

Quinton Township School  
Kindergarten  
Science

Key: **Careers** **Technology** **Interdisciplinary Studies**

**Unit 2 Summary November/December- 36 days**

***Where do plants and animals live and why do they live there?***

In this unit of study, students develop an understanding of what plants and animals need to survive and the relationship between their needs and where they live. Students compare and contrast what plants and animals need to survive and the relationship between the needs of living things and where they live. The crosscutting concepts of *patterns* and *systems and system models* are called out as organizing concepts for these disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in *developing and using models, analyzing and interpreting data, and engaging in argument from evidence*. Students are also expected to use these practices to demonstrate understanding of the core ideas. This unit is based on K-LS1-1, K-ESS3-1, and K-ESS2-2.

**Student Learning Objectives**

**Use observations to describe patterns of what plants and animals (including humans) need to survive.** *[Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water.]* **(K-LS1-1)**

**Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.** *[Clarification Statement: Examples of relationships could include that deer eat buds and leaves, therefore, they usually live in forested areas; and, grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system.]* **(K-ESS3-1)**

**Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.** *[Clarification Statement: Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete.]* **(K-ESS2-2)**

**Objectives Aligned with National Geographic Resources: Approximate Time Frame: 29 days**

- Define “living.” (2day)
- Explain that living things are alive and they grow and change.(2day)
- Identify plants as living things.(2day)
- Explain that plants need water and light to live and grow.(2day)
- Explain that living things live in places that have the things that they need.(2day)
- Identify that plants need water, air, and resources from the land.(2day)
- Explain that plants live in places that have the things they need to live.(2day)
- Identify animals as living things.(2day)
- Explain that animals need water and air to live and grow.(2day)
- Explain that animals live in places that have the things they need.(2day)
- Identify that animals need water, air, and resources from the land, and live in places that have the things they need.(2day)
- Explain that animals need food in order to live and grow, and that they obtain their food from plants or from other animals.(2days)
- Use observations to describe patterns of what plants and animals need to survive.(5days)

#### **Formative Assessments**

- Look for patterns and order when making observations about plants and animals.
- Make and record observations to collect data that can be used to make comparisons.
- Make and record observations of plants and animals.
- Exit tickets
- Journal Responses
- End of Unit Assessment
- Observe and record patterns about plants
- Recall what living things need to survive
- Describe what plants and animals need.
- Develop a simple model showing living things in a meadow and how those living things meet their needs in the meadow.

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## **What It Looks Like in the Classroom**

Many students come to class with experience caring for living things such as family pets, houseplants, gardens, and even younger siblings. Teachers can begin IS1 with activities that allow students to share these experiences with one another. By the end of Unit 4, they should be able to relate these anecdotes to a few key principles about living organisms.

The DCIs for this unit are developmentally appropriate for kindergarten. Students learn that plants need water and light to live and grow and that animals need food. Animals obtain food from plants or other animals. Students also learn that organisms survive and thrive in places that have the resources they need. Simply knowing these core ideas is not sufficient for meeting the PE; K-LS1-1 requires that students identify patterns in the needs of different organisms. It is not possible to identify a pattern unless students observe and compare multiple observations of living things. The process of integrating multiple observations and looking for patterns constitutes analyzing data in the K–2 grade band.

Students can observe living things directly in the classroom, on the schoolyard, and through media. Media (including books, print articles, and digital resources) expose students to a wide variety of organisms. Classroom pets such as birds, rodents, reptiles, fish, or even ant farms allow students to notice consistent patterns over time (i.e., the fish needs to be fed every day or the rodent spends most of its waking time eating). (*Note: With pets, teachers must be mindful of district policies and allergies.*) Students can observe plants, insects, and other critters on their schoolyard. They can also grow their own seeds in cups or in an outdoor garden space. Once students have identified patterns about what plants need to survive, they can test out their idea by taking several identical plants that have already sprouted and deprive them of water, light, both, or neither. Based on their **model** of what plants need, which do they predict will survive? Students will plan their own investigation of this question in grade two (2-LS2-1). While all plants and all animals share common features, there are also important differences between types of organisms. Different plants require different amounts of water (such as a fern that requires lots of water versus a cactus that requires very little). Different animals prefer different types of foods. For example, some animals only eat plants while others only eat animals, and others eat both. Students can use their background knowledge and observations from media to match specific animals to the food sources that they eat. Teachers can then ask questions such as, “What will happen if a deer that eats only grass tries to live in a desert where cacti are the main plants?”

