern across their measurements and answer their question about how to determine how warm it is outside. The class also begins recording their weather observations on the class Weather Calendar, which will allow them to look for patterns in their local weather over time in Lesson 6, answering questions about what the weather is usually like. This unit will not specifically address observations of the designed world or using observations to solve problems.	Use observations (firsthand or from media) to describe patterns and/or relationships in the natural and designed world(s) in order to answer scientific questions and solve problems. (DATA-P3)
Analyzing and Interpreting Data	3	Students use their firsthand observations of the cloud coverage outside (recorded as tallies with teacher support on the Sunny/Cloudy Observations chart) to describe a pattern across their observations and answer their question about how sunny it is outside. Then the class works with less teacher support (no tally chart, unless needed) to use their firsthand observations of the outside temperature to find a pattern for the consensus temperature they record on the Weather Calendar. This will help them recognize patterns in their local weather over time, answering questions about what the weather is usually like in Lesson 6. This unit	Use observations (firsthand or from media) to describe patterns and/or relationships in the natural and designed world(s) in order to answer scientific questions and solve problems. (DATA-P3)

		will not specifically address observations of the designed world or using observations to solve problems.	
Analyzing and Interpreting Data	4	Students use their firsthand observations of temperature and cloudiness to describe patterns in their class data and answer their questions about what the weather is like today. They will add observations of rain/snow data after setting up their rain gauges in this lesson, and add wind data in Lesson 5. Each time the class adds another type of data to collect, there are fewer students collecting data for the other weather conditions, so students may have less support finding their consensus observation. In Lesson 6, students will use this practice in a more complex way as they look across the data they have collected over time to describe their local weather conditions. This unit will not specifically address observations of the designed world or using observations to solve problems.	Use observations (firsthand or from media) to describe patterns and/or relationships in the natural and designed world(s) in order to answer scientific questions and solve problems. (DATA-P3)
Analyzing and Interpreting Data	5	Students use their firsthand observations of the wind (recorded as tallies with teacher support on the Wind Observations chart) to describe a pattern across their observations and answer their question about how windy it is outside. Then, the class works with less teacher support (no tally chart, unless needed) to use their firsthand observations of the outside temperature, cloud cover, and rain/snow to find patterns for the consensus observations to record on the Weather Calendar. In Lesson 6, students will use this practice in a more complex way as they look across the data they have collected over time to describe their local weather conditions. This unit will not specifically address observations of the designed world or using observations to solve problems.	Use observations (firsthand or from media) to describe patterns and/or relationships in the natural and designed world(s) in order to answer scientific questions and solve problems. (DATA-P3)
Analyzing and Interpreting Data	6	Students use their firsthand observations of temperature, cloudiness, rain/snow, and wind to describe patterns (consensus observations) in their class data and answer their questions about what the weather is like today. Then, in a more complex use of this practice, students use all the other observations collected on the Weather Calendar to describe patterns in their local weather conditions. The teacher supports students by demonstrating how to organize observations into a picture graph, but then students work in small groups to create and make sense of graphs for other weather conditions. The class uses the patterns in their observations to answer their questions about what the weather is usually like. This unit will not specifically address observations of the designed world or using observations to solve problems.	Use observations (firsthand or from media) to describe patterns and/or relationships in the natural and designed world(s) in order to answer scientific questions and solve problems. (DATA-P3)
Using Mathematics and Computational Thinking	2	Students use counting and numbers to identify and describe patterns in the natural world, such as when they use numbers on a thermometer to measure and record the temperature or when they count tally marks to identify patterns in the class's outside temperature measurements. In Lesson 4, students will use counting and numbers again when they construct and use a rain gauge to find patterns in rainfall amounts. In Lesson 6, they will work in small groups to count days of each	Use counting and numbers to identify and describe patterns in the natural and designed world(s). (MATH-P2)

