

# PLANTS AND ANIMALS LIVE HERE (K.LS.NGSS)

## UNIT AT A GLANCE

### ACTIVITY 1 - Schoolyard: What Lives Here?

**QUESTIONS:** How can we tell if something is living or nonliving?  
What plants and animals live in the schoolyard?

Time to Complete	Phenomena	Summary: Students Will...
Preparation: 20 minutes Activity 1: 3 classes Lesson 1A: 55–60 min. Lesson 1B: 45–50 min.	Observations under rocks, logs, dead leaves, and debris reveal many different animals that live there.	<ul style="list-style-type: none"> <li>make observations of living and nonliving things and record findings.</li> <li>raise questions based on observations.</li> <li>collect living and nonliving things to compare.</li> </ul>
Students Figure Out How To:	Practices	Performance Expectations (PE) at Lesson Level and Assessment
<ul style="list-style-type: none"> <li>develop a criteria using patterns to determine what is living and nonliving.</li> <li>sort and classify living and nonliving things based on their criteria.</li> </ul>	<b>Asking Questions and Defining Problems</b> <b>Analyzing and Interpreting Data</b> <b>Patterns</b>	<b>PE at Lesson Level</b> Use observations and patterns to develop criteria to determine what is living and nonliving. <b>Formative Assessment</b> Science Talk Activity Page t-chart Journal Entry

### ACTIVITY 2 - What Living Things Need

**QUESTIONS:** How can we use information about pill bugs to design and build a habitat?  
What changes does a pill bug make to its habitat to get the things it needs to survive?

Time to Complete	Phenomena	Summary: Students Will...
Preparation: 10 minutes Activity 2: 5 classes Lesson 2A: 55–60 min. Lesson 2B: 45–50 min. Lesson 2C: 55–60 min.	Read a short story that describes what happens when potato peels are left on the ground overnight.	<ul style="list-style-type: none"> <li>conduct close observations of pill bugs.</li> <li>raise questions about what pill bugs need to survive and their habitat.</li> <li>obtain information about pill bugs through text.</li> <li>develop a model of a pill bug habitat where it can survive.</li> </ul>
Students Figure Out How To:	Practices	Performance Expectations (PE) at Lesson Level and Assessment
<ul style="list-style-type: none"> <li>use observations and information from text to develop a model habitat for pill bugs.</li> <li>determine what the pill bugs will need and how to maintain their habitat.</li> <li>use information about pill bugs to determine what habitats are suitable for the animal.</li> <li>set up a long-term observation of the pill bug to determine its effect on the habitat.</li> </ul>	<b>Obtaining, Evaluating, and Communicating Information</b> <b>Developing and Using Models</b> <b>Patterns</b> <b>Systems and System Models</b>	<b>PE at Lesson Level</b> Use information from observations and text to determine a suitable habitat for the pill bug. <b>Formative Assessment</b> Science Talk Activity Page Respond to Text <b>Summative Assessment</b> Journal Entry Science Talk

## ACTIVITY 3 - Worms

**QUESTIONS:** How can we design an investigation to determine how the worm reacts to stimuli?  
What changes does an earthworm make to the habitat to get what it needs to survive?

Time to Complete	Phenomena	Summary: Students Will...
Preparation: 10 minutes Activity 3: 4 classes Lesson 3A: 45–50 min. Lesson 3B: 45–50 min. Lesson 3C: 55–60 min. Lesson 3D: 45-50 min.	When there is a loud, unexpected noise my body reacts.	<ul style="list-style-type: none"> <li>conduct close observations of earthworms.</li> <li>raise questions about what earthworms need to survive and their habitat.</li> <li>obtain information about earthworms through text.</li> <li>conduct an investigation into how the earthworm uses its senses to react to stimuli and its environment.</li> </ul>
Students Figure Out How To:	Practices	Performance Expectations (PE) at Lesson Level and Assessment
<ul style="list-style-type: none"> <li>use observations and information from text to develop a model habitat for pill bugs.</li> <li>determine what the pill bugs will need and how to maintain their habitat.</li> <li>use information about pill bugs to determine what habitats are suitable for the animal.</li> <li>set up a long-term observation of the pill bug to determine its effect on the habitat.</li> </ul>	<p style="color: #0070c0;"><b>Obtaining, Evaluating, and Communicating Information</b></p> <p style="color: #0070c0;"><b>Developing and Using Models</b></p> <p style="color: #92d050;"><b>Patterns</b></p> <p style="color: #92d050;"><b>Systems and System Models</b></p>	<p><b>Performance Expectations (PE) at Lesson Level and Assessment</b></p> <p><b>PE at Lesson Level</b> Use information from observations and text to determine a suitable habitat for the pill bug.</p> <p><b>Formative Assessment</b> Science Talk Activity Page Respond to Text</p> <p><b>Summative Assessment</b> Journal Entry Science Talk</p>