Students should begin to group plants and animals together based upon their similar environmental needs (water, sunlight) and the availability of their preferred food sources. For example, students might read a story about the grasslands of Africa where a gazelle eats grass and then a lion eats the gazelle. Students should be able to explain [SEP-6] why each animal lives in that particular spot in Africa. Their answers should identify a specific need that is met by that location (either an environmental condition such as, “the grass lives there because it gets the sunlight and water that it needs,” or a food source such as, “the lion lives there

because it eats the gazelles there.”). Once students master the relationships of simple groups of organisms like the African grassland, teachers can focus on living things close to their school.

What plants grow well in the weather in their city? What animals will eat those plants, and what animals will eat those animals?

Students will build on their model of the relationship between the needs of organisms and their environmental conditions in grade three when they explore what happens when the environment changes (3-LS4-4) and in grade five when they examine the specific flow of energy and matter (5-LS2-1).

#### Guiding Questions:

- *How can you tell if something is alive?*
- *What do animals and plants need to survive?*
- *Where do organisms live and why do they live there?*

#### Example Instructional Sequence

The unit should begin with observable phenomena. The purpose of presenting phenomena to students is to start them thinking and wondering about what they observe. After students have observed the event, they can work individually, with partners, or in a small group to develop questions about what they saw. The questions will lead them into investigational opportunities throughout the unit that will help them answer their questions.

The questions students share about this unit will be used to guide them in identifying patterns of what plants and animals need to survive. For example, a pattern may include the types of food that specific organisms eat or that animals consume food but plants do not. Furthermore, students’ questions and investigations will also guide them in developing models that reflect their understanding of the inter-relationship between an organism and its environment.

· Prior to starting the unit, display pictures of living and non-living things. Direct students to sort the pictures into two groups: living and non-living. Ask students to explain how they decided which pictures represented living things and which represented non-living things.

· Watch the PBS video “Is It Alive?” Stop after each picture and ask students if it’s alive or not. Ask them to explain how they can tell. (This activity will also provide an opportunity to pre-assess students’ understandings and/or misconceptions. It will also provide an opportunity for students to think about what having life means.)

· Watch the TeacherTube video “Living or Non-Living?” (This activity provides similar experiences for students as the PBS video. The difference is that after each picture and question, the narrator provides the answer with reasoning.)

In this unit’s progression of learning, students first learn that scientists look for patterns and order when making observations about the world and those patterns in the natural world can be observed and used as evidence. Students conduct firsthand and media-based observations of a variety living things and use their observations as evidence to support the concepts

- Plants do not need to take in food, but do need water and light to live and grow.
- All animals need food in order to live and grow, that they obtain their food from plants or from other animals, that different kinds of food are needed by different kinds of animals, and that all animals need water.

After determining what plants need to survive, kindergarteners learn that plants are systems, with parts, or structures, that work together, enabling plants to meet their needs in a variety of environments. The vast majority of plants have similar structures, such as roots, stems, and leaves, but the structures may look different depending on the type or variety of plant.

Although there are many varieties of plants, their structures function in similar ways, allowing the plants to obtain the water and light they need to survive. In other words, each variety of plant has structures that are well-suited to the environment in which it lives. As students learn about different types of plants and the environments in which they live, they use models, such as diagrams, drawings, physical replicas, or dioramas, to represent the relationships between the needs of plants and the places they live in the natural world. For example, grasses need sunlight, so they often grow in meadows. Cacti, which live in places subject to drought, have thick, wide stems and modified leaves (spines) that keep water within the plant during long periods without rain.

After determining what animals need to survive, kindergarteners learn that animals are systems that have parts, or structures, that work together, enabling animals to meet their needs in a variety of environments. Many animals have similar structures, such as mouths or mouthparts, eyes, legs, wings, or fins, but the structures may look different, depending on the type or species of animal. Although there are many types of animals, their structures function in similar ways, allowing them to obtain the water and food they need to survive. In other words, each type of animal has structures that are well-suited to the environment in which they live.

As students learn about different types of animals and the environments in which they live, they use models, such as diagrams, drawings, physical replicas, or dioramas, to represent the relationships between the needs of animals and the places they live in the natural world. For example, deer eat buds and leaves; therefore, they usually live in forested areas; pelicans eat fish, therefore they live near the shorelines of oceans or seas.

The final portion of the learning progression focuses on the understanding that plants and animals are system with parts, or structures, that work together. Students use what they have learned about plants and animals to make further observations to determine ways in which plants and animals change their environment to meet their needs. For example:

- Tree roots can break rocks and concrete in order to continue to grow, plants will expand their root systems in search of water that might be found deeper in the earth,

and plants can be found growing around and through man-made structures in search of light.

