# Little STEAMers

## Early Learning Program

## Unit #6: Animals

## Remote Learning Activities

Little STEAMers

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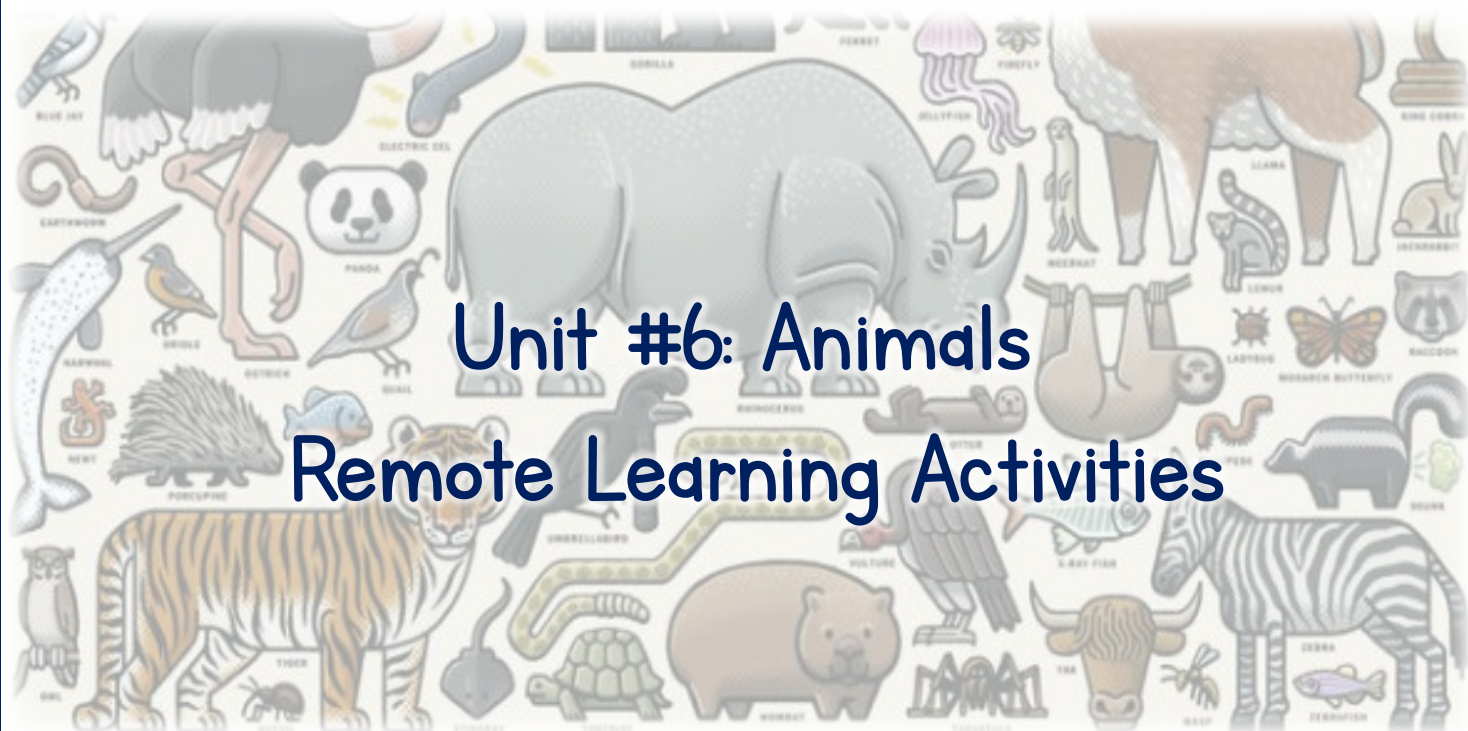
# Little STEAMers Early Learning Program

The internationally recognized Illinois Mathematics and Science Academy® (IMSA) develops creative, ethical leaders in science, technology, engineering and mathematics. As a teaching and learning laboratory created by the State of Illinois, IMSA enrolls academically talented Illinois students (grades 10- 12) in its advanced, residential college preparatory program, and it serves thousands of educators and students in Illinois and beyond through innovative instructional programs that foster imagination and inquiry. IMSA also advances education through research, groundbreaking ventures and strategic partnerships. (www.imsa.edu)

# Animal Shapes

## Materials

- *Color Farm* and *Color Zoo* by Lois Elhert from your local library or view an animated read aloud on YouTube.

- Electronic device with internet access*

- Pattern shapes (optional)

- White paper (optional)

*Note: The *Pattern Shapes* app is available online or for download on laptops, iPads, Chromebooks, and Windows devices. Navigate to the following website for more information:

https://www.mathlearningcenter.org/resources/apps/pattern-shapes

## Learning Objectives

**I can** describe the colors, shapes, and pictures that I see in a book

**I can** design an animal using pattern blocks and describe my picture

**I can** use technology to be creative

## Skills

Language Development

Creative Play

Hand-Eye Coordination

Math Skills

## Exploration

Begin this activity by reading (or viewing) *Color Farm* and *Color Zoo* by Lois Elhert. As students explore the text, the following questions may be asked to encourage critical thinking, observation, and mathematical reasoning:

- ***What animals are in these books? What do you know about these animals?***
- ***What shapes are used to build each animal? Describe these shapes.***
- ***What animal parts are created by these shapes?***
- ***If you were to build an animal using shapes, what animal would you build and why?***

Allow plenty of time for students to identify the attributes (i.e., shape, color, size) of the animals. Then, tell students they will design their own animal with pattern blocks. Using the *Pattern Blocks* app from The Virtual Math Center, provide students time to explore the virtual manipulative. Alternatively, students could use regular pattern blocks to create their animal on white paper.

As students create their animal, encourage learners to discuss their design:

- ***Did you build an animal using the pattern blocks?***
- ***What parts of the animal did you design?***
- ***What shapes did you use to design your animal? Tell me about these shapes.***

As an extension, students may then design an offspring for their animal and make comparisons between the adult and baby animals.
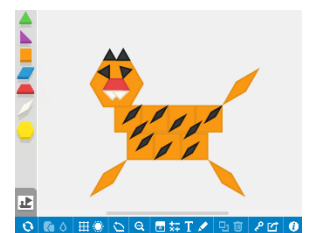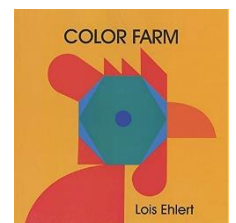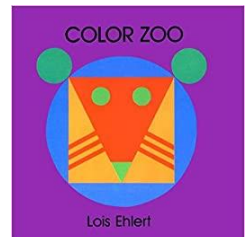
# Just the Right Size

## Materials

- *Actual Size* by Steve Jenkins from your local library or view an animated read aloud on YouTube.

