

## ELEMENTARY SCHOOL

The standards listed for each program are reviewed and updated regularly. Although any program can be booked for any age, each program was written with specific grades in mind. The “standards applicable to all \_\_\_\_\_ programs” section are the standards that all of our programs meet for that grade. Additional standards correlated with specific programs are listed under the title of the program.

### KINDERGARTEN

#### Standards applicable to all kindergarten programs

**LAFS.K.SL.1.1:** Participate in collaborative conversations with diverse partners about *kindergarten* topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.

**LAFS.K.SL.1.2:** 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.

**LAFS.K.SL.1.3:** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**LAFS.K.SL.2.6:** Speak audibly and express thoughts, feelings, and ideas clearly.

**SC.K.L.14.3:** Observe plants and animals, describe how they are alike and how they are different in the way they look and in the things they do.

**SC.K.N.1.2:** Make observations of the natural world and know that they are descriptors collected using the five senses.

**SC.K.N.1.5:** Recognize that learning can come from careful observation.

#### Animal Tales (K)

Allow the Zoo to bring your story time to life! A beautiful picture book will follow the incredible journey of one of our animal friends. At the end of the story your students will get to meet our hero or heroine in person!

**LAFS.K.L.3.6:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

**LAFS.K.RL.1.1:** With prompting and support, ask and answer questions about key details in a text.

**LAFS.K.RL.1.3:** With prompting and support, identify characters, settings, and major events in a story.

**LAFS.K.RL.2.6:** With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story.

**LAFS.K.RL.3.7:** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

**LAFS.K.RL.4.10:** Actively engage in group reading activities with purpose and understanding.

**LAFS.K.SL.1.2:** 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.

**LAFS.K.SL.1.3:** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

**LAFS.K.RL.2.5:** Recognize common types of texts (e.g., storybooks, poems).

**SC.K.L.14.2:** Recognize that some books and other media portray animals and plants with characteristics and behaviors they do not have in real life.

## **Move It! (K)**

I like to move it, you like to move it, we like to move it! Meet exciting animals and practice crawling, slithering, and flying as we discover how we can move like our wild friends.

**SC.K.P.12.1**: Investigate that things move in different ways, such as fast, slow, etc.

**PE.K.M.1.1**: Use a variety of locomotor skills to travel in personal and general space.

## **Zoo Babies (K)**

What does a toad look like as a baby? Was that giraffe always so tall? Do tiger cubs have stripes when they are born? Join us as we discuss many different animal babies and how they are similar or different from their parents.

**SC.K.P.12.1**: Investigate that things move in different ways, such as fast, slow, etc.

**SS.K.E.1.4**: Identify the difference between basic needs and wants.

## **Sense-ational Animals (K)**

Do you taste with your feet or smell with your tongue? Join us as we discover some amazing animals senses.

**SC.K.L.14.1**: Recognize the five senses and related body parts.

# 1<sup>ST</sup> GRADE

## **Standards applicable to all 1<sup>st</sup> grade programs**

**LAFS.1.SL.1.1**: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

**LAFS.1.SL.1.2**: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**LAFS.1.SL.1.3**: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

**LAFS.K12.SL.1.1**: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.

**LAFS.K12.SL.1.3**: Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric.

**SS.1.C.2.4**: Show respect and kindness to people and animals.

**SC.1.L.14.3**: Differentiate between living and nonliving things.

**SC.1.N.1.1**: Raise questions about the natural world, investigate them in teams through free exploration, and generate appropriate explanations based on those explorations.

**SC.1.N.1.2**: Using the five senses as tools, make careful observations, describe objects in terms of number, shape, texture, size, weight, color, and motion, and compare their observations with others.

**SC.1.L.17.1**: through observation, recognize that all plants and animals, including humans, need the basic necessities of air, water, food, and space.

## **Animal Tales (1<sup>st</sup>)**

Allow the Zoo to bring your story time to life! A beautiful picture book will follow the incredible journey of one of our animal friends. At the end of the story your students will get to meet our hero or heroine in person!

**LAFS.1.RL.1.2**: Retell stories, including key details, and demonstrate understanding of their central message or lesson.

**LAFS.1.RL.1.3**: Describe characters, settings, and major events in a story, using key details.

**LAFS.1.RL.3.7**: Use illustrations and details in a story to describe its characters, setting, or events.

**LAFS.1.SL.1.2**: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

### **Zoo Babies (1<sup>st</sup>)**

What does a toad look like as a baby? Was that giraffe always so tall? Do tiger cubs have stripes when they are born? Join us as we discuss many different animal babies and how they are similar or different from their parents.

**SC.1.L.16.1**: Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population.

### **Sense-ational Animals (1<sup>st</sup>)**

Do you taste with your feet or smell with your tongue? Join us as we discover some amazing animals senses.

