



# Let's Find Out® for Kindergarten Meets Florida State Standards

Let's Find Out magazine brings engaging nonfiction to young readers and supports the Florida State Standards in four key content areas. Throughout the school year, the magazine and its accompanying resources meet multiple strands in the English Language Arts and Reading, Math, Science, and Social Studies content areas of the standards.

ENGLISH LANGUAGE ARTS		
STANDARD NUMBER	WHAT THE STANDARD SAYS	HOW LET'S FIND OUT MEETS THIS STANDARD
LAFS.K.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> <li>• The Student Edition serves as a model of standard English grammar and usage.</li> <li>• The Build a Sentence online game allows students to demonstrate their beginning understanding of parts of speech and how these words work together to make complete sentences.</li> <li>• Printables begin to focus on grammar and usage skills, such as parts of speech and singular vs. plural, in the second half of the school year as students move from recognizing words to creating full sentences.</li> <li>• Printables focusing on letter and word recognition also often ask students to practice their handwriting skills by writing the letter or words that the printable centers on. Traceable letters help students form them correctly at first so that they have a basis to write letters and words on their own.</li> <li>• Each Student Edition has a space on the front cover for the students to print their names. This provides an opportunity for students to write their name, an important first writing skill to master.</li> <li>• Grade level-appropriate vocabulary highlights key words and usage that students should know in kindergarten.</li> <li>• Students are encouraged to use standard English grammar and usage when completing the lesson activities.</li> </ul>

## ENGLISH LANGUAGE ARTS

LFA STANDARD	WHAT THE STANDARD SAYS	HOW <i>LET'S FIND OUT</i> MEETS THIS STANDARD
LAFS.K.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<ul style="list-style-type: none"> <li>• The Student Edition serves as a model of standard English capitalization, punctuation, and spelling rules.</li> <li>• Printables focusing on letter and word recognition also often ask students to practice their writing skills by writing the letter or words that the printable centers on. Traceable letters help students recognize sentence structure, including capitalizing the first word in a sentence and using end punctuation.</li> <li>• Students are encouraged to use standard English capitalization, punctuation, and spelling conventions when completing the lesson activities.</li> <li>• Sight-word printables and games like the Pocket Chart Game help students recognize important sight and other CVC words, which will, in turn, help students spell the words correctly after frequent use in the classroom.</li> <li>• Students are encouraged to use standard English spelling when completing the lesson activities and to use the Student Editions and digital issues as guides to help spell challenging words.</li> </ul>
LAFS.K.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	<ul style="list-style-type: none"> <li>• Buzz Words located throughout the Student Editions and digital issues help students recognize and better understand new vocabulary through context clues.</li> <li>• The My Rebus Readers in select Student Editions provide students with an opportunity to recognize a word based on its picture counterpart. This allows <i>Let's Find Out (LFO)</i> to introduce more challenging vocabulary while allowing students to still feel successful when reading the text.</li> <li>• Themed vocabulary printables and online games, like the What's the Word? game, feature important vocabulary discussed in the articles or online videos.</li> </ul>

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LAFS.K.L.3.5	With guidance and support from adults, explore word relationships and nuances in word meanings.	<ul style="list-style-type: none"> <li>• Many printables and online games feature core concept vocabulary, such as size comparisons, colors, shapes, positions, and directions. Learning this foundational vocabulary and how to sort and classify these items provides the basis for many science and social studies skills in the future.</li> <li>• Students and teachers are encouraged to have rich classroom discussions about the article topics in <i>LFO</i>. Making connections between a student's life and the text they are reading is important and can lead to better reading-comprehension skills later on.</li> </ul>
LAFS.K.RF.1.1	Demonstrate understanding of the organization and basic features of print.	<ul style="list-style-type: none"> <li>• Digital issues include audio versions of the magazine so students can read along. These audio versions can be read at a normal speed or a slower speed for new readers. The digital issues also highlight the words on the page as they are being read to guide students through the unique layout of the magazine. This highlighting also helps students place a one-to-one correspondence between a word that is spoken and one that is printed. The text can be read at any point in the magazine simply by clicking any word in the issue.</li> <li>• Lesson activities in the Student Editions, Teacher's Guides, and digital issues place a focus on letter identification and printing, particularly at the beginning of the school year, when students are beginning to recognize how letters form words and sentences. Games such as Look for Letters help build these skills.</li> <li>• The Student Editions provide young readers with an opportunity to hold a physical copy of a magazine and practice recognizing covers, text, and how to turn pages. Lesson activities at the beginning of the year feature concepts of print and parts of a magazine to help students become familiar with using <i>LFO</i>.</li> </ul>
LAFS.K.RF.2.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<ul style="list-style-type: none"> <li>• Students are encouraged to read the articles in <i>LFO</i> aloud to help them develop phonological awareness and recognize important phonological concepts, such as rhyming words, blended phonemes, and the creation of one-syllable words. On-level, relevant content in the Student Editions provides students with many opportunities to read at this important beginning level, and, as the school year progresses, so does the level of material in the magazine, so it grows with your students' reading level.</li> </ul> <p style="text-align: right;"><i>(continued)</i></p>