- Measuring Instrument (rule, meter stick, yardstick, or tape measure)

- Animal Fact Page (attached)

- Yarn or string*

- Scissors

*Note: Yarn or string can be used to demonstrate the length or size of an object. Alternatively, students could use blocks or linking cubes as a visual. If students are able to complete this activity outside, they could use chalk, sticks, or rocks to visualize the measurements.

## Learning Objectives

**I can** identify and describe animals of various sizes

**I can** use measurement tools to represent the size of different animals

**I can** measure and compare the lengths of objects

## Skills

Language Development

Problem Solving

Math Skills

## Exploration

Begin this activity by asking students to consider the size of different animals. Encourage them to list animals that are smaller and larger than they are, and describe the relative size of the different parts of each animal (tails, tongue, legs, neck, teeth, etc.).

Explain to students that they will be learning about the size of different animals and the parts of their body. Read (or view) *Actual Size* by Steven Jenkins and take ample time for students to explore and discuss the illustrations and measurements:

- *What animal is this? What do you know about this animal?*
- *This animal (or animal part) is _____ long/tall. Do you think that is taller/shorter/larger/smaller than your _____? Why do you think this?*
- *What do you think the animal does with this part of their body?*

With the help of a grown up, students can then use yarn and measurement tools to measure out the size of the animals and animal parts listed on the Animal Fact Page. Alternatively, other manipulatives such as blocks, rocks, or sticks may be used to illustrate the measurements. If students can complete this activity outside, they may wish to draw the size of each animal using sidewalk chalk.

Encourage students to make mathematical observations as they explore:

- *What measurement tools are we using? Why do we need to use these tools?*
- *What is the largest or tallest item we measured today?*
- *What is the smallest or shortest item we measured today?*
- *What surprised you most about what we learned today?*

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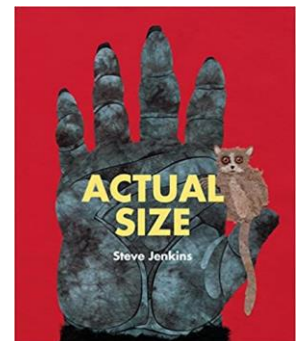
# Animal Fact Page

The wingspan of an **Atlas moth** is 12 inches

The length of a **dwarf goby fish** is $\frac{1}{3}$ inch

The diameter of a **giant squid** eye is 12 inches

The **Alaskan brown bear** is 13 feet tall

An **ostrich** is 9 feet tall

The **giant anteater** is 7 feet long

The **goliath birdeater tarantula** is 12 inches long

The **saltwater crocodile** is 23 feet long

The **goliath frog** is 36 inches long

The **great white shark** is 21 inches long

The **great white shark's teeth** are 4 inches long

The **gorilla** is 5 ½ feet tall

The **pygmy mouse lemur** is 2 ½ feet tall

The **Siberian tiger** is 14 feet long

The **Goliath beetle** is 6 inches long

The **Giant Walking Stick** is 22 inches long

The **African elephant** is 13 feet tall

The **giant Gippsland earthworm** is 36 inches long

# Animals on the Move

## Materials

- *From Head to Toe*, by Eric Carle
  - From your local library, or a read aloud on YouTube

- Game Spinner Printout (attached)
  - Pen or Pencil (used to hold paperclip)
  - Paperclip (used to 'spin' the spinner)

- Pen or pencil to draw and write in **three** more animal

- Plenty of space to move like the animals!

## Learning Objectives

**I can** mimic the animal movements from the story

**I can** identify three new animals and explain the movements that they make

**I can** follow directions by spinning the spinner and moving like the animal that it lands on

## Skills

Gross Motor

Dramatic Play

## Exploration

This activity starts by reading or listening to a read-along of *From Head to Toe*, by Eric Carle. Encourage students to make the movements along with the animals and friends in the story!
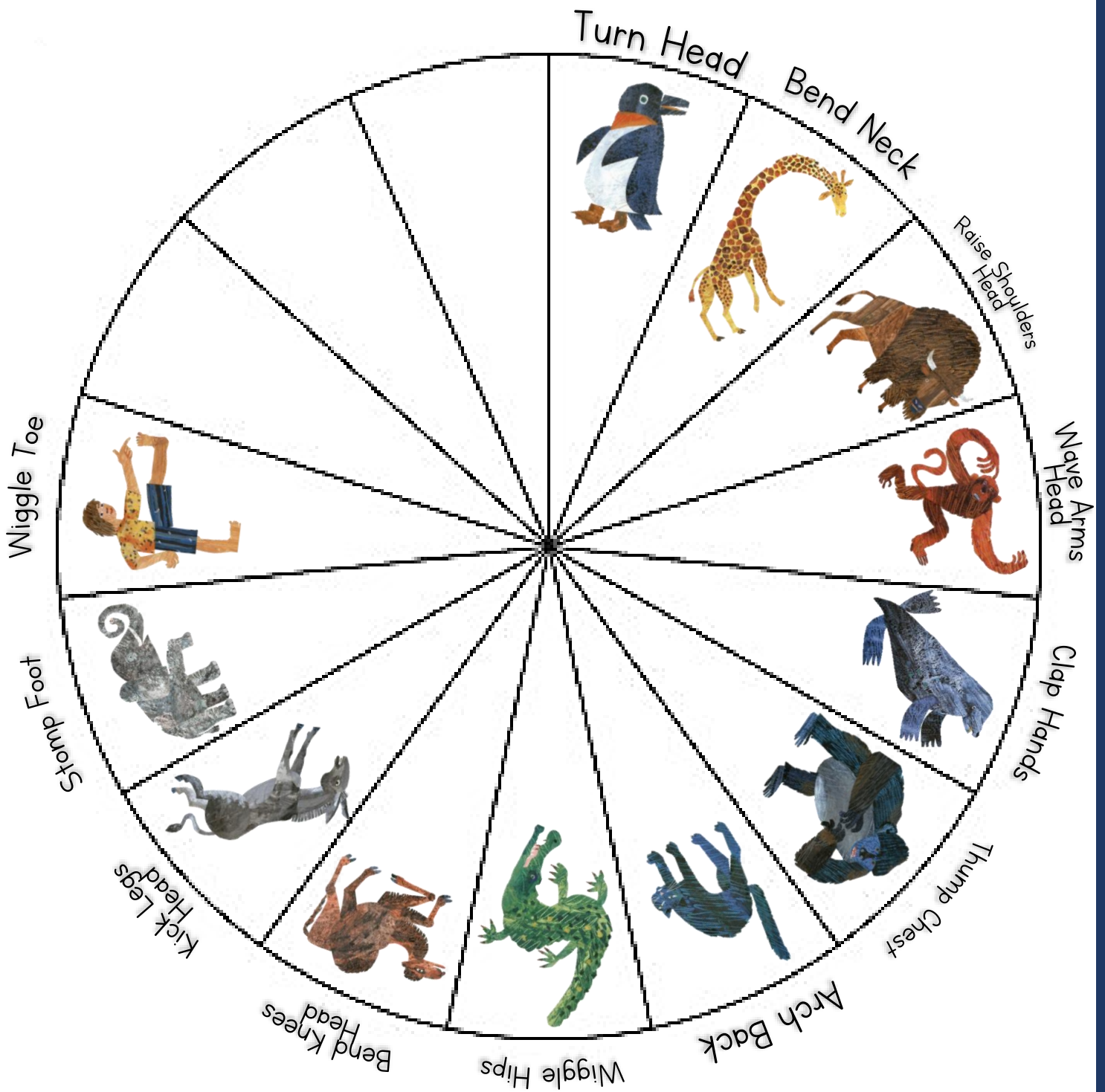
- *Which animal movement was the hardest? Why?*
- *Which animal movement was the easiest? Why?*
- *Can you think of any animals that weren't in the story? What kinds of movements do those animals make?*

