

Grade 2 Science Curriculum Guide

Welcome to the 2nd Grade Science Curriculum Guide. Elevate Science is our adopted textbook and is available in both a consumable workbook and digitally. The Elevate platform is designed to empower students to become more self-directed, curious, and accountable by implementing a 3-dimensional instructional model. This model aligns with the NGSS framework.

The Lab Investigations (highlighted in green) are **required** as they have been mandated by NY State. These have been incorporated into the Scope and Sequence for **grades 3, 4 & 5**. The NYS Lab investigations and topics that need to be **emphasized will be highlighted in teal**. These focus topics are aligned with the forthcoming NYS Lab Investigations. The 4 required NYS Elementary Lab Investigations will be assessed on the 5th Grade Written Exam and account for 15% of the final grade. This Computer Based Test is scheduled each year end of April or early May.

Supplemental Resources have been provided through our district apps to ensure a deeper understanding of the content and scaffold learning. District used Apps included in this document are Science A-Z, Vocabulary A-Z, Nearpod, Discovery Education, and NewsELA.

Please be aware of the performance expectations bolded at the beginning of each Topic. These expectations should drive your instruction and will be assessed on the NYS Science 5th Grade Assessment.

Grade 2 Science Curriculum Year at a Glance
Topic 1-Properties of Matter
Topic 2 Changing In Matter
Topic 3-Earth's Water and Land
Topic 4-Earth's Processes
Topic 5-Plants and Animals
Topic 6-Habitats

Topic 1: Properties of Matter *UPDATED**Performance Expectations:**

2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

Resources: Elevate Science Textbook, Savvas Realize (digital app) BrainPop Jr., Discovery Education (digital app), Nearpod (digital app)

Standards (ELA Connection):

W.2.7 - Participate in shared research and writing projects.

W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.

Standards (Math Connection):

MP.4 - Model with mathematics

2.MD.D.10 - Draw a picture graph and a bar graph to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Essential Question: How can different materials be used?

Literacy Skill: Cause and Effect

Language Objectives:

2SL2: Recount and describe key ideas or details of diverse texts and formats.

2SL5: Include digital media and/or visual displays in presentations to clarify or support ideas, thoughts, and feelings.

Vocabulary:

L1: matter, solid, liquid, gas, properties
 L2: weight, texture, magnetic, flexibility, hardness
 L3: purpose
 L4: state

Science and Engineering Practices

2PS1-1: Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.

Disciplinary Core Ideas

PS1.A: Students are working toward understanding that different types of matter exist and can be described based on observable properties.

Cross Cutting Concepts

CCC.2: Cause and Effect - designing simple tests to gather evidence to support or refute ideas about causes.

Topic 1: Properties of Matter – The following lessons may take several days to complete. Pick and choose the activities that best work for you and your class as well as your allotted time. All Quest Labs are optional and can be found in the textbook and the Savvas Realize digital app.

*****To access district supported resources, ensure you are logged in prior to clicking on link*****

Topic Launch: What is Matter?

You may use the following resources to launch this unit

1. Savvas Realize - [Song They're All Matter!](#)
2. The Dr. Binocs Show - [What is Matter?](#) - Dr. Bincos explains what is matter and how there are different forms of matter around us.
3. Nearpod video - [Matter Matters](#)--
4. Flocabulary - [Matter](#) -

Literacy Connection – Cause and Effect

1. BrainPop Jr. video - [Cause and Effect](#)
2. Flocabulary - [Cause and Effect](#) -
3. YouTube video - [Cause and Effect Lesson](#)
4. Read ELEVATE science pg. 5 - [Click here for digital copy](#)
 - a. **Savvas Readers – Digital Copies**

- i. [Phenomena Readers - Learn About Properties of Matter](#)
- ii. [Phenomena Readers - All About Properties of Matter](#)
- iii. [Phenomena Readers - Properties of Matter](#)
- iv. [STEM Engineering Reader - Properties of Matter](#)

Lesson 1 - Describe Matter (TM pgs. 6-10)

Objective: SWBAT tell the difference between a solid, a liquid, and a gas.

