

## Nuts About Peanuts- Grades 3-5

### Health:

- **3rd Grade:**
  - **Standard 4:** “Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks” (NHES, 2007).
  - **Standard 5:** “Students will demonstrate the ability to use decision-making skills to enhance health” (NHES, 2007).
- **4th Grade & 5th Grade:**
  - **Standard 5:** “Students will demonstrate the ability to use decision-making skills to enhance health” (NHES, 2007).
  - **Standard 7:** “Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks” (NHES, 2007).

### English Language Arts:

- **3rd Grade, 4th, & 5th Grades:**
  - **Reading Informational Text (RI):**
    - **Standard 4:** Read with sufficient accuracy and fluency to support comprehension.
  - **Meaning and Context (MC):**
    - **Standard 5:** Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations.
  - **Language Craft and Structure (LCS):**
    - **Standard 11:** Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.

### Math:

- **3rd Grade:**
  - **Standard 3.MDA.3:** Collect, organize, classify, and interpret data with multiple categories and draw a scaled picture graph and a scaled bar graph to represent the data.
  - **Standard 3.MDA.4:** Generate data by measuring length to the nearest inch, half-inch and quarter-inch and organize the data in a line plot using a horizontal scale marked off in appropriate units

### 4th Grade:

- **Standard 4.MDA.1:** Convert measurements within a single system of measurement, customary (i.e., in., ft., yd., oz., lb., sec., min., hr.) or metric (i.e., cm, m, km, g, kg, mL, L) from a larger to a smaller unit.
- **Standard 4.MDA.4:** Create a line plot to display a data set (i.e., generated by measuring length to the nearest quarter-inch and eighth-inch) and interpret the line plot.

**5th Grade:**

- **Standard 5.MDA.1:** Convert measurements within a single system of measurement: customary (i.e., in., ft., yd., oz., lb., sec., min., hr.) or metric (i.e., mm, cm, m, km, g, kg, mL, L) from a larger to a smaller unit and a smaller to a larger unit.
- **Standard 5.MDA.4:** Differentiate among perimeter, area and volume and identify which application is appropriate for a given situation

**Science:**

- **3rd Grade:**

- **Standard 3.S.1:** Standard 3.S.1: The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content.
- **Standard 3.L.5A Conceptual Understanding:** The characteristics of an environment (including physical characteristics, temperature, availability of resources, or the kinds and numbers of organisms present) influence the diversity of organisms that live there. Organisms can survive only in environments where their basic needs are met. All organisms need energy to live and grow. This energy is obtained from food. The role an organism serves in an ecosystem can be described by the way in which it gets its energy.

- **4th Grade:**

- **Standard 4.S.1:** The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content.

- **Standard 4.L.5:** The student will demonstrate an understanding of how the structural characteristics and traits of plants and animals allow them to survive, grow, and reproduce.

- **5th Grade:**

- **Standard 5.S.1:** The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content.

- **Standard 5.L.4:** The student will demonstrate an understanding of relationships among biotic and abiotic factors within terrestrial and aquatic ecosystems.