

Unit 3 - Basic Needs of Living Things

Pacing Guide

*Informational writing standards are now being covered in science. Please use [these resources](#) to address the informational writing standards. These lessons can be incorporated at any point during the unit.

Unit & Lesson #	Focus	Standards Addressed	Day (20-30 minutes)	Overview	Writing Activities	Additional Activities
Animal Needs Anchor Phenomenon Animal Homes	Animal Needs	K-LS1-1 K-ESS3-1	1	The anchor phenomenon for this unit is a small collection of animals that live in very different places and do very different things. Yet they all have in common that they rely upon the place in which they live to meet their needs. During the introduction, students generate observations and questions about the phenomenon and create a list of possible explanations for the phenomenon in a guided See-Think-Wonder activity. We recommend that you record your student's ideas in a single See-Think-Wonder chart for your class.	See-Think-Wonder Chart	

Animal Needs Lesson 1 Why do woodpeckers peck wood?	Animal Needs: Food	K-LS1-1	2	In this lesson, students observe animal behaviors and work to discover a pattern: all animals seek food in order to survive. The activity, Eat Like an Animal, includes physical movement in which students act out animal behaviors, pretending to be quail scratching in the dirt, raccoons wading in the water, and woodpeckers pecking a log.	Students will gather clues during and after each lesson in this unit to help them improve their understanding and explanations. It is important to encourage students to recognize that even if they don't know the perfect answer yet, they are going to learn a lot throughout the unit and will have an opportunity to revisit the phenomenon over time.			Woodpeckers: Backyard Wildlife -Epic Book What do these animals eat? Mystery Science Video extension <u>Bird Feeder Activity</u> <u>Plant and Animal Needs</u>
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			Wrap-up & Teacher-led discussion.			
		3	Anchor Connection Students wonder: Why do different animals live in different places? Students learn: All animals require food to survive. No matter where an animal lives, it must be able to find food		<u>Science Journal</u> entry to answer anchor question.	
		4	<u>Lesson 1</u> <u>Assessment</u> Extensions for this lesson include: Readings, videos, and activities.		<u>Nature Walk</u> <u>Activity</u> <u>Plants and Animals</u> <u>Unit</u>	
Animal Needs Lesson 2 Where do animals live?	Animal Needs: Shelter	K-ESS3-1	In this Read-Along session, Sofia wonders where animals live and goes for a walk in the woods to find out. The lesson includes a short exercise where students pretend to be squirrels and learn about their habitats. Teacher-led		<u>Plants and Animals</u> <u>Unit</u> <u>What's Your</u> <u>Habitat?</u> <u>Read aloud lesson:</u> <u>Where Do Polar</u> <u>Bears Live?</u>	

			discussion			
			Anchor Connection Students wonder: How do animals stay safe where they live? Students learn: Different animals seek very different types of places to live. Some live up in the trees, some live on the ground, and some live underground.	6	Science Journal entry to answer anchor question.	
			<u>Lesson 2 Assessment</u> Extensions for this lesson include: Activities.	7		<u>BrainPop Jr.- Habitats</u> <u>Environmental Relationships</u> <u>Nature Nuggets</u>
Animal Needs CER #1		K-ESS3-1		8	<u>Animal Needs CER #1</u> (slides 5 and 6)	
Animal Needs Lesson 3 How can you find animals in the woods?	Animal Needs: Safety	K-LS1-1	In this lesson, students observe different animal behaviors and work to discover another pattern: all animals seek safety in order to survive. The activity, Gopher in a Hole, includes physical	9		<u>Plant and Animal Needs</u> <u>Plants and Animals Unit</u> <u>The Needs of Living Things</u>

				movement in which students pretend to be snails hiding in their shells, praying mantises scaring away predators, and gophers popping out of holes. Wrap-up & Teacher-led discussion.			
			10	Anchor Connection Students wonder: How do animals make their homes? Students learn: In addition to food, many animals require some form of shelter. Some animals find their shelters, others make shelters.		<u>Science Journal</u> entry to answer anchor question.	
			11	<u>Lesson 3 Assessment</u> Extensions for this lesson include: Readings, videos, and activities.			Where is baby bear?- Epic Book
Animal Needs CER #2		K-LS1-1	12			<u>Animal Needs CER #2</u> (slides 1 and 2)	
Animal Needs Lesson 4 How do animals	Animals & Changing the Environment	K-ESS2-2	13	In this Read-Along session, Desiree notices all the holes in the trees around			<u>Plants and Animals Unit</u>

make their homes in the forest?				her house—and sets out to discover how they got there, and why they matter. The lesson includes a short exercise where students listen for animal sounds and pretend to be woodpeckers. Teacher-led discussion.			Environmental Change Nature Walk Ideas
			14	Anchor Connection Students learn: In addition to food, many animals also require some form of shelter. Some animals find their shelters, others make shelters.	Science Journal entry to answer anchor question.		
			15	Lesson 4 Assessment Extensions for this lesson include: Activities.		BrainPop Jr. Forest Habitat Beautiful Homes Built by Animals (Youtube) I Can't Live Here Read Aloud (youtube)	
Animal Needs CER #3		K-ESS3-2	16			Animal Needs CER #3 (slides 3 and 4)	
Animal Needs Performance Task	Animal Needs	K-ESS3-1	17	In this performance task, students use			