Next, students will play a game that involves the animals from the story, plus **three** additional animals that they get to add in themselves. First, an adult helper will print the 'Game Spinner', which has all of the animals and movements from the story, along with three blank spaces. Students will pick three new animals and movements to add to their game spinner (this is where some of the discussion questions listed above may come in handy!). Lastly, students may want to practice using their game spinner. To use the game spinner, place a paper clip on the game spinner so that the side with less space is covering the center of the spinner. Use a pen or pencil to hold the paper clip in place in the center of the spinner, and use a finger to push the rest of the paper clip so that it spins around the pen.
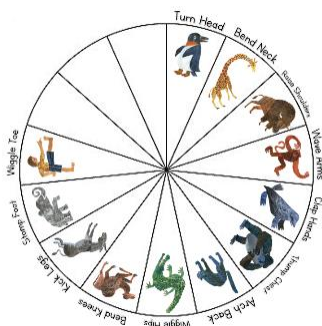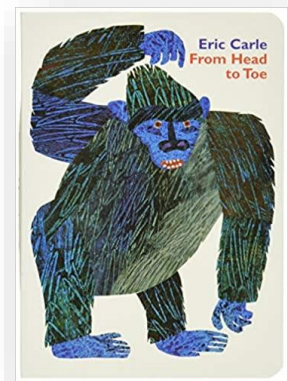
To play the game, students will take turns (if there is more than one student—if not, the game can be played solo as well) spinning the game spinner and mimicing the movements of the animals that the paper clip lands on.

As an added challenge, try spinning 2 or more times in a row, then acting out the series of animal movements instead of one movement at a time!

Turn Head
Bend Neck
Raise Shoulders Head
Wave Arms Head
Clap Hands
Thump Chest
Arch Back
Wiggle Hips
Bend Knees Head
Kick Legs Head
Stomp Foot
Wiggle Toe

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# Design Challenge: Animal Crossings

## Materials

- *Crossings: Extraordinary Structures for Extraordinary Animals* by Katy S. Duffield from your local library or view an animated read aloud on YouTube.

- Obstacle Templates (attached)

- Obstacle Cards (attached)

- Blocks or other building materials*

- Animal figurines (optional)

*Note: Students may design bridges, underpasses, tunnels, etc. out of a variety of available materials including blocks, LEGO pieces, playdough, paper, and tape.

## Learning Objectives

**I can** design and build a wildlife crossing for animals to travel over, through, or under an obstacle

**I can** explain why an animal crossing would keep wildlife safe

## Skills

Language Development

Problem Solving

Creative Play

Math Skills

## Exploration

Begin this activity by asking students to think of ways that they move over, through, and under objects while they are traveling. Encourage them to think about what types of structures (i.e., tunnels, bridges, underpasses) allow them to accomplish these tasks as well as what they are crossing (i.e., rivers, roads, mountains). Then, ask students to consider these same obstacles impact animals:

- *What types of things might an animal need to cross over, through, or under?*
- *What kind of structures could be built to help animals cross these obstacles?*
- *Who might build these structures? What would they be made of?*
- *How might these structures be helpful to animals?*
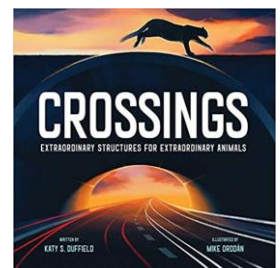
Then, read (or view) *Crossings: Extraordinary Structures for Extraordinary Animals*. Take adequate time to explore each page, identifying the animals that are impacted and why a crossing is necessary to keep them safe.

Explain to students that they will creating their own wildlife crossings to help their animal(s) travel safely. Provide learners with an Obstacle Template and/or present a scenario to them from the Obstacle Cards. Students may use available materials to create a tunnel, overpass, bridge, or other crossing for their animal. Encourage students to reflect on their design:

- *What type of crossing did you build for your animal? How will it be used?*
- *How will your animal stay safe?*
- *Why might your animal need to cross over this obstacle?*
- *Do you think your crossing would work for all types of animals? Why or why not?*

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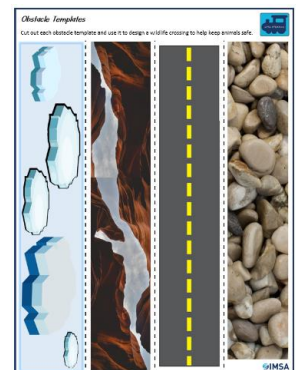
# Obstacle Templates