Standards: *K-2-SEP-3.b, K-5-PS1-A-1, 2-PS1-1*

1. Complete a word map on Matter - Have students describe matter and give examples.
2. Savvas Realize Video - [Describe Matter](#)
3. Nearpod video - [What is Matter?](#)
4. [DiscoveryEd- What is Matter? Spanish Version](#)
5. Read ELEVATE science pgs.
6. uInvestigate Lab: What is Different (pg. 7)
7. Interactivity: Explore Solids, Liquids, and Gases
8. BrainPOP jr. - [Solid, Liquids, and Gas](#) [Cambios de la Materia - BrainPOP Español](#)
9. Savvas Realize - [Digital Quiz - Lesson 1](#)

Lesson 2 - Properties of Matter (TM pgs. 14-18)

Objective: SWBAT describe matter by its properties.

Standards: *2-PS1-1, 2-PS1-2, K-2-ETS1-2, SEP.2*

1. Complete an anchor chart on Properties - discuss size, shape, texture, color
2. Savvas Realize Video - [Properties of Matter](#)
3. Discovery Education Video - [What's the Matter? Properties](#)
[What's the Matter? \(Spanish Version\)](#)
4. Nearpod - [Observable Properties: Heavy or Light](#)
[Observable Properties: Sink or Float](#)
5. Read ELEVATE science pgs. 14-18 - [Click here for the digital copy](#)
6. Discovery Education video - [Describing Matter](#)
7. Discovery Education video - [Wild by Nature for Kids: Beaver](#)
8. phenomena.iowapbs.org/item/beaver-dams-versus-human-dams

9. [Why do Beavers build dams?](#) ***Beavers can be found in the Sample Science Test in Grade 5

10. uInvestigate Lab: What Can Beavers Teach Engineers? (pg. 15)

11. Interactivity: Observe Properties of Matter -

12. Savvas Realize - [Digital Quiz - Lesson 2](#)

Savvas Leveled Reader - [Properties of Matter](#)

Lesson 3 - Use solids (TM pgs. 20-23)

Objective: SWBAT investigate how the properties of some solids make them useful.

Standards: 2-PS1-1, 2-PS1-2, K-2-ETS1-1, SEP.4, SEP.6

1. Create a 3-column chart titled States of Matter - focus on solids
2. Discovery Education video - [Solids](#)
3. Nearpod - [A Solid Investigation](#) (can be split into multiple days)
4. Nearpod - [Solids and Liquids](#)
5. uInvestigate Lab: Which package fits the blocks? (pg. 21)

Learning A-Z - [Solids All Around](#)

Learning A-Z-[Solids All Around Spanish](#)

Lesson 4 - Use Liquids and Gases (TM pgs. 26-31)

Objective: SWBAT investigate how the properties of some liquids and gases make them useful.

Standards: 2-PS1-1, 2-PS1-2, K-2-ETS1-1, SEP.4, SEP.6

1. Complete the 3-column chart you started during previous lesson. Complete the liquids and gas column.
2. Newsela - [There are three phases of matter: solid, liquid and gas](#)
[Existente res fases de la materia: solida, liquida y gaseosa](#)
3. Nearpod - [States of Matter review](#)
4. NearPod- [What is Matter?](#)

Formative Assessments:

****Hard copy of quizzes can be found on Savvas Realize as well as a downloadable copy in the science Team****

Lesson 1: [Digital Quiz - Lesson 1](#)

Lesson 2: [Digital Quiz - Lesson 2](#)

Lesson 3: [Digital Quiz - Lesson 3](#)

Lesson 4: [Digital Quiz - Lesson 4](#)

Unit Assessment : [eText Test: Properties of Matter](#)

Topic 2- Changing Matter

(PS1.A) Structure and Properties of Matter

(PS1.B) Chemical Reactions

Essential Question: How can you change material?