		weather condition on the Weather Calendar to identify patterns in their class weather data over time.	
Using Mathematics and Computational Thinking	3	Students count and record tally marks for sky observations to identify patterns in the class data and reach a consensus on how sunny or cloudy it was. They also count and record tally marks for temperature measurements to agree on the temperature outside.	Use counting and numbers to identify and describe patterns in the natural and designed world(s). (MATH-P2)
Using Mathematics and Computational Thinking	4	Students use counting and numbers to identify and describe patterns in the natural world when they build and practice using rain gauges. As they construct their rain gauges, students consider the number line on it and then discuss the pattern of more rain or more time raining causing the rain gauge to fill to higher numbers. This lesson offers students a different opportunity to use this practice than they had in Lesson 2; in Lesson 2, students focused on identifying patterns in their class data, using numbers on a prepared thermometer. In this lesson, students are also focused on the cause-effect relationship between the amount of rainfall and the greater- or less-than readings on rain gauges they built themselves. Using an additional cross-cutting concept in this lesson increases the complexity of students' use of this practice. In Lesson 6, students will again use this practice with different support to count tallies in small groups to identify patterns in their class weather data over time.	Use counting and numbers to identify and describe patterns in the natural and designed world(s). (MATH-P2)
Using Mathematics and Computational Thinking	5	Students use, count, and record the number of tally marks that represent students' wind observations to identify and describe patterns in the class data in order to come to a consensus about how windy it is outside. Students also identify patterns in weather data and use counting to come to a consensus about the other weather conditions: temperature, rain/snow and cloud coverage.	Use counting and numbers to identify and describe patterns in the natural and designed world(s). (MATH-P2)
Using Mathematics and Computational Thinking	6	Students count the weather conditions symbols on the class Weather Calendar to create picture graphs in order to identify patterns in local weather conditions over time. Students also identify patterns in weather data and use counting to come to a consensus about the weather conditions measured: temperature, rain/snow, wind and cloud coverage.	Use counting and numbers to identify and describe patterns in the natural and designed world(s). (MATH-P2)
Using Mathematics and Computational Thinking	6	In this lesson, students describe and compare the quantitative attributes of the class Weather Calendar in order to display the data using simple graphs (picture graphs). The class then uses these graphs to answer their questions about what the weather is usually like.	Describe, measure, and/or compare quantitative attributes of different objects and display the data using simple graphs. (MATH-P3)
Obtaining, Evaluating, and Communicating	1	Students read grade-appropriate texts and media to obtain scientific and technical information to determine evidence about the natural and designed worlds when the teacher guides the class through reading or using an infographic	Read grade-appropriate texts and/or use media to obtain scientific and/or

Information		<p>about question words. This infographic is one of many kinds of texts students will use in this unit.</p>	<p>technical information to determine patterns in and/or evidence about the natural and designed world(s). (INFO-P1)</p>
Obtaining, Evaluating, and Communicating Information	<p>3</p>	<p>Students participate in an interactive read-aloud of grade-appropriate texts and media to obtain scientific and/or technical information to determine evidence about how meteorologists define and use different descriptors to talk about cloud coverage and how to prepare for it.</p>	<p>Read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s). (INFO-P1)</p>
Obtaining, Evaluating, and Communicating Information	<p>5</p>	<p>The class reads an infographic together about how meteorologists use tools to measure weather conditions to obtain scientific and technical information to determine evidence about the natural and designed worlds to support students in making their own wind gauges.</p>	<p>Read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s). (INFO-P1)</p>
Obtaining, Evaluating, and Communicating Information	<p>6</p>	<p>In this lesson, students participate in an interactive read-aloud to obtain information about how students in other communities prepare for the weather in their area. Students will have additional opportunities to obtain information from different grade appropriate texts in most lessons of this unit and in every unit in this program (the contexts, text types, and levels of support will vary) to continue to figure out and notice patterns around them.</p>	<p>Read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s). (INFO-P1)</p>
Obtaining, Evaluating, and Communicating Information	<p>7</p>	<p>Students participate in an interactive read-aloud of the Meet the Meteorologist: Betty Davis book to obtain scientific information related to how meteorologists use patterns in weather data to predict (forecast) future weather. In previous lessons, students engaged in read-alouds with books and infographics, and in Lesson 9 they will work with partners (and teacher read-alouds) to sort informational cards. These various texts provide a variety of opportunities for students to participate in read-alouds with grade-appropriate texts to find evidence about the natural and designed worlds.</p>	<p>Read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s). (INFO-P1)</p>