Cut out each obstacle template and use it to design a wildlife crossing to help keep animals safe.
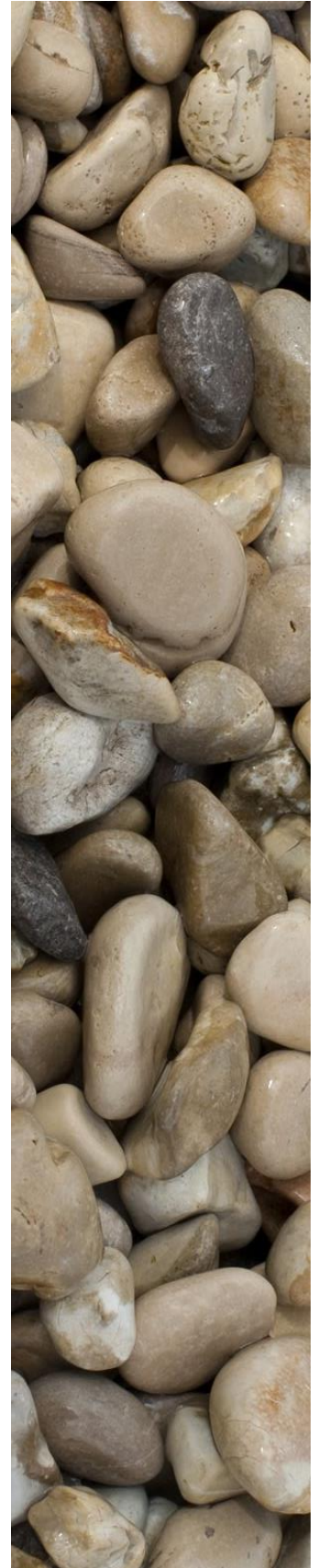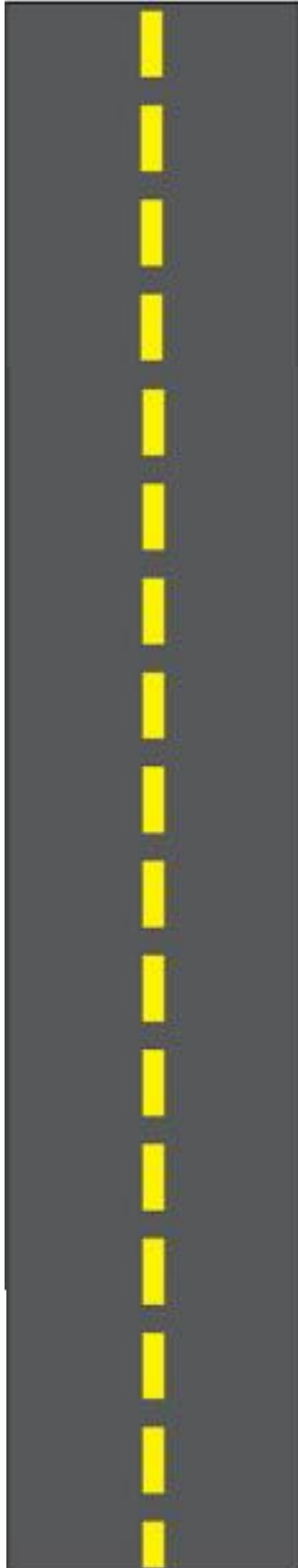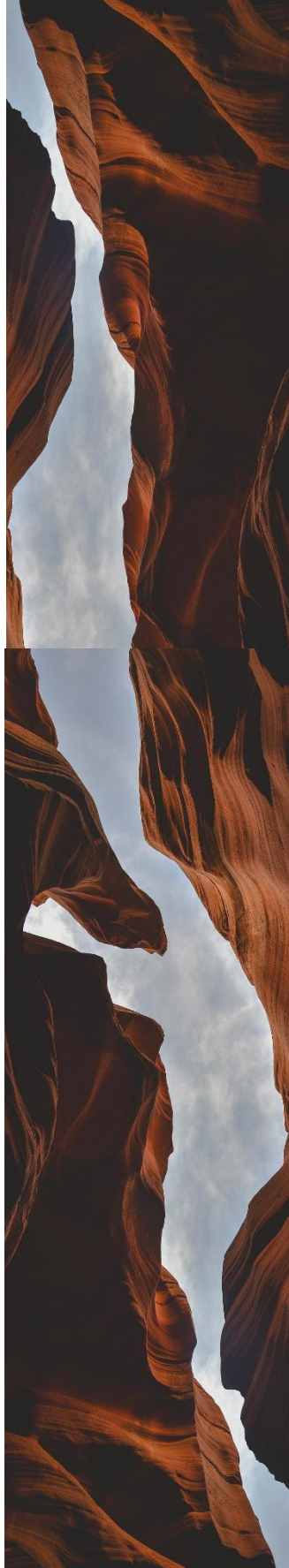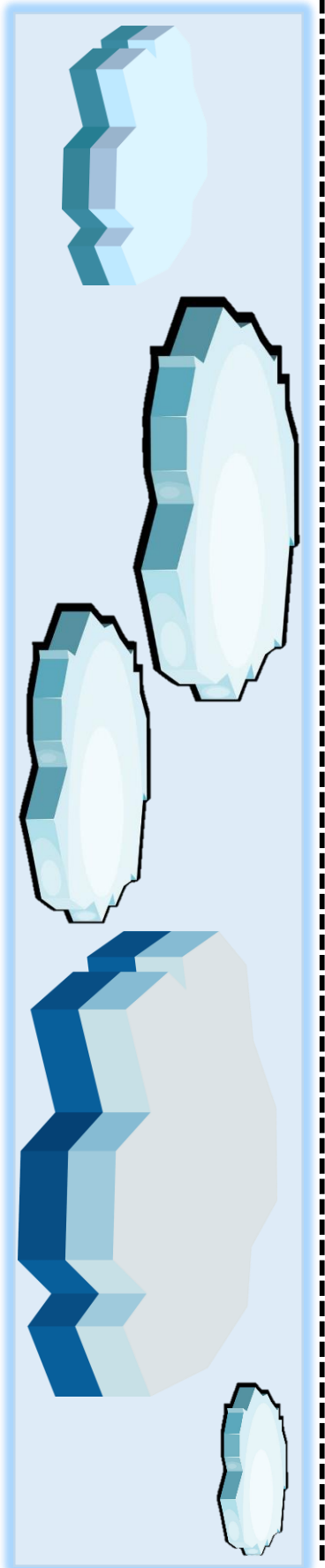
# Obstacle Cards

Consider each scenario and design a wildlife crossing to help keep animals safe.

