

Grade 2
Classroom Guide

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Author, HOLLER LOUDLY

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Author's Note

Holler Loudly is what authors call a "heart" book. It started off as a celebration of the power of a child's voice, a love letter to public libraries, and a tribute to the American Southwest. Then between 2002 and 2008, the once realistic story went through a dozen different drafts and countless tweaks before finally finding its footing as a tall tale.

I've loved the character Holler for so long, it's a particular delight to finally introduce him to young readers.

When I read the book to children, I signal them to shout the word "loud" along with me each time it comes up in the text.

When I read the book to children, I invite them into Holler's world.

— Cynthia Leitich Smith
2010

How to Use This Guide

This classroom guide for *Holler Loudly* is designed for students in second grade. It offers activities to help you integrate *Holler Loudly* into English language arts (ELA), mathematics, science, social studies, art, music, and theater/drama curricula.

All activities in this guide are linked to state content standards.

ELA and math activities are also linked to the Common Core Standards currently being adopted by many states. At the back of this guide, you will find a list of the guide activities and their related content standards. Because this list includes all states, the District of Columbia, American Samoa, and Guam, we encourage you to print only the pages you need for your classroom.

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2-1: Story Comprehension

- Before you read or listen to **HOLLER LOUDLY**, look at the cover. What do you think the book will be about?
- Now read the book. Who is the main character? Why do you think so?
- Where and when do you think the story takes place? What clues can you find in the story or the pictures?
- What does Holler learn by the end of the story?
 - Where should you be quiet?
 - Where should you be loud?
 - Are there times of day when you should be quiet?
 - When can you be loud?
 - What is the loudest sound you've ever heard?
 - Holler has trouble being quiet. Do you ever have trouble being quiet?
- Some things happen over and over in **HOLLER LOUDLY**.
 - What words does Holler use when he likes something?
 - What do people say to Holler when they think he's being too loud?
 - What does Holler wish every time they tell him to be quiet?
- At the end of the story, the narrator says that the townspeople "danced till the cows came home." What do you think that means? Why?
- **HOLLER LOUDLY** is a kind of story called a "tall tale". A tall tale is about someone who has a special ability -- something nobody else can do. Usually, that person has to use their special ability to save or rescue others from a great danger.
 - What can Holler do that nobody else can do?
 - When the story starts, how do the townsfolk feel about Holler's voice?
 - How does Holler use his voice to help others?
 - How are tall tales and superhero stories alike? How are they different?
- Read aloud pages 8 and 9 of **HOLLER LOUDLY** (movie theater).
 - What characters speak on those pages?
 - Did you change your voice to make the characters sound different from each other? How?
 - Now try again by reading aloud pages 10 and 11 (Holler fishing).
- Look at the pictures at the bottom of page 5 of **HOLLER LOUDLY** (Holler's house).
 - How do they help describe the story?
 - Who are the people in the pictures?
 - How are they the same? How are they different?
 - Think about Holler's name. What do you think the other people's names are?
 - Do you have pictures like these at home?
- As a class, read another book about a larger-than-life character, such as Pecos Bill, Sally Ann Thunder Ann Whirlwind, Angelica Longrider (Swamp Angel), or Paul Bunyan.
 - How is that story similar to **HOLLER LOUDLY**?
 - Which character in that tall tale is most like Holler? Why?
 - What is special about that character?
 - What does he or she do that is extraordinary?

2-2: Tall Tale

Write a tall tale. When you finish, read your story to the class. Answer these questions:

- Who are the characters?
- Where do they live?
- What do they do that makes the story a tall tale?
- When do those things happen?
- How does your tall tale end?
- How are the characters different at the end of the story compared to the beginning of the story?
- Who narrated (told) your story? How do you think the narrator feels about what happened in your story?

2-3: Using Adjectives

An adjective is a word that describes something or someone. Each of the following adjectives appears in **HOLLER LOUDLY**. For each word, think about a person, a thing, or a place that the adjective describes. Then make a sentence using the adjective.

- loud
- prickly
- old
- lucky
- wet
- free
- thin
- little
- quiet
- sweet
- delighted
- important
- public



2-4: More Than One Meaning

Each of the following words appears in **HOLLER LOUDLY** and has more than one meaning. For each word, discuss its meanings, then decide which meaning it has in the story:

needles	part
bay	hush
change	fine
blue	plum
fair	raspberry
square	mind
company	sign

2-5: Compare & Contrast: Meanings

Some words are close in meaning but still different. Sometimes the best way to understand how these words are different is to act them out. For each set below, discuss how the words are different, and then act out each word. **Bolded words** (or alternative forms) appear in **HOLLER LOUDLY**.

Verbs

- **call, yell, shout, holler, bellow**
- enjoy, **like, love**
- **drop**, throw, **toss**
- **float, soar, fly, sail**
- **sing, croon**, warble
- **roll, rumble, ripple, shimmy, shake**



Adjectives

- **breezy**, windy, blustery
- **prickly**, sharp, rough
- **little, teeny, thin**
- **wet**, damp, soaked
- **quiet**, silent, still, **soft**
- **important**, favorite, **best**

2-6: Compound Words

A compound word is made of two or more words put together. For example, PLAYGROUND is a compound word:

PLAYGROUND = PLAY + GROUND

The word PLAYGROUND describes a place (GROUND) and what happens at that place (PLAY).

Each of the following words appears in **HOLLER LOUDLY**. Read each word. Then explain what each word means by breaking it down into its base words. In some cases, looking at the illustrations will give you clues.

- hairdo
- lovebirds
- catfish
- livestock
- barbershop
- nobody
- forever
- cowboys
- something
- raspberry
- townsfolk



2-7: Word Problems

1. Holler helps Mama pick peaches. Mama’s basket has 49 peaches. Together, she and Holler have 79 peaches. How many peaches did Holler pick?

$$49 + ? = 79$$

2. Holler, Gramps, and Gus go fishing. All together, they catch 56 fish. Many of them are too small to keep, so Gramps throws them back into the lake. At the end of the day, they take home 14 fish. How many fish did Gramps thrown back into the lake?

$$26 - ? = 14$$

3. Holler helps Gramps by weeding his garden. After Holler removes 42 weeds, there are still 29 weeds left. How many weeds were in Gramps’s garden when Holler began?

$$? - 42 = 29$$

4. This year, Holler’s town had 11 fewer storms than last year. This year, there were 12 storms. How many storms did Holler’s town have last year?

$$12 + 11 = ?$$

5. Miz Poofy’s hair is 15 inches higher than Holler’s hair, even on his best day. Miz Poofy’s hair is 19 inches high. How high is Holler’s hair?

$$? + 15 = 19$$

6. In kindergarten, Holler started going to the movie theater. He saw 13 movies that year. In first grade, he saw 9 movies. By the end of second grade, Holler had seen 38 movies. How many movies did Holler see while he was in second grade?

$$13 + 9 + ? = 38$$

7. Daddy Loudly started planting trees in his town two years ago, when, he planted 27 trees. Last year, he planted 36 trees. So far this year, Daddy has planted 14 trees. How many trees has Daddy planted since he began?

$$27 + 46 + 14 = ?$$

8. On Saturday morning, the Holler Loudly Public Library has 59 picture books on the shelves. That day, children check out 37 picture books and return 16 picture books. How many picture books are on the library shelves by Saturday night?

$$59 - 37 + 16 = ?$$

2-8: Measure It!

Using a ruler or measuring tape, measure the length of 10 things in your classroom. Record your measurements in a table, and then answer these questions:

- How long is the longest thing you measured?
- How long is the shortest thing you measured?
- What is the difference in length between the longest and shortest measurements?
- Do any two or more things have the same length?
- Do any two things added together have the same total measurement as something else?
- If you could place all the things you measured end to end, how long would they be all together?

2-9: Using Data

Holler saw these animals at the lake.

13 Green frogs
9 Yellow frogs
15 White fish
21 Green fish
7 White birds
10 Yellow birds



Make a bar graph with three bars: **Frogs**, **Fish**, and **Birds**. Using a scale with whole numbers, make each bar represent how many of that animal Holler saw.

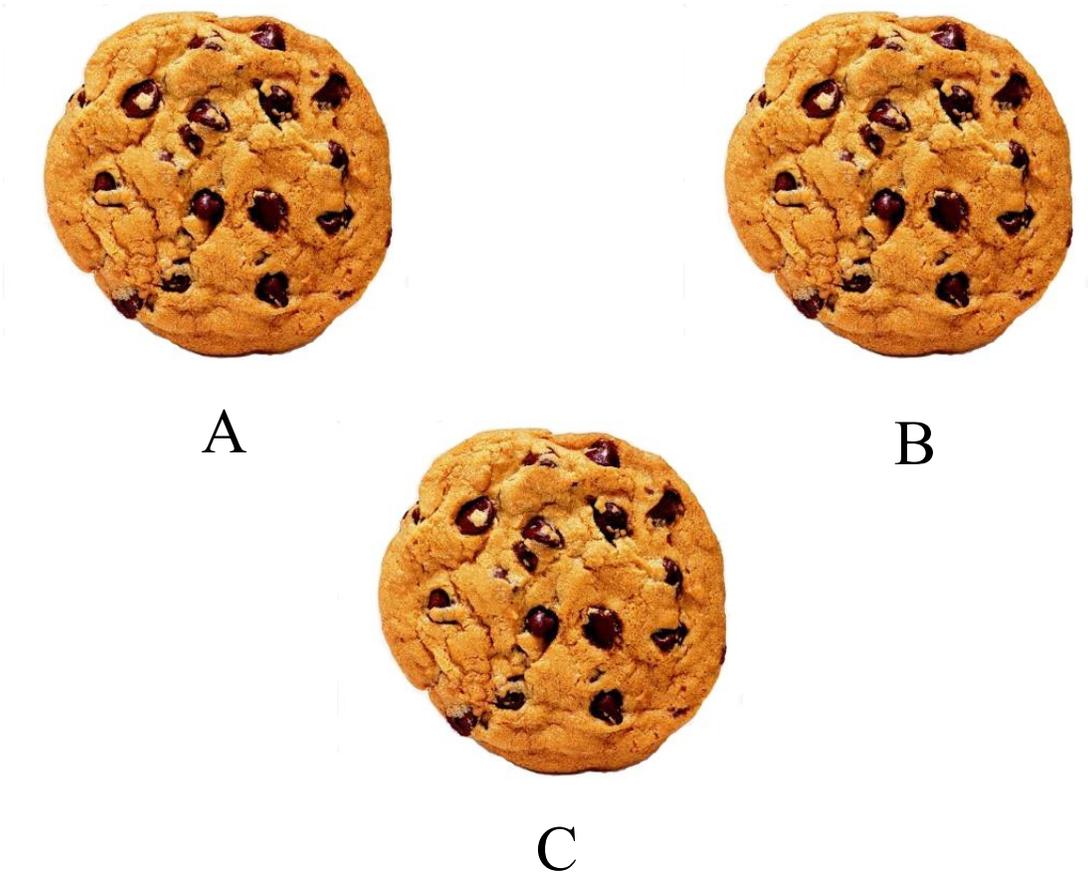
- How many of each animal did Holler see?
- How many more frogs did Holler see, compared to birds?
- How many fewer birds did Holler see, compared to fish?
- Which kind of animal did Holler see the most of?
- Which kind of animal did he see the fewest of?
- How many animals did Holler see in all?

Now make a new bar graph with three bars: **White**, **Green**, and **Yellow**. Using a scale with whole numbers, make each bar represent how many animals of each color Holler saw at the lake.

- How many animals were white? How many were green? How many were yellow?
- How many more white animals did Holler see, compared to yellow?
- How many fewer yellow animals did Holler see, compared to green?
- How many yellow animals and white animals did Holler see all together?
- How many white animals and green animals did Holler see all together?

2-10: Fractions: Equal Parts

These are three of the cookies Mama Loudly baked for Holler.



Using a pencil or crayon, draw a line that divides Cookie A into 2 equal parts.

Next, draw lines that divide Cookie B into 3 equal parts.

Finally, draw lines that divide Cookie C into 4 equal parts.

Now answer these questions:

- What do you call 1 part of Cookie A?
- What do you call 1 part of Cookie B?
- What do you call 1 part of Cookie C?
- Compare Cookie B to Cookie A. Which cookie has larger parts?
- Compare Cookie B to Cookie C. Which cookie has smaller parts?
- How many parts of Cookie C equal 1 part of Cookie A?
- How many parts of Cookie B equal 2 parts of Cookie A?
- If you could eat 1 part of any of the cookies, which cookie would you choose and why?