<p>Obtaining, Evaluating, and Communicating Information</p>	<p>8</p>	<p>Students participate in an interactive read-aloud of What is Severe Weather? to obtain scientific information related to local severe weather events. In previous lessons, students read books and infographics to obtain scientific information related to weather, and they will work with a text-based card sort in Lesson 9. These various texts provide a variety of opportunities for students to read grade-appropriate texts to find evidence about the natural and designed worlds.</p>	<p>Read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s). (INFO-P1)</p>
<p>Obtaining, Evaluating, and Communicating Information</p>	<p>9</p>	<p>Students read grade-appropriate texts to obtain scientific information and identify patterns and evidence about preparing for severe weather when they engage with the Severe Weather Signs. The signs and cards they use are a slightly different text type compared to the books and infographics used in previous lessons. Having a simple, single sentence on a card and a partner to read it with gives students more independence in interacting with the text and finding patterns across preparations for their local severe weather events.</p>	<p>Read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s). (INFO-P1)</p>
<p>Obtaining, Evaluating, and Communicating Information</p>	<p>10</p>	<p>In this lesson, the class re-reads parts of the Meet the Meteorologist: Betty Davis book from Lesson 7 to obtain scientific information in order to figure out how meteorologists communicate about the weather. In previous lessons, students read grade-appropriate texts, such as books, a card sort, and infographics, to find evidence about the world.</p>	<p>Read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s). (INFO-P1)</p>
<p>Obtaining, Evaluating, and Communicating Information</p>	<p>2</p>	<p>In this lesson, the students use images of thermometers in the book to support the idea of using thermometers to measure temperature (as one weather condition they can observe). Students will use text features (not only images) to make sense of information they read in later lessons, also.</p>	<p>Describe how specific images (e.g., a diagram showing how a machine works) support a scientific or engineering idea. (INFO-P2)</p>
<p>Obtaining, Evaluating, and Communicating Information</p>	<p>6</p>	<p>In this lesson, the teacher will guide the students in obtaining information from the book Ready for Recess using text features (e.g., headings, tables of contents, glossaries, icons) that are helpful in answering their questions about how to use weather patterns to prepare for different weather conditions. In the next lesson, students will have another opportunity to obtain information from text using text features in order to answer their questions with less support from the teacher.</p>	<p>Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question and/or supporting a scientific claim.</p>

			(INFO-P3)
Obtaining, Evaluating, and Communicating Information	7	Students use text features (the front cover and title page) to help them answer their questions, but in this lesson, the teacher supports the students in explaining what those features are and how they help the reader. In Lessons 8 and 9, the class will specifically use headings and icons to help them answer their questions from texts.	Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question and/or supporting a scientific claim. (INFO-P3)
Obtaining, Evaluating, and Communicating Information	8	Similar to Lesson 6, students use the text features of the front cover and title page to help them answer their questions. In Lesson 7, the teacher supports the students in explaining what those features are and how they help the reader. In this lesson, students will use the table of contents to start considering what severe weather to read. In Lesson 9, the class will continue to use text features, such as icons, to help them answer their questions from the text.	Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question and/or supporting a scientific claim. (INFO-P3)
Obtaining, Evaluating, and Communicating Information	9	In previous lessons, students had obtained information from book covers, tables of contents, and headings. In this lesson, the teacher supports students in focusing on obtaining information from another text feature: icons. While interacting with the Severe Weather Signs , the class discusses how the icons on the severe weather signs connect to the extreme weather conditions associated with that weather event. Students use the information they obtain from the card sort to answer their question about how to prepare for severe weather.	Obtain information using various texts, text features (e.g., headings, tables of contents, glossaries, electronic menus, icons), and other media that will be useful in answering a scientific question and/or supporting a scientific claim. (INFO-P3)
Obtaining, Evaluating, and Communicating Information	7	Students communicate information with others using drawings and writing to provide detail about what the weather is usually like and how to get ready to go outside. Students will build on this work in Lessons 8 and 9 when they construct additional parts of their Community Service Announcement, leading up to sharing that information with community members and/or an out-of-school audience in Lesson 10.	Communicate information or design ideas and/or solutions with others in oral and/or written forms using models, drawings, writing, or numbers that provide detail about scientific ideas, practices,

			and/or design ideas. (INFO-P4)
Obtaining, Evaluating, and Communicating Information	8	Students communicate information with others using drawings and writing to explain what they have figured out about local severe weather in their Community Service Announcements. Students will build on this work in Lesson 9 when they construct additional parts of their Community Service Announcement, leading up to sharing that information with community members and/or an out-of-school audience in Lesson 10.	Communicate information or design ideas and/or solutions with others in oral and/or written forms using models, drawings, writing, or numbers that provide detail about scientific ideas, practices, and/or design ideas. (INFO-P4)
Obtaining, Evaluating, and Communicating Information	9	Students communicate information using drawings and writing to provide details about how we prepare for severe weather. In the next lesson, students will communicate this information orally with partners, invited guests, and an out-of-school audience.	Communicate information or design ideas and/or solutions with others in oral and/or written forms using models, drawings, writing, or numbers that provide detail about scientific ideas, practices, and/or design ideas. (INFO-P4)
Obtaining, Evaluating, and Communicating Information	10	In this lesson, students use their Community Service Announcements to communicate information about preparing for the weather to an invited audience. In prior lessons, students used drawings and writing to provide details about local weather and how to prepare while constructing their Community Service Announcements.	Communicate information or design ideas and/or solutions with others in oral and/or written forms using models, drawings, writing, or numbers that provide detail about scientific ideas, practices, and/or design ideas. (INFO-P4)