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LAFS.K.RF.2.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<ul style="list-style-type: none"> <li>• Content in the Student Editions and lesson activities in the Teacher's Guide and digital issues frequently feature rhyming words to help students recognize and internalize this important foundational skill as well as build students' vocabulary.</li> <li>• Audio versions of the articles in the digital issues allow students to hear proper pronunciation in order to recognize and practice forming these grade-level vocabulary words on their own.</li> <li>• Beginning-reading printables help students recognize and create one-syllable words with the help of pictures and traceable words. These printables—such as What Starts with L?—are featured throughout the school year to continue building students' knowledge of words and how they are spelled.</li> </ul>
LAFS.K.RF.3.3	Know and apply grade-level phonics and word-analysis skills in decoding words.	<ul style="list-style-type: none"> <li>• <i>LFO</i> places a large focus on sight-word recognition, particularly in the second half of the school year. Printables and online sight-word games are frequent additions to the Student Editions to help students become fluent readers.</li> <li>• Many issues feature a sight-word Pocket Chart Game, where a themed card is hidden behind a sight word. As students read the sight words correctly, they can see if the themed card is hidden behind the word they read. As students continue to add to their chart over time, they will have many sight-word flash cards to choose from!</li> <li>• The themed sight-word game in some digital issues allows students to hear words aloud, match what they hear to a word on the screen, and complete a puzzle with each correct answer.</li> <li>• The Build a Sentence game in some digital issues instructs students to “drag” sight words into existing sentences to help create a full sentence.</li> <li>• Audio versions of the articles in the digital issues allow students to hear proper pronunciation to help them recognize and decode written English. This is especially helpful for beginning readers who need extra confidence to keep reading as the material in the magazine becomes more challenging over the course of the year. The digital issue is also provided completely in Spanish for English Language Learners. These students can use what they know in Spanish to decode the English words.</li> </ul>

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LAFS.K.RF.4.4	Read emergent-reader texts with purpose and understanding.	<ul style="list-style-type: none"> <li>• Students are encouraged to read the articles in <i>LFO</i> aloud to practice fluency.</li> <li>• Some lesson plans in the Teacher's Guide focus on fluency skills, pointing out key parts of the text, having students read the text multiple times to gain understanding, and helping all students feel successful in their reading skills.</li> </ul>
LAFS.K.RI.1.1	With prompting and support, ask and answer questions about key details in a text.	<ul style="list-style-type: none"> <li>• By the middle of the school year, lesson plans in the Teacher's Guide begin to focus more on key details in the text. Students are asked critical-thinking questions about the text and must discern between main ideas and key details.</li> </ul>
LAFS.K.RI.1.2	With prompting and support, identify the main topic and retell key details of a text.	<ul style="list-style-type: none"> <li>• The lesson plans in the Teacher's Guide often include reading exercises focusing on the main idea of the text. This skill is the basis for all higher-level reading comprehension, so it is practiced often.</li> <li>• Students are also introduced to key details via a Draw the Details graphic organizer, where students are read a key detail and must create a visual representation of it to go along with the text.</li> </ul>
LAFS.K.RI.1.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> <li>• Students are encouraged to make connections when reading <i>LFO</i>'s informational articles and use those connections to answer questions about the text's key details, to see how events fit together using sequencing, and to better understand the similarities and differences between two pieces of information through comparing and contrasting.</li> </ul>
LAFS.K.RI.2.4	With prompting and support, ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> <li>• Buzz Words located throughout the Student Editions and digital issues help students recognize and better understand new vocabulary through context clues.</li> <li>• The My Rebus Readers in select Student Editions provide students with an opportunity to recognize a word based on its picture counterpart. This allows <i>LFO</i> to introduce more-challenging vocabulary while allowing students to still feel successful when reading the text.</li> <li>• Themed vocabulary printables and online games, like the What's the Word? game, feature important vocabulary discussed in the articles or online videos.</li> </ul>

