

Standards/Objectives Chart *(cont.)*

| Benchmark | Lesson and Page Number |
|--|---|
| Language Arts 8.18 —Knows that words are made up of syllables | Seagull by the Sea, p. 48 |
| Math 2.1 —Understands numbers represent the quantity of objects | Fish in the Sea, p. 51 |
| Math 4.5 —Knows the common language of measurement | Size It Up, p. 54 |
| Math 4.6 —Knows that different sized containers will hold more or less | Fill It Up, p. 52 |
| Math 5.2 —Understands the common language used to describe position | Seagulls at the Beach, p. 53 |
| Math 6.2 —Collects data from everyday situations | Favorite Animal Graph, p. 55 |
| Physical Education 1.3 —Coordinates body movements in a variety of activities | Crab Walk, p. 67 |
| Science 2.2 —Knows properties of a number of Earth materials | Water and Sand, p. 61 |
| Science 3.1 —Knows vocabulary used to describe major features of the sky | Sailing, Sailing, p. 63 |
| Science 12.1 —Uses the senses to make observations about living things, nonliving objects, and events | The Senses, p. 62 |
| Science 7.1 —Knows simple ways that living things can be grouped | Fish Types, p. 64 |
| TESOL/WIDA 1 — English language learners communicate for Social and Instructional purposes within the school setting. | All lessons |
| TESOL/WIDA 2 — English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts. | Literacy and Phonemic Awareness and Phonics Lessons (pp. 41–50) |
| TESOL/WIDA 3 — English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics. | Math Lessons (pp. 51–55) |
| TESOL/WIDA 4 — English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science. | Science Lessons (pp. 61–65) |
| TESOL/WIDA 5 — English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies. | Social Studies Lessons (pp. 56–60) |