Literacy Connection: Sequence

Math Connection: Compare Numbers

Vocabulary Lesson 1- Matter Lesson 2- property, reversible Lesson 3- assemble	Science and Engineering Practices (SEP) <i>Uconnect, Quest Check-In-SEP6-</i> Constructing Explanations and Designing solutions (Lesson 1) <i>Uinvestigate-SEP3-</i> Collect data and compare (Lesson 2) <i>Uinvestigate-SEP7-</i> Construct an argument and Support a claim with evidence	Disciplinary Core Ideas (DCI) PS1.A Students are working toward understanding that objects can be built up from smaller pSarts. PS1.B Students are working toward how heating and cooling substances cause changes that are sometimes reversible and sometimes not.	Crosscutting Concepts(CCC) CCC.2 Cause and Effect- recognize that events have causes that generate observable patterns. CCC.5-Energy and Matter- observe that objects may break into smaller pieces, be put back together into larger pieces, or change shapes
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Lesson 1 Observe Changes in Matter (48-53)

Objective: I can explore different ways matter can change.

2-PS-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

SEP.3 Planning and Carrying Out Investigations. Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question.

Vocabulary: matter, solid, liquid, gas, properties

Literacy skill: W28 I can recall information from experiences or gather information from provided sources to answer a question.

UInvestigate Lab 2-PS1-1, SEP 3 Objective: Students will make observations about objects. Then, they will classify the objects three different ways based on their properties.

[Savvas video Describe matter](#)

[Brainpop States of matter](#)

[Nearpod States of Matter](#)

[Science A-Z States of Matter](#)

[Interactivity online explore solids, liquids, and gases](#)

Lesson 2 Water on Earth (90-95)

Objective: I can explain whether a change caused by heating or cooling matter is reversible or not reversible.

2-PS-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

SEP.3 Planning and Carrying Out Investigations

Vocabulary: property, reversible

[Temperature and Matter](#) [Spanish Version](#)

[How does heating and cooling change matter](#) [Spanish Version](#)

[Changes in Matter](#) [Changes in the States of Matter Spanish Version](#)

Lesson 3 Map Land and Water (98-104)

Objective: I can explain that objects can be built using smaller materials that have certain properties.

2-PS1-3. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. [\[Clarification Statement: Examples of pieces could include blocks, building bricks, or other assorted small objects.\]](#)

SEP.6 Constructing Explanations and Designing Solutions. Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.

Vocabulary: Assemble

[UInvestigate Lab](#)

[Saavas Video](#)

[Matter Made Up of Smaller Parts](#)

End of Topic Assessment: Found in Student Workbooks or administered [Online](#)

[Editable Test](#)

Topic 3- Earth's Water and Land

(ESS2.B) Plate tectonics and Large-scale System Interactions

(ESS2.C) The roles of water in Earth's surface processes

Essential Question: How can you describe land and water on Earth?

Literacy Connection: Picture Clues

Math Connection: Measure Distance

Vocabulary

Lesson 1- landform, slope,

plains, plateau, canyon

Lesson 2- fresh water, glacier

Lesson 3- model, key,

scale

Science and Engineering Practices (SEP)

Uconnect-SEP8- Obtaining, evaluating and communicating information

(Lessons 1,2,3) *Uinvestigate*, Quest Check-In and *UEngineer-It* SEP2-Develop and Use models

(Lesson 2) *UEngineer-It* SEP6-Constructing explanations and Designing solutions

(Lesson 3) *Uinvestigate* and Quest Check-In-

SEP 8-Obtaining, evaluating and communicating information

Disciplinary Core Ideas (DCI)

ESS2.B Students are working toward understanding that maps show where things are located as well as the shapes and kinds of land and water in an area.

ESS2.C Students are working toward identifying the different forms of water and the many types of places where water is found on Earth.

Crosscutting Concepts(CCC)

CCC.2 Cause and Effect- recognize that events have causes that generate observable patterns.

Essential Lessons:

Quest Kick-off, Quest Kick-off video and Quest Finding (Map Your Hike- Create a map) 2-ESS2.2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.

Uconnect (see materials Pg. 80)

Lesson 1 Describe Earth's Surface

Objective: I can identify different landforms on earth's surface.

2-PS1-1 Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

2-ESS2-2 Develop a model to represent the shapes and kinds of land and bodies of water in an area.

2-ESS2-3 Information to identify where water is found on Earth and that it can be solid or liquid.

Vocabulary: landform, slope, plains, plateau, canyon

[Landforms](#)

[Landform Activity](#)

[Making a Map](#)

Lesson 2 Water on Earth

Objective: I can identify different bodies of water and tell whether a body of water is solid or liquid.

2-ESSE-2 Develop a model to represent the shapes and kinds of land and bodies of water in an area.