- A squirrel digs in the ground to hide food, and birds collect small twigs to build nests in trees. Students need opportunities to make observations, and then, with adult guidance, to use their observations as evidence to support a claim for how an animal can change its environment to meet its needs.

Students need opportunities to make observations; then, with adult guidance, they can use their observations as evidence to support a claim about how living things can change their environment to meet their needs.



## Connecting with English Language Arts/literacy and Mathematics

### English Language Arts

After students observe plants and animals in a variety of settings (e.g., ant farms, fish in an aquarium, plants growing, insects in a jar), the teacher asks them to share their thoughts about **what the plants and animals need** using expressions like, “I think...” and “I agree with...” To help **summarize patterns** in the needs of plants and animals, teachers can list all of the “needs” the class has discussed on the board using words and pictures/symbols (e.g., sun, water, food).

Students, individually or with a partner, draw a picture of a plant on one half of a piece of paper, and an animal on the other half. Then they draw and/or write the needs of the plant and of the animal next to each picture. Students can verbally complete the sentence frame, “Plants are different from animals because \_\_\_\_\_.” This concept is important because scientists distinguish plants from animals based on what they need: animals need to consume food while plants do not, although plants do need nutrients. Students can represent this idea with a Venn diagram.

ELA/Literacy Standards: W.K.2, 8; SL.K.1, 4, 5; L.K.5c

### Mathematics

Kindergarten students use attributes to sort objects (K.MD.3). For example, a large portion of

IS1 involves sorting plants and animals based on patterns in their needs. Students can sort organisms based on whether they are a plant or an animal, whether they live on water or land, and whether an animal eats only plants, only animals, or both.

With adult support, kindergarteners use simple measurements to describe various attributes of plants and animals. Kindergarteners can use simple, nonstandard units to measure the height of plants or the amount of water given to plants. For example, they might use Unifix cubes to measure height or count the number of scoops of water given to a plant on a daily or weekly basis. Students should work in groups to measure and record their data. They also use simple measurements to describe various attributes of animals. Kindergarteners can use simple, nonstandard units to measure such attributes as height, length, or weight. They can also count numbers of appendages or other body parts. They might use Unifix cubes to measure height or length and wooden blocks to measure weight. Students should work in groups to measure and record their data.

With adult guidance and questioning, students can then learn to analyze their data. As students use data to compare the amount of growth that occurs in plants that get varying amounts of water or sunlight, they are given the opportunity to reason abstractly and quantitatively. For example, students can measure and compare the height of a sunflower grown in the shade compared to the height of a sunflower grown in the sun, or they can count and compare the number of leaves on bean plants that receive different amounts of water daily. These

investigations will give students evidence to support claims about the needs of plants. Students should also have opportunities to solve one-step addition/subtraction word problems based on their collected data.

Math Standards: MP. 2, K.CC.1-3, K.MD.2-3

### Modifications

*(Note: Teachers identify the modifications that they will use in the unit. See NGSS Appendix D: All Standards, All Students/Case Studies for vignettes and explanations of the modifications.)*

- Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
  - Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
  - Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understanding.
- Use project-based science learning to connect science with observable phenomena.
- Structure the learning around explaining or solving a social or community-based issue.
  - Provide ELL students with multiple literacy strategies.
- Collaborate with after-school programs or clubs to extend learning opportunities.
  - Restructure lesson using UDL principles ([http://www.cast.org/our-work/about-udl.html#.VXmoXcfD\\_UA](http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA)).

### Research on Student Learning

N/A

### **Future Learning**

Students will build on their model of the relationship between the needs of organisms and their environmental conditions in grade three when they explore what happens when the environment changes (3-LS4-4) and in grade five when they examine the specific flow of energy and matter (5-LS2-1).

### **Connections to Other Units**

Teachers and students can decorate the four corners of their classrooms to look like the landscape of regional environments. They can read stories (fictional and informational) set in those environments. They can modify the decorations as the seasons change (connecting to IS3).