2-11: Energy: Sound

Sound is a kind of energy. It travels in waves that we can't see with our eyes. A sound wave looks like this:



The **height** (or “amplitude”) of the wave tells us about the **volume** of the sound.

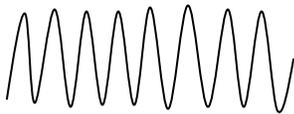
High-amplitude waves carry loud sounds:

Low-amplitude waves carry quiet sounds:



The **width** (or “frequency”) of one wave cycle tells us about the **pitch** of the sound.

High-pitched sounds, like bat calls and dog whistles, have narrow (very frequent) waves:



Low-pitched sounds, like the rumble of a dump truck or far-away thunder, have wide (less frequent) waves:



Now think about **HOLLER LOUDLY**. Use the first sound wave above as an example of a sound with medium volume and medium pitch. Then draw a sound wave for each of the following:

- Holler, when he's excited (pg 6)
- Gus, when he's fishing (pg 10)
- the blue bird at the concert (pg 19)
- the tornado (pg 20)
- Miz Poofy in the Library (pg 30)

Explain your reasoning for each of your waves.

2-12: Tracking Weather

Weather happens all around us. It can affect all kinds of things, from how well crops grow on a farm to how fast a ship can travel across an ocean. Keeping track of weather, and then looking at our records, helps us to predict what kind of weather may happen in the future.

Work together as a class to make a weather board. To the top half of the board, draw or attach a monthly calendar. On the bottom half, leave space to describe today's weather. Make cutouts to represent these weather conditions:

- Sunny
- Part sun / part cloud
- Cloudy
- Rain
- Thunder / lightning
- Sleet
- Snow
- Breezy
- Windy
- Full moon
- $\frac{3}{4}$ moon
- $\frac{1}{2}$ moon
- $\frac{1}{4}$ moon
- New moon



Mount a thermometer outside your classroom. Every morning, discuss the current weather. Display the cutouts that represent those conditions, and write a brief description on the calendar (e.g.: sunny and windy). Measure the outside temperature and record it on the calendar, too. Every evening, look at the moon. When you talk about the weather the next morning, display the moon cutout that matches what you saw the previous night.

After several weeks, review your calendar. Do you see patterns? Can you predict what the moon will look like tonight? Tomorrow night? Next week? Try measuring weather using additional tools, like an anemometer for wind, a barometer for air pressure, or a rain gauge.

Talk about how people get information about weather.

- How does your family use that information?
- Does weather information affect the kind of clothes you wear to school?
- What kinds of weather information would be useful to the people in **HOLLER LOUDLY**?

2-13: Tornadoes

Facts

- Tornadoes are air that is rotating very fast -- up to 300 miles per hour, or 3 times faster than many race cars.
- Even though tornadoes are made of air, we can see them because they carry soil and water, and other things, like grass or leaves.
- Tornadoes happen when wind forms a column (like a tube) under a thunderstorm and reaches the ground below.
- One tornado can affect an area on the ground that is 1 mile wide and 50 miles long.
- In the United States, tornadoes are most common from March through August.
- Tornadoes can happen anywhere in the United States. They happen most often in southern, central, and Midwestern states.

Safety

Review the school's tornado safety plan with students (if necessary, the NOAA web page cited below has tips for developing such a plan):

- Discuss the difference between a tornado watch (conditions are favorable for tornado formation) and a tornado warning (tornadoes have been sighted).
- Emphasize the importance of following directions in emergency situations such as tornadoes.
- If possible, take students to your school's safe location, so they can familiarize themselves with it.
- Allay fears by showing students how they can take an active part in their safety: being calm, following directions, helping siblings and pets to safe locations.

Personal Stories

Students may have personal experiences with tornadoes. Encourage them to share their stories orally, through dictation, or in drawings.

Information sources:

National Oceanic and Atmospheric Administration
<http://www.nssl.noaa.gov/edu/safety/tornadoguide.html>

Federal Emergency Management Agency
<http://www.fema.gov/kids/tornado.htm>

2-14: Fresh-Water vs. Saltwater Animals and Plants

Water can be found all over our planet, underground, on the surface, and in the atmosphere. Sometimes it gathers as fresh water and sometimes as salt water, which has a high concentration of salty minerals. Different plants and animals thrive in different kinds of water.

What are some places where water naturally occurs? Below is a list of forms water can take on Earth. For each one, discuss whether the water is fresh or salty. Note that some can be either fresh or salty, or a mixture of both.

- cloud
- lake
- pond
- creek / stream
- river
- bay / gulf
- estuary
- groundwater
- tide pool
- marsh / bog
- swamp
- glacier
- ocean / sea

Now think about **HOLLER LOUDLY**:

- What kind of body of water does Holler go fishing in?
- Does it contain fresh water or salt water? Why do you think so?
- What kinds of plants and animals usually live in fresh water?
- If Holler went fishing in salt water, what kinds of plants and animals might he see?

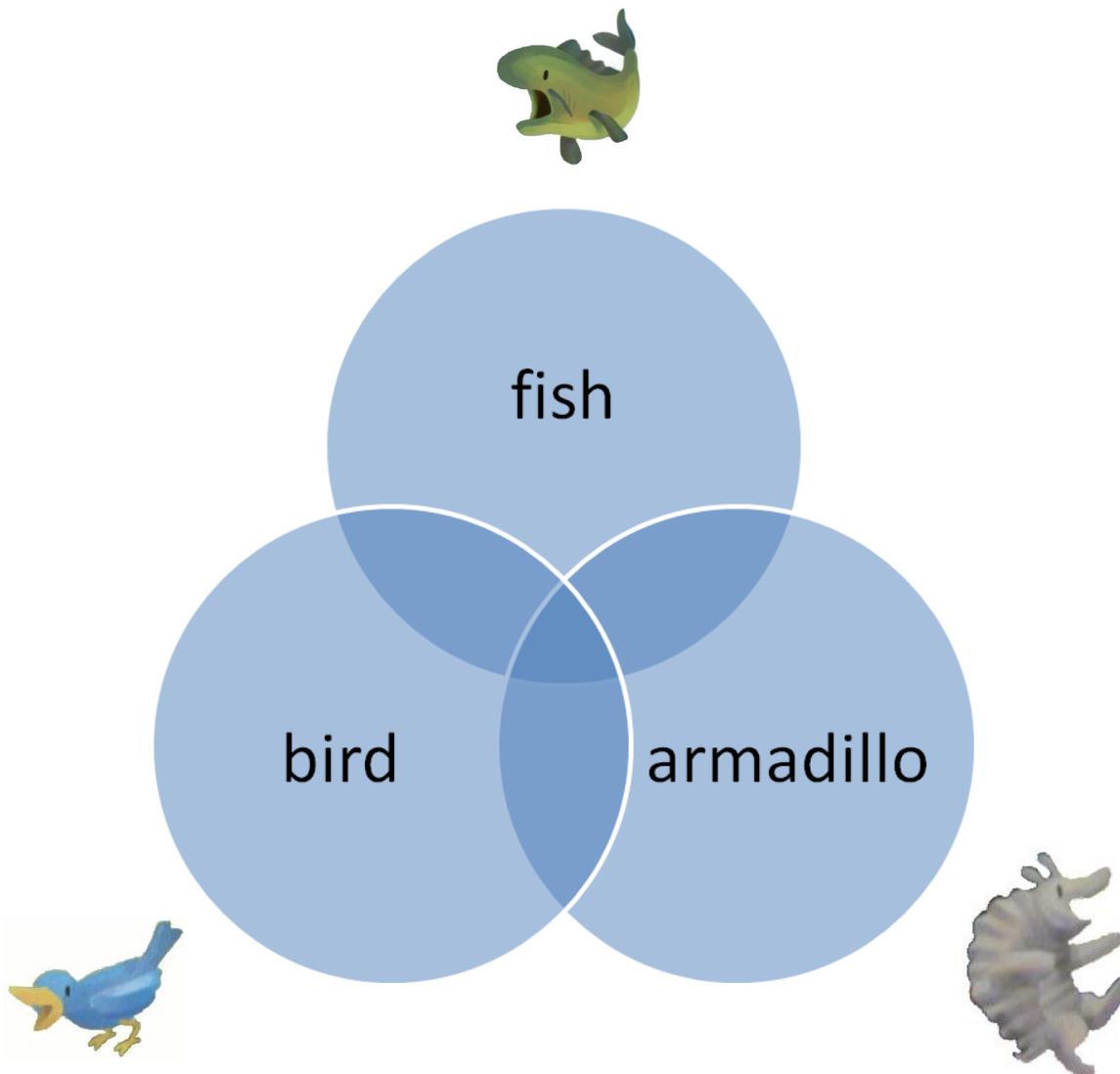


2-15: Venn Diagram: Animal Structures and Habitats

Use the Venn diagram below to compare and contrast three animals found in **HOLLER LOUDLY**. For each animal, think about these questions:

- Is there anything covering the animal's skin?
- How does it move around?
- How does it pick up or grab things?
- Where does it live?
- How does it breathe?
- How does it eat or drink?
- How does it protect itself?
- How does it see / hear / smell / taste?

When you finish, talk about how each animal's body helps it survive in its habitat.



2-16: Citizenship

People who live in a community are called **citizens** of that community. The community may be a neighborhood, village, town, city, county, state, or country. Community governments provide citizens with rules and services. In return, citizens can help make their communities good places to live. When someone acts to make his or her community strong, healthy, attractive, or caring, they may be called a “good citizen.”

Think about **HOLLER LOUDLY**.

- Describe a few times when Holler was not as good a citizen as he could be.
 - What happened?
 - How did Holler’s actions affect people around him?
- Now describe times when Holler did act as a good citizen.
 - How did Holler’s actions help his community?
- Who do you think taught Holler to be a good citizen?

Now think about your own life.

- What communities do you belong to?
- Describe ways you can practice good citizenship in your communities.
- There are things adults can do to be good citizens that children can’t do. Give examples of ways only adults can practice good citizenship.
- Who helps you learn how to be a good citizen?
- Have you ever acted in a way that wasn’t good citizenship? Describe what happened.
- Do you have a role model for good citizenship? If so, whose actions do you try to follow?



2-17: Producers and Consumers

In a community, producers are people who make goods or perform services. Consumers are people who use those goods or services.

Review the story and illustrations of **HOLLER LOUDLY**.

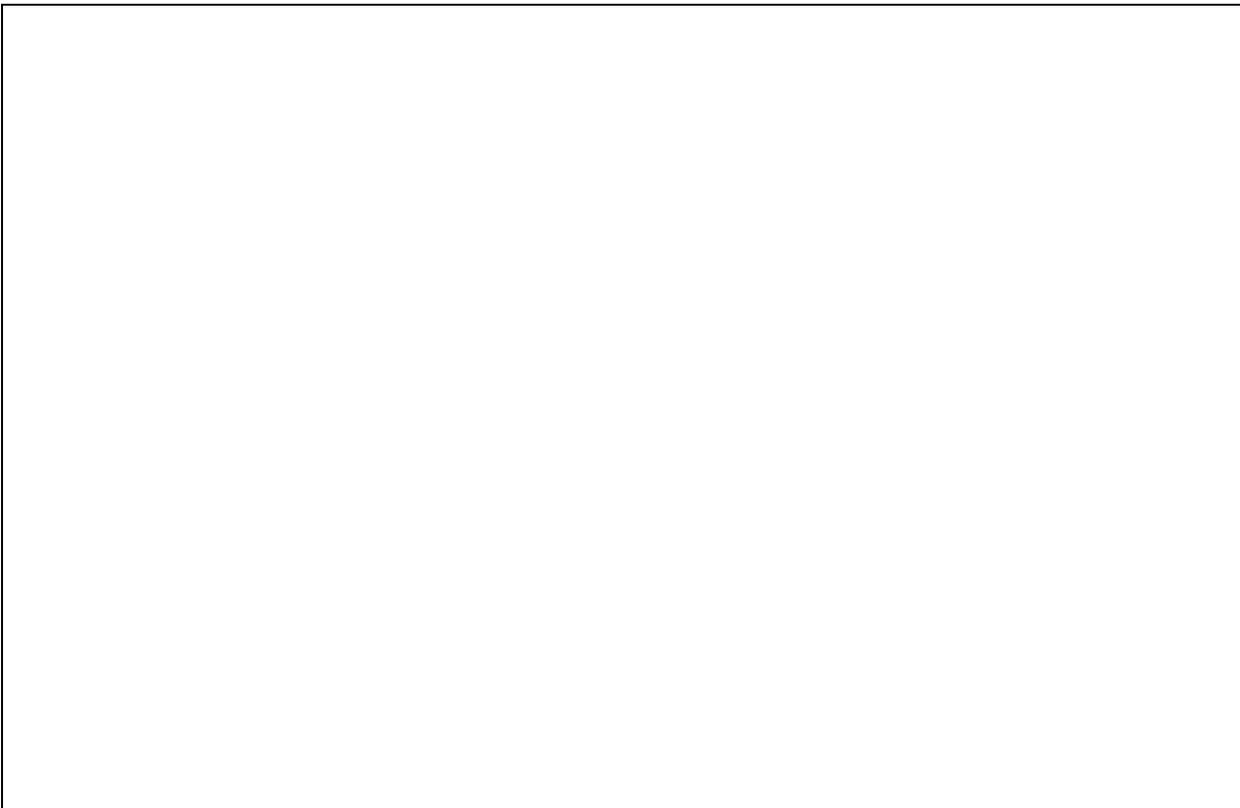
- Give examples of producers in the story.
- Give examples of consumers in the story.
- Can you see evidence of producers in *Holler Loudly*, even if you don't know who they were? [e.g. *houses, cars, boat, furniture, etc*]

Now think about the communities you belong to.