## ACTIVITY 4 - Plants

**QUESTIONS:** How can we use information about plants to find out if they can survive in the classroom habitat?

Time to Complete	Phenomena	Summary: Students Will...
Preparation: 10 minutes Activity 4: 2 classes Lesson 4A: 45–50 min. Lesson 4B: 45–50 min.	Read a short story that describes what happens one year after pumpkins fall off a truck and roll into a ditch.	<ul style="list-style-type: none"> <li>make observations of a variety of seeds.</li> <li>raise questions about seeds and what they need to grow.</li> <li>conduct an investigation to determine what plants need to grow.</li> <li>obtain information from text to find out what plants need to grow.</li> </ul>
Students Figure Out How To:	Practices	Performance Expectations (PE) at Lesson Level and Assessment
<ul style="list-style-type: none"> <li>design and carry out an investigation to find out what seeds need to grow.</li> <li>compare information from two texts to find out if plants are living things and what they need to grow and survive.</li> <li>use information about plants to determine what habitats are suitable for different types of plants.</li> </ul>	<p style="color: #0070c0;"><b>Connecting to the Nature of Science</b></p> <p style="color: #0070c0;"><b>Developing and Using Models</b></p> <p style="color: #0070c0;"><b>Analyzing and Interpreting Data</b></p> <p style="color: #0070c0;"><b>Obtaining, Evaluating, and Communicating Information</b></p> <p style="color: #92d050;"><b>Patterns</b></p>	<p><b>Performance Expectations (PE) at Lesson Level and Assessment</b></p> <p><b>PE at Lesson Level</b> Obtain information from investigation and text to determine the needs of plants and the habitats that are most suitable for different types of plants.</p> <p><b>Formative Assessment</b> observation booklets Science Talk Journal Entry</p> <p><b>Summative Assessment</b> concept map</p>

## ACTIVITY 5 - Living Things Change the Place Where They Live

**QUESTIONS:** How do plants and animals (including humans) change their environment to meet their needs?  
How can we reduce the impact of humans on the land, water, air, and/or other living things?

Time to Complete	Phenomena	Summary: Students Will...
Preparation: 10 minutes Activity 5: 6 classes Lesson 5A: 45–50 min., 2 days Lesson 5B: 45–50 min. Lesson 5C: 45–50 min. Lesson 5D: 45–50 min., 2 days	Woodpeckers, beavers, moles, squirrels, wasps, and trees cause changes in their environment.	<ul style="list-style-type: none"> <li>• make observations of changes in the environment caused by plants and animals.</li> <li>• describe human habitats.</li> <li>• make observations of the effect of human activity on the environment.</li> </ul>
Students Figure Out How To:	Practices	Performance Expectations (PE) at Lesson Level and Assessment
<ul style="list-style-type: none"> <li>• design and carry out an investigation to find out what seeds need to grow.</li> <li>• compare information from two texts to find out if plants are living things and what they need to grow and survive.</li> <li>• use information about plants to determine what habitats are suitable for different types of plants.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Connecting to the Nature of Science</b></li> <li>• <b>Developing and Using Models</b></li> <li>• <b>Analyzing and Interpreting Data</b></li> <li>• <b>Obtaining, Evaluating, and Communicating Information</b></li> <li>• <b>Patterns</b></li> </ul>	<p><b>PE at Lesson Level</b> Obtain information from investigation and text to determine the needs of plants and the habitats that are most suitable for different types of plants.</p> <p><b>Formative Assessment</b> observation booklets Science Talk Journal Entry</p> <p><b>Summative Assessment</b> concept map</p>