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LAFS.K.RI.2.5	Identify the front cover, back cover, and title page of a book.	<ul style="list-style-type: none"> <li>The Student Editions provide young readers with an opportunity to hold a physical copy of a magazine, practice recognizing covers and text, and learn how to turn pages. Lesson activities at the beginning of the year feature concepts of print and parts of a magazine to help students become familiar with using <i>LFO</i>.</li> </ul>
LAFS.K.RI.2.6	With prompting and support, identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<ul style="list-style-type: none"> <li>The Student Editions provide young readers with an opportunity to hold a physical copy of a magazine. Lesson activities at the beginning of the year feature parts of constructing a magazine, such as the author and illustrator of a text, to help students become familiar with using <i>LFO</i> and to understand the unique roles these people have in creating an informational text.</li> </ul>
LAFS.K.RI.3.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<ul style="list-style-type: none"> <li>Students begin to learn about and understand nonfiction text features when reading <i>LFO</i>, including the relationship between pictures and text in the same article. Students will be better able to recognize the difference between what they learn from analyzing a picture or illustration and what they learn from reading an article. They can even use compare/contrast skills sheets or Venn diagrams to see these similarities and differences side by side.</li> </ul>
LAFS.K.RI.3.8	With prompting and support, identify the reasons an author gives to support points in a text.	<ul style="list-style-type: none"> <li>Critical-thinking questions in the lesson plans of the Teacher's Guide allow for discussions about the author's purpose, particularly when reading paired fiction and nonfiction texts. This allows students to begin making that leap to more cognitively challenging discussions about a text.</li> </ul>
LAFS.K.RI.3.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<ul style="list-style-type: none"> <li>Students use compare/contrast skill sheets and graphic organizers, like Venn diagrams, in the Teacher's Guide as well as online games to help them identify similarities and differences between two texts or text features on the same topic.</li> </ul>
LAFS.K.RI.4.10	Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> <li>Classes are encouraged to read and discuss <i>LFO</i> together to ensure understanding and make key connections between the text and students' lives. As some of the skills taught in the lesson activities are challenging for young students, working together can help everyone feel more successful when reading or participating in the activities.</li> </ul>

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LAFS.K.RL.2.5	Recognize common types of texts (e.g., storybooks, poems).	<ul style="list-style-type: none"> <li>Although <i>LFO</i> is focused on nonfiction informational texts, many issues include a poem on the front cover about that issue's topic. Also, at least one issue a year pairs an informational text with a fiction story to promote reading paired texts in the classroom and to help students identify the similarities and differences between fiction and nonfiction writing.</li> </ul>
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.	<ul style="list-style-type: none"> <li>Students are encouraged to listen attentively to the teacher and their classmates as they read articles or show videos from <i>LFO</i>, to show respect for the speaker, and to later participate in class discussions by asking questions or responding to the speaker.</li> </ul>
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.	<ul style="list-style-type: none"> <li>Students are encouraged to discuss the article topics and videos in <i>LFO</i>, with a particular focus on retelling key details. At this age, active participation is invited and encouraged, and students are encouraged to ask questions if they do not understand.</li> </ul>
LAFS.K.SL.1.3	Ask and answer questions to seek help, get information, or clarify something that is not understood.	<ul style="list-style-type: none"> <li>Students are encouraged to ask many questions about the articles and information presented in <i>LFO</i>, as many of the topics will be new to students and may be challenging to understand. This can also be said for the lesson activities, printables, and online games, whose formatting and level of rigor may be unfamiliar to students new to a traditional school setting.</li> </ul>
LAFS.K.SL.2.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	<ul style="list-style-type: none"> <li>Students are provided opportunities when completing printables to add drawings or other visual representations to adequately answer a question if they are not quite able to answer only in printed words or sentences.</li> </ul>
LAFS.K.SL.2.6	Speak audibly and express thoughts, feelings, and ideas clearly.	<ul style="list-style-type: none"> <li>Students are encouraged to discuss the article topics and videos in <i>LFO</i>. At this age, active participation is invited and encouraged. Focus is placed on speaking loud enough for the class to hear and clearly expressing thoughts.</li> </ul>
LAFS.K.W.1.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which students tell a reader the topic or the name of the book they are writing about and state an opinion or a preference about the topic or book (e.g., My favorite book is...).	<ul style="list-style-type: none"> <li>Teachers are encouraged to create extension activities based on what students read and learn from <i>LFO</i>. For example, students can read multiple issues and then create an opinion piece about their favorite issue and why it is their favorite.</li> </ul>

