

Beans and Lolo’s Big Bike Ride

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Curriculum Standards Alignment K-3

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About the book:

This is a rich and rhythmic children’s book that combines engaging illustrations and informative text. It can serve as an enjoyable read-aloud, or a tool for developing literacy skills while integrating science and social studies in the elementary classroom. Below are *some* suggested standards that could be addressed with this book.

	Overall possible Themes: Rhyming, Poetry, US Geography, US Landmarks, Friendship, Perseverance, Animal Adaptations, Design and Engineering, Regional Plants, Natural Resources
Reading Comprehension CCSS Reading Literature	RL.K.3. With prompting and support, identify characters, settings, and major events in a story. RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.9. Compare and contrast the adventures and experiences of characters in stories. RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Foundational Skills Phonics, Fluency, Phonological Awareness, Print Concepts CCSS	RF.K.2a. Recognize and produce rhyming words. RF.1.2a. Distinguish long from short vowel sounds in spoken single-syllable words. RF.1.1d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). RF.2.3d. Decode words with common prefixes and suffixes RJ.3.3c. Decode multisyllable words.
Language CCSS	L.K.1.d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). L.K.1e. Use the most frequently occurring prepositions (e.g., t, from, in, out, on, off, for of, by, with). L.1.1d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). L.2.1f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). L.2.2a. Capitalize holidays, product names, and geographic names. L.2.2b. Use commas in greetings and closings of letters. L.K.5c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). L.K.1g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. L.3.4b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

	L.3.5c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
Speaking and Listening: Comprehension, Collaboration, And Presentation CCSS	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). SL.1.2. Ask and answer questions about key details in a text read aloud of information presented orally or through other media. SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. SL.3.5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
Writing Purpose, Production, Research and Presentation	W.K-3.3 Narrative Writing Standards for each grade level (personal adventures)
Science- NGSS	<p>ESS3:A: Natural Resources</p> <ul style="list-style-type: none"> Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. (K-ESS3-1) <p>PS3.C: Relationship Between Energy and Forces</p> <ul style="list-style-type: none"> A bigger push or pull makes things speed up or slow down more quickly. (<i>secondary to K-PS2-1</i>) <p>LS1.A: Structure and Function</p> <ul style="list-style-type: none"> All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. <p>LS1.B: Growth and Development of Organisms</p> <ul style="list-style-type: none"> Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (1-LS1-2) <p>LS1.D: Information Processing</p> <ul style="list-style-type: none"> Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plant also respond to some external inputs. (1-LS1-1) <p>LS3.A: Inheritance of Traits</p> <ul style="list-style-type: none"> Young animals are very much, but not exactly, like their parents. Plants also are very much, but not exactly, like their parents. (1-LS3-1) <p>LS3.B: Variation of Traits</p> <ul style="list-style-type: none"> Individuals of the same kind of plant or animal are recognizable as similar but can also vary in many ways. (1-LS3-1) <p>PS1.B: Chemical Reactions</p> <ul style="list-style-type: none"> Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not. (2-PS1-4) <p>LS4.D Biodiversity and Humans</p> <ul style="list-style-type: none"> There are many different kinds of living things in any area, and they exist in different places on land and in water. (2-LS4-1) <p>ETS1.B: Developing Possible Solutions</p> <ul style="list-style-type: none"> Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem's solutions to other people. (<i>secondary to 2-LS2-2</i>) <p>ESS2.B: Plate Tectonics and Large-Scale System Interactions</p> <ul style="list-style-type: none"> Maps show where things are located. One can map the shapes and kinds of land and water in any area. (2-ESS2-2) <p>ESS2.C: The Roles of Water in Earth's Surface Processes</p> <ul style="list-style-type: none"> Water is found in the ocean, rivers, lakes and ponds. Water exists as solid ice and in liquid form. (2-ESS2-3) <p>ETS1.C: Optimizing the Design Solution</p> <ul style="list-style-type: none"> Because there is always more than one possible solution to a problem, it is useful to compare and test designs. (<i>secondary to 2-ESS2-1</i>) <p>LS4.C: Adaptation</p> <ul style="list-style-type: none"> For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (3-LS4-3) <p>LS4.D: Biodiversity and Humans</p> <ul style="list-style-type: none"> Populations live in a variety of habitats, and change in those habitats affects the organisms living there. (3-LS4-4)

<p>Social Studies Wisconsin Model Academic Standards for Social Studies Introduction</p>	<p>A.4.2 Locate on a map or globe physical features such as continents, oceans, mountain ranges, and land forms, natural features such as resources, flora, and fauna; and human features such as cities, states and national borders.</p> <p>A.4.4 Describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities, methods of construction, and design of shelters.</p> <p>B.4.6. Explain the significance of national and state holidays, such as Independence Day and Martin Luther King Jr. Day, and national and state symbols, such as the United States flag and the state flags.</p> <p>E.4.4. Describe the ways in which ethnic cultures influence the daily lives of people.</p> <p>E.4.9. Explain how people learn about others who are different from themselves.</p> <p>E.4.11. Give examples and explain how language, stories, folk tales, music and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures.</p>
<p>Art</p>	<p>Animal Art, Regional Artists and Music, Building and Design, Statues</p>