- Give examples of producers in your community.
- Give examples of consumers in your community.
- Can a person be both a producer and a consumer? Describe how.
- What kinds of things do you produce?
- What do you consume? (Remember: you can consume services as well as goods.)
- Is there anything you think people consume more of than they need to?

Draw a picture showing a vegetable farmer, a grocery store, and a person who buys vegetables.

- Label the producer(s).
- Label the consumer(s).
- Use arrows to show all the ways the vegetables can be exchanged. (Hint: Sometimes the grocery store won't be used.)



2-18: Map It!

Maps are pictures that show us where things are located. Most maps are drawn to give you a “bird’s eye view” of a place -- the same view you would have if you looked down on it from the sky. Gather and look at a variety of maps. Try to find your:

- home on a city or county map
- city on a state map
- state on a national map
- country on a map of the world (or a globe)

What kinds of symbols are used on maps? What do they represent?

Using the illustrations in **HOLLER LOUDLY**, work as a class to make a map of the town square in the story. Decide how you will represent and label the things in the square. Be sure to include a key if necessary and a compass rose (to determine direction, imagine the tornado came from the west, as they often do). Some things you can show on your map include:

- the gazebo
- the courthouse
- the statue of the soldier
- trees
- sidewalks

Next, as a class or by yourself, make a map of your school. Think about these questions:

- Do you need to use symbols? What symbols will you use?
- Will you include only the building(s) or the grounds around the school, too?
- Should you draw the big rooms/walkways first or the small ones?
- How much detail will your map have?
- Where is your classroom located?
- Where is your desk located?

Be sure to give your map a title, compass rose, and key.

- Use a crayon or colored pencil to trace the path you travel during a normal school day.
- Are some days different (to include music, gym, art)? Trace your paths for those days using different colors.
- Compare your paths. On which day(s) do you travel farthest around the school?
- If you made your own map, compare it to the maps of your classmates.
 - How are they different?
 - How are they the same?
- Do you think a new visitor to your school could use your class’s map(s) to find their way around?

2-19: Timeline: Ancient Times to Modern Times

Timelines are a simple way to see the order in which things have happened in the past. They can be horizontal (like the top of your desk) or vertical (like a flagpole). A timeline is divided evenly into units of time. Depending on how much time a timeline represents, it may be divided into centuries, years, months, days, hours, or seconds.

As a class, make a timeline that shows the order of several events from ancient times to modern times. Below are some events you could include. Use reference tools -- like encyclopedias, atlases, or online reference websites -- to look up the dates of the events. Remember that some events took more than one day, or even one year.

- Egyptians built the pyramids at Giza
- Mayans built the main pyramid at Tikal
- Australians built the Sydney Opera House
- Aztecs built the main temple at Tenochtitlan
- Chinese built the Great Wall
- Marco Polo returned to Europe from East Asia
- the American colonies declared independence from Great Britain
- the Battle of the Alamo was fought
- Johannes Gutenberg invented a printing press with movable type
- Chief John Ross led the Cherokee people on the Trail of Tears
- you were born
- Phoenicians developed a written alphabet
- Marie Curie won the Nobel Prize in Physics
- Chinese began using paper money
- your state/territory became part of the United States
- Wilma Mankiller was elected Chief of the Cherokee nation
- European pilgrims arrived by ship at Plymouth Rock
- the first manned hot-air balloon made a flight
- Erik the Red settled Greenland
- your school was built
- Nicolaus Copernicus said that the Earth orbits the Sun
- Martin Luther King, Jr, was born
- the Pony Express carried mail from St Joseph, Missouri, to Sacramento, California
- Lance Armstrong won the Tour de France for the 7th time

Think about **HOLLER LOUDLY**. Imagine that Holler's story was real. Where on your timeline would you put his confrontation with the tornado? Why? What clues did you find in the story or illustrations to help you?

2-20: Story Diorama

[Teacher: For this exercise, provide modeling materials with a variety of colors and textures, as well as structural materials, such as cardboard and glue. Equalize student access to materials by making this an in-class exercise, rather than an at-home exercise.]

A diorama is a three-dimensional (“3-D”) scene. A diorama tells a story: it includes a setting, at least one character, and some kind of action. Using materials provided by your teacher, make a diorama that shows a scene from **HOLLER LOUDLY**. Think about what your setting should look like, who you want to be in the scene, and what you want them to do. When you finish, share your diorama with the class. Answer these questions:

- Where does your diorama take place?
- Who is in your diorama?
- What are they doing?
- Why did you choose this scene to depict?
- What materials did you use to make your diorama? How did you build it?
- Did any of your classmates make the same scene as yours?
 - How are your dioramas similar?
 - How are they different?
- Did any of your classmates make the scene right before or after yours? Can you tell the whole story with your class’s dioramas?

2-21: Families in Art

Read **HOLLER LOUDLY** as a class. Lead students in a discussion of how Holler’s family is depicted in the book.

- Does Holler have visible traits similar to his father? Mother? Grandfather? Ancestors?
- What kinds of things does each family member do? [*i.e., family roles*]
- What kinds of things does Holler’s family do together?
- If you didn’t know the story, would you know that these people are related? How can you tell?



Choose a coffee-table-style book of illustrations with photographs/graphics large enough for everyone to see in a discussion setting. Present several images of family groups to your students, asking the same questions as above. For the broadest discussion, choose images in a variety of styles, cultural origins, subject time periods, and family types (immediate/extended, natural/adoptive/foster, etc).

Have students follow up the discussion by drawing a picture of their own family or foster family. Ask each student to share his/her drawing with the class, and to discuss the choices he or she made in the drawing (color, texture, style, figure size, etc).

2-22: Sounds, Melodies, Patterns

Using a variety of musical instruments and everyday objects, lead students through a discussion of musical qualities:

- Demonstrate musical qualities
 - loud vs. soft sounds
 - high-pitched notes vs. low-pitched notes
 - fast rhythms vs. slow rhythms
- Ask students to emulate your examples using instruments, their voices, or their bodies (e.g., clapping their hands, snapping their fingers, clicking their tongues)
- Ask students to sort instruments
 - sort single-pitch instruments from low-pitched to hi-pitched
 - sort single-pitch instruments separately from multi-pitch instruments
- Ask students to show how a single instrument can produce a loud sound or a soft sound
- Create a simple rhythmic pattern
 - ask students to repeat it
 - ask students to create and repeat their own simple rhythmic patterns
- Create a simple melody
 - ask students to repeat it
 - ask students to create and play their own simple melodies

If your school has a music teacher, he or she can help you gather a variety of simple instruments to use. Alternatively, you may invite a group of middle, high school, or college band students to demonstrate their instruments for your students. Everyday objects you could use include:

- cardboard oatmeal can (with lid)
- rubber band
- chopsticks
- metal spoons
- plastic bucket
- plastic storage bin
- pots and pans
- pot/pan lids
- wooden spoon
- plastic cup with lid, filled $\frac{1}{4}$ full with dry beans or rice
- cardboard tubes (paper towels, toilet paper)
- glasses with different levels of water



2-23: Harmony: Layering Voices

“Holler loved songs about cowboys, and he loved songs about best girls. He loved songs about love and little dogies.”

In **HOLLER LOUDLY**, Holler likes to listen to the barbershop quartet that Gramps and Gus sing in. Play for your students a variety of examples of group singing. Musical groups to look up may include:

- The Mills Brothers (quartet)
- The Buffalo Bills (quartet)
- The Dapper Dans (quartet)
- The Sweet Adelines (quartet)
- The Andrews Sisters (trio)
- The Everly Brothers (duo)
- Simon and Garfunkel (duo)
- Riders in the Sky (quartet)
- Ladysmith Black Mambazo (chorus)



Encourage children to sing along and add dance/movement to their listening experience. Make sure students have room to move around.

Play a variety of tempos and rhythms to encourage change in dance/movement. Help students find the beat of a song by clapping, marching in place, snapping your fingers, etc.

Ask students to discuss the subjects of the songs they hear.

With other teachers or helpers, demonstrate harmony.

- Begin with one voice, one note.
 - Add a second voice on a harmonic note, then a third voice, then a fourth.
- If possible, ask a professional quartet to visit your classroom.
 - Have each singer perform their part of a line.
 - Then have them sing the line as a group.
- Relate the starting notes of singers to a chord played on a piano, guitar, or similar multi-pitch instrument.
- Ask students to describe the difference in sound between one voice/one note and several.
- Ask for student volunteers to demonstrate harmony for the class.

2-24: Bring Your Own Tall Tale to Life!

Use the tale you wrote for the *Tall Tale* activity (in the English Language Arts section of this guide) to create a play. Decide how many people should be in the play and assign roles. You may decide to split the class into groups to practice and perform the play; that way, everybody gets to do something, and everybody gets to watch a play.

While you practice, think about these things:

- How should you say your lines?
 - Should you say them LOUDLY? Softly? In between?
 - Should you say them quickly? Slowly? In between?
 - Should you sound happy? Sad? Angry? Frightened? Excited? Nervous?
- How should you use your body?
 - Should you be still?
 - Should you walk? Jump? Roll? Spin? Run? Dance? Tip-toe?
 - What should you do with your arms and hands?
- Where will the audience be?
 - Will they be able to hear you?
 - Should you face them?
- How much space do you need to perform the play?
 - Should you perform it inside or outside?
- Where should you be when you don't have lines?
- What should the play look like?
 - What kind of set will you build?
 - What will your character wear?
 - What props will your character use?
- What kind of music could be playing in the background?
- If you are in the audience, how should you act?

Afterward, talk about what you learned while practicing and performing the play.



2-25: Act It Out: What If?

Improvisation is a kind of theater in which actors ask themselves “What if...?” questions. This can be done with **HOLLER LOUDLY**, too. Use what you know about the characters and setting of the book to answer the following “What if...?” questions. Act out your answers, then explain why you chose to do what you did.

- What if Holler was a girl?
- What if Mama and Daddy spoke loudly, too?
- What if Holler had a very quiet voice instead of a very loud one?
- What if Holler didn’t like math?
 - Or movies?
 - Or fishing?
- What if Holler lived in a big city?
- What if Gramps had a pet dog instead of a cat?
- What if Holler learned he was going to have a baby sister?
 - A baby brother?
- What if Holler’s town had been threatened by a lightning storm?
 - An earthquake?
 - A flood?
- What if one of the barbershop quartet singers lost his voice and Holler had to fill in?