**1** A crossing is needed for animals to travel under a large mountain that supports a busy road.

**2** A crossing is needed for animals to travel through large ice glaciers.

**3** A crossing is needed for wildlife to safely travel over construction.

**4** A crossing is needed for forest animals to travel under a railway.

**5** A crossing is needed for wildlife to travel over a raging river that leads to a large waterfall.

**6** An underpass is needed for animals to travel beneath a busy subway system.

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# Home Sweet Habitat

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## Materials

- *Listen to Our World*, by Bill Martin Jr. and Michael Sampson
    - From your local library, or a read aloud on YouTube
- Habitat Graph Base (attached)
    - Print Option 1 with a color printer, or print Option 2 and color in yourself
- Animal squares (attached)
    - Option 1 has Animals and names, Option 2 has Animals only
- Scissors
- Bag (used to store and pull animal squares)
- Colored Pencils, Crayons, or Markers (optional)

## Learning Objectives

**I can** identify which habitat an animal lives in, and sort animal pictures accordingly

**I can** build a graph that shows how many animals I have found from each habitat

**I can** compare and describe data from a graph

## Skills

Fine Motor

Life Skills

Math Skills

## Exploration

This activity starts by reading or listening to a read-along of *Listen to Our World*, by Bill Martin Jr. and Michael Sampson. In this story, students will see and hear a number of different animals in their natural habitats.

- ***The story shows different animals 'in their world'—this is also called their habitat. What do you think the word habitat means?***
- ***What do you think would happen if an animal was taken out of it's habitat?***
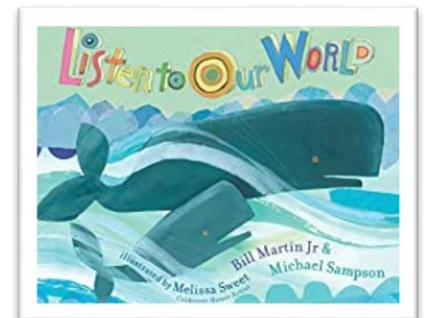
During the next part of the activity, students will have the opportunity to **sort** animals based on the habitat in which they live. As they sort the animals, they will organize them into a graph that will help them analyze how many of the animals that they picked live in each of the four given habitats: Savannah, Ocean, Forest, & Arctic. An adult helper will need to help gather the materials needed for this activity by printing one of the graph bases (either on a color printer for option 1, or in black and white for option 2—allowing students to color the habitats ahead of time), and one set of animal squares (with names or without). They will also need to cut out the animal squares and put them into a bag for safe keeping.

To play the game, the adult helper will secretly remove 15-20 of the animal squares at random (removing these cards before each game play ensures that students will see different data sets each time they play). The student will then pull one animal square from the bag at a time, determine which 'habitat' it belongs in, and place it in the correct column on the graph base. Play continues until all animals have been pulled and placed (minus the 'hidden' animals). During and after play, encourage students to make **predictions** about which habitat will have the most or least number of animals, and **compare** the different habitat columns using words like: *taller, tallest, shorter, shortest, more, most, less, least, same, & equal*.

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## Savannah

## Ocean

## Forest

## Arctic

| Savannah | Ocean | Forest | Arctic |
|---|---|---|---|

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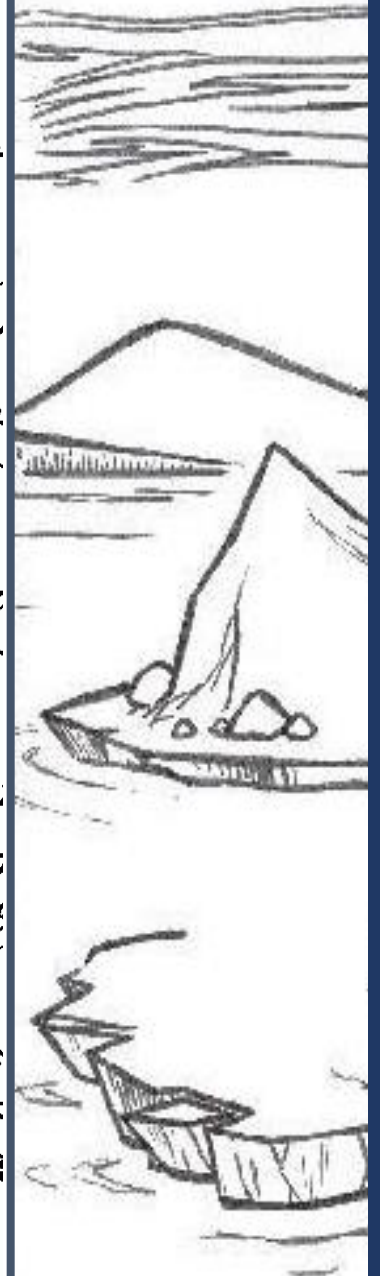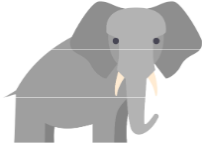
| | | | | |
|---|---|---|---|---|
| Zebra | Crocodile | Elephant | Giraffe | Hippo |
| Lion | Ostrich | Rhino | Hyena | Crab |
| Dolphin | Fish | Jellyfish | Octopus | Seahorse |
| Shark | Squid | Sea Star | Blue Whale | Sea Turtle |
| Bear | Bird | Deer | Red Fox | Owl |
| Rabbit | Raccoon | Skunk | Squirrel | Wolf |
| Arctic Fox | Moose | Narwhal | Penguin | Polar Bear |
| Seal | Walrus | Puffin | Orca | Bison |
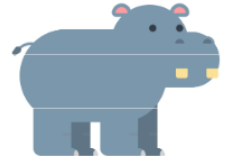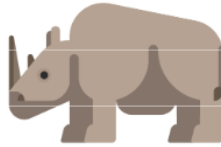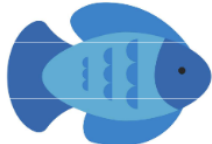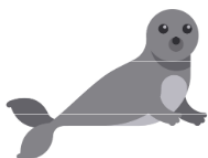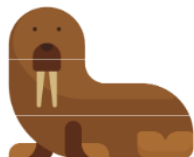
# Out In the Wild

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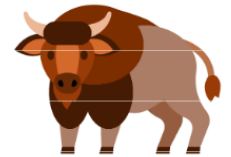
## Materials

- 2 Toilet Paper roll tubes OR 1 Paper Towel roll tube
  - If using a Paper Towel tube, ask an adult helper to cut it in half first!
- Glue, tape, or 2 rubber bands
- Yarn or string
- Paint or markers (Optional)
- Observation Page (attached)
- Writing Utensil

## Learning Objectives

**I can** make a pair of binoculars

**I can** use binoculars to make observations about the different animals I see outside

**I can** document the animals that I see by drawing them on my observation sheet

## Skills

Gross Motor

Creative Play

Scientific Inquiry

## Exploration

This activity begins by asking students if they know what **binoculars** are. If they do, have them explain what they are and what they're used for. If they don't, find an image to show them of someone using binoculars—which might spark their memory or give them some ideas of their use. Tell students that they will get to make their own pair of binoculars to then take outside and use them to search for animals. Directions for making the binoculars are below.