Why do different animals live in different places?				a simple model to identify the relationships between the needs of animals and the places in which they live. After a review of the animals they observed throughout the unit, students use observations of three new places to determine which of those places best meet the needs of each animal.		
Plant Needs - Anchor Phenomenon Powerful Plants	Living and Nonliving	K-LS1-1	18	The anchor phenomenon for this unit is a collection of examples of plants that have grown onto other objects without anyone having put the plants there. How can this happen? During the introduction, students generate observations and questions about the phenomenon and create a list of possible explanations for the phenomenon. Students will gather clues during and	See-Think-Wonder Chart	

Plant Needs Lesson 1 Are plants alive?	Living and Nonliving	K-LS1-1		after each lesson in this unit to help them improve their understanding and explanations. It is important to encourage students to recognize that even if they don't know the perfect answer yet, they are going to learn a lot throughout the unit and will have an opportunity to revisit the phenomenon over time.		<u>BrainPop Jr. Living and Nonliving Things</u>
			19	In this lesson, students make observations of plants in order to identify their needs and that they are, in fact, living things.		
			20	In the activity, Plant Dance, students engage in a kinesthetic activity in which they observe and then model the appearance of plants when their needs are and aren't met. Wrap up and teacher-led discussion.		

			21	Anchor Connection Students wonder: How can we take care of plants? Students learn: Plants are alive. They grow over the course of their lives, which means that they can change over time. Just because a plant didn't start on an object, that doesn't mean it can't grow over onto it!	<u>Science Journal</u> entry to answer anchor question.	
			22	<u>Lesson 1</u> <u>Assessment</u> Extensions for this lesson include: Readings.		<u>Plants and Animals</u> <u>Unit</u> <u>It's Alive!</u> Living vs. Nonliving sorting Activity
Plant Needs Lesson 2 How do plants and trees grow?	Plant Needs: Water & Light	K-LS1-1	23	In this lesson, students investigate what plants need to grow.		<u>Plants and Animals</u> <u>Unit</u> <u>BrainPop Jr. Plants</u> <u>Videos</u> Plants are Alive!-Epic Book Max Plants a Seed-Epic Book
			24	In part 1 of this activity, Sprout a		<u>Seed germinating</u> <u>Time Lapse</u>

		Seed, students plant radish seeds in paper cups.			
	25	In part 2 of the activity (approx 4-7 days after planting, when the seeds sprout), students notice that the leaves of the young plants lean toward the light. A classroom root viewer made from a Ziploc bag and paper towels lets students observe root growth. Complete activity. Wrap-up & Teacher-led discussion			
	26	Anchor Connection Students wonder: How can we help plants and animals meet their needs? Students learn: plants have needs. Two of their biggest needs are water and light. Plants grow in such a way that they get as much light as possible. That can mean that, for some plants, they	<u>Science Journal</u> entry to answer anchor question.		

				can grow onto other nearby objects so that they are higher up and get more light.			
			27	<u>Lesson 2 Assessment</u> Extensions for this lesson include: Readings, videos, and activities.			
Plant Needs CER #1		K-LS1-1	28			Plant Needs CER #1 (slides 1 and 2)	
Plant Needs Lesson 3 Why would you want an old log in your backyard?	Human Impacts on the Environment	K-ESS3-3	29	In this Read-Along session, Sam wonders why his grandmother wants to keep an old log in her yard—until he begins to meet a few of her friends. The lesson includes a short exercise where students pretend to be lizards eating ants, and discover why old logs are helpful to animals. Teacher-led discussion.		<u>Environmental Solutions</u> <u>Plants and Animals Unit</u> <u>BrainPop Jr. Conservation videos</u> <u>Make the Most of Compost</u>	
			30	Anchor Connection Students wonder: What can we do if a plant is growing too		<u>Science Journal</u> entry to answer anchor question.	

				much? Students learn: Humans do many things that impact their surrounding environment. We can make choices that minimize the negative impacts of our actions. In particular, humans frequently go to great lengths to prevent the growth of some kinds of plants. Some options have more negative side effects than others. The discussion after this lesson is intended to set the stage for the performance task.			
			31	<u>Lesson 3 Assessment</u> Extensions for this lesson include: Activities.			<u>Reduce, Reuse, Recycle Unit</u>
Plant Needs CER #2		K-ESS3-3	32			Plant Needs CER #2 (slides 3 and 4)	
Plant Needs Performance Task How can we clear a bunch of kudzu?	Human Impacts on the Environment	K-ESS3-3	33	In this performance task, students investigate the benefits and drawbacks of different options that communities have when			

Unit 3 Common Assessment				34	removing an invasive plant. After a brief review of the unit, students gather information about different ways that a community might remove kudzu, and then help recommend a solution that has the most benefits and fewest drawbacks.		