

Itty Bitty City Curriculum Alignment for 1st Grade GLEs

Subject	GLE Code	GLE	Alignment Explanation
Village - Pretend/Role Play			
1 ELA	SL.1.A	Speaking/Listening - Listen for a purpose	
	1.SL.1.A.a	Following classroom listening rules	When visiting Itty Bitty City, children are expected to follow a set of rules that are presented to them at the beginning of their visit.
	1.SL.1.A.b	Build on others' talk in conversations by responding to the comments of others	The interactive nature of the center facilitates group activity and conversation as children play with one another in a variety of settings.
	SL.2.A	Entertainment	
	1.SL.2.A.a	Demonstrating active listening, according to classroom expectations	Children can practice active listening while watching a stage performance or participating in an organized activity.
	SL.3.A	Collaborative Discussions	
	1.SL.3.A.a	Taking turns speaking, according to classroom expectations	Children can practice collaborative discussion, throughout their visit to Itty Bitty City as they interact with other children in group play and/or participate in an organized activity, such as a story time or instructor led class. Once students return to the classroom, it is recommended that teachers ask students to retell information and/or ask questions about their visit to the center.
	1.SL.3.A.b	Continue a conversation through multiple exchanges	
	1.SL.3.A.c	Confirming comprehension by retelling information and asking appropriate questions based on read-alouds and other media	
1 Math	1.NS.A	Understand and use numbers up to 120	The Itty Bitty Market provides opportunities for children to fill shopping orders with a specific number of each item on the list. In the Cafe, they can take orders and count up the cost and number of items ordered. In both the market and cafe, they can use simple addition to find the total cost or quantity of an order, and simple subtraction to make change at the cash register.
	1.NS.A.2	Read and write numerals and represent a number of objects with a written numeral.	
	1.NBT.B	Use place value understanding to add and subtract	
	1.NBT.B.5	Add within 100	
	1.RA.A	Represent and solve problems involving addition and subtraction.	
	1.RA.A.1	Use addition and subtraction within 20 to solve problems	
	1.RA.A.2	Solve problems that call for addition of three whole numbers whose sum is within 20	
	1.RA.C	Add and subtract within 20	

	1.RA.C.7	Add and subtract within 20			
1 SS	1.E.4.A	Knowledge of economic concepts and principles - Knowledge of basic economic concepts			
	1.E.4.A.b	Describe examples of goods and services within your school and community	The village area of Itty Bitty City allows children to interact directly with typical goods and services found in a community by becoming a service provider (firefighter, grocery store employee, gas station attendant, etc.) and producing and consuming goods such as groceries, cafe food, gasoline, etc.		
	1.E.4.A.c	Describe consumers and producers and the relationship to goods and services within your school and community.			
	1.EG.5.A	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment - Reading and constructing maps			
	1.EG.5.A.a	Identify globes as representations of real places	The school house activities include a globe that is geared to early elementary aged children. This globe will also be incorporated into the Itty Bitty City scavenger hunt.		
Stage - Dramatic/Musical Play					
1 ELA	R.2.C	Drama			
	1.R.2.C.a	Identify characters and dialogue in plays or performances by actors	Children have the opportunity to create, participate in, and observe puppet shows and live action plays on the Itty Bitty City stage.		
1 Science	1.PS4.A	Waves and the Applications in Technologies for Information Transfer - Wave Properties			
	1.PS4.A	Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate	Children can explore the concept of sound waves and vibration while engaging in musical play using various percussion and string instruments.		
Water Table					
1 Science	1.ETS1	Engineering Design			
	1.ETS1.B	Developing Possible Solutions - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem	The water table has multiple manipulatives that allow children to create small physical models of different types of water flow (fountain, lock and dam, through pipes, vortex). Utilizing these manipulatives, students can		

	1.ETS1.C	Optimizing the Solution Process - Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs	solve the problem of how best to propel floating toys from one end of the table to the other. Through trial and error, they can analyze different methods to determine the best solution.
Train Table			
1 Science		Engineering Design	
	1.ETS1.B	Developing Possible Solutions - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem	The loose parts of the train table allows children to create a physical model of a working town, using shapes of buildings, train track, and bridge supports to solve the problem of how to move people/vehicles/supplies throughout a community. Because these pieces are loose and there are many possible solutions to this problem, children can try different approaches, analyze which approach has the best result through trial and error, and implement that approach before moving on to the next stage in building the community.
	1.ETS1.C	Optimizing the Solution Process - Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	
Big Blue Blocks & Duplo Car Race Track			
1 Math	1.GM.A	Reason with shapes and their attributes	
	1.GM.A.2	Compose and decompose two- and three-dimensional shapes to build an understanding of part-whole relationships and the properties of the original and composite shapes.	Both the Big Blue Blocks and the Duplo Race Track allow children to use three dimensional shapes to create structures of varying shapes and sizes.
1 Science	1.ETS1	Engineering Design	
	1.ETS1.B	Developing Possible Solutions - Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem	The size and scale of Big Blue Blocks allow students to create life-size inventions or to engineer their own versions of known objects. Through this process, they plan, problem solve, and rework to arrive at a creation all their own.
	1.ETS1.C	Optimizing the Solution Process - Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.	As students create race cars, race them side-by-side down the track, and then return to the work station to reconfigure their cars, they have many opportunities to practice analyzing and optimizing their solutions (the cars) to solve the problem (how to make their car faster).

Scavenger Hunt					
1 SS	1.EG.5.A	Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment - Reading and constructing maps			
	1.EG.5.A.b	With assistance, read, construct, & use maps which have a title and a key	A map of Itty Bitty City is included with the scavenger hunt activity - children read and use the map to find the items required to complete the scavenger hunt.		
	1.EG.5.A.d	Use a compass rose to identify cardinal directions			