**SC.1.L.14.1**: Make observations of living things and their environment using the five senses.

### **Life Cycles (1<sup>st</sup>)**

Come join us as we learn about the unique life cycles of plants, butterflies, frogs, and other animals. We will discover the unique ways these animals grow and change throughout their lives.

**SC.1.L.16.1**: Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population.

**SC.1.E.6.2**: Describe the need for water and how to be safe around water.

### **Tree-mendous! (1<sup>st</sup>-3<sup>rd</sup>)**

In this program, students will learn to identify parts of a plant, how plants grow, and will understand the relationship between plants, humans, and animals. The students will have an opportunity to meet our animal ambassadors and will learn how they utilize plants and trees.

**SC.1.E.6.1**: Recognize that water, rocks, soil, and living organisms are found on Earth's surface.

**SC.1.L.14.1**: Make observations of living things and their environment using the five senses.

**SC.1.L.14.2**: Identify the major parts of plants, including stem, roots, leaves, and flowers.

**SC.1.L.16.1**: Make observations that plants and animals closely resemble their parents, but variations exist among individuals within a population.

## **2<sup>ND</sup> GRADE**

### **Standards applicable to all 2<sup>nd</sup> grade programs**

**LAFS.2.SL.1.1**: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

**LAFS.2.SL.1.3**: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

**LAFS.K12.SL.1.1**: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**LAFS.K12.SL.1.3**: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**SC.2.L.17.1**: Compare and contrast the basic needs that all living things, including humans, have for survival.

**SC.2.L.17.2**: Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.

**SC.2.N.1.1**: Raise questions about the natural world, investigate them in teams through free exploration and systematic observations, and generate appropriate explanations based on those explorations.

**SC.2.N.1.3**: Ask "how do you know?" in appropriate situations and attempt reasonable answers when asked the same question by others.

**SC.2.N.1.5**: Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).

## **Animal Tales (2<sup>nd</sup>)**

Allow the Zoo to bring your story time to life! A beautiful picture book will follow the incredible journey of one of our animal friends. At the end of the story your students will get to meet our hero or heroine in person!

**LAFS.2.RL.2.5:** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

**SC.2.N.1.5:** Distinguish between empirical observation (what you see, hear, feel, smell, or taste) and ideas or inferences (what you think).

**SC.2.L.17.2:** Recognize and explain that living things are found all over Earth, but each is only able to live in habitats that meet its basic needs.

**LAFS.2.RL.1.3:** Describe how characters in a story respond to major events and challenges.

## **Zoo Babies (2<sup>nd</sup>)**

What does a toad look like as a baby? Was that giraffe always so tall? Do tiger cubs have stripes when they are born? Join us as we discuss many different animal babies and how they are similar or different from their parents.

**SC.2.L.16.1:** Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.

## **Life Cycles (2<sup>nd</sup>)**

Come join us as we learn about the unique life cycles of plants, butterflies, frogs, and other animals. We will discover the unique ways these animals grow and change throughout their lives.

**SC.2.L.16.1:** Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.

## **Tree-mendous! (2<sup>nd</sup>)**

In this program, students will learn to identify parts of a plant, how plants grow, and will understand the relationship between plants, humans, and animals. The students will have an opportunity to meet our animal ambassadors and will learn how they utilize plants and trees.

**SC.2.L.16.1:** Observe and describe major stages in the life cycles of plants and animals, including beans and butterflies.

## **Backbones and Bodies (2<sup>nd</sup>)**

Can turtles leave their shells? Do birds have teeth? Learn about various vertebrates and how their body systems not only compare to one another but also to YOU!

**SC.2.L.14.1:** Distinguish human body parts (brain, heart, lungs, stomach, muscles, and skeleton) and their basic functions.

**HE.2.C.1.5:** Recognize the locations and functions of major human organs.

## **Hide and Seek (2<sup>nd</sup>)**

What tools and adaptations do animal have to survive in their environment? Come join us as we learn about some animals and their unique skills.

**No additional standards met**

## **Ecosystems (2<sup>nd</sup>)**

Join us as we explore the following ecosystems: freshwater and marine, tundra, desert, grasslands, deciduous and rain forests. Learn what adaptations the animals living in those systems need to ensure their survival.

**SC.2.E.6.1:** Recognize that Earth is made up of rocks. Rocks come in many sizes and shapes.

**SC.2.E.6.2:** Describe how small pieces of rock and dead plant and animal parts can be the basis of soil and explain the process by which soil is formed.

**SC.2.E.7.1:** Compare and describe changing patterns in nature that repeat themselves, such as weather conditions including temperature and precipitation, day to day and season to season.

**SS.2.G.1.1:** Use different types of maps (political, physical, and thematic) to identify map elements.

**SS.2.G.1.3:** Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole.

## Standards applicable to all 3<sup>rd</sup> grade programs

**LAFS.3.SL.1.1**: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 *topics and texts*, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

**LAFS.3.SL.1.3**: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**LAFS.K12.SL.1.1**: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**LAFS.K12.SL.1.2**: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**LAFS.K12.SL.1.3**: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**LAFS.K12.R.3.7**: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**SC.3.N.1.1**: Raise questions about the natural world, investigate them individually and in teams through free exploration and systematic investigations, and generate appropriate explanations based on those explorations.