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LAFS.K.W.1.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which students name what they are writing about and supply some information about the topic.	<ul style="list-style-type: none"> <li>By the end of the school year, students are completing printables that involve more informative writing skills, including retelling events and key details from a text. Teachers can expand on this and create short writing assignments to ensure that students understand a text and can highlight the main idea and key details.</li> </ul>
LAFS.K.W.3.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<ul style="list-style-type: none"> <li>Teachers and students are encouraged to use the articles in <i>LFO</i> to engage students in learning beyond the issue itself and to think critically about the information presented to them. They can use what they learn in each issue to ask new questions that the class can explore further.</li> </ul>
LAFS.K.W.3.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<ul style="list-style-type: none"> <li>Many Teacher's Guides include relevant graphic organizers, both in print and online, to help students locate information in the text and demonstrate their understanding of what the information says as well as compare that information to their own experiences. These graphic organizers include main idea and key details, T-charts and webs, making predictions, and comparing and contrasting.</li> </ul>

## MATH

STANDARD NUMBER	WHAT THE STANDARD SAYS	HOW <i>LET'S FIND OUT</i> MEETS THIS STANDARD
MAFS.K.CC.1.3 MAFS.K.CC.2.4 MAFS.K.CC.3.6	<p>Read and write numerals from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).</p> <p>Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p>	<ul style="list-style-type: none"> <li>Your Turn activities in the Student Editions provide students opportunities to read, write, and count up to 20 using numbers and pictures and to understand the concepts of more and less.</li> </ul>
MAFS.K.G.1.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i> , <i>below</i> , <i>beside</i> , <i>in front of</i> , <i>behind</i> , and <i>next to</i> .	<ul style="list-style-type: none"> <li>Many printables and online games feature core concept vocabulary such as size comparisons, length, weight, and more/less. This foundational vocabulary provides the basis for many science and social studies skills in the future.</li> </ul>

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MAFS.K.MD.1.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	<ul style="list-style-type: none"> <li>Many science-focused topics in <i>LFO</i> describe objects by attributes such as length and weight. Your Turn activities and printables then ask students to identify these attributes as well as compare them with one another.</li> </ul>
MAFS.K.OA.1.2 MAFS.K.OA.1.4 MAFS.K.OA.1.5 MAFS.K.OA.1.a	<p>Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem (Students are not required to independently read the word problems).</p> <p>For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or an equation.</p> <p>Fluently add and subtract within 5.</p> <p>Use addition and subtraction within 10 to solve word problems involving both addends unknown, e.g., by using objects, drawings, and equations with symbols for the unknown numbers to represent the problem. (Students are not required to independently read the word problems.)</p>	<ul style="list-style-type: none"> <li>Your Turn activities in the Student Edition often feature addition and subtraction practice up to 10. The activities are themed using the article from the issue and often ask students to draw their answer or physically cross out objects when subtracting.</li> </ul>

## SCIENCE

STANDARD NUMBER	WHAT THE STANDARD SAYS	HOW <i>LET'S FIND OUT</i> MEETS THIS STANDARD
SC.K.E.5.2 SC.K.E.5.3 SC.K.E.5.6	<p>Recognize the repeating pattern of day and night.</p> <p>Recognize that the sun can be seen only in the daytime.</p> <p>Observe that some objects are far away and some are nearby as seen from Earth.</p>	<ul style="list-style-type: none"> <li>Many of the science-based articles in <i>LFO</i> are focused on Earth and other objects in the sky. Lesson activities (particularly those based in sequencing and compare/contrast) as well as online videos and games help further students' understanding of important foundational topics, such as the difference between day and night, and which objects in the sky can be seen based on the time of day.</li> </ul>