2-ESS2-3 Obtain information to identify where water is found on Earth and that it can be solid or liquid

SEP.2 Develop a model to represent patterns in the natural world.

SEP.8 Obtain information using various texts, text features and other media that will be useful in answering a scientific question.

Vocabulary: fresh water, glacier

- Jumpstart Discovery, reading pgs.92-94, Quest Check-in (formative Assessment), *UEngineer-It*

-Uinvestigate lab (2-Ess2-2, SEP2, SEP 8) Where is the best place to cross the water?

[NearPod Bodies of Water](#)

[Learning A-Z Connections - Earth's Surface - Science A-Z - Projectable View](#)

Lesson 3 Map Land and Water

Objective: I will use maps to show where land and water are on Earth.

2-ESS2-2 Develop a model to represent the shapes and kinds of land and bodies of water in an area.

SEP.2 Develop a model to represent patterns in the natural world.

SEP.8 Obtain information using various texts, text features, and other media that will be useful in answering a scientific question.

Vocabulary: model, key, scale

Video, *Uinvestigate* (see materials pg. 99), Investigate reading pgs.100-101, Interactivity, Quest Check-In (seematerials pg. 102)

Quest findings- Map Your Hike

[Map Skills - BrainPOP](#)

[NearPod Interactive Map](#)

[You Tube-Maps for Kids](#)

[Youtube Dr. Seuss Read Aloud-](#)

[There's a Map on My Lap](#)

Assessment:

End of Topic Assessment:

[Editable Test](#) / [eTest](#)

Discretionary:

Literacy Connection-Picture Clues

Lesson 2- video, *Uinvestigate* (see materials pg. 91), Interactivity
Lesson 3- Jumpstart Discovery, STEM Math Connection Career
Connection
UDemonstrate (see materials pg. 110)

Topic 4-Earth's Processes

(ESS1.C) The History of the Planet

(ESS2.A) Earth's Materials and Systems

(ETS1.C) Optimizing the Design Solution

Essential Question: What can cause land to change?

Literacy Connection: Sequence

Vocabulary

Lesson 1- lava, earthquake, flood, landslide

Lesson 2- weathering, erosion, deposition

Lesson 3- dike, levee, windbreak

Science and Engineering Practices (SEP)

Uconnect, (Lesson 1,2) *Uinvestigate* and (Lesson 3) Quest Check-In- **SEP2**-Develop and Use models and **SEP6**-Constructing explanations and Designing solution

Disciplinary Core Ideas (DCI)

ESS1.C Students are working toward recognizing that some events happen very quickly; others occur very slowly, over a long time period.

ESS2.A Students are working toward understanding how wind and water can change the shape of the land.

ESS1.C Students are working toward comparing and designing solutions.

Crosscutting Concepts (CCC)

CCC.7-Stability and Change- learning that Earth can change slowly or rapidly

Essential Lessons:

Lesson 1 Earth Changes Quickly (118-122)

Objective: I can provide evidence that fast changes happen on earth.

2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

Vocabulary: lava, earthquake, flood, landslide

[Fast Land Changes](#)

[Volcanoes- Sid the Science Kid](#)

[Volcanes - BrainPOP Español](#)

[nearpod](#) - Los fenómenos naturales y el medio ambiente K-2 Ad

[U Investigate- Volcanoes](#)

[discoveryeducation video review Spanish Version](#)

Lesson 2: Earth Changes Slowly(124-129)

Objective: I can investigate slow changes that happen on earth.

I can explain how wind and water change the shape of the land.

2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

Vocabulary: weathering, erosion, deposition

[Slow Land Changes](#)

[Weathering and Erosion- Make a Model](#)

[discoveryeducation Weathering and Erosion Spanish Version](#)

[discoveryeducation Weathering and Erosion Spanish Version](#)

[Arches National Park- RAZ Kids](#)

Lesson 3 People Can Change the Earth (pgs. 130-134)

Objective: I can describe how people change the surface of Earth

2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

2-ESS2-1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.

K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

SEP.2 Develop a model to represent patterns in the natural world.

SEP.6 Compare multiple solutions to a problem.