**SC.3.N.1.5**: Recognize that scientists question, discuss, and check each other's evidence and explanations.

**SC.3.N.1.6**: Infer based on observation.

## Tree-mendous! (3<sup>rd</sup>)

In this program, students will learn to identify parts of a plant, how plants grow, and will understand the relationship between plants, humans, and animals. The students will have an opportunity to meet our animal ambassadors and will learn how they utilize plants and trees.

**SC.3.L.14.1**: Describe structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.

**SC.3.L.14.2**: Investigate and describe how plants respond to stimuli (heat, light, gravity), such as the way plant stems grow toward light and their roots grow downward in response to gravity.

**SC.3.L.15.2**: Classify flowering and nonflowering plants into major groups such as those that produce seeds, or those like ferns and mosses that produce spores, according to their physical characteristics.

**SC.3.L.17.1**: Describe how animals and plants respond to changing seasons.

**SC.3.L.17.2**: Recognize that plants use energy from the Sun, air, and water to make their own food.

## Ecosystems (3<sup>rd</sup>)

Join us as we explore the following ecosystems: freshwater and marine, tundra, desert, grasslands, deciduous and rain forests. Learn what adaptations the animals living in those systems need to ensure their survival.

**SC.3.L.17.1**: Describe how animals and plants respond to changing seasons.

**SC.3.L.17.2**: Recognize that plants use energy from the Sun, air, and water to make their own food.

**SS.3.G.1.1**: Use thematic maps, tables, charts, graphs, and photos to analyze geographic information.

## Animal Discovery (3<sup>rd</sup>)

Learn how scientist classify animals into different groups as we uncover the basic characteristics of the vertebrate classes: fish, amphibians, reptiles, birds, and mammals.

**SC.3.L.15.1:** Classify animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods, vertebrates and invertebrates, those having live births and those which lay eggs) according to their physical characteristics and behaviors.

## 4<sup>TH</sup> GRADE

### Standards applicable to all 4<sup>th</sup> grade programs

**LAFS.4.SL.1.2:** Paraphrase portions of a text read aloud or information presented in diverse media

**LAFS.4.SL.1.3:** Identify the reasons and evidence a speaker provides to support particular points.

**LAFS.4.L.3.6:** Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal precise actions, emotions, or states of being (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

**LAFS.4.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**LAFS.K12.SL.1.2:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**LAFS.K12.SL.1.3:** Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric.

**SC.4.N.1.1:** Raise questions about the natural world, use appropriate reference

### Wild Florida (4<sup>th</sup>)

In this class we will learn about some of the native and invasive species that call Florida home.

**SS.4.G.1.1:** Identify physical features of Florida.

**SS.4.G.1.2:** Locate and label cultural features on a Florida map.

**SS.4.G.1.3:** Explain how weather impacts Florida.

**SC.4.L.17.1:** Compare the seasonal changes in Florida plants and animals to those in other regions of the country.

**SC.4.L.17.4:** Recognize ways plants and animals, including humans, can impact the environment.

### Eat or Be Eaten! (4<sup>th</sup>)

Everybody eats! Can your class create links in a food chain or untangle a food web? Find out about the circle of life and animal dentition in this program.

**SC.4.L.17.3:** Trace the flow of energy from the Sun as it is transferred along the food chain through the producers to the consumers.

## 5<sup>TH</sup> GRADE

### Standards applicable to all 5<sup>th</sup> grade programs

**LAFS.5.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.

- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**LAFS.5.SL.1.2**: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**LAFS.5.SL.1.3**: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

### **Backbones and Bodies (5<sup>th</sup>)**

Can turtles leave their shells? Do birds have teeth? Learn about various vertebrates and how their body systems not only compare to one another but also to YOU!

**SC.5.L.14.1**: Identify the organs in the human body and describe their functions, including the skin, brain, heart, lungs, stomach, liver, intestines, pancreas, muscles and skeleton, reproductive organs, kidneys, bladder, and sensory organs.

**SC.5.L.14.2**: Compare and contrast the function of organs and other physical structures of plants and animals, including humans, for example: some animals have skeletons for support -- some with internal skeletons others with exoskeletons -- while some plants have stems for support.

### **Eat or Be Eaten! (5<sup>th</sup>)**

Everybody eats! Can your class create links in a food chain or untangle a food web? Find out about the circle of life and animal dentition in this program.

**SC.5.L.15.1**: Describe how, when the environment changes, differences between individuals allow some plants and animals to survive and reproduce while others die or move to new locations.

**SC.5.L.17.1**: Compare and contrast adaptations displayed by animals and plants that enable them to survive in different environments such as life cycles variations, animal behaviors and physical characteristics.