## Sample of Open Education Resources

National Geographic Learning-Teacher's Guide- "Living Things" pgs. L4-L5 (5days)  
National Geographic Learning-Teacher's Guide- "Plants are Living Things" pgs.L6-L7 (4days)  
National Geographic Learning-Teacher's Guide-"What Plants Need" pgs. L8-L9 (5days)  
National Geographic Learning-Teacher's Guide-"Animals are Living Things" pgs.L10-L11 (5days)  
National Geographic Learning-Teacher's Guide-"What Animals Need" pgs. L12-L13(5days)  
National Geographic Learning-Teacher's Guide-"Think Like a Scientist" pgs. L14-L15b(5days)

### **Enhancement Lessons:**

[Read-Aloud Lesson: Where Do Polar Bears Live?](#) Students identify and recall characteristics that allow polar bears to survive in the extremely cold Arctic environment.  
["Good Night" & Where Do Polar Bears Live?](#) This is a Paired Text activity that uses the "Where Do Polar Bears Live" read aloud and the non-fiction text "Good Night" which addresses hibernation.

[The Needs of Living Things](#) This lesson plan has one level for Grades K-2 and another level for Grades 3-5. Students will learn about what plants and animals need to survive and how habitats support those needs. They will also learn about how organisms can change their environment.

[Living Things and Their Needs:](#) This is an excellent resource that provides a Teacher Guide, videos, reading resources, and student activity sheets. The objective of the lessons is for students to learn about living organisms and what they need to survive. These lessons can easily be taught as an interdisciplinary set of learning experiences.

[How do living things Interact:](#) This unit plan is about unit plan about living things and environmental interactions

[5E Science Lesson Plan:](#) This Prezi presentation describes lesson ideas that support students' understanding of living organisms. Lessons also provide an opportunity for students to identify patterns that help them determine similarities and differences between plants and animals.

[Curious George:](#) Paper Towel Plans: This video from Curious George shows students helping bean seeds sprout outside of soil by meeting their essential needs for moisture, temperature, air, and light. The children place the beans and a wet paper towel inside a zippered plastic bag and leave them undisturbed in a warm, well-lighted place. After two weeks, the students return and observe that the beans have sprouted and, like apple seeds, will one day grow to be fully developed plants.

[From Seed to Fruit | Everyday Learning:](#) Seed to Fruit takes children through the different stages of growth in the life of a cherry tomato plant. Planting a seed in a cup and watching it

grow over time is a wonderful way to introduce the life cycle to young children. This resource is part of the KET Everyday Science for Preschoolers collection. This video is available in both English and Spanish audio, along with corresponding closed captions.

[Think Garden: The Importance of Water](#). This video from KET's Think Garden collection explores why plants need water to survive, and how they tell us they're thirsty. Learn about the signs plants give when they've had too much or too little water and the part water plays in the process of photosynthesis. See a quick, easy-to-understand animation explaining the water cycle and transpiration process. Also find out how to improve water quality with rain gardens and how to conserve water with rain barrels. This video is available in both English and Spanish audio, along with corresponding closed captions.

[Think Garden: Plant Structure](#). This video from KET's Think Garden collection examines plant structure by taking a closer look at the root and shoots systems. Learn about roots, stems, leaves, flowers, seeds, and fruit through engaging illustrations and animations.

**Resources from the National Geographic Kit:**

No materials needed

**Enhancement Resources:**

Books- “Where do Polar Bears Live” and “Goodnight”

Curious George video

Think Garden videos

Webinar: [Teaching NGSS in K-5: Making Meaning through Discourse](#)

The presenters were Carla Zembal-Saul, (Penn State University), Mary Starr, (Michigan Mathematics and Science Centers Network), and Kathy Renfrew (Vermont Agency of Education). After a brief introduction about the Next Generation Science Standards (*NGSS*), Zembal-Saul, Starr, and Renfrew gave context to the *NGSS* specifically for K-5 teachers, discussing three-dimensional learning, performance expectations, and background information on the *NGSS* framework for K-5. The presenters also gave a number of examples and tips on how to approach *NGSS* with students, and took participants' questions. The web seminar ended with the presentation of a number of recommended NSTA resources for participants to explore. View the [resource collection](#).

Continue discussing this topic in the [community forums](#).

Webinar: [Evaluating Resources for NGSS: The EQuIP Rubric](#)

The presenters were Brian J. Reiser, Professor of Learning Sciences in the School of Education and Social Policy at Northwestern University, and Joe Krajcik, Director of the CREATE for STEM Institute.

After a brief overview of the *NGSS*, Brian Reiser, Professor of Learning Sciences, School of Education at Northwestern University and Joe Krajcik, Director of CREATE for STEM Institute of Michigan State University introduced the Educators Evaluating Quality Instructional Products (EQuIP) Rubric. The web seminar focused on how explaining how the EQuIP rubric can be used to evaluate curriculum materials, including individual lessons, to determine alignment of the lesson and/or materials with the *NGSS*. Three-dimensional learning was defined, highlighted and discussed in relation to the rubric and the *NGSS*. An emphasis was placed on how to achieve the conceptual shifts expectations of *NGSS* and three-dimensional learning using the rubric as a guide. Links to the lesson plans presented and hard copies of materials discussed, including the EQuIP rubric, were provided to participants. The web seminar concluded with an overview of NSTA resources on the *NGSS* available to teachers by Ted, and a Q & A with Brian Reiser and Joe Krajcik. View the [resource collection](#).