Once the binoculars are made, you are ready to go out into the wild and search for animals. Any outdoor space will work for this activity (yard, park, even the zoo!). Once outside, the student will mark the current weather on their observation sheet, and then use their binoculars to search the surrounding area for animals (remember, bugs and spiders are animals too!). Every time a new animal is found, they will record it on their observation page by drawing a picture of the animal that they see (and writing the name if able). Try to fill out all 9 squares on the observation page! When the exploration is over, take time to talk with the student about the different animals that they saw.

As an added challenge: repeat the activity on a new day where the *weather* is different to see if there are any similarities or differences to the number or types of animals that were found.



http://adayinthelifeofonegirl.blogspot.com/2012/08/diy-binoculars-for-kids.html

### How to Make Binoculars

1. Take 2 toilet paper rolls (or 2 halves of a paper towel roll) and attach them using glue, tape, or rubber bands
2. Using scissors or a hole punch, punch a hole into the outside edge of both tubes on one end of the tubes
3. Run yarn or string through each hole and tie off with a knot so it doesn't come loose (your binoculars should look like a big necklace!)
4. Use paint, markers, or anything else you have around to decorate your binoculars!

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Today, the weather is:

☐ sunny  ☐ cloudy  ☐ rainy  ☐ snow

In each square below, draw a different animal that you see or find—remember, insects and bugs are animals too!

# Standards Index

## Illinois Early Learning and Development Standards

**Language Arts**

IELDS 1.A: Demonstrate understanding through age-appropriate responses
- Remote Animals Unit: Animal Shapes, Just the Right Size, Animals on the Move, Design Challenge: Animal Crossings, Home Sweet Habitat, Out in the Wild

IELDS 1.B: Communicate effectively using language appropriate to the situation and audience
- Remote Animals Unit: Home Sweet Habitat, Out in the Wild

IELDS 1.C: Use language to convey information and ideas
- Remote Animals Unit: Animals on the Move, Design Challenge: Animal Crossings, Out in the Wild

IELDS 1.D: Speak using conventions of Standard English

IELDS 1.E: Use increasingly complex phrases, sentences, and vocabulary
- Remote Animals Unit: Animal Shapes, Animals on the Move

IELDS 2.A: Demonstrate interest in stories and books
- Remote Animals Unit: Animal Shapes, Just the Right Size, Animals on the Move, Design Challenge: Animal Crossings, Home Sweet Habitat

IELDS 2.B: Recognize key ideas and details in stories
- Remote Animals Unit: Animals on the Move, Design Challenge: Animal Crossings, Home Sweet Habitat

IELDS 2.C: Recognize concepts of books
- Remote Animals Unit: Animal Shapes, Just the Right Size, Design Challenge: Animal Crossings

IELDS 2.D: Establish personal connections with books
- Remote Animals Unit: Animal Shapes, Just the Right Size, Animals on the Move

IELDS 3.A: Recognize key ideas and details in nonfiction text
- Remote Animals Unit: Just the Right Size, Design Challenge: Animal Crossings

IELDS 3.B: Recognize features of nonfiction books

IELDS 4.A: Demonstrate increasing awareness of and competence in emergent reading skills and abilities

IELDS 4.B: Demonstrate an emerging knowledge and understanding of the alphabet

IELDS 4.C: Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).

IELDS 4.D: Demonstrate emergent phonics and word-analysis skills

IELDS 5.A: Demonstrate growing interest and abilities in writing
- Remote Animals Unit: Out in the Wild

IELDS 5.B: Use writing to represent ideas and information
- Remote Animals Unit: Animals on the Move

IELDS 5.C: Use writing to research and share knowledge
- Remote Animals Unit: Design Challenge: Animal Crossings, Out in the Wild

**Mathematics**

IELDS 6.A: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations
- Remote Animals Unit: Animals on the Move, Home Sweet Habitat

IELDS 6.B: Add and subtract to create new numbers and begin to construct sets
- Remote Animals Unit: Home Sweet Habitat

IELDS 6.C: Begin to make reasonable estimates of numbers
- Remote Animals Unit: Home Sweet Habitat

IELDS 6.D: Compare quantities using appropriate vocabulary terms
- Remote Animals Unit: Just the Right Size, Home Sweet Habitat, Out in the Wild

IELDS 7.A: Measure objects and quantities using direct comparison methods and nonstandard units
- Remote Animals Unit: Just the Right Size, Home Sweet Habitat

IELDS 7.B: Practice estimating in everyday play and everyday measurement problems
- Remote Animals Unit: Home Sweet Habitat

IELDS 7.C: Explore tools used for measurement
- Remote Animals Unit: Just the Right Size

IELDS 8.A: Explore objects and patterns
- Remote Animals Unit: Animal Shapes, Home Sweet Habitat

IELDS 8.B: Describe and document patterns using symbols

IELDS 9.A: Recognize, name, and match common shapes
- Remote Animals Unit: Animal Shapes

IELDS 9.B: Demonstrate an understanding of location and ordinal position, using appropriate vocabulary
- Remote Animals Unit: Animals on the Move, Design Challenge: Animal Crossings, Home Sweet Habitat

IELDS 10.A: Generate questions and processes for answering them
- Remote Animals Unit: Out in the Wild

IELDS 10.B: Organize and describe data and information
- Remote Animals Unit: Home Sweet Habitat, Out in the Wild

IELDS 10.C: Determine, describe, and apply the probabilities of events
- Remote Animals Unit: Home Sweet Habitat