ACTIVITY CONTENT STANDARDS by STATE / TERRITORY**COMMON CORE STANDARDS****(ELA & Math only)**

<u>Activity</u>	<u>Standard</u>
2-1	Lit 2.1, 2.3, 2.7, 2.9; Listen 2.2
2-2	Writing 2.3
2-3	Lang 2.5.a
2-4	Lang 2.4.a
2-5	Lang 2.5.b
2-6	Lang 2.4.b
2-7	Operations 2.2-3
2-8	Measurement 2.1-3
2-9	Data 2.10
2-10	Geometry 2.6

ALABAMA

<u>Activity</u>	<u>Standard</u>
2-1	ELA 2.4-6, 2.14
2-2	ELA 2.8
2-3	ELA 2.3
2-4	ELA 2.2-3
2-5	ELA 2.2-3
2-6	ELA 2.1-3
2-7	Math 2.2
2-8	Math 2.10
2-9	Math 2.13
2-10	Math 2.3
2-11	Sci 2.2
2-12	Sci 2.10
2-13	Sci 2.10; Health 2.13
2-14	Sci 2.6-7, 2.9
2-15	Sci 2.6; Math 2.13
2-16	Soc 2.9-10
2-17	Soc 2.5
2-18	Soc 2.8
2-19	Soc 2.1-3
2-20	Art 2.1-3
2-21	Art 2.4, 2.8
2-22	Music 2.3, 2.9; Math 2.5
2-23	Music 2.1, 2.13
2-24	Theatre 2.1-3
2-25	Theatre 2.1-3

ALASKA

<u>Activity</u>	<u>Standard</u>
2-1	ELA B.1
2-2	ELA A.1
2-3	ELA B.1
2-4	ELA B.1
2-5	ELA B.1
2-6	ELA B.1
2-7	Math A.3
2-8	Math A.2
2-9	Math A.6, C.1
2-10	Math A.1
2-11	Sci B.2
2-12	Sci D.3
2-13	Sci D.3; Health D.2
2-14	Sci C.2-3
2-15	Sci C.2-3; Math A.4
2-16	Government E.1-2, E.6
2-17	Geography D.1-2
2-18	Geography A.2
2-19	History A.1
2-20	Art A.1-3
2-21	Art C.1-2, C.4
2-22	Art A.1-3, A.5; Math A.4
2-23	Art A.1-3, A.5
2-24	Art A.1-5, C.5
2-25	Art A.1-5, C.5

ACTIVITY CONTENT STANDARDS by STATE / TERRITORY**AMERICAN SAMOA**

<u>Activity</u>	<u>Standard (Benchmark)</u>
2-1	ELA 1.1, 1.2, 3.2
2-2	ELA 2.3
2-3	ELA 2.5
2-4	ELA 1.1
2-5	ELA 1.1
2-6	ELA 1.1
2-7	Math 1.4, 1.5
2-8	Math 2.6-7
2-9	Math 4.2
2-10	Math 1.6
2-11	Sci 2.1; 4.2
2-12	Sci 2.1-2, 3.4
2-13	Sci 3.4; Health 4.2
2-14	Sci 3.4, 5.1, 5.3
2-15	Sci 2.1-2, 5.1, 5.3; Math 4.2
2-16	Soc 3.3
2-17	Soc 4.2
2-18	Soc 2.1
2-19	Soc 1.1, 1.3
2-20	Art 1.3, 2.3, 3.2
2-21	Art 5.1, 5.3
2-22	Art 1.3; Math 3.1
2-23	Art 1.3
2-24	ELA 3.4
2-25	ELA 3.4

ARIZONA

<u>Activity</u>	<u>Standard</u>
2-1	Reading 1.6.1, 1.6.4, 2.1.1-4
2-2	Writing 1.1.1, 3.1.1, 3.5.1-2
2-3	Reading 2.1.5-6
2-4	Reading 1.6.4
2-5	Reading 1.6.4, 2.1.6
2-6	Reading 1.2.1, 1.4.7
2-7	Math 1.2.1-3
2-8	Math 4.4.2
2-9	Math 2.1.1-2
2-10	Math 1.1.1, 4.4.2
2-11	Sci 1.1.1
2-12	Sci 1.4.1, 6.3.1-4; Math 4.4.3

ARIZONA (cont'd)

<u>Activity</u>	<u>Standard</u>
2-13	Sci 6.3.1; Health 4.2.1
2-14	Sci 1.1.1, 4.1.1
2-15	Sci 1.1.1, 1.4.1, 4.1.1; Math 2.1.1
2-16	Soc 3.4.1-4
2-17	Soc 5.1.7
2-18	Soc 4.1.3
2-19	Soc 1.1.1-2, 1.1.4, 2.1.1-2, 2.1.4
2-20	Art 1.2.101-102, 2.1.105
2-21	Art 3.3.101, 3.4.101
2-22	Music 1.2.1-4; Math 3.1.1
2-23	Music 2.1.1, 3.1.1-2
2-24	Theatre 1.2.101-102
2-25	Theatre 1.2.101-102 1.4.104

ARKANSAS

<u>Activity</u>	<u>Standard</u>
2-1	ELA OV.2.2.4, R.10.2.11-12
2-2	ELA W.4.2.2, W.5.2.6
2-3	ELA R.11.2.2
2-4	ELA R.11.2.1-2
2-5	ELA R.11.2.1-2
2-6	ELA R.11.2.2
2-7	Math NO.2.2.5
2-8	Math M.13.2.10
2-9	Math DAP.14.2.1, 15.2.1-2
2-10	Math NO.1.2.9
2-11	Sci NS.1.2.1
2-12	Sci NS.1.2.4, ESS.8.2.5
2-13	Sci ESS.8.2.6
2-14	Sci LS.2.2.1
2-15	Sci LS.2.2.1, LS.4.2.2
2-16	Soc C.5.2.2-3
2-17	Soc E.8.2.1
2-18	Soc G.1.2.13
2-19	Soc H.6.2.5
2-20	Art VA.6.2.3, VA.6.2.9
2-21	Art VA.7.2.2
2-22	Music M.1.2.2; Math A.4.2.6
2-23	Music M.2.2.3, M.3.2.1-2
2-24	Theatre 1.1.2, 1.1.9, 2.1.11
2-25	Theatre 1.1.2, 1.1.4

ACTIVITY CONTENT STANDARDS by STATE / TERRITORY**CALIFORNIA**

<u>Activity</u>	<u>Standard</u>
2-1	Reading 2.5, 3.1-2
2-2	Writing 1.1, 2.1
2-3	Reading 1.9, Conventions 1.3
2-4	Reading 1.10
2-5	Reading 1.10
2-6	Reading 1.8
2-7	Math Numbers 2.2-3
2-8	Math Measurement 1.1, 1.3
2-9	Math Data 1.1-2
2-10	Math Numbers 4.1-3
2-11	Sci 1.g
2-12	Sci 4.a-b, 4.d
2-13	Sci 4.a
2-14	Sci 2.a-f, 4.c
2-15	Sci 2.c-e, 4.c; Math Data 1.2
2-16	Soc 2.5
2-17	Soc 2.4.1-3
2-18	Soc 2.2.1
2-19	Soc 2.1.3
2-20	Art 2.1-3
2-21	Art 3.1-2
2-22	Music 1.1, 2.3-4; Math Prob 2.1
2-23	Music 1.3-4, 3.3, 4.2, 5.1
2-24	Theatre 2.2, 2.4
2-25	Theatre 1.2, 2.1, 2.3

COLORADO

<u>Activity</u>	<u>Standard</u>
2-1	Reading 2.1, 2.2
2-2	Reading 3.1
2-3	Reading 1.1
2-4	Reading 1.1
2-5	Reading 1.1
2-6	Reading 1.1
2-7	Math 1.2
2-8	Math 4.2
2-9	Math 3.1
2-10	Math 1.3
2-11	Sci 1
2-12	Sci 3

COLORADO (cont'd)

<u>Activity</u>	<u>Standard</u>
2-13	Sci 3
2-14	Sci 2
2-15	Sci 2; Math 3.1
2-16	Soc 4.1
2-17	Soc 3.1
2-18	Soc 2.1
2-19	Soc 1.1-2
2-20	Art 3.1
2-21	Art 1.1, 2.1, 4.1
2-22	Music 1.2, 2.2; Math 2.1
2-23	Music 3.1, 3.3-4, 4.2
2-24	Drama 1.1-2, 2.1-2
2-25	Drama 1.1-2, 2.1-2

CONNECTICUT

<u>Activity</u>	<u>Standard</u>
2-1	Reading 22, 35, 39, 42-44
2-2	Writing 19-20, 27-28
2-3	Reading 6-7, 17, 19, 45
2-4	Reading 6, 16-17, 19, 45
2-5	Reading 6, 17, 19
2-6	Reading 6-7
2-7	Math 1.2-3, 2.1-2
2-8	Math 3.3
2-9	Math 4.1-2
2-10	Math 2.1
2-11	Sci 2.2
2-12	Sci 2.3
2-13	Sci 2.3
2-14	Sci 2.2-4
2-15	Sci 2.2-3; Math 4.1
2-16	Soc 1.1, 1.8-9, 1.13
2-17	Soc 1.11-12
2-18	Soc 1.4, 2.5
2-19	Soc 1.1-2, 2.1-2, 2.5
2-20	Art 1, 3-4, 6
2-21	Art 3-5
2-22	Music 1-3; Math 1.1
2-23	Music 1, 6, 9
2-24	Theatre 1-2, 5-6
2-25	Theatre 1-2, 5-6

ACTIVITY CONTENT STANDARDS by STATE / TERRITORY**DELAWARE**

<u>Activity</u>	<u>Standard</u>
2-1	Reading 2.4a, 2.4bL, 2.4d, 2.4k
2-2	Written 1.1-3
2-3	Oral 1.6-7
2-4	Oral 1.6-7
2-5	Oral 1.6-7
2-6	Oral 1.6-7
2-7	Math 1
2-8	Math 4
2-9	Math 4
2-10	Math 1
2-11	Sci 3
2-12	Sci 5
2-13	Sci 5
2-14	Sci 6, 8
2-15	Sci 6, 8; Math 4
2-16	Soc Civics 3.a, 4.a
2-17	Soc Econ 2.a, 4.a
2-18	Soc Geog 1.a
2-19	Soc Hist 1.a, 2.a, 4.b
2-20	Art 1.1-3
2-21	Art 3.1, 3.5-6, 4.1
2-22	Music 2.1-3; Math 2
2-23	Music 1.13, 6.1, 6.5
2-24	Theatre 1.2, 2.1-4
2-25	Theatre 1.2-3, 2.1-4

DISTRICT OF COLUMBIA

<u>Activity</u>	<u>Standard</u>
2-1	ELA 2.LT-U.1, 2.LT-C.4
2-2	ELA 2.W-R.3
2-3	ELA 2.LD-V.12
2-4	ELA 2.LD-V.11
2-5	ELA 2.LD-V.12
2-6	ELA 2.LD-V.10
2-7	Math 2.NSO-C.11
2-8	Math 2.M.1-3
2-9	Math 2.DASP.2-3
2-10	Math 2.NSO-F.7, F.9-10
2-11	Sci 2.1.1
2-12	Sci 2.1.4, 2.1.8, 2.3.3-6

DISTRICT OF COLUMBIA (cont'd)

<u>Activity</u>	<u>Standard</u>
2-13	Sci 2.1.8, 2.3.7; Health 1.1.2
2-14	Sci 2.6.1, 2.7.1, 2.7.5-6, 2.8.1
2-15	Sci 2.6.1-2, 2.7.1, 2.7.5-6
2-16	Soc 2.2.1-3, 2.4
2-17	Soc 3.3.1
2-18	Soc 2.1.1, 2.1.4
2-19	Soc 2.4
2-20	Art 2.2.1, 2.2.6-7
2-21	Art 2.3.1-4
2-22	Music 2.1.L4, 2.2.P2-3
2-23	Music 2.1.L4, 2.1.E1-2
2-24	Theatre 2.1.1-3
2-25	Theatre 2.1.1-4