## SCIENCE

STANDARD NUMBER	WHAT THE STANDARD SAYS	HOW <i>LET'S FIND OUT</i> MEETS THIS STANDARD
SC.K.L.14.1	Recognize the five senses and related body parts.	<ul style="list-style-type: none"> <li>• Science-focused articles in the Student Edition often focus on the human body and the five senses. Diagrams are provided to help students understand the complicated system that makes our body work.</li> <li>• Students are also encouraged to participate in science experiments that help them recognize and use the five senses to observe and take notes on an object.</li> </ul>
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.	<ul style="list-style-type: none"> <li>• During paired-text discussions of fiction and nonfiction, teachers can ask pointed questions about the illustrations in the fiction book compared with the photographs in the Student Edition. Students can discuss the similarities and differences between the way the plants and the animals are portrayed, based on the type of story they are reading.</li> </ul>
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.	<ul style="list-style-type: none"> <li>• Classifying and sorting in printables and online games in the digital issue provide students with an organizer to put plants and animals into groups based on their physical characteristics.</li> <li>• Sequencing activities can feature the life cycle of a plant, showing how a plant starts as a seed and turns into a flower/tree that may grow fruit.</li> </ul>
SC.K.N.1.4	Observe and create a visual representation of an object, which includes its major features.	<ul style="list-style-type: none"> <li>• Students are provided opportunities when completing printables to add drawings or other visual representations to show an object's major features. Rich text features like diagrams are also often used in the Student Edition to label the major parts of an object for students to further their understanding of the topic discussed.</li> </ul>
SC.K.P.8.1	Sort objects by observable properties, such as size, shape, color, temperature (hot or cold), weight (heavy or light), and texture.	<ul style="list-style-type: none"> <li>• Classifying, sorting, and compare/contrast printables and online games in the digital issue provide students with organizers to analyze and sort objects by properties such as size, shape, color, or texture. Students can then have class discussions about their findings.</li> </ul>
SC.K.P.12.1	Investigate that things move in different ways, such as fast, slow, etc.	<ul style="list-style-type: none"> <li>• Science experiments in the Teacher's Guide lesson plans can feature basic investigations like how objects move. Getting hands-on experience with science topics helps reinforce the challenging concepts taught in the Student Editions.</li> </ul>

## SOCIAL STUDIES

STANDARD NUMBER	WHAT THE STANDARD SAYS	HOW <i>LET'S FIND OUT</i> MEETS THIS STANDARD
SS.K.A.1.2	Develop an awareness of a primary source.	<ul style="list-style-type: none"> <li>Although the majority of the articles and online videos created for <i>LFO</i> are secondary sources, teachers are encouraged to pair these articles with primary sources to show students the difference between the points of views presented as well as the types of information highlighted about an event or a person. Practicing reading both types of articles will be very helpful to students in the future as they focus on more challenging historical material.</li> </ul>
SS.K.A.2.1	Compare children and families of today with those in the past.	<ul style="list-style-type: none"> <li>History-focused articles in the Student Editions often discuss how life was lived back then. Students are encouraged to make connections to their lives and experiences to compare/contrast the past with how things are done today. Printables and online games help students sort this information and put their thoughts into words and pictures.</li> </ul>
SS.K.A.2.2 SS.K.A.2.3 SS.K.A.2.5	<p>Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage.</p> <p>Compare our nation's holidays with holidays of other cultures.</p> <p>Recognize the importance of U.S. symbols.</p>	<ul style="list-style-type: none"> <li>Social studies-focused articles and online videos often spotlight national holidays and U.S. symbols. Articles can center on why and how they are celebrated as well as the types of holidays celebrated by other cultures.</li> <li>Students can use classifying and sorting printables and online games to compare information about the holidays and how they are observed.</li> </ul>
SS.K.A.2.4	Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility.	<ul style="list-style-type: none"> <li>Some articles in the Student Edition focus on the people who have helped shape our communities, states, and nation. It is important to introduce young students to these key figures so that they can develop role models and strive to do good deeds in their communities as well.</li> <li>Recall printables and the Your Turn activity in the Student Editions help students identify the contributions of these important people.</li> </ul>
SS.K.A.3.1 SS.K.A.3.2	<p>Use words and phrases related to chronology and time to explain how things change and to sequentially order events that have occurred in school.</p> <p>Explain that calendars represent days of the week and months of the year.</p>	<ul style="list-style-type: none"> <li><i>LFO</i> writes both historical and current social studies-focused articles, which can spark discussion about past, present, and future.</li> <li>Some issues include a calendar skills activity to help students understand the passing of time and to have students begin using vocabulary related to time, such as <i>before/after</i>, <i>today</i>, <i>weeks</i>, and <i>months</i>.</li> </ul>

