

Department of Agriculture - Integrated Pest Management
Alignment to *Maine Learning Results: Parameters for Essential Instruction and Common Core Standards*

ELA = English Language Arts, HE/PE = Health Education and Physical Education, MA = Mathematics, SCI = Science, SS = Social Studies, VPA = Visual and Performing Arts,
 ** Alignment possible only if lesson extension is done.

Lesson	IPM Grade/ Grade Span	MLR Grade/ Grade Span	Maine Learning Results	Common Core Standards for English and Mathematics
Nibble, Sip and Grind	Grades 2-3	PreK-2	<p>MA - B. Data **B2. Students read, construct, and interpret picture graphs. (**Extension: Students construct a picture graphs and a bar graph based on tallies.)</p> <p>SCI - A. Systems A1. Students recognize that parts work together, and make up whole man-made and natural objects. a. Explain that most man-made and natural objects are made of parts. b. Explain that when put together, parts can do things they could not do separately. A2. Students identify models and the objects they represent to learn about their features. b. Use a model as a tool to describe the motion of objects or the features of plants and animals.</p>	<p>MA - <i>Grade 2: Measurement & Data - 2MD10</i> 10. Draw a picture graph and a bar graph (with single unit scale) to represent a data set with up to four categories. Solve simple put-together, take apart, and compare problems using information presented in a bar graph.</p>
		Grades 3-5	<p>MA - B. Data **B2. (<i>Grade 3</i>) Students read, construct, and interpret bar graphs. (<i>Grade 4</i>) Students collect and represent data in tables, line plots, and bar graphs, and read and interpret these types of data. (<i>Grade 5</i>) Students read, construct and interpret line graphs. (**Extension: Students in grades 3 & 4 construct bar graphs, In <i>Grade 5</i>, students construct line graphs of tally results.)</p>	<p>MA - <i>Grade 3: Measurement & Data - 3MD3</i> 3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "hoe many less" problems using information presented in scaled bar graphs.</p>

Department of Agriculture - Integrated Pest Management
Alignment to *Maine Learning Results: Parameters for Essential Instruction and Common Core Standards*

ELA = English Language Arts, HE/PE = Health Education and Physical Education, MA = Mathematics, SCI = Science, SS = Social Studies, VPA = Visual and Performing Arts,
 ** Alignment possible only if lesson extension is done.

<p>Nibble, Sip and Grind <i>Cont.</i></p>			<p>SCI - A. Systems</p> <p>A1. Students explain interactions between parts that make up whole man-made and natural things.</p> <p style="padding-left: 20px;">a. Give examples that show how individual parts of organisms, ecosystems, or man-made structures can influence one another.</p> <p style="padding-left: 20px;">b. Explain ways that things including organisms, ecosystems, or man-made structures may not work as well (or at all) if a part is missing, broken, worn out, mismatched, or misconnected.</p> <p>A2. Students use models to represent objects, processes, and events from the physical setting, the living environment, and the technological world.</p>	
--	--	--	---	--