FLORIDA

<u>Activity</u>	<u>Standard</u>
2-1	LA.2.2.1.1-2
2-2	LA.2.3.1.1-3, 3.2.1-2
2-3	LA.2.1.6.1-6, 1.6.9
2-4	LA.2.1.6.1-6, 1.6.8
2-5	LA.2.1.6.1-6
2-6	LA.2.1.6.1-6
2-7	MA.2.A.2.1
2-8	MA.2.A.2.4, G.3.4
2-9	MA.1.G.5.2
2-10	MA.2.G.5.1
2-11	SC.2.N.1.1
2-12	SC.2.N.1.1, E.7.1-2, E.7.4
2-13	SC.2.N.1.1, E.7.5; HE.2.B.2.3
2-14	SC.2.N.1.1, L.17.1-2
2-15	SC.2.N.1.1, L.17.1-2
2-16	SS.2.C.2.1-5
2-17	SS.2.E.1.1-2
2-18	SS.2.G.1.1-2
2-19	SS.2.A.1.1-2, A.3.1
2-20	LA.2.2.1.5, 6.4.1
2-21	LA.2.2.1.5
2-22	PE.2.M.1.1; MA.2.A.4.3
2-23	PE.2.M.1.1
2-24	PE.2.M.1.1
2-25	PE.2.M.1.1

ACTIVITY CONTENT STANDARDS by STATE / TERRITORY**GEORGIA**

<u>Activity</u>	<u>Standard</u>
2-1	ELA2R4, ELA2LSV1
2-2	ELA2W1-2
2-3	ELA2R3, ELA2LSV1
2-4	ELA2R3, ELA2LSV1
2-5	ELA2R3, ELA2LSV1
2-6	ELA2R1, R3, LSV1
2-7	M2N1-2
2-8	M2M1
2-9	M2D1
2-10	M2N4
2-11	S2CS1, P2
2-12	S2CS1, CS3, E2-3
2-13	S2CS1, E2; PE2.5
2-14	S2CS1, L1
2-15	S2CS1, L1; M2D1
2-16	SS2CG3
2-17	SS1E3
2-18	SS2G1
2-19	SS2H1-2
2-20	ELA2R4
2-21	ELA2R4
2-22	PE2.1-2, 6; MKG3
2-23	PE2.1-2, 6
2-24	ELA2R4, PE2.2, 6
2-25	ELA2R4, PE2.2, 6

GUAM

<u>Activity</u>	<u>Standard</u>
2-1	LAR 2.3.1-3
2-2	LAR 2.4.1-3
2-3	LAR 2.1.11
2-4	LAR 2.1.10
2-5	LAR 2.1.11
2-6	LAR 2.1.8
2-7	Math 2.2.1, 3.1
2-8	Math 2.13.1
2-9	Math 2.14.1, 15.1
2-10	Math 2.1.7
2-11	Sci 2.1.1
2-12	Sci 2.1.1, 3.6

GUAM (cont'd)

<u>Activity</u>	<u>Standard</u>
2-13	Sci 2.1.1
2-14	Sci 2.1.1, 2.1-2, 2.4
2-15	Sci 2.1.1, 2.1-2; Math 2.14.1
2-16	Soc 2.4.1
2-17	Soc 2.5.2
2-18	Soc 2.3.3, 3.6
2-19	Soc 2.2.3-4
2-20	Art 1.2.3, 2.3
2-21	Art 2.1.3, 3.1-2
2-22	Music 2.1.1, 1.3, 2.3-4
2-23	Music 2.1.7, 3.3, 4.1
2-24	Theater 2.2.1-2, 4.1
2-25	Theater 2.2.3

HAWAII

<u>Activity</u>	<u>Standard</u>
2-1	LA.2.3.2-3
2-2	LA.2.4.1
2-3	LA.2.1.5
2-4	LA.2.1.5
2-5	LA.2.1.5
2-6	LA.2.1.5
2-7	MA.2.2.3, 3.2
2-8	MA.2.4.1-2
2-9	MA.2.11.1
2-10	MA.2.1.3
2-11	SC.1.1.1
2-12	SC.1.2.2, 8.1
2-13	SC.1.2.2; HE.K-2.1.4
2-14	SC.2.3.1, 5.1
2-15	SC.2.3.1, 5.1; MA.2.11.1
2-16	SS.2.5.1
2-17	SS.2.8.3-4
2-18	SS.2.7.1
2-19	SS.2.1.1
2-20	FA.2.1.1-2
2-21	FA.2.1.3-4
2-22	FA.2.2.1, 2.3; MA.2.9.2
2-23	FA.2.2.4
2-24	FA.2.3.1
2-25	FA.2.3.1

ACTIVITY CONTENT STANDARDS by STATE / TERRITORY**IDAHO**

<u>Activity</u>	<u>Standard</u>
2-1	2.LA.2.3.1-4
2-2	2.LA.3.1.1, 3.2.1
2-3	2.LA.1.8.4
2-4	2.LA.1.8.2, 8.4
2-5	2.LA.1.8.4
2-6	2.LA.1.8.4
2-7	2.M.1.2.1-4
2-8	2.M.2.1.1-2
2-9	2.M.5.2.1
2-10	2.M.4.1.3
2-11	2.S.1.2.1
2-12	2.S.1.2.1, 4.1.1
2-13	2.S.1.2.1, 4.1.1; K-2.H.4.1.3
2-14	2.S.1.2.1, 3.2.1
2-15	2.S.1.2.1, 3.2.1; 2.M.4.1.2
2-16	2.SS.4.3.1-2
2-17	2.SS.3.1.4
2-18	2.SS.2.1.1
2-19	1.SS.1.1.3, 2.SS.4.3.2
2-20	K.VA.3.1.1-4
2-21	K.VA.2.1.1-4
2-22	K-3.Mu.3.2.3; 2.M.3.4.1
2-23	K-3.Mu.1.2.1, 3.3.3
2-24	K-3.T.3.3.1-3
2-25	K-3.T.3.1.1-2

ILLINOIS

<u>Activity</u>	<u>Standard</u>
2-1	2.A.1a, 2.B.1a-c
2-2	3.B.1a, 3.C.1a
2-3	1.A.1b
2-4	1.A.1b
2-5	1.A.1b
2-6	1.A.1b
2-7	6.B.1, 6.C.1a
2-8	7.A.1a
2-9	10.A.1a-b
2-10	6.A.1b
2-11	11.A.1a, 12.C.1a
2-12	11.A.1a, 12.E.1b

ILLINOIS (cont'd)

<u>Activity</u>	<u>Standard</u>
2-13	11.A.1a, 12.E.1b
2-14	11.A.1a, 12.A.1.a-b, 12.B.1a-b
2-15	12.A.1.a, 12.B.1a-b; 9.B.1b
2-16	14.C.1
2-17	15.A.1b, 15.C.1a-b
2-18	17.A.1a-b
2-19	16.A.1a-c, 16.B.1
2-20	26.B.1d
2-21	25.A.1d
2-22	25.A.1c, 26.B.1c; 8.A.1a
2-23	25.A.1c, 26.B.1a
2-24	25.A.1b, 26.B.1b
2-25	25.A.1b, 26.B.1b

INDIANA

<u>Activity</u>	<u>Standard</u>
2-1	ELA 2.3.1-3, 3.5-6
2-2	ELA 2.4.1-3, 2.5.1-2
2-3	ELA 2.1.11, 2.4.4
2-4	ELA 2.1.10
2-5	ELA 2.1.11
2-6	ELA 2.1.8, 2.4.4
2-7	Math 2.2.1-3
2-8	Math 2.5.1-3
2-9	Math 2.4.2
2-10	Math 2.1.8-10
2-11	Sci 2.1.3
2-12	Sci 2.1.2-3, 2.3.1-2
2-13	Sci 2.3.2; Health 2.7.2
2-14	Sci 2.1.3, 4.1-4
2-15	Sci 2.1.3, 4.1-4
2-16	Soc 2.2.4-7
2-17	Soc 1.4.4, 2.4.1
2-18	Soc 2.3.3-5
2-19	Soc 2.1.1, 1.3, 1.5
2-20	Art 2.7.1-4
2-21	Art 2.3.1-2
2-22	Music 2.2.1-3; Math 2.3.3-4
2-23	Music 2.6.1-2, 6.5-6
2-24	Theatre 2.6.1-2
2-25	Theatre 2.6.1-2, 8.1-2

ACTIVITY CONTENT STANDARDS by STATE / TERRITORY**IOWA**

<u>Activity</u>	<u>Standard (Grade 3)</u>
2-1	Lit 1A-D
2-2	Lit 1I
2-3	Lit 1A-B
2-4	Lit 1A-B
2-5	Lit 1A-B
2-6	Lit 1A-B
2-7	Math 3A
2-8	Math 1D
2-9	Math 4A-B
2-10	Math 1A
2-11	Sci 1A, 4B
2-12	Sci 1A, 3B
2-13	Sci 1A, 3B
2-14	Sci 1A, 2A-C
2-15	Sci 1A, 2A-C; Math 1C
2-16	Lit 1C
2-17	Lit 1C
2-18	Math 1C
2-19	Math 1A
2-20	Lit 1E
2-21	Lit 1E, 1H, Math 1C
2-22	Math 1B
2-23	Math 1B
2-24	Lit 1D-E
2-25	Lit 1D

KANSAS

<u>Activity</u>	<u>Standard</u>
2-1	Reading 1.4, 2.1-2
2-2	Writing 1.1
2-3	Reading 1.3
2-4	Reading 1.3
2-5	Reading 1.3
2-6	Reading 1.3
2-7	Math 1.2, 1.4, 2.2
2-8	Math 3.2
2-9	Math 4.2
2-10	Math 1.1
2-11	Sci 1.1, 2.1
2-12	Sci 1.1, 4.2-3, 5.1

KANSAS (cont'd)

<u>Activity</u>	<u>Standard</u>
2-13	Sci 1.1, 4.2-3; Health 3.1
2-14	Sci 1.1, 3.1
2-15	Sci 1.1, 3.1; Math 2.4
2-16	Soc Civics 1-2, 4-5
2-17	Soc Econ 1, 5
2-18	Soc Geog 1
2-19	Soc Hist 1-4
2-20	Art 1.1, 1.3-4, 3.2
2-21	Art 1.2, 2.1-2, 3.1
2-22	Music 2.1-5, 3.1-3; Math 2.1
2-23	Music 6.2-5
2-24	Drama 1.1, 2.1, 3.1-2
2-25	Drama 1.2-3, 3.1-2

KENTUCKY

<u>Activity</u>	<u>Standard</u>
2-1	RD-EP-2.0.1-5, 4.0.1
2-2	WR-E-4.7.0, 4.8.0, 4.9.0
2-3	RD-EP-1.0.1
2-4	RD-EP-1.0.1, 1.0.3
2-5	RD-EP-1.0.1
2-6	RD-EP-1.0.1-2
2-7	MA-EP-1.3.1
2-8	MA-EP-2.1.1
2-9	MA-EP-4.1.1-3
2-10	MA-EP-1.1.3
2-11	SC-EP-1.1.2
2-12	SC-EP-2.3.2-3, 2.3.5
2-13	SC-EP-2.3.2; PL-EP-1.3.2
2-14	SC-EP-3.4.1, 3.4.3, 4.7.1
2-15	SC-EP-3.4.1, 3.4.3, 4.7.1
2-16	SS-EP-1.3.2
2-17	SS-EP-3.3.1, 3.4.1
2-18	SS-EP-4.1.1
2-19	SS-EP-5.1.15.2.1-3
2-20	AH-EP-4.3.2
2-21	AH-EP-1.4.1
2-22	AH-EP-1.1.1, 4.1.4
2-23	AH-EP-1.1.1-2
2-24	AH-EP-4.3.1
2-25	AH-EP-4.3.1

ACTIVITY CONTENT STANDARDS by STATE / TERRITORY**LOUISIANA**

<u>Activity</u>	<u>Standard</u>
2-1	ELA 1.8-11, 7.17
2-2	ELA 2.23
2-3	ELA 1.3-5
2-4	ELA 1.3-5
2-5	ELA 1.4-5
2-6	ELA 1.4-5
2-7	Math 7-9, 13
2-8	Math 14, 17
2-9	Math 25
2-10	Math 2
2-11	Sci 6, 21-22
2-12	Sci 6-7, 9, 40-41, 43-44
2-13	Sci 6, 40-41
2-14	Sci 6, 27-28, 30, 35
2-15	Sci 6, 9, 27-28, 30, 35; Math 25
2-16	Soc 23-28
2-17	Soc 29, 33-38
2-18	Soc 3-4, 6
2-19	Soc 45, 47, 52
2-20	VA-CE-E4
2-21	VA-HP-E1, E3, VA-CA-E5
2-22	M-CE-E1, E4; Math 30-31
2-23	M-AP-E1, M-HP-E1, E6
2-24	TH-CE-E2, E4
2-25	TH-CE-E2-3