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SS.K.C.1.1 SS.K.C.1.2 SS.K.C.2.1 SS.K.C.2.2	<p>Define and give examples of rules and laws, and why they are important.</p> <p>Explain the purpose and necessity of rules and laws at home, at school, and in the community.</p> <p>Demonstrate the characteristics of being a good citizen.</p> <p>Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen.</p>	<ul style="list-style-type: none"> <li>• Many issues of <i>LFO</i> feature the important social studies skills of understanding why we have rules and knowing how to follow them. Some articles focus on topics like classroom rules or the importance of cleaning up when an activity is over. These topics are covered throughout the year to remind students what is expected of them in school and in their communities in order to be good citizens.</li> <li>• Online videos also feature this information to help show students what it means to follow the rules.</li> <li>• The What Should You Do? feature in many Student Editions poses a question that may be tough for students to answer. To make the best choice, they need to use their knowledge of rules, keeping order, being a good citizen, problem solving, and staying safe</li> <li>• Printables and online games focused on rules allow students to draw examples of what it means to follow rules and how one can be a good citizen by doing so. This allows students who are not yet confident in their writing to express their understanding in a creative way.</li> </ul>
SS.K.E.1.1	<p>Describe different kinds of jobs that people do and the tools or equipment used.</p>	<ul style="list-style-type: none"> <li>• <i>LFO</i> features many types of jobs in its articles and online videos so that students have the opportunity to learn more about various occupations, why they are important, and how these workers help our communities.</li> <li>• Diagram text features are often used with articles about jobs to show students important information relevant to a job, like parts of a uniform or how a job is done.</li> <li>• After reading these articles or watching the videos, students can use recall printables and online games, like the Make a Match game, to show what they learned.</li> </ul>
SS.K.E.1.2	<p>Recognize that United States currency comes in different forms.</p>	<ul style="list-style-type: none"> <li>• Select issues include information about U.S. coins and provide students with pictures of coins and paper currency to recognize and identify them by name. They can then extend this learning by using these skills to complete basic math problems.</li> </ul>

## SOCIAL STUDIES

STANDARD NUMBER	WHAT THE STANDARD SAYS	HOW <i>LET'S FIND OUT</i> MEETS THIS STANDARD
SS.K.E.1.4	Identify the difference between basic needs and wants.	<ul style="list-style-type: none"> <li>Social studies-focused articles in the Student Editions of <i>LFO</i> can include information about human needs and wants and the difference between the two concepts. Lesson activities in the Teacher's Guides and digital issues can add to this knowledge by having students classify and compare/contrast the information found in the article. Students can also participate in class discussions about needs and wants in their lives to connect the text to their personal experience.</li> </ul>
SS.K.G.1.1	Describe the relative location of people, places, and things by using positional words.	<ul style="list-style-type: none"> <li>Printables and online games can focus on prepositional phrases of position and direction to help students understand relative location.</li> </ul>
SS.K.G.1.2 SS.K.G.1.3 SS.K.G.3.1 SS.K.G.3.2	<p>Explain that maps and globes help to locate different places and that globes are a model of the Earth.</p> <p>Identify cardinal directions (north, south, east, west).</p> <p>Identify basic landforms.</p> <p>Identify basic bodies of water.</p>	<ul style="list-style-type: none"> <li>Basic map skills printables and Your Turn activities help students follow a path to locate objects in a familiar place, like a classroom, while better understanding the purpose for using a map or globe. These activities also provide an opportunity to begin using cardinal directions to describe how to move from one place to another.</li> <li>Geography-focused articles in the Student Editions can feature map text features, which can help students learn more about a location and identify the physical characteristics of the area, including landforms and bodies of water.</li> </ul>
SS.K.G.3.3	Describe and give examples of seasonal weather changes, and illustrate how weather affects people and the environment.	<ul style="list-style-type: none"> <li>Many articles in the Student Editions focus on types of weather and how the weather changes based on the season. Students can complete sequencing and compare/contrast printables and online games to further their understanding of this topic as well as to better show how weather affects people and the environment.</li> </ul>

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