## Science

IELDS 11.A: Develop beginning skills in the use of science and engineering practices, such as observing, asking questions, solving problems, and drawing conclusions
- Remote Animals Unit: Animal Shapes, Just the Right Size, Animals on the Move, Design Challenge: Animal Crossings, Home Sweet Habitat, Out in the Wild

IELDS 12.A: Understand that living things grow and change
- Remote Animals Unit: Just the Right Size, Animals on the Move, Home Sweet Habitat, Out in the Wild

IELDS 12.B: Understand that living things rely on the environment and/or others to live and grow
- Remote Animals Unit: Design Challenge: Animal Crossings, Out in the Wild

IELDS 12.C: Explore the physical properties of objects

IELDS 12.D: Explore concepts of force and motion

IELDS 12.E: Explore concepts and information related to the Earth, including ways to take care of our planet

IELDS 12.F: Explore changes related to weather and seasons

IELDS 13.A: Understand rules to follow when investigating and exploring
- Remote Animals Unit: Animals on the Move, Out in the Wild

IELDS 13.B: Use tools and technology to assist with science and engineering investigations
- Remote Animals Unit: Design Challenge: Animal Crossings, Out in the Wild

## Social Studies

IELDS 14.A: Understand what it means to be a member of a group and community

IELDS 14.B: Understand the structures and functions of the political systems of Illinois, the United States, and other nations

IELDS 14.C: Understand ways groups make choices and decisions

IELDS 14.D: Understand the role that individuals can play in a group or community

IELDS 14.E: Understand United States foreign policy as it relates to other nations and international issues

IELDS 14.F: Understand the development of United States' political ideas and traditions

IELDS 15.A: Explore roles in the economic systems and human interdependence

IELDS 15.B: Explore issues of limited resources in the early childhood environment and world

IELDS 15.C: Understand that scarcity necessitates choices by producers

IELDS 15.D: Explore concepts about trade as an exchange of goods or services

IELDS 15.E: Understand the impact of government policies and decisions on production and consumption in the economy

IELDS 16.A: Develop an awareness of the self and his or her uniqueness and individuality

IELDS 16.B: Understand the development of significant political events

IELDS 16.C: Understand the development of economic systems

IELDS 16.D: Understand Illinois, United States, and world social history

IELDS 16.E: Understand Illinois, United States, and world environmental theory

IELDS 17.A: Explore environments and where people live
- Remote Animals Unit: Out in the Wild

IELDS 17.B: Analyze and explain characteristics and interactions of the Earth's physical systems
- Remote Animals Unit: Out in the Wild

IELDS 17.C: Understand relationships between geographic factors and society

IELDS 17.D: Understand the historical significance of geography

IELDS 18.A: Explore people, their similarities, and their differences

IELDS 18.B: Develop an awareness of self within the context of family

IELDS 18.C: Understand how social systems form and develop over time

## Physical Development and Health

IELDS 19.A: Demonstrate physical competency and control of large and small muscles
- Remote Animals Unit: Animal Shapes, Animals on the Move, Design Challenge: Animal Crossings, Home Sweet Habitat, Out in the Wild

IELDS 19.B: Demonstrate awareness and coordination of body movements
- Remote Animals Unit: Animals on the Move, Out in the Wild

IELDS 19.C: Demonstrate knowledge of rules and safety during activity

IELDS 20.A: Achieve and maintain a health-enhancing level of physical fitness

IELDS 20.B: Assess individual fitness levels

IELDS 20.C: Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan

IELDS 21.A: Demonstrate individual responsibility during group physical activities

IELDS 21.B: Demonstrate cooperative skills during structured group physical activity

IELDS 22.A: Explain the basic principles of health promotion, illness prevention, treatment, and safety

IELDS 22.B: Describe and explain the factors that influence health among individuals, groups, and communities

IELDS 22.C: Explain how the environment can affect health

IELDS 23.A: Describe and explain the structure and functions of the human body systems and how they interrelate
- Remote Animals Unit: Animals on the Move

IELDS 23.B: Identify ways to keeps the body healthy

IELDS 23.C: Describe factors that affect growth and development

IELDS 24.A: Demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict

IELDS 24.B: Apply decision-making skills related to the protection and promotion of individual health

IELDS 24.C: Demonstrate skills essential to enhancing health and avoiding dangerous situations

**The Arts**

IELDS 25.A: Investigate, begin to appreciate, and participate in the arts
- Remote Animals Unit: Animal Shapes, Animals on the Move, Home Sweet Habitat, Out in the Wild

IELDS 25.B: Display an awareness of some distinct characteristics of the arts
- Remote Animals Unit: Animal Shapes, Design Challenge: Animal Crossings

IELDS 26.A: Understand processes, traditional tools, and modern technologies used in the arts

IELDS 26.B: Understand ways to express meaning through the arts

IELDS 27.A: Analyze how the arts function in history, society, and everyday life

IELDS 27.B: Understand how the arts shape and reflect history, society, and everyday life

**English Language Learner Home Language Development**

IELDS 28.A: Use the home language at age-appropriate levels for a variety of social and academic purposes

IELDS 29.A: Use the home language to attain benchmarks across all the learning areas and to build upon and develop transferable language and literacy skills

**Social/Emotional Development**

IELDS 30.A: Identify and manage one's emotions and behavior
- Remote Animals Unit: Animals on the Move, Home Sweet Habitat, Out in the Wild

IELDS 30.B: Recognize own uniqueness and personal qualities

IELDS 30.C: Demonstrate skills related to successful personal and school outcomes
- Remote Animals Unit: Animal Shapes, Just the Right Size, Animals on the Move, Design Challenge: Animal Crossings, Home Sweet Habitat, Out in the Wild

IELDS 31.A: Develop positive relationships with peers and adults

IELDS 31.B: Use communication and social skills to interact effectively with others

IELDS 31.C: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways

IELDS 32.A: Begin to consider ethical, safety, and societal factors in making decisions

IELDS 32.B: Apply decision-making skills to deal responsible with daily academic and social situations

IELDS 32.C: Contribute to the well-being of one's school and community

# Missouri Early Learning Goals

**Approaches to Learning**

MO ELG.I.1: Shows curiosity
- Remote Animals Unit: Animal Shapes, Just the Right Size, Animals on the Move, Design Challenge: Animal Crossings, Home Sweet Habitat, Out in the Wild

MO ELG.I.2: Takes Initiative
- Remote Animals Unit: Animal Shapes, Animals on the Move, Home Sweet Habitat, Out in the Wild