-Jumpstart Discovery, video, [Investigate](#) reading pgs. 132-135, Quest Check-In (see materials pg. 136),

Interactivity

Vocabulary: dike, levee, windbreak

[You and Earth Video](#)

[Saavas Video](#)

[Nearpod - What is E-Waste pollution?](#)

[Visuals](#)

[Science A-Z Changing Earth](#)

[Quiz](#)

Performance-Based Assessment (see materials pg. 146-[check school availability](#))

Discretionary:

(SKIP) Quest Kickoff and Findings (Save the Town)

Literacy Connection

Lesson 1- *Uinvestigate* [optional or teacher demo (see materials pg. 119)]

Lesson 2- Interactivity, Quest Check-In (see materials pg. 128), Solve it with Science

Lesson 3- *Uinvestigate* (see materials pg. 131), *Uengineer-It*

Career Connection

Assessment

Topic 5- Plants and Animals

(LS2.A) Interdependent Relationships in Ecosystems

(LS4.D) Biodiversity and Humans

Essential Question: What do plants and animals need to survive?

Literacy Connection: Compare and Contrast

Vocabulary

Lesson 1- plant, animal, life cycle

Lesson 2- nutrient

Lesson 3- shelter

Lesson 4- disperse, pollination

Science and Engineering Practices (SEP)

Uconnect, (Lesson 2) *Uinvestigate* and (Lesson 2,3) *Quest Check-In* **SEP3**-Plan and Carry out investigations **SEP4**- Analyze data and test an object for intended use (Lesson 3) *Uinvestigate*- **SEP4**- Analyze data and test an object for intended use and **SEP 8**- Obtaining, evaluating and communicating information (Lesson 4) *Uinvestigate*- **SEP4**- analyze data and test an object for intended use

Disciplinary Core Ideas (DCI)

LS2.A Students are working toward understanding that plants need water, sunlight and help from animals.

LS4.D Students are working toward recognizing that many different kinds of organisms live in an area.

Crosscutting Concepts(CCC)

CCC.6- Structure and function- recognize that the shape and stability of structures of organisms are related to their functions

Essential Lessons:

Lesson 1

Objective: I can describe some plant and animal life cycles.

2-**LS4-1** Make observations of plants and animals to compare the diversity of life in different habitats.

Vocabulary: plant, animal, life cycle

[What's Inside a Seed](#)

[Plant Life Cycle](#) [Plant Life Cycle Spanish Version](#)

[Interactivity Life Cycle](#)

[Tadpoles and Frogs Spanish Version](#)

Lesson 2

Objective: I can explain that plants need sunlight, air, water, space and nutrients.

2-**LS2-2** Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.*

2-**LS4-1** Make observations of plants and animals to compare the diversity of life in different habitats.

[What do plants need to grow? U Investigate Lab](#)

[Parts of a plant- Science A-Z](#)

[discovered Parts of a Plant Spanish Version](#)

[discovered Parts of a Flower Spanish Version](#)

[How can you see parts of a plant work-Lab](#)

[What plants need- Spanish](#)

[Youtube - Basic Survival Needs of Animals](#)

Lesson 3- Animal Needs (pgs. 168-173)

Objective: I can explain that animals need food, oxygen, water, and shelter.

2-LS2-2 Develop a simple model that illustrates how plants and animals depend on each other for survival.

2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats.

SEP.4 Analyze data from tests of an object or tool to determine if it works as intended.

SEP.8 Obtain information using various texts, text features, and other media that will be useful in answering a scientific question.

Jumpstart Discovery,

Uninvestigate Lab 2-LS2-1, SEP.8 What do animals need? (Pg. 169)

[Discovery- What Do Living Things Need? English](#)

[Discovery - What Do Living Things Need? \(Spanish\)](#)

[Science A-Z Plants](#)

[Science A-Z Animals](#)

[Youtube - The Needs of an Animal](#)

Lesson 4 Animals Can Help Plants Reproduce (174-183)

Objective: I can identify ways some animals can help plants reproduce.

2-LS2-2 Develop a simple model that illustrates how plants and animals depend on each other for survival.

K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

SEP.3 Make observations to collect data can be used to make comparisons.

SEP.4 Analyze data from tests of an object or tool to determine if it works as intended.

