

STORYLINE

UNIT 2.3: WHAT LIVES WHERE?

Lesson Set One • Lessons 1-5

Lesson	Phenomenon	What we do	What we figure out
Lesson 1 Anchoring Phenomenon <i>Where can we observe plants and animals?</i>	 Animals and plants can be found in many different places.	Share experiences of where plants and animals live in our communities. Make observations of plants and animals in our schoolyard and places that look different from where we live. Ask questions about places, plants, and animals. Identify what we could investigate to help us answer our questions about what plants and animals live where.	Plants and animals live near us and other places too. We have a lot of questions and initial ideas about the places plants and animals could live. We have a lot of questions and initial ideas about what kinds of plants and animals live in different places.

↓ Navigation to next lesson: *We have a lot of questions about the places where plants and animals live.*

Lesson 2 Investigation <i>What is the land like in places where plants and animals live?</i>	 The land where plants and animals live looks different.	Share about the land and water where we can find plants and animals in our communities. Gather information in research teams about land in different national parks. Compare observations of land to identify patterns.	There are different shapes and kinds of land in our communities and the national parks. Land can be different shapes like flat (plains) or not flat (mountains, hills, dunes). Land can be different kinds like desert, prairie, forest, and beaches. Land can be made of rocks, soils, and sand.
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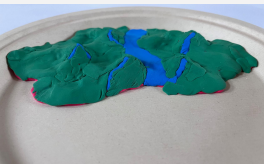
↓ Navigation to next lesson: *Now that we figured out that the places we are researching have different shapes and kinds of land, we want to know more about the water.*

Lesson 3 Investigation <i>Where is water found, and what is it like?</i>	 Water is in many places and can look different.	Research water in national parks to identify where water is found. Compare bodies of water and create a class chart to observe patterns in the shapes and kinds of bodies of water. Observe solid and liquid water. Read an infographic about water being a solid or liquid, depending on its temperature.	Water is found in the ocean, rivers, lakes, and ponds. Water exists as solid ice or as a liquid. Water can be solid or liquid, depending on temperature.
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↓ Navigation to next lesson: *Now that we figured out water can be found in the ocean, rivers, lakes, and ponds, we are wondering how we can show where the land and bodies of water are in a place.*

Lesson 4 Investigation <i>How can we show the location, shapes, and kinds of land and water in a place?</i>	 There are different ways to show land and water on maps.	Explore a map to see what we notice. Read a book about maps and how to represent shapes and kinds of land and water. Explore different ways to show the shapes and kinds of land and water using maps.	Maps show where things are located. We can show the shapes and kinds of land and water in different ways using maps.
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↓ Navigation to next lesson: *Now that we figured out that maps show where things are located and can show the shapes and kinds of land and water, we are wondering about creating our own maps of the national parks.*

Lesson 5 Putting Pieces Together <i>How are places where plants and animals live similar and different?</i>	 The kinds of land and water in different places can look similar or different.	Recall we are ready to use what we figured out to develop maps of the national parks. Create a Gotta-have-it Checklist for developing maps of the research national parks. Develop maps (models) of the land and water in the national parks. Do a gallery walk to observe patterns in the shapes, kinds, and locations of land and water in different places.	Our maps show that different places have land and water and where the land and water are located. The shapes and kinds of the land and water and where they are located can be similar or different from place to place.
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↓ Navigation to next lesson: *Now that we figured out how places where plants and animals live are similar and different, we are wondering what plants and animals live in these places.*

Lesson Set Two • Lessons 6-10

Lesson	Phenomenon	What we do	What we figure out
Lesson 6 Investigation <i>What kinds of plants and animals live near us?</i>	 Plants and animals are in our schoolyard.	Plan an investigation to observe plants and animals in the schoolyard. Make observations of plants and animals in the schoolyard and record them. Compare observations to describe the kinds of plants and animals near us.	Different kinds of plants live in our schoolyard. Different kinds of animals live in our schoolyard.

↓ Navigation to next lesson: *Now that we figured out that many different kinds of plants and animals live on our schoolyard, we are wondering what kinds of plants and animals live in the national parks.*

Lesson 7 Investigation <i>What kinds of plants and animals live in each national park?</i>	 Plants and animals live in national parks.	Read a newspaper article about using images of plants as data to answer questions. Plan an investigation of plants and animals using photographs. Use a card sort to make and record observations of how plants and animals are similar and different.	Different kinds of plants and animals can be found in each national park. Some of the plants are similar and some are different. Some of the animals are similar and some are different.
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↓ Navigation to next lesson: *Now that we figured out that many different kinds of plants and animals live in the National parks, and we are wondering what kinds live on land and what kinds live in water.*

Lesson 8 Investigation <i>What kinds of plants and animals live on land and in water?</i>	 There are plants and animals on land and in water.	Use information from research to sort plants and animals by where they live on land or in water. Observe and compare plants and animals that live on land and those that live in water. Write and draw about what we figured out to share with others.	Animals and plants can be found in different places on land and in/near water. Different kinds of plants and animals live on land in national parks. Different kinds of plants and animals live in/near water in national parks.
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↓ Navigation to next lesson: *We figured out the kinds of plants and animals that live in different places on land and in water, and now we are ready to share what we figured out with our classmates.*

Lesson 9 Putting Pieces Together <i>How can we share information about the national parks with others?</i>	 Scientists communicate ideas about the different kinds of plants and animals that live in different national parks.	Compile a Gotta-Have-It Checklist. Write a script to use in a national park presentation video. Give and receive feedback on our scripts.	Drawings, writing, and maps can help us communicate ideas about the plants and animals that live in different places in each national park. Creating presentations will help us compare plants and animals across the different national parks.
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↓ Navigation to next lesson: *Now that we have figured out what we will share with others about the kinds of plants and animals in the national parks, we are ready to share our presentations.*

Lesson 10 Putting Pieces Together <i>What kinds of plants and animals live in different places?</i>	 Plants and animals are in different kinds of places.	Make our national park presentation videos and share them with others. Notice patterns in the kinds of plants and animals in different places. Connect to experiences in our schoolyard and communities.	There is a pattern that different places have a variety of plants and animals. There is a pattern that plants and animals live on land and in water for all the national parks and our local community. Different kinds of land and water can have similar and/or different kinds of plants and animals.
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↓ Navigation to next lesson: *There is no next lesson.*