MAINE

<u>Activity</u>	<u>Standard</u>
2-1	ELA A1-2
2-2	ELA B1-2
2-3	ELA A1
2-4	ELA A1
2-5	ELA A1
2-6	ELA A1
2-7	Math A2, D1
2-8	Math B1
2-9	Math B2
2-10	Math A3
2-11	Sci B1, D3
2-12	Sci A3, B1, D1-2

MAINE (cont'd)

<u>Activity</u>	<u>Standard</u>
2-13	Sci B1; Health C2
2-14	Sci B1, E1-2
2-15	Sci B1, E1-2; Math B2
2-16	Soc B2
2-17	Soc C1
2-18	Soc D1
2-19	Soc A1, E1-2
2-20	Art B1-2
2-21	Art A1-2, D1
2-22	Music A1, A3; Math D3
2-23	Music A3, D1
2-24	Theatre A2, B1
2-25	Theatre A2, B2-3

MARYLAND

<u>Activity</u>	<u>Standard</u>
2-1	ELA 1.E.1-4, 3.A.1-3
2-2	ELA 4.A.1-3
2-3	ELA 1.D.1-3, 3.A.7
2-4	ELA 1.D.1-3, 3.A.7
2-5	ELA 1.D.1-3, 3.A.7
2-6	ELA 1.D.1-3
2-7	Math 1.B.2, 6.C.1
2-8	Math 3.A.1, B.1
2-9	Math 4.A.1, B.1
2-10	Math 6.A.2
2-11	Sci 1.A.1
2-12	Sci 1.A.1, C.1, 2.D.1
2-13	Sci 1.A.1; Health 5.A.1
2-14	Sci 1.A.1, 3.A.1, F.1
2-15	Sci 1.A.1, C.1, 3.A.1, F.1
2-16	Soc 1.A.1, B.1, C.1
2-17	Soc 4.A.2, B.1-2
2-18	Soc 3.A.1
2-19	Soc 5.A.1-2, 6.A.1-2
2-20	Art 1.3, 3.1
2-21	Art 1.1-2, 2.1
2-22	Music 1.1-2; Math 1.A.2
2-23	Music 1.1-3, 2.1
2-24	Theatre 2.1-2, 3.1-2
2-25	Theatre 2.1-2, 3.1-2

ACTIVITY CONTENT STANDARDS by STATE / TERRITORY**MASSACHUSETTS**

<u>Activity</u>	<u>Standard</u>
2-1	Lang 8.1-3, 8.6-7, 11.1
2-2	Lang 2.1, 19.5, 23.1-2
2-3	Lang 4.2, 4.8
2-4	Lang 4.5, 4.8
2-5	Lang 4.8
2-6	Lang 4.3-4, 4.7
2-7	Math 2.N.7-9
2-8	Math 2.M.3-5
2-9	Math 2.D.2-3
2-10	Math 2.N.3
2-11	Sci Tech 2.2
2-12	Sci Earth 2-3, 5
2-13	Sci Earth 2-3; Health 9.1
2-14	Sci Earth 1, Life 1, 6, 8
2-15	Sci Earth 1, Life 1, 6, 8
2-16	Soc 6-7
2-17	Soc 8-9
2-18	Soc 4-5
2-19	Soc 1-3
2-20	Art 1.1-3, 3.3
2-21	Art 5.1, 5.3
2-22	Music 3.1, 3.4-5; Math 2.P.1
2-23	Music 5.1-5
2-24	Theatre 1.1-6, 2.3
2-25	Theatre 1.2-5, 2.3

MICHIGAN

<u>Activity</u>	<u>Standard</u>
2-1	R.NT.02.01-05
2-2	W.PR.02.01-05
2-3	R.WS.02.08-11
2-4	R.WS.02.08-11
2-5	R.WS.02.08-11
2-6	R.WS.02.08-11
2-7	N.MR.02.08-09
2-8	M.UN.02.01, PS.02.02
2-9	D.RE.02.01-02
2-10	N.ME.02.18-19, 22
2-11	S.IP.02.11
2-12	E.ES.01.21-22

MICHIGAN (cont'd)

<u>Activity</u>	<u>Standard</u>
2-13	E.ES.01.23-24
2-14	L.OL.02.14, HE.02.13
2-15	L.OL.02.14, HE.02.13
2-16	2.C5.0.1-3
2-17	2.E1.0.4-5
2-18	2.G1.0.1-2
2-19	2.H2.0.1, 3
2-20	R.NT.02.04
2-21	L.RP.02.01
2-22	G.SR.01.05
2-23	L.CN.02.03
2-24	S.DS.02.02
2-25	R.NT.02.03

MINNESOTA

<u>Activity</u>	<u>Standard</u>
2-1	ELA I.D.1-4
2-2	ELA II.A.1
2-3	ELA I.B.1-4
2-4	ELA I.B.1-4
2-5	ELA I.B.1-4
2-6	ELA I.B.1-4
2-7	Math 2.1.2.2
2-8	Math 2.3.2.1-2
2-9	Math 2.1.2.6
2-10	Math 3.1.3.1-2
2-11	Sci 2.1.1.2
2-12	Sci 2.3.2.2
2-13	Sci 2.3.2.2
2-14	Sci 2.4.1.1, 2.1
2-15	Sci 2.4.1.1, 2.1; Math 2.1.1.5
2-16	Soc VII.A.1-2
2-17	Soc VI.B.1
2-18	Soc V.A.1.2, 4, V.B.3
2-19	Soc I.B.1, III.C.1, IV.A.1-2
2-20	Art 2.2.1.5.1
2-21	Art 2.1.1.5.1
2-22	Music 2.1.2.3.2; Math 2.2.1.1
2-23	Music 2.1.1.3.1
2-24	Theater 2.3.1.4.1
2-25	Theater 2.1.2.4.1

ACTIVITY CONTENT STANDARDS by STATE / TERRITORY**MISSISSIPPI**

<u>Activity</u>	<u>Standard</u>
2-1	Lang 2.a-d
2-2	Lang 3.a, c
2-3	Lang 1.d-h
2-4	Lang 1.d-h
2-5	Lang 1.d-h
2-6	Lang 1.b, d-h
2-7	Math 1.b
2-8	Math 4.a
2-9	Math 5.a-b
2-10	Math 3.b
2-11	Sci 2.g
2-12	Sci 1.c, e, 4.c, f
2-13	Sci 4.c-d
2-14	Sci 3.a, e
2-15	Sci 3.a, e
2-16	Soc 1.d, 2.a-d
2-17	Soc 4.a-d
2-18	Soc 1.c, 3.b-c
2-19	Soc 3.a
2-20	Art 1-4
2-21	Art 4-5, 7-8
2-22	Music 1.a, d, 2.b; Math 2.a
2-23	Music 3.a, c, 6.a
2-24	Theater 1, 2
2-25	Theater 1, 2

MISSOURI

<u>Activity</u>	<u>Standard</u>
2-1	Reading 1F-I, 2C
2-2	Writing 1A, 2B-C
2-3	Reading 1E
2-4	Reading 1E
2-5	Reading 1E
2-6	Reading 1E
2-7	Math Num 2A, 3A-C
2-8	Math Mea 1A, 2A
2-9	Math Data 1C
2-10	Math Num 1B
2-11	Sci 1.2.A
2-12	Sci 5.2.F

MISSOURI (cont'd)

<u>Activity</u>	<u>Standard</u>
2-13	Sci 5.2.F
2-14	Sci 3.1.D, 4.1.A
2-15	Sci 3.1.D, 4.1.A; Math Data 1B
2-16	Soc Dem 1B
2-17	Soc Econ 4A
2-18	Soc Geo 5A
2-19	Soc Tool 7A
2-20	Art I.2.A, II.1.D, G
2-21	Art III.1.A, 2.A
2-22	Music Perf 2A-B, D
2-23	Music Perc 1A-B, Hist 1A
2-24	Theater Perf 1A-B
2-25	Theater Perf 1A-B

MONTANA

<u>Activity</u>	<u>Standard</u>
2-1	Comm 1.3, 3.1-3
2-2	Comm 5.1-7
2-3	Comm 2.1-2
2-4	Comm 2.1-2
2-5	Comm 2.1-2
2-6	Comm 2.1-2
2-7	Math 1.2
2-8	Math 1.5, 3.4
2-9	Math 2.1
2-10	Math 1.4
2-11	Sci 1.1, 2.3, 2.7
2-12	Sci 1.1-3, 4.4, 4.6
2-13	Sci 4.4; Health 1.5
2-14	Sci 3.1-2, 3.4
2-15	Sci 3.1-2, 3.4; Math 2.1
2-16	Soc 2.5
2-17	Soc 5.2-3
2-18	Soc 3.1
2-19	Soc 4.1-5, 6.5
2-20	Art 1.1-2, 2.1-2
2-21	Art 4.1, 6.4
2-22	Music 1.4, 2.2-3; Math 4.1
2-23	Music 1.1, 2.2-3
2-24	Theatre 1.4, 2.1-3
2-25	Theatre 1.1, 1.4, 2.2-3

ACTIVITY CONTENT STANDARDS by STATE / TERRITORY**NEBRASKA**

<u>Activity</u>	<u>Standard</u>
2-1	LA 2.1.6
2-2	LA 2.2.1-2
2-3	LA 2.1.5
2-4	LA 2.1.5
2-5	LA 2.1.5
2-6	LA 2.1.5
2-7	MA 2.1.2-3
2-8	MA 2.2.5
2-9	MA 2.4.1
2-10	MA 2.1.1
2-11	Sci 4.3.3
2-12	Sci 4.1.3, 4.5.2-3
2-13	Sci 4.5.2-3
2-14	Sci 4.4.1-3
2-15	Sci 4.4.1-3; MA 2.3.1
2-16	Soc 4.13
2-17	Soc 4.8
2-18	Soc 4.10-11
2-19	Soc 4.5-7
2-20	VPA 2.4.1
2-21	VPA 2.3.1, 7.1
2-22	VPA 2.4.1; MA 2.3.1
2-23	VPA 2.3.1, 4.1, 5.1
2-24	VPA 2.4.1
2-25	VPA 2.4.1

NEVADA

<u>Activity</u>	<u>Standard</u>
2-1	ELA 2.2.2-3, 3.2.1-3
2-2	ELA 5.2.1-2
2-3	ELA 1.2.4
2-4	ELA 1.2.4
2-5	ELA 1.2.4
2-6	ELA 1.2.4
2-7	Math 1.2.5, 1.2.7-8
2-8	Math 3.2.1-2
2-9	Math 5.2.1
2-10	Math 1.2.2
2-11	Sci N.2.A.1, P.2.C.1
2-12	Sci N.2.A.1-2, E.2.A.3-4

NEVADA (cont'd)

<u>Activity</u>	<u>Standard</u>
2-13	Sci E.2.A.3-4, E.2.B.1-4
2-14	Sci L.2.C.1-3
2-15	Sci L.2.C.1-3
2-16	Soc C13.2.2-3
2-17	Soc E9.2.2-3
2-18	Soc G5.2.3-4
2-19	Soc H1.2.3, 2.6, H3.2.3
2-20	Art 1.3.3, 2.3.4
2-21	Art 2.3.1, 5.3.3
2-22	Music 2.3.1, 3.3.1
2-23	Music 6.3.1, 9.3.1
2-24	Theatre 1.3.1
2-25	Theatre 2.3.1-3

NEW HAMPSHIRE

<u>Activity</u>	<u>Standard</u>
2-1	Reading R.2.4-5
2-2	Writing W.2.4, 10
2-3	Reading R.2.2-3
2-4	Reading R.2.2-3
2-5	Reading R.2.2-3
2-6	Reading R.2.2-3
2-7	Math M.NO.2.3
2-8	Math M.GM.2.7
2-9	Math M.DSP.2.1
2-10	Math M.NO.2.1
2-11	Sci PS2.3
2-12	Sci ESS1.1-2
2-13	Sci ESS1.1
2-14	Sci LS1.2, 2.1-3, 2.2
2-15	Sci LS1.2, 2.1-3, 2.2
2-16	Soc SS.CV.2.4.1-2
2-17	Soc SS.EC.2.1.1
2-18	Soc SS.GE.2.1.1-2, 2.1
2-19	Soc SS.HI.2.3.1
2-20	Art 1.a-e
2-21	Art 2.a-d
2-22	Music 2.a-b, d; Math M.FA.2.1
2-23	Music 6.b-e
2-24	Theatre 1.a-b, 6.d
2-25	Theatre 1.a-b, 2.a-c