Vocabulary: disperse, pollination

- Jumpstart Discovery, video, Quest Check-In(see materials pg. 178-check school availability)

Uninvestigate Lab How Can you Model how Animals Spread Seeds? 2-LS2-2, K-2ETS1-2, K-2ETS1-3, SEP.2, SEP.4 (pg 175)

[Online Quiz](#) / [Spanish Quiz](#)

[Saavas Video](#) /

[Interactivity Visuals](#)

[Science A-Z Plans](#)

[Science A-Z Book](#) (Teacher Guide)

[STEM Activity](#)

[Brainpop Pollination](#) / [Brainpop Pollination \(Spanish\)](#)

End of Topic Assessment: [Online Test English](#) / [Spanish](#)

Discretionary:

(SKIP) Quest Kickoff and Findings (Help Make a Healthcare Guide)

Literacy Connection

Lesson 1- *Uinvestigate* (see materials pg. 155)

Lesson 2- interactivity

Lesson 3- Quest Check-In, Extreme Science

Lesson 4- *Uengineer-It*

Career Connection

Performance-Based Assessment (see materials pg. 188-check school availability)

Topic 6: Habitats ****UPDATED**

Performance Expectations:

2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

Resources: Elevate Science Textbook, Savvas Realize (digital app) BrainPop Jr., Discovery Education (digital app), Nearpod (digital app)

Standards (ELA Connection):

W.2.7 - Participate in shared research and writing projects.

W.2.8 - Recall information from experiences or gather information from provided sources to answer a question.

Standards (Math Connection):

MP.4 - Model with mathematics

2.MD.D.10 - Draw a picture graph and a bar graph to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

Essential Question: How do habitats support living things?

Literacy Skill: Main Idea and Details

Language Objectives:

2SL2: Recount and describe key ideas or details of diverse texts and formats.

2SL5: Include digital media and/or visual displays in presentations to clarify or support ideas, thoughts, and feelings.

Vocabulary:

L1: habitat, diversity, adaptation

L2: tundra

L3: wetland, marsh, swamp

Science and Engineering Practices

2PS1-1: Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to

Disciplinary Core Ideas

PS1.A: Students are working toward understanding that different types of matter exist and can be described based on observable properties.

Cross Cutting Concepts

CCC.2: Cause and Effect - designing simple tests to gather evidence to support or

answer a question.

refute ideas
about causes.

Topic 6: Habitats - The following lessons may take several days to complete. Pick and choose the activities that best work for you and your class as well as your allotted time. All Quest Labs are optional and can be found in the textbook and the Savvas Realize digital app.

*****To access district supported resources, ensure you are logged in prior to clicking on link*****

Topic Launch: What is a habitat?

You may use the following resources to launch this unit

1. Youtube video - [Habitats for Kids - Kids learn about Tundra, Desert, Grasslands, Forests](#) - Students will learn about the different habitats around the world.
2. [Habitat- Spanish Version](#)
3. Nearpod video - [Habitats of Animals](#) - In this video, students will learn about animal classification and the habitats in which they live. They also learn about examples of different animals that live in each of the main habitat types and how they are able to survive there.
4. YouTube - [All About Habitats](#) - Students will travel the world and learn about the diversity of plants and animals throughout various land regions around the world.
5. Nearpod - [Habitats](#) - Students will strengthen their understanding of habitats by completing a vocabulary challenge matching key terms with the correct example.
6. Nearpod - [Animals Are Everywhere](#) - Students will observe and learn about the animals in their community.

Literacy Connection - Main Idea and Details

1. BrainPop Jr. video - [Main Idea and Details](#)
2. Flocabulary - [Main Idea](#) - Students will learn how to identify the subject, main idea and details of a passage.
3. YouTube video - [Main Idea and Details](#)
 - **Savvas Readers - Digital Copies**
 - i. [Phenomena Readers - Learn About Habitats](#)
 - ii. [Phenomena Readers - All About Habitats](#)
 - iii. [STEM Engineering Reader - Habitats](#)

Lesson 1 - Identify Habitats (TM pgs. 196-199)

Objective: SWBAT identify different habitats.

SWBAT explain that plants and get what they need from their habitats.