Developing and Using Crosscutting Concepts (by Lesson)

Crosscutting Concept	Lesson	How Students Use This Crosscutting Concept	Element of This Concept Used in This Lesson
Patterns	1	In this lesson, students begin to observe weather conditions that raise questions, motivating them to explore weather patterns throughout the unit. The stories and experiences shared about weather from other people and places lead to initial ideas and questions about what the weather is usually like. The class organizes their observations, ideas, and questions by weather condition to motivate their future investigations (and imply a beginning definition for weather that includes these conditions, which they will formalize in Lesson 6). They will work in the coming lessons to observe these weather conditions and explicitly look for patterns to use as evidence to answer their questions.	Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence. (PAT-P1)
Patterns	2	Students observe patterns across multiple temperature measurements to determine a consensus temperature for the local weather, recording it on their class Weather Calendar. Students use this consensus temperature as evidence to inform their decisions about how to prepare for going outside.	Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence. (PAT-P1)
Patterns	3	In this lesson, students analyze compiled class data on sunny and cloudy observations to identify patterns in cloud coverage and record a consensus sky condition on the class Weather Calendar. Students' ideas and questions about these patterns, as well as related weather conditions, are documented to drive future investigations. These discussions lay the groundwork for developing an initial definition of weather, which the class will formalize in Lesson 6. In upcoming lessons, students will continue to observe weather conditions, identify patterns, and use them as evidence to answer their questions.	Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence. (PAT-P1)
Patterns	4	In Lessons 2-5, students observe patterns in the natural world when they look across many data points (students' temperature and cloudiness observations) and describe the phenomenon of their local weather on the class Weather Calendar, which they use as evidence to answer their questions about how they prepare to go outside. Then in Lessons 6 and 7, students identify patterns in their data over time in order to support claims about what the weather is usually like in their location.	Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence. (PAT-P1)
Patterns	5	In this lesson, students look across compiled class observations of wind to identify patterns (the amount of wind that most students observed and recorded) in order to record a consensus wind condition on the class Weather Calendar. Student ideas and questions related to these patterns in observations, as well as patterns around weather conditions, are recorded and leveraged to motivate future investigations (and helps inform the definition for weather that includes these conditions, which they will formalize in Lesson 6). Students continue to work through the end of the	Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence. (PAT-P1)

		unit to observe these weather conditions and look for patterns to use as evidence to answer their questions.	
Patterns	6	In this lesson, students continue to make and record observations and measurements of local weather conditions. Students then identify patterns in their local weather observations to describe what the weather is usually like in their area. They use these patterns to describe how to be prepared for their local weather. Students define weather based on the patterns observed and will continue to work through the end of the unit to observe these weather conditions and look for patterns to use as evidence to answer their questions.	Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence. (PAT-P1)
Patterns	7	Students figure out from the Meet the Meteorologist: Betty Davis book that meteorologists use patterns in weather observations to predict (forecast) future weather. The class discusses how what they are doing as meteorologists is similar and different from what Betty Davis does.	Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence. (PAT-P1)
Patterns	8	In this lesson, students use patterns they have already observed of usual weather conditions in their local area to help them to identify that severe weather is different from those patterns and is unusual.	Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence. (PAT-P1)
Patterns	9	After sorting preparation cards onto severe weather signs, students notice patterns in how we can prepare for and respond when different local severe weather events are forecast.	Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence. (PAT-P1)
Cause and Effect	1	At this point in the unit, students are beginning to notice that events (preparing to go outside) have causes (weather conditions) that generate observable patterns (how we usually prepare). In this lesson, the causes and patterns are not explicitly named, but the teacher prompts students to generate questions about these relationships when they discuss how we prepare to go outside. Students might use the sentence starter “I felt _____ outside because _____.” to begin informally sharing about these cause/effect relationships. Students’ understanding of cause-and-effect will grow throughout the unit as they explicitly apply it in later lessons.	Events have causes that generate observable patterns. (CE-P1)
Cause and Effect	3	In this lesson, students use information from the book, <i>Let’s Go Outside</i> , and their own weather-related experiences to discuss how different types of cloud coverage cause them to prepare differently when going outside. Students continue identifying cause-and-effect patterns as the class discusses events (how they	Events have causes that generate observable patterns. (CE-P1)