ACTIVITY CONTENT STANDARDS by STATE / TERRITORY**NEW JERSEY**

<u>Activity</u>	<u>Standard</u>
2-1	see Common Core, pg 25
2-2	see Common Core
2-3	see Common Core
2-4	see Common Core
2-5	see Common Core
2-6	see Common Core
2-7	see Common Core
2-8	see Common Core
2-9	see Common Core
2-10	see Common Core
2-11	Sci 5.2.C
2-12	Sci 5.4.A, F
2-13	Sci 5.4.F; Health 2.1.D
2-14	Sci 5.3.C
2-15	Sci 5.3.C
2-16	Soc 6.1.A
2-17	Soc 6.1.C
2-18	Soc 6.1.B
2-19	Soc 6.1.D
2-20	Art 1.1.D, 1.3.D
2-21	Art 1.2.A, 1.3.D
2-22	Music 1.1.B, 1.3.B
2-23	Music 1.1.B, 1.2.A
2-24	Theatre 1.1.C, 1.3.C
2-25	Theatre 1.1.C, 1.3.C

NEW MEXICO

<u>Activity</u>	<u>Standard</u>
2-1	Lang I.A.2.1
2-2	Lang II.C.2.1-3
2-3	Lang I.A.2.2, D.2.6
2-4	Lang I.A.2.2, D.2.6
2-5	Lang I.A.2.2, D.2.6
2-6	Lang I.A.2.2, D.2.6
2-7	Math 2.N.2.1-2
2-8	Math 2.M.1.3
2-9	Math 2.D.1.2
2-10	Math 2.N.1.2
2-11	Sci II.I.II.2.3-4
2-12	Sci II.III.I.2.1

NEW MEXICO (cont'd)

<u>Activity</u>	<u>Standard</u>
2-13	Sci II.III.II.1.1; Health 2.2.3
2-14	Sci II.II.II.2.3
2-15	Sci II.II.II.2.3; Math K.A.1.1-2
2-16	Soc III.D.2.1-2
2-17	Soc IV.B.2.1-2
2-18	Soc II.A.2.1
2-19	Soc I.A.2.1, D.2.1
2-20	Art 1.A.2.1-2
2-21	Art 5.A.2.1
2-22	Music 1.C.2.1; Math 2.A.1.1
2-23	Music 2.A.2.1, 5.C.2.1
2-24	Theatre 2.A.2.1
2-25	Theatre 1.A.2.1, 2.B.2.2

NEW YORK

<u>Activity</u>	<u>Standard</u>
2-1	Reading 1-3
2-2	Writing 2
2-3	Reading 1
2-4	Reading 1
2-5	Reading 1
2-6	Reading 1
2-7	Math 2.N.15-16
2-8	Math 2.M.1-3
2-9	Math 2.S.3-5
2-10	Math 3.N.11
2-11	Sci Phys 4.1a
2-12	Sci Phys 1.1a, 2.1a-b
2-13	Sci Phys 2.1e; Health 2.1
2-14	Sci Life 1.1a-b, 3.1a-c
2-15	Sci Life 1.1a-b, 3.1a-c
2-16	Soc 5.1, 5.3
2-17	Soc 3.1, 4.1
2-18	Soc 3.1
2-19	Soc 1.3-4, 2.2-3
2-20	Art 1-2
2-21	Art 3-4
2-22	Music 1-2; Math 2.A.2
2-23	Music 3-4
2-24	Theatre 1-2
2-25	Theatre 1-2

ACTIVITY CONTENT STANDARDS by STATE / TERRITORY**NORTH CAROLINA**

<u>Activity</u>	<u>Standard</u>
2-1	ELA 2.01-07
2-2	ELA 4.06-08
2-3	ELA 3.04, 4.02
2-4	ELA 3.04, 4.02
2-5	ELA 3.04, 4.02
2-6	ELA 3.04, 4.02
2-7	Math 1.03-04
2-8	Math 2.01
2-9	Math 4.01
2-10	Math 1.02
2-11	Sci 4.01-05
2-12	Sci 2.03-06
2-13	Sci 2.03-04; Health (K)2.06
2-14	Sci 1.01-04
2-15	Sci 1.01-04; Math 4.01
2-16	Soc 1.01-04, 2.05
2-17	Soc 7.01-02
2-18	Soc 5.01-03
2-19	Soc 3.05-06
2-20	Art 2.01-05
2-21	Art 5.01-04, 07
2-22	Music 2.02-04, 06; Math 5.01
2-23	Music 6.01-06
2-24	Theatre 1.01-04, 2.06
2-25	Theatre 1.03, 06, 2.02-05

NORTH DAKOTA

<u>Activity</u>	<u>Standard</u>
2-1	ELA 2.2.1-2, 2.2.6-8
2-2	ELA 2.3.2-4
2-3	ELA 2.4.1, 2.6.2
2-4	ELA 2.4.1
2-5	ELA 2.4.1
2-6	ELA 2.4.1, 2.6.2
2-7	Math 2.1.12
2-8	Math 2.4.7, 2.4.9
2-9	Math 2.3.2-3
2-10	Math 2.1.11
2-11	Sci 2.2.2
2-12	Sci 2.2.2, 5.1, 5.5

NORTH DAKOTA (cont'd)

<u>Activity</u>	<u>Standard</u>
2-13	Sci 2.5.1; Health 2.2.4
2-14	Sci 2.4.1-2
2-15	Sci 2.4.1-2; Math 2.3.1
2-16	Soc 2.4.1-2
2-17	Soc 2.3.1-2
2-18	Soc 2.1.1-2
2-19	Soc 2.1.4, 2.3-4
2-20	Art 4.1.1-1.3, 2.3
2-21	Art 4.3.1, 4.1, 6.2
2-22	Music 4.2.1-3; Math 2.5.2
2-23	Music 4.3.1, 4.6.1-6.5
2-24	Drama 4.3.1, 4.7.1-2
2-25	Drama 4.2.1-3

OHIO

<u>Activity</u>	<u>Standard</u>
2-1	ELA Lit A-E
2-2	ELA Writing A-C
2-3	ELA Vocab A, C-E
2-4	ELA Vocab A, C-E
2-5	ELA Vocab A, C-E
2-6	ELA Vocab A, C-E
2-7	Math Num G-H, J
2-8	Math Meas B-D
2-9	Math Data B-C
2-10	Math Num C
2-11	Sci Phys B-C
2-12	Sci Earth A, C
2-13	Sci Earth A, C
2-14	Sci Life B
2-15	Sci Life B; Math Data B
2-16	Soc Gov 10-11
2-17	Soc Econ 15
2-18	Soc Geo 5
2-19	Soc Hist 1, 3-4
2-20	Art Creat A-C
2-21	Art Hist B, Resp A-B
2-22	Music Creat A, Resp A
2-23	Music Hist B-C, Resp A, C
2-24	Drama Creat 2, 6
2-25	Drama Creat 1, 5

ACTIVITY CONTENT STANDARDS by STATE / TERRITORY**OKLAHOMA**

<u>Activity</u>	<u>Standard</u>
2-1	Lang 5.1-4, 6.1-3
2-2	Writing 1.1-3
2-3	Lang 3.1-3
2-4	Lang 3.1-3
2-5	Lang 3.1-3
2-6	Lang 3.1-3
2-7	Math 2.2
2-8	Math 4.1
2-9	Math 5.1
2-10	Math 2.1
2-11	Sci Proc 1.1
2-12	Sci Proc 1.1, Earth 3.2
2-13	Sci Earth 3.2
2-14	Sci Life 2.1
2-15	Sci Life 2.1
2-16	Soc 3.2-3
2-17	Soc 5.1-2
2-18	Soc 1.1, 2.1, 2.3
2-19	Soc 1.1, 1.3, 3.4-5
2-20	Art 3.1-3
2-21	Art 1.1-4, 2.1-2
2-22	Music 1.1-3, 3.1, 3.3-4; Math 1.1
2-23	Music 1.1-3, 2.1
2-24	Lang 5.3
2-25	Lang 5.2-3

OREGON

<u>Activity</u>	<u>Standard</u>
2-1	EL.02.RE.10-12, LI.01-07
2-2	EL.02.WR.01-03
2-3	EL.02.RE.15-21
2-4	EL.02.RE.15-21
2-5	EL.02.RE.15-21
2-6	EL.02.RE.15-21
2-7	Math 2.2.1-3
2-8	Math 2.3.5
2-9	Math 2.1.1
2-10	Math 2.3.2
2-11	Sci 2.3S.2-3
2-12	Sci 2.2E.1-2

OREGON (cont'd)

<u>Activity</u>	<u>Standard</u>
2-13	Sci 2.2E.1-2; HE.03.HS.02
2-14	Sci 2.1L.1, 2.2L.1
2-15	Sci 2.1L.1, 2.2L.1
2-16	SS.03.CG.02-03
2-17	SS.03.EC.02
2-18	SS.03.GE.01-04
2-19	SS.03.HS.01-02
2-20	AR.03.CP.01-03
2-21	AR.03.AC.01, HC.02
2-22	PE.03.EE.01-02
2-23	PE.03.EE.01
2-24	EL.02.LI.03-04
2-25	EL.02.LI.04

PENNSYLVANIA

<u>Activity</u>	<u>Standard</u>
2-1	ELA 1.1.2.D, 1.3.2.A-D
2-2	ELA 1.4.2.A
2-3	ELA 1.1.2.C
2-4	ELA 1.1.2.C
2-5	ELA 1.1.2.C
2-6	ELA 1.1.2.C
2-7	Math 2.1.2.E-F, 2.2.2.A-B
2-8	Math 2.3.2.B
2-9	Math 2.6.2.B-D
2-10	Math 2.1.2.C
2-11	Sci 3.2.3.B.2
2-12	Sci 3.3.3.A.4-5, B.1
2-13	Sci 3.3.3.A.4-5; Health 10.3.3.B
2-14	Sci 3.1.3.A.2, 5, C.1-2
2-15	Sci 3.1.3.A.2, 5, C.1-2
2-16	Soc 5.2.3.A-D
2-17	Soc 6.2.3.A
2-18	Soc 7.1.3.A-B, 7.2.3.A
2-19	Soc 8.1.3.A, 8.2.3A-D, 8.3.3
2-20	Art 9.1.3.A-B
2-21	Art 9.1.3.C, 9.2.3.A
2-22	Art 9.1.3.A-B; Math 2.8.2.C
2-23	Art 9.1.3.A-B, Art 9.1.3.C
2-24	Art 9.1.3.A-B
2-25	Art 9.1.3.A-B

ACTIVITY CONTENT STANDARDS by STATE / TERRITORY**RHODE ISLAND**

<u>Activity</u>	<u>Standard</u>
2-1	Reading R.2.4-5
2-2	Writing W.2.4, 10
2-3	Reading R.2.2-3
2-4	Reading R.2.2-3
2-5	Reading R.2.2-3
2-6	Reading R.2.2-3
2-7	Math M.NO.2.3
2-8	Math M.GM.2.7
2-9	Math M.DSP.2.1
2-10	Math M.NO.2.1
2-11	Sci PS2.4
2-12	Sci ESS1.3-5, 2.7
2-13	Sci ESS1.5
2-14	Sci LS1.1-4
2-15	Sci LS1.1-4
2-16	Soc CG.3.1-2, 4.1-3
2-17	Soc CG.5.1
2-18	Math M.FA.K.1
2-19	Soc HP.1.1-2, 2.1-2
2-20	Art VAD.1.1-2, 3.1
2-21	Art VAD.2.1, 3.1-2
2-22	Music M.1.1,3.1;MathM.FA.2.1
2-23	Music M.2.1, 4.1-2
2-24	Theatre T.1.1, 2.1
2-25	Theatre T.1.1, 2.1, 3.1