Continue discussing this topic in the [community forums](#)

Webinar: [NGSS Crosscutting Concepts: Systems and System Models](#)

The presenter was Ramon Lopez from the University of Texas at Arlington. Dr. Lopez began the presentation by discussing the importance of systems and system models as a crosscutting concept. He talked about the key features of a system: boundaries, components, and flows and interactions. Dr. Lopez also described different types of system models, including conceptual, mathematical, physical, and computational models. Participants discussed their current classroom applications of systems and system models and brainstormed ways to address challenges associated with teaching this crosscutting concept.

Journal Article: [Assessing Students' Ideas About Plants](#): This article contains an interview protocol that will help you gather information about your elementary students' ideas related to plants. By implementing the protocol, you will be able to discover what kinds of organisms your students think are plants and identify what students consider important for plant growth.

Reproducible pictures of organisms and items that plants need for growth are included.

Journal Article: [The Early Years: The Sun's Energy](#): Understanding the connection between the Sun's energy and sustaining life is difficult for preschoolers, but learning about these concepts through both long and short-term activities captures children's short attention spans. Activities such as growing plants in sunlight and without light, playing with light and shadow, and making "sun prints" explore light—in this case how the Sun's light is different from lamplight.

## Appendix A: NJSL-S and Foundations for the Unit

**Use observations to describe patterns of what plants and animals (including humans) need to survive.** *[Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water.]* **(K-LS1-1)**

**Use a model to represent the relationship between the needs of different plants and animals (including humans) and the places they live.** *[Clarification Statement: Examples of relationships could include that deer eat buds and leaves, therefore, they usually live in forested areas; and, grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system.]* **(K-ESS3-1)**

**Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.** *[Clarification Statement: Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete.]* **(K-ESS2-2)**

The performance expectations above were developed using the following elements from the NRC document [\*A Framework for K-12 Science Education\*](#):

**Science and  
Engineering  
Practices**

**Disciplinary Core  
Ideas**

**Crosscutting Concepts**



**Planning and Carrying Out Investigations**

· Make observations (firsthand or from media) to collect data that can be used to make comparisons. (K-PS3-1)

**Analyzing and Interpreting Data**

· Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-LS1-1)

**Developing and Using Models**

· Use a model to represent relationships in the natural world. (K-ESS3-1)

**Engaging in Argument from Evidence**

· Construct an argument with evidence to support a claim. (K-ESS2-2)

**LS1.C: Organization for Matter and Energy Flow in Organisms**

· All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (K-LS1-1)

**ESS3.A: Natural Resources**

· Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. (K-ESS3-1)

**ESS2.E: Biogeology**

· Plants and animals can change their environment. (K-ESS2-2)

**Patterns**

· Patterns in the natural and human designed world can be observed and used as evidence. (K-LS1-1)

**Systems and System Models**

· Systems in the natural and designed world have parts that work together. (K-ESS3-1), (K-ESS2-2)

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***Connections to Nature of Science***  
**Scientific Knowledge is Based on Empirical Evidence**

· Scientists look for patterns and order when making observations about the world. (K-LS1-1)

English Language Arts	Mathematics
<p>Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. (K-ESS2-2) <b>W.K.1</b></p> <p>Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K-ESS2-2) <b>W.K.2</b></p> <p>Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). (K-LS1-1) <b>W.K.7</b></p> <p>Add drawings or other visual displays to descriptions as desired to provide additional detail. (K-ESS3-1) <b>SL.K.5</b></p> <p>With prompting and support, ask and answer questions about key details in a text. (K-ESS2-2) <b>R.K.1</b></p>	<p>Directly compare two objects with a measurable attribute in common, to see which object has “more of”/”less of” the attribute, and describe the difference. (K-LS1-1) <b>K.MD.A.2</b></p> <p>Reason abstractly and quantitatively. (K-ESS3-1) <b>MP.2</b></p> <p>Model with mathematics. (K-ESS3-1) <b>MP.4</b></p> <p>Counting and Cardinality (K-ESS3-1) <b>K.CC</b></p> <p><b>8.1, 9.2</b></p>