		prepare and feel outside) that have causes (the weather conditions) and generate observable patterns (consistent preparations for specific weather conditions). In Lesson 8, students investigate the patterns of effects caused by severe weather.	
Cause and Effect	4	In this lesson, the teacher supports students in identifying that events have causes that generate observable patterns when they prompt students to consider how the rain gauge works. The class discusses several examples of cause-effect patterns they would observe when it is raining more or over a longer time. The class also discusses how rain and snow can cause them to prepare differently for going outside. In Lessons 8-10, students will use this cross-cutting concept to consider how we prepare for severe weather.	Events have causes that generate observable patterns. (CE-P1)
Cause and Effect	5	In this lesson, the teacher supports students in identifying that events have causes that generate observable patterns when they prompt students to consider how the wind gauge works. The class discusses several examples of cause-effect patterns they would observe in different types of wind conditions. The class also discusses how wind can cause them to prepare differently for going outside. Prior to this lesson, they had an opportunity to do this work in Lesson 4 with their rain gauges. In Lessons 8-10, students will use this crosscutting concept to consider how we prepare for severe weather.	Events have causes that generate observable patterns. (CE-P1)
Cause and Effect	6	In this lesson, students continue to collect and record their local weather conditions. The teacher builds on students' previous work in identifying that events have causes that generate observable patterns. This occurs when students are prompted to consider cause-effect patterns in how the weather measurement tools work (for example, the wind causes the arm on the wind gauge to move). Students also discuss how different weather conditions in their local area cause them to prepare for going outside in different ways. In Lessons 8-10, students will use this crosscutting concept to consider the cause-effect relationship between severe weather (conditions and events) and how we prepare for it.	Events have causes that generate observable patterns. (CE-P1)
Cause and Effect	7	In this lesson, students begin to identify how weather forecasts (cause) give them opportunities to prepare (effect) for local weather. They will extend this cause-effect thinking to severe weather, specifically in Lessons 8 and 9.	Events have causes that generate observable patterns. (CE-P1)
Cause and Effect	8	In this lesson, students begin to identify how weather forecasts for local severe weather events prompt them (and others) to prepare in ways that can keep themselves and others safe. In Lesson 9, students will continue to use this cross-cutting concept to consider how we prepare for severe weather and notice patterns in some of the ways people prepare.	Events have causes that generate observable patterns. (CE-P1)

Cause and Effect	9	Students use the idea that events have causes that generate observable patterns when the class discusses how severe weather forecasts cause them to prepare and that some of these preparations are the same for different types of severe weather.	Events have causes that generate observable patterns. (CE-P1)
Cause and Effect	10	Students use their Community Service Announcements to communicate how different kinds of weather, including severe weather events, cause people to prepare and respond in different ways. In previous lessons, students have been supported when identifying how weather forecasts for local weather (including severe weather events) cause them (and others) to prepare in ways that can keep themselves and others safe. In this lesson, students communicate with local community guests about what they figured out pertaining to how weather events cause people to prepare and respond in different ways.	Events have causes that generate observable patterns. (CE-P1)
Scale, Proportion, and Quantity	2	Students make relative comparisons related to temperature, such as observing the thermometer's red line as taller or shorter inside versus outside, describing temperature readings as larger or smaller, and relating these to hotter or cooler conditions.	Relative scales allow objects and events to be compared and described (e.g., bigger and smaller; hotter and colder; faster and slower). (SPQ-P1)
Scale, Proportion, and Quantity	3	Students make comparisons (e.g., bigger/smaller, dark gray/light gray) related to sun/cloud conditions when they share and discuss their observations of the sky, using the terms cloudy, partly cloudy, and sunny to describe their observations. Students also analyze the number of tally marks collected for each sun/cloud condition and for each thermometer color when discussing temperature measurements (greater/fewer).	Relative scales allow objects and events to be compared and described (e.g., bigger and smaller; hotter and colder; faster and slower). (SPQ-P1)
Scale, Proportion, and Quantity	5	Students make relative comparisons related to the wind condition outside (light/moderate/strong) and movement of the wind gauge arm (higher/lower), when using thermometers to measure temperature, when describing cloud conditions (more/less), and when using rain gauges to measure rain/snow. Students also compare and describe the number of tally marks collected for each weather condition while coming to a consensus for the class Weather Calendar.	Relative scales allow objects and events to be compared and described (e.g., bigger and smaller; hotter and colder; faster and slower). (SPQ-P1)
Scale, Proportion, and Quantity	6	As students collect, record, and discuss their observations and measurements of local weather, they make relative comparisons, such as assessing wind conditions (light, moderate, or strong) in relation to the movement of the wind gauge arm (higher or lower), measuring temperature with thermometers, describing cloud coverage (more or less), and using rain gauges to measure rainfall or snowfall. Students also compare and describe the number of symbols for each type of weather condition, working to identify patterns in their local weather in order to answer their questions about how to be prepared for local weather.	Relative scales allow objects and events to be compared and described (e.g., bigger and smaller; hotter and colder; faster and slower). (SPQ-P1)