SOUTH CAROLINA

<u>Activity</u>	<u>Standard</u>
2-1	ELA 2.1.6-7
2-2	ELA 2.4.1-3
2-3	ELA 2.3.1-6
2-4	ELA 2.3.1-6
2-5	ELA 2.3.1-6
2-6	ELA 2.3.1-6
2-7	Math 2.2.6-8
2-8	Math 2.5.3
2-9	Math 2.6.2-3
2-10	Math 2.2.6
2-11	Sci 2.1.1
2-12	Sci 2.1.1-2, 3.1-5

SOUTH CAROLINA (cont'd)

<u>Activity</u>	<u>Standard</u>
2-13	Sci 2.3.1-6
2-14	Sci 2.2.1-4
2-15	Sci 2.2.1-4; Math 2.6.2
2-16	Soc 1.5.1-2
2-17	Soc 2.5.3-4, 1.6.4
2-18	Soc 2.2.1
2-19	Soc 2.1.3-4
2-20	Art I.B, II.B
2-21	Art I.A, II.A
2-22	Music II.A-D; Math 2.3.3
2-23	Music VI.A-E
2-24	ELA 2.1.7; Theatre I.A-B
2-25	Theatre I.A-B, II.A-E

SOUTH DAKOTA

<u>Activity</u>	<u>Standard</u>
2-1	Reading 2.R.3.1-3
2-2	Writing 2.W.1.1
2-3	Reading 2.R.1.1-2
2-4	Reading 2.R.1.1-2
2-5	Reading 2.R.1.1-2
2-6	Reading 2.R.1.1-2
2-7	Math 2.A.2.1, 3.1, N.2.1, 3.1
2-8	Math 2.M.1.6
2-9	Math 2.S.1.2-3
2-10	Math 2.N.1.2
2-11	Sci 2.P.3.1
2-12	Sci 2.E.1.1
2-13	Sci 2.E.1.1; Health 1.3
2-14	Sci 2.L.1.1-2, 3.1-2
2-15	Sci 2.L.1.1-2, 3.1-2
2-16	Soc 2.C.1.2, 2.1
2-17	Soc 2.E.1.1
2-18	Soc 2.G.1.1-2
2-19	Soc 2.US.1.1-3
2-20	Art 1
2-21	Art 3-4
2-22	Music 1; Math 2.A.4.1
2-23	Music 1-2, 4-5; Sci 2.P.3.1
2-24	Theatre 1-2
2-25	Theatre 1-2

ACTIVITY CONTENT STANDARDS by STATE / TERRITORY**TENNESSEE**

<u>Activity</u>	<u>Standard</u>
2-1	0201.8.1-4
2-2	0201.3.1-5
2-3	0201.1.2
2-4	0201.1.2
2-5	0201.1.2
2-6	0201.1.2
2-7	0206.2.3
2-8	0206.4.2-3
2-9	0206.5.1
2-10	0206.2.2
2-11	0207.Inq.1, 11.1-2
2-12	0207.6.2, 8.1
2-13	0207.8.1; Health 10.3
2-14	0207.2.1-3, 3.1, 5.1
2-15	0207.2.1-3, 3.1, 5.1
2-16	Soc 4.03-04
2-17	Soc 2.02-03
2-18	Soc 3.01
2-19	Soc 1.03, 5.01-03
2-20	Art 1.1-3, 2.1, 3.1-2
2-21	Art 4.1, 4.3
2-22	Music 2.1-3, 6.1-3, 8.2
2-23	Music 6.1-3, 8.1, 9.1
2-24	Theatre 1.1-3
2-25	Theatre 1.4, 2.1-5

TEXAS

<u>Activity</u>	<u>Standard</u>
2-1	110.13.b.3, 6-11
2-2	110.13.b.17-18
2-3	110.13.b.5
2-4	110.13.b.5
2-5	110.13.b.5
2-6	110.13.b.5
2-7	111.14.b.3-4
2-8	111.14.b.9
2-9	111.14.b.11
2-10	111.14.b.2
2-11	112.4.b.4
2-12	112.4.b.4, 7

TEXAS (cont'd)

<u>Activity</u>	<u>Standard</u>
2-13	112.4.b.7; 115.4.b.2
2-14	112.4.b.6, 9
2-15	112.4.b.6, 9
2-16	113.4.b.13-14
2-17	113.4.b.10
2-18	113.4.b.5
2-19	113.4.b.1-4, 13
2-20	117.8.b.2, 4
2-21	117.8.b.1, 3-4
2-22	117.9.b.1-2, 6; 111.14.b.5-6
2-23	117.9.b.1, 5-6
2-24	117.10.b.1-3
2-25	117.10.b.1-3

UTAH

<u>Activity</u>	<u>Standard</u>
2-1	ELA 7.2-3
2-2	ELA 8.1-2
2-3	ELA 6.1-3
2-4	ELA 6.1-3
2-5	ELA 6.1-3
2-6	ELA 6.1-3
2-7	Math 1.3-4
2-8	Math 3.2
2-9	Math 3.3
2-10	Math 1.2
2-11	Sci 2.1-2
2-12	Sci 4.2.1-3
2-13	Sci 4.2.1; Health 5.1
2-14	Sci 3.2.2
2-15	Sci 3.2.2
2-16	Soc 3.III.1, 3
2-17	Soc 4.II.3
2-18	Soc 4.I.1
2-19	Soc 4.II.1-2
2-20	Art 3.1.1-2, 3.3.2
2-21	Art 3.2.1, 3.3.1, 3.4.1-2
2-22	Music 3.1.2, 3.4.1-2; Math 2.1
2-23	Music 3.4.1-2
2-24	Theater 3.1.1-3
2-25	Theater 3.2.1-3

ACTIVITY CONTENT STANDARDS by STATE / TERRITORY**VERMONT**

<u>Activity</u>	<u>Standard</u>
2-1	Reading 2.7, 10-11, 13-15
2-2	Writing 2.1-2, 5
2-3	Reading 2.5-6
2-4	Reading 2.5-6
2-5	Reading 2.5-6
2-6	Reading 2.5-6
2-7	Math 2.3
2-8	Math 2.15
2-9	Math 2.25
2-10	Math 2.1
2-11	Sci 2.4, 29
2-12	Sci 2.5, 48
2-13	Sci 2.48; Health VIP.HE1
2-14	Sci 2.30, 34-35
2-15	Sci 2.30, 34-35; Math 2.9
2-16	Soc 2.14, 16
2-17	Soc 2.18-20
2-18	Soc 2.11
2-19	Soc 2.10, 13
2-20	Art 2.10-12
2-21	Art 2.12-13
2-22	Music 2.4-6; Math 2.19
2-23	Music 2.6, 13, 18
2-24	Theater 2.7-9, 13, 16
2-25	Theater 2.7-9, 13, 16

VIRGINIA

<u>Activity</u>	<u>Standard</u>
2-1	Eng 2.7-8
2-2	Eng 2.11
2-3	Eng 2.2, 6
2-4	Eng 2.2, 6
2-5	Eng 2.2, 6
2-6	Eng 2.2, 6
2-7	Math 2.6-10
2-8	Math 2.12
2-9	Math 2.23
2-10	Math 2.4
2-11	Sci 2.1
2-12	Sci 2.1, 6-7

VIRGINIA (cont'd)

<u>Activity</u>	<u>Standard</u>
2-13	Sci 2.6-7; Health 2.4
2-14	Sci 2.4-5
2-15	Sci 2.4-5
2-16	Soc 2.10-11
2-17	Soc 2.7, 9
2-18	Soc 2.6
2-19	Soc 2.1-3
2-20	Art 2.1-4, 7-8, 10-11
2-21	Art 2.13-14, 19, 21-22
2-22	Music 2.1-3, 7; Math 2.25
2-23	Music 2.3, 7, 9
2-24	Eng 2.1, 3, 8
2-25	Eng 2.1, 3, 8

WASHINGTON

<u>Activity</u>	<u>Standard</u>
2-1	Read 2.1.4-5, 3.1, 3.4.1-3
2-2	Writing 1.1.1, 1.2.1
2-3	Read 1.2.1-2, 3.1-2
2-4	Read 1.2.1-2, 3.1-2
2-5	Read 1.2.1-2, 3.1-2
2-6	Read 1.2.1-2, 3.1-2
2-7	Math 2.2.A-C
2-8	Math 2.3.C
2-9	Math 2.4.B
2-10	Math 2.4.D-E
2-11	Sci INQ.B, PS3.A
2-12	Sci ES2.C
2-13	Sci ES2.C; Health 2.4.2
2-14	Sci SYS.A, LS2.A
2-15	Sci SYS.A, LS2.A
2-16	Soc 1.1.1-2, 1.4.1
2-17	Soc 2.2.1
2-18	Soc 3.1.1-2
2-19	Soc 4.1.1, 4.2.1
2-20	Art 1.1, 1.2, 2.1
2-21	Art 1.3, 2.3
2-22	Music 1.1, 1.2; Math 2.2.F
2-23	Music 1.1, 1.3, 1.4, 2.3
2-24	Theatre 1.1, 1.2, 2.1, 2.2
2-25	Theatre 1.1, 1.2, 2.1, 2.2

ACTIVITY CONTENT STANDARDS by STATE / TERRITORY**WEST VIRGINIA**

<u>Activity</u>	<u>Standard</u>
2-1	RLA.O.2.1.8-14
2-2	RLA.O.2.2.3, 9
2-3	RLA.O.2.1.2-4, 7
2-4	RLA.O.2.1.2-4, 7
2-5	RLA.O.2.1.2-4, 7
2-6	RLA.O.2.1.2-4, 7
2-7	M.O.2.1.8-11
2-8	M.O.2.4.1
2-9	M.O.2.5.4
2-10	M.O.2.1.7
2-11	SC.O.2.2.11
2-12	SC.O.2.2.13-15, 17
2-13	SC.O.2.2.13
2-14	SC.O.2.2.1-2, 5
2-15	SC.O.2.2.1-2, 5
2-16	SS.O.2.1.1-5
2-17	SS.O.2.3.2, 4
2-18	SS.O.2.4.2, 6
2-19	SS.O.2.5.1-3
2-20	VA.O.VAI.1.2, 2.1-3
2-21	VA.O.VAI.3.1, 4.1-3
2-22	MU.O.GMK-2.1.4-5; M.O.2.2
2-23	MU.O.GMK-2.1.7-8
2-24	TH.O.LI.1.1-2
2-25	TH.O.LI.2.1-4

WISCONSIN

<u>Activity</u>	<u>Standard</u>
2-1	Lit 2.1, 2.3, 2.7, 2.9; Listen 2.2
2-2	Writing 2.3
2-3	Lang 2.5.a
2-4	Lang 2.4.a
2-5	Lang 2.5.b
2-6	Lang 2.4.b
2-7	Operations 2.2-3
2-8	Measurement 2.1-3
2-9	Data 2.10
2-10	Geometry 2.6
2-11	Sci D.4.6, 8
2-12	Sci E.4.4-6

WISCONSIN (cont'd)

<u>Activity</u>	<u>Standard</u>
2-13	Sci E.4.4-5
2-14	Sci F.4.1-4
2-15	Sci F.4.1-4
2-16	Soc C.4.1, 3, 5
2-17	Soc D.4.3-4
2-18	Soc A.4.1, 3
2-19	Soc B.4.1-7
2-20	Art A.4.2, C.4.7, E.4.1-3
2-21	Art A.4.2, B.4.1-6
2-22	Music B.4.1-5
2-23	Music F.4.1-6
2-24	Theatre C.4.1-3, E.4.1
2-25	Theatre B.4.1-4, C.4.3

WYOMING

<u>Activity</u>	<u>Standard</u>
2-1	LA2.1A-B
2-2	LA2.2A-B
2-3	LA2.1A
2-4	LA2.1A
2-5	LA2.1A
2-6	LA2.1A
2-7	MA2.1.4
2-8	MA2.3.1
2-9	MA2.5.1-2
2-10	MA2.1.7, 2.2
2-11	SC4.1.9
2-12	SC4.1.5-6
2-13	SC4.1.5-6; HE4.1.3
2-14	SC4.1.3
2-15	SC4.1.3; MA2.5.1
2-16	SS4.1.1
2-17	SS4.3.1-2
2-18	SS4.5.1-3
2-19	SS4.4.1-3
2-20	FPA4.1.1-2
2-21	FPA4.2.1-4, 3.1
2-22	FPA4.1.1-3; MA2.4.1
2-23	FPA4.2.1-4, 3.1
2-24	FPA4.1.2-3
2-25	FPA4.1.2-3