MO ELG.I.3: Exhibits creativity and inventiveness
- Remote Animals Unit: Animal Shapes, Animals on the Move, Design Challenge: Animal Crossings, Home Sweet Habitat, Out in the Wild

MO ELG.I.4: Shows confidence
- Remote Animals Unit: Animal Shapes, Animals on the Move, Design Challenge: Animal Crossings, Out in the Wild

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MO ELG.I.5: Displays persistence
- Remote Animals Unit: Animal Shapes, Just the Right Size, Design Challenge: Animal Crossings, Home Sweet Habitat, Out in the Wild

MO ELG.I.6: Uses problem-solving skills
- Remote Animals Unit: Animals on the Move, Design Challenge: Animal Crossings, Home Sweet Habitat, Out in the Wild

## Social and Emotional Development
MO ELG.II.A.1: Exhibits self-awareness and self-confidence
- Remote Animals Unit: Home Sweet Habitat

MO ELG.II.A.2: Manages feelings and behavior
- Remote Animals Unit: Home Sweet Habitat

MO ELG.II.B.1: Builds relationships

## Physical Development, Health and Safety
MO ELG.III.A.1: Uses gross motor skills with purpose and collaboration
- Remote Animals Unit: Animals on the Move, Out in the Wild

MO ELG.III.A.2: Uses fine motor skills with purpose and control
- Remote Animals Unit: Animal Shapes, Just the Right Size, Animals on the Move, Design Challenge: Animal Crossings, Home Sweet Habitat, Out in the Wild

MO ELG.III.A.3: Responds to sensory input to function in the environment

MO ELG.III.B.1: Practices healthy behaviors

MO ELG.III.C.1: Practices safe behaviors

## Language and Literacy
MO ELG.IV.A.1: Represents feelings and ideas in a variety of ways
- Remote Animals Unit: Animal Shapes

MO ELG.IV.B.1: Listens for different purposes
- Remote Animals Unit: Animal Shapes, Just the Right Size, Animals on the Move, Design Challenge: Animal Crossings

MO ELG.IV.C.1: Uses language to communicate

MO ELG.IV.C.2: Develops and expands vocabulary

MO ELG.IV.D.1: Applies early reading skills
- Remote Animals Unit: Animals on the Move, Design Challenge: Animal Crossings, Home Sweet Habitat

MO ELG.IV.D.2: Uses concepts of print

MO ELG.IV.D.3: Attends to sounds in language (phonological awareness)

MO ELG.IV.E.1: Uses writing as a means of expression/communication
- Remote Animals Unit: Animal Shapes

## Mathematics
MO ELG.V.A.1: Uses number to show quantity
- Remote Animals Unit: Just the Right Size, Animals on the Move, Home Sweet Habitat

MO ELG.V.A.2: Uses language to represent number of objects
- Remote Animals Unit: Just the Right Size, Home Sweet Habitat

MO ELG.V.A.3: Solves problems using number
- Remote Animals Unit: Home Sweet Habitat

MO ELG.V.A.4: Uses numerical representation

MO ELG.V.B.1: Uses language to represent number of objects

MO ELG.V.B.2: Uses numerical representations

MO ELG.V.C.1: Uses language to represent number of objects
- Remote Animals Unit: Home Sweet Habitat

MO ELG.V.D.1: Makes comparisons
- Remote Animals Unit: Just the Right Size, Home Sweet Habitat, Out in the Wild

MO ELG.V.D.2: Uses measurement
- Remote Animals Unit: Just the Right Size

MO ELG.V.D.3: Collects, organizes, and displays information (charting and graphing)
- Remote Animals Unit: Home Sweet Habitat, Out in the Wild

MO ELG.V.E.1: Investigates positions and locations
- Remote Animals Unit: Animals on the Move, Design Challenge: Animal Crossings, Home Sweet Habitat

MO ELG.V.E.2: Explores shapes in the environment
- Remote Animals Unit: Animal Shapes

**Science**

MO ELG.VI.A.1: Explores physical properties of objects and materials
- Remote Animals Unit: Just the Right Size, Design Challenge: Animal Crossings

MO ELG.VI.A.2: Investigates properties of objects and materials
- Remote Animals Unit: Design Challenge: Animal Crossings

MO ELG.VI.A.3: Solves problems involving physical properties of objects and materials

MO ELG.VI.A.4: Represents observations of the physical world in a variety of ways
- Remote Animals Unit: Design Challenge: Animal Crossings

MO ELG.VI.B.1: Explores characteristics of living things
- Remote Animals Unit: Animals on the Move, Home Sweet Habitat, Out in the Wild

MO ELG.VI.B.2: Investigates characteristics of living things
- Remote Animals Unit: Just the Right Size, Design Challenge: Animal Crossings, Home Sweet Habitat, Out in the Wild

MO ELG.VI.B.3: Solves problems related to living things
- Remote Animals Unit: Design Challenge: Animal Crossings

MO ELG.VI.B.4: Represents observations about living things in a variety of ways
- Remote Animals Unit: Animal Shapes, Just the Right Size, Design Challenge: Animal Crossings, Home Sweet Habitat, Out in the Wild

MO ELG.VI.C.1: Explores properties of earth and sky
- Remote Animals Unit: Out in the Wild

MO ELG.VI.C.2: Investigates properties of earth and sky

MO ELG.VI.C.3: Solves problems involving earth and sky

MO ELG.VI.C.4: Represents observations about earth and sky in a variety of ways

**Understanding the World**

MO ELG.VII.A.1: Explores family

MO ELG.VII.B.1: Shows interest in people and the community

MO ELG.VII.B.2: Explores people and the community

MO ELG.VII.C.1: Investigates mechanical devices
- Remote Animals Unit: Animals on the Move, Out in the Wild

MO ELG.VII.C.3: Investigates electronic devices
- Remote Animals Unit: Animal Shapes

**Expressive Arts**

MO ELG.VIII.A.1: Shows interest in music and movement

MO ELG.VIII.A.2: Explores music and movement

MO ELG.VIII.B.1: Shows interest in visual arts
- Remote Animals Unit: Animal Shapes, Home Sweet Habitat

MO ELG.VIII.B.2: Explores visual arts
- Remote Animals Unit: Animal Shapes, Home Sweet Habitat, Out in the Wild

MO ELG.VIII.C.1: Shows interest in dramatic arts
- Remote Animals Unit: Animals on the Move

MO ELG.VIII.C.2: Explores dramatic arts
- Remote Animals Unit: Animals on the Move