<p>Scale, Proportion, and Quantity</p>	<p>8</p>	<p>Students make relative comparisons when discussing weather conditions that fall outside of their usual local weather conditions (e.g., hotter temperatures, more rain, faster wind).</p>	<p>Relative scales allow objects and events to be compared and described (e.g., bigger and smaller; hotter and colder; faster and slower). (SPQ-P1)</p>
<p>Scale, Proportion, and Quantity</p>	<p>10</p>	<p>Students make relative comparisons when discussing weather conditions that fall outside of their usual local weather conditions (e.g., hotter temperatures, more rain, faster wind) while presenting their Community Service Announcements.</p>	<p>Relative scales allow objects and events to be compared and described (e.g., bigger and smaller; hotter and colder; faster and slower). (SPQ-P1)</p>

Developing and Using Disciplinary Core Ideas (by Lesson)

Disciplinary Core Idea	Lesson	What Students Do to Figure Out This Idea	Element of This Idea Used in This Lesson
ESS2.D Weather and Climate	1	Students begin to figure out that weather is a combination of sunlight, wind, snow or rain, and temperature as they make observations outdoors. Students share experiences of weather conditions they have heard about or experienced elsewhere to recognize that weather occurs in specific regions at specific times. In this lesson, the class does not yet explicitly define weather or carefully measure these conditions. In Lessons 2-5, students will measure and record various weather conditions to describe the weather and identify patterns over time in Lesson 6.	Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (ESS2.D-P1) In PE: K-ESS2-1
ESS2.D Weather and Climate	2	In this lesson, students figure more out about one aspect of weather: temperature. They use their prior knowledge and a book to figure out how people measure temperature, and then they use thermometers to measure and record this aspect of today's weather. The class uses tallies to find a pattern in the observations they make and begin a Weather Calendar to continue collecting temperature in the coming days and weeks (which they will use to notice patterns over time in Lesson 6). Students will investigate sunlight/clouds in Lesson 3, rain/snow in Lesson 4, wind in Lesson 5, and combine those aspects to define weather in Lesson 6.	Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (ESS2.D-P1) In PE: K-ESS2-1
ESS2.D Weather and Climate	3	Students continue to figure out that they can observe and measure weather conditions to identify patterns, describe weather, and prepare for it. In this lesson, students observe and describe cloudiness using the terms cloudy, partly cloudy, and sunny and measure and record outside temperature. Students continue measuring and recording different weather conditions in the next few lessons, building toward a formal definition of weather in Lesson 6 and identifying patterns over time in Lesson 6 and beyond.	Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice

			<p>patterns over time. (ESS2.D-P1)</p> <p>In PE: K-ESS2-1</p>
ESS2.D Weather and Climate	4	<p>Students figure out that they can use a rain gauge to observe and measure how rainy it is as part of describing local weather conditions. They record rain (and/or snow) data on their Weather Calendar, along with additional measurements for sun/clouds and temperature, to continue building toward the full definition of weather they will establish in Lesson 6. Students do not yet look for patterns over time in these data; they need to collect several days/weeks' worth of recordings before they can look for patterns across their observations (they will do that in Lesson 6).</p>	<p>Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (ESS2.D-P1)</p> <p>In PE: K-ESS2-1</p>
ESS2.D Weather and Climate	5	<p>Students continue to figure out that they can observe and measure weather conditions to look for patterns across their observations to better describe weather and prepare for it. In this lesson, students observe and describe the wind outside (using light wind, moderate wind and strong wind) as well as continuing to measure and record the other weather conditions (temperature, cloud coverage, and amount of rain/snow). Students will continue to measure and record different weather conditions, working towards describing the weather (defined in Lesson 6) and noticing patterns in the local weather over time (in Lesson 6 and beyond).</p>	<p>Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (ESS2.D-P1)</p> <p>In PE: K-ESS2-1</p>
ESS2.D Weather and Climate	6	<p>Students continue to figure out that they can look for patterns from their observations of weather conditions to better describe weather and prepare for it. Students figure out that weather is a combination of temperature, cloud cover, rain or snow, and wind where they live at a particular time. Students identify patterns in conditions over time by reviewing their consensus observations and measurements on the class Weather Calendar and by creating picture graphs. In this lesson and the remaining lessons, students will continue to measure and record different weather conditions and notice patterns in the local weather over time.</p>	<p>Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the</p>

			<p>weather and to notice patterns over time. (ESS2.D-P1)</p> <p>In PE: K-ESS2-1</p>
ESS3.B Natural Hazards	2	Students begin to figure out that some kinds of severe weather are more likely than others in specific regions when they discuss their experiences (or their families' and friends') with extreme temperatures. This discussion will help students start to consider the types of severe weather likely in their area, but students will not explicitly work to figure out about weather forecasting to prepare for severe weather until Lessons 7 and 8.	<p>Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. (ESS3.B-P1)</p> <p>In PE: K-ESS3-2</p>
ESS3.B Natural Hazards	4	Students begin to figure out that some kinds of severe weather are more likely than others in a given region when they discuss their experiences (or their families' and friends') with extreme rain or snow conditions (they may or may not mention flooding or blizzards). This discussion about potentially severe weather prompts questions that will motivate the work students do in later lessons. They do not figure out in this lesson that scientists forecast severe weather so that communities can prepare and respond; that will be in Lessons 7 and 8.	<p>Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. (ESS3.B-P1)</p> <p>In PE: K-ESS3-2</p>
ESS3.B Natural Hazards	7	Through interacting with the Meet the Meteorologist: Betty Davis book, students figure out that meteorologists use patterns in local weather conditions to predict and communicate about future weather, including severe weather, so people can be prepared. Other than the book mentioning that Betty's area gets big storms, this lesson does not address the idea of certain types of severe weather being more likely in some areas than others; students will figure that out in Lesson 8 and continue to investigate local severe weather events and preparation in Lesson 9.	<p>Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. (ESS3.B-P1)</p>

			In PE: K-ESS3-2
ESS3.B Natural Hazards	8	Students figure out that some kinds of severe weather are more likely to occur in their region when they interact with the What is Severe Weather? book. First, the teacher uses the table of contents to elicit initial ideas based on students' experiences about which types of severe weather might be most common in their area. Then, each time they start reading about a type of severe weather in the book, the first sentence indicates the places that kind of weather is most likely to happen (such as wide open flat land for tornadoes). The teacher supports the class in deciding if that description applies to their area; if yes, they keep reading, if no, they skip to the next section. Students then work on their handouts to synthesize ideas about the type(s) of severe weather most likely to occur in their area. Students also continue developing the idea that weather scientists forecast severe weather so that communities can prepare and respond while participating in the read-aloud of the What is Severe Weather? book. The book includes general steps people can take to prepare for any type of severe weather, even before hearing a specific forecast. These general preparation steps motivate students to further investigate how people can prepare for specific types of severe weather in Lesson 9.	Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. (ESS3.B-P1) In PE: K-ESS3-2
ESS3.B Natural Hazards	9	Students continue to figure out that meteorologists forecast severe weather so communities can prepare for and respond to these events by engaging in a card sorting activity about severe weather preparation. Students also share experiences they and their family/community members have had preparing for or responding to severe weather. Students discuss how forecasts of severe weather cause people to prepare in these ways. This lesson briefly supports students in continuing to figure out that some kinds of severe weather are more likely than others in a given region when the teacher asks or reminds them that, although several different types of severe weather are possible, we are focused on the events most likely to happen near us; others usually happen farther away from us (so we are not going to sort cards for those other severe weather events).	Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. (ESS3.B-P1) In PE: K-ESS3-2
ESS3.B Natural Hazards	10	Students communicate about weather (and severe weather) preparedness, just like meteorologists do, through sharing their Community Service Announcements. Students' presentations only include kinds of severe weather that are more likely (than others in a given region) in their community.	Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. (ESS3.B-P1)

UNIT CONNECTIONS TO THE COMMON CORE STANDARDS

UNIT K.2: HOW CAN WE BE PREPARED FOR THE WEATHER?

