



Let's Find Out® for Kindergarten Meets the Next Generation Science Standards

FROM MOLECULES TO ORGANISMS: STRUCTURES AND PROCESSES		
STANDARD NUMBER	WHAT THE STANDARD SAYS	HOW LET'S FIND OUT MEETS THIS STANDARD
K-LS1-1	Use observations to describe patterns of what plants and animals (including humans) need to survive.	<ul style="list-style-type: none"> Science-focused articles in the Student Edition can feature information about plants' and animals' basic needs for survival. This can lead to a class discussion about humans' needs for survival and what may happen if one of these needs is not met (practicing cause/effect).
EARTH'S SYSTEMS		
K-ESS2-1	Use and share observations of local weather conditions to describe patterns over time.	<ul style="list-style-type: none"> Some science-based articles in <i>Let's Find Out (LFO)</i> are focused on weather and climate. Lesson activities (particularly those based in sequencing and compare/contrast) as well as online videos and games help further students' understanding of these important foundational topics. Engaging text features in the Student Edition and digital issues show visual representations of weather and sky patterns to provide further opportunities for students to gain an understanding of these challenging topics, as well as to begin to describe the patterns they see when they observe weather conditions over time.
K-ESS2-2	Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.	<ul style="list-style-type: none"> Classifying and sorting printables and online games provide students with an organizer to put plants and animals into groups based on their physical characteristics and environmental needs. Sequencing activities can feature the life cycle of a plant, showing how a plant starts as a seed and turns into a flower/tree and may grow fruit. These activities can lead to a discussion about how plants and animals can change their environments to meet their needs, even if the environment does not have ideal conditions.

EARTH AND HUMAN ACTIVITY

STANDARD NUMBER	WHAT THE STANDARD SAYS	HOW <i>LET'S FIND OUT</i> MEETS THIS STANDARD
K-ESS3-2	Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.	<ul style="list-style-type: none"> Reading weather-related articles in the Student Edition and participating in relevant lesson activities will help students understand why we predict what the weather will be like. Articles and online videos can also feature information about severe weather and how students and communities can prepare and respond in case something severe is predicted.
K-ESS3-3	Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.	<ul style="list-style-type: none"> Articles in the Student Edition focus on science-related topics that promote problem-solving skills, including how humans can reduce their negative environmental impact. Engaging text features and videos in the Student Edition and digital issues show visual representations of science-related problems to provide further opportunities for students to make predictions on how to solve the problems. Students are also encouraged to practice experiential learning, such as picking up litter or visiting a recycling center.

ENERGY

K-PS3-1	Make observations to determine the effect of sunlight on Earth's surface.	<ul style="list-style-type: none"> <i>LFO</i> can feature beginning science articles that focus on objects in the sky, including the sun. Students can participate in class discussions and cause/effect activities to help them understand why sunlight is important to us, as well as what might happen if the sun were no longer there to provide light and heat for the planet.
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