Standards: 2-LS4-1, SEP.3, SEP.4

1. Complete a KWL chart - Students discuss what they know about habitats.
2. Savvas Realize Video - [Identify Habitats](#)
3. Nearpod video - [Habitats](#)- *Students will identify different habitats for different animals using a drag & drop activity.*
4. Nearpod - [Adaptations](#) - *Students will learn about three different main kinds of adaptations and how they allow living things to survive.*
5. [Adaptations- Spanish Version](#)
6. Read ELEVATE science pgs. 196-199 - [eText: Identify Habitat](#)
7. uInvestigate Lab: Who lives in a grassland? (pg. 197) - [Click here for digital copy](#) - *This lab provides an opportunity for students to observe how living things use the resources in its place.*
8. Interactivity: Your Home is Your Habitat - [Click here for digital activity](#) - *This digital activity provides an opportunity for students to complete an activity on what animals and plants get from their environment to survive.*
9. Savvas Realize - [Digital Quiz - Lesson 1](#) (Hard copy can be found on Savvas Realize and in Teams folder)

Lesson 2 - Living Things in Land Habitats (TM pgs. 204-208)

Objective: SWBAT identify where plants and animals live on land.

Standards: 2-LS4-1, SEP.8

1. Complete an anchor chart - Land Habitats
2. Savvas Realize Video - [Living Things in Land Habitats](#)
3. Read ELEVATE science pgs. 14-18 - [eText digital copy](#)
4. Discovery Education video - [Virtual Field Trip: STEM on the Tundra](#)
5. Discovery Education video - [Virtual Field Trip: Polar Bears on the Tundra](#) [Polar Bears Tundra- Spanish](#)
6. Discovery Education video - [Video: Desert Wildlife](#)
7. Discovery Education video - [Drag & Drop Activity: Desert Habitat](#)
8. Nearpod - [Rainforests](#)
9. Nearpod - [Tundra](#)
10. BrainPop Jr. - [Desert, Forests, Grasslands, Rainforests](#)

11. uInvestigate Lab: What do land plants need? (pg. 205) - [Click here for digital copy](#) - *This lab provides an opportunity for students to compare how a plant will grow in water and on land.*
12. Interactivity: Observe Properties of Matter - [Click here for digital activity](#) - *This digital activity provides an opportunity for students to complete an activity that explores different land habitats.*
13. Savvas Realize - [Digital Quiz - Lesson 2](#) (Hard copy can be found on Savvas Realize and in Teams folder)

Lesson 3 - Living Things in Water Habitats (TM pgs. 210-215)

Objective: SWBAT identify where plants and animals live in water.

Standards: 2-LS4-1, SEP.2, SEP.3

1. Complete an anchor chart - Water Habitats
2. Learning A-Z - [Solids All Around](#)
3. Savvas Realize Video - [Living Things in Land Habitats](#)
4. Discovery Education video - [Wetlands and Deltas](#)
5. Discovery Education video - [N*Gen: Wetlands](#)
6. Discovery Education video - [Polar Bear Adaptations](#)
7. Read ELEVATE science pgs. 210-215 - [Click here for the digital copy](#)
8. BrainPop Jr. - [Freshwater Habitats](#), [Ocean Habitats](#)
9. Nearpod - [A Solid Investigation](#) (can be split into multiple days)
10. Nearpod - [Solids and Liquids](#)
11. uInvestigate Lab: How do plants survive in water? (pg. 211) - [Click here for digital copy](#) - *This lab provides an opportunity for students to design a model of a water plant. The purpose of this lab is to demonstrate what adaptations plants need.*
12. Interactivity: Explore Interactions in Water Habitats - [Click here for digital activity](#) - *This digital activity provides an opportunity to remind students of water habitats they have in the lesson.*
13. Savvas Realize - [Digital Quiz - Lesson 3](#) (Hard copy can be found on Savvas Realize and in Teams Folder)

Formative Assessments:

****Hard copy of quizzes can be found on Savvas Realize as well as a downloadable copy in the science Team****

Lesson 1: [Digital Quiz - Lesson 1](#)

Lesson 2: [Digital Quiz - Lesson 2](#)

Lesson 3: [Digital Quiz - Lesson 3](#)

Unit Assessment : [eText Test: Habitats](#)

Culminating Activity: [STEM - Animal Habitats](#)