Building Toward English Language Arts Standards

In the OpenSciEd Elementary program, students use ELA/literacy to support them in making sense of their science work. Visit the Unit Overview for more information about the connections to these standards.

Texts intended for use in interactive read alouds are approximately two grade levels above the CCSS range for text complexity, and texts intended for scaffolded independent reading are within the CCSS text complexity range for that grade level.

We have noted in the table below the standards that are connected to lessons in two ways:

* = This standard is explicitly used and named in the lesson with specific support for teachers.

✓ = This standard is embedded in the work of the unit so frequently that it is not explicitly named in the lessons.

Reading: Informational Text	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10
CCSS.ELA-LITERACY.RI.K.1 With prompting and support, ask and answer questions about key details in a text.	✓	✓	✓		✓	✓	✓	✓	✓	✓
CCSS.ELA-LITERACY.RI.K.2 With prompting and support, identify the main topic and retell key details of a text.		*								
CCSS-ELA-LITERACY.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	✓	✓	✓		✓	✓	✓	✓	✓	✓
CCSS-ELA-LITERACY.RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.		✓	✓		✓	✓	✓	✓	✓	✓
CCSS-ELA-LITERACY.RI.K.5 Identify the front cover, back cover, and title page of a book.							*			
CCSS-ELA-LITERACY.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).			*		*				*	
CCSS-ELA-LITERACY.RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).									*	
Writing	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10

CCSS-ELA-LITERACY.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.									*	
CCSS-ELA-LITERACY.W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.							*			
CCSS-ELA-LITERACY.W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Speaking and Listening	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10
CCSS-ELA-LITERACY.SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CCSS-ELA-LITERACY.SL.K.1A Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).										*
CCSS-ELA-LITERACY.SL.K.1B Continue a conversation through multiple exchanges.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CCSS-ELA-LITERACY.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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CCSS-ELA-LITERACY.SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CCSS-ELA-LITERACY.SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CCSS-ELA-LITERACY.SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.					*					
CCSS-ELA-LITERACY.SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.										*

Language	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10
CCSS-ELA-LITERACY.L.K.1D Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	*									

CCSS-ELA-LITERACY.L.K.1E Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).				*						
CCSS-ELA-LITERACY.L.K.1F Produce and expand complete sentences in shared language activities.				*						*
CCSS-ELA-LITERACY.L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CCSS-ELA-LITERACY.L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CCSS-ELA-LITERACY.L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

UNIT CONNECTIONS TO THE COMMON CORE STANDARDS

UNIT K.2: HOW CAN WE BE PREPARED FOR THE WEATHER?

Building Toward Mathematics Standards

In the OpenSciEd Elementary program, students use mathematics to support them in making sense of their science work. We have noted in the table below the standards that are supported within lessons in this unit. You may find opportunities to expose students to more math standards than those we have noted in any given lesson, but we have provided this table as a starting point for your instructional planning.

* = This standard is explicitly used and named in the lesson with specific support for teachers.

Standards for Mathematical Practice	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10
CCSS-MATH-Practice.MP1 Make sense of problems and persevere in solving them.		*								
CCSS-MATH-Practice.MP2 Reason abstractly and quantitatively.			*					*		
CCSS-MATH-Practice.MP3 Construct viable arguments and critique the reasoning of others.						*				
CCSS-MATH-Practice.MP4 Model with mathematics.		*				*				
CCSS-MATH-Practice.MP5 Use appropriate tools strategically.		*	*	*	*					

Counting and Cardinality	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10
CCSS-MATH-K.CC.A.1 Count to 100 by ones and by tens.		*	*							
CCSS-MATH-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).				*						
CCSS-MATH-K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.		*	*		*	*				
CCSS-MATH-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.		*				*				
CCSS-MATH-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.* (*Include groups with up to ten objects.)					*	*				

CCSS-MATH-K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.				*						
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Measurement and Data	L1	L2	L3	L4	L5	L6	L7	L8	L9	L10
CCSS-MATH-K.MD.A.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.		*								
CCSS-MATH-K.MD.B.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.* (*Limit category counts to be less than or equal to 10.)			*		*	*				